



MINISTRY OF EDUCATION

Ghanaian Languages for Senior High Schools

TEACHER MANUAL

Year 2



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Ghanaian Languages

For Senior High Schools

Teacher Manual

Year Two



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GHANAIAN LANGUAGES TEACHER MANUAL

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CONTENTS

List of Tables	vi
Introduction	vii
Acknowledgements	viii
Annex One: Structure of Senior High School Internal Assessment and Transcript System	xvi
SECTION 1: SYLLABLE STRUCTURE AND TONE	1
Strand: Oral Conversation	1
Sub-Strand: Oral Conversation (Syllable Structure and Tone)	1
Week 1	3
Focal Areas 1 & 2: The syllable, its types and structure	3
Week 2	6
Focal Areas 1 & 2: The concept of Tone	6
Appendix A: Structure of the Group project	10
Appendix B: Structure of the Portfolio	13
SECTION 2: READING AND IDENTIFICATION OF MAIN IDEAS	15
Strand 1: Oral Conversation	15
Sub-Strand 1: Conversation/Communication in Context	15
Sub-Strand 2: Reading	15
Week 3	17
Focal Areas 1 & 2: Identification of Main Ideas from a Conversation	17
WEEK 4	19
Focal Area 1: Features of Intensive Reading	19
Focal Area 2: Features of Extensive Reading	21
Appendix C: Rubrics for scoring the discussion	25
SECTION 3: CONJUNCTIONS AND SOME WORD FORMATION PROCESSES	26
Strand 2: Language and Usage	26
Sub-Strand 1: Lexis and structure	26
Strand 1: Language and Usage	26
Sub-Strand 2: Rules of writing in a Ghanaian language	26
Week 5	28
Focal AreaS 1 & 2: Affixes	28

Week 6	32
Focal AreaS 1 & 2: Conjunctions	32
Week 7	36
Focal AreaS 1 & 2: Word Formation Processes	36
Appendix E: Mid-Semester Examination	40
SECTION 4: PHRASE/CLAUSE STRUCTURE AND PUNCTUATION	43
Strand 2: Language and Usage	43
Sub-Strand: Rules of writing the Ghanaian language	43
Week 8	45
Focal AreaS 1 & 2: Phrases	45
Week 9	52
Focal Areas 1 & 2: The Clause and its Types	52
Week 10	57
Focal Areas 1 & 2: Punctuation Marks	57
Appendix F: Rubrics for scoring the performance assessment	64
Section 5: COMPOSITION AND TRANSLATION	65
Strand: Language and Usage	65
Sub-Strands	65
1. Text Composition	65
2. Interpretation and Translation	65
WEEK 11	67
Focal Areas 1 & 2: Composition	67
Focal Areas 3 & 4: Speech and Article Writing	69
WEEK 12	72
FOCAL AREA 1: FORMAL LETTER AND ITS FEATURES	72
FOCAL AREA 2: Informal Letter	74
WEEK 13	77
FOCAL AREAS 1 & 2: TRANSLATION	77
Appendix G: End of Semester Examination	82
SECTION 6: MARRIAGE RITES	85
Strand: Cultural practices and Governance	85
Sub-Strand 1: Cultural practices	85
Week 14	87
Focal Areas 1 & 2: Marriage	87
Week 15	92
Focal Areas 1 & 2: Performance of Marriage in other cultures	92

Week 16	96
Focal Areas 1 & 2: Marriage and some modern trends	96
SECTION 7: CLAN SYSTEMS AND TRADITIONAL GOVERNANCE	100
Strand 3: Cultural Practices and Governance	100
Sub-Strand 2: Traditional Governance	100
Week 17	102
Focal Areas 1 & 2: The Clan system	102
Week 18	107
Focal Area 1: Traditional Governance Structure	107
Appendix H: Mid-Semester Examination	111
SECTION 8: DISPUTE RESOLUTION PROCESSES	114
Strand: Cultural practices and Traditional Governance	114
Sub-Strand: Traditional governance	114
Week 19	116
Focal Areas 1 & 2: The judiciary system	116
Week 20	119
Focal Areas 1 & 2: Traditional and contemporary judiciary systems compared	119
SECTION 9: RIDDLES AND PUZZLES	123
Strand: Literature of the Ghanaian Language	123
Sub-Strand: Oral Literature	123
WEEK 21	125
FOCAL AREAS 1 & 2: RIDDLES	125
Week 22	129
FOCAL AREA 1 & 2: PUZZLES	129
SECTION 10: Poetry	133
Strand: Literature of the Ghanaian language	133
Sub-Strand: Written literature	133
Week 23	135
Focal Areas 1 & 2: Poetry	135
Week 24	139
Focal Areas 1 & 2: Poetry appreciation	139
Appendix I: End of Semester Examination	142
Bibliography	145

LIST OF TABLES

Table 1: Proposed Structure, assessment activities and marks distribution	xvii
Table 2: Suggested schedules of internal assessment for SHS	xviii
Table 3: Examples of 21 st Century skills and competencies, GESI, SEL and National Values to be covered by scope of assessment	xix
Table 4: Recommended assessment strategies for 21st century skills and competencies	xx

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 XXX 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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ANNEX ONE: STRUCTURE OF SENIOR HIGH SCHOOL INTERNAL ASSESSMENT AND TRANSCRIPT SYSTEM

INTRODUCTION

This document provides details on the structure of the internal assessment and transcript system for effective implementation of the standards-based curriculum at the SHS level. The structure of the internal assessment involves a comprehensive and systematic approach to evaluating learners' performance and learning progress. The frequency of assessment is carefully planned to ensure regular and consistent monitoring, typically occurring at multiple points throughout the academic term. It is crucial to capture learner assessment scores promptly and accurately for the transcript. Therefore, guidance has been provided to ensure that each assessment is recorded in a timely manner. Effective management of the transcript system requires meticulous organisation and updated technology to handle and store data efficiently. Capacity building and training on effective internal assessment are essential for teachers, heads, assessments officers, providing them with the skills and knowledge to conduct assessments that are fair, ethical and align with learning outcomes for valid results. Engaging learners in internal school assessments fosters a sense of responsibility and self-awareness, encouraging them to take an active role in their educational journey through prompt and effective feedback.

STRUCTURE

Formative Assessment

This assessment may be conducted during a class period, after completing or during a practical activity, or after a teacher completes a sub-strand, strand, or a learning indicator(s). Distinct types of assessment tools can be used for Formative Assessment. These include:

- Observation during in-class activities
- Standard homework exercise for class discussion
- Question and answer sessions (formal and informal)
- Quizzes (e.g. class pop-ups)
- In-class activities and presentations (individuals and groups)
- Project work (individuals and groups)
- Practical assessments
- Field trips/Presentation of Reports
- Class assignments/Self/Peer Assessments

- Class tests
- Portfolios
- Performance assessments (roleplay, demonstration oral/aural)

Summative Assessment

Summative Assessment is conducted at the end of the learning sequence (end-of-semester). It records the learners' overall achievement/performance at the end of the learning sequence. The type of tools used may include:

- Mid-term tests
- End-of-Semester examinations.
- Project work/Portfolio/Research/Practical assessments

TABLE 1: *Proposed Structure, assessment activities and marks distribution*

	Mode of Assessment	Contribution/ Weight	Submission per Year
1	Class Assessments (e.g., Classwork, Quizzes, Homework, Debate, Presentation, Drama & Roleplay, Case Study)	10 %	2
2	Mid-Semester Examination (Assessment/Project/Research)	10%	2
3	Practical or Portfolio or Performance Assessment (Individual)	10 %	1
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	10 %	1
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	20%	1
6	Supervised Individual Termly Assessment/Project/Research/ End-of-Semester Exam	40 %	2
	Total	100 %	9

Note: Character Qualities/National, Values, 21st Century Skills: Teachers should make a conscious effort to observe these soft skills as learners go about their activities in the class, take notes, and award marks appropriately. Assessment of these skills should be deliberately embedded in the various modes of assessment outlined in the table above.

A. Frequency of Assessment

Table 2 provides a suggested schedule of internal assessment for SHS. It is important to note that whilst assessments should comply with the specific learning outcomes of the subject area, they should cover the 21st century skills and competencies, GESI, SEL and National values as espoused in the TAM using diversity in assessment modes as suggested in Table 1. Teachers may increase the frequency of assessments using other assessment strategies. The schedules presented should serve as **milestones** for schools to comply with.

Table 2: Suggested schedules of internal assessment for SHS

Semester One															
SN	Modes of Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Individual Class Assessment(s)														
2	Practical or Portfolio** or Performance Assessments (Individual)														
3	Group Projects, Research or Case Studies (out of class)														
4	Supervised Individual Termly Assessment														

Semester Two															
SN	Modes of Assessment	15	16	17	18	19	20	21	22	23	24	25	26	27	28
5	Individual Class Assessment(s)														
6	Group work or Exercises														
7	Practical or Portfolio or Performance Assessments (Individual)														
8	Individual Project work or Research or Case Study														
9	Supervised Individual Termly Assessment														

Notes on how and when to capture learner assessment scores for the Transcript.

- 1. Individual Class Assessment:** This can include individual classwork. This assessment can begin before week 4, but the evaluation scores should be ready by weeks 4 and 18.

2. **Individual Practical/Performance Assessment:** This form of assessment should include orientation of learners at the beginning to provide enough information concerning the deliverables, progress review, and feedback processes. The assessment score should be ready by the end of weeks 5 through 10, and 15 through 22.
3. **Group Projects/ Research/Case Studies:** Learners should be grouped to work on a common project, case study or research-based problem. The learners should be given orientation concerning the rubrics and ethical or professional conduct concerning the assessment. The problems, projects, research assignments, or case studies should be related to the learners' environment. The assessment score should be ready by week 10.
4. **Supervised Individual Termly Assessment:** This may be a written examination or project work. It must be noted that regardless of the mode of assessment, there should be supervision throughout. This assessment should be completed by weeks 13/14 and 27/28.
5. **Individual Project Work/Research/Case Study:** This can include mini-design assignments, investigative or case studies or research-based assignments. The assessment score should be ready by week 24.

Assessments should cover the scope of the 21st century skills and competencies, GESI, SEL and national values espoused in the TAM. Table 3 gives examples of the scope. Refer to the TAM for a comprehensive list of the scope.

Table 3: *Examples of 21st Century skills and competencies, GESI, SEL and National Values to be covered by scope of assessment*

21 st CENTURY SKILLS & COMPETENCIES	GESI & SEL	NATIONAL VALUES
• Critical Thinking and Problem Solving • Creativity • Innovation • Collaboration • Communication • Global and Local Citizenship • Learning for life • Leadership • Analytic skills • Digital Literacy	• Gender Equality and Social Inclusion • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making • Tolerance	Respect • Truth and Integrity • Tolerance • Respect • Equity • Communalism • Appreciation • Stewardship • Time Management

Table 4 shows the recommended assessment strategies for the scope in Table 3.

Table 4: *Recommended assessment strategies for 21st century skills and competencies*

21 st CENTURY SKILLS & COMPETENCIES	ASSESSMENT STRATEGIES
Critical Thinking, Problem Solving, Analytical skills	Debates Analysis of Case Studies based on learners' environment. Research & Project work. Objective and Essay type questions/items
Creativity and Innovation	Individual and group projects Analysis of Case Studies based on learners' environment. Design & product creation to solve societal problems
Communication and Collaboration	Debates Group projects. Presentations Drama & Role play
Global and Local Citizenship	Research & Project work. Analysis of Case Studies based on cultural and global issues
Leadership and learning for life	Individual and Group projects Presentations
Digital Literacy	Research & Project work. Presentations using ICT tools. individual and group projects

The TAM details the rubrics for the assessment strategies suggested in Table 3. A combination of the assessment strategies could provide diversity and ensure that the assessment scope is effectively covered during formative and summative assessments. It is important to note that the GESI, SEL and National values espoused in the TAM should be incorporated into the assessment strategies.

B. Learner Involvement

What should learners contribute?

Learners' involvement in the internal assessment processes in schools offers valuable insights into how the learner perceives and experiences of the assessment process. This engagement process grants learners the opportunity to explain areas of confusion, frustration, or unfairness, and these help teachers refine their assessment approaches. Again, learner involvement fosters communication between teachers and students. This can help clarify expectations, address concerns, and create a more positive learning environment.

When to involve learners

As part of the initial needs assessment for teacher training, gather learner input on areas needing improvement in the Internal Assessment Score (IAS) process. This helps to incorporate learner feedback in developing appropriate teacher training materials.

How should learners be involved?

Teachers should organise focus group sessions, to gather learner feedback on past assessments. This feedback can be used to inform future training sessions for teachers. e.g., Mock assessments and Co-creation of rubric.

Guide learners on the learning outcome expected. Involve them in the development of the assessment rubrics, and checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Reflection

Integrate reflective activities such as journaling or discussions where students can analyse their learning experiences and identify areas for growth.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

Transparency and Setting Goals

At the beginning of a lesson, communicate clearly, the assessment criteria to the learners using appropriate language and structure. Present the information in an organised and coherent manner.

Self-assessment

Incorporate opportunities for self-assessment throughout the learning process. Learners can use rubrics or checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Goal Setting

Encourage learners to set achievable learning goals aligned with the assessment criteria. This empowers them to take ownership of their learning journey.

Peer Assessment

Strategically incorporate peer assessment activities where students evaluate each other's work based on established criteria. This fosters critical thinking and collaboration skills.

Student-led presentations or projects

Provide opportunities for students to display their learning through presentations or projects. This allows them to develop communication and presentation skills.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

C. FEEDBACK MECHANISM

A feedback mechanism is a systematic approach for providing learners with information about their performance. This information helps them understand their strengths, identify areas for improvement, and achieve their learning goals. In the multi-subject environment of senior high school, timely and constructive feedback is crucial.

Timely means that feedback is provided soon enough for learners to act upon it after each assessment. Here are suggested general timelines to consider for the following types of assessments:

Type of Assessment	Expected Timeline for Feedback
Individual class assessments (mostly written)	1-3 days
Group assignments	1 week, with interim check-ins for assignments over extended periods of time.
Project work/Term paper/End-of-term examinations	after key milestones and a final comprehensive review upon completion

For feedback to be constructive, it should focus on the task and not the learner's personality. It should be specific, actionable, and delivered in a way that motivates improvement.

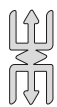
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (**compliment**), followed by constructive criticism (**correction**), and concludes with another positive note (**compliment**). To set the stage for effective feedback, clearly communicate the learning objectives, expectations, and scoring rubrics before any assessment.

Learners must maintain an “assessment portfolio” where they compile all their assignments, reports, and feedback. Parents and other stakeholders review this portfolio during open days, parent-teacher meetings, or monitoring activities.

Feedback can be delivered using different methods after the assessment is done and marked. The choice of delivery should be guided by best practices and constraints that may exist, such as available time and class sizes. The following are some delivery methods to consider:

- **Whole Class Feedback:** The teacher facilitates a discussion about the assessment with all the learners. During the discussion, the teacher should highlight common strengths and weaknesses, provide clarifications, and share best practices.

- **Individual Feedback:** The teacher gives learners personalised (one-on-one) guidance or written comments. Provide ***prompts to guide learners*** to self-correct their wrong responses.



Note

Provide checklists or rubrics that learners can use to assess their own work before submitting it. This helps them independently identify errors and make the necessary adjustments.

- **Group Feedback:** The teacher groups learners facing similar challenges for targeted instruction and provides them with feedback.
- **Peer Review Feedback:** The teacher allows learners to learn from one another by giving constructive feedback to peers.
- **Self-Reflection:** After receiving feedback, the teacher should encourage learners to analyse their work, identify areas for improvement, and set goals using rubrics as a guide.
- **External Feedback:** In specific cases, the teacher should consider feedback from subject experts, teachers from other institutions, parents, and other stakeholders.

Regardless of the chosen feedback mechanism, note that self-reflection is essential. This allows learners to internalise feedback, set personal targets for improvement, and develop a growth mindset. Following the feedback, teachers are to provide opportunities for learners to correct mistakes through targeted exercises and reassessments.

By implementing these feedback strategies, teachers can empower senior high school learners to become active participants in their learning journey.

D. Transcript System

Effective data management is crucial for informed decision-making in today's dynamic educational landscape. The computerised transcript system achieves this purpose by offering second-cycle institutions with a comprehensive record of learner performance. The transcript system is a centralised repository for learner information. It gathers key details such as learner profiles, semester information, subjects taken with their respective scores (including continuous assessments and end-of-semester exams), credits, grades, semester, and overall Grade Point Averages (GPAs). Additionally, a dedicated section captures brief descriptions of learners' character qualities at the end of each semester.

There should be at least three individual class assessments, at least one group work and at least one project work.

SECTION 1: SYLLABLE STRUCTURE AND TONE

STRAND: ORAL CONVERSATION

Sub-Strand: Oral Conversation (Syllable Structure and Tone)

Learning Outcomes

1. *Apply the knowledge of syllable structure in word formation*
2. *Use the knowledge and understanding of tone to bring out differences in meaning in words and sentences*

Content Standards

1. Demonstrate knowledge and understanding of the syllable of a Ghanaian language.
2. Demonstrate knowledge and understanding of tone in the Ghanaian language

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 2. Refer to **Appendix B** for details of the structure of the portfolio.

INTRODUCTION AND SECTION SUMMARY

This section discusses the syllable structure and tone of the language of study. Learners will be introduced to the description, types and structure of syllables. They will also learn about tone. Here, they will learn about the explanation of tone as well as types and functions of tones. Knowledge in this will help learners to form meaningful words, distinguish between the meaning of words and communicate properly using the appropriate vocabulary. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. The section equips learners with foundational knowledge and functional understanding of words and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 1: *The syllable, its types and structure*

Week 2: *The concept of tone*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 1: *Class Exercise*

Week 2: *Group Project Work*

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

WEEK 1

Learning Indicators

1. *Identify the syllable types (open and closed) in the respective Ghanaian languages*
2. *Discuss the syllable structure of the Ghanaian languages in word formation*

FOCAL AREAS 1 & 2: THE SYLLABLE, ITS TYPES AND STRUCTURE

Description of a syllable: A syllable is a segment of speech that consists of a vowel, which may form a part or be the whole of a word. A syllabic consonant also qualifies as a syllable. Syllables must contain a **singular** vowel sound and may or may not have consonants before, after, or surrounding the vowel sound. A word could be monosyllabic (one syllable) or disyllabic (two syllables) or contain multiple syllables. Among other things, the knowledge of the syllable structure of a language helps learners to form new words correctly and also identify the lexicon of languages. Examples of syllables are:

Ewe: a:kpe, tɔ, a:tɔ:tɔ:tɔ

Ga: ka, ŋ:ka:ti:ɛ, ŋ:ka:la:de

Mfantse: n: su, ŋ:ku:kɔ, m:pa

Twi: Kɔ:m, e:tu:ɔ, ɛ:tɔ

In the examples above, each of the segments qualifies as syllable.

Types of Syllables: Different types of syllables may exist in different Ghanaian Languages. However, closed and open syllable types are common in most Ghanaian languages.

Closed syllable: A syllable that ends in a consonant. Examples are:

Mfantse: a:da:r, a:bɔ:twɛ:r, da:n, a:tɔ:r /a:tɔ:r/

Twi: fa:m, ka:n, su:ba:n, ɔ:sa:ma:n

In the examples above, we find that the words end with consonants. Therefore, the syllable that ends the word is a closed syllable.

Open Syllable: A syllable that ends in a vowel. In open syllables, the words in which that syllable is found ends with the vowel. Examples are those found in the languages below.

Ewe: a:kpe, tɔ, va, dzo

Ga: ka, ŋ:ka:ti:ɛ, ŋ:ka:la:de

Mfantse: n: su, ŋ:ku:kɔ, m:pa

Twi: Kɔ, e:tu:ɔ, ɛ:tɔ

Syllable Structure: The syllable structure also differs from language to language. The syllable structure can be described in terms of the consonants (C), the vowels (V) and tone. It is the number of consonants and vowels that determine the structure of a syllable. The syllabic consonant bears the tone. Examples of syllable structure in languages are: (Translators should consider what pertains in their language)

Ewe: tɔ (CV), va (CV), dzo

Ga: ka, ŋ:ka:ti:ɛ, ŋ:ka:la:de

Mfantse: C:CV - n: su, C:CV:CV - ŋ:kʊ:kɔ, CV-da, V-a, C-m,

Twɪ: CV-Kɔ, V:CV:V-e:tu:o, VCV- ɛ:tɔ, CV-ba, CCV-pra

Learning Task

1. Describe a syllable
2. Explain the types of syllables in your language
3. Discuss the structure of the syllable in your language
4. Explain the importance of the syllable structure in word formation

PEDAGOGICAL EXEMPLARS

Problem Based Learning (individual and group work)

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

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

2. **Mixed ability group**

- 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, 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.

KEY ASSESSMENT

1. Assessment Level 1: Recall of knowledge

In your own words, explain a syllable.

2. Assessment Level 2: Skills of conceptual understanding

List the types of syllables in your language and provide three examples of each of the types named.

3. Assessment Level 3: Strategic reasoning

With appropriate examples, explain three reasons why it is important to understand syllable structure in your language of study.

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.*

WEEK 2

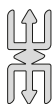
Learning indicators

1. Explain the concept of tone focussing on the types (e.g., Low, high, mid, rising, fallen, etc) and functions
2. Discuss the functions of tone (e.g., grammatical, lexical, dialectal)

FOCAL AREAS 1 & 2: THE CONCEPT OF TONE

Explanation of tone: Most languages use pitch for emphasis to express emotion or meaning, and to perform a range of other functions. Tone is the raising or lowering of the pitch of voice across a syllable, word, or whole sentence. A tonal language is a language where the meaning of words depends on tone. Most Ghanaian languages are tonal.

Types of tone: Different languages have different tones such as high tones, mid-level tones, low tones, falling tones and rising tones. Akan, just as Ga for instance is a two-tone language, having two contrastive level tones, namely the high tone (H) and the low tone (L). These tones are marked with [ˊ] for low tone and [ˋ] for high tone. For example: a word such as [brà-come] has a low tone on the vowel and [dá-to sleep] has high tone. An occurrence of L next to H or H next to L will give rise to a rising tone (R) or a falling tone (F), respectively.



Note

Teachers should teach what pertains in the language

Functions of tone: Tone is very important in tonal languages due to the distinctive role it plays. There are three main functions of tone in a language. These are lexical, grammatical and dialectal.

1. **Lexical function of tone:** Lexical tone is used to distinguish between lexical meaning. The tone brings meaning to lexical items that are similar in writing or otherwise would be homonyms in a language. For example: *papa*-good and *papa*-father would have no distinction if not for tone. With tones on the syllables, we can realise the words as:

pápá -good and pàpá-father

yírí - wife and yìrì – to hold it tight

dá – sleep and dà- never

Ewe: dzò-fire, to fly dzó-go

2. **Grammatical function of tone:** grammatical tone is that which brings distinctions in certain grammatical items in the language. It marks contrast in grammatical features such as case, tense and aspect. For example:

- i. Everyday tense [Kòfí gyíná]-kofi stands and Command/Imperative Kòfí gyìnà
- ii. Everyday tense [Kòfí b'efá] and future tense [Kòfi be'fá]
- iii. Everyday tense [ɔ̀pám' àtádíɛ] and past tense [ɔ̀pàm àtádíɛ']
- iv. Main clause [Morokɔ̀] and subordinate clause [mórókɔ̀ nó]
- v. Akpe na wò Thank you and [Akpe na wó] Thanks to them

*All the above examples are in Akan and Ewe

3. Tone can also show distinctions between dialects of the same language. For example, in the two main dialects of Akan, tone can show difference between Mfantse and Asante or between Asante and Akuapem. For instance;

- i. Mfantse Asante
Mòròkɔ̀ Mìrìkɔ́
- ii. Asante Akuapem
ɔ́kɔ́ ɔ̀kɔ́

Learning Tasks

1. Explain tone.
2. With appropriate examples, describe the types of tones available in your language.
3. Discuss the functions of tone in your language.

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. 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. 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.

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Explain tone in your own words.
2. List the functions of tone in your language.

Assessment Level 2: Skills of conceptual understanding

1. List the types of tones in your language of study and explain them with at least four appropriate examples
2. Give three examples of each of the functions of tone that you listed in level 1 (see question 2).

Assessment Level 3: Strategic Thinking

Group Project Work

1. Take an inventory of the syllable structure and the types of tones of the language of study and give ten examples each of the syllable structure and tones in words.

Hint



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

Section 1 Review

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

the same words with different tones and communicate properly using the appropriate words.



APPENDIX A: STRUCTURE OF THE GROUP PROJECT

Task

Take an inventory of the syllable structure and tones of the language of study and give ten examples of each of the syllable structure in words.

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)

Task: Take an inventory of the syllable structure and tones of the language of study and give ten examples of each of the syllable structure in words.

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

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Defining tones	<i>The definition features all the key words needed to adequately define syllable</i>	<i>The definition contains three key words</i>	<i>The definition contains two key words</i>	<i>The definition contain one key words</i>
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. Audible voice, Keeping eye contact, Pay attention to audience Engaging the audience with interaction Use of gesture</i>	<i>Showing 3 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture</i>	<i>Showing 2 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture</i>	<i>Showing 1 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture</i>
Team work	<i>Exhibit 4 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility ..</i>	<i>Exhibit 3 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility ..</i>	<i>Exhibit 2 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility ..</i>	<i>Exhibit 1 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility ..</i>

Mode of administration

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

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

Providing feedback

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



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

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

Rubrics for scoring

E.g.

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

Administration

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

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

Feedback

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

SECTION 2: READING AND IDENTIFICATION OF MAIN IDEAS

STRAND 1: ORAL CONVERSATION

Sub-Strand 1: Conversation/Communication in Context

Sub-Strand 2: Reading

Learning Outcomes

1. *Use the knowledge gained to do effective oral presentation*
2. *Use the knowledge of the features of intensive and extensive reading to read a text*

Content Standards

1. Demonstrate the ability to do oral presentation after listening to a conversation
2. Exhibit knowledge and understanding of intensive and extensive reading of text in a Ghanaian language

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by this section are:

Week 3: *Identification of main ideas in a conversation*

Week 4: *Features of intensive reading*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 3: Questioning

Week 4: Discussion

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

WEEK 3

Learning Indicators

1. *Identify the main ideas from conversation*
2. *Discuss the main ideas from a conversation*

FOCAL AREAS 1 & 2: IDENTIFICATION OF MAIN IDEAS FROM A CONVERSATION

Main Idea: The main idea is a general statement on the subject of the paragraph, reading selection, or discourse being studied. It is usually supported by a list of details. If you are able to tell what the supporting details have in common, you can discover the main idea that ties them together. To identify the main idea from a text, do the following;

- Read the title and introduction – What does the title and introduction say about the subject being discussed?
- Look for the topic sentence. – Usually appears at the beginning of the paragraph.
- Identify the supporting details. – Ask yourself these questions: who, what, when, where, why, and how about the main idea.
- Summarise the text in your own words.
- Compare your summary with the authors' conclusion.

Learning Task

1. Explain the concept of a 'main idea'
2. Identify the main idea in a given text.
3. Talk about the main idea identified in a given text.

PEDAGOGICAL EXEMPLARS

Problem-based learning

1. Group work: Mixed ability groups

- a. Read a given conversation text chosen from topics on cultural values such as respect, loyalty, humility, faithfulness, obedience etc., STEM, energy conservation, technology, medicine, agriculture etc. *Give learners of different abilities texts of varying difficulty levels to read.*
- b. Discuss the main ideas in the conversation within your groups and write them down.

2. Whole class activity

- a. Each group shares the main ideas in the text they read with the class

- b. Class discusses the main ideas shared and asks questions for clarification
3. **Pair work:** Teacher gives each pair a theme to create a conversation and role-play it in class. *Teacher should choose theme carefully based on knowledge of learners' ability and interests.*

Collaborative learning

1. Whole class activity

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

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

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

KEY ASSESSMENT

Assessment Level 2: Skills of conceptual understanding

1. Identify the main idea in a given text.
2. Discuss the main idea identified in the text.
3. Read the following short conversation and identify the main idea.

Kofi: How do you assess your character?

Isaac: I accept myself as I am and what about you?

Kofi: I am worthy of compassion.

Isaac: As for me, I forgive myself when I make mistakes and learn from those mistakes.

Kofi: I also let go of the old and make room for the new.

Assessment Level 3: Strategic reasoning

1. Construct three additional sentences to continue the conversation above – staying true to the main idea that you identified earlier.

Hint



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

WEEK 4

Learning Indicators

1. *Discuss the features of intensive reading (skimming, scanning etc.)*
2. *Examine the features of extensive reading (fluency, text structure, monitoring, inference, evaluating, etc.)*

FOCAL AREA 1: FEATURES OF INTENSIVE READING

Intensive Reading: Involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items. It also involves critical and detailed reading of a piece of material. Here, readers look out for key words that may be underlined, italicised, boldened, repeated, among others, as these contribute to the meaning of the text. Readers also try to take notes, check the meaning of words in the dictionary and read in between lines to seek deeper understanding of the information read.

Features of Intensive Reading

There are several features of intensive reading. We shall look at the following two features;

- a. **Skimming:** Looking for only the general or main ideas of a text. It works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything.
- b. **Scanning:** Involves moving your eyes quickly down the page seeking specific words and phrases. It also used when you first find a resource to determine whether it will answer your questions.

Learning Task

Explain the following terms:

- a. Intensive reading
- b. Skimming
- c. Scanning

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

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

b. Teacher models intensive reading to class

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

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

2. Ability groups

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

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

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

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

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

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

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

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Explain at least two features of intensive reading.
2. Explain the features of skimming and scanning.

Assessment Level 2: Skills of conceptual understanding

1. Discuss how skimming and scanning contribute to the understanding of a piece of writing.
2. Apply the features of intensive reading to read the passage below

Ɖem ehum yi fi hen? Eɓenadze na ɔdze Ɖem asorekye dzendzen yi aba? Odupɔn etutu. Ɖnnye hwee Ɖe ɔdomankoma wu na ɔabɔ Eɓya Atoapem ahwe famu wɔ n'edwuma mu ewiaber ketekete yi. Ɖɔɔ mum ma wɔdze mbirika dze no too bonto mu kɔr ayarsabea. Ɖem awerehosem yi dur ne mba hɔ wɔ fie. Aber a nna Eɓya Atoapem ne yer akɔtɔn no ndɔbaa wɔ gua do na ɔresan akɔ no kurow Anansekurom no, ohyiaa 'ambulance' a na Eɓya Atoapem da mu no. Ntsem ara, ne mba no dze mbirika kɔr ayarsabea hɔ, na wohun Ɖe hɔn papa da mpa do

Where from this great wind? What caused this strong tide? A mighty tree has fallen. Death has put its icy hand on Eɓya Atoapem at work this sunny afternoon.

He became dumb this afternoon and was carried on a stretcher to the hospital. This sad news reached his children at home. When Egya Atoapem's wife had gone to sell at the market and was returning to her home at Anansekurom, she met the 'ambulance' that carried Egya Atoapem. Quickly, his children rushed to the hospital and saw their father lying lifeless on his sickbed.

Early the next morning, his children went to visit him. Sadly, death had put its cold hand on him and they had kept him at the morgue. The children broke the sad news to the community, immediately sadness and tears engulfed the town.

The clan head sent a delegation to inform the chief and people of Papaye, Egya Atoapem's hometown, which was about three miles. Egya Atoapem used to be the warlord of the town. The moment the message got to them; the Asafo company was sent to go for the mortal remains from Anansekurom to Papaye.

They went in a rented vehicle to Anansekurom. The drama met the delegation with dirges. *They got to Anansekurom at around 3:00pm.* They welcome them with a bottle of drink. The delegation informed them about their mission to go for Egya Atoapem's mortal remains. The people of Anansekurom did not want to release the body which resulted in a bit of misunderstanding because Egya Atoapem had contributed enormously to the development of the town

3. Identify the main ideas in the passage.
4. Discuss the main ideas
5. Evaluate the advantages of intensive reading.

Assessment Level 4: Extended critical thinking and reasoning

1. **Research Project:** Conduct a research project on a theme or issue presented in a text you have read. Gather information from multiple sources, analyse the information, and present your findings in a detailed report.

FOCAL AREA 2: FEATURES OF EXTENSIVE READING

Extensive reading

Reading where learners read for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks. Extensive reading also involves reading a lot of materials for different purposes, such as specific information or pleasure.

Features of Extensive reading

Fluency: It refers to continuity, smoothness, rate and effort in language production. It can also be used to describe language ability or proficiency.

Text structure: The way authors organise information in a text. Recognising the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

Monitoring: A process in which students determine whether they understand what they are reading. If they realise that they cannot articulate the main idea of the passage, they can take steps to repair their comprehension before continuing to read.

Inference: This is making a guess about what you don't know based on the information available. Basically, you are reading between the lines. You can use your prior knowledge and textual information to draw conclusions, make critical judgements, and form interpretations of the text.

Evaluating: Can be conducted during and after reading. The reader forms opinions, makes judgements, and develops ideas from reading.

Learning Task

1. Explain the following
 - i. Extensive reading
 - ii. Fluency
 - iii. Monitoring
2. Read a conversation/text and examine at least 3 features of extensive reading.
3. Discuss the text read and share views with others.
4. Apply the knowledge of the features of extensive reading to read a text.

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

1. Whole class discussion

- a. Teacher models extensive reading to whole class.

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

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

High-ability learners take turns first.

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

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

- d. Teacher models extensive reading to small groups.

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

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

- b. Groups share views on texts read.
3. **Individual activity:** Individual learners apply extensive reading approaches to read a text and summarise their understanding of it and opinions on it. To be shared with the class.

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Summarise the concept 'extensive reading' in your own words
2. What are the five features of extensive reading? Give a brief explanation of each.

Assessment Level 2: Skills of conceptual understanding

1. Discuss how skimming and scanning contribute to the understanding of a piece of writing.

Assessment Level 3: Extended critical thinking and reasoning

1. To what extent do you agree with this statement: '*Extensive reading is purely for enjoyment whereas intensive reading is for fact-finding*' Give a balanced argument and justify all points.

Hint



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

Section 2 Review

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

requisite skills in reading. Finally, varied assessment forms should be employed to test learners' knowledge and understanding of reading.



APPENDIX 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>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>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>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>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>

SECTION 3: CONJUNCTIONS AND SOME WORD FORMATION PROCESSES

STRAND 2: LANGUAGE AND USAGE

Sub-Strand 1: Lexis and structure

Learning Outcome: Use the knowledge of affixes, conjunctions, phrases and clauses to construct meaningful sentences

Content Standard: Demonstrate knowledge in the appropriate use of affixes, conjunctions, phrases and clauses

STRAND 1: LANGUAGE AND USAGE

Sub-Strand 2: Rules of writing in a Ghanaian language

Learning Outcome: Apply the knowledge of word formation, punctuation and the use of diacritics in sentence construction.

Content Standard: Demonstrate knowledge and understanding of the word formation processes and correct usage of punctuation and diacritics.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

also helps in vocabulary acquisition and learning. Here, learners acquire skills to decode and encode new words, thus becoming independent learners. Due to the significant importance of these units, it is necessary that learners are guided to acquire these core language skills. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of words and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 5: *Affixes*

Week 6: *Conjunctions*

Week 7: *Word Formation Processes*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 5: *Simulation*

Week 6: *Mid-semester examination*

Week 7: *Critiquing*

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

WEEK 5

Learning Indicator: *Explore the use of affixes in the Ghanaian languages*

FOCAL AREAS 1 & 2: AFFIXES

Concept of affixes: Affixes are morphemes that are attached to a word stem to form a new word or word form. Affixes could also be explained as the grammatical element that is added to the beginning or end of a word to change its meaning. Affix is a general term for suffixes and prefixes. Adding an affix to a root word or phrase changes its meaning by creating a derived or inflected form. Affixes can be thought of as bits of words that can be attached to other words to create new meanings or change a word's part of speech. An affix is a prefix when it comes before the root/stem. An affix is infix when it comes in-between two-word forms. It is a suffix when it comes after the word-forms. Circumfixation on the other hand, is a process whereby a word is derived by means of the simultaneous attachment of a prefix-like and suffix-like formatives to a single base to give them the form. Affixes establish a regular meaning relationship between the stem and the word that results from the affixation. Examples of affixes in Mfantse/Asante are *a-*, *m-*, *n-*, *fo-*, *-nom*, *re-*. These are affixes because they can be added to other word forms to result in a different meaning. For instance: *egya-* father becomes *egyanom* - fathers. By adding a suffix to the word *egya* which is singular, it results in a plural form.

Types of affixes

The two main categories of affixes in languages are derivational affixes and inflectional affixes.

Derivational affixes: These are affixes that form a new word with a new lexical meaning. In derivational affixation, the word class of the stem and the word class of the derived word may or may not be the same. This means that derivational affixes may be **class-maintaining** or **class-changing**. Derivation affixes create new words from the root word. For example: *kɔm* 'to prophesy' can result in *nkɔm* 'prophesy' when the prefix *n-* is added to the stem *kɔm*. In this case, the class of the stem which is verb, changes to noun.

Inflectional affixes: These are affixes that change the form of a word alone, and not its class. **Inflectional suffixes** do not change the meaning of the word altogether, and therefore do not create new words. Inflectional affixes indicate grammatical relations such as number, gender, tenses, and so on. It means adding the inflectional suffix to a singular word can change it to the plural form. For example, adding the prefix *m-* to *banyin* 'man' will result in *mbanyin* 'men'. Here, **banyin** and **mbanyin** are not two entirely different words that belong to two separate classes, nor do they have two entirely different meanings.

Use of affixes

The uses of affixes are varied. They include the following:

1. They help in the formation of new words from existing root or stem. Eg. n + da = nda (as in Mfantse)
2. They help to change words from one class to another. Eg. n + da = nda (as in Mfantse)
3. Affixes help to create new verb tenses. E.g. a + kɔ = akɔ = (as in Mfantse/Akwapim/Asante)
4. Affixes help to change words from one tense to another. Eg. e + dzo = edzo (as in Ewe)
5. Affixes help to change words from singular to plural. Eg. a + bofoɔ = (as in Asante)
6. Knowledge of affixes help in correct spelling and language learning
7. Conversion of Adjectives to Verbs: A common suffix for this purpose is –en or the prefix en- as in:
8. Conversion of Nouns to Verbs: Some nouns can be converted to verbs by the addition of the following suffixes:
9. Conversion of Nouns to Adjectives: The suffixes for converting nouns to adjectives are:
10. Conversion of Adjectives to Nouns:
11. Conversion of Verbs to Adjectives:
12. Conversion of Verb to Noun

Learning Tasks

1. Explain affixes
 2. State the types of affixes in your language
 3. Explain the types of affixes in your language with appropriate examples
 4. Create five words using each of the types of affixes in your language
 5. Discuss at least four uses of affixes
 6. Identify the affixes in the following words and show the types of affixes they are
- Mfantse:
 Ntotowee
 Ridzi (eating)
 Dzii (ate)
 anyenkofo (friends)
 enuanom (siblings)

mba (children)
 mbasiafo (women)
 nnoma (birds)
 nkokɔ (chickens)
 adzetɔnnyi (seller)

7. Change the following words into nouns or adjectives by adding the appropriate affixes

kɔ (go)
 saw (dance)
 kɔm (prophecy)
 dzi (eat)
 kyerekyerɛ (teach)
 kyereɔ (write)

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class activity

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

Group work/collaborative learning

1 Mixed ability groups

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

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

2. Whole class activity

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

- b. Each group makes a presentation for discussion and clarification.

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Describe an affix in your own words.

Assessment Level 2: Skills of conceptual understanding

1. Distinguish the types of affixes available in your language and give at least three examples of each.
2. Use each of the types of affixes to create at least five new words.
3. Based on your answer in question 2 above, discuss at least three important affixes to your language.
4. Identify the affixes in the following words and show the types of affixes they are.

Example of some Mfantse words

Kunnom (husbands)

Adzesuanyi (learner)

Mbuukuu (books)

kommyɛ (silence)

ndodowee (browning)

papayɛ (goodness)

akyerewfo (writers)

Assessment Level 3: Strategic Thinking

1. *A friend of yours from another school is struggling to understand the affixes in your language. Simulate how you will help your friend establish the types of affixes in your language giving three examples each to support your claim.*

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.

WEEK 6

Learning indicator: *Construct sentences with the types of conjunctions in a Ghanaian language*

FOCAL AREAS 1 & 2: CONJUNCTIONS

Concept of conjunctions

Conjunctions are words that link other words, phrases or clauses together. Conjunctions allow the formation of complex, parallel sentences and structures in order to avoid the construction of multiple short sentences. Its major function is to join aspects and units of language together. Examples of conjunctions in Mfantse are *na*, *eso*, *naaso*, *mbom*, *ntsi*, *osiandɛ*...

Osua adze ntsi onyim adze. She studies so he is good.

*Mobɔkɔ **mbom** mebesan aba. I will go but I will return.*

Kofi na Amba. Kofi and Amba.

Types of conjunctions

There are different types of conjunctions in languages. However, only three of them are going to be discussed here, teachers should teach what pertains in their language. These are coordinating conjunctions, correlative conjunctions and subordinating conjunctions.

Coordinating conjunction: coordinating conjunctions allow the joining of words, phrases, and clauses of equal grammatical rank in a sentence. Examples of coordinating conjunctions in Mfantse for examples are *na*, *nna*, *eso*, *naaso*, *ntsi*, *mbom*, *a*, *anaa*, *dɛ*, *ma*, *ama*, *amma*, *osiandɛ*, *gyedɛ*, *tse dɛ*, *sɛ...a*, *kyere d*, *aber a... no*, *dɛ mbrɛ...* (These examples are language specific so translators should use what pertains in their language)

1. Coordinating conjunctions that join words and phrases [*na*, *anaa*, *dɛ*, *sɛ*, *o*] (These examples are language specific so translators should use what pertains in their language)

Kweku **na** Ekuwa (*Kweku and Ekuwa*)

Eburow **o**, nkatse **o** (*Whether maize or groundnuts*)

Suban **nye** ahoɔfɛ (*character with beauty*)

Kwamena **anaa**? (*Is it Kwamena/Kwamena or?*)

2. Coordinating conjunctions that join words and clauses [*a*]. We do not put (,) after the conjunction. (These examples are language specific so translators should use what pertains in their language)

Nyame **a** magye no edzi. *The God that I have believed.*

Asem a ɔkae no yie. (What she/he said was good)

Coordinating conjunctions that join subordinate clauses and main clauses together. In this instance, the conjunction becomes part of the subordinate clause [a, no, se, de, ma, ama, amma, osiande, gyede, mbre, ansaana...] Examples in English [for, and, nor, but, or, yet, so]

Mfatoho: Examples:

Yedzidzi wie a, yebeda. (When we finish eating, we will sleep.)

Se ɔbeyɛ a, hom nye nyimpa nyina ntsena asomdwee mu. (If it is possible, live at peace with all men)

Ansaasa mbenkenson besi ne tsir ase no, nna onyim ma asaase aka akyerɛ no. (Before the palm branch bends, it is due to what the earth has told it.)

Correlative conjunctions: correlative conjunctions are pairs of conjunctions that work together as one. Examples in Mfantse: [se....a, aber a... no, tse de, kyere de] (These examples are language specific so translators should use what pertains in their language).

Se nsu to a, mobɔɔw bi. (When it rains, fetch some)

Aber a ɔhen no wui no, muhun Ewuradze. (When the king died, I saw the Lord)

Subordinating conjunctions

These conjunctions join independent and dependent clauses. A subordinating conjunction can signal a cause-and-effect relationship, a contrast, or some other kind of relationship between the clauses, examples in Mfantse: [na, anaa, ntsi, mbom, naaso...]. Examples in English [therefore, however, so,...] (These examples are language specific so translators should use what pertains in their language).

Obra no bo ye dzen naaso yebɔbo ho mbɔden. (Life is not easy but we will try hard.)

Okɔ hwehwɛɛ no mbom ɔannto. (He sought him but he could not find him.)

Minyim no ntsi medze nkra no bɛma no. (I know him therefore I will leave the message with him.)

Learners should be made aware that the type of sentences also determines the function of conjunctions. All examples here are in Mfantse. Language specific content and examples should be provided to students.

Constructions of sentences with conjunctions

There are a few important rules regarding the use of conjunctions. Application of these rules can help in the flow of our writing.

- Conjunctions are for connecting thoughts, actions, and ideas. Therefore, the right conjunction should be chosen to achieve the needed effect.
- Conjunctions are useful for making lists.
- When using conjunctions, make sure that all the parts of your sentences agree.

Learning Task

1. Explain conjunctions and give three examples
2. Identify the types of conjunction in your language
3. Distinguish between the types of conjunctions identified
4. Use examples from each of the types of conjunctions identified
5. Construct sentences using the conjunctions given

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

- a. Through questions and answers, class work together to explain conjunctions.
- b. Learners discuss amongst themselves to identify and explain the types of conjunctions in their language. *Teacher should direct HP learners to lead discussion as 'lead learners'.*
- c. 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.*

2. Individual work

Each learner uses their own examples to form meaningful sentences.

3. Whole class activity

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

KEY ASSESSMENT**Assessment level 2: Skills of conceptual understanding**

1. Explain conjunctions and give three examples.
2. Underline the conjunctions in the following sentences. (Translators should give language related examples)
 - a. Maame Adwowa rekenkan na Kwamena rekyerɛw. (Maame Adwowa is reading and Kwamena is writing.)
 - b. Sɛ ɔwɔ ha a nkyɛ obeyi ano. (If he/she were here, she would respond)
 - c. Isua adze a, ibohu. (If you learn, you will know)
 - d. Ɔkɔm dze no ntsi na odzidzii no. (He/she is hungry that is why he/she ate.)
 - e. Mobɔkɔ eso ɔnnɔyɛ ndɛ. (I will go but not today.)
 - f. Fufu o, ampesi, mepɛ. (I like either fufu or Ampesi.)

3. Classify the following conjunctions into the types (na, nna, eso, naaso, ntsi, mbom, a, anaa, de, ma, ama, amma, osiande, gyede, tse de, se...a, kyere de, abera... no, de mbre...) (Language specific question should be given in relation to this.)

Assessment level 3: Strategic Reasoning

- Form at least four sentences with each of the types of conjunctions in your language
- Distinguish between the types of conjunctions in your language and provide at least four examples of each.
- Insert the appropriate conjunction to complete the sentences below. (Conjunctions are language specific. Translators should set questions on what pertains to their languages)
 - Se ...isua adze....ibohu.
 - W'enyiwa komda.
 - Obabaobekyer.
 - Murusua adzemeetwa mo nsɔhwɛ.
 -mereye ma mereye yi
- Form one sentence with each of the following conjunctions (na, nna, eso, naaso, ntsi, mbom, a, anaa, de, ma, ama, amma, osiande, gyede, tse de, se...a, kyere de, abera... no, de mbre...) (These are conjunctions in Mfantse, translators are to set questions to reflect what pertains in their languages)

Hint



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

WEEK 7

Learning Indicator: Discuss the word formation processes in a Ghanaian language (compounding, clipping, borrowing, affixation)

FOCAL AREAS 1 & 2: WORD FORMATION PROCESSES

Word formation is the process of creating new words or lexical units in a language.

There are many types of word formation processes that languages go through to form new words. These include blending, compounding, clipping, borrowing, affixation, reduplication, conversion, some are discussed below.

Compounding: the morphological process of combining two or more root words to result in a compound whose meaning may be distinct from the individual constituents. It could also be defined as a word made up of at least two bases which can occur elsewhere as independent words. The combination of words could be from different word classes so far as they are free forms. There could be Noun+Noun compounds, Noun+Verb compounds, Noun + Adjective compounds, clausal compounds, and among others. Examples of compound in Asante are *ani + dane = anidane*, *nkwan + ta = nkwanta*, *nsa + pan = nsapan*. Examples of compounds in English are **saw + dust=sawdust**, **back + space=backspace**, **living + room=living room**.

Clipping: is also called shortening or truncation. It is a word formation process whereby segments of existing words are removed to create new words. That is, new words are created from old words by cutting of part of the old word. We could clip the beginning, the middle or the final segment of a word. Examples of clips in Asante are *maa* from *maame*, *Koo* from *Kofi*, *Paa* from *Papa*, *Odi* from *Odiifo*. Examples of clipped words in English are **phone** from **telephone**, **advert** from **advertisement**, **reps** from **representative**, **rhino** from **rhinoceros**, **sax** from **saxophone**.

Borrowing: **borrowing**, also known as lexical borrowing is the process by which a word from one language is adapted for use in another language. The word that is borrowed is called a borrowed or loanword. Many languages have other languages serving as sources of vocabulary for them. Examples of lexical items that have entered Asante include *bokiti-bucket*, *soment-cement*, *ntoosi-tomatoes*, *makyese-matches*. All these words are believed to have been borrowed from the English language.

Significance of word formation processes:

1. It helps in language development as a language's lexicon broadens
2. It helps in internationalisation of languages
3. It helps in the creation of new words to name new concepts
4. It helps in language learning
5. It helps us to trace the origin of words

Learning Tasks

1. Explain word formation processes
2. Discuss three types of word formation process in your language
3. Explain at least three positive impacts of word formation processes in your language

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

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.

Teacher provides sentence-prompts to scaffold learning (for example gap fill template or sentence starters) for less able learners.

3. 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.

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Explain word formation
2. Explain the type(s) of word formation processes in your language

Assessment Level 2: Skills of conceptual understanding

1. Write three examples in your language of words formed using each of the types of formation process mentioned above.

Assessment level 3: Strategic Reasoning

1. Explain the word formation processes involved in forming the following words:
 - a. akokɔnini (cock)
 - b. kofori (this is a name)
 - c. anemia (hardiness)
 - d. akasaakasa (misunderstanding)
 - e. nkwankyɛn (roadside)
2. Compare the following word formation processes and provide two examples each.
 - a. Affixation
 - b. Compounding
 - c. Reduplication
 - d. Borrowing
3. Classify the following words under affixation, borrowing, blending, compounding and reduplication. Explain your answers.
 (akrɔkrɔw, anantsewanantsew, apra, buukuu, dupɔn, kɔɔpoo, nda, nyamesɛm, nkwanta, osuanyi, skuul, kyerɛwdua, mbanyin, mbasiafo, nyankotɔn, nkakraba)
 (pampering, sweeping, book, wanderings, cup, days, gospel, junction, disciple, school, pencil, men, women, rainbow, fingerlings)

Assessment level 3: Strategic Reasoning

1. Explain three positive impacts of word formation processes in your language and make a presentation for discussion and **critiquing**.
2. 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, conjunction and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunction and word formation processes. It is expected that, knowledge in affixes for instance, will help learners to create new and correct verb tenses and be able to change the word class of a word. Also, it will help learners to identify words, their meaning and grammatical functions. Knowledge of conjunctions in language will also help learners to connect several words, ideas and concepts together. This will offer learners the opportunity to build complex word structures and sentences that convey interesting messages. Again, it is expected that knowledge in word formation processes will increase learners' ability to acquire skills to decode and encode new words and also create new words for the naming needs of concepts. It is expected that teaching is differentiated for each learner to efficiently acquire knowledge in these essential language areas.



APPENDIX E: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

- a) *Venue for the examination*
- b) *Printed examination question paper*
- c) *Answer booklet*
- d) *Scannable paper*
- e) *Wall clock*
- f) *Bell, etc.*

Sample questions

Section A: Multiple Choice

Which of the following is NOT a possible syllable structure in your language?

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

Section B: Essay

Explain the following terms and give two examples each

- i. *syllable*
- ii. *tone*

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.*

Marking scheme

Section A: Multiple choice

Which of the following is NOT a possible syllable structure in your language?

C. VC – 1 mark

Section B: Essay

- a) A syllable is a **segment of speech** that consists of a **vowel**, which may form a part or be the **whole of a word**. A syllabic consonant also qualifies as a syllable. Syllables must contain a **singular** vowel sound and may or may not have consonants before, after, or surrounding the vowel sound.
- Award 5 marks if the key words in bold are featured in the definition.
 - Award 4 marks if 4 of the key words features in the definition.
 - Award 3 marks if 3 key words feature in the definition
 - Award 2 mark if 2 key words feature in the definition
 - Award 1 mark if 1 key word features in the definition.
- b) Tone: A tone is the **raising** or **lowering** of the **pitch** of **voice** across a **syllable**, **word**, or **whole sentence**. A tonal language is a language where the meaning of words depends on tone.
- Award 5 marks if the key words in bold are featured in the definition.
 - Award 4 marks if 4 of the key words features in the definition.
 - Award 3 marks if 3 key words feature in the definition
 - Award 2 mark if 2 key words feature in the definition
 - Award 1 mark if 1 key word features in the definition.

Table of Specification

Week	Focal area	Type of questions	DoK Levels				Total
			1	2	3	4	
1	1. Syllable	Multiple choice	3	2	-	-	5
		Essay	-	1	-	-	1
2	1. Tones	Multiple choice	4	1	-	-	5
		Essay	-	1	-	-	1
3	1. Main ideas in conversation	Multiple choice	2	2	-	-	4
		Essay	-	1	-	-	1
4	1. Intensive reading 2. Extensive reading	Multiple choice	1	2	-	-	3
		Essay	-	-	-	-	1
5	Affixes	Multiple choice	1	2	-	-	3
		Essay	-	1	-	-	1
	Total		11	13	-	-	24

SECTION 4: PHRASE/CLAUSE STRUCTURE AND PUNCTUATION

STRAND 2: LANGUAGE AND USAGE

Sub-Strand: Rules of writing the Ghanaian language

Learning Outcomes

1. *Use the knowledge of affixes, conjunctions, phrases and clauses to construct meaningful sentences*
2. *Apply the knowledge of word formation, punctuation and the use of diacritics in sentence construction.*

Content Standards

1. Demonstrate knowledge in the appropriate use of affixes, conjunctions, phrases and clauses
2. Demonstrate knowledge and understanding of the word formation processes and correct usage of punctuation and diacritics.

Hint



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

INTRODUCTION AND SECTION SUMMARY

This section continues with discussion on units of grammar of the language. Learners will be introduced to phrases, clauses and punctuation. They will learn about the phrase, its structure and types in the language. They will also learn about the clause and its types in the language. Additionally, they will learn about punctuation and its use. Knowledge in this will help learners to form meaningful sentences and other complex constructions. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of phrases, clauses and punctuation and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 8: *Phrases*

Week 9: *Clauses*

Week 10: *Punctuation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

Learning Indicator: Use the types of phrases to construct sentences in a Ghanaian language

FOCAL AREAS 1 & 2: PHRASES

Explanation of Phrase

A phrase is a group of words (or word in some cases) functioning as a meaningful unit within a sentence. A phrase must have a head word and must be meaningful. The head word can be a noun, verb, adverb or adjective. The type of phrase is identified by the head word. Examples of phrases in Mfantse are: *atar*, *papa*, *ayamuye*, *Abofra no...*(*dress*, *man*, *kindness*, *the child...*)

Types of Phrases

We will study 5 types of phrases; Noun phrases, Verb phrases, Adverbial phrases, Adjectival phrases and Prepositional/postpositional phrases.

Noun Phrase

A noun phrase is a phrase that has a noun or a pronoun as its head or a head word. Structures of noun phrases vary. See below.

- a. A noun phrase can be a single noun or pronoun. This phrase can contain only one word which can be a noun or a pronoun. Examples;

Kumase, hɔn (*Kumasi*, *they*)

Noun Phrase in Akan (Mfantse)	
Mfantse	Phrase Structure
Kumase	NP - N1
Hɔn	NP - PRO

In the above examples, a single noun functions as a noun phrase without a modifier or determiner. A pronoun can function as a noun phrase.

- b. A noun phrase can also be an expanded noun phrase. It is made up of the main noun and one or more adjective, pronoun or preposition which are meant to add further descriptions to the noun.

Examples

Noun phrase Structure in Mfantse	
Mfantse	Phrase Structure
Atar kɛsɛ (big dress)	NP - N1 ADJ
Maame Araba (name)	NP - NP NP
Aban edwumayɛfo baaanan (four government workers)	NP - NP NP AP
Aban edwumayɛfo baaanan no (the four government workers)	NP - NP NP AP DET
Abofra no (the child)	NP - NP DET
Nyimpa bɔn no (that bad person)	NP - NP (AP) (DET)
Kofi tsena egua no do (Kofi sits on the chair)	NP - NP PP
Okura tsentsen bi (a tall mouse)	NP - NP (AP) (DET)

- c. Noun phrase modifiers: Noun phrases come with words that are placed either before or after the main noun and these are called modifiers. The modifiers are words, phrases or clauses that add more information to the head word which is the noun. If the modifier comes before the main noun, it is called a pre-modifier, and those that come after the main noun are the post-modifiers. Sometimes the head word lies between both pre-modifiers and post-modifiers. (Translators should use examples that are in their languages. The examples below are Mfantse specific)

1. Examples of pre-modifiers in Mfantse.

- i. Me maame panyin ne ba no.

Pre-modifier head

In this example, the head word in the above phrase is 'ba'(child) and the phrase 'Me maame panyin'(my aunt) is the pre-modifier that is giving more information about the head which is a noun 'ba'. The whole phrase is a Noun Phrase.

- ii. Oguaa Esuapɔn esuafo no nyim adze. (All the

Pre-modifier head word

- iii. Edwumako dɔkon yɛ dɛw.

Pre-modifier head word

The second example talks about the 'esuafo' (students) being brilliant with the phrase 'Oguaa Esuapɔn' (Cape Coast University) being the pre-modifier, which gives more details about the head word 'esuafo'. The last example throws more light on how delicious 'dɔkon' (kenkey) is and the 'Edwumako' (name of a town) gives the specific detail 'dɔkon' (kenkey) that is delicious.

2. Examples of Post-modifiers

- i. Atar fufuw tsentsen no ayew.
head word Post-modifier
- ii. Minyim banyin kɔkɔ no a ofi Nkran no.
head word post-modifier
- iii. Datɔ skuul atar fofor dudur bi.
head word post-modifier

The example (i) talks about the ‘atar’ (dress) which is missing with the phrase ‘fufuw tsentsen no’ (the white long) being the post-modifier giving more details about a particular ‘atar’ that is missing. Example (ii) also throws more light on the ‘banyin’ (man). The phrase that comes after the ‘banyin’ is post-modifying the head word ‘banyin’. The last example talks about the ‘skuul atar’ (school dress) that she or he has bought with the phrase after the head word ‘skuul atar’ (school dress) post-modifying it.

3. Examples of the head word that lies between both pre-modifiers and post-modifiers in Mfantse.

- i. Ghana aban edwumayefo mpanyimfo beenu bi aba ha.
Pre-modifier head word post-modifier
(Two heads of government of Ghana workers have come here.)
- ii. Hen skuul esuafo baanan a wogyina hɔ no edzi dɛw.
Pre-modifier head word post-modifier
(Four of our students who are standing there have been joyful.)

Verb Phrase

Although there are different types of verbs phrase each verb phrase has one verb as a head word that the whole phrase is being centred on. It can be a transitive or intransitive verb.

Examples in Mfantse

- i. Dzi (eat)
- ii. Nom (drink)
- iii. Fow (climb)

Verb phrases can consist of the main verb along with one or more auxiliary verb. Without the helping (auxiliary) verb, the meaning of the sentence is unclear. These are some example verbs in Mfantse; gye....dzi, (believe) sɔ....hwe, (test/tempt) ka....kyere, (tell) fa....kɔ (send). However, verb phrases in Akan may take several forms as the examples below illustrate:

Verb Phrase Structure in Mfantse	
Mfantse	Phrase Structure
Bra fie (come home)	VP - V1 NP
Kɔ wo papa ne fie (Go to your father's house)	VP - V1 NP NP
Tsena mo do. (Sit on me)	VP - V1 PP
Kɛfa kɔ (Take it away)	VP - VP VP
Serew me (laugh at me)	VP - VP NP
Nantsew ntsem (Walk quickly)	VP - VP ADP
Ogye dzi (He believes)	VP - NP AUX +VP

Adverbial phrase

A phrase that has an adverb as its head or a head word. Adverbial phrases answer questions such as how, why, what, and when. An adverbial phrase modifies a verb, adjective or another adverb.

Examples

Adverbial Phrase Structure in Mfantse	
Mfantse	Phrase Structure
Nyaa (Slowly)	ADVP - ADV
Ntsem yie (very quickly)	ADVP - ADV ADV
Bɔkɔɔ (slowly)	ADVP - ADV
Bɔkɔɔ dodow (very slowly)	ADVP - ADV ADV

Adjectival phrase

A type of phrase that has an adjective as the head word. It modifies a noun or a pronoun. These are some of the adjectives in Mfantse; *kɛsɛ*, *tuntum*, *kɔkɔɔ*, *fufuw* (*big, black, red, white*). The adjectives in the sentence stand alone as one adjectival phrase. The adjectival phrase in Akan is composed of the adjective alone or the adjective followed by an adverb

Examples

Adjectival Phrase Structure in Mfantse	
Mfantse	Phrase Structure
Tsentsen (tall, long)	ADJP - ADJ
Kɛsɛ dodow (too big)	ADJP > ADJ ADV
Sua (learn)	ADJP > ADJ
Fofor paa (very new)	ADJP > ADJ ADV

Post-positional Phrase

A phrase that consists of a postposition, the object of the postposition and any modifiers. Post-positional phrases of Akan consist of a noun phrase (NP) and a postposition (PP). It should be noted some languages have prepositional phrase. This should be treated in class.

Prepositional Phrase Structure in Mfantse	
Mfantse	Phrase Structure
Pon no do (on the table)	PP - NP (N DET) PP
Dan no ekyir (behind the building)	PP - NP (N DET) PP
Fie no enyim (infront of the house)	PP - NP (N DET) PP
Egua no nkyɛn (beside the chair)	PP - NP (N DET) PP

Structure of phrases

As has been discussed above, the structure of a phrase is dependent on the form of the phrase.

- a. Noun phrases can be a single noun or a pronoun. In a noun phrase the head word is a noun. A noun phrase can be identified by removing all the other words from the phrase and it will be meaningful without damaging the sentence structure.

For example

Mo nua banyin no aba fie. (My brother has come home.)

Note

In the above sentence 'Mo nua banyin no' (*my brother*) is the Noun Phrase. The phrase is meaningful because the noun 'banyin' (*brother*) which is the head word forms part of it, but the moment the head word is removed from the phrase the phrase has no meaning.

Uses of Phrases

1. Phrases are used to express ideas.
2. They also serve as a tool for effective communication in speech and writing.
3. They are used to craft meaningful messages.
4. They play a crucial role in enhancing clarity.

Learning Tasks

1. Explain what a phrase is and how it is different to a sentence
2. State at least three types of phrases in your language and give at least three examples of each.
3. Write two sentences and show the phrases in them.

PEDAGOGICAL EXAMPLARS

Problem-Based learning

1. Whole class activity

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

2. Mixed ability group activity

- a. In mixed ability groups, form nine sentences (3 of each) with each of the types of phrases. Rank the sentences from most to least complex using the diamond nine approach.

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

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

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Describe the following types of phrases
 - a. Verb phrase
 - b. Noun phrase
 - c. Adverbial phrases

Assessment Level 2: Skills of conceptual understanding

1. Identify the types of phrases underlined in the sentences below
 - a. Maame Araba rokɔ. (Maame Araba *is going*).

- b. Dua kɛse no ebu. (The **big** tree has fallen.)
- c. Boba no da dan no ekyir. (**The stone** is at the back of the house).
- d. Ɔakyerɛw nsɔhwɛ no. (**She** has written the exams).
- e. Skuulfo no ama kwan. (**The students** have vacated).

2. Describe the phrases in the following sentences.

- a. Araba rusua Mfantse. (Araba is learning Mfantse)
- b. Ghana bɔɔlbɔ kuw no edzi nkonyim. (The Ghana football team have won.)
- c. Anoma no atɔ dua no ase. (The bird has fallen under the tree.)
- d. Dan no ekyir efuw satuu. (The back of the house is very weedy.)
- e. Maame Ekuwa reyɛ nkwan wɔ fie. (Maame Ekuwa is making soup in the house.)

Assessment Level 3: Strategic reasoning

1. Give two examples of the following phrases in your language. Explain each example briefly, showing the head word and any modifiers.
 - a. Noun phrase
 - b. Verb phrase
 - c. Adjectival phrase
 - d. Adverbial phrase
2. Form at least two sentences with each of the examples given and underline them the phrase

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.

WEEK 9

Learning Indicator: *Describe and classify the types of clauses*

FOCAL AREAS 1 & 2: THE CLAUSE AND ITS TYPES

Definition of clause

A clause is a combination of words that makes up a sentence. It consists of a subject and a predicate.

Types of Clauses

There are two main types of clauses. These are;

1. Main or independent clause: a group of words with a subject and a verb. It has a subject and a verb, and on its own, it presents a complete unit of meaning.

Examples in Mfantse;

- i. Yɛbae. (We came)
- ii. Amba nyim Sekunde. (Amba knows Sekondi)
- iii. Bra! (Come)
- iv. Ebeba? (Will you come?)

Each of the examples above gives one meaning and any of them can stand alone, which is why it is called an independent clause. Based on this, an independent clause can be divided into three types. These are; indicative, interrogative and imperative.

- a. Indicative: is a factual statement used to communicate a meaning. It is used to communicate a fact or to give an information.

Examples.

- i. Ɔkɔto nnwo anoma. (The crab does not give birth to a bird)
- ii. Yɛbɛyɛ nsɔhwɛ Fida. (We shall write exams on Friday)
- iii. Ɔmanpanyin etu kwan. (The president has travelled)

In the first example, the statement gives a fact that, *a crab cannot give birth to a bird*. The second and the third give information on when they will write their quiz and the government who has travelled.

- b. Interrogative: a sentence that asks a question or makes a request for information. This can be a question that demands a yes or no answer, used to find out about someone's opinion or demand a detailed answer rather than a yes or a no.

Examples

- i. Etse Nkran? (Do you stay in Accra?)
 - ii. Erokɔ hen? (Where are you going to?)
 - iii. Woana nye wo kyerekyerenyi? (Who is your teacher?)
- c. Imperative: A sentence that gives a command, an instruction or some advice. Imperative sentences do not require a subject. The verb used in an imperative sentence should always be in the simple present tense. It always ends with an exclamation mark.

Examples

- i. Kɔ! (Go!)
 - ii. Bra! (Come!)
 - iii. Tsena ase! (Sit down!)
 - iv. Frɛ me ɔkyena! (Call me tomorrow!)
2. Subordinate clause: A clause that cannot stand alone as a complete sentence. It always depends on the main clause to give it meaning and is also referred to as dependent clause. Subordinate clauses often use conjunctions to link them to the main clause, some examples in Mfantse are; sɛ...a, ber...a, gye..dɛ, osiandɛ, dɛ. (Language specific examples should be used)

Examples in Mfantse

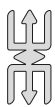
- a. Sɛ yɛkɔ hɔ a, ɔbɔtɔ bi. (If we go, he/she will buy some)
Sub. clause
- b. Ɔkaa dɛ ɔbɛba. (He/she said that, he/she will come)
Sub. clause _
- c. Kofi kɔr hɔ no, ɔkɔr habanmu. (When Kofi went there, he went to the farm.)
Sub. clause

There are three types of dependent clauses, depending on their functions: adjectival (relative), noun and adverbial.

1. A relative clause is an adjectival clause that describes or defines the noun. It begins with a relative pronoun (who, whom, whose, that, and which) or a relative adverb (when, where or why). It functions as an adjective. The following sentences in Mfantse contain a relative clause;
- a. Minyim papa no a ɔbaa ha no. (I know the man who came here.)
Relative clause
 - b. Maame no a ɔtɔn ngo no aba. (The woman who sells the oil has come.)
Relative clause

- c. Fa buukuu no a ewia no ma me. Give the book that you have stolen to me.

Relative clause



Note

All the underlined clauses are relative clauses and in Mfantse, it is called 'asempruw' which is why all the underlined clauses start from where the 'a' starts within the sentence.

2. A noun clause is a dependent clause that serves the same function as a noun (e. g. subject, direct object, indirect object, object of the preposition, and predicate nominative). Noun clauses may seem similar to relative clauses but differ by the fact that a noun clause takes the place of the noun in the sentence, whereas a relative clause will be dependent on the noun in the sentence. The following sentences in Mfantse contain a noun clause;

- a. Abofra no a odzi nkunyim wɔ nsɔhwɛ no mu no, enya akyɛdze.

Noun clause

(The child who emerged winner in the examination has received award.)

- b. Mpaboa kakraba no a ɔyewee no, yehu.

Noun clause

(We have found the small footwear that got missing.)

3. An adverbial clause is a clause that functions as an adverb. In other words, it modifies a verb, an adjective, another adverb or even a sentence. The following sentences in Mfantse contain a noun clause;

- a. Ɔkae, ber a ofii edwuma mu no. (He remembers when he left the office.)

Adverbial clause

- b. Yedzidzi wie a, mobɔkɔ. (When we finish eating, I will go.)

Adv. clause

The underlined examples above are all subordinate clauses.

Learning Tasks

1. Define what a clause is.
2. List the types of clauses with a brief description
3. Give two examples of each of the types.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Collaborative learning

Mixed ability group

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

3. Whole class activity

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

KEY ASSESSMENT

Assessment Level 2: Skills of conceptual understanding

1. Explain clause in your own words
2. Describe the two types of clauses and how they differ.
3. Give at least three examples of each type of clause.

Assessment Level 2: Skills of conceptual understanding

1. Underline subordinate clauses in the sentences below
 - a. ɔtɔn muoko a wɔanoa. (He sells pepper that is boiled.)
 - b. Minyim Nyame a magye no edzi. (I know the God that I have believed.)
 - c. Anoma enntu a, obua da. (If a bird does not fly, it goes to bed hungry.)
 - d. Gua bɔsɔ a ofi anapa. (If sales will go well, it depends on the activities in the morning.)
 - e. Kyerekyerenyi a mepa n'assem no reba. (The teacher that I like best is coming)
2. Classify the following into main clause and subordinate clauses.
 - a. Aba a? (Have you come?)
 - b. Adze nsae a? (Is it not late?)
 - c. Inyim no. (You know her.)
 - d. ɔtse ha. (He stays here.)
 - e. Bra. (Come)

- f. Nsu rotɔ a... (when it is raining...)
- g. Kyerɛw to hɔ. (Write it down.)
- h. Skuulkɔ yɛ dɛw. (Going to school is fun.)
- i. Sɛ ɔba a... (when he comes...)
- j. frɛ no ma me. (call him for me)

Level 3: Strategic reasoning

1. Use a sentence to respond to each one of the situations below. State the type of clause(s) you have used and justify your decision.

e.g. A mother is worried that her child is going to fast: *Slow down!* (Independent, imperative clause – the mother needs to give clear, quick information to the child to avoid danger)

- a) A teacher needs students to stop and listen in a noisy classroom.
 - b) A customer has asked what an item is in the shop.
 - c) A police detective asks you to describe what you were doing last Saturday.
 - d) You are introducing a story.
2. From the knowledge you have gained on clauses, read the short paragraph below in groups and underline all the clauses in it. Each group will make a presentation for discussion.

“The young boy who participated in the just ended football competition was given a golden boot for being the best player. After the award was given, his father who rejected him at age three congratulated him. He remembered his struggling days. After all the struggles, he signed a contract with a foreign team.”

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

WEEK 10

Learning Indicator: Discuss punctuation (e.g. full stop, comma, colon, semi-colon, etc.) and diacritics and use them appropriately in a sentence

FOCAL AREAS 1 & 2: PUNCTUATION MARKS

Definition of punctuation marks

Punctuation marks are “signs or marks used in writing to divide sentences, phrases and clauses to make them meaningful.

Types of punctuation marks and their uses

Full stop: (.)

Uses of a full stop

1. A full stop is used to end a sentence.

Examples in Mfantse

- i. Medzi fufu. (I have eaten fufu.)
- ii. Araba ada. (Araba is asleep.)

2. It is used to separate sentences.

Examples

- i. Moko gua mu. Mekefa ndzamba. (I go to the market. I go to buy items.)
- ii. Moko skuul. Mennguar. (I went to school. I did not bath.)

3. It also used to indicate the end of an abbreviation.

Examples

Mr., Mrs. Dr., Jan.

4. It is used to indicate the end of a quoted phrase or sentence.

Examples

- i. Kofi kaa de, “mepɛ akenkan”. (Kofi said that, “I like reading”)
- ii. Amba see no de, “ɔnnso Nyame ye”. (Amba said that, “It is possible for God”)

Comma: (,)

Uses of Commas

1. A comma is used to separate items in a list; whether they be phrases, words or clauses.

Examples

- i. Mokər gua mu kɔtɔɔ muoko, nkyen, sikan na ekutu.
(I went to the market and bought pepper, salt, knife and orange.)
- ii. Efuwa wɔ adan, kaar na asaase.
(Efuwa has houses, a car and land)

- 2. It is used to separate dates, cities and states.

Examples

- i. Wɔwoo me wɔ Afram wɔ Ayewoho, 15, 1896.
(I was born at Afram in July, 15, 1896.)

- 3. It is used to separate adjectives that describe the same noun.

Examples

- i. Banyin tuntum, tsentsen no ada. (The tall, dark boy is asleep.)
- ii. Dua kɛse, tsiatsiaba no ebu. (The big, short tree has fallen)

Colon (:) **Uses of colons**

- 1. A colon is used to introduce a list of items, examples or explanations.
 - i. Edziban a mepɛ papaapa nye: fufu na abɛnkwan.
(The food I like best is: fufu with palm soup.)
 - ii. Buukuu a mowɔ no bi nye: *Twer Nyame, Ɔbra wɔtɔbo bɔ na Mber pa bɛba.*
(The books I have include: *Twer Nyame, Ɔbra wɔtɔbo bɔ* and *Mber pa bɛba.*)

Semicolon (;)**Uses of semicolons**

- 1. A semicolon separates two independent clauses.

Examples

- i. Makenkan mbuubuu ahorow; Asomdwee yie na m'enyi gye ho papaapa.
(I have read many book; It is Ancestral Sacrifice that I love very much.)
- ii. Mokər fie; mikedzidzi.
(I went home; I went to eat.)

- 2. It separates items in a list.

Example

- i. Mokər gua mu kɔtɔɔ eduaba bi tse; mpuwa, ekutu, pear
(I went to the market and bought fruits such as; banana, orange, pear)

Apostrophe (')

1. An apostrophe is used to show possession.

Example

- i. M'atar no atsew.
- ii. N'ano ye tor.

2. It is used to show the omission of letters.

Examples

- i. M'anyenkofo.
- ii. M'enyiwa.
- iii. M'ennyi.

Examples in English: I've, can't, didn't

Quotation marks (" ")

Uses of Quotation marks

1. Quotation marks are used indicate direct quote.
 - i. Kofi kaa de, "Nyame mber nye mber pa". (Kofi said that, "God's time is the best".)
 - ii. Araba see me de, "Oboko". (Araba told me that, "She will go")
2. They can also be used to set off the titles of short works or sections of long works.

Example

- i. "Twer Nyame".
(“Depend on the Lord”)

3. They are used to separate spoken words from the rest of the text.

Example

- i. Amba kaa de "Suro Nyame".
(Amba said that "Fear the Lord")

Hyphen (-)

Use of hyphens: A hyphen is used to show a range between two things.

Examples

- i. Eduonu-ebien (twenty-two)
- ii. Dwowda-Fida (Monday-Friday)

Parentheses (())

Uses of Parentheses

1. Parentheses is used to enclose additional information.

Example

- i. Amba tɔɔ eduaba (ekutu, mpuwa na aborɔbɛ)

(Amba bought fruits (orange, banana and pineapple))

2. It is used to indicate a word or phrase that is added for explanation or clarification

Dash (-)

Can be used in the place of comma or colon

Example

- i. Ɔdze ebufuw yi no nua ano – Oho!

(He angrily responded to his sibling – No!)

Slash (/)

Shows connecting and conflicting relationships between two words.

Example

- i. Nua banyin / nua basia, adɔfo / atamfo, maame / ɔba

(Brother/sister, beloved/ haters, mother/child)

Exclamation mark (!)**Use of Exclamation marks**

1. It marks the end of an exclamatory or imperative sentence to depict strong emotions.

Examples

- i. Bra! (Come!)
- ii. Hyɛ! (Wear it!)
- iii. Kɔ fie! (Go home!)

Question mark (?)**Uses of Question marks**

It is used at the end of an interrogative sentence.

Examples

- i. Woana na ɔbaa ha? (Who came here?)
- ii. Edzidzi a? (Have you eaten?)
- iii. Ehun dɛ Kwesi reba ha? (Have seen that Kwesi is coming here?)

Ellipsis (...)**Uses of Ellipsis**

1. Ellipsis is often used to jump from one sentence or phrase to another while omitting unnecessary or obvious words.

Example

- i. Ohye ase de ɔrekan: “kor, ebien, ebiasa, ... “ annkyer na ɔboɔ famu”.

(He started counting: “One, two, three, ...” “It was no longer than that he fell down”)

2. It is also used when quoting someone and unnecessary words are left out.

Example

- i. Esuon kaa de “ Moso dae ...” Ohun Ekuwa na ogyae.

(Esuon said that “I had a dream...” He stopped it when he saw Ekuwa.)

Diacritics and their functions

A diacritic is a mark put on, above, below or through a letter to result in special effect on meaning, pronunciation and orthography. Some Ghanaian languages use diacritics while others do not. (Teachers should teach this as it pertains in the language)

Learning Tasks

1. Explain the function of three different punctuation marks
2. Use the three punctuation marks chosen above appropriately in sentences.
3. Explain diacritics.
4. Write three words in your language that use diacritics and use those words in sentences.

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).

Group work/collaborative learning

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

Talk for learning approaches

1. Whole class activity

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

KEY ASSESSMENT

Assessment Level 1: Recall and Reproduction

1. Define the term 'punctuation'
2. State at least three important reasons for using of punctuation in a language.

Assessment Level 2: Skills of conceptual understanding

1. Choose five types of punctuation, explain them and use them in sentences
2. Form five sentences with five words that use diacritics.

Assessment Level 3: Strategic reasoning

Punctuate the following passage to make it meaningful, then write a short passage explaining your choices.

eskimofo ka de, nkye gya kortsee na ɔwɔ wiadze mu

Dem gya no wura nye akɔdaa bi Na akɔdaa no wɔ babanyin bi.

Anago o, ewia o, nna akɔdaa no na ne babanyin no tse gya no ho roweɔn osiande, se woennkuakua gya no mu ma odum a, wonnkotum asɔ bio.

Obiara pe gya naaso Eskimo sisi fufuw bi dze ɔmmpe gya no nwionn.

dza ɔpe nye esukwankyeɛba na ne yamu ara a nkye, esukwankyeɛba akata wiadze ma nyimpa nyinara ewuwu ma ɔafa wiadze nyinara abɔ no nko no bo.

Da kor bi yarba bɔɔ akɔdaa no.

dem ntsi. nna onntum nnkua gya no mu bio.

Ne babanyin no nko si gya no ho a, nna ɔrotɔ nkom, na se ɔbɔ piriw na n'enyi tsew a nna oekua gya no mu.

Da kor bi, abofra no nyanee no, nna gya no edum.

Na osui kaa de oo, Gya yi na edum yi nyimpa nyinara rebɛkyenkyen ewuwu

according to the eskimos, there was only one source of fire in the world

the owner of that fire was a certain old man The old man had a son.

Whether day or night the old man and his son would be fanning and watching over the fire because, if the don't fan the fire and the fire goes off, there will be no fire on earth.

Everybody likes fire but there is a white Eskimo who does not like fire at all.

what he really likes is snow, and his wish is that snow covers the entire the world so that all people will die so that he will take over the whole world.

One day, the old man felt sick.

because of that, he could not fan the fire again.

when the son is around the fire alone he slumbers and when he suddenly wakes up from his slumber he fans the fire.

One day when the son woke up from his slumber the fire had gone off

So he wept and said oo, The fire has gone off all men will die from cold

Hint



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

Section 4 Review

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



APPENDIX F: RUBRICS FOR SCORING THE PERFORMANCE ASSESSMENT

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Content knowledge	<i>Identifying all four clauses</i>	<i>Identifying three clauses</i>	<i>Identifying two clauses</i>	<i>Identifying one clause</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 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>Exhibit 3 of these 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>Exhibit 2 of these 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>Exhibit 1 of these Contributing to the group.</i> <i>Respecting the views of others</i> <i>Tolerating others</i> <i>Resolving conflicts</i> <i>Taking responsibility</i>

SECTION 5: COMPOSITION AND TRANSLATION

STRAND: LANGUAGE AND USAGE

Sub-Strands

1. Text Composition
2. Interpretation and Translation

Learning Outcomes

1. *Write well composed argumentative essays, speeches and articles.*
2. *Write well composed informal and formal letters*
3. *Use the main ideas from texts to translate texts from source language to target language.*

Content Standards

1. Demonstrate knowledge and understanding of writing argumentative essays, speech and articles
2. Demonstrate knowledge and understanding of writing letters.
3. Use the main ideas from texts to translate texts from source language to target language

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

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

Weeks covered by the section are:

Week 11: *Composition writing*

Week 12: *Formal and Informal letter*

Week 13: *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 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.

Learning indicators

1. *Compose argumentative essays*
2. *Compose the text types (Speech and articles)*

FOCAL AREAS 1 & 2: COMPOSITION

Concept of composition

Composition refers to the way a writer structures a piece of writing. The four modes of composition, which were codified in the 19th century, are description as description, narration, exposition and argumentation. Good writing can include elements of multiple modes of composition.

Types of Essays

Types of composition include

1. **Descriptive essay:** this type asks students to describe something- object, person, place, experience, emotion, situation, etc.
2. **Narrative essay:** this includes a story about a personal experience told from the author's perspective. Storytelling elements are used to engage the learners.
3. **Expository essay:** this essay requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.
4. **Argumentative essay:** this type of essay requires well researched, accurate, detailed, and current information to support the thesis statement and consider other.

Examples of Argumentative essay topics

- State which of the following individuals is more important. A teacher and a doctor.
- Is a farmer or a doctor more important in society?
- Choose between a boarding and a day school and explain your reasoning.
- Which of the following do you prefer? A single sex school or a mixed sex school.

Structure of an argumentative essay

Introduction

An opening hook: start with a question, statistics, or a statement that catches attention.

Provide relevant background information that readers need to know.

Add a thesis statement that presents the main argument or point.

Body Paragraph

Present the topic sentences, a relevant argumentative topic and explain with evidence to support the argument.

Present a transition sentence to next paragraph.

Present another topic about second argument and explain with evidence to support.

Transition sentence to next paragraph.

Present topic sentence about counterargument.

Explain and evidence to support and admit it is partly true.

Refuting that counterargument and transition to conclusion.

Conclusion

Summarise the main points.

Restate the position taken.

Provide closing sentence.

Learning Tasks

1. Define an argumentative essay and explain its features
2. Select a controversial topic of your choice related to school and education and develop an argument for or against.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

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

Collaborative learning

2. Mixed ability group (*Direct HP learners to assist AP learners*):

- a. Put learners into mixed ability groups to discuss and argue on a given topic.
- b. Groups use their discussion to write a three-paragraph argumentative essay on the given topic.

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

3. 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:
 - How does the topic influence the use of evidence and reasoning in the essay?
 - Analyse how the speaker/writer addresses potential counterarguments. Is it effective? Why or why not?
 - What are some potential limitations or biases in the speaker/writer's argument?
 - How do these impact the overall effectiveness of the essay?
 - How does the speaker's/writer's tone contribute to the overall persuasiveness of the argument? Etc.

KEY ASSESSMENT

1. Assessment Level 3: Strategic reasoning

- a. Apply the features of an argumentative essay to develop an essay on one of these topics: Is standardised testing an effective measure of student learning? Is mental health treatment equally accessible to all? Is sustainable agriculture a viable solution to global food security?

2. Assessment Level 4: Extended Critical Thinking and Reasoning

- a. Develop an opposing argument to the claim that 'Schools should prioritise STEM education over the arts'. Discuss the evidence and reasoning you would use.
- b. Develop a supporting argument to the claim that 'sustainable agriculture is a viable solution to global food security'. Discuss the evidence and reasoning you would use.

FOCAL AREAS 3 & 4: SPEECH AND ARTICLE WRITING

Explanation of speech and article

Speech: Speech writing is the method of conveying a thought or message to a reader using the correct punctuation and expression. Speech writing is not much different from any other form of narrative writing.

An article: A kind of writing that is written to reach a massive audience with the help of the press. In the case of article writing, the press refers to publishing houses of newspapers, magazines, journals, etc.

Format for writing a speech

After having analysed your audience, selected a topic, collected supporting materials, and written an outline, it is time to write the speech. The speech should be made up of these four parts;

- i. **Salutation:** The very first step is greeting the audience and introducing yourself. Give them a warm welcome.
- ii. **Introduction:** Try and introduce the topical issue to your audience.
- iii. **Body of speech:** You should be aware of all the aspects of the topic that you will be speaking about.
- iv. **Conclusion:** Always try to leave your audience with something that they keep thinking about.

Sample

Dear teachers and friends, good morning to all of you! Today on the occasion of “World Health Day”, I Gaurav Goyal, am going to speak to you about the importance of regular exercise. People need to be active to be healthy. Our modern lifestyle and all the conveniences we have become used to, have turned us into couch potatoes and that’s dangerous for our health. Physical activity doesn’t have to be very strenuous to improve your health. This goal can be reached by building physical activities into your daily routine. People often say getting started is the hardest part. So, friends, start today and do not give up.

How to write an article

1. Choose your topic. An ideal topic is focused enough to address in a single article.
2. Think about your target audience. What questions are they asking about this topic?
3. Gather your facts and data.
4. Write an outline, including the headers.
5. Write your rough draft
6. Edit.

Sample article

The Significance of Mother Tongue in Learning

As high school learners, you may have often found yourselves switching between languages in your daily lives, from speaking with family and friends to studying in the classroom. However, have you ever stopped to think about the importance of your mother tongue in your educational journey?

Research has consistently shown that learners who are proficient in their mother tongue tend to perform better academically, especially in subjects like reading and writing. This is because one’s mother tongue provides a strong foundation for language skills, making it easier to learn additional languages and understand complex concepts.

Furthermore, using one's mother tongue helps to foster a deeper understanding of cultural heritage and identity. Language is often closely tied to culture, and being able to communicate in one's mother tongue allows learners to connect with their roots and appreciate their unique cultural background.

In addition, studies have also demonstrated that learners who are fluent in their mother tongue tend to have better cognitive skills, including memory, problem-solving, and critical thinking. This is because the mother tongue is often the language most deeply ingrained in the learner's mind, allowing for more effective communication and processing of information.

In conclusion, the use of one's mother tongue is essential for academic success, cultural identity, and cognitive development. As high school learners, it is important to embrace and cultivate your mother tongue, even as you learn additional languages and navigate the demands of your academic career.

Learning Tasks

1. Explain speech writing
2. Explain article writing
3. Discuss the features of speeches and articles

PEDAGOGICAL EXEMPLARS

Problem based learning

1. **Whole class discussion:** Class uses concept cartoon/mapping to discuss the features of speech and articles 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 active part in the group discussions.

KEY ASSESSMENT

Assessment Level 2 Skills of conceptual understanding

1. Discuss the features of speech and article writing.

Assessment Level 4: Extended Critical Thinking and Reasoning

1. Write at least a three-paragraph speech or an article on the impact of tourism on the environment.

WEEK 12

Learning Indicators

1. *Compose an informal letter*
2. *Compose a formal letter*

FOCAL AREA 1: FORMAL LETTER AND ITS FEATURES

Formal letter

A formal letter is a letter written for a professional setting that follows certain guidelines and formats. It usually adheres to conventional standards and utilises a ceremonious choice of language that is appropriate for official correspondence.

A formal letter can be used in various scenarios that require communication with professional contacts or authorities.

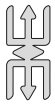
Tips for writing formal letters

1. Start with a formal greeting, such as “Dear sir/Madam, or “To whom it may concern ,”
2. Use a professional tone and avoid emotional language
3. Follow a specific format, including a heading with your address, the date, and the recipient’s address
4. Use formal language, proper grammar, and proper punctuation
5. Include a reference number, if applicable.
6. End with a formal closing, such as “Yours sincerely,” or “sincerely,” followed by your signature and typed name.

Features of formal letter

1. **Writer’s address:** Your address as the sender in the top right- hand corner
2. **Date;** this is the day that you are writing the letter.
3. **Receiver’s address:** The receiver’s name and address on the left-hand side;
4. **Salutation;** A correct opening salutation (Dear Sir/Madam, Dear Mr. Smith, Dear Editor);
5. **Heading/Topic:** A suitable heading or title of the reason why you are writing the letter is required in block/capital letters. This is summarised from the question.
6. **Introduction;** A suitable and precisely worded opening sentence to introduce the reason for the letter.
7. **Paragraphs:** Each point made needs to have its own paragraph. Using paragraphs as a structure helps the recipient to understand the points being made in the letter.

8. **Conclusion/closing statement:** At the end of the letter, the sender should restate the main point at the letter.



Note

In formal letters, it is important to be clear, concise, and professional. Make sure to use the appropriate tone, language, and follow the format and structure to ensure your message is taken seriously.

Learning Tasks

1. Explain in what situations a formal letter is appropriate.
2. State and explain the features of a formal letters, giving examples where appropriate.

The topic should be given by the teacher in the Ghanaian language of study.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class

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

Group work/collaborative learning

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

KEY ASSESSMENT

Assessment Level 2 Skills of Conceptual Understanding

1. Explain at least three features of a formal letter regarding the question

Assessment Level 3: Strategic reasoning

1. Write/develop a letter to the chief in your hometown and tell him about three projects you need in your town.

Assessment Level 4: Extended Critical Thinking and Reasoning

1. Write a letter to the District Chief Executive in your District and discuss at least three changes in your town in recent years. These should be both negative and positive changes.
2. After writing your letter, write a brief critique to accompany it explaining your language choices and to what extent it fulfils its objectives.

FOCAL AREA 2: INFORMAL LETTER

Informal Letter

Informal letters are personal letters that are written to let your friends or family knows about what is going on in your life and to convey your regards. An informal letter is usually written to a family member, a close acquaintance, or a friend.

Tips for writing Informal letters;

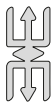
1. The sender's address should be written in the upper left corner.
2. Include the date in the upper left corner if necessary.
3. Begin with an informal salutation, such as is "Hi Marty," followed by a comma.
4. Write a brief introduction explaining why you are writing the letter.
5. Include the body paragraphs.
6. Give a good closing statement conclusion including subscription (such as best wishes, your friend etc.) as well as your signature.

Features of Informal letter

1. **Address of the writer:** Your address is the first thing you should write. You need to write this at the right top corner of the page. It serves as the letter's starting point. It is required that you provide your entire address and your code if any.
2. **Date:** The date that you are writing the letter must be written beneath the address.
3. **Greeting:** A casual greetings like 'Dear Mom' or 'Dear Alan', Dear friend etc.
4. **Introduction;** The tone of the letter is established in the first paragraph. You might start by inquiring about the recipient's health. You might also state that you hope that they get the letter in good health and spirits. The first line of an informal letter should be light-hearted and welcoming.
5. **Body of the letter:** The tone of the letter should be welcoming throughout. However, depending on who you are writing to, you will need to change the terminology and choice of phrase. You may be casual when addressing the letter to a friend. When writing to an elderly relative, you must be courteous and considerate.
6. **Conclusion:** Sum up the purpose of writing the letter in the last paragraph, i.e. summarise the letter. Give the reader a heartfelt and thoughtful farewell. Also,

don't forget to ask the reader to respond to your letter by writing back. It demonstrates a desire to continue the dialogue.

7. **Signature:** There is no one-size-fits-all approach to signing off informal correspondence. You may sign off as you choose because it depends on whom you are writing to. The following are some regularly used phrases:
 - i. Lots of love
 - ii. Best
 - iii. Best wishes
 - iv. Warm Regards



Note

In informal letters, the language used are basically personal and private. They are letters we write to people who are very familiar to us such as friends and relatives. Make sure to use the appropriate tone, language, and follow the format and structure of informal letter writing.

The teacher should expect different levels of achievement from learners.

Learning Tasks

1. Explain in what situations an informal letter is appropriate.
2. State and explain the features of informal letters.

The topic should be given by the teacher in the Ghanaian language of study.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class activities

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

Group work/collaborative learning

2. In mixed-ability groups:

- a. Groups write an informal letter to a friend telling them about their holiday. AP learners to compose address of an informal letter, P learners compose salutation and introduction. Whilst HP learners write at least a three-

paragraph informal letter on given topics. All learners should read the completed letter and discuss its content as a group.

- b. *Teacher provides letter writing work sheet to support AP learners*

3. Whole class activity

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

KEY ASSESSMENT

Assessment Level 2: Skills of Conceptual Understanding

- 1. Explain at least three features of informal letter

Assessment Level 3: Strategic reasoning

- 1. Develop/write an informal letter from the topic below.

“Write a letter to your friend and invite him/her to your birthday party.”

Assessment Level 4: Extended Critical Thinking and Reasoning

Write an informal letter about ‘an invitation to a friend’s birthday party’

After writing your letter, write a brief critique to accompany it explaining your language choices and to what extent it fulfils its objectives.

Hint



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

WEEK 13

Learning Indicator: *Apply translation types to translate texts from a source to a target language (word-for-word, meaning based, unduly free, etc.)*

FOCAL AREAS 1 & 2: TRANSLATION

Translation

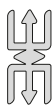
The purpose of this text is to show that translation consists of transferring the meaning of the source language into the receptor language. The form from which the translation is made will be called the **source language** and the form into which it is to be changed will be called the **receptor/target language**.

To teach translation

Teaching translation requires a structured approach that develops students' skills in analysing, understanding, and rendering texts from one language to another. Here's a step-by-step guide:

1. **Introduce basics;** explain the difference between translation and interpretation, and the importance of cultural context.
2. **Develop reading skills:** Ensure students can read and comprehend the source language.
3. **Analyse texts:** Teach students to identify text types, tone, purpose, and intended audience.
4. **Focus on translation techniques:** Cover strategies like:
 - a. Literal vs. free translation
 - b. Cultural equivalence.
 - c. Idiomatic expression
 - d. Collocations
5. **Practice translation exercises:** Start with simple texts and gradually move to more complex ones.
6. **Emphasise accuracy and fidelity:** Encourage students to prioritise meaning and context over literal rendering.
7. **Use technology resources:** Utilise translation software, dictionaries, and online resources to aid learning – but learners will need to be shown *how* to use these resources, they are not just an 'easy fix'.
8. **Peer review and feedback:** Encourage students to review and provide constructive feedback on each other's translations.

9. **Progress to specialised texts:** Move on to domain-specific texts (e.g., legal, medical, or technical) to develop expertise.
10. **Encourage continuous learning:** Foster a growth mindset and encourage students to seek opportunities to practice and improve their translation skills.



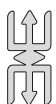
Note

Remember to adapt your approach to your students' levels and needs, and provide supportive guidance throughout the learning process.

Types of translation

There are several types of translation including:

1. **Literal Translation;** A word-for-word translation that prioritises accuracy over fluency.
2. **Free Translation:** A more natural, idiomatic translation that conveys the overall meaning and tone.
3. **Cultural translation:** Adapting text to accommodate cultural differences and nuances.
4. **Formal translation:** Translating to convey the same level of formality as the source text
5. **Interpretation;** Oral translation, often used in conferences, meetings, or legal proceedings.
6. **Unduly free translation:** Translation that is too liberal or excessive in its interpretation, deviating significantly from the original text's meaning, tone, or intent. This type of translation may add or remove content not present in the original text.
7. **Meaning base translation:** Prioritises conveying the overall meaning and intent of the original text, rather than focusing solely on literal or word-for-word translation. This approach considers; context, intent, audience, nuances, and equivalence.

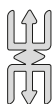


Note

There are more types but just concentrate on these for now.

Translation Practice

Here are some translation practice exercises:



Note

Teacher should give text examples in English and translate into the Ghanaian language of study.

Also start with texts that are appropriate for the level of learners and gradually increase the difficulty as learners become more confident in their translation skills

1. **Simple sentences:** Translate simple sentences from one language to another, focusing on accuracy and grammar.
2. **Idiomatic expressions:** Practice translating idiomatic expressions, colloquialisms, and phrasal verbs.
3. **Short paragraphs:** Translate short paragraphs to practice conveying meaning and text.
4. **Domain-specific texts:** Translate texts related to specific domain (e.g., legal, medical, technical) to practice specialised vocabulary and terminology.
5. **Literal texts:** Translate literary texts (e.g., poetry, short stories) to practice conveying tone, style, and nuance.
6. **News Articles:** Translate news articles to practice conveying factual information and objective tone.
7. **Dialogue:** Translate dialogue (e.g., conversations, interviews) to practice conveying speaker intent and tone.
8. **Comparative translation:** Compare your translations with others (e.g., professional translations, machine translations) to refine your skills.
9. **Self-translation:** Write a text in one language and to translate it into another language to practice clarity and accuracy.
10. **Peer review:** Exchange translations with a partner and provide constructive feedback to improve each other's skills.

Learning Tasks

1. Explain what translation is.
2. List three types of translation.
3. Discuss at least three types of translation.
4. Discuss three things that need to be considered when translating.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

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

- c. Teacher tasks learners to mention at least one feature of translation (e.g. Cultural competence, communicative situation, Knowledge of the lexicon in both languages, use of correct registers, etc.). Teacher then leads the discussion focusing on feature.
- d. Teacher tasks learners to mention at least one type of translation.
- e. Teacher leads HP/P and AP learners to discuss some types of translation (e.g., word-for-word, meaning based, unduly free, etc.).

2. Group work/collaborative learning

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;
 - 1. Task HP learners to lead the groups to read and take notice of topic sentence and identify various ideas in the text.
 - 2. Task P learners to write the identified ideas.
 - 3. Task AP learners to read the identified ideas out for clarification.
- b. Learners in mixed ability group translate the text from the source language to the target Ghanaian language ensuring the use of appropriate registers and ensuring that it makes sense.
- c. Learners make a presentation of their work for discussion under the guidance of teacher where P and AP learners will read the given text in the source language and the HP learners will read the translated target language.

3. Individual work

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

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

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

KEY ASSESSMENT

Assessment Level 2: Skills of conceptual understanding

- 1. List and explain some types of translation.
- 2. Discuss some of the forms of translation.
- 3. Discuss the features of translation.

Assessment Level 3: Strategic reasoning

- 1. Translate a text of about 300 words or more from a source language to a targeted Ghanaian language.
- 2. Make a presentation of the translated text to class.

Section 5 Review

This section covered indicators that were taught in weeks eleven, twelve and thirteen. Learners were to compose argumentative essays and compose speeches and articles. They were also supposed to compose informal and formal letters. Moreover, learners were to apply translation types to translate texts from a source to target language. Some types of translation were also considered. These were: word-for-word, meaning based, unduly free, etc. To help learners demonstrate the skills of composition and translation, teachers were encouraged to use effective and varied pedagogies. Learners were encouraged to share opinions and ideas amongst themselves to help them exhibit the skills of composition on given topics bordering local and global issues. Translation skills and strategies were also taught to enable learners develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters as well. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

- a) Venue for the examination
- b) Printed examination question paper
- c) Answer booklet
- d) Scannable paper
- e) Wall clock
- f) Bell, etc.

Guidelines for setting test items

- a) Multiple choice
 - i. The stem should be clearly written,
 - ii. The options should be plausible and homogenous in content
 - iii. Vary the placement of the correct answer
 - iv. Repetition of words in the options should be avoided, etc.
- b) Essay type
 - i. Make the instructions clear
 - ii. Do not ask ambiguous questions
 - iii. Do not ask questions beyond what you have taught, etc.

Sample questions

Section A: Multiple Choice

- a) Which of the following is NOT a possible syllable structure in your language?
 - A. CV
 - B. CVC
 - C. VC
 - D. V

- b) According to function, which one of the following can affixes be grouped under?
- Class changing
 - Class giving
 - Class insisting
 - Class justification

Section B: Essay

Explain the following terms and give two examples each

i. affix

ii. borrowing

Table of Specification

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Syllable	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
2	Tones	Multiple Choice	-	1	-	-	1
		Essay	-	-	1	-	1
3	Main ideas in conversation	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	1
4	Intensive reading Extensive reading	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
5	Affixes	Multiple Choice	-	-	1	-	1
		Essay	-	-	-	-	0
6	Conjunctions	Multiple Choice	2	-	1	-	3
		Essay	-	-	1	-	1
7	Word formation processes	Multiple Choice	1	1	2	-	4
		Essay	-	-	-	-	0
8	Phrases	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1
9	The Clause and its Types	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
10	Punctuation Marks	Multiple Choice	4	2	1		7
		Essay	-	-	1	-	1
11	Composition	Multiple Choice	1	2	2		5
		Essay	-	1	-	-	1
12	Formal Letter and its Features	Multiple Choice	1	1	1	-	3
		Essay	1	1	1	-	3
	Total		15	13	17	0	45

Marking scheme

Section A: Multiple choice

- a) Which of the following is NOT a possible syllable structure in your language?
C. VC – 1 mark
- b) According to function, affixes can be grouped under one of the following
A. Class changing affixes – 1 mark

Section B: Essay

- a) An affix is a **grammatical element** or **morphemes** that is added to the beginning or end of a **word** to **change** or **maintain** its **meaning**.
- Award 4 marks if the key words are featured in the definition.
 - Award 3 marks if 5 of the key words feature in the definition.
 - Award 2 marks if 3-4 key words occur in the definition.
 - Award 1 mark if 1-2 key words occur in the definition.
- b) Borrowing is a **word formation** process where **languages** **adapt** words from other languages and add them to their **vocabulary inventory**.
- Award 4 marks if the key words are featured in the definition.
- Award 3 marks if 5 of the key words feature in the definition.
- Award 2 marks if 3-4 key words occur in the definition.
- Award 1 mark if 1-2 key words occur in the definition

SECTION 6: MARRIAGE RITES

STRAND: CULTURAL PRACTICES AND GOVERNANCE

Sub-Strand 1: Cultural practices

Learning Outcome: *Compare and contrast the values and significance of marriage rites among the cultures in Ghana and discuss the modern trends affecting marriage rites*

Content Standard: Understanding of marriage in the respective Ghanaian cultures and comparing them to other cultures in Ghana.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 14: *The concept of Marriage and its significance*

Week 15: *Performance of Marriage in other cultures*

Week 16: *Marriage and some modern trends*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 14: *Dramatisation*

Week 15: *Case Study*

Week 16: *Research*

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

WEEK 14

Learning Indicator: *Discuss the processes involved in performing marriage rites and its significance in the culture*

FOCAL AREAS 1 & 2: MARRIAGE

Concept of marriage: marriage is the legally or formally recognised union between a man and a woman who have agreed to live together as husband and wife.

Marriage rite

Marriage rite is the ceremony performed to bring a man and woman together as husband and wife. In the Ghanaian society, this marriage ceremony does not only involve the two individuals who are in love. It involves the families of both the man, the woman and their relatives.

Significance of marriage and marriage rites

Some significant features of marriage and marriage rites are: preservation of culture, transmission of culture, promotion of moral uprightness, legitimisation of children born to the family, companionship, unity, security, support etc.

1. Preservation of culture

Marriage rites are mostly performed based on cultural practices used over years. Even though there may be variations that have found their way into the practice, the blueprint is mostly the same. In this way, the culture is preserved.

2. Transmission of culture

During marriage ceremonies, there are activities such as knocking/family consultation, payment of dowry and bride price among others. These activities are transmitted from generation to generation.

3. Honour and respect

The marriage ceremony serves as an honour and brings dignity to the couple and their families. People view the couple as people who are ready to take responsibilities in marriage, raise children and take care of them. This gives them social recognition and dignity in society.

4. Unity

Marriage is a union between families. The ceremony unites the families and friends of the couple. They share every moment of joy and get to know each other. Cross tribal and inter regional marriages also bring tribes and ethnic groups together and promotes peace and unity between the two tribes which affect the nation at large.

5. Legitimises children born to the family

Marriage legitimises children that are born into families and society. Marriage gives the children a sense of belonging to a clan and gives them the right to inherit their property. Furthermore, marriage gives children the opportunity to trace their family lineage.

6. Companionship

Marriage ceremonies give a legitimate means by which people get companionship. It also helps to provide moral and financial support to the couple. The individual gets the opportunity to legitimately engage in sexual activities with the partner. The couple shares both joyful and sorrowful moments together.

Types of marriages

There are three types of marriages in Ghana. These are Customary Marriage, Marriage under the Ordinance and Islamic Marriage. Traditional marriage is typically customary. In this study we will discuss customary marriages. Examples of types of customary marriages in different cultures are as follows.

Asante: Aware pa, adehye waree, afenaa wareree, kuna awaree

Dagombas: Dieŋ, Nyuyu ŋmabu, Payafaa, Paya zubo, Zaŋ ti pua, Dɔyiri, payipini

Ewe: Fomesrɔ̃, Ahiasrɔ̃, Akotsotso

Ga: Hemɔfeemɔ, Kuayeli or kulayeli, Shia gbla

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

Processes involved in performing marriage rites

The processes involved in contracting and performing traditional marriage differ from culture to culture (Teachers should teach what pertains in their culture). There are many activities that go on before marriage, during marriage and after marriage. The following activities go on among Akans.

Before marriage

Among Akans (Asantis), it is the father who marries his son. There are many investigations that go on in both families before the actual marriage. They investigate to be sure that their children are entering a peaceful and good home. A home where the people are loving, kind, understanding, respectful to accept the man or the woman to be married. Akans also investigate to be sure that the couple are not related by blood or family. They also investigate to be sure that no member of the family from which they are marrying has any communicable disease that could be transmittable to the children that the couple might have. They look out for diseases such as tuberculosis, leprosy, epilepsy amongst other diseases they consider as deadly. Akans also look out for families whose members portray good character. They abhor behaviours such as drunkenness, armed robbery, stinginess, laziness and stress on kindness, hard work, commitment to duty, honesty, etc.

During marriage

When both the man and the woman have agreed to get married, a date is fixed for the marriage rite. The man will prepare as he waits patiently for the day to marry the lady. In the olden days, Akans performed marriage rites on Saturday and or Monday because of their belief that these days are peaceful. Most of the items that are presented for marriage rites are in the form of money and drinks. Some of these are:

Nhunianinu-nsa/kɔkɔkɔ/ɔpo-ankyi-bɔ (Knocking fee): this is a drink that the man's family (husband to be) presents to the lady's father to fix a date for the actual marriage ceremony. It is usually one bottle of Schnapps and a small amount of money. This gesture paves the way for the man to visit the lady in her home without any questioning. In fact, this is the point where the man goes to introduce himself (knock) and announce that he wants to marry the lady.

Tiri-Nsa (dowry): in the past, it was money and Schnapps. This is the drink that serves as evidence that the man has married to the woman.

Tiri-adeɛ (bride price): this is a substantial amount of money given by the man's family to the woman as a capital. Sometimes, they use this money to pay debt if there is any or to acquire property for the family.

Akontagye-sekan (brother-in-law's price): This is money that is given to the woman's brother (brother-in-law) for protecting her till marriage and after marriage. In most cases, it is the woman's brother who names the amount to be given to him by the husband.

Danta (bride's father's price): This is money paid by the husband to the woman's father as a compensation for the bed he bought for his daughter to sleep on when she was young. In most cases, it is the woman's father who quotes the amount he wants.

Ase-ketɛ anaa tamboba (bride's mother's price): this is an amount of money that is given to the woman's mother by the husband to be.

After marriage

After all the rites are performed or the drinks/money are presented, the couple is offered pieces of advice. Both parties are given advisors or somebody they could go to for counselling during marriage. A libation (mpaɛɛyie) is performed to thank God, ancestors and other deities for a successful marriage. A day is set for the husband to take his wife home. Activities that happen on this day are referred to as *nkunkyirennna (sleeping behind a husband)*. On the woman's first day in her marital home, she cooks food in large quantity. This food is called *kuntunku* in Asanti.

Learning Tasks

1. Explain marriage
2. Mention at least three types of marriages in your culture
3. Explain five ways in which marriage is significant in your culture

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

Whole class discussion

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

2. Group work/collaborative learning

Mixed ability

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

Whole class discussion

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

KEY ASSESSMENT

Assessment level 2: Skills of Conceptual Understanding

1. Demonstrate the processes involved in marriage performance in your culture.

Assessment level 3: Strategic reasoning

1. Explain three reasons for which people get married in your culture.
2. Discuss the importance of family investigations before marriage.

Assessment level 4: Extended critical thinking and reasoning

1. Analyse the cultural significance of customary marriage and identify its impact on individuals, families, and communities.
2. Evaluate the pros and cons of customary marriage, considering multiple perspectives.

3. Assess the impact of customary marriage on gender roles, women's rights, and social norms.

Hint

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

WEEK 15

Learning Indicator: *Compare the marriage rites of the respective Ghanaian cultures to other cultures in Ghana*

FOCAL AREAS 1 & 2: PERFORMANCE OF MARRIAGE IN OTHER CULTURES

Concept of marriage and marriage rites: marriage is the legally or formally recognised union between a man and a woman who have agreed to live together as husband and wife. Marriage rite on the other hand, is the ceremony performed to bring a man and woman together as husband and wife. In the Ghanaian society, this marriage ceremony does not only involve the two individuals who are in love. It involves the families of both the man, the woman and their relatives.

Performance of marriage rites in cultures of Ghana: Different cultures have different activities and rites for marriages. Teachers should teach what pertains in the culture. The following example is from the Ga culture.

Among the Ga, when two families agree to give their son and daughter to each other to live as husband and wife, the couple (that is the man and the woman) is said to have married. The Ga culture accepts the modern trends in marriage including Marriage according to standards set by Christianity and marriage according to the standards set by the Islamic religion.

A man who wishes to marry or a father who wishes to have his son get married, looks for a desired woman first. They use any one of the following marriage types:

- i. Musunɔtswaa (**Betrothal**): When a woman is pregnant and she is from a very good family, the family of the man sends people to that family to request that they would like to marry the unborn child, if she is a girl a little boy in the family.
- ii. Henɔbaatsee (**Permission by the lady's family**): When a girl's family locates another family with good character traits that has a young son, the girl's family seeks permission from the boy's family to allow him to marry their daughter when they grow. When the boy's family agrees, the boy's family takes care of the girl until they both grow and get married.
- iii. Yoohewiemo (**seeking on behalf**): In this, two fathers engage in a conversation to allow their son and daughter to get married. Sometimes, this negotiation is done by the man's sisters and mother as well.

The traditional marriage begins with what is referred to as Agboshimo (Knocking), followed by Kpelemo ke Henɔtoobo (**acceptance and giving of cover cloth**). Fotoyeli (a special traditional food made from maize and palm oil with dried fish) follows and then Gbalaniihamo (Dowry). The last thing that is done is called Yookpeemo (the marriage process itself). A woman who successfully goes through this process is called Boi Ekpaa Yoo (Six clothes woman).

Performance of marriage rites among Mfantse

Among the Mfantse as in other Akan societies, it is the father who marries his son. When the father realises that his son has come of age, he gives him a gun for hunting. Again, he offers him a land to farm on it. When a father does these for his son, the implication is that he wants his son to be independent. Then he sometimes searches for a wife for him. At this point the son is given his own room. The son's parents discuss marriage with their son. Sometimes, their son might have somebody in mind so he tells his parents and then they begin consultation for him with the girl's family.

If the girl's family agrees, both families begin the investigations. When the investigations are done and the girl's family agrees to the proposal, they inform the boy's family to perform the rest of the marriage rites. The following items/money are presented by the man's family to the girl's family.

Nhun enyim nsa (*Introduction fee*): it is drink given to the girl's family to assure them that their daughter wants to marry. The girl's family asks for her consent before they accept the drink. If the girl agrees, they drink it to signify their acceptance. This activity used to be performed on Saturdays. They believed that Saturday is the day of God so it is peaceful. This drink is also 'yoo'/'nyew'/ akwansere/kwanto nsa no.

Pon ekyir/kɔkɔkɔ (*knocking fee*): the second rite performed is kɔkɔkɔ (*knocking*). It used to be a bottle of Schnapps and a little amount of money taken as a knocking fee.

Bɔwdo – toa (*bride's father's price/fee*): this is money given to the girl's father as payment or compensation for all the toils and sufferings he endured in taking care of his daughter. It used to be money and Schnapps given to the girl's family to appreciate him from taking care of his daughter from when she was a baby to her present age.

Tamboba (*bride's mother's price/fee*): this is money given to the girl's mother as a token to replace all the clothes that she used when the girl was young. This is any amount that the man's family deems appreciable that they give to the girl's mother.

Tsinsa/dase (*dowry*): this is Schnapps and money. This is the actual symbol of the marriage. If the man provides all the other things neglecting the payment of the *tsinsa*, then the marriage is not yet complete. *Tsinsa* is the evidence of the marriage. It is kept.

Tsir adze (*bride price*): This is money taken from the man's family as a capital or used to acquire capital for the girl. They hold the belief that marriage can break at any time. Should the marriage break, the girl will have some capital to depend on. Again, in the olden days, some families ran into debt. So, some families could use that money to pay the debt. This amount was a large amount.

Akontan-sekan (*bride's brother's price/fee*): this is an amount of money given to the girl's brother. It is the girl's brother who decides on the amount to be given to him. The idea behind this is that, it is the girl's brother who protects her from other men. As a result, the husband has to buy a weapon for him so that he can use it to protect his sister well.

Asafo nsa (*warriors' price/fee*): the members of the community also take a drink from the husband as compensation for protecting the girl until her marriage. This drink also signifies that the lady is now married so any member of the community should monitor her with other men.

After all these rites are performed, it is announced that from that time onwards, the lady is in the total care and protection of the man. Substantive in-laws are selected from both families to support and council them during the marital journey. Libation is then performed to seal the ceremony.

Afterwards, the husband gives money to his wife to buy things that she might need in the marriage and also to prepare her first matrimonial meal. This meal is called 'edziban kese' (*great feast*) or 'nkwansen kese' (*big pot*). The meal is sent to the husband's father's home. Family, friends and loved ones are invited to eat the meal. At night, the wife joins her husband in their matrimonial home. The wife is sent to her matrimonial home by a delegation led by an elderly woman. There, the marital journey begins.

Teachers are expected to compare marriage rites in different cultures of Ghana with learners in this indicator. This is to help learners appreciate the unique marriage rites of cultures.

Learning Task

1. Explain how customary marriage is practiced in two different cultural contexts. (E.g. among the Dagombas and the Dangme, the Nzemas and the Ewes, etc.)
2. Provide the similarities and differences of the marriage rites between the cultures.

PEDAGOGICAL EXEMPLARS

1. 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 prior to 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.

2. Group work/Collaborative learning

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

KEY ASSESSMENT**Assessment Level 3: Strategic reasoning**

1. Explain how customary marriage is practiced in different cultural contexts. Recognise the variations and similarities.
2. Describe the role of traditional leaders, elders, and community members in customary marriage ceremonies.

Assessment Level 4: Extended Critical Thinking and Reasoning

1. Analyse to what extent a woman's individuality is respected in the Marriage rites of a Ghanaian culture of your choice.

WEEK 16

Learning indicator: *Discuss the modern trends affecting traditional marriage rites*

FOCAL AREAS 1 & 2: MARRIAGE AND SOME MODERN TRENDS

Concept of marriage

A marriage rite is the ceremony performed to bring a man and woman together as husband and wife. In the Ghanaian society, this marriage ceremony does not only involve the two individuals who are in love. It involves the families of both the man, the woman and their relatives.

Some modern trends affecting traditional marriage rites: These modern trends have impacted customary marriage both positively and negatively, creating a rich tapestry of diverse practices that reflect the dynamic nature of culture and society. Examples of such factors are as followed.

- a. **Formal education:** Increased access to formal education has empowered individuals, especially women, to make informed choices about their marriages and lives. Most of the time, the persons involved decide when and how their marriages should look like and the types of activities that should happen during the marriage.
- b. **Human rights and gender equality:** The emphasis on human rights and gender equality has led to changes in customary marriage practices, such as the recognition of women's rights to inheritance and property in some culture.
- c. **Religious influences:** The spread of Christianity, Islam, and other religions has introduced new customs and practices, sometimes blending with traditional beliefs.
- d. **Economic empowerment:** Improved economic opportunities have given individuals more autonomy in choosing their marriage partners and practices.
- e. **Urbanisation:** As people move to cities, they are exposed to different cultures and values, leading to a blend of traditional and modern practices in customary marriage.
- f. **Social media and technology:** social media has changed how people meet, communicate, and share information, influencing courtship and marriage practices.
- g. **Migration and diaspora:** Movement of people to new cities, towns and countries has led to the adaptation of customary marriage practices to new cultural contexts.
- h. **Legal reforms:** Changes in laws and policies, such as the recognition of customary marriage in national laws, have impacted the practice.
- i. **Cultural exchange and globalisation:** The exchange of ideas and cultures has introduced new customs and practices, enriching customary marriage traditions.

- j. **Generational changes:** Shifts in values and beliefs between generations have led to adaptations in customary marriage practices, reflecting changing times.

How to mitigate the modern trends affecting marriage rites negatively: A thoughtful and culturally sensitive approach is required to overcome the negative effects of modern trends on customary marriage and to foster a stronger, more resilient cultural heritage. Some steps to consider are:

- a. **Cultural revitalisation:** Traditional values, customs, and practices that strengthen family bonds and community ties should be revived and promoted. Community support should be encouraged for members of the community to value and celebrate customary marriage practices.
- b. **Respecting individual choices:** By this, individual choices will be respected while encouraging them to appreciate and value their cultural heritage.

Intergenerational dialogue: Elders and youth must have discussions to share wisdom, address concerns, and find common ground in matters relating to marriage so that the youth will not distance themselves completely from cultural activities. This dialogue and discussion can help the youth to respect and value cultural heritage and address modern challenges. There could be cultural exchange programs to share experiences and best practices in maintaining strong customary marriages.

- c. **Education and empowerment:** Individuals should be empowered through education and economic opportunities to respect traditional roles and values. Customary marriage practices should evolve and adapt to modern circumstances while preserving their cultural essence.
- d. **Social pressures and stresses** that can impact marriages, such as financial constraints and social media influence should be addressed.

Learning Tasks

1. State at least three factors that have affected customary marriage positively.
2. State at least three factors that have affected customary marriage negatively.
3. Explain three ways by which cultural values in customary marriage could be maintained.

PEDAGOGICAL EXEMPLARS

1. 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 explain five significant features of marriage in their culture.

2. 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 contribution and ask questions for clarification.
- f. In mixed ability pairs, learners discuss strategies to overcome the negative effects of modern trends on customary marriage.
- g. Teacher interacts with each pair, asking questions to firm up learners' understanding.
- h. Teacher calls out different categories of learners (by name, not category) to summarise their learning and solicits feedback from learners to understand their needs, concerns and suggestions.
- i. Teacher recaps the main points of the lesson and summarises key takeaways.

KEY ASSESSMENT

Assessment level 3

1. Express your ideas and opinions about customary marriage rites in two cultures of Ghana.
2. Provide at least three challenges related to customary marriage and propose solutions to address such challenges.

Assessment level 4

1. Evaluate the intersection between customary marriage and modern laws and human rights.
2. If you were to make modifications in the performance of customary marriage, what would you change and why? Discuss
3. 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.

Section 6 Review

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

SECTION 7: CLAN SYSTEMS AND TRADITIONAL GOVERNANCE

STRAND 3: CULTURAL PRACTICES AND GOVERNANCE

Sub-Strand 2: Traditional Governance

Learning Outcome: *Analyse the significance of the clan systems of the respective cultures and compare with those of other cultures.*

Content Standard: Demonstrate an understanding of clan systems of the respective cultures and compare them to those of other cultures in Ghana.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 17: *The Clan System*

Week 18: *Traditional Governance Structure*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 17: *Display and Exhibition*

Week 18: *Mid-semester Examination*

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

WEEK 17

Learning Indicators

1. *Explain the clan system and its significance*
2. *Compare the clan systems of the respective cultures to those of other cultures in Ghana*

FOCAL AREAS 1 & 2: THE CLAN SYSTEM

A clan is a social organisation based on kinship or ancestry where members share a common heritage, history and often a sense of identity. Clans are often found in traditional societies, such as in Africa, Scotland, and other indigenous cultures.

Some key characteristics of clan include:

1. **Shared ancestry:** Clan members claim descent from a common ancestor.
2. **Kinship ties:** Clan members are related through blood, marriage, or adoption.
3. **Shared identity:** Clan members share a common name, symbol, or tradition.
4. **Social cohesion:** Clans often have strong social bonds and a sense of community.
5. **Hierarchical Structure:** Clans may have leaders, elders, or chiefs who guide decision-making.
6. They also have greetings and responses, their first borne, brothers and sisters.

Clans can serve various purposes, such as:

1. Providing social support and protection.
2. Preserving cultural heritage and traditions.
3. Facilitating cooperation and mutual aid
4. Resolving disputes and conflicts.

Significance of the Clan

The clan system has played a significant role in various cultures and societies throughout history such as:

1. **Social Organisation:** Clans provided a framework for social organisation, dividing people into smaller, more manageable groups with shared identities and interests.
2. **Kinship Ties:** Clans emphasised kinship ties, fostering a sense of belonging, loyalty, and mutual support among members.
3. **Shared Identity:** Clans gave people a shared identity, connecting them to a larger group with a common history, culture, and heritage.
4. **Cooperation and Mutual Aid:** Clans encouraged cooperation and mutual aid, providing support in times of need, such as farming, defence, or disputes.

5. **Dispute Resolution:** Clans often had their own systems for resolving disputes and maintaining social order.
6. **Cultural Preservation:** Clans helped preserve cultural traditions, customs, and values, passing them down through generations.
7. **Political Organisation:** In some societies, clans formed the basis of political organisation, with clan leaders holding power and influence.
8. **Economic Cooperation:** Clans facilitated economic cooperation, such as shared resources, trade, and collective labour.
9. **Social Mobility:** Clans could provide opportunities for social mobility, as members could rise through ranks or gain prestige through achievements.
10. **Sense of Belonging:** Clans gave people a sense of belonging to something larger than themselves, providing emotional support and a feeling of connection.

The clan system has evolved over time, and its significance varies across cultures and historical contexts. However, its impact on social organisation, identity, and community remains profound.

Some Types of Clan Names and their Totems

The examples below are culture specific. Teachers must provide the examples and their totem in their language of study.

In Akan, there are eight clans and their totems. There are variations.

Asante	Mfantse
Asakyiri – Vulture	Adwenadze – Eburowtuw
Oyoko – Hawk	Aboradze – Awendadze
Agona – Parrot	Nsɔna – Ɔsɔ
Asona – Snake/ Crow	Anɔna – Ekoo
Aduana – Dog	Twidan – Twi(sebo)
Biretuo – Tiger	Aboradze – Boredze
Ekoɔna – Buffalo	Ntwea – Ɔtwea(bɔdɔm)
Asenee – Bat	

The Dagombas (Northern Region)

1. Lunsi (Drummers) Clan-Totem: Frog
2. Baansi Clan-Totem: Crocodile
3. Naafooni Clan-Totem: Snake

The Mamprusi (North East Region)

Nayiri Clan- Crocodile

1. Tensung Clan-Totem: Leopard
2. Kunguri Clan-Totem: Monitor Lizard

The Gonjas (Savanna Region)

1. Mankpan Clan-Totem: Lion
2. Kpembewura Clan-Totem: Crocodile
3. Bolewura Clan-Totem: Elephant

The Frafra (Gurunsi) (Upper East Region)

1. Nabdam Clan-Totem: Dog
2. Tongo Clan-Totem: Python
3. Bolga Clan-Totem: Crocodile

The Kusasi (Upper East, around Bawku area)

1. Bawku Clan-Totem: Crocodile
2. Zebilla Clan-Totem: Tortoise

Ewe

The Clan is the largest organised group within an ethnic group. Various clans constitute a dialect group. Within the clans are the various kinds of families. Clans are called hlɔ̃ and sã respectively among the Ewe people.

The Anlo/Aɲlɔ, Avenor, Ave, Tongu, Agave and Mafi people call clan hlɔ̃ but the Ewedome comprising of Ho, Adaklu, Kpando, Hohoe and Peki as well as the Ve and others call it sã.

There are about 15 calls in Anlo, 13 in Avenor and 9 in Agave among others.

The 15 clans in Anlo and some of their totems are as follows:

The 15 Anlo Ewe Clans, Totems & Taboos:

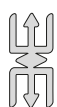
Every Anlo male and female is said to belong to one of 15 clans known as ‘hlɔ̃wo’ and each clan or ‘hlɔ̃’ is identified by a number of paternal lines called ‘tɔ̃-fome.’

The 15 clans are Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Klevi, Yetsofe, Agave, Tsiamé, Amɛ, Dzevi, Uifeme and Blu.

Membership to a clan carries many distinguishing characteristics in the form of names, food, taboos and the clan-totem which is associated with stories about its origins or their founding ancestors.

1. Lafe Clan-Totems: Monitor lizard ‘eve’, Antelope ‘se’ and Sparrow ‘atsutsrɛ’
2. Amlade Clan-Totems: same as Lafe
3. Bamee Clan-Totems: Leopard, Monitor lizard

4. Klevie Clan-Totem: Antelope 'se'
5. Tovie Clan-Totem: Buffalo
6. Dzevie Clan-Totem: Leopard
7. Uifeme Clan-Totem: Antelope, Tortoise.
8. Yetsofe Clan-Totem: Sheep
9. Blu Clan-Totems: Antelope, Tortoise
10. Adzovia Clan-Totem: Adzovia, a small brown perch-like fish related to Tilapia Melanopleura (Akpa)



Note

There may be variations in totems and clan names across different Akan communities and regions.

Learning Tasks

1. What is the Clan system?
2. Give examples of clan names and their totems in your culture of study.
3. Explain any three significant features of the clan system in your community.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class discussion

- a. Through questions and answers the class revises marriage rites as a form of reflection.
- b. Through brainstorming, learners define the clan system and discuss the concept.
- c. Through interrogations and oral conversations, class discusses the significance of the clan system.

2. Group work/Collaborative learning

- a. In mixed-ability groups, learners discuss the clans in their community.
- b. In mixed ability groups, learners discuss the totems, symbols and taboos of the clan in their communities. *Direct AP learners to lead discussion to build self-confidence.*
- c. Using sage in a circle technique, where learners of different cultural background form a circle and take turns to talk about their clans for the entire group to note the similarities and differences of the clans spoken about. *Teacher should remind learners to respect each other's differences.*

- d. If the pedagogy in point “c” above is not applicable, provide pictures or audio virtual prompts of different clans to facilitate discussion on their differences and similarities.

3. Group work

- a. In mixed-ability groups, learners discuss the significance of the clan system in the contemporary society and present their findings to the whole class.
- b. Through peer-learning, learners critique the presentations of each other according to clarity and the strength of their argument and take notes on the significance of the clan system.

KEY ASSESSMENT

Assessment Level 3: Strategic Reasoning

1. Explain how an association to a clan could improve your socio-economic life.
2. As a clan head, how would you ensure unity among members of the clan?
3. Compare and contrast the clan system of your culture to other cultures in Ghana.

WEEK 18

Learning Indicator: *Explore the traditional governance structure (chief, sub-chiefs, kingmakers, etc.).*

FOCAL AREA 1: TRADITIONAL GOVERNANCE STRUCTURE

This typically refers to hierarchical organisational systems commonly used in businesses, governments, and other institutions. It's characterised by:

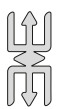
1. **Clear chain of command:** Authority flows from top to bottom, with each level having a specific role and responsibility.
2. **Centralised decision-making:** Top-level executives or leaders make key decisions.
3. **Departmentalisation:** Organisation is divided into separate departments or units, each with specific functions.
4. **Narrow span of control:** Managers oversee a small number of people.
5. **Formal communication channels:** Official communication follows an established path.
6. **Defined roles and responsibilities:** Clear job descriptions and expectations.
7. **Hierarchical layers:** Multiple levels of management, from top executives to entry-level employees.

This structure is often associated with bureaucracy, with advantages like stability, predictability, and clear accountability, but also potential drawbacks like slow decision-making and limited flexibility.

Organogram of the traditional governance

An organogram is a graphical representation of the structure of an organisation. It shows the hierarchical relationships between managers and people who report to them.

Here is a general example of an organogram for a typical traditional governance:

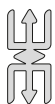


Note

Apart from the above hierarchy, there could be other functionaries of the traditional governance system depending on the culture of a particular group of people.

The Paramount Chief

The paramount chief is the leader of a tribe or an ethnic group. He/she is usually the head of state and is chosen by members of a particular tribe or ethnic group.



Note

The selection, outdoorings and enstooling/en skinning of paramount chiefs, differ from one culture to the other. Teachers are to treat the processes involved in accordance with what pertains to their culture. Teachers can take learners to the palace to observe the processes and interact with workers at the palace. This can be used by teachers to enhance understanding of the concept.

Functions of Paramount chief

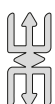
1. The leader of the region or ethnic group
2. Makes key decisions for the benefit of the community
3. Celebrates ceremonial tasks
4. Maintains law and order and settles disputes amongst his people
5. Custodian of the land
6. Protects traditions
7. Brings development to the people
8. Arbitrates and decides upon political and economic questions in the area
9. Performs the traditions of the stool/skin
10. Sets rules and regulations

The Sub-chiefs/Divisional chiefs

These are chiefs who are subordinates to another chief. The sub-chiefs are mostly area heads and found mostly in the towns within cities and villages.

Functions

1. Act in the absence of the paramount chief
2. Help prevent crime in their jurisdiction
3. Act as an arbitrator
4. Have the duty of protecting the land under his jurisdiction
5. Make sure peace prevails in their jurisdiction
6. Perform traditional rites for their stool and lead the pacification of the land should the need arise

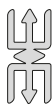


Note

The above functions are not exhaustive. Teachers should add to the functions.

Kingmakers

A kingmaker is a person or a group of people that has great influence on a royal or political succession, without themselves being a viable candidate. This group meets to take a decision on who becomes a king/queen, chief, or high-ranking leader.



Note

The processes that the kingmakers go through to elect a chief differs from culture to culture. The teacher should treat it as it pertains in the culture of the people.

Functions

- i. Elects a potential leader.
- ii. They assess the suitability of potential candidates for leadership.
- iii. Performs rites when the chief dies
- iv. Is responsible for de-stooling a chief
- v. Introduces the new chief to the elders and the people
- vi. Are advisors to the chief
- vii. They mediate settlement of disputes
- viii. They ensure smooth transition of power and overseeing the succession process.

Learning Tasks

Construct an argument for or against Traditional governance system

PEDAGOGICAL EXEMPLARS

Group work/collaborative learning

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

KEY ASSESSMENT

Assessment Level 2: Skill of conceptual understanding:

1. Create a concept map illustrating the relationships between the different functionaries in the traditional governance structure of your community.
2. Identify at least two traditional authorities in your community and state their roles in maintaining social order.

Assessment Level 4: Extended Critical Thinking and Reasoning

1. Write a persuasive essay arguing for or against the assertion that “traditional governance is an outdated form of governance”.

Hint



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

Section 7 Review

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



APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

- a) Venue for the examination
- b) Printed examination question paper
- c) Answer booklet
- d) Scannable paper
- e) Wall clock
- f) Bell, etc.

Guidelines for setting test items

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

Marking scheme

Section A: Multiple choice

A social organisation based on kinship or ancestry where members share a common heritage is known as _____

A. clan 2 mark

Section B: Essay

Significances of the clan system:

- a) *Social Organisation: Clans provided a framework for social organisation, dividing people into smaller, more manageable groups with shared identities and interests.*
- b) *Kinship Ties: Clans emphasized kinship ties, fostering a sense of belonging, loyalty, and mutual support among members.*

- c) *Shared Identity: Clans gave people a shared identity, connecting them to a larger group with a common history, culture, and heritage.*
- d) *Cooperation and Mutual Aid: Clans encouraged cooperation and mutual aid, providing support in times of need, such as farming, defense, or disputes.*
- e) *Dispute Resolution: Clans often had their own systems for resolving disputes and maintaining social order.*
- f) *Cultural Preservation: Clans helped preserve cultural traditions, customs, and values, passing them down through generations, etc.*

Award 10 marks for any three significances explained.

Award 9 marks for any two significances explained

Award 8 mark for any one significance explained.

Sample questions

Section A: Multiple Choice

A social organisation based on kinship or ancestry where members share a common heritage is known as _____

- A. clan
- B. church
- C. family
- D. lineage

Section B: Essay

Explain any three significances of the clan system.

Table of Specification

Week	Focal area	Type of questions	DoK Levels				Total
			1	2	3	4	
13	1. Translation	Multiple choice	3	2	-	-	5
		Essay	-	1	-	-	1
14	1. Marriage rites	Multiple choice	4	1	-	-	5
		Essay	-	1	-	-	1
15	1. Comparing marriage rites	Multiple choice	2	2	-	-	4
		Essay	-	1	-	-	1
16	1. Modern trends affecting traditional marriage	Multiple choice	1	2	-	-	3
		Essay	-	1	-	-	1

Week	Focal area	Type of questions	DoK Levels				Total
			1	2	3	4	
17	The clan system	Multiple choice	1	1	-	-	2
		Essay	-	1	-	-	1
	Total		11	13	-	-	24

SECTION 8: DISPUTE RESOLUTION PROCESSES

STRAND: CULTURAL PRACTICES AND TRADITIONAL GOVERNANCE

Sub-Strand: Traditional governance

Learning Outcome: *Analyse traditional dispute resolution processes and compare them with the contemporary judiciary system*

Content Standard: Demonstrate knowledge and understanding of the traditional judiciary system

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 19: *Judiciary systems*

Week 20: *Traditional and contemporary judiciary systems (comparison)*

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 life-long learning. Additional tasks should be assigned to gifted and talented learners, such as performing leadership roles as peer-tutors to guide fellow learners to have a deeper understanding of the Ghanaian language concepts. Teachers are guided to aid learners who need special attention in any of the areas being taught.

ASSESSMENT SUMMARY

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

Week 19: *Dramatic monologue*

Week 20: *Checklist*

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

WEEK 19

Learning Indicator: *Examine the contemporary judiciary system*

FOCAL AREAS 1 & 2: THE JUDICIARY SYSTEM

The judiciary system is the system of courts and tribunals that interpret and apply the law in a country or state. It is a crucial component of a country's governance structure, that provides a framework for resolving disputes, interpreting laws, upholding the rule of law and protecting individual rights and freedoms. Additionally, it performs the following roles in the courts:

1. Ensures accountability and promotes justice and fairness.
2. Administration of justice: ensure fairness and impartiality in the application of laws.
3. Resolution of disputes: settles conflicts and disputes between individuals, organisations, and government entities. It encourages mechanisms like mediation, arbitration, and negotiation are encouraged to resolve disputes outside the formal court system.
4. Protection of rights: Safeguards individual rights and freedoms, such as those guaranteed by a constitution or bill of rights.
5. Provision of checks and balances: Limits the power of the executive and legislative branches, ensuring that they act within their constitutional authority.

Structure of the contemporary judiciary systems

The judiciary in Ghana has a hierarchical structure, with the Supreme Court at the apex, followed by the Court of Appeal, High Courts, and Lower Courts. The lower courts include the Circuit, District Courts, Juvenile/Tribunal. The courts have specific jurisdictions, such as civil, criminal, family, and labour law. In Ghana, the Supreme Court is presided over by the Chief Justice, who is the highest judicial officer in the country. There are judges, magistrates, and assessors who help to settle disputes.

The structure of the court/contemporary judiciary system in adjudicating cases

1. A single judge hears and decides cases in the High Court, Court of Appeal, and Supreme Court.
2. A panel of three to five judges hears and decides cases in the Court of Appeal and Supreme Court.
3. In some cases, a judge sits with assessors (lay or experts) to provide guidance and insight.
4. A magistrate hears and judges cases in the Magistrate Court.

5. A Justice of the Peace hears and judges minor cases in the District Court.

Dispute Resolution Processes by the Contemporary Judiciary System

The structure and process may vary depending on the specific court, case type, and circumstances. The following is a general structure:

1. Parties file their cases with the court.
2. The court holds pre-trial conferences to narrow issues and settle preliminary matters.
3. Evidence is presented, and witnesses are cross-examined.
4. The judge or panel delivers a verdict.
5. Parties can appeal to a higher court.

Learning Tasks

1. Explain the judiciary system
2. Describe the contemporary judiciary system
3. Describe three functions of the judiciary

PEDAGOGICAL EXEMPLARS

1. 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.

2. Building on what others say

Mixed ability group

- a. Learners role-play a contemporary dispute resolution section. *Teachers should direct learners to appropriate roles e.g. HP learners perform role of defence barrister, P learners perform the role of prosecution and AP learners perform the role of judge.*
- b. Through questions and answers, learners discuss the role play.

- c. Appropriate feedback is provided for clarity.

KEY ASSESSMENT

Assessment level 2: Skills of Conceptual Understanding

1. Develop a public awareness campaign to educate your classmates about the judiciary system in Ghana.

Assessment level 3: Strategic reasoning

1. Explain how the judiciary system balances tradition and modernity.
2. Discuss how the judiciary system impacts the daily lives of citizens.

Assessment level 4

1. If you were a judge, how would you approach a case involving a controversial issue? (E.g., a case involving individual rights and national security concerns...)

WEEK 20

Learning Indicator: *Compare and contrast the traditional dispute resolution processes with the contemporary dispute resolution system (judiciary system).*

FOCAL AREAS 1 & 2: TRADITIONAL AND CONTEMPORARY JUDICIARY SYSTEMS COMPARED

Traditional judiciary system

The traditional judiciary system refers to the indigenous or customary systems/laws of justice administration that exist in many societies, often preceding formal legal systems. These systems are often presided over by the chiefs, council of elders, clan heads, and other respected individuals in the community.

Traditional dispute resolution

This refers to methods of resolving disputes or conflicts that are rooted in the customs, traditions, and cultural practices of a community or society. These methods often predate formal legal systems and are typically informal, community-based, and focused on maintaining social harmony. Matters that are resolved customarily include domestic matters, land issues, breaking of oath taboos, and deception.

Methods engaged in traditional dispute resolution

- Mediation
- Adjudication
- Reconciliation
- Negotiation

Comparison between the traditional and contemporary dispute resolution processes

Traditional/Customary Conflict Resolution

1. Chiefs/King preside over cases and direct affairs. The Jury, made up of the chief, elders and leaders, takes decisions on cases. The decision is respected by individuals. However, an appeal can be made.
2. No formal courts or procedures are involved. Resolution proceedings take place at the palace. Parties receive a summons.
3. Decisions are made within the community based on customary laws, traditional customs and practices.
4. Focus is on repairing harm, reconciliation and restorative justice.
5. Flexible processes are adapted to specific situations to emphasise harmony and prioritise community cohesion.

6. Witnesses are allowed.

Contemporary Court System

1. Formal established courts and procedures.
2. Decisions are made by government-appointed officials (Judges), based on codified laws and regulations.
3. There is a lot of focus on winning or losing a case.
4. Processes follow strict rules and procedures.
5. Emphasis on justice: Prioritises fairness and punishment.
6. There are accused persons and defendants.
7. Witnesses are allowed.

Key differences

1. Formality: Customary resolution is informal, while contemporary courts are formal.
2. Authority: Customary resolution relies on community leaders, while contemporary courts rely on government-appointed officials.
3. Law: Customary resolution uses customary law and unwritten precedence, while contemporary courts use written law and precedence.
4. Goals: Customary resolution focuses on harmony, while contemporary courts focus on justice.
5. Processes: Customary resolution is flexible, while contemporary courts follow strict procedures.

Learning Tasks

1. Explain the traditional judiciary system.
2. Explain the traditional dispute resolution processes in your community
3. Distinguish between the traditional judiciary system and the contemporary judiciary system.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

Whole class discussion

- a. Invite community leaders or experts to use real-life scenarios or scenarios based on local customs to illustrate traditional dispute resolution.
- b. Learners listen to the community leader/ expert and discuss the features and processes involved in the traditional dispute resolution system. *If teacher is*

able to resource a person to talk to the class, allow students to plan questions before the guest's arrival and select a selection of the most interesting to be asked.

- c. Analyse real-life examples of traditional judiciary systems, encouraging critical thinking among learners to discuss the roles of the functionaries of the traditional judicial system. *AP learners may need a Reminder of the names of the functionaries.*

2. Group work/Collaborative learning

Mixed ability

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

KEY ASSESSMENT

Assessment Level 2: Skills of Conceptual Understanding

1. Compare traditional dispute resolution with contemporary dispute resolution systems and highlight the similarities and differences.

Assessment Level 3: Strategic Reasoning

1. Explain the strengths and weaknesses of each system.
2. Develop a case study of traditional dispute resolution methods, highlighting their significance and impact.

Assessment Level 4: Extended Critical Thinking and Reasoning

1. Discuss how traditional and contemporary judicial systems address similar disputes differently.

Hint



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

Section 8 Review

This section discussed dispute resolution systems. It looked at the traditional and modern dispute resolution processes (the court system). Learners were introduced to the structure of both systems. They learnt about their functions as well. They also compared and contrasted the two systems to draw their own conclusions. Knowledge in dispute and judiciary systems is intended to empower learners to participate in the democratic process and exercise their rights. It also helps them develop critical thinking and analytical skills, which are essential for evaluating information and making informed decisions. Additionally, understanding the judiciary system would offer learners the foundation and interest for further studies and careers in fields like law, political science, public

service and international relations. The section was linked to related subjects such as Government, History and Religious. This section equips learners with functional knowledge and understanding of becoming informed citizens as they learn about their rights and responsibilities, enabling them to navigate the legal system to appreciate justice and fairness in their daily lives. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

SECTION 9: RIDDLES AND PUZZLES

STRAND: LITERATURE OF THE GHANAIAN LANGUAGE

Sub-Strand: Oral Literature

Learning Outcome: *Use the knowledge of the structures of riddles and puzzles to compose riddles and puzzles*

Content Standard: Demonstrate knowledge and understanding of riddles and puzzles

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 of improving language and enhancing our problem-solving abilities. Riddles and puzzles are exciting ways to exercise the brain, boost creativity, and develop critical thinking skills. The examples given are not exhaustive. Teachers are advised to look for other examples and add on to what has been given. The teacher is encouraged to support and challenge HP, P and the AP learners as well as learners with Special Education Needs.

The weeks covered by the section are:

Week 21: *Riddles*

Week 22: *Puzzles*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

to make learners understand the concepts better. These pedagogies help in developing resilience, encouraging critical thinking, promoting creative problem-solving, 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 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.*

WEEK 21

Learning Indicator: *Analyse the structure and types of riddles*

FOCAL AREAS 1 & 2: RIDDLES

Riddles

Riddles are a type of puzzle or brain teaser that uses language, words, and clever twists to conceal a hidden answer or meaning. They typically involve a question, statement, or phrase that requires thought, contemplation, and creative thinking to decipher.

Riddles often:

1. Use wordplay: Puns, double meanings, homophones, and homographs.
2. Employ metaphors and analogies.
3. Involve clever twists and turns.
4. Require lateral thinking (thinking outside the box).
5. Have an unexpected punch line or answer.

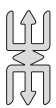
Types of Riddles

Riddles can be categorised into two main types based on length. These are:

Riddles of Longer length and Riddles of shorter length. The Gas call it *ajenu*, the Akans call it *ebisaa*.

Examples of riddles include:

1. “What has keys but can’t open locks?” (Answer: A piano!)
2. “What starts with an E, ends with an E, but only contains one letter?” (Answer: An envelope!)
3. “What is always coming but never arrives?” (Answer: Tomorrow!)



Note

Teachers should give examples in their language of study

Riddles offer many benefits, including:

1. Improving language skills and vocabulary.
2. Enhancing creative thinking and problem-solving.
3. Encouraging critical thinking and analysis.
4. Providing entertainment and fun!

Structure of a Riddle

A typical structure of a riddle includes:

1. **Introduction:** A brief setup or scenario to grab the listener's attention.
2. **Description:** A vivid and often misleading description of the answer.
3. **Question:** A question or challenge to guess the answer.
4. **Twist:** An unexpected twist or wordplay that leads to the answer.
5. **Answer:** The solution to the riddle, often a pun, double meaning, or clever connection.

Here's an example of a simple riddle following this structure. (*Teachers are required to give an example in their language of study*)

Introduction: I am always coming but never arrive.

Description: I have a head, but never hair.

Question: What am I?

Twist: Think about something that moves towards a destination but never actually reaches it.

Answer: A river (it has a "head" or source, but no hair, and it's always flowing but never actually arrives).

Analysing the structure of riddles

Analysing riddles involves breaking down the language, structure, and clues to uncover the answer. Here's a step-by-step guide to help you analyse riddles:

1. *Read carefully:* Read the riddle slowly and multiple times to ensure you understand the words and phrases.
2. *Identify keywords:* Highlight or note important words, phrases, or repeated elements.
3. *Look for double meanings:* Riddles often use wordplay, puns, or double meanings. Consider alternative definitions or interpretations.
4. *Analyse the structure:* Pay attention to the riddle's format, including the introduction, description, question, and twist.
5. *Find patterns and connections:* Search for relationships between words, ideas, or concepts.
6. *Consider multiple perspectives:* Think creatively and consider different viewpoints or contexts.
7. *Eliminate obvious answers:* Riddles often have misleading information. Rule out obvious or literal answers.
8. *Make educated guesses:* Use your analytic skills to make informed guesses or hypotheses.

9. *Check your answer:* Verify your answer by re-reading the riddle and ensuring it fits the clues.
10. *Practice and learn:* The more you analyse riddles, the better you'll become at recognising patterns and clues.

Additionally, consider the following general tips:

1. Be patient and persistent.
2. Think creatively and outside the box.
3. Use word roots, prefixes, and suffixes to help with wordplay.
4. Keep an open mind and avoid assumptions.

Learning Tasks

1. Discuss the concept of a riddle
2. Discuss the structure of a riddle
3. Discuss the purpose of a riddle

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion:

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

2. Group work/Collaborative learning

a. Pair work:

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

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

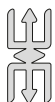
AP learners may need to be provided with examples of riddles, P learners may need to be given opening statements.

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

KEY ASSESSMENT

Level 4 Assessment: Extended critical thinking and reasoning

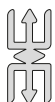
1. Using your own understanding, analyse the riddle below focusing on the structure
“What is black and white and read all over?”



Note

Teachers should give an example in their language of study.

2. Create a meaningful riddle and provide the answer.



Note

This seeks to promote novelty rather than repeating existing riddles

WEEK 22

Learning Indicator: *Explore the structure of puzzles*

FOCAL AREA 1 & 2: PUZZLES

Puzzles

Puzzles are problems or enigmas that require thought, reasoning, and often creativity to solve. They can be presented basically in oral form.

Puzzles are often used for entertainment, education, and cognitive development. They help to improve critical thinking, problem-solving skills, memory, and spatial reasoning.

Types of Puzzles

1. Puzzles serve various functions across different contexts:
2. Cognitive Development: Enhance problem-solving skills, critical thinking, and logical reasoning in individuals, especially children.
3. Entertainment: Provide amusement, relaxation, and enjoyment for people of all ages.
4. Education: Facilitate learning, improve memory, and enhance understanding of complex concepts in subjects like mathematics, science, and languages.
5. Therapy: Assist in cognitive rehabilitation, stress relief, and mental health support.
6. Social Bonding: Foster social connections, teamwork, and communication through collaborative puzzle-solving.
7. Cognitive Training: Improve attention, concentration, and processing speed, potentially delaying cognitive decline.
8. Creative Thinking: Encourage innovative thinking, imagination, and artistic expression.
10. Assessment and Evaluation: Serve as tools for assessing cognitive abilities, intelligence, and knowledge in various fields.
11. Storytelling and Narrative: Enhance engagement, suspense, and plot development in literature and media.
12. Research and Science: Facilitate the study of human cognition, behaviour, and decision-making processes.
13. Personal Growth: Build confidence, perseverance, and self-esteem through puzzle-solving achievements.
14. Accessibility and Inclusion: Provide a common ground for people with diverse backgrounds and abilities to engage and interact.

15. Puzzles offer a wide range of benefits and functions, making them a valuable part of human experience.

Structure of the Puzzle

Basically, the main breakdown of the structure can be:

1. Goal: Clearly defined objective, such as solving a problem or reaching a specific outcome.
2. Rules: Set of constraints or guidelines that must be followed.
3. Starting Point: Initial situation or setup.
4. Obstacles: Challenges or barriers that hinder progress.
5. Solution Path: Sequence of steps or decisions leading to the goal.
6. Solution: The final answer or outcome.

Examples of Puzzles

Puzzle: The Mystery of the Missing Book

Puzzle Statement

In a small village library, a rare book has gone missing. The librarian questioned four suspects: Kukua, Nana, Clara, and David. Each of them made a statement:

1. **Kukua:** "I didn't take the book. I saw Nana with it yesterday."
2. **Nana:** "I didn't take the book. I don't even know what it looks like."
3. **Clara:** "I saw David take the book from the shelf."
4. **David:** "Clara is lying. I was at home when the book went missing."

The librarian knows that only one of them is telling the truth. Who took the book?

Solution Process:

1. If Kukua is telling the truth, then Nana had the book. But this means Clara and David must both be lying, which would make more than one person is telling the truth. Therefore, Kukua is lying.
2. If Nana is telling the truth, he doesn't know what the book looks like. This would mean Kukua, Clara, and David are lying, which would make Clara's statement false, contradicting Nana's claim of innocence. So, Nana is lying.
3. If Clara is telling the truth, she saw David take the book. This would mean Kukua, Nana, and David are lying. Since only one person can be telling the truth, this possibility works.
4. If David is telling the truth, Clara is lying, which means Clara didn't see David take the book. But this would mean Kukua and Nana are lying too, causing a contradiction with the number of true statements allowed. So, David is lying.

Since only one person is telling the truth, Clara must be the one telling the truth. Therefore, **David took the book.**

Answer: David took the book.

Learning Tasks

1. Discuss the concept of puzzles.
2. Discuss the structure of puzzles.
3. Discuss the purpose of puzzles.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

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

2. Pair work

- a. The pair plays the puzzle game focusing on the structure of a puzzle

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

Learners may need to be provided with example puzzles to start the process. AP learners may need continued support in creating puzzles.

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

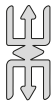
KEY ASSESSMENT

Level 2 Assessment: Skills of conceptual understanding:

1. Explain three ways in which puzzles benefit our mental well-being.

Level 4 Assessment: Extended Critical Thinking and Reasoning and critical reasoning

1. Create a meaningful puzzle, provide the answer and analyse its structure.

**Note**

This seeks to promote novelty rather than repeating existing puzzles

Hint

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

Section 9 Review

This section dealt with the oral literature of the Ghanaian language. Learners were introduced first to the concept of riddles. They discussed their structure and forms/types of riddles, as well as trying to create their own. Learners were then introduced to puzzles. Learners explored the structure of puzzles as well. They were then tasked to discuss the structure and the purpose of puzzles. Learners should now have the requisite information to discuss riddles, puzzles and their structures as a form of oral game in the Ghanaian traditional setting.

SECTION 10: POETRY

STRAND: LITERATURE OF THE GHANAIAN LANGUAGE

Sub-Strand: Written literature

Learning Outcome: *Apply the knowledge of the elements of poetry to appreciate poems*

Content Standard: Demonstrate knowledge and understanding of poetry

Hint



*For the End of Semester Examination refer to **Appendix I** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for weeks 13 to 24.*

INTRODUCTION AND SECTION SUMMARY

This section discusses some aspects of written literature in Ghanaian language. Specifically, this section discusses poetry. Learners will be introduced to the description of poetry, types of poetry, elements of poetry and the significance of poetry. They will also learn about how poetry is appreciated. Knowledge in poetry and poetry appreciation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Poetry appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners understand and manage emotions, developing emotional intelligence. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and reciting poetry enhances memory, confidence, and public speaking skills. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

The weeks covered by the section are:

Week 23: *Poetry*

Week 24: *Poetry appreciation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 23: *Virtual reality*

Week 24: *End of Semester Examination*

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

WEEK 23

Learning Indicator: *Identify and discuss the elements of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes etc.)*

FOCAL AREAS 1 & 2: POETRY

Explanation of poetry

Poetry is a form of literature, written in lines and stanzas (verses) that uses aesthetic and often symbolic language to share ideas, experiences, express emotions, and create imagery.

Types of poetry

- a. **Narrative Poem:** A longer form of poetry that tells an entire story, with a beginning, middle, and end. Narrative poems contain all of the elements of a fully developed story, including characters, plot, conflict, and resolution. These poems are typically told by just one narrator or speaker

Some forms of narrative poems:

Arthurian romances: Arthurian romances derive from twelfth century France. They are any narrative poetry that tells stories of romance and adventure within the Arthurian court.

Ballad: Poems that tell a story in verse, often with a folkloric or legendary theme.

Dramatic poetry: Poem that presents a dramatic situation

Epic poetry: Epic poems are written in a grandiose style and tell stories of historical events or legends of cultural importance. E.g., The Iliad, Oguu Aban, Otumfo Osee Tutu.

- b. **Lyric Poem:** A poem that expresses personal thoughts and emotional feelings using vivid imagery and metaphors. They were originally set to music.

Forms of lyric poems:

Elegy: Poems that mourn the loss of someone or something.

Ode: A longer form of lyric poetry that expresses adoration. The object of the speaker's adoration can be nature, an object or a person.

Sonnet: A poem of 14 lines that is often on the subject of love.

Elements of poetry

- a. **Theme:** Underlying idea or a pervading thought in a work of literature. Poetry themes include some common ideas such as love, nature, beauty, death, spirituality, and immortality. An understanding of the theme helps readers to identify the core message of the poem or the poet's purpose for writing the poem.

- b. Diction:** Refers to the language, sound, and form used in a particular piece of poetry. The tone and mood of the entire text is part of poetic diction. To understand the speaker's attitude towards the subject, readers have to look for the poet's choice of words, figurative language, and sound devices. The mood is related to the impression of the text upon readers.
- c. Tone:** Poet's attitude or feeling towards the subject.
- d. Mood:** A temporary state of mind or feeling about a poem.
- e. Figurative language and literary devices:** These are used to suggest different interpretations of words or to evoke other ideas that are not literally connected with the words. Devices such as irony, symbolism and juxtaposition that leave a poem open to several interpretation. In the same way, poetic devices such as metaphor, simile, personification, are used to build a relationship between different images previously not perceived. There are also devices such as apostrophe, hyperbole, archaism, oxymoron, repetition, enjambment, etc.
- f. Sound devices:** Devices such as alliteration, assonance, consonance, onomatopoeia, are used to create musical effects.
- g. Style:** Refers to how poems are presented looking at syntax; the ordering of words into meaningful patterns. Poets manipulate conventional syntax to emphasise specific words. The purpose of adopting a specific syntax and diction is to achieve certain artistic effects such as altering the tone and mood.
- g. Speaker:** The narrator of the poem. It could be the poet or an imaginative character. Generally, a poem is told from a first-person perspective or about a third-person. Poets also sometimes use the second-person point of view to communicate directly with readers.

Significance of poetry

Enhances language skills: Poetry exposes learners to rich vocabulary, metaphors, and linguistic devices.

Fosters creativity: Poetry encourages imagination, creative thinking, and self-expression.

Develops critical thinking: Analysing poetry helps learners to develop critical thinking, interpretation, and analytical skills.

Cultivates empathy: Poetry explores human emotions, experiences, and perspectives, promoting empathy and understanding.

Provides historical and cultural context: Poetry offers insights into historical events, cultural traditions, and social movements.

Improves memory and recitation skills: Memorising and reciting poetry enhances memory, confidence, and public speaking skills.

Encourages self-reflection and expression: Poetry provides an outlet for students to express thoughts, feelings, and experiences.

Develops emotional intelligence: Poetry helps learners understand and manage emotions, developing emotional intelligence. Learners can resonate with the themes and happenings in a poem.

Enriches understanding of literary devices: Poetry teaches learners about literary devices, such as symbolism, imagery, and figurative language. These devices are used to enrich speech and oratory.

Structure of poetry

Poems have the following features that form the structure

Lines: Individual rows of words.

Line Length: Number of feet or syllables per line.

Stanzas: Groups of lines that form a unit or section.

Rhyme Scheme: Pattern of repeated sounds at the end of lines.

Meter: Pattern of stressed and unstressed syllables.

Feet: Units of meter, consisting of a combination of syllables.

Enjambment: Sentence or phrase continuing into the next line without punctuation.

Caesura: Pause within a line.

Capitalisation: Use of uppercase letters at the beginning of lines or sentences.

The structure of poems is used with the following objectives;

- Create rhythm and musicality
- Enhance meaning and emphasis
- Establish tone and atmosphere
- Guide the reader's pace and flow
- Add visual appeal to the poem

Learning Tasks

1. Explain poetry as a type of literature.
2. State three elements of poetry
3. Explain the importance of the elements you have stated to the development of a poem.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning

Whole class activity: Learners study a given poem to do the following

- a. Explain poetry as a type of literature.
- b. Identify the elements of poetry with reference to the given poem.

- c. Discuss the element identified (e.g., diction, themes, stanzas, lines, literary devices, rhymes, etc.), giving examples from the given poem and analysing their impact
- d. In pairs, learners discuss the importance of studying poetry and share their answers with the class.
- e. Teacher models poetry recital for individual learners to copy.

2. Group work/Collaborative learning

- a. Pair work (similar ability): Practice reciting poetry as modelled by teacher. Peers assess on clarity, intonation, engagement, emotion.
- b. Pair work: Discuss a given poem from a set poetry text. *Direct HP learners to work with P/AP learners. AP learners may need a further reminder / ticklist showing the elements of a poem.*
- c. Individual activity: Apply the knowledge of the elements of poetry to compose a poem. *Teacher should provide a theme for those learners struggling with creative aspect of task. AP learners may need to be given an opening line.*
- d. Pairs and individuals share their work with the class for guidance, feedback, correction and clarification.

KEY ASSESSMENT

Assessment Level 2

1. Explain poetry as a type of literature in your own words.
2. Explain the following elements of poetry: diction, themes, stanzas, lines, literary devices,
3. Discuss the expected impact of different elements of poetry upon the reader.

Assessment Level 3

1. Use practical examples to explain how poetry is relevant and beneficial in everyday life.

Assessment Level 4

1. Use the features of poetry to create your own poem to present/perform at a poetry contest. Write a short analysis of the poem that you have created stating the expected impact of the literary/sound devices you have used upon the reader.

Hint



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

WEEK 24

Learning Indicator: *Appreciate poetry texts*

FOCAL AREAS 1 & 2: POETRY APPRECIATION

Factors to consider when appreciating poetry

1. Check the title and its relationship with the content of the poem.
2. Identify the core message of the poem or the poet's purpose for writing the poem.
3. Check whether the language is simple or complex and consider the reason for the use of such language style.
4. Talk about the tone/attitude or feeling towards the subject and how this is presented
5. Discuss the mood the poem presents.
6. Comment on the literary devices used. Explain the effects of the devices.
7. Comment on the structure of the poem.
8. Check who is narrating the poem and who the poem is About.

Structure of poetry

Poems have the following features that form the structure

Lines: Individual rows of words.

Line Length: Number of feet or syllables per line.

Stanzas: Groups of lines that form a unit or section.

Rhyme Scheme: Pattern of repeated sounds at the end of lines.

Meter: Pattern of stressed and unstressed syllables.

Feet: Units of meter, consisting of a combination of syllables.

Enjambment: Sentence or phrase continuing into the next line without punctuation.

Caesura: Pause within a line.

Capitalisation: Use of uppercase letters at the beginning of lines or sentences.

PEDAGOGICAL EXEMPLARS

1. 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. *Teacher should direct question to ensure that a variety of learners' answer.*

2. Work/collaborative learning

Pair work

- a. Read a poetry text from a set book. *Teacher should select poem according to ability and interests of students.*
- b. Apply the process of appreciating poetry to appreciate a poetry text.
- c. Present your report to the class to analyse and to provide feedback, corrections and clarification.

KEY ASSESSMENT

Assessment level 3

1. Outline the steps you would follow to appreciate a poem and why.
2. Use concrete examples to discuss how poetry can be used as a tool for social change or activism.

Assessment level 4

Using what you have learnt about literary/ sound devices and structure, create a poem that conveys one of the following two moods;

1. Spooky (think ghosts, darkness and suspense)
2. Hope (think light, blooming flowers and joy)
3. Write your own poem in your poetry journal and exchange with a classmate to appreciate it. The appreciation process should consider the following: theme, diction, tone/mood, style, literary devices, rhyme scheme etc. Record your thoughts, feelings, and insights about the poem that you have appreciated.

Hint



*The Recommended Mode of Assessment for Week 24 is **End of Semester Examination**. [Refer to **Appendix I** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for weeks 13 to 24.*

Section 10 Review

This section discussed poetry. Learners were introduced to how poems are appreciated. We focused on the description of poetry, types of poetry, elements of poetry and significance of poetry. Knowledge of poetry and poetry

appreciation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Poetry appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners understand and manage emotions, developing emotional intelligence. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and reciting poetry enhances memory, confidence, and public speaking skills. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

The end of semester exams paper would be made up of two sections. Section A and B. Section A would be made up of 40 multiple choice questions and Section B will be made up of four parts. Part I will be on essay writing where learners will choose one essay question from four questions. Part II will be on Language and usage where learners answer ten questions for 10. Part III will be on comprehension. Learners will read a passage and answer 5 questions. Part IV will be in translation. The questions for the end of semester exams should cover all topics taught from week 13 to 23

Resources needed

- a) Venue for the examination
- b) Printed examination question paper
- c) Answer booklet
- d) Scannable paper
- e) Wall clock
- f) Bell, etc.

Guidelines for setting test items

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

Marking scheme

Section A: Multiple choice

- a) In the organogram of the traditional governance, who is at the apex?
C. Paramount Chief – 1 mark
- b) In the traditional judiciary system, who adjudicates spiritual cases?
A. Chief Priest – 1 mark

Section B: Essay

The judiciary systems impact the lives of people through the following:

- a) Ensures accountability and promotes justice and fairness.

- b) *Administration of justice: ensure fairness and impartiality in the application of laws.*
- c) *Resolution of disputes: settles conflicts and disputes between individuals, organizations, and government entities. It encourages mechanisms like mediation, arbitration, and negotiation are encouraged to resolve disputes outside the formal court system.*
- d) *Protection of rights: Safeguards individual rights and freedoms, such as those guaranteed by a constitution or bill of rights.*
- e) *Provision of checks and balances: Limits the power of the executive and legislative branches, ensuring that they act within their constitutional authority.*

Award 4 marks to each of any five points raised.

Award 3 marks if the point raised is 4

Award 2 marks if the points raised is 3

Award 1 mark if the point raised is 1-2

Sample questions

Section A: Multiple Choice

- a) *In the organogram of the traditional governance, who is at the apex?*
 - A. *Chief Priest*
 - B. *King Makers*
 - C. *Paramount Chief*
 - D. *Spokes persons*
- b) *In the traditional judiciary system, who adjudicates spiritual cases?*
 - A. *Chief Priest*
 - B. *King Makers*
 - C. *Paramount Chief*
 - D. *Traditional Priestess*

Section B: Essay

In what four ways does the traditional and contemporary judiciary systems impact the lives of the people?

Table of Specification (*end of semester week 24 contd.*)

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Narrative Essay	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
14	Descriptive Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	1	-	1
15	Expository Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	1
16	Deity Names	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
17	Puberty rites	Multiple Choice	-	-	-	1	1
		Essay	-	-	-	-	0
18	Traditional Governance (Home)	Multiple Choice	2	-	1	-	3
		Essay	-	-	-	1	1
19	Traditional Governance (Community)	Multiple Choice	-	1	2	1	4
		Essay	-	-	-	-	0
20	Libation	Multiple Choice	2	-	1	1	4
		Essay	-	-	-	-	0
21	Dirges	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
22	Elements of Prose	Multiple Choice	2	2	1	2	7
		Essay	-	-	1	-	1
23	Appreciating Prose texts	Multiple Choice	2	2	3	1	8
		Essay	1	2	1	-	4
	Total		12	10	14	7	45

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