



MINISTRY OF EDUCATION

Evegbegbalē

Na Sekendrisukuwo

NUFIALA JE AFỌDOFEFIAGBALĒ



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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

Evegbegbalẽ

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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

EUEGBEGBALĔ TEACHER MANUAL

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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 Eweɖɖɛɖɛɖɛ 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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AKPA 1: NUKOKO JE TUTUÐO KPLE GBEDÐÐ

NUSƆSRƆ JE ALƆDZE: DZEÐODO

Alɔdze la je Memama: Dzedodo (Nukoko je tutuɔ kple gbexɔɔ)

Nusɔsrɔ je Metsonuwo

1. Zã wò nunya tso nukoko je tutuɔ ɔ le nyawo tutu ɔ me.
2. Zã wò nunya kple gɔmesese si ku ɔ gbexɔɔ ɔ la le vovotodede gɔmesese siwo le nya kple nyagbewo dome la me.

Nusɔsrɔ je Dzidzetiwo

1. Ðe wò nunya kple gɔmesese tso Ewebe je nukokowo ɔ fia.
2. Ðe wò nunya kple gɔmesese tso gbexɔɔ le Ewebe me ɔ fia.

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 the 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 lifelong 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 skillfully resolve them.

ASSESSMENT SUMMARY

A variety of assessment modes should be implemented to evaluate learners' understanding and performance of the concepts covered in this section. Teachers need 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 for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with a rubric/marking scheme and provide prompt feedback to learners on their performance.

KOSIDA 1

Nusɔsrɔ fe Dzesidenuwo

1. De dzesi nukoko fe hawo (nɔnuvo kple manɔnuvo) le Ewege me.
2. Dzro Ewege fe nukoko fe tutudo me.

NYATI 1& 2: NUKOKO, EFE HAWO KPLE TUTUDO

Nu si nukoko nye: Nukoko nye nya deka alo nya fe akpa si me ablodegbedidi le si mieyɔna zi deka le nukeke deka me la. Xaxagbedidi siwo xɔa gbedodo la hã nyea nukoko. Ele be ablodegbedidi deka nanɔ nukoko me eye xaxagbedidi ate nu akpe de enu loo alo makpe de enu o. Nya deka ade ate nu anye nukoko deka alo eve alo wu nenema. Tso kpe de nu bubuwo nu la, nunya ku de nukoko fe nɔnɔme nu la kpena de nusɔlawo nu be wotea nu tua nya yeyewo do nyuie eye wotea nu dea dzesi nya siwo le gbegbɔgblo ade me la hã. Nukoko fe kpodeɔ adewoe nye, a:kpe, tɔ, a:tɔ:tɔ:tɔ, a:me, ɲ:ke:ke, ke:ɲ

Le kpodeɔ siwo va yi me la, gbedidi siwo gbɔ woda nyalemegbedzesiwo do la nye nukokowo.

Nukoko fe Hawo: Nukoko fe ha vovovowo le Ewege kple Ghana gbegbɔgblo bubuwo me. Le Ewege kple Ghana gbegbɔgblo bubuwo me la, nukoko nɔnuvo kple manuvowo li. Na mialé ɲku de wo nu.

Nukoko manɔnuvo: Esia nye nukoko si wua enu kple xaxagbedidi. Le kpodeɔ me: Ewege: ko:ɲ; fo:m, dzu:m kple bubuawo.

Le kpodeɔ siwo va yi me la, miede dzesii be xaxagbedidiwoe wu nyawo nu. Le esia ta la, miagblo be nukoko nɔnuvo la nye nukoko si wu enu kple xaxagbedidi.

Nukoko nɔnuvo: Le nukoko sia gome la, ablodegbedidi wua nukoko la nu. Nukoko nuvotowo fe kpodeɔ adewoe nye esiwo gbɔna: a:kpe, tɔ, va, dzo, a:gbe:li

Nukoko fe Tutudo: Nukoko fe tutudo to vovo tso gbegbɔgblo deka gbɔ yi bubu gbɔ. Miate nu adɔ nukoko fe tutudo ku de xaxagbedidi (X), ablodegbedidi (A) kple gbedodo (G) nu. Nukoko fe tutudo si fomevi nukoko ade nye la kuna de xaxagbedidi kple ablodegbedidi fe xexlɛme si le nukokoa me la nu. Nukoko fe tutudo vovovowoe le Ewege me. Na mialé ɲku de wo nu deka deka.

Nukoko fe tutudo fe hawo

Le Ewege me la, nukoko fe ha siwo li la woe nye esiwo gbɔna:

- a. A^G – ablodegbedidi xɔgbedodo
- b. XA^G – xaxagbedidi kple ablodegbedidi xɔgbedodo
- c. $X_1X_2A^G$ - xaxagbedidi fokpli kple ablodegbedidi xɔgbedodo
- d. X^G – xaxagbedidi xɔgbedodo

A^G - Nukoko fe ha sia nye esi ablodegbedidi deka si xo gbededo la tuna do la. Zi gedde le Ewebe me la, nukoko sia dzea nya gome. Le kpodeu me, a:ti. Le kpodeu sia me la, /a/ nye nukoko deka si xo gbededo. Kpodeu bubuwoe nye: a:vu, e:ge, e:ya. Ye adewo yi la, nukoko siawo tea nu nyea nukoko deka nyawo ha. Le kpodeu me, **ẽ, o**.

XA^G – Nukoko fe ha sia nye esi xaxagbedidi deka, ablodegbedidi kple gbededo tuna do la. Le kpodeu me, **do, fo:do, mi:tsi, a:vu, a:ti:gli:nyi, dzo, tsã, a:da:ba**. Nukoko siwo kata wode amae le kpodeu siawo me la nye nukoko si xaxagbedidi deka kple ablodegbedidi si xo gbededo la tu do la.

X₁X₂A^G – Xaxagbedidi eve kple ablodegbedidi tua nukoko sia do. Wofe kpodeu adewoe nye: **fle, a:klã, a:me:dzro, xlẽ**. Nu si de dzezi le nukoko fe ha sia nu lae nye be xaxagbedidi evelia nyea nyenu xaxagbedidi nyezi /l/ kple efe tãtrã [r] kokoko. Nu deka si gade dzezi lae nye be xaxagbedidi siawo dometo si woatia le nukoko ade me la kuna de xaxagbedidi si le nãfe gbãto la nu. Le kpodeu me, nenyẽ be xaxagbedidi gbãto nye nuyi eve, adu kple nuyi, nuyi eve kple ayinã, ayinãnu xaxagbedidi la, xaxagbedidi la nyea [l]. Ne xaxagbedidi gbãto la menye xaxagbedidi siwo miede dzezi va yi la dometo adeke o la, ekema xaxagbedidi evelia nyea [r].

X^G – Nukoko fe ha bubue nye esi xaxagbedidi si xo gbededo dede tuna do la. Nukoko sia fe kpodeu adewoe nye: **ɲ:di, ɲ:dã, a:m:pɛ, a:ɲ:gba, ɲ:ku, ko:ɲ, fo:m; bo:ɲ**. Le Ewebe me la, xaxagbedidi adewo koe tea nu nã wo dokuiwo si xa gbededo. Wofe kpodeuwoe nye, [n], [ɲ], kple [m].

DODEASI

1. Fo nu tso nu si nukoko nye la nu.
2. De nukoko fe ha siwo le Ewebe me la me.
3. Dzro Ewebe fe nukoko fe tutudo me.
4. De nukoko fe tutudo fe vevinyenye le nyatutudo me me.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning (individual and group work):

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

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

2. Mixed ability group:

- a. Learners in mixed ability groups select at least six different words from a text.
- b. 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.).

3. 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, the 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.

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.

NUSƆSRƆ ƆE NYATI VEWIWO DODO KPƆ

NusƆsrƆdodo kpƆ Ɔe Ɔofe 1: ƆkuƆoƆonudzi

Ɖe nu si nukƆƆƆ nye la me le wo gƆmesese nu.

NusƆsrƆdodo kpƆ Ɔe Ɔofe 2lia: Nunyazazã

ƆlƆ nukƆƆƆ Ɔe ha siwo le Ewegbe me la eye nàna wo dometƆ Ɔe sia Ɔe Ɔe kpƆƆeƆu etƆetƆ.

NusƆsrƆdodo kpƆ Ɔe Ɔofe 3lia: ƆkufƆflƆ Ɔe nu me

Ɖe susu siwo ta wòle vevie be nàse nukƆƆƆ Ɔe tutuƆo gƆme Ɔo la me to kpƆƆeƆuwo zazã me.

Hint



*The recommended mode of assessment for Week 1 is **class exercise**. Ensure to use a blend of items of different DoK levels from the key assessment.*

KOSIDA 2LIA

Nusɔsrɔ fe Dzesidenowo

1. De nu si gbedodo nye la me eye nàfo nu tso efe hawo ɲu (kpɔɖɛɲu: gbeɖɔɔ, gbekɔkɔ, evedomesi, gbekɔkɔ-bɔɔ, gbeɖɔɔ-kɔkɔ)
2. Dzro gbedodo fe wɔfowo me (kpɔɖɛɲu: le gbeɲutise, nyahawo, gbetagbewo gome)

NYATI 1&2LIA: NU SI GBEDODO NYE

Le gbeɖɔɔgbɔ gɛɖewo me la, wozãa gbedodo tɔna dea gɔmesese kple seselelãme tɔxe fiana. Gbedodo nye ale si míafe gbe nɔa dzi yim ganɔa ɖiɖim le nufo me. Gbeɖɔɔgbɔ aɖewo li siwo me gbedodo dea vovototo nyawo fe gɔmesese le. Eweɖbe kple Ghana degbe bubuwo kãta nye gbeɖɔɔgbɔ siwo me gbedodo hea vovototo dea nyawo dome le la.

Gbedodo fe hawo

Gbedodo vovovowo le gbeɖɔɔgbɔwo me. Abe Blugbe kple Gẽgbe ene la, gbedodo fe ha gã evee le Eweɖbe me. Gbedodo fe ha eve siawo hea vovototo dea nyawo fe gɔmesese me. Woawoe nye: gbekɔkɔ kple gbeɖɔɔ. Wodea dzesi gbedodo siawo kple dzesi siwo gbɔna la: gbekɔkɔ [ʔ] kple gbeɖɔɔ [ɔ]. Le kpɔɖɛɲu me, [và], [tsó], [tó], [tò]. Togbo be ele alea hã la, gbedodo fe ha bubuwo hã gali. Na míalé ɲku de wo ɲu.

Le Eweɖbe me la, míate ɲu ama gbedodowo de ha gã eve me. Ha siawoe nye agunudeketowo kple agunugedetowo.



Dzesidenya

Nufialawo nefia gbedodo fe ha siwo le Eweɖbe me la.

Gbedodo fe wɔfowo: Gbedodo le vevie le gbeɖɔɔgbɔ siwo me gbedodo hea vovototo dea nyawo fe gɔmesese me le la me. Wɔfe etɔ konue le gbedodo si le gbeɖɔɔgbɔ siawo me. Gbedodo fe wɔfe siawoe nye vovototodede nyawo fe gɔmesese me, vovototodede nyahawo me kple vovototodede gbetagbewo me.

1. Vovototodede nyawo fe gɔmesese me: Gbedodo hea vovototo dea nya siwo fe ɲɔɲɔ nye deka la dome. Le kpɔɖɛɲu me, [tó] nye anyigba mimli si kɔna la eye [tò] nye nu si me wotoa de alo fufu le la. Kpɔɖɛɲu bubu hae nye [kú] kple [kù], [dzò] kple [dzó]. Ne èlé ɲku de nya siawo ɲu la, àkpɔe adze sii be wofe gɔmesese to vovo. Esi wònye ɲɔɲɔdzesi deka fomevi koe tu wo do, gake gbedodo to vovo ta la, efia be gbedodoe he vovototo la va gɔmesese la me.
 - a. wò nye ɲkɔtefenɔnya ame evelia xexlɛnugedetɔ ke wó nye ame etɔlia xexlɛnugedetɔ dometo deka. Kpɔɖɛɲu: i. Akpe na wò. ii. Akpe na wó.
 - b. Mí nye ɲkɔtefenɔnya ame gbãto xexlɛnugedetɔ eye mì nye ɲkɔtefenɔnya ame evelia xexlɛnugedetɔ.

2. Vovototodede nyahawo me: Gbedododo tea nu hea vovototo dea nyahawo me. Esia fia be gbedododo tea nu trɔa nya ade fe nyaha si me wòle la wòzua nyaha bubu. Zi gedɛ la, esia kuna de gbedododo si fomevi le nya la dzi la nu. Le kpɔɖeɖu me:
 - a. **tó** nye dɔwɔnya eye **tò** nye ɲkɔnya. Kpɔɖeɖu: Danye to fufu le to me. Nenema ke **kà** nye ɲkɔnya eye **ká** nye dɔwɔnya. Kpɔɖeɖu: Ama tsɔ **kà ká** nɔvia nu.
3. Gbedododo tea nu hea vovototo dea gbetagbewo dome. Gbedododo nana míedea dzesii be ame ade le Aɲlɔgbe, Evedomegbe alo Tɔɲugbe dom. Gbedododo ate nu ade vovototo gbegbɔgbɔ dɛka ade fe gbetagbe dome. Le kpɔɖeɖu me, gbedododo ate nu ade vovototo Aɲlɔgbe kple Evedomegbe dome.

DODEASI

1. De nu si gbedododo nye la me.
2. Dzro gbedododo fe ha siwo le Evegbe me la me to kpɔɖeɖuwo zazã me.
3. Dzro gbedododo fe wɔfe le Evegbe me me.

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*
 - b. The teacher leads learners to explain tone and the types of tone. *HP learners to lead the explanation of tone.*
 - c. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - d. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - e. The teacher facilitates discussion on the functions of tone in the language. *Tasks learners with different learning abilities to;*
 - i. Lead the class discussion on the functions of tone, providing examples. (HP)
 - ii. Take notes and summarise the key points discussed. (P)
 - iii. 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: Pairs make a presentation on the outcomes of the pair work.

NUSƆSRƆ FE NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe ɖofe 1: Ɔkuɖoɖonudzi

1. Ðe nu si gbɛɖɖɖ nye la me le wò gɔmesese nu.
2. Ɔlɔ gbɛɖɖɖ fe wɔfe siwo le Evegbe me la da ɖi.

NusƆsrƆdodo kpƆ fe ɖofe 2lia: Nunyazazã fe aɖaɖu

1. Ɔlɔ gbɛɖɖɖ fe wɔfe siwo le Evegbe me la da ɖi eye nàna wo dometo ɖe sia ɖe fe kpɔɖɛɖu etɔetɔ.
2. Ɔlɔ gbɛɖɖɖ fe wɔfe siwo nènɔlɔ le nusƆsrƆdodo kpƆ fe ɖofe gbãto fe biabia evelia me la fe kpɔɖɛɖu etɔetɔ aɖewo da ɖi.

NusƆsrƆdodo kpƆ fe ɖofe 3lia: Ɔkufɔflɔ ɖe nu me

Hamedɔdeasi

Mide dzeɖi nukoko fe tutuɖo kple gbɛɖɖɖ fe ha siwo le Evegbe me la eye miana wo dometo ɖe sia ɖe fe kpɔɖɛɖu ewoewo.

Hint



- The Recommended Mode of Assessment for Week 2 is **Group Project Work**.
- **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**.

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

Task: *Mide dze si nukoko fe tutudo kple gbedodo fe ha siwo le Evegbe me la eye miana wo dometo de sia de fe kpodeɲu ewoewo.*

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)
- Dodeasi:** *Mide dze si nukoko fe tutudo kple gbedodo fe ha siwo le Evegbe me la eye miana wo dometo de sia de fe kpodeɲu ewoewo.*

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 contain one key words

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Explaining tones	<i>The explanation contains all the key words needed to adequately explain syllable structure</i>	<i>The explanation contains three key words</i>	<i>The explanation contains two key words</i>	<i>The explanation contains one key word</i>
Giving examples of tones in words	<i>Giving between eight-ten examples in words</i>	<i>Giving five - seven examples in words</i>	<i>Giving three - four examples in words</i>	<i>Giving one - two examples in words</i>
Communication Skills	<i>Showing 4 of the skills e.g.</i> <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>	<i>Showing 3 of the skills e.g.</i> <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>	<i>Showing 2 of the skills e.g.</i> <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>	<i>Showing 1 of the skills e.g.</i> <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</i> <i>Contributing to the group.</i> <i>Respecting the views of others</i> <i>Tolerating others</i> <i>Resolving conflicts</i> <i>Taking responsibility</i> <i>..</i>	<i>Exhibit 3 of these</i> <i>Contributing to the group.</i> <i>Respecting the views of others</i> <i>Tolerating others</i> <i>Resolving conflicts</i> <i>Taking responsibility</i> <i>..</i>	<i>Exhibit 2 of these</i> <i>Contributing to the group.</i> <i>Respecting the views of others</i> <i>Tolerating others</i> <i>Resolving conflicts</i> <i>Taking responsibility</i> <i>..</i>	<i>Exhibit 1 of these</i> <i>Contributing to the group.</i> <i>Respecting the views of others</i> <i>Tolerating others</i> <i>Resolving conflicts</i> <i>Taking responsibility</i> <i>..</i>

Mode of administration: Design the project, provide guidance and support to learners, etc. Refer to the 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 their academic work, etc.

AKPA 2 LIA: NUXEXLĒ KPLE DZESIDEDE NYATI VEVIWO

NUSƆSRƆ FE ALƆDZE 1: DZEƆƆƆƆ

Alɔdze la fe Memama 1: Dzedɔdɔ tso Nyati aɔe ɲu

Alɔdze la fe Memama 2lia: Nuxexlē

Nusɔsrɔ fe Metsonuwo

1. Zã nufɔɔɔɔ si su asiwò la le nutsotso nyuitɔ nana me.
2. Zã wò nunya tso nu siwo nuxexlē gbadaa kple nuxexlē tsitotsito lɔ ɔe eme ɲu la le nunlɔɔi aɔe xexlē me.

Nusɔsrɔ fe Dzidzeti

1. Ɖe ɲutete si le ɲuwò le nufɔfo tso dzedɔdɔ si nèse la ɲu la fia.
2. Ɖe wò nunya kple gɔmesese tso nuxexlē gbadaa kple nuxexlē tsitotsito le Euegbe me ɲu la fia.

INTRODUCTION AND SECTION SUMMARY

This section discusses how the 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 a variety of contexts in communication, ranging from GESI to national and international topical issues. Learners will be equipped with the skill of discussing main ideas, discussing features of intensive reading and examining 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 the 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 individuals and groups collaborating 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 includes:

Week 3: Questioning

Week 4: Discussion

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

KOSIDA 3LIA

Nusɔsrɔ̃ fe Dzesidenuwo

1. De dzesi nyati veviwo le dzedoɔ me.
2. Dzro nyati vevi siwo le dzedoɔ me la me.

NYATI 1&2: DZESIDEDE NYATI VEVIWO LE DZEDOɔ ME

Nyati Vevi: Nyati vevi lae nye nu si ɲu boɔɔɔ, nuɲɔɔɔ alo nufo si wonɔ da ɔi la ku ɔo la. Zi geɔ la nyagbe siwo ɔea nyati vevi la me la kplɔne ɔo. Ne àte ɲu ade dzesi kadodo si le alɔdonyagbewo dome la, àte ɲu ake ɔe nyati vevi si ɲu wòle nu fom le la ɲu. Be nàte ɲu ade dzesi nyati vevi le nuɲɔɔɔ aɔe me la, wɔ nu siwo gbɔna la:

- a. Xlě tanya kple nuuvuu la – Nu ka gblɔm tanya kple nuuvuu la le tso nu si me dzrom wole la ɲu?
- b. Di nyatinyagbe la – Zi geɔ la, nyatinyagbe la nɔa boɔɔɔa fe gɔmedzeɔe.
- c. De dzesi nu siwo wogblɔ tso nyati la ɲu – Bia nya siawo ɔokuiwò tso nyati la ɲu: ame ka, nu ka, ɣe ka ɣi, nu ka ta kple aleke ku ɔe nyati vevi la ɲu.
- d. To nuɲɔɔɔ la ɔe eme le wò gɔmese nu.
- e. Tso wò nyatotoɔeme la sɔ kple nuɲɔɔɔ la fe tafonya la.

DODEASI

1. ɔe nu si nyati vevi nye la me.
2. De dzesi nyati vevi si le nuɲɔɔɔ aɔe me la.
3. Fo nu tso nyati vevi si nède dzesi le nuɲɔɔɔ la me la ɲu.

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

NUSƆSRĔ JE NYATI VEVIWO DODO KPƆ

NusƆsrĔdodo kpƆ fe Ɔofe 2lia: Nunyazazā

1. De dzesi nyati vevi si le nuŋlɔɔi aɔe me la.
2. Dzro nyati vevi si nēde dzesi le nuŋlɔɔi la me la me.
3. Xlĕ dzedoɔo kpui si gbɔna la eye nāde dzesi nyati vevi si le eme la.

Kofi: Aleke wò agbenɔɔ le?

Mawuli: Ale si nye agbe le la nyo nam, wo ya ɔe?

Kofi: Mekpɔa nublani na ame.

Mawuli: Nye ya ne mewɔ vodada la, medzea si ɔkuinye eye mesrāa nu tso eme.

Kofi: Nye hā metsɔa nu xoxowo kena henɔa mɔkpɔkpɔ me na nu yeyewo.

NusƆsrĔdodo kpƆ fe Ɔofe 3lia: Ŋkufɔflɔ ɔe nu me

Ku ɔe nyati si nēde dzesi ŋu la, ŋlɔ nyagbe etɔ aɔewo nātsɔ ayi dzedoɔo la dzi.

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 clarification and support if they have any.

KOSIDA 4LIA

Nusɔsrɔ fe Dzesidenuwo

1. Dzro nu siwo nuxexlē tsitotsito lɔ ɔe eme la me (nuxexlē dzradzradzra kple nuɲlɔɔimɛtoto hena nyatakaka tɔxɛ aɔe didi kple bubuawo)
2. Da nu siwo nuxexlē gbadzaa lɔ ɔe eme la kpɔ (nuxexlē memie, nuɲlɔɔia fe tutuɔɔ, ɔkuidodo kpɔ le nuɲlɔɔigɔmesese me, gɔmesese si be ɔe nuɲlɔɔia me la didi, nuɲlɔɔi la dada kpɔ kple bubuawo)

NYATI 1: NU SIWO NUXEXLĒ TSITOTSITO Lɔ ɔE EME

Nuxexlē Tsitotsito: Enye nuxexlē fe ha si lɔ taɔɔɔzinu eve ɔe eme. Taɔɔɔzinu siawoe nye nuɲlɔɔi la gɔme sese kple gbesɔsrɔ to ŋkulɛle ɔe nu siwo le nuɲlɔɔia me la ŋu me. Egalɔ ŋkufɔflɔ ɔe nuɲlɔɔi aɔe me tsitotsito ɔe eme. Le nuxexlē sia me la, nuxlɛlawo tsoa ŋku ɔi na nya vevi aɔe siwo te woanya te fli ɔɔ, mu ɔe ɔusime, wode amae, wogbugbɔ ŋlɔ kple bubuawo. Nuxlɛlawo dzea agbagba lɛa nu veviwo dana ɔi, dia nyawo le nyagɔmɛɔgbalɛ me eye woxlɛa nuɲlɔɔi la tsitotsito be woase nu si xlɛm wole la gɔme nyuie le nuxexlē fe ha sia me.

Nu Siwo Nuxexlē Tsitotsito Lɔ ɔE Eme

Nu gɛɔewoe nuxexlē tsitotsito lɔ ɔe eme. Míalɛ ŋku ɔe wo dometɔ eve ko ŋu le nusɔsrɔ sia me.

a. Nuxexlē Dzradzradzra

Nuxexlē fe akpa sia ku ɔe nuxexlē dzradzradzra hena dzesidede nu si ŋu nuɲlɔɔi la ku ɔɔ gbadzaa alo nyati vevi siwo le nuɲlɔɔi la me la ŋu. Míewɔa nuxexlē sia fomevi ŋu ɔɔ vevietɔ le nuɲlɔɔi si nye nyatefenya aɔe la xexlɛ me. Gɔmesese blibo mesua nuxlɛla la si le nuxexlē sia fomevi ŋu ɔɔ wɔwɔ me o, elabena nuxlɛla la mexlɛa nuɲlɔɔi la katã o.

b. Nuɲlɔɔimɛtoto hena nyatakaka tɔxɛ aɔe didi

Nuxexlē sia lɔ ŋkutsatsa le nuɲlɔɔi aɔe me hena nya alo nyakɔsɔkɔsɔ tɔxɛ aɔe didi le nuɲlɔɔi aɔe me ɔe eme. Míezãa nuxexlē fe aɔaŋu sia nenyɛ be míetsɔ nuɲlɔɔi aɔe be míaxlɛ zi gbãtɔ. Míewɔa esia be míanya nenyɛ be nu si dim míele la le nuɲlɔɔi la me.

DɔDEASI

ɔE nya siwo gbɔna la me:

- a. Nuxexlē tsitotsito
- b. Nuxexlē dzradzradzra
- c. Nuɲlɔɔimɛtoto hena nyatakaka tɔxɛ aɔe didi

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 the class.

The 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 reading.

** The teacher should check the 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 texts carefully based on their knowledge of learners' abilities and interests. Consider different texts for AP/P/HP learners.
- b. Learners share ideas about the main ideas in 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: 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.*

NUSƆSRŃ JE NYATI VEVIWO DODO KPƆ

NusƆsrŃdodo kpƆ fe Ɔofe 1: ŊkuƆoƆonudzi

1. Ɖe nu siwo nuxexlĒ tsitotsito lƆ Ɔe eme la dometƆ eve teti me.
2. Ɖe nu siwo nuxexlĒ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tƆxe aƆe didi nye la me.

NusƆsrŃdodo kpƆ fe Ɔofe 2lia: Nunyazazā

1. Dzro ale si nuxexlĒ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tƆxe aƆe didi nana wosea nuŋlƆƆi aƆe gƆme nyuie la me.
2. Zā nuxexlĒ tsitotsito fe aƆaŋu nātsƆ axlĒ nuŋlƆƆi si gbƆna la.

Afi ka ya sesĕ sia tso? Nu kae he ahom sesĕ sia vĕ? Ati gā aƆe mu. Ku da efe asi fafe Ɔe AfetƆ KutƆglo dzi ŋƆƆkutsu dzati sia le esime wŃle ƆƆ me. MeganƆ nu fom ŋƆƆkutsu sia o, eya ta wokƆa yi ƆƆyƆfe. WogblƆ efe kunya la na viawo ŋƆƆ sia. Esime AfetƆ

Kutɔglo srɔ̃ trɔ̃ gbɔna tso nudzrafe la, edo go vu si kɔa dɔnɔwo kple ame kukuwo la le mɔa dzi gake menya be ye srɔ̃e ma wokɔ yina dɛ dɔyɔfe o. Enumake viawo yi dɛ kɔa dzi ɔkpɔ wo fofɔ la le dɔba dzi.

Esi ɲu ke la, dɛviawo gayi dɛ dɔyɔfe la le ɲdi me be yewoakpɔ ɔa. Kasia woade la, wo fofɔ la ku eye wodae dɛ kpefafa dzi. Esi dɛviawo ɔo afe me la, wogblɔ wo fofɔ fe kunya la na wofe fometɔwo. Kutɔglo fe kunya gbã dɛ dua me enumake. Ame sia ame si se nya la de asi avifafa me.

Afetɔ Kutɔglo fe viwo dzo yi wo de ɔagblɔ nu si dzo la na wofe fometatɔ. Ku dzo dɛ Bɔlɔvetɔwo dzi. Wodɔ ame aɔewo woyi ɔagblɔ kunya la na wofe dufia hã. Afetɔ Kutɔglo nye avadada na Abɔlɔvetɔwo. Esi nya la ɔo dufia la gbɔ la, eɔo du dɛ Bɔlɔvetɔwo fe blafowo eye woyi dɛ Blemazãdo be woadaxɔ Kutɔglo le kpe fafa dzi le afi ma atso ava wo de dua me.

Woda vu aɔe eye wodze mɔ. Woɔo Blemazãdo le yetrɔ ga etɔ kple afã me. Esi wonɔ mɔ dzi la, wokpɔ be be Blemazãdotɔwo fo fu nɔ avihewo dzim. Woyi dɛ fiasã la me be yewoagblɔ susu si ta yewova dua me ɔo la na dufia la. Le fiasã la me la, wodo wɔezɔ na wo kple aha atukpa ɔeka. Esi wolɔ̃ gbe vɔ la, wogblɔ susu si ta wova ɔo la na dufia kple enjumeawo. Esi wonɔ wofe gbedeasia gblɔm na dufia la, amewo dze livɔlivɔlivi gɔme. Blemazãdo fia la na wonya be yewomadi be yeawoɔe asi le Afetɔ Kutɔglo fe kukua ɲu na wo o. Nu sia he masɔmasɔ aɔe va wo dome. Dufia la dɛ eme be Afetɔ Kutɔglo wɔ nu geɔe na yewo eya ta yewoadi be yewoadi dɛ Blemazãdo abe bubudede enu dɛ dɔ siwo wɔwɔ na yewo la ta ene.

- a. De dzesi nyati vevi siwo le nunlɔɔi la me la.
- b. Dzro nyati veviawo me.
- c. Da nuxeklĕ tsitotsito fe vevinyenyewo kpɔ.

Nusɔsrɔ̃dodo kpɔ fe ɔɔfe 4lia: Ta me deto bubu

Nugɔmekuku: Wɔ nugɔmekuku tso nyati alo nu siwo ɲu wofo nu le le nunlɔɔi aɔe si nɛxlĕ la me la ɲu. Xɔ nutsotso tso tefe vovovowo, dzro nutsotsoawo me eye nãgblɔ nu siwo ɲu nɛke ɔo le wɔ nugɔmekuku la me la.

Nyati 2lia: Nu siwo nuxeklĕ gbadzaa lɔ dɛ eme

Nuxeklĕ gbadzaa

Enye nuxeklĕ si me nusrlawo xlĕa nu gbadzaa le hena modzakadɛdɛ kple wofe nuxlɛɔɔɲuwo dodo dɛ ɲgɔ. Mele abe nuxeklĕ tsitotsito si nye nuxeklĕ si fe taɔɔdzinue nye nuxeklĕ hena nusrlɔ̃ alo nunlɔɔi la gɔme sese ene o. Nuxeklĕ gbadzaa lɔ nu geɔewo xeklĕ dɛ susu vovovowo ta dɛ eme. Etea ɲu nyea nutsotso tɔxe aɔe didi loo alo hena modzakadɛdɛ.

Nu siwo nuxeklĕ gbadzaa lɔ dɛ eme

- **Nuxeklĕ memie:** Enye nuxeklĕ si zɔna dɛ ɔɔɔo nu. Dometsotso fũu menɔa nyawo yɔyɔ me o, eye nyawo yɔyɔ meɔea fu na nuxlĕla la o. Nuxeklĕ memie tea ɲu dɛnɛ fiana be nuxlĕla la ɔu tu na gbea.
- **Nunlɔɔi la fe tutuɔo:** Enye ale si nunlɔla la ɔo efe nyawo dɛ nunlɔɔi aɔe mee la. Dzesidede tutuɔo si le nunlɔɔi aɔe me la kpɛna dɛ nusrlawo ɲu be wofe susu

kuna ɔe nyati veviwo kple kadodo si le wo dome la ɲu. Ewɔne be wobua nu si agakplɔ esi woxlē va yi la ɔo la ɲu eye wodzea agbagba sea nu si xlēw wole la gɔme.

- **Dokuidodokpo le nunlɔɖigɔmesese me:** Enye wɔna si me nusrɔlawo doa wo ɔkuiwo kpɔna le be wole nu si xlēw wole la gɔme sem mahã. Ne wokpɔe be yewomele nyati si le nu si xlēw yewole la gɔme sem o la, wotea ɲu wɔa ɔoɔo, trɔa asi (le ale si wole nua gɔme sem la ɲu) hafi gayia nuxeklē la dzi.
- **Gɔmesese si be ɔe nunlɔɖia me:** Esia nye gɔmesese si be ɔe nunlɔɖia me alo esi medze kã o la didi. Efiã ko be nuxlēla la le agbagba dzem be yeanya nu si nunlɔla la di be yeagblɔ le nunlɔɖi la me la. Nuxlēla la ate ɲu azã nu siwo wònya xoxo kple nutsotso siwo le nunlɔɖi la me la atso awɔ nyametsotso, eye wɔase nunlɔɖi la me.
- **Nyametsotso:** Wowɔa esia le esime nuxeklē la le edzi yim alo le nuxeklē la vɔ megbe. Nuxlēla la ɔea susu aɔewo, wɔa nyametsotso eye wosrɔa nu vovovowo tso nunlɔɖi la me.

DODEASI

1. ɔe nya siwo gbɔna la me:
 - a. Nuxeklē gbadzaa
 - b. Nuxeklē memie
 - c. Dokuidodokpo le nunlɔɖigɔmesese me
2. Xlē nunlɔɖi aɔe eye nàde dzesi nu siwo nuxeklē gbadzaa lo ɔe eme la dometo etɔ teti le eme.
3. Dzro nunlɔɖi si nēxlē la me kple wò nusrɔhatiwo.
4. Zã nu siwo nènɔya tso nu siwo nuxeklē gbadzaa lo ɔe eme ɲu la le nunlɔɖi aɔe xeklē me.

PEDAGOGICAL EXEMPLARS

Talk-for-learning Approaches

1. Whole class discussion
 - a. Teacher models extensive reading to the 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 evaluation. *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 the teacher based on cultural values (integrity, trustworthiness, 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 their opinions on it. To be shared with the class.

NUSƆSRŃ JE NYATI VEVIWO DODO KPƆ

NusƆsrŃdodo kpƆ fe ɔfe 1: Ŋkuɔɔɔonudzi

1. To nu si nuxelĕ gbadzaa nye la ɔe me le wò gɔmesese nu.
2. Tɔ asi nu atŋ siwo nuxelĕ gbadzaa lɔ ɔe me la dzi. Ɖe wo dometɔ ɔe sia ɔe me kpuikpuikpui.

NusƆsrŃdodo kpƆ fe ɔfe 4lia: Ta me deto bubu

Aleke nètɔ da asi ɔe nya si gbɔna la dzii? “Nuxelĕ gbadzaa nye nuxelĕ hena modzakadeɔe, gake wowɔa nuxelĕ tsitotsito hena nunlɔɔi la gɔme sese nenye be wole nutso to dim tso nuxelĕ aɔe me.” Dzro nyati sia fe akpa eveawo me eye nàɔ kpe wò numeɔeɔewo dzi kple kpɔeɔewo.

Hint



- *The Recommended Mode of Assessment for Week 4 is **Discussion**. (Ask learners to start building their portfolios in Week 2. Refer to Appendix B detailing the structure of the portfolio)*
- *Scores on individual class exercises 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.) has 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 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 evaluation, 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

Task

Create a portfolio showcasing all tasks you have done in Ghanaian Language for the academic year.

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

- Learner's class exercise and homework book for Ghanaian Language
- Copy(ies) of group class exercise
- Individual project(s)
- A copy of the group project
- Reflective journal, etc.

Rubrics for Scoring

E.g.

- i. Cover page (name, class, subject, name of teacher) - 4 marks
The learner provides three of the items in brackets - 3 marks
The learner provides two of the items - 2 marks
Learner provides only one item - 1 mark
- ii. Learner's class exercise and homework book for Ghanaian Language -10 marks
The learner provides only class exercises or only the homework book-9 marks
No item is supplied – 0 marks
- iii. At least a copy of one group class exercise -5 marks
The group exercise is not provided – 0 mark
- iv. Individual project work - 5 marks
No project work is supplied – 0 mark
- v. A copy of group project work (reflective journal) -5 marks
No project work is provided – 0 mark

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	<i>Provided four to five reasons</i>	<i>Provided three reasons</i>	<i>Provided two reasons</i>	<i>Provided one reason</i>
Communication Skills: <i>Audible voice.</i> <i>Keeping eye contact.</i> <i>Pay attention to the audience.</i> <i>Engaging the audience with interaction.</i> <i>Use of gesture.</i>	<i>Showing 4 of the skills.</i>	<i>Showing 3 of the skills.</i>	<i>Showing 2 of the skills.</i>	<i>Showing 1 of the skills.</i>
Teamwork: <i>Respecting the views of others.</i> <i>Tolerating others.</i> <i>Resolving conflicts.</i> <i>Taking responsibility.</i>	<i>Exhibit 4</i>	<i>Exhibit 3</i>	<i>Exhibit 2</i>	<i>Exhibit 1</i>

AKPA 3LIA: NYABLANYAWO KPLE NYATUTUDOMONU ADEWO

NUSƆSRƆ JE ALƆDZE 2LIA: GBEŋUTISE

Alɔdze la fe Memama 1: Nyawo kple wofe tutuɔ

Nusɔsrɔ fe metsonu: Zã wò nunya tso nyanjunyakpewo, nyablanyawo, nyakɔɔkɔɔwɔ kple nyagbekɔɔkɔɔwɔ ɲu nàtsɔ atu nyagbe siwo si gomesese le la ɔ.

Nusɔsrɔ fe Dzidzeti: Ɖe wò nunya tso nyanjunyakpewo, nyablanyawo, nyakɔɔkɔɔwɔ kple nyagbekɔɔkɔɔwɔ zazã nyuie ɲu fia.

NUSƆSRƆ JE ALƆDZE 1: GBEŋUTISE

Alɔdze la fe Memama 1: Nyawo kple wofe tutuɔ

Alɔdze la fe Memama 2lia: Euegbenɔɔ fe sewo

Nusɔsrɔ fe Metsonu: Zã wò nunya tso nyatutudomonu, nyanjutidzesi kple nyatamedzesiwo zazã le nyagbe me ɲu le nyagbewo tutu ɔ me.

Nusɔsrɔ fe Dzidzeti: Ɖe wò nunya kple gomesese tso nyatutudomonuwo, nyanjutidzesiwo kple nyatamedzesiwo zazã nyuie ɲu fia.

Hint



*The Mid-Semester Examination for the first semester is in Week 6. Refer to **Appendix E** for a Table of Specifications 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. For instance, Knowledge of affixes will help learners 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. 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, learners must be 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 lifelong 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 out 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 for each week for additional information on how to effectively administer these assessment modes.

KOSIDA 5LIA

Nusɔsrɔ̃ fe Dzesidenu: Flɔ ŋku dɛ nyanjunyakpe siwo le Euegbe me la zazã me.

NYATI 1&2LIA: NYANJUNYAKPEWO

Nyanjunyakpewo nye nyakpe siwo wokpena dɛ nyake ŋu le efe gɔmedzefe alo nuwufe tsɔna tua nya yeye alo nya ma fe nɔnɔme bubu siwo fe gɔmesese trɔna alo metrɔna o la dɔ. Nyanjunyakpe siwo le Euegbe me lae nye nyanjunyakpe ŋɔɔdotɔ kple nyanjunyakpe megbedotɔ. Nyanjunyakpewo kpekpe dɛ nyakpe ŋu tea ŋu nana be gɔmesese bubu dɔa nyake la ŋu eye wonana nya la zua nyaha bubu me tɔ loo alo ganɔa nyaha ma ke me. Nyanjunyakpewo tea ŋu nyea nyakui siwo wokpena dɛ nya bubuwo ŋu si nana be gɔmesese bubu dɔa nyake la si la eye nyake la zua nyaha bubu me tɔ loo alo ganɔa nyaha xoxotɔ la me. Nenyɛ be nyanjunyakpe do ŋɔ na nyake la helé dɛ enu la, woyɔnɛ be nyanjunyakpe ŋɔɔdotɔ. Nenyɛ be nyanjunyakpe la le titina na nya la, woyɔnɛ be nyanjunyakpe titinatɔ. Ke ne nyanjunyakpe la le nyake la fe nuwufe la, woyɔnɛ be nyanjunyakpe megbedotɔ. Le gbegbɔgbɔ adewo me la, nyanjunyakpe dɛka adɛ tea ŋu dɛa mɔ nyake la gena dɛ dome nɛ. Le go sia me la, nyanjunyakpe la fe akpa adɛ nɔa gɔmedzefe eye efe akpa mamlɛa nɔa nyake la fe nuwufe. Kadodo adɛ kokoko nɔa nyake la kple nya yeye si wowɔ la dome nenyɛ be wokpe nyanjunyakpewo dɛ wo ŋu. (Nyanjunyakpewo wɔnɛ be kadodo adɛ nɔa nyake la kple nya si wowɔ le esime wokpe nyanjunyakpe la dɛ enu la dome.) Nyanjunyakpe siwo le Euegbe me la fe kpɔɔɔɔ adewoe nye: **-la, -tɔ, a-, -e, -na, a-, me-, ma-** kple bubuawo. Woate ŋu akpe nyakpe siawo dɛ nyakewo ŋu le Euegbe me.

1. Nusrɔ̃la la aŋlɔ nu nyuie.

2. Agbletɔ la vana.

Le kpɔɔɔɔ gbãtɔ me la, **-la** kple **-e** nye nyanjunyakpe megbedotɔwo eye **a-** nye nyanjunyakpe ŋɔɔdotɔ. **-la** na míede dzesii be nanewɔlae (ame si le nu srɔ̃m). **-e** kpe dɛ ‘nyui’ ŋu hedɛ ale si nusrɔ̃la la aŋlɔ nu lae fia.

Le kpɔɔɔɔ evelia me la, nyanjunyakpe **-tɔ** dee fia be ame adɛ nye tɔ na nane, **-na** na míenya be nuwɔna la yia edzi dɔa.

Nyanjunyakpe fe Hawo

Nyanjunyakpe fe hã gã evee li. Woawoe nye nyanjunyakpe nyayeyewɔtɔ kple nyanjunyakpe wɔfɛfiatɔ.

Nyanjunyakpe nyayeyewɔtɔ

Nyanjunyakpe siawo nye esiwo tua nya yeye siwo si gɔmesese bubu nɔna la dɔ. Nenyɛ be wɔtɔ nyanjunyakpe nyayeyewɔtɔ kpe dɛ nyake adɛ ŋu la, etea ŋu nana be nyaha la trɔna tso nyaha si me wòle la yina dɛ nyaha bubu me. Ye adewo yi la, nyaha si me nyake la le la metrɔna o. Esia fia be nyanjunyakpe nyayeyewɔtɔwo tea ŋu trɔa nyaha si me nya la le la alo metrɔa nyaha si me nya la le la o. Wozãa nyanjunyakpe nyayeyewɔtɔwo tsɔna tua nya yeyewo dɔ. Le kpɔɔɔɔ me, nenyɛ be míekpe nyanjunyakpe nyayeyewɔtɔ **-la** dɛ **nyagblɔɔɔ** ŋu la, ezu **nyagblɔɔɔila**. Togbɔ be

nyagblɔdila zu nya yeye hã la, nyaha si me **nyagblɔdi** le si nye nkɔnya la metrɔ o. Le go bubu me la, ne míetsɔ nyanunyakpe **-e** kpe de **kpui** si nye nkɔnyaɔɔnya ɲu la, etrɔ zu **kpuie** si nye dɔwɔnyaɔɔnya. Le go sia me la, nyaha si me **kpui** le la mesɔ kple nyaha si me **kpuie** le la o.

Nyanunyakpe wɔfɛfiatɔ

Nyanunyakpe siawo tea ɲu trɔa nyake la fe nɔnɔme gake wometrɔa nyaha si me nyake la le la o. Nyanunyakpe wɔfɛfiatɔwo metrɔa nyawo fe gɔmesese bliboe o. Le esia ta la, womewɔa nya yeyewo o. Nyanunyakpe wɔfɛfiatɔ dea wɔfe adewo fiana le gbenutise nu le nuwɔnɔnɔme kple gbɔsɔsɔdede fia me. Le gbegbɔgbɔ adewo me la, nyakpe siawo tea ɲu dea ɲutsu alo nyɔnnyenye, nuwɔyi, kple bubuawo fiana. Efia be ne míekpe nyanunyakpe wɔfɛfiatɔ de nkɔnya ɲu la, edea gbɔsɔsɔ fiana. Le kpɔɖeɲu me: nenye be míekpe **-wo** de **ɖevi** ɲu la, ezua **ɖeviwo** si fia be ɖeviawo sɔ gbɔ.

Nyanunyakpewo zazã: Míezãa nyanunyakpe le mɔ gedɛ nu. Wo dometo adewoe nye esiwo gbɔna:

- Wokpena de mía ɲu le nya yeyewo tutu dɔ me. Le kpɔɖeɲu me: suku+ɔ = sukutɔ.
- Wokpena de mía ɲu míetrɔa nyawo tso nyaha deka me yi bubu me. Le kpɔɖeɲu me: kpui+e = kpuie (nkɔnyaɔɔnya trɔna zua dɔwɔnyaɔɔnya)
- Nyanunyakpewo kpena de mía ɲu le nuwɔnɔnɔme vovovowo dede fia me. Kpɔɖeɲu: a + yi = ayi
- Nyanunyakpewo nana míedea gbɔsɔsɔ fiana. Le kpɔɖeɲu me, ɖevi + wo = ɖeviwo
- Nunyanya tso nyanunyakpewo ɲu wɔnɛ be míetea ɲu ɲɔa nyawo de dɔdɔ nu eye wòkpena de mía ɲu le gbesɔsrɔ me.

DODEASI

- De nu si nyanunyakpewo nye la me.
- Yɔ nyanunyakpe fe ha siwo le Ewegbe me la.
- De nyanunyakpe fe hawo me to kpɔɖeɲuwo zazã me.
- Tu nya atɔ dɔ to nyanunyakpe fe haawo dometo de sia de zazã me.
- Dzro mɔ siwo nu míezãa nyanunyakpewo le la dometo ene teti me.
- De dzesi nyanunyakpe siwo le nya siwo gbɔna me la eye nàgbɔ nyanunyakpe fe ha si me wole la wotɔxewotɔxɛ.

yia
agbleɔ
xɔlɔwo
nɔviwo
ɖeviwo
nyɔnua
xeviwo
koklovi
nudzrala

7. Trɔ nya siwo gbɔna la woazu ŋkɔnya, dɔwɔnyaɔɔnya alo ŋkɔnyaɔɔnyawo to nyanunyakpe siwo dze la kpekpe ɔe wo ŋu me:
- meme
 - agble
 - nyagblɔɔi
 - kpui
 - nyui
 - kplo

PEDAGOGICAL EXEMPLARS

Problem-Based Learning (individual and group work)

1. Whole class activity

- a. Learners discuss to explain affixes and state the types.
- b. Learners brainstorm important affixes in the language
- c. Through questions and answers, the 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.).*

- a. Each group discuss amongst themselves to explain affixes in their own words.
- b. Learners use concept cartoons to explore the types of affixes available in the language and their function.
- c. Learners provide at least four examples of each of the types of affixes.
- d. 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.

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

Nusɔsrɔdodo kpɔ fe ɔɔfe 1: Ŋkuɔɔɔɔnudzɔ

Ɔo nu tso nu si nyanunyakpewo nye la ŋu le wɔ gɔmesese nu.

Nusɔsrɔdodo kpɔ fe ɔɔfe 2lia: Nunyazazã

1. De dze si nyanunyakpe fe ha siwo le Ewegbe me la eye nãna wo dometɔ ɔe sia ɔe fe kpɔɔɔɔ etɔetɔ.
2. Zã nyanunyakpe fe hawo dometɔ ɔe sia ɔe fe kpɔɔɔɔ nãtsɔ atu nya atɔatɔ teti ɔo.

3. Dzro nyanunyakpe fe vevinyenyewo dometo etõ me ku de nudofo si nena le biabia evelia me la nu.
4. De dzezi nyanunyakpe siwo le nya siwo gbana me la eye nãgblo ha siwo me wole la:
 - a. nutsuwo
 - b. nusrõla
 - c. agbalẽwo
 - d. nyuie
 - e. totõea
 - f. nyuitõ
 - g. agbalẽnlawo

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.

KOSIDA 6LIA

Nusɔsrɔ fe Dzidzeti: Zã nyablanyawo tso nyablanya fe hawo me nàtsɔ atu nyagbewo ɔo.

NYATI 1&2LIA: NYABLANYAWO

Nu si nyablanyawo nye: Nyablanyawo nye nya siwo tea nyawo, nyakɔsɔkɔsɔwɔ alo nyagbekɔsɔkɔsɔwɔ foa fu. Nyablanyawo nana be mieteɔa ɲu ɲlɔa nyagbe fokpliwo, nyagbe kplanyawo kple nyagbe siwo didi la. Esia dea nyagbe kpuikpuikpui gedewo ɲɔɲlɔ dzi kpɔtɔna. Efe wɔfe vevitɔe nye be wòate nyagbe fe akpa vovovowo fo fu. Nyablanya fe kpɔdeɲu adewoe nye: gake, eye, kple, eya ta, elabena....

Esrɔa agbalẽ **eya ta** ekpɔ dzidzedze le dodokpɔ la me.

Meyina **gake** matrɔ agbɔ kaba.

Kofi **kple** Ama

Nyablanya fe Hawo: Nyablanya fe ha vovovowo le Euegbe me. Ke hã la, míadzro hatsotsoawo dometɔ eve ko me. Woawoe nye nyablanya makudeɲutɔwɔ kple nyablanya kudeɲutɔwɔ.

Nyablanya makudeɲutɔwɔ: Wonye nyablanya siwo mierzãna tsɔna tea nyawo, nyakɔsɔkɔsɔwɔ kple nyagbekɔsɔkɔsɔ ɔkuisinɔtɔwɔ foa fu le nyagbewo me. Nyablanya makudeɲutɔwɔ fe kpɔdeɲuwoe nye kpakple, loo, loo alo, kple, alo, gake, eye.

a. Nyablanya makudeɲutɔ siwo tea ɲkɔnyawo foa fu

Wonye nyablanya siwo mierzãna tsɔna tea ɲkɔnyawo alo ɲkɔnyakɔsɔkɔsɔwɔ foa fu. Wofe kpɔdeɲu adewoe nye:

Kɔku **kple** Akuvi

bli **alo** azi

nɔnɔme nyui **kple** tugbedzedze

Kɔmi loo alo Ami

b. Nyablanya makudeɲutɔ siwo tea nyagbekɔsɔkɔsɔ ɔkuisinɔtɔwɔ foa fu

Wonye nyablanya siwo foa nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ eve alo wu nenema foa fu le nyagbe me. Kpɔ kpɔdeɲu siwo gbɔna la:

Kofi ɔa akple **eye** Ama nya nu.

Adzotɔ kpɔ Kofi **gake** mebia nya adekee o.

Nyablanya kudeɲutɔwɔ: Nyablanya siawo tea nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ kple ɔkuisimanɔtɔwɔ foa fu le nyagbe deka me. Wofe kpɔdeɲu adewoe nye ne, hafi, togbɔ be, eya ta, elabena, esime. Lé ɲku de nyagbe siwo gbɔna la ɲu:

Mefoe **elabena** edzum.

Esime wodzi Yesu la, nunyalawo tso yedzefe va.

Mele tsi **hafi** danye gbɔ.



Dzesidenya

Nufiala nena nusrɔlawo nanya be nyagbekɔsɔkɔsɔ fe ha siwo le nyagbe ade me la dea nyablanya la fe wɔfe fiana.

Nyablanyawo zazã le nyagbewo tutu do me:

Se vevi adewo ku de nyablanyawo zazã le nyagbewo tutu do me nu. Se siawo nu do wɔwɔ ate nu awɔe be miafe Evegbenɔnɔ nana do do nyuito nu.

- Nyablanyawo hea kadodo dea susuwo kple nuwɔnawo me. Eya ta ehiã be miazã nyablanya si dze la be wɔawɔ do abe ale si dze ene.
- Nyablanyawo le vevie le nu siwo tu wo nɔewo de nu la yɔyɔ dekaɖeka me.
- Ne èle nyablanyawo zãm la, kpɔ egbo be nyagbe la fe akpawo katã sɔ de gbenutise fe do do nu.

DODEASI

- De nu si nyablanyawo nye la me eye nana kpɔɖɛnu etɔ adewo.
- De dzesi nyablanya fe ha siwo le Evegbe me la.
- De vovototo siwo le nyablanya fe ha siwo nɛde dzesii dome la fia.
- Zã nyablanya fe ha siwo nɛde dzesii la dometo de sia de le nyagbewo me.
- Tso nyablanya fe kpɔɖɛnu siwo nɛna la tu nyagbewo do.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

- Whole class activity
 - Through questions and answers, the class work together to explain conjunctions.
 - Learners discuss amongst themselves to identify and explain the types of conjunctions in their language. *Teacher should direct HP learners to lead a discussion as 'lead learners'.*
 - 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.*
- Individual work: Each learner uses their examples to form meaningful sentences.
- Whole class activity: Each learner reads their sentences aloud to the class for discussion, clarification and correction.

NUSƆSRƆ JƐ NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ jƐ dƆfƐ 2lia: Nunyazazã

1. DƐ nu si nyablanyawo nye la me eye nàna kpƆdɛɲu etɔ adewo.
2. Te fli dƐ nyablanyawo te le nyagbe siwo gbɔna la me.
 - a. Elikplim le agbalẽ xlẽm eye Sefenya le nu ɲlɔm.
 - b. Ne dƐ wòle afi sia la, adɔ nya la ɲu.
 - c. Esi wòsrɔ nu ta la, enya agbalẽ.
 - d. Dɔ wui eya ta eqɔ nu.
 - e. Mayi gake menye egbe o.
 - f. Fufu alo tekɔ dzɔa dzi nɛ.
3. Ma nyablanya siwo gbɔna la dƐ wofe hatsotsowo me: kple, alo, eye, eya ta, elabena, hafi, togbɔ be, ne, nenyɛ be, esime.

NusƆsrƆdodo kpƆ jƐ dƆfƐ 3lia: Dkufɔfɔ dƐ nu me

1. Tɔ nyablanyawo tso hatsotsoawo dometɔ dƐ sia dƐ me nàtɔ atu nyagbe ene teti dɔ wotɔxɛwotɔxɛ.
2. DƐ vovototo siwo le nyablanyawo dome le Ewegbe me la fia eye nàna wo dometɔ dƐ sia dƐ jƐ kpƆdɛɲu enene.
3. Da nyablanya siwo dze la dƐ fli kpuiawo tefe.
 - a. Aku le nu dɔm..... nɔvia yi asi me.
 - b. Dzigbɔɔi kpɔ xɔ me.... Senyo klɔ agba.
 - c. Dɔ wu dɔwɔlawo womedɔ nu o.
 - d. ɲutsu la fo dɛvi la ...edzui.
 - e. Vuvɔ le dɛviawo wɔm.... wole dzo fum.
4. Tɔ nyablanya siwo gbɔna la dometɔ dƐ sia dƐ tu nyagbewo dɔ wotɔxɛwotɔxɛ: kple, alo, loo alo, eye, eya ta, elabena, hafi, togbɔ be, ne, nenyɛ be, esime.

Hint



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

KOSIDA 7LIA

Nusɔsrɔ̃ fe Dzidzeti: Dzro nyatutudomonu siwo le Euegbe me la me.

NYATI 1&2LIA: NYATUTUDOMONUWO

Nyatutudomonu nye mɔ si dzi wotona tua nya yeyewo ɔ le gbegbɔgblo ade me la.

Nyatutudomonu vovovowo li siwo dzi wotona tua nya yeyewo ɔ le Euegbe me. Esiawo lo nyatefofu, gbugbɔyɔ, nyakpedenyanu, nyayeƣe kple bubuawo ɔ me. Nyatutudomonu siawo dometo adewo me dzodzro yi ale:

Nyatefofu: Nyatefofu nye nyatutudomonu si me wotsɔ nyakpe nɔɔkuisi eve alo wu nenema foa fu hetua nya yeye ɔ me la. Nya yeye la nyea nya nɔɔkuisi si nu miate nu akpe nyanunyakpe ɔ sia ɔ fomevi ɔ la. Nu vevi ɔka si ɔka dzesi le Euegbe fe nyatefofuwo nu lae nye be wo dometo gedewo nyea nkɔnyawo. Azɔ la, mialɛ nku ɔ nyatefofu fe kpɔɔɔnu adewo nu.

Nkɔnya kple nkɔnya fe fufɔfo: wɔ + akplɛ = wɔkplɛ, bli + kotoku = blikotoku, agbeli + tsro = agbelitsro.

Nkɔnya kple tefefianya fe fufɔfo: to + me = tome, ɔ + me = ɔme, afo + dzi = afɔdzi.

Gbugbɔyɔ: Enye nyatutudomonu si me wogbugbɔ nyake blibo alo nya la fe akpa ade tuna ɔ le hena nya yeye wɔwɔ. Nenyɛ be wogbugbɔ nya blibo la yɔ la, woɔɔa nku ne be gbugbɔyɔ bliboto. Ke ne wogbugbɔ nyaa fe akpa ade ko yɔ la, ekema woyɔne be gbugbɔyɔ afɔto. Le Euegbe me la, nyake lae vana evelia. Esia fia be gbugbɔyɔ la vana gbã hafi nyake la kplɔne ɔ. Zi gedɛ la, gbugbɔyɔ trɔa nyake la fe gɔmesese kple nyaha si me wɔle la. Mialɛ nku ɔ kpɔɔɔnu adewo nu.

Gbugbɔyɔ bliboto: va+ va = vava, du + du = duɔdu, fo+fo = fofo;

du+ nu = nuɔdu, le + ɔ = ɔlele, kpɔ+ga = gɔkpɔkpɔ;

Gbugbɔyɔ afɔto: trɔ+ trɔ = tɔtrɔ, fle + fle = fefle, dzra+dzra = dzadzra

Nyakpedenyanu: Enye nyakpe ɔkuisimanɔto nyayeyewɔto kpekpe ɔ nya fe ke alo agununyakpe nu hena nya yeye ade tutu ɔ. Nya yeye si do tso nyatutudo sia me la ate nu anye agununyakpe la fe nyahameto alo anye nyaha bubu me to. Le susu sia nu la, mialɔ be nyakpe ɔkuisimanɔto alo nyanunyakpe nyayeyewɔto fe ha evee li. Woawoe nye: esiwo metrɔa nyaha la o kple esiwo trɔa nyaha la.

Esiwo metrɔa nyaha la o: Keta+ to = Ketato, suku + vi = sukuvi, ga + to = gato.

Esiwo trɔa nyaha la: yeye + to = yeyeto, xoxo + a = xoxoa, kplɔ + la = kplɔla.

Nyayeƣe: Enye nyatutudomonu si me gbegbɔgblo ade dolawo yea nya ade tso gbegbɔgblo bubu me le hewɔa asitotro le enu wɔsɔna ɔ wofe gbegbɔsewo nu. Woyɔa nya si woye la be nya yeyi. Ne womeƣe nya siawo o la, nya siwo wodina ɔka wo tefe la mesɔna ɔ nu si gblɔm wole la nu tututu ye adewo yi o. Kpɔɔɔnu adewoe nye esiwo tso Inlisigbe me: computer→kɔmpita, tomatoes→tomatosi, watch→wɔtsi, belt→beleti, cement→simiti, radio→redio kple bubuawo. Le nyatefe me la, nya yeyiwo bo ɔ gbegbɔgblo gedewo me.

Nyatutudomonuwo fe Vevinyenyewo

- a. Enana be gbegbɔgbɔ la tsina elabena edzia nyawo de edzi.
- b. Enana be wosea nyawo game nyuie le gbegbɔgbɔ ade me.
- c. Enana be wotua nya yeye siwo woatsɔ ade ŋkɔ na susu alo nu yeyewo la do.
- d. Ekpena de ame nu le gbesɔsrɔ me.
- e. Enana be wokena de nyawo fe dzɔtsofe alo agunu nu.

DODEASI

1. De nu si nyatutudomonu nye la me.
2. Dzro nyatutudomonu siwo le Ewegbe me la fe ha etɔ adewo me.
3. De nyatutudomonu fe wɔfe vevi etɔ teti me le Ewegbe me.

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 processes available in the language (e.g., blending, compounding, clipping, borrowing, affixation, reduplication, etc.).
2. Group work/collaborative learning: 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. *The teacher provides sentence prompts to scaffold learning (for example, gap fill template or sentence starters) for less able learners.*

Talk-for-learning Approaches

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

NUSƆSRƆDODO JE NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe dɔfe 1: Ŋkudɔdonudzi

1. De nu si nyatutudɔ nye la me.
2. De nyatutudomɔnu fe ha siwo le Evegbe me la me.

NusƆsrƆdodo kpƆ fe dɔfe 2lia: Nunyazazã

Tu nya etɔetɔ dɔ le Evegbe me to nyatutudomɔnu fe ha siwo nɛsrɔ va yi la zazã me wotɔxewotɔxɛɛ.

NusƆsrƆdodo kpƆ fe dɔfe 3lia: Ŋkufɔflɔ dɛ nu me

1. De nyatutudomɔnu si wozã le nya siwo gbɔna la tutudɔ me la me:
 - a. intanɛti
 - b. sukutɔ
 - c. dɔléle
 - d. tɔtrɔ
 - e. ayibli
2. Tsɔ nyatutudomɔnu siwo gbɔna la sɔ kple wo nɛwo eye nàna wo dometɔ dɛ sia dɛ fe kpɔɔɔnu eveve.
 - a. Nyakpedenyanu
 - b. Nyatefofu
 - c. Gbugbɔyɔ
 - d. Nyayeye
3. Ma nya siwo gbɔna la dɛ nyatutudomɔnu fe ha siwo gbɔna la me: nyakpedenyanu, nyatefofu, nyayeye kple gbugbɔyɔ
(fuflu, devito, simiti, sukuwu, gakpɔkpɔ, wɔsapu, akukɔti, xoxoa, aɲetukpa, netiwɔki, vava, yeyeto)

Individual Project

Identify about ten new concepts or scientific/technological products/innovations and use your knowledge in word formation to create words for them in your local/ Ghanaian language.

Hint



*The recommended mode of assessment for Week 7 is Critiquing. Refer to **question 1** of Assessment level 3 under the key assessment 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, conjunctions and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunctions and word formation processes. It is expected that knowledge of 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 of 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.

ADDITIONAL READING

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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.

Biabiawo fe kpɔɖeɲuwo

Akpa A: Azitiatia le azi me

Nukɔkɔ fe tutuɖo siwo gbɔna la dometo kae mele Evegbe me o?

- A. XAG
- B. XG
- C. AGX
- D. AG

Akpa B: Nyadutsotsobiabia

De nya siwo gbɔna la gɔme eye nàna wo dometo ɖe sia ɖe fe kpɔɖeɲu eveve.

- a) nukɔkɔ
- b) gbɛɖɔɖɔ

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.

Asidede dɔ te fe dɔdɔ

Akpa A: Azitiatia le azi me

Nukɔkɔ fe tutuɔ siwo gbɔna la dometo kae mele Evegbe me o?

C.A⁶X – Adzo 1

Akpa B: Nyadutsotsobiabia

a) Nukɔkɔ nye **nya deka** alo **nya fe akpa** si me **ablɔdegbedidi** le si **míeyɔna zi deka** le **nukeke deka** me la. **Xaxagbedidi** siwo **xɔa gbedɔdɔ** la hã nyea nukɔkɔ. Ele be **ablɔdegbedidi deka** nana nukɔkɔ me eye xaxagbedidi ate ɲu akpe de ɲu loo alo makpe de ɲu o.

- i. Na adzo 5 nenye be nya siwo wode amae la dometo 5 le gɔmedede la me.
- ii. Na adzo 4 nenye be nya siwo wode amae la dometo 4 le gɔmedede la me.
- iii. Na adzo 3 nenye be nya siwo wode amae la dometo 3 le gɔmedede la me.
- iv. Na adzo 2 nenye be nya siwo wode amae la dometo 2 le gɔmedede la me.
- v. Na adzo 1 nenye be nya siwo wode amae la dometo 1 le gɔmedede la me.

b) Gbedɔdɔ nye **ale si míafe gbe** nɔa **dzi yim ganɔa didim** le **nufɔ** me. Gbegbɔgblo aɖewo li siwo me gbedɔdɔ dea vovototo nyawo fe gɔmesese le.

1. Na adzo 5 nenye be nya siwo wode amae la dometo 5 le gɔmedede la me.
2. Na adzo 4 nenye be nya siwo wode amae la dometo 4 le gɔmedede la me.
3. Na adzo 3 nenye be nya siwo wode amae la dometo 3 le gɔmedede la me.
4. Na adzo 2 nenye be nya siwo wode amae la dometo 2 le gɔmedede la me.
5. Na adzo 1 nenye be nya siwo wode amae la dometo 1 le gɔmedede la me.

Nu siwo ɲu woalé ɲku dɔ la fe tata

Kɔsiɖa	Nyati	Biabiawo fe hawo	Nunya fe goglome				Fufɔfo
			1	2	3	4	
1	1. Nukɔkɔ	Azitiatia le azi me	3	2	-	-	5
		Nyadutsotsobiabia	-	1	-	-	1
2	1. Gbedɔdɔ	Azitiatia le azi me	4	1	-	-	5
		Nyadutsotsobiabia	-	1	-	-	1
3	1. Dzedɔdɔ fe nyati veviwo	Azitiatia le azi me	2	2	-	-	4
		Nyadutsotsobiabia	-	1	-	-	1
4	1. Nuxexlē tsitotsito	Azitiatia le azi me	1	2	-	-	3
	2. Nuxexlē gbadzaa						

		<i>Nyadutsotsobiabia</i>	-	-	-	-	0
5	<i>Nyaɲunyakpe</i>	<i>Azitiatia le azi me</i>	1	2	-	-	3
		<i>Nyadutsotsobiabia</i>	-	1	-	-	1
		<i>Jufrafo</i>	11	13	-	-	24

AKPA 4LIA: NYAKƆSƆKƆSƆ/NYAGBEKƆSƆKƆSƆ JE TUTUƆO KPLE NYAŋUTIDZESIWO ZAZĀ

NUSƆSRƆ JE ALƆDZE 2LIA: GBEŋUTISE

Alɔdze la fe Memama: Euegbenɔŋlo fe Sewo

Nusɔsrɔ fe Metsonuwo

1. Zā wò nunya tso nyakpedenyaŋu, nyablanyawo, nyakɔsɔkɔsɔwɔ kple nyagbekɔsɔkɔsɔwɔ ŋu nàtsɔ atu nyagbe siwo si gɔmesese le la ɔo.
2. Zā wò nunya tso nyatutuɔomɔnu, nyaŋutidzesiwo zazā kple nyatamedzesiwo zazā ŋu le nyagbewo tutu ɔo me.

Nusɔsrɔ fe Dzidzetiwo

1. Ɖe wò nunya tso nyakpedenyaŋu, nyablanyawo, nyakɔsɔkɔsɔwɔ kple nyagbekɔsɔkɔsɔwɔ zazā ɔe ɔoɔo nyuitɔ nu fia.
2. Ɖe wò nunya kple gɔmesese tso nyatutuɔomɔnuwo, nyaŋutidzesiwo kple nyatamedzesiwo zazā nyuie ŋu fia.

Hint



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

INTRODUCTION AND SECTION SUMMARY

This section continues with a discussion on the 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 of 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 lifelong 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 to aid learners with pronunciation problems, amongst other needs and skillfully resolve errors and misconceptions.

ASSESSMENT SUMMARY

The modes of 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 for each week for additional information on how to effectively administer these assessment modes.*

KƆSIDA 8LIA

NusƆsrƆ fe Dzesidenu: ZƆ nyakƆsƆkƆsƆ fe hawo nƆtsƆ atu nyagbewo ɔo le Euegbe me.

NYATI 1 & 2LIA: NYAKƆSƆKƆSƆWO

Nu si nyakƆsƆkƆsƆ nye: NyakƆsƆkƆsƆ nye nya alo nyawo fe fufofo si si wɔfe le le nyagbe me la. Ele be nya si nye ta kple gomesese nana nyakƆsƆkƆsƆ la si. NyakƆsƆkƆsƆ fe ta tea nu nyea ŋkɔnya, dɔwɔnya, dɔwɔnyaɔɔnya alo ŋkɔnyaɔɔnya. Nyaha si nye ta na nyakƆsƆkƆsƆ aɔe lae ɔea nyakƆsƆkƆsƆ si fomevi wɔnye la fiana. NyakƆsƆkƆsƆ fe kpɔɔɔɔ aɔewoe nye awu, ŋutsu, dɔmenyo, ɔevi la.

NyakƆsƆkƆsƆ fe Hawo: Míalé ŋku ɔe nyakƆsƆkƆsƆ fe ha ene aɔewo nu; ŋkɔnyakƆsƆkƆsƆ, dɔwɔnyakƆsƆkƆsƆ, dɔwɔnyaɔɔnyakƆsƆkƆsƆ kple ŋkɔnyaɔɔnyakƆsƆkƆsƆ

ŊkɔnyakƆsƆkƆsƆ

ŊkɔnyakƆsƆkƆsƆ nye nyakƆsƆkƆsƆ si fe ta nye ŋkɔnya alo ŋkɔtefenɔnya la. ŊkɔnyakƆsƆkƆsƆ fe tutuɔowo to vovo tso wo nɔewo gbɔ. Lé ŋku ɔe kpɔɔɔɔ siwo gbɔna la nu.

- a. ŊkɔnyakƆsƆkƆsƆ tea nu nyea ŋkɔnya alo ŋkɔtefenɔnya ɔeka. Nya ɔeka si nye ŋkɔnya alo ŋkɔtefenɔnya la tea nu tua ŋkɔnyakƆsƆkƆsƆ ɔo. Kpɔɔɔɔ: Akatsi, dadi, wo, mí kple bubuawo.

ŊkɔnyakƆsƆkƆsƆ le Euegbe me	
Euegbe	ŊkɔnyakƆsƆkƆsƆ fe Tutuɔo
Akatsi	ŊkɔnyakƆsƆkƆsƆ - ŋkɔnya ɔeka
Wo	ŊkɔnyakƆsƆkƆsƆ - ŋkɔtefenɔnya ɔeka

Le kpɔɔɔɔ siwo va yi me la, ŋkɔnya ɔeka te nu tu ŋkɔnyakƆsƆkƆsƆ ɔo ŋkɔnyaɔɔnya alo asifianya/asitɔnudzinya aɔeke manɔmee. Ŋkɔtefenɔnya ɔeka hã tea nu tua ŋkɔnyakƆsƆkƆsƆ ɔo.

- b. ŊkɔnyakƆsƆkƆsƆ bubu fe kpɔɔɔɔe nye esi ŋkɔnya ɔeka kple ŋkɔnyaɔɔnya ɔeka alo wu nenema, ŋkɔtefenɔnya alo tefefianya siwo gakɔa ŋkɔnya la ŋuti la tuna ɔo la.

ŊkɔnyakƆsƆkƆsƆ le Euegbe me	
Euegbe	ŊkɔnyakƆsƆkƆsƆ fe Tutuɔo
Ati gã	ŊkɔnyakƆsƆkƆsƆ-ŋkɔnya kple ŋkɔnyaɔɔnya
Daavi Ablayo	ŊkɔnyakƆsƆkƆsƆ-ŋkɔnya kple ŋkɔnya
Dzidɔɔɔɔɔɔɔɔɔɔ ene	ŊkɔnyakƆsƆkƆsƆ- ŋkɔnya kple ŋkɔnyaɔɔnya
Dzidɔɔɔɔɔɔɔɔɔɔ eneawo	ŊkɔnyakƆsƆkƆsƆ - ŋkɔnya kple ŋkɔnyaɔɔnya kple asitɔnudzinyakui kple gbɔsɔsɔfianya
Ɖevi la	ŊkɔnyakƆsƆkƆsƆ- ŋkɔnya kple asitɔnudzinyakui

Ame baɗa ma	Ŋkɔnyakɔsɔkɔsɔ - ŋkɔnya kple ŋkɔnyadɔnya kple asifianyakui
Ati legbe aɗe	Ŋkɔnyakɔsɔkɔsɔ-ŋkɔnya kple ŋkɔnyadɔnya kple asifianyakui

Dɔwɔnyakɔsɔkɔsɔ: Togbo be dɔwɔnyakɔsɔkɔsɔ fe ha vovovowo li hã la, dɔwɔnya wɔa dɔ abe dɔwɔnyakɔsɔkɔsɔ fe ta si ŋuti dɔwɔnyakɔsɔkɔsɔ la ku dɔ la ene le dɔwɔnyakɔsɔkɔsɔ dɛ sia dɛ me. Ate ŋu anye dɔwɔnya hiãfidola alo dɔwɔnya mahiãfidola.

Kpɔɗeɗuwo:

- ɖu
- no
- lia

Dɔwɔnya fe ke alo dɔwɔnya fe ke kple dɔwɔnyaŋunyakuiwo tea ŋu tua dɔwɔnyakɔsɔkɔsɔ dɔ. Nenye be dɔwɔnyaŋunyakui la kpe dɛ dɔwɔnya fe ke la ŋu la, eɗea ŋɔgbenuwɔyi alo ɖaanuwɔyi fiana. Kpɔɗeɗu aɗewoe nye esiwo gbɔna: ava, vana, yia. Ke hã la, dɔwɔnyakɔsɔkɔsɔ siwo le Euegbe me la fe tutuɖowo toa vovo abe ale si wodze le kpɔɗeɗu siwo gbɔna la me ene.

Dɔwɔnyakɔsɔkɔsɔ fe Tutuɖo le Euegbe me	
Euegbe	Dɔwɔnyakɔsɔkɔsɔ fe Tutuɖo
va afe me	Dɔwɔnyakɔsɔkɔsɔ- dɔwɔnya kple ŋkɔnya
yi suku	Dɔwɔnyakɔsɔkɔsɔ - dɔwɔnya kple ŋkɔnya
No dzinye	Dɔwɔnyakɔsɔkɔsɔ = dɔwɔnya kple tefefianya + ŋkɔtefenɔnya
Tsɛe dzoe	Dɔwɔnyakɔsɔkɔsɔ = dɔwɔnya + ŋkɔtefenɔnya + dɔwɔnya + ŋkɔtefenɔnya
kom	Dɔwɔnyakɔsɔkɔsɔ = dɔwɔnya + ŋkɔnya
zɔ azɔli kabakaba	Dɔwɔnyakɔsɔkɔsɔ = dɔwɔnya + ŋkɔnya + dɔwɔnya
xɛ se	Dɔwɔnyakɔsɔkɔsɔ = dɔwɔnya + ŋkɔtefenɔnya + dɔwɔnya

Dɔwɔnyadɔnyakɔsɔkɔsɔ

Enye nyakɔsɔkɔsɔ si fe ta nye dɔwɔnyadɔnya la. Dɔwɔnyadɔnyakɔsɔkɔsɔwɔ ɖoa biabiawo abe aleke, nu ka ta, nu ka, kple ye ka yi ene ŋuti. Dɔwɔnyadɔnyakɔsɔkɔsɔ ɖa dɔwɔnya alo kɔa eɗuti.

Kpɔɗeɗuwo

Dɔwɔnyadɔnyakɔsɔkɔsɔ fe Tutuɖo le Euegbe me	
Euegbe	Dɔwɔnyadɔnyakɔsɔkɔsɔ fe Tutuɖo
blewuu	Dɔwɔnyadɔnyakɔsɔkɔsɔ - dɔwɔnyadɔnya
kabakaba	Dɔwɔnyadɔnyakɔsɔkɔsɔ - dɔwɔnyadɔnya
ɖɔɖɔɖɔ	Dɔwɔnyadɔnyakɔsɔkɔsɔ - dɔwɔnyadɔnya
blewublewu	Dɔwɔnyadɔnyakɔsɔkɔsɔ-dɔwɔnyadɔnya

Ŋkɔnyadɔnyakɔsɔkɔsɔ

Enye nyakɔsɔkɔsɔ si fe ta nyea Ŋkɔnyadɔnya. Ekɔa Ŋkɔnya alo Ŋkɔtefenɔnya ɲuti le nyagbe me. Ŋkɔnyadɔnya fe kpɔdeɲu adewoe nye: lolo, yibɔ, kɔkɔ, kpui, yi. Ŋkɔnyadɔnya si le Ŋkɔnyadɔnyakɔsɔkɔsɔ me la na edokui si le nyagbe me. Ŋkɔnyadɔnya alo Ŋkɔnyadɔnya kple dɔwɔnyadɔnya tea ɲu tua Ŋkɔnyadɔnyakɔsɔkɔsɔ dɔ.

Kpɔdeɲuwo

Ŋkɔnyadɔnyakɔsɔkɔsɔ fe TutuƆo le Euegbe me	
Euegbe	Nyakɔsɔkɔsɔ fe TutuƆo
kɔkɔ	Ŋkɔnyadɔnyakɔsɔkɔsɔ - Ŋkɔnyadɔnya
lolo akpa	Ŋkɔnyadɔnyakɔsɔkɔsɔ - Ŋkɔnyadɔnya kple dɔwɔnyadɔnya
dzɔatsu	Ŋkɔnyadɔnyakɔsɔkɔsɔ - Ŋkɔnyadɔnya
yeye	Ŋkɔnyadɔnyakɔsɔkɔsɔ - Ŋkɔnyadɔnya

Nyakɔsɔkɔsɔ fe TutuƆo

Abe ale si wɔde dzesi ene la, nyakɔsɔkɔsɔ fe tutuƆo sia kuna de nyakɔsɔkɔsɔ la fe nɔnɔme ɲu.

Ŋkɔnyakɔsɔkɔsɔ tea ɲu nyea Ŋkɔnya alo Ŋkɔtefenɔnya deka. Le Ŋkɔnyakɔsɔkɔsɔ me la, Ŋkɔnyae nyea ta. Mítea ɲu dea dzesi Ŋkɔnyakɔsɔkɔsɔ to nya bubu siwo le eme la dede da me gake gɔmesese na nyagbe la si eye nyagbe la fe tutuƆo metɔna o.

Le kpɔdeɲu me:

Ŋutsuvi sue la va afe me - Ŋkɔnyakɔsɔkɔsɔ

Le nyagbe si va yi me la, “Ŋutsuvi sue la” nye Ŋkɔnyakɔsɔkɔsɔ. Gɔmesese le nyakɔsɔkɔsɔ la si elabena Ŋkɔnya ‘Ŋutsuvi’ si nye ta la nye nyakɔsɔkɔsɔ la fe akpa ade, gake ne wɔde nya si nye ta la da ko la, gɔmesese magana nyakɔsɔkɔsɔ la si o.

Nyakɔsɔkɔsɔwo ZazƆ

1. WozƆa nyakɔsɔkɔsɔwo tsɔna dea susuwo gblɔna.
2. Wonye nu siwo wozƆana vevie le nufɔfo kple nuɲɔɲɔ me.
3. WozƆa wo tsɔ naa gbadeasi siwo si gɔmesese le la.
4. Wonana be gbadeasiwo alo nyawo me kɔna nyuie.

DƆDEASI

1. De nu si nyakɔsɔkɔsɔ nye la me eye naɲblo vovototo si le nyakɔsɔkɔsɔ kple nyagbe dome la.
2. Ŋlɔ nyakɔsɔkɔsɔ fe ha etɔ adewo le Euegbe me eye naɲa wo dometo de sia de fe kpɔdeɲu dekaɲeka.
3. Ŋlɔ nyagbe eve adewo eye naɲde nyakɔsɔkɔsɔ siwo le wo me la fia.

PEDAGOGICAL EXAMPLARS

Problem-Based Learning

1. Whole class activity

- Discuss the meaning of phrases
- Work together to describe the types (e.g., noun phrase, verb phrase, adverbial phrase, etc.).
- Diamond Nine

2. Mixed ability group activity

- 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 a sentence worksheet with pre-filled prompts to support AP learners to form their own sentences.*
- Groups read the sentences aloud to the whole class for class discussion.

NYATI VEVİWO DODO KPƆ

Nusɔsrɔ̃dodo kpɔ fe dɔfe 1: ŋkuɔɔɔonudzi

Ɔo nu tso nyakɔsɔkɔsɔ siwo gbɔna la ŋu.

- Dɔwɔnyakɔsɔkɔsɔ
- ŋkɔnyakɔsɔkɔsɔ
- Dɔwɔnyadɔnyakɔsɔkɔsɔ

Nusɔsrɔ̃dodo kpɔ fe dɔfe 2lia: Nunyazazā

1. De dzesi nyakɔsɔkɔsɔ fe ha siwo te wote fli dɔ le nyagbe siwo gbɔna me la.

- Daavi Aku dzo yina.
- Ati gā la mu.
- Kpe la le efe afe la godo.
- Enlɔ dodokpɔ la vɔ.
- Sukuviawo ke mɔ.

2. Ɔo nu tso nyakɔsɔkɔsɔ siwo te wote fli dɔ le nyagbe siwo gbɔna la me la ŋu.

- Dzidzɔli le Euegbe srɔ̃m.
- Ghana bɔlufɔha la dɔ dzi.
- Xevi la ge dɛ ati la te.
- Afe la godo to gbe ŋutɔ.
- Daavi Akuvi le detsi fom le afe la me.

Nusəsrōdodo kpə fe dɔfe 3lia: Ƴkufɔɟlɔ dɛ nu me

1. Na nyakɔsɔkɔsɔ siwo gbɔna la fe kpɔɖɛɲu eveve le Ewegbe me. De kpɔɖɛɲuawo dometɔ de sia de me kpokploe, eye nɔde nyakɔsɔkɔsɔ la fe ta kple nyadɔnya bubuwo fia.
 - a. Ɔkɔnyakɔsɔkɔsɔ
 - b. Dɔwɔnyakɔsɔkɔsɔ
 - c. Ɔkɔnyadɔnyakɔsɔkɔsɔ
 - d. Dɔwɔnyadɔnyakɔsɔkɔsɔ
2. Tso kpɔɖɛɲu siwo nɛna la dometɔ de sia de tu nyagbe eveve do wotɔxewotɔxɛ eye nɔte fli de nyakɔsɔkɔsɔawo te.

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.

KƆSIDA 9LIA

Nusɔsrɔ̃ fe Dzesidenu: Fo nu tso nyagbekɔsɔkɔsɔwo ɲu eye nàma wo de hatsotsowo me.

NYATI 1&2LIA: NYAGBEKƆSƆKƆSƆ KPLE EFE HAWO

Nyagbekɔsɔkɔsɔ fe gɔmedede

Nyagbekɔsɔkɔsɔ nye nyawo fe fufɔfo si tua nyagbe dɔ la. Elɔ nuwɔfe kple dɔwɔfe de eme.

Nyagbekɔsɔkɔsɔ fe Hawo

Nyagbekɔsɔkɔsɔ fe ha gã evee li. Woawoe nye nyagbekɔsɔkɔsɔ dɔkuisinɔtɔ kple nyagbekɔsɔkɔsɔ dɔkuisimanɔtɔ.

Nyagbekɔsɔkɔsɔ dɔkuisinɔtɔ: enye nyawo fe fufɔfo si me nuwɔla kple dɔwɔnya le la. Ŋkɔnya kple dɔwɔnya naa eme, eye gɔmesese naa esi le edokui si.

Kpɔdeɲuwo:

- i. Míeva.
- ii. Senyo nya Denu.
- iii. Va!
- iv. Àva?

Gɔmesese le kpɔdeɲu siwo va yi la dometo de sia de si, eye woate ɲu anɔ wo dɔkuiwo si. Susu sia tae woyɔne be nyagbekɔsɔkɔsɔ dɔkuisinɔtɔ dɔ. Woate ɲu ama nyagbekɔsɔkɔsɔ dɔkuisinɔtɔ de hatsotso etɔ me. Woawoe nye nyatakato, nyabiatɔ kple gbɛdɛtɔ.

- a. **Nyagbekɔsɔkɔsɔ nyatakato:** Enye nyagbekɔsɔkɔsɔ si wotsɔna kaa nya ta tso nyatefenya ade si si gɔmesese le la ɲu. Wozãne tsɔna kaa nya ta alo naa nutsotso tso nyatefenya ade ɲu.

Kpɔdeɲuwo

- i. Akpa medzia vi wòdɔia adeye o.
- ii. Míanlɔ dodokpɔ le Fidagbe.
- iii. Dukplɔla la zo mɔ.

Le kpɔdeɲu gbãtɔ me la, nyagbekɔsɔsɔ la ka nyatefenya ade ta na mí be akpa medzia vi wòdɔia adeye o. Nyagbe evelia kple etɔliawo ka nya ta na mí tso yeyiyi si woanlɔ dodokpɔ kple dukplɔla fe mɔzɔzɔ ɲu.

- b. **Nyagbekɔsɔkɔsɔ nyabiatɔ:** Enye nyagbekɔsɔkɔsɔ si biaa nya hena nutsotso ade xɔxɔ. Esia tea ɲu nyea biabia si hiãa ‘ẽ’ alo ‘ao’ fe ɲudɔdɔ alo biabia si axɔ nutsotso tso nu si ame ade bu tso nane ɲu alo hena ɲudɔdɔ ade me dede tsitotsito.

Kpɔɔɔɔɔɔ

- i. Agbozume nèlea?
 - ii. Afi ka yim nèle?
 - iii. Ame kae nye wò nufiala?
- c. **Nyagbekosokos gbedeto:** Enye nyagbe si dea gbe, fiaa afɔɔɔfe alo ɔɔa aɔaɔ na ame. Nyagbekosokos gbedeto mehiã na nuwɔla o. Zi geɔe la ɔɔwɔnya si wozãna le nyagbekosokos gbedeto me la nɔa nuwɔnɔnɔme si le fifiyeyiyi me la me. Zi geɔe la, nyagbekosokos gbedeto wua enu kple ylidodzesi.

Kpɔɔɔɔɔɔ

- i. Dzo!
- ii. Va!
- iii. Nɔ anyi!
- iv. Fo ka nam etsɔ!

Nyagbekosokos ɔkuisimanɔ: Enye nyagbekosokos si metea nu nɔa eɔkui si abe nyagbe deblibo ene o. Zi geɔe la, efe gɔmesese kuna de nyagbekosokos ɔkuisinɔ nu, eya ta woyɔne be nyagbekosokos ɔkuisimanɔ ɔ. Zi geɔe la, wozãa nyablanyawo le nyagbekosokos ɔkuisimanɔ me tɔna hea kadodo dea nyagbekosokos ɔkuisinɔ me. Kpɔɔɔɔ aɔewoe nye esiwo gbɔna: nenye be..., hafi..., togbo be...,elabena kple bubuawo.

Kpɔɔɔɔɔɔ

- a. Nenye be mĩeyi la, afle aɔuti la na mi.
- b. Togbo be eva hã la, mekpe de mĩa nu o.
- c. Esi Kofi yi afi ma la, ede agble.

Nyagbekosokos ɔkuisimanɔ fe ha etɔe li ku de wofe wɔfewo nu. Woawoe nye nkɔnyadɔnyagbekosokos, nkɔnyagbekosokos kple ɔɔwɔnyadɔnyagbekosokos.

1. Nkɔnyadɔnyagbekosokos nye nyagbekosokos si ɔɔa nkɔnya alo kɔa enu. Edzea egɔme kple 'si' hewɔa ɔ abe nkɔnyadɔnya ene le nyagbea me. Nkɔnyadɔnyagbekosokoswo le nyagbe siwo gbɔna la me:
 - a. Menya nɔtsu si va afi sia.
 - b. Nyɔnu si dzraa ami la va afi sia.
 - c. Tɔ agbalẽ si nẽfi la nam.

**Dzesidenya**

Nyagbekosokos siwo te fli le la nye nkɔnyadɔnyagbekosokos.

2. Nkɔnyagbekosokos nye nyagbekosokos si wɔa ɔ abe nkɔnya ene le nyagbe me. Le kpɔɔɔ me, ewɔa ɔ abe nuwɔla, fidola, fidola evelia ene le nyagbe me.
 - a. Sukuvi si wɔ ɔ nyuie wu le dodokpo me la xɔ nunana.

- b. Míekpɔ afɔkpa sue si bu la.
3. Dɔwɔnyadɔnyagbekɔsɔkɔsɔ nye nyagbekɔsɔkɔsɔ si wɔa dɔ abe dɔwɔnyadɔnya ene. Le go bubu me la, edɔa dɔwɔnya alo kɔa ɛɲu le nyagbe me. Nyagbe siwo gbɔna la dɛ dɔwɔnyadɔnyagbekɔsɔkɔsɔ fia.
- a. Edɔ ɲku edzi le yeyiyi si me wɔdzo le dɔwɔfe la.
- b. Ne miedu nu vɔ la, madzo.

Nyagbekɔsɔkɔsɔ siwo te fli le va yi la katã nye nyagbekɔsɔkɔsɔ dɔkuisimanɔtɔwo.

DODEASI

1. Dɛ nu si nyagbekɔsɔkɔsɔ nye la gɔme.
2. ɲlɔ nyagbekɔsɔkɔsɔ fe hawo da dɛ eye nãfo nu tso wo ɲuti kpuikpuikpui.
3. Na nyagbekɔsɔkɔsɔ fe ha siwo nɛɲlɔ la fe kpɔɔɲu eveve wotɔxewotɔxɛ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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

Collaborative Learning

1. Mixed ability groupings:
 - a. Read passages from books or online and identify some types of clauses. Teachers should choose material appropriate to the ability and interests of learners.
 - b. Use the types of clauses identified in your own sentences.
2. Whole class activity:
 - a. Classify the clauses used in the example sentences created by other groups.
 - b. Make a presentation for discussion

NYATI VEVIWO DODO KPƆ

Nusɔsrɔdodo kpɔ fe dɔfe 2lia: Nunyazazã

1. Dɛ nu si nyagbekɔsɔkɔsɔ nye la me.
2. Fo nu tso nyagbekɔsɔkɔsɔ fe ha eveawo ɲu eye nãgbɔ vovototo siwo le wo dome la.
3. Na nyagbekɔsɔkɔsɔ fe hawo fe kpɔɔɲu etɔ teti wotɔxewotɔxɛ.

Nusɔsrɔdodo kpɔ fe ɔfe 2lia: Nunyazazā

1. Te fli ɔe nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔwo te le nyagbe siwo gbɔna la me.
 - a. Edzraa atadi si woɔa la.
 - b. Menya Mawu si dzi mexɔ se la.
 - c. Ne xevi aɔe mekpɔ nu aɔu o la, emlɔa anyi numaɔumaɔui.
 - d. Ne wole nu fle ge la, edzena le ŋdi me ke.
 - e. Nufiala si fe nu dzɔa dzi nam la gbɔna.
2. Ma nyagbekɔsɔkɔsɔ siwo gbɔna la ɔe nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ kple nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔ fe hawo me.
 - a. Èva?
 - b. Zā medo oa?
 - c. Èdze sii.
 - d. Ele aɔi sia.
 - e. Va.
 - f. Ne tsi le dzadzam la,
 - g. Ŋlɔe da ɔi.
 - h. Sukuyiyi dzɔa dzi na ame.
 - i. Ne eva la,
 - j. Yɔe nam.

Nusɔsrɔdodo kpɔ fe ɔfe 3lia: Ŋkufɔflɔ ɔe nu me

Zā nyagbe nàtsɔ aɔo nya siwo gbɔna la dometɔ ɔe sia ɔe ŋuti. Gblɔ nyagbekɔsɔkɔsɔ si(wo) nèzā la eye nàɔe susu si ta nèzāe alo zā wo ɔo la gblɔ.

Kpɔɔɔɔ: Vidada aɔe tsi dzimaɔi be ye vi le zɔzɔm kabakaba akpa eya ta egbɔ ne be: Zo blewuu! (Nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ, gbedetɔ)

- a. Nufiala aɔe di be nusɔla siwo le nukpoloe fom la nase nya si gblɔm ye le na wo la.
- b. Nuflela aɔe di be yeanya nenyɛ be nu si dim ye le la le fiase la me.
- c. Adzamekpovito aɔe bia wò be nàgblɔ nu si nèwɔ le Memliɔa si va yi gbe la.
- d. Èle ŋutinya aɔe nu vum.

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.

KƆSIDA 10LIA

NusƆsrɔ̃ fe Dzesidenu: Dzro nyaŋutidzesiwo zazƆ me (kpɔɖeɲu: tɔtɔdzesi, gbɔviedzesi, nyalemegbedzesi, ɣletivitoasikedzesi kple bubuawo) kple nyatamedzesiwo me eye nɔzɔ wo ɖe ɖoɖo nyuito nu le nyagbe me.

NYATI 1&2LIA: NYAŋUTIDZESIWO

Nyaŋutidzesiwo fe gɔmedede: Nyaŋutidzesiwo nye dzesi siwo mierzana le nuŋɔɲlɔ me tsɔna maa nyagbewo, nyakɔsɔkɔsɔwo kple nyagbekɔsɔkɔsɔwo dome be gomesese nana wo si la.

Nyaŋutidzesiwo fe hawo kple ale si wozɔa woe.

Tɔtɔdzesi: (.)

Tɔtɔdzesizazɔ

1. Wozɔa tɔtɔdzesi tsɔna wua nyagbe nu.

Kpɔɖeɲu:

- a. Meɖu akplɛ.
- b. Akpenɛ do alɔ.

2. Wozɔne tsɔna dea mama nyagbewo dome.

Kpɔɖeɲuwo

- a. Meyi asi me. Mefle nuɖuɖu vovovowo.
- b. Meyi suku. Mesrɔ̃ agbalɛ.

3. Wozɔne tsɔna dea dzesi nya aɖe si woto ɖe eme la.

Kpɔɖeɲu: ɖkt., kpɖ.

4. Wozɔne tsɔna dea dzesi numegbe fe nuwufe.

Kpɔɖeɲuwo

- a. Kofi gbɔ be, “Agbalɛxexlɛ dzɔa dzi nam.”
- b. Ablavi gbɔ be, “Mede wɔwɔ na Mawu o.”

Gbɔviedzesi: (,)

Gbɔviedzesizazɔ

1. Wozɔa gbɔviedzesi tsɔna dea mama nu siwo yom wole ɖekaɖeka la dome; nu siawo ate ŋu anye nyakɔsɔkɔsɔwo, nyawo alo nyagbekɔsɔkɔsɔwo.

Kpɔɖeɲuwo:

- a. Meyi asi me ɖafle atadi, dze, he, kple aɲuti.
- b. Afe, vu, gasɔ kple anyigba le Afiwɔ si.

2. Wozāne tsōna dea mama yletinkekewo kple fe dome.

Kpɔɖɛɲu: Wodzim le Siamlɔm 15lia, 1896 le Keta.

Nyalemegbedzesi: (:)

Nyalemegbedzesizazā

Wozāa nyalemegbedzesi tsōna uua nu siwo tu wo nɔewo ɖe nu, kpɔɖɛɲuwo kple numedɛɖewo yɔyɔ ɖekaɖeka nu.

- a. Nuɖuɖu si dzɔa dzi nam lae nye: akplē kple fetridetsi.
- b. Agbalē siwo mexlē la dometo aɖewoe nye: *Nya zɔzɔ, Fia tsatsala, kple Ku le xɔ me.*

Yletivitoasike (;)

Yletivitoasikezazā

1. Wozāne tsōna maa nyagbekosokoso ɖokuisinɔtɔwo dome.

Kpɔɖɛɲuwo:

- a. Mexlē agbalē gedewo; Ku le xɔ mee do dzidzɔ nam wu.
- b. Meyi afe me; meyi ɖaɖu nu.

2. Edea mama nu siwo yɔm wole ɖekaɖeka la dome.

Kpɔɖɛɲuwo: Meyi asi me eye mefle atikutsetsewo: akɔɖu; anuti; pɛya.

Ŋɔŋlɔdzesi si bu le nya me la fe dzesi (')

Nyanutidzesi sia nɔa ŋɔŋlɔdzesi aɖe si(wo) bu le nya aɖe me la tefe.

Kpɔɖɛɲu

- a. Evegbe 'Daganawo
- b. Ɖeviwo f' ameboble menyo o.

Numegbedzesiwo: (“ ”)

Numegbedzesizazā

1. Wozāa numegbedzesiwo tsōna dea dzesi nufola alo nyagblɔla aɖe fe numegbe alo nya si tututu wògblo la.

- a. Seɖudzi gblo be, “Mawu fe yeyiyie nye yeyiyi nyuito
- b. Ablavi gblo be, “Mele dzodzo ge.”

2. Wozāne tsōna dea dzesi agbalēwo fe tanya le nuɔɔŋlɔ me.

Kpɔɖɛɲu: “Fia Tsatsala”, “Agbemɔ”, “Agbezuge fe ŋutinya”.

Fli kpui: (-)

Fli kpuizazã

Míezãa fli kpui le xexlẽmedzesi siwo tso blaevẽ-vɔ-dẽkẽ dzi tso yii la ɲɲɔ me.

Kpɔɔɲu: blaevẽ-vɔ-eve, blaetɔ-vɔ-etɔ

Nyamededzesi: (-)

Nyamededzesizazã:

Wozãne tsɔna fiana be nya si gblɔm wole la le nya si wogblɔ do ɲɔ le me dem.

Kpɔɔɲu: Woado mɔ ato du aɔewo me – duwo abe Ho, Kpando, Xɔxɔe kple Peki ene.

Wogazãa nyanutidzesi sia tsɔna fiana be wɔna aɔe yi edzi alo ayi edzi tso yeyiɲi aɔe va se ɔe yeyiɲi bubu dzi.

Kpɔɔɲu:

Dzodagbe - Fidagbe

ɲdi - Fiẽ

Kpɔtɔtɔ: ()

Kpɔtɔtɔzazã

1. Wozãne tsɔna ɔea nya me alo ɔea ɲkɔ bubu si le nya aɔe si la fiana.

Kpɔɔɲu: Akuvi fle atikutsetsewo (aɲuti, akɔɔu kple atɔtɔ).

2. Wozãne tsɔna ɔea nya me alo ɔea ɲkɔ bubu si le nya aɔe si la fiana.

Kpɔɔɲu:

Agbeko ɔu mɔkeke yleti (dzinu) etɔ hafi gbɔ.

Danye ɔa mɔlu (mɔli) etsɔ.

Ɖekatiatiadzesi: (/)

Wozãne tsɔna ɔea nu ɔeka tiatia le nu eve alo wu nenema dome fiana.

Kpɔɔɲu: nɔvɲutsu/nɔvɲyɔnu, lɔlɔtɔwo/futɔwo, vidada/vidzĩ, akplẽ/te/mɔlu

Ylidodzesi (!)

Ylidodzesizazã

Enye nyanutidzesi si míezãna tsɔna ɔea sesedelãme alo gbedede fiana.

Kpɔɔɲuwo

a. Va!

b. Ɖo to!

c. Yi afe me!

Bibiadzesi (?)

Biabiadzesisazā

Wozāne le nyagbe siwo nye biabia la fe nuwuwu.**Kpɔɔɔɔɔɔ**

- a. Ame kae va afi sia?
- b. Èɔu nua?
- c. Èkpɔ be Kɔsi gbɔna afi sia?

Nyabudzesi (...)

Nyabudzesisazā

- a. Wozāne tsɔna dea dzesii be nya aɔe siwo mehiā o la bu le nyagbe alo nyakɔsɔkɔsɔ aɔewo me:

Kpɔɔɔɔɔɔ: Edze nuxexlē gɔme: “ɔka, eve, etɔ,...”

- b. Wogazāne tsɔna dea dzesi numegbe fe nya aɔe siwo bu la.

Kpɔɔɔɔɔɔ:

Dzifa gblɔ be, “Meku drɔe...” Edzudzo nu gbegblē la wɔwɔ le esime wòkpɔ fofoa wògbɔna.

Nyatamedzesiwo kple wofe wɔfewo

Nyatamedzesi nye dzesi si nɔa ŋɔŋlɔdzesi aɔewo tame si wɔa dɔ tɔxe ɔe nya si me wòle la yɔyɔ, gɔmesese kple ŋɔŋlɔ dzi. Wozāa nyatamedzesi le Evegbenɔŋlɔ kple Ghana gbegbɔgblɔ bubu aɔewo ŋɔŋlɔ me. Tata 4.6: Nyatamedzesiwo fe kpɔɔɔɔɔɔ

Gbegbɔgblɔ

Nyatamedzesi

Nyawo fe kpɔɔɔɔɔɔ

Evegbe

- i. gbekɔkɔdzesi ('): é, í,
- ii. gbebɔbɔdzesi ('): ò
- iii. ŋɔtimegbedzesi (~): ã, õ, ù, ï, ě

lé, mí, míc

wò, nà, mà, nè

hiā, lõ, fūu, lĩ, fiẽ, kplɔ

Nyatamedzesiwo fe wɔfewo

Nyatamedzesiwo fe wɔfe aɔewoe nye esiwo gbɔna:

- a. Wodea vovototo nya siwo fe ŋɔŋlɔ nye ɔka gake wo yɔyɔ kple gɔmesese to vovo la dome. Kpɔɔɔɔɔɔ: wo (ŋkɔtefenɔnya ame etɔlia xexlēmegedɔtɔ) kple wò (ŋkɔtefenɔnya ame evelia xexlēmegedɔtɔ)
- b. Wowɔne be míceta ŋu yɔa nyawo nyuie.

DODEASI

1. De nyanutidzesi eto adewo fe wofewo me.
2. Za nyanutidzesi siwo fe wofewo me nede la le nyagbewo me de dodo nyuto nu.
3. De nu si nyatamedzesiwo nye la me.
4. Ilo nya eto siwo me nyatamedzesiwo le la eye naza wo le nyagbewo me.

PEDAGOGICAL EXEMPLARS**Problem-Based Learning****1. Whole class activity**

- a. 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)
- b. Discuss diacritics in your language
- c. Use at least five diacritics in word formation (where applicable in the language).

2. 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

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

NUSRSO JE NYATI VEVIWO DODO KPO**Nusrsododo kpo fe dode 1: Ikuodonudzi**

1. De nu si nyanutidzesiwo zaza nye la gome.
2. Gblo susu eto ade siwo ta wozaa nyanutidzesiwo le gbegbgblo wo me do la.

Nusrsododo kpo fe dode 2lia: Nunyazaza

1. Tia nyanutidzesi ato adewo, de wo me eye naza wo le nyagbewo me.
2. Tu nyagbe ato siwo me nya siwo me nyatamedzesiwo le la do.

Nusrsododo kpo fe dode 3lia: Ikuflo de nu me

Da nyanutidzesiwo de tefe siwo dze la le nundji si gbana la me be gomesese nana wo si. Emegbe la, ilo nu kpui ade natsa ade wo ndodo la me.

Le Gbeadebu fe nya nu la, dzodzotsofe deka koe le xexea kata me dzo sia to nye amegadedi ade Vinutsu no amegadedi la si. Le nkeke alo za me la, amegadedi la kple via nutsu la na dzoa gbo hena egbo, elabena ne womegbo dzoa o eye dzoa tsi la, dzo adeke magana anyigba dzi o. Ame sia ame lla dzo fe nya gake yevu nutsu ade ya melaa dzo fe nya kura o. nu si dzoa dzi ne kon lae nye tsikpe, eye efe didie nye be tsikpewo nana xexea kata me kple susu be amewo kata naku be xexea kata nazu ye to. Gbe deka la, amegadedi la dze do. de esia ta la, megate nu gbo dzoa o. esi via deka

nɔ dzoa gbɔ la, edɔ alɔ eye esi wɔnyɔ tso alɔ me la, egagbɔ dzoa. Gbe ɖeka esi viŋutsu la nyɔ tso alɔ me la dzo la tsi Eya ta efa avi hegbɔ be, o! Dzo la tsi amewo katã aku ɖe vuvɔwɔame ta.

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 looked at. It is expected that knowledge in this will help learners form meaningful sentences and other complex constructions in the language, so 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 the audience. • Engaging the audience with interaction. • Use of gesture.	Showing 3 of the skills, e.g. • Audible voice. • Keeping eye contact. • Pay attention to the audience. • Engaging the audience with interaction. • Use of gesture.	Showing 2 of the skills, e.g. • Audible voice. • Keeping eye contact. • Pay attention to the audience. • Engaging the audience with interaction. • Use of gesture.	Showing 1 of the skills, e.g. • Audible voice. • Keeping eye contact. • Pay attention to the 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.

AKPA 5LIA: NYADUTSOTSO KPLE GBEGOMEDEDE

NUSƆSRƆ JE ALƆDZE: GBEŋUTISE

Alɔdze la fe Memama 3lia: Nyadutsotso

Alɔdze la fe Memama 4lia: Nufogomedede kple Nunlɔdɔgomedede

Nusɔsrɔ fe Metsonuwo

1. Ɔlɔ nufɔ alo tso nyahenyadu kple numedenyadu si wotsona tso nyati aɔe ɔu be woade nyadzɔdzɔgbalɛwo me la.
1. Ɔlɔ xɔlɔleta kple dɔwɔfeletawo.
2. Zã nyati vevi siwo le nunlɔdɔwo me la nàtsɔ aɔe nunlɔdɔwo gɔme tso gbe deka me yi gbe bubu me.

Nusɔsrɔ fe Dzidzetiwo

1. De wò nunya kple gɔmesese ku de nufonɔɔlɔ, nyahenyaduwo kple numedenyadu si wotsona tso nyati aɔe ɔu be woade nyadzɔdzɔgbalɛwo me la tsotso ɔu fia.
2. De wò nunya kple gɔmesese ku de letanɔɔlɔ ɔu la fia.
3. Zã nyati vevi siwo le nunlɔdɔwo me la nàtsɔ aɔe nunlɔdɔwo gɔme tso gbe deka me yi gbe bubu me.

Hint



The **end-of-semester examination** will be conducted in Week 12. Refer to **Appendix G** for a Table of Specifications to guide you in setting 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, and 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 for establishing links with related subjects such as the 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 the 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-class work 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 out 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.*

KOSIDA 11LIA

Nusɔsrɔ Fe Metsonuwo

1. Tso nyahenyaduwo.
2. Tso nufonyaduwo kple numedenyadu si wotsona tso nyati aɖe ɲu be woade nyadzɔdzɔgbalẽwo me la.

NYATI 1&2LIA: NYADUTSOTSO

Nu si Nyadutsotso Nye

Nyadutsotso nye mɔ si dzi nunlɔla ɲɔa nu tonae la. Nyadutsotso fe ha enee li. Woawoe nye nudɔnyadu, nyatonyadu, numedenyadu kple nyahenyadu. Le nunɔɲɔ nyuitɔ me la, nunlɔlawo tea ɲu wɔa nyadutsotso siawo fe akpa aɖewo ɲu dɔ le nyadu ɖeka me.

Nyadu fe Hawo

Nyadu fe hawo fe kpɔɖeɲu aɖewoe nye esiwo gbɔna:

1. **Nudɔnyadu:** nyadu fe ha sia biana tso nusrlawo si be woadɔ nane. Etea ɲu nyea amegbetɔ, teɖe, nutefekpɔkpɔ, seselelɛme, nɔnɔme kple bubuawo.
2. **Nudɔnyadu:** esia nye nyadu siwo kuna ɖe ame aɖe fe nutefekpɔkpɔ aɖe gbɔgbɔ ɲu. Nunlɔla la gbɔa ale si nua dzɔe wɔkpɔ la. Wofiaa nyadu sia to ɲutinyagbɔgbɔ fe aɖaɲuwo zazã me.
3. **Numedenyadu:** nyadu sia hiãna be nusrlawo naku nu gɔme, ada nutsotso siwo ɲu woke ɖɔ la kpɔ, aɖe susu aɖe gɔme, eye woadzro nu siwo ɲu woke ɖɔ me kpokploe wo me nakɔ nyuie.
4. **Nyahenyadu:** Nyadu fe ha sia hiã nutsotso vevi akuakua si de to, si ɲu woke ɖɔ to nugɔmekuku me la zazã atɔ aɖo kpe nyati si dzi wode alo si ɲu wotsi tsitre ɖɔ la.

Nyahenyadu fe nyati aɖewo

- a. Ame siawo dometo kae le vevie wu: nufiala kple ɖɔkita?
- b. ɖe agbledela le vevie wu ɖɔkita?
- c. Wɔ tiatia le suku si me wokpɔa nusrlawo dzi eye mlɔfe le wo si kple esi me nusrlawo tsoa aɖe me yia suku la dome. ɖe susu si ta nẽwɔ tiatia ma ɖɔ la me.
- d. Suku siawo dometo kae nẽlɔ wu? Suku si me nyɔnuviwo alo ɲutsuviwo ɖeɖe le kple suku si me nyɔnuviwo kple ɲutsuviwo le la.

Nyahenyadu fe tutuɖo

Nuvuvu

Nyadu la nu vuvu: dze egɔme kple biabia, nutsotsonana, alo nya aɖe si ahe nuxlɛla la fe susu ɖe nyadu la ɲu la. Na nutsotso vevi siwo wɔle be nuxlɛlawo nanya tso nyati la ɲu do ɲgɔe la. ɲɔ nyagbe aɖe si ka fe nu si ɲu nyahehe la aku ɖɔ la da ɖi.

Nyadu la ɲuto tsotso

Ɔlɔ nyatinyagbewo, susu vevi siwo ɔo kpe akpa si dzi nede la eye nãã kpɔɔɔɔwo atso ɔo kpe wo dzi.

Ɔlɔ nyagbe si ado abɔge kple boɔɔɔ si agakplɔe ɔo la.

Ɔlɔ susu bubu si agaɔo kpe akpa si dzi nede la dzi eye nãɔe eme.

Ɔlɔ nyagbe si ado abɔge kple boɔɔɔ si agakplɔe ɔo la.

Ɔlɔ nyatinyagbe na susu siwo atsi tsitre ɔe akpa si dzi nede la ɲu.

Ɖe nyati la me eye nãɔo kpe edzi kple kpɔɔɔɔ aɔewo. Da asi ɔe edzi be nyati la fe akpa aɔe le eme.

Da afɔkli susu siwo ku ɔe akpa si dzi mende o la ɲu eye nãã nyagbe si ado abɔge kple nyabo si wu nyadua nu la.

Nuwuwu

To nyati veviawo ɔe eme.

Gbugbo akpa si dzi nede la gblɔ.

Ɔlɔ nyatafonyagbe la.

DODEASI

1. Ɖe nu si nyahenyadu nye la gɔme eye nãfo nu tso efe dzesidenuwu ɲu.
2. Tia nyati aɔe si me nyatefe aɔe le le akpa eveawo si ku ɔe sukudede alo agbalẽsrɔnyawo ɲu eye nãtso nyahenyadu si me nãtsi tsitre ɔe akpa ɔeka ɲu loo alo nãde edzi le la.

PEDAGOGICAL EXEMPLARS**Problem-Based Learning**

Whole class discussion:

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

Collaborative Learning

1. 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 as humility, patriotism, patriotism, loyalty, etc. and energy efficiency, environment, etc.) Teachers should encourage all learners to

participate fully in the lesson. Teachers should offer assistance to groups that may need help.

1. 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.

NUSƆSRƆ JE NYATI VEWIWO DODO KPƆ

1. NusƆsrƆdodo kpƆ fe Ɔofe 3lia: Ɔkufɔfɔ Ɔe nu me

Zã nu siwo nɛnya tso nyahenyadu ɲu la nàtsɔ atso nyahenyadu Ɔe nyati siwo gbɔna la dometɔ Ɔeka te: Dodokpɔ nye mɔ nyuitɔ kekeake si dzi woato ado nu siwo nusƆrlawo nya la kpɔ. Mɔnukpɔkpɔ hena susumedɔlélewo dada li na ame sia ame. Agbledenyawo dodo Ɔe ɲɔɔ nye mɔ si dzi woato ana be ɔɔ mato le xexea me godoo o.

NusƆsrƆdodo kpɔ fe Ɔofe 4lia: Ta me deto bubu

- a. Ɔlɔ nyahenyadu si me nàtsi tsitre Ɔe nyati sia ɲu: “Ele be sukuwo natsɔ Ɔe le nusƆsrƆ tso dzɔdzɔmɛɲutinunya, mɔɔaɲunutinunya kple akɔntaɲutinunya ɲu wu nusƆsrƆ bubuwo ɲu la me.” Dzro kpeɔodzinya siwo nàzã le nyadu sia tsotso me la me.
- b. Ɔlɔ nyahenyadu si me nàda asi Ɔe edzi le be: “Agbledenyawo dodo Ɔe ɲɔɔ nye mɔ si dzi woato ana be ɔɔ mato le xexea me godoo o.”

Dzro kpeɔodzinya siwo nàzã le nyadu sia tsotso me la me.

NusƆsrƆ fe Dzidzeti

1. Tso nufonyadu kple numedenyadu si wotsona tso nyati aƆe ɲu be woade nyadzɔdzɔgbalɛwo me la.

**NYATI 3 & 4LIA: NUFONYADU KPLE NYADU SIWO WOTSONA TSO
NYATI AÐE ŋU BE WOADE NYADZDZOGBALĒWO ME LA**

Nu si nufo kple numedenyadu si wotsona tso nyati ade nu be woade nyadzodzogbalẽwo me la nye:

Nufo:

Nufonɔŋɔlɔ nye mɔ si dzi amewo tona dea wofe susu alo gbedeasi si le wo si la na nuxlēla to nyaɣutidzesiwo kple nyawo zazã me. Nufonɔŋɔlɔ meto vovo fũu tso nyatonyadutsotso gbɔ o.

Numedenyadu si wotsona tso nyati aḡe ɲu be woade nyadzɔdzɔgbalẽwo me

Enye nyadu si wotsona be wàdọ ame gedewo gbọ woaxlě to nyadzọdzọkakadọwafewo zazā me. Nyadzọdzọkakadọwafe siawo lọ esiwo taa nyadzọdzọgbalě, magaziniwo, nyadzọdzọgbalě tọxewo kple bubuawo de eme.

Nufonjəlb fe Tutudo

Ne èbu ame siwo nèle nua ɲlo ge na la ɲu vɔ, tia nyati la, di nu siwo ɲu nàfo nu le la eye nàɲlo dodo si dzi nàzɔ do la. Emegbe la, dze nyadu la ɲɔɲlo gɔme azɔ.

a. Đokuinude

Nu gbãtɔ si dze be nãwɔ lae nye gbedodo na nyaselawo kple ɔkuiwò nu dɛdɛ. Do wòezɔ tɔxɛ aɛ na nyaselawo.

b. Nuuvuu

Uu nyati la nu.

c. Nufo la ȋuto ȋeȋlo

Ele be nànya nu tso nyati si ụ nù nèle nu ịo ge le la ịe akpa sia akpa ụ.

d. Nuwuwu

Zi gedɛ la, dze agbagba be yewu nufoa nu kple nu si ɲu nuxlɛlawo anɔ ɲugble dem le la.

Nufo fe Kpɔɖeɲu

Nufialawo kple x̄nye veviwo, medo ɣdi na mi! Egbee nye lāmesēmenɔɔ fe ɣkeke si woɔ anyi na xexea me godoo. Nye, Kɔsivi Afetɔgbɔ, mafo nu na mi tso kamedede edziedzi fe vevinyenyewo ɣu. Hafi amewo nana lāmesē me la, ele be woanye ame siwo dea kame yeawo katā yi. Agbe siwo nɔm mīele le egbenkekewo me kple nu geɖe siwo zām mīele la wɔe be mīete ɣu le kame dem abe ale si dze ene o. Nu siawo le fu dem na mīafe lāmesēmenɔnyawo. Mehiā be kamedewɔnawo nasē ɣu nenema gbegbe hafi ado mīafe lāmesēmenɔɔ de ɣɔɔ o. Mīate ɣu ado mīafe lāmesēmenɔɔ de ɣɔɔ nenyɛ be mīetsɔ kamedede wɔ mīafe gbe sia gbe 'gbenɔɔ fe akpa aɖe. Wogblɔna be nugɔmedzedze koe sesēna. Eya ta x̄nyewo, mina mīadze egɔme egbe eye abɔ megaku mī o.

Numedenyadu si wotsona tso nyati aɖe ɲu be woade nyadzɔdzɔgbalẽwo me la tsotso

1. Tia nyati la. Ele be nyati la nanye nu si ɲu woate ɲu afo nu le le nyadutsotso deka me.
2. Bu ta me tso ame siwo nẽle nua ɲlɔ ge na la ɲu. Nu ka woadi be yewoanya tso nyati la ɲu?
3. Xɔ nutsotsowo tso nyati la ɲu.
4. ɲlɔ dɔdɔ si dzi nàzɔ dɔ la.
5. Tso nyadu la.
6. Xlẽ nyadu la to eme.

Numedenyadu si wotsona tso nyati aɖe ɲu be woade nyadzɔdzɔgbalẽwo me la fe kpɔdeɲu

Degbewo fe Vevinyenye le Nusɔsrɔ me

Abe nusɔrɔla siwo le sekendrisuku ene la, ne miele nu fom kple miafe fometɔwo alo mia xɔlɔwo la, miedoa gbe bubu eye ne miele nu srɔm le sukuxɔ me la, miegadoo gbe bubu. Ke hã la, miebu ta me tso mia degbe fe vevinyenyewo le sukudede me ɲu kpɔa?

Nugmekuku deɛ fia be nusɔrɔla siwo tea ɲu doa wo degbewo nyuie la wɔa dɔ nyuie wu, vevietɔ le nusɔsrɔ siwo ku de nuxexlẽ kple nuɲɔɲlɔ ɲu la me. Ele alea elabena mia degbewo nyea gomeɖokpe na gbesɔsrɔ fe aɖaɲu siwo wɔnɛ be mietea ɲu srɔa gbeɖɔgbɔ bubuwo eye mieseas nusɔsrɔ vovovowo gome.

Kpe de ɲu la, mia degbe nyanya wɔnɛ be mieseas miafe deɖonuwo kple domenyinuwo fe wɔnawo gome eye miedea dzesi ame si fomeviwo mienye la. Gbeɖɔgbɔ nye deɖonu fe akpa vevi aɖe. Nusɔrɔla siwo tea ɲu doa wo degbewo la nyaa nu tso wofe deɖonu ɲu eye wodea dzesi wofe dzɔtsofewo.

Gawu la, nugmekuku gaɖee fia be nusɔrɔla siwo doa wo degbe memie la fe susu tea ɲu ɖana. Wotea ɲu lea nu de ta me, bua ta me deto tso ale si woadɛ kuxiwo ɖa la ɲu. Ele alea elabena zi geɖe la, degbewo lia ke de nusɔrɔlawo fe susu me si wɔnɛ be wofoa nu nyuie eye woɖea susu nyuie.

Le nuwuwu la, degbewo zazã le vevie hena dzidzedzekpɔkpɔ le agbalẽsrɔnyawo me, sidzedze ame si fomeviwo mienye kple susu fe tenunɔnɔ. Abe nusɔrɔla siwo sekendrisuku ene la, ele vevie be mia degbewo dodo nanye dada na mi le esime miegale gbeɖɔgbɔ srɔm eye miele hehe xɔm hena dɔ siwo miava wɔ la wɔwɔ.

DODEASI

1. De nu si nuɖonɔɲlɔ nye la me.
2. De nu si numedenyadu si wotsona tso nyati aɖe ɲu be woade nyadzɔdzɔgbalẽwo me la nye la me.
3. Dzro nufo kple numedenyadu si wotsona tso nyati aɖe ɲu be woade nyadzɔdzɔgbalẽwo me la fe dzesidenuwu me.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion: The class uses concept cartoon/mapping to discuss the features of speech and article writing.
2. Group work/collaborative learning: 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: Each group makes a presentation for class discussion.

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

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

1. NusƆsrƆdodo kpƆ fe ɔfe 2lia: Nunyazazã

Dzro nufo kple numeɔenyadu si wotsona tso nyati aɔe ɲu be woade nyadzɔdzɔgbalẽwo me la fe dzesidenuwo me.

2. NusƆsrƆdodo kpƆ fe ɔfe 4lia: Ta me deto bubu

Tso nufonyadu alo numeɔenyadu si wotsona tso nyati aɔe ɲu be woade nyadzɔdzɔgbalẽwo me la tso nyati si gbɔna la ɲu: Modzakatsaɔiɔi fe dɔwɔwɔ ɔe amewo le miafe nutowo me. Wò nyadu la nenyɛ boɔɔe etɔ teti.

KOSIDA 12LIA

Nusɔsrɔ fe Dzesidenuwo

1. Ịlɔ ɔlɔlɔta.
2. Ịlɔ dɔwɔfelɛta.

NYATI 1&2LIA: DɔWɔFELETA KPLE EFE DZESIDENUWO

Dɔwɔfelɛta

Dɔwɔfelɛta nye lɛta si wonlɔna na ame siwo le dɔ aɖe nu le dɔwɔfewo la. Wonɔa dodo tɔxewo nu. Lɛta siawo zɔna de dodo tɔxe aɖe nu eye wozãa gbe si dea bubu fiana la le eme.

Miezãa dɔwɔfelɛta ne miedi be miagblo nya aɖe na ame siwo le dɔ aɖe nu le dɔwɔfewo la.

Dɔwɔfelɛtanɔlɔ fe afɔdofe

1. Dze egome kple agoododo na ame si nɛle agbalẽ la ɔlɔm na la. Kpɔɖeɖe: **“Sukutato bubuto,”**, **“Dɔmegã bubuto,”**, **“Nufiala bubuto,”**, **“Sewɔtakpekpemenla bubuto,”**.
2. Zã gbe siwo de bubu fia la.
3. Zɔ de dodo tɔxe aɖe dzi; ɔlɔ wò adresi, nyati la fe totoɖeme, yletinkeke, agbalɛxɔla fe adresi.
4. Zã gbe si de amebubu fia, gbenutisewo kple nyanutidzesiwo nyuie.
5. Ịlɔ wò lɛta la fe xexlɛmedzese tɔxe de agbalẽa dzi ne ehiã.
6. Wu lɛta la nu kple “Nye” eye nàɔlɔ wò ɔkɔdzesi kple wò ɔkɔ.

Dɔwɔfelɛta fe dzesidenuwo

- a. **Agbalɛnɔlɔla fe adresi:** Ịlɔ wò adresi de agbalẽ la fe **ɖusikpa** dzi le dzifo.
- b. **Yletinkeke:** Esiae nye nkeke si nɛnɔlɔ agbalẽ la.
- c. **Agbalɛxɔla fe adresi:** Ịlɔ agbalɛxɔla la fe dɔfe kple adresi de fli si le wò adresi la te le miam.
- d. **Agoodofe:** Zã agoododo si dze la (Sukutato bubuto, Mɔmefia bubuto, Nutodzikipɔla bubuto, Nuto Sue Dziɖutakpehamenla bubuto,)
- e. **Nyati la fe totoɖeme:** To nyati si ɔn nɛle nu fom le la de eme. Dze agbagba be nu si ɔn nɛle nu fom le la de dzesi le totoɖeme la me.
- f. **Nuvuvu:** Uu lɛta la nu. Nuvuvu la nenɔ kpokploe eye neɖe susu si ta nɛle lɛta la ɔlɔm dɔ la de go.

- g. **Nyabowo:** Nyati de sia de neno nyabo deka me. Neny be nyatiwo le nyabowo me la, enana be agbalẽxola la sea nu siwo nègblo la gome nyuie.
- h. **Nuwuwu:** Le leta fe nuwuwu la, gbugbo nyati siwo nu nèfo nu le la to de eme.



Dzesidenya

Le dɔwɔfelɛtaŋɔlɔ me la, ele vevie be nu sia nu me nakɔ eye wòano dodo nu. Kpɔ egbo be nya siwo yezã la de bubu fia eye wozɔ de dodo si dze la nu le nua ŋɔlɔ me kple susu be woate nu awɔ dɔ tso wò leta la nu.

DODEASI

1. Fo nu tso yeyi siwo me wonɔla dɔwɔfelɛtawo le la nu.
2. Ŋlɔ dɔwɔfelɛta fe dzesidenuwo da di eye nãfo nu tso wo dometo de sia de nu to kpɔɔɔnuwo zazã me.

Nufiala la nena nyati si nu nusrɔlawo nanɔ nu le la wo.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity:

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

Group work/collaborative Learning

In a mixed-ability group: Write at least a three-paragraph formal letter on given topics, taking into consideration the features of a formal letter and the 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.*

NUSƆSRƆ JE NYATI VEWIWO DODO KPƆ

Nusɔsrɔdodo kpɔ fe dɔfe 2lia: Nunyazazã

De dɔwɔfelɛta fe dzesidenuwo dometo etɔ teti me.

Nusɔsrɔdodo kpɔ fe dɔfe 3lia: Ŋkufɔlɔ de nu me

Ŋlɔ leta na miafe dufia eye nãgblo ŋɔyido etɔ aɔ siwo hiã le mia de la nɛ.

Nusɔsrɔdodo kpɔ fe dɔfe 4lia: Ta me deto bubu

Ŋlɔ leta na miafe mɔmefia eye nãdzro tɔtrɔ etɔ aɔ siwo va miafe nutoa me la me nɛ. Tɔtrɔ siwo nu nãfo nu le la nenyɛ tɔtrɔ deamedziwo kple tɔtrɔ madeamedziwo.

Ne ènlo leta la vo la, de ale si nẽzã nyawoe la me eye nãgblo ale si wõna nẽkpo ta na wò taḡodzinu la.

Nyati 2lia: Xolõleta

Xolõleta

Xolõleta nye leta siwo mienlona na mia xolõwo alo miafe fometowo be miagblo nu siwo le edzi yim le miafe agbe me la na wo. Le xolõletanlo me la, miedoa gbe na ame siwo miele leta la nlo na la. Zi geḡe la, mienloa xolõleta na miafe fometowo alo mia xolõwo.

Xolõletanlo fe afḡḡofewo

1. Agbalẽnlola la fe adresi nenḡ agbalẽ la fe ḡusikpa dzi le dzifo.
2. Nlo yletinkeke de adresi la te.
3. Do agoo na agbalẽxola la. Da gbaviedzesi de agoododo la gbḡ. Le kpḡḡenu me: “Kofi lolõa,” “Elinam lolõa,” “Xõnye lolõ,”
4. **Uu** leta la nu kpokploe eye nãḡe susu si ta nẽle leta la nlo ḡo la me.
5. Nlo leta la de nyabowo me.
6. Fo leta la ta eye nãnlḡ nkḡwò. Mẽganlo tḡgbuiwònkḡ la o. Dze akpa sia ḡome kple “Nye,” “Xõwò” eye nãnlḡ nkḡwò de ete. Da gbaviedzesi de “Nye” alo “Xõwò” la nu eye nãda tḡḡḡdesi de wò nkḡ la gbḡ.

Kpḡḡenu: Nye,

Enyo.

Xolõleta fe dzesidenuwu

- a. **Agbalẽnlola fe adresi:** Nlo wò adresi la gbã. Nlo adresi la de agbalẽa fe ḡusikpa dzi le dzifo. Esiae nye leta la fe ḡomedzedze. Ele be nãnlḡ wò adresi la katã.
- b. **Yletinkeke:** Ele be nãnlḡ gbe si gbe nẽle leta la nlo la fe yletinkeke la.
- c. **Agoodofe:** Do agoo na ame si nẽle agbalẽ la nlo na la. Le kpḡḡenu me, “Adzo lolõa,” “Koku lolõa,”
- d. **Nuuvuu:** Gblo susu si ta nẽle leta la nlo ḡo la le nyabo gbãḡ me. Àte nu abia xõwò la fe fḡfḡ ta ase. Àte nu agblo be yeka de edzi be exḡ wò leta la eye wòle lãmesẽ me. Ele be wò leta la fe fli gbãḡ navivi eye wòalé aḡe.
- e. **Leta la nuto nlo:** Ele be gbezazã le leta bliboa nlo me nãḡ ko abe ale si miefḡa nu na mia xolõwo ene. Ke hã la, ku de ame si nẽle leta la nlo na nu la, àte nu azã nya kple nyakḡḡḡḡ siwo dze la. Ne xõwò nẽle leta la nlo na la, zã gbe abe ale si nẽfoa nu kple xõwò la ko ene. Ke nenyẽ be fometḡ aḡe si tsi wu wò lae nẽle leta la nlo na la, ele be amebubu nadze le wò nufo la me.
- f. **Nuwuwu:** To susu si ta nẽle leta la nlo ḡo la de eme le nyabo mamletḡ me. Fo leta la ta. Do gbe na ame bubu siwo nẽganya la to xõwò la dzi. Kpe de enu la, bia tso xõwò la gbḡ be wòadḡ leta la nu na wò. Esia ḡene fiana be èḡi be letanlo na mia nḡewo nagayi edzi.

- g. **Kaklāduḍu:** Mɔ ɖeka aḍeke meli si dzi wowɔa esia le o. Ame si nèle agbalēa ɣlɔm na lae aḍe nya si nàzā le afi sia la afia. Àte ɣu aḍu kaklā kple xɔwò to mɔ siwo gbɔna la dzi:
- Nye wò lɔlɔtɔ,
 - Nye,
 - Nɔviwò,
 - Nye xɔwò,



Dzesidenya

Le xɔlɔletaɣɣlɔ me la, wozāa gbe abe ale si míeḍoa dze kple mía xɔlɔwo ene. Enye leta siwo míeɣlɔna na ame si míenya nyuie la abe mía xɔlɔwo kple míafe fometɔwo ene. Dze agbagba nàzā nya siwo dze la eye nàzɔ ɖe xɔlɔleta fe tutuḍo kple nɔnɔme dzi. Nufiala la nede dzesii be nusrɔlawo katā fe nugomesese mele ɖeka o.

DODEASI

- Ḍe ɣeyiɣi si me woate ɣu aɣlɔ xɔlɔleta le la me.
- ɣlɔ xɔlɔleta fe dzesidenuwo da ɖi eye nàḍe wo me.

Nufiala la nena nyati si ɣu nusrɔlawo naɣlɔ nu le la wo.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activities:

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

Group work/Collaborative Learning

- In mixed-ability groups:
 - Groups write an informal letter to a friend telling them about their holiday. AP learners compose the address of an informal letter, P learners compose the 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.
 - Teacher provides letter letter-writing worksheet to support AP learners.

2. Whole class activity:

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

NUSƆSRƆ JƐ NYATI VEWIWO DODO KPƆ

1. NusƆsrƆdodo kpƆ fe ɔofe 2lia: Nunyazazã

Ɖe xɔlɔleta fe dzesidenuwo dometo etɔ teti me.

2. NusƆsrƆdodo kpƆ fe ɔofe 3lia: Ɔkufɔfɔ ɔe nu me

Ɔlɔ leta na xɔwò eye nàkpee be wòava wò dzigbezãɔufe.

3. NusƆsrƆdodo kpƆ fe ɔofe 4lia: Ɔkufɔfɔ ɔe nu me

Ɔlɔ leta na xɔwò eye nàkpee be wòava xɔwò bubu aɔe fe dzigbezãɔufe.

Ne èɔlɔ leta la vɔ la, ɔlɔ nu kpui aɔe tso eɔu eye nàɔlɔ susu siwo ta nèzã nya aɔewo ɔo kple ale si wòna nèkpɔ ta na wò taɔodzinuwo la.

Hint



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

KOSIDA 13LIA

Nusɔsrɔ fe Dzesidenu: Zã gbegomedede fe hawo nàtsɔ aɖe nuɖlɔɖi aɖe gɔme tso gbe ɖeka me yi gbe bubu me (nyadenyanu fe gbegomedede, gbegomedede adodoe, gbegomedede si meso o)

NYATI 1&2LIA: GBEGOMEDEDE

Nuɖlɔɖigomedede

Nuɖlɔɖigomedede nye gɔmesese si le nuɖlɔɖi aɖe si la gɔme ɖede ɖe gbe bubu me. Nuɖlɔɖigomedede fe taɖodzinu vevitɔe nye be gɔmesese si le nuɖlɔɖi si gɔme ɖem wole la tututu nana gɔmedede si wowo la si. Wowo gbegbɔgblo eve teti nu do le nuɖlɔɖigomedede me. Gbe si me nuɖlɔɖi la le kple gbe si me wole nuɖlɔɖi la gɔme ɖem do la.

Nuɖlɔɖigomededefiafia:

Le nuɖlɔɖigomededefiafia me la, ele be nufiala nato mo vevi aɖewo dzi akpe ɖe nusɔlawo nu be aɖanu si awɔe be woate nu aɖo ŋku ɖe nuɖlɔɖiwo me, ase wo gɔme nyuie ahaɖe wo gɔme tso gbe ɖeka me yi gbe bubu me la nasu wo si. Afɔɖofe siwo dzi nufiala ate nu azo le nuɖlɔɖigomededefiafia me la woe nye esiwo gbɔna:

1. **Nu vevi siwo ku ɖe nuɖlɔɖigomedede nu la fiafia:** Ɖe vovototo si le nuɖlɔɖigomedede kple nufogomedede dome la me eye nàgblo dekonu fe vevinyenye le gbegomedede me la me.
2. **Nuxelɛ fe gbɔgbɔ fafã ɖe nusɔlawo me:** Kpo egbo be nusɔlawo ate nu axlɛ nu ahase egome.
3. **Ŋkufɔɖlo ɖe nuɖlɔɖiwo me:** Fia ale si nusɔlawo nade dzesi nuɖlɔɖi si fomevi wònye, nuɖlɔla fe seselelãme, kple ame siwo wole gbea gɔme ɖem na la.
4. **Gbegomededɔnuwo fiafia:** Fia aɖanu siwo gbɔna la:
 - a. Gbegomedede nyadenyanu kple nyadodenyadzi gbegomedede
 - b. Gbegbɔgblo eveawo fe nyawo fe gɔmesese sɔsɔ ɖe wo nɔewo nu
 - c. Gɔmesese adodoe didi
 - d. Nya siwo tea nu zɔna kple wo nɔewo le tutuɖo nu la fiafia
5. **Nuɖlɔɖi la gɔme ɖede:** Dze nuɖlɔɖigomedede gɔme kple nuɖlɔɖi siwo mesesɛ tututu o eye nàyi edzi kple esiwo sesɛ
6. **Gɔmedede dedito didi na nyawo kple nya siwo wogblo la ko gɔme ɖede:** Do ŋusɛ nusɔlawo be woade gɔmesese si le nuɖlɔɖi la me la ɖe gbe evelia me. Na nusɔlawo nase egome be ele be woadi gɔmedede na nyawo abe ale si wozã wo ene. Womegado nya ɖe nya dzi o.
7. **Mɔɖanuɖutinunyawo zazã:** Zã mɔɖanuɖutinunya siwo wozãna le gbegomedede me la, nyagomedegbalɛ, gbegomedemɔnu vovovo siwo le intaneti dzi la hena nusɔsrɔ – gake ele be nàfia ale si woazã nu siawo ɖe ɖoɖo nyuito nu la nusɔlawo.

Menye gomedeḡe ḡe sia ḡe si woakpo le tefe tefe siawo la anye dedito o; ale si wozā nya la le nunlḡḡi la me la le vevie nuto.

8. **Gbegomedeḡe la me toto na ame nḡewo kple nutsalsonana:** Do nusē nusrōlawo be woato ḡo me na wo nḡewo eye woana nutsalso tso wo nu.
9. **Yi edzi kple nunlḡḡi tḡxewo gome ḡede:** Yi edzi kple nunlḡḡi siwo ku ḡe nu tḡxḡ adewo abe seḡutinyawo kple lāmesēnyawo nu la gome ḡede.
10. **Nusēdodo nusrōlawo be woayi nusḡsrḡ dzi:** Do nusē nusrōlawo be woano nunlḡḡigomedeḡe wḡm edziedzi kple susu be woate nu akpo tsitsiḡedzi le nunlḡḡigomedeḡe me.



Dzesidenya

Dze agbagba be yetro asi le afḡḡofeo siawo nu ku ḡe nḡtete si le wō nusrōlawo nu la nu. Gawu la, do nusē nusrōlawo eye nāda wo ḡe mḡ dzi le nusḡsrḡa katā me.

Gbegomedeḡe fe Hawo

Gbegomedeḡe fe ha vovovowo li. Wo dometo adewoe nye:

1. **Nyadenyanu fe gbegomedeḡe:** Enye gbegomedeḡe si me wodea nyawo gome ḡe gomesese si le nyawo si ḡekaḡeka la nu. Zi geḡe la, gomesese nyuito menḡa gbegomedeḡe sia fomevi si o.
2. **Gbegomedeḡe adodoea:** Gbegomedeḡe si si gomesese nyuito le eye efe nyawo kple seselelāme sḡna ḡe gbea dolawo fe nyawo nu.
3. **Gbegomedeḡe si sḡna de dekonu nu:** Enye gbegomedeḡe si me wotrḡa asi le nyawo nu le aḡanḡtḡe be wḡaso ḡe gbegbḡḡlo si me wole nunlḡḡi aḡe gome ḡem ḡo la fe dekonu nu.
4. **Gbegomedeḡe si sḡna ḡe ḡwḡfewo fe ḡḡḡowo nu:** Enye gbegomedeḡe si me wokpḡa egbo le be ḡwḡfewo fe ḡḡḡo si le nunlḡḡi aḡe si gome ḡem wole si la dze le gbegomedeḡe la me.
5. **Nufogomedeḡe:** Enye nufo alo nya si wogbḡo to aḡefo la gome ḡede ḡe gbegbḡḡlo bubu me. Zi geḡe la, wowḡa nufogomedeḡe nu ḡo le takpekpewo, fufḡfewo kple vḡnubrḡfewo.
6. **Nyadḡenyadzi fe gbegomedeḡe:** Enye gbegomedeḡe si me wodoa nya ḡe nya dzi alo fḡa nyawo kpea nyawo le wu ale si dze la si wḡne be gbegomedeḡe la fe gomesese, seselelāme alo taḡḡḡzinu toa vovo tso nunlḡḡi si gome ḡem wole la gbo. Wotea nu kpea nya ḡe nunlḡḡi si gome ḡem wole la nu alo ḡea nya le nunlḡḡi si gome ḡem wole la me le gbegomedeḡe sia fomevi me.
7. **Gbegomedeḡe akuakua:** Gbegomedeḡe sia fomevi ḡea gomesese adodoe alo dedito si le nunlḡḡi aḡe si gome ḡem wole la si la ḡe go. Menye gbegomedeḡe si le abe nyadenyanu ene la o. Wolēa nku ḡe ale si wozā nyawo, gbegomedeḡe la fe taḡḡḡzinu, nuxlēlawo, nyawo fe gomedeḡe siwo sḡ ḡe wo nḡewo nu, dekonu fe ḡḡḡowo kple gbegomedeḡe fe aḡanu bubuwo nu le gbegomedeḡe sia fomevi me.



Dzesidenya

Gbegomedede fe ha vovovowo gali gake nusɔsrɔ la neku de esiawo ko ɲu.

Gbegomedede



Dzesidenya

Nufiala nena nunlɔɔɔ siwo le Inlɔisigbe me la dometo aɔewo nusɔrlawo eye wɔana nusɔrlawo naɔe wo gɔme de Evegbe me. Tso nunlɔɔɔ si mesese wu ɔofe si nusɔrlawo le o la na wo gbã, emegbe la, tso esi se vie la na wo ne woade egome be woatsi de edzi le gbegomedede me.

1. **Nyagbe kpokploewo:** De nyagbe kpokploewo me tso gbe deka me yi bubu me. Miafe susu nenɔ miafe susu nenɔ ale si mianlɔ nyawo woade kple gbenutise ɲu.
2. **Adaganawo kple lododowo:** Miɔe adaganawo, lododowo kple nyamenyawo gɔme.
3. **Nyabo siwo medidi o:** Mite nyabo siwo medidi o la gɔme dede kpɔ to ɲkulɛle de gomesese kple nunlɔɔɔ la fe tutuɔo ɲu me.
4. **Nunlɔɔɔ siwo ku de ɔ tɔxe aɔewo ɲu:** De nunlɔɔɔ siwo ku de ɔ tɔxe aɔewo ɲu la me (kpɔɔɔɔ: esiwo ku de seɲutinunya, lãmesɛnyawo kple ɔ tɔxe bubuwo ɲu)
5. **Nyadu ɲlɔɔɔiwo:** Srɔ ale si woɔea seselelãme, atsiã kple gomesese si le nyadu ɲlɔɔɔiwo si la gɔme (kpɔɔɔɔ: hakpanya, ɲutinya kpuiwo).
6. **Nyadzɔdzɔwo:** Srɔ nu siwo dzo vavã kple seselelãme si le nunlɔɔɔiwo me la gɔme dede to nyadzɔdzɔ siwo wode nyadzɔdzɔgbalẽ me la gɔme dede me.
7. **Dzedɔɔɔ:** Srɔ nufola fe susu kple seselelãme si le dzedɔɔɔ aɔe me la gɔme dede to dzedɔɔɔwo gɔme dede me (kpɔɔɔɔ: dzedɔɔɔ, gbebiabia amewo).
8. **Nunlɔɔɔgɔmededesɔɔ kple ame bubuwo tɔ:** Tso nunlɔɔɔgɔmedede siwo nẽwo la sɔ kple ame bubuwo tɔ (kpɔɔɔɔ: gbegomedela adodoewo tɔ, gbegomedede si wowo kple mɔɔɔɔwo la) be aɔɔɔ siwo le asiwɔ la natsi de edzi.
9. **Ame ɲuto fe nunlɔɔɔ gɔme dede:** ɲlɔ nu tso nane ɲu eye naɔe egome de gbe bubu me. Esia wɔwɔ ana nãsrɔ ale si woɔea nunlɔɔɔ gɔme wɔkɔna eye gomesese si le gbe gbãto me la nɔa evelia me.
10. **Dometoto na ame nɔewo:** Miɔli nunlɔɔɔgɔmedede si miewo la eye miato eme na mia nɔewo. Emegbe la, mina nutsotso tso nunlɔɔɔiwo ɲu. Esia awɔe be miado mia nɔewo fe nunlɔɔɔgɔmedede fe aɔɔɔwo de ɲɔ.

DODEASI

1. De nu si nunlɔɔɔgɔmedede nye la gɔme.
2. ɲlɔ nunlɔɔɔgɔmedede fe hawo dometo etɔ da ɔi.
3. Dzro nunlɔɔɔgɔmedede fe ha etɔ aɔewo me.
4. Dzro nu etɔ aɔe siwo ɲu wolɛa ɲku ɔo le nunlɔɔɔgɔmedede me la me.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity
 - a. The teacher leads learners to revise the rules of interpretation through questions and answers.
 - b. The teacher leads the discussion of translation by asking HP learners to define translation. Allow P/AP learners to redefine the definition in their own understanding.
 - 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 a 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

1. 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 the 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 a 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 the 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.
2. Individual work: Individual learners translate a one-paragraph text from a source language to a target 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 keywords and/or context may need to be provided for AP learners.*

NUSƆSRŃ JE NYATI VEVIWO DODO KPƆ

1. NusƆsrŃdodo kpƆ fe ɔfe 2lia: Nunyazazã
 - a. Ɗlɔ nunɔɔɔɔɔɔɔɔɔɔ fe ha etɔ aɔewo da ɔi.
 - b. Dzro nunɔɔɔɔɔɔɔɔɔɔ fe ha siwo nɛnɔ le (a) me la me.

- c. Dzro nunlɔdɔgɔmedede fe dzesidenu adewo me.
2. **Nusɔsrɔdodo kpɔ fe dɔfe 3lia: ŋkufɔflɔ de nu me**
 - a. De nunlɔdɔ adɛ si le ŋnlisigbe me si anɔ abe nya 300 ene la me de Evegbe me.
 - b. Xlẽ wò nunlɔdɔgɔmedede la na klase la nase.

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 the 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 to develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.

ADDITIONAL READING

1. Holmes, J.S. (Ed.). (2011). The nature of translation: Essays on the theory and practice of literary translation, vol. 1. Walter de Gruyter.
2. Reiss, K., & Vermeer, H. J. (2014). Towards a General Theory of Translational Action: Skopos Theory Explained. Routledge.
3. Simpson, L. A. (2000). Mfantse kasa nkyerewee ho akwankyerɛ: University of Winneba, Education. Manuscript.



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

The end of semester exam paper would be made up of two sections. Section A and Section B. Section A would be made up of 40 multiple-choice questions, and Section B would be made up of 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 homogeneous 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.

Biabiawo fe kpɔɖɛɲuwo

Akpa A: Azitiatia le azi me

- a) Nukɔko fe tutuɔ siwo gbɔna la dometo kae mele Evegbe me o?
 - A. XA^G
 - B. X^G
 - C. A^GX
 - D. A^G
- b) Dɔ siwo gbɔna la dometo kae nyanjunyakpe wɔna?

- A. Etrɔa nyawo fe nyaha.
- B. Ekpea nyahawo de nyawo nu.
- C. Enana be nyawo nɔa nyaha deka me.
- D. Enana be nyahawo katã sɔna.

Akpa B: Nyadutsotsobiabia

De nya siwo gbɔna la gɔme eye nàna wo dometo de sia de fe kpɔdeɲu eveve.

- a) nyaɲunyakpe
- b) nyayeye

Nu siwo nu woalé ŋku dɔ la fe tata

Kɔsi ɔa	Nyati (wo)	Biabiawo fe hawo	Nunya fe goglome				Fufofo
			1	2	3	4	
1	Nukɔkɔ	Azitiatia le azi me	1	-	-	-	1
		Nyadutsotsobiabia	-	-	1	-	1
2	Gbedɔdɔ	Azitiatia le azi me	-	1	-	-	1
		Nyadutsotsobiabia	-	-	1	-	1
3	Dzedɔdɔ fe nyati veviwo	Azitiatia le azi me	-	1	-	-	1
		Nyadutsotsobiabia	-	-	-	-	0
4	Nuxexlẽ tsitotsito Nuxexlẽ gbadzaa	Azitiatia le azi me	1	1	1	-	3
		Nyadutsotsobiabia	-	-	-	-	0
5	Nyaɲunyakpe	Azitiatia le azi me	-	-	1	-	1
		Nyadutsotsobiabia	-	-	-	-	0
6	Nyablanyawo	Azitiatia le azi me	2	-	1	-	3
		Nyadutsotsobiabia	-	-	1	-	1
7	Nyatutudomɔnuwo	Azitiatia le azi me	1	1	2	-	4
		Nyadutsotsobiabia	-	-	-	-	0
8	Nyakɔsɔkɔsɔwo	Azitiatia le azi me	2	1	1	-	4
		Nyadutsotsobiabia	-	-	1	-	1
9	Nyagbekɔsɔkɔsɔ kple wofe hawo	Azitiatia le azi me	1	1	1	-	3
		Nyadutsotsobiabia	-	-	-	-	0
10	Nyaɲutidzesiwo	Azitiatia le azi me	4	2	1	-	7
		Nyadutsotsobiabia	-	-	1	-	1

11	Nyadutsotso	<i>Azitiatia le azi me</i>	1	2	2		5
		<i>Nyadutsotsobiabia</i>	-	1	-	-	1
12	Dɔwɔfeleta kple efe dzesidenuwo	<i>Azitiatia le azi me</i>	1	1	1	-	3
		<i>Nyadutsotsobiabia</i>	1	1	1	-	3
	<i>Jufɔfo</i>		15	13	17	0	45

Asidede dɔ te fe dɔdɔ

Azitiatia le azi me

- a) *Nukɔkɔ fe tutudɔ siwo gbɔna la dometo kae mele Evegbe me o?*

C. AX – Adzo 1

- a) *Dɔ siwo gbɔna la dometo kae nyaɔnyakpewo wɔna?*

A. Etrɔa nyawo fe nyaha – Adzo 1

Akpa B: Nyadutsotsobiabia

- a) *Nyaɔnyakpewo nye nyakpe siwo wokpena de nyake nu le efe gɔmedzeɛ alo nuwufe tsɔna tua nya yeye alo nya ma fe nɔnɔme bubu siwo fe gɔmesese trɔna alo metrɔna o la dɔ.*

Na adzo 4 nenye be nya siwo wode amae la dometo 4 le gɔmedede la me.

Na adzo 3 nenye be nya siwo wode amae la dometo 3 le gɔmedede la me.

Na adzo 2 nenye be nya siwo wode amae la dometo 2 le gɔmedede la me.

Na adzo 1 nenye be nya siwo wode amae la dometo 1 le gɔmedede la me.

- b) *Nyayeɛ nye nyatutudomɔnu si me gbegbɔgbɔ aɛ dolawo yea nya aɛ tso gbegbɔgbɔ bubu me le hewɔa asitɔtrɔ le enu wɔsɔna de wofe gbegbɔsewo nu.*

Na adzo 4 nenye be nya siwo wode amae la dometo 4 le gɔmedede la me.

Na adzo 3 nenye be nya siwo wode amae la dometo 3 le gɔmedede la me.

Na adzo 2 nenye be nya siwo wode amae la dometo 2 le gɔmedede la me.

Na adzo 1 nenye be nya siwo wode amae la dometo 1 le gɔmedede la me.

AKPA 6LIA: SRÐEKONUWO

NUSÐSRÐ JE ALÐDZE: DEGBENON KPLE DEKONUDZIDUDU

AlÐdze la je Memama 1: Degbenonowo

NusÐsrÐ je Metsonuwo

1. TsÐ srÐdekÐnuwo je nuvÐnyenye le Eveawo dome sÐ kple efe vevinyenye le gbegbÐhawo me.
2. Dzro Ðkuvuvu fe ÐwÐwÐ Ðe srÐdekÐnuwo dzi me.

NusÐsrÐ je Dzidzeti

SrÐÐede le gbegbÐha vovovowo dome le Ghana gÐme sese kple wo sÐsÐ Ðe wo nÐewo Ðu.

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 it 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 of this will help learners to acquire some cultural knowledge regarding marriages. It will help preserve and transmit 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 the 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 to 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, and promote lifelong learning. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles as peer-teachers to guide their colleagues to have a deeper understanding of Ghanaian language concepts. Teachers are guided to take care of learners with pronunciation problems and skillfully resolve misconceptions and errors.

ASSESSMENT SUMMARY

The modes of 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 for additional information on how to effectively administer these assessment modes.*

KOSIDA 14LIA

Nuswřř fe Dzesidenu: Dzro srĔdekĔnuwo kple woŋe vevinyenyewo me.

NYATI 1&2LIA: SRĔDEDE

Nu si srĔdeŋe nye: SrĔdeŋe nye ŋutsu kple nyĔnu fe asidada ŋe edzi be yewoano yewo nĕwo gbĔ abe srĔŋutsu kple srĔnyĔnu ene le esime wowĔ kĔnu siwo hiā la.

SrĔdekĔnu: SrĔdekĔnu nye kĔnu siwo wowĔna tsĔna hea nyĔnu kple ŋutsu foa fu abe srĔŋutsu kple srĔnyĔnu ene. Le Ghana la, srĔdekĔnu la meka ŋutsu kple nyĔnu siwo di be yewoade yewo nĕwo la deŋe ko o. Ke boŋ elo srĔnyĔnua kple srĔŋutsua fe fometĔwo de eme.

SrĔdeŋe kple srĔdekĔnuwo fe vevinyenye: SrĔdeŋe kplesrĔdekĔnuwo fe vevinyenye aŋewo nye: deĔnuléle de te, deĔnufiafia dzidzimewo, agbe nyui nĔnĔ dodo de ŋĔ, dzesidede vi siwo wodzi la abe fometĔwo ene, nĔviviadiado na ame nĕwo, deĔawĔwĔ, dedinĔnĔ, kpekpeŋunana kple bubuawo.

a. DekĔnuléle de te

WowĔa srĔdekĔnuwo de srĔdeŋe fe deŋewo nu abe ale si wowĔne le ameawo dome ene. TogbĔ be vovototo aŋewo va le ale si wole srĔdeĔwĔ wĔm le egbenkekekewo me hā la, kĔnuawo dometĔ geŋewo gale abe ale si wonĔ tsā ene. To esia wĔwĔ me la, wolĕa deĔnuwo de te.

b. DekĔnufiafia dzidzimewo

Le srĔdeyiwo la, kĔnu geŋewo yia edzi abe vĔfofo, tabiabia, srĔnuwĔwĔ kple bubuawo ene. Wofiaa kĔnu siawo amewo tso dzidzime yi dzidzime.

c. Bubudeameŋu

SrĔdeŋe dea bubu srĔdeŋawo kple woŋe fometĔwo ŋu. Amewo kpĔa ame siwo de srĔ la abe ame siwo le klalo na woŋe wĔfewo le srĔdeŋe me la ene. WĔfe siawo la vidzidzi kple vidzikpĔkpĔ de eme. Esia wĔne be ame siwo le nutoa me la dea bubu wo ŋu.

d. DeĔawĔwĔ

SrĔdeŋe nye fome vovovowo fe kadodo. SrĔdeŋe tea srĔtĔwo fe fometĔwo kple xĔlĔwo foa fu. Nenyē be nyĔnua kple ŋutsua tso gbegblĔha vovovowo me la, srĔdeŋe foa gbegblĔha eve siawo nu fu. Esia hea ŋutifafa kple deĔawĔwĔ vaa gbegblĔha eveawo dome eye wĔde tsi dea dukĔ blibo la.

e. Dzesidede vi siwo wodzi la abe fometĔwo ene

SrĔdeŋe wĔne be vi siwo wodzina la zua fome kple dua tĔ. SrĔdeŋe nana be vi siwo wodzi la kpĔa wo deŋuiwo abe hlĔmetĔwo ene eye esia wĔne be wotea ŋu nyia fomea kple hlĔa fe nunĔamesiwo fe dome. Gawu la, srĔdeŋe wĔne be deŋiawo tea ŋu doa aŋ na fome si me wodĔ de la.

f. Nəvi velia dodo

Sr̥d̥d̥e nye m̥ si dzi amewo tona doa n̥vivelia na wo n̥ewo. Sr̥t̥wo kp̥a kpeɖɛɛt̥wo le wofe sr̥gb̥en̥n̥ kple ganyawo me. Sr̥t̥wo kp̥a m̥ d̥a wo n̥ewo gb̥. Wokp̥a dzidẓo eye wosea veve kple wo n̥ewo ne ehiã.

Sr̩ḍede fe hawo: Sr̩ḍede fe ha et̩e le Ghana. Esiawoe nye dekonusr̩ḍede. vɔnuds̩fesr̩ḍede (sr̩ḍede le vɔnuds̩fe) kple Kristotɔwo alo Hawusatɔwo fe sr̩ḍede. Dekonusr̩ḍede nye sr̩ḍede si wowɔna dɛ dekonu fe dɔdowo nu. Le nusɔsr̩ sia me la, míadzro dekonusr̩ḍede me. Dekonusr̩ḍede fe kpɔdeɲu siwo le gbegblɔha vovowowo dome la woe nye esiwo gbɔna:

Asanteawo: “aware pa, adehye awareɛ, afenaa awareɛ, kuna awareɛ”

Dagombatɔwo: “dien, nyuyu ŋmabu, payafaa, paya zubo, zaŋ ti pua, dɔyiri paya, payipini”

Eveawo: fomesrĩ, ahiasrĩ, akotsotso, kpekpla, kpefufufodo

Gẽawo: “hemɔfeemɔ, kuayeli alo kulayeli, shia gbla”

Fantitɔwo: “adehyewar/ahenwar, esiwaa, ayetsew, ebusua/wɔfaba awar”

Dekɔnusrĩdɛdɛ fe dɔfɛwɔ: Dɔfɛ siwɔ le dekonusrĩdɛdɛ me la to vovo tso dekonu deka gbɔ yi bubu gbɔ. (Nufialawo nefia ale si wɔdɛa srĩ le Eveawo dome la.) Konu gedewo yia edzi do nɔɔ na srĩdɛdɛ, srĩa nɔtɔ dɛdɛ kple le srĩdɛdɛa vɔ megbe.

Do ηγο na srĩḍede

Le Eveawo dome la, vifofoe ḍea sr̄o na via ŋutsu. Hafi sr̄o ḍe ḍea nadze edzi la, nuḡmekuku geḍewo yia edzi le fome eveawo dome. Wokua nu ḡome be woaka ḍe edzi be yewo viwo yina ḍe fome si me ŋutifafa le eye w̄onye fome nyui a ḍe la me. Wokp̄ona ḍa be amehavil̄l̄, d̄omenyow̄w̄, nuḡmesese kple amebubu le fome si me wo vi nȳonu alo ŋutsu la yina la me. Wokua nu ḡome kp̄ona ḍa be ukadodo mele nȳonu la kple ŋutsu la dome o. Kpe ḍe esia ŋu la, wogakua nu ḡome kp̄ona ḍa be d̄ox̄leamen̄u a ḍewo abe kpod̄, kple bubuawo mele fome si me wo vi la yina la me o. Eveawo léa ŋku d̄i kp̄ona ḍa be agbe nyui le ame siwo le fome si me yim wo viwo le la si mah̄. Womedaa asi ḍe agbe vlowo abe aha tsu nono, fififi, ɔgbagb̄, kuviaw̄w̄ kple ŋ̄okuku ene dzi o. Wotsoa ŋku na agbe nyuiwo abe d̄omenyo, kutrikuku, vevidodonu, nyatefetoto kple bubuawo ene. Woȳa k̄onu si me wow̄a w̄na siawo le la be nȳonuḡmedodo.

Nenye be wofo ɔ ɔ eye nyɔnugɔmedodo le edzi yim la, ahiɛdidi hɛ na edzi yim. Nenye be nyɔnua kple nɔtsua dze ahiɛ la, woɔa du de nɔtsufomea. Le nya sia sese me la, nɔtsufomea wa tokɔdzikɔnu. Tokɔdzi nye nyanyanana nyɔnua dzilawo be yewo vi la dze ahiɛ wo vi la eya ta yewoava abia nyɔnuvi la ta le nkeke si woado la dzi.

Srõa ṇuta dede

Ne nkeke si woḡo la de la, nʒutsufomea tsɔa srɔ̄ḡenuwo yia nyɔnu la fe afe me. Nʒutsu la te alo nyɔnu si fe srɔ̄ḡbenɔnɔ nyo eye wòle atsufe la tsɔa tabianuawo eye nʒutsuvia fofɔ alo tɔḡia nɔa ameawo dome woyina ḡabia nyɔnu la ta. Le blema la, wodoa agba ḡe fovi me. Nu siwo wotsɔna bɔaa nyɔnu ta la dometo aḡewoe nye: fovi alo gɔlagavi, avɔtata, taku, kete, godoedzĩ, sikasigɛ, sikakɔga, aha sesẽ kple bubuawo.

Le nyɔnutabiabia me la, kɔnu vevi aɖewo yia edzi.

Avatsoganana: Enye ga home aḁe si nyɔnu si ta biam wole la naa lɔxo. Ga sia nye avatsoga si woxe esime wotso ava na ɲutsu la fe tefedɔɔ. Kɔnu sia wɔnɛ be nyɔnu la kpɔa ɲusɛ ɔe srɔɲutsua fe ava dzi.

Vikpavɔnana: Enye ga home aḁe si ɲutsu la naa nyɔnufomea. Nu sia le ko abe nu siwo wogblɛ ɔe nyɔnuvia ɲu la fe tefedɔɔ ene. Egaɔenɛ fiana be ɲutsuvi la le klalo na srɔa dzi kpɔkpɔ.

Ne kɔnuawo wu enu la, woyɔa srɔnyɔnu la wɔtsɔa aha siwo wotsɔ vɛ la dometo ɔeka wokuna na nyɔnutabialawo. Wofoa tsi ɔi eye wokakana.

Le srɔɔɔɔ vɔ megbe

Le srɔɔɔɔ vɔ megbe la, wowɔa kɔnu vevi eve aḁewo. Kɔnu siawoe nye nyɔnukpɔkpɔ kple nyɔnudede xɔ.

Nyɔnukpɔkpɔ: Enye kɔnu si me woyina ɔakplɔa nyɔnu si ta wobla la. Ame siwo yia nyɔnu kplɔfe la dometo aḁewoe nye: ɲutsu la tasi ɔeka alo eve kple ɲutsu tsitsi ɲutefewɔla ɔeka. Ame siawo nyea ame siwo fe srɔfe nyo eye wo dometo aḁeke menyeya ahosi o.

Nyɔnudede xɔ: Ne wokplɔ nyɔnu la va srɔa fe afe me la, wowɔa kɔnu sia nɛ. Ne woɔɔ afe me la, wometsona ko gena ɔe xɔa me o. Wogena ɔe xɔa me gadona zi eve eye le gege ɔe xɔa me zi etɔlia me la, womegadona o. Ne wole gegem ɔe xɔa me le dodom la, wonɔa gbɔgbɔm na nyɔnu la be, “Nyɔnu la, xɔnue wɔnɔna. Wɔ xɔnue nye esi.” Ne wowɔ esia nɛ vɔ la, wotaa ga nɛ. Le kɔnu sia me la, wosaa ga ɔe avɔ yi aḁe to sana ɔe ali nɛ. Woɔnɛ zikpui si woyɔna be ɔogba la dzi zi etɔ. Wogblɔna nɛ be, “Zi dzie nyɔnu nɔna le atsufe, wɔ zie nye esi; nɔ edzi nɔli ke ɔe atsufe”. Le esia megbe la, wogaɔnɛ aba hɔ dzi eye wonana ɲutsua mlɔa exa aḁabafofo vɛ aḁewo.

DODEASI

1. ɔe nu si srɔɔɔɔ nye la me.
2. ɲlɔ srɔɔɔɔ fe hawo dometo etɔ teti da ɔi.
3. ɔe srɔɔɔɔ fe vevinyenyewo dometo atɔ aḁewo me.

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 their 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 groups

- a. Class watches a video or listens to an audio on traditional marriage rites being performed.
- b. Discuss the content of the video/audio in mixed ability groups. *Teachers 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 the traditional marriage they watched/listened to.

3. Whole class discussion

- a. Learners are 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.

Nusɔsrɔdodo kpɔ fe ɔɔfe 2lia: Nunyazazã

Ðe wò nunya ku ɔe dekonusrɔɔdeɔ fe ɔɔfewo ɲu le Eveawo dome ɲu.

Nusɔsrɔdodo kpɔ fe ɔɔfe 3lia: ɲkufɔɔ ɔe nu me

1. Ðe susu etɔ siwo ta Eveawo ɔea srɔ ɔo la me.
2. Dzro nyɔnugɔmedodo fe vevinyenye etɔ aɔewo me.

Nusɔsrɔdodo kpɔ fe ɔɔfe 4lia: Ta me deto bubu

1. Dzro dekonusrɔɔdeɔ fe vevinyenyewo me eye nàde dzeɔi ale si wòwɔa ɔo ɔe amewo, fomewo kple duwo dzi.
2. Da dekonusrɔɔdeɔ fe nyuife kple gbegblɛfewo kpɔ to ɲkuléle ɔe nu vovovowo ɲu me.
3. Da dekonusrɔɔdeɔ fe ɔwɔwɔ ɔe nyɔnu alo ɲutsuwo fe wɔfewo, nyɔnuwo fe gomekpɔkpɔwo kple hadomegbenɔɔ nyuitɔwo dzi kpɔ.

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 it with learners.

KOSIDA 15LIA

Nusɔsrɔ fe dzesidenu: Tɔɔ gbegblɔha vovovowo fe srɔdekɔnuwo sɔ kple wo nɔewo.

NYATI 1& 2LIA: GBEGBLɔHA BUBUWO FE SRÕDEKONUWO

Srɔdeɖe kple srɔdekɔnuwo: Srɔdeɖe nye ɲutsu kple nyɔnu fe wo nɔewo gbɔ kɔkɔ le esime woto srɔdekɔnu siwo hiã la me abe ale si woɖoe anyi ene. Srɔdekɔnuwo nye kɔnu siwo wowɔna tɔna tea nyɔnu kple ɲutsu kpɛna abe srɔtɔwo ene. Le Ghana dukɔa me la, srɔdekɔnu sia meya edzi le ɲutsu kple nyɔnu si kpɔ wo nɔewo be yewoade la deɖe dome o. Ke boɲ elɔ ɲutsua kple efe fometɔwo kpakple nyɔnu la kple efe fometɔwo de eme.

Gbegblɔha siwo le Ghana la fe srɔdekɔnuwo: Nuwɔna kple srɔdekɔnu vovovowo le gbegblɔha vovovo siwo le Ghana la si. Nufiala la nefia ale si wowɔ srɔdekɔnu le gbegblɔha vovovowo dome la kpe de ale si wowɔne le Eveawo dome la ɲu. Kpɔɖeɲu si gbɔna la nye ale si wowɔ srɔdekɔnu le Gɛawo dome.

Ne deɖakpui aɖe di be yeade srɔ alo vifofo aɖe di be yeade srɔ na via ɲutsu la, wodia deɖugbi la gbã. Abe ale si wòle le gbegblɔha bubuwo me ene la, nenema ke le Gɛawo dome la, ele be fome eveawo nalɔ be deɖugbi la kple deɖakpui la naɖe wo nɔewo. Ne edzɔ alea la, srɔdekɔnuwo wɔwɔ dzea egɔme. Srɔdeɖe fe ha vovovowo le Gɛawo dome. Wofe kpɔɖeɲu aɖewoe nye:

1. “Musunɔtswaa”: Nɛnye be nyɔnu aɖe fɔ fu la, fome aɖe tea ɲu dɔa amewo dɔa be ne wòdzi nyɔnuvi la yewoade na yewo vi ɲutsu aɖe. Esia le ko abe kpɛfufu fodo ene le Eveawo dome.
2. “Henɔbaatsɛɛ” (Mɔbiabia le ɲutsufomea gbɔ): Nɛnye be deɖugbi aɖe fe fometɔwo kpɔ fome aɖe si dze wo ɲu si me deɖakpui aɖe le la, wotea ɲu bɔa ɲutsufomea be ne wòtsi la, deɖakpui la naɖe deɖugbi la. Ne ɲutsufomea da asi de edzi la, wokpɔa nyɔnuvi la ta va se de esime wòtsi eye woɖea wo nɔewo.
3. “Yooheɛwɛmɔ”: Le srɔdeɖe sia me la, deɖakpui la kple deɖugbi la fofowo koe doa go wɔa ɖoɖo be yewo viwo naɖe wo nɔewo. Ye aɖewo yi la, deɖakpui la da alo dadaa tea ɲu wɔa ɖoɖo sia.

Srɔdekɔnu la dzea egɔme tso ‘Agboshimɔ’ (wɔfofo) dzi. Le esia megbe la, wowɔ kɔnu si woyɔna be ‘Kpɛlɛmɔ ke Henɔtoobo’ si nye asidada de srɔdeɖe dzi kple avɔnana. Le esia megbe la, womaa deɖonunudu si wowɔna kple bli, dzomi kple akpatogoe le kɔnu si woyɔna be ‘Fotoyeli’ la me. Kɔnu si kplɔa esia ɖo lae nye tabianuwo nana si woyɔna be ‘Gbalaniihamɔ’. Kɔnu mamlea si wowɔna lae nye ‘Yookpeemɔ’. Esia nye srɔa ɲuto deɖe. Woyɔa nyɔnu si to kɔnu sia me la be ‘Boi Ekpaa Yoo’ (avɔ kpofa ade nyɔnu).

Srɔdekɔnu siwo wowɔna le Fantitɔwo dome

Le Fantawo dome la, vifofo dea srɔ na via ɲutsu. Ne vifofo kpɔ be ye vi la tsi aɖe srɔ la, eflea tu ne be wòatsɔ anɔ ade dam. Kpe de esia ɲu la, enaa anyigbae be wòatsɔ ade agble. Woɖea xɔ nu na deɖakpui la. Ne vifofo wɔ esia na via ɲutsu la vɔ la, efia be edi be yeana be ye vi la nanɔ edokui si eye wòdze aɖe srɔ. Wonɔa anyi kple

dekakpui la dōa dze kplii ku dē srŏdēdē ŋu. Nenyē be dētugbi aḑe le ta me na dekakpui la ŋutō xoxo la, wodoa egōme hebiana tso edzilawo si be yewoadēe na yewo vi la. Ye aḑewo yi la, vifofo dia nyōnu na via hebīaa edzilawo be woade mō yeadēe na ye vi la.

Nenyē be nyōnufomea se nya sia la, wodzea nugōmekuku tso ŋutsufomea ŋu. Ne nyōnufomea wu nugōmekukua nu vō la, woḑoa du dē ŋutsufomea be woava bia yewo vi la. Le srŏdēdēa me la, ŋutsufomea naa ga alo nanewo dē nyōnu la ta. Wotsōa ga kple nu bubu siwo gbōna tsōna bīaa dētugbi la ta.

1. “Nhun enyim nsa”: Enye aha si ŋutsufomea nana nyōnufomea tsōna naa wonyana be yewoadi be yewoadē wo vi nyōnu la. Hafi nyōnufomea naxō aha sia la, wobīaa gbe dētugbi la nenyē be yewoaxō aha loo alo yewomaxōe o mahā. Nenyē be elŏ be woaxōe la, wononē si dēnē fiana be yewolŏ dē srŏdēdē la dzi. Tsā la, wowōa kōnu sia le Memliḑagbe. Woxōe se be Memliḑagbe nye Mawu fe ŋkeke eye wōnye ŋutifafanḑeke aḑe. Wogayōa aha sia be “yoo/nyew/akwansere/kwanto nsa no”.
2. “Pon ekyir/kōkōkō”: Kōnu evelia si wowōna lae nye kōkōkō (vōfofo). Tsā la, wozāa sinapu atukpa ḑeka kple ga home sue aḑe abe vōfoga ene.
3. “Bōwdo-toa”: Esia nye ga si wonaa nyōnu la fofo dē fu siwo katā wōkpe dē via ta la ta. Tsā la, wotsōa ga kple sinapu na nyōnudzilawo be woatsō ado dzidzō dē ale si wokpō nyōnuvi la ta tso ḑevime va se dē gbe si gbe wole srŏḑekōnu la wōm la dzi la ta.
4. “Tamboba”: Esia nye ga si wotsōna na dētugbi la dada be wōatsō aḑo avō siwo wōzā dē via ŋu tso ḑevime ke la. Ga home aḑeke meli wozāna na kōnu sia o. Ga home si ŋutsufomea kpō be enyo yewoatsō ada akpe na vidada lae wonana.
5. “Tsinsa/dase”: Wozāa sinapu kple ga le kōnu sia me. Esia nye srŏdēdē fe dzesi la ŋutō. Ne ŋutsufomea na nu sia nu eye womena “tsinsa” o la, ekema srŏdēdē la mede blibo o. “Tsinsa” lae dēnē fiana be dekakpui kple dētugbi la dē srŏ. Wodzraa sinapu kple ga si wona la ḑo.
6. “Tsir adze”: Esia nye ga home aḑe si woxōna le ŋutsufomea si abe asitsaga na dētugbi la ene. Woxōe se be srŏdēdēa ate ŋu agblē. Ne srŏdēdēa gblē la, asitsaga ate ŋu anō nyōnu la si wōatsō atsa asi akpō eḑokui dzi. Kpe dē esia ŋu la, le blema la, fome aḑewo nyea femewo. Ne ele alea la, fomea zāa ga sia tsōna xea fe si le wo ŋu la. Ga si wonana le kōnu sia me la sōa gbō vie.
7. “Akontan-sekan”: Esia nye ga home aḑe si wotsōna na nyōnu la fo alo nōvi ŋutsu. Nyōnu la foe yōa ga home si wōaxō la. Susu si da megbe na ga sia nana lae nye be woawoe kpō wo da la ta na ye. Le esia ta la, ele be srŏŋutsua nafle avawōnu na nyoa(wo) kple susu be woate ŋu ayi wofe ḑo nyui wōwō la dzi.
8. “Asafo nsa”: Du si me wole nyōnu la ḑem tso la me tōwo hā xōa aha le ŋutsua si dē ale si wokpō nyōnu la ta va se dē efe srŏḑeyi la ta. Ga sia gaḑenē fiana be nyōnu la dē srŏ eya ta ele be ame siwo le dua me la nanō ŋku lēm dē eya kple ŋutsu bubuwo fe zōzōme ŋu.

Ne wowō kōnu siawo katā vō la, woḑea gbefā be tso gbe ma gbe dzi la, nyōnu la le ŋutsu ma fe kpōkplō te. Wotīaa ame aḑewo tso fome eveawo me be woado alō wo eye woaxlŏ nu wo le wofe srŏgbenōnō me. Wofoa tsi ḑi tsōna trea wōna la katā nu.

Le esia megbe la, srđņutsu la naa ga srđa be wðafle nu siwo wðahiã le srđðeðea me la eye wðazã ga la fe ðe ađa nu nē zi gbãtɔ. Nuđudu siae woyɔna be “*edziban kесе*” alo “*nkwanse kесе*”. Nyɔnu la ðaa nu sia le edzilawo fe afe me. Ne eđa nua vɔ la, etsɔnē yia srđņutsua fofo fe afe me. Wokpea fometɔwo, xɔlɔwo kple nɔvinɔviwo be woava ađu nu la. Le zã me la, wokplɔa nyɔnu la yia srđa fe afe me. Esia fia be wofe srđðeðe la dze egɔme.

Nufiala la nekpe ðe nusrđlawo ŋu be woatsɔ ale si wowɔa srđðeðe le Eveawo dome la asɔ kple ale si wowɔnē le gbegblɔha bubuwo dome le Ghana la tɔ. Esia akpe ðe nusrđlawo ŋu be woate ŋu ade dzesi gbegblɔha vovovowo fe srđðekɔnuwo.

DÐDEASI

1. Ðe ale si woðea ðekɔnusrđ le gbegblɔha eve ađewo dome la me.
2. Tɔ asi sɔsɔminasɔe kple vovototo siwo le gbegblɔha eveawo fe srđðekɔnuwo dome la dzi.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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

- *Teacher could resource persons from different cultures to teach this indicator.*
- *Teacher can also assign learners to research marriage ceremonies in some cultures before the actual lesson, so that the class discussion can be interactive.*
- *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. *Teacher helps learners correct their misconceptions about customary marriage rites in different cultures by summarising the lesson.*

Nusɔsrđdodo kpɔ fe ðofe 3lia: ŋkufɔflɔ ðe nu me

1. Ðe ale si woðea srđ le gbegblɔha vovovowo me la me. De dzesi vovototo kple sɔsɔminasɔe siwo le wo dome la.

2. Ɔo nu tso deƙŏnudziɖulawo, dumegãwo kple dumeviwo fe wɔfe le srĔdeƙŏnuwo wɔwɔ me la ŋu.

NusɔsrĔdodo kpɔ fe ɖofe 4lia: Ta me deto bubu

Tia gbegblɔha siwo le Ghana la dometɔ ɖeka eye nàdzro ale si wobua nyɔnu fe ɖokuisinɔɔ le srĔdeƙŏnuwo me la.

KOSIDA 16LIA

Nuswřř fe Dzesidenu: Dzro ale si egbenkusuusu fe wɔnawo le dɔ wɔm ɔe srĔdekɔnuwo dzi la me.

NYATI 1& 2LIA: SRĔDEDE KPLE EGBENKUSUUU FE WɔNAWO

Nu si srĔdeɔe nye: SrĔdeɔe nye kɔnu si wowɔna tɔna tea nyɔnu kple ɲutsu foa fu abe srĔtɔwo ene. Le Ghana dukɔa me la, srĔdeɔe melɔ ɲutsu kple nyɔnu si le srĔa ɔem la ɔeɔ ko ɔe eme o. Ke boɲ elɔ nyɔnu kple ɲutsua fe fometɔwo ɔe eme.

Egbenkusuusu fe wɔnawo fe dɔwɔwɔ ɔe srĔdekɔnuwo dzi: Egbenkusuusu fe wɔnawo fe dɔwɔwɔ ɔe dekonusrĔdeɔe dzi le go eve me. Le go gbãtɔ me la, egblĕa nu le dekonusrĔdeɔe ɲu eye le go evelia me la, enana be wɔnyona ɔe edzi.

- a. Sukudede: Mɔnukpɔkpɔ le sukudede me fe dzidzi ɔe edzi doa ɲusĕ amewo, vevieto le nyɔnuwo gome be woate ɲu awɔ ɔɔɔ ku ɔe wo fe srĔdeɔe kple wo fe agbe ɲu. Zi geɔe la, ame siwo le srĔ la ɔem la wɔa ɔɔɔ ɔe yeyiɲi kple srĔdekɔnu siwo woawɔ la ɲu.
- b. Sɔsɔminasɔe le ɲutsu kple nyɔnu fe gomekpɔkpɔwo me: Ale si sɔsɔminasɔe le ɲutsu kple nyɔnu fe gomekpɔkpɔwo me fe dzidzidedzi wɔe be srĔdekɔnu geɔewo le tɔtrɔm. Tɔtrɔ siawo dometɔ aɔewo nye nyɔnuwo fe gomekpɔkpɔ le domenɲinyi me le gbegblɔha aɔewo dome.
- c. Subɔsubɔwɔnawo fe dɔwɔwɔ ɔe srĔdeɔe dzi: Kristosubɔsubɔ, Hawusatɔwo fe subɔsubɔ kple subɔsubɔ bubu siwo va bɔ fifia la wɔe be nuɔoanyi kple agbenɔnɔmɔnu yeyewo va le tɔtrɔwo hem va degbenɔnɔwo me.
- d. ɲusĕdodo amewo le gakpɔmɔnunyawo me: Esi ame geɔewo kpɔ ɲusĕdodo le gakpɔmɔnunyawo me ta la, wo tea ɲu tia ame siwo wodi be yewoade kple srĔdekɔnu siwo wodina be woawɔ na yewo la.
- e. Uuu tso kɔfewo me yi du gãwo me: Ne amewo uu yi du gãwo me la, wodea ha kple ame vovovo siwo tso gbegblɔha bubuwo me la. Esiawo wɔne be wosrĔa degbenɔnɔ bubuwo kple egbenkusuusu fe srĔdekɔnu aɔewo.
- f. Nyakakamɔnu totoewo kple mɔɔanunutiɲunya: Nyakakamɔnu totoewo trɔ mɔ siwo dzi amewo doa go le, ɔoa dze kple wo nɔewo tsã la. Esia wɔe be ahiãdidi kple srĔdekɔnuwo le tɔtrɔm.
- g. Mɔzɔzɔ yi du bubuwo me: Amewo fe mɔzɔzɔ tso kɔfewo me yi du gãwo kple dukɔ bubuwo me wɔe be dekonusrĔdekɔnuwo le tɔtrɔm le mɔ geɔe nu.
- h. Asitɔtrɔ siwo wowɔ le dukɔ fe sewo ɲu: Tɔtrɔ siwo wowɔ le dukɔa fe se kple ɔɔɔwo ɲu le dzesidede dekonusrĔdeɔe abe srĔdeɔe fe mɔnuwo dometɔ ɔeka ene la le dɔ wɔm ɔe srĔdekɔnuwo dzi.
- i. Degbenɔnɔ bubuwo sɔsrĔ: Degbenɔnɔ bubuwo sɔsrĔ tso gbegblɔha bubuwo gbɔ le xexea me godoo la he tɔtrɔ geɔe va srĔdekɔnuwo wɔwɔ me.
- j. Tɔtrɔ siwo le vavam tso dzidzime yi dzidzime: Tɔtrɔ siwo le vavam tso dzidzime yi dzidzime le agbenɔnɔ kple dzixɔsenyawo me la wɔe be tɔtrɔwo le vavam le dekonusrĔdeɔewo me.

Egbenkuvuvu fe wɔnawo fe nugblẽfowo le dekonusrđedede me la nu tsitsi: Be míasí egbenkuvuvu fe wɔnawo fe dɔwɔwɔ de dekonusrđedede dzi nu la, ele be míasí wɔna deamedzi siwo ado míasí degbenɔɔ de ɲɔ la ɲu eye míasí de wo dzi be míasí degbenɔɔ kple domeniyinuwo nakpo kelili.

- a. Degbenɔɔ fɔfɔ de te: Ehiã be míasí agbe degbenɔɔ nyui, konyinyi, nuɔanyí kple nuwɔna siwo nana be fomekadodowo tsina de edzi la eye míasí wo de ɲɔ. Ele be míasí ɲusẽ dumeviwo be woade asixɔɔ dekonusrđedede ɲu.
- b. Bubudede tiatia si amewo wɔna la ɲu: Ele be woade bubu tiatia siwo ame sia ame nawo la ɲu eye woado ɲuse wo be woade asixɔɔ wofe degbenɔɔ ɲu.
- c. Ame tsitsiwo kple sɔhewo fe dzedoɔ: Ele be ame tsitsiwo kple sɔhewo naɔo dze kple ame tsitsiwo be woaxɔ nunya tso wo nɔewo gbɔ, atrɔ asi le nu siwo le fu dem na wo la ɲu eye woase wo nɔewo gɔme le srđenyawo me kple susu be sɔhewo magbe nu le dekonuwɔnawo gbɔ o. Dzedoɔ kple numedzodzro sia awɔe be sɔhewo ade bubu degbenɔɔ nyuiwo ɲu eye woawɔ doɔo hena kuxi siwo hem egbenkuvuvu le va srđenyawo me la dede ɔa. Woate ɲu aɔo aɔaɲu tso gbegblɔha bubuwo fe degbenɔɔ nyui siwo ku de dekonusrđedede ɲu la ɲu to wofe nutefekpɔkpɔgbɔ me.
- d. Agbalẽsrđenyawo kple ɲusẽdodo amewo: Ele be woado ɲusẽ amewo to agbalẽsrđenyawo kple gakpɔmɔnunyawo me be woate ɲu awɔ wofe wɔfowo le degbenɔɔ nyuiwo dodo de ɲɔ me. Ehiã be woatrɔ asi le srđekonuwo ɲu be woasɔ de egbenkuvuvu fe wɔnawo ɲu le esime woalé dekonuwɔna vevi siwo le srđekonuwo me la de te.
- e. Ele be woatrɔ asi le hadomegbenɔɔ gbegblẽ siwo wɔa dɔ de srđedede dzi abe ganyawo fe fudename kple nyakakamɔnu totoewo ene la ɲu.

DODEASI

1. ɲɔ nu siwo le dekonusrđedede dom de ɲɔ la dometo etɔ teti da ɔi.
2. ɲɔ nu siwo le nu gblẽm le dekonusrđedede ɲu la dometo etɔ teti da ɔi.
3. De mɔ siwo dzi woate ɲu ato alé degbenɔɔ nyui siwo le dekonusrđedede me la de te la me.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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 explaining five significant features of marriage in their culture.

Group work/collaborative Learning

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 contributions 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.

Nusɔsrɔ̃dodo kpɔ fe ɔɔfe 3lia: ŋkufɔ̃lɔ ɔe nu me

1. Ɖe wò susu gbɔ tso gbegblɔha siwo le Ghana la dometɔ eve fe srɔ̃dekɔnuwo ŋu.
2. Ŋɔ kuxi etɔ aɔe siwo le aɔ hem na dekonusrɔ̃ɔɔɔe la da ɔi eye nàgbɔ ale si woate ŋu aɔ wo dzi la.

Nusɔsrɔ̃dodo kpɔ fe ɔɔfe 4lia: Ta me deto bubu

1. Da kadodo si le dekonusrɔ̃ɔɔɔe kple dukɔa fe sewo kpakple gomekpɔkpɔ siwo le amewo si la dome la kpɔ.
2. Ne wobia wò be nàwɔ asitɔtrɔ le ale si wowɔa dekonusrɔ̃ɔɔɔe ŋu de, nu ka ŋu nàtrɔ asi le eye nu ka ta?

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 the 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.

ADDITIONAL READING

1. Agyekum, K (2009). 'Akan verbal taboos: Traditional and contemporary.' *Research Review*. 25(2):1-20 Institute of African Studies, Legon.
2. Awedoba, A. K. (2005). Culture and development in Africa, with special reference to Ghana. Accra: Historical Society of Ghana.
3. Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press.
4. Gyekye, K. (1996). African cultural values: an introduction. Accra: Sankofa Publishing Company.
5. Kramsch, C. (2000). Language and culture. New York: Oxford University Press.

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.

AKPA 7LIA: HLŌWO KPLE DEKŌNUDZIÐUÐU

NUSŌSRŌ JE ALŌDZE 3LIA: DEGBENŌNŌ KPLE DEKŌNUDZIÐUÐU

AlŌdze la fe Memama 2: DekŌnudziðuðu

NusŌsrŌ fe Metsonu: Dzro Eveawo fe hlŌwo fe vevinyenye me eye nàtsŌ wo asŌ kple vevinyenye siwo le hlŌwo si le gbegbloha bubuwo me la.

NusŌsrŌ fe Dzidzeti: Ðe wò nugomesese tso Eveawo fe hlŌwo nu fia eye nàtsŌ wo asŌ kple gbegbloha siwo le Ghana la fe hlŌwo tŌ.

Hint



- *The End of Semester will be conducted in Week 18. Refer to **Appendix H** for a Table of Specifications to guide you in setting 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 of 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 for additional information on how to effectively administer these assessment modes.*

KOSIDA 17LIA

Nusɔsrɔ fe Dzesidenuwo

1. De nu si hlɔ nye kple efe vevinyenyewo me.
2. So hlɔ siwo le Eweawo dome la de esiwo le gbegblɔha bubuwo si la nu.

NYATI 1&2LIA: HLŌWO

Hlɔ nye ame siwo dome ukadodo le la. Enye fome vovovo siwo katã nye tɔgbui deka fe dzidzimevi siwo nu tɔgbuiŋko deka le la. Nɔnɔme kple taɔɔdzinu deka nɔa amewo si eye wòblaa wo dekae. Ame siwo nɔa ame siawo nu lae hlɔtatɔwo.

Hlɔ fe dzesidenuwo:

1. Tɔgbui deka fe dzidzimeviwo: Hlɔ deka me tɔwo nyea tɔgbui deka fe dzidzimeviwo
2. Ukadodo: Ukadodo nɔa hlɔ deka me tɔwo dome.
3. Dzeside tɔxɛ: Dzeside tɔxewo abe ŋkɔwo, nutsitsriwo, dzesiwo kple kɔnyinyiwo le hlɔ deka me tɔwo si.
4. Hamenuwɔna: Hadomenɔnɔ fe kadodo sesẽ aɔewo le hlɔ deka me tɔwo dome eye wowɔa deka.
5. Nunɔlawo fe kɔkɔnunɔnɔ: Nunɔlawo le hlɔ de sia de si. Wole kɔkɔ vovovowo nu eye wowɔa ɔɔɔ na hlɔmetɔwo.

Taɔɔdzinu vovovowo le hlɔwo si abe esiwo gbɔna la ene:

1. Wodoa alɔ ame eye wokpɔa ame ta.
2. Elɛa miafe dekonuwo, domeniyinuwo kple kɔnyinyiwo de te.
3. Edoa dekawɔwɔ kple alɔdodo ame nɔewo de ŋɔ.
4. Eɔea dzre kple masɔmasɔwo ɔa.

Hlɔ fe Vevinyenye

Hlɔ fe wɔfe le vevie le dekonu kple ameha vovovowo dome tso blema ke.

1. Hamenuwɔwɔ: Hlɔ nye nu si foa amewo nu fu de hatsotso aɔe me, emaa amewo de hatsotso vivivi siwo dome kadodo le la me.
2. Ukadodo: Ukadodo le hlɔmetɔwo dome si dzia dekawɔwɔ, nutefewɔwɔ kple alɔdodo hlɔmetɔwo fe wɔnawo de edzi.
3. Dzeside kple kadodo: Dzeside deka nɔa hlɔmetɔwo nu si wɔnɛ be kadodo nɔa ame siwo dzɔ tso dzidzime deka eye wofe dekonu kple domeniyinuwo nye deka la dome.
4. Dekawɔwɔ kple alɔdodo: Hlɔwo nana be hlɔmetɔwo wɔa deka eye wodoa alɔ wo nɔewo le hiahiã abe agbledede, ame nɔewo ta viɔli alo masɔmasɔɔɔɔ ɔa fe yeyiyiwo ene me.

5. Masomasowo dede da: Zi gedē la, mɔ vovovowo le hlŏwo si siwo dzi wotona dea masomasowo da eye wowɔa nu de dodo nu le hadomegbenɔɔ me.
6. Dekonulēle de te: Hlŏwo wɔa wofe veviwo le degbenɔɔ, kɔnu kple agbenɔɔ deamedzi siwo nu asixɔɔ le la lēle de te me.
7. Amenunɔɔ: Hlŏtatowo le hlŏwo si siwo si nusē le be woano ngo na hlŏmetowo le wofe wɔnawo me.
8. Alɔdodo ame nɔewo le gakpɔmɔnunyawo me: Hlŏmetowo doa alɔ wo nɔewo le gakpɔmɔnunyawo abe asitsatsa ene kple nuyeye le ame nɔewo gbɔ kpakple fidodo fe wɔnawo me.
9. Mɔnukpɔkpɔnana hlŏmetowo: Hlŏwo naa mɔnukpɔkpɔ hlŏmetowo be woakpɔ ngɔyiyi alo woanye bubumewo to wofe nunɔamesiwo kple nu siwo wote nu wɔ la me.
10. Hlŏmetɔnyenye: Hlŏwo nana be hlŏmetowo dea dzesii be ame dekawo yewonye, kadodo le yewo dome eye yewodoa alɔ yewo nɔewo.

Tɔtrɔ gedewo va hlŏwo fe wɔnawo me tso yeyiyi yi yeyiyi eye wofe nuvɔnyenye to vovo tso tefe yi tefe kple tso dzidzime yi dzidzime me. Ke hã la, efe wofe le hadomegbenɔɔ, sidzedze ame dokui kple du si me wole la gale vevie.

HLŌ Adewo kple Wofe Nutsitsriwo

Hlŏwo kple wofe nutsitsriwo le gbegblɔha vovovowo dome la woe nye esiwo gbɔna:

Asantitowo 1. Asakyiri – Akaga 2. Oyoko _ Avako 3. Agona _ Ako 4. Asona _ Da/ Akpavia 5. Aduana _ Avu 6. Biretuo _ Kpɔ 7. Ekoɔna _ To 8. Asenee _ Agutɔ	Fantitowo 1. Adwenadze – Adeye 2. Kɔna – Fedekɛdzɔdeke 3. Nɔɔna - Akpaviã 4. Anɔna - Ako 5. Twidan - Kpɔ 6. Aboradze - Abladzo 7. Ntwea - Avu	Gonjatowo 1. Mankpan - Dzata 2. Kpembewura - Lo 3. Bolewura - Atiglinyi
Dagombatowo 1. Lunsi (vufolawo) – Akpɔkpɔ 2. Baansi - Lo 3. Naafooni - Da	Mamprusitowo 1. Nayiri - Lo 2. Tensung – Lãkle 3. Kunguri - Ve	Frafratowo 1. Nabdam - Avu 2. Tongo - Nyagbɔ/ Nyɔgbɔ 3. Bolga - Lo
Kusasitowo 1. Bawku - Lo 2. Zebilla - Klo		

Eueawo

Hlŏ nye amewo fe fufɔfo gāto si le gbegblɔha aɔe me la. Fome vovovowoe foa fu wo hlŏ. Aɔlɔawo, Avenɔawo, Aveawo, Tɔɔuawo, Agaveawo kple Mafiawo yɔne be hlŏ gake Evedomeawo siwo nye Hoawo, Aɔakluawo, Kpandoawo, Xɔxɔeawo kple Pekiawo kpe ɔe Veawo ɔu la yɔne be sã.

Hlŏ 15 le Aɔlɔawo dome, 13 le Avenɔawo dome eye 9 le Agaveawo dome.

Aɔlɔ nɔtsu kple nyɔnu ɔe sia ɔe do tso hlŏ 15 siwo le Aɔlɔawo dome la me. Wodea dze si hlŏ si me to ame aɔe nye la le tɔgome. Hlŏ 15 siawoe nye: Lãfe, Amlade, Adzɔvia, Bate, Like, Bame, Tovi, Klevi, Yetsofe, Agave, Tsiamе, Ame, Dzevi, Uifeme kple Blu

Hlŏ aɔe me to nyenye kuna ɔe dzesidenu vovovo aɔe siwo to vovo tso hlŏ bubu me tɔwo to gbɔ la ɔu. Woawoe nye ɔkɔwo, nuɔɔɔ, kɔnyinyi kple nɔtsitsri siwo ku ɔe blemanya siwo ku ɔe wofe dzɔtsofewo kple wo tɔgbui siwo dzi hlŏa dze egɔme tsoe la ɔu.

Hlŏ 15 siwo le Aɔlɔawo dome kple wofe nɔtsitsriwoe nye:

1. Lãfe - Ve, Se kple Atsutsrɔe
2. Amlade - Ve, Se kple Atsutsrɔe
3. Bamee – Lãkle, Ve
4. Klevie - Se
5. Tovie - To
6. Dzevie – Lãkle
7. Uifeme - Se, Klo
8. Yetsofe - Alẽ
9. Blu - Se, Klo
10. Adzɔvia - Adzɔvia
11. Bate – Batebɔlu
12. Like – Nyanyake
13. Tovi - To
14. Agave – Atsya
15. Tsiamе - Atsya



Dzesidenya

Vovototo vivivi aɔewo ate ɔu anɔ hlŏwo kple wofe nɔtsitsriwo dome.

DODEASI

1. Nu kae nye hlŏ?
2. Na hlŏɔkɔwo fe kpɔɔɔ aɔewo kple wofe nɔtsitsriwo le Eueawo dome.
3. ɔe hlŏ fe dzesidenu vevi etɔ aɔewo me le miafe nuto me.

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 conversations, the 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 the discussion to build self-confidence.*
- c. Using the sage in a circle technique, where learners of different cultural backgrounds 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. *Teachers 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 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.

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe ɔfofe 3lia: ŋkufɔflɔ ɔfe nu me

- a. Ɖe ale si hlɔ si me nɛle la ate ŋu ado wò hadomegbenɔɔ kple gakpɔmɔnunyawo ɔfe ŋɔe la me.
- b. Abe hlɔtato ene ɔfe, aleke nàwɔ be ɔkewɔwɔ nanɔ wò hlɔmeviwo dome?
- c. Fo nu tso sɔsɔminasɔe kple vovototo siwo le hlɔ siwo le Eveawo dome kple gbegblɔha bubuwo tɔwo dome la ŋu.

KŌSIDA 18LIA

Nusɔsrɔ fe Dzesidenu: Dzro dekonudziɔdu fe nɔnɔme me. (dufia, tofia, fiatɔwo kple bubuawo)

NYATI 1: DEKŌNUDZIDUĐU FE NŌNŌME

Enye nɔnɔme si le dɔwɔlawo fe dɔfewo si tso kɔkɔtɔ dzi va se de suetɔ dzi si wozāna le dɔwɔwɔ, dziɔdu kple dɔwɔfe bubuwo me la. Efe nɔnɔme lɔ nu siwo gbɔna la de eme:

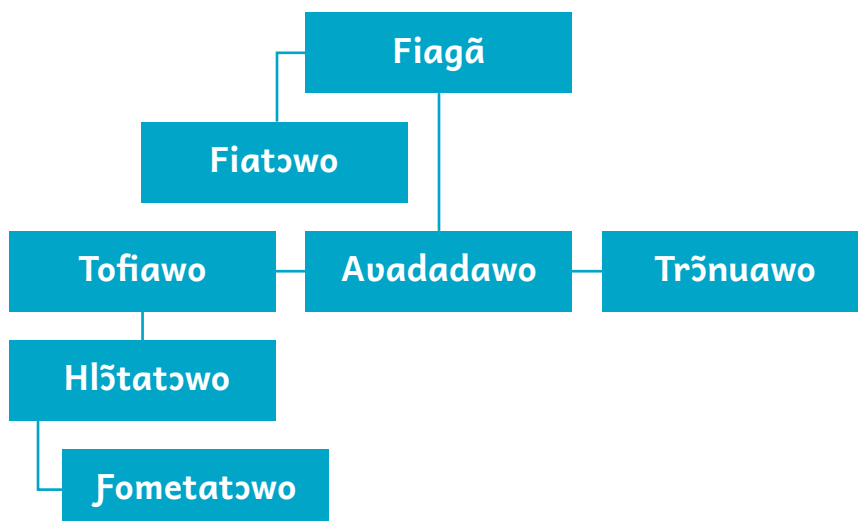
1. Gbedede fe zɔzɔme: Gbedede tsoa dɔfe kɔkɔtɔ dzi yia dɔfe suetɔ dzi eye dɔdeasi tɔxe le dɔfe de sia de si.
2. Dɔmegāwo fe dɔdɔwɔwɔ: Dɔmegāwo wɔa dɔdɔ veviwo.
3. Dɔwɔfe fe akpa vovovowo - Womaa dɔwɔfe la de akpa vovovowo me eye wɔfe tɔxe le akpa de sia de si wɔwɔna.
4. Ŋusɛkpɔkpɔ de dɔwɔlawo dzi: Dɔwɔla siwo mesɔ gbɔ o la nɔa dɔmegā fe kpɔkpɔ te.
5. Nyatakaka: Nyatakaka toa tefe siwo dze la dɔa dɔwɔlawo gbɔ.
6. Wɔfewo kple dɔdeasiwo: Wɔŋla dɔdeasiwo kple nu siwo wɔwɔ wokpɔ mɔ na tso ame ade gbɔ la wo me kɔna nyuie.
7. Nuwo fe kɔkɔnɔnɔ: Dɔdzikpɔkpɔ fe dɔfe vovovowo tso dɔmegāwo fe dɔfe kɔkɔtɔwo dzi yi de dɔfe suetɔwo dzi.

Zi gedɛ la, dziɔdu fe nɔnɔme sia lɔ dɔwɔwɔ de dɔdɔ gedewo nu de eme. Togbɔ be enana be dɔwɔfea fe dɔdɔwo nɔa tenu, eye wowɔa dɔdeasi siwo me kɔ la de dɔdɔ nu hã la, etea ŋu hea dɔwɔnawo de megbe elabena wotoa dɔdɔ gedewo me si wɔne be womewɔa dɔwo kaba o de esi dɔdɔawo tɔtrɔ mele bɔbɔe o la ta.

Dekɔnudziɔdu fe Nɔnɔme fe Tata

Enye nɔnɔmetata si dea nɔnɔme si le dɔwɔfe ade fe dɔfewo si la fiana le kɔkɔnu. Ede kɔkɔnɔnɔ fe kadodo siwo le dɔmegāwo kple wo teviwo dome la fiana.

Dekɔnudziɔdu fe nɔnɔme fe tata fe kpɔdeɲue nye esi:



De dzesii be dɔfe bubuwo abe trɔnuawo, avadadawo, agbotaɖuawo, tsiãmiwo ene le dekonudziɖuɖu me kpe dɛ esiwo va yi la ɲu

Fiagã

Fiagã nye fia alo ame si ɖu du vovovo siwo fo fu wɔ nuto dɛka la dzi la. Enye tato na du vovovowo fe fiawo. Zi geɖe la, dufiawo kpɔa gome le fiagã la dɔɔ me.



Dzesidenya

Fiagãtiatia, eɔɔɔ zi dzi kple ehehe dɛ go fe konuwo to vovo tso tefe yi tefe. Nufiala la nefia ale si Eveawo tiaa fiagã, dɔnɛ zi dzi eye wohenɛ dɛ go la nusrɔlawo. Wotsɔ fiagã aɖewo fe nɔnɔmetata de agbalẽ la me, be wòakpe dɛ nufiala la ɲu be wòase nyati la gome.

Fiagã fe Wɔfewo

- Enye kplɔla na nuto blibo la.
- Ewɔa dɔɔ vevi siwo aɖe vi na nutoa la.
- Enɔa ɲɔ le dezãɖuɖu kple konuwo wɔwɔ me.
- Ekpɔa egbo be wowɔ dɛ sewo dzi.
- Ekpɔ ɲusẽ dɛ zitenyigbawo dzi.
- Ekpɔa dekonuwɔnawo fe dedinɔnɔ ta.
- Ehea ɲɔɔyi vana na eteviwo.
- Edrɔa nya eye wòwɔa dɔɔ dɛ dunyawo kple gakpɔmɔnunyawo ɲu le nutoa me.
- Ewɔa konu siwo ku dɛ fiazikpui la ɲu la.
- Edea se tso wɔna aɖewo ɲu.

Dufiawo/Tofiawo

Wonye fia siwo le fia bubuwo te la. Dufiawo le fiagãwo te eye tofiawo le dufiawo te. Dufiawo kple tofiawo ɖua fia dɛ duwo kple kɔfewo dzi.

Dufiawo/Tofiawo fe Wɔfewo

- Dufia wɔa dɔ dɛ fiagã tefe nenye be exaxa.
- Ekpɔa egbo be yetsi hlɔdodo kple nu gbegblẽ wɔwɔ bubuwo nu le yefe fiadufe la.
- Edrɔa nya na amewo.
- Ekpɔa zitenyigbawo fe dedinɔnɔ ta.
- Ekpɔa egbo be tofefafa le yefe fiadufe la.
- Ewɔa konu siwo ku dɛ fiazikpui la ɲu eye wòwɔa ɲɔ le guɖeɖe le anyigba la ɲu fe konuwo wɔwɔ me, ne ehiã.



Dzesidenya

Menye dufia/tofiawo fe wɔfewo katãe nye esiawo o. Nufiala la nedi bubuawo kpe wo.

Fiatowo

Wonye ame siwo kpɔa fiadoɔo dzi eye wowɔa wɔfe gedewo le fiadoɔo me. Fiatowo meɔua fia o. Wodoa go hedea ɲugble tso ame si woado fia la ɲu.



Dzesidenya

Doɔo siwo dzi fiatowo zɔna ɔo le fiatiatia me la to vovo tso tefe yi tefe. Nufiala la nefia ale si Eveawo wɔne la.

Fiatowo fe Wɔfewo

- Wotiaa ame si aɔu fia la.
- Wowɔa kukɔnuwo na fia si yi kɔfe la.
- Wotea ɲu ɔea afɔkpa le afɔ na fia alo ɔea fia le fia la dzi.
- Woɔea ame si wotia be wɔaɔu fia la fiaa dumeɔãwo kple dumeviwo.
- Woɔoa aɔaɲu na fia la.
- Wodrɔa nya le dumeviwo dome.
- Wonɔa ɲɔ na fiadoɔo na dua.

DODEASI

He nya nãde dekonudziduɔu dzi alo nãtsi tsitre ɔe enuti.

PEDAGOGICAL EXEMPLARS

Group work/collaborative Learning

Whole class activities:

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

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

Nusɔsrɔdodo kpɔ fe ɔfe 2lia: Nunyazazã

- Ɖe dekonudziduɔu fe nɔnɔme kple kadodo si le dekonudziduɔulawo dome le mia de la fia le numeɔeɔe fe tata si le kɔkɔ nu la dzi.

2. De dzesi dekonudzidula eve adewo le mia de eye nàgblo wofo wɔfewo le amewo fe nuwɔwɔ de dodo nu me wotɔxewotɔxɛɛ.

Nusɔsrɔdodo kpɔ fe dɔfe 4lia: Ta me deto bubu

Tso nyahenyadu nàde nyati si gbɔna la dzi alo nàtsi tsitre de enu: “Dekɔnudziduɔnye dukpɔkplɔmɔnu si megahiã fifia o.”

Hint



- *The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. (Refer to **Appendix H** for a Table of Specifications to guide you in setting 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.

ADDITIONAL READING

1. Clark, S. R. L. (1997). *Animals and their moral standings*. Routledge.
2. WorldAtlas (2024). *The culture of Ghana*. [WorldAtlas.com](https://www.worldatlas.com/articles/the-culture-of-ghana.html). <https://www.worldatlas.com/articles/the-culture-of-ghana.html>



APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

The mid-semester exam 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 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.*

Biabiawo fe kpɔɔɛɛwɔ

Akpa A: Azitiatia le azi me

Ame siwo dome vukadodo le alo ame siwo nye fome vovovo me tɔwo gake wonye tɔgbui ɔka fe dzidzimevi siwo ɲu tɔgbuiŋkɔ ɔka le lae nye_____

- A. *hlɔ*
- B. *sɔleme*
- C. *fome*
- D. *dzɔdzɔme*

Akpa B: Nyatutsotsobiabia

De hlɔ fe vevinyenye etɔ aɔewo me.

Asidede dɔ te fe dɔdɔ

Akpa A: Azitiatia le azi me

Ame siwo dome vukadodo le alo ame siwo nye fome vovovo me tɔwo gake wonye tɔgbui dɛka fe dzidzimevi siwo ɲu tɔgbuiŋkɔ dɛka le lae nye_____

A. hlŏ – Adzɔ 2

Akpa B: Nyadutsotsobiabia

Hlŏ fe Vevinyenye

- Hamenuwɔwɔ: Hlŏ nye nu si foa amewo dɛ hatsotso aɔ me, emaa amewo nu fu dɛ hatsotso vivivi siwo dome kadodo le la me.
- Ukadodo: Ukadodo le hlŏmetɔwo dome si dzia dɛkawɔwɔ, nutefewɔwɔ kple alɔdodo hlŏmetɔwo fe wɔnawo dɛ edzi.
- Dzeside kple kadodo: Dzeside dɛka nɔa hlŏmetɔwo ɲu si wɔnɛ be kadodo nɔa ame siwo dzɔ tso dzidzime dɛka me eye wofe dekonu kple domenyinuwɔ nye dɛka.
- Dɛkawɔwɔ kple alɔdodo: Hlŏwo nana be hlŏmetɔwo wɔa dɛka eye wodoa alɔ wo nɔewo le hiahiã abe agbledede, ame nɔewo ta viuli alo masɔmasɔdɛdɛ dɛ fe yeyiwiwo ene me.
- Masɔmasɔwɔ dɛdɛ dɛ: Zi gedɛ la, mɔ vovovowo le hlŏwo si siwo dzi wotona dɛa masɔmasɔwɔ dɛ eye wowɔa nu dɛ dɔdɔ nu le hadomegbenɔwɔ me.
- Dekonulɛle dɛ te: Hlŏwo wɔa wɔfe veviwo le degbenɔwɔ, konu kple agbenɔwɔ deamedzi siwo ɲu asixɔxɔ le la lɛle dɛ te me.

Na adzɔ 10 dɛ hlŏ fe vevinyenye figure “3” siwo me woɔ la ta.

Na adzɔ 9 dɛ hlŏ fe vevinyenye 2 siwo me woɔ la ta.

Na adzɔ 8 dɛ hlŏ fe vevinyenye 1 si me woɔ la ta.

Nu siwo ɲu woalɛ ɲku dɔ la fe tata

Kɔsidɔ	Nyati(wɔ)	Biabiawo fe hawo	Nunya fe goglome				Fufɔfo
			1	2	3	4	
13	1. Gbegmedɛdɛ	Azitiatia le azi me	3	2	-	-	5
		Nyadutsotsobiabia	-	1	-	-	1
14	1. Srɔdɛkonuwo	Azitiatia le azi me	4	1	-	-	5
		Nyadutsotsobiabia	-	1	-	-	1
15	1. Srɔdɛkonuwo sɔsɔ kple wo nɔewo	Azitiatia le azi me	2	2	-	-	4
		Nyadutsotsobiabia	-	1	-	-	1
16	1. Egbenkuvuvu fe wɔnawo fe dɔwɔwɔ dɛ srɔdɛkonuwo dzi	Azitiatia le azi me	1	2	-	-	3

		<i>Nyadutsotsobiabia</i>	-	1	-	-	1
17	<i>Hlŏwo</i>	<i>Azitiatia le azi me</i>	1	1	-	-	2
		<i>Nyadutsotsobiabia</i>	-	1	-	-	1
		<i>Fufofo</i>	11	13	-	-	24

AKPA 8LIA: ƲƆNUDRŃMŃNUWO

NUSƆSRŃ JE ALŌDZE 3LIA: DEKŌNUWO KPLE DEKŌNUDZIĐUĐU

AlŌdze la fe Memama 2lia: DekŌnudziđudu

NusƆsrŃ fe Metsonu: Lé ŋku ɔe dekonuƆnuduƆrŃ ŋu eye nàtsɔe asɔ kple egbenkusuƆu fe ƆnuduƆrŃ.

NusƆsrŃ fe Dzidzeti: De wò nunya kple gɔmesese tso dekonuƆnuduƆrŃ ŋu fia.

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 judicial 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)

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

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 lifelong 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 of 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 for additional information on how to effectively administer these assessment modes.*

KƆSIDA 19LIA

Nusɔsrɔ fe Dzesidenu: Dzro egbenkuvuu fe ƲƆNUDRƆMƆNUWO me.

NYATI 1&2LIA: ƲƆNUDRƆDRƆ

ƲƆnudrɔdrɔ nye mɔnu si dzi ƲƆnudrɔfɛwo tona ɖea se kple ɖoɖo siwo le dukɔ aɖe si la me hekpɔa egbo be amewo wɔ ɖe se kple ɖoɖoawo dzi. Enye dukɔ aɖe fe dukplɔmɔnu fe akpa vevi aɖe. Enye ɖoɖo si dzi wozɔna le masɔmasɔwo ɖeɖe ɖa, sewo me ɖeɖe, dukpɔkplɔ ɖe se nu me léle ɖe asi kple dukɔmeviwo fe gomekpɔkpɔwo kple ablɔɖemenɔɔ ta kpɔkpɔ me. Kpe ɖe esia ɲu la, ewɔa wɔfe siwo gbɔna la le ƲƆnudrɔfɛwo:

- Enana be amewo wɔa wofe dɔɖeasiwo eye wòɖoa afia dzɔdzɔe tsotso kple nuwɔwɔ ɖe ɖoɖo nyuitɔ nu amenkumemakpɔmakpɔɖe fe wɔnawo ɖe ɲɔ.
- Afiatsotso: Ewɔnɛ be sewo wɔa dɔ ɖe ɖoɖo nu amenkumemakpɔmakpɔɖe.
- Masɔmasɔwo ɖeɖe ɖa: Eɖea masɔmasɔwo kple dzre ɖa le amewo, dɔwɔfɛwo, kple dzidɔɖudɔwɔfɛwo dome. Enana be wodrɔa nya alo dzraa amewo dome ɖo le afe me egbenkuvuu fe ƲƆnudrɔfɛwo manɔmee.
- Gomekpɔkpɔwo ta viuli: Ekpɔa amewo fe gomekpɔkpɔwo kple ablɔɖemenɔɔ fe wɔna siwo dzi dukplɔse alo gomekpɔkpɔ fe se aɖe ɖo kpee la ta.
- Ʋkuléle ɖe ame nɔewo fe dɔwɔna ɲu: Eɖenɛ fiana be seɖofe le dukplɔla kple efe akametiwo (dudɔlawo) kpakple sewɔtakpekpeɔmenɔlawo fe ɲusɛ si, eya ta ele be woawo nu ɖe ɲusɛ si dukplɔsea na wo la nu.

Ɖoɖo si nu ƲƆnudrɔfɛwo le

ƲƆnudrɔfɛ siwo le Ghana la le ɖoɖo tɔxe aɖe nu tso kɔkɔɔ dzi va se ɖe sueto dzi. ƲƆnudrɔfɛgã lae kɔkɔɔ kekeake, eye ƲƆnudrɔfɛ si wogbugbɔa nya drɔna le la kplɔe ɖo. ƲƆnudrɔfɛ gãtɔwo kplɔe ɖo hafi ƲƆnudrɔfɛ suewo hã kplɔe ɖo. ƲƆnudrɔfɛ suewo dometo aɖewoe nye: ƲƆnudrɔfɛ siwo le nuto suewo me kple ƲƆnudrɔfɛ siwo wodrɔa ɖeviwo fe nyawo le la. Le Ghana la, ƲƆnudrɔlagã si nye ƲƆnudrɔlawo katã fe tato lae kpɔa ƲƆnudrɔnyawo dzi. ƲƆnudrɔlawo kple ƲƆnudrɔɲutinunyala siwo léa ɲku ɖe nyawo ɲu la kpea asi ɖe wo nɔewo ɲu le ƲƆnudrɔdrɔ me.

Ɖoɖo siwo nu wodrɔa nya ɖo le egbenkuvuu fe ƲƆnudrɔfɛwo

- ƲƆnudrɔla ɖeka drɔa nya hetsoa afia le ƲƆnudrɔfɛ Gã, ƲƆnudrɔfɛ si Wogbugbɔa Nya Drɔna le la kple ƲƆnudrɔfɛ Gãtɔ Kekeake si le dukɔa me la.
- ƲƆnudrɔla etɔ yi atɔ drɔa nya hetsoa afia le ƲƆnudrɔfɛ si Wogbugbɔa nya Drɔna le la kple ƲƆnudrɔfɛ Gãtɔ Kekeake si le dukɔa me la.
- Le go aɖewo me la, nyamedzrolawo (ame siwo menye ƲƆnudrɔlawo o alo ƲƆnudrɔɲutinunyalawo) nɔa anyi kple ƲƆnudrɔla la hefiaa afɔɖofee le ƲƆnudrɔdrɔ me.

- d. ƲƆnudirƆla ɔeka drƆa nya hetsoa afia le egbenƆuvuvu fe ƲƆnudirƆfe SuetƆ Kekeake si le dukƆa me la.
- e. ƲƆnudirƆla ɔeka drƆa nya hetsoa afia le egbenƆuvuvu fe ƲƆnudirƆfe siwo le nuto suewo me la.

EgbenƆuvuvu fe ƲƆnudirƆmƆnuwo

NƆnƆme alo ɔɔɔ si nu wodrƆa ƲƆnu ɔo la to vovo tso ƲƆnudirƆfe siwo wole nya la drƆm le, nya si fomevi drƆm wole kple nu bubu siwo ku ɔe nya la Ɔu la gbƆ. Afɔɔfe siwo dzi wozƆna ɔo la woe nye:

- a. NyatƆwo tsƆa nya yia ƲƆnudirƆfe la.
- b. ƲƆnudirƆfe la wƆa takpekpe helƆa Ɔku ɔe nu ɔeka eve aɔe siwo ku ɔe nya la Ɔu la Ɔu do Ɔgo na nya la Ɔuto ɔɔdrƆ.
- c. NuteƆekpƆlawo ɔia ɔase eye wobiaa gbe wo.
- d. ƲƆnudirƆla la alo ƲƆnudirƆla siwo le nya aɔe drƆm la tsoa afia.
- e. Ame siwo wodrƆ nya na la dometƆ ɔe sia ɔe agate Ɔu atƆo nya la ayi ƲƆnudirƆfe bubu si kƆkƆ wu gbƆto la.

DƆDEASI

1. Ɖe nu si ƲƆnudɔdrƆ nye la me.
2. Ɖo nu tso egbenƆuvuvu fe ƲƆnudɔdrƆ Ɔu.
3. Ɖo nu tso ƲƆnudirƆlawo fe wɔfe atƆ aɔewo Ɔu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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.

Building on what others say

In a mixed ability group:

- a. Learners role-play a contemporary dispute resolution section. *Teachers should direct learners to appropriate roles, e.g. HP learners perform the 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.

NUSƆSRƆ JE NYATI VEWIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe ɔfe 2lia: Nunyazazã

Wɔ numedeɔ na wò nusƆhatiwo tso ƲnudɔdrƆ le Ghana dukɔa me ɲu.

NusƆsrƆdodo kpƆ fe ɔfe 3lia: Ʋkufɔfɔ ɔe nu me

1. Ɖe ale si ƲnudrƆfewo wɔa deƆnuƲnudɔdrƆ kple egbenƆuƆuƆu fe ƲnudɔdrƆ ɲu dɔ le woƆe ƲnudrƆnyawo me.
2. Ɖe ale si ƲnudrƆfewo fe wɔfewo wɔa dɔ ɔe dukɔmeviwo dzi le woƆe gbe sia gbe 'gbenƆɔ me la me.

NusƆsrƆdodo kpƆ fe ɔfe 4lia

Ne ènye ƲnudrƆla ɔe, aleke nàdrƆ Ʋnu le nya si me nyateƆe aɔe le le akpa eveawo fe nya nu me? (Kpɔɔɲu: nya si ku ɔe amewo fe gomekpɔkpɔwo kple dedinƆɔɔɔɔɔɔ ɲu)

KƆSIDA 20LIA

NusƆsrƆ fe Dzesidenu: Ɔo nu tso sƆsƆminasƆe kple vovototo siwo le deƆonuƆnuđdrƆ kple egbenƆkusuƆu fe ƆnuđdrƆ dome la Ɔu.

NYATI 1&2LIA: SƆSƆMINASƆE SIWO LE DEƆONUƆNUĐDRƆ KPLE EG BENƆKUSUƆU FE ƆNUĐDRƆ DOME

DekonuƆnuđdrƆ

Enye deƆonu fe se kple ƆoƆowo zazã le nyadƆdrƆ kple masƆmasƆwo ƆeƆe Ɔa me le ameha geƆewo dome si nƆ anyi do ƆƆo na egbenƆkusuƆu fe ƆnuđrƆfewo. Zi geƆe la, fiawo, dumegãwo, hlƆtatƆwo, fometatƆwo kple amenƆkuta bubu siwo le nutoa me la drƆa nya le amewo dome.

NyadƆdrƆ le deƆonu nu

Enye mƆnu siwo dzi wotona le dzre kple masƆmasƆwo ƆeƆe Ɔa me to deƆonu fe se kple ƆoƆo siwo ku Ɔe kƆnuwo, degbenƆƆo, kple deƆonuƆnawo Ɔu le amehawo dome la zazã me. Enye nyadrƆmƆnu si do ƆƆo na egbenƆkusuƆu fe ƆnuđdrƆwo. Eto vovo tso tefe yi tefe eye wƆkuna Ɔe ƆekawƆwo le hadomegbenƆƆo me Ɔu. Nya siwo wodrƆna le deƆonuƆnuđdrƆ me la dometƆ aƆewoe nye fomenyawo, anyigbanyawo, nya siwo ku Ɔe kƆduƆu kple amebeble Ɔu.

DekonuƆnuđdrƆ

- Nyahelawo dome dzadzra Ɔo
- NyadƆdrƆ
- Nugbidodo
- Ame nƆewo gƆme sese

SƆsƆminasƆe siwo le deƆonuƆnuđdrƆ kple egbenƆkusuƆu fe ƆnuđdrƆ dome

DekonuƆnuđdrƆ

- Fiawo nƆa anyi Ɔe nyawo Ɔuti drƆna. NyadrƆla siwo lo fia, dumegãwo kple nunƆlawo Ɔe eme la tsoa afia le nyadƆdrƆ me. Amewo daa asi Ɔe afiatsotso la dzi. Ye aƆewo yi la, ame aƆewo tea Ɔu biana be woagbugbƆ nya la adrƆ na yewo.
- WomezƆna Ɔe egbenƆkusuƆu fe ƆnuđrƆfewo fe nyadrƆƆoƆowo dzi o. NyadƆdrƆwo yia edzi le fiasã me. WodƆa atikplƆ Ɔo Ɔe ame si Ɔu wotsƆ nya Ɔo la.
- WodrƆa nya Ɔe deƆonu fe se kple ƆoƆo siwo le nutoa me kple woƆe Ɔnawo nu.
- Efe taƆoƆzinue nye be wƆaƆo nu gbegblƆwo Ɔo, ahe nugbidodo ade amewo dome eye wƆagbugbƆ afia dzƆdzƆe atso.
- WowƆa asitƆtrƆ le nyadrƆmƆnuwo Ɔu le nya tƆxe aƆewo dƆdrƆ me be woatsƆ ado ƆekawƆwo le hadomegbenƆƆo fe Ɔnawo Ɔe ƆƆo.
- WodƆa mƆ nutefekpƆlawo Ɔia Ɔase.

Egbenkuvuvu fe ƲƆnudɔdrɔ

1. Wodrɔa Ʋonu de egbenkuvuvu fe ƲƆnudɔrfewo fe dɔdowo nu.
1. ƲƆnudɔrɔla siwo dziɔɔɔua tia la drɔa nya hetsoa afia de se kple dɔdɔ siwo wonlo de segbalɛwo me la nu.
2. Amewo fe susu kuna de yexɔɔ alo fɔbubu nu le ƲƆnudɔrɔ me.
3. ƲƆnudɔrfewo fe ƲƆnudɔdrɔ zona de se kple dɔdowo nu pɛpɛɛ.
4. ƲƆnudɔdrɔ amenkumemakpɔmakpɔtɔe kple tohehe na nu gbegblɛ wɔlawo le vevie ɔtu.
5. Elo nyatɔ kple ame si nu wotsɔ nya dɔ la de eme.
6. Wɔɔea mɔ nutefekpɔlawo dia dase.

Vovototo vevitɔ siwo le deƆnunyadɔdrɔ kple egbenkuvuvu fe ƲƆnudɔdrɔwo dome

1. Fiawo kple dumegãwo drɔa nya le deƆnunyadɔdrɔ me eye ƲƆnudɔrɔla siwo dziɔɔɔ de dɔ asi na la drɔa nya le egbenkuvuvu fe ƲƆnudɔdrɔwo me.
2. Wozãa deƆnu fe se kple dɔdowo helɛa ɔku de ale si wotsɔ afia le nya ma fomeviwo dɔdrɔ me kpɔ siwo mele agbalɛ me o la nu le deƆnunyadɔdrɔ me gake wozãa se siwo wonlo de agbalɛ me kple ale si wotsɔ afia le nya ma fomeviwo dɔdrɔ me kpɔ le egbenkuvuvu fe ƲƆnudɔdrɔwo me.
3. DeƆnunyadɔdrɔ fe taɔɔzinu vevitɔe nye be wɔahe deƆawɔwɔ ade nyahelawo dome gake egbenkuvuvu fe ƲƆnudɔdrɔ fe taɔɔzinu nye afiatsotso na ame si fe nya dɔ la.
4. Dɔdɔ si nu wodrɔa nya do le deƆnunyadɔdrɔ me la tea nu trɔna, ke le egbenkuvuvu fe ƲƆnudɔdrɔ me la, dɔdowo metrɔna o.

DɔDEASI

1. De nu si deƆnunyadɔdrɔ nye la me.
2. De ale si wodrɔa nya le deƆnunyadɔdrɔ me le mia de la me.
3. De vovototo siwo le deƆnunyadɔdrɔ kple egbenkuvuvu fe ƲƆnudɔdrɔ dome la gblɔ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion

- a. Utilise visual aids like diagrams, flowcharts, or videos to enable learners to 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 a*

teacher can provide 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 ones 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.*

Group work/Collaborative Learning

In mixed-ability groups:

- a. Compare and contrast the two systems.
- b. Make presentations for class discussion and feedback.

NUSƧSRƧ ƧE NYATI VEWIWO DODO KPƧ

NusƧsrƧdodo kpƧ Ƨe Ƨofe 2lia: Nunyazazā

Fo nu tso sƧsƧminasƧe kple vovototo siwo le deƧƧnuƧƧnudƧdrƧ kple egbenƧuƧuƧu Ƨe ƧƧnudƧdrƧ dome la Ƨu.

NusƧsrƧdodo kpƧ Ƨe Ƨofe 3lia: ƧƧufƧƧƧ Ƨe nu me

1. De ƧƧnudƧdrƧ eveawo Ƨe viƧewo kple nugblƧfewo me.
2. Fo nu tso deƧƧnuƧƧnudƧdrƧ Ƨe mƧnuwo Ƨu eye nāƧe woƧe vevinyenye kple ƧƧwƧwƧ Ƨe amewo dzi gblƧ.

NusƧsrƧdodo kpƧ Ƨe Ƨofe 4lia: Ta me deto bubu

Dzro ale si deƧƧnuƧƧnudrƧlawo kple egbenƧuƧuƧu Ƨe ƧƧnudrƧfewo drƧa nya Ƨeka fomevi aƧewo le mƧ vovovowo nue la me.

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 to 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 of dispute and judicial 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 judicial 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.

ADDITIONAL READING

1. Acquah, G. K. (2006). The judicial role of the chief in democratic governance. In I. K. Odotei and A.K. Awedoba (eds), *Chieftaincy in Ghana: Culture, Governance and Development*, pp. 65-79. Sub-Saharan Publishers.
2. Jannie, M. O. (1997). Conflict resolution wisdom from Africa: African Centre for the Constructive Resolution of Disputes. Natal Witness Printing and Publishing (Ltd.)

AKPA 9LIA: ADZOWO KPLE ALOBALOWO

NUSƆSRƆ ƆE ALƆDZE 4LIA: EUEGBE ƆE NYADUWO

Alɔdze la Ɔe Memama 1: Numenyaduwo

Nusɔsrɔ Ɔe Metsonuwo

Zã wò nunya tso adzowo kple alobalowo Ɔe tutuɔowo ɲu nàtsɔ akpa adzo kple alobalo aɖewo.

Nusɔsrɔ Ɔe Dzidzeti

Ɖe wò nunya kple gomesese tso adzowo kple alobalowo ɲu fia.

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 analysing 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 to improve language and enhance their 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 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, emphasising 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 of 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 for additional information on how to effectively administer these assessment modes.*

KOSIDA 21LIA

Nusɔsrɔ̃ fe Dzesidenu(wo): Lé ŋku ɔ́ ɔ́ adzowo fe tutuɔ́ ɔ́.

NYATI 1&2LIA: ADZOWO

Adzowo:

Adzo nye numenyadu fe kpɔ́ɔ́ɔ́ɔ́uwo dometo ɔ́ka. Enye nya kpakpa si ame aɔ́ ɔ́ wɔ́na be woatsɔ́ ahe amewo fe susu le tamebubu me. Adzo nye nya kpakpa si ame aɔ́ ɔ́ gblɔ́na si fe nuwuwu wodea kɔ́sasae be eselawo natu. Kɔ́sasa sia tutue nye adzo la gɔ́me ɔ́ɔ́ɔ́.

Zi geɔ́ɔ́ la, adzowo lo nu siwo gbɔ́na la ɔ́ ɔ́ eme:

1. Nyawo zazã: wozãa nya siwo yɔ́yɔ́ sɔ́ gake wofe gɔ́mesese to vovo, nya siwo woɔ́lɔ́na ɔ́kae gake wofe gɔ́mesese to vovo.
2. Wozãa nyamenyawo le adzototo me eye kadodo nɔ́a adzowo kple wofe gɔ́medeɔ́ɔ́ewo dome.
3. Wodea kɔ́sasa adzowo nu.
4. Adzogɔ́medeɔ́ɔ́ hiãa ta me deto bubu.
5. Wodea adzowo gɔ́me.

Adzo fe Hawo

Woate ɔ́ ɔ́ ama adzowo ɔ́ ha gã eve me ku ɔ́ ɔ́ wofe tutuɔ́ ɔ́. Woawoe nye:

- a. Nyakɔ́sɔ́kɔ́sɔ́sɔ́
- b. Nyagbewo

Adzo fe kpɔ́ɔ́ɔ́ɔ́u aɔ́ewoe nye:

1. Eyi vĩi megbɔ́ o (Gɔ́medeɔ́ɔ́: tukpe)
2. Tsi zɔ́zrɔ́e le gbe te. (Gɔ́medeɔ́ɔ́: ahuhɔ́e)
3. Ku le ɔ́ɔ́ɔ́m gake tsi le Gboɔ́ ɔ́ ze me. (Gɔ́medeɔ́ɔ́: ne)



Dzesidenya

Nufiala la neto adzo bubuwo kpe ɔ́ esiawo ɔ́.

Adzo fe Vevinyenye

1. Efãa nufɔ́fo nyuie fe gbɔ́gbɔ́ ɔ́ ame me.
2. Enana be míeɔ́a aɔ́ɔ́ɔ́ tso kuxiwo ɔ́ɔ́ ɔ́ ɔ́ ɔ́.
3. Enana be míebua ta me wòdea to eye míelɔ́a ŋku ɔ́ nu ɔ́ tsitotsitotsito.
4. Eɔ́a modzaka na ame.

Adzototo fe Tutuḍo

Adzo fe tutuḍo lɔ nu siwo gbɔna la ɔe eme:

1. Nuvuu: Adzotola la biala mɔ le ɔfe sia be, “Mise adzo loo!” Adzoselawo ɔea mɔ na adzotola la be, “Adzo neva.”
2. Adzotola la toa adzo le ɔfe sia.
3. Adzoselawo ɔea adzo la gɔme.
4. Ne womenya adzoa gɔme ɔe ɔ la, wotoa adzo xɔnɛ.
5. Wotsɔa adzo dzea aha na ame.
6. Ne woḍu hatsotso aɔe dzi la, woflea wofo ame.



Dzesidenya

Nufiala la nena nusrɔlawo nato adzo aɔe ɔfe siawo afia.

Adzogɔmedeɔe lɔ ŋkulɛle ɔe nya siwo tu adzoa ɔo la kple nu siwo awɔe be woake ɔe adzo la fe gɔmedeɔe ŋu la ɔe eme. Afɔɔfe siwo dzi nɔɔ le gɔmedeɔedidi na adzo la woe nye esiwo gbɔna:

1. Xlɛ adzo la nyuie: Xlɛ adzo la blewuu zi geɔe be nɔse nyawo kple nyakɔɔkɔɔwo gɔme.
1. De dzesi nya veviwo: De dzesi nya, nyakɔɔkɔɔ kple nya vevi siwo wogbugbɔgbɔ la.
2. Lé ŋku ɔe nya siwo si gɔmesese eve ate ŋu aɔ la ŋu: Zi geɔe la, wozãa nunyanyawo kple nya siwo si gɔmesese eve ate ŋu aɔ la le adzowo me. Lé ŋku ɔe gɔmesese vovovowo ŋu.
3. Lé ŋku ɔe tutuḍo la ŋu: Lé ŋku ɔe nya siwo tu adzo la ɔo la ŋu kpe ɔe nuvu, adzototo, biabia kple kɔsasa ŋu.
4. Di kadodo siwo le nyawo, susuwo alo nu bubuwo dome la.
5. Lé ŋku ɔe susu vovovowo ŋu: Bu ta me aɔaɔtɔe eye nɔlé ŋku ɔe susu bubu siwo ate ŋu anye adzoa fe gɔmedeɔe la ŋu.
6. De ŋuɔo siwo dze gaglã la ɔa: Zi geɔe la, adzo tea ŋu flua ame. De ŋuɔo siwo dze gaglã alo esiwo mesɔ o la ɔa.
7. Gɔmedeɔe la susu: Zã wò ŋkulɛle ɔe nu ŋu fe aɔaɔ nɔtsɔ asusu gɔmedeɔe si ŋu nɛbu la.
8. Lé ŋku ɔe gɔmedeɔe la ŋu: Gbugbɔ ŋku lé ɔe adzoa ŋu kpɔ ɔa be gɔmedeɔe si nɛtsɔ la de mahã.
9. To adzo edziedzi: Nɔ adzo tom edziedzi. Zi ale si nɛkpɔ gome le adzogɔmedeɔe me la, zi nenema nanya ale si woɔea adzo gɔmee.

Kpe ɔe esia ŋu la, zɔ ɔe afɔɔfe siwo gbɔna la dzi:

1. Gbɔ dzi ɔi eye nɔdo vevi nu.
2. Wɔ aɔaɔ eye nɔbu ta me wɔade to

3. Lé ŋku ɔ́e agununyakpewo, nyanunyakpe ŋɔ́dotɔ́wo, nyanunyakpe megbedotɔ́wo ŋu be woakpe ɔ́e ŋuwò le adzoa gɔ́me ɔ́ɔ́e me.
4. Bu ta me le adzo la ŋu. Mèganaɔ́ tamefa ko kam o.

DODEASI

1. Dzro nu si adzo nye la me.
2. Dzro adzo fe tutuɔ́ me.
3. Dzro susu siwo ta wotoa adzo ɔ́o la me.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion:

- a. Through questions and answers, learners discuss the concept of riddles, focusing on their structure and forms. *Teachers 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. The teacher leads learners to discuss the significance of riddles. HP learners could lead the discussions. Others could be assigned other roles, like noting key points.
- d. Let learners present their answers

Group work/Collaborative Learning

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.
 - i. 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.
 - ii. AP learners may need to be provided with examples of riddles, and P learners may need to be given opening statements.
 - iii. The teacher should encourage all learners to take an 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.

NUSƆSRƆ ƆE NYATI VEWIWO DODO KPƆ

NusƆsrƆ Ɔe Ɔofe 4lia dodo kpƆ: Ta me deto bubu

1. Zã wò nugomesese tso adzowo ɲu nàtsɔ alé ɲku ɔe adzo siwo gbɔna la Ɔe tutuɔ ɲu.

Ele kpuie do gawu.

Kpa adzo si si gomesese le la eye nàɔe egome.



Dzesidenya

Wɔna sia ado adzo yeyewo kpakpa ɔe ɲgɔ wu be míanɔ xoxotɔwo ko tom edziedzi.

KOSIDA 22LIA

Nusɔsrɔ fe Dzesidenu: Dzro alobalowo fe tutuɔ me.

NYATI 1&2LIA: ALOBALOWO

Alobalowo

Alobalo nye nya kpakpa si me nuwɔnawo kple nuwɔlawo le la. Enye ɲutinya blibo si wogblɔna eye le efe nuwuwu la, wodea kɔsasae be eselawo nату abe ale si wòle le adzo gome ene. Zi geɖe la, alobalowo ɖea modzaka na ame, fiaa nu ame eye wotua ame fe susu ɔ. Wodoa ta me deto bubu, kuxiwo ɖeɖe ɖa fe aɖaɲuwo, ɲkuɔɔɔɔnudzɔ kple ɲugbledede deto fe wɔnawo ɖe ɲɔ.

Alobalo fe Wɔfewo

Alobalo fe wɔfewo le vovovo le yeyiɲi vovovowo me:

1. Susututu ɔ: Etua kuxiwo ɖeɖe ɖa, ta me deto bubu kple susu si le ɔɔɔ nu la ɖeɖe fe aɖaɲuwo ɔ le amewo me, vevietɔ ɖeviwo.
2. Modzakadeɖe: Eɖea modzaka na ame eye wòdoa dzidzɔ na ame sia ame.
3. Agbalẽsɔsrɔdodo ɖe ɲɔ: Edoa agbalẽsɔsrɔ ɖe ɲɔ, tua míafe susuwo ɔ, eye wònana be míesea nu vovovowo gome le Akɔnta, Dzɔdzɔmeɲutinunya kple Gbegbɔgbɔwo sɔsrɔ me.
4. Susu fe tenunɔɔ: Etua míafe susuwo ɔ, naa gbɔdzɔe mí eye wònana be míafe susuwo nɔa tenu.
5. Hamenuwɔwɔ: Alobalo gome ɖeɖe le ha me doa kadodomenɔɔ kple ame nɔewo le hadomegbenɔɔ me, hamenuwɔwɔ, kple nufɔfo ɖe ɲɔ.
6. Nulédetame: Edoa míafe susu fe tenunɔɔ, susu fe kuku ɖe nuwɔnawo ɲu, susu fe abladeɖe ɖe ɲɔ eye wònana be womenɲɔa nu be kabakaba o.
7. Aɖaɲudeɖe: Enana be míeɖea aɖaɲu tso nu yeyewo wɔwɔ ɲu.
8. Susu fe abladeɖe dodo kpɔ: Enye mɔ si dzi míetona doa míafe susu fe abladeɖe kple nunya kpɔ le nu vovovowo sɔsrɔ me.
9. ɲutinyagbɔgbɔ: Enana be míegblɔa ɲutinya si léa vi, wòzɔna ɖe ɔɔɔ nu eye wòléa ame ɖe zi dzi.
10. Nugɔmekuku kple Dzɔdzɔmeɲutinunya: Edoa nusɔsrɔ tso amegbetɔ fe susu, agbenɔɔ, kple ɔɔɔwɔwɔ ɲu ɖe ɲɔ.
11. Tsitsidedzi: Enana be dzidefo ɔa mía si, efãa kutrikuku kple sidzedze ame ɔkui fe gbɔgbɔ ɖe mía me.
12. Habɔɔ: Enaa mɔnukpɔkpɔ ame vovovo siwo ɲu ɲutete vovovowo le la be woawɔ nu le ha me.

Vide kple wɔfe geɖewo le alobalowo si eye wonye nu xɔasiwo na amegbetɔwo.

Alobalo fe Tutuḍo

Nu vevito siwo tua alobalo ḍo la woe nye:

1. Taḍodzinu: Taḍodzinu si me woḍe abe kɔsasa la tutu alo alobalo la gɔme ḍeḍe ene.
2. Sewo: Afḍoḍe tɔxɛ aḍe siwo dzi wòle be woazɔ le alobalo la gɔme ḍeḍe me.
3. Gɔmedzefe: Nu gbãtɔ si dze be woawɔ
4. Kuxiwo: Nukpekeame alo afɔklinu siwo xea mɔ na ame.
5. Gɔmedeḍedidi: Afḍoḍe alo ḍoḍo siwo dzi wozɔna ḍo le alobalo la gɔme ḍeḍe me.
6. Gɔmedeḍe: Alobalo la fe gɔmedeḍe.

Alobalo fe Kpɔḍenjuwo

Alobalo: Nukugbalẽ si bu la

Alobalo la

Agbalẽ aḍe si meɔ o la bu le kɔfe sue aḍe fe agbalẽxlẽfe. Agbalẽxlẽfedzikpɔla la bia gbe ame ene aḍe siwo ɲu wòbu nazã ḍo la: Kumɔdzi, Nanewɔtɔ, Klẽnam, Sedina. Wo dometɔ ḍe sia ḍe gblɔ nya aḍe.

1. **Kumɔdzi:** “Nyemetsɔ agbalẽ la o. Mekpɔe le Nanewɔtɔ si etsɔ.”
2. **Nanewɔtɔ:** “Nyemetsɔ agbalẽ la o. Nyemenya ale si wòle hã o.”
3. **Klẽnam:** “Mekpɔ Sedina wòtsɔ agbalẽ la le agbalẽdaḍoḍe la.”
4. **Sedina:** “Klẽnam le alakpa dam. Menɔ afe me hafi agbalẽ la bu.”

Agbalẽxlẽfedzikpɔla la nya be wo dometɔ ḍeka koe tsɔ agbalẽa. Ame kae tsɔ agbalẽ la?

Gɔmedeḍedidi na alobalo la

1. Ne Kumɔdzi le nyatefe tom la, ekema agbalẽ la le Nanewɔtɔ si. Gake esia fia be Klẽnam kple Sedina le alakpa dam si fia be ame siwo le nyatefe tom la wu ḍeka. Esia ḍee fia be Kumɔdzi le alakpa dam.
2. Ne Nanewɔtɔ le nyatefe tom la, ekema menya ale asi agbalẽ la le o. Esia fia be Kumɔdzi, Klẽnam kple Sedina le alakpa dam, si fia be Klẽnam le alakpa dam, si tsi tsitre ḍe Nanewɔtɔ fe nya ɲu be yemenya ale si agbalẽ la le o. Esia ḍee fia be Nanewɔtɔ le alakpa dam.
3. Ne Klẽnam le nyatefe tom la, ekema ekpɔ Sedina wòtsɔ agbalẽ la. Esia fia be Kumɔdzi, Nanewɔtɔ kple Sedina le alakpa dam. Esi wònye ame ḍeka koe le nyatefe tom ta la, nya sia ate ɲu anɔ eme.
4. Ne Sedina le nyatefe tom la, Klẽnam le alakpa dam si fia be Klẽnam mekpɔ Sedina wòtsɔ agbalẽ la o. Gake esia fia be Kumɔdzi kple Nanewɔtɔ hã le alakpa dam si wɔe be nya siwo wogblɔ la dometɔ aḍewo tsi tsitre ḍe wo nɛwo ɲu. Efia be Sedina le alakpa dam.

Esi wònye ame ḍeka koe le nyatefe tom ta la, Klẽnam yenye ame si le nyatefe la tom. Eya ta **Sedinae tsɔ agbalẽ la**.

Gɔmedeḍe: Sedinae tsɔ agbalẽ la.

DODEASI

1. Dzro nu si alobalowo nye la me.
2. Dzro alobalowo fe tutuḡo me.
3. Dzro susu siwo ta wotoa alobalowo ḡo la me.

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. *Teachers should direct differentiated questions to a variety of learners to ensure all participate.*
 - b. The teacher leads learners to discuss the significance of puzzles. HP learners could lead the discussions. Others could be assigned other roles, like noting key points.
 - c. Let learners present their answers
2. Pair work: The pair plays the puzzle game, focusing on the structure of a puzzle
 - a. *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.*
 - b. *Learners may need to be provided with example puzzles to start the process. AP learners may need continued support in creating puzzles.*
 - c. *The teacher should encourage all learners to take an 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.*

NUSṢSRṢ JE NYATI VEVIWO DODO KPṢ**Nusṣsrṓdodo kpṢ fe ḡofe 2lia: Nunyazazã**

Ḃe mṓ siwo dzi alobalototo ḡea vi na míaḡe susuwo fe abladeḡe la dometṓ etṓ me.

Nusṣsrṓdodo kpṢ fe ḡofe 4lia: Ta me deto bubu

Kpa alobalo si si ḡomesese le la eye nàḡe egṓme.

Dzesinya: Wṓna sia ado alobalo yeyewo kpakpa ḡe ḡḡo wu be míanṓ xoxotṓwo ko tom edziedzi.

Hint

Remind learners about the submission of their Individual Portfolio by Week 23.

SECTION 9 REVIEW

This section dealt with the oral literature of the Ghanaian language. Learners were first introduced 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.

AKPA 10LIA: HAKPANYAWO

NUSƆSRƆ JE ALƆDZE 4LIA: EUEGBE JE NYADUWO

Alɔdze la je Memama 2lia: Nyadu ɲlɔɖiwo

Nusɔsrɔ je Metsonu: Zã wò nunya tso nu siwo hakpanya lɔ ɖe eme la ɲu nàtsɔ adzro hakpanyawo me.

Nusɔsrɔ je Dzidzeti: Ɖe wò nunya kple gɔmesese tso hakpanyawo ɲu fia.

Hint



For the **End of Semester Examination**, refer to **Appendix I** for a Table of Specifications to guide you in setting 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 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 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 lifelong 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 of 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 for additional information on how to effectively administer these assessment modes.*

KOSIDA 23LIA

Nusɔsrɔ̃ fe Dzesidenu: De dzesi nu siwo hakpanya lo ɔe eme la eye nàdzro wo me (kpɔɔɔɔɔɔ: gbezazā, nyatiwo, kpukpuiwo, fliwo, gbedanwu, gbedidi ɔeka zazā kple bubuawo.)

NYATI 1&2LIA: HAKPANYA

Nu si hakpanya nye

Hakpanya nye nyadu fe ha si wonɔna ɔe fli kple kpukpuiwo me si me wozāa gbe kple dzesiwo aɔaɔutɔe le tɔna ɔea susuwo, nutefekpɔkpɔwo, seselelāmewo kple susumenutata ɔe go le la.

Hakpanya fe hawo

Hakpanya fe ha vovovowo le Euegbe me. Wo dometo aɔewoe nye lɔlɔha, konyifaha, dzidzɔha kple kafukafuha.

1. *Konyifaha:* Hakpanya si faa konyi tso ame fe kuku, dzɔgbevɔfe dzɔdzɔ ɔe ame dzi alo nane fe bubu ŋu. Konyifaha tea ŋu foa nu tso amewo fe agbemefuwo ŋu.
2. *Kafukafuha:* Hakpanya sia tɔa kafukafu na ame alo nane. Hakpanyanɔlɔla la tea ŋu kafua ame, dzɔdzɔme alo nane le hakpanya sia me.
3. *Lɔlɔha:* Enye hakpanya si ɔea lɔlɔ si le ame aɔe me na nɔvia alo nu bubu aɔe la fiana. Lɔlɔhawo foa nu tso lɔlɔ ŋu. Etea ŋu nyea lɔlɔ si le ame aɔe me na via, srɔa alo nunɔamesi si wɔlɔ vevie la.
4. *Dzidzɔha:* Enye hakpanya si ɔea dzidzɔkpɔkpɔ si le ame aɔe me la fiana. Wozāa dzidzɔnyawo le hakpanya fe ha sia me.

Nu siwo hakpanya lo ɔe eme

- a. *Nyati:* Enye susu vevito alo gbedeasi si le nyadu aɔe si la. Hakpanya fe nyatiwo lo lɔlɔ, dzɔdzɔme, tugbedzedze, ku, gbɔgbɔmenyawo, kple nu makumaku fe nyawo ɔe eme. Nyati la gɔme sese kpɔna ɔe nuxlɔlawo ŋu be wodea dzesi gbedeasi si le hakpanya la si la alo taɔɔdzinu si ta hakpanyanɔlɔla la ŋlo hakpanya la ɔo la.
- b. *Gbezazā:* Gbezazā nye gbɔgbɔblo, gbedidi kple nyagbe fe tutuɔo si fomevi wozā le hakpanya aɔe ŋɔŋlo me la. Hakpanyanɔlɔla fe seselelāme kple hakpanyaxlɔla fe seselelāme siwo dzena le hakpanya la me la nye gbezazā fe akpa aɔe. Be nàse seselelāme si le hakpanyanɔlɔla la si ku ɔe nyati la ŋu gɔme la, ele be nuxlɔlawo nalé ŋku ɔe nya, gbedanwu kple gbedidi siwo hakpanyanɔlɔla la zā la ŋu. Seselelāme si ava na nuxlɔla la ku ɔe ale si hakpanya la wo ɔo ɔe nuxlɔlawo dzi la ŋu.
- c. *Nunɔlɔla fe Seselelāme:* Seselelāme si le hakpanyanɔlɔla si ku ɔe nyati la ŋu.
- d. *Nuxlɔla fe seselelāme:* Seselelāme si vana na hakpanyaxlɔla la le hakpanya la xexlɔ vɔ megbe. Seselelāme sia menɔa anyi yeyiɔ didi o.
- e. *Gbedanwu:* Wonye nya siwo wozāna aɔaɔutɔe siwo fe gɔmesese tea ŋu toa vovo alo nya siwo wogazāna le mɔ bubu nu siwo fe gɔmesese toa vovo tso nya ɔekaɔeka siwo tu wo ɔo wotɔxewotɔxɛ la fe gɔmesese gbɔ. Gbedanwu abe fuflugbadodo,

dzesiwo kple nya siwo tsi tsitre de wo nɔewo ɲu ene la zazã tea ɲu wɔnɛ be gɔmesese vovovowo nɔa hakpanya la si. Nenema ke wozãa gbedɔɲuwo abe nusɔnu, nyasɔnya kple gbetɔdonu ene tsɔna hea kadodo dea susumenukpɔkpɔ vovovo siwo womede dzesi kã o la dome. Gbedɔɲuwo abe nufɔfo na ame aɖe si mele tefea o, dzededenya/fudodonya, gbe tsitsi zazã, ɲgogbãnyawo zazã aduadu, gbugbɔgbɔ, nyagbe alo nyakɔsɔkɔsɔ si ge de fli bubu dzi kple bubuawo hã li.

- f. Gbediɖiwo Zazã: Wozãa gbediɖiwo abe xaxagbediɖi deka tudenuwo, ablɔdegbediɖi deka tudenuwo kple gbediɖinyawo be woate ɲu adzi hakpanya la.
- g. Gbenɔtsiã: Enye ale si wonɔ hakpanya la, vevieto dɔdɔ si nu woɖoa nyaawo dɔ hena hakpanya la gɔme sese. Hakpanyanɔlɔlawo trɔa asi le nyawo dɔdɔ de gbenutise fe dɔdɔ nu ɲu hena gbetete de nya tɔxɛ aɖewo dzi. Susu si ta wotrɔa asi le hakpanya fe tutuɖo kple gbezazã ɲu dɔ lae nye be wɔawo dɔ tɔxɛ de hakpanya la dzi abe asitotrɔ le seselelɔmewo ɲu ene.
- h. Nufola: Enye ame si le nu fom le hakpanya la me. Etea ɲu nyea hakpanyanɔlɔla la alo ame si le nu fom le hakpanya la me la. Zi geɖe la, wozãa ame gbãto fe nyagblɔmɔnu le hakpanyanɔnɔ me tsɔna foa nu tso ame etɔlia ɲu. Ye aɖewo yi la, hakpanyanɔlɔlawo zãa ame evelia fe nyagblɔmɔnu tsɔna foa nu na hakpanyaxlɔlawo kã.

Hakpanya fe vevinyenye

1. Edoa gbezazã fe aɖaɲu de ɲgɔ: Hakpanya nana be nusrɔlawo srɔa nya geɖewo, nyamenyawo kple gbedɔɲu bubuwo.
2. Etua nufɔɖaɲu dɔ: Hakpanya nana be míebua ta me, dea aɖaɲu eye míefoa nu kple aɖe bibi.
3. Ta me deto bubu: Hakpanyawo me dzodzro nana be nusrɔlawo bua ta me wɔdea to, wɔa gɔmesese nyuito ɲu dɔ eye wɔnana míelɛa ɲku de nu ɲu tsitotsitotsito.
4. Veve sese de ame ɲu: Hakpanyawo nana be míedzroa seselelɔmewo, nutefekpɔkpɔwo kple susu vovovowo me eye wɔnana be míesrɔa veveseseɖeamɛɲuti kple ame nɔewo gɔme sese.
5. Blemanudzɔdzɔwo kple dekonunyawo: Hakpanyawo nana be míesea blemanudzɔdzɔwo, dekonuwo kple hadomegbenɔnyawo gɔme.
6. Edoa nulɛɖetame kple hakpanyagbɔgbɔ fe aɖaɲu dodo de ɲgɔ: Hakpanyalɛle de ta me kple egbɔgbɔ tua míafe susuwo dɔ, naa dzidefo mí eye wɔdoa nufɔfo le amewo dome fe aɖaɲu de ɲgɔ.
7. ɲugbledede le ame dɔkui me kple susuɖeɖe gbɔ dodo de ɲgɔ: Hakpanyawo nana be nusrɔla dea wofe susuwo, seselelɔmewo, kple nutefekpɔkpɔwo gbɔna.
8. Amedɔkuidzidudu fe gbɔgbɔ fafã de ame me: Hakpanyawo nana be nusrɔlawo sea wo dɔkuiwo gɔme le ememe ke eye wofãa dɔkuidzidudu fe gbɔgbɔ de wo me. Hakpanyawo fe nyatiwo wɔa dɔ de nusrɔlawo dzi eye wosea nu siwo ɲu hakpanyawo fo nu tsoe la gɔme.
9. Gbedɔɲuwo gɔme sese: Hakpanyawo fiaa nu nusrɔlawo tso gbedɔɲuwo abe dzesiwo, susumenukata, kple gbedɔɲu bubuawo ene ɲu. Gbedɔɲu siawo dɔa atsyɔ na wofe nufɔ eye wonana be wofoa nu kple aɖe bibi.

Hakpanya fe tutuḍo

Hakpanya fe tutuḍo lo dzesidenu siwo gbɔna la ɔe eme:

1. Fliwo: Fli siwo me nyawo le
2. Fli fe didime: Didime si le fli ɔe sia ɔe siwo me nyawo le la si
3. Kpukpuiwo: Fli siwo tu kpukpui aɔe ɔo la
4. Gbediɔi ɔeka zazã: Ale si wogbugbo gbediɔi ɔeka aɔe yo le nyawo me le fliawo fe nuwufe
5. Gbetete ɔe nukɔkɔwo dzi: Ale si wote gbe ɔe nukɔkɔwo dzi alo womete gbe ɔe wo dzi o
6. Nyagbe alo nyakɔsɔkɔsɔ si yi edzi le fli bubu me nyanutidzesi aɔeke manɔmee
7. Ŋɔŋlɔdzesi gãtɔwo zazã: Ale si wozã ŋɔŋlɔdzesi gãtɔwo le fliwo alo nyagbewo fe gɔmedzeɔe.

Hakpanyawo fe tutuḍo fe taɔɔdzinuwo lo nu siwo gbɔna la ɔe eme:

- a. Enana be wodzia hakpanya/ha la wɔdzea ga dzi.
- b. Enana be wosea hakpanya la kple nya siwo dzi wote gbe ɔo la gɔme.
- c. Eɔea hakpanyanlɔla la fe seselelãme fiana.
- d. Efiaa afɔɔɔfe nuxlɛlawo be woaxlɛ hakpanya la nyuie.
- e. Enana be mĩekpɔa nu siwo ŋu hakpanya la fo nu tsoe la kple susumenukpɔŋkuwo.

DODEASI

1. ɔe nu si hakpanya nye abe nyadu fe ha ene la me.
2. Ŋlo nu siwo hakpanya lo ɔe eme la dometo etɔ.
3. ɔe ale si nu siwo nɛŋlo la le vevie le hakpanya la me la me.

PEDAGOGICAL EXEMPLARS

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.

Group work/Collaborative Learning

Pair work (similar ability): Practice reciting poetry as modelled by the teacher. Peer assesses on clarity, intonation, engagement, and emotion.

- Pair work: Discuss a given poem from a set of poetry texts. *Direct HP learners to work with P/AP learners. AP learners may need a further reminder / ticklist showing the elements of a poem.*
- Individual activity: Apply the knowledge of the elements of poetry to compose a poem. *The teacher should provide a theme for those learners struggling with the creative aspect of the task. AP learners may need to be given an opening line.*
- Pairs and individuals share their work with the class for guidance, feedback, correction and clarification.

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe Ɔofe 2lia: Nunyazazã

- Ɖe nu si hakpanya nye abe nyadu fe ha ene la me le wò gomesese nu.
- Ɖe nu siwo hakpanya lɔ Ɖe eme abe gbezazã, nyatiwo, kpukpuiwo, fliwo kple gbedɔɔnuwo ene la me.
- Dzro nu vovovo siwo hakpanya lɔ Ɖe eme la fe dɔwɔwɔ Ɖe hakpanyaxlɛla dzi me la me.

NusƆsrƆdodo kpƆ fe Ɔofe 3lia: Ɔkufɔflɔ Ɖe nu me

Ɖe ale si hakpanya le vevie le gbe sia gbe 'gbenɔɔ me la me to kpɔɔɔnuwo zazã me.

NusƆsrƆdodo kpƆ fe Ɔofe 4lia: Ta me deto bubu

Zã hakpanya fe dzesidenuwɔ nàtsɔ aɲlɔ hakpanya si nàgblɔ le hakpanyagbɔgblɔ fe hoviuli aƉe me la. Dzro hakpanya si nɛɲlɔ la me kpokploe eye nàƉe ale si nɛkpɔ mɔ be gbedɔɔnuwo siwo nɛzã la awɔ dɔ Ɖe nuxlɛla la dzii la gblɔ.

Hint



Collect learners' portfolios and score them promptly. Remember to document the scores and submit them as soon as possible to the STP to avoid carryover into the following academic year.

KOSIDA 24LIA

Nusɔsrɔ̃ fe Dzesidenu: Dzro hakpanyawo me.

NYATI 1& 2LIA: HAKPANYAWO ME DZODZRO

Nu siwo ɲu woléa ɲku dɔ le hakpanyawo me dzodzro me

- a. Lé ɲku dɛ kadodo si le hakpanya fe tanya la kple hakpanya la dome me la ɲu.
- b. De dzesi gbedeasi vevi si le hakpanya la si alo taɖodzinu si ta hakpanyanlola la ɲlo hakpanya la dɔ la.
- c. Lé ɲku dɛ gbezazã ɲu kpɔ dɔ be egɔmesese le bɔbɔe alo sesẽ mahã eye nàde dzesi susu si ta wozã gbea alo gbenlɔtsiã ma nenema dɔ.
- d. Fo nu tso hakpanyanlola la fe seselelãme ku dɛ nyati si ɲu wòle nu fom tsoe la ɲu.
- e. Dzro seselelãme si le hakpanya la si na exlẽla la me.
- f. De gbedanuwawo fe dɔwɔwɔ dɛ hakpanya la dzi me.
- g. Fo nu tso hakpanya la fe tutuɖo ɲu.
- h. Lé ɲku dɛ ame si le nu fom le hakpanya la me kple ame si ɲu hakpanya la ku dɔ la ɲu.

Hakpanya fe tutuɖo

Hakpanya fe tutuɖo lo dzesidenu siwo gbɔna la dɛ eme:

1. Fliwo: Fli siwo me nyawo le
2. Fli fe didime: Didime si le fli dɛ sia dɛ siwo me nyawo le la si
3. Kpukpuiwo: Fli siwo tu kpukpui aɖe dɔ la
4. Gbediɖi dɛka zazã: Ale si wogbugbɔ gbediɖi dɛka aɖe yɔ le nyawo me le fliawo fe nuwufe
5. Gbetete dɛ nukɔkɔwo dzi: Ale si wote gbe dɛ nukɔkɔwo dzi alo womete gbe dɛ wo dzi o
6. Nyagbe alo nyakɔsɔkɔsɔ si yi edzi le fli bubu me nyanutidzesi aɖeke manɔmee
7. ɲɔɲlɔdzesi gãtɔwo zazã: Ale si wozã ɲɔɲlɔdzesi gãtɔwo le fliwo alo nyagbewo fe gɔmedzeɖe.

PEDAGOGICAL EXEMPLARS

Initiating Talk-for-Learning

Whole class activity

- a. Through questions and answers, learners revise the elements of poetry.
- b. In groups, the class discusses the process of poetry appreciation based on the factors to consider.

- c. 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. *The teacher should direct questions to ensure that a variety of learners answer.*

Work/Collaborative Learning

Pair work:

- Read a poetry text from a set book. *The teacher should select a poem according to the ability and interests of the 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.

NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ

NusƆsrƆdodo kpƆ fe Ɔfe 3lia: Ɔkufɔfɔ Ɔe nu me

- Ɔlɔ afɔƆfe siwo dzi nàƆ le hakpanya aƆe me dzodzro me la eye nàƆe wo me.
- Dzro ale si woate Ɔu azã hakpanya abe nu si woazã atso ahe tɔtro ava hadomegbenɔnyawo me ene la me eye nàzã kpɔƆejuwo.

NusƆsrƆdodo kpƆ fe Ɔfe 4lia: Ta me deto bubu

Zã nu siwo nèsrƆ tso gbɛƆejuwo zazã kple hakpanya fe tutuƆo Ɔu eye nàƆlɔ hakpanya si Ɔe seselelãme eve siwo gbɔna la fia;

- Vɔvɔ (neku Ɔe Ɔɔli, viviti alo ku Ɔu)
- Mɔkpɔkpɔ (neku Ɔe Ɔkeke, sefofowo alo dzidzo Ɔu)

Hint



*The Recommended Mode of Assessment for Week 24 is **End of Semester Examination**. (Refer to **Appendix I** for a Table of Specifications to guide you in setting 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 exam paper would be made up of two sections. Section A and Section B. Section A would be made up of 40 multiple-choice questions, and Section B would 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 weeks 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 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.*

Biabiawo fe Kpɔdɛɲuwo

Akpa A: Azitiatia le azi me

- 1) Le dekonudzidudu fe nonome fe tata nu de, dɔfe kae nye kɔkɔɔ kekeake?
 - A. *Trɔ̃nua*
 - B. *Fiatɔwo*
 - C. *Fiagã*
 - D. *Tsiami*
- 2) Le dekonunyadɔdrɔ̃ me de, ame kae drɔ̃a gbɔgbɔmenyawo?
 - A. *Trɔ̃nua*

- B. *Fiatowo*
- C. *Fiagã*
- D. *Hũsi*

Akpa B: Nyatutsotsobiabia

Mɔ ene kawo nue dekonuvɔnudɔdrɔ̃ kple egbenkuvuvu fe vɔnudɔdrɔ̃ wɔa dɔ de amewo fe agbe dzi le?

Asidede dɔ te fe dɔdɔ

Akpa A: Azitiatia le azi me

- a) *Le dekonudzidudu fe nɔnɔme fe tata nu de, dɔfe kae nye kɔkɔto kekeake?*

C. Fiagã –Adzɔ 1

- b) *Le dekonunyadɔdrɔ̃ me de, ame kae drɔ̃a gbɔgbɔmenyawo?*

A. Trɔ̃nua – Adzɔ 1

Akpa B: Nyadutsotsobiabia

Uɔnudɔdrɔ̃wo wɔa dɔ de amewo fe agbenɔnɔ dzi to mɔ siwo gbɔna la dzi:

- a) Enana be amewo wɔa woƒe dɔdeasiwo eye wòdoa afia dzɔdzɔe tsotso kple nuwɔwɔ de dɔdɔ nyuitɔ nu amenkumemakpɔmakpɔtɔe fe wɔnawo de ŋɔ.
- b) Afiatsotso: Ewɔne be sewo wɔa dɔ de dɔdɔ nu amenkumemakpɔmakpɔtɔe.
- c) Masɔmasɔwo dɛde ɖa: Eɖea masɔmasɔwo kple dzre ɖa le amewo, dɔwɔfewo, kple dzidududɔwɔfewo dome. Enana be wodrɔ̃a nya alo dzraa amewo dome ɖo le afe me egbenkuvuvu fe vɔnudrɔ̃fewo manɔmee.
- d) Gomekpɔkpɔwo ta viɔli: Ekɔa amewo fe gomekpɔkpɔwo kple ablɔdemenɔnɔ fe wɔna siwo dzi dukplɔse alo gomekpɔkpɔ fe se aɖe ɖo kpee la ta.
- e) Ŋkuléle de ame nɔewo fe dɔwɔna ŋu: Eɖene fiana be seɖofe le dukplɔla kple efe akametiwo (dudɔlawo) kpakple sewɔtakpekpemenɔlawo fe ŋusẽ si, eya ta ele be woawɔ nu de ŋusẽ si dukplɔsea na wo la nu.

Na adzɔ 4 de vɔnudɔdrɔ̃ fe wɔfe 4 si wona la ta.

Na adzɔ 3 de vɔnudɔdrɔ̃ fe wɔfe 3 si wona la ta.

Na adzɔ 2 de vɔnudɔdrɔ̃ fe wɔfe 2 si wona la ta.

Na adzɔ 1 de vɔnudɔdrɔ̃ fe wɔfe 1 si wona la ta.

Nu siwo ŋu woalé ŋku dɔ la fe tata

Kɔsiɖa	Nyati (wo)	Biabiawo fe hawo	Nunya fe goglome				Fufofo
			1	2	3	4	
13	Nyatonyadu	Azitiatia le azi me	1	-	-	-	1
		Nyadutsotsobiabia	-	-	1	-	1
14	Nuɖɔnyadu	Azitiatia le azi me	-	1	-	-	1
		Nyadutsotsobiabia	-	-	1	-	1
15	Numeɖenyadu	Azitiatia le azi me	-	1	-	-	1
		Nyadutsotsobiabia	-	-	-	-	0
16	Subɔsubɔŋkɔwo	Azitiatia le azi me	1	1	1	-	3
		Nyadutsotsobiabia	-	-	-	-	0
17	Tsitsimekɔnuwo	Azitiatia le azi me	-	-	-	1	1
		Nyadutsotsobiabia	-	-	-	-	0
18	Dekɔnudziɖuɖu (Afe me)	Azitiatia le azi me	2	-	1	-	3
		Nyadutsotsobiabia	-	-	-	1	1
19	Dekɔnudziɖuɖu (Nuto me)	Azitiatia le azi me	-	1	2	1	4
		Nyadutsotsobiabia	-	-	-	-	0
20	Tsifoɖi	Azitiatia le azi me	2	-	1	1	4
		Nyadutsotsobiabia	-	-	-	-	0
21	Avihewo	Azitiatia le azi me	1	1	1	-	3
		Nyadutsotsobiabia	-	-	-	-	0
22	Nu siwo ŋutinya lɔ ɖe eme	Azitiatia le azi me	2	2	1	2	7
		Nyadutsotsobiabia	-	-	1	-	1
23	Ŋutinyawo me dzodzro	Azitiatia le azi me	2	2	3	1	8
		Nyadutsotsobiabia	1	2	1	-	4
	Fufofo		12	10	14	7	44

DODEASI

Ŋlɔ wò ɲutɔ wò hakpanya ɔe wò agbalẽ si me nɛɲlɔa hakpanyawo ɔo la me eye nàtsɔe na wò nusrɔ̃hati aɔe be wòadzro eme. Milé ɲku ɔe nu siwo gbɔna la ɲu le hakpanya la me dzodzro me: nyati, gbezazã, nuɲlɔla fe seselelãme/nuxlẽla fe seselelãme, gbenlɔtsiã, gbedɔɲuwo, gbediɔi zazã kple bubuawo. Ŋlɔ wò susu, seselelãme, kple nugomesese ku ɔe hakpanya si me nɛdzro la ɲu.

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