



MINISTRY OF EDUCATION

Evegbegbalē Na Sekendrisukuwo

NUFIALA JE AFỌĐOJEFIAGBALĒ



Je Gbāto - Agbalē Gbāto



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

Evegbegbalē

Na Sekendrisukuwo

Nufiala Fe Afɔɔofefiagbalē

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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

EWE TEACHER MANUAL

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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

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

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SCOPE AND SEQUENCE

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Oral Conversation	Conversation/ Communication in context	1	1	2	1	1	2	1	1	3
		Phonology	1	2	4	2	2	4	1	1	2
		Reading	1	1	3	1	1	2	1	1	2
2	Language And Usage	Lexis and structure	1	1	4	1	1	4	1	1	3
		Rules of writing a Ghanaian Language	1	1	3	1	1	2	1	1	2
		Text Composition	1	1	3	2	2	4	1	1	1
		Interpretation and Translation	1	1	1	1	1	1	1	1	2
3	Cultural Practices And Traditional Governance	Cultural practices	2	2	3	2	2	5	2	2	4
		Traditional governance	1	1	2	1	1	3	-	-	-
4	Literature Of The Ghanaian Language	Oral literature	1	1	2	1	1	2	1	1	2
		Written literature	1	1	2	1	1	2	1	1	2
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. *Ɖɔ abɔɔɔɔɔɔɔɔɔ to dzidzeti siwo gbɔna la zazã me: nuyi fe nɔnɔme, aɔe fe kɔkɔme, aɔe fe akpa.*
2. *Ɖɔ xaxagbɔɔɔɔɔɔ to dzidzeti siwo gbɔna la zazã me: dzɔtsofe, dodonɔnɔme kple zinyenye.*

Nyati: **Ablɔɔɔɔɔɔɔɔ kple Xaxagbɔɔɔɔɔɔ Ɖɔɔ**

Ablɔɔɔɔɔɔɔɔ

Enye gbɔɔɔɔ si le ewɔwɔ me la, gbɔɔɔɔɔɔɔɔ aɔeke mexea mɔ na gbɔɔɔɔɔɔɔɔ la o. Ablɔɔɔɔɔɔɔɔɔ katã nyea zi eye wonyea nukɔkɔ ɔe sia ɔe klole fe dzi.

- *Ablɔɔɔɔɔɔɔɔɔ ɔɔɔ:* Woléa ŋku ɔe dzidzeti aɔewo ŋuti le abɔɔɔɔɔɔɔɔɔɔ ɔɔɔ me. Dzidzeti siawoe nye nuyi fe nɔnɔme, aɔe fe kɔkɔme kple aɔe fe akpa si wozã le gbɔɔɔɔɔɔɔɔ la wɔwɔ me.
- *Nuyi fe nɔnɔme:* Esia ɔea nɔnɔme si me nuyiawo nɔna le abɔɔɔɔɔɔɔɔɔɔ la wɔwɔ me la fiana, nenye be nuyiawo le nogoo alo le keke. Esia wɔne be abɔɔɔɔɔɔɔɔɔɔ aɔewo nyea **nuyinogotɔwɔ** alo **nukeketɔwɔ**.
- *Aɔe fe kɔkɔme:* Esia ɔea kɔkɔme si aɔea ɔo le abɔɔɔɔɔɔɔɔɔɔ la wɔwɔ me la fiana. Esia ate ŋu anye **dzime, teɔɔdzime, teɔɔanyime** alo **anyime**.
- *Aɔe fe akpa:* esia nye aɔe fe akpa si wozã le gbɔɔɔɔɔɔɔɔɔ la wɔwɔ me. Esia wɔne be abɔɔɔɔɔɔɔɔɔɔɔ tea ŋu nyea ŋgɔgbe, titina kple megbeblɔɔɔɔɔɔɔɔɔɔ.

Ablɔɔɔɔɔɔɔɔɔ fe kpɔɔɔɔɔ aɔewoe nye esiwo gbɔna:

- /o/ - megbe teɔɔdzime nuyi nogo
- /i/ - ŋgɔgbe dzime nukeke vie
- /ɛ/ - ŋgɔgbe teɔɔanyime nukeke evedomi
- /ɔ/ - megbe teɔɔanyime nuyi nogo

Xaxagbɔɔɔɔɔɔ

Enye gbɔɔɔɔ si le ewɔwɔ me la, gbɔɔɔɔɔɔɔɔɔ xea mɔ na gbɔɔɔɔɔɔɔɔɔ la hafi wɔdona. Xaxagbɔɔɔɔɔɔɔ foa fu kple agblɔɔɔɔɔɔɔɔɔ tua nukɔkɔ ɔo.

- **Xaxagbɔɔɔɔɔɔɔ ɔɔɔ fe dzidzetiwo:** dzɔtsofe, dodonɔnɔme kple zinyenye.
- **Zinyenye:** Xaxagbɔɔɔɔɔɔɔ aɔewo nyea zi eye ɔewo menyea zi o. Xaxagbɔɔɔɔɔɔɔɔ nyeziwo fe kpɔɔɔɔɔ aɔewoe nye: /g/, /d/, /m/, /b/ eye xaxagbɔɔɔɔɔɔɔɔ manyeziwo fe kpɔɔɔɔɔ aɔewoe nye: /f/, /s/, /k/, /j/.
- **Dzɔtsofe:** xaxagbɔɔɔɔɔɔɔ fe dzɔtsofe aɔewoe nye nuyi eve, aɔu kple nuyi, nye, akpaŋɔ, ayiŋɔ, nuyi kple ayiŋɔ.
- **Dodonɔnɔme:** Enye nɔnɔme si me gbɔɔɔɔɔɔɔɔɔɔ dona le la le esime gbɔɔɔɔɔɔɔɔɔɔɔɔɔ xea mɔ na gbɔɔɔɔɔɔɔɔɔɔɔ la. Xaxagbɔɔɔɔɔɔɔɔ fe dodonɔnɔme aɔewoe nye doula, fufu, doula-fufu, ŋɔtime kple domii.

Dodeasi

1. Nu kae nye ablodegbedi?
2. Nu kae nye xaxagbedi?
3. Dzidzeti kawo wozana le ablodegbediwo dodo me?
4. Dzidzeti kawo wozana le xaxagbediwo dodo me?
5. Yo ablodegbedi siwo le Ewegbe me la.
6. Yo xaxagbegbedi siwo le Ewegbe me la dometo ewo teti.
7. Do xaxagbedi kple ablodegbedi siwo neyo la.

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

Pedagogical Exemplars**Collaborative learning****1. Modelling (Vowels)**

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

2. Modelling (Consonants)

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

3. Whole Class

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

Building on what others say**1. Pair work**

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

- h. Use the parameters for describing consonants to describe the consonants.

Collaborative learning

1. Group work

- 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.
- Learners describe at least three vowels and five consonants they identify in the given words.

2. Pair work

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

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

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

Key Assessment

Nus̄sr̄dodo kp̄ fe d̄ofe 1: D̄kuḡoḡo nu dzi

- D̄l̄o abl̄oḡegbed̄iḡi siwo le Euegbe me la domet̄o et̄o teti da ḡi.
- D̄l̄o abl̄oḡegbed̄iḡi siwo le nya siwo gb̄ona me la da ḡi: kpakpaxe, amefoti, kafom̄o, atimevu, yakayake
- D̄l̄o xaxagbed̄iḡi siwo le Euegbe me la kat̄a da ḡi.
- Ḃe dzidzeti siwo woz̄ana le abl̄oḡegbed̄iḡiwo ḡoḡo me la me.
- Ḃe dzidzeti siwo woz̄ana le xaxagbed̄iḡiwo ḡoḡo me la me.

Nus̄sr̄dodo kp̄ fe d̄ofe 2lia: Nunyazaz̄a

- Fo nu tso ale si wow̄o abl̄oḡegbed̄iḡiwo le Euegbe me la ḡu.
- Ḃo abl̄oḡegbed̄iḡi siwo gb̄ona la:
 - /a/
 - /ε/
 - /o/
 - /i/
 - /ɔ/

3. Ma xaxagbeḍiḍi /b/, /d/, /g/, /t/ ḍe dzidzeti siwo gbɔna la te:
 - a. Zinyenye
 - b. Dzɔtsofe
 - c. Dodonɔnɔme
4. Tu nya etḍ teti ḍo to xaxagbeḍiḍiwo zazā me.
5. Zā xaxagbeḍiḍiwo ḍḍḍe fe dzidzetiwo nàtsɔ aḍo xaxagbeḍiḍi atḍ teti.

Week 2

Learning indicators

1. *Ɖe nɔfe siwo ablɔɔɔɔɔɔɔɔɔɔ nɔna le nyawo me le Evegbe me la me. (kpɔɔɔɔɔɔɔɔɔɔ: ɔɔɔɔɔɔɔɔɔɔ, titina kple nuwufe)*
2. *Ɖe nɔfe siwo xaxagɔɔɔɔɔɔɔɔ nɔna le nyawo me le Evegbe me la me. (kpɔɔɔɔɔɔɔɔɔɔ: ɔɔɔɔɔɔɔɔɔɔ, titina kple nuwufe)*

Nyati: Ablɔɔɔɔɔɔɔɔɔɔ Ɖe Nɔfe Le Nyawo Me

Ablɔɔɔɔɔɔɔɔɔɔ Ɖe Nɔfe Le Nyawo Me

Ablɔɔɔɔɔɔɔɔɔɔ nɔa nɔfe vovovowo le nyawo me. Ablɔɔɔɔɔɔɔɔɔɔ nɔa nyawo fe ɔɔɔɔɔɔɔɔɔɔ, titina kple nuwufe.

Kpɔɔɔɔɔɔɔɔɔɔ

Lé ɔku ɔe nɔfe siwo gbediɔi /a/ le la ɔu le nya siwo gbɔna la me.

1. atike
2. dzatsi
3. nuɔɔɔɔɔ

Le kpɔɔɔɔɔɔɔɔɔɔ gbɔto me la, ablɔɔɔɔɔɔɔɔɔɔ /a/ dze le nya la fe ɔɔɔɔɔɔɔɔɔɔ. Esia fia be /a/ tea ɔu dzea nya ɔɔme. Le kpɔɔɔɔɔɔɔɔɔɔ evelia me la, /a/ dze le nya la fe titina. Esia fia be /a/ tea ɔu nɔa nya fe titina. Le kpɔɔɔɔɔɔɔɔɔɔ etɔlia me la, /a/ wu nya la nu. Esia fia be /a/ tea ɔu wua nya nu le Evegbe me.

Dɔɔɔɔɔɔɔɔɔɔ

1. Ablɔɔɔɔɔɔɔɔɔɔ kple xaxagɔɔɔɔɔɔɔɔ siwo gbɔna la dometo kawoe tea ɔu dzea nya ɔɔme le Evegbe me?
/a/, /e/, /ɛ/, /i/, /o/, /ɔ/ kple /u/
/b/, /d/, /f/, /g/, /h/, /j/ kple /k/
2. Ablɔɔɔɔɔɔɔɔɔɔ siwo va yi la dometo kae tea ɔu nɔa nya fe titina?
3. Ablɔɔɔɔɔɔɔɔɔɔ kple xaxagɔɔɔɔɔɔɔɔ siwo va yi la dometo kawoe tea ɔu nɔa nya fe nuwufe?
4. Lé ɔku ɔe nya siwo gbɔna la ɔu eye nàgblo nɔfe siwo ablɔɔɔɔɔɔɔɔɔɔ kple xaxagɔɔɔɔɔɔɔɔ le le wo me la wotɔxewotɔxɛ: agbelitsro, kusilɔla, zikpuito, tu, enyilia, takuvi, dzigbɔɔi, lolɔ, mamanye, ati, ɔevi, vudzo

Dzesidenya: Ele be nufialawo nade dzesii be nusrlawo katã fe nugomesese mele ɔeka o. Eya ta ele be woazã nufiamɔnu/nufiaɔɔɔɔ vovovowo be wɔakpe ɔe nusrla siwo fe susu meléa nu kabakaba o la ɔu be woawo hã nase nusrla la ɔɔme.

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:

2. Whole class discussion

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

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

2. Modelling

- a. Teacher provides ten words and shows the position of all the vowels in them.
- b. 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: *takuvi, abolo, agbledela, agbalē, detsize, yleti, gaflo, suɖui, kodzoe, gomekaɖi, tsilefe, anyimlɔxɔ, vidzĩ*

Collaborative learning

Pair work

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

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

Key Assessment

Nusɔsrɔdodo kpɔ fe ɖɔfe 1: Dkuɖɔɖɔ nu dzi

1. Yɔ nya eve siwo fe gɔmedzefe, titina kple nuwu fe ablɔɖegbediɖi siwo gbɔna le la wotɔxewotɔxɛ.
 - a. /a/
 - b. /e/
 - c. /o/
2. Yɔ nya eve siwo me ablɔɖegbediɖi siwo gbɔna le la le ɖɔɖɔ si gbɔna la nu:
 - a. gɔmedzefe: /a/, /o/
 - b. titina: /a/, /i/, /ɔ/, /u/, /o/
 - c. nuwuwu: /i/, /e/, /ɛ/, /o/, /ɔ/, /u/

Nusɔsrɔdodo kpɔ fe ɖɔfe 2lia: Nunyazazã

1. De dzesi ablɔɖegbediɖiwo le nya siwo gbɔna la me eye nãgblo nãfe siwo wole le nyaawo me la.
 - a. dadi
 - b. atɔ
 - c. dzifo
 - d. kusi

- e. asifome
- f. he

Nusɔsrɔdodo kpɔ fe ɔofe 3lia: Dkuɔflɔ ɔe nu me

1. Zã ablɔɔegbedi si tea ɲu nɔa nya fe gɔmedzefe, titina kple nuwufe la nãtsɔ atu nya adre ɔo wotɔxewotɔxɛe eye nãɔe wò ɲuɔɔo la me.

Nyati: Xaxagbediwo fe nɔfe le nyawo me

Xaxagbediwo fe nɔfe le nyawo me

Xaxagbediwo nɔa nɔfe vovovowo le nyawo me. Xaxagbediwo aɔewo nɔa nya fe gɔmedzefe, ɔewo nɔa nya fe titina eye ɔewo nɔa nya fe nuwufe.

Lé ɲku ɔe nɔfe siwo xaxagbediwo /ɲ/ le la ɲu le nya siwo gbɔna la me:

1. ɲɔti
2. aɲuti
3. keɲ

Le kpɔɔɲu gbãtɔ me la, xaxagbediwo /ɲ/ dze nya la gɔme. Le kpɔɔɲu evelia me la, xaxagbediwo /ɲ/ dze le nya la fe titina. Esia fia be xaxagbediwo /ɲ/ dzea nya gɔme eye wòganɔa nya fe titina hã. Le kpɔɔɲu etɔlia me la, xaxagbediwo /ɲ/ wu nya la nu. Esia fia be xaxagbediwo aɔewo tea ɲu wua nya nu le Evegbe me. Kpɔɔɲu /ɲ/, /m/.

Dɔdeasi

1. Nufiala la netia xaxagbediwo vovovowo kple nya didime vovovowo na nusɔrlawo be woabu ta me tso wo ɲu le dɔdeasi la wɔwɔ me. Le kpɔɔɲu me: afɔkpa, mɔdovu, gbemelã, atimevu, agbelimɔtɔ, amegbetɔfomea, yevunemidzalẽ, agbamedati,
2. Dzro nɔfe siwo xaxagbediwo le le nya siwo va yi me la.
3. Tso xaxagbediwo siwo le nya siwo va yi me la dometɔ ɔeka tu nya bubuwo ɔo eye nãgblo nɔfe siwo xaxagbediwo la le le nya yeyeawo me la.

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, kp, gb/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable).
- b. Learners produce the consonant sounds after the teacher.
- c. In groups, learners form words with the consonants they produce and tell the position of the consonants in them.
- d. Teacher uses this activity to guide learners to discuss the parameters for describing consonants distribution in words—word initial, word medial, word final.
- e. Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.

Building on what others say**1. Pair work**

- Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, fɔŋli, nuɖufe, dɔmedzoe, dzidefo, kekevi... The consonants in the words provided are (/f, ŋ, l, n, ɖ, f, d, m, dz, v, k/)
- Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

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

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

Key Assessment**Nusɔsrɔdodo kpɔ fe ɖɔfe 2lia: Nunyazazã**

- Yɔ nya ene siwo fe gɔmedzefe xaxagbediɖi siwo gbɔna la le la:
 - /b/:
 - /d/:
 - /f/:
 - /g/:
 - /h/:
 - /k/:
 - /l/:
 - /m/:
 - /n/:

Nusɔsrɔdodo kpɔ fe ɖɔfe 2lia: Nunyazazã

- De dzesi xaxagbediɖiwo le nya siwo gbɔna la me eye nàgblo esiwo le nya fe gɔmedzefe, titina kple nuwufe la.
 - gbɔla
 - futake
 - klogo
 - gbedadi
 - didife
 - ŋɔli
 - gasɔ
 - kekevi
 - ɖetike

Nusɔsrɔdodo kpɔ fe ɖɔfe 3lia: Dkufɔflɔ ɖe nu me

- Zã xaxagbediɖi siwo nɔa nya fe gɔmedzefe, titina kple nuwufe la nàtsɔ atu nya ewo ɖo wotɔxewotɔxɛe eye nàɖe wò ɲuɖoɖo la me.

Section Review

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

Additional Reading

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3. Lauren, T. (2019). *Vowel phenomena of Guang languages*. Master's thesis submitted to the faculty of graduate studies Trinity Western University
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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

Learning Indicators

1. *De dzesi nyati veviwo le nuɲlɔɔɔi me. Kpɔɔɔɔɔ: degbenɔɔ nyuiwo (amebubu, dɔmenyo, ame nɔewo gɔme sese kple bubuawo), agbalɛsɔsrɔ, ɔɔviwo kpɔkplɔ de dɔ sesɛ wɔwɔ me, mia nɔfewo, dɔwɔfewo ɔɔɔɔ ɔɔ Ghana, tomenu xɔasiwo kuku, gomekpɔkɔ sɔsɔe nana nyɔnuviwo kple ɲutsuviwo le hadomegbenɔnyawo me (GESI) kple bubuawo.*
2. *Dzro susu vevi siwo le nuɲlɔɔɔi me la me. Kpɔɔɔɔɔ: degbenɔɔ nyuiwo (amebubu, dɔmenyo, ame nɔewo gɔme sese kple bubuawo), agbalɛsɔsrɔ, ɔɔviwo kpɔkplɔ de dɔ sesɛ wɔwɔ me, mia nɔfewo, dɔwɔfewo ɔɔɔɔ ɔɔ Ghana, tomenu xɔasiwo kuku, gomekpɔkɔ sɔsɔe nana nyɔnuviwo kple ɲutsuviwo le hadomegbenɔnyawo me (GESI), nusɔsrɔ tso dzɔdzɔmeɲutinunya, mɔɔɲunutinunya kple akɔɲtaɲutinunya ɲu (STEM) kple bubuawo .*
3. *Zã nuxexlɛ dzradzradzra kple nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi fe aɔɲu nãtsɔ axlɛ nuɲlɔɔɔiwo eye nãɔ biabiawo ɲu.*
4. *Dzro nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi me to efe aɔɲuwo zazã me (kpɔɔɔɔɔ: ɲku alo asibidetsɔtsɔ adi nyawo alo nyakɔsɔkɔsɔwɔ)*
5. *Dzro nufogɔmedɔɔɔ me eye nãte gbe ɔɔ toɔɔɔ nyuie, nyagɔmesese, nufɔfo kple bubuawo dzi.*

Nyati: **Dzesidede nyati veviwo le nuɲlɔɔɔi me**

Nyati Veviwo

Nyati veviwo nye nu si ɲu nuɲlɔɔɔi la ku ɔɔ la. Esia nye nuɲlɔɔi la fe gbedeasi si ku ɔɔ nu si ɲu wɔle nu fom tsoe la ɲu. Le nuɲlɔɔɔiwo me la, nyati veviwo tea ɲu dzena kã alo womedzema kã o. Enye nu si ɲu nuɲlɔɔɔi la katã fo nu tso la.

- Be nãde dzesi nyati veviwo le nuɲlɔɔɔi me la, wɔ nu siwo gbɔna la:
- De dzesi ame alo nu si ɲu nuɲlɔɔɔi la fo nu tsoe la: ðe nuɲlɔɔɔi sia fo nu tso ame, amewo alo nane ɲua?
- Bia ɲeyiɲi si nuwɔnawo yi edzi la ɔkuiwɔ: ðe nuɲlɔɔɔi la tɔ asi ɲeyiɲi aɔɔɔ dzia?
- Di tefe si nuwɔna la yi edzi le la: ðe nuɲlɔɔɔi la fo nu tso tefe aɔɔɔ ɲua?
- Bia nu si ta nuwɔna la yi edzi ɔɔ la ɔkuiwɔ: Ède dzesi susu si ta nana yi edzi ɔɔ la le nuɲlɔɔɔi la mea?
- Bia ale si nuwɔna la yi edzi la ɔkuiwɔ: ðe nuɲlɔɔɔi sia de dzesi ɔɔɔɔ alo susuɔoanyi aɔɔɔ?

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

Dɔdeasi

1. Yɔ nyati veviwo etɔ le nuɲlɔɔɔi la me.
2. Gblɔ nu si nyati veviwo nye la eye nãde dzesi nyati veviwo etɔ le nuɲlɔɔɔi la me.
3. ðe nu si nyati veviwo nye la me eye nãle ɲku ɔɔ nuɲlɔɔɔi la ɲu ahade dzesi nyati veviwo le eme.

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.

Key Assessment

Nusɔsrɔdodo kpɔ fe dɔfe 1: Dkuɔdɔɔ nu dzi

1. Dzro nu si nyati veviwo nye la me.
2. Gblɔ nu si nyati veviwo nye la le wò gɔmesese nu.

Nusɔsrɔdodo kpɔ fe dɔfe 2 lia: Nunyazazã

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

Dzesidenya: Ghana nye yetofe Afrika dukɔwo dometɔ dɛka si didi tso tefe siwo anyigba vuvuna le vevie kple tefe siwo mevuvuna le vevie o le xexea me godoo la gbɔ. Togbɔ be ele alea hã la, anyigbavuvu siwo meglẽ nu o kple esiwo gblẽ nu vevie la dzɔ le Ghana kpɔ. Anyigbavuvu siwo gblẽa nu fũu la dzɔ le Ghana le blema eye esiwo meglẽa nu tututu o la gale dzɔdzɔm tso yeyiyi yi yeyiyi. Anyigba vuvu zi gbãtɔ le Ghana le fe 1615 me. Eglẽ Sao Jorge Mɔ si le Elmina la dome. Le fe 1636 me la, anyigba gavuvu le Axim. Le fe 1862 me la, anyigbavuvu sesẽ aɛe yi edzi le Gẽ, Ghana fe toxɔdua me eye wògblẽ nu le Christiansburg Mɔgã la, mɔ bubuwo kple ahlihakpexɔwo ŋu.

Nusɔsrɔdodo kpɔ fe dɔfe 3lia: Dkufɔflɔ dɛ nu me

1. Zã nyati vevi siwo nède dzesii le nuɲlɔɔɔ me la nãtsɔ aɲlɔ nuɲlɔɔɔ la yi edzi. Zã nu siwo dzɔ va yi la le wò nuɲlɔɔɔ la me. Dɛ nudzɔdzɔ siwo nèzã la me.

Nyati: Susu siwo le nufo alo nuṅlɔɔi me la me dzodzro**Nufo alo Nuṅlɔɔi**

Nufo alo nuṅlɔɔi yia edzi le amewo dome, vevieto esi ku ɔe numedzodzro tso nyati tɔxe aɔe ŋu la ŋu.

Susudeɔe

Enye nu si ame aɔe bu tso nane aɔe ŋu.

Susu siwo ame aɔe bu tso nane ŋu

Enye susu si ame aɔe bu tso nane ŋu si manye nyatefe alo amea fe nunya tso nua ŋu kokoko o. Agate ŋu anye aɔaŋu si ame aɔe ana tso nane ŋu la.

Le susudeɔe alo susu si ame aɔe bu tso nane ŋu me dzodzro me la, ele be nusrɔlawo:

- Naɔo to nyuie ase nufo la gbã
- Nabu ta me hafi afo nu.
- Nakpɔ egbo be yewonya nu tso nya la ŋu.
- Nagblo nu si wobu la memie ɔe ɔoɔo nyuitɔ nu ahaɔo kpe edzi kple kpɔɔeŋuwo.
- Nazã ŋkɔtefenɔnya “me” le wofe nufo la me.

Dzesidenya: *Le nyamedzodzro me la, mele be woade ɔeklemi le ame aɔeke fe susu si wode gblo la ŋu o.*

Dɔdeasi

1. Gblo nu si nufo, susudeɔe kple susububu tso nane ŋu nye la.
2. ɔe nu si susu kple susububu tso nane ŋu nye le wò gomesese nu eye naɔe dzesi wo le nuṅlɔɔi alo nufo alo nuṅlɔɔi aɔe me.
3. ɔe ɔoɔo si nu wodzroa susu si naa nufo me la me.
4. ɔo to naɔe nufo aɔe, lé ŋku ɔe eŋu tsitotsito eye naɔe dzesi susu siwo le eme la.

Pedagogical Exemplars**Starter**

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

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

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

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

Talk for Learning

Think-pair-share

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

Group work

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

NB: Teachers should encourage the HP learners to assist the AP learners in the groups.

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

Individual work

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

Nus̄sr̄õ fe nyati veviwo dodo kp̄

Nus̄sr̄õdodo kp̄ fe ðofe 1: Ðkuðoðo nu dzi

1. Ðe nu si nufo kple susu siwo n̄a nufo me nye la me.
2. Ðo to n̄ase ñutinya aḍe eye n̄adzro susu vevi siwo le ñutinya la me la me ahaḍe wò susu agbl̄o tso eñu.
3. Gbl̄o ñutinya kpui aḍe to n̄on̄ometatazazã me.

Nus̄sr̄õdodo kp̄ fe ðofe 2lia: Nunyazazã

1. Ku ðe nu si n̄esr̄õ va yi ñu la, ðe wò susu gbl̄o tso nyati si gb̄ona la ñu: ***“Enye nȳonuviwo alo nȳonuwo fe d̄adeasi be woaḍa nu na wofe afek̄omet̄wo ye sia yi.”***

Dzesidenya: *Nufialawo ate ñu ana nus̄r̄õlawo nafo nu tso nyati bubuwo abe Russia kple Ukrarine fe avaw̄aw̄, Gazavaw̄aw̄ kple bubuawo ene ñu.*

Nus̄sr̄õdodo kp̄ fe ðofe 3lia: Ðkuf̄ɔfl̄o ðe nu me

1. Ts̄o wò susu ku ðe nyati aḍe ñu s̄o kple ame bubuwo t̄o eye n̄ade dzesi s̄os̄ominas̄e kple vovototo siwo le wo dome la. W̄o nyametsotso si me k̄o la tso eñu.

Week 4

Nusɔsrɔ̄ fe taɔdɔzinu: *Zã nuxexlẽ dzradzradzra kple nuxexlẽ dzradzradzra hena nya tɔxe aɔewo didi fe aɔaɔnu nãtsɔ axlẽ nu ahadi nuɔɔɔ na agbemekuxiwo.*

Nyati: Nuxexlẽ dzradzradzra

Nuxexlẽ dzradzradzra

Nuxexlẽ dzradzradzra nye nuxexlẽ kabakaba hena dzesidede nu si nu nuɔɔɔ la fo nu tsoe la. Wozãne tsɔna dea dzesi nu si tututu nu nuɔɔɔ la ku ɔo la.

Nuxexlẽ dzradzradzra nye nuxexlẽ kabakaba hena dzesidede nyati veviwo.

- *Nuɔɔɔ la kpɔkpɔ do ɔgo:* Enye mɔnukpɔkpɔ si me wokpɔa nane le do ɔgo na yeyiɔ si me woawo nua nu ɔo le la. Le nuxexlẽ me la, enye ɔkuléle ɔe nuɔɔɔ la nu hena dzesidede susu siwo le nuɔɔɔ la me kple nu siwo wogblɔ tso eɔ la.
- *Nuɔɔɔ la xexlẽ:* Enye ale si woxlẽa nuɔɔɔ aɔe hede dzesi nu si nu nuɔɔɔ la fo nu tsoe la.
- *Ɖkuléle ɔe nuɔɔɔ la nu:* Esia nye nuɔɔɔ la gbugbɔxlẽ, ɔkuléle ɔe eɔ nyuie be woase nuɔɔɔ la la gɔme nyuie eye woatrɔ asi le eɔ nenyé be ehiã.

Dɔdeasi

1. Ɖe nya veviwo me le wò gɔmesese nu.
2. Xlẽ nuɔɔɔ la fe boɔɔe gbãtɔ etɔawo eye nãde dzesi nya vevi etɔ teti le wo me. Zã nya veviwo nãtsɔ atu nyagbe fokpli siwo do ka kple nuɔɔɔ la fe nyati la ɔo.
3. To nuɔɔɔ la fe boɔɔe gbãtɔ etɔawo ɔe eme.

Pedagogical Exemplars

Problem-Based learning

Whole class

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

Group work

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

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

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

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Dzro nuxelē dzradzradzra fe aḍaḅuwo me.

Level 2 Assessment: Skills building

1. Zā nuxelē dzradzradzra fe aḍaḅu nātsō ade dzeṣi nu siwo ḅu wofo nu tsoe le nuḅlōḍi kpukpuikpuiwo me la.
2. Xlē nuḅlōḍi si anō abe nya alafa ene ene la to eme dzradzradzra eye nāzā nuxelē dzradzradzra fe aḍaḅu atsō to nu si ḅu nuḅlōḍi la fo nu tsoe la ḍe eme.
3. Lé ḅku ḍe nuḅlōḍi la ḅu tsitotsito eye nāde dzeṣi nya veviwō. Zā nya veviwō nātsō atu nyagbe fokpli siwo do ka kple nuḅlōḍi la fe nyati la ḍo.

Week 5

Nusɔsrɔ la fe taɔodzɪnu(wɔ): *Dzro nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi me to efe aɔaɔɔwɔ zazā me (kpɔɔɔɔɔ: ɲku alo asibidetsɔtsɔ adi nyawo alo nyakɔsɔkɔsɔwɔ)*

Nyati: **Nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi**

Nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi me ɔɔɔɔ

Nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi nye nuxexlɛ *fe* ha si me woxlɛa nu dzradzradzra le kple susu be woade dzesi nya tɔxɛ aɔewo ko le nuɲlɔɔɔɔ la me. Le nuxexlɛ sia *fomevi* me la, womexlɛa nuɲlɔɔɔɔ la katā o. Be woakpɔ ta na nuxexlɛ sia *fomevi* la, ele be nuxlɛla la nase ɔɔɔɔ si nu nuɲlɔɔɔɔ la le la gɔme. Kpe ɔɔ esia ɲu la, ele be nuxlɛla la nase nu si woxlɛ la gɔme kple susu be wɔate ɲu ade dzesi nya tɔxɛ siwo dim wɔle la. Nuxexlɛ sia *fomevi* nana wodea dzesi nu siwo ɲu nuɲlɔɔɔɔ la *fo* nu tsoe la kabakaba.

Nuxexlɛ dzradzradzra hena nya tɔxɛ aɔewo didi nana be woxlɛa nu fɔu eye wɔfāa nuxexlɛ *fe* gbɔgbɔ ɔɔ nuxlɛla la me. Ele vevie be nāde dzesi nu si ta nɛle nuɲlɔɔɔɔ la xlɛm ɔɔ la. Ele be wɔ susu naku ɔɔ nu si tututu dim nɛle le nuɲlɔɔɔɔ la me la ɲu. Esia ate ɲu anye agbalɛ aɔɔ *fe* tanya, websaiti, agbalɛ tɔxɛ aɔɔ, nya alo nyakɔsɔkɔsɔ tɔxɛ aɔɔ alo ɲutinya tɔxɛ aɔɔ si nādi be yeaxlɛ la.

Egale vevie be nākpɔ egbɔ be nya si dim ye le la le agbalɛ la me eye nāde dzesi axa siwo nāte ɲu akpɔ nya siawo le la.

Ele be nānya ale si woɔɔ agbalɛa me nyawo ɔɔ ɔɔɔɔ nu le agbalɛ la me. Woate ɲu aɔɔ nuwo ɔɔ agbalɛa me ɔɔ ɔɔɔɔ si nu woxlɛa ɲɔɲlɔɔdzesiwo ɔɔ, ɔɔɔɔ si mele ale si woxlɛa ɲɔɲlɔɔdzesiwo la o, ɔɔɔɔ si nu nuwo dzɔ ɔɔ nu, ɔɔ hatsotsowo me, tanyawo kple xexlɛmedzesiwo nu.

Yeyiyi si wɔle be nusɔrlawo naxlɛ nu dzradzradzra hena nya tɔxɛ aɔɔ didi

- i. Xlɛ nu dzradzradzra hena nya tɔxɛ aɔɔ didi do ɲgɔ na nuxexlɛ la.
- ii. Xlɛ nu dzradzradzra hena nya tɔxɛ aɔɔ didi nenyɛ be èdi be yeade dzesi biabia siwo ɲu anya ɔɔ na ye bɔbɔe wu la le biabia siwo woɔɔ na wɔ la dome.
- iii. Xlɛ nu dzradzradzra hena nya tɔxɛ aɔɔ didi nenyɛ be èle nutsotso tɔxɛ aɔɔ dim. Le kpɔɔɔɔ me, yletinɛkeke, nya veviwo kple bubuawo.

Ale si woxlɛa nu dzradzradzra hena nya tɔxɛ aɔɔ didi

Ne ède dzesi ale si nuɲlɔɔɔɔ aɔɔ le kple *efe* akpa si nēdi be yeaxlɛ la:

- i. Tso wɔ ɲku (kple asi) to nuɲlɔɔɔɔ la me dzradzradzra hena nya tɔxɛ aɔɔ didi.
- ii. Ne ède dzesi nutsotso, nya alo nyakɔsɔkɔsɔ si dim nɛle la, xlɛ nu si *fo* xlɛe la nyuie.
- iii. Ne ède dzesi nutsotso aɔɔ si hiā be woagbugbɔ ɲku alɛ ɔɔ ɔɔ la, gbɔ dzi ɔɔ naxlɛ nuɲlɔɔɔɔ la nyuie.

Dɔdeasi

1. Ɖe nya siwo gbɔna la me:
 - a. Nuɲlɔɔɔɔ la kpɔkpɔ do ɲgɔ
 - b. Nuɲlɔɔɔɔ la xexlɛ
 - c. Ɖkulɛle ɔɔ nuɲlɔɔɔɔ la ɲu
2. Xlɛ nuɲlɔɔɔɔ aɔɔ eye nāde dzesi nutsotso tɔxɛ etɔ teti tso eme.

3. Zã nuxexlẽ dzzradzradzra kple nuxexlẽ dzzradzradzra hena nu tãxε aḡe didi fe aḡaḡu nãtso ade dzesi nu si ḡu nuḡlḡḡi aḡe ku ḡḡ gbadzaa la kple nutsotso tãxε aḡewo le nuḡlḡḡi la me.
4. Lé ḡku ḡe nuḡlḡḡi la ḡu tsitotsito eye nãde dzesi nya veviwo le eme. Zã nya veviwo nãtso atu nyagbe kpokploε ḡeka kple nyagbe fokpli ḡeka ḡḡ. Zã nuxexlẽ dzzradzradzra hena nya tãxε aḡe didi fe aḡaḡu le ḡḡ sia wãwã me.

Pedagogical Exemplars

Problem-based learning

Whole class

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

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

Group work

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

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

Individual work

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

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

Key Assessment

Level 1 Assessment: Recall

1. Fo nu tso nuxexlẽ dzzradzradzra hena nya tãxε aḡe didi fe aḡaḡuwo dometo eve teti ḡu.

Level 2 Assessment: Skill building

2. Aleke woate ḡu azã nuxexlẽ dzzradzradzra hena dzesidede nya tãxε aḡe fe aḡaḡu atso ade dzesi nutsotso tãxε aḡe le nuḡlḡḡi aḡe mee?

Level 3 Assessment: Strategic reasoning

3. Dzro nuxexlẽ dzzradzradzra hena nya tãxε aḡe didi fe aḡaḡuwo fe nyuife kple gbegblẽfewo me.

Week 6

Nusɔsrɔ̄ fe taḡoḡzinu: *Dzro nufogɔmedeḡe me to ḡkuléle ḡe toḡoḡ nyuie, nufofo, nugɔmesese kple bubuawo ḡu me.*

Nyati: **Nufogɔmedeḡe**

Nufogɔmedeḡe

Enye nufo aḡe ḡome ḡeḡe. Eganye nya si ame aḡe ḡblo la me ḡeḡe aḡanjutɔe.

Nufofo: Enye mɔ si dzi wotrɔa asi ḡbedeasi aḡe ḡu le na ame bubu alo nu bubu aḡe la.

Nugɔmesese: Enye mɔ si dzi míetona sea ḡbedeasi siwo wona mí la ḡome. Esia nye ale si ame siwo wole nu fom na la sea ḡbedeasi si wonɛ la ḡome.

Le nufogɔmedeḡe me la, ele be ḡbegɔmedeḡa la

1. Naḡo to nyuie.
2. Nase ḡbe eveawo ḡome nyuie.
3. Nakpɔ egbɔ be ḡomesese si tututu le nufo si ḡome ḡem wòle si la mebu o.
4. Nakpɔ egbɔ be nufo si ḡome ḡem yele kple eḡe ḡmedeḡe la zɔ aduadu.

Dɔdeasi

1. ḡe nu si nufogɔmedeḡe nye la me.
2. ḡe nyati vevi siwo ku ḡe nufogɔmedeḡe ḡu la me.
3. ḡe nufo si wolé ḡe mɔ dzi si *fe nyawo fe xexlɛme* aḡo abe nya 150 va se ḡe 300 ene la me.

Pedagogical Exemplars

Initiating Talk for Learning

Whole class

1. Discuss what oral interpretation is (effective listening, encoding and decoding, etc.)

Group work/collaborative learning

1. Pair work

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

2. Whole class

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

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

Nusɔsrɔ̄ fe nyati veviwo dodo kpɔ**Nusɔsrɔ̄dodo kpɔ fe ɔfe 1: Ɖkuɔɔɔ nu dzi**

1. Aleke nèse nufogɔmedɛɛ ɔmee?
2. Dzro nufogɔmedɛɛ fe aɔɔnu veviwo me?
3. Ɖe nu siwo nufogɔmedɛɛ lɔ ɛe eme la me?

Nusɔsrɔ̄dodo kpɔ fe ɔfe 2lia: Nunyazazā

1. Ɖo to nāse nufo aɛ si wolé ɛe mɔ dzi eye nāɛe egɔme.

Section Review

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

Additional Reading

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

References

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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).
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

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

Nyati: **Dkɔnyawo kple Wofe Hawo**

Dkɔnyawo

Dkɔnya nye nya si ɔea ŋkɔ na ame, lã, tefe alo nane.

Dkɔnya fe Hawo

- *Dkɔnya tɔxewo* nye nya si ɔe ŋkɔ na ame, tefe alo nane si nye dzɔdzɔmenu alo nu si ame aɔe wo la tɔxɛ. Wodzea ŋkɔnya tɔxewo ŋɔŋlɔ gɔme kple ŋɔŋlɔdzesi gãtɔ le nyagbe fe afi sia afi si wole la. Dkɔnya tɔxɛ aɔewo fe kpɔɔɔɔwɔe nye amewo fe ŋkɔwo (kpɔɔɔɔɔ: Kɔku, Selete, Kofi, kple bubuawo); tefewo fe ŋkɔwo (kpɔɔɔɔɔ: Agbozume, Exi, Denu, Tamale, kple bubuawo); yletiwo fe ŋkɔwo (kpɔɔɔɔɔ: Dzove, Dzodze, Tedoxe, Masa, Anyɔnyɔ, Kele, kple bubuawo); dɔwɔfewo fe ŋkɔwo (kpɔɔɔɔɔ: Kpetoe Gɔmedzesuku, Ametiadɔwɔfe kple bubuawo); azãgbenkɔwo (Dzɔɔɔɔɔ, Blaɔɔɔɔɔ, Kudɔɔɔɔ, Memliɔɔɔɔɔ, kple bubuawo); tɔsisiwo fe ŋkɔwo (kpɔɔɔɔɔ: Volta, Kplikpa, Pra, Tano, Danyi, kple bubuawo).
- *Dkɔnya bɔbɔwo* nye ŋkɔ si woyɔna na nuwo gbadzaa. Enye nya si ɔe ŋkɔ na nu siwo menye ame, azãgbenkɔwo, yletiwo fe ŋkɔwo, tefe kple duwo fe ŋkɔwo o la. Le kpɔɔɔɔɔ me, avu, ŋutsuvi, nyɔnuvi, ŋutsu, gbɔ, kplɔ, sɔ kple bubuawo nye ŋkɔnya bɔbɔwo. Womedzea ŋkɔnya bɔbɔwo gɔme kple ŋɔŋlɔdzesi gãtɔ o, negbe ɔe wodze nyagbe aɔe gɔme.
- *Susumenkɔnyawo* nye nya si ɔe ŋkɔ na nu siwo womate ŋu akpɔ kple ŋku o la. Wodzea ŋkɔ na nɔnɔme alo seselelãme aɔe siwo míate ŋu akpɔ kple ŋku o la. Susumenkɔnyawo fe kpɔɔɔɔɔ aɔewo nye nyatefe, dzidzɔ, lɔlɔ, dziku, xɔse, fuléle kple bubuawo.
- *Dkɔnya kpɔkplenkuwo* nye nya si ɔe ŋkɔ na nu siwo míate ŋu akpɔ kple ŋku la. Dkɔnya kpɔkplenkuwo nye ŋkɔnya siwo lɔ nu siwo míate ŋu akpɔ kple ŋku, aka asii, ase kple to, avevɛ, alo aɔ kple la ɔe eme.

Dɔdeasi

1. Gblɔ nu si ŋkɔnyawo nye la eye nãna wofe kpɔɔɔɔɔ atɔ teti.
2. Ɖe ŋkɔnya fe hawo dometɔ ene me eye nãna wo dometɔ ɔe sia ɔe fe kpɔɔɔɔɔ ewoewo teti.
3. Ma ŋkɔnya siwo gbɔna la ɔe ŋkɔnya tɔxɛ, ŋkɔnya bɔbɔ, susumenkɔnya kple ŋkɔnya kpɔkplenku la te.
 - a. nufiala
 - b. kplɔ
 - c. lɔlɔ
 - d. Sefenya
 - e. Amuzu
 - f. dzidzɔkpɔkpɔ
 - g. ɔekawɔwɔ
 - h. zikpui
 - i. yafofo

j. kpe

4. Gblɔ susu si ta nɛ̀da ŋkɔawo de hatsotso mawo te do wotɔxewotɔxɛe la.

Pedagogical Exemplars

Problem- Based learning

Group work

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

Group work/collaborative learning

Whole class activity

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

Group work

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

Pair work

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

Whole class

1. Learners share sentences with the class for discussion.

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

Nusɔsrɔ̄ fe nyati veviwo dodo kpɔ

Nusɔsrɔ̄dodo kpɔ fe dofe 1: Nunyazazã

1. De nu si ŋkɔnya nye la me eye nãna kpɔdeŋu aɔewo.
2. Xlẽ nuŋlɔdɔ si gbɔna la eye nãde dzezi ŋkɔnya siwo le eme la.

Adzogliawo dometɔ etɔ te ŋu si le kpovitɔwo gbɔ le tuwa sesẽ aɔe wɔwɔ megbe. Ame siwo le dua me la de dzezii be Avulɛkpɔ kple Dzidonya nye adzogliawo dometɔ eve siwo wolé la. Wogblɔ be wole adzodaha siwo daa adzo amewo zã sia zã klole la dome.

Aklama menɔ adzogliawo dometɔ etɔ siwo si la ŋu o. Le fɔŋli aɔe me esi wonɔ nu siwo wofi le zã me la mam la, amewo fi tofi na kpovitɔwo ku de tefe si wobe do la ŋu. Kpovitɔwo do de wo dzi kpoyii helé wo. Woxɔ tuwo kple lãnu bubu siwo nɔ wo si la le wo si.

Adzogliawo léle fe nya kaka de dua me abe vufufu ene. Ame gedewo yi be yewoɔakpɔ adzogli siwo wolé de kpovitɔwo fe vua me yina de kpovitɔwo fe dɔwɔfe la da.

Kpe de ame siwo adzogliawo gbã afe na ŋu la, ame siwo adzogliawo do ŋeke na be woanɔ mɔ kpɔm na yewo la katã kpɔ dzidzo ŋutɔ. Vɔvɔ si nɔ amewo me le dua me la nu didi kenken.

- a. Ma nkɔnya siwo nɛde dzesii la de nkɔnya tɔxewo, nkɔnya bɔbɔwo, nkɔnya kpɔkplɛnkuwo kple susumɛnkɔnyawo fe hatsotso me.
- b. Zã nkɔnya bɔbɔ siwo nɛde dzesii la dometɔ atɔ adewo nãtsɔ atu nyagbe kpokploewo de.

Week 8

Nusɔsrɔ̄ fe taɔɔdzinu: *Ma ɲkɔnyadɔnyawo ɔe hatsotsowo me (kpɔɔɔɲu: asifiatɔwo, xexlɛmefiatɔwo, nɔnɔmefiatɔwo)eye nɔzɔ wo le nyagbewo me.*

Nyati: ɔkɔnyadɔnya fe Hawo

ɔkɔnyadɔnya

Enye nya si ɔɔa alo foa nu tso ɲkɔnya ɲu la. Wotea ɲu zɔne tsɔna foa nu tso ame aɔe fe nɔnɔme ɲu. Le kpɔɔɔɲu me: Afe xoxo doa dzidzɔ nam. ɔutsu kɔkɔ la dzo.

ɔkɔnyadɔnya fe Hawo

Asitɔnudzitɔwo nye ɲkɔnyadɔnya siwo wozɔna tsɔna tɔa asi nane dzi alo fiaa asi nane la. Le go sia me la, miezɔa asitɔnudzinyawo. Asitɔnudzinyawo tɔa asi nuwɔfemenɔla alo fidofemenɔla dzi le nyagbe me. Wofe kpɔɔɔɲu aɔewoe nye: la, ma, sia, keme.

- *Xexlɛmefiatɔwo nye ɲkɔnyadɔnya fe ha si foa nu tso ɲkɔnya la fe xexlɛme ɲu. Wotea ɲu kuna ɔe ɲkɔnya fe agbɔsɔsɔ ɲu. Le kpɔɔɔɲu me, ɔeka, eve, ene, adrelia, vɛ, gbogbo, sɔgbɔ.*
- *Nɔnɔmefiatɔwo nye ɲkɔnyadɔnya fe ha si ɔɔa nɔnɔme si le ɲkɔnya la si la. Kpɔɔɔɲu: ɔagbi, lolo, kɔkɔ, sue, trale, xoxo, yeye.*

Dɔdeasi

1. Dzro ɲkɔnyadɔnyawo fe wɔfe me.
2. ɔe ɲkɔnyadɔnya fe ha vovovowo me.
3. Midzro ɲkɔnyadɔnya siwo gbɔna la me eye miama wo ɔe asifiatɔ, nɔnɔmefiatɔ, xexlɛmefiatɔ fe hatsotsowo me. Migblɔ mɔafe ɲuɔɔɔ la na klase la nase. Hatsotso ɔe sia ɔe neɔe susu si ta wɔma ɲkɔnyawo ɔe hatsotso mawo me ɔo la me.
 - i. dzetugbe
 - ii. kɔkɔ
 - iii. vivi
 - iv. nyakpɔ
 - v. evelia
 - vi. aɲutididito
 - vii. sɛɲuta
 - viii. blɔtɔ
 - ix. dzɛ
 - x. ma
 - xi. keme
 - xii. etɔ
 - xiii. aɔewo

Pedagogical Exemplars

Group work/collaborative learning:

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

Collaborative learning

1. Pair work

Nusrōlawo naxlē n̄utinya si gbōna la eye woade dzesi nkōnyad̄onya siwo le eme la.

- a. Hafi koklotsu etōlia naku ato le f̄n̄li ma me la, Kpoglu dua katā fo fu nō wofe fia la lalam. Ame siwo tso fiafome la me la do awu yi. Wosa avō yiwo d̄e ta eye wole afō fuflu. Wofe fu be yewoade ta agu na yewofe fia la. Blemanyatotowo d̄ee fia be le fe ged̄e siwo va yi me la, fia si nō zia dzi le blema la wō nu gā ad̄e na dua me tōwo. Wogblō be ekpe d̄e amewo n̄u le esime wotō dzo agble d̄e sia d̄e si nō kōfea me le n̄dō ad̄e me. Wōna sia he d̄owuame va dua me. Dō wu amewo ale agbegbe be wogbōdzō eye mōkpōkpō bu d̄e wo. Fia si le zia dzi fifia la tōgbuie di nuḍuḍu tso efe agble si te d̄e kōfea n̄u la me na amewo woḍu. Le esia ta la, amewo tsōe d̄o fiae abe efe akpedada ene. Eya ta dua me tōwo dea ta agu n̄e d̄e efe nu nyui wōwō la ta.
- b. Ma nkōnyad̄onya siwo n̄ede dzesii la d̄e asifiatōwo, xexlēmefiatōwo kple nōnōmefiatōwo fe hatsotsowo me.
- c. Na nusrōlawo nazā nkōnyad̄onyawo atu nyagbewo d̄o.

2. Whole class

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

Nus̄sr̄ō fe nyati veviwo dodo kp̄o

Nus̄sr̄ōdodo kp̄o fe d̄ofe 1: D̄kuḍoḍo nu dzi

1. Gblō nu si nkōnyad̄onya nye le wō gōmesese nu la kpuie eye n̄ana nkōnyad̄onya fe kp̄oḍeḍu ewo teti.

Nus̄sr̄ōdodo kp̄o fe d̄ofe 2lia: Nunyazazā

2. Xl̄ē nun̄lōḍi si gbōna la eye n̄ade dzesi nkōnyad̄onya siwo katā le eme la.

NB: Adzogliawo dometō etō te n̄u si le kpovitōwo gbō le tuva sesē ad̄e wōwō megbe. Ame siwo le dua me la de dzesii be Avulēkp̄ō kple Dzidonya nye adzogliawo dometō eve siwo wolé la. Wogblō be wole adzodaha siwo daa adzo amewo zā sia zā klole la dome.

Aklama menō adzogliawo dometō etō siwo si la n̄u o. Le f̄n̄li ad̄e me esi wonō nu siwo wofi le zā me la mam la, amewo fi tofi na kpovitōwo ku d̄e tefe si wobe d̄o la n̄u. Kpovitōwo do d̄e wo dzi kpoyii helé wo. Woxō tuwo kple lānu bubu siwo nō wo si la le wo si.

Adzogliawo léle fe nya kaka d̄e dua me abe vufufu ene. Ame ged̄ewo yi be yewoḍakp̄o adzogli siwo wolé de kpovitōwo fe vua me yina d̄e kpovitōwo fe d̄owōfe la ḍa.

Kpe d̄e ame siwo adzogliawo gbā afe na n̄u la, ame siwo adzogliawo d̄o n̄eke na be woanō mō kp̄om na yewo la katā kp̄o dzidzō n̄utō. V̄ov̄ō si nō amewo me le dua me la nu ḍiḍi ken̄ken̄.

- a. Ma nkonyadanya siwo nede dzezii la de asifatowo, xelēmefiatowo kple nonomefiatowo *fe* hatsotsowo me.
- b. Zã kpodeɖu atɔ teti tso nkonyadanya *fe* hatsotsowo dometo de sia de me natsɔ atu nyagbe fokpliwo do.

Week 9

Nusɔsrɔ̃ fe taɔɔzinuwo

1. *Ma dɔwɔnyawo ɔe dɔwɔnya hiãfidola, dɔwɔnya mahiãfidola kple dɔwɔnya hiãfidola eve fe hawo me.*
2. *Ma dɔwɔnyaɔɔnyawo ɔe hatsotsowo me (kpɔɔɔɔɔ: nɔnɔmefiatɔ, tefefiatɔ, yeyiyifiatɔ, ɔofefiatɔ).*

Nyati: Dɔwɔnya fe Hawo

Dɔwɔnya

Dɔwɔnya nye nya alo nyakɔsɔkɔsɔ si foa nu tso nuwɔna ŋu la. Egaɔea nuwɔfemenɔla fe nɔnɔme fiana le nyagbe me. Dɔwɔnya nɔa dɔwɔfe le nyagbe me. Dɔwɔnya fe kpɔɔɔɔɔ aɔewoe nye ɔu, ŋɔ, zɔ, no, fle, dze, zu. Miate ŋu ama dɔwɔnyawo ɔe dɔwɔnya fe ha gã eve me: dɔwɔnya hiãfidolawo kple dɔwɔnya mahiãfidolawo.

Dɔwɔnya hiãfidola nye dɔwɔnya si hiãa fidonkɔnya (ŋkɔnya alo ŋkɔtefenɔnya) be wɔakpe ɔe ɔɔ hafi gɔmesese blibo nanɔ nyagbe la si. Kpɔɔɔɔɔ: **ɔu** nu, **ŋɔ** agbalɛ, **ɔo** ga, **fo** nu, **ɔo** nugbe, **xe** fe. Dɔwɔnya hiãfidola fe kpɔɔɔɔɔ le nyagbe me:

- a. Kofi ɔu akplɛ. (Dɔwɔnya ɔu fe fidonkɔnyaɛ nye **akplɛ**.)
- b. Edo ga.
- c. Adzotɔ **ɔo** nugbe na ɔeviawo.
- d. Nyɔnu la **xe** fe na dɔwɔlawo.

Dɔwɔnya mahiãfidola nye dɔwɔnya si mehiãa fidonkɔnya hafi gɔmesese deblibo sua nyagbe si me wɔle la si o. Wofe kpɔɔɔɔɔ aɔewoe nye tsi, si, dzo, fafã, fɔ, gblɛ, kɔ, fã.

Dɔwɔnya hiãfidola fe kpɔɔɔɔɔ le nyagbe me

- a. ɔevi la tsi nyuie.
- b. Sukuviwo gbɔ.
- c. Akɔɔu la gblɛ.
- d. Aɔiba la fã.

Dɔwɔnya hiãfidola eve nye dɔwɔnya si hiãa fidonkɔnya eve hafi gɔmesese deblibo ɔoa esi le nyagbe me. Fidofo gbãtɔ kple evelia nɔa dɔwɔnya siawo si. Wofe kpɔɔɔɔɔ aɔewoe nye, **ɔo** asi glã, **ɔa** tu xevi, **ɔe** asige asi. Kpɔ dɔwɔnya hiãfidola eve fe kpɔɔɔɔɔ ɔa le nyagbe siwo gbɔna la me.

- a. Nyagãɔeɔi la **ɔo** asi glã. (Asi kple glã nye fidonkɔnyawo na dɔwɔnya ɔo.)
- b. Nyɔnuvi la **ɔe** asige asi.
- c. Adela **ɔa** du xevi.

Dɔdeasi

1. Dzro nu si dɔwɔnya nye la me.
2. Ðe dɔwɔnya fe hawo me.
3. Dzro dɔwɔnya siwo gbɔna la me eye nàma wo ɔe dɔwɔnya hiãfidola, dɔwɔnya mahiãfidola kple dɔwɔnya hiãfidola eve fe hatsotsowo me.
 - a. ɔu
 - b. ko
 - c. xɔ
 - d. dzi
 - e. xlẽ
 - f. zɔ
 - g. fe
 - h. fo
 - i. tutu
 - j. ɔo
 - k. ɔa
 - l. tso
4. Migblɔ miafe ηuɔɔɔ la klase la nase eye miaɔe susu siwo ta mieda dɔwɔnyaawo ɔe hatsotsoawo me wotɔxewotɔxɛ ɔo la me.

Pedagogical Exemplars**Group work/collaborative learning****1. Whole class discussion**

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

Collaborative learning**1. Pair work**

- a. Ma nusrɔlawo ɔe hatsotso siwo me nyɔnuviwo kple ηutsuviwo le, alo hatsotso si me nuxxlẽ fe ηutete vovovowo le nusrɔlawo ηu le la me be woaxlẽ nuηlɔɔi si gbɔna la eye woade dzesi dɔwɔnya siwo le eme la.

Dzesidenya: *Tɔsisi la fe kekeme mede mita blaati o, evɔa ɔe medi be mafu tsi si me ko, goglo hekeke abe kilomita ɔeka ene hafi. Meka ɔe edzi kokoko be lowo anɔ tɔa me.*

Esi medzra do vɔ be mage de tsia me la, metsɔ aɖu lé tu si metsɔ de asi la, do gbe da heɖiɖi ge de batsi la me. Mefu tsia abe ame si dze tsifufu gome teti ko ene. Tsi la menɔ sisim sesĩe o, eye wòxɔ dzo vie. Vɔvɔ na vuvɔ dom eya ta tsia menya fu nam tututu o.

Esi meɖo tɔsisia fe titina la, tɔsisi la megagoglo o, eya ta nye akɔta fo bakpo aɖe. Metsɔe be loe eye esi metɔtɔ ta la, tu la ge le nu nam.

Mefu tsia yi ngɔgbe vie eye megage de tsia fe tefe si goglo vie la. Hafi manya la, meɖo tɔa fe go keme dzi helé anyigba sesĩe kple dzidzɔ. Metso tɔ la gake mebu nye avawɔnu deka la.

- b. Mima dɔwɔnya siwo miede dzesii la de dɔwɔnya hiãfidola, dɔwɔnya mahiãfidola kple dɔwɔnya hiãfidola eve fe hatsotsotso me.
- c. Mizã dɔwɔnya siwo miede dzesii la miatsɔ atu nyagbewo do?
- d. Migblɔ miafe nuɖoɖo la klase la nase eye woadzro eme.

Nusɔsrɔ fe nyati veviwo dodo kpɔ

Nusɔsrɔdodo kpɔ fe dofe 1: Dkuɖoɖo nu dzi

1. Gblɔ nu si dɔwɔnya nye la eye nàyo efe hawo.
2. De dɔwɔnya fe ha siwo nèyo la me.
3. Na dɔwɔnya fe kpɔɖeɖu atɔatɔ tso hatsotsoawo dometo de sia de me.

Nusɔsrɔdodo kpɔ fe dofe 2lia: Nunyazazã

1. Zã kpɔɖeɖu dekaɖeka teti tso dɔwɔnya fe ha de sia de siwo nèɣlɔ la me nàtsɔ atu nyagbe kpokploewo do wotɔxewotɔxɛɛ.
2. Tia kpɔɖeɖuawo dometo eveve tso ha de sia de me eye nàzã wo atu nyagbe fokpliwo do wotɔxewotɔxɛɛ.
3. Tia nuɣlɔɖi si madidi wu nya 500 o la tso nyati siwo gbɔna la te: degbenɔɔ nyuiwo (amebubu, anukwaretɔnyenyɛ kple bubuawo), nusɔsrɔ tso dzɔdzɔmenɣutinunya, mɔɖaɣuɣutinunya kple akɔntaɣutinunya (STEM) nu, latrikiɣusẽzazã de doɖo nyuitɔ nu, gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple nɣtsuviwo le hadomegbenɔnyawo me (GESI) kple bubuawo. Xlẽ nuɣlɔɖi la eye nàde dzesi dɔwɔnya blaevɛ le eme. Ma dɔwɔnya siwo nède dzesii la de dɔwɔnya fe hawo me.

Nusɔsrɔdodo kpɔ fe dofe 3lia: Dkɔɖɔflɔ de nu me

1. Dzro dɔwɔnya siwo nède dzesii la fe dɔwɔwo de nuɣlɔɖi la dzi me. (Ezɔ de doɖo nua? Etrɔ amewo fe susua? Ewɔ do de nuxlɛlawo dzia?)

Nyati: Dɔwɔnyaɖɔnyawo fe Hawo

Dɔwɔnyaɖɔnyawo

Enye nya alo nyakɔsɔkɔsɔ si ɖɔa dɔwɔnya alo kɔa eɖu. Wofe kpɔɖeɖu aɖewoɛ nye: nyuie, kpoo, kabakaba, blewu.

Dɔwɔnyaɖɔnyawo fe kpɔɖeɖuwo le nyagbe me

- a. Dɔɔ la ɖu nu nyuie.
 - b. Emefa zɔ kabakaba.
 - c. Sukuviwo yi Gẽ.
- *Dɔwɔnyaɖɔnyawo fe ha aɖewo: nonɔmefiatɔ, tefefiatɔ, yeyiyifiatɔ, dofefiatɔ*

- *Dɔwɔnyadɔnya nɔnɔmefiatɔ* foa nu tso ale si wowɔ wɔna aɔe alo nɔnɔme si me wowɔ wɔna la le la ŋu. Kpɔɔɔɔ, sesie, dzadzadza, kabakaba.
- *Dɔwɔnyadɔnya tefefiatɔ* foa nu tso tefe si wɔna aɔe yi edzi le la ŋu. Kpɔɔɔɔ, tefe sia tefe, Ghana, le atsiafu me.
- *Dɔwɔnyadɔnya yeyiyifiatɔ* foa nu tso yeyiyi si me nuwɔna aɔe yi edzi le la ŋu. Wotea ŋu nɔa nyagbea fe gɔmedzefe alo nuwufe. Le kpɔɔɔɔ me: egbe, fifi, madidi o, fe sia fe, gbede, gbe sia gbe, ye sia yi.
- *Dɔwɔnyadɔnya dɔfefiatɔ* foa nu tso dɔfe si nuwɔna aɔe dɔ alo kpekpe me si le nuwɔna la si la ŋu. Kpɔɔɔɔ: vevie, kutokutɔe, sesie, ŋutɔ.

Dɔdeasi

1. Gblɔ nu si dɔwɔnyadɔnya nye la eye nɔyɔ efe hawo.
2. Ɖe dɔwɔnyadɔnya fe hawo gɔme eye nɔna haawo dometo ɔe sia ɔe fe kpɔɔɔɔ atɔatɔ.
3. Zã ha ɔe sia ɔe fe kpɔɔɔɔ eveve nɔtsɔ atu nyagbe kpokploɔ ɔo wotɔxewotɔxɛɛ.
4. Ma dɔwɔnyadɔnya fe kpɔɔɔɔ siwo gbɔna la ɔe ha siwo nɛsrɔ la me eye nɔgblɔ susu si ta nɛma wo ɔe ha mawo me ɔo la.
 - i. kabakaba
 - ii. nyuie
 - iii. blewuu
 - iv. etsɔ si va yi
 - v. gbede
 - vi. fe sia fe
 - vii. kpokploɔ
 - viii. vevie
 - ix. kɔsiɔa si va yi

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion

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

Collaborative learning

1. Pair work

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

Nusɔsrɔ̄ fe nyati veviwo dodo kpɔ

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 1: Ɖkuɔɔɔɔ nu dzi

1. Ɖe nu si dɔwɔnyaɔɔnya nye la me eye nàɔ efe hawo.
2. Ɖe dɔwɔnyaɔɔnya fe ha siwo nɛɔ la me eye nàna wofe kpɔɔɔɔɔ.

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 2lia: Nunyazazā

- a. Xlɛ nuɔɔɔɔ si gbɔna la eye nàde dzezi dɔwɔnyaɔɔnya siwo katā le eme la.

Nusɔsrɔ̄ tso Agbledeɔutinunya ɔu le dukɔ sia me nyɔ didi vevi aɔe ɔe amewo me ku ɔe nusɔsrɔ̄ sia ɔu. Nusɔrɔ̄la aɔewo gayia edzi srɔ̄a nu tso Agbledeɔutinunya ɔu, ke bubuawo zua agbledelawo nenyɛ be wodo le sekendrisuku. Enye ame geɔewo fe mɔkpɔkpɔ be esi agbeledela siwo ate ɔu axlɛ aɔɔɔɔfɛwo ase wo gɔme nyuie le agbɔ sɔm ɔe edzi le dukɔa me la, amewo anɔ agbledemɔnu yeyewo zāɔ le dukɔa me.

Dziɔɔɔɔa fe alɔdodo nugɔmekuku ku ɔe agbledede kple lānyinyi ɔu, kple numeɔeɔe na agbledelawo ku ɔe agbledemɔnu yeyewo ɔu dɔ wɔwɔ ɔu la fe taɔɔɔɔɔɔɔɔ nye be agblemenukuwo nadzi ɔe edzi. Agbledeɔutinunyalawo wɔa nugɔmekuku tso kuxi siwo ɔea fu na agbledelawo le Ghana dukɔa me la ɔu. Wotoa dɔwɔla siwo wɔa numeɔeɔe na agbledelawo la dzi fiaa nu agbledelawo tso nugɔmekukua fe metsonuwo ɔu. Eye numeɔeɔe siawo hā gaxɔa nutsotso geɔe ku ɔe agbledelawo fe kuxiwo ɔu na agbledeɔutinunyalawo.

Be woakpe ɔe agbledelawo ɔu be wofe agblemenukuwo nadzi ɔe edzi la, woɔo gadzraɔɔfɛwo ɔe agbledefɛwo eye wodoa ɔusɛ wo be woado ga na agbledelawo eye womaxe viɔe sɔgbɔ fūu ɔe gatia dzi o. Kpe ɔe ɔɔu la, wodoa ɔusɛ agbledelawo be woado agbledehabɔbɔwo be woate ɔu akpe ɔe wo nɔewo ɔu le ganyawo me hena wofe agbledɔwo wɔwɔ.

- b. Ma dɔwɔnyaɔɔnya siwo katā nɛde dzezii la ɔe ha siwo gbɔna la me: dɔwɔnyaɔɔnya yeyiyifiatɔ, nɔnɔmefiatɔ, ɔɔfɛfiatɔ.
- c. Tia dɔwɔnyaɔɔnya siwo nɛde dzezii la dometɔ atɔ tso haawo dometɔ ɔe sia ɔe me nàtsɔ atu nyagbe fokpliwo ɔo.

Section Review

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

in appropriate sentences. Overall, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

Additional Reading

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References

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SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

Sub-Strand: Rules of Writing a Ghanaian Language

Nusɔsrɔ fe taɔɔdzinu: *Zā Evegbeɔɔɔɔɔɔ fe sewo le nyagbewo ɔɔɔɔ me.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Week 10

Nusɔsrɔ̄ fe taɔdodzinu: *Zã se siwo kplɔa ɲkɔnya kple ɲkɔtefenɔnyawo ɲɔɲlɔ la le nyagbewo ɲɔɲlɔ me.*

Nyati: **Ɖkɔnyawo kple Ɖkɔtefenɔnyawo Zazã le Nyagbewo me**

Ɖkɔnya

Ɖkɔnya nye ame, nane, susumenu alo tefe aɔe fe ɲkɔ. Ele be miade dzesii be ɲkɔnya ɔka teti na nyagbe geɔewo me. Zi geɔe la, asifianyakui ‘la’, ‘aɔe’, ‘sia’, ‘ma’, ‘keme’ kplɔa ɲkɔnyawo ɔo gake womekplɔa wo ɔo ye sia yi o.

Ele be nufialawo nafia nyakui siawo abe ale si wozãa wo le Evegbe me la ene.

Ɖkɔtefenɔnya

Ɖkɔtefenɔnya nye nya si wozãa ɔe ɲkɔnya tefe. Ɖkɔtefenɔnya fe kpɔɔɔɔnɔ aɔewo nye wò, e, me, wo, woawo, mie kple mí.

NB: *Ele be nufialawo nade dzesii be ɲkɔtefenɔnyawo meɔea ɲutsunyenye alo nyɔnnyenye fiana le Evegbe me o. Ele be woade nu sia me na nusɔrlawo.*

Nyagbetutu ɔo fe sewo

1. Le Evegbe me la, ɲkɔnyawo zazã le nyagbewo me fe sewo to vovo tso Ghanagbe bubuawo to gbɔ.
 - a. Ɖkɔnyawo na nuwɔfe le nyagbewo me: Kpɔɔɔnɔ: **Kofi** yi suku.
 - b. Ɖkɔnyawo na fidofe le nyagbewo me: Metsɔ **nuɲlɔti** na Agbeko.
 - c. Ɖkɔnyawo wa ɔo abe ɲkɔnyakɔsɔkɔsɔ fe ta ene. Kpɔɔɔnɔ: **Ati** kɔkɔ sesɛ la

NB: *Nufialawo ate ɲu atsɔ se siwo mele esiwo va yi dome o la akpe ɔe wo ɲu abe ale si wole le Evegbe me ene.*

1. Le Evegbe me la, ɲkɔtefenɔnyawo zazã le nyagbewo me fe sewo to vovo tso Ghanagbe bubuawo to gbɔ. Zi geɔe la, ɲkɔtefenɔnyawo wa ɔo ale:
 - a. Wonɔa nuwɔfe le nyagbewo me: Kpɔɔɔnɔ: **Eyi** suku.
 - b. Wonɔa fidofe le nyagbewo me: Senyo tsɔe na Agbeko.
 - c. Le Evegbe me la, wonlɔa ɲkɔtefenɔnya si le nuwɔfe kple ɔwɔnya fe ke la nya ɔkae. Nenema ke wonlɔa ɲkɔtefenɔnya si le fidofe si nye ɲɔɲlɔdzesi ɔka la kpɔna ɔe ɔwɔnya la ɲu wɔnya nya ɔka.

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

Dɔdeasi

1. Gblɔ nu si ɲkɔnyawo nye la eye nana kpɔɔɔnɔ ewo teti.
2. Ɖe nu si ɲkɔtefenɔnyawo nye la me eye nana kpɔɔɔnɔ ewo teti.
3. Tia ɲkɔnya kple ɲkɔtefenɔnya fe kpɔɔɔnɔ siwo nena la dometo etɔetɔ eye natsɔ wo atu nyagbe fokpliwo ɔo.

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class

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

Collaborative learning

1. Modelling the use of the rules

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

2. Group work (Pair work):

Learners (in pairs);

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

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

3. Whole class

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

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

Nusɔsrɔ̄ fe Nyati Veviwo Dodo Kpɔ

Nusɔsrɔ̄dodo kpɔ fe dɔfe 1: Dkuɔdɔɔ nu dzi

1. Gblɔ nu si ŋkɔnyawo kple ŋkɔnyadɔnyawo nye la.
2. Na ŋkɔnyawo kple ŋkɔtefenɔnyawo fe kpɔdɛɲu ewoewo.
3. Zã kpɔdɛɲu siwo nɛna la dometɔ etɔ̄etɔ̄ nàtsɔ̄ atu nyagbe fokpliwo dɔ.

Nusɔsrɔ̄dodo kpɔ fe dɔfe 3lia: Dkufɔflɔ dɛ nu me

1. Nusrɔ̄lawo neno eveve woaxlɛ nuɲlɔdɔ̄i adɛ eye woadzro eme. Wonenɔ eveve woazã nyagbetutu dɔ fe se siwo wosrɔ̄ va yi la atsɔ̄ aflɔ ŋku dɛ nuɲlɔdɔ̄i la me ahade dzesi vodada siwo le nuɲlɔdɔ̄i la me la. Ame eveve fe hatsotsoawo dometɔ dɛ sia dɛ nefo nu tso vodada siwo wokpɔ la ŋu hena wo me dzodzro.

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

Week 11

Nusɔsrɔ̄ fe taɔɔdzinu: *Zã ñkɔnyaɔɔnyawo ñɔɱlɔ fe sewo nàtsɔ atu nyagbewo ɔɔ.*

Nyati: **Ɖkɔnyaɔɔnyawo Zazã le Nyagbewo me**

Ɖkɔnyaɔɔnya

Ɖkɔnyaɔɔnya nye nya si kɔa ñkɔnya alo ñkɔtefenɔnya ñu alo foa nu tso eɱu. Wozãne tsɔna foa nu tso ame alo nane *fe nɔnɔme* ñu.

Kpɔɔɔɔwɔ

- i. Afe **xoxowo** dzɔa dzi na Kɔdzɔ.
- ii. Ɖutsu **kɔkɔ tralɛ** la va.
- iii. Nyɔnuvi **zazɛ** la va ɔɔ.

Nyagbetutu ɔɔ fe sewo

Le Evegbe me la, ñkɔnyaɔɔnyawo zazã le nyagbewo me *fe sewo* to vovo tso Ghanagbe bubuawo to gbɔ. Zi geɔe la, ñkɔnyaɔɔnyawo wɔa dɔ ale:

1. Wokɔa ñkɔnya ñu le nyagbe me: Kpɔɔɔɔwɔ: Sɔ **yibo** la fu du sesie wu sɔ bubuawo.
2. Wokplɔa ñkɔnya siwo ɔɔm wole la ɔɔ aduadu. Koklonɔ **gã dami** la le koklokpo me.

NB: *Nufialawo naɔɔ ñku edzi be le Evegbe me la, ñkɔnyaɔɔnyawo kplɔa ñkɔnya siwo ɔɔm wole la ɔɔ.*

Nufialawo ate ñu atsɔ nyagbetutu ɔɔ fe se bubuawo akpe esiwo va yi la abe ale si wole le Evegbe me ene.

Dɔdeasi

1. Na ñkɔnyaɔɔnya *fe* kpɔɔɔɔwɔ ewo teti.
2. Zã se siwo kplɔa ñkɔnyaɔɔnyawo ñɔɱlɔ le nyagbe me la eye nàtsɔ ñkɔnyaɔɔnyaawo dometo atɔ teti atu nyagbe kpokploewo ɔɔ eye nãgazã ñkɔnyaɔɔnya atɔ bubu nàtsɔ atu nyagbe fokpliwo ɔɔ wotɔxewotɔxee.
3. Xlɛ nuɱlɔɔɔi kpui aɔe eye nãde dzesi ñkɔnyaɔɔnyawo le eme.

Dzesidenya: *Zã se siwo kplɔa ñkɔnyaɔɔnyawo ñɔɱlɔ le nyagbe me la eye nãzã ñkɔnyaɔɔnya siwo nède dzesii la nàtsɔ atu nyagbe kplanyawo ɔɔ.*

Pedagogical Exemplars

Group work/collaborative learning

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

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

Nusɔsrɔ̄ fe Nyati Veviwo Dodo kpɔ

Nusɔsrɔ̄dodo kpɔ fe ɔfe 1: Ɖkuɔɔɔ nu dzi

1. Na ɛkɔnyadɔnyawo fe kpɔɔɔnu ewo teti.
2. Zã ɛkɔnyadɔnyaawo dometɔ atɔ teti nãtsɔ atu nyagbewo ɔo le nyagbe fe ha siwo gbɔna la nu:
 - i. Nyagbe kpokploɛ
 - ii. Nyagbe fokpli
 - iii. Nyagbe kplanya
3. Gblɔ se siwo kplɔa ɛkɔnyadɔnyawo zazã le nyagbewo me la le Evegbe me.

Nusɔsrɔ̄dodo kpɔ fe ɔfe 3lia: Ɖkufɔflɔ ɔe nu me

1. Xlɛ nuɛlɔɔɔi aɔe eye nãdzro eme. Zã se siwo nɛsrɔ̄ la nãtsɔ ade dzesi vodada siwo le nuɛlɔɔɔi la me la.

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

Week 12

Nusɔsrɔ̄ fe taɔɔdzinu: *Zã se siwo kplɔa dɔwɔnyawo kple dɔwɔnyadɔnyawo ɲɔɲlɔ nàtsɔ atu nyagbewo ɔo.*

Nyati: **Dɔwɔnyawo kple Dɔwɔnyadɔnyawo Zazã le Nyagbewo me**

Dɔwɔnya

Dɔwɔnya nye nya si ɔea nuwɔna aɔe fiana la. Dɔwɔnya le vevie ɲuto le nya siwo nɔa dɔwɔfe le nyagbe me la me. Kpɔɔɔɔɔɔ: se, zu, dzɔ kple bubuawo.

Dɔwɔnya fe kpɔɔɔɔɔɔ le nyagbewo me

1. Kɔdzɔ **ɔu** mɔlu kple atadi.
2. Ama **yi** ɔe suku.
3. Kɔmi **dzi** ha nyuie.

Nyagbetutu ɔo fe sewo

Le Evegbe me la, dɔwɔnyawo zazã le nyagbewo me fe sewo to vovo tso Ghanagbe bubuawo to gbɔ. Se siawo dometo aɔewoe nye esiwo gbɔna la:

1. Efoa nu tso nu si nuwɔla la wɔ la ɲu. Kpɔɔɔɔɔɔ: Sɔ la *fu* du sesie wu sɔ bubuawo.
2. Ewɔa dɔ abe dɔwɔfemenɔlawo fe ta ene. Kpɔɔɔɔɔɔ: Dutsu la *fu* du sesie wu ame bubuawo.
3. Ne ɲkɔtefenɔnya le nuwɔfe la, wonɲlɔne kpɔna ɔe dɔwɔnya la ɲu wɔnyea nya ɔeka: Eva suku egbe.

Dzesidenya: *Ele be nufialawo nafia se siwo kplɔa dɔwɔnyawo ɲɔɲlɔ le nyagbe me la abe ale si wole le Evegbe me ene. Nufialawo ate ɲu atsɔ se bubu siwo mele esiwo va yi dome o la akpe ɔe wo ɲu.*

Dɔwɔnyadɔnyanya

Dɔwɔnyadɔnyanya nye nya alo nyakɔsɔkɔsɔ si ɔea dɔwɔnya alo kɔa ɔɲu. Dɔwɔnyadɔnyawo ɔea tefe, yeyiɲi kple ɔo fe si nuwɔna aɔe ɔo la fiana.

Kpɔɔɔɔɔɔ

- i. Dutsu la va **etsɔ**.
- ii. Edzi ha la **nyuie**.
- iii. Fefe la wu enu **kaba**.

Nyagbetutu ɔo fe sewo

Le Evegbe me la, dɔwɔnyadɔnyawo zazã le nyagbewo me fe sewo to vovo tso Ghanagbe bubuawo to gbɔ. Se siawo dometo aɔewoe nye esiwo gbɔna la:

1. Ewɔa dɔ abe dɔwɔnyadɔnyakɔsɔkɔsɔ fe ta ene. Kpɔɔɔɔɔɔ: Dutsu la *fo* nu **sesie** ɲuto.
2. Dɔwɔnyadɔnyawo melɔna ɔe nyaha bubuwo ɲu o, ke boɲ wonɔa wo **ɔokuiwo** si le ɲɔɲlɔ me. Nufialawo nena kpɔɔɔɔɔɔ siwo le Evegbe me la.

Dodeasi

1. Ðe nu si dɔwɔnya kple dɔwɔnyadɔnya nye la me eye nàna wo dometɔ ɔe sia ɔe fe kpɔɔɔɔ ewoewo.
2. Zã kpɔɔɔɔawo nàtsɔ atu nyagbewo ɔo le nyagbe fe ha siwo gbɔna la nu:
 - a. Nyagbe kpokploe
 - b. Nyagbe fokpli
 - c. Nyagbe kplanya
3. Ðe dɔwɔnya fe ha siwo nèsrɔ va yi la me.
4. Na dɔwɔnya fe kpɔɔɔɔ atɔatɔ teti tso hatsotsoawo dometɔ ɔe sia ɔe me eye nàtsɔ kpɔɔɔɔawo dometɔ ɔekadɔka atu nyagbewo ɔo wotɔxewotɔxɛɛ.

Pedagogical Exemplars**Group work/collaborative learning****1. Whole class**

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

2. Pair work

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

3. Whole class

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

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

Nusɔsrɔ fe Nyati Veviwo Dodo kpɔ**Nusɔsrɔdodo kpɔ fe ɔofe 1: Ðkuɔɔɔo nu dzi**

1. Ðe nu si dɔwɔnya kple dɔwɔnyadɔnya nye la me.
2. Na dɔwɔnya kple dɔwɔnyadɔnya fe kpɔɔɔɔ atɔatɔ.
3. Tsɔ dɔwɔnya kple dɔwɔnyadɔnya siwo nɛna la tu nyagbewo ɔo wotɔxewotɔxɛɛ. Nyagbewo neɔe nyagbe fe ha siwo gbɔna la fia.
 - i. Nyagbe kpokploe
 - ii. Nyagbe fokpli
 - iii. Nyagbe kplanya

Nusɔsrɔdodo kpɔ fe ɔofe 2lia: Nunyazazã

1. Xlɛ nunlɔɔɔi aɔe eye nàdzro eme. Zã se siwo nèsrɔ la nàtsɔ ade dzesi vodada siwo le nunlɔɔɔi la me la.

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

Section Review

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

Additional Reading

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SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

Sub-Strand: Text Composition

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

Nusɔsrɔ̄ fe taɔɔdzinu: *Tso nyatonyadu.*

Nyati: **Nyatonyadu**

Nyatinyagbe kple alɔdonyagbewo me dzodzro

Nyatinyagbe nye nyagbe si foa nu tso susu vevito si le boɔɔɔ me la ɲu. Alɔdonyagbewo nye nyagbe siwo foa nu tso susu vevito si le nyatinyagbe me la ɲu.

Susuwo ɔɔɔ ɔe boɔɔɔ me fe aɔaɲuwo

Esia lo nutsotso ɔka fomeviwo mama ɔe hatsotso me, nudzɔdzɔwo ɔɔɔ ɔe ɔɔɔ nyuito nu, kpeɔɔdzinyawo kple numeɔenyawo, nuwo ɔɔɔ ɔe wo nɔewo ɲu, nu si he nudzɔdzɔwo ve kple wo metsonuwo kple bubuawo ɔe eme.

Nyadutsotso

Enye nuɲɔɲlo alo nuɲɔɲlo fe aɔaɲu si me woɔea susu gblona tso nyati aɔe ɲu le la. Nyadu ɔe sia ɔe foa nu tso nyati aɔe ɲu.

Nyatonyadu

Nyatonyadu nye ɲutinya si wonlona si foa nu tso nyati aɔe ɲu. Esia lo amewo fe nutefekpɔkpɔgbɔgblo aɔaɲutɔe le nyatoto fe tutuɔɔ tɔxe me ɔe eme. Etea ɲu nyea nya kpakpa alo nu si dzɔ la. Nyatonyadu fe taɔɔdzinue nye be woazã nyatoto fe aɔaɲuwo abe nufofo tso nyati, adika, fuflugbadodo kple gbeɔaɲu bubuwo ene ɲu le nyatoto la me atso ahe nuxlɛla la fe susu ɔe nyadu la ɲu le mo tɔxe aɔe nu. Zi geɔe la, wozã ame gbãto fe nyagblomɔnu fe aɔaɲu le eɲɔɲlo me, eye wòkuna ɔe ame fe nutefekpɔkpɔ ɲu. Efoa nu tso ale si nuwo yi edzi la ɲu. Zi geɔe la, wozã nuwɔnɔnɔme le tsã yeyiyi me tɔna toa nyawo le atsiã tɔxe aɔe me. Ele be nyatoto la nanɔ ɔɔɔ siwo nu nuwo dzɔ ɔe la. Wotea ɲu zãa susumenukpɔkpɔ fe aɔaɲu kple gbeɔaɲu bubuwo be wòanyɔ seselelãme vovovowo le nuxlɛla la me.

Nyatonyadu fe nyatiwo fe kpɔɔɔɔ aɔewoe nye:

- Tso nyadu tso ɲkeke gbãto si nɛyi suku la ɲu.
- Tso nyadu tso nuɔɔɔ si dzɔa dzi na wò wu la ɲu.
- Tso nyadu tso Blunya si nɛɔu va yi la ɲu.
- Tso nyadu tso nutefekpɔkpɔ aɔe si me nɛsrɔ̄ nane tso ɔkuiwò ɲu le la ɲu.
- Tso nyadu tso nane si nɛwɔ hekpɔ ta na eye wònye dada na wò la ɲu eye nàgblo ale si nɛwɔe la.

Nyatonyadu fe Tutuɔɔ

Nuvuvu

Nyadu la nu uvuvu: dze egɔme kple biabia, nutsotsonana, alo nya aɔe si ahe nuxlɛla la fe susu ɔe nyadu la ɲu la, nutsotso vevi siwo ɲu wòle be nuxlɛlawo nànya nu tsoe la kple nyagbe aɔe si ka fe nu si ɲu nuɲlɔɔi la ku ɔe la.

Nyadu la ɲutɔ fe boɔɔɔ

Ɖlo nu tso nyatinyagbe, alɔdonyagbe, nyatafonyagbe alo abɔɔɔdonyagbewo ɲu. Ɖe nudzɔdzɔwo me tsitotsito eye nàfo nu tso nyagbe si to nu si ɲu nuɲlɔɔi la ku ɔe ɔe eme la ɲu. Ɖlo nu tso yeyiyi siwo me nudzɔdzɔwo yi edzi le la ɲu.

Ɖo nu siwo tɔto le nudzɔdzɔwo me la ɔe.

Yi nuṅṅlɔ la dzi eye nàwɔ ɔɔɔɔ siwo hiã la.

Nuwuwu

Gbugbɔ nyagbe si to nu si ɲu nuṅṅlɔɔ la ku ɔ la ɔ eme la gblɔ.

Te gbe ɔ nyati veviawo dzi.

Ɖlɔ nyatafonya si to nuṅṅlɔɔ blibo la ɔ eme la.

Dɔdeasi

1. Dzro nu si nyadutsotso nye la me.
2. Dzro nu si nyatonyadu nye la me eye nàɔ efe dzesidenuwo me.
3. Tia nyati aɔ eye nàgblɔ ale si nàte ɲu aṅlɔ nu tso eṅu wòazu nyatonyadu nyui aɔ la le nu si nèsrɔ egbe la nu.

Pedagogical Exemplars

Problem based learning

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

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

Collaborative learning

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

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

2. Whole class presentation

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

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 1: Ɖkuɔɔɔɔ nu dzi

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 1: Ɖkuɔɔɔɔ nu dzi

1. Nu kae nye nyatonyadu?
2. Gblɔ nyatonyadu fe dzesidenuwo.

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 2lia: Nunyazazã

1. Dzro nyatonyadu fe dzesidenuwo me.
2. Lé ŋku ɔfe nyatonyadu si gbɔna la ŋu eye nãde dzesi efe dzesidenuwo, ahãɔfe dzesidenuawo fe kpɔɔɔɔnuwo agblɔ.

Esi Menɔ Tsitsim le Ghana

Esi menɔ tsitsim le Ghana le fe akpe ɔka alafa asiekewo me la, medo go kuxi geɔɔwe le nye agbe me. Ʋetoɔfofe Afrika dukɔ la fe gɔkpɔmɔnunyawo gadze fɔfɔ ɔfe te. Nu si he nɔnɔme sia ve koŋ lae nye asrafowo fe dziɔɔɔɔnuwo mumu fu anyi enuenu si wɔe be dukɔa fe gɔkpɔmɔnunyawo meganɔ afɔ tsɔm o, eye dziɔɔɔɔnuwo wɔfewo tɔ agu. Asrafowo fe dzidziɔɔɔnuwo mumu fu anyi siawo wɔe be dukɔ si nɔ ŋgɔ na Afrika dukɔwo fe ablɔɔɔɔɔ fe wɔnawo la megale nɔnɔme nyui aɔke me o; mɔkpɔkpɔ bu ɔfe amewo, womenya nu si woagawo o eye wono fukpekpe me le gɔkpɔmɔnunyawo me.

Dziɔɔɔ si nɔ anyi ye ma yi si nye National Democratic Congress la wɔ ɔfofe sesɛ aɔwe me dɔ kple susu be dukɔa fe gɔkpɔmɔnunyawo kple hadomegbenɔnyawo nagatsɔ afɔ nyuie. Meɔ ŋku edzi be ganyawo ŋuti ɔfofe si wɔ dɔ ɔfe dukɔmeviwo fe agbenɔnɔ kple dɔwɔnawo dzi lae nye Asixɔɔɔdede Adzɔnuwo ŋu fe Adzɔga (adzɔga si nye VAT) la.

Ɖofo sia na adzɔnu siwo dome nye nuɔɔnu vevitɔ le la kple dɔwɔwɔwe fe asi yi dzi ŋutɔ. Nu sia na meɔ ŋku nane si dzɔ ye ma yi la dzi. Ena meɔ ŋku nane si me meto le ɔyeyi mawo me la dzi. Dunyaheha bubuawo, Dɔwɔfe siwo menye Dziɔɔɔnuwo wɔfewo o kple Dukɔmeviwo fe Habɔɔ bubuwo ɔfe wofe vevesesewo fia. Le esiawo katã me la, wowo ɔfofe la me dɔ. Meɔ ŋku edzi be ame geɔwe tsi vevesesedeɔfe fia fe wɔna sia me ku. Nukutɔe la, dziɔɔɔ siwo kplɔ NDC Dziɔɔɔ si nu Dukplɔla Xoxoa, ameyinugbe Jerry John Rawlings nɔ la mete fli ɔfe adzɔga sia xexe me gbeɔfe o. Ghanatɔwo gale adzɔga sia xexe dzi va se ɔfe egbe.

Nusɔsrɔ̄dodo kpɔ fe ɔfofe 3lia: Ɖkufɔflɔ ɔfe nu me

1. Tso nyatonyadu si anye boɔɔɔfe etɔ teti la tso nyati aɔfe ŋu, eye nãzã nyatonyadutsotso fe aɔɔɔnuwo le eme.

Week 14

Nusɔsrɔ̄ fe taɔɔdzinu: *Tso nuɔɔyadu.*

Nyati: Nuɔɔnyadu

Dzro nyatinyagbe kple alɔɔonyagbewo me.

Dzro susuwo ɔɔɔ ɔɔ ɔɔɔ nyuitɔ nu le boɔɔɔewo me fe aɔɔɔwo me.

Nuɔɔnyadu

Enye nyadu si me woɔɔa nuwo abe nane, ame, tefe, nutefekpɔkɔ, seselelɔme, nɔnɔme kple bubuawo ene le la le nyadutsotso fe aɔɔɔ si me nu si ɔɔm wole la dzena nyuie le to eɔɔɔ me. Wotsoa nuɔɔnyadu ɔɔ ɔɔɔ nyuitɔ nu, eye wofoa nu tso nuwo ɔɔ memie to nya siwo ana nuxlɔla la nakpɔ nu si ɔɔm wole le efe susu me la zazɔ me. Le nuɔɔnyadutsotso me la, nuɔɔlɔla la zɔa nyatefenyawo wu efe susu tso nu la ɔɔ.

Nuɔɔnyadu fe Tutuɔ

Nuwuwu: Wodzea nuɔɔnyadu gɔme kple nyagbe si ahe nuxlɔla la fe susu ɔɔ nyadu la ɔɔ la. Etea ɔɔ nyea nyagbe si to nu si ɔɔti nuɔɔɔɔ la ku ɔɔ la ɔɔ eme la. Nyagbe sia ate ɔɔ anye biabia si fe ɔɔɔɔ le nyanya xoxo la si awɔe be nyadu la gɔme nanya se la.

Nyadu la ɔɔtɔ fe Boɔɔɔewo: Tefe siae woɔɔa nyadu la fe taɔɔdzinu la me le. Nyadu la fe boɔɔɔ ɔɔ sia ɔɔ dzea egɔme kple nyatinyagbe si hea nuxlɔla la fe susu ɔɔ nyadu la ɔɔ la eye wɔfoa nu tso nu si woakpɔ mɔ na le boɔɔɔ me la ɔɔ. Wofoa nu tso nutsotso siwo me kɔ kple kpɔɔɔɔ tɔxewo ɔɔ.

Nuwuwu: Etea gbe ɔɔ susu vevi siwo ɔɔ wofo nu tsoe le boɔɔɔ gbɔtɔ me la dzi, eye wɔtɔa ati numeɔɔɔ vevi siwo dze le boɔɔɔewo me la.

Dzesidenya: *Mɔgafo nu tso susu yeye aɔɔke ɔɔ le boɔɔɔ sia me o. Ne nya vevi aɔɔewo gali nɔɔi be yeagblɔ le nyadu la me la, ekema fo nu tso wo ɔɔ le boɔɔɔ bubu me.*

Nuɔɔnyadu fe nyati fe kpɔɔɔɔ aɔɔewo nye:

- Fefe alo nuɔɔɔ si dzɔa dzi na wɔ wu
- Ɖokuisixɔɔ fe Azɔɔɔɔ le Ghana
- Ɖɔ nu si ablɔɔɔmeɔnɔ kple afiatsotso amɔnkumemakpɔmakpɔtɔe nye la.
- Ɖɔ ale si nɔbu be agbenɔnɔ aɔ le Ghana nɔnye be dukɔa le abe ale si nɔɔii la ene.

Nuɔɔnyadu fe Dzesidenuwu

- Ele be eme nakɔ na nuxlɔla la.
- Zɔ gbɔɔɔwo le eme.
- Zɔ nya siwo ana nuxlɔla la nade dzesi nu si ɔɔm nɔle la.

Nuɔɔnyadutsotso fe Afɔɔɔfewo

1. Gbɔ la, wɔ nugɔmekuku tso nyati si wona wɔ la ɔɔ eye nɔɔɔ nyati la me kple aɔɔɔ tɔxɔ aɔɔ.
2. Ɖlɔ ɔɔɔ si nu nyadu la nanɔ la da ɔɔ. Ɖlɔ nu siwo ɔɔ ge nɔle la fe nyatiwo ko kpui kpui da ɔɔ.
3. Tso nyadu la. Tso nyadu la ɔɔ ɔɔɔ si nɔwɔ do ɔɔ la nu. Esia wɔnɔ be nyadutsotso la nɔna bɔbɔe.
4. Xlɔ nyadu la to eme nyuie hafi nɔɔɔ asi alo nɔtɔɔ na nufiala la. Esia ana be nɔɔɔ vodada siwo nɔnya wɔ la ɔɔ.

Dɔdeasi

1. Nu kae nye nuɔɔnyadu?
2. Dzro nuɔɔnyadu fe dzesidenuwo me eye nàɔɔ kpe wo dzi kple kpɔɔɔnyawo.
3. Tia nuɔɔnyadu fe nyati aɔɔ le ɔɔkuiwò si eye nàzã nuɔɔnyadu fe dzesidenuwo kple tutuɔɔ fe aɔɔny nàtsɔ aɔɔlɔ ɔɔɔɔ si nu nyadu la nana la fe nyatiwo kpuikpuikpu da ɔɔ.

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

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

Group work

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

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

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

Nusɔsrɔ fe Nyati Veviwo Dodo kpɔ**Nusɔsrɔdodo kpɔ fe ɔɔfe 1: ɔɔkuɔɔɔɔ nu dzi**

1. Nu kae nye nuɔɔnyadu?
2. Nu kae nye nyatinyagbe kple alɔɔnyagbewo le boɔɔɔ me?

Nusɔsrɔdodo kpɔ fe ɔɔfe 2lia: Nunyazazã

1. Dzro nuɔɔnyadu fe dzesidenuwo me eye nana wo fe kpɔɔɔnyawo.
2. Tso nuɔɔnyadu si anye boɔɔɔ etɔ teti la le tanya aɔɔ te (kpɔɔɔnyu: degbenɔɔ nyuiwo, dzidefo, nyuiwɔwɔ kple bubuawo), Nusɔsrɔ si ku ɔɔ Dzɔɔdzɔmeɔnyutinunya, Mɔɔɔnyutinunya kple Akɔntaɔnyutinunya nyu, (STEM) latrɔkiɔnyutinunya ɔɔ ɔɔɔɔ nyuitɔ nu, dzadzɔnyenyeny, dukɔmenyawo kple xexemedukowo me nyawo kple bubuawo).

Week 15

Nusɔsrɔ̄ fe Taɔɔdzinu: *Tso numeɔenyadu.*

Nyati: **Numeɔenyadu**

Numeɔenyaduwo

Wonye nyadu siwo ɔea nu me tso alo kɔa nane ɔu. Efe taɔɔdzinue nye be wɔawɔ numeɔeɔe si kɔ la.

Ɖoɔo siwo nu wotsoa numeɔenyadu ɔo

Biabia la fe tanya:

Woɔe tso biabia la me alo toa biabia la ɔe eme wɔzua tanya la.

Nyadu la nu vuvu

Wodzea numeɔenyadutsotso gɔme kple nyadu la nu vuvu. Esia hea nuxlɛla la fe susu ɔe nyadu la ɔu. Uu nyadu la nu eye nɔfo nu tso tanya la ɔu kpokploe. Ɖlɔ nyagbe si ka fe nyati la eye nɔto nu si ɔu nɛle nu fo ge tsoe la ɔu.

Nyadu la ɔutɔ fe boɔeɔe

Tefe siae wokloa nu le nyati la ɔu le wɔdea to. Zi geɔe la, woɔlɔne ɔe boɔeɔe etɔ me gake etea ɔu wua nenema le nyadu legbewo me. Tefe siae nɛle ɔoɔo, susu alo nyati si ɔu nɛle nu ɔlɔm tsoe la me ɔe ge tsitotsito le.

Nuwuwu

Numeɔenyadu fe nuwuwu toa nyati si ɔu nyadu la ku ɔo la ɔe eme. Ele vevie be nuwuwu la nɔfo nyadu la ta nyuie eye wɔatso nya me tso nyati la ɔu.

Dɔdeasi

1. Gblɔ nu si nyadutsotso nye la.
2. Nu kae nye numeɔenyadu?
3. Ɖe numeɔenyadu fe dzesidenuwu me eye nɔɔo kpe wo dzi kple kpɔeɔuwu.
4. Aɔaɔu kawo nɛhiã le numeɔenyadutsotso me?
5. Tso numeɔenyadu tso nyati aɔe ɔu.

Dzesidenya: *Nufiala la nana nyati la nusɔɔlawo.*

Pedagogical Exemplars

Problem-based learning

1. Whole class

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

NB: The teacher should expect different levels of achievement from learners. AP learners will explain what an expository essay is while P learners explain what an expository essay is and give at least two features of an expository essay. HP learners will do all the aforementioned and give examples to support their explanation.

Group work/collaborative learning

1. In a mixed-ability group

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

Key Assessment

Level 1 Assessment: Skills building

1. Tso numedenyadu si anɔ abe boɔɔɔ etɔ̃ tso yi boɔɔɔ atɔ̃ ene la tso nyati siawo dometɔ ɔka ɲu: ‘Ale si agbledede wɔa dɔ ɔ nye agbe dzi alo ale si hadzidzi wɔa dɔ ɔ nye agbe dzi’ alo ‘koko fe vevinyenye le Ghana.’

Level 2 Assessment: Extended thinking

1. Gbugbɔ ɲku lé ɔ wò ɲutɔ wò nyadu alo wò nusrɔ̃hati aɔe fe nyadu ɲu eye nàdzro ale si nèzã alo wòzã numedanyadu fe dzesidenuwo katã le eme la. Fo nu tso ale si wo dometɔ ɔ sia ɔ wò dɔ ɔ nyadua gɔmesese dzi la ɲu.

Section Review

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

Additional Reading

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