



MINISTRY OF EDUCATION

Ntoaso Sukuu Akuapem Twi Adesua Nhoma

ƆKYERƐKYERƐFO NHOMA



Gyinapɛn 1 – Nhoma 1



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

Ntoaso Sukuu Akuapem Twi Adesua Nhoma

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Gyinapɛn 1 - Nhoma 1



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

AKUAPEM TWI TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

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

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SCOPE AND SEQUENCE

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

Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

CEFA 1: **SOUNDS OF THE LANGUAGE**

Strand: **Oral Conversation**

Sub-Strand: Phonology

Adesuafo Nimdenya:

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

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 1: Vowel and consonant description

Week 2: Vowel and consonant distribution

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

NNAWOTWE 1

Adesua botae

1. *kyere akwan ahorow a wɔfa so kyerekyere Akuapem Twi enne nnyigyei ahorow no su (se ebia, anofafa yebea, beae a tekrema no ma ne ho so kodu ne tekrema no fa a ema ne ho so).*
2. *kyere akwan ahorow a wɔfa so kyerekyere Akuapem Twi ano nnyigyei ahorow no su (se ebia, dwedwɛɛwa no gɪnabea, beae a yeye nnyigyei no ne nnyigyei no yebea).*

Asempɔw ne Aniwɔsobeae: Enne Ne Anom nnyigyei Su

Enne Nnyigyei

Eye nnyigyei a ne ye mu no mframa a efi yen ahurututu anaa ahrawa mu no ba waa a biribiara nsiw no kwan, na eye nnyigyei fa bi a eye asensin nnyinaso.

- *Enne Nnyigyei Su:* Se yerekyerekyere enne nnyigyei su mu a, yewɔ akwan ahorow a yede di dwuma. Saa akwan yi ne anofafa no yebea, beae a tekrema no ma ne ho so kodu ne tekrema no fa a ema ne ho so wɔ nnyigyei no ye mu. Ghana kasa ahorow no mu bi wɔ ho a wɔde tekrema no nworɔe ka ho.
- *Anofafa yebea:* Saa kwan yi ma yehu se, anofafa no beye kurukuruwa anaa tetretɛ wɔ bere a yereye saa enne nnyigyei no. Eyi ma yena su a eye ‘kurukuruwa’ anaa ‘tetretɛ’.
- *Beae a tekrema no ma ne ho so kodu:* Eyi kyere beae a tekrema no ma ne ho so kodu wɔ bere a yereye saa nnyigyei no. Eyi betumi aye soro, adantam anaa fam.
- *Tekrema no fa a ema ne ho so:* Eyi ye tekrema no fa a ema ne ho so wɔ bere yereye saa enne nnyigyei no. Saa kwan yi ma yena anim, mfinimfɪni ne akyi enne nnyigyei.

Nhwɛso

- /o/ -Soro-akyi-kurukuruwa
- /i/ - Soro-anim-tetretɛ
- /ɛ/- fam-anim-tetretɛ
- /ɔ/-fam-akyi-kurukuruwa

Anom Nnyigyei

Eye nnyigyei a ne ye mu no, biribi siw mframa a efi yen ahurututu anaa ahrawa mu ba no kwan kakra na yetumi de ka enne nnyigyei ho ma eye asensin.

1. **Akwan a yɛfa so kyerekyere anom nnyigyei su:** Dwedwɛɛwa no gɪnabea, beae a yeye nnyigyei no ne nnyigyei no yebea.
2. **Dwedwɛɛwa no gɪnabea:** Dwedwɛɛwa no gɪnabea mu no, yewɔ anom nnyigyei a emu piw ne nea emu mpiw. Anom nnyigyei a emu piw no bi ne /g/, /d/, /m/, /b/ ɛna nea emu mpiw no bi ne /f/, /s/, /k/, /t/, /ʃ/, ne nea ɛkeka ho.
3. **Beae a yeye nnyigyei no:** Beae ahorow a yeye nnyigyei no mu bi ne anofafa, anobatase, seakyi dadam dennen, dadam betɛɛ ne nea ɛkeka ho.

4. Nnyigyei no yebea: Eyi ye okwan a kasa akwaa no fa so dandan mframa a efi yen ahurututu anaa ahrawa mu ba wo bere a a yereye anom nnyigyei. Okwan ahorow a yefa so ye anom nnyigyei no mu bi ne agyinae, nkyeremu, agyinae nkyeremu, hwenem, mmoboe ne nea ekeka ho.

Dwumadi

1. Den ne enne nnyigyei?
2. Den ne anom nnyigyei?
3. Akwan ahorow ben na yefa so kyerekyere enne nnyigyei su no mu?
4. Akwan ahorow ben na yefa so kyerekyere anom nnyigyei su?
5. Ye enne nnyigyei a ewo Akuapem Twi mu.
6. Ye anom nnyigyei. (annye bi koraa no du).
7. Kyerekyere anom nnyigyei ne enne nnyigyei no a woyee no su.

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

Pedagogical Exemplars

Collaborative learning

1. Modelling (Vowels)

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

2. Modelling (Consonants)

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

3. Whole Class

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

Building on what others say

1. Pair work

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

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

Collaborative learning

1. Group work

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

2. Pair work

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

NB: Teachers should expect learners to be at different achievement levels. AP learners will produce vowels and consonants and describe at least three vowels and consonants. P learners will also be able to produce vowels and consonants correctly and describe at least five vowels and ten consonants. HP learners will be able to produce the vowels and describe all of them and also produce consonant sounds and describe more than ten of them. The teacher should encourage the higher achievers in the groups to assist the other members and task them to do more. The teacher is also encouraged to take care of learners with sound production problems and skillfully resolve them by making them repeat the vowels or pronouncing words with such sounds repeatedly. Such learners can also be made to play the sound game. In the sound game, the teacher produces a sound and learners are to look for the symbols that correspond to the sound produced by the teacher. The first to get the symbol correct is applauded. Also, encourage respect and tolerance of abilities among learners. Address GESI-stereotypes related to the sounding out of vowels and consonants.

Nkarii Titiriw

Gyinapɛn 1 Nkarii: ɔkasa/Akaakae

1. Kyerɛw Akuapem Twi ɛnne nnyigyei abiesa anaa nea ɛboro saa.
2. Kyerɛw ɛnne nnyigyei a ɛwɔ nsemfua a edidi so yi mu. ofi, ɛwow, ataade.
3. Kyerɛw anom nnyigyei a ɛwɔ Akuapem Twi mu no nyinaa.
4. Kyerɛkyere akwan ahorow a yɛfa so kyere ɛnne nnyigyei su no biara mu.
5. Kyerɛkyere akwan ahorow a yɛfa so kyere anom nnyigyei su no biara mu.

Gyinapɛn 2 Nkarii: Nimde Nya

1. Kyerɛkyere akwan a yɛfa so yɛ ɛnne nnyigyei ahorow no biara mu.
2. Kyerɛkyere ɛnne nnyigyei a edidi so yi mu biara su
3. a. /a/:
b. /ɛ/:
c. /o/:
d. /i/:
e. /ɔ/:

4. Kyekye anom nnyigyei a edidi so yi /b/, /d/, /g/, /t/ mu ko:
 - a. Dwedweewa no gwinabea:
 - b. Beae a yeye nnyigyei no:
 - c. Nnyigyei no yebea:
5. Kyerew nsemfua abiesa anaa nea eboro saa a anom nnyigyei wom.
6. Fa akwan ahorow a yede kyerekyere anom nnyigyei su mu no kyerekyere anom nnyigyei anum anaa nea eboro saa su mu.

NNAWOTWE 2

Adesua Botae

1. *Kyerekyere enne nnyigyei dwumadi a ewɔ Akuapem Twi kasa mu (se ebia, asemfua mfiase/anim, asemfua mfinimfini ne asemfua awiei/akyi).*
2. *Kyerekyere anom nnyigyei dwumadi a ewɔ Akuapem Twi kasa mu (se ebia, asemfua ahyease/anim, asemfua mfinimfini ne asemfua awiei/akyi).*

Asempɔw Anaa Aniwɔsobe: Enne Nnyigyei Dwumadi

Enne Nnyigyei Dwumadi

Enne nnyigyei dwumadi kyere beae a enne nnyigyei dwumadi bi hye anaa tumi di wɔ asemfua mu. Enne nnyigyei no bi tumi di asemfua anim, ebi nso tumi di asemfua mfinimfini ena ebi nso tumi di anaa twa asemfua to/awiei. Se enne nnyigyei bi ba asemfua anim a, yeka se edi asemfua no anim. Se eba asemfua no mfinimfini a yeka se edi asemfua no mfinimfini ena se eba asemfua no awiei anaa akyi a yeka se edi asemfua no awiei.

Nhweso

Hwe enne nnyigyei dwumadi /a/ wɔ nsemfua a edidi so yi mu:

1. asem
2. ɔdan
3. ɔbea

Nhweso a edi kan no, enne nnyigyei /a/ di asemfua no anim/ahyease. Eyi mu no, yeka se /a/ no tumi di asemfua anim. Nhweso a eto so abien mu no nso /a/ tumi di anaa hye asemfua mfinimfini nti yeka se /a/ no di asemfua no mfinimfini. Nhweso eto so abiesa no nso, /a/ tumi di asemfua no awiei anaa akyanana etwa to wɔ asemfua no to, enti yeka se /a/ tumi di anaa twa asemfua to/awiei.

Hyɛ no nso: *Ma wo nhweso no mfi Akuapem kasa mu.*

Ɛse se Akyerekyerefo nyinaa hu se adesuafo no nyinaa ahoɔden nye pe wɔ adesua mu. Saa nti, ɔkyerekyerefo no mfa adekyerekwan ahorow so mmoa adesuafo a wɔn ahoɔden wɔ fam senea ebema wɔatumi ne adesuafo nkae no akɔ pe.

Dwumadi

1. Enne nnyigyei ne anom nnyigyei a edidi so yi mu nea ewɔ he na etumi di asemfua anim wɔ Akuapem Twi kasa : /a/, /e/, /[/, /i/, /o/, /ɔ/ ne /u/, /b/, /d/, /f/, /g/, /h/, /j/ ne /k/
2. Enne nnyigyei a ewɔ soro ha yi mu nea ewɔ he na etumi di asemfua mfinimfini?
3. Enne ne anom nnyigyei a ewɔ soro hɔ no mu nea ewɔ he na etumi di asemfua akyi?
4. Hwe nsemfua ahorow a ewɔ ase hɔ no na kyere beae ahorow a enne nnyigyei ne anom nnyigyei no mu biara di.

Ɛse se akyerekyerefo fa nsemfua a enne nnyigyei ahorow wowom ne nsemfua a ewoware ma adesuafo no senea ebeye a ebekyere wɔn adwene kakra. Nhweso: asopaatere, tokota, guanten, okisi, ɔtwe, anuonyam, mu, tuntum, ahaa,, paanoo, opurow.

Pedagogical Exemplars

Building on what others say

1. Pair and group work

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

Initiating Talk for Learning

1. Whole class discussion

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

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

2. Modelling

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

Collaborative learning

1. Pair work

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

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Nimde nya

- Ma nsemfua abien wɔ Akuapem Twi kasa mu a ɛnne nnyigyei a ɛwɔ fam hɔ no mu biara tumi di anim anaa ahyease, mfinimfina anaa awiei/akyi. :
 - /a/:
 - /e/:
 - /ɛ/:
 - /ɔ/:
 - /i/:
 - /u/:

Gyinapɛn 2 Nkarii

- Kyerɛ ɛnne nnyigyei a ɛwɔ nsemfua a ɛwɔ fam hɔ no mu biara na kyere beae a edi wɔ asemfua mu.
 - dɔkono
 - nsu

- c. osu
- d. dɔw
- e. siw
- f. hwe

Akyerekyerɛfo mma nsemfua nhweso a efi Akuapem Twi kasa mu

Gyinaɸɛn 3 Nkarii: Adwenemudɔw

1. Kyerɛw nsemfua ason wɔ Akuapem Twi mu a enne nnyigyei a ɛwom no tumi di asemfua anim, mfinimfɛni ne awiei/akyi wɔ bere koro no ara mu na kyerekyerɛ wo mmuae no mu.

Asemɸɔw Anaa Aniɔsobeɛ: Anom Nnyigyei anaa konsonante Dwumadi

Anom nnyigyei dwumadi

Anom nnyigyei dwumadi ye beaɛ a anom nnyigyei bi tumi di wɔ asemfua mu. Anom nnyigyei no mu bi tumi di asemfua anim, ebi nso tumi di asemfua no mfinimfɛni ɛna ebi nso tumi di asemfua no awiei anaa akyi. Sɛ anom nnyigyei ba asemfua anim a, yɛka sɛ edi asemfua no anim. Sɛ ɛba asemfua no mfinimfɛni a, yɛka sɛ, edi asemfua no mfinimfɛni ɛna sɛ ɛba no awiei anaa akyi nso a, yɛka sɛ, edi asemfua awiei.

Nhweso

Hwe senea wɔde anom anaa konsonante nnyigyei adi dwuma wɔ nsemfua a ɛwɔ fam hɔ no mu.

1. bra
2. abo

Nhweso 1 no mu no, anom nnyigyei /b/ di asemfua no anim, Nhweso 2 mu no, anom nnyigyei /b/ no hyɛ asemfua no mfinimfɛni. Eyi mu no, yɛka sɛ, anom nnyigyei /b/ di asemfua anim no mfinimfɛni.

Dwumadi

1. ɔkyerekyerɛfo nyiyi Anom nnyigyei ahorow ne nsemfua ahorow a ɛwɔware kakra a ɛɛkyere adesuafo adwene wɔ bere a wɔde redi dwuma no. Nhweso: abosomaketew, adekyere, adesua, nimde, adwensakra, tow, ahwehwe, twa, foro
2. Pɛsemɸesɛm anom nnyigyei dwumadi wɔ asemfua a ɛwɔ soro hɔ mu.
3. Fa anom nnyigyei a ɛwɔ soro hɔ no mu bi ye nsemfua ahorow na kyere dwumadi a anom nnyigyei no mu biara di.

Pedagogical Exemplars

Collaborative learning

1. Modelling and group work

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

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

Building on what others say

1. Pair work

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

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

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Nimde nya

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

Gyinapɛn 2 Nkarii

1. Kyere anom nnyigyei a ewowɔ nsemfua a ewɔ fam hɔ no mu na kyekye mu kɔ asemfua anim, asemfua mfimfini ne asemfua awiei.
 - a. aborokyiri
 - b. nsa
 - c. atoko
 - d. babaso
 - e. gyemirekutu
 - f. sasaboro
 - g. aduan
 - h. kɔn
 - i. ahwehwe

Akyerekyerefo mfa nsemfua nhweso a mfi Akuapem Twi mu nni dwuma.

Gyinapɛn 3 Nkarii: Adwenemdɔw

1. Kyerɛw nsemfua du a anom nnyigyeyi di anim, mfimfini ne awiei na kyerekyere wo mmuae no mu.

Section Review

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

Additional Reading

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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. Lauren, T. (2019). *Vowel phenomena of Guang languages*. Master's thesis submitted to the faculty of graduate studies Trinity Western University
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5. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2). 29–50.
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CEFA 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

Adesuafo Nimdenya:

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

Content Standards:

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 4: Skimming

Week 5: Scanning

Week 6: Interpretation

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

NNAWOTWE 3

Adesua no Botae

1. *Kyere adwempɔw titiriw ahorow a ɛwɔ abasem a edi mu bi mu. Nhweso: amammere mu nnepa (obu, ayamye, abodwokyere ne nea ekeka ho), nhomasua, mmofra ho guadi, atena, mfididwuma a ɛwɔ Ghana, fam- agude- tuw. GESI ne nea ekeka ho.*
2. *Pensempensem adwempɔw ahorow ne nsusui a edi mu a efi abasem mu. Nhweso, amammere mu nnepa, (obu, ayamye, abodwokyere ne nea ekeka ho), nhomasua, mmofra ho guadi, atena, mfididwuma a ɛwɔ Ghana, fam -agude-tuw, GESI ne nea ekeka ho.*
3. *Fa akenkan ho nimde eye ɔhareso akenkan ne ɔhareso ade-hwehwe-mu kenkan akenkanssem a edi mu na bua ho nsemmisa.*
4. *Fa akwan ahorow yi so pensempensem ɔhareso ade-hwehwe-mu (nhweso, ani anaa nsateaa ne akɔ-ne-a-badi, hwehwe nsemfua anaa kasasin bi, ne nea ekeka ho..*
5. *Ye mpensempensemu fa asowen, nsemfua ntease, nsemfua nkyeyrease ne nea ekeka ho.*

Asempɔw Anaa Aniwasobea: Hwehwe Adwempɔw A ɛwɔ Akenkanssem Mu

Adwempɔw

Adwempɔw ye ade titiriw a wɔnwene abasem bi fa ho. Eye ɔkyerefo no nsem a eda atifisem asem no adi na etumi da adi pefee anaa esuma anaa esie wɔ abasem no mu. Eno na eda abasem no mu nsem adi.

Akwan a yefa so hwehwe adwempɔw wɔ abasem no mu:

- Hwehwe onipa anaa ade a abasem kasa fa ho: Abasem yi kasa fa nnipa, nnipakuw anaa ade pɔtee bi ho?
- Hwehwe bere a Abasem no mu dwumadi kɔɔ so: Nsem a ede to gua no da bere adi anaa?
- Hwehwe beae a abasem no mu dwumadi no kɔɔ so. Abasem no bɔ beae bi din?
- Hwehwe nea nti a Abasem no mu dwumadi kɔɔ so. Wowɔ nea enti anaa nkyeremu fa nea esii no ho?
- Hwehwe akwan a Abasem no mu dwumadi faa so sii anaa kɔɔ so: Saa anoyi no da ɔkwan anaa nnyinasosem bi adi?

Hye No Nso: *Akenkanssem mu no, eye a na wɔakyerew adwempɔw no akyea no, wɔaye no pikapika anaa wɔasensan ase. Wubetumi ahu no wɔ ɔkasamu titiriw no mu.*

Dwumadi

1. *Kyerew adwempɔw abiesa a ɛwɔ abasem bi mu.*
2. *Kyerkyere adwempɔw ase na ma adwempɔw abiesa a ɛwɔ abasem no mu.*
3. *Kyerkyere adwempɔw mu na pensempensem abasem bi mu fa da adwempɔw a ɛwom no adi.*

Pedagogical Exemplars

Talk for Learning Think-pair-share

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

Group work

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

Individual work

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii

1. Pensɛmpensɛm adwɛmpɔw mu.
2. Fa w'ankasa nsemfua kyerekyere adwɛmpɔw ase.

Gyinapɛn 2 nkarii

1. Kenkan abasɛm tiawa a ɛwɔ fam ha yi yiye na pensɛmpensɛm mu fa hwehwe adwenpa a ɛwɔ mu no:

Ghana ye ɔman a ɛwɔ Abibirem Atɔe a emmen beae a asasewoso akese ne nketewa sisi wɔ wiase. Nanso eyi mmaa Ghannaman mfaa ne ho nni mfiri aasasewoso akese ne nketewa ho. Asasewoso akese asisi wɔ Ghanaman mu wɔ bere a atwam no mu a nne mmere yi mu mpo, yerehu emu nkumaa bi. Asasewoso a edi kan wɔ Ghanaman mu no sii wɔ 1615 mu. Esee abankese a ɛwɔ Elimina no wɔ afe 1636 mu nso, asasewoso foforo sii wɔ Axim. Afe 1862 mu no, asasewoso kese pa ara sii wɔ Nkran kuropon no mu maa esee Christiansburg Castle, abankese bi ne abodan ahorow.

Gyinapɛn 3 Nkarii

1. Gyina adwɛmpɔw ahorow no so kyerew biribi toa dwumadi a etwaa mu no so. Yetumi nya nokwasɛm firi abasɛm mu. Kyerekyere nea enti a woye saa nsusui no.

Asempɔw anaa Aniwɔsobeae: Adwɛmpɔw Ne Nsusui Ho Pensɛmpensɛmu

Nkitahodi

Nsem a wɔka anaa wɔkyerew fa nnipa nkɔmmɔdi ho ne titiriw a ehia pa ara fa biribi pɔtee bi ho.

Adwɛmpɔw

Eye adwene anaa adwenkyere bi a efa kwan a biribi anaa dwumadi bi fa so si ho.

Nsusui

Eye obi adwenkyere fa biribi ho a enhyeda nnyina nokwasɛm anaa nimde biara so. Ebetumi nso aye afutusem a efiri onimdifo bi ho.

Se moreye mpensempensemu afa adwempɔw ne nsusui ahorow ho wɔ abasem mu a, ese se adesuafo no di kan wen wɔn aso tie no yiye:

- Di kan wen wɔn aso tie no yiye.
- Dwene asem no ho ansa na wɔakasa
- Wɔhwe se wɔwɔ nokwasem bi ka fa asem no ho
- Ese se wɔtumi ka wɔn adwene a wɔremfa nwadada na wɔtumi de adansedide amapa taa akyi.
- Fa ‘Me’ di dwuma wɔ w’anodisem mu.

Hyɛ No Nso: *Nsusui ne adwempɔw mpensempensemu mu no, ese se yede nnidi ma obiara nsusui.*

Dwumadi

1. Kyerekyere nkitahodi, adwempɔw ne nsusui ase.
2. Fa w’ankasa nsemfua kyerekyere adwempɔw ne nsusui ase na kyere adwempɔw ne nsusui a ewɔ akenkansem anaa abasem bi mu .
3. Kyerekyere okwan a yefa so pensempensem adwempɔw ne nsusui mu.
4. Tie abasem bi, pensempensem mu yiye na fa hwehwe adwempɔw ne nsusiui a eda no adi.

Pedagogical Exemplars

Starter

1. Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas.
2. The teacher should select themes for discussion from the examples below and any other relevant topics:
 - a. Cultural values (respect, kindness, tolerance and others),
 - b. Education,
 - c. Child trafficking,
 - d. Environment,
 - e. Industrialisation in Ghana,
 - f. Mining, etc.

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

Talk for Learning

Think-pair-share

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

Group work

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

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

Encourage each learner to participate actively. Learners should be made to respect each other’s ideas and opinions. The teacher should try to skilfully attend to learners who are extremists when it comes to gender roles. Learners should be made to relate what they have discussed to everyday

life situations such as discussions on radio and television, news items, discussion of issues with their friends, etc

Individual work

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

Nkarii Titiriw

Gyinapen 1 Nkarii: Okasa/ Akaakae

1. Kyerekyere adwenpɔw, nkitahodi ne nsusui mu.
2. Tie abasem na pensempensem emu adwenpɔw ne nsusui ahorow a ewɔ abasem no mu.
3. Gyina mfonini bi so ka abasem tiawa bi.

Gyinapen 2 Nkarii: Nimde nya

1. Gyina nea woasua no so na kyere w'adwempɔw ne wo nsusui fa atifiasem a ewɔ ha yi ho: "Eyi mmeawa/mmea asede se wɔnoa aduan ma abusua no bere biara."

***Hyɛ no nso:** Akyerekyerefo betumi de atifiasem ahorow a efa ɔko a erekɔ so wɔ Russia ne Ukraine ntam no ne ɔko a efa Gaza ho ne nea ekeka ho.*

Gyinapen 3 Nkarii: Nnwenweneho amapa

1. Fa w'adwempɔw ne wo nsusui ahorow ne afoforo de a efa atifiasem bi ho toto ho na gyina so si gyinae a efata.

NNAWOTWE 4

Adesua Botae: *Gyina chareso -akenkan ne chareso ade-hwehwe ho nimde so kenkan na fa hwehwe asetena mu chaw ahorow bi anoyi.*

Asempɔw Anaa Aniwɔsobe: Chareso-akenkan

Chareso- Akenkan

Chareso akenkan ye akenkan a yede yen ani fa abasem bi mu asentitiriw anaa de hwehwe asem pɔtee abasem bi de reto gua anaa de rekasa fa ho. Yede hwehwe abasem bi mu nokwasem pɔtee.

Chareso-akenkan ye akenkan dwumadi bi a yede yen ani fa abasem bi mu ntemso de hɛ adwempɔw a eho hia nko ara nso.

- *Ahwekan:* Eɛ akwannya a ema wutumi hwe biribi ansa na ɔmanfo anya anaa aba abɔnten so. Wɔye ahwekan wɔ bere de sua biribi fa adwempɔw ahorow a abasem bi da no adi ne ne nhyehyee nnyinaso.
- *Tɔfabɔ:* Yede ye nhwehwemu fa abasem/akenkanssem bi mu .Ekyere biribi anaa eɔa abasem anaa adesua bi tɔfabɔ adi.
- *Nhwehwemu:* Eɛ nhwehwemu a eɔa ma wunya nimde anaa adesuae fa akenkan nhoma bi a woakenkan dedaw ho . Eɛ biribi ho nkarii a yegyina so anaa eɔa ma yede nsakrae foforo bi ba sɛ eho behia a.

Dwumadi

1. Fa w'ankasa nsemfua kyerekyere nsemfua ahorow mu.
2. Fa wani fa abasem kasapen abiesa a edi kan bi mu chare so na fa hwehwe nsemfua foforo abiesa firi mu.
3. Fa nsemfua foforo no ye ɔkasamu mmɔho a efa abasem no mu asentitriw no ho.
4. Bɔ kasapen abiesa a edi kan wɔ abasem no mu no tɔfa.

Pedagogical Exemplars

Problem-Based learning

Whole class

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

Group work

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

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

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: ɔkasa/Akaakae

1. Pensempensem ɔhareso-akenkan ahorow no mu.

Gyinapɛn 2 Nkarii: Nimde nya

1. Gyina ɔhareso-akenkan nimde ahorow no so kyere amannebo bi a ewo abasem tiawa bi mu.
2. Kenkan akenkanssem bi a ekura nsemfua 400 na fa nimde a woanya wo ɔhareso-akenkan mu no bo akenkanssem bi mu adwempɔw no tɔfa.
3. Pensempensem akenkanssem no mu yie na kyere nsemfua foforo a ewom. Fa nsemfua foforo no ye ɔkasamu mmɔho a efa abasem no asentitiriw.

NNAWOTWE 5

Adesua Botae: *Pensempensem Ohareso-ade-hwehweho nimde mu (se ebia., ani anaa nsateaa akona-badi a yede hwehwe nsemfua kasasin ne nea ekeka ho.*

Asempow Anaa Aniwasobeaa : Ohareso-ade-hwehwe

Ohareso-ade-hwehwe nkyerease

Ohareso-ade-hwehwe ye akenkan a yeye no ohareso de hwehwe nokwasem anaa amannebo patee wo bere a yenhyeda nkenkan abasem/akenkanssem no nyinaa . Senea ohare-so-ade-hwehwe bewie mudi no, ese se wote akenkanssem nhyehyee ase, na afei te nea woakenkan no ase senea ebeye a wubetumi akyerere anaa ahwehwe amannebo patee bi a wohia no. Ohareso-ade-hwehwe ye okwan a wofa so hwehwe biribi anaa amannebo wo ohareso anaa ntem so.

Ohare-so ade-hwehwe boa ma obi tumi kenkan nneema pii san nya odo ma akenkan.

Eho hia se wobesi gyinae afa ohareso-ade-hwehwe. Eha yi no , ese se wuhu ade patee a worehwehwe no wo wo tirim; eye nhoma bi din, websaete , nhoma a yenya mmoa fi mu, asemfua anaa kasasin patee bi, abasem patee bi a wope se wokenkan ne nea ekeka ho.

Eho hia bio se, wubehu beae a ade patee a worehwehwe no wo amannebo a worehwehwe no wowo tirim; se eye nhoma bi din,websaete,, nhoma a yenya mmoa fi mum (se se wohwehwe se ade patee no wo/kura amannebo a worehwehwe no na kyere kratafa a yebuhu saa amannebo no.)

Ese se wuhu senea wiasi ahyehyee ade no. Wubetumi ahyehyee ade/ nhoma no wo akyerede ennidi so kwan so, bere nhyehyeee kwan so, akuwakuw nhyehyeee kwan so, atifasem nhyehyee kwan, akontabude nnidi so kwan so ne nea ekeka ho.

Bere a adesuafo de ohareso-ade-hwehwe di dwuma

- i. Wode ohareso-ade-hwehwe di dwuma ansa na wohahe akenkan ase
- ii. Fa ohareso-ade-hwehwe dwumadi fa nsemmissa ahorow no mu na hu nea ne mmuae nye den.
- iii. Bere a worehwehwe amannebo patee bi se ebia, deeti, nsemfua foforo ne nea ekeka.

Okwan a yefa so de ohareso-ade-hwehwe di dwuma

Se wohwehwe akenkanssem bi mu hu ne nkyekyemu ahorow a wope se wokenkan a:

- i. Di kan fa ohareso-ade-hwehwe di dwuma wo bere a wode w'ani (ne wo nsateaa) refa akenkanssem no ohareso.
- ii. Se wuhu ade a worehwehwe no a, se eye asemfua anaa kasasin na worehwehwe a, kenkan nsemfua ahorow a atwa ahyia no yiye.
- iii. Wuhu ade bi a ese se wotwe w'adwene si so a, woto wo bo ase kenkan mu yie.

Dwumadi

1. Kyerekyere nsemfua a edidi so yi ase:
 - a. Ahwekan
 - b. Nhwehwemu
 - c. Tofabo
2. Kenkan akenkanssem bi na kyere amannebo patee abiesa anaa nea eboro saa a ewom mu.

3. Fa ɔhareso-akenkan ne ɔhareso-ade-hwehwe nimde a wowo no hwehwe nea akenkansɛm no fa ho nyinaa anaa biribi pɔtee a ewom.
4. Pensempensem akenkansɛm no mu fa hwehwe nsemfua foforo no na fa nsemfua foforo no ye ɔkasamu tiawa biako ne ɔkasamu mmɔho nso biako. Fa ɔhareso -ade-hwehwe nimde no di dwuma wo akenkansɛm no mu .

Pedagogical Exemplars

Problem-based learning

Whole class:

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

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

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

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.

Nkarii Titiriw

Gyinapɛn 1 Nkari: Akaakae

1. Kyerɛkyere ɔhareso-ade-hwehwe ho nimde abien anaa nea eboro saa.

Gyinapɛn 2 Nkarii: Nimde nya

1. ɔkwan ben na wobefa so de ɔhareso-ade-hwehwe nimde ahwehwe amannebo pɔtee bi wo akenkansɛm bi mu.

Gyinapɛn 3 Nkarii: Nnwenweneho amapa

3. Hwe nea eye ne nea enye wo ɔhareso-ade-hwehwe nimde ho.

NNAWŌTWE 6

Adesua Botae: *Ye mpensempensemu fa asowen, nsemfua-ntease din bobɔ ne nea ekeka ho ho.*

Asempɔw Ne Aniwɔsobe: **Okasa Nkyerekyeremu**

Nkyerekyeremu

Eyi ye ɔkwan a yefa so kyerekyerere biribi anaa ade bi mu. Eisan nso ye ɔkwan foforo a yefa so da akyerewsem anaa ɔyekyerere dwumadi bi adi.

- *Nsemfua-ntease:* Eyi ye ɔkwan yenam akyerew so kyerekyerere nsem bi ase kɔ tebea bi mu senea ebeye a afoforo benya kyefa.
- *Nsemfua nkyerekyerere:* Eyi ye ɔkwan a yenam nkyerekyeremu ne ɔkasa asekyere so nya amannebo bi mu ntease. Eyi ne ɔkwan a otiefɔ nam so tumi te nsem bi ase san kyerekyerere mu.

Sɛ woreye ɔkasa nkyerekyeremu a

1. Wɛn w'aso tie no yie.
2. Eɛ sɛ wunya nimde amapa wɔ ɔkasa abien no nyinaa mu.

Mma ntease a ewɔ ɔkasa a worekyere ase no mu ntease no nnyera.

3. Ma w'adwene nni nkɔmmɔdi no akyi yie

Dwumadi

1. Kyerekyerere asemfua nkyerekyeremu mu.
2. Pensempensem adesua a efa nkyerekyeremu ho no mu.
3. Kyerekyerere akenkansɛm anaa ɛnne a yeakyere agu afiri yi so a ewɔ nsemfua 150 anaa 300 mu.

Pedagogical Exemplars

Initiating Talk for Learning

Whole class

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

Group work/collaborative learning

1. Pair work

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

2. Whole class

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

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

Section Review

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

Additional Reading

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

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

OFA 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

Sub-strand: Lexis and structure

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

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

NNAWŌTWE 7

Adesua Botae: *Kyekye edin kɔ n'akuw ahorow mu (se ebia., dinpa, dinhu, din a yehu, edin a yehu ne nea ekeka ho.*

Asempɔw anaa Aniwɔsobeɔ: **Edin ne n'akuw ahorow**

Edin

Edin ye ahyensode a yede ma onipa , aboa, kurow anaa ade titiriw bi.

Edin akuw ahorow

Dinpa ye edin a yede gyina hɔ ma onipa, kurow, anaa ade titiriw pɔtee se eye Nyame abɔde anaa ɔdasani-nsa- ano adwuma. Yede akyerɛwde kese na edi dinpa kan mfa ho ne beae a ehye wɔ ɔkasamu mu. Nhweso; dinpa ye din a yede ma nnipa Kwaku, Owusu, Nkruma ne nea ekeka ho); nkurow (Se ebia Denkyira , Oguaa, Tamale, ne nea ekeka ho.); ɔbosome (Se ebia Ɔpɛpɛn, Ogyefo, Ɔbenem, Oforisuo, Ɔpenimma ne nea ekeka ho). Nnwumakuw (Se ebia. University of Cape Coast, Flagstaff House ne nea ekeka ho.); nna a ewɔ nnawɔtwe mu (Se ebia Dwowda, Benada, ne nea ekeka ho.); asu ahorow (Pra, Tano, Densu, Burosiam ne nea ekeka ho.)

Dinhu ye din a yede ma nneema ahorow a yemfa mma nnipa, nna, abosome nkurow ne nneema titiriw bi. Eye din a, yede ma nneema a ensi pi te se ɔkraman, abarimaa, ɔbea, apɔnkye, mpaboa, pon, ɔpɔnko ne nea ekeka ho. Yemfa akyerɛwde akese nni dinhu kan gye se efi ɔkasamu bi ase. Yetaa de oyikyere ne din nkyerɛkyeremu bata ho.

Edin a yehu ye din a yede kyere adwempɔw, esu anaa biribi a yentumi mfa yen nsa nsom anaa yehu. Eho nhweso bi ne nokwasem, ɔhaw, anigye awerehow nea ekeka ho.

Dwumadi

1. Kyerɛkyere edin mu na ma emu nhweso anum anaa nea eboro saa.
2. Kyerɛkyere nsemfua edin akuw ahorow anan mu na ma emu biara ho nhweso du.
3. Kyekye edin a edidi so yi so yi mu kɔ edin akuw dinpa, dinhu, edin a yehu ne edin a yehu mu.
 - a. ɔkyerɛkyerɛni
 - b. ɔpon
 - c. ɔdɔ
 - d. Araba
 - e. John
 - f. anigye
 - g. nkabom
 - h. akonnwa
 - i. mframa
 - j. ɔbo
4. Kyere nea enti wokyekyee edin ahorow no mu kɔɔ edin akuw ahorow mu.

Pedagogical Exemplars

Problem- Based learning

Group work

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

Group work/collaborative learning

Whole class activity

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

Group work

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

Pair work

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

Whole class

1. Learners share sentences with the class for discussion.

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

Nkarii Titiriw

Gyinapɛn 1: Nimde nya

1. Kyerekyere edin mu na ma ho nhweso ahorow.
2. Kenkan abasem a ɛwɔ fam hɔ no na kyere edin ahorow a ɛwowom.

Akorɔmfɔ no mu baasa bɔɔ mmɔden guanee wɔ bere a wɔne apolisifo no bɔɔ mpu ne mpu wɔ atutotuo mu. Wɔn mu baanu a wɔtumi kyeree wɔn no, akyiri yi, kuromma no huu se eye Jato ne Christopher. Wɔhuu se wɔka akorɔmfɔ weremfo kuw a anadwo biara wɔkɔ akronmmɔ wɔ kurow no mu.

Da koro bi de, akorɔmfɔ baasa no ti anye yie efise obi koyii apolisifo no asotiw faa beae a na wɔhye hɔ maa apolisifo no kɔkyeree wɔn wɔ bere a wɔkɔ akorɔnmmɔ no bi. Wɔgu so rekye nneema a wɔakowia no, apolisifo no bepuee wɔn so. Wɔde wɔn atuo ne wɔn akode nkae no nyinaa maa apolisifo no.

Akorɔmfɔ no kyere ho ase betɔɔ gua no kuromma no pu kɔ beae hɔ kɔhwɛ akorɔmfɔ weremfo a wɔayere wɔn pampee agu apolisifo kaa mu a na wɔde wɔn rebekɔ apolisifo asoɛɛ.

Yede wɔn a na akorɔmfɔ no awia wɔn no to nkyen a, nnipa bebiree ani gyee efise se na akorɔmfɔ weremfo yi akɔhunahuna wɔn se wɔbeba wɔn so abewia wɔn. Hu a na ahye wɔn ma no firii wɔn mu.

- a. Kyekye edin ahorow no mu kɔ dinpa, dinhu, edin a yehu nea yenhu.
- b. Fa dinhu ahorow a woahu no mu anum ye ɔkasamu tiawa anum.

NNAWỌTWE 8

Adesua botae: *Kyekye edin nkyerekyeremu mu ko won akuw ahorow mu. (nhweso., oyikyere, akontabude ne esu) na fa di dwuma wo akasamu ahorow mu.*

Asempo Anaa Aniwasobe: **Edin nkyerekyeremu ahorow**

Edin nkyerekyeremu

Eye asemfua a yede kyerekyere edin mu. Yebetumi de akyerekyere senea obi anaa biribi su si te mu a yemfa ntoto biribiara ho anaa yede retoto biribi ho. Se ebia, mepere ofi **dedaw**. Abarimaa no ye tenten na osan nso ye **teatea**. Kwaku nim **nyansa sene** ne nua barima no.

Oyikyere ye edin nkyerekyeremu a yede kyerekyere biribi mu anaa da biribi adi. Eyi mu no, yede oyikyere dinnsonianmu na edi dwuma na mmom enye din. Ekasa fa oyefo a oreye biribi anaa oyetia a woreye biribi atia no wo akasamu mu. Eho nhweso no bi ne; oyi, no, bi ne eyinom ne enonom.

Akontabude nkyerekyeremu ye din nkyerekyeremu a egyina akontabude anaa nsusude bi so kyerekyere edin bi mu. Eyi ho nhweso no bi ne, ebi/ebinom, abien, kakra, dodow ne nea ekeka ho.

Esu nkyerekyeremu ye edin nkyerekyeremu a yede kyerekyere senea edin bi su te mu. Eyi ho nhweso no mu bi ne tofoo, kese, dedaw, ketewa nea ekeka ho .

Dwumadi

1. Pensempensem edin nkyerekyeremu dwumadi no mu.
2. Kyerekyere edin nkyerekyeremu akuw ahorow no mu..
3. Pensempensem na kyekye edin nkyerekyeremu a ewo fam ho no ko oyikyere, esu ne akontabude mu na kyere adesuafo. Adesuafo akuw ahorow kyerekyere nea enti a wokyekye edin nkyerekyeremu no mu koo saa kuw no mu.
 - i. Ahoofe
 - ii. tenten
 - iii. dede
 - iv. fefe
 - v. Abupen nan biako
 - vi. akokosrade
 - vi. atirimuden
 - viii. bruu
 - ix. awia ketekete
 - x. no
 - xi. eyinom
 - xii. abiesa
 - xiii. ebinom /ebi

Pedagogical Exemplars

Group work/collaborative learning

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

Collaborative learning

1. Pair work

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

Ansa na akokɔ rebɔ ne mprensaa so no saa anɔpa no na nnipa a wɔwɔ kurow kumaa Alata mu no akɔbɔ dɔmpem retwen ɔhene no. Na adehye no nyinaa furafura afade fitaa.

Na wɔde ntoma fitaa abobɔ wɔn nsa a wɔnhyehye mpaboa

Na wɔahyia hɔ rebeyi wɔn ɔhene no aye. Abakɔsem kyere se, tete hɔ no, ɔhene a ɔte agua so seesei no nana bi yee ade nwanwaso bi de boaa nnipa a wɔwɔ kurow kumaa no mu. Otwitwaa gyee wɔn wɔ bere a awia ketekete bi wɔn mfuw nyinaa hyehyewee maa kɔm kese a ekum kɔktɔ too anwea pradadaa so te sii kuro kumaa no mu. Ɔkɔm dee nnipa a na wɔwɔ kurow kumaa no mu maa wɔyeyee mmerɛ maa wɔn anidaso sae.

Saa ɔhene yi nana no na ɔkɔfaa aduan a enye kumaa firii n’afuwɔm de maa nnipa a wɔwɔ kurow kumaa no mu dii. Saa ade no nti, kuromma no sii no ɔhene de hyee no anuonyam. Afe biara mu no, na wɔkɔsra no de kyere wɔn anisɔ fa ade kese a ɔye maa wɔn no ho.
- b. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
- c. Learners use the adjectives to form simple sentences.

2. Whole class

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Ɔkasa / Akaakae

1. Fa w’ankasa wo nsemfua kyerekyere edin nkyerekyeremu mu na ma ho nhweso du anaa nea eboro saa .

Gyinapɛn 2 Nkarii: Nimde nya

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

Akorɔmfo no mu baasa bɔɔ mmɔden guanee wɔ bere a wɔne apolisifo no bɔɔ mpu ne mpu wɔ atutotuo mu. Wɔn mu baanu a wɔtumi kyeree wɔn no, akyiri yi, kuromma no huu se eye Jato ne Christopher. Wɔhuu se wɔka akorɔmfo werɛmfo kuw a anadwo biara wɔkɔ akronmmɔ wɔ kurow no mu.

Da koro bi de, akorɔmfo baasa no ti anye yie efise obi koyii apolisifo no asotiw faa beae a na wɔhye hɔ mma apolisifo no kɔkyeree wɔn wɔ bere a wɔkɔ akorɔnmmɔ no bi. Wɔgu so rekye nneema a wɔakɔwia no, apolisifo no bepuee wɔn so. Wɔde wɔn atuo ne wɔn akode nkae no nyinaa maa apolisifo no.

Akorɔmfo no kyere ho asem no betɔɔ gua no kurow mma no pu kɔɔ beae ho kɔ hwɛɛ akorɔmfo werɛmfo a wɔayere wɔn pampee agu apolisifo kaa mu a na wɔde wɔn rebekɔ apolisifo asoɛɛ.

- a. Kyɛkyɛ edin nkyerɛkyerɛmu ahorow no mu kɔ oyikyere, esu ne akontabude mu.
- b. Fa edin nkyerɛkyerɛmu akuw ahorow no mu biara mu ho nhweso anum anum ye akasamu mmɔho.

NNAWOTWE 9

Adesua botae

1. *Kyekye adeye mu ko fa-oyetia ne amfa-oyetia ena fa-oyetia abien.*
2. *Kyekye okyerefo mu ko (yebea, beae, bere, anooden).*

Asempow Anaa Awonisobea: Adeye nkyekyemu

Adeye

Eye asemfua anaa nsemfua a yede kyerekyere dwumadi, tebea anaa biribi a asi mu. Yehu adeye se eye nkasae wo okasamu mu. Nhweso, saw, di, huruw, kyerew, dwen, do, si kyere ne nea ekeka ho.

Yekyekye adeye mu ko fa -ayede ne amfa-ayede

Fa-oyetia ye adeye a efa edin a edi dwuma se oyetia. Nhweso: di, kyerew, fem, kasa,ton, to, tua, ne nea ekeka ho. *Fa-oyetia* ho nhweso wo okasamu mu.

- a. Kofi **di** aduan no. (Aduan no di dwuma se oyetia ma adeye **di**)
- b. Ama femm sika.
- c. Adu **rekasa** dom no ho.

Amfa-oyetia ye adeye a enhia edin a edi dwuma se oyetia wo okasamu mu..

Nhweso

nyini, ko, bra, twen, te, fii

Nantew, su, wu, didi, serew, ne nea ekekaa ho. *Amfa-oyetia* ho nhweso wo okasamu mu.

- a. Abarimaa no renyini yie.
- b. Araba ko sukuu dabiara.
- c. Afua baa fie.

Fa-oyetia abien adeye ye adeye a efa oyetia ahorow abien. Mpen pii no, edin no mu biako tumi ye oyetia na biako nso aye ogyefo wo okasamu mu.

Nhweso

Fa-oyetia abien nhweso wo okasmau mu.

- a. Afua maame maa no adwuma.
- b. Fa nhoma no ma me.
- c. Kofi to ntoma kyeeAma.

Dwumadi

1. Pensempensem adeye mu.
2. Kyerekyere adeye akuw ahorow no mu.
3. Pensempensem na kyekye adeye ahorow a edidi so yi mu ko fa-oyetia amfa-oyetia ne fa-oyetia abien.
 - a. bu

- b. serew
- c. didi
- d. to
- e. kenkan
- f. saw
- g. nantew
- h. bɔ
- i. si
- j. pia

4. Ka wo dwumadi wo ho asem kyere asuafo nkae no na ka nea enti a wokyekeye adeye no kɔɔ kuw ahorow no mu.

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion

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

Collaborative learning

1. Pair work

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

Na akwan a efiri asu no agya de rekɔ n’agya no mmoro basafa aduonum nanso anka mepe se meboro asu a emu dɔw na ani ye korogyee beye kwansini biako anaa nea eboro saa. Na osususw se adenkyem wɔ asu no mu.

Meye krado se meresi asu no mu no, mede me tu no hyee m’anom kaa me se sii so bɔɔ mpae, tee sii nsu a atekye wom ma no mu. Meboroo asu no te se obi a ɔresua asu guare foforo. Na asorɔkye no ano nye den saa na nsu no mu aye dede dede kakra. Nanso na ahuboa abɔ me. Ahuboa no nti na ontumi mmoro asu no nkɔ ntem.

Oboroo asu no duu mfimfini no, mpofirim na ohuu se asu no mu aye tia enam so maa me koko kotwii atekye-kokow bi wɔ asu no mu. Na misusuw se eye adenkyem, ebaa saa no, tuo no gyee fii m’ano. Menantew asu no mu beye basafa kakra na mekpuee beae a ehɔ dɔw bio..

M’ani baa me ho so no, na madu asu no agya . Mede ahopopo foro kɔɔ asu no koko so. Mitumi twaa asu no de nanso na mahwere m’akode.. .

- b. Kyekye adeye no mu kɔ fa-ayetia, amfa-ayetia ne fa-ayetia abien.
- c. Fa adeye ahorow a woahu no ye okasamu ahorow.
- d. Ka wo mmuae no kyere adesuafo nkae no na mompensempensem mu.

Nkarii Titiriw

Level Gyinapen 1 Nkariit: Okasa/Akaaake

1. Kyerekyere adeye ne ne nkyekyemu ahorow no mu.
2. Kyerekyere adeye akuw ahorow a ewo soro ho no mu.
3. Ma adeye no mu biara ho nhweso anum anum.

Gyinapen 2 Nkarii: Nimde nya

1. Fa emu akuw ahorow no mu biara ho nhweso biako biako ye okasamu tiawa anaa nea eboro saa.
2. Fa akuw no mu biara ho nhweso abien abien ye okasamu mmoho nhweso ahorow..
3. Fa abasem a ewo nsemfua ahanum (500) a efa atifasem a edidi so yi mu biara amammamere mu nnepa, ahohyeso, ahonim ne nea ekeka ho. Ahodenne ho banmmo, STEM, GESI, ne nea ekeka ho. Kenkan abasem no na kyere adeye aduonu (20) a ewowo mu. Kyekye adeye no mu ko adeye akuw ahorow no mu.

Gyinapen 3 Nkarii: Adwenemudwo

1. Pensempensem adeye ahorow a wuhuu wo abasem no mu no ho nsunsuanso wo abasem no so. (Nnidi kasa? Akorokoro? Nsunsuanso? Ne nea ekeka ho.

Asempow Anaa Aniwosobea: Okyerefo nkyekyemu

Okyerefo

Eye asemfua anaa nsemfua a ekyerekyere adeye mu. Etumi kyerekyere ne yonko okyerefo foforo mu. Nhweso: yiye, breoo, ntem, hefa, anopa.

Okyerefo ho nhweso wo okasamu mu

- a. Abeawa no didi yiye.
- b. Akwasi nantew ntemntem.
- c. Hefa na adesuafo no rekwo?

Okyerefo ahorow: yebea, beae, bere, dodow, anooden, ampaye/akyinnyegye,

- *Yebea kyerefo* kyerekyere okwan patee a oyefo bi fa so di dwuma bi anaa senea adeye bi si ko so fa Se ebia; breoo/, nyaa, ntemntem, gidigidi,
- *Beae kyerefo* kyerekyere beae patee a dwumadi bi ko so anaa baabi a adeye bi ko so. Se ebia, baabiara, emu, Ghana, epo mu ne nea ekeka ho.
- *Bere kyerefo* kyerekyere bere patee a dwumadi bi ko so anaa mpen dodow a adeye bi ko so Se ebia., afeafe, afei, anopa, ne nea ekeka.
- *Dodow kyerefo* kyerekyere mpen dodow a dwumadi bi ko so anaa mpen dodow a adeye bi si. Se ebia, ebia, da, da biara da, da biara , baanu, baasa
- *Anooden kyerefo* kyerekyere senea dwumadi bi anooden si te/ senea adeye bi ano hye si te.

Nhweso

Dodow pa ara, se, yiye/yie , defedefe, pasaa, dwerabee ne nea ekeka ho.

Amapaye/Akyinnyegye kyerefo kyerekyere se dwumadi bi ye ampa anaa akyinnye bi wo ho anaa adeye dwumadi bi a esi pi anaa ensi pi. Nhweso; ebia, sesee, gyama, dabere ne nea ekeka ho .

Dwumadi

1. Kyerekyere okyerefo mu na kyere ne nkyekyemu ahorow no.
2. Kyerekyere okyerefo akuw ahorow no mu na ma emu biara ho nhweso anum anum.
3. Fa akuw ahorow no mu biara ho nhweso abien abien ye okasamu tiawa.
4. Kyekye okyerefo ahorow yi mu ko okyerefo akuw ahorow a wosua no mu na kyere nea nti a wokyekyee okyerefo ahorow no mu saa.
 - i. ntemntem
 - ii. Se
 - iii. breoo
 - iv. nnora
 - v. da
 - vi. afeafe
 - viii. Pɛpɛɛpɛ
 - ix. pasaa
 - x. nnaano
 - xi. nnawotwe

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

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

Collaborative learning**1. Pair work**

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Ɔkasa/Akaakae

1. Kyerekyere ɔkyerefo mu na kyere ne nkyekyemu ahorow no.
2. Kyerekyere ɔkyerefo akuw ahorow na ma ɛho nhweso.

Gyinapɛn 2 Nkarii: Nimde nya

- a. Kenkan abasem a ɛwɔ fam hɔ no nyinaaa na kyerekyere ɔyefo a ɛwɔ mu no nyinaa..

Kuaye ho adesua a erekɔ so wɔ sukuu ahorow mu no wɔ ɔman yi mu no ama nnipa dodow no ara ani agye ho pa ara. Adesuafo no bi sua kuaye ho ade kɔ anim wɔ wɔn adesua mu na wɔn mu bi nso de wɔn ho hye kuadwuma mu wɔ bere a wɔn awie ntoaso sukuu no. Wɔsusuw se, se wɔnya akuafo a wɔnim akenkan na wɔtumi kenkan akwankyerɛ ahorow te ase a dɔɔso a, wɔbegye akwankyerɛ foforo a ɛfa kuaye ho de aye adwuma ntem. Eyi beboa ama aduan abu so yie.

Aban nnwumakuw ahorow a ɛfa kuaye botae pa ara ne se wɔbeyɛ kuaye mu nhwehwemu de aboa ama aduan abu so. Kuaye ho abɔde-mu-nyansapefo sua akuafo ɔhaw ahorow a ɛwɔ kuaye mu wɔ Ghana. Wɔde nimde a wɔnya no fa kuaye adwumakuw akrakyefo binom so de kɔma akuafo. Na wɔn nso agye akuafo no ɔhaw ahorow no ho amanneɔ akɔma abɔde-mu-nyansapefo no.

Senɛa ɛbeyɛ a akuafo benya nnɔbae pii nti no, wɔabuebue sikakorabea ahorow wɔ mmeae a wɔye kua no. Eyi botae ne se wɔbema akuafo bosea a ɛho nhyehyɛe no da fam. Bere koro no ara mu no, wɔhyɛ akuafo nkuran se wɔnkeka wɔn ho mmobom nye nnɔboakuw senɛa ɛbeyɛ a wɔbetumi anya sika de aye wɔn nnwuma.

- b. Kyekye ɔkyerefo ahorow a woahu no mu kɔ bere kyerefo, yebea kyerefo, dodow kyerefo, anɔɔden kyerefo.
- c. Fa ɔkyerefo akuw ahorow no mu nhweso a woahu no mu biara anum anum ye ɔkasamu mmɔho. .

Section Review

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

Additional Reading

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OFA 4: RULES OF WRITING

Strand: **Language and Usage**

Sub-Strand: Rules of Writing a Ghanaian Language

Adesua botae: *Adesuafo betumi de Akuapem Twi kyerewbea ho mmara no aye akasmu ahorow.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

NNAWOTWE 10

Adesua botae pɔtee(s): *kyerewbea ho mmara a ewɔ edin ne dinnsiananmu ho no so ye ɔkasamu ahorow.*

Asempɔw anaa Aniwɔsobe: **Fa edin ne edinnsiananmu ye ɔkasaamu**

Edin

Edin ye ahyensode a yede ma onipa, ade bi adwenkyere, beae bi, anaa nneema a atwa yen ho ahyia. Eɛe se yehu se, ɔkasamu dodow no ara kura biako anaa nea eboro saa. Oyikyere taa di edin anim anim wɔ ɔkasamu mu nanso enye bere biara. Se ebia; ‘no’, ‘bi,’ ‘yi’.

Akyerɛkyerɛfo mmɔ mmɔden nkyere Akuapem Twi mu oyikyere ahorow no.

Edin

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

Akyerɛkyerɛfo nhye no nso se, Ghana kasa no mu dodow no ara nni edinnsiananmu a ekyere bɔbea (ɔbea anaa ɔbarima) Twe adesuafo no adwene bra eyi so.

Edin dwumadi ho mmara ahorow

1. Mmara a yegyina so de edin ye ɔkasamu no da nso wɔ Ghana kasa ahorow no mu. Mpen pii no edin di dwuma se:
 - a. Oyefo wɔ ɔkasamu mu: Se ebia., **Kofi** kɔ sukuu.
 - b. Oyetia wɔ ɔkasamu mu (oyetia anaa ogyefo): Memaa Prince pen (oyetia). Mede pen maa Prince (ogyefo).
 - c. Nkyerɛkyerɛmu (wɔ Ghana kasa no bi mu); se ebia, **Rɔba** kankyee no wɔ Adu ho.
 - d. Eye din kasasin ti: Se ebia, **ɔkraman** tumtum no.

Okyerɛkyerɛni mmɔ mmɔden nnyina mmara a ewɔ soro hɔ no so nye nhweso no bi nka ho senea eda adi wɔ Akuapem Twi mu.

2. Mmara a yegyina so de edinnsiananmu no ye ɔkasamu ahorow no mu. Mpen pii no edin dwumadi di dwuma se:
 - a. Oyefo wɔ ɔkasamu mu: Se ebia, **ɔkɔ** sukuu.
 - b. Oyetia wɔ ɔkasamu mu: (oyetia anaa ogyefo): Akwasi maa no pen (oyetia). Ama maa no pen (ogyefo).
 - c. Ghana kasa ahorow no mu bi mu no, se edinnsiananmu bi di dwuma se oyefo na adeye toa so a,yekyerew bom ma no beye asemfua biako. Se ebia, Ga, Akuapem Twi ne Asante Twi).

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

Dwumadi

1. Kyerɛkyere edin ase na ma eho nhweso du anaa nea eboro saa.
2. Kyerɛkyere edinnsiananmu ase na ma eho nhweso du anaa nea eboro saa.
3. Fa kuw ahorow no mu biara ho nhweso abiɛsa abiɛsa nye ɔkasamu mmɔho.

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class

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

Collaborative learning

1. Modelling the use of the rules

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

2. Group work (Pair work): Learners (in pairs)

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

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

3. Whole class

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

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

Nkarii Titiriw

Gyinapen 1 Nkarii : Okasa/akaakae

1. Kyerekyere edin ne edinnsiananmu ase..
2. Ma edin ne edinnsiananmu biara ho nhweso du.
3. Fa wo nhweso no mu abiesa abiesa a wubetumi ye okasamu mmoho.

Gyinapen 2 Nkarii: Nnwenweneho amapa

1. Adesuafo ntena ase baanu baanu, nkenkan abasem bi na wampensepensem mu. Wonnyinaa mmara wasua no so na wonkye adwene mfa abasem no ho mfa nhwehwe mfomso a ewowo abasem mu. Kuw biara nka ne dwumadi ho asem nkyere adesuafo nkae no na wampensepensem mu.

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

NNAWOTWE 11

Adesua Botae Pɔtee: *Gyina edin nkyerekyeremu mmara no so na ye ɔkasamu ahorow no*

Adwempɔw Anaa Aniwɔsobe: **Fa edin nkyerekyeremu ye ɔkasamu ahorow.**

Edin nkyerekyeremu

Edin nkyerekyeremu ye asemfua anaa nsemfua a ɛkyere edin anaa dinnsiananmu. Yede kyerekyerere obi anaa biribi su anaase yede toto biribi foforo ho.

Nhwɛso

- i. Kwadwo pɛ dan **dedaw**.
- ii. Papa no ye **tenten** san ye **teatea**.
- iii. Adwoa ye **onyansafo** kyɛn ne nua barima no

Edin nkyerekyeremu dwumadi ho mmara ahorow

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

1. *Kyerekyerere edin mu wɔ ɔkasamu mu:* Sɛ ebia, Ɔpɔnkɔ tumtum no tu mmirika kyɛn biako.
2. *Di edin a ɛrekyerekyerere mu no akyi:* Sɛ ebia, Akokɔbede kɛse no wɔ buw no mu. (Akyerekyererefo nkae sɛ Ghana kasa mu no, edin nkyerekyeremu ba edin a ɛrekyere mu no akyi).

Ɔkyerekyereni mmɔ mmɔden mfa mmara a ɛwɔ soro hɔ no bi nka ho senea ete wɔ Akuapem Twi mu.

Dwumadi

1. Ma edin nkyerekyeremu ho nhwɛso du anaa nea ɛboro saa.
2. Fa edin nkyerekyeremu anum anaa nea ɛboro saa ye ɔkasamu tiawa na san fa emu anum anaa nea ɛboro saa nso ye ɔkasamu mmɔho wɔ bere a wode edin nkyerekyeremu ho mmara a yede ye ɔkasamu no di dwuma wɔ Akuapem Twi mu.
3. Kenkan abasem tiawa bi na fa hwehwe edin nkyerekyeremu ahorow a ɛwɔ abasem no mu no.
4. Fa edin nkyerekyeremu a wuhui no ye ɔkasamu kuntan wɔ bere a wode edin nkyerekyeremu ho mmara a yede ye ɔkasamu no di dwuma wɔ Akuapem Twi mu .

Pedagogical Exemplars

Group work/collaborative learning

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

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Okasa/Akaakae

1. Ma edin nkyerekyeremu ho nhweso du anaa nea eboro saa.
2. Fa edin nkyerekyeremu anum anum anaa nea eboro saa yɛ okasamu edidi so yi ho nhweso:
 - i. tiawa
 - ii. Mmɔho
 - iii. kuntann
3. kyerekyerɛ edin nkyerekyeremu ho mmara a yɛde yɛ okasamu wɔ Akuapem twi mu.

Gyinapɛn 2 Nnwennweneho amapa:

1. Kenkan abasem bi na pensensepensem mu. Gyina mmara a woasua no so kyerekyerɛ mfomso ahorow a ɛwɔ abasem no mu nyinaa.

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

NNAWOTWE 12

Adesua Botae pɔtee: *Gyina adeye ne ɔkyerefo ho mmara so ye ɔkasamu ahorow.*

Adwempɔw Anaa Aniwɔsohea: Fa adeye ne ɔkyerefo ye ɔkasamu ahorow

Adeye

Adeye ye asemfua anaa nsemfua ɛkyerekyere dwumadi, tebea a biribi wom anaa biribi a asi na eye nkasae wɔ ɔkasamu mu te se tie, bra si, ne nea ekeka ho.

Adeye ho nhwɛso wɔ ɔkasamu mu

1. Kwadwo **di** ɔmo ne frɔ.
2. Ama **nantew** kɔ sukuu.
3. Kwame **to** dwom yie.

Adeye dwumadi ho mmara ahorow

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

1. Ka nea ɔyefo no reye: Se ebia, Ɔpɔnkɔ no tu mmirika kyen apɔnkɔ nkae no.
2. Edi dwuma se nkasae no ti : Se ebia, Papa no tu mmirika kyen wɔn a aka no.
3. Edinnsiananmu di dwuma se ɔyefo na adeye toa so a, yekyerew bom.

Eyi nye nokware wɔ Ghana kasa ahorow no nyinaa mu.

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

Ɔkyerefo

Ɔkyerefo ye asemfua anaa nsemfua a ɛkyerekyere adeye anaa ɔkyerefo foforo mu a ɛkyere beae, bere, anɔden, ne nea ekeka ho.

Nhwɛso

- Papa baa **nɛra**.
- Ɔtoo dwom no **yie**
- Agoru no sii **ntɛm dodo**.

Ɔkyerefo dwumadi ho mmara ahorow

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

1. Edi dwuma se ɔkyerefo kasasin ti. Se ebia, papa no kasa **denneennen** pa ara.
2. Ɔkyerekyere ɔkyerefo no mu. Se ebia, Nsu no huruu **ntɛm pa ara**.

Dwumadi

1. Kyerekyere adeye ne okyerefo mu na ma emu biara ho nhweso du anaa nea eboro saa.
2. Fa nhweso no ye okasamu ma okasamu ahorow a edidi so yi mu biara.
 - a. Okasamu Tiawa
 - b. Okasamu mmoho
 - c. Okasamu kuntann
3. Kyerekyere adeye nkyekyemu ahorow a woasua no mu.
4. Ma adeye nkyerekyeremu ahorow no mu biara ho nhweso anum anum na yi emu biara ho nhweso biako ye okasamu.

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

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

2. Pair work

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

3. Whole class

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

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

Nkarii Titiriw**1. Gynapɛn 1 Nkarii: Okasa/Akaakae**

- a. Kyerekyere adeye ne okyerefo mu.
- b. Ma adeye ne okyerefo mu biara ho nhweso anum anum.
- c. Fa adeye ne okyerefo ye okasamu:
 - i Tiawa
 - ii Mmoho
 - iii Kuntann

2. Gynapɛn 2 Nkarii: Nwennwene amapa

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

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

Section Review

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

Additional Reading

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CEFA 5: TEXT COMPOSITION

Strand: **Language and Usage**

Sub-Strand: Text Composition

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

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

INTRODUCTION AND SECTION SUMMARY

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

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

The weeks covered by the section are:

Week 13 Narrative Essay

Week 14: Descriptive Essay

Week 15: Expository Essay

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

NNAWOTWE 13

Adesua Botae Pɔtee(s): *Kyerew abasem susukyerew.*

Adwempɔw Anaa Aniwɔsohea: **Abasem susukyerew**

Asentitiriw Nnyinaso kasamu Ne Nkyerekyeremu kasamu Ahorow AKaaka

Asentitiriw nnyinaso kasamu ye ɔkasamu a ekura adwempɔw a ewɔ kasapen bi mu. Nkyerekyeremu kasamu ye ɔkasamu ahorow a ebaebae/erekyerekyerere asentitiriw nnyinaso kasamu no mu.

Nimde akwan a yefa so hyehye adwempɔw ahorow wɔ kasapen mu

Eyinom ne se woreboaboa amannebɔ a esese ano, se worehyehye asisem bi nnidiso nnidiso. Se worema biribi ho adansedide ne mfonihorow, se woreye ntotoho, woreda biribi farebaae ne eso nsunsuanso adi, worehwe se twaka bi beba adwempɔw ahorow nom ntam ne nea ekeka ho.

Susukyerew

Eye akyerew kwan a yefa so da adwempɔw anaa tirimpɔw bi adi. Osusukyerew biara wɔ asentitiriw pɔtee bi a ede to gua.

Abasem Susukyerew

Abasem susukyerew ye susukyerew a yenam amannebɔ bi a egyina asentitiriw bi so da onipa bi abrabɔ mu osuahu bi adi. Etumi ye nokwarssem anaa bɔsrɛmka. Abasem botae titiriw pa ara ne se yebehye anaa se yebenwene no wɔ anansesentow kwan so a egyina asemɔw, ɔhaw, abirabɔsem ne nea ekeka ho wɔ ɔkwan sononko so a ede twaka bi beto ɔkenkanfo no ne abasem no ntam. Yetaa de ɔkasafɔ a odi kan nne na ekyerew. Wɔtaa hyehye fa ankorankoro suahu bi ho, nsem ede to gua no, ede ho adansedide nso taa to gua, wɔtaa de twam kabea di dwuma wɔ abasem susukyerew mu. Wɔhyehye emu nsem no nnidiso nnidiso ma nsem no ye anika. Wɔtumi de adwene-mu-mfoniye ne kasasu ahorow di dwuma senea ebeye a atiefɔ ani begye abasem no ho.

Abasem osusukyerew atifiasem ho nhweso

- Kyerew abasem fa wo da a edi kan wɔ sukuu mu ho.
- Kyerew abasem bi fa aduan a wope ho.
- Kyerew abasem a fa senea wosi dii buronya akwamma etwaa mu no ho.
- Kyerew osuahu bi a wunya faa w'ankasa ho.
- Kyerew abasem fa biribi a wutumi yee maa w'ani gyee ne ɔkwan a wofaa so yee saa de no ho.

Abasem susukyerew nhyehye

Nniam

- Abasem no ahyease: Fa asemmisa, akontabude, anaa nsemmisa bi a etumi twe adwene si biribi so fi abasem no ase. Kyerew nsem a ehia a ese se akenkanfo hu.
- Kyerew nsem a ebɔ abasem no mu dwumadi no tɔfa.

Abasem no ankasa

- Eyi da asentitiriw nnyinaso kasamu a ewɔ kasapen mu, nkyerekyeremu kasamu ahorow no adi.
- Ede nkyerekyeremu a efa abasem no mu dwumadi ahorow no mu nsem a egyina abasem no asemɔw so no mu. Kyerew abasem no mu dwumadi ahorow no ho nhyehye.
- Hwehwe ɔhaw no anoyi
- Ye abasem no ho nhyehye na hwe se woatuatua emu ntokurow nyinaa.

Awiei

- San si abasem no mu asentitiriw no so.
- San hwe abasem no mu nsentitiriw no mu.
- Kyerew akasamu bi a ebɔ abasem no mu dwumadi ahorow no nyinaa tɔfa.

Dwumadi

1. Pensempensem susukyerew mu.
2. Pensempensem abasem susukyerew mu na kyerekyere ne su ahorow no mu.
3. Gyina nea woasua no enne yi so na yi w'ankasa atifasem na kyerekyere akwan a wobefa so akyerew ama no aye abasem susukyerew amapa.

Pedagogical Exemplar

Problem based learning

1. Whole class

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

2. Pair work

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

3. Group work

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

4. Whole class

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

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

Collaborative learning

1. Mixed-ability group

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

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

2. Whole class presentation

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

Nkarii Titiriw

Gyinapɛn 1 Nkarii: Ɔkasa/Akaakae

1. Den ne abasɛm nhyehyɛɛ susukyerɛw?
2. Kyerɛw abasɛm susukyerɛw su.

Gyinapɛn 2 Nkarii: Nimde nya

1. Pɛnsɛmpɛnsɛm abasɛm susukyerɛw su ahorow mu.
2. Pɛnsɛmpɛnsɛm abasɛm a ɛwɔ fam ha yi mu na ma ne su ahorow no nyinaa ho nhwɛso:

Me suahu wɔ Ghana

Mereyini wɔ Ghana ha wɔ afe apem ahankron aduakron mu no, na asetena mu yɛ den pa ara.

Na afei na Ghana a ɛwɔ Abibirem ne Atɔɛ no refa ne ntoma pa afura wɔ ne sikasɛm a na ɛnam abantuguo so atɔ ape no mu. ɛnam saa abantugu ahorow yi so maa ɔman a bere bi na ɛrehwehwe ahofadi ne yiedi ama Abibiman nyinaa a na wɔn sikasɛm, wɔn anidaso atetew apansam.

Aban a ɔbedii ɔman Ghana so saa bere no a na ofi amanyɛkuw -National Democratic Congress- mu no de nhyehyɛɛ ahorow bi guguu akwan mu a na ne botae titiriw ne sɛ obetumi aboa ama ɔman no afa ne ntoma pa afura wɔ ne sikasɛm ne asetena mu. Mekae nhyehyɛɛ ahorow a ɔde guguu akwan no mu biako a ɛde ɔhaw kɛsɛ bɛtoo ɔmanfo asetena ne guadi ne nnwuma ahorow so no mu bi ne tow a ɔdede toto aguatɔnde so (VAT).

Saa nhyehyɛɛ yi maa nneɛma bo yɛɛ den pa ara a na aduan a mɛpɛ pa ara nso ka ho bi. Eyi ma mekae biribi a esii wɔ saa bere yi mu. Eyi ma mekae osuahu bi a minyaa wɔ saa nna no. Amanyɛkuw a enni aban afa, NGOs ne CSOs nyinaa yɛɛ ɔyɛkyerɛ ahorow wɔ Ghana mu de tiaa saa nhyehyɛɛ no. Eyinom nyinaa akyi no, ɔde saa nhyehyɛɛ no guu akwan mu. Mekae sɛ, nnipa bebibree nam saa ɔyɛkyerɛ yi so hwɛrɛw wɔn nkwa..Nea ɛyɛ nwanwa ne sɛ, Aban ahorow a wɔbaa wɔ NDC aban a na Jerry John Rawling, a Wanya ne baabi kɔ a na ɔda wɔn ano akyiri no mu biara annyɛ saa nhyehyɛɛ (VAT) no amfiri hɔ de besi nne.

Hye No Nso: Akyerɛkyerɛfo mmɔ mmɔden abasɛm ho nhwɛso wɔ Akuapem Twi mu.

Gyinapɛn 3 Nkarii: Nnwennwene amapa

1. Yi atifiasɛm bi na fa kasapɛn ahorow abiesa anaa nea ɛboro saa kyɛrɛw nea nti a wɔfaa saa atifiasɛm

NNAWOTWE 14

Learning Indicator: Kyerew sukyere susukyerew

Asempɔw Anaa Aniwoosobea1: Sukyere Susukyerew

Kaakae nimde a woanya fa asentitiriw nnyinaso kasamu ahorow ne nkyerɛkyeremu kasamu ahorow ho. Kaakae nimde a woanya fa senea yesi hyehye adwempɔw wɔ kasapen ahorow mu no ho.

Sukyere susukyerew

Eye susukyerew a erekyerɛkyere senea biribi si te mu se ebia, onipa bi, ade bi, osuahu bi, atanka bi, tebea bi ne nea ekeka ho. Eɛe se; wohyehye sukyere susukyerew no yie na san fa nsemfua ahorow no kyerekyere dekode no mu yie senea esi te kyen senea wususuw.

Sukyere susukyerew nhyenhyee

Nnianim: Eyi de mmuabɔ kasamu a emu da ho na efi ase. Yetumi de ampe mmuae asemmissa da susukyerew no mu asentitirw no ka nnianim no ho.

Abasem no ankasa: Eha na yekyerɛkyere susukyerew no botae mu. Kasapen ahorow a ewɔ susukyerew no mu biara de kasapen nnyinaso kasamu a etwe akenkanfo adwene kɔ nea eɛe se wohwehwe fi kasapen biara mu hye kasapen no ase. Ede amannebɔ a emu da ho ne nhweso ahorow to gua .

Awiei Kasapen: Eha na yede adwempɔw anaa asentitiriw kasapen a edi kan no to gua na yesan kasa fa nsem ahorow a eɛa adi wɔ abasem no ankasa mu no to gua.

*(Mma mfa adwempɔw foforo biara nka awiei kasapen no ho. Se wususuw se wowɔ adwempɔw foforo bi a, kyere no wɔ kasapen foforo mu wɔ abasem no ankasa mu na mmom enye kasapen no akyi.)

Sukyere susukyerew atifasem ho nhweso

- Kyerɛkyere senea sini anaa aduan a wope si te,
- Kyerɛkyere senea wɔsi di Ghana ahofadi da no.
- Kyerɛkyere w'adwen fa ahofadi ne atentree ho
- Kyerɛkyere senea wo nipadua mu beye wo wɔ bere a woanya Ghana papa a wohwehwe no

Sukyere susukyerew

- Eɛe se okasamu a ewowom no mu da ho fann ma okenkanfo no
- Ede kasasu ahorow di dwuma wom
- Eɛe se senea nsemfua amapa di dwuma senea ebeye a akenkanfo bekae abasem da biara.

Akwan a yefa so kyere sukyere susukyerew

- Nea edi kan no, ye nhwehwemu fa atifasem a wode ama wo no ho na fa w'adwen kyerekyere mu yiye,
- Boaboa adansedide anaa amannebɔ ahorow wode bedi dwuma wɔ w'akyerew no mu nyinaa ano. Kyere okwan a wobefa so akyerew wo sukyere susukyerew nhyehyee. Kyerew nsem a wobeka wɔ wo sukyere susukyerew no mu no wɔ n'apɔ-so-apɔ-so.
- Kyerew wo susukyerew no. wubetumi de nsem ahyehye akwan awogyegya totoo wo sukyere susukyerew nhyehyee no mu no. Eyi ma no ye mmere.
- Kenkan w'akyerew no mu na ye emu nsamu ansa na wode ama wo kyerekyerefo. Eyi beboa ama woasiesie mfomso biara a woaye wɔ w'akyerew no mu .

Dwumadi

1. Kyerɛkyerɛ sukyerɛ susukyerɛw mu.
2. Pɛnsɛmpɛnsɛm sukyerɛ susukyerɛw su mu na fa nhwɛso taa wo mmuae no akyi.
3. Fa w'ankasa sukyerɛ susukyerɛw atifiaseɛm bi na kyerɛw ne nhyehyɛe ne ne su.

Pedagogical Exemplars**Problem based learning****1. Whole class**

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

2. Group work

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

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

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

Nkarii Titiriw**Gyinapɛn 1 Nkarii: ɔkasa/Akaakae**

1. Den ne sukyerɛ susukyerɛw?
2. Den ne asentitiriw nnyinaso kasamu ne nkyerɛkyerɛmu kasamu wɔ kasapɛn nhyehyɛe mu?

Gyinapɛn 2 Nkarii: Nimde nya

1. Pɛnsɛmpɛnsɛm sukyerɛ susukyerɛw mu na ma ho nhwɛso.
2. Fa kasapɛn abiesa anaa nea ɛboro saa kyerɛw sukyerɛ susukyerɛw fa atifiaseɛm bi ho (Sɛ ebia, amammɛɛ mu nnɛpa).
3. (akokoduru, atɛntrenee ne nea ɛkeka ho), STEM, GESI, ahooɔɔɔne ho banmmɔ, mpotam ahonnidi, mpotam ne amanaman mu nsɛm ne nea ɛkeka ho.

NNAWOTWE 15

Adesua Botae: *Kyerew akwankyerε susukyerew*

Adwempɔw Anaa Aniwɔsobe: **Akwankyerε Susukyerew**

Akwankyerε Susukyerew

Eyi ye susukyerew kwan a yefa so ye biribi pɔtee. Ema nkyerekyeremu a emu da ho fann fa atifasem pɔtee, ɔkwan a yefa so ye biribi anaa adwempɔw bi ho.

Okwan a yefa so kyerew Akwankyerε Susukyerew

Atifasem: Yanya atifasem no fi asemmisa no mu.

Nnianim: Eɛe se akwankyerε susukyerew nya nnianim . Eyi ma ɔkenkanfo no nya anigye. Da w'atifasem no adi tiawa, na kyerew ɔkasamu a ebɔ wo nsem a wobeka no nyinaa tɔfa.

Abasem no ankasa: Eha yi na eɛe se wokyerekerε atifasem no mu yie pa ara. Etaa nya kasapen ahorow abiesa nanso etumi boro saa wɔ susukyerew a eye tenten mu. Eha na wokyerekerε ɔkwan a wɔfa so ye biribi, adwempɔw anaa atifasem a wo susukyerew no fa ho no mu.

Awiei kasapen Awiei kasapen no mu na ebɔ akwankyerε susukyerew atifasem no ho nsem no nyinaa tɔfa. Awiei no kasapen no wɔ ho se ebɔ susukyerew no mu nsem no nyinaa tɔfa na wonam so de wonsusui ato gua.

Dwumadi

1. Kyerekyerε susukyerew mu.
2. Den ne akwankyerε susukyerew?
3. Kyerekyerε akwankyerε susukyerew su ahorow no mu na ma emu biara ho nhweso
4. Nimde ben na wobehia de akyerew akwankyerε susukyerew?
5. Kyerew akwankyerε susukyerew fa atifasem bi ho.

Pedagogical Exemplars

Problem- based learning

1. Whole class

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

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

Group work/collaborative learning

1. In a mixed-ability group

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

Nkarii Titiriw

Level 1 Assessment: Skills building

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

Level 2 Assessment: Extended thinking

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

Section Review

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

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The writing team was made up of the following members:

NaCCA Team	
Name of Staff	Designation
Matthew Owusu	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Anthony Sarpong	Director, Standards, Assessment and Quality Assurance Directorate
Uriah Kofi Otoo	Senior Curriculum Development Officer (Art and Design Foundation & Studio)
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Juliet Owusu-Ansah	Senior Curriculum Development Officer (Social Studies)
Eric Amoah	Senior Curriculum Development Officer (General Science)
Ayuuba Sullivan Akudago	Senior Curriculum Development Officer (Physical Education & Health)
Godfred Asiedu Mireku	Senior Curriculum Development Officer (Mathematics)
Samuel Owusu Ansah	Senior Curriculum Development Officer (Mathematics)
Thomas Kumah Osei	Senior Curriculum Development Officer (English)
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer (Economics)
Joachim Kwame Honu	Principal Standards, Assessment and Quality Assurance Officer
Jephtar Adu Mensah	Senior Standards, Assessment and Quality Assurance Officer
Richard Teye	Senior Standards, Assessment and Quality Assurance Officer
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer
Francis Agbalenyo	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer

NaCCA Team	
Name of Staff	Designation
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

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

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

Subject	Writer	Designation/Institution
Agricultural Science	David Esela Zigah	Achimota School
	Prof. J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Mrs. Benedicta Carbiliba Foli	Retired, Koforidua Senior High Technical School
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro SHS
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Adu	Fettehman Senior High School
Economics	Dr. Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Benjamin Agyekum	Mangoase Senior High School
Geography	Raymond Nsiah Asare	Methodist Girls' High School
	Prof. Ebenezer Owusu Sekyere	University for Development Studies
	Samuel Sakyi Addo	Achimota School
History	Kofi Adjei Akrasi	Opoku Ware School
	Dr. Anitha Oforiwah Adu-Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako
	Catherine Ekuah Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Physical Education and Health	Paul Dadzie	Accra Academy
	Sekor Gaveh	Kwabeng Anglican Senior High Technical School
	Anthonia Afosah Kwaaso	Junkwa Senior High School
	Mary Aku Ogum	University of Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa Senior High Technical School
	Jemima Ayensu	Holy Child School
Computing and Information Communication Technology (ICT)	Victor King Anyanful	OLA College of Education
	Raphael Dordoe Senyo	Ziavi Senior High Technical School
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Millicent Heduvor	STEM Senior High School, Awaso
	Dr. Ephriam Kwaa Aidoo	University for Education Winneba
	Dr. Gaddafi Abdul-Salaam	Kwame Nkrumah University of Science and Technology

Subject	Writer	Designation/Institution
English Language	Esther O. Armah	Mangoase Senior High School
	Kukua Andoh Robertson	Achimota School
	Alfred Quaittoo	Kaneshie Senior High Technical School
	Benjamin Orrison Akrono	Islamic Girls' Senior High School
	Fuseini Hamza	Tamale Girls' Senior High School
Intervention English	Roberta Emma Amos-Abanyie	Ingit Education Consult
	Perfect Quarshie	Mawuko Girls Senior High School
	Sampson Dedey Baidoo	Benso Senior High Technical School
Literature-in-English	Blessington Dzah	Ziavi Senior High Technical School
	Angela Aninakwah	West African Senior High School
	Juliana Akomea	Mangoase Senior High School
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Saddik Mohammed	Ghana Education Service
	Robert Arhin	SDA SHS, Akyem Sekyere
Chemistry	Ambrose Ayikue	St. Francis College of Education
	Awumbire Patrick Nsobila	Bolgatanga SHS, Winkogo
	Bismark Tunu	Opoku Ware School
	Gbeddy Nereus Anthony	Ghanata Senior High School
Physics	Dr. Linus Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls High School
	Sylvester Affram	Kwabeng Anglican SHS
Biology	Paul Beeton Damoah	Prempeh College
	Maxwell Bunu	Ada College of Education
	Ebenezer Delali Kpelly	Wesley Girls' SHS
	Doris Osei-Antwi	Ghana National College
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zacharia Abubakari Sadiq	Tamale College of Education
	Collins Kofi Annan	Mando SHS
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Mantey	University of Education Winneba
	Innocent Duncan	KNUST SHS
Intervention Mathematics	Florence Yeboah	Assin Manso SHS
	Mawufemor Adukpo	Ghanata SHS
	Jemima Saah	Winneba SHS

Subject	Writer	Designation/Institution
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Dr. Nii Longdon Sowah	University of Ghana
	Isaac Nzoley	Wesley Girls High School
Engineering	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Valentina Osei-Himah	Atebubu College of Education
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	Sam Ferdinand	Afua Kobi Ampem Girls' SHS
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Jennifer Fafa Adzraku	Université Libre de Bruxelles
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prosthetics and Orthotics Training College
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Prof Charles Oppon	Cape Coast Technical University
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio Danlebo	University of Ghana
	Mishael Annoh Acheampong	University of Media, Art and Communication
Assessment	Benjamin Sundeme	St. Ambrose College of Education
	Dr. Isaac Amoako	Atebubu College of Education
Curriculum Writing Guide Technical Team	Paul Michael Cudjoe	Prempeh College
	Evans Odei	Achimota School

