

THE SIPRO P.7 MOCK II ENGLISH MARKING GUIDE-2024

NO	CLASS LEVEL	CORRECT ANSWER	WRONG ANSWER	MARKING POINT	ASPECT	TECHNICAL ADVICE
1	P.4	have	to have	Knowledge of the correct verb required.	Structures	Review the structures related to necessity and obligation.
2	P.6	dressed	wearing	Knowledge of the required adjective.	Adjectives	Review the meaning and the difference of these words; dressed, wearing, putting on, dressing, etc.
3	P.5	at/on	in	Knowledge of the required preposition.	Prepositions	We arrive at/in/on. Give examples on when each of the above is used.
4	P.6	flatten / smooth	cut/smoothen	Knowledge of the uses of sandpaper.	Verbs	Revise vocabulary related to carpentry. Look at uses of tools used by the carpenter.
5	P.5	whom	who	Knowledge of the required relative pronoun.	Relative pronouns	The pronoun "whom" is often used after prepositions. Revise the use of whom in questions with prepositions.
6	P.6	energetic	energeable/energising	Formation of an adjective.	Adjectives (formation)	Revise formation of adjectives with a variety of examples on each suffix.
7	P.7	He	him	Application of subjective pronoun.	Pronouns	The purpose of the pronoun in the sentences defines it. We use the subjective pronoun after all forms of the verb "to be".
8	P.6	lay	lied	Formation of the past tense of the verb.	Verb tenses	Remember lie-lying-lay-lain (to put yourself in a flat position). lie-lying-lied-lied (to tell the untruth). Revise the tense forms of other verbs like "hang".
9	P.4	obey	obediently	Formation of a verb.	Verb formation	Take learners through the various ways of forming verbs from nouns, adjectives, adverbs, etc.
10	P.6	tiniest	Tinier/tinniest	Application of the superlative degree.	Adjectives (comparison)	The number of objects determines the degree to use. Review the application of the degrees in sentences.

11	P.5	reporter	reportor	Formation of a noun.	Nouns (Formation)	Look at nouns that are formed using "er" and "or".
12	P.6	chosen	choosen	Application of the present perfect tense.	Tenses	The present perfect tense is used with has/have and a verb in the past participle.
13	P.6	accidentally	accidental	Formation of an adverb.	Adverbs of manner	Adverbs of manner usually end in "ly". Look at the spellings of adverbs.
14	P.4	pleasure	pleased	Formation of a noun.	Nouns	Pleasure - in sth / in doing sth Pleasure - of sth / of doing sth.
15	P.2	turkeys	turkeles	Application of the plural form.	Plural forms	Review formation of nouns in details. Words that end in "y" preceded by a vowel; form the plural by adding "s".
16	P.6	Any grammatically correct sentence with the required meaning.	-All grammatically wrong sentences.	-Construction of sentences.	Homophones	Use substitute words to teach homophones. Look at other homophones as well.
17	P.5		-Poorly punctuated sentences.	-Knowledge of meanings of words.		Emphasise the use of word qualifiers when constructing sentences.
18	P.2	cup, knife, plate, spoon	Any different order.	-Arranging words in alphabetical order.	Alphabetical order	Give the learners time to practise under your guidance. Organise games of arranging words in alphabetical order at class level for practice.
19	P.7	drainage, drench, preserve, protect		-Punctuation		
20	P.5	ferry	ferri	Writing words in singular form.	Number	Revise changing words from singular to plural and vice-versa.
21	P.6	thesaurus	thesaur			
22	P.6	piece of chalk	piece of chalks			
23	P.5	The Americans speak English fluently.	The American speak English fluently.	-Knowledge of meanings of words.	One word for many.	-Revise people and their nationalities plus languages.
24	P.6	That comment was unnecessary.	That comment was necessaryless.	-Following instruction.		-Revise opposites as well.
25	P.5	care of	chief of		Abbreviations.	-Review vocabulary using real objects, pictures and demonstration.
26	P.5	I have	Ihave	Knowledge of full form of the given short forms.		-It is important to space the words that are written as two.
27	P.7	The price of sugar has fallen / dropped.	The price of sugar has declined	-Knowledge of opposites of the given words	Opposites	-Revise writing in short and in full.
28	P.7	It is illegal to poach animals.	It is ilegal to poach animals.	-Following instruction.		Some words have different meanings. Use the given word in different sentences (meaning) so that the learners can fully understand them and use them appropriately. Revise

						other opposites using prefixes and suffixes.
29	P.7	I saw him two weeks ago.	Any different sentence.	-Order of words in a sentence. -Punctuation	Sentences	Functionally, sentences are of mainly four types: 1. Declarative sentence 2. Imperative sentence 3. Interrogative sentence 4. Exclamatory sentence.
30	P.5	One should respect oneself in public.				
31	P.6	The saucepans were too big for Kolo to use.	The saucepans were too big for Kolo to use them.	Use of too-----to in a sentence.	Structures	Talk about the use of pronouns when using too-----to-----Review the structure with the same subjects.
32	P.4	Neither Ketra nor Amanda likes ice cream.	Neither Ketra does not like cream nor Amanda.	Knowledge of the use of neither in negative sentences.	Structures	Task learners to construct their own sentences using the structure.
33	P.7	Jericho is not far from Kagadi.	Jericho is far from Kagadi.	Changing a statement to negative.	Determiners	"Far" is used in questions and negative sentences. while 'a long way' is used in positive sentences.
34	P.5	The pupil who refused to apologise for stealing a pen has been punished.	The pupil has been punished who refused to apologise for stealing a pen.	Using who as a relative pronoun.	Relative pronouns	It is the relative clause that is written after the relative pronoun. Guide the learners to identify the relative clause.
35	P.5	Amina will arrive at the bus park at 7:00 a.m.	Amina will arrive in the bus park at 7:00 a.m.	Knowledge of the use of prepositions	Verbs	To arrive at is to reach a place. Review sentences where we use preposition "at" with reach e.g. Musa will reach at 8:00 a.m.
36	P.7	Despite the fact that I paid the fare, the conductor did not give me a ticket.	Despite paying the fare, the conductor did not give me a ticket.	Using "despite" at the beginning of the sentence.	Structures	Guide the learners on when to use 'despite' with 'having' being and the continuous of a verb.
37	P.6	No sooner had Bagada seen the children crossing the road than he braked.	No sooner had Bagada braked than he saw the children crossing the road.	Using "no sooner" to show parallel actions.	Structures	Review structures in the no sooner family and point out the difference in their usage.
38	P.6	The candidates, as well as the P.6 pupils, are hard-working.	The candidates as well as the P.6 pupils is hard-working.	Using -----as well as	Structures	A plural helping verb will be used since the verb agrees in number and person with the first subject.
39	P.7	None of the tourists disagreed with the tour guide.	None of the tourists agreed with the guide.	Using None with verbs.	Pronouns (indefinite)	The opposite verb will be used so as to maintain the meaning in the sentences since none carries a

40	P.5	An aunt of mine helped me to organise the party.	My aunt of mine helped me to organise the party.	Forming a possessive pronoun.	Pronouns	negative idea.
41	P.5	What a skilful footballer Kamali is!	What a skilful footballer is Kamali!	Changing a statement to an interjection.	Interjections	Revise formation of possessive pronouns and apply them in sentences.
42	P.4	Repairing a vehicle is not easy.	Repairing a vehicle is easy.	Changing an infinitive to a gerund.	Participles	Look at sentences with helping verbs and verbs. Put emphasis on the order of words in exclamatory sentences.
43	P.7	They went to the beach so that they could have a boat cruise.	They wanted to have a boat cruise so that they went to the beach.	Using -----so that-- --to qualify the adjective	Conjunctions	Review the use of the participles and gerunds in details. Guide learners to construct sentences using the gerunds and participles.
44	P.6	The matron wanted to know why he/she/they was /were crying.	The matron wanted to know why it is crying.	Changing from direct speech to indirect speech.	Speeches	so that and such that must be used with modal verbs could and can.
45	P.4	I slashed the compound before collecting the grass.	I collected the grass before slashing the compound.	Using before as an adverb.	Structures	Revise changing sentences from direct to indirect and vice-versa.
46	P.5	Teachers ought to be kind to their learners.	Teachers ought to be kind to their learners.	Using 'ought to' to replace 'should'.	Modal verbs	The sequence of actions and the tense are very important when using 'before' and 'after'.
47	P.6	Do these shoes belong to you?	Do these shoes yours?	Using do to ask questions.	Possessives	'Should' and 'ought to' are both used to say that something is the best thing or the right thing to do but 'should' is much more common.
48	P.6	Stella would rather fry the chicken than roast it.	Stella would rather fry the chicken than roasting it.	Using would rather.	Structures	Revise the use of possessives in statements and questions.
49	P.6	You will not pass unless you work hard.	You will not pass unless you work hard.	Using 'unless' to mean 'if not'.	Conditionals	Use the verbs in infinitive form when using "would rather".
50	P.7	By the time Ali reaches the bus stop, the bus will have left.	By the time Ali reached the bus stop, the bus had already left.	Application of the future perfect tense.	Tenses	Revise the use of unless in negative and positive sentences.
51	P.6/P.7	a) The trees and hills made Berber Village beautiful. b) The carpenter came to Berber Village to make a bed for the village chief. c) The carpenter made the chief's	Trees and hills. To make a bed for the village chief. He made it from the chief's	-Tense maintenance -Punctuation -Relevance of answers. -Complete	Comprehension (Passage)	Revise the meaning of any new vocabulary. Encourage the learners to summarise the passage in to three parts i.e. - introduction - body

		bed from the chief's compound. d) The carpenter made tables for the first group of people. e) The carpenter was getting the timber from Tono Forest. f) The carpenter planted more trees to bring back the beauty of Berben Village. g) The carpenter stayed in that village for three months. h) (i) lovely / nice (ii) realised / noticed/thanked/valued (i) Any properly punctuated title with the required idea.	compound. He made tables, chairs, shelters and beds. From Tono Forest. He planted trees. Three months. (i) good (ii) saw	sentences.		- conclusion • Guide the learners on the required answer. • Use the recommended methods / procedures of teaching comprehension. • Employ both low order and high order comprehension questions as you teach. • Guide learners to give comprehensive (complete) answers after highlighting the key words in the questions.
52	P.6	a) Future chiefs should read the book. b) The reader will learn to prepare delicious meals. c) The writer is reading each page so as not to miss any recipe. d) The master chef wrote the cookbook. e) Local dishes are in the book. f) Four types of local dishes are in this book. g) The poem was written by Deborah. h) (i) cook (ii) useful/vital/ paramount	Future chiefs Delicious meals So as not to miss any recipe. The master chef. Local dishes Four types Deborah wrote the poem.	-Punctuation -Tense -maintenance -Complete sentences. -Relevance of answers.	Comprehension	• Encourage the learners to underline parts of the poem with the required answers. • Review common questions about poems. • Guide the learners on how to form titles. • Guide learners on how to read and interpret poems following rhythm, assonance, alliteration, recitation plus actions. • Emphasise the relevance of punctuation of answers.
53	P.5	i) THE COOKBOOK a b c d e f g h i C.O b c d e f g h i	The book -Any different sequence -Poorly punctuated sentences. -Incomplete sentences.	-Flow of ideas. -Punctuation. -Complete sentences.	Composition (jumbled story)	• Sentences should be correctly rewritten. • Guide the learners to identify the linking words in the sentences. • Talk about the importance of a solution box.

54	P.6	<p>a) A boy is making a kite.</p> <p>b) The boy is flying the kite</p> <p>c) The kite has flown away.</p> <p>d) The kite has fallen on the vehicle/sundersen of the vehicles</p> <p>e) The vehicle has lost control</p> <p>f) People are carrying the victims to the ambulance.</p> <p>g) The boy is making a kite in picture A.</p> <p>h) I think the kite was the cause of the accident.</p> <p>i) One person was involved in the accident.</p> <p>j) ACCIDENTS</p>	<p>-Any different sentence.</p> <p>-Wrong tense use</p> <p>-Poorly punctuated sentences</p> <p>-Interpretation of given pictures</p> <p>-Use of the right tense-s</p> <p>-Complete sentences</p> <p>-Relevance of answers</p> <p>-Use of the articles</p>	<p>• Learners should be able to identify the objects and pictures given.</p> <p>• Emphasis should be on the tenses required and correct usage of articles.</p> <p>• Discourage learners from studying the given pictures.</p> <p>• Put emphasis on the correct interpretation of instructions.</p> <p>• Guide learners to relate the given vocabulary to pictures.</p> <p>• Guide learners through similar picture stories as you encourage them to draw and describing what is happening in their own picture.</p>	
55	P.5	<p>a) Joy dialled her mum first on 5th April</p> <p>b) Stella called first today.</p> <p>c) Kirabo's telephone numbers is 0743111479</p> <p>d) Joy calls Demo her uncle/ Deno 0743111479</p> <p>e) According to the information, Joy's uncle</p> <p>f) Joy received more calls on 4th April</p> <p>g) I think Joy called the carpenter to make an order/buy wooden furniture.</p> <p>h) Joy's phone was busiest at eight o'clock in the morning.</p> <p>i) Joy's mum uses the telephone number 0709041924</p> <p>j) Joy received a call from Zena at 8:00 a.m. / ten minutes past eight o'clock.</p>	<p>-Complete sentences</p> <p>-Punctuation</p> <p>-Tense</p> <p>-Maintenance</p> <p>-Writing the dates and telephone numbers.</p> <p>-Relevance of answers.</p>	<p>• The learners should be able to interpret the given information from the key.</p> <p>• Reverse vocabulary related to the telephone.</p> <p>• Encourage the learners to write time in words (comprehension questions only).</p> <p>• Give a lot of practice on interpreting data based on notices/posters, tables, etc.</p>	