



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MJI WA IFAKARA
MTHANI WA PAMOJA KIDATO CHA PILI



022

KISWAHILI

MUDA: SAA 3:00

Jumatatu 18 Machi, 2024

Maelekezo

1. Karatasi hii ina sehemu A B na C zenye jumla ya maswali kumi (10).
2. Jibu maswali yote kwenye nafasi ulizopewa.
3. Sehemu A na C zina Alama kumi na Tano 15 Kila moja na sehemu B na Sehemu B Ina Alama sabini (70).
4. Zingatia maelekezo ya kila sehemu na ya kila swali.
5. Majibu yote yaandikwe Kwa kalamu yenye wino bluu au mweusi.
6. Vifaa vyote vya mawasiliano visivyoruhusiwa havitakiwi katika chumba cha upimaji.
7. Andika namba yako ya upimaji katika Kila ukasa sehemu ya kulia .

KWA MATUMIZI YA MPIMAJI TU		
NAMBA YA SWALI	ALAMA	SAHIHI MPIMAJI
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SAHIHI YA MUHAKIKI		

Kiswahili Form Two

RJ Shavelson



Kiswahili Form Two:

English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania Elia Shabani Mlilo, Mikael Mwashilindi, 2017-08-07 This book examines the challenges posed by English a foreign language as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance The book probes the necessity for having two languages of instruction in the Tanzanian educational system While Kiswahili the native language is predominantly understood by the majority of people the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding writing listening reading and speaking English a language they use in learning and doing their examinations especially in the early stages of their secondary studies The incompetence in the above mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre primary and primary school study Kiswahili to secondary school study English Moreover most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students leading them to code switching and code mixing This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems helping them to make appropriate decisions in regard to the appropriate language of teaching and learning

History & Scope Of Distance Education D.D. Aggarwal, 2007 Being Continually Shaped Humphrey W. Muciiri PH.D., 2024-03-31 Humphrey W Muciiri was taught by his parents that there was only one God who created the heavens and the earth That God controlled everything He was to be feared and obeyed Humphrey had no clue how to obey God Although characters such as Abraham Moses and David are considered great men of God they disobeyed Him Jesus Christ is the only human being who fully obeyed God and died to save humankind from eternal damnation He became the model for humankind to emulate to live happily and joyfully now and hereafter Humphrey wanted to have a happy and joyful life now and hereafter He regularly read the Bible attended church every Sunday to please God by doing good But human nature drove him to do evil deeds He became greatly disturbed and conflicted about what to do After high school the Holy Spirit revealed to him that it was by God s grace he would be saved through faith in Jesus Christ It was not through striving but through God s gift and so he could not boast about it Ephesians 2 9 GNB 1994 Even after believing in Jesus Christ he still could not claim to be sinless But by regular Bible reading he found that when he confessed his sins to God he had peace in his heart because he was forgiven of all wrongdoing 1 John 1 8 9 GNB 1994 He is continually being shaped by God to the likeness of Jesus Christ Later Humphrey earned a bachelor of science degree from University of Nairobi Kenya a master of arts from Daystar University Nairobi Kenya and a Ph D in Organization and Management from Capella University Minneapolis Minnesota U S A Over three decades before coming to the United States he worked as an entrepreneur and a manufacturing executive in multinational corporations traveled and worked in different parts of the world Before retirement he worked as an adjunct professor at

Indiana Wesleyan University U S A He is the author of two other books namely *Sons and Dads Who will Reconcile Them and The United States and Kenya How Similar or Different are the Two Nations* *History and Government Form 2* , *Basic Demographic and Socio-economic Characteristics: Tanzania mainland profile* ,2004 **Basic Demographic and Socio-economic Characteristics** ,2004 *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning* Keengwe, Jared,2017-10-31 Every generation of students comes to the classroom with different needs than that of their predecessors Implementing new methods and styles of teaching to meet these diverse needs will provide students with the best chance of success in their educational careers The Handbook of Research on Pedagogical Models for Next Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting Featuring pertinent topics including mixed reality simulations interactive lectures reflexive teaching models and project based learning this is an ideal publication for educators academicians students and researchers that are interested in discovering more about the recent advances in educational fields **Why Tanganyika united with Zanzibar to form Tanzania** Godfrey Mwakikagile,2014-08-20 The author looks at the interplay of forces at work when the union of Tanganyika and the island nation of Zanzibar was formed in April 1964 Cold War intrigues and rivalries Pan African solidarity and commitment to regional and continental unity among other factors What role if any did the Cold War play in facilitating the merger of the two East African countries Was it an African initiative by the nationalist leaders of Tanganyika and Zanzibar to unite the two countries Did Pan Africanism and pan African solidarity play a primary or a minor role Or was it the prime determinant Other factors include fear of a communist regime which could have been established in Zanzibar after the revolution turning the island nation into what the United States and other Western powers feared would be the Cuba of Africa security concerns by Tanganyika if Zanzibar so close to the mainland were to have a hostile regime or became unstable thus posing a threat to the mainland fear by Zanzibari leaders especially President Abeid Karume who was worried that his political enemies especially the Marxist Leninist Abdulrahman Mohamed Babu could oust him from power and the only way he could be secure would be by uniting his country with Tanganyika for protection by a bigger and more powerful neighbour What role if any did all those factors play in the unification of the two countries Why did Zanzibari leaders such as Kassim Hanga and even Abdulrahman Babu well known Marxist Leninists support the union with Tanganyika knowing full well that it would deprive them of their power base in Zanzibar and thus make them allies of their enemies the United States and other Western powers who encouraged the merger of the two countries to neutralise them to prevent them from establishing a communist regime in Zanzibar that would pose a threat to Western geopolitical and strategic interests in the region and in Africa as a whole And why do the leaders of Tanzania mainland want to maintain the union at any cost although Zanzibar is an economic burden on the mainland The book includes some declassified material and interviews with senior American diplomats who were in Tanganyika and

Zanzibar when the merger of the two countries took place Kenya National Bibliography Kenya National Library Service.
 National Reference & Bibliographic Department,2005 *A Study of the Causes and Effects of Pupils Dropout in the*
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