



MINISTRY OF EDUCATION

# Gurenε Təgum

## Bə'ora Sekondire Sukuu

PA'ALA GŌŊŌ



Yuunε Diyana – Gəŋə



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION



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REPUBLIC OF GHANA

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OF MINISTRY OF EDUCATION**

## GHANA TƆGUM PA'ALA GƆƆƆ

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

## Overall Totals (SHS 1 – 3)

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





## SECTION 1: **SOUNDS OF THE LANGUAGE**

Strand: **Oral Conversation**

**Sub-Strand:** Phonology

### **Learning Outcomes:**

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

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

### **INTRODUCTION AND SECTION SUMMARY**

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

The weeks covered by 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.

# Bakwi 1

## Zamesego Puti'ira:

1. *Nyanje dike lageseto n de ma'a (Mw nɔgbama aɲa, zeleɲa zɔɲa, la zeleɲa la bɔba asi'a) pa'ale Gurene kodaasi itegɔ..*
2. *Nyanje dike lageseto n de ma'a (Mw kɔa miɲo, kuusi itegɔ zi'an, la kuusi n iti se'em se'em) pa'ale Gurene kɔnya'asi itegɔ.*

## Nyu'ɔ bii kankaɲi zi'an 1: **Kɔdaa la Kɔnya'aɲa Pa'alegɔ**

### Kɔdaa

Tɔgum kuusi itegɔ puan ti kunkoduɲɔ la ni yu'ε ti kuusi la yesera, base ti kunkoyiisi/kunkomi'isi la ni miina gee ti gu'a ka bɔna, gee me dena kuusi naaɲɔ bɔbese'ere n de vo'osum suure.

### Kɔdaa pa'alegɔ:

Kodaasi pa'alegɔ puan, lɔgerɔ tusetɔ ti tu tara pa'ala. Lɔgetuna wa de la nɔgbama la aɲa, zeleɲa n zoni se'em, la zeleɲa la bɔba asi'a ti tu tara ita kodaasi la. Gurene tɔgum la puan, ATR (ZBB) (zeleɲa la n boi beense'ere) pa'ase kodaasi la pa'alegɔ puan mε.

### *Nɔgbane aɲa:*

Dwana wa pa'ale la kodaasi yi'a puan, Nɔgbama la ni kilesera mε bii nɔgbama la yiregeri mε. Dwana n ni pa'ale aɲa la n ani se'em nɔgbama '**kilesego**' la nɔgbama '**yiregere**'

### *Zeleɲa zɔɲa beene:*

Kalam pa'ali la zeleɲa la n boi beense'ere nuure la puan dɔla kodaasi yi'a puan. Dwana wa ta'am dena zɔna **saazuon, tiɲasuka, bii bɔna tilum.**

### *Zeleɲa la inya:*

Kalam pa'ali la zeleɲa la zisesi bii bɔbesi'a ti tu yi'ira kodaasi. Bɔbe-ana wa n ni pa'ala koda de la **nɛɲan, tiɲasuka bii pooren** koda.

### Magesε wuu:

/o/ - pooren saazuon-nɔgbama-kilesego koda

/i/ -nɛɲan-saazuon-nɔgbama yiregere koda

/ε/- nɛɲan-tilum-nɔgbama yiregere koda

/ɔ/-pooren-tilum-nɔgbama-kilesego koda

### Kɔnya'asi

De la tɔgum kɔa ti vo'osum gu'a bɔna ka yi'a puan gee ti ka wan ta'am lagum la koda lebege vo'osum.

### Sosi'a ti tu dɔla pa'ala kɔnya'asi:

miɲo, zi'an ti kɔa la ita, la kɔa la n iti se'em se'em.

*miɲo: Miɲo puan, tu tari la miɲɔ kɔnya'asi la kamiini kɔnya'asi. Miɲo kɔnya'asi la sisesi de la: /g/, /d/, /m/, /b/ gee ti a kamiini kɔnya'asi la me sisesi dena /f/, /s/, /k/, /t/, /v/, etc.*

### *Kuusi itegɔ zi'an:*

*Kuusi la itegɔ zi'isi sisesi de la nɔgbama ayi, nyina la nɔgbane, nyina, nyimbeɲa, zelem pulaka, zeleɲa pooren etc.*



*Kuusi la n iti se'em:*

Kalam de la kuusi yi'a puan si ni yi'ira se'em se'em bii kuusi itegɔ n ni ita se'em. Kɔnya'asi itegɔ puan doli la si iti ziseka mɔpi wuu agubase, siisege/aperege siisa kuusi, nuuren la aperege siisa kuusi, nyɔan kɔnya'asi, sapebesum gu'a n ka zo'e etc.

**Zamesegɔ Tuune**

1. Beni n de kɔdaa?
2. Beni n de kɔnya'aŋa?
3. So-ana bɛɛ ti tu tara pa'ala kɔdaasi yi'a?
4. So-ana bɛɛ ti tu tara pa'ala kɔnya'asi yi'a?
5. Guleɛ Gurene kɔdaasi la zã'a.
6. Guleɛ Gurene kɔnya'asi la wuu (kɔnya'asi pia).
7. Pa'alɛ kɔnya'asi la la kɔdaasi la zã'a ti fu glese la n iti se'em.

*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.

## Asessementti kankaŋi

### Beene 1 Asessementti: Amaalum tiise iŋe/tiisego

1. Gulese Gurene kodaasi sita.
2. Gulese kodaasi la n boi yelebea wa puan la (Pa'ala la gulese yelebea n tari Gurene kodaasi ti koma la nye gee gulese) *E.g.*
  - a. *Gurene: fole, yire, zãare, kule, ŋme etc.*
3. Gulese konya'asi la zã'a waabi n boi Gurene tógum la puan biŋe.
4. Gãrese pa'ale sosi'a ti tu dola pa'ala Gurene kodaasi
5. Gãrese pa'ale sosi'a ti tu dola pa'ala Gurene konya'asi.

### Beene 2 Asessementti: Pansi Kumesego

1. Pa'ale kodaasi n yi'iri se'em Gurene tógum la puan.
2. Pa'ale kodasina wa )
  - a. /a/:

SECTION 1: SOUNDS OF THE LANGUAGE

- b. /ɛ/
  - c. /o/:
  - d. /i/:
  - e. /ɔ/:
3. Tigese kɔnya'asina wa /b/, /d/, /g/, /t/ doose ba iti se'em bɔna tilum wa
- a. Miingo:
  - b. Itego zi'isi:
  - c. Kuusi n iti se'em se'em:
4. Dike kɔnya'asi sita gulese yelebea:
5. Dike kuusi pa'alego bogero soa la pa'ale kɔnya'asi sinuu itego.

## Bakwi 2

### Zamesego Puti'ira:

1. *Gārese pa'ale Gurene kodaasi n tɔre doose se'em yelebea gulesego puan (e.g., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego).*
2. *Gārese pa'ale Gurene konya'asi n tɔre doose se'em yelebea gulesego puan (e.g., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego).*

### Nyu'ɔ bii kankaŋi zi'an 1: Kodaasi Tɔrega Kodaasi Tɔrega

Kodaasi tɔrega de la kɔdaa la n boi zi'an bɔba yelebire puan. Kodaasi sisesi ni bɔna la yelebire la pɔsega, tiŋasuka la yelebire la ki'ileŋa/ba'asego. Kɔdaa san bɔna yelebire pɔsega, tu yi'iri bala la yelebire pɔsega kɔdaa. A san bɔna yelebire tiŋasuka, ka de la yelebire tiŋasuka kɔdaa gee ka san bɔna yelebire la ba'asego, ka de la yelebire ba'asego kɔdaa.

Magese wuu: base ti tu bise ya kɔdaa 'a' n boi zi'an bɔba yelebea n boi tilum wa puan:

1. atɔgum
2. mam
3. pɔka

Fu san bise magesego 1 la n boi saazuon la, kɔdaa wa /a/ boi yelebire pɔsega mɛ. Bala la tu wan yeti ti kɔdaa /a/ wa boi la yelebire la pɔsega. Magesego 2 puan la, /a/ wa'am wa bɔna la yelebire la tiŋasuka bala la tu ta'am yeti ti /a/ boi la yelebire tiŋasuka. Magesego 3 la puan la, /a/ boi la yelebire la ki'ileŋa bii ba'asego, bala la tu ta'am yeti ti /a/ la boi yelebire la ba'asego.

### Zamesego Tuune

1. Kɔdasina beɛ la konya'asina beɛ n boi kuusi wa puan wan ta'am bɔna Gurene yelebire pɔsega: /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ la /u/, /b/, /d/, /f/, /g/, /h/, /ŋ/ la /k/
2. Kɔdasina beɛ n boi kodaasi wa n gā saazuon wa puan n wan ta'am bɔna yelebire tiŋasuka?
3. Konya'ansina beɛ n boi konya'asi wa n gā saazuon wa n wan ta'am bɔna Gurene yelebire ba'asego/ki'ileŋa?
4. Bise yelebea wa n gā tilum wa zā'a gee Pa'ale kodaasi la konya'asi la bɔŋa zi'an:

**NB: Magesego yelebea sum ti ba dɛna la Gurene yelebea.**

*Pa'ala la ka sum ti a yeti ti kɔma la zā'a kɔ'ɔm bɔke sela woo buyima. Tu wan pa'ale la sum ti a tara pa'alego sɔa zo'e zo'e pa'ala ti la suŋe seba bɔkere n ba'am bɔna tiŋa la ti ba me lagum zamese bɔke wuu ba taaba la n bɔke se'em la.*

Pa'ala la sum ti a loose la kodaasi tɔka tɔka la yelebiwogero ti la ta'am pa'ase base ti kɔma la ni zige gee ta'am bɔke tuune la. Magese wuu, pɔgebudaa, lonkuuŋɔ, ŋme'ere, mu'uuŋɔ, beena, peere, bɔŋa etc



## Pedagogical Exemplars Building on what others say

### 1. Pair and group work:

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

### Initiating Talk for Learning:

#### Whole class discussion

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

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

### Modelling:

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

**Gurene: ele, pee, pole**

### Collaborative learning

#### Pair work:

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

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

## Asessmenti kankaŋi

### Beene 2 Asessmenti: Pansi Kumesego

- Ee Gurene yelebea ayi ayi ti diyima woo tara kodaasi wa n boi tilum wa ti si bona posega, tiŋasuka la ba’asego/ki’ileŋa.
  - /a/:
  - /e/:
  - /ɛ/:
  - /ɔ/:
  - /i/:
  - /u/:

### Beene 2: Asessmenti:

Pa’ale kodaasi la n boi yelebea wa n boi tilum la puan gee pa’ale si boi zi’an boba yelebire la puan.

- mam

- b. nsɔ
- c. pee
- d. kum
- e. ŋme
- f. gbi

### *Pa'ala la nyaa gulese Gurene yelebea*

#### **Beene 3 Aseementi: Ati'ise Zo'e**

1. Gulese Gurene yelebea ayopɔi n tari kodaasi ti si bona yelebire pɔsega, tiŋasuka la yelebire ba'asegɔ bii ki'ileŋa gee gārese fu lebesego.

### **Nyu'ɔ bii kankaŋi zi'an 2: Kɔnya'asi Tɔrega**

#### **Kɔnya'asi tɔrega**

Kɔnya'asi tɔrega de la kɔnya'asi la ze'elego zi'an yelebire puan. Kɔnya'asi sisesi ni bona la yelebire pɔsega, ti sisesi bona yelebire la tiŋasuka gee ti sisesi me ni bona yelebire la ki'ileŋa. Kɔnya'aŋa san bona yelebire la pɔsega, tu yi'iri bala la yelebire pɔsega kɔnya'aŋa, yelebire la tiŋasuka me de la yelebire tiŋasuka kɔnya'aŋa gee ti ki'ileŋa la me dɛna yelebire ki'ileŋa kɔnya'aŋa.

Magese wuu yelebesi'a n boi tilum wa:

1. mɔpi
2. tum

Yia daana la puan, 'm' n de kɔnya'aŋa la boi yelebire la pɔsega. Buyi daana la puan, 'm' tee bona la yelebire la ki'ileŋa. Bala la, tu wan yeti, 'm' n de kɔnya'aŋa la ta'am bona yelebire pɔsega gee kelum bona ki'ileŋa.

#### **Zamesegɔ Tuune**

1. Pa'ala loose kɔnya'asi la yelebea n wɔge ti a bɔkerɛ kan dɛna naana bɔ'ɔra zamesereba la. Magese wuu: aŋmeteregesia, pemesege, fɔw. puga, nyaŋere, bɔgelɔɔŋa, mɔm, bum, gbigenɛ, lem
2. Sɔse pa'ale kɔnya'asi la tɔrega yelebea la ti ba bɔ la puan.
3. Gulese yelebea asi'a yesera kɔnya'asi la ti ba bɔ la yelebea puan gee pa'ale kɔnya'asi tɔrega la tuuma.

### **Pedagogical Exemplars**

#### **Collaborative learning**

##### **1. Modelling and group work:**

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

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

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

*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.*

**Asɛɛsementi kankaŋi****Beene 2 Asɛɛsementi: Asɛɛsementi: Pansi Kumesegɔ**

1. Guleɛ Gurene yebeɛa anaasi ti kɔnya'asi wa n boi tilum wa pɔsera yebeɛa la:
  - a. /b/:
  - b. /d/:
  - c. /f/:
  - d. /g/:
  - e. /h/:
  - f. /k/:
  - g. /l/:
  - h. /m/:
  - i. /n/:

**Beene 2 Asɛɛsementi:**

1. Pa'ale kɔnya'asi n de sesi yebeɛa wa n gã tilum wa puan gee pa'ale kɔnya'asi la n boi zi'an bɔba yelebire la puan pɔsega, tiŋasuka bii ba'asegɔ/ki'ileŋa.
  - a. solene
  - b. nsɔ
  - c. loko
  - d. babibisi
1. solemitiŋa
2. vonsumɔ
3. dia
4. kom
5. suma'asum

*Pa'ala la sum mɛ ti a tara Gurene yebeɛa zamesa kɔma la*

**Beene 3** Aseesementi: Ati'ise Zo'e

6. Gulese Gurene yelebea pia n tari kɔnya'asi ti kɔnya'asi bɔna yelebea la pɔsega, tiɲasuka la ba'asegɔ/ki'ileŋa.

## Section 1 Review

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

### Additional Reading

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Lauren, T. (2019). Vowel phenomena of Guang languages. Master's thesis submitted to the faculty of graduate studies Trinity Western University
4. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). *Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka*, 249-264.
5. Snider, K. L. (1989c). The vowels of proto-Guang. *Journal of West African Languages* 19(2). 29–50.
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## SECTION 2: **SHARING IDEAS AND ORAL INTERPRETATION**

Strands:

1. Oral Conversation
2. Language and Usage

**Sub-Strands:**

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

**Learning Outcomes:**

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

**Content Standards:**

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

### **INTRODUCTION AND SECTION SUMMARY**

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

The weeks covered by the section are:

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

**Week 4:** Skimming

**Week 5:** Scanning

**Week 6:** Interpretation

### **SUMMARY OF PEDAGOGICAL EXEMPLARS**

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

### **ASSESSMENT SUMMARY**

The assessment strategy for this section ensures a balanced evaluation of 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.

## Bakwi 3

### Zamesegɔ la Puti'ira:

1. *Nyaɲe pa'ale sɔsega puan putɛdaasi Mw., buuri malema yela (girema bu'a, taaba na'asegɔ, taaba suɲere la yelesuma itegɔ), zamesegɔ, kɔma zũa, kɔrenkɔrum, tu Ghana leebekãra, sãlema tũ'a/alakpikiri GESI etc.*
2. *Sɔse pa'ale puti'ira doose sɔsega la n loose doose se'em Mw., buuri malema yela (girema bu'a, taaba na'asegɔ, taaba suɲere la yelesuma itegɔ), zamesegɔ, kɔma zũa, kɔrenkɔrum, tu Ghana leebekãra, sãlema tũ'a/alakpikiri GESI, STEM etc.*
3. *Dike agabe tole kaalegɔ mi'ilum la yelezure/puti'ire eere kãalegɔ mi'ilum la fu kãale bokere sɔsega ŋwana mɔpi gee lebeso sokere duma.*
4. *Sɔse yelezure/puti'ire eere kãalegɔ (scanning) sɔa la (mw., lobe nini ee yelebire, lobe nubire ee yelebire, ee yelebɛa bii yelebinaaresi sɔsega puan, etc).*
5. *Sɔse nuure leregere yeke yeke wuu nimmu'ure kelesego/selesego, puti'ire bu'a la puti'ire bokere, etc.*

### Nyu'ɔ bii kankaɲi zi'an: Ta'am Pa'ale putɛdaasi Sɔsega Puan

#### Putɛdaa

Putɛdaa la ni dena la sela n de nimmu'ure puti'ire paa ti sɔsega la zã'a tagele. La ni dena la gulesa la n boti ti a bo putɛse'ere yɛsɛra sɔsega la zuo la ni base ti a kɔ'ɔm niɛ la peelum bii a dike suge ti fu kãale gee nye puti'ire la. Puti'ire wa n de sela n dikeri sɔsega la naara taaba suɲa suɲa.

Fu san bɔta ti fu ta'am pa'ale putɛdaasi sɔsega puan, iɲe yeke-ana wa n gã tilum wa:

- Baɲe sɔsega la n tɔgeri sela yeke: Sɔsega la tɔgeri la nereba yeke, tigere yeke, bii kua yeke?
- Soke baɲe yeke la iɲe sanseka: Lasebaare la pa'ale sanseka ti yeke la iɲe me?
- Baɲe zi'an ti yeke la iɲe: Sɔsega la puan ba yi zi'an/tiɲa la yu'ure?
- Soke baɲe sela zuo gee ti yeke la iɲe: Fum baɲe sela zuo gee ti yeke la iɲe bii ba gãrese pa'ale ti fu bokere sela n iɲe la?
- Soke baɲe yeke la iɲe la ŋwani ŋwani: Sɔsega wa nyaɲe yeke la n iɲe doose se'em bii a yem dena la puti'ire?

*Tẽra ti: Yelesum puan, ba ta'am ni delege, sobe bii buɛ putɛdaasi la. Fu ta'am le nye a yelesunzura la puan.*

#### Zamesegɔ Tuune

1. Yi puti'ira atã n boi sɔsega ti fu kãale puan.
2. Pa'ale sela n de putɛdaa gee pa'ale putɛdaasi sitã n boi sɔsega ti fu kãale puan.
3. Gãrese pa'ale putɛdaa n de sela gee bise sɔsega ti fu kãale puan pa'ale putɛdaasin de sesi.

### Pedagogical Exemplars

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

1. Teacher models the prediction of story line following the principles discussed.

- Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audiovisual materials.
- Each pair shares their predictions and presents a final work to the class, justifying their responses.

### Group work:

- 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:

- 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.

## Asɛɛsɛmɛnti kankaŋi

### Beene 1 Asɛɛsɛmɛnti:

- Sɔsɛ pa'ale putɛdaa n de sela.
- Dike fumiŋa puti'irɛ pa'ale putɛdaasi n de sela

### Beene 2 Asɛɛsɛmɛnti:

- Kãale yelesum pika wa n gã tilum wa gee gãresɛ bu suŋa suŋa pa'ale putɛdaasi la: *Ghana de la West Afrika tiŋa n boi zi'an n zãɛ la timmiŋo la n boi tingɔŋɔ wa zuo la. Amaa bala, la ka pa'ale yeti ti timmiŋo la daaŋɔ kan maam pae Ghana tiŋa wa. Timmiŋo-kãte tabele pugum sige Ghana tiŋa wa puan me saŋa n tole la gee ti tu kelum nyɛta bigesego fii fii saŋa woo. Timmiŋo-kãte wa n wa pɔsɛ sige Ghana tiŋa wa puan wa dena la 1615. Timmiŋo wa yuum sa'am la Sao Jorge at Elmina lɔgerɔ gee ti 1636 me Timmiŋo-kãte ayima yuum le sige la Axim. . Yuune 1862 puan, timmiŋo-kãte paa wa sige tu Accra n de tu Ghana wa zã'a tinkate la puan ti nereba lɔgerɔ yuum wa sa'am ta ta' la Christiansburg Castle, la kuga yea asi'a.*

### Beene 3 Asɛɛsɛmɛnti

- Dike fu putɛdaasi la gulese naɛ fu yia tuune la ti tu bo saazuon la. Yeleminɛre la wan ta'am iŋɛ sela. Gãresɛ pa'ale sela zuo gee ti fu loe eŋa la.

## Nyu'ɔ bii kankaŋi zi'an 2: Sɔsɛra Putɛdaasi la Puti'ira Sɔsɛga puan

### Sɔsɛga

Nuure tɔgum bii guleseɔ tɔgum sɔsɛga ti nereba sɔsɛra, yele yele wuu yelezure nimmu'ure sɔsɛga puan.

### Puti'irɛ

A de la ti'iseɔ bii mi'ilum bu'a pa'ala sela n ta'ase bii sela n iŋɛ

### Puti'irɛ bu'a

Puti'irɛ bu'a de sela ti nera pa'ala eŋa n ti'iseri se'em yɛsɛra sɔsɛga puan gãkere gee putɛdina ta'am kan dena yeleminɛre bii nera la n mi yele la pae se'em. A me ta'am kelum dena ka'aŋɔ ti fu dike bɔ'ɔra nera yɛsɛra la eŋa bɔkere n de se'em la sɔsɛga ti a wum.

Puti'ira la puti'ira bu'a sɔsɛga puan, zamesɛra la nari ti:

- Pɔsɛ kelese/selese suŋa suŋa
- Ti'ise gee baŋɛ tɔgɛ
- Mina yeleminɛre la n de sela gee baŋɛ tɔgɛ

- Yele fum n ti'iseri se'em la suŋa suŋa, ŋwana tintoo gee digese yela pa'ale te'ele fu sosega
- Ni pose fu sosega yeti 'Mam'

**NB: Puti'ira bu'a la puti'ira sosega puan, see ti ya bo'ora taaba girema. .**

### Zamesegɔ Tuune

1. Pa'ale sosega, puti'ire la puti'ire bu'a.
2. Dike fumiŋa puti'ire gārese pa'ale puti'ira la puti'ira bu'a n de sela sosega puan
3. Gārese pa'ale sosi'a ti tu dola so sera puti'ira la puti'ira bu'a.
4. Kelese/selese sosega, gāese ka suŋa suŋa gee yese puti'ira la puti'ira bu'a la ti ba bo la.

## Pedagogical Exemplars

### Starter:

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

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

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

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

### Talk for Learning

#### Think-pair-share:

1. Provide learners with the title of a story, 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.

**Asessementi kankaŋi****Beene 1 Asessementi: Amaalum tiise iŋe/tiiseḡo**

1. Gärese pa'ale puti'ira, sösega la puti'ira bu'a.
2. Kelese/selese solene gee söse putēdaasi, la puti'ira bu'a yesera sösega la puan
3. Dike foote la fu bise gee bo solene ŋwana gi'i doose foote la ti fu bise.

**Beene 2 Asessementi: Pansi kumesegḡo**

1. Wuu fum n zamese sela la, pa'ale fu puti'ire la fu puti'ire bu'a dola zuo la puan:

*“La de la pugeto tuune ti ba dugera dia bɔ'ɔra ba yinereba saŋa woo”*

*Pa'ala la me ta'am bise sösega zuo wuu Russia-Ukraine zaberε la, Gaza duma zaberε la.*

**Beene 3 Asessementi: Ti'iseḡo Soa**

1. Dike fu puti'ira la magese la fu taaba la puti'ira dola sösega la zuo n de sela la, gee nyaŋe ku'e sösega ŋwana gi'i.

**Zamesegḡo Puti'ira:** *Dike agabe tole kaaleḡo mi'ilum la yelezure/puti'ire eere kãaleḡo mi'ilum la fu kãale gee maale duniya yela.*

**Nyu'ɔ bii kankaŋi zi'an : Agabe tole kãaleḡo (Skimming)****Agabe Tole Kãaleḡo (Skimming):**

*Agabe tole kãaleḡo (Skimming) de la kãaleḡo ti fu ni kãala kalam kalam ti fu baŋe sösega la zã'a n sɔseri sela yele. Tu ni tara kãale-kuna taaba kãala ti tu yem bɔke la sela mɔpi ti sösega la tɔgera di yele.*

*Agabe tole kãaleḡo (Skimming) de la kãale ti tu kãala kalam kalam ti tu baŋe sösega puan putēdaasi.*

*Abise fii (Preview): Abise fii de la sösega ti fu nye yɔ'ɔ ti fu bise ŋwana fii wa gee ti sösega la zã'a ta wa'am pooren. Tu ni ita abise fii ti tu baŋe la puti'ire la fii yesera sösega puan la sösega la aŋa.*

*Zã'a Bisega (Overview): Kalam tu ni bise sösega la zã'a ta'am loe tu boti sɔseseka. Zã'a amaalumbise bii sösega zuo aŋmaε gi'i.*

*Amaalumbise (review): Amaalumbise de la kãaleḡo ti fu kãale ti fu tiise fumiŋa yesera sösega la ti fu tabele kãale gee ti la yue. A de la sela ti fu maalum bise e ti fu maalum demese bii fu dike sela pa'ase tee a aŋa.*

**Zamesegḡo Tuune**

1. Dike puti'ire gärese pa'ale yelebidaasi la.
2. Dike agabe tole kãaleḡo la kãale yia tigeria atã la gee pa'ale yelebidaasi sitã n boi sösega la puan.
3. Dike yelebidaasi la gulese yelesun-ta'ama atã n ze'ele sösega puti'ire la puan.
4. Dmaε yia tigeria atã la puti'ira la ŋwana gi'i.

## 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.*

## Assessment kankañi

### Beene 1 Assessmenti: Amaalum tiise iñe/tiiseጋ

1. Agabe tole kāaleጋ sጋa sጋsega

### Beene 2 Assessmenti: Pansi kumeseጋ Dike agabe tole kāaleጋ sጋa la pa'ale yeledaa n de se'ere sጋsega gi'i puan.

1. Gabe tole sጋsega n de wuu yelebጋa 400 gee dike fu agabe tole mi'ilum la ስmaጋe sጋsega la gi'i bii pa'ale putጋdaa la n de sela sጋsega la puan.
2. Gärese sጋsega la suጋa suጋa gee pa'ale yelebidaasi kankañi. Dike yelebidaasi la gulese yelesun-ta'ama n ze'ele sጋsega la zuo puan.

**Zameseጋ Puti'ira:** *Sጋse yelezure/puti'ire eere kāaleጋ (scanning) sጋa(mw., lobe nini ee yelebire, lobe nubire ee yelebire, ee yelebጋa bii yelebinaaresi sጋsega puan, etc).* (

### Nyu'ጋ bii kankañi zi'an: Yelezure/puti'ire eere kāaleጋ (Scanning)

Yelezure/puti'ire eere kāaleጋ (scanning) gäreseጋ

Yelezure/puti'ire eere kāaleጋ (scanning) de la kāaleጋ ti fu kāala kalam kalam ጆera lasebaare/yelebire/yelebinaare sጋsega puan gee ka bisera sጋsega la zā'a puti'ire.

Se'em n wan suጋe ti fu bጋke yelezure/puti'ire eere kāaleጋ suጋa suጋa de la, see ti fu bጋke sጋsega la n ani se'em aጋa gee kelum bጋke sela ti a pugum diጋe kāale la bala n wan base gee ti fu ta'am baጋe pa'ale yelezure la n boi zi'an bii lasebaare la ti fu ጆera la kalam. Yelezure/puti'ire eere kāaleጋ (scanning) suጋeri ti tu ta'am baጋera la sጋsega putጋdaa n de se'ere la kalam.

Yelezure/puti'ire eere kāaleጋ (scanning) suጋeri nera ti a ta'am kāala zጋ'ጋra me gee noጋe kāaleጋ. .

La nari me ti fu bጋke sela inya gee ti fu kāala la. Kalam, fu nari ti fu pugum mina fum n kāali ጆera sela moጋpi sጋsega la puan; la de la ጋጋጋ yu'ure, intaneti, ጋጋጋ ti fu yem ጆera, yelebire diyima bii yelebinaare ti fu ጆera, solene diyima ጋwana wa ti fu bጋta ti fu kāale, bii tiim ti fu bጋta ti fu da etc.



Sankani n nari ti zamesa iṅe yelezure/puti'ire eere kãaleḡ:

A ni nara me fu ta'am ee zamesegḡ loḡero; see ti fu bise ḡoḡo la tari fum n eeri lasebase'ere la gee nyaṅe pa'ale pegesi'a ti lasebaare la bona.

See ti fu mina ḡoḡo la n tigese se'em. Ba ta'am tigese ḡoḡo la doose A-Z bii yoo yoo bii dola tu tuuma, bii ḡoḡo la zuto, ḡoḡo puti'ira bii ba namba.

- i. Ee gee baṅe kãale
- ii. Ee sokere duma la zã'a puan baṅe seba ti fu wan nyaṅe lebese ḡwana naana.
- iii. iii. Fu san le eera lasebaare ḡwana moḡi Mw., dabesere, yelebidaasi, putedaa etc.

### **Fu wan iṅe yelezure/puti'ire eere se'em:**

Fu san diṅe nye sosega la zã'a puti'ire gee baṅe bobesi'a ti fu bota ti fu kãale la.

- i. Poḡe ita yelezure eere kãaleḡ la lobera nini bisera (gee tara nubire pa'ala dola poore) doose sosega la puan kalam tole.
- ii. Fu san ta nye puti'ire la bii lasebaare la ti fu eera la, kãale yelebisi'a zã'a n boi koṅkoṅkoṅ la.
- iii. Fu san ta nye lasebaare n nari ti fu ma'ε inya gee bise, see ti fu nyaa kãala fii fii suṅa suṅa..

### **Zamesegḡ Tuune**

1. Pa'ale yeledaasi wa n boi tilum wa n de sela
2. Abise fii (Preview) Amaalumbise (review) Zã'a Bisega (Overview) . Kãale sosega ti ba bo fu gee yese lasebaare puti'ira atã n boi bini.
3. Dike agabe tole la yelezure eeri mi'ilum la pa'ale puti'ire la putegile sosega puan.
4. Gãrese sosega suṅa suṅa gee pa'ale yelebidaasi gee dike a gulese yelesun-yoṅa ayima la yelesunta'ane ayima. Dike yelezure eere kãaleḡ mi'ilum kãaleḡ sosega.

### **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.*

## Asɛɛsemɛnti kankaɲi

### Beene 1 Asɛɛsemɛnti:Tiise (Recall)

1. Gãrese pa'ale yelezure eere sɔa ayi.

### Beene 2 Asɛɛsemɛnti: Pansi kumesegɔ

2. Fu wan iɲe ɲwani yelezure eere (scanning) ta'am suɲe fu ti fu pa'ale lasebaare mɔpi.

### Beene 3 Asɛɛsemɛnti : Ti'isegɔ Sɔa

3. Pa'ale yelezure eere kãalegɔ la sum la abe'em yela.

**Zamesegɔ Puti'ira:** *Sɔse nuure leregere n iti se'em gee ti yem bɔna selesego, fum bo'ori lasebaare la fu to'ori lasebaare etc.*

## Nyu'ɔ bii kankaɲi zi'an: Nuure Leregere

### Leregere

Ina de la fum gãreseri sela vuure pa'ala nera ti a bɔke. A me kelum dena la nigeɲo tuune.

*Lasebaare bu'a :* Fu dike lasebaare bɔ'ora nera dɔla sosi'a zã'a waabi ti lasebaare la wan ta'am doose pae nera la.

*Lasebaare to'ore;* Kalam de la fum n to'e lasebaare leregere lasebaare la gee bɔke sela ti lasebaare la yeta la vuure. La ni iɲe ɲwana ti seba n keleseri/seleseri tu la ta'am bɔke tu yeti ba sela.

### Fu san ita nuure leregere:

1. Kelese/selese suɲa suɲa
2. See ti fu ta'am tɔgera tɔgum buyi la zã'a suɲa suɲa.
3. Da base ti fum n leregeri ye'esa tɔgum buyima la puan la vuure la tee
4. See ti fu bɔna sɔsega la tiɲasuka

### Zamesegɔ Tuune

1. Gãrese pa'ale leregere n de sela
2. Pa'ale yelesi'a mɔpi n boi leregere puan
3. Lerege sɔsega bii tepi n tari yelebɛa pae 150 la 300

## Pedagogical Exemplars

### Initiating Talk for Learning

#### Whole class:

4. 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.*

## Asessmentni Kankani

### Beene 1 Asessmentni: Amaalum tiise iŋe/tiiseḡo

1. Fum bōke ti nuure leregere de la beni?
2. Sōse sosi'a ti fu wan doose iŋe nuure leregere
3. Gārese pa'alē nuure leregere bōba asi'a n ani se'em

### Beene 2 Asessmentni: Pansi Kumesegō

Kelese/selese gee ti ba ŋme tepi bii ba kãale ḡoḡo ti fu wum gee lerege.

## 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.

## References

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Snider, K. (019). 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.

## Bakɔi 7

**Zamesegɔ puti'ira:** *Tigese yu'ura yelebea doose a buuri buuri (mw., yumiŋe'a, yuzãŋa, puti'ire yu'ure, yu'ura ti fu wan nyɛ gee ta'am gure)*

**Nyu'ɔ bii kankaŋi zi'an:: Yu'ura yelebea la a n Tigese se'em**

### Yu'ure

Yu'ure de la yelebire n de nera yu'ure, duŋa zi'an bii sela.

### Yu'ura Buuri buuri

*Yumiŋe'a* de la yu'ura yelebea n de nera, zi'an bii sela ti nera maale bii Yine n maale sela yu'ura. Yu-ana wa tu ni tara la kɔkãra pɔsera a a gulesegɔ puan la ka pake la a boi zi'an bɔba yelesum puan. Magesɛ wuu Yumiŋe'a n de nereba yu'ura (mw., Atia, Adukɔ, Ataŋa, Mmaa etc). Zi'isi yu'ura (Sirekɔ, Zɔkɔ, Dua, Zãare, Gambibigo etc); ŋmaresi yu'ura (mw., Gunfuko, Kilikiiŋa, Salurego, Tigere etc); Tigera yu'ura (Flagstaaf House, University Education, Winneba, University of Ghana etc); Dabesa yu'ura (mw., Ateni, Alasere, Azuma etc); Ko'om yu'ura (Ateko, Vea, Tono, Pra etc).

*Yuzãsi* de la yu'ura n de lɔgerɔ n dagi nera yu'ure, dabesere yu'ure, ŋmarega yu'ure bii lɔgeseto n tari tuulum yu'ura. Tu tari yu-ana bɔ'ora la lɔgerɔ n ka ba'am pake wuu baa, pugela, budibela, tagera, yeefo, loore etc. Tu ka tari kɔkãra gulesa yu-ana taaba wa see ba san bɔna la yelesum pɔsega ma'a. Yu-ana wa ni nae me la yudɔlesi la yupa'alesi saŋa zo'e zo'e puan.

*Puti'ire yu'ura* de la yu'ure n de puti'ira, suŋa, yem bii sela ti fu kan nyɛ gee gure. Magesɛ wuu yelemiŋere, deŋa, pupeelum, sudeka, etc.

*Yu'ura ti fu wan nyɛ gee gure* de la yu'ura yelebea n tɔgeri lɔgerɔ ti tu wan nyɛ gee ta'am gure wuu nera, bii zi'an. A de la yu'ura ti fu yem bunuu la zã'a (kalum, wuŋa, nyɛ, wum nyuunjo, la lemebisɛ) wan ta'am bɔna bini.

### Zamesegɔ Tuune

1. Pa'ale yu'ure yelebea n de sela gee dike yelebea anuu magesɛ pa'ale.
2. Gãrese pa'ale yu'ure yelebea buuri buuri anaasi gee loose yelebea n pae pia magesɛ pa'ale buuri buuri woo.
3. Tigese yu'ure yelebea wa n boi tilum wa iŋe yuzura, yuzãsi, puti'ire yu'ure la *Yu'ura ti fu wan nyɛ gee gure*.
  - a. pa'ala
  - b. teebule
  - c. nɔŋere
  - d. Aba'ane
  - e. Ayine
  - f. pupeelum
  - g. nuyine
  - h. teebule
  - i. sapebesum
  - j. kugere



4. 4. Gulese pa'ale sela n soi gee ti fu tigese yu'ure yelebea wa doose fum iñe se'em la.

## Pedagogical Exemplars

### Problem- Based learning

#### Group work:

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

### Group work/collaborative learning

#### Whole class activity:

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

#### Group work:

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*

## Asessementi Kankani

### Beene 2 Asessementi: Pansi Kumesego

1. Gãrese gee dike yelebea pa'ale yu'ure yelebire n de sela
2. Kãale sãsega wa n boi tilum wa gee pa'ale yu'ura yelebea n de si'a bõna bini.

*Fãareba la ti pulesi la daa nyõge la batã n daa kelum zige ta pie yesera la bama la pulesi la n te taaba la pugundõõõ ta pae se'em la. Gee ti bayi la n daa kelum gee bõna pulesi nu'usin la nereba daa yese na bañe ba gee yeti ba yu'ura de la Aluta la Abaseyoo. Ba daa yeti nerebana bayi de la seba n pa'ase fãareba la n pugum kina fãara nereba zi'an wa puan saña woo la.*

*Amaa, Fãareba batã la n daa pie la daa iñe zusuñã de wuu nereba daa waasum yele pulesi la fãareba wa gã'a zi'an ti pulesi la daa k'õm ta lige ba buligema'asere ti ba nan boi bini puta la ba nageyigum lõgerõ la ti ba k'õm nyõge ba zã'a. Fãareba wa daa dike ba bugundõõõ la me la lõgeseto zã'a ti ba tara fãara nereba la bo pulesi la.*

*Lasebaare daa pugum yirege pae zi'an woo wuu kusebego beere bugum la ti ba nyõge fãareba la ti nera woo daa k'õm zõta baali baali ye'esa ti ba ta bise fãareba wa ti pulesi me daa pugum diñe lu ba me vae iñe loore puan ti ba tari kiñe puleteesum.*

*La daa de la nyiima la pupeelum bõ'õra seba ti ba tabele fã ba la seba ti fãareba wa daa te'ele vuusa ba ti ba maasena gee bama wan wa'am wa fã la zã'a. Dabeem n daa tari nereseba la zã'a daa nyaa boi la fai.*

- a. Tigese yu'ura yelebea la doose yumiŋe'a, yuzāsi, yu'ura *ti fu wan nye gee gurε la puti'ire yu'ura*.
- b. Dike yuzāsi ti fu nye sōsega la puan la banuu gulese yelesun-yōsi.

## Bakwi 8

**Zamesego putf'ira:** *Tigese yupa'alesi iŋe a buuri buuri дума la puan (mw. a-iŋe-pa'ale, kãle la nareŋo) gee dike ba gulese yelesum дума.*

### Nyu'ɔ bii kankaŋi zi'an: **Yupa'alesi Yelebea Tigese**

#### Yupa'alega

Yupa'alega de la yelebire n deŋeri bii gãreseri yu'ure yelebire bii yusɔɔseŋa yelebire. Tu tari yupa'alesi gãresera la nera bii sɛla suŋa n ani se'em a ma'a bii dike makera la sɛla ayima me sa.

Yupa'alesi yelebɛa de la *ma nɔŋe la yikɛgesi, budibela la de la woko gee me bãlegɛ, Adumpɔka wake* me gana a tã.

*A-iŋe-pa'ale yupa'alega* de la yupa'alesi ti tu tara gãresera bii pa'ala zugɔ. La ni san bɔna bala, a-iŋe-pa'ale yusɔɔsi yelebɛa ti tu tara pa'ala gee dagi yu'ura yelebɛa. La ni pa'ala la ita bii namesa la ti itego la paara yelesum la puan la. Magese wuu, ŋwana, kaŋa, bana, bama.

*Kãle yupa'alesi* yelebɛa ni gãresera la yu'ura yelebɛa yɛsɛra kãle, lagefɔ nuure bii sɛla woko/kãte beene. Magese wuu baseba, bayi, fii, zo'e zo'e la baseba.

*Nareŋo yupa'alesi* la ni maam pa'ala la yu'ura yelebɛa. Magese wuu zɔka, kãte, kɛka, pika, la baseba.

#### Zamesego Tuuma

1. Sɔse pa'ale yupa'alesi yelebɛa tuuma.
2. Gãrese pa'ale yupa'alesi yelebɛa buuri yima yima la.
3. Sɔse pa'ale gee tigese yupa'alesi yelebɛa wa n gã tilum wa iŋe dɔlesi, nareŋo la kãle gee sɔse pa'ale zamesego deo la zã'a. Tigere woo gãrese pa'ale sɛla n soi ti ba tigese yupa'alesi la doose buuri buuri la puan.
  - i. suŋa
  - ii. woko
  - iii. zã'asum
  - iv. nimpilum
  - v. girego
  - vi. Hale
  - vii. sũkãbere
  - viii. sabelega
  - ix. sũure
  - x. kaŋa
  - xi. bama
  - xii. atã
  - xiii. baseba

## 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.

### Alagengube zamesegɔ

#### 1. Bayi tuune:

- a. Zamesereba kãale bɔkere kãalegɔ la n boi tilum wa gee pa’ale yupa’alesi yelebea la n boi bini la.

Gee ti nɔdɔdɔiɲa baɲe kaase buligekana la, nereba la zã’a n boi timpika la n boi Alata tiɲa puan la gee la fii wa la ba lagese ti ba tu’use naba la. Naba yire nereba la daa ye la lɔgepeela. Ba daa vuge la zuvagepeela ba zutum gee kina nabæla.

Ba daa lagese ti ba pu’use la naba la. Buuri yela yeti yuuma zo’e zo’e n tole sa, naba wa yaaba yuum tum la tuunkirega ti a suɲe tiɲa wa nereba. Wuntæyina ti bugum yuum di tiɲa la va’am zã’a ti kom pebele bu puusego kusebego base tiɲa la zuo ti yaaba la yuum kã bini. Kom la yuum limese yire woo n boi tiɲa la puan la gee base ti nera woo lebege tarema ti beere puti’ire ka’ana.

La yuum de la yaaba kana n yuum dike dia zo’e zo’e ze’ele a va’ami n ka zãe wa diise nereba la. Nereba la yuum dike e lebege la bana naba ti la pa’ale bama puure pee ya. Yuune woo ba kini bisera e me gee na’asa e la a tuunkãte.

- b. Tigese yupa’alesi yelebea la ti fu pa’ale la doose **a-iɲe-pa’ale, kãle la nareɲɔ**.
- c. Zamesereba dike yupa’alesi yelebea la gulese yelesum yɔsi.

#### 2. Zamesegɔ deo la zã’a:

- a. Bayi bayi la dike ba tuune la sɔse pa’ale zamesegɔ deo la ti ba lagum sɔse.

## Asɛɛsementi kankaɲi

### Beene 1 Asɛɛsementi: Amaaluntiiɛ iɲe/Tiisegɔ

Dike fumiɲa yelebea pa’ale yupa’alesi n de sɛla gee bɔ yupa’alesi yelebea n paɛ pia

### Beene 2 Asɛɛsementi: Pansi Kumesegɔ

Kãale sɔsega wa n boi tilum wa gee pa’ale yupa’alesi yelebea la zã’a n boi bini la.

*Fãareba la ti pulesi la daa nyɔge la batã n daa kelum zige ta pie yesera la bama la pulesi la n te taaba la pugundɔɔɔ ta paɛ se’em la. Gee ti bayi la n daa kelum gee bɔna pulesi nu’usin la nereba daa yese na baɲe ba gee yeti ba yu’ura de la Aluta la Abaseyoo. Ba daa yeti nerebana bayi de la seba n pa’ase fãareba la n pugum kina fãara nereba zi’an wa puan saɲa woo la*

*Amaa, Fãareba batã la n daa pie la daa iɲe zusuɲa de wuu nereba daa waasum yele pulesi la fãareba wa gã’a zi’an ti pulesi la daa kɔ’om ta lige ba buligema’asere ti nan boi bini puta la ba nageyigum lɔgerɔ la ti ba kɔ’om nyɔge ba zã’a. Fãareba wa daa dike ba bugundɔɔɔ la me la lɔgeseto zã’a ti ba tari fãara nereba bo pulesi la.*

*Lasebaare daa pugum yirege pae zi'an woo wuu kusebego beere bugum la ti ba nyoge faareba la ti nera woo daa ko'om zota baali baali ye'esa ti ba ta bise faareba wa ti pulesi me daa pugum dije lu bam me vae ije loore puan ti ba tari kiye puleteesum.*

*La daa de la nyiima la pupeelum bo'ora seba ti ba table fa ba la seba ti faareba wa daa te'ele vuusa ba ti ba maasena gee bama wan wa'am wa fa la za'a. Dabeem n daa tari nereseba la za'a daa nyaa boi la fai.*

- a.** Tigese yupa'alesi yelebea la ti fu pa'ale sasega la puan la doose *dolesi yupa'alesi, narejo yupa'alesi* la kale *yupa'alesi* puan.
- b.** Dike yupa'alesi yelebea buuri buuri la ti fu nye sasega la puan la gulese yelesum ta'ama.

## Bakwi 9

### Zamesego Puti'ira:

1. *Tigese itego yelebɛa buuri buuri wa doose itego vɛ̃ki, ita ka paara vɛ̃ki la itego n tari namesa vɛ̃ki la namesa n dagi vɛ̃ki.*
2. *Tigese itego yelebɛa doose a buuri buuri puan (mw, la iti se'em, zi'an, saɲa, itego la n zom paɛ se'em).*

### Asɛɛsɛmenti: Pansi Kumesego

#### Itego yelebire

Yelebire bii yelebinaare n gãreseri pa'ala itego, la bɔɲa zi'an bii la kini se'em. Itego yelebire la ni dɛna la yelesum la zuo bɔba. Magesɛ wuu: wa, di, ɛ̃kɛ, gulesɛ, pupeelum, tĩ'isego, nɔɲɛɛ, iɲɛ, bɔna, dike pa'alɛ la baseba. Itego yelebɛa pu la itego vɛ̃ki, ita ka paara vɛ̃ki la itego n tari namesa vɛ̃ki la namesa n dagi vɛ̃ki.

Yelebire bii yelebinaare n gãreseri pa'ala itego, la bɔɲa zi'an bii la kini se'em. Itego yelebire la ni dɛna la yelesum la zuo bɔba. Magesɛ wuu: wa, di, ɛ̃kɛ, gulesɛ, pupeelum, tĩ'isego, nɔɲɛɛ, iɲɛ, bɔna, dike pa'alɛ la baseba. Itego yelebɛa pu la itego vɛ̃ki, ita ka paara vɛ̃ki la itego n tari namesa yelebɛa ayi.

Yelebire bii yelebinaare n gãreseri pa'ala itego, la bɔɲa zi'an bii la kini se'em. Itego yelebire la ni dɛna la yelesum la zuo bɔba. Magesɛ wuu: wa, di, ɛ̃kɛ, gulesɛ, pupeelum, tĩ'isego, nɔɲɛɛ, iɲɛ, bɔna, dike pa'alɛ la baseba. Itego yelebɛa pu itego vɛ̃ki, ita ka paara vɛ̃ki la itego n tari namesa vɛ̃ki la namesa n dagi vɛ̃ki.

*Itego vɛ̃ki* itego yelebire de la itego yelebire n tari namesa ti itego la sigera a zuo mɔpi. Magesɛ wuu: di, gulesɛ, peɲɛ, tɔgɛ bɔ, maalɛ, gilema, yuum, nɔbiɲɛɛ, yɔ, tari wa'am, la baseba.

Itego vɛ̃ki yelebɛa n boi yelesum duma puan :

- a. Ania **di** dia la (Itego yelebire la **di** n tari namesego la paara namesa dia la).
- b. A **peɲɛ** ni lagefɔ.
- c. A **tɔgeri** bɔ'ɔra la nɛrekuuɲɔ la.

Ita ka paara vɛ̃ki yelebire de la itego yelebire n ka eeri namesa ti la pa'alɛ itego la n sigeri se'em zuo. Magesɛ wuu, zo'e, kiɲɛ, wa'am, ana bala, voi, ya'am, kaasɛ, la, la baseba.

Ita ka paara vɛ̃ki yelebɛa n boi yelesum duma puan:

- a. Bilia la **zo'ori** la suɲa.
- b. Nyaama **kini** sukuu daare woo.
- c. Ba **kulum** ni yire na.

*Itego n tari namesa yelebɛa ayi* de la itego yelebire n tari namesereba bayi yelesum puan. Nuure zo'e zo'e, namesa la ta'am dɛna namesa vɛ̃ki bii namesa n dagi vɛ̃ki yelesum la puan. La me ta'am le dɛna namesa vɛ̃ki la sɛla n sɔɛ ze'ele bɔ namesa la. Namesereba bayi itego yelebɛa de la tuunɛ bu'a, tari wa'am, to'e, sɔna, a di mi'a, iɲɛ, diise, de'em, soke, la de se'em, la baseba. Yelesum n tari namesa yelebɛa ayi:

- a. A ma n bɔ ni e tuunɛ.
- b. Tari gɔɲɔ la na bɔ ma.
- c. Ba nari ti ba wa'am na bise mam mɛ.

**Zamesegɔ Tuuma**

1. Sɔ̄sɛ pa'alɛ itegɔ yelebɛa n de sɛla.
2. Sɔ̄sɛ pa'alɛ itegɔ yelebɛa buuri buuri duma la n de sɛba.
3. Sɔ̄sɛ gee tigese itegɔ yelebɛa wa n gā tilum wa doose itegɔ v̄eki, itegɔ ka paara v̄eki la *Itegɔ n tari namesa yelebɛa ayi*
  - a. gilema
  - b. la
  - c. la de se'em
  - d. yuum
  - e. kãale
  - f. wa
  - g. kiŋɛ
  - h. de'em
  - i. pa
  - j. zã'ɛ
4. Kãale fu tuunɛ la pa'alɛ deo wa zã'a gee gãresɛ pa'alɛ sela zuo gee ti fu tigese itegɔ yelebɛa la biŋɛ buuri buuri bala la,

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

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

**Anaataaba zamesegɔ**

Bayi Tuunɛ:

- a. Budibeto la pugeto lagum taaba bii sɛba puti'ira n daga buyina lagum taaba kãale sɔ̄segɔ wa n gā tilum gee pa'alɛ itegɔ yelebɛa la boi bini la.

*Kulega la yakensɛ daa ka zãɛ gana mita pinuu, gee ma daa wan boti ni ti n bum ganɛ bala, kolunɔ, n de kosumɔ. Ɛbesi nyuunɔ n boi zi'an la puan.*

*Mam n maasum ti n sige kulega la puan la, ma dike tã'asĩ'o gi'ile n nyena puan, gee pu'usɛ, serege sige bɛgerɔ ko'om la puan. Ma daa bum wuu zãsa la. Komi'isi la daa ka tari paŋa, ko'om la me daa ani la ani la wam. Gee ɔ̄ɔɔ n daa kĩ'iri mam la dabeem, gee ana wuu kini la fi fi la.*



*Tiḡasuka la ti kulega la kɔ'ɔm lebege apiyam, gee ti ma nyu'ɔ ḡmε kulega la puan dangooma'aserε. Ma daa tī'iseri la de la ẽbega, gee ma paleḡa n ḡmε la ti tā'asī'o la ze'ele ma nuuren zɔ̄kε.*

*Ma daa kiḡε kopia la puan bala le ta paε koluḡa puan. Ma daa ta baḡera la ti ma paε kulega la nugbanε diyima la. Dabekābelegɔ la zuo ti mam bā doe ke'εḡa la puan. Sela woo daa ba'ase ya, gee ma zaberε lɔkɔ n daa zɔ̄kε.*

- b. Tigese itegɔ yelebεa la ti fu nyε sɔsega la puan la doose itegɔ v̄eki, itegɔ ka paara v̄eki la *Itegɔ n tari namesa yelebεa ayi*
- c. Dike itegɔ yelebεa la ti fu pa'alε la gulesε yelesum duma.
- d. Kāalε fu lebesegɔ la bɔ zamesegɔ deo la zā'a ti ya sɔse la sɔsega.

## Asɛɛsementi Kankaḡi

### Beene 1 Asɛɛsementi: Amaluntīisε iḡε/Tīisegɔ

1. Gulesε itegɔ yelebεa buuri buuri la gee gāresε pa'alε itegɔ yelebεa n de sela
2. Gāresε pa'alε itegɔ yelebεa buuri buuri la n boi zuon la.
3. Gulesε itegɔ yelebεa anuu anuu magesε pa'alε buuri buuri duma la woo.

### Beene 2 Asɛɛsementi: Pansi kumesegɔ

1. Loe itegɔ yelebεa la ti fu nyε sɔsega la puan la diyima itegɔ yelebire buuri woo puan la fu gulesε yelesum yɔsi magesε pa'alε.
2. Loe itegɔ yelebεa la ti fu nyε sɔsega la puan la ayi itegɔ yelebire buuri woo puan la fu gulesε yelesum ta'am magesε pa'alε.
3. Loe sɔsega yelebεa paε 500 gee ti zuo doose yelezuto wa: buuri malema sum yela (nyɔke-miḡa, birikina etc), 'STEM', nasaabugum la tibesum, GESI, la etc.

Kāalε sɔsega la gee pa'alε itegɔ yelebεa pisiyi n boi bini.

Tigese itegɔ yelebεa doose itegɔ buuri buuri duma la puan.

### Beene 4 Asɛɛsementi: A tī'isε paε

1. Gāresε pa'alε itegɔ yelebεa la ti fu nyε sɔsega la puan la aḡa yela (Doose ma'a? Bɔssegɔ? Tibesum etc)

## Nyu'ɔ bii kankaḡi zi'an: **Itegɔ pa'alesi Tigeseḡo**

### Itegɔ pa'alega

La de la yelebire bii yelebinaare n ba'am pa'ala itegɔ n iḡε paε se'em. La me ta'am le gāresε pa'alε itegɔ pa'alega. Magesε wuu: suḡa suḡa, bāala, kalam, bεsa, bulika.

### Itegɔ pa'alesi n boi yelesum duma

- a. Bā'ara la diti suḡa suḡa.
- b. Akolebila kini kalam kalam
- c. Sukuu kɔma la ye la bε?

**Itegɔ pa'alesi yelebεa buuri buuri: itegɔ la iti se'em, zi'an, saḡa/sugenuure se'em, itegɔ la iḡε paε se'em, se'ere n sɔi/se'ere n ta'ase,**

*Itegɔ la n iti se'em* pa'ali la itegɔ n iḡε se'em bii itegɔ la n doose sose'ere iḡε. Magesε wuu voole voole/kpe'egḡo kpe'egḡo, bāalam bāalam, kābele kābele,

*Iteḡo pa'ale n pa'ali zi'an* de la iteḡo pa'alega tḡeri pa'ala zi'an mḡpi ti iteḡo la iḡe. Magese wuu, zi'an woo, puan, Ghana, kulega la puan etc

*Saḡa/sugenuure* se'em iteḡo pa'alega gāreseri pa'ala la sanseka ti sela iḡe bii iḡe sugenuure se'em. Ba ta'am wan bḡna pḡsega bii ki'ileḡa bḡba yelesum puan. Magese wuu, zina, nananewa, lēlē wa, yuune yuune, pugum, ka table, saḡa woo, etc

*Iteḡo pa'alega n pa'ali sela n ta'ase iteḡo* pa'alega ni suḡera tūura pa'ala la sela n sḡi ti sela iḡe la iḡe. Magese wuu, gee ti, dāgi bala gee, bala la.

*Iteḡo la n iḡe paē/zuna se'em* iteḡo pa'alega yelebire la tḡeri la yele la n iḡe paē se'em beene. Magese wuu, ḡwani, zo'e, ba'am, kḡ'ḡm ba'am, la baseba.

### Zameseḡo Tuuma

1. Pa'ale iteḡo pa'alesi yelebēa n de sela gee bḡ ba buuri buuri duma la.
2. Gārese pa'ale iteḡo pa'alesi yelebēa buuri buuri la gee dike yelebēa anuu anuu magese pa'ale iteḡo pa'alega buuri woo.
3. Dike yela ayi buuri buuri la woo puan gulese yelesum yḡsi.
4. Tigese iteḡo pa'alesi yelebēa wa n boi tilum wa doose buuri buuri duma la ti ya zamese la puan gee pa'ale sela n zuo gee ti fu tigese a doose buuri duma puan.
  - i. kalam kalam
  - ii. suḡa suḡa
  - iii. bāalam bāalam
  - iv. zaam
  - v. ka make
  - vi. yuune yuune
  - vii. gi'a gi'a
  - viii. zāe zāe
  - ix. bakḡi n tole

## 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:

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

## Assessment Kankaji

### Beene 1 Assessmenti: Amaluntiiɛ iɲɛ/Tiiɛseɔ

- Gãresɛ pa'alɛ itegɔ pa'alesi n de sɛla gee dikɛ yelebea magesɛ pa'alɛ
- Gãresɛ pa'alɛ itegɔ pa'alesi buuri buuri la gee dikɛ yelebea magesɛ pa'alɛ.

### Beene 2 Assessmenti: Pansi kumesegɔ

- Kãalɛ sɔsega wa n boi tilum wa gee pa'alɛ itegɔ pa'alesi yelebea la zã'a n boi bini la.

*Kua la gu'ulegɔ yɛla sukuu duma puan tinkana wa puan bɔ nɛreba la inkpeɲere zamesegɔ yelezuo la puan ti ka tara makɛ zi'an. Sukuu kɔma baseba kiɲɛ le ta zamesera la kua la gu'ulegɔ gee ti baseba me kɔ'om ba'ase sɛkandire sukuu la yese ta lebege kaareba. Ba ti'iseri ti nɛreseba n wan ta'am kãalɛ gee bɔke gulesegɔ yɛla suɲa suɲa zo'e zo'e n lebege kaareba la, ba wan tari kua sɔa yelepaala n pugum diɲɛ bɔna zo'e zo'e yese na. Ðwana wan ta'ase ti dia maalegɔ yɛla zom saazuo.*

*Gɔbena la daa pɔsega iɲɛ la kua la gu'ulegɔ viisegɔ tigere ti ba suɲɛ ti kua la gu'ulegɔ yɛla tole nɛɲa. Sɛba n zameseri kua la gu'ulegɔ yɛla zameseri la Ghana kaareba dãaɲɔ yɛla. Yɛnsebo ti ba nyɛ la ni dikɛ doose la kua la gu'ulegɔ tẽbegeɲɛ nɛɲa duma la nu'usen paɛ kaareba la gee ni le dikɛ kaareba la daanɔ zo'e zo'e la lebe ta zamesera la.*

*Ba mɛ banki duma kua zĩ'isi la ti ba ta'am kpemese kaareba zĩila ti ba kɔ zo'e, gee me saxe ti peɲɛ kaareba la ligeri se'em se'em ti la kan daam ba. Bala miɲa me nuu ti ba ka'am kaareba ti ba tigese taaba se'em ti ba wan ta'am lagesɛ ligeri tum ba tuuma.*

- Tigese itegɔ pa'alesi yelebea la ti fu nyɛ la doose saɲa, la iɲɛ se'em, sugenuure se'em, sɛla n sɔi, la iɲɛ paɛ se'em.
- Loe itegɔ pa'alesi yelebea la ti fu nyɛ sɔsega la puan la anuu anuu doose itegɔ pa'alega yelebire buuri woo puan la fu guleɛ yelesum ta'am magesɛ pa'alɛ.

## 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

- Prempeh, Agyeman Akwasi (2021). *Asante Twi Nyansapɔ*. Premesco Publications: Asokwa Kumasi.

### References

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## SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

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

**Zamesegɔ nyuurɔ:** *Dikɛ Gurenɛ guleseɔ wara mi'ilum la guleɛ yelesuma duma n tari v̄ia.*

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

### INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

**Week 11:** Constructing sentences using adjectives

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

### SUMMARY OF PEDAGOGICAL EXEMPLARS

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

### ASSESSMENT SUMMARY

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

## Bakɔi 10

**Zamesegɔ Puti'ira:** *Doose waresi'a ti tu tara gulesera yu'ura yelebea la yusɔɔsi yelebea la gulese yelesum дума.*

**Nyu'ɔ bii kankaŋi zi'an: Dikera yu'ura yelebea la yusɔɔsi yelebea gulesera yelesum дума.**

### Yu'ura

Yu'ure yelebire de la yelebire n ze'ele bɔ nera, zugɔ, sela, bii zi'an. La de la ya t̃era ti yelesum дума zo'e zo'e ni tara la yu'ure diyina bii zɔe bala. Nuure zo'e zo'e puan, yu'ure yelebea yudɔlega (la) ni kɔ'ɔm bɔna la yu'ure la ki'ileŋa bɔba. Pa'aleba nari ti ba bise yudɔlesi wa suŋa suŋa Gurenɛ pa'alego la zamesegɔ puan.

### Yusɔɔseŋa

Yusɔɔseŋa yelebire de la yelebire n wan ta'am sɔe ze'ele yu'ure yelebinaare na'are. Yelebe-aŋa de la a, e, fum, mam, ba, bama, tumam, tu, la baseba. Pa'aleba nari ti ba base ti zamesereba mina ti Gurenɛ ka tari yusɔɔsi n pa'ali ti ina de la budaa bii pɔka.

### Wara дума:

1. Waresi'a ti tu tara gulesera yu'ure yelebea la boi la yimayima buuri woo tɔgum puan. Nuure zo'e zo'e, yu'ure yelebea tuni mɛ wuu:
  - a. Iteba yelesum дума puan: magesɛ wuu, Ayinɛ kiŋɛ ni la sukuu.
  - b. Namesereba yelesum дума puan (namesa ṽeki bii namesa n dagi ṽeki): Mam bɔ Abeene peni (namesa ṽeki). Mam diki peni bɔ Abeene (namesa n dagi ṽeki).
  - c. Pa'alesi: Magesɛ wuu, **yɔgerɔ** laa la boi la Atiŋa zi'an.
  - d. Yu'ure yelebinaare zuo: Magesɛ wuu, nyɔgum tiwoko la.

### Pa'aleba nari ti ba diki waresi'a n boi Gurenɛ puan la pa'ase si'a n gã zuon wa puan.

1. Waresi'a ti tu tara gulesera yusɔɔsi yelebea la boi la yimayima buuri woo tɔgum puan. Nuure zo'e zo'e, yusɔɔsi yelebea tuni mɛ wuu:
  - a. Iteba yelesum дума puan: magesɛ wuu, A kiŋɛ ni la sukuu.
  - b. Namesereba yelesum дума puan (namesa ṽeki bii namesa n dagi ṽeki): Ayameŋa bɔ e peni (namesa ṽeki). Azuure diki peni bɔ e (namesa n dagi ṽeki).

**Wara wa san dagaŋa bala Gurenɛ puan, pa'aleba nari ti ba tame la yele gee pa'ale waresi'a n boi Gurenɛ puan la. Pa'aleba me ta'am diki waresi'a n kelum bɔna Gurenɛ puan gee ka bɔna zuon wara wa puan pa'ase bini.**

### Zamesegɔ Tuuma

1. Pa'ale yu'ure yelebea n de sela gee diki yelebea n pae pia magesɛ pa'ale.
2. Gãresɛ pa'ale yusɔɔsi yelebea n de sela gee diki yelebea n pae pia magesɛ pa'ale.
3. Loe yelebea pia yendinɛ ze'ele magesegɔ yelebea la ti ba bɔ yɛsɛra buuri buuri woo zuo la gee diki ba gulesɛ yelesum ta'ama.

## 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.*

## Asessementi Kankani

### Beene 1 Asessementi: Amaluntise iqe/Tisego

1. Pa'ale yu'ure yelebea la yusosseña yelebea n de sela.
2. Dike yelebea pia woo magese pa'ale yu'ure yelebea la yusossi yelebea.
3. Dike magesego yelebea ti ba bo la ata gulese yelesum ta'ama.

### Beene 3: Ti'isego sa

1. Pu ya yayi yayi la ya kaale sasega wa gee sase. Wara дума la ti ba dihe zamese la, bayi bayi la bo ba puti'ira yesera kaalego la gee pa'ale tuunsi'a ti ba nye kaalego la puan. Tigere woo kaale bo zamesego deo la ti ya lagum sase la sasega.

*Pa'ala la bo yelesum njwana gi'i n tari daango yu'ure yelebea la yusosseña yelebea tuuma yelesum дума la puan. Yelesum la nari ti bu dena ma'a bo'ora zamesereba la gee tara yelesum zuo n wan ta'am base ti zamesereba la puti'ira bona bini.*



## Bakwi 11

**Zamesegɔ Puti'ira:** *Doose waresi'a ti tu tara gulesera yupa'asi yelebea la gulesɛ yelesum дума.*

**Nyu'ɔ bii kankaŋi zi'an:** **Tara yupa'alesi yelebea gulesa yelesum дума.**

### Yupa'alega

Yupa'alega yelebire de la yelebise'ere n ni maam pa'alɛ bii gārese pa'alɛ yu'urɛ bii yusɔɔsɛŋa. Tu tari yupa'alesi gāresera la nera bii sɛla suŋa n ani se'em a ma'a bii dike makera la sɛla ayima me sa.

### Magesɛ wuu:

- i. Atia nɔŋɛ la yikɛgesi.
- ii. Budaa la wɔgɛ mɛ gee bāalegɛ.
- iii. Adumpɔka wakɛ gana a tã mɛ.

### Wara дума:

Waresi'a ti tu tara gulesera yupa'alesi yelebea la boi la a tɔka yesera buuri woo tɔgum n ani se'em la puan. Zo'e zo'e puan la,

1. Ba maam pa'ala la yu'urɛ yelebire la n ani se'em yelesum puan: magesɛ wuu, **yesabelega** la zoti gana yiiri ise'i la mɛ.
2. Yupa'alesi la ni bɔna la yusi'a ti a pa'ala la ki'ileŋa bɔba bii nɛŋan. Magesɛ wuu, busabelega, pepɛɛlega. (Pa'aleba nari ti ba tɛra ti Gurenɛ puan, pa'alesi la ni bɔna la yu'urɛ la nɛŋan)

*Pa'aleba nari ti ba dike waresi'a n boi Gurenɛ puan la pa'asɛ si'a n gã zuon wa puan.*

### Zamesegɔ Tuuma

1. Gulesɛ yupa'alesi yelebea n pɛ pia biŋɛ.
2. Dike yupa'alesi yelebea gulesegɔ wara дума la loose yupa'alesi n pɛ anuu gulesɛ yelesum yɔsi gee le dike anuu gulesɛ yelesum ta'ama me Gurenɛ puan.
3. Kãalɛ sɔsega n ani gi'i gee pa'alɛ yupa'alesi yelebea kãalegɔ la puan.
4. Dike yupa'alesi yelebea la ti fu pa'alɛ la gulesɛ yelesum дума n ta ka' zuna ti la doose waresi'a ti tu dɔla gulesera yupa'alesi yelesum дума Gurenɛ puan la.

## 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.*

## Asɛɛsɛmɛnti Kankɛɛji

### Beene 1 Asɛɛsɛmɛnti: Amaluntɛiɛ iɛ/Tɛiɛsɛgɔ

1. Gulesɛ yupa'alesi yelebɛa n pɛ pia biɛ.
2. Dikɛ yupa'alesi yelebɛa la pɛ anuu gulesɛ yelesum duma iɛ yelesum buuri buuri duma wa n gɛ tilum wa:
  - i. Yelesum yɔɲa
  - ii. Yelesum ta'anɛ
  - iii. Yelesum n ta ka' zuna
3. Gulesɛ waresi'a ti tu tara gulesera yupa'alesi yelebɛa Gurenɛ puan la biɛ.

### Beene 3 Ti'isɛgɔ Sɔa

1. Kɛalɛ ya sɔsɛga gee sɔsɛ ka ye. Yɛsɛra waresi'a ti ya zamesɛ la, pa'alɛ ya gelegere duma la zɛ'a ti ya nyɛ kɛalɛgɔ la puan la.

*(Pa'ala la bɔ yelesum ɲwana gi'i n tari dɛaɲɔ yupa'alega yelebɛa tuuma zo'e zo'e yelesum duma la puan. Yelesum la nari ti bu dɛna ma'a bɔ'ɔra zamesereba la gee tara yelesum zuo n wan ta'am base ti zamesereba la puti'ira bɔna bini).*

## Bakɔi 12

**Zamesegɔ Puti'ira:** *Doose waresi'a ti tu tara gulesera itegɔ yelebɛa la itegɔ pa'alesi yelebɛa la gulesɛ yelesum duma.*

**Nyu'ɔ bii kankaŋi zi'an:** **Dikɛ itegɔ yelebɛa la itegɔ pa'alesi yelebɛa gulesɛ yelesum duma.**

### Itegɔ

Itegɔ yelebire de la yelebire n pa'alɛ itegɔ n iti se'em, ku iŋɛ pɛɛ beense'ere, gee dɛna zuo itegɔ yelebinaare magesɛ wuu wum, dɛna, iŋɛ, etc.

### Itegɔ yelebɛa n boi yelesum duma puan n ŋwana:

1. Aduŋɔ **di** la mui la ziiro.
2. Atipɔka **kini** mɛ kina sukuu.
3. Atampɔka **yuuni** suŋa suŋa.

### Wara Duma:

Waresi'a ti tu tara gulesera itegɔ yelebɛa la itegɔ pa'alesi yelebɛa la boi la yima yima buuri woo tɔgum puan. Wara la asi'a n ŋwana:

1. Yeti la sela ti ita la ita: mw. Yeefo la zoti gana yiiri ise'i la.
2. Tuni wuu de la zuo daana yelesum la puan la. Mw. Budaa la zoti gana baseba la mɛ.

Pa'aleba nari ti ba pa'alɛ waresi'a ti ba tara gulesera itegɔ yelebɛsi'a n boi Gurenɛ puan. Pa'aleba nari ti ba dikɛ waresi'a n boi Gurenɛ puan la pa'asɛ si'a n boi zuon wa puan.

### Itegɔ pa'alega

Itegɔ pa'alega de la yelebire bii yelebinaare n ba'am pa'ala itegɔ yelebire, bii itegɔ pa'alesi sisesi, gãresa sela n dikeri zi'an, saŋa, itegɔ la n pɛɛ se'em etc.

Magesɛ wuu:

Budaa la **zaam** wa'am na.

A yuum la **suŋa suŋa**

De'ɛŋo la ba'asɛ la **kalam**

### Wara Duma:

Waresi'a ti tu tara gulesera itegɔ pa'alesi yelebɛa la itegɔ pa'alesi yelebɛa la boi la yima yima buuri woo tɔgum puan. Wara la asi'a n ŋwana:

1. Tuni la zuudaana tuunɛ itegɔ pa'alega yelebinaare puan. Magesɛ wuu, budaa la tɔgɛ **voole** mɛ.
2. A deŋeri la itegɔ pa'alega. Magesɛ wuu, ko'om la kɔre la **kalam**.
3. Itegɔ pa'alesesi n ka pa'asɛ yelebɛa deto la puan gee gulesɛ wuu yelebiiyine. Pa'aleba nari ti ba dikɛ yelebɛa magesɛ pa'alɛ Gurenɛ puan.

**Zamesegɔ Tuuma**

1. Gãresɛ pa'alɛ itegɔ yelebire la itegɔ pa'alega yelebire gee dikɛ yelebea n pɛ pia magesɛ pa'alɛ bayi la zã'a.
2. Dikɛ yelebea la gulesɛ yelesum duma buuri buuri wa:
  - a. Yelesum yɔŋa
  - b. Yelesum ta'ane
  - c. Yelesum n ta ka zuna
3. Gãresɛ pa'alɛ itegɔ yelebea buuri buuri la ti ya zamesɛ kalam wa la.
4. Dikɛ yela n pɛ anuu magesɛ pa'alɛ buuri buuri duma la gee dikɛ ayima gulesɛ yelesum duma buuri buuri la woo.

**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.*

**Asɛɛsɛmentɪ Kankɔŋɪ****1. Beene 1 Asɛɛsɛmentɪ :Amaluntɪsɛ iŋɛ/Tɪisegɔ**

- a. Gãresɛ pa'alɛ itegɔ yelebea la itegɔ pa'alesi n de sela.
- b. Dikɛ yelebea anuu anuu magesɛ pa'alɛ itegɔ yelebea la itegɔ pa'alesi yelebea.
- c. Dikɛ itegɔ yelebea la itegɔ pa'alesi yelebea la ti ba bɔ la gulesɛ yelesum duma. Yelesum duma la nari ti ba sigɛ la buuri buuri duma wa n gã tilum wa zuo:
  - i. Yelesum yɔŋa
  - ii. Yelesum ta'ane
  - iii. Yelesum n ta ka zuna

### 3. Beene 3 Assessmenti: Tigese Sɔa

- a. Kāale ya sɔsega gee sɔse ka yele. Yesera waresi'a ti ya zamese la, pa'ale ya gelegere duma la zã'a n boi kãalego la puan la.

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

## Section 4 Review

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

### Additional Reading

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4. Snider, K. L. (1990a). *The consonants of proto-Guang*. *The Journal of West African Languages* (12). 3–26.
5. Snider, K. L. (1989c). *The vowels of proto-Guang*. *Journal of West African Languages* 19(2). 29–50.

## SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

**Sub-Strand:** Text Composition

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

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

### INTRODUCTION AND SECTION SUMMARY

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

This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English language. 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.

## Bakwi 13

**Zamesegɔ Puti'ira:** *Gulese Yeletūsum Sɔsega* .

**Nyu'ɔ bii kankaŋi zi'an:** **Yeletūsum Gɔŋɔ**

**Yele zuo vūure la suŋere yelesum duma amaambise**

Yele zuo yelesum de la yelesum n tɔgeri puti'ire kankaŋi la yele tigesere ere puan ti a bɔna la. Suŋere yelesum de la yelesum puti'ire kankaŋi yelesum la ti bu zɔ'ora.

**Pansesi ti tu tara tigesera puti'ira tigeria puan**

Sina wa de la: lagese lasebaari seba n ŋwɔni taaba la bɔbeyine, basera ti yela la tagela taaba, bɔ'ora sela n kɔ'om pa'ale ti la bala la magesa, bɔ'ora magesegɔ, bɔ'ora sela n ta'ase dāaŋɔ la, bisera ti yeletūsum bɔna bini, etc.

**Puti'ire Gɔŋɔ Gulesego**

La de la gulesego la sose'ere ti tu dɔla gulesera tɔbegera puti'ire bii ti'isego. Gɔŋɔ woo tari la yelese'ere n zāli yela la zā'a.

**Yeletūsum gɔŋɔ**

Yeletūsum gɔŋɔ de la solene n gulese gā tɔgera yelese'ere n zāli yela la zā'a la yele la fu wan ta'am nigum fu doose sela puan tole se'em, gee me doose yeletūsum naane la suŋa suŋa. Yeletūsum gɔŋɔ la puti'ire de la la dika solema soleŋɔ na'are la n de wuu yele la zā'a zuo, gāgegāgi, ɛregere, la yela asi'a dɔla fɔla n boi ayima ti la darege kāala la solene la pa'e taaba. Nuure zo'e zo'e la ni gulesera la yia daana puan, la yesera la nera n doose yelesi'a puan tole, la bɔ'ori la sela n ta'ase yela la isegere, tɔgum la ni tɔgera la a-ɛŋe-tole tɔgum gee gulese puti'ire nigeŋɔ tɔgum puan. Yela la tūa nari ti a dɔla la taaba tara inkpeŋere yelezura. Puti'ire fɔra la zāaleŋa yelekigela asi'a ta'am dika tum ti la pa'ase kelesereba la innigeŋɔ.

*Yeletūsum gɔŋɔ yelezuto tuse to n ŋwana:*

- Gulese solene yesera fu daberere yia daana sukuu puan.
- Gulese solene yesera diseka ti fu nɔŋe.
- Gulese solene yesera fu bureya dabetesi'a n nan kɔ'om ba'ase wa.
- Gulese yesera sela ti fu tabelɛ doose bini tole, zi'an ti fu zamese yela yesera fumiŋa yele.
- Gulese yesera fu tum gure/nye sela ti la dɛna nyu'ɔ ŋmi'a la fu ɛŋe se'em nye la.

**Yeletūsum Gɔŋɔ Aŋa**

**Pɔsega**

Yaŋa yo'ore zɛkerɛ: pɔse mɛ la sokere, kāle yela, bii yelese'ere n kaleni puti'ire.

Gɔŋɔ la nimmu'ure lasebaari yela ti kāaleba nara ti ba mina.

Gulesego daanseko ta'aseri nukpe'ene la miŋa la.

**Gɔŋɔ la miŋa tigeria**

Bɔ yelezure yelesum duma la, nimmu'ure suŋere yelesum duma, la ki'ileŋɔ bii tukere yelesum duma la. Tū pa'ale yela la bii a-doose-tole la n suŋeri daanseko n ta'aseri gūlesego la suŋa suŋa. Gulese yesera yela la itegɔ saŋa.

**Maale nɔkpe'ene yela zā'a**

Maale naane la gee lige fɔla la zā'a

**Kilesego**

Maam gulese goḥo la dāaḥo la

Maam bise putī'ira kankaḥi la

Bō ki'ileḥa yelesum n kileseri goḥo la zā'a

**Zamesego Tuuma**

1. Sōse pa'ale goḥo n de sela.
2. Sōse pa'ale yeletūsum goḥo n de sela gee tū pa'ale yeletūsum goḥo aḥa.
3. Dike yelezuseko ti fumiḥa bōta la fu tū nima nima pa'ale fu wan iḥe se'em dike yelezuo la lebege yeletūsum gunsuḥo ye sera sela ti fu zamese zina wa puan.

**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.



## Asessementi Kankaŋi

### Beene 1 Asessementi: Amaluntiiɛ iŋɛ/Tiiseɓo

1. Beni n de yeletuusum ɓoŋo?
2. Guleɛ yeletuusum aŋa duma la biŋe

### Beene 2 Asessementi: Pansi kumeseɓo

1. Sɔɔɛ pa'ale yeletuusum ɓoŋo aŋa n ani se'em.
2. Gaɓɓe yeletuusum guleseɓo yelesum wa n boi tilum wa, pa'ala gee loose yela magese pa'ale aŋa duma la zã'a.

### Bia san nan Isegera Ghana tiŋa wa puan

Fu nan zo'ora dena yuumpia la awai boɓa Ghana tiŋa wa puan yuum de la daankãte saŋa ma vom puan. 'West African' So'olum la yuum nan vaari isegera me ligeri tuuma puan ti a-zabe-to'e tiŋa ta'ase ligeri tuuma zi'isi la yeno zo'e zo'e sige tiŋa la. A-zabe-to'e tiŋa yela wa yuum base ti so'olumseka n wa boɓa fai Africa tiŋa puan nyaa boɓa la pale-ẽka boɓa; boɓseka ti beere ti'ire ka le boɓa, ti ligeri tuuma yela kpe'em.

Bala ma'a sa gobena n de Ama'asuntia Paati la yuum bo pesega peelemi peeregere wara eera ti ba base ti tiŋa la ligeri tuuma yela la asaala vom yela lebase tara vūure. Ma t̃eri wara seka n tari sunjere vom yela la tuuma yela puan de la lampo (value Added Tax).

Wara kana wa base ti loɓero la diisi, la diseka ti ma noŋe la ligeri zom la saazuon. Dwana wa tie mam la sela n yuum iŋe sankana wa la. Dwana base ti mam tie la sela ti mam doose bini tole dabese-aŋa la puan. Dataasi paati duma tagurega wa'a la N-so-Mmiŋa duma gugeleŋo la 'CSOs' baseba. Bala la zã'a la, ba kelum base ti wara la yese me. Ma teri ti nereba yuum kiiri tagurega saŋa la me. Yelepakerɛ la de la, gobena seka n wa'am Ama'asuntia gobena ti Jerry John Rawlings n nyelege kaam sige tiŋa wa yuum dena neŋa daana la pooren la ka nyaŋe yese lampo la base. Lampo kana wa ko'om Ghana duma zi'an la bala wa pae zina wa.

T̃era: Pa'aleba nari ti ba guleɛ yeletuusum ɓoŋo Gurene puan.

### Beene 3 Asessementi: Ti'iseɓo Soa

1. Guleɛ tigera n pae atã yeletuusum ɓoŋo yesera yele zuo, pa'ala yelebɛa la yelesum duma loosego.

## Bakwi 14

### Zamesego Puti'ira: Gulesɛ Yelepa'alego Gɔɔ

#### Nyu'ɔ bii kankaɔi zi'an: Yelepa'alego Gɔɔ

Maambise yelesum zuo n de sela la sunɛre yelesum duma.

Maambise Pansesi ti tu tara tigesu puti'ira tigera puan

#### Yelepa'alego Gɔɔ

Gɔɔ n gāreseri sela: zugɔ, nɛra, zi'an, atabele-inɛ, innigeɔ, la yɛla zo'e zo'e dɔla puti'ire nigeɔ gulesego puan tūura nima nima pa'ala sela ti fu gāresa la. Gāresego gɔɔ nari ti tu tigesu la sunɛ sunɛ, doose nima nima gee ti tɔgum la nɛ nini, dena yelemiɛre gana puti'ire bu'a.

#### Yelepa'alego Gɔɔ aɔa

**Pɔsega:** Dwana wa ni pɔse zēke gee dike la gulesego la dāaɔ ze'ele peelemi. Zēkerɛ la ta'am dena sokere n eeri lebesego ti la pa'ale gulesego la n de sela.

**Gulesego la miɔa tigera:** kalam de la zi'an ti ba ni gārese pa'ale sela n ta'ase gɔɔ la gulesego. Tigere woo pɔseri la yelesum zuo n kaleni kāala sūure gee yɛta ba sela ti ba nara ti ba gura tigere la puan. A bɔ'ori la lasebaari n nie la tintɔ makeɛ duma.

**Kilesego:** le dike puti'daasi la n boi tigere diyina puan gee loose yelezura gulesego la miɔa puan.

\*(Da le tara puti'paala wa'am tigeɔina wa puan na. Fu san ti'ise ti fu kelum tara nimmu'ure puti'ira ti fu pa'ase gɔɔ wa puan, pa'ase tigere diyima gulesego la miɔa puan).

Magesɛ wuu

- Muuvi la disɛka ti fu nɔɔe gāresego.
- Ghana duma n fāɛ bamiɔa Solemiisi nu'usin daare de'ɛɔ.
- Gārese a boi fai la yelemiɛre puti'ire.
- Gārese pa'ale la wan ana se'em ti fu bɔna fu boti ti Ghana ani se'em la puan.

#### Yelepa'alego Gɔɔ aɔa yɛla

- La nari la nie mɛ bɔ kāala la.
- Tara tɔgebiɛmo.
- Tara yelebikpɛ'ɛma loosego ti gāresego tērega bɔna bini.

#### Sɛla ti fu nara ti fu tēra Yelepa'alego gɔɔ gulesego puan

1. Yia daana, viise ye le la zuo ti ba dike bɔ fu la gee dike puti'ire nigeɔ yalesɛ puti'ire la. Tigese lasebase'ere ti fu maasum ti fu gulesɛ.
2. Gulesɛ fu yeti fu gulesɛ yelesuresi'a la biɛ. Gulesɛ ba kālɛ zuto puan gee biɛ ba doose sela ti fu yeti fu ye le la.
3. Gulesɛ fu gɔɔ la. Fu ta'am gulesɛ inɛ yɔ'ɔɔ la ti fu gee base la puan. Dwana base ti gulesego la dena la naana.
4. Maam kālɛ gee demese gee nyaa dike bɔ. Dwana n wan sunɛ fu ti fu ta'am maam gulesɛ sela ti fu ka gulesɛ ni sunɛ la.

**Zamesego tuuma**

1. Gãrese pa'ale yelega'alego gōḡo n de sela.
2. Sōse pa'ale yelega'alego gōḡo ansi gee dike yela magese pa'ale ti la suḡe fu lebesego la.
3. Fumiḡa loe yelega'alego ye le zuo gee dike yelega'alego gōḡo ansi la naane la gulese yelezura la biḡe.

**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.

**Asessementi kankaḡi****Asessementi: Amaluntise iḡe/Tisego**

1. Beni n de gãresego gōḡo?
2. Beni n de ye le zuo la suḡere yelesum дума tigera puan?

**Beene 2 Asessementi: Pansi kumesego**

1. Gãrese pa'ale yelega'alego gōḡo aḡa (ansi) gee loose yela magese pa'ale.
2. Dike tigera n paḡ atã Gulesse yelega'alego gōḡo ye sera ye le zuo (mw. Buuri malema yela, budaane, tintō, 'STEM', 'GESI', Nasaabugum la ko'om yela, deḡero, korenkorum la tingōḡo zã'a yela, la baseba).

## Bakwi 15

### Zamesego Puti'ira: Gãresego gulesego Gõõ

#### Nyu'õ bii kankañi zi'an: Gãresego Gõõ

##### Gãresego gulesego Gõõ

Tuna de la gunseto n eeri tu tũ pa'ale bii gãrese pa'ale sela. La baseri ti la niira me, tũura pa'ala yela la zuto ñwana mopi mopi, sadõõ, bii puti'si'a n boi la.

##### Sadõseto ti tu dõla gulesera Gãresego gulesego Gõõ

##### Zuo bii sokere la zuo:

ñwana wa dike yese bii kilese yese la sokere la puan.

##### Gõõ la põsega:

Yelega'alego gõõ tari la põsega. Ñwana wa ita ti la zẽke la kãala la inkpeñere, põse pa'ale fu yelesum la zuo gi'i, gee bõ fu gulesego la dãaño kilesera fu yeti fu yele la se'em.

##### Gulesego la miña tigeria

Kalam de la zi'an ti fu wan tõge fu yelesum la zuo suña suña. La ni dena la tigeria atã gee me wan ta'am gana bala gulesego la san wõge. Kalam de la zi'an ti fu wan sõse suña suña pa'ale sãa la, puti'ira bii yele la zuo ti fu tũura la.

##### Kilesego

Gãresego gulesego Gõõ kilesego de la la kilese yelese'ere zuo ti ya sõsera la. Nimmu'ure, fu kilesego la boi bini ti la dike la gõõ la puti'ira zã'a biñe bõbeyine gee nyaa bõ ba'asego gakerẽ.

### Zamesego Tuuma

1. Beni n de gãresego gulesego Gõõ?
2. Gãrese pa'ale gãresego gulesego gõõ ansi gee dike yela magese pa'ale ti la suñe fu lebesego la.
3. Beni pansi ti fu nara ti fu tara gee ta'am gulese gãrese gulesego gõõ?
4. Dike yele zuo gulese gãresego gulesego.  
Pa'ala la n nari ti a bõ yele la zuo Gurene puan.

## 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.

### Asɛɛsɛmɛnti kankaŋi

#### Beene 2 Asɛɛsɛmɛnti: Pansi kumesegɔ

1. Guleɛɛ gāresegɔ gulesegɔ gɔŋɔ tigeria atā bii anuu yɛsɛra yelezure wa zuo, ‘kua n suŋɛ ma vom se’em’, ‘yuuma n suŋɛ ma vom se’em’ bii ‘nyuuni nimmu’ure yela Ghana tiŋa puan’.

#### Beene 4 Asɛɛsɛmɛnti: Ati’ise zo’e

1. Gelese fumiŋa bii fu tadaana gɔŋɔ, geele biɛɛ gāresegɔ gulesegɔ gɔŋɔ ansi la boi bini la ŋwani ŋwani gee me tara suŋɛɛ la ŋwani.

## Section 5 Review

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

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## ACKNOWLEDGEMENTS

Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

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