***END OF TERM I 2018 EXAM***

***S.3 ENGLISH***

***TIME : 2 HOURS***

**NAME:.............................................................................................. STREAM:...............**

**SECTION A**

1. **Read the following passage and answer the questions after it:-**

Mad people are as much a nuisance on the roads as stray animals.

The problem with motor accidents is that everyone who travels by road or stays close to the road, is a potential victim of a tragic accident.

Delving into the causes of accidents, as a means of preventing them it of paramount importance to all.

Bearing this in mind, and still badly shaken by the Katuna and Jinja Owen Falls Dam accidents scances / set out to explore the causes of accidents: “Some of the major causes of accidents, “Said Julius Salube, the OC traffic, Katwe, “is careless use of the road by propel other than drivers.” Salube challenged my thought that drivers were not solely responsible for road accidents.

“Drunkards who cross road carelessly, careless pedestrians, amongst whom are very young kids sent to buy items from shops by their parents: Careless cyclists, many of whom we have arrested and prosecuted are all major causes of accidents” he says with a profound.

“Stray animals have caused accidents too often,” he said.

“Drivers have swerved off the road. In an attempt to save a goat, and on the process killed so many passengers.”

Bosco Berebera, an immigration officer, with experience as a driver has, many similar observations, nothing that mad people are as much a nuisance as animals or drunkards.

“A mad man can refuse to leave the road, causing an accident,” he said.

Other cases pointed out are: vehicles in poor mechanical condition: poor quality tyres: defective breaks, and the fact that most of our second – hand vehicles are not designed for own poor state of roads. Unqualified drivers, who access driving licences fraudulently, excited taxi drivers, drunk, driving, drug abuse, the tendency to driver under medication that causes drowsiness.

Ignoring road signs, poorly constructed roads (with sharp bends, large pot holes, or that are very narrow) Poor weather conditions, reckless driving, disrespect of traffic rules, switching lanes even on high ways, and switching off engines on slopes to save fuel! In addition to the issue of mental status of the taxi and bus drivers arises as another major cause; “Most of the drivers drive under extreme stress.” Said Theodara Nbingiye,, a psychotherapist. “They drive all day and most of the time, getting only a couple of hours to rest.

“Their bosses ask them for a certain percentage above which is their cut. So they work so hard to make more money. The more trips they make, so is the money. This is their problem”.

Salube says. “Taxi drivers move from trip to trip, fighting to beat deadlines off the wheel”.

Simon Nantamu psychology lecturer says, “They work under stressful conditions, pushing themselves too far. That is why they take drugs, to break the monotony of their work life. In the end, they crash,” Theodora also points out the fact that drivers, extravagance increase on their need for money. They tend to have girl friends in every trading centre. They spend the little money they make entertaining them and they are in need for more.”

Nantamu felt that certain preventive measures could be put in place. There should be stiffer penalties for drivers who cause deaths. They should be charged for man slaughter and their driving licenced either suspended or permanently withdrawn.

Traffic policemen should be put back on the highways for drivers to be alert. Taxi drivers should work in shifts and be put on regular salary by a regulating, authority, independent of how many trips they make.

Both Theodora and Simon, pointed to the fact that the people who take on the profession of taxi drivers tend to have an underlying psychological problem.

This makes them reckless, fearless, insensitive to other people’s suffering, and arrogant. In light of this, taxi drivers, on general, need counseling.

**Adopted from the New Vision 71412004**

Note that the country is holding a road safety week, you, as a member of the writers club, asked to write something for student’s news, in about 90 words summarize the cause of the road accidents in Uganda.

**ROUGH COPY**

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**SECTION B**

**2A. Read the passage below and answer questions that follow:**

**Kidnapped**

At first, when he came to consciousness, Ali did not know whether he was alive or dead. A soft, heavy weight pressed him about on every side. He could see nothing, and breathing was difficult. He tried to move his arms and legs, but his efforts only increased the pain in his head – a pain which seemed, when he struggled, to reach out like a whip to sting his ankles and wrists. He realized that he was bound tightly, hand and foot.

For horrifying moment Ali believed that he had been buried alive. He groaned and twisted, trying to push with his bent knees at the weight that lay on him. The weight shifted and pressed more heavily on his chest and face. He wriggled violently and the weight moved again, so that breathing became a little easier.

After a little he realized that the weight’s in which he lay wedged were shaking with regular, jerky movements. He began to be aware of sounds and smells. The throbbing, hwhich he had thought to be part of the aching in his head and body, he knew to be the sound of a lorry engine. And there was the smell of grain and sack cloth in his nostrils.

It came to him with a wonderful feeling of relief that he had not been buried alive after all. God had heard his prayer. He had by now fully recovered his sense of position. He was in the back of a lorry – an old one by the sound of its engine. He was lying half – buried in a great pile of sacks of grain – rice, perhaps. He could see nothing because he himself was tied up in a sack.

He called out as loud as he could – trying to make his voice sound above the rattle of the engine.

‘Hullo! Let me out! .... Let me out, there’!

Almost immediately he felt himself being pulled up on the pile of sacks.

Someone undid the string that tied the sack over his head. He laid staring up at a *starlit* sky and gulping the fresh air into his lungs. The next movement the sky was blotted out by two faces bending down over him: a brown, scarred face under a lot of curly, black hair, and beside it then thin, white face he had last seen in a patch of moonlight among his uncle’s banana trees.

Ketam spoke first: ‘So you’re awake....... Ah Foo, stop the lorry. I can’t hear him above the noise of this engine.’ His voice was a deep growl – like thunder heard a long way off.

Ah Foo crawled over the heap of sacks and *thumped* the roof of the driver’s cab with his clenched fist. The lorry pulled off the side of the road, and stopped under some coconut trees.

When the engine had been switched off, Ketam bent his head close to Ali’s and said in his deep, threatening voice: ‘We have the map again, but where have you hidden the red notebook?

‘I.....I don’t know. I must have dropped it when you fired at me.... in the Gardens....”

‘So you dropped it in the Botanical Gardens, did you?” said Ketam, his yellow eyes burning like a tiger’s. ‘And where did you go when you left the Gardens?

Ali wondered whether it would help him to pretend that he had been to the police. But waiting for the word ‘police’ to draw a knife across Ali’s throat.

**Answer the following questions**

1. What made Ali unconscious?

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1. What was the soft heavy weight that was pressing on him?

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1. “God had heard his prayer” What was Ali’s prayer?

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1. How did Ali know that he was in a lorry?

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1. What time of day was it?

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1. Ah Foo ordered the lorry to be stopped because;

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1. Why was Ali in the lorry?

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1. Why was Ketam’s eyes burning like a tiger’s?

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**SECTION B**

**2B Read the passage and answer the questions that follow by putting a ring around the most appropriate answer.**

**The Teacher**

It was the first day of the new school teacher. All the teachers who had been at the school thought the previous year stood at the doors of their classrooms. They had already received their allocations of new pupils before the school closed for the summer holidays. The only addition to the staff, Margaret stood near the Principal’s office. She looked at a group of three teachers who stood to one side, among them Dekeledi they taught the beginners’ grades.

The Principal of the school belonged to that section of mankind which believed that a position demanded a number of exaggerated mannerism. He kept his coat unbuttoned. He walked as if in a desperate hurry which made his coat – tails fly out behind him. There might have been a time in his life when he had smiled naturally – say, when he was two years old. But he had a degree and a diploma and with it went an electric light smile. He switched it on and off. It was painful when he was with important people, when it remained switched on. He also behaved as though life were a permanent intrigue.

Nothing could be done in a straight forward way. He was a little like Uriah Heep, and a belly – crawler to anyone he considered more important than himself. He had to impress you with knowledge. This was as painful as his smile. His voice was heavy, determined and an authority on everything. When his face was in repose, his thick lower lip hung down on his chin.

Margaret’s advance papers had aroused his curiosity considerably. Even the sight of her. He made the same error as Dikeledi, assuming she was a coloured. That was unusual too. Such children always worked in the shops of their white fathers. He thought he’d have something to talk about, such as that she must be the first of their kind to teach in their school. He’d also have to keep a sharp eye on racialism. Those types were well known for thinking too much about their white parent, not about their African side. He eventually approached Margaret with his electric light smile.

“Ah, Miss Cadmore, ‘ he said.

Off went the smile, down came the lower lip. He frowned.

“I have decided to form an additional class outside the beginners’ grade. As you know, the begineers’ grade is the foundation of a child’s life. I have the best teachers there, like Mistress Dikeledi. Err....”

He paused, and looked at her closely. There was interest, curiosity there.

“Excuse the question, but are you coloured?” he asked.

“No, “she replied, “I am a Masarwa.”

The shock was so great that he almost jumped into the air. Why, he’d be the sensation of the high society circle for a week! He controlled himself. He looked down. He smiled a little. Then he said: “I see.”

The whole day he fretted. School closed just past noon. The office of the education supervisor was a stone’s throw from the school. Usually they sat chatting over three or four cups of tea. Today the list of beginners seemed endless. He kept out of the corner of his eyes that the Masarwa (she was no longer a human being) seemed to be extra ordinary friendly with Dikeledi, who, in his eyes, was royalty of royalty. Should he warn Dikeledi that she was talking to it “it” “Surely had all the appearance of coloured.

“There’s been some chicanery, “he muttered, over and over again.

As soon as the noon bell rang he could be seen walking at a desperate pace to the office of the education supervisor. He slowed down at the door and shuffled in.

“Seta, “the Principal queried.

“How so?” the other queried.

“I have a Masarwa on my staff.”

The man Seth whistled softly

“It’s the Margaret Cadmore woman?” he said looking serious. “God, this is going to raise hell among the Totems here.”

Seth grabbed some files and ran his eyes down the application list. There was no requirement for a person to define his tribe or race. He looked very annoyed.

“They’re going to blame me, “he said. “I only look at qualifications. She was top of the class the whole way through. How the hell did she get in? God, Pete, this is a mess.

Without seeing him, he stared at Pete, the Principal. Agains, he whistled softly through his teeth. Pete grinned, then he drawled:

She can be shoved out, “he said. “It’s easy. She’s a woman.”

*(From Maru by Bessie Head)*

***Select the best answer for questions 1 – 5 and put a ring around***

1. What was the Principal’s attitude to Margaret when he first saw her?
2. He was angry that she had tried to deceive him into thinking that she was a coloured
3. He thought that there must be something wrong with her, since coloureds usually work in the shops of their fathers.
4. He was curious, but cautious, as he was aware that coloureds frequently look down on Africans.
5. He was amazed, as she was the first coloured teacher to teach in his school.

1. I seem that the Principal through that a Masarwa was;
2. More animal than human
3. ‘royalty of royalty’
4. A foreigner
5. Guilty of deception

1. Which of the following is most likely to be true?
2. Margaret hoped that Dikeledi would think she was a coloured
3. Although she looked like a coloured, Margaret wanted it to be clearly understood that she was a Masarwa.
4. Although Margaret was a Masarwa, she hoped that others would think that she was a coloured.
5. Margaret trusted the Principal, she told him the truth, but she hoped others would think she was coloured.

1. Why did the Principal and the Education Supervisor want to get rid of Margaret?
2. Because she was a woman
3. Because she was a coloured
4. Because she was guilty of deception and chicanery
5. Because she was a Masarwa.
6. From this passage, it is clear that the Principal.
7. Trusted few people, but at the same time cared a great deal about what others thought of him
8. Tried a great deal to impress people, but did not care what unimportant people thought of him
9. Was well – educated, and highly intelligent and wanted to make sure that everyone was fully aware of the fact.
10. Was very busy, efficient and professional in his job, but did not get on very well with other people.

**SECTION C**

**Write the following sentences according to the instructions given for each.**

3.1 She rarely visits her parents during school days. *(Use Seldom)*

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3.2 The short rains are less dependable than the long rains and are thus more difficult to predict. *(Start: Because the long rains.....)*

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3.3 There were very few on looker at the concert.  *(Use any...)*

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3.4 There was very little sugar in the tea. *(Begin. Hardly.....)*

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3.5 “I can’t stand rice if it is not cooked very well,” said Peter.

*(Rewrite without quotation marks.)*

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3.6 There has been a large enrollment of pupils in primary schools recently, because of the good performance*. (Join using, Owing to....)*

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3.7 John doesn’t know the girl. He lent his set to her. *(Join using whom.....)*

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3.8 That car was very popular when it first appeared on the market. *(Start At...)*

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3.9 The day was very hot. We worked throughout the term. (Join beginning: Hot..)

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3.10 He said that she was behaving disgracefully towards his parents.

(Begin: He complained of.....)

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**3B Complete the sentences with the most suitable answer among the given alternatives. Put a ring around your best choice.**

1. There is............................. sometime for us to complete the work.
2. Rather b. quite
3. Yet almost
4. Of James and Juma, the......... is fatter.
5. Other b. later c. another d. latter
6. The pen was .............................. costly for me to buy.
7. Very b. so c. much d. too

1. Have advised me;
2. What have I to do c) what I had to doing
3. What have to be done d) what I had to do
4. Everyone looked.............................. the president to give a lead.
5. to b. out c. up d. at
6. He ...................... in the bed the whole of yesterday.
7. lied b. lay c. lain d. laid
8. Travelling.................................. foot gives me joy.
9. by b. worth c. in d. on
10. The little boat was.................... a rock and caused an accident.
11. Stricken b. struck by c. struck d. struck with

1. When we reached the station, the train....................already.
2. left b. has left c. had left d. was leaving
3. The chairman is not yet here, he..................have, been delayed.
4. Might b. ought to c. can d. would

**END**