



**MINISTRY OF EDUCATION**

# **NZEMA Sukunwio**

**KILEHILEVOLA ADENGILE**



**Bango Ko - Buluku Ko**



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



# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## NZEMA

### Sukunwiɔ

**Kilehilevolɛ Adengile**

**Bango Ko - Buluku Ko**



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

## NZEMA TEACHER MANUAL

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# CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<b>Learner-Centred Curriculum</b>	<b>1</b>
<b>Promoting Ghanaian Values</b>	<b>1</b>
<b>Integrating 21st Century Skills and Competencies</b>	<b>1</b>
<b>Balanced Approach to Assessment – not just Final External Examinations</b>	<b>1</b>
<b>An Inclusive and Responsive Curriculum</b>	<b>2</b>
<b>Social and Emotional Learning</b>	<b>2</b>
<b>Philosophy and vision for each subject</b>	<b>2</b>
<b>SUMMARY SCOPE AND SEQUENCE</b>	<b>3</b>
<b>SECTION1: SOUNDS OF THE LANGUAGE</b>	<b>4</b>
<b>Strand: Oral Conversation</b>	<b>4</b>
Sub-Strand: Phonology	4
<i>Bodane anzee Mɔɔ gyi ye nye zo la 1: Vawolo nee Kɔnsɔnante Keside la(Ehilele)</i>	6
<i>Bodane anzee Mɔɔ gyi ye nye zo la 1: Vawolo Gyimalile</i>	10
<i>Bodane anzee Mɔɔ gyi ye nye zo la 2: Kɔnsɔnante Gyimalile</i>	12
<b>SECTION2: SHARING IDEAS AND ORAL INTERPRETATION</b>	<b>15</b>
<b>Strands:</b>	<b>15</b>
<b>1. Oral Conversation</b>	<b>15</b>
<b>2. Language and Usage</b>	<b>15</b>
Sub-Strands:	15
1. Conversation/Communication in Context	15
2. Reading	15
3. Interpretation and Translation	15
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Adawu nu Adwenle Titili Ehilele</i>	17
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Adwenlewɔwɔle nee Adwenlehilele wɔ Adwelielile nu</i>	18
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Adawu nu Helɛdeɔle</i>	21
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Adawu nu Mgbɔlekabɔle</i>	23
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Aneebohilele</i>	25
<b>SECTION 3: LEXIS AND STRUCTURE</b>	<b>27</b>
<b>Strand: Language and usage</b>	<b>27</b>
Sub-strand: Lexis and structure	27
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Aluma nee Be Ngakyile</i>	29
<i>Bodane anzee mɔɔ gyi ye nye zo la: Dumangilenu Ekpunli Eguale</i>	32
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Yekpɔke Ekpunli Eguale</i>	35
<i>Bodane anzee mɔɔ gyi ye nye zo la(2): Yekpɔkengilenu Ekpunli Eguale</i>	37

<b>SECTION 4: RULES OF WRITING</b>	<b>40</b>
<b>Strand: Language and Usage</b>	<b>40</b>
Sub-Strand: Rules of Writing a Ghanaian Language	40
<i>Bodane anzee Mɔɔ gyi ye zo la : Dua Duma nee Dumagya zo Kelehele Edendemunli edendemunli</i>	42
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Fa dumangilenu kelehele edendemunli.</i>	44
<i>Bodane anzee Mɔɔ gyi ye nye ye zo la: Fa yekpɔke nee yekpɔkengilenu kelehele edendemunli.</i>	46
<b>SECTION 5: TEXT COMPOSITION</b>	<b>49</b>
<b>Strand: Language and Usage</b>	<b>49</b>
Sub-Strand: Text Composition	49
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Kolakoladule Nwobie, Edendemunli titili yee Edendemunli Titili Boavo.</i>	50
<i>Bodane anzee Mɔɔ gyi ye nye zo la :Kesinde Nwobie</i>	53
<i>Bodane anzee Mɔɔ gyi ye nye zo la: Adwenlebɔle/Debieyele Nwobie</i>	55
<b>ACKNOWLEDGEMENTS</b>	<b>57</b>

# INTRODUCTION

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

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

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

## **Learner-Centred Curriculum**

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

## **Promoting Ghanaian Values**

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

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

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

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

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

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

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

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS1 to SHS3. 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 adaptive 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.e

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

# SUMMARY SCOPE AND SEQUENCE

## Ghanaian Language Summary

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

## Overall Totals(SHS 1–3)

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



# SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

**Sub-Strand:** Phonology

## Learning Outcomes:

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

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

## INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by this 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 modeling. 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 skillfully.

## 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 learners' performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement, and holistic learner development are ensured.

## Week 1

### Ezukoaledede Bodane:

1. *Dua ndenle fɔɔnwo ne mɔ azo kilehile Nzema vawolo ne mɔ( ndonwo., Enloanle mbabonle ne gyinlabelɛ,etafinlimale anwumahɔle nee etafinlimale ne nleka ne mɔ).*
2. *Dua ndenle fɔɔnwo ne mɔ azo kilehile Nzema kɔnsɔnante ne mɔ(ndonwo., ye ebɔle(ɛwozole), eleka mɔɔ bebɔ ye la yɛɛ kɛsi bebɔ ye la)*

### Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la 1: **Vawolo nee Kɔnsɔnante Kɛside la(ɛhileɛ)**

#### Vawolo

A le ɛdendɛle alera mɔɔ yebɔ a anwoma ne mɔɔ vi yɛ ɛvovoa ne anu la finde woladada mɔɔ debie biala enzi ye adenle, mɔɔ ɛkominzale kpɔke ndinli ne wozo noko akee ɔnnyia ngyegyeye biala la na ɔboka alera ne mɔɔ wɔ anɛɛ ne anu ɛnelekpɔke nwo la.

**Vawolo Subanehilele:** Wɔ vawolo subanehilele nu yɛdua ndenle fɔɔnwo bie mɔ azo. Ndenle ɛhye a le enloanle mbabonle ne gyinlabelɛ, etafinlimale ne anwumahɔle, etafinlimale ne eleka mɔɔ befa bebɔ vawolo alera ne la yɛɛ etafinlimale ne abo ɛkpogyale .

Enloanle mbabonle ne gyinlabelɛ: ɛhye kile kɛsi enloanle mbabonle ne ye kulukulu anzɛɛ tɛle wɔ vawolo ne ebɔle nu la.. *ɛhye kile ye kulukuluyele nee ye tɛtɛleyele subane.*

Etafinlimale ne anwumahɔle: ɛhye kile eleka mɔɔ etafinlimale ne dwu wɔ be nloa anu wɔ vawolo alera ebɔle nu la. ɛhye kola ye anwuma, avinli anzɛɛ *aze*.

Etafinlinlimale ne eleka mɔɔ befa bebɔ: ɛhye kile etafinlimale ne eleka mɔɔ befa bebɔ vawolo ne la. Adenle ɛhye maa ye; ɔ ti, avinli yɛɛ ɔ nzi vawolo ne mɔ.

Ndonwo a le ɛhye:

- a. /o/-anwuma-anzi-kulukulu
- b. /i/-anwuma-ati-tɛtɛyɛle
- c. /ɛ/-aze-ati-tɛtɛleyɛle
- d. /ɔ/-aze-anzi-kulukulu

#### Kɔnsɔnante

Ole ɛdendɛle alera mɔɔ yɛsi anwoma ne adenle ekyii wɔ ndenle bie mɔ azo na yekola yefa yeboka vawolo nwo yenyia ɛnelekpɔke la.

Kɔnsɔnante subanehilele: Ye ebɔle(ɛwozole), eleka mɔɔ bebɔ ye la yɛɛ kɛsi bebɔ ye la.

*Ye ebɔle(ɛwozole): Wɔ ye ebɔlenu, yɛle kɔnsɔnante mɔɔ ɔpi nee kɔnsɔnante mɔɔ ɔmpi. Kɔnsɔnante mɔɔ ɔpi la bie a le /g/, /d/, /m/, /b/ yɛɛ kɔnsɔnante mɔɔ ɔmpi la bie a le /f/, /s/, /k/, /t/, nee mɔɔ bokeboka nwo la.*

*Eleka mɔɔ bebɔ ye la: Eleka bie mɔ mɔɔ bebɔ kɔnsɔnante ne mɔ la a le baelebeale(mbabonle),labio-dentale(mbabonle nee egyele),aviola,palatale,vila nee mɔɔ bokeboka nwo la.*

Kɛsi bebɔ ye la: ɛhye kile kɛsi ɛdendɛle ninyene ne mɔ di ngitanwo wɔ ɛdendɛle alera ne ebɔle nu la. Kɔnsɔnante bie mɔ mɔɔ yɛdua kɛsi bebɔ be la azo yenyia be la a le ɛzile(stops) ngyenwo(fricatives), Telera ngyenewo(affricate),be-bɔnyibɔle(nasal), latelale(lateral) nee mɔɔ bokeboka nwo la.

**Ɖzukoalɛdeɛ Gyima**

1. Duzu a le vawolo ?
2. Duzu a le kɔnsɔnante ?
3. Duzu ndenle a yɛdua zo yɛkile vawolo subane a ?
4. Duzu ndenle a yɛdua zo yɛkile kɔnsɔnante subane a ?
5. Bobɔ Nzema vawolo alɛra ne mɔ ?
6. Bobɔ Nzema kɔnsɔnante alɛra ne mɔ(keyɛ bulu).
7. Kile kɔnsɔnante yɛɛ vawolo ne mɔ mɔ wɔbobɔ la subane.

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. Learner's format least three words using the vowels and make presentation for class discussion.

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

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



**Collaborative learning****1. Group work:**

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

**2. Pair work:**

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

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

The teacher should encourage the higher achievers in the group 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.

**Sonea Titili****Sonea 1: Ebobole/Ehakyele**

- 1) Kele vawolo keye nsa wo wo anee ne anu.
- 2) Kele vawolo ne mo moo wo edwekemgboke ehye mo anu la. (Owo ke kilehilevole ne maa edwekemgboke bie mo. Ndonwo : sua,wole,teladee,baebolo nee moo bokéboka nwo la.
- 3) Kele konsonante mo wo wo anee ne anu la amuala.
- 4) Kilehile nu maa yenwu ndenle mo yedua zo yekile vawolo ne mo subane la.
- 5) Kilehile nu maa yenwu ndenle mo yedua zo yekile konsonante ne subane la.

**Sonea 2: Sukoanyia Gyima**

1. Kile kesi bebobo vawolo alera ne mo wo wo anee ne anu la.
2. Kilehile vawolo ehye mo subane.
  - a. /a/:
  - b. /e/:
  - c. /o/:
  - d. /i/:
  - e. /ɔ/:
3. Gua konsonante ehye mo /b/,/d/,/g/,/t/ wo ekpunli ehye mo abo
  - a. Ye ebobole(ewozole):



## Week 2

### Ɖzukoalɛdeɛ Bodane:

1. Kilehile vawolo gyimalile wɔ Nzema anee ne anu (ndonwo., edwekekpɔke ne mɔlebebo, avinli nee awieleɛ)
2. Kilehile kɔnsɔnante gyimalile wɔ Nzema anee ne anu (ndonwo., edwekekpɔke ne mɔlebebo, avinli nee awieleɛ).

### Bodane anzɛɛ Mɔɔ gyi ye nye zo la 1: Vawolo Gyimalile

#### Vawolo Gyimalile

**Ndonwo:** Nea vawolo “a” gyimalile wɔ edwekemgbɔke ɛhye mɔ anu:

1. asɔne
2. bane
3. bela

Wɔ ndonwo 1 ne anu, vawolo 'a' ne bɔ edwekekpɔke ne abo. Wɔ adenle ɛhye azo, ye kola ye ka ke 'a' kola bɔ edwekekpɔke bo. Wɔ ndonwo 2 ne anu, 'a' ne finde edwekekpɔke ne avinli, ɛhye ati yese 'a' kola ba edwekekpɔke avinli. Wɔ ndonwo 3 ne anu, 'a' ne a le alɛra mɔɔ dwula edwekekpɔke ne a, yemɔti 'a' kola ba edwekekpɔke awieleɛ.

**KAKYE:** Ɖwɔ ke emaa ndonwo ne mɔ wɔ Nzema nu.

*Ɖnle ke kilehilevole ne ye ye adwenle ke sukoavoma ne kɔsɔti debiezukoale anwosesebe baye ko. Ɖhye ati yelewula kilehilevole ne anwosesebe ke ɔlua debiehilele ndenle ngakyile zo ɔboa sukoavoma mɔɔ keha amozi wɔ debiezukoale nu la amaa beado be gɔnwo.*

### Ɖzukoalɛdeɛ Gyima

1. Vawolo nee kɔnsɔnante ɛhye mɔ boni a kola bɔ edwekekpɔke bo wɔ Nzema anee nu a ?  
/a/, /e/, /ɛ/, /i/, /o/, /ɔ/, /u/ nee, /b/, /d/, /f/, /g/, /h/, /k/
2. Vawolo ne mɔ mɔɔ wɔ anwuma la anu boni a kola finde edwekekpɔke avinli a?
3. Vawolo nee kɔnsɔnante ne mɔ mɔɔ wɔ anwuma la anu boni a kola finde edwekekpɔke awieleɛ a?
4. Neenlea edwekemgbɔke ɛhye mɔ na kilehile ɛleka mɔɔ vawolo nee kɔnsɔnante ne mɔ findevinde la:

Ɖwɔ ke kilehilevolema fa vawolo alɛra ngakyile nee edwekemgbɔke mɔɔ be ndendenle enle ko amaa sukoavoma ne mɔdenlebɔle ahɔ ɔ nyunlu. Ndonwo, tumi, enwɔra, abole, kekelebetile, belemgbunli, bote, bile, fufule, awenade, ɛhole.

### Pedagogical Exemplars

#### Building on what others say

##### 1. Pair and group work:

- a. Inmixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/, /e/, /ɛ/, /ɔ/, /o/, /u/ etc.) and practice sounding them out.

- b. The teacher uses the above activity to help learners revise the parameters used to describe vowels and describe vowels in some given words using the right parameters.

### Initiating Talk for Learning:

#### Whole class discussion

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

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

#### Modelling:

1. Teacher provides ten words and shows the position of all the vowels in them.

Learners are provided with words to identify the vowels in them and categorize them into word initial, word medial, and word final positions. Examples of words such as: kɛndɛnɛ, duba, akutue, awudɛɛ, azule

#### Collaborative learning

##### Pair work:

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

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

## Sɔnea Titili

### Sɔnea 1: Ɛbobɔɛ/Ɛhakyɛɛ

Maa edwɛkɛmgbɔkɛ ndonwo nwiɔ nwiɔ wɔ Nzema anɛɛ ne anu mɔɔ vawolo ɛhyɛ mɔ ko biala bɔ be bo, finde bɛ avinli anzɛɛ finde bɛ awielee la.

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

### Sɔnea 2: Sukoanyia Gyima

Kilehile vawolo ne mɔ mɔɔ wɔ edwɛkɛmgbɔkɛ mɔɔ wɔ aze ɛke anu la na kile ɛleka mɔɔ bɛfinde la.

- a. kuma
- b. nzule
- c. ɔsukoa
- d. si



- e. dɔkole
- f. adawu

### Sɔnea 3: Dwenle Kɔ Moa

Fa vawolo mɔɔ kola bɔ edwɛkɛkpɔkɛ bo, finde edwɛkɛkpɔkɛ avinli nee ye awieleɛ mekɛ ko ne ala la kɛlɛ edwɛkɛmpɔkɛ nsuu na kilehile wɔ nyelebenloa ne anu.

### Bodane anzɛɛ Mɔɔ gyi ye nye zo la 2: Kɔnsɔnante Gyimalile

#### Kɔnsɔnante Gyimalile

Kɔnsɔnante gyimalile kile ɛleka mɔɔ kɔnsɔnante finde wɔ edwɛkɛkpɔkɛ nu la. Kɔnsɔnante bie mɔ bɔ edwɛkɛmpɔkɛ bo, bie mɔ finde edwɛkɛmpɔkɛ avinli yɛɛ bie noko dwula edwɛkɛmpɔkɛ. Saa kɔnsɔnante bie bɔ edwɛkɛkpɔkɛ bo a yɛka kɛ ɔle edwɛkɛkpɔkɛ mɔlebɛbo kɔnsɔnante. Saa ɔfinde avinli a, yɛfɛlɛ ye edwɛkɛkpɔkɛ avinli kɔnsɔnante yɛɛ ɔfinde edwɛkɛkpɔkɛ awieleɛ a yɛsɛ ɔle edwɛkɛkpɔkɛ awieleɛ kɔnsɔnante.

**Ndonwo:** Nea kɔnsɔnante “b” gyimalile wɔ edwɛkɛmpɔkɛ ɛhye mɔ anu:

- a. bane
- b. abɛlɛ

Wɔ ndonwo 1 ne anu, kɔnsɔnante 'b' ne bɔ edwɛkɛkpɔkɛ ne abo. Wɔ ndonwo 2 ne anu 'b' ne finde edwɛkɛkpɔkɛ ne avinli, ɛhye ati yɛsɛ kɔnsɔnante 'b' ne kola bɔ edwɛkɛkpɔkɛ bo na eza ɔkola ɔfinde edwɛkɛkpɔkɛ avinli.

#### Ɖzukoalɛdɛ Gyima

1. Ɖwɔ kɛ kilehilevolema fa kɔnsɔnante alɛra ngakyile nee edwɛkɛmpɔkɛ mɔɔ bɛ ndendenle ɛnlɛ ko amaa sukoavoma ne mɔdenlebɔlɛ ahɔ ɔ nyunlu. Ndonwo: ɛbolɔme, debiehileɛ, debiezukoalɛ, nrelɛbɛ ,adwenlehakyile, pɛ, sunsum
2. Wowɔ adwenle wɔ kɔnsɔnante mɔɔ findevinde edwɛkɛmpɔkɛ bie anu la gyimalile nwo.
3. Fa kɔnsɔnante mɔɔ wɔ edwɛkɛmpɔkɛ ne mɔ mɔɔ bɛva bɛmaa wɔ la kɛlehelɛ edwɛkɛmpɔkɛ fofolɛ na kile kɛ kɔnsɔnante ne mɔ si di bɛ gyima 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, ky, gy/ by way of revision. (Remind learners about digraphs/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 consonant distribution in words—word initial, word medial, word final.
- e. Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners’ understanding of the concept of consonant distribution.

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

- a. Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words edwekekpọke, kenga, nrelebe, ngoaneliele, fọdọdọ... The consonants in the words provided are (d,w,k,kp,n,g,r,l,b,f)
- b. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- c. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

All learners should be encouraged to participate in the lesson actively. Respect and tolerance of diversity should be encouraged irrespective of learners' 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.

**Sọnea Titili****Sọnea 1: Ẹbobọẹ/Ẹhakyẹ**

Maa edwekemgbọke nna nna mọọ kọnsọnante ehye mọ ko biala bọ bẹ bo la.

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

**Sọnea 2: Sukoanyia Gyima**

Kilehile kọnsọnante ne mọ mọọ wọ edwekemgbọke mọọ wọ aze eke anu la na gua bẹ wọ edwekemgbọke mọlebebo, avinli nee awielee la abo.

- a. abolokyi
- b. nza
- c. atoko
- d. babaso
- e. gyemilewu
- f. esilemu
- g. alee
- h. kundum
- i. gbulum

Ọwọ ke kilehilevole ne maa edwekemgbọke mọọ wọ *Nzema nu la*

## Sonea 3: Dwenle Kɔ Moa

1. Fa kɔnsɔnante mɔɔ kola bɔ edwɛkɛkpɔkɛ bo, finde edwɛkɛkpɔkɛ avinli nee ye awieleɛ la kɛle edwɛkɛmgbɔkɛ bulu na kilehile wɔ nyelebenloa ne anu.

## Section 1 Review

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

### Additional Reading

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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 range 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 special educational needs (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, which 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 learner's performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## Week 3

### Ɖzukoalɛdeɛ Bodane:

1. *Kile adwenle titili mɔɔ wɔ adwelielile mɔɔ le fɔɔnwo la anu. Ndonwo, ezuavole ne maandee (ɛbule, ahunyele, abotane yee mɔɔ bokeboka nwo la), nwomazukoale, mbɛda ɛdɔnele, nyambɔyia, gyima gyima, agudeɛdule, GESI, STEM nee mɔɔ bokeboka nwo la.*
2. *Wowɔ adwenle wɔ adwenlehilele mɔɔ di munli wɔ adwelielie bie anwo. Ndonwo, ezuavole ne maandee (ɛbule, ahunyele, abotane yee mɔɔ bokeboka nwo la), nwomazukoale, mbɛda ɛdɔnele, nyambɔyia, gyima gyima, agudeɛdule, GESI, STEM nee mɔɔ bokeboka nwo la.*
3. *Dua adawu nu hɛlɛdeɛbɔle nee nu mgbɔlekabɔle zo kenga adawu mɔɔ di munli na yeye ewdwekemiza mɔɔ wɔ nwo la anloa.*
4. *Dua adawu nu mgbɔlekabɔle ngyehyeleɛ adenle zo wowɔ adwenle (ɛfa ɛ nye nee ɛ sa wɔakpɔla nu, edwekemgbɔke nee ɛdendɛsinli ɛkpondɛle nee mɔɔ bokeboka nwo la.)*
5. *Dua ɛdielɛ mɔɔ di munli, nrelaleɛdole nee ndelebeɛbonyianle zo wowɔ adwenle wɔ aneebo ɛhilele nu nee mɔɔ bokeboka nwo la.*

### Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: **Adawu nu Adwenle Titili Ɖhilele**

#### Adwenle titili

Adwenle titili a le kpɔke hole mɔɔ bɛgyinla zo bɛkelɛ adawu ne la. Ɖle kelɛvole adwenlehilele mɔɔ ɔle ye wɔ tidweke ne anwo mɔɔ meke dɔɔnwo ne ala ɔda ali wienyi anzɛɛ ɛkola ɛfa wɔ adwenle ɛsuzu la. Yemɔ a le adawu ne ngyinlazo a.

#### Amaa wɔahile adawu nu adwenle titili la yɛ ɛhye mɔ:

- Kpondɛ ahenle anzɛɛ deɛ mɔɔ adawu ne ka nwolɛ edweke la: Asoo adawu ne ka awie, menli ɛkpunli anzɛɛ ɛkpunli bie anwo edweke ɔ?
- Biza meke mɔɔ nzidweke ne zile la: Asoo edweke ne da meke bie ali ɔ?
- Kpondɛ ɛleka mɔɔ nzidweke ne hɔle zo la: Asoo adawu ne bɔ ɛleka bie duma ɔ?
- Biza deɛmɔti nzidweke ne zile la: Ɖnyia ngilenu bie mɔɔ kile deɛmɔti debie bie zile la ɔ?
- Biza kesi nzidweke ne zile la: Asoo edweke ne kile adenle mɔɔ bɛdua zo bɛye debie anzɛɛ adwenle mɔɔ awie ɛhile mɔɔ belie bɛdo nu la ɔ?

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

### Ɖzukoalɛdeɛ Gyima

1. Bobɔ adwenle titili nsa wɔ adawu bie anu.
2. Kile adwenle titili nu na kile adwenle nsa wɔ adawu bie anu.
3. Kilehile adwenle titili nu na dua nvefenuyɛle zo kile adawu bie anu adwenle titili ne mɔ.

## Pedagogical Exemplars

### Talk for Learning Think-pair-share:

1. Teacher model the prediction of story line following the principles discussed.
2. Learners in mixed-ability pairs predict a story line based on titles, pictures, keywords or audiovisual materials.
3. Each pair share 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.

## Sɔnea Titili

### Sɔnea 1: Ɛbobɔɛ/Ehakyɛɛ

1. Wowɔ adwenle wɔ kɛsi adwenle titili de la nwo.
2. Fa ɛ ti anwo edwekɛmgbɔkɛ kilehile adwenle titili nu.

### Sɔnea 2: Sukoanyia Gyima

#### Kenga adawu ezinra ɛhye na yɛ nvefenu kile nuhua adwenle titili ne:

Gana le Abibile Senzedɔlee maanle mɔɔ te ɔ nwo fi ewiade nleka nleka mɔɔ azɛle ɛkpusule titili nee ngyikyɛ sisi la. Emomu, ɛhye ɛtesile adenle kɛ azɛle ɛkpusule titili nee ngyikyɛ kɛsisi maanle ne anu. Azɛle ɛkpusule titili ɛsisi Gana wɔ mekɛ bie mɔɔ ɛze ɛhɔ la anu yɛe azɛle ɛkpusule ngyikyɛ tekɔzo sisi maanle ne anu kekala. Azɛle ɛkpusule mɔɔ limoale zile Gana la wɔ ɛvole 1615 ne anu. Ɔzɛkyele Sao Gyɔɔge arane ne mɔɔ wɔ Elimina la. Wɔ ɛvole 1636 ne anu, azɛle ɛkpusule bieko zile Bolɔfo. Ɛvole 1862 ne anu azɛle ɛkpusule mɔɔ anu yɛ ɛsesebe la zile Ngenla suakpole ne azo na ɔzɛkyele Kilisienbege arane ne, arane bie mɔ yɛe awolɛ azua( azua mɔɔ beva awolɛ bezi)

### Sɔnea 3: Dwenle Kɔ Moa

1. Dua adwenle titili ne mɔ azo toa alimoa gyima ne ɛhɛlɛle zo. Ɛkola ɛfa adwenle mɔɔ menli ɛlie edo nu la. Kilehile mɔɔ wɔva la anu.

## Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: Adwenlewɔɔɛ nee Adwenlehileɛ wɔ Adwelielile nu

### Adwelielile

Awie mɔ adawubɔle anzɛɛ ngitanwolile mɔɔ bɛhɛle, bɔbɔ adwenlewɔɔ mɔɔ anu mia wɔ bodane bie anwo la.

### Adwenle

Ole ngilenu anzɛɛ nzuzule mɔɔ da ndenle fɔnwo anzɛɛ nyeleɛ bie ali la.

### Adwenlehileɛ

ɛhye kile kɛsi wɔ adwenle de wɔ debie nwo na tɛ kɛ ɔgyi mɔɔ belie bɛdo nu anzɛɛ adwenlekpɔke bie zo a. Eza ɔkola ɔyɛ folɛdule mɔɔ vi benvolɛ bie ɛkɛ la.

Wɔ adwenle ɛwɔwɔle nee adwenlehilele wɔ adwelielile nu, ɔwɔ ke sukoavoma:

- Ye be nzo gyelɛɛnyɛ tie
- Dwenle kolaa na beadende
- Nwu ye ke beze mɔɔ bedie to nu la
- Ka mɔɔ beze ye la amuala, wɔ ye adenle zo na fa ninyɛne mɔɔ di nwole dasele la sua ɔ nzi.
- Fa “Me” edwekɛhanle di gyima.

**KAKYE:** *Wɔ adwenlewɔwɔle nee adwenlehilele nu, ɔwɔ ke yebu awie ko biala nzuzule.*

### Ezukoalɛdeɛ Gyima

- a) Kile adwelielile, adwenle nee adwenlehilele nu.
- b) Fa ɛ ti anwo edwekɛmgbɔkɛ kilehile adwenle nee adwenlehilele anu na kile adwenle nee adwenlehilele mɔɔ wɔ adawu anzɛɛ adwelielile nu la.
- c) Kile adenle mɔɔ bedua zo bɛwɔwɔ adwenle nee adwenlehilele la.
- d) Tie adwelielile, ye nvefenu gyelɛɛnyɛ na kile adwenle yɛɛ adwenlehilele mɔɔ da ali wɔ nu la.

### Pedagogical Exemplars

#### Starter:

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

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

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

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

#### Talk for Learning

##### Think-pair-share:

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

##### Group work:

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

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

*Encourage each learner to participate actively. Learners should be made to respect each other's ideas and opinions. The teacher should try to skillfully 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*

**Individualwork:**

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

**Sɔnea Titili**

**Sɔnea 1: Ɛbobɔle/Ɛhakyele**

1. Kile adwelielile, adwenle nee adwenlehilele nu.
2. Tie adawu na wowo adwenle wo nuhua adwenle titili ne anwo.
3. Gyinla nvoninli bie azo bo adawu.

**Sɔnea 2: Sukoanyia Gyima**

1. Gyinla mo wozukoa la azo kile wo adwenle nee wo adwenlehilele mo ele wo tidweke ehye anwo la.

“Ole ngakula mraale/mraale gyima ke bekedo ale bekema abusua ne dahuu.”

*“Kilehilevolema ne kola maa tidweke gyene bie le ke Relahyia nee Yukileni konle ne, Walone Gaza nee mo bokoboka nwo la.”*

**Sɔnea 3: Ɛdwenlenle Fɔnwo**

1. Fa wo adwenle nee adwenlehilele mo ele ye tidweke bie anwo la toto e gonwo mo edee nwo na dwula ye fɔnwo.

## Week 4

**Ɖzukoalɛdɛ Bodane:** *Dua mɔɔ eze ye wɔ adawu nu ehɛɛdɛbɔle nee mgbɔlekabɔle nwo la kenga na sɔ ngyegyeye mɔɔ wɔ ebɛlabɔle nu la anloa.*

**Bodane anzɛɛ Mɔɔ gyi ye nye zo la: Adawu nu Hɛɛdɛbɔle**

### Adawu nu Hɛɛdɛbɔle:

Adawu nu hɛɛdɛbɔle a le nyɛɛɛ mɔɔ kengavole fa ɔ nye fa adawu bie anu ndɛndɛ na ɔkponde adwenle titili ne mɔɔ wɔ nu la. Bɛyɛ bekponde adwenle kpɔkyee bie mɔɔ wɔ adawu nu la.

Adawu nu hɛɛdɛbɔle kile adawu nu ndɛndɛ ɛgengalɛ mɔɔ yɛfa yɛkponde adwenle mɔɔ nwole hyia kpalɛ wɔ adawu nu la.

**Adawu Nu Ɖnleanɛ Mumua Ne:** Yɛfa yɛyeye ɛgengadɛɛ ne anu kpalɛ. Ɖgengadɛɛ ne mobɔnu anzɛɛ tidwɛkɛ ne sikalɛpɛɛ.

**Mobɔnu:** Yɛyɛ mobɔnu ne yɛfa yɛnea adawu ne mɔɔ yɛbɔle nu hɛɛdɛ la anu bieko. Debie nu nvedenvedenuyɛɛ mɔɔ adwenle kpɔkɛ mɔɔ wɔ ɔ nzi a le kɛ ɛkɛhakyi debie wɔ nu saa ɔhyia a.

### Ɖzukoalɛdɛ Gyima

1. Fa ɛ ti anwo edwɛkɛmgbɔkɛ kilehile edwɛkɛmgbɔkɛ titili ne mɔ anu
2. Fa ɛ nye bɔ hɛɛdɛ wɔ ɛdɛndɛkpunli nsa ne mɔɔ li moa wɔ ɛgengadɛɛ bie anu la na kile edwɛkɛmgbɔkɛ titili keyɛ nsa mɔɔ wɔ nu la.
3. Fa edwɛkɛmgbɔkɛ titili ne mɔ kɛɛhɛɛ ɛdɛndɛmunli mɔnwɔ mɔɔ fale adawu bodane ne anwo la.
4. Pɛ ɛdɛndɛkpunli nsa ne mɔɔ li moa wɔ ɛgengadɛɛ ne anu la sikalɛ.

## Pedagogical Exemplars

### Problem-Based learning

#### Whole class:

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

#### Group work:

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

Teachers should take note of learners with special educational needs and the gifted and talented in class that they of ferthe 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.

## Sonea Titili

### Sonea 1: Ebobole/Ehakeyele

1. Wowo adwenle wo adawu nu helodebole ndenle ne mo anwo.

### Sonea 1: Sukoanyia Gyima.

1. Dua adawu nu helodebole ndenle ne mo azo kile dee mo adawu ne fale nwo la wo adawu ezinra nu
2. Fa e nye bo helode wo adawu mo le edwemekgbake keye 400 la anu na dua adwenle mo wonyia ye wo adawu nu helodebole zo la pe dee mo adawu ne fale nwo la sikale.
3. Neenlea adawu ne anu boe na kile nuhua edwemekgbake titili ne mo. Fa edwemekgbake ne mo kelehele edendemunli monwo mo fale bodane mo adawu ne le anwo la



## Week 5

**Ɖzukoalɛdeɛ Bodane:** *Dua ndenle fɔɔnwo ne mɔ azo wowɔ adwenle wɔ adawu nu mgbɔlekabɔle nwo. (Ndonwo., ɛfa ɛ nye anzɛɛ ɛ sa ɛrelesekɛ wɔahɔ adawu ne anu akpɔla, edwekemgbɔke anzɛɛ edendesinli ɛkpondele nee mɔɔ bokɛboka nwo la.*

**Bodane anzɛɛ Mɔɔ gyi ye nye zo la: Adawu nu Mgbɔlekabɔle**

**Adawu nu mgbɔlekabɔle ngilenu**

Adawu nu mgbɔlekabɔle a le ɛgengale ndende mɔɔ yefa ye nye yekpɔla adawu nu yekponde nuhua adwenle kpɔkyee mɔɔ yengenga adawu ne kɔsɔɔti a. Amaa adawu nu mgbɔlekabɔle ali munli la, ɔwɔ ke enea ɛte kesi behɛle adawu ne la abo na eza ɛte mɔɔ wɔgenga la abo kolaa na wɔanwudee hole kpɔkyee mɔɔ ɛkponde la. Adawu nu mgbɔlekabɔle boa maa yenwu ninyene titili nee adwenle ngakyile bie mɔ ndende zo.

Adawu nu mgbɔlekabɔle boa maa awie kenga dɔɔnwo na ɔnyia ehulole ɔmaa debie ɛgengale. Ɖhyia ke ɛkezi deɛmɔti ɛleɔbɔ adawu ne anu mgbɔleka la pi. Wɔ ɛke, ɔwɔ ke ɛnwu deɛ kpɔkyee mɔɔ ɛlekponde la: ɔle buluku duma, adwuleso nrelaleɛ edole ɛleka, ngakyele debie, edwekekpɔke anzɛɛ edendesinli kpɔkye bie ɔ, adawu bie mɔɔ ɛkponde ke ɛgenga nee mɔɔ bokɛboka nwole la.

Eza ɔhyia ke ɛkenwu deɛ hole fɔɔnwo mɔɔ ɛkponde la. Ɖwɔ ke enea saa deɛ hole ne mɔɔ ɛkponde la wɔ ɛgengadeɛ ne anu a na ɛye mukele ne mɔɔ deɛ hole ne wɔ ɛke la nzonle.

Ɖwɔ ke ɛnwu kesi beziezie ɛgengadeɛ ne la. Ɖbahola wɔalua kesi bekɛle ngelelerakpɔke ne mɔ ndoɔdoazo la wɔaziezie, ɔngyi ngelelerakpɔke zo, nidizo, ye ɛkpunliguale, tidweke zo, kesi ɔwɔ ke ɛgengadeɛ ye la, ɛdianle adenle zo nee mɔɔ bokɛboka nwole la.

**Mekɛ mɔɔ ɔwɔ ke sukoavoma bɔ adawu nu mgbɔleka la:**

- a. Bɔ adawu ne anu mgbɔleka kolaa na wɔagenga
- b. Fa ɛ nye bɔ edwekemiza ne anu mgbɔleka na kponde mɔɔ ɛbahola ɔ nloa ye la.
- c. Mekɛ mɔɔ ɛkponde edweke kpɔkyee bie la. Ndonwo;kenle, edwekemgbɔke titili nee mɔɔ bokɛboka nwo la.

**Kesi beɔ adawu nu mgbɔleka la:**

- i. Saa ɛnwu mɔɔ adawu ne fale nwole na ɛnwu ye ngyɛnu mɔɔ ɛkponde ke ɛgenga la a;
- ii. Di moa fa ɛ nye nee ɛ sa kpɔla adwu ne anu ndende.
- iii. Mɔɔ wɔnwu deɛ hole ne, edwekekpɔke anzɛɛ edendesinli ne mɔɔ ɛlekponde la, kenga mɔɔ fale edwekemgbɔke ne mɔ anwo la boɛ.
- iv. Saa ɛdwo ɛleka mɔɔ hyia ndwenlenwo a, to ɛ bo aze na kenga ye boɛ.

**Ɖzukoalɛdeɛ Gyima**

1. Kilehile ɛhye mɔ anu:
  - a. Adawu nu ɛnleanle mɔɔ li moa
  - b. Adawu nu ɛnleanle mumua ne
  - c. Mobɔnu
2. Kenga adawu na kile adwenle kpɔkyee keye nsa mɔɔ wɔ nu la.

3. Dua adawu nu hēlēdebōlē nee mgbōlekabōlē adenle zo kile mō adawu ne fale nwo la nee adwenle kpōkyee mō wō nu la.
4. Neenlea adawu ne anu boē na kile edwēkēmbōkē titili ne mō na fa kēlē ēdendēmunli sikale yēē ēdendēmunli mōnwo ngoko. Dua adawu nu mgbōleka adenle ne azo kpōla adawu ne anu.

## Pedagogical Exemplars

### Problem-based learning

#### Whole class:

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

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

#### Group work

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

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

#### Individual work:

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

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

## Sōnea Titili

### Sōnea 1: Ebobōlē/Ēhakyēle

1. Kilehile adawu nu mgbōlekabōlē ndenle keyē nwio.

### Sōnea 1: Sukoanyia Gyima.

2. Kē ebazi wōava adawu nu mgbōlekabōlē ndenle zo wōahile adwenle kpōkyee wō adawu nu la ē.

### Sōnea 3: Ēdwenlenlē fōnwo.

3. Kilehile adawu nu mgbōlekabōlē ndenle ne nvasōē nee ye sinlidōlē

## Week 6

**Ɖzukoalɛdɛɛ Bodane:** *Dua ɛdielɛ mɔɔ di munli, nrɛlaleɛdole nee ndelebeɛbonyianlɛ nee mɔɔ bokeɛboka nwo la azo wowɔ adwenle wɔ aneɛbohilele nwo.*

**Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: Aneɛbohilele**

### Debiebohilele

Ɖhye le adenle mɔɔ yɛdua zo yɛkile debie abo la. Eza noko ɔle adenle mɔɔ yɛdua zo yɛkile anzɛɛ yɛda gyimalilɛ bie ali la.

**Nrɛlaleɛdole Edwɛkɛ:** Ɖkile kɛsi yɛkakyi edwɛkɛ yɛmaa ɔyɛ mɔɔ yɛkola yɛfa yɛnwa anzɛɛ yɛkɔ ɛleka la.

**Ndelebeɛbonyianlɛ:** Ɖle adenle mɔɔ yɛdua azo yɛkile anzɛɛ yɛkakyi adwenle bie mɔɔ ye ndelebebo anye enla ɛkɛ la ɛmaa ye ndelebebo ne da ali la. Ɖhye kile kɛsi tievole ne te edwɛkɛ bie mɔɔ ɔkɛde la abo a.

Ɖkponde kɛ ɛfa ɛ nloa ɛkile aneɛ bo a:

1. Yɛ ɛ nzo gyɛlɛmbɛɛnye tie
2. Ɖwɔ kɛ ɛ nloa kokoa aneɛ ne amu nwio
3. Gyinla ndelebebo ne mɔɔ wɔ aneɛ ne mɔɔ bɛkakyi ye la azo ketee.
4. Di adawubɔle ne anzi

### Ɖzukoalɛdɛɛ Gyima

1. .Kile edwɛkɛkpɔke debiebohilele anu.
2. Kilehile adwenle mɔɔ zua debiebohilele la abo.
3. Kilehile adawu anzɛɛ ɛnele mɔɔ bɛhye mɔɔ lɛ edwɛkɛmgbɔkɛ 150 kɔkpula 300 la anu.

## Pedagogical Exemplars

### Initiating Talk for Learning

#### Whole class:

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

#### Group work/collaborative learning

##### 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.*

#### Whole class:

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

*Teachers should expect that learners' achievements would not beat 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.*

## Sonea Titili

1. Sonea 1: Ebobole/Ehakyele
2. Kesi ete debiebohilele bo e?
3. Wowo adwenle wo ndenle mo bedia zo beye anebohilele la.
4. Kilehileanebohilele ngakyile ne mo anu

## Sonea 2: Sukoanyia Gyima

1. Tie enele mo behye anzee kenga adawu na kile o bo.

## Section 2 Review

This section covers indicators taught in weeks one, four, five, and sixteen. Learners are expected to demonstrate an understanding of sharing ideas and opinions and identifying them in discourse. They are also expected to demonstrate an understanding of skimming and scanning as reading techniques and oral interpretation. To help learners develop these skills, teachers are advised to use the varied pedagogical strategies suggested effectively. Sharing opinions and ideas will enable learners to actively participate in national discourse on topical local and global issues. Skimming and scanning techniques will equip learners with the ability to quickly identify information and specific ideas in texts. Furthermore, the concept of oral interpretation will help learners become attentive listeners, a crucial skill for communication.

Finally, varied forms of assessment should be employed to evaluate learners' knowledge and understanding of the key concepts taught, ensuring a comprehensive grasp of the skills and their application..

## Additional Reading

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

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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
4. W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Nguessimo M. Mutaka, 249-264.

## SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

**Sub-strand:** Lexis and structure

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

### **Content Standard:**

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

### **INTRODUCTION AND SECTION SUMMARY**

This section focuses on the structure of words in the language. Learners will explore major word classes such as nouns, adjectives, verbs, and adverbs. They will also examine the various types within these classes, supported by appropriate examples to enhance understanding. This will help learners construct meaningful sentences, promoting effective speaking and reading in the language.

This section is significant not only for the study of Ghanaian languages but also in building connections with related subjects such as English and other languages. It provides learners with foundational knowledge and a practical understanding of words and their functions in language learning. Teachers are encouraged to use interactive pedagogical strategies, diverse resources, differentiation techniques, and varied assessment strategies to support learners of all abilities. Since the examples provided are limited to a few Ghanaian languages, teachers should supplement these with examples relevant to the specific language being taught. This approach ensures all learners are engaged and can apply their learning effectively..

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 various approaches for teaching Ghanaian language concepts effectively. Collaborative learning is a core strategy, emphasizing teamwork among learners in small groups to ensure active participation from all. Specific methods include mixed-ability and mixed-gender groupings, pair work, and modeling. This approach encourages learners to engage critically with content, think deeply, and share ideas with their peers. Collaborative learning is also inclusive, allowing gifted and talented learners to take on leadership roles as peer mentors, guiding their classmates to gain a deeper understanding of language concepts.

Teachers are encouraged to ensure the participation of all learners, including those with challenges such as sound production difficulties. These issues should be addressed skilfully through supportive strategies like repetition and focused activities. This ensures that every learner, regardless of ability, progresses effectively.

## **ASSESSMENT SUMMARY**

The assessment strategy for this section emphasizes a balanced evaluation that integrates basic skill application, strategic thinking, and extended critical thinking abilities. The approach encourages regular oral feedback and written responses to enhance learning and support holistic learner development. Level 2 Assessment: Learners are tasked with reading passages to identify nouns, adjectives, verbs, and adverbs. This activity provides foundational knowledge of these word classes and ensures learners can recognize their usage in context. Level 3 Assessment: Learners progress to applying this knowledge by forming correct sentences using the various word classes. This strategic reasoning task helps deepen their understanding of sentence construction and word usage.

Teachers are advised to utilize diverse formative and summative assessment methods, such as written tests, oral presentations, and collaborative activities, to comprehensively evaluate learner performance. Regular documentation of scores, feedback, and progress ensures continuous improvement and development, catering to the unique learning trajectories of individual students..

## Week 7

**Ɖzukoalɛdeɛ Bodane:** *Gua aluma wɔ be ekpunli ngakyile ne mɔ anu(ndonwo; duma kpale,duma gyene, duma munli nee mɔɔ bokɛboka nwo la)*

**Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: Aluma nee Bɛ Ngakyile**

### Duma

Duma le nzonleyɛle mɔɔ da sonla, nane, ɛleka anzɛɛ debie ali la.

### Duma Ngakyile

**Duma kpale** a le duma mɔɔ yɛfa yɛfele aleɛabo ninyene mɔɔ bele be ti anwo aluma la. Okola ɔye mɔɔ Nyamenle ɛbɔ anzɛɛ mɔɔ sonla ɛye. Wɔ aluma ɛhye mɔ ɛhelele nu meke biala yɛfa ngelɛra koatee a yɛbɔ be bo a, ɔnvale nwo ɛleka biala mɔɔ ɔkeli wɔ ɛdendɛmunli nu la. Duma kpale ndonwo bie mɔ a le sonla duma( ndonwo; Kaku, Akabi,Wagya nee mɔɔ bokɛboka nwo la) ɛleka aluma(ndonwo., Aziema, Awiane, Bolɔfo nee mɔɔ bokɛboka nwo la); siane aluma(ndonwo., Siane Gyene, Siane Munrane, Siane Ɖzane, Siane Ɖnlanle, Bolonyia Siane); gyima aluma(ndonwo.,Gua Yunivesiti, Gana Gaze Kɔmpɛle nee mɔɔ bokɛboka nwo la);kenle mɔɔ wɔ dapene ne anu la aluma(ndonwo., Kenlenzile,Dweke nee mɔɔ bokɛboka nwo la);azule aluma(ndonwo., Azule Siane, Azule Fea, Azule Pela nee mɔɔ bokɛboka nwo la).

**Duma gyene** a le duma mɔɔ gyi ɛke maa ninyene mɔɔ ɛnle menli aluma,kenle aluma ,siane aluma, ɛleka nee gyima gyima ngakyile mɔɔ anwo hyia la. Yɛfa yɛmaa ninyene nee nleka nleka le ke twea,kakula, nrenyia ,raale, abɔnkye ,mgbɔlaboa , ɛkponle, ɛkpɔnwɔ.Saa yɛkele zehae aluma ne mɔ a yenye ngelɛra mɔɔ li duma ne ati la koatee gyese ɔbɔ ɛdendɛmunli bo. Yɛfa be yɛboka deeholekilevole nee dumangilenu ngakyile a yedi gyima a.

**Duma gyegye** a le aluma mɔɔ kile adwenle,subane anzɛɛ gyinlabelɛ bie mɔɔ yengola yenzɔ nu anzɛɛ yennwu ye la. Ndonwo a le nɔhale,ɛzulole, anyeliele, alɔbɔle nee mɔɔ bokɛboka nwo la.

**Duma munli** a le aluma mɔɔ yɛfa yɛmaa debie mɔɔ yenwu ye la, sonla anzɛɛ ɛleka. Okle debie mɔɔ yɛkola yɛgyinla ye nganeɛdele nveyeba ne mɔ (nu-ɛzɔle,ɛdele,ɛnwunle,nvoanledele yɛɛ felekodele) azo yenwu ye la.

### Ɖzukoalɛdeɛ Gyima

1. Kile duma anu na maa nwole ndonwo keyɛ nnu.
2. Kilehile aluma ngakyile ne mɔ nna anu na maa ko biala anwo ndonwo keyɛ bulu.
3. Gua aluma ɛhye mɔ ekpunli nu wɔ duma kpale, duma gyene, duma gyegye nee duma munli abo.
  - a. kilehilevole
  - b. ɛkponle
  - c. ɛhulole
  - d. Agyeiba
  - e. Dwɔno
  - f. anyeliele



- g.** koyele
- h.** ebia
- i.** anwoma
- j.** bole

**4.** Kile deemoti wogua aluma ne mɔ wɔ be ekpunli fɔnwɔ ne mɔ abo 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.).

#### Pairwork:

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

#### Whole class:

1. Learners share sentences with the class for discussion.

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

## Sɔnea Titili

### Sɔnea 2: Sukoanyia Gyima

1. Kilehile duma anu na maa nwole ndonwo bie mɔ.
2. Kenga egengadee ehye na kilehile aluma mɔ wɔ nu la.

Nwule ne mɔ fa adu wua la anu nsa nriandile mɔ be angola be kye wɔ meke mɔ be nee agbolisi ne mɔ pelele adu etotole nu la anzi. Nuhua nwɔ ne mɔ behyele be la, nzinli ,agbolisi ne nwunle be wɔ maanzinli ne anu ke beme a le Gyato nee Kilisitofa. Benwunle ke beboka nwule ekpunli bie mɔ beme nɔzo biala yee bedi be gyima wɔ maanzinli ne anu a.

Nsa ne ati anye boe, bedinle agbolisi ne aze na behyele be alebahye wɔ meke mɔ behɔwua bera la. Agbolisi ne vunle be nu wɔ meke mɔ enee belekye ninyene mɔ behɔwua la. Beguale be adu nee konlende mɔ bele be la aze bemaanle agbolisi ne mɔ. Be ehyele ne, telele ndende ke gyemelewu

meke nu senle la na menli dɔnwɔ bɔle hɛɛde hɔle nzileka ne hɔnleanle nwule anwo ezulole ne mɔ agbolisi ne wulale be kale nu hɔle kpolisi azokoee la.

Saa eye menli mɔ behilele be abodele efi eke a, menli mɔ benwulonwunla be noko ke beziezie be nwo na be meke edee edwu la hɔle anyeliee nu. Ezulole mɔ rale maanzinli ne anu la minlinle bɔkɔ.

- a. Gua aluma ne mɔ wɔ be ekpunli ngakyile ne mɔ anu; duma kpale, duma gyene, duma munli yee duma gyegye..
- b. Fa duma gyene ne mɔ mɔ woyeye la anu nnu kee edendemunli sikale nnu.

## Week 8

**Ɛzukoaledɛ Bodane:** *Gua dumangilenu ne mɔ wɔ bɛ ekpunli ngakyile ne mɔ anu(ndonwo..fɔɔnwohilele,dodohilele nee subanehilele) na fa bɛ di gyima wɔ ɛdendemunli nu.*

### Bodane anzɛɛ mɔɔ gyi yɛ nye zo la: **Dumangilenu Ekpunli Ɛgualɛ**

#### Dumangilenu

Ole edwɛkɛkpɔkɛ mɔɔ yɛfa yɛkile subane mɔɔ wɔ duma anzɛɛ dumagya bie anwo la anzɛɛ kɛ deɛ bie si de la. Yɛkola yɛfa yɛkile subane mɔɔ awie anzɛɛ deɛ bie le la anzɛɛ yɛfa yɛtoto debie gyene nwo la. Ndonwo a le,

1. Mekulo azua **dɛba**.
2. Kakula nrenyi ne le **tendenle ɛdenra**.
3. Kaku ze **nɛlɛbɛ tɛla** ɔ diema nrenyia ne.

*Fɔɔnwohilele* a le dumangilenu ne mɔɔ yɛfa yɛkile debie kpɔkyee bie la. Wɔ adenle ɛhye azo, yɛfa fɔɔnwohilele dumagya(ngilenu dumagya) yedi gyima na tɛ duma ɔ. Ɔkile yɛvo ne anzɛɛ deɛ ne mɔɔ yɛ nyeleɛ ne anzɛɛ mɔɔ nyeleɛ ne tia ye wɔ ɛdendemunli ne anu la. Ndonwo a le ɛhye, ɛhendɛɛ ne, ɛhye mɔ, ɛhendɛɛ mɔ.

*Dodohilele* a le dumangilenu ne mɔɔ yɛfa yɛkile duma bie dodo anzɛɛ ye ɛzuzule la. Ndonwo bie mɔ a le bie,nwiɔ,ekyi bie, dɔɔnwo nee mɔɔ bokeboka nwo la.

*Subanehilele* a le dumangilenu ne mɔɔ kilehile duma nu la. Ndonwo a le futufutu,kpole,deba, ekyi, ekyi bie nee mɔɔ bokeboka nwo la.

#### Ɛzukoaledɛ Gyima

1. Wowɔ adwenle wɔ gyima mɔɔ dumangilenu di la anwo.
2. Kilehile dumangilenu ngakyile ne mɔ anu.
3. Wowɔ adwenle na gua dumangilenu ne mɔ ekpunli nu wɔ fɔɔnwohilele, subanehilele nee dodohilele na to ye gua kile ɛ gɔnwo mɔ. Ekpunli ko biala ɛhile deɛmɔti mɔɔ yegua dumangilenu ne mɔ ekpunli zɔhane ne mɔ anu la.
  - a. kelema
    - i. tendenle
    - ii. fɛlɛko
    - iii. ɛtane
    - iv. ebule
    - v. akɔlenlome
    - vi. atisesebe
    - vii. buluu
    - viii.apenle
    - ix. ɛhendɛɛ ne

- x. ehendee mɔ
- xi. nsa
- xii. bie

## 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 type's 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

#### Menli nwiɔ gyimalile

#### Sukoavoma egenga adawu eh̄ye na beh̄ileh̄ile dumangilenu mɔɔ wɔ nu la

*Kolaa na akɔle abɔ mɔɔ tɔ zo nsa wɔ zɔhane nwonlomɔ ne la, enee aseɛ menli mɔɔ wɔ Alata numule ekyi ne azo la eyia ke beyia be belemgbunli ne. Enee alehele ne mɔ ewulowula fufule fufule. Bebobɔ abotile fufule fufule na be gyake gugua aze. Beyia ke befa ebule beamaa be belemgbunli ne. Tetedweke da ye ali ke, meke tendenle mɔɔ eze eh̄ɔ la, belemgbunli mɔɔ ɔli belemgbunli fofole ne anyunlu la lile gyima kpale boale namule ne anu amra. Mɔɔ namule ne azo eya kɔɔɔti yelale na sane kakabenle dele zile namule ne azo la, ɔyele be moale. Sane zokoɛle aako biala mɔɔ wɔ namule ne azo la anu na omaanle menli yele bebetee mɔɔ enee benle anyelazo a.*

*Zɔhane sonla ne a vale aleɛ ebelete vile ye eya ne mɔɔ wɔ namule mɔɔ zua be la anu ɔrelele menli ne a. Menli ne vale ye ziele be belemgbunli hilele be nyenzɔle wɔ nyele mɔɔ ɔyele omaanle be la. Bezonlenle ye evole biala beh̄ilele be moyele wɔ ye gyima kpale nwo.*

- a. Gua dumangilenu ne mɔ mɔɔ wɔyeye la ekpunli nu wɔ fɔɔnwohilele, dodohilele yee subanehilele abo.
- b. Fa dumangilenu ne mɔ kelehele edendemunli sikale

## Sonea Titili

### Sonea 1: Ebobɔle/Eh̄akyele

- a. Fa e ti anwo edwekemgbɔke kilehile dumangilenu anu na maa nwole ndonwo keye bulu.

### Sonea 1: Sukoanyia Gyima

1. Kenga egengadee eh̄ye na kilehile dumangilenu mɔɔ wɔ nu la.

*Nwule ne mɔɔ fa adu wua la anu nsa nriandinle mɔɔ beangola bekye wɔ meke mɔɔ be nee agbolisi ne mɔ pelele adu etotole nu la anzi. Nuhua nwiɔ ne mɔɔ beh̄yele be la, nzinli , agbolisi ne nwunle be wɔ maanzinli ne anu ke beme a le Gyato nee Kilisitofa. Benwunle ke beboka nwule ekpunli bie mɔɔ beme nɔɔzo biala yee bedi be gyima la wɔ maanzinli ne anu.*

*Nsa ne ati anye boe, bedinle agbolisi ne aze na behyele be aleebahye wo meke maa behawua bera la. Agbolisi ne vunle be nu wo meke maa enee belekye ninyene maa behawua la. Beguale be adu nee konlende maa bele ye la aze bemaanle agbolisi ne ma.*

*Be ehyele ne telele ndende ke gyemelewu meke nu senle la na menli ddonwo bole hede hle nzileka ne honleanle nwule anwo ezulole ne maa agbolisi ne wulale be kale nu hle kpolisi azokoele la.*

*Saa eye menli maa behilele be abodele efi eke a, menli maa benwulonwunla be noko ke beziezie be nwo na be meke edee edwu la hle anyeliele nu. Ezulole maa rale maanzinli ne anu la minlinle bokoo.*

- a.** Gua dumangilenu ne ma maa woyeye be wovi egengadee ne anu la ekpunli nu wo fonwohilele,subanehilele yee dodohilele abo.
- b.** Fa ndonwo nnu wo dumangilenu ngakyile ne ma ko biala anu kelehele edendemunli monwo.

## Week 9

### Ezukoalɛdeɛ Bodane:

1. *Gua yekpɔke ekpunli nu wɔ nyiavokpɔke, nyiavoanvakpɔke nee mɔnwonyiavokpɔke abo.*
2. *Gua yekpɔkengilenu wɔ be ekpunli nu (ndonwo; kesi, eleka, meke, dodo)*

### Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: **Yekpɔke Ekpunli ɛgualɛ**

#### Yekpɔke

Edwɛkɛkpɔke anzɛɛ ɛdendɛsinli mɔɔ befa bɛkile nyeleɛ, gyinlabele anzɛɛ nzidwɛke la.

Yekpɔke boka ngilenukpɔke mɔɔ wɔ ɛdendɛmunli nu la anwo. Ndonwo; si, di, wulu, kɛɛ, die, dwenle, kulo, kile nee mɔɔ bokeboka nwo la. Yɛɛ nyiavokpɔke yɛɛ nyiavoanvakpɔke.

Nyiavokpɔke a le yekpɔke mɔɔ fa nyiavo boavo la. Ndonwo, di, kɛɛ, fɛne, tendɛ, gyinla, bu, to, bɔ, tua, fa bela nee mɔɔ bokeboka nwo la. Nyiavokpɔke ndonwo wɔ ɛdendɛmunli nu:

- a) Kofi di alee ne. (Yekpɔke **di** ne nyiavo a le alee ne)
- b) Ɔbɔle bosea.
- c) Ɔletendɛ ye**ahile** menli ne.

Nyiavoanvakpɔke a le yekpɔke mɔɔ engyia nyiavo mɔɔ kile sonla ne anzɛɛ deɛ ne mɔɔ nyeleɛ ne tia ye. Ndonwo; nyi, kɔ, bela, kendɛ, tenla, yalo, su, sele nee mɔɔ bokeboka ye la.

Nyiavoanvakpɔke ndonwo wɔ ɛdendɛmunli nu: Adɔma ne ɛlɛnyi kpale.

- a. Yaba **kɔ** sukulu dahuu.
- b. Berale sua nu.

Mɔnwonyiavokpɔke a le yekpɔke mɔɔ fa boavo nee dievo meke ko ne ala la la. ɛhye si wɔ meke mɔɔ yekenyia nyiavo nee dievo wɔ ɛdendɛmunli ko ne ala anu la. Eza ɔkola ɔye nyiavo nee nyiavo boavo. Mɔnwonyiavokpɔke ndonwo a le maa, se, tɔ, ku, ye, bo nee mɔɔ bokeboka nwo la.

*Mɔnwonyiavoanvakpɔke ndonwo wɔ ɛdendɛmunli nu:*

- a. Ɔ nli **maanle** ye gyima.
- b. Aya **yɛle** me koasea.
- c. Aziema amra **ziele** kodwo safohyenle.

### Ezukoalɛdeɛ Gyima

1. Wowɔ adwenle wɔ kesi yekpɔke de la anwo
2. Kilehile yekpɔke ngakyile ne mɔ anu.
3. Wowɔ adwenle na gua yekpɔke ɛhye mɔ ekpunli nu wɔ nyiavokpɔke, nyiavoanvakpɔke nee mɔnwonyiavokpɔke abo.
  - a. bu
  - b. sele
  - c. tɔ

- d. to
- e. kenga
- f. si
- g. tia
- h. di
- i. bɔ
- j. pia

4. To wɔ gyima ne gua na kilehile nu maa yɛnwu deɛmɔti wɔgua yɛkpɔkɛ ne mɔ ekpunli zɔhane anu la.

## 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

#### 2. Pair work:

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

Ɛvi azule ne anloa mɔɔ kɔ ɔ nzi la ɛnee ɛmbo mita abulanlu, noko akee ɛnee mekehulo kɛ mekɛwɛɛ kilometa ko azɛɛ mɔɔ bo la, wɔ azule mɔɔ abo kɔ na ɔle kalangala la. Ɛnee ɛkɛ ne bɔne ɛlɛnɛne nwo. Mɔɔ menzieziele me nwo kɛ mekɔ azule ne anu la, menvale me etu ne menzianle me gye nu na menvale nzelele mendwule azule kpotolera ne anu. Menweele kɛ awie mɔɔ ɛlesukoa ɛweele la. Ɛnee ye ɛzenle ne anloa ɛnye se, ɛnee azule ne anu le wuluwulu ɛkyi. Noko akee ɛzulole ɛyele hunle me, na ɔyele me kɛ meleko nyaanyaa. Mendwule avinli la, arelevile nu ala azule ne anu yele ese, na me kenra zile ndetele ezukue zo na me adwenle yele me kɛ, ɛlɛnɛne ɔ na mɔɔ me adwenle yele me basaa la etu ne vile me nloa anu dɔle azule ne anu. Mɔɔ menwudwule azule ne ɛkyii la, eza mendɔle kuma nu bieko. Me nye kara me nwo zo la, ɛnee mewɔ azule ne anloa wɔ ɔ nzi la. Ndende nu ala, menvole mengɔle azele ketekete ne azo. Ɔ muala rale awielee, noko akee mekonledee ko kye mɔɔ mele ye la vile me sa.

- a. Gua yɛkpɔkɛ ne mɔ mɔɔ wɔyeye la ekpunli nu wɔ nyiavokpɔkɛ, nyiavoanvakpɔkɛ yɛɛ mɔnwonyiavokpɔkɛ abo
- b. Fa yɛkpɔkɛ ne mɔ mɔɔ wɔyeye la wulowula ɛdendɛmunli nu.
- c. Fa nyelebenloa ne mɔ to gua na bewowɔ adwenle wɔ nwo.

## Sɔnea Titili.

### Sɔnea 1: Ɛbɔle/Ɛhakyɛle.

1. Kilehile yɛkpɔkɛ anu na kɛle bɛ ngakyile ne mɔ.



2. Kilehile ngakyile ne mɔ mɔ wɔhile wɔ anwuma la anu.
3. Maa yekpɔkɛ ekpunli ngakyile ne mɔ ko biala anwo ndonwo nnu.

### Sɔnea 1: Sukoanyia Gyima.

1. Fa yekpɔkɛ ndonwo ne mɔ mɔ wɔ ekpunli ko biala abo la anu ko keɛ edendemunli sikale
2. Fa ndonwo ne mɔ mɔ wɔ ekpunli ko biala abo la anu nwiɔ keɛ edendemunli mɔnwo. Gyinla bodane ehye mɔ bie azo kpɔnde egengadee mɔ nuhua edwekemgbɔke le 500 la: ezuavole ne maandee (enilile, pelepelelile nee mɔ bokeboka nwole la.), STEM, Anwosesebe munlilile, GSI nee mɔ bokeboka nwo la. Kenga egengadee ne na kpɔnde yekpɔkɛ abulanwiɔ wɔ nu.
3. Gua yekpɔkɛ ne mɔ wɔ be ekpunli ngakyile ne mɔ abo.

### Sɔnea 3: Dwenle kɔ moa

1. Kilehile gyima mɔ yekpɔkɛ ne mɔ wɔhile la di wɔ adawu ne anu la.

### Bodane anzee mɔ gyi ye nye zo la(2): **Yekpɔkɛngilenu Ekpunli Eguale**

#### Yekpɔkɛngilenu

Ole edwekekpɔkɛ anzee edendesinli mɔ kile yekpɔkɛ nu a. Eza noko ɔkola ɔkile yekpɔkɛngilenu gyene nu. Ndonwo, kpale, dii, ndende, nienwu, nwonlomɔ. Yekpɔkɛngilenu ndonwo wɔ edendemunli nu:

Wuliravole ne di aleɛ **kpale**.

Koasi tia **ndende**.

**Nienwu** a sukoavoma ne eleko a?

Yekpɔkɛngilenu ngakyile bie mɔ: kesi, eleka, deemoti.

Kesi yekpɔkɛngilenu kile kesi beye nyee bie anzee kesi nyee bie zile la. Ndonwo, dede, nyaanyaa, ndende.

Eleka yekpɔkɛngilenu kile eleka kpɔkyee mɔ nyee bie kozo la. Ndonwo; eleka biala, nuhua, Gana, nyevile nu nee mɔ bokeboka nwole la.

Meke yekpɔkɛngilenu kile meke mɔ nyee bie si anzee fane dodo mɔ debie bie si la. Yekola yefa yebo edendemunli bo anzee yedwula edendemuli. Ndonwo, ene, kekala, meke ezinra, evole biala, ele, dahuu nee mɔ bokeboka nwo la.

Deemoti yekpɔkɛngilenu boa maa yekile deemoti dee bie si anzee deemoti beye nyee bie la. Ndonwo, yemoti, noko akee, ɔluake, zohane ati.

### **Ezukoalɛdeɛ Gyima**

1. Kile yekpɔkɛngilenu anu na kile ngakyile ne mɔ.
2. Kilehile yekpɔkɛngilenu ngakyile ne mɔ anu na maa ko biala anwo ndonwo nnu.
3. Fa yekpɔkɛngilenu ngakyile ne mɔ ko biala anwo ndonwo nwiɔ keɛheɛ edendemunli
  - a. sikale
4. Gua yekpɔkɛngilenu ehye mɔ wɔ be ekpunli ngakyile ne mɔ abo na kile deemoti eguale be ekpunli zohane anu la abo la.
  - i. ndende

- ii. kɛlɛma
- iii. nyaanyaa
- iv. anoma
- v. ɛlɛ
- vi. ɛvolɛ biala
- vii. awieleɛ
- viii. dapɛne
- ix. lɔ
- x. nyaanyaa

## Pedagogical Exemplars

### Groupwork/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.

## Sɔnea Titili

### Sɔnea 1: Ɛbobɔlɛ/Ɛhakyelɛ

1. Kile yɛkpɔkɛngilenu anu na kile ngakyile ne mɔ.
2. . Kilehile yɛkpɔkɛngilenu ngakyile ne mɔ anu na maa ko biala anwo ndonwo.

### Sɔnea 2: Sukoanyia Gyima

- a. Kenga ɛgengadeɛ ne na kile yɛkpɔkɛngilenu mɔɔ wɔ nu la amuala.

*Nwomazukoale mɔɔ fale ɛyazonlɛ nwo wɔ maanlɛ ɛhye sukulu ne mɔ anu la ɛmaa menli anye ɛlie ezukoaledeɛ ne anwo kpale. Sukoavoma ne bie toa be nwomazukoale zo wɔ ɛyazonlɛ nwo yɛɛ bie mɔ*

*noko baye eyazonlema wo meke mo bekwie sukunwio la. Yele anyelazo ke kemo eyazonlema mo ezukoa nwoma na bekola bekenga na bete ngelehele bo kpale la dodo ne eho o nyunlu la ati, obamaa beava adwuleso ndenle mo bedua zo beso eya la azo. Ehye bamaa alee mo yenyia ye la aho o nyunlu. Arane ne ngyehyelee, moale mo ofa oboa eyazonle nwo nvedenvedenuyele yee azokoeele mo boa eyazonle wo be eya ne mo anu la le debie mo beleye amaa nvasoe mo yenyia ye eyazonle nu la aho o nyunlu a. Benvolema mo ezukoa eyazonle nwo nwoma kpale la neenlea ngyegeyele mo Gana eyazonlema le la. Befaa ye guabele ne bedua azokoeele ne mo nee eyazonlema di ngitanwo wo be eyazonle nu la anwo zo na odwu eyazonlema ne eke. Menli zohane a eza fa eyazonlema ngyegeyele koma eyazonle nu benvolema ne mo a. Amaa yeawula eyazonlema anwosesebe na yeanyia nvasoe doonwo wo be gyimalile zo la, bebukebuke bange wo nleka nleka mo eyazonle gyimakozo la, na beze be ke bamaa eyazonlema bosea la. Wo meke ko ne ala bewula eyazonlema anwosesebe ke bede eku eku amaa beaheha be ezukoa beabobo nu na beanyia gya mo behyia la beali gyima.*

- b. Gua yekpokengilenu ne mo woyeye la ekpunli fonwo nu wo meke, kesi, deemoti, eleka abo.
- c. Fayekpokengilenu ne mo woyeye be la anu nu wo ekpunli ne bie anu nakel edendemunli monwo.

## Section 3 Review

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

### Additional Reading

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## SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

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

**Ɛzukoalɛdeɛ Guabelɛ:** *Dua mɛla mɔɔ befa bekele Nzema anɛɛ ne la azo kele edendɛmunli*

**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. This 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 their 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 learned in their own work while Level 3 questions progress to short essays or oral presentations, evaluating students' ability to articulate and analyze sentences based on concepts learned. Teachers should use a variety

of formative and summative assessment strategies to gather information about learners' performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development..

## Week 10

**Ɖzukoalɛdeɛ Bodane:** *Dua mɛla mɔɔ wɔ duma nee dumagya ehelele zo la kele edendemunli*

**Bodane anzeɛ Mɔɔ gyi ye zo la :** **Dua Duma nee Dumagya zo Kelehele Edendemunli edendemunli**

### Duma

Duma a le edwekekpɔke mɔɔ gyi ɛke ne maa sonla, debie, adwenle anzeɛ eleka la. Ɖwɔ ke yeɛ ye nzonle ke saa yeanye boe kolaa a edendemunli meke dɔɔnwo ne ala le duma ko. Deeholekilevole(ne) meke dɔɔnwo ne ala doa duma na te dahuu ɔ.

**Dumagya** Dumagya a le edwekekpɔke mɔɔ kola di gyima ke duma edendesinli la. Zɔhane edwekemgbɔke bie a le ɔ/ye, ɛ/wɔ, me, be, ye. **Maa sukoavoma ne ede ɔ bo ke yenle dumagya mɔɔ gyi ɛke ne maa nrenyia anzeɛ raale agome wɔ Nzema nu.**

### Mɛla

Mɛla mɔɔ yɛdua zo yɛfa duma yekele edendemunli la kakyi wɔ anee ko biala anu. Wɔ Nzema anee ne anu duma di gyima ehye mɔ:

- a. Yevo wɔ edendemunli nu: Ndonwo, **Kofi** hɔle sukulu
- b. Nyiavo anzeɛ dievo wɔ edendemunli nu: Memaanle Adu pene(nyiavo). Menvale pene memaanle Adu(dievo).
- c. Ngilenudweke:duma mɔɔ kile duma fofole nu la. Ndonwo, **Sua** kyenze ne wɔ Adu ɛke.
- d. Edwekekpɔke titili mɔɔ wɔ duma edendesinli nu la. Ndonwo, **Baka** tendenle ne

Mɛla mɔɔ yɛdua zo yɛfa dumagya yekele edendemunli la kakyi wɔ anee ko biala anu. Wɔ Nzema anee ne anu dumagya di gyima ehye mɔ:

- a. Yevo wɔ edendemunli nu: Ndonwo: Ɖhɔle sukulu.
- b. Nyiavo anzeɛ dievo wɔ edendemunli nu: Koasi maanle **ye** pene.(nyiavo). Koasi vale pene ne maanle **ye**.
- c. Dumagya nee yekekpɔke mɔɔ doa ye la, yekele be yebo nu: **Meko** sukulu

### Ɖzukoalɛdeɛ Gyima

1. Kile duma anu na maa nwole ndonwo bulu .
2. Kilehile dumagya anu na maa nwole ndonwo bulu.
3. Ye ndonwo nsa wɔ ekpunli ne mɔ ko biala abo na fa kelehele edendemunli.

### Pedagogical Exemplars Initiating Talk for Learning

#### 1. Whole class:

- a. Teacher leads learner 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.

**1. Group work (Pairwork):****Learners (in pairs);**

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

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

**2. Whole class:**

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

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

**Sonea Titili****Sonea 1: Ebobole/Ehakyele**

1. Kile дума nee dumagya anu.
2. Maa дума nee dumagya ko biala anwo ndonwo bulu.
3. Fa ndonwo ne maa wamaa la anu nsa kele edendemunli monwo

**Sonea 1: Edwenlenle fonwo**

1. Sukoavoma egua ye nwiw nwiw ekenga egengadee na bewowa adwenle wa nwo. Menli nwiw nwiw ne elua mela maa bezukoa la azo eye nvefenu ehile nwonlee maa benwu ye wa egengadee ne anu la. Ekpunli ko biala eva ye dee ne edo gua maa bewowa adwenle wa nwo.

*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

**Ɖzukoalɛdɛ Bodane:** *Dua mɛla mɔɔ wɔ dumangilenu ehelele nwo la azo kele ɛdendɛmunli.*

**Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la:** **Fa dumangilenu kelɛhele ɛdendɛmunli.**

### Dumangilenu

Dumangilenu a le edwɛkɛkpɔkɛ mɔɔ kile duma anzɛɛ dumagya nu la. Yɛfa yɛkile kɛsi dɛɛ bie subane de la anzɛɛ yɛfa bɛ yɛtoto nwo la.

#### Ndonwo:

1. Kodwo kulo azua **dɛba**
2. Nrenyia ne le **tendenle ɛdenra**.
3. Adwoba ze **nrelɛbɛ tɛla** ɔ diema nrenyia .

#### Mɛla:

Mɛla mɔɔ yɛdua zo yɛfa dumangilenu yɛkele ɛdendɛmunli la kakyi wɔ anɛɛ ko biala anu. Wɔ Nzema anɛɛ ne anu dumangilenu di gyima ehye mɔ:

1. Ɖkile duma mɔɔ wɔ ɛdendɛmunli nu la anu: Ndonwo; Ɖkpɔnwɔ bile ne nriandi ndɛndɛ tɛla mgbɔnwɔ mɔɔ eha la.
2. Ɖta ɔtoa duma ne mɔɔ ɔkile nu la ndinlizo:Ndonwo; Akɔle belɛ kpole ne vea tunli ne anu.
3. Saa aluma nwiɔ doa zo wɔ duma ɛdendɛsinli nu a, meke dɔɔnwɔ ne ala mɔɔ li moa la di dumangilenu gyima. Ndonwo; Manra sua nu elale yɛ fɛ.

### Ɖzukoalɛdɛ Gyima

1. Maa dumangilenu ndonwo bulu.
2. Dua mɛla mɔɔ wɔ dumangilenu gyimalilɛ wɔ ɛdendɛmunli nu la azo fa dumangilenu ndonwo nnu kelɛhele ɛdendɛmunli sikale na fa nnu noko kelɛhele ɛdendɛmunli mɔnwɔ.
3. Kenga ɛgengadɛɛ ezinra ko na kilehile dumangilenu mɔɔ wɔ nuhua la.
4. Dua kɛsi dumangilenu di gyima wɔ ɛdendɛmunli nu la mɛla ne azo na fa dumangilenu ne mɔɔ wɔhile la kele ɛdendɛmunli kpomgbondɛɛ.

## Pedagogical Exemplars

### Group work/collaborative learning

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

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

## **Sonea Titili**

### **Sonea 1: Ebobole/Ehakyele**

1. Maa dumangilenu ndonwo bulu.
2. Fa dumangilenu ne mo anu nnu kele edendemunli ehye mo ko biala:
  - i. Sikale
  - ii. Monwo
  - iii. Kpomgbondee
3. Kilehile mela ne mo wo kesi dumangilenu di gyima wo edendemunli nu la.

### **Sonea 3: Edwenlenle fonwo:**

1. Kenga egengadee na wowo adwenle wo nwo. Gyinla mela ne mo wozukoa la azo, kilehile nwonlee mo enwu ye wo egengadee ne anu la.

*(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

**Ezukoaledes Bodane:** *Dua mela maa wa ke yesi yefa yekpake nee yekpokengilenu yedi gyima wa edendemunli nu la azo kelhele edendemunli.*

**Bodane anze Maa gyi ye nye ye zo la: Fa yekpake nee yekpokengilenu kelhele edendemunli.**

### Yekpake

Yekpake a le edwekepake maa yefa yekile nyee, gyinlabelle anze nzidweke na ole titili wa ngilenukpake maa wa edendemunli nu la. Bie a le tie, ye/baye, si nee maa bokedoka nwo la.

### Yekpake ndonwo wa edendemunli nu:

1. Kodwo **di** awule nee sutulu.
2. Aama **tia ko** sukulu
3. Koame **toalee** bie.

### Mela:

Mela maa yedua zo yefa yekpake yekere edendemunli la kakyi wa anee ko biala anu. Wa Nzema anee ne anu maa ye be la bie ene:

1. Kile nyee maa yevo ne eleye la: Ndonwo; Ekponwa ne nriandi ndende tela mgbonwa maa maa eha la.
2. Le ngilenukpake ne anu edwekepake titili ne. Ndonwo; Nrenyia ne nriandi tela ehende ne maa. Saa dumagya ne eledi yevo gyima a, yekere ye nee yekpake ne maa doa ye la yebo nu.

### Yekpokengilenu

Yekpokengilenu a le edwekepake maa kile yekpake nu anze yekpokengilenu fofole nu la. Okile eleka ,meke, deemoti nee maa bokedoka nwo la.

### Ndonwo:

1. Nrenyia ne rale anoma.
2. Odole edwene feleko bie.
3. Nwaha ne rale awielee ndende.

### Mela:

Mela maa yedua zo yefa yekpokengilenu yekere edendemunli la kakyi wa anee ko biala anu. Wa Nzema anee ne anu maa ye be la bie ene:

1. Ole edwekepake titili maa wa yekpokengilenu edendesinli nu a. Ndonwo; Nrenyia ne dendele mgbole somaa.
2. Okile yekpokengilenu fofole nu: Ndonwo; Ale ne benle ndende somaa.
3. Yenva yekpokengilenu yemboka edwekepake maa vi anemela abusua fofole biala anu la yenye ye edwekepake ko yengele.

## Ɖzukoalɛdɛ Gyima

1. Kilehile yɛkpɔkɛ nee yɛkpɔkɛngilenu anu na maa ko biala anwo ndonwondonwo bulu.
2. Fa ndonwo ne mɔ kɛlɛhɛlɛ ɛdɛndɛmunli ngakyile ɛhye mɔ
3. Sikalɛ
4. Mɔnwo
5. Kpomgbondee
6. Kilehile yɛkpɔkɛ ngakyile mɔɔ yɛzukoa ye wɔ ɛzukoalɛdɛ ɛhye anu la anu.
  - i. Maa ngakyile ne mɔ biala anwo ndonwo nnu na fa ko biala anwo ndonwo ko kɛlɛ ɛdɛndɛmunli.

## Pedagogical Exemplars

### Groupwork/collaborative learning

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

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

## Sɔnea Titili

### Sɔnea 1: Ɖbobɔlɛ/Ɖhakyelɛ

- a. Kilehile yɛkpɔkɛ nee yɛkpɔkɛngilenu anu.
- b. Maa yɛkpɔkɛ nee yɛkpɔkɛngilenu ndonwo nnu nnu.
- c. Fa yɛkpɔkɛ nee yɛkpɔkɛngilenu anwo ndonwo ne mɔ mɔ wɔhile la kɛlɛhɛlɛ ɛdɛndɛmunli. Ɖwɔ kɛ ɛdɛndɛmunli ne mɔ findevinde ɛdɛndɛmunli ngakyile ne mɔ abo. i. Sikalɛ ii. Mɔnwo iii. Kpomgbondee.

### Sɔnea 3: Ɖdwenlenlɛ fɔnwo

1. Kenga ɛgengadɛɛ na wowɔ adwenle wɔ nwo. Gyinla mɛla ne mɔɔ wɔzukoa la azo na kilehile nvonlɛɛ mɔɔ ɛnwu ye ɛgengadɛɛ ne anu la kɔsɔti.

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

## Section 4 Review

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

### Additional Reading

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). *The Volta-Comoe languages*. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
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5. Snider, K. L. (1990a). *The consonants of proto-Guang*. *The Journal of West African Languages* (12). 3–26.
6. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2). 29–50.

## SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

**Sub-Strand:** Text Composition

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

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

### INTRODUCTION AND SECTION SUMMARY

This section discusses some essay types. The essay types discussed under this section are narrative essays, descriptive essays, and expository essays. Learners will be introduced to the features of each essay type and be made to write three to four paragraph essays on given topics under the essay types. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English language. This 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 learners' performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## Week 13

**Ɖzukoaledɛ Bodane:** *Kɛlɛ kolakoladulɛ (Amanɛɛbɔlɛ) nwobie*

**Bodane anzɛ Mɔɔ gyi yɛ nye zo la: Kolakoladulɛ Nwobie, Ɖdɛndɛmunli titili yɛ Ɖdɛndɛmunli Titili Boavo.**

Ɖdɛndɛmunli titili a le Ɖdɛndɛmunli mɔɔ da adwenle titili mɔɔ wɔ Ɖdɛndɛkpunli ne mɔɔ ɔwɔ nu la ali la. Ɖdɛndɛmunli titili boavo a le Ɖdɛndɛmunli mɔɔ boa maa yɛtɛ adwenle titili mɔɔ wɔ Ɖdɛndɛkpunli nu abo la.

**Adenle mɔɔ yɛdua zo yɛkile na** yɛsiezie adwenle ngakyile wɔ Ɖdɛndɛkpunli nu la.

Ɖhyɛ mɔ a le adwenle mɔɔ bɔ atipene la ɛkpunli nu ɛgualɛ, kɛsi nzidwɛkɛ si la ali ɛlale, na wɔahile nwolɛ dasele mɔɔ ɛlɛ la, ndotonwoyɛlɛ, ɛkile mɔɔ maa dɛɛ ne si nee nwolɛ ngyɛgyɛlɛ, yɛ ndoɔdoazo ɛhilelɛ nee mɔɔ bokeboka nwo la.

**Nwobiehanlɛ/Nwobie.**

Ole adenle mɔɔ yɛdua zo yɛnwo adwenle anzɛɛ atiakunlukpɔkɛ ngakyile mɔɔ yɛlɛ la. Nwobie biala da bodane titili ali.

**Kolakoladulɛ nwobie**

Kolakoladulɛ le adawu ɛhɛlɛlɛ mɔɔ ka edwɛkɛ fale bodane bie mɔɔ kile awie adwenle anzɛɛ sukoo-nwu mɔɔ ɔlua amanɛɛbɔlɛ anzɛɛ adawubɔlɛ ngyɛhyɛlɛlɛ fɔɔnwo zo la. Okola ɔyɛ nɔhale anzɛɛ ɛnwie-nɔhaleye adawu. Adwenle mɔɔ wɔ kolakoladulɛ nwobie anwo la a le kɛ ɔfa adawubɔlɛ ngyɛhyɛlɛlɛ mɔɔ le kɛ bodane, ngyɛgyɛlɛ, angɔbenzi-ngilɛnudwɛkɛ, nee mɔɔ bokeboka nwolɛ la ɔdi gyima wɔ adenle fɔɔnwo zo ɔtwe kengavolɛ ne adwenle ɔsi mɔɔ ɛlɛgɛngɛ la azo. Mɛkɛ dɔɔnwo ne ala bɛgyinla tendɛvolɛ ne gyinlabelɛ zo a bɛkɛlɛ a, ɔgyi sukoo-nwu mɔɔ awie le yɛ la anwo zo, ɔmaa dasele wɔ ninyɛne mɔɔ bɛkɛha nwolɛ edwɛkɛ la anwo, beta bɛkɛlɛ yɛ wɔ mgbanwo nu yɛ bɛdua adwenle bɔlɛ anɛɛ zo. Ɖwɔ kɛ nuhua nzidwɛkɛ ne alilale dɔɔdoɔ zo na ɔyɛ adawu mɔɔ ɔtwe menli adwenle ɔba zo a. Bɛkola bɛfa adwenlɛnu nvoninli nee anɛɛnu ninyɛne bɛwulowula nu bɛmaa ɔtwe kengavolɛ ne anzɛɛ tievolɛ ne ɔmaa ɔda yɛ gyinlabelɛ mɔɔ ɔwɔ nu la ali.

- Kolakoladulɛ nwobie tidwɛkɛ ndonwo:
- Kɛlɛ adawu mɔɔ fale kenle mɔɔ ɔli moa mɔɔ ɛhɔlɛ sukulu la anwo.
- Kɛlɛ alee mɔɔ ɛkulo yɛ kpale la anwo edwɛkɛ.
- Kile kɛsi ɛlile wɔ bolonyia ɛnwomenleliele mɔɔ ɛpɛ nu kenle nsa yɛ ala la
- .Kɛlɛ adawu mɔɔ fale mɛkɛ bie mɔɔ ɛzukoale debie wɔ wɔ ɛbɛlabɔlɛ nu la anwo.
- Kɛlɛ abazobɔlɛ bie mɔɔ ɛ nye die nwo na kile kɛsi ɔrale yɛ la.

**Kolakoladulɛ nwobie ngyɛhyɛlɛlɛ**

*Mukenye*

Mɔlɛbɛbo debie mɔɔ di adwenle: fa kpuyia bɔ ɔ bo, ngyinlazo edwɛkɛ, anzɛɛ edwɛkɛ mɔɔ awie tɛ a ɔtwe yɛ la.

Edwɛkɛ mɔɔ fale nwo na ɔhyia kɛ kengavoma kɛdɛ la.

Ngyinlazo edwɛkɛ mɔɔ da adwenle anzɛɛ kpɔkɛ ne ali la.

*Edwɛkɛ mumua ne ɛdɛndɛkpunli ne mɔ:*

Da edendemunli tidweke ne, edendemunli tidweke boavo ne mo yee adwulalee anzee edendemunli mo maa ngitanwolile ba edendekpunli ne mo avinli la. Fa ngilenu mo to nzidweke ne anwo foonwo kpa a nu anzee sukoo-nwu mo bo adwenlehile ne la.

Kile meke ngyehyele mo kile ke nzidweke ne sisi la.

So ngyegele mo wo nu kosoti la anloa.

Neenlea nu na so sinlidole mo wo nu la amuala anloa maa oli munli

*Adwulalee*

To adwenlekpoke mo ekponde ke oda ali la kpa a nu bieko.

Neenlea adwenle titili ne mo anu bieko na si ye pi

Fa awielee nrelalee mo pe nwobie ne sikale la dwula ye.

### Ɖzukoaladee Gyima

1. Wowo adwenle wo nwobiehanle nwo
2. Wowo adwenle wo kolakoladule nwobie nwo na kile ye subane.
3. Fa tidweke mo ekulo la na dua mo wozukoo ye ene la azo kile ke ebazi wosalua ngyehyele foonwo ne azo wahahele kolakoladule nwobie mo di munli la.

## Pedagogical Exemplars

### Problem based learning

#### 1. Whole class:

- a. Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning.

#### 2. Pair work

- a. Learners, in pairs, write a topic sentence and two supporting sentences of a paragraph on a given topic.
- b. Let the pairs present their works for discussion.

#### 3. Group work:

- a. In mixed-ability or mixed-gender group, learners discuss the skills of expressing and organising ideas in paragraphs (e.g., key sentence structures, sequencing, etc.) and compare with other pairs.

#### 4. Whole class:

- a. Discuss features of a narrative text.
- b. Through questioning, let all learners contribute to the explanation of narrative essay and its features.

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



**Collaborative learning****1. Mixed-ability group:**

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

**Sonea Titili****Sonea 1: Ebobole/Ehakyele**

1. Duzu a le kolakoladule nwobie ?.
2. Kile subane maa kolakoladule nwobie le la

**Sonea 2:Sukoanyia Gyima**

1. Wowo adwenle wo subane maa kolakoladule nwobie le la anwo.
2. Neenlea kolakoladule adawu ne maa wo eke la anu,na kilehile subane maa ole la na maa nwole ndonwo.

**Me Enyile wo Gana**

Melenyi Gana wo evole 1990 ne anu la rayele ngyegyeye koatee wo me ebela ebole nu. Enee bozo maa Abibile Senzendolee maanle ne elekpogya o nwo zo avi ezukoa nwoanwogyeelele maa ohole nu olua arane tugua ndoodoazo maa rayele maanle ne ezukoa gyinlabelle basabasa na ogule maanle ne gyima doonwo la. Arane tugua ehye maa maanle ne maa meke bie maa eze ehoo la lile Abibile maanle ne anyunlu kpondole fanwodi la anwo yelee alobole,odole ndonvula, ye anyelazo minlinle na ohole ezukoa anwogyeelele nu

Arane ne maa enee elebu maanle ne la,vale ngyehyelee guale adenle nu ke omaa maanle ne ezukoa gyinlabelle nee ebela ebole azia agyinla o gyake azo. Mekakye ke ezukoa nwo ngyehyelee maa bevale beguale adenle zo na oboale ebela ebole nee gualile nu la anu ko a le adwule maa etua olua bole maa wo ninyene sonle ati la.

Ngyehyelee ehye maanle ninyene awole, maa me ale maa me nye die nwo kpale la boka nwo la vole. Ehye kakye me nzidweke bie maa zile zohane meke ne la. Ehye kakye me ninyene bie maa menvale nu zohane meke ne la. Yekile maa maanyele fane ngakyile maa enle arane nu yelee nee dede maa eku eku maa envea arane bo nee maa eha la yelee. Ehye maa amuala anzi, ngyehyelee ne yelee gyima. Mekakye menli maa wule wo yekile ne anu la. Maa ye nwanwane a le ke, arane ngakyile maa rale zo wo NDC arane ne maa enee Jerry John Rawlings maa edu ye nohale adenle la li o ti la maanle ebule ne anzi angyakyi adwule ehye eliele.

**Sonea 3:Edwenlenlenle doonwo**

1. Kele kolakoladule nwobie maa le edendekpunli nsa la wo tidweke bie maa wova la anwo na kile deemoti evale anee zohane elile gyima la..

## Week14

### Ezukoaledes Bodane: *Kele keside nwobie*

#### Bodane anzee Maa gyi ye nye zo la :**Keside Nwobie**

Funla edendemunli titili nee edendemunli boavo nu.

Funla adenle maa yedua zo yekile na yesiezie adwenle ngakyile wo edendekpunli nu la anu. Keside nwobie le nwobiehelele ngane ne maa ka kesi debie bie de la: debie ,sonla , eleka sukoo-nwu, gyinlabelle nee maa bokoboka nwole la wo adwenlebale adenle zo maa maa ngilenu kpokyee wo dee maa beka nwole edweke la anwo a. Owo ke keside nwobie ye maa beziezie ye boe, owo ke onyia ngilenu maa di munli na ole anee maa kola twe awie adwenle sie maa bekile la azo la. Ofa maa belie bedo nu la odi gyima tela adwenlehilele.

#### **Keside nwobie nyehyalee**

##### **Mukenye:**

Ehye fa edwekemgbake maa twe menli adwenle ba debie zo la bo o bo to adwenlekpoke ne maa beka nwole edweke la kpa nu. Mukenye edwekemgbake ne kola ye angyia-nyelebenloa edwekemiza maa da dee kpokyee maa yeleka nwole edweke ali donwo.

##### **Edweke mumua ne edendekpunli ne ma:**

Eke a bekilehile nwobie ne bodane ne anu a. Edendemunli titili a bo edweke mumua ne edendekpunli ne ma ko biala abo a . Edendemunli ehye twe kengavole ne adwenle osie maa beleka la azo na omaa benwu maa owo ke befa be nye beto ke obazi edendekpunli ne anu la. Beda adwenle maa anu la eke nee ndonwo maa le fonwo la ali.

##### **Adwulalee:**

Si adwenle titili ne maa wala ye ali wo alimoo edendekpunli ne anu la azo na bobo maa waha ye wo edweke mumua ne edendekpunli ne ma anu la bieko.

Mmakele adwenle titili bieko wo edendekpunli ehye anu. Saa adwenle ke ele adwenle maa nwole hyia la kele wo edendekpunli fofole nu

- b.** Keside nwobie tidweke ndonwo
- c.** Sini anzee ale maa ekulo ye kpale la anwo edwekehanle
- d.** Ghana fanwodi kenle elile
- e.** Kile ke fanwodi nee pelepelelile si de la.
- f.** Kile nganee maa ete ye ke asee ede Gana ne maa ekulo la anu la Subane maa keside nwobie le la
  - Owo ke nuhua da eke maa kengavole ne
  - Fa aneenu ninyene di gyima
  - Fa edwekemgbake maa le fonwo wo tidweke ne anwo la di gyima amaa menli anye alie nwo.

##### **Ndenle maa bedua zo bekele keside nwobie la.**

- 1.** Maa li moa, ye nvedenvedenu wo tidweke ne maa beva bema wo la anwo na dua adwenlebale zo kponde nwole ngilenu donwo, siezie adwenle biala maa woye wo adwenle ke efa woli gyima la.
- 2.** Kele maa ekponde ke efa edi gyima la agbake agbake na kile ke ebazi wado ye gua la.
- 3.** Kele wo nwobie ne. Ekola etuodoo wo adokule ne maa egyakyile be wo edweke agbake agbake ne ma anu la. Ehye emmaa ye ehelile enye se. Kenga nu bieko na kpa nu kolaa na wala ye ali. Ehye baboo amaa waziezie nvonlee biala maa wo nu la.

**Ɖzukoalɛdɛ Gyima**

1. Kilehile keside nwobie anu.
2. .Wowɔ adwenle wɔ subane mɔɔ keside nwobie le la anwo na fa ndonwo sua wɔ nyelebenloa ne .
3. Fa keside nwobie tidweke mɔɔ ekulo la na dua subane nee ngyehyelee mɔɔ nwobie ne le la azo bobɔ wɔ adwenle mɔɔ wɔzuzu ye nwole la agbɔke agbɔke.

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

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

**Group work:**

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

The teacher should expect different levels of achievement from learners. AP learners might be able to explain descriptive essays and give at least one feature. Plearners 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.

**Sɔnea Titili****Sɔnea 1: Ɖbobɔle/Ɖhakyele**

1. Duzu a le keside nwobie ?
2. Duzu a le ɛdendɛmunli titili nee ɛdendɛmunli titili boavo mɔɔ wɔ ɛdendɛkpunli nu la?

**Sɔnea 2: Sukoanyia Gyima**

1. Wowɔ adwenle wɔ subane mɔɔ keside nwobie le la anwo na fa ndonwo sua wɔ nyelebenloa ne .
2. Kele keside nwobie mɔɔ le ɛdendɛkpunli nsa la wɔ tidweke bie anwo (ndonwo; ezuavole ne maandee (diedi, pelepelelele nee mɔɔ bokeboka nwole la),STEM,GESI,anwosesebe munlilile, bokɔbokɔyele, mɔɔ sisi ye maanle ye anu nee ewiade la.

## Week15

### Ɖzukoalɛdɛɛ Bodane: *Kɛlɛ Adwenlebɔlɛ/Debieyɛlɛ Nwobie*

#### Bodane anzɛɛ Mɔɔ gyi yɛ nye zo la: **Adwenlebɔlɛ/Debieyɛlɛ Nwobie**

##### Adwenlebɔlɛ/Debieyɛlɛ Nwobie

Ɖhye mɔ le nwobie mɔɔ bɛkilehile debie nu anzɛɛ adenle mɔɔ bɛdua zo bɛyɛ debie la. Ɖda adwenlehilele mɔɔ le fɔɔnwo la, ngilenu kpɔkyee wɔ tidwekɛ bie anwo , adengile bie anwo, anzɛɛ da adwenle ali.

##### Ndenle mɔɔ yɛdua zo yɛkɛlɛ Adwenlebɔlɛ/Debieyɛlɛ Nwobie la

*Tidwekɛ anzɛɛ Edwekemiza ne tidwekɛ:*

Yɛnyia ɛhye yɛfi edwekemiza ne anu anzɛɛ ɔle edwekemiza ne sikalɛpɛle.

##### Nwobie ne mukenye:

Adwenlebɔlɛ/Debieyɛlɛ nwobie ɔwɔ kɛ nyia mukenye. Ɖhye twe kengavolɛ ne adwenle sie tidwekɛ ne azo, ɔda tidwekɛ ne ali ekyii, na ɔpɛ adwenlekpɔkɛ ne mɔɔ ɛkponde kɛ ɛda ye ali la sikalɛ.

Edwekɛ mumua ne ɛdendɛkpunli ne mɔ

Ɖhye a le ɛleka mɔɔ ɛka wɔ tidwekɛ ne anwo edwekɛ kpalɛ a. Mɛkɛ dɔɔnwo ne ala ɔlɛ ɛdendɛkpunli nsa na saa nwobie ne wale a, ɔkola ɔ bo. Ɖke a le ɛleka mɔɔ ɛka mɔɔ wɔ nu biala la anzɛɛ mɔɔ hyia titili wɔ adengile ne, bodane anzɛɛ tidwekɛ ne mɔɔ ɛda ye ali la anwo.

##### Adwulalɛɛ

*Adwenlebɔlɛ/Debieyɛlɛ nwobie adwulalɛɛ ne pɛ tidwekɛ ne mɔɔ bɛlɛwowɔ nwole adwenle la sikalɛ. Adwulalɛɛ ne gyima titili a le kɛ ɔbɔ adwenle ngakyile mɔɔ bɛhile wɔ nwobie ne anu la kpɔkɛ na ɔto bodane ne kpaɛ nu.*

#### Ɖzukoalɛdɛɛ Gyima

1. Kile edwekɛkpɔkɛ nwobie anu.
2. Duzu a le adwenlebɔlɛ/debieyɛlɛ nwobie ?
3. Kilehile subane mɔɔ adwenlebɔlɛ/debieyɛlɛ nwobie lɛ la anu na maa ndonwo fa sua ɔ nzi.
4. Duzu sukoanyia a ɛhyia ɛfa ɛkɛlɛ adwenlebɔlɛ/debieyɛlɛ nwobie a.
5. Kɛlɛ adwenlebɔlɛ/debieyɛlɛ nwobie wɔ tidwekɛ bie anwo. Kilehilevolɛ ne ɛhile tidwekɛ ne

### Pedagogical Exemplars

#### Problem- based learning

##### Wholeclass:

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

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

### Group work/collaborative learning

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

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

### Key Assessment

#### Level 2 Assessment: Skills building

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

#### Level 4 Assessment: Extended thinking

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

## Section 5 Review

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

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