

**WIZARA YA ELIMU NA MAFUNZO YA UFUNDI**  
**AZIMIO LA KAZI**

Jina la Mwalimu:.....

Mwaka: **2023**

Darasa: **KIDATO CHA NNE**

Jina la Shule:.....

Muhula: 1 & 2

Somo: **KISWAHILI**

| UJUZI | MALENGO | M<br>W<br>E<br>Z<br>I | W<br>I<br>K<br>I | MADA KUU | MADA<br>NDOGO | V<br>I<br>P<br>I<br>N<br>D<br>I | VITENDO VYA<br>UFUNDISHAJI | VITENDO VYA<br>UJIFUNZAJI | ZANA /<br>VIFAA | REJEA | TATHMINI | MAONI |
|-------|---------|-----------------------|------------------|----------|---------------|---------------------------------|----------------------------|---------------------------|-----------------|-------|----------|-------|
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|                                                                    |                                            |                        |            |                                    |         |              |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                   |                                                     |                                                                                                                                                                            |                                                                                                                      |  |
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| Kuhakiki kazi za fasihi andishi kwa kuzingatia vigezo vya uhakiki. | Kusoma na kuhakiki kazi za fasihi andishi. | <b>F E B R U A R I</b> | <b>3 4</b> | Uhakiki wa kazi za fasihi andishi. | Ushairi | <b>1 6 4</b> | -Kuwaongoz wanafunzi kwa kutumia majadiliano na kufafanua vigezo vya uhakiki wa ushairi n akubainisha aina za ushairi.<br><br>-Kuwaongoza wanafunzi kuhakiki fani na maudhui katika vitabu teule vya ushairi yaani:-<br>"Mashairi ya Chekacheka"<br>"Wasakatonge" | -Watataja nakufafanua vigezo vya uhakiki wa mashairi na aina za ushairi.<br><br>-Wanafunzi katika vikundi watahakiki fani na maudhui ya "Mashairi ya chekacheka" na 'Wasakatonge' | Vitabu teule "Mashairi ya chekacheka" "Wasakatonge" | Mukul u P (na wenza ke) 2009 Kiswah ili kituku zwe 4 Longm an press. -TUMI (1988) Kiswah ili sekon dari -Taasis i ya elimu (1996) kiswah ili kidato cha nne.O xford press. | Kutumia mbinu ya maswali na vikundi kuhakikii fani na maudhui katika vitabu teule vya ushairi ili kupima uelewa wao. |  |
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| Kukuza msamiati wa lugha | Kuwasiliana kwa mazungumzo na maandishi na watu katika muktadha mbalimbali | <b>F</b> | <b>E 4</b> | Kuongeza msamiati. | (i)Uunda ji wa maneno<br><br>(ii) Njia mbalimbali za kuunda maneno . | <b>2</b> | -Kuwaongoza kufafanua maana ya uundaji wa maneno na kuchunguza mazingira yanayosababisha kuundwa kwa maneno mapya. | -Watafafanua maana ya uundaji wa maneno na kuchunguza mazingira yanayosababisha kuundwa kwa maneno mapya. | -Matini yenye maneno yaliyoundwa kwa njia tofauti. | „            | Kutumia mbinu ya maswali ili kupima uelewa kwa wanafunzi . |              |
| <b>UJUZI</b>             | <b>MALENGO</b>                                                             | <b>M</b> | <b>W</b>   | <b>MADA KUU</b>    | <b>MADA</b>                                                          | <b>V</b> | <b>VITENDO VYA UFUNDISHAJI</b>                                                                                     | <b>VITENDO VYA UJIFUNZAJI</b>                                                                             | <b>ZANA / VIFAA</b>                                | <b>REJEA</b> | <b>TATHMINI</b>                                            | <b>MAONI</b> |
|                          |                                                                            | <b>E</b> | <b>K</b>   |                    | <b>NDOGO</b>                                                         | <b>I</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |
|                          |                                                                            | <b>Z</b> | <b>I</b>   |                    |                                                                      | <b>P</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |
|                          |                                                                            | <b>I</b> |            |                    |                                                                      | <b>I</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |
|                          |                                                                            |          |            |                    |                                                                      | <b>N</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |
|                          |                                                                            |          |            |                    |                                                                      | <b>D</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |
|                          |                                                                            |          |            |                    |                                                                      | <b>I</b> |                                                                                                                    |                                                                                                           |                                                    |              |                                                            |              |

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| “                                                                      | “                                                                      | “                | “     | “                                                  | 2 | -Kuwaongoza wanafunzi kwa kutumia maswali na majibu kuelezea njia za kuunda maneno. | -Watataja njia za kuunda maneno na kuunda maneno kwa kutumia njia mbalimbali. | -Vipande vya maneno, silabi na herufi (Kwa ajiliya kuunda maneno mbalimbali . | “ | Kutumia mbinu ya maswali ili kupima uelewa kwa wanafunzi<br><br>-Kutumia mbinu ya vikundi kuunda maneno. |  |
| Kuelezea kukua na kuenea kwa kiswahili baada ya uhuru nchini Tanzania. | Kuelewa na kueleza kukua kwa kiswahili baada ya uhuru nchini Tanzania. | <b>M A C H I</b> | 1 - 3 | MTIHANI YA NUSU MUHULA PAMOJA NA MAPUMZIKO MAFUPI. |   |                                                                                     |                                                                               |                                                                               |   |                                                                                                          |  |

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|  |  |  | 4 | WAINGEREZ<br>A NA<br>BAADA YA<br>UHURU | Ukuaji<br>na<br>ueneaji<br>wa<br>kiswahili<br>baada<br>ya<br>uhuru. | 8 | Kuwaongoza katika<br>majadiliano na bungua<br>bongo wanafunzi<br>kueleza shughuli<br>mabalimbali<br>zinazowezesha ukuaji<br>na utendaji wa<br>kiswahili. | Wanafunzi<br>wataeleza kwa<br>nifano shughuli<br>za kijamii,<br>kisiasa,<br>kieleimu<br>zinazowezesha<br>kuenea kwa<br>kiswahili. | Chati ya<br>asasi<br>zinazokuza<br>kiswahili<br>na dhima<br>zake. | MUKU<br>LU, P<br>(na<br>wenzake)<br>2009<br>Kiswahili<br>kituku<br>zwe | Kuuliza<br>maswali<br>kuhusu<br>njia za<br>kukuza na<br>kueneza<br>kiswahili. |  |
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|  |  |  |  |  |  |  |  |  |  | 4<br>Longm<br>an &<br>TUMI<br>(1988)<br>Kiswah<br>ili<br>sekon<br>dari<br>Short<br>Print<br>Dar es<br>salaam<br>&<br>Taasisi<br>ya<br>elimu<br>(1996)<br>Kiswah<br>ili<br>ekond<br>ari 4<br>Oxford<br>Press |  |  |
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| UJUZI                                                         | MALENGO                                                                                                            | M<br>W<br>E<br>Z<br>I      | W<br>I<br>K<br>I | MADA KUU | MADA<br>NDOGO | V<br>I<br>P<br>I<br>N<br>D<br>I | VITENDO VYA<br>UFUNDISHAJI                                                                                                                                                                                | VITENDO VYA<br>UJIFUNZAJI                                                       | ZANA /<br>VIFAA | REJEA | TATHMINI | MAONI |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|----------|---------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------|-------|----------|-------|
| Kubainish<br>a na<br>kutunga<br>kazi za<br>Fashih<br>Andishi. | Kutunga kazi<br>za kifasihi na<br>za kiadi kwa<br>kutumia<br>kiswahili<br>sanifu katika<br>miktadha<br>mbalimbali. | A<br>P<br>R<br>I<br>L<br>I | 1                |          |               |                                 | -Kutumia maswali na<br>majadiliano na<br>kuchunguza chati za<br>asasi zinazokuza na<br>kueneza kiswahili<br>nchini k.m vile BAKITA,<br>TATAKI, UKUTA,<br>TAKILUKI, UWAVITA,<br>CHAKA, TAASISI YA<br>ELIMU | Wanafunzi<br>katika vikundi<br>watajadili na<br>kubaini dhima<br>za kila asasi. | "               | "     |          |       |

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|       |         | 2<br>&<br>3           | KUTUNGA<br>KAZI ZA<br>FASIHI | Utungaji<br>wa<br>mashairi | 8                               | -Kuwaongoza<br>wanafunzi kubaini<br>taratibu za uandishi<br>katika mashairi kwa<br>kutumia mifano<br>mbalimbali ya mashairi<br>ya kimapokeo.<br><br>-Kutunga mashairi,<br>tenzi na ngonjera kwa<br>kuzingatia kanuni za<br>utungaji wa mashairi ya<br>kimapokeo. | Wanafunzi<br>katika vikundi<br>wajadili na<br>kubaini<br>vipengele<br>vinavyofana au<br>kutofautiana<br>katika<br>mashairi.<br><br>-Kutunga<br>mashairi tenzi,<br>ngonjera<br>wakizingatia<br>mada kama<br>vile elimu ya<br>kilimo, jinsi ya<br>kumhudumia<br>mgonjwa wa<br>UKIMWI. | -Matini<br>zenye<br>ushairi<br>yenye<br>maudhui<br>mbalimbali<br>kanda za<br>sauti zenye<br>mashairi<br>tenzi na<br>ngonjera<br>zilizoibwa<br>na<br>kugigizwa. | "     | Kuwapima<br>kwa<br>kuwapa<br>kazi za<br>kutunga<br>mashairi<br>ya<br>kimapokeo. |       |
| UJUZI | MALENGO | M<br>W<br>E<br>Z<br>I | MADA KUU                     | MADA<br>NDOGO              | V<br>I<br>P<br>I<br>N<br>D<br>I | VITENDO VYA UFUNDISHAJI                                                                                                                                                                                                                                          | VITENDO VYA<br>UJIFUNZAJI                                                                                                                                                                                                                                                           | ZANA /<br>VIFAA                                                                                                                                                | REJEA | TATHMINI                                                                        | MAONI |



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|-----------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------|---|----------|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| Kuandika habari ndefu kiasi kwa kuzingatia taratibu za Uandishi | Kuwasiliana kwa mazungumzo na maandishi na watu katika miktadha mbalimbali. | <b>A<br/>P<br/>R<br/>I<br/>L<br/>I</b> | 4 | UANDISHI | (i)<br>Kuandika insha za kiada. | 4 | Kuwaongoza wanafunzi katika majadiliano ya kubaini vidokezo muhimu vya uandishi wa insha na muundo wa insha kwa kutumia matini kadhaa zenye insha mbalimbali. | Wanafunzi katika vikundi wasome, kazi jadili na kubaini muundo wa insha hizo na vidokezo muhimu vya uandishi wa insha.<br>-Kuandika insha zenye maneno yasiyo pungua 250. | Matini zenye insha zenye maudhui mbalimbali . | MUKU LU, P (na wenza ke) 2009 Kiswah ili kituku zwe 4 Longm an & TUMI (1988) Kiswah ili sekon dari Short<br><br>Print Dar es salaam & Taasisi ya elimu (1996) | Kuwapima kwa kuwapa kazi za kuandika insha. |  |
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|             |   |  |                                   |   |                                                                                                                                                                            |                                                                                                                                         |                                                                      |   |                                                  | Kiswahili<br>ili<br>sekon<br>dari 4<br>Oxford<br>Press |  |  |
| M<br>E<br>I | 1 |  | (ii)<br>Uandishi<br>wa<br>hotuba  | 4 | -Kuwaongoza wanafunzi kubaini taratibu za uandishi wa hotuba na kuwaongoza kuandika hotuba.                                                                                | Wanafunzi kubaini taratibu za uandishi wa hotuba kwa kujibu maswali na kuandika hotuba.                                                 | Matini mbalimbali za hotuba mbalimbali na kinasa sauti.              | “ | Kupima kwa kuwapa kazi ya kuandika.              |                                                        |  |  |
|             | 2 |  | (iii)<br>Uandishi<br>wa<br>risala | 4 | -Kuwaongoza wanafunzi kubaini muundo wa risala kwa kuchunguza matini walizopewa na taratibu za uandishi wa risala.<br>-Kuwaongoza kuandika risala zenye hoja za ushawishi. | Wanafunzi katika vikundi wazichunguze, wajadiliane na kubaini muundo wa risala walizopewa.<br>-Kuandika risala zenye hoja za ushawishi. | Matini za risala anuai, kanda za sauti zenye risala na kinasa sauti. | “ | Kuwasilisha risala darasani kwa njia ya maigizo. |                                                        |  |  |

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| Kusoma na kuelewa habari ndefu kiasi cha kiswahili. -Kusikiliza na kuelewa kwamakin i taarifa na habari zinazohusu masualia ya ndani ya jamii. | Kusikiliza na kuelewa mazungumzo yaliyopo katika lugha ya kiswahili. | <b>M</b><br><b>E</b><br><b>I</b> | 3 | (iv)<br>Uandishi wa kumbukumbu | 4 | Kuwaongoza wanafunzi kubaini na kujadili muundo wa kumbukumbu.<br><br>-Kuwaongoza kuandaa igizo la mkutano na kuandika kumbukumbu za mkutano. | -Watajadili kubaini muundo wa kumbukumbu.<br><br>-Kufanya igizo la mkutano na kuandika kumbukumbu za mkutano. | Matini mbalimbali za kumbukumbu za mikutano. | " | Kuwasilisha risala darasani kwa njia ya maigizo. |  |
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|  |  |  | 4 | (i)<br>Ufaham<br>u wa<br>kusikiliz<br>a. | 4 | Kuwasomea matini<br>mbalimbali na<br>kuwaongoza wanafunzi<br>kujibu maswali<br>kutokana na matini<br>walizosikiliza. | Kusikiliza<br>matini na<br>kujibu maswali<br>kutokana na<br>matini<br>walizosikiliza. | Matini<br>zenye<br>habari<br>mbalimbali<br>, taarifa<br>kanda za<br>kunasia<br>sauti. | MUKULU,<br>P (na<br>wenzake)<br>2009<br>Kiswahili<br>kitukuzw<br>e 4<br>Longman<br>& TUMI<br>(1988)<br>Kiswahili<br>sekondari<br>Short<br>Print Dar<br>es<br>salaam &<br>Taasisi ya<br>elimu<br>(1996)<br>Kiswahili<br>sekondari<br>4 Oxford<br>Press | Kuwauliza<br>maswali<br>darasani<br>kutokana<br>na<br>ufahamu<br>waliosikili<br>za. |  |
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|-------|---------|------------------------------------------------|---------------------------------|-------------------------------------------------|---------------|---------------------------------|----------------------------|---------------------------|-----------------|-------|----------|-------|
|       |         | J<br>U<br>L<br>A<br>I<br>-<br>J<br>U<br>N<br>I | 1<br>-<br>2<br>&<br>1<br>-<br>4 | MITIHANI YA KUMALIZA MUHULA WA KWANZA<br>LIKIZO |               |                                 |                            |                           |                 |       |          |       |

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|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------|---|---------------------------|-------------------------------------------|---|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------|---|--------------------------------------------------------------------|
| -Kusoma na kuelewa habari ndefu kiasiza kiswahili.<br>-Kusikiliza na kuelewa mazungu mzo yaliyopo katika lugha ya kiswahili | Kusikiliza na kuelewa kina taarifa na habari mbalimbali kutokana na vyanzo vya habari zinazohusu maisha. | AGOSTI<br>JULIAI | 3 | UFAHAMU                   | Ufahamu wa kusikiliza                     | 4 | Kuwapa wanafunzi matini mbalimbali wazisome na kuwaongoza kujibu maswali kotonan na matini walizosoma. | Kuwoma na kujibu maswali kutokana na matini walizosoma. | Matini zenye habari mbalimbali | ” | Kuwauliza maswali darasani kutokana na matini walizosoma.          |
| Kuhakiki kazi za fasihi andishi kwa kuzingatia vigezo vya uhakiki.                                                          | Kusoma na kuhakiki kazi za kifasihi Andishi.                                                             |                  | 4 | UHAKIKI WA FASIHI ANDISHI | i)Riwaya<br>ii)Tamthi liya<br>iii)Ushairi | 8 | Kuwaongoza wanafunzi kuhakiki fani na maudhui katika vitabu teule.                                     | Kusoma na kuhakiki fani na maudhui katika vitabu teule. | Vatabu teule.                  | ” | Kutumia mbinu ya vikundi kuhakiki fani na maudhui ya vitabu teule. |

WIZARA YA ELIMU NA MAFUNZO YA UFUNDI  
AZIMIO LA KAZI

Jina la Mwalimu:.....

Mwaka: **2023**

Darasa: **KIDATO CHA NNE**

Jina la Shule:.....

Muhula: 1 & 2

Somo: **KISWAHILI**

|  |  |                     |             |                                                                          |
|--|--|---------------------|-------------|--------------------------------------------------------------------------|
|  |  | SE<br>PT<br>K<br>OV | 3<br>-<br>4 | <b>MTIHANI WA UTAMILIFU<br/>MARUDIO NA MAANDALIZI YA NECTA<br/>NECTA</b> |
|--|--|---------------------|-------------|--------------------------------------------------------------------------|