**SHULE ........................................................................................................................................**

**JINA ....................................................................................... NAMBARI ....... DARASA .......**

**102/2**

**KISWAHILI**

**KARATASI YA 2**

**LUGHA**

**JULAI 2019**

**KIDATO CHA NNE**

**MUDA: SAA 2½**

**MAAGIZO**

1. **Andika jina lako na nambari yako ya mtihani katika nafasi ulizoachiwa hapo juu.**
2. **Jibu maswali yote.**
3. **Majibu yote yaandikwe katika nafasi ulizoachiwa katika kijitabu hiki cha maswali.**
4. **Majibu yote LAZIMA yaandikwe kwenyw kijitabu hiki cha maswali.**
5. **Karatasi ina kurasa tisa zilizopigwa chapa.**
6. **Watahiniwa ni lazima wahakikishe kwamba kurasa zote za karatasi hii zimepigwa chapa sawasawa na maswali yote yamo.**

**Kwa matumizi ya mtahini pekee**

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| --- | --- | --- |
| **SWALI** | **UPEO** | **ALAMA**  |
| **1** | **15** |  |
| **2** | **15** |  |
| **3** | **40** |  |
| **4** | **10** |  |
| **JUMLA**  | **80** |  |

1. **UFAHAMU**

Vitabu vingi vya hadithi za watoto vilivyowahi kuandikwa katika lugha ya Kiswahili kufikia sasa vinaweza tu kukidhi mahitaji ya wanafunzi wa darasa la nne hadi la nane na hivyo basi, kuacha ombwe pale panapostahili kuwekwa msingi imara – shule ya chekechea hadi darasa la tatu. Utafiti uliowahi kufanywa na wanaisimu- saikolojia unathibitisha kwamba, uwezo wa mwanafunzi wa kujifunza lugha ya pili huwa katika kiwango cha juu awapo na umri mdogo na kwamba, uwezo huo huanza kupungua kadiri umri unavyoongezeka na kufikia kipindi maalum (critical period) ambacho hukisiwa kubisha katika umri wa kubaleghe au kuvunja ungo.

Hivyo basi, ili kustawisha hulka ya usomaji ya kudumu, waandishi wa fasihi ya watoto wanapaswa kujifahamisha mengi kuhusu ukuaji wa watoto hao wadogo na mikakati ambayo huitumia katika kujifunza lugha ya pili.

Aidha, wanapaswa kuyafahamu yale yanaypwapendeza na kuwachochea katika kusoma ili kuyajumuisha katika vitabu vyao vya hadithi. Mambo haya yatatimia iwapo waandishi hao watakuwa na mafunzo ya kimsingi katika taaluma ya isimusaikolojia.

Wanafunzi katika viwango tofauti wana mikakati tofauti ya kujifunza lugha ya Kiswahili. Kufikiria kwamba wanafunzi wa madarasa ya chini (darasa la kwanza, pili na tatu), wanaweza kuitumia mikakati sawa na ile ambayo hutumiwa na wenzao wa madarasa ya juu kujifunza Kiswahili si sahihi.

Watoto wadogo hujufunza mambo mengi kwa kukariri, kuigiza, kuiga, kufuatilia hadithi kwa picha miongoni mwa mbinu nyingine. Ili kufanikiwa katika kuwaandikia, sharti mikakati hiyo ya ujifunzaji izingatiwe.

Ufundi mkubwa unahitajika sit u katika kuziunda sentensi zao, bali pia katika kuifinyanga sarufi. Sentensi zenyewe ziwe fupi, zenye sarufi na msamiati sahihi, zilizorudiwarudiwa ili kuzifanya zinate akilini na kuendelezwa kwa mtindo wa nyombo au mashairi mepesi.

Watoto wadogo huvitiwa sana na nyimbo na mashairi mepesi na hujifunza kwa urahisi kupitia kwayo. Msururu wa vitabu vya 'Someni kwa Furaha' uliotimiwa katika miaka ya themanini na mwanzomwanzo wa miaka ya tisini, ni mfano wa vitabu vilivyotekeleza dhima muhimu sana katika kuumua na kuchochea hamu ya wanafunzi kupenda kukisoma Kiswahili.

Vitabu vilitumia mbinu mbalimbali zilizoweza kuyateka mawazo ya wanafuzi katika viwango tofauti. Miongoni mwa mbinu hizo ni matumizi ya vibonzo, mashairi na nyimbo za chekechea zenye maudhui ambayo watoto wangeweza kujinasibisha nayo. Baadhi ya nyimbo hizo zilihimiza umuhimu wa kusomea katika mazingira safi, ushirikiano katika shughuli mbalimbali naumuhimu wa kuyachangamkia masomo. Mfano mzuri ni huu wimbo unapatikana katika kimojawapo cha vitabu katika msururu huo: chawa chawa mchafu, petu ni pakavu. Kata nyika utosini, kata nywele kwa mashine. Kichwa safi kama nini? Chawa chawa mchafu petu ni pakavu.

Mbinu nyingine iliyotumiwa sana katika vitabu hivyo ni matumizi ya picha na vibonzo. Vitabu vya watoto vinapaswa kuwa na picha nyingi au vibonzo vingi kuliko maandshi. Picha na vibonzo vyenyewe viwe na rangi kwa sababu watoto huvutiwa sana na rangi.

Waandishi wa fasihi ya watoto katika Kiingereza wamefanikiwa pakubwa katika kukumbatia mbinu hii, na hivyo, basi, kuyakidhi mahitaji ya rika tulilolitaja kwa kuandika vitabu ambavyo vimechangia kwa akali kubwa katika kustawisha hulka ya usomaji bado ingali changamoto kubwa kwani huanza kuwekewa msingi katika darasa le nne.

Kiini hasa cha kuendelea kuwepo kwa mielekeo hasi na matokeo mabaya katika somo la Kiswahili ni kule kukosekana kwa vitabu faafu vya hadithi za watoto katika madarasa ya chini vinavyoweza kusaidia katika kujenga hulka ya usomaji mapema iwezekanavyo.

Ombwe hilo linaweza kufidiwa tu iwapo waandishi wataibuka na vitabu ambavyo vitayakidhi mahitaji ya watoto hao wadogo na kuwapa ari ya kukipenda Kiswahili kuanzia umri wa chini.

1. Kipe kifungu anwani mwafaka. (alama 1)

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1. Ni katika umri gani mwanafunzi hujifunza lugha ya pili kwa urahisi. (alama 1)

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1. Waandishi wa vitabu vya watoto watastawisha usomaji wa kudumu kwa njia gani? (alama 4)

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1. Taja dhana potovu kuhusiana na ujifunzaji lugha kwa watoto. (alama 2)

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1. Onyesha njia ambazo kwazo watoto hujifunza kwa wepesi. (alama 3)

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1. Vitabu vya watoto vinapendekezwa viwe na sifa gani? (alama 2)

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1. Eleza maana ya msamiati huu kulingana na muktadha wa matumizi. (alama 2)
2. Ombwe

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1. Kufidiwa

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1. **Ufupisho**

Soma taarifa ifuatayo kisha ujibu maswali yanayofuata.

Katiba mpya imeipa lugha ya Kiswahili hadhi nyingine kuifanya kuwa lugha rasmi kando na kuwa ni lugha ya taifa. Mabadiliko haya muhimu yana changamoto kadhaa.

Kwanza kabisa lugha ya Kiswahili sasa itashindania nafasi sawa na ile ya Kiingereza katika shughuli za kikazi. Swala hapa linahusu majukumu ambayo lugha hizi zitatekeleza. Je, lugha hizi zitatumiwa mtawalia katika shughuli za kikazi au zitatengewa majukumu maalum?

Lugha ya Kiswahili itachukua nafsi ipi? Kiingereza kitaachiwa nani tukizingatia kuwa kwa muda mrefu lugha ya Kiingereza ndiyo imekuwa lugha tawala katika mazingira haya? Je, wananchi wataweza kufanya maombi kwa lugha ya Kiswahili kando na kuendesha mawasiliano ya kiofisi kwa lugha hii? Kwa kifupi ili kusitokee mgongano wa matumizi ya lugha hizi mbili, ni muhimu sana kwa watunga-sera kueleza kinagaubaga mawanda ya matumizi ya lugha hizi mbili katika mazingira ya kikazi.

Changamoto nyingine na muhimu ni kiwango cha maandalizi ya wananchi katika kuyapokea mabadiliko haya. Kwanza, wananchi wanafaa wafahamishwe kuhusu haki yao ya kutumia lugha hii katika mazingira ya kazi. Si ajabu kuwa wao hawana habari kuhusu mabadiliko haya ya kisera. Watumishi wa umma nao wanastahili kupewa mafunzo maalumu kuhusu mbinu za mawasiliano katika Kiswahili ili waendeshe shughuli zao vizuri.

Kwa upande mwingine, vyuo vikuu pamoja na taasisi nyingine za mafunzo zinastahili kutoa kozi ya lazima katika lugha ya Kiswahili kwa wanafunzi wanaojiunga nazo ili kuwaandaa kwa mahitaji haya mapya ya kikatiba. Kadhalika, serikali inastahili kuwaandaa wataalamu zaidi wa lugha ya Kiswahili ambao watahusika katika kuwafunza wanaohusika na utekelezaji sera.

Kuna haja pia ya wataalamu wa lugha kuandika vitabu zaidi kwa lugha ya Kiswahili ambavyo vitatoa mafunzo kuhusu mbinu mbalimbali za mawasiliano. Shughuli hii iambatane na ile ya kutafsiri vitabu vilivyoandikwa kwa lugha nyingine kwa ile ya Kiswahili.

Kwa muda mrefu sasa, kumekua na tatizo la mitazamo hasi miongoni mwa wananchi kwa lugha ya Kiswahili. Baadhi ya wananchi wamekuwa na sababu zao za kutoitumia lugha hii wakishikilia kuwa lugha yenyewe ni ngumu.

Aidha, wananchi wengine wamekuwa na uzoefu wa kuzungumza lugha ya Kiingereza au lugha nyingine za kigeni huku, wakitoa nafasi finyu kwa lugha ya Kiswahili, waipende na kuielewa vizuri.

Ni muhimu kufanywe kila juhudi kuhakikisha kuwa wananchi wanatumia Kiswahili sanifu ili wasije wakakivuruga kwa kukiendeleza visivyo au kwa kukiharibu kwa kijilugha cha sheng au kwa lugha za kienyeji.

Vilevile , ni muhimu wananchi watambue kuwa nchi yetu ya Kenya ndiyo kitovu cha lugha hii na hivyo basi, wafanye kila juhudi kuitumia ipasavyo ili tusionekane kuwa watumwa katika lugha yetu asili. Tunahitaji viongozi vielezo nchini ambao wanazungumza Kiswahili sanifu kwa madoido na ufasaha sio tu katika ulingo, bali pia katika Nyanja nyingine za maisha.

Kwa hivyo, viongozi wetu wajiepushe na matumizi ya Kiswahili chapwa ili wananchi wahimizike kuzungumza Kiswahili kwa ufasaha. Ingekuwa hata bora ikiwa wangepewa kipaumbele katika kupokea mafunzo kabambe katika lugha hiii. Pengine tungejifunza mengi kutoka nchi jirani ya Tanzania ambayo kwa kiasi kikubwa, ilifaulu kuramisha Kiswahili na kuleta umoja wa kitaifa.

1. Fafanua changamoto zinazoikumba lugha ya Kiswahili kama lugha rasmi. Maneno 70 alama 6, moja ya mtiririko.

Matayarisho

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Jibu

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1. Mwandishi ametoa mapendekezo kuhusu namna ya kuimarisha matumizi ya Kiswahili nchini. Yafafanue. (maneno 80(alama 7, 1 ya mtiririko)

Matayarisho

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Jibu

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1. **Matumizi ya lugha**
2. Eleza sifa mbilimbili za vitamkwa vifuatavyo.
3. /ng'/

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1. /e/ ..................................................................................................................................................................................................................................................................................................
2. Andika maneno yenye miundo ifuatayo ya silabi na upigie mstari.
3. KKKI -
4. IK -
5. KKI -
6. I -
7. Tia shadda katika maneno yafuatayo. (alama 1)
8. Mji
9. Karatasi
10. Tunga sentensi kudhihirisha matumizi ya ngeli zifuatazo. (alama 2)
11. I-I

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1. U-YA

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1. Yakinisha kwa wingi. (alama 1)

Mwalimu hakumwadhibu mwanafunzi.

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1. Andika sentensi ifuatayo katika wakati uliopita hali timilifu. (alama 1)

Mtoto analala

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1. Huku ukitoa mfano, fafanua dhana ya mzizi wa neno. (alama 2)

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1. Ainisha mofimu katika neno. (alama 3)

Lilililimia

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1. Changanua kwa kutumia jedwali.

Wale wakubwa waliohitajika mkutanoni wamekosa kufika.(alama 4)

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1. Ainisha kiima na shamirisho katika sentensi ifuatayo. (alama 3)

Mtahiniwa huyo alimletea mamake mkufu wa dhahabu.

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1. Andika katika usemi wa taarifa. (alama 2)

"Hilo jicho la paka mweupe leo ni marufuku kwangu," Alisema Bwana Ridhaa.

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1. Tunga sentensi yenye muundo ufuatao.

Nomino ya jamii, kirai kihusishi, kitenzi kishirikishi, kielezi cha mahali. (alama 2)

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1. Tunga sentensi ukitumia kiambishi 'tu' kama. (alama 2)
2. Kiwakilishi

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1. Kitenzi

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1. Andika sentensi ifuatayo katika hali ya udogo. (alama 2)

Nzi hao walimvamia ng'ombe aliyekuwa na kidonda. ...........................................................................................................................................................

1. Unganisha kwa kutumia kiunganishi cha kinyume.(alama 1)

Nitakununulia baiskeli

Sitakupeleka ziara.

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1. Onyesha vishazi katika sentensi hii. (alama 4)

Ikiwa utajitahidi masomoni utafanikiwa maishani.

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1. Onyesha aina za virai katika sentensi hii. (alama 2)

Mwalimu mwingine atatufundisha Kiswahili kando ya mti.

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1. Andika maana mbili za sentensi ifuatayo. (alama 2)

Rehema aliletewa buibui na mtoto wake.

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1. i. Wenye dhambi walimfanya Yesu afe msalabani. (Tumia kauli ya kutendesha.) (alama 1)

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ii. Tunga sentensi ukitumia kitenzi '–pa' katika kauli ya kutendeana. (alama 1)

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1. Akifisha sentensi ifuatayo.(alama1)

Amicus curiae ni msamiati uliovuma nchini baada ya uchaguzi mkuu mwanasiasa alisema.

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1. Uhawinde ni kwa utajiri na majimbi ni kwa ......................................................(alama 1)
2. **Isimu jamii**

Benki yenyewe haina kitu ... CD4 count yake iko chini ... ni emergency ... tutampoteza ikikosekana.

1. Taja sajili inayorejelewa na maneno haya. (alama 2)

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1. Fafanua sifa nne zinazohusishwa na sajili hiyo. (alama 8)

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