

THE SIPRO PRE-PLE ENGLISH SET IV MARKING GUIDE-2024

NO.	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	ASPECT	TECHNICAL ADVICE
1.	P.5	The	a	Knowledge of the required article.	Articles	“The” is used to refer to specific, previously mentioned nouns, with superlatives and with ordinal numbers. Review when to omit articles e.g. before plural nouns, abstract nouns, names of people, indefinite nouns e.g. job.
2.	P.4	use / sharpen	see	Knowledge of the required verb.	Verbs	Guide the learners to identify the required verb.
3.	P.7	answers/responses	Punctuations /questions	Knowledge of the required noun.	Nouns	Look at the use of answer both as a noun and as a verb. Revise vocabulary related to examinations.
4.	P.2/ P.3	down	on the mat	Knowledge of the required adverb.	Adverbs	Revise the special uses of down in phrasal verbs e.g. climb down.
5.	P.4	why	as/when	Knowledge of the required interrogative.	Adverbs	Revisit the use of interrogative adverbs and pronouns.
6.	P.4	swimming	swiming	Knowledge of the required.	Verb tenses	CVC verbs double the last consonant when changing to another form.
7.	P.6	endangers	dangerous/ dangers	Knowledge of the required verb.	Verbs (formation)	Discuss the formation of verbs from nouns e.g. enlarge, enforce etc.
8.	P.7	greedily	greedly	Knowledge of the required adverb.	Adverbs	Explore the formation of adverbs from nouns. A noun first changes to adjective before adding 'ly'.
9.	P.6	energetic	energetically	Knowledge of the required adjective.	Formation of adjectives.	Go through formation of adjectives from nouns and verbs.
10.	P.6	dipped	diped	Knowledge of the past participle form of verb.	Past participle tense.	“Having” is followed by a past participle verb.
11.	P.5	summary	summarised	Knowledge of the correct noun.	Nouns	Discuss the formation of nouns from verbs.
12.	P.4	its	it's	Knowledge of the correct noun.	Nouns	Discuss the formation of nouns from verbs.
13.	P.6	disobedience	disobedient	Knowledge of the required abstract noun.	Abstract nouns	Take the learners through abstract nouns formed by adding ance, ence, cy, ness, etc.

14.	P.4	thrice	third	Knowledge of the required adverbs.	Adverbs	‘Thrice’ means three times while third refers to position three. Help the learners to differentiate when to talk about position on how many times in regards to the number given.
15.	P.5	kinder	more kind/ kindest	Knowledge of the comparative adjective.	Comparison of adjectives.	A comparative adjective is used to compare strictly two objects, things, sides, etc.
16.	P.6	Most children enjoy eating icing of a cake.	icing sugar	-Knowledge of the required one word for many. -Following instruction.	One word for many.	Fully explain the vocabulary in every topic to help the learners to easily get one word for many as it may be picked from one of the vocabularies learnt.
17.	P.7	The late chief was buried yesterday.	burried			
18.	P.7	storeys	stories/storeies	Knowledge of the required plural form.	Plural forms	Go through the plural forms of different types of nouns. Apply their knowledge in daily life situations.
19.	P.5	cups of tea	cup of teas			
20.	P.6	The tallest boy in the choir stood on the front row.	tallest	-Knowledge of the required opposites. -Following instruction. -Punctuation	Opposites	Explore the opposites of nouns, verbs, adjectives etc. using prefixes, suffixes and whole word formations.
21.	P.4	Who are those children laughing in the mango tree shed?	laughing			
22.	P.6	Our village is known in the whole country because of the poverty of its people.	poverty			
23.	P.3	obtuse, produce, reduce, seduce	-Wrong order. -Incorrect spelling.	-Knowledge of alphabetical order. -Spellings	Alphabetical order	Advise learners who do not have good mastery of the English letters of alphabet to always write them below the paper so as to help them arrange words with ease.
24.	P.5	ox, oxen, oxide, oxygen				
25.	P.3	Wash those uniforms for me.	-Wrong order. -Poorly punctuated sentence. -Wrong spelling.	-Knowledge of sentence construction. -Punctuation	Sentences	Engage the learners in using the vocabulary learnt to construct both oral and written sentences.
26.	P.4	Who will referee the football match tomorrow?				
27.	P.7	PLE	ple	-Knowledge of the abbreviation. -Punctuation	Abbreviations	Revisit common abbreviations in different topics learnt.
28.	P.5	e.g.	eg			
29.	P.3	Any grammatically correct sentence.	-Full sentence. -Correct sentence. -Proper punctuation.	-Knowledge of homophones. -Word qualifiers	Homophones	Encourage the learners to construct sentences which have words that connect to the meaning of the homophones.
30.	P.5					
31.	P.5	It is three years since we toured Lake Mburo National Park.	We have toured Lake Mburo National Park since three years ago.	The use of.....sincein a sentence.	Structures	Revise the use of ‘for’, ago, since, last with and without points of time.

32.	P.7	Primary one pupils look forward to visiting their class teacher next Saturday.	Primary one pupils look forward to visit their class teacher next Saturday.	The use oflook forward.....	Structures	“Look forward/ looking forward to” is used with a progressive verb.
33.	P.7	Despite Nsimbi’s cleverness, he does not score high marks in exams.	Despite Nsimbi’s cleverest, he does not score high marks in exams.	The use of..... despite with an abstract noun.	Structures	Guide the learners to use despite with abstract noun, continuous tense and using ‘the fact that’.
34.	P.6	There is some juice in the glass, isn’t there?	There is juice in the glass, isn’t it?	The application of question tag.	Question tags	Go through the formation of question tags with both positive and negative sentences; including requests and commands.
35.	P.6	The debate will take place either in the main hall or under the tree.	The debate will either take place in the main hall or under the tree.	The use ofeitheror in a sentence.	Conjunctions	When the two sentences share the same verb, either is put after that verb.
36.	P.6	Miss Rebecca asked Tom whether /if his father was an editor. Miss Rebecca wanted to know from Tom whether / if his father was an editor.	Miss Rebecca asked Tom if /whether his father is a doctor.	The knowledge of indirect speech.	Indirect speech.	Take the learners through the changes that take place when reporting statements or questions.
37.	P.7	Some new chairs are bought by Mr. Ouma every December.	Some new chairs are bought every December by Mr. Ouma.	The knowledge of passive voice.	Passive voice	Expression of time is placed after the subject is mentioned.
38.	P.6	The more durable a commodity is, the more expensive it is.	The more the commodity is expensive, the more expensive it is.	The knowledge of double comparison of adjective.	Application of Comparative degree of adjectives.	Give the learners more activities for the purposes of practice. Review the changes involved.
39.	P.6	Had Daddy had some money, he would have bought books for me.	Had daddy had any money, he would buy books for me.	The knowledge of If (3).	Conditionals	Had can be used in the place of “if” in If (3). Guide the learners not to mix If (2) with If (3).
40.	P.6	Lanyero has just talked to her mother.	Lanyero talked to her mother just a while ago.	Use of just	Structures	Since ‘just’ is used to say that somebody did something very recently, we shall therefore not use it in words with that idea.
41.	P.6	Malyemu is older than I. (I am)	Malyemu is older than me.	Application of the comparative degree.	Adjectives (comparison)	“than” introduces a dependent clause, comparison is between two subjects; Malyemu and I hence the use of I and not me.
42.	P.5	Your new headset, which your uncle brought yesterday, is here.	Your new headset which your uncle brought yesterday is here.	Use of which	Relative pronouns	The pronoun your and the adjective new, give more meaning to the headset therefore making it a known

						subject hence the use of two commas to close off unnecessary information.
43.	P.5/P.6	Unless Diana wears a thimble, her finger will not be protected when sewing.	Unless Diana wears a thimble, her finger will be protected when sewing.	Use of unless	Conditionals	Always encourage the learners to translate the clause with 'unless' before writing the main clause.
44.	P.5	How intelligent a boy Okwero is!	How intelligent Okwero is!	Forming an interjection.	Interjections	Revise changing statements to interjections that involve two nouns and vice-versa.
45.	P.5	We ought to make good use of our dustbins in order to improve sanitation in our school.	In order to improve sanitation in our school, we ought to make good use of our dustbins.	Use of in order	Structures	Revise related structures like so as, such that etc putting emphasis on the difference in usage.
46.	P.5	Alikoba is such a funny girl (lady/woman) that she talks while sleeping.	Alikoba is such funny that she talks while sleeping.	Use of such-that	Structures	Such/article (if the subject is singular)/ common noun. Our common noun girl/lady/woman is from the pronoun she.
47.	P.4	Joan, may I borrow your ruler, please?	Joan, may I borrow your ruler.	Use of polite language.	Structures	Emphasis should be on the right punctuation. Review responses to some statements.
48.	P.5/P.6	Asinde is the girl with whom I went to the baker's.	Asinde is the girl whom I went to the baker's with.	Use of whom	Relative pronouns	Revise sentences with other prepositions like for, to; for whom; to whom etc.
49.	P.7	You should /must cross the road from a zebra crossing or else you may be knocked down.	Go and cross the road from a zebra crossing or else you may be knocked down.	Use of or else	Structures	"Or else" should be followed by the result. No commas are needed.
50.	P.5	Is it a must to take your bicycle to the garage tomorrow?	Is it that you must take your bicycle to the garage tomorrow?	Use of must as a noun	Interrogatives	Review other ways to use must e.g 'had to' for the past, 'will have to' for the future etc.
51.	P.4	a)Behaviour is the way a person generally behaves especially towards other people.	It is the way a person behaves.	-Tense maintenance. -Punctuation -Complete sentences. -Relevance of answers.	Comprehension (passage)	-Encourage the learners to get the answers from the given text unless it is an opinion question. -Talk about the required punctuation in the answers. -Begin with numbers that challenged the learners the most. -Talk about rejected answers. -Set a purpose of what you want to achieve from reading the passage. -Encourage the learners to read the
		b)According to the passage, two factors affect people's behaviour.	Two factors affect people's behaviour			
		c)The writer encourages us to behave well because of the many benefits it has.	Because of the many benefits it has.			
		d)-Good behaviour leads to good relationship with others. -Good behaviour promotes unity and friendship.				

		e)I think it is bad to behave badly towards others because----- (consider all opinions of disadvantages of bad behaviour).	Because you lose friends.			text fully. Let them engage with the text. -Guide the learners to determine the main theme of the passage as they read. -Guide the learners to note key points, facts and the examples as mentioned in the passage. -Understand and identify unfamiliar words; unpack them with the learners. -Create mental images and imaginations to aid in comprehension. -Guide the learners to summarise the main ideas.
		f) According to the passage, bad behaviour is shown in our country.	country			
		g) Apart from theft, murder/rape/defilement is mentioned in the passage.	Theft, murder, rape defilement			
		h)i) exercising /Implementing ii) manners	Theft, murder, rape, defilement			
		i)GOOD BEHAVIOUR	Any other irrelevant one.			
52.	P.4	a) We call the above information a receipt.	The above information called a receipt	Tense maintenance. -Punctuation -Complete sentences. -Relevance of answers.	Comprehension (information)	-Discourage the learners from changing the tense of the answer from that of the question or changing to voices. -Guide the learners to identify /name the given information. Go through a variety of information e.g shopping list/ pricelist / menu / notice/ school documents advertisement etc. -Review forms of the word 'receive' and put emphasis on the spellings. -Guide the learners to state the purposes of a receipt, when and where they can get such information. -Guide the candidates to identify key data in the given information. -Integrate the knowledge of mathematics when dealing with calculations and numbers. -Encourage the learners to write some numbers the way they are i.e. codes, account number, receipt number, telephone number, etc.
		b)Ntwa Primary School used the information.	Ntwa			
		c)The information was given to Kagolo Kyla Tamali.	Kagolo Kyla Tamali			
		d)The receiver paid one hundred fifty three thousand shillings to the school.	One hundred fifty three thousand shillings.			
		e)The money was paid for uniforms.	Uniforms			
		f) According to the information, the school does not ask for any more money from the receiver.	Nil			
		g) Fatuma Amoding received the money on behalf of the school.	Fatuma Amoding			
		h) The money was paid to the school in cash.	In cash			
		i)I think this school is located in Kampala.	Kampala			
		j) The above information was used on 19 th March, 2024.				

53.	P.5	a) Peace and security should be everybody's duty.	Peace and security.	-Tense maintenance -Relevance of answers. -Punctuation -Complete sentences.	Comprehension (poem)	-Guide the learners on how to use pronouns used in the poem. -Review poetic language and features of a poem. -Review comprehension skills. -Study the poem's title, introduction or footnotes to familiarize yourself with the context. -Read the poem to the learners as you consider the tone, emotions etc. involved. -Identify the key theme of the poem and highlight the salient points. -Make connections to personal experiences or daily life situations. -Guide learners to now focus on specific lines or stanzas as they visualize the poem's imagery. -Emphasise the use of complete sentences when answering.																				
		b)Murder and theft should not be in our communities.	Murder and theft.																							
		c)According to the poem, peace and security brings happiness.	Peace and security.																							
		d)People walk without fear because their lives are secure.	For their lives are secure																							
		e)Ugandans should fight crime by reporting criminals and suspects to the LC's.	Report crime by reporting criminals and suspects.																							
		f)The LC should know about the criminals.	The LC's																							
		g)Kasenene Niko is the poet. or Kasenene Niko is the writer of this poem.	The poet																							
		h)i)space /chance / opportunity ii) fearlessly / courageously /bravely / boldly																								
54.	P.4 <table><tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td><td>j</td></tr><tr><td>c</td><td>h</td><td>e</td><td>j</td><td>b</td><td>g</td><td>i</td><td>a</td><td>d</td><td>f</td></tr></table>		a	b	c	d	e	f	g	h	i	j	c	h	e	j	b	g	i	a	d	f	-Any different sequence. Sentences with omitted words.	-Application of story sequence. -Flow of ideas Complete sentences. -Punctuation	Composition (jumbled story)	-Penalise learners who omit words and letters. -Identify the linking words in the sentences. -Guide the learners to identify what the story is about.
a	b	c	d	e	f	g	h	i	j																	
c	h	e	j	b	g	i	a	d	f																	
55.	P.7	1)spend /enjoy 2) much 3) Her 4) with 5)better/improve 6)Aunt 7)which 8)play 9)water 10)What	-Misspelt words. -Any different word.	Correct usage of words. -Spellings -Punctuation	Guided composition	-Review filling in forms and other forms of compositions. -Put emphasis on the right spellings. -Encourage the learners to read through the whole composition before writing the answers.																				