

## YORÙBÁ

### GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in Yorùbá 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. stimulate and sustain their interest in Yorùbá language, literature and culture;
2. acquire basic knowledge and skill in Yorùbá language, literature and material and non-material aspects of culture.

### STRUCTURE OF THE EXAMINATION

The test will be of an objective type, candidates will answer fifty (50) multiple-choice questions covering all aspects of the syllabus:

#### 1. LANGUAGE

(a) Comprehension (1 prose and 1 verse)	10 items
(b) Sound system	05 items
(c) Grammar	06 items
(d) Current orthography	02 items
(e) Translation	02 items

#### 2. LITERATURE

(a) Oral	06 items
(b) Written	09 items

#### 3. CULTURE

10 items

**TOTAL** 50 items

## DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p style="text-align: center;"><b>SECTION A</b></p> <p><b>1. LANGUAGE</b></p> <p>(a) Comprehension</p> <p>(i) Prose</p> <p>(ii) Verse</p> <p>(b) <b>Sound System</b></p> <p>(i) Production of sounds (consonants and vowels)</p> <p>(ii) Tones, tone change and tonal transfer</p> <p>(iii) Syllable structure</p> <p>(iv) Sound process (vowel harmony and co-occurrence, e.t.c) elision and contraction)</p> <p>(v) Loan-word integration</p> <p>(c) <b>Grammar</b></p> <p>(i) Morphology - Word formation</p>	<p>Candidates should be able to:</p> <p>i. identify central issues in a passage and draw appropriate conclusions;</p> <p>ii. determine basic assumptions and express ideas;</p> <p>iii. identify the meanings and functions of given phrases and sentences.</p> <p>Candidates should be able to:</p> <p>ia. identify organs of speech and speech sounds;</p> <p>ib. determine their correct usages;</p> <p>ii. detect linguistic errors (pronunciations and wrong usages);</p> <p>iii. determine the syllable components of words;</p> <p>iv. demonstrate knowledge of the basic principles underlying the relationship between sounds;</p> <p>v. demonstrate knowledge of word adaption.</p> <p>Candidates should be able to:</p> <p>i. demonstrate good knowledge of word derivation;</p>


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(ii) Word classes – nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, etc.	ii. determine the appropriate use of words;
(iii) Phrases and clauses – types and functions.	iii. demonstrate knowledge and understanding of Yorùbá syntax;
(iv) Sentences – types, structures and functions	iv. identify the types and functions of sentences;
(v) Grammatical categories – tense and aspects.	v. demonstrate good knowledge of vocabulary.
(d) Current Orthography	Candidates should be able to:
(e) Translation	i. detect linguistic errors; ii. present ideas in acceptable modern form, (oral and written);
<b>2. LITERATURE</b>	Candidates should be able to:
<b>(a) Oral Literature:</b>	Candidates should be able to:
<b>(i) Prose:</b> Láwuyì Ògúnníran, (1985) Eégún Aláré Lagos: Macmillan Nigeria Publishers Ltd.	i. identify central issues, problems, the component parts of an idea presented in a work;

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<p><b>(ii) Poetry:</b> Wande Abimbola (2012) Àwọn Ojú Odù Méré̀rèrindínlógún Ibadan: University Press PLC.</p> <p><b>(b) Written Literature:</b></p> <p><b>(i) Prose:</b> Agboḷá Àyádìran (2007) Àkànní Olú-ọmọ Ilorin: Lifesteps Publishers.</p> <p><b>(ii) Poetry:</b> M.A. Olówu et al (2007) Ewì Yorùbá Lákòtun (SSS 1-3) Ibadan: Evans Brothers (Nigeria Publishers) Ltd</p> <p><b>(iii) Drama:</b> Lásúnkànmí Tẹ̀là (2007): Ègún Orí Ìkúnlẹ̀ Ibadan: Rasmed</p>	<p>ii. draw appropriate conclusions</p> <p>i. deduce logical inferences from abstract relations of components of an idea in a work;</p> <p>ii. Identify the figurative and the idiomatic expressions in the poem.</p> <p>Candidates should be able to:</p> <p>i. demonstrate good knowledge of ideas in works of art;</p> <p>ii. draw moral lessons from the text;</p> <p>iii. identify the narrative techniques in the text;</p> <p>iv. identify the figurative and idiomatic expressions in the text.</p> <p>i. deduce the import of written works of art and genres;</p> <p>ii. Identify the figurative and the idiomatic expressions in the poem.</p> <p>i. identify the central theme of</p>

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<p>Publication Limited.</p> <p><b>3. CULTURE</b></p> <p><b>1. Èrò àti ìgbàgbó:</b> (Olódùmarè, àkùdàáyà, emèrè, abbl)</p> <p><b>2. Ètò ìṣelú àti ààbò ìlú :</b> (Ègbé àti oḡbà, oyè jíjẹ àti àwọ̀n ìjòyè, oḡun jíjà, abbl)</p> <p><b>3. Ètò ìsìnkú àti oḡun pín pín</b></p>	<p>works;</p> <p>ii. interpret same in accordance with acceptable principles;</p> <p>iii. identify types of drama.</p> <p>iv. identify the figurative and idiomatic expressions in the drama;</p> <p>v. extract the narrative techniques in the drama.</p> <p>Candidates should be able to:</p> <p>i. distinguish traditional practices and acceptable ways of life from modern and common sense beliefs.</p> <p>Candidates should be able to:</p> <p>i. assess the functions and roles of individuals, chieftains, and groups in ensuring peace, stability and continuity of society.</p> <p>Candidates should be able to:</p> <p>i. distinguish between traditional practices;</p> <p>ii. relate them to funerals and</p>

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<p><b>4. Oge síṣe:</b> (Ilà kíkò, ara fífín, tìròò lílé, abbl)</p> <p><b>5. Ayeye</b> (Ìgbéyàwó, ìṣomólórúko, ìwúyè, abbl)</p> <p><b>6. Ètò Ìwòsàn:</b> (Ìtojú aláìsàn, ìtojú àti ìgbèbí aboyún, abbl)</p> <p><b>7. Àrokò</b> (Ìkìlò, ìtúfò, èbè, abbl)</p>	<p>inheritance;</p> <p>iii. suggest ways to preserve the traditional practices.</p> <p>Candidates should be able to:</p> <p>i. interpret graphic representation of cultural practices;</p> <p>ii. examine the processes of beautification.</p> <p>Candidates should be able to:</p> <p>i. demonstrate good knowledge of social activities and celebrations;</p> <p>ii. relate events to appropriate situations.</p> <p>Candidates should be able to:</p> <p>i. determine the appropriate health care practices applicable to ailments of members of society;</p> <p>ii. suggest the best ways of using the appropriate health care practices.</p> <p>Candidates should be able to:</p> <p>i. identify the symbolic relevance of objects of communications;</p>

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<p><b>8. Àwọ̀n Oúnjẹ Yorùbá</b> (Àbàrí, iyán, èwà, abbl)</p> <p><b>9. Iṣẹ́ abínibí</b> (Àgbè, ìsòṅà, ìlù lílù, abbl)</p> <p><b>10. Ìranra-ẹ̀ni- Iówó</b> (Àáró, èbèsé, owó yíyá, abbl)</p> <p><b>11. Ìwà ọ̀mọ̀lúàbí:</b></p> <p>(a) Ìwà ètọ̀ ọ̀mọ̀lúàbí àti àṅfààní rẹ̀ (Sùúrù, ìmoore, ìbòwò, abbl)</p> <p>(i) Ìwà àìtọ̀ ọ̀mọ̀lúàbí àti ìjìyà (Àfojúdi, àìbìkítà, ọ̀lẹ̀, abbl)</p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. relate certain foods to symbolic meanings.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. demonstrate adequate knowledge of the various traditional professions;</li> <li>ii. compare various traditional professions.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. examine various ways of benefiting from communal relationships.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. identify acceptable patterns of behaviour and attitude that conform with society norms and values;</li> <li>ii. suggest ways of inculcating them in society</li> </ol>

TOPICS/CONTENTS/NOTES	OBJECTIVES
	



## RECOMMENDED TEXTS

### LANGUAGE

- Abíòdún, Jíbólá (1995). *Àròkọ àti Aáyán Ògbufò*, Lagos: MAJAB Publishers
- Adéwólé, L. O. et al (2000). *Exam Focus – Yorùbá language for WASSCE/ SSCE*. Ìbàdàn: UP Plc
- Awóbùlúyì, O. (1978). *Essentials of Yorùbá Grammar*, Ìbàdàn: UP Plc.
- Awóbùlúyì, O. (1990). *Yorùbá Metalanguage (Èdè-Ìperí Yorùbá) Vol. II*, Ìbàdàn: UP Plc.
- Babalólá, A. (ed.) (1991). *Ìwé Ìmòdòtun Yorùbá SSI – SSIII*, Longman
- Bámgbósé, O. (ed.) (1984). *Yorùbá Metalanguage (Èdè – Ìperí Yorùbá) Vol. 1*, Ìbàdàn: UP Plc.
- Bámgbósé, A. (1990). *Fonólójì àti Gírámà Yorùbá*, Ìbàdàn
- Mustapha, O. (ed.) (1988). *Èkó – Èdè Yorùbá Òde – òní SSI – SSIII*, Macmillian
- Mustapha, O. (ed.) (1991). *Èkó – Èdè Yorùbá Titun SSI–SSIII*, Yorùbá, Ìbàdàn: UP Plc.
- Odétókun, Adémólá (et. al) (2005). *Ìwé Ìgbàradì fún Ìdánwò Yorùbá*, Ìbàdàn: Macmillan
- Owólabí, K. (1989). *Ìjìnlẹ̀ Ìtupalẹ̀ Èdè Yorùbá (1) Fónétíkì àti Fonólójì*, Ìbàdàn: Oníbonòjé Press
- Owólabí, O, (name(s)?) (1999) *Countdown WASSCE/SSCE. NECO, JME (Ìwé Ìgbàradì fún Ìdánwò Àsekágbá Yorùbá)* Ìbàdàn: Evans
- Oyádèyi, O. (1998). *Ìjìnlẹ̀ Fonólójì àti Gírámà Èdè Yorùbá*, Ìbàdàn: Heinemann

### LITERAURE

All the prescribed texts are reflected as applicable on the syllabus under Topics/Contents/Notes column.

### CULTURE

- Adéoyè, C. L. (1979). *Àṣà àti Ìṣe Yorùbá*, Ìbàdàn: OUP
- Adéoyè, C. L. (1985). *Ìgbàgbó àti Èsìn Yorùbá*, Ìbàdàn: Oníbonòjé
- Ládelé, T. A. et al (1986). *Àkójopò Ìwádíí Ìjìnlẹ̀ Àṣà Yorùbá*, Ìbàdàn: Macmillian
- Wisdomline Pass at Once JAMB.