



ENGLISH LANGUAGE

PELE EXAMINATION PREPAREDNESS TRAINING, 2024

BY: MUKENYE DAVID —0782012215 / 0752012215

LESSON ONE

The paper of English comprises two Sections ; A and B

Section A has two sub- sections

- Sub-section 1: 30 questions = 30marks
- Sub-section 11:
20 questions = 20 marks

a) SUB-SECTION 1- 30 MARKS

Let's now have a look at what is tested or asked in **Section A ,Sub-section 1;**

This will help you know and plan very well to score the 30 marks in this sub-section.

- Candidate should be in position to read and understand the sentence or question.
- Candidate should be in position to identify the guide word in the sentence.
- Candidate should be in position to tell the subject and object of the sentence.
- Train candidates to use simple but understandable words or language.
- Candidates should be in position to punctuate the sentences written well.

2. WORD FORMATION / TRANSFORMATION

We put more emphasis on the tense of the sentence E.g

The naughty boy who
was punished. (steal) a pen from the teacher's table

Let the candidates differentiate the present simple tense from the present continuous

The present perfect from the present perfect continuous.

Let them know the difference between present perfect (has/have)... from past perfect tense (had)....

3. SHORT FORMS:

You can be asked to write the full forms in short or the short forms in full

We need to train the candidates about the standard abbreviations:

b.	born	PO	THE POST OFFICE
aka	also known as	WWW	WORLD WIDE WEB
Cc	carbon copy	Rev.	Reverend

Let the candidate learn about contractions not as abbreviations

✓We we had /would

✓Can't cannot etc.

3. GROUP WORDS OR ONE WORD FOR MANY

(This is testing the vocabulary you have been learning from different themes or topics from primary one to primary seven)

Examples of themes or topics learnt from primary one – primary seven.

- Our home
- Our school
- Safety at home
- Describing people and objects etc.

Rewrite the sentence giving the plural form/singular form of the underlined word.

Nouns and pronouns are the ones tested or examined.

- a) Those ending in-y preceded by a consonant.(Drop -y then add ies)

e.g. secretary- secretaries (P.L.E 2001) county- counties (P.L.E 2006) lady-ladies (P.L.E 2007) butterfly-butterflies (P.L.E 2011).....diary..... -diaries.....(P.L.E 2015)

-
- a) Those ending in-y preceded by a vowel.(Just add letter s)

e.g.chimney.....-.....chimneys... (P.L.E 2003)
monkey - monkeyes (P.L.E 2016)

- b) Those ending in -f/-fe e.g myself-ourselves(P.L.E 2005) / wife-wives((P.L.E 2009) / handkerchief-handkerchiefs (P.L.E 2010) / wolf-wolves / shelves-shelf(P.L.E 2012)
Bookshelf-Bookshelves(P.L.E 2016) etc

- c) Those ending in -x e.g box-boxes(P.L.E 2013) etc

-
- a) Those ending in -th e.g. cloth-cloths(P.L.E 2006)

Tooth-Teeth(P.L.E 2010)

- b) Compound nouns e.g. head of department(P.L.E 2005)/ brother-in-law(P.L.E 2009)/sister-in-law(P.L.E 2017)
Point of order(P.L.E 2014)

- c) Uncountable nouns e.g. news-news(P.L.E 2008)

- d) Ending in s/es e.g. glass-glasses(P.L.E 2006)/match-matches(P.L.E 2007)/tomato-tomatoes(P.L.E 2011)/ buffalo-buffaloes/buffalo(P.L.E 2012)

I) Possessives e.g.

candidate's name =candidate's' names (P.L.E 2018)

Lady's bag = ladies' bags

Baby's cot = babies' cots

Child's right = children's rights

Man's shirt = men's shirts

Woman's show = women's shows

and many others like sheep/deer.

3. HOMOPHONES

use each of the words in a sentence to show that you know the difference in their meaning

HOMOGRAPHHS

Words with the same spelling,sound but different meaning

POINTS TO NOTE WHEN ANSWERING SUCH QUESTIONS.

- a) Each time you are using the given words in a sentence, your sentence **MUST** have a qualifier or qualifiers; they are the ones to show that your sentence is meaningful. Without it or those qualifiers, you won't be awarded a mark or marks.
- b) In case one of the given words is a main verb, you advised to avoid transforming or changing that word into another tense; instead use it as an infinitive as given in the question.

e.g. need -(P.L.E 2018) -qualifiers: something such as an object, time, a day, etc.

Knead-(P.L.E 2018) -qualifiers: dough, clay, baker, builder, etc.

Examples in sentences

Wrong: What do you need? (No qualifier)

Correct: I need a pen for writing a composition.

)

Correct : The baker will knead dough in the evening.

We knead clay before baking bricks.

Practice

Weight (PLE – 2020)

(qualifiers: kilogrammes, heavier than

Wait (PLE – 2020)

(.....until..... ortill.....)

Wrong : What is your weight?

Correct: We shall wait for John
until he comes.

coat / court - (P.L.E 2001)

flour/ flower - (P.L.E 2005)

- luck / lack - (P.L.E 2007)
- peace / piece- (P.L.E 2009)
- hut / hurt - (P.L.E 2010)
- brake / break - (P.L.E 2011)
- sea / see - (P.L.E 2014)
- fare / fair - (P.L.E 2015)
- reed/ read - (P.L.E 2016)
- meat / meet - (P.L.E 2017)
- lose/loose - (P.L.E 2002)
- live / leave - (P.L.E 2003 / 2006)
- die / dye - (P.L.E 2003 / 2006)
- hear / here - (P.L.E 2012)
- sauce / source - (P.L.E 2019)

Rearrange the given words to form a correct/meaningful sentence.

Note: This is where you are required to arrange the given words to form a correct sentence.

STEPS

- a) Read through the words given
- b) Identify the end punctuation mark (. ? !)
- c) Use the identified punctuation mark to determine the first word of your sentence.
- d) Number the words until you get to the last one including punctuation mark as well to avoid forgetting it or leaving it out in your final answer

a) Read through the numbered words to confirm its correctness.

b) Then write your final answer.

NB: Make sure that you do not leave out any word as numbered.

c) Finally, read through the just written sentence.

e.g. how to know I ride a bicycle. (P.L.E 2020)

NB. Commonly asked questions can be from;

- declarative sentences - .
 - interrogative sentences - ?
 - exclamatory sentences - !
-

Rearrange the given words in alphabetical / ABC / dictionary order.

NB.

- Rearranging by 1st letter
- Rearranging by 2nd letter
- Rearranging by 3rd letter
- Rearranging by 4th letter

Note

a) If there is a word that has the first letter capital, maintain it.

b) If no commas, also no commas

c) If with commas, also have commas in your final arranged answer.

In questions 29 and 30, rewrite the sentences giving the opposite of the underlined word.

NB. Do what the instruction states.

e.g. Rewrite -complete sentences

Give / write – only the answer of course beginning with a small / lower case letter.

Replace – Complete sentence

Examples: Our home is two kilometers after the market before... (P.L.E 2020)

Arthur like staying in urban areas during holidays.

....rural..... (P.L.E 2020)

LESSON TWO

(STRUCTURES)

Rewrite the sentences as instructed in the brackets.

These structures are got from structures taught to you from Primary one to primary seven as guided by the curriculum and syllabus.

Advice

1. Read the main instruction e.g. In each of the questions 31 to 50, rewrite the sentences as instructed in the brackets.
2. Read the question.
3. Read the sub instruction as given in the brackets.
4. Answer the question in accordance with the sub – instruction given in the brackets.

Areas tested here among others include;

- a) Active and passive voice
- b) Direct and indirect speech

c) Order of adjectives

guided by this acronym

D/NOPSASCOMUPPN

D/N – Determiner/Number – a, an, the, two, few, etc.

OP – Opinion – beautiful, ugly, poor, etc.

S – Size – big, large, tall, short etc.

A – Age – young, old, ancient, modern, ten years etc.

S – Shape – Circular, Conical, Triangular, Spherical etc

C – Colour – black, dark-skinned, light-skinned etc.

O – Origin – Ugandan, Rwandan, Turkman, Turkwoman, Ghanaian etc.

M – Material – gold, woollen, metallic, wooden, cotton,

U/P/P – Purpose/Use/Participle adjective walking, swimming, reading, dining, etc.

N – Noun being described (yesterday etc.)

NB. If the time adverb is in the question, place it after the noun.

Qn. 41 Sscombe has bought a ring. It is made of gold. It is new. It is in form of a circle. (Join without using: and / which (P.L.E – 2020)

RELATIVE PRONOUNS

e.g.

Whose, where, about whom, from whom, with whom, by which, in which, who, whom, etc.

Note:

- (a) Common noun subject - no commas required in the answer.
(b) Proper noun subject – two commas are a must in your answer and must be placed rightly.

Common Noun subject

That is the secondary school. My father studied from there. (P.L.E 2020) ((Use: where...))

common noun subject= The secondary school ,so no commas required in our answer.

That is the secondary school from where my father studied.

-
- (a) If the preposition is in the question, it must precede or be put before the relative pronoun as underlined above.
(b) If the preposition is in the question, make sure that you do not repeat ahead of your answer.
e.g. That is the secondary school from where my father studied from (wrong)
(c) If the preposition is in the question, do not separate from the relative pronoun given.
e.g. That is the secondary school where my father studied from. (wrong)

Refer to P.L.E 2020

Qn. 43 We worked for an old man yesterday. The old man thanked us. (Use: whom....)

Qn. 44 The journalist made a statement at police. His camera was stolen. (Use: whose.....)

Okello visited our school today. You met his father last month. (Use: ... whose...) (P.L.E 2004)

Okello, whose father you met last month, visited our school.

Mondo will visit our school tomorrow. You met his son last week. (Usewhose....)

Conjunctions (mixed structures)

-like.....
-prefer.....to....
-either....or....
- (same action put it before....either....) (Two different actions , put them after either...)
-neither.... nor....
- such a/anthat....
- too.... to /toofor....to....)
-enough .../ ... mor interested ... than....) two prepositions of 'in' placed before each action)

-
-, so... / so... that / asas .../

... as soon as/ ...as well as ... (one subject ... no commas) (two different subjects two commas each placed before the mentioned subject or noun

No sooner / Hardly had / Scarcely had / Barely had/ and neither /and so / so that..... /so as / in order to... / in order that.... / would rather ... than.... (same action..... no repeating it) / more interested....than... /not only.....but also/ Not only.....but also/ interested.../ Immediately.../Although.../Despite..../In spite.../ Even though.../.....but..../.....because.../...owner..../while..../ Much as..../ Whereas..../ ...used to..../...used for..../....just..../ Both..../both.../ ..after..../managed..../succeeded....

PARALLEL ADJECTIVES/DOUBLE

The....., the.....

g) EXLAMATORY STATEMENTS

How.....! / What.....!/very.....

The dancers are very skillful.(Begin: How....!) P.L.E 2020)

h) Neccesity and obligation

.....necessary...../needn't...../

a) Conditional sentences also known as IF Clauses

.....will....(IF 1)

.....would....(IF 2)

.....would have...(IF 3)

COMPARATIVES

LESSON THREE

SECTION B

This section is made up of comprehension and compositum questions.

The section carries 50 marks.

It has five numbers; each number carries 10 marks.

COMPREHENSION

Comprehension is a noun derived from the verb comprehend which refers to one's ability to read, understand or interpret a given text, written material or data.

-
1. Let's first look at how we should answer comprehension questions.
 - a) It must be answered in a full sentence as required by the question.
 - b) Avoid giving clumsy responses or answers.
 - What is the poem about?
 - Wrong: The poem was about road accidents in Uganda.
 - When did the accident take place? (10th May 2022)
Wrong: The accident will take place on 10th May, 2022.
 - a) Avoid lifting an answer or idea from the text to your answer

-
- a) What caused the accident, according to the poem? (Okello was riding the bicycle at a high speed and when he arrived at a corner, he failed to reduce the speed.)

Wrong: Riding the bicycle at a high speed and when he arrived at the corner, he failed to reduce the speed.

- b) Avoid misspelling words in your answer. e.g., names of places and people and any other word in your answer.
- c) Avoid using pronouns in place of given nouns.
e.g. Why did Molly arrive late at school?

She arrived late at school because of traffic jam.

a) Always give your answers in the tense that has been used in the question.

b) If the question is in active voice, the answer should not be given in passive voice and the reverse is true.

e.g. Who wrote the poem?

The answer is: John wrote the poem.

By whom was the poem written?

The answer is: The poem was written by John

a) You must know the requirements for each questioning word e.g.

- Who..... requires a person or name
- Where.....requires the place
- When.....requires time/date/ day
- What.....requires the fact
- How long...requires duration
- Why.....requires the reason Which.....requires objects/animals/ sometimes persons
- How.....requires the way expressed using by/through or write a direct response.
- For questions that demand numbers as answers, write the numbers in words apart from the exceptions

• A question of "How many.....?" demands a structural response of; "There are/were....." if the question has a formation of a helping verb + a preposition i.e. are in/ were in/ are at/ were at, etc.

Example of such questions

a) How many pens are in the box?

There are twenty-one pens in the box.

b) How many people were at the party?

There were two people at the party.

However, if the question of "How many.....?" is written with a main verb and not the helping verb, the response begins with the answer (number) itself.

Example questions

a) How many candidates sat the mid-term assessment?

Twenty-two candidates sat the mid-term assessment.

b) How many scripts were collected?

One hundred scripts were collected.

- Ensure correct spelling of all the words.

- Punctuate your answers correctly.

- Your handwriting should be legible (readable).

- For questions that require you to give, mention, write, state or suggest, you should simply write the answer straightaway.

- If the question begins or ends in "according to", "apart from", "besides", etc, you must use the phrase in your answer sentence preferably at the beginning even when it is at the end of the question.

-
- If the question sentence begins with "who/why/when/ etc do you think...?" you must begin your answer sentence with, I think....." If the question begins with a helping verb like; "Do you think...?" you begin the answer with: No, I don't think.... / Yes,I think.....
 - When you are required to give another word or group of words with the same meaning as each of the underlined words in the passage, poem, dialogue, etc. (synonym), you must reread the sentence in which the word appears.
 - A word may have more than one meaning, so if you just look at the underlined word in isolation, you may not give the target answer. In other words, you ought to apply context to the underlined word.
 - However, if the question is Suggest a suitable title for the passage or poem

PREPARATION FOR AN EXAMINATION

Areas from where comprehension questions are picked.

We have three types of comprehension.

1. Reading Comprehension

a) Passages

b) Poems i.e. They rarely miss

c) Dialogues/ conversations

d) Written letters (informal or formal)

e) Invitation cards

f) Certificates such as marriage, birth, death, academic etc.

g) Circulars etc.

h) Posters (PLE 2002)

i) Agendum

- 1. Interpretation Comprehension**
 - a) Graphs e.g., travel, bar, line
 - b) Pie chart/ Venn diagrams
 - c) Maps (**PLE 2013**)
 - d) Tables (**PLE 2016**-library borrowing table ,etc, (**PLE 2016**) / (**PLE 2008**)
 - e) Registers (**PLE 2014**)
 - f) Block picture or picture comprehension (**PLE 2015**)
 - g) Family tree
 - h) Programmes e.g., Sports and Games(**PLE 2015**) MDD,etc
 - i) Receipts, bank slips, filled forms, bills etc.
-

- a) Timetables e.g., class timetables, travel or revision timetables (**PLE 2011**)
 - b) , sweeping or duty rotas
 - c) Arrival books (**PLE 2005**)
 - d) Calendars
 - e) Terminal reports (**PLE 2012**)
 - f) Diaries (**PLE 2014**)
 - g) Health records (**PLE 2007, 2014**)
 - h) Menus
- 1. Information Comprehension**
 - a) Notices (**PLE 2001/ 2006/ 2007/ 2008/2010 / 2013/ 2014**)
 - b) Advertisements (**2007/ 2013/2017**)
 - c) Announcements
-

LESSON FOUR

COMPOSITION

Composition is a noun derived from the verb compose. It involves the generation of a piece of text from the given instruction or question. It also involves generation of sentences or statements that correctly fill in the gaps in the text given.

Areas tested or examined in a composition aspect are;

1. Picture composition(P.L.E2009/2010/2013/2014/2017/2019)
2. Letter writing
3. Guided letter filling
4. Guided story or passage
5. Punctuating a two-paragraph passage or story.
6. Disordered or jumbled sentences.
7. Guided dialogue or conversation filling.

Guided form filing. (Here, you are given a paragraph of information from where you will get what to fill in the gaps.)

FILLING FORMS

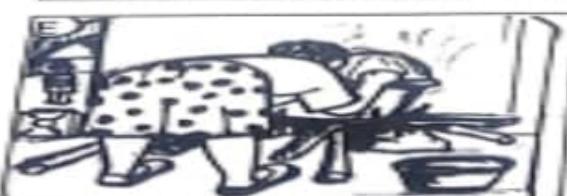
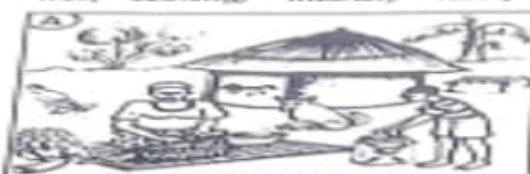
N.B: Forms are filled in capital or block or upper-case letters apart from a few exceptions.

Let's have a look at how to answer a few of these composition questions.

1. Picture Composition.

55. The pictures A — F tell a story. Study them and write one sentence to describe what is happening in each picture. You may use any of the following words to help you.

pool, carry, dining, draw, serve, bananas, aunt, fireplace, well, cooking, mother, bath, washbasin.



(a) Picture A	<ul style="list-style-type: none"> -Mother is peeling bananas. (mother is a particular noun, it should not be initiated by a, the) -A woman is peeling materials. -A woman is peeling bananas. -A lady is peeling materials. -A lady is peeling bananas. -A boy is picking a Jerry can.
(b) Picture B	<ul style="list-style-type: none"> -A boy is going to fetch water. -A boy is going for water. -The boy is going to fetch water. (correct if a teacher talked about a boy in picture A)
(c) Picture C	<ul style="list-style-type: none"> -The boy is drawing water. -The boy is drawing water from a well. -The boy is filling the Jerry can with water (if a teacher talked about a Jerry can in A and B) -Another boy and a girl are standing around a well. -Two other children are standing near the boy.
(d) Picture D	<ul style="list-style-type: none"> -The boy is going home with water. -The boy is taking water home. -The boy is transporting water.
(e) Picture E	<ul style="list-style-type: none"> -The boy's mother is cooking food. -The boy's mother is at the fireplace preparing food. -The boy's aunt is cooking food. -The woman has started cooking food. -The boy's mother has put the food on fire. -The boy's aunt has put the food on fire. -The boy's aunt is preparing the food -The woman is cooking food.
(f) Picture F	<p>The boy's mother is serving food at a dining table. The woman is serving food. The boy's aunt is serving food. The boy's family is getting ready for lunch/dinner. The boy's family is getting ready to have a meal.</p>

- (g) What is the boy doing in Picture C?
The boy is drawing water in Picture C.
The boy is drawing water from a well.
- (h) Apart from fetching water, give one other activity done by a child at home.
Washing utensils // sweeping the compound // mopping the house//grazing animals// burning rubbish// slashing the compound// digging in the gardens//preparing food// weaving mats , ropes and baskets// smoking the latrines// harvesting crops
 Also correct..... Apart from fetching water, (put the activity done by a child at home) is another activity done by a child at home.
- (i) Why do you think one seat is vacant in Picture F?
I think one seat is vacant because the owner is still serving food.
I think one seat is vacant because it belongs to the boy's mother who is still serving.
I think one seat is vacant because it belongs to the boy's aunt who is still serving.
I think one seat is vacant because it belongs to the woman who is still serving.
- (j) Suggest a suitable title to the picture story.
HELPING PARENTS AT HOME// A RESPONSIBLE BOY// CHILDREN'S RESPONSIBILITIES AT HOME. // A HARDWORKING BOY// A WELL MANNERED BOY// A RESPONSIBLE MOTHER// A GOOD MOTHER// A GOOD CHILD // FETCHING WATER
 (We get the title from the overriding character //idea.)

What you must know about picture composition

i.The tense

- a) Present continuous tense is used to describe pictures that you think their actions are still going.
is + are ing
- b) Present perfect tense used to describe pictures that you think their actions have taken place. E.g., ... + has or have + past perfect tense (written....)

i. The article use.

- a) 'a/ an' is used when talking or describing the picture or character in the picture which is in singular form for the first mention. A woman is peeling bananas.
- b) 'The' is used when talking or describing the picture or character in the picture in the second or more mentions. This article is used in the second or more mentions of characters either in singular or plurals. The woman is peeling bananas.

N.B: When the character to be described is in plural form, for the first mention, do not use any article, not even article 'the'.

Picture 1: The boys are playing football.

Picture 2: The boys have scored a goal.

Note

- a) Never describe pictures in passive voice.
- b) Never own pictures. E.g., My mother is peeling bananas.
- c) Answer the four comprehensions like any other comprehension not following rules given above. Those rules are only applied when describing pictures 1-6 or picture A-F.

Steps of answering a picture composition questions for you to score 10 out of 10.

- a) Read through the key instruction including the words given to you.
- b) Move on and read the four comprehension questions but without answering them. This may help you get to know some pictures in the story. E.g., Why do you think the head teacher is addressing the school in Picture 2?
 - i. Get back and summarize each picture by identifying;
 - a) The character

a) The action carried out

Do this in pencil. e.g.;

Picture A: mother (character)

peel (action)

Picture B: boy (character)

going (action)

Picture C: boy (character)

fetching (action)

Picture D: boy (character)

carry (action)

Picture E : mother or woman (character)

Prepare/cook (action)

Picture F: mother or woman (character)

serve (action)

: When you first choose to talk about mother, then continue with that character whenever you see it in the picture, avoid changing. You can only change if the picture has another character.

1. Begin describing your picture using your summaries above while putting into use, the knowledge of these and articles.
2. Finally, answer the four comprehension questions.

LESSON FIVE

1. Letter writing.

a) Informal

i. Writer's address

ii. Date

iii. Salutation

iv. Body

- Introduction/ purpose as I am writing not have written

- Main communication in paragraphs. This is the part which talks about in sentence what the question instructs you to talk about.

Conclusion e.g. I look forward to meeting you at the party etc.

i.Complementary close. This one's derived from what your salutation looks like e.g.;

- Your friend
 - Your daughter
 - Your son
 - Your niece
 - Your nephew
- i.One writer's first name e.g.
- John
 - Mary
 - Rosemary, etc.

a) Formal letter

i. Writer's address

ii. Date

iii. Receiver's or addressee's address

N.B: a) The title of the receiver must start with a capital letter.

iv. Salutation.

- Dear Sir
- Dear Sir/ Madam

i. Subject line e.g.

- Re: APPLICATION FOR
- Re: PERMISSION TO.....
- Re: APOLOGY FOR
- Re: INVITATION TO.....

N.B: All the above nouns after 'Re' are got from the verbs as used in the question.

i. Body

- Introduction/ purpose
- Main communication
- Conclusion.

i. Complementary close

- Dear Sir
 - Dear Madam
 - Dear Sir/ Madam
- = yours faithfully/ yours truly

Dear Rev. Peter Olume – yours sincerely.

- i. Writer's signature (At your level, it is made up of your compound name which can be written beginning with capital letters.) e.g.;
 - Richard Okello
 - Mary Namukasa
- i. Writer compound or full name as it appears on the signature but now written in capital letters all through. e.g.,
 - RICHARD OKELLO
 - MARY NAMUKASA
- i. Not common but where necessary, the writer's title is put in brackets e.g. (HEAD PREFECT), (GAMES AND SPORTS PREFECT) etc.
NB; open punctuation is mostly preferred.

COMPOSITION WRITING

1. Creative/guided writing 'aka' Composition Writing.

Basic parts to know.

- a) The title
- b) The introduction
- c) The body
- d) Conclusion

EXAMPLE

In about 100-150 words, write a composition about how you spent your Christmas Holidays. mention where and the people you spent it with. How you prepared for it, the gifts you gave out and received, what excited you most and why.

Title: A MERRY CHRISTMAS WITH FAMILY

Introduction:

Over the Christmas holidays, I had a fantastic time with my family, creating

Body:

We spent Christmas at our grandparents' house, where the whole family gathered.

Towards Christmas, we decorated the house with twinkling lights and colorful ornaments. I helped my mom bake cookies and wrap presents for everyone.

On Christmas morning, the excitement was palpable as we exchanged gifts. I received a remote-controlled car from my parents and a book set from my older sister. I gave homemade candles to my grandparents and hand-drawn cards to my cousins.

The best part of Christmas was seeing the smiles on everyone's faces and feeling the warmth of togetherness.

Conclusion:

In conclusion, my Christmas holidays were filled with love, laughter, and joy. Spending time with family and exchanging heartfelt gifts made it truly special. I can't wait for next year's celebrations!

N.B: Never write, "Written or compiled by....."

Note: Both in letter writing and in composition writing, mind about;

- paragraphs
- spellings
- punctuation marks
- Tense used as used in the question
- For only letters, the type of letter written

All the above areas if seen in your work or if well used earn you marks.

I wish all of you success in PLE 2024.

National facilitator and Consultant

MUKENYE DAVID

+256 752012215

Email: mukenyed@gmil.com