

## 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 forty (40) multiple-choice questions covering all aspects of the syllabus:

#### 1. LANGUAGE:

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|--|----------|
| (a) Comprehension<br>(1 prose and 1 verse) | 08 items |
| (b) Essay writing                          | 01 item  |
| (c) Sound system                           | 04 items |
| (d) Grammar                                | 05 items |
| (e) Current orthography                    | 02 items |
| (f) Translation                            | 01 item  |

#### 2. LITERATURE:

- |             |          |
|-------------|----------|
| (a) Oral    | 04 items |
| (b) Written | 06 items |

#### 3. CULTURE 09 items

**TOTAL 40 items**

### DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
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<p><b>SECTION A</b></p> <p><b>1. LANGUAGE:</b></p> <p><b>(a) Comprehension:</b></p> <p>(i) Prose</p> <p>(ii) Verse</p> <p><b>(b) Essay Writing:</b></p> <p><b>(c) Sound System:</b></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-occurrence, elision, deletion, etc.</p> <p><b>(d) Grammar:</b></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.</p> <p><b>(e) Current Orthography</b></p> <p><b>(f) Translation</b></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.</p> <p>Candidates should be able to:</p> <p>present ideas in acceptable written form.</p> <p>Candidates should be able to:</p>
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	interpret sentences and ideas in accordance with acceptable principles.
<b>2. LITERATURE:</b>	Candidates should be able to:
<b>TOPICS/CONTENTS/NOTES</b>	<b>OBJECTIVES</b>

<p><b>(a) Oral Literature:</b></p> <p><b>(i) Prose:</b> Babalolá, A. (2018). <i>Àkójopò Àlò Ìjàpá (Apá Kín-in-ní)</i>. Ìbàdàn: University Press Plc.</p> <p><b>(ii) Poetry:</b> Babalolá, A. (2001). <i>Àwọn Oríkì Orilẹ̀ Mètàdínlógbòn</i>, Lagos: Learn Africa Plc. pp. i-ix &amp; 117314.</p> <p><b>(b) Written Literature:</b></p> <p><b>(i) Prose:</b> Awé, D. (2016). <i>Morèmi Àjàsorò</i>. Iléṣà: Elyon Publishers.</p> <p><b>(ii) Poetry:</b> Àkànjí, A. (2017). <i>O`ro` Enu Akéwì</i>. Ìbàdàn: Genius Books Publishers.</p> <p><b>(iii) Drama:</b> Ìṣòl á, A. (2014). <i>Nitorí Owó</i>. Òṣogbo: Sumob Publishers.</p>	<p>(i) identify central issues, problems and the component parts of ideas presented in the work of art;</p> <p>(ii) draw moral lessons from the text;</p> <p>(iii) identify the figurative and idiomatic expressions in the text; and (iv) draw appropriate conclusions.</p> <p>Candidates should be able to:</p> <p>(i) deduce logical inferences from abstract relations of components in the work of art; and</p> <p>(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 the work of art;</p> <p>(ii) draw moral lessons from the text;</p> <p>(iii) identify the narrative techniques in the text; and (iv) identify the figurative and idiomatic expressions in the text.</p> <p>Candidates should be able to:</p> <p>(i) deduce the import of written works of art and genres; and</p> <p>(ii) identify the figurative and idiomatic expressions in the poem.</p> <p>Candidates should be able to:</p> <p>(i) identify the central theme of the work;</p> <p>(ii) interpret same in accordance with acceptable principles of the society;</p> <p>(iii) identify types of drama;</p> <p>(iv) identify the figurative and idiomatic expressions in the drama; and</p> <p>(v) extract the narrative techniques in the drama.</p>
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<p><b>3. CULTURE:</b></p> <p><b>1. Èrò àti Ìgbàgbó:</b> Olódùmarè, àkùdááyà, emèrè, àjé, àwọn irúnmolè, abbl.</p> <p><b>2. Ètò Ìṣèlú àti Ààbò Ìlú:</b> Egbè àti ogbà, oyè jíjé àti àwọn ijòyè, ogun jìjà, abbl.</p> <p><b>3. Ètò Ìsínkú àti Ogún Pínpin:</b> Òkú àgbà, òkú ọfọ, òkú òòsà, ìtúfò, ilẹ̀ òkú gbígbé, ìdí igi, mọ̀lẹ̀bí, bàbá isínkú, abbl.</p> <p><b>4. Ònkà Yorùbá:</b> Oókan tí tí dé ọ̀kẹ́ kan (1-20,000).</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: (i) count in Yorùbá numerals; and</p>
<p><b>TOPICS/CONTENTS/NOTES</b></p>	<p><b>OBJECTIVES</b></p>
<p><b>5. Ayeyé:</b> Ìgbéyàwó, isomólórúko, iwúyè, abbl.</p> <p><b>6. Ètò Ìwòsàn:</b> Ìtójú aláìsàn, ìtójú àti igbèbí aboyún, abbl.</p> <p><b>7. Eré Ìdaráyá:</b> (i) Eré òsùpá – àlọ, bojúbojú, abbl; (ii) Eré ojúmomo – ijàkadì, ayò, òkòtó, àrín, abbl.</p> <p><b>8. Iṣẹ̀ Abíníbí àti Oúnjẹ Ilẹ̀ Yorùbá:</b> (i) Iṣẹ̀-àgbẹ̀ ṣòṣà, ilù lílù, abbl; (ii) Oúnjẹ – àbàrí, iyán, ẹ̀wà, abbl.</p> <p><b>9. È kọ̀ Ilé:</b> Ìwà omólúàbí àti ànfààní rẹ̀.</p>	<p>(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: identify acceptable patterns of behaviour and attitude that conform with societal norms and values.</p>

## RECOMMENDED TEXTS

### LANGUAGE

- Abíódún, J. (1995). *Àròkò 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. (ed.) (1990). *Yorùbá Metalanguage (Èdè-Ìperí Yorùbá) Vol. II*, Ìbàdàn: UP Plc.
- Awóbùlúyì, O. (2008). *È kó Ìṣẹ̀dá-Ò rọ Yorùbá*, Akure: Montem Paperback.
- Awóbùlúyì, O. (2013). *È kó Gírámà Èdè Yorùbá*, Oṣogbo: Atman Ltd.
- Babalọlá, A. (ed.) (1991). *Ìwé Ìmọ̀dòtun 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). *È kó-Èdè Yorùbá Òde-òní SSI – SSIII*, Macmillian Publishers.
- Mustapha, O. (ed.) (1991). *È kó-Èdè Yorùbá Titun SSI–SSIII*, Ìbàdàn: UP Plc.
- Ọ̀dẹ̀tókun, A. (et al) (2005). *Ìwé Ìgbàradì fún Ìdánwó Yorùbá*, Ìbàdàn: Macmillan Publishers.
- Owólabí, K. (1989). *Ìjìnlẹ̀ Ìtupalẹ̀ Èdè Yorùbá (1) Fónétìkì àti Fónólójì*, Ìbàdàn: Oníbonòjé Press.
- Owólabí, O. (et al) (1999). *Countdown WASSCE/SSCE, NECO, JME (Ìwé Ìgbàradì fún Ìdánwò Àṣekágbá Yorùbá)* Ìbàdàn: Evans.
- Ọ̀yádẹ̀yí, O. (1998). *Ìjìnlẹ̀ Fónólójì àti Gírámà Èdè Yorùbá*, Ìbàdàn: Heinemann.

### LITERATURE

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). *Ìgbàgbọ̀ àti È sìn Yorùbá*, Ìbàdàn: Oníbonòjé Press.
- Ládélé, T. A. (et al) (1986). *Àkójọpọ̀ Ìwádii Ìjìnlẹ̀ Àṣà Yorùbá*, Ìbàdàn: Macmillian Publishers.

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*Yoruba*