



MINISTRY OF EDUCATION

Ngbanyato Ashi Sekendre Sukuru

ENINIPO BE KAWOL



Ebu Konwule – Buku Sososo



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

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REPUBLIC OF GHANA

Ngbanyato

Ashi Sekendre Sukuru

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

GONJA TEACHER MANUAL

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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

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

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SCOPE AND SEQUENCE

Ghanaian Language Summary

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

Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

Sub-Strand: Phonology

Learning Outcomes:

1. *Bulɔ̄ ekpa nɛ a daga so n delge Ngbanyato be eboltowor nɛ nnɔ̄towor so.*
2. *Ta Ngbanyato be alɔ̄ntorwor be kenyi na n kuu mmalgaba monɛ a kɔ̄ kefiito.*

Content Standard: Dini kenyi nɛ kenuto ta n laɲɛ Ngbanyato be alɔ̄ntorwor be kabaso.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 1: Vowel and consonant description

Week 2: Vowel and consonant distribution

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction of knowledge, basic application of skills/concepts, strategic thinking, and extended critical thinking abilities of learners. Regular oral feedback and written responses are encouraged to facilitate improvement in learning and holistic learner development. Beginning with Level 1 recall questions,

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

Week 1

Learning Indicators:

1. *Bulɔ ekpa ntuj sa so n delge Ngbanya be eboltoworana so (Nnɔpirbi be da, kudunduloŋ be kefuwoso ne kudunduloŋ be kakpa ne bu kɔ a tere amo.)*
2. *Bulɔ ekpa ntuj sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu kɔ a tere amo ne afuu be keyigeto)*

Kumu: **Eboltowor Nɛ Nnɔtowor Be Kedelgeso**

Eboltowor

Kede ela kelɔntorwor nɛ ku bee tere ashi ebolto nɛ ebolto bee chicha to ama amalgasɔ maa bata abar a ler aworso n shin naa la ngbar be kaba monɛ ku bee kii kamalgakul be mfrinto nko kumobe kenishi.

Eboltowor be kedelgeso: Eboltowor be kedelgeso to, anyee be ekpa ko so nna. Ekpaana na ela, Nnɔpirbi be da, Kudunduloŋ be kefuwoso nɛ Kudunduloŋ be kakpa ne bu kɔ a tere amo.

Nnɔpirbi be da: Kede e na ɲini fanɛ kɔnɔpirbi na bee **salga** nna nko ku bee **mue** nna ashi keterewor to.

Kudunduloŋ be kefuwoso: Kede e naa ɲini kudunduloŋ na be kabonɔ ashi eboltowor na be ketere to. Ku beɛɲ tiŋ a wɔ **esoso**, **mfrinto** nko **kaseto**.

Kudunduloŋ be kakpa ne bu kɔ a tere amo: Kede bee ɲini kudunduloŋ be kakpa ne ku bee shuj kumobe ketere to. Ekpa ere e na bra **anishito**, **mfrinto nɛ kamanto** be eboltoworana.

Akeniso ko nde:

/u/ Esoso cheche-kamanto-mue nnɔpirbi.

/i/ Esoso cheche-anishito-salga nnɔpirbi

/ɛ/ Kaseto gberɛ-anishito-salga nnɔpirbi

/ɔ/ kaseto gberɛ-kamanto-mue nnɔpirbi

Nnɔtowor

Kede ela kelɔntorwor monɛ ku bee kuɲ efute gberɛ nɛ ku beɛɲ tiŋ bir eboltowor so n kii kamalgakul.

Nnɔtowor be kedelgeso be ekpaana: ebol, kakpa ne bu kɔ a tere amo nɛ afuu be keyigeto.

Ebol: Ebol be kabaso, anye kɔ amo nɛ a kɔ ebol nɛ amo nɛ a paɲ ebol. Amo nɛ a kɔ ebol na be ako ela /g/, /d/, /m/, /b/. Amo nɛ a paɲ ebol na be ako ela /f/, /s/, /k/, /t/, /ʃ/, nɛ adamta.

Kakpa ne bu kɔ a tere: Kakpa ne bu kɔ a tere amo na be ako ela nnɔpirbi, anyi, nnɔpirbi nɛ anyi, anyifar, kɔnɔbuɲmantaŋ, kɔnɔbuɲmantaŋkarase, nɛ adamta.

Afuu be keyigeto: Kede bee ɲini kanane amalgasɔ na bee bir abarso ashi alɔntorwor be ketere to. Nnɔtowor ko nɛ a bee shi afuu be keyigeto to a ler be ako ela akuɲso, afergeso tentɛɲ, afergeso shimbi, lermmunato nɛ adamta.

Learning Tasks

1. Manɛ ela eboltowor?
2. Manɛ ela kɔnɔtowor?

3. Manɛ be ekpaana nɛ bu kɔ a delge eboltoworana so?
4. Manɛ be ekpaana nɛ bu kɔ a delge nnɔtoworana so?
5. Tere Ngbanyato be eboltoworana.
6. Tere Ngbanyato be nnɔtoworana.(fanɛ kudu)
7. Delge nnɔtoworana nɛ eboltoworana monɛ fo tere na so.

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

Pedagogical Exemplars

Collaborative learning

1. Modelling (Vowels):

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

2. Modelling (Consonants):

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

3. Whole Class:

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

Building on what others say

1. Pair work:

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

Collaborative learning

1. Group work:

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

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

2. Pair work:

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

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

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

Key Assessment

Ayilikpa 1 be Kechonkeni: Kelaɲentere/Kepalato

1. Sibɛ fanɛ eboltowor asa Ngbanyato n nase.
 - a. *Lara eboltoworana monɛ a wɔ mmalgaba ere to: (Eɲinipo e sa Ngbanyato be mmalgaba ko) Fanɛ Gbaɲɛ, anishichubi, ashushombi, kɔnɔkoɲwule, nɛ adamta*
2. Sibɛ Ngbanyato be nnɔtoworana na kike.
3. Buwito ekpa mo so nɛ baa bulɔso a delge eboltoworana so.
4. Buwito ekpa mo so nɛ baa bulɔso a delge nnɔtoworana so.

Ayilikpa 2 be Kechonkeni: Agoni be Kenye

1. Delgeso kananɛ baa tere eboltoworana na ashi Ngbanyato.

Delgeso eboltoworana ere so ashi Ngbanyato.

 - a. /a/
 - b. /ɛ/
 - c. /o/
 - d. /i/
 - e. /ɔ/
2. Ta nnɔtoworana ere /b/, /d/, /g/, /t/ n wɔtɔ amobe ntunso:
 - a. Ebol:
 - b. Kakpa nɛ bu kɔ a tere amo:
 - c. Afuu be keyigeto:
3. Ta nnɔtoworana n kuu fanɛ mmalgaba asa.
4. Ta ekpaana na n delge fanɛ nnɔtowor anu so.

Week 2

Learning indicators:

1. *Buwito kanane eboltowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto ne kɔrmmanto).*
2. *Buwito kanane nnɔtowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto ne kɔrmmanto).*

Kumu: Eboltowor be Kechigeto

Eboltowor be Kechigeto

Eboltowor be kechigeto ela eboltowor na be kabonj ne ku wɔ ashi kamalgaba to. Eboltoworana ko wɔ mmalgaba be anishito nna ne ako wɔ mfrinto ne ako male wɔ amobe mmanto. Eboltowor baa wɔ kamalgaba be anishito anyee tere loj kɔranishito nna. Ku baa wɔ kamalgaba be mfrinto anyee tere loj kɔrmfrinto nna ne ku baa wɔ kamalgaba be kaman ne anyee tere loj kɔrmmanto.

AKeniso: Keni kanane eboltowor ere “a”, ka chigeto ashi mmalgaba ere to:

1. ashej
2. tanpo
3. esa

Kekeniso 1 na to, /a/ be eboltowor na ba kamalgaba na be anishito nna, anyeej tij kaŋe fane /a/ bee tij a kɔr mmalgaba be anishito ashi Ngbanyato nna. Kekeniso 2 na to gba, /a/ be eboltowor na ba kamalgaba na be mfrinto nna, anyeej tij kaŋe fane /a/ bee tij a kɔr mmalgaba be mfrinto nna. Kekeniso 3 na to, /a/ be eboltowor na ela kamalgaba na be lalaluwe, loj ne /a/ bee tij a kɔr mmalgaba be mmanto.

NB: Akeniso na e baa la Ngbanyato

Ejinipo na e baa nyi fane bebiipo na be lakal maŋ sasa. Amoso a daga ne ejinipo na e ta ekpa damta n nini bebiipo na ne ku che beposhipo na to ne bu bii nene.

Kasɔbii be keshejwɔrɔ

1. Eboltoworana ne nnɔtoworana ere be amo e naa kɔr mmalgaba be mfrinto Ngbanyato?
/a/, /e/, /ɛ/, /i/, /o/, /ɔ/ ne /u/, /b/, /d/, /f/, /g/, /h/, /j/ ne /k/
2. Eboltoworana mone a wɔ esoso ere be amo e naa kɔr mmalgaba be mfrinto?
3. Eboltoworana ne nnɔtoworana mone a wɔ esoso ere be amo e naa kɔr mmalgaba be mmanto?

Ejinipo e lara eboltoworana be wieto ne mmalgaba mone amobe ntej kor abarto ne ku sa ne amobe kpakpa e baa daneso. Akeniso fane, asɔbɔaya, ebiipo, kelantaŋe, kamalgakul, damawura, ashushombiwurbi, bodobodo, sa, jin

Pedagogical Exemplars

Building on what others say

1. Pair and group work:

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

Initiating Talk for Learning:

Whole class discussion

1. Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.
2. Probe further for learners to identify the position of the vowels in the words they have written.
3. Use this activity to guide learners to discuss the meaning of vowel distribution.
4. Provide 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:

1. Teacher provides ten words and shows the position of all the vowels in them.
2. 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:

Ngbanyato: akuloŋku, kabol, nku, kafor, nchu, ebin, chacha, eboŋ, kafara, kabɛ, chichedibi, koŋkoŋ

Collaborative learning

Pair work:

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

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

Key Assessment

Eyilikpa 2 be kechɔnkeni: Agoni be kenya

1. Sa mmalgaba anyɔ ashi Ngbanyato ne eboltoworana ere bee ko amobe anishito
 - a. /e/:
 - b. /ɛ/:
 - c. /a/:
 - d. /i/

Eyilikpa 2 be kechɔnkeni:

1. Pin eboltoworana mone a wo kaseto be mmalgaba ere to n shin ŋini amobe mboŋ
 - a. dokuno

- b. nsa
- c. ajibi
- d. epun
- e. tɛto
- f. che

Eɲinipo na e sa mmalgaba ashi Ngbanyato

Eyilikpa 3 be kechɔnkeni: kefɛ mferɛ n yɔ kufɔ

1. Sibɛ mmalgaba ashunu monɛ a kɔ eboltoworana monɛ a bee kɔr amobe anishito, nfrinto nɛ mmamato saɲɛkama Ngbanyato nshin buweto fobe atuwebi na nɛnɛ.

Kumu: Nnɔtoworana be nchigeto

Consonant distribution is the position of the consonant in a word. Some consonants occur at the beginning of words, some in the middle and other at the end of the word. When a consonant occurs at the beginning of a word, it is referred to as **word initial**, at the middle of a word, it is referred to as **word medial**, and at the end of a word, it is referred to as **word final**.

Example: Consider the distribution of the consonant **b**, in the words below:

1. baasa
2. abatimu

In example 1, the consonant **b** occurs at the beginning of the word. In example 2, the consonant **b** occurs in the middle of the word. In this case, we say that the consonant **b** can occur at word initial and word medial.

Learning Tasks

1. Eɲinipo e bra nnɔtowor nɛ mmalgaba monɛ amobe nteɲ kɔr abarto nɛ bebiipo e ta amo n shuɲ. Keni ade: boobi, dekerka, asabta, kumputa, beyaasepo, kewushiso abulombuto, eshile, wondoɲ
2. Dinito kananɛ nnɔtowor na bee chigeto ashi mmalgaba monɛ a wɔ esoso na to.
3. Ta nnɔtowor monɛ a wɔ mmalgaba na to na n nya fo gbagba be mmalgaba ko n shin ɲini kananɛ nnɔtowor monɛ fo ta n shuɲ na bee chigeto.

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

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

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

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

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

Key Assessment**Eyilikpa 2 be kechɔnkeni: Agoni be kenya**

1. Sibe mmalgaba ana mone a kɔ nnɔtoworana mone a wɔ kaseto ere nshaa kɔr amobe anishito Ngbanyato
 - a. /bɛgbɔŋɛpo/
 - b. /dɪmedi/
 - c. /farmafarma/:
 - d. /garwa/:
 - e. /harahara/
 - f. /kurma/
 - g. /lɔrkar/:
 - h. /mankura/:
 - i. /nana/

Eyilikpa 2 be kechɔnkeni:

Tiseto nnɔtoworana mone a wɔ mmalgaba mone a wɔ kaseto ere to fanɛ kɔranishito, kɔmfrinto nɛ mmanto.

- a. lɔkɔ
- b. nchajɛase
- c. kpraso
- d. wajɛchɛbi
- e. gbergeto
- f. kasibɛbirabaso
- g. zebezebe
- h. kɔnɔkuu
- i. amansherbi

Eɲinipo na e sa mmalgaba ashi Ngbanyato.

Ayilikpa 3 be Kechonkeni: Kefe mfera n yo kefo

2. Sibe mmalgaba kudu mone a ko nnotoworana mone a bee kor amobe anishito, nfrinto ne mmamato Ngbanyato nshin buweto fobe atuwebi na nene.

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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1. Dolphyne, F. A., (2006). *The Akan (Twi-Fante) language: Its sound systems and tonal structure*. Woeli Publishing Services.
2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. 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.

SECTION 2: **SHARING IDEAS AND ORAL INTERPRETATION**

Strands:

1. Oral Conversation
2. Language and Usage

Sub-Strands:

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

Learning Outcomes:

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

Content Standards:

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 4: Skimming

Week 5: Scanning

Week 6: Interpretation

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 3

Kasɔbii Be Asɔkpra:

1. *Pin abɔaya kpra ashi kamalga ne ku daga to; fane adanƙare be alelasɔ (bunyaŋ, keworwu, kasha, ne adamta), sukuru be kabaso, kadɔɔ ne adamta.*
2. *Malga abɔaya ne baasa be alakal kpra be asheŋ ashi kamalga ne ku daga to. Fane adanƙare be alelasɔ (bunyaŋ, keworwu, kasha, ne adamta), sukuru be kabaso, kadɔɔ ne adamta.*
3. *Ta kekraŋ mananmanan ne kechuleto n kraŋ be kenya n lara atuwebi ashi abɔaya to.*
4. *Malga kechuleto n kraŋ be agoni be asheŋ (anishi nko keshilbi be enite, mmalgaba nko mmalgafolshij be kewu ne adamta)*
5. *Malga kɔnɔto be abɔaya be buwito be asheŋ ne fobe lakal e baa wɔ keloto n nu nene, kechala abɔaya ne kepin abɔaya to be kabaso.*

Kumu: Alakalkpra be Kepin ashi Kebɔaya to

Alakalkpra

Lakalkpra ela kusɔ tinini mone esibepo na bee lara efuli kesherkpraŋ na to. Kumo ela keshentirso mone esibepo na bee sa ne e lara efuli ashi kebɔaya na to.

Ne fo pin alakalkpra kebɔaya to? Be ekpaana ere so:

- Fin wane nko mane ne kebɔaya na bee kaŋe: kebɔaya na esa be asheŋ ne ku bee ji nko baasa ko nko asheŋ pɔte?
- Bishi saŋe mone kesherkpraŋ na wɔrɔ: abɔaya na bee ŋini saŋe aa?
- Bishi nne ne kesheŋ na wɔrɔ: abɔaya na bee ŋini kabon aa?
- Bishi mane so ne kesheŋ na wɔrɔ: Fo wu kusɔ mo so ne loŋ wɔrɔ aa?
- Bishi nuso ne kesheŋ na wɔrɔ: Abɔaya na bee buwito ekpa mo so ne loŋ wɔrɔ aa?

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

Learning Tasks

1. Tii kebɔaya to be alakal tinini asa.
2. Dinito kusɔne ku la lakal tinini n shin pin kebɔaya to be alakal tinini asa.
3. Dinito alakal tinini na n shin mige kebɔaya na to n lara kumobe alakal tinini efuli.

Pedagogical Exemplars

Talk for Learning Think-pair-share:

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

Group work:

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

Individual work:

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

Key Assessment**Ayilikpa 1 be Kechonkeni**

1. Buwito kusɔ nɛ ku la kasɔbii kpra.
2. Delgeso kusɔ nɛ ku la kasɔbii kpra nɛ fo gbagba be mmalgaba.

Ayilikpa 2 be Kechonkeni

1. Read the short passage below and analyse it carefully to bring out the key ideas: *Ghana la West Africa be efuli nna m barga durnyan be kasawule be kegbungbun m banɛ be mboɲ kpra nɛ a jewulebi na. Amo nɛ amo kike, kede maɲ yige efuli ere gba ashi kasawule be kegbungbun m banɛ be a kpra nɛ a jewulebi na to. Kasawule be kegbungbun m banɛ kpra daɲ tu Ghana saɲe ko nɛ a jewulebi na kraa wɔrɔ hali naniere a be abarso. Sososo peya Ghana to daɲ wɔrɔ 1615 be kafe to nna. Ku daɲ jaje Elmina be kawu gboɲ nɛ baa tere Sao Jorge na ashi 1636 be kafe to, nɛ kuko malegba daɲ wɔrɔ ashi Axim. Ashi 1862, kasawule be kegbungbun m banɛ kpra ko wɔrɔ Accra n daɲ jirbe Christiansburg be lambu gboɲ na nɛ mboɲ damta.*

Ayilikpa 3 be Kechonkeni

1. Ta fobe kasɔbii be kenjikpra na n luwe kushuɲ dra na. feɲ tiɲ daɲɛ so kashinteɲ nshin buweto fobe atuwebi na to nene.

Kumu: Kebuwito lakal nɛ mfɛra be kelijima**Kelijima**

Baasa be kɔnɔto nko kasibe be kelijima fɔɲfɔɲ kenishipre be keshɛɲtirso be kabaso.

Lakal

Kumo ela fobe lakal ta n laɲɛ keshɛɲ ko be kabaso.

Mfɛra

Kumo ela fobe mfɛra mo nɛ fo wu ta n laɲɛ kusɔko so ama manɛ fanɛ ko kashinteɲ nko fobe kenyi so nna. Ku beɲɲ naɲ tiɲ a la fane enyipokpra e naa sa esa lakal.

Nɛ fee delgeso lakal nɛ mfɛra kelijima to, bebiipo e be ekpaana ere so:

- Sososo, loto n nu nene
- Fɛ mfɛra nene pɔɛ m malga
- Sa yarda fane bu kɔ kashinteɲ na
- Kaɲɛ kusɔ nɛ bu fe na to nɛ kashinteɲ be ekpa
- Ta “ma” be kamalgaba n shuɲ

NB: Fo baa malga fobe mfɛra nɛ lakal be asheɲ, bunyanɲ fo barkasa gba peya.

Learning Tasks

1. Dinito kelijima, alakal nɛ mɛra be kesa to.
2. Ta fo gbagba be mmalgaba n nɛnito aso nɛ a la alakal nɛ mɛra be kesa n shin pin alakal nɛ mɛra ashi kebɔaya nko kelijima to.
3. Dinito ekpaana mone baa buloso a malga alakal nɛ mɛra be asheɲ.

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 skilfully attend to learners who are extremists when it comes to gender roles. Learners should be made to relate what they have discussed to everyday life situations such as discussions on radio and television, news items, discussion of issues with their friends, etc

Individual work:

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

Key Assessment

Ayilikpa 1 be Kechonkeni: Kelaɲentere/Kepalato

1. Dinito lakal, mɛra nɛ kelijima so.
2. Loto n nu kesherkpaɲ n shin ji kumobe lakal tinini nɛ mɛra be asheɲ.

3. Ta anfonɪ ko n ji kesherkpaŋ shimbi.

Ayilikpa 2 be Kechɔnkeni: Kenyi be kedaŋe so

1. Yili kusɔ nɛ fo bii na so, n chigeto fobe lakal nɛ mferɔ ta n laŋe kaseto be kumu ere so:
“Ku la beche/benyɛn be kushuy nna fanɛ bu baa daŋe kanaŋ be ajibi saŋekama”.
Beninipo beɛŋ naŋ tiŋ sa amu pɔtɛ fanɛ Russia nɛ Ukraine be kenaa nɛ adamta.

Ayilikpa 3 be Kechɔnkeni: Mferɔ gboŋ be kefe

Ta fobe lakal nɛ mferɔ n kasar fo baarana peya ta n laŋe kasɔbii be kumu ko so, nshin luwe fobe kelijima na to nene.

Kasɔbii Be Asɔkpɔra: *Ta fobe kekraŋ mananmanan nɛ kechuleto n kraŋ be kenyi n kraŋ n fin kebawɔto to be asheŋtirso be yulwe*

Kumu: Kekraŋ mananmanan

Kekraŋ Mananmanan:

Kekraŋ mananmanan ela fo kaa bee kraŋ kebɔaya a fin kumobe keshiŋtirso. Ku bee lara kesheŋ tinini koŋwule ko nna efuli.

Kekraŋ mananmanan ela fo ka bee kraŋ mananmanan a fin asheŋtirso tinini ko.

Kekeni pɔɛ: Kede ela fo ka nye ekpa n wu kusɔ pɔɛ nɛ ku ba yili n sa ekama. Baa wɔrɔ kekeni pɔɛ nna nɛ bu bii nko m pin alakal nɛ bu bra na nɛ amobe kapɔr be nkilgi.

Kekeni nɛnɛ: Bu kɔ kede nna a mige kebɔaya kraŋso to nene, kebɔaya lelemu be **kekɛni nɛnɛ** nko keduwɔso.

Kelaŋe n keni: Kede bee sa na nɛ fee laŋe a deŋ abɔaya monɛ fo daŋ kraŋ na to. Kemige kusɔ to nene nɛ fobe lakal e ba la kewɔto ncherga monɛ a daga.

Learning Tasks

1. Dinito mmalgabafɔ nɛ fo gbagba be mmalgaba.
2. Kraŋ sososo be nto na mananmanan ashi kebɔaya na to nshin lara fanɛ mmalgabafɔ asa.
3. Ta mmalgabafɔ na nkuu mmalgafɔl birabarso monɛ a bee ji keshiŋtirso na be asheŋ.
4. Duweso sososo be nto asa na so ashi kebɔaya na to.

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.*

Key Assessment**Level 1 Assessment: Reproduction/Recall**

1. Malga kekraŋ mananmanan be ekpaana be asheŋ.

Level 2 Assessment: Skills building

1. Ta kekraŋ mananmanan be ekpaana be kenya m pin kasibe kraŋso shimbi to be abɔaya lelemu.
2. Kraŋ been wɔrɔ mmalgaba alfa ana be keɔaya mananmanan n shin ta fobe kekraŋ mananmanan be ekpaana be kenya n duwɔ keɔaya na so.
3. Tise keɔaya na to nene n shin lara mmalgaba kpra. Ta mmalgaba kpra na n sibe mmalgafol birabarso mone a lie kumu na.

Kasɔbii Be Asɔkpra: *Malga kechuleto n kraŋ be agoni be asheŋ (anishi nko keshilbi be enite, mmalgaba nko mmalgafolshiy be kewu ne adamta.)*

Kumu: Kechuleto n kraŋ**Kebuwi kechuleto n kraŋ to**

Kechuleto n kraŋ ela fo ka bee kuse a kraŋ a fin abɔaya tinini ko ne fo maŋ kraŋ keɔaya na kike. Pɔe ne kechuleto n kraŋ a nite nene, a daga esa ka pin keɔaya na be kapɔrto nna, kusɔ mone e kraŋ na pɔe ne e tiŋ pin keɔaya tinini na be kabon mone e bee sha. Kechuleto n kraŋ bee cheto ne esa bee wu abɔaya tinini na manan.

Kechuleto n kraŋ bee che esa to nna ne mobe kakraŋ be kasha bee daŋ.

A daga fo ka pin kusɔ mo so ne fee sha ne fo chuleto n kraŋ. Mfa adaga fo ka ko fobe mfera to kusɔ mone fee fin na, buku be kumu nna aa, kawol chetopo, kamalgaba ko nko kesherkraŋ ko ne fee sha ne fo kraŋ ne adamta.

A daga fo ka fin kawol ne ku daga na: Keni fane kawol na ko abɔaya mone fee fin na n shin pin kefantamba mo to ne ku wɔ.

You should know how the material is structured. The material or book can be arranged alphabetically, non-alphabetically, chronologically, by category, by titles/headings, by textual sense, by numbers etc. A daga fo ka nyi kawol na be kapɔrto. Baan tiŋ bulɔ ekpa damta so n nase kawol na be kapɔr.

Saŋe mone a daga bebiipo ka chuleto n kraŋ:

- i. Chuleto pɔe n shin fara kakraŋ
- ii. Chuleto n kraŋ mbishi damta n shin pin mbishi mo so ne fo pɔso.
- iii. Saŋe mone fee fin keɔaya tinini ko fane kache nko kamalgabafɔ

Kananɛ baa chuleto a kraŋ:

Fo ka keni kebɔaya na nɛnɛ n shin pin kabonɛ nɛ fee sha kekraŋ na,

- i. Fara n ta fobe anishi (nɛ ashilbi) a chuleto a kraŋ kumo mananmananɛ.
- ii. Fo baaŋ pin kebɔaya, kamalgaba nko kamalgafolshinɛ mone fee fin na, kraŋ abɔaya mone a chambɔ kumo na nɛnɛ.
- iii. Fo baaŋ wu kebɔaya nɛ ku daga fobe lakal, feɛŋ wushi eyur n kraŋ kumo boɛɛboɛnɛ nɛnɛ.

Learning Tasks

1. Dini ade to:
 - a. Kekeni pɔɛ
 - b. Kelaŋɛ n keni
 - c. Kekeni nɛnɛ
2. Kraŋ kebɔaya ko n shin lara abɔaya tinini asa ashi kumo to.
3. Ta kekraŋ mananmananɛ nɛ kechuleto n kraŋ be kenya m pin abɔaya tinini nɛ abɔaya lelemu ashi kebɔaya to.
4. Tise kebɔaya na to nɛnɛ n shin pin mmalgabafɔ n shin ta mmalgaba na n wɔtɔ kamalgafol jewulebi nko kamalgafol birabarso to. Ta kechuleto n kraŋ be kenya n chule kebɔaya to n kraŋ.

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.

Key Assessment**Level 1 Assessment: Recall**

1. Delge kechuleto n kraŋ be ekpa anyo so.

Level 2 Assessment: Skill building

2. Nuso ne baa ta kechuleto n kraŋ be ekpa a pin kebɔaya tinini ashi kebɔaya kraŋso to?

Level 3 Assessment: Strategic reasoning

3. Migeto kechuleto n kraŋ be ekpaana na be tɔnɔ ne kadigal.

Kasɔbii be Asɔkpɔra: *Pumpuŋ to kanane ba ta keloto n nu, kenuto, ne kekute be ekpaana a buwi abɔaya pɔlso be kefiito.*

Kumu: Kebuwi kebɔaya be kefiito**Kebuwi kebɔaya be kefiito**

Kede la ekpa ne anyee bulɔso nna a buwito kusɔko be kefiito. Ku naa la ekpa ne anyee bulɔso nna a ŋini enɔto be ashuŋ.

Kebɔaya be Kenuto: Ekpa ne fee bulɔso a kilgi kebɔaya a yo kanane ku beenj tiŋ tu esa pɔte.

Kebɔaya be Kekute: Kede ela ekpa mo so ne fee bulɔ a buwito nko a kilgi kebɔaya muluŋ to a yo kanane ku beenj tiŋ pinto. Loŋ ne benupo bee tiŋ a pin kebɔaya na to.

Kewɔrɔ kebɔaya pɔlso be kefiito:

1. Loto n nu nene
2. Baa ko ngbar anyo na kike be kenyi.
3. Shin ne kebɔaya na be kefiito e ba la kekoŋwule ngbar mone ku shi a ba to.
4. Baa be kelijima na so.

Learning Tasks

1. Dinito kebɔaya pɔlso be kebuwito.
2. Delgeso kusone kebɔaya pɔlso be kebuwito baa la.
3. Buwito kasibe nko kamalga be kebɔaya pɔlso to beenj wɔrɔ mmalgaba fane kalfa ne adunu ne alfa asa.

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 skilful manner through individual support or more challenging independent work.

Kechonkeni kpra

Eyilikpa 1 be Kechonkeni: Kanyiŋi:

1. Manɛ elɛ kebɔaya pɔlso be kefiito be kebuwito?
2. Buwito kebɔaya pɔlso be kefiito be kebuwito be ekpaana.
3. Dinito kebɔaya pɔlso be kefiito be kebuwito be mba mba.

Eyilikpa 2 be Kechonkeni: Agoni be Kenya

1. Loto n nu kamalga nko kraŋ kebɔaya n shin kilgi kamalga pɔlso na be kefiito.

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

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

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

SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

Sub-strand: Lexis and structure

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

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Week 7

Kasɔbii be Asɔkpra: *Tiseto atere n wɔtɔ amobe ntunso (aterekpra, aterejewulebi, ateremulon ne adamta)*

Kumu: **Atere ne amobe ntunso**

Ketere

Bomin be ketere, kusɔbɔaya, kabon nko kusɔ be ketere.

Atere be ntunso

Atere kpra ela atere monɛ bu kɔ a sa bomin, kabon nko kusɔ fanɛ Ebɔrɛ be asɔ tooso nko bomin be asɔ lɔnɛso ko. Abee fara ne kelɔntorwor gbɔn nna kabon kama ne a wɔ kamalgafol to. Atere kpra be akeniso be ako ela bomin be atere, (Atawa, Bamotu) kabon be atere, (Daboya, Busunu) afol be atere (Jintigi, Damba) Nche be atere ne adamta.

Atere jewulebi ela atere monɛ bu kɔ a sa asɔwurbi fanɛ kabon, asɔbɔaya, nko asɔ fanɛ bomin be asɔ tooso. A maa fara ne alɔntorwor gbɔn ama a baa fara kamalgafol nna. A bee tij a bir atanyusobi ne adelgeso so nna.

Atere mulunɛ ela atere monɛ fo maanɛ tij wu ne fobe anishi nko m bata. Akeniso fanɛ kashintɛn, kagbenetofuli, kagbenetojija ne adamta.

Atere bataso ela atere monɛ feenɛ tij wu nko m bata. Ku bee yili nna a sa asɔ kama nko esa monɛ feenɛ tij ta fobe alakalsɔ anu nna m bata (bata, nu, wu, dufe ne da nkeni.)

Learning Tasks

1. Buwito kusɔ ne ku la atere n shin sa amobe akeniso anu.
2. Dinito atere be ntunɛ ana so n shin sa amobe akeniso kudu kudu.
3. Tise ade to n wɔtɔ amobe ntunso fanɛ atere kpra, atere mulunɛ, atere yoyul ne atere nyifu
 - a. **egjipo**
 - b. tebul
 - c. kasha
 - d. Samaakuse
 - e. Ntareka
 - f. kagbenetofuli
 - g. kɔnɔkɔnwule
 - h. kabe
 - i. afuu
 - j. kejembu
4. Kaje kusɔ mo so ne fo wɔtɔ amo ntunana na 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

Key Assessment

Ayilikpa 2 be Kechonkeni: Agoni be Kenya

4. Dinito kusɔ nɛ ku la ketere n shin sa amobe akeniso.
 1. Kraŋ kebɔaya monɛ ku wɔ kaseto ere nshin sibe atere monɛ a wɔ kumo to.
Adoŋsɔ be beyu besa na nya n shile saŋɛ monɛ apurshi na bee to amalfa na. Benyɔ monɛ bu daŋ pin na e daa la Jelubi nɛ Ndefoso. Bu daŋ daŋɛ adoŋsɔ be beyu be katun monɛ bu daa yuri kefe na to kanyeso kike na so nna.
Ama kacheko bu maŋ wɔrɔ kumu to lela saŋɛ nɛ esa ko yuu apurshi na kukuti nɛ bu pete m ba pɛ bumo. Bu ka bee bargato asɔyurso na nɛ apurshi na ba biti bumo so. Bu ta bumobe adoŋsɔ na kike n sa bumo.
Bumobe kepe na be abɔaya na lar efuli fane gbaŋgbanfuu nɛ baasa damta yɔ nɛ bu ya keni le be beyu kpeŋso na nɛ apurshi ta bumo n wɔtɔ ekuloŋ to n choŋ bumobe eshunƙpaŋ.
 Bumo nɛ bu teŋ yuri bumo na be bushi, bumo nɛ bu ka na be ngbene daŋ fuli bumo ga nkpal, bumo e daa la baasa monɛ beyu na daŋ bee naŋ yuri. Kufuu lar ekama to naniere bre.
5. Tisetɔ ade to n wɔtɔ amobe ntunso fane atere kpra, atere mulun
 - a. Ta atere jewulebi na be anu n sibe mmalgafol jewulebi anu.

Week 8

Kasɔbii be Asɔkpra: *Ta adulwiso ere n wɔtɔ amobe ntunso (kanane kusɔ sa nko wɔ kefɔ)*

Kumu: Adulwiso be ntunso

Adulwiso

Ku la kamalgaba mone ku bee delge atere ne ntilemu so nna. Ku beenj tiŋ n delge esa be adabi nko kusɔ ko nko n ta asɔ nkasar abar. Fane: Mee sha laŋ **dra**. Kebia na **wɔntɛŋ** nshin naŋ **wolso**. Bɔrewa du **wurewurebi** achɔ mo siponyen.

Kanane be adulwiso bee delgeso asɔ so nna loŋso kanane be ntilemu e naa shuj mane atere. Ku bee lara ewɔrɔpo nko esɔpo mone e bee wɔrɔ nko a sɔ ebasa na nna. **Fane** kede, kumo, amo, bumo.

Kanane kusɔ sa bee delge atere so nna a ŋini amobe kɔnɔ. Fane ako, anyɔ gbre, adamta.

Kanane kusɔ du be adulwiso bee delge atere so nna, fane gboŋ, dra, fimbi

Learning Tasks

1. Delgeso kedulwiso be kushuj.
2. Dinito adulwiso be ntunso.
3. Delgeso nshin ta adulwiso ana ere n wɔtɔ amobe ntunso n kraŋ n sa fo baraana. Bebiipo be katuj na e ŋinito nene kusɔ ne ku ba ne bu wɔtɔ amo loŋ be ntun na to.
 - i. Kebita
 - ii. Nteŋ
 - iii. Abel
 - iv. Kela
 - v. Bargato be bargato
 - vi. kachonyifo
 - vii. kelubi
 - viii. kebɔrewulpa
 - ix. ebelde
 - x. kumo
 - xi. amo
 - xii. asa
 - xiii. some

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:

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

Koshinyen ka baŋ boŋ kelusasepo ne Kemolwɔpe ebi kike mol ne bu tu bumobe ewura. Bewurabi na daŋ buu asɔ fuful nna. Bu daŋ ta achebi fuful nna n che bumobe amu n saa nite ne aya fuloŋ.

Bu daŋ chala nna ne bu bunya ewura na. Ku la daŋkare na fane ewura ere mo nananyen e daŋ molwɔ kade ere ebi ne akoŋ be kaplie so beey wɔrɔ nfe kanaŋ ko. E daŋ molwɔ bumo na saŋe mone ede daŋ chɔ kadeebi be ndɔana kike kapaso ko ne akoŋ daa fuwe kadeebi kike a yɔ na. Akoŋ daŋ chɔrɔ alaŋ kike n sa ne bu bele n lara tama kike.

Enananyen ere e daŋ ta mobe adɔjibi damta ashi kadebi n molwɔ baasa na. Baasa na ta kanyen na n kii bumobe ewura aŋini bumobe kagbenefuli ne mobe kake na. Kafɛ kike baa bunya mo nna a ŋini mobe adabi lela na so.

- a. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
 - b. Learners use the adjectives to form simple sentences.
2. **Whole class:**
 - a. Pairs present their work to the class for discussion.

Kechɔnkenikpra

Eyilikpa 1 be kechɔnkeni: Kepalto

1. Ta fo gbagba be mmalgaba m buwito kusɔ ne ku la kedelgeso nshi sa amobe akeniso kudu.

Eyilikpa 2 be kechɔnkeni: kenya be kedaŋeso

1. Kraŋ kebɔaya mone ku wɔ kaseto ere nshin tisetɔ adelgeso mone a wɔ kumo to na kike.

Adoŋso be beyu besa na nya n shile saŋe mone apurshi na bee to amalfa na. Benyɔ mone bu daŋ pin na e daa la Jelubi ne Ndefoso. Bu daŋ daŋe adoŋso be beyu be katuŋ mone bu daa yuri kefe na to kanyeso kike na so nna.

Ama kacheko bu maŋ wɔrɔ kumu to lela saŋe ne esa ko yuu apurshi na kukuti ne bu pete m ba pe bumo. Bu ka bee bargato asɔyurso na ne apurshi na ba biti bumo so. Bu ta bumobe adoŋso na kike n sa bumo.

Bumobe kepe na be abɔaya na lar efuli fane gbangbanfuu ne baasa damta yɔ ne bu ya keni le be beyu kpeŋso na ne apurshi ta bumo n wɔtɔ ekuloŋ to n choŋ bumobe eshuŋkraŋ.

Banda bumo ne bu teŋ yuri bumo na, bumo ne bu ka na be ngbene daŋ fuli bumo ga nkpal, bumo e daa la baasa mone beyu na daŋ bee naŋ yuri. Kufuu lar ekama to naniere bre.

- a. Tiseto adelgeso mone a wɔ keɔaya na to n wɔtɔ amobe ntunso fane atanyusobi, kanane kusɔ du ne kanane kusɔ sa.
- b. Ta adelgeso be ntunnu n sibe mmalgafol birabarso anu.

Week 9

Learning Indicators:

1. *Ta ashunso n wɔtɔ ntunso fane ashunso sɔpo, ashunso mulun ne ashunso jimbanyɔ.*
2. *Ta adelgeso n wɔtɔ ntunso (fane kanane be adelgeso, kabon, saɛ, ne adamta).*

Kumu: Ashunso be Ntunso

Kushunso

Kushunso ela kamalgaba nko kamalgafolshin ne bu ko a ninu kesheɲwɔrɔ, kanane kusɔ du nko kanane kusɔ wɔrɔ. Kushunso na ela kamalgafol be ewɔrɔpo be kaba. Keni ade: cha, ji, tɛto, sibe, fuli kagbene, fe mfera, sha, ninu, ne adamta. Anyeeɲ tin barga ashunso to fane ashunso sɔpo ne ashunso mulun.

Kushunso sɔpo ela kushunso mone ku bee sɔ esɔpo pɔe ne kumobe kefiito a ler efuli nene. Keni ade: ji, sibe, paɲ, bon, ka, bra, ne adamta. Ashunso sɔpo ashi mmalgafol to nde:

- a. Amaabaɲe **ji** ajibi na. (Kushunso na (**ji**) be esɔpo ela ajibi na)
- b. E **paɲ** amansherbi.
- c. E bee **malga** nsher na to.

Kushunso mulun ela kumo ne kema sɔ esɔpo ama kumobe kefiito kraa ler efuli nene. Keni ade: daɲ, ba, too, shu, mushei, wu ne adamta. Ashunso mulun ashi mmalgafol to nde:

- a. Kebia na bee **daɲ**.
- b. Ntareka bee **yɔ** sukuru kareche kama.
- c. Bu **ba** epe.

Kushunso jimbanyɔ ela kumo ne ku bee sɔ esɔpo anyɔ. Saɛ damta, esɔpo na been tin a la kamalgafol be esɔpo gbagba ne esɔpo jewulebi. Ashunso jimbanyɔ be ako nde: bra, bla, pel, bishi, sa ne adamta. Ashunso jimbanyɔ ashi mmalgafol to nde:

- a. Mo nio sa mo kushun.
- b. Bra ma buku na.
- c. Bu ba chɔrɔ ma.

Learning Tasks

1. Malga ashunso be asheɲ.
2. Dinito ashunso be ntunso.
3. Dinito n shin ta kaseto be ashunso ere n wɔtɔ amobe ntunso fane ashunso sɔpo, ashunso mulun ne ashunso jimbanyɔ.
 - a. bunyaɲ
 - b. mushe
 - c. ka
 - d. bon
 - e. kraɲ

- f. cha
- g. nite
- h. pel
- i. shu
- j. njin

4. Ta fobe kushuŋ n njini fo braana bebiipo kike n shin njini kusɔ mo so ne fo wɔtɔ amo loŋ be ntuŋ na 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.

Lor na be mpar daŋ maŋ chɔ amita adunu ama n daŋ beej ba sha ne n laa nchu lela chingliŋ na kilomita koŋwule nko m baŋso loŋ. Kaboŋ na bee dufe alaŋchaŋ.

N ka bee blase ne n luri nchu na to, n ta mabe malfa nna n fige anyi to nshin kule Ebɔre pɔe n shin ferge n luri depɔchu na to. N daa laa na fane esa biipo na. Nchu na daŋ maŋ kɔ eleŋ n shin daŋ bal ede gberɛ. Ama kufuu daŋ dii ma awo ne ku duli n ka bee la bɔiŋ bɔiŋ.

Mfrinto na, epulto ne nchu na maŋ naa wɔnchiŋ ne mabe kagbene ne kedepɔ jembu. M fe fane laŋchaŋ nna ne malfa na ler ma kɔnɔto n tɔr nkpal n ka wultoto so. N kɔ emaj n nite gberɛ n shin naŋ luri nchu chingliŋ to. Pɔe ne n ya ka pin ne m fo kaba ndoŋ. Kumu ka bal ede be kejujo so, n kɔ emaj n dii kasawule wolso na so. Kusɔkama fo ekar ama male paŋ mabe kudoŋsɔ koŋwule na.

- b. Classify the verbs identified under transitive, intransitive and ditransitive.
- c. Use the verbs identified to form sentences.
- d. Present the responses to the rest of the class for discussion.

Key Assessment

Eyilikpa 1 be Kechɔnkeni: Kanyiŋi/kepalto

1. Dinito ashuŋso n shin njini amobe ntuŋ.
2. Dinito ntuŋso mone fo sa esoso na to.
3. Sa ashuŋso be katuŋ kama be akeniso anu nu.

Eyilikpa 2 be Kechɔnkeni: Agoni be kenyɛ

1. Ta ashunso be katun kama be akeniso ko ko n wɔtɔ mmalgafol jewulebi to.
2. Lara ashunso be ntunso be akeniso na be anyɔ nyɔ kama n wɔtɔ mmalgafol birabarso to.
3. Lara mmalgaba alfa anu be kebɔaya amu ere be kekama be kabaso: Danƙare, GESI, Elej be keta n shuj nene ne adamta. Kraƙ kebɔaya na n shin pin ashuj adunyɔ ashi kumo to. Ta ashunso na n wɔtɔ amobe ntunso.

Eyilikpa 4 be Kechɔnkeni: Kefɛ mfɛra m buwito

1. Migeto kusɔ ne ashunso ne fo pin na bee wɔrɔ kebɔaya na to.

Kumu: Keta Adelgeso n wɔtɔ ntunso**Adelgeso**

Kede la kamalgaba nko kamalgabafolshin nna ne ku bee delge nko a buwi kushunso so nene. Ako nde: nene, mananmanan, nne, boinboin, chipurso ne adamta.

Adelgeso ko ashi mmalgafol to nde:

- a. Elɔpo na bee ji **nene**.
- b. Ntareka bee nite **mananmanan**.
- c. **Nne** ne bebiipo na bee yɔ?

Adelgeso be ntun ko: kanane, kabon, saɲe/jimane, eyilikpa, kusɔ mo so,

Kanane be adelgeso bee nin kanane keshej wɔrɔ nna. Keni ade: aworso, boinboin, wɛrɛwɛrebi ne adamta.

Kabon be adelgeso bee sa abɔaya ta n laɲe kakpa ne keshej wɔrɔ nna. Keni ade: kaplekama, epunto, Ghana, lorto ne adamta.

Saɲe be adelgeso bee nin jimane mone keshej wɔrɔ nna nko kanane keshej bee tin a wɔrɔ a be abarso nna. A been tin fara kamalgafol nko n luwe kamalgafol to. Ako nde: Kabre, naniere, kafekafe, saɲekama ne adamta.

Kusɔ mo so be adelgeso bee cheto nna a nin kanane a ji ne keshej wɔrɔ. Ako nde: nkpalmaneso, amoso, loɲso ne adamta.

Eyilikpa be adelgeso bee malga kanane keshej wɔrɔ eleɲso n ya yili nna. Ako nde: ga, banso, kukue ne adamta.

Learning Tasks

1. Dini adelgeso to n shin sa amobe ntunso.
2. Buwi adelgeso be ntunso na to n shin sa kekama be akeniso anu nu.
3. Ta ntunso na be kekama be akeniso anyɔ nyɔ n wɔtɔ mmalgafol jewulebi to.
4. Ta kaseto be adelgeso ere n wɔtɔ ntun mo ne fo bii na to n shin nin kusɔ mo so ne fo wɔrɔ loɲ.
 - i. Mananmanan
 - ii. Nene
 - iii. Boinboin

- iv. Ndre
- v. agbeso
- vi. kike
- vii. Kafekafe
- viii. loŋ gbagba
- ix. m banso
- x. bɔkwɛ mo na

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

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

Collaborative learning

1. Pair work:

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

Kechɔnkenikpra

Eyilikpa 1 be Kechɔnkeni: Kanyɔŋi/Kepalto

1. Dini adelgeso to n shin ŋini amobe ntunso.
2. Dini ntunso mone fo sa na to n shin sa amobe akeniso.

Eyilikpa 2 be Kechɔnkeni: Agoni be Kanyɛ

- a. Kraŋ kaseto be keɔaya ere n shin tisetɔ adelgeso mone a wɔ kumo to kike.

Agiriki/Adɔɔtoshey be kejini anyebe efuli ere be asukuru to shine kasha ba kumo so mbanso. Bebiipo ko bee bii kumo a yɔ anishito ne buko male bee kii bedɔɔpo bu ban luwe sekendere sukuru. Anyebe tama ela fane bedɔɔpo mone baan tiŋ kraŋ a tiŋ a sibe ka bee danɛ so ere, baan baa ta kadɔɔ be ekpa pupɔrana ashuŋ manan. Kede been shine adɔɔjibi damta be kanye e danɛso.

Gomina be kebra n saa che agirirki be kemigeto be ashuŋ to na be mfera ela fane ku been shine adɔɔjibi edanɛso. Agiriki be benyipo tɔgmase bee bii Ghana be bedɔɔpo be asheŋtirso nna. Baa

ta kenyi mone bu nye na nna a bulɔ agiriki be beshumpo so ne a bee tu bedɔɔpo na ne bumoale e naan so bedɔɔpo na be asheɲtirso damta n laɲe n yɔ.

Ne bu tiɲ leɲ bedɔɔpo to ne bu baa teɲi neɲe, bu buwi abanki nna kadɔɔ be mboɲana n saa leɲ bumo to ne bu baa sa bedɔɔpo mpaɲ ne amobe kanase wale. Loɲ ne bu naa leɲ bedɔɔpo to ne bu ba wɔɔ ntun a tiɲ a chala amansherbi mone a ler anishi a ta a shun.

- b. Ta adelgeso mone fo pin na n wɔɔ ntun ere to (saɲe be adelgeso, kanane be adelgeso, kuso mo so be adelgeso, eyilikpa be adelgeso).
- c. Lara katun kama to ne fee sha be adelgeso mone fo pin na n wɔɔ fo gbagba be mmalgafol birabarso to.

Section 3 Review

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

Additional Reading

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SECTION 4: RULES OF WRITING

Strand: Language and Usage

Sub-Strand: Rules of Writing a Ghanaian Language

Kasɔbii be Asɔnyɛso: *Ta kasibe be mbra na n kuu mmalgafol monɛ a kɔ kefiito.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 10

Kasɔbii be asɔkpra: *Ta atere ne atelemu be mbra n sibe mmalgafol.*

Kumu: **Keta atere ne atelemu be mbra n sibe mmalgafol**

Ketere

Ketere ela kamalgaba monɛ ku bee yili a sa bomin, kusɔ nko kabonɔ. Ku daga fo ka pin fanɛ mmalgafol damta kɔ atere nna amo to. Atanyusobi saɲɛ damta e na kaa be atere so, fanɛ “ko” “na”. Eɲinipo e sa bebiipo na Ngbanyato be atanyusobi damta be akeniso.

Katilemu

Katilemu ela kamalgaba monɛ ku bee shuɲ fanɛ keterefolshij. Loɲ be mmalgaba ko ela mo, fo, bumo, kumo, ma ne adamta.

Mbra:

1. Atere be mbra monɛ a kɔ a shuɲ kɔr abar to Ghana be Ngbarana to. Saɲɛ damta a bee shuɲ nna fanɛ:
 - a. Ewɔrɔpo ashi kamalgafol to fanɛ **Koji** yɔ sukuru.
 - b. Esɔpo ashi kamalgafol to (esɔpo tanyusobi ne esɔpo jewulebi) (esɔpo tanyusobi) N sa Bayaaka **klembi**. (esɔpo jewulebi) N ta **klembi** n sa Bayaaka.
 - c. Keterefolshij be kumu fanɛ **Kakulwudibi** tentɛɲ na

Beɲinipo e naɲ sa Ngbanyato be mbra be ako n tiso.

1. Atilemu be mbra monɛ a kɔ a shuɲ kɔr abar to Ghana be Ngbarana to. Saɲɛ damta a bee shuɲ nna fanɛ:
 - a. Ewɔrɔpo ashi kamalgafol to. **E** yɔ sukuru.
 - b. Esɔpo ashi kamalgafol to (esɔpo tanyusobi ne esɔpo jewulebi) (esɔpo tanyusobi) Bɔresɔ sa **mo** klembi. (esɔpo jewulebi) Ntuwe ta klembi n sa **mo**.

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

Learning Tasks

1. Buwito kusɔ ne a la atere nshin sa amobe akeniso kudu.
2. Dinito kusɔ ne a la atilmu nshin sa amobe akeniso kudu.

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.

Kechonkenikpra

Eyilikpa 1 be Kechonkeni: Kanyiŋi/Kepalto

1. Buwito aso ne a la atere ne ntilemu.
2. Sibe atere ne ntilemu be akeniso kudu kudu.
3. Ta akeniso na be asa n sibe mmalagafol birabarso.

Eyilikpa 3: Kefe mfera n yo kufa

1. Bebiipo e kraŋ kebaya ntuŋso nshin bir kumobe kelijima. Bu ta mbra mone bu bii na n tiseti kebaya na n lara kumobe kaboler be mboŋ efuli. Katuŋ kama e sibe bumobe atuwebi nshin kraŋ amo aworso ne bu mige amo to.

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

Week 11

Learning Indicator: *Ta adulwiso be kasibε be mbra n kuu mmalgafol*

Kumu: Keta adulwiso be kasibε be mbra n kuu mmalgafol

Adulwiso

Kedulwiso la kamalgaba mone ku bee folweso atere ne ntilemu so na. Ku bee folweso esa nko kuso ko so nna nko n ta amo nkasar abar.

Akeniso

- i. Dramandu bee sha alaη **dra**.
- ii. Kanyen na du **dendenlebi** nshin **wolso**.
- iii. Ntereka du **wurεwurebi** a cho mo seponyen.

Mbra

Adulwiso be mbra mone a ko a shuη kor abar to Ghana be Ngbarana to. Saηε damta a bee shuη nna fane:

1. Adelgeso ketere so kamalgafol to fane: Gbaηε **lembir** na bee shile achε ade nna.

A be atere mone a bee delgeso na so fane: Koshi danto worso na wε kelo to. (Beninipo na e baa nyi fane Ngbanyato kedulwiso bee be keterefolshiη so nna.)

Learning Tasks

1. Ta Ngbanyato be adulwiso be mbra be kenya na n kuu mmalgafol jewulebi anu ne mmalgafol birabarso anu n nase.
2. Kraη kebaya shimbi nshin tisetu adulwiso mone a wε kumo to.
3. Ta adulwiso mone fo wu na m be Ngbanyato be adulwiso be mbra be kenya na so n kuu mmalgafol milto.
4. Sibε adulwiso be akeniso kudu.

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.

Kechonkenikpra

Eyilikpa 1 be Kechonkeni: Kanyiṅi/Kepalto

1. Sibε adulwiso be akeniso kudu.
2. Ta adulwiso be akeniso fanε anu n kuu mmalgafol ere be ntunso:
 - i. Kamalgafol jewulebi
 - ii. Kamalgafol birabarso
 - iii. Kamalgafol milto
3. Sibε adulwiso be mbra monε a kō a shun Ngbanyato be mmalgafol to.

Eyilikpa 3 be Kechonkeni: Kefε mfera n yō kufō

1. Kraṅ kebaya shin tisetō kumo to. Ta fobe mbra be kenyi na n lara kebaya na be kaboler be mboṅ efuli.

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

Week 12

Kasɔbii be Asɔkpɔra: *Ta ashuɲ nɛ adelgeso be kasibɛ be mbra n kuu mmalgafol*

Kumu: *Keta ashuɲso nɛ adelgeso be kasibɛ be mbra n kuu mmalgafol.*

Kushuɲso

Kushuɲso ela kamalgaba monɛ ku bee ɲini keshɛɲwɔrɔ, kananɛ kusɔ du nko kananɛ kusɔ wɔrɔ n naa la kamalgafolshɲi na be kaba, fanɛ nu, wɔrɔ, ji.

Ashuɲso be akeniso ashi kamalgafol to.

1. Samaakuse **ji** amalo nɛ nyɔto.
2. Awalekeyɛ **nite** n yɔ sukuru.
3. Damba **boɲ** kashe nɛnɛ.

Mbra

Ashuɲso be mbra monɛ a kɔ a shuɲ kɔr abar to Ghana be Ngbarana to. Mbra na be ako nde:

1. Bee ɲini kusɔ nɛ ewɔrɔpo na bee wɔrɔ. Gbanɛ na bee **shile** achɔ ade nna.
2. Ashuɲ fanɛ kumu kamalgafol na to. Fanɛ Kanyɛn na **bee shile achɔ mo baraana**.
3. Saɲɛ ko ntilemu baɲ junkpar kamalgaba ewɔpo na be kabaso, ku bee ta kushuɲ so na nna a bir kumobe kumu so a ki kamalgaba koɲwule.

(This does not occur in all Ghanaian languages). In Ghanaian languages where this does not occur, teachers should ignore this rule.

Beɲinipo e ɲini Ngbanɲato be ashuɲso be mbra na ashi kamalgafol to. Beɲinipo e naɲ sa Ngbanɲato be mbra mo nɛ a wɔ esoso na n tiso.

Kedelgeso

Kedelgeso la kamalgaba nko kamalgafolshɲi monɛ ku bee delgeso kushuɲso, nko kedelgeso ko, ɲini kabonɲ, saɲɛ, kananɛ kusɔ sa nɛ adamta.

Akeniso

Kanyɛn na kaɲ ba **ndre**.

E boɲ nɛnɛ

Keshɛɲwɔrɔ na luweto **manaɲ manaɲ**.

Mbra

Adelgeso be mbra monɛ a kɔ a shuɲ kɔr abar to Ghana be Ngbarana to. Mbra na be ako nde:

1. A Shuɲ fanɛ kedelgesofolshɲi be kumu. Fanɛ Kanyɛn na malga **aworso ga**.
2. A Shuɲ fanɛ kedelgesofolshɲi be kedelgeso. Fanɛ Nchu na bel **manaɲ**.
3. *Adelgeso monɛ a maɲ bir mmata mmalgaba ko n saa la kamalgaba koɲwule. Beɲinipo e sa amobe akeniso Ngbanɲato.*

Learning Tasks

1. Dinito aso ne a la kushunso ne kedelgeso nshin sa amobe akeniso kudu kudu.
2. Ta akeniso na n kuu mmalgafol be ntunso ere to:
 - a. Jewulebi
 - b. Birabarso
 - c. Milto
3. Dinito ashunso be ntun mone fo bii kumuba ere to na.

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.

Kechonkenikpra

1. **Eyilikpa 1 be Kechonkeni: Kanyiqi/Kepalto**
Dinito kuso ku la keshunso ne kedelgeso.
 - a. Sibe ashunso ne adelgeso be akeniso anu nu.
 - b. Ta ashunso ne adelgeso na n kuu mmalgafol. Mmalgafol na e tor ade be ntujana ere to: 1 jewulebi 2 birabarso 3 milto
3. **Eyilikpa 3 be Kechonkeni: Kefe mfera n yo kufa**
 - a. Kraŋ kebaya na nshij bir kumobe kelijima. Ta mbra mone fo bii na n tiseti kebaya na n lara kumobe kaboler be mboŋ efuli.

(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

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SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

Sub-Strand: Text Composition

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

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

INTRODUCTION AND SECTION SUMMARY

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

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

The weeks covered by the section are:

Week 13: Narrative Essay

Week 14: Descriptive Essay

Week 15: Expository Essay

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 13

Kasɔbii be Asɔkpra: *Sibe keshɛnkute be kasibɛbirabarso*

Kumu: **keshɛnkute be Kasibɛbirabarso.**

Mmalgafolmu nɛ mmalgafol chɛtopo be kepalto

Kamalgafolmu ela kamalgafol monɛ ku bee buwito keshɛntirso na so ashi kato na to.

Kamalgafol chɛtopo ela kamalgafol monɛ ku bee chɛto a buwito keshɛntirso na so.

Lakal/kenyikpra ta n laɲɛ kato be kesibe nɛnɛ so.

Ade ela, keta abɔaya monɛ a duli a bar n wɔtɔ katɔɲ koɲwule to, kekute esoso/chipurso be asheɲ pɔɛ kaseto/kanyiso, a lara kashintɛɲ efuli, akasar asɔ abar, kusɔ nɛ ku ba nɛ kusɔ nɛ ku bar loɲ.

Kasibɛbirabarso

Ku la kasibe monɛ esa bee ta mobe mfera na a lara keshɛɲ ko efule. Kasibɛbirabar kama bee buwito keshɛntirso ko so nna.

Keshɛnkute be Kasibɛbirabarso

Keshɛnkute la kasibe tentɛɲ be keshɛrkpraɲ sibe so nna nɛ ku bee bɛ keshɛnkute be kapɔrto be ekpa so a ta kumu ko a lara esa be anishi be awuso efuli. Ku beɛɲ tiɲ ala kashintɛɲ nko efɛ. Kumobe keshɛntirso ela fane ku bɛ keshɛkpraɲ be ekpana fane keshɛntirso, kɔnɔɲberge nɛ mmalgaba bal afito so be ekpa tini ko so a bar ekrampo na be lakal keshɛrkpraɲ na so. Saɲɛ damta esa koɲwule be katilemu nɛ ku bee ta a shuɲ, esa be afeso, a buwito kashintɛɲ to, saɲɛ choɲso be mmalgaba nɛ kedelge keshɛrkpraɲ na so nɛnɛ. Keshɛɲ kuteso na daga fane ku fara keshɛrkpraɲ na be sososo na n ya fo lalaluwe to. Alakalfoni nɛ kamalganyi be apɔrsobi gba la asɔ nɛ a bee chɛto nna a pɛ esa be lakal a wɔtɔ keshɛrkpraɲ na to.

Keshɛnkute be Kasibɛbirabarso be amu ko nde:

- Sibe keshɛrkpraɲ ta n laɲɛ fo sososo be sukuru be keyɔ be asheɲ.
- Sibe keshɛrkpraɲ ta n laɲɛ fobe ajibi shaso so.
- Sibe keshɛrkpraɲ ta n laɲɛ fobe Burnya be ewushi nɛ ku baɲ choɲ na be asheɲ.
- Sibe keshɛrkpraɲ ta n laɲɛ fo ka bii kusɔ ko fo gbagba be kaplie.
- Sibe keshɛrkpraɲ ta n laɲɛ fobe kelenɲto monɛ fobe kagbene fuli ga nɛ kanane fo daɲ wɔrɔ n nya kumo.

Keshɛnkute be Kasibɛbirabarso be kapɔr

kasotofuti

Kenishi deɲi: fara nɛ mbishi, asɔ be kɔnɔ nko kamalgafol monɛ ku bee bar baasa be lakal keshɛrkpraɲ na so. Kawol na be abɔaya dagaso monɛ bekrampo na daga ku pin.

Kamalgafol monɛ ku kɔ keshɛɲ tinini na.

Apuntoso be nto

Nase mmalgafolmu, mmalgafol chɛtopo nɛ lalaluwe be mamalgafol ana na.

Buwito nɛnɛ keshɛnkreso monɛ ku chɛto m buwito kamalgafolmu na.

Sibe saɲɛ monɛ keshɛrkpraɲ na wɔrɔ.

Kɔnɔɲberge be keyulwe

Sibe fobe kapɔr na nshin tisetɔ kumo to nɛnɛ.

Lalaluwe

Laje m palto kamalgafolmu na to

Laje m palto ashej kpra na to.

Sibe kamalgafol mone ku beej duwoso kasibebirabarso na kike so.

Learning Tasks

1. Buwito kuso ne ku la kasibebirabarso.
2. Buwito kuso ne ku la keshejkute be kasibebirabarso nshin delgeso kumobe kapor so.
3. Lara kumu mone ku par fo nshin buwito kanane feej njinito ne kumu na elar anishi ashi keshejkute be kasibebirabarso 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.

Kechɔnkenikpra**Eyilikpa 1 be Kechɔnkeni: Kanyiɔi/Kepalto**

1. Manɛ elɛ keshɛnkute be kasibɛbirabarso?
2. Sibɛ keshɛnkute be kasibɛbirabarso be kapɔr.

Eyilikpa 2 be Kechɔnkeni: Agoni be Kenyɛ

1. Delgeso keshɛnkute be kasibɛbirabarso be kapɔr.
2. Delgeso keshɛnkute be kebɔaya monɛ ku wɔ kaseto ere, nshin sa kumobe akeniso nɛ kapɔr.

Kedaɲ Ghana to

Ghana to be kedaɲ dra dra na daa la kusɔ nɛ ku daɲ nu ma nna. Afirika be kegbɛnfu daa kilgi na ashi abani be nchɛrga monɛ a daɲ sa nɛ gominati be eshuɲkpa damta ana kikɛ daɲ tiso na. Abani be nchɛrga na daɲ sa nna nɛ Ghana laɲɛ kamaɲ fane manɛ kumo e daɲ dii achɔ Afirika kikɛ na: kagbenekuu be kebawɔtɔ, tama be kelara nɛ kebawɔtɔ be kpakpa.

Loɲ be gominati—NDC daɲ lara mbra monɛ e tama fane beɲ chɛto na n laɲɛ Ghana be kebawɔtɔ m ba kumobe aya so. N nyiɲi fane mbra koɲwule monɛ ku daɲ chɛto m maɲso baasa be kebawɔtɔ nɛ kayawuji e da la lempo.

Loɲ be mbra na daɲ sa nna nɛ ajibi nɛ asɔ be ayawu daɲ dii fɔɲfɔɲ mabe ajibi shaso. Kede daɲ nyiɲi ma nɛ kusɔ mo nɛ ku wɔrɔ loɲ be kafɛ to. Kede daɲ nyiɲi ma nɛ mfera monɛ n daɲ nya loɲ be kafɛ to. Apati pɔtɔ, NGOs nɛ CSOs be awo be kedii, ama mbra na daɲ shuɲ lalaluwe. N nyiɲi baasa ku daa wu awo be kedii na to. Ama, gominati monɛ e ji NDC be kamaɲ be ejunkparpo, Jerry John Rawling Ebɔre yɔ mobe nchaɲ, da maɲ jɔ lempo. Hali nɛ nbre loɲ be lempo e kra shuɲ Ghana to na.

NB: Benjinipo e sa keshɛnkute be kebɔaya ashi Ngbanya to.

Eyilikpa 3 be Kechɔnkeni: Kefɛ mfera n yɔ kufɔ

1. Sibɛ beɲ wɔrɔ fane nto asa be keshɛnkute be kasibɛbirabarso nɛ fobe kumu nshin tisetɔ ngbar be mbra be ekpaana to.

Week 14

Kasɔbii be Asɔkpra: *kesibe kedelgeso be kasibɛbirabarso*

Kumu: Kedelgeso be kasibɛbirabarso

Palto kamalgafolmu nɛ kamalgafol chɛtopo to.

Palto lakal be kenase nɛ nto be kenase nɛnɛ to.

Kedelgeso be kasibɛbirabarso

Ku la kasibɛbirabarso be katuɲ monɛ ku bee folweso kusɔ: kusɔ, esa, kaboɲ, mfera, kagbene be afɛso nɛ lakal be akpa nɛ fo wu kusɔ na nɛnɛ. Kedelgeso be kasibɛbirabarso daga ku ka dese nna nɛnɛ, a buweto asheɲ to nɛ eyur be amalgaso be ngbar, nshin yili kashintɛɲ tinini so nɛ manɛ lakal to.

Kedelgeso be kasibɛbirabarso be kapɔr

Kasotofuti: kede bee fara nɛ kenishi deɲi n naa fara nɛ kamalgafolmu, kenishi deɲi na beɲɲ tiɲ a la alangbato bishi monɛ ku bee lara keshɛrkpaɲ na be kaboɲ monɛ ku wɔrɔ.

Apuntoso be nto: N fa nɛ kashɛrkpaɲ na be keshɛɲtirso bee buwito nɛnɛ. Amobe nto na be kekama be fara nɛ kamalgafolmu monɛ ku bee kaɲɛ ekrampo na kusɔ monɛ e beɲɲ ba fɛ fanɛ ku beɲɲ wɔrɔ kato na to nna. A bee sa abɔaya nɛ akeniso tinini nna.

Lalaluwe: Palto keshɛɲ tinini na ashi sososo be kato na to nshin buwito abɔaya kpra apuntoso be nto na to.

*(Saɲ ka naɲ bar lakal pupɔr lalaluwe be kato na to. Nɛ fo kra kɔ mfera pɔtɛ fo naɲ buwe apuntoso be kato pupɔr.)

Kedelgeso be kasibɛbirabarso be amu be akeniso nde:

- a. Kedelgeso epel nko ajibi shaso
- b. Ghana ka sɔ kumobe kumu baasa fuful be enɔto be kache gbo
- c. Delge kawurwushi nɛ kashintɛɲ ji be lakal so.
- d. Kedelgeso kananɛ fee sha nɛ Ghana nɛ fee sha na e baa du n sa fo.

Kedelgeso be kasibɛbirabarso be kapɔr

- Ku buwito nɛnɛ n sa ekrampo na
- A ta mmalganyi be a pɔrso ashuɲ
- A ta mmalgaba monɛ a beɲɲ sa nɛ fo wu keshɛɲ delgeso na so nɛnɛ.

Ekpaana monɛ feeɲ bɛso n sibɛ kedelgeso be kasibɛbirabarso

1. Sososo, megito fobe kasɔbii be kumu na to nshin buwito kumo nɛ fobe lakal be ekpaana, chala fobe abɔaya monɛ fo tama fanɛ feeɲ ta n shuɲ
2. Tol fobe kasibe na, sibɛ fobe abɔaya na be asheɲtirso na be amu nawule n shin peshe kanane feeɲ buwe amo to.
3. Sibɛ fobe kasibɛbirabarso na. Fee tiɲ bolso fobe asheɲtirso be amu na, loɲ beɲɲ chɛto nɛ kasibe na e baa du pɔtɔpɔtɔ.
4. Laɲɛ n kraɲ kumo pɔɛ n ta n sa. Loɲ beɲɲ chɛ fo to nɛ fo wu kaboler be mboɲ n tise amo to.

Learning Tasks

1. Dinito kedelgeso be kasibebirabarso so.
2. Buwito nene kedelgeso be kasibebirabarso be ekpaana nshin sa kumobe akeniso n che fobe atuwebi na to.
3. Kedelgeso be kasibebirabarso be kasobii be kumu kama n tol pɔɛ n sibɛ nɛ fobe lakal e baa wɔ kumobe ekpaana nɛ kumobe kapɔr na so.

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.

Kechɔnkenikpra

Eyilikpa 1 be Kechɔnkeni: Kanyiŋi/Kepalto

1. Manɛ ela kedelgeso be kasibebirabarso?
2. Manɛ ela kamalgafolmu nɛ kamalgafol chetopo ashi nto to?

Eyilikpa 2 be Kechɔnkeni: Agoni be Kenyɛ

1. Delgeso kedelgeso be kasibebirabarso be ekpaana nshin sa kumobe akeniso.
2. Sibɛ kedelgeso be kasibebirabarso been wɔrɔ nto asa ta n laɲɛ amu ere be kapliɛ, (fane adaŋkareshɛŋ, farfarbi, kashintenji, kenyen, Ghana nɛ mboŋ pɔte be asheŋ nɛ adamta.)

Week 15

Kasɔbii be Asɔkpɔra: *Kebuwasheṅto be kasibɛbirabarso*

Kumu: **Kebuwasheṅto be kasibɛbirabarso**

Kebuwasheṅto be kasibɛbirabarso

Ku la kasibɛbirabarso mone ku bee folweso nko a delge kusɔ so nna. Ku bee buwito kasɔbii be kumu na be asheṅ, ekpaana nko lakal to na ne ku bee lar anishi nene.

Kebuwasheṅto be kasibɛbirabarso be ekpaana

Mbishi na be kumu:

Kede bee shi mbishi na to na.

Kasibɛbirabarso na be kasotofuti:

Kebuwasheṅto be kasibɛbirabarso bee fara ne kasotofuti nna. Kede bee pe ekrampo na be mfera na, buwito fobe kasɔbii be kumu na gbɛ nshin sa kamalgafolmu mone ku bee duwo fobe kebaya kike so.

Apuntoso be nto

Mfa ne fee buwito nene kasɔbii be kumu na be keshɛnkreso na. Ku bee tiṅ a la nto asa na ama bee ka cho loṅ kasibe tentɛ to. N fa ne kasherkpɔṅ na be keshɛṅtirso bee buwito nene.

Lalaluwe

Kebuwasheṅto be kasibɛbirabarso be keluweto bee duwo kumu na kike so nna. Kumo ela fane fo ta abaya kike n kii kekoṅwule.

Learning Tasks

1. Delgeso kusɔ ne ku la kasibɛbirabarso.
2. Manɛ ela kebuwasheṅto be kasibɛbirabarso?
3. Dinito kusɔ ne ku la kebuwasheṅto be kasibɛbirabarso nshin sa kumobe akeniso ne a buwito fobe atuwebi na to nene.
4. Nuso be kenyi ne feṅ beso n sibe kebuwasheṅto be kasibɛbirabarso?
5. Sibe kasɔbii be kumu ko ta n laṅ kebuwasheṅto be kasibɛbirabarso be kaplie.

Eṅinipo na e sa kasɔbii na be kumu na Ngbanyato.

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.

Additional Reading

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