Jina\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Namba yako\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Sahihi ya mtahiniwa\_\_\_\_\_\_\_\_\_\_\_

Tarehe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

102/2

KISWAHILI

Karatasi ya 2

LUGHA

MACHI- 2019

MUDA: Saa 21/2

**MTIHANI WA PAMOJA WA BURAMU**

Hati ya Kuhitimu Elimu ya Sekondari

KISWAHILI

Karatasi ya 2

LUGHA

Muda: 2 1/2

**Maagizo**

1 Andika jina lako na namba yako katika nafasi ulizoachiwa hapo juu

2 Tia sahihi yako na tarehe ya mtihani katika nafasi ulizoachiwa hapo juu

3 Jibu maswali yote. Andika majibu yako katika nafasi zilizoachwa katika kijitabu hiki cha maswali

**Kwa matumizi ya mtahiniwa pekee.**

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| **Swali**  | **UPEO** | **ALAMA** |
| **1** | **15** |  |
| **2** | **15** |  |
| **3** | **40**  |  |
| **4** | **10** |  |
|  |  |

**1. UFAHAMU - (ALAMA 15)**

**Soma taarifa ifuatayo kisha ujibu maswali yanayofuata.**

Waliosema kuwa mchana ago hanyeli huenda akauya hapo walimlenga Sakata. Alikuwa msichana mwenye mashauo tangu alipoanza masomo ya kidato cha kwanza hadi cha nne. Sakata angepita mahali, lazima angejulikana kapita kwani asingekosa kumvuta mtu sikio, kumfunga mtu macho kwa kutumia viganja vyake au kupiga kidoko akikunja mdomo.

Daraja ya kidato cha nne ilimfanya asisikie la mwadhini wala la mteka maji msikitini. Hakuwaheshimu walimu wake, viranja wa shule sembuse wanafunzi wenzake? Aliitwa katika afisi ya naibu mwalimu mkuu karibu kila jioni, ungedhani kilikuwa chumba chake cha kubarizi. Hata hivyo, alipopewa adhabu alifanya kwa haraka na kuwauliza wanafunzi wenzake, “Hilo tu?” Mawaidha aliyopewa yalianguka kwenye masikio yaliyojaa nta.

Alipokaribia kuukamilisha mtihani wake, aliliongoza genge la wanafunzi watundu katika shughuli ya kuvichoma vitabu, kwa kile walichokiita “Academic fire”. Walivichoma vitabu vya thamani kubwa kuama vile kamusi za Kiswahili na kiingereza, atlasi na vitabu vipya ya kiada na kudurusu. Walisikika wakisema, “Wewe Bwana kushoto, kwaheri na Kiswahili chako. Sitawahi kusoma Kiswahili tena.” Kisha waliitupa kamusi ya Kiswahili kwenye moto na kupigana viganja. Pia wangeendelea, “Na wewe Bi. Udhaifu na Hisabati yako, kwaheri ya kuonana. Sitawahi kuulizwa mambo ya tatu ondoa mbili tena.” Kisha wangevitupa vitabu vya kiada vya Hisabati pamoja na vikorokoro vingine kama vile rula, vikokotoo n.k. Walimu waliopita karibu na moto huo walishangiliwa kwa makofi ya kejeli.

Hauchi hauchi unakucha. Baada ya kusubiri kwa takriban mwezi mmoja, matokeo ya mtihani wa kitaifa, K.C.S.E yalitangazwa. Ajabu ni kwamba Sakata aliwaongoza wanafunzi kwenda shuleni kuyapokea matokeo yao wakitarajia kuwa na matokeo bora!

Wanafunzi hao walipigwa na butwaa nusura wazirai walipoona kuwa wane walikuwa na alama za D+. mmoja alama ya D- naye Sakata alipata alama ya Y, Yaani matokeo yake yalikuwa yamefutuliwa mbali. Ilibidi akimbizwe hospitalini haraka kwa ambulensi iliyofika ikipiga king’ora baada ya simu ya naibu mwalimu mkuu.

a) Sakata alikuwa mwanafunzi wa hulka ipi? Toa idhibati tatu. (al. 4)

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b) Ni nini kinachoonyesha kuwa Sakata hakusikia la mwadhini wala la mteka

maji msikitini? (al. 3)

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c) Toa mifano miwili ya kinaya kwenye taarifa hii. (al. 2)

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d) Msemo huu umetumikaje katika taarifa, Mchana ago hunyeli, huenda akauya

hapo. (al. 2)

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e) Eleza hatima ya Sakata (al. 1)

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f) Eleza maana ya maneno haya kwa mujibu wa taarifa. (al. 3)

i) Vikorokoro ……………………………………………………………………………………………………………………………

ii) Genge ……………………………………………………………………………………………………………………………

iii) Masikio kujaa nta …………………………………………………………………………………………………………………….

**2. UFUPISHO (ALAMA 15)**

**Soma kifungu hiki kisha ukifupishe kwa jujibu maswali yatakayofuata.**

Ukitaka kufaulu maishani lazima ujue kuwa una kazi kubwa sana inayokungoja. Baada ya kuikabili vilivyo kazi hiyo kwa kutumia Nyanja mbalimbali utayaimarisha maisha yako. Karibu kila mtu aliyestawi amepitia katika vikwazo vingi tena vya kutatiza kuliko vikwazo wanavyovipata vijana wa kisasa. Vijana wote wanatakiwa sasa wasugue bongo zao sawasawa watende mambo mengi mazuri kuliko yale wanayoyaona. Wasitosheke nay ale yaliyotendwa na wazee. Kila kijana iwapo atakuwa na moyo kama huo nchi zote zitaendelea kwa kasi.

Kwa kujisaidia katika kujiendeleza, yafuatayo yanafaa kuzingatiwa. Vijana wanatakiwa wawe watoto wenye kuelewana na wazazi wao ambao watawaelekeza vyema kitabia na wakiwa ni wazazi waelewa, watapa watoto wao maelekeo na radhi ambayo ni bora kuliko mali. Watoto wenyewe wajue wanataka nini, wawe na malengo katika maisha yao na wakazanie kupata kile wanachokitaka bila kukata tama, watie bidii sana, wapende kusoma bila kulazimishwa kwani kulazimishwa hakusaidii chochote. Ni sawa na ng’ombe alazimishwaye kwenda kunya maji lakini akifika mtoni akatae kunywa maji yale. Mtoto mwenyewe anatakiwa ajitafutie na ajue kuwa hasara ni yake asipofanya bidii na ajiamshe kifikira. Mtoto huyu asiridhishwe na vitu vidogo vidogo ama kuwa na tama anayependa kupewa zawadi ama peremende kila saa. Lazima ajue kuwa kupewa au kutopewa ni mamoja. Wazazi wakiwa na kitu cha kumpa ni sawa, wakiwa hawana pia sawa. Mtoto anatakiwa kuwa muelewa sana. Anatakiwa awe na ile fikira ya kujitafutia. Hata kama anatoka katika hali ya utajiri azidi kutafuta ili ikiwezekana atajirike hata zaidi.Asitengemee cha ndugu kwani huenda akafa akiwa maskini. Chako ni bora kuliko kikubwa cha mwenzio.

Vijana wanatakiwa kuwa na nidhamu ya kiwango cha juu popote walipo. Wawe ni watu wenye kujiamini. Wasikate tama kwa ajili masomo ni magumu bali wakazane kuyaelewa kwani mwisho, wataelewa na kufanikiwa. Yafaa waelewe kuwa hakuna kizuri kinachopatikana kwa urrahisi, mataka cha mvunguni sharti ainame. Lazima wadhurike wakitaka kufanikiwa. Wasiwadharau walimu au wenzao, wasipoteze wakati wao kusengenya. Wawapuuze wanaowanyanyasa, hata neno moja la kuwaudhi wanaloambiwa na watoto waovu. Vijana wawe tayari kukosolewa na kuomba msamaha wa makosa yao.

Wawe ni watu wanaowaelewa wenzao na kuwachukulia vizuri, wawaheshimu kwa vile walivyo. Wasithamini vitu vya anasa sana kama mavazi ya kitajiri wengi wasio na chochote wanaopuuza mambo ya anasa ndio wanaofaulu sana katika maisha. Wenye tama hawafaulu, hungeuka kuwa wezi na kuishia gerezani.

a) Fupisha aya ya kwanza kwa maneno 30. (alama 5, mtiririko 1)

Matayarisho

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b) Bila kupotosha ujumbe uliokusudiwa na mwandishi, fupisha aya mbili za mwisho. (maneno 95 – 100). (alama 10, mtiririko, 2)

Matayarisho

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

a) Andika sauti zenye sifa zifuatazo (alama 2)

i) Kiyeyusho cha kaakaa gumu ………………………………………………………………………………………

ii) Irabu ya wastani nyuma ………………………………………………………………………………………

iii) Kipasuo kwamizo ………………………………………………………………………………………

iv) Kikwamizo ghuna cha meno ………………………………………………………………………………………

b) Huku ukitoa mifano, tofautisha kati ya sauti mwambatano na silabi mwambatano.

 (alama 2)

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c) Tenga silabi katika maneno yafuatayo kisha uandike muundo wake. (alama 2)

i) ng`ambo

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ii) nyacha

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d) Tumia neno “jana” kutunga sentensi kama. (alama 2)

i) Nomino

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ii) Kielezi

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e) Tumia mzizi –w- katika sentensi kama (alama 2)

i) Kitenzi kisaidizi

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ii) Kitenzi kishirikishi

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f) Tumia kivumishi kiashiria cha mbali kidogo pamoja na nomino katika ngeli ya –U – I Kutunga sentensi katika ukubwa –wingi. (alama 2)

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g) Ainisha viambishi kwa kurejelea majukumu ya kisarufi katika neno

 aliyekuja. (alama 3)

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h) Badilisha chagizo ya mahali iwe ile ya wakati katika sentensi ifuatayo. (alama 2)

 Dada alienda kijijini Mumias.

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i) Andika kwa usemi wa riwaya

 “Tafadhali, nifungulie mlango sasa, nitanyeshewa”. Mtoto akamwambia. (alama 2)

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j) Andika vitenzi vifuatavyo katika hali ya kuamrisha- wingi. (alama 2)

i) nywa ……………………………………………………………………………………..

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

k) Changanua sentensi hii ukitumia jedwali. (alama 4)

 Mwanafunzi yule shujaa aliandika insha iliyosisimua wengi.

l) Andika sentensi ifuatayo katika wakati ujao hali endelevu (alama 2)

 Mama alipika chakula kitamu

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m) Andika kinyume cha sentensi hizi. (alama 2)

i) Rehema alihuzunishwa na uchoyo wake.

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ii) Mtoto aliitwa mara chache.

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n) Bainisha yambwa na chagizo katika sentensi hii. (alama 2)

 Amewahubiria kanisani leo.

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o) Unda nomino mbili mbili kutokana na vitenzi hivi. (alama 2)

i) Jenga ……………………………………………………………………………………

ii) Fisidi ……………………………………………………………………………………

p) Tunga sentensi moja kudhihirisha tofauti kati ya kuna na guna. (alama 2)

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q) Huku ukitoa mifano, eleza miundo yoyote miwili ya nomino katika ngeli ya LI–YA.

 (alama 2)

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**3. ISIMU JAMII (ALAMA 10)**

**Soma makala yafuatayo kisha ujibu maswali.**

MTU I: Unaendeleaja tangu jana?

MTU II: Hali yangu haijaimarika. Nilitapika sana usiku sina appetite

MTU I: Nitakubadilishia dawa lakini enda lab kisha urudi hapa utapata nafuu.

a) Bainisha sajili ya mazungumzo haya. (alama 1)

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b) Taja na ueleze sifa nne za sajili hii zinazojitokeza katika makala haya. (alama 4)

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c) Eleza mitindo mingine mitano ya lugha anayoweza kutumia mtu ili kufanikisha mazungumzo yake. (alama 5)

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