





22. The storm came and swept away many houses. Most crops were destroyed. It was \_\_\_\_\_ strong.
- A. quite                      B. really  
C. rather                     D. unlikely

For questions 23 and 24, complete the following sentences.

23. It was so dry
- A. when all animals and people were starving to death.  
B. so animals and people starved to death.  
C. that animals and people were starving to death.

D. for animals and people to starve to death.

24. The athlete is \_\_\_\_\_ to compete in an international race.
- A. very slow  
B. really slow  
C. extremely slow  
D. too slow
25. Which word is correctly spelt?
- A. Diarhoea                      B. Pronunciation  
C. Luggage                      D. Sustainance

Read the passage below and answer questions 26 to 38.

Ten years ago, a computer was a large, static and very expensive piece of machinery, operated by an expert elite who communicated with it in a language which only they understood. Today, computers are small, portable and cheap, and may be programmed by school children with an ease and assurance that terrifies their parents.

These developments have inevitably set in motion yet another educational bandwagons which most teachers have by now learnt to view with extreme caution. Surely the microcomputer will go the way of no competition that is embraced with enthusiasm by teachers and pupils.

Its usefulness cannot be overstated, its flexibility is unlimited. In the next decade, microcomputers will stimulate radical changes in each area of the educational system. Their potential has already been recognised and exploited in other fields. Schools will not so much be moving with the times as running to catch up. Ideally, the reading courses of the future will not only look different to today's teachers, they will be unrecognisable.

More imaginative programmes are being written. For example the computer can be used in the classroom to teach story writing. In one, the child is invited to write a story with a computer choosing from a list of possible scenes. Supposing the child selects 'football match.' The screen clears and a green pitch appears. The computer asks, "what would you see at a football match?" The child thinks or discusses with a partner and types in 'police'. The computer scans its memory, finds 'police' and positions little blue policemen around the perimeter of the pitch. Gradually, the picture is built up. If the child cannot complete it, then he or she asks for help. The computer could offer suggestions, for example, "There are eleven \_\_\_\_\_ in a team." Then the child types in and if the picture is complete, a whistle blows and a player runs with the ball and scores a goal. The computer asks the child if he or she wants to repeat the section or choose the next scene. Potential is very great as it creates opportunity for effective teaching of skills. No spelling mistakes or grammatical errors will appear as they are highlighted and options given or are automatically corrected. This unique combination is of too great a value to be wasted.

26. Which statement is not true according to the first line? Computers
- A. were portable.  
B. were very large.  
C. were very expensive.  
D. needed a lot of skills and knowledge to operate.
27. Which is a similarity between the computer ten years ago and the computer today? They are

- A. very expensive.                      B. programmed.  
C. portable.                                D. small.
28. What is the impact of computer development for teachers?
- A. They are as terrified by computers as the parents.  
B. Teachers view it with extreme caution.  
C. They are the only one who embrace computers.  
D. The teachers take least caution when using them.



29. '...the microcomputer will go the way of no competition' means
- computers will go away with time.
  - computers will be movable and competitive with others.
  - they are not opposed and have no competition.
  - no one will compete to win a computer.
30. Why will microcomputers stimulate radical changes in all educational systems?
- They have unlimited flexibility and are very useful.
  - They are liked by all teachers and pupils.
  - They are small and easy to use.
  - All people will be computer literate.
31. What is the proof that the computer will stimulate radical changes in education?
- Its usefulness has been overstated.
  - It is not recognised by other fields at all.
  - Schools are not moving with the times.
  - It has been exploited in other fields.
32. What will be different in the reading courses of the future? They will
- look different and recognisable.
  - look different and unrecognisable.
  - be the same.
  - be easily recognised and less in variation.
33. Who is writing the imaginative programmes in computers?
- The pupil
  - The teachers
  - Computer programmers
  - Everyone
34. When would the screen of the computer clear and a green pitch appear? When
- the child has selected the topic.
  - the child has been invited to write.
  - imaginative programmes are being written.
  - the wrong choice has appeared.
35. Why does the computer ask questions?
- It doesn't know the next step.
  - To make the child change topics.
  - To help the child write creative work.
  - The computer is able to store information.
36. Why could the picture of the pitch not complete when the child types in 'police'?
- The option given was not correct.
  - The computer could not scan memory.
  - The computer could not tell the meaning.
  - The computer needed much help.
37. If the pupils cannot complete the questions well, what can they do?
- Discuss among themselves.
  - Ask the computer to help.
  - They could think.
  - The could scan the computer memory.
38. Which of the following statements is true according to the passage?
- Typed work is difficult to mark in computers.
  - Pictures are present in writing work.
  - Grammatical errors and spellings are automatically corrected.
  - Computers are limited.

**Read the passage below and answer questions 39 to 50.**

Many children are wasting their childhood working in urban households as domestic servants. Six years ago, the fourth born in a family of six, Sonali, accompanied her aunt from their rural home in Kisii, after the aunt convinced her mother – a widow – that she was going to educate the girl along with her own children.

But on arrival in Nairobi, the idea of taking her to school was discarded and Sonali became the house-help. Every morning, she would wake up at 5 am to prepare breakfast. When her cousins eventually woke up, she would help them to dress and when they had left she would wash their clothes. She did all the chores.

Her only free time was when she went to church on Sunday, which was only allowed after the intervention of her uncle. "My aunt was very mean to me, but my cousins and uncle treated me better," she says.



Once, when she was being whipped, neighbours saved her and threatened to take legal action against the aunt. The family moved to another neighbourhood, but the abuse continued. One day, her eleven-year-old cousin destroyed things in the house and her aunt beat Sonali with a ladle for it.

"I bled all over" she tearfully recalls. A neighbour rescued her, nursed her wounds and then took her to a shelter for abused and abandoned women and children. Since she left Kisii, aged six, she has never seen her mother or siblings.

Sonali was never paid any wages for her services and she doesn't know whether her aunt sent any money to her mother.

For two years, her aunt used to beat her at the slightest provocation. "Even when her children erred she would beat me," says the thirteen-year-old girl. Her aunt once beat her so severely that she fainted. She took her to hospital in panic, but she lied to the doctor about the cause of her condition.

The wounds have healed but the scars on Sonali's face, hands and back remind her of that time spent under the roof of her aunt.

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39. How do many children waste their childhood?  
A. They go to urban areas.  
B. They learn and work in urban households.  
C. They work as domestic servants.  
D. They help their parents as domestic servants.
40. What is the main reason why Sonali was given out to the aunt?  
A. Her mother had many children.  
B. There were no good schools locally.  
C. Sonali's mother was poor.  
D. She was the fourth born in a big family.
41. What was the condition of Sonali to go and stay with her aunt in Nairobi? She was to  
A. work as a house-help.  
B. work and get education.  
C. go to school and work in the house.  
D. be taken to school together with her cousins.
42. Which statement is not true? When she reached Nairobi, Sonali  
A. would wake up after the cousins had gone to school.  
B. was never taken to any school.  
C. was over worked by her aunt.  
D. was mistreated by her aunt.
43. What character was displayed by Sonali's aunt?  
A. Kindness                      B. Generosity  
C. Cruelty                        D. Integrity
44. Why couldn't the neighbours take legal action to save Sonali from her aunt?  
A. They feared the aunt.  
B. They migrated to another neighbourhood.  
C. Sonali never reported to them.  
D. Sonali was taken to hospital.
45. What is a ladle?  
A. Cooking stick  
B. A big stick  
C. A metal rod  
D. A big serving spoon
46. How many years has it been since Sonali left Kisii?  
A. Eleven                              B. Thirteen  
C. Six                                    D. Two
47. How old is Sonali now?  
A. Thirteen years                  B. Eleven  
C. Six                                    D. Two years
48. Which statement is true about Sonali?  
A. She was paid very little money.  
B. She has never seen or heard about her mother since she left Kisii.  
C. Her cousins and uncle were unaware of Sonali's suffering.  
D. Sonali's wounds healed leaving no scars.
49. What form of abuse did Sonali face at her aunt's house?  
A. Forced labour  
B. Domestic violence and torture  
C. Sexual abuse  
D. Child abuse and harassment.
50. What is the best title for the passage?  
A. Sonali the lost child.  
B. Sonali narrates the harsh conditions she went through.  
C. Life in Nairobi.  
D. Domestic violence.