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english maths physics chemistry

2015 JAMB USE OF ENGLISH PASSAGE 1

There are many different approaches to conflict management, each of which may have *utility* in particular circumstances. A great deal of scholarship has been devoted to analysing how and in what situations different approaches can be applied most effectively. Conflict management approaches can be classified into two broad categories: Firstly on the basis of the level of escalation which the particular conflict is being managed. In this sense one can distinguish between the peaceful and the 'military' approaches. The trademarks of the peaceful approach are negotiation, verbal persuasion, use of inducements, denial of privileges, and subtle manipulations short of the use of physical forces, while those of the military approach relate to the use of physical coercion. The use of physical force could be by a party to the conflict or third party, to promote on side's interest, impose a settlement, or create a situation in which diplomatic negotiations can occur.

Secondly, conflict management approaches can also be classified according to the status of the participants in the bargaining process. Or example, a conflict could be managed through 'negotiation', that is, direct bargaining by the parties involved in the conflict; or through 'mediation', that is with the help of a third party.

1. The expression *third party*, as used in the passage, means.

A. politician
 B. intruder
 C. conformist
 D. mediator

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 1.. | | | | | | | | | | | | | | | | | | | | |

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USE OF ENGLISH

1. GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in Use of English is to guide the candidates in their preparation for the Board's examination. It is designed to evaluate the candidates' ability to:

- (i) communicate effectively in both written and spoken English; and
- (ii) use the English Language for learning at the tertiary level.

2. The syllabus consists of three sections:

SECTION A: Comprehension/Summary

SECTION B: Lexis and Structure, and

SECTION C: Oral Forms

3. DETAILED SYLLABUS/CONTENTS

| TOPICS/CONTENTS/NOTES | OBJECTIVES |
|--|--|
| <p>A. Comprehension/Summary</p> <ul style="list-style-type: none"> (a) description (b) narration (c) exposition (d) argumentation/persuasion <p>(i) Each of the three passages to be set (one will be a cloze test) should reflect various disciplines and be about 200 words long.</p> <p>(ii) Questions on the passages will test the following:</p> <ul style="list-style-type: none"> (a) Comprehension of the whole or part of each passage. (b) Comprehension of words, phrases, clauses, sentences, figures of speech and idioms as used in the passages. (c) Coherence and logical reasoning (deductions, inferences, etc). (d) The Last Days at Forcados High School, A. H. Mohammed. (e) Synthesis of ideas from the passages. | <p>Candidates should be able to:</p> <ul style="list-style-type: none"> i. identify main points/topic sentences in passages; ii. determine implied meaning; iii. identify the grammatical functions of words, phrases, clauses and figurative/idiomatic expressions; iv. deduce or infer the writer's intentions including mood, attitude to the subject matter and opinion. |

| TOPICS/CONTENTS/NOTES | OBJECTIVES |
|---|--|
| <p>NOTE: By synthesis of ideas is meant the art of combining distinct or separate pieces of information to form a complete whole.</p> | |
| <p>B. Lexis and Structure</p> <ul style="list-style-type: none"> (a) synonyms (b) antonyms (c) homonyms (d) clause and sentence patterns (e) word classes and their functions (f) mood, tense, aspect, number, agreement/concord, degree (positive, comparative and superlative) and question tags (g) punctuation and spelling (h) ordinary usage, figurative usage and idiomatic usage are to be tested. <p>NOTE: Idioms to be tested shall be those that are formal and expressed in standard British English.</p> | <p>Candidates should be able to:</p> <ul style="list-style-type: none"> i. identify words and expressions in their ordinary, figurative and idiomatic contexts; ii. determine similar and opposite meaning of words; iii. differentiate between correct and incorrect punctuation and spelling; iv. identify various grammatical patterns in use; v. interpret information conveyed in sentences. |
| <p>C. Oral Forms</p> <ul style="list-style-type: none"> (a) Vowels (monophthongs and diphthongs) (b) Consonants (including clusters) (c) Rhymes (including homophones) (d) Word stress (monosyllabic and polysyllabic) (e) Intonation (words emphatic stress) <p>NOTE: Emphatic stress involves the placement of normal stress on words in an utterance for the purpose of emphasis.</p> | <p>Candidates should be able to:</p> <ul style="list-style-type: none"> i. make distinctions between vowel types; ii. differentiate between consonant types; iii. identify correct accentuation in individual words and connected speech. |

D. THE STRUCTURE OF THE EXAMINATION

SECTION A: Comprehension/Summary

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|-----|---|-------------------|
| (a) | 2 comprehension passages – 10 questions, 3 marks each | = 30 marks |
| (b) | 1 cloze passage – 10 questions, 2 marks each | = 20 marks |
| (c) | 1 reading text – 15 questions, 1 mark each | <u>= 15 marks</u> |
| | | = 65 marks |

SECTION B: Lexis Structure

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|-----|--|-------------------|
| (a) | Sentence interpretation – 10 questions, 2 marks each | = 20 marks |
| (b) | Antonyms – 10 questions, 2 marks each | = 20 marks |
| (c) | Synonyms – 10 questions, 1 mark each | = 10 marks |
| (d) | Sentence completion – 20 questions, 1 mark each | <u>= 20 marks</u> |
| | | = 70 marks |

SECTION C: Oral Forms

| | |
|---------------------------|-------------------|
| 15 questions, 1 mark each | <u>= 15 marks</u> |
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|-----------------------------------|-------------|
| Total: 100 questions 65 + 70 + 15 | = 150 marks |
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E. RECOMMENDED TEXTS

- Attah, M. O. (2013) *Practice in Spoken English for Intermediate and Advanced Learners*, Maiduguri: University of Maiduguri Press
- Bamgbose, A. (2002) *English Lexis and Structure for Senior Secondary Schools and colleges (Revised Edition)*, Ibadan: Heinemann
- Banjo, A. et al (2004) *New Oxford Secondary English Course Book Six for Senior Secondary Schools*, Ibadan: UP Plc.
- Caesar, O. J. (2003) *Essential Oral English for Schools and Colleges*, Lagos: Tonad Publishers Limited
- Daniel Jones (2011) *Cambridge English Pronouncing Dictionary*, Cambridge: Cambridge University Press
- Egbe, D. I (1996) *Mastering English Usage and Communication Skills*, Lagos: Tisons
- Elugbe, B. (2000) *Oral English for Schools and Colleges*, Ibadan: Heinemann
- Grant, N. J. H, Nnamonu, S. Jowitt, D. (1998) *Senior English Project 3, (New Edition)* Harlow: Longman
- Idowu, O. O, Sogbeson, T. S, Adofo, A. K. Burgess, D. F and Burgess, L. J. (1998) *Round-up English: A Complete Guide*, Lagos: Longman
- Idris, U. (2001) *Oral English at Your Fingertips for Schools and Colleges*, Lagos, M. Youngbrain Publishers
- Igiligi, E. C. and Ogenyi, S. O. (2010) *Grammar and Composition in the G.S.M. Age*, Enugu: Joe Hills Production Services
- Jauro, L. B. (2013) *Oral English for Schools and Colleges: A teaching and Learning Approach*, Yola: Paraclete Publishers.
- Nnamonu, S. and Jowitt, D. (1989) *Common Errors in English*, Lagos: Longman
- Obinna, M. F. (2001) *University Matriculation Use of English, (Fourth Edition)* Port Harcourt: Sunray Books Limited
- Ogunsanwo, O. Duruaku, A. B.C, Ezechukwu, J and Nwachukwu, U. I (2005) *Countdown English Language, (Revised Edition)*, Ibadan: Evans
- Olatoye, S. (2006) *The Silent Teacher*, Ado-Ekiti: Segun and Sons Enterprises
- Oluikpe, B. O. A, nnaemeka, B. A, Obah, T. Y, Otagburuagu, E. J. Onuigbo, S. and Ogbonna, E. A. (1998) *Intensive English for Senior Secondary School 3*, Onitsha: Africana – FIRST Publisher.
- Tomori, S. H. O (2000) *Objective Tests for School Certificate English: Practice in Lexis, Structure and Idiom (Reprinted Edition)*, Ibadan: Heinemann
- Ukwuegbu, C, Okoro, O., Idris, A. U., Okebukola, F. O. and Owokade, C. O. (2002) *Catch-up English for SSCE/UME*, Ibadan: Heinemann