

## 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.

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 300 words.</p> <p>(c) Tsarin Sauti (Phonology)</p> <p>i. consonants – production and classification in terms of phonation, place and manner of articulation;</p> <p>ii. vowels – production and classification in terms of position of tongue and lips, monophthongs and diphthongs;</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 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. analyse the process of sound production and combination of sounds to form meanings in Hausa;</p> <p>ii. appraise the importance of vowels in determining meaning;</p>

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<ul style="list-style-type: none"> <li>iii. tone – e.g. high, low and falling tone patterns;</li> <li>iv. syllable structure – syllable types, e.g. open and closed syllables, light and heavy syllables;</li> <li>v. syllabic categories of words – monosyllabic, disyllabic, etc.</li> <li>vi. vowel length – long and short vowels;</li> <li>vii. phonological processes – e.g. assimilatory: palatalization, labialization and vowel harmony; non-assimilatory: insertion and deletion.</li> <li>(d) Kirar Kalma (Morphology) <ul style="list-style-type: none"> <li>i. roots and stems;</li> <li>ii. affixation – e.g. prefix, infix suffix and their derivational and inflectional functions;</li> <li>iii. gender and number inflections;</li> <li>iv. derivation of nouns and adjectives from verbs; adjectives and verbs from nouns.</li> </ul> </li> <li>(e) Ginin Jumla (Syntax) <ul style="list-style-type: none"> <li>i. word classes – e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections and ideophones;</li> <li>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);</li> <li>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;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>iii. distinguish between the phonetic attributes of sounds;</li> <li>iv. recognize the number of syllables and their types in a word;</li> <li>v. recognize the number of syllables and their types in a word;</li> <li>vi. appraise the importance of vowels in determining meaning;</li> <li>vii. analyse the phonological processes in Hausa.</li> <li>i. explain the inflectional and derivational processes in Hausa word formation;</li> <li>ii. explain the derivational process of word formation in Hausa;</li> <li>iii. differentiate between the two morphological processes;</li> <li>i. analyse the process governing word combination to form phrases; clauses and sentences in Hausa;</li> <li>ii. detect linguistic errors in the grammar;</li> <li>iii. observe punctuation rules;</li> <li>iv. recognize ideas or thoughts in written form;</li> <li>v. construct meaningful sentences for effective communication ;</li> <li>vi. use the appropriate tenses in spoken and written Hausa;</li> <li>vii. use the appropriate gender and number in spoken and written Hausa.</li> <li>viii. differentiate between types of sentence structure;</li> <li>ix. distinguish between nominal and verbal phrase;</li> </ul>

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<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>(f) 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 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. distinguish between the speech sounds of the language to reflect the acceptable grammar.</p> <p>iii. recognize the significance of punctuation rules;</p> <p>iv. recognize the various meanings and functions of sentences in communication;</p> <p>v. use words and sentences suitable for a particular purpose;</p> <p>vi. build up their vocabulary;</p> <p>vii. construct meaningful sentences for effective communication;</p>
<p>(2) Al’adu (Culture)</p> <p>(a) Rayuwar Hausawa (Hausa Rite de Passage)</p> <p>i. haihuwa (birth) –ɗaukar ciki da goyon ciki da haihuwa da shayarwa da al’adun makon haihuwa da wanka da ɓanti da yaye da kaciya da samartaka;</p> <p>ii. aure (marriage) – ire-irensa da nema da baiko da ɗaurin aure da biki da zaman aure da saki da zawarci;</p> <p>iii. mutuwa (death) – faɗar mutuwa da wanka da salla da jana’iza da zaman makoki da sadaka da takaba da gado</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. maƙwabtaka;</p> <p>iii. aikin gandu da na gayya;</p> <p>iv. abota da ƙawance</p>	<p>Lallai ne masu ɗaukar jarabawa su iya:</p> <p>i. bayyana al’adun da ke tattare da ɗaukar ciki har zuwa haihuwa;</p> <p>ii. bayyana al’adun neman aure har zuwa tarewa;</p> <p>iii. bayyana hanyoyin faɗar mutuwa zuwa rabon gado</p> <p>i. bayyana tsarin dangantaka da ma’amalar Hausawa;</p> <p>ii. bayyana mahimmancinsu a zamantakewar Hausawa</p>

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<p>v. gaisuwa da karimci</p> <p>(c) Sana'o'in Gargajiya (Traditional Occupations)</p> <p>i. ire-irensu – noma da kira da jima da kasuwanci da wanzanci da sassaƙa da farauta da dukanci da saƙa 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>vi. sana'o'i masu dangantaka da jinsi – aikatau da kwadago; kitso da aski.</p> <p>(d) Kayayyakin Buƙatun Rayuwa (Material Culture)</p> <p>i. na buƙatun cikin gida (household) – tufafi da karikitan cikin gida;</p> <p>ii. na sauran buƙatu (others) – gine-gine da girke-girke da sauransu.</p> <p>(e) Bukukuwa da Wasanni (Cultural Festivities):</p> <p>i. na addini (religious) – bikin salla da takutaha (sallar gani) a cika-ciki da saukar karatu, da sauransu;</p> <p>ii. na gargajiya (traditional) – kalankuwa da buƙar dawa, da sauransu;</p> <p>iii. na sana'a (occupational) – bikin kamun kifi da dambe da kokawa da wasan farauta da wasan maƙera da hawan kaho da sauransu;</p> <p>iv. na nishaɗi – sukuwa;</p> <p>v. na yara (children's games) – shalle da kulli-kurciya da a-sha-ruwan-tsuntsaye da gaɗa da carafke da sauransu.</p> <p>(f) Camfe-camfe da Bauta (Traditional Beliefs and Worship): kan-gida da camfi da bori da maita da tsafi da</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;</p> <p>vii. bayyana sarautun sana'o'in;</p> <p>viii. bambanta sana'o'in maza da na mata.</p> <p>i. tantance kayayyakin buƙatun rayuwar Bahausha;</p> <p>ii. tantance amfanin kayayyakin buƙatun rayuwar Bahausha;</p> <p>i. zayyana ire-iren wasanni da bukukuwan Hausawa;</p> <p>ii. nuna mahimancinsu;</p> <p>iii. nuna yadda za a adana su kar su bace;</p> <p>iv. nuna yadda ake gudanar da su;</p> <p>i. tantance ire-ire da hanyoyin aiwatar da su;</p> <p>ii. bayyana amfaninsu;</p> <p>iii. bayyana rashin amfaninsu.</p>

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<p>duba da tsibbu da kambun baka.</p> <p>(g) Sarautun Gargajiya (Traditional Authority)</p> <ol style="list-style-type: none"> <li>i. ire-irensu – sarki da hakimai da dagatai da masu unguwanni;</li> <li>ii. na bayin sarki – shantali da jakadiya da baraya da sauransu;</li> <li>iii. masu alaƙa da addini; liman da alkali;</li> <li>iv. ayyukansu;</li> </ol> <p>(h) Magungunan Gargajiya (Traditional Medicine)</p> <ol style="list-style-type: none"> <li>i. ire-irensu – sassaƙe-sassaƙe da sauyoyi da na gari da na ruwa da layu da rubutu;</li> <li>ii. hanyar amfani da su – sha da shafawa da surace da turare da shaƙawa da taunawa da tsotsawa da ɗaurawa da liƙawa;</li> <li>iii. awo da kimantawa;</li> <li>iv. ayyukansu – riga-kafi da warkarwa;</li> <li>vii. tasirin zamananci a kansu</li> </ol> <p><b>(3) Adabi (Literature)</b></p> <p><b>1. Adabin Baka (Oral Literature)</b></p> <p>(a) Zuben Baka (Narratives): Tatsuniya da almara da hikaya da kissa da tarihi.</p> <p>(b) Maganganun Azanci (Folk – Sayings); take da kirari da habaici da zambo da karin magana da kacici-kacici da salon magana da adon harshe.</p> <p>(c) Waƙoƙi (Songs):</p> <ol style="list-style-type: none"> <li>i. ire-irensu – na fada da na jama'a da na maza da sauransu;</li> <li>ii. jigo da salo da zubi da tsari da mawaƙi da kayan kiɗa da abin da aka</li> </ol>	<ol style="list-style-type: none"> <li>i. zayyana su ta fuskar ire-iren muƙamai;</li> <li>ii. tantance aikin kowane muƙami;</li> <li>iii. tantance mahimmancin kowane muƙami.</li> </ol> <ol style="list-style-type: none"> <li>i. kasafta ire-iren magunguna da hanyoyin amfani da su;</li> <li>ii. zayyana hanyoyin amfani da su;</li> <li>iii. nuna amfaninsu;</li> <li>iv. nuna tasirin zamananci a kan su.</li> </ol> <p>Lallai ne masu ɗaukar jarrabawa su iya:</p> <ol style="list-style-type: none"> <li>i. tantance nau 'o'in zuben baka;</li> <li>ii. amfani da isassun kalmomin da suka dace da kan labari.</li> </ol> <ol style="list-style-type: none"> <li>i. tantance sigogi da bayyana hanyoyin amfani da su;</li> <li>ii. naƙalta da amfani da kalmomin da suka dace da maganganun azanci.</li> </ol> <ol style="list-style-type: none"> <li>i. mayyaze ire-iren waƙoƙin baka;</li> <li>ii. tantance masu yin ire-iren waƙoƙin;</li> </ol>

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<p>wake.</p> <p>iii. waƙoƙin aiki: na niƙa da daƙe da na daka da na talla da sauransu;</p> <p>iv. Waƙoƙin 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"> <li>- ire-iren su langa da wasan 'yartsana da tashe da wasan gauta da dokin kara da sauransu;</li> <li>- yadda ake yin su.</li> <li>- muhimmancinsu</li> </ul> <p>ii. Na manya:</p> <ul style="list-style-type: none"> <li>- ire-iren su 'yan kama da kalankuwa da hoto da wowwo da tashe, da sauransu;</li> <li>- yadda ake yin su;</li> <li>- muhimmancinsu</li> </ul> <p><b>11. Rubutaccen Adabi (Written Literature) Zube (Prose)</b></p> <p><b>Waka (Poetry)</b></p> <p><b>Wasan Kwaikwayo (Drama)</b></p>	<p>iii. rarrabe sigogi da jigo da salailai da zubi da kayayyakin aiwatar da su.</p> <p>i. mayyaze nau'o'in waƙoƙin aiki;</p> <p>ii. tantance masu yin waƙoƙin aiki;</p> <p>iii. bambance sigogin waƙoƙin 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> <p>iv. tantance sigogin wasannin kwaikwayo na gargajiya.</p> <p>Lallai ne masu daukar jarabawa su iya:</p> <p>i. tantance sigogi da tsari da jigogi da salailai da taurarin cikin littafin zube tare da nazarin su;</p> <p>ii. naƙaltar ƙa'idojin rubutu tare da amfani da su;</p> <p>iii. naƙaltar ma'anonin kalmomi da na jumloji domin fahimtar labari.</p> <p>iv. tantance muhimman saƙonni a cikin labari da yanke hukunci game da shi.</p> <p>i. shaida jigogi da salailai da sigogi da zubi wajen nazarin zaɓaɓɓiyar waƙa;</p> <p>ii. yin la'akari da ƙa'idojin rubutu musamman na waƙa;</p> <p>iii. tantance ma'anonin kalmomi da na jumloji domin nazarin waƙa;</p> <p>iv. danganta amfani da kalmomi da jumloji da saƙon waƙa;</p> <p>v. tantance muhimman saƙonni a cikin waƙa da yanke hukunci game da ita.</p> <p>i. tantance yanayin wurin wasa da jigogi da salailai da 'yan wasa da sigogi da tsarin rubutaccen wasan kwaikwayo da aka zaɓa don nazari;</p> <p>ii. la'akari da muhimmancin ƙa'idojin rubutu wajen fitar da ma'ana;</p>

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	<p>iii. naƙaltar isassun kalmomi domin fahimtar wasa; iv. tantance muhimman saƙonni a cikin wasa da yanke hukunci game da su.</p>

**ZABABBUN LITTATTAFAI  
(PRESCRIBED TEXTS)**

<b>Nau'i</b>	<b>Marubuci</b>	<b>Littafi</b>
Zube:	(i) Abdullahi, J.  (ii) Ibrahim, S.K.	<i>Nagari Na kowa</i> Zaria: NNPC, 1970 <i>Tura Ta Kai Bango</i> Zaria: NNPC, 1983
<b>Waƙa:</b>	(i) Aliyu, A.A.  (ii) Isma'ila, J	Fasaha Akiliya Zaria: NNPC, 1980  <i>Ciza Ka Busa</i> Longman, Nig. 1981
<b>Wasan Kwaikwayo:</b>	(i) Makarfi, S.  (ii) Idris, D.	<i>Zamanin Nan Namu</i> Zaria: NNPC, 1983  <i>Matsolan Attajiri</i> Zaria: NNPC,

**Zababɓun Waƙoƙi Daga Zababɓun Littattafai  
(Selected Poems from Prescribed Texts)**

1. *Fasaha Akiliya*
  - (a) 'Yar Gagara'
  - (b) 'Hausa Mai Ban Haushi'
  - (c) 'Kadaura Babbar Inuwa'
2. *Ciza Ka Busa*
  - (a) 'Al'adun Gargajiya'
  - (b) 'Gaskiya Mai Daci'
  - (c) 'Koƙon Mabarata'



## RECOMEMNDED TEXTS

- Galadanci, M.K.M. (1976). *Introduction to Hausa Grammar*, Zaria: Longman  
 Junju, M.H. (1980). *Rayayyen Nahawun Hausa*, Zaria: NNPC  
 Muhammad, Y.M. (2005). *Fassarar Hausa*, Zaria: ABU Press  
 Sani, M.A.Z. (1999). *Tsarin Sauti Da Nahawun Hausa*, Ibadan: UP Plc  
 Sani, M.A.Z. name(s)? (2000). *Exam Focus: Hausa Language*, Ibadan UP Plc  
 Skinner, N. (1977). *Grammar of Hausa*, Zaria: NNPC  
 Yahaya, I.Y. name(s)? (1992). *Darussan Hausa 1 – 3*, Ibadan, UP Plc

### B. ADABI DA AL'ADU (LITERATURE AND CULTURE)

- Bichi, A.Y. (1979). *Waƙoƙin Bikin Aure*, Lagos: Nelson  
 Dangambo, A. (1984). *Rabe – Raben Adabin Baka da Muhimmancinsa Ga Rayuwar Hausawa*, Kano: T.P.C.  
 Gusau, S.M. (1991). *Makaɗa Da Mawaƙan Hausa*, Kaduna: Fisbas Media Service  
 Ibrahim, M.S. (1977). *Kowa Ya Sha Kiɗa*, Zaria: Longman  
 Madauci, I. name(s)? (1992). *Hausa Customs*, Zaria: ABU Press  
 Umar, M.B. (1976). *Danmaraya Jos Da Waƙoƙinsa*, Ibadan: OUP  
 Umar, M.B. (1977). *Wasannin Tashe*, Zaria: NNPC

### C. KAMUSAI (DICTIONARIES)

- Bargery G.P. (1951). *A Hausa – English Dictionary and English-Hausa Vocabulary* London: OUP  
 Newman, R.M. (1997). *An English-Hausa Dictionary*, Ibadan: Longman  
 Newman and Newman (1977). *Sabon Kamus Na Hausa Zuwa Turanci*, Ibadan: UPL  
 Skinner, N. (1993). *Kamus Na Turanci Da Hausa*, Zaria: NNPC  
 CSNL: (2006). *Kamusun Hausa Na Jami'ar Bayero ta Kano*, Kano: 'Dab'in CSNL  
 Wisdomline Pass at Once JAMB.