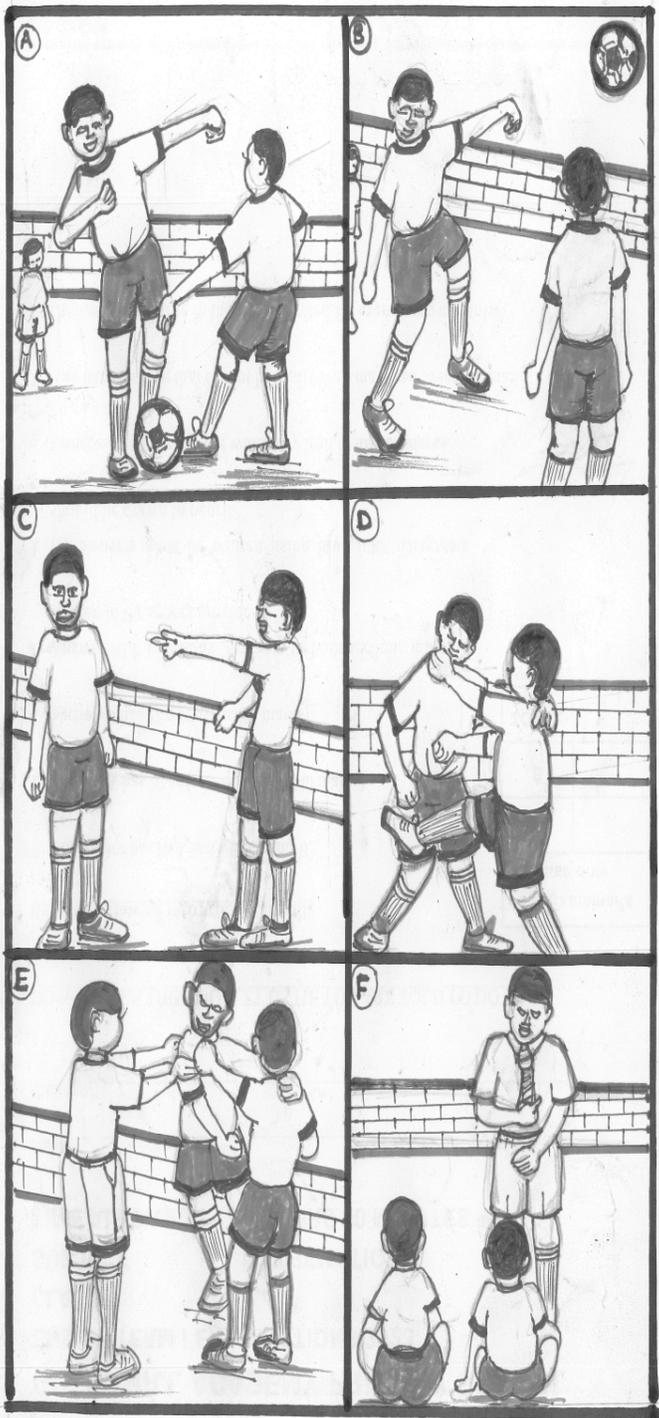




**SUREKEY EXAMINATIONS BOARD**  
**PRIMARY SEVEN SUPER SERIES EXAMINATION**  
**2023**  
**ENGLISH MARKING SCHEME**



**PICTURE COMPOSITION GUIDELINE**

A picture composition consists of pictures in a frame, each picture in a frame describes an event that is taking place. When they are combined (the pictures), they tell a full story.

We describe each picture in either the present continuous or present perfect.

The present perfect for short actions (already happened actions) and present continuous for long actions. (taking place)

Guide learners on,

- Studying the picture composition carefully and read the guiding words given in the text box.
- Relate the given words with the pictures.
- Go through the questions as given by the item writer before answering so as to understand the characters given in the picture story.
- Introduce a single new character with an indefinite article "a" or "an"
- Use determiners like, some, two etc. for more than one character while describing them for the first time.
- Introduce the character with article "the" when using it for the second time or more.
- Do not use passive voices when describing pictures.
- Never compare the pictures.

## SECTION A: 50 MARKS

Questions 1 to 50 carry one mark each.

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

1. Have you eaten **an** orange that I gave you?
2. An illiterate person can **neither** read nor write.
3. Farmers **vaccinate** their animals to prevent diseases.
4. A computer is too **expensive/costly/dear** for some people to buy.
5. The bus **fare** from Kampala to Iganga is ten thousand shillings.

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

6. Is this the junction where the accident **took** place? (take)
7. Brochures and **flyers/ fliers** are used for advertising goods. (fly)
8. A **hen's** egg is a source of proteins. (hen)
9. The pupils were playing **noisily** when the teacher entered. (noise)
10. There is no **relationship** between those two girls. (relate)
11. Mandy behaves **better** than his brother Chris. (well)
12. You should visit a **dental** clinic if you have a toothache. (dentist)
13. Most candidates can **alphabetize/alphabetise** words easily. (alphabet)
14. The children have lost some of **their** property. (them)
15. The **friendlier** a shopkeeper is, the more customers he gets. (friendly)

In questions **16** to **18**, write the given abbreviations in **full form**.

16. hr **hour/hours**
17. who'd **who would // who had**
18. RIP **rest in peace (reject Rest in Peace)**

For questions **19** and **20**, rearrange the given words to form a correct sentence.

19. made dresses seamstress pink The nice.  
**The seamstress made nice pink dresses.**

20. was play interesting that how!  
**How interesting that play was!**

For questions **21** and **22**, give the **opposite** of the underlined word.

21. At the start of a football match, the referee blows a whistle.  
**At the end of a football match, the referee blows a whistle.**
22. I can list some examples of modern means of communication.  
**I can list some examples of ancient means of communication.**

For questions **23** and **24**, use each of the given words in a sentence to show that you know the **difference in their meaning**.

23. **row : An idea of; number of people standing next to each other; a line of seats, words, etc.; to move a boat through water; take somebody somewhere in a boat; a serious or noisy argument; a loud unpleasant noise; to have a noise argument.**
24. **raw An idea of; not cooked- Early man used to eat raw meat. (NB Reject raw fruits.) in its state; not processed- Uganda exports raw materials. not yet organized-This information is in its raw form. New to a job or activity -We have some raw players on our team.**

In questions **25** and **26**, arrange the words in **alphabetical order**.

25. Spanish English French Kiswahili  
**English French Kiswahili Spanish**
26. speed spite speaker speech  
**speaker speech speed spite**

In questions **27** and **28**, rewrite the sentence using the **plural form** of the underlined words.

27. The President will visit their county next month.  
**The President will visit their counties next month.**
28. To print this work, we need a ream of paper.  
**To print this work, we need reams of papers.**

For questions **29** to **30**, rewrite the sentences giving **one word** for the underlined group of words.

29. Dr Adams has very many sick people to attend to now.  
Dr Adams has very many **patients** to attend to now.
30. She will be shown the way to the nearest bank.  
She will be **directed** to the nearest bank.

### Sub – Section II

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

31. The policeman was very fast. He caught the thief.  
(Join the sentences as **one** using: .....enough.....)  
**The policeman was fast enough to catch the thief.**
32. A small boy kicked the ball out of play.  
(Rewrite the sentence beginning: The ball.....)  
**The ball was kicked out of play by a small boy.**
33. Warthogs are not so ugly as hippopotamuses.  
(Rewrite the sentence using: .....than.....)  
**Hippopotamuses are uglier than warthogs.**
34. What a kind woman our great-grandmother was!  
(Rewrite the sentence beginning: Our.....)  
**Our great-grandmother was a very kind woman.**
35. A thief is not a good person and neither is a rapist.  
(Rewrite as **two** separate sentences.)  
**A thief is not a good person. A rapist is not a good person.**  
**A rapist is not a good person. A thief is not a good person.**
36. Mayombo's aunt gave birth to a baby a few minutes ago.  
(Rewrite the sentence using: .....just.....)  
**Mayombo's aunt has just given birth to a baby.**
37. "I don't want to disappoint my parents," I told them.  
(Rewrite the sentence using: I told them that.....)  
**I told them that I didn't want to disappoint my parents.**
38. Children are not interested in watching political talk shows.  
(Rewrite the sentence using:.....don't like.....)  
**Children don't like listening to political talk shows.**

39. Haruna had no money, so he did not travel to Nairobi.  
(Rewrite the sentence beginning: If Haruna had....)  
**If Haruna had had money, he would have travelled to Nairobi.**
40. Nafula will miss exams if she doesn't clear school fees.  
(Rewrite the sentence using:.....or else.....)  
**Nafula must/ has to /had better clear school fees or else she will miss exams.**
41. The teacher has asked Brenda to buy a new book. Her book is used up.  
(Rewrite the sentence beginning: Since.....)  
**Since Brenda's book is used up, the teacher has asked her to buy a new one.**
42. Dad drinks tea in the morning. Dad drinks coffee in the morning.  
(Join the **two** sentences using:.....either.....)  
**Dad drink either tea or coffee in the morning.**
43. We shall see the bride when we reach the church.  
(Rewrite the sentence using: .....arrive.....)  
**We shall see the bride when we arrive at the church.**
44. Customers are advised to count their money before leaving the bank.  
(Rewrite the sentence using: .....after.....)  
**Customers are advised to leave the bank after counting their money. / .....after they have counted their money.**
45. Hon. Anite is the minister. The journalist wrote a story about her.  
(Rewrite the sentence using: .....about whom.....)  
- **Hon. Anite is the minister about whom the journalist wrote a story.**
46. There is no need to dock male sheep.  
(Rewrite the sentence using: .....necessary.....)  
- **It is not necessary to dock male sheep.**
47. It is enjoyable to travel by plane.  
(Rewrite the sentence ending: ..... enjoyable.)  
- **Travelling (traveling) by plane is enjoyable.**  
- **To travel by plane is enjoyable.**
48. You didn't go shopping on Saturday, did you?  
(Rewrite the sentence and begin: You went.....)  
- **You went shopping on Saturday, didn't you?**
49. Emily is not on the netball team, yet she is a good player.  
(Rewrite the sentence using: .....although.....)  
- **Emily is not on the netball team although she is a good player.**

50. Mr Kayongo is a responsible man. He can make a good leader.

(Join as **one** sentence using:.....such a.....)

- **Mr Kayongo is such a responsible man that he can make a good leader.**

## SECTION B: 50 MARKS

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

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

One day our teacher of English walked into the classroom looking very happy. "Good morning, class. I have good news for you," he began. Everybody sat up and listened. He told us that some pupils from a Canadian school wanted to get pen pals from Uganda. Then he opened his bag and picked out envelopes. "Look, each of these letters was written by somebody who wants a pen pal. So, each of you is going to get a letter to reply to."

After guiding us on how to write the replies, the teacher randomly distributed the letters until everybody received one. My pen pal-to-be was a girl called Cindy Styles. She had enclosed her photo in the envelope. Cindy was a very beautiful girl with long hair. I was very excited about the idea of having her as a pen pal.

I spent the whole evening writing a reply to her. I described myself in detail with some fancy words like "I'm a cute guy of thirteen, with a fantastic voice and very sociable." The teacher promised to send our letters by airmail the next day. Since that day, we waited anxiously to hear from our pen pals. We waited and waited but there was no reply. We eventually forgot about pen pals and concentrated on our studies till the end of the term.

On the day schools broke up for holidays, we had our end-of-term assembly. All the pupils listened as the head teacher guided us on how to spend our holidays. "Make sure your holiday plan includes rest, revision, domestic chores and some entertainment," he emphasized. Finally, he announced that he had received some letters from abroad. One of the letters was addressed to me. It was from Cindy Styles! My pen pal had replied!

a) Which pupils wanted pen pals from Uganda?

**Pupils from a Canadian school wanted pen pals from Uganda.**

b) What was the teacher carrying in his bag?

**The teacher was carrying letters / letters in his bag.**

- c) What did the teacher do before he distributed the letters?  
**The teacher guided the class (pupils) on how to write the replies before he distributed the letters.**
- d) Who was the writer's pen pal-to-be?  
**Cindy Styles was the writer's pen pal-to-be.**
- e) How old is the writer of this story?  
**The writer of this story is thirteen. / .....thirteen years old.**
- f) How were the reply letters sent?  
**The reply letters were sent by airmail.**
- g) Who addressed the pupils at the end-of-term assembly?  
**The head teacher addressed the assembly at the end-of-term assembly.**
- h) Name **one** item that a holiday plan should include.  
**rest/ revision/ domestic chores/ entertainment**
- i) Give another **word** or **group of words** with the same meaning as that underlined in the passage.  
  
I. cute - **handsome/ nice/ good-looking/ nice-looking/ charming/ gorgeous/ lovely/ attractive**  
**(Reject pretty and beautiful)**
- j) suggest a suitable title to the passage.  
**PEN PALS/ GETTING PEN PALS, etc.**

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

Services in our communities  
Whether paid or free  
Everybody needs services  
Banking, hotels, medical  
And transport we need.

At Usafi the vendors are busy,  
In the sun or under parasols  
They call and persuade customers  
To buy their **merchandise**  
Then they will have school fees.

Downtown in Chakula Restaurant  
Tables are laid and cutlery displayed  
Girls dressed in white and waiting  
To serve customers **delicious** dishes  
Chosen from the menu.

The Link bus at Namayiba is full  
Passengers silent, the engine revving  
And the driver hoots impatiently  
He checks the time and shakes his head  
Will he reach Juba in time?

- a) What is the poem about?  
**The poem is about services in our communities.**
- b) How many services are mentioned in stanza one?  
**Four services are mentioned in stanza one.**
- c) Which market is talked about in the poem?  
**Usafi is the market talked about in the poem.**
- d) According to stanza two, when do vendors get school fees?  
**According to stanza two, vendors get school fees when they sell/ after selling their merchandise. / ....when customers buy their merchandise.**

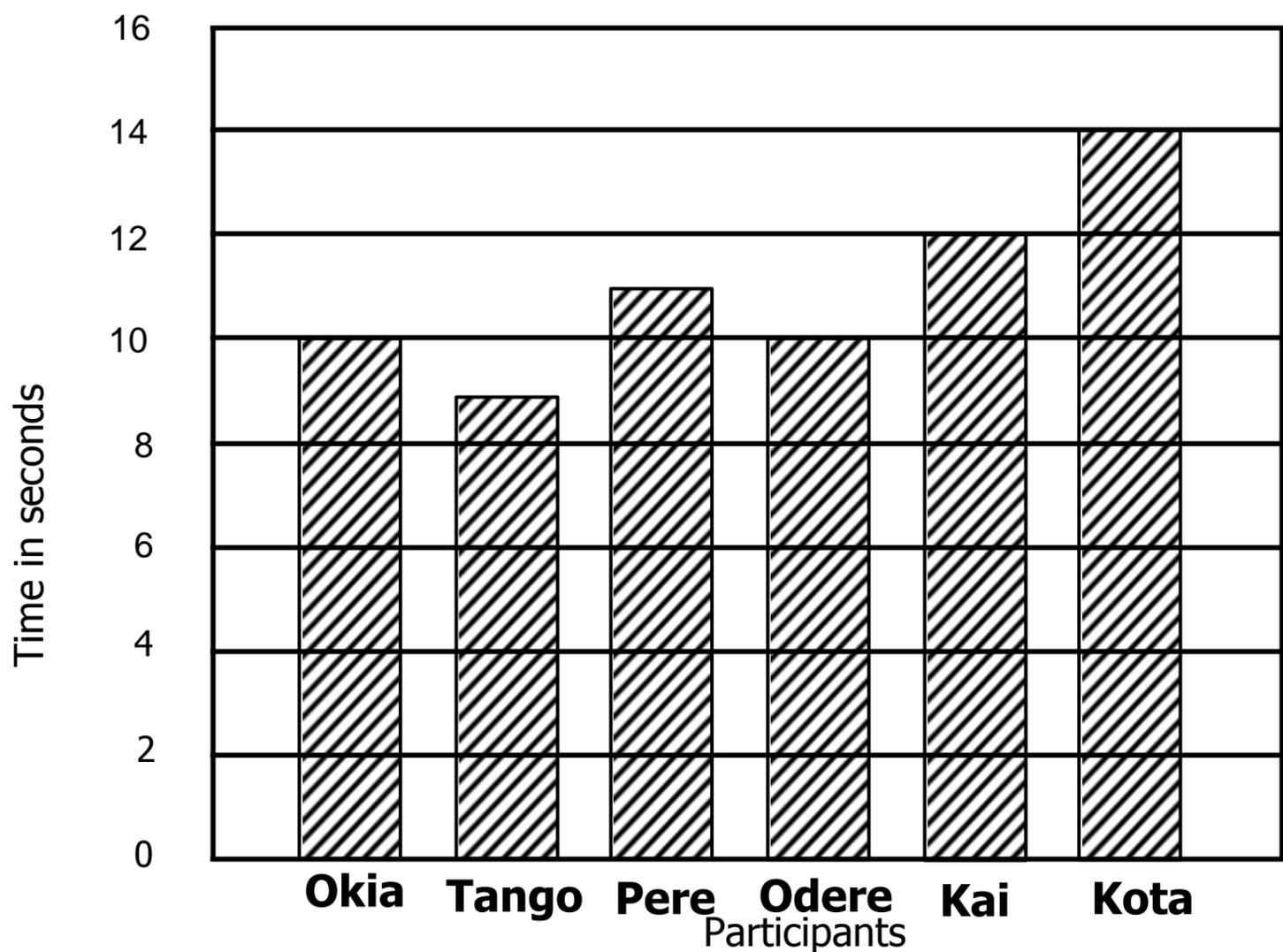
- e) Where is Chakula Restaurant located?  
**Chakula Restaurant is located downtown.**
- f) Who do you think are the girls dressed in white?  
**I think the girls dressed in white are waitresses/ servers.**
- g) Why is the bus driver impatient?  
**The bus driver is impatient because he is late. / ...he is running out of time. / ....he is anxious (worried) about reaching Juba (his destination) late.**
- h) Give **another word** or **group of words** with the same meaning as **those underlined in the poem.**
- (i) merchandise; **goods/ commodities/ wares/ stock/ items for sale**
- (ii) delicious; **tasty/ yummy/ mouthwatering/ appetizing/ delectable/ scrumptious**
- i) Suggest a suitable title to the poem.  
**SERVICES IN OUR COMMUNITIES/ SERVICES, etc.**

53. (A) Mr Isoke is a teacher at Wonders Primary School. Below is his timetable for Friday. Use it to answer the questions, in full sentences.

8:30- 9:10am	9:10- 9:50am	9:50- 10:30am	10:30- 11:00am	11:00- 11:40am	12:20- 1:00pm	2:00-3:00pm
P.4 SST	P.6 ENG	P.7 RE		P.4 ENG	P.6 ENG	JUMA PRAYERS

- a) For which day is the above timetable?  
**The above timetable is for Friday.**
- b) Which class does Mr Isoke teach twice on that day?  
**Mr Isoke teaches P4 and P6 twice on that day.**
- c) In which class will Mr Isoke need to use the Bible?  
**Mr Isoke will need to use the Bible in primary seven. / ...in P7.**
- d) What does Mr Isoke do from 2:00 pm to 3:00 pm?  
**Mr Isoke prays/ attends Juma prayers from 2:00 p.m to 3:00 p.m.**  
**Mr Isoke prays/ attends Juma prayers from eight o'clock in the afternoon to three o'clock in the afternoon.**
- e) Why do you think he does not have any lesson between 10:30 and 11:00 a.m?  
**I think he does not have any lesson between 10:30 and 11:00 am because it is break time.**

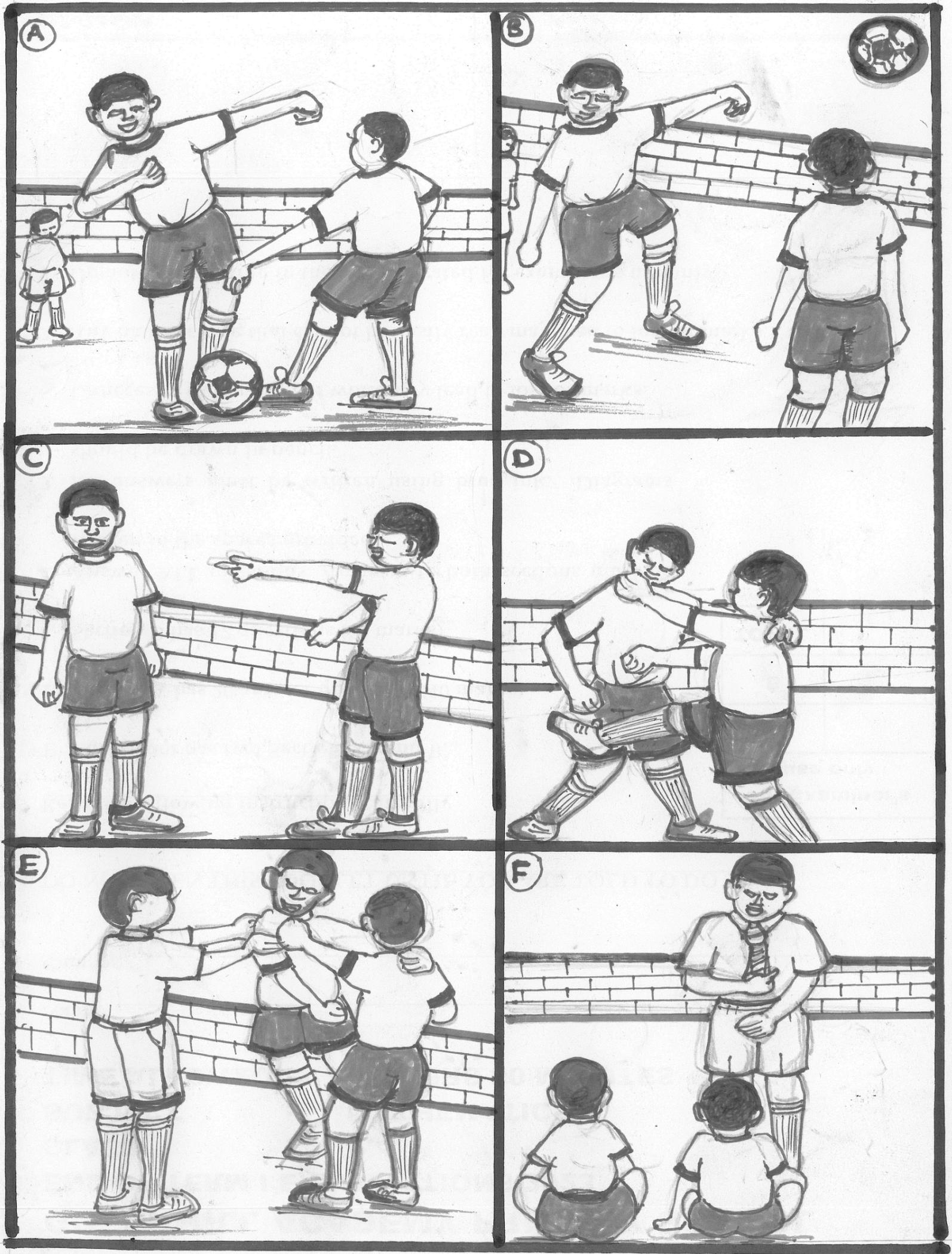
53(B). Six participants took part in a 100-metre race. The graph below shows the amount of time each took to finish. Study it carefully and answer, **in full sentences**, the questions about it.



- a) How many participants took part in the race?  
**Six participants took part in the race.**
- b) Who won the race?  
**Kota won the race.**
- c) Which two participants finished at the same time?  
**Okia and Odere finished at the same time.**
- d) How long did Kai take to reach the finish line?  
**Kai took twelve seconds to reach the finish line.**
- e) Who was the slowest participant?  
**Tango was the slowest participant.**

54. The pictures **A** to **F** tell a story. Study them carefully and then write **one** sentence to describe what is happening in each of them. You may use the words below to help you.

arguing	head boy	playing	separating	explaining
football	the playing area	outside	kicking	fighting



Picture A: - **Boys are playing football.**

-**Two boys are kicking a ball.**

Picture B: -**One of the boys has kicked the ball outside the playing area.**

-**The bad boy has kicked the ball outside the playing area.**

Picture C: -**The (two) boys are quarrelling.**

- **Other of the boys is pointing at/ warning the other.**

Picture D: - **The (two) boys are fighting (each other)**

-**The boys are having a fight.**

Picture E: - **The head boy is separating the boys. / .....stopping the fight.**

-**Another boy is separating the (two) boys.**

Picture F: -**The head boy is explaining to the boys.**  
**(the rules of the game.)**

-**The big boy is explaining to the boys (how to play football.)**

-**The two boys are listening to the head boy.**

g) Which game are the boys playing in picture A?

**The boys are playing football in picture A.**

h) Which mistake did the bad boy make in picture B?

**The bad boy kicked the ball outside the playing area in picture B. / The mistake the bad boy made in picture B was to kick the ball outside the playing area.**

i) Where are the boys sitting in picture F?

**The are sitting down/ on the ground/ at the playground in picture F.**

j) Suggest a suitable title to the story.

**THE FIGHT  
BOYS FIGHT OVER BALL  
BREAKING THE RULES  
FOOTBALL ENDS IN FIGHT, ETC**

55. The sentences below are not in the correct order. Rearrange them to form a good composition about education in Uganda.

- a) Only those who pass UCE continue to A level.
- b) A level consists of only two classes, senior five and senior six.
- c) In Uganda, primary education takes seven years.
- d) The final exams for senior six are known as UACE.
- e) At the end of the seventh year, pupils sit PLE.
- f) Secondary school is divided into two, O level and A level.
- g) When you pass UACE, you join university for a course of your choice.
- h) In senior four, candidates sit exams called UCE.
- i) O level has four classes, senior one to senior four.
- j) Those who pass PLE join secondary school.

- a) **In Uganda, primary education takes seven years.**
- b) **At the end of the seventh year, pupils sit PLE.**
- c) **Those who pass PLE join secondary school.**
- d) **Secondary school is divided into two, O level and A level.**
- e) **O level has four classes, senior one to senior four.**
- f) **In senior four, candidates sit exams called UCE.**
- g) **Only those who pass UCE continue to A level.**
- h) **A level consists of only two classes, senior five and senior six.**
- i) **The final exams for senior six are known as UACE.**
- j) **When you pass UACE, you join university for a course of your choice.**



