***JINA……………………………………………………………………………..NAMBARI…………………***

***muda: saa 2***

***SHULE YA UPILI YA MTAKATIFU CLARE\_GATITU***

***KISWAHILI KWA KIDATO CHA KWANZA\_JARIBIO LA FEBRUARI (2018)***

***A. Soma taarifa hii kisha ujibu maswali (alama15)***

Asifuye mvua imemnyea. Huu ni msemo wenye hakika isiopingika, na kutilia shaka ni sawa na kudai jua linaweza kubadilika na kuchomozea upande wa magharibi badala ya mashariki. Huu ndio ukweli uliodhihirika juzi katika vyombo vyetu vya magazeti.

Lisemwalo lipo, na kama halipo li njiani. Waama, pafukapo moshi pana moto. Mwanafunzi mmoja wa kike kwa jina P.N. katika chuo kikuu kimojawapo nchini alishangaza umma wa Kenya na ulimwengu kwa jumla alipodai kuwaambukiza wanafunzi wenzake wa kiume mia moja na ishirini na wanne virusi vya Ukimwi.

Kisa na maana? Aliambukizwa Ukimwi na mwanafunzi mwenzake aliyekuwa akifanya majaribio ya ualimu katika shule yao ya upili. Baada ya kushawishika sana alijuana naye kimwili, na matokeo yakawa kifo ambacho sasa alikuwa anawagawia wenzake.

Kisa kama hiki kinachangia kueleza kina **kirefu cha kutamauka** na upweke ambao maisha ya waja wengi yameingia kiasi cha kuwaacha wanyama ijapo wanaenda kwa miguu miwili bado. Katika mojawapo ya mafunzo ya kidini ambayo Padre alinifunza mimi na wanafunzi wenzangu, tuliambiwa kisasi ni chake Mola, sisi waja wetu ni kushukuru tu. Mbona basi mwanafunzi kama huyu kutaka kulipiza?

**Ima fa ima**, na waswahili husema, “mlaumu nunda na kuku pia”. Huyu mwanafunzi hawezi kuachiwa atende alivyotenda. Aliyekula naye raha alikuwa mtu aliyefahamika vizuri sana kwake. Isitoshe, huenda wakati huo alikosana na mama na baba kulala nje. Huenda alikosana na ndugu zake kwa kuepa nyumbani usiku wa manane kwenda kumwona huyu kalameni. Huenda alikosana na mwalimu wake kwa sababu kiburi kilianza kuingia. Kwa vyovyote vile, alikula raha na hastahili kuwaadhibu watu wasio na hatia **kufidia makosa yake**. Je, kama yeye na huyo jamaa wasingekuwa na Ukimwi, raha kiasi gani wangezila hadi leo?

Jamii na watu wote kwa jumla hawana budi basi kulaani vitendo vya P.N. vya kuambukiza wanafunzi wenzake virusi huku akijua. Hili ni kosa ambalo linastahili adhabu ya kifo. Dawa ya moto ni moto ni adhabu inastahili kuchukuliwa haraka ili P.N. ambaye tayari amekiri hatia, atiwe nguvuni na adhabu itolewe.

Barua ya P.N. inafafanua jambo jingine sugu. Kwamba kiwango cha maadili katika vyuo vyetu kimezorota kiasi cha kufanyiana unyama usiosemeka. Vijana wengi siku hizi wanashiriki tendo la ndoa bila haya. Huu upotofu wa maadili katika jamii wapaswa kushutumiwa na wote. P.N. hana sababu yoyote ya kibinadamu, kidini au kitu chochote kile kudai haki kwa uovu huo wake.

**Maswali**

1.Taja kichwa mwafaka kwa makala haya ( alama2)

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2. Katika aya mbili za kwanza, mwandishi anamlaumu mwanafunzi kwa kosa gani? (alama2)

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3.Eleza chanzo cha tabia za P.N (alama2)

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4. Mwandishi wa taarifa hii anataka P.N achukuliwe hatua gani? Kwa nini? (alama4)

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5. P.N angefanya nini baada ya kugundua hali yake (alama2)

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6.Eleza maana ya vifungu hivi kama vilivyotumiwa katika taarifa: (alama3)

(a) Kina kirefu cha kutamauka................................................................................................................

(b) Ima fa ima........................................................................................................... .....................................

(c) imemnyea..............................................................................................................................................

B.***matumizi ya lugha***

a)i. Taja aina mbili kuu za sauti. (alama2)

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ii.Eleza tofauti kuu kati ya sauti hizo. (alama 2)

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b) . Akifisha sentensi hii kwa ufasaha (alama 2)

mwaka uliopita rehema na yohana walitembea eldoret

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c) kwa kila irabu uliopewa, taja sifa tatu. (alama3)

i)a:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

ii)o:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

d) Onyesha vielezi katika sentensi hizi (alama 2)

1. Ndege waliruka mbali sana. ………………………………….
2. Wanafunzi watundu wataadhibiwa kesho. ………………………………….

e) Tenganisha/bainisha neno lifuatalo katika vitamkwa vyake mbalimbali (alama 3)

1. Alimsomea ………………………………………………………………………………………………………………………

f)Taja idadi ya silabi katika maneno yafuatayo (alama2)

1. Usangombwingo…………………………………………………………………………………………………….

2.muundombinu………………………………………………………………………………………………………..

g) i. Eleza maana ya: (alama2)

1 kiimbo…………………………………………………………………………………………………………………………

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2.shadda…………………………………………………………………………………………………………………………

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h.Kwa kuzingatia kiimbo,onyesha mifano mitatu ya sentensi. ( alama 3)

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j.Weka shadda pahali panapofaa katika maneno yafuatayo (alama2)

a) kiatu

b) mkurugenzi

k. Kwa kutoa mifano, eleza njia tano za kuunda silabi za Kiswahili (alama 5)

i)……………………………………………………………………………………………………………………………………

ii)……………………………………………………………………………………………………………………………………

iii)……………………………………………………………………………………………………………………………………

iv)……………………………………………………………………………………………………………………………………

v………………………………………………………………………………………………………………………………………

l. Eleza tofauti kati ya ala tuli na ala sogezi (alama4)

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m.Taja vipashio vinne vya lugha (alama 4)

i)……………………………………………………………………………………………………………………………………

ii)………………………………………………………………………………………………………………………………..

iii)……………………………………………………………………………………………………………………………………

iv)……………………………………………………………………………………………………………………………………

n.i)Ni nini maana ya vichangamano? (alama 1)

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ii)Onyesha mifano wa vichangamano katika maneno mawili. (alama 2)

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o.Andika wingi wa sentensi hii: (alama 2)

Mwanaspoti yeyote wa shule hii anaweza kucheza mchezo huu.

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C.***fasihi***

a.iEleza maana ya istilahi hizi katika shairi. (alama 4)

1)Utao:……………………………………………………………………………………………………………………………

2.Mizani……………………………………………………………………………………………………………………………

3.Tathlitha………………………………………………………………………………………………………………………

4.Mleo………………………………………………………………………………………………………………………………

b.i)Taja aina ***mbili*** za fasihi. ( alama 2)

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ii.Fafanua tofauti zozote ***nne*** kati ya aina hizo mbili. (alama 4)

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