



MINISTRY OF EDUCATION

Mfantse Adzesua Buukuu Ma Nsɔwdo Skuul Esuafo

KYEREKYERENYI N'AKWANKYERE BUUKUU



Gyinapɛn 1 - Buukuu 1



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Mfantse

Adzesua Buukuu Ma Nsɔwdo Skuul Esuafo

Kyerɛkyerɛnyi N'akwankyerɛ Buukuu

Gyinapɛn 1 - Buukuu 1



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

MFANTSE TEACHER MANUAL

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INTRODUCTION

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

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

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

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

Learner-Centred Curriculum

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

Promoting Ghanaian Values

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

Integrating 21st Century Skills and Competencies

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

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

Balanced Approach to Assessment - not just Final External Examinations

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

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

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

An Inclusive and Responsive Curriculum

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

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

Social and Emotional Learning

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

Philosophy and vision for each subject

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

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

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

SUMMARY SCOPE AND SEQUENCE

Ghanaian Language Summary

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

Overall Totals(SHS1–3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

CEFA 1: MFANTSE KASA MU NGYGYEE

Tsiraseɱ: **Ano Nkitahodzi**

Tsiraseɱ Pɔtsee: Fɔnɔlɔgi

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum;

1. *gyina ndzɛmba a wogyina do kyerekyere mbawol na nkonsonante no su do kyerekyere mbawol na nkonsonante mu.*
2. *gyina ngyegyee ho nyimdzee do dze ye nkasafua afofor.*

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 Dwumadzis 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

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum;

1. *gyina anofamfa ne yebea, tekyerema ne gyinabew wɔ hen anomu nye ne mbea a yedze ye baawor do fa kyerekyere mbawol no su.*
2. *dze meneba ne gyinabew, bea a wɔye ngyegyegye wɔ nye mbrɛ wosi ye ngyegyee do kyere konsonante no su ahorow no.*

Tsirasɛm 1: Bawol na Konsonante

Bawol

Bawol yɛ kasa ngyegyee a yereyɛ a, meneba no mu bue ber a menmu nhoma no wosow kakra. Ɔye kasa ngyegyee ho nhyehyɛɛ ne fa bi na ɔyɛ selabor ne ngyinado so.

Bawol nkyerɛkyerɛmu: Dza yegyina do dze kyerekyere baawor mu nye anofamfa ne yebea, tekyerema ne bea a wɔdze yɛ baawor no, tekyerema ne gyinabew wɔ hen anomu nye tekyerema ne nyeyeree.

Anofamfa ne yebea: Iyi kyere mbrɛ anofamfa no si ye wɔ baawor no ne nyɛɛ mu dɛ ɔyɛ kurukuruba anaa teter. Iyi ma hen su ebien; kurukuruba na teter.

*Tekyerema no sorkɔ na ne famuba: Iyi kyere tekyerema ne gyinabew ber a wɔreyɛ mbawol. Tekyerema ne gyinabew tum ye sor, sor kakra, famu kakra na famu. Tekyerema ne bea a wɔdze yɛ ngyegyee no: Iyi kyere tekyerema ne fa bi a wɔdze yɛ ngyegyee no. Iyi ma hen su ebiasa; **enyim, finimfin na ekyir.***

ATR: Tekyerema ne nyeyeree: Bawol ne yɛ mu no, tekyerema no ndwɔw no mu tum yer anaade onnyer. Sɛ no mu yer a, baawor no yɛ **kan**. Sɛ annyer so a, ɔyɛ **anntokan**.

Mfatoho

/o/ sor kakra, ekyir, krukruba, kan

/i/ sor, enyim, teter, kan

/ɛ/ famu kakra, enyim, teter, annto kan

/ɔ/ famu kakra, ekyir, krukruba,

Konsonante

Konsonante yɛ ngyegyee a ne yɛ mu no, mframa a yedze yɛ ngyegyee no nntum mmba waa osiande kasa mfafakuwa no bi siw no kwan. Iyi na yedze ka baawor ho ye selabor.

Dza yegyina do dze kyerekyere konsonante no su: Bea a yeyɛ ngyegyee no, mbrɛ yesi ye ngyegyee no na meneba ne gyinabew.

Meneba ne gyinaba wɔ hen anomu: Ndze no mpiwii anaa Meneba ne anaa gyinaba wɔ hen anomu mu no, yewɔ konsonante a no mu piw/po na dza no mu mmpiwiw anaa mmpo. Konsonante a no mu piw anaa po no bi nye /g/, /d/, /m/, /b/ na dza no mu mmpiwiw no so bi nye /f/, /s/, /k/, /t/, /ʃ/

Bea a yeyɛ ngyegyee no: Bea ahorow a yetum yɛ konsonante wɔ no bi nye anofamfa, ano-bata-se, se-ekyir, anomu nkurii, menmu na dza ɔkeka ho.

Mbrɛ yesi ye ngyegyee no: Iyi kyere mbrɛ kasa mfafakuwa no si dzi nkitaha wɔ ngyegyee no ne nyɛɛ mu. Iyi ma hen egyinae, nkyermu, egyinae-nkyermu, hwenmu, nkyenmu na dza ɔkeka ho.

Dwumadzi

1. Ebenadze nye bawol?
2. Ebenadze nye konsonante?
3. Ebenadze na yegyina do dze kyere bawol no su?
4. Ebenadze na yegyina do kyere konsonante no su?
5. Ye Mfantse mbawol no.
6. Ye Mfantse konsonante beye du.
7. Kyere mbawol na nkansonante a aye no mu biara no su.

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

Pedagogical Exemplars

Collaborative learning

1. Modelling (Vowels):

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

2. Modelling (Consonants):

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

3. Whole Class:

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

Building on what others say

1. Pair work:

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

Collaborative learning

1. Group work:

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

2. Pair work:

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

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

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

Dwumadzi Tsitsir

Dwumadzi 1: Nkaakaa dwumadzi

1. Kyerew Mfantse mbawol beye ebiasa.
2. Kyerew mbawol a ɔwɔ nkasafua yinom mu.
 - a. *akokɔ, ahwehwe, edziban, na ne nkekaho.*
3. Kyerew nkonsonante no nyinara .
4. Kyerekyere dza yegyina do dze kyere mbawol no su no mu.
5. Kyerekyere dza yegyina do dze kyere nkonsonante no su no mu.

Dwumadzi 2:

1. Kyere mbre wosi ye mbawol wɔ Mfantse mu.
Kyere mbawol yinom mu biara no su.
 - a. /b/:
 - b. /ɛ/:
 - e. /ɔ/
2. Gyina dza ɔwɔ ase ha yi do fa hyehye nkonsonante yi.
 - a. Meneba ne gyinabew

- b. Bea a wɔyɛ ngyegyee no
 - c. Mbrɛ yesi yɛ ngyegyee no
3. Yɛ nkasafua beyɛ ebiasa a konsonante wɔ biara mu.
 4. Kyerɛ nkonsonante beyɛ enum no su ber a edze ngyinado ahorow no mu biara ridzi dwuma.

Week 2

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum;

1. *kyerekyere mbawol no dwumadzi mu. (Mfatoho: Dza ɔba nkasafua enyim, dza ɔba finimfin na dza ɔba nkasafua no ewiei.)*
2. *kyerekyere konsonante no dwumadzi mu. (Mfatoho: dza ɔba nkasafua enyim, dza ɔba finimfin na dza ɔba nkasafua no ewiei.)*

Tsiraseɱ: Bawol no Dwumadzi

Bawol no Dwumadzi

Bawol no dwumadzi ye bea a bawol bi tum hye wɔ kasafua bi mu. Bi tum ba kasafua ahyese, finimfin anaa kasafua ewiei. Se bawol hye kasafua bi ase a, yese odzi dwuma wɔ kasafua **enyim**. Se ɔwɔ finimfin so a, yese odzi dwuma wɔ kasafua ne **finimfin**. Se owie kasafua no so a, yese odzi dwuma wɔ kasafua no **ewiei**.

Mfatoho: Hwe baawor /a/ no dwumadzi wɔ nkasafua a odzidzi do yi mu.

1. asem
2. tam
3. asaaba

Mfatoho 1 mu no, /a/ hye kasafua no ase ntsi yeka de odzi dwuma wɔ kasafua no enyim. Mfatoho 2 mu no, /a/ wɔ kasafua no finimfin ntsi yeka de odzi dwuma wɔ kasafua no finimfin. Mfatoho 3 mu so, /a/ na owie kasafua no ntsi yese odzi dwuma wɔ kasafua no ewiei.

Hye no nsew de edze mfatoho no bi beka ho.

Akyerekyerefo ngye nto mu de ɔsor mbre osuanyi biara ne ntseasee tse. Dem ntsi kyerekyeranyi no mfa akwanhorow do nkyerekyere adzesua no mu yie de mbre osuanyi biara betse ase.

Dwumadzi

1. Mbawol na anomu ngyegyee yinom mu dza ɔwɔ hen na otum hye nkasafua ase? /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ na /u/, /b/, /d/, /f/, /r/, /h/, /w/ na /k/.
2. Mbawol a ɔwɔ sor ho no mu dza ɔwɔ hen na otum hye nkasafua finimfin?
3. Ngyegyee no mu hendze na wobotum aba nkasafua ewiei?
4. Kyere dwuma a mbawol na nkonsonante a wɔwɔ nkasafua yinom mu dzi. fem, tu, bɔr, akokɔ.

Kyerekyeranyi no mfa nkasafua ahorow bi a mbawol ntwemu so wɔ mu mma esuafo no, ma wonkyere dwuma a mbawol pɔtsee bi a ɔwɔ mu no dzi. Mfatoho: paanoo, isiam, tuntum, okusi, opurow.

Pedagogical Exemplars

Building on what others say

1. Pair and group work:

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

Initiating Talk for Learning:

Whole class discussion

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

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

Modelling:

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

Collaborative learning

Pair work:

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

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

Dwumadzi Tsitsir

Dwumadzi 2: Nyimdzee Nya

Kyere nkasafua ebien ebien a mbawol a ɔwɔ ase ha yi mu biara tum hye ase, otum ba finimfin na otum so ba ewiei.

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

Dwumadzi 2

1. Hwehwe mbawol a ɔwɔ nkasafua yi mu na kyere hɔn dwumadzi, de ɔye enyim, finimfin anaa ewiei.
 - a. dɔkon
 - b. nsu
 - c. osua
 - d. puow
 - e. siw
 - f. hwe

Dwumadzi 3: Ndwendwenho a no mu dɔ.

Fa mbawol ahorow a no mu biara tum hye nkasafua ase, otum ba finimfin na ɔsan so ba ewiei ye nkasafua esuon na kyerekyere mu.

Tsirasem : Nkonsonante no Dwumadzi**Nkonsonante no Dwumadzi**

Konsonante no dwumadzi ye bea a konsonante bi tum hye wɔ kasafua mu. Otum ba nkasafua enyim, finimfin anaa ewiei. Se konsonante hye kasafua ase a, yese odzi dwuma wɔ kasafua enyim. Se ɔba kasafua ne finimfin a, yese odzi dwuma wɔ kasafua finimfin na se owie kasafua so a, yese odzi dwuma wɔ kasafua ewiei. Mfatoho: Hwe dwuma a /b/ dzi wɔ nkasafua a odzidzi do yi mu.

1. bɔm
2. abowa

Mfatoho 1 mu no, /b/ dzi dwuma wɔ hasafua enyim. Mfatoho 2 mu no so, konsonante /b/ dzi dwuma wɔ kasaafua finimfin.

Dwumadzi

1. Kyerekyerenyi mma esuafo nkonsonante ahorow na nkasafua dodow bi a atsentsen na ntsiatsia nyina wɔ mu wɔnkasa mfa ngyegyee a ɔwɔ mu no ho. Mfatoho; absomanketsew, adzekyere, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwe, twa, fow
2. Kyere nkonsonante a wɔwɔ nkasafua no mu no hɔn dwumadzi.
3. Ye nkasafu afofor a nkonsonante no mu bi wowɔ na kyere hɔn dwumadzi.

Pedagogical Exemplars**Collaborative learning****1. Modelling and group work:**

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

- e. Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.

Building on what others say

1. Pair work:

- a. Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, kasafua, kenkan, nyimdzee, nkwagye, frɔdɔɔ... The consonants in the words provided are (k, s, f, n, ny, dze, n, kw, r, d, gy)
- b. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- c. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

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

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

Dwumadzi tsitsir

Dwumadzi 2: Nyimdzee Nya

1. Ma nkasafua anan a konsonante a odzidzi do yi dzi enyim
 - a. /b/:
 - b. /d/:
 - c. /b/:
 - d. /g/
 - e. /h/:
 - f. /k/:
 - g. /l/:
 - h. /m/:
 - i. /n/:

Dwumadzi 2

Kyere nkonsonante a ɔwɔ nkasafua yi mu no dwumadzi de ɔye enyim, finimfin anaa ekyir.

- a. aborɔkyir
- b. nsa
- c. Atoko
- d. babaso
- e. gyemirekutu
- f. sasabor
- g. edziban
- h. kɔn
- i. ahwehwe

Dwumadzi 3: Ndwendwenho a no mu dɔ

1. Hwehwe nkasafua du, du a konsonante a ɔwɔ mu no dzi dwuma de enyim, finimfin na ewiei ngyegyee na kyerekyere mu.

Section 1 Review

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

Additional Reading

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

Tsirasem:

1. Ano Nkitahodzi
2. Kasa Na No Dwumadzi

Tsirasem pɔtsee:

1. Biribi Pɔtsee Ho Nkɔmbɔdzi
2. Akenkan
3. Kasa Nkyerɛase

Botae

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

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum;

1. *da kusum na amambra mu ndzeyee pa (obu, adɔye, tsema), nwomasua, mbofra a wɔdze hɔn ye edwumadzen, dza etwa nyimpa ho ehyia, ndwuma ahorow mu, sikakɔkɔ no ntui, hia a ohia de yedze obu ma mbaa ho nyimdzee edzi wɔ nkitatodzi mu .*
2. *dzi adwenkyere ahorow a binom ada no edzi wɔ kusum na amambra mu ndzeyee pa, nwomasua, mbofra a wɔdze hɔn ye edwumadzen, dza etwa nyimpa ho ehyia, ndwuma ahorow mu, sikakɔkɔ no ntui, hia a ohia de yedze obu ma mbaa, STEM adzesua ho nkɔmbɔ.*
3. *dze enyi fa akenkansɛm mu na wɔhye ndzɛmba bi nsew, tum yiye nsembisa ano.*
4. *dzi nkɔmbɔ fa ɔhardo akenkan a wɔdze hwehwe adze ho (erohwe biribi fi bankum kɔ nyimfa, sor ba famu, erehye nkasafua na nsemfua bi nsew) ho.*
5. *gyina mbre yesi kyen asowa dze tsie asem yie, dze ho adwenkyere to gua do dzi ano nkitahodzi ho nkɔmbɔ.*

Tsirasɛm: Mbre yesi hu akenkansɛm mu adwentsitsir

Adwentsitsir

Adwentsitsir ye asem pɔtsee a akenkansɛm bi fa ho. Iyi ye ɔkyerewfo no n'adwempɔw a ɔdze to gua wɔ akenkansɛm bi mu. Yetum hu no prɛkoper anaade osuma kakra. Kodzi mu nsem nyinara gyina adwentsitsir no do. Se epe de ihu adwentsitsir a ɔwɔ akenkansɛm bi mu a;

- Hwehwe dza akenkan no kasa fa ho. Ana akenkan no fa nyimpa bi, nyimpakuw bi anaa ndwuma bi ho?
- Hwehwe ber pɔtsee a dwumadzi no kɔr do. Ana nsem no mu no, wɔkyerɛe ber pɔtsee bi?
- Hwehwe bea pɔtsee a dwumadzi no kɔr do. Ana akenkansɛm no da bea bi edzi? •
- Hwehwe siantsir a dwumadzi no kɔr do. Ana ihu siantsir a biribi kɔr do anaa biribi a osii ho nkyerɛkyeremu?
- Hwehwe mbre dwumadzi no sii kɔr do. Ana asem no kyere kwan a dwumadzi no faa do sii anaa ɔwɔ ngyinado bi?

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

Dwumadzi

1. Bobɔ adwentsitsir ebiasa a ɔda edzi wɔ akenkansɛm no mu.
2. Kyere adwentsitsir ase na kyere adwentsitsir ebiasa wɔ akenkansɛm no mu.
3. Kyerɛkyere adwentsitsir mu na pensapensa akenkansɛm no mu. Da adwentsitsir dodow biara a ɔwɔ mu edzi.

Pedagogical Exemplars

Talk for Learning

Think-pair-share:

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

Group work:

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

Individual work:

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

Dwumadzi Tsitsir

Dwumadzi 1

1. Kyerekyere dza inyim fa tsirasem ho mu.
2. Fa woara wo nkasafua kyere adwentsitsir adzeban.

Dwumadzi 2:

Kenkan akenkansem yi yie na hwehwe adwentsitsir a ɔwɔ mu no.:

Ghana ye Ebibir Atɔe man a ɔmmben wiadze amanhorow a asaasewosow taa sisi no. Ber bi a abesen no, nna nkye asaasewosow si Ghana na nde mber yi dze, asaase wosow nkakra nkakra ara a ano nnye dzen biara. Asaasewosow a odzi kan wɔ Ghana no sii afe 1615 mu. Ɔsee Sao Jorge aban a ɔwɔ Elmina (Dena). Afe 1636 mu no, asaasewosow fofor so sii wɔ Axim. Afe 1862 mu no so, asaasewosow a ano ye dzen papaapa sii Ghana kuropon, Nkran ma ɔsee adan bi tse de Christiansburg Abankese, aban nkakraba bi nye abodan pii.

Dwumadzi 3

1. Gyina adwentsitsir a ɔwɔ dwumadzi a ɔwɔ sor ho no do na kyere dwumadzi no, no nsowdo.

Tsirasem 2: Nkitahodzi mu adwempɔw na adwenkyere

Nkitahodzi

Nkitahodzi ye nyimpa beenu anaa no mboree hon ntamu nkombɔtwetwe, nkankaara, dza ɔfa asentsitsir bi ho.

Adwempɔw

Iyi ye dza ɔwɔ ɔkyerewfo no n'adwen mu anaa no nsusui a ɔdze to gua.

Adwenkyere

Iyi ye mbre obi si hu biribi anaa ne ntseasee wɔ biribi ho tse. Nnye dabaa na adwenkyere yi wɔ ngyinado bi. Otum so ye afotusem bi a obi dze rema.

Nkitahodzi mu no, se esuafɔ reka adwempɔw na adwenkyere ho asem a, ɔwɔ de;

- Wodzi kan kyen hɔn asowa dze tsie.
- Wɔdwen kɔ ekyir ana wɔaakasa.
- Wohu de wonyim dza wɔreka.
- Wɔda hɔn adwen edzi prekoper na wɔdze ngyinado papa bi taa ekyir.
- Wɔdze “Me” nsentɔw dzi dwuma.

Hye no nsew de, se yerekyere hen adwen a, ɔwɔ de yema obiara kwan ma akasa.

Dwumadzi

1. Kyere nkitahodzi, adwempɔw na adwenkyere ase. Fa woara wo nkasafua kyere adwempɔw na adwenkyere ase na kyere adwempɔw na adwenkyere a ɔwɔ akenkansɛm no mu.
2. Kyerekyere kwan a yefa do dzi adwempɔw na adwenkyere ho nkɔmbɔ.
3. Tsie nkɔmbɔdzi bi a ɔrokɔ do na da adwempɔw na adwenkyere a ɔwɔ mu edzi.

Pedagogical Exemplars

Starter:

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

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

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

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

Talk for Learning

Think-pair-share:

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

Group work:

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

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

Encourage each learner to participate actively. Learners should be made to respect each other's ideas and opinions. The teacher should try to skilfully attend to learners who are extremists when it comes to gender roles. Learners should be made to relate what they have discussed to everyday

life situations such as discussions on radio and television, news items, discussion of issues with their friends, etc

Individual work:

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

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Kyerekyere adwempɔw, nkitahodzi na adwenkyere mu.
2. Tsie kodzisem bi na dzi adwempɔw na adwenkyere a ɔwɔ mu no ho nkɔmbɔ,
3. Hwe mfonyin bi ho na ma no ho kodzi tsiabaaa.

Dwumadzi 2: Nyimdzee Nya

1. Gyina dza esua no do na kyere w’adwen wɔ adwempɔw na adwenkyere a ɔwɔ tsirasem a ɔka do yi mu ho.

“Ɔye mbasiafo hɔn asodzii de aber biara wɔye edziban ma hɔn ebusuafɔ.”

Akyerekyerefo botum ama tsirasem afofor bi tse de dza ɔfa Rassia na Ukrainefo hɔn ntokwaa, Gaza ntokwaa na dza ɔkeka ho ho.

Dwumadzi 3: Tsirasem ho Ndwendwenho

1. Hom mfa hom adwempɔw na adwenkyere a ɔwɔ tsirasem bi ho ntoto afofor dze ho na hom nsi egyinae.

Week 4

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; dze dza wonyim wɔ ɔhardo akenkan na ɔhardo akenkan a wɔdzehwehwe adze ho dze kenkan, dze sɔw abrabo mu ɔhaw bi ano.

Tsirasem: Ɔhardo Akenkan

Ɔhardo Akenkan

Ɔhardo akenkan ye akenkan a yeye no ɔhardo dze hu dza akenkanssem bi fa ho. Yedze hwehwe nsempɔw a ɔwɔ akenkanssem bi mu.

Ɔhardo akenkan nye de yedze ahoɔhar rekenkan biribi abɔ nsempɔw a ɔwɔ mu no nyikam

Ahwɛkan: Iyi ye nhunmu anaa kwan a yenya dze dzi kenkan hwehwe biribi mu ansaana adzekor no aada edzi. Yeye iyi dze hwe adwempɔw na ne nhyehyee a wɔdze roto gua.

Tɔfabɔ: Yedze tɔfabɔ ka akenkanssem mu nsentsisir boa ano. Ɔno nye de yerobɔ akenkan mu nsem bi tɔw.

Nhwehwɛmu Nhwehwɛmu nye de yerisi ekyir akenkan dza yeakenkan no dadaw. Yeye iyi dze hwe de yebeye nsesa bi anaa yennkeye koraa.

Dwumadzi

1. Fa woara wo nkasafua kyerekyere akenkan no mu nkasafua etsisir no mu.
2. Kenkan nsensin ebiasa a odzi kan wɔ akenkanssem no mu no na da nkasafua etsisir beye ebiasa edzi.
3. Fa nkasafua etsisir a ada no edzi dada no ye nsentɔw mbɔho a ɔfa akenkan no ne tsirasem no ho. Bɔ nsensin ebiasa a odzi kan wɔ akenkanssem no mu no tɔfa.

Pedagogical Exemplars

Problem-Based learning

Whole class:

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

Group work:

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

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

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

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Kyere w'adwen wɔ ɔhardo akenkan ho.

Dwumadzi 2: Nyimdzee Nya

1. Fa ɔhardo akenkan ho nyimdzee a enya no hwehwe akenkansɛm bi mu nsem.
2. Fa nyimdzee a enya wɔ ɔhardo akenkan ho no kenkan akenkansɛm a no mu nkasafua beyɛ 400 na bɔ no tɔfa.
3. Hwehwe akenkansɛm no mu yie na yiyi nkasafua etsitsir no. Afei, fa nkasafua etsitsir no ye nsentɔw mbɔho a ɔfa tsirasɛm no ho.

Week 5

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; gyina mbre yesi dze enyiwa anaa nsatseaba boa akenkan fi bankum kɔ nyimfa, fi sor ba ase, mbre yesi yebɔ nkasafua anaa nsemfua nyikam do, fa kyerekyere ɔhardo akenkan a wɔdze hwehwe adze mu.

Tsirasem: Ɔhardo Akenkan a wɔdze hwehwe adze

Ɔhardo akenkan a wɔdze hwehwe adze nkyerekyeremu

Ɔhardo akenkan a wɔdze hwehwe adze nye de yerekenkan biribi ɔhardo dze ahwehwe nsem pɔtsee bi ber a yennkenkan nsem no nyinara. Ama ɔhardo akenkan a wɔdze hwehwe adze edzi mu no, ɔwɔ de yehu mbre woesi ahyehye nsem no na yetse dza yeakenkan no ase ana yeehu nsem pɔtsee a yerohwehwe. Iyi boa ma yehu nsem bi a yerohwehwe no ntsem.

Ɔhardo akenkan a wɔdze hwehwe adze boa nyimpa ma otum kenkan ma n'enyi gye akenkan no ho

Ohia papaapa de obi dze botae bi besi n'enyi do ber a ɔreye ɔhardo akenkan a wɔdze hwehwe adze. Ɔwɔ de ohu adze pɔtsee a ɔrohwehwe no; ana ɔye buukuu bi ne dzin na ɔrohwehwe, abae for ntentan, nhwehwemu buukuu, kasafua anaa asemfua pɔtsee bi, kodzi bi a ɔpe de ɔkenkan anaa adze fofor bi a?

Ɔsan so hia de yebohu buukuu pɔtsee a dza yerohwehwe no wɔ mu. Afei, yenhwe de dza yerohwehwe no wɔ mu ampaara a.

Ɔwɔ de yehu buukuu no ne nhyehyee. Buukuu anaa dza yerekenkan no ne nhyehyee botum egyina akyerewamba do fi a kesi z, dza onngyina akyerewamba do, nsensisii no ne ndzidzido na dza ɔkeka ho.

Ber a ɔse de esuafɔ kenkan ɔhardo dze hwehwe nsem bi

- i. Ansaana akenkan ankasa ahye ase
- ii. Ber a esuafɔ rohwehwe nsembisa a wobotum eyi ano yie
- iii. Ber a wɔrohwehwe nsem pɔtsee bi tse de da, nkasafua etsitsir na dza ɔkeka ho.

Mbre wosi kenkan ɔhardo dze hwehwe nsem bi

- i. Hye ase fa w'enyiwa na wo nsatseaba fa akenkansem no mu.
- ii. Se ihu nsem, nkasafua anaa nsemfua a erohwehwe no a, kenkan no ho nsem no yie.
- iii. Se erekenkan na idu beebi a dza erohwehwe no wɔ a, to wo bo ase kenkan no yie.

Dwumadzi

Ahwɛkan Nhwehwemu Tɔfabɔ

1. Kenkan akenkansem bi na da nsempɔw ebiasa bi a ɔwɔ mu edzi.
2. Fa ɔhardo akenkan na adzehwehwe ɔhardo akenkan ho nyimdzee hwehwe akenkansem bi mu nsem a ɔfa dodowara ho na dza ɔfa biribi anaa nyimpa pɔtsee bi ho.
3. Pensapensa akenkansem no mu yie. Hwehwe nkasafua etsitsir a ɔwɔ mu no na fa ye asentɔw tsiabaa kor na asentɔw mbɔho so kor.

Pedagogical Exemplars

Problem-based learning

Whole class:

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

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

Group work

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

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

Individual work:

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.*

Dwumadzi Tsitsir

Dwumadzi Nkyekyemu 1: Nkaakaa

1. Kyerekyere akwan ebien a yefa do ye ohardo akenkan a yedze hwehwe nsem bi mu.

Dwumadzi 2: Nyimdzee Nya

Yebesi den akenkan ohardo ahwehwe nsem bi wo akenkanssem mu?

Dwumadzi 3: Ndwendwenho

Hwehwe ndzepa na ohaw a owo ohardo akenkan a yedze hwehwe adze ho.

Week 6

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; gyina mbre yesi tsie nsem yie nya ntsase dze boa nsem ne nkyerekyeremu do na fa kyere ano nkitahodzi ase.

Tsiraseɓ: **Ano Nkitahodzi**

Ano Nkitahodzi

Iyi nye de yerekyerekyere asem anaa kasa bi mu ma ne ntseasee ada edzi. Dsan ye kwan a yefa do nya edwindze bi no ho ntsease. Yeritsie tsie nsem yie dze enya ntsease nye de yebekyen hen asowa dze etsie dza obi ka yie. Nsem ne nkyerekyeremu: Iyi ye kwan a yefa do kyerekyere dza yetsie no mu yie ma ntsease ba mu. Dem kwan yi do na etsiefo nam nya asem bi ho ntsease na wɔkyerekyere mu.

Sɛ yebotum akyerekyere kasa mu yie a;

1. Ɔwɔ de yetsie nsem yie.
2. Ɔwɔ de yetum tse na yeka kasa ebien no nyinara yie.
3. Onnyi de yesesa ntsease a Ɔwɔ kasa a odzi kan no mu no.
4. Ɔwɔ de nyimpa beenu no nyina hɔn ano kɔ per.

Learning Task

1. Kyerekyere kasa nkyerease mu.
2. Kyerekyere mbre yesi kyere kasa ase yie.
3. Kyere akenkansɛm anaa nsem bi a wɔatwe egu efir do a no mu nkasafua beye 150 kesi 300 ase.

Pedagogical Exemplars

Initiating Talk for Learning

Whole class:

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

Group work/collaborative learning

1. Pair work:

- a. In pairs of similar ability, learners role-play an oral interpretation session taking into consideration the basic concept of interpretation. In this role play, one learner says

Something in English language and the other learner gives the meaning of what the first learners said in the language of study.

2. Whole class:

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

Teachers should expect that learners' achievements would not be at the same level. Higher achievers and learners still struggling should be attended to in a skilful manner through individual support or more challenging independent work.

Dwumadzi Tsitsir

Dwumadzi 1: Nkaakaa

1. Kasa nkyerɛase ase nye den?
2. Kyerɛ akwanhorow a yɛfa do kyere kasa ase.

Dwumadzi 2: Nyimdzee Nya

1. Tsie nsem bi a wɔatwe egu efir do anaa kenkan asem bi na kyerekyere mu.

Section 2 Review

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

Additional Reading

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

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

CPA 3: NKASAFUA NYEHYEE

Tsiraseɱ: **Kasa Na No Dwumadzi**

Tsiraseɱ pɔtsee: Nkasafua Nhyehyee

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 Dwumadzis 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

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; kyekye edzin mu ekuwekuw. (mfatoho: dzin pa, dzin a yennhu, dzin a yennhu)

Tsirasem: Dzin Nkyekyemu

Dzin

Dzin ye ahyensewdze a yedze ma nyimpa, mbowa, mbea ahorow anaa ndzamba.

Dzin Ahorow

Dzin pa: Dzin pa ye edzin a yedze ma nyimpa, abosoom, nda, nkurow na mbea etsitsir bi. Akyerew mu no, daa yedze akyerewamba akese hye ase. Se ɔhye asentɔw ne finimfin mpo a, demara. Mfatoho bi nye nyimpa edzin tse de Kweku, Abam, Beesiwa, Akyenba. Nkurow edzin bi tse de Tekyman, Simpa, Anomabo, Oguaa, Denkyira, abosoom edzin (Sanda, Ebew, Ɔbese, Mumu), nda edzi (Dwowda, Benada, Wukuda, Fida), esutsen edzin (Pra, Tano, Densu, Firaw), esuapɔn (Oguaa esuapɔn, Simpa esuapɔn).

Dzinhun: Se yeyi nyimpa edzin, abosoom edzin, nda edzin, mbea etsitsir bi edzin, na nkurow edzin to nkyen a, edzin a yedze ma ndzamba na mbea nkaa no nyina ye dzinhun. Mfatoho bi nye paano, bɔdɔm, egua, banyin, basia, mpaboa na ne nkekaho. Yemmfa akyerewamba akese nnhye dzinhun ase gyede ɔhye asentɔw ase. Yetaa dze oyikyere na dzin tamsi ka ho dze dzi dwuma.

Dzin a yemmfa enyiwa nnhu: Dzin a yemmfa enyiwa nnhu no ye dza ɔkyere adwen bi, biribi n' emudzii anaa tsebea bi a yennkotum esuo mu anaa yeehu. Mfatoho: nokwardzi, enyigye, awerehow, suro na pii a ɔkeka ho.

Dzin a yehu na yesuo mu so a ɔye yie: Iyi ye edzin a yedze ma ndzamba na nyimpa a yehu na yetum suo mu so. Mfatoho: dua, sika, dadze, buukuu, Esi, Kɔbena Ebo na ne nkekaho.

Dwumadzi

Kyerekyere dzin mu na ma mfatoho beye anan.

1. Kyerekyere dzin ahorow anan mu na ma kor biara ho mfatoho du.
2. Kyere de edzin yi ye dzin pa, dzinhun, dza yehu anaa dza yennhu.
 - a. kyerekyerenyi
 - b. pon
 - c. ɔdɔ
 - d. Araba
 - e. Egyir
 - f. enyigye
 - g. nkabɔmu
 - h. mframa
 - i. bobaa
3. Kyere siantsir a ede edzin no bi ye dzin pa, dzinhun, dzin a yehu anaa dza yennhu.

Pedagogical Exemplars

Problem-Based learning

Group work:

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

Group work/collaborative learning

Whole class activity:

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

Group work:

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

Pair work:

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

Whole class:

1. Learners share sentences with the class for discussion.

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

Dwumadzi Tsitsir

Dwumadzi 2 : Nyimdzee Nya

1. Kyerekyere dzin mu na ma mfatoho.
2. Kenkan dza aka do yi na kyere edzin a owo mu no.

Ewifo no mu baasa boɔ mbɔɔden ara guanee ber a nna wɔnye aporisifo ridzi aperper no. Beenu a ekyir no wɔkyeer hɔn no, Kuromba no bobɔɔ hɔn edzin de Jato na Abangatunde. Nna wɔkyere de, wɔka ewifokuw a wɔdze etur wia adze anafua biara wɔ borɔn no do no ho. Hɔn tsir a annyɛ yie, obi yii aporisifo asotsir ma wɔkekyeer hɔn anapatutuitu bi, ber a nna woekowia adze fofor ma wɔrekye dza wonyae no. Aporisifo no gyee hɔn etur na akodze nkaa no nyinara. Hɔn nkyeree no tahyee de gya a ato nkyekyer mu. Kuromba no puepuei kɔhwɛɛ dem ewifo etsiɔɔɔdenfo a dem ber no nna wɔkyekyer hɔn nsa, epia hɔn ahyɛ aporisifo kaar mu, dze hɔn rokɔ porisiteehyɛn no. Yeyi dɔm a nna ewifo yi etum ewia hɔn dada no si nkyen a, nna dɔm nkaa a hɔn so wɔwɔ enyigye mu nye nkorɔfo a ewifo yi abɔ hɔn kɔkɔ de wɔbɔkɔ ekowia hɔn no. Suro a nna ahyɛ nkorɔfo do no nyinara fii hɔ.

- a. Kyere de edzin no ye dzin pa, dzinhun, dza yehu anaa dza yennhu.
- b. Fa dzinhun no mu enum ye nsentɔw tsiabaa enum.

Week 8

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; kyekye dzin-tamsi mu kɔ oyikyere dzin-tamsi, nkane dzin-tansi na su anaa tsebea dzin-tamsi mu.

Tsiraseɓ: **Dzin-tamsi Nkyekyemu**

Dzin-tamsi

Oye nkasafua a wɔdze kyerekyere dzin na dzinhyeaneanmu mu. Yetum dze kyerekyere nyimpa no su anaa adze bi no su. *Yesan so dze bi ye ntotoho. Mfatoho:*

1. *Mepe adan adadaw.*
2. *Banyimba no ye tsentsen tseatseaba.*
3. *Kweku no ho ye har sen no nua no.*

Oyikyere dzin-tamsi: Oyikyere dzin-tamsi da biribi anaa obi edzi. Iyi mu no, yedze dzinhyeaneanmu gyina ho ma dzin no. Mfatoho: Iyi, no, ɔno, iyinom,

Nkane dzin-tamsi: Nkane dzin-tamsi kyere ndzɛmba bi, nyimpa bi anaa mbowa bi hɔn dodow. Mfatoho: ebien, beenum, pii, fa bi,

Su anaa tsebea dzi-tamsi: Su anaa tsebea dzi-tamsi ye dza ɔkyerekyere dzin bi no su anaa ne tsebea mu. Mfatoho: futufutu, kese, dadaw, ketsekete.

Dwumadzi

1. Kyere dzin-tansi no dwumadzi.
2. Kyerekyere dzin-tamsi ahorow no mu.
3. Kyerekyere dzin-tamsi ahorow no mu na kyekye dzin-tamsi a odzidzi do yi mu kɔ oyikyere dzin-tamsi, nkane dzi-tamsi nye su na tsebea dzin-tamsi mu. Kyerekyere mu kyere esuafo nkaa no na kyere siantsir a ekyekyee mu dem.
 - i. fɛɛfew
 - ii. tsentsen
 - iii. dew
 - iv. akɔndɔ
 - v. fa
 - vi. akokɔangoa
 - vii. Otsiɔtsenfo
 - viii. Dem no
 - ix. Iyinom
 - x. ebiasa/baasa
 - xi. beenum
 - xii. bi

Pedagogical Exemplars

Group work/collaborative learning:

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

Collaborative learning

1. Pair work:

- a. Kenkan akenkansɛm yi na kyere dzin tamsi nkasafua a ɔwɔ mu.
Ansaana adze rebekye dem da no, nna Alata kuromba nyina aboa hon ano de worikehiya hon hen. Nna adehye a wɔwɔ mu no nyinara afefa hon afadze fufuw a hon nan deda famu. Woebehiya de wɔrebema zhen no afehyiapa. Abakɔsem kyere de, ber tsentsen bi a abesen kɔ no, zhen yi ne nana bi a oewu yee adze kese bi boaa amamba no. Dza ɔyee nye de, ber bi a ɔkɔm kese bi sii ma kɔm dzee nyimpa binom a nna wonnyi enyidado biara no, dem panyin no na nna ɔdze ne haban mu edziban fi ekuroba bi a nna ɔben hon ase bre hon. Iyi maa wosii panyin no zhen dze kyere hon enyisɔ. Afe biara, nna kuromba no ba ne nkyen bema no afehyiapa dze hon akyedze bre no, ye amandze dze kaa no ndwuma pa.
- b. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
- c. Learners use the adjectives to form simple sentences.

2. Whole class:

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

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Fa woara wo nkasafua kyere dzi-tamsi adzeban na ma mfatoho beye du.

Dwumadzi 2: Nyimdzee Nya

Kenkan asem a ɔka do yi na yiyi dzin-tamsi a ɔwɔ mu no.

Ewifo no mu baasa bɔɔ mbɔdzen ara guanee ber a nna wɔnye aporisifo ridzi aperper no. Beenu a ekyir no wɔkyeer hon no, Kuromba no bobɔɔ hon edzin de Jato na Abangatunde. Nna wɔkyere de wɔka ewifokuw a wɔdze etur wia adze anafua biara wɔ borɔn no do no ho. Hon tsir a annyee yie, obi yii aporisifo asotsir ma wɔkɔkyeer hon anapatutuitu bi, ber a nna woekowia adze fofor ma wɔrekye dza wonyae no. Aporisifo no gyee hon etur na akodze nkaa no nyinara. Hon nkyeree no tahyee de gya a atɔ nkyekyer mu. Kuromba no puepuei kɔhwɛ dem ewifo etsiɔdzenfo a dem ber no nna wɔakyekeyer hon nsa, epia hon ahye aporisifo kaar mu, dze hon rokɔ porisiteehyen no. Yeyi dɔm a nna ewifo yi etum ewia hon dada no si nkyen a, nna dɔm nkaa a hon so wɔwɔ enyigye mu nye nkorɔfo a ewifo yi abɔ hon kɔkɔ de wɔbɔkɔ ekowia hon no. Suro a nna ahye nkorɔfo do no nyinara fii hɔ.

2. Kyekye dzin-tamsi a eyiyi no mu kɔ nkanee dzin-tamsi, oyikyere dzi-tamsi nye su na tsebea dzin-tamsi mu.
3. Fa dzin-tamsi ahorow no mfatoho no mu enum enum ye nsentɔw mbɔho.

Week 9

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum;

1. *kyekye nyee mu nya Nyee a wɔfa ɔyetsia, Nyee a ɔmmfa ɔyetsia na Nyee a wotum fa ɔyetsia ebien.*
2. *kyekye nyee-tamsi mu nya nyee a ɔkyere nyeebea, dza ɔkyere ber, dza ɔkyere bea na dzaɔkyere anɔɔzen.*

Tsiraseɛ: Nyee nkyekyemu

Nyee

Nyee ye kasafua anaa asemfua bi a yɛdze kyere dwuma a obi dzi, tsebea anaa ndzeyee bi a ɔkɔ do nye dza yɛka fa obi ho. Yehu nyee wɔ asentɔw ne fa a ɔye nkasaho no mu. Nyee mfatoho bi nye saw, dzidzi, huruw, kyereɛw, dwen, dɔ, si, kyere, suar, nyim.

Nyee a ɔfa ɔyetsia ye dza ɔyetsia anaa asem fofor bi toa nyee no do wɔ asentɔw mu. Mfatoho: dzi, fem, tɔ, wɔ, we,

- a. Kofi **dzi** edziban no. (Ɔyetsia a ɔtoa nyee dzi do nye **edziban**.)
- b. Ɔ**fem** sika.
- c. Ɔ**rekasa** akyere dɔm no.

Nyee a ɔmmfa ɔyetsia: Nyee a ɔmmfa ɔyetsia ye dza onnyi ɔyetsia wɔ asentɔw no mu. Dem nyee yi nda nya anaa dza dwumadzi no tsia no no edzi.

- a. Abɔdomaba no rinyin yie.
- b. Araba **kɔ** skuul da biara.
- c. Wɔ**baa** fie.

Nyee a wɔfa ɔyetsia ebien: Iyi ye nyee a okitsa ɔyetsia ebien wɔ asentɔw kor mu Mpen pii no, yanya ɔyetsia pɔtsee na ɔgyefo. Mfatoho: dze, maa, bre, Nyee a wɔfa ɔyetsia ebien ho mfatoho wɔ nsentɔw mu:

- a. Ne maame maa no edwuma.
- b. Bre me buukuu no.
- c. Wɔdze me ndaase kaw.

Dwumadzi

1. Kyere nyee adzeban. Kyerekyere nyee ahorow no mu.
2. Kyere nyee yi mu dza ɔfa ɔyetsia, dza ɔmmfa ɔyetsia na dza ɔfa ɔyetsia ebien.
 - a. bu adze
 - b. serew
 - c. soa
 - d. tow ndwom
 - e. kenkan

- f. saw
- g. nantsew
- h. gor
- i. hwe
- j. sum

3. Kyere siantsir a ede nyee no bi fa oyetsia, bi mmfa na bi so fa oyetsia ebien kyere esuafonkaa no.

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

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

Collaborative learning

1. Pair work:

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

Ofi esutsen no ano dze ko n'egya no nnwar biara naaso nna nkye mepede muboguar nsu a no mu do na nye krongyenn ako ekvir. Nna bea no kyere mbre ndenkyem wo. Mereye ahoboa ebesi esutsen no mu no, medze me se suoo mo tur no mu. Moboo mpaahuruwii too nsu no mu boor de mbreana murusua abor. Nna esutsen no mmpram dzendzen biara na no mu so ye hyew kakra dze naaso nna hu aka me ntsi munntum mmbor yie. Moboree dur nsu no finimfin no, awerefir mu ara na nsu no weew kakra ma mo koko kepeem detsebo bi. Modween de denkyem a ma me yamu hyee me. Iyi maa itur no fii m'ano too esutsen no mu. Mesanee kor mbre ho do bio. M'enyi baa moho do no nna mabor etwa esutsen edu n'egya. Medze ahopopo toow moho too nsu no egya ho. Biribiara baa ewiei naaso mohweer mo tur no.

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

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Kyerekyere nyee mu na kyere nyee ahorow no.
2. Kyerekyere nyee ahorow a abobo edzin wo sor ho no mu.
3. Ma nyee ahorow no mu biara ho mfatoho enum.

Dwumadzi 2: Nyimdzee Nya

1. Fa nyee mfatoho a edze memaa nyee ahorow no mu nkorkor ye nsentow tsiaba.
2. Fa nyee mfatoho a edze memaa nyee ahorow no mu ebien ebien ye nsentow mboho.
3. Fa akenkanssem a no mu nkasafua beye 500 a ofa enyimnyam, nokwardzi, STEM adzesua, enyinam ahoodzen ho bambu, enyidzi a yedze ma mbaa na dza okoka ho ho. Kenkan akenkanssem no na hwehwe nyee eduonu fi mu. Afei, kyekye mu ko dza ofa oyetsia, dza ommfa oyetsia na dza ofa oyetsia ebien mu.

Dwumadzi 4: Ndwendwenho a no mu do

1. Kyere nsunsuando a nyee no nya wo akenkanssem no do.

Tsirase: Nyee-tamsi Nkyekyemu**Nyee-tamsi**

Oye kasafua anaa asemfua a okyerekyere nyee mu. Otum so kyerekyere nyee-tamsi fofor bi mu. Mfatoho: yie, dzinn, ohardo, henfa, anapa.

Nyee-tamsi no dwumadzi wo nsentow mu

- a. Oyarfo no dzidzi yie.
- b. Aberantse no nantsew ohardo.
- c. Henfa na esuafo no roko ?

Nyee-tamsi ahorow bi:

Dza okyere nyebeta, bea, ber, mpen dodow, siantsir/botae, anoodzen,

Nyee-tamsi a okyere nyebeta: Iyi kyere mbre dwumadzi bi si ko do. Mfatoho: bereww, ohardo, gyegyeege,

Nyee-tamsi a okyere bea: Nyee-tamsi a okyere bea kyere beebi a dwumadzi bi kor do. Mfatoho: beebiara, fie, dan mu, Ghana, pomu,

Nyee-tamsi a okyere ber: Nyee-tamsi a okyere ber kyere ber potsee bi a biribi si anaa oko do. Yetaa hu iyi wo nsentow ahyese anaa ewiei.

Nyee-tamsi a okyere siantsir: Nyee-tamsi a okyere siantsir kyere adwen a otaa dwumadzi bi ekyir anaa siantsir a dwumadzi bi ko do. Mfatoho: osiande, ama,

Nyee-tamsi a okyere anoodzen: Nyee-tamsi a okyere anoodzen kyere mbre ndzeyee bi ano si ye dzen fa. Mfatoho: dodow, gyegyeege, yayaayaw.

Dwumadzi

1. Kyerekyere nyee-tamsi mu na ma ho mfatoho.
2. Kyerekyere nyee-tamsi ahorow no mu na ma kor biara ho mfatoho enum.
3. Fa mfatoho enum, enum no mu ebien, ebien fa ye nsentow tsiabaa.
4. Kyere kuw a nyee-tamsi yinom mu biara wo mu na kyere siantsir a eka dem.
 - i. Ntsentsem
 - ii. Ahomka mu

- iii. Berɛww
- iv. Ndeda
- v. Afe afe
- vi. Pɛpɛɛpɛr
- vii. Mbordo
- viii. Enyigye mu

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

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

Collaborative learning

1. Pair work:

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

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Kyerekyere nyee-tamsi mu na ma yenu ahorow no.
2. Kyerekyere nyee-tamsi ahorow no mu na ma mfatoho.

Dwumadzi 2: Nyimdzee Nya

- a. Kenkan akenkansem yi na kyere nyee-tamsi a ɔwɔ mu no.

Kuaye ho adzesua ne nkyeree ama dodowara enyi agye de wobosua kuaye ho nyimdzee. Esuafo binom sɔw dem adzesua yi do wɔ esuapɔn mu, binom so beye ekuafɔ ber a woewie nsɔwdo skuul. Enyi da kwan de ber a ekuafɔ a hɔn nyimdzee kɔ kan wɔ akenkan na akyerɛw mu yie no rokɔ sor no, abaeɣor nyimdzee kwan a wɔfa do ye kua no pii beba. Iyi bema ndɔbaa aba pii.

Siantsir a aban sisi asoee a wɔye kuaye ho nhwehwemu na ɔboa hɔn nye de ɔbema ndɔbaa aba pii. Obi ye kuaye mu abɔdze ho nyansapeɣo a,, ɔhwehwe Ghana ekuafɔ hɔn haw ahorow. Wɔdze dem nyimdzee no fa aban no nkorɔfo a wɔye nhwehwemu no do dze ma ekuafɔ no na wɔgye ekuafɔ no so hɔn haw ahorow dze bre kuaye mu abɔdze ho nyansapeɣo no. Woesis si kakorabea pii wɔ mbeambea a ekuaye kɔ do wɔ a wɔma ekuafɔ bosa na nsiho kumaa bi si ho. Wɔye iyi ama aahye ekuafɔ nkuran ma wɔayer hɔnho aye edwuma enya ndɔbaa pii. Bio, wɔhye ekuafɔ

nkuran de wɔbetsetsew nkabɔmukuw, dze hɔn sika aboa ano dze ahwehwe dwetsir dze aboa hɔn edwumayɛ.

- b. Kyekye nyee-tamsi a inyae no mu kɔ nyee-tamsi a ɔkyere nyebea, ber, siantsir na anoɔdzen mu.
- c. Fa nyee-tamsi no mu enum ye nsentɔw mbɔho.

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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CPA 4: AKYEREW HO MBRA

Tsiraseɱ: **Kasa Na No Dwumadzi**

Tsiraseɱ Pɔtsee: Mfantse Akyerew Ho Mbra

Adzesua mu nsentsisir: *Dze akyerew ho nyimdzee kyerew nsentɔw a ntsease wɔ mu.*

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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

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

Week 10

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; gyina mbra a wɔdze kyerew dzin na dzinhyeaneanmu do na kyerew nsentɔw.

Tsiraseɱ: Mbrɛ Yesi Dze Dzin na Dzinhyeaneanmu Yɛ Nsentɔw

Noun Dzin

Dzin ye kasafua a ogyina hɔ ma nyimpa, adze bi, anaa bea bi. Hye no nsew de asetɔw biara nnkita dzin koraa no, nna nnye kor bi a. Mpen pii no dzin dzi oyikyere (no, yi, bi) enyim .

Dzinhyeaneanmu

Dzinhyeaneanmu ye kasafua a yɛdze gyina hɔ ma dzin. Otum dzi dwuma de dzin asemfua. Dem dzinhyeaneanmu no bi nye (hom, hɔn, me, ɔ, ɔno, no, ye, yɛ, wo, wɔ, i.)

Akyerekyerɛfo nhye no nsew de yennyi dzinhyeaneanmu a yɛdze gyina hɔ ma basia anaa banyin wɔ Mfantse kasa mu.

Mbra

1. Mbra a yegyina do dze dzin dzi dwuma wɔ nsentɔw mu no nnye per wɔ Ghana kasahorow no nyina mu. Mpen pii no, dzin dzi dwuma de;
 - a. Ɔyefo wɔ asentɔw mu. Mfatoho; **Kofi** kor skuul.
 - b. Ɔyetsia wɔ nsentɔw mu. (ɔyetsia pɔtsee na ɔgyefo) . Mfatoho: Medze **buukuu** maa Ata Kakra. (ɔyetsia pɔtsee). Memaa **Ata Kakra** buukuu. (ɔgyefo)
 - c. Dzin asemfua tsir: Mfatoho. **Dua** tsentsen no

Akyerekyerɛfo botum dze mbra no bi aka ho de mbrɛ ɔtse wɔ Mfantse kasa mu.

Mbra a yegyina do dze dzinhyeaneanmu dzi dwuma wɔ nsentɔw mu no nnye per wɔ Ghana kasahorow no nyina mu. Mpen pii no, dzinhyeaneanmu dzi dwuma de;

1. Ɔyefo wɔ asentɔw mu. Mfatoho; Ɔkor skuul.
2. b. Ɔyetsia wɔ nsentɔw mu. (ɔyetsia pɔtsee na ɔgyefo) . Mfatoho: Medze buukuu maa **no**. (ɔgyefo). Mboor **no**. (ɔyetsia pɔtsee)
3. Mfantse kasa mu no, yekyerew ɔyefo dzinhyeaneanmu na ɔyefo no bɔ mu ma ɔye kasafua kor.

Dwumadzi

1. Kyerekyerɛ dzin mu na ma mfatoho beye du.
2. Kyerekyerɛ dzinhyeaneanmu mu na ma mfatoho beye du.
3. Yi dzin mfatoho no mu ebiasa fa ye nsentɔw mbɔho na yiyi dzinhyeaneanmu mfatoho no so ebiasa ye no demara.

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class:

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

Collaborative learning

1. Modelling the use of the rules

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

2. Group work (Pair work):

Learners (in pairs);

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

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

3. Whole class:

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

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

Dwumadzi Tsitsir

Dwumadzi 1: Nkaakaa

1. Kyere dzin na dzinhyeaneanmu adzeban.
2. Ma dzin na dzinhyeaneanmu ho mfatoho du du.
3. Fa dzin na dzinhyeaneanmu ho mfatoho no mu ebiasa ebiasa ye nsentow mboho.

Dwumadzi 3: Ndwendwenho Dwumadzi

Esuafo kenkan asem na wodzi ho nkombɔ beenu beenu. Beenu biara gyina mbra a woesua wɔ dzin na dzinhyeaneanmu ho do pensapensa akenkanssem no mu, hwehwe mfomdo a ɔwɔ mu. Afei, beenu biara dze dza wohunii to gua.

Week 11

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; gyina dzin-tamsi ne kyerew ho mbra do kyerew nsentɔw.

Tsiraseɓ: Mbre yesi dze dzin-tamsi dzi dwuma wɔ nsentɔw mu

Dzin-tamsi

Dzin-tamsi ye kasafua bi a yɛdze kyerɛkyere dzin anaa dzinhyɛananmu mu. Yɛdze kyere mbre obi anaa adze bi no su tse. Yetum so dze toto afofor ho.

1. Kodwo pe atar **fofor**.
2. Banyin no ye **tsentsen tseatseaba**.
3. Adwoa no ho ye **har** sen no nua no.

Mbra :

Mbra a yegyina do dze dzin-tamsi dzi dwuma wɔ nsentɔw mu no nnye per wɔ Ghana kasahorow no nyina mu. Mpen pii no, dzin-tamsi dzi dwuma de;

1. Ɔkyerɛkyere dzin mu wɔ asentɔw mu. Mfatoho: Pɔnkɔ **tuntum** no tu mbirika sen mpɔnkɔ nkaa no.
2. Odzi dzin a ɔkyerɛkyere mu no ekyir. Mfatoho: Akokɔ **tuntum** kese no wɔ buw no mu.

Akyerɛkyerefo botum dze mbra no bi aka ho de mbre ɔtse wɔ Mfantse kasa mu.

Dwumadzi

1. Ma nkasafua beye du a ɔye dzin-tamsi.
2. Fa dzin-tamsi du no mu enum ye nsentɔw tsiabaa. Fa beye enum so ye asentɔw mbɔho ber a iridzi mbra a ɔwɔ dzin-tamsi ho no do.
3. Kenkan asem tsiaba bi na hwehwe dzin-tamsi a ɔwɔ mu.
4. Fa dzin-tamsi a nyae no ye nsentɔw ahorow ber a iridzi dzin-tamsi ho mbra do.

Pedagogical Exemplars

Group work/collaborative learning

1. **Whole class:**
 - a. Teacher leads learners to discuss the rules governing the use of adjectives in sentences.
2. **Pair work**
 - a. Teacher gives some adjectives of varying length and complexity/familiarity.
 - b. Learners form sentences using the adjectives.
 - c. Study and discuss the structure of the sentences carefully.
 - d. Present their observations.

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

Dwumadzi Tsitsir

Dwumadzi 1: Nkaakaa

1. Ma dzin-tamsi mfatoho beye du.
 - i. Fa mfatoho no mu enum ye nsentɔw fa dza ɔka do yi ho.
 - ii. asentɔw tsiabaa
 - iii. Asentɔw mbɔho
2. Kyere dzin-tamsi ho mbra no de mbre ɔtse wo Mfantse kasa mu.

Dwumadzi 3: Ndwendwenho

Kenkan akenkansɛm bi na gyina dzin-tamsi ho mbra do hwewwe mfomdo a ɔwo akenkansɛm no mu.

(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

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; gyina nyee na nyee-tamsi ne kyerew ho mbra do kyerew nsentɔw.

Tsiraseɔm: Mbre yesi dze nyee na nyee-tamsi dzi dwuma wɔ nsentɔw mu

Nyee

- Nyee ye kasafua bi a ɔkyere dwumadzi bi a ɔkɔ do, tsebea, dza osi. Nyee nye nkasaho ne ngyinado wɔ asentɔw mu. Mfatoho: tsie, tse, ye, yar

Nyee mfatoho bi wɔ nsentɔw mu

- Kodwo **tsie** ne na ne kasaa.
- Banyin no **yar**.
- Adwoa **ye** sikanyi.

Mbra: Mbra a yegyina do dze nyee dzi dwuma wɔ nsentɔw mu no nnye per wɔ Ghana kasahorow no nyina mu. Mpen pii no, nyee dzi dwuma de;

- Ɔkyere dza ɔyefo no ye wɔ asentɔw mu.
Mfatoho: Pɔnkɔ tuntum no **tu mbirika** sen mpɔnkɔ nkaa no.
- Ɔye nkasaho no ne tsir.
Mfatoho: Banyin no **tu mbirika** sen nkaafo no.
- Se nyee nye ɔyefo dzinhyeaneanmu hyia a, yekyerew bɔ mu.
Mfatoho: Ɔkɔ skuul.

Akyerekyerewo botum dze mbra no bi aka ho de mbre ɔtse wɔ Mfantse kasa mu.

Nyee-tamsi

Nyee-tamsi ye kasafua bi a yedze kyerekyerew nyee anaa nyee-tamsi fofor mu dze kyere ber, bea, anɔɔzen, nyebea na ne nkekeho.

- Papa no baa **ndeda**.
- ɔtoow ndwom no **dɛdɛɛdɛw**.
- Dwumadzi no baa ewiei **ntsem dodow**.

Mbra :

Mbra a yegyina do dze nyee-tamsi dzi dwuma wɔ nsentɔw mu no nnye per wɔ Ghana kasahorow no nyina mu. Mpen pii no, nyee-tamsi dzi dwuma de;

- Nyee-tamsi asemfua no ne tsir wɔ asentɔw mu.
Mfatoho: Papa no kasaa **dedeede**.
- Ɔkyerekyerew nyee mu.
Mfatoho: Nsu no dɔɔ **ntsemara**.

Akyerekyerewo botum dze mbra no bi aka ho de mbre ɔts wɔ Mfantse kasa mu.

Dwumadzi

1. Kyere nyee na nyee-tamsi ase na ma ho mfatoho du, du.
2. Fa mfatoho a ama no ye nsentow yinom:
 - a. asentow tsiaba
 - b. asentow mbcho
 - c. asentow tsentsen a afa ye asempruw tsir na afa so ye asompruw mfemfamho.
3. Kyerekyere nyee-tamsi ahorow a esua wo adzesua yi mu no.
4. Ma nyee-tamsi ahorow no mu biara ho mfatoho enum. Fa mfatoho a wo ahorow no mu kor biara ase no ye asentow.

Pedagogical Exemplars**Group work/collaborative learning**

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

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

Dwumadzi Tsitsir**Dwumadzi 1: Nkaakaa**

- a. Kyerekyere nyee na nyee-tamsi ase.
- b. Ma nyee na nyee-tamsi ho mfatoho enum, enum.
- c. Fa nyee na nyee-tamsi ho mfatoho no ye nsentow yinom;
 - i. *asentow tsiaba*
 - ii. *asentow mbcho*
 - iii. *asentow tsentsen a ofa ye asempruw tsir na afa so ye asompruw mfemfamho.*

Dwumadzi 3: Ndwendwenho

Kenkan akenkansem na gyina nyee na nyee-tamsi ho mbra do hwehwe mfomdo a wo akenkansem no mu no nyinara.

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

Section 4 Review

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

Additional Reading

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CPA 5: SUSUKYEREW

Tsiraseɛ: **Kasa Na No Dwumadzi**

Tsiraseɛ Pɔtsee: Susukyerew

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

Botae : *Kyerew amandzɛɛbo susukyerew.*

Tsirasem: **Amandzɛɛbo Susukyerew**

Adwentsitsir asentow na asentow a oɔma nkyerekyeremu ho mbobodo

Adwentsitsir asentow ye dza okitsa adwen potsee a asensin no dze roto gua no. Asentow a oɔma nkyerekyeremu so ye asentow biara a oɔwo asensin bi mu na oɔboa ma adwen a oɔwo adwentsitsir asentow no mu no da edzi yie.

Nsensin ne nyee ho nyimdzee

Bi nye; erekyere nsensisii esiado, esiado, erema biribi ho ngyinado, erekyere ntotoho, erekyere nsensisii bi na no nsunsuando, erema adwen ahorow no atoatoa mu ama ntseasee.

Susukyerew

Oye akyerew bi a oɔda adwen edzi. Susukyerew biara wo asentsitsir bi a oɔdze to gua.

Amandzɛɛbo susukyerew

Susukyerew a oɔbo biribi a esi ho amandzɛɛ ye akyerewsem a oɔkasa fa asem potsee bi ho. Okyerewfo no no suahu wo akyerow ho hia yie. Otum ye abotsirmusem anaa nokwasem. Oye ehiasem de okyerewfo no dze kodzisem ho nhyyehyee a oɔwo ho dada no dzi dwuma. Iyi bi nye, kodzisem no ne ngyinado, adwenkyere a oɔbo ebira na ne nkekaho a oɔhye akenkanfo nkuran ma wokenkan. Yetaa dze dzinhyeananmu me, mi, mo, mu dzi dwuma. Se oye nokwasem a, oɔwo de okyerewfo no nya ngyinado. Kabea a oɔtaa dzi dwuma wo ha nye apaho kabea. Owo de nsensisii no ne nkyerekyeremu no ye esiado esiado. Kasasu ahorow nye adwenmu mfonyintwa ho hia yie de mbre akenkanfo enyi begye akenkan no ho.

Nsem bi a yebotum akyerew ho amandzɛɛbo susukyerew

- Kyerew dza osii wo da a odzi kan a edze kor skuul.
- Kyerew edziban a epe ho asem.
- Kyere Boronya akwanma a ndaansa yiara idzii no ho asem.
- Kyerew asem bi a osii a inyaa mu esuadze bi.
- Kyerew wo mbodzenmbo bi a wo were nnkefir da na kyere mbre isii boɔ dem mbodzen no.

Mbre wosi kyere amandzɛɛbo susukyerew

Nyienyim

Iyi na yedze hye amandzɛɛbo susukyerew ase. Iyi na oɔma okenkanfo no nya akondo dze kenkan susukyerew no. Nyienyim no na oɔda dza yereka ho asem no edzi na oɔbo nsentsitsir a oɔbeba akyerew no mu no tofa. Yetum dze asem bisa a onnhia nyiano hye ase. Afei dza okyerewfo no rebeka ho asem no ho nyimdzee bi so tum ba nyienyim no mu.

Asem no ankasa

Ha na ekyerekyerew w'asem no mu ankasa. Otaa ye nsensin ebiasa anaa no mboree a a biara kitsa asentsitsir asentow na nsentow nkaa a oɔboa nkyerekyeremu. Ha no, eka w'asem no ankasa na adwempow ahorow a oɔse de oɔba wo akyerew no mu esiado, esiado. Ber na bea potsee a nsem no sisii no ho hia papaapa.

Ewiei

Ha na eboa dza aka no nyinara ano bɔ no tɔfa. Iyi mu na edze wo nsem no nyinara ba ewiei dze twe akenkanfo hɔn adwen kɔ dza aka no dada no do dze kaakaa hɔn.

Dwumadzi

1. Kyerɛ susukyerew ase.
2. Ebenadze nye amandzɛɛbɔ susukyerew? Kyerɛkyerɛ ne nhyehyɛɛ no mu.
3. Fa nyimdzee a enya wɔ amandzɛɛbɔ susukyerew ho no kyere mbre ibesi ahyehye amandzɛɛbɔ susukyerew a odzi mu mapa afa tsirasem biara a epe ho.

Pedagogical Exemplars**Problem based learning**

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

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

Collaborative learning

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

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

2. **Whole class presentation:**
 - a. Groups present their works to the class for discussion.

Dwumadzi Tsitsir

Dwumadzi 1: Nkaakaa

1. Ebenadze nye susukyerew?
2. Kyere amandzeebɔ susukyerew nhyehyee no.

Nyimdzee Nya

Kyerekyere amandzeebɔ susukyerew nhyehyee no mu.

1. Pensapensa amandzeebɔ susukyerew yi mu na hwehwe ne nhyehyee nye ho mfatoho.

Ghanaman mu asetsena

Mfe beye eduasa a abesen ko no, nna asetsena mu ye dzen papaapa wo Ghanaman mu. Nna mbreana Ghana ne sikasem ntotoe roko yie a, onam daadaa nsordaafo aban ntungu a omaa oman no mu ndwumasem na sikasem yee basaa ntsi. Oman a nkye nkan no, no mu mba nnye mbobor no, afei no mu mba kor ahokyer mu ankasa a nna enyidado nnyi beebiara.

NDC aban a ber no nna owɔ do no dze nhyehyee a no mu ye dzen pii guguu akwan mu de mbre oman no botum egyina ne nan do bio. Mekaa sikasem ho nhyehyee bi a odze ahokyer mapa baa abrabɔ mu a nna oye VAT.

Dem sikasem ho nhyehyee yi maa asetsena mu yee dzen yie. Makaa etua a nkorɔfo a wonnyi aban afa na ndwumakuw a wonnye aban ase tsewee tsiae naaso nhyehyee no yee edwuma. Etuatsew no mu no, nkorɔfo pii wuwui. Dza oye nwanwa nye de, aban ahorow a wobaa dem NDC aban a nna Jerry John Rawlings a oenya ne beebi ko no da ano no ekyir no, hon mu biara enntwa "VAT" mu. Dem VAT nhyehyee yi aka Ghanaman mu.

Dwumadzi 3: Ndwenho mapa

2. Gyina susukyerew ho akwankyerɛ nyina do kyere amandzeebɔ susukyerew a okitsa asensin beye ebiasa.

Week 14

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; *kyerew sukyere susukyerew*

Tsirasem: **Sukyerɛ Susukyerɛw**

Bobɔ tsirasem na nsentɔw a wɔboɔ ntsease do.

Bobɔ nyimdzee nya na asentɔw mu adwen ne nhyehyɛɛ do.

Sukyerɛ Susukyerɛw

Iyi ye kwan a yɛfa do kyerekyere nyimpa, bea bi, tsebea bi a obi akɔ mu anaa biriribi no su wɔ susukyerew mu. Dem susukyerew yi ne nhyehyɛɛ, dɔ a no mu dɔ na nkasafua a ɔda atsenka edzi prekoper ho hia papaapa.

Sukyerɛ Susukyerɛw ne nhyehyɛɛ

Nyienyim: Iyi ye nsem bi a ɔpa dza yerebɛka ho asem no ho tam. Obotum aye asem bisa bi a onnhia nyiano mbom se yeryi ano a nkye ne nyiano bɔtwetwe akyerew no mu nsem epue.

Asem no ankasa

Ha na yɛka akyerew no mu nsempɔw no ankasa kyerekyere mu yie. Nsentsin ahorow a ɔwɔ ha no mu biara dze asentɔw tsistir a ɔma akenkanfo no enyi gye de wɔbekenkan bi hye ase. Dem nsentɔw yi tum ma yedze adwen bu nsem a yebohu wɔ dem asensin no mu nye mfatoho a ɔfata.

Ewiei

Ha na eboa dza aka no nyinara ano bɔ no tɔfa. Iyi mu na edze wo nsem no nyinara ba ewiei dze twe akenkanfo hɔn adwen kɔ dza aka no dada no do.

Dza ɔwɔ de yehye no nsew

- Ɔwɔ de no mu da hɔ ma akenkanfo nya ntsease prekoper.
- Fa kasasu ahorow dzi dwuma.
- Fa tsirasem no ho nkasafua mapa dzi dwuma wɔ akyerew no mu.

Akwankyerɛ

1. Dzi kan ye nhwehwemu wɔ tirasem no ho na fa nya adwen ahorow. Hye hye wo nsem no de mbre ɔse.
2. Hye ase kyerew wo nsentsitsir no gu hɔ esinesin.
3. Afei kyerew wo nsem no yie ber a ehyehyɛ nsempɔw no ndzidzido.
4. Kenkan mu hwe na ye nsiesie biara a ɔfata ana eyi wo nsa efi ho.

Dwumadzi

1. Kyerekyere sukyere susukyerew mu .
2. Kyere sukyere susukyerew ne nkyehyɛɛ na ma mfatoho a ɔfata.
3. Fa tsirasem bi na kyerew ho nsem tsiabaa, ber a wo were nnkefir nhyehyɛɛ a ɔwɔ ho no.

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.

Dwumadzi tsitsir

Dwumadzi 1: Nkaakaa

1. Eɓenadze nye sukyere susukyerew?
2. Eɓenadze nye asensin mu nsentow etsitsir na nsentow a wɔboa nkyerekyeremu?

Dwumadzi 2: Nyimdzee Nya

1. Kyere sukyere susukyerew ne nkyehyee na ma mfatoho a ofata.
2. Fa nsensin ebiasa kyerew sukyere susukyerew fa tsirasem bi ho. Tsirasem no botum afa awerehyemu, perperye, STME, ahonyidzi na adze ho.

Week 15

Botae: Adzesua no bɔkɔ ewiei no, nna osuanyi no tum; *kyerew nkyerekyeremu susukyerew.*

Tsirasem: **Nkyerekyeremu susukyerew**

Nkyerekyeremu susukyerew

Iyi ye susukyerew a ɔma biribi ho nkyerekyeremu. Ɔma nkyerekyeremu mapa fa tsirasem bi ho, mbre wosi dzi dwuma bi ma no ho nsem da edzi yie.

Mbre wosi kyerew susukyerew a ɔkyerekyerere tsirasem bi mu

Tsirasem

Yenya iyi fi dwumazdzi no mu. Dwumadzi a wɔdze ama obi de ɔnka ho asem no na ɔkyere mbre tsirasem no beye.

Nyienyim

Iyi na yɛdze hye nkyerekyeremu susukyerew ase. Iyi na ɔma ɔkenkanfo no nya akɔndo dze kenkan susukyerew no. Nyienyim no na ɔda dza yereka ho asem no edzi na ɔbo nsentsitsir a ɔbeba akyerew no mu no tɔfa.

Asem no ankasa

Ha na ekyerekyerere w'asem no mu ankasa. Ɔtaa ye nsensin ebiasa anaa no mboree. Ha na ekyerekyerere mbre wosi ye biribi na adwempɔw ahorow a ɔse de ɔba akyerew no mu esiado, esiado.

Ewiei

Ha na eboa dza aka no nyinara ano bo no tɔfa. Iyi mu na edze wo nsem no nyinara ba ewiei dze twe akenkanfo hɔn adwen kɔ dza aka no dada no do dze kaakaa hɔn.

Dwumadzi

1. Kyere susukyerew ase.
2. Ebenadze nye susukyerew a ɔkyerekyerere tsirasem bi mu?
3. Kyere su bi a ɔda edzi wɔ susukyerew a ɔkyerekyerere tsirasem bi mu.
4. Eben nyimdzee na ibehia dze akyerew nkyerekyeremu susukyerew?
5. Kyerew nkyerekyeremu susukyerew fa tsirasem bi ho.

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.

The teacher should expect different levels of achievement from learners. AP learners will explain what an expository essay is while P learners explain what an expository essay is and give at least

two features of an expository essay. HP learners will do all the aforementioned and give examples to support their explanation.

Group work/collaborative learning

1. In a mixed-ability group:

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

Dwumadzi Tsitsir

Level 2 Assessment: Skills building

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

Level 4 Assessment: Extended thinking

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

Section 5 Review

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

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