**JINA ………………………………………… NAMBARI YA KUSAJIRI ………………….**

**DARASA: ……………………………………. TAREHE: ………………………...**

**102/2**

**KISWAHILI**

**Karatasi ya 2**

**Julai/Agosti 2019**

**Muda: Saa 21/2**

**GATUZI NDOGO LA LARI 2019**

**102/2 KISWAHILI**

**MTIHANI WA PAMOJA WA JULAI-AGOSTI**

**KISWAHILI KARATASI YA 102/2**

**Maagizo.**

a) Jibu maswali yote katika nafasi ulizoachiwa.

b) Maswali yote yajibiwe kwa lugha ya Kiswahili.

c) Karatasi hii ina kurasa **9** zilizopigwa chapa.

d) Watahiniwa ni lazima wahakikishe kwamba kurasa zote zimepigwa chapa sawasawa na kuwa maswali yote yamo.

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| **SWALI** | **JUMLA** | **ALAMA ZA MWANAFUNZI** |
| **1** | **15** |  |
| **2** | **15** |  |
| **3** | **40** |  |
| **4** | **10** |  |
| **JUMLA** | **80** |  |

-2-

1. **UFAHAMU. (Alama 15)**

**Soma kifungu ulichopewa kisha ujibu maswali uliyopewa.**

Dunia inakumbwa na mustakabali finyu sana kuhusu hali yake ya kimazingira. Mabadiliko ya ghafla ya hali ya hewa ambayo tumekuwa tukishuhudia mara kwa mara, yanaashiria hali ya hatari ambayo inakikabili kizazi cha sasa na vile vijavyo.

Kwa miaka kadhaa iliyopita, hali ya anga ingetabirika. Kwa mfano, nyanyangu angeeleza kwa urahisi kuwa msimu wa upanzi ulikuwa kati ya mwezi Machi na Mei. Kwa kauli yake, ni wakati huo ambapo “Miungu walitiririsha machozi ya furaha “ kwa jamii. Sasa? Mambo ni tofauti sana.

Kwanza, ghadhabu ya mwanadamu dhidi ya mazingira asilia ndicho kiini kikuu cha madhila tunayoshuhudia. Kasumba dhaifu na tamaa ya ‘maendeleo ‘ ilifanya kuvamia chemchemi za maji na kukata miti.

Kinaya cha mwanadamu wa sasa na yule wa zamani ni kwamba, wale wa ‘zamani ‘ waliyajali mazingira. Hata ikiwa walikata miti, waliikata na kupanda mingine.

Zaidi ya hayo, kuna miti ambayo haingekatwa, kwani ilichukuliwa kwa uzito mkubwa kama chemchemi ya baraka kwa jamii. Hilo lilihakikisha kwamba, hata ikiwa kulikuwa na ukataji miti, chemchemi muhimu za maji hazikukauka.

Kinyume cha hayo, msukumo wa mwanadamu wa sasa ni tamaa tupu. Hajali wala habali! Kasumba na dhana za kibepari zimemfanya kujipenda, kiasi cha kutoyajali mazingira kwa vyovyote vile.

Mfano halisi ni uvamizi ambao umefanywa katika misitu muhimu nchini. Katika msitu wa Mau, kuna madai kwamba kundi la wanasiasa “ maarufu” waliuvamia na hata kujenga kiwanda cha majani chai. Wengine walitengeneza viwanda vya kusagia mbao za ujenzi.

Hali hii ni sawa na misitu ya Abedares na Mlima Kenya, ambayo imegeuka kuwa kama falme za wakataji miti. Unapopita karibu na misitu hiyo, kitakachokukaribisha ni sauti za mashine za kukata miti, iwe usiku ama mchana. Hawaogopi lolote.

Kwao lengo kuu huwa ni kutimiza “maagizo ya “wakubwa” wao. Kinaya cha haya yote ni kuwa, baadhi ya watu ambao wamekuwa wakinufaika kwa biashara hii haramu ni wale walio serikalini ambao sauti hazikosi kusikika zikihimiza athari za kukosa kuhifadhi mazingira.

Hivyo, ukweli mtupu uliopo ni kwamba, tumekuwa tukiogelea katika bahari ya hadaa tupu; tunajiumiza sisi wenyewe! Ni kama chachandu anayejipalilia makaa.

Ni dhahiri kwamba suluhisho la majanga haya yote ya kimazingira ni rahisi kuondoa unafiki na tamaa. Tulinde mazingira kutoka kwa nafsi zetu.

***MASWALI.***

1. Yape makala haya anwani mwafaka. (al.1)

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-2-

1. Taja ishara ya hatari inayokikabili kizazi kipya. (al.1)

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1. Eleza tofauti za mwanadamu wa sasa na wa hapo awali. (al.2)

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1. Ni hatua zipi ambazo mwanadamu wa hapo awali alizichukua ili kuhifadhi mazingira? (al. 2)

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1. Binadamu amekuwa ni kama chachandu anayejipalia makaa. Thibitisha kutoka kwa kifungu. (al.2)

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1. Mwanadamu wa sasa ana tamaa. Toa mifano **mitatu** kudhibitisha haya. (al.3)

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1. Ni suluhisho lipi linalopendekezwa la kumaliza majanga ya kimazingira? (al. 1)

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1. Eleza maana ya msamiati ufuatao kama ulivyotumika katika kifungu. (al.3)
2. Haramu

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1. Anayejipalia makaa

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1. Ghadhabu

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**UFUPISHO. (ALAMA 15)**

***Soma kifungu kifuatacho kisha ujibu maswali.***

Mfumo wa elimu nchini unatilia mkazo mafunzo mengine ambayo, japo yamo nje ya masomo ya kawaida, yanahusiana na kwenda sambamba na masomo hayo ya kawaida. Vyama vya wanafunzi shuleni vinachangia pakubwa kupitisha mafunzo haya ya ziada.

Vyama vya wanafunzi hutofautiana kulingana na majukumu. Mathalani, vipo vyama vya kidini, vya kitaaluma na vya michezo. Pia, kuna vyama vya kijamii kama vile Chama cha Kupambana na Matumizi Mabaya ya Dawa na vya kiuchumi kama vile Chama cha Wakulima Chipukizi.

Imadhihirika kwamba vyama vya wanafunzi vina **manufaa ya kuhusudiwa.**Hii ndiyo sababu shuleni, kila mwanafunzi anahimizwa kujiunga na angaa vyama viwili. Vyama vya wanafunzi huwasaidia kukuza vipawa na kuimarisha stadi za kujieleza. Haya hufikiwa kupitia kwa shughuli za vyama kama vile ukariri wa mashairi, mijadala, utegaji na uteguaji vitendawili, chemsha bongo na ulumbi. Aidha, vyama hivi huhimiza utangamano miongoni mwa wanachama kwani wao hujiona kuwa watu wenye mwelekeo mmoja. Vilevile utangamano wa kitaifa na kimataifa hujengeka.

Mwanafunzi ambaye amejiunga na vyama vya wanafunzi huweza kukabiliana na changamoto za maisha kwa urahisi kuliko yule ambaye hajawahi kujiunga na chama chochote. Katika vyama hivi, wanafunzi hufunzana mikakati na maarifa ya kutatua matatizo na mbinu za kuepuka mitego ya ujana. Kupitia kwa ushauri wa marika kwa mfano, mwanafunzi hushauriwa kuhusu masuala kama vile uteuzi wa marafiki, kuratibu muda, kujikubali na kuwakubali wenzake.

Hali kadhalika, mwanafunzi hujifunza maadili ya kijamii na kidini. Kupitia kwa vyama vya kidini na vinginevyo, yeye hujifunza kujistahi na kuwa na stahamala ya kidini, kiitikadi na kikabila. Kadhalika, majukumu ambayo mwanafunzi huenda akapewa hupalilia uwajibikaji, uaminifu na kipawa cha uongozi. Hata anapohitimu masomo yake, mwanafunzi huyu huendeleza sifa hizi.

Vijana wana nafasi kubwa katika kukabiliana na maovu ya kijamii kwani wao ndio wengi zaidi. Kupitia kwa vyama hivi, wanafunzi wanaweza kuwahamasisha wenzao dhidi ya tabia hasi kama vile kushiriki mapenzi kiholela, ulanguzi wa dawa za kulevya na kujiingiza katika burudani zisizofaa. Pia, shughuli na miradi ya vyama hivi huwawezesha wanafunzi kutumia nishati zao kwa njia ya kujinufaisha na kuepuka maovu. Kwa mfano, wanaweza kwenda kukwea milima, kufanya matembezi ya kukusanya pesa za kuwafadhili wahitaji, kuendeleza shughuli za kunadhifisha mazingira na kutembelea vituo vya mayatima na wazee.

Kushiriki katika vyama vya michezo hakumwezeshi mwanfunzi kuimarisha afya na kujenga misuli tu, bali pia huweza kuwa msingi wa kupata chanzo cha riziki baadaye. Wapo wachezaji maarufu ambao walitambua na kuviendeleza vipawa vyao kupitia kwa vyama aina hii, na hivi sasa wana uwezo wa kuyaendesha maisha yao na ya familia zao.

Ifahamike kuwa vyama vya wanafunzi vinapaswa kuwa msingi wa mshikamano na maridhiano. Visitumiwe kama vyombo vya kuwagawa wanafunzi kitabaka. Mwanafunzi hana budi kusawazisha muda anaotumia. Atenge muda wa shughuli za vyama na wa kudurusu masomo yake.

**Maswali**

1. Fupisha ujumbe wa aya tano za kwanza kwa maneno 80 (alama 9, 1 utiririko)

**Matayarisho**

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1. Fafanua masuala ambayo mwandishi anaibua katika aya tatu za mwisho (maneno 60)

(alama 6, 1utirirko)

**Matayarisho**

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**MATUMIZI YA LUGHA. (ALAMA 40)**

(a) **Andika sauti zenye sifa zifuatazo.** (al. 2)

(i) Kiyeyusho cha midomo

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(ii) Irabu ya mbele juu

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(iii) Kipasuo ghuna cha kaakaa laini

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(iv) Kikwamizo sighuna cha menoni

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(b) **Onyesha muundo wa silabi katika maneno yafuatayo.**  (al. 2)

(i) Igwa …………………………………………………………………………………………….

(ii) Mchwa …………………………………………………………………………………………….

(c) **Ainisha viungo vya kisarufi katika sentensi hii.** (al. 2)

Alani

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(d) **Weka vitenzi katika hali ya kuamrisha kwa wingi.** (al. 2)

(i) -nywa…………………………………………………………………………………………….

(ii) Tubu …………………………………………………………………………………………….

(e) **Geuza sentensi hii katika usemi wa taarifa.** (al. 3)

“Sitakuja shuleni kesho,” mwalimu mkuu akasema, “Nitaenda kuhudhuria mkutano Mombasa.”

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(f) **Kanusha bila kutumia ‘amba’**  (al. 2)

Nitavaa viatu ambavyo ni safi.

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(g) **Tunga sentensi ukitumia kiwakilishi cha pekee katika ngeli ya:-** (al. 2)

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(h) **Andika kwa udogo.**  (al. 2)

Ng’ombe hao walichinjiwa karibu na mji ule.

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1. Bainisha miundo miwili ya **kirai kivumishi.** (al. 2)

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(k) Andika upya sentensi zifuatazo ukitumia**visawe**vya maneno yaliyopigiwa mstari**.**

(al. 2)

1. Babangu hapendi kunywa pombe

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(ii) Mgeni alipofika ukumbini, sherehe zilikuwa zimeanza tayari.

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(l) Andika sentensi ifuatayo upya kwa kufuata maagizo. (al. 2)

Yaya alimpikia mtoto chakula kitamu. (Anza kwa: Chakula ...)

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(m)Tumia neno **‘jana’** kutungia sentensi kama**.** (al. 2)

1. Nomino

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(ii) Kielezi

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(n) Tunga sentensi mbili kuonyesha matumizi **alama ya kinyota.** (al. 2)

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(o) Onyesha **yambwa** katika sentensi ifuatayo**.** (al. 3)

Mwajuma alitumia ufunguo kumfungulia Amina mlango.

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(p) Tunga sentensi katika **wakati uliopo hali isiyodhihirika.** (al. 2)

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(p) Changanua sentensi ifuatayo kwa**kielelezo cha matawi.**  (al. 4)

Mama alimtembelea mwanawe aliyekuwa mgonjwa.

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(q) Tunga sentensi kuonyesha jinsi kiambishi -**ndi**- kinavyoweza kutumiwa pamoja na nomino ifuatayo. (al. 2)

Mapambo

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(r) Fafanua maana mbili zinazojitokeza katika sentensi hii:- (al. 2)

Alitukimbilia sana

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**ISIMU JAMII (ALAMA 10)**

1. Eleza mambo yoyote **matano**aliyochangia katika maenezi ya Kiswahili katika Afrika

Mashariki kabla ya uhuru. (al. 5)………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

b) Eleza sifa **tano** za lugha rasmi. (al. 5)

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