



MINISTRY OF EDUCATION

# Asante Twi

ƆKYERƐKYERƐFOƆ NWOMA



Gyinapɛn 1 – Nwoma 1



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION



# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## Asante Twi

**Ɔkyerεkyerεfoɔ Nwoma**

**Gyinapɛn 1 – Nwoma 1**



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**

## ASANTE TWI TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: [info@nacca.gov.gh](mailto:info@nacca.gov.gh)

website: [www.nacca.gov.gh](http://www.nacca.gov.gh)



©2024 Ministry of Education

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



# CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<b>SCOPE AND SEQUENCE</b>	<b>3</b>
<b>SECTION 1: SOUNDS OF THE LANGUAGE</b>	<b>4</b>
<b>Strand: Oral Conversation</b>	<b>4</b>
Sub-Strand: Phonology	4
<i>Theme or Focal Area 1: Enne Ne Anom Nnyegyeee Su</i>	6
<i>Theme or Focal Area 1: Enne Nnyegyeee Dwumadie</i>	10
<i>Theme or Focal Area 2: Anom Nnyegyeee Dwumadie</i>	12
<b>SECTION 2: SHARING IDEAS AND ORAL</b>	<b>15</b>
<b>Strands:</b>	<b>15</b>
<b>Sub-Strands:</b>	<b>15</b>
<i>Theme or Focal Area: Hwehwe Adwempɔ a ewɔ Akenkansɛm mu</i>	17
<i>Theme Or Focal Area 2: Adwempɔ ne Nsusuie ho Mpensempensemu</i>	19
<i>Theme or Focal Area (S): Dhareso-akenkan</i>	21
<i>Theme or Focal Area: Dhareso-adeɛ-hwehwe</i>	23
<i>Theme or Focal Area: Dkasa Nkyerekyeremu</i>	26
<b>SECTION 3: LEXIS AND STRUCTURE</b>	<b>28</b>
<b>Strand: Language and usage</b>	<b>28</b>
Sub-strand: Lexis and structure	28
<i>Theme or Focal Area: Edin ne n'akuo ahodoɔ</i>	30
<i>Theme or Focal Area: Edin nkyerekyeremu nkyekyemu ahodoɔ</i>	33
<i>Theme or Focal Area: Adeye Nkyekyemu ahodoɔ</i>	36
<b>SECTION 4: RULES OF WRITING</b>	<b>41</b>
<b>Strand: Language and Usage</b>	<b>41</b>
Sub-Strand: Rules of Writing a Ghanaian Language	41
<i>Theme or Focal Area: Fa edin ne dinnsiananmu ye akasamu</i>	43
<i>Theme or Focal Area: Fa edin nkyerekyeremu ye akasamu</i>	45
<i>Theme or Focal Area: Fa adeye ne akyerɛfoɔ ye akasamu ahodoɔ</i>	47
<b>SECTION 5: TEXT COMPOSITION</b>	<b>50</b>
<b>Strand: Language and Usage</b>	<b>50</b>
Sub-Strand: Text Composition	50
<i>Theme or Focal Area: Abasɛm Susutwere</i>	52
<i>Theme or Focal Area 1: Sukyere Susutwere</i>	55
<i>Theme or Focal Area 1: Akwankyerɛ Susutwere</i>	57
<b>ACKNOWLEDGEMENTS</b>	<b>59</b>





# INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Ghanaian Languages covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 15 weeks of Year One, with the remaining 9 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

## **Learner-Centred Curriculum**

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

## **Promoting Ghanaian Values**

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

## **Integrating 21st Century Skills and Competencies**

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- Foundational Knowledge: Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- Competencies: Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- Character Qualities: Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

## **Balanced Approach to Assessment - not just Final External Examinations**

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance

assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are schoolbased. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

### **An Inclusive and Responsive Curriculum**

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

### **Social and Emotional Learning**

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

### **Philosophy and vision for each subject**

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Ghanaian Languages is:

**Philosophy:** Every learner can communicate effectively in a Ghanaian Language, have a good sense of their cultural values and identity, and appreciate the aesthetics of the language using field and creative surrogate experiences to expose them to job prospects, further studies and adult life

**Vision:** Learners can communicate effectively and confidently in the Ghanaian Language, appreciate their cultural values, and critically analyse discourse for the world of work or further studies.



## SCOPE AND SEQUENCE

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Oral Conversation	Conversation/ Communication in context	1	1	2	1	1	2	1	1	3
		Phonology	1	2	4	2	2	4	1	1	2
		Reading	1	1	3	1	1	2	1	1	2
2	Language And Usage	Lexis and structure	1	1	4	1	1	4	1	1	3
		Rules of writing a Ghanaian Language	1	1	3	1	1	2	1	1	2
		Text Composition	1	1	3	2	2	4	1	1	1
		Interpretation and Translation	1	1	1	1	1	1	1	1	2
3	Cultural Practices And Traditional Governance	Cultural practices	2	2	3	2	2	5	2	2	4
		Traditional governance	1	1	2	1	1	3	-	-	-
4	Literature Of The Ghanaian Language	Oral literature	1	1	2	1	1	2	1	1	2
		Written literature	1	1	2	1	1	2	1	1	2
<b>Total</b>			<b>12</b>	<b>13</b>	<b>29</b>	<b>14</b>	<b>14</b>	<b>31</b>	<b>11</b>	<b>11</b>	<b>23</b>

### Overall Totals (SHS 1 – 3)

Content Standards	<b>37</b>
Learning Outcomes	<b>38</b>
Learning Indicators	<b>83</b>

# SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

**Sub-Strand:** Phonology

## Learning Outcomes

1. *Describe vowels and consonants in the Ghanaian language using the right parameters.*
2. *Use the knowledge of the sound system of the language to form meaningful words.*

**Content Standard:** Demonstrate knowledge and understanding of the sound system of the Ghanaian language

## INTRODUCTION AND SECTION SUMMARY

This section discusses the bases of language (sounds). Learners will be introduced to the vowels and consonants of the language. They will also learn the parameters used in describing the vowels and consonants. Again, learners will be introduced to the distribution of vowels and consonants in the language, aiding them to form meaningful words and facilitate effective speaking and reading in the language. This section is essential for learners not only in the context of Ghanaian language studies but also to establish links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of sounds and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. Additionally, examples in this section are limited to a few Ghanaian languages; therefore, teachers are advised to use language appropriate examples.

The weeks covered by the section are:

**Week 1:** Vowel and consonant description

**Week 2:** Vowel and consonant distribution

## SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on learning tasks in a group small enough to ensure that everyone participates in the lesson. It includes specific approaches such as mixed-ability/gender groupings, pair work and modelling. Collaborative learning encourages learners in mixed-ability and mixed-gender groups to share ideas on the various Ghanaian language concepts. Collaborative learning ensures learners remain engaged with content while thinking critically and sharing ideas with peers. Gifted and talented learners can perform leadership roles as peer-mentors to guide fellow learners to have a deeper understanding of Ghanaian language concepts. Teachers are advised to cater for all learners including those with sound production difficulties and solve problems skilfully.

## ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction of knowledge, basic application of skills/concepts, strategic thinking, and extended critical thinking abilities of learners. Regular oral feedback and written responses are encouraged to facilitate

improvement in learning and holistic learner development. Beginning with Level 1 recall questions, short oral answers, written words, and sound production are elicited to provide understanding of foundational knowledge of the sound system in the language. Level 2 assessment ensures learners progress to the description of sounds using the appropriate parameters. Level 3 strategic reasoning questions also ensure learners identify vowels in words and show their distribution. Level 2 tasks are given to learners to apply the knowledge of sound distribution to form words. This will help them acquire a deeper understanding of the sound system. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured



## Week 1

### Learning Indicators

1. *Kyere akwan ahodoɔ a yɛfa so kyerekyerɛ Asante Twi enne nnyegyeee ahodoɔ no su (se ebia, anofafa yɛbea, beaee a tekyerɛma no ma ne ho so kɔduru ne tekyerɛma no fa a ɛma ne ho so kɔduru).*
2. *Kyere akwan ahodoɔ a yɛfa so kyerekyerɛ Asante Twi anom nnyegyeee ahodoɔ no su (se ebia, dwɛdwɛɛwa no gɪnabea, beaee a yɛyɛ nnyegyeee no ne nnyegyeee no yɛbea).*

### Theme or Focal Area: **Enne Ne Anom Nnyegyeee Su**

#### Enne Nnyegyeee

Ɛyɛ nnyegyeee a ne yɛ mu no, mframa a ɛfiri yen ahurututuo anaa ahrawa mu no ba waa a biribiara nsi no kwan na ɛyɛ nnyegyeee fa bi a ɛyɛ asensini nnyinasoɔ.

- *Enne Nnyegyeee su:* Se yerekyerɛkyerɛ enne nnyegyeee su a, yɛwɔ akwan ahodoɔ a yɛde di dwuma. Saa akwan yi ne anofafa yɛbea, beaee a tekyerɛma no ma ne ho so kɔduru ne tekyerɛma no fa a ɛma ne ho so wɔ nnyegyeee no yɛ mu. Ghana kasa ahodoɔ no mu bi wɔ hɔ a, wɔde tekyerɛma no nworɔee ka ho.
- *Anofafa yɛbea:* Saa kwan yi ma yɛhunu se, anofafa no beye kurukuruwa anaa tɛtɛtɛ wɔ bere a yɛyɛ saa nnyegyeee no. Yei ma yenya esu a ɛyɛ ‘**kurukuruwa**’ anaa ‘**tɛtɛtɛ**’.
- *Beaee a tekyerɛma no ma ne ho so kɔduru:* Yei kyere beaee a tekyerɛma no ma ne ho so kɔduru wɔ bere a yɛyɛ saa nnyegyeee no. Yei betumi aye ɛsoro, **adantam** anaa **ɛfam**.
- *Tekyerɛma no fa a ɛma ne ho so:* Yei yɛ tekyerɛma no fa a ɛma ne ho so wɔ bere a yɛyɛ saa enne nnyegyeee no. Saa kwan yi ma yenya **anim**, **mɛmɛfini** anaa **akyire** enne nnyegyeee.

#### Nhwɛsoɔ

- /o/ - ɛsoro-akyire-kurukuruwa
- /i/ - ɛsoro-anim-tɛtɛtɛ
- /ɛ/- ɛfam-anim-tɛtɛtɛ
- /ɔ/-ɛfam-akyire -kurukuruwa

#### Anom Nnyegyeee

Ɛyɛ nnyegyeee a ne yɛ mu no, biribi si mframa a ɛfiri yen ahurututuo anaa ahrawa mu ba no kwan kakra na yetumi de ka enne nnyegyeee ho ma ɛyɛ asensini.

- **Akwan a yɛfa so kyerekyerɛ anom nnyegyeee su:** dwɛdwɛɛwa no gɪnabea, beaee a yɛyɛ nnyegyeee no ne nnyegyeee no yɛbea
- **Dwɛdwɛɛwa no gɪnabea:** Dwɛdwɛɛwa no gɪnabea mu no, yɛwɔ anom nnyegyeee a emu pi ne deɛ emu mpi. Anom nnyegyeee a emu pi no bi ne /g/, /d/, /m/, /b/ enna deɛ emu mpi no bi ne /f/, /s/, /k/, /t/, /j/, ne deɛ ekeka ho.
- **Beaee a yɛyɛ nnyegyeee:** beaee ahodoɔ a yɛyɛ nnyegyeee no mu bi ne anofafa, anobatase, ɛseakyi, dadam denden, dadam betɛɛ ne deɛ ekeka ho.
- **Nnyegyeee no yɛbea:** Yei yɛ ɛkwan kasa akwaa no fa so danedane mframa a ɛfiri yen ahurututuo anaa ahrawa mu ba no wɔ bere a yɛyɛ anom nnyegyeee. Ɛkwan ahodoɔ a yɛfa so yɛ anom

nnyegyeee no mu bi ne agyinaee, nkyeremu, agyinaee-nkyeremu, ehwenem, mmoboee ne dee ekeka ho.

### Dwumadie

1. Edeen ne enne nnyegyeee?
2. Edeen ne anom nnyegyeee?
3. Akwan ahodoɔ ben na yefa so kyerekyere enne nnyegyeee su no mu?
4. Akwan ahodoɔ ben na yefa so kyerekyere anom nnyegyeee su no mu?
5. Ye enne nnyegyeee a ewɔ Asante Twi mu no.
6. Ye anom nnyegyeee a ewɔ Asante Twi mu no (anye bi koraa no, edu).
7. Kyerekyere anom ne enne nnyegyeee a woyeee no mu biara su.

**NB:** The production of the vowel and consonant sounds should be assessed orally while the description is assessed in both oral and written.

## Pedagogical Exemplars

### Collaborative learning

#### 1. Modelling (Vowels)

- a. Teacher models production of vowel.
- b. Learners repeat the vowels produced by the teacher.
- c. Teacher discusses the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue).

#### 2. Modelling (Consonants)

- a. Teacher models the production of consonant sounds.
- b. Learners repeat the production of consonant sounds.
- c. Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation).

#### 3. Whole Class

- a. Teacher provides vowels (e.g., /e/, /ɛ/, /i/, /a/, /ɔ/, /o/, /u/ etc.).
- b. Learners produce at least three of the vowels.
- c. Learners form at least three words using the vowels and make presentation for class discussion.

### Building on what others say

#### 1. Pair work

- a. Teacher produces the vowel sounds in the language of study.
- b. In mixed-ability pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words (e.g., /a/, /e/, /ɛ/, /ɔ/ etc.).
- c. Produce consonant sounds in words provided by the teacher.
- d. Describe consonants using the parameters.
- e. In mixed-ability/mixed-gender (where applicable) pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words.
- f. Describe the vowels in the words using the parameters for describing vowels.

- g. Produce consonant sounds in words given by the teacher and form other word(s) with the consonants.
- h. Use the parameters for describing consonants to describe the consonants.

### Collaborative learning

#### 1. Group work

- a. In mixed-ability groups, learners identify the vowels and consonants in words given by the teacher and work together to describe the vowels and consonants, write the vowels and consonants in the language and make a presentation to the whole class, identify vowels and consonants in given words.
- b. Learners describe at least three vowels and five consonants they identify in the given words.

#### 2. Pair work

- a. Learners in mixed-ability pairs form words with the vowels and consonants and present it to the whole class.
- b. Learners describe at least five of the vowels and twelve of the consonants to the class.

**NB:** Teachers should expect learners to be at different achievement levels. AP learners will produce vowels and consonants and describe at least three vowels and consonants. P learners will also be able to produce vowels and consonants correctly and describe at least five vowels and ten consonants. HP learners will be able to produce the vowels and describe all of them and also produce consonant sounds and describe more than ten of them.

The teacher should encourage the higher achievers in the groups to assist the other members and task them to do more. The teacher is also encouraged to take care of learners with sound production problems and skillfully resolve them by making them repeat the vowels or pronouncing words with such sounds repeatedly. Such learners can also be made to play the sound game. In the sound game, the teacher produces a sound and learners are to look for the symbols that correspond to the sound produced by the teacher. The first to get the symbol correct is applauded. Also, encourage respect and tolerance of abilities among learners. Address GESI-stereotypes related to the sounding out of vowels and consonants.

### Key Assessment

#### Gyinapɛn 1 Nkariɛ: ɔkasa/Akaakaɛɛ

1. Twere Asante Twi ɛnne nnyegyeeɛ mmiɛnsa anaa deɛ ɛboro saa.
2. Twere ɛnne nnyegyeeɛ a ɛwɔ nsɛmfua a ɛdidi soɔ yi mu: ɛfiɛ, ɛwɔɔ, atadeɛ.
3. Twere anom nnyegyeeɛ a ɛwɔ Asante Twi mu no nyinaa
4. Kyerɛkyerɛ akwan ahodoɔ a yɛfa so kyere ɛnne nnyegyeeɛ su no biara mu.
5. Kyerɛkyerɛ akwan ahodoɔ a yɛfa so kyere anom nnyegyeeɛ su no biara mu.

#### Gyinpɛn 2 Nkariɛ: Nimdeɛ Nya

1. Kyerɛkyerɛ akwan a yɛfa so yɛ ɛnne nnyegyeeɛ ahodoɔ no biara mu.
2. Kyerɛkyerɛ ɛnne nnyegyeeɛ a ɛdidi soɔ yi mu biara su:
  - a. /a/:
  - b. /ɛ/:
  - c. /o/:
  - d. /i/:
  - e. /ɔ/:



3. Kyekye anom nnyegyeee a edidi soɔ yi /b/, /d/, /g/, /t/ mu kɔ:
  - a. Dwɛdwɛɛwa gyinabea:
  - b. Beaeɛ a yeyɛ nnyegyeee no:
  - c. Nnyegyeee no yebea:
4. Twere nsemfua mmiensa anaa deɛ ɛboro saa a anom nnyegyeee wom.
5. Fa akwan ahodoɔ a yɛde kyerekyere anom nnyegyeee su mu no kyerekyere anom nnyegyeee enum anaa deɛ ɛboro saa su mu.

## Week 2

### Learning indicators

1. *Kyerɛkyerɛ ɛnne nnyegyeeɛ dwumadie a ɛwɔ Asante Twi mu (asɛmfua anim, asɛmfua mfimfini ne asɛmfua akyi).*
2. *Kyerɛkyerɛ anom nnyegyeeɛ dwumadie a ɛwɔ Asante Twi mu (asɛmfua anim, asɛmfua mfimfini ne asɛmfua akyi).*

### Theme or Focal Area: ɛnne Nnyegyeeɛ Dwumadie

#### ɛnne Nnyegyeeɛ Dwumadie

ɛnne nnyegyeeɛ dwumadie kyere beaɛɛ a ɛnne nnyegyeeɛ bi hye wɔ asɛmfua mu. ɛnne nnyegyeeɛ no bi tumi di asɛmfua anim, ebi nso tumi di asɛmfua mfimfini ɛnna ebi nso tumi di asɛmfua akyi. Sɛ ɛnne nnyegyeeɛ bi ba asɛmfua anim a, yɛka sɛ ɛdi asɛmfua no anim. Sɛ ɛba asɛmfua no mfimfini a, yɛka sɛ ɛdi asɛmfua no mfimfini ɛnna sɛ ɛba asɛmfua no awieɛɛ a, yɛka sɛ ɛdi asɛmfua no akyi.

#### Nhwɛsoɔ

Hwɛ ɛnne nnyegyeeɛ /a/ dwumadie wɔ nɛmfua a ɛdidi soɔ yi mu:

1. asɛm
2. tam
3. asaaba

Nhwɛsoɔ 1 mu no, ɛnne nnyegyeeɛ /a/di asɛmfua no anim. Yei mu no, yɛka sɛ /a/ tumi di asɛmfua anim. Nhwɛsoɔ 2 mu no nso, /a/ no hye asɛmfua no mfimfini nti yɛka sɛ /a/ no di asɛmfua no mfimfini. Nhwɛsoɔ 3 no mu no, /a/ ne nnyegyeeɛ a ɛtwa toɔ wɔ asɛmfua no mu ne saa nti, /a/ tumi di asɛmfua akyi.

**HYE NO NSO:** Ma wo nhwɛsoɔ no mfiri Asante Twi mu.

ɛsɛ sɛ akyerɛkyerɛfoɔ nyinaa hunu sɛ adesuafoɔ no nyinaa ahooɔden nyɛ pɛ wɔ adesua mu. Ne saa nti, ɔkyerɛkyerɛni no mfa adekyerɛkwan ahooɔ so mmoa adesuafoɔ a wɔn ahooɔden wɔ fam sɛdɛɛ ɛbɛma wɔatumi ne adesuafoɔ nkaɛɛ no akɔ pɛ.

#### Dwumadie

1. ɛnne ne anom nnyegyeeɛ yeinom mu deɛ ɛwɔ he na ɛtumi di asɛmfua anim wɔ Asante Twi: /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ ne /u/, /b/, /d/, /f/, /g/, /h/, /j/ ne /k/
2. ɛnne nnyegyeeɛ a ɛwɔ ɛsoro hɔ no mu deɛ ɛwɔ he na ɛtumi di asɛmfua mfimfini?
3. ɛnne ne anom nnyegyeeɛ a ɛwɔ ɛsoro hɔ no mu deɛ ɛwɔ he na ɛtumi di asɛmfua akyi?
4. Hwɛ nɛmfua ahooɔ a ɛwɔ asɛɛ hɔ no na kyere beaɛɛ ahooɔ a ɛnne ne anom nnyegyeeɛ a ɛwom no mu biara di:

**NB:** ɛsɛ sɛ akyerɛkyerɛfoɔ fa nɛmfua a ɛnne nnyegyeeɛ ahooɔ wowom ne nɛmfua a ɛwɔware ma adesuafoɔ no sɛdɛɛ ɛbɛyɛ a ɛbɛkyere wɔn adwene kakra. Nhwɛsoɔ, asopaatere, tokota, dwanten, okusie, ɔtwe, animuonyam, mu, tuntum, ehɛɛ, esiam, paanoo, opuro

#### Pedagogical Exemplars

##### Building on what others say

## 1. Pair and group work

- In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /ɛ/, /ɔ/ /o/ /u/ etc.) and practice sounding them out.
- Teacher uses the above activity to help learners revise the parameters used to describe vowels and describe vowels in some given words using the right parameters.

### Initiating Talk for Learning

#### 1. Whole class discussion

- Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.
- Probe further for learners to identify the position of the vowels in the words they have written.
- Use this activity to guide learners to discuss the meaning of vowel distribution.
- Provide explanation of essential terms such as: ‘vowel distribution’, ‘word initial’, ‘word medial’, ‘word final’ to consolidate learners’ understanding of the lesson.

*NB: Also, encourage respect and tolerance of diverse views among learners. Address GESI-stereotypes, and pay attention to learners with special education needs.*

#### 2. Modelling

- Teacher provides ten words and shows the position of all the vowels in them.
- Learners are provided with words to identify the vowels in them and categorise them into word initial, word medial and word final positions. Examples of words such as: etire, dodoɔ, kentɛn

### Collaborative learning

#### 1. Pair work

- In pairs, learners sound out vowels and use them to form words.
- Pairs show the position of the vowels in the words and present their work to the class for discussion.

*NB: The teacher should take note of learners with speech disorders and those who cannot produce some sounds and address the problem skilfully.*

## Key Assessment

### Gyinapɛn 1 Nkariie: Nimdeɛ nya

- Ma nsemfua mmienu ho nhwɛsɔɔ wɔ Asante Twi mu a ɛnne nnyegyeeɛ a ɛwɔ fam hɔ no mu biara tumi di anim, mfimfini ne akyire:
  - /a/:
  - /e/:
  - /ɛ/:
  - /ɔ/:
  - /i/:
  - /u/:

### Gyinapɛn 2 Nkariie

- Kyerɛ ɛnne nnyegyeeɛ a ɛwɔ nsemfua a ɛwɔ fam hɔ no mu biara mu na kyere beaɛɛ a di wɔ asemfua mu.
  - dɔkono

- b. nsuo
- c. osuo
- d. ebuo
- e. si
- f. hwε

**NB:** *Akyerekyerεfoɔ mma nsemfua nhwεsoɔ a εfiri Asante Twi mu*

### Gyinapɛn 3 Nkariε: Adwenemdɔ

1. Twεre nsemfua nson wɔ Asante Twi mu a εnne nnyegyεεε a εwom no di asemfua no anim, mfimfini ne akyire wɔ bere korɔ no ara mu na kyerekyerε wo mmuaεε no mu.

### Theme or Focal Area: **Anom Nnyegyεεε Dwumadie**

#### **Anom nnyegyεεε dwumadie**

Anom nnyegyεεε dwumadie yε beaεε a anom nnyegyεεε bi tumi di wɔ asemfua mu. Anom nnyegyεεε no mu bi tumi di asemfua anim, ebi nso tumi di asemfua no mfimfini εna ebi nso tumi di asemfua akyi. Sε anom nnyegyεεε ba asemfua anim a, yεka sε εdi asemfua no anim, εba asemfua mfimfini a, yεka sε, εdi asemfua no mfimfini εna sε εba asemfua no akyi nso a, yεka sε, εdi asemfua no akyi.

#### **Nhwεsoɔ**

Hwε sεdεε wɔdε anom nnyegyεεε /b/ no adi dwuma wɔ nsemfua a εwɔ fam hɔ no mu:

1. bom
2. aboɔ

Nhwεsoɔ 1 mu no, anom nnyegyεεε /b/di asemfua no anim. Nhwεsoɔ 2 mu no nso, /b/ no hyε asemfua no mfimfini. Yei mu no, yεka sε anom nnyegyεεε /b/ di asemfua no anim ne mfimfini.

#### **Dwumadie**

1. ɔkyerekyerεfoɔ nyiyi anom nnyegyεεε ahodoɔ ne nsemfua ahodoɔ a εwowaεεε kakra a εbεkyere adesuafoɔ no adwene wɔ bere a wɔdε redi dwuma no. Nhwεsoɔ: abosomakotere, adekyere, adesua, nimdεε, adwensakra, εtoɔ, ahwehwε, twa, foro
2. Pensempensem anom nnyegyεεε dwumadie wɔ nsemfua a εwɔ soro hɔ no mu.
3. Fa anom nnyegyεεε a εwɔ soro hɔ no mu bi yε nsemfua ahodoɔ na kyere dwuma a anom nnyegyεεε no mu biara di.

### **Pedagogical Exemplars**

#### **Collaborative learning**

##### **1. Modelling and group work**

- a. Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable).
- b. Learners produce the consonant sounds after the teacher.
- c. In groups, learners form words with the consonants they produce and tell the position of the consonants in them.
- d. Teacher uses this activity to guide learners to discuss the parameters for describing consonants distribution in words—word initial, word medial, word final.

- e. Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.

### Building on what others say

#### 1. Pair work

- a. Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, asemfua, kenkan, nimdee, nkwagyeε, frodoo. The consonants in the words provided are (k, s, f, n, ny, m, dz, n, kw, gy, d)
- b. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- c. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

**NB:** All learners should be encouraged to participate in the lesson actively. Respect and tolerance of diversity should be encouraged irrespective of learner's linguistic background. Address gender and linguistic stereotypes to promote collaboration.

Teachers should not expect all learners to be at the same level of achievement at the end of the lesson. The teacher is therefore encouraged to use varied pedagogies to allow all learners to progress. For example, HP learners can support AP learners or HP/P learners can complete independent work while the teacher supports AP learners.

### Key Assessment

#### Gyinapɛn 1 Nkariie: Nimdee nya

1. Ma nsemfua enan a anom nnyegyeee a εwɔ fam hɔ no mu biara tumi di anim:
  - a. /b/:
  - b. /d/:
  - c. /f/:
  - d. /g/:
  - e. /h/:
  - f. /k/:
  - g. /l/:
  - h. /m/:
  - i. /n/:

#### Gyinapɛn 2 Nkariie:

1. Kyere anom nnyegyeee a εwowɔ nsemfua a εwɔ fam hɔ no mu na kyekyem kɔ asemfua anim, asemfua mfimfini ne asemfua akyi:
  - a. aburokyire
  - b. nsa
  - c. atokoɔ
  - d. babaso
  - e. gyemirekutu
  - f. sasaborɔ
  - g. aduane
  - h. kɔn
  - i. ahwehwe



**NB:** *Akyerɛkyerɛfoɔ mfa nsemfua nhwesoo a efiri Asante Twi mu nni dwuma.*

### Gyinaɔɔn 3 Nkariɛ: Adwenemɔɔ

1. Twere nsemfua edu a anom nnyegyeeɛ di anim, mfimfini ne akyire na kyerekyere wo mmuaee no mu.

## Section Review

This section covers indicators that are taught in weeks two and three. Here, learners are to demonstrate knowledge and understanding of the sound system of the Ghanaian language. In doing so, teachers should use varied pedagogical approaches to help learners describe the vowels of the Ghanaian language using lip posture, tongue height and part of the tongue. The consonants of the Ghanaian language are also described using parameters such as voicing, place of articulation and manner of articulation. Again, learners are guided to explain the distribution of vowels and consonants of the Ghanaian language, and practice distributing vowels and consonants at word initial, word medial and word final position. Altogether, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

### Additional Reading

1. Agoe, S. (1965). *Agoe*. Bureau of Ghana Languages.
2. Amartey, A.A. (1966). *Omanyɛ aba*. Bureau of Ghana Languages.
3. Owu-Ewie, C. (2020). *Mfantse kasa ngyegyee na kasa mbra ho adzesua buukuu ma nsowdo skuul esuafo*. Accra: Shine Prints Company Limited.

### References

1. Dolphyne, F. A., (2006). *The Akan (Twi-Fante) language: Its sound systems and tonal structure*. Woeli Publishing Services.
2. Dolphyne, F. A & Dakubu, K M. E. (1988). *The Volta-Comoe languages*. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Lauren, T. (2019). *Vowel phenomena of Guang languages*. Master's thesis submitted to the faculty of graduate studies Trinity Western University
4. Snider, K. (2019). *Long and short vowels in Chumburung: An instrumental comparison*. In Pius W. Akumbu & Esther P. Chie (eds.). *Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka*, 249-264.
5. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2). 29–50.
6. Snider, K. L. (1990a). *The consonants of proto-Guang*. *The Journal of West African Languages* (12). 3–26.

## SECTION 2: SHARING IDEAS AND ORAL

### Strands:

1. Oral Conversation
2. Language and Usage

### Sub-Strands:

1. Conversation/Communication in Context
2. Reading
3. Interpretation and Translation

### Learning Outcomes

1. *Collaborate and communicate effectively with others.*
2. *Exhibit ability to orally communicate effectively to a target group.*
3. *Discuss skimming using preview, overview and review.*

### Content Standards

1. Demonstrate the ability to understand discourse and identify key ideas.
2. Demonstrate knowledge and understanding of skimming and scanning for information from a text.
3. Demonstrate knowledge and understanding of the rules and steps in the interpretation

### INTRODUCTION AND SECTION SUMMARY

This section discusses how key ideas are identified in texts and in discourse. Learners will learn the concept of key ideas and discourse. They will learn the skills of identifying key ideas in text and in discourse. In addition to this, learners will be introduced to a variety of texts on different topics and issues that ranges from GESI to national and international topical issues. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. The section equips learners with the requisite skills of understanding key ideas and discourse and how to identify the key ideas in both texts and discourse. The learners will also be equipped with the skills of sharing ideas and opinions on a given topic. Learners will be introduced to the concepts of skimming and scanning as reading techniques where they will use the skills gained to look for key ideas and information from texts. Also, learners will be introduced to the concept of oral interpretation. They will learn what interpretation is and the skills of effective interpretation. The teacher is therefore encouraged to employ interactive pedagogical strategies, resources, differentiation, and assessment strategies to support and challenge learners of all abilities.

The weeks covered by the section are:

**Week 3:** Identification of key ideas and discussing opinions and ideas

**Week 4:** Skimming

**Week 5:** Scanning

**Week 6: Interpretation**

**SUMMARY OF PEDAGOGICAL EXEMPLARS**

The pedagogical exemplars employed include a variety of approaches to teaching Ghanaian language concepts. Talk for Learning involves engaging learners to work in groups or pairs to share their views on a concept. It includes approaches such as whole class activities and pair work. In problem-based learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. Gifted and talented learners can perform leadership roles as peer-teachers to guide classmates to have a deeper understanding of Ghanaian language concepts. Teachers are guided to take care of learners with SEN.

**ASSESSMENT SUMMARY**

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning, and extended critical thinking abilities of learners. Teachers are encouraged to give regular feedback to learners and document results for future reference. This will facilitate the development of learners. Beginning with Level 1, recall questions, short oral answers, short written essays and discussions will offer insights into foundational knowledge. Level 2 skills progress to short essays or oral presentations, evaluating students' ability to articulate concepts. Teachers should employ a variety of formative and summative assessment strategies to gather information about a learners' performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## Week 3

### Adesua no Botaee

1. *Kyere adwempɔ ahodoɔ a ewɔ abasem a edi mu bi mu. Nhwesoo; amammere mu nnepa (obuo, ayamyɛ, abodwokyere ne dee ekeka ho), nwomasua, nkwadaa ho dwadie, yen atenaee, mfididwuma a ewɔ Ghana, fam-agudee-tuo, GESI ne dee ekeka ho.*
2. *Pensempensem adwempɔ ahodoɔ ne nsusuiɛ a edi mu a efiri abasem mu. Nhwesoo, amammere mu nnepa (obuo, ayamyɛ, abodwokyere ne dee ekeka ho), nwomasua, nkwadaa ho dwadie, yen atenaee, mfididwuma a ewɔ Ghana, fam-agudee-tuo, GESI, STEM, ne dee ekeka ho.*
3. *Fa akenkan ho nimdee a eye zhareso-akenkan ne zhareso-adee-hwehwe kenkan akenkansɛm a edi mu na bua ho nsemmisa*
4. *Fa akwan ahodoɔ yi so pensempensemu zhareso-adee-hwehwe mu (nhwesoo, ani anaa nsateaa akɔ-ne-abadie, hwehwe nsemfua anaa kasasin bi, ne dee ekeka ho.)*
5. *Ye mpensempensemu fa asowen, nsemfua-nteasee, nsemfua-nkyereasee ne dee ekeka ho ho.*

### Theme or Focal Area: **Hwehwe Adwempɔ a ewɔ Akenkansɛm mu**

#### Adwempɔ

Adwempɔ ye adee titire a wɔnwono abasem bi fa ho. Eye zɔwerɛfoɔ no nsem a eda atifiaseɛm no adi na etumi da adi pefee anaa esuma wɔ abasem no mu. Eno na eda abasem no mu nsem adi.

Akwan a yɛfa so hwehwe adwempɔ wɔ abasem mu:

- Hwehwe onipa anaa adee a abasem kasa fa ho: Abasem yi kasa fa onipa, nnipakuo anaa adee pɔtee bi ho?
- Hwehwe eberɛ a abasem no mu dwumadie kɔɔ soɔ: Nsem a ede to dwa no da eberɛ adi anaa?
- Hwehwe beaee a abasem no mu dwumadie no kɔɔ soɔ: Abasem no bɔ beaee bi din?
- Hwehwe dee nti a abasem no mu dwumadie kɔɔ soɔ: Wowɔ senti anaa nkyeremu fa dee esiie no ho?
- Hwehwe ekwan a abasem no mu dwumadie faa so siie: Saa anoyie no da ekwan anaa nnyinasosem bi adi?

**HYE NO NSO:** *Akenkansɛm mu no, eye a na wɔatwere adwempɔ no akyea no, wɔaye no pikapika anaa wɔasensan aseɛ. Wobetumi ahunu no wɔ zkasamu titire no mu.*

#### Dwumadie

1. Twere adwempɔ mmiensa a ewɔ abasem bi mu.
2. Kyerekyere adwempɔ ase na kyere adwempɔ mmiensa a ewɔ abasem bi mu.
3. Kyerekyere adwempɔ mu na pensempensem abasem bi mu fa da adwempɔ a ewom no adi.

## Pedagogical Exemplars

### Talk for Learning

#### Think-pair-share

1. Teacher models the prediction of story line following the principles discussed.
2. Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audiovisual materials.
3. Each pair shares their predictions and presents a final work to the class, justifying their responses.

#### Group work

1. In small mixed-ability groups, identify a number of key ideas e.g., respect, kindness, tolerance and prioritise them using the diamond nine approach and discuss them. The teacher should ensure HP learners support AP learners.

#### Individual work

1. Individual learners create short stories based on the pictures and key words and present for class discussion. Encourage learners to tolerate and respect each other's view.
2. Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audiovisual materials.
3. Each pair shares their predictions and presents a final work to the class, justifying their responses.

#### Group work

1. In small mixed-ability groups, identify a number of key ideas e.g., respect, kindness, tolerance and prioritise them using the diamond nine approach and discuss them. The teacher should ensure HP learners support AP learners.

#### Individual work

1. Individual learners create short stories based on the pictures and key words and present for class discussion. Encourage learners to tolerate and respect each other's view.

## Key Assessment

### Gyinapɛn 1 Nkariɛ

1. Pensɛmpɛnsɛm adwɛmpɔ mu.
2. Fa w'ankasa nsemfua kyerekɛyɛrɛ adwɛmpɔ ase.

### Gyinapɛn 2 nkariɛ

1. Kenkan abasɛm tiawa a ɛwɔ ɛfam ha yi yie na pensɛmpɛnsɛm mu fa hwɛhwɛ adwɛmpɔ a ɛwɔ mu no:

*NB: Ghana yɛ ɔman a ɛwɔ Abibirem Atɔɛɛ a emmen beaɛɛ asasewosɔ akɛsɛɛ ne nketewa sisie wɔ ewiase. Nanso yei mmaa Ghanaman mfaa ne ho nni mfirii asasewosɔ akɛsɛɛ ne nketewa ho. Asasewosɔ akɛsɛɛ asisi wɔ Ghanaman mu wɔ eberɛ a atwam no mu a enne mmere yi mu mpo, yehunu emu nkumaa bi. Asasewosɔ a ɛdi kan wɔ Ghanaman mu no sii wɔ afe 1615 mu. Esee Sao Jorge abankesɛɛ a ɛwɔ Elmina no enna afe 1636 mu nso, asasewosɔ foforɔ sii wɔ Axim. Afe 1862 mu no, asasewosɔ kɛsɛɛ pa ara sii wɔ Nkran kuropon no mu maa esee Christiansburg Castle, abankesɛɛ bi ne abodan ahodoɔ.*

### Gyinapɛn 3 Nkariɛ

1. Gyina adwɛmpɔ ahodoɔ no so twɛrɛ biribi toa dwumadie a ɛtwaa mu no so. Yetumi nya nokwasɛm firi abasɛm mu. Kyerekɛyɛrɛ senti a woyɛ saa nsusuɛ no.



## Theme or Focal Area: **Adwempɔ ne Nsusuie ho Mpensempensemu**

### Nkitahodie

Nsem a wɔka anaa wɔtwere fa nnipa nkɔmmodie ho ne titire nsem a ehia pa ara fa biribi pɔtee bi ho.

### Adwempɔ

Ɛye adwene anaa adwenkyere bi a ɛfa ɛkwan a biribi anaa dwumadie bi fa so si ho.

### Nsusuie

Ɛye obi adwenkyere fa biribi ho a ɛnhyeda nnyina nokwasem anaa nimdee biara soɔ. Ɛbetumi nso aye afotusem a ɛfiri onimdefoɔ bi ho.

Se moreye mpensempensemu afa adwempɔ ne nsusuie ahodoɔ ho wɔ abasem mu a, ɛse se adesuafoɔ no:

- Di ɛkan wen wɔn aso tie no yie
- Dwene asem no ho ansa na wɔakasa
- Wɔhwe se wɔwɔ nokwasem bi ka fa ho
- Ɛse se wɔtumi ka wɔn adwen pɛpɛpɛ a wɔmfa nwadawada na wɔtumi de adansedidee amapa tae akyireiled, straightforward manner and support with evidence
- Fa ‘Me’ di dwuma wɔ w’anodisem mu

**HYE NO NSO:** *Nsusuie ne adwempɔ mpensempensemu mu no, ɛse se yede enidie ma obiara nsusuie.*

### Dwumadie

1. Kyerekyere nkitahodie, adwempɔ ne nsusuie ase.
2. Fa w’ankasa nsemfua kyerekyere adwempɔ ne nsusuie ase na kyere adwempɔ ne nsusuie a ɛwɔ akenkansem anaa abasem bi mu mu.
3. Kyerekyere ɛkwan a yɛfa so pensempensem adwempɔ ne nsusuie mu.
4. Tie abasem bi, pensempensem mu yie na fa hwehwe adwempɔ ne nsusuie a ɛda no adi.

## Pedagogical Exemplars

**Starter:** Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas.

**NB:** *The teacher should select themes for discussion from the examples below and any other relevant topics:*

- a. Cultural values (respect, kindness, tolerance and others),
- b. Education,
- c. Child trafficking,
- d. Environment,
- e. Industrialisation in Ghana,
- f. Mining, etc.

**NB:** *Teacher leads learners to discuss the concepts opinions, discourse and ideas.*

## Talk for Learning

### Think-pair-share

1. Provide learners with the title of a story, key words in the story and picture of the story.
2. Learners think-pair-share predictions of the story line based on the title, pictures and key words.

### Group work

1. In small mixed-ability groups, learners listen to a discourse and discuss the key ideas identified in the discourse, (e.g., **respect, kindness, tolerance**) and prioritise them using the diamond nine approach.

*NB: Teachers should encourage the HP learners to assist the AP learners in the groups. Encourage each learner to participate actively. Learners should be made to respect each other's ideas and opinions. The teacher should try to skilfully attend to learners who are extremists when it comes to gender roles. Learners should be made to relate what they have discussed to everyday life situations such as discussions on radio and television, news items, discussion of issues with their friends, etc*

### Individual work

1. Individual learners create short stories based on the pictures and key words and present for class discussion. Encourage learners to tolerate and respect each other's views.

## Nkariie Titire

### Gyinaɓɓen 1 Nkariie: Okasa/Akaakaɛ

1. Kyerekyere adwempɔ, nkitahodie ne nsusuiɛ mu.
2. Tie abasɛm bi na pensɛmpensɛm emu adwempɔ ne nsusuiɛ ahodoɔ a ɛwɔ abasɛm no mu.
3. Gyina mfonini bi so ka abasɛm tiawa bi.

### Gyinaɓɓen 2 Nkariie: Nimdeɛ nya

1. Gyina deɛ woasua no so na kyere w'adwempɔ ne wo nsusuiɛ fa atifiasɛm a ɛwɔ fam ha yi ho "Ɛye mmaayewa/mmaa asedeɛ sɛ wɔnoa aduane ma abusua no ɛbere biara."
2. Akyerekyerefoɔ betumi de atifiasɛm ahodoɔ a ɛfa ɛko a ɛreko so wɔ Russia ne Ukraine ntam, ɛko a ɛfa Gaza ho ne deɛ ekeka ho.

### Gyinaɓɓen 2 Nkariie: Nnwenweneho amapa

1. Fa w'adwempɔ ne wo nsusuiɛ ahodoɔ ne afoforo deɛ a ɛfa atifiasɛm bi ho toto ho na gyina so si gyinaɛɛ a ɛfata.

## Week 4

**Adesua Botae:** *Gyina ɔhareso-akenkan ne ɔhareso-adeɛ-hwehwe ho nimdeɛ so kenkan na fa hwehwe asetena mu ɔhaw ahodoɔ bi anoyie.*

**Theme or Focal Area: ɔhareso-akenkan**

### ɔhareso-Akenkan

ɔhareso-akenkan ye akenkan a yeɛde yen ani fa abasem bi mu wɔ ɔhareso de hwehwe asem pɔtee a abasem bi kasa fa ho. Yeɛde hwehwe abasem bi nokwasem pɔtee.

ɔhareso-akenkan ye akenkan dwumadie bi a yeɛde yen ani fa abasem bi mu ntemso de hye adwempo a eho hia nko ara nso.

- *Ahwekane:* Eye akwannya a ema wotumi hwe biribi ansa na ɔmanfoɔ anya anaa aba abɔnten so. Wɔye ahwekane de sua biribi fa adwempo ahodoɔ a abasem bi da no adi ne ne nhyehyee nnyinasoɔ.
- *Tɔfabɔ:* Yeɛde ye nhwehwemu fa akenkanssem bi mu. Eɛda abasem anaa adesua bi mu tɔfabɔ adi.
- *Nhwehwemu:* Eye nhwehwemu a eboa ma wonya nimdeɛ fa akenkan nwoma bi a woakenkan dada ho. Eye biribi ho nkariie a yegyina so anaa eboa ma yeɛde nsakraeɛ foforo bi ba, se eho behia a.

### Dwumadie

1. Fa w'ankasa nsemfua kyerekyere nsemfua ahodoɔ mu.
2. Fa w'ani fa abasem kasapen mmiensa a eɛdi kan bi mu ɔhareso na fa hwehwe nsemfua foforo mmiensa firi mu.
3. Fa nsemfua foforo no ye ɔkasamu mmɔho a efa abasem no mu asentitire no ho.
4. Bɔ kasapen mmiensa a eɛdi kan wɔ abasem no mu no tɔfa.

### Pedagogical Exemplars

#### Problem-Based learning

##### Whole class

1. To ensure communication, all learners define skimming in their own words and compare it to the teacher's definition.
2. Learners collaborate to explain the skimming techniques (e.g., eye movement, preview, overview and review).
3. Teacher models skimming to smaller mixed-ability/gender groups
4. Learners model skimming.

##### Group work:

1. In mixed-ability groups, learners skim different passages for key words and bring out the general information in the passage and present their works for whole class discussion.

*Teachers should take note of learners with special educational needs and the gifted and talented in class so that they offer the necessary support and challenge to such learners. Teachers should guide HP learners to support AP learners.*

**NB:** The passage should be selected from a theme under cultural values (good morals, selflessness, confidence, etc.), GESI, STEM, environment, public health, sanitation, contemporary national issues, contemporary international issues, COVID-19, energy efficiency, etc.

### Key Assessment

#### Gyinapɛn 1 Nkariie: Okasa/Akaakaɛ

1. Pɛnsɛmpɛnsɛm ɔhareso-akenkan nimdeɛ ahodoɔ no mu

#### Gyinapɛn 2 Nkariie: Nimdeɛ nya

1. Gyina ɔhareso-akenkan nimdeɛ ahodoɔ no so kyere amannebo bi a ewo abasem tiawa bi mu.
2. Kenkan akenkansɛm bi a ekura nsemfua 400 na fa nimdeɛ a woanya wo ɔhareso-akenkan mu no bo akenkansɛm bi mu adwempɔ no tofa.
3. Pɛnsɛmpɛnsɛm akenkansɛm no mu yie na kyere nsemfua foforo a ewom. Fa nsemfua foforo no ye okasamu mmoho a efa abasem no asentitire.

## Week 5

**Adesua Botae:** *Pensempensem ohareso-adee-hwehwe nimdee mu (se ebia., ani anaa nsateaa akone-abadie a yede hwehwe nsemfua, kasasin ne dee ekeka ho).*

**Theme or Focal Area: Ohareso-adee-hwehwe**

### Ohareso-adee-hwehwe nkyerɛaseɛ

Ohareso-adee-hwehwe ye akenkan a yeye no ohareso de hwehwe nokwasem anaa amannebo pɔtee wo bere a yenhyeda nkenkan akenkansɛm anaa abasem no nyinaa. Sedee ebeye a ohareso-adee-hwehwe bewie mudie no, ɛse se wote akenkansɛm nhyehyee ase, na afei te dee woakenkan no ase sedee ebeye a akyerɛ anaa ahwehwe amannebo pɔtee bi a wohia no. Ohareso-adee-hwehwe ye ekwan a wɔfa so hwehwe biribi anaa amannebo wo ohareso anaa ntemso.

*Ohareso-adee-hwehwe* boa ma obi tumi kenkan nneema pii sane nya ɔdo ma akenkan.

Eho hia se wobesi gyinaee afa ohareso-adee-hwehwe. Eha yi no, ɛse se wohunu adee pɔtee a worehwehwe no wo wo tirim; se eye nwoma bi din, websaete, nwoma a yɛnya mmoa firii mu, asemfua anaa okasasin pɔtee bi, abasem pɔtee bi a wope se wokenkan ne dee ekeka ho.

Eho hia bio se, wobehunu beaee a adee pɔtee a worehwehwe no wo; ɛse se wohwe se, adee pɔtee no kura amannebo a worehwehwe no na kyere kratafa a yebehunu saa amannebo no.

ɛse se wohunu sedee wɔasi ahyehye adee no. Wobetumi ahyehye adee anaa nwoma no wo atwerɛdee nnidi soɔ kwan so, eberɛ nhyehyee kwan so, , akuakuo nhyehyee kwan so, atifiasem nhyehyee kwan, akontabudee nnidi soɔ kwan so ne dee ekeka ho.

### Eberɛ a adesuafoɔ de ohareso-adee-hwehwe di dwuma

- i. Wode ohareso-adee-hwehwe di dwuma ansa na wɔahye akenkan ase
- ii. Wode ohareso-adee-hwehwe dwumadie fa nsemfua ahodoɔ no mu na hunu dee ne mmuaee nye den
- iii. Eberɛ a worehwehwe amannebo pɔtee bi se ebia, deeti, nsemfua foforo ne dee ekeka ho.

### Ekwan a yɛfa so de ohareso-adee-hwehwe di dwuma

Se wohwehwe akenkansɛm bi mu hunu ne nkyekyemu ahodoɔ a wope se wokenkan a:

- i. Di kan fa ohareso-adee-hwehwe di dwuma wo bere a wode w'ani (ne wo nsateaa) refa akenkansɛm no mu ohareso.
- ii. Se wohunu adee a worehwehwe no a, se eye asemfua anaa okasasin na worehwehwe a, kenkan nsemfua ahodoɔ atwa asemfua a worehwehwe no ho ahyia no yie.
- iii. Wohunu adee bi a ɛse se wotwe w'adwene si so a, woto wo bo ase kenkan mu yie.

### Dwumadie

1. Kyerɛkyere nsemfua a edidi soɔ yi ase:
  - a. Ahwekane
  - b. Nhwehwemu
  - c. Tɔfabo
2. Kenkan akenkansɛm bi na kyere amannebo pɔtee mmiensa anaa dee eboro saa a ewom.



3. Fa ɔhareso-akenkan ne ɔhareso-adeɛ-hwehwe nimdee a wowɔ no hwehwe deɛ akenkansɛm no fa ho nyinaa anaa biribi pɔtee a ɛwom.
4. Pensempensem akenkansɛm no mu fa hwehwe nsemfua foforɔ no na fa nsemfua foforɔ no ye ɔkasamu tiawa baako ne ɔkasamu mmɔho nso baako. Fa ɔhareso-adeɛ-hwehwe nimdee no di dwuma wɔ akenkansɛm no mu.

## Pedagogical Exemplars

### Problem-based learning

#### Whole class

1. Learners define to each other scanning and compare their definition to the teacher's definition.
2. In mixed-ability groups, learners discuss the various definitions given by the class to settle on the most appropriate explanation and present their answer for whole class discussion. This helps to build collaboration, communication, critical thinking and problem-solving skills in learners.
3. Learners choose from a wide array of word cards containing key elements of scanning and discuss them in their groups. For example, a group might select Movement of the eye or Identification of key words or phrases.

*NB: Support SEN learners by allowing them to match definitions with key terms. Group work*

1. Teacher scans through passages as a model to the class.
2. Discuss scanning strategies in groups and demonstrate how it is done to the class.
3. Teacher reinforces learning by asking learners questions to help them realise their own mistakes and correct themselves.
4. Learners ask questions for clarification and contribute to the lesson.

*NB: All learners should be encouraged to contribute and respect each other's view. Teacher can do this by calling learners to talk/providing learners/groups with talking tokens.*

#### Individual work

1. To foster self-directed learning, individually, learners scan different passages for specific information (e.g., key words, phrases, headings, subheadings, dates, main character, etc.) and discuss their findings in class.
2. All learners listen to or watch audio-visual material and identify the key information.

*NB: The passage should be selected from a theme under GESI, STEM, Environment, Public Health, Sanitation, Contemporary national issues, contemporary international issues, energy efficiency, etc.*

## Key Assessment

### Gyinapɛn 1 Nkariɛ: Akaakaɛ

1. Kyerekyerɛ ɔhareso-adeɛ-hwehwe ho nimdee ahodoɔ mmienu anaa deɛ ɛboro saa.

### Gyinapɛn 2 Nkariɛ: Nimdee nya

2. ɛkwan ben na wobɛfa so de ɔhareso-adeɛ-hwehwe nimdee ahwehwe amannebɔ pɔtee bi wɔ akenkansɛm bi mu.

### Gyinapɛn 3 Nkariɛ: Nnwenweneho amapa

1. Hwehwe deɛ ɛye ne deɛ ɛnye wɔ ɔhareso-adeɛ-hwehwe nimdee ho.

## Week 6

**Adesua Botae:** *Ye mpensempensemu fa asowen, nsemfua-nteasee, nsemfua-nkyereasee ne dee ekeka ho ho*

**Theme or Focal Area:** **Okasa Nkyerekyeremu**

### Nkyerekyeremu

Yei ye ekwan a yefa so kyerekyere biribi anaa adee bi mu. Esan nso ye ekwan oforo a yefa so da atweresem anaa oyekeye dwumadie bi adi.

*Nsemfua-nteasee:* Eye ekwan a yefa atwere so kyerekyere nsem bi ase ko okasa oforo bi mu sedee ebeye a afororo benya mu kyefa.

*Nsemfua-nkyereasee:* Yei ye ekwan a yenam nkyerekyeremu ne okasa asekyere so nya amannebo bi mu nteasee yie. Yei ne ekwan a otieforo bi nam so tumi te nsem bi ase san kyerekyere mu.

**Se woreye okasa nkyerekyeremu a**

1. Wen w' aso tie no yie
2. Ese se wonya nimdee amapa wo okasa mmienu no nyinaa mu.
3. Mma nteasee a ewo okasa a worekyere ase no mu nteasee no nnyera
4. Ma w'adwene nni nkommodie no akyi yie

### Dwumadie

1. Kyerekyere asemfua nkyerekyeremu mu.
2. Pensempensem adesua a efa nkyerekyeremu ho no mu.
3. Kyerekyere akenkansam anaa enne a yeakyere agu afidie so a ewo nsemfua 150 anaa 300 mu.

### Pedagogical Exemplars

#### Initiating Talk for Learning

##### Whole class

Discuss what oral interpretation is (effective listening, encoding and decoding, etc.). Group work/ collaborative learning

##### 1. Pair work

- a. In pairs of similar ability, learners role-play an oral interpretation session taking into consideration the basic concept of interpretation. In this role play, one learner says something in English language and the other learner gives the meaning of what the first learners said in the language of study.

##### 2. Whole class

- a. Play a recorded tape or read a short text for learners to interpret.

**NB:** Teachers should expect that learners' achievements would not be at the same level. Higher achievers and learners still struggling should be attended to in a skilful manner through individual support or more challenging independent work.

## Key Assessment

### Gyinapɛn 1 Nkariie: Okasa/Akaakaɛɛ:

1. Sɛn na wosi te Okasa Nkyerekyerɛmu ase fa?
2. Pɛnsɛmpɛnsɛm adesua a ɛfa okasa nkyerekyerɛmu ho nimdeɛ mu.
3. Kyerekyerɛ okasa nkyerekyerɛmu nkorabata ahodoɔ no mu.

### Gyinapɛn 2 Nkariie: Nimdeɛ nya

1. Bɔ ɛnne a wɔakyere agu afidie so anaa kenkan akenkansɛm bi na kyerekyerɛ mu.

## Section Review

This section covers indicators that are taught in weeks one, four, five and sixteen. Learners are to demonstrate an understanding of sharing ideas and opinions and identifying them in discourse. They are also supposed to demonstrate an understanding of skimming and scanning and oral interpretation. To help learners demonstrate these skills, teachers are advised to use the varied pedagogies suggested effectively. Sharing opinions and ideas will help learners take part in the national discourse on topical local and global issues. Skimming and scanning as reading techniques would equip learners with the requisite skills in identifying information and specific ideas in texts quickly. The idea of oral interpretation will also help learners become good listeners. Finally, varied assessment forms should be employed to test learners' knowledge and understanding of the key concepts taught.

## Additional Reading

- Owu-Ewie, C. (2015). Language teaching skills: A guide for language teachers. Shine Prints Company Ltd.

## References

1. Dolphyne, F. A., (2006). The Akan (Twi-Fante) language: Its sound systems and tonal structure. Woeli Publishing Services.
2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), The Languages of Ghana (50-90).
3. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka, 249-264.

## SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

**Sub-strand:** Lexis and structure

**Learning Outcome:** *Apply the knowledge and understanding of the word classes to form meaningful sentences*

**Content Standard:** Demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs

### INTRODUCTION AND SECTION SUMMARY

This section discusses the structure of the words of the language. Learners will be introduced to nouns, adjectives, verbs and adverbs as the major word classes. They will also learn the types of nouns, adjectives, verbs and adverbs. Appropriate examples will be used to aid learners' understanding and also help them form meaningful sentences. This will facilitate effective speaking and reading in the language. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of words and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. It should be noted that, examples in this section are limited to few Ghanaian languages, therefore, teachers are advised to use language appropriate examples.

The weeks covered by the section are:

**Week 7:** Categorising Nouns

**Week 8:** Classification of Adjectives

**Week 9:** Classification of Verbs and adverbs

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on learning tasks in small group to ensure that everyone participates in the lesson. It includes specific approaches such as mixedability/gender groupings, pair work and modelling. Collaborative learning encourages learners in mixed-ability and mixed-gender groups to share ideas on the various Ghanaian language concepts. Collaborative learning also ensures that learners remain engaged with content while thinking critically and sharing ideas with peers. Gifted and talented learners can perform leadership roles as peer-mentors to guide fellow learners to have a deeper understanding of Ghanaian language concepts. Teachers are advised to cater for all learners including those with sound production difficulties and solve problems skilfully.

### ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of basic application of skills/concepts, strategic thinking, and extended critical thinking abilities of learners. Regular oral feedback and written responses are encouraged to facilitate improvement in learning and holistic learner development. Beginning with Level 2 assessment, learners are made to read passages to identify the nouns, adjectives, verbs and adverbs to provide understanding of foundational knowledge of

the various word classes in the language. Level 3 strategic reasoning assessment ensures learners progress to form correct sentences with the various word classes. This will help them acquire a deeper understanding of the word classes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.



## Week 7

**Adesua Botae:** *Kyekye edin mu kɔ n'akuo ahodoɔ no mu (se ebia, dinpa, dinhunu, edin a yenhunu, edin a yehunu ne dee ekeka ho).*

**Theme or Focal Area: Edin ne n'akuo ahodoɔ**

### Edin

Edin ye ahyensodee a yede ma onipa, aboa , kuro anaa adee titire bi.

#### Edin akuo ahodoɔ

- *Dinpa* ye edin a yede gyina ho ma onipa, kuro anaa adee titire pɔtee bi se eye Onyame abodee anaa odasani-nsa-ano adwuma. Yede atweredee akeseɛ na edi dinpa kan emfa ho ne beaee a ehye wo akasamu mu. Nhwesoɔ; dinpa ye edin a yede ma nnipa (se ebia Kwaku, Owusu, Nkruma, ne dee ekeka ho); nkuro (se ebia. Esiam, Denkyira Odwaa, Tamale, ne dee ekeka ho): abosome (se ebia. Ɔpɛpon, Ogyefuo, Ɔbenem, Oforisuo, Ɔpenimma, ne dee ekeka ho.) Nnwumakuo (se ebia . University of Cape Coast, Flagstaff House, ne dee ekeka ho.); nna a ewo nnawɔtwe mu (se ebia. Edwoada, Benada, ne dee ekeka ho.); asuo ahodoɔ (Pra, Tanɔ, Densu, Burosiam ne dee ekeka ho.)
- *Dinhunu* ye edin a yede ma nneɛma ahodoɔ a yemfa mma nnipa, enna, abosome, nkuro ne nneɛma titire bi. Eye edin a yede ma nneɛma bi a ensi pi te se okraman, abarimaa, abarima, abaa, apɔnkye, mpaboa, epono, apɔnkɔ ne dee ekeka ho. Yemfa atweredee akeseɛ nni dinhunu kan gye se ehye akasamu bi ase. Yetaa de oyikyere ne edin nkyerekyeremu bata ho.
- *Edin a yenhunu* ye edin a yede kyere adwempɔ, esu anaa biribi a yentumi mfa yen nsa nsom anaa yenhunu. Eho nhwesoɔ bi ne nokwasem, ahaw, anigyee, awerehoɔ, ne dee ekeka ho.
- *Edin a yehunu* ye edin a yede ma nneɛma a yehunu, onipa anaa beaee bi. Ekyere biribi a yehunu na yeso mu nso a, eye yie.

#### Dwumadie

1. Kyerekyerɛ edin mu na ma eho nhwesoɔ enum anaa dee eboro saa.
2. Kyerekyerɛ edin akuo ahodoɔ enan mu na ma emu biara ho nhwesoɔ edu.
3. Kyekye nsemfua a edidi soɔ yi mu kɔ edin akuo dinpa, dinhunu, edin a yenhunu ne edin a yehunu mu.
  - a. akyerekyerɛni
  - b. epono
  - c. odo
  - d. Araba
  - e. John
  - f. anigyee
  - g. nkabom
  - h. akonnwa
  - i. mframa
  - j. eboɔ
4. Kyere senti a wokyekyee edin ahodoɔ no mu kɔ edin akuo ahodoɔ no mu.

## Pedagogical Exemplars

### Problem- Based learning

#### Group work

1. In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card.
2. The pair reads the words aloud to the rest of the class.

#### Group work/collaborative learning

#### Whole class activity

1. Teacher uses the above activities to discuss with learners the concept of nouns as they provide examples.
2. Teacher assists learners to categorise some given examples of nouns into types.
3. Teacher assists learners to read a passage of about two hundred words and identify the nouns in it.

#### Group work

1. In mixed-ability groups, learners categorise the nouns identified in the text under the types discussed. (e.g., proper nouns, common nouns, abstract nouns, concrete nouns etc.).

#### Pair work

1. In mixed-ability pairs, learners write two examples from each of the types of nouns and form at least three simple or compound sentences with them.

#### Whole class

1. Learners share sentences with the class for discussion.

*NB: The HP learners in the various groups, should be tasked to help the AP learners*

## Key Assessment

### Gyinapɛn 2 Nkariie: Nimdee nya

1. Kyerekyere edin mu na ma ɛho nhwesoo ahodoɔ.
2. Kenkan abasem a ɛwɔ fam ho no na kyere edin ahodoɔ a ɛwowom.

*NB: Akorɔmfɔɔ no mu baasa bɔɔ mmɔden dwaneeɛ wɔ bere apolisifɔɔ no bɔɔ mpunimpu wɔ atutotoɔ mu. Wɔn mu baanu a wɔtumi kyeree wɔn no, akyire yi kuromma hunuu se eye Jato ne Christopher. Wɔhunuu se wɔka akorɔmfɔ weremfɔɔ kuo a anadwo biara wɔka akorɔnobɔ wɔ kuro no mu.*

*Da koro bi dee, akorɔmfɔɔ baasa no tiri anye yie ɛfiri se obi kɔyii apolisifɔɔ asotire faa beaɛ na wɔhye ho maa apolisifɔɔ no kɔkyeree wɔn wɔ bere a wɔkɔ wɔn akorɔnobɔ no bi. Wɔgu so rekye nneema a wɔakɔwia no, apolisifɔɔ bepuee wɔn so. Wɔde wɔn atuo ne wɔn akodee nkaɛ no nyinaa maa apolisifɔɔ no.*

*Akorɔmfɔɔ no kyere ho asem betɔɔ edwa no, kuromma no pu kɔɔ beaɛ ho kɔhwɛ akorɔmfɔ weremfɔɔ a wɔayere wɔn pampee agu apolisifɔɔ kaa mu a na wɔde wɔn rebekɔ apolisifɔɔ asoɛɛɛ.*

*Yede wɔn a na akorɔmfɔɔ no awia wɔn no to nkyen a, nnipa bebree ani gyeɛɛ ɛfiri se, na akorɔmfoweremfɔɔ yi akɔhunahuna wɔn se wɔbeba wɔn so abewia wɔn. Hu a na ahye wɔn ma no firii wɔn mu.*

- a. Kyekye edin ahodoɔ no mu kɔ dinpa, dinhunu, edin a yehunu ne edin a yenhunu.
- b. Fa dinhunu ahodoɔ a woahunu no mu enum ye ɔkasamu tiawa enum.

## Week 8

**Adesua Botae:** *Kyekye edin nkyerekyeremu mu kɔ wɔn akuo ahodoɔ mu (sɛ ebia., oyikyere, akontabudee ne esu) na fa di dwuma wɔ ɔkasamu ahodoɔ mu.*

**Theme or Focal Area: Edin nkyerekyeremu nkyekyemu ahodoɔ**

### Edin nkyerekyeremu

Eye asemfua a yede kyerekyere edin mu. Yetumi de kyerekyere sedee obi anaa biribi su si tee mu a yemfa ntoto biribiara ho anaa yede retoto biribi ho. Sɛ ebia, Mepɛ efie **dada**. *Abarimaa no ye tenten enna ɔsan ye teatea*. Kwaku nim **nyansa sene** ne barima.

Oyikyere ye edin nkyerekyeremu a yede kyerekyere biribi mu anaa da biribi adi. Yei mu no, yede oyikyere dinnsiananmu na edi dwuma na mmom enye edin. Ekasa fa ɔyefoɔ a ɔreye biribi anaa ɔyɛtia a wɔreye biribi atia no wɔ ɔkasamu mu. Eho nhwesoo no bi ne, yi, no, bi, yeinom ne enonom.

- *Akontabudee nkyerekyeremu ye edin nkyerekyeremu a egyptina akontabudee anaa nsusudee bi so kyerekyere edin bi mu. Yei ho nhwesoo no mu bi ne ebi/ebinom, mmienu, kakra, dodoɔ ne dee ekeka ho.*
- *Esu nkyerekyeremu ye edin nkyerekyeremu a yede kyerekyere sedee edin bi su si tee mu. Yei ho nhwesoo no mu bi ne tofoo, kesee, dada, ketewa, ne dee ekeka ho.*

### Dwumadie

1. Pensempensem edin nkyerekyeremu dwumadie no mu.
2. Kyerekyere edin nkyerekyeremu akuo ahodoɔ no mu.
3. Pensempensem na kyekye edin nkyerekyeremu a ewo fam ho no mu kɔ oyikyere, esu ne akontabudee mu kyere adesuafoɔ. Adesuafoɔ akuo ahodoɔ kyerekyere senti a wɔkyekyee edin nkyerekyeremu no mu koo saa akuo no mu.
  - i. ahoofe
  - ii. tenten
  - iii. dede
  - iv. fefe
  - v. Abupɛn enan mu baako
  - vi. akokɔsradee
  - vii. atirimuoden
  - viii. bruu
  - ix. Awia ketekete
  - x. eno
  - xi. yeinom
  - xii. mmiensa

## Pedagogical Exemplars

### Group work/collaborative learning

1. **Mixed group:** In mixed-ability groups, learners do the following;
  - a. Make a list of words that are used to describe nouns. Groups discuss the words they have put down.
  - b. Probe further to let learners draw a link between the words they have listed and the types of adjectives.
  - c. Use the activity to guide learners to discuss the meaning of adjectives and the types by forming sentences with the list of words they have made.
  - d. Provide an explanation of essential terms such as ‘adjectives’, ‘determiners’, ‘qualifiers’, ‘quantifiers’ in order to build the foundation of the lesson.

### Collaborative learning

#### 1. Pair work

- a. Learners read the passage below and identify the adjectives in it.

**NB:** *Ansa na akokɔ rebɔ ne mprensɔ sɔɔ saa anɔpa no, na nnipa a wɔwɔ kuro kumaa Alata mu no akɔbɔ dɔmpem retwen ɔhene no. Na adehyee no nyinaa furafura afadee fitaa. Na wɔde ntoma fitaa abobɔ wɔn nsa a wɔnhyehye mpaboa.*

*Na wɔahyia hɔ rebeyi wɔn ɔhene no aye. Abakɔsem kyere se, tete hɔ no, ɔhene a ɔte akonnwa so seesei no nana bi yee adee nwanwasɔɔ bi de boaa nnipa a wɔwɔ kuro kumaa no mu. Ɖtwitwa gyee wɔn wɔ bere a awia ketekete bi wɔn mfuɔ nyinaa hyehyee maa ekɔm keseɛ a ekum ɔkɔtɔ too anwea pradadaa sɔɔ te sii kuro kumaa no mu. Ekɔm dee nnipa a na wɔwɔ kuro kumaa no mu maa wɔtotɔɔ baha a wɔn anidasɔɔ nyinaa saee. Saa ɔhene yi nana no na ɔkɔfaa aduane a enye kumaa firii n’afuom de maa nnipa a na wɔwɔ kuro kumaa no mu diie. Saa adee no nti, kuromma no sii no ɔhene de hyee no animuonyam. Afe biara mu no, na wɔkɔsra no de kyere wɔn anisɔ wɔ adee keseɛ a ɔye maa wɔn no ho.*

- b. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
- c. Learners use the adjectives to form simple sentences.

#### 2. Whole class

- a. Pairs present their work to the class for discussion.

## Key Assessment

### Gyinapɛn 1 Nkariie: Ɖkasa / Akaakaɛ

1. Fa w’ankasa nsemfua kyerekyere edin nkyerekyeremu mu na ma eho nhwesɔɔ edu anaa dee eboro saa.

### Gyinapɛn 2 Nkariie: Nimdee nya

1. Kenkan abasem a ewɔ fam hɔ no na kyere edin nkyerekyeremu ahodoɔ a ewowom.

**NB:** *Akorɔmfɔɔ no mu baasa bɔɔ mmɔden dwaneeɛ wɔ bere apolisifɔɔ no bɔɔ mpunimpu wɔ atutotoɔ mu. Wɔn mu baanu a wɔtumi kyeree wɔn no, akyire yi kuromma hunuu se eye Jato ne Christopher. Wɔhunuu se wɔka akorɔmfɔ weremfɔɔ kuo a anadwo biara wɔkɔ akorɔnobɔ wɔ kuro no mu.*

*Da koro bi dee, akorɔmfɔɔ baasa no tiri anye yie efiri se obi kɔyii apolisifɔɔ asotire faa beaɛ na wɔhye hɔ maa apolisifɔɔ no kɔkyeree wɔn wɔ bere a wɔkɔɔ wɔn akorɔnobɔ no bi. Wɔgu so rekye nneema a wɔakɔwia no, apolisifɔɔ bepuee wɔn so. Wɔde wɔn atuo ne wɔn akodeɛ nkaɛ no nyinaa maa apolisifɔɔ no.*

*Akorɔmfɔɔ no kyere ho asem betɔɔ edwa no, kuromma no pu kɔɔ beaee hɔ kɔhwɛɛ akorɔmfɔ werɛmfɔɔ a wɔayere wɔn pampee agu apolisifɔɔ kaa mu a na wɔde wɔn rebekɔ apolisifɔɔ asoɛɛɛ.*

*Yede wɔn a na akorɔmfɔɔ no awia wɔn no to nkyen a, nnipa bebree ani gyeɛɛ ɛfiri se, na akorɔmfowerɛmfɔɔ yi akɔhunahuna wɔn se wɔbeba wɔn so abewia wɔn. Hu a na ahye wɔn ma no firii wɔn mu.*

- a. Kyekye edin nkyerɛkyerɛmu ahodoɔ no mu kɔ oyikyere, esu ne akontabudeɛ mu.
- b. Fa edin nkyerɛkyerɛmu akuo ahodoɔ no mu biara ho nhwesoɔ enum enum ye ɔkasamu mmɔho.

## Week 9

### Adesua Botaeɛ

1. *Kyekye adeye mu kɔ fa-ɔyɛtia, amfa-ɔyɛtia enna fa-ɔyɛtia mmienu.*
2. *Kyekye ɔkyerefoɔ mu kɔ (yebea, beaeɛ, eberɛ, anoɔden).*

### Theme or Focal Area: Adeye Nkyekyemu ahodoɔ

#### Adeye

Ɛye asemfua anaa nsemfua a yede kyerekyere dwumadie, tebea anaa biribi a asi mu. Yɛhunu adeye sɛ eye nkasaeɛ wɔ ɔkasamu mu. Nhwesoɔ: sa, di, huri, twerɛ, dwene, dɔ, si, kyere ne deɛ ekeka ho.

Yekyekye adeye mu kɔ fa-ayedeɛ ne amfa-ayedeɛ.

*Fa-ɔyɛtia* ye adeye a ɛfa edin a ɛdi dwuma sɛ ɔyɛtia. Nhwesoɔ: di, twerɛ, fem, kasa, tɔn tɔ, tua, ne deɛ ekeka ho. *Fa-ɔyɛtia* ho nhwesoɔ wɔ ɔkasamu mu:

- a. Kofi **di** aduane no. (Aduane no di dwuma sɛ ɔyɛtia ma adeye **di** )
- b. Amma **femm** sika.
- c. Kyei **rekasa** ɛdɔm no ho.

*Amfa-ɔyɛtia* ye adeye a ɛnhia edin a ɛdi dwuma sɛ ɔyɛtia wɔ ɔkasamu mu. Nhwesoɔ: nyini, kɔ, bra, twen, te, firi, nante, su, wu, da, didi, sere, ne deɛ ekeka ho. *Amfa-ɔyɛtia* ho nhwesoɔ wɔ ɔkasamu mu:

- a. Abarimaa no **renyini** yie.
- b. Araba **kɔ** sukuu da biara.
- c. Afua **baa** efie.

*Fa-ɔyɛtia mmienu* ye adeye a ɛfa ɔyɛtia ahodoɔ mmienu. Mpen pii no, ɔyɛtia no edin no mu baako tumi ye ɔyɛtia na baako nso aye ɔgyefoɔ wɔ ɔkasamu mu. *Fa-ɔyɛtia mmienu* ho nhwesoɔ wɔ ɔkasamu mu:

- a. Afua maame maa no adwuma.
- b. Fa nwoma no ma me.
- c. Kofi tɔɔ ntoma kyee Amma.

#### Dwumadie

1. Pensempensem adeye mu.
2. Kyerekyere adeye akuo ahodoɔ no mu
3. Pensempensem na kyekye adeye ahodoɔ a ɛdidi soɔ yi mu kɔ fa-ɔyɛtia, amfa-ɔyɛtia ne fa-ɔyɛtia mmienu mu.
  - a. bu
  - b. sere
  - c. didi
  - d. to
  - e. kenkan
  - f. sa

- g.** nante
- h.** bɔ
- i.** si
- j.** pia

- 4.** Ka wo dwumadie no ho asem kyere adesuafoɔ nkaeɛ no na ka senti a wokyekeye adeye no mu kɔ akuo ahodoɔ no mu

## Pedagogical Exemplars

### Group work/collaborative learning

#### 1. Whole class discussion

- a. Lead learners to make a list of words that show action, state of being or occurrence and discuss them.
- b. Probe further to let learners draw a link between the words they have listed and the types of verbs.
- c. Use the activity to guide learners to discuss the meaning of verbs and the types by forming sentences with the list of words they have made.
- d. Provide an explanation of essential terms such as ‘verbs’, ‘transitive’, ‘intransitive’, ‘ditransitive’ in order to build the foundational understanding of the lesson.

### Collaborative learning

#### 1. Pair work:

- a. In mixed-gender or mixed-ability groups learners read the text below and identify the verbs in it.

**NB:** Na ekwan a efiri asuo no agya de rekɔ n’agya no mmoro basafa aduonum, nanso anka na mepe se meboro asuo a emu dɔ na ani ye korɔgyee beye kwansini baako anaa dee eboro saa. Na osusu se adenkyem wɔ asuo no mu. Meyee krado se meresi asuo no mu no, mede me etuo hyee m’anom kaa me se sii so bɔɔ mpaeɛ te sii nsuo a atekye wom no mu. Meboroo te se obi a ɔresua asudwaree foforo. Na asorɔkye no ano nye den saa enna na nsuo no mu aye dedeededee kakra nanso na hu aka no, eno nti na ɔntumi mmoro asuo no nkɔ ntem.

Oboroo asuo no duruu mfimfini no, mpofrem na ɔhunuu se asuo no mu aye tia. enam so maa me koko kɔtwii atekye-kokoɔ bi wɔ asuo no mu. Na mesusu se eye ɔdenkyem, ebaa saa no, etuo no gye firii m’ano.

Menantee asuo no mu basafa kakra na mekɔpuee beaeɛ a ehɔ dɔ bio. M’ani baa me ho so no, na maduru asuo no agya. Mede ahoporoɔ foro kɔɔ asuo no kokoɔ so. Metumi twaa asuo no dee nanso na mahwere m’akodeɛ.

- b. Kyekye adeye ahodoɔ no mu kɔ fa-ɔyɛtia, amfa-ɔyɛtia ne fa-ɔyɛtia mmienu.
- c. Fa adeye ahodoɔ a woahunu no ye ɔkasamu ahodoɔ.
- d. Ka wo mmuaeɛ no kyere adesuafoɔ nkaeɛ no na mompensempensem mu.

## Key Assessment

### Gyinapɛn 1 Nkariie: Okasa/Akaakaɛɛ

1. Kyerekyere adeye ne ne nkyekyemu ahodoɔ no mu.
2. Kyerekyere adeye akuo ahodoɔ a ewɔ soro hɔ no mu.
3. Ma adeye no mu biara ho nhwesoo enum enum.



**Gyinapɛn 2 Nkariie: Nimdeɛ nya**

1. Fa akuo ahodoɔ no mu biara ho nhwɛsoɔ mmaako mmaako ye ɔkasamu tiawa baaako anaa deɛ eboro saa.
2. Fa akuo no mu biara ho nhwɛsoɔ mmienu mmienu ye ɔkasamu mmɔho ho nhwɛsoɔ ahodoɔ.
3. Fa abasem a ɛwɔ nsemfua ahanum (500) a ɛfa atifiasem a ɛdidi soɔ yi mu biara ho; amammere mu nnɛpa (ahohyɛsoɔ, ahonim, ne deɛ ɛkeka ho), STEM, Ahooɔdenneɛ ho bammɔ, GESI, ne ɛkeka ho. Kenkan abasem no na kyere adeye aduonu (20) a ɛwowom. Kyekye adeye no mu ko adeye akuo ahodoɔ no mu.

**Gyinapɛn 3 Nkariie: Adwenemdɔ**

1. Pensempensem adeye ahodoɔ a wohunuu wɔ abasem no mu no so nsunsuansoɔ wɔ abasem no so (Enidie kasa? Akorɔkorɔ? Nsunsuansoɔ? Ne deɛ ɛkeka ho.)

**Theme or Focal Area: Ɔkyerefoɔ Nkyekyɛmu****Ɔkyerefoɔ**

Ɔye asemfua anaa nsemfua a ɛkyerekyere adeye mu. Ɔtumi kyerekyere ɔkyerefoɔ foforo mu. Nhwɛsoɔ: yie, brɛɛ, ntem, ɛhefa, anɔpa.

Ɔkyerefoɔ ho nhwɛsoɔ wɔ ɔkasamu mu

- a. Abaayewa no didi *yie*.
- b. Akwasi nante *ntemntem*.
- c. *Ehefa* na adesuafoɔ no reko?
  - *Ɔkyerefoɔ ahodoɔ*: yebea, beaɛɛ, ɛbereɛ, dodoɔ, anoɔden, ampaye/akyinnyegyee,
  - *Yebea kyerefoɔ* kyerekyere ɛkwan pɔtee a ɔyefoɔ bi fa so di dwuma bi anaa sedee adeye bi si ko so fa. Se ebia, gidigidi, nyaa/brɛɛ, ntemntem,
  - *Beaɛɛ kyerefoɔ* kyerekyere beaɛɛ pɔtee a dwumadie bi ko so anaa baabi a adeye bi ko so. Se ebia, baabiara, emu, Ghana, ɛpo no mu, ne deɛ ɛkeka ho.
  - *Ebereɛ kyerefoɔ* kyerekyere ɛbereɛ pɔtee a dwumadie bi ko so anaa ɛbereɛ a adeye bi ko so. Se ebia, enne, seesei, afeafe, afei, anɔpa, ne deɛ ɛkeka ho.
  - *Dodoɔ kyerefoɔ* kyerekyere mpen dodoɔ a dwumadie bi ko so anaa mpen dodoɔ a adeye bi si. Se ebia, da, da biara da, da biara, mprenu, mprensa, baasa, ne deɛ ɛkeka ho.
  - *Anoɔden kyerefoɔ* kyerekyere sedee dwumadie pɔtee bi ano den si tee anaa sedee adeye bi ano hyee si tee. Nhwɛsoɔ: dodo pa ara, se, yie, defedefe, pasaa, dwerebee ne deɛ ɛkeka ho.
  - *Ampaye/Akyinnyegyee kyerefoɔ* kyerekyere se dwumadie bi ye ampa anaa akyinnyee bi wo ho, anaa adeye dwumadie bi a esi pi anaa ensi pi. Nhwɛsoɔ: ebia, seseɛ, gyama, dabre, ne deɛ ɛkeka ho.

**Dwumadie**

1. Kyerekyere ɔkyerefoɔ mu na kyere ne nkyekyɛmu ahodoɔ no.
2. Kyerekyere ɔkyerefoɔ akuo ahodoɔ no mu na ma emu biara ho nhwɛsoɔ enum enum.
3. Fa akuo ahodoɔ no mu biara ho nhwɛsoɔ mmienu mmienu ye ɔkasamu tiawa.
4. Kyekye ɔkyerefoɔ ahodoɔ yi mu ko ɔkyerefoɔ akuo ahodoɔ a woasua no mu na kyere senti a wokyekyee ɔkyerefoɔ ahodoɔ no mu saa.

- i. ntemntem
- ii. se
- iii. nyaa/bree
- iv. nnora
- v. da
- vi. afeafe
- vii. pepepe
- viii. Pasaa
- ix. nnaano

## Pedagogical Exemplars

### Group work/collaborative learning

#### 1. Whole class discussion

- a. Lead learners in a whole class discussion, to watch a video or describe a picture and list some words that are used to describe actions, state of being and occurrences.
- b. Probe further to lead learners to draw a link between the adverbs and the types adverbs.
- c. Use the activity to guide learners to discuss the meaning of adverbs and explain its types in their own words.
- d. Provide an explanation of essential terms such as ‘adverbs’, ‘Adverb of manner’ ‘Adverb of place’, Adverb of time,’ ‘Adverb of intensity’, ‘Adverb of purpose/reason’, etc.

### Collaborative learning

#### 1. Pair work

- a. In mixed gender or ability pairs, learners form sentences with the adverbs they identified and present their sentences to the whole class.
- b. Based on the sentences presented, learners group the adverbs into types: place, manner, frequency, reason/purpose, time etc.
- c. In mixed-gender/mixed-ability groups, learners read a text of about two hundred words and identify the adverbs in it.
- d. Learners classify the adverbs identified under place, manner, frequency, reason/purpose, time etc.
- e. Use the adverbs identified to form sentences.
- f. Present the responses to the rest of the class for discussion.

## Key Assessment

### Gyinapen 1 Nkariie: Okasa/Akaakaee

1. Kyerekyere okyerefoo mu na kyere ne nkyekyemu ahodoo no.
2. Kyerekyere okyerefoo akuo ahodoo na ma eho nhwesoo.

### Gyinapen 2 Nkariie: Nimdee nya

- a. Kenkan abasem a ewo fam ho no na kyere okyerefoo a ewo mu no nyinaa.

**NB:** Kuayɔ ho adesua a ekɔ so wɔ sukuu ahodoɔ mu wɔ ɔman yi mu no ama nnipa dodoɔ no ara ani agye ho pa ara. Adesuafoɔ no mu bi sua kuayɔ ho adee kɔ anim enna wɔn mu bi nso de wɔn ho hye kuadwuma mu wɔ bere a wɔawie ntoasoo sukuu. Wɔsusu se, se wɔnya akuafoɔ a wɔnim akenkan na

*wɔtumi kenkan akwankkyere ahodoɔ te asee dɔɔso a, wɔbɛgye akwankkyere foforo a efa kuaye ho de aye adwuma ntem. Yei beboa ama aduane abu so yie.*

*Aban nnwumakuo ahodoɔ a efa kuayɔ ho no botae pa ara ne se wɔbɛye kuayɔ mu nhwehwemu de aboa ama aduane abu soɔ. Kuayɔ ho abɔdeɛ-mu-nyansapefoɔ sua akuafoɔ ɔhaw ahodoɔ a ewɔ kuayɔ mu wɔ Ghana. Wɔde nimdeɛ a wɔnya no fa kuayɔ adwumakuo akrakyefoɔ binom so de kɔma akuafoɔ na wɔn nso agye akuafoɔ no ɔhaw ahodoɔ no ho amannebɔ akɔma abɔdeɛ-mu-nyansapefoɔ no.*

*Sedeɛ ebeye a akuafoɔ benya nnɔbae pii nti no, wɔabuebue sikakorabea ahodoɔ wɔ mmeae a wɔye kua no. Yei botae ne se wɔbema akuafoɔ bosea a eho nhyehyee no da fam. Bere korɔ no ara mu no, wɔhye akuafoɔ nkuran se wɔnkeka wɔn ho mmobom nye nnɔboakuo sedeɛ ebeye a wɔbetumi anya sika puduo de aye wɔn nnwuma.*

- b. Kyekye ɔkyerefoɔ ahodoɔ a woahunu no mu kɔ ebere kyerefoɔ, yebea kyerefoɔ, dodoɔ kyerefoɔ, anoɔden kyerefoɔ.
- c. Fa ɔkyerefoɔ akuo ahodoɔ no mu biara ho nhwesɔɔ enum enum a woahunu no ye ɔkasamu mmɔho.

## Section Review

This section covers indicators that are taught in weeks seven, eight and ten. Here, learners are to demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs as the major word classes. In doing so, teachers should use varied pedagogical approaches to help learners discuss nouns, adjectives, verbs, adverbs and their various examples in appropriate sentences. Overall, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

## Additional Reading

- Prempeh, Agyeman Akwasi (2021). Asante Twi Nyansapo. PremSCO Publications: Asokwa Kumasi.

## References

- de Groot, C. (2000). Minor word classes. In G. Booij, C. Lehmann, J. Mugdan, W. Kesselheim & S. Skopeteas (Ed.), 1. Halbband: Ein internationales Handbuch zur Flexion und Wortbildung (pp.820-831). Berlin New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110111286.1.10.820>

## SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

**Sub-Strand:** Rules of Writing a Ghanaian Language

**Adesua Botaeɛ:** *Adesuafoɔ betumi de Asante Twi atwerebea ho mmara aye akasamu ahodoɔ*

**Content Standard:** Demonstrate correct usage of rules in writing sentences using nouns, pronouns, adjectives, verbs and adverbs

### INTRODUCTION AND SECTION SUMMARY

This section discusses the rules that govern the use of nouns, pronouns, adjectives, verbs and adverbs in constructing sentences. Learners will be introduced to the rules in a scaffolded manner. This means that, the rules of writing using nouns would be taught first followed by pronouns, adjectives, verbs and adverbs respectively. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. The section equips learners with the requisite skills of understanding how nouns, pronouns, adjectives, verbs and adverbs are used correctly in sentences based on the rules governing its use in the Ghanaian language of study. The examples and rules used here are not exhaustive and might not pertain to a particular Ghanaian language of study. Teachers are advised to use examples from the Ghanaian language of study to explain the concepts to learners. The teacher is encouraged to support the gifted and talented as well as learners with Special Education Needs.

The weeks covered by the section are:

**Week 10:** Constructing sentences using nouns and pronouns

**Week 11:** Constructing sentences using adjectives

**Week 12:** Constructing sentences using verbs and adverbs

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Initiating Talk for Learning involves engaging learners to work in groups or as a whole class to share their views on a concept and make presentations. It includes approaches such as whole class activities and group work. In collaborative learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. For gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers. Teachers are advised to consider learners with SEN carefully.

### ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, strategic reasoning, and extended critical thinking abilities of learners. Teachers should give regular feedback to learners and document achievement results for future reference. The assessment strategies employed begin with level 1 recall questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 2 questions prompt students to apply concepts learnt in their own work while Level 3 questions progress to short essays or oral presentations, evaluating students' ability to articulate and analyse sentences based on concepts learnt. Teachers should use a variety of formative and summative assessment strategies to gather information about learner's performance.

This ensures a balanced assessment approach and foster continuous improvement and holistic learner development.

## Week 10

**Adesua Botaaɛ pɔtee:** *Di twerebea ho mmara a ewɔ edin ne dinnsiananmu ho no so ye akasamu ahodoɔ*

**Theme or Focal Area:** **Fa edin ne dinnsiananmu ye akasamu**

### Edin

Edin ye ahyensodeɛ a yede ma onipa, adeɛ bi adwenkyerre , beaɛ bi. anaa nneɛma a atwa yen ho ahyia. Eɛ se yehunu se, anye bi koraa no, akasamu dodoɔ no ara kuta edin baako anaa deɛ eboro saa. Oyikyere taa di edin anim wɔ akasamu mu nanso enye eberɛ biara se ebia, ‘no,’ ‘bi’ anaa ‘yi’.

**NB:** *Akyerekyerefoɔ mmɔ mmɔden nkyere Asante Twi mu oyikyere ahodoɔ no*

### Dinnsiananmu

Edinnsiananmu ye asemfua a etumi di dwuma se edin kasasin. Bio, eye asemfua a yede si edin ananmu. Asante Twi mu edinnsiananmu no mu bi ne ɔno, eno, wo, me, wɔn, yen, mo ne deɛ ekeka ho.

**NB:** *Akyerekyerefoɔ nhye no nso se, Ghana kasa no mu dodoɔ no ara nni edinnsiananmu a kyere bɔbea (ɔbaa anaa ɔbarima). Twe adesuafoɔ no adwene si yei so.*

### Edin dwumadie ho mmara ahodoɔ

1. Mmara a yegyina so de edin ye akasamu no da nso wɔ Ghana kasa ahodoɔ no mu. Mpen pii no, edin di dwuma se:
  - a. Oyefoɔ wɔ akasamu mu: Se ebia., **Kofi** kɔ sukuu.
  - b. Oyɛtia wɔ akasamu mu (oyɛtia anaa ɔgyefoɔ): Memaa Prince pen (oyɛtia). Mede pen maa Prince (ɔgyefoɔ).
  - c. Nkyerekyeremu (wɔ Ghana kasa no bi mu): Se ebia, **Rɔba** kyensee no wɔ Adu ho.
  - d. Eye edin kasasin ti: Se ebia. **Okraman** tuntum no

**NB:** *Okyerekyerɛni mmɔ mmɔden nnyina mmara a ewɔ soro ho no so nyɛɛ nhwɛsoɔ no bi nka ho sɛdeɛ eda adi wɔ Asante Twi mu.*

1. Mmara a yegyina so de edinnsiananmu ye akasamu no da nso wɔ Ghana kasa ahodoɔ no mu. Mpen pii no, edinnsiananmu di dwuma se:
  - a. Oyefoɔ wɔ akasamu mu: Se ebia, **Okɔ** sukuu.
  - b. Oyɛtia wɔ akasamu mu (oyɛtia anaa ɔgyefoɔ): Akwasi maa **no** pen (oyɛtia). Amma maa **no** pen (ɔgyefoɔ).
  - c. Ghana kasa ahodoɔ no mu bi mu no, se edinnsiananmu bi redi dwuma se oyefoɔ na adeye toa so a yetwere bom ma ebeye asemfua baako (Se ebia, Ga, Akuapem Twi ne Asante Twi).

**NB:** *If this is not a rule in the language of study, teachers should ignore it and teach the rule as it pertains in the Ghanaian language of study. Teachers should add to the rules above as they pertain to the Ghanaian language of study.*

### Dwumadie

1. Kyerekyere edin ase na ma eho nhwɛsoɔ edu anaa deɛ eboro saa.
2. Kyerekyere edinnsiananmu ase na ma eho nhwɛsoɔ edu anaa deɛ eboro saa.
3. Fa akuo ahodoɔ no mu biara ho nhwɛsoɔ mmiensa mmiensa nye akasamu mmɔho.

## Pedagogical Exemplars

### Initiating Talk for Learning

#### 1. Whole class

- a. Teacher leads learners to discuss the rules governing the use of nouns and pronouns in sentences.

### Collaborative learning

#### 1. Modelling the use of the rules

- a. Teacher gives examples of sentences using nouns and pronouns considering the rules of writing sentences using nouns and pronouns.

#### 2. Group work (Pair work)

##### Learners (in pairs)

- a. Form sentences considering the rules of writing using nouns and pronouns.
- b. Study the structure of the sentences carefully.

*NB: The teacher should offer support to AP learners while the gifted and talented (HP learners) in the class can assist P learners.*

#### 3. Whole class

- a. Present their observations on the structure of the sentences.

*NB: Encourage learners to accept and respect each other's views.*

## Key Assessment

### Gyinapɛn 1 Nkariie: Okasa/Akaakaɛɛ

1. Kyerekyere edin ne edinnsiananmu ase.
2. Ma edin ne edinnsiananmu mu biara ho nhwesoo edu.
3. Fa wo nhwesoo no mu mmiensa biara a wobɛtumi ye okasamu mmoho.

### Gyinapɛn 2: Nnwennweneho amapa

1. Adesuafoɔ ntena ase baanu baanu, nkenkan abasem bi na wɔmpensempensem mu. Wɔnnyina mmara a wɔasua no so na wɔnkye adwene mfa abasem no ho mfa nhwehwe mfomsoɔ a ewowɔ abasem no mu. Ekuo biara nka ne dwumadie ho asem nkyere adesuafoɔ nkaɛɛ no na wɔmpensempensem mu.

*NB: The teacher should provide a short passage with errors in the usage of the nouns and pronouns in most of the sentences. The passage should be appropriate to the level of the learners and a suitable topic to maintain student interest*



## Week 11

**Adesua Botaaɛ pɔtee:** *Gyina edin nkyerekyeremu mmara no so ye ɔkasamu ahodoɔ*

**Theme or Focal Area:** **Fa edin nkyerekyeremu ye ɔkasamu**

### Edin nkyerekyeremu

Edin nkyerekyeremu ye asemfua anaa nsemfua a ɛkyerekyerɛ edin anaa dinnsiananmu. Yede kyerekyerɛ obi anaa biribi su a esi pi anaase yede toto biribi foforo ho.

#### Nhwɛsoɔ ahodoɔ

- i. Kwadwo pɛ adan **dada**.
- ii. Papa no ye **tenten** san ye **teatea**.
- iii. Adwoa ye **onyansafoɔ** sene ne nuabarima no.

#### Edin nkyerekyeremu dwumadie ho mmara ahodoɔ

Mmara a yegyina so de edin nkyerekyeremu ye ɔkasamu no da nso wɔ Ghana kasa ahodoɔ no mu. Mpen pii no, edin nkyerekyeremu:

1. Kyerekyerɛ edin mu wɔ ɔkasamu mu: Sɛ ebia, Ɔpɔnkɔ **tuntum** no tu mmirika sene baako no.
2. Diedina ɛrekyerɛkyerɛ mu no akyi. Sɛ ebia, Akokɔbedɛɛ **kɛsɛɛ** no wɔ ebuo no mu. (*Akyerekyerɛfoɔ nkae sɛ, Ghana kasa mu no, edin nkyerekyeremu ba edin a ɛrekyerɛkyerɛ mu no akyi*).

**NB:** *Ɔkyerekyerɛni mmɔ mmɔden mfa mmara a ɛwɔ soro hɔ no bi nka ho sedɛɛ etɛɛ wɔ Asante Twi mu.*

#### Dwumadie

1. Ma edin nkyerekyeremu ho nhwɛsoɔ edu anaa deɛ ɛboro saa.
2. Fa edin nkyerekyeremu enum anaa deɛ ɛboro saa ye ɔkasamu tiawa na san fa emu enum anaa deɛ ɛboro saa nso ye ɔkasamu mmɔho wɔ bere a wode edin nkyerekyeremu ho mmara a yede ye ɔkasamu no di dwuma wɔ Asante Twi mu.
3. Kenkan abasem tiawa bi na fa hwɛhwɛ edin nkyerekyeremu ahodoɔ a ɛwɔ abasem no mu no.
4. Fa edin nkyerekyeremu a wohunuie no ye ɔkasamu kuntann wɔ bere a wode edin nkyerekyeremu ho mmara a yede ye ɔkasamu no di dwuma wɔ Asante Twi mu.

### Pedagogical Exemplars

#### Group work/collaborative learning

1. **Whole class**
  - a. Teacher leads learners to discuss the rules governing the use of adjectives in sentences.
2. **Pair work**
  - a. Teacher gives some adjectives of varying length and complexity/familiarity.
  - b. Learners form sentences using the adjectives.
  - c. Study and discuss the structure of the sentences carefully.
  - d. Present their observations.

**NB:** Encourage learners to respect each other's views. Teachers should offer more support to AP learners while HP learners can support P learners and be directed to use more complex/less familiar adjectives.

### Key Assessment

#### Gyinaɔɔn 1 Nkariie: Okasa/Akaakaɛ

1. Ma edin nkyerekyerɛmu ho nhwɛsoɔ edu anaa deɛ ɛboro saa.
2. Fa edin nkyerekyerɛmu enum anaa deɛ ɛboro saa yɛ okasamu a ɛdidi soɔ yi mu biara ho nhwɛsoɔ:
  - i. tiawa
  - ii. mmɔho
  - iii. kuntann
3. Kyerekyerɛ edin nkyerekyerɛmu ho mmara a yɛde yɛ okasamu wɔ Asante Twi mu.

#### Gyinaɔɔn 2 Nnwennweneho amapa:

1. Kenkan abasɛm bi na pensɛmpɛnsɛm mu. Gyina mmara a woasua no so kyere mfomsoɔ ahodoɔ a ɛwɔ abasɛm no mu nyinaa.

**NB:** The teacher should provide a short passage with errors in the usage of the adjectives in most of the sentences. The passage should be appropriate to the level of the group and a suitable topic to maintain student interest.

## Week 12

**Adesua Botaaɛ pɔtee:** *Gyina adeye ne ɔkyerefoɔ ho mmara so ye ɔkasamu ahodoɔ*

**Theme or Focal Area:** **Fa adeye ne ɔkyerefoɔ ye ɔkasamu ahodoɔ**

### Adeye

Adeye asemfua anaa nsemfua a ekyerekyere dwumadie, tebea a biribi wom anaa biribi a asi na eye nkasaaɛ wɔ ɔkasamu mu te se tie, bra, si ne dee ekeka ho.

#### Adeye ho nhwesoɔ wɔ ɔkasamu mu

1. Kwadwo **di** emo ne abomu.
2. Amma **nante** kɔ sukuu.
3. Kwame **to** edwom yie.

#### Adeye dwumadie ho mmara ahodoɔ

Mmara a yegyina so de adeye ye ɔkasamu no da nso wɔ Ghana kasa ahodoɔ no mu. Mmara no mu bi na edidi soɔ yi:

1. Ka dee ɔyefoɔ no reye: Se ebia, Ɔpɔnkɔ no tu mmirika sene apɔnkɔ nkaeɛ no.
2. Edi dwuma se nkasaaɛ no ti. Se ebia, Papa no **tu mmirika sene wɔn a aka no**.
3. Se edinnsiananmu di dwuma se ɔyefoɔ na adeye toa so a, yetwere bom.

**NB:** *Teachers should teach the rules for writing sentences using verbs as they pertain to the language of study. Teachers should add on to the rules above appropriate to the Ghanaian language of study*

### Ɔkyerefoɔ

Ɔkyerefoɔ ye asemfua anaa nsemfua a ekyerekyere adeye anaa ɔkyerefoɔ foforo mu a ekyere beaɛ, eberɛ, anoɔden ne dee ekeka ho.

#### Nhwesoɔ

- Papa no baa **nnora**.
- Ɔtoo edwom no **yie**.
- Agoro no sii **ntɛm dodo** .

#### Ɔkyerefoɔ dwumadie ho mmara ahodoɔ

Mmara a yegyina so de ɔkyerefoɔ ye ɔkasamu no da nso wɔ Ghana kasa ahodoɔ no mu. Mmara no mu bi na edidi soɔ yi:

1. Edi dwuma se ɔkyerefoɔ kasasin ti. Se ebia, Papa no kasaa **dendeenden pa ara**.
2. Ekyerekyere ɔkyerefoɔ mu . Se ebia, Nsuo no huruu **ntɛm pa ara**.

#### Dwumadie

1. Kyerekyere adeye ne ɔkyerefoɔ mu na ma emu biara ho nhwesoɔ edu anaa dee eboro saa.
2. Fa nhwesoɔ no ye ɔkasamu ma ɔkasamu ahodoɔ a edidi soɔ yi mu biara
  - a. Ɔkasamu Tiawa
  - b. Ɔkasamu mmɔho

c. Okasamu kuntann

3. Kyerɛkyerɛ adeyɛ nkyekyɛmu ahodoɔ a woasua no mu.

4. Ma adeyɛ nkyekyɛmu ahodoɔ no mu biara ho nhwesoɔ enum enum na yi emu biara ho nhwesoɔ baako yɛ okasamu.

## Pedagogical Exemplars

### Group work/collaborative learning

#### 1. Whole class

- Teacher leads learners to revise the concept verb and adverb
- Teacher leads learners to discuss the rules governing the use of verbs and adverbs in sentences.

#### 2. Pair work

- Teacher gives ten verbs and ten adverbs of varying length and complexity/familiarity.
- Learners form simple, compound or complex sentences using verbs and adverbs.
- Study the structure of the sentences carefully to make sure they are in line with the rules studied.

#### 3. Whole class

- Pairs present observations on the structure of the sentences they have formed focusing on how the verbs and adverbs have been used.

*NB: Encourage learners to accept and respect each other's views. Teachers should offer more support to AP learners while HP learners can support P learners and be directed to use more complex/less familiar verbs and adverbs.*

## Key Assessment

### Gyinapɛn 1 Nkariɛ: Okasa/Akaakaɛɛ

- Kyerɛkyerɛ adeyɛ ne okyerɛfoɔ mu.
- Ma adeyɛ ne okyerɛfoɔ mu biara ho nhwesoɔ enum enum.
- Fa adeyɛ ne okyerɛfoɔ no yɛ okasamu:
  - Tiawa
  - Mmɔho
  - Kuntann

### Gyinapɛn 2 Nkariɛ: Nnwennweneho amapa

- Kenkan abasem bi na pensempensem mu. Gyina mmara a woasua no so na hwehwe mfomsoɔ a ɛwɔ abasem no mu no nyinaa.

*NB: The teacher should provide a short passage with errors in the usage of the verbs and adverbs in most of the sentences. The passage should be appropriate to the level of the group and suitable to maintain learner interest.*

## Section Review

This section covers indicators that are taught in weeks ten, eleven and twelve. Here, learners are to demonstrate knowledge and understanding of the use of nouns, pronouns, adjectives, verbs and adjectives in sentences. In doing so, teachers are encouraged to use varied pedagogical approaches to help learners construct sentences using the rules of writing that pertain to the word classes discussed. The rules of writing differ from one Ghanaian language to the other. Teachers are advised to teach the rules as they pertain to the language of study. Varied assessment strategies are used to test learners' knowledge and understanding of the contents.

### Additional Reading

1. Owu-Ewie C. (2020). *Mfantse kasa ngyegyee na kasa mbra ho adzesua buukuu ma nsowdo skuul esuafo*. Accra: Shine Prints Company Limited.
2. Ago, S.A. (1992). *Agoo*. Ghana Publishing Company.
3. Amartey A.A. (1966). *Omanye aba*. Bureau of Ghana Languages.

### References

1. Dolphyne, F. A., (2006). *The Akan (Twi-Fante) language: Its sound systems and tonal structure*. Woeli Publishing Services.
2. Dolphyne, F. A & Dakubu, K M. E. (1988). *The Volta-Comoe languages*. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Snider, K. (2019). *Long and short vowels in Chumburung: An instrumental comparison*. In Pius W. Akumbu & Esther P. Chie (eds.), **Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka, 249-264**.
4. Snider, K. L. (1990a). *The consonants of proto-Guang*. *The Journal of West African Languages* (12). 3–26.
5. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2).29–50.

## SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

**Sub-Strand:** Text Composition

**Learning Outcome:** *Use the rules of writing essays to compose essays in the respective Ghanaian languages*

**Content Standard:** Demonstrate knowledge and understanding of writing narrative, descriptive and expository essays

### INTRODUCTION AND SECTION SUMMARY

This section discusses some essay types. The essay types discussed under this section are narrative essays, descriptive essays and expository essays. Learners will be introduced to the features of each essay type and be made to write three to four paragraph essays on given topics under the essay types.

This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English language. The section equips learners with the requisite skills of writing good and cohesive essays on given topics in the Ghanaian language of study. The examples of topics given are not exhaustive. Teachers are advised to use other topics to broaden the horizon of the learner's thinking ability. The teacher is encouraged to challenge gifted and talented learners as well as supporting learners with Special Education Needs.

The weeks covered by the section are:

**Week 13** Narrative Essay

**Week 14:** Descriptive Essay

**Week 15:** Expository Essay

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. For example, in collaborative learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. Teachers are encouraged to assign more complex tasks to gifted and talented learners and to direct them to perform leadership roles as peer-teachers. Teachers are guided to consider learners with SEN carefully.

### ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, strategic reasoning, and extended critical thinking abilities of learners. Teachers are encouraged to document achievement results for future reference. The assessment strategies employed begin with level 1 recall questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 3 strategic thinking skills questions progress to short essays or oral presentations, evaluating students' ability to write a cohesive essay on a given topic based on the features of the essay type, justifying their choices. Teachers should use a variety of formative and summative assessment strategies to gather information about learner's performance. This

ensures a balanced assessment approach and fosters continuous improvement and holistic learner development



## Week 13

**Adesua Botaeɛ pɔtee:** *Twere abasem susutwere.*

**Theme or Focal Area:** **Abasem Susutwere**

### Asentitire Nnyinasoɔ Kasamu ne Nkyerekyeremu Kasamu ahodoɔ Akaakaɛ

Asentitire nnyinasoɔ kasamu ye ɔkasamu a ekura adwempɔ a ewɔ kasapɛn bi mu. Nkyerekyeremu kasamu ye ɔkasamu ahodoɔ a ekyerekyerere anaa ebaabaɛ asentitire nnyinasoɔ kasamu no mu.

#### Nimdeɛ akwan a yefa so hyehye adwempɔ ahodoɔ wɔ kasapɛn ahodoɔ mu

Yeinom ne: se woreboaboa amannebo a esese ano, se worehyehye asisem bi nnidi soɔ nnidi soɔ, se worema biribi ho adansedideɛ ne mfonini ahodoɔ, se woreye ntotoho, woreda biribi farebaɛ ne eso nsunsuansoɔ adi, worehwe se twaka bi beba adwempɔ ahodoɔ nonom ntam ne deɛ ekeka ho.

#### Susutwere

Eye atwerekwan a yefa so da adwempɔ anaa tirimpɔ bi adi. Susutwere biara wɔ asentitire pɔtee bi a ede to dwa.

#### Abasem susutwere

Abasem susutwere ye susutwere a yenam amannebo bi a egyina asentitire bi so da onipa bi abrabɔ mu osuahunu bi adi. Etumi ye nokwasem anaa bosremka. Abasem botaeɛ titire pa ara ne se, yebehyehye anaase yebenwono no wɔ anansesentɔ kwan so a egyina asemɔ, ɔhaw, abirabɔsem ne deɛ ekeka ho so wɔ ekwan sononko so a ede twaka bi beto ɔkenkanfoɔ no ne abasem no ntam. Yetaa de ɔkasafɔɔ ɔdi kan nne na etwere. Wɔtaa hyehye fa ankorankoro suahunu bi ho, nsem a ede to dwa no ede ho adansedideɛ nso to dwa, wɔtaa de twam kabea di dwuma wɔ abasem susutwere mu. Wɔhyehye emu nsem no nnidi soɔ nnidi soɔ ma eye anika. Wɔtumi de adwene-mu-mfoniye ne kasasu ahodoɔ di dwuma sedee ebeye a atiefɔɔ ani begye abasem no ho.

#### Abasem susutwere atifiasem ho nhwesɔ

- Twere abasem fa wo da a edi kan wɔ sukuu mu ho.
- Twere abasem bi fa aduane a wope ho.
- Twere abasem bi fa sedee wosi dii buronya akwamma etwaa mu no ho.
- Twere abasem bi fa osuahunu bi a wonya faa wankasa wo ho.
- Twere abasem bi fa biribi a wotumi yeeɛ maa wani gyeeɛ ne ekwan a wofaa so yee saa adee no.

### Abasem susutwere nhyehyee

#### Nnianimu

Abasem no ahyeaseɛ: fa asemmisa, akontabudeɛ anaa nsem bi a etumi twe adwene si biribi so fiti abasem no ase. Twere nsem a eho hia a ese se akenkanfoɔ hunu.

Twere nsem a ebɔ abasem no mu dwumadie ahodoɔ no tofa.

#### Abasem no ankasa

Yei da asentitire nnyinasoɔ kasamu a ewɔ kasapɛn mu, nkyerekyeremu kasamu ahodoɔ no adi.

Ede nkyerekyeremu a efa abasem no mu dwumadie ahodoɔ no mu nsem a egyina abasem no asemɔ so no mu. Twere abasem no mu dwumadie ahodoɔ no ho nhyehyee.

Hwehwe ɔhaw no anoyie

Yε abasem no ho nhyehyεε na hwe sε woatuatua emu ntokuro nyinaa

*Awieεε*

San si abasem no mu asentitire no so San hwe abasem no mu nsentitire no mu

Twere akasamu bi a εbε abasem no mu dwumadie ahodoε no nyinaa tofa.

### Dwumadie

1. Pensempensem susutwere mu.
2. Pensempensem abasem susutwere mu na kyerekyere ne su ahodoε no mu.
3. Gyina dee woasua no enne yi so na yi wankasa atifiasem na kyerekyere ekwan a wobefa so atwere ama no aye abasem susutwere amapa.

## Pedagogical Exemplars

### Problem based learning

1. **Whole class**
  - a. Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning.
2. **Pair work**
  - a. Learners, in pairs, write a topic sentence and two supporting sentences of a paragraph on a given topic.
  - b. Let the pairs present their works for discussion.
3. **Group work**
  - a. In mixed-ability or mixed-gender group, learners discuss the skills of expressing and organising ideas in paragraphs (e.g., key sentence structures, sequencing, etc.) and compare with other pairs.
4. **Whole class:**
  - a. Discuss features of a narrative text.
  - b. Through questioning, let all learners contribute to the explanation of narrative essay and its features.

**NB:** Teachers should not expect learners to be at the same level of achievement. AP learners will be able to discuss what an essay and narrative essay are. P learners will be able to discuss an essay, narrative essay and give at least two features of a narrative essay. HP learners will be able to discuss an essay, narrative essay and give all the features of a narrative essay. Learners at this level can also give examples to support the features they have discussed.

### Collaborative learning

1. **Mixed-ability group**
  - a. Teacher directs learners in mixed-ability groups to write a three-paragraph narrative essay on a given topic. (Topics selected should include leadership, taking responsibility of actions, community development, etc.).

**NB:** The teacher should encourage all learners to take active part in the group work. The teacher should circulate the class to offer support to groups that need more assistance and challenge the higher achievers in the groups to support their peers.

**2. Whole class presentation**

- a. Groups present their works to the class for discussion.

**Key Assessment****Gyinapɛn 1 Nkariie: Ɔkasa/Akaakaɛ**

1. Edeɛn ne abasɛm susutwere?
2. Kyere abasɛm susutwere su.

**Gyinapɛn 2 Nkariie: Nimdeɛ nya**

1. Pensempensem abasɛm susutwere su ahodoɔ no mu.
2. Pensempensem abasɛm a ɛwɔ fam ha yi mu na ma ne su ahodoɔ no nyinaa ho nhwesoo:

**Me suahunu wɔ Ghana**

Merenyini wɔ Ghana ha wɔ afe apem ahankron aduɔkron mu no, na asetena mu ye den pa ara. Na afei na Ghana a ɛye ɔman a ɛwɔ Abibirem Atɔee no refa ne ntoma pa afura wɔ ne sikasɛm a na ɛnam abantuguo so atɔ ape no mu. ɛnam saa abantuguo ahodoɔ yi so maa ɔman a ɛbere bi na ɛrehwehwe ahofadie ne yiedie ama Abibiman nyinaa a na wɔn sikasɛm ne wɔn anidasoo atete apansam.

Aban a ɔbedii ɔman Ghana so saa bere no a na ɔfiri—National Democratic Congress—de nhyehyee ahodoɔ bi guguu akwan mu a na ne botae titire ne se ɔbetumi aboa ama ɔman no afa ne ntoma pa afura wɔ ne sikasɛm ne nasetena mu. Mekae nhyehyee ahodoɔ a ɔde guguu akwan mu no mu baako a ɛde ɔhaw kesee betoo ɔmanfoɔ asetena mu, dwadie ne nnwuma ahodoɔ soo no ne etoo a ɔde toto adwatɔnnee soo (VAT).

Saa nhyehyee yi maa nneema boɔ yeyee den pa ara a na aduane mepɛ pa ara nso ka ho bi. Yei ma mekae biribi a ɛsii wɔ saa bere yi mu. Yei ma mekae osuahunu bi a menyaa wɔ saa ɛna no mu. Amanyekuo a ɛnni aban afa, NGOs ne CSOs nyinaa yee ɔyekyere ahodoɔ wɔ ɔman Ghana mu de tiaa saa nhyehyee no. Yeiinom nyinaa akyiri no, ɔde saa nhyehyee no guu ɛkwan mu. Mekae se, nnipa bebree nam saa ɔyekyere yi so hweree wɔn nkwa. Deɛ ɛye nwanwa ne se, aban ahodoɔ a wɔbaa wɔ NDC aban a na Jerry John Rawlings, a wanya ne baabi ko, a na ɔda wɔn ano akyiri no mu biara annyi saa nhyehyee (VAT) no amfiri ho de besi nne.

***HYE NO NSO:*** *Akyerekyerefoɔ mmɔ mmɔden abasɛm ho nhwesoo wɔ Asante Twi mu.*

**Gyinapɛn 3 Nkariie: Nnwennweneho amapa**

1. Yi atifiasɛm bi na fa kasapɛn ahodoɔ mmiensa anaa deɛ ɛboro saa twere eho abasɛm na kyere senti a wofaa saa atifiasɛm.

## Week 14

**Adesua botae:** *Twere sukyere susutwere*

### Theme or Focal Area: **Sukyere Susutwere**

Kaakae nimdee a woanya fa asentitire nnyinasoo kasamu ahodoo ne nkyerekyeremu kasamu ahodoo ho.

Kaakae nimdee a woanya fa sedee yesi hyehye adwempoo wo kasapen ahodoo mu no ho.

### **Sukyere Susutwere**

Eye susutwere a ekyerekyere sedee biribi su si tee mu se ebia, adee bi, onipa bi, beaee bi, osuahunu bi, atanka bi, tebea bi, ne dee ekeka ho. Esee se wohyehye sukyere susutwere no yie na san fa nsemfua ahodoo kyerekyere dekodee no mu yie sedee esi tee sene sedee wosusuo.

### **Sukyere susutwere nhyehyee**

Nnianimu: Yei de muaboo kasamu a emu da ho na efiti ase. Yetumi de ampe mmuaee asemmisa a eda susutwere no mu asentitire adi no ka nnianimu no ho.

Abasem no ankasa: Eha na yekyerekyere susutwere no botae mu. Kasapen ahodoo a ewoo susutwere no mu biara de kasapen nnyinaso kasamu a etwe akenkanfooo adwene ko dee ese se wohwehwe firi kasapen biara mu fiti kasapen no ase. Ede amanneboo a emu da ho ne nhwesoo ahodoo potee to dwa.

Awiee kasapen: Eha na yede adwempoo anaa asentitire a kasapen a edi kan no de too dwa na yesan kasa fa nsem ahodoo a edaa adi wo abasem no ankasa mu no to dwa.

**NB:** *(Mma mfa adwempoo foforo biara nka awiee kasapen no ho. Se wosusu se wowoo adwempoo foforo bi a, twere no wo kasapen foforo mu wo abasem no ankasa mu na mmom enye awiee kasapen no akyi.*

### **Sukyere susutwere atifasem ho nhwesoo**

- Kyerekyere sedee sini anaa aduane a wope si tee
- Kyerekyere sedee wosi di Ghana Ahofadie da no
- Kyere wadwen fa ahofadie ne atentenenee ho
- Kyerekyere sedee wo nipadua mu beye wo wo bere a woanya Ghana papa a wohwehwe no

### **Sukyere susutwere su**

- Esee se okasamu a ewowom no mu da ho fann ma okenkanfooo no
- Ede kasasu ahodoo di dwuma wom
- Esee se ede nsemfua amapa di dwuma sedee ebeye a akenkanfooo bekae abasem no da biara.

### **Akwan a yefa so twere sukyere susutwere**

- Dee edi kan no, ye nhwehwe mu fa atifasem a wode ama wo no ho na fa wadwen kyerekyere mu yie. Boaboa adansedidee/amanneboo ahodoo a wode bedi dwuma wo watwere no mu nyinaa ano,
- Twere ekwan a wobefa atwere wo sukyere susutwere no nhyehyee. Twere nsem a wobeka wo wo sukyere susutwere no mu no wo n'apoo-so-apoo-so.
- Twere wo susutwere no. Wobetumi de nsem ahyehye akwan a wogyigya totoo wo sukyere susutwere nhyehyee no mu no mu. Yei ma atwere no ye mmer.
- Kenkan watwere no mu na ye emu nsamu ansa na wode ama wo kyerekyerefooo. Yei beboa ama woasiesie mfomsoo biara a woaye wo watwere no mu.

**Dwumadie**

1. Kyerɛkyerɛ sukyerɛ susutwerɛ mu.
2. Pensempensem sukyerɛ susutwerɛ su mu na fa nhwesoo tae wo mmuaee no akyi.
3. Fa wánkasa sukyerɛ susutwerɛ atifiasem bi na twerɛ ne nhyehyee ne ne su.

**Pedagogical Exemplars****Problem based learning****Whole class**

- a. Teacher leads learners to revise the concept of narrative essay focusing on the features through questioning.
- b. Teacher leads learners to give examples to support the features they have described.
- c. Teacher leads the class to discuss what a descriptive essay is focusing on the features.

**Group work**

- a. The groups discuss descriptive essays among themselves and its features giving examples to support their description.
- b. The groups write a three-paragraph essay on a given topic.
- c. Each group makes a presentation for discussion.

*NB: The teacher should expect different levels of achievement from learners. AP learners might be able to explain descriptive essays and give at least one feature. P learners will be able to discuss descriptive essays give at least two features and give examples of them and HP learners will do all the above and independently begin to write a cohesive descriptive essay.*

*Teachers should encourage all learners to take active part in the group discussion and move round the groups to offer assistance where necessary. If a group does well while other groups are still working, the teacher is advised to give such a group a higher task.*

**Key Assessment****Gyinapɛn 1 Nkariie: Okasa/Akaakaee**

1. Edeen ne sukyerɛ susutwerɛ?
2. Edeen ne asentitire nnyinasoo kasamu ne nkyerɛkyeremu kasamu wo kasapen nhyehyee mu?

**Gyinapɛn 2 Nkariie: Nimdee nya**

1. Pensempensem sukyerɛ susutwerɛ su mu na ma eho nhwesoo.
2. Fa kasapen mmiensa anaa dee eboro saa twerɛ sukyerɛ susutwerɛ fa atifiasem bi ho (se ebia, amammerɛ mu nnepa).
3. (akokoɔduro, atentenenee, ne dee ekeka ho), STEM, GESI, ahooɔdennee ho bammoo, mpotam ahonidie, mpotam ne amanaman mu nsem ne dee ekeka ho).

## Week 15

**Adesua Botae:** *Twere Akwankyerɛ Susutwerɛ*

**Theme or Focal Area:** **Akwankyerɛ Susutwerɛ**

### Akwankyerɛ Susutwerɛ

Yei yɛ susutwerɛ a ɛkyerɛkyerɛ ɛkwan a yɛfa so yɛ biribi pɔtee. Ɛma nkyerɛkyerɛmu a emu da hɔ fann fa atifiaseɛm pɔtee, ɛkwan a yɛfa so yɛ biribi anaa adwempɔ bi ho.

#### Ɛkwan a yɛfa so twerɛ Akwankyerɛ Susutwerɛ

*Atifiaseɛm:*

Yɛnya atifiaseɛm no firi asemmisa no mu.

*Nnianimu:*

Ɛsɛ sɛ akwankyerɛ susutwerɛ nya nnianimu. Yei ma ɔkenkanfoɔ no nya anigyee. Da wɔtifiaseɛm no adi tiawa, na twerɛ ɔkasamu a ɛbɔ wo nsem a wobɛka no nyinaa mua.

*Abaseɛm no ankasa*

Ɛha na ɛsɛ sɛ wokyerɛkyerɛ atifiaseɛm no mu yie pa ara. Ɛtaa nya kasapɛn ahodoɔ mmiensa nanso ɛtumi boro saa wɔ susutwerɛ a ɛyɛ tenten mu. Ɛha na wokyerɛkyerɛ ɛkwan a wɔfa so yɛ biribi, adwempɔ anaa atifiaseɛm a wo susutwerɛ no fa ho no mu.

*Awieɛɛ kasapɛn*

Awieɛɛ kasapɛn no na ɛbɔ akwankyerɛ susutwerɛ atifiaseɛm no ho nsem no nyinaa tɔfa. Mpen pii no, awieɛɛ kasapɛn no wɔ hɔ sɛ ɛbɛbɔ susutwerɛ no mu nsem no nyinaa tɔfa na wonam so de wo nsusuie ato dwa.

#### Dwumadie

1. Kyerɛkyerɛ susutwerɛ mu.
2. Ɛdeɛn ne akwankyerɛ susutwerɛ?
3. Kyerɛkyerɛ akwankyerɛ susutwerɛ su ahodoɔ no mu na ma emu biara ho nhwesoo.
4. Nimdee bɛn na wobɛhia de atwerɛ akwankyerɛ susutwerɛ?
5. Twere akwankyerɛ susutwerɛ fa atifiaseɛm bi ho.

### Pedagogical Exemplars

#### Problem- based learning

##### 1. Whole class

- a. Teacher leads quick revision of topic and supporting sentences of a paragraph.
- b. Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising).
- c. Discuss features of an expository essay.
- d. Make a presentation on the features of an expository essay to the class.

**NB:** *The teacher should expect different levels of achievement from learners. AP learners will explain what an expository essay is while P learners explain what an expository essay is and give at least*

two features of an expository essay. HP learners will do all the aforementioned and give examples to support their explanation.

### Group work/collaborative learning

#### 1. In a mixed-ability group

- a. Write at least a three-paragraph expository essay on given topics (e.g., cultural values (faithfulness, confidence, truthfulness), STEM, GESI, energy efficiency) taking into consideration the features of expository essays and rules of writing.

### Key Assessment

#### Level 1 Assessment: Skills building

1. Write a three to five paragraph expository essay on the topic ‘how farming affects my life’, ‘how music affects my life’ or ‘the importance of cocoa in Ghana’

#### Level 2 Assessment: Extended thinking

1. Critique your own or a peer’s essay, evaluating to what extent all the features of an expository essay are included and how effective they are.

## Section Review

This section discusses text compositions. The text types discussed include narrative text, descriptive text and expository text. Learners were introduced to the features of each text type and were taught the skills of writing the text types basing their writing on the features of the text type. It is expected that by the end of the section, the learner should be in a good position to write a cohesive essay in the styles learned on a given topic.

### Additional Reading

1. Owu-Ewie C. (2015). Language teaching skills: A guide for language teachers. Shine Prints Company Ltd.
2. Blanton, L.L. (2021). Composition Practice. Heinle ELT.
3. DeJoy, N. C. (2021). Undergraduate writing in composition studies. Utah State University.

### References

1. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), The Languages of Ghana (50-90).
2. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka, 249-264.



## ACKNOWLEDGEMENTS

Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

The writing team was made up of the following members:

Subject	Writer	Institution
Home Economics	Grace Annagmeng Mwini	Tumu College of Education
	Imoro Miftaw	Gambaga Girls' SHS
	Love Boateng	Juaso SHS
	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis SHTS
Religious Studies	Richardson Addai-Mununkum	University of Education Winneba
	Dr. Bonsu Osei-Owusu	West Africa SHS
	Prince Osei Adjei	Adventist SHS, Bantama
	Dr Francis Opoku	Valley View University College
	Yaw Sarkodie Agyemang	University of Cape Coast
	Aransa Bawa Abdul Razak	Uthmaniya SHS
	Godfred Bonsu	Prempeh College
RME	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community SHS
	Clement Nsorwineh Atigah	Tamale SHS
Arabic	Murtada Mahmoud Muaz	AAMUSTED
	Abas Umar Mohammed	University of Ghana
	Adam Abubakar	Uthmaniya SHS
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Maurice Adjetey	
	Mawufemor Kwame Agorgli	Akim Asafo SHS
Performing Arts	Latipher Osei Appiah-Agyei	University of Education Winneba
	Desmond Ali Gasanga	Ghana Education Service
	Yaw Owusu Asiamah	Adventist SHS, Bantama
	Chris Ampomah Mensah	Bolgatanga SHS, Winkogo

<b>Subject</b>	<b>Writer</b>	<b>Institution</b>
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University for Education Winneba
	Dr. Osuanyi Quaicoo Essel	University for Education Winneba
	Seyram Kojo Adipah	Ghana Education Service
	Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Dzorka Etonam Justice	Kpando SHS
Applied Technology & Design and Communication Technology	Joseph Asomani	AAMUSTED
	Dr. Prosper Mensah	AAMUSTED
	Dr. Sherry Kwabla Amedorme	AAMUSTED
	Esther Pokuah	Mampong Technical College of Education
	Wisdom Dzidzienyo Adzraku	AAMUSTED
	Kunyuuri Philip	Kumasi SHTS
	Antwi Samuel	Kibi SHTS
	Gabriel Boafo	Kwabeng Anglican SHTS
	Josiah Bawagigah Kandwe	Walewale Technical Institute
	Emmanuel Korletey	Benso SHTS
	Isaac Buckman	Armed Forces SHTS
	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Tetteh Moses	Dagbon State SHS
Awane Adongo Martin	Dabokpa Technical Institute	
Business Studies	Emmanuel Kodwo Arthur	ICAG
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Ansbert Baba Avole	Bolgatanga SHS, Winkogo
	Faustina Graham	Ghana Education Service, HQ
	Nimako Victoria	SDA SHS, Akyem Sekyere
Agriculture	Dr Esther Fobi Donkoh	University of Energy and Natural Resources
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's SHS

<b>Subject</b>	<b>Writer</b>	<b>Institution</b>
Agricultural Science	David Esela Zigah	Achimota School
	Prof J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Dr. Kwadwo Amankwah	Kwame Nkrumah University of Science and Technology
	Alex Adu Frimpong	Benso SHTS
	Mrs. Benedicta Foli	
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro SHS
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Adu	Fettehman SHS
Economics	Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Joseph Agbevanu	Kinbu SHS
	Adams Abdul-Somed	Kalponin SHS
	Benjamin Agyekum	Mangoase SHS
Geography	George Boateng	Berekum College of Education
	Dr. Esther Yeboah Danso-Wiredu	University of Education Winneba
	Dr. Matthew Krusah	University of Education Winneba
	Raymond Nsiah Asare	Methodist Girls' High School
History	Kofi Adjei Akyasi	Opoku Ware School
	Anitha Oforiwah Adu-Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako
	Catherine Ekua Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Physical Education and Health	Paul Dadzie	Accra Academy
	Sekor Gaveh	Kwabeng Anglican SHTS
	Anthonia Afosah Kwaaso	Junkwa SHS
	Mary Aku Ogum	University of Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa SHTS
	Jemima Ayensu	Holy Child School

<b>Subject</b>	<b>Writer</b>	<b>Institution</b>
Computing and Information Communication Technology (ICT)	Victor King Anyanful	OLA College of Education
	Raphael Dordoe Senyo	Ziavi SHTS
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Millicent Heduvor	STEM SHS, Awaso
	Mohammed Abdul-Samed	Dagbon State SHS
	Dr. Gaddafi Abdul-Salaam.	Kwame Nkrumah University of Science and Technology
English Language	Esther Armah	Mangoase SHS
	Kukuaa Andoh Robertson	Achimota School
	Cecilia Amponsah	Presbyterian Boys' SHS
	Alfred Quaittoo	Kaneshie SHTS
	Benjamin Orsoo	Islamic SHS
	Fuseini Hamza	Tamale Girls' SHS
Intervention English	Roberta Emma Amos-Abanyie	Ingit Education Consult
	Prof. Charles Owu-Ewie	University of Education Winneba
	Perfect Quarshie	Mawuko Girls SHS
	Sampson Dedey Baidoo	Benso SHTS
Literature in English	Blessington Dzah	Ziavi SHTS
	Angela Aninakwah	Ghana Education Service
	Dr. Emma Sarah Eshun	University of Education Winneba
	Samuel Kwame Kassah	St. Peter's SHS
	Juliana Akomea	Mangoase SHS
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Saddik Mohammed	Ghana Education Service
	Robert Arhin	SDA SHS, Akyem Sekyere
Chemistry	Ambrose Ayiku	St. Francis College of Education
	Awumbile Patrick Nsobila	Bolgatanga SHS, Winkogo
	Bismark Tunu	Opoku Ware School
	Gbeddy Neurus Anthony	Ghanata SHS
Physics	Linus Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls' SHS
	Sylvester Affram	Kwabeng Anglican SHS

<b>Subject</b>	<b>Writer</b>	<b>Institution</b>
Biology	Damoah Paul	Prempeh College
	Maxwell Bunu	Ada College of Education
	Ebenezer Delali Kpelly	Wesley Girls' SHS
	Doris Osei-Antwi	Ghana National College
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zacharia Abubakari Sadiq	Tamale College of Education
	Faustina Nana Ackob	Mfantsiman SHS
	William Ababu	Swedru SHS
	Collins Kofi Annan	Mando SHS
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Mantey	University of Education Winneba
	Very Rev. Prof. William Obeng Denteh	Kwame Nkrumah University of Science and Technology
	Charles B. Ampofo	Kibi College of Education
	Bismark Twum	SDA SHS, Akyem Sekyere
	Innocent Duncan	KNUST SHS
Intervention Mathematics	Florence Yeboah	Assin Manso SHS
	Mawufemor Adukpo	Ghanata SHS
	Jemima Saah	Winneba SHS
	Mohammed Shani Abdulai	Yendi SHS
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Dr. Nii Longdon Sowah	University of Ghana
	Kwabena Osei-Kusi	Prempeh College
	Michael Wilson	CSIR
	Isaac Nzoley	Wesley Girls' SHS
Engineering	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Dr. Griffith Serlorm Klogo	Kwame Nkrumah University of Science and Technology
	Japheth Kwadwo Bumusi	Mawuli School
	Valentina Osei-Himah	Atebubu College of Education

<b>Subject</b>	<b>Writer</b>	<b>Institution</b>
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	Dr. Eunice Akyereko Adjei	Kwame Nkrumah University of Science and Technology
	Dr. David Kofi Oppong	Kwame Nkrumah University of Science and Technology
	Sam Ferdinand	Afua Kobi Ampem Girls' SHS
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Jennifer Fafa Adzraku	Université Libre de Bruxelles
	Dr. Isaac Acquah	Kwame Nkrumah University of Science and Technology
	David Ayah	St. John's Grammar School
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prosthetics and Orthotics Training College
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Issahaku Iddrisu	Ada SHS
	Dr. Mizpah Ama D. Rockson	Kwame Nkrumah University of Science and Technology
	Prof Charles Oppon	Cape Coast Technical University
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio	University of Ghana
	Mishael Annoh Acheampong	University of Media, Art and Communication
Assessment	Benjamin Sundeme	St. Ambrose College of Education
	Victor Gideon Obeng	Retired
	Prof. Eric Francis Eshun	Kwame Nkrumah University of Science and Technology
	Dr. Ruth Annan-Brew	University of Cape Coast
	Dr. Isaac Amoako	Atebubu College of Education

