



SET 3
OUT OF
TEN



THE DREAM PUBLISHERS

"Quest for excellence"

THE DREAM EDUCATION CONCERN

OFFICIAL MARKING ENGLISH

PRE- PRIMAMRY LEAVING EXAMINATION SET-III



WE HAVE TEN
SETS FOR THIS
TERM.JOIN US
TODAY TO
ENJOY
TOMORROW.

2024-
CANDIDATES

**ENGLISH FOR SET III-DONT
MISS ANY OF OUR SETS FOR
BETTER TESTIMONY IN 2025**

COME JANUARY

Approved
[Signature]

WE HAVE B.O.T
FROM BABY TO
P.6

WHATSAPP US

TRUST THE DREAM EDUCATION CONCERN. P7 ENGLISH PRE-PL. SET 3. 2024 EXAMINATION

A PRODUCT OT THE DREAM EDUCATION MATERIALS -KAMPALA-0764873958/0778069610/0759380519

THE PBLISHERS OF QUALITY ASSESMENTS, WORKBOOKS, COMPANION BOOKS, PLE REVISIONBOOKS, HOLIDAY PACKAGES,
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SECTION A 50 MARK

For questions 1- 5, fill in the bank space with a suitable word complete the sentences correctly.

- 1.The teacher **who** won the award of the best poet died last year.
- 2.**Unless** you read hard, you will not pass the end term examination
- 3.Namataaka was accused **of** defiling a twelve aged boy.
- 4.Helping the lame in our district is **voluntary**.
- 5.Mayanyage is accustomed **to** driving at night.

For questions,6-15 use the given words in the bracket to complete the sentences below.

- 6.The teacher walked out of the examination room **quietly**.(quite)
7. Our class teacher has promised us to watch an education film **twice** a month. (two)
8. We thought she would feed **her** baby alone. (she)
9. Ocama's appointment has been cancelled because it was not legal (to council)
10. A friend of **theirs** accepted the invitation to the party. (they)
11. Kasese is one of the **mountainous** districts in western Uganda. (mountain)
12. The **energetic** woman fought the whole village. (energy)
13. None of the **stolen** goats has been found. (steal)
14. The bride was **smartly** dressed in her bridal gown when she went to church. (smart)
15. Babirye **cries** a lot whenever her dad is away. (cry)

In question 16-17, use the given words in the sentences to show that you know their meaning.

16. Beat

17. Beet

Mark any correct written grammatical sentence.

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For questions 18-20 re-write using the opposite of the underlined word.

18. The passage to our sub-county is very narrow.

The passage to our sub-county is very wide.

19. Divine left the door of the house open.

Divine left the door of the house closed.

20. The baby was awake when the bishop reached our home.

The baby was asleep when the bishop reached our home.

For questions 21-23 re-write the given sentences using a single word for the underlined group of words.

21. Our uncle was immediately taken to a place where dead bodies are kept after dying.

Our uncle was taken to the mortuary immediately after dying.

22. Nabulya went away without permission from school.

Nabulya escaped from school.

23. The school singers and drum players welcomed the guest of honour.

The school choir welcomed the guest of honour.

In questions 24- 25, re-write the given words in alphabetical order.

24. smoke, smile, sky, slow

sky, slow, smile, smoke.

25. Black, Blame, Brand, Blend

Black, Blame, Blend, Brand.

For questions 26-27, re-arrange the words to form correct sentences.

26. class Our twins has teacher.

Our class teacher has twins.

27. may Sir please i in come?

Sir please may i come in?

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For questions 28-30, write the short form of the given words.

28. Shall not **shan't**

29. Assistant **Asst**

30. Honourable **Hon**

For questions 31-50, re-write the following sentences as instructed in the brackets without changing the meaning.

31. This is my father's school bus. (Re-write and usebelongs.....)

This school bus belongs to my father.

CONTENT GUIDANCE

-The structure "belongs" is used to show ownership of some thing.

-It should be used with the preposition "to" and the pronoun after the structure should be in objective form.

32. Nakabugo abuse her friend but it was not necessary. (Re-write usingneedn't.....)

Nakabugo needn't have abused her friend.

CONTENT GUIDANCE

-Needn't is used with the helping verb "have" which must come immediately after it.

(In summary)

-Needn't + have + a verb in past participle form.

33. If our teacher comes, we shall do the test. (Re-write usingwould.....)

If our teacher came, we would have done a test.

CONTENT GUIDANCE

If clauses have rules that I shall explain a little when we begin with If, we put a comma after the first statement while no comma is required if we began with the main clause.

For If, we use present simple tense in If. or dependant clause because something / some condition has not been met for some thing to happen.

In the main clause in If, we use future tense because we are not yet sure of the conditions whether will occur or not.

34. If i am not paid as discussed, I will not work as expected (Begin: Unless.....)

Unless i am paid as discussed, i will not work as expected.

CONTENT GUIDANCE

-The structure can be used both at the beginning and in the middle of the sentence.

-When the sentence began with Unless, we put a comma after the first statement.

-In most cases if unless is used in the first statement, the following statement must have a negative.

-This structure is used in future simple tense sounding a warning of what might happen if a certain condition is not full filled.

35. Teacher Mpamire taught us Kiswahili. He also taught us Luganda. (Join as one sentence using.....besides.....)

Teacher Mpamire taught us Kiswahili besides Luganda.

CONTENT GUIDANCE

The structure is used to mean “in addition to” or apart from.

It can be used in the middle and at the beginning of the sentence.

The verb in the first clause remains in past and that of the second clause is changed to present continuous tense.

36. You will delay on the road if the traffic jam is tight.(Begin: The.....the.....)

The tighter the traffic jam is on the road, the more you will delay.

CONTENT GUIDANCE

-We use this structure when two clauses have adjectives each.

-Therefore each clause starts with “the” followed by an adjective in comparative degree.

-The clauses are separated by a comma.

37. Kabarole is very far from Kampala. (Re-write usingalong way.....)

It is along way from Kabarole to Kampala.

CONTENT GUIDANCE

The structure is used to mean “far from” a given distance.

-When we are using along way, we replace the first destination in our sentence with the second one and vice versa

38. They dug for the old woman. She did not thank them. (Use.....whom.....)

The old woman did not thank them whom they dug the garden.

39. Okomba has a very kind father. (Begin: What.....!)

What a kind father Okamba has!

CONTENT GUIDANCE

-The structure is used in interjections to show surprise.

-It has to end with an exclamation mark.

40. I met a tall woman. she comes from Uganda, she is brown. (Re-write without using: who, and)

I met a tall brown Ugandan woman.

41. All the cashiers were polite. (Begin: None.....)

None of the cashiers was rude.

None of the cashiers was impolite.

CONTENT GUIDANCE

All / None These are two indefinite pronouns.

“All” should be used with plural and “none” should be used with singular. All is the opposite of none, therefore, the opposite of the main subject should be used.

42. The police officer came with a handcuff. He wanted to arrest the criminal. (Join the sentence using.....in order.....)

The police officer came with a hand cuff in order to arrest the criminal.

CONTENT GUIDANCE

The structure is used together with the preposition “to”.

43. The driver died in the accident. The conductor died in the accident. (Join the sentence usingas well as)

The driver, as well as the conductor, died in an accident.

CONTENT GUIDANCE

-The structure means that two subjects have done the same action.

-Two commas are used, where the first comma comes immediately after the first subject and the second after the second subject before the main action or incident comes.

44. Ochola went to London on Tuesday, today is Sunday and he has not come back yet. (Re-write as one sentence using.....for.....)

Ochola has been in London for six days.

CONTENT GUIDANCE

Since and for are commonly used in relating time. However, each aspect has its own time of usage.

“For” is used when the length or period of time is mentioned.

“Since” is used when the point of time is mentioned.

Example

Okello has been digging since { 8:00 o'clock. } Point of time
Sunday has been working since { 2021. } Point of time

45. The stubborn boy wanted to know what the girls were doing in the kitchen. (Re-write beginning”.....” the stubborn boy asked.)

“What are you girls doing in the kitchen?” the stubborn boy asked.

46. Namata is a very weak girl. She cannot carry that jerry can. (Re-write using.....enough.....)

Namata is not strong enough to carry that jerry can.

CONTENT GUIDANCE

Enough is used with the preposition “to”.

When we are using “enough”, we should always give the opposite of the adjective so as the meaning of the sentence is not changed.

Example

Opiyo is very young. He cannot go to school. (Use enough)

{to be changed} and proceeded with a negative statement.

Opiyo is not old enough to go to school.

47. That is the hospital. Babirye was born in that hospital. (Re-write as one sentence usingwhere.....)

That is the hospital where Babirye was born.

CONTENT GUIDANCE

This structure is used to refer to a place. It should therefore be used to replace adverbs of a place in the sentence.

48. The bus fare is very expensive. I cannot afford to pay. (Re-write using too.....to.....)

The bus fare is too expensive for me to afford paying.

CONTENT GUIDANCE

When using the structure too.....to....., the pronoun at the end of the second sentence should be dropped to avoid repetition.

“For” should be used after the adjective when joining sentences with different subject.

49. The Karamojong sit on stools that have two legs. (Re-write as one sentence using.....two-legged.....)

The Karamojong sit on two-legged stools.

50. Stand up(supply a suitable question tag)

Stand up, will you?

CONTENT GUIDANCE

Question tags

When dealing with question tags, we need to note the following.

Negative statement takes positive tags.

Positive statement takes negative tags.

Commands like number 50, take a positive tag.

SECTION B

51. Read the poem below and answer in full sentences the questions that follow.

Holidays, sweet holidays!
The time everybody needs,
After hard and serious work,
To rest and feel fresh again.

Holidays, sweet holidays!
That precious time for teachers and pupils,
Keep away from books, And celebrate
success.

Holidays, sweet holidays!
Rest time for the public and civil servants,
To stay home and relax,

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Labour Day, Women's Day, Independence Day.

Holidays, sweet holidays!

For believers to thank and praise God, For
His wisdom, mercy and kindness, Fridays,
Saturdays and Sundays.

NAMULEME NUSULA

a) What is the poem about?

The poem is about Holidays.

b) How many stanzas does the poem have?

The poem has three stanzas

c) Why does everybody need a rest?

Every body need holidays to stay home and relax.

d) When do you think teachers and pupils celebrate examination success?

Teachers and pupils celebrate success in holidays when they put books a side.

e) How do the public and civil servants benefit from holidays?

The public servants celebrate holidays by having rest in quality terms.

f) Why are holidays useful to believers?

Believers use holidays to thank and thank God for His kindness and mercy.

g) Mention any one day in the poem on which believers praise God.

His mercy, His Grace

h) Give any one example of a holiday for the public and civil servants.

Labour Day, Women's Day, Independence Day.

i) Who wrote the poem?

Namuleme Nusula wrote the poem. /The poem was written by
Namuleme Nusula.

j) Suggest a suitable title for the poem.

THE SWEET HOLIDAYS

52: Read the passage below very carefully and then answer, in full sentences, the questions that follow.

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One week before the end of the school first term, the District Education officer of Kibu district wrote a letter to all the head teachers of primary schools in the district. This is what the D.E.O said in the letter.

“All the head teachers of government and private schools must follow what the minister of Education and sports said about school holidays. The minister said that no primary school in the whole country is allowed to do any teaching during the school holidays. All primary school children must be at home. They must rest at home. They need a rest. Children work very hard at school for three months in a term and so they need a rest. Some clever children have even written letters to the ministry of Education to complain that they are being over- worked by making them study during holidays. These children are right. Their brains must rest for some time.

Parents too must be informed that their children need a rest during school holidays. There are a number of things parents must remember if they want their children to rest properly during the holidays. The first one is that parents must not look for private teachers to teach or coach their children during the holidays. The child cannot learn much at that time; the brain is still very tired. The parent is therefore paying the private teacher money for doing nothing to the child. The second thing to remember is that the children should do a lot of play while they are at home for holidays. They can also help their parents with some work.

Let me say it again. No teaching during the holidays. My inspectors will be visiting schools, classrooms and private places to see if there is any teaching going on anywhere”.

Questions

a. When did the DEO of Kibu district write the letter?

The DEO wrote the letter a week before the official closure of term one

b. To whom was the letter written?

The letter was written to all headteachers of primary school in the district.

c. What was the most important thing the minister had said?

The most important issue was prohibition of holiday teaching.

- d. Why is it useless for parents to look for private teachers during holidays? **It is useless because children will be still tired and cannot learn much according to the minister.**
- e. Write down two things children should do during holidays.
Helping their parents domestic work.
Helping parents farm work for those in villages.
- f. Why will the inspectors visit schools during holidays?
The inspector will move during holidays to find out if some parents have sent children to schools for private coaching.
- g. Give another word or group of words with the same meaning as these underlined words in the passage.
- h. i. **complain: nag, whine, criticize, carp**
- i. **ii. properly: correctly, politely, perfectly, suitably**
- j. Suggest a suitable title for the passage.

NO TO HOLIDAY TEACHING

53. Study the dialogue below and respond carefully

When Tom reported back to Kati kati Parents Schools after holidays, the Head teacher called him to his office. What the Head teacher said is given below. Fill in the blanks with what you think Tom said. Tom:

Head teacher: Good morning, Tom. Welcome back from holidays.

Tom: **God morning sir, how are you doing.**

Head teacher: Can you please hand in your pay slip for fees?

Tom: **I am sorry sir, I don't have it.**

Head teacher: You're sorry, you don't have it. What happened?

Tom: **I did not find my father at home when I was sent for school fees.**

Head teacher: Your father is not at home? Where did he go?

Tom: **He was admitted in hospital.**

Head teacher: Admitted in hospital? What happened to him?

Tom: **He got a terrible motorcycle accident.**

Head teacher: Oh! What a pity for your father to have had such a terrible motor accident! Is your mother looking after him now?

Tom: **Yes, my mother is taking good care of him in the hospital.**

Head teacher: It is good that your mother is looking after him in hospital. Who are you staying with now?

Tom: **I am currently staying with my uncle.**

Head teacher: It is nice if you're staying with your uncle. Is his home near this school?

Tom: Yes please, my uncle's home is near this school.

Head teacher: That is good. Now go to class and start your lessons. You will pay your fees later.

Tom: Thanks so much Head teacher.

CONTENT GUIDANCE

When we are dealing with such guided dialogues, we always need to train learners that the response is obtained from the response which is down or under the question of the dialogue actor, in fact below the gaps which need the answer

54. Use the given words in the table to complete the given story

THE MOST WONDERING DAY IN MY LIFE

Two years ago, we attended a burial ceremony in our neighbouring in Omoro district.

It was the requiem of the Late Right Honourable Speaker Jacob Oulanyah L'okori who died from abroad while serving as a speaker on the parliament of Uganda.

Earlier on, our teacher of Social Studies had taught us that the speaker is head of the legislative organ of the government and he/ she chairs the parliamentary session.

So I reached the ancestral home before the arrival of the dead body hoping that I would be the first person on the ground, instead I found uncountable number of mourners from all over the country.

I kept watching at the people who were performing "Bwola dance" as they welcome the dead body.

At around midday, I heard of an helicopter. Soon after hearing that, I saw a military helicopter which has brought the casket containing Oulanyah's body.

It was a beautiful white casket covered with the flag of our country. It was received by the soldiers who escorted it to the tent where the burial mass was supposed to be.

It was the time everybody started yelling, groaning and moaning.

The late speaker's father started comforting people then. Hardly had he started addressing the mourners than the wind blew away the tent in which the casket was put.

burial	mourners	teacher	country	midday	requiem
groaning	ceremony	casket	ancestral		

55. Re-arrange these sentences to make a good story.

1. At 7:00p.m. Mugara heard people wailing at the chief's home.
2. The following morning, there was a funeral service.
3. People can still come to visit and console these sad people.
4. On hearing these wailing, Mugara rushed to the chief's home.
5. The deceased left a widow and ten children.
6. Mugara entered the house and found that the chief had actually died.
7. When he reached the home, the chief's wife told Mugara that the chief had collapsed.
8. After service, the body was buried.
9. A lot of villagers came to sympathize with the chief's wife that night.
10. A lot of mourners attended the service.

Wrong order	1	2	3	4	5	6	7	8	9	10
Correct order	1	4	7	6	9	2	10	8	5	3

CONTENT GUIDANCE

It is important that learners are trained not to interchange the arrangement of the wrong order in the question in the following ways;

-If they are figures, they should be left to be figures through out.(1-10)

-If they are letters, they should be left letters. (a-j)

Note: There are situations where some children arrange the correct order in the way which does not rhyme with the wrong order like in example below;

Wrong order	A	B	C	D	E	F	G	H	I	J
Correct order	A	B	C	D	E	F	G	H	I	J

This above will be wrong, and it is in most cases misinterpreted by learners that they have to write the first letter or figure to be A/1 because they know they are beginning letters or figures respectively.

But when we are arranging, we shouldn't mind which letter or figure is the first in alphabetical or numeric arrangement but we must mind of which letter and figure comes first as numbered on the jumbled sentences as shown below.

Wrong order	A	B	C	D	E	F	G	H	I	J
Correct order	E	C	J	H	I	A	D	B	G	F

A MUST READ!



“E” has taken the first position though it is the fifth letter in alphabet but it is the first sentence to make our jumbled story correct.

“C” has taken the second position though it is the third letter in alphabet but it is the second sentence to make our jumbled story correct.

“J” has taken the third position though it is the tenth letter in alphabet but it is the third sentence to make our jumbled story correct.

“H” has taken the fourth position though it is the eighth in alphabet but it is the fourth sentence to make our jumbled story correct.

“I” has taken the fifth position though it is the ninth letter in alphabet but it is the fifth sentence to make our jumbled story correct.

“A” has taken our sixth position though it is the first letter in alphabet but it is the sixth sentence to make our jumbled story correct.

“D” has taken the seventh position though it is the fourth letter in alphabet but it is the seventh sentence to make our jumbled story correct.

“B” has taken the eighth position though it is the second letter in alphabet but it is the eighth sentence to make our jumbled story correct.

“G” has taken the ninth position though it is the seventh letter in alphabet but it is the ninth sentence to make our jumbled story correct.

“F” has taken the tenth position though it is the sixth letter in alphabet but it is the tenth sentence to make our jumbled story correct.

Note: Teachers must use the steps above to guide learner on how to deal with the jumbled story.