

FINAL OFFICIAL MARKING GUIDE PLE ENGLISH 2024

AS DEVELOPED BY TEACHERS OF TEACH & LEARN ENGLISH LANGUAGE PLATFORM

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No.	SECTION A (50 MARKS)					OTHER TECHNICAL COMMENTS
	SUB SECTION I (30 Marks)					
CORRECT RESPONSE/ANSWER	COMMON WRONG RESPONSE(S)	TOPIC/CLASS	PART OF SPEECH	QL		
1.soon.....	...well//much//quick ..	<i>Safety on the Road, P.6, P.3</i>	Conjunctions	K		
2.older....	...elder//younger...	<i>Family Relationships, P.6, Our home, P.2</i>	Adjectives	K		
3.for....from//at//to...	Travelling, P.5	Prepositions	K	<i>Teach prepositions of movement such as arrive at, leave for, depart from, etc. when we leave for a place, we set off to go to that place.</i>	
4. ...hair... hairs//heir//air...	<i>Sanitation, P.1, P.2</i>	Nouns	K		
5.say....//recite//.prayed//sayed...	<i>Using a Dictionary, P.6</i>	Verbs	K		
6. ..fasterfastest//fastre//more fast....	<i>Describing People and Objects, P.4</i>	Adverbs	K	<i>Teach all the comparison forms of adjectives well. Emphasize the irregular and regular ones i.e., those that take more, most.</i>	
7.juicy...juicey.....	<i>Formation of Adjectives From Nouns, P.4</i>	Adjectives	K	<i>Teach formation of adjectives</i>	
8.safely....	..safe//Saifely//safly	<i>Peace & Security, P.5</i>	Adverbs	K		
9.happiness...	...happy...//...happily ..//..happines..	<i>Democracy, Subtopic: Elections P.4</i>	Nouns	K		
10.rainy...rainny...// raining...//rain....	<i>Weather, P.3</i>	Adjectives	K	<i>Teach all elements of weather & weather conditions.</i>	
11.learning...learns//learned...	<i>Formation of Verbs, P.3</i>	Verbs	K		

12.mine.main// my...	<i>Our School, P.1</i>	Pronouns	K	
13	...revision.....	...revisions....	<i>Examinations, P.7</i>	Nouns	K	<i>Formation of nouns from verbs.</i>
14	...bitten....biten// bit...	<i>Peace and Security, P.5</i>	Verbs	K	
15.puppies....	...pups// pupphys	<i>Living Things, Subtopic: Keeping Animals, P.2</i>	Nouns/ Plural nouns	K	
16.	..kilogram//kilograms//kilogramme // kilogrammes	..kilogramm//kilogram ms//kilograme// kilogrames//kilos	<i>Shopping, P.4</i>	Nouns	K	
17.	they have	Theyhave // they Have// They were...	<i>Short Forms</i>	Pronouns (short forms)	K	
18.	hammer, nail, plank, saw	Any other word order. // Omissions	<i>Occupations, P.4</i>	Nouns	A	Omission//addition of a word/ words. //Misspelt word(s)
19.	ear, eye, neck, nose	Any other word order. // Omissions	<i>Our Body, P.1</i>	Nouns	A	
20.	Mary remembered to turn off the TV last night.	Mary remembred// remember// remembering// //recalled//	<i>Electronic Media, P.7 Sub topic: Radio//Tv</i>	Verbs	C	
21.	Some foreign tourists like carrying heavy bags. //...weighty//hefty//bulky	...heavey// heavier...	<i>Travelling/ Nationalities, P.5</i>	Adjectives	C	
22.	Never accept gifts from strangers.	Any response with a word/letter omission or addition to deviate from those in the question.	<i>Peace and Security</i>	Nouns	C	Omissions of any character leads to loss of the mark
23.	In which class is your cousin?		<i>Family Relationships, P.6</i>	Nouns	C	
24.oxen	...oxes//oxs//oxens	<i>Keeping Animals, P.6 Living Things, P.3</i>	Nouns	K	
25.secretaries	..secretarys// secretateris	<i>Debating, P.6</i>	Nouns	K	
26.	Eating too much sugar can cause health problems. //.... bring// induce ...//... createcasuses//brings// caused// brought	<i>Food and Nutrition, P.2</i>	Verbs	C	
27.	My mother visits a dentist twice a year.	...second//twise..	<i>Livelihood in Our Sub County/ Division, P.3</i>	Adverbs	K	

28.	When Mr. Byansi entered the restaurant, the waitress gave him a menumenue/meneu..	<i>Hotels, P.6</i>	Nouns	K	
29.	Windows let in fresh air. <i>Any grammatically correct sentence/expression where the word air is used.</i>	Definitions// explanations// clumsy sentences without qualifiers// examples	<i>Homophones / Minimal Pairs</i>	Nouns/verbs	A	<i>Consider ideas like Gas(es), fresh air/warm air/cool/hot/tube/blow/waves/respire/tire/pump/breathe/ fly in the air/</i>
SUB SECTION II (20 Marks)						
30.	Bukenya is the heir of the late Mwesigwa according to the will. <i>Any grammatically correct sentence/expression where the word heir is used.</i>	Definitions // explanations // clumsy sentences without qualifiers// examples	<i>Ceremonies, P.7 Sub Topic: Funerals</i>	Nouns	A	<i>Consider ideas like inherit/succeed/dead/die/will/late/funeral/burial/rites/wealth/deceased/bereaved/clan leader/orphans/widow/widower/breathed his or her last.</i>
31.	Cocks are not as big as turkeys. // Cocks are not as big as turkeys are. // Cocks aren't.....	<i>Cocks are as big as turkeys. // Turkeys are as big as cocks.</i>	<i>Keeping Animals, P.6</i>	Adjectives	A	KEY POINTS TO NOTE FOR SECTION A SUB SECTION II: <ul style="list-style-type: none">- Correct spellings of keywords/ Carefully have all the work correctly punctuated.- Letters should not be joined to occupy the same space.- Unnecessary separation of words should be avoided.- Key phrases should never be omitted.- Avoid clumsy sentence construction.- Avoid introduction /omission/alteration of articles.
32.	The bride whose wedding took place last weekend sent us a cake.	<i>The bride sent us a cake whose wedding took place last weekend.</i>	<i>Ceremonies, P.7</i>	Relative pronouns	A	
33.	The lesson began immediately the rain stopped.	<i>The rain began immediately the lesson stopped. // The lesson begun.....</i>	<i>Weather, P.3</i>	Conjunctions	A	
34.	We went to the market after aunt Sandra had made a shopping list. // We went to the market after aunt Sandra made a shopping list. //.....after Aunt Sandra.....	<i>We made a shopping list after aunt Sandra had gone to the market.</i>	<i>Shopping, P.4</i>	Conjunctions	A	
35.	The children liked swimming more than jogging. // The children were more interested in swimming than in jogging. // The children enjoyed swimming more than jogging. //...enjoyed swimming better than....// The children were less interested in jogging than in swimming. // The children loved swimming more than jogging.	<i>The children liked swimming to jogging. // The children were more interested in swimming to jogging.</i>	<i>Holiday Activities, P.7</i>	Conjunctions	A	

36.	We are responsible for keeping our classrooms tidy. // It is we who are responsible for keeping our classrooms tidy. // We are the ones/the people that are/who are responsible for keeping our classrooms tidy.	<i>It is our responsible for keeping our classrooms tidy.</i>	<i>Rights, Responsibilities & Freedom, P.7</i>	Verbs: Transformation of verbs	A	
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.	<i>While washing the car, Nicholas' sister was preparing breakfast.</i>	<i>Rights, responsibilities & Freedom, P.7</i>	Conjunctions	A	
38.	Mbowa will travel neither by bus nor by taxi. // Mbowa will travel neither by taxi nor by bus.	<i>Mbowa will neither travel by bus nor by taxi. // Mbowa will neither travel by taxi nor by bus.</i>	<i>Travelling, P.5</i>	Determiner	A	
39.	"Why did you miss lessons yesterday?" the teacher asked Nambuya.	<i>"Why did you miss lessons yesterday?" the teacher asked Nambuya.</i>	<i>Behaviour, P.4 Sub topic: Bad Behaviour</i>	Speeches	A	<i>Accept the use of single quotation marks. Also emphasize proper sentence punctuation.</i>
40	The tailor cut the cloth using a pair of scissors. //....with a pair of.....	<i>The tailor cuts the cloth with a pair of scissors.</i>	<i>Occupations Sub topic: Tailoring, P.6</i>	Verbs	A	
41.	The letters were not posted by Shakirah. // The letters weren't posted by Shakirah.	<i>The letters were posted not by Shakirah.</i>	<i>Post Office, P.5</i>	Verbs/voices	A	
42.	I was at the market two months ago. // I was in the market two months ago. // I last went to the market two months ago.	<i>I was last at/in the market two months ago.</i>	<i>Shopping, P.4</i>	Adverbs	A	
43.	Our players were too tired to walk back to school.	<i>Our players were too tired and could not walk back to school.</i>	<i>Democracy, P.4 Games & Sports</i>	Conjunctions	A	
44.	Although Kapere is a very rich man, he does not have a car.../...doesn't....	<i>Although Kapere has a car, he is a very rich man. // Although Kapere is a richman.....</i>	<i>Vehicle Repair & Maintenance, P.5</i>	Conjunctions	A	

45.	Mrs. Odeke spent fifteen thousand shillings on a kilo of meat.	<i>Mrs. Odeke spent fifteen thousand shillings for a kilo of meat.</i>	<i>Shopping, P.4</i>	Verbs: Transformation of verbs	A	
46.	In order to save the cyclist's life, she hooted at him. // In order to save the life of the cyclist, she hooted at him.	<i>In order to save the cyclist's life, she hooted him. //..for him.</i>	<i>Safety on the Road, P.6</i>	Adverbs/ Conjunctions	A	
47.	If you tuck in your shirt, you will look smart. // If you don't tuck in your shirt, you won't look smart. // If you don't tuck in your shirt, you will look shabby.	<i>If you don't tuck in your shirt, you will look smart.</i>	<i>Sanitation, P.2.</i>	Verbs/ Conditionals	A	
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?	<i>Aida received any money from her guardian, didn't she?</i>	<i>Family Relationships, P.6</i>	Verbs/tenses /tags	A	
49.	Both a television and a radio are useful sources of information. //are a useful source of information. // Both a television and radio are useful sources of information. // Both a radio and television are.....	<i>Both a television and a radio is a useful source of information. //....a TV..</i>	<i>Electronic Media, P.7 Radio & Television.</i>	Conjunctions	A	
50.	The boy who won the race is related to us.	<i>The boy who won the race is relative to us.</i>	<i>Family Relationships, P.6.</i>	Pronouns: Relative pronouns	A	

		SECTION B: (50 MARKS)		
NO.	CORRECT RESPONSE	QL	TOPIC & CLASS	TECHNICAL COMMENTS
51	<p>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).</p>	C	Children' s Rights and Responsibilities: Sub topic: Responsibilities and Freedom, P.5. // My School, P.1/P.2	Reject: Mushanga primary school...//Mushanga primary school.
	<p>b) In this school, there wasn't lunch for Lolo and Jemba/ There wasn't lunch for Lolo and Jemba in this school 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 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.</p>	C		Points that lead to loss of marks in this section (51-54): <ul style="list-style-type: none"> - Punctuation errors in a sentence. - Replacement of nouns with pronouns. - Two letters in a key word sharing the same space. - Misspelt names of people and places. - Unnecessary separation of words /joining of words unnecessarily. - Constructions that are clumsy. - Wrong ideas in a correct construction. - Wrong tenses. - Incomplete sentences.

	// In this school, there wasn't lunch for Lolo & Jemba because the parents of Lolo and Jemba had not paid /did not pay for their feeding.		
c)	<p>With the money that his parents sometimes gave him, Lolo could:</p> <p>// buy/purchase/pay (for)/get/acquire/obtain pancakes, buns and some juice to have as lunch/for (his) lunch.</p> <p>// use it to buy/spend it on/spend it on buying pancakes, buns and (some) juice.</p> <p>// With the money that his parents sometimes gave him, Lolo could:</p> <p>.....buy himself pancakes as lunch/for (his) lunch.</p> <p>//buy what to eat and drink as his lunch/during lunch/for lunch.</p>	C	
d)	<p>Jemba rode at a very high speed because he wanted to/so as to/in order to/so that he could/in order that he could/would/might:</p> <p>get back to school in time for the afternoon lessons/return/be back to school in time.</p> <p>// reach his destination/where he was going/the Trading Centre in time or early and get back early for.....</p> <p>// avoid being late for the afternoon...../the lessons after lunch.</p> <p>// avoid being late/behind time for the afternoon lessons.</p> <p>// because he did not want to be late for the.....</p> <p>// be punctual/on time for the afternoon lessons.</p> <p>// beat time for the afternoon lessons.</p> <p>// catch up with the afternoon lessons/with time for the afternoon lessons.</p> <p>// avoid missing/skipping the afternoon lessons.</p> <p>// avoid being absent from the afternoon lessons.</p> <p>// not to miss the afternoon lessons.</p> <p>// Jemba rode at a very high speed because he was very excited.</p> <p>// Jemba rode at a very high speed because he was very excited and he (also) wanted to come back for the afternoon lessons.</p> <p>// Jemba rode at a very high speed so that he would/could/might not miss the afternoon lessons.</p> <p>//so as not to/in order not to miss the afternoon lessons.</p>	C	
e)	<p>As he sped up, Jemba rang...../As Jemba sped up, he rang the bicycle bell to/so as to:</p> <p>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 (the road)</p> <p>// make them aware of the need for them to clear the way/ go off the road, etc.</p> <p>// avoid knocking other road users/ramming into other road users.</p> <p>// avoid causing/bringing accidents/an accident on the road.</p> <p>// signal to other road users that he was moving/going/coming/riding towards them/approaching them.</p>	C	

	<p>// 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 / on the verge of knocking other road users.</p> <p>// he had detected danger/ chances of having an accident/being involved in an accident/causing an accident.</p> <p>// he had sensed that his speed was dangerous/perilous/unsafe/disastrous.</p> <p>//.....as he sped up. /...as he sped up to...(with the above reasons given after 'to')</p>		
f)	<p>According to the passage, speeding led to the accident.</p> <p>// What led to the accident is/was riding/cycling the bicycle at a very high speed/speeding.</p> <p>// It was/is speeding that led to the accident (,) according to the passage.</p> <p>// Riding the bicycle at a very high speed/ very fast/ at a terrible speed led to the accident (,) according to the passage.</p> <p>// Cycling at a very high speed/at a breakneck speed led to the accident (,) according to the passage.</p> <p>// The act of riding/cycling the bicycle at a very high speed/of speeding led to the accident, according to the passage.</p> <p>// Riding excessively fast....., according to the passage.</p>	C	Reject if "According to the passage" is omitted.....
g)	<p>The head teacher thanked the nurses immediately she arrived at the clinic for treating the (two) boys/Lolo and Jemba.</p> <p>// Immediately the head teacher arrived at the clinic, she thanked/appreciated/commended/applauded/hailed the nurses for:</p> <p>// treating Jemba and Lolo /the boys.</p> <p>//treating the (two) injured boys.</p> <p>// treating Lolo and Jemba, the (two) injured boys/the accident victims/ the casualties. (who were her pupils/her learners/her students).</p> <p>// Immediately she arrived at the clinic, the head teacher thanked the nurses.....</p>	C	Reject: 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.
h)	<p>The two friends stayed away from school for 3/three weeks/for twenty-one days/21 days.</p>	C	
i)	<p>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.</p> <p>// all (the) pupils/learners/students/schoolchildren started/began getting, having or eating lunch at school/began lunching at school (which enabled them to.....)</p> <p>//..... 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</p>	C	Reject any answer given in the present tense.

	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)	THE (TWO) GREAT FRIENDS LOLO AND JEMBA // 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 AT MUSHANGA PRIMARY SCHOOL // THE VALUE/BENEFITS OF SCHOOL MEALS // EMPTY STOMACHS HAVE NO EARS // LUNCH WORKS MIRACLES/WONDERS AT MUSHANGA PRIMARY SCHOOL // WHY HAVE MEALS AT SCHOOL // SCHOOL MEALS AND LEARNERS' ACADEMIC PERFORMANCE // DANGERS OF HAVING NO MEALS AT SCHOOL // SCHOOL MEALS // PARENTS OF MUSHANGA PRIMARY SCHOOL LEARN A LESSON // A DREADFUL/HORRIBLE/AWFUL DAY FOR LOLO AND JEMBA/TWO GREAT FRIENDS	C	

NO.	CORRECT RESPONSES	QL	TOPIC & CLASS	TECHNICAL COMMENTS
52	<p>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. // preparing for examinations. //getting ready for examinations/exams.</p>	C	EXAMINATIONS, P.7	<i>Reject: The poem is about examination.</i>
	<p>b) The speaker spends sleepless nights to/in order to/so as to/so that he/she/they may/ 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</p>	C		

	//.....so he / she prepares for...../ may prepare for exams.		
c)	There is briefing before the speaker meets examination. // The speaker is briefed (like a bride and a bridegroom) 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 / her fellow candidates/fellow classmates). // there is thorough briefing/careful briefing/ proper briefing/ good briefing/he, she /they are thoroughly briefed/well briefed/properly briefed/ carefully briefed.	C	
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/her/their goal / dream grade/target. //.....because he/she/they/he / she want(s) to/wish(es) to/ intend(s) to/so that he/ she/ they/ he or she may/can.....	C	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 / 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.	C	
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.		

	<p>// ensure that examination rules are followed/adhered to/ respected /obeyed/ observed. // supervise an examination/examinations.</p> <p>// monitor examination process in the examination rooms.</p> <p>// monitor candidates as/while/when they are doing exams.</p> <p>// oversee candidates/examinees/those taking (an) examination/the examination.</p> <p>The duty of the strange men and women is to:</p> <p>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.</p>	C	
g)	<p>The speaker rejoices when he/she/he or she:</p> <p>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.</p> <p>The speaker rejoices when:</p> <p>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/ the speaker is/they are successful/triumphant/victorious.</p>	C	
h)	The speaker forgets:		

	<p>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/exhausting work during preparation for examinations.</p> <p>// The / that moment/ the / that time/the / that period he/she/he /they; didn't have enough sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.</p> <p>// had little, skimpy, scanty, inadequate or insufficient sleep while/when/as he, she, he or she, s/he, the speaker was preparing for examinations.</p> <p>// 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 / she, the speaker was preparing for examinations.</p>	C	
i)	<p>(i) terrible scary/ demanding/challenging/frightening/serious/horrible/horrifying dreadful /horrific/difficult</p> <p>(ii) duty role/work/task/assignment/job/obligation/responsibility/ business</p>	A B	

NO.		CORRECT RESPONSE(S)	POSSIBLE WRONG RESPONSES	QL	TOPIC & CLASS
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.....		C	KEEPING A DIARY, P.4
	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	

	// The above record was taken in the fifth week of the second term of 2024.		
c)	<p>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..... // Each day, there were three pupils in charge of (responsible for).....</p>		C
d)	<p>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 (wasn't wholly) cleaned. //.....was partially cleaned/ // On Tuesday, the classroom was not fully (wasn't wholly) cleaned. /was partially cleaned. // Work wasn't complete on Tuesday for the reason that the classroom was not fully (wasn't wholly) cleaned.</p>		C
e)	<p>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..... that week.</p>	Five people supervised	C
f)	<p>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.</p>	...was done on a Wednesday.	C
g)	<p>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).</p>		C
h)	<p>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</p>		C

	<p>participants in the zonal ball games /were part of the school ball game teams/had to represent the school at the zonal ball games.</p> <p>// The classroom wasn't cleaned because Candiru Joan, Chelimo Aziz and Abalo Phiona (who were).....</p> <p>//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.</p> <p>// On Friday, the classroom wasn't cleaned because (due to the fact that) <i>(with any of the above responses)</i></p>		
i)	<p>Acen Lisa supervised the cleaning of the classroom (P7 classroom) on Monday/Monday morning according to the record above.</p> <p>// According to the record above, Acen Lisa supervised the cleaning of the classroom (P7 classroom) on Monday/on Monday morning.</p> <p>// The role of Acen Lisa was to supervise the cleaning of the classroom (P7 classroom) on Monday/Monday morning according to the record above.</p> <p>// 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.</p> <p>//Acen Lisa's role was to.....</p> <p>//To supervise/Supervising the..... was Acen Lisa's role.....</p> <p>//Supervising the cleaning of the classroom on Monday/Monday morning is what the role of Lisa was.</p> <p>//To supervise the cleaning of the classroom on Monday/Monday morning is what the role of Acen Lisa was.</p> <p>//According to the record above, Acen Lisa was the supervisor of the cleaners of the classroom/of the cleaning of the classroom on Monday/Monday morning.</p>	C	
j)	<p>I would encourage my class monitor to keep such a record in order to/so as to/so that he /she /they can or may:</p> <p>discover the pupils who dodge the cleaning of the classroom.</p> <p>//promote fairness/justice.</p> <p>//ensure proper/fair/equal distribution of roles, duties, tasks, responsibilities, chores in the class.</p> <p>//avoid burdening the same pupils/particular/selected pupils.</p> <p>//ensure that every pupil takes part/participates in cleaning/cleans the classroom.</p> <p>// ensure that no pupil misses/skips/avoids/dodges cleaning the classroom.</p> <p>// ensure that no pupil abandons/forsakes/leaves their cleaning role.</p> <p>// ensure equal sharing of responsibilities in our class.</p> <p>// ensure equity in sharing the roles/duties/tasks/responsibilities/chores.</p> <p>// be able to have effective monitoring/supervision of the cleaners/dogging of the dodgers or uncooperative/disobedient/disloyal learners.</p>	A	

	<p>// ensure that every pupil gets a chance of cleaning the classroom/gets what to do.</p> <p>// ensure that every pupil is included on the rota /roster (periodically).</p> <p>// ensure that new pupils/ those who have not cleaned yet take part in cleaning.</p> <p>// ensure that the classroom is swept regularly.</p> <p>// make supervision easy/to ease (simplify) the work of supervisors (supervisory role)/of supervising.</p> <p>// help/make learners know when they are supposed/required to clean.</p> <p>// ensure equitable distribution of work among learners/pupils.</p> <p>// ensure easy follow-up of cleaning/the cleaners.</p> <p>// avoid repetitive allocation of work to the same pupils.</p> <p>// avoid repetitions on the cleaning roster/rota of another week/other weeks.</p> <p>// ensure orderliness in cleaning of the classroom.</p>		
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NO.	CORRECT RESPONSES	WRONG RESPONSES	TOPIC	Q L
54	<p>PICTURE A</p> <p>a) Some/Two girls/ schoolgirls are leaving school to go home/back home/for 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.</p>	The girls...	Peace & security, P.5 / Children' s rights and responsibilities Sub topic: Responsibilities and freedom, P.5.	C
	<p>PICTURE B</p> <p>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</p>			

	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.			men/ Two men/ Two kidnappers /Two people.
c)	<p style="text-align: center;">PICTURE C</p> <p>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 is 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.</p>	C		
d)	<p style="text-align: center;">PICTURE D</p> <p>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/ to some police officers/to policemen/ to the police. // 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.</p>	The girl who escape d/fled	C	Reject use of who escaped....t he past simple tense relative clause

	<p>// 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.</p> <p>// The girl who has escaped/fled/run/survived is narrating/relating their story/ordeal/what has happened to the police/ (some) police officers/policemen.</p> <p>(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.</p> <p>// (Some) police officers are attending to the girl who has fled/run away/survived the kidnap/who has escaped from the kidnappers.</p> <p>// A police officer is making a telephone call/is telephoning to alert/tip/inform/tell fellow/other police officers about the kidnap /abduction /incident/crime/case.</p> <p>// A police officer/policeman is alerting fellow/other police officers about the kidnap /abduction/incident/crime/case on telephone /using a walkie-talkie.</p> <p>// 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.</p> <p>// A police officer is tipping off other police officers/security officers about the kidnappers /are tipping other police officers off about the kidnap case by phone call.</p> <p>// Some police officers are listening to what the girl who has escaped/fled/run/survived is telling them about the kidnap /abduction /incident/case /crime/ordeal.</p> <p>// Some police officers are gathering information about the kidnap/abduction from the girl who has escaped/fled/run/survived.</p> <p>// The girl who has escaped/fled/run/survived is making a statement at the police station.</p> <p>// Some police officers are listening to a statement of the girl who has escaped /fled /run/survived/run away from the kidnappers.</p>		
e)	<p style="text-align: center;">PICTURE E</p> <p>The police officers have stopped/intercepted the abductors/kidnappers/the driver and his friend.</p> <p>// The police officers are stopping the abductors/the kidnappers/the driver and his accomplice (at a roadblock/a police checkpoint).</p> <p>// The police (officers) have waylaid the kidnappers/abductors/the driver and his colleague (at a roadblock).</p> <p>// The kidnappers/The abductors have met a roadblock/a police check.</p> <p>// The police officers are checking vehicles to /so as to/in order to get/arrest the kidnappers/the driver and his friend/the abductors.</p> <p>// The police officers/The policemen/The police have nabbed/netted the abductors/the kidnappers/ the driver and his friend.</p> <p>// The kidnappers/The abductors have landed into the hands of the police.</p> <p>// The police (officers) have staged/mounted a roadblock/a search to get intercept/arrest/apprehend/catch the kidnappers/the abductors.</p> <p>// The police (officers) have staged/mounted/put/set up a roadblock to foil/thwart the kidnap/the abduction.</p>	<p style="text-align: center;">C</p> <p>...the roadblock /the police checkpoint.</p>	

	<p>// 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.</p> <p>// The alerted/tipped police officers/The police are waiting for the kidnappers at a roadblock/a police checkpoint.</p> <p>// Other/Some other police officers/The police have gathered to check for the kidnappers at a roadblock.</p> <p>// A policeman/police officer is stopping the kidnappers' car/the car of the kidnappers.</p>		
f)	<p>PICTURE F</p> <p>The police officers have arrested the kidnappers/the abductors/the criminals/the culprits/the wrongdoers.</p> <p>// The police have rescued/saved the kidnapped /abducted girl/the girl who had been abducted /kidnapped.</p> <p>// 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 kidnappers/abductors.</p> <p>// The two girls are hugging to congratulate each other on surviving/escaping the kidnap/the abduction.</p> <p>// The police officers are taking the driver and his friend /counterpart/colleague/accomplice/the abductors /the kidnappers to the police station.</p> <p>// The police officers have put the kidnappers/the abductors on the/a police car/ pickup truck /vehicle.</p> <p>// The police officers have handcuffed or manacled the kidnappers/the abductors.</p> <p>// The police officers have tied the hands of the kidnappers/the abductors.</p> <p>// The police officers have bundled up the kidnappers/the abductors.</p> <p>// The police officers have apprehended/caught the driver and his friend /counterpart /colleague /accomplice/the abductors /the kidnappers.</p> <p>// The girls have reunited after the arrest of the kidnappers/abductors.</p> <p>// 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.</p> <p>// The girls are congratulating each other on surviving the abduction/the kidnapping/the kidnap.</p> <p>// The girls are celebrating because the police have arrested /nabbed /got /trapped /caught the abductors.</p> <p>// The girls have reunited with each other after the arrest of the kidnappers/abductors.</p>	<p>C</p> <p><i>The police officers have put the kidnappers/the abductors in their car.</i></p>	<p>Reject use of indefinite article a/an before names of places, even if it is the first mention</p>
g)	<p>The fact that the girls are hugging each other/embracing each other/slapping each other with a hug shows that they are happy in picture F.</p> <p>// The girls are hugging each other/embracing each other/slapping each other with a hug in picture F.</p> <p>//The girls' hugging /embracing of each other/slapping of each other with a hug shows that they are happy in picture F. // Hugging each other/embracing each other/slapping each other with a hug shows that the girls are happy in picture F.</p>	<p>C</p>	
h)	<p>After picture F, the two men are likely to be: incarcerated // sentenced//taken to court. //charged with child abuse/ child kidnap/abduction. //jailed // brought to court.</p>	<p>C</p>	

	<p>The two men are likely to:after picture F.</p> <p>After picture F, I think the two men are likely to: face the law. //be prosecuted. // be taken to court. // be jailed. // be brought to court. // face the judges. // appear in the court.</p>		
i)	<p>This story teaches me//us to:</p> <p>Avoid strangers // avoid (asking for) lifts from strangers. // not to become familiar with strangers. // shun strangers. // report wrongdoers // beware of strangers. // not to move(walk) alone// be in the company of others/my friends. // be vigilant always // watch out for criminals in the community /everywhere. // be careful about strangers. // refuse/decline/reject/spurn lifts from strangers. // always report to police/authorities when in danger/ I'm in danger. // be assertive. // move with elders. // move with other people//in company of other people. // Seek help from the police when one is in trouble. // beware that not everyone is a good person.</p>	A	
j)	<p>TWO (SCHOOL) GIRLS SURVIVE KIDNAP / ABDUCTION// CHILD ABDUCTION// 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 // CRIME IN OUR COMMUNITY // ANTI-SOCIAL BEHAVIOUR IN OUR COMMUNITY // SCHOOLGIRLS LIVE TO TELL // DARK DAYS FOR SCHOOL GIRLS // FATEFUL DAY FOR SCHOOLGIRLS // A FAILED MISSION // KIDNAPPERS ON THE ROAD //RESPONSIBLE /CONCERNED /USEFUL /HELPFUL /VIGILANT POLICE/POLICEMEN/POLICE OFFICER // POLICE RAPID RESPONSE SAVES SCHOOL GIRLS // 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.</p>	A	

NO. 55: Your school organized an educational tour to one of the national game parks in Uganda. Each pupil was asked to pay for it. Your uncle, who lives in Nairobi, Kenya, paid the money that was required. Write a letter to thank him. In your letter, give him more information about the game park you visited and what you learnt while there.

NO. 55:

TOPIC: LETTER WRITING, P.5

Informal/friendly letters

QL: APPLICATION QUESTION

REQUIRED/OBLIGATORY CONTENT AND MARKS AWARD CRITERIA	SUPPLEMENTARY TECHNICAL COMMENTS	SAMPLE LETTER
<p>1. Writer's address: Muna Primary School, PO Box/box 44, Molo (in noncapital or capital letters) (1 Mark)</p>	<p>If written in noncapital letters, the first letter of each word ought to be capital. P.O. Box (Also acceptable)</p>	<p>Muna Primary School PO Box 44 Molo</p> <p>27 November 2024</p>
<p>2. Date of writing (<i>any date in a standard/correct/conventional format</i>) in short or full form (½ Mark)</p>	<p>Acceptable formats of writing dates: 27th November 2024// 27 November 2024 // November 27, 2024 // 27-11-2024 // 27/11/2024</p>	<p>Dear Uncle John,</p> <p>I hope this letter finds you well in Nairobi, Kenya. I wanted to express my heartfelt gratitude for paying for my educational tour to Murchison Falls National Park in Uganda. Your generosity and support mean the world to me.</p>
<p>3. Salutation/Greeting (with or without the uncle's name) (1Mark)</p>	<p>Accept use of: Dear.../Uncle,.../Hi.../Hello..../Hullo...../Dearest....</p>	<p>The trip was an incredible experience, and I learnt so much about Uganda's wildlife, natural beauty and the importance of conservation. Murchison Falls National Park is one of Uganda's most spectacular national parks, with breathtaking scenery and an abundance of wildlife.</p>
<p>4. Body</p> <ul style="list-style-type: none"> • Thanking the uncle for paying for the tour. (½ Mark) • Information about the game park e.g., • location (½ 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. <p>Note: Only one idea about the game park (½Mark)</p> <ul style="list-style-type: none"> • 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 		<p>During the trip, I was fascinated by the diversity of plants and animals that inhabit the park. The savannah vegetation in the national park and how it supports several herbivorous animals were very exciting to watch. I saw many amazing animals including elephants, giraffes, lions, and hippos. Our guide taught us about their habitats, feeding habits, and reproduction and growth.</p>

features were formed, how animals or plants (fauna & flora) reproduce, gestation period of some animals, etc. (1Mark) for any one thing given as what was learnt.		For instance, I learnt that elephants play a crucial role in seed dispersal and forest regeneration. I also saw how lions hunt in groups, demonstrating their social behaviour and how their prey try to escape lion attacks.
5. Complimentary close/Closing remark (½mark)		
6. Valediction/Conclusion/Farewell (½ Mark) Use of: Regards/Best wishes /From/Love/ Lots of love/Best regards /Regards /Yours/Yours affectionately/Yours sincerely /Sincerely yours/Your loving /affectionate nephew/niece /Your nephew/niece.	Other expressions usable in the valediction /farewell in friendly letters: All the best// Take care / See you soon// Yours,	During the trip, I was able to interact with different nationalities I found at Murchison Falls National Park. This enabled me to appreciate the contribution of such places to the economy of the country.
7. Signing off: Religious name (First name)/One part of the name or two for compound religious (first) names (½ Mark)	Name written in noncapital letters but the first letter of the name must be a capital letter.	The trip also helped me develop life skills such as teamwork, adaptability, and resilience. Being in a new environment with my classmates taught me the value of collaboration and communication.
Mechanics and others a) Type of letter (½ Mark) b) PPST (02 Marks) i) Punctuation (½ Mark) ii) Paragraphing (½ Mark) iii) Spelling (½ Mark) iv) Tense (½ Mark)	<p>Once again, thank you for making this experience possible. Your support and encouragement is really commendable. I promise to apply the lessons I learnt from this trip to become a better person.</p> <p>Yours affectionately,</p> <p>Malcom</p>	
TOTAL: 10 MARKS		

FINAL OFFICIAL MARKING GUIDE PLE ENGLISH 2024

**BELOW ARE SOME OF THE MEMBERS OF TEACH & LEARN ENGLISH LANGUAGE
PLATFORM THAT DEVELOPED THE MARKING GUIDE ABOVE**

NO.	NAME	WORKSTATION	TEL. NO.
1	NSABIYUNVA SAMUEL	NDEJJE VIEW PRI. SCH. LTD, NAMASUBA	(CHIEF ADMIN.) 0759111900 / 0393208652
2	NAYEBARE CHRISTINE	MARTYRS WAY NURSERY & P/S NAMUGONGO SSONDE	(ADMIN) 070199036 / 0789563660
3	BYARUGABA JONAH LUTHER	VISION FOR AFRICA PRIMARY SCHOOL	(ADMIN) 0753508750
4	HAIMY IBRAHIM KASULE	KAWEMPE JUNIOR SCHOOL	(ADMIN) 0757572972 / 0774747704
5	BALUKU JOHNSON	ELSHADAI PRIMARY SCHOOL-GULU	(ADMIN) 0782254248
6	MUDHUSU JOHN	MOTHER MAJERI PRIMARY SCHOOL, KIRINYA	0742233707
7	BIIRO ISMAEL	GRAND SALAI JUNIOR SCHOOL, KASUBI	0776302009
8	GUMANawe ANDREW	SIR APOLLO KAGGWA PRIMARY SCHOOL KISAASI	0778795968
9	ERIGU PHENEKAS	CORNERSTONE DAYCARE NUR. & P/S KASSANDA	0788951736
10	WAISWA ESUPASA	SIR APOLLO KAGGWA BOARDING P/S OLD K'LA	0759562636
11	MURAMIRA BOAZ	JOINT SENIOR EXAMINERS ASSOCIATION (JOSEA)	0702047376
12	AKOL ERNEST	NDEJJE VIEW P/S	0762714030 / 0757166042
13	MAWANDA HERBERT MORGAN	ST. ANTHONY P/S KASUBI-KABUBBU	0787843951 / 0759822886
14	ASINIT CHARLES	SENA JUNIOR SCHOOL	0788371484
15	TIBANYURURWA OBED	NAMILYANGO BOYS SCHOOL	0781509483
16	NAKIJJOBA SHARIFAH	MOTHERWELL JUNIOR SCHOOL	0703162638
17	BUMALI NANGHOLI	KAWEMPE JUNIOR SCHOOL	0705171472 / 0782519399
18	WABWIRE JOHN	OUR LADY OF AFRICA P/S	0787076995
19	OGULE GEOFFREY OCEN	BLESSED TODDLERS JUNIOR SCHOOL NANSANA	0783381800 / 0758015141
20	TOKAMANYA BRIAN	KINGS SCHOOLS-NAJJANANKUMBI	0708510640 / 0761408549
21	SOLOMON NABUGO	PANACEA RESOURCE BOOKS-KAMPALA	0705749890 / 0782749890
22	SANYA WILRED	LITTLE HARVARD JUNIOR SCHOOL	0771468315
23	Mwandha AGGREY	UPENDO CHRISTIAN SCHOOL-KITEMU	0776012417 / 0759320557
24	OKELLO QUINTO	MAPEERA PRIMARY SCHOOL	0753678116 / 0784813456
25	BIKETI ANDREW KIZZA	KANJKUI JUNIOR SCHOOL-KAYUNGA	0760526233 / 0742211833
26	OMIGA INNOCENT	GOD'S WILL NUR. & PRI. SCHOOL	0774243634
27	WAISWA WILSON	ST. THEREZA P/S - KAMULI	0751630520

**TO SUPPORT THE TEACHING & LEARNING OF ENGLISH IN PRIMARY SCHOOLS ACROSS THE COUNTRY FOR BETTER RESULTS, YOU
CAN CONTACT THEM INDIVIDUALLY/PRIVATELY.**

PLATFORM'S C.E.O: 0752041080

DISCLAIMER:

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2. E.O.E.
3. OUTCOMES OF ENGAGEMENT WITH CONTACTS APPENDED BELOW IS THE INDEPENDENT RESPONSIBILITY OF THOSE INVOLVED.



UGANDA NATIONAL EXAMINATIONS BOARD

PRIMARY LEAVING EXAMINATION

2024

ENGLISH

Time Allowed: 2 hours 15 minutes

Random No.	Personal No.

Candidate's Name:

Candidate's Signature:

District ID No.

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Read the following instructions carefully:

1. Do not write your school or district name anywhere on this paper.
2. This paper has two sections: A and B. Section A has 50 questions and Section B has 5 questions. The paper has 16 printed pages.
3. Answer all questions. All answers to both sections A and B must be written in the spaces provided.
4. All answers must be written using a blue or black ball point pen or ink. Any work written in pencil will not be marked.
5. Unnecessary changes in your work and handwriting that cannot be read easily may lead to loss of marks.
6. Do not fill anything in the table indicated "FOR EXAMINERS' USE ONLY" and in the boxes inside the question paper.

FOR EXAMINERS' USE ONLY		
QN NO.	MARKS	EXR'S NO.
1 – 10		
11 – 20		
21 – 30		
31 – 40		
41 – 50		
51		
52		
53		
54		
55		
TOTAL		

SECTION A: 50 MARKS

Sub-Section I

Questions **1** to **50** carry one mark each.

In each of the questions **1** to **5**, fill in the blank space with a suitable word.

1. Rose crossed the road as as it was clear.
2. Adam is two years than his little sister.
3. The last bus leaves Kampala at 12 noon.
4. Kibisi looked smart after combing his
5. I my prayers whenever I wake up in the morning.

In each of the questions **6** to **15**, use the correct form of the word given in brackets to complete the sentence.

6. Anne is the of the two girls. (fast)
7. The big mangoes Aisha bought were sweet and (juice)
8. I was glad to hear that the visitors arrived home (safe)
9. Obed could not hide his when he was elected head boy. (happy)
10. Does Jojo enjoy going out on days? (rain)

11. We have been English since Primary One. (learn)
12. A friend of won a prize during the spelling bee. (my)
13. Dr. Aleper encouraged us to start our early enough so as to perform well. (revise)
14. Gimbo was by mosquitoes because she did not sleep under a treated mosquito net. (bite)
15. One of the has been sold to the farmer. (puppy)

For questions **16** and **17**, write the given short forms in **full**.

16. kg

17. they've

For questions **18** and **19**, arrange the given words in **alphabetical order**.

18. plank, nail, saw, hammer

.....

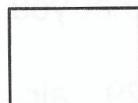
19. eye, nose, ear, neck

.....

For each of the questions **20** and **21**, rewrite the sentence giving the **opposite** of the **underlined** word.

20. Mary forgot to turn off the TV last night.

.....



21. Some foreign tourists like carrying light bags.

.....

For questions **22** and **23**, rearrange the given words to form **correct sentences**.

22. strangers gifts never from accept.

.....

23. which is class in cousin your?

.....

For each of the questions **24** and **25**, give the **plural** of the given word.

24. ox

25. secretary

In each of the questions **26** to **28**, rewrite the sentence giving **one word** for the **underlined** group of words.

26. Eating too much sugar can lead to health problems.

.....
.....

27. My mother visits the dentist two times a year.

.....

28. When Mr. Byansi entered the restaurant, the waitress gave him a list of food available.

.....
.....

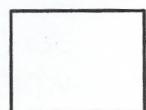
For questions **29** and **30**, use each of the given words in a sentence to show that you know the difference in their meanings.

29. air

.....

30. heir

.....



Sub-Section II

In each of the questions **31** to **50**, rewrite the sentences as instructed in brackets.

31. Turkeys are bigger than cocks. (*Rewrite the sentence using:
.....as.....as*)

.....

32. The bride sent us a cake. Her wedding took place last weekend.
(*Rewrite as one sentence using: whose*)

.....

33. No sooner had the rain begun than the lesson stopped. (*Rewrite the sentence using: immediately*)

.....

34. Aunt Sandra made a shopping list before we went to the market.
(*Rewrite the sentence using: after*)

.....

35. The children preferred swimming to jogging. (*Rewrite the sentence using: than*)

.....

36. It is our responsibility to keep our classrooms tidy. (*Rewrite the sentence using:responsible.....*)

.....

37. Nicholas was washing the car. His sister was preparing breakfast.
(*Rewrite as one sentence beginning: While.....*)

.....

38. Mbowa will not travel by bus. Mbowa will not travel by taxi. (*Rewrite as one sentence using: neither nor)*)

.....
.....

39. The teacher asked Nambuya why she had missed lessons the previous day. (*Rewrite the sentence ending:?" the teacher asked Nambuya.*)

.....
.....

40. The tailor used a pair of scissors to cut the cloth. (*Rewrite the sentence beginning: The tailor cut.....*)

.....
.....



41. Shakirah did not post the letters. (*Rewrite the sentence ending: by Shakirah.)*

.....
.....

42. I have not been to the market for two months. (*Rewrite the sentence ending: ago.)*

.....
.....

43. Our players were very tired. They could not walk back to school. (*Rewrite as one sentence using:too.....to.....*)

.....
.....

44. Kapere is a very rich man. Kapere does not have a car. (*Rewrite as one sentence beginning:* Although.....)

.....

.....

.....

45. Mrs. Odeke paid fifteen thousand shillings for a kilo of meat. (*Rewrite the sentence using:*spent)

.....

.....

.....

46. She hooted at the cyclist so as to save his life. (*Rewrite the sentence beginning:* In order to

.....

.....

.....

47. You must tuck in your shirt or else you won't look smart. (*Rewrite the sentence beginning:* If

.....

.....

.....

48. Aida did not receive any money from her guardian, did she? (*Rewrite the sentence ending:* didn't she?)

.....

.....

.....

49. A radio is a useful source of information and so is a television. (*Rewrite the sentence beginning:* Both

.....

.....

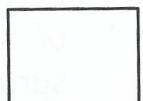
.....

50. The boy who won the race is our relative. (*Rewrite the sentence ending:* to us.)

.....

.....

.....



SECTION B: 50 MARKS

Questions **51** to **55** carry ten marks each.

51. Read the passage below and then answer, **in full sentences**, the questions that follow.

Lolo and Jemba were two great friends. They went to Mushanga Primary School. In this school, lunch was only for those whose parents had contributed towards their feeding.

One Friday afternoon, Jemba got so hungry that his stomach began making continuous long deep sounds. He hadn't carried anything to eat while at school that day. Lolo heard the sounds that came from his friend's stomach and sympathized with him.

"Let's go to the trading centre and buy something to eat," he said with a smile. "I have got some money."

"Wow!" Jemba said. "I'll give you a lift on my bicycle."

Unlike Jemba's parents, the parents of Lolo, once in a while, at least gave their son some money. With this money, he could buy pancakes, buns and some juice to have as lunch. He often shared this so-called lunch with his best friend.

With Lolo sitting on the carrier, Jemba got on his bicycle and rode off. The speed at which he rode was very high. He was very excited. Besides, he wanted to get back to school in time for the afternoon lessons. It was a busy road and, as Jemba sped up, he kept ringing the bicycle bell. Unfortunately, he lost his balance and they both fell off the bicycle. Lolo suffered a leg injury while Jemba had a fractured hand.

They were lucky that some passers-by rushed them to a nearby clinic. They then rang their head teacher who immediately arrived at the clinic. She thanked the nurses for treating the boys. She then informed the boys' parents about the accident.

Three weeks later, after Lolo and Jemba had got better, they returned to school. The whole school was so pleased to see them. The head teacher, however, warned all pupils against leaving school without permission. She also held a meeting with all parents to discuss the issue of school meals. Today, all pupils have lunch at school. It is not surprising that their academic performance has greatly improved.

(a) To which school did the two great friends go?

.....

(b) Why wasn't there lunch for Lolo and Jemba in this school?

.....

.....

(c) What could Lolo do with the money that his parents sometimes gave him?

.....

.....

(d) Why did Jemba ride at a very high speed?

.....

.....

(e) Why did Jemba ring the bicycle bell as he sped up?

.....

.....

(f) What led to the accident, according to the passage?

.....

.....

(g) What did the head teacher do immediately she arrived at the clinic?

.....

.....

(h) For how long did the two friends stay away from school?

.....

.....

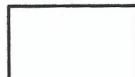
(i) Why did the academic performance of the pupils in this school greatly improve?

.....

.....

(j) Suggest a suitable title to the passage.

.....



52. Read the poem below and then answer, **in full sentences**, the questions that follow.

Examination, a friend
But a terrible animal as well
Sleepless nights I spend
As I try to prepare for you.

Before I meet you,
I'm briefed like a bride and a bridegroom
So as not to fear you
But to defeat you and get a good grade.

On your special day that I face you,
I'm surrounded by strange men and women
They call them invigilators
Giving out and collecting papers, their duty.

When your results are out
And success is on my side,
I rejoice
Forgotten are the sleepless nights.

- (a) What is the poem about?

.....

- (b) Why does the speaker spend sleepless nights?

.....

.....

- (c) What happens before the speaker meets examination?

.....

.....

- (d) Why should the speaker defeat examination?

.....

.....

- (e) Why does the speaker refer to invigilators as strange men and women?

.....
.....

- (f) What is the duty of the strange men and women?

.....
.....

- (g) When does the speaker rejoice?

.....

- (h) What does the speaker forget?

.....

- (i) Give another word or group of words with the same meaning as each of the underlined words in the poem.

(i) terrible

(ii) duty



53. Below is a record kept by a P7 class monitor at Divine Junior School, Nalusaga. It shows the pupils in charge of cleaning the P7 classroom each morning for one week, their supervisors, and the comments made each day. Study it carefully and then answer, **in full sentences**, the questions that follow.

WEEK FIVE, TERM TWO (2024)

Day	Pupils Responsible	Supervisor	Comment
Monday	- Muluma Felix - Asio Mariam - Maiso Toni	Acen Lisa	Work well done!
Tuesday	- Oketcho James - Mangara Richard - Auma Dora	Tamale Fred	Work incomplete. Part of the classroom not cleaned.
Wednesday	- Mafabi Leo - Apio Liz - Oyo Joseph	Nassanga Esther	Excellent work done!
Thursday	- Sidia Sania - Akasiima Noet - Bwambale Tito	Musoke Edwin	Classroom cleaned at break time.
Friday	- Candiru Joan - Chelimo Aziz - Abalo Phiona	Edema Philip	Cleaning not done. Zonal ball games.

(a) Who kept the above record?

.....

.....

(b) When was the above record taken?

.....

.....

(c) How many pupils were in charge of cleaning the classroom each day?

.....

(d) Why was work considered incomplete on Tuesday?

.....
.....

(e) How many people supervised the cleaning of the classroom that week?

.....

(f) On which day was excellent work done?

.....

(g) Which pupils cleaned the classroom at break time?

.....
.....

(h) Why wasn't the classroom cleaned on Friday?

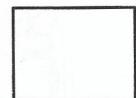
.....
.....

(i) What was the role of Acen Lisa, according to the record above?

.....
.....

(j) Why would you encourage your class monitor to keep such a record?

.....
.....



54. Pictures A – F tell a story. Study each picture carefully and then write one sentence to describe what is happening.

You may use the following words to guide you:

abducting

roadblock

driver

lift

stopped

leaving

hugging

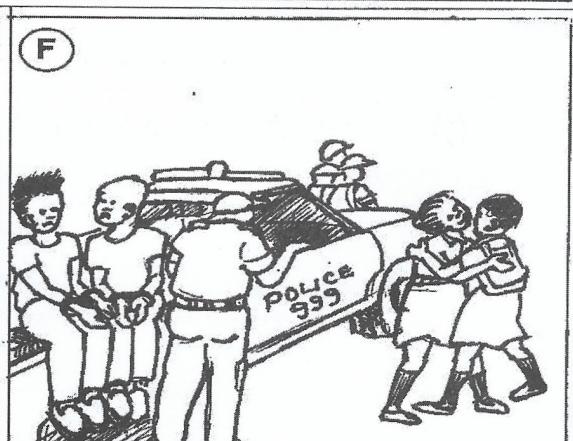
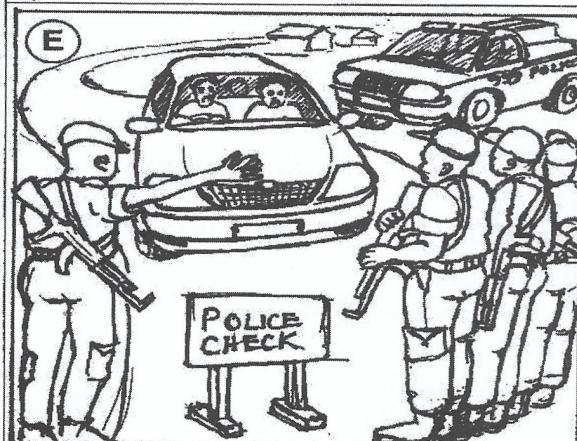
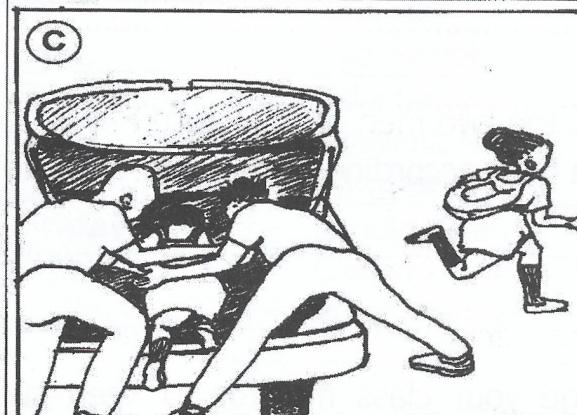
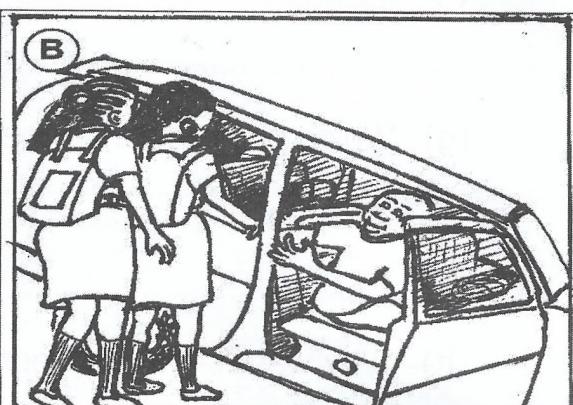
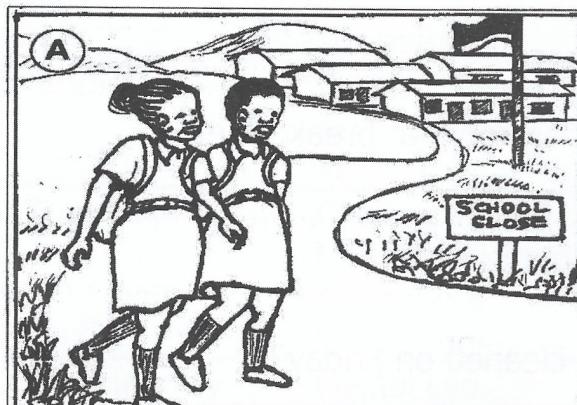
forcing

arrested

kidnapping

reporting

police officers



(a) Picture A:

.....

(b) Picture B:

.....

(c) Picture C:

.....

(d) Picture D:

.....

(e) Picture E:

.....

(f) Picture F:

.....

(g) What shows that the girls are happy in Picture F?

.....

.....

(h) What is likely to happen to the two men after Picture F?

.....

.....

(i) What lesson does this story teach you?

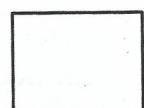
.....

.....

(j) Suggest a suitable title for the story.

.....

.....



55. Your school organised an educational tour to one of the national game parks in Uganda. Each pupil was asked to pay for it. Your uncle, who lives in Nairobi, Kenya, paid the money that was required. Write a letter to thank him. In your letter, give him more information about the game park you visited and tell him what you learnt while there.
Use **MUNA PRIMARY SCHOOL, PO BOX 44, MOLO** as your address.

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