

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: LAGUAGES (ASUSU)</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/Arumarụka)</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 based on the passage.</p>

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<p>3. Sounds and Sound Patterns (Udaasusu na Uoro Udaasusu)</p> <p>(a) Vowels and Consonants (Udaume na mgbochiume)</p> <p>(b) Sound Patterns/Processes</p> <ol style="list-style-type: none"> i. Syllabic nasals (myiri udaume) ii. Syllable structure (nkeji mkpuruokwu) iii. Vowel harmony (ndakorita udaume); iv. Vowel assimilation (olilo udaume); v. Vowel elision and consonant elision (ndapu udaume na ndapu mgbochiume) <p>(c) Tone and tone marking (Akara udaolu)</p> <p>4. Spelling and spelling rules (Nsupe na Iwu Nsupu)</p> <p>5. Igbo Orthography (Mkpuredemede Igbo)</p> <p>6. Dialect and Standard Igbo (Olundi/Olumba na Igbo Izugbe)</p> <p>7. Vocabulary (Mkpuruokwu di nasusu) Expansion through word derivation processes, coinages, loans and loan-blends (Imubawanye mkpuruokwu site n'usoro mmeputa, mkpuputa, mbite na mbiogwa).</p> <p>8. Grammar (Utoasusu)</p> <p>(a) Parts of speech (Nkejiasusu): Nominals (Mkpoha), verbs (ngwaa), adjectives (nkowa), adverbs (nkwuwa), affixes (mgbakwunye), enclitics (nsokwunya),</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>dgz.</p> <p>(b) The structure, types and functions of the morpheme (Ndokọ, ụdị na ọrụ mọfīm) Free & bound (nnọrọonwe na ndabe)</p> <p>(i) the word (mkpụrụokwu) (ii) the phrase (nkebiokwu) (iii) the clause (nkebiahịri) nominal, relative adverbial (kemkpọaha na kenkwuwa) (iv) the sentence (ahịriokwu) simple (mfe), compound (ukwu), complex (mgbagwo, dgz)</p> <p>9. Translation (Ntughari)</p> <p>SECTION B: LITERATURE (AGUMAGU)</p> <p>1. Literary devices (Atumatụokwu na atumatụ agumagu) dika alliteration (bịambia mgbochiime), assonance (bịambia ụdaume), parallelism (kwunkwugha), metaphor (mburū), simile (myiri), hyperbole (egbeokwu), personification (mmemmadu) and proverbs (ilu), dgz.</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 (nkokirikọ), poems (abu), songs (uri), chants (mbem), riddles (agwugwa), oral drama (ejije onu), tongue-twister (okwuntuhi) dgz.</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 (Agụmagụ Ederede)</p> <p>(a) Prose (iduuazị)</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. Ochiichị - 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. Akwụkwọ – 71 14. Nwanne - 89 <p>(c) DRAMA (EJIJE)</p> <p>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 text; (ii) isolate the characters in the book; (iii) compare figurative and idiomatic expressions in the text; (iv) analyse the text; (v) identify the author, publisher and date of the book; (vi) draw moral lessons from the text. <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 text; (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, orụ dgz. 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. Ọgbo/ebiri/uke, ọhanaeze, ezinaụlọ 8. Arụ na nsọala: Ihe nsọ - anụ, osisi, ebe, igbu ọchụ. 9. Ọchịchị Ọdinala: Igwe/Eze, Nze na Ọzọ, Ụmụna, Ezinaụlọ dgz. 10. Nnabata ọbịa, ọji na ịtu nzu, itu aha, dgz. 11. Igba afa, ịchụ aja, igọ mmụọ, ofufe. 12. Nkwenye: ịdụ isi/ịñụ iyi, igba ndụ, orikọ, dgz. 	<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 their personal lives. <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, dgz).</p> <p>14. Ikikere mmuo: ofo, ogu, otansi, okpesi, ikenga.</p> <p>15. Egwuregwu: mgba, egwu onwa, ikpo uga, izu nhò, izu okwe, dgz.</p> <p>16. Akaoru ndi Igbo: Oru ugbo, iku azu, ikpu uzu, izu ahia, itu ihe otutu, dgz.</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. Ahajioke 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 Ahajioke 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/Obirinaajaacha)</p> <p>Drug Abuse (Ịnụ Ọgwụ Agharaaghara)</p> <p>Cultism (Otu Nzuzo)</p> <p>Rights of Women and Children (Oruru Ụmụnwanyi na Ụmụaka)</p> <p>Human Rights Violation (Ịnapụ Mmadụ Ikike)</p> <p>Religious Conflicts (Nsogbu Ndọkụrịta 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): *Ntoala Usoroasusu Igbo, Ibadan: Gold Press Ltd.*
11. Anozie, C. C. (2003), *Igbo Kwenu: Akuko na Omenala ndi Igbo*
Enugu: Computer Edge Publishers.
12. Ofomata, C. E. (2005): *Ndezu Utoasusu Igbo. Enugu: Format Publishers (Nig) Ltd.*
13. Ofili, D. N., Anozie C.C. and Chukwu, A.O. (2012): *Lingwistiiki Sayensj Asusu II.*
Enugu: Computer Edge Publishers.