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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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IGBO

GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in Igbo is to prepare the candidates for the Board's examination. It is designed to test their achievement of the course objectives, which are to:

- 1) communicate effectively in Igbo;
- 2) analyse issues in the language;
- 3) interpret and explain figurative and idiomatic expressions in Igbo;
- 4) apply Igbo literature to their daily life experiences and to demonstrate Igbo cultural values.

DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p style="text-align: center;">SECTION A: LANGUAGES (ASỤSỤ)</p> <p>1. Essay (Edemedede)</p> <p>(a) Basic principles of essay writing: introduction, body and conclusion</p> <p>(b) Basic essay types and their characteristics</p> <p style="margin-left: 20px;">(i) Narrative (Akọmakọ)</p> <p style="margin-left: 20px;">(ii) Descriptive and Expository (Nkọwa na Nkọwami)</p> <p style="margin-left: 20px;">(iii) Argumentative (Mgbagha/Arụmarụụka)</p> <p style="margin-left: 20px;">(iv) Speech making (Ekwumekwu)</p> <p style="margin-left: 20px;">(v) Letter Writing (Edemleta)</p> <p style="margin-left: 20px;">(vi) Dialogue (Mkparịtaụka)</p> <p>2. Comprehension (Aghọtaazaa)</p> <p>Two passages each of about one hundred and fifty (150) words.</p>	<p>Candidates should be able to:</p> <p style="margin-left: 20px;">(i) identify the basic principles of essay writing;</p> <p style="margin-left: 20px;">(ii) use of words and expressions appropriate to a particular topic;</p> <p style="margin-left: 20px;">(iii) differentiate between different essay types;</p> <p style="margin-left: 20px;">(iv) describe the characteristics of essay types;</p> <p style="margin-left: 20px;">(v) compare different types of essay;</p> <p style="margin-left: 20px;">(vi) criticize other people's essays.</p> <p>Candidates should be able to:</p> <p style="margin-left: 20px;">(i) explain the meanings of difficult words;</p> <p style="margin-left: 20px;">(ii) give correct answers;</p> <p style="margin-left: 20px;">(iii) differentiate between figurative and idiomatic expressions from the passage;</p> <p style="margin-left: 20px;">(iv) deduce conclusions(s) based on the passage.</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>3. Sounds and Sound Patterns (Ụdaasụsụ na Usoro Ụdaasụsụ)</p> <p>(a) Vowels and Consonants (Ụdaume na mgbochieme)</p> <p>(b) Sound Patterns/Processes</p> <ol style="list-style-type: none"> i. Syllabic nasals (myiri ụdaume) ii. Syllable structure (nkebi mkpụrụokwu) iii. Vowel harmony (ndakorita ụdaume); iv. Vowel assimilation (olilo ụdaume); v. Vowel elision and consonant elision (ndapụ ụdaume na ndapụ mgbochieme) <p>(c) Tone and tone marking (Akara ụdaolu)</p> <p>4. Spelling and spelling rules (Nsupe na Iwu Nsupe)</p> <p>5. Igbo Orthography (Mkpụrụedemede Igbo)</p> <p>6. Dialect and Standard Igbo (Olundị/Olumba na Igbo Izugbe)</p> <p>7. Vocabulary (Mkpụrụokwu dị n'asụsụ) Expansion through word derivation processes, coinages, loans and loans-blends (Ịmụbawanye mkpụrụokwu site n'usoro mmepụta, mkpụpụta, mbite na mbiogwa).</p> <p>8. Grammar (Ụtọasụsụ)</p> <p>(a) Parts of speech (Nkejiasụsụ): Nominals (Mkpọaha), verbs (ngwaa), adjectives (nkọwa), adverbs (nkwuwa), affixes (mgbakwunye),</p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) identify vowels, consonants and syllabic nasals; (ii) distinguish between the speech sounds of the Igbo language; (iii) recognize syllabic nasals 'm' & 'n'; (iv) determine the syllabic structure of any word; (v) identify the vowel groups in Igbo; (vi) describe vowel assimilation and vowel and consonant elision; (vii) assign tone marks appropriately. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) detect words written correctly in Igbo; (ii) observe consonant restrictions in Igbo; (iii) determine appropriate word division in Igbo; (iv) apply correct spellings in writing. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) differentiate between standard Igbo and dialects; (ii) use standard Igbo in their writings. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) differentiate between loan and coined words; (ii) identify loan words and loan-blends in Igbo; (iii) use words appropriately. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) differentiate between grammatical categories; (ii) identify parts of speech and their functions; (iii) differentiate between types of affixes and their functions;

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<p>enclitics (nsokwunya), dg.</p> <p>(b) The structure, types and functions of the morpheme (Ndokọ, ụdị na ọrụ mofim) Free & bound (nnọrọonwe na ndabe)</p> <p>(i) the word (mkpurụokwu) (ii) the phrase (nkebiokwu) (iii) the clause (nkebiahiri) nominal, relative adverbial (kemkpọaha na kenkwuwa) (iv) the sentence (ahiriokwu) simple (mfe), compound (ukwu), complex (mgbagwo, dg)</p> <p>9. Translation (Ntughari)</p> <p>SECTION B: LITERATURE (AG ỤMAGU)</p> <p>1. Literary devices (Atumatụokwu na atumatụ agumagu) dika alliteration (bjambia mgbochiume), assonance (bjambia ụdaume), parallelism (kwunkwugha), metaphor (mburu), simile (myiri), hyperbole (egbeokwu), personification (mmemmadu) na proverbs (ilu), dg.</p> <p>2. Oral Literature: Agumagu Onu/ Agumagu Odinala</p> <p>Questions will be set on the following: folktales (ifo), anecdotes (ukabuilu), myths (nkomiriko), legends (nkokiriko), poems (abu), songs (uri), chants (mbem), riddles (agwugwa), oral drama (ejije onu), tongue-twister (okwuntuhi) dg.</p>	<p>(iv) determine types of morphemes and their functions;</p> <p>(v) identify words, phrases, clauses, sentences and their functions.</p> <p>Candidates should be able to:</p> <p>(i) translate English into Igbo and vice versa;</p> <p>(ii) communicate effectively in Igbo and English.</p> <p>Candidates should be able to:</p> <p>(i) identify all literary devices in the passages;</p> <p>(ii) interpret literary devices;</p> <p>(iii) differentiate between types of literary devices;</p> <p>(iv) use Igbo literary devices appropriately</p> <p>Candidates should be able to:</p> <p>(i) create folk stories, anecdotes, chants, riddles, oral drama etc.</p> <p>(ii) analyse various genres of oral literature;</p> <p>(iii) present ideas/formulae in accordance with underlying principles;</p> <p>(iv) apply the lessons of oral literature to their everyday life.</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>3. Written Literature (Agụmagụ Ederede) (a) Prose (iduuazi) (i) Ude Odiłora (1981) Ọkpa Akụ Eri Eri. Onitsha: University Press. (NECO/WAEC) (2016-2020).</p> <p>(b) Poetry (Abụ) (i) Ikeokwu E.S & Onyejekwe M.C. (2009) Uche Bụ Ahịa. Enugu: Format Publishers Nig. LTD. (WAEC/NECO 2016-2020).</p> <p>ABỤ NDỊ A HỌPỤTARA (Selected Poems) 1. Uwa Ndolị Ndolị - 1 2. Ọchichị - 14 3. Ọnwụ 1 – 16 4. Chi-Ukwu – 20 5. Ire 1 - 22 6. Ozi Ọma - 28 7. Mmụta - 30 8. Ezi Nwaanyị - 36 9. Anyanwụ – 40 10. Akụ – 44 11. Akaraka - 49 12. Ọnwa – 69 13. Akwụkwọ – 71 14. Nwanne - 89</p> <p>(c) DRAMA (EJIJE) i. Nwaozuzu G.I. (2005). Nke M Ji ka. Enugu: CIDJAP Press. (WAEC/NECO 2016-2020).</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) interpret the texts; (ii) isolate the characters in the books; (iii) compare figurative and idiomatic expressions in the text; (iv) analyse the texts (v) identify the authors, publishers and dates of the books; (vi) draw moral lessons from the texts. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) compare the types and themes of the poems; (ii) relate the poets' idea to the contents of the poems; (iii) compare figurative and idiomatic expressions in the texts/poems; (iv) analyse the structures of the poems; (v) apply acquired knowledge and moral lessons from the poems to their daily lives. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify types of drama; (ii) determine the themes of the texts; (iii) identify the story lines; (iv) find out the characters in the

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<p style="text-align: center;">SECTION C: CUSTOMS AND INSTITUTIONS (Omenala na Ewumewu)</p> <p>Igbo customs and institutions as categorized below:</p> <ol style="list-style-type: none"> 1. Ekele dị icheiche: ekele ụtụtụ, ehihie, anyasi, nri, nlakpu, ọrụ dg. 2. Alụmdi na nwunye, igba alụkwaghịm. 3. Ọmụmụ na ile ọmụgwọ, ikuputa nwa, ibi ugwu, igụ aha. 4. Echichi: Ọzọ, Eze/Obi/Igwe/Iyom. 5. Ike ekpe, ikwa ozu, igba mkpe. 6. Ụmụna, ụmụokpụ/ụmụada. 7. Ọgbọ/ebiri/uke, ọhanaeze, ezinaụlọ 8. Arụ na nsọala: Ihe nsọ - anụ, osisi, ebe, igbu ọchụ. 9. Ọchịchị Ọdinala: Igwe/Eze, Nze na Ọzọ, Ụmụna, Ezinaụlọ dg. 10. Nnabata ọbịa, ọji na ịtu nzu, itu aha, dg. 11. Igba afa, ịchụ aja, igọ mmụọ, ofufe. 12. Nkwenye: ịdụ isi/ịñụ iyi, igba ndụ, orikọ, dg. 	<p>stories;</p> <ol style="list-style-type: none"> (v) appreciate the language of the play; (vi) appraise the social problems raised by the author in the play; (vii) apply acquired knowledge to personal life. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) describe the customs of their people; (ii) determine the rules and regulations guiding specified aspects of the culture and tradition of the Igbo people; (iii) describe the importance of the aspects of Igbo culture; (iv) identify changes that have occurred as a result of civilization; (v) explore their environment for a better appreciation of their culture.

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<p>13. Akunauba: inwe ala, ike ala, ekpe, elulu (ikpa okuko, ewu, dg).</p> <p>14. Ikikere mmuo: ofo, ogu, otansi, okpesi, ikenga.</p> <p>15. Egwuregwu: mgba, egwu onwa, ikpo uga, izu nchd, izu okwe, dg.</p> <p>16. Akaoru ndi Igbo: Oru ugbo, iku azu ikpu uzu, izu ahia, itu ihe otutu, dg.</p> <p>SECTION D: General and Current Affairs (The Ndi na-eme Ugbua)</p> <p>1. Topical issues on the Igbo language, literature and culture e.g. Ahiajoku and Odenigbo lectures.</p> <p>2. Ohanaeze Ndi Igbo</p> <p>3. Authors, Publishers, dates and places of publication of works in Igbo.</p> <p>4. Igbo Studies Association (ISA)</p>	<p>Candidates should be able to:</p> <p>(i) identify some dates and themes of Ahiajoku and Odenigbo lectures;</p> <p>(ii) identify authors and dates of publication of various textbooks in Igbo;</p> <p>(iii) identify some publishing companies;</p> <p>(iv) analyse some functions of Ohanaeze ndi Igbo;</p> <p>(v) acquaint themselves with the functions and contributions of the Igbo Studies Association (ISA).</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>CURRENT ISSUES (Okwuakpụnọny)</p> <p>Note:</p> <p>Item writers should also choose their topics for comprehension exercises from such current issues as the following:</p> <p>HIV/AIDS (Mmịnwụ/Obirinaajaọcha)</p> <p>Drug Abuse (Ịnụ Ọgwụ Agharaaghara)</p> <p>Cultism (Otu Nzuzo)</p> <p>Rights of Women and Children (Oruru Ụmụnwanyi na Ụmụaka)</p> <p>Human Rights Violation (Ịnapụ Mmadụ Ikike)</p> <p>Religious Conflicts (Nsogbu Ndọkụrịta Ekpemekpe Ụka)</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) acquaint themselves with current issues; (ii) examine their effects; (iii) suggest remedies to the problems.

RECOMMENDED TEXTS

1. Emenanjo, E. N., Okolie, F. O. and Ekwe, B. U. (1995)
Igbo maka Sinjo Sekondri Sukul I.
2. Emenanjo, E. N., Dike, O. N., Agomo S. N and Ezeuko, R. O. (1999)
Exam Focus maka WASSCE na UMEIbadan: University Press Plc.
3. Ezikeojiaku, P. A. Okebalama, C. N. Onweluzo, C. N and Ekwe B. U. (1991)
Ule Igbo maka Sinjo Sekondri, Ibadan: University Press Plc.
4. Ikekeonwu, C., Ezikeojiaku, P. A., Ubani, A. and Ugoji, J. (1999)
Fonoloji na Grama IgboIbadan: University Press Plc
5. Nzeako, J. U. T. (1972): **Omenala Nd Igbo,** Ibadan: Longman.
6. Okoye, O. F. S., Ofoegbu, N. F. and Ezidiegwu, B. L. (1997)
ogbara Ohuru Utasusu Igbo maka Sinjo Sekondri, Onitsha:
Houston Publishers Ltd.
7. Osuagwu, B. I. N. (1979): **Ndi Igbo na Omenala Ha**Nigeria: Macmillan.
8. Ubesie, T. U. (1978): **Odinala Ndi Igbo,** Ibadan: Oxford University Press.
9. Umeh, I. O. A; Onyekaonwu, G. O. Nwadike, I. U. and Okeke I. O. (1992):
Utasusu na Agumagu Igbo nke Sinjo Sekondri Sukul, Ibadan: Evans.
10. Uba – Mgbemena, A. (2006): **Ntala Usoroasusu Igbo,** Ibadan:
Gold Press Ltd.
11. Anozie, C. C. (2003), **Igbo Kwenu: Akuko na Omenala ridgbo**
Enugu: Computer Edge Publishers.
12. Ofomata, C. E. (2005): **Ndezu Utasusu Igbo**Enugu: Format Publishers (Nig)
Ltd.
13. Ofili, D. N. Anozie C.C. and Chukwu, A.O. (2012): **Lingwistiiki Sayensi Asusu**I.
Enugu: Computer Edge.