THE PLE QUESTION APPROACH STRATEGY

Use of: "Unless"

Unless=.....if not.....

Proverb of the day: **Don't Kill the Goose that Lays the Golden Eggs**

- ☞ "**Unless**" cannot be used in the same sentence with "**if**". Unless is a negative word. It carries a negative idea. It replaces "**if**". So, we use "**unless**" when we want to mean "**if not**".
- ☞ Unless is used instead of "**if....not**" in conditional sentences of all types.
- ☞ We normally use the future simple tense with unless to give a warning of what might happen if a certain condition is not fulfilled.

Note 1:

When using unless, never use "***not***" in the if clause. Unless means "**if not**"

E.g.

- ✓ Unless you come (***that statement means if you don't come***)
- ✓ Unless she had gone (***this statement means that if she had not gone***)
- ✓ Unless you pass (***this statement means if you don't pass***)

Rules governing "unless"

Rule one:

If there is a negative in the if clause, only eliminate the negative and replace **if** with **unless**.

Examples

1. If you don't hurry, you will be late for the meeting.
   Unless you hurry, you will be late for the meeting.
   You will be late for the meeting unless you hurry.
2. If he doesn't drive slowly, the traffic officer will arrest him.
   Unless he drives slowly, the traffic officer will arrest him.
   The traffic officer will arrest him unless he drives slowly.

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Rule two:

If there is a negative in the main clause only, eliminate the negative and replace **if** with **unless**.

Examples

1. If the criminal apologizes, the judge **won't** sentence him to life imprisonment.
   Unless the criminal apologizes, the judge will sentence him to life imprisonment.
2. Peter will not score high marks if he writes carelessly.
   Peter will score high marks unless he writes carelessly.

Rule three:

When there are negatives in both clauses, eliminate the negative in the if clause only and replace **if** with **unless**.

Examples

1. If Rose does not hurry, she will not reach school in time.
   Unless Rose hurries, she will not reach school in time.
   Rose will not reach school in time unless she hurries.
2. Peter and Mark won't be forgiven if they don't write apology letters to the teacher.
   Peter and Mark won't be forgiven unless they write apology letters to the teacher.
   Unless Peter and Mark write apology letters to the teacher, they won't be forgiven.
3. If you do not stop playing, you will not watch cartoons.
   Unless you stop playing, you will not watch cartoons.
4. If you do not complete the exercise, your parents will not take you out.
   Unless you complete the exercise, your parents will not take you out.
5. If you do not pay attention, you will not understand conditional sentences.
   Unless you pay attention, you will not understand conditional sentences.

Rule four:

When there are no negatives in both clauses, introduce a negative in the main clause and replace **if** with **unless**.

Examples

1. If you write legibly, you will score high marks.
   Unless you write legibly, you will not score high marks.
   You won't score high marks unless you write legibly.

2. The head teacher will attend the meeting if we invite her.
   The head teacher will not attend the meeting unless we invite her.
   Unless we invite the head teacher, she will not attend the meeting.
3. If he comes, I will be happy.
   Unless he comes, I will not be happy.
   I will not be happy unless he comes.
4. If you work hard, you will pass.(Rewrite beginning: Unless.....)
   Unless you work hard, you will not pass.

More examples
Use:.....unless.....

1. If you don't work very hard, you will not excel in PLE.
   Unless you work very hard, you won't excel in PLE.
2. I will bring your books if I don't see you today.
   I will bring your books unless I see you today.
3. If I go out, I will buy a book.
   Unless I go out, I will not buy a book.
4. We shall not play football if it rains.
   We shall play football unless it rains.
5. If you go to Kampala, you will see amazing things.
   Unless you go to Kampala, you will not see amazing things.
6. I will go to university if I work hard.
   I will not go to university unless I work hard.
7. Your letter will not be posted. You must fix a postage stamp.
   Your letter will not be posted unless you fix a postage stamp.
   Unless you fix a postage stamp, your letter will not be posted.
8. Aisha will not go to the post office. She should get permission.
   Aisha will not go to the post office unless she gets permission.
   Unless Aisha gets permission, she will not go to the post office.

*Refer to The **PLE Distinction Guide Vol.2** for **PLE tips** and approaches to all types of questions and **current changes in English**.*

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"Turning Dreams into Reality"
#Every Child has a Potential to Excel#

The Bridge to Success English Book Series

PLE APPROACH REVIEW

THE PLE DISTINCTION GUIDE

PREPARATION FOR AN ENGLISH EXAMINATION

(ALL TIPS AND QUESTION APPROACHES)

P.4, P.5, P.6 & P.7

[VOL. 2]

Better Approach to Grammar,

Comprehension and Composition Questions

Based on the New Curriculum

Author: Bright Nicholas, 0773558865 / 0702040675

Preface

Dear learner, welcome to **The PLE Distinction Guide, Vol. 2**. It will help you to learn more English and gain the answering skills which will help you to excel in your exams.

This book consists of updated, standard, revised, and moderated **Tips and Better Approaches to all Grammar, Comprehension and Composition Questions** with relevant, well-explained and enough examples.

It is well detailed with:

- all structures
- current changes
- mistakes to be avoided
- item writing and many others

All the sections have been handled in depth.

The writer has been careful to include in the book ***The English Revision Pattern*** with references from **UNEB** sample questions that are **frequently set** in **PLE** basing on the current revised curriculum.

Note: With this book, if well used chronologically and deeply understood following the patterns and examples given, ***Excelling is a Must.***

TESTED, PROVEN, TRUSTED, RELIABLE & EMPOWERED

#Every Child has a Potential to Excel#

Good luck with using this book!

For God and My Country

Author: Bright Nicholas, 0773558865 / 0702040675

"THE BRIDGE TO SUCCESS" & "THE PLE DISTINCTION GUIDE" ENGLISH BOOKS

THE BRIDGE TO SUCCESS ENGLISH BOOKS

💪 Well detailed with *researched, updated, competence-based content* to ensure academic excellence for all.

THE PLE DISTINCTION GUIDE / ENGLISH REVISION PATTERN

💪 💪 Well detailed with:

📌 *Better approaches to all types of questions for example all structures, all comprehension and all composition questions*

📌 *Current changes in English*

📌 *Mistakes to be avoided*

📌 *Ways of making distinctions*

📌 *Item writing tips*

📌 *The PLE Question sequence*

📌 *Relevant, well explained and enough examples*

📌 *The English Revision Pattern with references from UNEB settings*

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*Refer to The **PLE Distinction Guide Vol.2** for **PLE tips** and approaches to all types of questions and **current changes in English**.*

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THE ENGLISH REVISION PATTERN

✓ Get a copy of **The Bridge to Success** and **The PLE Distinction Guide** at the nearest bookshop and make a difference in the academic journey of your pupils through making "***Distinctions***" like a ***PRO***.

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↓*SAMPLE PAGES*

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EXCELLING IN ENGLISH WITH A SUPER DISTINCTION

CURRICULUM INTERPRETATION AND INTEGRATION

- What do we study about the curriculum?
  a) Foreword (preamble)

ENGLISH SYLLABUS (ASPECT BREAKDOWN)

- Vocabulary
- Language structures
- Grammar
- Comprehension
- Composition

A. Vocabulary

Competences involved in teaching vocabulary:

1. Meaning (definition)
2. Spelling
3. Pronunciation
4. Word usage (infinitive level)
5. Relative forms of the vocabulary like:
   - ✓ Related homophones while emphasizing sound, correct grammatical construction, presence of qualifiers.
   - ✓ Related synonyms
   - ✓ Related opposites
   - ✓ Related singular and plural forms
   - ✓ Related abbreviations (short & full forms)
   - ✓ Related adjectives

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- ✓ Related adverbs
- ✓ Related tenses(verb forms)
- ✓ Related prepositions
- ✓ One word for many
- ✓ Alphabetical order
- ✓ Sentence building

B. Language structures

1. Teach the structure with the help of learnt vocabulary.
2. Teach meaning of the structure.
3. Teach situations when the structure is used.
4. Give examples of sentences with the structure.
5. Teach related structures with the already known one.
6. Teach inversions.

C. Grammar (Parts of speech)

1. Nouns
2. Pronouns
3. Verbs
4. Adjectives
5. Adverbs
6. Prepositions
7. Conjunctions
8. Interjections

D. Comprehension

1. **Passages/ stories/ advertisements/ tables/ dialogues/ shopping list/ posters/ poems/ pie charts/ graphs/ maps/ written letters/ a family tree/ conversations and public records like:-**
   - ✓ Sports day programmes
   - ✓ Report forms/ mark lists
   - ✓ Minutes for meetings
   - ✓ Registers
   - ✓ Rostas / rotas
   - ✓ Diaries or directories
   - ✓ Notices/ announcements
   - ✓ Tables
   - ✓ Timetables
   - ✓ Receipts
   - ✓ Bank paying – in – slips

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3. Teach situations when the structure is used.
4. Give examples of sentences with the structure.
5. Teach related structures with the already known one.
6. Teach inversions.

C. **Grammar** (Parts of speech)

1. Nouns
2. Pronouns
3. Verbs
4. Adjectives
5. Adverbs
6. Prepositions
7. Conjunctions
8. Interjections

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   - ✓ Tables
   - ✓ Timetables
   - ✓ Receipts
   - ✓ Bank paying – in – slips

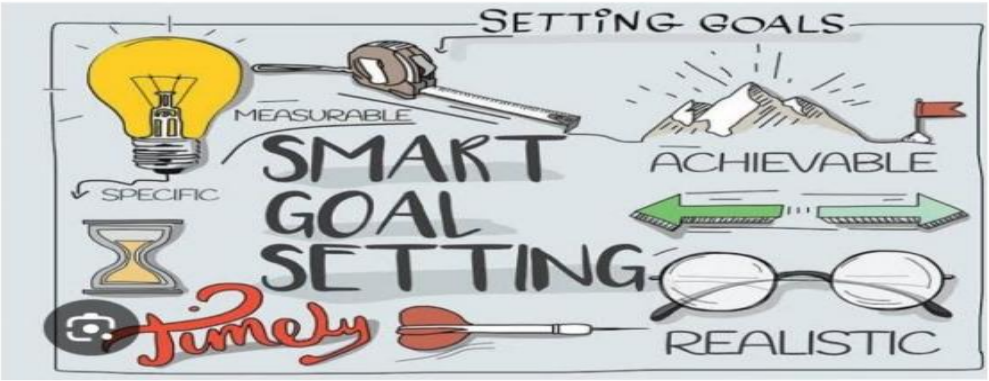
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- ✓ Menu
- ✓ Memos
- ✓ Obituaries
- ✓ Certificates
- ✓ Programme line-up
- ✓ Agenda
- ✓ Invitation cards

E. Composition

Composition consists of the following areas;

- ✓ Letter writing
- ✓ Composition writing
- ✓ Jumbled sentences
- ✓ Guided composition (filling in missing words)
- ✓ Picture compositions
- ✓ Dialogue / Conversations (with one character's words given)
- ✓ Punctuating a two-paragraph passage or story



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ASSESSMENT STRATEGY

Assessment is the process of evaluating or measuring the quality, quantity, or extent of someone's knowledge, skills, or performance.

In education, assessment is used to:

a. Measure students' learning and understanding
b. Evaluate students' progress and achievement
c. Identify areas of improvement

In assessment, be it formative or summative, the three questioning levels (taxonomy) must be well catered for: KCA;

1. Knowledge questions: recall facts, brief and precise
2. Comprehension questions: test reasoning, understanding of the concept and you can reason based on the knowledge/skill gained.
3. Application questions: use of gained competences in problem solving in everyday life experiences

Note: Questions should assess a learners' ability to:

- Apply knowledge to real-life situations (application)

- Recall and demonstrate understanding of concepts (knowledge)

- Understand and interpret texts (comprehension)

TYPES OF QUESTIONS (QUESTIONING LEVELS)

We have three types, i.e.

- ✓ Application
- ✓ Comprehension
- ✓ Knowledge

KNOWLEDGE QUESTIONS (Section A Only)

Knowledge questions assess a learner's understanding and recall of specific information. Knowledge questions include:

1. Filling in or gap filling.
2. Word formation or transformation. (Identify the parts of speech e.g. **noun**, **verb**, **adjective** or **adverb** in a given sentence.)
3. Short forms (**abbreviations** and **contractions**)

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4. One word for many (**vocabulary testing**)
5. Plural or singular forms
6. Opposites

These knowledge questions assess a learner's understanding of English grammar concepts, rules, and structures.

APPLICATION QUESTIONS (Section A & B)

Application questions are designed to assess a learner's ability to apply knowledge, concepts, or skills to real-world scenarios or practical situations. These questions typically require learners to:

1. Use critical thinking and problem-solving skills.

2. Demonstrate understanding of concepts and principles.

3. Apply knowledge to novel or hypothetical situations.

4. Show creativity and resourcefulness.

Section A

Application questions in Section A include:

1. Alphabetical order, sentence building, homophones
2. Structures / Sentence Transformation (Rewrites) e.g.
   - Changing a sentence from active to passive voice.

Livelihood in our sub county	**P.3**	7	**verbs**	All the.....have been closed due to poor hygiene. (**butcher's**)	Present perfect tense	**K**

Examination Syllabus

SN	QUESTIONS	PARTICULARS (ASPECT; GRAMMAR, COMPREHENSION, COMPOSITION)
A)	1-5 (Fill in a suitable word)	They are closed class words/ empty, non-lexical, functional, structures
		• Prepositions • Conjunctions (structures) • Adjectives • Articles • Pronouns

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B)	6-15 (word forms)	Open form questions (lexical, functional, structure)
		• Verbs • Nationalities • Nouns • Adjectives • Adverbs • (phrasal verbs, modal verbs and so on)
C)	16-30	Closed And Open Questions (Words are in a none text form)
		• Synonyms = skinny and petite • Antonyms like helpless-helpful / opposites like boy-girl and other gender related nouns • Homophones, homographs, homonyms • Plural / number • Short forms up to four letters like in abbr., lieut. *(abbreviations, acronyms , contractions and blends like Motel=motor hotel)* one needs to have a long list for reference. • Collective nouns • Words denoting particular places and professions/nationalities • Alphabetical order : 1-5 order like in : hurried, hurriedly, hurries, hurry • Word order (rearranging words to make a correct sentence) take care of spellings, punctuation marks • Animals' sounds, homes, meat, young ones and names given to particular sex
D)	Section A, Sub-section II	It concentrates more on tenses
		Patterned sentences, the instructions are direct and they consist of the structures like;

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		• No sooner....than.....

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- Completing a dialogue
- Guided story
- Informal letter filling

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55) Composition:

- Composition Writing
- Letter Writing Informal
- Formal Letter Writing
- Picture Composition
- Punctuating a two-paragraph passage

A Summary of Bloom's Taxonomy Question Levels in English

	SECTION A	SECTION B	TOTAL
KNOWLEDGE QNS	24	NIL	24
COMPREHENSION QNS	NIL	30	30
APPLICATION QNS	26	20	46
TOTAL	50	50	100%

STRATEGIES / TIPS OF ANSWERING A PAPER OF ENGLISH

QN	WHAT IS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
1 - 5	**Vocabulary:** To fill in the blank spaces with suitable words. **Points to note** ✓ Identify the stem of each question. ✓ Identify the key words. ✓ Revise related content. ✓ They are testing question analysis. **Example** a. I did not buy **meat**	• Some candidates fill the blank spaces with words that are not suitable. • Some other candidates cannot write the correct spelling of the word to be filled in.	• Guide learners to understand the parts of speech and how they are used in sentences, for example, the use of pronouns who, whose, whom, etc. • Always use a dictionary to emphasize meaning, pronunciation and spelling of every word. • Where possible,

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	because the..... was closed. // • butcher (**wrong**) • butcher's (**correct**) b. I ate.....orange that you gave me. • an (**wrong**) • the (**correct**) c. The .....will sting anyone who disturbs them in the **hive**. // • bees (**correct**) • wasps (**wrong**) d. Children should always pay..... whenever the		use instructional resources such as ICT to teach sounds of words. • Organize excursions to where some activities like brickmaking, farming, vehicle maintenance and baking are carried out. • Invite resource persons to talk more about some topics such as Safety on the Road,

prepare their learners adequately. In order to prepare learners for improved performance, the following recommendations have been made to teachers:

a) Teachers should:

1) use learner-centred methods of teaching to enable active learner participation. Some of these methods include: group work, projects, demonstrations, role plays, dramatization, excursions, and others. These methods help learners to understand concepts they are taught easily and also enable them to put what they learn into practice.
2) follow the curriculum and use better textbooks like **"The Bridge to Success English Books"** while preparing schemes of work and lesson plans. This will help you to know the right content for a specific class and give learners the necessary information.
3) embrace the use of technology during teaching so as to diversify and enhance learning.
4) develop language competences in the learners across all subjects. They should encourage them to read and write storybooks, participate in debates, conduct spelling games and participate in handwriting competitions.
5) use locally available materials as much as possible to enable learners relate their classroom experiences to real life.
6) give learners opportunity to practice answering more questions involving 'why', and 'how' during teaching.
7) relate the primary seven class contents to topics taught in previous classes for better understanding.

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★ BETTER APPROACH TO SECTION A QUESTIONS

Question	Requirement/Task	Guidance to a candidate
1–5	Supplying a suitable word to complete the sentences	✓ Read the sentence carefully and identify the guiding words that will eventually lead you to the answer e.g. a) Neither Moses……..Sarah is smart. '**Neither**' is the guiding word. (**nor**) b) Joan wrote …….article which appeared in the Newspaper. '**which appeared**' are guiding words. (**the**)
6–15	Using the correct form of the given words in brackets.	✓ Read the instructions. ✓ Identify the guiding words. ✓ Identify the tense of the question. 1. My mother has _____ a nice basket. (weave) **"has"** and **"basket"** are the guiding words. ✓ A candidate must have the knowledge of word formation and transformation.

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		e.g. (courage,

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c. bark, bargain, barn, barge (**PLE 2007**)
d. term, team, teach, tear (**PLE 2007**)
e. different, distance, difficult, diffuse (**PLE 2010**)
f. council, conceal, counsel, consumers (**PLE 2010**)
g. receive, respect, receipt, restaurant (**PLE 2019**)

7) Re-write the sentences giving one word for the underline word or group of words /the plural/ singular/ opposite of (nouns, adjectives, adverbs and verbs)

NB: Do what the instruction states.

e.g. Rewrite -complete sentences

✓ Here, we do the necessary changes. We re-write but also do the necessary changes e.g.

a) Bosco is a **disobedient** boy.
➢ Bosco is an **obedient** boy.
b) Kevin could not shade her picture well using the **sharp** pencil. (**PLE 2025, No.27**)
➢ ……**blunt**……
c) Pedestrians always walk on the **left-hand** side of the road. (**PLE 2025, No.28**)
➢ ……**right-hand**……

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d) They bought a **cow** from Sanga market.
➢ They bought **cows** from Sanga market.
e) He bought a **cheap** dress.
➢ He bought an **expensive** dress.
f) Our home is two kilometers **after** the market. (**P.L.E 2020**)
➢ ….. **before**… (**P.L.E 2020**)
g) Arthur likes staying in **urban** areas during holidays. (**P.L.E 2020**)
➢ ……..**rural**……. (**P.L.E 2020**)
h) The **group of people watching a match** cheered the captain when he scored the winning goal.
➢ …….spectators……(**wrong**)
➢ …….crowd……(**correct - the guiding word is "group"**)
i) The **people watching a match** cheered the captain when he scored the winning goal.
➢ …….crowd……(**wrong**)
➢ …….spectators……(**correct - the guiding word is "people"**)
j) John is cleaning the **home of a cow**.
➢ ……kraal. (**wrong – this is just a resting place**)
➢ ……byre. (**correct**)
➢ ……cowshed. (**correct**)
k) We visited **sick people** at Mulago Hospital last Sunday. (**PLE 2023, No.18**)
l) The windows were **not closed** when the visitors arrived. (**PLE 2023, No.20**)
m) Ann Mary's mother hates **people who tell lies**. (**PLE 2022, No.22**)
n) The cleanest **man who sells meat** in our village was arrested. (**PLE 2019, No.18**)
o) I always eat a lot of **pawpaw, oranges, guavas and avocados**. (**PLE 2017, No.18**)
p) The mandazi we bought yesterday were hard and **without taste**. (**PLE 2025, No.18**)
q) One of my **brother's daughters** sings in the school choir. (**PLE 2025, No.19**)
r) The teacher was not happy with us because we arrived **after the expected time**. (**PLE 2025, No.20**)

8) Give/ write the ……
i) Plural form
ii) Singular form
iii) Short form
iv) Full form
v) Opposite form
vi) One word

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- ✓ woman's show = women's shows

More examples

- ✓ bench_____ benches (**P.L.E 2023**)
- ✓ coach----------coaches (**PLE 2025**)
- ✓ ox_____ oxen (**P.L.E 2024**)
- ✓ match---------- matches **(PLE 2007)**
- ✓ shoe-lace_____ shoe-laces **(PLE 2014)**
- ✓ goose_____ geese **(PLE 2017 & 2022)**
- ✓ match ------ matches (**P.L.E 2007**)
- ✓ tomato ----- tomatoes (**P.L.E 2011**)
- ✓ potato ------— potatoes (**P.L.E 2020**)
- ✓ buffalo -------- buffaloes (**P.L.E 2012**)
- ✓ antenna--------antennae/antennas
- ✓ formula----------formulae/formulas
- ✓ radius----------radii

- ✓ bacterium----------bacteria
- ✓ medium----------media
- ✓ butcher(**person**)----------butchers
- ✓ butcher's(**place**)----------butchers
- ✓ stationer's(**place**)--------stationers
- ✓ stationer(**person**)----------stationers
- ✓ syllabus----------syllabi
- ✓ man----------men
- ✓ roof----------roofs

etc.

Short / full form

- ✓ a/c---------account / air conditioning (**PLE 2025**)
- ✓ ref.----------reference (**PLE 2025**)
- ✓ Hon.----------honourable / Honourable (**PLE 2011, PLE 2012 & PLE 2022**
- ✓ Mr.----------mister (**PLE 2011**)
- ✓ Tel.----------telephone number (**PLE 2012**)
- ✓ UNEB--------Uganda National Examinations Board
- ✓ can't---------cannot (cannot is written as one word)
- ✓ Rd.----------road (**PLE 2009 & PLE 2018**)
- ✓ They're----------they are (**PLE 2009**)
- ✓ Dr._____doctor/drive (**PLE 2016**)
- ✓ Temp----------temperature (**PLE 2010 & PLE 2015**)
- ✓ Cert.----------certificate/certified (**PLE 2010**)
- ✓ PTO---------please turn over (**PLE 2014**)
- ✓ Rev.---------reverend/Reverend(**PLE 2014**)
- ✓ cc----------carbon copy (**PLE 2017**)
- ✓ vs.----------versus/against (**PLE 2019**)
- ✓ MC----------master – of – ceremonies (**PLE 2020**)
- ✓ Prof.----------professor (**PLE 2020**)
- ✓ we've_____ we have (**PLE 2016**)
- ✓ mustn't_____ must not (**PLE 2015**)
- ✓ shan't_____ shall not (**PLE 2018**)
- ✓ would not_____ wouldn't (**PLE 2022**)

1. The girl said that she was late.
2. The man says that he is coming.
3. The woman said that she had to ask her husband.
4. The boy said that his exam would be finished the next day.
5. He asked me whether my brother was still sick.
6. She says that she is doing her homework.
7. They say that they are their friends.

Activity:

Rewrite the following sentences as instructed in brackets

1. "Tom, hand in your exercise book for marking," said Shamim. (Rewrite the sentence beginning. Shamim told.....) **(PLE 2025)**
2. "Debates have improved our spoken English", the candidates said. (Rewrite the sentence beginning: The candidates said .....) **(PLE 2020, No.45)**
3. The proposers say that water is better than fire. (Rewrite the sentence ending: _____,'' the proposers say.) **(PLE 2017, No.35)**
4. ''I will not come to school tomorrow,'' said John. (Re-write the sentence beginning: John said that _____) **(PLE 2016, No.42)**
5. "Where is happy, Tom?" Topista asked. (Re-write the sentence using: _____ asked _____) **(PLE 2015, No.33)**
6. Gerald said that he would write his Primary Leaving Examination the following year. (Re-write the sentence beginning: Gerald said, _____) **(PLE 2014, No.44)**
7. "What is your name?" the shopkeeper asked Brenda. (Re-write the sentence using: _____ wanted to know _____) **(PLE 2013, No.41)**

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8. Our neighbour said that she had reported the case to police. (Re-write the sentence ending: "_____", said our neighbour) **(PLE 2012, No.43)**
9. The boy said that he would not report to the class teacher that afternoon. (Re-write the sentence ending: _____ said the boy) **(PLE 2011, No.42)**
10. "Where are you going, Sam?" asked the mother. (Re-write the sentence beginning: The mother _____) **(PLE 2011, No.40)**
11. Mary told Rose to pack her clothes in that bag. (Re-write the sentence ending: "_____" said Mary.) **(PLE 2009, No.38)**
12. "Why don't you like milk-powder?" the teacher asked Sam. (Re-write the sentence beginning: The teacher wanted to know _____) **(PLE 2010, No.43)**
13. The teacher asked her whether she had eaten any food that day. (Re-write ending: " _____ ?" the teacher asked her) **(PLE 2007, No.47)**
14. "Where is my pen?" David asked his friend. (Re-write the sentence beginning: David asked his friend _____) **(PLE 2007, No.35)**
15. The teacher told the police to close their books and listen to him. (Re-write ending: "_____,"said the teacher) **(PLE 2006, No.41)**
16. Kassim said that he would see the doctor the following day. (Re-write ending: "_____,"said Kassim) **(PLE 2023, No.37)**
17. The teacher asked Nambuya why she had missed lessons the previous day. (Re-write ending: "_____,"the teacher asked Nambuya) **(PLE 2024, No.39)**
18. "I am going for holidays next week," said Brenda. (Re-write as one sentence beginning: Brenda said _____) **(PLE 2018, No.34)**
19. "Where has my aunt gone, Mary?" asked John. (Re-write as one sentence beginning: John asked _____) **(PLE 2019, No.35)**
20. "Are you a perfect in your school?" the visitor asked me. (Re-write the sentence using: _____ wanted to know _____) **(PLE 2022, No.48)**

VOICES

Voices are categorised into two parts, i.e.

- ✓ Active voice
- ✓ Passive voice

Active Voice

This is the voice which is characterized by beginning with **a subject**, also known as **a doer** and ending in an object, also known as **a receiver**. (In active voice, we begin the sentence with a subject while in passive voice we begin with the object).

In active voice sentences, the subject of the verb performs the action described

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3. Henry was singing the song.
4. Henry sang the song.
5. Henry will sing the song.
6. Henry has sung the song.
7. Henry will be singing the song.
8. Henry has been singing the song.
9. Henry can sing the song.
10. Henry had sung the song.

Activity:

Rewrite the sentences as instructed in brackets

1. Aunt Joyce took the sick child to the hospital. (Rewrite the sentence ending..... Aunt Joyce.) **(PLE 2025)**
2. The mechanic repaired my father's car. (Rewrite the sentence and end: _____ by the mechanic.) **(PLE 2017, No.44)**
3. The letter is being written by Josephine now. (Re-write the sentence beginning: Josephine _____) **(PLE 2016, No.44)**
4. The pupils who speak good English will be rewarded by the head teacher. (Re-write the sentence beginning: The head teacher _____.) **(PLE 2014, No.31)**

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5. Who swept our classroom today? (Re-write beginning: By whom _____) **(PLE 2013, No.44)**
6. A car knocked down a goat. (Re-write the sentence beginning: A goat _____) **(PLE 2013, No.40)**
7. The fruits will be eaten by the birds. (Re-write the sentence end ending: _____ fruits.) **(PLE 2013, No.34)**
8. The secretary is writing the invitation letters now. (Re-write beginning: The invitation _____) **(PLE 2011, No.32)**
9. This beautiful basket was woven by my sister. (Re-write the sentence ending: _____ this beautiful basket.) **(PLE 2011, No.39)**
10. The tailor will sew my dress. (Re-write beginning: My dress _____) **(PLE 2007, No.36)**
11. John eats mangoes every day. (Re-write beginning: Mangoes _____) **(PLE 2006, No.31)**
12. The waitress had served some customers when I came. (Re-write the sentence beginning: Some customers _____) **(PLE 2014, No.49)**
13. A new dictionary was bought by James. (Re-write ending: .....dictionary) **(PLE 2010, No.45)**
14. Mukulo is carrying Ariho on a bicycle. (Rewrite the sentence beginning Ariho:.....) **(PLE 2019, No.32)**
15. An old man is taking care of the goats. (Rewrite the sentence beginning The goats:.....) **(PLE 2022, No.39)**
16. Did Mr. Andama read the news? (Re-write ending: .....Mr. Andama) **(PLE 2023, No.41)**
17. Shakirah did not post the letters. (Re-write ending: .....by Shakirah) **(PLE 2024, No.41)**
18. Who has broken my cup? (Rewrite the sentence using: By whom.....) **(PLE 2018, No.44)**
19. The nurse will treat the patients in the evening. (Rewrite the sentence beginning: The patients.....) **(PLE 2018, No.43)**

Proverb of the day: *A Hungry Man is an Angry Man*

ADJECTIVES

- **Adjectives (comparison of adjectives, order of adjectives, double comparatives, formation of adjectives, compound adjectives)**

Refer to The Bridge to Success Book 4, 6 and 7 for more notes about adjectives.

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Proverb of the day: *An Idle Mind is the Devil's Workshop*

Using:.....as.....as.....

....as....as..... is a conjunction used when comparing things or people. This structure can be used with both negative and affirmative sentences. In negative sentences, we use....not as....as....., while in the affirmative sentences we use.....as.....as.....

Examples

Join the following sentences using:.....as.....as.....

1) A dictionary is useful. An atlas is also useful.
   A dictionary is as useful as an atlas.
2) A motorcycle is fast. A bicycle is not fast.
   A bicycle is not as fast as a motorcycle.
3) A novel is small. A dictionary is bigger.
   A novel is not as big as a dictionary.
   A dictionary is not as small as a novel.
4) Joan is tall. Sarah is not tall.
   Sarah is not as tall as Joan.
5) Farmers, as well as teachers, are important.
   Farmers are as important as teachers.
6) Her bag weighs 40kgs. My bag weighs 40kgs.
   Her bag is as heavy as mine.
7) That book weighs 5kg. This book weighs 1kg.
   This book is not as heavy as that one.

Activity:

Rewrite the following sentences as instructed in the brackets.

1. Michael is short. Mathew is very short. (Rewrite as one sentence using: _____ than ____) (**PLE 2017, No.42**)
2. Opoya is two metres tall. Oringo is three metres tall. (Re-write as one sentence using: _____ not as _____) (**PLE 2015, No.47**)
3. Sam is short. John is very short. (Re-write as one sentence using: _____ shorter _____) **PLE 2012, No.50**)
4. Belinda is clever. Fatuma is cleverer. (Join the sentences using: _____ not as _____) (**PLE 2010, No.33**)
5. A teacher is useful. A nurse is also useful. (Join the sentences using: _____ as _____ as _____) (**PLE 2009, No.35**)
6. The boy is very tall. The girl is not so tall. (Re-write as one sentence using: _____ as _____ as _____) (**PLE 2007, No.42**)
7. Both Ichat and Manja are clever. (Re-write the sentence using: __ as clever __) (**PLE 2013, No.48**)
8. Mr. Hare is a very cunning animal. Mr. Fox is a cunning animal. (Re-write as one sentence using: _____ as _____ as _____) (**PLE 2011, No.34**)

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9. Isabella's handwriting is very good. Sam's handwriting is good.
10. (Rewrite as **one** sentence using:.....as ..... as .....) (**PLE 2019, No.31**)
11. I am tall. My brother is very tall. (Rewrite as **one** sentence using:.....as..... as .....) (**PLE 2023, No.33**)
12. Turkeys are bigger than cocks. (Rewrite as **one** sentence using:.....as ..... as .....) (**PLE 2024, No.31**)
13. No boy in our class is as smart as Jerome. (Re-write the sentence beginning: Jerome _____) (**PLE 2025, No.33**)

Proverb of the day: *Every Cloud has a Silver Lining*

APPLICATION OF THE COMPARATIVE DEGREE USING "The.....the....."

Here, we use two clauses where each clause starts with article **"the"** followed by the adjective in comparative degree.

Note : A comma must be put in the meddle after the first clause.

Note 1: "**enough**", "**a lot of**" and "**a great deal of**" use the comparative 'more' because they are also adjectives. "**didn't**" uses less.

Note 2: All adjectives must be changed to **the comparative degree**, but when there is no any adjective in a sentence, do the following;

a) When the clause is negative, we use "**less**" as the adjective in comparative degree.

Example

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Activity:

Rewrite the following sentences as instructed in the brackets.

1. Michael is short. Mathew is very short. (Rewrite as one sentence using: _____ than ____) **(PLE 2017, No.42)**
2. Opoya is two metres tall. Oringo is three metres tall. (Re-write as one sentence using: _____ not as _____) **(PLE 2015, No.47)**
3. Sam is short. John is very short. (Re-write as one sentence using: _____ shorter _____) **PLE 2012, No.50)**
4. Belinda is clever. Fatuma is cleverer. (Join the sentences using: _____ not as _____) **(PLE 2010, No.33)**
5. A teacher is useful. A nurse is also useful. (Join the sentences using: _____ as _____ as _____) **(PLE 2009, No.35)**
6. The boy is very tall. The girl is not so tall. (Re-write as one sentence using: _____ as _____ as _____) **(PLE 2007, No.42)**
7. Both Ichat and Manja are clever. (Re-write the sentence using: __ as clever __) **(PLE 2013, No.48)**
8. Mr. Hare is a very cunning animal. Mr. Fox is a cunning animal. (Re-write as one sentence using: _____ as _____ as _____) **(PLE 2011, No.34)**

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9. Isabella's handwriting is very good. Sam's handwriting is good.
10. (Rewrite as **one** sentence using:.....as ..... as .....) **(PLE 2019, No.31)**
11. I am tall. My brother is very tall. (Rewrite as **one** sentence using:.....as..... as .....) **(PLE 2023, No.33)**
12. Turkeys are bigger than cocks. (Rewrite as **one** sentence using:.....as ..... as .....) **(PLE 2024, No.31)**
13. No boy in our class is as smart as Jerome. (Re-write the sentence beginning: Jerome _____) **(PLE 2025, No.33)**

Proverb of the day: *Every Cloud has a Silver Lining*

APPLICATION OF THE COMPARATIVE DEGREE USING "The.....the....."

Here, we use two clauses where each clause starts with article **"the"** followed by the adjective in comparative degree.

Note : A comma must be put in the meddle after the first clause.

Note 1: "**enough**", "**a lot of**" and "**a great deal of**" use the comparative 'more' because they are also adjectives. "**didn't**" uses less.

Note 2: All adjectives must be changed to **the comparative degree**, but when there is no any adjective in a sentence, do the following;

a) When the clause is negative, we use "**less**" as the adjective in comparative degree.
   Example
   - ✓ She **did not** revise her books. She got **bad** results.
     The **less** she revised her books, the **worse** results she got.

b) When the clause is positive, we use "**more**" as the adjective in comparative degree.
   Example
   - ✓ When they worked **hard**, they got **enough** marks.
     The **harder** they worked, the **more** marks they got.

More examples

Rewrite using: The.....the.....

1) When she grew old, she became weak.
   The older she grew, the weaker she became.
2) My brother grew tall. He became thin.
   The taller my brother grew, the thinner he became.
3) The sun shone hard. The swimming pool became cool and cool.
   The harder the sun shone, the cooler the swimming pool became.

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★ BETTER APPROACH TO COMPREHENSION QUESTIONS

SECTION B:
This section is made up of comprehension and composition questions.
The section carries 50 marks.

It has five numbers; each number carries 10 marks.

COMPREHENSION
Comprehension is a noun derived from the verb comprehend, which refers to one's ability to read, understand or interpret a given text, written material or data.

Areas from where comprehension questions are picked:

We have three types of comprehension.

A. **Reading Comprehension**
   a) Passages. (**PLE 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025...**)
   b) Poems i.e. (**PLE 2006, 2007, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2022, 2023, 2024, 2025**)
   c) Dialogues/ conversations (**PLE 2025, 2016**)
   d) Written letters (informal or formal)
   e) Invitation cards (**PLE 2010, 2011**)
   f) Certificates such as marriage, birth, death, academic etc. (**PLE 2025**)
   g) Circulars etc.
   h) Posters **(PLE 2002)**
   i) Agendum

B. **Interpretation Comprehension**
   a) Graphs e.g., travel, bar, line
   b) Pie chart/ Venn diagrams

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   c) Maps **(PLE 2013, 2015)**
   d) Tables **(PLE 2016**-library borrowing table ,etc., **(PLE 2008, 2016, 2019)**
   e) Registers **(PLE 2014)**
   f) Block picture or picture comprehension **(PLE 2015)**
   g) Family tree (**PLE 2025**)
   h) Programmes e.g., Sports and Games, MDD, etc. **(PLE 2013, 2015)**
   i) Receipts
   j) Bank slips (**PLE 2023**)
   k) Billed forms,
   l) Bills
   m) Timetables e.g., class timetables, travel or revision timetables (**PLE 2011, 2022**)
   n) Sweeping or duty rotas / rostas (**PLE 2024**)
   o) Arrival books (**PLE 2005**)
   p) Calendars
   q) Terminal reports **(PLE 2012)**
   r) Diaries **(PLE 2014)**
   s) Health records **(PLE 2007, 2014)**
   t) Menus
   u) Report forms/ mark lists (**PLE 2012**)
   v) Minutes for meetings
   w) Diaries **(PLE 2014)**
   x) Directories
   y) Obituaries
   z) Extract (**PLE 2020**)

C. **Information Comprehension**
   a) Notices **(PLE 2001/ 2006/ 2007/ 2008/2010 / 2013/ 2014, 2022)**
   b) Advertisements **(PLE 2007/ 2013/2017)**
   c) Announcements (**PLE 2007**)
   d) Memo

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Note: In the questions above, we are not supposed to use **"Yes"** or **"No"** when answering.

PREPOSITIONAL QUESTIONS

- These are the questions that are asked beginning with prepositions such as; on, in, to, at, about, by, through, against, for etc.
- When you are handling such questions, you must use the preposition that began the question to present the answer.

Example

1. In which year was Mapeera born?
   Mapeera was born in 2010.
2. With whom did Carol go to the market?

   Carol went to the market with her aunt.
3. From whom did Jazmine receive the envelope? (her cousin who lives in Mbarara)
4. To whom was the letter written? (Sharon)
5. At what time will the meeting start? (2:00p.m.)

Note: Questions about "time of the day", the answer should be either **in the morning, in the afternoon, in the evening or at night.**

Examples

a. At what time of the day did the competition start?
   The competition started **in the afternoon**.

MISTAKES TO BE AVOIDED WHEN ANSWERING COMPREHENSION QUESTIONS (THE DOS AND DON'TS)

♠ **QUESTIONS OF ABOUT**

a) What is the poem about?

The	pome_____(wrong)
	peom_____(wrong)
	poem about is_____(wrong)
	poem is about_____(correct)
	poem is a bout_____(wrong)

❖ **Hunger! Hunger! Hunger!**

b) What is the poem about?

- The poem is about Hunger! Hunger! Hunger! **(wrong)**
- The poem is about Hunger. **(wrong)**
- The poem is about hunger. **(correct)**

❖ **DEBATE! DEBATE! DEBATE!**

- The poem is about Debate! Debate! Debate! **(wrong)**
- The poem is about DEBATE! **(wrong)**
- The poem is about a debate. **(correct)**
- The poem is about debating. **(correct)**

c) What is the story about?

- The story about is_____(wrong approach)
- The story is a bout_____(wrong approach)
- The story is about _____(correct)

d) What is the above story about?

- The a bove story is about _____(wrong approach)

- The poem comprises three stanzas.

♠ THE WRITER

We should describe the writer very well by giving their full details.

Examples

a) Who wrote the above notice?
- The Management wrote the above notice. **(incorrect)**
- The Manager wrote the above notice. **(incorrect)**
- **The Management of The Bridge to Success Publishers wrote the above notice.** (correct)

b) Who wrote the above announcement?
- **The Head Teacher of Bright Stars Junior School wrote the above announcement.** (correct)
- **The Head Teacher, Bright Stars Junior School wrote the above announcement.** (correct)

c) Who wrote the above advertisement?
- **The Management, Kiruhura Farmers' Dairy Corporation wrote the above advertisement.** (correct)

- **The Management of Kiruhura Farmers' Dairy Corporation wrote the above advertisement.** (correct)

d) Who made the notice above?
- **The DPC, Lyantonde District made the notice above.** (correct)
- **The DPC of Lyantonde District made the notice above.** (correct)

e) Who wrote the letter?
- **Moses K wrote the letter. (correct)**
- **The letter was written by Moses K. (incorrect approach)**

❖ **Note:** The response "**The letter was written by Moses K**" answers the question "**By whom was the letter written?**" So it is wrong to apply it on the above question. Always follow the voice in which the question is set.

f) By whom was the above poem written? (**Suzan Kemigisha, P.6West**)
- The above poem was written by Suzan Kemigisha. (**Not specific**)
- **The above poem was written by Suzan Kemigisha of P.6 West.** (correct)
- **The above poem was written by Suzan Kemigisha, Primary Six West.** (correct)
- **The above poem was written by Suzan Kemigisha of Primary Six West.** (correct)

g) Who is the writer of the above information? (**When the writer is not given**)
- Anonymous wrote the above information.**(incorrect)**
- **The writer of the above information is anonymous/ unknown/not known/ not shown/ not indicated.** (correct)

h) Who put up this announcement?
- **The Managing Director of Karo Grain Millers** put up this announcement.
- **The Managing Director, Karo Grain Millers** put up this announcement.
- **The Management of Kitaka Farm Millers** put up this announcement.
- **The Management, Kitaka Farm Millers** put up this announcement.

♠ MORE TIPS ON THE WRITER/ AUTHOR

NOTE: If the writer/author of the poem/ passage/ notice/ information is not indicated, we say that **the writer is not mentioned or the writer is anonymous (abbreviated as "anon")**

For example

1. Who wrote the poem?
   - The writer of the poem is not mentioned or is anonymous. (anonymous means unknown/ not known)

NOTE: When a poem/ notice/ information, etc. ends with the author/ poet/ writer, we do not write all the words connected to him/ her.

For example

If it ends with:

.....
.....
.....

By Banjoman Nulu

2. Who wrote the poem above?
   - **By Banjoman Nulu** wrote the poem above. (**wrong**)
   - **Banjoman Nulu** wrote the poem above. (**correct**)

NOTE: Always follow the voice of the question. e.g.

1) Who wrote the poem above? (**Active voice**)
   - **Banjoman Nulu** wrote the poem above. (**Active voice**)
2) By whom was the poem above written? (**Passive voice**)
   - The poem above was written by **Banjoman Nulu**. (**Passive voice**)

(Kakuru Amos P.4N)

3) By whom was this information written? (**Passive voice**)
   - This information was written by Kakuru Amos, P.4 N. (**Passive voice**)
   - This information was written by Kakuru Amos of Primary Four N. (**Passive voice**)

Note: Always make use of articles.

Examples

4) Who wrote this information/notice?
   - DPC of Bukoli Village wrote this information. (**wrong: use article 'the'**)
   - **The** DPC wrote this information. (**wrong: give all the details**)
   - **The** DPC of Bukoli Village wrote this information. **(correct)**
   - **The** DPC, Bukoli Village wrote this information. **(correct)**
   - John Bosco, **the** Inspector of Police wrote this notice. **(correct)**
   - Bright Nicholas, **the** Director of The Bridge to Success wrote this information. **(correct)**

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- Management of Radio One wrote this information. (**wrong: use article 'the'**)
- The Management of Radio One wrote this information. **(correct)**
- The Management, Radio One wrote this information. **(correct)**

NOTE: You can choose to use either a comma or preposition **'of'**, but not both. Both answers are correct.

5) By whom was the advertisement written?
   - The advertisement was written by the Head Teacher of Success Primary School.
   - The advertisement was written by the Head Teacher, Success Primary School.

NOTE: We always have to be specific and clear when answering because there are many characters or DPCs or head teachers. So, if we say that the DPC/ head teacher wrote this information, our answer will be lacking something and hence, we shall be posing questions to ourselves like: Which DPC?, Which head teacher?

♠ WRITING THE DATE

f) When did the event take place? (Date: 9/6/2018)
- The event took place on **June 9, 2003 or 9th June 2018 or 9/6/2018.**

g) When will the pupils break up for their holidays according to the passage?
- The pupils will break up for their holidays on **14th November 2025** according to the passage.

The Bridge to Success presents to you **End of Year Workshop**
When: Thursday, 5th September 2026 – Saturday, 7th September 2026.

Questions:

a) When will the workshop be held?
- The workshop will be held **on** Thursday, 5th September 2026. **(incorrect)**
- The workshop will be held **on** Saturday, 7th September 2026. **(incorrect)**
- The workshop will be held **on** Thursday, 5th September 2026 to Saturday, 7th September 2026. **(incorrect)**
- The workshop will be held **from** Thursday, 5th September 2026 – Saturday, 7th September 2026. **(incorrect)**
- **The workshop will be held from Thursday, 5th September 2026 to Saturday, 7th September 2026. (**correct**)**

b) How long will the workshop take?
- The workshop will take two days. **(incorrect**-count from the day it will start to the day it will end. Don't just subtract)
- The workshop will take three days long. **(incorrect)**
- The workshop will take **3** days. **(incorrect)**
- **The workshop will take three days. (**correct**)**

The Bridge to Success presents to you **End of Year Workshop**
When: Wednesday, 1st September 2026

Questions

a) When will the workshop take place?
- The workshop will take place on Wednesday. **(incorrect)**
- **The workshop will take place on Wednesday, 1st September 2026. (correct)**

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b) On which day will the workshop be held?
- The workshop will be held on Wednesday. **(incorrect)**
- **The workshop will be held on Wednesday, 1st September 2026. (**correct**)**

c) On which **day of the week** will the workshop be held?
- The workshop will be held on Wednesday, 1st September 2026. **(incorrect)**
- **The workshop will be held on Wednesday. (**correct**)**

The Bridge to Success presents to you **End of Year Workshop**
When: Monday, 9th May 2026 (2:00p.m. -- 6:00p.m.)

Questions

a) When will the workshop take place?
- The workshop will take place on Monday at 2:00p.m. **(incorrect)**
- The workshop will take place on Monday, 9th May 2026 at 2:00p.m. – 6:00p.m. **(incorrect)**
- The workshop will take place on Monday, 9th May 2026 from 2:00p.m. – 6:00p.m. **(incorrect)**

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★ BETTER APPROACH TO COMPOSITION QUESTIONS

COMPOSITION

Composition is a noun derived from the verb compose. It involves the generation of a piece of text from the given instruction or question. It also involves generation of sentences or statements that correctly fill in the gaps in the text given.

Areas tested or examined in a composition aspect are;

a) Letter writing
   - Informal letters (**PLE 2004, 2012, 2016, 2020, 2024**)
   - Formal letters (**PLE 2001, 2003, 2005, 2006, 2010, 2022, 2023, 2025**)

b) Picture composition**(P.L.E 2009, 2010, 2013, 2014, 2015, 2017, 2019, 2024)**
c) Composition writing (**PLE 2018**)
d) Jumbled sentences (**PLE 2000, 2002, 2003, 2004, 2005, 2006, 2007, 2009, 2010, 2011, 2012, 2016, 2019, 2022, 2025**)
e) Guided dialogue or conversation filling (**PLE 2000, 2003, 2004, 2007, 2009, 2020, 2023**)
f) Punctuating a two-paragraph passage or story (**PLE 2000**)
g) Guided letter filling (**PLE 2015**)
h) Guided story or passage (**PLE 2002**)
i) Guided form filing **(Here, you are given a paragraph of information from where you will get what to fill in the gaps.)**

FILLING FORMS

N.B: Forms are filled in capital or block or upper-case letters apart from a few exceptions.

Let's have a look at how to answer a few of these composition questions:

LETTER WRITING

We have two types of letters i.e.
- Friendly/ informal/ personal letters.
- Official/ formal/ business letters.

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GUIDELINES ON LETTER WRITING

- ✓ Read and identify the key information in the instruction. All the key information in the instruction must be included in the letter to avoid losing marks.
- ✓ Read the question at least twice to get familiar with the vocabulary and identify the type of letter it is.
- ✓ Make a summary of the main ideas or points to convey in the letter.
- ✓ Write your letter ensuring that the main ideas are well sequenced according to the question.
- ✓ Maintain the tense used in the question as you are answering.
- ✓ Necessary punctuation marks must be observed.
- ✓ When the instruction gives you an address such as; **"You are a pupil at The Bridge to Success Primary School, PO Box 65, Kampala"**, you must use that given address, **NOT** the one of your current school.

FRIENDLY LETTERS

This type of letter is only written or addressed to friends and relatives like mother, father, uncle, aunt, niece, grandmother etc.

CHARACTERISTICS/ FEATURES/ ASPECTS OF A FRIENDLY/ INFORMAL/ PESONAL

PICTURE INTERPRETATION/ COMPOSITION

Steps of answering a picture composition questions for you to score 10 out of 10

- ✓ Read instructions or guiding statements including the words given to you to know what the picture story is about.

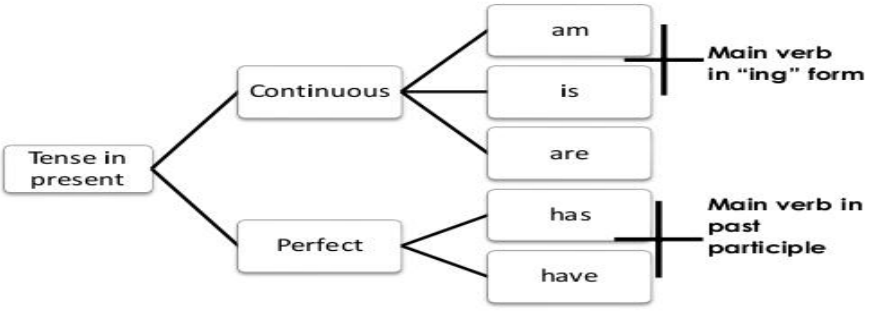
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- ✓ Read the questions before studying the pictures. This will enable you to identify the characters of the story and get the overview of what the story is about. A picture may appear to be of a man but you find a question such as, "**What is the boy doing in picture C**?" this makes you know that the character is a boy, not a man. You may think it's a woman when it is a girl. "**Why do you think the head teacher is addressing the school in picture D?**" this makes you know that the character is a head teacher, not just a man.
- ✓ Study the pictures at least twice before answering.
- ✓ Get back and summarize each picture by identifying;
  a) The character
  b) Actions
- ✓ A candidate should have the knowledge of
  - ➢ use of articles i.e. "**a**", "**an**", "**the**" and "**some**"
  - ➢ the appropriate tense used i.e. "**present continuous tense**" or "**present perfect tense**"

Requirements

a) Describe what is happening in each picture.

- ➢ Here, we use either "**The Present Continuous Tense**" or "**The Present Perfect Tense**" only.



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"**Present Continuous Tense**" is used to describe pictures that you think their actions are still going on . ……..**is + are …. ing ……**

"**Present Perfect Tense**" is used to describe pictures that you think their actions have taken place. E.g., **… + has or have + past perfect tense** (…fallen….)

b) **The use of articles**

- ➢ We use article "**a**" or "**an**" when the singular noun is appearing for the first time or when talking or describing the picture or character in the picture which is in singular form for the first mention. E.g. A woman is peeling bananas.
- ➢ We use the word "**some**" or "**mention the number of the given items or**

THE ENGLISH QUESTION SEQUENCE

English is the same. There is just change of names and tenses.

Examples

1. There were many **sick people** in the hospital. **(PLE 2006, No.20)**
2. There were many **sick people** in the hospital. **(PLE 2003, No.23)**
3. We visited **sick people** at Mulago Hospital last Sunday. **(PLE 2023, No.18)**

4. The head teacher bought **chairs, tables and desks** for the school. **(PLE 2007)**
5. The office **chairs, tables and stools** must be kept in good condition. **(PLE 2000)**

6. I always eat a lot of **pawpaws, oranges, guavas and avocados**. **(PLE 2017)**
7. People are advised to eat a lot of **mangoes, pineapples and oranges**. **(PLE 2003)**

8. Ochola is the_____ of the two boys. (**tall**) **(PLE 2002)**
9. Mutonyi is the_____ of the two girls. (**tall**) **(PLE 2004)**

10. Mrs. Opany had _____ a beautiful basket. (**weave**) **(PLE 2009)**
11. This basket was_____ by Mary. (**weave**) **(PLE 2004)**

12. She reached the town before his **arrival**. **(PLE 2000)**
13. His **arrival** surprised everybody. **(PLE 2004)**

14. She is the _____ of the two girls. (**clever**) **(PLE 2006)**
15. Of the two boys, Tom is the _____. (**clever**) **(PLE 2016)**

16. The more the teacher talked, the _____ I understood. (**little**) **(PLE 2006)**
17. The more he becomes hungry, the_____ he pays attention to the teacher. (**little**). **(PLE 2001)**

18. _____ you write well, you will not score high marks. **(PLE 2010)**
19. _____she works hard, she will not pass the examination. **(PLE 2000)**
20. _____ you answer most of the questions correctly, you will not get high marks. **(PLE 2002)**

21. He scored high marks because his composition was _____ written. (**correct**) **(PLE 2010)**
22. The new words were _____ spelt by her. (**correct**) **(PLE 2006)**

23. His _____was very long. (**explain**) **(PLE 2003)**
24. I like my teacher of English because of his _____ during lessons.(**explain**) (**PLE 2017**)

25. He visited the _____because he had toothache. **(PLE 2019)**
26. When I had a painful _____, I went to a dentist for treatment. **(PLE 2014)**

27. The **bride** fell sick on the wedding day. **(PLE 2004)**
28. The **bride** arrived late. **(PLE 2000)**

29. There is a **narrow** road leading to our home. **(PLE 2011)**
30. The roads in Uganda are **narrow**. **(PLE 2001)**

31. Kawudha is my **brother's daughter**. **(PLE 2011)**
32. One of my **brother's daughters** sings in the school choir. (**PLE 2025**)

20. _____ you answer most of the questions correctly, you will not get high marks. **(PLE 2002)**

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31. Kawudha is my **brother's daughter**. **(PLE 2011)**
32. One of my **brother's daughters** sings in the school choir. **(PLE 2025)**

33. Asil was given a _____ blanket as a reward for hard work. (**wool**) **(PLE 2010)**
34. Matovu will buy a _____blanket for his brother. (**wool**) **(PLE 2019)**

35. Woollen clothes are mostly _____ by people in cold places. (**wear**) **(PLE 2006)**
36. Warm clothes are_____ by people in cold areas. (**wear**) **(PLE 2000)**

Note:

- **General observation**
  There is a **repetition of setting techniques** noted in PLE Exams. I therefore recommend thorough use of **The PLE Distinction Guide Booklet** mainly to equip our candidates with PLE setting techniques and language.

I wish you success in PLE.

National facilitator and Consultant

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"Turning Dreams into Reality"

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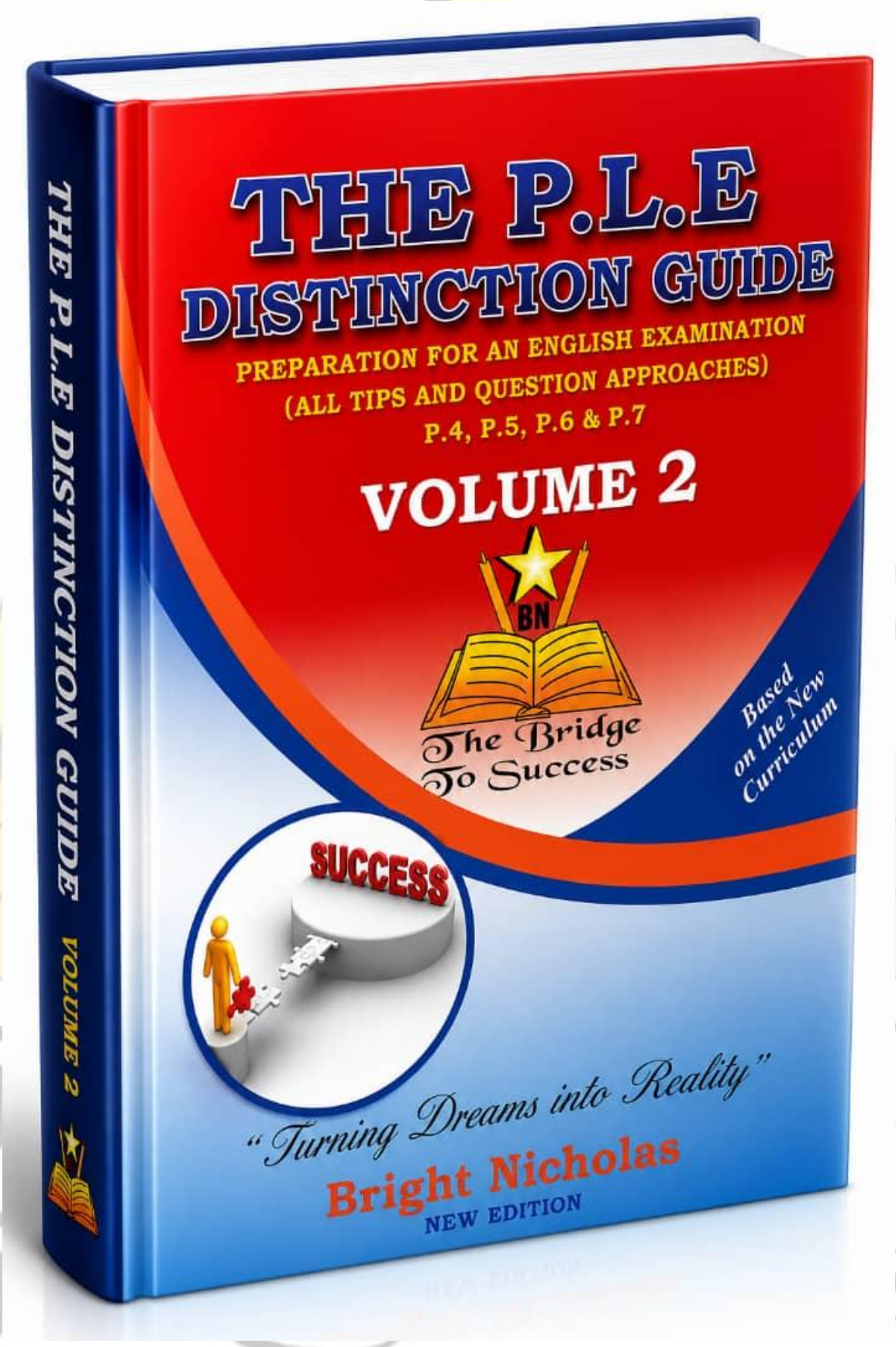
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 # Turning Dreams into Reality #

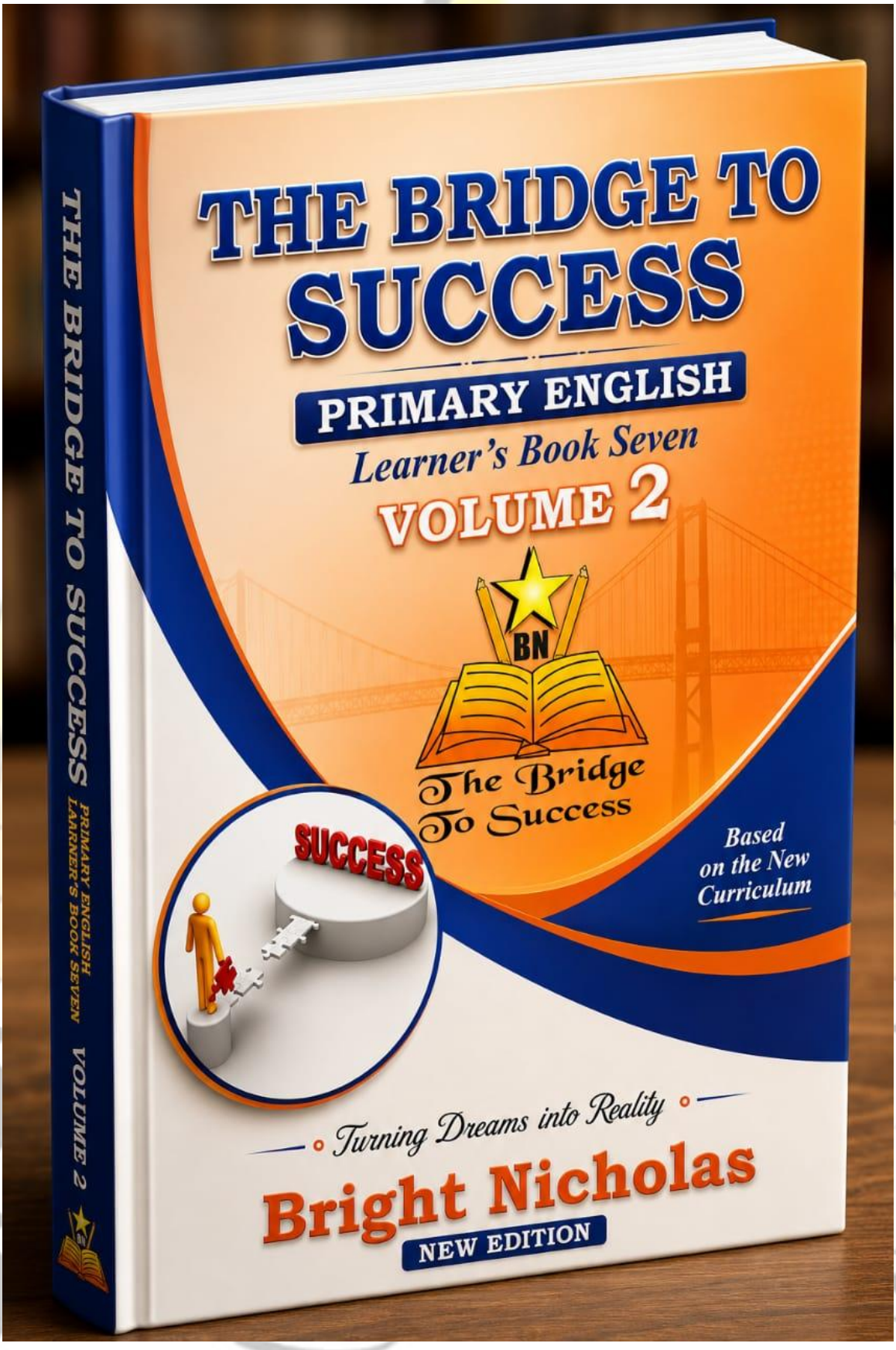
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*Refer to The **PLE Distinction Guide Vol.2** for **PLE tips** and approaches to all types of questions and **current changes in English.***

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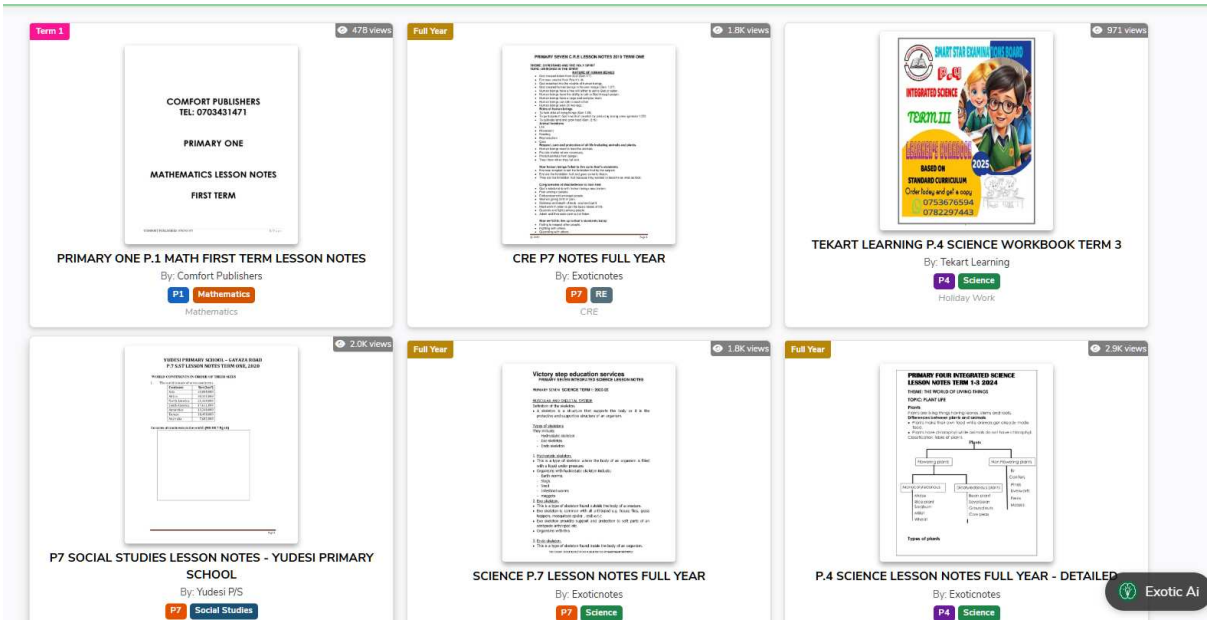
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