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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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HAUSA

GENERAL OBJECTIVES

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

1. acquire the ability to read and write competently in the Hausa language;
2. know the basic features of Hausa grammar;
3. have the basic knowledge of oral and written Hausa literature;
4. have the ability to appreciate the culture, customs and institutions of the Hausa people;
5. have the ability to translate competently from English to Hausa.

The syllabus covers the following areas:

1. Harshe (Language)
2. Al'adu (culture)
3. Adabi (Literature) – oral and written literature.

CIKAKKEN BAYANIN MANHAJA (DETAILED SYLLABUS)

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>1. Harshe (Language)</p> <p>(a) Ka'idojin Rubutu (Orthography) – alphabetization; spelling; rules of word merger and division; punctuation, paragraphing; all in line with standard Hausa.</p> <p>(b) Auna Fahimta (Comprehension) – contextual questions from short unseen passages of about 200 words.</p> <p>(c) Tsarin Rubutun Insha'; (Composition/Letter Writing Techniques)</p>	<p>Candidates should be able to:</p> <p>i. recognize the basic Hausa orthographical rules;</p> <p>ii. apply the Hausa orthographical rules;</p> <p>iii. detect linguistic errors, such as grammar, wrong choice of words, wrong spelling etc.</p> <p>i. read written Hausa texts;</p> <p>ii. comprehend a given Hausa text;</p> <p>iii. interpret various meanings and functions of words in a given text,</p> <p>iv. acquire sufficient vocabulary;</p> <p>v. recognize central issues in a given text;</p> <p>vi. draw conclusions based on available evidence in a given text.</p> <p>i. acquire the knowledge of the techniques of composition writing in Hausa;</p> <p>ii. recognize the different segments of composition in Hausa;</p> <p>iii. recognize the different types of Hausa composition.</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>(d) Fassara (Translation)</p> <ol style="list-style-type: none"> i. Ire-iren fassara ii. Ka'idojin fassara iii. Matsalolin fassara <p>(e) Tsarin Sauti (Phonology)</p> <ol style="list-style-type: none"> i. consonants – production and classification in terms of phonation, place and manner of articulation; ii. vowels – production and classification in terms of position of tongue and lips; monophthongs and diphthongs; iii. tone – e.g. high, low and falling tones; iv. syllable structure – syllable types, e.g. open and closed syllables, light and heavy syllables syllabic categories of words – monosyllabic, disyllabic, etc. v. vowel length – long and short vowels; vi. phonological processes – e.g. assimilatory: palatalization, labialization and vowel harmony; non-assimilatory: insertion and deletion. <p>(f) Kirar Kalma (Morphology)</p> <ol style="list-style-type: none"> i. roots and stems; ii. affixation – e.g. prefix, infix suffix and their derivational and inflectional functions; iii. gender and number inflections; iv. derivation of nouns and adjectives from verbs; adjectives and verbs from nouns. <p>(g) Ginin Jumla (Syntax):</p> <ol style="list-style-type: none"> i. word classes – e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections and ideophones; 	<ol style="list-style-type: none"> i. translate proverbial and idiomatic expression and new words from English to Hausa; ii. recognize the different types of translation; iii. understand the basic techniques of translating proverbial and idiomatic expression and new words in to Hausa; iv. identify the problems of translation in to Hausa. <ol style="list-style-type: none"> i. analyse the process of sound production and combination of sounds to form meaningful words in Hausa; ii. appraise the importance of vowels in determining word meaning; iii. distinguish between the phonetic attributes of sounds; iv. recognize the number of syllables and their types in a word; v. appraise the importance of vowels in determining meaning; vi. analyse the phonological processes in Hausa. <ol style="list-style-type: none"> i. explain the inflectional processes in Hausa word formation; ii. explain the derivational process of word formation in Hausa; iii. differentiate between the two morphological processes. <ol style="list-style-type: none"> i. analyse the process governing word combination to form phrases; clauses and sentences in Hausa;

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>ii. grammatical categories – e.g. tense and aspect (general and relative past: general and relative continuous, first and second future, habitual); mood (subjunctive and negative); gender (masculine, feminine and neuter) and number (singular and plural);</p> <p>iii. sentence structure – e.g. verbal sentence, nominal phrase + verbal phrase and their components, non-verbal sentence: nominal phrase + stabilizer, nominal phrase+ compliment + stabilizer, nominal phrases + continuous frame (yana../yake...) (+da) + nominal phrase;</p> <p>iv. sentence types – e.g. simple sentences, compound sentences and complex sentences;</p> <p>v. clauses – types (e.g. relative and subjunctive); functions (e.g. main and subordinate).</p> <p>(h) Ma’ana (Semantics)</p> <p>i. lexical aspects of word meaning – e.g. ambiguity, synonymy and antonymy;</p> <p>ii. figures of speech – aspects of specialized meanings of words and phrases.</p> <p>(2) Al’adu (Culture)</p> <p>(a) Rayuwar Hausawa (Hausa Rite de Passage)</p> <p>i. haihuwa (birth) –^daugar ciki da goyon ciki da haihuwa da shayarwa da a l’adun makon haihuwa da wan ka da ^banti da yaye da kaciya da samartaka;</p> <p>ii. aure (marriage) – ire-irensa da nema</p>	<p>ii. detect linguistic errors in the grammar;</p> <p>iii. observe punctuation rules;</p> <p>iv. recognize ideas or thoughts in written form;</p> <p>v. construct meaningful sentences for effective communication ;</p> <p>vi. use the appropriate tenses in spoken and written Hausa;</p> <p>vii. use the appropriate gender and number in spoken and written Hausa.</p> <p>viii. differentiate between types of sentence structure;</p> <p>ix. distinguish between nominal and verbal phrase;</p> <p>x. distinguish between types of sentences;</p> <p>xi. compare types of clauses.</p> <p>i. analyse the mechanisms of generating meanings in Hausa;</p> <p>ii. build up their vocabulary;</p> <p>iii. distinguish between the speech sounds of the language to reflect the acceptable grammar.</p> <p>iv. recognize the significance of punctuation rules;</p> <p>v. recognize the various meanings and functions of sentences in communication;</p> <p>vi. use words and sentences suitable for a particular purpose;</p> <p>vii. construct meaningful sentences for effective communication;</p> <p>Lallai ne wa^danda za su rubuta jarabawa su iya:</p> <p>i. bayyana al’adun da ke tattare da ^daugar ciki har zuwa samartaka;</p> <p>ii. bayyana tsarin zamani akan haihuwa;</p> <p>iii. bayyana al’adun neman aure har zuwa zawarci;</p>

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<p>da baiko da fa^daurin aure da biki da zaman aure da saki da zawarci;</p> <p>iii. mutuwa (death) – fa^dar mutuwa da wanka da salla da jana'iza da zaman makoki da sadaka da takaba da gado</p> <p>iv. tasirin zamani akan rayuwar Hausawa</p> <p>(b) Zamantakewa (Social Institutions)</p> <p>i. tsarin zaman iyali da zaman gandu da dangantakar kishiyoyi da 'yan uwantaka da barantaka da agolanci;</p> <p>ii. ma Kwabtaka;</p> <p>iii. aikin gandu da na gayya;</p> <p>iv. abota da Kawance;</p> <p>v. gaisuwa da karimci;</p> <p>vi. tasirin zamani a kan zamantakewa.</p> <p>(c) Sana'o'in Gargajiya (Traditional Occupations)</p> <p>i. ire-irensu – noma da Kira da jima da kasuwanci da wanzanci da sassa Ka da farauta da dukanci da sa Ka da kitso da rini da fawa da fafar Korai, da sauransu;</p> <p>ii. yanayinsu – hanyoyin gadon su da kayayyakin yin su da matakan tafiyar da su da muhimmancinsu;</p> <p>iii. kayayyaki ko amfanin da suke samarwa;</p> <p>iv. sarautunsu;</p> <p>v. sana'o'i masu dangantaka da jinsi – aikatau da Kwadago; kitso da aski.;</p> <p>vi. tasirin zamani a kan sana'o'in gargajiya.</p> <p>(d) Kayayyakin Bu Katun Rayuwa (Material Culture)</p> <p>i. na bu Katun cikin gida (household) – tufafi da karikitan cikin gida;</p> <p>ii. na sauran bu Katu (others) – gine-gine da girke-girke da sauransu.</p> <p>iii. tasirin zamani a kan kayayyakin bu Katuwa.</p>	<p>iv. bayyana tasirin zamani akan aure;</p> <p>v. bayyana hanyoyin fa^dar mutuwa zuwa rabon gado;</p> <p>vi. bayyana tasirin zamani akan mutuwa;</p> <p>vii. tantance ma'ana da ire-iren tasirin zamani.</p> <p>i. bayyana tsarin dangantaka da ma'amala tsakanin iyali;</p> <p>ii. bayyana mahimmancin zamantakewa tsakanin Hausawa</p> <p>iii. tantance ire-iren tasirin zamani a kan al'adun zamantakewa.</p> <p>i. tantance d'abi'un masu sana'a;</p> <p>ii. tantance kayayyakin da ake sana'antawa;</p> <p>iii. tantance sana'o'in maza da na mata;</p> <p>iv. zayyana kayayyakin sana'o'in;</p> <p>v. tantance hanyoyin gadon sana'o'in;</p> <p>vi. zayyana amfanin kayayyakin sana'a;</p> <p>vii. bayyana sarautun sana'o'in;</p> <p>viii. bambanta sana'o'in maza da na mata;</p> <p>ix. bayyana muhimmancin sana'o'in;</p> <p>x. tantance tasirin zamani akan sana'o'in.</p> <p>i. tantance kayayyakin bu Katun rayuwar Bahausha;</p> <p>ii. tantance amfanin kayayyakin bu Katun rayuwar Bahausha;</p> <p>iii. tantance tsarin zamani a kan kayayyakin bu Katu.</p>

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<p>(e) Bukukuwa da Wasanni (Cultural Festivities):</p> <ol style="list-style-type: none"> i. na addini (religious) – irin su bikin salla da takutaha (sallar gani) da cika-ciki da saukar karatu; ii. na gargajiya (traditional) – irin su kalankuwa da bu^dar dawa, da bikin shan kabewa; iii. na sana'a (occupational) – bikin kamun kifi da dambe da kokawa da wasan farauta da wasan ma^kera da hawan^kaho; iv. na nisha^di – sukuwa; v. na yara (children's games) – irin su shalle da kulli-kurciya da a-sharuwan-tsuntsaye da ga^da da carafke; vi. tasirin zamani kan bukukuwa da wasanni. <p>(f) Camfe-camfe da Bauta (Traditional Beliefs and Worship):</p> <ol style="list-style-type: none"> i. camfe-camfe irinsu kangida da camfi, da kambun baka; ii. bauta irin su bori da maita da tsafi; iii. tasirin zamani a kan camfe-camfe da bauta. <p>(g) Sarautun Gargajiya (Traditional Authority)</p> <ol style="list-style-type: none"> i. ire-irensu – sarki da hakimai da dagatai da masu unguwanni; ii. na bayin sarki – shantali da jakadiya da baraya da sauransu; iii. masu ala^ka da addini; irin su liman da al^kali; iv. ayyukansu. <p>(h) Magungunan Gargajiya (Traditional Medicine)</p> <ol style="list-style-type: none"> i. ire-irensu na gargajiya: sassa^ke-sassa^ke da sauyoyi da na gari da na ruwa; ii. na addini: layu da rubutu da^dibbu da 	<ol style="list-style-type: none"> i. zayyana ire-iren wasanni da bukukuwan Hausawa; ii. nuna mahimancinsu; iii. nuna yadda za a adana su kar su^bace; iv. nuna yadda ake gudanar da su; v. nuna tasirin zamani a kan bukukuwa da wasanni. <ol style="list-style-type: none"> i. tantance ire-ire da hanyoyin aiwatar da su; ii. bayyana amfaninsu; iii. bayyana rashin amfaninsu. iv. bayyana tasirin zamani a kansu. <ol style="list-style-type: none"> i. zayyana su ta fuskar ire-iren mu^kamai; ii. zayyana hawa-hawan mu^kami; iii. tantance aikin kowane mai mu^kami; iv. tantance mahimmancin kowane mu^kami. <ol style="list-style-type: none"> i. karkasa ire-iren magunguna;

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>duba;</p> <p>ii. hanyar amfani da su – sha da shafawa da surace da turare da sha ^ƙawa da taunawa da tsotsawa da ^ɗaurawa da li^ƙawa da ratayawa;</p> <p>iii. awo da kimantawa;</p> <p>iv. ayyukansu – riga-kafi da warkarwa;</p> <p>v. tasirin zamani a kansu</p> <p>(3) Adabi (Literature)</p> <p>I. Adabin Baka (Oral Literature)</p> <p>(a) Zuben Baka (Narratives): Irin su tatsuniya da almara da hikaya da ^ƙissa da tarihi.</p> <p>(b) Maganganun Azanci (Folk – sayings): Irin su take da kirari da habaici da zambo da karin magana da kacici-kacici da salon magana da adon harshe.</p> <p>(c) Wa^ƙo^ƙi na baka (Oral songs):</p> <p>i. ire-irensu – na fada da na jama’ a da na maza da na sha’awa da sauransu;</p> <p>ii. jigo da salo da zubi da tsari da mawa^ƙi da kayan ki^ɗa da abin da aka wa^ƙe.</p> <p>iii. wa ^ƙo^ƙi in aiki: na ni ^ƙa da da ^ɓe da na daka da na talla da sauransu;</p> <p>iv. Wa^ƙo^ƙi in yara (maza da mata); na aure da na dandali da sauransu;</p> <p>(d) Wasannin Kwaikwayo Na Gargajiya (Traditional Drama):</p> <p>i. Na yara:</p> <ul style="list-style-type: none"> - ire-iren su langa da wasan ^ƴyartsana da tashe da wasan gauta da dokin kara da sauransu; - yadda ake yin su. 	<p>ii. zayyana hanyoyin amfani da su;</p> <p>iii. nuna amfaninsu;</p> <p>v. nuna tasirin zamani a kan su.</p> <p>Lallai ne wa^ɗanda za su rubuta jarrabawa su iya:</p> <p>i. tantance na^u ‘o’ in zuben baka;</p> <p>ii. amfani da kalmomin da suka dace da kan labari.</p> <p>i. tantance sigogi da bayyana hanyoyin amfani da su;</p> <p>ii. na^ƙalta da amfani da kalmomin da suka dace da maganganun azanci.</p> <p>i. tantance ire-iren wa^ƙo^ƙi in baka;</p> <p>ii. tantance masu yin ire-iren wa^ƙo^ƙi in;</p> <p>iii. rarrabe siga da jigo da salo da zubi da kayayyakin aiwatar da su.</p> <p>i. tantance nau’o’ in wa^ƙo^ƙi in aiki;</p> <p>ii. tantance masu yin wa^ƙo^ƙi in aiki;</p> <p>iii. bambance sigogin wa^ƙo^ƙi in yara.</p> <p>i. tantance sigogin wasannin kwaikwayo na gargajiya.</p> <p>ii. tantance hanyoyin gudanar da wasannin kwaikwayo na gargajiya;</p> <p>iii. tantance muhimmancin wasannin kwaikwayo na gargajiya;</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>- muhimmancinsu</p> <p>ii. Na manya:</p> <ul style="list-style-type: none"> - ire-iren su ‘yan kama da kalankuwa da hoto da wowwo da tashe, da sauransu; - yadda ake yin su; - muhimmancinsu <p>II. Rubutaccen Adabi (Written Literature)</p> <p>Zube (Prose)</p> <p>i. <i>Kome Nisan Dare</i></p> <p>Waƙa (Poetry)</p> <p>i. <i>Wakokin Mu'azu Had'eja</i></p> <p>Wasan Kwaikwayo (Drama)</p> <p>i. <i>Kulɓa Na Barna</i></p>	<p>Lallai ne masu daukar jarabawa su iya:</p> <ul style="list-style-type: none"> i. tantance siga da tsari da jigo da salo da taurarin cikin littafin zube tare da nazarin su; ii. naƙaltar ƙa'idojin rubutu yayin karanta rubutun zube; iii. naƙaltar ma'anonin kalmomi da na jumloli domin fahimtar labari; iv. tantance muhimman saƙonni a cikin labari da yanke hukunci game da labarin. <ul style="list-style-type: none"> i. fahimtar jigo da salo da siga da zubi wajen nazarin zaɓaɓɓiyar waƙa; ii. yin la'akari da ƙa'idojin rubutu musamman na waƙa; iii. tantance ma'anonin kalmomi da na jumloli wajen nazarin waƙa; iv. danganta amfani da kalmomi da jumloli da saƙon waƙa; v. tantance muhimman saƙonni a cikin waƙa da yanke hukunci game da ita. <ul style="list-style-type: none"> i. tantance yanayin wurin wasa da jigo da salo da ‘yan wasa da siga da tsarin rubutaccen wasan kwaikwayo da aka zaɓa don nazari; ii. la'akari da muhimmancin ƙa'idojin rubutu wajen fitar da ma'ana; iii. naƙaltar ma'anar kalmomi domin fahimtar wasa; iv. tantance muhimman saƙonni a cikin wasa da yanke hukunci game da saƙonnin.

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