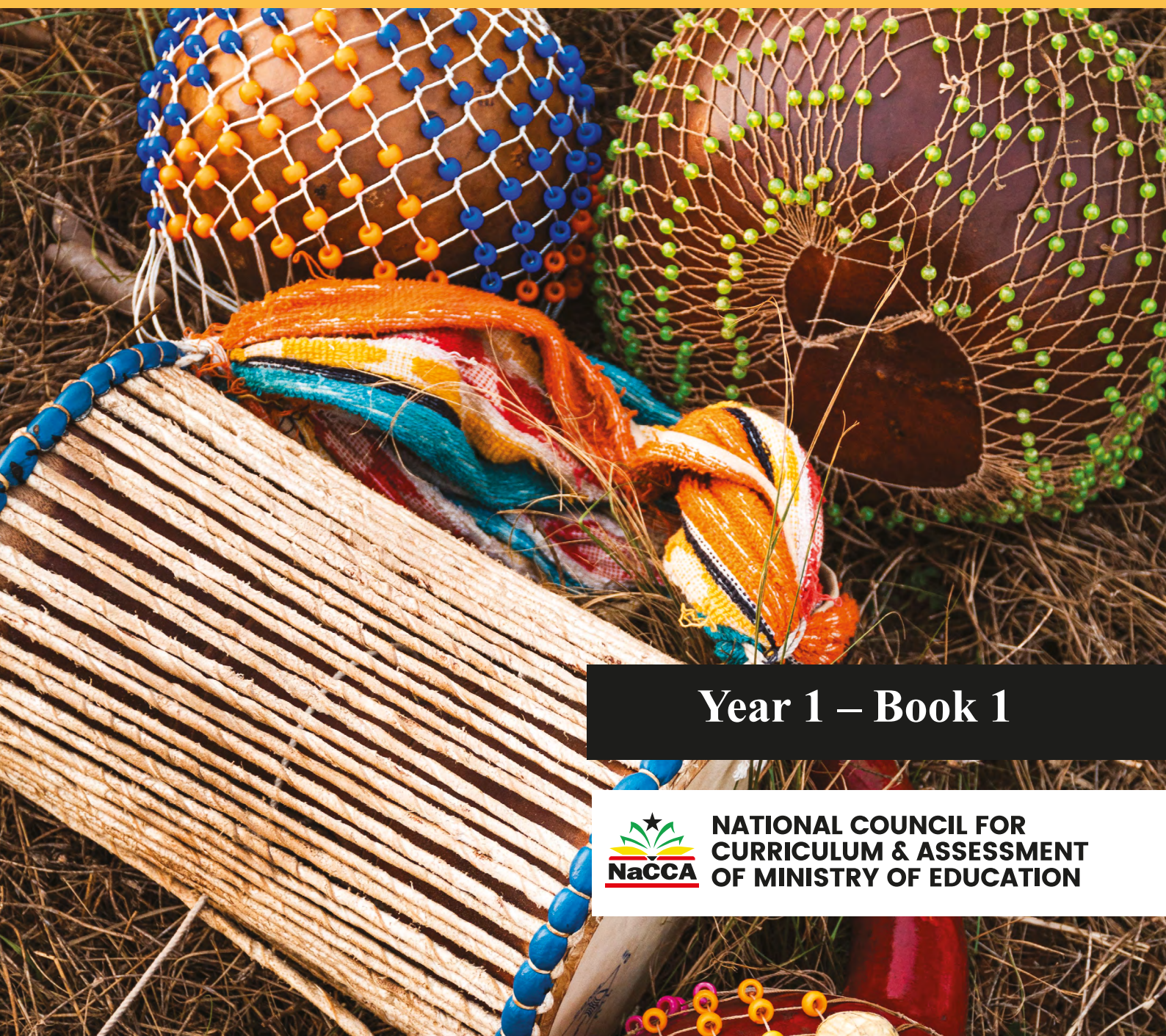




**MINISTRY OF EDUCATION**

# **GA** **for Senior High Schools**

**TEACHER MANUAL**



**Year 1 – Book 1**



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

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

# Ga

For Senior High Schools

**Teacher Manual**

**Year one - Book One**



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

## GA TEACHERS MANUAL

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# INTRODUCTION

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

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

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

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

## **Learner-Centred Curriculum**

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

## **Promoting Ghanaian Values**

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

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

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

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

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

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

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

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
<b>Total</b>			<b>12</b>	<b>13</b>	<b>29</b>	<b>14</b>	<b>14</b>	<b>31</b>	<b>11</b>	<b>11</b>	<b>23</b>

### Overall Totals (SHS 1 – 3)

Content Standards	<b>37</b>
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# SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

**Sub-Strand:** Phonology

## Learning Outcomes

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

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

## INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

**Week 1:** Vowel and consonant description

**Week 2:** Vowel and consonant distribution

## SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on Nitsumɔ 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 Sane kaimɔ/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 Sane kaimō questions, short oral answers, written words, and sound production are elicited to provide understanding of foundational knowledge of the sound system in the language. Dēle 2 nō nitsumō ensures learners progress to the description of sounds using the appropriate parameters. Level 3 Jwēŋmō krēdē questions also ensure learners identify vowels in words and show their distribution. Level 2 tasks are given to learners to apply the knowledge of sound distribution to form words. This will help them acquire a deeper understanding of the sound system. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.

## Week 1

### Nikasemɔ le Otii

1. *Tsɔɔmɔ gbei anɔ ni atɔɔ kefeɔ vaoli gbɛɛmɔ le (nk; naabu tsɔɔmɔ, lilei nɔwomɔ ye hei komei)*
2. *Tsɔɔmɔ gbei anɔ ni atɔɔ kefeɔ kɔnsonanti le (nk; gbɛɛmɔ afeemɔ, hei ni gbɛɛmɔ jeɔ kro ye ke bɔ ni afeɔ gbɛɛmɔ le*

### Yitso: Gbei anɔ ni atɔɔ kefeɔ vaoli ke kɔnsonanti

#### Voali

Eji wiemɔ gbɛɛmɔ ni hoɔ yɔɔ ketsɔɔ daaŋ ni nɔ ko etsiii enaa. Ye efeemɔ mli le seŋ kpaa le kpokpoɔ.

- **Vaolii asusumɔketsɔɔmɔ:** Ye vaolii asusumɔketsɔɔmɔ mli le, otii komei ye ni akweɔ; nomei ji naabu tsɔɔmɔ, lilei nɔwomɔ ke lilei hei komei ke vaolii gbɛɛmɔ afeemɔ.
- **Naabu shikamɔ:** *Ene tsɔɔ bɔ ni naabu shikamɔ le yɔɔ haa, keji abɔɔ naabu le tako loo kokloo aloo agbeɔ naabu le mli.*
- **Lilei le nɔwomɔ:** *Ene tsɔɔ he ni lilei le kaa ye vaoli gbɛɛmɔfeemɔ mli. Ene baanye eya ŋwei, eka teŋ loo eba shi.*
- **Lilei le hei komei:** *Ene tsɔɔ lilei le hei komei ni yeɔ buaa vaoli gbɛɛmɔ le feemɔ. Afeɔ vaoli gbɛɛmɔ nee ye lilei le hie, teŋ loo esee gbe.*

#### Nɔkwemɔ nibii

- /o/ - ŋwei-see-kokloo
- /i/ - ŋwei-hie-gbajaa
- /ɛ/- baashi-hie-gbajaa
- /ɔ/-baashi-see-kokloo

#### Kɔnsonanti

Eji gbɛɛmɔ, ni ye amesɔɔ mli le, lilei le he ko tsio kɔɔyɔɔ le naa dani efeɔ gbɛɛmɔ le, ni akɛfataa vaoli he kefeɔ blawa.

**Kɔnsonanti gbɛɛmɔ asusumɔketsɔɔmɔ:** gbɛɛmɔfeemɔ, he ni afeɔ gbɛɛmɔ le ye ke bɔ ni afeɔ gbɛɛmɔ le.

- **Gbɛɛmɔfeemɔ:** Ye ene feemɔ mli le, aye kɔnsonanti ni haa gbɛɛkpaa le kpokpoɔ ke nɔ ni gbɛɛkpaa le kpokpoɔ. Kɔnsonanti ni haa gbɛɛkpaa le kpokpoɔ le ekomei ji; /g/, /d/, /m/, /b/ ni nɔ ni haaa gbɛɛkpaa le akpokpo le ekomei ji; /f/, /s/, /k/, /t/, /ʃ/, kn. Kn.
- Hei ni asɔɔ gbɛɛmɔ le ye: Hei komei ni asɔɔ gbɛɛmɔ le ye ji naabu shishi ke ŋwei, naabu ke nyanyɔŋ, nyanyɔŋ, agba bɔɔɔ, agba keketee, lilei le see kn. kn.
- *Bɔ ni asɔɔ gbɛɛmɔ le ahaa:* Ene tsɔɔ bɔ ni hei ke nibii ni akɛsɔɔ gbɛɛmɔ le ke amehɛ shraa amehaa dani gbɛɛmɔ le jeɔ kro. Kɔnsonantii komei ni atɔɔ kɔɔyɔɔ le naa kesɔɔ. Nibii komei ni akweɔ kesɔɔ kɔnsonantii kome ji kɔɔyɔɔ naatsii (plosives), ashrahe (fricatives), ashrahe kpoo (affricate), gugɔjiaŋ (nasal), kn.

**Learning Task**

1. What is vowel?
2. What is a consonant?
3. What parameters are used to describe vowels?
4. What parameters are used to describe consonants?
5. Produce the vowel sounds in the language.
6. Produce the consonant sounds (at least ten).
7. Describe the consonants and vowels that you have produced.

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

**Tsawbi atsawbi (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.*

**Nitsumɔi Oti****Dɛlɛ 1 Assessment: Kaimɔ ni otɛ**

1. Dmaa vaolii etɛ kɛ hoo kwraa.
2. Dmalamɔ vaolii lɛ taakɛ amɛjɛɔ kpo yɛ wiemɔkulibii nɛɛ amli lɛ: ɲawie, shwane, ablekuma, oshishibrishii, kn kn.
3. Dmalamɔ kɔnsonantii ni yɔɔ Ga wiemɔ lɛ mli lɛ
4. Gbalamɔ gbɛi anɔ ni atsɔɔ asusuɔ vaolii atsɔɔ lɛ amli.
5. Gbalamɔ gbɛi anɔ ni atsɔɔ asusuɔ kɔnsonantii atsɔɔ lɛ amli .

**Dɛlɛ 2 Assessment: Daaleɛ Tswaa**

1. Tsɔɔmɔ bɔ ni asɔɔ vaolii gbɛɛmɔi ahaa.
2. Susumɔ vaolii gbɛɛmɔi ni baa nɛɛ otsɔɔ a. /a/:b. /ɛ/:e. /ɔ/:
3. Jaramɔ kɔnsonantii ni baa nɛɛ (b/, /d/, /g/, /t/) amli owo kui ni nyiɛ sɛɛ lɛ amli:
  - a. Gbɛɛmɔsɔɔ:
  - b. Hei ni asɔɔ yɛ:
  - c. Bɔ ni asɔɔ lɛ:
4. Okɛ kɔnsonanti afee wiemɔkulibii etɛ kɛhoo kwraa.
5. Okɛ gbɛjjanɔtoi ni aha lɛ asusu kɔnsonantii enumɔ otsɔɔ.

## Week 2

### Nikasemɔ le Otii

1. *Gbalamɔ bɔ ni vaoli shikamɔ yɔɔ ye wiemɔ mli. (nk., hiɛ, tɛɲ kɛ nagbee).*
2. *Gbalamɔ bɔ ni kɔnsonanti shikamɔ yɔɔ ye wiemɔ mli (nk., hiɛ, tɛɲ kɛ nagbee).*

### Yitso: Vaoli gbɛhe

#### Vaolii Agbɛhe

Vaoli gbɛhe ji he pɔtɛɛ ni vaoli le ka ye wiemɔ ko mli. Vaolii komei jeɔ wiemɔ shishi, ekomei kaa tɛɲ ni ekomei gbɛɔ wiemɔkuli naa. Keji vaoli ko je wiemɔ ko shishi le, atseɔ le **shishijee** Keji eba ye wiemɔkuli ko tɛɲ le, atseɔ le **tɛɲ**. Ni keji egbe wiemɔkuli ko hu naa le, atseɔ le **naagbee**.

**Nɔkwɛmɔnɔ:** Kwɛmɔ vaoli gbɛhe ni /a/ ka ye wiemɔkulibii ni baa nɛɛ amlɪ:

1. akutu
2. kane
3. sisa

Ye nɔkwɛmɔnɔ kome le mli le, /a/ eje wiemɔkuli le shishi. No hewɔ le, wɔkɛɔ akɛ /a/ nyɛɔ ejeɔ wiemɔkuli ko shishi. Ye nɔkwɛmɔnɔ ni ji enyɔ le mli le, /a/ eba ye wiemɔkuli le tɛɲ. No hewɔ le, wɔkɛɔ akɛ /a/ nyɛɔ ebaa ye wiemɔkuli ko tɛɲ. Ye nɔkwɛmɔnɔ ni ji etɛ le mli le, /a/ eba ye wiemɔkuli le naagbee. No hewɔ le, /a/ nyɛɔ egbɛɔ wiemɔkuli ko naa.

**NB:** *Tsɔɔlɔi akakpa gbɛ akɛ kasɛlɔi le fɛɛ ka ɲlɛ kome nɔ ye nikasemɔ mli. Aawo tsɔɔlɔi ahewalɛ ni amɛkɛ nitsɔɔmɔ hɛnɔi srɔtɔi atsɔɔ nii keyɛ abua kasɛlɔi ni yɔɔ shɔɔ keyanina ametipɛɲfoi le.*

#### Nitsumɔ

1. Which of the following vowels and consonants can appear in word initial in your language: /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ and /u/, /b/, /d/, /f/, /g/, /h/, /j/ and /k/
2. Which of the vowels given above can occur in word medial?
3. Which of the vowels and consonants given above can occur in word final?
4. Study the words below and tell the positions of the vowels and consonants in them:
  - i. Te vaolii kɛ kɔnsonantii nɛɛ atɛɲ nɔ ni nyɛɔ ejeɔ wiemɔkuli ko shishi? /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ kɛ /u/, /b/, /d/, /f/, /g/, /h/, /j/ kɛ /k/
  - ii. Te vaoli ni aha le atɛɲ nɔ ni nyɛɔ ehɪɔ wiemɔkuli ko tɛɲ?
  - iii. Te vaolii kɛ kɔnsonantii nɛɛ atɛɲ nɔ ni nyɛɔ egbɛɔ wiemɔkuli ko naa?
  - iv. Kwɛmɔ gbɛhe ni vaolii kɛ kɔnsonantii le kamɔ ye wiemɔkulibii ni baa nɛɛ amlɪ.

**NB:** *Tsɔɔlɔ ahala wiemɔkulibii ni hiɛ vaoli gbɛɛmɔi ni hiɛ kelemɔi srɔtɔi kɛwɔ kasɛlɔi ahewalɛ. Nɔkwɛmɔnɔ, aspaatere, tokota, gwantɛɲ.*

## 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: **Ga:** akwadu, akpakpa, blɔfoŋme

### 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 skilfully.

## Nitsumɔi Oti

### Ɖɛɛ1 nɔ nitsumɔ: Ɖaalee Tswaa

Ha wiemɔkulibii enyɔnyɔnyɔ enyɔ ni abaana vaoli gbɛemɔi ni jɛɔ wiemɔ shihsi, baa yɛ tɛj kɛ nɔ ni gbɛɔ wiemɔ naa yɛ mli.

- /a/:
- /e/:
- /o/:
- /ɔ/:
- /i/:
- /u/:

### Ɖɛɛ 2 nɔ nitsumɔ

- Taomɔ vaolii ni yɔɔ wiemɔkulibii ni nɛɛ amlɔi ni otsɔɔ amɛgbɛhe.

- a. abele
- b. kane
- c. osɔfo
- d. sisa
- e. abotia
- f. shwane

### Dɛlɛ 3 nɔ Nitsumɔ: Nii Asɛɛ kɔmɔ Jwɛŋmɔ

1. Tserɛmɔ wiemɔkulibii ni abaanye ayɔsɛ vaoli kome ni jɛɔ shishi, baa yɛ tɛŋ ni asɔŋ ebaa yɛ wiemɔkulibii lɛ naagbee.

### Yitso: Kɔnsonantii Agbɛhe

#### Kɔnsonanti Gbɛhe

Kɔnsonanti gbɛhe ji he pɔtɛɛ ni kɔnsonanti ko ka yɛ wiemɔkuli ko mli. Kɔnsonantii komei nyɛɔ amɛjɛɔ wiemɔkuli shishi, amɛnyɛɔ amɛbaa yɛ tɛŋ shi jɛɛ naagbee bɛja gugɔjiaŋ kɔnsonantii ete lɛ (m, n kɛ ŋ) pɛ ni nyɛɔ amɛgbɛɔ wiemɔkuli naa. Kɛji kɔnsonanti ko je wiemɔ ko shishi lɛ, atɛɔ lɛ shishijɛɛ. Kɛji eba yɛ wiemɔkuli ko tɛŋ lɛ, atɛɔ lɛ tɛŋ. Ni kɛji egbe wiemɔkuli ko hu naa lɛ, atɛɔ lɛ naagbee.

#### Nɔkwɛmɔnɔ

Kwɛmɔ kɔnsonanti gbɛhe ni /b/ ka yɛ wiemɔkulibii ni baa nɛɛ amlɛ:

1. bɔɔlu
2. abɔɔ

Yɛ nɔkwɛmɔnɔ kome lɛ mli lɛ, /b/ eje wiemɔkuli lɛ shishi. No hewɔ lɛ, wɔkɛɔ akɛ /b/ nyɛɔ ejeɔ wiemɔkuli ko shishi. Yɛ nɔkwɛmɔnɔ ni ji enyɔ lɛ mli lɛ, /b/ ba yɛ wiemɔkuli lɛ tɛŋ. No hewɔ lɛ, wɔkɛɔ akɛ /b/ nyɛɔ ebaa yɛ wiemɔkuli ko tɛŋ.

#### Nitsumɔ

1. Tsɔɔlɔ ahala wiemɔkulibii ni hiɛ kɔnsonanti gbɛɛmɔ yɛ wiemɔkulibii ni hiɛ kɛlɛmɔi srɔtoi kɛwɔ kasɛlɔi ahewalɛ. Nɔkwɛmɔnɔ, aspaatere, tokota, gwantɛŋ.
2. Nyɛgbaa kɔnsonanti lɛ akaamɔhei ni yɔɔ wiemɔkulibii ni baa lɛ ahe sane.
3. Okɛ kɔnsonantii ni wɔna yɛ wiemɔkulibii amlɛ momo lɛ atɛrɛ wiemɔkulibii krokomei koni otsɔɔ amɛshikamɔhei.

### 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, fitsofitso, solemotsu, sekeyelo... The consonants in the words provided are (k, s, f, m, ts, y, l,)
- 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.

## Nitsumɔi Oti

### Ɖɛɛ 1 nɔ nitsumɔ: Ɖaalee Tswaa

1. Tseremɔ wiemɔkulibii ni abaanye ayɔse kɔnsonanti ni baa nɛɛ eko ye mli.
  - a. /b/:
  - b. /d/:
  - c. /f/:
  - d. /g/:
  - e. /h/:
  - f. /k/:
  - g. /l/:
  - h. /m/:
  - i. /n/:

### Ɖɛɛ 2 nɔ nitsumɔ:

1. Tseremɔ wiemɔkulibii ni abaanye ayɔse kɔnsonantii ni baa nɛɛ eko ye mli koni oke ame awo shishijee, ke teɲ.

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

### Ɖɛɛ 3 nɔ Nitsumɔ: Nii Asee kɔmɔ Jweɲmɔ

1. Oke kɔnsonantii atsere wiemɔkulibii nyɔɲma ni jeɔ wiemɔkuli ko shishi, eka teɲ ke nɔ ni gbeɔ wiemɔkuli naa koni ogbala ohetoo le mli.

## Section Review

This section covers indicators that are taught in weeks two and three. Here, learners are to demonstrate knowledge and understanding of the sound system of the Ghanaian language. In doing so, teachers should use varied pedagogical approaches to help learners describe the

vowels of the Ghanaian language using lip posture, tongue height and part of the tongue. The consonants of the Ghanaian language are also described using parameters such as voicing, place of articulation and manner of articulation. Again, learners are guided to explain the distribution of vowels and consonants of the Ghanaian language, and practice distributing vowels and consonants at word initial, word medial and word final position. Altogether, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

### Additional Reading

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

Strands:

1. Oral Conversation
2. Language and Usage

**Sub-Strands:**

1. Conversation/Communication in Context
2. Reading
3. Interpretation and Translation

### Learning Outcomes

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

### Content Standards

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

### INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

**Week 4:** Skimming

**Week 5:** Scanning

**Week 6:** Interpretation

## **SUMMARY OF PEDAGOGICAL EXEMPLARS**

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

## **ASSESSMENT SUMMARY**

The assessment strategy for this section ensures a balanced evaluation of Sane kaimɔ/reproduction, Daalee Tswaa, Jwɛŋmɔ krɛdɛɛ, 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, Sane kaimɔ questions, short oral answers, short written essays and discussions will offer insights into foundational knowledge. Level 2 skills progress to short essays or oral presentations, evaluating students' ability to articulate concepts. Teachers should employ a variety of formative and summative assessment strategies to gather information about a learners' performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## Week 3

### Nikasemɔ le Otii

1. *Taomɔ otii pɔtɛɛ ni yɔɔ sane ko mli. Nɔkwemɔnɔ, subaŋ kpakpai( cultural values) (mɔbule, mlijɔle, shishinumɔ , ημε νɔ ko he gbe ke ekrokomei), tsɔsemɔ, gbekɛbii anyɔnyeli, wɔhewɔŋ, nibii ahietsakemɔ ke feemɔ ye Ghana, su mli jwetri, ke GESI kn. kn.*
2. *Susumɔ mei ayiŋtoo ye saji ni sa komei ahe ketsɔ sanegbaa mli. Nɔkwemɔnɔ, subaŋ kpakpai( cultural values) (mɔbule, mlijɔle, shishinumɔ , ημε νɔ ko he gbe ke ekrokomei), tsɔsemɔ, gbekɛbii anyɔnyeli, wɔhewɔŋ, nibii ahietsakemɔ ke feemɔ ye Ghana, su mli jwetri, ke GESI kn. kn.*
3. *Oke nilee ni kɔɔ nikanemɔ vii ke hiehie nikanemɔ akane sane ni oha sanebimɔi ahetoo.*
4. *Ke gbɛjianɔtoo asusu hiehie sane kanemɔ he. (nk., hiηmei loo wao ni okɛbaanyie sane ko nɔ oyayai, ketao wiemɔkulibii loo sanekuku, kn.)*
5. *Ke sanegbaa asusu toiboo ke sanɛŋmaa he, kn.*

### Yitso: **Susumɔ oti taomɔ ye sane mli he**

#### Susumɔ oti

Susumɔ oti ji hiamɔ nɔ ko ni sanetsomuu le fɛɛ damɔ nɔ. No ji niηmalɔ le adafitswaa ni sanemuu le hie ni afɔɔ no kpo jiemɔ faŋŋ ye yitso le mli loo anaa le ye sane le mli wiemɔi komei amlɔ. No ni buaa sane le naa.

#### Koni ona susumɔ oti ye sane ko mli, feemɔ nibii ni baa nɛɛ

- Taomɔ mɔ loo nɔ ni he ni sane le wieɔ le: Ani sane le miiwie gbɔmɔ, ku ko loo nɔ ko he?
- Bi be ni nifeemɔ le tee nɔ: Ani adafitswaa le tsɔɔ be pɔtɛɛ ko?
- Taomɔ he ni nifeemɔ le tee nɔ ye: Ani sane le tse he ko gbɛi?
- Bi nɔ hewɔ ni nifeemɔ le tee nɔ: Ani onanɔ hewɔ loo agbala nɔ ko ni tee nɔ mli atsɔɔ?
- Bi bɔ ni nifeemɔ le tee nɔ ha: Ani adafitswaa nɛɛ tsɔɔ gbɛ nɔ ni atsɔ afɛɛ loo yiŋtoo ko kpo?

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

#### Nitsumɔ

1. Tsɔɔmɔ susumɔ otii etɛ komei ni ona ye sane ko ni aha he.
2. Tsɔɔmɔ nɔ ni susumɔ oti ji, koni otao susumɔ otii etɛ ye sane ko ni aha he.
3. Gbalamɔ susumɔ otii amlɔ koni ogbɛle sane ko ni aha mli ketao susumɔ otii le.

### Pedagogical Exemplars

#### 1. Talk for Learning Think-pair-share

- a. Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audiovisual materials.
- b. 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.

**Nitsumɔi Oti****Dɛlɛ 1 nɔ Nitsumɔ**

1. Nyegbaa nɔ ni susumɔ oti ji he sane.
2. Ye bo dieɲtse ojweɲmɔ naa le tsɔɔmɔ nɔ ni ji susumɔ oti.

**Dɛlɛ 2 nɔ nitsumɔ**

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

**NB:** Ghana ji Africa Anai jaku maji le eko , ni etse ehe keje hei ni kukrudu shimɔ yeɔ tsui ye ye jeɲ le ahe. Ene hako Ghana aye ehe keje kukrudu shimɔ mli. Kukrudu wuji ashiimɔ esa Ghana he waa ye bei saɲɲ ni eho le mli, ni shikpɔɲ hosomɔ hu saa ehe waa gbii ete nɛɛ. Kleɲkleɲ kukrudu shimɔ ye Ghana le ba nɔ 1615. Efite Sao Jorge Mɔɔ ni yɔɔ Elmina le 1636, kukrudu kroko shi ye Axim. Ye 1862 mli , le kukrudu wulu ko shi ye Ga ni efite Christiansburg Mɔɔ le, mɔji krokomei ke tsui komei ni amamɔ hu. .

**Dɛlɛ 3 nɔ Nitsumɔ**

1. Oke susumɔ oti he nilee le aɲma nii ketsa nitsumɔ ni ho le nɔ. Bo dieɲtse obaanye osɔ otii oha . Gbalamɔ onɔ le mli.

**Yitso: Mei Ajweɲmɔ ke susumɔi ye Sanegbaa mli Pɛɛmɔ****Sane**

Mei atɛɲ wiemɔ loo niɲmaa, adafitswaa, titri le ye nɔ ko ni he miihia he loo ye yitso ko he.

**Jweɲmɔ**

Eji susumɔ loo jweɲmɔtsɔɔmɔ ye nɔ ko he.

**Yiɲshwiemɔ**

Eji susumɔ ni ona ye nɔ ko he shi jeee ni ole ake no ji anɔkwale le loo oye he nilee. Eeenye eba le ake mɔ ko ni damɔ ehesele nɔ kemiiwo ɲaa.

Keji aawie susumɔi ke yiɲshwiemɔi ahe ye sane ko he le:

- Oke toiboo aje shishi
- Susumɔ dani owie
- Na hemɔkeyeli ake anɔkwale ni awieɔ le
- Wiemɔ nɔ ni ataoɔ le kpoo koni oke nibii ni baama nɔ mi afata he.
- Oke 'mi', wiemɔi atsu nii

**NB:** In discussing opinions and ideas, each other's view must be respected.

**Nitsumo**

1. Tsɔɔmɔ nɔ ni ji sane, susumɔi kɛ yiŋshwiemɔi.
2. Gbalamɔ susumɔi kɛ yiŋshwiemɔi amlɪ bo dieŋtɛ koni otao susumɔi kɛ yiŋshwiemɔi kɛjɛ saji ni aŋmala amlɪ
3. Gbalamɔ gbɛjianɔtoo ni okɛgbalaa susumɔi kɛ yiŋshwiemɔi amlɪ lɛ.
4. Nyɛboa sane ko toi, nyɛsusua he jogbaŋŋ koni nyɛhala susumɔi kɛ yshwiemɔ otii ni yɔɔ mli lɛ

**Pedagogical Exemplars****Starter**

Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas. The teacher should select themes for discussion from the examples below and any other relevant topics:

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

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

**Talk for Learning****Think-pair-share**

1. Provide learners with the title of a story, key words in the story and picture of the story.
2. Learner's 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.

**Nitsumɔi Oti****Ɖɛlɛ 1 nɔ Nitsumɔ: Yiŋshwiemɔ**

1. Gbalamɔ susumɔi, sane kɛ yiŋshwiemɔi lɛ amlɪ.
2. Bo adesa ko toi koni nyɛkwe susumɔ otii ni yɔɔ mli lɛ.

3. Oke mfoniri ni aha bo ata adesa ko.

**Dɛlɛ 2 nɔ nitsumɔ: Daalee tswaa**

1. Daamɔ nɔ ni okase lɛ nɔ, ni oketsɔɔ osusumɔi kɛ yinshwiemɔi yɛ yitseɪ ni yɔɔ shishi lɛ he “Eji gbekɛbii yei/yɛi agbenaa ake amɛhoo nii be fɛɛ be amɛha weku lɛ ”

**Dɛlɛ 3 nɔ Nitsumɔ: Jwɛɣmɔ krɛdɛɛ**

1. Oke osusumɔi kɛ yinshwiemɔi lɛ atotoi he, koni okwe nibii ni kɛlɛ yaa kɛ nɔ ni tsɔɔ srɔtoi yɛ yitseɪ ni ahahai lɛ ahe kɛmu nikasemɔ lɛ naa.



## Week 4

**Nikasemɔ le Otii:** *Oke nikanemɔ vii ke hiehie nikanemɔ nikasemɔ ni ona leakane nii keye abua jɛshihile mli haomɔi anaamɔmɔ*

### Yitso: **Nikanemɔ vii**

#### **Nikanemɔ Vii**

Nikanemɔ vii ji nikanemɔ oyayai koni ona adafitswaa ni akeba le. Aketaoɔ otii kredɛɛ komɛi ye sane mli.

Nikanemɔ vii ji nifeemɔ ni akekaneɔ nii oyayaayai kekadi susumɔ otii ni yɔɔ sane le mli.

**Preview:** *An opportunity to view something before it is acquired or becomes generally available. Preview is done in an effort to learn about the ideas presented and the structure of their development.*

*Preview: Hegbe ni onaa keleɔ nɔ ko dani oheɔ loo onaa eko.*

*Preview: Afeɔ ene keleɔ susumɔi ni yɔɔ ke bɔ ni amɛjebɔ yɔɔ ha.*

**Overview:** Saa kwe: Akɛkwɛɔ nikanemɔ woji le amlɛ fitsofitso. Saamɔ ke kwemɔ ekoŋɛ. Kwe mli fɛɛ loo doo yitso le nɔ

Mlikwemɔ ekoŋɛ: Akwɛɔ mli ekoŋɛ koni akeyɔse nɔ ni akane momo loo akane le vii le jogbanɛ Akwɛɔ mli jogbanɛ ake ani nɔ ko ye he ni sa ake atsake lo.

#### **Nitsumɔ**

1. Gbalamɔ wiemɔ otii le amlɛ ke bo dieŋtse owiemɔkulibii.
2. Kanemɔ kleŋkleŋ mlijaramɔi ete ni yɔɔ adesa ni aha le mli le oyayaayai koni ohala wiemɔ otii ete
3. Oke wiemɔ otii le awo sanemuu ntai ni kɔɔ yitso le he le amlɛ.
4. Doomɔ sane mlijaramɔi ete ni yɔɔ sane ko mli nɔ.

### **Pedagogical Exemplars**

#### **Problem-Based learning**

##### **Whole class**

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

##### **Group work**

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

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

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

## **Nitsumɔi Oti**

### **Ɖɛɛ 1 nɔ Nitsumɔ: Yiqshwiemɔ**

1. Nyegbaa nikanemɔ oyayaayai gbɛjianɔtoo ɛ he sane

### **Ɖɛɛ 2 nɔ nitsumɔ: Ɖaalee Tswaa**

1. Oke nikanemɔ oyayaayai gbɛjianɔtoo ɛ atsu ketao adafitswaa gbajaa ni yɔɔ niɲmaa ɛ mli
2. Oke nikanemɔ oyayaayai akane niɲmaa ni hiɛ wiemɔkulibii 400 koni oke nilee ni ona ɛ adoo susumɔ gbajaa/ otii ɛ anɔ.
3. Kwemɔ sane ɛ mli jogbaɲɲ koni ohala wiemɔ otii ɛ. Oke wiemɔ otii ɛ afee sanemuji ntai ni kɔɔ yitso ni akwɛɔ ɛ he.

## Week 5

**Nikasemɔ le Oti(s):** *Nyεke hiehie nikanemɔ he gbejianɔtoi asusua nikanemɔ nεε he(nkn., hijmei loo wao ke wiemɔi anɔ nyiemɔ ketao wiemɔkulibii loo wiemɔkukuji k.n)*

### Yitso: **Hiehie nikanemɔ**

#### **Hiehie nikanemɔ mligbalamɔ**

Hiehie nikanemɔ ji nikanemɔ ni awoɔ le foi ketaoɔ oti loo adafitswaa ko pɔtεε shi jee ni ookane wolo tso muu le fεε. Dani hiehie nikanemɔ baaye emuu le esa ake ole bɔ ni aɲma nii le aha koni onu nɔ ni okaneɔ le shishi koni onye oyɔse adafitswaa ni otaoɔ le. Hiehie nikanemɔ yeɔ buaa keyɔseɔ nɔ ni otaoɔ le ni onaa le mra.

Hiehie nikanemɔ haa okaneɔ nii babaoɔ ni onaa suɔmɔ ohaa nikanemɔ.

Ehe hiaa ake obaana nɔ hewɔ ni obaakane nii hiehie. Ye enε gbεfanj le ehe hiaa ake obaale nɔ hewɔ ni hiehie nikanemɔ he hiaa bo le, ani wolo ko, aloo intaneti gbε, adafitswaa ko, wiemɔkuli ko, loo wiemɔkuku loo adesa ko ni ootao, k.n.

Ehe miihia hu ake ona hiamɔ nii ni sa le, wolo ni sa le, taomɔ ni ona ake adafitswaa le ye nakai wolo le mli koni ona baafa ni eyɔɔ le.

Esa ni ole bɔ ni wolo le jebɔ yɔɔ. Abaanye ato naa ni aha amε kadimɔ yibɔi keji wolo ni loo nibii krokomei loo aha amε A,B,D kadimɔi, Be ni akeɲma, kn.

#### **Be ni kaselɔi kekaneɔ nii hiehie**

- i. Keji kpaako kaselɔ baabɔi nikanemɔ
- ii. Kaneɔ sanebimɔi ketaoɔ emli nɔ ni obaanye hetoo oha
- iii. Keji eetao adafitswaa pɔtεε ko nkn, be, wiemɔ oti, kn.

#### **Bɔ ni akaneɔ nii hiehie**

Keji ona sane ko da ni oyɔse emlijaramɔi ni ootao okane le. ,

- i. Boimɔ sane le kanemɔ hiehie, oke ohijmei ke owao anyie sane le nɔ oyayaayai..
- ii. Keji oyɔse adafitswaa, wiemɔkuli, wiemɔkuku ni otaoɔ le, kanemɔ adafitswaa ni bɔle nɔ ni otaoɔ le jogbaɲɲ.
- iii. Keji oyɔse adafitswaa ni he hiaa nitsumɔ le, oɲmεɔ otsui shi ni okaneɔ mli fitsofitso

#### **Nitsumɔ**

1. Tsɔɔmɔ otii nεε ashishi
  - i. Nikasemɔ le yijshwiemɔ
  - ii. Nikasemɔ mli kwemɔ ekonj
  - iii. Agɔgua amli halamɔ
2. Kanemɔ sane ko ni aha koni oɲmala saji srɔtoi etε keje mli
3. Oke nilee ni ona ye hiehie nikanemɔ ke nikanemɔ oyayaaya mli le atao adafitswaa gbajaa ke nilee pɔtεε ko.

## Pedagogical Exemplars

### Problem-based learning

#### Whole class

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

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

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

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

#### Individual work

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

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

## Nitsumɔi Oti

### Ɖɛɛ 1 nɔ Nitsumɔ: Sane kaimɔ

1. Tsɔɔmɔ nikanemɔ oyayaayai mli nilee enyɔ ni okase.

### Ɖɛɛ 2 nɔ nitsumɔ: Daalee tswaa

1. Te abaafɛ tɛŋŋ ake nikanemɔ oyayaayai mli nilee atao adafitswaa pɔtɛ ko ye sane ko mli
2. Kwemɔ hiehie nikanemɔ mli nilee ni oketao sɛenamɔi ni yɔɔ he ke nɔ ni ehiii ye nikanemɔ nɛɛ he.

## Week 6

**Nikasemɔ le Otii:** *Nyesusua naajiemɔi ye naabu he be mli ni ookwe toiboo kpenya, kwemɔ nɔ ni onu ke nɔ ni obaakɛɛ.*

### Yitso: Naajiemɔ

#### Mligbalamɔi

Ene ji gbejianɔtoo ni gbalaa nibii amlɔi tsɔɔ. Eji hesale gbɛ ni akɛsɔɔ nibii dani afeɔ.

*Encoding:* Eji gbejianɔtoo ni akɛtsakeɔ adafitswaa loo sane hiɛ kemajeɔ shweshweeshwe ni tsakemo ko baa mli

*Decoding:* *Ene ji gbejianɔtoo ni akɛtsakeɔ niɲmaa ko hiɛ, ni gbalaa niɲmaa ko mli ni anuɔ shishi Ene haa mei nuɔ shishi ni amɛgbalaa mli.*

#### Ni oyaajie sane naa otsɔɔ

1. Bo toi jogbaɲɲ
2. Esa ake ohe asa ye wiemɔi enyɔ le fɛɛ mli.
3. Ha shishinumɔ ni je shikwɛɛ wiemɔ le mli le ahi shi, ni ekatsake .
4. Oke sanegbaa le ahi ɲɛle kome nɔ.

#### Nitsumɔ

1. Gbalamɔ wiemɔ shishitsɔɔmɔ ni je mɔ ko naa mli.
2. Tsɔɔmɔ nilee ni yɔɔ wiemɔ shishitsɔɔmɔ ni je mɔ ko naa mli
3. Tsɔɔmɔ sane wiemɔkulibii 150 ni aɲma loo wiemɔkuli 300 ni amɔ awo tsɔne nɔ shishi keba owiemɔ mli otsɔɔ.
4. Discuss what oral interpretation is (effective listening, encoding and decoding, etc.). Group work/collaborative learning

### Pedagogical Exemplars

#### Initiating Talk for Learning

##### Whole class

##### 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.*

## Nitsumɔi Oti

### Ɖɛɛ 1 nɔ Nitsumɔ: Yiqshwiemɔ:

1. Te onuo wiemɔ naajielɔ shishi tɛŋŋ?
2. Nyesusua nilee ni yɔɔ wiemɔ naajiemɔ mli.
3. Nyegbalaa wiemɔ naajiemɔ srɔtoi le mli

### Ɖɛɛ 2 nɔ nitsumɔ: Daalee tswaa

1. Bo naawiemɔ ni aatswa loo aakane toi koni ojje naa keba owiemɔ mli.

## Section Review

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

## Additional Reading

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

## References

1. Dolphyne, F. A., (2006). The Akan (Twi-Fante) language: Its sound systems and tonal structure. Woeli Publishing Services.
2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), The Languages of Ghana (50-90).
3. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka, 249-264.

## SECTION 3: LEXIS AND STRUCTURE

Strand: Language and usage

Sub-strand: Lexis and structure

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

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

### INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

**Week 7:** Categorising Nouns

**Week 8:** Classification of Adjectives

**Week 9:** Classification of Verbs and adverbs

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on Nitsumɔ 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 Dɛɛ 2 nɔ nitsumɔ, 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 Jwɛŋmɔ krɛdɛɛ assessment ensures learners progress to form correct sentences with the various word classes. This will help them acquire a deeper understanding of the word classes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.



## Week 7

**Nikasemɔ le Oti:** *Gbeiwiemɔ ye amekui amli (Kɔsuangbei, kwamangbei, gbeisisa/kɔɔyɔɔngbei, gbei ni anyeɔ ataa he kn*

### Yitso: Gbeiwiemɔ ke amehenɔ

#### Gbeiwiemɔ

Eji wiemɔ ko ni damɔ shi ha adesa, hei, kooloi loo nɔ ko.

#### Gbeiwiemɔ Henɔ

- *Kɔsuangbei* ji gbei ni aketseɔ mɔ, maɲ, akrowa, nitsumɔhe loo nikasemɔhe ko. Ake niɲmaa ɲaabii wulu ni jeɔ shishi. Nɔkwemɔ nibii ni kɔɔ adesa he (nk. Oko, Ashite, Ayele kn.); Nɔkwemɔ nibii ni kɔɔ hei (nk. Ga, Afuamaɲ, Nsakina) Nɔkwemɔ nibii ni kɔɔ nyɔji le ahe (nk. Aharabata, Ofɔ, Otsokrikri, Afuabe kn). Nikasemɔhe (e.g. University of Coast, Flagstaff House, kn); Gbii le agbei (nk. Ju, Jufɔ, Soo, Hɔgbaa kn.); faa gbei (Nsaki, Tano, Densu, kn.)
- *Kwamangbei* ji gbei ni akewɔɔ nibii fɛɛ ni yɔɔ je le mli. Ekomei ji abotia, duade, sei, nane kn.
- *Gbeisisa loo Kɔɔyɔɔngbei:* Gbeisisa loo Kɔɔyɔɔngbei ji gbeiwiemɔ ni aketseɔ nibii ni anaaa ke hieɲmei loo anyeɛɛ he ata ke niji tamɔ ekpakpafeemɔ, miishɛɛ, ke jaɛsaneyeli. Gbei ni anyeɔ ataa he kɔɔ nibii ni anaa ke hiɲmei, anuɔ he ɲma, ataa he, aboɔ toi ke nibii ni asaaa naa.

#### Nitsumɔ

1. Susumɔ gbeiwiemɔ he otsɔɔ ni oha nɔkwemɔ nibii enumɔ.
2. Gbalamɔ gbeiwiemɔi srɔtoi ejwe amli ni oha nɔkwemɔ nibii nyɔɲma.
3. Jaramɔ gbeiwiemɔi nɛɛ amli owo kɔsuangbei, kwamangbei, gbeisisa/kɔɔyɔɔngbei ke gbei ni anyeɔ ataa he
  - a. tsɔɔɔ
  - b. okpɔɔ
  - c. suɔmɔ
  - d. Kwei
  - e. Ashite
  - f. miishɛɛ
  - g. ekomefeemɔ
  - h. sei
  - i. kɔɔyɔɔj.
  - j. tɛ
4. Tsɔɔmɔ nɔ hewɔ ni okɛ gbeiwiemɔi le wowoi amegbehei le.

## 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*

## Nitsumɔ Oti

### Ɖɛɛ 1 nɔ nitsumɔ: Yiq̄shiemɔ

1. Gbalamɔ nɔ ni gbeiwiemɔ ji mli ni oha nɔkwemɔ nibii.
2. Kanemɔ sane ni baa nɛɛ ni okadi gbeiwiemɔi ni yɔɔ mli.

*Julɔi ete le nye amejɔ foi ye be mli ni amɛke polisifoɔi ke tu ta naa le. Kpokpaanɔbii le nye ameyɔse mei enyɔ ni gbei ji Jato ke Christopher, ni nine she amɛnɔ le. Atsɔɔ ake amɛfata ojotswalɔi akuu ni yɔɔ kpokpaa le nɔ le he ni amɛjuɔ mei daa jenamɔ mli.*

*Amɛhe ni eyabaa nii le, polisifoɔi na he ni ameyɔɔ. Gbi ko ni amɛtee amɛdaadaa juu ni amɛba le, Polisifoɔi le yati amɛnɔ be mli ni amɛjaa nibii ni ameyaju le. Amɛke amɛhe ke tui ke juu dadei ni yɔɔ amɛdeɛ le ha polisifoɔi le.*

*Mɔmɔ ni amɔmɔ amɛ le gbɛ sha tamɔ la ni eje ye Aharabata nyɔɔ nɔ, mei nu he sha foi ketee keyakwe awuiyelɔi ni polisifoɔi nine eshe amɛnɔ le ye polisifoɔi anitsumɔh le. Mei ni awuiyelɔi le ebɔ amɛkɔkɔ ake amɛbaaba amɛba ju amɛ le miishe amɛhe ake amɔmɔ amɛ. Gbeyeishemɔ ni yɔɔ kpokpaa le nɔ le fɛɛ gboi*

- a. Jaramɔ gbeiwiemɔi le owo kɔsuangbei, kwamangbei, gbeisisa/kɔɔyɔɔngbei ke gbei ni anyɛɔ ataa he.
- b. Ke kwamangbei ekofɛɛeko ni oyɔse le afee sanemuu enumɔ.

## Week 8

**Nikasemɔ le Otii:** *Jaramɔ sutsɔɔlɔi owo amehenci amlɔ (nk. Mɔ sɛɛgbetsɔɔlɔi, yifale ke kadilɔi) ketsɔɔ*

### Yitso: Sutsɔɔlɔi Henɔi

#### Sutsɔɔlɔi

Sutsɔɔlɔi ji wiemɔ ni tsɔɔ bɔ ni mɔ ko, nɔ ko loo he ko yɔɔ ha loo eji wiemɔ ni gbalaa gbeiwemɔ loo najiangbei ko najiang. Nɔkwemɔ nii; Misumɔɔ shia **memeji**. Gbeke nuu **legelege** ke nuu **kakadaŋŋ** le. Kwaku **hie ka shi fe enyeminuu** le.

Mɔ sɛɛgbetsɔɔlɔi ji sutsɔɔlɔi loo kadilɔi ni akesusuɔ mɔ ko. Nɔkwemɔ nibii; nakai, neke, le ne.

Yifale ji sutsɔɔlɔi loo kadilɔi ni tsɔɔ gbeiwemɔ yifale. Nɔkwemɔ nibii; babao, fioo nyɔkɔsiɔ kn. Kadilɔi loo sutsɔɔlɔi nyieɔ gbeiwemɔ sɛɛ kn.

#### Nitsumɔ

1. Susumɔ sutsɔɔlɔi nitsumɔ ni etsuɔ.
2. Gbalamɔ srɔtoi ni yɔɔ sutsɔɔlɔi amlɔ otsɔɔ.
3. Susumɔ ni ojara sutsɔɔlɔi loo kadilɔi neɛ amlɔ owo sɛɛgbetsɔɔlɔi, yifale ke kadilɔi krokomei le amlɔ.
  - i. fɛfɛo
  - ii. kakadaŋŋ
  - iii. ŋɔɔ
  - iv. fa
  - v. wuɔfɔ
  - vi. akase
  - vii. le ne
  - viii. nakai
  - ix. ne ke
  - x. eko

### 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. robe 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.

*Be ni wuɔ gbɛɛ shii ete le nakai leebi le, mei fee ni yɔɔ Alata akrowa le naa ekpe shi ye maɲtsewe le. Maɲtsewe bii le fee ewula amɛhe ke atade yey. Amɛke kladuku efimɔ ameyitsei ni amenyie nane folo.*

*Amɛkpe kemiiye maɲtse le he odase. Kusum tsɔɔ ake afii babao ni eho le, maɲtse le tsemɛi asisai le ye bua akrowa le jogbanɲ. Ewa amɛ gbi ko shwane be mli ni akrowa le ɲmɔji fee sha. Hɔmɔ ba akrowa leɲ. Hɔmɔ ba ni awereho mɔmɔ mɔ fee mɔ ye akrowa leɲ.*

*Maɲtse le tsemɛi ni ye bua akrowa le mli bii fee ke niyenii babao. Akrowanɲbii le tsɔ ene nɔ kewo le maɲtse ketsɔɔ amehiesɔle. Daa afi le amebɔleɔ kutuu kekaiɔ nibii kpakpai ni etsɛmɛi efɛe keho le.*

- 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.

### Nitsumɔ Oti

#### Ɖɛle 1 nɔ Nitsumɔ: Reproduction / Sane kaimɔ

1. Ye osusumɔ naa le, gbalamɔ nɔ ni sutsɔɔlɔ ji, ko ni oha nɔkwɛmɔ nibii nyɔɲma.

#### Ɖɛle 2 nɔ nitsumɔ: Yiyshiewmɔ

1. Kanemɔ sane ni baa nɛɛ ni okadi sutsɔɔlɔi ni yɔɔ mli.

*Julɔi ete le nye amɛjo foi ye be mli ni amɛke polisifoi ke tu ta naa le. Kpokpaanɔbii le nye ameyɔse mei enyɔ ni gbɛi ji Jato ke Christopher ni nineshe amenɔ, Atsɔɔ ake amɛfata ojotswalɔi akuu ni yɔɔ kpokpaa le nɔ ni amɛjuɔ mei daa jenamɔ mli le ahe.*

*Amɛhe ni ayabaa nii le, polisifoi na he ni ameyɔɔ. Gbi ko ni amɛtee amedaadaa juu ni amɛba le. Polisifoi le yati amenɔ be mli ni amɛjaa nibii ni ameyaju le. Amɛke amɛhe ke tui ke juu dadei ni yɔɔ amɛdeɲ le fee ha polisifoi le.*

*Mɔmɔ ni amɔmɔ amɛ le gbɛ sha tamɔ la eje ye Aharabata nyɔɲ, ni mei sha foi ketee keyakwe awuiyelɔi le ni polisifoi nine eshe amenɔ le ye polisifoi anitsumɔ le.*

*Mei ni awuiyelɔi le ebo amɛkɔkɔ ake amɛbaaba amɛba ju amɛ le miishe amɛhe ake amɔmɔ amɛ.*

*Gbeyeishemɔ ni yɔɔ kpokpaa le nɔ fee laajei*

- a. Jaramɔ sutsɔɔlɔi ni oyɔse le owo sɛɛgbetsɔɔlɔ, yifale ke kadilo shishi.
- b. Kɔlɔmɔ nɔkwɛmɔ nibii enumɔ keje sutsɔɔlɔi le mli kefee sanemuu nta.

## Week 9

### Nikasemɔ le Otiis

1. *Jaramɔ feemɔwiemɔ owo feemɔwiemɔi ni ηɔɔ nɔnalɔ, ke nɔ ni ηɔɔ nɔnalɔ enyɔ loo.*
2. *Jaramɔ mligbalalɔi amlɔi owo amehenci amlɔi (nk; bɔ ni, he ni, be ni, degree).*

### Yitso: Feemɔwiemɔ Henɔi

#### Feemɔwiemɔ

Eji wiemɔ loo sanekuku ni tsɔɔ nifeemɔ ko loo bɔ ni nɔkofeemɔ ko yɔɔ ha. Anaa le ake nɔnalɔ ye feemɔwiemɔ gbefaj. Nɔkwemɔ nibii; ejo, etu, eɣma, baana miishɛɛ, esumɔɔ, kn. Jaramɔ feemɔwiemɔi le amlɔi owo; nɔ ni ηɔɔ nɔnalɔ, ke nɔ ni ηɔɔɔ nɔnalɔ shishi.

Feemɔwiemɔ ni ηɔɔ nɔnalɔ ko ake yigbelɔ. Nɔkwemɔ nibii: ye, shi, kpɔ, kn.

- a. Kofi **ye** niyenii le.
- b. Akwele **shi** loo le.
- c. Oko **kpɔ** shito le.

Feemɔwiemɔ ni ηɔɔɔ nɔnalɔ ko ake yigbelɔ. Nɔkwemɔ nibii: da, baaya, baaba, baame, baashi, baahaku, baafɔ, baajmɔ. Nɔkwemɔ nibii: Feemɔwiemɔi ni ηɔɔ yigbelɔ:

- a. *Abifao le miida.*
- b. Araba yaa sukuu.
- c. Gbeke yoo le la

Feemɔwiemɔ ni ηɔɔ nɔnalɔi enyɔ loo ete ake yigbelɔ dani shishinumɔ le jeɔ kpɔ. Nɔkwemɔ nibii; fo,

- a. Oblanyo yeɔ nii tsɔ.
- b. Kɔ wolo le oha mi
- c. Amɛbasra mi.

#### Nitsumɔ

1. Susumɔ feemɔwiemɔ he otsɔɔ.
2. Gbalamɔ feemɔwiemɔ henɔi ni yɔɔ amlɔi.
3. Susumɔ ni ojara feemɔwiemɔ nɛɛ mli awo feemɔwiemɔ ni ηɔɔ nɔnalɔ, ke nɔ ni ηɔɔɔ nɔnalɔ shishi
  - i. Bule
  - ii. Dmɔ
  - iii. La
  - iv. Kane
  - v. Nyie
  - vi. Shwe

vii. Gba

viii. tsi

## Pedagogical Exemplars

### Group work/collaborative learning

#### 1. Whole class discussion

- Lead learners to make a list of words that show action, state of being or occurrence and discuss them.
- Probe further to let learners draw a link between the words they have listed and the types of verbs.
- 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.
- 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

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

*Faa le mlikwale shɛɛ mitai nyɔɔmai enumɔ shikule masumɔ ni mawu kilomitali saɲ yɛ faa ni mli kwɔ ni ehie hu tse mli. Jɛmɛ miije fu baa he.*

*Be mli ni mifɛe miyiyi ake mabote faa le mli le, mike mitu le ma minaa ke sɔlemɔ, mishane kebote ɲmɔtɔ le mli. Misere ookɛɛ kpaako mikaseɔ seremɔ. Faa le mli yɛ kulɔɔ. Shi gbeyei sɔɲɲ ha fɛi yɛ mi ni minyɛɛ masere oyaoyai.*

*Faa le tɛɲ gbe kwɔle ha mitsitsi yashi ɲmɔtɔ kpɔ ko. Mijwɛɲ ake baa ni hewɔ le gbeyei ni mɔ mi ha tu ni ma minaa le gbee faa le mli.*

*Mitee hiɛ mitai fioo le, naa bu voo yɛ nu le mli ekonɲ. Be ni miheleɔ shi le mishɛ faa le sɛɛ. Mike hekpokpomɔ sha foi keje kpo keje faa le mli. Agbenaa shi milaaɲe mitu le.*

- Jaramɔ feemɔwiemɔ ni ona loo oyɔse le owo feemɔwiemɔ ni ɲɔɔ nɔnalɔ ke nɔ ni eɲɔɔ nɔnalɔ mli.
- Ke feemɔwiemɔ ni ona le afee sanemuu.
- Ke ohetoo le atsɔɔ oklaasibii le koni nyɛsusu he.

## Nitsumɔ Oti

### Ɖɛle 1 nɔ Nitsumɔ: Sane kaimɔ

- Gbalamɔ feemɔwiemɔ mli ko ni oha henɔi le.
- Gbalamɔ henɔi ni ona le mli otsɔɔ.
- Ha nɔkwemɔ nibii enumɔ yɛ feemɔwiemɔi srɔtoi le ashishi.

### Ɖɛle 2 nɔ Nitsumɔ: Yiɲshiewmɔ

- Ke nɔkwemɔnɔ kome afee sanemuu yɛ feemɔwiemɔ srɔtoi le fɛɛ ashishi.
- Kɔlɔmɔ nɔkwemɔ nibii enyɔ keje nɔ ni oha le mli kefee sanemuu nta.
- Kɔ sane ni naa shɛɔ wiemɔkulibii ohai enumɔ ni kɔɔ yitseɪ nɛɛ atɛaɲ ekome he. Kusum hesɛnamɔi, STEM, Hewale ni ake tsuɔ nii jogbaɲɲ, GESI, kn. Kanemɔ sane le ni ohala feemɔwiemɔi nyɔɲɲmai enyɔ kɛwo feemɔwiemɔ henɔi amlɪ.

### Ծեւ 3 ու Nitsumo: Jwexmo ni mli kwə

1. Kwemə ni ogbala seenamoi ni ona ye sanemuu le mli le otsə. (Mee gbəno? Te fee tēh? Te eye bua eha tēh?)

### Yitso: Mlijaramoi ye Mligbalamoi aml.

#### Mligbalaloi

Mligbalaloi ji wiemo ni tsə bə ni afee nə ko aha, bə ni nə ko tee nə eha aloo be ni nə ko tee nə. Nəkwemo nibii; bləo, nyaa, oya leebi kn.

Nəkwemo nibii ye sanemuu mli

- a. Helatse le ye nii *jogbanh*.
- b. Oko nyieə *oyayai*.
- c. *Negbe* sukuubii le yaa?

*Mligbalaloi henoi komēi ne; gbe nə ni atsə afee nə ko, he ni nə ko tee nə ye, be ni nə ko tee nə, bə ni nə ko tee nə eha, nə hewə ni nə ko tee nə.*

*Mligbalaloi ni tsə gbe nə ni atsə kefee nə ko ye sanemuu mli. Nk., bləo, waa, oyayai, kn*

*Mligbalaloi ni tsə he ni nə ko tee nə ye ye sanemuu mli. Nk., he fee he, ηshə le mli, Ga, kn.*

*Mligbalaloi ni tsə be ni nə ko tee nə ye sanemuu mli. Nk., ηmenē, bianē, afii, daa gbi, kn.*

*Mligbalaloi ni tsə nə hewə ni nə ko tee nə eha ye sanemuu mli. Nk., ejaake, nə hewə, kn.*

*Mligbalaloi ni tsə bə ni nə ko tee nə ha ye sanemuu mli. Nk., waa, ojogbanh, kn.*

#### Nitsumo

1. Dmaa nə ni mligbalalə ji koni oha henoi le.
2. Gbalamə mligbalaloi henoi le aml koni oha eko fee eko nəkweməno enumo.
3. Ke nəkwemə nibii enyo ni oηma le afee sanemuu
4. Ko nəkwemə nibii enyo ni oηma le ni okəwo mligbalalə henoi ni okase le ko
  - i. ni otsə nə hewə ni oke wo henoi le ashishi.
  - ii. Oyayai
  - iii. Nyē
  - iv. Daa
  - v. Nyēsee otsi
  - vi. Fefəo
  - vii. Bləoo

## Pedagogical Exemplars

### Group work/collaborative learning

#### 1. Whole class discussion

- 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.
- Probe further to lead learners to draw a link between the adverbs and the types adverbs.
- Use the activity to guide learners to discuss the meaning of adverbs and explain its types in their own words.
- 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

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

## Nitsumɔ Oti

### Ɖɛɛ 1 nɔ Nitsumɔ: Sane kaimɔ

- Gbalamɔ mligbalalɔ mli otsɔɔ ni oha henɔi lɛ.
- Gbalamɔ henɔi lɛ amli koni oha nɔkwɛmɔ nibii.

### Ɖɛɛ 2 nɔ Nitsumɔ: Yijshiewmɔ

- Kanemɔ sane ni baa nɛɛ koni ohala mligbalalɔi ni onaa ye mli.*

*Okwaayeli he nikasemɔ ni akaseɔ ye Ghana sukuu ewo sukuubii ekaa waa fe tsutsu. Sukuubii komei tsaa amenikasemɔ le nɔ keyaa hie ni ekomei hu tsɔmɔɔ okwaafoi keji amegbe siniɔ hia sukuu naa. Ene haa akpaa gbe akɛ, nikasemɔ ni ameyana keje sukuu ketsɔ nikanemɔ ke ηma mli baawa okwaa ye gbejianɔ srɔtoi ni ameyakase ni akɛ gbei hei srɔtoi baatsu nii. Ene baaha ni niyenii aba babao.*

*Amralo le ewa keto gbejianɔ srɔtoi ni baawa okwaayeli ye Ghana bɔ ni afee ni niyenii babao aba maɲ le mli. Nikasemɔ ni eteenɔ ye okwaayeli nikasemɔ he hewɔ le, naagbai babao ni yɔɔ bei ko le naa ebashi ketsɔ neke nikasemɔi nɛɛ amli. Bɔ ni anye ni awo okwaafoi ahewale ni amenye ametsu nii hewɔ le, amralo le eɲme shikatoohi srɔtoi ahegbe ni amɛfa okwaafoi ashika ni hekpa tsɔ ko be mli. Kɛfata he lɛ, amekɛ shika ayato ye shikatoohi bibii ni beɲke amɛ le bɔ ni afee ni amena shika ketsu nii jogbanɲ.s*

- Buamɔ mligbalalɔi ni ona le anaa owo mligbalalɔ henɔi lɛ ashishi: be ni nɔ ko tee nɔ, mligbalalɔi ni tsɔɔ bɔ ni nɔ ko tee nɔ, bei abɔ ni afee nɔ ko, bɔ ni nɔ ko tee nɔ aha.
- Kɔlɔmɔ mligbalalɔi enumɔ ni ona, kɔ mligbalalɔ henɔi lɛ kefee wiemɔmuu nta.



## 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.

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## SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

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

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

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

### INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

**Week 10:** Constructing sentences using nouns and pronouns

**Week 11:** Constructing sentences using adjectives

**Week 12:** Constructing sentences using verbs and adverbs

### SUMMARY OF PEDAGOGICAL EXEMPLARS

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

### ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of Sane kaimɔ̃/reproduction, Jweɲmɔ̃ krɛdɛɛ, 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 Sane kaimɔ̃ questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 2 questions prompt students to apply concepts learn in their own work while Level 3 questions progress to short essays or oral presentations, evaluating students' ability to articulate and analyse sentences based on concepts learnt. Teachers should use

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

## Week 10

**Nikasemɔ le Oti(s):** *Oke gbeiwemɔi ke najianɔ gbei ahe mlai afee wiemɔmuji*

**Yitso: Gbeiwemɔ (najianɔgbei) ke sanemuu feemɔ**

### Gbeiwemɔ

Gbeiwemɔ ji wiemɔ ko ni yeɔ gbɔmɔ, nɔ ko, susumɔ ko loo he ko najianɔ.. Esani wɔle ake sanemuji titri fee hieɔ gbeiwemɔ kome ke hooɔ kwraa le . seegbe tsɔɔlɔ (le) fɔɔ gbeiwemɔi aseɛ nyiemɔ shi jeeɛ be fee be

### Najianɔgbei

Najianɔgbei ji wiemɔkuli ni nyeɔ damɔɔ shi haa gbeiwemɔ sanekuku. Neke wiemɔkulibii neɛ baa le: mi, le, e, bo, wɔ, nye, ame, .

### Mlai:

1. Srɔtoi ye mlai ni kulaa sanemuu feemɔ ke gbeiwemɔi mli. Etsakeɔ ye Ghana wiemɔ fee wiemɔ mli. Titri le, ye gbeiwemɔi agbefaɔ le eyaa le neke:
  - a. Feelɔ ye sanemuu mli: nkn., Kofi tee sukuu . Ye ene mli le Kofi ji feelɔ le
  - b. Nɔnalɔi niyɔɔ sanemuu mli (nɔnalɔ dietse loo helɔ): Miha Okwei pen (Nɔnalɔ dietse). Mike pen ha Okwei (nɔnalɔ helɔ).
  - c. Yifale (ye Ghana wiemɔi le ekomei amlɔ le): E.g. Rɔba tsensi le ye Adu ɔɔɔ.
  - d. Yitso ni tere gbeiwemɔ wiemɔkuku ji gbei ni yɔɔ sane le mli le. Akutu tso kakadaɔɔ le. Ye ene mli le yitso ni tere wiemɔkuku le ji tso
2. Mla ni kulaa najianɔgbei ni akefeɔ wiemɔmuu tsakeɔ ye Ghana wiemɔi le amlɔ. Titri le, najianɔgbei damɔɔ shi ake: Najianɔgbei ni yeɔ gbeiwemɔ najianɔ, no hewɔ atseɔ le najianɔ gbei le
  - a. Feelɔ ye wiemɔmuu le mli. Nɔkwemɔnɔ. Etee sukuu.
  - b. Nɔnalɔi niyɔɔ sanemuu mli (nɔnalɔ dietse loo helɔ) (direct or indirect): Akwei ha le pen (nɔnalɔ dietse loo helɔ). Ama ni ha le pen le. (nɔnalɔ helɔ).
  - c. Ye Ga wiemɔ le mli le, najianɔgbei ni damɔ feelɔ gbɛhe le ake enii ni efeɔ (feemɔwiemɔ) le fataa ehe ni aɔmaa le ake wiemɔkuli kome.

### Nitsumɔ

1. Tsɔɔmɔ nɔ ni ji gbeiwemɔi koni oha nɔkwemɔ nii nyɔɔɔma.
2. Tsɔɔmɔ nɔ ni ji najianɔgbei koni oha nɔkwemɔ nii enumɔ.
3. Halamɔ nɔkwemɔ nii ni aha le mli ete ye kui enyɔ le fee mli koni okefee wiemɔmuu ntai.

## 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.*

### Nitsumɔi Oti

#### Ɖɛɛ 1 nɔ Nitsumɔ: Yijshwiemɔ

1. nTsoomɔ gbɛiwɛmɔi kɛ najiangbɛii ashishi.
2. Ha gbɛiwɛmɔi nyɔŋma kɛ najiangbɛi enumɔ.
3. Kɔ emli ete yɛ fɛɛ eko shishi koni okɛfɛɛ wiemɔmuu nta.

#### Ɖɛɛ 2: Jwɛŋmɔ kredɛɛ

1. Mɛi enyɔnyɔnyɔ akane sane koni amɛsusu he. Amɛkwɛ mlai ni yɔɔ he lɛ kɛtao tɔmɔi ni yɔɔ mli lɛ koni amɛkɛŋmɛ jaraŋ ni asusu he.

*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*



## Nitsumo Oti

### Թե՛լ 1 ո՞՞ Nitsumo: Yiqshwiemo

1. Ha kadiloi/ sutsaloi nyohma.
2. Oke kadiloi/sutsaloi nee mli enumo afee: wiemomuji ni baa nee:
  - i. Wiemomuu
  - ii. wiemomuu nta
  - iii. Wiemo haqtsiq

*Tsamomlai ni kulaa sutsaloi kefo wiemomuji ye Ga wiemo le mli.*

### Թե՛լ 2 Jwepmo kredex

1. Kanemo sane koni nyesusu he. Kwemo mlai le koni oymala tomoi fee ni yoo sane le mli..

*(Tsalo le aha sanekuku ko ni tomoi ye kadiloi/sutsaloi ahe nitsumo le mli, sane le mliwale ahi kaseloi aqele no.*

## Week 12

**Nikasemɔ le Otii:** *Feemɔwiemɔ ke mligbalalɔi ke wiemɔmuu feemɔ*

**Yitso:** **Oke feemɔwiemɔ ke mligbalalɔi afee wiemɔmuu**

### Feemɔwiemɔ

Feemɔwiemɔ ji wiemɔkuli ko ni tsɔɔ nifeemɔ ko ni etee nɔ, miyya nɔ, loo baaya nɔ ye wiemɔmuu ko mli. Ni no ji feemɔwiemɔ wiemɔkuku le yitso. Feemɔwiemɔi komei ne: nu, tee, ba kn kn

### Nɔkwemɔnɔi ye wiemɔmuji amlɔi

1. Kojo ye omɔ ke flɔɔ.
2. Ama nyieɔ keyaa sukuu.
3. Kwami baala daa.

### Mlai

Mlai ni kulaa feemɔwiemɔi ke sanemuu feemɔ le ekomei ne:

1. Etsɔɔ nɔ ni feelo le feɔ: Nɔkwemɔnɔ: Okpɔŋɔ fioo le joo foi fe ekrokomei le fɛɛ.
2. Etsuɔ nii ake hewiemɔ wiemɔkuku le yitso. Nɔkwemɔnɔ: Nu le joo foi fe mei ni eshwɛ le.
3. Keji najiangbei ye gbeiwemɔ najiang le, aŋmaa eke feemɔwiemɔ le atsa ake wiemɔkuli.

### Mligbalalɔ

Mligbalalɔ tsɔɔ bɔ ni nifeemɔ ko tee nɔ ha. Etsɔɔ sharamɔ ni ka mligbalalɔ le ke feemɔwiemɔ le ten Etsɔɔ be, he ni nifeemɔ le tee nɔ ye ke bɔ ni afee le aha, kenii.

### Examples:

1. Nu le ba nye
2. Ela keŋɔɔmɔ
3. Nifeemɔ le ba naagbee mra tsɔ.

### Mlai

#### *Mlai le ekomei ne:*

1. Edamɔ shi ake mligbalalɔ wiemɔkuku le yitso. Nɔkwemɔnɔ: Nu le wie waa dieŋtɛ.
2. Etsuɔ nii ake mligbalalɔ ehaa esasoi krokomei. Nɔkwemɔnɔ: Nu le tswa oya.
3. Mligbalalɔi ni ke wiemɔweku ko tsaaa le aŋmaa le ake wiemɔkuli . Tsɔɔlɔ aha nɔkwemɔ nii pii efata he.

### Nitsumɔ

1. Gbalamɔ feemɔwiemɔ ke mligbalalɔ mli otsɔɔ koni oha fɛɛ eko nɔkwemɔnɔi nyɔŋma.
2. Oke nɔkwemɔnɔi ni oha le afee wiemɔmuji oha:
  - i. wiemɔmuu
  - ii. wiemɔmuu nta
  - iii. wiemɔ haŋtsiŋ



3. Tɔɔmɔ feemɔwiemɔi srɔtoi ahe nii ni okase le
4. Ha nɔkwemɔnii enumɔ ye eko fɛe eko ni okase he

## 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.*

## Nitsumɔi Oti

### Ɖɛɛ 1 nɔ Nitsumɔ: Yiqshwiemɔ

1. Gbalamɔ feemɔwiemɔ ke mligbalalɔ mli.
2. Ha feemɔwiemɔi enumɔ ke mligbalalɔi hu enumɔ.
3. Okɛ feemɔwiemɔi ke mligbalalɔi ni oha le afee wiemɔmuji. Owiemɔmuji le ahi yitseɪ nɛɛ shishi.
  - i. Wiemɔmuu ii. wiemɔmuu nta iii. Wiemɔmuu Haɲtsiq

### Ɖɛɛ 2 nɔ Nitsumɔ: Jwɛɣmɔ krɛdɛɛ

1. Kanemɔ sane ko koni nyɛsusu he. Daamɔ mlai ni nyɛkase le nɔ kehala tɔmɔi ni yɔɔ mli le fɛɛ.

*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.

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## SECTION 5: TEXT COMPOSITION

**Strand: Language and Usage**

**Sub-Strand:** Text Composition

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

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

### INTRODUCTION AND SECTION SUMMARY

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

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

The weeks covered by the section are:

**Week 13** Narrative Essay

**Week 14:** Descriptive Essay

**Week 15:** Expository Essay

### SUMMARY OF PEDAGOGICAL EXEMPLARS

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

### ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of Sane kaimɔ/reproduction, Jweɲmɔ krɛdɛɛ, 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 Sane kaimɔ questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 3 strategic thinking skills questions progress to short essays or oral presentations, evaluating students' ability to write a cohesive essay on a given topic based on the features of the essay type, justifying their choices. Teachers should use a variety of formative and summative assessment strategies to gather information about learner's performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## Week 13

**Nikasemọ lẹ Otii:** *Ọmaa sanegbaa ko.*

**Yitso:** **Gbaa sanegmaa**

**Nyẹkwẹa nilee “Sanemuu oti kẹ sanemuu oti walọi ni nyẹkai nyẹhe.**

Sanemuu oti ji sane ni jieọ yinṭoo oti ni yoo mlijaa lẹ mli lẹ kpo. Sanemuu oti walọi ji wiemọi ni yeo buaa ni sanemuu oti lẹ jeo kpo.

**Hesalẹ ni akẹbuaa nilee naa awoọ mlijaramọi amli**

Enemei fata he: Susumọ otii ni beṅke lẹ anaabuamọ, nifeemọi anaatoo ye amẹbei amli, nibii ni maa nọ ko nọ mi kẹ tẹmọi, nibii ni aketoọ eko he kẹ nifeemọi ni kẹ nọ ko ba, kẹnii.

**Sanegmaa**

Eji niṅmaa ko loo nifeemọi loo gbẹi anọ ni atsọo atsọo jweṅmọ ye yitse komei ahe. Sanegmaa fẹe sanegmaa hie yitso pọtẹe ko.

**Gbaa sanegmaa**

**Gbaa**

Gbaa sane lẹ wojian sane ni, ni edamọo yitso ko nọ . hesalẹ ni akewieo, koni mọ ko atsọo nibii amli ni etsomọ hu. Esa ni ole gbaa sane jebọ ni onye oketsu nii. Abaanye adamọ afoata loo anokwale saji agbejianotoo nọ. Gbaa sane gbekpamọ ji akẹ akẹ gbejianotoo kpakpa ni ato aha adesatamọ atsu nii, tamọ sane lẹ yitso, hekehelemọ, Ga seese, kn. Ye gbẹ nẹe nọ lẹ kanelo lẹ jweṅmọ baanyie sane lẹ see

Akẹ kẹṅkẹṅ mọ najiangbe”mi” ni fọo ṅmaa koni ṅmalọ lẹ loo kanelo lẹ ana ehe loo toiboloi ana lẹ akẹ lẹ diẹntse ehe sane ni. Ehaa anaa nọmimaa ahaa sanebimọi ni jeo kpo lẹ, asọo wiemọi lẹ, ni aṅmaa ye eho be mli. Esa akẹ ato nifeemọ bei lẹ anaa taake eba lẹ pẹpẹpẹ, ni sane lẹ amọ toibolọi ajweṅmọ be ni eyaa hie lẹ. Wielo lẹ wiemọi lẹ asha jweṅmọṅ mfoniri ye toibolọi ajweṅmọ mli, ni enye eke fọṅwiemọi atsu nii kẹgbala toibolọi ajweṅmọ kẹba sane lẹ nọ

*Gbaa sanegmaa nọkwemọi:*

- Ọmaa sane ye oklẹṅkẹṅ gbi ye sukuu he.
- Ọmaa sane ye niyenii ni osumọo waa he.
- Ọmaa sane ye oblonya gbẹhamọ ni ho nọṅṅ lẹ he.
- Ọmaa sane ye nọ ko ni ba onọ ni okẹ kase nii he.
- Ọmaa sane ye omọdeṅbọo ko ni ohie mọo he kẹ gbẹ nọ ni otsọo kẹfẹe he.

**Gbaa sanegmaa jebọ**

*Hiegbelẹmọ*

Gbaa sanegmaa hiegbelẹmọ: Sane ni gbalaa jweṅmọ: oke sanebimọ, abe, wiemọ ko ni gbalaa jweṅmọ loo nọ ko ni he miihia toibolọi aje shishi. Shiegbelẹmọ sane ko ni jieo yitso lẹ kpo.

**Sanetso mlijaramọ**

Oke sanemuu oti lẹ aṅmẹ jaraṅ, Sanemuu oti walọi, kẹ naamuu loo naamuu hewalẹwoo wiemọs.

Ha toibolọi nibii ni tee nọ fẹe lẹ amligbalamọi loo nibii ni otsomọ mli ni maa sane lẹ nọ mi. Ọmaa nọ ko ye be atsu lẹ he.

Asaa hehelemọi fẹe. Kwemọ gbaa sane jebọi lẹ koni otsu fẹe he nii. Saamọ okwe oti hewo ni otsọo neke yitso nẹe Saamọ okwe otii lẹ ekoṅṅ akẹ otsu fẹe he nii lo.

Ha naamu wiemo ni baadoo sanemuu le fee no.

### Nitsumo

1. Nyesusua no ni ji sanema
2. Nyesusua no ni ji gbaa sanema koni nyetsoo jebai ni ehie.
3. Ko yitso ko koni otsoo gbei ano ni obaatsoo ooma sane kpakpa ke nilee ni ona le.

## Tsoobi atsoolo

### 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.

## Nitsumɔi Oti

### Ɖɛɛ 1 nɔ Nitsumɔ: Yiŋshwiemɔ

1. Meni ji gbaa sanɛŋmaa?
2. Ɖmalamɔ gbaa sanɛŋmaa mli otii ɛ.

### Ɖɛɛ 2 nɔ Nitsumɔ: Ɖaalee Tswaa

1. Nyɛsusua otii ni yɔɔ gbaa sanɛŋmaa mli.
2. Nyɛkwɛa gbaa sane ni yɔɔ shishi ɛ koni nyɛŋmala otii ni ehie ɛ fɛɛ:

### Atsɔse bo ni oda yɛ Ghana

Dale yɛ Ghana yɛ 1990 bei ɛ amlɛ, eji haomɔ waa nakai bei ɛ amlɛ kɛha mi. Eji be mli ni Africa Anai maŋ nɛɛ miibo ehe mɔdeŋ keje shika haomɔi ni eyɔɔ mli ni asusu ake asraafoi amaŋkuramɔ kɛba, ni egu shika he ŋaatsɔɔ nitsumɔi fɛɛ ɛ. Nɛkɛ asraafoi anɔyeli nɛɛ, keyashi he ko ɛ, ejwa maŋ ni be ko ni eho ɛ damɔ enaji anɔ ni enyie Africa heyeli hie kwraa ɛ ; Nifitemɔ nɛɛ ha nijiaŋwujee ba ni mɛi be hienɔkamɔ dɔŋŋ fe hefimɔ.

Amralofoi ni yɔɔ no beiaŋ, National Democratic Congress ɛ bɔ ehe mɔdeŋ wo mlai ni naa wa ake eekpɔ maŋ ɛ kɛbadamɔ enaji anɔ lo.

Mikaio ake shika mla gbɛjianɔtoo ɛ eko ni amɛkɛba ji Valued Added Tax too ɛ, ni esa mɔ fɛɛ mɔ he pɛpɛpɛ yɛ Ghana.

Gbɛjianɔtoo nɛɛ ha nibii ajara tee ŋwei fe nine ni esa niyenii ni misumɔɔ ɛ hu he. Enɛ ha mikai nɔ ko ni ba nakai be ɛ mli. Enɛ ha mikai nɔ ko ni mitsɔ mli nakai bei ɛ amlɛ. Glasinŋ tsensii ni maŋkuralɔi ni kɛ NDC shio mpleŋ kɛ NGO bii kɛ CSO bii tswia ɛ. Fɛɛ sɛɛ ɛ ana ake mla ɛ tsu nii kɛ. Mikaio ake mɛi gboi yɛ nakai glasinŋ tsensii ɛ tswaa mli. Naakpɛɛ sane ji ake, amralofoi ni ba yɛ Jerry John Rawlings kɛ NDC ku ɛ sɛɛ ɛ nyɛɛɛ afo nɛkɛ Valued Added Tax mla nɛɛ mli. Mla nɛɛ kɛ wɔ ehi shi yɛ Ghana kɛbashi ŋmɛnɛ.

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

### Ɖɛɛ 3 nɔ Nitsumɔ: Jwɛŋmɔ krɛɛ

1. Ɖmaa Gbaa sane, mlɛjaramɔi ete yɛ nɔ hewɔ ni sa ake ana jwɛŋmɔ yɛ wiemɔ kome he. .

## Week 14

**Nikasemọ lẹ Otii:** *Ọmaa susumọ kẹ tsọmọ wolo*

### Yitso: **Susumọ kẹ tsọmọ**

Twisiamọ sanemuu kẹ sanemuu oti walọ nọ.

Twisiamọ gbei srọtọi anọ ni atsoọ kẹnmaa sane yẹ mlijaramọi amli.

### Gbaa saneymaa

Saneymaa henọ ko ni tsọọ bọ ni afeọ nọ ko ahaa; nọ ko, gbọmọ, he, hesale, henumọ loo sane ko he kn., ni aṣmaa kẹ hesale ko bọ ni afee ni ejie nọ fee nọ he ni awieọ lẹ ẹmiiṣmi. Gbaa saneymaa hiọ sui ni jieọ henumọ ko kpo yẹ nibii pọtẹ he ni awieọ lẹ he.

### Gbaa saneymaa jebọ

*Hiẹgbelemọ: Enẹ gbalaa mọ jweyemọ kẹbaa sane pọtẹ he ni awieọ lẹ. Anyeọ ajeọ shishi kẹ sanebimọ ni he ehiaaa hetoo.*

*Sanetso: Enẹ gbalaa sane he pọtẹ ni awieọ lẹ. Kuku fẹ kuku hiẹ sanemuu oti ko ni ewieọ he ni no tseọ kanelọ le toi sẹ keha nibii ni amekpaa gbẹ lẹ. Ehaa anaa nọ fee nọ ni sa ake ana kẹ nọkwemọ nibii ni sa ake ana.*

*Naamuu: Ewieọ loo emaa sanetso ni yọọ sane kuku ni ji ekome lẹ nọ mi yẹ nibii pọtẹ hewọ ni agbaa sane lẹ.*

*\*(Kaawie yitso kroko he yẹ kuku nẹ mli. Keji oye oti krokomei ni sa lẹ, oke nakai oti lẹ awo kuku kroko mli.)*

### Yitsei ni kọọ gbaa saneymaa he:

- a. Gbaa sini loo niyenii ni osumọ waa he otsọ,
- b. Maṣ heyeli gbijuro
- c. Gbaa susumọi ni kọọ maṣheyeli he.
- d. Tsọmọ bọ ni osusuọ ake Ghana shihile aji aha bo.

### Gbaa saneymaa jebọ

- Ekanemọ afee faṣṣ
- Kẹ fọṣwiemọ atsu nii
- Kẹ wiemọ wuji ni tseọ mọ toi sẹ atsu nii.

### Ọaagbe ni atsoọ nọ kẹnmaa gbaa sane

1. Taomọ yitso ni aha bo lẹ dani oke ọaa loo hesale aje shishi.
2. Ọmaa susumọi lẹ kukuji. Ọmaa bọ ni obaato naa oha.
3. Ọmaa ogbaa sane lẹ. Obaanyẹ otsọ ọaagbei ni oṣma lẹ kẹnma ogbaa sane lẹ, enẹ baaha oniṣmaa lẹ afee mleo.

Saamọ okane ni okwe tọmọi ni yọọ ogbaa sane lẹ mli ni osaa fẹ.

**Nitsumo**

1. Gbaa sane le otsoo.
2. Susumo jeboi ni koo gbaa sanema he ni oha nokwemoo kopia ohetoo le.
3. Ko yitso ni osumoo ni odamo gbaa sanema jeboi le no kema.

**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.

**Nitsumo Oti****Dele 1 no Nitsumo: Sane kaimo**

1. Meni ji gbaa sanema?
2. Meni ji sane oti ke sane oti waloi?

**Dele 2 no nitsumo: Daalee Tswaa**

1. Susumo gbaasane jeboi le ahe ni oha nokwemo nibii. Dmaa gbaa sane ni hie mlijaramoi ete ye yitso ko he. (nk., kusumii hesenamoi, hemakeyeli, kn.), STEM, GESI, sane ni koo falefa he, maḡ nee ke maḡsee ahaumo, kn.).
2. No ni koo falefale he, maḡ nee ke maḡsee no, kn.).



## Week 15

### Nikasemọ 1e Otii: Nọkọfeemọ sanẹjmaa

#### Yitso: Nọkọfeemọ sanẹjmaa

#### Nọkọfeemọ Sanẹjmaa

Enemei ji sanẹjmaa ni tsọọ bọ ni afeọ nọ ko loo agbalaa nọ ko mli atsọọ. loo asusọ nọ ko atsọọ. Ehaa wọnaa le faṅṅ ni wọnuo gbẹjiaṅṅotoo le shishi faṅṅ .

#### Gbẹi anọ ni atsọọ aṅmaa Nọkọfeemọ sane

Akọ keje he ko loo adoo nọ keje sanebimọ ko mli

*Nọkọfeemọ: Sanẹjmaa le hiegbelẹmọ*

Nọkọfeemọ sanẹjmaa. Ajeọ shishi ke hiegbelẹmọ. Enẹ mọọ kanelọ le jweṅmọ, Keke le okẹ oti le efo jaraṅ, koni otsọọ nọ pọtee ni otao ofee.

*Mlijaramọi ni yọọ yitso le mli.*

Bie ji he ni onyeo otsuọ yitso le he nii fee kemọ shi ye Efo kaa ake mlijaramọi ete pe aketsuọ nii shi keji oti le mli kwọ le enyeo efaa fe ete. Bie ji he ni onaa gbẹ keṅmaa nọ fee nọ ni otao oṅma le ye; gbẹjiaṅṅotoi le fee, jweṅmọi ni ohie loo otii amlı ni ogbalaa.

*A Naamuu*

The conclusion of an expository essay serves to summarise the topic under discussion. Essentially, your conclusion is there to round off the essay in an engaging way and give a final judgement.

Nọkọfeemọ sanẹjmaa mli le ake nọdoomọ feọ naamuu. Okẹ kaselọi baagba he sane kebi ameyiṅṅotoo ke emligbalamọ keke le okẹ ojweṅmọ efo jaraṅ kemu naa.

#### Nitsumọ

1. Tsọomọ wiemọ ‘sanẹjmaa’ le shishi
2. Meni ji nọkọfeemọ sanẹjmaa?
3. Gbalamọ nọkọfeemọ sanẹjmaa otii ke jebọi amlı koni oha nọkwemọni.
4. Mee hesalei ahe hiaa keṅma nọkọfeemọ sanẹjmaa?
5. Dmaa nọkọfeemọ sane ye yitso ni aha he.

### 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.

### Nitsumɔ Oti

#### Dɛɛ 1 nɔ nitsumɔ: Daalee Tswaa

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’

#### Dɛɛ 2 Assessment: Nii Aseɛ kɔmɔ Jwɛŋmɔ

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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	Mohammed Abdul-Samed	Dagbon State SHS
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	Angela Aninakwah	Ghana Education Service
	Dr. Emma Sarah Eshun	University of Education Winneba
	Samuel Kwame Kassah	St. Peter's SHS
	Juliana Akomea	Mangoase SHS
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