



MINISTRY OF EDUCATION

DANGME

for Senior High Schools

TEACHER MANUAL



YEAR TWO



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

DANGME

For Senior High Schools Teacher Manual Year Two



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OF MINISTRY OF EDUCATION

DANGME TEACHER MANUAL

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Contents

Introduction	vii
Acknowledgements	viii
MI GBAMI 1: PEMINGU BLƆ NƆ TOMI KƐ GBIMIKƆMI	1
Munyutso: Nya mi ni sɛɛmi	1
Munyutso setsɔ: Nya mi ni sɛɛmi (Pɛmingu blɔ nɔ tomi kɛ gbimikɔmi)	1
Otsi 1	3
He pɔtɛɛ 1&2: Pɛmingu ɔ, e mi slɔtohi kɛ e lomi blɔ nɔ tomi	3
Otsi 2	6
He pɔtɛɛhi 1&2: Gbimikɔmi he blɔ nɔ tomi	6
Appendix A: Structure of the Group project	9
MI GBAMI 2: NI KANEMI KƐ MUNYUTSO OTI YOMI	11
Munyutso 1: Nya mi ni sɛɛmi	11
Munyutso Setsɔ 1: Ni Sɛɛmi nge nɔ pɔtɛɛ he	11
Munyutso Setsɔ 2: Ni kanemi	11
Otsi 3	13
He pɔtɛɛ 1&2: Munyutso otihi yomi nge ni sɛɛmi ko mi	13
Otsi 4	15
He pɔtɛɛ 1: Ni kanemi vii he suhi	15
He pɔtɛɛ 2: Ni kanemi kɛ mi kuɔmi he suhi	17
Appendix B: Structure of the Portfolio	21
Appendix C: Rubrics for scoring the discussion	23
Mi gbami 3: Tsali kɛ munyungu ehe peemi blɔ nɔ tomi.	24
Munyutso 1: Gbi kɛ e he ni tsumi	24
Munyutso setsɔ 1: Gbi kɛ e he blɔ nɔ tomi	24
Munyutso 2: Gbi he ni tsumi	24
Munyutso setsɔ 2: Mlaahi nɛ a kɛ ngmaa gbi ɔ	24
Otsi 5	27
He pɔtɛɛ 1&2: He kplali	27

Otsi 6	31
Otsi 7	35
Appendix E: Mid Semester Examination	39
MI GBAMI 4: MUNYUKPƆFA/MUNYUKPƆ BLƆ NƆ TOMI KƐ NI NGMAMI MI OKADIHI	42
Munyutso: Gbi kɛ e he ni tsumi	42
Munyutso setsɔ: Mlaahi nɛ kudɔɔ gbi ɔ ngmami	42
Otsi 8	44
He pɔtɛɛ 1&2: Munyukpɔfahi	44
OTSI 9	50
Ni kasemi oti 1&2: Munyukpɔ slɔɔto ɔmɛ	50
Otsi 10	55
He pɔɛɛ 1&2: Ni ngmami mi okadihi	55
Appendix F: Rubrics for scoring the performance assessment	61
MI GBAMI 5: SANEYO KƐ SISI JEMI	62
Munyutso: Gbi kɛ e he ni tsumi	62
Munyutso setsɔ 1: Saneɔ.	62
3. Sisi tsɔɔmi kɛ sisi jemi	62
OTSI 11	64
Ni kasemi Oti 1&2: Saneɔ ngmami.	64
Ni Kasemi Oti 3&4: Sipitsi kɛ Atikle Ngmami	67
Otsi 12	70
Ni Kasemi Oti 1&2: Pijua Sɛ Womi kɛ E He Blɔ Nɔ Tomi Ɔmɛ.	70
Ni kasemi oti 2: Mɔjua sɛ womi	72
OTSI 13	75
Oti / Ni Kasemi Oti 1&2: Sisi Jemi	75
Appendix G: End of Semester Examination	80
MI GBAMI 6: YO HE NI TSUMI KUSUMI	84
Munyutso: Kusumi ni peemihi kɛ Ma nɔ yemi	84
Munyutso setsɔ 1: Kusumi ni peemihi	84

OTSI 14	86
He pɔtɛɛ 1 & 2: Gba	86
OTSI 15	94
He pɔtɛɛ 1&2: Gba hami nge ma kpahi a kusumi blɔ nɔ tomi nya	94
OTSI 16	98
He pɔtɛɛ 1 & 2: Gba ke mwɔnɛmwɔnɛ ɔ ni peemihi	98
MI GBAMI 7: WETSO BLɔ Nɔ TOMI KE MA Nɔ YEMI	102
Munyutso 3: Kusumi ni peemi ke ma nɔ yemi	102
Munyutso setso 2: Kusumi ma nɔ yemi	102
OTSI 17	104
He Pɔtɛɛ 1 & 2	104
OTSI 18	111
He pɔtɛɛ 1	111
Appendix H: Mid-Semester Examination	116
MI GBAMI 8: MUNYU YEMI BLɔ Nɔ TOMI	119
Munyutso 3: Kusumi ni peemi ke ma nɔ yemi blɔ nɔ tomi	119
Munyutso setso 2: Kusumi ma nɔ yemi blɔ nɔ tomi	119
OTSI 19	121
He pɔtɛɛ 1 & 2	121
Otsi 20	124
He pɔtɛɛ 1 & 2: Kusumi munyu yemi blɔ nɔ tomi ɔ ke mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi ɔ he tomi.	124
MI GBAMI 9: AJOHI KE ALOBALOHI	128
Munyutso 4: Dangme masu	128
Munyutso setso 1: Masu gbagbɛɛ	128
OTSI 21	130
Ni Kasemi Oti 1&2: Ajohi/Amanɔsaahi	130
OTSI 22	134
Ni Kasemi Oti 1&2: Alobalo	134

MI GBAMI 10: Asile	138
Munyutso 4: Dangme masu	138
Munyutso setsɔ 2: Masu ngmangmɛɛ	138
OTSI 23	140
Ni kasemi nɔ 1&2: Asile	140
OTSI 24	144
Ni kasemi oti 1&2: Asile he fiɔmi	144
Appendix I: End of Semester Examination	147

Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS) curriculum which 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 Dangme is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

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MI GBAMI 1: PEMINGU BLƆ NƆ TOMI KƐ GBIMIKƆMI

Munyutso: **Nya mi ni sɛɛmi**

Munyutso setsɔ: **Nya mi ni sɛɛmi (Pɛmingu blɔ nɔ tomi kɛ gbimikɔmi)**

Ni kasemi tutuutu

1. *Moo ngɔ pɛmingu blɔ nɔ tomi kɛ tsu munyunguhi a he ni.*
2. *Ngɔɔ gbimikɔmi he nile kɛ juɛmi kɛ tsɔɔ slɔtohi nɛ baa ngɛ munyunguhi a mi.*

Glɛnɔ mini

1. Tsɔɔ o juɛmi aloo je o juɛmi kɛ nile kpo ngɛ pɛmingu he ngɛ Dangme mi.
2. Tsɔɔ o juɛmi aloo je o juɛmi kɛ nile kpo ngɛ gbimikɔmi he ngɛ Dangme mi.

Hint



- Assign **Group Project Work** in Week 2. See **Appendix A** has been provided at the end of this section detailing the structure of the group project. The group project will be submitted in **Week 5**.
- Assign learners their **Portfolios** by Week 3. Refer to **Appendix B** for details of the structure of the portfolio.

INTRODUCTION AND SECTION SUMMARY

This section discusses the syllable structure and tone of the language of study. Learners will be introduced to the description, types and structure of syllables. They will also learn about tone. Here, they will learn about the explanation of tone as well as types and functions of tones. Knowledge in this will help learners to form meaningful words, distinguish between the meaning of words and communicate properly using the appropriate vocabulary. 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 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.

The weeks covered by the section are:

Week 1: The syllable, its types and structure

Week 2: The concept of tone

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students' learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to aid learners' pronunciation problems and skilfully resolve them.

ASSESSMENT SUMMARY

A variety of assessment modes should be implemented to evaluate learners' understanding and performance in the concepts covered in this section. It is essential for teachers to conduct these assessments regularly to track students' progress effectively. You are encouraged to administer the recommended assessments each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

Week 1: Class Exercise

Week 2: Group Project Work

Refer to the “**Hint**” at the key assessment (Kami pɔtɛɛ) for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

Otsi 1

Ni kasemi tutuutu

1. Yo peminggu slɔto ɔmɛ (nɔ nɛ gbɛɔ nya kɛ pɛlɔku kɛ nɔ nɛ gbɛɔ nya kɛ pɛlɔ) nɛ Dangme mi.
2. Sɛsɛ peminggu lomi blɔ nɔ tomi nɛ Dangme mi ɔ he.

He pɔtɛ 1&2: Peminggu ɔ, e mi slɔtohi kɛ e lomi blɔ nɔ tomi

Peminggu kalemi: E ji munyungu mi gbami kake nɛ hɛɛ pɛlɔ kake nɛ e ji munyungu ɔ he ko aloo lɛ pɛ ji munyungu ɔ. Peminggu ma nyɛ hɛɛ pɛlɔ pɛmi kake nɛ e ma nyɛ hɛɛ pɛlɔku pɛmi nɛ e hɛ kpɛ aloo e se. Pɛlɔ pɛ hu ma nyɛ da si kaa peminggu. Munyungu ma nyɛ hɛɛ peminggu kake aloo peminggu enyɔ aloo peminggu nɛ he hiɛ pɛ enyɔ. Kɛ pɛlɔ pɛ da si kaa peminggu ɔ, e hia we pɛlɔku nɛ e se aloo e hɛ kpɛ loko e maa pee peminggu. Peminggu he nile nɛ gbɛ ko mi ɔ yɛɔ buaa ni kaseli nɛ a nyɛɔ peeɔ munyungu babauu nɛ a dɛhe.

Nɔhyɛ ni:

a, e, i, Ama, kete, imi, kɔkɔbo, adidikɔngme

Nɔhyɛ ni nɛ yi nɔ ɔ mi ɔ tsɔɔ peminguhi nɛ munyunguhi nɛ a ngma amɛ a mi.

Peminggu slɔtohi: Peminggu munomunohi ma nyɛ hi gbɛhi a mi se ni nɛmɛ nɛ wa ma tsu a he ni ji peminguhi nɛ a gbɛɔ nya kɛ pɛlɔkuhi kɛ peminguhi nɛ a gbɛɔ nya kɛ pɛli.

Peminggu nɛ gbɛ nya kɛ pɛlɔku: Enɛ ɔmɛ ji peminguhi nɛ a gbɛɔ a nya kɛ pɛlɔkuhi. Nɔhyɛ ni: pampam, kamkam, kpamkpam, klom, Dɔm, Kpɔɔm kɛ ekpa komɛ.

Nɛ nɔhyɛ ni nɛ wa ha amɛ a mi ɔ, o ma yo kaa peminggu ɔmɛ hɛɛ pɛlɔkuhi nɛ a nyagbe.

Peminguhi nɛ gbɛ nya kɛ pɛli: A ji peminguhi nɛ a gbɛɔ a nya kɛ pɛli.

Nɔhyɛ ni ji:

sika (si ka), kɔdu (kɔ du), amakani (a ma ka ni), kpakpahe (kpa kpa he), ololongmo (o lo lo ngmo) kɛ ekpa komɛ.

Peminggu blɔ nɔ tomi: Peminggu he blɔ nɔ tomi je muno nɛ gbɛhi a mi. Wa ngɔɔ (C) kɛ kaleɔ pɛlɔku nɛ wa ngɔɔ (V) kɛ kaleɔ pɛlɔ. Pɛlɔku kɛ pɛlɔ hyɛmi ji nihi nɛ a tsɔɔ peminggu ɔ si fɔfɔɛ.

Peminggu si fɔfɔɛ kadimi nihi.

- | | |
|--------------|----|
| 1. Pɛlɔ | V |
| 2. Pɛlɔ gaga | V: |
| 3. Pɛlɔku | C |
| 4. Gbimikɔmi | t |
| 5. Peminggu | |

Nɔhyɛ ni

- | | |
|-------------|----------|
| 1. Akate | VCVCV |
| 2. Kεtε | CVCV |
| 3. Klaate | CCV:CV |
| 4. Modemade | CVCVCVCV |



Ni kasemi mi ni tsumi

1. Moo tsɔɔ nɔ nɛ pɛmingu ji.
2. Moo tsɔɔ pɛmingu slɔɔtohi nɛ ngɛ Dangme mi.
3. Moo sɛsɛ Dangme pɛmingu blɔ nɔ tomi ɔ he.
4. Moo tsɔɔ pɛmingu blɔ nɔ tomi ɔ he se nami ngɛ munyungu peemi mi.

PEDAGOGICAL EXEMPLARS

Problem Based Learning (individual and group work)

1. Whole class activity

Through questioning and answers, teacher and learners work together to describe what syllables are and identify the types that are available in the language.

Teacher should regularly check understanding of class by asking different categories of learners (e.g. HP, P, AP, etc.) to summarise learning so far in own words. HP learners to be stretched to give examples of the types of syllables identified.

2. Mixed ability group

- c. Learners in mixed ability groups select at least six different words from a text.
- d. Groups discuss amongst themselves to explain the types of syllables present in the words selected.

Teacher to assign roles or assist learners to take-up roles (e.g., leader, scribe(s), time keeper, one to ask questions or the “why” of every activity, presenter(s), etc.).

5. Whole class activity

Groups present their work to the class for discussion.

Group work/Collaborative learning

1. Whole class discussion
 - a. Revise the types of syllables identified in the language.
 - b. Through questions and answers, teacher leads learners to discuss the syllable structure in the respective Ghanaian Languages, citing appropriate examples (e.g., V, CV, CCV, CVC, and others).
 - c. Discuss how syllables are combined to form words in the language.
 - d. Task learners of different abilities to give detailed presentations and/or summarised presentations.
2. Pair work: *(AP learners should be paired with HP learners for support)*
 - a. Pairs form new words and tell the number of syllables in them.
 - b. Pairs discuss the structure of the syllables in the words each of them has formed.
3. Whole class discussion: Pairs make a presentation to the class for discussion and clarification.

KAMI PƆTƐƐ**Nɔ kuɔmi 1 kami: Kpale de/Kpale pee/Kaimi**

Ngɔɔ mo nitse o munyunguhi ke tsɔɔ nɔ ne pɛmingu ji.

Nɔ kuɔmi 2 kami: Ga lele ke ha ni kasemi sisi numi

Moo ngma pɛmingu slɔɔtohi nge Dangme mi ne o ha nɔhye ni etɛɛte nge munyunguhi a mi nge eko fɛɛ eko nɔ.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

Moo tsɔɔ nɔ he je ne e sa ne o nu pɛmingu lomi he blɔ nɔ tomi ɔ sisi.

Hint

The recommended mode of assessment for Week 1 is class exercise. Ensure to use a blend of items of different DoK (Ni lemi mi kuɔmi) levels from the key assessment.

Otsi 2

Ni kasemi tutuutu

1. *Tsɔɔ gbimikɔmi sisi (sisi gbimikɔmi, kpɛti gbimikɔmi, hiɔwe gbimikɔmi)*
2. *Sɛsɛ gbimikɔmi ni tsumihi a he.*

He pɔtɛɛhi 1&2: **Gbimikɔmi he blŏ nŏ tomi**

Gbimikɔmi sisi tsɔɔmi: Mahi babauu daa gbimikɔmi nŏ kɛ jɛɔ sisi numi aloo he numi nge munyu mi ɔ kpo nɛ a kɛ tsuɔ ni tsumi kpahi. Nge Dangme tumi mi ɔ, gbimikɔmi ji gbi nŏ womi aloo e si bami nge aba jemi munyungu kome aloo demi kome a nŏ nɛ woɔ sisi numi slɔɔto kɛ baa munyungu ɔmɛ he. Bɔ nɛ gbi woɔ e he nŏ aloo e baa e he si nge munyu ko mi ɔ ngɔɔ sisi numi munomuno kɛ baa nge munyu kake too ɔ kɛ he. Gana gbihi babauu tsuɔ gbimikɔmi he ni.

Gbimikɔmi slɔɔtohi: Gbi slɔɔto ɔmɛ nge a gbimikɔmi kome kaa nŏ womi, si bami, kpɛti, nge he nŏ woe kɛ nge si bae gbimikɔmihi. Dangme nge kekle etɛ ɔ pɛ nɛ wa deɔ kɛ hiɔwe gbimikɔmi, kpɛti gbimikɔmi kɛ sisi gbimikɔmi. Ga kɛ Ohie gbi nge hiɔwe kɛ sisi gbimikɔmi pɛ. A kɛ okadi nɛ ɔ [ʔ] kadio hiɔwe gbimikɔmi, a kɛ enɛ ɔ [ˈ] kadio kpɛti gbimikɔmi nɛ a kɛ enɛ ɔ [ˈ] kadio sisi gbimikɔmi.

Kane munyuza nɛ nyɛɛ se nɛ ɔmɛ nɛ e maa ye bua mo kɛ ha sisi numi.

1. A tsi **má** ku.
2. A kɛ **mā** wo kuadaa a mi.
3. Amatemɛ **mà** yemi.

Moo tsɔɔ gbimikɔmi nɛ munyungu ‘ma’ hɛɛ nge munyuza etɛ ɔmɛ a mi.

To he hɛ: *Tsɔɔlɔ ɔ nɛ to he hɛ kaa e maa tsɔɔ Dangme nŏ ɔ pɛ.*

Gbimikɔmi ni tsumi: Gbimikɔmi he nge se nami nge ni tsumi nɛ e tsuɔ ɔmɛ a he. Mɛ ji munyungu sisi numi nge lɛ nitɛ e dɛhe, animosa ni tsumi kɛ gbi kɔni slɔɔto nge gbi kake sisi.

- a. **Munyungu sisi numi nge lɛ nitɛ e dɛhe:** Nge gbimikɔmi he ni tsumi mi ɔ, gbimikɔmi yɛɔ buaa munyunguhi nɛ hɛɛ he nŏ kake a mi gbami kɛ a sisi numi. Nɔhyɛ nŏ ji

jé - remove

jē - world

jè - left

b. **Animosa he ni tsumi:** Gbimikomi yeƆ buaa munyunguhi ne hee he nƆ kake a mi gbami ke a sisi numi nge animosa gle nƆ. E yeƆ buaa ke tsɔɔ benɔmimami ke peemiblonɔ nge animosa gle nƆ. Nɔhye nƆ:

- Kofi, bá hiε ɔ! Ene ɔ tsɔɔ fami ke amlɔbe nge animosa gle nƆ.
- Kofi bà hiε ɔ. Ene ɔ jeɔ benebe juemi kpo nge animosa gle nƆ.

c. **Gbi kɔni slɔɔtohi nge gbi kake sisi:** E tsɔɔ gbi kɔni slɔɔtohi ne ma nye hi gbi kake sisi. Dangme gbi ɔ nge kɔni slɔɔtohi kpaago ne me tsuo a nge Dangme kake too ɔ sisi. Wa nge Aɔaa gbi ne ke nƆ nge tue ɔ, slɔɔto bɔɔ nge e ke Klo gbi aloo Se gbi aloo Nugo gbi aloo Osudodu gbi a kpeti se me tsuo ɔ, Dangme kake ɔ a tuo.



NI KASEMI MI NI TSUMI

1. Moo tsɔɔ gbimikomi sisi.
2. Moo ngo nɔhye ni ne da ke tsɔɔ slɔɔtohi ne nge ɔ nya.
3. Moo sese gbimikomi ni tsumihi nge Dangme mi ɔ a he.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class/group activity

- a. Teacher models the tone of words and/or tasks high-ability learners to model – including giving examples of words that change meaning depending on tone.

AP/P learners listen and repeat the words modelled by the teacher and HP learners

- a. Teacher leads learners to explain tone and the types of tone. *HP learners to lead the explanation of tone.*
- b. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
- c. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
- d. Teacher facilitates discussion on the functions of tone in the language.

Tasks learners with different learning abilities to;

- a. lead the class discussion on the functions of tone, providing examples, (HP)
- b. take notes and summarise the key points discussed, (P)
- c. work with a partner to complete a worksheet on the functions of tone. (AP)

2. **Pair work** (*AP learners should be paired with HP learners to support them*)
 - a. Listen to some given words and determine the types of tone in the words.
 - b. Identify the syllables in the words that bear the tone.
3. **Whole class**
 - a. Pairs make a presentation on the outcomes of the pair work.

KAMI PƆTƐƐ

Nɔ kuɔmi 1 kami: Kpale de/Kpale pee/Kaimi

1. Moo tsɔɔ gbimikɔmi sisi kɛ mo nitse o munyunguhi.
2. Ngmaa gbimikɔmi ni tsumihi nge Dangme mi.

Nɔ kuɔmi 2 kami: Ga lele kɛ ha ni kasemi sisi numi

1. Moo ngma gbimikɔmi slɔtohi nge Dangme mi nɛ o ha nɔhyɛ ni kɛ tsɔɔ a sisi.
2. Ngmaa se namihi etɛ nge gbimikɔmi nɛ o ngma amɛ a he.

Nɔ kuɔmi 3 Kami: Yi mi susumi pɔtɛɛ

Kuu mi ni tsumi (Plojeti ni tsumi)

Moo ngo pɛmingu he blɔ nɔ tomi kɛ gbimikɔmi slɔtohi nge Dangme mi ɔ nɛ o ha nɔhyɛ ni nyɔngma nge eko fɛɛ eko nɔ.

Hint



- The Recommended Mode of Assessment for Week 2 is **Group Project Work**.
- An **Appendix A** has been provided at the end of this section detailing the structure of the group project. The group project will be submitted in **Week 5**.
- Remember to ask learners to start building their **Portfolios** in Week 2. Refer to **Appendix B** detailing the structure of the portfolio.

SECTION 1 REVIEW

This section discussed the syllable structure and tone of the language. Learners were introduced to the description, types and structure of syllables in the language. They were also introduced to the concept of tone. On tone, learners learnt about the explanation of tone, types and functions of tones. It is expected that after learners have gone through this section, they will have the requisite knowledge to form meaningful words, distinguish between the meanings of the same words with different tones and communicate properly using the appropriate words.



APPENDIX A: STRUCTURE OF THE GROUP PROJECT

Ni tsumi

Moo hye pemingua ke gbimikomi blɔ nɔ tomi nge Dangme mi ɔ ekohu ne o ha nɔhye ni nyɔngmanyɔngma ha eko fɛɛ eko.

Structure of the Group Project

Front page (name of school, class, names of group members, subject, date, name of teacher, date of submission)

Introduction (definition of syllables, explaining the syllable structure with examples, definition of tones, explaining the types of tones and giving examples)

Ni tsumi

Moo hye pemingua ke gbimikomi blɔ nɔ tomi nge Dangme mi ɔ ekohu ne o ha nɔhye ni nyɔngmanyɔngma ha eko fɛɛ eko.

Rubrics for the Group project

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Front page	Provided all of the following name of school, class, names of group members, subject, date, name of teacher, date of submission	Provided any three of the following name of school, class, names of group members, subject, date, name of teacher, date of submission	Provided any two of the following name of school, class, names of group members, subject, date, name of teacher, date of submission	Provided any one of the following name of school, class, names of group members, subject, date, name of teacher, date of submission
Defining syllables	The definition features all the key words needed to adequately define syllable	The definition contains three key words	The definition contains two key words	The definition contains one key words
Explaining syllable structure	The explanation contains all the key words needed to adequately explain syllable structure	The explanation contains three key words	The explanation contains two key words	The explanation contains one key word
Giving examples of syllable structure in words	Giving between eight-ten examples in words	Giving five - seven examples in words	Giving three - four examples in words	Giving one - two examples in words

Defining tones	The definition features all the key words needed to adequately define syllable	The definition contains three key words	The definition contains two key words	The definition contains one key words
Explaining tones	The explanation contains all the key words needed to adequately explain syllable structure	The explanation contains three key words	The explanation contains two key words	The explanation contains one key word
Giving examples of tones in words	Giving between eight-ten examples in words	Giving five - seven examples in words	Giving three - four examples in words	Giving one - two examples in words
Communication Skills	Showing 4 of the skills e.g. Audible voice, Keeping eye contact, Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 3 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 2 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 1 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture
Team work	Exhibit 4 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 3 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility ..	Exhibit 2 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 1 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility

Mode of administration

Design the project, provide guidance and support learners, etc.

Refer to Teacher Assessment Manual and Toolkit pages 27-29 for more information.

Providing feedback

Discuss learners' performance with them and provide guidance to help learners improve academic work, etc.

MI GBAMI 2: NI KANEMI KE MUNYUTSO OTI YOMI

Munyutso 1: **Nya mi ni sɛɛmi**

Munyutso Setsɔ 1: **Ni Sɛɛmi nge nɔ pɔtɛɛ he**

Munyutso Setsɔ 2: **Ni kanemi**

Ni kasemi tutuutu

1. Ngɔɔ nile nɛ o na nge ni kasemi nɛ be ɔmɛ a mi ɔ ke tu munyutso ko he munyu sisiisi.
2. Ngɔɔ ni kanemi sisiisi he nile nɛ o na a ke kane demiyo ko.

Glɛnɔ mini

1. Tsɔɔ kaa ke o bu ni sɛɛmi ko tue ɔ, o ma nyɛ da nɔ ke tu nɔ ɔ he munyu.
2. Je o juɛmi ke nile kpo kaa o ma nyɛ maa kane ni ke mi kuɔmi ke sisi numi hulɔ.

INTRODUCTION AND SECTION SUMMARY

This section discusses how main ideas could be identified after reading or listening to a conversation text. Learners will be introduced to the concept of reading where they will use the skills gained to identify main ideas and discuss the main ideas in a conversation or a context. They will also learn the essential techniques, meaning, and characteristics of reading to convey the main ideas in varieties of context in communication ranging from GESI to national and international topical issues. Learners will be equipped with the skill of discussing main ideas, discuss features of intensive reading and examine features of extensive reading. Learners will also develop their ability to share opinions and ideas on a given conversational topic. This section is appropriate for learners not only in the context of Ghanaian language studies but also establishes links with related subjects like English language and other languages. The teacher is therefore, encouraged to employ interactive pedagogical strategies, resources, and differentiation and assessment strategies to support learners with special education needs (SEN).

The weeks covered by this section are:

Week 3: Identification of main ideas in a conversation

Week 4: Features of intensive reading

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of approaches to teaching Ghanaian language concepts. These include talk for learning where learners will form groups to work with and discuss responses. Furthermore, problem-Based learning where individual and groups will collaborate to find solutions to problems and concepts. Approaches such as group work, whole class discussion and individual work are employed under this pedagogy. This helps learners to develop self-confidence. Highly proficient learners can assist proficient and approaching proficiency learners to understand the concepts that will be taught. Teachers are guided to assist learners with SEN.

ASSESSMENT SUMMARY

The assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week include:

Week 3: Questioning

Week 4: Discussion

*Refer to the “**Hint**” at the key assessment (Kamɩ pɔtɛɛ) for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.*

Otsi 3

Ni kasemi tutuutu

1. Hla ne o yo otihi nge ni seemi mi.
2. Seese ni seemi mi otihi a he.

He pɔtɛɛ 1&2: Munyutso otihi yomi nge ni seemi ko mi

Munyutso Oti: Munyutso oti ji nɔ pɔtɛɛ ne a tu he munyu nge kuku aloo demiyo ko mi. A deɔ nihi babauu ke kɔɔ munyutso oti ɔ he. Ke o ma nye yo nihi ne a de nge e he ɔ, o ma nye ma yo munyutso oti ɔ ma nge demi ko mi. Ke o suɔ ne o yo munyutso oti nge demi ko mi ɔ, pee nihi ne nyee se ne ɔmɛ:

1. Kane munyu yi ɔ ke e nya blimi ɔ: Mɛni a de nge demiyo ɔ he?
2. Hla munyuza oti ɔ. E pɔɔ kuku ɔ sisi jemi.
3. Yɔse munyu setɔ ɔmɛ. Bi o he ke, mɛnɔ, mɛni, mɛni be, jije, mɛni he je aloo ke a pee le kee, ke kɔ munyutso oti ɔ he.
4. Ngɔɔ mo nitse o munyu ke do nɔ.
5. Ngɔɔ o nɔ domi ɔ ke to ngmalɔ ɔ nɔ ɔ he.



NI KASEMI MI NI TSUMI

1. Tsɔɔ munyutso oti sisi.
2. Yo munyutso oti nge demiyo ko mi.
3. Seese munyutso oti nge demiyo ɔ mi ɔ he.

PEDAGOGICAL EXEMPLARS

Problem-based learning

1. Group work: *Mixed ability groups*
 - a. Read a given conversation text chosen from topics on cultural values such as respect, loyalty, humility, faithfulness, obedience etc., STEM, energy conservation, technology, medicine, agriculture etc. *Give learners of different abilities texts of varying difficulty levels to read.*
 - b. Discuss the main ideas in the conversation within your groups and write them down.
2. Whole class activity
 - a. Each group shares the main ideas in the text they read with the class

b. Class discusses the main ideas shared and asks questions for clarification

3. Pair work

Teacher gives each pair a theme to create a conversation and role-play it in class. *Teacher should choose theme carefully based on knowledge of learners' ability and interests.*

Collaborative learning

1. Whole class activity

a. Discuss the main ideas in the conversation topics used for the role-play.

Teacher tasks learners based on their ability to analyse how tone influenced the conversation, write a short sentence on how tone influenced the conversation, etc.

b. Discuss how they were able to identify the main ideas in the conversation. *Teacher could direct this question to HP learners.*

KAMI PŌTĒĒ

Nɔ kuɔmi 2 kami: Ga lele ke ha ni kanemi sisi numi

1. Yo munyutso oti nge demiyo ko mi.
2. Sese munyutso oti ne o yo ɔ he.
3. Kane demiyo kpiti ne ɔ ne o hla e mi munyutso oti ɔ.

Kofi: Ke o naa mo nitse o subai kee?

Naki: I kplee bo ne i nge ɔ no. Ne mo nee?

Kofi: I sa no ne a naa le mabo.

Naki: Imi lee ke i to ɔ, i ke keɔ ye he ne i kaseɔ ni ke jeɔ ye tomi ɔ mi.

Kofi: Imi hu i ngmeɔ no ne be ɔ he ne i hlaa subai ehe se blo.

Nɔ kuɔmi 3 kami: Yi mi susumi pōtēē

Ngmaa munyuza ete ke tsa ni sɛmi ɔ no. O ko gba/tla ke je munyutso oti ne o yo ɔ he.

Hint



- The recommended mode of assessment for Week 3 is **Questioning**. [You may provide learners with a passage and use the questioning assessment technique to assess learners].
- Remind learners about their **Project Work** and offer them the opportunity to seek for clarification and support if they have any.

Otsi 4

Ni kasemi tutuutu

1. *Sese ni kanemi vii he su kome a he.*
2. *Tapo ni kanemi ke mi kuomi mi: (ni kanemi hlehleehle, demiyo si fofoe, no hysmi, no ke he tomi, he akotaa bumi).*

He potee 1: Ni kanemi vii he suhi

Ni kanemi vii: Ni kanemi vii hae yimi tomi enyo: munyu o sisi numi ke gbi he su kasemi ke gu ni poteehi a he he tomi mi. E koo demiyo kanemi fitsofitso he. Nge hye o, ni kaneli hlaa munyungu otihi ne a ma diki mi ke to he so aloo a maa ti mi ke ma no ko no mi ejakaa ene ome yeo buaa ke ha demiyo o sisi numi. Ni kaneli hu hlaa munyunguhi a sisi ne a kaneo le fitsofitso ne a na sisi numi ke mi kuomi.

Ni kanemi vii he su kome:

Ni kanemi vii he suhi hie se wa maa kase enyo pe.

- a. **Ni kanemi eseso ke hla sisi numi potee:** Ene o ji ni kanemi blo no tomi ne a guo ke hlaa yi mi tomi oti potee ne nge demiyo ko mi. Ene o yaa no nge demiyo ne anokuale nge mi aloo anokuale munyu ko ne a ngma a mi. Nge hie o, o be demiyo o tsuo sisi nyee numi ejakaa o be demiyo o tsuo kane.
- b. **Ni kanemi eseso ke hla munyunguhi, munyukpofahi ke munyukpohi a sisi:** Ene o ji blo no ne o maa ngo hengme ke be nge demiyo o mi eseso ke je yi no ke kple si ne o hla munyuguhi ke munyukpofa kome nge mi. A tsuo ene o he ni ke o nine su demiyo ko no ne o susu kaa e mi munyu o ma ha o bimi ko heto.



NI KASEMI MI NI TSUMI

Moo tsoo nihi ne nyee se ne ome a sisi.

1. Ni kanemi vii
2. Ni kanemi eseso ke hla sisi numi potee
3. Ni kanemi eseso ke hla munyungu, munyukpofahi ke munyukpohi a sisi

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

1. Whole class discussion

- a. Learners explain the meaning of intensive reading, skimming, and scanning in their own words to each other.

b. Teacher models intensive reading to class

Teacher tasks high-ability learners to model intensive reading for peers to imitate. AP/P learners to observe the model reading and take short notes to guide their own reading.

Teacher should check understanding of learners with SEN and be ready to explain the process again one-to-one.

2. Ability groups,

a. Learners focus on the features of intensive reading to practice in small groups.

Teacher should choose text carefully based on knowledge of learners' ability and interests. Consider different texts for AP/P/HP learners.

b. Learners share ideas about the main ideas on the piece of reading done. By this approach, learners build collaboration, communication, critical thinking and problem-solving skills.

c. Learners try to read a given text intensively with the foreknowledge of skimming and scanning.

d. Learners then discuss the features in the text they have read and share their views with others.

3. Individual activity:

Individual learners apply intensive reading approaches to read a given text.

NB: The text/passage should be selected from these themes, cultural values (e.g., integrity, honesty, truthfulness, obedience, courage, etc.), GESI, STEM, Technology, medicine, etc.

KAMI PŌTÉE

Nɔ kuɔmi 1 kami: Kpale de, Kpale pee / Kaimi

a. Tsɔɔ ni kanemi vii he su enyɔ komɛ a sisi.

b. Tsɔɔ ni kanemi esɔesɔ ke hla sisi numi pŏtɛɛ ke ni kanemi esɔesɔ ke hla munyunguhi, munyukpɔfahi ke munyukpɔhi a sisi ɔ nya.

Nɔ kuɔmi 2 kami: Nɔ pŏtɛɛ sisi numi he ga lele

a. Tsɔɔ bɔ nɛ ni kanemi esɔesɔ ke hla sisi numi pŏtɛɛ ke ni kanemi esɔesɔ ke hla munyungu, munyukpɔfahi ke munyukpɔhi a sisi ɔ yeɔ buaa ke ha demiyo sisi numi.

b. Ngɔɔ ni kanemi vii he nile nɛ o na a ke kane demiyo nɛ nyɛɛ se nɛ ɔ.

Jije oslɔɔke ngua nɛ ɔ je? Mɛnɔ nɛ ha e ku pue kpo kike nɛ ɔ? Obo we tso ngua a ku. Amane yiwutsotse ywia wa we. E ngɔ nine fɔ Tatse Okpɔɛsa nɔ piani ketekete nɛ e

kpa lile bu si nge hio tsami he. Ao Amane! O ko wa tu ne o ko wa gbaja. Munyu yeyee ne o ya su Tatse Okpotesa bime be mi ne a tle kodu joma ko ke e he lo sase kuadaa ne a ma yemi pe. Jame a be o mi tsuo o, e domite nakuo ne ji Kwoyo o ho jua ya ya nge a nyangma hlae. Hedo sane ji meni? Bene Yaa Kwoyo je jua ke ma a, ambulansi ko ba be e he ke fo. Mamoo e huno o hwo si nge ambulansi o mi tlalaa ne ekpa nya bu si. E ke e bi ome tsuo ngo fo ke ya ke pue motsle o blo, ya na a tse o ne e kpa nya bu si niine.

E no jena a, a pue no ke ya motsle o ekohu ya to e dlami he blo no. Le no o se o, a ba bo weku nimeli ke ma a amanie. Ma a tsuo wo yana.

Weku nyatse o tso ne a ya ngo a odehe o ke je Mangoase motsle ne a ke le ne ba to nge Dodowa motsle o ejakaa Okpotesa ji asafo nyatse nge Dodowa Numese, ne lo o he je o, a be suce ne a odehe ne hwo ma se. Susumi ne o ya nge Mangoasetseme a nya ejakaa Okpotesa pee ni nguahinguahi nge a ngmo si kope nge Mangoase o ne jine a ko suo ne a pee e ya nge leje o. Nimeli ke, “Ke onko gbo loko a naa e kami.” Okpotesa je Dodowa lee se e se ya ke nge Mangoase ne e fo e bime tsuo nge leje o.

Munyu ne o he wa ha Mangoasetseme se e he no ko be ne a ma nye pee. Leje o Odiklo o nitse hai ambulansi ne a ke ngo Okpotesa ke ba Domi. Ne a ba kple o, weku nikotoma ame fo Mangoasebi ome a nane he ne a pee me amanie. Ma mluku o tsuo hwo lele ke a no ya ke huhui. Okpotesa gbeno ne o ye ma a tsuo awi. Baiblo munyu de niine ke Wa ni tsumihi maa nye wa se’. Okpotesa ni tsumi kpakpa nye e se niine.

- a. Mo yo munyutso oti nge demiyo o mi.
- b. Sese munyutso oti o he.
- c. Moo bu ni kanemi vii he se nami he akotaaa.

Mi kuomi 4 kami: Yi mi susumi potee

Si gbemi ni tsumi: Mo tsu si gbemi ni tsumi ko nge munyutso oti nge demiyo ne o kane o no. Hla nihi a mi ke je hehi babauu ne o tapo nihi ne o bua nya a mi kone o ngo o nya si mami ni ome ke fo gua.

He potee 2: Ni kanemi ke mi kuomi he suhi

Ni kanemi ke mi kuomi

Ni kanemi ke hla buajo aloo ni kanemi ke hla nile ke ga lele. O ma nye ke to ni kanemi vii he. Ni kanemi ke mi kuomi hu koo ni babauu kanemi ke hla ni munomunohi a he. O ma nye ke hla munyutso potee.

Ni kanemi ke mi kuomi he suhi

Ni kanemi hlehleehle: Ene o tsoo ni kanemi ne mi je ne wui fo tso ne e be sioo hu tso ne gbi o tumi he ga lele nge mi. A ke kaleo no lemi kanemi.

Demiyo he blo no tomi: Ene o ji blo no ne demiyo ngmali too demiyo o mi munyuhia a nya ha. Demiyo blo no tomi ne o yomi maa ye bua kanelo ne e ngo juemi ngo fo ni

potēhi a nɔ kɛ to nihi a he nɛ a hyɛ nihi nɛ maa nyɛ se blɔ nɛ e kɛ bu sisi numi he akɔtaa.

Nɔ/Mi hyɛmi: E ji blɔ nɔ nɛ ni kaseli guɔ kɛ hyɛ kaa a nu ni kanemi ko sisi lo. Ke a na kaa a be nyɛ ma de munyutso oti nge demiyo ko mi ɔ, a naa he tsui nɛ a hyɛ mi ekohu nɛ sisi numi nge nɔ nɛ a kaneɔ mi ɔ nɛ je kpo paa.

Nɔ kɛ nɔ he tomi: O daa nɔ nɛ o kane momo ɔ nɔ kɛ hyɛ nɔ kpa nɛ o li ɔ blɔ. O deɔ o he ke, akene ene ɔ ya nɔ kike nɛ ɔ, ekpa ko maa nyɛ jame a gle nɔ kɛ. O maa ngo juɛmi nɛ o na nge kekile nɔ ɔ he ɔ kɛ ma ekpa nɛ maa ba a nya si aloo o pee juɛmi nge nɔ kpa nɛ maa ya nɔ aloo maa ba a he.

He akɔtaa bumi: A buɔ nɔ nɛ a kane mo ɔ he akɔtaa. Ni kanelɔ ɔ peeɔ nɔ he juɛmi nɛ e maa nihi a nya si nɛ e kase ɔ ni kɛ jeɔ nɔ nɛ e kane ɔ mi.



NI KSEMI MI NI TSUMI

1. Tsɔɔ demi nɛ ɔmɛ a sisi.
 - a. Ni kanemi kɛ mi kuɔmi
 - b. Ni kanemi hlehlehle
 - c. Nɔ/Mi hyɛmi
2. Moo kane ni sɛɛmi demiyo ko nɛ o to ni kanemi kɛ mi kuɔmi su etɛ he hɛ.
3. Moo sɛsɛ demiyo nɛ o kane ɔ he nɛ o de o juɛmi nɛ o na nge he ɔ ha ni kpahi.
4. Moo ngo ga lele kɛ mi kuɔmi nɛ o na nge ni kanemi kɛ mi kuɔmi he ɔ kɛ kane demiyo ko.

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

1. Whole class discussion

- a. Teacher models extensive reading to whole class.

Learners of different abilities are assigned to model extensive reading, and orally summarise the process of model reading.

- b. Learners explain to each other the meaning of extensive reading. *HP/P learners should also add why people use extensive reading.*

High-ability learners take turns first.

- c. Learners discuss the features of extensive reading, such as fluency, text structure, monitoring, inference, and evaluating.

Assign roles to learners based on their ability, including discussion facilitator(s)/lead(s), note takers, summarisers, those to ask the “why” of every activity, etc.

d. Teacher models extensive reading to small groups.

2. **Mixed ability groups, Teacher should direct HP learners to support AP learners**

a. Groups read different passages selected by teacher based on cultural values (integrity, trustworthy, honesty, dignity, etc.), GESI, STEM, Technology, medicine, energy conservation, etc. and share ideas from the passages read.

b. Groups share views on texts read.

3. **Individual activity:**

Individual learners apply extensive reading approaches to read a text and summarise their understanding of it and opinions on it. To be shared with the class.

KAMI PŌTÉE

Nɔ kuɔmi 1 kami: Kpale de, Kpale pee / Kaimi

1. Moo do ni kanemi ke mi kuɔmi he nile ɔ nɔ ke mo nitse o munyunguhi.
2. Ngmaa ni kanemi ke mi kuɔmi he su enuɔ. Moo tsɔɔ a sisi kpitikpiti.

Nɔ kuɔmi 2 kami: Ga lele ke ha ni kasemi sisi numi

Moo sese bɔ ne ni kanemi esɛesɔ ke hla sisi numi pŋtɛɛ ke ni kanemi esɛesɔ ke hla munyubguhi, munyukpɔfahi ke munyukpɔhi a sisi ɔ yeɔ buaa ke ha demiyo ngmami ɔ he.

Nɔ kuɔmi 3 kami: Yi mi susumi pŋtɛɛ ke mi kuɔmi

Ke o kpɛɛ munyutso ne ɔ nɔ kɛɛ? “Ni kanemi ke mi kuɔmi nge ke ha buajɔ ne ni kanemi vii nge ke ha nihi pŋtɛɛ a hlami nge demiyo ko mi. Sa nya ke je o juɛmi kpo.

Hint



- The Recommended Mode of Assessment for Week 4 is **Discussion**. [You may refer to Assessment Level 2 in the Key Assessment (Kami pŋtɛɛ) for an example of a discussion question]. See **Appendix C** for a sample rubric to score the discussion.
- Scores on individual class exercise should be ready for submission to **STP** this week. It should be an average of the various class exercises you have conducted over the past four weeks.

SECTION 2 REVIEW

This section has discussed indicators that are taught in weeks three and four. Learners have been introduced to the features of intensive reading (skimming and scanning etc.) and extensive reading. Discussion of some features of extensive reading (fluency, text structure, monitoring, inference, evaluating, etc.) have also taken place. By this, learners are expected to exhibit knowledge and understanding of intensive and extensive reading of text in a Ghanaian language and actually read a lot more material. To help learners demonstrate these skills, teachers are encouraged to use the varied pedagogies suggested effectively. Sharing opinions and ideas will help learners read well and understand forms of reading properly. Skimming and scanning as features of intensive reading and other features of extensive reading such as fluency, text structure, monitoring, inference, and evaluating would equip learners with the requisite skills in reading. Finally, varied assessment forms should be employed to test learners' knowledge and understanding of reading.



APPENDIX B: STRUCTURE OF THE PORTFOLIO

Ni tsumi

Moo ngma kamihi tsuo ne nye pee nge Dangme mi nge jeha a mi ɔ ngo fɔ si.

Structure and Organisation of the Portfolio

A. Cover Page (Title, Student name, Class, Date of submission)

B. Contents, etc.

Items to be included in the portfolio

- i. *Learner's class exercise and homework book for Ghanaian Language*
- ii. *Copy(ies) of group class exercise*
- iii. *Individual project(s)*
- iv. *A copy of group project*
- v. *Reflective journal, etc.*

Rubrics for scoring

E.g.

- i. *Cover page (name, class, subject, name of teacher) -4 marks*

If the learner provides three of the items in brackets, award 3 marks

If the learner provides two of the items, award 2 marks

If a learner provides only one item, award 1 mark

- ii. *Learner's class exercise and homework book for Ghanaian Language -10 marks*

Award 9 marks if the learner provides only class exercises only or homework book only

Award 0 if no item is supplied

- iii. *At least a copy of one group class exercise -5 marks*

Award 0, if the group exercise is not provided

- iv. *Individual project work -5 marks*

Award 0 mark if no project work is supplied

- v. *A copy of group project work (reflective journal) -5 marks*

Award 0 mark if no project work is provided

Administration

Determine the purpose of the portfolio and provide submission and feedback dates, etc.

Refer to the Teacher Assessment Manual and Toolkits pages 27-31 for more information

Feedback

Give detailed feedback on the entire portfolio to individual learners, highlighting their overall performance, etc.



APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Content knowledge	Provided four to five reasons	Provided three reasons	Provided two reasons	Provided one reason
Communication Skills	Showing 4 of the skills e.g. Audible voice, Keeping eye contact, Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 3 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 2 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 1 of the skills e.g. <i>Audible voice,</i> <i>Keeping eye contact</i> <i>Pay attention to audience</i> <i>Engaging the audience with interaction</i> <i>Use of gesture</i>
Team work	<i>Exhibit 4 of these Contributing to the group.</i> Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 3 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 2 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 1 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility

Mi gbami 3: Tsali ke munyungu ehe peemi blo no tomi.

Munyutso 1: **Gbi ke e he ni tsumi**

Munyutso setso 1: **Gbi ke e he blo no tomi**

Ni kasemi tutuutu: Tsu juemi ne o na nge he kplali, tsali, munyukpofahi ke munyukpohi a he o he ni ke lo munyuzahi.

Glenu mini: Tsoo aloo je o juemi ke nile kpo nge he kplali, tsali, munyukpofa ke munyukpohi a he.

Munyutso 2: **Gbi he ni tsumi**

Munyutso setso 2: **Mlaahi ne a ke ngmaa gbi o**

Ni kasemi tutuutu: Je o nile kpo nge munyungu ehe peemi, ningma okadi he ni tsumihi a he ke lo munyuzahi.

Glenu mini: Tsoo aloo je o juemi ke nile kpo nge munyungu ehe peemi, ningma okadihi a he ni tsumihi a he.

Hint



Mid-Semester Examination for the first semester is in Week 6. Refer to **Appendix E** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.

INTRODUCTION AND SECTION SUMMARY

This section discusses affixes, conjunctions and word formation processes in the language. Learners will be introduced to the meaning, types and importance of affixes, conjunctions and word formation processes. Knowledge of these aspects of the grammar of the language is important. Knowledge in affixes for instance, will help learners to create new and correct verb tenses and change the word class of a word. They also help to change the meaning of or the grammatical functions of words. Conjunctions in language are important because they help learners to connect several words, ideas and concepts together. This allows learners to build broader sentences that convey interesting messages. Knowledge of word formation processes also helps in vocabulary acquisition and learning. Here, learners acquire

skills to decode and encode new words, thus becoming independent learners. Due to the significant importance of these units, it is necessary that learners are guided to acquire these core language skills. 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.

The weeks covered by the section are:

Week 5: Affixes

Week 6: Conjunctions

Week 7: Word Formation Processes

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students learning of concepts and principles as opposed to the direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings, group work, and whole-class activities. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. For gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to aid learners with pronunciation problems and skillfully resolve issues and /or misconceptions.

ASSESSMENT SUMMARY

A variety of assessment modes should be carried for the three weeks under this section to ascertain learners' levels of performance in the concepts to be covered. It is essential for teachers to conduct these assessments promptly to track learners' progress effectively. You are encouraged to administer these recommended assessments for each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

Week 5: Simulation

Week 6: Mid-semester examination

Week 7: *Critiquing*

Refer to the “**Hint**” at the key assessment (Kami pɔtɛɛ) for each week for additional information on how to effectively administer these assessment modes.

Otsi 5

Ni kasemi mi no: Yose bo ne a tsuo he kplali a he ni nge Dangme mi.

He potee 1&2: He kplali

Juemi nge he kplali a he: He kplali ji munyunguhi aloo pemihi ne a ke pataa/piee munyungu ko he ke naa/pee munyungu ehe. He kplali ma nye pee munyungu aloo pemi ko ne a ke pataa/piee munyungu kpa ko he kpe aloo e se he ke naa munyungu ehe ne tsakeo sisi numi o. He kplalo daa si kaa he kpe he kplali ke se he kplali. Ke o ngo he kplali ke pataa/piee munyungu aloo munyukpofa ko he o, e tsakeo jame a munyungu o aloo munyukpofa a sisi numi. He kplalo peeo he kpe he kplalo ke a ngo ke pata munyungu o he nge e he kpe. He kplalo peeo se he kplalo ke a ngo ke piee munyungu o he nge e se. Wa nge munyungu kome ne wo he kpe kplalo ke se kplalo nge be kake mi. He kplali nohye ni kome nge Dangme mi ji lo, hi, li, a, tse, nye, ke ekpa kome. A tseo me he kplali ejakaa a ma nye wo me ke piee munyungu ko he nge munyungu o he kpe aloo e se ne ma nye ha wo sisi numi ekpa. Nohye ni: tsoo-tsooli. Akenne a wo he kplalo ke piee “tsoo” he o, e tsake ke je no kake ke pee fuu nge animasa gle no.

He kplali nohye ni: He kplali potee enyo ne nge. Me ji he kplalo ne tsakeo munyungu o sisi numi ke he kplalo ne tsakee we munyungu o sisi numi.

He kplalo ne tsakeo munyungu o sisi numi: Enne o ji he kplalo ne tsakeo munyungu o sisi numi. Nge hie o, munyungu o ke he kplalo o ma nye hee sisi numi ekpaakpa. Enne o tsoo kaa he kplalo ne tsakeo munyungu o sisi numi ke munyungu o ma nye je munyungukuu kake mi aloo munyungukuu ekpaakpa mi. Wa naa munyungu ehe ke jeo munyungu ne a ngo he kplalo ke pata he o mi. Nohye no: e + he maa pee ‘ehe’ ke o ngo he kpe kplalo “e” ke piee munyungu “he” o he. Nge hie o, munyungu “he” ne peeo peemimunyu o tsake ke pee “ehe” ne ya peeo kalelo nge animosa gle no.

He kplalo ne tsakee we munyungu o sisi numi: Enne o ji he kplalo ne tsakee we munyungu o sisi numi ke a ngo ke pata munyungu o he. No ne he kplalo ne o tsuo ji e tsoo hiehiee, eku aloo eyo, be he ni ke ekpa kome. Enne o tsoo kaa ke a ngo he kplalo ke piee munyungu ne nge kake juemi mi o, e ba peeo hiehiee. Nohye no: ke a ngo se kplalo “hi” ke pata munyungu ‘tso’ he o, e ba peeo ‘tsohi’. ‘tso (kake), tsohi (fuu/hiehiee)’. Tso ke tsohi tsuo peeo bie nge animosa gle no.

He kplali a he ni tsumi: He kplali a he ni tsumi nge munomuno. Ekome ji:

a. A yeo buaa ne wa naa munyungu ehehi ke jeo munyungu poku o mi. Nohye no.
he kplalo + munyungu. (e + kpa = ekpa)

b. A tsakeo munyungu ke jeo munyungukuu ko mi ke yaa munyungukuu kpa mi.

Nohyo no:

e + kpa = ekpa (‘e’ peeo bienanemidalo, ne ‘kpa’ peeo peemimunyu ne ‘ekpa’ peeo yibo kalelo).

c. A tsakeo munyungu o ke jeo be potee ko mi ke yaa be ekpa mi.

Nohye no:

bεε + e = bεεe.

d. A tsakeo munyungu o ke jeo kake mi ke yaa hiehiεε mi nge animosa gle no.

Nohye no:

womi + hi = womihi.

e. A tsakeo peemimunyu ke peeo bie.

Nohye ni:

ye + li = yeli, ngma + lo = ngmalɔ.

f. A tsakeo bie ke peeo kalelo.

g. A tsakeo kalelo ke peeo peemimunyu.

h. A tsakeo kalelo ke peeo bie.

i. A tsakeo peemimunyu ke peeo kalelo.

j. A waa ke haa gbi o kasemi ke e ngmami.

Yɔ se kaa: tsɔɔlo ma hla nohye ni ke ha 'f - i' nge yi no o.



NI KASEMI MI NI TSUMI

1. Moo tsɔɔ no ne ji he kplali nya.
2. Moo ngma he kplali slooto abo ne nge Dangme mi.
3. Moo tsɔɔ he kplalo sisi kone o ha nohye nihi.
4. Ngmaa munyunguhi enuo nge he kplali slooto ome a no.
5. Moo sese he kplali a ni tsumi eywie he.
6. Mo yɔse he kplali ne nyee se ome kone o tsɔɔ he kplali ne a ji.
 - yee
 - yeo
 - hueme
 - jualo
 - akpasa
 - asa
 - matse
 - Klono
 - tɛhi
7. Tsake munyunguhi ne nyee se ome ke pee bihi aloo kaleli. Mo wo he kplali ke pata munyungu ome a he ke pee tsakemi o.

- ya
- do
- he
- ye
- tsɔɔ
- ngma

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class activity

- Learners discuss to explain affixes and state the types.
- Learners brainstorm important affixes in the language
- Through questions and answers, teacher facilitates discussions on the meaning and types of affixes to clarify learners' knowledge. *The teacher should direct questions to a variety of learners to ensure understanding and resolve misconceptions.*

2. Group work/collaborative learning

Mixed ability groups - *Teacher should direct HP learners to support AP learners. Teacher to assign roles or assist learners to take-up roles (e.g., leader, scribe(s), time keeper, one to ask questions or the “why” of every activity, presenter(s), etc.).*

- Each group discuss amongst themselves to explain affixes in their own words.
- Learners use concept cartoon to explore the types of affixes available in the language and their function.
- Learners provide at least four examples of each of the types of the affix.
- Learners use the affixes to form new words.

3. Whole class activity

Task learners with different abilities to give detailed presentations and/or summarised presentations.

- Each group makes a presentation for discussion and clarification.

KAMI PɔTɛɛ

Nɔ kuɔmi 1 kami: Kpale de, Kpale pee / Kaimi

Ngɔɔ mo nitɛ o munyunguhi ke tsɔɔ he kplalɔ nya.

Nɔ kuɔmi 2 kami: Ga lele ke ha ni kasemi sisi numi

- Moo tsɔɔ he kplali slɔto ne nge Dangme mi kone o ha nɔhye ni etɛɛɛ ha eko fɛɛ eko.

2. Mo wo he kplali ɔme ke pee munyungu ehe enuɔɔnuɔ.
3. Nge heto ne o ha nge bimi 2 ɔ mi ɔ, moo sese he kplali ete he ni nge Dangme mi.
4. Yɔse he kplali ne nge munyunguhi ne nyee se ɔme a mi kone o tsɔɔ he kplali ne a ji.

Nɔhye ni

hunohi
kaselo
womihi
kpakpa
peemi
ngmali

No kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

1. O hue ko nge sukuu kpa nge nyagba nae nge Dangme he kplali a sisi numi he. Tsɔɔ blo no ne o maa gu ke ye bua le ne e nu sisi kone o ha nɔhye ni ete ke ma o nya tsɔɔmi ɔ no mi.

Hint



- The recommended mode of assessment for Week 5 is **Simulation**. Refer to Key Assessment Level 3 in the Key Assessment for an example of a Simulation question. See **Appendix D** for a sample rubric to score the Simulation.
- Learners are to submit their **Group Project Work**. Please score the group work immediately using the rubric given in **Appendix A** and record the scores for onward submission to the STP.
- Prepare for mid-semester examination.

Otsi 6

Ni kasemi mi nihi: Tsali womi ke pee munyuzahi.

Tsali a he juemi: Tsali ji munyunguhi ne a ke tsaa/blaa munyungu enyo, munyukpofahi, munyukpofahi, munyukpofahi aloo yi mi tomihi ke naa munyuza ne hee sisi numi. Tsali yee buaa ne wa loo munyuza blabla, munyuza kpanyaa ke ekpa kome bo ne pee ne wa ko hi munyuza ame ngmae kpitikpiti. A ni tsumi potee ji a tsaa munyunguhi ke munyuzahi. Tsali nohye ni ji ne, se, loko, ejakaa, ke, bo ne, bene, aloo, loo he o ke ekpa kome.

Nohye ni

E kaseo ni loo he o e le ni.

I ma je se ma kpale ba.

Kofi ke Amaki ba

Tsali slotohi: Wa nge tsali slotohi. Wa maa sese ete pe he. Me ji majua tsali, tsali enyo ne a bla, akplahe munyukpo nya blili.

1. **Majua tsali:** A ke majua tsali tsaa/blaa munyunguhi, munyukpofahi, ke munyukpofahi ne hee he no kake nge munyuza ko mi. Majua tsali nohye ni ji ne, se, ke, loko ke ekpa kome.

a. Majua tsali ne tsaa munyunguhi ke munyukpofahi ji (ke, loo/aloo,)

Nohye ni

- Kuao aloo Tee
- Blefo ke akate
- Kueki loo menoo?

b. Majua tsali ne tsaa munyunguhi ke munyukpafahi: a tsu we akonya (,) he ni nge tsalo o se.

Nohye ni

- Ame ye ni o se Adi bee tsu o mi.
- E ba ne wa je.

c. Majua tsali ne tsaa dehe munyukpo ke akplahe munyukpo ke blaa. Nge hie o, a ngoo tsalo o ke pataa akplahe munyukpo o he: (Nohye ni ji ne, se, loko, ke, aloo ke ekpa kome).

Nohye ni

- Ke wa ye ni o ta a, wa maa hwo si.
- Ke e maa hi o, o hi si nge tue mi jomi mi.
- Loko ta maa wo o, e je zugba a.

2. **Tsali blable:** A ji tsali ne tsuo ni ke blaa. Nɔhye ni ji: kaa bɔ ne, se mohu, mohu se, bɔ ne pee ne ke ekpa kome.

Nɔhye ni

- E ya **bɔ ne pee ne** a na le.
- Nyumu ɔ tsu ni ɔ **kaa bɔ ne** a de le ɔ.
- E ye ni ɔ **se mohu** e tɔɛ.

3. **Akplahе munyukpɔ tsali:** Akplahе munyukpɔ tsali tsaa/blaa akplahе munyukpɔhi ke dehe munyukpɔhi ke blaa. Akplahе munyukpɔ jeɔ yi mi tomi ko kpo kaa (nɔ ne ba nge yi mi tomi ɔ se, kolisimi aloo tsakpa ne nge munyukpɔ ɔme a kpɛti). Nɔhye ni kome ji ejakaa, akene, se, kone, loko, bene, kaa ke ekpa kome.

Nɔhye ni nge munyuzahi a mi

- Je ɔ mi he wa **se** wa maa bɔ wa he mode.
- **Akene** o be mla a, e be sukuu.
- E be subai **lɔ ɔ he ɔ e ne** gba kpakpa.

Ha ne kaseli ne a le mi tso kaa munyuza ne o ma ha a ne maa tsɔɔ tsalɔ ɔ he so.

Tsali nge munyuzahi a mi

Mlaa kome nge ne kudɔɔ wɔ ke ha tsali a he ni tsumi. Ke o tsu mlaa ne ɔme a he ni ɔ, e maa ye bua mo nge o Dangme ngmami mi.

- Tsali blaa susumi, nɔ peemi, ke yi mi tomi. Ene ɔ he ɔ, e sa ne o tsu tsalɔ ne sa he ni nge o munyuza a mi kone sisi mumi ɔ ne je kpo paa.
- Tsali a he hia ke ha nihi a he so tomi.
- Ke o nge tsali a he ni tsue ɔ, o bɔ mode kaa o munyuza ame maa hi animosa gle kake nɔ.



NI KASEMI MI NI TSUMI

1. Moo tsɔɔ tsali a nya kone o ha nɔhye ni ete.
2. Ngmaa tsali slɔɔto ɔme.
3. Gba kpe ke tsɔɔ tsali slɔɔto ɔme ne o ngma a nya.
4. Ha nɔhye ni nge tsali slɔɔto ɔme ne o ngma a he.
5. Moo ngo tsali ɔme ne o ngma a ke wo munyuzahi a mi.

Pedagogical Exemplars

Problem-Based learning

a. Whole class activity

- i. Through questions and answers, class work together to explain conjunctions.
- ii. Learners discuss amongst themselves to identify and explain the types of conjunctions in their language. Teacher should direct HP learners to lead discussion as 'lead learners'.
- iii. Each learner provides at least three examples of the types of conjunctions in the language. The teacher should set expectations on how many examples each learner should provide based on their ability.

b. Individual work:

Each learner uses their own examples to form meaningful sentences.

c. Whole class activity:

Each learner reads their sentences aloud to the class for discussion, clarification and correction.

KAMI POTE

No kuomi 2 kami: Ga lele ke ha ni kasemi sisi numi

1. Moo tsɔɔ tsali a nya kone o ha nɔhye nihi.
2. Moo po tsali ɔme a sisi nge munyuza ne ɔme a mi.
 - a. Nyumu ɔ ye ni ɔ akene e be sika.
 - b. Buete je mla kone e ko kpe se.
 - c. Yoyo ɔ de wo ke Tee ba we ɔ mi.
 - d. Nyumu ɔ li kaa a tsu ni ɔ gbe nya.
 - e. Maku na kaa agbeli ke kuadaa ngɔɔ saminya.
 - f. Ne e na mi jehane ɔ, e li no ne e maa pee.
3. Mo wo tsali ne nyee se ɔme ke wo tsali slɔto ɔme a mi. (se, akene, ne, ejakaa, lo ɔ he ɔ, bo ne pee ne, se mohu, ke pi, jehane, kaa, bene, jine, aloo, ke, loo, loko, kone, se)

No kuomi 3 kami: Yi mi susumi pote

1. Ngmaa munyuza eywiewywie nge tsali slɔto ɔme a no.
2. Mo gba kpe ke tsɔɔ tsali slɔto ɔme kone o ha nɔhye ni eywiewywie nge eko fee eko no.
3. Mo wo tsali ne sa ke wo blo hehi ne a si ɔme.
 - a. E ba wa maa na me lo?
 - b. Tsɔɔlo je e yi e ha bimi ɔ heto saminya.

- c. Adibue te mla e ko kpe se.
 - d. Wetse ɔ tse ati ala a ba ye ni.
 - e. o he ɔ, i ko be tsu ɔ mi.
4. Mo wo tsali ne nyee se ɔme ke wo munyuza kakaaka mi. (kaa, ke pi, ejakaa, akene, aloo, se mohu, se, bo ne pee ne, lo ɔ he ɔ, jehane ɔ)

Hint



The recommended mode of assessment for Week 6 is **Mid-Semester Examination**. Refer to **Appendix E** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.

Otsi 7

Ni kasemi mi nihi: Sese blo no ne a guo ke peeo munyungu ehehi. (munyungu tsami/blami, munyungu he kpomi, munyungu bami, he kplali)

Munyungu ehe peemi ji blo no ne wa guo ke peeo munyungu ehehi ke guo animosa gle no nge gbi ko mi.

Blo slootohi a no nge ne a guo ke peeo munyungu ehehi. Ekome ji munyungu tsami/blami, munyungu he kpomi, munyungu bami/babae, he kplali a he ni tsumi, munyungu mi timi ke ekpa kome.

Munyungu tsami/blami: E ji blo no ne a blaa munyungu enyo ke peeo kake. Munyungu ehe o sisi numi ma nye je muno nge munyungu enyo ne a bla ame a he. Munyungu tsami/blami ma nye pee munyungu enyo ne a bla me ke je munyungukuu ekpahi a mi ke pee munyungu kake. A ma nye bla bie+bie, bie+peemimunu, bie+kalelo ke ekpa kome.

Nohye ni

ma+nye=manyε

tse+ngua=tsengua

gbe+he=gbe he

je+he=je he

yo+kpiti=Yokpiti

Tete+tsu=Tetetsu.

Munyungu he kpomi: Ene o sisi ji munyungu no pomi aloo munyungu he tsomi. E ji blo no ne a kpoo aloo a too munyungu o he kone a na munyungu ehe. A ma nye too munyungu o he nge e sisije, e kpeti aloo e nyagbe.

Nohye ni kome:

ne ke je **nene** mi, **angua** ke je **nyengua** mi, **tse** ke je **tsaatse** mi, **alo** ke je **alobide/alopule** mi ke ekpa kome

Munyungu bami/babae: E ji munyungu ehe peemi blo no tomi ne gbi ko baa munyunguhi ke jeo gbi kpahi a mi ke ba pieo e munyungu ome a he ne e tsuo jame a munyungu ehe ome a he ni nge kekle gbi o mi. Munyungu o ne a ya ba a, a tseo le ke munyungu babae. Gbihi fuu nge munyunguhi bae ke nge gbi kpahi a mi jee ke nge a no o mi woe. Munyungu babae o ekome ji hledio-radio, eloplee-aeroplane, semeti-cement ke ekpa kome.

Se namihi nge munyungu ehe peemi he:

1. E yeo buaa ke haa gbi o wami.
2. E yeo buaa ne gbihi seo a sibi a mi.

3. E yeo buaa ke haa munyungu ehe nami ke e he juemi ehe nami.
4. E yeo buaa ke haa gbi o kasemi.
5. E yeo buaa ne a ke yoo he ne munyungu ehe o pue ke je.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ munyungu ehe peemi nya.
2. Moo sese munyungu ehe peemi slooto ome a he.
3. Moo tsɔɔ se namihi ete nge munyungu ehe peemi he.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity
 - a. Through questions and answers, teacher clarifies learners' ideas and resolves misconceptions regarding word formation. *Teacher should direct questions to a variety of abilities to ensure all learners understand key concepts.*
 - b. Learners examine some words in the language to identify the types of word formation process available in the language (e.g., blending, compounding, clipping borrowing, affixation, reduplication, etc.).

Group work/collaborative learning

1. Mixed ability group (*Teacher should direct HP learners to support AP learners*)
 - a. In small groups (4-6 learners), learners create a concept cartoon/info-graphics to explain the concept of word formation processes and their types to the class.
 - b. Classify words from a passage under the types of word formation processes.
 - c. Use the words to form sentences.
Teacher provides sentence-prompts to scaffold learning (for example gap fill template or sentence starters) for less able learners.

Talk for learning approaches

1. Whole class activity
 - a. Learners present their work for feedback and further discussion.
Task learners with different abilities to give detailed presentations and/or summarised presentations.

KAMI POTEE

No kuomi 1 kami: Kpale de, Kpale pee / Kaimi

1. Tsɔɔ munyungu ehe peemi nya.
2. Tsɔɔ munyungu ehe peemi blo no slɔto ɔme a nya.

No kuomi 2 kami: Ga lele ke ha ni kasemi sisi numi

Ngmaa munyungu nɔhye ni ete ne a ma nye na ke je munyungu ehe peemi blo slɔto ɔme a mi.

No kuomi 3 kami: Yi mi susumi potee

1. Moo tsɔɔ blo no ne a gu ke pee/na munyungu ehe ne ɔme ha:
 - a. afɛu
 - b. tseko
 - c. kani
 - d. anɛ
 - e. okadi.
2. Moo ngo munyungu ehe peemi blo no tomi slɔto ne ɔme ke to a sibi a he kone o ha nɔhye ni enyɔɔnyɔ ha eko fɛe eko.
 - a. He kplali
 - b. Munyungu blami/tsami
 - c. Munyungu mi timi
 - d. Munyungu bami/babɛɛ
3. Mo gba munyungu ne ɔme ke wo he kplali, munyungu bami/babɛɛ, munyungu blami ke munyungu mi timi mi kone o tsɔɔ o heto ɔ nya. (Tɛɛkpiti, muɔ he, tsopatse, sa he, ohia, eku, lɛmi, wɛɛɔ, nyɛwayo, dlɛɛva, meeti, mlamlɔ).

Hint



The recommended mode of assessment for Week 7 is **Critiquing**. Refer to **question 1** of Assessment level 3 under the key assessment (Kami potee) for an example of a task for critiquing.

SECTION 3 REVIEW

This section has discussed some aspects of the grammar of the language. These aspects are affixes, conjunction and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunction and word formation processes. It is expected that, knowledge in affixes for instance, will help learners to create new and correct verb tenses and be able to change the word class of a word. Also, it will help learners

to identify words, their meaning and grammatical functions. Knowledge of conjunctions in language will also help learners to connect several words, ideas and concepts together. This will offer learners the opportunity to build complex word structures and sentences that convey interesting messages. Again, it is expected that knowledge in word formation processes will increase learners' ability to acquire skills to decode and encode new words and also create new words for the naming needs of concepts. It is expected that teaching is differentiated for each learner to efficiently acquire knowledge in these essential language areas.



APPENDIX E: MID SEMESTER EXAMINATION

Nature of the paper

The mid semester exams paper would be made up of two sections. Section A and B. Section A will be made up of 20 multiple choice questions and section B, 4 essay type questions for learners to answer two. The questions would be selected from the topics taught for the first five weeks.

Resources needed

- A. Venue for the examination
- B. Printed examination question paper
- C. Answer booklet
- D. Scannable paper
- E. Wall clock
- F. Bell, etc.

Bimi nɔhyɛ ni

Mi gbami A: Sane bimi nɛ hɛɛ heto slɔɔtohi se heto kake pɛ nɛ da

Te pɛmingu he so tomi nɛ ɔmɛ a kpɛti no nɛ be Dangme mi nɛɛ?

- A. CV
- B. CVC
- C. VC
- D. V

Mi gbami B: Saneyo

Tsɔɔ nihi nɛ nyɛɛ se ɔmɛ a nya konɛ o ha nɔhyɛ ni enyɔɔnyɔ ke ha eko fɛɛ eko.

- i. pɛmingu
- ii. gbimikɔmi

Guidelines for setting test items

- A. Multiple choice
 - i. *The options should be plausible and homogeneous in content*
 - ii. *Vary the placement of the correct answer*
 - iii. *Repetition of words in the options should be avoided, etc.*
- B. Essay type
 - i. *Make the instructions clear*
 - ii. *Do not ask ambiguous questions*
 - iii. *Do not ask questions beyond what you have taught, etc.*

Hetohi

Mi gbami A: Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da

Te pɛmingu he so tomi ne ɔmɛ a kpɛti no ne be Dangme mi nɛɛ?

VC – 1 mark

Mi gbami B: Saneyo

A. Pɛmingu kalemi: E ji **munyungu mi gbami kake** ne hɛɛ **pɛlo kake** ne e ji **munyungu ɔ he ko** aloo le pe ji munyungu ɔ. **Pɛmingu maa hɛɛ pɛlo pɛmi** kake ne e ma nye hɛɛ pɛloku nge e he kpɛ aloo e se. **Pɛlo pe hu ma nye da si kaa pɛmingu.**

i. Award 5 marks if the key words in bold are featured in the definition.

ii. Award 4 marks if 4 of the key words features in the definition.

iii. Award 3 marks if 3 key words feature in the definition

iv. Award 2 mark if 2 key words feature in the definition

v. Award 1 mark if 1 key word features in the definition.

B. Gbimikɔmi ji **gbi no womi** aloo **e si bami** nge **aba jemi munyungu** komɛ aloo **demi komɛ** a no ne woɔ **sisi numi slɔto ke baa** munyungu ɔmɛ a he.

i. Award 5 marks if the key words in bold are featured in the definition.

ii. Award 4 marks if 4 of the key words features in the definition.

iii. Award 3 marks if 3 key words feature in the definition

iv. Award 2 mark if 2 key words feature in the definition

v. Award 1 mark if 1 key word features in the definition.

Heto mi hami kudɔmi daka

Otsi	Ni kasemi oti	Sane bimi slɔtohi	Ni lemi mi kuɔmi				Yibo tsuo
			1	2	3	4	
1	1. Pɛmingu	Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da	3	2	-	-	5
		Saneyo	-	1	-	-	1
2	1. Gbimikɔmi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da	4	1	-	-	5
		Saneyo	-	1	-	-	1
3	1. Ni sɛɛmi mi munyutso oti	Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da	2	2	-	-	4
		Saneyo	-	1	-	-	1
4	1. Ni kanemi vii 2. Ni kanemi ke mi kuɔmi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da	1	2	-	-	3
		Saneyo	-	-	-	-	0

5	He kplali	Sane bimi ne hɛɛ heto slɔtohi se heto kake pe ne da	1	2	-	-	3
		Saneyo	-	1	-	-	1
		Yibo tsuo	11	13	-	-	24

MI GBAMI 4: MUNYUKPɔFA/MUNYUKPɔ BLɔ Nɔ TOMI KE NI NGMAMI MI OKADIHI

Munyutso: **Gbi ke e he ni tsumi**

Munyutso setsɔ: **Mlaahi ne kudɔɔ gbi ɔ ngmami**

Ni kasemi tutuutu

1. *Mo wo juɛmi ne o na nge he kplali, tsali, munyukpɔfa ke munyukpɔ he ɔ konɛ o ke lo munyuzahi ne sisi numi nge a he.*
2. *Mo wo juɛmi ne o na nge munyungu ehe peemi ke ni ngmami mi okadihi a he ɔ konɛ o ke pee munyuzahi.*

Glɛnɔ mini

1. Mo je o juɛmi kpo nge bɔ ne a tsuɔ he kplali, tsali, munyukpɔfahi ke munyukpɔhi a he ni ha.
2. Tsɔɔ o juɛmi ke nihi a sisi numi nge munyungu ehe peemi, nigma okadi he ni tsumihi a he.

Hint



In Week 9 and Week 10, assign group performance and test of practical knowledge respectively. An example of assessment task is question 2 of key assessment level 3. Refer to **Appendix F** for a rubric to score learners' group performance

INTRODUCTION AND SECTION SUMMARY

This section continues with discussion on units of grammar of the language. Learners will be introduced to phrases, clauses and punctuation. They will learn about the phrase, its structure and types in the language. They will also learn about the clause and its types in the language. Additionally, they will learn about punctuation and its use. Knowledge in this will help learners to form meaningful sentences and other complex constructions. 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 phrases, clauses and punctuation and their role in language learning. The teacher is

encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 8: Phrases

Week 9: Clauses

Week 10: Punctuation

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students' learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities. This approach can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. Gifted and talented learners should be assigned additional tasks such as performing leadership roles as peer-teachers to guide classmates in having a deeper understanding of Ghanaian language concepts. Teachers are guided aid learners with pronunciation problems amongst other needs and skilfully resolve errors and misconceptions.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 8: Homework

Week 9: Group performance assessment

Week 10: Test of practical knowledge

*Refer to the “**Hint**” at the key assessment (Kamɩ pɔtɛɛ) for each week for additional information on how to effectively administer these assessment modes.*

Otsi 8

Ni kasemi mi nihi: MunyukpƆfahi a he ni tsumi nge Dangme mi.

He pɔtɛ 1&2: MunyukpƆfahi

MunyukpƆfa: MunyukpƆfa ji munyungu (aloo munyunguhi) nɛ a tsuɔ ni nge munyu ko mi nɛ sisi numi nge a he kakaaka kaa munyunguhi se sisi numi nɛ nya pi si be munyu ɔ mi. MunyukpƆfa hɛɛ yi nɛ sisi numi nge he. MunyukpƆfa yi ɔ ma nye pee biɛ, peemimunu, kalelɔ aloo miblekelɔ. MunyukpƆfa yi ɔ waa nɛ a kɛ lɛɔ munyukpƆfa slɔɔto nɛ munyukpƆfa a ji.

MunyukpƆfa nɔhyɛ ni komɛ:

tso, nyumu, e, tade ɔ, okplɔɔhi kɛ ekpa komɛ.

MunyukpƆfa slɔɔtohi: Wa maa kase munyukpƆfa slɔɔtohi enuɔ he ni. Mɛ ji biɛ munyukpƆfa, peemimunu munyukpƆfa, miblekelɔ munyukpƆfa, kalelɔ munyukpƆfa kɛ ngwɔhe munyukpƆfa.

Biɛ munyukpƆfa

Biɛ munyukpƆfa ji munyukpƆfa nɛ hɛɛ biɛ aloo bienanemidalɔ kaa munyukpƆfa a yi. Biɛ munyukpƆfa he ni tsumi nge munomuno.

a. Biɛ munyukpƆfa ma nye pee biɛ kake aloo bienanemidalɔ kake.

Nɔhyɛ ni

Biɛ munyukpƆfa	Biɛ munyukpƆfa blo nɔ tomi
Odumase	NP - N1
a	NP - PRO

Nge kekle nɔhyɛ nɔ ɔ mi ɔ, biɛ kake nge ni tsue kaa biɛ munyukpƆfa be mi nɛ heninegbɔlɔ piɛɛ we he tete. Bienanemidalɔ hu tsuɔ ni kaa biɛ munyukpƆfa kaa bɔ nɛ 'a' nge yi nɔ ɔ nge ni tsue ɔ.

b. Biɛ munyukpƆfa ma nye hɛɛ biɛ kɛ e he kplali. Enɛ ɔmɛ ji biɛ yi ɔ kɛ e he kalelɔ, bienanemidalɔ aloo ngwɔhebiɛ nɛ tsɔɔ biɛ yi ɔ e he so.

Biɛ munyukpƆfa	Biɛ munyukpƆfa blo nɔ tomi.
tade ngua	NP - N1 (ADJ)
awetɛ Nuɛte	NP - NP NP
amlalo ni tsuli	NP - (ADJ) NP NP
amlalo ni tsuli eywie ɔmɛ.	NP - AP NP NP (AP) (DET)
jokuɛ ɔ	NP - NP (DET)
nyumu nɔbutɛ ɔ.	NP - NP (ADJ) (DET)

Kofi se ɔ nɔ.	NP - NP (PP)
We gaga a	NP - NP (ADJ) (DET)

- c. Biɛ munyukpɔfa kɛ e he kaleli: Munyungu komɛ baa ngɛ biɛ munyukpɔfa yi ɔ hɛ kpɛ aloo e se nɛ wa tsɛɔ mɛ ke kaleli. Kaleli nɛ ɔmɛ ji munyunguhi, munyukpɔfahi aloo munyukpɔhi nɛ tuɔ biɛ ɔ he munyu aloo a tsɔɔ biɛ ɔ he so. Ke kalelɔ ɔ ba ngɛ biɛ ɔ hɛ kpɛ ɔ, a deɔ ke hɛ kpɛ kalelɔ nɛ ke e ba ngɛ biɛ ɔ se ɔ, a deɔ ke se kalelɔ. Behi ngɛ nɛ biɛ munyukpɔfa a hiɔ hɛ kpɛ kalelɔ kɛ se kalelɔ ɔ a kpɛti.

Nɔhyɛ nɔ ngɛ hɛ kpɛ kalelɔ nɔ

- i. Ye nyɛngua bi ɔ.

Hɛ kpɛ kalelɔ biɛ munyukpɔfa yi

Ngɛ nɔhyɛ nɔ ɔ mi ɔ, biɛ yi ngɛ munyukpɔfa a ji “**bi**” nɛ munyukpɔfa “**ye nyɛngua**” ji hɛ kpɛ kalelɔ nɛ ngɛ biɛ yi nɛ ji “**bi**” ɔ he so tsɔɔɛ. Munyukpɔfa a nɛ ngɛ nɔhyɛ nɔ ɔ mi ɔ ji biɛ munyukpɔfa a nɛ.

- ii. Oguaa ni kasemi he ni kaselɔ ɔ le ni.

Hɛ kpɛ kaleli biɛ munyukpɔfa yi

- iii. Adaa otimi ngɔɔ.

Hɛ kpɛ kalelɔ biɛ munyukpɔfa yi

Nɔhyɛ nɔ enyɔne ɔ tu ‘**kaselɔ**’ nɛ le ni ɔ he munyu ngɛ munyukpɔfa nɛ hɛɛ hɛ kpɛ kalelɔ ‘**Oguaa ni kasemi he**’ ɔ. Nɔhyɛ nɔ etɛne ɔ tu munyu ngɛ bɔ nɛ ‘otimi’ ɔ ngɔɔ ha a he. ‘Adaa’ tsɔɔ he pɔtɛɛ otimi nɛ ngɔɔ.

- i. Tade futaa gaga laa.

Biɛ munyukpɔfa yi se kalelɔ

- ii. Nyumu agbo tsutsu ɔ ba hiɛ.

Biɛ munyukpɔfa yi se kaleli

- iii. Apletsi yumu kpiti ɔ.

Biɛ munyukpɔfa yi se kaleli

Nɔhyɛ nɔ (i) tu ‘**tade**’ nɛ laa he munyu. ‘**Futaa gaga**’ peeɔ se kaleli nɛ a ngɛ tade ɔ kaleɛ. Nɔhyɛ nɔ (ii) tsu ‘**nyumu**’ ɔ he ni kaa munyukpɔfa yi. ‘**agbo tsutsu**’ ji munyunguhi nɛ a ngɛ munyukpɔfa yi ɔ he so tsɔɔɛ lɔ ɔ he ɔ, a peeɔ se kaleli. ‘Nyumu agbo tsutsu ɔ’ peeɔ biɛ munyukpɔfa. Nɔhyɛ nɔ (iii) tsu ‘**aplets**i’ he ni kaa munyukpɔfa yi nɛ ‘**yumu kpiti**’ ɔ peeɔ se kaleli.

Nɔhyɛ ni kɛ ha munyukpɔfa yi nɛ ngɛ hɛ kpɛ kɛ se kaleli a kpɛti.

- a. Gana amlaalo ni tsuli nikɔtɔmahi enyɔ ba hiɛ ɔ.

Hɛ kpɛ kalelɔ biɛ munyukpɔfa yi se kaleli

- b. Wa sukuubimɛ eywiɛ nɛ daa si ɔ na bua jɔmi.

Hɛ kpɛ kalelɔ biɛ munyukpɔfa yi se kalelɔ

Peemimunyu munyukpƆfa: E ji munyukpƆfa nɛ hɛɛ peemimunyuhi nɛ a bua nya. E ma nyɛ pee peemimunyu kake aloo dɛhe peemimunyu kɛ peemimunyu wali se dɛhe peemimunyu ɔ ji munyukpƆfa a yi. E ma nyɛ pee omine aloo ominewe peemimunyu.

Nɔhyɛ nihi

- ye
- kpe
- do

Peemimunyu munyukpƆfa ma nyɛ pee dɛhe peemimunyu ɔ kɛ peemimunyu wali. Nɔhyɛ nihi: ba be ya, maa ba, ma ba ye, ba be ya la:

Peemimunyu munyukpƆfa	MunyukpƆfa blɔ nɔ tomi
ba we	VP - V1 (NP)
yaa papaa we	VP - V1 (NP) (NP)
hi ye nɔ	VP - V1 (PP)
maa ba	VP - (AUX) VP
muɔ mi	VP - VP (NP)
nyɛɛ mlamlaamla	VP - VP (ADP)
e he ye	VP - NP VP VP

Miblekelɔ munyukpƆfa

E ji munyukpƆfa nɛ hɛɛ miblekelɔ kaa munyukpƆfa a yi. Miblekelɔ munyukpƆfa biɔ bimi kome kaa kɛ.... kɛɛ, mɛni he, mɛni, kɛ mɛni be mi. Miblekelɔ munyukpƆfa blekeɔ peemimunyu, kalelɔ aloo miblekelɔ ekpa kome a mi.

Nɔhyɛ ni

Miblekelɔ munyukpƆfa	MunyukpƆfa blɔ nɔ tomi
mlamlaamla	ADVP - ADV
nɔtonɔto basabasa	ADVP - ADV ADV
bleuu	ADVP - ADV
mɔbɔmɔbɔ bleuu	ADVP - ADV ADV

Kalelɔ munyukpƆfa

E ji munyukpƆfa nɛ hɛɛ kalelɔ kaa munyukpƆfa a yi. Kalelɔ munyukpƆfa kalelɔ biɛ kɛ bienanemidalɔ. Kalelɔ kake ma nyɛ da si kaa kalelɔ munyukpƆfa.

Kaleli nɔhyɛ ni kome ji nɛ ɔ nɛ: agbo, yumu, tsustu, futaa.

Nɔhyɛ nihi

Kalelɔ munyukpɔfa	Munyukpɔfa blɔ nɔ tomi
gaga	ADJP - ADJ
yumu lokotoo	ADJP - ADJ ADV
wedewede	ADJP - ADJ
tsutsu agbo	ADJP - ADJ ADV

Ngwɔhe munyukpɔfa

Ngwɔhe munyukpɔfa tsuo biɛ munyukpɔfa kɛ ngwɔhe ɔ he ni kɛ blaa.

Ngwɔhe munyukpɔfa	Munyukpɔfa blɔ nɔ tomi
okplɔɔ ɔ nɔ	PP - NP (N DET) PP
tsu ɔ se	PP - NP (N DET) PP
we ɔ he mi	PP - NP (N DET) PP
sɛ ɔ kasa nya.	PP - NP (N DET) PP

Munyukpɔfa blɔ nɔ tomi

Kaa bɔ nɛ wa kase kɛ be ɔ, munyukpɔfa blɔ nɔ tomi daa si nge munyukpɔfa nɛ o ngma a nɔ.

- Biɛ munyukpɔfa ma nyɛ pee biɛ kake ngmelu aloo bienanemidalɔ kake. A ma nyɛ yɔsɛ biɛmunyukpɔfa ke a je munyunguhi tsuo nɛ bɔle munyukpɔfa a kɛ ha sisi numi be mi nɛ a hyɛ we munyuza a nitɛ po.

Nɔhyɛ nɔ:

Ye nyɛwetɛ nɔkɔtɔma a ba we ɔ mi.

Biɛ munyukpɔfa

Biɛ munyukpɔfa nge munyuza a mi ɔ, ‘Ye nyɛwetɛ nɔkɔtɔma a’ ji munyukpɔfa a nɛ. Sisi numi nge munyukpɔfa a he ejakaa biɛ ‘nyɛwetɛ’ nɛ peeɔ munyukpɔfa yi ɔ piɛɛ demi ɔ he se ke o je munyukpɔfa yi ɔ kɛ je demi ɔ mi pɛ kɛkɛ sisi numi ɔ laa.

Munyukpɔfa he ni tsumi

- A kɛ jɛɔ juɛmi kpo.
- A yɛɔ buaa munyu tumi kɛ e ngmami.
- A kɛ jɛɔ demihi nɛ sisi numi nge a he ɔ kpo se sisi numi ɔ nya pi si.
- A haa nɛ munyuza kpa ko mi tsɔɔ.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ nɔ nɛ ji munyukpɔfa kɛ bɔ nɛ e je ekpa nge munyuza he.
2. Ngmaa munyukpɔfa slɔɔto etɛ nɛ o ha nɔhyɛ nihi etɛetɛ ha eko fɛɛ eko.
3. Ngmaa munyuza enyɔ konɛ o tsɔɔ munyukpɔfahi nɛ nge a mi.

PEDAGOGICAL EXAMPLARS

Problem-Based learning

1. Whole class activity
 - a. Discuss the meaning of phrases
 - b. Work together to describe the types (e.g., noun phrase, verb phrase, adverbial phrase etc.).
 - i. Diamond Nine
2. Mixed ability group activity
 - a. In mixed ability groups, form nine sentences (3 of each) with each of the types of phrases. Rank the sentences from most to least complex using the diamond nine approach.

Teacher should direct HP learners to lead their group in discussing the complexity of the sentences. Teacher should provide sentence-worksheet with pre-filled prompts to support AP learners to form their own sentences.

- b. Groups read the sentences aloud to the whole class for class discussion.

KAMI PƆTƐƐ

Nɔ kuɔmi 1 kami: Kpale de, Kpale pee / Kaimi

1. Moo sɛsɛ munyukpɔfa nɛ ɔmɛ a he.
 - a. Peemimunyu munyukpɔfa
 - b. Biɛ munyukpɔfa
 - c. Miblekelɔ munyukpɔfa

Nɔ kuɔmi kami 2: Ga lele kɛ ha ni kasemi sisi numi

1. Mo yɔsɛ munyukpɔfahi nɛ a po a sisi nge munyuza nɛ nyɛɛ se ɔmɛ a mi.
 - a. Awenyɛ Awomaa je kɛ yaa.
 - b. Tso ngua a nɔ si.
 - c. Tɛ ɔ nge tsu ɔ se.
 - d. E ngma ka a.
 - e. Sukuu bi ɔmɛ ha blɔ.

2. Moo kale munyukpƆfahi ne nge munyuza a mi ɔme.
 - a. Dugbate nge Dangme kasee.
 - b. Gana bɔɔlu fiami kuu ɔ ye manye.
 - c. Aniyo bi ɔ nɔ tso ɔ sisi.
 - d. Tsu ɔ se he.
 - e. Awenye Maku nge hwonyu hooe nge we ɔ mi.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

1. Ngmaa nɔhye ni enyɔɔnyɔ ke ha munyukpƆfa ne ɔme. Moo sese nɔhye ni ɔme a he kpitikipiti kone o tsɔɔ munyukpƆfa yi ɔ ke e he piɛeli ɔme.
 - a. Biɛ munyukpƆfa
 - b. Peemimunyu munyukpƆfa
 - c. Kalelɔ munyukpƆfa
 - d. Miblekelɔ munyukpƆfa
2. Ngɔɔ nɔhye ni ne o ngma amɛ ke pee munyuza enyɔɔnyɔ kone o po munyukpƆfa amɛ a sisi nge munyuza amɛ a mi.

Hint



- The recommended mode of assessment for Week 8 is homework. Refer to the key assessment for assessment tasks to assign homework.
- Mid-semester examination scores should be ready for submission to STP.

OTSI 9

Ni kasemi mi nihi: MunyukpƆ kalemi ke munyukpƆ slɔto ɔmɛ a he ni tsumi.

Ni kasemi oti 1&2: **MunyukpƆ slɔto ɔmɛ**

MunyukpƆ nya tsɔɔmi

MunyukpƆ ji munyunguhi nɛ a bla mɛ ke pee munyuza. E hɛɛ peelɔ ke peemi.

MunyukpƆ slɔto ɔmɛ

MunyukpƆ slɔto enyɔ nɛ ngɛ. Mɛ ji;

1. Dɛhe munyukpƆ: E ji munyukpƆ nɛ hɛɛ peelɔ ke peemimunyɔ nɛ e jɛɔ juɛmi nɛ nya pi si kpo.

Nɔhyɛ nihi;

- a. Wa ba.
- b. Tɛtɛ lɛ Dodowa.
- c. Ba!
- d. O maa ba lo?

Nɔhyɛ ni ɔmɛ tsuo hɛɛ sisi numi kake nɛ a ma nyɛ da si ngɛ a dɛhe lo ɔ he nɛ a tsɛɔ mɛ ke dɛhe munyukpƆ ɔ nɛ. Ngɛ enɛ ɔ he ɔ, wa ma nyɛ gba dɛhe munyukpƆ mi etɛ. Mɛ ji;

- a. **Demi:** E ji anɔkuale demi ko nɛ sisi numi ngɛ he. A ke jɛɔ anɔkuale kpo aloo a ke haa sɛgbi.

Nɔhyɛ ni

- i. *Kaawi fɔ we aniyo.*
- ii. *Wa maa ngma ka a Soha.*
- iii. *Ma nya dalɔ ɔ hia blɔ.*

Ngɛ kekɛ nɔhyɛ nɔ ɔ mi ɔ, wa na kaa *kaawi fɔ we aniyo* niinɛ. Nɔhyɛ ni enyɔnɛ ke etɛnɛ ɔ de wɔ ligbi nɛ *wa maa ngma ka a ke ma nya dalɔ ɔ nɛ hia blɔ ɔ.*

- b. **Bimi:** E ji munyuza nɛ biɔ sane nɛ hia heto. E ma nyɛ pee bimi nɛ hia ‘ee aloo dabi’ heto. Bimi ke ha nɔ ko e juɛmi nya munyu ɔ hia heto nɛ mi kuɔ se pi ‘ee aloo dabi’. A ke bimi ni ngmami mi okade gbeɔ bimi ɔ nya.

Nɔhyɛ ni

- i. *O ngɛ Ga lo?*
- ii. *Jije o yaa?*
- iii. *Mɛnɔ ji nyɛ tsɔɔlɔ?*

- b. **Fami:** E ji munyuza nɛ a kɛ faa nɔ aloo a kɛ slɔɔ nɔ ko. Fami munyuza hia we peelɔ. E sa nɛ peemimunu ɔ nɛ nɛ fami munyuza a mi ɔ nɛ hi amlɔbe benɔmimami mi. A woɔ ni ngmami mi okadi 'ngmlaa (!)' kɛ gbeɔ nya.

Nɔhyɛ nihi

- i. *Jee hiɛ ɔ!*
- ii. *Ba!*
- iii. *Hi si!*
- iv. *Tsɛ mi hwɔ!*

2. **Akplahe munyukpɔ:** E ji munyukpɔ nɛ be nyɛɛ si dami nɛ lɛ nitɛ e dɛ he kɛ je e sisi numi kpo. A ngɔɔ akplahe munyukpɔ kɛ piɛɔ dɛhe munyukpɔ ɔ he loko sisi numi jɛɔ kpo. Akplahe munyukpɔ woɔ tsali konɛ a kɛ tsa dɛhe munyukpɔ ɔ. Tsali nɛ ɔ ekomɛ ji akɛnɛ, se, kaa, konɛ, ke, benɛ, ke ji, ejakaa, kɛ ekpa komɛ.

Nɔhyɛ ni

- a. **Ke wa ya a,** e ma he eko.
Akplahe munyukpɔ
- b. **E ba mla** **akɛnɛ e na sika a.**
Akplahe munyukpɔ
- c. **Benɛ Kofi su leje ɔ,** a ho ngmɔ ɔ mi ya momo.
Akplahe munyukpɔ

Wa nɛ akplahe munyukpɔ slɔɔtohi etɛ. Mɛ ji kalelɔ akplahe munyukpɔ, biɛ akplahe munyukpɔ kɛ miblekelɔ akplahe munyukpɔ.

1. Kalelɔ akplahe munyukpɔ ji munyukpɔ nɛ kalelɔ biɛ. E jɛɔ sisi kɛ bimi bienanemaidali (nɛ, nɔ nɛ, jamɛ a, te mɛnɔ, tenɔ nɛ) aloo bimi miblekeli (mɛni be, jije aloo mɛni he je). E tsuo ni kaa kalelɔ. Munyuzahi nɛ nyɛɛ se ɔmɛ hɛɛ kalelɔ akplahe munyukpɔhi;

- a. I le nyumu ɔ **nɛ ba hiɛ ɔ.**
kalelɔ akplahe munyukpɔ
- b. Yo ɔ **nɛ juaa bo ɔ** ba.
kalelɔ akplahe munyukpɔ
- c. Ngɔɔ **jamɛ a womi ɔ nɛ o he ɔ** ha mi.
kalelɔ akplahe munyukpɔ

To he hɛ: Munyukpɔ ɔmɛ tsuo nɛ a po a sisi ɔ ji akplahe munyukpɔ ɔ nɛ.

2. Biɛ munyukpɔ ji dɛhe munyukpɔ nɛ tsuo ni kaa biɛ (nɔhyɛ ni; peelɔ, nɔnalɔ, nɔnalɔ setɔ, ngwɔhe tsɔɔlɔ kɛ peemi). Biɛ munyukpɔ kɛ kalelɔ munyukpɔ nɛ kaa nɔ nɛ pe a je a sibi se mi gbami nɛ nɛ a kpɛti ji kaa biɛ munyukpɔ ɔ woɔ biɛ ɔ ngwɔhe nɛ kalelɔ munyukpɔ ɔ daa biɛ ɔ nɔ kɛ jɛɔ juɛmi nɛ e nya ma si kpo.

Munyuzahi ne nyee se ɔme hee bie munyukpɔ

- a. **Jokue ɔ ba de wo ke** e na yi jemi womi.
Bie akplahe munyukpɔ
- b. Wa le kaa **Na la la a.**
Bie akplahe munyukpɔ

3. Miblekelɔ munyukpɔ ji munyukpɔ ne tsuo ni kaa miblekelɔ. E blekeɔ peemimunyuhɪ, kaleli ke miblekeli aloo munyuzahi a mi hulɔ. Munyuzahi ne nyee se ɔme hee miblekelɔ munyukpɔhi:

- a. E kai **be mi ne e je ni tsumi he ɔ.**
Miblekelɔ munyukpɔ
- b. **Ke wa gbe ni yemi ɔ nya a,** ma je.
Miblekelɔ munyukpɔ

Munyukpɔhi ne a poo a sisi ɔme tsuo peeɔ miblekelɔ akplahe munyukpɔhi.



NI KASEMI MI NI TSUMI

1. Tsɔɔ no ne ji munyukpɔ nya.
2. Ngmaa munyukpɔ slɔto ɔme kone o sese a he kpitikpiti.
3. Mo ha nɔhye ni enyɔɔnyɔ nge slɔto ɔme a no.

PEDAGOGICAL EXEMPLARS

Problem -Based learning

1. Whole class activity
 - a. Discuss clauses
 - b. Explain the types (e.g., main, subordinating clauses). *Teacher should pause explanation regularly to pose questions to measure learners' understanding so far, and also give room for learners to ask questions for teacher or P learners to answer. Direct questions to ensure a clear picture of all learners' progress.*

Collaborative learning

1. Mixed ability group:
 - a. Read passages from books or online and identify some types of clauses. *Teacher should choose material appropriate to the ability and interests of learners.*
 - b. Use the types of clauses identified in your own sentences.

Whole class activity

- Classify the clauses used in the example sentences create by other groups.
- Make a presentation for discussion

KAMI PƆTƆƆ

NƆ KUƆMI 2 KAMI: Ga lele kƆ ha ni kasemi sisi numi

- Mo wo mo nitse o munyunguhi kƆ tsɔɔ munyukpɔ nya.
- Moo kale munyukpɔ enyɔ ɔmƆ kƆ bɔ nƆ a je muno nge a sibi a he ha.
- Mo ha nɔhye ni etɛɛte nge munyukpɔ slɔɔto ɔmƆ nƆ o ngma a he.

NƆ KUƆMI 2 KAMI: Ga lele kƆ ha ni kasemi sisi numi

- Moo po akplahe munyukpɔ ɔmƆ a sisi nge munyuzahi nƆ nyɛɛ se ɔmƆ a mi.
 - E jua kuadaa nƆ a hoo ɔ.
 - I le jamɛ a Mawu ɔ nƆ i he ye nge e mi ɔ.
 - Ke aniyo ti ɔ, e hwɔɔ hwɔ.
 - Ke jua maa wo ɔ, e jeɔ sisi kƆ jeɔ mɔtu.
 - Jamɛ a tsɔɔɔ ɔ nƆ i suɔ e sane ɔ ma.
- Ngɔɔ nihi nƆ nyɛɛ se ɔmƆ kƆ wo dɛhe munyukpɔ kƆ akplahe munyukpɔ mi.
 - O ba lo?
 - Je jua we lo?
 - O le lɛ
 - Hiɛ ɔ i nge
 - Ba
 - Ke hiɔmi nge nƆ ɔ
 - Ngmaa kƆ fɔ si
 - Sukuu yami nge buajɔ
 - Ke e ba a
 - Tse lɛ ha mi

NƆ KUƆMI 3 KAMI: Yi mi susumi pɔtɛɛ

Ngɔɔ munyuzahi kƆ ha demihi nƆ nyɛɛ se ɔmƆ a heto. Moo tsɔɔ munyukpɔ aloo munyukpɔhi nƆ nyɛɛ se ɔmƆ a he so.

Nɔhye nɔ

Yo ɔ nge tsui yee kaa e bi ɔ nge nyɛɛe mlamlaamla: gbɔɔ nyɛɛmi ɔ mi! (dɛhe munyukpɔ-e sa nƆ yo ɔ nƆ ha demi nƆ e mi tsɔ kɔnɛ bi ɔ nƆ nu sisi nƆ e ko ya sɛ nyagba mi.)

- Tsɔɔlɔ ɔ nɛ hlae nɛ kaseli ɔmɛ nɛ a kpa huhui ɔ kpami nɛ sukuu tsu ɔ mi nɛ a bu lɛ tue.
- Nɔ helɔ ɔ bi nihi nɛ nɛ tsuapo ɔ mi ɔ a nya.
- Jibifono ɔ bi nɛ o de lɛ nɔ nɛ o nɛ pee lingmi Hɔ ɔ.
- O nɛ nyazia ehe kpo jee.

Hint



The recommended mode of assessment for Week 9 is group performance assessment. An example of assessment task is question 2 of key assessment level 3. Refer to **Appendix F** for a rubric to score learners' performance

Otsi 10

Ni kasemi tutuutu: Sese ni ngmami mi akadihi a he (Nɔhye ni: nyata, akɔnya, kaa, nyataakɔnya ke ekpa kome) ne o tsu a he ni nge munyuzahi a mi.

He pɔɛ 1&2: **Ni ngmami mi okadihi**

Ni ngmami mi okadi sisi tsɔɔmi: A ji okadihi ne a ngɔ ke gbaa munyuzahi, munyukpɔhi, munyukpɔfahi ke munyunguhi a mi ke ha sisi numi kpo jemi.

Ni ngmami mi okadi slɔtohi ke a ni tsumi.

Nyata (.) ke e ni tsumi

1. A ke gbeɔ munyuza nya ke tsɔɔ kaa munyuza a ba nyagbe.

Nɔhye ni

- a. Adi ye ni.
- b. Ofoenye juaa otimi.
- c. Afungu/Ahleu ɔ ta.
- d. Jiklɔɔtse ji mo.

2. A ke gbaa munyuzahi a mi nge demiyo aloo saneyo ko mi.

Nɔhye ni

- a. Ni ɔme ba. A ke mangoɔ lɔle kake ba. A ke ba ke sukuu ɔ. A ma gba ngo ha sukuubi ɔme tsuo. A ma ha tsɔɔli ɔme hulɔ. Sukuu nɔ hyelɔ ɔ hu ma na eko.

3. A ke poɔ munyunguhi ne a po a nɔ kpiti

Nɔhye ni

- a. U.C.C.
- b. G.C.B.
- c. Adaa S.H.S
- d. G.B.C

4. A ke gbeɔ ayaade adeta munyuhɔ a nya.

Nɔhye ni

- a. Kofi ke, “O he nge feɔ saminya”.
- b. Yo ɔ de meti ɔ ke, “Koo ju mi, pi ja ne a he ɔ”.

Akɔnya (,) ke e ni tsumi

1. A ngɔ akɔnya ke gbaa nihi ne a to a nya nge munyuza mi ɔ mi. Ni ne ɔme ma nye pee munyunguhi, munyukpɔhi aloo munyukpɔfahi nge munyuza ko mi.

Nɔhyɛ ni

- a. A ke wɔ womihi, sɛhi, okplɔɔhi, ningmatsohi ke tsopahi.
 - b. Ni yemi, mahe hwɔmi ke nɔ he munyu tumi pɛ a le.
 - c. Ke nye sume ɔ, wa maa kpale ke ho.
2. A ke gbaa adlɛɛsi mi.

Adaa S.H.S,
P.O. Box 28,
Adaa.

Kaa (:) ke e ni tsumi

1. A tsuɔ kaa he ni ke a yaa to nihi a nya ke tsɔɔ nɔ ko nɛ a de ke sɛ hlami.
 - a. Ke o maa pee flɔɔ ɔ, e sa nɛ o na ni komɛ: ɔɔ, amoo, kuadaa, lo ke ekpa komɛ.
 - b. Dangmeli a he hiɛ: Adaali, Kloli, Seli, Nugoli, Gbugblaali, Osuli ke Kpomli.

Nyataakɔnya (;) ke e ni tsumi

1. A ke blaa dehe munyukpɔhi nɛ hɛɛ juɛmi kake.
 - a. Ni komɛ tɛni ni; ni komɛ hu ngma ni.
 - b. I ya Ablotsi; Kɔɔtemɛ ya Naijilia; Amateme ya Itali.
2. A ke gbaa nihi nɛ a to nya mi.
 - a. Koodinyɛ juaa ni babauu; doti, kpa, abui, otoono, anago jale, zomi, gigelokoto, tapioka, ngmɛ nu, agɔmetaku, ke ekpa komɛ.

Asinɔko/ajenɔkohe (') ke e ni tsumi

1. A tsuɔ enɛ ɔ he ni ke a si pɛmi ko ngɛ munyu tumi ɔ mi.
 - a. O nɛ o'ɛ
2. A ke tsɔɔ nɔtsɛ
 - a. Kofi nɔ yi Kofi nɔ 'i.

Ayaade adeta (“ ”) ke e ni tsumi

1. A ke kadio nɔ nya munyu tutuutu. A ke ayaade (“”) jeɔ nɔ nya munyu ɔ sisi nɛ a ke adeta (”) gbeɔ nya. A ke jeɔ nɔ nya munyu tumi ke jeɔ munyu kpa amɛ a he ngɛ munyu ko mi.
 - a. Amate ke, “Ye ahima a ya wo ke je hiɛ ɔ, e bɛ”.
 - b. Adowa ke, “I li be nɛ i ma yemi nɛ ma fo nabo he ya”.
 - c. Ateplɛɛ ke, “Muɔ ni peeɔ mi se i be ngmɔngmɔ he nɛ ma gba ma”.

2. A ke jeɔ munyu kpiti ne he hia kpo ke jeɔ munyu kpa ame a he.
 - a. I kane “Je mi bami kpakpa” womi ɔ.
3. A ke kadio munyu ko ne e je gbi kpa mi ne a ngma le tutuutu kaa ja nge Dangme munyu ko mi ɔ.
 - a. Amelika Plesidenti ɔ si hihe ji “White House” ne Gana Plesidenti ɔ si hihe ji “Jubilee House”.
 - b. Wa nge jehi babauu. Ekome ji “Mercury, Vernus, Mas, Jupita” ke ekpa kome.

Abla (-) ke e ni tsumi

1. A ngɔɔ abla (-) ke tsɔɔ nihi enyo a bɔmi.
 - a. Wa yaa sukuu Hɔegbi-Soha.
 - b. Kane 20-30.
 - c. Bɔ ne sukuu ɔme a kedimi ba nyagbe ji ne ɔ ne:

Adaa S.H.S	-	80
Osudoku S.H.T.S	-	87
Ofankɔɔ S.H.S	-	68
La S.H.S	-	32

2. A ke woɔ bie enyo ne a tseɔ me ke blaa a kpɛti.
 - a. Tɛɛ-Muno
 - b. Ajewi-Na-Sikatse
 - c. Akufo-Ado

Kla (()) ke e ni tsumi

1. A ke buaa nihi a nya ke tsɔɔ nɔ ko sisi’

Nɔhyɛ ni

- a. Kosi he tso yibli fuu (akutu, paya, ngme, blefota/atɔtɔ, go ke mango)
2. A ke tsɔɔ munyungu aloo munyukpɔfa ne a ke pie munyu ko he ke ti sisi numi mi ɔ nya.

Nɔhyɛ ni

- a. Nimli yumuhi a je ɔ hyi tɔ ke sika sɔuu (sika tsu, sika hio, akɔblee, nu, kokoo, hwe tso ke ekpa kome)

Blɔba (-) ke e ni tsumi

Enɛ ɔ tsuɔ ni kaa bɔ ne akɔnya (,) ke kaa (:) tsuɔ ni ɔ pɛpɛpɛ

Nɔhyɛ ni

- E ke abofu he munyu ɔ nɔ – oo dabi.
- O susu kaa ma de nɔ ko lo – kpaoo!

Agbatso (/) ke e ni tsumi

- A ke tsɔɔ tsakpa aloo bɔmi nge munyunguhi a kpɛti.

Nɔhyɛ ni

- Sɛnɔhilo/Nɛnɛmɛ ke Nanamɛ/Amlaalo Nanemidalɔ/Odehehi a bimɛ/Yihi ke Nyumuhi, mwɔnɛ ɔ ji ligbi ngua ke ha wa ma nɛ ɔ

Ngmlaa (!) ke e ni tsumi

- A ke kadio he numi pɔtɛɛ

Nɔhyɛ ni

- Kuete, Ba hiɛ!
- Ao! Nyɛ ni nge mɔbɔ.
- Eii! Kooditɛ ɔ ke ji nɛ ɔ?

Sane bimi (?) ke e ni tsumi.

- A ke kadio sane bimi munyuzahi.

Nɔhyɛ ni

- Mɛni nyɛ nge pee nɛ ɔ?
- O ke jije a mami ho nɛ we ɔ mi tsuo pee basaa kike nɛ ɔ?
- Mm! Mɛni hwonyu ji nɛ ɔ: to lo hwonyu aloo ala lo hwonyu?

Tuumi (...) ke e ni tsumi

- A tuo munyuza aloo munyukpɔfa aloo yibɔ ke yaa ekpa nɔ se sisi numi ɔ laa we.

Nɔhyɛ nɔ

- Wa kane jokuewi ɔmɛ nge tsu ɔ mi: kake, enyɔ, etɛ, eywie, ...lafa etɛ.
- A ke tuo nya munyu ke a sume nɛ a de nɔ fɛɛ nɔ nge nya munyu ɔ mi.

Nɔhyɛ ni

- Nakuɔ ke e nla nɛ ... E kpa munyu ɔ tumi nɛ e na tsɔɔlɔ nɔkɔtɔma a nɛ ma a.



NI KASEMI MI NI TSUMIHI

- Moo tsɔɔ ni ngmami mi okadihi etɛ a ni tsumi.
- Ngɔɔ ni ngmami mi okadi etɛ nɛ o ngma a ke ngma munyuzahi nɛ da.

PEDAGOGICAL EXEMPLARS

Problem-based-learning

1. Whole class activity

- Discuss punctuation marks and explain at least five of them. (*Teacher should make regular checks of class understanding by directing questions to individuals or asking learners to explain back to them in their own words*)
- Discuss diacritics in your language
- Use at least five diacritics in word formation (where applicable in the language).

Group work/collaborative learning

- Mixed ability group (*Teacher should direct HP learners to support AP learners*):
Punctuate a given text correctly.

Talk for learning approaches

1. Whole class activity

Make a presentation for discussion. *Task learners with different abilities to give detailed presentations and/or summarised presentation*

KAMI PƆTƆƆ

Nɔ kuɔmi 1 Kami: Kpale de, Kpale pee / Kaimi

- Moo tsɔɔ ni ngmami mi okadi sisi.
- Mo de se namihi kaa etɛ he je nɛ a tsuo ni ngmami mi okadihi a he ni ngɛ gbi ko mi.

Nɔ kuɔmi 2 Kami: Ga lele kɛ ha ni kasemi sisi numi

Moo ngo ni ngmami mi okadihi enuo nɛ o tsɔɔ a sisi ɔ kɛ ngma munyuzahi.

Nɔ kuɔmi 3 Kami: Yi mi susumi pɔtɛɛ

Moo ngo ni ngmami mi okadihi kɛ wo demiyo nɛ ɔ mi konɛ demiyo ɔ nɛ da.

Nge Eskimobi a susumi nya a la kake pɛ nɛ nge je ɔ mi tsuo Nɔmoyo ko nɔ ji la nɛ ɔ Nɔmo ɔ nge bi nyumu ko Nyɔnyɔɔnyɔ kɛ piapiaapia tsuo ɔ nɔmo nɛ ɔ kɛ e bi nyumu ɔ huɔ la nɛ ɔ mi nɛ e ko gbo ejakaa ke a hui la a mi nɛ e gbo ɔ la be zugba a nɔ he ko he ko hie hu

Nihi tsuo suɔ la se Eskimono ko pɛ lɛɛ e sume la saasaa. Nɔ nɛ e suɔ ji nyute aloo snoo E suɔmi nya ji kaa nyute nɛ ha je ɔ tsuo nɛ nihi tsuo nɛ a gbo konɛ je ɔ ba plɛ lɛ pɛ e nɔ

Ligbi ko ɔ nɔmoyo nɛ ɔ ba nu hiɔ nɛ lɔ ɔ he je ɔ e nɛ we la a mi humi hu Ke e bi nyumu ɔ pɛ nge la a mi hue ɔ e deɔ kɔnɛ

*Ligbi ko ne bi nyumu ne ɔ de kɔnɛɛ nge la a he ne e he ke e tsɛɛ ɔ la a gbo E fɔ ya
yuuyuuyu ne e de ke aoo la a gbo ne nimli tsuo hu ma gbo*

Hint



The recommended mode of assessment for Week 10 is test of practical knowledge.

SECTION 4 REVIEW

This section has discussed phrases, clauses, punctuation and diacritics. Their structure, types, functions and their use in the language have also been also looked at. It is expected that knowledge in this will help learners to form meaningful sentences and other complex constructions in the language, so far as the teacher employs interactive pedagogical strategies, resources, differentiation and assessment strategies to support individuals' learning needs.



APPENDIX F: RUBRICS FOR SCORING THE PERFORMANCE ASSESSMENT

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Content knowledge	Identifying all four clauses	Identifying three clauses	Identifying two clauses	Identifying one clause
Communication Skills	Showing 4 of the skills e.g. Audible voice, Keeping eye contact, Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 3 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 2 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 1 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture
Team work	Exhibit 4 of these <i>Contributing to the group.</i> Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 3 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 2 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 1 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility

MI GBAMI 5: SANEYO KE SISI JEMI

Munyutso: **Gbi ke e he ni tsumi**

Munyutso setsɔ 1: **Saneyo.**

3. Sisi tsɔɔmi ke sisi jemi

Ni kasemi tutuutu

1. Ngmaa nya sami saneyohi, sipitsihi ke atiklihi kledɛɛ kome.
2. Ngmaa majua sɛ womi ke pijua sɛ womi kledɛɛ kome.
3. Mo wo yi mi tomi oti nɛ nge demiyohi a mi ke je demiyohi a sisi ke je gbi kake mi ke ya gbi kpa mi.

Gɛ nɔ minihi

1. Tsɔɔ aloo je o juɛmi ke nile kpo nge nya sami saneyo, sipitsi ke atikli ngmami he.
2. Tsɔɔ aloo je o juɛmi ke nile kpo nge lɛtɛhi aloo sɛ womihi a ngmami he.
3. Mo wo yi mi tomi oti nɛ nge demiyohi a mi ke je demiyohi a sisi ke je gbi kake mi ke ya gbi kpa mi.

Hint



The End of Semester will be conducted in Week 12. Refer to **Appendix G** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.

INTRODUCTION AND SECTION SUMMARY

This section discusses composition writing/development. It looks at the concept of composition, types of composition and how to compose essays. The essay types discussed under this section include argumentative essays. It focuses on its features such as, stance-taking, accuracy, logical presentation, etc. The section also talks about speech and article writing. 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 each of them. Learners will learn the concepts first, discuss the meaning of speech and article writing, then the features will be added. They will be introduced to classroom activities that promote GESI. This section is essential for learners not only in the context of Ghanaian language studies but

also establishing links with related subjects such as English language. The section equips learners with the requisite skills of developing good essays, speeches and articles on given topics in the Ghanaian language of study. The second part of this section is the concept of translation. Learners will be introduced to the skills of effective translation and types of translation. The teacher is encouraged to meet the learning needs of learners as well as to develop their critical thinking skills.

Weeks covered by the section are:

Week 11: Composition writing

Week 12: Formal and Informal letter

Week 14: Translation

SUMMARY OF PEDAGOGICAL EXAMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Problem-based learning involves the whole class discussing essay writing taking into consideration the types. Learners discuss argumentative essays focusing on the features. Group work and collaborative learning will see learners write a three-paragraph argumentative essay on a given topic in groups and collaborate to find solutions to problems and concepts. Whole classwork will also form part of the lessons, allowing learners to develop self-confidence. For the gifted and talented learners in the class, teachers are encouraged to assign them higher tasks and to direct them to perform leadership roles as peer teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to aid learners with SEN.

ASSESSMENT SUMMARY

A variety of assessment modes should be carried for the three weeks under this section to ascertain learners' levels of performance in the concepts to be covered. It is essential for teachers to conduct these assessments promptly to track learners' progress effectively. You are encouraged to administer these recommended assessments for each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

Week 11: Debate

Week 12: End of Semester examination

Week 13: Practical assessment

*Refer to the “**Hints**” for additional information on how to effectively administer the assessment modes for the STP.*

OTSI 11

Ni kasemi mi nihi

1. *Ngmaa nya sami saneyohi.*
2. *Ngmaa sipitsi ke atikli.*

Ni kasemi Oti 1&2: **Saneyo ngmami.**

Juemi nge saneyo he

Saneyo ngmami ji blo no ne saneyo ngmalɔ toɔ saneyo ko ngmami blo nya. Saneyo ngmami mi ketse jemi blo no tomi eywie ɔme ne a tu he munyu ke be ɔ ji kalemi, amaniebo, peemiblonɔ ke nya sami saneyohi. Saneyo kpakpa ngmami jee blo no tomi slɔtohi a no ne a guɔ ke ngmaa me ɔ mi.

Saneyo slɔtohi

Saneyo slɔto ɔme ji;

1. **Kalemi saneyo:** Ene ɔ biɔ kaseli ne a kale no gu, adesa, he, no ne a pee hye, he numi, no ko ne ya no ke ekpa kome.
2. **Amaniebo saneyo:** Ene ɔ ji saneyo ne tuo no ko e ni lemi he munyu. A guɔ nyazia siami blo no tomi ɔme a no ke gblaa kaseli a juemi ke baa saneyo ɔ he.
3. **Peemiblonɔ saneyo:** Saneyo ne ɔ haa blo ne kaseli ne a gbɛ si nge juemi ko he, a hla anɔkuale ɔ, a kpa anɔkuale ɔ mi kone a sa nya nge munyutso ɔ he nge blo ne da no.
4. **Nya sami saneyo:** Ene ɔ peeɔ si gbemi pɔtee, anɔkuale, mi kuɔmi ke amlɔ mi munyuhɔ ke fi nya sami ɔ se.

Nya sami saneyo nɔhye nihi.

1. Moo tsɔɔ no ne he nge se nami wawee: tsɔɔlo aloo dɔkita.
2. Ngmo hulo ke dɔkita a, menɔ he nge se nami wawee nge ma a mi?
3. Sukuu ne kaseli hwɔɔ sukuu ɔ ke sukuu ne kaseli jee we mi ke baa sukuu ɔ, tenɔ ne hi nee? Moo tsɔɔ o da he nge munyutso ne ɔ he kone o sa nya ke fi o da he ɔ se.
4. Tenɔ ne o suɔ nee? Sukuu ne nyumuhi ke yihi tsuo yaa sukuu ɔ aloo sukuu ne nyumuhi pe aloo yihi pe nge sukuu ɔ. Tsɔɔ o da he nge munyutso ne ɔ he kone o sa nya ke fi o da he ɔ se.

Nya sami saneyo blo no tomi.

Nya tsɔɔmi

Nya blimi

1. Jee sisi ke bimi aloo demi ne ma tse tue buli a juemi se ke ba munyutso ɔ no.
2. De nihi ne sa kaa tue buli ɔme ne a le.

3. Mo de demi kome ne ma wa ke je nya sami munyutso ɔ kpo.

Munyutso ɔ mi kukuhi:

1. Je munyutso oti ɔ kpo, kone o fi se ke demihi ne ma wa o nya sami ɔ.
2. Mo wo nihi ne a maa na ke hengme ke fi o nya sami ɔ se.
3. De no ko ne maa he mo ke je kuku kake no ke se kuku ne ma tsa no ɔ mi.
4. Je munyutso ekpahi kpo nge nya sami ɔ mi kone o ngo nihi ke fi a se.
5. Je munyutso ekpa ko ne o ma nye ke gbe o nyemi koli silo ɔ munyu ɔme a he gue.
6. Moo ngo nchye nihi ne sa ke tsɔɔ o gbi jami ɔ nya ke tsɔɔ kaa nihi ne o nge de ɔ nge mi niine nge blo fee blo no.
7. Moo gbe o nyemi koli silo ɔ demi ɔme a he gue ekohu kone o ti nihi ne o de ke fi o da he ɔ se ɔ mi ke muo nya sami ɔ nya.

Nya muomi

1. Moo ti munyutso oti ɔ mi.
2. Moo tsɔɔ o da he ɔ ekohu.
3. Ha tue mi ngɔmi munyuza ke muo nya sami ɔ nya.



Ni Kasemi Mi Ni Tsumihi

1. Moo tsɔɔ nya sami saneyo nya kone o tsɔɔ e ngmami blo no tomi ɔme.
2. Mo wo ni seemi munyutso oti ne kɔɔ sukuu he kone o ngma nya sami saneyo ke fi munyutso ɔ se aloo ke si munyutso ɔ.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion
 - a. Learners recall real-life scenarios of arguments and discuss it among themselves.
 - b. In pairs, learners are assigned different roles on an issue to argue Using the role-play just performed, class discusses argumentative essay and its features.
 - c. Learners ask/answer questions to consolidate their knowledge about argumentative essay and its features.

Collaborative learning

2. Mixed ability group (*Direct HP learners to assist AP learners*):
 - a. Put learners into mixed ability groups to discuss and argue on a given topic.
 - b. Groups use their discussion to write a three-paragraph argumentative essay on the given topic.

(Topic could be selected from values such humility, patriotism, loyalty, etc. and energy efficiency, environment, etc.) Teacher should encourage all learners to participate fully in the lesson. Teacher should offer assistance to groups that may need help.

Whole class presentation

- a. Groups present their works to the class for their peers to review and provide feedback on each group's essay.
- b. Further questions/answers are provided for more information and further explanation.
- c. Questions that could be asked/answered may include:
 - i. How does the topic influence the use of evidence and reasoning in the essay?
 - ii. Analyse how the speaker/writer addresses potential counterarguments. Is it effective? Why or why not?
 - iii. What are some potential limitations or biases in the speaker/writer's argument?
 - iv. How do these impact the overall effectiveness of the essay?
 - v. How does the speaker's/writer's tone contribute to the overall persuasiveness of the argument? Etc.

KAMI PŌTĒĒ

Nɔ kuɔmi 3 Kami: Yi mi susumi pŏtĒĒ

1. Moo ngo blɔ nɔ nĒ a guɔ kĒ ngmaa nya sami saneyo kone o tsɔɔ o da he nĒ o ngma nya sami saneyo ngĒ munyutso nĒ ɔmĒ a kpĕti kake nɔ.
 - a. Kaseli kami ngĒ nɔ nĒ a leɔ nɔ peeɔ blɔ kpakpa kĒ ha ni kasemi.
 - b. Nihi nĒ a yi mi pue ɔ, a nine suɔ yi mi pueli a hiɔ tsami nɔ.
 - c. Okua yemi gbugbuugbu ɔ nyɛɔ gbɔɔ je tsuo niye ni he nyagba nɔ.

Nɔ kuɔmi 4 kami: Yi mi susumi vii

1. Sa nya kĒ si demi nĒ ɔ kaa: "Sukuuhi nĒ kaseɔ jemisikpami, ga lele, ijinieli kĒ akɔtaa (STEM) hi pe nɔ peemi aloo 'Art' ni kasemi sukuu ɔmĒ." Moo ngo nɔmimami munyuhi kĒ fi o da he ɔ se.
2. Sa nya kĒ ma demi nĒ ɔ nɔ mi kaa: 'Okua yemi gbugbuugbu nyɛɔ gbɔɔ je tsuo niye ni he nyagba nɔ' Ngɔɔ nɔmimami munyuhi kĒ fi o da he ɔ se.

Ni Kasemi Oti 3&4: **Sipitsi ke Atikle Ngmami**

Sipitsi ke Atikle Sisi Tsɔɔmi

Sipitsi

Sipitsi ngmami ji blɔ nɔ nɛ a woɔ sɛ gbi kɛ haa kanelɔ be mi nɛ a tsu ni ngmami mi okadi ɔmɛ a he ni kɛ gbi ɔ lomi saminya. Slɔto tsɔ be sipitsi ngmami kɛ amaniebɔ saneyo ngmami a kpɛti.

Atikle

E ji blɔ nɔ nɛ a ngmaa saneyo kɛ haa nihi babauu kɛ guɔ oposidehi a yemi kɛ buami mi. Oposide nɛ ɔmɛ ya peeɔ wa glafiki, magazi, jɔnali kɛ ekpa kɔmɛ.

Bɔ nɛ a ngmaa sipitsi ha.

Ke o yo o tue buli ɔmɛ, o munyutso oti ɔ, nihi nɛ o kɛ ma fi munyutso ɔ se kɛ klama ‘itanɛti’ nɔ yami ta a, e su benɛ o maa ngma sipitsi ɔ. Ni eywie nɛ ɔmɛ a nɔ o maa da kɛ ngma sipitsi ɔ;

1. **Ngami:** Hiɛ ɔ ji he nɛ o ma nga tue buli ɔmɛ nɛ o maa tsɔɔ o he so. Mo nya tue buli ɔmɛ a he.
2. **Nya tsɔɔmi:** Bɔɔ mɔde nɛ o kpa munyutso oti ɔ he bo kɛ ha tue buli ɔmɛ.
3. **Munyutso ɔ:** E sa nɛ o le nihi tsuo nɛ o ma de kɛ kɔ munyutso ɔ he.
4. **Nya muɔmi:** Be fɛɛ be ɔ, mo si nɔ ko nɛ tue buli ɔmɛ nɛ a hi he susue.

Atikle nɔhyɛ nɔ

Tsɔɔli kɛ huɛmɛ, i ngaa nye tsuo! Mwɔnɛ ɔ ya peeɔ “Je ɔ tsuo he wami nami ligbi”. Ami Amanɔte, i kɛ nye maa sɛɛ ni nge se nami nɛ nge daadaa he mi kami nɔ. E sa nɛ adesa nɛ hi ka nɔ kɔnɛ e hi he wami. Wa mwɔnɛmwɔnɛ ɔ si himi, je mi bami kɛ he jɔmi nɛ wa na a plɛ ɔɔ pee angmalehi nɛ enɛ ɔ pee nyagba nge wa nɔmlɔ tso he wami nami mi. Wa ma nye je angmale si himi nɛ ɔ mi ke wa ma wo wa he kɛ wo nɔmlɔ tso he wami nami nihi a mi. Nihi deɔ ke nɔ sisi jemi yee. Ye nyɛmi, jee sisi mwɔnɛ ɔ nɛ o kɔni mi ko jɔ/wo nyu.

Bɔ nɛ a ngmaa atikle ha

1. Mo hla o munyutso ɔ. Munyutso nɛ o ma nye tsu he ni saminya nge atikle kake ngmami mi.
2. Mo susu nihi nɛ a maa bu tue ɔ he. Mɛni bimihi nɛ ni ɔmɛ nge bie nge munyutso ɔ he?
3. Mo bua anɔkuale ɔmɛ kɛ nihi nɛ he hia amɛ a nya.
4. Ngmaa yi mi tomi ɔmɛ kɛ a nya tomi ɔmɛ.
5. Ngmaa atikle ɔ.
6. Kane mi nɛ o dla e mi tɔmi ɔmɛ.

Atikle nɔhye nɔ

Je gbi he se namihi ke ha ni kasemi

Kaa Sinio Hai ni kaseli ɔ, nyee ke gbi slɔtohi kpeɔ nge nye daadaa si himi mi ke jeɔ gbi ɔ tumi nge wekuli a he mi ke ya siɔ e kasemi nge sukuu tsu mi. Nye hi si ne nye susu se namihi ne nge Dangme gbi ɔ kasemi nge nye sukuu ɔme a mi he gblee lo?

Si gbemi tsɔɔ kaa ni kaseli ne a he be nge a je gbi tumi mi ɔ bɔɔ a he mɔde wawee nge ni kanemi ke ni ngmami mi. Ene ɔ baa mi ejakaa o je gbi ɔ tumi saminya a nge kaa sisi tomi nɔ ko ne ma wa mo ke kase gbi kpahi ke nihi a sisi numi.

Ke piɛe he ɔ, nɔ ko e je gbi ɔ tumi saminya a yeɔ buaa ne e nuɔ e kusumi nihi a sisi ke he ne le nitse e je ɔ mi tso. Gbi ke kusumi ne nyeeɔ. Ke nɔ ko nyeeɔ tuɔ e je gbi ɔ, e leɔ he ne e pue ke je ne ene ɔ yeɔ buaa ne e naa e kusumi nihi a he buajɔ.

Ke tsa nɔ ɔ, ni kasemi tsɔɔ kaa kaseli ne tuɔ a je gbi ɔ saminya a, a juɛmi nya blio, a kaio nɔ saminya ne a susuɔ nɔ he mla ke hlaa tsaba ha nɔ peepee ko. Ene ɔ baa mi akenɛ kaseli ɔme a je gbi ɔ ji nɔ ne nge a juɛmi nɔ ke ha nihi a he susuɔ ke a blo nya tomi.

Nyagbe ɔ, nɔ ko e je gbi tumi ɔ yeɔ buaa ke haa sukuu ni kasemi blo nya tomi, kusumi lemi ke juɛmi nya wami. Kaa nihi ne a nge ni kasee nge Sinio Hai sukuu ɔ, e he hia kaa nye bua maa jɔ ne nye maa fua nye je gbi kasemi ɔ wawee bene nye nge gbi kpahi hu kasee ɔ kone nye juɛmi nya ne bli ke wo ni kasemi nihi a he. Nimeli de ke, 'Je gbi mi ne a nlaa nge'.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ sipitsi saneyo ngmami nya.
2. Moo tsɔɔ atikle saneyo ngmami nya.
3. Moo sese sipitsi ke atikle saneyohi a blo nɔ tomi ɔme a he.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

- a. Class uses concept cartoon/mapping to discuss the features of speech and articles writing.

2. Group work/collaborative learning.

- a. In a mixed- ability group learners write a three-paragraph speech/ article on given topics. *Direct HP learners to guide AP learners.*

3. Whole class activity

- a. Each group makes a presentation for class discussion.

Teachers should encourage all learners to take active part in the group discussions.

KAMI PɔTɛɛ

Nɔ kuɔmi 2 Kami: Ga lele ke ha ni kasemi sisi numi.

Moo sɛsɛ sipitsi ke atikle saneyohi a blɔ nɔ tomi ɔmɛ a he.

Nɔ kuɔmi 4 Kami: Yi mi susumi vii

Ngmaa sipitsi aloo atikle nɛ hɛɛ maa pee kuku etɛ nɛ se namihi nɛ nɛ hehi nɛ nihi slaa si ke ya hyɛɔ a fɛu ni nɛ ɔ he.

Otsi 12

Ni kasemi mi nihi

1. *Ngmaa majua se womi.*
2. *Ngmaa pijua se womi.*

Ni Kasemi Oti 1&2: **Pijua Se Womi ke E He Blɔ Nɔ Tomi ɔme.**

Pijua se womi

Pijua se womi ji se womi ne a ngmaa nge no ko kledɛɛ ko he ke ya haa nihi ne a pi jua bime ne e nyeeɔ blɔ nya tomi pɔtɛɛ kome a no. A tsuɔ pijua se womi he ni nge gbi ne hee lile mi kɔmi ke ha blɔ nya kome aloo nikɔtɔma kome.

Ni kome nge pijua se womi ngmami mi.

1. Moo je sisi ke ngami ko kaa Heminyamitse, Kpokpa no hyelɔ, Ye tsɔɔɔ ke ekpa kome.
2. Mo tsu gbi ne hee lile mi kɔmi he ni ne o ko je abofu ke gbɛbi peemi kpo.
3. Moo nyee blɔ no tomi pɔtɛɛ ko no: adlɛɛsi, be (deti), no ne letɛ ɔ yaa e ngo ɔ e adlɛɛsi, ke se womi yi.
4. Mo tsu he si bami munyuhɛ, animosa glɛ kpakpa ke ni ngmami mi okadi kpakpahi a he ni.
5. Ke okadi he so ko nge ɔ, tsu he ni.
6. Moo muɔ letɛ ɔ nya ke gbi tso kaa “O sukuu no”, “O kpokpa a no no”, “Ami kaseli a nya dalɔ” ke ekpa kome. Wo sisi nine kone o ngma o biɛ.

Pijua se womi blɔ no tomi.

1. **Letɛ ngmalɔ ɔ adlɛɛsi:** Letɛ ngmalɔ adlɛɛsi ɔ hiɔ hiɔwe nge hiɔ no.
2. **Be (deti):** Enɛ ɔ ji ligbi ne o nge letɛ ɔ ngmae. E hiɔ adlɛɛsi ɔ sisi tutuutu..
3. **No ne ngo ne letɛ ɔ yaa adlɛɛsi:** No ne ngo ne letɛ ɔ yaa a e biɛ aloo e blɔ nya ke e adlɛɛsi hiɔ muɔ no nge hiɔwe.
4. **Ngami:** Ngami ne sa a ekome ji ne ɔ ne (Heminyamitse: Kpokpa no hyelɔ, Ye tsɔɔɔ, ke ekpa kome).
5. **Yiti/Oti/Yi:** Yiti aloo oti ne tsɔɔ no he je ne o nge letɛ ɔ ngmae nge ji no ne maa ba hiɛ ɔ. A ngmaa lɛ ke ningma okadi nguahi. Enɛ ɔ peeɔ sɛgbi ɔ no domi kpiti.
6. **Nya blimi:** A ngɔɔ demi kome ne he hia ke bliɔ se womi ɔ nya ke tsɔɔ no he je ne a nge se womi ɔ ngmae nge.
7. **Kukuhɛ:** Yi mi tomi fɛɛ ko ne o ma je kpo ɔme yeɔ buaa ɔ, e sa ne e hee lɛ nitse e kuku. Kuku ɔme yeɔ buaa se womi kanelɔ ɔ ke nuɔ nihi ne o nge de ɔ sisi saminya.
8. **Nya muɔmi:** Nge letɛ ɔ nyagbe ɔ, e sa ne letɛ ngmalɔ ɔ ne muɔ letɛ ɔ nya ke nɔmimami

To he he: Nge pijua se womi ngmami mi ɔ, e sa ne lete ɔ mi ne tsɔ ne e hi e gle nɔ. Bɔɔ mɔde kaa o ma tsu gbitso ne he hia he ni kone o tsu blɔ nɔ tomi ne a ke ngmaa pijua se womi ɔ he ni tutuutu.



NI TSUMIHI

1. Sese he ke tsɔɔ nɔ ne ha se womi ko peeɔ pijua se womi.
2. Ngmaa ne o tsɔɔ pijua se womi blɔ nɔ tomi ɔme a nya kone o ha nɔhye nihi.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class
 - a. Revise essay writing taking into consideration the types.
 - b. Discuss features of formal letter (e.g., address, date, salutation, etc.)
 - c. Make a presentation on the features of formal letter to the class.
 - d. Peers will assess the accuracy and clarity of the presentations and give constructive feedback. *Teacher may need to model how to give constructive feedback.*

Group work/collaborative learning

1. In mixed-ability group
 - a. Write an at least three-paragraph formal letter on given topics taking into consideration the features of formal letter and rules of writing. The topic should be selected from cultural values (e.g., faithfulness, hard work, truthfulness), STEM, GESI, energy efficiency, environment, etc. *Teacher may need to provide templates or useful phrases for AP learners.*

KAMI PɔTEɛ

Nɔ Kuɔmi 2 Kami: Ga lele ke ha ni kasemi sisi numi

Moo sese pijua se womi ngmami blɔ nɔ tomi ete he.

Nɔ kuɔmi 3 kami: Yi mi susumi pɔteɛ

Ngmaa se womi ya ha nye ma mi matse ɔ, ne o de le ni ete kome ne nye hia nge ma a mi.

Nɔ kuɔmi 4 kami: Yi mi susumi vii

Ngmaa se womi ke ya ha nye kpokpa a nɔ hyelɔ kone o sese tsakemi ete ne ba nge nye ma a mi lingmi ne ɔ he. Tsakemi ɔ ne pee nɔ yami ke si gbeemi nihi.

Ni kasemi oti 2: **Majua se womi**

Majua se womi

Majua se womihi ji se womihi ne a ngmaa ke haa hueme aloo wekuli aloo paka mi bi. E mi munyu ome nge kaa majua munyuh. A nyeo paleo sablaihi ke se biehi nge e ngmami o mi.

Ni kome ne koo majua se womihi a he.

1. Se womi ngmal o adlgesi o hio hio we nge hio no.
2. Be/ligbi/deti hio adlgesi o sisi.
3. A jeo sisi ke ngami kaa, Awenye Maku, Ye hue, ke ekpa kome keke o ngo akonya ke ba.
4. Moo ngma no kpiti ko ke tsoo no he je ne o nge se womi o ngmae nge ke bli se womi o nya.
5. Mo tsu kukuhi a he ni.
6. Moo muo lete o nya ke gbitso kaa (Imi o bi, O nyemi, O hue ke ekpa kome).

Majua se womi he blo no tomihi

1. **Lete ngmal o adlgesi:** Lete ngmal adlgesi o ji no keke ne o maa ngma. O maa ngma ene o nge hio we nge hio no. E sa ne o ngma adlgesi o mluku kone ke e maa hi o, o ngo GPS adlgesi o ke piee he nge mwonemwone o si himi tsakemi nya a he..
2. **Be (deti):** Ene o ji ligbi ne o nge lete o ngmae. E baa nge adlgesi o sisi.
3. **Ngami:** Ngami kome kaa 'Ye mami', 'Ye nyewetse', 'Nyeko Baake', 'Papakuao', 'Alistoto (Sablaihi)' ke ekpa kome ji no ne o ma nye tsu a he ni.
4. **Nya blimi:** Gbitso he ni ne o ma tsu o, e sa ne e pee no ko ne lete kanelo o ma na he buajo. O ma nye tsu munyungu kome a he ni ke o ngma lete o ke yaa ha o hue se o be jame a munyungu ome a he ni nyeee ma tsu ke o ngma ke yaa ha o weku nokotoma ko.
5. **Sisi nine womi:** Blo potee ko be ne a ke woo majua lete sisi nine se mohu e jeo no ne ngo ne lete o yaa a. Bo ne a woo sisi nine o ekome ji ne o ne:
 - a. O suolo kpakpa
 - b. O boco
 - c. O bele
 - d. O siklite
 - e. O nyemi
 - f. O bi
 - g. O seno
6. **Bi:** Ene ome a se o, o maa ngma o bie.

To he he: Ngε majua sε womi ngmami mi ɔ, gbitso he ni nε a tsuɔ ya peeɔ nɔ yi mi nɔ. A ji sε womihi nε a ngmaa kε haa nihi nε wa le mε kaa huεmε, wekuli kε paka bi. Tsɔɔlɔ ɔ nε le kaa kaseli ɔmε a juεmi nya wami ɔ sɔε.



NI KASEMI MI NI TSUMIHI

1. Sεsε he kε tsɔɔ nɔ nε haa sε womi ko peeɔ majua sε womi.
2. Ngmaa nε o tsɔɔ majua sε womi blɔ nɔ tomi ɔmε a nya.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class activities

- a. Through questions and answers, learners revise the knowledge acquired from formal letter writing.
- b. Teacher targets HP learners to summarise the responses.
- c. Learners discuss features of informal letter (e.g., sender's address, date, salutation, etc.). *Assign roles to AP, P and HP learners in the discussion.*
- d. Learners make presentations on the features of informal letters to the class.
- e. Teachers clarifies and correct learners' mistakes.

Group work/collaborative learning

1. In mixed-ability groups

- a. Groups write an informal letter to a friendtelling them about their holiday. AP learners to compose address of an informal letter, P learners compose salutation and introduction. Whilst HP learners write at least a three-paragraph informal letter on given topics All learners should read the completed letter and discuss its content as a group.
- b. *Teacher provides letter writing work sheet to support AP learners*

2. Whole class activity

- a. Learners present their work to the class.
- b. Peers listen to the presentations and assess them based on clarity, accuracy and how many features are covered.
- c. Teacher asks learner's questions to summarise the learning. *Teachers should direct questions to learners based on ability.*

KAMI PŌTĒ

Nɔ kuɔmi 2 Kami: Ga lele ke ha ni kasemi sisi numi

Sese majua se womi ngmami blɔ nɔ tomi ete he.

Nɔ kuɔmi 3 Kami: Yi mi susumi pŏtĒ

Ngmaa majua se womi nge munyutso ne nyee se ne ɔ nɔ.

“Ngmaa se womi ke ya ha o hue ne o fɔ le nine ke ba o fɔmi ligbi yemi gbijlɔ ɔ.”

Nɔ kuɔmi 4 kami: Yi mi susumi vii

Ngmaa majua se womi nge ‘O hue fɔmi ligbi yemi gbijlɔ ko’ nɔ.

Ke o ngma se womi ɔ gbe nya a, ngmaa nɔ kpiti ko ke tsɔɔ munyungu oti kome ne o tsu a he ni ɔ sisi ne o ke ma nɔ he je ne o tsu jame a munyungu ɔme a he ni ɔ nɔ mi.

Hint



The Recommended Mode of Assessment for Week 12 is **End of Semester Examination**. Refer to **Appendix G** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.

OTSI 13

Ni kasemi mi nihi

Tsu munyu sisi jemi blo nya tomi ke je gbi kake mi ke ya gbi ekpa mi he ni. (munyungu ke ha munyungu, sisi numi tutuutu, sisi je mi faa ke ekpa kome.)

Oti / Ni Kasemi Oti 1&2: Sisi Jemi

Sisi jemi

Enε ɔ tsɔɔ bɔ nε a ma je munyu ko sisi ke je gbi kake mi ke ya gbi ekpa mi. Gbi mi nε munyu nε a ma je sisi ɔ nge ɔ ji **kekke gbi** (source language) nε gbi mi nε a ma je munyu ɔ sisi ke ya a peeɔ **gbi enyone** (target language).

Munyu sisi jemi

Sisi jemi tsɔɔmi ɔ hiaa blo nɔ tomi pɔtεε nε ma tsɔse kaseli ke ha nɔ he kpami, sisi numi, ke munyu ɔ sisi jemi ke je kekke gbi mi ke ya gbi enyone mi. Nihi nε nyεε se ɔmε peeɔ e he blo nɔ tomihi:

1. **Sisi jemi nihi a nya tsɔɔmi:** Tsɔɔ slɔɔto nε nge sisi jemi ke nya tsɔɔmi a kpɛti ke se namihi nε nge kusumi nε kɔɔ gbi ɔ he ɔ he.
2. **Dla kaseli ke ha ni kanemi mi ketsehi:** Bɔɔ mɔde kaa kaseli ma nyε kane kekke gbi ɔ saminya nε a nu sisi hulɔ.
3. **Munyu he kpami:** Tsɔɔ kaseli nε a yo demiyo ɔ, gbitso, nɔ he je ke nihi nε a maa bu tue ɔ saminya.
4. **O he nε hi ketsehi nε a ke jeɔ demiyo sisi nɔ:** Ekome ji:
 - a. Sisi jemi gu ke sisi jemi gbajaa
 - b. Gbi ɔ he kusumihi
 - c. Gbi mi ɔ woli a he ni tsumi
 - d. Munyuhɛ ke a sibi a he tomi
5. **Sisi jemi he mi kami:** Jee sisi ke munyu kpiti kone o tsa nɔ ke munyu nε nya ka bɔɔ.
6. **Sisi jemi dadε:** Wo kaseli he wami nε a je munyu ɔ sisi bɔ nε sa pe nε a ma je sisi kekke.
7. **Tsu juemi klamahi a he ni:** Tsu klamahi nε ma wa ke ha nɔ sisi jemi ɔ he ni se e sa nε o tsɔɔ kaseli bɔ nε a ma ple ke tsu klama amε a he ni ha.
8. **Nɔ ke nɔ mi nylɔmi ke juemi kpo jemi:** Wo kaseli he wami nε a nylɔ a nyemi kaseli ekpa amε a sisi jemi ɔ mi kone a je a juemi kpo nge he.
9. **Tsa nɔ ke munyu pɔtεεhi:** Mo tsa nɔ ke munyu pɔtεεhi (nɔhye ni; mlaa, hiɔ tsami, ga lele) ke kase a he ni kone o he nε be nge mi.

10. Gɛjɛmi womi kɛ ha ni kasemi nɔ tsami: Tsɔse kaseli kɛ ha juɛmi nya wami konɛ o wo mɛ he wami nɛ a tsa nɔ nɛ a ka a he mi ngɛ munyu sisi jemi ɔ mi. Lɔ ɔ ma ha a he maa be ngɛ munyu sisi jemi mi.

Yɔse kaa: Bɔɔ mɔde nɛ o ni tsɔɔmi ɔ kɛ kaseli a juɛmi nya wami ɔ nɛ sɔ konɛ o wa kaseli ɔmɛ ngɛ a ni kasemi ɔ mi.

Sisi jemi slɔɔtohi:

Sisi jemi slɔɔtohi nɛ ngɛ. Ekome ji:

- 1. Womi nɔ sisi jemi:** Enɛ ɔ peeɔ munyungu nɔ dami kɛ ha sisi jemi se pi munyutso ɔ.
- 2. Sisi jemi faa/gbajaa:** Enɛ ɔ ya peeɔ munyu mi zɔ woli a he ni tsumi kɛ je munyu sisi nɛ haa sisi numi ɔ kɛ gbimikɔmi ɔ jeɔ kpo paa.
- 3. Sisi jemi ngɛ kusumi glɛ nɔ:** Je munyu ɔ sisi nɛ e kɛ gbi enyɔne ɔ kusumi glɛ nɔ nɛ sɔ.
- 4. Sisi tsɔɔmi tutuutu:** Ngɛ sisi jemi ɔ mi ɔ, bɔɔ mɔde kaa munyutso nɛ ngɛ kekle gbi ɔ mi kɛ gbi enyɔne ɔ nɛ sɔ.
- 5. Sisi tsɔɔmi:** Enɛ ɔ ji gbi nya jemi ngɛ buami he kome kaa kpe peemi, kojomi he, sɔlemi kɛ ekpa kome.
- 6. Sisi jemi kɛkɛ:** Enɛ ɔ ji blɔ nɔ nɛ a jeɔ munyu ɔ sisi kɛkɛ. Yi mi tomi nɛ a kɛ ngma a laa. A nyɛɔ nɛ a woɔ ni ɔmɛ a he ngo aloo a jeɔ munyunguhi nɛ a he hia amɛ ngɛ mi. Enɛ ɔ haa nɛ sisi numi tutuutu ɔ tsakeɔ.
- 7. Yi mi tomi nɛ ko laa:** Yi mi tomi nɛ a kɛ ngma munyutso ɔ nɛ ko laa ngɛ gbi nɛ o ngɛ sisi jee kɛ yaa mi ɔ mi. E hia nɛ o hyɛ munyutso ɔ, yi mi tomi ɔ, tue buli kɛ henɔ munyunguhi.

Yɔse kaa: Sisi jemi slɔɔtohi ngɛ se waa maa hyɛ enɛ ɔmɛ pɛ amlɔ nɛ ɔ.

Sisi jemi he ni tsumi.

Yɔse Kaa; Tsɔɔlɔ ɔ nɛ ha demiyo ko ngɛ Aflaane gbi mi konɛ a je sisi kɛ ba Dangme mi.

Moo je sisi kɛ demiyo nɛ mi he wɛ kɛ ha kaseli ɔmɛ konɛ o ngo nɔ nɛ mi he wa ba ha mɛ pee se.

Sisi jemi he ni tsumi ɔ ekome ji nɛ ɔ nɛ.

- 1. Munyuza kpokploo:** Je munyuza kpokploo sisi kɛ je Aflane gbi mi kɛ ba Dangme mi. Moo hyɛ animosa glɛ nɔ be mi nɛ o ngɛ sisi jee ɔ. (*Kai kaa Aflaane gbi ɔ maa pee kekle gbi nɛ Dangme ɔ maa pee gbi enyɔne*).
- 2. Munyuhɛzawoli:** Moo ka o he mi ngɛ munyu mi zɔ woli, munyungu babɛɛhi kɛ munyukpɔfahi a sisi jemi mi.
- 3. Kuku kpitihi:** Je kuku kpitihi a sisi nɛ sisi numi ɔ nɛ je kpo paa.
- 4. Sisi jemi ngɛ yi mi pɔtɛɛ ko he:** Je munyu ko sisi ngɛ yi mi pɔtɛɛ ko he, (Nɔhyɛ ni; mlaa, hiɔ tsami, ga lele) kɛ kase munyungu kɛ demi ehehi.

5. **Kpo nɔ sisi jemi:** Je demi komɛ kaa asilɛ, nyazia kpitikpitihi a sisi konɛ e ye bua mo nɛ o kase gbi he ni tsumi, kɛtsɛ jemi kɛ hɛnɔ munyunguhi a sisi jemi.
6. **Amanɛbɔ sanɛhi:** Je amanɛbɔ sanɛhi a sisi tutuutu konɛ e ye bua mo kɛ kase demiyo sisi jemi kɛ gbi ɔ he ni tsumi.
7. **Ni sɛɛmi:** Je ni sɛɛmi sisi. (Nɔhyɛ ni; ni enyɔ a ni sɛɛmi, nɔ nya mi tami kɛ ekpa komɛ). Enɛ ɔ maa ye bua mo kɛ kase bɔ nɛ a jɛɔ nɔ kpa nya mi munyu kɛ gbimikɔmi he ni nɛ e ma tsu ɔ sisi.
8. **Sisi jemi kɛ a bi a he tomi:** Ngɔɔ o sisi jemi ɔ kɛ to o nyɛmi nɔ he, (nɔhyɛ ni; sisi jemi tutuutu kɛ klama nɔ sisi jemi) konɛ e wa mo kɛ dla o nɔ ɔ.
9. **Nɔ nitɛ sisi jemi:** Ngmaa demiyo ko nɛ gbi kpa mi konɛ o je sisi kɛ ba Dangme mi. Enɛ ɔ maa ye bua mo kɛ kase nɔ sisi jemi saminya.
10. **Nɔ kɛ nɔ mi nylɔmi:** O kɛ o nyɛmi nɛ tsake nyɛ sisi jemi ɔmɛ konɛ nyɛ je nyɛ juɛmi kpo nɛ a he. Enɛ ɔ ma ha nyɛ he maa be nɛ munyu sisi jemi mi.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ nɔ nɛ ji munyu sisi jemi.
2. Ngmaa sisi jemi slɔto etɛ.
3. Sɛsɛ sisi jemi slɔto etɛ he.
4. Sɛsɛ ni etɛ komɛ nɛ sa hyɛmi ke o nɛ demi ko sisi jee.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity
 - a. Teacher leads learners to revise the rules of interpretation through questions and answers.
 - b. Teacher leads the discussion of translation by asking HP learners to define translation. Allow P/AP learners to redefine the definition in their own understandings.
 - c. Teacher tasks learners to mention at least one feature of translation (e.g. Cultural competence, communicative situation, Knowledge of the lexicon in both languages, use of correct registers, etc.). Teacher then leads the discussion focusing on feature.
 - d. Teacher tasks learners to mention at least one type of translation.
 - e. Teacher leads HP/P and AP learners to discuss some types of translation (e.g., word-for-word, meaning based, unduly free, etc.).

Group work/collaborative learning

2. Mixed ability group

- a. In mixed ability groups, learners read a text of about 200 words (*text should be chosen to align with students interests and be a suitable GESI topic*) and translate it from the source to a target language. Assign the following roles;
 - i. Task HP learners to lead the groups to read and take notice of topic sentence and identify various ideas in the text.
 - ii. Task P learners to write the identified ideas.
 - iii. Task AP learners to read the identified ideas out for clarification.
- b. Learners in mixed ability group translate the text from the source language to the target Ghanaian language ensuring the use of appropriate registers and ensuring that it makes sense..
- c. Learners make a presentation of their work for discussion under the guidance of teacher where P and AP learners will read the given text in the source language and the HP learners will read the translated target language.

3. Individual work

Individual learners translate a one paragraph text from a source language to a targeted language. Encourage learners to respect each other's' views.

Text should be chosen to align with students interests and be a suitable GESI topic.

Some key words and/or context may need to be provided for AP learners.

KAMI PɔTɛɛ

Nɔ kuɔmi 2 Kami: Ga lele ke ha ni kasemi sisi numi

1. Ngmaa ne o tsɔɔ sisi jemi slɔto kome a nya.
2. Sese sisi jemi munomuno eywie he.
3. Sese sisi jemi blo tomi ɔme a he.

Nɔ kuɔmi 3 Kami: Yi mi susumi pɔtɛɛ.

1. Je demiyo ne hee munyunguhi maa pee lafa ete (300) aloo ne hie pe ja sisi ke ba Dangme nyaii mi.
2. Kane o sisi jemi ɔ ke ha nye tsu mi bi ɔme.

SECTION 5 REVIEW

This section covered indicators that were taught in weeks eleven, twelve and thirteen. Learners were to compose argumentative essays and compose speeches and articles. They were also supposed to compose informal and formal letters. Moreover, learners were to apply translation types to translate texts from a source to target language. Some types of translation

were also considered. These were: word-for-word, meaning based, unduly free, etc. To help learners demonstrate the skills of composition and translation, teachers were encouraged to use effective and varied pedagogies. Learners were encouraged to share opinions and ideas amongst themselves to help them exhibit the skills of composition on given topics bordering local and global issues. Translation skills and strategies were also taught to enable learners develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters as well. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

The end of semester exams paper would be made up of two sections. Section A and B. Section A would be made up of 40 multiple choice questions and Section B will be made up four parts. Part I will be on essay writing where learners will choose one essay question among four questions. Part II will be on Language and usage where learners answer ten questions for 10. Part III will be on comprehension. Learners will read a passage and answer 5 questions. Part IV will be on translation. The questions for the end of semester exams should cover all topics taught from week 1 to 11.

Resources needed

- A. Venue for the examination
- B. Printed examination question paper
- C. Answer booklet
- D. Scannable paper
- E. Wall clock
- F. Bell, etc.

Guidelines for setting test items

A. Multiple choice

- i. The stem should be clearly written,*
- ii. The options should be plausible and homogenous in content*
- iii. Vary the placement of the correct answer*
- iv. Repetition of words in the options should be avoided, etc.*

B. Essay type

- i. Make the instructions clear*
- ii. Do not ask ambiguous questions*
- iii. Do not ask questions beyond what you have taught, etc.*

Bimi nɔhyɛ ni

Mi gbami A: Sane bimi nɛ hɛɛ heto slɔɔtohi se heto kake pɛ nɛ da

1. Te pɛmingu he so tomi nɛ ɔmɛ a kpɛti nɔ nɛ be Dangme mi nɛɛ?

- A. CV
- B. CVC

C. VC

D. V

2. Ke o hye he kplali a ni tsumi ɔ, nihi ne nyee se ne ɔme a kpeti te no ne a ma nye ke wo he kplali a sisi nee?

A. Munyungu gle no tsakemi

B. Munyungu gle no hami

C. Munyungu gle no mitimi

D. Munyungu gle no tutuutu

Mi gbami B: Sanezo

Tsoɔ nihi ne nyee se ɔme a nya kone o ha nɔhye ni enyɔɔnyɔ ke ha eko fee eko.

i. *He kplali*

ii. *Munyungu bami/babee*

Heto mi hami kudomi daka

Otsi	Ni kasemi otihi	Sane bimi slɔtohi	Ni lemi mi kuɔmi				Yibo tsuo
			1	2	3	4	
1	1. Pɛmingu	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	-	-	-	1
		Sanezo	-	-	1	-	1
2	1. Gbimikɔmi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	-	1	-	-	1
		Sanezo	-	-	1	-	1
3	1. Ni sɛɛmi mi munyutso oti	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	-	1	-	-	1
		Sanezo	-	-	-	-	0
4	1. Ni kanemi vii 2. Ni kanemi ke mi kuɔmi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	1	1	-	3
		Sanezo	-	-	-	-	0
5	1. He kplali	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	-	-	1	-	1
		Sanezo	-	-	-	-	0

6	1. Tsali	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	2	-	1	-	3
		Saneyo	-	-	1		1
7	1. Munyungu ehe peemi blɔ nɔ tomi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	1	2	-	4
		Saneyo	-	-	-	-	0
8	1. Munyukpɔfahi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	2	1	1	-	4
		Saneyo	-	-	1	-	1
9	1. Munyukpɔ ke e slɔto ɔmɛ	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	1	1	-	3
		Saneyo	-	-	-	-	0
10	1. Ni ngmami mi okadihi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	4	2	1		7
		Saneyo	-	-	1	-	1
11	1. Saneyo	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	2	2		5
		Saneyo	-	1	-	-	1
12	1. Pijua sɛ womi ke e suhi	Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da	1	1	1	-	3
		Saneyo	1	1	1	-	3
	Yibɔ tsuo		15	13	17	0	45

Hetohi

Mi gbami A: Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da

A. Te pɛmingu he so tomi ne ɔmɛ a kpɛti te nɔ ne be Dangme mi nɛɛ?

VC – 1 mark

B. Ke o hyɛ he kplali a ni tsumi ɔ, nihi ne nyɛɛ se ne ɔmɛ a kpɛti te nɔ ne a ma nyɛ ke wo he kplali a sisi nɛɛ?

Munyungu glɛ nɔ tsakemi – 1 mark

Mi gbami B: Sanezo

- a. He kplali ji **munyunguhi aloo pemihi** ne a ke **pataa/pieɛɔ** munyungu ko e **sisije** aloo e **nyagbe** he ke naa **munyungu ehe**.
- i. Award 4 marks if the key words are featured in the definition.
 - ii. Award 3 marks if 5 of the key words feature in the definition.
 - iii. Award 2 marks if 3-4 key words occur in the definition.
 - iv. Award 1 mark if 1-2 key words occur in the definition.
- b. Munyungu bami/babɛɛ ji munyungu **ehe peemi** blɔ nɔ tomi ne gbi ko **baa** munyunguhi ke jeɔ **gbi kpahi** a mi ke **ba pieɛɔ** a munyungu ɔmɛ a he ne a tsuɔ jamɛ a munyungu ehe ɔmɛ a he ni nge **kekle gbi** ɔ mi.
- i. Award 4 marks if the key words are featured in the definition.
 - ii. Award 3 marks if 5 of the key words feature in the definition.
 - iii. Award 2 marks if 3-4 key words occur in the definition.
 - iv. Award 1 mark if 1-2 key words occur in the definition

MI GBAMI 6: YO HE NI TSUMI KUSUMI

Munyutso: **Kusumi ni peemihi ke Ma nɔ yemi**

Munyutso setsɔ 1: **Kusumi ni peemihi**

Ni kasemi tutuutu: Ngɔɔ gba hami kusumi peemi nge ma kpahi nge Gana a ke to a bi a he ne o tsɔɔ aba jemi ke slɔtohi ne nge a mi ne o hla mwɔnemwɔne ɔ tsakemihi ne nge bae nge kusumi ne ɔ peemi mi.

Glɛnɔ mini: Dangme kusumi gba si himi sisi numi ke to ma kpahi a nihi a he.

Hint



Individual Project Work should be assigned to learners by the end of Week 14. Ensure that the project covers several learning indicators and spans over several weeks. Also, develop a detailed rubric and share with learners.

INTRODUCTION AND SECTION SUMMARY

This section covers weeks 14-16. It discusses marriage as a traditional institution and a cultural rite. Learners will be introduced to the concept of traditional marriage and marriage rites. They will learn about the significance of marriage, types of traditional marriages and the processes involved in performing marriage rites in traditional societies. Learners will also learn how marriages are performed in other cultures and some contemporary trends affecting traditional marriage rites. Knowledge in this will help learners to acquire some cultural knowledge regarding marriages. It will help in the preservation of culture, transmission of culture and promote moral uprightness. It will again help understand the emerging trends related to marriage. The section will further help learners obtain the appropriate registers to communicate effectively. This section is essential for learners to be grounded in Ghanaian language and culture. The section equips learners with foundational knowledge and functional understanding of cultural studies regarding marriage rites. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. *(It should be noted that discussions here are limited to a few cultures. Teachers should teach what pertains in their culture)*

The weeks covered by the section are:

Week 14: The concept of Marriage and its significance

Week 15: Performance of Marriage in other cultures

Week 16: Marriage and some modern trends

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings, role-play and whole class activities. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for learners to work in groups to promote collaboration, find and evaluate research materials to promote life-long learning. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to take care of learners with pronunciation problems and skilfully resolve misconceptions and errors.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 14: Dramatisation

Week 15: Case Study

Week 16: Research

*Refer to the “**Hint**” at the key assessment (Kamɩ pɔtɛɛ) for additional information on how to effectively administer these assessment modes.*

OTSI 14

Ni kasemi mi nihi: Sese gba hami kusumi ɔ he nɛ o tsɔɔ e he se nami nge Dangme kusumi ke blɔ nɔ tomihi a mi.

He pɔtɛɛ 1 & 2: **Gba**

Nge mlaa ke kusumi nya a, gba ji nyumu ke yo a nɔ kpleemi kaa a maa hi si kaa huno ke yo.

Gba hami kusumi blɔ nya tomi

Gba hami aloo yo he ni tsumi ji kusumi nɛ a peeɔ ke maa nɔ mi kaa nyumu ke yo ba ple pee huno ke e yo. Nge Gana a, tsapi huno ke yo ɔ pe he nɛ gba mi semi kusumi nɛ ɔ kɔɔ se e kɔɔ nyumu ɔ weku ke yo ɔ weku tsuo he. Nyumu ɔ nge e tsɛ se weku ke e nyɛ se weku nɛ ja ke nɛ yo ɔ hu nge e nyɛ se weku ke e tsɛ se weku. Enɛ ɔ maa nɔ mi kaa gba kake hami ke solemi ɔ tsaa weku gbajaa kakaaka eywie.

Gba ke gba hami kusumi he se namihi

Se nami kome nge gba ke gba hami kusumi he ji kaa:

- i. *E baa kusumi yi.*
- ii. *E tsɔɔ kusumi ke haa yi nɔ bime.*
- iii. *E ke bu ke agboje baa.*
- iv. *E tsɔɔ je mi bami ke si himi kpakpa.*
- v. *E haa bime peeɔ weku mi bime ngmingmiingmi.*
- vi. *E ke bɔmi ke si himi kpakpa baa.*
- vii. *E ke kake peemi, he piɛ pomi ke yemi ke buami baa.*

a. Kusumi yi baami

A daa kusumi nɔ ke haa gba. Tsakemi kome ba se gba hami kusumi ɔ mi lee se kusumi ɔ sisi kla a laa we gbleegbleegblee.

b. Kusumi ɔ tsɔɔmi ke ha yi nɔ bime

Nge gba hami mi ɔ, wa nge kusumi kome kaa nganye ke ngatse lemi nge tsutsu mi, agbo simi, ngami, ngatse ke nganye se mi fɔmi, plɛete mi puemi, bajɔme lemi ke kusumi kpa kome nɛ a ngmɛɛ we he kɔkɔkɔ. A nge ke je blema nɛ a maa hi si yi nɔ nɛ ɔ ke yi nɔhi nɛ maa ba tsuo.

c. Bu ke agboje

Gba si himi ngɔɔ bu ke agboje ke haa huno ke yo ke a weku tsuo. A naa gba mi seli kaa nihi nɛ le a blɔ nya ni tsumi nɛ a le bime ke weku nɔ hyɛmi. Yo nɛ se gba si himi mi ɔ, a naa le kaa tsapi tle ji le. E he via pueɔ e huno ɔ nɔ nɛ a ngɔɔ bu ke haa me ni enyɔ ɔme tsuo.

d. **Kake peemi**

Gba si himi ngɔɔ tsa kpa ke baa wekuhi eywie a kpɛti. Yo ɔ nyemime, e fɔli ke e wekuli ba peeɔ nyumu ɔ he nimli ne ja nɔuu ke ne nyumu ɔ he nihi ba peeɔ yo ɔ he nimli. Nganyeme, ngatseme, yoowehi, hunonguahi ke hunowawi, bajɔme ke ni kpahi ba peeɔ weku kake ne kaa bɔ ne jesi ke, ‘Nɔ he nɔ saa nɔ’ ɔ, ke gu gba kake nɔ ɔ, wekuhi, wetsohi ke mahi ba peeɔ nimli kake.

e. **Weku mi bime ngmingmiingmi peemi**

Bime ne a tsu a nye he ni ɔ ba peeɔ weku mi bime ngmingmiingmi ne a pee we pla bime. Ene ɔ haa bi ɔme naa a he kaa weku mi bime ne nge weto ni yemi he blo nya. E haa ne bi ɔme leo a weku kpa ke weku sisi poku tsuo.

f. **Bɔmi ke si himi kpakpa**

Gba mi semi ɔ maa nɔ mi kaa nihi enyɔ pee kake. Ene ɔ haa a yeɔ buaa a sibi nge nɔ fɛɛ nɔ mi: sika mi jio, ni tsumi mi jio, weto ni nya buami ke e he pie pomi jio. Nyumu ke yo ɔ naa bɔmi ne a fɔɔ ne tɔmi ko be he. E kpiti pomi ji kaa, yo ɔ ngɔngɔe ke e dɔdɔe ba peeɔ nyumu ɔ nɔ ne nyumu ɔ hu ngɔngɔe ke dɔdɔe ba peeɔ yo ɔ nɔ ne a hiɔ si kaa nimli kake.

g. **He pie pomi ke yemi ke buami**

E ji huno blo nya kaa e po e yo ke e bime a he pie: e faa a he ke jeɔ henyeli a de, e jeɔ me nge hedo ke amane mi. E haa ne buajɔ ke tɔ ne hi we ɔ mi daa. Yo ɔ hu bɔɔ mode kaa nyumu ɔ ne ko hwo hwo se e mi si ne ti be fɛɛ be ejakaa nimeli ke, “Mi si timi a ke kpaa be.”

h. **Fɔmi ke weku kpa nɔ tsami**

A fɔɔ nge gba si himi mi ne lo ɔ haa ne a tsaa weku kpa nɔ ne a bɔɔ weku. Munyu ko de ke “Nye fɔ ne nye yi ne hiɛ kaa wo nya zia...”

GBA SLɔɔTOHI NGɛ GANA

Nge Gana a, wa nge gba hami slɔɔtohi ete: kusumi gba hami, kliistofoli a kpeemi gba gba hami nge mlaa nya ne a ke nine ya woɔ womi sisi ke klamo jali a kpeemi gba hami. Nge ni kasemi ne ɔ mi ɔ, wa maa hye gba si himi slɔɔto nge Dangme kusumi nya. Nge Dangme je ɔ, wa nge weku gba ke wetso gba. Wa nge ma se gba ke ma je gba, wa nge aho gba, lɛlɛsi gba, kabolai gba. Loko wa maa hye Dangme je gba slɔɔto ɔme ɔ, wa maa hye Gana gba hami slɔɔto ete ɔme kekle.

1. *Kusumi gba hami:* Ene ɔ ji gba ne a haa nge we mi aloo weku aloo wetso kusumi nya. Ke a gbe yo ɔ se kusumi ɔ nya ne e wekuli kplɛɛ ne a sole nihi ne he hia a pe, a ngɔɔ yo ne a ba tsu e he ni ɔ ke haa gba ne yo ɔ ya hiɔ e huno ne a ba tsu e he ni ha a ngɔ kaa yogba yo. E sa ne o yo kaa, nge kusumi nya a, nyumu ma nye ngɔ yihi enyɔ aloo ete ke se, se mohu mwɔnemwɔne ɔ si himi ɔ mi he wa ne yihi

babauu ngɔmi kɛ bime babauu fɔmi kɛ a nɔ hyemi ba pee dengme. Mwɔnɛmwɔnɛ ɔ, ke a gbe kusumi gba hami nya, a ma nye ngo nine ya wo womi sisi ke a suɔ.

2. *Gba hami nge mlaa nya ne a ke nine ya wo womi sisi* : Enɛ ɔ ji gba ne kliistofoli gbaa nɔ loko gba a yeɔ emu ha mɛ. Loko a maa gbaa gba ne ɔ nɔ ɔ, a peeɔ we mi kusumi ɔ kekɛ. Ni kome tseɔ we mi kusumi ne ɔ ke engejimenti ne a tseɔ solemi gbaami ɔ ke weɛdi/kpeemi. Ke a gbe gbaami ɔ nya a, nyumu kɛ yo ɔ kɛ a wekuli bɔɔ kɛ a nine ya wo womi sisi kɛ maa gba a nɔ mi. Mlaahi nge ne kudɔɔ gba ne ɔ hami ne a ngmɛ blɔ kɔkɔkɔ kaa nyumu ɔ ma ya ngo yo kpa ke e tsu yo ko he ni momo nge gba hami blɔ ne ɔ nɔ.

3. *Klamɔ jali a kpeemi gba hami*: Enɛ ɔ ji gba ne Klamɔ jali gbaa nɔ loko gba a yeɔ emu ha mɛ. Klamɔ jali tseɔ lɛ ke awule. Loko a maa gbaa gba ne ɔ nɔ ɔ, a peeɔ we mi kusumi ɔ kekɛ. Klamɔ gba ne ɔ ngmɛɔ blɔ ne nyumu ma nye ngo yihi eywie ke e kotoku mi hi ne e ma nye hye mɛ tsuo a nɔ.

E sa ne waa to he he kaa ke a pee gba hami kusumi ɔ ta a, ni kome kɛ a nine ya wo gba hami womi sisi nge mlaa nya kɛ ha odase yemi he. Enɛ ɔ be nɔ nyemi doo kaa a ya ngo nine kɛ wo womi sisi loko gba a ba pee gba nitsɛ.

Dangme je gba slɔtohi

Dangme je nge gba blɔ nɔ tomi slɔtohi: weku/we mi gba, wetso gba, mase gba, ma je gba, aho gba, lɛlɛsi gba, kabolai gba, je gba kɛ wɔ nya gba.

Weku/we mi gba

Enɛ ɔ ji gba si himi ne nyumu kɛ yo ɔ tsuo je weku gbajaa kake mi. Nyumuhi enyɔ a bime sɛ we gba ne ɔ mi.

Wetso gba

Wa tu wetso he munyu kaa wekuhi ne bua a he nya nge ka kake sisi. Waa ngo lɛ kaa Adaa Adibiawɛ wetso mi nyumu ya ngo Adaa Kabiawɛ wetso mi yo aloo Sɛ Hiɔmɛ wetso mi yo ya gba nyumu ne je Hiɔwe wetso mi nge Sɛ ɔ kɛ. Gba ne ɔmɛ peeɔ wetso mi gbahi.

Mase gba

Dangme nge wetso nguahi kpaanyɔ: Sɛ, Adaa, Klo (Yilo kɛ Manya), Osu, Kpomi, Nugo kɛ Gbugblaa. Ke nɔ ko je Klo ne e ya ngo yo nge Sɛ ɔ, a gba a peeɔ ma se gba. Ja kɛ ne Adaano kɛ Klono a gba a hu peeɔ ma se gba. A tseɔ gba ne ɔ ke ma se gba ne a tseɔ yo nge gba si himi ne ɔ ke ma se yo.

Maje gba

Enɛ ɔ ji Dangmeno ne kɛ nɔ ko ne pi Dangmeno sɛ gba si himi mi: Dangme nyumu ne ya ngo Ohue yo; Dangme yo ne ya gba Asante nyumu, kɛ ekpa kome kaa ja. A tseɔ gba ne ɔ ke maje gba ne a tseɔ yo nge gba si himi ne ɔ ke majeyo.

Aho gba

Nge Dangme kusumi nya a, yo ne a tsu e he ni kɛ pi si ne e nge gba tso sisi ɔ, ke e huno ɔ gbo ɔ, a ngɔɔ lɛ kɛ haa nɔ kpa nge e huno ɔ weku ɔ mi ne e gba nɔ ɔ. Nɔ ne a

ke yo ɔ ma ha a peeɔ nɔ ne gbo ɔ weku no tutuutu. Be babauu ɔ, a ke yo ne ɔ haa nɔ ne si ɔ senɔ ke a pee aho kusumi ɔ ha le gbe nya.

Lɛlɛɛsi gba

Dangme kusumi ngmɛɔ blɔ kaa a tsɔɔ yo he ba nge e jokuɛwi a si. Ke biyo ko muɔ nɔ ko he ne e maa suɔ ne e ngo jamɛ a biyo ɔ ha e binyumu ke a wa a, e ya nyɛɛɔ biyo ɔ se nge biyo ɔ wekuli (tɛ ke nyɛ) a ngo. Ke fɔli ɔmɛ kplɛɛ nɔ ɔ, a haa da ne a tɛliɔ ke maa nɔ mi. Nyumu ɔ tɛmɛ yeɔ buaa ne a ke hyɛɔ biyo ɔ nɔ. Ke bi ne ɔmɛ ba wa ne a sɛ gba si himi mi ɔ, a tɛɔ gba ne ɔ ke lɛlɛɛsi gba ne yo ɔ peeɔ lɛlɛɛsiyo.

Kabolai gba

Ke yo pee nɔ ko ne a je le we ne e ke nyumu kpa ya kpe nge ma se ne e gba le ɔ, jamɛ a gba a peeɔ kabolai gba. Ni komɛ a nɔ ne a ma nyɛ da ke je yo we ji hiami, jumi, nyuami, akpaso tsumi, ajuama bɔmi ke ekpa komɛ. Be nge ne zo he je ɔ, nɔ ɔ nitɛ tuɔ fo ke jeɔ ma a mi. A tɛɔ gba ne ɔ ke kabolai gba ne a tɛɔ yo ɔ ke kabolaiyo.

Je gba

Nɔ nge ne a tsu we e he ni ne a nui e he da saasaa se e je ya nge nyumu tsu nya nge gbae ke nge bime fɔe. A tɛɔ gba ne ɔ ke je gba ne a tɛɔ yo nge gba ne ɔ sisi ke jeyo.

Wɔyokue gba

A ngɔɔ yiheyo ya haa nge wɔ nya ne e sɔmɔ. Ke e ba le ja a, wɔnɔ ɔ ngɔɔ yiheyo ɔ kaa e yo. Wɔnɔ ɔ tsu we yo ne ɔ he ni se e bime ne e ma fɔ ɔ tsuo peeɔ wɔnɔ ɔ bime. A nyɛɔ ngɔɔ yiheyo ke ya toɔ awaba nge wɔ nya nge nɔ ko he. Wɔnɔ ɔ nyɛɔ ne e ngɔɔ yo ne ɔ kaa e yo ne yo ɔ hu gbaa le kaa e huno. A tɛɔ yo nge gba si himi ne ɔ mi ke wɔyokue.

Ke wɔyokue sɔmɔ ta a, e nyɛɔ kpaleɔ e se ya gbaa nɔ kpa se ke a ma tsu e he ni ɔ, a tsuɔ ke haa wɔnɔ ɔ.

Maje Gba slɔto komɛ

Asante: Aware pa, adehye awareɛ, afenaa awareɛɛ, kuna awareɛ

Dagombas: Diɛɲ, Nyuxu ɲmabu, Paɣafaa, Paɣa zubo, Zaɲ ti pua, Dɔɣiri, paɣipini

Ewe: Fomesrɔ̃, Ahiasrɔ̃, Akotsotso

Ga: Hemɔfeemɔ, kunayeli aloo kulayeli, Shia gbla

Mfantse: adehyewar/ahenwar, esiwaa, ayetsew, ebusua/wɔfaba awar

GBA HAMI ALOO YO HE NI TSUMI

Gba hami he blɔ nɔ tomi nge munomuno nge Gana je ɔ tsuo. A daa ma kusumi nɔ ke toɔ gba hami he blɔ nɔ ne ɔ. Wa maa ngo gba hami blɔ nɔ tomi ne ɔ ke wo gle etɛ mi: nihi ne yaa nɔ loko a haa gba; gba hami kusumi ɔ peemi; nihi ne a peeɔ ke a gbe gba hami kusumi ɔ nya.

KUSUMI NIHI NƐ A PEEƆ LOKO A HAA GBA

Nganye ke ngatse lemi nge tsutsu/kɔkɔ mi:

Enɛ ɔ ji kekle kusumi nɛ a peeɔ. Weku nɛ ma yo ɔ ngɔmi ngo ha a bi nyumu ɔ jeɔ nihi nɛ a ya leɔ biyo nɛ a ma ngɔmi ɔ tse ke e nyɛ. A jeɔ juɛmi nge yo ɔ ngɔmi ɔ he kpo nɛ a maa nɔ da. Ni komɛ woɔ binyɛ ke bitse ɔ dɛ mi nɔ ko bɔɔ. A tseɔ enɛ ɔ ke ngatse ke nganye lemi nge tsutsu aloo kɔkɔ mi.

Loko nyumu ɔ wekuli ma ba je juɛmi nɛ ɔ kpo ngo ha yo ɔ wekuli ɔ, a poɔ yo ɔ weku ɔ se nɛ a le weku ɔ si fɔfɔɛ, a je mi bami ke a ni peepee. A deɔ ke. “Kaawi fɔ we lohwe bi” nɛ a kpale deɔ ke, “A hyɛɔ madaanyɛ loko a jaa e mi bi”. Susumi ɔ ji kaa, ke fɔli ɔmɛ nge je mi bami kpakpa a, a biyo ɔ hu maa hi je mi bami kpakpa.

Se pomi

Loko nyumu ɔ wekuli ma ba je juɛmi nɛ ɔ kpo ngo ha yo ɔ wekuli ɔ, a poɔ yo ɔ weku ɔ se nɛ a le weku ɔ si fɔfɔɛ, a je mi bami ke a ni peepee. A deɔ ke. “Kaawi fɔ we lohwe bi” nɛ a kpale deɔ ke, “A hyɛɔ madaanyɛ loko a jaa e mi bi”. Susumi ɔ ji kaa, ke fɔli ɔmɛ nge je mi bami kpakpa a, a biyo ɔ hu maa hi je mi bami kpakpa. Yo nɛ a ma ngɔmi ɔ wekuli hu ya poɔ nyumu nɛ ma yo ɔ ngɔmi ɔ weku se nɛ a hyɛɔ kaa a ji yo ngɔli nɛ a ji nimli kpakpahi lo. Ni komɛ nɛ a hlaa mi veveve ji kaa, hiami nge weku ɔ mi lo; a nyuaa lo; a waa yo yimi lo; nɔ gbeli ji mɛ lo; a nge he si bami lo aloo a hweɔ a he nɔ; a tsuo ni gbagblaa aloo ali/hejɔtsemɛ ji mɛ lo; ke subai kpa komɛ.

Si womi

Ke a po se nɛ a na nɔ mi mami gbugbuugbu kaa a maa ngo yo ɔ niine ɔ, a woɔ si nɛ a toɔ ligbi nɛ a ke ma tsu gba hami kusumi ɔ. A haa si womi da nɛ ni komɛ po ke sika piɛɛ he.

KUSUMI NIHI NƐ A PEEƆ NGƐ YO HE NI TSUMI ALOO GBA HAMI BE

A peeɔ kusumi kpɔmkpɔm nge gba hami be ɔ mi. Ekomɛ ji

- a. Tɛlimi
- b. Agbo simi/He si jemi
- c. Nane he fɔmi
- d. Ngami
- e. Ngatse tsumi haami ke nganye se mi fɔmi
- f. Bajɔmɛ lemi
- g. Yo si bimi
- h. Yo hami/yo sɔlemi
- i. Nya tsumi haami
- j. Fiaa peemi

- **Tɛlimi:** Kaa bɔ nɛ wa de momo ɔ, a tɛliɔ loko a peeɔ Dangme je kusumihi tsuo. Loko a ma ha gba a, a haa Tsaatɛ Mawu kɛ e yo Zugbazu kɛ nimeli lemi nɛ a baa a dɛ mi gbaami loko a tsuo yo he ni.
- **Agbo simi:** Nge Dangme je ɔ, a yɛ nɔ we mi nɛ a si we agbo. Enɛ ɔ he je ɔ, nyumu wekuli nɛ ma yo he ni tsumi ɔ ma si agbo nɛ a ma he mɛ nɔ loko a maa sɛ we ɔ mi. A haa sika kɛ sinapu kɛ siɔ agbo nge he komɛ.
- **Nane he fɔmi:** Dangmeli fɔɔ nubwɔ nane he loko a biɔ lɛ blɔ nɔ amaniɛ. Enɛ ɔ he je ɔ, a fɔɔ nyumu wekuli nɛ ma yo he ni tsumi ɔmɛ a nane he. A haa mɛ nyu nɛ a nu kekile nɛ lɔ ɔ se ɔ, a haa nane he fɔmi da.
- **Ngami:** Kusumi nɛ a peeɔ nge nane he fɔmi se ji ngami. Nyumu wekuli ɔmɛ ma ha ngami da. Ke a nga ta a, a peeɔ amaniɛ kɛ jɛɔ nɔ he je nɛ a kpe ɔ kpo.
- **Ngatɛ tsumi haami kɛ nganyɛ se mi fɔmi:** A ngmɛɔ blɔ nɛ a haa ngatɛ tsumi nɛ a fɔɔ nganyɛ se mi. Nge he komɛ ɔ, a haa ngatɛ ɔ nyumu bo, tokota, ajowia kɛ e he sika kɛ haa lɛ fɔmi kɛ bi lemi tsumi. A haa nganyɛ ɔ hu bo kɛ doku kɛ e he sika. A tsɛɔ enɛ ɔ kɛ nganyɛ se mi fɔmi.
- **Bajɔmɛ lemi:** Bajɔmɛ ji yo ɔ nyemi nyumuhi. A haa mɛ bajɔ sika kaa mɛ ji a nyemi yo ɔ he buli, titli ɔ, kɛ je nyumu kpahi a dɛ.
- **Yo si bimi:** A ngmɛɔ blɔ nɛ a tsuo yo ɔ he ni jehane ɔ. A haa sinapu, wisiki kɛ plɛɛte mi puemi. A haa yo he dlami ni kaa bo, duku, muɛ, subue, bɔdisi, jueni kɛ tokota kɛ ni kpa komɛ. Nihi nɛ nɔ ko nge a dɛ bɔɔ ɔ, a haa ni hoomi nihi, daka, biɛ, ginisi, fanta, lamlee kɛ da kpahi.
- **Yo hami kɛ yo sɔlemi:** Ke a gbe yo si bimi kusumi ɔ nya nɛ weku ɔ sɔle ni ɔmɛ ɔ, a ngɔɔ yo ɔ kɛ baa gua mi nɛ a biɔ lɛ si etɛ kaa a nu e yi nɔ da nɛ a kɛ ba a lo. Ke e kplɛɛ nɔ ke a nu ɔ, a tɛliɔ kɛ maa nɔ mi. Lɛ nɔ ɔ se ɔ, a ngɔɔ yo ɔ kɛ haa bitɛ nɛ da si kɛ ha nyumu ɔ weku ɔ. A maa enɛ ɔ nɔ da kaa yo kɛ hami da nɛ nyumu ɔ weku hu maa nɔ da kaa yo sɔlemi da. A tɛliɔ nge enɛ ɔ se.
- **Nya tsumi haami:** Ke a gbe kusumi nɛ sɛ hlami nɛ ɔmɛ a nya a, yo si bili ɔmɛ haa tsumi kɛ da.

KUSUMI NIHI Nɛ A PEEɔ KE A GBE YO SI BIMi KUSUMI ɔ NYA

Nge Dangme je hehi babauu ɔ, ke a haa tsumi se pɛ a gbe gba hami kusumi ɔ nya se nge Klo je ɔ, a peeɔ fia nɛ nge Adaa je ɔ, a peeɔ yo kpakami kusumi.

Fia peemi: Nge fia peemi mi ɔ, yo ɔ se we mi dede kɛ nyumu ɔ se we mi dede peeɔ nihi nɛ nyɛɛ se nɛ ɔ ekomɛ:

- a. A hiɔ sɛ nanetɛ nɔ nɛ a plɛɔ a hɛ mi kɛ tsɔɔ a sibi.
- b. A tɛliɔ.
- c. Nyumu se dalɔ ɔ haa yo se dalɔ ɔ sika nɛ yo se dalɔ ɔ hu haa sika ja kɛ.
- d. A tsakeɔ sika a. Nyumu se dalɔ ɔ kɛ e sika a haa yo se dalɔ ɔ nɛ yo se dalɔ ɔ hu kɛ e sika a haa nyumu se dalɔ ɔ nɛ a deɔ ke, “I he oo, i he!” si etɛ. A tsakeɔ yi ba pomi nga kɛ guɔ fiɔ sisi si etɛ nɛ a tsɔɔ mi.
- e. A ngmɛɔ da woɔ a dɛ mi si etɛ nɛ a kɛ fɔɔ a dɛ nɛ yo se dede ɔ deɔ ke, “Fiafiaafia, manye nɛ e ba” si etɛ nɛ nyumu se dede ɔ heɔ nɔ “hiao” si etɛ ja kɛ.

- f. Yo se dede ɔ tɛlɔ nɛ lɔ ɔ se ɔ, a ngmɛɔ da a ngo haa a sibi nɛ a nuɔ.
g. A haa slɔmi.

To he hɛ kaa ke a pee fia kusumi nɛ ɔ nɛ Klo ɔ, yo ɔ weku ngmɛɔ yo ɔ he ngo haa e huno ɔ weku kulaakulaakulaa nɛ ke yo ɔ kpa sɛ tete po ɔ, nyumu ɔ nɛ he blɔ nɛ e puɔ lɛ nɛ e ngo.

Yo kpakami

Nɛ yo kpakami kusumi peemi nɛ Adaa a, yotɛ ɔ wekuli hlaa ligbi nɛ e ya keɔ yo ɔ ni loko a kpakaa lɛ kɛ ba haa e huno ɔ.



NI KASEMI MI NI TSUMI

1. Moo tsɔɔ gba sisi.
2. Moo tsɔɔ gba slɔtohi etɛ nɛ Dangme kusumi nya.
3. Moo tsɔɔ gba he se nami enuɔ nɛ nyɛ wɛtso kusumi nya.

PEDAGOGICAL EXEMPLARS

Problem-based-learning

1. Whole class discussion

- a. Teacher discusses the concept of marriage and its significance with learners through brainstorming.
- b. Each learner writes/mindmaps one page on a type of marriage in the culture (kinship marriage, widowhood marriage, elopement, etc.) and shares with the whole class.
- c. Learners role-play the traditional marriage processes in the culture and discuss its significance.
- d. Teacher debriefs after the role-play and leaves time to wrap up and summarise the discussion for learners.
- e. Group work/collaborative learning:

2. Mixed ability

- a. Class watches a video or listen to an audio on traditional marriage rites being performed.
- b. Discuss the content of the video/audio in mixed ability groups. *Teacher should remind students to respect the traditions of other cultures and the views of others.*
- c. Each group makes a presentation on the performance of traditional marriage they watched/listened to.

3. Whole class discussion

- a. Learners to ask questions about the presentations for clarification. Learners should focus on the items that are presented to the bride's family and the various rites that are performed during the rites.
- b. Teacher debriefs and synthesises learners' ideas to correct misconceptions.

Nɔ̌ kɔ̌mi 2 kami pɔ̌tɛɛ: Ga lele kɛ ha ni kasemi sisi numi

Tsɔ̌ɔ gba hami blɔ̌ nɔ̌ tomi nge nye wetso kusumi nya.

Nɔ̌kɔ̌ mi 3 kami pɔ̌tɛɛ: Yi mi susumi pɔ̌tɛɛ

1. Nge nye kusumi nya a, moo ngma nihi etɛ he je nɛ nihi sɛɔ gba si himi mi.
2. Moo tsɔ̌ɔ se nami nɛ nge yo se pomi kɛ nyumu se pomi he loko a sɛ gba si himi mi.

Nɔ̌ kɔ̌mi 4 Kami pɔ̌tɛɛ: Yi mi susumi vii

1. Mo tapo gba mi sɛmi he se nami nɛ nge kɛ ha huno kɛ e yo, weku kɛ ma a mi fitsofitso.
2. Da glɛ aloo susumi slɔ̌ɔtohi a nɔ̌ kɛ tsɔ̌ɔ se nami aloo awi yemi nɛ gba si himi kɛ baa.
3. Moo tsɔ̌ɔ nihi nɛ kusumi gba hami kɛ baa nge nihi a blɔ̌ nya ni tsumi, yihi a blɔ̌ nya kɛ ma blɔ̌ nya he.

Hint



Individual Project Work should be assigned to learners by the end of this week. Ensure that the project covers several learning indicators and spans over several weeks. Also, develop a detailed rubric and share with learners.

OTSI 15

Ni kasmi mi nihi: Ngɔɔ Dangme gba hami kusumi ke to ma kpahi nge Gana a ni ɔme a he.

He pɔtɛɛ 1&2: **Gba hami nge ma kpahi a kusumi blɔ nɔ tomi nya**

Gba ke gba hami he juɛmi: Nge kusumi ke mlaa nya a, gba ji nyumu ke yo a nɔ kplɛɛmi kaa a maa hi si kaa huno ke yo. Gba hami aloo yo he ni tsumi ji kusumi ne a peeɔ ke maa nɔ mi kaa nyumu ke yo ba ple pee huno ke e yo. Nge Gana a, tsapi huno ke yo ɔ pe he ne gba mi semi kusumi ne ɔ kɔɔ se e kɔɔ nyumu ɔ weku ke yo ɔ weku tsuo he. Nyumu ɔ nge e tse se weku ke e nye se weku ne ja ke ne yo ɔ hu nge e nye se weku ke e tse se weku. Enɛ ɔ maa nɔ mi kaa gba kake hami ke sɔlemi ɔ tsaa weku kakaaka eywie.

Yo he ni tsumi aloo gba hami nge Gana ma kpa kome a nɔ

Wa kase Dangme je gba hami kusumi ɔ he ni momo. Wa ke maa to ma kpa kome a nɔ he ne waa hye aba jemi ke sɔɔtohi ne nge a kpe kone e ye bua wɔ ne wa nya wa kusumi ke ni kpahi hu a kusumi ni peemihi a he.

Gba hami nge Ga

This must come above the sentence which starts with Nge Gali a kusumi nya a,

Nge Gali a kusumi nya a, ke tse ko nge yo hlae ha e binyumu ne e ngo ɔ, e poɔ se ne e na yo kpakpa ngo ha e binyumu ɔ. A peeɔ kusumihi ne nyee se ne ɔ ekomɛ:

1. **Musunɔtswaa:** Ke yo kpakpa ko heɛ mi ɔ, nɔ ko ma nye ma ya wo si kaa ke e fo yo ɔ, e maa ngo bi ɔ ke ha e binyumu. Hye kaa gba ne ɔ je Dangme je gba amɛ eko lo.
2. **Henɔbaatsɛɛ:** Ke yo ɔ weku na binyumu ne je weku kpakpa ko mi ɔ, a nyeɔ ne a ya baa binyumu ɔ weku kone a ha ne a bi nyumu ɔ ne ba ngo a biyo ke a wa. Ke binyumu ɔ weku ɔ kplɛɛ nɔ ja a, a yeɔ buaa ne a ke leɔ jokuɛyo ne a ba ngɔɔ le ha a binyumu ɔ ke me ni enyo ɔme tsuo a wa ne a su gba mi semi nya. Hye kaa gba blɔ nɔ tomi ne ɔ eko nge Dangme je lo.
3. **Yoohewiemɔ:** Nge enɛ ɔ peemi mi ɔ, biyo ɔ tse ke binyumu ɔ tse kpeɔ yi he ne a sɛsɛɔ he kaa a maa suɔ ne a bi ɔme ne hi si kaa nɔ ke e huno. Be nge ne a haa ne a nyemi yihi daa a nane mi ke peeɔ gba he sɛsemi ne ɔ.

Nge enɛ ɔme tsuo a mi ɔ, Gali a gba hami heɛ kusumi kome kaa agbo simi, nɔ kplɛɛmi, 'fotoyeli', yo si bimi, ni hami ke yo kpeemi. Yo ne gblee kikeme a kusumi ne ɔ mi ɔ, Gali tseɔ le ke, 'Boi ekpaayoo' ne ke wa ke ba Dangme mi ɔ, wa ma de ke 'Subue ekpayo'.

Gba hami nge Fante

Fanteli piɛɛ Ohiɛli a he. Nge a kusumi nya a, tse ne ngɔɔ yo ha e bi. Ke tse ɔ na kaa e bi ɔ su nihe mi ɔ, o woɔ e de mi tu ne e haa le zugba ne e ke pee ngmɔ. Tse ɔ haa

niheyo ɔ ni ne ɔme kone e boni ni tsumi ne e nye ne e da si nge e dehe. E haa le e dehe tsu hulɔ. Enɛ ɔ se ɔ, a ke binyumu ɔ seseɔ e yo ngɔmi he. Ke le nitse e nge pla ko momo ɔ, e deɔ e foli ɔme ne ke pla ne ɔ ji yo ne a bua jo e he ɔ, a bonio e se pomi ne a ke yiheyo ɔ foli ya sese he ni. Biyo ɔ hu weku ya poɔ nyumu ɔ weku se. Ke weku enyo ɔ tsuo kpleɛ no ɔ, a haa gba a, ne nge gba hami ɔ mi ɔ, a peɔ kusumi ne ɔme:

1. **Nhun enyim nsa:** Enɛ ɔ ji da ne a haa yo ɔ weku ke bio blo kaa a maa suɔ ne a bi biyo ɔ si. A ke munyu ne ɔ foɔ biyo ɔ he mi ne ke e kpleɛ no ke e maa gba a, a soles da a ne a nuɔ ke maa no mi. Ho ji be ne a poɔ ‘*Nhun enyim nsa*’ kusumi ne ɔ peemi nge Fante ejakaa a hemi ke yemi ji kaa Ho ji Tsaatse Mawu ligbi ne e ji tue mi jo mi ligbi ha me hulɔ. A tseɔ da ne ɔ ke ‘yoo’/‘nyew’/ akwansere/kwanto nsa’ ne ji no kpleɛmi da.
2. **Pon ekyir/kɔkɔkɔ:** Enɛ ɔ ji kusumi ne fiee se ne e nge kaa agbo simi kusumi nge Dangme je ɔ ke. A haa sinapu to kake ke e he kaple boɔ ke tsuo kusumi ne ɔ.
3. **Bɔwdo – Toa:** Lo ɔ se ɔ, a peɔ ‘Bɔwdo – toa’ kusumi ne nge enɛ ɔ peemi mi ɔ, a haa bitse ɔ sika ne a haa weku ɔ hu sika ke da nge dengme ne a gbo nge biyo ɔ lemi he. Anɛ kusumi ne ɔ ke Dangme yo he ni tsumi kusumi ɔ eko so lo? Mo de.
4. **Tamboba:** A haa binye ɔ sika nge e dengme ne e gbo ke ha nyo, kpa bi, fo tako he ke no ne e na ke le biyo ke ba su e yihe mi. E sa ne o to he he kaa pi biyo ɔ ne a nge juae ha nyumu ɔ se ayekoo keke a nge binye ke bitse ɔ hae nge a ni tsumi kpakpa ne a tsu nge a biyo ɔ lemi he.
5. **Tsinsa/dase:** A haa sinapu ke sika ne enɛ ɔ ji yo ɔ he ni tsumi nihi tutuutu. Ke nyumu ɔ weku tloo je ne ɔ tsuo ya ha yo ɔ wekuli ne ‘Tsinsa/dase’ piee we he ɔ lee a tsu we yo ɔ he ni. A ngoo da ke sika ne ɔ eko ke toɔ ne a ke boɔ wekuli tsuo amanie. O ma nye ke enɛ ɔ ne to Dangme je gba hami kusumi ɔ eko he lo? Moo tsɔɔ.
6. **Tsir adze:** Enɛ ɔ ji sika ne nyumu ɔ weku haa ke to yo ɔ ni tsumi sisi. Susumi nge sika ne ɔ hami he ji kaa, ke alini ne gba a ya pue ɔ, yo ɔ be e be pue gu se a ma na e de mi sika ne e ma nye ke tsu ni ke hye e he no. Ke pe e hɛe hio hu ɔ, e ke se nami aloo vide ne e na nge ni tsumi mi ɔ eko maa wo hio ɔ. Sika ne ɔ ne a haa a kle bo ne sa. Susumi nge Dangme je plete mi puemi ɔ ke Fanteli a ‘tsir adze’ ɔ so lo?
7. **Akontan-sekan:** A haa bajome sika ne a tseɔ ke ‘Akontan-sekan’ ne tsɔɔ kaa bajome a de mi tu. A hemi ke yemi ji kaa bajome ne buɔ a nyemiyo ɔ he ke jeɔ nyumu kpahi a de. A poɔ a nyemiyo ɔ he pie ke haa e huno ɔ. Bajo ɔme nitse ne tsɔɔ sika abo ne a ha me.
8. **Asafo nsa:** A haa ma da ke tsɔɔ kaa tsapi foli pe ne tsɔse biyo ɔ se ma mluku ne ye bua ke ha e tsɔsemi ke e he bumi ke e he pie pomi. Da ne ɔ hu maa no mi kaa a tsu yo ɔ he ni ne e sa ne ma tsuo ne po e he pie ke je nyumu kpahi a de. Kusumi ne ɔ nge Dangme je gba hami kusumi ɔ mi lo?

Ke a pee kusumi ne ɔme tsuo gbe nya a, a deɔ ma tsuo ke, ke je jame a be ɔ mi ke yaa a, yo ɔ nge e huno sisi ne e no hyemi ke e he bumi ke e he pie pomi ya peɔ nyumu ɔ blo nya ni tsumi. A haa ne nihi sloɔ me ne a telio ke muɔɔ gba hami ɔ nya.

Pee se ɔ, huno ɔ woɔ e yo ɔ jua blɔ nɛ e haa lɛ nihi nɛ he maa hia lɛ nge gba si himi ɔ mi. E haa lɛ sika hu nɛ e kɛ wo jua nɛ e hoo a kekɛ gba si himi niye ni. A tseɔ niye ni nɛ ɔ ke, ‘edziban kɛse’ aloo ‘nkwansen kɛse’ nɛ a fɔɔ wekubi, huɛmɛ kɛ paka mi bi tsuo nine nɛ a ba ye ni nɛ ɔ eko.

Dagombatsɛmɛ a yo he ni tsumi kusumi

Dagombatsɛmɛ nge Gana Omleyi je ɔ tsuo kusumi nɛ ɔmɛ nge a yo hami be:

Payɔ laiybu: Enɛ ɔ nge kaa pla peemi. Ke nyumu ɔ na yo nɛ muɔ e hɛ kaa e maa ngo ɔ, e haa lɛ kapɛ bɔɔ kɛ tsɔɔ e suɔmi kɛ ha yo ɔ. Ke yo ɔ soɛ kapɛ ɔ, e tsɔɔ kaa e kplɛɛ suɔmi nɛ a je tsɔɔ lɛ ɔ nɔ. Be nge nɛ yo ɔ ma de nyumu ɔ nɛ e ha lɛ be bɔɔ nɛ e kɛ susu he. Pee se ɔ, nyumu ya ngoɔ heto ɔ kaa yo ɔ kplɛɛ e suɔmi ɔ nɔ aloo e kplɛɛ we nɔ.

Tibili yoobu: Kusumi nɛ ɔ ji Dagombatsɛmɛ a agbo simi nɛ a guɔ nɔ kɛ jeɔ nyumu ɔ he si kɛ haa yo ɔ wekuli. Nyumu ɔ jeɔ e juɛmi nge yo ɔ ngoɔmi he kpo kɛ haa yo ɔ wekuli.

Payapulugu: Payapulugu kusumi ɔ ji kaa yo ɔ tɛmɛ maa tsɔɔ a wekuli nɛ sa nɛ nyumu ɔ nɛ ya le mɛ. Ke nyumu ɔ ya wekuli nɛ ɔmɛ a ngo ɔ, e jeɔ e juɛmi nge yo ɔ ngoɔmi he ɔ kɛ haa mɛ nɛ be kome ɔ, e haa mɛ hu kapɛ bɔɔbɔɔbɔɔ.

Payɔ suhibu: Payɔ suhibu kusumi ɔ ji kaa nyumu ɔ ya baa yo ɔ nge e fɔli a dɛ. E kɛ tlomi kɛ kapɛ bɔɔ ya haa mɛ.

Payapini tibur: Ke yo ɔ fɔli kplɛɛ kaa a kɛ a biyo ɔ ma ha gba a, a soɛɔ ni ɔmɛ nɛ a ba ke mɛ ɔ kɛ maa nɔ mi.

Payakpuɣibu: Kusumi nɛ ɔ ji kaa, nyumu ɔ huɛmɛ ya kuɔ yo ɔ kɛ ya haa nyumu ɔ nge e we mi nɛ yo ɔ fɔli li he nɔ ko.

Foni 6.3: Foni nɛ tsɔɔ nyumu ko kɛ e fɔli nɛ a yaa nɛ a ya je a juɛmi kpo nge yo ko ngoɔmi he

<https://dagbonkingdom.com/wp-content/uploads/2023/05/kola-2-1024x576-1-768x432.jpg>

Sandaani tumbu: Ke a ku yo ɔ ba ha nyumu ɔ, e nɔ jena pɛ nyumu ɔ maa ya yo ɔ tɛmɛ a ngo nɛ e yaa ye pɔpu aloo e yaa kpa mɛ pɛɛ nge yo ɔ kumi ɔ he. Lɛ nɔ ɔ se ɔ, nyumu ɔ weku mi nimeli baa yo ɔ wekuli a ngo nɛ a ba baa yoɔ kɛ ha e ngoɔmi.

Saandi ninbie: Ke yo ɔ wekuli kplɛɛ pɛɛ kpami ɔ nɔ nɛ a kplɛɛ nɔ kaa a kɛ yo ɔ ma ha gba a, a toɔ be nɛ a woɔ za nɛ a kɛ yo ɔ ya woɔ nyumu wekuli a dɛ nɛ a bi ɔ nɛ ngo lɛ kaa e yo. A haa nihi nɛ he hia amɛ tsuo.

Ke tsɔɔlɔ ɔ tsɔɔ gba si himi kusumi nge ma kpahi a nɔ saminya a, ni kaseli ɔmɛ ma yo aba jemi kɛ slɔtohi nɛ nge nɛ a maa ngo bu kɛ ha a ma mi kusuhi kɛ ma kpahi a kusumi peemihi hulɔ.



NI KASEMI MI NI TSUMI

1. Moo tsɔɔ gba hami kusumi peemi nge mahi enyɔ a kusumi nya.
2. Moo tsɔɔ aba jemi ke slɔtohi ne nge gba si himi kusumi enyɔ ne o sese he ɔ a kpɛti.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion
 - a. Learners revise the concept of marriage through questions and answers.
 - b. Discuss how marriages are performed in cultures other than the learners' own culture through brainstorming.

Some pointers

- i. Teacher could resource persons from different cultures to teach this indicator.
- ii. Teacher can also assign learners to research marriage ceremonies in some cultures prior to the actual lesson so that the class discussion can be interactive.
- iii. Teacher could also ask learners in the school who may have knowledge about marriage in different backgrounds to present.

Group work/Collaborative learning

1. Mixed ability: Compare and contrast the traditional marriage rites among different cultures in Ghana.
2. Whole class discussion: Make a presentation on traditional marriage rites from a different culture for discussion.
3. Teacher helps learners corrects their misconceptions about customary marriage rites in different cultures by summarising the lesson.

Nɔ kuɔmi 3 Kami pɔtɛɛ: Yi mi susumi pɔtɛɛ

1. Moo tsɔɔ bɔ ne gba hami nge ha nge ma kpahi a kusumihi a mi. Tsɔɔ aba jemi ke slɔtohi ne nge kusumi ne ɔme a mi.
2. Moo tsɔɔ ma nya dali, nikɔtɔmahɪ ke mabi a blɔ nya ni tsumi nge gba hami kusumi peemi mi.

Nɔ kuɔmi 4 Kami pɔtɛɛ: Yi mi susumi vii

1. Moo tsɔɔ bɔ ne a buɔ yo nitse e nɔ kplɛɛmi nge gba hami kusumi peemi mi ha.

OTSI 16

Ni kasemi mi nihi: Sese mwɔnɛmwɔnɛ ɔ ni peemi nihi nɛ nge kusumi gba hami ɔ awi yee he.

He pɔtɛ 1 & 2: **Gba kɛ mwɔnɛmwɔnɛ ɔ ni peemihi**

1. **Gba he juɛmi:** Gba hami ji nyumu kɛ yo a nɔ kpɛɛmi kaa a maa hi si kaa huno kɛ yo. Gba hami aloo yo he ni tsumi ji kusumi nɛ a peeɔ kɛ maa nɔ mi kaa nyumu kɛ yo ba plɛ pee huno kɛ e yo. Nge Gana a, tsapi huno kɛ yo ɔ pɛ he nɛ gba mi sɛmi kusumi nɛ ɔ kɔɔ se e kɔɔ nyumu ɔ weku kɛ yo ɔ weku tsuo he. Nyumu ɔ nge e tsɛ se weku kɛ e nyɛ se weku nɛ ja kɛ nɛ yo ɔ hu nge e nyɛ se weku kɛ e tsɛ se weku. Enɛ ɔ maa nɔ mi kaa gba kake hami kɛ sɔlemi ɔ tsaa weku kakaaka eywiɛ.
2. **Mwɔnɛmwɔnɛ ɔ ni peepee kome nɛ nge kusumi gba hami mi sɛɛ:** Mwɔnɛmwɔnɛ ɔ je ɔ hɛ mi tsakemi ɔ wo ni kpakpahi kɛ ni yayahi tsuo kɛ wo kusumi gba hami ɔ mi nɛ lɛ nɔ ɔ ha nɛ kusumi ɔ peemi hɛ mi nge tsakee. Mwɔnɛmwɔnɛ ɔ ni kome nɛ wo enɛ ɔmɛ kɛ nge bae ji:
 - a. **Sukuu tsɔsɛmi:** Sukuu tsɔsɛmi bli nihi a juɛmi nya kɛ su tsitsaa nɛ e woɔ mɛ he wami, titli ɔ, yihi nɛ a da a nane nɔ nɛ a fa mɛ nitsemɛ a he kɛ a maa sɛ gba si himi mi. Nyumu ɔ kɛ yo ɔ tsuo nyɛɔ nɛ a tsɔɔ ligbi nɛ a kɛ maa pee kusumi ɔ, bɔ nɛ a maa pee lɛ ha kɛ he nɛ a maa suɔ nɛ a pee lɛ nge nɛ nɔ kpa ko tsi we a nya.
 - b. **Adesahi a he blɔ kɛ blɔ nya kɛ yihi kɛ nyumuhi a sɔmi nge mwɔnɛmwɔnɛ ɔ si himi mi:** Gɔgɔ nɛ a nge fiaɛ nge adesahi a he blɔ nɛ a nge kɛ blɔ nya nɛ a nge kɛ yihi kɛ nyumuhi a sɔmi nge mwɔnɛmwɔnɛ ɔ si himi mi ɔ wo tsakemi kɛ nge kusumi ɔ peemi mi bae. A nge ni ɔmɛ a nɔ jee nɛ a kɛ ekpahi hu nge he piɛɛɛ. Yihi a blɔ nya nge weto ni yemi he kaa kikɛ nɛ ɔ ba he si jehanɛ ɔ nɛ e ba sɛ kusumi mi sisiisi.
 - c. **Jami he kɔhi:** Kliistofoli a jami, klamo jami kɛ jami kpahi a hemi kɛ yemi, a susumi kɛ a kɔhi ha nɛ ksusumi ɔ nge tsakee. A ngɔɔ hemi kɛ yemi nge jami nɛ ɔmɛ a mi ɔ kɛ tsakaa kusumi peemi ni ɔmɛ. Be nge nɛ a tsakeɔ kusumi ni ɔmɛ nɛ a deɔ kɛ a ji wɔ jami nihi aloo kolo nihi.
 - d. **Ni tsumi kɛ kaplɛ:** Nihi a ni tsumi haa nɛ kaplɛ daa a dɛ nɛ lɛ nɔ ɔ he je ɔ, a nge he blɔ kɛ he wami nɛ a ma nyɛ tsɔɔ nɔ nɛ a suɔ. Yo nɛ nge ni tsumi kpakpa ko tsue ɔ be suɛ nɛ e tsɛ aloo e nyɛ ba ngɔ e nya kɛ wo nyumu nɛ e maa suɔ nɛ e kɛ hi si ɔ hlami mi.
 - e. **Ma ngua mi yami:** Be abɔ nɛ nihi nge ma nguahi a mi yae ɔ, ja kɛ a kɛ nihi munomunohi nge bɔɛ nɛ a nge a kusumi kpahi kasee. Enɛ ɔ ha nɛ ni kpahi a yo he ni tsumi kusumi ni peemihi ba nge Dangme nɔ ɔ mi sɛɛ.
 - f. **Oposide kɛ sosia midia:** Oposide kɛ sosia midia nɛ ba pɔ he, titli ɔ wɔsapu, fesibuk, tikitɔk kɛ ekpa kome haa nihi he blɔ nɛ a bɔɔ nge kpa nɔ. A kpeɔ nɛ a sɛɛɔ ni nɛ a peeɔ pla nɛ a nɛ a he tete po gblee. Enɛ ɔ ha nɛ nyumu kɛ yo se pomi be hu.
 - g. **Ma se kɛ Ablootsi yami:** Nihi hiaa blɔ kɛ yaa ma se, ma nguahi a mi aloo Ablootsi. A kɛ ni kpahi nɛ a kusumi ɔ je muno kulaa nge Dangme nɔ ɔ he ɔ ya

kpeɔ. A kɛ a he ya woɔ kusumi nɛ ɔ ekome a mi nɛ ni kome po ya ngɔɔ a hueme, a ni tsuli aloo ma setseme kaa a fɔli kɛ a wekuli nɛ a ya tsuɔ yo he ni haa me aloo a ya solesɔ gba nge yo weku nane mi nɛ pohu, a ji weku ɔ mi saasaa.

- h. **Mlaa hehi:** Ma mlaahi kɛ ma blɔ nɔ tomihi ha nɛ tsakemi kome baa kusumi gba hami ɔ mi. Ekome ji a ngɔ nine ngɔ wo gba womi sisi loko gba a nɛ pee gbugbuugbu.
- i. **Kusumi kɛ mahi a bɔbɔɛ:** Mahi kɛ a he nge bɔe amlɔ nɛ ɔ nɛ lɛ nɔ ɔ he je ɔ, kusumi nge tsakae. Enɛ ɔme nyɛɔ nɛ a ngɔɔ ni kpakpahi ba woɔ kusumi ɔ mi nɛ be kome hu ɔ, a woɔ tsakemi he nyagbahi kɛ baa.
- j. **Yinɔ tsakemihi:** Be abɔ nɛ yinchi nge bee nɛ yinɔ kpahi nge bae ɔ, tsakemihi hu nge bae. Blema kusumi kome nɛ a peeɔ ba ple kolo ha mwɔnemwɔne bime.

Blɔhi a nɔ nɛ wa maa gu kɛ tsi ni yaya nɛ nge yo si bimi kusumi ɔ mi see ɔ nya

- a. **Kusumi mi blɛkemi:** Blema kusumi kɛ kɔhi kɛ ni peemihi nɛ woɔ weku kɛ ma nɔ yami kɛ kake peemi kɛ baa a, e sɛ nɛ a ngmeɔ he nɛ a laa se mohu ɔ, e sa nɛ a tle me si nɛ a wo a mi ɔɔ. E sa nɛ ma a nɛ wo nihi he wami nɛ a kanya me nɛ a bua nɛ ɔ kusumi gba hami ɔ he.
- b. **Nihi a gbi kɛ a juɛmi bumi:** E sa nɛ a bu nihi a tsui nya nihi nɛ a wo me he wami mohu nɛ a bua nɛ ɔ kusumi gba hami ɔ he pe nɔ nɛ a maa nye a nɔ kɛ nihi nɛ a bua ɔɔ he.
- c. **Yinɔ munomunohi a he nya buami:** Nimeli, nikɔtɔmahɪ, nihewi, yihewi, nihewi tsɔwi kɛ zangmawi tsuo nɛ pee kake kɛ susu a nile kɛ susumi nge kusumi gba hami ɔ he kone a ba gbi kplɛmi kake kɛ ha kusumi ɔ peemi. Enɛ ɔ ma ha nɛ nihewi kɛ yihewi maa nu kusumi ɔ sisi saminya nɛ a bua maa ɔ he. Nikɔtɔmahɪ hu maa na tsakemi nɛ nge ba amɛ a nya nɛ a maa do kɛ to nɔ ja nge gba hami kusumi ɔ peemi mi. A ma nye hu nɛ a kɛ Dangme nɔ ɔ nɛ to ekpa kome a he kone a wo he ga kɛ ha tsakemi kɛ nɔ yami.
- d. **Sukuu tsɔsemi kɛ ni tsumi mi he wami womi:** E sa nɛ a gu sukuu tsɔsemi kɛ ma tsɔsemi mi kɛ wo nihi he wami nɛ a nye nɛ a da si gbugbuugbu nge ni tsumi mi nɛ kaple nɛ da a dɛ. Lɛ nɔ ɔ ma ha nɛ a maa nu kusumi peemi ɔ sisi saminya nɛ a ma na nya kɛ je a juɛmi kpo nge gba mi semi kɛ e kusumi peemi ɔ he.
- e. E sa nɛ a hyɛ nihi nɛ woɔ nyagbahi kɛ baa nge gba hami kusumi ɔ peemi ɔ nɛ a ba a nya si. Sika nguahi hemi kɛ ni babauu hemi nge nyumu ɔ wekuli a dɛ ɔ nɛ nɛ gbɔ bɔ nɛ sa kone nihewi nɛ na ka kɛ ha yo he ni tsumi kone e po pla peemi nɔ.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ nihi etɛ nɛ wo tsakemi kpakpahi kɛ nge yo he ni tsumi kusumi ɔ peemi mi bae.
2. Moo tsɔɔ nihi etɛ nɛ wo tsakemi yayahi kɛ nge yo he ni tsumi kusumi ɔ peemi mi bae.
3. Moo tsɔɔ blɔhi etɛ nɔ nɛ a maa gu kɛ ha nɛ gba hami kusumi ɔ nɛ ma si gbugbuugbu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class discussion

- a. Through questions and answers, the whole class revises the meaning of marriage. High achievers listen to others' submissions and summarise their views to consolidate their knowledge.
- b. Learners contribute to explain five significant features of marriage in their culture.

Group work/collaborative learning

1. Mixed ability (fish-bowl)

- a. Learners are separated into an inner and outer group.
- b. The highly proficient learners are made to form an inner circle to discuss some modern trends affecting traditional marriage rites (e.g., migration, education, religion, economy, modernisation, etc.).
- c. The proficient and approaching proficient learners form an outer circle around the inner circle and make notes on the discussions by the inner group.
- d. The outer group members make a presentation to the whole class
- e. Learners listen to the presentation, make contribution and ask questions for clarification.
- f. In mixed ability pairs, learners discuss strategies to overcome the negative effects of modern trends on customary marriage.
- g. Teacher interacts with each pair, asking questions to firm up learners' understanding
- h. Teacher calls out different categories of learners (by name, not category) to summarise their learning and solicits feedback from learners to understand their needs, concerns and suggestions.
- i. Teacher recaps the main points of the lesson and summarises key takeaways.

Nɔ̌ kuɔ̌mi 3 Kami pɔ̌tɛɛ

1. Mo de o susumi kɛ o da he nge ma enyo a gba hami kusumi peemi ɔ̌ he.
2. Tsɔɔ nyagba etɛ nɛ ba nge gba hami kusumi ɔ̌ peemi mi nɛ o ha tsaba kɛ ha nyagba fɛɛ nyagba nɛ o de ɔ̌.

Nɔ̌ kuɔ̌mi 4 Kami pɔ̌tɛɛ

1. Moo hyɛ gbami semi kusumi nɛ o kɛ to mwɔ̌nɛmwɔ̌nɛ mlaahi kɛ adesa he blɔ̌ kɛ blɔ̌ nya nɛ e nge ɔ̌ he.
2. Ke a ha mo he blɔ̌ nɛ o wo tsakemi kɛ ba yo he ni tsumi kusumi mi ɔ̌, moo sɛsɛ tsakemihi nɛ o ma wo kɛ ba amɛ a he.

Hint

Learners' scores on individual class exercise should be ready for submission into the STP. This could be an average of the number of exercises conducted from Week 13.

SECTION 6 REVIEW

This section covered weeks fourteen, fifteen and sixteen. It discussed marriage as a traditional institution and a cultural rite. Learners were introduced to the concept of traditional marriage and marriage rites. They learned about significance of marriage, types of traditional marriages and the processes involved in performing marriage rites in traditional societies. Learners also learned how marriages are performed in other cultures and some contemporary trends affecting traditional marriage rites. It is expected that knowledge in this will help learners to acquire some cultural knowledge regarding marriages. It is also to help in the preservation of culture, transmission of culture and promote moral uprightness. It will again help learners understand the emerging trends related to marriage. The section further helped learners obtain the appropriate registers to communicate effectively. The section has therefore, equipped learners with foundational knowledge and functional understanding of cultural studies regarding marriage rites as the teacher employed interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

Project

Write about/develop systematic processes involved in the ceremony of customary marriage rites in the community where you live. (This may be different from your hometown). Express your opinions about the activities/rituals involved in the ceremony. Give reasons and examples to support your points.

MI GBAMI 7: WETSO BLƆ NƆ TOMI KƐ MA NƆ YEMI

Munyutso 3: **Kusumi ni peemi kɛ ma nɔ yemi**

Munyutso setso 2: **Kusumi ma nɔ yemi**

Ni kasemi mi nihi

1. *Tapo Dangme wetso he blɔ nɔ tomi ɔ mi nɛ o kɛ to ma kpahi a nɔ he.*
2. *Gɛ nɔ mini.*
3. *Tsoɔ o sisi numi nge Dangme wetso he blɔ nɔ tomi ɔ he nɛ o kɛ to Gana ma kpahi a nɔ he.*

Hint



- *The End of Semester will be conducted in Week 18. Refer to **Appendix h** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 13 to 17.*
- *Remind learners about their portfolio and offer support to those who may be struggling.*

INTRODUCTION AND SECTION SUMMARY

This section focuses on traditional clan systems. It also explores the traditional governance structures amongst the various language groups in Ghana, building on the foundational concepts learned in the first year. Learners will examine the clan systems within different Ghanaian cultures, analysing their significance and comparing them with those of other cultures. Additionally, this section introduces classroom activities that promote Gender Equality and Social Inclusion (GESI). Understanding clan systems is crucial for students, as it not only deepens their appreciation of Ghanaian language studies but also connects with related subjects such as Religious Studies and History. The knowledge gained in this section will make learners appreciate their own clan and traditional governance systems and those of other cultural groups. While the examples provided are not exhaustive, teachers are encouraged to seek additional information in their respective Ghanaian languages. Moreover, teachers should support learners with varying abilities and needs to ensure an inclusive learning environment. The weeks covered by the section are:

Week 17: The Clan System

Week 18: Traditional Governance Structure

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Talk for learning includes the use of whole class and group activities to enhance learning outcomes in the classroom. In collaborative learning, learners collaborate in groups to find solutions to problems and concepts. Specific approaches like whole class activities and group work are employed under these pedagogies. This helps in developing self-confidence in learners. For the highly proficient and proficient learners in the class, teachers are encouraged to assign them higher tasks and to guide them to perform leadership roles such as peer-teachers to help colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are expected to aid learners with special education needs.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 17: Display and Exhibition

Week 18: Mid-semester Examination

*Refer to the “**Hint**” at the key assessment (Kamɩ pɔtɛɛ) for additional information on how to effectively administer these assessment modes.*

OTSI 17

Ni kasemi mi nihi

1. *Moo tsɔɔ wetso blɔ nɔ tomi ɔ nya nɛ o tsɔɔ e he se nami.*
2. *Moo ngo Dangme wetso he blɔ nɔ tomi ɔ kɛ to Gana ma kpahi a nɔ he.*

He Pɔtɛɛ 1 & 2

Wetso he blɔ nɔ tomi

Wetso peeɔ nihi nɛ je fɔmi kpa kake nya, nɛ a hineɔ biɛ kake nɛ a sɔmɔɔ nya dalɔ kake. A hɛɛ su kake, susumi kake kɛ juɛmi kake. Nɔ nɛ a hlaa kaa e nyɛɛ a hɛ mi ɔ peeɔ a nya dalɔ nɛ a tɛɔ lɛ wetso nyatɛ aloo wetso matɛ. Wa nɛ wetsohi nɛ Aflika, Sukɔtland kɛ blema ma kusumi kome a mi.

Ni pɔtɛɛ kome nɛ a naa nɛ wetso he

1. **Nɛnɛkasoa:** Wetso mi bi ɔmɛ tsuo je nɛnɛkasoa kake sisi.
2. **Wetso kpa:** Wetso mi bi ɔmɛ nɛ tsa kpa kɛ gu muɔ mi fɔmi mi.
3. **Biɛ hinemi:** Wetso mi bi ɔmɛ hineɔ wetso biɛ kake.
4. **Kake peemi si himi:** Wetso mi bime nɛ kake peemi kɛ he numi ha a sibi nɛ a suo wetso ɔ kake peemi.
5. **Nɔ kuɔmi blɔ nɔ tomi:** Wetso fɛɛ wetso nɛ nɔ kuɔmi he blɔ nɔ tomi. A nɛ matɛmɛ, nya dali, nimeli kɛ ekpahi nɛ a maa munyuhɛ a nya si ha wetso ɔ nɛ a kudɔɔ wetso ɔ hulɔ.
6. **Kusumi kake:** Wetso mi bi nɛ kusumihi, blɔ nɔ tomihi, kɔhi, ninyɛ nihi, palemi kɛ ngamihɛ kake kɛ ekpa kome. Nɔhyɛ nɔ nɛ Dangme mi ji kaa, kɛ a ma bi hawi si ɔ, a deɔ kɛ, “Kua amɛ gbo lo?”
7. **Ni tsumi:** Blema a, wetso mi bi tsuo ni tsumi he nɔ kake: okuaa yemi, je juami, ga lele ni tsumi kɛ ekpa kome.
8. **Gbijlɔ yemi:** Wetsohi nɛ jami, jeha yemi, sɛ peemi kɛ kusumi kpahi kake.
9. **Kɔ kɛ ninyɛ nihi:** A nɛ kɔ kɛ ninyɛ nihi kake.

Wetsohi tsuo ni pɔtɛɛ kome kaa

1. A yeɔ buaa a sibi nɛ a poɔ a sibi a he piɛ nɛ a faa a sibi a he.
2. A baa kusumi kɛ blɔ nɔ tomihi a yi.
3. A nɛ kake peemi nɛ a hiɔ si kaa nimli kake.
4. A dlaa nihi a kpɛti pɛ nɛ a yeɔ a kpɛti munyu.

Wetso he se nami

Kɛ je blema a, wetso he blɔ nɔ tomi ɔ ye bua adesa si himi nɛ blɔhi munomunohi a nɔ kaa enɛ ɔmɛ:

1. **Ma he nya buami:** Wetso si fɔfɔɛ ɔ to ma he nya buami blɔ nya ke wo kuu tsɔwitsɔwi a mi kaa weku, ka si, kɔpe, kpɔ mi, huza mi, ke ekpa kome ne ene ɔ haa ma nɔ hyemi yi saasaa.
2. **Wetso/weku kpa:** A maa nɔ mi kaa wetso mi bi peɛ nimli kake ne a hiɔ si ke haa a sibi. A yeɔ buaa a sibi ne a nuɔ nɔ he ngo haa a sibi.
3. **Tsakpa ke mitso:** Wetso tsɔɔ nɔ mitso ke tsakpa ne nge nɔ ke nɔ a kpɛti. Nɔ kake nge e he nimli babauu ne hɛɛ kusumi kake, puehe kake ke niye he kake.
4. **Kake peemi ke he numi:** Wetso haa ne nihi hiɔ si kaa ma kake ne a yeɔ buaa a sibi. A hiɔ si nge jesi munyu ɔ nya ke, “Nɔ he nɔ saa nɔ”.
5. **Munyu dلامي:** Wetsohi nge blɔ nɔ tomi ne a ke yeɔ nihi a kpɛti munyu ne a ke dlaa nihi a kpɛti pɛ.
6. **Kusumi yi baami:** Wetsohi yeɔ buaa ne a baa kusumi ni peemi yi, a yeɔ kɔhi a nɔ, a leɔ ninye nihi ne a yeɔ blɔ nɔ tomihi a nɔ.
7. **Nɔ yemi:** Wetsohi toɔ nɔ yemi he blɔ nya ne le nɔ ɔ yeɔ buaa ke ha ma nɔ hyemi ke ma nɔ yemi. Wetso nya dali ɔmɛ hɛɛ he wami ne a ke tsuɔ wetso he ni ke ha si himi kpakpa.
8. **Ni tsumi:** Wetso mi bime yeɔ buaa a sibi nge a ni tsumi ke nɔ yami mi. A peɛ nɔbua ke peɛ ngmɔ, ke gbɛlaa ahima, ke saa aloo ke siɔ lo, ke ni tsumi kpa kome.
9. **Nɔ yami ke nɔ kusumi:** Wetsohi toɔ blɔ nɔ kone nihi ne a ya nɔ nge a ni tsumi aloo a blɔ nya ne a hɛɛ ɔ mi.
10. **Nyemi peemi:** Wetsohi haa nihi nuɔ he kaa a piɛɛ ni babauu a he ne ene ɔ haa ne a nɔ gbagba teɔ nge si himi ke nɔ peemi mi.

Ne je ɔ he mi nge tsakee daa je janɛɛ ne ɔ, ja ke wetsohi hu a nihi nge tsakee. Wetso he se nami ɔ hu nge munomuno nge mahi ke a kusumihi a nya. Tsakemi ne ɔmɛ nge bae se loloolo ɔ, wetso nyɛɔ ne e buaa nihi a nya kaa nimli aloo ma kake.

Wetso biɛ kome ke Dangme ninyɛ/nihio ni kome

Nge Gana a, wetsohi nge a kɔ ni ke a nihio/ninyɛ nihi. Dangme wetso ɔmɛ hu nge nihio/ninyɛ nihi. E sa ne o kai kaa Dangme nge wetso nguahi kpaanyɔ: Se, Yilo Klo, Manya Klo, Osu, Adaa, Nugo, Kpomi ke Gbugblaa ne wetso fɛɛ wetso nge biɛ munomunohi ne a woɔ. Wa maa hyɛ bɔɔ ko kɛkɛ. Etse T. O. Caesar tsɔɔ biɛ ne ɔmɛ ekome nge e womi “E peɛ mo Dangme no ɔ” mi.

WETSO	TETE BIɛ	DEDE BIɛ
Pienguami (Klo)	Padi	Padiki
Hiɔmɛ (Se)	Adamte	Adamki
Jangmaaku (Nugo)	Jangma	Jangmaaki
Olowe (Gbugblaa)	Maate	Maateki
Adibiawɛ (Adaa)	Adinɔte	Adinɔki

O ma hla ekpa kome ke piɛɛ ene ɔmɛ a he.

Wetso ke weku tsami biε kome

YIBƆ	WETSO MI NO	BƆ NE O MA TSE LE HA	BƆ NE E MA TSE MO HA
1	Nyumu ne fɔ o nene/ne aloo o na	Nenekasoa	Bibimibi
2	Yo ne fɔ o nene/ne aloo o na	Nanakasoa	Bibimibi
3	Nyumu ne fɔ o tse aloo o nye	Nene/ne	Bibi
4	Yo ne fɔ o tse aloo o nye	Na	Bibi
5	O tse nyemi nyumu nɔkɔtɔma	Tsengua	Senɔ bi / bi
6	O tse senɔ nyumu	Tsewayo	Nyewetse bi / bi
7	O nye nyemi nyumu	Tseko	Nyewenye bi/senɔ bi
8	O tse nyemi yo	Nyeko	Nyewetse bi/senɔ bi
9	O tse/nye bi ne wa pe mo	Awetse / awenye	Senɔ
10	O tse bi ne o wa pe le	Senɔ	Awetse / awenye
11	Nɔ ne tsu o he ni	Huno	Yo
12	Nɔ ne o tsu e he ni	Yo	Huno
13	O huno nyemi nyumu	Hunongua/wayo	Yowayo/ngua
14	O huno nyemi yo	Yoowe	Yoowe
15	O yo nyemi nyumu	Bajɔ	Bajɔ
16	O yo nyemi yo	Yo wayo/ngua	Hunowayo/ngua
17	Yo ne o ke le nge nyumu kake gbae	Hunoyo	Hunoyo
18	O huno e tse	Ngatse	Nganyε
19	O yo e tse	Ngatse	Ngatse
20	O huno e nye	Nganyε	Nganyε
21	O yo e nye	Nganyε	Ngatse
22	Nyumu ne fɔ mo	Tse / Tsaatse	Bi
23	Yo ne fɔ mo	Nye / Maa	Bi
24	Yo ne o ke nge nyεεε se o tsu e he ni	Pla	Pla
25	Nyumu ne ke mo nge nyεεε se e tsu we o he ni	Pla	Pla

DANGME NIHIO NIHI ALOO NINYE NIHI

Dangmeli nge nihi fuu ne a pee we ke nihi fuu ne a yi. A tseɔ ni ne ɔme ke nihio nihi aloo ninyε nihi. Ke o pee nihio ni aloo o ye ninyε nɔ ko ɔ, a duɔ ba kpa aloo a hiɔ kɔkɔkɔ. Nihi naa le nɔ ɔ kaa musu bɔmi ne tue gblami agbo nge he. Dangme je nihio nihi kɔɔ ni kome pɔtεε a he: Ni ne ɔme ekome ji:

1. Nyumu kɛ yo a bɔmi nami
2. Niye ni
3. Nɔ gbemi
4. Lohwe kome
5. Ni tsumi
6. Falefale peemi
7. Ekpa kome

Nyumu kɛ yo bɔmi nami he nihio nihi aloo ninyɛ nihi

Dangmeli buɔ nyumu kɛ yo bɔmi nami kaa e ji nɔ kpakpa nɛ he tsɔ nɛ lɔ ɔ he je ɔ, a pee we nihi nɛ nyɛɛ se nɛ ɔmɛ:

1. Nɔ kɛ e nyɛmi, e tsɛ aloo e nyɛ ka we sa.
2. Nɔ kɛ e yo aloo e huno nyɛmi ka we sa.
3. Nɔ kɛ e nyɛmi ka we yo aloo nyumu kake he.
4. Nɔ kɛ e bi aloo e nyɛmi bi ka we sa.
5. Nɔ kɛ e nyɛmi e yo aloo e huno ka we sa.
6. A ka we sa nɛ pu mi aloo zugba gu aloo nɛ pa mi
7. A da we si kɛ ka sa kaa bɔ nɛ lohwehi peeɔ ɔ.
8. A kɛ yo nɛ nɛ we se yae ka we sa.
9. A kɛ nɔ kpa yo aloo nɔ kpa huno ka we sa.

Niye ni he nihio nihi aloo ninyɛ nihi

1. A tu we munyu ke a nɛ ni yee.
2. Ke a nɛ ni yee ɔ a kɛ nine pi zugba mi.
3. A je we kɔɔhiɔ ke a nɛ ni yee.
4. Ke a te si nɛ niye ni sisi nɛ a ya nane nɔ ɔ, a kpale ba hi ni ɔ se.
5. Yo nɛ ya we se ɔ hoo we ni ha e huno.
6. A gbee we fufui aloo ywie gbɔkuɛ.
7. A kpa we nyagba ke a nɛ ni yee.
8. A kɛ niye ni fie nɔ.

Nɔ gbemi kaa nihio ni

Klaa, mumi kɛ helo ɔ tsuo ji Mawu nɔ nɛ lɔ ɔ he je ɔ nɔ ko be he blɔ nɛ e ngɔɔ.

1. Nɔ nitɛ gbi e he.
2. Nɔ ko gbi nɔ kpa ko nɛ pi ta nya aloo he fami nya.

Lohwe kome kaa nihio ni

1. Dangmeli yi ahua, jesi, ala, ovɔɔwɔ/kuɔwi kɛ sino.
2. A gbi wo mi hlami nɛ a yi hulo.
3. A yi demi, siato kɛ ogbetee nɛ a gbi mɛ.
4. A yi nako nɛ a gbi lɛ hulo.

Lohwe nɛ ɔmɛ pee he fami kɛ he piɛ pomi, blɔ tsɔɔmi kɛ ni tsumi kpahi kɛ ha Dangme nimeli kɛ yimeli ɔmɛ nɛ lɔ ɔmɛ a he je nɛ a hio kaa a gbe mɛ aloo a ye a lo ɔ nɛ. Ahua lɛɛ e nya nyu ɔ he je nɛ a yi nɛ jesi hu lɛɛ a susu kaa e tsuaa gbogboe nɛ e yeɔ.

Ni tsumi he nihio ni

1. A ye wo Pɛplɛgbi
2. A ye ngmɔ nɔ So aloo Soha nge hehi fuu. (A ngɔɔ lɛ kaa zugba ligbi ji So aloo Soha nge he kome.
3. A yi ngmadu/ngmɛdu. (Ngmadu aloo ngmɛdu ji ngma aloo blɛfo nɛ a kɛ to nɛ a ma du. Ke o ye ɔ, hwo maa ye nyɛ.)
4. A hɛ nɛ a hie nimeli a buna.

Falefale peemi he nihio ni

1. A bɛɛ we gbɔkuɛ.
2. A lɛ lada ngo pue kpoku nya.
3. A to we ka kɛ plɛɛte nɛ a ye ni nge mi ɔ ngo fɔ si nɛ je nɛ na yi.
4. A ye abɔɔmi aloo a zi zami ngo wo taku mi aloo pa mi.

Ninyɛ ni kpa kome

1. Yohɔyo fo we ya nge ya si.
2. A tsɛ we yohɔlɔ lee-ee.
3. A gbi yohɔyo.
4. A kpa we nyabga gbɔkuɛ: E tsɛɔ sino kɛ abɔɔdɔhi.
5. A fɔ we aloo nga we nɔ ke a yaa abɔɔ mi aloo a yaa gba aloo a yaa nane nɔ.
6. A kɛ muɔ nine nga we nɔ.
7. A kɛ muɔ nine ha we nɔ nɔ.
8. A kɛ muɔ nine yi ni.
9. A hɛ bo muɔ nya.
10. Yo jɛ we nyumu ke kuasia.
11. Yo jɛ we nyumu ke e nya fi ha lɛ ye.
12. A jɛ we yo ke e he fu.
13. A tsui ywie ngmɛ gbɔkuɛ.
14. A kɛ niye ni fie nɔ.

15. A kɛ kutsie aloo tɔtɔ fiɛ nɔ.
16. A wui muɔtɛ matɛ
17. A du we kɛ je nane si kɛ kuɔ
18. A jɛ we nɔkɔtɔma, nganyɛ, ngatɛ, huno, yo
19. A gblee we kita nɛ a ka nɔ
20. A kɛ hiɔ yi nɔ he fɛu



NI KASEMI MI NI TSUMI

1. Mɛni ji wɛtso he blɔ nɔ tomi?
2. Mo ha wɛtso nɔhyɛ ni komɛ.
3. Ngmaa Dangme je nihio ni/ninyɛ ni nyɔngma.
4. Mo gba kpɛ kɛ tsɔɔ wɛtso he so pɔtɛɛ ɛtɛ.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class discussion
 - a. Through questions and answers the class revises marriage rites as a form of reflection.
 - b. Through brainstorming, learners define the clan system and discuss the concept.
 - c. Through interrogations and oral conversations, class discusses the significance of the clan system.
2. Group work/Collaborative learning
 - a. In mixed-ability groups, learners discuss the clans in their community.
 - b. In mixed ability groups, learners discuss the totems, symbols and taboos of the clan in their communities. *Direct AP learners to lead discussion to build self confidence.*
 - c. Using sage in a circle technique, where learners of different cultural background form a circle and take turns to talk about their clans for the entire group to note the similarities and differences of the clans spoken about. *Teacher should remind learners to respect each other's differences.*
 - d. If the pedagogy in point “c” above is not applicable, provide pictures or audio virtual prompts of different clans to facilitate discussion on their differences and similarities.
3. Group work
 - a. In mixed-ability groups, learners discuss the significance of the clan system in the contemporary society and present their findings to the whole class.

- b. Through peer-learning, learners critique the presentations of each other according to clarity and the strength of their argument and take notes on the significance of the clan system.

KAMI PɔTɛɛ

Nɔ kuɔmi 3 kami: Yi mi susumi pɔtɛɛ

1. Moo tsɔɔ bɔ nɛ o he ke wetso mi womi ɔ ma nyɛ ye bua o ni tsumi nɔ yami ha.
2. Mo kaa wetso yi ɔ, mɛni blɔhi a nɔ o maa gu ke ha nɛ kake peemi nɛ hi wetso ɔ mi?
3. Moo ngo nyɛ wetso blɔ nɔ tomi ɔ ke to ma kpa nɔ bihi ngɛ Gana a nɔ he.

OTSI 18

Ni kasemi mi nihi: Moo kpa kusumi ma nɔ yemi blɔ nɔ tomi ɔ he. (matsengua, matse tsɔwi, matse woli kɛ ekpa kome)

He pɔtɛɛ 1

Kusumi ma nɔ yemi he blɔ nɔ tomi

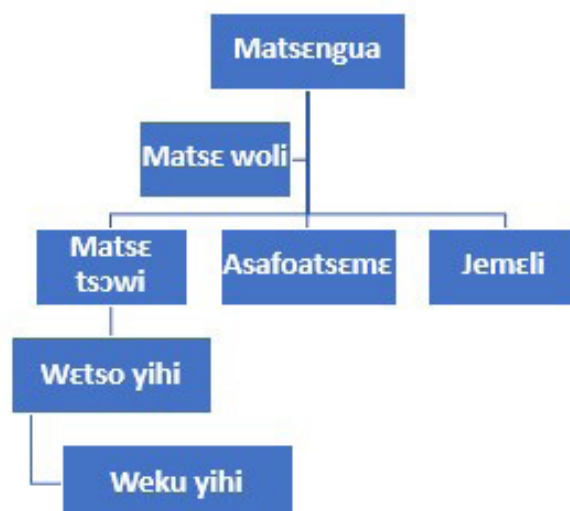
Enɛ ɔ tsɔɔ nɔ kusumi he blɔ nɔ tomi nɛ pɔɔ nɔ yami nge ni tsumihi, ma nɔ yemihɛ kɛ he nya buami aloo kuu kpahi a mi. Wa pɔɔ nihi nɛ nyɛɛ se nɛ ɔmɛ nami nge mi:

1. **Nɔ kusumi blɔ nya:** Nɔ kusumi he wami jɛɔ yi nɔ kɛ kpleɔ si nɛ nɔ fɛɛ nɔ nge e blɔ nya ni tsumi kɛ e blɔ nya.
2. **Munyu nya si mami:** Nihi nɛ hɛɛ blɔ nya ngua nge blɔ nɔ tomi nya a maa munyu otihi a nya si nɛ a peeɔ nihi pɔtɛɛ he juɛmi nge ma a tsuo nane mi.
3. **Blɔ nɔ tomi ɔ mi gbami slɔtohi:** A gbaa kuu ɔ aloo ma a mi kpɔ mi kpɔ mi nɛ nɔ fɛɛ nɔ nge e blɔ nya ni tsumi.
4. **Kuu tsɔwi a nɔ hyɛmi:** A hlaa nihi nɛ a hyɛɔ kuu nyafinyafihɛ a nɔ.
5. **Sɛgbi hami:** A nge blɔ pɔtɛɛhi a nɔ nɛ a guɔ nɛ a kɛ sɛgbi haa ma.
6. **Blɔ nya kɛ ni tsumi pɔtɛɛ:** A nge blɔ nya kɛ blɔ nya ni tsumi tutuutu nɛ a hyɛɔ blɔ.
7. **Nɔ kusumi:** A nge nɔ kusumi nɔ kusumi kɛ jɛɔ ni nguahi nɛ hɛɛ blɔ nya nguahi a nɔ kɛ ya si ni tsɔwi nɛ hɛɛ blɔ nya tsɔwi a nɔ.

Blɔ nɔ tomi ɔ nge gbugbuugbu nɛ tsɔɔ se nami kaa he piɛ pomi, hwɔɔ se blɔ kpami kɛ nɔ he akɔtaa bumi se e nge nyagba kome kaa siɔɔ peemi nge munyuhɛ a nya si mami kɛ lalaalo womi nge nihi a nya si mami mi.

Nɔ yemi nɔ kusumi blɔ nɔ tomi ji bɔ nɛ a toɔ nɔ kusumi blɔ nya nge kuu ko mi. E tsɔɔ tsakpa nɛ nge nikɔtɔmahɛ nɛ toɔ blɔ nɔ kɛ nihi nɛ nge a sisi ɔmɛ a kpɛti.

Kusumi ma nɔ yemi nɔ kusumi blɔ nɔ tomi nɛ nge sisi nɛ ɔ nɛ.



He he tomi: E sa ne o yo kaa, nge nimli ne ɔme a se ɔ, ni kpahi nge ne me hu a hee blɔ nya nge ma nɔ yemi he blɔ tomi ɔ mi. Ekome ji manyeme, otsiamɛhi, dadematseme, jasehi, maklaalohi, setseme ke ekpa kome.

Matsengua ji ma ke wetso ɔme tsuo ne bla a nɔ yelɔ. Le ji ma a tsuo yi ne wetso ɔme tsuo ne peeɔ ma a ne hlaa me.

Matse womi

Matsengua womi ɔ nge gle ete nɔ

1. E hlami
2. E womi aloo e tomi
3. E kpo jemi

Matse hlami

1. Ke matsengua ko kpa se ne a maa to e nane mi ɔ, setse, jaase ke matse woli ɔme hyeɔ weku ne e su a nɔ kaa a ye tse ɔ mi ne a hlaa nɔ ne sa nge mi. A hyeɔ kaa nɔ ne a maa hla a he mi te, e le kusumi, bu nge e he ne kpa ko kulaa be e he.
2. Ke tse woli ɔme a nine su nɔ ɔ nɔ ɔ, a bɔɔ ma nimeli amanie ke ha nɔ kplemi. Be nge ne ke nihi enyɔ aloo ete ne a gbɔ a he nine ɔ, nimeli ɔme hlaa a kpɛti nɔ kake.

Matse womi aloo e tomi

1. **Matse womi ɔ jeɔ sisi ke nɔ ɔ numi:** Ke a gbɔ nɔ ko he nine kaa a maa wo le matse ɔ, ni kome nge ne a sume ne lɔ ɔ he je ɔ, a tuɔ fo ke je ɔ ma a mi. Nihi hu nge ne a ji odehehi se pi ma a mi ne a nge tutuutu se a nge ni tsue nge ma se. He fɛɛ he ne nɔ ne a gbɔ e he nine ɔ nge ɔ, a tsɔɔ nihi ne a ya ngɔɔ le ke baa. Ke le nitse e kplee nɔ ɔ, a ke le baa dii se ke e kplee we nɔ ɔ, a nuɔ le ka nya ne a ke le baa.
2. **Tɛlimi ke nangla/agbosu pomi pue nane nɔ:** Ke a nu matse ehe ɔ, a gbeɔ jijo ku ne ji agbosu aloo nangla ne a ke muɔ ɔ pueɔ e nane nɔ. Ke a po agbosu muɔ ne ɔ pue nɔ ko nane nɔ se loloolo ɔ, e kua matse ɔ yemi ɔ, be nge ne e fuɔ da aloo e nuɔ godo.
3. **Tsu mi womi:** A woɔ nɔ ne a nu ɔ tsu mi. Nge tsu ɔ mi ɔ, a tsukɔɔ e he, a tsɔɔ le kusumi ke kusumi sisi, a tsɔɔ le domi, kita kami, kɔhi ke si himi kpahi ne he maa hia matse yemi ɔ. A yeɔ musu nge e yi ne a tsukɔɔ e he ke je je mi yobuhi a he.
4. **Se hlami:** A ke le yaa se tsu mi ne e ya hlaa matse se ne e maa hi nɔ. A fiɔ e he mi ne e ko hye nɔ loko e ngɔ se ne e maa hi nɔ ɔ. E maa hine se ne e maa ngɔ ɔ kaa e matse bie.
5. **Kita kami:** E ma ka nimeli kita kaa ke a tse le nyɔ mi jio, piani jio, gbɔkuɛ jio ɔ, ke a ne le ɔ, e ke e yi ma je aloo e yi ma ha.

Matse kpo jemi

Ke a ma je matse ehe kpo ɔ, a bɔɔ gua ne ma tsuo nya ba kpeɔ.

1. **Matse ke matse se no himi:** A ke matse ehe ɔ hiɔ e matse se nɔ. A woɔ e de mi aflaa ne e ke kaa kita.
2. **Matse ɔ kpo jemi ke tsɔɔ ma:** A jeɔ matse ɔ kpo ke tsɔɔ ma ne a tsɔɔ e matse yemi bie kaa Nene Asimasi Asimasi ne ji enyone aloo etene.
3. **Kita kami:** Wetso matseme ke nimeli kaa le kita kaa ke e tse me motu, piani aloo nyo mi ne a be, ne pi hiɔ ne tsi a nya a, a ke a yi ma je aloo a ke a yi ma ha.
4. **Nyami:** A fieɔ obonu ke do munomunohi ne a nyaa kaa a na matse he.
5. **Ma ke munyu tumi:** Matse he ɔ ke ma a tuo munyu. E woɔ me si kaa e maa hye ne ma a ne ya nɔ ne e baa nɔ fee nɔ yemi ke buami ke kake peemi.

To he he: Moo to he he kaa, akene Dangme nge wetso nguahi babauu he je ɔ, matsengua womi kusumi ɔ he mi ma tsake bɔɔ nge wetso ɔme a mi se e he blɔ nɔ to kaa e hlami, e womi ke e kpo jemi ɔ lee jeɔ e he kpo nge wetso kusumi ɔme tsuo a mi. He kome ma nye ya nyatsɔɔ kaa bɔ ne wa sese he ɔ ne ekome hu maa pee kusumi kome ke se ekome a hlami. A ma nye ma je kusumi kome nge mi ne a ke ekpahi maa pie he.

Matsengua blɔ nya ni tsumi kome

1. Le ji ma ame ke wetso ɔme, kope ɔme ke huza ame tsuo a nyatse.
2. E peeɔ nihi a he juemi ne a maa munyuhɔ a nya si ke ha ma a nɔ yami.
3. E hyeɔ ne a ye jehahi, a pee se ke ma kusumi ekpahi ne sa a.
4. E hyeɔ ne a ye ma mlaahi a nɔ ne e dlaa nihi ke wetso bime a kpeti munyu.
5. E hyeɔ ma zugbahi a nɔ ne e poɔ ma zugba ke weto ni kpahi a he pie ne e baa a yi.
6. E poɔ ma kusumi he pie ne e baa a yi.
7. E ngoɔ nɔ yami ni tsumi ke si himi kpakpa ke baa.
8. E maa ma a he ni tsumi munyuhɔ a nya si nge ma a nane mi.
9. E woɔ mlaahi ne nihi ne hi si nge tue mi jɔmi mi.

Matse tsɔwi aloo Wetso matseme

Matseme nge ne a nɔ kuɔ we kaa matsengua. Me ji wetso tsɔwi a matseme ne poɔ ma tsɔwi ke huza ame a nɔ hyemi. Be nge ne wetso matseme kaa ete aloo eywie ma nye maa hi ma ngua kake ne wetso munomunohi nge mi ɔ mi. A hiɔ kope ɔme a mi hulɔ.

Matse tsɔwi aloo Wetso matseme a ni tsumihi

1. Ke matsengua a be ɔ, me ne a nge.
2. A yeɔ buaa ke ku ju ke fo ke awi yemi nya nge a kpo ɔme a mi.
3. A peeɔ kojoli ke haa wetso ɔ.

4. A poɔ wetso zugba ke weto ni kpahi a he piɛ nɛ e baa a yi.
5. A hyɛɔ nɛ tue mi jɔmi nɛ hi ma a mi.
6. A hyɛɔ nɛ a pee ma kusumi: sɛ he dumi, ma he tsukɔmi, jeha yemi, jami ke ekpa kome.

To he hɛ: Tsɔɔɔ ɔ nɛ ngo wetso matsemɛ a ni tsumi kpahi ke piɛɛ enɛ ɔmɛ a he.

Matse woli

Matse woli ji nihi nɛ gbɔɔ ni kpahi a he nine nɛ a wo mɛ matse se mɛ nitsemɛ lɛɛ a be jamɛ a blɔ nya kaa a yeɔ matse. A kpeɔ ke sɛsɛɔ he loko a hlaa nɔ nɛ sa nɛ a wo lɛ matse aloo manyɛ aloo maklaalo aloo jase aloo asafoatse ke ma nikɔtɔma kpahi. Blɔhi a nɔ ke blɔ nɔ tomihi a mi nɛ a gbleɛ ke hlaa nɔ yeli nɛ a woɔ mɛ ɔ je muno nge mahimahi a mi nɛ nge Dangme wetso ɔmɛ a mi po, slɔto bɔɔbɔɔbɔɔ nge blɔ nɔ tomi ɔmɛ a mi.

Matse woli a ni tsumihi

1. Mɛ nɛ a gbɔɔ matse aloo manyɛ he nine loko a woɔ.
2. A poɔ nihi a se nɛ a kpaa nihi a mi loko a gbɔɔ nɔ he nine.
3. A peeɔ kusumi ke matse kpa sɛ.
4. Mɛ nɛ a kpaa matse.
5. Mɛ nɛ a jeɔ matse ehe kpo ke haa ma nimeli ke ma.
6. A woɔ matse ga.
7. A yeɔ nihi a kpɛti sane.
8. A hyɛɔ nɛ a to matse nane mi ke blɔ ba kaa a na matse ehe.



NI KASEMI MI NI TSUMI

Moo sa nya ke tsɔɔ o da he nge kusumi ma nɔ yemi blɔ nɔ tomi ɔ he.

PEDAGOGICAL EXEMPLARS

Group work/collaborative learning

1. Whole class
 - a. Create an organogram of the traditional government of your community (chief, sub-chiefs, kingmakers, etc.).
 - b. Discuss the functionaries of the traditional governance structure and their significance.
 - c. Debate the importance of the traditional governance structure, highlighting the gaps identified as compared to contemporary governance systems.

KAMI PƆTƐƐ

Nɔ kuɔmi 2 kami: Nɔ pɔtɛɛ sisi numi

1. Moo pee foni kɛ tsɔɔ tsakpa nɛ nɛ ma nɔ yeli a nɔ kuɔmi slɔto ɔmɛ a kpɛti nɛ kusumi ma nɔ yemi blɔ nɔ tomi ɔ oganoglami.
2. Moo hla kusumi ma nɔ yeli enyɔ nɛ nɛ ma a mi nɛ o tsɔɔ bɔ nɛ a ni tsumi yɛɔ buaa nɛ tue mi jɔmi kɛ kake peemi si himi kpakpa baa nɛ ma a mi.

Nɔ kuɔmi 4 kami: Yi mi susumi vii

Ke nɔ ko ke, “Kusumi ma nɔ yemi ɔ nya be” ɔ, moo sa nya nɛ o ha nihi kɛ ma o da he nɛ munyutso ɔ he nɔ mi.

Hint



- The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. [Refer to **Appendix H** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for at least weeks 13 to 17.
- Remind learners about their portfolio and offer support to those who may be struggling.

SECTION 7 REVIEW

This section examined the traditional clan systems and governance structures amongst various Ghanaian cultures. Initially, learners were introduced to the concept of the clan system and its significance within their own culture. They then compared these systems to those of other cultural groups in Ghana. Following this, learners explored traditional governance structures, investigating the roles and functions of key functionaries and the importance of these structures in their communities. Upon completing this section, learners are expected to possess the necessary knowledge to discuss governance structures within their respective communities.



APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

The mid semester exams paper would be made up of two sections. Section A and B. Section A will be made up of 20 multiple choice questions and section B, 4 essay type questions for learners to answer two. The questions would be selected from the topics taught for the first five weeks of the semester.

Resources needed

- A. Venue for the examination
- B. Printed examination question paper
- C. Answer booklet
- D. Scannable paper
- E. Wall clock
- F. Bell, etc.

Guidelines for setting test items

A. Multiple choice

- i. The options should be plausible and homogenous in content*
- ii. Vary the placement of the correct answer*
- iii. Repetition of words in the options should be avoided, etc.*

B. Essay type

- i. Make the instructions clear*
- ii. Do not ask ambiguous questions*
- iii. Do not ask questions beyond what you have taught, etc.*

Bimi nɔhyɛ ni

Mi gbami A: Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da

Nihi nɛ je fɔmi kpa kake mi nɛ a hineɔ biɛ kake nɛ a sɔmɔɔ nɔ kake ɔ ji

- A. wɛtso
- B. sɔlemibi
- C. ma
- D. kɔpɛ

Mi gbami B: Saneyo

Moo tsɔɔ wɛtso he se namihi etɛ nɛ o le.

Hetohi***Mi gbami A: Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da****Nihi nɛ je fɔmi kpa kake mi nɛ a hineɔ biɛ kake nɛ a sɔmɔɔ nɔ kake ɔ ji*

A. wetso – 2 marks

Mi gbami B: Saneyo**Moo tsɔɔ wetso he se namihi etɛ nɛ o le.**

A. **Ma he nya buami:** Wetso si fɔfɔɛ ɔ to ma he nya buami blɔ nya kɛ wo kuu tsɔwitsɔwi a mi kaa weku, ka si, kɔpɛ, kpɔ mi, huza mi, nɛ enɛ ɔ haa ma nɔ hyɛmi yi saasaa.

B. **Wetso/weku kpa:** E maa nɔ mi kaa wetso mi bi peeɔ nimli kake nɛ a hiɔ si kɛ haa a sibi. A yeɔ buaa a sibi nɛ a nuɔ nɔ he ngo haa a sibi.

C. **Tsakpa kɛ mitso:** Wetso tsɔɔ nɔ mitso kɛ tsakpa nɛ ngɛ nɔ kɛ nɔ a kpɛti. Nɔ kake ngɛ e he nimli babauu nɛ hɛɛ kusumi kake, puehe kake kɛ niye he kake.

D. **Kake peemi kɛ he numi:** Wetso haa nɛ nihi hiɔ si kaa ma kake nɛ a yeɔ buaa a sibi. A hiɔ si ngɛ jesi munyu ɔ nya ke, “Nɔ he nɔ saa nɔ”.

E. **Munyu dlami:** Wetsohi ngɛ blɔ nɔ tomi nɛ a kɛ yeɔ nihi a kpɛti munyu nɛ a kɛ dlaa nihi a kpɛti pɛ.

F. **Kusumi yi baami:** Wetsohi yeɔ buaa nɛ a baa kusumi ni peemi yi, a yeɔ kɔhi a nɔ, a leɔ ninyɛ nihi nɛ a yeɔ blɔ nɔ tomihi a nɔ.

Award 10 marks for any three significances explained.***Award 9 marks for any two significances explained******Award 8 mark for any one significance explained.*****Heto mi hami kudɔmi daka**

Otsi	Ni kasemi oti	Sane bimi slɔtohi	Ni lemi mi kuɔmi				Yibo tsuo
			1	2	3	4	
13	1. Sisi jemi	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	3	2	-	-	5
		Saneyo	-	1	-	-	1
14	1. Yo he ni tsumi aloo gba hami kusumi	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	4	1	-	-	5
		Saneyo	-	1	-	-	1

15	1. Dangme gba hami kusumi womi kɛ to ma kpa nɔ tsemɛ a nɔ ɔ he.	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	2	2	-	-	4
		Saneyo	-	1	-	-	1
16	1. Mwonɛmwɔnɛ nihi nɛ ba sɛ gba hami kusumi ɔ mi nɛ ngɛ kusumi gba hami ɔ hɛ mi tsakee.	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	1	2	-	-	3
		Saneyo	-	1	-	-	1
17	Wetso he blɔ nɔ tomi.	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	1	1	-	-	2
		Saneyo	-	1	-	-	1
		Yibo tsuo	11	13	-	-	24

MI GBAMI 8: MUNYU YEMI BLÓ NÓ TOMI

Munyutso 3: **Kusumi ni peemi ke ma nò yemi bló nò tomi**

Munyutso setsó 2: **Kusumi ma nò yemi bló nò tomi**

Ni kasemi mini: Tapo kusumi munyu yemi bló nò tomi ɔ mi ne o ke to mwónemwóné ɔ kóòtu munyu yemi bló nò tomi ɔ he.

Gle nò mini: Tsoo kusumi munyu yemi bló nò tomi ɔ he nile ke sisi numi.

Hint



Individual Project Work should be ready for submission by Week 20.

INTRODUCTION AND SECTION SUMMARY

This section discusses dispute resolution systems. It looks at the traditional and modern dispute resolution processes (the court system). Learners will be introduced to the structure of both systems. They will learn about their functions as well. They will also compare and contrast the two systems to draw their own conclusions. Knowledge of dispute and judicial systems will empower learners to participate in the democratic process and exercise their rights. It will also help them develop critical thinking and analytical skills, which are essential for evaluating information and making informed decisions. Additionally, understanding the judiciary system offers learners the foundation and interest for further studies and careers in fields like law, political science, public service, and international relations. This section is linked to related subjects such as Government, History and Religion. The section equips learners with functional knowledge and understanding of becoming informed citizens as they learn about their rights and responsibilities, enabling them to navigate the legal system to appreciate justice and fairness in their daily lives. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation, and assessment strategies to support individual learning.

The weeks covered by the section are:

Week 19: Judiciary systems

Week 20: Traditional and contemporary judiciary systems (comparison)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote the learning of concepts and principles as opposed to the direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings, and building on what others say. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. Additional tasks should be assigned to gifted and talented learners, such as performing leadership roles as peer-tutors to guide fellow learners to have a deeper understanding of the Ghanaian language concepts. Teachers are guided to aid learners who need special attention in any of the areas being taught.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 19: Dramatic monologue

Week 20: Checklist

Refer to the “Hint” at the key assessment (Kamɩ pɔtɛɛ) for additional information on how to effectively administer these assessment modes.

OTSI 19

Ni kasemi mi nihi: Tapo mwɔnɛmwɔnɛ ɔ kojomi aloo munyu yemi ɔ mi.

He pɔtɛɛ 1 & 2

Kojomi/Munyu yemi blɔ nɔ tomi

Munyu yemi blɔ nɔ tomi ɔ ji kɔɔtuhi kɛ tlabunahi nɛ a tsɔɔ mlaa sisi kɛ mlaa nɔ yemi nge ma ko mi. Munyu yemi kɔni nɛ ɔ he hia wawɛɛ nitse nge ma nɔ yemi blɔ nɔ tomi ɔ mi. E ngmɛɔ blɔ kɛ ha nihi a kpɛti munyu yemi kɛ mlaa sisi tsɔɔmi. Enɛ ɔ yeɔ buaa kɛ ha nihi a blɔ nya kɛ a he blɔ nami he piɛ pomi nge ma a mi. Kɛ piɛɛ he ɔ, a tsuo ni tsumihi nɛ nyɛɛ se nɛ ɔmɛ nge kɔɔtu.

1. **Nɔ he akɔtaa bumi:** E yeɔ buaa kɛ haa nɔ he akɔtaa bumi.
2. **Dami sane yemi:** A daa mlaa nɔ kɛ yeɔ dami sane ngo haa nɔ fɛɛ nɔ nɛ he mi hyemi be mi.
3. **Nihi a kpɛti sane yemi:** A dlaa pɛ nɛ a yeɔ nihi, ni tsumihi kɛ amlaalo ɔ kpɛti munyu. A ngmɛɔ blɔ nɛ a hyɛ munyu nge we mi aloo kɔkɔɔ mi nɛ a ngmɛɔ blɔ nɛ a ye munyu nge kɔɔtu hulɔ. Be nge nɛ e haa mi dami he blɔ nge munyu yemihi a mi nɛ e he hia we kaa kɔɔtu maa ba mi.
4. **He blɔ nami:** E pɔɔ nihi a blɔ nya kɛ a he blɔ nami he piɛ kaa bɔ nɛ ma mlaa de ɔ.
5. **Blɔ nya he akɔtaa bumi:** A hyɛɔ nɛ ma nɔ yeli kɛ mlaa woli a blɔ nɔ tomi ɔmɛ nɛ ko ngo he wami tsɔ kɛ be nɔ nɛ nɔ ko be mɛ nɔ ko nyɛɛ ma de. E haa nɛ a tsuo a ni pɛpɛɛɛ nge ma mlaa nya.

Mwɔnɛmwɔnɛ ɔ munyu yemi he blɔ nɔ tomi ɔ si fɔfɔɛ

Nge Gana munyu yemi he blɔ nɔ tomi ɔ, wa nge Suplimi Kɔɔtu, Apiili kɔɔtu, Hai kɔɔtu kɛ kɔɔtu tsɔwi. Kɔɔtu tsɔwi ɔmɛ ji Sekit kɔɔtu, Kpo aloo Distliti kɔɔtu kɛ Jokuɛwi a kɔɔtu nɛ ji aboflabɔnibi aloo jokuɛwi gbevuhɛ a kɔɔtu. Kɔɔtu fɛɛ kɔɔtu nge munyuhɛ nɛ e yeɔ kaa we mi sanɛhi, ju kɛ fɔ, weku kɛ ni tsumi he munyuhɛ. Nge Gana a, Suplimi kɔɔtu ji kɔɔtu nɛ nɔ kuɔ pɛ kɔɔtu ɔmɛ tsuo nɛ Kojolɔ ngua pɛ kulaa nɛ ji “Chief Justice” ɔ nɛ hyɛɔ nɔ. Nge kojomi ni tsumi ɔ blɔ nɔ tomi mi ɔ, wa nge kojoli nguahi, kojoli tsɔwi kɛ ni tsuli kpahi nɛ yeɔ buaa nge munyu yemi he ɔ.

Mwɔnɛmwɔnɛ ɔ munyu yemi kɛ kɔɔtu si fɔfɔɛ

1. Kojolɔ kake ma nyɛ ye munyu nge Hai kɔɔtu, Apiili kɔɔtu kɛ Suplimi kɔɔtu.
2. Kojoli etɛ aloo enuɔ ma nyɛ ye munyu kake nge Apiili kɔɔtu kɛ Suplimi kɔɔtu.
3. Be nge nɛ ni kpahi piɛɛɔ kojolɔ ɔ he nɛ a yeɔ bua lɛ kɛ yeɔ munyu ɔ.
4. Majistleti nɛ yeɔ munyu tsɔwi nge Majistleti kɔɔtu.
5. Kojoli tsɔwi yeɔ munyu nge Kpo aloo Distliti kɔɔtu ɔmɛ.

BlŌ nŌ nɛ a guɔ kɛ yɛɔ munyu ngɛ kɔɔtu

Kɔɔtu fɛɛ kɔɔtu ngɛ blŏhi a nŌ nɛ a guɔ kɛ yɛɔ munyu, se blŌ nŌ tomihi nɛ nyɛɛ se nɛ ɔmɛ a he hia.

1. Munyutɛ ɔmɛ ngɔɔ a sane kɛ ya fɔɔ kɔɔtu ɔ he mi.
2. A bɔɔ nŌ nɛ a kɛ munyu ɔ fɔ e nŌ ɔ amaniɛ.
3. Munyutɛ ɔ kɛ nŌ nɛ a kɛ munyu ɔ fɔ e nŌ ɔ kpeɔ nɛ a hyɛɔ munyu ɔ si fɔfɔɛ ngɛ kɔɔtu ɔ.
4. A ngɔɔ munyu ɔ he nŌ mi mami kɛ baa nɛ a tsɛɔ odase yeli nɛ a biɔ a nya mi.
5. Kojolɔ ɔ buaa munyu ɔ he.
6. Ke nŌ ko bua jɔɛ bɔ nɛ a bua munyu ɔ he ɔ, e kɛ munyu ɔ ma nyɛ ya nŌ kuɔmi he nɛ ji kaa e ma nyɛ pee apiili.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ kɔɔtu munyu yemi he blŌ nŌ tomi ɔ nya.
2. Moo kale mwɔnɛmwɔnɛ ɔ munyu yemi he blŌ nŌ tomi ɔ.
3. Moo tsɔɔ kojoli a ni tsumi.

PEDAGOGICAL EXEMPLARS

Problem-based-learning

1. Whole-class discussion
 - a. Through brainstorming, the class discusses the judicial system and its roles.
 - b. Learners form groups of three or four, depending on the class size. Each group is given a different task to perform.
 - i. One group describes the contemporary /modern judiciary system.
 - ii. Another group discusses the significance of each of the functionaries of the contemporary judicial system.
 - iii. Another group discusses the processes involved in contemporary dispute resolution in Ghana.
 - c. Learners in each group take turns to share their thoughts within the group whilst they build on what others say. Each group organises their thoughts and shares with the whole class.
2. Building on what others say:
 - a. Learners role-play a contemporary dispute resolution section. *Teachers should direct learners to appropriate roles e.g. HP learners perform role of defence barrister, P learners perform the role of prosecution and AP learners perform the role of judge.*

- b. Through questions and answers, learners discuss the role play.
- c. Appropriate feedback is provided for clarity.

KAMI PƆTƐƐ

NƆ KUƆMI 2 Kami pƆtƐƐ: Ga lele ke ha ni kasemi sisi numi

Mo bua nye se nƆ bi ɔme a nya ne o tsɔɔ me Gana munyu yemi he blƆ nƆ tomi ɔ.

NƆ KUƆMI 3 Kami pƆtƐƐ: Yi mi susumi pƆtƐƐ

1. Moo tsɔɔ bɔ ne munyu yemi he blƆ nƆ tomi nge Gana a daa kusumi ke mwɔmemwɔme ɔ si himi nƆ ke yeɔ dami sane.
2. Sese bɔ ne munyu yemi he blƆ nƆ tomi yeɔ buaa mabi a daadaa si himi.

NƆ KUƆMI 4 Kami pƆtƐƐ: Yi mi susumi vii

Ke kojolo ji mo ɔ, meni blƆ nƆ o maa gu ke ye munyu gbagblaa ko? (Nɔhye nƆ ji kaa munyu ne kɔɔ nihi a blƆ nya hemi ke he blƆ nya tsihi aloo munyu ne kɔɔ ma he pie pɔmi he).

Otsi 20

Ni kasemi mi nihi: Moo ngo kusumi munyu yemi bló nó tomi ɔ ké to mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi ɔ he.

He pɔtɛɛ 1 & 2: **Kusumi munyu yemi bló nó tomi ɔ ké mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi ɔ he tomi.**

Kusumi munyu yemi bló nó tomi

Kusumi munyu yemi bló nó tomi ji nimeli a bló nó tomihi nɛ a guɔ nɔ ké yeɔ nihi a kɔɔti munyu nɛ a ké dlaa pɛ ké nihi a sisi nuimi loko mwɔnɛmwɔnɛ ɔ kojomi bló nó tomi ɔ ba. Matsemɛ, ma nimeli ké nikɔtɔma kpahi ji ni nɛmɛ nɛ a daa si ké yeɔ munyu ɔ.

Kusumi munyu yemi

Enɛ ɔ ji bló nó tomi ké ha munyu yemi nge ma ko mi, titli ɔ, munyuhɛ nɛ kɔɔ ma kusumihi, ma kɔhi, ma ni peepee ké ma nɔ yami he. Bló nó tomi nɛ ɔmɛ nge momoomo loko mwɔnɛmwɔnɛ ɔ mlaahi ké amlaalo kojomi bló nó tomi ɔmɛ ba. Kusumi kojomi bló nó tomi nɛ ɔ ké si himi kpakpa, nyemi suɔmi, kake peemi ké tue mi jɔmi baa. Munyu kome nɛ a pɔɔ yemi ji pɛ, zugba sane, we mi munyuhɛ, kita nɔ gbleemi, nyango, patapaa, atua tsɔmi, kuno, nɔ he pleemi ké munyu kpa kome.

Bló kome a nɔ nɛ a guɔ ké yeɔ munyu

1. Mi dami
2. Kojomi
3. Tsami
4. Gbi kplɛɛmi

Kusumi munyu yemi bló nó tomi ké mwɔnɛmwɔnɛ ɔ munyu yemi bló nó tomi.

Kusumi munyu yemi

1. Matsemɛ ké ma nimeli nɛ hiɔ si ké yeɔ munyu ɔ. Kojoli ɔmɛ nɛ ji matse, nikɔtɔmahi, ma he mi nyɛli nɛ buaa munyu ɔ he. Munyutse ɔmɛ kplɛɛ he buami ɔ nɔ nɛ ké nɔ ko bua jɔɛ munyu he buami he ɔ, e ké munyu ɔ ya haa matse nɛ nɔ kuo pe ni nɛmɛ nɛ ye e munyu ɔ. Lɔ ɔ ji apiili ɔ nɛ.
2. A gui amlaalo kɔɔtu bló nó tomi ɔmɛ a nɔ. A yeɔ munyu ɔ nge matse we aloo si hihe kpa nɛ maa da mɛ.
3. A daa kusumi bló nó tomihi a nɔ ké buaa munyu ɔ.
4. Nge munyu ɔ yemi mi ɔ, a yi mi tomi pɔtɛɛ ji kaa a ye dami sane nɛ a dla munyutse ɔmɛ a kɔɔti nɛ tue mi jɔmi nɛ ba.
5. A gbɔjɔɔ a he mi ké yeɔ sane ɔ nɛ a da we mlaa gbegbelihi a nɔ ejakaa tue mi jɔmi titli a nge hlae se pi hiɔ bɔmi aloo nɔ he mi si puemi.
6. A tseɔ odase yeli ké a he maa hia.

Mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi

1. A nge kɔɔtu blɔ nɔ tomi gɔgɔɔgɔ nɛ a yɛɔ nɔ.
2. Kojoli nɛ amlaalo hla mɛ nɛ kojɔɔ nɛ a buaa munyu he nge mlaa nya sisiisi.
3. Be babauu ɔ, a hlaa nɔ nɛ maa ye bemi kɛ nɔ nɛ maa ye fɔ nge munyu ɔ mi.
4. Blɔ nɔ tomi ɔ daa si nge ma mlaa kɛ ma blɔ nɔ tomi nɔ sisiisi.
5. Yi mi tomi ɔ daa si nge dami sane yemi nɔ nɛ a hyɛɔ nɛ a ko sisi nɔ ko aloo a ye nɔ ko amimi nge munyu ko yemi he.
6. A nge nɔ nɛ kɛ munyu ɔ ya kɔɔtu ɔ kɛ nɔ nɛ a kɛ munyu ɔ fɔ e nɔ nge kɔɔtu ɔ.
7. A tsɛɔ odase yeli.
8. A ngɔɔ lɔya.
9. Ke nɔ ko bua jɔɛ munyu ɔ buami he ɔ, e kɛ munyu ɔ yaa kɔɔtu nɛ nɔ kuo pe he nɛ a ye munyu ɔ nge ɔ: Apiili kɔɔtu aloo Suplimi kɔɔtu. Suplimi kɔɔtu hu lɛɛ, a yaa kɛ munyu ɔ kɔɔ mlaa sisi tsɔɔmi he.

Slɔɔtohi pɔtɛɛ nge enyɔ ɔmɛ a kpɛti.

1. **Blɔ nɔ tomi:** Kusumi blɔ nɔ tomi munyu yemi ɔ be gbagblaa se mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi nge gbagblaa.
2. **Munyu yelɔ:** Kusumi blɔ nɔ tomi munyu yemi ɔ daa si nge matsemɛ kɛ ma nimeli a nɔ se kɔɔtu munyu yemi ɔ daa si nge kojoli nɛ amlaalo hla mɛ a nɔ.
3. **Mlaa:** Kusumi blɔ nɔ tomi munyu yemi ɔ daa si nge kusumi mlaahi kɛ kɔhi nɛ a ngmɛ nɔ se kɔɔtu munyu yemi ɔ daa si nge ma mlaa sisiisi nɛ a ngma fɔ si nɔ.
4. **Yi mi tomi oti:** Yi mi tomi nge kusumi blɔ nɔ tomi munyu yemi ɔ he ji tue mi jɔmi kɛ kake peemi si himi hlami se kɔɔtu munyu yemi ɔ oti ji dami sane yemi; fɔ bumi kɛ bem bumi.
5. **Blɔ nɔ nyɛɛmi:** Kusumi blɔ nɔ tomi munyu yemi ɔ be gbagblaa tsɔ se kɔɔtu munyu yemi ɔ nge blɔ nɔ tomi sisiisi.



NI KASEMI MI NI TSUMIHI

1. Moo tsɔɔ kusumi blɔ nɔ tomi munyu yemi ɔ nya.
2. Mo gba kusumi blɔ nɔ tomi munyu yemi nge o ma mi ɔ kpɛ.
3. Moo tsɔɔ nihi nɛ haa nɛ kusumi blɔ nɔ tomi munyu yemi ɔ je kpa nge mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi ɔ he.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning: Whole class discussion
 - a. Utilise visual aids like diagrams, flowcharts, or videos to enable learners discuss the traditional judicial system. Facilitate group discussions and encourage learners to share their perspectives and insights.

- b. Invite community leaders or experts to use real-life scenarios or scenarios based on local customs to illustrate traditional dispute resolution.
- c. Learners listen to the community leader/ expert or watch a video and discuss the features and processes involved in the traditional dispute resolution system. *If teacher is able to resource a person to talk to the class, allow students to plan questions before the guest's arrival and select a selection of the most interesting to be asked.*
- d. Analyse real-life examples of traditional judiciary systems, encouraging critical thinking among learners to discuss the roles of the functionaries of the traditional judicial system. *AP learners may need a reminder of the names of the functionaries.*

2. Group work/Collaborative learning: Mixed ability

- c. Compare and contrast the two systems.
- d. Make presentations for class discussion and feedback.

KAMI PŌTĒĒ

NŌ KUŌMI 2 kami pŌtĒĒ: Ga lele kē ha ni kasemi sisi numi

Moo ngo kusumi blŌ nŌ tomi munyu yemi ɔ kē to mwɔnɛmwɔnɛ ɔ kɔɔtu munyu yemi ɔ he nē o tsɔɔ aba jemi kē slɔɔtohi nē nge enyɔ ɔmē a kpɛti.

NŌ KUŌMI 3 kami pŌtĒĒ: Yi mi susumi pŌtĒĒ

1. Moo tsɔɔ nihi nē hi kē nihi nē hi nge kusumi blŌ nŌ tomi munyu yemi ɔ he.
2. Moo ngo kusumi blŌ nŌ tomi munyu yemi ko kē fɔ gua nē o tsɔɔ blŌ nŌ nē o maa gu kē ye munyu ɔ. O ti blŌ nŌ nē o maa gu ɔ mi nē o tsɔɔ se nami nē lē nŌ ɔ kē maa ba kē bɔ nē e maa ye bua nihi a si himi kpakpa nge o ma a mi.

NŌ KUŌMI 4 kami pŌtĒĒ: Yi mi susumi vii

Moo tsɔɔ bɔ nē a ma nge kē kusumi munyu yemi blŌ nŌ tomi kē amlaao kɔɔtu munyu yemi blŌ nŌ tomi nē ye munyu he nŌ kake.

Hint



Individual Project Work should be ready for submission by Week 20. Ensure to score the scripts promptly and record the scores for onward submission into the STP.

SECTION 8 REVIEW

This section discussed dispute resolution systems. It looked at the traditional and modern dispute resolution processes (the court system). Learners were introduced to the structure of both systems. They learnt about their functions as well. They also compared and contrasted the two systems to draw their own conclusions. Knowledge in dispute and judiciary systems is intended to empower learners to participate in the democratic process and exercise their

rights. It also helps them develop critical thinking and analytical skills, which are essential for evaluating information and making informed decisions. Additionally, understanding the judiciary system would offer learners the foundation and interest for further studies and careers in fields like law, political science, public service and international relations. The section was linked to related subjects such as Government, History and Religious. This section equips learners with functional knowledge and understanding of becoming informed citizens as they learn about their rights and responsibilities, enabling them to navigate the legal system to appreciate justice and fairness in their daily lives. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

MI GBAMI 9: AJOHI KE ALOBALOH

Munyutso 4: **Dangme masu**

Munyutso setso 1: **Masu gbagbee**

Ni kasemi Tutuutu: Mo wo o juemi ke nile nge ajohi ke alobalohi a blo no tomihi a no ke po ajohi ke alobalohi.

Gle no mini: Tsoo o juemi ke nihi a sisi numi nge ajohi ke alobalohi a he.

INTRODUCTION AND SECTION SUMMARY

This section discusses concepts under oral literature of the Ghanaian language. Under oral literature, concepts like Libation and dirges have been discussed in year one. Riddles and Puzzles will be discussed in this section. Learners will be introduced to analyzing the structure and types of riddles and then move on to explore the structure of puzzles. Classroom activities that promote GESI will also be introduced to learners. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as Literature in English. This section equips learners with the requisite skills of improving language and enhancing our problem-solving abilities. Riddles and puzzles are exciting ways to exercise the brain, boost creativity, and develop critical thinking skills. The examples given are not exhaustive. Teachers are advised to look for other examples and add on to what has been given. The teacher is encouraged to support and challenge HP, P and the AP learners as well as learners with Special Education Needs.

The weeks covered by the section are:

Week 21: Riddles

Week 22: Puzzles

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian languages. Problem-based learning includes the use of whole class and group activities to enhance learning outcomes in the classroom. It also serves to engage the class and to make connections to real-life situations. Furthermore, it will help learners to be able to build cognitive flexibility where learners will switch between different mental representations and adapt to new information. In collaborative learning, learners collaborate in groups and pairs to

find solutions to problems and concepts. In experiential learning, whole-class-activities are employed to make learners understand the concepts better. These pedagogies help in developing resilience, encouraging critical thinking, promoting creative problem-solving, emphasizing process over product etc. . For the HP and talented learners in the class, teachers are encouraged to assign them higher tasks and guide them to perform leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of the concepts. Teachers are guided to aid learners with SEN.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 21: *Gamification*

Week 22: *Poster presentation*

*Refer to the “**Hint**” at the key assessment (Kami πότεε) for additional information on how to effectively administer these assessment modes.*

OTSI 21

Ni kasemi mi nɔ/nihi: Yɔse ajo slɔtohi ke a blɔ nɔ tomihi.

Ni Kasemi Oti 1&2: **Ajohi/Amanɔsaahi**

Ajohi/Amanɔsaahi Ajohi/ Amanɔsaahi nge kaa bɔ nɛ alobalohi nge ɔ nɛ a kaa nɔ juɛmi ke guɔ gbi, munyunguhi ke nɔ lakami nɔ konɛ a ke je laami hetohi kpo. Behi fuu ɔ, a ya peeɔ bimi, demi aloo munyukpɔ nɛ hlaa yi mi susumi ke nɔ he susumi.

Ajo/Amanɔsaa he su kome

1. E tsuo munyunguhefieli a he ni: Munyunguhefiɛmi, sisi numi enyɔ, munyunguhi nɛ hɛɛ pɛmi kake ngmami bɔ ekpaakpa ke sisi numi ekpaakpa, munyungu nɛ hɛɛ ngmami bɔ kake ke sisi numi ekpaakpa.
2. E tsuo lɛngmengmle ke nɔ ke nɔ he tomi he ni.
3. E hiaa nɔ mi tsakemi ke nɔ mi plɛmi.
4. E hiaa kpo nɔ he susumi.
5. E hiaa heto nɛ juɛmi sui he.

Ajo/Amanɔsaa slɔtohi

Ajo ma nyɛ hi kuu slɔto enyɔ mi. Mɛ ji ajo kpanyaa ke ajo kpokploo. Enɛ ɔ daa si nge ajo ɔ nya kami nɔ.

Ajo kpokploo: Ajo nge kpokploo ke e yemi ke heto ɔ nge kpitikpiti nɛ e mi he wɛ.

Nɔhyɛ ni

1. Huu gbia (Heto – Tatu je lɛ mi)
2. Hiɔwe didɔ (Heto – Ngmɛ/Kokosi)

Ajo kpanyaa: Ajo kpanyaa ji ajo nɛ e mi kuo nɛ e laa nɔ kpa nya. Be babauu ɔ, ajo ɔ ke e heto ɔ tsuo nya ka.

Nɔhyɛ ni

1. Nyumu ko yaa he ko ɔ, e wo tade futaa se nɛ e kpale e se ɔ, e wo tade tsutsu. (Heto-blodo)
2. Nɛ i ya tso gbigbli sisi ɔ, pu tsoo we mi se nɛ i ya tso mumu sisi ɔ, pu tsoo mi (Heto-Nɛ i ya ohiatɛ we mi ɔ, hwo yi mi se nɛ i ya sikatɛ we mi ɔ, hwo ye mi.)

Ajo/Amanɔsaa nɔhyɛ ni kpahi

1. “Nɔ ko je hiɔwe ke ma a, e wo tue nya ni” (Heto: Klopɔtu)
2. “Nɔ ko ma a, e ba sui si gblee?” (Heto: Hwɔɔ)
3. Ziziizi (Heto: Agbeli nge zu mi se zu sɛ we e mi)
4. A kpe luguduu se Tɛte bɛ lolo. (Heto: kɔnkɔ)
5. Tso tsikitsiki tso tsakatsaka tso kpɔ (Heto – Gbiɛ yi tso)

Yɔse Kaa: Tsɔɔɔ ɔ nɛ ha ajohi ngɛ Dangme mi.

Se namihi babauu ngɛ ajo siami mi. Ekome ji:

1. E waa ngɛ nya mi tsɔmi kɛ munyungu ehehi lemi.
2. E waa kɛ haa yi mi susumi kɛ nɔ dlami aloo tsaba hlami.
3. E waa kɛ haa yi mi susumi pɔtɛɛ kɛ nɔ he fiɔmi.
4. E woɔ nɔ bua/ haa nɔ bua jɔmi!
5. E waa kɛ haa ma nya dami kasemi.
6. A kɛ tsɔseɔ nɔ kɛ haa tue bumi.
7. A kɛ kaseɔ bɔ nɛ a hlaa tsaba kɛ haa nyagbahi ngɛ je mi si himi mi.
8. A kɛ woɔ nɔ ga.
9. A kɛ jeɔ heja.
10. A kɛ kaseɔ ma hɛ mi munyu tumi.

Ajo he blɔ nɔ tomihi: Ajo he blɔ nɔ tomi ɔ ji:

1. **Nya blimi:** Nɔ kpiti ko demi kɛ gbɔa tue buli a juɛmi se kɛ ba ajo ɔ he. (Ajoloo, ajo nɛ ba)
2. **Kalemi:** Heto ɔ kalemi veveeve.
3. **Lakami:** Lakami kɛ munyungu kome nɛ maa gbɔa mo kɛ su heto ɔ he haa.
4. **Bimi:** Bimi kɛ ha tue buli nɛ a ha heto.
5. **Heto:** Heto ɔ ya peeɔ munyunguhefiɛmi, sisi numi enyɔ aloo heto ngmingmiingmi.

Ajo nɔhyɛ nɔ nɛ a gu ajo blɔ nɔ tomi ɔ nɔ kɛ tsu he ni ji nɛ ɔ nɛ

(Nya blimi) Ajoloo - Ajo nɛ ba!

(Kalemi) I yaa se i sui gblee.

(Lakami) Mo susu nɔ ko nɛ yaa he pɔtɛɛ ko se e sui leje ɔ gblee.

(Bimi) Mɛnɔ ji mi?

Heto: Jo (ngɛ bee kɛ yaa se e sui e ya he gblee).

Ajo he ni tsumi

Ajo he ni tsumi hia gbi ɔ mi gbɛmi fitsofitso, blɔ nɔ tomi kɛ nihi nɛ ma wa kɛ na heto ɔ.

1. **Ajo ɔ kanemi saminya:** Moo kane ajo ɔ blɛuu si abɔ bɔ nɛ pee nɛ o nu munyungu ɔmɛ kɛ munyukpɔfa amɛ a sisi saminya.
2. **Yɔse munyungu ehehi:** Moo to munyunguhi kɛ munyukpɔfahi nɛ a he hia sisi numi ɔmɛ a he so.
3. **Hla sisi numi enyɔ ɔmɛ:** Ajohi tsuɔ munyunguhi, munyunguhefiɛmi kɛ sisi numi enyɔ he ni. Mo hla sisi tsɔɔmi ekpahi ngɛ ajo ɔ he.

4. **Blɔ nɔ tomi ɔ he ni tsumi:** O he ne hi ajo siami blɔ nɔ tomi ɔ me a nɔ. Me ji nya blimi, kalemi, lakami, bimi ke heto.
5. **Tsakpahi hlami:** Hla tsakpa ne nge munyungu ɔ me ke juemi kpo jemi ɔ me a kpeti.
6. **Heto ekpaakpa hami:** Susu yi mi saminya ne o hye heto slɔtohi ne a ma je kpo.
7. **Je heto guhi ke je mi:** Be hi fuu ɔ, ajohi ma nye ha nɔ mlɔɔmi se gbi. Je kpo nɔ heto aloo heto guhi ke je mi.
8. **Moo ka ne o hye:** Moo ngo o juemi nya wami ke ka ajo ɔ yemi ne o hye.
9. **Hye o heto ɔ:** Moo kane ajo ɔ ekohu ne o hye heto ɔ kaa e ke ajo ɔ kɔ lo.
10. **Mi nylɔmi ke kasemi:** Si abɔ ne o hye ajo ɔ mi saminya a, ja nɔuu e ma wa mo ke yo heto ɔ.

Ke pɛɛ he ɔ, moo hye ni ne ɔ me ha:

1. Ta o bua si aloo to o tsui si.
2. Susu yi mi klɛdɛɛ kpahi ke je nɔ ne o le ɔ he.
3. Tsu munyungu sisi poku ke he kplali a he ni ke ye bua munyunguhefɛmi ɔ.
4. Pee o juemi ne o kpa nɔ kalemi.



NI KASEMI NI TSUMIHI

1. Sɛsɛ ajo he.
2. Sɛsɛ ajo blɔ nɔ tomi ɔ he.
3. Sɛsɛ nɔ he je ne ajo he hia nge.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion
 - a. Through questions and answers, learners discuss the concept of riddles focusing on their structure and forms. *Teacher should direct differentiated questions to a variety of learners to ensure all participate.*
 - b. Through questions and answers, learners discuss the stages in riddling and give examples of riddles with answers.
 - c. Teacher leads learners to discuss the significance of riddles. HP learners could lead the discussions. Others could be assigned with other roles like noting key points.
 - d. Let learners present their answers

Group work/Collaborative learning

1. Pair work

- a. Put learners into mixed gender pairs (of similar ability)
- b. The pair plays the riddle game focusing on the structure of a riddle.

In the game, one member of the pair asks a question for the other to answer. If the other member of the pair answers, he/she asks the next question. If the listener is not able to answer, the one who asked the question provides the answer and continues asking the questions.

AP learners may need to be provided with examples of riddles; P learners may need to be given opening statements.

The teacher should encourage all learners to take active part in the pair work. The teacher should circulate the class to aid groups that need more assistance and challenge the higher achievers in the groups to do more.

KAMI PƆTƐƐ

Nɔ kuɔmi 4 Kami: Yi mi susumi vii

1. Ngɔɔ mo nitse o nihi a sisi numi ke yo ajo ne nyee se ɔ be mi ne o he nge blo nɔ tomi ne a ke ngmaa ajohi a nɔ.

“Nɔ ko nge, ke o tso le ɔ, e maa ya pɛpɛpɛ se e be kpalee ke ba ke heto.” (Heto: tɛ)

2. Moo sia/ye ajo kone o ha heto ɔ.

Yɔse Kaa; Ene ɔ haa ne wa naa ajo ekpahi pe nɔ ne wa maa hi ajohi a mi tie kpamsaa.

OTSI 22

Ni kasemi mi nihi: Yɔse alobalo blɔ nɔ tomi ɔme

Ni Kasemi Oti 1&2: Alobalo

Alobalohi

Alobalohi ji bimihi ne hia yi mi susumi ke nɔ he susumi ke hla heto ke ha nyagba ko. A pɔɔ alobalo demi nge nya mi.

A woɔ alobalohi ke jeɔ heja, a ke tsɔseɔ nɔ ne a ke tsɔseɔ juemi nya wami. E waa ke ha yi mi susumi vii, nɔ kaimi ke nɔ he susumi pɔtɛɛ.

Alobalo slɔtohi ke nihi ne a tsuo

Alobalo tsuo ni babauu. Ni tsumi ɔ ekome ji

1. **Juemi mi tsɔsemi wami:** E waa nge ga lele ke ha tsaba hlami, yi mi susumi pɔtɛɛ ke nɔ kakaaka nɔ he susumi, titli ɔ jokuɛwi a nɔ he susumi.
2. **Heja jemi:** E woɔ jokuɛwi ke nikɔtɔmahi tsuo a nya muɔ ne e haa me buajɔ. E haa nɔ jɔɔ e he ne e gbeseɔ e he mi.
3. **Sukuu tsɔsemi:** E tsɔseɔ nɔ ke ha ni kasemi, nɔ kaimi ne e waa ke ha ni kasemi nihi ne a mi he wa kaa akɔtaa, je mi si kpami ke gbihi a lemi mla.
4. **Tsopa/tsami:** E yeɔ buaa ke haa juemi mi blekemi aloo kanyami, gbɔɔ pɔtɔ nɔ ne e waa ke kuɔ yi hiɔ nya.
5. **Kake peemi:** E yeɔ buaa ke haa nɔ he sumi aloo nyemi peemi, kuu mi ni tsumi ke munyu tumi ke guɔ alobalo heto hami nɔ.
6. **Juemi mi tsɔsemi:** E yeɔ buaa ke haa tue bumi, nɔ numi mla ke juemi nya jɔmi nɔ gbɔmi.
7. **Yi mi susumi pɔtɛɛ:** E yeɔ buaa ke haa yi mi susumi klɛdɛɛ ko, nɔ pɔtɛɛ he susumi ke munyu tumi nge blɔ pɔtɛɛ ko nɔ.
8. **Kami ke nɔ he akɔtaa bumi:** E nge kaa tsɔsemi dade ne hyeɔ nɔ ko e juemi nya wami, e nile ke bɔ ne e juemi nya kpe je ne ɔ mi nihi a he ha ne e buɔ he akɔtaa.
9. **Nyazia siami ke amanieɔ:** E yeɔ buaa ha nɔ ke nɔ ni sɛɛmi, ngale ngmɛmi ke lomibo he ni tsumi nge masu ke oposide blɔ nɔ.
10. **Si gbɛmi ke je mi si kpami:** E yeɔ buaa ke haa adesa juemi mi ni kasemi, je mi bami ke juemi peemi blɔ nya tomi.
11. **Nɔ nitɛ e nɔ yami:** E yeɔ buaa ke haa gejemɛ womi, nɔ yami ke nɔ nitɛ e he numi ke gu alobalo siami mi.
12. **He blɔ nami ke he piɛmi:** E ngmɛɔ blɔ ke ha nihi ne a jeɔ a juemi munomunohi kpo ke guɔ ni sɛɛmi mi.

Alobalohi nge se namihi ke ni tsumihi babauu ne ene ɔ haa ne adesa naa ni kasemi ke jeɔ a mi.

Alobalo blɔ nɔ tomi

Alobalo blɔ nɔ tomi pɔtɛɛ ɔmɛ ji nɛ ɔ nɛ:

1. **Yi mi tomi/Oti:** Tsɔɔ yi mi tomi ɔ kaa tsaba hlami kɛ ha nyagba ko aloo kaa o ma susu yi mi tomi oti ko he.
2. **Mlaahi:** Blɔ nya tomi nɛ sa nɔ nyɛɛmi.
3. **Sisi jemi:** Nɔ kekɛ nɛ o kɛ maa je sisi.
4. **Nya tsihi nɔ aloo nyagba:** Nya tsihi nihi aloo nyagbahi nɛ tsɔɔ nɔ yami nya.
5. **Heto blɔ nɔ nyɛɛmi:** Blɔ nɔhi nɛ sa nɔ nyɛɛmi kɛ na heto ɔ aloo yi mi tomi ɔ.
6. **Tsaba:** Heto ɔ nami.

Alobalo nɔhyɛ ni:

Alobalo: Womi ɔ nɛ laa a.

Alobalo ɔ:

Nge womi tomi he nge kɔpɛ wayoo ko mi ɔ, womi ko laa. Womi nɔ hyɛɔ ɔ bi ni eywie kome nɛ e susu kaa a ti nɔ kake nɛ wo womi ɔ: Mɛ ji: Mawusɔ, Maade, Kɔkɔ kɛ Tɛtɛ. nɛ a le nge womi ɔ laami he:

1. **Mawusɔ:** “I wo we womi ɔ. I na Maade hiɛ nɛ e hɛɛ womi ɔ.”
2. **Maade:** I wo we womi ɔ. I li bɔ nɛ e nge ha po.”
3. **Kɔkɔ:** “I na Tɛtɛ nɛ e wo womi ɔ nge womi tomi he ɔ.”
4. **Tɛtɛ:** “Kɔkɔ nge nya nge. I nge we mi loko womi ɔ laa.”

Womi nɔ hyɛɔ ɔ le kaa a ti nɔ kake pɛ nɛ nge anɔkuale ɔ tue. Mɛnɔ wo womi ɔ?

Tsaba aloo heto blɔ nɔ nyɛɛmi

1. Ke Mawusɔ nɛ nge anɔkuale ɔ tue ɔ, lɛɛ womi ɔ nge Maade dɛ. Nɛ tsɔɔ kaa Maade kɛ Kɔkɔ nge nya nge.
2. Ke Maade nɛ nge anɔkuale tue ɔ, nɛ tsɔɔ kaa Mawusɔ nge nya nge.
3. Ke Kɔkɔ nɛ nge anɔkuale ɔ tue ɔ, lɔ ɔ tsɔɔ kaa Mawusɔ kɛ Tɛtɛ nge nya nge.
4. Ke Tɛtɛ nɛ nge anɔkuale ɔ tue ɔ, lɛɛ Kɔkɔ nge lakpa yee.

Akɛnɛ nɔ kake pɛ nɛ nge anɔkuale ɔ tue ɔ, mo hla nɔ nɛ nge anɔkuale ɔ tue kɛ nɔ nɛ wo womi ɔ kone o tsɔɔ nya.



NI KASEMI NI TSUMIHI

1. Moo tsɔɔ alobalo nya.
2. Sɛsɛ alobalo blɔ nɔ tomi ɔ he.
3. Tsɔɔ nɔ he je nɛ alobalo he hia nge.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

- a. Through questions and answers, learners discuss the concept of puzzles focusing on the structure and forms. *Teacher should direct differentiated questions to a variety of learners to ensure all participate.*
- b. Teacher leads learners to discuss the significance of puzzles. HP learners could lead the discussions. Others could be assigned with other roles like noting key points.
- c. Let learners present their answers

2. Pair work

- a. The pair plays the puzzle game focusing on the structure of a puzzle

In the game, one member of the pair creates a puzzle for the other to answer. If the other member of the pair answers, he/she asks the next question. If the listener is not able to answer, the one who asked the question provides the answer and continues to create another puzzle.

Learners may need to be provided with example puzzles to start the process. AP learners may need continued support in creating puzzles.

The teacher should encourage all learners to take active part in the pair work. The teacher should circulate the class to aid groups that need more assistance and challenge the higher achievers in the groups to do more.

KAMI POTEE

Nɔ kuɔmi 2 Kami: Ga lele ke ha ni kasemi sisi numi

1. Gba kpe ke tsɔɔ blɔ ete nɔ ne alobalo yeɔ buaa wa juɛmi mi tsɔɔsemi.

Nɔ kuɔmi 4 Kami: Yi mi susumi vii ke yi mi susumi potee

1. Ngmaa mo nitse o alobalo ne o ha heto kone o yɔse e blɔ nɔ tomi ɔ.

Yɔse Kaa: *Enɛ ɔ waa ke naa alobalo ehehi pe ne wa maa hi alobalo momo ɔme dee kpan.*

Hint



Remind learners about the submission of their Individual Portfolio latest by Week 23.

SECTION 9 REVIEW

This section dealt with the oral literature of the Ghanaian language. Learners were introduced first to the concept of riddles. They discussed their structure and forms/types of riddles, as well as trying to create their own. Learners were then introduced to puzzles. Learners explored the structure of puzzles as well. They were then tasked to discuss the structure and the purpose of puzzles. Learners should now have the requisite information to discuss riddles, puzzles and their structures as a form of oral game in the Ghanaian traditional setting.

MI GBAMI 10: Asile

Munyutso 4: **Dangme masu**

Munyutso setsɔ 2: **Masu ngmangmɛɛ**

Ni kasemi tutuutu: Ngɔɔ o nile nge asile he fiɔmi ɔ he ke fiɔ asilehi a he.

Gle nɔ mini: Tsɔɔ o juɛmi aloo je o juɛmi ke nile kpo nge asile he.

Hint



For the End of Semester Examination refer to **Appendix I** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for weeks 13 to 24.

INTRODUCTION AND SECTION SUMMARY

This section discusses some aspects of written literature in Ghanaian language. Specifically, this section discusses poetry. Learners will be introduced to the description of poetry, types of poetry, elements of poetry and the significance of poetry. They will also learn about how poetry is appreciated. Knowledge in poetry and poetry appreciation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Poetry appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners understand and manage emotions, developing emotional intelligence. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and reciting poetry enhances memory, confidence, and public speaking skills. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

The weeks covered by the section are:

Week 23: Poetry

Week 24: Poetry appreciation

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and building on what others say. The Initiating Talk for Learning teaching strategy, which uses talk as a way of improving thinking and understanding both in and outside the classroom is also employed. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. They also provide opportunities for collaborative learning, finding and evaluating research materials, and life-long learning. Additional tasks such as performing leadership roles as peer-tutors to guide colleague learners to have a deeper understanding of the Ghanaian language concepts should be assigned to gifted and talented learners. Teachers are guided to aid learners who need special attention in any of the areas being taught.

ASSESSMENT SUMMARY

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 23: Virtual reality

Week 24: End of Semester Examination

*Refer to the “**Hint**” at the key assessment (Kamɩ pɔtɛɛ) for additional information on how to effectively administer these assessment modes.*

OTSI 23

Ni kasemi mini: Yɔse nɛ o sɛsɛ asilɛ mi nihi a he (nɔhyɛ ni; gbitso, yitihi, kukuhi, zahi, munyuhezawoli, zandhwɔli kɛ ekpa kome)

Ni kasemi nɔ 1&2: **Asile**

Asile nya tsɔɔmi

Asile ji masu ɔmɛ a kpɛti kake. A ngmaa lɛ nɛ zahi kɛ kukuhi a mi nɛ a tsuo gbitso kome a he ni kɛ jɛɔ juɛmi pɔtɛɛ, nɔ nɛ nɔ ko le momo, he numi kɛ yi mi tomi pɔtɛɛ ko kpo.

Asile slɔɔtohi

1. **Nyazia he nɔ asilɛ:** E ji asilɛ gaga nɛ jɛɔ nyazia tsuo kpo kɛ jɛɔ sisije, kpɛti kɛ nyagbe. Nyazia he nɔ asilɛ ɔ hɛɛ nihi tsuo nɛ a kɛ loɔ asilɛ ɔ. Ekome ji sukpojeli, lomi bɔ, nyagba kɛ tsaba. Nɔ kake nɛ pɔɔ asilɛ nɛ ɔ demi.

Asile he ni kome:

Womi ngmalɔ sɛkɛdɛ womi: Enɛ ɔ ji blema Flentsibi a ningma he sɛkɛdɛ aloo amɛ womi. A peeɔ nyazia asilehi nɛ tuo suɔmi aloo he ngɔɔmi kɛ nɔ si kpami he munyu.

Nyazia asilehi: Asilehi nɛ jɛɔ nyazia kpo nɛ kukuhi a mi. Munyutso ɔ aloo yi mi tomi oti ɔ daa si nɛ nɔ ko nɛ ba je mi kpakpa hyɛ ɔ nɔ.

Fiemi asilɛ: E ji asilɛ nɛ jɛɔ fiemi su kome kpo.

Asilɛ nɛ kɔɔ blematɛ a he: Enɛ ɔ ji asilɛ nɛ a ngmaa kɛ kɔɔ blematɛmɛ a he se namihi ha ma. Nɔhyɛ blematɛmɛ: Nɛnɛ Azu Mate Kɔle (Manya Klo), Apɛtedolɛ (Adaa), Nɛnɛ Mate Tsaate Awua (Sɛ) kɛ ni kpa kome.

2. **He numi kpo jemi asilɛ:** Asilɛ nɛ jɛɔ nɔ nitɛ e juɛmi mi nihi kɛ he numi nihi kpo be mi nɛ a tsu munyunguhi nɛ ma bli asilɛ kanelɔ ɔ juɛmi nya kɛ kpe nihi a he kɛ lɛngmengmleehi a he ni. Sisije ɔ, a ngɔɔ mɛ kɛ woɔ la mi.

He numi kpo jemi asilɛ slɔɔtohi:

Yana gbi asilɛ: E ji asilɛ nɛ a ngmaa kɛ jɛɔ aywileho aloo kɔmɔ kɛ ha nɔ ko nɛ gbo aloo nɔ ko nɛ sane yobu ko to lɛ.

Yi jemi asilɛ: E ji asilɛ nɛ a ngmaa kɛ jɛɔ nɔ ko yi. Yi jemi ɔ ma nyɛ kɔ adebɔ, nɔ ko aloo adesa he.

Asilɛ nɛ hɛɛ za nyɔngma kɛ eywiɛ: Enɛ ɔ ji asilɛ nɛ hɛɛ za nyɔngma kɛ eywiɛ nɛ tuo munyu kɛ kɔɔ suɔmi he.

Asile mi ni kome

1. **Munyutso:** Juemi aloo yi mi tomi ko nge masu mi. Munyutso aloo yi mi tomi oti kome nge asile mi ma nye pee suomi, adebo, afe, gbeno, mumi mi no ko ke je mi bami. Yi mi tomi oti o sisi numi o waa asile kaneli ome ke yoo segbi ne nge asile o mi aloo no he je ne asilete o ngma asile o nge.
2. **Munyunguhlami:** Ene o tsoo gbi, pemi, ke asile o ngmami blo no tomi. Gbitso ke he numi o piee asile munyunguhlami o he. Loko asile kanelo ko ma nye yo asilete o susumi ke ko munyutso o he o, e sa ne asile kanelo o ne hye munyungu ome: munyuhezawoli ke pemihi ne asilete o tsu a he ni ome. He numi o jeo asile mi munyu o kpo ke haa e kaneli.
3. **Gbitso:** Asilete o susumi ke he numi ne e je kpo ke ko segbi o he.
4. **He numi:** E ji he numi ne asilete o na nge asile o he.
5. **Mumi mi:** E ji mumi mi ne asilete o nge ne e ke ngma asile o.
6. **Munyumizowoli ke munyuhezawoli:** A tsuo ene ome a he ni ke jeo munyungu ome a sisi numi slooto ome kpo aloo a ke jeo juemi kpahi ne a ke munyungu ome ko we o kpo. Munyumizowoli kaa amlowo, okadi ke senya munyu ne ma ha sisi tsoomi slootohi maa hi asile o he. Ja noo a tsuo munyuhezawoli kaa lengmengmlee, kaale/ejele, apeeloo he ni ke tsoo tsakpa ne nge okadi kome ne a tsu a he ni ke be o a kpeta. A nge munyuhezawoli kome hu kaa kaaekonu, nyakpatawomi, senyakomi/kolisimi, mitimi ke ekpa kome ne a tsuo a he ni.
7. **Pemi kome:** Pemi kome kaa pelokumitimi, pelomitimi, pemigbi ji nihi ne a tsuo a he ni ke jeo gbi pemi ko kpo.
8. **Ame/Ketse jemi:** Ene o tsoo bo ne a ple ke lo asile o ha: munyungu ome a he ni tsumi ke animosa he ni tsumi nge gle no ke je sisi numi o kpo. Asilete o tsuo animosa munyungu potee kome a he ni ke haa munyungu o no mi mami. A tsuo animosa munyunguhi ke munyunguhlami he ni ne a ke jeo asile ngmami ketse nihi kaa gbitso ke he numi kpo.
9. **Delo:** Asile o delo. E ma nye pee asilete o aloo sukpojelo ekpa ko. Be babauu o, asile o demi hio delo o no aloo adehano o no. Asilete o ma nya da adeha a no ke je yi mi tomi o kpo ke ha ni kaneli.

Asile he se namihi

1. **E waa gbi o tumi:** Asile yeo buaa kaseli ne a naa munyungu ehehi, lengmengmlee ke munyumizowoli.
2. **No ehe peemi:** Asile waa ke haa no he susumi, yi mi susumi ke munyu tumi.
3. **No he susumi tsosemi:** Asile he fomi o yeo buaa kaseli ke naa tsosemi nge yi mi susumi, no sisi tsoomi ke bo ne a yoseo nihi ha a he.
4. **He numi tsosemi:** Asile jeo adesa he numi, nihi ne no ko le momo, no kpa he numi ke nihi a sisi numihi kpo.
5. **Tsoseo kaimi ke no demi suhi:** Asile o kaimi ke e demi o waa ke haa no kaimi, he ke no fomi ke ma he mi munyu tumi suhi.

6. **Gɛjɛmi kɛ ha nɔ nitɛ kɛ munyu tumi:** Asile ngmɛɔ blɔ nɛ kaseli jɛɔ a juɛmi mi nihi, he numihi kɛ nihi nɛ a le momo ɔ kpo.
7. **Juɛmi mi tsɔsemi:** Asile waa kaseli kɛ nuɔ nihi a sisi kɛ bɔ nɛ a ma kudɔ nɔ ko he numi ha kɛ juɛmi nɔ tsɔsemi. Kaseli ma nyɛ yo munyutso ɔ aloo yi mi tomi oti ɔ ngɛ asilɛ ɔ mi.
8. **Munyuhezawoli a sisi numi:** Asilɛ tsɔɔ kaseli munyuhezawoli kaa okadihi kɛ munyumizawoli. Munyuhezawoli nɛ ɔmɛ waa ngɛ gbi ɔ tumi mi.

Asilɛ hɛɛ blɔ nɔ tomi nɛ ɔmɛ:

1. **Zahi:** Za amɛ hɛɛ munyunguhi.
2. **Za nya kami:** Pɛmingu abɔ ngɛ za ko mi.
3. **Kukuhi:** Enɛ ɔ ji za abɔ nɛ daa si kaa nɔ kake.
4. **Pɛmikplɛɛmi:** E ji pɛmihi a mi timi ngɛ zahi a sisije aloo nyagbe ngɛ asilɛ ko mi.
5. **Pɛmingunɔmami:** E ji pɛmingu nɔ mami ngɛ pɛminguhi a nɔ.
6. **Pɛmingumitimi:** E ji pɛmingu nɔ mami nyafii nɛ ya peeɔ pɛmingihi nɛ a bla mɛ.
7. **Zanɔhwɔmi:** E ji blɔ nɔ nɛ haa munyu ko tsaa nɔ kɛ sɛɔ za kpa mi nɛ e wo we ni ngmami mi okadi kɛ to kekke za a nya.
8. **Tsui mi aloo mumi womi:** E ji blɔ nɔ nɛ asilɛ kanelɔ guɔ kɛ woɔ mumi ngɛ asilɛ ko kanemi mi ngɛ za amɛ a nyagbe.
9. **Ningma okadi ngua:** Mo tsu ningma okadi ngua he ni ngɛ za amɛ a sisije aloo munyuzahi a sisije.

A daa ni nɛ ɔmɛ a nɔ kɛ tsuɔ asilɛ blɔ nɔ tomi ɔmɛ a he ni.

1. Hanɔ pɛmi kɛ pɛmihi a he ni.
2. Sisi numi kɛ mitimi he ni.
3. Gbimikɔmi he ni ngɛ he nɛ sa.
4. Kudɔmi nɔ kɛ kane asilɛ ɔ.
5. Nihi nɛ a naa kɛ hɛngmɛ kɛ piɛɛɔ asilɛ ɔ he.



NI KASEMI MI NI TSUMIHI

1. Sɛsɛ asilɛ kaa masu slɔɔto ɔ eko he.
2. Ngmaa asilɛ mi nihi slɔɔtohi etɛ.
3. Sɛsɛ asilɛ mi nihi nɛ o ngma amɛ a he kone o tsɔɔ bɔ nɛ a maa ye bua kɛ ha asilɛ ɔ lomi.

PEDAGOGICAL EXEMPLARS

1. **Problem-Based learning:** Whole class activity: Learners study a given poem to do the following
 - a. Explain poetry as a type of literature.

- b. Identify the elements of poetry with reference to the given poem.
- c. Discuss the element identified (e.g., diction, themes, stanzas, lines, literary devices, rhymes, etc.), giving examples from the given poem and analysing their impact
- d. In pairs, learners discuss the importance of studying poetry and share their answers with the class.
- e. Teacher models poetry recital for individual learners to copy.

2. Group work/Collaborative learning

Pair work (similar ability): Practice reciting poetry as modelled by teacher. Peer assess on clarity, intonation, engagement, emotion.

- a. Pair work: Discuss a given poem from a set poetry text. *Direct HP learners to work with P/AP learners. AP learners may need a further reminder / ticklist showing the elements of a poem.*
- b. Individual activity: Apply the knowledge of the elements of poetry to compose a poem. *Teacher should provide a theme for those learners struggling with creative aspect of task. AP learners may need to be given an opening line.*
- c. Pairs and individuals share their work with the class for guidance, feedback, correction and clarification.

KAMI PŌTĒ

Nō kuōmi 2 Kami: Ga lele kē ha ni kasemi sisi numi

1. Ngōō mo nitse o munyunguhi kē tsōō asile nya.
2. Tsōō asile mi ni nē ɔmē a nya: gbitso, otihi, kukuhi, zahi, munyuhezawoli.
3. Moo sēsē tsakemi nē asile mi ni ɔmē ma nyē kē ba asile kanelō ɔ nō.

Nō kuōmi 3 kami: Yi mi susumi pōtē

1. Ngōō nōhyē ni kē tsōō bō nē asile he ngē se nami ha adesa wami si himi mi.

Nō kuōmi 4 Kami: Yi mi susumi vii kē yi mi susumi pōtē

1. Da asile blō nō tomi ɔ nō nē o ngma asile ko nē a ma tsu he ni ngē asile koli simi ko mi. Ngmaa nya tsōōmi kpiti ko ngē asile ɔ he kōnē o tsōō munyuhezawoli nē o tsu a he ni ɔ kē ha kaneli ɔmē.

Hint



Collect learners' portfolios and score them promptly. remember to document and the scores and submit them as soon as possible into the STP to avoid carry over into the following academic year.

OTSI 24

Ni kasemi mini: Fio asile he

Ni kasemi oti 1&2: **Asile he fiomi**

Nihi ne sa hyemi aloo yomi ke a nge asile he fiwe

1. Moo hye oti/yi ɔ ke tsakpa ne nge e ke asile ɔ tsuo kpeti.
2. Mo yɔse segbi ne nge asile ɔ mi aloo nɔ ne asilete ɔ nge hlae ma de.
3. Hye kaa munyunguhi ne asilete ɔ tsu he ni ɔ, mi he wa aloo a mi he we kone o susu nɔ he je ne e tsu jame a munyungu ɔme a he ni.
4. Moo tu gbitso aloo he numi ne asilete ɔ na ke je asile ɔ kpo ke bɔ ne e tsu a he ni nge asile ɔ mi ha he munyu.
5. Sese he numi ne asilete ɔ na ke ngma asile ɔ he.
6. Moo tu munyuhazawoli ne asilete ɔ tsu he ni nge asile ɔ mi ɔ he munyu. Moo sese bɔ ne munyuhazawoli ɔme ye bua asile ɔ ha.
7. Moo tu asile ɔ lomi bɔ ɔ he munyu.
8. Moo hye nɔ ne nge asile ɔ ngmae ke ni hi ne e nge ngmae ke yaa ha a.

Asile he blo nɔ tomi.

Asile hɛɛ blo nɔ tomi ne ɔme

1. **Zahi:** Za ame hɛɛ munyunguhi.
2. **Za nya kami:** Pɛmingu abɔ nge za ko mi.
3. **Kukuhi:** Ene ɔ ji za abɔ ne daa si kaa nɔ kake.
4. **Pɛmikplɛmi:** E ji pemihi a mi timi nge zahi a nyagbe nge asile ko mi.
5. **Pɛmingunɔmami:** E ji pɛmingu nɔ mami nge pɛminguhi a nɔ.
6. **Pɛmingumitimi:** E ji pɛmingu nɔ timi nyafii ne ya peeɔ pɛmingihi ne a bla me.
7. **Zanɔhwɔmi:** E ji blo nɔ ne haa munyu ko tsaa nɔ ke seɔ za kpa mi ne a wo we ngmami okadi ke to kekle za a nya.
8. **Tsui nami aloo mumi womi:** E ji blo nɔ ne asile kanelɔ guɔ ke woɔ mumi nge asile ko kanemi mi nge za ame a nyagbe nge asile ko mi.
9. **Ningma okadi ngua:** Mo tsu ningma okadi nguahi a he ni nge za ame a sisije aloo munyuzahi a sisije.

A daa ni ne ɔme a nɔ ke tsuo asile blo nɔ tomi ɔme a he ni.

1. Hano pɛmi ke pemihi a he ni.
2. Sisi numi ke mitimi he ni.
3. Gbimikɔmi he ni nge he ne sa.
4. Kɔdɔmi nɔ ke kane asile ɔ.
5. Nihi ne a naa ke hengme ke piɛɛɔ asile ɔ he.

PEDAGOGICAL EXEMPLARS

1. Initiating talk for learning: Whole class activity:

- Through questions and answers, learners revise the elements of poetry.
- In groups, the class discusses the process of poetry appreciation based on the factors to consider.
- Model poetry appreciation. Read a poem as a class (*Teacher should choose readers*), then guide students through each of the factors to consider (*it may be useful for the teacher to provide a checklist for students, or ask them to create their own*) extracting literary/ sound devices and asking individuals to describe them. *Teacher should direct question to ensure that a variety of learners' answer.*

2. Work/collaborative learning: Pair work:

- Read a poetry text from a set book. *Teacher should select poem according to ability and interests of students.*
- Apply the process of appreciating poetry to appreciate a poetry text.
- Present your report to the class to analyse and to provide feedback, corrections and clarification.

KAMI PŌTÉE

Nɔ kuɔmi 3 kami pŏtée: Yì mi susumi pŏtée

- Moo tsɔɔ blɔ nɔ tomihi a nɔ nɛ a guɔ kɛ fɔ asilɛ hɛ konɛ o tsɔɔ nɔ hɛ jɛ.
- Ngɔɔ nɔhyɛ ni gbugbuugbu kɛ sɛsɛ tsakemi nɛ asilɛ ma nyɛ ngɔ kɛ ba adesa si himi mi.

Nɔ kuɔmi 4 Kami: Yì mi susumi vii kɛ yì mi susumi pŏtée

Kɛ kɔ nɔ nɛ o kase ngɛ munyumizɔwoli kɛ asilɛ blɔ nɔ tomihi a hɛ ɔ, moo ngma asilɛ ngɛ munyutso nɛ nyɛɛ sɛ ɔmɛ a nɔ. Mumi mi nɛ o maa hi kɛ ngma asilɛ ɔ nɛ jɛ kpo paa kɛ ha e kaneli.

- Gbeye nɔ ko (kpadehi a hɛ susumi, diblii kɛ ngale)
- Hɛ kɛ nɔ fɔmi (susumi blɛuu, mɔmɔ plɔɔmplɔɔmhi kɛ buajɔ)

Hint



The Recommended Mode of Assessment for Week 24 is End of Semester Examination. [Refer to Appendix I for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for weeks 13 to 24.

SECTION 10 REVIEW

This section discussed poetry. Learners were introduced to how poems are appreciated. We focused on the description of poetry, types of poetry, elements of poetry and significance of poetry. Knowledge of poetry and poetry appreciation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Poetry appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners understand and manage emotions, developing emotional intelligence. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and reciting poetry enhances memory, confidence, and public speaking skills. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

The end of semester exams paper would be made up of two sections. Section A and B. Section A would be made up of 40 multiple choice questions and Section B will be made up of four parts. Part I will be on essay writing where learners will choose one essay question from four questions. Part II will be on Language and usage where learners answer ten questions for 10. Part III will be on comprehension. Learners will read a passage and answer 5 questions. Part IV will be in translation. The questions for the end of semester exams should cover all topics taught from week 13 to 23

Resources needed

- A. Venue for the examination
- B. Printed examination question paper
- C. Answer booklet
- D. Scannable paper
- E. Wall clock
- F. Bell, etc.

Guidelines for setting test items

A. Multiple choice

- i. The options should be plausible and homogenous in content*
- ii. Vary the placement of the correct answer*
- iii. Repetition of words in the options should be avoided, etc.*

B. Essay type

- i. Make the instructions clear*
- ii. Do not ask ambiguous questions*
- iii. Do not ask questions beyond what you have taught, etc.*

Sane bimi nɔhyɛ ni

Mi gbami A: Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da

1. Nge kusumi ma nɔ yemi blɔ nɔ tomi ɔ nya a, mɛnɔ ji nɔ nɛ nɔ kuo pe kulaa?

- A. Jemɛno
- B. Matɛ woli
- C. Matsengua
- D. Otsiame

5. Nge kusumi kojomi blo no tomi nya a, menɔ ne yeo mumi mi munyuhɪ?

- A. Jemeno
- B. Matse woli
- C. Matsengua
- D. Wɔyo

Mi gbami B: Saneyo

Meni blo eywiehi a no ne kusumi sane yemi ke mwɔnɛmwɔnɛ ɔ sane yemi blo no tomi ɔme yeo buaa nihi a si himi?

Hetohi

Mi gbami A: Sane bimi ne hɛe heto slɔtohi se heto kake pɛ ne da

- A. Nge kusumi ma no yemi blo no tomi ɔ nya a, menɔ ji no ne no kuo pe kulaa?
- B. Matsengu – **1 mark**
- C. Nge kusumi kojomi blo no tomi nya a, menɔ ne yeo mumi mi munyuhɪ?
- D. Jemeno – **1 mark**

Mi gbami B: Saneyo

Meni blo eywiehi a no ne kusumi sane yemi ke mwɔnɛmwɔnɛ ɔ sane yemi blo no tomi ɔme yeo buaa nihi a si himi?

- A. No he akɔtaa bumi: E yeo buaa ke haa no he akɔtaa bumi.
- B. Dami sane yemi: A daa mlaa no ke yeo dami sane ngo haa no fɛɛ no ne hɛ mi hyemi be mi.
- C. Nihi a kpɛti sane yemi: A dlɛa pɛ ne a yeo nihi, ni tsumihi ke amlaalo ɔ kpɛti munyu. A ngmɛɔ blo ne a hyɛ munyu nge we mi aloo kɔkɔ mi ne a ngmɛɔ blo ne a ye munyu nge kɔɔtu hulɔ. Be nge ne e haa mi dami he blo nge munyu yemihi a mi ne e he hia we kaa kɔɔtu maa ba mi.
- D. He blo nami: E poɔ nihi a blo nya ke a he blo nami he piɛ kaa bo ne ma mlɛa a de ɔ.
- E. Blo nya he akɔtaa bumi: A hyɛɔ ne ma no yeli ke mlɛa woli a blo no tomi ɔme ne ko ngo he wami tsɔ ke be no ne no ko be mɛ no ko nyɛɛ ma de. E haa ne a tsuɔ a ni pɛpɛɛpɛ nge ma mlɛa nya.

Award 4 marks if the points raised is 5

Award 3 marks if the point raised is 4

Award 2 marks if the points raised is 3

Award 1 mark if the point raised is 1-2

Heto mi hami daka (Sɛmista nyagbe otsi 24 no tsami)

Otsi	Ni kasemi oti	Sane bimi slotohi	Ni lemi mi no kuami				Yibo tsuo
			1	2	3	4	
13	1. Narrative Essay Amaniebo saneyo	Sane bimi ne hee heto slotohi se heto kake pe ne da	1	-	-	-	1
		Saneyo	-	-	1	-	1
14	1. Descriptive Essay Kalemi saneyo	Sane bimi ne hee heto slotohi se heto kake pe ne da	-	1	-	-	1
		Saneyo	-	-	1	-	1
15	1. Expository Essay Peemiblon saneyo	Sane bimi ne hee heto slotohi se heto kake pe ne da	-	1	-	-	1
		Saneyo	-	-	-	-	1
16	1. Deity Names Jemawo nya bihi	Sane bimi ne hee heto slotohi se heto kake pe ne da	1	1	1	-	3
		Saneyo	-	-	-	-	0
17	1. Puberty rites Yihe ke nihe mi semi kusumi	Sane bimi ne hee heto slotohi se heto kake pe ne da	-	-	-	1	1
		Saneyo	-	-	-	-	0
18	1. Traditional Governance (Home) Kusumi ma no yemi he blo nya tomi (we mi)	Sane bimi ne hee heto slotohi se heto kake pe ne da	2	-	1	-	3
		Saneyo	-	-	-	1	1
19	1. Traditional Governance (Community) Kusumi ma no yemi he blo nya tomi (ma mi)	Sane bimi ne hee heto slotohi se heto kake pe ne da	-	1	2	1	4
		Saneyo	-	-	-	-	0
20	1. Libation Telimi	Sane bimi ne hee heto slotohi se heto kake pe ne da	2	-	1	1	4
		Saneyo	-	-	-	-	0
21	1. Dirges Yana gbi/Bo yemi la	Sane bimi ne hee heto slotohi se heto kake pe ne da	1	1	1	-	3
		Saneyo	-	-	-	-	0

22	1. Elements of Prose <i>Nyazia nyatsɔ he blɔ nɔ tomihi</i>	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	2	2	1	2	7
		Saneyo	-	-	1	-	1
23	1. Appreciating Prose texts <i>Nyazia nyatsɔ he fɔmi</i>	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	2	2	3	1	8
		Saneyo	1	2	1	-	4
Yibo tsuo			12	10	14	7	45

Project

Write your own poem in your poetry journal and exchange with a classmate to appreciate it. The appreciation process should consider the following: theme, diction, tone/mood, style, literary devices, rhyme scheme etc. Record your thoughts, feelings, and insights about the poem that you have appreciated.

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