

THE PANACEA FOR THIS YEAR'S PLE ENGLISH PAPER

Developed By: Uganda Comprehension and Composition Expert
Society (UCCES)

Telephone: 0708058517/0780147695/0775420851/0758006610

SECTION A (Sub-section I)

1. soon
2. older
3. for
4. hair
5. say
6. faster
7. juicy
8. safely
9. happiness
10. rainy
11. learning
12. mine
13. revision
14. bitten
15. puppies
(Reject pups)
16. kilogram/kilograms/kilogramme/kilogrammes
17. they have/They have
18. hammer, nail, plank, saw **(with or without commas/full stop)**
19. ear, eye, neck, nose **(with or without commas/full stop)**
20. Mary remembered to turn off the TV last night.
21. Some foreign tourists like carrying heavy/bulky/weighty/massive/hefty/hulking/large bags.
22. Never accept gifts from strangers.
23. In which class is your cousin?
24. oxen/Oxen/OXEN
25. secretaries/Secretaries/SECRETARIES
26. Eating too much sugar can cause/bring health problems.
27. My mother visits the dentist twice a year.
28. When Mr. Byansi entered the restaurant, the waitress gave him a menu.
29. **Consider these qualifiers and ideas:** gas(es)/fresh air/warm air/cool/hot/tube/blow/waves/transport/inhale/exhale/respiration/tyre/pump /breathe/travel by air/fly in the air/idea of space/idea of particular feeling or impression e.g. **looking at one with a bad air**/idea of considering oneself more than one really is; **put on airs**/idea of feeling very happy e.g. Our love for each other is in the air/idea of broadcasting/idea of putting clothing in a place that is warm with plenty of air so that it dries completely and smells fresh; to be left to dry somewhere, e.g. **Air the sheets well.**/idea of allowing fresh air into a

room or a building; to be filled with fresh air, e.g. ***The rooms have all been cleaned and aired.***/idea of expressing your opinions publicly, e.g. ***The weekly meeting enables employees to air their grievances.***

30. **Consider these qualifiers and ideas:**
properly/inherit/succeed/dead/die/will/late/funeral/burial/rites/death/wealth/riches/belongings/deceased/bereaved/clanleader/orphans/widow/widower/breathed his or her last/idea of a person who has the legal right to receive somebody's property, title or money when that person dies, the person who will be the next king or queen or a person who is thought to continue the work or a tradition started by sb else e.g. the president's political heirs.

Sub-section II

31. Cocks are not/aren't as big as turkeys (are).
32. The bride whose wedding took place last weekend sent us a cake.
33. The lesson stopped immediately the rain began/immediately the rain had begun.
34. We went to the market after Aunt Sandra or aunt Sandra made or had made a shopping list.
35. The children loved/ liked/enjoyed swimming more than/better than jogging/The children were more interested in swimming than in jogging. /...had more interest in swimming than in jogging.
36. We are responsible for keeping our classrooms tidy/It is we who are responsible for keeping our classrooms tidy. / We are the ones or the people (that are/who are) responsible for keeping our classrooms tidy.
37. While Nicholas was washing the car, his sister was preparing breakfast/While Nicholas'/Nicholas's sister was preparing breakfast, he/Nicholas was washing the car.
38. Mbowa will travel neither by bus nor by taxi. / Mbowa will travel neither by taxi nor by bus.
39. "Why did you miss lessons yesterday?" the teacher asked Nambuya.
(Accept use of single quotation marks)
40. The tailor cut the cloth using/with a pair of scissors.

41. The letters were not /weren't posted by Shakirah.
42. I (last) went to the market two months ago/I was in the market/at the market two months ago.
43. Our players were too tired to walk back to school.
44. Although Kapere is a very rich man, he does not/doesn't have a car.
45. Mrs. Odeke spent fifteen thousand shillings on a kilo of meat/on buying, purchasing a kilo of meat. **(Accept use of kilogram/kilogramme)**
46. In order to save the cyclist's life (the life of the cyclist), she hooted at him.
47. If you tuck in your shirt, you will look smart. /If you don't tuck in your shirt, you will not (won't) look smart./If you don't tuck in your shirt, you will look shabby.
48. Aida received (some/a lot of/a great deal of/much money) from her guardian, didn't she?/Aida received money from her guardian, didn't she?
49. Both a radio and television are useful sources of information/are a useful source of information. /Both a television and a radio are useful sources/are a useful source of information.
50. The boy who won the race is related to us.

SECTION B

- 51.a) The two great friends went to Mushanga Primary School.
- The school to which the two great friends went is/was Mushanga Primary School.
 - Mushanga Primary School is/was the school to which the two great friends went.
 - It is/was Mushanga Primary School to which the two great friends/where /that- - friends went (to).
- b) In this school, there wasn't lunch for Lolo and Jemba because:
- their parents had not contributed towards their feeding (at school).
 - their parents had not paid (the) lunch fee for them (at school).
 - their parents had not paid for their lunch (at school)/had not contributed for their meals.

- their parents had not paid for their meals at school/for their feeding at school/for their food at school.
- their parents had not paid for them to have lunch/to lunch at school/for their lunch meal/for their midday meal at school.
- their parents had not made payments for their meals at school.
- lunch was meant for only those/those pupils/those learners/those school children/those students/the pupils... whose parents had paid/contributed towards lunch/feeding/meals at school/had paid the lunch money/fee/charges.
- only those whose parents had paid/only those pupils who paid/who paid were allowed/were permitted/were meant/were supposed to have lunch at school.
- only those whose parents had agreed to pay/ had accepted to pay/ had cooperated with the school regarding their children's lunch at school/having their children fed at school/concerning feeding their children at school were allowed to have lunch there.
- those whose parents had not yet paid/had refused to pay/had not paid for lunch yet were not given lunch at school.
- their parents had not brought/taken/contributed what was required for them to have lunch at school or their parents did not bring/take/contribute the food items for their lunch at school.
- ----- because lunch was not for those who had not paid/whose parents had not paid.
-because they were not among those whose parents had paid or contributed for lunch/meals/food/feeding at school.
- In this school, there was.....because the parents of Lolo and Jemba had not paid /did not pay for their feeding.

- c) With the money that his parents sometimes gave him, Lolo could:
- buy/purchase/pay (for)/get/acquire/obtain pancakes, buns and some juice to have as lunch/for (his) lunch.
 - use it to buy/spend it on/spend it on buying pancakes, buns and (some) juice.
 - - with the money that his parents sometimes gave him.
 - - - - - buy himself pancakes - - - - -

- buy what to eat and drink as his lunch/during lunch/for lunch.
- d) Jemba rode at a very high speed because he wanted to/to/so as to/in order to/so that he could/in order that he could/would/might:
- get back to school in time for the afternoon lessons/return/be back to school in time.
 - reach his destination/where he was going/the trading Centre in time or early and get back early for.....
 - avoid being late for the afternoon...../the lessons after lunch.
 - avoid being late/behind time for the afternoon lessons.
 - because he did not want to be late for the.....
 - be punctual/on time for the afternoon lessons.
 - beat time for the afternoon lessons.
 - catch up with the afternoon lessons/with time for the afternoon lessons.
 - avoid missing/skipping the afternoon lessons.
 - avoid being absent from the afternoon lessons.
 - not to miss the afternoon lessons.
 -because he was very excited.
 -because he was very excited and he(also) wanted to come back for the afternoon lessons.
 -so that he would/could/might not miss the afternoon lessons.
 - So as not to/in order not to miss the afternoon lessons.
- e) As he sped up, Jemba rang - - - -/As Jemba sped up, he rang the bicycle bell to/so as to:
- let/warn/alert/remind other road users/the other road users to clear the way, give way, go off/leave the way/to move away from his way (also the road)
 - make them aware of the need for them to clear the way, go off the road, etc.
 - avoid knocking other road users/ramming into other road users.
 - avoid causing/bringing accidents/an accident on the road.

- signal to other road users that he was moving/going/coming/riding towards them/approaching them.
- alert them that he had sensed danger, eminent danger/he had seen, realised danger coming/had realised that he was going to knock other road users/to cause an accident/that he was at a risk or on the verge of knocking other road users.
- he had detected danger/ chances of having an accident/being involved in an accident/causing an accident.
- he had sensed that his speed was dangerous/perilous/unsafe/disastrous.
- ---- ----- as he sped up. /.....as he sped up to..... (with the above reasons given after 'to')

f) According to the passage, speeding led to the accident.

- What led to the accident is/was riding/cycling the bicycle at a very high speed/speeding .
(Award a half for inclusion ofof the bicycle/of the rider/of the cyclist/by the boys/by the cyclist after 'speeding')
- It was/is speeding that led to the accident (,) according to the passage.
- Riding the bicycle at a very high speed/ very fast/ a terrible speed led to the accident (,) according to the passage.
- Cycling at a very high speed/at a breakneck speed led to the accident (,) according to the passage.
- The act of riding/cycling the bicycle at a very high speed/of speeding led to the accident, according to the passage.

g) The head teacher thanked the nurses immediately she arrived at the clinic for treating the boys/Lolo and Jemba.

Award 0 mark for: The head teacher thanked the nurses for treating the boys immediately she arrived at the clinic or the response without what the nurses were thanked for.

- Immediately the head teacher arrived at the clinic, she thanked/appreciated/commended/applauded/hailed the nurses for:
 - treating Jemba and Lolo /the boys.
 - treating the injured boys.
 - treating Lolo and Jemba, the injured boys/the accident victims/ the casualties. (who were her pupils/her learners/her students).
 - Immediately she arrived at the clinic, the head teacher thanked.....

- h) The two friends stayed away from school for 3/three weeks/for twenty-one days/21 days.

- i) **In this school, the academic performance of the pupils greatly improved/The academic performance of the pupils in this school greatly improved because/for the reason that:**
 - they/the pupils ate lunch/had meals/ were given lunch/ were fed/were given food at school.
 - all the pupils/learners/students/schoolchildren started/began getting, having or eating lunch at school/began lunching at school (which enabled them to.....)**Reject the answer given in the present tense.**
 - - - because the pupils had lunch at school which enabled, allowed, made them to concentrate in class, on their studies, during lessons/study well/ learn well/ study with focus/enjoy their studies/ which promoted concentration in class/ love for lessons, studies, classes, learning, education/which encouraged learners to attend lessons/to come to school/which makes learners active/nimble/lively in class/which helped them to avoid distractions during lessons/ avoid absentmindedness during lessons.

- j) A HUNGRY MAN IS AN ANGRY MAN
 - A HEALTHY MIND IN A HEALTHY BODY

- DANGERS OF SPEEDING ON THE ROAD
- DANGERS OF NOT FEEDING PUPILS AT SCHOOL
- JEMBA AND LOLO LEARN A LESSON
- ACADEMIC PERFORMANCE IMPROVES AT MUSHANGA PRIMARY SCHOOL
- LUNCH BRINGS/ USHERS IN HAPPINESS/LIFE/JOY/RELIEF AT MUSHANGA PRIMARY SCHOOL
- MUSHANGA PRIMARY SCHOOL PARENTS REALIZE THEIR MISTAKE
- A STICHTH IN TIME SAVES NINE
- IMPORTANCE/SIGNIFICANCE/RELEVANCE/VALUE/BENEFITS OF LUNCH/MEALS/FEEDING IN SCHOOLS
- (THE) MIRACULOUS ACADEMIC IMPROVEMENT AT MUSHANGA PRIMARY SCHOOL
- LUNCH WORKS MIRACLES AT MUSHANGA PRIMARY SCHOOL

52.

a) The poem is about:

- an examination.
- examinations.
- examination time.
- preparation for examinations.
- sitting (for) an examination(s).
- preparation and sitting for examination(s).
- what an examination means/entails/involves./what examinations entail or involve.
- what it means to do, sit (for), take an examination/examinations.
- what it takes to succeed, excel in an examination/examinations.
- what it means to be a candidate.
- the experience/the test of preparing for examinations/an examination.

(Award ½ for ...write examinations)

Reject: The poem is about examination.

b) The speaker spends sleepless nights to/in order to/so as to/so that he/she/they/he/she may or can:

- prepare for examinations /(an)examination.
- ready himself/herself/him or herself for examinations/(an) examination.
- get ready/ get set/be set / get prepared/ be ripe for examinations/(an) examination/for his, her/his or her/their examination(s).
- prepare well/adequately/thoroughly/properly/perfectly for examinations
- ..so he /she may prepare..../so he or she prepares for exams.

c) There is briefing before the speaker meets examination.

- The speaker is briefed before he/she/they/he or she/the speaker meets examination.
- Before the speaker meets examination, the speaker/he/she is/ they are briefed.
- Before the speaker meets examination, there is briefing (of candidates/the speaker and his or her fellow candidates/fellow classmates).
- - - - - , there is thorough briefing/careful briefing/ proper briefing/ good briefing/he, she, s/he is/they are thoroughly briefed/well briefed/properly briefed/carefully briefed.

Reject inclusion of ..like a bride and a bridegroom in the response.

d) The speaker should defeat examination in order to/to/so as to/:

- get good results/a good grade/an excellent performance/a good performance.
- realise good results.
- obtain good/excellent results.
- garner good results/excel.
- perform well.
- score high marks.

- pass with flying colours.
- pass highly.
- be successful
- get good grades.
- get a good score.
- get a pleasant score.
- get splendid results.
- get exceptional results.
- get his/her/his or her/their desired results or grade.
- achieve his/her/his or her/their goal or dream grade/target.
- because he/she/they/he or she want (s) to/wish(es) to/ intend(s) to/so that he, she, they, he or she may/can

(Reject..to avoid failure/failing since to defeat is the same as to avoid failing in this case)

- e) The speaker refers to invigilators as strange men and women because:
- they come from another school/other schools/outside schools.
 - they are not his/her teachers.
 - they are not familiar to him/her/him or her/ them.
 - they don't teach him/her/them/him or her.
 - they don't teach at his/her/their/his or her school.
 - he/she/he or she/s/he is/ they are meeting them for the first time.
 - they are not common/usual/familiar figures/people/persons at his/her/his or her school.
 - it is the first time to see them.
 - he/she/he or she/s/he has/ they have never seen them.
 - they have never met before.
 - they have never been with him/her/the speaker.
 - he does not know them.
 - is not used to them/is not accustomed to them.
 - they are unfamiliar to him/her/them/him or her.
 - they teach somewhere else/elsewhere.

- they have never been together/at the same place/have never lived or stayed together.
- they have never spent time together.
- they have never seen/had a glance at each other.
- they have never interacted.
- they have never faced each other.
- they don't work with his/her/their/the speaker's school/at the speaker's school.

f) **The strange men and women:**

- invigilate/watch over candidates.
- invigilate candidates/examinees/those who are doing/sitting/sitting for/taking exams or an examination.
- invigilate examinations /an examination.
- oversee an examination/examinations.
- ensure that examination rules are followed/adhered to/respected/obeyed/observed.
- supervise an examination/examinations.
- monitor examination process in the examination rooms.
- monitor candidates as/while/when they are doing exams.
- oversee candidates/examinees/those taking (an) examination/the examination.

The duty of the strange men and women is to:

- invigilate/watch over the candidates.
- invigilate candidates/invigilate examination or an examination.
- oversee an examination/examinations/examinees/candidates.
- ensure that examination rules are followed/adhered to/respected/obeyed/observed.
- Supervise an examination/examinations/examinees/candidates.
- oversee candidates/examinees/those taking, sitting, sitting for, taking an examination/examinations.
- monitor candidates/examinees/an examination examinations.
- The duty of the strange men and women is invigilating/watching over the candidates/invigilating the candidates.....

- The duty of.....is to invigilate exams/candidates/examinees.
- Invigilating/watching over/supervising..... is the duty.....
- To invigilate/To watch over/To supervise/To monitor..... is the duty
- The duty of the strange men and women is to give out and collect papers (scripts).
- To give out and collect papers is the duty of the strange men and women.
- Giving out and collecting papers is the duty of.....
- The duty of the strange men and women is to give out and collect examination papers/scripts.

(g) **The speaker rejoices when he/she/he or she/ s/he:**

- passes exams.
- excels in exams.
- succeeds in exams.
- becomes successful in exams.
- realizes good results in exams.
- obtains or gets excellent, good results in exams.
- gets (very) high scores.
- passes highly.
- passes with flying colours/colors.
- garners good results.
- registers, has good performance in examinations.

The speaker rejoices when:

- results are out, released and success is on his/her/their/his or her/the speaker's side.
- results are announced and success is on his/her/their/his or her/the speaker's side.
- results are proclaimed and success is on his/her/their/his or her/the speaker's side.
- results are declared and success is on his/her/their/his or her/the speaker's side.

- his/her/their/his or her/the speaker's (examination) results are out and success is on his/her/their/his or her/the speaker's side.
- results are announced and he/she/s/he/the speaker is/they are successful/triumphant/victorious.

(h) **The speaker forgets:**

- the sleepless nights.
- sleepless nights.
- (the) sleepless nights during preparation for examinations/prior to examinations/before exams/while preparing for examination/when he/she was preparing for examination.
- the tiring/cumbersome/taxing work during preparation for examinations.
- **The or that moment/ the or that time/the or that period he, she, he or s/he, they;**
- didn't have enough sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- had little, skimpy, scanty, inadequate or insufficient sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- the time he couldn't sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- had no sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- failed to sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- had to forego sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- had to go without sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.
- had to keep (stay) awake while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.

(i) **terrible**

Scary/ demanding/challenging/frightening/serious/horrible/horrifying
dreadful/horrific/difficult

(ii) duty

role/work/task/assignment/job/obligation/responsibility/
business

53.

- (a) A/The P7 class monitor at/of Divine Junior school kept the above record.
- A/The P7 class monitor at/of Divine Junior School, Nalusaga kept the above record.
 - A P7/The class monitor at/of Divine Junior School in Nalusaga kept the above record.
 - It is a/the P7 class monitor at/of...who/that kept.....
- (b) The above record was taken in the fifth week of Term Two, 2024/in term II/2 / Term two/term 2 /II, 2024.
- The above record was taken in Week Five/week five of Term Two/term two, 2024/in Week 5, Term II (2), 2024.
 - The above record was taken in Week 5, term Two (2024).
 - The above record was taken in WEEK 5, TERM TWO (2024).
- (c) Three pupils were in charge of cleaning the classroom each day.
- There are/were three/3 pupils who were in charge of cleaning the classroom each day.
 - There are/were 3/three pupils.....
 - Each day, three /3 pupils.....
- (d) Work was considered incomplete on Tuesday because:**
- part of the classroom was not cleaned/hadn't been cleaned.
 - a section of the classroom was not cleaned/hadn't been cleaned.

- a portion of the classroom was not cleaned/had not been cleaned.
- part /portion/section of P7 (primary seven) classroom was not cleaned/had not been cleaned.
- the classroom was not fully/partially cleaned/wasn't wholly cleaned.
- On Tuesday,(with all the above responses)
- Work wasn't complete on Tuesday for the reason that.....

(e)

- Four people supervised the cleaning of the classroom that week.
- That week, four people.....
- There were/are four people who/that supervised the cleaning of the classroom that week.
- That week, 4.....
- There were/are 4.....

Reject five people supervised.

(f)

Excellent work was done on Wednesday. ***(Reject on a Wednesday)***

- The day on which excellent work was done is/was Wednesday.
- It was on Wednesday when excellent work was done.
- Wednesday is/was the day on which excellent work was done.

(g)

- Sidia Sania, Akasiima Noet and Bwambale Tito cleaned the classroom at break time.
-are the pupils/learners/students/the ones who cleaned.....at break time.
- The pupils who cleaned the classroom at break time were/are.....
- It was/is Sidia Sania, Akasiima Noet and Bwambale Tito who.....
- At break time,(with all the above responses).

- h) The classroom wasn't cleaned on Friday because the pupils who would clean/should have cleaned/were supposed to clean/who were in charge of cleaning/who had to clean/who were meant to clean/who would have cleaned/ were charged with cleaning/ responsible for cleaning/were expected to/were allocated that day had gone to watch ball games/ had gone to play ball games/ to participate in/take part in/were among the participants in the zonal ball games/were part of the school ball game teams/had to represent the school at the zonal ball games.
- The classroom wasn't cleaned because Candiru Joan, Chelimo Aziz and Abalo Phiona (who were).....
 -because those/the pupils/the learners/the students who were in charge of cleaning it had gone for ball games/were at the venue for zonal ball games.
 - On Friday,(with all the above responses)
- (i) Acen Lisa supervised the cleaning of the classroom (P7 classroom) on Monday/Monday morning according to the record above.
- According to the record above, Acen Lisa supervised the cleaning of the classroom (P7 classroom) on Monday/on Monday morning.
 - The role of Acen Lisa was to supervise the cleaning of the classroom (P7 classroom) on Monday/Monday morning according to the record above.
 - According to the record above, the role of Acen Lisa was to supervise/was supervising the cleaning of the classroom (P7 classroom on Monday/Monday morning.
 - Acen Lisa's role was to.....
 - To supervise/Supervising the..... was Acen Lisa's role.....
 - Supervising the cleaning of the classroom on Monday/Monday morning is what the role of Lisa was.....
 - To supervise the cleaning of the classroom on Monday/Monday morning is what the role of Acen Lisa was.
 - According to.....,Acen Lisa was the supervisor of the cleaners of the classroom/of the cleaning of the classroom on Monday/Monday morning.

- j) I would encourage my class monitor to keep such a record in order to/to/so as to/so that he/she/they can or may:
- discover the pupils who dodge the cleaning of the classroom.
 - to promote fairness/justice.
 - to ensure proper/fair/equal distribution of roles, duties, tasks, responsibilities, chores in the class.
 - to avoid burdening the same pupils/particular/selected pupils
 - to ensure that every pupil takes part/participates in cleaning/cleans the classroom.
 - to ensure that no pupil misses/skips/avoids/dodges cleaning the classroom.
 - to ensure that no pupil abandons/forsakes/leaves their cleaning role.
 - to ensure equal sharing of responsibilities in our class.
 - to ensure equity in sharing the roles/duties/tasks/responsibilities/chores.
 - To be able to have effective monitoring/supervision of the cleaners/dogging of the dodgers or uncooperative/disobedient/disloyal learners.
 - to ensure that every pupil gets a chance of cleaning the classroom/gets what to do.
 - to ensure that every pupil is included on the rota /roster (periodically).
 - to ensure that new pupils/ those who have not cleaned yet take part in cleaning.
 - to ensure that the classroom is swept regularly.
 - to make supervision easy/to ease (simplify) the work of supervisors (supervisory role)/of supervising.
 - to help/make learners know when they are supposed/required to clean.
 - to ensure equitable distribution of work among learners/pupils.
 - for easy follow-up of cleaning/the cleaners.
 - to avoid repetitive allocation of work to the same pupils.
 - to avoid repetitions on the cleaning roster/rota of another week/other weeks.

- To ensure orderliness in cleaning of the classroom

54.

PICTURE A

- Some/Two girls/ schoolgirls are leaving school to go home/back home.
- Some/Two girls/schoolgirls are leaving school for home.
- Some/Two girls/ schoolgirls are leaving school for (their) home.
- Some/Two girls/schoolgirls are departing from school.
- Some/Two girls/schoolgirls are departing from school for (their) home.
- Some/ Two girls/schoolgirls are walking back (to their) home from school.
- Some/ Two girls/schoolgirls are walking (from school)/back home /back home from school.
- Two/Some girls/schoolgirls are traveling/travelling (back) home after school.
- Two/Some girls/schoolgirls have left school for (their) home.
- Two/Some girls/schoolgirls have left school and are going (back) home.
- Two/Some girls /schoolgirls are leaving school to go back home/ for home.
- Two/Some girls /schoolgirls are going (back) home from school.
- Two /Some girls/schoolgirls have begun/started their journey (back) home from school.
- Two/Some girls/schoolgirls are on their way back home from school.
- Two/Some girls/schoolgirls are en route from school to their home.
- Two/Some girls/schoolgirls are heading (back) home from school.
- Two/Some schoolgirls are heading home.
- Two/Some schoolgirls are going home after school.
- Two/Some schoolgirls are coming/walking/travelling from school.

(Reject without determiner Two/Some)

Picture B

- A kidnapper/An abductor/A car driver/ A driver/A motorist/A man in a car/A man who is sitting in a car is trying to convince/persuade/woo/lure/entice the two girls/schoolgirls (to give

them a lift) /to enter his car/to get into or board his car for a lift or a ride.

- A kidnapper/An abductor is offering the two(school) girls a lift.
- The (two) girls/schoolgirls are talking, speaking to/with /a kidnapper/an abductor/one of the kidnappers/one of the abductors/one kidnapper/one abductor /a driver/a motorist/a man in a car/a man who is sitting in a car/a motor car/a motor vehicle.
- A kidnapper/An abductor / A man in a car/A car driver/A motorist has stopped the (two) girls/the schoolgirls.
- The (two) girls/schoolgirls are talking/speaking to a man who is sitting in a car/a driver in a car/ a driver in a parked car/ stationary car/motionless car.
- A kidnapper/An abductor/A car driver/ A driver/A motorist/A man in car/A man who is sitting in a car is talking to/with the (two)girls/the schoolgirls.
- The (two) girls/The schoolgirls are requesting a lift/begging/asking for a lift from a car driver/a man in a car/a man who is sitting in a car/a motorist/a kidnapper/a stranger/an abductor.
- The girls have met kidnappers/abductors/an abductor/a kidnapper.
- The girls have approached a driver/ stranger/motorist/kidnapper/an abductor for a lift/a ride.
- The girls have landed in the wrong hands of a stranger/a wrong man, an evil man/a notorious man/a kidnapper/an abductor/a wrong, an evil driver or motorist.

Reject use of "man" without modifiers/Some men/Two men/Two kidnappers/Two people.

Picture C

- The driver/motorist and another man/his friend/his accomplice/his colleague/ his counterpart/ The kidnappers/abductors/evil men/wrong men are forcing/compelling one of the girls into their car/the car.
- The driver and his friend/The abductors/The kidnappers are forcing/putting one of the girls/their victims into the car boot/the boot of their car/their car boot/ their car.

- The driver and his colleague/The abductors/The kidnappers/are forcing/bundling one of the girls into the car/their car/their car boot/the boot of their car.
- One of the (two) girls/the schoolgirls is running away from the kidnappers /the abductors/the driver and his accomplice/the scene of the kidnap or abduction.
- One of the (two) girls/schoolgirls is running away because the kidnappers have kidnapped/abducted/are kidnapping/are abducting her friend/her schoolmate.
- One of the (two) girls/the schoolgirls is fleeing from the kidnappers, abductors/(from) the scene of the abduction/kidnap/kidnapping.
- One of the (two) girls/schoolgirls has escaped/fled/run away/ is escaping from the abductors/kidnappers/the scene of the kidnap.
- The kidnappers/abductors have caught/grabbed/snatched/seized one of the (two) girls/the schoolgirls.
- The kidnappers/abductors have held one of the (two) girls/the schoolgirls hostage.
- The kidnappers/The abductors are hiding/putting one of (the two) girls/the schoolgirls in their car boot/in the boot of their car.
- One of the (two) girls/the schoolgirls has run away/fled/escaped to report the kidnap/kidnapping/the abduction of her friend/schoolmate.
- One of the (two) girls/the schoolgirls is running to the police station to report the kidnap/the kidnapping/the abduction/the kidnappers/the abductors/the incident/the case/the ordeal/the crime.
- The kidnappers/The abductors/The driver and his friend, his accomplice, his colleague, another man are kidnapping/abducting one of the (two) girls/the schoolgirls. /.....have kidnapped/have abducted one of.....
- The girls have fallen prey to a kidnapper/kidnappers/abductors/an abductor.

Picture D

- The girl who has escaped/fled/run/survived is reporting the kidnap/the kidnapping/the abduction/the kidnappers/the abductors/the incident/the case/the ordeal/the crime to police officers/some police

officers/policemen/the police. **(Reject use of who escaped.. the past simple tense relative clause)**

- The girl who has escaped is telling police officers where the kidnap has taken place/has occurred/has happened/where her friend, schoolmate has been kidnapped from.
- The girl who has escaped/fled/run/survived is informing police officers about where the kidnap has taken place/has occurred/has happened/where friend, schoolmate has been kidnapped from.
- The girl who has escaped/fled/run/survived is talking to police officers about the kidnap/the abduction/the kidnappers/the abductors/the incident/the crime/the case/the ordeal.
- The girl who has escaped/fled/run/survived is trying to point in the direction of the kidnap/the abduction/the kidnappers/the abductors/the incident/the crime scene/the scene of the kidnap/the scene of the abduction.
- The girl who has escaped/fled/run/survived is narrating/relating their story/ordeal/what has happened to the police/ (some)police officers/policemen.
- (Some) police officers are listening to/hearing from the girl who has fled/run/survived/who has escaped from the kidnappers/the abductors/the scene of the kidnap/abduction.
- (some) police officers are attending to the girl who has fled/run away/survived the kidnap/who has escaped from the kidnappers.
- A police officer is making a telephone call/telephoning to alert/tip/inform/tell fellow/other police officers about the kidnap/abduction/incident/crime/case.
- A police officer/policeman is alerting fellow/other police officers about the kidnap/abduction/incident/crime/case on telephone/using a walkie-talkie.
- A police officer is disseminating/spreading information about the kidnap or the kidnapped girl to/sharing with information about the..... with other police officers on telephone/using a walkie-talkie.
- A police officer is tipping off other police officers or security officers about the kidnappers/are tipping other police officers off about the kidnap case by phone call.

- Some police officers are listening to what the girl who has escaped/fled/run/survived is telling them about the kidnap/abduction/incident/crime/case/ordeal.
- Some police officers are gathering information about the kidnap/abduction from the girl who has escaped/fled/run/survived.
- The girl who has escaped/fled/run/survived is making a statement at the police station.
- Some police officers are listening to a statement of the girl who has escaped/fled/run/survived/run away from the kidnappers.

Picture E

- The police officers have stopped/intercepted the abductors/kidnappers/the driver and his friend.
- The police officers are stopping the abductors/the kidnappers/the driver and his accomplice (at a roadblock/police checkpoint).
- The police (officers) have waylaid the kidnappers/abductors/the driver and his colleague (at a roadblock).
- The kidnappers/The abductors have met a roadblock/a police check.
- The police officers are checking vehicles to /so as to/in order to get/arrest the kidnappers/the driver and his friend/the abductors.
- The police officers/The policemen/The police have nabbed/netted the abductors/the kidnappers/ the driver and his friend.
- The kidnappers/The abductors have landed into the hands of the police.
- The police (officers) have staged/mounted a roadblock/a search to get intercept/arrest/apprehend/catch the kidnappers/the abductors.
- The police (officers) have staged/mounted/put/set up a roadblock to foil/thwart the kidnap/the abduction.
- The police officers have taken positions/readied themselves to get/catch/arrest/apprehend the kidnappers/the abductors/ the driver and his friend/counterpart/colleague/accomplice.
- The alerted/tipped police officers/The police are waiting for the kidnappers at a roadblock/a police checkpoint.
- Other/Some other police officers/The police have gathered to check for the kidnappers at a roadblock.

- A policeman/police officer is stopping the kidnappers' car/the car of the kidnappers.

Picture F

- The police officers have arrested the kidnappers/the abductors/the criminals/the culprits/the wrongdoers.
- The police have rescued/saved the kidnapped/abducted girl/the girl who had been abducted/kidnapped.
- The police officers have foiled/thwarted the kidnap/the abduction.
- The girls are hugging each other because the kidnappers/the abductors/the criminals/the culprits/the wrongdoers have been arrested/apprehended/caught. /after the arrest or apprehension of the...
- The two girls are hugging to congratulate each other on surviving/escaping the kidnap/the abduction.
- The police officers are taking the driver and his friend/counterpart/colleague/accomplice/the abductors /the kidnappers to the police station.
- The police officers have put the kidnappers/the abductors on the/a police car/ pickup truck/vehicle. **(Reject ..in their car)**
- The police officers have handcuffed or manacled the kidnappers/the abductors.
- The police officers have tied the hands of the kidnappers/the abductors.
- The police officers have bundled up the kidnappers/the abductors.
- The police officers have apprehended/caught the driver his friend/counterpart/colleague/accomplice/the abductors /the kidnappers.
- The girls have reunited after the arrest of the kidnappers/abductors.
- The girls are celebrating/rejoicing/jubilant after the arrest of the kidnappers/because the kidnappers have been arrested/because the police have arrested the kidnappers/have saved them from the kidnappers.
- The girls are congratulating each other on surviving the abduction/the kidnapping/the kidnap.

(Reject use of indefinite article a/an before names of places, even if it is the first mention)

(g)

- In Picture F, hugging/embracing/clasping shows that the girls are happy.
- In Picture F, hugging/embracing/clasping each other shows that the girls are happy. **(Reject hugging themselves/one another)**
- In Picture F, the fact that the girls are hugging/embracing each other shows that they are happy.
- In picture F, the fact the girls are congratulating each other shows that they are happy.
- The girls are hugging/embracing/clasping/congratulating each other in picture F.
- The girls are celebrating/rejoicing/jubilant in picture F.
-**in Picture F.(with all the above responses)**
- Hugging/embracing (of) each other shows that the girls are happy in picture F.
- Hugging/embracing/clasping each other shows that the girls are happy in Picture F.
- The fact that girls are hugging/clasping/embracing each other shows that they are happy in Picture F.
- Congratulating each other shows that the girls are happy in Picture F.
- The fact that the girls are congratulating each other (on surviving the kidnappers) shows that they are happy in Picture F.
- Giving each other a hug shows that the girls are happy in Picture F.
- The fact that the girls are giving each other a hug shows that they are happy in Picture F.
- Slapping each other with a hug shows that the girls are happy in Picture F.
- The fact that the girls are slapping each other with a hug shows that they are happy in Picture F.
- The fact that the girls are rejoicing/jubilant/are in a jubilant mood/are in jubilation/ are celebrating shows that they are happy in picture F
- Rejoicing/Celebrating/Jubilation shows that.....
- **In picture F,.....(with all the above responses)**

- (h) After Picture F, the two men are likely to be prosecuted//reprimanded//jailed//gaoled//imprisoned//put in or into prison//charged in courts of law//taken to court//charged with kidnap/ be sentenced/ appear before a judge/appear before the judge/to be punished by the law/ face the law/be slapped with charges/ put in custody// incarcerated/confined/constrained/detained/locked up/put under lock/put under lock and key/sent down/immured /barred from living together with other people in the community.

The two men are likely to.....(with all the above responses) after Picture F.

- (i) **This story teaches me//us to:**

- avoid asking for lifts from strangers.
- not to become familiar with strangers.
- shun strangers.
- beware of strangers.
- be careful about strangers.
- refuse/decline/reject/spurn (free) lifts from strangers.
- always report to police/authorities when in danger/ I'm in danger
- avoid moving alone.
- move in groups.
- be assertive.
- reject offers/ (free)gifts.
- move with elders.
- move with others.
- move with other people//in company of other people.

- (j) TWO (SCHOOL)GIRLS SURVIVE KIDNAP, ABDUCTION
CHILD ABDUCTION/CHILD KIDNAP
- POLICE RESCUE (A) KIDNAPPED GIRL
 - (A)NARROW ESCAPE
 - ESCAPING KIDNAP
 - ARRESTING KIDNAPPERS

- ARREST OF KIDNAPPERS/CHILD KIDNAPPERS
- POLICE SAVE (A)KIDNAPPED GIRL
- TWO(SCHOOL) GIRLS AND THE KIDNAPPERS
- DANGERS GIRLS/CHILDREN FACE IN THE COMMUNITY (COMMUNITIES)
- (A) FOILED/ FAILED/THWARTED KIDNAP /ABDUCTION
- (A) BRAVE GIRL/COURAGEOUS GIRL
- KIDNAP GOES WRONG/CHILD ABDUCTION GOES WRONG
- (AN) UNSUCCESSFUL MISSION/KIDNAP/ABDUCTION
- FORTY DAYS OF A THIEF
- KIDNAPPERS ARRESTED
- ABDUCTORS ARRESTED
- (THE)BAD PEOPLE IN OUR COMMUNITY
- INSECURITY IN OUR COMMUNITY
 - TROUBLE /DANGER BEFALLS TWO(SCHOOL) GIRLS
 - AN ASSERTIVE GIRL
 - A HEROIC GIRL
 - A MIRACULOUS RESCUE
 - A STITCH IN TIME SAVES NINE
 - TWO HEADS ARE BETTER THAN ONE
 - POLICE QUICK RESPONSE WORKS MIRACLES
 - DANGERS OF MOVING WITHOUT ELDERS
 - CONSEQUENCES OF CHILD ABDUCTION/KIDNAP
 - WAGES OF HUMAN TRAFFICKING
 - POLICE RESCUE (AN) ABDUCTED GIRL
 - CHILD ABDUCTION, A SOCIAL EVIL
 - NEVER JUDGE A BOOK BY ITS COVER
- NOT ALL THAT GLITTERS IS GOLD
 - BEWARE OF STRANGERS
 - (A) RISKY VENTURE/A RISKY BUSINESS
 - (A) DIRTY VENTURE/A DIRTY BUSINESS
 - (THE)HEARTLESS /RUTHLESS/MERCILESS/CRUEL/UNKIND MEN
 - (THE) TWO MONSTERS
 - (THE) MONSTROUS MEN
 - KIDNAPPERS DISGUISE AS MOTORISTS/DRIVERS

- ABDUCTORS DISGUISE AS GOOD SAMARITANS
- TWO (SCHOOL)GIRLS SURVIVE KIDNAP BY A WHISKER
- CRIMES IN OUR COMMUNITY
- ANTI-SOCIAL BEHAVIOUR IN OUR COMMUNITY
- SCHOOLGIRLS LIVE TO TELL
- DARK DAYS FOR SCHOOLGIRLS
- FATEFUL DAY FOR SCHOOLGIRLS
- A FAILED MISSION
- RESPONSIBLE/CONCERNED/USEFUL/HELPFUL/VIGILANT
POLICE/POLICEMEN/POLICE OFFICER
- POLICE RAPID RESPONSE SAVES SCHOOLGIRLS
- HORROR BEFALLS SCHOOLGIRLS
- ROLE OF POLICE IN THE COMMUNITY
- PEACE AND SECURITY IN OUR COMMUNITY
- UNFULFILLED MISSION
- CHILD ABUSE
- ABUSE/VIOLATION OF CHILDREN'S RIGHTS
- CHILD KIDNAPPERS/ABDUCTORS FACE ARREST
- CHILD KIDNAPPERS ARRESTED/APPREHENDED/CAUGHT
- KIDNAPPERS/ABDUCTORS LEARN A LESSON
- POLICE OFFICERS TEACH KIDNAPPERS/ABDUCTORS A LESSON,ETC.
-

55. AWARDING/MARKING POINTS

1. Writer's address-**Muna Primary School, PO Box/box 44, Molo** (in small or capital letters) (1 Mark)
2. Date of writing (any date in a standard/correct/conventional format) in short or full form (½ Mark)
3. Salutation/Greeting (with or without the uncle's name) (1 Mark)
Accept use of: Dear.../Hi../Hello.../Hullo...../Dearest...
4. Body
 - thanking the uncle for paying for the tour (½ Mark)
 - Information about the game park e.g.
 - location (1/2 Mark)
 - the name of the game park visited (½ Mark)
 - any other two ideas about the game park(1Mark),e.g.

what it looks like, nature, what you saw in the park, the tour guide, etc.

Note: Only one idea about the game park (1/2 Mark)

- What you learnt e.g. the types of animals/trees, animal behavior, feeding, animal rights/freedom, animal movement styles, animal sounds, young ones of animals, wildlife, tree species, names of animals, mating habits, names of features, how features were formed, how animals or plants (***fauna & flora***) reproduce, gestation period of some animals, etc. (1 Mark) for any one thing given as what was learnt.

5. Complimentary close (1/2 Mark)

6. Valediction (1/2 Mark)... ***Accept use of Regards/Best wishes/From/Love/ Lots of love/Best regards/Yours/Yours affectionately/Yours sincerely/Sincerely yours/Your loving/affectionate nephew/niece/Your nephew/niece***

(Reject use of lovely/Yours truly/Yours faithfully)

7. First/Religious name/one part of the name or two for compound religious names like John Baptist/Simon Peter/John Mary, etc. (1/2 Mark)

(Reject the characteristic/scribbled signature)

Mechanics and others

a) Type of letter (1/2 Mark)

b) **PPST** (2 Marks)

- Punctuation (1/2 Mark)
- Paragraphing (1/2 Mark)
- Spelling (1/2 Mark)
- Tense (1/2 Mark)

TOTAL 10 Marks

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