



MINISTRY OF EDUCATION

Dagaare

KAREMA GANTEERAA



Yuoni 1 – Gane 1 soba



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

Dagaare

Karema Ganteeraa

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

DAGAARE TEACHER MANUAL

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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:

- 1. Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- 2. Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- 3. 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
Total			12	13	29	14	14	31	11	11	23

Overall Totals (SHS 1 - 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

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. *De kɔkɔre bammo sobie bigiri ne segebinyanene (aseŋ; nɔgbama arooziiri, zelle duobu ane a zelle lomboe.)*
2. *De segebie boɔloo sobie manne wuli ne segebidaare waalon (aseŋ a segebiri voonoo, segebiri naane boɔloo zie, ane a segebiri boɔloo iruŋ.)*

Zannoo yelibooɔraa: **Segebidaare ane segebinyanene bigiruu;**

Segebinyanene

Yeŋe yelibu poɔ, a nɔpoɔ foɔlaa taa la tonne yaga naŋ maŋ soŋe kyɛ ka yeŋe toŋ yeli. A nɔpoɔ foɔlaa taa la dɔno mine fo naŋ koŋ woŋ ne toori. A kɔkɔre dɔla ŋa poɔ la ka a maŋ tu ka voonebie lantaa a maale kɔkɔtege a te maale ne yeŋe a kɔkɔre poɔ.

Segebinyanene Bigruu; segebinyanene bigru poɔ, bammo sobie mine bebe la ka te maŋ de manne ne bone. A bammo sobie ama mine la nɔgbama maaloo, zelle duobu, ane a zelle lomboe na te naŋ maŋ de boɔle ne a segebie voonoo. A Ghana kɔkɔreɛ mine poɔ, ATR (Advance Tongue Root) maŋ poɔ la. Dagaare ee a kɔkɔre kaŋa naŋ taa a ATR.

- **Nɔgbama maaloo:** voonebiri boɔloo poɔ, a ŋa la maŋ wuli ka a nɔgbama na “fuuli” la bee “yeŋe” la a voonebiri boɔloo poɔ.
- **Zelle duob:** A ŋaa wullo la a zelnyage arezie. Voonebiri boɔloo poɔ, a naŋ baŋ e la duobu, sonsogo bee puliŋ.

Zelle lomboe; A ŋaa wullo la zie na a segebinyanaa voonoo naŋ yire. A na baŋ e la niŋe, sonsogo bee kpaare.

Aseŋ

/o/

Duoro-kpaare-fuulo

/i/

Duoro-niŋe-bafuulo

/e/

Puliŋ-niŋe- yeero

/o/

Puliŋ-kpaare fuulo

Segebidaare

segebidaare e la a kɔkɔre segebie na mine booree a boɔloo saŋa a nɔpoɔ yeŋe yelibu nandaare mine naŋ maŋ tage gboŋ bee mare taa a pigi a penno tuyiibu sori bee a poŋe a kyee. O maŋ wa yuoe la ka a pennoo faa yi ne voonoo, fooroo bee bavoono. A maŋ laŋ ne la segebinyanene a maale kɔkɔtege.

- **Segebidaare mannoo bigiruu:** voonoo, naane boɔloo zie, boɔloo iruŋ

- **Voonoo:** te taa la segebidaare naŋ voona ane ana naŋ ba voona. Segebidaare naŋ voona mine la /g/, /d/, /m/, /b/. Ana meŋ naŋ ba voona mine la /f/, /s/, /k/, /t/, /j/
- **Naane boɔloo zie:** A ziiri mine la, nɔgbama, nɔgbama/nyeme, nyeme, tamanyini, talanbaalon
- **Boɔloo iruŋ:** A ŋaa bigire la lenɛɛ a voonoo naŋ maŋ tu a nɔpɔɔ foɔlaa a yi. A na baŋ foorɔ la. A na baŋ tege la. A na baŋ e la nyɔ-ereme, purdaayi, amk.

Toma

1. Boŋ la segebinyaaŋaa?
2. Boŋ la segebidaa?
3. Boŋ sobie la ka fo na de bigiri ne segebinyane?
4. Boŋ sobie la ka fo na de bigiri ne segebidaare?.
5. Wuli a kɔkɔre voonebinyane
6. Wuli a kɔkɔre voonebidaare. Wuli pie.
7. Bigiri a segebidaare ane a segebinyane zaa fo naŋ pore.

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/, /ɑ/, /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/, /ɑ/ 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.

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

Yiri, deri, bonsuuri, doḡa

Toma; Leεpeεroo

Sege segebinyañene ata naḡ be fo kəkərəḡ

(Teachers should provide words in the respective language) E.g.

1. Sege a segebinyañene a yelbie ama poɔ (Aseḡ: karema ,boma, kəkərə amk
2. Sege segebidaare zaa naḡ be fo kəkərəḡ
3. Manne wuli sobie na fo naḡ na de bigiri ne segebinyañene.
4. Manne wuli sobie na fo naḡ na de bigiri ne segebidaare.

Level 2**Toma; Gooloŋ meɓo.**

1. Bigri voonebinyañene boɔloo iruŋ a fo kəkore poɔ.
2. Bigri a voonebinyañene ama.
 - a. /a/:
 - b. /e/:
 - c. /o/:
 - d. /i/:
 - e. /ɔ/:
3. De a segebidare ama eŋe a gaŋgyere ama poɔ.
 - a. voonoo
 - b. naane boɔloo zie
 - c. boɔloo iruŋ
4. De segebidaare maale ne yelbie mine ata.
5. De a mannoo sobie bigiri ne segebidaare mine anuu.

Week 2

Zannoo yelboore

1. *Wuli segebinyanene areziiri yelbie poɔ (aseŋ; piiluu, sɔga ane baaraa)*
2. *Wuli segebidaare areziiri yelbie poɔ (aseŋ; piiluu, sɔga ane baaraa)*

Yelnyɔgeraa: Sɛgebinyanene areziiri

Sɛgebinyanene areziiri wulo la zie a sɛgebinyanɛ naŋ voona a yelbiri poɔ. A sɛgebinyanɛ naŋ too are la yelbiri piiluu, sɔga bee baaraa. Ka a sɛgebinyanɛa wa voone a yelbiri piiluuŋ, a piiluu voonebiri la. Ka onaŋ voone a yelbiri sogaŋ, a sɔga voonebiri la. Ka onaŋ voone a yelbiri baaraa, a baaraa voonebiri la.,

Aseŋ; kaa nye a sɛgebinyanɛa, a, a yelbie ama poɔ

1. **anuu**
2. **gane**
3. **boma**

A manne wuluu 1 poɔ, /a/, are la a yelbiri **anuu** piiluu a zuɛŋ te n a baŋ yeli ka /a,/ maŋ tɔɔ are la yelbiri piiluuŋ.

A manne wuluu 2 poɔ, a /a/ are la a yelbiri **gane** sɔga. Azuɛŋ te na baŋ yeli ka /a/ na baŋ be la yelbiri sɔga.

A manne wuluu 3 poɔ a /a/ are la a yelbiri **boma** baaraa. Azuɛŋ, te na baŋ yeli ka a /a/ na baŋ be la yelbiri baaraaŋ.,

NB: *Examples should be given in the respective Ghanaian languages.*

Teachers should not expect all learners to be at the same level of achievement. The teacher is therefore encouraged to use varied pedagogies to help the low achievers in the class to catch up with the rest of the class.

Toma

1. A sɛgebinyanɛne ane a sɛgebidaare ama buo la naŋ baŋ are yelbiri piiluu poɔ / a/, /e/, /e/, /i/, /o/, /o/ ane /u/, /b/, /d/, /f/, /g/, /h/, /z/ ane /k/
2. A saazu sɛgebinyanɛne ama buo la na baŋ are yelbiri sogaŋ?
3. A sazu sɛgebinyanɛne ane sɛgebidaare ama buo la na baŋ are yelbiri baaraa?
4. Kaa a yelbie ama naŋ tu velaa kyɛ wuli a sɛgebinyanɛne ane a sɛgebidaare areziiri.

NB: *Teacher should choose a variety of vowel sounds and varying word lengths to increase challenge as learners work with them. For example gane, ŋmaana, badere, yiri, ɔŋa, ebaa amk*

Pedagogical Exemplars

Building on what others say

1. **Pair and group work**
 - a. In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /e/, /a/ /o/ /u/ etc.) and practice sounding them out.

- b. 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

1. Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.
2. Probe further for learners to identify the position of the vowels in the words they have written.
3. Use this activity to guide learners to discuss the meaning of vowel distribution.
4. 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

1. Teacher provides ten words and shows the position of all the vowels in them.
2. 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: **Kolebaa**, **areba**, **karema**, uri, kuri. Anuu.

Collaborative learning Pair work

1. In pairs, learners sound out vowels and use them to form words.
2. 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

Level 1.

1. Peeroo; Gooloŋ meebo.

- b. /e/:
- c. /ɛ/:
- d. /a/
- e. /i/
- f. /u/

2. Wuli a segebinyanene zaa a yelbie ama naŋ tu poɔ kyɛ wuli a areziiri a yelbie poɔ.

- a. Ata
- b. Gandaa
- c. Nolee
- d. Areba
- e. Eeɛ
- f. Kanne
- g. Beŋe

NB: Teachers should give words in the language of study

Level 3

Peeroo; Teeroŋ zuluŋ;

1. Sɛge yelbie ayopoi a kɔkɔre poɔ naŋ taa sɛgebinyanene naŋ piili yeliri, a be yelbiri sɔga ane yelbir baaraa ky.bigri nɔ-iri ama pare ka a kyaane velaa

Yelnyɔgeraa 2: Sɛgebidaare areziiri**Consonant distribution**

Consonant distribution is the position of the consonant in a word. Some consonants occur at the beginning of words, some in the middle and other at the end of the word. When a consonant occurs at the beginning of a word, it referred to as word initial, at the middle of a word, it is referred to as word medial, and at the end of a word, it is referred to as word final.

Example: Consider the distribution of the consonant **b**, in the words below:

1. gan
2. aŋ

In example 1, the consonant **b** occurs at the beginning of the word. In example 2, the consonant **b** occurs in the middle of the word. In this case, we say that the consonant **b** can occur at word initial and word medial.

Learning Tasks

1. Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: Ambataayele, andoneɛ, ayoɔbo, duluŋ, ankaraa, seŋkãã, dadiribe, wedonne
2. Discuss the distribution of the consonants in the given words.
3. Form other words with any of the consonants in the given words and tell the distribution of the consonants used.

Pedagogical Exemplars**Collaborative learning****1. Modelling and group work**

- a. Teacher models production of consonant sounds such as /b, d, f, g, h, 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**

- Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words,
- Kamaana, kɔŋkɔre, wulee, dāākoŋ, bɛɛbɛɛ, saluoni, ŋmāālee. The consonants in the words provided are (k, m, n, ŋ, r, w, l, d, b, s, ŋm)
- Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- 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**Level 1**

Wuli yelbie a fo kɔkɔre poɔ naŋ taa a segebidaare ama a yelbiri piiluŋ.

- /b/:
- /d/:
- /f/:
- /g/:
- /h/:
- /k/:
- /l/:
- /m/:
- /n/:

Sege a segebidaare naŋ be a yelbie ama poɔ eŋe a gaŋgere ama poɔ. Piiluu, soŋa ane baaraa.

- Karema
- ɔŋa
- bale
- vɔge
- boŋ
- bomm
- Mɔl
- bɔle
- goŋ

***NB:** Teachers are advised to use words in the Ghanaian language of study.*

Peeroo; Teeroŋ zuluŋ. Maale yelbie pie ka a taa segebidaare naŋ na are yelbiri piiluu, sɔga bee baaraa

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). *Agoo*. Bureau of Ghana Languages.
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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).
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5. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2). 29-50.
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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

Zannoo yelboorre

1. *Wuli yelbulo mine naŋ soma yaga zaa a yi yelyaga poɔ, aseŋ yipɔge sagediibu(entaa, nembraalonɔ zoe, veŋ ko taa, ane amine) gane zanne, bibiiri dɔgroo, tensere, mansumo bomaale yeɛ Ghana poɔ, salema tuubu, GESI amk.*
2. *De bammo naŋ taa tɔnɔ di ne demmo kyaare ne a yel-kaa-irri. Aseŋ yipɔge sagediibu(entaa nembraalonɔ zoe, veŋ ko taa, ane amine) gane zanne, bibiiri dɔgeroo, tensere, mansumo bommaale yeɛ Ghana poɔ, salema tuubu, GESI, STEM amk.*
3. *De nimiri va-fonnuu ane kanne ka-a-kpe kanne yelyagesegeraa kye iri kannebanapare soorebie nɛ. Di demɛ kyaare kanne ka-a-kpe kannoo wuluu dɔlɔ (nimie lebo, bee nubiri naŋ wulo yelbie bee yelyamaara amk) Di demɛ ne noore yelyaga leeroo a kuri zu duoro de emmo ane duoro de yiibu kyelloo*

Zannoo yelnyɔgere: **Yelbulo wuluu sɛgere poɔ**

Yelbulo

Yelbuli e la yelnimize-bɔgere kaŋa senselloo wuobu poɔ. A sɛgesegerɛ duoro maŋ kyaare la a yelzu ane le naŋ seŋe ne bee o na baŋ kyaare o la. O e la a senselloo yelzu

Ka foo na wuli yelbulo sɛgere poɔ aseŋ ka fo taa yeɛ ama teeroŋ

Kaa nye aŋ bee boŋ ka yelyagesegeraa kyaare: A yelyagesegeraa yeli kyaare la neɛ bee noba bee boŋkaŋa bale.

Soore, dabuo ka a yeli na da e. A duoro na naŋ be o poɔ taa la wagere?

NB: In a text, key ideas are sometimes italicised, boldened, or underlined. You can also find it in the topic sentence.

Toma

1. Pore yelbulo mine ata naŋ be a yelyagesegeraa poɔ.
2. Manne wuli bone naŋ la yelbulo kye wuli yelbulo ata a yelyagesegeraa poɔ.
3. Manne wuli yelbulo kye gyɛle a yelyagesegeraa a kaa-iri a yelbulo.

Pedagogical Exemplars

Toma 1

1. Di demɛ wuli bone naŋ la yelbulo
2. De fo meŋa yelbie manne wuli yelbulo

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.

- Each pair shares their predictions and presents a final work to the class, justifying their responses.

Group work

- 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

- 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.

Toma 2

- Di demɛ wuli bone naŋ la yelbulo
- 2.De fo meŋa yelbie manne wuli yelbulo

NB: Read the short passage below and analyse it carefully to bring out the key ideas

Toma 3

Ghana la a nensɔglɔ paalonŋ naŋ ba peelee tentere gbigiruu a tendaa poɔ. Aŋaa ba wuli ka Ghana tentere koŋ baŋ gbigiri. A teŋ-gbigiri ŋa da e la a Ghana poɔ wagere kaŋa naŋ tɔle kye naŋ kyene nyere a teŋ-gbiri yelbilii mine wagere zaa. Yuoni 1615 poɔ ka a teŋ-gbigiri dendey soba da e a Ghana poɔ. O da sãã la Sao Jorge naŋ be Elimina poɔ, ka a yuoni 1636 a teŋ-gbigiri kaŋa da la e Axim poɔ. Yuoni 1862 poɔ, teŋ-gbigiri kpeɛŋaa da were la Accra a Ghana teŋkpoŋ tensere a da sãã Christianburg Castle, yie mine ane deri mine naŋ me ne kubo.

Toma 4

De a yelbulo sege ne yelyagesegeraa kyogi ne a toma naŋ toŋ baare. Yelnyɔgere na baŋ e la yelkurri. Manne wuli fo ananso

Yelnyɔgeraa 2; Yelbulo demɛ diibu ane teere yelmanne yelkaŋyeli poɔ

Yelkaŋyeli

O e la yelyaga yelibu bee yelyagesegeraa naŋ be noba soga. A gaŋ a zaa, yelnimizee demɛ diibu kyaare yelzu kaŋa

Yelbulo

O e la teeroŋ kyaare yelkaŋa eebo

Yelteere

O e la teeroŋ nee naŋ maŋ maale kyaare ne boŋkaŋa, ka yelmeŋe la bee ka yelmeŋe naane te baare. O naŋ baŋ e la dorebo naŋ yi goɓaa bee baŋna zie

Ka demɛ na di kyaare yelbulo ane poteere yele yelkaŋyeli poɔ a zanzanna seŋ ka o:

- Piili kyelle soŋ
- Teere kye baŋ yeli
- Wuli ka ba taa la yelnyɔgeraa
- Wuli le ba naŋ teere yeli naŋ tori kye tee ne ba yelnyerre
- Toŋ ne 'N' yeldaare

NB: Ko nee zaa naŋ yele yele kyaare poteere yele ane yelbulo gyereme

Learning Tasks

1. Define discourse, ideas and opinions.
2. Explain ideas and opinions in your own words and identify ideas and opinions in a text or discourse.
3. Explain the procedure in discussing ideas and opinions.
4. Listen to a discourse, analyse it carefully and bring out the ideas and opinions shared.

Pedagogical Exemplars

Starter

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

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.

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.

Bɔgere 1 Toma: Leɛpeeroo

1. Gyele wuli yelbulo, yel-erre ane yelteere
2. Kyelle woŋ sensenloŋ kyɛ di demɛ kyaare ne yelbulo na naŋ be a sensenloŋ poo
3. De enfuoni manne ne sensenloŋ ŋmaa kaŋa.

Toma 2 Peeroo: Yelwuori gʷoɔɔŋ

1. Kaa bone fo naŋ zanne kye wulli fo bammo ne a yelzu naŋ be a puliŋ “pʷagebilii bee pʷageba ferebo toma la ka ba maŋ maale bondirii ko ba yideme wagere zaa”
2. Karemine naŋ baŋ tere la yelzuri mine aseŋ, Russia Ukraine zʷore, Gaza zʷore amk.

Toma 3 Hakel-sonne teeroo

1. Wuli lenɛɛ fo naŋ na de tɛtɛɛloŋ ane mannetaa fo ne noba nine teeroŋ yelzu kaŋa poʷ kye bʷ a yeɛ zu kpuluu ka a tori.

Zannoo yelboʷrre: De Nimiri va-funnuu ane kanne ka-a-kpɛ bammo ka a soŋ fo kanne kye bʷ sobiri soŋ ne yelwonni.

Yelnyʷgraa: Nimiri va-funnuu kannoo

Nimiri va-funnuu la kannoo fo naŋ kanne wiou ɛ a toŋ baŋ yelibuli na naŋ be a demmo poʷ. Te maŋ de a la bʷ ne yelbulo bee yelzurri mine a yelyagesɛgraa poʷ. Nimiri va-funnuu e la kannoo fo naŋ maŋ pagra a kannoo saŋa a na nye yelnimizeere bee yelzurri yoŋ.

Dampeeroo: o e la vuo na fo naŋ maŋ peere nye yeli kaŋa naŋ be demmo poʷ sere ka fo wa kanne.

Fo maŋ tu la be a baŋ a demmo meeroŋ ne a yelibuli na naŋ bebe.

Kyoʷroo: kyoʷroo la ka te maŋ tuuri ne a kannoo bonteerre te naŋ boʷra ka a tori velaa

Leepeeroo: leepeeroo la maŋ tee te ka te maaleŋ milli ne a bonteerre bee yelbulo te naŋ kanne baare velaa. O e la peeroo na naŋ na soŋ ka yeli te naŋ kanne taa nyagre ane nyʷvore leebo.

Learning Tasks

1. Explain the key words in your own words.
2. Skim through the first three paragraphs of a given passage and bring out at least three key words.
3. Use the key words to form compound sentences linked to the theme of the text.
4. Summarise the first three paragraphs of a passage.

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.

NB: 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

Level 1 Assessment: Reproduction/Recall

1. Di demε kyaare nimiri va-fonnuu dōla.

Toma; Gōōloŋ meεbo

De nimiri va-fonnuu kannoo dōla wuli ne duoro sεgre ŋmaa poō.

Yeε naŋ kyaare a yelnyōgeraa naŋ be a sεgere poō

1. De nimiri va-fonnuu dōla kanne ne yelyagesεgraa naŋ ta yelbie 400 kyε de bammo fo naŋ zanne ka a soŋ fo ka fo kyōore ne a yelbulo a sεgere poō
2. Gyele a sεgere ne nimizeε kyε wuli a yelbulo yelbie. De a yelbulo maale ne yelkparema Sentence se

Zannoo yelboōraa: De kanne ka-a-kpε wuluu dōla di demε (aseŋ, nimie leeroo bee nubiri, a boōro yelbiri bee yelŋmaa. amk)

Yelnyōgeraa/ yεmbulo

Bigiri kanne ka-a-kpε

Kanne ka-a-kpε la kanne wiou a na toō nyε duoro kyε ba kaane a sεgere zaa. Ka kanne ka-a-kpε na e soŋ, aseŋ ka fo baŋ a sεgere meeroŋ tεge, a kyε la baŋ bone na ba naŋ kanne. Aŋaa na veŋ la ka fo toō wuli duori iruŋ na fo naŋ boōro. Kanne ka-a-kpε maŋ soŋ la ka fo gyele a duori iruŋ na ane duoro mine

Kanne ka-a-kpε maŋ soŋ la neε ka o kanne yaga kyε taa nommo kyaare ne kannoo

A e la kparaama ka fo baŋ bone na yeε fo naŋ kanna kanne ka-a-kpε. A kyε, aseŋ ka fo baŋ perete bone na fo naŋ boōro; gane yelzu la bee, kōmpuuta duoro boōbo zie la bee; bonteεre la bee, yelbiri kaŋa booree bee yelŋmaa, senselle booree kaŋa fo naŋ boōro ka fo kanne.

A la e la kparaama ka fo bō bonteεre na zaa fo naŋ na boōra. Soore fo meŋa nyε a duoro na fo naŋ boōra be la a bonteεraa na poō? Wuli gampele na poō a duoro na naŋ be.

Eŋe a bonteεre ama duoraa poō; maale a eŋ a duoraa ama poō. Kaapōge sεgebie tutaaloŋ poō, sεgebie batutaaloŋ poō, suglita poō, gangyerre poō, yelzuriŋ, waaloŋ poō, nambare poō amk.

Saŋa na zanezana naŋ seŋ ka o kanne ka-a-kpε;

- i. Kanne ka-a-kpε sere kyε piili kannoo meŋa.
- ii. Kanne soorebie kanne ka-a-kpε poō a de onaŋ na nō-iri naŋ e mōla.
- iii. Ka foō boōra duoro kaŋa aseŋ bebiri, yelbulo, amk

Kanne ka-a-kpε kannoo

Ka foō wa baŋe a gane poō yeε baare, a baŋe lombōe na fo naŋ na kanne.

- i. Leere fo nimie ane nubie vela kyε pāā piili a kannoo wiou le.
- ii. Ka foō wa nyε a duoro fo naŋ boōra, a yelbiri bee a yelŋmaa fo naŋ boōra, kanne a duoro na zaa naŋ kyaare a yelbiri.

- iii. Ka fõõ kanna te ta duoro kaṅa naṅ tō fo sikyiri, maa eṅa kyɛ maaleṅ kanne o velaa.

Learning Tasks

1. Define the following terms:
 - a. Preview
 - b. Review
 - c. Overview
2. Read a given text and bring out at least three specific pieces of information in it.
3. Use the ideas of skimming and scanning to identify general and specific information from it.

Gyɛle a sɛgere ne nimizɛɛ kyɛ wuli a yelbulo yelbie. De a yelbulo maale ne yeldaa ane yelkparema. De kanne ka-a-kpɛ gɔɔloṅ kanne ne a sɛgere.

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

Level 1 Assessment: Recall

1. Wuili kanne ka-a-kpɛ dɔla ayi mine.

Level 2 Toma; gɔɔlon meɛbo;

1. Wula ka fo na de kanne ka-a-kpɛdɔla a bɔ duoro yi segre pɔɔ?

Level 3 Toma; Teɛron zuluŋ;

1. Peere yelsonne ane yelkyerre naŋ be kanne ka-a-kpɛ dɔla pɔɔ

Zannoo yelboorre: Di demmo kyaare noore yele ane a wommu ka fa toɔ wele segebie pɔɔ ane noore yelbu duoro terebo ane duoro emmo ka a kyaane.

Yelnyɔgraa: noore yele pare wuluu.

A sobiri ŋa la ka te maŋ tu wuli boŋkaŋa tɛge bee pare. O e la gɔɔlon kaŋa te naŋ maŋ ton ne toma ka ennoɔ be be.

Duoro emmo; la sobiri ŋa duoro naŋ maŋ leere tere neekaŋa bee boŋkaŋa a ko nee

Duoro yiibu; Sobiri na naŋ maŋ leere yelsogelaa ka o kyaane a taa pare bammo

Noore yele leeroo

1. Kyele soŋ
2. Aseŋ ka fo baŋ a kɔkɔɛ ayi zaa velaa
3. Kaara velaa ka a yele pare ta kyilli
4. Maa fo meŋe a yeli yelibu pɔɔ.

Toma

1. Bigri yele leeroo.
2. Bigri boŋ fo naŋ baŋ kyaare ne yele leeroo.
3. Leere segere naŋ ta yelbie 150- 200

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class

1. 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

Level 1

Toma: Leɛpɛroo

1. Boŋ yeli ka fo baŋ kyaare ne noore yele leeroo
2. Di demmo kyaare noore yeli leeroo dɔla zaa fo naŋ baŋe.
3. Wuli noore yeli leeroo pareɛ fo naŋ baŋe.

Level 2

Toma; Gɔɔloŋ meɛbo;

1. Kyelle yeli walanse poɔ bee kanne sɛgre kyɛ leere a ka a taa pare bammo.

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.

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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

Zannoo yelboorre: *yoe yelbie zagre. (aseŋ yomenne, yoweere, yofuu, bonseene yoe)*

Zannoo Yelnyɔgraa: **yuori yelbie ane a zagre**

Yuori yelbiri la yelbiri naŋ wullo, neɛ, doŋa, zie, bee boŋkaŋa.

Yuori yelbie zagre

Yomenne; Yomenne la yoe nesaaleba naŋ maŋ ko /tere nensaaleba,tenne, bee boŋkaŋa ŋmene naŋ iri bee nensaala iruu.

A yomenne yelbie ama maŋ piili ne la segebibere zie na zaa o naŋ are a yeɛ poɔ. Yomenne mine la nensaaleba yoe[aseŋ Ayɔɔ,Sugilo,Dere amk];tenne yoe (aseŋ,Busa,Kaleo,Ponyentaŋa, Gadi,Wa amk); kyuuri yoe (aseŋ. GYenoore, Makye, Disembare,Kyepire amk), zitegre mine yoe aseŋ; (University of Coast, Flagstaff House), bebie yoe (aseŋ, Yidaare, Yendaare, Tadaare amk. Kolle yoe (aseŋ, Dakagle, Biireebaa, Kaambaa, Kolkpoŋ amk)

Yoweere; Yoweere la yoe na naŋ ba e nesaaleba yoe, bebie yoe, kyuuri yoe ane zitegre yoe. Te maŋ de ko la boma ane ziiri aseŋ : baa, doolee, doɔ, poŋe, boɔ, nootere, tabol, wiri. A ba maŋ piili ne segebibere ka yeɛ yoŋ piiluŋ naane. A maŋ laŋ ne la yuori bigruu.

Yofuu; A maŋ wulo la yuori waaloŋ fo naŋ koŋ baŋ seene bee nye; aseŋ, yelmeŋa, suuri, faa, popeeloŋ, velaa, vi, noɔ, noŋmo.

Yoseene; A wulo la boma fo naŋ na baŋ nye bee seene yoe. Aseŋ, nensaala bee zie. Fo na baŋ nye a la, woŋ a la, seene a la, nyuu a la, bee lene a,

Toma

1. Boŋ la yuori yelbiri.

Sege yuori yelbie anuu mine

2. Mane wuli yopareɛ anaare mine kye pore yoe pie ko a pareɛ kaŋa zaa.

De a yoe yelbie ama eŋe a yoe zagre ama naŋ tu poɔ. Yomenne, Yoweere, Yofuu, Yoseene.,

a. karema

b. tabol

c. noŋmo

d. areba

e. John

f. aopeeloŋ

g. noŋaŋ

h. tabol

i. saseɛ

j. kuuri

k. wuli bone naŋ so ka fo de a eŋe a yoe zagre ama poɔ.

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

Toma; Gooloŋ meɓo.

1. Bigri yuori yelbiri kye pore amine.
2. Kanne a demo ŋa vela kye wuli yuori yelbie o poɔ.

Nanyigkpeene bata mine da faa yi la polisiri nuuriŋ saŋa na ba naŋ tuori taa ne malfare. A bayi na ba naŋ da nyɔge, ba da baŋ ba la ka ba yi a paaloŋ na poɔ. Ba yoe la Zaato ane Dakoraa. Ba yeli ka ba poɔ la a nanyigkpeene gbuli na naŋ dɔɔnɔ a paaloŋ bebiri zaa tensɔgɔ.

Zunoɔ da ba pɔge a bata na meŋ. Noba da baŋ la ba yeɛ a poori ba ko a polisiri ka ba da nyɔge ba saŋa na ba naŋ da la yi ka ba toŋ ba toma bebimaaroŋ saŋa. Ba da zeŋ la na poŋ ba boma ka a polisiri te

A nanyigri bama nyɔgebo duoro da yaareɛ zie zaa aŋa uoni vūūzele. Noba yaga da zo gaa la ka ba nye a nefaare bama a polisiri naŋ leŋ eŋ ba lɔɔre poɔ ana gaa ne politiisa.

A yi a bana na a nanyigkpeene bama naŋ fa ba boma, ba mine meŋ a nanyigri naŋ da tere kɔkɔre ko ka ba na wa la ba zie poore da pele la yaga. A dabɛɛ na naŋ da laare a paaloŋ zaa da kpie la.

- a. De a yoe yelbie ama eŋe a yoe zagre ama poɔ; Yomenne, Yoweere, Yoseene ane Yofuu
- b. De a yoweere anuu mine fo naŋ nye maale ne yeldaare anuu.

Week 8

Zanoo yelboɔraa: *De bigruu yelbie eɲe a pareɛ poɔ. (aseɲ, bigri tɛɛwuluu, yageroɲ bigiruu ane meeroɲ bigruu) kyɛ de a maale ne yeɛ.*

Zanoo yelboɔraa: **Bigru pareɛ**

Bigru yelbiri; yelbiri naɲ maɲ pege yuori yelbiri bee yoleere yelbiri. Te maɲ de a la bigri ne neɛ bee boɲkaɲa meeroɲ yoɲ bee a de manne ne boɲkaɲa. Aseɲ; n nɔɲ la yirkorre. A dɔɔ e la wogi baalaa. Dabuo kyele gaɲ la o yɔɔ.

Bigri teɛwulli; la bigri yelbie naɲ maɲ wuli bee teɛwuli bone bee neɛ na bale naɲ la. A ɲaa zuɲ yoleere teɛwulli la ka te maɲ de leere ne yuori yelbiri zu. O maɲ wuli la ere bee etere eroɲ bee dere eroɲ yeɛ poɔ. amine la **ɲa,ana ama,bana.**

Yagroɲ bigruu maɲ wulo la yoe yelbie yagroɲ te seɲ nambare awola bee mannoo. Amine la mine, ayi, fee, yaga amk.

Bigri meere; maɲ pege la yuori yelbie. Amine la kpoɲ. bile, wogi, ɲmaa amk

Toma

1. Di deme kyaare ne bigruu yelbie tontonne.
2. Mane wuli bigruu yelbie pareɛ.
3. Discuss and classify the adjectives below under determiners, qualifiers and quantifiers and present orally to the class. Groups explain why they put the adjectives under the categories.
 - i. beautiful
 - ii. tall
 - iii. delicious
 - iv. attractive
 - v. quarter
 - vi. yellow
 - vii. cruel
 - viii. blue
 - ix. sunny
 - x. that
 - xi. those
 - xii. three
 - xiii. some

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.

Nɔdaare ata ba koŋ sere a bebie na kye ka a Piisi noba zaa da lantaa a na te nye ba naa. A Naayiree zaa da yerɛɛ bompeelle. A leŋ pempeele ba zurin kye kyene gbekpala.

Ba da laŋ la taa ka ba puori a Naa yaane. Dakoroŋ wuli ka a Naa ŋa saakoma da toŋ la tonveele a soŋ a teŋa noba. O da soŋe la a teŋa noba saŋa na ba werre naŋ da di vuu daare kaŋa ŋmenaa ka koŋ da le a teŋa poɔ. A koŋ da wa ne la dɔgeɛ a noba zie.

A Naa saakoma da soŋ la a noba ne bundirii yaga a yi o weɛ kaŋa naŋ peelee tenyuo ka noba nye bundirii di.

A noba da wuli la ba popele a maale o ba Naa. Yuoni yuoni zaa ba maŋ laŋ la taa a wuli ba nɔmmo ko a Naa ane a o tonsonne..

- 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

Toma; leeteeroo

1. Wuli bone naŋ la bigru yelbiri ŋmaa ŋmaa ne fo yeŋ kye pore a bigru yelbie mine pie.

Toma; Gɔɔloŋ meɛbo.

1. Kanne a yeliyagesegeraa ŋa vela kye wuli bigiruu yelbie zaa naŋ be be.

Nanyigkpeene bata mine da faa yi la polisiri nuuriŋ saŋa na ba naŋ tuori taa ne malfare. A bayi na ba naŋ da nyɔge, ba da baŋ ba la ka ba yi a paaloŋ na poɔ. Ba yoe la Zaato ane Dakoraa. Ba yeli ka ba poɔ la a nanyigkpeene gbuli na naŋ dɔɔɔ a paaloŋ bebiri zaa tensɔgɔ.

Zunoɔ da ba pɔge a bata na meŋ. Noba da baŋ la ba yeɛ a poori ba ko a polisiri ka ba da nyɔge ba saŋa na ba naŋ da la yi ka ba toŋ ba toma bebimaaroŋ saŋa. Ba da zeŋ la na poŋ ba boma ka a polisiri te uri ba. Ka ba fãã kye de ba malfare ane ba zɔzɔɔ boma zaa biŋ teŋa.

A nanyigri bama nyɔgebo duoro da yaareɛ zie zaa aŋa uoni viũzele. Noba yaga da zo gaa la ka ba nye a nefaare bama a polisiri naŋ leŋ eŋ ba lɔre poɔ ana gaa ne politiisa.

A yi a bana na a nanyigikpeene bama nan fa ba boma, ba mine men a nanyigri nan da tere kakore ko ka ba la wa la ba zie poore da pele la yaga. A dabe na nan da laare a paalon zaa da kpie la.

Week 9

Zannoo yelboore

- 1 *Wele eronj eje eronj kyelaa, eronj nemburee ane eronj nanj dere etere ayi.*
2. *Wele eronwuluu eje zagere poɔ (Asej lenɛɛ eronwuluu, bezie eronwuluu, wagere eronwuluu ane etaabo zie eronwuluu)*

Yelnyɔgeraa: Eronj pareɛ

Eronj

O e la yelbiri bee yelɲmaa nanj wuli ka neɛ kaɲa bee boɲkaɲa e la yelkaɲa bee ere la yelkaɲa bee na e la yelkaɲa. O maɲ wulo la e-baare, nanj ere gere, eronj yuori amk. O eronj maɲ kyaare la a ere a yele poɔ. Yeldemannewulli mine la see, di, ege, sege, taa popeɛloɲ, taa teeroɲ, noɲ, wuli amk.

Eronj po-eje la zagere ama

Eronj kyelaa ane eronj nemburee.

Eronj kyelaa la eronj na nanj maɲ de etere yele poɔ. Asej di, sege, peɲe, polle, yoo, la, ɲme, amk

Eronj kyelaa yeldemannewulli mine yele poɔ

- a. Dabuo di la bondirii (a etere la a bondirii)
- b. O peɲe la libiri.
- c. O yele la yele korɔ gyamaa.

Eronj nemburee e la eronj yelbiri na nanj ba dere etere yele poɔ. Amine la, baa, gaa, wa, kyelle, voore, koɲ, la, haari amk. Eronj nemburee mine nanj be yele poɔ la ama

- a. A bie baara la soɲ.
- b. Ayoo maɲ gaa la sakuuri bebiri zaa.
- c. Ba da wa la yiri.

Eronj nanj dere etere ayi. O e la eronj na nanj maɲ dere etere ayi. A eronj na baɲ kyaare la etere bee ekyara. Asej ko, waane, peɲe, di sane tole, toɲ, deene, soore, amk.

Eronj nanj dere etere ayi yeldemannewulli mine nanj be yele poɔ

- a. O ma da eje o la toma.
- b. Ko ma a gane
- c. Ba la di N yiri waabo sane.

Toma

- 1 Manne wuli eronj waaloɲ.
2. Bigri eronj pareɛ.
3. Di deme kyaare eronj kye de a yelbie na nanj be a puliɲ eje a zagere ama, eronj kyelaa, eronj nemburee ane eronj na nanj dere etere ayi.
 - a. gyereme

- b. la
- c. daaron
- d. yieli
- e. kanne
- f. seɛ
- g. Kyen
- h. deene
- i. fale
- j. daa

Present your work to the class explaining the reason for putting the verbs under the categories

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.

A baa yelon da ba gan mitare lezaayi ne pie. Kye N da naa boɔɔ la ka N dugi kulomita bonyeni bee a gan le a kɔ-son zuluɔ zie. A zie da nyuuro la erre.

N nan da nare ka N kpe a kɔɔ poɔ na, n da kyage la n malfa ne nyeme, a puori kye kpe a kɔ-memereɛ poɔ. N da dugi la a kɔɔ a ɲa zanzanna na. A kɔmiri vaabo da ba waa kpeɲaa. A kɔɔ meɲ da tole la olɔ olɔ le. Kye dabeɛ nan da kpe ma zuɪɲ, ka N da kyene fɛɛ fɛɛ le.

N nan da wa baɲna zaa ka a zie doe la a baa soɲsɔgele soga kye ka N de n nyaa ɲme ne teɲe a memereɛ poɔ. N da teere ka a ebaa kaɲa la, kye N nan da kpe nemburi daa, a malfa da faa yi la N noɔreɲ a le. N da Kyen la mitare awolɔ mime a la maaleɲ kpe a kɔ-zuluɔ zie. Sere N nan wa baɲna zaa la ka N ta la baa ganene koɲkoriɲ, N da mɔɔ la yaga zaa te do a zikpageloo zu. A da baareɛ la, kye a malfa N nan taa, da bɔreɛ la.

- b. Classify the verbs identified under transitive, intransitive and ditransitive.
- c. Use the verbs identified to form sentences.
- d. Present the responses to the rest of the class for discussion.

Key Assessment

Toma 1 Leɛpeeroo

1. Manne wuli eronɔ waalonɔ kye pore a parɛɛ.
2. Bigiri a parɛɛ kaɲa zaa fo naɲ pore a saazu (1) poɔ.
3. Sege eronɔ yeldemannewulli mine anuu anuu kyaare a parɛɛ kaɲa zaa.

Toma 2 Gɔɔlonɔ meɛbo

1. De yeldemannewulli bonnyeni bonnyeni naɲ kyaare a eronɔ parɛɛ kaɲa zaa maale ne yeldaare.
2. Kaa iri a yeldemannewulli ayi mine naɲ kyaare a eronɔ parɛɛ maale ne yelkparema
3. Kaa iri yelyagesegeraa naɲ ta yelbie 500 kyaare a yelzuri ama, **yipɔge, sagediibu (meɲɛ bantaabo, gyogi soɲ, amk)**,STEM, yelsonne te naɲ na ere a ta saana fentendigili vūū,GESI amk.

Kanne a yelyagesegeraa kye kaa iri eronɔ yelbie lezare (20) naɲ be o poɔ.

Wele a eronɔ yelbie eɲɛ a parɛɛɲ.

Yelnyɔgeraa 2: Eronwuluu zagere

Eronwuluu la yelbiri bee yelɲmaa naɲ naɲ pege eronɔ. O naɲ tɔɔ bigiri la o tɔ eronwuluu aseɲ, soɲ, zomm, wieou, yeɲ, bebie amk.

Eronwuluu yeldemannewulli mine naɲ be yeɛ poɔ la ama;

- a. A baala di la **soɲ**.
- b. Dakoraa kyeɲ la **wieou**.
- c. **Yeɲ** ka a karembiiri gere?

Eronwuluu parɛɛ mine: **Bezie eronwuluu, Lenɛɛ eronwuluu, Wagere/bui bui eronwuluu ,Sieree eronwuluu, E taabo zie eronwuluu.**

Lenɛɛ eronwuluu; wulo la a eronɔ bee le a eronɔ naɲ e, bee tonɔ, aseɲ, gbololo, maaronɔ wieou amk.

Bezie eronwuluu wulo la a eronɔ eebo zie. Aseɲ, ziezaa, Ghana, mane, poɔ amk.

Wagere bee bui bui eronwuluu naɲ wuli la wagere na yelkaɲa naɲ e bee gbere bowola yelkaɲa naɲ e. A na baɲ be la yeɛ piilee bee a baaraa. Aseɲ, **zenɛ, pampana, yuoni zaa, togtogi, saɲa zaa,amk.**

Sieree eronwuluu, naɲ wulo la bone teeronɔ neekaɲa naɲ taa kye e yelkaɲa. Aseɲ, **azuɲɲ, ananso, lenso, ane a zaa,amk.**

E taabo zie eronwuluu; naɲ wuli la yeli e taabo zie. Aseɲ, yaga, seɲ, **seɛ**

Toma 1

1. Bigiri eronwuluu kye tere a parɛɛ.
2. Bigiri eronwuluu parɛɛ kye pore amine anuu anuu kyaare a zage kaɲa zaa.
3. De a eronwuluu yelbie mine naɲ be a parɛɛ kaɲa zaa maale ne yeldaare.
4. Wele a eronwuluu yelbie ama eɲɛ a parɛɛ na poɔ fo naɲ zanne kye wuli fo ananso ka fo de a eɲɛ a parɛɛ ama poɔ.
 - i. wieou
 - ii. velaa

- iii. maaronj
- iv. zaamej
- v. togtogi
- vi. togtogi
- vii. yuoni zaa
- viii. le meŋe
- ix. gaali
- x. daa naŋ pare

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.

Toma : Leɛpeeroo;

1. Bigiri eronwuluu kye pore a parɛ
2. Bigiri a parɛ kye wuli a yelbie mine.

- a. Kanne a demmo ŋa naŋ be a puliŋ a kaa iri eronwuluu yelbie na naŋ be o poɔ.

Daburekakya zannoo a te sakue poɔ a paalonj ŋa poɔ veŋe la ka noba enne yuoro ne a toma. A karembiiri mine maŋ zanne la a daburekakya yeɛ do saa, kye ka mine meŋ leɛ koɔreba saŋa na ba naŋ baare Siinea Haae Sakuuri. Neɛ zaa teeronj pãã la ka pampana te koɔreba yaga zie zaa naŋ na baŋ kanne kye sege zuiŋ ba na dere la a Daburkakya yeltuuri wuluu velaa. A ŋaa na soŋ la ka bundirii pore.

A gɔmenete yel-narebinni ane sommo a daburekakya toma poɔ na soŋe la ka koɔbo yeɛ duoro saa.

A daburekakya tontoneba naŋ be Gaana poɔ maŋ zanne la a koɔreba yelwonni. A bammo na ba naŋ maŋ zanne pãã na tu la a daburekakya tontoneba zie kyɛ ta a koɔreba. A tontoneba bama pãã na lee de la duoro naŋ kyaare a koɔreba yelwonni a ko a daburekakya nember�ɛ.

Lenɛɛ a gɔbenɛte naŋ na e ka koɔreba enne youro yaga ne ba toma, o yuo la banke bilii a korre poɔ ana soŋ a koɔreba ka ba nye sommo naŋ sege ne. ba meŋ la dɔra la koɔreba ka ba taa kpaaro, a laŋ noɔre a poɔ koopiretif poɔ. A ŋaa na soŋe la ka ba tage ba libiiri lantaa a toɔ tee ba ka ba toŋ ba toma soŋ.

- a. De a eroŋwuluu yelbie eŋe a zagere ama poɔ; Wagere eronwuluu, lenɛɛ eroŋwuluu, bui bui eronwuluu, Sierɛ eronwuluu, E taabo zie eronwuluu.
- b. De a eroŋwuluu yelbie anuu mine yi a zagere poɔ maale ne yelekparema.

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.

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SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

Sub-Strand: Rules of Writing a Ghanaian Language

Learning Outcome: *Apply the rules of writing in the respective Ghanaian Languages to construct meaningful sentences*

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 learn 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

Zannoo yelboorre: *de yuori yelbie ane yoleere yelbie segebo bege a maale ne yeɛ*

Yelnyɔgeraa; de yuori yelbie ane yoleere yelbie maale ne yeɛ

NB: *Teachers are encouraged to treat these articles as they pertain to the language of study*

Yuori yelbiri

Yuori yelbiri maɲ are ko la nensaalaa, boɲ, yeli kaɲa, bee zie. Gbɛɛ yaga yeɛ zaa maɲ taa la yuori yelbiri. Gbɛɛ yaga yuori yelbie maɲ taa la pegeraa. Aseɲ, a, Teachers are encouraged to treat these articles as they pertain to the language of study

Yoleere

Yoleere la yelbiri naɲ maɲ tonna yuori yelɲmaa toma. Aseɲ, o, fo, N, ba, bana, te, Tenɛɲ.

NB: *Teachers should note that in most Ghanaian languages, there are no pronouns that mark gender. This must be made known to learners.*

Bege

1. Bege naɲ be yeɛ maaloɲ ne yuori yelbie waa la tɛtɛɛ Ghana kɔkɔɛ poɔ

Gbɛɛ yaga a maɲ tona la

- a. Ere yeɛ poɔ; aseɲ Dere da gaa la sakuuri.
- b. Etere yeɛ poɔ etere bee ekyaara: (aseɲ, N da ko la Dere a magedalee (eterɛ). N da de la magedalee ko Dere (ekyaara)
- c. Yoleere mine wulo la beree naɲ soma, aseɲ; A oreba laa na la ka a dɔɔlee taa.
- d. Yuori yelɲmaa yelzu

NB: *Teachers should add on to the rules above as they pertain to the Ghanaian language of study*

- a. Bege na naɲ be yoleere yelbie yeɛ maaloɔ poɔ e la tɛtɛɛ Ghana kɔkɔɛ poɔ
- b. Ere yeɛ poɔ; aseɲ, O da gaa la sakuuri.
- c. Etere yeɛ poɔ (eterɛ bee ekyaare); Bayɔɔ ko o la a magedalee (eterɛ). Ayuo de la a magedalee ko o. (ekyaara)
- d. Ghana kɔkɔɛ mine poɔ ka a yoleere wa e ere, o te mare la a eroɲ.

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

Toma

1. Boɲ la yuori yelbiri? Sege yuori yelbie mine pie
2. Bigri yoleere pare kyɛ sege yoleere pie
3. Kaa iri yuori bee yoleere yelbie mine ata a kaɲa zaa poɔ maale ne yelkparema

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.

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

Toma; Leεpeεroo

1. Bigiri yuori ane yoleεε yelbie
2. Sege yuori ane yoleεε yelbie mine pie
3. De a yelbie mine ata fo naη pore maale ne yelkparema

Level 2: Strategic reasoning

1. In pairs, learners read a passage and discuss it. Based on the rules that they have learned; the pairs critique the passage to bring out the errors that they see in the passage. Each group makes a presentation for discussion.

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

Zannoo yelboore: *YeLe maaloo kyaare ne bigruu bege*

Zannoo yelnyogeraa: **Bigiruu yelbie yeLe maaloo**

Bigiruu la yelbiri naŋ maŋ pege bee bigiri yuori bee yoleere yelbiri. O maŋ wuli la nee bee boŋkaŋa waaloŋ

Aseŋ

1. Bayuo noŋ la yirkoro
2. A doo e la wogi kye e baalaa.
3. Ayuo kyele gaŋ la o yoodoo.

Bege

YeLe maaloo kyaare bigruu bege e la teete e a Ghana kokoe poo

1. Gbee yaga , Bigruu maŋ pege la yuori yelbiri yeLe poo; aseŋ, A wiri soŋelaa zo gaŋ la a anaŋ.
2. Bigruu yelbiri maŋ tu la a yuori yelbiri o naŋ bigre. Aseŋ, A doo beron na beere la.

(Teachers should remember that in most Ghanaian languages, the adjectives occur after the head word in the noun phrase.)

Teachers should add on to the rules above as it pertains in the Ghanaian language of study.

Toma

1. Sege bigruu yelbie mine pie
2. De bigruu yelbie mine anuu maale ne yeldaare kye la de mine meŋ anuu maale ne yelkparema ka a kyaare bigruu yeLe maaloo bege.
3. Kanne segere ŋmaa kaŋa a kaa iri bigruu yelbie
4. De a bigruu yelbie na fo naŋ kaa iri maale ne yel-lereme ka a tu bigruu bege yeLe maaloo a kokore poo.

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.

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.

Toma

Toma 1: Leɛpeeroo;

1. Pore bigruu yeldemannewulli mine pie
2. De a bigruu yelbie mine anuu maale ne yeɛ ka a kyaare a yeɛ pareɛ ama
 - a. Yeldaa
 - b. Yelkparema
 - c. Yel-lerema
3. wuli beɛ na naŋ be bigruu yeɛ maaloo fo kɔkɔreŋ.

Teeroŋ zuluŋ

1. Kanne seɛre kyɛ di dɛmɛ kyaare a beɛ na zaa fo naŋ zanne. Wuli yelbie mine fo naŋ nyɛ ka a ba tori a seɛre poɔ.

***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

Zannoo yelboore: *de eroŋ ane eronwuluu beɛ ka a soŋ fo ka fo maale yeɛ.*

Yelnyɔgre: **Eroŋ ane eronwuluu yeɛ maaloo poɔ.**

Eroŋ yelbiri la yelbiri naŋ wulo yelkaŋa naŋ e, bee ere, bee na e, bee le o naŋ waa kye kyaare a ere a yeɛ poɔ, aseŋ, woŋ, a waa, a e.

Aseŋ,

1. Dere ɔɔ la mui ne zeere
2. Ayuo maŋ kyey gaa la sakuuri
3. Dakoraa maŋ yieli la soŋ

Begɛ;

Begɛ na naŋ be eroŋ yeɛ maaloo poɔ eɛ tɛtɛɛ a Gaana kɔkɔɛ poɔ.

A begɛ mine la a ama.

1. Wulo bone a ere naŋ ere yeɛ poɔ. Aseŋ; a wiri zo gaŋ la a anaŋ.
2. O maŋ toɔ e la etere yelzu yeɛ poɔ. Aseŋ; A dɔɔ zo gaŋ la a banaŋ

NB: *This does not occur in all Ghanaian languages). In Ghanaian languages where this does not occur, teachers should ignore this rule.*

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

Eronwuluu; Eronwuluu e la yelbiri naŋ wullo bee pege eroŋ yelbie a wullo, zie, wagre, etaabo zie.

Aseŋ

1. A dɔɔ da wa la **zaameŋ**
2. O da yieli la **velaa**
3. A deene da barɛŋ **wieou.**

A begɛ

Begɛ na naŋ be eronwuluu yeɛ maaloo poɔ eɛ tɛtɛɛ a Gaana kɔkɔɛ poɔ.

A begɛ mine la a ama.

1. A eroŋ maŋ la a eronwuluu yelɔmaa. Aseŋ, A dɔɔ yeli la yeɛ gbolgbol le.
2. A eroŋ maŋ la a eronwuluu pegre. Aseŋ, A koɔ kpa la wieou.

Adverbs that are not joined to any other word class and written as one word.

Teachers should give examples in the Ghanaian language of study

Learning Tasks

1. Explain the term verb and adverb giving at least ten examples of each.
2. Use the examples to form the following sentence types
 - a. Simple

- b. Compound
 - c. Complex
3. Explain the types of verbs studied in this lesson.
 4. Give at least five examples each of each of the types and use any one of the examples from each type to form sentences.

Pedagogical Exemplars

Group work/collaborative learning

1. **Whole class**
 - a. Teacher leads learners to revise the concept verb and adverb
 - b. Teacher leads learners to discuss the rules governing the use of verbs and adverbs in sentences.
2. **Pair work**
 - a. Teacher gives ten verbs and ten adverbs of varying length and complexity/familiarity.
 - b. Learners form simple, compound or complex sentences using verbs and adverbs.
 - c. Study the structure of the sentences carefully to make sure they are in line with the rules studied.
3. **Whole class**
 - a. 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

Toma: Leeteeroo

- a. Wuli bone fo naŋ baŋ kyaare eroŋ ane eronwuluu
- b. Pore eroŋ ane eroŋ wuluu yelbie mine anuu anuu.
- c. De a eroŋ yelibie ane a eronwuluu yelbie na maale ne yeɛ. E ka a yeɛ kyaare a yeɛ pareɛ ama;
 - i. Yeldaa
 - ii. yelkparema
 - iii. yel-lereme

Toma: teeroŋ zuluŋ

- a. Kanne segre kyɛ di dɛmɛ kyaare a bege na zaa fo naŋ zanne. Wuli yelbie mine fo naŋ nyɛ ka a ba tori a segre poɔ.

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

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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

Zannoo yelboorr: *sege mannoo yelyagesegeraa.*

Yelnyɔgeraa: **mannoo yelyagesegeraa.**

Leeteere bone fo naŋ baŋ kyaare yelyage segraa yelizu ane a yelkpegele naŋ sonna a yelyagesegeraa yelzu.

Yelyagesegeraa yelzu la maŋ wuli a yelbuli a dabegere poɔ. A yelikpegelaa la maŋ tee a yelyagesegeraa ka a yelbuli sãã velaa a dabegere poɔ.

Dabegere segebo gɔlonɔ;

Ana la, nyɔge duoro naŋ waa bonyeni lantaa, e ka yel-erre tutaa velaa, de damanne eŋe, boma de manne taa, yelsoore zaa ane ka a yeŋe gaŋ soriŋ velaa.

Yelyagesegeraa

Yelyagesegeraa e la gɔlonɔ kaŋa segesere naŋ maŋ wuli o teeroŋ bee yeŋ segere poɔ. Yelyagesegeraa zaa maŋ taa la o yelinyɔgeraa.

Mannoo yelyagesegeraa

waa la yelyagesegeraa ŋa a segere naŋ maŋ wuli le yelikaŋa naŋ e. a segere maŋ waa ŋa a nee meŋe naŋ nye a yeli ne nimiri bee ka ba manne ko o la. Yelbie naŋ wulo e-pare la ka a seŋ ka a segere maŋ de sege neŋ a yelyagesegeraa. Yeli naŋ e-pare, donne sensenlle, saadayeli, naapeele senselle amk

A mannoo yelyagesegera yelnyɔgraa kaŋa la ka o de gɔlombie tesen yembulo, tulimo, damanne eŋe ka a mannoo taa noɔ ane kaama. A mannoo o de sobiri a taa senselloŋ waaloŋ ko a kannema.

Mannoo yelyagesegeraa yelzurri mine.

- Sege yelyagesegeraa a manne fo bebidendɛŋ sakuuri poɔ.
- Sege yelyagesegeraa a manne wuli fo bundinɔnaa
- Sege senselloŋ kyaare lenɛɛ fo naŋ di a borenye holidee ŋa naŋ pare.
- Sege manne yeli kaŋa naŋ e fo nyɔvore poɔ ka fo zanne yeŋ
- Sege manne yelsoŋ kaŋa naŋ kpe fo nyɔvoren kye wuli lenɛɛ fo naŋ e a ta be.

Mannoo segebo meeroŋ

Kyeyuobu

Kyeyuobu naŋ tagera kanema: Piili ne soorebiri, bee pore yeŋe kaŋa naŋ na tage a kanekana hakela. Duoro mine naŋ kyaare a mannoo a kanekana naŋ seŋ ka o baŋ. Yelyagesegeraa yelzu naŋ taa yelbuli bee a yeŋe a mannoo naŋ kyaare.

Sɔga dabegere

- Sege a yelyaga yelizu, a yelkpele ane a yeli kpulluu ane anaŋ naŋ
- na de te kpe dabegere yobo poɔ.
- Manne wuli perete le a yeli zaa naŋ kyeŋ kyaare a yelyagesegeraa yelzu.

Bɔ a yeli maaloo

- Nare a meeroŋ ka o tori velaa.

Pare kpuluu

- La maaleŋ pore a yelzu kye lee peere a yelibullo.
- Bɔ yelbiri naŋ na are a kpuli a yeli zaa zu.

Toma

1. Di dɛmmo kyaare bone naŋ la yelyagesɛgeraa.
2. Di dɛmɛ kyaare ne mannoo yelyagesɛgeraa segebo kye manne wuli o waaloŋ.
3. Bɔ yelzu fo naŋ boɔrɔ a manne le fo naŋ na sege yelyagesɛgeraa ko a yelzu kyaare bone na fo naŋ zanne zene

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.

Toma; leeteeroo

1. Boŋ la mannoo yelyagesegeraa
2. Wuli mannoo yelyagesegeraa waaloŋ

Toma; Gɔɔloŋ meɛbo

1. Di demɛ kyaare mannoo yelyagesegeraa waaloŋ.
2. Kaa a mannoo yelyagesegeraa naŋ tu velaa kye wuli a segere waaloŋ mine zaa.

N da naŋ baara ire Ghana poɔ

N naŋ da baara ire Gaana poɔ aŋa yuomo lezare ne pie naŋ pare sɔgoŋ, yelwonni mine da kpe la N nyɔvoreŋ. A nensaalesogelo paaloŋ naŋ da naŋ yire vuuzelo poɔ kyaare a libiyele naŋ da sãã yaga le. A yeli ŋa da yie saŋa na sogyare naŋ da zɔɔ de a paaloŋ a veŋ ka a paaloŋ libiyele zaa da gaa puori ka a bɔne tontonziiri zaa da vuuro teŋe. A sogyarre zɔɔre ŋa da poɔ la ka a paaloŋ mine naŋ da are ba gbɛɛ zu ba la te taa ŋɔ ɔɔbo. Kyelloo da baare la. Dello zie da ba kyebe. Ka dɔgeɛ laare a zie zaa.

A saŋa na gɔmenete – a Namaarɔŋ Paati da wane la nɔbinni kpeene ka a na soŋ ka a paaloŋ libiyele ne a noba kpeebo la are o gbɛɛ zu. N teere la a nɔbinni na kaŋa naŋ kyaare a Gaana libiyele da veŋ la ka naŋa do saa, ka dadiribe daa diibu leere puori. A nɔbinaa ŋa la VAT lampoo.

A nɔbinaa ŋa da veŋɛɛ ka boma daa do, ka bondirii, a n bundi-nɔnaa daa te laare sazu a paaloŋ poɔ. A yeɛ ama lee teere ma la a saŋa na. A yeɛ ama sereŋ teere ma la a anaŋ zaa naŋ da e N nyɔvore poɔ a saŋa na. A paati bilii naŋ da gaa tawae, ka a Nimibaalon zorobo (NGOs) zaa da tɔ gbɛɛ. Kye ane a zaa, a nɔbinaa ŋa da biŋi la. N naŋ teere la noba naŋ da koŋ ba nyɔvore a tawae ama poɔ. Nɔmaa naŋ bebe la ka a bɔnne na zaa naŋ tu a Jerry John Rawlings (ngen na maa teŋe ko o) Namaarɔŋ paati gɔmenete ŋa ba iri a VAT nɔbinaa ŋa bare. A lampoo ŋa yɔɔbo naŋ be la Gaana te ta zene.

NB: Teachers should provide a narrative text in the language of study.

Toma; Gɔɔloŋ meɛbo

1. De yelzu fo naŋ boɔra sege ne mannoo yelyagesegeraa ka o ta dabegere ata. Wuli a kɔkɔre arezie a segere poɔ.

Week 14

Zannoo yelboore: *Bigruu yelyagesegeraa segebo*

Yelnyogeraa: **Bigruu yelyagesegeraa**

Lee teere bone fo naŋ baŋ kyaare yelzu ane yelkpegele

Lee teere bone fo naŋ baŋ kyaare goolonj ane le fo naŋ na sege yelbulo enj dabegere poɔ.

Bigruu yelyagesegeraa

Yelmannaa kaŋa naŋ wulo yelkaŋa: boŋ, nee, zie, nyɔvore yeɛ, zu nyiili yeɛ, yeli naŋ ere waalonj amk. Fo paa na de la goolonj kaŋa a manne ka a kyaane weliweli kyaare a bone na fo naŋ wuli. Bigruu yelyagesegeraa seŋ ka o kpe taa soŋ, a kyaane ka a kɔkɔre taa kyelloo a kye wulo yelmeŋa gaŋ teeronj.

Yelyagesegeraa segebo meeronj;

Kyeɣuobu

O maŋ piili ne la yeli naŋ na tage a kankanna teeronj kyaare a yelzu ka o kyaane. Ana baŋ waa la sooro naŋ ba boɔɔ noiraa naŋ kyaare a yelzu yiibu zie.

Soga dabegere

kye la ka a yelyagesegeraa anaso maŋ manne kyaane. A dabegere kaŋa zaa maŋ piili ne la yelzu naŋ maŋ nyɔge kanna teeronj kye wuli ba bone na naŋ seŋ ka ba nye a dabegere poɔ. A maŋ tere la duoro naŋ kyaane ane yeldemannewulli mine.

Kpulluu

Lee kaa a yelbulo na naŋ sege enj a dabegere dendenj soba poɔ a wuli a yembulo na naŋ be a soga dabegere poɔ.

***NB:** Ta piili yelbul paalaa a dabegere ŋa poɔ. Ka foo wa teere ka fo ba baare kye naŋ taa yeltegre anaŋ enj a yelyagesegeraa poɔ, piili soga dabegere yuo.*

Bigruu yelyagesegeraa yelzuri mine:

- a. Sini bee bondinɔnaa bigruu
- b. Ghana meŋa soobo bibiri tigiri
- c. Wuli bone fo naŋ baŋ kyaare meŋa soobo ane yelmeŋa sori tuubu.
- d. Wuli lenee fo naŋ boɔɔ ka a Ghana fo naŋ kpeere waa.

Bigruu yelyagesegeraa waalonj

- Aseŋ ka o kyaane ko a kanna
- Enj a kɔkɔre goolombie
- Iri yelbi-tegre manne ne a yeɛ ka a kanna koŋ baŋ inn.

Bigruu yelyageseraa yeltuuri

- 1 A dendenj soba la ka fo peere yeɛ kyaare ne a yelzu na ba naŋ ko fo kye sege ne goolonj kaŋa boɔɔ. Wuli duoro kyaare le fo naŋ boɔɔ ka fo tu kye sege
- 2 Sege a yeltuuri ka a tu taa velaa a wuli le fo naŋ na yeli.
- 3 Sege a yelyageseraa. Fo na toɔ furi la a vori na naŋ be a yeltuuri poɔ. A ŋaa maŋ veŋ la ka a segebo e moɔ le

- 4 Kanne tuuli a maale a segere mine eŋe ka a tori sere ka fo tere. A ŋaa na soŋ maale la yeli na zaa naŋ ba tori eŋe.

Learning Tasks

1. Explain descriptive essay.
2. Discuss the features of a descriptive essay and give examples to support your answer.
3. Select a descriptive topic of your own and provide an outline of your essay taking into consideration the features and structure of descriptive essay

Pedagogical Exemplars

Problem based learning

1. 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.

2. 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

Toma; leŋpeeroo

1. Boŋ la bigiruu yelyagesegeraa?
2. Boŋ la yeŋe yelizu ane yeŋe yelkpegelaa a dabegere poo?

Toma; Gooloŋ meŋbo

1. Di demme kyaare bigiruu yelyagesegeraa waaloŋ
2. De yelzu a sege ne bigiruu yelyagesegeraa ka o ta dabegere ata. (Aseŋ; yipoge yeŋe, meŋa nyogebo, yelmeŋa wuloo amk) (STEM, GESI, Vuudigili yeŋe, yeŋe mine naŋ be bee a ere a te paaloŋ ane a andonee zaa amk)

Week 15

Zannoo yelboɔraa: *sege yelyagesegeraa naŋ wullo bee bigre yelzu kaŋa*

Yelnyɔgeraa: **Yelyagesegeraa naŋ wullo bee bigre yelzu kaŋa**

A yelyagesegeraa ama maŋ kyaare la bee bigre la boŋkaŋa. O maŋ veŋe la ka yelzu bammo kyaane velaa, bone a yelzu naŋ wullo ane a sobie na zaa fo naŋ na tu a baŋ yelwulaa a segere naŋ wullo.

Yelyagesegeraa naŋ wullo yelzu sobie

Yelzu bee sooroo yelzu

Yeɛ fo naŋ tu sooroo zie a iri bee a wuo lantaa

A yelyagesegeraa kyeyuobu

Yelyagesegeraa zaa seŋ ka o taa kyeyuobu. A kyeyuobu ŋa la maŋ tage a kanekana teeroŋ wane a segere poɔ. Pore yeɛ na fo naŋ na yeli kyaare a yelzu ŋmaa le

Sɔga dabegere

A kye la ka fo maŋ de a yelyaga zaa poɔe a yelzu ka o kpɛ. Dabegere maŋ toɔ ta la ata bee a gaŋ le ko yelyagewogri. Kye la ka fo pãã maŋ wuli a sobie, a yeɔulo bee a yelzu ka o kyaane weliweli.

A Zu kpulluu

A yeɛ zu kpulluu ŋa la maŋ are ko a yelzu na segere bee a demmo naŋ kyaare. A zu kpulluu maŋ nyɔge la segere yelbullo zaa lantaa ka nee kaa o kye ŋmaa serɛe kyaare a segere zaa.

Learning Tasks

1. Define the term essay.
2. What is an expository essay?
3. Explain the features of expository essay and give examples to support the features.
4. What skills do you require to write an expository essay?
5. Write an expository essay on a given topic.

The topic should be given by the teacher in the Ghanaian language of study.

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.

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

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