



MINISTRY OF EDUCATION

Gana Gbi Kasemi Kε Ha Sinio Hai Sukuuhi

TSCOLO WOMI



Kekle Sε Nɔ - Kekle Womi



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Gana Gbi Kasemi

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Tsoɔɔ Womi

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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

DANGME TEACHER MANUAL

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INTRODUCTION

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

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

This Teacher Manual for Ghanaian Languages covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 5 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 adaptive 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	3	1	1	3
		Rules of writing a Ghanaian Language	1	1	3	1	1	2	1	1	2
		Text Composition	1	1	3	2	2	4	1	1	1
		Interpretation and Translation	1	1	1	1	1	1	1	1	2
3	Cultural Practices And Traditional Governance	Cultural practices	2	2	3	2	2	5	2	2	4
		Traditional governance	1	1	2	1	1	3	-	-	-
4	Literature Of The Ghanaian Language	Oral literature	1	1	2	1	1	2	1	1	2
		Written literature	1	1	2	1	1	2	1	1	2
Total			12	13	29	14	14	31	11	11	23

Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

Sub-Strand: **Phonology**

Learning Outcomes:

1. *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.

WEEK 1**Ni Kasemi mi Nihi**

1. *Moo da pelɔ kalemi blɔ nɔ tomi ɔmɛ a nɔ kɛ kale Dangme peli ɔmɛ. (pelɔ kalemi blɔ nɔ tomi mi nɔhyɛ nihi: nya lo ɔmɛ a ngɛngɛ mi, lile nɔ womi, lile da he nge nya mi)*
2. *Moo da pelɔku kalemi blɔ nɔ tomi ɔmɛ a nɔ kɛ kale Dangme pelɔku ɔmɛ (pelɔku kalemi blɔ nɔ tomi nɔhyɛ nihi: gbihengmɛemi, he nɛ a peeɔ pɛmi ɔ nge, bɔ nɛ a peeɔ pɛmi ɔ ha)*

Oti Aloo Ni Kasemi Oti: Pɛlɔ Kɛ Pɛlɔku Kalemi**Pɛlɔ**

Pɛlɔ ji pɛmi nɛ wa naa kɛ jɛɔ kɔɔhiɔ nɛ guɔ fakafaka mi nɛ jɛɔ kpo faa kɛ guɔ kuɔ mi kpa amɛ a mi nɛ haa kuɔ mi kpa amɛ hosoo se a ha we a sibi a he nɛ o maa nu. Pɛlɔ ɔ peeɔ pɛmingu oti nge gbi ɔ mi.

Pɛlɔ kalemi: Nge pɛlɔ kalemi mi ɔ, wa tsuɔ blɔ nɔ tomi kome a he ni. Blɔ nɔ tomi nɛ ɔ nɔhyɛ ni kome ji; nya lo ɔmɛ a ngɛngɛ mi, lile nɔ womi nge nya mi, lile ɔ da he nge nya mi, nyamgba bleke nyato da he nge nya mi, gbi. Nge Gana gbi kome a tumi mi ɔ, a ngoo ATR nɛ ji ‘Advance Tongue Root’ kɛ peeɔ he.

Nya lo ɔ ngɛngɛ mi: Ene ɔ tsɔɔ kaa nya lo ɔ nge lokotoo aloo gbajaa nge pɛlɔ ɔ pɛmi pɛmi mi. Ene ɔ peeɔ nya lo ɔ “lokotoo kɛ gbajaa.”

Lile nɔ womi: Ene ɔ tsɔɔ lile da he nge nya mi bene a nge pɛlɔ pee. Lile ɔ ma nyɛ ya hiɔwe aloo kpeti aloo sisi

Lile ɔ he pɔtɛ kome: Ene ɔ tsɔɔ lile ɔ he pɔtɛ nɛ a kɛ peeɔ pɛmi ɔ. E haa wɔ hekpe pɛlɔ, se pɛlɔ kɛ se he haa pɛlɔ.

Nɔhyɛ ni kome ji nɛ ɔ nɛ:

- /o/ - Nya mi, se pɛlɔ, lokotoo, nga-fa, jejeeje.
- /i/ - Nya mi, he kpe pɛlɔ, gbajaa, ngangɛ, jejeeje
- /ɛ/- Nya mi, he kpe pɛlɔ, gbajaa, bli-fa, jejeeje.
- /ɔ/- Nya mi, se pɛlɔ, lokotoo, ngangɛ, jejeeje.

Pɛlɔku

E ji pɛmi nɛ a tsɔɔ kɔɔhiɔ nya bɔɔ kɛ peeɔ nɛ a ma nyɛ bla e kɛ pɛlɔ kɛ pee pɛmingu.

Pɛlɔku kalemi blɔ nɔ tomi: gbihengmɛemi, he nɛ a peeɔ pɛmi ɔ nge kɛ bɔ nɛ a peeɔ pɛmi ɔ ha.

Gbihengmɛemi: wa nge pɛlɔku pɛmi jejeeje kɛ pɛlɔku pɛmi niniini. Pɛlɔku pɛmi jejeeje nɔhyɛ ni kome ji

/g/ , /d/ , /m/ , /b/ nɛ pɛlɔku pɛmi niniini nɔhyɛ ni kome ji /f/ , /s/ , /k/ , /t/ , /p/

He nɛ a peeɔ pɛmi ɔ nge: he kome nɛ a peeɔ pɛmi ɔ nge ji nya lo ɔmɛ, nya lo lungu, tɛ lo lile nya, nyamgba lile kpeti, nyamgba bleke lile se, kumkpaɔ, nyamgba bleke lile nya lile se nya lo ɔmɛ

Bɔ nɛ a peeɔ pɛmi ɔ ha: Ene ɔ tsɔɔ bɔ nɛ kɔɔhiɔ kɛ pɛmi pɛmi ni ɔmɛ haa a sibi a he nge pɛmi pɛmi ko mi. Bɔ nɛ a peeɔ pɛmi ɔ ha a nɔhyɛ ni kome ji, pɛmi pɛmi, ahahe pɛmi, tsiji pɛmi , gugwɔ mi pɛmi, liletla pɛmi, pɛlɔ fa kɛ fa.

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

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

Ni kasemi mi ni tsumi

1. Mēni ji pēlō?
2. Mēni ji pēlōku?
3. Mēni blō nō tomihī a nō wa guō kē kaleō pēli?
4. Mēni blō nō tomihī a nō wa guō kē kaleō pēlōkuhi?
5. Ngmaa pēli nē ngē Dangme gbi ɔ mi.
6. Ngmaa pēlōkuhi kaa nyōngma ngē Dangme gbi ɔ mi.
7. Kale pēli kē pēlōkuhi nē o ngma amē.

Pedagogical Exemplars

Collaborative learning

Modelling (Vowels):

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

Modelling (Consonants):

1. Teacher models the production of consonant sounds.
2. Learners repeat the production of consonant sounds.
3. Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation).

Whole Class:

1. Teacher provides vowels (e.g., /e/, /ɛ/, /i/, /a/, /ɔ/, /o/, /u/ etc.).
2. Learners produce at least three of the vowels.
3. Learners form at least three words using the vowels and make presentation for class discussion.
4. Building on what others say

Pair work:

Teacher produces the vowel sounds in the language of study.

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.).

Produce consonant sounds in words provided by the teacher.

Describe consonants using the parameters.

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.

Describe the vowels in the words using the parameters for describing vowels. Produce consonant sounds in words given by the teacher and form other word(s) with the consonants.

Use the parameters for describing consonants to describe the consonants.

Collaborative learning

Group work:

1. 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.
2. Learners describe at least three vowels and five consonants they identify in the given words.

Pair work:

Learners in mixed-ability pairs form words with the vowels and consonants and present it to the whole class.

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.

Kami Pɔtɛɛ

Nɔ kuɔmi 1 kami: Kpale de/Kaimi

1. Ngmaa Dangme pɛli kaa etɛ.
2. Ngmaa pɛli ngɛ munyungu nɛ ɔmɛ a mi (Tsɔɔlɔ ɔ nɛ ha nɔhyɛ munyunguhi)
 - a. Goga, atɛplɛɛ, lɔle, kpi, tokota, akutu. etc
3. Ngmaa Dangme pɛlɔku ɔmɛ tsuo
4. Tsɔɔ blɔ nɔ tomihi a nɔ nɛ a guɔ kɛ kaleɔ pɛli.
5. Tsɔɔ blɔ nɔ tomihi a nɔ nɛ a guɔ kɛ kaleɔ pɛlɔkuhi.

Nɔ kuɔmi 2 Kami: Ni kasemi nɔ yami

1. Tsɔɔ bɔ nɛ a pɛɛɔ pɛli ngɛ Dangme mi.
2. Kale pɛli nɛ ɔmɛ.

- a. /a/:
 - b. /ɛ/:
 - c. /o/
 - d. /ɪ/:
 - e. /ɔ/
3. Ngɔɔ pɛlɔku nɛ ɔmɛ /b/, /d/, /g/, /t/ kɛ wo nihi nɛ nyɛɛ se ɔmɛ a sisi
- A. Gbihengmɛɛmi
 - B. He nɛ a pɛɛɔ pɛmi ɔ ngɛ
 - C. Bɔ nɛ a pɛɛɔ pɛmi ɔ ha
4. Ngmaa munyunguhi etɛ nɛ a hɛɛ pɛlɔkuhi.
5. Ngɔɔ pɛlɔku kalemi blɔ nɔ tomihɪ nɛ o le ɔmɛ kɛ kale pɛlɔkuhi enuɔ.

Week 2

Ni kasemi mi nihi:

1. *Tsɔɔ peli a da he nya nge Dangme mi (nɔhye ni, munyungu sisije, munyungu kpeti ke munyungu Nyagbe*
2. *Tsɔɔ pelɔku a da he nya nge Dangme mi (nɔhye ni., munyungu sisije, munyungu kpeti ke munyungu nyagbe*

Oti Aloo Ni Kasemi Oti: **Pɛɔ Da He**

Pɛɔ da he.

Pɛɔ da he ji he nɛ a naa pɛɔ nge nge munyungu mi. Peli kome hiɔ munyungu sisije, aloo munyungu kpeti aloo munyungu nyagbe. Ke pɛɔ ko je munyungu sisi ɔ, a deɔ ke pɛɔ ɔ nge munyungu sisije. Ke e nge munyungu kpeti ɔ, a deɔ ke pɛɔ ɔ nge munyungu kpeti nɛ ke e gbe munyungu ɔ nya a, a deɔ ke pɛɔ ɔ nge munyungu nyagbe.

Nɔhye nɔ: Hye pɛɔ /a/ da he nge munyungu nɛ ɔmɛ a mi.

1. abɛ
2. tade
3. sika

Nge kekɛ nɔhye nɔ ɔ mi ɔ, pɛɔ /a/ je munyungu ɔ sisi. Lɔ ɔ he ɔ wa ma de ke /a/ nge munyungu sisije. Nge nɔhye nɔ enyɔne ɔ mi ɔ, pɛɔ /a/ nge munyungu ɔ kpeti. Enɛ ɔ tsɔɔ kaa /a/ nge munyungu kpeti. Nge nɔhye nɔ etene ɔ mi ɔ, pɛɔ /a/ gbe munyungu ɔ nya. Enɛ ɔ tsɔɔ kaa /a/ nge munyungu ɔ nyagbe.

NB: *Ha nɔhye ni nge Dangme mi.*

Teachers should not expect all learners to be at the same level of achievement. The teacher is therefore encouraged to use varied pedagogies to help the low achievers in the class to catch up with the rest of the class.

Ni Kasemi mi Nitsumi

1. Nge peli ke pelɔku nɛ ɔmɛ a kpeti ɔ, te pɛɔ aloo pelɔku nɛ ma nye je Dangme munyungu Sisi nɛɛ?
/a/, /e/, /ɛ/, /i/, /o/, /ɔ/, /u/, /b/, /d/, /f/, /g/, /h/, /j/, /k/
2. Nge peli nɛ ɔmɛ a kpeti ɔ, te pɛɔ nɛ ma nye hi munyungu kpeti nge Dangme munyungu mi nɛɛ?
3. Nge peli ke pelɔku nɛ ɔmɛ a kpeti ɔ, te pɛɔ ke pelɔku nɛ ma nye gbe munyungu nya nge Dangme mi?
4. Hye munyungu nɛ ɔmɛ nɛ ɔ tsɔɔ peli ke pelɔkuhi nɛ nge a mi ɔmɛ a da hehi. Tsɔɔɔ nɛ hla munyungu munomunohi nɛ peli slɔtohi nge mi ke ye bua ni kaseli ɔmɛ a juɛmi nya blimi. Nɔhye ni: asupaatee, sikatɛ, hunongua, blefota, adufude, agɔmetaku, agbeesiokɔnye, zizingmozingmo, enyeme, natsemibi.

Pedagogical Exemplars

Building on what others say

Pair and group work:

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

Initiating Talk for Learning:

Whole class discussion

1. Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.
2. Probe further for learners to identify the position of the vowels in the words they have written.
3. Use this activity to guide learners to discuss the meaning of vowel distribution.
4. Provide explanation of essential terms such as: ‘vowel distribution’, ‘word initial’, ‘word medial’, ‘word final’ to consolidate learners’ understanding of the lesson.
5. Also, encourage respect and tolerance of diverse views among learners. Address GESI-stereotypes, and pay attention to learners with special education needs.

Modelling:

1. Teacher provides ten words and shows the position of all the vowels in them.
2. Learners are provided with words to identify the vowels in them and categorise them into word initial, word medial and word final positions. Examples of words such as:
3. blika, blematsemɛ, afukpɔngɔ, oflikiti, lamle, pɔpɔli, kungmi, otimitɛ, susuku, okpolu.

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.

Kami Pɔtɛɛ

Nɔ kuɔmi 2 Kami: Ni kasemi nɔ yami

Ngmaa munyunguhi enyɔɔnyɔ nɛ pɛli nɛ nyɛɛ se nɛ ɔmɛ maa hi munyungu sisje, munyungu kpɛti ke munyungu nyagbe.

- a. /a/:
- b. /e/:
- c. /ɛ/ :
- d. /ɔ/:
- e. /i/:
- f. /u/:

Nɔ̃ kuɔ̃mi 2 Kami :

Mo yo peli ne nge munyungu ne ɔ̃me a mi ɔ̃ kone o tsɔɔ eko fɛe eko da he nge munyungu ɔ̃me a mi.

- okpɔ̃ngɔ̃
- nyu
- opleu
- kua
- sin

Teachers should give words in the language of study

Nɔ̃ kuɔ̃mi 3 kami: Yi mi susumi vii

Ngmaa munyungu kpaago nge Dangme mi ne wa maa na pelɔ̃ ne nge munyungu ɔ̃ sisije, e kpeti ke e nyagbe kone o tsɔɔ o heto ɔ̃ nya.

Oti Aloo Ni Kasemi Oti: Pɛ̃lɔ̃kuhi A Da He**Consonant distribution**

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

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

Nɔ̃hyɛ nɔ̃: Hyɛ pɛ̃lɔ̃ku **b**, da he nge munyunguhi ne nyɛɛ se ɔ̃me a mi.

- ba
- abolo

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

Nge nɔ̃hyɛ nɔ̃ 1 mi ɔ̃, pɛ̃lɔ̃ku **b** nge munyungu ɔ̃ sisije. Nge nɔ̃hyɛ nɔ̃ 2 mi ɔ̃, pɛ̃lɔ̃ku **b** nge munyungu ɔ̃ kpeti. Ke e ba le ja a, wa deɔ̃ ke pɛ̃lɔ̃ku **b** nge munyungu sisije ke munyungu kpeti

Learning Tasks

Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. Nɔ̃hyɛ ni: saangletiki, ingɛfɛe, gbudugbai, ekuegbeemi, adidikɔ̃ngme, ahuasabi, zizingmozingmo, dawadawa, yiwutsotse

Discuss the distribution of the consonants in the given words.

Form other words with any of the consonants in the given words and tell the distribution of the consonants used.

Pedagogical Exemplars**Collaborative learning****Modelling and group work:**

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).

Learners produce the consonant sounds after the teacher.

In groups, learners form words with the consonants they produce and tell the position of the consonants in them.

Teacher uses this activity to guide learners to discuss the parameters for describing consonants distribution in words—word initial, word medial, word final.

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

Pair work:

Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, pɔtsipɔtsi, sɔngue, aguasemi, yakayake, zangmayo The consonants in the words provided are (p, ts, s, ng, g, m, y, k, z, ngm,)

Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified

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.

Kami Pɔtɛɛ

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami

Ngmaa munyungu eywie nge Dangme mi ne a maa na pelɔkuhi ne nyɛɛ se ne ɔmɛ nge munyungu ɔmɛ a sisije.

- a. /b/:
- b. /d/:
- c. /f/:
- d. /g/:
- e. /h/:
- f. /k/;
- g. /l/:
- h. /m/:
- i. /n/:

Nɔ kuɔmi 2 kami:

Hyɛ pelɔkuhi ne nge munyunguhi ne nyɛɛ se ɔmɛ a mi ne o tsɔɔ a da he kaa sisije, kpeti aloo nyagbe.

- a. blefo

- b. kɔdu
- c. akate
- d. ngmɛ
- e. jɔɔ
- f. sakisi
- g. kafɔte
- h. aploodotsɛme
- i. Azizanya

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

Nɔ kuɔmi 3 kami: Yi mi susumi vii

Ngmaa munyungu nyɔngma nge Dangme mi ne wa maa na pelɔku ne nge munyungu ɔ sisije, e kpɛti ke e nyagbe kone ɔ tsɔɔ ɔ heto ɔ nya.

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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3. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), The Languages of Ghana (50-90).
4. Lauren, T. (2019). Vowel phenomena of Guang languages. Master's thesis submitted to the faculty of graduate studies Trinity Western University
5. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius

6. W. Akumbu & Esther P. Chie (eds.). Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka, 249-264.
7. Snider, K. L. (1989). 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.

WEEK 3**Ni kasemi mi nihi**

1. *Yɔse ni kasemi mi ni pɔtɛe kome. Nɔhye ni: kusumi nihi (nɔbu, mɔbɔ nami, nyemi tue bumi ke ekpahi), tsɔsemi, jokuɛwi kumi ke ya tsu ni, si hihe, klama ni tsumi nge Gana, jueni tsuami, nyumu ke yo sɔsɔɛ.ke munyukpɔfahi*
2. *Sese nihi a susumi ke a da he nge nihi ne nyee se ne ɔme a he. Nɔhye ni: kusumi nihi (nɔbu, mɔbɔ nami, nyemi tue bumi ke ekpahi), tsɔsemi, jokuɛwi kumi ke ya tsu ni, si hihe, klama ni tsumi nge Gana, jueni tsuami, nyumu ke yo sɔsɔɛ.*
3. *Moo ngo o nile nge ni kanemi oyaoya ne a toɔ munyunguhi a sisi numi ɔ he he ke ni kanemi oyaoya ne a toɔ sisi numi ɔ he he ke kane demiyo pɔtɛehi kone o ha sane bimihhi a heto.*
4. *Moo ngo blɔ nɔ tomi ɔme (nɔhye ni; hengme ke ngue nya ke nɔ nyee mi oyaoya, munyunguhi ke munyukpɔfahi a yɔsemi, etc) ke sese ni kanemi oyaoya ne a toɔ munyungu kome a sisi numi ɔ he he ɔ he.*
5. *Moo ngo nɔ tue bumi veveve, ningma okadi ke munyu nane mi mami ke sese munyu tumi sisi jemi he.*

Oti Aloo Ni Kasemi Oti: Ni Kasemi Oti Yomi Nge Demiyo Mi**Demiyo mi oti**

Demiyo oti ɔ ji nɔ pɔtɛe ne a da nɔ ke po demiyo ɔ. E peeɔ e ngmalɔ ɔ segbi ne kɔɔ munyutso ko he ne jeɔ kpo paa aloo a ke toɔ he. A loɔ demiyo ɔ tsuo ke kɔɔ oti ɔ he.

Loko o ma nye yo demiyo mi oti ɔ, e sa ne o pee nihi ne nyee se ne ɔme;

Hla nɔ aloo nɔ pɔtɛe he ne demiyo ɔ sese. Demiyo ne ɔ nge nɔ kake aloo nihi babauu aloo ni tsumi he munyu tue lo?

Bi si ke meni be mi ne nɔ ɔ ya nɔ: Demiyo ɔ gbɔ be ko he nine lo?

Hla he ne nɔ ɔ ya nɔ nge: Demiyo ɔ tse he ko bie lo?

Bi nɔ he je ne nɔ ɔ ya nɔ: O na heto aloo nya jemi ko ne ha ne nɔ ɔ ya nɔ lo?

Bi si ke ke nɔ ɔ ya nɔ keɛ: Munyutso ɔ tsɔɔ bɔ ne nɔ ɔ ya nɔ ke juemi ne a ke pee nɔ ɔ lo?

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

Ni kasemi mi ni tsumi

1. Tse oti pɔtɛe ete nge demiyo ko mi
2. Moo tsɔɔ nɔ ne ji ni kasemi mi oti ne o ha nɔhye ni ete nge demiyo ko mi,
3. Moo tsɔɔ ni kasemi mi oti sisi ne o saa demiyo ko veveve ke je ni kasemi mi otihi ne nge mi ɔ kpo.

Pedagogical Exemplars

Talk for Learning Think

Pair-share:

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

Group work:

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.

Kami Pɔtɛɛ

Nɔ kuɔmi 1 kami:

1. Sɛsɛ nɔ nɛ ji ni kasemi mi otihi he.
2. Ngɔɔ mo nitɛ o munyunguhi kɛ tsɔɔ nɔ nɛ ji ni kasemi mi otihi

Nɔ kuɔmi 2 kami

Moo kane demiyo kpiti nɛ nyɛɛ se nɛ ɔ konɛ o saa lɛ veveve kɛ je demiyo ɔ mi oti ɔmɛ kpo.

Gana piɛɛ Aflika Bonyuku je ma amɛ a he nɛ e kɛ je ɔ mi hehi nɛ zugba gbaa amɛ a he kɛ. Ene ɔ tsɔɔ we kaa Gana ye e he nɛ zugba gbami nguahi kɛ tsɔwihi a he. Zugba gbami ngua ba Gana be ko ne be nɛ amlɔ nɛ ɔ hu zugba gbami tsɔwitsɔwi nɛ nɔ yae. Kekle zugba gbami nɛ ya nɔ nɛ Gana a ba nɛ 1615 mi. E ku Sao Jorge nɛ Edina a gbogbo ɔmɛ tsuo nɛ nɛ 1936 mi ɔ, zugba gbami kpa ya nɔ nɛ Axim. Nɛ 1962 mi ɔ, zugba gbami ngua kpa hu ya nɔ nɛ Ga nɛ e ku Christiansburg muɔ ngua a, muɔ kpa kome kɛ te tsu kome.

Nɔ kuɔmi 3 kami

Ngɔɔ demiyo mi oti ɔ kɛ tsa demiyo ɔ nɔ. O ma nyɛ ngɔ oti kpahi kɛ piɛɛ he. Tsɔɔ oti kpahi nɛ o kɛ piɛɛ he ɔmɛ a sisi

Oti Aloo Ni Kasemi Oti: Nɔ He Sɛsɛmi Kɛ Juɛmi Aloo Da He Kpo Jemi Nɛ Munyutso Ko He.

Munyutso

E ji munyu tumi aloo womi nɔ munyu nɛ nihi a kpeti, titlii ɔ ni seemi gbagblaa nɛ munyu oti ko he.

Susumi

E ji juɛmi hami aloo ga womi kɛ ha nɔ ko peemi

Da he nɛ munyu ko he

E ji da he nɛ munyutso ko he. E be mi kaa munyu ɔ da aloo e de. E ma nyɛ pee demi aloo ga womi nɛ nɔ nɛ nɛ nɔ ko he juɛmi ɔ ha.

Ke ni kaseli nɛ susumi aloo da he nɛ munyu ko nɔ he susue ɔ, e sa nɛ:

- A bu nɔ ɔ tue saminya.

- A susu yi mi loko a tu munyu.
- A bɔ mɔde kaa nɔ nɛ a de ɔ nge mi.
- A de a susumi ke mi kuɔmi nɛ e nyɛɛ nɔ nyatsɔɔ nɛ a ngɔ nihi ke fi se.

NB: *Ke a nge susumi ke da he nge munyu ko nɔ kpo je ɔ, e sa nɛ a bu a sibi a juɛmi kpo jemi ɔ tue.*

Ni kasemi mi ni tsumi

Tsɔɔ munyutso, susumi ke da he nge munyu ko mi sisi

Ngɔɔ mo nitse o munyunguhi ke tsɔɔ susumi ke da he nge munyu ko mi ɔ sisi nɛ o yo susumi ke da he nge munyutso ko mi.

Tsɔɔ blɔ nɔ nɛ a guɔ ke seseɔ susumi ke da he nge munyu ko he ɔ nya.

Bu munyutso ko tue, saa le fitsofitso nɛ o je susumi ke da he nge munyutso ɔ nɔ ɔ kpo.

Pedagogical Exemplars

Starter:

1. Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas.
2. The teacher should select themes for discussion from the examples below and any other relevant topics:
3. Cultural values (respect, kindness, tolerance and others),
4. Education,
5. Child trafficking,
6. Environment,
7. Industrialisation in Ghana,
8. Mining, etc.
9. Teacher leads learners to discuss the concepts opinions, discourse and ideas.

Talk for Learning

Think-pair-share:

Provide learners with the title of a story, key words in the story and picture of the story.

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:

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.

Kami Pɔtɛɛ

Nɔ kuɔmi 3 kami: kpale de/kaimi

- 1.. Tsɔɔ susumi, munyutso, kɛ da he nge munyu ko mi sisi
2. Bu demiyo ko tue nɛ o sɛsɛ susumi kɛ da he nge munyutso ɔ mi ɔ he.
3. Moo da foni ko nɔ kɛ sia nyazia kpiti ko.

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami

Moo da nɔ nɛ o kase momo ɔ nɔ nɛ o kɛ je o susumi kɛ o da he nge munyutso nɛ nyɛɛ se nɛ ɔ.

“E ji yihi a blɔ nya kaa a hoo ni ha weku ɔ daa nɛ ɔ”

Teachers can give other topics such as the Russia Ukraine war, War on Gaza, etc.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

Moo ngɔ o susumi kɛ o da he nge munyutso ko nɔ kɛ to ni kpahi a nɔ ɔ he konɛ nyɛɛ ba gbi kpami nitɛɛ.

WEEK 4

Ni kasemi mi nihi: *Ngɔɔ nile nge ni kanemi esɔesɔ ne a hlaa sisi numi ke ni kanemi esɔesɔ ne a hlaa munyungu ke munyukɔfa sisi ke kane je mi si himi he nɔ ko ne o hla e tsaba.*

Oti Aloo Ni Kasemi Oti: Ni Kanemi Esɔesɔ Kɛ Hla Ni Pɔtɛ Kome.

Ni kanemi esɔesɔ kɛ hla ni pɔtɛ kome: E ji ni kanemi esɔesɔ ke hla munyutso ɔ sisi gbajaa. A ke hlaa otihi nge demiyo mi.

E ji ni kanemi esɔesɔ blɔ nɔ tomi ne a ke toɔ ni pɔtɛ ne he hia nge demiyo mi ɔ he he.

Mi hyɛmi lolo: Enɛ ɔ haa ne a hyɛɔ demiyo ko mi loko pee se ɔ a kaneɔ. A hyɛɔ demiyo ɔ mi lolo kone a ke kase e mi nihi ke e blɔ nɔ tomi.

Mi nylɔmi: A ngɔɔ enɛ ɔ ke hyɛɔ ni kanemi ko mi fitsofitso aloo a ke nylɔɔ mi.

Mi hyɛmi ekohu: A hyɛɔ kanemi mi ekohu kone a kai ne a le nɔ ne a keneɔ veveeve. Kami pɔtɛ he ne a ke hyɛɔ kaa tsakemi he maa hia lo

Ni kasemi mi ni tsumi

1. Ngɔɔ mo nitse o munyunguhi ke tsɔɔ munyungu oti ɔmɛ a sisi.
2. Moo kale demiyo ko kuku ete esɔesɔ ne o hla munyungu kaa oti ete nge mi.
3. Moo ngɔ munyungu oti ete ɔ ke ngma munyuzahi blable ne ke demiyo ɔ mi oti ɔ kɔɔ.
4. Moo do kekle kuku ete nge demiyo ɔ mi ɔ nɔ.

Pedagogical Exemplars**Problem-Based learning****Whole class:**

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

Group work:

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.*

Kami Pɔtɛɛ**Nɔ kuɔmi 1 kami: Kpale de/kaimi**

Moo sese ni kanemi esɔesɔ ne a hlaa munyungu aloo a hlaa munyungu ke munyungukpɔfa sisi blɔ nɔ tomi he.

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami

1. Moo ngɔ blɔ nɔ tomi ne nge ni kanemi esɔesɔ ne a hlaa munyungu aloo a hlaa munyungu ke munyungukpɔfa sisi ke hla munyutso nge demiyo ko mi
2. Moo kane demiyo ne hee munyungu maa su 400 ne o ngɔ ni kanemi esɔesɔ he blɔ nɔ tomi ɔ ke do demiyo ɔ nɔ ke je e mi oti ɔ kpo.
3. Moo saa demiyo ɔ fitsofitso ne o hla munyungu oti ɔmɛ. Ngɔɔ munyungu oti ɔmɛ ke pee munyuza blablehi ne kɔɔ demiyo oti ɔ he.

WEEK 5

Ni Kasemi mi Nihi: *Ngwɔ blɔ nɔ tomi ke sese ni kanemi esɔesɔ ne a hlaa sisi numi ɔ he. (nɔhye ni; hengme ke ngue nya ke nɔ nyɛmi, munyungu aloo munyukpfa a hlami.*

Oti Aloo Ni Kasemi Oti: Ni Kanemi Esɔesɔ Ke Hla Ni Pɔtɛ Kome**Nya tsɔmi**

Enɛ ɔ ji ni kanemi ke hla oti pɔtɛ se a kane we demiyo ɔ tsuo. Loko enɛ ɔ maa ye emu ɔ, e sa ne o le demiyo ɔ blɔ nɔ tomi ne o nu nɔ ne o kane esɔesɔ ɔ sisi kone o nyɛ ne o yo munyungu oti ɔ. Enɛ ɔ yeɔ bua ne wa naa munyu ɔ mi oti ɔ ke e mi munyu kpa amɛ mla. E yeɔ buaa ne nɔ ɔ kaneɔ ni babauu ne e naa ni kanemi he buajɔ. E he hia kaa o maa le nɔ he je ne o maa kane ni esɔesɔ ɔ. E sa ne e hi o lelee mi nɔ pɔtɛ ne o nge hlae; womi yi, website, nɔ ke he tomi womi, munyungu aloo munyukpfa pɔtɛ ko, nyazia pɔtɛ ko, ne o nge hlae maa kane lo?

E he hia kaa o na womi tutuutu ne o maa kane ɔ. E sa ne o hye kaa nihi ne o nge hlae nge womi ɔ mi ɔ nge womi ɔ mi lo ne o le womi ba fahi he ne o maa na mɛ nge E sa ne o le womi ɔ he blɔ nɔ totoe. A ma nyɛ maa to womi ɔ kaa A, B, D aloo nyatsɔ aloo kpɔmikpɔmi

aloo e yi/oti aloo munyutso ɔ he juɛmi aloo a ma wo nɔma kaa 1, 2, 3 ke to he blɔ nya.

Be mi ne ni kaseli ma nyɛ kane ni esɔesɔ ke hla sisi numi

- i. Kane esɔesɔ loko o kane le nitse.
- ii. Kane sane bimi ɔmɛ esɔesɔ ne o yo ni neme ne o ma hla a heto.
- iii. Be mi ne o ma hla munyu pɔtɛ kaa ligbi, munyungu oti etc

Bɔ ne a kaneɔ ni esɔesɔ ha ke hlaa sisi numi.

Ke o nylɔ demiyo mi ta ne o na he ne o maa kane ɔ,

- i. Ngwɔ o hengme aloo o ngue nya ke be nge demiyo ɔ nɔ esɔesɔ.
- ii. Ke o na oti aloo munyungu aloo munyukpɔfa ne o nge hlae ɔ, kane munyu kpahi ne bɔle le ɔ fitsofitso.
- iii. Ke o na nɔ ko ne hia he susumi ɔ , gbɔ ni kanemi fo ne o hɛɛ ɔ nɔ ne o kane le fitsofitso.

Analyse the text carefully and identify the key words and use the key words to form one simple sentence and one compound sentence. Apply the knowledge of scanning to scan a text.

Pedagogical Exemplars**Problem-based learning****Whole class:**

Learners define to each other scanning and compare their definition to the teacher's definition.

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.

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*

Teacher scans through passages as a model to the class.

Discuss scanning strategies in groups and demonstrate how it is done to the class.

Teacher reinforces learning by asking learners questions to help them realise their own mistakes and correct themselves.

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:

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.

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.*

Kami Pɔtɛɛ

Nɔ kɔmi 1 kami Kpale de / Kaimi

1. Sese blɔ nɔ tomi enyɔ ne a ke kaneɔ ni esɛsɔ ke hla ni pɔtɛɛ ko he.

Nɔ kɔmi 2 kami: Ni kasemi nɔ yami

1. Ke a ma ple wo ni kanemi esɛsɔ ne a ke hla ni pɔtɛɛ kome ke yo munyutso pɔtɛɛ nge demiyɔ mi keɛ?

Nɔ kɔmi 3 kami: Yi mi susumi pɔtɛɛ

1. Tsɔɔ se nami ke si gbeemi ne nge blɔ nɔ tomi nge demiyɔ kanemi esɛsɔ ke hla ni kome a mi ɔ he.

WEEK 6

Ni kasemi mi nihi: *Moo ngɔ nɔ tue bumi veveve, gbi nɔ munyu ke fɔ glɛ kpa nɔ, glɛ kpa nɔ munyu ke fɔ gbi nɔ ke sɛsɛ munyu tumi sisi jemi he.*

Oti Aloo Ni Kasemi Oti: Munyu Tumi Sisi Tsɔɔmi**Sisi tsɔɔmi**

E ji blɔ nɔ nɛ a ke tsɔɔ nɔ ko sisi. E ji ga lele nɛ a ke jeɔ ni tsumi aloo fiɛmi ko kpo.

Gbi nɔ munyu ke fɔ glɛ kpa nɔ: E ji blɔ nɔ nɛ a ngɔɔ nya mi munyu ke fɔ glɛ kpa nɔ ke haa nɔ kpa ko aloo ke guɔ blɔ kpahi a nɔ.

Glɛ kpa nɔ munyu ke fɔ gbi nɔ: E ji blɔ nɔ nɛ munyuhɪ nɛ a ke fɔ glɛ kpa nɔ ɔ, a jeɔ sisi ke guɔ gbi nɔ munyuhɪ a mi. Ene ɔ haa nɛ tue buli nuɔ se gbi ɔ sisi.

Loko o ma tsu munyu tumi sisi jemi he ni ɔ,

1. Bu tue saminya
2. E sa nɛ o nyɛ nɛ o tu gbi enyɔ ɔmɛ saminya.
3. Sisi numi nɛ ngɛ gbi nɛ a ngɛ munyu ɔ sisi jee ke je ɔ, e ko laa.
4. Sisi jelɔ ɔ nɛ de kaa bɔ nɛ delɔ ɔ de ɔ nɛ e ko wo he ngo.

Ni kasemi mi ni tsumi

1. Tsɔɔ nɔ nɛ ji sisi jemi sisi.
2. Kale nihi a nɔ nɛ a daa ke tsɔɔ munyu sisi.
3. Je demiyo aloo klama nɔ gbi nɛ hɛɛ munyunguhi maa pee 150-300 sisi.

Pedagogical Exemplars**Initiating Talk for Learning****Whole class:**

1. Discuss what oral interpretation is (effective listening, encoding and decoding, etc.). **Group work/collaborative learning**

Pair work:

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.

Whole class:

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.

Kami pɔtɛɛ

Nɔ kuɔmi 1 kami: Kpale de/kaimi

1. kɛ o nu munyu tumi sisi jemi sisi kɛɛ?
2. sɛsɛ blɔ nɔ tomihɪ nɛ a daa nɔ kɛ jɛɔ nya mi munyuhɪ a sisi.
3. tsɔɔ nya mi munyu sisi jemi mi gbami glɛ ɔmɛ.

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami.

1. Bu demi ko ngɛ klama nɔ tue aloo kane demiyo ko nɛ o je sisi.

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

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

References

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

SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

Sub-strand: Lexis and structure

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

Content Standard:

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Week 7

Ni kasemi mi oti: *Ngwɔ biɛhi kɛ wo a glɛ slɔto ɔmɛ a mi. Nɔhyɛ ni: bienitse, biɛgu, etc*

Oti Aloo Ni Kasemi Mi Oti: **Biɛhi Kɛ Biɛ Slɔtohi**

Biɛ

E ji bɔ nɛ a tɛɔ nɔmlɔ, lohwe, he aloo nɔ ko ha.

Biɛ Slɔtohi

Bienitse: E ji biɛ nɛ a kɛ woɔ nɔmlɔ aloo he ko aloo nɔ ko pɔtɛɛ nɛ ji adebɔ ni aloo pi adebɔ ni. He fɛɛ he nɛ bienitse jɛɔ e he kpo nge nge munyuza mi ɔ, a ngwɔ ningma okadi ngua kɛ jɛɔ sisi. Nɔhyɛ ni nɛ tsɔɔ nɔmlɔ biɛ ji Kuɛku, Na, Kofi, Tamate. Nɔhyɛ ni nɛ tsɔɔ he ko ji Dodowa, Adaa, Ga, Kumase. Nɔhyɛ ni nɛ tsɔɔ oslami ji Jɔne, Lami, Maale, Osabu, Yomle. Nɔhyɛ ni nɛ tsɔɔ he pɔtɛɛ komɛ ji Ogua Yunivesiti, Flagstaff House, Nɔhyɛ ni nɛ tsɔɔ ligbi biɛ ji Soha, Hɔgbi, Sɔ, Hɔ. Nɔhyɛ ni nɛ tsɔɔ pa ke yohi ji Aziza, Tsenku, Densu, Jo, Kloyo, Seyo, Yogaga, etc.

Biɛgu: Enɛ ɔ ji biɛhi nɛ a kɛ woɔ ni kpa komɛ nɛ a pi bienitsehi. A kɛ woɔ lohwehi, tsohi kɛ nihi tsuo nɛ sa nɛ a yose mɛ kɛ biɛ ɔ. Nɔhyɛ ni ji ala, nyumu, yo, to, okpɔngɔ, asupaatlee, okplɔɔ, teji, dongo baagi, lile, tue, otimi, okpoku, kaa, lɔle, bɔɔsu, tsɔɔlɔ, etc.

Subiɛ: Enɛ ɔ ji biɛ nɛ a kɛ woɔ ni komɛ nɛ a nɛ mɛ, a he hi pɛtɛmi nɛ a hi kanemi hulɔ. A nuɔ ekomɛ a he.

Hiihepɛtɛmibiɛ: A ji biɛhi nɛ a kɛ woɔ nihi nɛ a naa nɛ a nyɛɔ pɛtɛɔ a he. A ngwɔ he numi ni enuɔ ɔmɛ (he pɛtɛmi, nɔ numi, nami, he fu numi, nya womi/tsomi) kɛ yoɔ mɛ.

Ni kasemi mi ni tsumi

1. Moo tsɔɔ nɔ nɛ ji biɛ nɛ o ha nɔhyɛ ni enuɔ.
2. Tɛ biɛ glɛ nɔ/slɔto eywie nɛ o ha nɔhyɛ ni nyɔngma nge eko fɛɛ eko nɔ.
3. Moo tsɔɔ kaa biɛhi nɛ nyɛɛ se nɛ ɔmɛ peeɔ bienitse, biɛgu, subiɛ kɛ hiikanemibiɛ
 - a tsɔɔlɔ
 - b okplɔɔ
 - c suɔmi
 - d Atayoo
 - e Yohane
 - f buajɔ
 - g kake peemi
 - h sɛ
 - i tɛ

Moo tsɔɔ sisi nɔ he je nɛ o kɛ mɛ wo glɛ nɛ o de ɔmɛ a mi.

Pedagogical Exemplars

Problem- Based learning

Group work:

In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card.

The pair reads the words aloud to the rest of the class.

Group work/collaborative learning**Whole class activity:**

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

Group work:

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

Pair work:

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

Whole class:

Learners share sentences with the class for discussion.

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

Kami Pɔtɛɛ**Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami**

Moo tsɔɔ nɔ nɛ ji biɛ nɛ o ha nɔhyɛ ni.

Moo kane demiyo nɛ nyɛɛ se nɛ ɔ nɛ o yɔse biɛhi nɛ ngɛ mi ɔmɛ.

Jibifo ɔmɛ ke juli ɔmɛ fiaa a he tu wawɛɛ nitse se juli etɛ bɔ mɔde nɛ a ma fo. A yo juli enyɔ nɛ a nu ɔ kaa mɛ ji Jato ke Kliistofa. A le mɛ kaa a piɛɛ juli a kuu nɛ juɔ daa nyɔnyɔnyɔ nge kpɔ ɔ mi ɔ he. Nihi etɛ nɛ a nuu ɔ he ya be ni kaa nihi ya hwe Jibifo ɔmɛ a tue nɔ nɛ a ya tua mɛ make futɛfute nɛ a je a jumi ni tsumi ɔ ke ba ba nge a juni ɔ gbae. Be mi nɛ a nge a juni ɔ gbae ɔ, Jibifo ɔmɛ ba yu a nɔ nɛ a nuu mɛ. A ngɔ a tu ɔmɛ ke juni ɔmɛ nge a dɛ. Munyu nɛ ɔ gbe fia kaa ahlabata la nɛ se pu gbigblii mi. Nihi babauu ba, ba hyɛ juli ɔmɛ nɛ a bɔ mɛ pa ke wo Jibifo hi a lɔle mi ke yaa a.

Nihi nɛ a ju a nihi ke nihi nɛ juli ɔmɛ wo mɛ si kaa a dla a he se e maa su a nɔ ɔ tsuo bua jɔ a he wawɛɛ nitse kaa juli ɔmɛ a kplu hyi. Juli ɔmɛ a he gbeye yemi nge kpɔ ɔ mi ɔ nya ba si bɔɔbɔɔbɔɔ.

- a. Moo ngɔ bie ɔmɛ ke wo bienitse, hiihepetemibiɛ ke subie glehi a nɔ.
- b. Moo ngɔ bieguhi enuɔ nɛ o na nge demiyo ɔ mi ɔ ke ngma munyuza kpokplooo enuɔ.

WEEK 8

Ni kasemi mi nihi: *Ngwɔ kaleli kɛ wo glɛ/slɔɔto munomunohi a mi (nɔhyɛ ni: heninegbɔlɔ kaleli, yibɔ kaleli, su kaleli) kɛ a ni tsumi nge munyuzahi a mi*

Oti Aloo Ni Kasemi Mi Oti: Kaleli Kɛ Kuuhi A Mi Womi**Kalelɔ**

E ji munyungu nɛ deɔ nɔ ko nge biɛ aloo kalelɔ kpa he. O ma nyɛ kɛ tsɔɔ nɔ ɔ yibɔ aloo e su aloo o ke maa to nɔ kpa he. Nɔhyɛ ni ji: I suɔ we momohi. Nyumuyo ɔ ka nɛ e nge legelege.

Heninegbɔlɔ kalelɔ: A kɛ kalelɔ nɔ kɛ ha nɔ mi mami. A nyɛɔ kɛ daa biɛ nane mi. A gbɔɔ peelɔ aloo nɔnalɔ nge munyuzahi mi ɔ he nine. Nɔhyɛ ni ji: jame a, jame a je, kikɛmɛ a, kikɛmɛ a je.

Yibɔ kalelɔ: Kalelɔ nɛ ɔ kalelɔ biɛ yibɔ, a nya aloo e kami kɛ hiemi. Nɔhyɛ ni ji: eko, enyɔ, bɔɔ, babauu, lafa, etc

Su kalelɔ: Kalelɔ nɛ ɔ kalelɔ biɛ kɛ ha sisi numi. Nɔhyɛ ni ji agbo, Nyafi, momo, basabasa, wayo, ngua, etc.

Ni kasemi ni tsumi

1. Moo sese kaleli a ni tsumi he
2. Moo tsɔɔ kaleli slɔɔto ɔmɛ a sisi
3. Sese kaleli nɛ nyɛɛ se nɛ ɔmɛ a he nge a glɛ nɔ nɛ o tsɔɔ ni nɛmɛ nɛ ji heninegbɔlɔ kaleli, yibɔ kaleli kɛ su kaleli. feɯ, ka, ngɔ, hɛ nɔ, mi dlami eywie, kungwɔɔ, Yiwutso, wosu, jame a, pu tsotsoe, jame a, etɛ, ekome

Pedagogical Exemplars**Group work/collaborative learning:**

Mixed group: In mixed-ability groups, learners do the following;

1. Make a list of words that are used to describe nouns. Groups discuss the words they have put down.
2. Probe further to let learners draw a link between the words they have listed and the types of adjectives.
3. 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.
4. Provide an explanation of essential terms such as ‘adjectives’, ‘determiners’, ‘qualifiers’, ‘quantifiers’ in order to build the foundation of the lesson.

Collaborative learning**Pair work:**

- a. Ni kaseli nɛ a kane demiyo nɛ nyɛɛ se nɛ ɔ nɛ a yɔse kaleli nɛ nge mi ɔ.
- b. Loko kungwɔ ke e kpa nɔ si etɛ jame a mɔtu ma a, lɔ ɔ ji kaa ni ɔmɛ tsuo nge Alata kɔpe ɔ mi ɔ ba bua a he nya nge matse ɔ muɔ ɔ sisi. Odehe ɔmɛ ha klala nɛ a wo nine si ni kɛ kue ni nɛ a hɛɛ nane si gu.

- c. A ba bua kone a ka Matse o kita. Kusumi tsoo kaa, jeha babauu ne be o, Matse o nimeno pee no ngua ko ke ha ni ome nge kope o mi. Be ne la ko je ba sa ni ome a ngmohi tsuo ne ni ome tsuo pee bodbodo ne a be he no kami ko kulaa a, le ne e ye bua me.
- d. Nimeno ne o ji no ne ngo e ngmo no ni ke je kope ne nge a kasa nya a mi ba ha kope o mi bi ome piani ko ne a ye kone huo ne nya wa wawee o ko ba ne a yi ba ta. Ni ome laa we nimeno ne o adue no ne lo o he je o, a ba kaa le kita daa jeha.
- e. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
- f. Learners use the adjectives to form simple sentences.

Whole class:

1. Pairs present their work to the class for discussion.

Kami Potee

Nɔ kuomi 1 Kami: Kpale de/kaimi

Ngoo mo nitse o munyunguhi ke de no ne kalelo ji ne o ha nohye ni nyongma.

Moo kane demiyo ne nyee se ne o ne o yose kaleli ne nge mi ome.

1. Jibifo ome ke juli ome fiaa a he tu wawee nitse se juli ete bo mode ne a ma fo. A yo juli enyo ne a nu o kaa me ji Jato ke Kliistofa. A le me kaa a piee juli a kuu ne juo daa nyonyonyo nge kpo o mi o he.
 2. Nihi ete ne a nuu o he ya be ni kaa nihi ya hwe Jibifo ome a tue no ne a ya tua me make futefute ne a je a jumi ni tsumi o ke ba ba nge a juni o gbae. Be mi ne a nge a juni o gbae o, Jibifo ome ba yu a no ne a nuu me. A ngo a tu ome ke juni ome nge a de.
 3. Munyu ne o gbe fia kaa ahlabata la ne se pu gbigblii mi. Nihi babauu ba, ba hye juli ome ne a bo me pa ke wo Jibifohi a lole mi ke yaa a.
 4. Nihi ne a ju a nihi ke nihi ne juli ome wo me si kaa a dla a he se e maa su a no o tsuo bua jo a he wawee nitse kaa juli ome a kplu hyi. Juli ome a he gbeye yemi nge kpo o mi o nya ba si bodbodo.
- a Ngoo kaleli ne o yose nge demiyo o mi o ke wo heninegbolo, yibo ke su kaleli a kuu mi.
 - b Ngoo kaleli slooto enuo ne o ngma a ke pee munyuza blablehi.

Week 9

Ni kasemi mi nihi

1. *Moo ngo peemimunyuh*i ke wo *omine*, *ominewe* ke *omineomine* peemimunyuh*i a gle* nɔ.
2. *Moo ngo miblekeli* ke wo *a glehi* a nɔ. (Nɔhye ni: *bɔ ne*, *he*. *Be*, *nɔkuɔmi*)

Oti Aloo Ni Kasemi Mi Oti: Peemimunyu Slɔtohi

Peemimunyu

E ji munyungu aloo munyukpɔfa ne tsɔɔ nɔ ko peemi aloo peemi ngenge mi. Wa yoɔ peemimunyu ɔ nge munyuza mi kaa munyungu ne haa nɔ peemi he juemi. (Nɔhye ni ji: doo, ye, ngmaa, na, susu, ya, tsɔɔ, etc) A gba peemimunyu ke wo omineɔ ke ominewe peemimunyu.

Omine peemimunyu

E ji peemimunyu ne hia nɔnalɔ nge munyuza ko mi. (Nɔhye ni ji ye, pa, nu, tu). Nɔhye ni nge munyuzahi a mi ji.

1. Kofi **ye** ni ɔ.
2. Yo ɔ **pa** sika.
3. Lamle **nu** fanta.
4. Jokue ɔ **tu** munyu.

Ominewe peemimunyu

E ji peemimunyu ne hia we nɔnalɔ nge munyuza ko mi. Nɔhye ni ji ba, mle, ho, etc. Nɔhye ni nge munyuzahi a mi ji

1. Nɔmo ɔ **ba**.
2. Yo ɔ nge **mle**.
3. Ba ne waa **ho**.

Omineomine peemimunyu

Omineomine peemimunyuh*i woɔ nɔnali enyɔ* nge munyuza mi. Nɔnalɔ ɔ kake manye pee nɔnalɔ oti aloo nɔnalɔ tutuutu ne e kpa a maa pee nɔnalɔ setsɔ nge munyuza a mi. E ma nye hu maa pee nɔnalɔ oti aloo nɔnalɔ tutuutu ke e kpa ko keke.

Nɔhye ni ji hee, ha, fie, etc. Nɔhye ni nge munyuzahi a mi ji:

1. E mami **ha** le ni tsumi
2. Na **fiaa** to tɛ.
4. Tɛɛ **ha** Kuaɔ ku sa.

Ni kasemi mi ni tsumi

1. Sese peemimunyu he.
2. Tsɔɔ peemimunyu mi gbami slɔɔto ɔmɛ.
3. Sese peemimunyuhi nɛ nyɛɛ se nɛ ɔmɛ a he nɛ o ngo mɛ kɛ wo omine, ominewe kɛ omineomine peemimunyuhi a glɛ nɔ.
 - bu
 - muɔ
 - he jua
 - la
 - kane
 - nyɛɛ
 - fiɛ
 - gba
 - tsɛɛ

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.

2. Collaborative learning**Pair work:**

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

Kɛ je pa a nya kɛ ya su e se ɔ maa pee kaa gugue nyingmi enuɔ se jine i ko suɔ nɛ ma sle kaa kilomita kake nge pa nɛ mi kuɔ nɛ e mi tsɔ mi. Nyakahi a he via nge leje ɔ.

Nɛ i nge dlae nɛ ma sɛ pa a mi ɔ, i ngo ye tu ɔ kɛ wo ye lungu kpɛ nɛ be nɛ i fa kue kpiti ko ɔ, i sane kɛ sɛ nyu gbidii ɔ mi. I sle kaa nɔ nɛ kpaako e nge slemi kasee. Agbaikle ɔ nya wɛ nɛ nyu ɔ mi nge kulɔɔ. Gbeye ha fiɛ ngmangu pue ye nɔ nɛ ene ɔ ha nɛ i sle blɛuu.

Be kpiti mi ɔ, e pee kaa nyu ɔ mi kuɔ we nɛ ye gugue ya sa kpo. I susu kaa nyaka se mi nɛ ye gugue ya sa. Yi mi susumi kɛ gbeye yemi he ɔ, tu ɔ je ye nya mi kɛ nɔ pa a mi. I plee ye he maa pee gugue kami bɔɔ nɛ i kɛ su he nɛ mi kuɔ ekohu. Be nɛ i ke i yoo ɔ, i ba sa kpo nitɛ. Nɔ fɛɛ nɔ nya be. Ye tu ɔ laa mi.

- a. Moo ngo peemimunyuhi nɛ o na a kɛ wo omine, ominewe kɛ omineomine peemimunyu glɛhi a nɔ.
 - b. Ngɔɔ peemimunyu ɔmɛ ke pee munyuzahi.
 - c. De o heto ɔ kɛ ha nyɛ sibi nge klaasi ɔ kone nyɛɛ sese he.
2. Classify the verbs identified under transitive, intransitive and ditransitive.
 3. Use the verbs identified to form sentences.
 4. Present the responses to the rest of the class for discussion.

Kami Pɔtɛɛ

Nɔ kuɔmi 1 kami: Kpale de/Kaimi

1. Je peemimunyu sisi nɛ o tsɔɔ slɔto ɔmɛ.
2. Tsɔɔ slɔtohi nɛ nge ɔmɛ a nya
- 3, Ngmaa nɔhyɛ ni enuɔɔnuɔ nge peemimunyu slɔto ɔ eko fɛɛ eko nɔ

Nɔ kuɔmi 1 kami: Ni kasemi nɔ yami

1. Ngɔɔ peemimunyu slɔto fɛɛ mi kake kɛ pee munyuza.
2. Ngɔɔ slɔto fɛɛ mi enyɔ kɛ pee munyuza blable.
3. Hla demiyo nɛ e mi munyungu su 500 nge munyutso oti nɛ ɔ eko nɔ: kusumi ni peemi (nɔ bumi kɛ he bumi), STEM, kane he wami, GESI, etc. Moo kane demiyo ɔ nɛ o hla peemimunyuhi nyingmi enyɔ nge mi. Ngɔɔ peemimunyu nɛ ɔmɛ kɛ wo a gle slɔto ɔmɛ a mi.

Nɔ kuɔmi 4 kami: Yi mi susumi

Moo tsɔɔ peemimunyuhi nɛ o na nge demiyo ɔ mi ɔmɛ a ngenge mi, (a nge gle nɔ lo?, A kɛ tsakemi ba lo?, a he nge se nami nge munyuza a mi lo?)

Oti Aloo Ni Kasemi Mi Oti: Miblekeli Slɔtohi

Miblekelɔ

E ji munyungu nɛ blekeɔ peemimunyu mi. E ma nyɛ ma bleke miblekelɔ kpa hu mi. Nɔhyɛ ni ji esɔesɔ, gaga, mamaama, saminya.

Miblekelɔ nɔhyɛ ni nge munyuzahi a mi

Angmɔ ye ni esɔesɔ.

Nyumu ɔ ka gagaa.

Nyɛ ha waa nyɛɛ mamaama.

Ata he nge fɛu saminya

Miblekelɔ nɔhyɛ ni komeɛ ji, miblekelɔ nɛ tsɔɔ blɔ nɛ, miblekelɔ nɛ tsɔɔ be, miblekelɔ nɛ tsɔɔ he, miblekelɔ nɛ tsɔɔ nɔ kuɔmi, miblekelɔ nɛ tsɔɔ nɔ he je.

Miblekelɔ nɛ tsɔɔ bɔ nɛ: Ene ɔ tsɔɔ peemimunyu ɔ peemi blɔ. Nɔhyɛ ni ji wawɛɛ, blɛuu, esɔesɔ

Miblekelɔ nɛ tsɔɔ he: Ene ɔ blekeɔ peemimunyu ɔ mi kɛ tsɔɔ he nɛ peemi ɔ ya nɔ nge.

Nɔhyɛ ni ji, he fɛɛ he, mi, Gana, nge wo ɔ mi, jua nɔ, lɔle da he, etc.

Miblekelɔ nɛ tsɔɔ be: Ene ɔ tsɔɔ be nɛ peemi ɔ kɛ ya nɔ aloo be abɔ nɛ peemi ɔ ya nɔ. A nyɛɔ baa nge munyuza sisije aloo e nyagbe. Nɔhyɛ ni ji, mwɔnɛ ɔ, piɔ, be kpiti mi, daa jeha, daa ligbi, gblee, daa nɛ ɔ, etc.

Miblekelɔ nɛ tsɔɔ nɔ he je. Ene ɔ tsɔɔ nɔ he je nɛ peemi ɔ ya nɔ aloo nɔ he je nɛ a pee peemi ɔ. Nɔhyɛ ni ji, lɔ ɔ he je ɔ, Ene ɔ he ɔ, ejakaa, kone.

Miblekelɔ nɛ tsɔɔ nɔ kuɔmi. Ene ɔ tsɔɔ peemimunyu ɔ nɔ kuɔmi nge e peemi mi aloo bɔ nɛ a pee lɛ ha a he wami aloo nɔ kuɔmi.

Ni kasemi mi nitsumi

1. Moo tsɔɔ miblekelɔ sisi nɛ o tsɔɔ slɔtohi nɛ nge ɔ.
2. Moo tsɔɔ miblekeli slɔto ɔmɛ a sisi nɛ o ha nɔhyɛ ni enuɔɔnuɔ.
3. Moo nɔ enyɔɔnyɔ nge slɔto fɛɛ ko mi ke ngma munyuza kpokploo.
4. Moo ngɔ miblekeli nɛ nyɛɛ se nɛ ɔmɛ ngɔ wo a glɛ slɔto ɔmɛ a mi nɛ o tsɔɔ nɔ he je nɛ o ke mɛ wo glɛ ɔmɛ a mi.
 - i. Esɔ
 - ii. Fini
 - iii. Blɛuu
 - iv. Hie
 - v. Gblee
 - vi. Hie
 - vii. daa jeha
 - viii. Tutuutu
 - ix. ke be nɔ
 - x. otsi nɛ be

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

1. 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.
2. Probe further to lead learners to draw a link between the adverbs and the types adverbs.
3. Use the activity to guide learners to discuss the meaning of adverbs and explain its types in their own words.
4. 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**Pair work:**

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

Kami Pɔtɛɛ

Nɔ kuɔmi 1 Kami: kpale de aloo kaimi

1. Moo tsɔɔ miblekelɔ sisi nɛ o ha e mi gbami slɔɔto ɔmɛ.
2. Tsɔɔ slɔɔtohi nɛ o ha amɛ a sisi nɛ o ha nɔhyɛ ni.

Nɔ kuɔmi 2 Kami: Ni kasemi nɔ yami

Moo kane demiyo nɛ nyɛɛ se nɛ ɔ nɛ o yɔse miblekeli nɛ nge mi ɔ

Okuaa yemi he ni tsɔɔmi nge sukuuhi nge ma nɛ ɔ mi ɔ woɔ nihi he wami ke ha okua yemi kasemi nge sukuu ɔmɛ wawɛɛ nitse. Ke a gbe nɔ tsami sukuu nɛ ji SHS nya a, a ti ni kome ya tsaa Okua yemi kasemi ɔ nɔ nge sukuu nguahi nɛ ni kpahi hu ya tsuɔ okua yemi ni tsumi. Amlɔ nɛ ɔ nɛ a ngma womi babauu nge okua yemi nɔ ɔ, okuafohi ma nyɛ kane okua yemi he womihi nɛ a maa nu okua yemi he ga lele ke okua yemi he blɔ nɔ tomi slɔɔtohi nɛ nge ɔ nɛ mɛ hu a ma tsu ene ɔmɛ a he ni ke ye bua okua yemi ni tsumi ɔ. Ene ɔ ma ha nɛ niye ni babauu maa ba.

Amlaalo blɔ nɔ tomi ke yemi ke buami nge okua yemi he jemisikpami ke ni tsumi ɔ yeɔ buaa ke ha okua yemi ɔ nɔ yami. Okua yemi he jemisikpali kaseɔ Gana okuafo ɔmɛ a nyagbahi a he ni. A ngɔɔ nile nɛ jeɔ kpo nge ni kasemi nɛ ɔmɛ a mi ɔ ke haa akuafɔ yemi he ni tsuli nɛ mɛ hu a ke haa okuafo ɔmɛ nɛ a ke bleke okua yemi ni tsumi ɔ mi. Okua yemi ni tsuli ɔmɛ kpaleɔ ngɔɔ okuafo ɔmɛ a nyagba amɛ ba haa okua yemi jemisikpali ɔmɛ nɛ a hyeɔ mi ekohu nɛ a hlaa tsaba.

A bli sika si tomi hehi nge okua yemi kpo ɔmɛ a mi nɛ a nyɛ nɛ a pa okuafo ɔmɛ sika ke e he kpa nyafii keke nɛ a nyɛ nɛ a ke tsu a ni ɔ. A woɔ okuafo ɔmɛ he wami hu kone a bua a he nya nge kuuhi a mi nɛ a ke bua a sika bɔɔbɔɔɔ ɔmɛ a nya nɛ e pee fuu nɛ a ke wo a ni tsumi ɔ mi.

- a. Moo ngɔ miblekeli nɛ o yɔse nge demiyo ɔ mi ke wo miblekelɔ nɛ tsɔɔ be, miblekelɔ nɛ tsɔɔ blɔ nɔ, miblekelɔ nɛ tsɔɔ si abɔ, miblekelɔ nɛ tsɔɔ nɔ he, etc
- b. Moo hla miblekeli enuɔ nge o miblekeli ɔmɛ a kpɛti nɛ o ke pee munyuza blable enuɔɔnuɔ.

Section 3 Review

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

Additional Reading

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References

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SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

Sub-Strand: Rules of Writing a Ghanaian Language

Ni kasemi mi otihi: *A maa ngo Dangme ni ngmami he mlaa amε ke ngma munyuzahi ne sisi numi nge a he*

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 ε 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.

WEEK 10**Ni kasemi mi nihi:**

1. *Moo ngo mlaahi ne nge bie ngmami ke bienanemidali ngmami he ɔ ke ngma munyuzahi.*
2. *Oti aloo Ni kasemi mi Oti: Biehi ke bienanemidali ke ngma munyuzahi.*
3. *Teachers are encouraged to treat these articles as they pertain to the language of study*

Bie

E ji bɔ ne a tseɔ nɔmlɔ, lohwe, he ko ke nɔ ko ha ne a ke yoo le. E sa ne waa to he he kaa munyuzaha babauu heeɔ bie. Be fuu ɔ, heninegbɔlɔ kalelɔ ya baa nge bie se kaa ene ɔme; Nyumu ɔ, okplɔɔ ɔ, nyumu ɔme, okplɔɔ ɔme. Be kome hu heninegbɔli ɔme ya seɔ bie ɔ hek pe kaa ene ɔme: kikeme a nyumu, kikeme a okplɔɔ.

Bienanemidalɔ

Bienanemidalɔ ji munyungu ne maa da bie aloo bie munyukpɔfa nane mi nge munyuzaha ko mi. Nɔhye ni ji, mo, imi, me, le, wɔ, etc.

Mlaahi

E slo gbi fee gbi ke bɔ ne e ngɔɔ biehi ke loo munyuzaha ha. Be babauu ɔ, bie baa kaa

1. Peelɔ nge munyuzaha mi. Nɔhye nɔ: **Kofi** ya sukuu. **Kofi** ya sukuu.
2. Nɔnalɔ nge munyuzaha mi. Nɔhye nɔ: **I** ha Kojo ni. **I** ha le ni.
3. E baa hu kaa bie kalelɔ, Nɔhye nɔ: **Hlɔɔba** okpolu ɔ nge Ami de.
4. Teachers should add on to the rules above as they pertain to the Ghanaian language of study

E slo gbi fee gbi ke bɔ ne e ngɔɔ bienanemidali ke loo munyuzaha ha' Be babauu ɔ bienanemidalɔ ɔ baa kaa

Peelɔ nge munyuzaha mi: Nɔhye nɔ: E ya sukuu.

Nɔnalɔ nge munyuzaha mi: Nɔhye nɔ: Kuesi ha le ni. Ama ke ni ha le.

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

Ni Kasemi mi Ni tsumi

1. Moo tsɔɔ nɔ ne bie ji ne o ha nɔhye ni nyɔngma.
2. Moo tsɔɔ bie nanemidalɔ sisi ne o ha nɔhye ni nyɔngma.
3. Moo hla nɔhye ni ete nge slooto ɔme a kpeti ne o ke ngma munyuzaha blablehi.

Pedagogical Exemplars**Initiating Talk for Learning****Whole class:**

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

Collaborative learning**Modelling the use of the rules**

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

Group work (Pair work):**Learners (in pairs);**

1. Form sentences considering the rules of writing using nouns and pronouns.
2. Study the structure of the sentences carefully.
3. The teacher should offer support to AP learners while the gifted and talented (HP learners) in the class can assist P learners.

Whole class:

Present their observations on the structure of the sentences.

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

Kami Pɔtɛɛ**Nɔ Kuɔmi (1) Kami : Kpale de/Kaimi**

1. De nɔ nɛ biɛhi kɛ biɛnanemidali ji.
2. Mo ha biɛ kɛ biɛnanemidalɔ nɔhyɛ ni nyɔngmanyɔngma.
3. Ngɔɔ nɔhyɛ ni ɔmɛ a mi etɛ kɛ ngma munyuza blable.

Nɔ Kuɔmi (3) Yi mi susumi pɔtɛɛ

1. Ni kaseli nɛ a bla enyɔɔnyɔ kɛ kane demiyɔ ko nɛ a sɛsɛ he. A da mlaahi nɛ a kase ɔmɛ a nɔ kɛ koli demiyɔ ɔ mi fitsofitso nɛ a yɔsɛ nihi nɛ dɛ nɛ a na ngɛ demiyɔ ɔ mi ɔ. Kuu fɛɛ kuu ma de nihi nɛ a na kɛ ha klaasi bi ɔ tsuo.
2. The teacher should provide a short passage with errors in the usage of the nouns and pronouns in most of the sentences. The passage should be appropriate to the level of the learners and a suitable topic to maintain student interest

WEEK 11

Ni kasemi nihi: *Ngɔɔ mlaahi ne a ke ngmaa kaleli ke ngma munyuza ne hee kaleli*

Oti Aloo Ni Kasemi Oti: Kaleli Womi Ke Pee Munyuzahi**Kalelo**

Kalelo ji munyungu ne a ke kalelo bie aloo bienanemidalɔ. A ke kalelo no ko e himi aloo no ko nge e de he aloo a ke too no kpa he.

Nɔhye nihi:

- i. Kojo suɔ we **momo**.
- ii. Nyumu ɔ ka ne e nge **legelege**.
- iii. Ajoa nge **kekke** pe e nyemi nyumu ɔ.

Mlaahi

Mlaahi ne a ke peeɔ munyuza ne hee kalelo ɔ je ekpaakpa nge gbi ɔme a mi.

E kalelo bie nge munyuza mi: Nɔhye no. Oso **yumu** ɔ maa fo wawee pe oso kpa ame.

E baa nge bie ne a nge e he nine gbɔe ɔ e se. Kɔngwɔ **titi agbo** ɔ nge tsu ɔ mi.

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

Ni kasemi mi ni tsumi

1. Mo ha kaleli nɔhye nihi nyɔngma ne o le.
2. Moo ngɔ kaleli ne o haa a kpɛti enuɔ ke wo munyuza kpokploo enuɔ mi ne o wo enuɔ ne piee ɔ ke wo munyuza blabla enuɔ mi moo da mlaa ne kudɔɔ kalelo nge munyuza mi ɔ ke tsu ni tsumi ɔ.
3. Moo kane demiyo kpiti ko kone o yɔse kaleli ne nge demiyo ɔ mi.
4. Ngɔɔ kaleli ne o ngma ame ke wo munyuza kpanyaahi a mi. Moo da mlaa ne kudɔɔ kalelo nge munyuza mi ɔ ke tsu ni tsumi ɔ.

Pedagogical Exemplars**Group work/collaborative learning****Whole class:**

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

Pair work

1. Teacher gives some adjectives of varying length and complexity/familiarity.
2. Learners form sentences using the adjectives.
3. Study and discuss the structure of the sentences carefully.
4. 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.

Kami Pɔtɛɛ

Nɔ kuɔmi 1 kami: Kpale de/kaimi

1. Ngmaa kaleli nyɔngma.
2. Ngɔɔ kaleli nɛ o ha a kɛ pee munyuza nɛ nyɛɛ se ɔmɛ.
 - i. Munyuza kpokploo
 - ii. Munyuza blable
 - iii. Munyuza kpanyaa
3. Tsɔɔ mlaahi nɛ kpakaa kaleli a he ni tsumi nge munyuzahi a mi.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

Kane demiyo nɛ o sɛsɛ he. Kɛ kɔ mlaahi nɛ nyɛ kase he ni ɔ, moo tsɔɔ tɔmihi nɛ nge demiyo ɔ mi.

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

WEEK 12

Ni kasemi nihi: *Ngɔɔ mlaahi ne a ke ngmaa peemimunyu ke miblekeli, ke ngma munyuza ne hee peemimunyu ke miblekeli*

Oti Aloo Ni Kasemi Oti: Peemimunyu Kɛ Miblekeli Womi Kɛ Pee Munyuzahi**Peemimunyu**

E ji munyungu aloo munyukpɔfa ne tsɔɔ nɔ ko peemi ngengɛmi. Wa yoo peemimunyu nge munyuza mi kaa munyungu ne haa nɔ peemi he juɛmi

Peemimunyu nɔhyɛ nihi nge munyuzahi a mi.

Kuajo ye omɔ ke flɔɔ.

Ama nyɛɛɔ ke yaa sukuu.

Kuami la saminya.

Mlaahi

Mlaahi ne a ke peeɔ munyuza ne hee peemimunyu ɔ je ekpa nge gbi kpa amɛ a he.

Mlaa ekome ji ne ɔ ne:

1. Tsɔɔ nɔ ne peelɔ ɔ nge pee: Nɔhyɛ nɔ. Osɔ ɔ ma fo wawɛɛ pe osɔ kpa amɛ.
2. E tsuɔ ni kaa nɔnalɔ ɔ yi. Nɔhyɛ nɔ. Nyumu ɔ ma fo wawɛɛ pe ni kpa amɛ.
3. E baa nge peelɔ ɔ se. Kuao ye otimi.

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

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

Miblekelɔ

Miblekelɔ ji munyungu aloo munyukpɔfa ne a ke blekeɔ peemimunyu aloo miblekelɔ mi ke tsɔɔ he, be, nɔkuɔmi.

Nɔhyɛ nihi:

Nyumu ɔ ba **hie**.

E laa **saminya**

Fiemi ɔ nya ta **ma**

Mlaahi

Mlaahi ne a ke peeɔ munyuza ne hee miblekelɔ ɔ je ekpa nge gbi kpa amɛ a he.

Mlaa ekome ji ne ɔ ne:

1. E daa si kaa yi ke ha miblekelɔ munyukpɔfa a: Nɔhyɛ nɔ. Nyumu ɔ tu munyu **ke ngmlaa wawɛɛ**.
2. E tsuɔ ni kaa miblekelɔ ne nge nɔ mi blekee: Nɔhyɛ nɔ. Nyu ɔ fia **esɔesɔ**.
3. A bla we miblekelɔ ke munyungu kpahi ne a ngmaa le kake.

Ni kasemi mi Ni tsumi

1. Moo tsɔɔ peemimunyu ke miblekelɔ a nya ne o ha nɔhye ni nyɔngma ke ha eko fɛe eko.
2. Moo ngɔ nɔhye ni ɔmɛ ke pee munyuza slɔtohi ne nyɛɛ se ɔmɛ.
3. Munyuza kpokploo
4. Munyuza blable
5. Munyuza kpanyaa
6. Moo tsɔɔ peemimunyu slɔtohi ne wa kase ɔmɛ.
7. Mo ha slɔto ɔ eko fɛe eko nɔhye ni enuɔ konɛ o ngɔ e mi kakaaka ke pee munyuzahi.

Pedagogical Exemplars**Group work/collaborative learning****Whole class:**

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

Pair work:

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

Whole class:

1. Pairs present observations on the structure of the sentences they have formed focusing on how the verbs and adverbs have been used.
2. 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.

Kami Pɔtɛɛ**Nɔ kuɔmi 1 kami: Kpale de/Kaimi**

- a. Moo tsɔɔ peemimunyu ke miblekelɔ nya.
- b. Ha nɔhye nihi enuɔɔnuɔ ke ha peemimunyuhi ke miblekeli.
- c. Ngɔɔ peemimunyuhi ke miblekeli ne o ngma a ke pee munyuza slɔto ne nyɛɛ se ɔmɛ.
 - i. Munyuza kpokploo
 - ii. Munyuza blable
 - iii. Munyuza kpanyaa

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

- a. Kane demiyo ne o sese he. Ke kɔ mlaahi ne nyɛ kase he ni ɔ, moo tsɔɔ tɔmihi ne nge demiyo ɔ mi.

(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).

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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5. Snider, K. L. (1990a). *The consonants of proto-Guang*. *The Journal of West African Languages* (12). 3–26.
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SECTION 5: TEXT COMPOSITION

Strand: **Language and Usage**

Sub-Strand: Text Composition

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

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

INTRODUCTION AND SECTION SUMMARY

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

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

The weeks covered by the section are:

Week 13: Narrative Essay

Week 14: Descriptive Essay

Week 15: Expository Essay

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 13

Ni kasemi mi nɔ (nihi): *Ngmaa amaniɛbɔ saneyo ko.*

Oti Aloo Ni Kasemi Oti: **Amaniɛbɔ Saneyo**

Oti ke akplahɛ munyuza mi nylɔmi

Munyuza oti ji munyuza nɛ tsɔɔ yi mi tomi oti pɔtɛɛ nɛ nge kuku nge saneyo ɔ mi ɔ e mi.

Akplahɛ munyuza ji munyuza nɛ yeɔ bua munyuza oti ɔ sisi numi.

Ga lele blɔ nɔ tomi nɛ a guɔ ke toɔ kuku ngmami he blɔ nya.

Ekome ji: glɛ kake nɔ munyuhɛ a nya tomi, nihi nɛ ya nɔ nyatsɔɔ, nɔ mi mami ke he odase yemi, nɔ ke he tomi, nɔ nɛ ke nɔ ɔ ba ke nɔ nɛ maa ba nge se, sisi numi kpakpa nɛ hi mi.

Saneyo

E ji ni ngmami blɔ nɔ tomi nɛ a guɔ ke jeɔ juemi aloo susumi kpo. Saneyo tsuaa saneyo jeɔ oti pɔtɛɛ ko kpo.

Amaniɛbɔ

Amaniɛbɔ saneyo ji nyazia nyatsɔɔ nɛ tuɔ munyu ke kɔɔ oti pɔtɛɛ ko he. Ekome ji bɔ nɛ nɔ ko ma je e nile kpo nge blɔ nɛ da nɔ nɛ e maa nyɛɛ amaniɛbɔ he blɔ nɔ tomi ɔ nɔ. E ma nyɛ pee nɔ ko nɛ ya nɔ aloo apongma.

Nɔ nɛ hia nge amaniɛbɔ saneyo ngmami he ji kaa, o maa da nyazia siami glɛ kome kaa oti, kolisimi, amlɔɔmo, etc nɔ nge blɔ klɛdɛɛ ko nɔ ke gbla kanelɔ ɔ juemi ke ba nyazia a nɔ. Behi fuu ɔ, a daa nɔ nitse e nɔ ko nɔ ke ngmaa nyazia a. Nyazia a daa si nge nɔ ɔ e nile nɔ. E jeɔ nihi nɛ ya nɔ nɛ a nge mi anɔkuale ɔ kpo. E hiɔ benebe mi nɛ a loɔ munyungu ɔme saminya ke ngmaa le. Nyazia a lomi nɛ hi nyatsɔɔ nɛ e ngo. He numi nihi ke munyuheza woli ma nyɛ je kpo nge nyazia a mi kone tue buli ɔme a na he numi.

Amaniɛbɔ saneyo bimi nɔhyɛ nihi

- Ngmaa saneyo ke kɔ o kekle ligbi nge sukuu.
- Ngmaa saneyo ke kɔ niye ni nɛ o suɔ pe kulaa.
- Ngmaa saneyo ke kɔ bloonya nɛ o ye ke be ɔ he.
- Ngmaa ke kɔ nɔ ko nɛ o kase nge mo nitse o he nɛ kɔɔ nɔ ko nɛ ya nɔ ɔ he.
- Ngmaa ke kɔ nguɔ yemi ko nɛ o bua jɔ he ke bɔ nɛ o ple ke ye nguɔ ɔ ha

Amaniɛbɔ saneyo blɔ nɔ tomi.

Nya blimi

Jee sisi ke bimi, demi aloo nɔ ko nɛ maa gbla tue buli a juemi.

Nɔ ko nɛ he hia nɛ sa kaa ni kaneli ɔme nɛ a le.

De demi nɛ jeɔ yi mi tomi oti ɔ kpo.

Munytso mi kuku

E tsɔɔ munyuza otihi, akplahɛ munyuza nɛ he hia ke nya muɔmi munyuzahi.

E tsɔɔ nɔ mi fitsofitso nge nɔ ko aloo nile ko he ke wa munytso oti ɔ ke je e sisi numi kpo paa.

Ngmaa be mi nɛ nɔ ɔ ya nɔ.

Hla tsaba ke ha nyagbahi tsuo ne ma je a he kpo.

To o blo nya kone o dla nihi ne o si ome

Nya muomi

Tii demi oti ome a mi ekohu

Hye oti ome ekohu

Ngmaa demi ko ke muo saneyo o nya.

1. Sese he ke tsao no ne ji saneyo.
2. Sese he ke tsao no ne ji amaniabo saneyo kone o tsao e blo no tomi ome.
3. Ke gu no ne o kase mwone o mi o, mo nitse moo hla munyutso oti ne o suo kone o tsao bo ne o maa lo nyazia ngongoe nge munyutso oti o he.

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.)
 - b. 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.

Kami Pɔtɛɛ

Nɔ kuɔmi 1 kami: Kpale de/kaimi

1. Mɛni ji amaniebo saneyo?
2. Mgmaa amaniebo saneyo blo nɔ tomi ɔmɛ.

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami

1. Sɛsɛ amaniebo saneyo blo nɔ tomi ɔmɛ a he.
2. Tapo demiyo nɛ nyɛɛ se ɔ mi kone o ha nɔhyɛ nihi nge seneyo blo nɔ tomi ɔ he.

Wami nge Gana

Ye wami si nge Gana nge jeha akpe kake ke lafa nɛɛ kpe ɔ ya peeɔ nyagba agbo nge ye wami si himi mi. Aflika Bonyoku je ma amɛ tsuo nge e he mɔde bɔɛ ke gbɔ ohia nɛ ta ngɔ pue a nɔ nɛ e pue ni tsumi babauu nɔ. Kikemɛ a ma nɛ jine blema a, e peeɔ nɔhyɛ nɔ nge Aflika a ba ple ma nɛ nɔ fɛɛ nɔ mumi nya nge tae nge; ma nɛ e hemi ke yemi ta nɛ he ke nɔ fɔmi ko be.

National Democratic Congress amlaalo ɔ wo blo nya tomi ke fɔ si nɛ a ke hla nyagba nɛ ɔmɛ a tsaba. Blo nɔ tomi ɔ kake ji kaa ma bi nɛ a wo a tohi ke ha ma a dlami.

To womi nɛ ɔ ha nɛ nihi a he jua ba wa ejakaa a wo to ngɔ fɔ nihi tsuo nɔ nɛ e sa niye ni nɛ a suɔ wawɛɛ ɔ tete po. I kai nɔ ko nɛ ba jamɛ ɔ be ɔ. I kai ni kome a mi nɛ i gblɛɛ. kolisimi paati ɔmɛ ke ni tsuli nɛ a be amlaalo sisi ɔ bɔ sala nguahi nɛ a fia glaasi tsesi. Mɔbɔ sane ji amlaalo nɛ ba nge NDC amlaalo nɛ he mi nyɛɛlɔ mwɔnɛ ɔ se Jerry John Rawling se ɔ ngmɛɛ we to hemi nɛ ɔ he. Gana bime nge to nɛ ɔ woe ke ba si mwɔnɛ ɔ.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

1. Ngmaa amaniebo saneyo nɛ hɛɛ maa pee kuku etɛ nge oti ko nɔ kone o tsɔɔ gbi ɔ e tumi ke ngmami glɛ nɔ nya si mami.

WEEK 14

Ni kasemi mi nihi: *Ngmaa kalemi saneyo*

Oti Aloo Ni Kasemi Oti: **Kalemi Saneyo**

Munyutso ke akplahe munyuza mi nylomi

Juemi kpo jemi ke ha nihi a blo nya tomi nge kuku mi o mi nylomi.

Kalemi saneyo

E ji saneyo ne kaleo no ko, nihi, no ko (adesa), he, no ne o gu mi ke be hye, he numi, no ko ne nge no yae, etc., nge blo no ne e ma ha juemi faa nge no ne a nge kalee o he. Kalemi saneyo ne hee nya tomi ne sa, gbi o he ni tsumi ne je kpo ke ya mi kuomi mi, ne demi o ne fo nihi ne nge mi niine pe o juemi no munyu.

Kalemi saneyo he blo no tomi

Nya blimi: Ene o jeo sisi ke demi ne jeo yi mi tomi oti o kpo. Sisije o ma nye pee bimi ne hia we heto ne koo no ne a le momo o he. Munyutso mi kukuhi: Hie o ji he ne a gbaa nihi ne a yaa tu he munyu o kpe ke tsoo. Munyutso mi kuku fee kuku jeo sisi ke munyutso oti ne maa gbla kanelo o juemi ke wo ni kanemi o mi ne e tsoo le nihi ne maa je kpo nge kuku o mi. A jeo yi mi tomi potee ko kpo ke e mi nohye nihi.

Nya muomi: Yi mi tomi oti ome ne o tu a he munyu nge kekle kuku ome a mi o, wo a no ta ekohu kone o do otihi ne ya no nge saneyo o mi o no. *(Ko tsu munyutso oti ehe kpa ko he ni nge kuku ne o mi. Ke o nge munyutso oti ehe ne o ma je kpo o, mo tsu he ni nge saneyo o kuku mi se pi nge nya muomi.

Kalemi saneyo nohye nihi

- Seni aloo niye ni ngongoe kalemi
- Gana he yemi gbijlo yemi kalemi
- Kale juemi nge he yemi ke no yemi he.
- Kale bo ne Gana ne o suo o nge ha.

Kalemi saneyo he so

- E mi ne tso ha kaneli.
- Mo tsu munyuhezawoli a he ni
- O muyutso ome ne a hi gbugbuugbu ke ha saneyo o he susumi.

Nihi ne a hyeo ke ngmaa kalemi saneyo

- Kekle o, gbete si nge munyutso ne a ha mo o no kone o ngo no ne o le o ke lo saneyo o. Bua anokuale aloo munyu kome ne o hee o a nya.
- Nya tomi:** Moo to nya kone o je no ne o yaa de o kpo.
- Saneyo o ngmami:** O ma nye ngo demi ome ke wo hehi ne o si ome nge o nya tomi o mi. Ene o haa ne saneyo o ngmami o soo.
- E mi kanemi ekohu ke tomi dlami. Loko o maa ngo ni tsumi o ke ha a, e ma ha ne o ma dla tomihi tsuo ne nge saneyo o mi.

Ni kasemi mi ni tsumi

1. Moo tsɔɔ kalemi saneyo nya.
2. Moo sɛsɛ kalemi saneyo ngmami he so ɔmɛ a he konɛ o ha nɔhyɛ nihi kɛ ma o heto ɔ nɔ mi.
3. Mo hla munyutso oti nɛ o suɔ nge kalemi saneyo nɔ nɛ o tsɔɔ e ngmami blɔ nɔ tomi ɔmɛ be mi nɛ o hɛ ji blɔ nɔ tomi kɛ he so nɛ a kɛ ngmaa kalemi saneyo.

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.

Kaimi pɔtɛ**Nɔ kuɔmi 1 kami: kpale de/kaimi**

1. Mɛni ji kalemi saneyo?
2. Mɛni ji munyutso kɛ akplahɛ munyuzahi nge kuku mi?

Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami

1. Moo sɛsɛ kalemi saneyo he so ɔmɛ a he konɛ o ha nɔhyɛ nihi.
2. Ngmaa kalemi saneyo nɛ hɛɛ maa pee kuku ete nge oti ko nɔ (nɔhyɛ nihi., kusumi, ka, hyɛ we nɔ hɛ mi, etc.), STEM, GESI, kane he wami, he ni tsumi veveve, falefale, ma kɛ je sanehi etc)

WEEK 15**Ni kasemi mi nihi:** *Ngmaa peemiblɔɔ saneyo***Oti Aloo Ni Kasemi Mi Oti:** **Peemiblɔɔ saneyo****Peemiblɔɔ Saneyo**

Enɛ ɔmɛ ji saneyohi nɛ kaleɔ nɔ ko. A gbaa munyutso ɔ mi fitsofitso kɛ tsɔɔ nɔ ɔ peemi bɔ aloo peemi blɔ nɔ aloo nɔ ɔ ngɛngɛ mi.

Blɔ nɔ nɛ a guɔ kɛ ngmaa peemiblɔɔ saneyo

Yi aloo sane bimi he oti: Enɛ ɔ peeɔ sane bimi ɔ nɔ domi aloo nɔ nɛ a je kɛ je sane bimi ɔ mi.

Saneyo ɔ nya blimi

E sa nɛ a bli peemiblɔɔ saneyo nya nɛ e wo gɛjɛmi kɛ ha e kenami. E sa nɛ nya blimi ɔ nɛ ti munyutso he nihi nɛ he hia amɛ a mi nɛ kanelɔ nɛ e na nɔ nɛ e ma kanemi ɔ he juɛmi kɛ buajɔ ma.

Munyutso mi kukuhi

Hie ɔ ji he nɛ a gbaa munyutso ɔ he bo nɛ a deɔ e he nihi tsuo fitsofitso.. A tiɔ nihi nɛ a hia susumi wawɛɛ ɔmɛ a mi nɛ a gbaa nihi a kpe kɛ jeɔ munyutso ɔ kpo paa. O maa ngma kuku etɛ se o ma nye maa ngma nɛ e pe kuku etɛ ɔ. Ke kuku ɔmɛ a he hie ja a, eko fɛɛ eko heɔ juɛmi pɔtɛɛ nge munyutso ɔ he nɛ a gbaa a mi nɛ sisi numi nɛ nyɛɛ nyatsɔɔ nge mi.

Nya muɔmi

A tiɔ nihi nɛ a de nɛ a he hia pe le tsuo ɔ mi kɛ muɔɔ saneyo ɔ nya kɛ nɔ mi mami.

Ni kasemi mi ni tsumi

1. Tsɔɔ nɔ nɛ ji saneyo sisi
2. Mɛni ji Peemiblɔɔ saneyo?
3. Moo tsɔɔ peemiblɔɔ saneyo he so ɔmɛ kone o ha nɔhyɛ nihi kɛ ma o nya jemi ɔ nɔ mi.
4. Mɛni nihi nɛ he hia nge peemiblɔɔ saneyo ngmami mi?
5. Ngmaa peemiblɔɔ saneyo nge munyutso pɔtɛɛ ko he (Tsɔɔlɔ nɛ ha munyutso ɔ.)

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.

Kuu mi ni tsumi/Kake peemi ni kasemi**Nihi ne a ni lemi sɔɛ a kuu:**

1. Moo da peemiblɔɔ saneyo ngmami he so ɔmɛ a nɔ kɛ ngma peemiblɔɔ saneyo ngɛ munyutso ne ɔ eko nɔ: kusumi blɔ nɔ tomi (anɔkuale yemi, ka womi), STEM, GESI, kane he wami)

Kami Pɔtɛɛ**Nɔ kuɔmi 2 kami: Ni kasemi nɔ yami**

1. Ngmaa saneyo ne hɛɛ kɛ je kuku etɛ kɛ ya ta enuɔ ngɛ munyutso ne nyɛɛ se ne ɔmɛ a nɔ: Bɔ ne okuaa yemi he ngɛ se nami ha adesa wami si himi; Bɔ ne la kɛ do he ngɛ se nami ha adesa wami si himi; Kokoo he se nami ngɛ Gana.

Nɔ kuɔmi 3 kami: Yi mi susumi vii

1. Nyɛɛ hyɛ nyɛ nitsemɛ nyɛ saneyo ɔmɛ a mi aloo nyɛ sibi a ni ɔmɛ a mi ne nyɛɛ hyɛ kaa peemiblɔɔ saneyo ngmami heso ɔmɛ tsuo je kpo ngɛ mi lo kɛ bɔ ne a tsu a he ni ha.

Section 5 Review

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

Additional Reading

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