

## COMPREHENSIVE GUIDE TO ENGLISH TEACHING 2024

- ✍ Excelling in examinations require no **magic** nor an event but well planned and well scheduled, well implemented, well monitored, well supported/directed, well assessed and well evaluated set of complimentary learning activities which aim at retaining learnt activities and knowledge.
- ✍ When one activity fails, it affects the success of all other functions.
- ✍ To summarize this statement, we will apply the TQM principle of management: Total Quality Management (total quality control), thus;
- ✍ Inputs + Processes = Outputs.
- ✍ The effectiveness of a teacher is reflected in the results/performance of the learners. It is therefore the cardinal role of the teacher to properly equip learners with specific vocabulary, competences (knowledge & skills), content, reasoning and the application of all these in everyday life.
- ✍ it requires full participation from the parents, school, teachers and learners coordinating and collaborating very well
- Term 3 is term for consolidation, perfection and mastery of the learnt content. There is need to have consistence in all activities we do.  
In assessment, be it formative or summative, the three questioning levels (taxonomy) must be well catered for: KCA;  
a) Knowledge questions: recall facts, brief and precise  
b) Comprehension questions: test reasoning, understanding of the concept and you can reason based on the knowledge/skill gained.  
c) Application questions: use of gained competences in problem solving in everyday life experiences

### Reasons why English is a very simple subject to excel in examinations

#### 1. English exams rotate within fixed settings

English exam papers has the following components such as opposites **(2)**, plurals and singulars **(2)**, short forms **(2)**, arranging words in a dictionary order **(2)** homophones **(2)**, one word for many **(2)**, sentence formation**(2)**, structural sentences**(20)** all in section **A** and passages, poems in Section **B**.

#### 2. telling lies is allowed in English

*Examples*

In letter writing

Imagine you are **Sarah Latigo** of Ojwina Primary School, P.O box 132-Lira. As you were playing with your friends in the class, you accidentally hit the head teacher's car windscreen and it got broken. Write an apology letter explaining what happened exactly.

**TEACHER  
KOLFRAM**



#### POINT TO NOTE

**Here you are 100% sure that you:**

- a) are not Sarah Latigo of Ojwina Primary School and all people in the class cannot be **Sarah Latigo** of Ojwina Primary School.
- b) Have never hit any car's windscreen.
- c) Your head teacher has no car even  
You are going to write an apology letter on assumption or imagination basis. This is a total lie.

### 3. Homophones

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

1. father
2. farther

Examples

a) My **father** is a good pilot.

(My father is not a pilot and doesn't know how to ride even a bicycle.)

b) When we reached Kenya, we **further** continued the journey to Tanzania.

✗ Here: the truth must be that:

✗ *The father is not a pilot.*

✗ *He had not touch any of the aircraft so he is not a pilot.*

### 4. English has more time for revision than other subjects.


5. all other teachers of Maths, SST, Science or Religious Education teach their learning areas in English are teachers of English first.

### 6. English has more time for learning than other subjects.

7. English is one of the learning areas with the highest number of periods on the teaching timetables.

### 8. English questions are the answers

Examples are shown in: Alphabetical order/ dictionary order/ ABC order, jumbled stories, sentence formation, Language structures

| TEACHER<br>KOLFRAM  | POINT TO NOTE  |
|---|--|
|  | <p><i>Look at this fun:</i><br/><i>Arrange these words in a dictionary order</i></p> <ol style="list-style-type: none"><li>1. <i>scared, happy, worried, unhappy</i></li><li>2. <i>revise, resource, recall, receive</i></li></ol> |

### 9. cheating is allowed

This can be seen in the instructions which say "Read the given text carefully and answer the questions that follow in full sentences.

The texts are seen from: the poem, passages, tables, calendars, menu and conversation

## Reasons why English is a very difficult subject to excel in examinations


### English has very many instructions

Examples

in questions, 1-5, 5-10, 11-12, 13-14, 15-17, 18-19, 20- 21, 22-24

Sub section II takes the lead with each question having its instruction. (**20 instructions for 20 questions**)

failure to follow these instructions carefully lead to production of wrong response

| TEACHER<br>KOLFRAM  | POINT TO NOTE  |
|---|--|
|  | <i>Section II of English language paper has 20 different instructions.</i> |

### Several parts of English are very confusing to learners

Examples

**Rewrite these sentences giving the opposites of the underlined word.**

QN: The doctor, who treated Sarah, came here.

ANS: The nurse, who treated Sarah, came here.

**Compare with these**

1. The witch **doctor** was killed in our village.

The witch **nurse** was killed in our village.

❖ The **witch** was killed in our village.

**Formation of tenses**

The doctor \_\_\_\_\_ here in the morning. (come)

Here, the past tense of come is came

The doctor **came** here in the morning. (come)

uncle Jimmy warmly \_\_\_\_\_ us when we visited him last week. (welcome)

**Responses**

uncle Jimmy warmly **welcame** us when we visited him last week. (Wrong response adopted from the example above)

uncle Jimmy warmly **welcomed** us when we visited him last week.

Compare **make** and **take**

*Make and take are all vers which almost sound the same, with same number of letter*

a) We \_\_\_\_\_ good chairs yesterday. (make)

b) We \_\_\_\_\_ good chairs yesterday. (take)

**Formation of nouns from the verbs**

explain (**add** tion)= explanation/ explaintion (Wrong),

The correct response is **explanation**

Examples in sentences

I like Master Mark because of his clear \_\_\_\_\_. (explain)

**Responses**

I like Master Mark because of his clear **expaination**. (explain)

I like Master Mark because of his clear **explanation**. (explain)

### Some nouns are confusing

### Examples

- 1) They beat **Lucky** every day.  
(Somebody lucky to be beaten every day, Oh my God)
- 2) **Peace** was taken to **prison** yesterday.
- 3) **Joy** was **crying** for food.

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### Very many common mistakes are considered in English more than in other subjects

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### Examples

#### Arrange these words in a correct dictionary order

man, ball, boy, girl

- ☒ ball, boy girl, man
- ☒ Ball, Boy, Girl, Man.

*The two answers above are incorrect responses:*

- ✗ In the first response, a comma is lacking between boy and girl (Which made it **wrong**)
- ✗ In the second response, all the first letters of each word is changed to capital letters. (This made it **wrong**)

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### Some questions have multiple answers which not all of them might be the correct response target of the questions

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### Examples

#### Fill in the blank spaces with the most suitable word or a group of words

1. The boy slept \_\_\_\_\_ the tree after taking the medicines.  
(suitable responses are: under, on, near, beside, far away from, on the shadow of, ten metres away)
2. The mechanic repaired our \_\_\_\_\_ very well.  
(suitable responses are: bicycle, motorcycle, car, lorry, school van)

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### English language has very many homonyms and homophones

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**Homophones** are two or more word with similar pronunciation, different meanings, spellings and some have different origins.

Here, the origins can be various parts of speech such as nouns, pronouns, adjectives etc.

Examples are: bad, bud and bird, March and match, bold, bowl and ball

#### **Homonyms**

A homonym is a word with more than one meaning.

Homonyms are words which have multiple meanings.

#### **Examples**

pen: a tool with ink for writing, a house for sheep and goats

book: a tool for writing on, to order for something with cash

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### Failure to interpret the question demands

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### Examples

#### In each of the questions 17 to 18, give the opposite of the underlined word.

That is the boy whose mother came here yesterday.

#### **Responses**

that is the boy whose father came here yesterday.

#### **Father**

#### In each of the questions 18 to 19, use each of the words in a sentence to show that you know the difference in their meaning.

**told**

**tall**

### Responses

My father is a **told** man.

Mummy **tall** me to come home early.

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### English is a funny language

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One interesting English word is **OXYMORON**

Oxymoron is a phrase in which two opposites are brought together

#### Examples

- a) Small crowd
- b) Found missing
- c) Original copies
- d) Only choice
- e) Open secret
- f) Tragic comedy
- g) Fully empty
- h) Impatiently waiting
- i) Stupidly intelligent
- j) Living dead
- k) Educated illiterates
- l) Going to come
- ☒ I am **going** to **come** there later.
- ☒ Most of the **original copies** of the letter were stolen.

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### Poor handwriting can easily make correct responses wrong

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The instruction directly, openly and clearly reads as “**Any handwriting which cannot be read easily may lead to loss of marks.**”

### Features of bad handwritings

#### Letter formation and shapes

like s and 5, v v for w, cl for d

#### Letter sizes

When some letters are oversized, they tend to change from small letters to capital letters which is considered poor capitalization

#### Examples

Cc, Kk, Mm, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Yy, Zz

The CoOk came here yesterday.

- ✗ Excessive crossing of works
- ✗ poor spacing of words, letters or sentences
- ✗ Use legible handwriting by observing the following;
- ✗ Shape letters properly and write words correctly.
- ✗ Observe letter sizes appropriately
- ✗ Avoid excessive crossings of the work
- ✗ Avoid writing two letters sharing the same position. (r and n+rn=m, O and l ol=
- ✗ Avoid unnecessary joining and separating of words.

#### Words

- Everybody
- Chalkboard
- does not
- a lot

#### Rejected

every body  
chalk  
board  
doesnot  
alot e.t.c

- All answers must be written in the spaces provided.
- Proper time management should also be put into account.

- Candidates must use appropriate punctuation marks.
- Proof reading of answers should be done to enable a candidate identify and correct mistakes.

## SECTION A

### **SUB - SECTION I**

| <b>Qn</b>                   | <b>Requirement / Task</b>   | <b>Guidance to candidate</b>   |
|-----------------------------|---|--|
| 1 – 5                       | Supplying a suitable word to complete the sentences   | <p>Read the sentence carefully and identify the guiding words that will eventually lead you to the answer e.g.</p> <ul style="list-style-type: none"> <li>• Either Joan__Joel will feed the baby.<br/>'either' is the guiding work</li> <li>• Musa wrote _article <u>which appeared</u> in the Newspaper.<br/>'which appeared' are guiding words.</li> </ul>   |
| 6 – 15                      | Using the correct form of the given words in brackets.  | <ul style="list-style-type: none"> <li>• Read the instructions</li> <li>• Identify the guiding words e.g.</li> </ul> <p>1. My friend was_by a wasp. (sting)<br/>'was' and 'wasp' are guiding words.</p> <p>- A candidate must have the knowledge of word formation for example (receive, reception, receipt, receptionist, recipient, receiver)<br/>The_____was a very kind lady. (receive)</p>  |
| 16-17<br><b>Homophones</b>  | Using the words in a sentence to show that the candidate know the difference in their meaning | <ul style="list-style-type: none"> <li>• A candidate should construct a meaningful sentence.</li> <li>• Should not define, explain or give examples</li> <li>• Other forms of the given words can be used e.g.</li> </ul> <p>a) wear, worn, wore, wearing,<br/>wears b) sit, sitting, sat, sits</p> <p>1. Peter is sitting at the table.<br/>Peter sits at the table. sit<br/>_____seat(wrong<br/>) (verb)<br/>(noun)</p> <p>Punctuation marks must be observed.</p> <p>- Avoid constructing very lengthy sentences purposely to avoid mistakes.</p> |
| 18-19<br><b>Short forms</b> | Writing full or short form of the given abbreviations, contractions and acronyms              | <p>- A candidate should have knowledge of short forms that take full stops and those that don't for example Honourable Hon.<br/>Drive / Doctor Dr<br/>for example - e.g.</p>   |

|   |  |   |
|---|--|---|
| 20-21<br><b>Plural and singular forms</b> | Giving /re-writing sentences giving the plural form of the given or underlined words   | <ul style="list-style-type: none"> <li>• Read the instructions and respond accordingly</li> <li>• Have knowledge on different plural and singular forms of different common nouns.</li> </ul>   |
| 22-23<br><b>Dictionary order</b>          | Arranging words in a dictionary order  | <ul style="list-style-type: none"> <li>• Have knowledge on arranging words in a dictionary order</li> <li>• Avoid changing the given words to another forms</li> <li>• Observe spellings carefully</li> <li>• Must use only commas to separate the independent word</li> <li>• Avoid improper capitalization and use of full stops at the end of the work</li> </ul>                    |
| 24-25<br><b>Sentence formation</b>        | Arranging words to form correct sentences  | <ul style="list-style-type: none"> <li>• Knows the type of sentences first</li> <li>• Identifies the punctuation signs which will come at the end of the sentences</li> <li>• Have knowledge of arranging word to form correct sentences</li> </ul>   |
| 26-27<br><b>Opposites</b>                 | Giving /re-writing sentences giving the opposite form of the given or underlined words | <ul style="list-style-type: none"> <li>• Read the instructions and respond accordingly</li> <li>• Have knowledge on opposites of different common nouns, verbs, adverbs, adjectives</li> <li>• Direct opposite requires no full stops.</li> </ul>   |
| 28-30<br><b>One word for many</b>         | Giving /re-writing sentences giving one word for the underlined group of words         | <ul style="list-style-type: none"> <li>• Read the instructions and respond accordingly</li> <li>• Have knowledge on <b>one word for many words</b>.</li> </ul>  |
| <b>Sub section II</b>                     |  |   |
| 31 – 50                                   | Re-writing as instructed   | <ul style="list-style-type: none"> <li>• The candidates should have knowledge on transforming different structures.</li> <li>• A candidate should read and follow instructions for each question in this sub – section.</li> <li>• Avoid unnecessary omission of words</li> <li>• Avoid misspelling of names</li> <li>• Ensure that necessary punctuation marks are observed</li> </ul> |

### **GOLDEN RULES FOR COMPREHENSION**

Comprehensions in English include:

- Poems
  - Passage
  - Notices and advertisement
  - Tabulated comprehension such as register, tables, menus, calendars
- Tabulated comprehensions are comprehension questions in form of tables*



- Graphs
  - Dialogues
  - Maps
1. A candidate must answer in full sentences for questions that need full sentences answers.
  2. And a short answer for the questions that call for a short answer.
  3. A candidates' answer must be in the same tense as the question e.g.
    - Where does Mulindwa work? (present)
    - Mulindwa works in Owino Market. (Present)

**TEACHER  
KOLFRAM**



**POINT TO NOTE**

*Look at this fun:  
Arrange these words in a dictionary order*

### **Necessary punctuation must be observed.**

- Correct spellings of names of places, characters in the texts must be observed.
  - The voice of the question must be observed e.g. When a question is in active voice the answer must also be in active voice. And also when the question is passive voice the question must also be in passive voice.
- e.g:
- Who repaired your father's car? (Active)
  - Mr. Matovu repaired my father's car. (Active)
  - By who was your father's car repaired? (Passive)
  - My father's car was repaired by Mr. Matovu. (Passive)
- A candidate should avoid including irrelevant information (lifting) in his/her answer

### **GUIDANCE TO OUR CANDIDATES**

- Read the instructions carefully.
- Read the text atleast twice. The first time you are reading you are getting familiar to the text and the second time you read you are in position to predict the questions.
- Read the questions and go back to the text to look for the main idea.
- You may underline the idea in the text which fully answers the question.
- Construct your sentence using the underlined idea.
- Proper question interpretation should be put into account.
- A candidate also needs to understand what the questioning word requires (question demands) i.e.

|       |   |
|-------|---|
| Why   | Requires reason expressed using so as, in order to, so that |
| When  | Requires time   |
| Where | Requires place  |
| How   | Requires way / means  |
| What  | Requires naming. Fact/ identification                       |



|                      |                          |
|----------------------|--------------------------|
| Which                | Requires identification  |
| Who                  | Requires naming (person) |
| Mention, state, give | a short answer           |

- A detailed answer should be presented where necessary.
- A candidate should ensure that necessary punctuation marks are observed.
- A candidate is also encouraged to read through all questions about the given texts to identify hidden ideas such as gender.
- A candidate is encouraged to proof read his/her answer to confirm whether he/she has written exactly what she/he meant.

## **COMPOSITION**

*They are normally the last in English examination papers*

Composition is comprised of the following areas.

1. Jumbled sentences,
2. Letter writing
3. Composition writing
4. Guided composition
5. Picture composition
6. Guided dialogue

### **Pure Composition writing**

- ✍ Read the question atleast twice to get familiar to the vocabulary
- ✍ Have a summary of the main ideas in the question.
- ✍ Properly present the ideas in paragraphs
- ✍ Write your composition using the same tense as asked in the question.
- ✍ Have a clear sequence of the ideas as present in the question.
- ✍ Ensure that your composition is presented in its four parts i.e. Title, introduction, body conclusion.
- ✍ Necessary punctuation marks should be observed.
- ✍ Mind the length of the composition e.g. 100 – 150 words

### **Letter writing**

- ✍ Read the question at least twice to get familiar with the vocabulary and identify letter type.
- ✍ Identify the receiver of the letter
- ✍ The receiver of the letter identified will help to know the type of the letter to be written
- ✍ List all the component of the type of the letter identified
- ✍ Make a summary of main ideas or points to convey in the letter.
- ✍ Write your letter ensuring that the main ideas are well sequenced according to the question.
- ✍ Use the same tense as asked in the question.
- ✍ Necessary punctuation marks must be observed.

### **Picture Story**

- ✍ Read instructions or guiding statement to know what the picture story is about.
- ✍ Study the pictures at least twice before answering.
- ✍ A candidate should have the knowledge of use of articles i.e. 'the' 'a' 'an' 'some'
- ✍ The appropriate tense used i.e. present continuous tense.

*Remember you're asked to tell what **is happening**. Do not write what **was happening** or what will happen. The mistake is simply made in the tense used*

## TIPS FOR TEACHERS

1. A copy of the curriculum P1-P7 is a must have: to guide planning, instruction and assessment
2. Pay attention to both subject and language competences.
3. comprehension should be given a priority.
4. The competences to be set should cater for critical thinking and creativity of the learners.
5. In assessment, be it formative or summative, the three questioning levels (taxonomy) must be well catered for: KCA;
  - a) Knowledge questions: recall facts, brief and precise
  - b) Comprehension questions: test reasoning, understanding of the concept and you can reason based on the knowledge/skill gained.
  - c) Application questions: use of gained competences in problem solving in everyday life experiences

## TIPS TO THE LEARNERS

### 1. INSTRUCTIONS

- a) Read all the general instructions carefully.
- b) Read specific instructions on diagrams, maps, pictures, tables, graphs. Some times these instructions are guiding answers.
- c) Read through the question more than once and identify the key words before answering.
- d) Compose the answer well before writing it on the paper.

### 2. HANDWRITING

Good handwriting should be emphasized.

- a) Letter formation 5, S // t t
- b) Spacing of letters and spacing of words e.g. loan/ban // Make laws/Makelaws
- c) Use the same handwriting throughout the paper.
- d) Use the same ink either blue or black throughout.
- e) In case one writes a wrong spelling/answer, he or she should cross gently using a pen and a ruler not a pencil. (~~Kawala~~ x Kawalya✓)

Kawalya x // Kawalya

### 3. ANSWERING

- a) Each question takes one mark. No halves are awarded in English.
- b) Answers should be short, brief and precise.