

## 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 expression in Igbo;
- 4) apply Igbo literature to their daily life experiences and to demonstrate Igbo cultural values.

## DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p><b>1. ESSAY (Edemede)</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/Arụmarụka)</p> <p>Speech making (Ekwumekwu)</p> <p>(iv) Letter Writing (Edemleta)</p> <p>(v) Dialogue (Mkparịtaụka)</p> <p><b>2. Comprehension (Aghọtaazaa)</b></p> <p>Three passages each of about one hundred and fifty (150) words long</p>	<p>Candidates should be able to:</p> <p>(i) identify the basic principles of essay writing</p> <p>(ii) use of 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) highlight 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 conclusions(s) based on the passage.</p>

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<p><b>3. Sounds and Sound Patterns:</b></p> <p>(a) Ụdaasụsụ na Uoro ụdaasụsụ</p> <p>(b) Vowels, Consonants and</p> <p>(c) i. Syllabic nasals (myiri ụdaume)</p> <p>ii. Syllable structure (nkebi mkpụrụokwu)</p> <p>iii. Sound processes (usoro ụdaasụsụ):</p> <p>iv. vowel harmony (ndakorịta ụdaume);</p> <p>v. vowel assimilation (olilo ụdaume);</p> <p>vi. vowel elision and consonant elision (ndapụ ụdaume na ndapụ mgbochiume)</p> <p>(d) Tone and tone marking (Akara Ụdaolu)</p> <p><b>4. Spelling and spelling rules: letters of Igbo orthography and consonant restrictions (Nsupe na Iwu Nsupu: Mkpụrụedemede Igbo)</b></p> <p>Non-occurrence of consonant clusters and word – final consonants.</p> <p><b>5. Dialect and Standard Igbo (Olundị/Olumba na Igbo Izugbe)</b></p> <p><b>6. Vocabulary (Mkpụrụokwu dị n'asụsụ)</b></p> <p>Expansion through word derivation processes, coinages, loans and loan-blends</p> <p><b>7. Grammar (Ụtọasụsụ)</b></p> <p>(a) Parts of speech (word or form/classes): Nouns, pronouns, verbs, adjectives, adverbs, affixes (prefixes, suffixes and interfixes). enclitics etc.</p> <p>(b) The structure, types and functions of the morpheme (free &amp; bound)</p> <p>(i) the word</p>	<p>Candidates should be able:</p> <p>(i) identify vowels, consonants and syllabic nasals;</p> <p>(ii) distinguish between the speech sounds of the Igbo language;</p> <p>(iii) recognize syllabic nasal 'm' &amp; 'n';</p> <p>(iv) determine the syllabic structure of any word;</p> <p>(v) identify the vowel groups in Igbo</p> <p>(vi) describe vowel assimilation and vowel and consonant elision;</p> <p>(vii) detect tone marks appropriately.</p> <p>Candidates should be able to:</p> <p>(i) detect words correctly written in Igbo;</p> <p>(ii) observe consonant restrictions in Igbo;</p> <p>(iii) determine appropriate word division in Igbo;</p> <p>(iv) apply correct spellings in writing.</p> <p>Candidates should be able to:</p> <p>(i) differentiate between standard Igbo and dialects;</p> <p>(ii) use standard Igbo in their writings.</p> <p>Candidates should be able to:</p> <p>(i) differentiate between loan and coined words;</p> <p>(ii) identify loan words and loan-blends in Igbo;</p> <p>(iii) use words appropriately.</p> <p>(iv)</p> <p>Candidates should be able to:</p> <p>(i) differentiate between grammatical categories;</p> <p>(ii) identify parts of speech and their functions;</p> <p>(iii) differentiate between types of affixes and their functions;</p>

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(ii) the phrase (iii) the clause (nominal, relative adverbial) (iv) the sentence (simple, compound, complex etc)	(iv) determine types of morphemes and their functions; (v) identify words, phrases, clauses, sentences and their functions.
<p><b>8. Translation (Ntughari)</b></p>	<p>Candidates should be able to:</p> <p>(i) translate English into Igbo and vice versa;            (ii) communicate effectively in Igbo and English;</p>
<p><b>SECTION B: LITERATURE (AGUMAGU)</b></p>	
<p>1. Literary devices such as alliteration, assonance, parallelism, metaphor, simile, hyperbole, personification and proverbs etc.</p>	<p>Candidates should be able to:</p> <p>(i) identify all literary devices in the passages;            (ii) interpret literary devices;            (iii) differentiate between types of literary devices;            (iv) use Igbo literary devices appropriately</p>
<p><b>2. Oral Literature: Agumagu Onu/ Agumagu Odinala</b></p> <p>Questions will be set on the following: folktales (ifo), anecdotes (ukabuilu), myths (nkomirikọ), legends (nkokirikọ), poems (abụ), songs (uri), chants (mbem), riddles (agwugwa), oral drama (ejije onu), tongue-twister (okwuntuhi) dg.</p>	<p>Candidates should be able to:</p> <p>(i) create folk stories, anecdotes, chants, riddles, oral drama etc.;            (ii) analyse various genres of oral literatures;            (iii) present ideas/formulae in accordance with underlying principles;            (iv) apply the lessons of oral literature to their everyday life.</p>
<p><b>3. Written Literature (Agumagu Ederede)</b>  <b>(a) Prose (iduuazi)</b>            (i) Anene R.C. (1991):  <i>Oja Dufuo Dike.</i>            Onitsha: Elites' Publishers.            (ii) Ogbalu F.C. (2006):  <b>Mbediogu.</b> Onitsha: Varsity Industrial Press</p>	<p>Candidates should be able to:</p> <p>(i) interpret the texts;            (ii) isolate the characters in the books;            (iii) compare figurative and idiomatic expressions in the text;            (iv) analyse the texts</p>

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<p style="text-align: center;">Ltd.</p> <p><b>(b) Poetry (Abụ)</b>            (i) Ugonna N. (1980) <b>Abu na Egwuregwu Odinala Igbo.</b> Lagos: Longman Nigeria Plc.</p> <p style="text-align: center;"><b>Selected Poems</b></p> <ol style="list-style-type: none"> <li>1. Ikwo aka ututu</li> <li>2. Ada Nwigwe</li> <li>3. Mmekpaahu</li> <li>4. Igwe ejiela</li> <li>5. Nne onye, nne onye</li> </ol> <p style="text-align: center;">(ii) <b>Anozie C. C. (2005): Uche Bụ Akpa, Enugu: CIDJAP Press</b></p> <p style="text-align: center;"><b>Selected Poems</b></p> <ol style="list-style-type: none"> <li>1. Ekwentị</li> <li>2. Uwa</li> <li>3. Orja Mmịnwu</li> <li>4. Orụ ugbo</li> <li>5. Akọ bụ ndụ</li> </ol> <p style="text-align: center;">(iii) Nwadike I.U. (2006) <b>Akonuche.</b> Obosi: Pacific College Press Ltd</p>	<p>(v) identify the authors, publishers and dates of the books;</p> <p>(vi) draw moral lessons from the texts.</p> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) compare the types and themes of the poems;</li> <li>(ii) relate the poet's idea to the contents of the poem;</li> <li>(iii) compare figurative and idiomatic expressions in the texts/poems;</li> <li>(iv) analyse the structures of the poems;</li> <li>(v) apply acquired knowledge and moral lessons from the poems to their daily lives.</li> </ol>

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<p><b>Selected Poems</b></p> <ol style="list-style-type: none"> <li>1. Oke Ochicho</li> <li>2. Mahadum Naijiria</li> <li>3. Nnamdi Azikiwe</li> <li>4. Akwukwo</li> <li>5. Ahuike</li> </ol> <p><b>(c) DRAMA (EJIJE)</b></p> <ol style="list-style-type: none"> <li>i. Onyefuluchukwu Ndubuisi (2006). <b>Aturu Ga-epu Mpi...</b> Enugu: New Generation Books Publishers.</li> <li>ii. Onyekaonwu Goddy O. (2004). <b>Nwata Rie Awo (O Ju Anu)</b> Onitsha: Varsity Publishing Company.</li> </ol> <p><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. <b>Ekele dī icheiche; Ekele ụtụtụ, ehie, anyasi, nri, Nlakpu, ọrụ dg.</b></li> <li>2. <b>Alumnwaanyi, igba alukwaghim.</b></li> <li>3. <b>Ọmụmụ na ile Ọmụgwọ, ikuputa nwa, ibi ugwu, igụ aha.</b></li> <li>4. <b>Echichi: Ọzọ, Eze/Obi/Igwe/Iyom.</b></li> <li>5. <b>Ike ekpe, akwamozu, igba mkpe</b></li> <li>6. <b>Ụmụna, Ụmụokpu/ Ụmụada</b></li> <li>7. <b>Ọgbọ/ebiri/uke, Ọhanaeze, ezinaulọ</b></li> </ol>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>(i) identify types of drama;</li> <li>(ii) determine the themes of the texts;</li> <li>(iii) identify the story lines;</li> <li>(iv) find out the characters in the stories;</li> <li>(v) appreciate the language of the play;</li> <li>(vi) appraise the social problems raised by the author in the play;</li> <li>(vii) apply acquired knowledge to personal life.</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> <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> </ol>

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<p><b>8. Arụ na Nsọala, Ihe nsọ-anụ, osisi nsọ, ebe, igbu ọchụ.</b></p> <p><b>9. Ọchịchị Ọdinala: Igwe/Eze, Nze na ọzọ, ụmụna, Ezinaụlọ dg.</b></p> <p><b>10. Nnabata Ọbịa, Ọji na ịtu nzu, itu aha</b></p> <p><b>11. Igba afa, ịchụ aja, ịgọ mmụọ</b></p> <p><b>12. Nkwenye: ịdụ isi/ịnu iyi, igba ndụ, orikọ dg.</b></p> <p><b>13. Akụnaụba: Inwe ala, ike ala, ekpe, elulu (ịkpa ọkụkọ, ewu dg,</b></p> <p><b>14. Ikikere mmụọ: ọfọ, ogu, ọtọnsi, okpesi/ikenga;</b></p> <p><b>15. Egwuregwu: mgbà, egwu ọnwà, Igba bọọlụ.</b></p>	<p>(v) explore their environment for a better appreciation of their culture.</p> <p>Candidates should be able to:</p> <p>(i) describe the customs of their people;</p> <p>(ii) determine the rules and regulations guiding specified aspects of the culture and tradition of the Igbo people;</p> <p>(iii) describe the importance of the aspects of Igbo culture;</p> <p>(iv) identify changes that have occurred as a result of civilization;</p> <p>(v) explore their environment for a better appreciation of their culture.</p>
<p><b>SECTION D: General and Current Affairs (Ihe Ndị na-eme Ugbua)</b></p> <p><b>1. Topical issues on the Igbo language, literature and culture e.g. Ahiajiokụ and Odenigbo lectures.</b></p> <p><b>2. Ọhànaeze Ndị Igbo</b></p> <p><b>3. Authors, Publishers, dates and places of publication of works in Igbo.</b></p> <p><b>4. Igbo Studies Association (ISA)</b></p> <p><b>CURRENT ISSUES (Okwuakpụnọ)</b></p>	<p>Candidates should be able to:</p> <p>(i) identify some dates and themes of Ahiajiokụ 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><b>Note:</b></p> <p>Item writers should also choose their topics for comprehension exercises from such current issues as the following:</p> <p><b>HIV/AIDS (Mmịnwụ/Obirinaajaọcha)</b></p> <p>Drug Abuse (Ịnu Ọgwụ Agharaghara)</p> <p>Cultism (Otu Nzuzo)</p> <p>Rights of Women and Children (Ikike Ụmụnwanyị na Ụmụaka Nwere)</p> <p>Human Rights Violation (Ịnapụ Mmadụ Ikike)</p> <p>Religious Conflicts (Nsogbu Ekpemekpe)</p>	<p>Candidates should be able to:</p> <ul 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> </ul>

## 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).  
***Fonloji na Grama Igbo***, Ibadan: University Press Plc
5. Nzeak, 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 – Mgbenena, A. (2006). ***Utoala Usoroasusu Igbo***, Ibadan:  
Gold Press Ltd.
11. Anozie, C. C. (2003). Igbo Kwenu: ***Akuko na Omenala ndi Igbo***  
Enugu: Computer Edge Publishers.