



MINISTRY OF EDUCATION

Dagbanli Zaŋ Ti Sinia Haai Shikuriti

KARIMBANIMA BUKU



Yuuni Yini– Buku din pahiri Yini



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

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REPUBLIC OF GHANA

Dagbanli Zaŋ Ti

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CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

DAGBANLI ZAD TI TEACHER MANUAL

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CONTENTS

INTRODUCTION	1
Learner-Centred Curriculum	1
Promoting Ghanaian Values	1
Integrating 21st Century Skills and Competencies	1
Balanced Approach to Assessment - not just Final External Examinations	1
An Inclusive and Responsive Curriculum	2
Social and Emotional Learning	2
Philosophy and vision for each subject	2
SUMMARY SCOPE AND SEQUENCE	3
SECTION 1: SOUNDS OF THE LANGUAGE	4
Strand: Oral Conversation	4
Sub-Strand: Phonology	4
<i>Yelikpani 1: Vaawuli mini kɔnsonanti buyisibu</i>	6
<i>Yelikpani 1: Vaawuli dooshee</i>	10
SECTION 2: SHARING IDEAS AND ORAL INTERPRETATION	15
Strands:	15
1. Oral Conversation	15
2. Language and Usage	15
Sub-Strands:	15
1. Conversation/Communication in Context	15
2. Reading	15
3. Interpretation and Translation	15
<i>Yelikpani: Tehi gahinda din be sabbu ni baɲbu</i>	17
<i>Yelikpani 2:Di Alizama jendi teha lahibali puuni</i>	18
<i>Yelikpani: N-karim bɔ</i>	20
<i>Yelikpani: Karim yom</i>	21
<i>Yeltɔyikpani: Noliniyeltɔya kahigibu</i>	23
SECTION 3: LEXIS AND STRUCTURE	25
Strand: Language and usage	25
Sub-strand: Lexis and structure	25
<i>Yelikpani: Bachinamda ni ɲa balibu Bachinamdili</i>	27
<i>Yelikpani: Bachibuyigisira pubu</i>	29
<i>Yelkpani : Bachiniɲda Pubu</i>	32
<i>Yelkpani (2): Bachiniɲdipahira Pubu</i>	34

SECTION 4: RULES OF WRITING	37
Strand: Language and Usage	37
Sub-Strand: Rules of Writing a Ghanaian Language	37
<i>Yelkpana: N-zan̄di bachinamda mini bachizaana n-namdi yeltɔya</i>	38
<i>Yeltɔyikpani: N-zan̄di Bachiniᅇda mini Bachiniᅇdipahira N-namdi Bachinima</i>	41
SECTION 5: TEXT COMPOSITION	44
Strand: Language and Usage	44
Sub-Strand: Text Composition	44
<i>Yeltɔyikpani: Lahibali Din Wuhiri Binsheli Ni Niᅇ Shem</i>	45
<i>Yelkpani 1: Lahibali din Buyisira</i>	48
<i>Yelkpana 1: Lahibali din Kahigira</i>	50
ACKNOWLEDGEMENTS	52

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 Book Two of the Teacher Manual for Ghanaian Language 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 information for the second 9 weeks of Year One. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- o 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.
- o 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 school-based. 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 Language 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

SUMMARY 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. *Zanmi soya din simdi m-buyisi Dagbani vaawulinima.*
2. *Zanmi soya din simdi m-buyisi Dagbani Kɔnsonantinima*

Yelikpani 1: Vaawuli mini kɔnsonanti buyisibu

Vaawuli

Di nyela kumsi sheli din yirina ka binsheli bi gbaari bee n-tayiri pɔhim kukoli ni, amaa ka lee che ka kukojila sɔhira amaa ka lee bi soora. ka lahi nye yeltɔya kumsi bielin' sheli din nye bachijilli yem.

Vaawuli buyisibu : Vaawulinima buyisibu ni, so' sheɲa ka ti doli m-buyisiri ɲa. . Lala soya maa n-nye nangbampiba bieɲigu, zilinli wuyibu, ni zilinli yay' sheli din zaɲ n-nam vaawuli kumsi maa. Ghana zuliya sheɲa ni, ATR (Zilinli Wuyibu Tariga) nyela din pahi.

Nangbampiba bieɲigu :dina n-che ka ti baɲdi ni nangbampiba mulimmi bee di yerigimi vaawuli kumsi nambu ni. Dina n-tiri bieɲigu din 'mulim ' mini din 'yerigi .'

Zilinli wuyibu: dimbɔɲɔ wuhirila zilinli ni wuyi zani sheli tariga noli ni vaawuli nambu ni. Di ni tooi nye Zuyusaa, zuyusaa biela, tiɲli biela bee tiɲli.

Zilinli yayili: dimbɔɲɔ wuhirila yay' sheli vaawuli maa ni nam. Di ni n-tiri tooni, sunsuuni, ni nyaɲa vaawulinima.

Shehira m-bɔɲɔ:

/o/ - zuyusaa biela-nyaɲa vaawuli-din mulindi noli

/i/ - zuyusaa-tooni vaawuli-din bi mulindi noli

/ɛ/- tiɲli biela-tooni-vaawuli din bi mulindi noli

/ɔ/- tiɲli biela-nyaɲa-vaawuli din mulindi noli

Kɔnsonanti

Di nyela yeltɔya kumsi din nambu puuni pɔhim ni gbaarabiela ka ni tooi lahi layim ni vaawuli n-nam bachijilli.

Kɔnsonantinima buyisibu soya: kumsi, pɔhim gbaabushee ni pɔhim ni yirina shem.

Kumsi: kumsi ni, ti malila kɔnsonantinima din kumda ni kɔnsonantinima ɲan bi kumda. Kɔnsonantinima ɲan kumda sheɲa n-nye /g/, /d/, /m/, /b/ ka kɔnsonanti ɲan bi kumda gba shahira nye /f/, /s/, /k/, /t/, /ʃ/.

Pɔhim gbaabu shee: pɔhim **gbaabu shee shehira n-nye, nangbampiba, tiɲli nangbampibili mini zuyusaa nyina**, some of the places of articulation are bilabial, labio-dental, nyinviya nyaɲa, tayiɲa ni , lɔɲ ni etc.

Pɔhim ni yirina shem : di nyela noli ni yaya maa sheɲa ni layindi taba shem yeltɔya kumsi nambu polo. Pɔhim ni yirina shem kɔnsonantinima nambu ni m-nye din yirina ni yaa, , din yirina baalim, din soori yirina, nyekpurigu, etc.

Bɔhimbu Tuma

1. Bɔ n-lee nye vaawuli?

2. Bɔ n-lee nye kɔnsonanti ?
3. So' dinnima ka ti mali m-buyisiri vaawuli?
4. So' dinnima ka ti mali m-buyisiri kɔnsonantinima?
5. Nammi vaawuli kumsi kumsi sheɲa ɲan be Dagbani ni.
6. Nammi kɔnsonantinima kumsi ɲan be Dagbani ni (kamani pia zuɣu).
7. Buyisimi a ni nam kɔnsonanti mini vaawuli sheɲa a ni nam maa.

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

Pedagogical Exemplars

Collaborative learning

1. Modelling (Vowels):

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

2. Modelling (Consonants):

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

3. Whole Class:

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

Building on what others say

1. Pair work:

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

Collaborative learning**1. Group work:**

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

2. Pair work:

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

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.

Zahimbu din gahim**Yayili 1 Zahimbu : Labi nam/Labi teei**

1. Sabimi vaawuli dibaata Dagbani ni n-sɔŋ .
 - a. Sabimi vaawulinima ŋan be bachinima ŋɔ ni: Baa, tɛha, pololi, buhi, aleeji.
2. Sabimi kɔnsonatinima ŋan be Dagbani ni zaa n-sɔŋ. 4. Kahigimi so' sheŋa ti ni doli m-buyisiri vaawulinima.
3. Kahigimi so' sheŋa ti ni doli m-buyisiri Kɔnsonantinima. .

Yayili 2 Zahimbu : Baŋsim kpaŋsibu

1. Buyisimi vaawulinima ni namdi shem Dagbani ni.
2. Buyisimi vaawulini sheŋa ŋan doya
 - a. /a/:
 - b. /ɛ/:
 - c. /o/:
 - d. /i/:
 - e. /ɔ/:
3. Pumi kɔnsonantnima ŋɔ /b/, /d/, /g/, /t/ n-doli :
 - a. Kumsi :
 - b. Pɔhim gbaabu shee :
 - c. Pɔhim ni yirina shem :

4. Zaɗmi kɔnsonantima maa n-nam bachi dibaata.
5. Zaɗmi so' sheɗa ɗan tuhi m-buyisi kɔnsonantinima anu. .

Week 2

Bɔhimbu nianima:

1. **Kahigimi vaawulinima dooshee Dagbani bachinima ni** (e.g., *bachi tooni*, *,sunsuuni ni nyaana*).
2. **Kahigimi kɔnsonantinima dooshee Dagbani bachinima ni** (e.g., *bachi tooni*, *,sunsuuni ni nyaana*).

Yelikpani 1: Vaawuli dooshee

Vaawuli dooshee nyɛla vaawuli ni do luy' sheli bachi puuni. Vaawuli sheɲa doonila bachinima tooni , ka shaɲa dooni sunsuuni ka sheɲa mi dooni bachi nyaana. Vaawuli yi ti yina bachi piligu, ti booni li mi bachi tooni. *Di yi ti yina bachi puuni, ti booni li mi bachi sunsuuni, di mi yi ti do bachi bahigu, ka ti booni li bachi nyaana.*

Vaawuli Dooshee

Shahira: Yulimi “a” dooshee bachinima ɲan do gbunni ɲɔ ni:

1. adaka
2. dam
3. daba

Tuuli shehirili maa ni, , vaawuli /a/ **maa bela bachi maa piligu** . Lala ɲɔ zuɣu, ti yerimi ni /a/ **maa ni tooi dɔni bachi maa tooni**. Shehirili din pahi ayi maa ni, /a/ **maa bela bachi maa sunsuuni** lala maa zuɣu, ka ti yeli ni /a/ **ni tooi be bachi sunsuuni**. Shehirili din pahi ata maa ni, /a/ maa n-nye bachikɔbili din be bachi maa bahigu, lala zuɣu, /a/ ni tooi be bachi bahigu Dagbani ni .

Karimbanima simdi ka be baɲ ni karimbihɪ zaa ku tooi baɲ bɔhimbu maa dede saha yini. Dinzuɣu di kpaɲsiri Karimba maa ni o zaɲ wuhibu sodolisi din woli din ni che ka o tooi sɔɲ karimbihɪ ban dii bi tooi gbaara karinzɔɲ maa ni ka be tooi paai be taba maa.

Bɔhimbu Tuma

1. Vaawulinima mini kɔnsonantinima ɲan doya ɲɔ ni dinnima n ni tooi pili bachi Dagbani ni.:
/a/, /e/, /ɛ/, /i/, /o/, /ɔ/ and /u/, /b/, /d/, /f/, /g/, /h/, /j/ and /k/
2. Vaawuli sheɲa ɲan do zuɣusaa ɲɔ dinnima n ni tooi dɔni bachi sunsuuni?
3. Vaawulinima mini kɔnsonanti sheɲa ɲan do zuɣusaa ɲɔ dinnima n ni tooi dɔni bachi bahigu?
4. Yulimi bachinima ɲan doya ɲɔ ka wuhi vaawulinima mini kɔnsonantinima maa doo shehi bachinima maa ni.

Karimba tu ni o piigi vaawuli sheɲa ɲan be kɔnkɔba ka che ka bachinima maa wayilim gari taba din ni che ka zahimbu maa kpɛm bela n-ti karimbihɪ maa be ni tumdi tuma maa saha sheli maa. Shehira: kɔhi, asiba, tehisuma, sashiriga, takoro, peto, sabili etc.

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/, /ɛ/, /ɔ/ /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:

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.

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

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:

kpaɣa, tampuli, alibarika, sana, ashili, biɛyɛ, tɔŋ, teeli, sayivuyili ni ŋmambuyubila.

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.

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

Zahimbu din gahim

Yayili 1 zahimbu: Baŋsim kpaŋsibu

1. Zaŋmi vaawulinima ŋan do gbunni ŋɔ n-ti bachinima shehira dibayiyi Dagbani ni ka vaawuli maa do tooni, sunsuuni ni nyaŋa.
 - a. /a/:
 - b. /e/:
 - c. /ɛ/:
 - e. /i/:
 - f. /u/:

Yayili 2 Zahimbu:

1. Yihimi vaawulinima ni nye sheli bachinima ŋan do gbunni ŋɔ ni ka wuhi ŋa dooshee.
 - a. Bankɔm
 - b. kuriti
 - c. sua
 - d. sima
 - e. zama

kabire

Yayili 3 Zahimbu : Tɛha din ziligi

1. Nammi bachi dibaayopɔin Dagbani ni ka mali vaawulinima ɲan ni tooi dɔni bachi tooni, sunsuuni ni nyaɲa ka kahigi a labisibu maa.

Yayili 2: Kɔnsonantinima dooshee

Kɔnsonantinima dooshee Kɔnsonantinima dooshee nyela kɔnsonantinima ni dooni luy' sheli bachi ni. Kɔnsonanti sheɲa doonila bachinima tooni , ka shaɲa dooni sunsuuni ka sheɲa mi dooni bachi nyaɲa. Kɔnsonanti yi ti yina bachi piligu, ti booni li mi bachi tooni. *Di yi ti yina bachi puuni, ti booni li mi bachi sunsuuni, di mi yi ti do bachi bahigu, ka ti booni li bachi nyaɲa.*

Shahira: Yulimi “b” dooshee bachinima ɲan do gbunni ɲo ni:

1. bɔmma
2. sambariga

Piligu shehirili maa ni, , kɔnsonanti **b maa dola bachi maa piligu** Shehirili din pahi 2, kɔnsonanti **b maa dola bachi maa sunsuuni**. Lala ɲo zuɲu, ti yerimi ni **kɔnsonanti b maa doonila bachi tooni mini di sunsuuni**.

1. Karimba tu ni o piigi kɔnsonanti sheɲa ɲan be kɔnkɔba ka che ka bachinima maa wayilim gari taba din ni che ka zahimbu maa kpem bela n-ti karimbihi maa be ni tumdi tuma maa saha sheli maa. Shahira: tambieɲu, dabindi, kundunɲ, sukarigu, saa, zɔnfabihi gɔyili, puu, ziɛm.
2. Kahigimi kɔnsonantinima maa dooshee bachi sheɲa a ni ti maa ni. .
3. Zaɲmi kɔnsonantinima din be bachinima din doya ɲo maa ni n-nam bachipala ka wuhi kɔnsonanti sheɲa a ni zaɲ nam ɲo maa dooshee ni nye sheli.

Pedagogical Exemplars

Collaborative learning

1. Modelling and group work:

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

Building on what others say

1. Pair work:

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

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.

Zahimbu din gahim

Yayili 2 zahimbu : Baɲsim kpaɲsibu

1. Zaɲmi kɔnsɔnantinima ɲan do gbunni ɲɔ n-nam bachinima anahinahi ka kɔnsɔnantinima maa do bachinima maa piligu:

- a. /b/:
- b. /d/:
- c. /f/:
- d. /g/:
- e. /h/:
- f. /k/:
- g. /l/:
- h. /m/:
- i. /n/:

Yayili 2 zahimbu :

1. Yihimi kɔnsɔnantinima ɲan be bachinima ɲɔ ni ka wuhi ɲa dooshee n-doli tooni, sunsuuni, ni nyaɲa
- a. sakuyili
 - b. ata
 - c. zahim
 - d. kariwana
 - e. zambaɲa
 - f. Tamale
 - g. gariche
 - h. liyiri

gbeyu

Yayili 3 Zahimbu: Tɛhi zilinli

Zaɲmi kɔnsɔnantinima pia n-nam bachinima Dagbani ni ka di mali kɔnsɔnantinima ɲan ni tooi dɔni bachi tooni, sunsuuni ni nyaɲa ka kahigi a labisibu maa.

Section 1 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

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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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SECTION 2: SHARING IDEAS AND ORAL INTERPRETATION

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

Bɔhimbu nianima:

1. *Industrialization* Yihimi tehi gahinda alizama din simdi ni. Shehira, tayada gahinda (jilima, nirilim, wumti ni ηampahi), baηsim bɔbu, bihi zu n-kɔhi, zileli, mazina baηsim Ghana ni, salima gbibu, GISI ni ηa m-pahi.
2. Yihimi tehi gahinda alizama din simdi ni. Shehira, tayada gahinda (jilima, nirilim, wumti ni ηampahi), baηsim bɔbu, bihi zu n-kɔhi, zileli, mazina baηsim Ghana ni, salima gbibu, GISI STEM ni ηa m-pahi.
3. Zaymi a hankali din nye n-karim bo bini yom n-karim lahibali din simdi ka labisi karimgbaai lahibaya.
4. Zaymi soya (e.g., nimbihi kahimbu bee nubile zaη tiri, bachinima bee yeltɔyηmasɔri bɔbu, etc.) n-di alizama n-jendi karim m-bo bini shee.
5. Dimi alizama n-jendi nolini yeltɔya lebigibu din jendi n-wum vienyela, lahibali tibu mini di gbaabu.

Yelikpani: Tɛhi gahinda din be sabbu ni baηbu

Tɛhi gahindili

Tɛhi gahindili nyela yeli kpeen' sheli zuyu sabbu nia ni me n-tam. Dina n-nye sasabiri ni mali lahibali sheli zaη kpa bɔhimbu polo ka di ni tooi kahigi polo ni bee ka nira tooi tɛhi n-nya li. Dina n-nye din layindi lahibali maa yelikpana.

A yi bɔri ni a baη tɛhi gahinda lahibali ni, nyin niηmi din doya ηɔ:

- Bɔmi ninvuɔi so, bee binsheli lahibali maa ni jendi: Lahibali ηɔ jendila daadam, niriba bee binsheli dabam?
- Bɔhimi lahibali maa ni niη saha sheli: Lahibali maa mali binsheli din wuhiri di ni niη saha sheli?
- Bɔmi niηsim maa ni niη luy' sheli: Lahibali maa boli luy' sheli yuli?
- Bɔmi daliri sheli din che ka lahibali niη: A nya daliri sheli din che ka niηsim maa niη bee kahigibu zaη n-ti binsheli din niη?
- Bɔmi lahibali maa ni niη shem: Lahibali maa wuhi so' sheli bee baηsim sheli?

NB: Lahibali puuni, teha din gahim tooi nyela din bachinima dalim , n-di shim bee ηan gbuna ni booi. A ni tooi lahi nya li yeltɔyikpani maa puuni.

Pedagogical Exemplars

Talk for Learning

Think-pair-share:

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

Group work:

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

Individual work:

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

Zahimbu din gahim

Yayili 1 Zahimbu

1. Zamzam tehi gahinda ni nye sheli.
2. Zaŋmi a maŋmaŋ bachinima n-kahigi tehi gahinda.

Yayili 2 Zahimbu:

1. Karimmi lahibali ŋmaa din do gbunni ŋo ka vihi li vienyela n-yihi tehi gahinda ŋan be di ni.: *Ghana nyela gbansabila tiŋa din be katiŋa ka che tingbani dambu ni be yay' sheŋa dunia ni. Amaa dimboŋo zuyu bi che ka tiygbani bi nyari tingbani dambu. Ghana nya tingbani dambu saha din gari ni, hali ka na kuli nyari tingban dambu din dii ka yaa waawaayili. Tingbani dambu din daa tuui n-niŋ Ghana daa niŋla yuuni 1615. Di daa sayim goon' sheli din tayiri Sao Jorge din be Elmina la yuuni 1636, tingbani dambu daa lahi niŋ Axim. Yuuni 1862 ni, tingbani dambu din mali yaa daa niŋya Ankara din nye Ghana tinzuyu la ni ka daa tum barina pam Christiansburg Castle mini ya shaŋa din gu castle maa mini kuya ya.*

Yayili 3 Zahimbu

1. Zaŋmi tehi gahinda n-sabi n-tuyi lahibali sheli a ni karim maa. Yelimaŋli yeltɔya nyela ŋan ni tooi nam. Kahigimi a piibu maa

Yelikpani 2: Di Alizama jendi teha lahibali puuni

Alizama

Di nyela lahibali din yeli bee n-sabi niriba sunsuuni, balle din nye nimmohi n-jendi yelikpani sheli.

Teha

Di nyela nira teha zaŋ kpa din che ka bini niŋ polo.

Teha

Di nyela a ni mali tehi sheli zaŋ kpa bini polo ka di ni tooi niŋ a teha maa pala yelimaŋli bee din jendi baŋsim. Di ni tooi niŋ ka di nyela sayisigu din yi baŋda sani na.

Ti yi diri alizama zaŋ kpa teha din be alizama puuni, karimbih tu ni be:

- Pili n-gbilisi tibili vienyela
- Tehi poi ka naanyi yeli
- Che ka di nye yelimaŋli
- Yeli be teha ni nye sheli, ka di tuhi ka mali daliri.
- Zaŋmi yeltɔya din piini ni "N"

NB: Yi yi zamdi niriba teha, di tu ni yi ti nira kam teha jilima.

Bɔhimbu Tuma

1. Wuhimi alizam mini teha ni nyɛ sheli.
2. Zaŋmi a maŋmaŋ bachinima n-kahigi wuhi teha ni nyɛ sheli ka baŋ teha ni nyɛ sheli alizama ni
3. Kahigimi so' sheŋa a ni zaŋ buyisi teha maa.
4. Wummi alizama, ka vihi li n-yihi tehi' sheli din yina di ni.

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.

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.

Zahimbu din gahim

Yayili 1 zahimbu: Labi yeli / Labi teei

1. Kahigimi teha mini lahibali ni nye sheli.
2. Wummi salinli ka Zamzam di tehi gahinda salinli maa puuni.
3. Zaŋmi anfooni n-salim salinli ŋmaa. .

Yayili 1 zahimbu: Baŋsim kpaŋsibu

1. Zaŋmi a ni bəhim sheli, ka di sɔŋ a ka a ti a teha n-jendi yelikpani din do gbunni ŋɔ:
“Di nyela bipuyinsi/payiba tuma ni bɛ duyiri bindirigu n-tiri bɛ dundɔŋ saha kam”.
Karimba ni tooi ti yelikpana kamani Russia mini Ukraine tɔbu , Gaza Tɔbu etc.

Yayili 1 zahimbu: Haŋkali zilinli zaŋ tum tuma

1. Zaŋmi a teha din jendi yelikpani maa n-zaŋ maɣisi a taba dina, ka yina ni tehi sheli din ne.

-Bəhimbu Nianima: Zaŋmi karim yom mini vihi bo bini n-karim n-bɔ maligu n-ti biehi puuni yelimuyisira

Yelikpani: N-karim bɔ

N-karim bɔ:

N-karim bɔ nyela nira karim gbaŋ ni a nya di yelikpana ni nye sheli. Di sɔŋdimi ka a nya karimbu maa ni ziri yelimaŋ sheŋa.

Skimming is the action of reading something quickly so as to note only the important points.

Kɔlivaai: Di sɔŋdimi ka a yuli a ni karim binsheli maa vienyela. Ka lahi nye tuma maa zaa labi yuli bee kolivaai.

Labi yuli: Labi yuli maa sɔŋdimi ka a labi lihi gban, sheli a ni pun karim maa vienyela Di nyela so' sheli di ni doli n-vihiri bini ni di sɔŋ m-bo taɣibu din simdi ti ni tu saha sheli.

Bəhimbu Tuma

1. Zaŋmi a maŋmaŋ yeltɔya n-kahigi bachi gahinda. .
2. Vihimi tuuli satara dibaata lahibali ni n-yihi bachi gahinda dibaata zuyu.
3. Zaŋmi bachigahinda maa n-nam yeltɔyibɔbigu din kpini sabbu maa yelikpani.
4. Kɔlivaai lahibali maa tuuli satara dibaata.

Pedagogical Exemplars

Problem-Based learning

Whole class:

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

Group work:

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

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

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

Key Assessment**Level 1 Assessment: Reproduction/Recall**

1. Dim alizama n-jendi karim m-bo soya

Level 2 Assessment: Skills building

1. Zaŋmi karim m-bo soya m-baŋ lahibali ni jendi yeli sheŋa.
2. Karimmi lahibali din nye kamani bachi 400 zuƴu ka zaŋ baŋsim sheli a ni mali zaŋ kpa karim m-bo bini shee polo ka di soŋ a ka a kolivaai lahibali maa.
3. Yulimi lahibali vienyela ka yihi di bachi gahinda n-sɔn. Zaŋmi bachigahinda maa n-nam yeltɔyibɔbigu din kpini sabbu maa yelikpani.

Bɔhimbu nianima : Zamzam karim yom n-jendi (e.g., *nimbibi kahimbu bee nubila zaŋ tiri, bachinima bee yeltɔyɪnmasɔri bɔbu.*

Yelikpani: Karim yom**Karim yom ni nye sheli**

Karim yom nyela a karim lahibal yomyom m-bo yelimaŋ gahinda ka di pala a karimla lahibali maa zaa. Pɔi ka karim yom niŋ dede, di tu ka nira baŋ lahibali ni pe shem ka lahi baŋ a ni karim binsheli maa ka di soŋ a ka a nya a ni bɔri yeli sheŋa maa. Karim yom soŋdi ka a nyari a ni bɔri lahibali sheli maa yomyom.

Karim yom soŋdi nira ka o karindi pam ka lahi mali yurilim ni karimbu.

Di simdi ka a baŋ daliri sheli zuƴu a niŋdi karim yom maa. Kpe, di simdi ni a mi a ni bɔri sheli zuƴu ni; di nyela buku yuli, website, buku sheli, bachi sheli bee yeltɔyɪnmasɔyɔ, bee salin' sheli ka a bɔri ni a karim etc.

Di simdi ni a bo buku sheli a ni bɔri maa shee; di simdi ni a yuli nya a ni bɔri binsheli maa be gban' sheli maa ni ka baŋ di ni be gbambieli' sheli ni.

Di simdi ni a baŋ lahibali maa ni pe shem. Di ni tooi niŋ ka buku maa pe n-doli bachikɔba ni pe shem, bee ka di bi doli bachikɔba ni pe shem, be ka di pe n-doli niŋsim ni niŋ m-pa taba shem, bee n-doli balibu, bee yuya, bee sabbu biehiɣu bee di nambanima.

Saha sheli di ni tu ni karimbihi pari-karim:

- i. Pari-karim pɔi ka naanyi karim.
- ii. Pari-karim bɔhi' sheŋa m-pii be ni yen tooi labisi bɔhi' sheŋa ka muƴisigu kani.
- iii. Be yi ti vihiri lahibali sheli, shehira, dabisili, bachi gahindili etc.

Pari-karim ni nye sheli:

A yi nya lahibali maa ni jendi sheli ka baɗ lahibali maa yay’ sheɗa a ni bo’ri ni a karim naai,

- i. Pilimi m-pari-karim lahibali maa ni a nimbibi kahimbu (mini nubibi zaɗ tiri) yomyom.
- ii. A baɗ lahibali maa, bachi bee yeltɔyɨnmasɔy’ sheli a ni bo’ri maa n-naai, ka a karim lahibali sheɗa din gili lala bachinima maa vienyela.
- iii. A yi ti nya lahibali sheli din simdi ni a ti li zaɗa, nyin maami a maɗa a maɗa n-karim li vienyela.
- iv. Vihimi sabbu maa vienyela ka yihi di bachi gahinda n-zaɗ ɗa nam yeltɔyagaɗa zaɗ’ yini yeltɔyibɔbigu zaɗ’ yini. Zaɗmi pari-vihi baɗsim ka di sɔɗ a ka a tooi pari-vihi lahibali maa.

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.

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.

Zahimbu din gahim**Yayili 1 Zahimbu: Labi teei.**

1. Kahigimi pari-vihi baɗsim dibaayi.

Yayili 2 Zahimbu: Baɗsim Kpaɗsibu

2. Wula ka pari-vihi baɗsim lee yen sɔɗ ka a nya a ni bo’ri yeli sheli sabbu puuni?

Yayili 2 Zahimbu: Tēhi Zilinli

3. Zahimmi pari-vihi soya ninviela mini di nimbieri.

Bōhimbu nia: Kahigimi nolini yeltōya lebigibu ka di yaa jendi tibili gbilisibu, yeltōya sōyibu mini yeltōya kahigibu

Yeltōyikpani: Noliniyeltōya kahigibu**Kahigibu**

Dimbōhō nyela a kahigi bini gbunni. Di lahi nyela nira labi dihi bini tuuni bee kperigu nachiiinsi.

Yeltōya zaŋ sōyi: Di nyela a niyim lahibali n-niŋ biehi' sheli ni ka di ni tooi zaŋ n-ti so bee n-kpēhi mazini ni.

Fasara tibu; Dimbōhō nyela nira lebigi yeltōy' sheli din be zimsim ni bee din bi kahigi ka di mali gbaabu. Dimbōhō n-sōŋdi ban wumdi alizama ka be gbaari alizama maa gbunni ka ni tooi kahigi li.

A yi yēn kahigi nolini yeltōya:

1. Gbulisimi tibili vienyela
2. Di tu ni a wumdi zuliya bala ayi maa zaa vienyela. .
3. Che ka gbunni sheli lahibali maa ni ziri tuuli balli maa ni na na beni.

Che ka alizama maa pa taba

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
2. **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.
3. **Whole class:**
 - a. Play a recorded tape or read a short text for learners to interpret.

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.

Zahimbu din gahim**Yayili 1 Zahimbu: Labi tee**

1. A teha puuni bō n-leei nye noli ni yeltōya lebigibu?
2. Kahigimi so' sheŋa din sōŋdi noli ni yeltōya lebigibu ni.
3. Wuhimi yaŋ' sheŋa din be noli ni yeltōya lebigibu ni.

Yayili 2 Zahimbu: Baŋsim kpaŋsibu

1. Wummi kukoli din be tiipu ni bee sabbu ni ka lebigi li.

Section 2 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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3. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Nguessimo M. Mutaka, 249-264.

SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

Sub-strand: Lexis and structure

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

Content Standard:

Demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

development. Beginning with Level 2 assessment, learners are made to read passages to identify the nouns, adjectives, verbs and adverbs to provide understanding of foundational knowledge of the various word classes in the language. Level 3 strategic reasoning assessment ensures learners progress to form correct sentences with the various word classes. This will help them acquire a deeper understanding of the word classes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.

Week 7

Bɔhimbu nia: : Pumi bachinamda n-doli ɲa balibu. (e.g., *bachinamdimaɲa*, , *bachinamdiyari*, *ɲan ku tooi nya*, *ɲan ni tooi shihi* etc.).

Yelikpani: **Bachinamda ni ɲa balibu Bachinamdili**

Di nyela yuli bachi zaɲ ti daadam, binkɔbigu, luyisheli bee bini.

Bachinamda balibu

Bachinamdimaɲa nyela bachinamda din nye yuya bachinamda zaɲ ti ninsalinima, luyishaɲa bee binyera yuya. Di piligu bachikɔba maa nyela bachikɔb' kara saha sheli kam di yi be yeltɔyili ni. capitalized **Bachinamdi maɲa shehiranima n-nyɛ niriba yuya (Nindow, Danaa, Wumbee etc.); tinsi yuya** (shehira. Tamale, Nanton, Kumasi, etc.) , chira yuya (shehira. Chimsi, kpini, Buyim etc)

Tumaduri (e.g. University of Coast, Flagstaff House, etc.); dabisa yuya (e.g. Atani, Atalaata, etc.); Kulisi yuya (Nawuni, Kulikpini etc.)

Bachinamdi yari nyela yuya zaɲ n-ti binyahiri ɲan pa daadama yuya, dabisa yuya, chira yuya tinsi yuya mini luy' sheɲa yuya ɲan pahipahi. Di malimi n-tiri binyera kamani baa, bia, doo, paya, bua, namda, teebuli wahu ni dinkam pahi. Di bi sabiri ɲa ni bachikɔb' kara nayila di ti yila bachi piligu na. Di mini bachikpaɲsira ni bachibuɲisira tooi landi taba n-tumdi tuma.

Bachinamdasɔyira nyela din jendi teha bee biehi sheɲa ɲan ku tooi nya bee n-shihi. Di shahira n-nyɛ suhupielli, yelimanɲi suhusayingu ni ɲan kam pahi.

Bachinamda ɲan ni tooi shihi bee n-nya nyela bachinamda din za n-ti bin shaɲa ti ni ni tooi nya bee n-shihi ɲa. Di zami n-ti binsheli bee daadam ni tooi wum di damli ka di nyela o (shihi, wum, nya wum di nyɔm bee n lam li)

Bachinamda balibu

1. Wuhimi bachinamda ni nye sheli ka ti di shehira dibaanu.
2. Kahigimi bachinamda balibu dibaanahi ka ti zay' yini kam shehira piapia.
3. Pumi bachinamda ɲan doli ɲɔ na n-doli bachinamdimaɲa, bachinamdiyari, bachinamdisɔyira ni bachinamda ɲan ni tooi nya ka shihi.
 - a. karimba
 - b. teebuli
 - c. yurilim
 - d. Danaa
 - e. Yakubu
 - f. suhupielli
 - g. nangbanyini
 - h. kuyu
 - i. pɔhim
 - j. kuɲili
4. Wuhimi daliridin che ka a pu bachinamda maa n-doli lala balibu maa

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:

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.

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

Zahimbu din gahim

Yayili 2 Zahimbu: Baɓsim kpaɓsibu

1. Wuhimi bachinamdili ni nye sheli ka ti di shehira.
2. Karimmi lahibali din doya ɗo ka wɗligi bachinamda ni nye sheɗa.

Ɗmendintolinima maa niriba ata daa zomi barigi be mini pirinsi maa ni daa yooi buyim m-bahi taba zuɗu n-naai. Be daa baɗ be ni daa gbahi niriba ayi sheba maa ka be yuya booni Jato mini Christopher. Be daa yeliya ni be bela tayiyisi gurupu sheli ban zuri yayili maa yun kam.

Amaa niriba ata maa daa bi niɗ saha dahinsheli daɗyibu, dama be daa yaa zumina n-ti yen pirigi ka be daa ti pirinsi tibili ka be liri ba asiba daɗ yibu n-ti gbahi ba. *Be daa kuli bela be ni zu binsheɗa maa pirigibu ni ka pirinsi maa ti libigi ba. Ka be daa soɗ be malifanima mini bibielim neensheɗa ɗan pahi.*

Be gbahibu ɗo daa kuli molimi n-gili kamani moyu ni yi taai buyim wuuni la ka niriba daa zona ni be ti nya lala bibie' sheba be ni daa gbahi n-niɗ pirinsi loori ni ni be zaɗ ba n-chaɗ pirinsi teesa.

Be ni daa pun zu sheba ban nyaɗa, ninvuy' sheba ban daa niɗ suhupielli daa nyela tayiyisi maa ni ti gbani ni be maalimi shili ni be ni liri ba. Dabiem din daa be yayili maa zaa daa pa pilima maara.

- a. Pumi bachinamda maa n-doli bachinamdimaɗa, bachinamdiyari, bachinamdisoyira ni bachinamda ɗan ni tooi nya ka shihi.
- b. Zaɗmi bachinamdiyari n-nam yeltoyigansi dibaanu.

Week 8

Bɔhimbu nia: *Pumi bachibuyisira n-doli di balibu. (e.g., ŋan tiriti, ŋan wuhiri bini galisim, ni ŋan wuhiri bini biehigu) ka zaŋ ŋa n-nam yeltɔya.*

Yelikpani: **Bachibuyigisira pubu**

Bachibuyisira

Di nyela bachi sheli din buyisiri bachinamdili bee bachizaanili. Di ni tooi zaŋ m-buyisi nira biehigu bee binsheli din za di gama zuyu bee ka di zaŋ bini n-ŋmahim binsheli dabam. Shehira n-nyɛ, N yu yili **kura**. Bidibiga maa nyela zaŋ' **wayili kɔyu**. Yakubu **valim** n-gari o tuzo maa.

Bachibuyisira ŋan tiriti nyela bachibuyisira ŋan tiriti bee n-kahigiri wuhiri bini ni nyɛ sheli. Di yi ti niŋ lala, bachizaana ŋan tiriti ka ti mali n-tumdi tuma amaa pa bachinamda. Di tiritimi n-wuhiri bachikpani bee niŋsim deera din niŋdi bee n-deeri niŋsim yeltɔyili maa ni. Di shehira n-nyɛ ŋɔ, la, bana, and ŋa.

Bachibuyisira ŋan wuhiri galisim nyela bachibuyisiri sheŋa ŋan kahigiri bachinamda n-doli di kalinli, bee di galisim. Di shehira n-nyɛ pam, ayi, ni biela.

Bachibuyisira ŋan wuhiri biehigu nyela bachibuyisira ŋan buyisiri bachinamda. Di shehira n-nyɛ bara, kurili ni bila.

Bɔhimbu Tuma

1. Wuhimi bachibuyisiri tuma.
2. Kahigimi bachibuyisira balibu maa.
3. Wuhimi ka kahigi bachibuyisira ŋan do gbunni ŋɔ n-doli bachikpaŋsira, ŋan wuhiri biehigu, ni ŋan wuhiri galisim ka yina n-ti zaŋ li wuhi a taba. Bɔna maa ni wuhi daliri sheli din che ka be pu li ni n-doli bala maa.
 - i. vielli
 - ii. waya
 - iii. nyayisa
 - iv. din voori haŋkali
 - v. vaabu yim pubu bunahi ni
 - vi. dozim
 - vii. ninkuunsi
 - viii. nuɣiso
 - ix. wuntantulli
 - x. la
 - xi. bɛna
 - xii. ata
 - xiii. sheli

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’, ‘bachikpaɲsira’, ‘ɲan wuhiri biɛhigu’, ‘galisim’ in order to build the foundation of the lesson.

Collaborative learning

1. Niriba ayiyi tuma:

- a. Karimbihi ni karim lahibali din do gbunni ɲo ka yihi bachibuyisira di puuni.

Pɔi ka nolɔyu daa ti yen kum buta dindali maa asiba, di daa ɲmanila Gumo zaa daa yimina ni be ti tuhi be naa maa soli. Ban daa nye nabihida daa yela kpari piela.

Be daa layimmi ni be jam nam. Yelikura baɲdiba wuhiya ni naa maa yabidoo daa nyela ɲun kpaɲ o maɲa pam n-ti tiɲa maa nima. *Duna n-daa nye ɲun yina n-ti sɔɲ tiɲa maa zaa di ni daa niɲ ka tiɲa maa zaa koya daa di buyim wuntaɲa yini ni ka kum lu tiɲa maa ni zaa. Kum daa kpela tiɲa maa yili kam ka di zuyu che ka be gbarigi ka yihi tahima.*

Lala o yabidoo maa n-daa maa n-daa bo bindirigu n-ti tiɲa maa zaa ka be dira. O puu din daa be tinjkan’ sheli be yayili maa ni ka o daa ziri bindirigu maa na n-ti tiri tiɲa maa zaa. Lala zuyu ka niriba maa daa tibigi o ka leegi o be naa maa. Dinzuyu yuuni kam be daa yi teerila o yala ni kpaɲmaɲa sheli o ni daa niɲ n-ti ba maa.

- b. Pumi bachibuyisir’ sheɲa a ni yihi maa n-doli ɲan tiriti, ɲan wuhiri bini galisim ni ɲan wuhiri bini biɛhigu.
- c. Karimbihi ni zaɲ bachibuyisira maa n-nam yeltɔya.

2. Whole class:

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

Zahimbu dingahim

Yayili 1 Zahimbu: Labi Teei

1. Zaɲmi a maɲmaɲ bachinima n-wuhi bachibuyisirili ni nye sheli ka ti di shahira pia.

Yayili 1 Zahimbu:: Baɲsim kpaɲsibu

1. Karimmi lahibali din do gbunni ɲo ka yihi bachibuyisira zaa ɲan be di puuni.

Dmendintolinima maa niriba ata daa zɔmi barigi be mini pirinsi maa ni daa yooi buyim m-bahi taba zuyu n-naai. Three of the armed robbers managed to escape arrest after a fierce gun battle with the police. Be daa baɲ be ni daa gbahi niriba ayi sheba maa ka be yuya booni Jato mini Christopher. Be daa yeliya ni be bela tayiyisi gurupu sheli ban zuri yayili maa yuɲ kam.

Amaa niriba ata maa daa bi niɲ saha dahinsheli daɲyibu, dama be daa yaa zumina n-ti yen pirigi ka be daa ti pirinsi tibili ka be liri ba asiba daɲ yibu n-ti gbahi ba. Luck, however eluded the three when upon a tip off the police rounded them up in a dawn swoop after one of their usual operations. Be daa kuli bela be ni zu binsheta maa pirigibu ni ka pirinsi maa ti libigi ba. Ka be daa sɔɲ be malifanima

mini bibielim neensheŋa ŋan paŋi. In the process of sharing the booty, the police swooped on them. They surrender their guns and others weapons in their possession.

Be gbahibu ŋɔ daa kuli molimi n-gili kamani mɔyɔ ni yi taai buyim wuuni la ka niriba daa zona ni be ti nya lala bibie' sheba be ni daa gbahi n-niŋ pirinsi loori ni ni be zaŋ ba n-chaŋ pirinsi teesa.

Be ni daa pun zu sheba ban nyaŋa, ninvuy' sheba ban daa niŋ suhupielli daa nyela tayiyisi maa ni ti gbani ni be maalimi shili ni be ni liri ba. Dabiem din daa be yayili maa zaa daa pa pilima maara.

- a.** Pumi bachibuyisir' sheŋa a ni nya lahibali ŋɔ ni n-doli bachikpaŋsira, ŋan wuhiri bieŋigu ni ŋan wuhiri galisim.
- b.** Zaŋmi bachibuyisira maa dibaananunu bal' sheŋa a ni nya maa puuni n-nam yeltɔyibɔbigu.

Week 9

Bəhimbu Nianima:

1. *Pumi bachiniᅇda n-niᅇ ᅇan ni tooi deei niᅇsimdeera mini ᅇan ku tooi deei niᅇsimdeera*
2. *Pumi bachiniᅇdipahira n-doli ᅇa balibu (shehira, niᅇsim ni niᅇ shem, luy' sheli niᅇsim ni niᅇ, saha, di kpiᅇᅇ)*

Yelkpani : **Bachiniᅇda Pubu**

Bachiniᅇdili

Bachi bee yeltᅇyinqmasᅇyu di ni mali buyisiri tuma, binsheli bieᅇigu bee binsheli niᅇbu. Bachiniᅇdili ka di nyari yay' sheli din mali yeltᅇyili niᅇsim. Shehira: n-wa, n-di, n-sabi, n-nya suhupielli, n-tehiri, n-yuri, n-wuhi, ni ᅇan pahi. Bachiniᅇda pula ᅇan ni tooi deei niᅇsimdeera mini ᅇan ku tooi deei niᅇsideera.

Bachiniᅇdili din ni tooi niᅇsimdeera nyela bachiniᅇdili sheli din mali niᅇsimdeera. Shehira: n-di, n-sabi, m-paᅇ, m-mali, n-jem, n-yili, n-yo, n-zaᅇ, ᅇan pahi. Bachiniᅇda ᅇan ni tooi deei niᅇsimdeera shehira yeltᅇya ni:

- a. Alidu **diri** sayim maa. (Bachiniᅇdili **diri** niᅇsimdeera n-nye sayim maa)
- b. O **paᅇla** liyiri.
- c. O **dirila** zama maa fila.

Bachiniᅇdili din ku tooi deei niᅇsimdeera nyela bachiniᅇdili sheli din bi bᅇri niᅇsimdeera din wuhiri nira ni niᅇ binsheli. Shehira, zoorimi, kpiya, diya, dirimi, larimi, yemdimi, ᅇan pahi. Bachiniᅇda ᅇan ku tooi deei niᅇsimdeera shehira yeltᅇya ni:

- a. Bileyu maa **zori** vienyela.
- b. Aguliba **dirimi**.
- c. Be **kpiya**.

Bəhimbu Tumanima

1. Wuhimi binsheli din nye bachiniᅇdili.
2. Kahigimi bachiniᅇda balibu.
3. Kahigimi ka pu bachiniᅇda ᅇan do gbunni ᅇᅇ n-niᅇ ᅇan deeri niᅇsimdeera mini ᅇan bi deera niᅇsimdeera.
 - a. jilima
 - b. la
 - c. daa
 - d. yili
 - e. karim
 - f. wa
 - g. chaᅇ

- h.** diem
- i.** ηme
- j.** push

4. Zañmi a tuma wuhi karizɔŋ maa zaa ka kahigi daliri sheli din che ka a pu ŋa lala.

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. Niriba ayiyi tuma:

- a. *Payi mini doo bee ban gbaari yom mini ban bi tooi gbaari yom layimbu karimbihi karimmi lahibal’ sheli di do gbunni ηɔ ka yihi bachiniŋda ŋan be di puuni.*

Kuliga maa yelim daa bi paai maali yini amaa n daa bɔri ni n duyi din yelimi m-paai maali yini bee garibu ka zilima, ka ne. Nimaa ni daa nyɔla nyabisi.

N ni daa maani shili ni n kpe kuliga maa puuni, n daa zaŋla n nyina n-gbabi m malifa ni Naawuni suhibo, n-sarigi lu bayayiti kom maa ni. N duyi kamani m bahindimi. Yaa daa dii kani ka kom maa tula zaliŋ. Amaa dabiem daa sɔhirila n niŋ, ka duyi n-chani bielabiela.

Sunsuuni, ka kuligi maa ti kuli bi zilima ka nyɔyu ηmeri tiŋa. N daa tehiya ni nyabiga m-bala, m birimbu ni ka n malifa gbabigi n-noli ni.

N duyi chaŋ biela, ka daa naan kpe din zilima yaha. N daa ti yen baŋ, m-paai duli yay’ dini maa. Dabiem jiyibu ni, ka n no tiŋgbani ni yaa. Di daa biela luyilikam, amaa n daa kɔŋ n ni mali bidibibini sheli ko.

- b. *Pubu bachiniŋda maa n-niŋ ŋan deeri niŋsimdeera mini ŋan bi deeri niŋsimdeera.*
- c. *Zañmi di ni nya bachiniŋda sheŋa maa n-nam yeltɔya.*
- d. *Zañmi a ni nya binshɛŋa n-wuhi karizɔŋ maa zaa ka yi di alizama n-jendi li.*

Zahimbu din Gahim

Yayili 1 Zahimbu: Labi yeli/Labi tɛhi 1.

Wuhimi binsheli din nye bachiniŋdili ka ti ŋa balibu.

1. Kahigimi ŋa balibu sheŋa di ni ti maa.
2. Timi shehira dibaannunu balibu kam pubu ni.

Yayili 2 Zahimbu: Baŋsim kpansibu

1. Zañmi kamani shehira gaŋa bachiniŋdili balibu kam puuni n-nam yeltɔy’ gansi.
2. Piimi shehira dibaayiyi balibu kam puuni n-zaŋ ŋa nam yeltɔy’ bɔbigu.

3. Piimi lahibali din bachinima nye 500 ka di jendi yelkpana ɲɔ; tada gahinda (zalisi dolibu, yelmanɲi, ɲan pahi), STEM, n-zaɲ yaa biɛla n-tum tuun' sheli din di yen di yaa pam, GESI, ɲan pahi. Karimmi lahibali maa ka yihi bachiniɲda pishi di puuni. Pubu bachiniɲda n-niɲ ɲa balibu ni.

Yayili 4 Zahimbu: Tɛh' zilinli

1. Kahigimi bachiniɲda sheɲa di ni nya lahibali maa puuni maa tuma (Jaande kpama? Dan pahi.)

Yelkpani (2): **Bachiniɲdipahira Pubu**

Bachiniɲdipahirili

Di nyela bachi bee yeltɔyɲmasɔyɔ sheli din kahigira bachiniɲdili. Di ni tooi lahi kahigi di bachiniɲdipahirili kpee. Shehira: vienyela, ya, asiba, pam.

Bachiniɲdipahira shehira yeltɔya ni

- a. Bara maa diri **vienyela**.
- b. Gadabisi chani **yomyom**.
- c. **Ya** ka shikurubihini maa chana?

Bachiniɲdipahira bal' sheɲa shehira: niɲsim ni niɲ shem, luy' sheli niɲsim ni niɲ, saha/bushem, din niɲ paai shem, daliri.

Bachiniɲdipahirili din wuhiri niɲsim ni niɲ shem kahigirilia tuma ni tum shem. Shehira, bielabiɛla, yomyom. Bachiniɲdipahirili din wuhiri niɲsim ni niɲ luy' sheli tirila lahibali n-jendi luy' sheli tuma ni tuma. Shehira, luyilikam, puuni, Ghana, mɔyili ni, ɲan pahi.

Bachiniɲda ɲan wuhiri saha buyisirila saha sheli tuma ni tum bee binsheli ni tooi niɲdi shem. ɲannima tooi yirina yeltɔya piligu bee di bahigu. Shehira, zuɲɔ, pumɲɔɲɔ, yuuniyuuni, saha kam, ɲan pahi.

Bachiniɲda ɲan wuhiri daliri sɔɲdi n-kahigiri daliri sheli din che ka binsheli niɲ. Shehira: din ɲuna, amaa.

Bachiniɲda ɲan wuhiri niɲsim ni niɲ paai shem yerila niɲsim ni niɲ paai shem. Shehira, pam, zaa, yayi, ɲan pahi.

Bɔhimbu Tumanima

1. Wuhimi binsheli din nye bachiniɲdipahirili ka ti ɲa balibu.
2. Kahigimi bachiniɲdipahirili balibu ka ti shehira dibaannunu balibu yini kam puuni.
3. Zaɲmi shehira dibaayiyi balibu kam puuni n-nam yeltɔy' gaɲa.
4. Pubu bachiniɲdipahira ɲɔ n-niɲ bal' sheɲa a ni bɔhim ka ti daliri sheli din che ka a pu ɲa lala.
 - i. yomyom
 - ii. vienyela
 - iii. bielabiɛla
 - iv. sɔhila
 - v. di bi niɲ zaa yuuniyuuni viii. dede ix. din galisi
 - x. bakɔi din gari la

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.

Zahimbu Gahindili

Yayili 1 Zahimbu

Labi yeli/Labi t̄hi

1. Wuhimi binsheli din nye bachiniᅇdipahirili ka ti ᅇa balibu.
2. Timi shehira dibaananu balibu kam pubu ni.

Yayili 2 Zahimbu: Baᅇsim Kpansibu

- a. Karimmi lahibal’ sheli din do gbunni ka yihi bachiniᅇdipahira ᅇan zaa be di puuni.

Pukparilim soya wuhibu kariᅇzᅇᅇdi tiᅇgbani ᅇᅇ ni che ka niriba kᅇre kpe lala baᅇsim yayili maa ni pam. Shikurubih sheba tuyi bᅇhindi soya baᅇsim bᅇhimbu yay’ sheᅇa ka sheba mi lebi pukpariba be ni naai sekende shikuru. Di tehirimi ni di ni niᅇ ka ban mi karimbu ka ni tooi karimgbaai be ni sabi zal’ sheᅇa sᅇᅇ vienyela ka be pukparilim puuni kalinli ni pahiri, pukparilim so’ pala nyela di ni yen sayi deei zaᅇ tum tuma yomyoma.

Gomnanti ni kpa ka sᅇᅇdi pukparili vihigu mini kaabu tuma nia nyela pukparilim toontibo. Pukparilim tabibi tumayilinima bᅇhindila pukparilim yel’ muyisira Ghana. Baᅇsim sheli di ni bᅇhim maa nyela pukparilim kaarᅇkaarᅇyilinima ni mali sheli leri pukpariba ka deeri pukparilim yelmuyisira pam n-tahiri nti tiri pukparilim tabibi tumayilinima.

Din yen kpnasi pukpariba ka be ti tooni, di yooi bankinima pukparigu yaya maa ni, ka kpansi ka be paᅇdi pukpariba liyiri ni ka baligi di yᅇbu zalisi n-ti pukpariba, lala saha maa yaha, di lahi kpansiri pukpariba ni be kpami bᅇᅇbᅇᅇ din yen che ka layim arizichi n-layim bo di ni bᅇri arizichi sheli ni be zaᅇ tum tuma.

- b. Pumi bachiniᅇdipahira n-niᅇ bachiniᅇdipahira ᅇan wuhiri saha, niᅇsim ni niᅇ shem, daliri, niᅇsim ni paai shem.
- c. Piimi di ni yihi bachiniᅇdipahira sheᅇa balibu maa puuni dibaanu n-nam yelᅇᅇy’ bᅇbigu.

Section 3 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

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SECTION 4: RULES OF WRITING

Strand: Language and Usage

Sub-Strand: Rules of Writing a Ghanaian Language

Bɔhimbu nia: *Zaŋmi Dagbani sabbu zalisi ka di sɔŋ a ka a sabi yeltɔya ka di mali gbunni.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Bɔhimbu Nianima: *Zaŋmi bachinamda mini bachizaana sabbu zalisi n-nam yeltɔya*

Yelkpana: **N-zaŋdi bachinamda mini bachizaana n-namdi yeltɔya**

Bachinamdili

Bachinamdili nyela baci sheli din zaani nisala, binsheli, tɛh' sheli, bee luy' sheli zaani. Di tu ni ti baŋ ni yeltɔya pam ku tooi ka hali bachinamdili di puuni. Bachinamda tooi kanina ka tiri bachikpansira kamani, 'maa' bee 'la' *Karimbanima tu ni be wuhi bachikpansira ŋɔ n-doli ŋa ni be Dagbani ni shem.*

Bachizaanili

Bachizaanili nyela bachi sheli din ni tooi tuma bachinamdili yeltɔyɛŋmasɔyɛ tuma. Lala bachinima maa n-nyɛ, o, a, yi, bɛ, ba, ya, mani, bana, tinima, ŋuna, ni din pahi. *Karimbanima tu ni be che ka karimbibi baŋ ni Ghana zuliyanima pam ka bachizaana sheŋa ŋan wuhiri dotali bee payitali.*

Zalisi:

1. Zal' sheŋa di ni doli n-zaŋdi bachinamda n-namdi yeltɔya zuliya yeltɔya ni waliya ka che taba.

Bachinamda kuli:

- a. **Bachikapni yeltɔya puuni.** Shehira, Gurundoo chaŋ shikuru.
- b. **Niŋsimdeera yeltɔya puuni:** Shehira, Mani n-ti Azuma liyiri. Mani n-zaŋ liyiri n-ti Azuma.
- c. **Din kahigiri bachinamdili:** Shehira, ɔmangba' wuriŋ maa ka o mali nyuri koko.
- d. **Bachinamdili yeltɔyɛŋmasɔyɛ zuyu:** Shehira, Do' wayinli maa.

Karimbanima tu ni be pahi zal' sheŋa Dagbani bachizaana ni mali tumdi tuma yeltɔya ni.

1. Zal' sheŋa di ni doli n-zaŋdi bachizaana n-namdi yeltɔya zuliya yeltɔya ni waliya ka che taba. Bachizaana kuli:
 - a. **Yeltɔya bachikpana:** Shehira, O chaŋ shikuru.
 - a. **Yeltɔya niŋsimdeera:** Aduna ti o kom. Neena zaŋla bindirigu n-ti ba.

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

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.

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.

Zahimbu Gahinda**Yayili 1 Zahimbu: Labi yeli/Labi tɛhi**

1. Wuhimi binsheli din nyɛ bachinamda mini bachizaana.
2. Timi bachinamda mini bachizaana shehira piapia.
3. Zaŋmi a ni ti shehira sheŋa maa puuni dibaata n-nam yeltɔy' bɔbigu.

Yayili 3: Tɛh' zilinli

1. Nira ni o kpee, karimbihi karimmi lahibali ka kahigi li. N-doli zal' sheŋa di ni bɔhim, nira ni o kpee n-vihi lahibali maa yihi chiriŋ kam ŋan be ni nya lahibali maa ni. Bɔŋ kam kahigimi be ni nya binsheli ka be di alizama jendi li.

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

Bɔhimbu Nia: N-zaŋdi bachubuyisira sabbu zalisi n-namdi yeltɔya

Yelkpani: N-zaŋdi bachibuyisira n-namdi yeltɔya

Bachibuyisirili

Bachibuyisirili nyɛl bachi sheli din kahigiri bachinamdili bee bachizaanili. Di mali li n-wuhiri nira bee binsheli biehiyu bee m-mali binyɛra bee niriba m-mayisir taba.

Shehira:

- i. Abuyamma bɔri neem' **pala** pam.
- ii. Doo maa waya ka **kɔyisi**.
- iii. Chentiwuni **valimi** n-nyaŋ o tizodoo.

Zalisi:

Zal' sheŋa di ni doli n-zaŋdi bachi buyisira n-namdi yeltɔya zuliya yeltɔya ni waliya ka che taba. Bachibuyisira kuli:

1. Buyisiri bachinamdili yeltɔyili ni: Shehira, Bi' zee maa guri pam n-nyaŋ bihi maa zaa.
2. Di kuli dolila bachinamdili sheli di ni kahigiri maa nyaŋa. Shehira, No' nyaan' sabinli maa ŋuni nɔhi duu maa ni. (*Karimbanima teemi ni Dagbani bachibuyisira dolila bachinamdili yeltɔyihmasɔyu nyaŋa.*).

Karimbanima ni tooi pahi Dagbani zalisi ŋan jendi bachibuyisira

Bɔhimbu Tuma

1. Timi bachibuyisira shehira pia.
2. Zaŋmi shehira dibaanu n-nam yeltɔy' gaŋa ka zaŋ dibaanu dini maa n-nam yeltɔy' bɔbigu din doli Dagbani zal' sheŋa ŋan jendi bachibuyisira zaŋ tum tuma yeltɔya ni.
3. Karimmi lahibali ŋmaa ka yihi bachibuyisira lahibali maa ni.
4. Zaŋmi di ni nya bachibuyisira sheŋa maa n-nam yeltɔy' nabira din doli Dagbani bachibuyisira zaŋ tum tuma yeltɔya ni zalisi.

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.

Zahimbu din Gahim**Yayili 1 Zahimbu: Labi yeli/Labi tɛhi**

1. Timi bachibuyisira shehira pia.
2. Zaŋmi shehira dibaanu n-nam yeltɔya bal' sheŋa ŋan do gbunni ŋɔ:
 - i. Yeltɔy' gaŋa
 - ii. Yeltɔy' bɔbigu
 - iii. Yeltɔy' nabirili
3. Wuhimi Dagbani zal' sheŋa ŋan jendi bachibuyisira zaŋ tum tuma yeltɔya ni.

Yayili 2 Tɛh' zilinli:

1. Karimmi lahibali ka kahigi li. Zaŋmi a ni bɔhim zal' sheŋa maa n-wuhi chirin kam a ni nya lahibali maa puuni.

(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).

Bɔhimbu Nia: N-zaŋdi bschiniŋda mini bachiniŋdipahira sabbu zalisi n-nam yeltɔya

Yeltɔyikpani: N-zaŋdi Bachiniŋda mini Bachiniŋdipahira N-namdi Bachinima

Bachiniŋdili

Bachiniŋdili nyela bachi sheli din wuhiri tuma bee niŋsim ka be yeltɔyili bachiniŋdili yeltɔyimaŋɔyu ni kamani, wum, niŋ, di, nyu, ŋan pahi.

Bachiniŋda shehira yeltɔya puuni:

1. Azindoo **ŋubiri** shinkaafa.
2. Azimpaya **chaŋ** shikuru.
3. Duninnyeweewee **yiini** yil' nyayisa pam.

Zalisi:

Zal' sheŋa di ni doli n-zaŋdi bachiniŋda n-namdi yeltɔya zuliya yeltɔya ni waliya ka che taba.

Zalisi maa waliginsim sheŋa m-bɔŋɔ:

1. Di wuhiri bachikpani maa ni tumdi tuun' sheli: Shehira, Wahu maa **guuri** nyaŋ o taba maa.
2. Dina n-nyɛ bachiniŋdili yeltɔyimaŋɔyu zuyu. Shehira, Doo maa **guuri pam nyaŋ o taba maa**.

Karimbanima wuhimi zal' sheŋa ŋan jendi bachiniŋda Dagbani ni. Karimbanima pahimi Dgabani zal' sheŋa ŋan tu.

Bachiniŋdipahirili

Bachiniŋdipahirili nyela bachi bee yeltɔyimaŋɔyu sheli din kahigiri bachiniŋdili bee di bachiniŋdipahirili kpee bee din wuhiri niŋsim ni niŋ shem, din wuhiri niŋsim ni niŋ luy' sheli, saha, di ni niŋ shem, ŋan pahi.

Shehira:

Doo maa sa kana **sɔhila**.

O yiliya **viɛnyɛla**.

Sinii maa **naaya yomyom pam**.

Zaalisi:

Zal' sheŋa di ni doli n-zaŋdi bachiniŋdipahira n-namdi yeltɔya zuliya yeltɔya ni waliya ka che taba. Zalisi maa waliginsim sheŋa m-bɔŋɔ:

1. Dina n-nyɛ bachiniŋdipahirili yeltɔyimaŋɔyu zuyu. Shehira, Doo maa di fiila ka di **yina viɛnyɛla**.
2. Di kahigira bachiniŋdipahirili. Shehira, Kom maa **biiya yomyom**
3. Bachiniŋda sheŋa ŋan pahi bachi publi bal' sheŋa zuyu n-sabi bachi yini. ***Karimbanima tu ni be ti shehira Dagbani ni.***

Bɔhimbu Tuma

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.

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.

Zahimbu Gahinda

Yayili 1 Zahimbu: Labi yeli/Labi tēhi

1. Kahigimi binsheli din nyε bachiniᅇdili mini bachiniᅇdipahirili.
2. Timi bachiniᅇda mini bachiniᅇdipahira shehira dibaununu .
3. Zaᅇmi bachiniᅇda mini bachiniᅇdipahira sheᅇa a ti maa n-nam yeltōya. Yeltōya maa tu ni yi bal' sheᅇa ᅇan do gbunni ᅇo:
 - i. Yeltōy' gaᅇa
 - ii. Yeltōyibōbigu
 - iii. Yeltōyinabirili

Yayili 2 Zahimbu: Tēh' zilinli

- a. Karimmi lahibali ka kahigi li. Zaᅇmi a ni bōhim zal' sheᅇa, wuhimi chirin sheᅇa ᅇan zaa a nya lahibali maa puuni.

(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 4 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

Bəhimbu nianima: *N sabi lahibali din kahigiri bini ni niş şem.*

Yəltəyikpani: **Lahibali Din Wuhiri Binsheli Ni Niş Şem**

Labilihi bəhimbu yəlkpani mini yəltəy' sheŋa ŋan səŋda

Yəltəy' sheli din ziri lahibali yəlkpani nyela din yeri satar' sheli yəlkpani maa ni be yela. Yəltəy' sheli din səŋdi nyela din səŋdi kahigiri yəlkpani maa.

Baŋsim sheli din yera ka layindi teha satara ni

Dinnima n-nye: n-layindi teha sheŋa ŋan ŋmani taba, m-peri binshəŋa din niş n-doli di ni nişdi doli taba şem, n-tiri ŋmahima mini anfooninima, n-mali ŋmahinda, n-tiri daliri mini yelimuyisira, ka che ka di pe dede ŋan pahi.

Lahibali Sabbu/lahibali

Di nyela sabir' sheli bee baŋsim ni so' sheŋa di ni doli n-sabi wuhi teha. Lahibali kam malila di ni jəndi yəlkpan' sheli.

Lahibali din wuhiri binsheli ni niş şem

Lahibali din wuhiri binsheli ni niş şem bəhimbu yaya shehira

- Sabimi salinli n-jəndi a tuuli shikuru chandi dali.
- Sabimi salinli n-jəndi a bindir' yurili.
- Sabimi lahibali n-jəndi a ni kuli yoli vuhi naii Burinya vuhim sheli ŋə .
- Sabimi a maŋmaŋa bieħ' sheli a ni baŋ.
- Sabimi n-jəndi a ni daa niş binsheli ka mali li ŋmeri nyəyü ka wuhi a ni daa niş li şem.

Lahibali din wuhiri binsheli ni niş şem bieħigu

Piligu

Piligu haŋkali voobu: pilimi ni bəħigu, kalinli, bee yəligu din voori haŋkali. Di ni tu ni ban karindi baŋ lahibal' sheli. Yəltəy' sheli din ziri yəlkpani din tiri yəlkpani.

Lahibali maŋmaŋa satara

Zaŋmi yəltəy' sheŋa ŋan ziri yelikpana maa ti, yəltəy' sheŋa ŋan səŋdi kahigiri yəltəy' sheŋa ŋan mali yelikpana ni bahigu bee yəltəy' sheŋa ŋan tuyiri teha.

Zaŋmi kahigir' maŋli ti binyera ni niş şem bee di nya beh' sheli din səŋdi yəltəy' sheli din ziri yelikpana.

Sabimi n-jəndi saha sheli binyera di tu ni di nişda

Malimi zaba zaa

Malimi a binyera bieħigu ka ŋari bəya zaa

Bahigu

Labi ti yəlkpani maa

Labi yuli yelikpana maa

Timi bahigu yəltəy; sheli din kooni vaari lahibali maa zaa.

Bəhimbu Tuma

1. Wuhimi binsheli din nyɛ lahibali.
2. Wuhimi binsheli din nyɛ lahibali din wuhiri binsheli ni niŋ shem ka kahigi di nahingbana
3. Piimi bəhimbu yay' sheli a ni bɔra ka wuhi a ni yen sabi n-jɛndi li bəhimbu yayili maa lahibali din wuhiri di niŋ shem n-doli a ni bəhim binsheli zuŋɔ.

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.

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.).

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.

Zahimbu Gahinda

Yayili 1 Zahimbu: Labi yeli/ Labi tehi

1. Bɔ n-lee nye lahibali din wuhiri binsheli ni niŋ shem?
2. Wuhimi lahibali din wuhiri binsheli ni niŋ shem nahingbana.

Yayili 2 Zahimbu: Baŋsim yelibu

1. Wuhimi lahibali din wuhiri binsheli ni niŋ shem
2. Zahimmi lahibali din wuhiri binsheli ni niŋ shem, n-yihiri ka tiri di nahingbana zaa shehira:

N Zoori na Ghana

N-zoori na 1990 yuma polo daa mali ma muɣisugu n biehiɣu ni. Gbanzabila Wulinluhili Tingbani daa nyela din yiri na soojanima gominanti puuni din daa nye muɣisugu n-ti arizichi lebiginsim din daa gbarigi gomnanti tuma duri pam. Lala sooja gomnanti ŋɔ daa nyela din daa chɔyisi Gbansabila Tingban' sheŋa ŋan daa za n-ti mansulinsi deebu; n-yihi tamaha mini fakari.

Lala saha gomnanti maa – Lɛm – daa nyela ban zali zal' sheŋa ŋan nia daa nye di soŋ labisi tingbani maa bɔmma ni lebiginsim zali di naba ayi. N teeya ni zalisi ŋɔ puuni yini sheli di ni daa di anfaani di puuni n-daa nye tɔtɔ sheli be ni daa booni VAT.

Lala zaligu daa che ka binyera nti pahi m bindir' yurili dahi du. Dimbɔŋɔ teeri ma la binsheli din niŋ lala saha. Dimbɔŋɔ teeri ma la n ni nya binsheli lala dabisa maa ni. Ayirimo sheli paati sheŋa ŋan daa ka gomnanti ni mini Ʒɛ N Gama Zuyu tumanima (NGOs) ni layinsi sheŋa be ni boli CSOs ni ŋan da pahi. Zaligu maa daa na kuli tumla tuma di mini ŋɔ maa zaa daa niŋya maa. N teeya ni niriba daa gbila ayirimo ŋɔ tɔbu ni. Di nyaɣisim, gomnanti sheŋa ban daa kana Lɛm nyaŋa, J. J. Rawlings, ti ni teeri so yela, ni daa nye toondo n-ti sheli daa kuli bi yihi lala toto (VAT) maa. Lala toto yela ŋɔ na kuli nyela din be Ghana hali ni zuŋɔ.

NB: *Karimbanima tu be ti lahibali din wuhiri binsheli ni niŋ shem Dagbani ni.*

Yayili 3 Zahimbu: Tɛh' zilinli

1. Sabimi lahibali din wuhiri binsheli ni niŋ shem din nye satara ata bee din yaɣi n-jendi bɔhimbu yay' sheli a ni bɔra, timi daliri sheli din che ka a tehi lala.

Week 14

Bɔhimbu Nia: Sabimi lahibali din buyisira

Yelkpani 1: Lahibali din Buyisira

Labilihi yelkpani maa mini yeltɔy' sheŋa ŋan sɔŋdi kahigiri yelkpani maa ni jendi binsheli.

Labilihi baŋsim yelkpan' sheŋa ŋan jendi teha tibu mini teha layim nam satara

Lahibali din buyisira

Lahibali bal' sheli din buyisiri binsheli: binsheli, ninsala, luy' sheli, a ni na min nya sheli, di ni be a shem a suhu ni din pahi, n-nam kahigi neei vinyela binsheli di ni buyisira. Lahibali din buyisira tu ka di layim vienyela, ka mali kahigir' maŋli ni yeltɔy' sheli din nee, ka kuli che ka a zaya zaa be yelmaŋli ni pa ni teha.

Lahibali din buyisira biehigu

Piligu: Dimbɔŋɔ piinimi ni haŋkali voobu ka kahigiri yeltɔy' sheli din mali yelkpani mali bɔhigu din bi bɔri labisibu ka wuhiri niŋsim ni jendi yay' sheli biehigu.

Lahibali Maŋmaŋa Satara: kpe ka di kahigiri lahibali maa daliri. Lahibali maŋmaŋa satarili kam piinimi ni yelkpani yeltɔyili din voori ŋun karindi haŋkali na ka yeri ba be ni yen nya binsheli satarili maa ni. Di tiri lahibali din nee ni shehira ŋan kpini.

Bahigu: Labiri kpansiri yeltɔyikpan' sheŋa ŋan be tuuli satara maa ni ka shihiri yelkpan' sheŋa ŋan be lahibali maŋmaŋa satara maa.

(Miri ka pahi teh' pala satarili ŋɔ ni. A yi tehi ni a na mali anfaani teha din yen pahi lahibali maa ni, pilimi lahibali maŋmaŋa satar' sheli yaha.)

Lahibali din buyisiri shehira :

- Sinii yurili bee bindir' yurili buyisibu ,
- Ghana Mansulinsi Deebu Dabisili chuyu puhibu
- Buyisimi teha din jendi mansulinsi mini yelivuhi
- Buyisimi di ni be shem ni a be Ghana sheli ni a ni bɔra

Lahibali din buyisiri nahingbana

- Di tu ni nee n-ti ŋun karinda
- Zaŋmi yeltɔyiniyima tum tuma
- Piimi bachi timsa n-nam buyisir' sheli din ka tambu

So' sheŋa ŋan ni tooi sɔŋ lahibali din kahigiri sabbu

- Tuuli, vihimi bɔhimbu yay' sheli be ni ti a ka yeligi teha maa ni a maŋmaŋa nambu. Layimmi shehira/lahibali kam a ni bɔri ni ni a zaŋ tum tuma.
- Sabimi sodoligu. Sabimi yelkpana maa yini n-sɔŋda ka buyisi a ni yen yeli binsheli n-sɔŋ.
- Sabimi a lahibali. A ni tooi sabi niŋ fɔlinsi sheŋa ŋan be a buyisibu maa ni. Dimbɔŋɔ niŋdi sabbu jia.
- Labi karim ka mali. Pɔi ka nan yi zaŋ ti. Dimbɔŋɔ ni sɔŋ a ka mali sabi chiriy sheŋa a ni ni tooi mali. might have committed.

Pedagogical Exemplars

Problem-based learning

Whole class:

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

Group work:

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

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.

Zahimbu Gahinda

Yayili 1 Zahimbu : Labi yeli/Labi tɛhi

1. Bɔ n-lee nyɛ lahibali din buyisira?
2. Bɔ n-lee nyɛ yeltɔy' sheli din ziri lahibali yelkpani mini yeltɔy' sheli din sɔŋda satara?

Level 2 Assessment: Skills building

1. Zaŋmi shehira n-kahigi lahibali din kahigira nahingbana
2. Sabimi lahibali din kahigiri din satara nyɛ ata bee ka di gari ka jendi bɔhimbu yay' sheli (shehira, tada gahinda (suhuzia, ka ganbu, ŋan pahi), STEM, GESI, sabita, dundɔŋni mini tinduya yela, ŋan pahi.)

Week 15

Yelkpana 1: Lahibali din Kahigira

Bɔhimbu nia: Yelkpana 1: Lahibali din Kahigira

Lahibali din Kahigira

Dannima n-nyɛ lahibal' sheŋa ŋan nia nyɛ di kahigi bee m-buyisi binsheli. Di tiri neesim, kahigir' sheli din jendi yelkpan' sheli, sodoligu, bee n-yihi teha.

Lahibali din Kahigira Sabbu Soya

Zuyu bee Bɔhigu yelkpani :

Dimbɔŋɔ yirila bee di kolivaai yirila bɔhigu maa ni na.

Lahibali maa piligu:

Lahibali din kahigiri tu ni di mali piligu. Dimbɔŋɔ kpehiri ŋun karinda kɔre, piini a yelkpani, ka wuhiri yeltɔy' sheli din ziri lahibali maa yelkpana n-kooni vaari a ni yen yeli yeltɔy' sheŋa zaŋ jendi li.

Lahibali Maŋmaŋa Satara

Dina n-nyɛ luy' sheli a ni kahigiri a yelkpana vienyela. Di tooi mali satara ata ka ni tooi gari lahibali yi waya. Dimbɔŋɔ n-nyɛ luy' sheli di ni kahigiri sodoligu, teha bee yelkpana maa vienyela.

Bahigu

Lahibali din kahigiri bahigu kooni vaari yelkpan' sheli di ni yeri jendi maa. Talahi n-nyeli ni a bahigu beni n-kolivaai lahibali maa din yen vooi sokam haŋkali na ka ti a bahigu teha ni nyɛ sheli.

Bɔhimbu nia

1. Bɔ n-lee nyɛ lahibali?
2. Bɔ n-lee nyɛ lahibali din kahigira?
3. Kahigimi lahibali din kahigira ka ti di shehira. Baŋsim dini ka di simdi ni a mali ka tooi sabi lahibali din kahigira?
4. Sabimi lahibali din kahigira n-jendi yelikpan' sheli.

Karimba n-simd ni o ti be ni yen sabi n-jendi yelikpan' sheli maa.

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 5 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.

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