



# UGANDA COMPREHENSION & COMPOSITION EXPERTS SOCIETY (UCCES)

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## THE UCCES PANACEA



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& COMPOSITION EXPERTS  
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**FOR PLE 2025**

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**THE EAST AFRICAN COMPREHENSION EXPERTS**

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## **SECTION A**

1. did
2. who/that
3. often
4. make
5. care/charge
6. cloudy
7. excitement
8. running
9. respectable **(Reject...respectful/respected....)**
10. danger
11. lowered
12. expensively
13. presenter
14. nearer
15. fishing
16. avocado, guava, mango, orange
17. Daisy, Daniel, Daphne, Davis
18. The mandazi we bought yesterday were hard and tasteless/bland/insipid.
19. One of my nieces sings in the school choir.
20. The teacher was not happy with us because we arrived late.
21. coaches
22. diaries
23. Children ought to obey their parents(.)
24. What an organized pupil Noeline is!
25. Idea of the coloured part of a plant from which the seed or fruit develops.
  - a plant grown for the beauty of its flowers.
  - a flower with its stem that has been picked as a decoration.
  - being the finest or best part of something.
  - (of a plant or tree) producing flowers// blooming.
  - developing and becoming successful// blossoming.
  - (accepted forms of the word – flower, flowers, flowering, flowered)

**Qualifiers:** plant, decorate, grow, fragrant, fragrance, garden, bouquet, wreath, decoration, crop, tree, wither, pollinate, environment, bush, bunch, smell, sun bird, sign of love, gift, guest, welcome, pick, wild, beautiful, adorn, beautify, nectar, insect, bees, moths, forest, school compound, scent, types of flowers such as (lily, rose, lavender, begonia, carnation, tulip, daisy, iris, orchid, etc.), parts of a flower such as (sepal, petal, pistil, stamen, filament, style, ovule, ovary, stalk, anther, stigma, pollen, pollen grains, etc.), colours like pink, red, yellow, blue, etc., mention of flowering plants like maize, beans, sugar cane, etc.

26. Idea of:

- a fine white or brown powder made from grain and used in cooking for making bread, cakes, etc.
- Covering something with a layer of flour (with the sound of the original syllable maintained in the forms – **flour, flours, flouring, floured.**)

**Qualifiers:** maize, millet, sorghum, barley, oat, rice, wheat, baking bread, cake, dough, ingredient, posho, porridge, grain, soya, matoke, knead, cake, mandazi, bread, bun, muffins, samosa, cereals, sifting, mingling, mixing, etc.

27. Kevin could not shade her picture well using the blunt pencil.

28. Pedestrians always walk on the right-hand side of the road.

**(Reject without the hyphen in...right hand)**

29. reference

30. account// air conditioning// ACCOUNT// AIR CONDITIONING

31. Both Bigala and Madada have bought a loaf of bread.

Both Madada and Bigala have bought a loaf of bread.

**(Reject...loaves of bread.../bought loaf of bread.)**

32. Aisha is the owner of that black suitcase.

- The owner of that black suitcase is Aisha.
- It is Aisha that// who is the owner of that black suitcase.

- 
33. Jerome is the smartest boy in our class.
- Jerome is the smartest of all the boys in our class.
  - Jerome is smarter than (all) the other boys in our class.
  - Jerome is smarter than the rest of the boys in our class.
- (Reject without..**the other/the rest of** where smarter than is used)
34. Benon likes reading storybooks more than// better than watching cartoons.
35. The pupils worked so hard that they won the quiz.
36. Shamim told Tom to hand in his/her exercise book for marking.  
Shamim told Tom that he/she should hand in his/her exercise book for marking.
37. The best performers are receiving prizes from the head teacher/ headteacher.
38. Uganda imports coffee, doesn't it? **(Reject.... doesn't she?)**
39. The sick child was taken to (the) hospital by Aunt Joyce.
40. Each of the candidates has (got) a mathematical set.
41. While we were travelling from Jinja to Kampala, we saw the famous bridge.
- While travelling from Jinja to Kampala, we saw the famous bridge.
42. No sooner had the bus reached the junction than it slowed down.
- No sooner did the bus reach the junction than it slowed down.
43. The carpenter makes beds as well as cupboards.
- The carpenter makes cupboards as well as beds.
44. Deborah bought a nice purple dress.
45. How much was the bunch of matoke?
- How much did the bunch of matoke cost?
  - How much money did the bunch of matoke cost?
  - How much money was the bunch of matoke?
- (Reject use of **...matooke**...instead of matoke...)
46. She did not (didn't) have enough money to pay for the dictionary.
47. Unless the veterinary surgeon treats the animals, they will die.
- Unless the veterinary surgeon treats the animals, they will not// won't survive// live// have life// be alive// stay alive// continue living/cease to live.
48. She was given a watch for her birthday. **(Reject..for it was her birthday.)**
49. Many people took part in the cultural show last year.

- 
50. By the time (that) we join Senior One (,) we shall have received our PLE results.
- By the time (that) we join Senior One (,) we will have received our PLE results.
- (Accept **Primary Leaving Examination** results and **senior one**)

### **SECTION B**

51. (a) Ayoma went to Atapara Primary School.
- The school to which Ayoma went is//was Atapara Primary School.
  - Atapara Primary School is//was the school to which Ayoma went//that Ayoma went to.
  - It was Atapara Primary School to which Ayoma went.
- (Reject any answer without preposition "to".)***
- (b) Ayoma's parents were proud of their son because:***
- he was a humble and (an)intelligent pupil//student// learner// schoolchild/boy/person/child.
  - he was humble and intelligent.
  - he was a pupil/ a person of humility and intelligence.
  - he had humility and intelligence.
  - he exhibited// displayed humility and intelligence.
  - of his humility and intelligence.
  - of his brilliance//cleverness.
  - of his being humble and intelligent.
  - he was humble.
  - he was intelligent.
  - of his intelligence
  - of his humility.
  - he was a humble pupil// boy//son/learner/schoolchild.
  - he was an intelligent pupil// boy// son/learner/schoolchild.
  - he was brilliant//clever//bright.

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(c) Ayoma enjoyed carpentry in his schooldays.

- In his schooldays, Ayoma enjoyed carpentry// woodwork// woodworking.
- In Ayoma's schooldays, he enjoyed carpentry/woodwork/woodworking.
- Ayoma enjoyed doing carpentry/woodworking//carrying out carpentry/woodwork/ making furniture in his schooldays.
- Ayoma enjoyed the work of a carpenter in his schooldays.
- Ayoma enjoyed working as a carpenter in his schooldays.
- Ayoma enjoyed engaging in carpentry/woodwork/ woodworking in his schooldays.
- What Ayoma enjoyed in his schooldays is//was carpentry/woodwork/ woodworking.
- Carpentry/Woodwork/Woodworking is what Ayoma enjoyed doing in his schooldays.
- It is/was carpentry/woodwork/woodworking that/which Ayoma enjoyed in his schooldays.

**(d) Ayoma spent his vacation:**

- helping his uncle (to) plane and saw pieces of wood.
- planing and sawing wood at his uncle's carpentry workshop.
- at his uncle's carpentry workshop helping//assisting him to plane and saw pieces of wood/in planing and sawing pieces of wood.
- doing carpentry at his uncle's carpentry workshop.
- doing woodwork at his uncle's carpentry workshop.
- carrying out carpentry at his uncle's carpentry workshop.
- helping his uncle to make furniture/to do woodwork.
- making furniture with his uncle.
- working//serving// giving a hand in carpentry/woodwork/ in planing and sawing (pieces of) wood at his uncle's carpentry workshop.
- working with his uncle at his/the uncle's carpentry workshop.
- engaging in//keeping busy/engrossed in carpentry at his/the uncle's (carpentry) workshop.



- exercising carpentry//his carpentry skills at his/the uncle's carpentry workshop.
- learning//acquiring//getting more or new carpentry skills from his uncle/ at his/the uncle's carpentry workshop.
- trying to perfect/develop/grow his carpentry skills at his uncle's carpentry workshop.
- trying to further his carpentry skills//to skill himself further at his uncle's carpentry workshop.
- pursuing//chasing his dream occupation –/of carpentry/ , which is carpentry, at his uncle's carpentry workshop.
- practising// practicing carpentry at his uncle's carpentry workshop.
- skilling himself in carpentry at his uncle's carpentry workshop.
- skilled himself in carpentry/woodwork/woodworking at his uncle's workshop during his vacation.
- helped his uncle in making furniture/woodwork/woodworking during his vacation.
- planed and sawed pieces of wood at his uncle's carpentry workshop during/in his vacation.
- did carpentry//woodwork at his uncle's carpentry workshop during/in his vacation.

*(Accept the use of ...by...with any of the responses having progressive verbs)*

**(e) Ayoma's parents were very happy when the results were released because:**

- he had passed (his) PLE/Primary Leaving Examination with flying colours.
- he had passed his/the exam/examination with flying colours.
- he had passed his final examination (at primary level) with flying colours.
- he got extremely good results/ outstanding results in PLE.
- he had passed (his PLE) highly/very well.
- he had excelled (in his PLE).
- he had excellently passed (his PLE).

- he had passed (his PLE) excellently.
- he had got/scored/obtained/ excellent/ good/ very good marks/ grades/scores (in his PLE/ exams).
- he had shined in (his) Primary Leaving Examination.
- ❖ When the results were released, Ayoma's parents were.....because.....
- ❖ Ayoma's parents were very happy because Ayoma/he.....when the results were released.

**(f) Ayoma was thrown out of home because:**

- he refused/ did not accept to change his mind about becoming a carpenter.
- he refused/ did not accept to take a course that would make/ enable him (become) a doctor.
- he insisted on becoming a carpenter yet his parents wanted him to become a doctor.
- he insisted on becoming a carpenter.
- he refused to study to become a doctor.
- he refused to accept his parents' proposal that he should be a doctor.
- he rejected the suggestion that he should become a doctor in the future.
- he opposed his parents' idea/ proposal/ suggestion/ wish/ plan of having him become a doctor/ take a course that would see him become a doctor.
- he did not agree to his parents' idea that he should study to become a doctor.
- he rejected/ refuted/spurned the idea of taking him for secondary education/ studies and later study/train to become a doctor.
- he opted/chose/decided to join a technical school instead of a secondary school that would make/enable him become a doctor in the future.
- he was in disagreement with his parents of/about the proposal to become a doctor.



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- he objected to his parents' idea of taking him to a secondary school and make it possible for him to study to become a doctor.
  - he ignored/ disobeyed/ disregarded his parents' idea of studying to become a doctor.
  - he did not welcome his parents' idea of joining secondary school and later study medicine instead of carpentry.
  - he decided to pursue/chase/push for his dream occupation-carpentry and refused to take his parents' dream job for him.
  - he sided with his uncle who was a carpenter and chose to join his profession/occupation instead of what his parents wanted him to be.
  - he proved rigid/adamant about changing his mind on/as regards becoming a carpenter when his parents asked him to do so.
  - he did not agree with his parents when they asked him to drop/change his plan/ dream of becoming a carpenter/ doing carpentry (and become a doctor).
  - refused to take a path of education that would later/eventually/ in the long run/ after some time enable/ make him become a doctor.
  - he disappointed/annoyed/angered his parents when he refused to change his mind about becoming a carpenter.
  - he disrespected his parents when they asked him to join secondary school and chase their dream occupation of doctor for him.
  - of his insistence on becoming/being a carpenter (against his parents' wish).
  - of his rejection/ refusal to change his mind about becoming a carpenter.
  - of his disagreement with his parents/disobedience to his parents/ disrespect for his parents/ objection to his parents' proposal when they wanted him to change his mind about becoming a carpenter

(g) Ayoma felt very happy// extremely happy// overjoyed/enthusiastic when his uncle took him to a technical school.

- When his uncle took him to a technical school, Ayoma felt very happy// extremely happy// overjoyed.
- When Ayoma's uncle took him to a technical school, Ayoma/ he felt very happy/extremely happy/overjoyed.
- Ayoma was filled with great happiness (joy)// with a lot of happiness (joy) // a great deal of happiness (joy) when his uncle took him to a technical school.
- Ayoma was//became very happy// extremely happy// delighted/very pleased/overjoyed when his uncle took him to a technical school.

**Also accept:** Ayoma felt more than happy when his uncle took him to a technical school.

(h) **Ayoma continued working with his uncle after the course to/ so as to/ in order to/ because he wanted to/ to be able to/ so that he could/would/might:**

- gain/ get/acquire/obtain (more) experience in carpentry/ in making furniture/ in woodwork/woodworking.
- gain experience in carpentry and save some money to start his own carpentry workshop.
- save some money from carpentry/woodwork/ from making furniture to start his own carpentry workshop.
- perfect/ develop/improve his carpentry skills (before he could start his own carpentry workshop.
- perfect his skills in carpentry.
- learn from his uncle how to manage carpentry business/ industry before starting his own carpentry workshop.
- acquire/ get/obtain knowledge and skills that would enable him run/manage/ start/ open his own carpentry workshop.
- prepare himself as he waited for the right time to start his own carpentry workshop.
- have his skills/knowledge in carpentry/woodwork/woodworking grow before starting his own carpentry workshop.

- get/acquire/obtain/attain adequate/enough/sufficient experience in carpentry/woodwork/woodworking.
- ❖ *After the course, Ayoma continued working with his uncle to.....(followed by any of the above completers)*
- ❖ *Accept response ending in.....after the course.*

(i) According to the passage, Ayoma supports his brothers and sisters/siblings by paying their school fees/tuition/tuition fees (in some of the best schools in the country)// by paying their fees in/ school.

- According to the passage, Ayoma pays school fees for his brothers and sisters// his brothers and sisters' school fees/siblings' school fees/tuition/tuition fees.
- Ayoma ..... fees/tuition/tuition fees (in some of the best school in the country) according to the passage.
- According to the passage, Ayoma pays for his brothers and sisters' education//studies.
- According to the passage, Ayoma supports his brothers and sisters by paying for their education/studies (in some of the best schools in the country).
- .....by sponsoring// taking charge of their education/ studies.
- .....by footing their education bills/bills for their education/studies/schooling.
- .....by funding/financing their education/studies.
- .....by educating them.
- .....by sending// taking them to some of the best schools in the country.
- .....providing money/fees/funds/finances/tuition/tuition fees for their education/studies//giving them school fees. (*Reject.....by paying them// for them school fees and **paying fees** without mention of school/the best schools*)

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**(j) The above passage teaches me/us that:**

- earning a living by doing what I/you love is the route to success.
- hard work pays.
- I should// must// have to//ought to/need to chase my dreams with determination.
- determination is the key to success.
- All(decent) jobs/occupations can bring/ lead to success in life/ one's life/ my life/ our lives/ people's lives.
- I should love/ like/respect/value all jobs/ occupations.
- no job/ occupation is a bad job/ occupation.
- all jobs/ occupations are equally important/ profitable.
- wealth can be got/ can come from any (kind of) occupation/ job.
- not only office jobs/ white collar jobs can make someone/ me/ us/ people rich/ wealthy.
- even blue collar jobs are profitable/can make one earn a living.
- we/ you/ I/ people/ someone/ one can earn a livelihood/ a living from any occupation// job.
- I should set my goals to achieve my dreams when I am still young/ a child.
- age does not matter as long as/ so long as one/ someone/ a person/ somebody is determined.
- I should decide/ think about/ choose/ know what I want to be/ become in the future when I am still a child.
- my// our// your// one's// someone's// somebody's// a person's relative can be of great help// importance during hard time/course of life/lifetime.
- having loving/ caring/ helpful relatives is very important/ is a blessing.
- going to a technical school is not a loss/ not a death sentence/ is not a mistake/not a curse/a waste of time/ a waste of resources.
- learning vocational skills is as important as /as useful as/as good as learning office work skills.

- it is better to acquire skills for self-employment than studying to look for jobs/job-seeking.
- the world/ our country needs job creators more than job seekers.
- being a child does not stop me from taking a personal decision for the good of my future.
- carpentry can be a very good/ useful/ important/ profitable/ business/ activity/ job/ occupation.
- I/ you/ someone/ somebody/ a person can be successful in life even when/ if I/you/ they don't go through secondary school.
- a journey of success begins / starts with one step.
- learning from other people is very important/ is necessary in life.
- being self-employed is very important/better than being employed by other people.
- it is good to start chasing// pursuing a dream at an early age/ a young age/ while still young/ while still a child/ right from childhood.
- it is better to start own business/ project/ industry than to look for jobs in order to earn money.
- one person's success can benefit many other people in a community.
- we need each other in life.
- two heads are better than one.
- success does not follow one direction.
- respecting other people's decision is important.
- there are many roots to a bright/good future.
- talent grows when it is nurtured.
- determination can turn/change rejection into an opportunity.
- success is not only found in secondary school academic path.

❖ **The above passage teaches me to:**

- chase/pursue my dreams with determination.
- be determined in life.
- support my siblings.
- strive to achieve success.
- fulfill my dreams/ambitions



- be ambitious.
- love/like/respect/value all kinds of jobs.
- work hard.
- be hard-working.
- learn from other people.
- look for skills and knowledge from other people.
- start chasing my dreams early.
- start own business or project when I grow up.
- support my relatives (family) when I get money in the future.
- study with a purpose/clear goals/ aims/ dreams/ambitions/ intentions/objectives/plans.
- avoid studying blindly/aimlessly/without a purpose, goal.
- share my skills with other people.

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- be assertive.
- always be ready to learn from other people.
- help those in need/those rejected, dumped or disowned by other people.
- stick to my good/constructive/useful/fruitful/developmental decisions.
- follow my passion.
- Accept: ***From the above passage, I learn that...../I learn from the above passage that I/we should.....***

52. (a) A mobile phone (mobile telephone) is speaking in the poem.
- A cellular phone/ cell phone /smartphone is speaking in the poem.
  - It is a mobile phone// a cellular phone// a cell phone/smartphone (that/which is) speaking in the poem.
  - In the poem, a mobile phone// a cellular phone/ a cell phone/smartphone is speaking.
  - A telephone// A phone is speaking in the poem.
  - A mobile is talking in the poem.



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(b) People used to walk long distances to deliver/send/convey/take messages/information to their loved ones/ to others/ to other people before the speaker's coming.

- People used to walk long distances and write lots of// a lot of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
- People used to trek and write lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
- People used to move/travel long distances and write lots of letters to deliver/send/convey/take/carry /give messages/information to their loved ones before the speaker's coming.
- People walked long distances and wrote lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
- People trekked and wrote lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
- People had to walk long distances to deliver/take/send/carry/ give messages/ information to their loved ones/ friends/ others/ other people before the speaker's coming.
- People wrote/ used to write/ had to write many/ several/ countless/ a myriad of// a lot of// lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
- Before the speaker's coming, people/we/you used to.....

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(Reject..... **walked long distances without the phrase "to deliver// take// give/carry/send information// messages// communicate to or with."**)  
#Accept the use of **"We/You" in the place of people for any of the responses.**

(c) **The speaker says that the newspapers are almost a thing of the past because:**

- many/ most people have stopped reading/ using/ reading newspapers.
- many/ most people have stopped relying on/ depending on newspapers for information/ for news/ for updates/ for news (updates).
- many/ most people have resorted to using/ buying/ depending on/ relying on /leaning on the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).
- most/many people are using/ have started using the speaker the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles instead of newspapers.
- many/ most people have switched/ shifted their minds to the speaker/ phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).
- many/ most people have started/ begun using the speaker/ phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles only for news (updates).
- many/ most people have dropped/ shunned/ ignored/ rejected/ dumped them and decided to use the speaker /phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).

- many/ most people prefer using/ buying the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles to using/ buying the newspapers.
- very few people still read/ buy/ acquire/ depend/ rely on/ spend on them for news (updates).
- there isn't anything that they give/ publish/ contain that the speaker can't/ doesn't have.
- people can now receive/ have/ get news (updates) with or without them.
- the speaker has/ contains/ gives/ brings all the knowledge that they used to publish/ that they would publish.
- news (updates) reach(es) people through the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles faster than through the newspapers.
- the speaker is now more effective/ more reliable/ more efficient/ more convenient than the newspapers.
- the speaker now has more users/ customers/ buyers than the newspapers.
- people's love for them has now reduced in favour of the speaker.
- the speaker has conquered/ taken over/ influenced people's attention and made them to leave the newspapers/lose interest in the newspapers.
- the love people have for the speaker is now more/ better than the love they have for the newspapers.
- people's interest in the speaker now outweighs/ outshines their interest in the newspapers.
- everybody/ everyone yearns to own/ buy/ acquire/ use the speaker for news updates instead of the newspapers.
- whatever they used to publish now comes to people through the speaker.

- the number of people using the speaker is more/ bigger higher/ greater than that of those still depending on the newspapers.
- newspapers are not as fast as mobile phones in delivering information/messages.
- The speaker is more frequently used than the newspapers nowadays.

(d) Walking long distances used to make sending and receiving money difficult.

- Travelling long distances used to make sending and receiving money difficult.
- Moving long distances used to make sending and receiving money difficult.

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- Moving/travelling long distances (on foot) used to make sending and receiving money difficult.
- Having to travel/ move/ walk long distances used to make sending and receiving money difficult.
- Trekking/ Having to trek used to make sending and receiving money difficult.
- Covering/ Having to cover long distances (on foot) used to make sending and receiving money difficult.
- Walking/ Travelling/ Moving long distances/ Trekking/ Having to walk, travel, move long distances or to trek made sending and receiving money difficult.
- The distance/journey that the people/we/you had to walk/move/cover/travel used to make .....

**#Reject use of "Distance" without modifiers and qualifiers like the ones shown in the answers provided.**

(e) **The speaker wants to be handled:**

- like an egg.
- with care// a lot of care// a great deal of care/extreme care.
- carefully// very carefully// extremely carefully// blindly carefully/delicately.

- (f) The speaker is fed on airtime.
- It is airtime that the speaker is fed on.
  - What the speaker is fed on is airtime.
  - Airtime is what the speaker is fed on.
- (g) There are four// 4 stanzas in the poem.  
In the poem, there are four//4 stanzas.
- (h) Kalenda Treasure wrote the poem.
- It is/ was Kalenda Treasure who//that wrote the poem.
  - Kalenda Treasure is//was the one//person who//that wrote the poem.
  - The person// one who//that wrote the poem is//was Kalenda Treasure.

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- (i) (i) major//main// principal// top// most important// greatest// chief// superior// prime// primary// number one // dominant // best // outstanding// prominent// premier// pre-eminent // dominating // cardinal// supreme// most influential// unsurpassed/central/pivotal
- (ii) frequently // repeatedly// routinely // often// always// again and again// on regular basis// now and again// now and then// consistently // periodically/constantly// recurrently

**(Reject ...daily/every day/twenty-four-seven/normally/usually/tirelessly/persistently/customarily)**

53. A(a) The competition was held on *10.10.2025// 10-10-2025// 10/10/2025// 10 October 2025// 10<sup>th</sup> October 2025// October 10, 2025// the 10<sup>th</sup> of October 2025// on the 10<sup>th</sup> day of October 2025.* (Accept all conventional date formats.)



(b) ***The certificate was awarded to Wandira Neirah to// so as to// in order to// because they wanted to// so that they could/would/might:***

- certify/prove//confirm//show that he/she/ (s/he) participated in the inter-school debate /the debate **(held at Busia Community Hall on 10.10.2025).**
- recognize his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- honour/acknowledge// appreciate//prove his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- thank him/her for his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- congratulate him/her on his or her participation/participating in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- give him/her congratulations on his or her participation/on participating in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**

(c) **I think Wandira Neirah was considered number one in the debate because:**

- he/she exhibited/presented the best debating skills.
- he/she presented the best// strongest points or views (about the motion).
- gave (very) good points/views.
- he/she was the most confident debater.
- he/she gave//had given//aired// aired out the best points// views.
- he/she gave/had given the most convincing points// views.
- he/she gave/had given// presented// prepared the greatest/the most points// views.
- he/she debated// spoke// talked better than all other debaters.



- he/she had//gave// presented the best arguments about the motion.
- he/she gave the best points.
- he/she was the firmest// steadiest// most knowledgeable /the most informed debater.
- he/she outshined the other debaters.
- he was the outstanding debater.
- he/she was coherent/expressive/clear/fluent/articulate/eloquent.
- he/she was the most articulate/most fluent/most eloquent/most expressive/had the most coherent presentation.
- he/she spoke articulately/fluently/clearly/eloquently/distinctly/confidently.
- he outperformed other debaters.
- he/she had the best oratory skills.
- he/she was the best orator (during the debate).
- he/she debated well/very well.
- he/she (had) convinced the judges most.
- he/she gave// aired// aired out// presented the most relevant points// views// information about the motion.
- gave the highest number of points/views.
- he/she presented his/her points (the most) eloquently/assertively/clearly/distinctly/fluently.
- he/she was the smartest in presenting views// points about the motion.

# Reject the idea ***of being the smartest in appearance esp. given as smartly dressed.)***

#Accept use of the phrase ***"in the debate" at the end/at the beginning of the responses correctly given.***

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(d) **Participating in a debate like the one above:**

- helps// can help// may help me to become confident (in speech, expression)// build, develop my confidence (in speech, expression).
- helps// can help// may help me to speak confidently/with confidence/expressively/eloquently/fluently.
- helps// can help// may help me to improve// develop my speaking skills.
- helps// can help// may help me to improve// develop my listening skills.
- helps// can help// may help me to improve// develop my public speaking skills// to become a good public speaker.
- helps// can help// may help me to become assertive/expressive/eloquent/fluent/articulate.
- helps// can help// may help me to become an orator.
- helps// can help// may help me to appreciate/respect other people's views/ideas.
- helps// can help// may help me to learn from my fellow children// fellow pupils, learners, students// fellow debaters.
- helps// can help// may help me to become tolerant// improve my tolerance.
- helps// can help// may help me to learn to accept others and live with them peacefully even when we have different ideas/don't agree.
- helps// can help// may help me to become a good listener.
- helps// can help// may help me to be creative// improve or develop my creativity.
- helps// can help// may help me to promote// develop// improve my reasoning // reasoning capacity (ability).
- helps// can help// may help me to get or become exposed as I meet and interact with pupils from other schools.
- helps// can help// may help me to make new friends as I meet pupils from other schools.

- helps// can help// may help me to learn more or new debating skills as I listen to pupils from other schools debating/debate.
- helps// can help// may help me to learn discover what other debaters know that I don't know.
- helps// can help// may help me to compare my debating skills with those of the debaters from other schools and see where to improve.
- .....helps/can help// may help me learn to carry out research/consult other people for vital/useful/important information..

(e) ***As a schoolchild, I would support the above motion because.../Yes,as a schoolchild ,I would support the above motion because:***

- examinations are tiring// tiresome// boring//cumbersome.
- examinations give pupils//students// learners// candidates// us// me sleepless nights (as I/we prepare for them).
- examinations cause panic// fear// anxiety// worry among// to schoolchildren// pupils// students// learners// candidates// us// me/teachers.
- examinations cause shame// punishment when I// we// pupils// learners// students// schoolchildren fail them.
- examinations make my// our teachers to cane// punish// maltreat/beat// whip// mistreat// torture// torment me// us for good marks/performance/grades/results/scores.
- examinations make my// our teachers to over teach me//us and deny me my right to play as they prepare me// us for them.
- examinations make my/our teachers to over teach me/us and make me/us go to bed late/go home late/go to school very early.
- examinations make me// us to be judged wrongly or as stupid// dull// weak just because of poor/low marks/grades/scores/results.

- examinations make my// our teachers to deny me// us a chance to develop my// our other talents// abilities outside classwork.
- Examinations give me stress/stress me.
- examinations make// cause me to sin by cheating from my// our classmates to get good marks.
- examinations make my/our teachers to sin by cheating for me/us to enable me pass.
- examinations deny teachers a chance to stay with their families as they labour to prepare us for them.
- examinations are taxing to teachers when it comes to sitting and marking them.
- examinations promote cram work instead of promoting reasoning, creativity and practical skills.
- examinations take my// our peace// freedom// liberty to relax, rest as I/we prepare for them.
- examinations are (sometimes) hard// complicated// complex// unfair/cumbersome/taxing.
- examinations make my// our teachers to give me// us practical// survival skills.
- examinations make some of us to be retained in classes// to repeat classes after failing them.

❖ **As a schoolchild, I would not support the above motion because...../No,as a schoolchild,I would not support the motion because.....**

- examinations help me//us// pupils// learners// students// schoolchildren to be// get promoted to the next class/level.
- examinations help me//us to judge myself// ourselves academically.
- examinations help me//us to judge my// our academic abilities// potential// might.
- examinations help me//us to know// find out// measure// determine// tell how much I have learnt// achieved in class// in studies// in classwork.
- examinations help me//us to get prizes// gifts// presents// awards when I// we perform well, pass, excel.

- examinations help me//us to get academic papers// documents// certificates// credentials when results are released.
- examinations help me//us to feel proud// great when I/we pass them highly// well// with flying colours.
- examinations give// earn me// us pride// popularity when we excel in them.
- examinations make me/us popular// famous// well known// widely known// renowned/celebrated/prominent when we pass them highly.
- examinations enable me//us to check on myself// ourselves// my or our progress in class // at school.
- examinations help me/us to test how much we have learnt// whether/if I/we understood what was taught.
- examinations help me/us to assess my strengths and weaknesses in academics/my studies.
- examinations help teachers to give feedback to my/our parents.
- examinations help teachers to establish our/my learning challenges.
- examinations help teachers to know whether their learners understood what (they have) taught/been taught.
- examinations help us/me to be placed according to our abilities/potential/are used for placement of learners.
- examinations help make// enable me// us to cross// move// upgrade from one level of education to another.
- examinations help//enable me//us to make my// our parents proud// happy when I// we perform well.
- examinations help// enable us to get accountability for the school fees my// our parents pay for me// us.

#**Accept** response **beginning with: No/Yes**,.....I would...as a schoolchild because.....

❖ Reject:**As a schoolchild,no,/yes,I** would.....because.....

❖ Reject **omission of the phrase "as a schoolchild"** since it points out a special position/capacity of the candidate in a particular situation.



B (a) James Dodo and Doreen Nansereko's /Doreen Nansereko and James Dodo's family tree is shown above.

- Mr and Mrs.Dodo's family tree is shown above.
- The family tree shown above is James Dodo and Doreen Nansereko's/ Mr. and Mrs.Dodo's
- It is James Dodo and Nansereko Doreen's/ Mr. and Mrs.Dodo's family tree (that is) shown above.
- James Dodo's family tree is shown above.
- The family tree shown above is James Dodo's/ Mr. and Mrs.Dodo's.
- It is James Dodo's/ Mr and Mrs.Dodo's family tree (that is) shown above.
- The family tree shown ..... is for James Dodo and Doreen Nansereko/is for James Dodo/Mr. and Mrs.Dodo /is for the Dodos.
- The Dodos' family tree is shown above.

(b) The family has three// 3 grandchildren.

The number of grandchildren..... is three//3.

(c) Hailey Akitwi is Richard Dodo's daughter-in-law.

- Hailey Akitwi is a daughter-in-law of Richard Dodo// of Richard Dodo's.
  - Richard Dodo calls Hailey Akitwi his daughter-in-law.
  - Richard Dodo is a/the father-in-law of Hailey Akitwi// Hailey Akitwi's.(Here we use **article 'the' semantically** and then **article 'a' grammatically** applies).
  - Richard Dodo is Hailey Akitwi's father-in-law.
  - Hailey Akitwi calls Richard Dodo her father-in-law.
- #Reject use of **article "a" when "calls" is used** and **preposition "to"** in any of the responses.

(d) Louisa (Louise) Dodo is married to Philip Asiimwe.

- The person/one to whom Louisa(Louise) is married is Asiimwe Philip.



- 
- Asiimwe Philip is the person/one to whom Louisa(Louise) is married.

**(e) A family tree like the one above:**

- helps/ enables family members to know each other/one another.
- helps/ enables people to know their family members/ relatives.
- helps/enables family members/ relatives/people who are related to avoid incest.
- helps/enables family members/ relatives/people who are related to avoid marrying// getting married to each other/ one another.
- helps/ enables family members/ relatives to know their family background/origin/heritage/parentage.
- helps/ enables family members/ relatives to learn their ancestors/ ancestral background/ancestry/roots.
- helps/enables family members/ relatives to learn// know their family lineage.
- helps//enables children to learn// know their relatives/ family members.
- helps//enables people to know how they are related to one another/what they call each other// one another in a family.
- know familial/family relationship(s).
- helps to show connection/ relationship between/ among people in a particular// a given family.
- strengthen family bonds/ties.
- guides family members on how to go about child naming(nomenclature).
- helps// enables children to know// learn the elders in their family and promotes respect for them.
- promotes unity/empathy/love/cooperation/respect among family members.
- Helps family members to know and respect their family hierarchy/hierarchical order.

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54. **Jacob's Thanksgiving**

Correct sequence: **h, f, a, e, g, i, d, b, j, c**

- (a) **Jacob excelled** in last year's Primary Leaving Examination.
- (b) **Mrs. Nangai, his mother**, organized a thanksgiving for him.
- (c) **Most of his teachers**, friends and relatives attended the thanksgiving.
- (d) **Among the teachers** who attended the thanksgiving was Mrs. Janja, Jacob's class teacher.
- (e) **She was asked to give a speech** after the prayers.
- (f) **In her speech, she praised Jacob** for being a disciplined and hard-working boy.
- (g) **She added that Jacob used to** help his classmates to improve their performance.
- (h) **Everybody was challenged by her speech.**
- (i) **After Mrs. Janja's speech, Jacob** was asked to say a few words.
- (j) **He** thanked his classmates, teachers and parents for their contribution towards his good performance.

55. **Letter Writing**

1. The Writer's Address (optional/open punctuation...with/without commas) **1 Mark**

**Namurwo Primary School, P. O. Box 751, Kasese// P O Box 751, Kasese// P O box 751, Kasese**

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2. The Date of Writing (**All conventionally acceptable formats**)  $\frac{1}{2}$  Mark

3.

- 4/11/2025
- 4-11-2025
- 4.11.2025
- 4 November 2025
- 4<sup>th</sup> November 2025
- November 4, 2025

**#(Ignore date with day of the week ,though it is redundant.)**

4. The Recipient's Address (optional/open punctuation...with/without commas) **1 Mark(distributed as follows)**

P. O. Box 15769 Kampala Uganda Tel: +256-708058517 / +256-780147695/ +256-753190122 / +256-785281347  
Email: [danielobbo7135@gmail.com](mailto:danielobbo7135@gmail.com) / [oketchowillfred4@gmail.com](mailto:oketchowillfred4@gmail.com) / [niwavic@gmail.com](mailto:niwavic@gmail.com)

**The Chairperson Electoral Committee**  $\frac{1}{2}$  Mark

**Namurwo Primary School**  $\frac{1}{2}$  Mark

**P. O. Box 751**

**Kasese**

(The **initial letters for each word** in the recipient's should be capitalized)

#(Accept Name to precede the recipient's address) as follows:

**Mr. Mathew Obilatong**

**The Chairperson Electoral Committee**

**Namurwo Primary School**

**P O Box 751**

**Kasese**

5. The salutation—with or without a comma at the end/with colon.  $\frac{1}{2}$  Mark

- **Dear Sir**
- **Dear Madam**
- **Dear Mr/Mrs/Ms/ Miss.....(followed by the Chairperson's surname only)**

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#(Reject ***Dear Chair/ Dear Chairperson.....)***  
***#Reject Dear Sir/Madam)***

**6. The subject// title of the letter (what the letter is about). 1Mark**

Re: APPLICATION FOR THE POST // POSITION OF HEAD PREFECT

Re: APPLICATION FOR THE POST// POSITION OF TIMEKEEPER

Re: APPLICATION FOR THE POST// POSITION OF HEALTH PREFECT

Re: APPLICATION FOR THE POST// POSITION OF GAMES AND SPORTS PREFECT

Re: THE POST// POSITION OF HEAD PREFECT// TIMEKEEPER// HEALTH PREFECT// GAMES AND SPORTS PREFECT.

Re: Application for the Post // Position of Head prefect

Re: Application for the Post// Position of Timekeeper

Re: Application for the Post// Position of Health Prefect

Re: Application for the Post// Position of Games and Sports Prefect

Re: The Post// Position of Head prefect// Timekeeper// Health Prefect// Games and Sports Prefect.

Re: Application for the Post // Position of Head prefect

Re: Application for the Post// Position of Timekeeper

Re: Application for the Post// Position of Health Prefect

Re: Application for the Post// Position of Games and Sports Prefect

Re: The Post// Position of Head prefect// Timekeeper// Health Prefect// Games and Sports Prefect.

Re: Aspiration to Become a Head Prefect.

Re: Expression of Interest to Become a Head prefect

Re: Wish to Become a Head Prefect

Re: Desire to Become a Head Prefect.

Re: Interest to Become// in Becoming a Head Prefect.

Re: ASPIRATION TO BECOME A HEAD PREFECT.

Re: EXPRESSION OF INTEREST TO BECOME A HEAD PREFECT

Re: WISH TO BECOME A HEAD PREFECT

Re: DESIRE TO BECOME A HEAD PREFECT.  
Re: INTEREST TO BECOME// IN BECOMING A HEAD PREFECT.  
Re: Aspiration to Become a Head Prefect.  
Re: Expression of Interest to Become a Head Prefect  
Re: Wish to Become a Head Prefect  
Re: Desire to Become a Head Prefect.  
Re: Interest to Become// in Becoming a Head Prefect.

**Note: Accept subjects// titles with capital beginners only.**

**(Reject use of article "a" where application is used)**

7. The Body of the Letter:

**(i) The main reason for writing the letter. 1 Mark**

I am writing to /I would like to apply for the post of.....  
(any choice from the given posts).

In response to your advert// notice, I am writing.....

Having read// seen your advert on the school noticeboard, I am.....

**(ii) A reason for the choice of the post made above:**

**1Mark** (focus on unique personal qualities/abilities presented, what the aspirant is good at, what makes the aspirant different from others or outstanding)

- The post is my choice because.....
- My choice is that post because.....
- I take the post of..... as my choice because.....
- I choose// chose the post..... because.....
- I am choosing the post..... because.....
- I have decided// chosen// made up my mind to stand for// aspire for// vie for// contest the post..... because.....
- I am interested in becoming the..... because.....
- I am interested in the post ..... because.....
- I prefer// preferred// have preferred the post..... because.....
- I would rather stand for the .....than others because.....

- I like// love the post of.....more// better..... because.....
- I want// need the post..... because.....

**(iii) Explanation about what the applicant will do when elected. 1Mark**

- Promise// commitment// pledge// manifesto statement given in line with the post applied for with focus on what can be done by a prefect in such a post at any school

**(iv) Conclusion**

**a) Concluding statement (complimentary close/leave taking).  $\frac{1}{2}$**

- I am waiting for your feedback// reply// response.
- I look forward to your response/feedback/reply.
- I look forward to hearing from you.
- I will// shall be happy// excited// glad// grateful// appreciative if my application is accepted// considered.

**b) The valediction// Letter Ending// Closing.**

Yours **faithfully**// Yours **sincerely**/Sincerely yours  $\frac{1}{2}$

(Consider “**sincerely**” if the **salutation has the recipient’s Name**)

Accept :Yours truly,

**c) The applicant’s full name in small letters// a special sign of any kind (The signature)  $\frac{1}{2}$**

**d) The applicant’s full name in capital letters if the signature is a name in small letters// in small letters if the signature is a symbol (a characteristic sign)  $\frac{1}{2}$**

**Other Aspects to consider for marks**

(i) TP (formal letter)	-	$\frac{1}{2}$
(ii) Paragraphing	-	$\frac{1}{2}$
<b>TOTAL MARKS</b>	<b>=</b>	<b>10</b>

**THE END**