



MINISTRY OF EDUCATION

KASEM

BERENO TONŌ



Bene Dedwe - Tōnō Yiga Tu



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Kasem

Berenɔ Tɔnɔ

Bene Dedwe - Tɔnɔ Yiga Tu



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

KASEM TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

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

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SCOPE AND SEQUENCE

Ghanaian Language Summary

S/N	TAYUU	TAYU-BALADA	BENE DEDWE			BENA YALEI			BENA YATŌ		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1.	Dwaŋa	Dwaŋa / ŋwaŋa me na maŋe to	1	1	2	1	1	2	1	1	3
		Fɔnɔlɔji	1	2	4	2	2	4	1	1	2
		Garem	1	1	3	1	1	2	1	1	2
2.	Botarebia de ba totoŋa tapuni wone	Taane mɔɔnem wade de se totoŋa	1	1	4	1	1	4	1	1	3
		Kasem poponem wade	1	1	3	1	1	2	1	1	2
		Tapane poponem	1	1	3	2	2	4	1	1	1
		Pipiriteɔ	1	1	1	1	1	1	1	1	2
3.	Nabaara kikia de nabaara dam dim	Nabaara kikia	2	2	3	2	2	5	2	2	4
		Nabaara dam dim	1	1	2	1	1	3	-	-	-
4.	Lara	Ni Lara	1	1	2	1	1	2	1	1	2
		Poponem Lara	1	1	2	1	1	2	1	1	2
Total			12	13	29	14	14	31	11	11	23

Overall Totals (SHS 1 – 3)

Berem Teena Kamuna	37
Berem Teena Balwa	38
Zamesem Woyum	83

Tayuu: **ɔwɔɔ**

Tayy-balaaɔ: Fɔnɔlɔɔ

Learning Outcomes:

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

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 1: Vowel and consonant description

Week 2: Vowel and consonant distribution

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Wiiki 1

Zamesem Woyum:

1. *Maɲe vawola yalo na wo Kasem taane dem ne to ko maɲe de (maana, nivɔɔro kikia, dideilimi zeɲim de dindeilimi daa)*
2. *Maɲe kɔnsonanta yalo na wo Kasem taane dem ne to ko maɲe de (maana, kwora mumunim, ya keini jei de ya na ke tetei to)*

Tayuu naa Woyum: **Vawole de Kɔnsonante Maɲem**

Vawole

Dwaɲa sɔɔ kolo keini maɲa ne kwora kam na wó puri ye kwor-ɲwanno zuzuga amaa zuzugim dem sɔɔ ba ni to mo, ye ko ye sɔ-kuri mo selabole wone taane mɔɔnem ne.

Vawole Maɲem: n ná wora n maɲe vawole seina, wonnu tedwonna mo mae te toɲa. Wonnu tento mo ye nivɔɔro kikia, dindeilimi zeɲim, de dindeilimi daa kalo na mae ka ke vawole sɔɔ kom to.

Nivɔɔro kikia: konto mo wó bere nivɔɔro tem guguri mo naa te jage mo vawole dem keini maɲa ne. konto mo bere ‘**ni gugurim**’ de ‘**ni jagem**’ nyenyero tem. Ko ta woli da, vawola yadwonna keim maɲa ne, ni dem na yeini de puri tei to mo dé tɔge da dé maa maɲa. Maana mo ye, ko ye porem; porem fee; peem; peem fee.

Dindeilimi zeɲim: Konto te dindeilimi dem na zeɲi tei ni dem wone vawole sɔɔ keini maɲa ne to mo. Konto wae ko ye **baɲa**, **tetare**, naa **kuri**.

Dindeilimi dem daa: konto te dindeilimi dem daa kalo na ke vawole sɔɔ kom to mo. Dé jege **yiga**, **tetare**, de **kwaga** vawola mo.

Maana mo tento:

/o/ - kwaga-tetare-ni gugurim-peem fee

/i/ - yiga- baɲa-ni jagem-peem fee

/ɛ/ - yiga- kuri-ni jagem- porem

/ɔ/ - kwaga-tetare-ni gugurim- porem

Kɔnsonante

ɲwaɲa sɔ-dwi delo keini maɲa ne choom fee na wora vio kom nuɲim maɲa ne ye ko wae ko woli de vawole ko mɔɔne selabole to.

Wonnu telo na mae te maɲe kɔnsonanta seina to: kwora ɲwanno kikia, sɔɔ kom keim jei de sɔɔ kom na ke tei to

Kwora ɲwanno kikia:kwora ɲwanno kikia che kuni belei mo. Dé jege kwora zuzugim kɔnsonanta de kwora zuzugim tera kɔnsonanta mo. Kwora zuzugim kɔnsonanta maana mo ye /g/, /d/, /m/, /b/ ye kwora zuzugim tera kɔnsonanta de maana maa ye /f/, /s/, /k/, /t/, /p/, etc.

Sɔɔ kom keim jei: sɔɔro tem na ke jei sedwonna mo ye nivɔɔ de nivɔɔ, nivɔɔ de yeila, nimɔɲɔ de dindeilimi, karemalakka, dideiga etc.

Sɔɔ kom na ke tei to: konto te ɲwaɲa zola na tui daane tei ɲwaɲa sɔɔro keim maɲa ne to mo. Kɔnsonanta yadwonna keim zege vio kom na nuɲi tei to mo ne bagem, foosem, aferekeiti, momɔɲɔɔ, laterale etc

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

Zamesem totoŋa

1. Vawole ye be mo?
2. Kɔnsonante ye be mo?
3. Wonnu to mo mae te maŋe vawola seina?
4. Wonnu to mo mae te maŋe Kɔnsonanta seina?
5. Ke vawola sɔɔro tem Kasem ne to.
6. Ke Kɔnsonanta sɔɔro tem (se ko yé muri sɔɔro fuga)
7. Maŋe Kɔnsonanta yam de vawola yalo n na ke to seina.

Pedagogical Exemplars

Collaborative learning

1. Modelling (Vowels):

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

2. Modelling (Consonants):

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

3. Whole Class:

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

Building on what others say

1. Pair work:

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

Collaborative learning

1. Group work:

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

2. Pair work:

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

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

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

Wochɛero telo baɲa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni yiga tu: ka-guli-ka-ta/ Gulim

1. Popone se ko yé muri vawola yatɔ Kasem ne.
2. Popone vawola yalo na wo botarebia banto ne to: (berena pa maana) nenɛene bia, kaane, du, yɛ, bwoɲi, sɔɔro
3. Popone kɔnsonanta yalo maama na wo Kasem taane dem ne to
4. Maɲe se ko veere wonnu telo na mae te maɲe vawola seina to.
5. Maɲe se ko veere wonnu telo na mae te maɲe kɔnsonanta seina to.

Ka-faje-ka-ni balei tu: Ywono Diinim

Maɲe vawola sɔɔro na ke tei Kasem taane dem ne to

1. Maɲe vawola sɔɔro tento seina: /a/, /ɛ/, /i/, /ɔ/, /o/
2. Pɔɔre kɔnsonanta yanto /b/, /d/, /g/, /t/ n pa tayum tento:
 - a. Kwora zuzugim
 - b. Sɔɔ kom keim jei
 - c. Sɔɔ kom na ke tei to
3. Ma kɔnsonanta n mɔ botarebia na wo muri batɔ to
4. Ma wonnu telo na maɲe to n maɲe kɔnsonanta na wo muri yanu to seina.

Wiiki 2

Zamesem Woyum:

1. *Maɲe se ko veere vawola na zoore botarebia wone tei Kasem taane dem ne to (maana, botarebu boboa, tetare de kwola)*
2. *Maɲe se ko veere kɔnsonanta na zoore botarebia wone tei Kasem taane dem ne to (maana, botarebu boboa, tetare de kwola)*

Tayuu naa Woyum 1: Vawola Zega Jei

Vawola Zega Jei

Vawole zega jei ye vawole na zege mɛ botarebu wone to mo. Vawola yadwonna zege botarebia boboa ne mo, yayam maa wo tetare ne ye yadaara wo botarebia kwola ne. Vawole ná zege botarebu boboa ne, ba bwoi ko we botarebu boboa mo, de maa ná zege botarebu tetare ne, ba maa bwoi ko we botarebu tetare ye de ná zege botarebu kwola ne, ba bwoi ko we botarebu kwola mo.

Maana: Nii vawole dento ‘a’ na zege mɛ botarebia banto wone to:

1. abam
2. kam
3. tega

Boboa maana yam ne, /a/ vawole dem zege botarebu wom boboa ne mo. Konto bere we /a/ sɔɔ kom wae ko bobo botarebu. Maana yalei tu wom ne de, /a/ sɔɔ kom wo botarebu wom tetare ne mo, konto de maa bere we /a/ sɔɔ kom wae ko zege botarebu tetare ne. Maana betɔ tu ne, /a/ mo ye sɔɔ kolo na kweeli botarebu wom to ye ko bere we /a/ wae o kweeli botarebu.

NB: *berena de laam woli maana na maɲe to da*

Berena yé taa lage se zenzamesa bam maama na ni wonnu kura tei to taa ye bedwe. Konto ɲwaane to ko maɲe se bereno ma berem chwo-de dwi dwi mo o zeini zenzamesa balo na ba ni wonnu kura lela to se ba de zamese ne ba dwonna bam tei.

Bereno kuri vawola sɔɔro dwi dwi de botarebia dwi dwi dedwarem na ba mae daane to se ko pa totoɲe dem yé taa tiini de ye mɔle de pae zenzamesa. Maana, sabu, waaro, kalanjwoo, didwonkwogo, goleyaare, pe, sambwori, tetɔgɔ, kom, popɔnɔ, di, kwei.

Zamesem Totoɲa

1. Vawola yanto de kɔnsonanta yanto yɔ tetere mo wae ya zege botarebu boboa ne Kasem taane dem ne: a/, /e/, /ɛ/, /i/, /o/, /ɔ/ and /u/, /b/, /d/, /f/, /g/, /m/, /j/ and /k/
2. Vawola yalo na wo baɲa ne to yɔ mo wó wane ya zege botarebu tetare ne?
3. Vawola de kɔnsonanta yalo na wo baɲa ne to, yɔ mo wae ya zege botarebu kwola ne?
4. Fɔge n ni botarebia bam na wo kuri ne to se n ta vawola yam de kɔnsonanta yam zega jei botarebia bam wone:
 - i. Tiga
 - ii. zo
 - iii. Kali

iv. Pwoori

v. sɛɛro

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:

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.

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

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:

Maana: amaa, lɔge, senye

Collaborative learning

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.

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

Wochɛro telo baɲa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni balei tu: Ywono Diinim

- Popone Kasem botarebia balei balei de vawola yanto kuri ne to se ko bere ya zega jei botarebu wone; boboa ne, tetare ne de kwola ne.
 - /a/:
 - /e/:
 - /ɛ/:
 - /ɔ/:

- e. /i/:
- f. /u/:

2. Bere vawola yalo na wo botarebia banto wone to zega jei.
 - a. Puga
 - b. nma
 - c. aluu
 - d. keeri
 - e. sem
 - f. bwe

NB: Teachers should give more examples in the language

Ka-faje-ka-ni beto tu: Ka-boje-ka-virigi

1. Mɔ Kasem botarebia barepe na jege vawola na wó wane ya zege botarebu boboa ne, tetare ne de kwola ne to n daare n ta kolo nwaane ye n pa leiri yam konto to.

Tayuu naa woyum 2: Kɔnsonanta Zega Jei

Kɔnsonanta zega jei

Kɔnsonante zega jei ye kɔnsonante dem na wo **mɛ botarebu wone to mo**. Kɔnsonanta yadwonna wo botarebia boboa ne mo, yayam maa wo tetare ne ye yadaara wo botarebia kwola ne.

Kɔnsonanta ná zege botarebu boboa ne, ba bwoi ko we boboa mo, de maa ná zege botarebu tetare ne, ba maa bwoi ko we **tetare mo** ye de ná zege botarebu kwola ne, ba bwoi ko we **kwola mo**.

Maana: Nii kɔnsonante dento ‘b’ na zege mɛ botarebia banto wone to:

1. bɔɔne
2. abam

Boboa maana yam ne, ‘b’ kɔnsonante dem zege botarebu wom boboa ne mo. Maana belei tu ne, ‘b’ kɔnsonante dem maa zege botarebu wom tetare ne. Konto nwaane, dé wó ta we ‘b’ kɔnsonante wae de zege botarebu boboa de tetare ne.

Zamesem Totoja

1. Bereno kuri kɔnsonanta sɔro dwi dwi de botarebia dwi dwi dedwarem na ba mae daane to se ko pa totoje dem yé taa tiini de ye mole de pae zenzamesa. Maana: busankana, dedeera, lanyerane, nankambaliu, kajambwoga, swa, bam, kateiri
2. Bwe kɔnsonanta yalo na wo botarebia bam wone baɲa ne to zega jei.
3. Ma kɔnsonanta yam yadwonna na wo baɲa botarebia bam ne to n mɔ botarebia n tetere ne n daare n ta ya zega jei.

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, ny, ch/ 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, **Kanchua, swooni, nyenyego, pempale, mumuna, dwoa, fuli**..... The consonants in the words provided are (k, s, f, n, ny, m, dw, g, ch, y, l, p)
- b. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- c. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

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

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

Wochɛro telo baɲa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni balei tu: Ywono Diinim

1. Popone Kasem botarebia bana bana na jege kɔnsonanta yam na wo kuri ne to botarebu boboa ne.
 - a. /b/:
 - b. /d/:
 - c. /f/:
 - d. /g/:
 - e. /h:/k:
 - b. /l/:
 - c. /m/:
 - d. /n/

Ka-faje-ka-ni balei tu:

1. Bere kɔnsonanta yalo na wo botarebia bam na wo kuri ne to zega jei; boboa ne, tetare ne de kwola ne.
 - a. Puga
 - b. nma
 - c. aluu
 - d. keeri
 - e. sem
 - f. bwɛ
 - g. tɔrɔ
 - h. sworo
 - i. jujugi

NB: Teachers are advised to use more examples in the language.

Ka-faje-ka-ni betɔ tu: Ka-boje-chekke

1. Popone Kasem botarebia fuga na jege konsonanta botarebia bam boboa ne, tetare ne de kwola ne to n daare n maɲe kolo ɲwaane n na pe leira yam konto to.

Section 1 Review

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

Additional Reading

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Lauren, T. (2019). Vowel phenomena of Guang languages. Master's thesis submitted to the faculty of graduate studies Trinity Western University
4. 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.
5. Snider, K. L. (1989c). The vowels of proto-Guang. *Journal of West African Languages* 19(2). 29–50.
6. Snider, K. L. (1990a). The consonants of proto-Guang. *The Journal of West African Languages* (12). 3–26.

POPWARE SELEI TU: NI TAANE DE BOBOŊA PŊOREM

Tayuu:

1. Ŋwaŋa
2. Taane de de Totoŋa

Tayu-balaŋa:

1. Ŋwaŋa / ŋwaŋa me na maŋe to
2. Tŋnŋ Garem
3. Pipiriteŋ

Learning Outcomes:

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

Content Standards:

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 4: Skimming

Week 5: Scanning

Week 6: Interpretation**SUMMARY OF PEDAGOGICAL EXEMPLARS**

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

ASSESSMENT SUMMARY

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

Wiiki 3

Zamesem Woyum:

1. *Le ta-kura n nuji lara yalo na maɲe to ne. Maana, nabaara kikia baɲa ne (negero, woywoɲo, ka-ni-taane kuri de yadwonna), tɔnɔ zamesem baɲa ne, ka-ɲɔ-bu-balwa kikia baɲa ne, tega kam, ywono kikia wonnu Ghana ne, sabu-seɲa koom, GESI etc.*
2. *Kwei lara yalo na maɲe to n ma-n bwe boboɲ-kura de tayum ya wone. Maana, nabaara kikia baɲa ne (negero, woywoɲo, ka-ni-taane kuri de yadwonna), tɔnɔ zamesem, ka-ɲɔ-bu-balwa, tega kam, ywono kikia wonnu Ghana ne, sabu-seɲa koom, GESI etc.*
3. *Ma ka-baane-ka-ni de ka-zuri yera-ka-ga ywono kom n na jege to n ma-n ga tapane n daare n leiri bwia yalo na saɲe to.*
4. *Ma wonnu telo na maɲe to n bwe ka-baane-ka-ni na ye kolo to (yia dolem, noa berem, botarebia naa tacheiɲa lwarem etc.)*
5. *Bwe pipiriteɔ ko ja ko tɔge de ka -cheigi keo, ka-ma kuri niiri ka-toɲe de ka-wane-ka-bwoɲi botarebia lanyerane, etc*

Tayuu naa Woyum 1: **Ka-bere Boboɲ-kura Poponem Labaare Wone**

Boboɲ-kura

Boboɲ-kuri ye woɲo kolo tetere chekke sensɔla kam na zege ko baɲa ne to mo. Ko ye poponno wom na de tayuu kom baɲa o pa labaare delo to mo, ye kuni dede ko wae ko tɛ taane jaja naa ko ta taane ko seigi. Konto mo jaane sensɔla kam labaare dem ko ke daane.

Se n wane n lware boboɲ-kuri delo na wo poponem labaare wone to, tɔge ne sento:

- Nii wɔ mo naa be taane mo poponem labaare dento tea: Poponem labaare dento tɛ nɔn-doa, nɔn -kɔgɔ naa woɲo kodwoɲi taane mo na?
- Bwei se n lware maɲa kalo woɲo kom na ke to: Labaare dem bere maɲa kalo woɲo kom na ke to na?
- Nii mɛ woɲo kom na ke to: Poponem labaare dem tage jeiga kam na? Bwei se n lware kolo ɲwaane woɲo kom na ke to: N lware kolo ɲwaane ye woɲo kom ke to na?
- Bwei se n lware tetei woɲo kom na ke to: Labaare dento bere chwo-dea naa natɔga na?

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

Zamesem totoɲa

1. Popone boboɲ-kura yatɔ yalo maama n na nea poponem labaare delo ba na pɛ-m ne to.
2. Maɲe boboɲ-kuri na ye kolo to n daare n bere boboɲ-kura yatɔ na wo poponem labaare delo ba na pɛ-m to ne.
3. Maɲe se ko veere jase boboɲ-kuri na ye kolo to, n daare n ye poponem labaare delo ba na pɛ-m to n le boboɲ-kura de wone.

Pedagogical Exemplars

Talk for Learning Think-pair-share:

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

Group work:

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

Individual work:

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

Wochɛero telo baɲa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni yiga tu: Ka-guli-ka-ta/ Gulim

1. Bwɛ boboɲ-kura na ye kolo to.
2. Ma n tete botarebia n ma-n maɲe boboɲ-kura na ye kolo to

Ka-faje-ka-ni belei tu: Ywono Diinim

1. Ga labaare kukua kanto kuri ne to n daare n ye de wone lanyerane n le boboɲ-kura yalo na wora to:

Ghana ye teo kolo na wo West Africa bube baɲa ne to mo ye ko na wo mɛ to ba bwola de logo baɲa mɛ tega zizigim fee naa tega zizigim fɔɔ na ke da maɲa maama to. Konto nam wo pɛ teo kom lu tega zizigim dwi maama wone. Tega zizigim fɔɔ deém tu Ghana ko yi begera ko choɲe wonnu, amaa tega zizigim fee ke maɲa maama. Tega zizigim delo na bobo de ke Ghana ne to ye 1615 bene dem wone mo. De choɲe Feili sem sane dem na wo Elmina ne ye ba bwoi de we Sao Jorge to, ye tega zizigim dedwoɲi de kea Axim ne 1636 bene dem ne. Tega zizigim fɔɔ kodwoɲi de kea ko choɲe Accra Kasele dem de ba kandwa di sem de maama 1862 bene dem ne.

Ka-faje-ka-ni batɔ tu

1. Ma boboɲ-kura yalo na wo poponem labaare delo na wo baɲa ne to n popone de n twoɲi. Woyum na wo taane dem ne to wae te mae te popone wodonno. Nmo na kuri kolo to, maɲe ko se ko veere.

Tayuu naa Woyum Belei Tu: Wonnu Bobwea Lara Wone

Lara

Nɔɔna na de labaare delo na popone de tiɲi naa ba na cheigi to baɲa ne ba maa bwɛ wonnu daane to .

Boboɲe

Ko ye woɲo na wo nɔɔno yuu ne naa bobwea yalo o na jege kikia yadwoɲi baɲa ne to mo.

Boboɲe Delo N Na Jege To

Ko ye nɔɔno na boɲe tei woɲo baɲa ne to mo se ko dae fefeo we ko ga ye chega mo. De ta wae de ye nikaana mo ywono tu na pɛ-m to.

N ná wora n bwe boboŋa naa bobŋe delo n na jege to lara wone, zenzamesa jege se ba:

- Cheigi lanyerane mo boboa kam ne
- Boŋe mo se ba daare ba ŋoone mo
- Kwaane se ba taa jege taane dem chega
- Ta wonnu telo ba na boŋe to se te poore, te yooore, ba daare ba ma maana ba bere.
- Ma taana yalo na jege ‘amo’ to ba maa toŋe

NB: *Á ná wora á bwe wonnu, á jege se á taa nege daane mo ne nɔɔno ná bere o boboŋa.*

Zamesem Totoŋa

1. Ta lara, boboŋa de boboŋa yalo n na jege to na ye kolo to
2. Ma n tetere botarebia n maŋe se ko veere boboŋa de boboŋa yalo n na jege to na ye kolo to n daare n bere boboŋa de boboŋa yalo n na jege to tapane naa lara wone.
3. Maŋe se ko veere chwei selo dé na tɔge da dé maa bwe boboŋa de boboŋa yalo n na jege to bobwea.
4. Cheigi lara keo n daare n zuri yera n ye ya lanyerane se n bere boboŋa de boboŋa yalo n na jege to ya baŋa ne.

Pedagogical Exemplars

Starter:

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

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

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

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

Talk for Learning

Think-pair-share:

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

Group work:

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

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

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

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.

Wocheero telo baŃa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni yiga tu: ka-guli-ka-ta/gulim

1. MaŃe lara, boboŃa de boboŃa yalo n na jege to se ko veere
2. Cheigi sensola n daare n bwe boboŃ-kura de boboŃa yalo n na jege to ka wone
3. Ma nyenyego n ma-n ta sensola kukua nu

Ka-faje-ka-ni Belei Tu: Ywono Diinim

1. Ko tóge de wonnu telo n zamese to, ta n boboŃa n bere n dwonna tayuu kolo na wo kuri ne to baŃa ne: *'Ko ye busankane/kaana feem totoŃe mo se ba taa saŃe wodi u ba pae diga kam tiina maŃa maama.'*

Berena wó wane ba pa tayum tedwonna na zege Rusia de Ukraine jara yam baŃa ne to, Gaza Jara yam, etc.

Ka-faje-ka-ni betó tu: Ka-boŃe-ka-virigi

1. MaŃe na á boboŃa na ye tei to daane á ni ko tóge de tayum telo ba na pe abam to na se á laam se kolo na maŃe to.

Wiiki 4

Zamesem Woyum: *Ma ywono kolo n na jega ka-baane-ka-ni de ka-zuri yera-ka-ga baŋa ne to n woli n tetere ye n ma n sɔre ŋwea chana*

Tayuu naa Woyum: **Ka-baane ka-nii**

Ka-baane ka-nii:

Ka-baane ka-nii ye se-n dole n yia mo se n weeni n ni poponem labaare dem na tɛ kolo chekke to. Konto mo pae dɛ nae woyum tedwonna poponem labaare dem wone to.

Ka-baane ka-nii: ye se n ga lela lela mo se n weeni n na wonnu telo na jega ŋwaane de to labaare wone.

Ka-wuuri-ka-nii: Konto ye n na wó da yiga n na woŋo n daare se nɔn-kɔgɔ laam na ko naa se ko laam nuŋi pwooni to. Ka-wuuri-ka-nii woli se n na taane dem na tɛ kolo to mo dedaane de yedaa na nye tei to.

Ka-ga labaare kukuanu: Konto ye labaare garem gareno na ke kukuanu to.

Ka-jwoori-ka-fɔge-ka-ga: Konto woli mo se n guli kolo n na maŋe n zuri yera n ga *kolo* to. Konto te n na wó fɔge n ga woŋo se-n wane n ke leira ko baŋa ne tei to mo.

Zamesem Totoŋa

1. Ma n tete botarebia n maŋe botebu-yum tem se ko veere.
2. Baane n nii yiga popware setɔ selo na wolabaare delo ba na pɛ-m to wone se n daare n le botarebu-yum tetɔ n tiŋi.
3. Ma botarebu-yum tem n mɔ tapun-zwaro se te tɔge de labaare dem tayuu kom.
4. Maŋe yiga popware setɔ selo na wo labaare dem wone to seina kukuanu.

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.*

Wochɛero telo baɗa ne dɛ na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni yiga tu: ka-guli-ka-ta labaare/ gulim

1. Bwɛ ka-baane ka-nii chwo-dɛ sem

Ka-faje-ka-ni: Ywono Diinim

1. Ma ka-baane ka-nii chwo-dɛ ywono kolo n na jege to n beeri labaare delo na wo poponem labaare kukua wone to
2. Baane n nii poponem labaare na jege botarebia bia yana to se n daare n ma ywono kolo n na jege ka-baane ka-nii baɗa ne to n ta poponem labaare dem na tɛ kolo to kukuanu.
3. Zuri n yera n yɛ poponem labaare dem n daare n le botarebu-kura balo na wo de wone to. Ma botarebu-kura bam n mɔ tapun-zwaro na zege poponem labaare dem tayuu kom baɗa ne to.

Wiiki 5

Zamesem Woyum: *Ma garem chwo-de sem n bwe ka-zuri yera-ka-ga na ye kolo to (maana, yia dolem, noa berem, botarebia naa tacheiŋa lwarem)*

Tayuu naa Woyum: **Ka-zuri yera-ka-ga**

Ka-Zuri Yera-Ka-Ga Maŋem

Ka-zuri yera-ka-ga ye se-n zuri n yera mo n ke garem se-n beeri woyum poponem labaare dem wone amaa n ba-n ga woŋo maama. Se n wane n ga meme se ko da chwoŋa to, n jege se-n ta-n yei poponem labaare dem yedaa kam na ye tei to mo n daare n ni kolo kom n na gage to kuri se n wane n na kolo tetere chekke n na lage poponem labaare dem wone to. Ka-zuri yera-ka-ga woli mo se n ni wonnu kura chekke n daare n na labaara yadwonna ko nuŋi poponem labaare dem wone lela.

Ka-ga mɛɛmɛ woli nɔɔno mo se o wane o ga wonnu dedɛ ye ko ta pae o swoi garem. Ko jege se n ta-n yei kolo ŋwaane n na wora n gare meme to mo. Ta-n yei n yuu ne kolo tete chekke n na beeri to; ko ye tɔnɔ tayuu mo naa, ntenete baŋa wonnu mo naa, labaare dedwoŋi mo naa, botarebu naa tacheiŋi dedwoŋi mo naa sensola kadwoŋi n na lage se n ga to mo etc

Ko ta lamma se n beeri labaare wonnu telo na maŋe to; kwaane n ni kolo n na wora n gare to jege kolo n na lage to na se n daare n beeri tɔn-zwa yalo na jege labaare dem konto to.

N jege se n ta-n yei poponem labaare dem yedaa na ye tei to mo. Labaare dem wó wane de tigisi ko tɔge daane de dwoa, tayum, garem dem na bere swa yalo to, ye nɔmbaaro de poponem nyenyero de wae te mae te tigisa.

Maŋa kalo na maŋe se zenzamesa Ka-zuri yera-ka-ga to

- i. Zuri yera n dole n yi labaare dem wone se n daare n laam bobo garem.
- ii. Zuri yera n ga se n daare n nii bwia yam dedɛ mɛɛmɛ se n laam nii yɔ mo n wó wane n leiri lanyerane.
- iii. N ná wora n beeri labaare dedwoŋi nenɛene, chana da, botarebu-kura etc

N na wó ke tei n zuri yera n ga mɛɛmɛ to

N ná gage poponem labaare n na woyum telo de na jege to n daare n na de na pɔɔre tei to,

- i. Bobo n ga poponem labaaredem se kom ko tɔge de n na wó ta-n dole n yia (de noa berem) lela lela ko baŋa ne tei to.
- ii. N ná ne labaare dem, botarebu naa tacheiŋi dem n na beeri to, zuri yera n ga botarebu wom na zege o twe balo to lanyerane.
- iii. N ná ne labaare delo na jege ŋwaane to, n jege se n zuri yera mo n fɔge n ga de lanyerane

Zamesem Totoŋa

1. Maŋe wonnu tento seina:
 - a. Ka-wuuri-ka-nii
 - b. Ka-jwoori-ka-fɔge-ka-ga
 - c. Ka-ga labaare kukuanu
2. Ga poponem labaare delo ba na pɛ-m to se n daare n popone labaare taana na wo muri yato to de wone

3. Ma ywono kolo n na jega ka-baane-ka-nii de ka-zuri-yera ka-ga baɲa ne to n beeri labaare woɲo kom na tɛ kolo taane to de woyum tedwonna ko wone.
4. Yɛ poponem labaare dem lanyerane n daare n le botarebu-yum dem n ma-n mɔ tapun-mɔlo de tapun-zɔgɔ dedoa dedoa. Ma ka-zuri-yera ka-ga ywono kom n ga poponem labaare dem mɛmɛ.

Pedagogical Exemplars

Problem-based learning Whole class:

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

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

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

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

Individual work:

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

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

Wochɛero telo baɲa ne dɛ na wó ke ka-faɲe-ka-ni to

Ka-faɲe-ka-ni Yiga Tu: Taane Gulim

1. Maɲe ka-zuri-yera ga mɛmɛ chwo-dɛ na wo muri yalei to

Ka-faɲe-ka-ni Belei Tu: Ywono Diinim

2. Ka-ga mɛmɛ chwo-dɛ sem wó ke tɛ mo se woli-m se n na labaara yadwonna tapane wone?

Ka-faɲe-ka-ni Betɔ Tu: Ka-boɲe-ka-virigi

3. Zane ka-zuri-yera-ka-ga chwo-dɛ sem wola de se chɔgem.

Wiiki 6

Zamesem Woyum: *Bwe pipirteᵓ bobwea ko tᵓge de n na wó ta-n cheigi keo n daare n bwoi botarebia lanyerane tei to.*

Tayuu naa Woyum: **Pipirteᵓ**

Taane Pipirim

Konto ye chwoᵓa kalo n na wó tᵓge da n maᵓe woᵓo kuri se ko veere to mo. Ko nam ta ye chwoᵓa na mae ka tᵓ taane pa de lamma to mo.

Kolo n na nigi to poponem (Encoding): Ko ye chwoᵓa mo nᵓᵓno na tᵓge da o maa pipiri taane se de da laᵓa kadwoᵓi ne se de yi nᵓᵓno wodwoᵓi to.

Botarebia beeri (Decoding): Konto ye chwoᵓa mo ba na tᵓge da ba maa pipiri taane se de taa jege kuri. Konto wó pa se cheiginu ni taane dem kuri ye o de wane o tole de.

Se n ke pipirteᵓ to:

1. Cheigi keo
2. N jege se n ta-n wae n ᵓᵓᵓne taane yam maama yalei mo lanyerane
3. Kwaane se taane delo n na wora n pipiri to kuri yé leiri
4. Ta-n tᵓge lara yam na ye tei to

Zamesem Totoᵓa

1. Maᵓe se ko veere pipirteᵓ na ye kolo to
2. Maᵓe woyum telo na wo pipirteᵓ totoᵓe ne to
3. Pipiri taane delo na popone de tiᵓi naa ᵓwaᵓa kalo na wo kasete baᵓa ne ye de jege botarebia bi de finnu se ko taa vei bia yatᵓ to

Pedagogical Exemplars

Initiating Talk for Learning Whole class:

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

Group work/collaborative learning

1. Pair work:

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

2. Whole class:

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

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 skillful manner through individual support or more challenging independent work.

Wochæero telo baŋa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni Yiga Tu: ka-guli-ka-ta / Gulim

1. Nmo ni pipir-te kuri tet mo?
2. Bwæ wonnu telo na wola pa dé wae dé ke pipirteɔ to bobwea
3. Maŋe se ko veere wonnu telo n na jege se n ta-n yei pipirteɔ keim maŋa ne to.

Ka-faje-ka-ni Belei Tu: Ywono Diinim

1. Cheigi kasete baŋa ŋwaŋa naa ga taane na popone de tiŋi to se n pipiri de.

Section 2 Review

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

Additional Reading

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

POPWARE SETO TU: **BOTAREBIA DE BA TOTOŊA** **TAPUNI WONE**

Tayuu: **Taane de de Totoŋa**

Tayu-balaja: Botarebia De Ba Totoŋa Tapuni Wone

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

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Wiiki 7

Zamesem woyum: *Pɔɔre yera n zege dwoa dwoa (maana, yere kachege, yere maɲe, yere badwio, yere dale etc.)*

Tayuu naa Woyum: **Yera de ya dwoa**

Yere

Botarebu wolo dé na mae dé bwoi nabiina, vara, jei, boboŋa naa wonnu to.

Yera Dwoa

Yere kachege ye nɔɔno yere, jeiga yere, teo yere, naa woŋo yere mo ye de nam meene woŋo mo de bwoi. Botarebu wolo na yere to boboa poponem nyenyego kom yeini ko ye kamunu mo botarebu wom na maɲe o zege tapuni wone me maama de. Nɔɔna yera maana (maana: Wɛmochege, Amaɲededam, Kawɛ, Awea, etc.); jei yera (maana: Paga, Puɲu, Nogesenea, Kajeilo, etc.); chane yera (maana: Bendoore, Gungun-fugu, Lon-wea, Pare, Birinyɔne, etc.); totoŋa jei yera (maana: Paga SHS, Navɔɔ Asigiti, Kajeilo Yaga, Naara Rural Bank, Nabiina Wureidio, etc.); bwi yera (Kɔŋo Dambuga, Kalebwa Dambuga, Puɲu Dambuga, Yusi Dambuga, Tono Dambuga, etc.); da yalo na wo wiiki wone to yera (maana: Totoŋa bobo, Totoŋa da-yalei, Totoŋa da-yato, Wɛ de, etc.)

Yere maɲe ye yere mo na mae de bwoi wonnu dede na ye dwi dedoa to. Yere maɲe ba meene woŋo dedoa yerane ko bwoi. De mae de bwoi nenɛene, bu, kukura, tio, baaro, kaane, natera, sisein-nɔɔno, boŋo, sunuga, sɔŋo, lɔɔre, etc. Poponem nyenyego kamunu ba bobo yere dento dwonji ko ná dae we de wo tapuni boboa ne yerane mo ko wae konto ko ke. Ya yeini ya vei de yereberena naa yereseina mo kuni dede.

Yere badwio ye wonnu telo dé na ba nae dedaane yia naa dé dwei to mo, se dé zaa yei we te wora. Maana: wopwolo, chega, teene, swono, bane, chane, vio, etc.

Yere dala ye yer- dwoa yalo na te wo-dala taane to mo. Ya ye wonnu telo na nae dedaane yia, dé wae dé dwei te, dé ni te ŋwa, dé ni te lwoni, naa dé wae te dé laɲe to mo.

Zamesem Totoŋa

1. Maɲe yere na ye kolo to n daare n pa maana yanu.
2. Maɲe se ko veere jase yera dwoa yana n daare n pa maana se ko yé muri fuga.
3. Pɔɔre yera yanto kuri ne to n pa yere kachege, yere maɲe, yere badwio de yere dale
 - a. bereno
 - b. teibole
 - c. swono
 - d. kabwom
 - e. Adoa
 - f. Wopwolo
 - g. Nisɛɛm
 - h. Yutuɲu
 - i. Vio
 - j. kandwe
4. Ta kolo ŋwaane ye n pɔɔre yera yam n ke me n na ke da to

Pedagogical Exemplars

Problem- Based learning

Group work:

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

Group work/collaborative learning

Whole class activity:

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

Group work:

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

Pair work:

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

Whole class:

1. Learners share sentences with the class for discussion.

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

Wochæero telo baja ne dé wó ke ka-faje ka-ni to

Ka-fae-ka-ni balei tu: Ywono diinim

1. Maŋe se ko veere yere na ye kolo to n daare n pa de maana.
2. Ga labaare dem kuri ne to se n daare n popone yera yalo na wora to n tiŋi.

Venverenna bam batɔ kwaane mo ba duri pa ba wo jaane ba, ba de polese tiina bam jaŋa kam kwaga ne. Daa kam nɔɔna lware balo balei ba na sɔge to, ba yera mo ye Jato de Christopher. Ba ye balo na tɔge ba wo venverenna badwonna wone mo ba vere nɔɔna wea de tete maama.

Ba batɔ bam nam daa wo ne yu-ywoŋo de dem konto, polese tiina bam na nigi seswea tomo duri ba gilimi ba gwoŋo tega ne ba yeindei na toŋe ba totoŋe dem ba maa jwoori maŋa kalo to. Ba na lage ba che ba wo-fanno maŋa kalo to mo polese tiina bam gilimi ba. Ba pe ba pwæero tem de jara zola yadwonna ba na jege to.

Ba na jaane ba to, labaare dem jage mo ne vio we mini pa se nɔn-kɔgɔ duri ko yi vuvuga kam jei sem se ba na ba venverem-bembe sem ba na kukuli ba ja ba vo ba ke polese tiina lɔɔre ne ba jege ba vei polese seteesa.

Ko ná maŋe ko dae balo na ne yaara keim balwaaro tem ŋwaane yerane, balo bam yaa na jwoŋi kwora venverenna bam tei ne we ba beene to wo maa pwoli beŋwaane foone delo yaa na wo kateiri dem ne to daa tera.

- a. Pɔɔre yera yam n zege ya dwoa yam ne; yere kachega, yere maŋe, yere dale de yere badwio kuri ne.
- b. Kwei yere maŋa yam n ne to yanu n ma n mɔ tapum-mwalo tenu.

Wiiki 8

Zamesem Woyum: *Pɔɔre yereseina n zege dwoa dwoa (maana, yereseina na bere yera to, yereseina na mae ya maŋe woŋo dagem to, yereseina na mae ya maŋe yera yedaa to)*

Tayuu naa Woyum: **Ka-pɔɔre yereseina ka-zege dwoa dwoa**

Yereseini

De ye botarebu mo na seini yere naa yereleirinu se ko bere yere dem konto na nye tei chekke to taane wone. Dé wae dé mae dé maŋe woŋo naa nɔɔno memaŋa naa de maa yeiri wonnu mo daane. Maana mo ye, A lage wo-**laaro** mo. Bu wom ye **memena** mo ye o **dwara**. Kanuga **warema** o **dwoi** o nyaane wom.

Banto ye botarebia balo na mae ba bere woŋo chekke to mo. Maŋa kanto ne, yereberena balo na woli yere berem to mo yeini ba mae ba toŋa. Banto mo bere taamkugu wolo na ke keim naa taanjwoŋinu wolo na jwoŋi keim tapuni wone to. Maana mo ye, banto, wonto, konto, dento, sento, tento, kanto, de yanto, selo, telo, balo, kalo, kolo, yalo, wolo, de delo

Yereseina na mae ya maŋe woŋo dagem: Ya ye botarebia balo na mae nɔmbaa, woŋo maŋem, naa boŋa ya maa maŋe yere seina to mo. Maana mo ye, balaŋa, dede, Zamzam, balei, fuga, etc.

Yereseina na mae ya maŋe yera yedaa to. Maana mo ye, kamunu, tegetege, dwoŋo, doŋo, muri, etc.

Zamesm totoŋa

1. Bwe yereseini na toŋe kolo to.
2. Maŋe se ko veere yereseini dwoa yam na ye tei to.
3. Bwe n daare n kuri yereseina yam kuri ne to n ke dwoa yanto kuri ne; yereberena, yereseina yereseina mae ya maŋe woŋo dagem to, yereseina na mae ya maŋe yera yedaa to. Gurupa yam ta kolo ŋwaane ba na kwei keirseina yam ba ke dwoa yam konto kuri ne to.
 - i. lane
 - ii. dedɔɔ
 - iii. ywoani
 - iv. balɔɔ
 - v. chichworo
 - vi. som-mum
 - vii. muru
 - viii. saa-nyoa
 - ix. kora
 - x. tento
 - xi. balo
 - xii. batɔ
 - xiii. tedwonna

Pedagogical Exemplars

Group work/collaborative learning:

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

Collaborative learning

1. Pair work:

- a. Zenzamesa wó ga labaare dem kuri ne to se ba kuri de wo yere-seina yam.
Ko na daare fee se chebeo laare beto tu zezeŋa kam konto to, de nɔɔno maama Zaane kateiri dem ne nuŋi se ba jeeri ba pe wom. Pa-diga kam nɔɔna bam zo gar-pwonnu mo. Ba maa vo wo-pwonnu ba yum ne ye ba vei naper-gwoa.
Ba jeeri se ba zuli ba pe wom mo. Ba nigi we bena na ke to, pe wolo na wora leile to nabaare wom deém ke wo-laaro mo o maa zeini kateiri dem nɔn-bia bam. O jaane Zeina o ba o pa valo dwi maama ko maŋe de wea dedoa mini na zwe kateiri dem maama pa kana duri ka zo kateiri dem to. Kana zo soŋo ko ni twoo ye ka pa nɔɔna ji nabwona ye ba teena ti.
Ko deem ye nabaare wom konto mo jaane wodi-fɔrɔ o nuŋi o kara na twe kateiri dedwoŋi na twe da to o baa pa nɔɔna bam pa ba di. Nɔn-bia bam kuri-o pa-o ji ba pe se ba maa bere ba swono mo. Bene maama ba jɔɔne-o mo se ko taa guli o wo-laaro telo maama o ke to.
- b. Pɔɔre yere-seina yalo n ne to n ke dwoa yanto kuri ne; yere-seina na bere yera to, yere-seina na mae ya maŋe woŋo dagem to, yere-seina na mae ya maŋe yera yedaa to
- c. Kwei yere-seina yam n ma-n mo tapum-mwallo.

2. Whole class:

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

Wochero telo baŋa ne dé wó ke ka-faŋe ka-ni to

Ka-faŋe-ka-ni yiga tu: ka-guli ka-ta/ labaare gulim

1. Ma n tetere botarebia n ta kukuanu keinseina na ye kolo to n daare n pa keinseina maana na wo muri fuga.

Ka-faŋe -ka-ni Belei Tu: Ywono diinim

1. Ga labaare dem kuri ne to se n daare n popone yere-seina yalo maama na wo de wone to n tiŋi.
Venverenna bam batɔ kwaane mo ba duri pa ba wo jaane ba, ba de polese tiina bam jaŋa kam waga ne. Daa kam nɔɔna lware balo balei ba na soŋe to, ba yera mo ye Jato de Christopher.
Ba ye balo na toŋe ba wo venverenna badwonna wone mo ba vere nɔɔna wea de tete maama.
Ba batɔ bam nam daa wo ne yu-ywoŋo de dem konto, polese tiina bam na nigi seswea tomo duri ba gilimi ba gwoŋo tega ne ba yeindei na toŋe ba totoŋe dem ba maa jwoori maŋa kalo to. Ba na lage ba che ba wo-fanno maŋa kalo to mo polese tiina bam gilimi ba. Ba pe ba pweero tem de jara zola yadwonna ba na jege to.
Ba na jaane ba to, labaare dem jage mo ne vio we mini pa se nɔn-kɔŋɔ duri ko yi vuvuga kam jei sem se ba na ba venverem-bembe sem ba na kukuli ba ja ba vo ba ke polese tiina lɔɔre ne ba jege ba vei polese seteesa.

Ko ná maŋe ko dae balo na ne yaara keim balwaaro tem ŋwaane to yerane, balo bam yaa na jwoŋi kwora venverenna bam tei ne we ba beene to wo maa pwoli beŋwaane foone delo yaa na wo kateiri dem ne to daa tera.

- a. Pɔɔre yereseina yalo n na ne to n ke dwoa yanto kuri ne; yereseina na bere yera to, yereseinana mae ya maŋe woŋo dagem to, yereseina na mae ya maŋe yera yedaa to.
- b. Kwei se ko yé muri maana yanu yereseini dwoa yam dedoa dedoa baŋa ne n ma n mo tapum-zwaro.

Wiiki 9

Zamesem Woyum:

1. Pɔɔre keimbotarebia bam n ke pwoa yanto wone, Keinjwoŋinu keimbotarebu, keimbotarebu na ba vei de Keinjwoŋinu de, Keinjwoŋina balei keimbotarebu
2. Pɔɔre keinseina n zege ya dwoa yam ne (maana, tate jeiga, maŋa, ko na mae tei).

Tayuu naa Woyum: Keimbotarebia Pɔɔrem

Keimbotarebu

Botarebu naa tacheinji na mae de bere kikia, ko na ye ko nak e tei to/tei nɔɔno yera ne, naa kolo na ke to. Keimbotarebu wo tapuni wone daa kalo na bere kikia to mo. Maana: sa, di, popone, se-(n) ta-(n) jege wopwolo, se-(n) ta-(n) boŋa, se-(n) ta-(n) jege swono, se ko ke, se-(n) bere etc. keimbotarebia pɔɔre kuni bele mo, Keinjwoŋinu keimbotarebia de keimbotarebia na ba vei de Keinjwoŋinu to.

Keinjwoŋinu keimbotarebu ye keimbotarebu wolo kikia na dwei woŋo to mo. Maana: se (n) di, se (n) popone, se (n) nege, se (n) leeni, se (n) ware, se (n) tuuri, se (n) jene

- a. Achana **di** wodiu. (keimbotarebu wom ‘**di**’ dwei wodiu [Keinjwoŋinu] mo)
- b. O **jene** sabu.
- c. O **popone** tɔnɔ

Keimbotarebu na ba vei de Keinjwoŋinu to ye keimbotarebu wolo kikia na ba dwei nɔɔno naa woŋo to mo. Maana se (n) ba, se (n) pɔ, se (n) yei, se (n) keeri, se (n) mɔne .

- a. Bu-seseŋa kam wora ka bera lanyerane.
- b. Katega ke yaga wea ne mo.
- c. Ba tu sɔŋɔ.
- d. Ba tua.

Keinjwoŋina yalei keimbotarebu ye keimbotarebu wolo na kwei Keinjwoŋina yalei to mo. Taane jwoinu wom yeini o ye kikia yam na yɔɔre kolo ya dwei to mo naa ya na tɔge woŋo baŋa se ya laam dwei kolo tapuni wone to mo. O ta wae o ye kikia yam tetere na dwei kolo to naa kolo na seini Keinjwoŋinu to. Keinjwoŋina yalei keimbotarebu maana mo ye se (n) pa, se (n) di, se (n) ke, se (n) lwoori etc. Tapuna na jege Keinjwoŋina yalei keimbotarebu to maana:

- a. O nu mo pɛ-o **totoŋa**.
- b. Pa **ne tɔnɔ kom**.
- c. Ba vere **amo natera yam**.

Zamesem totoŋa

1. Bwɛ keimbotarebu na ye kolo to
2. Maŋe se ko veere keimbotarebia dwoa bam na ye balo to.
3. Bwɛ se n daare n pɔɔre keimbotarebia bam na wo kuri ne to n zege se ko bere balo na ye Keinjwoŋinu keimbotarebia, keimbotarebia na ba vei, de Keinjwoŋinu de Keinjwoŋina yalei keimbotarebia
 - a. nege

- b. mone
- c. yeigi
- d. leeni
- e. ga
- f. sa
- g. vei
- h. kwere
- i. lo
- j. yigi

4. Ga na á totoŋa yam a bere kelase dem se á daare á maŋe se ko veere kolo ŋwaane ye á pɔre keimbotarebia bam á zege pwoa yam konto ne to.

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

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

Collaborative learning

1. Pair work:

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

Ko na wó kwei-m maŋa kalo se n ye n be bu-tola kam to wo gaale mitaaro finnu, amaa a nam ya wó taa lage se a ma mitaaro finnto naa kolo na dwoi konto to mo a maa ye a tɔge na-luŋa kom wo a ke.

A ni dwaane we nyenno wo jei sem ne.

A ná ti a yiga se a zo bu-tola kam wo to, a maa ma a yeila a ja a peɔ kom, a maa lwoori we ye a tu na-pompɔɔ kom wo. A ye ne zenzameso mo tei. Na-ŋona kam ba damma, ko maa pa se na bam de ye fii. A yera maa sae de foone, ye ko nye de a ye se a ye na bam memɛ mo to.

A na yi buga kam tetare to, ko pɔpɔ ko ke ne buga kam ba luna mo tei, ko maa pa se a nyɔɔne mage de bubur-be. A ya boŋe we ko ye nyenɔ mo, ko pe se peɔ kom zege a ni ne ko to na bam wone, a boboŋa na vugimi to ŋwaane.

- b. *A ta maa na ye mitaaro fee to, mo a daa zo na-luŋa wo. Se a lware to de a yi bu-ni dedwoŋi, a maa ke lela a vo bube baŋa, ko maama guri amaa a jei a pɔ-doa kam.*
- c. Pɔre keimbotarebia bam n zege pwoa yanto ne, Keinjwoŋinu keimbotarebu, keimbotarebu na ba vei de Keinjwoŋinu de Keinjwoŋina yalei keimbotarebu.
- d. Ma keimbotarebia bam n na le to n ma-n mɔ tapuna.
- e. Ga n leira yam n bere kelase dem se á bwe ya bobwea.

Wochæero telo baŋa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni Yiga Tu: ka-guli-ka-ta / Gulim

1. Maŋe se ko veere keimbotarebia na ye wonnu telo to n daare n ta ba dwoa yam.
2. Maŋe dwoa yalo n na pɛ baŋa ne to seina se ko veere.
3. Pa dwoa yam dedoa dedoa maana yanu yanu

Ka-faje-ka-ni Belei Tu: Ywono Diinim

1. Kwei se ko yé muri maana dedoa dwoa yam maama wone n ma-n mɔ tapum-mwallo.
2. Kwei maana yalei yalo maama n na lage to dwoa yam maama wone n ma-n mɔ tapuni zwaro.
3. Kwei botarebia bia finnu tapane na jege tayum tento, nabaara kikio (kwia, ka-nege-ka-tete etc), STEM, mina ywono yiga veija, GESI etc. ga tapane dem n daare n le keimbotarebia finnlei de wone.

Ka-faje-ka-ni Bena Tu: ka-boŋe-ka-yalese

1. Maŋe keimbotarebia bam na ke kolo tapane dem wone to (se ko weeni ko ke? kwoora? wɔɔ? etc.)

Tayuu naa woyum: Keimseini Pɔrem

Keimseini

Dento ye botarebu naa tacheiŋi na seini keim to mo se dé lware keim dem na ke tei/tate naa mɛ/jeiga naa maŋa kalo de na ke to mo. De nam ta wae de seini keimseini de. Maana: lanyerane, lela, chemm, yeim, zezeŋa. Keimseina maana tapuna wone:

- a. Jaweeno wom di lanyerane.
- b. Kwara vei lelalela mo.
- c. Yeim mo bu wom maa vei?

Keimseina dwoa yadwonna: tate, mɛ/jeiga, maŋa/titwontono, *keim dagem*, *kolo ŋwaane*,

Tate keimseini dem ye delo na tɛ kikia na ke tei to taane mo naa ko woli pa dé lware keim dem ke tate mo. Maana, baŋa baŋa, mɛmɛ, lelalela, lela, etc.

Jeiga keimseini bere mɛ kikio na ke to mo. Maana, yeim, ywo, daa ne, soŋo ne, Ghana ne, da, tei ne, na wone, yaga ne, etc.

Maŋa/titwontono keimseini bere maŋa kalo keim dem na ke to mo/ naa keim dem na ke de daŋe daane naa titwono tei to. Maana, zem, diim, jwa ne, leile, ko wo daane, bene maama, de de, maŋa de maŋa, ko tabe, ko wo tabe, maŋa maama, etc.

Kolo ŋwaane keimseini tole boboŋe delo na tei ye keim ke to mo naa kolo na pɛ keim dem ke to mo. Maana: kolo ŋwaane, konto ŋwaane, beŋwaane, tento ŋwaane, sento ŋwaane, wolo/balo ŋwaane, seise, se, etc.

Keim dagem keimseini tɛ keim dem na ke ye de mae tei to taane mo. Maana mo ye, tiini ko daga, muri, tegetege, mila, balɔɔ, zanzam, mu, kagileigi, fee, dede, etc.

Zamesem totoĀa

1. Maġe keinseina na ye kolo to n daare n pa ya dwoa yam.
2. Maġe keimseini dwoa na ye yalo to se ko veere n daare n pa maana yanu yanu dwoa yam dedoa dedoa baġa ne.
3. Kwei maana yalo n pē baġa ne to yalei yalei n nuġi dwoa yam dedoa dedoa wone ne n ma n mō tapun-mwallo.
4. Pōre keinseini yam kuri ne to n ke dwoa yalo n zamese to kuri ne n daare n ta kolo ġwaane n na pōre ya konto to.
 - i. lelalela
 - ii. lanyerane
 - iii. mæmæ
 - iv. diim
 - v. ko wo tabe
 - vi. ko tabe
 - vii. bene maama
 - viii. ywam
 - ix. ko ke jeġa
 - x. Ko ja ko gaale
 - xi. wiiki na ke to
 - xii. da yagera na ke

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

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

Collaborative learning**1. Pair work:**

- a. In mixed gender or ability pairs, learners form sentences with the adverbs they identified and present their sentences to the whole class.
- b. Based on the sentences presented, learners group the adverbs into types: place, manner, frequency, reason/purpose, time etc.

In mixed-gender/mixed-ability groups, learners read a text of about two hundred words and identify the adverbs in it.

- d. Learners classify the adverbs identified under place, manner, frequency, reason/purpose, time etc.

- e. Use the adverbs identified to form sentences.
- f. Present the responses to the rest of the class for discussion.

Wochɛero telo baŋa ne dé na wó ke ka-faje-ka-ni to

Ka-faje-ka-ni Yiga Tu: ka-guli-ka-ta / Gulim

1. Maŋe se ko veere keirseina na ye kolo to n daare n pa ya dwoa ya.
2. Maŋe dwoa yalo n na pɛ baŋa ne to seina se ko veere n daare n pa maana

Ka-faje-ka-ni belei Tu: Ywono Diinim

- a. Ga tapane dem kuri ne to se n daare n beeri keirseina yam de wone.

Nɔɔna boboŋa laam zo ka-bere varem de kɔɔ chekke teo konto sikuula ne. Sikuuli bia badwonna ke tɔɔ ba vo yiga varem de kɔɔ baŋa ne ye babam de ke varem de kɔɔ totoŋe dem maŋa kalo ba na ti sekɔndere sikuuli to. Dé ya jege teena we tɔn-yeena dede na tɔge ba zo varem wone ye banto wae ba gare ba ni wonnu kura lanyerane to, ba laam ya wó ja varem chwoɛ-doora ba zo totoŋe dem wone. Konto mo wó pa se wodiu varem puli.

Gɔmente dem na ke lelagem delo maama varem de kɔɔ totoŋe dem baŋa ne to ye se de zeini varem de kɔɔ totoŋe dem mo se de vo yiga. Nɔɔna balo na ni chɔɔ varem de kɔɔ totoŋe dem wone to zamese mo se ba lware vala na jege chana yalo Ghana ne to. Banto laam maa yeini ba ta de varem de kɔɔ tontoŋena bam ywono kolo ba na ne to se banto de daa bwe ywono kom konto de vala bam. Varem de kɔɔ tontoŋena bam de wó cheigi daanem delo vala bam na jege to ye ba de laam ja ba yi nɔɔna balo na ni chɔɔ varem de kɔɔ totoŋe dem wone to.

Se vala wane ba taa vare dede to, banka laam mo wora ya zeini vala de sabia se ko woli se ba va dede ye ba laam wó jwoori ba ŋwe sabia yam de nyɔɔre fee. Ba nam ta ŋɔɔne de vala pa se ba ke tigusina yalo na ke leɔ na wó zeini ba varem dem to.

- b. Kwei keirseina yam n na le to n pɔɔre n zege se ko bere keirseina na bere maŋa, tate, titwontono, kolo ŋwaane, keim dagem.
- c. Kwei keirseina yanu yalo n na lage to dwoa yadwonna wone n ma-n mɔ tapun-zwaro

Section 3 Review

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

Additional Reading

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POPWARE SENA TU: **POPONEM WADE**

Tayuu: **Taane de de Totoŋa**

Tayu-balaŋa: Kasem Taane poponem Wade

Berem Teena: *Ma poponem wade selo na wo Kasem taane dem ne to n mɔ tapuna na jege kuri to.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Wiiki 10

Zamesem Woyum: *Mɔ tapuna se ya tɔge yere de yereleirinu poponem wade sem*

Tayum naa Wo-yum: **Ka-ma Yere de Yereleirinu Ka-mɔ Tapuna**

Yere

Yere ye botarebu wolo dé na mae dé bwoi nabiina, vara, jei, boboŋa naa wonnu to mo. Dé jege se dé taa yei we tapuni wae de jege de dwoi yere dedoa de wone. Yere mo dé mae dé lware wonnu tedwonna da wone; dé mae dé pɔɔre wonnu daane. Yere wae de vei de yerebereno ye de ta bere dedoa de kɔgɔ de. Yere dem wae de ye keiru naa taamkugu tapuni wone. Maana: bu, Kadaa,yaga, sikuuli, saŋem, twanno, jeiro, etc.

Yereleirinu

Yereleiru ye botarebu mo na mae o leiri yere naa yere tacheiŋi yuu ne taane wone se yere dem daa yé taa tiini de bwoi taane dem ne. Nenɛɛne: amo, nmo, debam, banto, o, á, dé, etc.

Wade

Teachers should note that in most Ghanaian languages, there are no pronouns that mark gender. This must be made known to learners.

1. Wade selo dé na tɔga da dé mae yera dé mɔɔne tapuna to ba toŋe bedwe taane maama wone. Kuni dede:
 - a. Yere mo toŋe taamkugu totoŋa: **Tio** kom toa.
 - b. Yere ta wae de toŋe taangurinu totoŋa: bu wom di **wodiu** kom.
 - c. Yere ta wae de toŋe yereseini totoŋe de seini yere dem: **Sikuuli** bu tu sikuuli lela, **sɔŋɔ** tu wom mo zeili ne
 - d. O ta ye botarebu-yuu yere tacheiŋi wone: **sunu**-lea, **busankana** kam

Teachers should add on to the rules above as they pertain to the language

2. Wade selo dé na tɔge da dé mae yerleirina dé mɔɔne tapuna to ba toŋe bedwe taane maama wone. Yereleirinu ye:
 - a. Taamkugu/keiru tapuna wone: **o** tua.
 - b. Taamgurinu tapuna wone: Abuga jaane **de**.
 - c. Botarebu na leiri yere yuu ne mo pae de ba tiini de bwoi taane wone: Kaba tu **o** di kamaana yam maama.

NB: *Teachers should add more rules as it pertains in the language*

Zamesem totoŋa

1. Maŋe yere na ye kolo to n daare n pa maana na wo muri fuga.
2. Maŋe se ko veere jase yereleirinu na ye kolo to n daare n pa maana na wo muri fuga.
3. Kuri maana yalo n pe baŋa ne to yato yato n ma n mɔ tapum-zwaro.

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class:

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

Collaborative learning

1. Modelling the use of the rules

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

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

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

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

3. Whole class:

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

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

Wochεero telo baŋa ne dé wó ke ka-faje ka-ni to

Ka-faje-ka-ni yiga tu: ka-guli ka-ta/ Gulim

1. Maŋe yera de yereleirina na ye kolo to
2. Pa yera de yereleirina maana fuga fuga.
3. Ma maana yalo maama n na pe to wone yatɔ n ma-n mɔ tapun-zwaro.

Ka-fae-ka-ni: Ka-boŋe ka-virigi

1. Á jeini balei balei á ga labaare se á bwε de. Á na zamese wade selo to mo á wó ma á ni kolo na maŋe de kolo na wo maŋe to labaare dem wone. Guruppi maama laam wó nuŋi de ŋɔɔne de taane.

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

Wiiki 11

Zamesem Woyum: *Mɔ tapuna se ya tɔge yereseina poponem wade sem*

Tayum naa Wo-yum: **Ka-ma yereseina ka-mɔ Tapuna**

Yereseini ye botarebu mo na seini yere naa yereleirinu to se ko bere yere dem konto na nye tei chekke to taane wone. De mae de seini woŋo naa nɔno naa de maa yeiri wonnu mo daane.

Maana:

- i. Awe lage gol-**zuri** chekke.
- ii. Baaro wom ye **memena mo dedɔrɔ**.
- iii. Kalira **gare** Awea.

Wade

Wade selo de na tɔge da de mae yereseini de mɔne tapuna to ba tɔge bedwe taane maama wone. Wade sedwonna mo tento:

1. Yereseini seini yere mo pae de lware yere dem chekke: Tampɔgɔ **nazwono** kom mo kaare
2. De yeini de wae de meeli de yere pa kolo kolo ware ba wo ko zo: Dwo-**ywoana** bam lwogi ba yage
3. Wonto mo ye yereseini tacheiji botarebu-yuu: popwea, nabwo wom. Gɔr-**popwea** kam mo lamma.
4. Yereseini na wora de yere, yereseini dem laam mo yeini de kuri de yerebereno ko daa dae yere dem: Awe bu-**balaja kam** mo di yiga; Swo-**chechɔgero tem** lwoi.
5. Yera yalei na sale daane, kuni dede boboa yere dem mo yeini de tɔge yereseini totoŋe. Maana:
 - a. **Bebar**-nyeno wom ne o chaveera zem.
 - b. **Jawɔr**-nyem ba di.
 - c. **Sɔ**-keiru ni ba wae.
 - d. **Te**-keiru kwe sɔŋɔ mo.
 - e. **Sɔŋɔ**-tu mo zeili bu wom.
 - f. **Tega**-tu wom jei ywo mo.

Teachers should add on to the rules above as it pertains in the language.

Zamesem totoŋa

1. Pa yereseina maana na wo muri fuga.
2. Pa wade selo na wora yereseini totoŋa baŋa ne to n daare n kwei yereseina maana yalo n pe to yanu n ma n mɔ tapum-mwallo n daare n ma yadwonna yanu yam n mɔ tapun-zwaro de.
3. Ga labaare kukua n daare n beeri yereseina de wone.
4. Ma yereseina yalo n na ne to n ma n mɔ tapun-junjuuru se ko tɔge ya wade sem.

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class:

- a. Teacher leads learners to discuss the rules governing the use of adjectives in sentences.

2. Pair work

- a. Teacher gives some adjectives of varying length and complexity/familiarity.
- b. Learners form sentences using the adjectives.
- c. Study and discuss the structure of the sentences carefully.
- d. Present their observations.

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

Wochæero telo baŋa ne dé wó ke ka-faŋe ka-ni to

Ka-faŋe-ka-ni yiga tu: Ka-guli ka-ta/ Gulim

1. Pa yereŋeina maana se ko yé muri fuga.

Ma yereŋeina yam wone yanu n ma n mɔ tapuna dwoa yanto kuri ne to:

- i. Tapum-mɔb
- ii. Tapun-zɔgɔ
- iii. Tapun-kuni

2. Popone yereŋeini waɛ selo na wora Kasem taane dem ne ko na tu ka-ma ya ka-mɔ tapuna to.

Ka-faŋe-ka-ni Betɔ Tu: Ka-boŋe ka virigi

1. Ga poponem labaare se n bwɛ de bobwea ko tɔge de yereŋeina waɛ sem n na zameŋe to se n daare n bere daanem delo na wo de wone to.

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

Wiiki 12

Zamesem Woyum: *Mɔ tapuna se ya tɔge keimbotarebia de keinseina poponem wade sem*

Tayuu naa woyum: **Ka-ma Keimbotarebia de Keinseini ka-mɔ tapuna**

Verb Keimbotarebu

Keimbotarebu ye botarebu mo na maɲe keini, bere keini naa o te kikia na ke to mo taane wone neneene, nigi, jigi, ke, cheigi, ba, tui, etc.

Keimbotarebia maana tapuni wone:

1. Adoa **di** mumuna de dwoa mo.
2. Kayaga **vei** sikuuli.
3. Wenia **leeni** mo lanyerane.

Wade:

Wade selo dé na tɔge da dé mae keimbotarebia dé mɔone tapuna to ba tɔje bedwe taane maama wone. wade sem sedwonna mo ye:

1. Ko bere taamkugu kom na ke kolo to: maana. Bia bam **duri** mo.
2. Wonto mo ye botarebu-yuu keimbotarebu tacheinji ne. Pia kam **daa loge mo**.

Keimbotarebu mo bere maɲa kikia baɲa ne pa dé yei ya keim maɲa: ya ke ya ke, ya lage ya ke, ya wora ya ke, ya baa ke, ya wó ke. Maana: Ayaga **yaa via**. (ko ke ko ke); Bia bam **wó vo** sikuuli zem (keim na lage de ke)

3. Keimbotarebia yerane mo wae ba vei de keimbotarebu -zeinna: daa, maa, ta, wo, wó, etc.

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

Keimseini

Keimseini ye botarebu naa tacheinji mo na seini keim to se dé lware keim dem na ke tei/tate naa mɛ/jei naa maɲa kalo de ke to mo. Kuni dede, keimbotarebu mo yeini o ba se ko daare ko pa keinseini dem ye de ta wae de seini de tetere de.

Maana:

Baaro wom tu **diim mo**.

Ba leeni **lanyerane**.

Jeiro kom guri **lela**.

Wade:

Wade selo dé na tɔge da dé mae keinseini dé mɔone tapuna to ba tɔje bedwe taane maama wone. Wade sem sedwonna mo tento:

1. Wonto mo ye keinseini tacheinji dem botarebu-yuu. Maana. **Nɔɔno wom ɲɔɔne baɲa baɲa mo**.
2. O seini keim na ke tei to. Na bam gɔe **wale wale**.
3. Wonto ta wae o seini o tetere. **Kwara di leile mo ywo**.

Zamesem totoŋa

1. Maŋe keimbotarebu de keimseini na ye kolo to se n daare n pa maana se ko yé muri fuga fuga.
2. Kwei maana yalo n jege baŋa ne to n ma n mɔ tapun-dwoa yanto kuri ne to:
 - a. tapum-mɔɔ
 - b. tapun-zɔɔ
 - c. tapun-kuni
3. Maŋe keimbotarebu-dwoa yalo n zamese berem dento ne to.
4. a maana se ko yé muri yanu dwi maama baŋa ne se n daare n kwei maane dedwe dedwe dwi maama wone n ma n mɔ tapuna tapun-dwoa yam baŋa ne.

Pedagogical Exemplars**Group work/collaborative learning**

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

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

Wochɛero telo baŋa ne dé wó ke ka-faŋe ka-ni to**Ka-faŋe-ka-ni yiga tu: Ka-guli ka-ta/ Gulim**

1.
 - a. Maŋe keimbotarebu de keimseini kuri na ye kolo to se ko veere.
 - b. Pa keimbotarebia de keimseina maana yanu yanu.
 - c. Ma keimbotarebia bam de keimseina yam n pe to n ma n mɔ tapuna. Tapuna yam n na mɔɔne to jege se ya pɔɔre ya zege tapuna dwoa yanto kura ne mo: i. tapum-mɔɔ ii. Tapun-zɔɔ iii. Tapun-kuni
2. **ka-boŋe ka-virigi**
 - a. Ga labaare n daare n bwɛ de ko tɔge de wadɛ selo nmo zamese to baŋa ne, Bere mɛ maama daanem na wora to.

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

Section 4 Review

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

Additional Reading

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). *The Volta-Comoe languages*. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
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POPWARE SENU TU: **TAPANE POPONEM**

Tayuu: **Taane de de Totoŋa**

Tayu-balaŋa: Tapane Poponem

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

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

INTRODUCTION AND SECTION SUMMARY

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

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

The weeks covered by the section are:

Week 13: Narrative Essay

Week 14: Descriptive Essay

Week 15: Expository Essay

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Wiiki 13

Zamesem Woyum: *Popone tolem tapane*

Tayuu naa woyum: **Tolem Tapane**

Ka-jwoori ka ke- gulim tapun-yuu de tapum-saɲena baɲa ne

Tapun-yuu ye tapuni delo na bere labaare yuu kolo popwara kam na zege ko baɲa ne to mo.

Tapun- saɲeno ye tapuni delo na saɲe tapun-yuu kom ye ko tɔge ko woli pa labaare dem n na wora n tole to se de kuri nuɲi chekke.

N na wó ke tei n ta n boboɲa n daare n tigisi ya popware wone to

Tento ye: ka-tigisi wonnu telo na nye daane to da-yiga ne, ka-tigisi wonnu pa te tɔge daane, ka-pa maana na maɲe to de nyenyero, ka-kwei wonnu ka-yeiri daane, ka-bere daanem de chane delo na wora to, wonnu tigusim se te maɲe daane.

Tapane

Konto ye chwoɲa kalo nɔɔno na tɔge da o maa tɛ o boboɲe naa labaare se de nuɲi jase to mo. Tapane maama jege tayuu mo.

Tolem tapane

Tolem tapane ye tapane delo poponem na ye sensɔla dwoɲi to mo na tole de zege tayuu kodwoɲi baɲa ne na bere nɔɔno boboɲa de ywono ye ko fe se ko kwei taane tolem yedaa to. Ko wae ko ye chega naa vwa sensɔla. Kolo na pae tolem tapane lamma to ye de kwei sensɔla chwei mo, ne tayuu, nia-sam, sea de tedonna na ye te yera to se gareno wom boboɲa zo sensɔla kam. Kuni dedɛ dé yeini dé bere we ko ye nɔɔno wom tetere mo ɲɔɔna. Nɔɔno nam ta wae o mae de o bere o na yei kolo to, de jege wonnu na zeini kolo chekke na wora to, ye keimbotarebia bam yeini ba bere keim na ke de kɛ to mo pa ko pae poponem dem lane. Taane tolem dem yeini de jege se de tɔge sensɔla naga chwoɲa mo mɛɛme se ko taa ywona. Boboɲa yia maanem wonnu de nonoga taana yadwonna de wae ya maa dae ya toɲa se ko pa cheigina boboɲa taa wora.

Tolem tapane tayum maana:

- Popone sensɔla n tole ko deém na ye tei n yera ne de dem n na bobo n vo sikuuli to.
- Popone sensɔla se n tole nmo boboɲa wodiu na ye tei to.
- Popone sensɔla se n tole nmo deém na di Birinyɔne maɲa siu da yalo dé na yɔɔre dé di dé ti to tei to.
- Popone se ko bere n ywono ko maɲe de woɲo nmo na zamese ko jaa vo n tetere ne to.
- Tole nmo na wane woɲo n ke se n ta nmo na ke tei n ke konto to.

Telom tapane yedaa

Boboom

Boboa boboɲe dem: bobo de bwia, jeelim, naa tapuni na pae nɔɔna lage tapane dem garem to.

Labaare delo na maɲe se garena ni to

Tapuni delo na wó pa tayuu kom boboɲe dem naa kikia yam nuɲi to.

Tapane dem nyɔɔne

Popone tapun-yuu kom, tapun-saɲena na maɲe to, de gurim naa tapuna yalo na lae popware sem ya ke daane to.

Tole se ko veere chekke wonnu naa kikio na vei tei to se ko woli tapuni delo na bere tayuu kom boboje dem to.

Popone wonnu tem na lage te kwei maɲa kalo te maa ke to.

Sware chana yam maama

Fɔge n bwe yedaa kam baɲa ne se n deimisi me na maɲe to

Gurim

- i. Jwoori n ta tapun-yuu kom taane dem.
- ii. Fɔge n ni wo-yum tem
- iii. Ma ta-kukua na ke labaare dem maama daane to n guri taane dem.

Zamesem totoɲa

1. Bwe tapane na ye kolo to.
2. Bwe tolem tapane na ye kolo to se n maɲe se ko veere chekke tolem tapane nyenyero tem.
3. Kwei tayuu kolo nmo na lage to n maɲe ja ja n na wó tole ko tei se ko taa lamma ko maɲe de wonnu telo n na zamese to.

Pedagogical Exemplars

Problem based learning

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

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

Collaborative learning

1. Mixed-ability group:

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

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

2. Whole class presentation:

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

Wochɛero telo baɲa ne dé wó ke ka-faɲe ka-ni to

ka-faɲe-ka-ni yiga tu: Ka-guli ka-ta/ Gulim

1. Tolem tapane ye be mo?
2. Pa tolem tapane nyenyero tem.

Ka-faɲe-ka-ni balei tu: Ywono diinim

1. Bwɛ tolem tapane nyenyero tem.
2. Ye tolem tapane delo na wo kuri ne to wone lanyerane, bere de poponem nyenyero tem n daare n pa te maama maana

Nɔn-keiri Ghana ne nɔn-keiri Ghana ne bena moro bia nogo de fu-nogo maɲa kam ne (mid-nineties) ɲwea deém chana amo yera ne. Maɲa kam konto mo West Africa jeɲa kam jwoori ka wora ka fɔge ka kwe wonnu ko nuɲi pwɛero dam jara na vugimmi teo kom pipiu wonnu to. Jara yam tu ya yage Africa de wonnu dede mo chɔge, teo kom jage, teena maa daa tera pipiu wonnu baɲa ne.

Maɲa kam konto gɔmente dem – National Democratic Congress -jaane boboɲ-dɛera yadwonna mo ba ba se ko zeini jei sem maama se ko jwoori ko ja teo kom ko zege lanyerane pipiu baɲa ne de ywono chwoɲa ne. A ta guli wadaa kalo na te dé na wó taa mae teo kom sabu dé toɲe tei to na tu ka daane debam tei to, ko fɔge ko dae sabia balo na daɲe pipiu baɲa ne pa zola yeiga chana ye ba bwoi we VAT to.

Wadaa kanto pe se zola de wodiiru maama yeiga di baɲa ko fɔge ko dae amo boboɲa wodiiru. Konto pe se a guli woɲo deém na ke ka maɲa kam ne. Gɔmenta yalo deém na tere dam ne de tigusina yalo na woli nɔɔna to maama deém ke chichiɲu mo ka maɲa ne. Gɔmenta dem nam ta pe wadaa kam zege. A ta guli nɔɔna na tega chichiɲu kom maɲa ne tei to. Wochɔgo kom nam mo ye we, gɔmenta yalo na tu NDC gɔmente dem Jerry John Rawlings deém na ye de yiga tu to kwaga ne to, daa wo le VAT ba yage. Lampwo-dwi dento laam læere ko maɲe Ghana ne mo ko maa toɲa ko ba ko yi zem.

NB: Teachers can provide additional narrative text in the language.

Ka-boɲe ka-virigi

1. Popone tolem tapane se de yé muri popware seto tayuu kolo nmo na lage to baɲa ne, kwaane n bere taane dem na vei tei to chekke.

Wiiki 14

Zamesem Woyum: *Popone woŋo maŋem tapane*

Tayum naa Woyum: **Maŋem Tapane**

Fɔge n jwoori n nii tapun-yuu de tapun-saŋeno na ye kolo to.

Fɔge n jwoori n nii labaare dem swa berem de ka-ke boboŋa daane popware wone to baŋa ne.

Maŋem tapane

Tapane dwi delo na maŋe woŋo memaŋa to: wo-koro, nɔɔno, woŋo na kea, boboŋa, kikia, etc., kon tɔge chwoŋa kadwoŋi mo de maŋe woŋo memaŋa se ko veere jase. Woŋo maŋem tapane jege se de tigisi mo lanyerane, de kuri nuŋi chekke ye de ma taane na pae boboŋa veere to, ye ko zege chega baŋa ne se ko dwonni nɔɔno na boŋe tei to.

Maŋem tapane dem yedaa

Boboom: konto bobo de boboŋ-kuri mo na ye labaare dem kukuanu to. Boboŋ-kuri dento wae de ye bwia tau na zeini boboŋe se labaare dem taa jege kuri to.

Tapane dem nyɔɔne:

Maŋa kanto mo n wó ta kolo ŋwaane chekke n na wora n popone tapane dem to taane. Tapane dem popwara maama wó bobo de tapun-yuu mo na jege labaare delo na kwei boboŋa to se ko gareno taa lage se o ni kolo na beene to popwara kam maama wone. Dento jege labaare na veere ye de jege kuri to mo, de maana na maŋe to.

Gurim: Konto ye se n jwoori n kwei wo-yum mo n nuŋi boboa popwara kam ne n woli de tapane dem tetere popware sem wone n ma n ke bobwea n ma-n guri tapane dem.

* (da-n yé ja boboŋe doore n ba popwara kanto ne. n ná boŋe we n wo ti de boboŋa yalo n jege to, kwaane n ke popwara kadwoŋi se n daare n yi gurim dem.)

Maŋem tapane tayum maana:

- a. Ka-maŋe nyenyero leem niim kwɛɛra naa boboŋa wodi memaŋa
- b. Ghana na vere ba tetere Feili jeŋa ne to kuri dem dim de
- c. Maŋe ka- taa tei ka- tetere de bora dim sein
- d. Maŋe tei nmo ya na lage se Ghana taa ye to

Woŋo maŋem tapane nyenyero

- De boboŋe dem taa ye jase
- De taa jege nonoga taana de wone
- Maŋe taane dem de botarebia balo na wá pa n guli de to

Wonnu na woli maŋem tapane poponem to:

1. Yiga tu, ke lelegam tayuu kom ba pe to baŋa ne ye n maŋe n yalese de boboŋa na maŋe to. Tigisi labaare dem se de tɔge daane lanyerane.
2. La n boboŋe kura n tiŋi daa ne. Tigisi boboŋa yam n lage n popone ya baŋa ne to n ke pwoa pwoa
3. Popone n tapane dem. N laam wae n fɔge n nii n poponem dem se n deimisi boboŋ-kura yam n jege popware sem ne to. Konto woli pa poponem mo ke mole yerane.

4. Jwoori n fɔge n ga se n laam kwei n totoŋe dem n pa. Konto wó woli se n deimisi me na maŋe to se ko taa lamma.

Zamesem totoŋa

1. Maŋe se ko veere maŋem tapane na ye kolo to
2. Bwe maŋem tapane dem na nye tei to se n daare n pa maana se ya zeini n leira yam.
3. Kwei tayuu na maŋe to n ma-n popone maŋem tapane se de da de yedaa kam na ye tei to.

Pedagogical Exemplars

Problem based learning

Whole class:

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

Group work:

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

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

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

Wochæero telo baŋa ne dé na wó ke ka-faŋe-ka-ni to

Ga-faŋe-ka-ni yiga tu: ka-guli ka-ta/Gulim

1. Maŋem tapane ye be mo?
2. Tapum-yum de tapun-saŋena ye be mo popware wone?

Ka-faŋe-ka-ni belei tu: Ywono Diinim

1. Bwe woŋo maŋem tapane nyenyero de maana na maŋe to.
2. Popone maŋem tapane na wo muri popware seto to tayum tento dwoŋi baŋa ne (nenæene, nabaara kikeeru (baare, chega chwoŋa, etc.) STEM, GESI, ka-bere ywono mina totoŋa baŋa ne, tega kweem,kateira de logo baŋa maama wonnu, etc.)

Wiiki 15

Zamesem woyum: *Popone Maṅem tapane*

Tayuu naa Woyum 1: **Woṅo Keim Tapane**

Woṅo Keim Tapana

Yanto ye tapane dwoa mo na bere naa ya maṅe woṅo memaṅa to. Ya maṅe jase ya bere woyum kura tayuu baṅa ne, woṅo kikia, naa ko pa se boboṅa nuṅi chekke.

Woṅo keim tapana poponem chwoḍe

Bwia yam tayuu

Konto kwei ko nuṅi bwia yam wone mo kukuanu.

Tapane dem boboom

Woṅo keim tapane jege se de puli de boboom mo. Konto mo jaane gareno wom boboṅa ko tui labaare dem baṅa ne, ta tayuu kolo baṅa ne n na lage n popone to kukuanu, ye n laam daare n ta labaare dem seinā kukunkua ko maṅe tapane dem na jege kolo se de bere to.

Tapane dem Nyɔɔne

Kanto mo ye maṅa kalo n na lage n ta kolo kolo chekke tayuu kom baṅa ne to. Kuni dede ko yeini ko kwei popware seto mo amaa ko wae ko dwoi konto ko tɔge de tapane dem dedwarem na wó maṅe tei to. Kanto maṅa ne mo n wó bwe boboṅe dem, kikia yam naa tayuu kom n na wora n tole to.

Gurim

Woṅo keim tapane gurim ye se n ta tayuu kolo n na bwe ko bobwea labaare dem wone to mo kukuanu. Ko lam jei mo ye gurim dem ye wocheo na tui ko bere tapane dem boboṅe kuri ye ko bere labaare dem kuri chekke to mo.

Zamesem totoṅa

1. Maṅe tapane na ye kolo to
2. Woṅo keim tapane ye be mo?
3. Maṅe se ko veere Woṅo keim tapane nyenyero na ye telo to n daare n pa maana se ko bere nyenyero tem
4. Wakeeru to mo wó woli-m se n wane n popone Woṅo keim tapane?
5. Popone Woṅo keim tapane tayuu kolo ba na pe-m to baṅa ne

NB: The topic should be given by the teacher in the language.

Pedagogical Exemplars

Problem- based learning

1. Whole class:

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

- d. Make a presentation on the features of an expository essay to the class.

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

Group work/collaborative learning

1. In a mixed-ability group:

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

Key Assessment

Level 2 Assessment: Skills building

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

Level 4 Assessment: Extended thinking

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

Section 5 Review

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

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The writing team was made up of the following members:

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

NaCCA Team	
Name of Staff	Designation
Francis Agbalenyio	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

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

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

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

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

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

