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## 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 and read effectively in Igbo;
- 2) analyse issues in the language;
- 3) interpret and explain figurative and idiomatic expressions in Igbo and
- 4) apply Igbo literature to their daily life experiences and to demonstrate Igbo cultural values.

### DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p><b>SECTION A: LANGUAGES (ASỤSỤ)</b></p> <p><b>1. Essay (Edemedede)</b></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 (Mkparitaụka)</p> <p><b>2. Comprehension (Aghọtaazaa)</b></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; differentiate between different essay types;</p> <p>(iii) describe the characteristics of essay types;</p> <p>(iv) compare different types of essay; criticize other people's essays.</p> <p>(v)</p> <p>(vi)</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(s) based on the passage.</p>

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<p><b>3. Sounds and Sound Patterns (Udaasusụ na Usoro Udaasusụ)</b></p> <p>(a) Vowels and Consonants (Udaume na mgbochiume)</p> <p>(b) Sound Patterns/Processes</p> <ol style="list-style-type: none"> <li>i. Syllabic nasals (udaimi)</li> <li>ii. Semi-vowel (Myiriudaume)</li> <li>iii. Nasal homogeneity (ndagba myiriudaume)</li> <li>iv. Syllable structure (nkeji mkpuruokwu)</li> <li>v. Vowel harmony (ndakorita udaume);</li> <li>vi. Vowel assimilation (olilo udaume);</li> <li>vii. Vowel elision and consonant elision (ndapu udaume na ndapu mgbochiume)</li> </ol> <p>(c) Tone and tone marking (Udaolu na Akara udaolu)</p> <p><b>4. Spelling and spelling rules (Nsupe na Iwu Nsupu)</b></p> <p><b>5. Igbo Orthography (Mkpuruedemede Igbo)</b></p> <p><b>6. Dialect and Standard Igbo (Olundi/Olumba na Igbo Izugbe)</b></p> <p><b>7. Igbo Word Derivation (Usoro Mmubaokwu n'Igbo)</b></p> <p>Processes of word derivation processes: coinages, loans and loans-blends (Mmubawanye mkpuruokwu site n'usoro mmeputa, mkpuputa, mbite na mbiogwa).</p> <p><b>8. Grammar (Utoasusụ)</b></p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) identify vowels, consonants and syllabic nasals;</li> <li>(ii) distinguish between the speech sounds of the Igbo language;</li> <li>(iii) recognise semi-vowels ('m' &amp; 'n') and nasal homogeneity;</li> <li>(iv) divide words into syllables;</li> <li>(v) identify the vowel groups in Igbo;</li> <li>(vi) describe vowel assimilation, vowel elision and consonant elision;</li> <li>(vii) assign tone marks appropriately.</li> </ol> <p>Candidates should be able to;</p> <ol style="list-style-type: none"> <li>(i) detect words written correctly in Igbo;</li> <li>(ii) determine appropriate word division in Igbo.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) indicate the Igbo orthography;</li> <li>(ii) distinguish between the Igbo and English orthography.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) differentiate between standard Igbo and dialects;</li> <li>(ii) use standard Igbo in their writings.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) differentiate between loan and coined words;</li> <li>(ii) identify loan words and loan-blends in Igbo;</li> <li>(iii) spell Igbo words appropriately.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) differentiate between grammatical categories;</li> </ol>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>(a) Parts of speech (Nkejiasusu): Nominals (Mkpọaha), verbs (ngwaa), adjectives (nkọwa), adverbs (nkwuwa), affixes (mgbakwunye), enclitics (nsokwunye), dgz.</p> <p>(b) The structure, types and characteristics of morpheme (Ndoko, ụdị na njirimara mọfim) Free &amp; bound (nnọrọonwe na ndabe)</p> <p>(i) the word (mkpuruokwu) (ii) the phrase (nkebiokwu) (iii) the clause (nkebiahiri) nominal, adverbial and adjectival clause (kemkpọaha, kenkwuwa na kenkọwa) (iv) the sentence (ahiriokwu) simple (mfe), compound (ukwu), complex (mgbagwo, dgz)</p>	<p>(ii) identify parts of speech and their functions;</p> <p>(iii) differentiate between types of affixes and their functions;</p> <p>(iv) determine types and characteristics of morphemes;</p> <p>(v) identify words, phrases, clauses, sentences, their types and characteristics.</p>
<p><b>9. Translation (Ntughari)</b></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><b>SECTION B: LITERATURE (AGUMAGU)</b></p> <p>1. <b>Literary devices (Atumatuokwu)</b> dika alliteration (bjambia mgbochiume), assonance (bjambia udaume), parallelism (kwunkwugha), metaphor (mburu), simile (myiri), hyperbole (egbeokwu), personification (mmemmadu) proverbs (ilu), dgz.</p> <p>2. <b>Oral Literature: Agumagu Onu/ Agumagu Odinala:</b>  Folktales (ifo), myths (nkomiriko), legends (nkokiriko), poems (abu),</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, chants, riddles, oral drama etc.</p> <p>(ii) analyse various genres of oral literature;</p>

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<p>songs (uri), chants (mbem), riddles (agwugwa), oral drama (ejije onu), tongue-twister (okwuntūhi) dgz.</p> <p><b>3. Written Literature (Agumagu Ederede)</b>  <b>(a) Prose (iduuazi)</b></p> <p>Chinedu Ofomata (2009).  <b><i>A chowa Isi Qchu.</i></b>  Enugu: Format Publishing (NIG) LTD.</p> <p><b>(b) Poetry (Abụ)</b></p> <p>Nolue Emenanjo. <b><i>Utara Ntị.</i></b> Onitsha: Evans Brothers (NIG) LTD</p> <p><b>ABỤ NDỊ A HỌPỤTARA (Selected Poems)</b></p> <table border="0"> <tr><td>1. Mbem Umu Okoroḅja</td><td>17</td></tr> <tr><td>2. Arụ</td><td>21</td></tr> <tr><td>3. Chukwu Ndị Isi Ojii</td><td>26</td></tr> <tr><td>4. İlu</td><td>31</td></tr> <tr><td>5. Onye Ara na Uche Ya</td><td>34</td></tr> <tr><td>6. Ugomma</td><td>37</td></tr> <tr><td>7. Abụ</td><td>43</td></tr> <tr><td>8. İhe Egwu Anyị</td><td>47</td></tr> <tr><td>9. Ego Na-ekwu</td><td>50</td></tr> <tr><td>10. Nne Anyị Afrịka</td><td>52</td></tr> <tr><td>11. Mmadụ</td><td>59</td></tr> <tr><td>12. Ule Akwukwo Najjiria</td><td>61</td></tr> <tr><td>13. Di Anyị I Burula Eze?</td><td>63</td></tr> <tr><td>14. Mmanya</td><td>65</td></tr> <tr><td>15. Uwa</td><td>66</td></tr> </table> <p><b>(c) DRAMA (EJİJE)</b></p> <p>Ọdunke Artists (2019). <b><i>Ọjaadilị.</i></b>  Ibadan: University Press PLC.</p>	1. Mbem Umu Okoroḅja	17	2. Arụ	21	3. Chukwu Ndị Isi Ojii	26	4. İlu	31	5. Onye Ara na Uche Ya	34	6. Ugomma	37	7. Abụ	43	8. İhe Egwu Anyị	47	9. Ego Na-ekwu	50	10. Nne Anyị Afrịka	52	11. Mmadụ	59	12. Ule Akwukwo Najjiria	61	13. Di Anyị I Burula Eze?	63	14. Mmanya	65	15. Uwa	66	<p>(iii) present ideas/formulae in accordance with underlying principles;</p> <p>(iv) apply the lessons of oral literature to their everyday life.</p> <p>Candidates should be able to:</p> <p>(i) interpret the text;</p> <p>(ii) isolate the characters in the book;</p> <p>(iii) identify figurative and idiomatic expressions in the text;</p> <p>(iv) analyse the text;</p> <p>(v) identify the author, publisher and date of publication;</p> <p>(vi) draw moral lessons from the text.</p> <p>Candidates should be able to:</p> <p>(i) compare the types and themes of the poems;</p> <p>(ii) relate the poet's idea to the contents of the poems;</p> <p>(iii) compare figurative and idiomatic expressions in the poems;</p> <p>(iv) analyse the structures of the poems;</p> <p>(v) apply acquired knowledge and moral lessons from the poems to their daily lives.</p> <p>Candidates should be able to:</p> <p>(i) identify the type of drama the text belongs to;</p> <p>(ii) determine the themes in the text;</p> <p>(iii) identify the story lines;</p> <p>(iv) find out the characters in the book;</p> <p>(v) appreciate the language style of the play;</p> <p>(vi) appraise the social problems raised by the author in the play;</p> <p>(vii) apply acquired knowledge to their personal lives.</p> <p>(viii) Identify the moral lessons from the drama text.</p>
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<p style="text-align: center;"><b>SECTION C: CUSTOMS AND INSTITUTIONS (Omenala na Ewumewu)</b></p> <p>Igbo customs and institutions as categorized below:</p> <ol style="list-style-type: none"> <li>1. Ekele dị iche iche: ekele ụtụtụ, ehihie, anyasi, nri, onye nọ n'ọria, nlakpu, ọrụ dg.</li> <li>2. Alụmdi na nwunye, igba alụkwaghịm.</li> <li>3. Ọmụmụ na ile ọmụgwọ, ikuputa nwa, ibi ugwu, igụ aha, izụ ahia nwa, ihu eze.</li> <li>4. Echichi: Nze na Ozo, Eze/Obi/Igwe, Iyom/Lofofo</li> <li>5. Ike ekpe, iri ekpe, ikwa ozu, igba mkpe.</li> <li>6. Umunna, umuokpu/umuada, iyomdi, nwadiala.</li> <li>7. Ogbo/ebiri/uke, ohanaeze, ezinaulo</li> <li>8. Arụ na nsọala: Ihe nsọ, anụ nsọ, osisi nsọ, ebe nsọ.</li> <li>9. Ọchịchị Ọdinala: Igwe/Eze, Nze na Ozo, umunna, ezinaulo, umuokpu/umuada, otu ogbo.</li> <li>10. Nnabata ọbịa, ọji na itu nzu, itu aha, ikwọ aka ụtụtụ, igọ ọfọ.</li> <li>11. Ihe ofufe: Igba afa, ichu aja, igọ mmuọ, ofufe.</li> </ol>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) describe the customs of their people;</li> <li>(ii) determine the rules and regulations guiding specified aspects of the culture and tradition of the Igbo people;</li> <li>(iii) describe the importance of the aspects of Igbo culture;</li> <li>(iv) identify changes that have occurred as a result of civilization;</li> <li>(v) explore their environment for a better appreciation of their culture.</li> </ol>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>12. Ngwa ofufe: Ọfọ, ikenga,okpesi.</p> <p>13. Nkwenye: idu isi/inu iyi, igba ndu, oriko, ilo uwa, ogbanje, nro, ihi anu, iha/ichu mmiri, dg.</p> <p>14. Akunauba: inwe ala, ike ala, iri ekpe, elulu (ikpa okuko, ewu, dg).</p> <p>15. Abamaba: Mmonwu, okonko, ekpe, omabe, odo, dibia, dg.</p> <p>16. Egwuregwu: mgba, egwu onwa, ikpo oga, izu hcho, izu okwe, igba/ichu oro, dg.</p> <p>17. Akaoru ndi Igbo: Oru ugbo, iku azu, ikpu uzu, izu ahia, itu ihe otutu, ichu nta, ime dibia, ikpu ite, dg.</p> <p>18. Emume: Ofala, ibo uzo, iwa ji/iri ji, igbu ewu ukwu,iru mgbede,iwa akwa, akwamozu, igu afo, dg.</p> <p><b>SECTION D: General and Current Affairs (Ihe Ndi na-eme Ugbua)</b></p> <p>1. Topical issues in the Igbo language, literature and culture e.g. Ahajioke, Odenigbo lectures and Ohaneze Ndi Igbo.</p> <p>2. Authors, Publishers, dates and places of publication of works in Igbo.</p> <p>3. Igbo Studies Association (ISA)</p>	<p>Candidates should be able to:</p> <p>(i) identify some dates, themes and functions of Ahajioke, Odenigbo and Ohaneze Ndi Igbo Lectures;</p> <p>(ii) identify authors, publishers and dates of publication of various textbooks in Igbo;</p> <p>(iii) acquaint themselves with the functions and contributions of the Igbo Studies Association (ISA).</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p><b>CURRENT ISSUES</b> <b>(Okwuakpụnọny)</b></p> <p>Note:</p> <p>Item writers should also choose their topics for comprehension exercises from such current issues as the following:</p> <ol style="list-style-type: none"> <li>1. HIV/AIDS, Cancer and Corona Virus (Orja Mmịnwu/Obirinaajaocha, Awa eto na Orja koro)</li> <li>2. Drug Abuse (Iñu Ogwu Agharaaghara)</li> <li>3. Cultism (Otu Nzuzo)</li> <li>4. Rights of Women and Children (Oruuru Umunwaanyj na Umaka)</li> <li>5. Human Rights Violation and Child Abuse (Inapụ Mmadu Ikike na Mmeto Nwata)</li> <li>6. Religious Conflicts (Nsogbu Ndokurita Ekpemekpe Uka)</li> <li>7. Kidnapping (Ntoro Mmadu)</li> </ol>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) acquaint themselves with current issues;</li> <li>(ii) examine their effects;</li> <li>(iii) suggest remedies to the problems.</li> </ol>



## RECOMMENDED TEXTS

1. Agu-Ofođile, M.C. (2007). ***Nkuzi Asụsụ Igbo N'uzọ Dị Mfe Maka Ndi Sinio Sekondiri Nke Ato***. Ibadan: Austin Modest Publishers.
2. Uba – Mgbemena, A. (2006): ***Ntala Usoroasụsụ Igbo***. Ibadan: Gold Press Ltd.
3. Ofili, D. N., Anozie C. C. and Chukwu, A. O. (2012): ***Lingwistiiki Sayensị Asụsụ II***. Enugu: Computer Edge Publishers.
4. Ezikeojiaku, P. A., Okebalama, C. N., Onweluzo, C. N. and Ekwe B. U. (1991). ***Ule Igbo Maka Sinio Sekondiri***. Ibadan: University Press Plc.
5. Anozie, C. C. (2003). ***Igbo Kwenr: Akukọ na Omenala ndi Igbo***  
Enugu: Computer Edge Publishers.
6. Ikekeonwu, C., Ezikeojiaku, P. A., Ubani, A. and Ugoji, J. (1999).  
***Fonloji na Grama Igbo***. Ibadan: University Press Plc.
7. Emenanjo, E. N., Dike, O. N., Agomo S. N. and Ezeuko, R. O. (1999). ***Exam Focus Maka WASSCE Na UTME***. Ibadan: University Press Plc.
8. Ofomata, C. E. (2005): ***Ndezu Utasusụ Igbo***. Enugu: Format Publishers (Nig.) Ltd.
9. Nzeako, J. U. T. (1972). ***Omenala Ndi Igbo***. Ibadan: Longman (Nig.) Ltd.
10. Okoye, O. F. S., Ofoegbu, N. F. and Ezidiegwu, B. L. (1997)  
***ogbara Ohuru Utasusụ Igbo maka Sinio Sekondiri***. Onitsha:  
Houston Publishers Ltd.
11. Osuagwu, B. I. N. (1979). ***Ndi Igbo na Omenala Ha***. Nigeria: Macmillan.
12. Ubesie, T. U. (1978). ***odinala Ndi Igbo***. Ibadan: Oxford University Press.
13. Umeh, I. O. A., Onyekaonwu, G. O., Nwadike, I. U. and Okeke I. O. (1992).  
***Utasusụ na Agumagụ Igbo nke Sinio Sekondiri Sukul***. Ibadan: Evans.