

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>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/Arụmarụkọ)</p> <p>(iv) Speech making (Ekwumekwu)</p> <p>(v) Letter Writing (Edemleta)</p> <p>(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>(i) identify the basic principles of essay writing;</p> <p>(ii) use of 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 conclusions(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 (myiri ụdaume) ii. Syllable structure (nkebi mkpụrụokwu) iii. Vowel harmony (ndakorịta ụdaume); iv. Vowel assimilation (olilo ụdaume); v. Vowel elision and consonant elision (ndapụ ụdaume na ndapụ mgbochiume) <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 (nnoṛṛonwe na ndabe)</p> <p>(i) the word (mkpụrụokwu) (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 (AGUMAGU)</p> <p>1. Literary devices (Atumatuokwu na atumatu 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>

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<p>3. Written Literature (Agụmagu Ederede)</p> <p>(a) Prose (iduuazi)</p> <p>(i) Ude Odiłora (1981) <i>Okpa Akụ Eri Eri</i>. Onitsha: University Press. (NECO/WAEC) (2016-2020).</p> <p>(b) Poetry (Abụ)</p> <p>(i) Ikeokwu E.S & Onyejekwe M.C. (2009) <i>Uche Bụ Ahja</i>. Enugu: Format Publishers Nig. LTD. (WAEC/NECO 2016-2020).</p> <p>ABỤ NDỊ A HỌPỤTARA (Selected Poems)</p> <ol style="list-style-type: none"> 1. Uwa Ndolị Ndolị - 1 2. Ochichi - 14 3. Onwụ 1 - 16 4. Chi-Ukwu - 20 5. Ire 1 - 22 6. Ozi Oma - 28 7. Mmụta - 30 8. Ezi Nwaanyi - 36 9. Anyanwụ - 40 10. Akụ - 44 11. Akaraka - 49 12. Onwa - 69 13. Akwukwo - 71 14. Nwanne - 89 <p>(c) DRAMA (EJIJE)</p> <p><i>i.</i> Nwaozuzu G.I. (2005). <i>Nke M Ji ka</i>. Enugu: CIDJAP Press. (WAEC/NECO 2016-2020).</p>	<p>Candidates should be able to:</p> <ol 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> <ol 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> <ol 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, ọhaneze, ezinaụlọ 8. Arụ na nsọala: Ihe nsọ - anụ, osisi, ebe, igbu ọchụ. 9. Ọchịchị Ọdịnalá: 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 nhò, 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 (Ihe 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>

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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> <p>HIV/AIDS (Mmịnwu/Obirinaajaocha)</p> <p>Drug Abuse (Ịnụ Ọgwụ Agharaaghara)</p> <p>Cultism (Otu Nzuzo)</p> <p>Rights of Women and Children (Oruuru Ụmụnwanyi na Ụmụaka)</p> <p>Human Rights Violation (Ịnapụ Mmadụ Ikike)</p> <p>Religious Conflicts (Nsogbu Ndokurita 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 Sekondiri Sukul I.
2. Emenanjo, E. N., Dike, O. N., Agomo S. N and Ezeuko, R. O. (1999)
Exam Focus maka WASSCE na UME, Ibadan: University Press Plc.
3. Ezikeojiaku, P. A. Okebalama, C. N. Onweluzo, C. N and Ekwe B. U. (1991)
Ule Igbo maka Sinjo Sekondiri, Ibadan: University Press Plc.
4. Ikekeonwu, C., Ezikeojiaku, P. A., Ubani, A. and Ugoji, J. (1999)
Fonoloji na Grama Igbo, Ibadan: University Press Plc
5. Nzeako, J. U. T. (1972): ***Omenala Ndi Igbo,*** Ibadan: Longman.
6. Okoye, O. F. S., Ofoegbu, N. F. and Ezidiegwu, B. L. (1997)
Ogbara Ohuru Utoasusu Igbo maka Sinjo Sekondiri, 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):
Utoasusu na Agumagu Igbo nke Sinjo Sekondiri 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 ndi Igbo***
Enugu: Computer Edge Publishers.
12. Ofoamata, C. E. (2005): ***Ndezu Utoasusu Igbo.*** Enugu: Format Publishers (Nig)
Ltd.
13. Ofili, D. N. Anozie C.C. and Chukwu, A.O. (2012): ***Lingwistiiki Sayensi Asusu II.***
Enugu: Computer Edge.