

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) Essay writing	01 items
(c) Sound system	04 items
(d) Grammar	06 items
(e) Current orthography	02 items
(f) 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>SECTION A</p> <p>1. LANGUAGE:</p> <p>(a) Comprehension:</p> <p>(i) Prose</p> <p>(ii) Verse</p> <p>(b) Essay Writing</p> <p>(c) Sound System:</p> <p>(i) Production of sounds (consonants and vowels);</p> <p>(ii) Tones and tone change;</p> <p>(iii) Syllable structure; and</p> <p>(iv) Sound processes co-vowel occurrence, elision and deletion, etc.</p> <p>(d) Grammar:</p> <p>(i) Morphology – Word-formation;</p> <p>(ii) Loan-word integration;</p> <p>(iii) Word classes – nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, etc.;</p> <p>(iv) Phrases and clauses – types and functions;</p> <p>(v) Sentences – types, structures and functions; and</p> <p>(vi) Grammatical categories – tense and aspects.</p> <p>(e) Current Orthography</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; and</p> <p>(iii) identify the meanings and functions of given phrases and sentences.</p> <p>Candidates should be able to:</p> <p>(i) identify different types of essay; and</p> <p>(ii) apply different types of techniques associated with each type.</p> <p>Candidates should be able to:</p> <p>(i) identify organs of speech, speech sounds and parameters for describing each speech sound;</p> <p>(iia) determine their correct usages;</p> <p>(iib) detect linguistic errors (pronunciations and wrong usages);</p> <p>(iii) determine the syllable components of words; and</p> <p>(iv) demonstrate knowledge of the basic principles underlying the relationship between sounds.</p> <p>Candidates should be able to:</p> <p>(i) demonstrate good knowledge of word derivation;</p> <p>(ii) demonstrate knowledge of word adoption;</p> <p>(iii) identify the appropriate class a word belongs to;</p> <p>(iv) demonstrate knowledge and understanding of Yorùbá syntax;</p> <p>(v) identify the types structures and functions of sentences; and</p> <p>(vi) demonstrate good knowledge of non-lexical items.</p> <p>Candidates should be able to:</p> <p>present ideas in acceptable written form.</p>

<p>(f) Translation</p>	<p>Candidates should be able to: interpret sentences and ideas in accordance with acceptable principles.</p>
<p>2. LITERATURE:</p> <p>(a) Oral Literature:</p> <p>(i) Prose: Amoo, A. (2010). <i>Àkójopò Àlò Àpagbè</i>, Akurẹ: Hirise Celebrity Publishers.</p> <p>(ii) Poetry: Babalola, A. (2001). <i>Àwọn Oriki Oriṣe Mètàdínlógbòn</i>, Lagos: Longman Nig. Ltd.</p> <p>(b) Written Literature:</p> <p>(i) Prose: Ajéwólé, O. (2005) <i>Ìgbèyìn L'aláyò N Ta</i>, Ibadan: Extention Publications Limited.</p> <p>(ii) Poetry: Fádíyà, O. (2008). <i>Ìyá Àtàtá</i>, Ibadan: Lasswell.</p> <p>(iii) Drama: Tèlà, L. (2007). <i>Ègún Ori Ìkúnlẹ</i>, Ibadan: Rasmed Publication Limited.</p>	<p>Candidates should be able to:</p> <p>(i) identify central issues, problems and the component parts of an idea presented in a work; and (ii) draw appropriate conclusions</p> <p>(i) deduce logical inferences from abstract relations of components of an idea in a work; and (ii) identify the figurative and idiomatic expressions in the poem.</p> <p>Candidates should be able to:</p> <p>(i) demonstrate good knowledge of ideas in works of art; (ii) draw moral lessons from the text; (iii) identify the narrative techniques in the text; and (iv) identify the figurative and idiomatic expressions in the text.</p> <p>(i) deduce the import of written works of art and genres; and (ii) identify the figurative and idiomatic expressions in the poem.</p> <p>(i) identify the central theme of works; (ii) interpret same in accordance with acceptable principles of the society; (iii) identify types of drama; (iv) identify the figurative and idiomatic expressions in the drama; and (v) extract the narrative techniques in the drama.</p>
<p>3. CULTURE:</p> <p>1. Èrò àti ìgbàgbò: Olódúmarè, àkùdàáyà, emèrè, àjé, àwọn irúnmoṣè abbl.</p> <p>2. Ètò ìṣelú àti ààbò ilú: Egbé àti ogbà, oyè jíjẹ àti àwọn ijòyè, ogun jíjà abbl.</p> <p>3. Ètò ìsínkú àti ogún pínpín: Òkú agbà, òkú òfò, òkú òdṣà, itúfò, ilẹ̀ òkú gbígbé, idí igi, mọ̀lẹ̀bí, bàbá ìsínkú abbl.</p> <p>4. Ònkà Yorùbá:</p>	<p>Candidates should be able to: distinguish traditional practices and acceptable ways of life from modern and common sense beliefs.</p> <p>Candidates should be able to: 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: (i) distinguish between traditional practices; and (ii) relate them to funerals and inheritance.</p> <p>Candidates should be able to:</p>

<p>Oókan tí tí dé òkè kan (1-20,000).</p> <p>5. Ayeye: Ìgbéyàwó, isomolórúko, iwúyè abbl.</p> <p>6. Ètò Ìwòsàn: Ìtójú aláísàn, ìtójú àti ìgbèbí aboyún, abbl.</p> <p>7. Eré idárayá: (i) eré òsùpa – àlò, bojúbojú abbl; and (ii) eré ojúmọmọ – ijàkadì, ayò, òkòtó, àrín abbl.</p> <p>8. Iṣẹ̀ àbíníbí àti óúnjẹ̀ ilẹ̀ Yorùbá: (i) Iṣẹ̀-àgbẹ̀ iṣòṅà, ilù lílù abbl; and (ii) Óúnjẹ̀ – àbàrí, iyán, èwà abbl.</p> <p>9. Ìranra-ẹ̀ni-lọ̀wọ̀: Àáró,èbèṣẹ̀, owó yíyá abbl.</p> <p>10. Èkọ̀ ilé: Ìwà omolúábí àti ànfààní rẹ̀.</p>	<p>(i) count in Yorùbá numerals; and (ii) apply addition, deduction and division methods in Yorùbá.</p> <p>Candidates should be able to: relate social activities and events to appropriate situations.</p> <p>Candidates should be able to: demonstrate knowledge of the best way of using the appropriate health care practices.</p> <p>Candidates should be able to: (i) identify types of Yorùbá traditional games; (ii) identify rules and regulations guiding each game; and (iii) mention values derived from each game.</p> <p>Candidates should be able to: (i) demonstrate adequate knowledge of the various traditional professions; (ii) compare various traditional professions; (iii) demonstrate knowledge of preparing each type of Yorùbá food; and (iv) mention nutritional values of each food.</p> <p>Candidates should be able to: examine various ways of benefiting from communal relationships.</p> <p>Candidates should be able to: identify acceptable patterns of behaviour and attitude that conform with society norms and values.</p>
---	---

RECOMMENDED TEXTS**LANGUAGE**

- Abíódún, J. (1995). *Àròkò àti Aáyán Ògbufò*, Lagos: MAJAB Publishers.
- Adéwoḷé, 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. (ed.) (1990). *Yorùbá Metalanguage (Èdè-Ìperí Yorùbá) Vol. II*, Ìbàdàn: UP Plc.
- Awóbùlúyì, O. (2008). *Èkó Ìṣèdà-Òrò Yorùbá*, Akurẹ: Montem Paperback.
- Awóbùlúyì, O. (2013). *Èkó Gírámà Èdè Yorùbá*, Oṣogbo: Atman Ltd.
- Babalọlá, A. (ed.) (1991). *Ìwé Ìmòdòtun Yorùbá SSI – SSIII*, Longman.
- Bámgbósé, O. (ed.) (1984). *Yorùbá Metalanguage (Èdè-Ìperí Yorùbá) Vol. I*, Ìbàdàn: UP Plc.
- Bámgbósé, A. (1990). *Fonólójì àti Gírámà Yorùbá*, Ìbàdàn.
- Mustapha, O. (ed.) (1988). *Èkó-Èdè Yorùbá Òde-òní SSI – SSIII*, Macmillian Publishers.
- Mustapha, O. (ed.) (1991). *Èkó-Èdè Yorùbá Titun SSI–SSIII*, Ìbàdàn: UP Plc.
- Odétókun, A. (et al) (2005). *Ìwé Ìgbàradì fún Ìdánwò Yorùbá*, Ìbàdàn: Macmillan Publishers.
- Owólabí, K. (1989). *Ìjìnlẹ̀ Ìtupalẹ̀ Èdè Yorùbá (1) Fónétìkì àti Fonólójì*, Ìbàdàn: Oníḅonòjé Press.
- Owólabí, O. (et al) (1999). *Countdown WASSCE/SSCE, NECO, JME (Ìwé Ìgbàradì fún Ìdánwò Àṣekágbá Yorùbá)* Ìbàdàn: Evans.
- Oyádèyí, 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: Oníḅonòjé Press.
- Ládélé, T. A. (et al) (1986). *Àkójopò Ìwádù Ìjìnlẹ̀ Àṣà Yorùbá*, Ìbàdàn: Macmillian Publishers.