

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

DETAILED SYLLABUS

| TOPICS/CONTENTS/NOTES | OBJECTIVES |
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| <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>(i) Narrative (Akọmakọ)</p> <p>(ii) Descriptive and Expository (Nkọwa na Nkọwami)</p> <p>(iii) Argumentative (Mgbagha/Arụmarụka)</p> <p>(iv) Speech making (Ekwumekwu)</p> <p>(v) Letter Writing (Edemleta)</p> <p>(vi) Dialogue (Mkparịtaụka)</p> <p>2. Comprehension (Aghọtaazaa)</p> <p>One passage of about one hundred and fifty (150) words.</p> | <p>Candidates should be able to:</p> <p>(i) identify the basic principles of essay writing;</p> <p>(ii) use words and expressions appropriate to a particular topic;</p> <p>(iii) differentiate between different essay types;</p> <p>(iv) describe the characteristics of essay types;</p> <p>(v) compare different types of essay;</p> <p>(vi) criticize other people's essays.</p> <p>Candidates should be able to:</p> <p>(i) explain the meanings of difficult words;</p> <p>(ii) give correct answers;</p> <p>(iii) differentiate between figurative and idiomatic expressions from the passage;</p> <p>(iv) deduce conclusion(s) based on the passage.</p> |

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| <p>3. Sounds and Sound Patterns (Ụdaasụsụ na Usoro Ụdaasụsụ)</p> <p>(a) Vowels and Consonants (Ụdaume na mgbochiume)</p> <p>(b) Sound Patterns/Processes</p> <ol style="list-style-type: none"> i. Syllabic nasals (ụdaimi) ii. Semi-vowel (Myiriụdaume) iii. Nasal homogeneity (ndagba myiriụdaume) iv. Syllable structure (nkeji mkpụrụokwu) v. Vowel harmony (ndakọrịta ụdaume); vi. Vowel assimilation (olilo ụdaume); vii. Vowel elision and consonant elision (ndapụ ụdaume na ndapụ mgbochiume) <p>(c) Tone and tone marking (Ụdaolu na 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. Igbo Word Derivation (Usoro Mmụbaokwu n'Igbo)</p> <p>Processes of word derivation processes: coinages, loans and loan-blends (Mmụbawanye mkpụrụokwu site n'usoro mmepụta, mkpụpụta, mbite na mbiogwa).</p> <p>8. Grammar (Ụtọasụsụ)</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) recognise semi-vowels ('m' & 'n') and nasal homogeneity; (iv) divide words into syllables; (v) identify the vowel groups in Igbo; (vi) describe vowel assimilation, vowel elision 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) determine appropriate word division in Igbo. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) indicate the Igbo orthography; (ii) distinguish between the Igbo and English orthography. <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) spell Igbo words appropriately. <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) differentiate between grammatical categories; |

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| <p>(a) Parts of speech (Nkejiasụsụ): Nominals (Mkpọaha), verbs (ngwaa), adjectives (nkọwa), adverbs (nkwuwa), affixes (mgbakwunye), enclitics (nsokwunye), dgz.</p> <p>(b) The structure, types and characteristics of morpheme (Ndoko, ụdị na njirimara ọfịm) Free & bound (nnọrọonwe na ndabe)</p> <p>(i) the word (mkpụrụokwu) (ii) the phrase (nkebiokwu) (iii) the clause (nkebiahiri) nominal, adverbial and adjectival clause (kemkpọaha, kenkwuwa na kenkọwa) (iv) the sentence (ahiriokwu) simple (mfe), compound (ukwu), complex (mgbagwọ, dgz)</p> | <p>(ii) identify parts of speech and their functions;</p> <p>(iii) differentiate between types of affixes and their functions;</p> <p>(iv) determine types and characteristics of morphemes;</p> <p>(v) identify words, phrases, clauses, sentences, their types and characteristics.</p> |
| <p>9. Translation (Ntughari)</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>SECTION B: LITERATURE (AGUMAGU)</p> <p>1. Literary devices (Atumatokwu) dịka alliteration (biambia mgbochieme), assonance (biambịa udaume), parallelism (kwunkwugha), metaphor (mburu), simile (myiri), hyperbole (egbeokwu), personification (mmemmadu) proverbs (ilu), dgz.</p> <p>2. Oral Literature: Agumagu Onu/ Agumagu Odinala:</p> <p>Folktales (ifo), myths (nkomiriko), legends (nkokiriko), poems (abu),</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, chants, riddles, oral drama etc.</p> <p>(ii) analyse various genres of oral literature;</p> |

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| <p>songs (uri), chants (mbem), riddles (agwugwa), oral drama (ejije ọnụ), tongue-twister (okwuntūhi) dgz.</p> <p>3. Written Literature (Agumagu Ederede)</p> <p>(a) Prose (iduuazi)</p> <p>Chinedu Ofomata (2009). <i>A chọwa Isi Ochu.</i> Enugu: Format Publishing (NIG) LTD.</p> <p>(b) Poetry (Abụ)</p> <p>Nolue Emenanjo. <i>Utara Nti.</i> Onitsha: Evans Brothers (NIG) LTD</p> <p>ABỤ NDỊ A HỌPỤTARA (Selected Poems)</p> <table border="0"> <tr><td>1. Mbem Ụmụ Okorọbja</td><td>17</td></tr> <tr><td>2. Arụ</td><td>21</td></tr> <tr><td>3. Chukwu Ndị Isi Ojii</td><td>26</td></tr> <tr><td>4. Ilu</td><td>31</td></tr> <tr><td>5. Onye Ara na Uche Ya</td><td>34</td></tr> <tr><td>6. Ugomma</td><td>37</td></tr> <tr><td>7. Abụ</td><td>43</td></tr> <tr><td>8. Ihe Egwu Anyị</td><td>47</td></tr> <tr><td>9. Ego Na-ekwu</td><td>50</td></tr> <tr><td>10. Nne Anyị Afrika</td><td>52</td></tr> <tr><td>11. Mmadụ</td><td>59</td></tr> <tr><td>12. Ule Akwụkwọ Naijiria</td><td>61</td></tr> <tr><td>13. Di Anyị I Bụrụla Eze?</td><td>63</td></tr> <tr><td>14. Mmanya</td><td>65</td></tr> <tr><td>15. Ụwa</td><td>66</td></tr> </table> <p>(c) DRAMA (EJIJE)</p> <p>Ọdunke Artists (2019). <i>Ojaadiji.</i> Ibadan: University Press PLC.</p> | 1. Mbem Ụmụ Okorọbja | 17 | 2. Arụ | 21 | 3. Chukwu Ndị Isi Ojii | 26 | 4. Ilu | 31 | 5. Onye Ara na Uche Ya | 34 | 6. Ugomma | 37 | 7. Abụ | 43 | 8. Ihe Egwu Anyị | 47 | 9. Ego Na-ekwu | 50 | 10. Nne Anyị Afrika | 52 | 11. Mmadụ | 59 | 12. Ule Akwụkwọ Naijiria | 61 | 13. Di Anyị I Bụrụla Eze? | 63 | 14. Mmanya | 65 | 15. Ụwa | 66 | <p>(iii) present ideas/formulae in accordance with underlying principles;</p> <p>(iv) apply the lessons of oral literature to their everyday life.</p> <p>Candidates should be able to:</p> <p>(i) interpret the text;</p> <p>(ii) isolate the characters in the book;</p> <p>(iii) identify figurative and idiomatic expressions in the text;</p> <p>(iv) analyse the text;</p> <p>(v) identify the author, publisher and date of publication;</p> <p>(vi) draw moral lessons from the text.</p> <p>Candidates should be able to:</p> <p>(i) compare the types and themes of the poems;</p> <p>(ii) relate the poet's idea to the contents of the poems;</p> <p>(iii) compare figurative and idiomatic expressions in the poems;</p> <p>(iv) analyse the structures of the poems;</p> <p>(v) apply acquired knowledge and moral lessons from the poems to their daily lives.</p> <p>Candidates should be able to:</p> <p>(i) identify the type of drama the text belongs to;</p> <p>(ii) determine the themes in the text;</p> <p>(iii) identify the story lines;</p> <p>(iv) find out the characters in the book;</p> <p>(v) appreciate the language style of the play;</p> <p>(vi) appraise the social problems raised by the author in the play;</p> <p>(vii) apply acquired knowledge to their personal lives.</p> <p>(viii) Identify the moral lessons from the drama text.</p> |
| 1. Mbem Ụmụ Okorọbja | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Arụ | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Chukwu Ndị Isi Ojii | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Ilu | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Onye Ara na Uche Ya | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Ugomma | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Abụ | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Ihe Egwu Anyị | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Ego Na-ekwu | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Nne Anyị Afrika | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Mmadụ | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Ule Akwụkwọ Naijiria | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. Di Anyị I Bụrụla Eze? | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. Mmanya | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. Ụwa | 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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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 iche iche: ekele ụtụtụ, ehihie, anyasị, nri, onye nọ n'ọrịa, nlakpu, ọrụ dg. 2. Alụmdi na nwunye, igba alụkwaghịm. 3. Ọmụmụ na ile ọmụgwọ, ikuputa nwa, ibi ugwu, igụ aha, izu ahia nwa, ihu eze. 4. Echichi: Nze na Ọzọ, Eze/Obi/Igwe, Iyom/Lọlọ 5. Ike ekpe, iri ekpe, ikwa ozu, igba mkpe. 6. Ụmụnna, ụmụọkpụ/ụmụada, iyomdi, nwadiala. 7. Ọgbọ/ebiri/uke, ọhaneze, ezinaulo 8. Arụ na nsọala: Ihe nsọ, anụ nsọ, osisi nsọ, ebe nsọ. 9. Ọchịchị Ọdinala: Igwe/Eze, Nze na Ọzọ, ụmụnna, ezinaulo, ụmụọkpụ/ ụmụada, otu ọgbọ. 10. Nnabata ọbịa, ọji na itu nzu, itu aha, ikwọ aka ụtụtụ, igọ ọfọ. 11. Ihe ofufe: Igba afa, ichu aja, igọ mmụọ, ofufe. | <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>12. Ngwa ofufe: Ọfọ, ikenga,okpesi.</p> <p>13. Nkwenye: ịdụ isi/ịñụ iyi, ịgba ndụ, orikọ, ịlọ ụwa, ọgbanje, nrọ, ihi anụ, ịha/ịchụ mmiri, dg.</p> <p>14. Akụnaụba: inwe ala, ike ala, iri ekpe, elulu (ikpa ọkọkọ, ewu, dg).</p> <p>15. Abamaba: Mmọnwụ, ọkọkọ, ekpe, ọmabe, odo, dibja, dg.</p> <p>16. Egwuregwu: mgba, egwu ọnwá, ikpọ ọga, ịzụ ñchọ, ịzụ okwe, ịgba/ịchọ oro, dg.</p> <p>17. Akaorụ ndị Igbo: Ọrụ ugbo, ịkụ azụ, ịkpụ ụzụ, ịzụ ahịa, ịtụ ihe ọtụtụ, ịchụ nta, ime dibja, ịkpụ ite, dg.</p> <p>18. Emume: Ọfala, ịbọ ụzọ, ịwa ji/iri ji, ịgbu ewu ukwu, iru mgbede, ịwa akwa, akwamozu, ịgụ afọ, dg.</p> <p>SECTION D: General and Current Affairs (Ihe Ndị na-eme Ugbua)</p> <p>1. Topical issues in the Igbo language, literature and culture e.g. Ahịajiọkụ, Odenigbo lectures and Ọhaneze Ndi Igbo.</p> <p>2. Authors, Publishers, dates and places of publication of works in Igbo.</p> <p>3. Igbo Studies Association (ISA)</p> | <p>Candidates should be able to:</p> <p>(i) identify some dates, themes and functions of Ahịajiọkụ, Odenigbo and Ọhaneze Ndi Igbo Lectures;</p> <p>(ii) identify authors, publishers and dates of publication of various textbooks in Igbo;</p> <p>(iii) acquaint themselves with the functions and contributions of the Igbo Studies Association (ISA).</p> |

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| <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> <ol style="list-style-type: none"> 1. HIV/AIDS, Cancer and Corona Virus (Ọrịa Mmịnwu/Obirinaajaọcha, Awa eto na Ọrịa koro) 2. Drug Abuse (Ịnu Ọgwụ Agharaaghara) 3. Cultism (Otu Nzuzo) 4. Rights of Women and Children (Oruuru Ụmụnwanyi na Ụmụaka) 5. Human Rights Violation and Child Abuse (Ịnapụ Mmadụ Ikike na Mmetọ Nwata) 6. Religious Conflicts (Nsogbu Ndọkụrịta Ekpemekpe Ụka) 7. Kidnapping (Ntorọ Mmadụ) | <p>Candidates should be able to:</p> <ol style="list-style-type: none"> (i) acquaint themselves with current issues; (ii) examine their effects; (iii) suggest remedies to the problems. |

RECOMMENDED TEXTS

1. Agụ-Ofòdile, M.C. (2007). ***Nkuzi Asụsụ Igbo N'ụzọ Dị Mfe Maka Ndị Sinio Sekondiri Nke Ato***. Ibadan: Austin Modest Publishers.
2. Ụba – Mgbemena, A. (2006): ***Ntọala Usoroasụsụ Igbo***. Ibadan: Gold Press Ltd.
3. Ofili, D. N., Anozie C. C. and Chukwu, A. O. (2012): ***Lingwistiiki Sayensị Asụsụ II***. Enugu: Computer Edge Publishers.
4. Ezikeojiaku, P. A., Okebalama, C. N., Onweluzo, C. N. and Ekwe B. U. (1991). ***Ule Igbo Maka Sinio Sekondiri***. Ibadan: University Press Plc.
5. Anozie, C. C. (2003). ***Igbo Kwenu: Akụkọ na Omenala ndi Igbo***
Enugu: Computer Edge Publishers.
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7. Emenanjo, E. N., Dike, O. N., Agomo S. N. and Ezeuko , R. O. (1999). ***Exam Focus Maka WASSCE Na UTME***. Ibadan: University Press Plc.
8. Ofomata, C. E. (2005): ***Ndezu Utọasụsụ Igbo***. Enugu: Format Publishers (Nig.) Ltd.
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Ogbara Ohuru Utọasụsụ Igbo maka Sinio Sekondiri. Onitsha:
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13. Umeh, I. O. A., Onyekaonwu, G. O., Nwadike, I. U. and Okeke I. O. (1992).
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