

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

NO.	CLASS LEVEL	CORRECT ANSWER	WRONG ANSWER	MARKING POINT	ASPECT	TECHNICAL ADVICE
1.	P.5	am	was	Knowledge of correct helping verb in the present continuous tense.	Helping verbs	Review the forms of the verb 'be' and their corresponding tenses.
2.	P.5	too	so	Knowledge of the required adverb.	Adverbs	Basic structure; Too (adjective) to (verb) Use too before an adjective that describes a noun. Follow too with an adjective that indicates extremity. End with to + the infinitive of a verb.
3.	P.5	Has	which / when / where	Application of the present perfect tense.	Verbs	Review the present perfect tense and its usage in sentences.
4.	P.6	long	far	Knowledge of the required adjective.	Adjectives	Review the use of 'long' in the context of distance and time. i.e. - A long way in comparison with far. A long time in comparison with long time.
5.	P.5	despite	in spite	Knowledge of the required structure.	Structures	'In spite' of should be written as three separate words. Revise the use of structures of contrast in sentences.
6.	P.4	daily	every day	Formation of an adverb.	Adverbs	Review formation of adverbs of time like monthly, daily, weekly, yearly etc. Pose questions that require these adverbs as answers.
7.	P.6	knelt	kneeled	Application of the present perfect tense.	Tenses	Revise this number with number 3.
8.	P.6	decision	decided	Formation of an abstract noun.	Abstract nouns	Revise formation of abstract nouns pointing out those that are commonly misspelt.
9.	P.4	triangular	triangles	Formation of an adjective.	Adjectives (formation)	Revise formation of adjectives according to their groups, for mastery.
10.	P.6	healthier	healthy	Application of the comparative	Adjectives (comparison)	Review application of the comparative degree in sentences.

11.	P.4	lying		lieing	degree. Use of a gerund.	Gerunds	The gerund is a verb used as if it were a noun. It is used after certain verbs like hate, admit, imagine etc. Revise this number with number 1.
12.	P.4	are		were	The present simple tense.	Verb tenses	
13.	P.3	her		his	Formation of an adjective pronoun.	Pronouns	Guide the learners to use possessive adjectives to show relationships. Look at sentence transformation e.g from belongs to my-----
14.	P.4	twelfth		twelveth	Formation of an ordinal.	Number	Revise formation of ordinals. Revise how to write compound numbers e.g twenty-one.
15.	P.5	manager		manages	Formation of a noun.	Nouns	Revise the use of 'r', 'or', 'er' to form nouns.
16.	P.3	potter, stanza, title, writer		- Any different order.	Arranging words in alphabetical order.	Alphabetical order.	Give the learners enough time to practise arranging words in alphabetical order. Guide the learners to compare words, identifying which comes first alphabetically.
17.	P.6	diagram, dial, diapers, diary		- Misspelt words.			Teach vocabulary in context using sentences that demonstrate their meaning. Repeat and review vocabulary regularly to reinforce learning.
18.	P.4	Can you wear your uniform and go to school?		Can you dress your uniform and go to school?	- Knowledge of meanings of words. - Punctuation - Following instruction.	One word for many	
19.	P.7	Our visit to MV Television station is unforgettable.		Our visit to MV Television is forgotten.			
20.	P.5	The teacher spoke angrily to the careless pupils.					
21.	P.5	clutches		clutchs	- Knowledge of plural of the given words.	Plural forms	Review the rules of forming plural form not forgetting the exceptions.
22.	P.6	radii		radiuses	- Knowledge of opposite forms. - Following instruction. - Punctuation	Opposites	Revise opposites formed using prefixes and suffixes as well as opposites of adjectives, verbs and nouns.
23.	P.4	The bakery is located behind the market.		behind			
24.	P.6	One of the tellers was very unfriendly to us.		unfriendly			
25.	P.6	Consider all grammatically correct sentences with the required idea.		- Sentence without the required meaning. - Grammatically wrong sentence.	- Construction of meaningful sentences. - Word qualifiers.	Homophones	Explain what homophones are and provide examples. Focus on homophones that are common. Teach homophones that normally confuse learners.
26.	P.6						

		did not		did not	- Punctuation	Abbreviations	All abbreviations of Latin origin should be written in English. Review other abbreviations, contractions and acronyms.
27.	P.4	note carefully		nota bene	Knowledge of full form of the given abbreviation. Punctuation	Abbreviations	
28.	P.5						
29.	P.5	Did you read yesterday's newspaper?		- Any different sentence.	- Arrange words to form a sentence	Sentences	Review the order of words in all types of sentences.
30.	P.4	He is the most disciplined boy in our class.		- Poorly punctuated sentence.	- Punctuation		Task them to construct both oral and written sentences.
31.	P.4	Writing a newspaper article is not easy.		Is the writer a newspaper not easy.	Change from an infinitive to a gerund.	Gerunds	Introduce gerunds as nouns. Focus on common gerund errors. Revise changing form gerunds to infinitives.
32.	P.4	Firewood is not as expensive as electricity.		Electricity is not as expensive as firewood.	Application of the positive degree.	Structures	Begin with the object of less value when using -----not as-----
33.	P.6	The police officer said that our driver had committed a traffic offence.		The police officer said that your driver has committed a traffic offence.	Changing a statement from direct to indirect speech.	Speeches	Review the tense changes as well as adverbs of time changes.
34.	P.6	I would rather use a keyboard than write with a pen.		I would rather use a keyboard to write with a pen.	Use of would rather.	Structures	Emphasis should be put on the joining word and the tense of the verbs.
35.	P.6	She needn't have carried an umbrella.		She needn't carry an umbrella.	Use of needn't have.	Structures	Remember: It is ---needn't----- It was ----needn't have
36.	P.5	Rita is not old enough to cross the road alone.		Rita is young enough to cross the road alone.	Use of enough.	Structures	Revise writing as two separate sentences for mastery of the meaning of the structure.
37.	P.6	If I knew my teacher's telephone contact, I would invite him to my victory party.		If I knew my teacher's telephone contact, I would have invited him to my victory party.	Changing a sentence to if 2.	Conditionals	If 1 --- future If 2 --- imaginations and wishes. If 3 --- unfulfilled conditions.
38.	P.7	juma does not have a dictionary and neither does he have a thesaurus.		juma does not have a dictionary and neither a thesaurus.	Use of 'and neither'	Structures	'And neither' is used in negative sentences. The nearest subject determines the helping verb.
39.	P.7	By the time Arthur arrived at the bank, the cashier had left.		By the time Arthur arrived there, the	Application of the past perfect	Tense	The past perfect tense is composed of two parts, the past tense of the verb 'to

			cashier had left the bank.	tense.		have" (had) + the past participle of the main verb.
40.	P.6	Bagonzi was carrying a small black plastic bag.	Bagonzi was carrying a small black plastic bag.	Order of adjectives in a sentence.	Adjectives	Review the formula for order of adjectives; giving examples of adjectives for each category.
41.	P.7	I am likely to get (receive) his letter today.	I likely his letter today.	Use of likely.	Structures	Encourage the learners to use likely to express a probable future action.
42.	P.4	A compass is used for showing directions.	A compass is used for directions.	Changing a statement to passive voice.	Voices	Revise changing sentences to passive voice in a variety of tenses.
43.	P.6	The fans queued for two hours although they did not get tickets.	They queued for two hours although the fans did not get tickets.	Using although within the sentence.	Structures	Revise the use of 'although' at the beginning of the sentences. Revise structures of contrast like despite, in spite, etc.
44.	P.7	Agaba is a radio presenter and so is Edipu.	Agaba is a radio presenter and so are Edipu.	Using and so.	Structures	Compare the use of 'and so' with 'and neither,' and "as well as"
45.	P.7	It is fifteen years since our family started/ began living in this division.	It is fifteen years and our family has been living in this division.	Using since without a point of time when the action started.	Conjunctions	Since is used with the present perfect or past perfect tense to talk about an event in the past until a later past event or until.
46.	P.5	Some students read slowly.	Some students read slow.	Formation of an adverb.	Adverbs	Give more practice on how to apply adverbs in sentences.
47.	P.5	He has drawn a very nice picture.	He has drawn a nice picture.	Changing an interjection to a statement.	Interjections	Learners tend to change the tense of the sentence and using words that have not been used in the sentence.
48.	P.6	You can find the article either in Bokedde or in Etop.	You can find either the article in Bokedde or Etop.	Use of either --- or-----	Structures	Use the cancelling method to identify the correct order of words after 'either'.
49.	P.6	Wawa is such an expensive hotel that I cannot go there for a meal.	Wawa is such expensive hotel that I cannot go there for a meal.	Use of such---- that-----	Structures	Such + article + adjective + noun. Use articles if the subject is singular.
50.	P.	To become a successful farmer is Melisa's intention.	To become a successful farmer is what Melisa wants.	Formation of the abstract noun.	Structures	Review the application of abstract nouns in sentences. Emphasise their formation following different patterns.
51.	P.7	(a) Afaayo Primary School toured Mabira City. (b) The pupils who went on this tour are from primary five.	Afaayo Primary School. Primary five.	- Punctuation - Complete sentences. - Tense	Comprehension (passage)	- Guide the learners on how to answer questions beginning with prepositions. - Discourage the learners from

		(c) According to the report, polythene bags fills the streets and walk ways of this city. (d) Streets, walkways, drainage trenches. (e) The horrible smell was coming from fermented or rotting rubbish heaps. (f) People have to hold their noses as they pass through this city to keep out the strong, stench of the decaying matter. (g) Sewage overflows onto the roads in Mabira City. (h) i) Forced / pressurized ii) surprised / dumfounded/ disturbed i) REPORT ON THE STATE OF MABIRA CITY	carbage	maintenance. - Relevance of answers.		beginning answers with because. - All the given options or lists should be part of the answer if it is given in the text. - Encourage learners to define what they want to achieve from reading the passage. - Ask them to always connect the topic to their existing knowledge. - Task them to read actively by engaging with the text instead of skimming for answers.																				
52.	P.7/4	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>c</td><td>a</td><td>e</td><td>j</td><td>i</td><td>g</td><td>b</td><td>h</td><td>d</td><td>f</td></tr></table>	1	2	3	4	5	6	7	8	9	10	c	a	e	j	i	g	b	h	d	f	- Any different order. - Sentences with omitted words.	- Flow of ideas. - Complete sentences	Composition (jumbled story)	- Encourage the learners to identify the joining words to the sentences before writing the correct order. - Guide the learners to identify the opening statement.
1	2	3	4	5	6	7	8	9	10																	
c	a	e	j	i	g	b	h	d	f																	
53.	P.6	(a) The information is about a guests' register at comfort Resort Hotel. (b) Comfort Resort Hotel is located in Entebbe. (c) Two guests checked in on 6 th July, 2024. (d) Three guests left the hotel on 8 th July, 2024. (e) Rev. Juan Santos (f) Maria Kagoya and Maj. Solo Barigye checked in at the same time. (g) Ahmed Musa stayed at the hotel for ten hours. (h) Dr. Linda Atim works at Mulago Hospital. (i) Nana Ampaire spent the longest time at the hotel. (j) I think a hotel should keep a record of guests for: (i) emergency contact	The information is about A GUESTS' REGISTER AT COMFORT RESORT HOTEL At Entebbe Two guests Three guests Juan Santos Maria Kagoya and Maj. Solo Barigye did. For ten hours Mulago Hospital. Nana Ampaire did. For emergency contact	- Interpretation of the given information. - Tense - Relevance of answers. - Punctuation - Complete sentences.	Comprehension (information)	- Guide the learners on how to respond to questions of "about" in relation to questions of titles. - Discourage the learners from writing abbreviations in full i.e. Abbreviation used as titles. - Encourage the learners to understand why they need to analyse the table. - Emphasise the relevance of reading instructions and headings. - Guide them to identify key data i.e. all the columns in the table by looking between the columns and rows. - Ask them to highlight important information.																				

5	P.4	information.	information.	Tense maintenance. - Relevancy of answers. - Punctuation - Complete sentences.	Comprehension (poem)	<ul style="list-style-type: none"> - Discuss the meaning of the poem. - Ask the learners to identify the theme in the poem. - Pose questions that will help the learners to understand the poem better. - Ask the learners to make important words or phrases. - Encourage them to read multiple times. - Let the learners compare what they are reading to the daily experiences. - Ask them to try to visualize or image the poem's image. - Let them actively read the poem as they try to figure out what the poet intended. - Encourage learners to respond creatively by writing a poem of their own in response.
		(ii) Guest identification etc. (a) The poet is talking to a brother, sister and a friend. (b) I should go to the playground every evening. (c) According to the poem, Deno is a coach. (d) I will learn teamwork. (e) I think I will get the friends from the team. (f) I should yearn to play while at school. (g) The advice the writer gives to those who have completed school is to continue practising. (h) We shouldn't simply watch other people play because active involvement is your life insurance. (i) I should be involved in a game or sport. (j) Kiboga Jackie composed the poem.	Brother, sister and friend over there. Every evening Deno is a coach. Teamwork The team Yearn to play Practice shouldn't stop. Your active involvement is your life insurance. A game or a sport. Kiboga Jackie.			
55	P.5	Title - 1 ½ mark Body - place-1mk - What you found -1mk - Food- 1mk - New place - 1mk - New features - 1mk - Reason - 1mk Conclusion -1mk Paragraphing - ½ mk Tense - ½ Spelling - ½		Interpretation of the given instruction. - Key areas in the instruction. - Punctuation - Complete sentences. - Paragraphing - Expression of ideas. - Tense flow.	Composition (composition writing)	<ul style="list-style-type: none"> - Discuss the features of a composition. - Make learning how to write a composition fun. - Guide the learners on how to interpret the instructions. - Give practice regularly either daily or weekly writing. - Review how marks are awarded in composition writing. - Provide beginning sentences or scenarios. - Look at other forms of writings e.g. condolences/ messages. - Use pictures, diagrams and charts when teaching this aspect.