



YORUBA

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YORÚBÁ

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:

(a) Comprehension (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
SECTION A	
1. LANGUAGE:	Candidates should be able to:
(a) Comprehension:	(i) identify central issues in a passage and draw appropriate conclusions;
(i) Prose	(ii) determine basic assumptions and express ideas; and
(ii) Verse	(iii) identify the meanings and functions of given phrases and sentences.
(b) Essay Writing:	Candidates should be able to:
	(i) identify different types of essay; and
	(ii) apply different types of techniques associated with each type.
(c) Sound System:	Candidates should be able to:
(i) Production of sounds (consonants and vowels);	(i) identify organs of speech, speech sounds and parameters for describing each speech sound;
(ii) Tones and tone change;	(ii) determine their correct usages;
(iii) Syllable structure; and	(iii) detect linguistic errors (pronunciations and wrong usages);
(iv) Sound processes - co-vowel occurrence, elision, deletion, etc.	(iv) determine the syllable components of words; and
	(v) demonstrate knowledge of the basic principles underlying the relationship between sounds.
(d) Grammar:	Candidates should be able to:
(i) Morphology – Word-formation;	(i) demonstrate good knowledge of word derivation;
(ii) Loan-word integration;	(ii) demonstrate knowledge of word adoption;
(iii) Word classes – nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, etc.;	(iii) identify the appropriate class a word belongs to;
(iv) Phrases and clauses – types and functions;	(iv) demonstrate knowledge and understanding of Yorùbá syntax;
(v) Sentences – types, structures and functions.	(v) identify the types structures and functions of sentences.
(e) Current Orthography	Candidates should be able to: present ideas in acceptable written form.
(f) Translation	Candidates should be able to: interpret sentences and ideas in accordance with acceptable principles.
2. LITERATURE:	Candidates should be able to:

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>(a) Oral Literature:</p> <p>(i) Prose: Babalọlá, A. (2018). <i>Àkójọpọ̀ Àlọ́ Ìjápá (Apá Kin-in-ní)</i>. Ìbàdàn: University Press Plc.</p> <p>(ii) Poetry: Babalọlá, A. (2001). <i>Àwọn Oríkì Orilẹ̀ Mètádinlógbòn</i>, Lagos: Learn Africa Plc. pp. i-ix & 117-314.</p> <p>(b) Written Literature:</p> <p>(i) Prose: Awẹ, D. (2016). <i>Morèmi Àjāṣorò</i>. Ilẹ̀sà: Elyon Publishers.</p> <p>(ii) Poetry: Àkànjí, A. (2017). <i>Ọ̀rọ̀ È nu Akéwì</i>. Ìbàdàn: Genius Books Publishers.</p> <p>(iii) Drama: Ìṣòlá, A. (2014). <i>Nitorí Owó</i>. Oṣogbo: 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</p> <p>(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</p> <p>(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>
<p>3. CULTURE:</p> <p>1. Èrò àti Ìgbàgbọ̀: Olódúmarè, àkúdáayà, emèrè, àjé, àwọn irúnmojè, abbl.</p> <p>2. Ètò Ìṣelú àti Ààbò Ilú: Egbè àti ogbà, oyè jìjẹ àti àwọn ijòyè, ogun jìjà, abbl.</p> <p>3. Ètò Ìsínkú àti Ogún Pìnpìn: Òkú àgbà, òkú ọ̀fọ̀, òkú ọ̀òṣà, itúfọ̀, ilẹ̀ òkú gbìgbé, idí igi, mọ̀lẹ̀bí, bàbá isínkú, abbl.</p> <p>4. Ònkà Yorùbá: Oókan títí dé ọ̀kẹ̀ kan (1-20,000).</p>	<p>Candidates should be able to:</p> <p>distinguish traditional practices and acceptable ways of life from modern and common-sense beliefs.</p> <p>Candidates should be able to:</p> <p>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; and</p> <p>(ii) relate them to funerals and inheritance.</p> <p>Candidates should be able to:</p> <p>(i) count in Yorùbá numerals; and</p>

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>5. Ayẹyẹ: Igbéyáwò, isomọlórúko, iwúyè, abbl.</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>6. Ètò Ìwòsàn: Ìtọjú aláísàn, itọjú àti igbèbí aboyún, abbl.</p>	<p>Candidates should be able to: demonstrate knowledge of the best way of using the appropriate health care practices.</p>
<p>7. Èré Ìdàráyá: (i) Èré oşúpá – àlọ, bojúbojú, abbl; (ii) Èré ojúmọmọ – ijákadi, ayò, òkótó, àrin, abbl.</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>8. Işẹ Abinibi àti Oúnje Ilẹ̀ Yorùbá: (i) Işẹ-àgbẹ isọnà, ilù lílù, abbl; (ii) Oúnje – àbàrí, iyán, ewà, abbl.</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>9. Èkọ̀ Ilé: Ìwà omọlúàbí àti ànfààní rẹ̀.</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

- Abiódún, J. (1995). *Àròkò àti Aáyán Ògbuṣò*, Lagos: MAJAB Publishers.
- Adéwolé, 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-Ìpèrì Yorùbá) Vol. II*, Ìbàdàn: UP Plc.
- Awóbùlúyì, O. (2008) *È`kò Ìṣẹ̀dà-Òrò Yorùbá*, Akurẹ̀: Montem Paperback.
- Awóbùlúyì, O. (2013) *È`kò Gíràmà Èdè Yorùbá*, Oṣogbo: Atman Ltd.
- Babalólá, A. (ed.) (1991). *Ìwé Ìmódòtun Yorùbá SSI – SSIII*, Longman.
- Bámgbósé, O. (ed.) (1984). *Yorùbá Metalanguage (Èdè-Ìpèrì Yorùbá) Vol. I*, Ìbàdàn: UP Plc.
- Bámgbósé, A. (1990). *Fonólóji àti Gíràmà Yorùbá*, Ìbàdàn.
- Mustapha, O. (ed.) (1988) *È`kò-Èdè Yorùbá Òde-òní SSI – SSIII*, Macmillian Publishers.
- Mustapha, O. (ed.) (1991) *È`kò-Èdè Yorùbá Titun SSI-SSIII*, Ìbàdàn: UP Plc.
- Oḡétókun, A. (et al) (2005). *Ìwé Ìgbàradì fun Ìdánwò Yorùbá*, Ìbàdàn: Macmillan Publishers.
- Owólábí, K. (1989). *Ìjinlẹ̀ Ìtupalẹ̀ Èdè Yorùbá (1) Fónétíkì àti Fonólóji*, Ìbàdàn: Oníbonòjé Press.
- Owólábí, O. (et al) (1999). *Countdown WASSCE/SSCE, NECO, JME (Ìwé Ìgbàradì fun Ìdánwò Àṣekágbá Yorùbá)* Ìbàdàn: Evans.
- Oyádèyì, O. (1998). *Ìjinlẹ̀ Fonólóji àti Gíràmà 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). *Ìgbàgbó àtÈ`sin Yorùbá*, Ìbàdàn: Oníbonòjé Press.
- Ládélé, T. A. (et al) (1986). *Àkójopò Ìwádìi Ìjinlẹ̀ Àṣà Yorùbá*, Ìbàdàn: Macmillian Publishers.