

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:

- (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
<p>SECTION A</p> <p>1. LANGUAGE:</p> <p>(a) Comprehension:</p> <ul style="list-style-type: none"> (i) Prose (ii) Verse <p>(b) Essay Writing:</p> <ul style="list-style-type: none"> (i) Argumentative (ii) Descriptive (iii) Narrative (iv) Letter Writing (Formal and Informal) etc. <p>(c) Sound System:</p> <ul style="list-style-type: none"> (i) Production of sounds (consonants and vowels); (ii) Tones and tone change; (iii) Syllable structure; and (iv) Sound processes - co-vowel occurrence, elision, deletion, etc. <p>(d) Grammar:</p> <ul style="list-style-type: none"> (i) Morphology – Word-formation; (ii) Loan-word integration; (iii) Word classes – nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, etc.; (iv) Phrases and clauses – types and functions; (v) Sentences – types, structures and functions. 	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify central issues in a passage and draw appropriate conclusions; (ii) determine basic assumptions and express ideas; and (iii) identify the meanings and functions of given phrases and sentences. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify different types of essay; and (ii) apply different types of techniques associated with each type. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify organs of speech, speech sounds and parameters for describing each speech sound; (ii) determine their correct usages; (ii) detect linguistic errors (pronunciations and wrong usages); (iii) determine the syllable components of words; and (iv) demonstrate knowledge of the basic principles underlying the relationship between sounds. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate good knowledge of word derivation; (ii) demonstrate knowledge of word adoption; (iii) identify the appropriate class a word belongs to; (iv) demonstrate knowledge and understanding of Yorùbá syntax; (v) identify the types, structures and functions of sentences.

<p>(e) Current Orthography</p> <p>(f) Translation</p>	<p>Candidates should be able to present ideas in acceptable written form.</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 (Ìtàn Àròsọ): Babalolá, A. (2023). <i>Àkójopò Àlójì Ìjápá (Apá Kejì)</i>. Ìbàdàn: University Press Plc.</p> <p>(ii) Drama (Eré Oníṣe): Ògúnníran, L. (2022). <i>Eégún Aláré</i>. Ìbàdàn: Golden Pen Publishers.</p> <p>(b) Written Literature:</p> <p>(i) Prose (Ìtàn Àròsọ): Ìṣòlá, A. (2023). <i>Ogún Ọmọdé</i>. Ìbàdàn: University Press Plc.</p> <p>(ii) Poetry (Ewì): Àdewòlé, O. (2023). <i>Èdè Abínibí àti Àwon Àròfò Miíràn</i>. Ìbàdàn: University Press Plc. pp 1-50 (2026) pp 51-83 (2027) pp 84-116 (2028) pp 117-152 (2029) pp 153-216 (2030)</p> <p>(iii) Drama (Eré Onítàn): Fádítá, O. (2023). <i>Òtè Oyè</i>. Ìbàdàn: Genius Books Publishers.</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify central issues, problems and the component parts of ideas presented in the work of art; (ii) draw moral lessons from the text; (iii) identify the figurative and idiomatic expressions in the text; and (iv) draw appropriate conclusions. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify the type of drama; (ii) extract the narrative techniques in the drama; (iii) identify the figurative and idiomatic expressions in the drama; (iv) Identify the central theme of the work; and (v) Interpret same in accordance with acceptable principles of the society. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate good knowledge of ideas in the work 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>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) deduce the import of written works of art and genres; and (ii) identify the figurative and idiomatic expressions in the poem. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) identify the central theme of the work; (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>3. CULTURE:</p> <p>(a) Èrò àti Ìgbàgbó: Olódùmarè, àkùdàáyà, emèrè, àjé, àwọn irúnmöлè, abbl.</p> <p>(b) Ètò Ìṣelú àti Ààbò llú: Egbé àti ogbà, oyè jíjé àti àwọn ijòyè, ogun jíjà, abbl.</p> <p>(c) Ètò Ìsinkú àti Ogún Pínpín: Òkú àgbà, òkú ɔfò, òkú òòsà, itúfò, ilè òkú gbígbé, idí igi, mòlékí, bàbá ìsinkú, abbl.</p> <p>(d) Ònkà Yorùbá: Óókan tití dé ọké kan (1-20,000).</p> <p>(e) Ètò Ìgbéyàwó àti Ìsòmòlórúkò: Gbogbo ohun tó rò mó ìgbéyàwó àti ìsòmòlórúkò.</p> <p>(f) Ètò Ìwòsàn: Ìtójú aláisàn, ìtójú àti igaþébí aboyún, abbl.</p> <p>(g) Eré Idárayá: (i) eré òṣùpá – àló, bojúbojú, abbl; (ii) eré ojúmòmò – ijákadi, ayò, ókòtó, àrín, abbl.</p> <p>(h) Isé Abínibí àti Oúnjé Ilé Yorùbá: (i) Isé-àgbè isònà, ilù lìlù, abbl; (ii) Oúnjé – àbàrí, iyán, èwà, abbl.</p> <p>(i) Èkó Ilé: Ìwà ọmọlúàbí àti àñfààní rè.</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 (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>
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RECOMMENDED TEXTS

LANGUAGE

Abíódún, J. (1995). *Àròkọ àti Aáyan Ògbufò*, 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-Ìperí Yorùbá) Vol. II*, Ìbàdàn: UP Plc.

Awóbùlúyì, O. (2008). *Èkó Ìṣèdá-Òrò Yorùbá*, Akuré: Montem Paperback.

Awóbùlúyì, O. (2013). *Èkó Gírámà Èdè Yorùbá*, Osogbo: Atman Ltd.

Babalolá, A. (ed.) (1991). *Ìwé Ìmódòtun Yorùbá SSI – SSIII*, Longman.

Bámgbósé, O.(ed.) (1984). *Yorùbá Metalanguage (Èdè-Ìperí Yorùbá) Vol. 1*, 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 Ìgbáradì fún Ìdánwó Yorùbá*, Ìbàdàn: Macmillan Publishers.

Owólabí, K. (1989). *Ìjìnlè Ìtúpalè Èdè Yorùbá (I) Fónétíükì àti Fonólójì*, Ìbàdàn: Oníbọnòjé Press.

Owólabí, O. (et al) (1999). *Countdown WASSCE/SSCE, NECO, JME (Ìwé Ìgbáradì fún Ìdánwò Àṣekágbá Yorùbá)*, Ìbàdàn: Evans.

Qyádèyí, O. (1998). *Ìjìnlè Fonólójì 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). *Ìgbàgbó àti Èsin Yorùbá*, Ìbàdàn: Oníbọnòjé Press.

LádéÍé, T. A. (et al) (1986). *Àkójopò Ìwádií Ìjìnlè Àṣà Yorùbá*, Ìbàdàn: Macmillian Publishers.