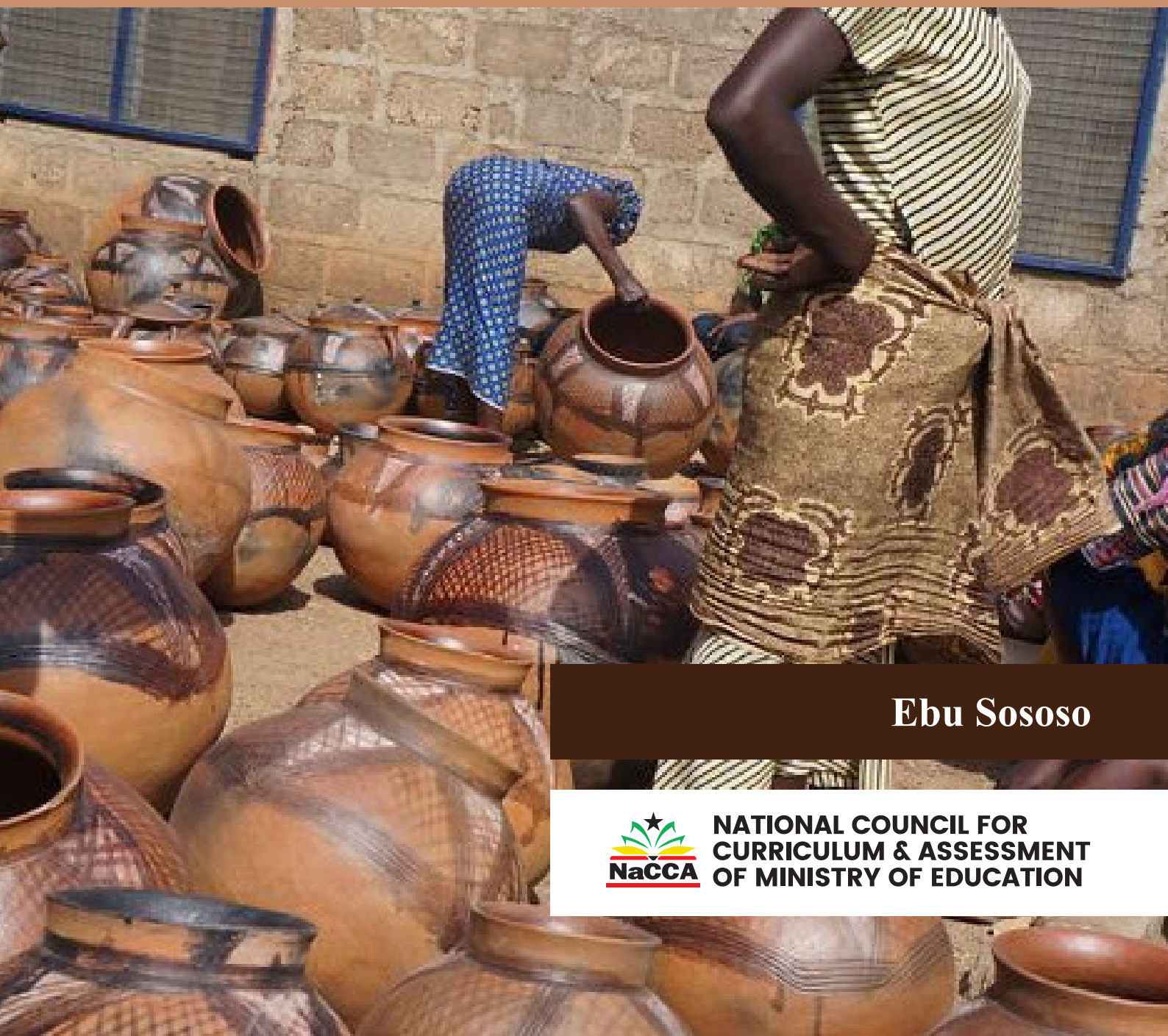




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REPUBLIC OF GHANA

Ngbanyato

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GONJA TEACHER MANUAL

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Introduction

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

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

This Teacher Manual for Gonja 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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KABA I: KAMALGAKUL BE KAPƆR NE EBOLBENCHERGA

KUMUBA: KELIJIMA

Kumu: Kelijima (Kamalgakul be kapƆr ne ebolbENCHERGA)

Kasɔbii be Asɔnyeso

1. *Ta kamalgakul be kapƆr be kenye na n ɲini mmalgaba pupƆr be kenye/kekuu*
2. *Ta ebolbENCHERGA be kenye ne kenuto n lara efuli mmalgaba ne mmalgafol be afito be mbarga*

Apuntosɔ/Asɔɲiniso

1. *Dini kenye ne kenuto ta n laɲe Ngbanyato be kamalgakul **be kabaso***
2. *Dini kenye ne kenuto ta n laɲe Ngbanyato be ebolbENCHERGA **be kabaso***

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 1: The syllable, its types and structure

Week 2: The concept of tone

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

BOKWE 1

Kasɔbii be Asɔkpra

1. Pin kamalgakul be ntunso (kebuwitoso ne kekuṣo) ashi Ngbanyato
2. Ɔnito kamalgakul be kapɔr be asheṣ ashi mmalgaba pupɔr be kenye be kabaso

AMU 1NE 2: KAMALGAKUL, KUMOBẸ NTUNSO NE KAPƆR

Kamalgakul be kedelgeso: Kamalgakul la kamalgaba be kaba nna ne ku kɔ eboltowor, ne ku bee tiṣ a la kamalgaba be kaba nko kamalgaba lelemu kumobe kumuso. Kamalgakul daga ku ka kɔ eboltowor koṣwule be kushu/awor n ka been tiṣ nko a maan tiṣ a kɔ nnɔtowor kumobe anishito, kamanto nko n chambɔ eboltowor na. Kamalgaba been tiṣ a la kamalgakul koṣwule peya, mmalgakul anyɔ nko adamta be kamalgaba. Ngbar be kamalgakul be kapɔr be kenye bee che bebiipo to nna ne baa tiṣ a kuu mmalgaba pupɔr niṣiso n shin naa tiṣ a pin ngbarana be mbra.

Ngbanyato: ba, e:po, kɔn:tɔṣ, gbaṣ:gban:de, e:tu:to

Ewe: a:kpe, tɔ, a:tɔ:tɔ:tɔ Mbɔtɔɔ : a:kpe, tɔ, a:tɔ:tɔ:tɔ

Ga: ka, ṣ:ka:ti:ɛ, ṣ:ka:la:de Nkraṣ : ka, ṣ:ka:ti:ɛ, ṣ:ka:la:de

Mfantse: n: su, ṣ:ku:kɔ, m:pa Mfanti: n: su, ṣ:ku:kɔ, m:pa

Twi: Kɔ:m, e:tu:o, ɛ:tɔ Mbɔṣ: Kɔ:m, e:tu:o, ɛ:tɔ

Ashi esoso be akeniso ere to, kanane mmalgaba na bargato na be kaba kike la kamalgakul nna.

Mmalgakul be Ntunso: Mmalgakul be ntun nyɔ ne anye kɔ Ngbanyato ne ngbar damta to gba. Amo ela abuwitoso ne akuṣo.

Kamalgakul kuṣo: Kede ela kamalgakul mone ku bee luweto ne kɔnnɔtowor. Akeniso ko nde:

Kɔr, kɔṣ:kɔṣ, gir:gir, gbir, kɔn:tɔṣ, nyan

Ashi esoso be akeniso na to, anyeeṣ wu fanɛ mmalgakul na kike bee luweto ne nnɔtowor nna, loṣ ne anyee tere mmalgakul kuṣo na.

Kamalgakul buwitoso: Ku la kamalgakul ne ku bee luweto ne eboltowor nna. Amobe akeniso ko e wɔ kaseto ere na.

Kpa, be, chi:cha, e:tu:to, e:gba, che:bi, gba:ṣe.

Kamalgakul be kapɔr: Ngbar kama ne kumobe mmalgakul be kapɔr. Asɔ ne anye kɔ a delge kamalgakul be kapɔr so ela kɔnnɔtowor (K), eboltowor (E) ne ebolbencherga(kede maa shuṣ Ngbanyato). Kɔnnɔtowor ne eboltowor be kanane a sa e naa ṣini kamalgakul na be kapɔr. Mmalgakul be kapɔr be akeniso ashi Ngbanyato ne ngbar pɔteana to nde:

Ngbanyato: Fa (KE), cha (KE) an (EK), kre (KKE), gbraŋ (KKEK)

Mbɔtɔɔ: tɔ (CV), va (CV), dzo

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

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

Kasɔbii be kushuŋ

1. Delge kamalgakul so
2. Buwi mmalgakul be ntunso to ashi Ngbanyato.
3. Ŋini kamalgakul be kapɔr to ashi Ngbanyato.
4. Ŋini kamalgakul be kapɔr be tunɔ ashi mmalgaba pupɔr be kenye to.

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.

KECHONKENI TENINI

Eyilikpa 1 be Kechonkeni: Kenyi be kanyiŋi:

Ta fo gbagba be mmalgaba n ŋini kamalgakul to.

Eyilikpa 2 be Kechonkeni: Kepin asheŋ to be agoni:

Tise mmalgakul be ntunso ashi Ngbanyato n shin sa amobe kekama be akeniso asa sa.

Eyilikpa 3 be Kechonkeni: Nkre be kefe mfera:

Ta akeniso mone a daga n ŋinito kuso mo so ne kamalgakul be kapƆr be kabii Ngbanyato daga.

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.*

BƆKWE 2

Kasɔbii be Asɔkpra

1. Buwi ebolbencherga be asheɲ to a laɲe a yɔ amobe ntunso (fanɛ: ebolgbon, kabolbi, mfrintobol, nɛ adamta) nɛ amobe ashun
2. Ɔjinito ebolbencherga be ashun (ngbarbembra be kushun, mmalgaba be mbarga be kepin, mmalgaba be afiito be kepin nɛ adamta)

AMU 1 & 2: EBOLBENCHERGA BE ASHEɲ

Ebolbencherga ela ebol be awor be kedii nko kegbelgeto ashi kamalgakul, kamalgaba nko kamalgafol lelemu be ketere to. Ebolbencherga be ngbar ela ngbar mone kumobe mmalgaba be afiito be kanane ebol bee cherga so. Ghana be ngbar damta bee be loɲ so nna.

Ebolbencherga be ntunso: Ngbanyato, ebolbencherga wɔ ntunsa nna. Amo ela ebolgbon/kasetobol, kabolbi/esosobol nɛ mfrintobol. Akurso mone anye kɔ a chaɲ ebolbencherga be ntunso ere ela ebolgbon [ʔ], kabolbi [ʔ] nɛ mfrintobol [=]. Amobe akeniso ko nde:

Ebolgbon: kuʔ, wuʔ, chɔʔ, lɛʔ chaʔ.

Kabolbi: jiʔ, bɔʔ, kaʔ, diʔ, soʔ.

Mfrintobol: =muu, =nyɔɔ, =zuu, =lɔɔ, =zɛɛ.

Ebolbencherga be ashun: Ebolbencherga daga ga nkpal kumobe kanane ku bee kpɛ asheɲ to so. Ashun kpakpaso asa nɛ ku bee shun ashi ngbar to. Amo ela ngbarbembra be kushun, mmalgaba be mbarga be kepin nɛ mmalgaba be afiito be kepin.

1. **Mmalgaba be mbarga be kepin be kushun:** Ebolbencherga bee shine anyee pin mmalgaba mone a duli abar be nkpieto nko mbarga nna. Keni akeniso ere:

Laʔlaʔ = ebuto be kusɔfirisobi

Laʔlaʔ = kabuibi

Ebolbencherga e naa cheto nɛ anyee tii le be asɔ n saa pin amobe mbarga.

2. Ebolbencherga bee tiɲ a laɲe mmalgaba ashi katun ko to a yɔ katun pɔtɛ to. Ku been tiɲ laɲe kamalgaba mone ku la ketere n yɔ kushunso to. Akeniso ko nde:

Lɔɲɛʔ = kusɔɔaya be ketere

Lɔɲɛʔ = kusɔ be kewɔɔ

3. Ebolbencherga bee cherga mmalgaba be afiito nna. Nɛ bu ban sibe kamalgaba fanɛ “tiɲ”, ebolbencherga e naa shine anyee pin kusɔ mone ku bee yili a sa.

Fanɛ, E been tiɲ n sulɔ ajɔ na,

nɛ

Jɔnɔ na tiɲ

Ebolbencherga e naan shine esa e pin amobe afiito nɛnɛ.

KASOBII BE ASHUŋ

1. ŋini ebolbencherğa to.
2. Ta akeniso mone adaga n delge ebolbencherğa be ntunso so ashi Ngbanyato.
3. Buwi ebolbencherğa be ashun to ashi Ngbanyato.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (Individual and group work)

1. Whole class/group activity

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

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

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

Tasks learners with different learning abilities to;

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

2. Pair work (AP learners should be paired with HP learners to support them)

- a. Listen to some given words and determine the types of tone in the words.
- b. Identify the syllables in the words that bear the tone.

3. Whole class: Pairs make a presentation on the outcomes of the pair work.

KECHONKENI TENINI

Eyilikpa 1 be Kechonkeni: Kanyin ne Kelan n sa

1. Ta fo gbagba be mmalgaba n ŋini kusɔ ne ku la ebolbencherğa.
2. Sibe ebolbencherğa be ashun ashi Ngbanyato.

Eyilikpa 2 be Kechonkeni: Kepin asheŋ to be agoni:

1. Sibe ebolbencherğa be ntunso ashi Ngbanyato n shin ta been worɔ fanɛ akeniso mone adaga ana n ŋini ntun na to nene.
2. Sa ebolbencherğa be ashun mone fo sa esoso be mbishi na to na be kekama be akeniso asa sa (keni mbishi nyɔsepo na to).

Eyilikpa 3 be Kechɔnkeni: Nkre be kefe mfera:

Ntuŋso be kushuŋ

Chala mmalgakul be kapƆr ne ebolbengerga be ntunso ashi Ngbanyato nshin sa amobe kekama be akeniso kudu kudu.

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**.*

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
Defining tones	The definition features all the key words needed to adequately define syllable	The definition contains three key words	The definition contains two key words	The definition contain one key words

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

Mode of administration

Design the project, provide guidance and support 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.

KABA 2: KAKRAŊ NƐ ALAKALMU/ALAKAL KPRA BE KEPIN

KUMU: KELIJIMA

Kumuba 1: Kelijima/Kemalga m bulɔ ekpa

Kumaba 2: Kakraŋ

Kasɔbii be Asɔnyeso

1. *Ta kenyi mone fo nye na m malga abɔaya kanane ku daga*
2. *Ta kekraŋ n lurito nƐ kakraŋ damta be adabi be kenyi n kraŋ kebɔaya sibeso*

Apuntosɔ/Asɔŋiniso

1. *Dini ketiŋ n laŋɛ abɔaya be kemalga n sa baasa fo ka loto n nu **kelijima***
2. *Dini kenyi nƐ kenuto ta n laŋɛ kebɔaya be kekraŋ n lurito nƐ kakraŋ damta be kabaso ashi **Ngbanyato***

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.*

BƆKWƐ 3

Kasɔbii be Asɔkpɔra

1. abɔaya kpɔra/abɔayamu ashi kelijima to
2. Buwi abɔaya kpɔra/abɔayamu to ashi kelijima to

AMU 1 & 2: KAKRAŊ NƐ ALAKALMU/ALAKAL KPRA BE KEPIN ASHI KELIJIMA TO

Lakalmu/Lakal Kpra: Lakal kpra na ela kamalga buwitoso mone ku wɔ kato, kuso kraŋso nko kusɔbiiso to. Abɔaya ko bee kaa wɔ ndoŋ nna a che kumo to. Fo baan tiŋ pin kuso nɛ a duli abar ashi abɔaya chetopo na to, feen tiŋ wu lakal kpra mone ku bee ta amo a mata abar so. Nɛ fo tiŋ m pin keɔaya to be lakal kpra, wɔɔ ade:

1. Kraŋ kumu nɛ kasotofuti na – Manɛ nɛ kumu nɛ kasotofuti na bee kaŋɛ ta n laŋɛ keɔaya na be kaplie so?
2. Fin kumobe kamalgafolmu na – Ku bee kaa ler kato junkparso na be sososo to nna.
3. Pin abɔaya chetopo na – Bishi fobe kumu mbishi ere: wanɛ, manɛ, saŋɛmo, nne, maneso nɛ nuso, ta n laŋɛ lakal kpra na be kabaso.
4. Ta fo gbagba be mmalgaba n duwɔ keɔaya na so.
5. Ta fobe keduwɔso na n kasar esibɛpo na be lalaluwe be keɔaya na so.

KASɔBII BE KUSHUŊ

1. Ŋini “lakal kpra” be asheŋ to.
2. Pin keɔaya nɛ bu sa fo to be lakal kpra.
3. Malga lakal kpra mone ku wɔ keɔaya nɛ bu sa fo to be asheŋ.

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.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin ashej to be agoni

1. Pin kebaya ne bu sa fo to be lakal kpra.
2. Malga lakal kpra mone ku wo kebaya ne bu sa fo to be ashej.
3. Kraj kelijima shimbi mone ku beso ere n shin pin kumobe lakal kpra.

Samaakuse: *Nuso ne fee mige fobe da to?*

Amaabaje: *N so ma kumu kanane Ebore too ma ne n du nna, ne foale?*

Samaakuse: *N daga keworwu nna.*

Amaabaje: *Ma ere bee nyeshi nna a pan mabe kumu saje mone m baaj woro m foe n shin bulo ma keworo m foe so m bii.*

Samaakuse: *Malgba bee ta ashej dra nna n le n shin buwi lakal a jo apupor.*

Eyilikpa 3 be Kechonkeni: Nkre be kefe mfera:

Fin mmalgafol asa n che esoso be kelijima ere so – ne a sa maan chikpar ashi lakal kpra mone fo tinj m pin esoso na to.

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.
- Remember to ask learners to start building their **Portfolios** in Week 3. Refer to **Appendix B** detailing the structure of the portfolio.

BƆKWƐ 4

Kasɔbii be Asɔkpɔra

1. Dinito kekraŋ n lurito be adabi be asheŋ (mananmanan be kakraŋ, kechuleto n kraŋ nɛ adamta)
2. Mige kakraŋ damta be adabi to (kekraŋ nɛnɛ, kebɔaya kraŋso be kapɔr, nɛ adamta)

KUMU 1: KEKRAŊ N LURITO BE ADABI

Kekraŋ n Lurito: Kede ela kekraŋ kebɔaya sibɛso n lurito n yɔ n ta mferɔ n deni kumo so a fin asɔ anyɔ, amo ela kebɔaya be kepinto nɛnɛ nɛ ngbar na be apɔrsobi be kabii. Ku la kebɔaya be kemigeto nna nɛnɛ ashi kumobe kakraŋ to. Mfa, bekrampo na bee fin mmalgaba tenini mone esibɛpo na nyɔ amo, chaŋ amobe nseto nko m pala amo to nna nkpalmanɛso, le be mmalgaba ere bee chɛto nɛ kebɔaya na be kefiito be kabaso nna. Bekrampo naa wɔrɔ ania a sibɛ asɔkpɔra ko a nase n saa fin mmalgaba ko be afiito saŋɛ na so, baan tiŋ m pin kebɔaya na to nɛnɛ.

Kekraŋ n Lurito be Adabi

Kekraŋ n lurito be adabi damta wɔtɔ. Anyeen keni kumobe adabi anyɔ ere;

1. Kekraŋ mananmanan

Kekraŋ mananmanan ela fo kaa bee kraŋ kebɔaya a fin kumobe keshintirso nko lakal kpɔra. Kakpa nɛ ku bee shuŋ nɛnɛ ela kashintensibɛ be kakraŋ to. Kekraŋ mananmanan be kabaso, fobe kepinto bee duwɔso nna nkpalmanɛso, mane kebɔaya na kike nɛ fee kraŋ.

2. Kechuleto n Kraŋ

Kechuleto n kraŋ ela fo ka ta fobe anishi a keni kefantamba to a dii agbelge a fin mmalgaba nɛ mmalgafolshiŋ tenini ko nɛ fo maŋ kraŋ kebɔaya na kike. Anye naa kɔ kumo nna a shuŋ saŋɛ nɛ fo nyɛ kebɔaya pupɔr n kaa sha nɛ fo keni fanɛ ku kɔ fobe mbishi na be atuwebi aa.

KASɔBII BE KUSHUŋ

1. Ŋini ade to nɛnɛ
 - a. Kekraŋ n lurito
 - b. Kekraŋ mananmanan
 - c. Kechuleto n kraŋ

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.



Note

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

KECHONKENI TENINI

Eyilikpa 1 be Kechonkeni: Kanyiŋi ne Kelanɛ n sa

1. Ɗini kekraŋ n lurito be adabi anyɔ nawule to.

2. Ɗini kekraŋ mananmanan ne kechuleto n kraŋ be adabi to.

Eyilikpa 2 be Kechonkeni: Kepin asheŋ to be agoni

1. Buwito kanane kekraŋ mananmanan ne kechuleto n kraŋ bee cheɗo a bra keɓaya be kepinto.

2. Ta kekraŋ n lurito be adabi n kraŋ keɓaya ne ku wɔ kaseto ere

Nne ne efuu gboŋ ere shi? Manɛ e bra lor ere be eleŋ ere loŋ? Kayia gboŋ tiya. Luwu ne Kowurnyen Kpalawoso kapre ashi kushuŋ to kapiidi nyaŋnyaŋso ere so. E kii namu kapa ere nna ne bu sulo mo n yɔ ashibiti. Kagbenejaje be abɔaya ere tu mobe mbia epe. Kowurnyen Kpalawoso be eche ka yɔ n ya fa kibeto n saa laɗe epe ashi Busunu, e tu belɔpo be ekulon mone ku sulo Kowurnyen Kpalakoso. Epulto, ne mobe mbia birta n yɔ ashibiti to n ya wu bumo tuto be kebuni ashi mobe kulɔ be gadowu so.

Nklade chipurdidi, mobe mbia yɔ nɛ bu ya bɔɔ mo so. Kagbenejaje to, luwu ta kumobe awo be enɔ n denji mo so nɛ bu ta mo n wɔtɔ bebuni be kaboŋ. Mbia na kla kagbenejaje be keɔaya na n sa kade na to ebi, epulto nɛ kagbenejaje nɛ anishichubi suwe kade na kike.

Kabuna be enimu na shuŋi mbɔɔ fanɛ bu yaa kaŋɛ Langanterewura nɛ Langantereebi, Kowurnyen Kpalawoso be kadeto nɛ ku daa la amayɛl asa be ekpa. Kowurnyen Kpalawoso daa la kade na be mbɔŋwura nimuso nna. Keɔaya na ka ba ya tu bumo, mbɔŋwuraana be katuŋ nɛ bu shuŋi fanɛ bu yaa ta ebuni na ashi Busunu n yɔ Langantere.

Bu yɔ Busunu nɛ ekuloŋ hayaso nna. Bu sher baasa na to nɛ awɔbashɛ nna. Karfɛ asa be jimanɛ nɛ bu fo Busunu. Nsa kɔlba nɛ bu ta n wɔrɔ bumo ansaŋ nɛ keba. Bu lara bumobe keɔaya fanɛ Kowurnyen Kpalawoso be kebuni nɛ bu ba nɛ bu baa ta. Busunuebi maŋ sha ebuni na be keta n sa nɛ ku bra kɔnɔgberge gberɛbi nkpalmaneso, Kowurnyen Kpalawoso chɛto nɛ kade na be nkilgi ga.

3. Pin alakal kpɛra monɛ a wɔ keɔaya na to.
4. Ji alakal kpɛra na be asheŋ.
5. Migeto kekraŋ n lurito be kechɛto/atunɔ be asheŋ.

Ayilikpa 4 be Kechɔnkeni: Kefe mferɛ m buwito

Kemigeto be Kushuŋ: Ta kumu ko nko kesheŋ ko nɛ ku wɔ keɔaya monɛ fo kraŋ to n wɔrɔ kemigeto. Chala abɔaya ashi mboŋ damta, tise abɔaya na to, n shin ta kusɔ monɛ fo nyɛ n wɔtɔ kawol to nɛnɛ m ba kraŋ n sa bebiipo kike.

KUMU 2: KAKRAŃ DAMTA BE ADABI

Kakraŋ Damta

Feeŋ tiŋ ta kakraŋ monɛ bebiipo bee kraŋ a denji kenishi nna nɛ bumobe kakraŋ be agoni bee daŋ n karga kakraŋ damta so. Kede bee ŋini fanɛ fo ka bee kraŋ ga n saa kɔ kushuŋ nko kasɔbii tenini monɛ fee ju a fin. Kakraŋ damta la fo ka bee kraŋ nwol damta nna a fin asɔ pɔtɛana fanɛ abɔaya tenini ko nko kenishi denji.

Kakraŋ Damta be Adabi

Kekraŋ nɛnɛ: Ku bee ŋini keta n cheso, kenite nɛnɛ, saŋɛ nɛ kelenjto ashi ngbar be kushuŋ to. Anyeeŋ naŋ tiŋ n ta kumo n delge ngbar be kenyi nɛ kenumpe so.

Kasibɛ be kapɔr: Kede ela kananɛ besibɛpo bee nase bumobe kasibɛ. Bebiipo be ketiŋ m pin kananɛ kasibɛ bee dese beenj tiŋ n che bumo to nɛ bumobe lakal e ba wɔ keɔaya na be ademu kpɛra so, kusɔnɛ ku beenj na bɛso nɛ keɔaya na be kepinto be enite.

Kepeshɛ: Kede ela kananɛ bebiipo bee keni baa pin kusɔnɛ baa kraŋ na to aa. Bu baan wu fanɛ bu maan tiŋ n kaŋɛ keɔaya na be lakal kpɛra, baan tiŋ n laŋɛ kaman n ya laŋɛ kusɔ nɛ ku bra loŋ pɔɛ n shin naŋ ta kakraŋ na n cheso.

Kekpal: Kede bee ji fo ka keni abɔaya monɛ a wɔtɔ so a kpal nɛ fo pin kusɔ nɛ fo maŋ nyi. Fo baa kraŋ na, feeŋ tiŋ n ta kenyi monɛ fo kɔ kasibɛ na to be abɔaya n kpal kananɛ ku beenj nite.

Ketiseto: Kede been tiŋ n wɔɔ kakraŋ ka bee yɔ so nɛ kakraŋ be lalaluwe. Ekranpo na bee kuu alakal nna ashi kakraŋ na to.

KASOBII BE KUSHUŊ

1. Ŋini ade to nɛnɛ;
 - a. Kakraŋ damta
 - b. Kekraŋ nɛnɛ
 - c. Kepɛshe
2. Kraŋ kebɔaya n shin migeto kakraŋ damta be adabi asa.
3. Ji kebɔaya nɛ fo kraŋ na be asheŋ n shin chigeto fobe lakal nɛ fo braana.
4. Ta kakraŋ damta be adabi be kenya na n kraŋ kebɔaya.

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.

KECHONKENI TENINI

Eyilikpa 1 be Kechonkeni: Kanyiŋi nɛ Kelanɛ n sa

1. Ta fo gbagba be mmalgaba n duwɔ “kakraŋ damta” be asheŋ so.
2. Kakraŋ damta be adabi anu na ela amo? Ŋini kekama to gbɛ.

Eyilikpa 2 be Kechɔnkeni: Kepin asheŋ to be agoni

Delgeso kanane kechuleto n kraŋ ne mananmanan be kakraŋ bee cheɔto ne fee pinto kebɔaya to nene.

Eyilikpa 3 be Kechɔnkeni: Kefe mfera buwitoso

Ta n ya fo nuso ne fo shuliso n sa kamalga ere: “Kakraŋ damta la kenishi denji peya nna ne kekraŋ n lurito la kefin kashinteŋ be abɔaya ko peya”. Sa kamɔrɔji ler anishi.

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 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

1. Cover Page (Title, Student name, Class, Date of submission)
2. Contents, etc.

Items to be included in the portfolio

1. Learner's class exercise and homework book for Ghanaian Language
2. Copy(ies) of group class exercise
3. Individual project(s)
4. A copy of group project
5. Reflective journal, etc.

Rubrics for scoring

E.g.

1. 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
2. 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
3. At least a copy of one group class exercise -5 marks
Award 0, if the group exercise is not provided
4. Individual project work -5 marks
Award 0 mark if no project work is supplied
5. A copy of group project work (reflective journal) -5 marks
Award 0 mark if no project work is provided

Administration

Determine the purpose of the portfolio and provide submission and feedback dates, etc. Refer to the Teacher Assessment Manual and Toolkits pages 27-31 for more information

Feedback

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



APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Content knowledge	<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>

KABA 3: ACHESOBI NE MMALGABA PUPOR BE KENYE BE EKPAANA KO

KUMUBA 2: NGBAR NE KUMOBE KETA N SHUŋ

Kumu: Mmalgaba ne ngbar be kapor

Kasbii be Asnyso: *Ta atiisobi, achsobi, mmalgafolshin n aflto be kenyi n kuu mmalgafol n a baa k afiito*

Apuntosɔ/Asɔŋiniso: *Ŋini kenyi ne keta atiisobi, achsobi, kamalgafolshin ne afelto n shuŋ nene*

KUMUBA 1: NGBAR NE KUMOBE KETA N SHUŋ

Kumu: Ngbanyato be kasibe be mbra

Kasbii be Asnyso: *Ta mmalgaba pupr be kenye be ekpaana, akurso n ebolbenchrga be akurso be kenyi n wt mmalgafol be kesib to*

Apuntosɔ/Asɔŋiniso: *Ŋini kenyi ne kenuto ta n lanɛ mmalgaba pupr be kenye be ekpaana ne kanane baa ta akurso ne ebolbenchrga be akurso a shuŋ nene*

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.

BOKWE 5

Kasbii be Askpra: Kenito kanan atiisobi bee shun ashi Ngbanyato

AMU 1&2: ATIISOBI(AFFIXES)

Atiisobi be ashenj: Atiisobi la mmalgabanishi nna ne anye ko a mata mmalgabanio so anye mmalgaba pupƆr. Anyeen nan tin n kanje fane a la ngbarbembra be apɔrsobi nna ne anye ko amo a junkpar nko a mata mmalgabanio be mmanto a cherga amobe afiito. Atiisobi la ketere ne anye ko a sa kɔranishito ne kɔrmmento kike nna. Keta ketiisobi mmata kamalgabanio nko kamalgafolshin so bee cherga kumobe kefiito nna nko a cherga kumo gbre. Anyeen tin n kanje fane a la mmalgaba be mba nna ne anye ko a mata mmalgabanio ko so a cherga amobe afiito nko amobe ntunso. Ketiiisobi baan mata kamalgabanio be anishito ne anyee tere kɔranishito. Ku baan ba kamalgabanio nko mmalgabanio anyo be mfrinto ne anyee tere kɔrmfrinto. Ku baan mata kamalgabanio be kaman ne anyee tere kɔrmmento. Atiisobi be akeniso ko Ngbanya ela, a, e, b, ana, n, m, be, ke, bi, che, nyen, pe. Ade la atiisobi nna nkpalmaneso, anyeen tin ta amo n tii mmalgabanio so n cherga amobe afiito. Keni kede: etuto been kii betuto. Keta kɔranishito n junkpar etuto ne ku la kukokoto na been kii betuto ne ku la adamtato.

Atiisobi be ntunso: Ngbarana to be atiisobi be ntunkpra anyo ela atiisobi bra mmalgaba pupƆr/cherga ntunso ne atiisobi cherga mmalgaba.

Atiisobi bra mmalgaba pupƆr/cherga ntunso: Ade la atiisobi mone a bee bra mmalgaba pupƆr nna ne amobe afiito kɔr kamalgabanio na to. Ashi le be atiisobi ere to, kamalgabanio na ne kamalgaba pupƆr na been tin a wo nko maan ba wo mmalgaba be katuɲ koɲwule to. Kede bee nin fane atiisobi bra mmalgaba pupƆr been tin cherga kamalgaba na be katuɲ nko ku maan cherga kumo. A bee kuu kamalgaba pupƆr nna ashi kamalgabanio na to. Keni ade: “**Malga**” ne ku la kushun been kii “**kamalga**” ne ku la ketere, fo baan ta ketiisobi “**ka**” n junkpar kumo.

Atiisobi cherga mmalgaba: Ade la atiisobi mone a bee cherga kamalgabanio na nawule nna, mane kumobe katuɲ bre. Ade maa cherga kamalgabanio na be kefiito n ya luwe loɲso a maa tin a bra mmalgaba pupƆr. A bee nin ngbarbembra be apɔrsobi fane aso be kɔno/kanane a sa, sanje, ne adamta nna. Keni kede: Fo baan ta ketiiso “**b**”-njunkpar “**eche**” been sa fo “**beche**”. Mfa, eche ne beche man la mmalgaba anyo ne a kɔr abarto n yaa luwe nko a wo ntun pote anyo to nna.

Atiisobi be ashun: Atiisobi be ashun kɔr. Amobe ako ela:

1. A bee cheto ne mmalgaba pupƆr be kenye ashi kamalgabanio na to. Fane ke + lan = kelan
2. A bee cheto a cherga mmalgaba ashi amobe katuɲ to a yo katuɲ pote to. Fane n + doo = ndoo
3. A bee cheto a kuu sanje be apupu pupƆr.
4. Atiisobi bee cheto a cherga mmalgaba ashi sanje be apupu to a yo kepote to. Fane ke + ji = keji

5. Atiisobi bee cheto a cherga mmalgaba ashi akokoto a yɔ adamtato. Fane n + jɔnɔ = nɔjɔnɔ, m+kaboe=mboe
6. Atiisobi be kenye bee cheto ne ngbar be kabii nene ne mmalgaba be kesibe n nini.
7. A bee cheto a cherga adulwiso a kii atere.
8. Kekilgi atere a kii ashunso: Keta atiisobi m mata atere ko so bee cherga amo a kii ashunso.
9. Kekilgi ashunso a kii atere: Keta atiisobi m mata ashunso ko so bee cherga amo a kii atere. Fane e + mushe = emushe
10. Kekilgi adulwiso a kii atere:
11. Kekilgi ashunso a kii adulwiso:

KASOBII BE KUSHUN

1. Nini atiisobi to.
2. Karga atiisobi be ntunso ashi Ngbanyato.
3. Ta akeniso mone adaga m buwi atiisobi be ntunso to ashi Ngbanyato.
4. Ta atiisobi be ntunso mone a wɔ Ngbanyato na be kekama n kuu mmalgaba anu.
5. Ji fane atiisobi be ashun ana be ashen.
6. Pin atiisobi mone a wɔ mmalgaba ere to n shin nini katu mo to be atiisobi nna Ngbanyato:
 - Kasanɛbi
 - Keji
 - Kadebi
 - Beteri
 - esulo
 - Kebri
 - Ntutoana
 - Lortoebi
 - Lansache
 - Befapo
7. Ta atiisobi mone adaga n cherga mmalgaba ere n kii atere nko ashunso
 - pel
 - Cha
 - kishi
 - sulo
 - bon
 - sibe

PEDAGOGICAL EXEMPLARS

Problem-Based Learning (Individual and group work)

1. Whole class activity

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

2. Group work/collaborative learning

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

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

3. Whole class activity

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

Each group makes a presentation for discussion and clarification.

KECHONKENI TENINI

Eyilikpa 1 be Kechonkeni: Kanyiŋi ne Kelanɛ n sa

Ta fo gbagba be mmalgaba n delge atiisobi so.

Eyilikpa 2 be Kechonkeni: Kepin ashen to be agoni

- Ŋini atiisobi be ntun mone a wo Ngbanyato be mbarga n shin sa kekama be akeniso asa sa.
- Ta atiisobi be ntun na be kekama n kuu mmalgaba pupor anu.
- Bulɔ fobe ketuwebi ashi mbishi nyɔsepo na to esoso ere n buwito atiisobi asa ne a ko tunɔ ashi Ngbanyato.
- Pin atiisobi mone a wo mmalgaba ere to n shin ŋini katun mo to be atiisobi ne a la amo.

Ngbanyato

Bekul

Bebiipo

Abuku

Samaakusebi

Kakpalputi

Ashenjepe

Ndaana

Assessment Level 3: Strategic Thinking

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.

BOKWE 6

Kasbii be Askpra: Keta achsobi mon a w Ngbanyato n kuu mmalgafol

KUMU 1 & 2: ACHESOBI

Achsobi be ashenj: Achsobi la mmalgaba mone a bee baa/bra mmalgaba, afelto nko mmalgafolshinj nna abar so. Achsobi bee cheto nna ne mmalgafolshinj mone a duli abar bee be abarso a kuj mmalgafol jewulebi damta be kasibe/kepalto. Kumobe kushuj kpra ela kebaa/kebra mmalgaba be mba mba ne a kii kekonjwule ashi ngbar/Ngbanyato to. Ngbanya be achsobi ko ela: ne, ama, nkpal ne lonso

E bee bii **lonso** e nyi ga.

Meen yɔ **ama** meen beta m ba.

Lansa **ne** Atawa

Achsobi be ntunso: Achsobi damta e wɔ ngbarana to. Ama amobe asa be ashenj ne anyeenji mfa. Amo ela kesasa be achsobi(coordinating) achsobi che abarto(correlative), mbarga be achsobi(subordinating)

Kesasa be achsobi: Kesasa be achsobi bee cheto nna a baa mmalgaba mone a wɔ mmalgaba, afelto ne mmalgafolshinj be ntun konjwule so abar so nna ashi kamalgafol to. Amobe akeniso ko Ngbanyato ela, ne, pɔɛ, nko

1. Achsobi mone a bee baa mmalgaba ne afelto

Bukari **ne** Mantenso

Aboyu **nko** akulonku

Da **ne** kela

Koji nna **nko**?

2. Achsobi mone a bee baa mmalgaba ne mmalgafolshinj. Anye maa ta (,) a be achsobi na so.

Ebɔɛ **mone** n yerda na.

Kusɔ **mone** e kanɛ na daa wale.

Achsobi mone a bee baa mmalgafolshinj mone a maan kɔ kefiito ne mmalgafolshinj mone a kɔ kefiito abarso. Kede to kechesobi na bee kii kamalgafolshinj mone ku maan kɔ kefiito na be kaba nna. Amobe ako ela, ne, ama, pɔɛ

Akeniso

Ne anye kan ji n luwe, anyeen di.

Ne feen tin, baa wɔɔ ne kayerwushi ne baasa kike.

Pɔɛ ne kebedibi na e tor, ku shi afuu gban na be eleɛ to nna.

Achsobi che abarto: Achsobi che abarto la achsobi anyɔ mone a bee be abarso nna ashuj fane kukonjwule.

Ne bɔɛ kan tor, suse **ako**.

Mbarga be achesobi: Ade bee baa mmalgafolshin mone a maan ko kefiito ne mmalgafolshin mone a ko kefiito abarso nna. Mbarga be achesobi bee kaa nini kuso moso ne keshej woro nna, mbarga nko adabi pote mone a wo kumo to.

Kebawoto man bo **ama** anyeen wo n keni.

E fin mo **ama** e man wu mo.

N nyi mo **lonso** meen yige nkla/achise na mo kuto.

Sa ne bebiipo na e pin fane mmalgafol na be ako e naa nini achesobi na be ashun.

Keta achesobi n kuu mmalgafol

Mbra kpra gberibi ko woto ne a bee shun achesobi be kabaso. Mbra ere be kibeso e nan che to ne kasibe e baa lar anishi nene.

- Achesobi bee baa alakal, ashenworoso ne mfera nna. Lonso a daga fo ka tin n lara kumo ne ku daga n shun ne ku nyale nene.
- Achesobi ko tonto n sa aso be kekarga n nase.
- Fo ban ta achesobi a shun, woro aniya fane fobe mmalgafolana be kaba kama na kike bee nite nene.

KASOBII BE KUSHUN

1. Njinito aso ne a la achesobi n shin sa amobe akeniso asa.
2. Pin achesobi mone a wo Ngbanyato.
3. Njinito mbarga mone a wo amo ne fo pin na to.
4. Ta achesobi be akeniso kama mone fo sa na n shun.
5. Ta achesobi mone fo sa na n kuu mmalgafol.

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.

KECHONKENI TENINI

Kechonkeni 2: Ashen be kepinto be agoni

1. Njinito aso ne a la achesobi n shin sa amobe akeniso asa.
2. Chan achesobi mone a wo mmalgafol mone a wo kaseto ere be afiito.
 - a. Enana Dari bee kraŋ ne Amaabaŋe male bee sibe.
 - b. Ne e da wo mfa nna, da e been tuwe to.
 - c. Ne fo kaŋ bii, feen pinto.
 - d. Akoŋ e ko mo loŋso ne e ji nna.
 - e. Meen yo ama mane kabre.
 - f. Mee sha busa nko amalo nna.
3. Ta achesobi ere n woto amobe ntunso to (ne, pɔɛ, nkpalmaneso, loŋso, ama, hali, amoso)

Kechonkeni 3: lakal be kenase

1. Ta achesobi mone fo bii Ngbanyato na n kuu mmalgafol.
2. Sa achesobi mone a wo Ngbanyato na be mbarga n shin sa amobe kekama be akeniso ana na.
3. Ta achesobi mone a daga n luwe mmalgafolana ere to:
 - a. Anye china ewurkpa e ya ba.
 - b. Bu ye e bee yuri ga ne bu maa sha mobe ashen
 - c. Adisa ji amalo n yo kibe to.
 - d. Bayaka danɛ ajibi man ji amo.
 - e. e kaŋ ba fo sa ne m pin.
4. Ta achesobi ere n kuu mmalgafol (ama, loŋso, pɔɛ, hali ne, amoso)

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.*

BOKWE 7

Kasbii be askpra: Dinito Ngbanyato be mmalgaba pupr be kenye be ekpaana be ashen (kepalato, kepan, ketiiso, kebirabarso n adamta)

KUMU 1&2: MMALGABA PUPƆR BE KENYE BE EKPAANA

Mmalgaba pupr be kenye ela fo kaa bee fin mmalgaba pɔtɛ a tii fobe ngbar to peya so.

Mmalgaba pupr be kenye kɔ ntun damta nna nɛ ngbar bee bɛso a nya mmalgaba pupr. Amobe ako ela kepalato, kepan, ketiiso, kebirabarso nɛ adamta, amobe ako be kedelgeso e wɔ kaseto ere.

Kebirabarso: Keta mmalgaba anyɔ nko adamta m bir abarso n kii kamalgaba konwule mone kumobe kefiito kor mmalgaba anyɔ na to. Ku been tin nan delgeso fane kamalgaba mone ku shi mmalgaba anyɔ mone a kɔ kefiito mbon pɔtɛ to. Amobe kebir abarso na been tin shi mmalgaba pɔtɛ be ntunso to. Abeen tin ala ketere + ketere be kebirabarso, ketere + kushunso be kebirabarso, ketere + kedulwiso be kebirabarso nɛ adamta. Amobe akeniso ko Ngbanyato nde: gbangban + afuu = gbangbanfuu, Kontɔn + kawiye = kontɔnwiye, kesheɲ + wɔrɔ = kesheɲwɔrɔ

Mmalgaba be kekuuso: kumobe ketere ko ela kechɔweso n lɛ. Ku la mmalgaba pupr be kenye be ekpa mone kamalgaba na be kaba bee kuu a lɛ a kii kamalgaba pupr nna. Kumo ela fane kamalgaba dra na be kaba e naa kuuso a kii kamalgaba pupr na. Anye been tin kuu kamalgaba na be sososo, mfrinto nko lalaluwe to. Amobe akeniso ko nde: **nto** ashi **toto** to, **buu** ashi **bunyaɲ** to, **nna** ashi **nana** to, nɛ adamta

Kepan: Kepan mone anyee tere mmalgaba gbagba be kepan ela fo ta ngbar pɔtɛ be kamalgaba n kii feya. Lon be kamalgaba nɛ anyee tere kamalgaba paɲso. Ngbar damta wɔtɔ a la mmalgaba n sa ngbar pɔtɛana ko. Ngbanyato be ngbar paɲso na be ako ela: bokoti, machisi, kɔmpita, banjida, sikiri nɛ adamta.

Mmalgaba pupr be kenye be ekpaana be tɔnɔ

1. Ku bee cheto nna nɛ ngbar be mmalgaba bee dan/salgato.
2. Ku bee sa nɛ ngbar be kii efuli kike peya.
3. Ku bee cheto nna nɛ anyee nya mmalgaba pupr a sa asɔ pupr be atere.
4. A cheto nɛ anyee bii ngbar.
5. Ku bee sa nɛ anyee pin kamalgaba be elerkpa

KASɔBII BE KUSHUN

1. Ɔjinito kusɔ nɛ ku la mmalgaba pupr be kenye be ekpa.
2. Delgeso mmalgaba pupr be kenye be ekpa asa ashi Ngbanyato.
3. Buwito mmalgaba pupr be kenye be ekpa be kecheto asa ashi Ngbanyato.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity

- 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.
- Learners examine some words in the language to identify the types of word formation process available in the language (e.g., blending, compounding, clipping borrowing, affixation, reduplication, etc.).

Group work/collaborative learning

1. Mixed ability group (Teacher should direct HP learners to support AP learners)

- 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.
- Classify words from a passage under the types of word formation processes.
- Use the words to form sentences.

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

Talk for learning approaches

1. Whole class activity

Learners present their work for feedback and further discussion.

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

KECHONKENI TENINI

Kechonkeni 1: kenyinɔto nɛ kepalto

- Ɔjɔnito kusɔ nɛ ku la mmalgaba pupɔr be kenye.
- Delgeso mmalgaba pupɔr be kenye be ekpaana ashi Ngbanyato.

Kechonkeni 2: Ashɛɛ be kepinto be agoni

Ta mmalgaba pupɔr be kenye be ekpa mone fo bii esoso na n sibe mmalgaba be akeniso asa ashi Ngbanyato.

Kechonkeni 3: lakal be kenase

- Buwito mmalgaba pupɔr be kenye be ekpa mone mmalgaba ere ler:
 - koshinyɛn
 - amariya
 - kagbenefuli
 - bɔiɛ
 - kayerwushi
- Ta mmalgaba pupɔr be kenye be ekpaana ere n kasar abar n shiɛ sa amobe kekama be akeniso anyɔ.
 - ketiiso

- b. kebirabarso
 - c. kepalto
 - d. kepaŋ
3. Ta mmalgaba ere n wɔtɔ amobe ntunso to fanɛ ketiiso, kepaŋ, kebirabarso nɛ kepalto (sukuru, kache, kepinibi, kabonyɛn, tebul, kesheŋlubi, mananmanan, baru)

Kekokoto be kushun

Pin asheŋ pupɔr kudu nɛ a ba n shin ta fobe mmalgaba pupɔr be kenye na n kuu mmalgaba pupɔr Ngbanyato n sa amo.

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

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

Mbishi be akeniso

Kaba A: kechuleto n lara

Ade be kumo e maŋ la kamalgakul be kapor ashi Ngbanyato?

- A. KE
- B. KEK
- C. EEK
- D. E

Kaba B: Mbishi tenŋ

Buwito mmalgaba ere be kekama to n shin sa amobe akeniso anyo nyɔ.

1. kamalgakul
2. ebolbencherga

Guidelines for setting test items

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

Kechan be ntol (Marking scheme)**Kaba A:** kechuleto n lara

Ade be kumo e man la kamalgakul be kapor ashi Ngbanyato?

C. EEK –maaki 1**Kaba B:** Mbishi tenten

Kamalgakul la kamalgaba be kaba nna ne ku ko eboltowor, ne ku bee tin a la kamalgaba be kaba nko kamalgaba lelemu kumobe kumuso. Kamalgakul daga ku ka ko eboltowor konwule be kushu/awor n ka been tin nko a maan tin a ko nnatowor kumobe anishito, kamanto nko n chambɔ eboltowor na.

1. Sa amaaki 5 ne mmalgabano na kike kaa wo kumobe kefi na to.
2. Sa amaaki 4 ne mmalgabano 4 kaa wo kumobe kefi na to.
3. Sa amaaki 3 ne mmalgabano 3 kaa wo kumobe kefi na to.
4. Sa amaaki 2 ne mmalgabano 2 kaa wo kumobe kefi na to.
5. Sa amaaki 1 ne kamalgabano 1 kaa wo kumobe kefi na to.

Ebolbencherga ela kanane ebol bee di nko a gbeleto ashi kamalgakul, kamalgaba nko kamalgafol to. Ebolbencherga be ngbar la ngbar mone kamalgaba be kefito be shi ebol na to nna.

1. Sa amaaki 5 ne mmalgabano mone na kike kaa wo kumobe kefi na to.
2. Sa amaaki 4 ne mmalgabano 4 kaa wo kumobe kefi na to.
3. Sa amaaki 3 ne mmalgabano 3 kaa wo kumobe kefi na to.
4. Sa amaaki 2 ne mmalgabano 2 kaa wo kumobe kefi na to.
5. Sa amaaki 1 ne kamalgabano 1 kaa wo kumobe kefi na to.

Mbishi be ketiseto be shabore (Table of Specification)

<i>Bɔkwe</i>	Kumu	<i>Mbishi be ntunso</i>	<i>Kenya be nchi be eyilikpaana</i>				<i>Kono</i>
			1	2	3	4	
1	1. Kamalgakul	<i>Kechuleto n lara</i>	3	2	-	-	5
		<i>Mbishi tenten</i>	-	1	-	-	1
2	1. Ebolbencherga	<i>Kechuleto n lara</i>	4	1	-	-	5
		<i>Mbishi tenten</i>	-	1	-	-	1
3	1. Kelijima be alaka tinini	<i>Kechuleto n lara</i>	2	2	-	-	4
		<i>Mbishi tenten</i>	-	1	-	-	1

4	1. <i>Kekraŋ n lurito</i>	<i>Kechuleto n lara</i>	1	2	-	-	3
	2. <i>Kakraŋ damta</i>						
		<i>Mbishi teŋteŋ</i>	-	-	-	-	1
5	<i>Atiisobi</i>	<i>Kechuleto n lara</i>	1	2	-	-	3
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
		<i>Kɔnɔ</i>	11	13	-	-	24

ADDITIONAL READING

- Beliaeva, N. (2019). Blending in Morphology. Retrieved on 29th June, 2024 from <https://doi.org/10.1093/acrefore/9780199384655.013.511>
- Dressler, W. U. (2000). Naturalness. In G. Booij, C. Lehmann & J. Mugdan (eds.) *Morphology: An international handbook on inflection and word-formation*, Vol. 1. Berlin: Walterde Gruyter. 288–296.
- Fromkin, V., Rodman, R., & Hyams, N. (2007). *An introduction to language*. Boston:Thomsom Wadsworth.

KABA 4: KAMALGAFOLSHIN/KEFELTO BE KAPƆR NE AKURSO

KUMUBA 2: NGBAR NE KUMOBE KETA N SHUƆ

Kumu: Ngbanyato be kasibɛ be mbra

Kasɔbii be asɔnyɛso

1. *Ta atiisobi achesobi, mmalgafolshin ne afelto be kenyi n kuu mmalgafol ne a baa ko afiito*
2. *Ta mmalgaba pupɔr be kenye be ekpaana, akurso ne ebolbenchɛrga be akurso be kenyi n wɔtɔ mmalgafol be kasibɛ to*

Apuntoso/Asɔbiiso

1. *nini kenyi ne kanane atiisobi, achesobi, kamalgafolshin ne afelto bee shuƆ*
2. *nini kenyi ne kenumpe ne mmalgaba pupɔr be kenye be ekpaana, akurso ne ebolbenchɛrga be akurso n wɔtɔ mmalgafol be **kasibɛ to***

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 skillfully resolve errors and misconceptions.

ASSESSMENT SUMMARY

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

Week 8: Homework

Week 9: Group performance assessment

Week 10: Test of practical knowledge

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

BƆKWE 8

Kasbii be Askpra: Ta kamalgafolshiŋ be ntunso na n wt mmalgafol to ashi Ngbanyato

KUMU 1 & 2: MMALGAFOLSHIŃ

Kamalgafolshiŋ be kefiito: kamalgafolshiŋ ela mmalgaba nko (kamalgaba sanɛ ko) ka kɔ kefiito a shuŋ fanɛ katuŋ koŋwule ashi kamalgafol to. Kamalgafolshiŋ daga ku ka kɔ kamalgabamu nna n naa kɔ kefiito. Kamalgaba be kumu na been tiŋ a la ketere, kushunso, kedelgeso nko kedulwiso. Kamalgafolshiŋ be katuŋ bee shi kamalgaba na be kumu na to nna. Ngbanyato be mmalgafolshiŋ ko ela enyen, kale, kebia na, kasha.

Kamalgafolshiŋ be ntunso: Anyeen bii mmalgafolshiŋ be ntun anu: Aterefolshiŋ, Ashunsofolshiŋ, Adelgesofolshiŋ, Adulwisofolshiŋ, ne Achɔsobifolshiŋ.

Keterefolshiŋ

Keterefolshiŋ ela kamalgafolshiŋ monɛ kumobe kamalgaba be kumu la ketere nko katilemu. Ketere be kamalgafolshiŋ be kapƆr kɔr abarto. Keni kaseto ere.

1. Keterefolshiŋ been tiŋ a la ketere nko katilemu koŋwule. Ku bee keta kamalgaba koŋwule monɛ ku bee kaa la ketere nko katilemu nna. Akeniso fanɛ; Damongo, bumo, kabe

Ngbanyato be keterefolshiŋ be kapƆr	
<i>Ngbanyato be mmalgaba</i>	<i>KapƆr</i>
<i>Damongo</i>	<i>Ketere</i>
<i>Bumo</i>	<i>Katilemu</i>

Akeniso monɛ a wɔ esoso ere to, ketere nawule e naa shuŋ fanɛ kamalgafolshiŋ na a maŋ kɔ atanyusobi. Katilemu gba bee tiŋ a shuŋ fanɛ keterefolshiŋ

2. Keterefolshiŋ been tiŋ ala kamalgafolshiŋ monɛ ku la keterefolshiŋ buwitoso. Ku bee kaa kɔ ketere gbagba ne adulwiso, katilemu nko kechɔsobi monɛ a bee delge kumo so nna a daŋɛ so.

Akeniso

Ngbanyato be Keterefolshiŋ be kapƆr	
<i>Ngbanyato be mmalgafolshiŋ</i>	<i>KapƆr</i>
<i>kabe gboŋ</i>	<i>ketere-kedulwiso</i>
<i>nana Bamaŋtu</i>	<i>ketere-ketere</i>
<i>gominati be beshunpo ana</i>	<i>ketere-ketere-kesatobi</i>
<i>gominati be beshunpo ana na</i>	<i>ketere-ketere-kasatobi-ketanyusobi</i>
<i>kebia na</i>	<i>ketere-ketanyusobi</i>

<i>kanyen lubi na</i>	<i>ketere-kedulwiso-ketanyusobi</i>
<i>Koji tase kabe na so</i>	<i>ketere-kechɔsobi</i>
<i>jiblan tenten ko</i>	<i>ketere-kedulwiso-ketanyusobi</i>

3. Keterefolshiŋ be atanyusobi: Keterefolshiŋ ne kamalgaba monɛ ku bee be kumoso e naa nite, kumo ne baa tere ketanyusobi. Atanyusobi na la mmalgaba, mmalgafolshiŋ nko afelto monɛ a bee cheto a delge kumu monɛ ku la ketere na so nna. Atanyusobi monɛ a bee be ketere so na ela atanyusobi be atere so.

a. Ngbanyato be atanyusobi monɛ a bee be ketere so be akeniso ko:

- i. Fati na yɔ lanta.
- ii. Kaba banɛtoso na be kabe na so.
- iii. Koshi lembir fimbi na wu kapa ere.

Fo keni esoso be akeniso ere, mmalgabamu na ela **Fati**, **kaba** ne **koshi** ne **na**, **banɛtoso** **na** ne **lembir fimbi na** la atanyusobi na, amo kike la aterefolshiŋ nna.

Kushunsofolshiŋ: Anye kɔ ashunsofolshiŋ damta, ama amo kekama be kamalgabamu la kushunso nna. Ku been tiŋ a la kushunso sɔpo nko kushunso muluŋ.

Akeniso:

- a. ji
- b. shile
- c. wurwe

Ashunsofolshiŋ been tiŋ a la kushunso ne kushunsochetopo konwule nko adamta. Ne ashunsochetopo na ka maŋ wɔtɔ, kamalgafol na be kefiito maa ler nene.

Ngbanyato be kushunsofolshiŋ be kapɔrto	
<i>Ngbanyato be mmalgafolshiŋ</i>	<i>Kapɔr</i>
<i>ba lanto</i>	<i>kushunso-keterefolshiŋ</i>
<i>yɔ fo tuto be lanto</i>	<i>kushunso-atererefolshiŋ</i>
<i>china ma so</i>	<i>kushunso-kechɔsobi</i>
<i>ta kumo n yɔ</i>	<i>kushunso- kushunso</i>
<i>mushe ma</i>	<i>kushunso-katilemu</i>
<i>nite manan</i>	<i>kushunso-kedulwebi</i>
<i>e yarda</i>	<i>katilemu- kushunsochetopo- kushunso</i>

Kedelgesofolshiŋ

Kedelgesofolshiŋ be kamalgabamu ti baa la kedelgeso nna. Kedelgesofolshiŋ bee tuwe mbishi nna fane maneso, mane, ne saŋe mo. Kedelgesofolshiŋ bee delgeso kushunso, kedulwiso nko kedelgeso ko so nna.

Akeniso

Ngbanyato be kedelgesofolshiŋ be kapŕto	
Ngbanyato be mmalgafolshiŋ	Kapŕ
<i>bɔiŋ</i>	<i>Kedelgeso</i>
<i>mananmanan ga</i>	<i>kedelgeso- kedelgeso</i>
<i>bɔiŋbɔiŋ</i>	<i>Kedelgeso</i>
<i>bɔiŋbɔiŋ ga</i>	<i>kedelgeso- kedelgeso</i>

Kedulwisofolshiŋ

Kedulwisofolshiŋ be kamalgabamu ti baa la kedulwiso nna. Ku bee delge ketere nko katilemu so nna. Ngbanyato be adulwiso ko nde; gboŋ, lembir, peper, fuful. Kedulwiso na nawule a naa yili fane kedulwisofolshiŋ ashi kamalgafol na to.

Ngbanyato be kedulwisofolshiŋ be kapŕto	
Ngbanyato be mmalgafolshiŋ	Kapŕ
<i>tenter, wɔnter</i>	<i>Kedulwiso</i>
<i>shi ga</i>	<i>Kedulwiso</i>
<i>Bii</i>	<i>Kedulwiso</i>
<i>kepupŕ paa</i>	<i>Kedulwiso-kedelgeso</i>

Kechɔsobifolshiŋ

Kamalgafolshiŋ mone ku kɔ kechɔsobi, kumobe esɔpo ne atanyusobi kama. Ngbanyato be kechɔsobifolshiŋ ti baa la keterefolshiŋ ne kechɔsobifolshiŋ nna.

Ngbanyato be kechɔsobifolshiŋ be kapŕto	
Ngbanyato be mmalgafolshiŋ	Kapŕ
<i>tebul na so</i>	<i>ketere-ketanyusobi-kechɔsobi</i>
<i>egbel na be kaman</i>	<i>ketere-ketanyusobi-kechɔsobi</i>
<i>lan na be anishito</i>	<i>ketere-ketanyusobi-kechɔsobi</i>
<i>amata kabe na</i>	<i>ketere-ketanyusobi-kechɔsobi</i>

Mmalgafolshiŋ be Kapŕto

Fane anye ka dan malga na, kamalgafolshiŋ be kapŕ bee shi kamalgafolshiŋ na be kanane ku du to nna.

Keterefolshiŋ ela kamalgafolshiŋ mone kumobe kamalgaba be kumu la ketere nko katilemu. Ku bee kaa la kamalgaba koŋwule mone ku la ketere nna. Keterefolshiŋ be kapin ela fo ka lara mmalgaba na kike ne kamalgafol na e kra kɔ kefiito.

Keni kaseto ere:

N nana ba lanto.

Kamalgafol mone ku wɔ esoso ere to, **n nana** ela keterefolshiŋ na. Kamalgafolshiŋ na kɔ kefiito nkpal **nana** mone ku la kamalgabamu na tii kumo so nna, ama ne anye kaŋ lara kamalgaba na, kamalgafolshiŋ na maan baa kɔ kefiito.

Mmalgafolshiŋ be kushuŋ

1. Anye kɔ amo nna a lara anyebe mfera/lakal efuli.
2. Anye kɔ amo nna a cheto ne kelijima bee nite nene ashi kamalga ne kasibe to.
3. Anye kɔ amo nna a cheto a lara kebɔaya efuli nene.
4. Anye kɔ amo nna a cheto a buwi ashen to nene.

KASɔBII BE KUSHUŋ

1. Buwito kusɔ ne ku la kamalgafolshiŋ to n shin ŋini kanane ku kor kamalgafol to.
2. Sa mmalgafolshiŋ be ntunso asa ashi Ngbanyato n shin sa amobe akeniso asa sa kama.
3. Sibe mmalgafol anyɔ n shin ŋini mmalgafolshiŋ mone a wɔ amo to.

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.

KECHONKENI TENINI

Kechonkeni 1: kenyinɔto ne kepalto

1. Delge mmalgafolshiŋana ere so:

- a. Kushuŋsofolshiŋ
- b. Keterefolshiŋ
- c. Kedelgesofolshiŋ

Kechonkeni 2: Ashen be kepinto be agoni

1. Ɔnito mmalgafolshin mone ala amo ne amobe nseto chan ere ashi mmalgafol ere to.
 - a. N nio Borewa **bee ya**.
 - b. Keyia **gbon** na tor.
 - c. **Kaboe na** wo lan na be kaman.
 - d. **E** sibe nsulwe na.
 - e. **Bebiipo na** too ekpa.
2. Delge mmalgafolshin mone a wo mmalgafolana ere to so.
 - a. Atawa bee bii Ngbanyato.
 - b. Ghana be katun na ji kɔnkɔ.
 - c. Kabuibi na tor keyia na be kaseto.
 - d. Lan na be kaman kike kor afitiri ga.
 - e. Nana Hawa bee wul gbanyakɔya lan to.

Kechonkeni 3: lakal be kenase

1. Sa mmalgafolshinana ere be akeniso anyɔ Ngbanyato. Buwito kekeniso kama to gberɛ, a ɔini kamalgabamu na ne achɔsobi kama ne a tiiso.
 - a. keterefolshin
 - b. kushunsofolshin
 - c. kedulwisofolshin
 - d. kedelgesofolshin
2. Ta akeniso na n kuu mmalgafol anyɔ nyɔ n shin chan mmalgafolshin na be nseto.

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.*

BƆKWE 9

Kasbii be Askpra: Aflto be kedelgeso n amobe ntunso

KUMU1&2: AFELTO NƐ AMOBE NTUNSO

Kefelto be kefiito

Kefelto ela mmalgaba ka chuwo abarso n kii kamalgafol. Ku ko eworo po ne esoro nna.

Afelto be ntunso

Afelto wo ntun nyo nna. Amo ela;

1. **Kefeltomu/kefeltonio:** Mmalgaba ka chuwo abarso a ko eworo po ne kushunso. Ku ko eworo po ne kushunso, n saa yili kumobe kumu so a ko kefiito.

Amobe akeniso ashi Ngbanyato nde;

- a. Anye ba
- b. Masaata nyi Bowina
- c. Ba
- d. Feen ba aa?

Akeniso mone a wo esoso ere ko kefiito korwule nna a tin a yili amobe amu so, lonso ne anyee tere amo afeltomu na. Nkpal le so, afeltomu la ntun sa nna. Amo ela; kashintenji, mbishi ne kenini be ekpa

- a. Kashintenji: Ku la kashinten be kamalgafol nna a ko kefiito. Ku bee cheto nna a lara kashinten nko a sa abaya.

Akeniso

- i. Kebolpo maa kurwe kaboe.
- ii. Anyeen sibe nsulwe Alijimaache.
- iii. Ewura na nite.

Sososo be kekeniso na, kamalgafol na bee malga kashinten nna. Ne kenyosepo ne kesasepo na bee sa kebaya sane mone ashen na woro.

- b. Mbishi: kamalgafol mone ku bee bishi a fin ketuwebi nko abaya. Ku been tin a la mbishi mone kumobe ketuwebi la oo nko ayai/nkai, a fin esa ko be lakal nko ketuwebi buwitoso achoo oo nko ayai/nkai be ketuwebi.

Akeniso

- i. Busunu ne fo tase aa?
- ii. Nne ne fee yo?
- iii. Wane ela fobe eninipo?

- c. Kenini/ponte: kamalgafol mone ku bee nini nko a sa esa lakal. Le be kamalgafol man ko eworo po. Kushunso mone ku wo le be kamalgafol to ti baa la naniere be sane be apupu nna. Ku bee luweto ne kayenji be kurso nna.

Akeniso:

- i. yɔ!
- ii. ba!
- iii. china kasawule!
- iv. tere ma echefo!

2. **Kefeltobi:** Kefelto mone ku maan tin yili fane kamalgafol mone ku ko kefiito. Ku bee deni kefeltomu na so nna ne kumobe kefiito bee ler efuli, lonso kumo ne baa tere kedeniso be kefelto. Ku ko achesobi nna a bir/baa kumobe kumu a mata kefeltomu na so.

Amobe akeniso ko Ngbanyato nde:

- a. Ne anye kan yɔ, e been to aboyu.
- b. E kan e fane e been ba.
- c. Esaedi ka yɔ ndon ne e yɔ edo to nna.

Afeltobi la ntun sa nna ashi amobe ashun to. Adulwiso, atere ne adelgeso be afeltobi.

- 1. Adulwiso be kefeltobi la kefelto mone ku bee delge ketere so nna. Ku bee fara ne kedulwiso be ntilemu (wane? bumo? kumo, kumo?) nko kedelgeso be ntilemu (sanje mo, nne ne maneso)
 - a. Fobe waje ne fee fin na, kumo e wo mfa na.
 - b. Ajibi mone fee ji na la wane peya nna?
 - c. Ta kawol mone fo yuri na n sa ma.

Afeltobi mone amobe afiito chan na kike la adulwiso be afelto nna.

- 2. Ketere be kefeltobi bee shun fane ketere nna fane (eworopo, esopo). Ketere be afelto duli kedelgeso be afelto nna, ama n kor abarto nkpal ketere be kefelto bee yili ketere be ayato nna ne kedelgeso be kefelto male bee deni ketere so ashi kamalgafol to.

Ketere be kefeltobi

- a. Kebia mone e ji nsulwe be konkon na nya kake.
- b. Anye wu kesabata fimbi mone ku foe na.
- 3. Kedelgeso be kefeltobi bee shun fane kedelgeso nna. Kumo ela fane ku bee delge kushunso, kedulwiso nko kedelgeso so nna ashi kamalgafol to. Mmalgafol mone a beso ere ko adelgeso be afelto nna.
 - a. E nyin sanje mone e lar ebiikpa.
 - b. Anye ban ji n luwe, anyeen yɔ kibe.

Akeniso mone amobe kaseto chan esoso na kike la afeltobi nna.

KASOBII BE KUSHUN

- 1. Mane ela kefelto?
- 2. Sibe afelto be ntunso n shin buwi amo to gberabi.
- 3. Sa amobe ntun na be akeniso anyo nyɔ.

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

KECHƆNKENI TENINI

KechƆnkeni 2: Ashen be kepinto be agoni

1. Ta fo gbagba be mmalgaba n njinto kusƆ mone ku la kefelto.
2. Delgeso afelto be ntun nyƆ na n shin njini kanane a kƆr abar to.
3. Sa afelto be ntunso na be akeniso asa sa.

KechƆnkeni 2: Ashen be kepinto be agoni

1. Chan afeltobi mone a wƆ kaseto be mmalgafol ere to be afiito.
 - a. E bee fa amalo danƆ so nna.
 - b. N nyi EbƆre mone n yerda nna.
 - c. Ne kabuibi ka man firgi, mo ne akon e nan di.
 - d. Ne kibe kan been luri nenƆ, kachipurso ne ku bee fara.
 - e. Eninipo mo be ashen ne mee sha ga na e naa ba na.
2. Ta ade n wƆ afeltomu ne afeltobi be ntunso.
 - a. Fo ba aa?
 - b. SanƆ man yƆ aa?
 - c. Fo nyi mo.
 - d. E wƆ mfa nna.
 - e. YƆ
 - f. Epeni baa nmie..

- g. Sibe kumo n nase
- h. Sukuru be keyɔ wɔbel.
- i. Ne e kaɲ ba...
- j. Tere mo n sa ma.

Kechɔnkeni 3: lakal be kenase

1. Ta mmalgafol n tuwe kebawɔɔ mone a wɔɔ kaseto ere be kekama to. Ɔini afelto be ntunso mone fo ta n shun n shin buwito fobe lakal to.

E nio be kagbene bee jaje nkpai mobe kebia ka bee kuse ga so: bɔɲ bɔɲ! (kefelto mu mone ku bee ɲini ekpa-e nio na daga e ka sa kebia kebaya mone ku been kun mo ne jerbe/kenishpre.

- a. Eninipo bee sha ne bebiipo e loto n nu ashi awor be ebiikpa.
 - b. Etɔpo bee bishi asɔ mone a wɔ fiade na to.
 - c. Apurshi be kemigetowura kanɛ fane fo delge kusɔ ne fo daa wɔɔ Ashibiti mone ku choɲ na so.
 - d. Fee fara kesherkpan be keji.
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

BƆKWE 10

Kasbii be Askpra: Ji akurso be asheŋ (fan keyili, ewushi, keŋini, mbishi n adamta) n ebolbenchrga be akurso n shin ta amo n shuŋ nn mmalgafol to

KUMU 1&2: AKURSO BE NDULWI

Akurso be ndulwi be kefiito: Akurso be ndulwi la ndulwi mone a bee shuŋ kasibe to nna a barga mmalgafol, afelto ne mmalgafolshiŋ to ne amobe afiito bee ler efuli nene.

Akurso be ndulwi be ntunso ne amobe ashuŋ

Keyili be kurso: (.)

Keyili be kurso be ashuŋ

1. Keyili be kurso bee luwe kamalgafol to nna.

Akeniso fane:

- a. N ji kapal.
- b. Nyefianɔto bee di.

2. Ku bee barga mmalgafol to nna.

Akeniso fane:

- a. Mee yɔ kibe. Mee yɔ nna n ya ka tɔ asɔ.
- b. E yɔ sukuru. E maŋ ber.

- 3 Ku bee ŋini kekute be kamalgafolshiŋ nko kamalgafol be lalaluwe nna. Akeniso fane:

- a. Ntuwe kaŋe, “Mee sha kakraŋ.”
- b. Awodima kaŋe, “Ebɔre beenj tiŋ.”

Ewushi be kurso: (,)

Ewushi be kurso be ashuŋ

1. Ewushi be kurso bee barga/karga asɔ kekoko to nna; hali afelto, mmalgaba nko mmalgafolshiŋ. Akeniso fane:

- a. N yɔ kibe n ya tɔ jintere, mfol, kasaŋe ne lemu.
- b. Ndefoso kɔ alaŋ, ekuloŋ ne kasawule.

2. Ku bee barga nche, nde ne efuliana to nna. Akeniso fane:

- a. Bu kurwe ma Daboya, Achaŋ be kufol, nche kuduanu, 1896 be kafe to nna.

3. A bee barga adulwiso mone a bee delgeso ketere koŋwule so nna. Akeniso fane:

- a. Kebinyenbi tenten, lembir na bee di nna.
- b. Kaboe danto, shimbi na bee we afitiri.

Kejini be kurso (:)

Kejini be kurso be ashun:

1. Kejini be kurso bee junkpar aso kokoto be kebarga to, akeniso nko ashenbuwitoso to na. Aeniso fane:
 - a. Ajibi mone mee sha ga ela kapal: kapal ne abe be epo.
 - b. Nwol mone n ko be ako ela: Ndefoso ne Awodima

Kejini bata be kurso (;)

Kejini bata be kurso be ashun:

1. A bee barga afeltomu anyo to nna. Akeniso fane:
 - a. N kraŋ nwol damta; Ndefoso be kawol na ne mee sha ga.
 - b. N yo lanjo; n yaa ji nna.
2. Ku bee barga aso kargaso nna a yili. Akeniso fane:
 - a. N yo kibe n ya to asorso fane; kudu, lemu, mangu.

Akuteso be kurso(“ ”)

Akuteso be kurso be ashun

1. Akuteso be kurso bee jini kekute esa be kamalga gbagba chap nna.
 - a. Awaaba kaŋe, “Ebore be saŋe e wale.”
 - b. Mobaasha kaŋe ma fane, “Ntuto ela Awondre.”
2. A been nan tiŋ fara nwol be amu nko nwol tenten be mba. Fane
 - a. (“Be Ebore so”)
3. A barga konjo be kamalga to ashi kebaya na kike to. Fane
Amama kaŋe fane “jana Ebore”

Mfrinto be kurso shimbi (-)

Mfrinto be kurso shimbi be ashun

1. A jini aso anyo be egban fane:
 - a. kudu-anyo
 - b. Atania-Alijima

Kebuwi n shin tii be kurso ()

Kebuwi n shin tii be kurso be ashun

1. Anyee ta abaya be daneso nna a woto amo to. Fane
 - a. Amaabaŋe to asorso (kodu, lemu, mangu)
2. Ku bee jini kamalgaba nko kamalgafolshin be kedaŋe so a buwito ashen to nna.

Mfrinto be kurso tenten (-)

Ku bee tin a yili ewushi nko kenini be kurso be ayato nna. Fane

E nyagbo n tuwe mbishi na–Ayai!

Kebargato be kurso (/)

Ku bee nini kanane mmalgaba anyo bee lie abar nko bee chikpar abar nna.

Akeniso

(Esiponyen/esipoche, beshapo/bekishipo, enio/ebi)

Kayenji/kaponte be kurso (!)

Keyenji be kurso (!) be ashun

1. Ku bee ba keyenji nko kenini be mmalgafol be lalaluwe nna a lara bomin be kagbene kaa be afeso efuli. Fane
 - a. Ba!
 - b. Buu kumo!
 - c. Yo lanto!

Mbishi be kurso (?)

Mbishi be kurso be ashun

1. Ku bee ba mbishi be kamalgafol be lalaluwe nna. Fane
 - a. Wane e ba mfa?
 - b. Fo ji aa?
 - c. Fo wu Masata ka bee ba mfa aa?

Kamalgakuuso be kurso (...)

Kamalgakuuso be kurso be ashun

1. Bu ko kumo nna a te kamalgafol nko kamalgafolshin mone ku man daga n yaa luri kuko to a lara mmalgaba jaga a le. Fane.
E fara a karga: ko, nyo, sa...” A man cher ne e tor.”
2. Ku bee kaa kute esa ko to nna a kuu mmalgaba jaga a le. Fane Jewu kane fane “N kuu edari...” E yige saje ne e ka wu Asana.

Ebolbencharga be kurso ne amobe ashun

Ebolbencharga be kurso la nnini/nchule nna a deji kelontorwor be esoso, kaseto nko mfrinto a bar amobe ketii ne kasibe be afiito pote. Ghana be ngbarana ko bee ta amo nna a shun beko male maa ta amo a shun kasibe to.

KASOBII BE KUSHUN

1. Buwito akurso asa kama be ashun.
2. Ta asa mone fo lara esoso na n kuu mmalgafol.

3. Mane ela ebolbencharga be kurso?
4. Sibɛ mmalgaba asa ashi Ngbanyato monɛ a bee ta ebolbencharga be akurso a shuŋ ashi mmalgafol to.

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

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

Talk for learning approaches

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

KECHONKENI TENINI

Kechonkeni 1: kenyiŋito ne kepalto

1. Delgeso kuso ne ku la “akurso.”
2. Sibe aso asa mo so ne a daga anye ka bee ta akurso a shuŋ.

Kechonkeni 2: Ashen be kepinto be agoni

1. Lara akurso be ntun anu, buwi amo to n shin ta amo n kuu mmalgafol.
2. Sibe mmalgafol anu ne mmalgaba mone a bee ta ebolbencharga be akurso a shuŋ.

Kechonkeni 3: lakal be kenase

Ta akurso mone a daga n shuŋ kebaya ere to ne ku baa ko kefiito, n shin sibe kebaya shimbi a ŋini kuso mo so ne fo ta amo n shuŋ.

Ashi bedrapo ko kutu, ede be alerkpa konwule e daa wo durnyan to

Ede na wura da la kanyennimubi ko nna Kanyennimubi na daa ko kebinyensobi nna.

Kapaso nko kanyeso kike mo ne mobe kebia na bee fon ede na nna nkpalmaneso, bu ba maa fon amo to ne a dun, ede man naa wo durnyan to.

Ekama bee sha ede nna ama kanyen fuful ko bre maa sha ede be ashen hali gbera.

Aso mone e bee sha ga ela borejembubi, ne mobe kaborekule la fane aborejembubi e so durnya kike ne baasa kike durnya to e wu ne durnya e kii mo nawule peya.

Kacha ko, ne kanyennimubi na bee la.

Nkpal lonso, e man tin ne e nan fon ede na to.

Kebia na nawule ka wo ede na ase, e bee suwe nna n di ne e baan nan yeŋi n tini edi na to male e bee fon ede na to nna.

Kache ko kebia na ka tini edi to ne ede na dun

Lonso e shu n shin kane oh, ede na dun awo been mo adimedi kike.

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

<i>Criteria</i>	<i>Excellent (4 Marks)</i>	<i>Very Good (3 Marks)</i>	<i>Good (2 Marks)</i>	<i>Fair (1 Mark)</i>
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</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>

KABA 5: KASIBEBIRABARSO NE KEBɔAYA BE NKILGI

KUMUBA: NGBAR NE KUMOBE KETA N SHUŋ

Amu

1. Kasibebirabarso
2. Kebɔaya be kekuteto ne kumobe nkilgi

Kasɔbii be Asɔnyeso

1. *Sibe kamɔrɔji, kebɔayasaso ne baru be kawol be abɔaya nene*
2. *Sibe kawol jewulebi ne kawol kpra nene*
3. *Ta alakal kpra ashi kebɔaya to n kilgi kumo n yɔ ngbar pɔte to*

Apuntosɔ/Asɔɲiniso

1. *nini kenya ne kepinto ta n laɲe kamɔrɔji, kebɔayasaso ne baru be kawol be abɔaya be kesibe **be kabaso***
2. *nini kenya ne kepinto ta n laɲe kawol be kesibe **be kabaso***
3. *Ta alakal kpra ashi kebɔaya to n kilgi kumo n yɔ ngbar **pɔte to***

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

language of study. The second part of this section is the concept of translation. Learners will be introduced to the skills of effective translation and types of translation. The teacher is encouraged to meet the learning needs of learners as well as to develop their critical thinking skills.

Weeks covered by the section are:

Week 11: Composition writing

Week 12: Formal and Informal letter

Week 14: Translation

SUMMARY OF PEDAGOGICAL EXAMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Problem based learning involves the whole class discussing essay writing taking into consideration the types. Learners discuss argumentative essays focusing on the features. Group work and collaborative learning will see learners write a three –paragraph argumentative essay on a given topic in groups and collaborate to find solutions to problems and concepts. Whole 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.*

BƆKWE 11

Kasɔbii be Asɔkpra

1. Sibɛ kamɔrɔji be kasibɛbirabarso
2. Sibɛ kasibɛbirabarso be ntunso (keɔayasaso ne baru be kawol be abɔaya)

AMU 1& 2: KASIBEBIRABARSO

Kasibɛbirabarso be ashen

Kasibɛbirabarso la kasibɛ mone ku bee lara kesheɲ ko nko kesheɲtirso ko efuli nna. Kasibɛbirabarso be ntun ana mone a ler mfe kalfa kalfa be kuduakpanusepo (19th century) to ela, Kedelgeso, kesheɲkute, kebuwiasheɲto ne kamɔrɔji be kasibɛbirabarso. Kasibɛ lɛla daga ku ka kɔ nsibɛbirabarso damta be ayabi nna.

Kasibɛbirabarso be ntunso

Kasibɛbirabarso be ntunso ela;

1. Kedelgeso be kasibɛbirabarso la kasibɛbirabarso be katuɲ mone ku bee shine ebiipo be delge/folwe kusɔ so nna: kusɔ, esa, kabon, mfera, kagbene be afeso ne adamta.
2. Kesheɲkute la kesherkpan mone ku bee lara esibepo na be mfera nko mobe anishi be awuso efuli nna. Kesherkpan be kapɔr be adabi ne ku kɔ a pɛ bebiipo na be lakal.
3. Kebuwiasheɲto be kasibɛbirabarso bee sha ne ebiipo na e migeto, mpumpun nko a delge lakal ko so n fara amɔrɔ ko lakal na be kabaso ne ku lar anishi nene nna.
4. Kamɔrɔji be kasibɛbirabarso: le be kasibɛbirabarso bee sha fo ka bee migeto nene, n nye kashinten be abɔaya ta n laɲɛ asɔ ne a bee wɔrɔ naniere be kabaso n che kamalga na to ne amu ko to nna.

Kamɔrɔji be kasibɛbirabarso be amu ko be akeniso nde:

1. Ɔini to nene bede be emo e kɔ kecheɲto ga. Eninipo ne dɔkuta.
2. Edɔɔpo nko dɔkuta e kɔ kecheɲto ga ashi anyebe kachinato aa?
3. Lara sukuru mone baa di to ne sukuru mone bu maa di to be kumo ne keɔ n shin ɲini fobe lakal to?
4. Ade be kumo ne fee sha? Beche nko benyen nawule be sukuru nko beche ne benyen be wieto be sukuru?

Kamɔrɔji be kasibɛbirabarso be kapɔr

Kasotofuti

Kenishi deɲi: Fara ne mbishi, asɔ be kɔnɔ nko kamalgafol mone ku bee bar baasa be lakal kesherkpan na so. Kawol na be abɔaya dagaso mone bekrampo na daga ku pin. Kamalgafol mone ku kɔ kesheɲ tenini na gba bee daɲeso nna.

Apuntosɔ be nto

Sa mmalgafolmu na, kamɔrɔji dagaso be kumu n shin buwi kumo to nɛnɛ nɛ ku chɛto n lara fobe lakal na efuli.

Sibe kamalgafol mone ku bee ta nto a che abar so.

Sa kamalgafolmu nyɔsepo n tiiso n shin buwi kumo to nɛnɛ nɛ ku chɛto n lara fobe lakal na efuli.

Sibe kamalgafol mone ku bee ta nto a che abar so.

Sibe kamalgafolmu mone ku been kpacher fobe kamɔrɔji na to.

Ɔjinito n shin sa danshie nɛ ku chɛto n lara fobe lakal na fanɛ ku la kashintɛn kaba nna.

Kekini kamalgafol mone ku kpacher na n shin luri lalaluwe to.

Lalaluwe

Wɔrɔ ashen kpra na be keduwɔso.

Lanɛ m palto fobe eyilikpa.

Sibe fobe keluweto be kamalgafol.

Kasɔbii be kushun

1. Ɔjinito kusɔ nɛ ku la kamɔrɔji be kasibebirabarso n shin buwito kumobe adabi to.
2. Lara kɔnɔgberge be kumu mone ku par fo ta n lanɛ sukuru nɛ kabla nɛ nkilgi be kabaso n sibe kamɔrɔji a shuliso nko a kini kumo.

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

1. Mixed ability group (Direct HP learners to assist AP learners)

- a. Put learners into mixed ability groups to discuss and argue on a given topic.
- b. Groups use their discussion to write a three-paragraph argumentative essay on the given topic.
(Topic could be selected from values such 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.

2. Whole class presentation

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

KECHƆNKENI TENINI

Eyilikpa be kechƆnkeni 3: lakal be kenase

Ta kamƆrƆji be kasibebirabarso be kapƆr be kenya n lara amu ere be kekoƆwule n sibe kasibebirabarso: KechƆnkenikpra la kusƆ ne ku bee Ɔini kanane bebiipo bii nna? EboƆ/mferato be kulƆ be keche la kusƆ ne ekama bee nya nna aa? KadƆsheƆ be kewƆrƆ nene ela durnyan kike be ajibi be kenya be yulwe aa?

Eyilikpa 4 be KechƆnkeni: Kefe mfera buwitoso

1. Sibe kamƆrƆji a kini kamalga ere, “asukuru e ba wƆrƆ STEM be kabla achƆ arts” Ta adanshie/kashintenƆ ne mfera mone feenƆ ta n shuƆ n denƆ kelefƆ so.
2. Sibe kamƆrƆji a shuli fane “KadƆsheƆ be kewƆrƆ nene ela durnyan kike be ajibi be kenya be yulwe” Ta adanshie/kashintenƆ ne mfera mone feenƆ ta n shuƆ n denƆ kelefƆ so.

AMU 3&4: KEBƆAYASASO NE BARU BE KAWOL BE KASIBEBIRABARSO

KebƆayasaso ne baru be kawol be kasibebirabarso be kebuwito

KebƆayasaso: KebƆayasaso la ku ta fobe mfera nko kebƆaya nna n sa ekrampo a ta akurso ne kebuwito mone a daga a shuƆ nene.

Baru be kawol be abƆaya: Kasibebirabarso mone baa sibe a sa baasa damta ne abƆayasaso be achetosƆ. Baru be kawol be abƆayasaso be achetosƆ ela kabonƆ mone be lara abƆaya fane baru be nwol to.

Kebɔayasaso be kapɔr

Fo kan migeto fobe benupo/bekrampo n luwe, n lara kumu, n chala achetosɔ n luwe, n tol kumu na, kebɔaysaso be kasibe be saɲe fo. Kebɔayasaso na daga ku ka kɔ mba ana nna;

1. Kechurɔ: Sososo ela kechurɔ benupo na n shin delge futi kumu. Wɔrɔ bumo ansan nɛ keba kagbenefuliso.
2. Kasutofuti: Wɔrɔ aniya n futi fobe kumu na be keshɛntenini na so n sa fobe benupo na.
3. Kebɔayasaso be apuntosɔ: A daga fo ka nyi mba kama nɛ fee sha kemalga ta n laɲe fobe kumu na be kabaso.
4. Lalaluwe: A daga fo ka tiɲ luweto nɛ benupo na e baa fɛ kusɔ mone ku wɔrɔ na be asheɲ.

Kekeniso

Anshuma beɲinipo nɛ benekpa/beteri lɛla. Kabre ela “Durnyan kike be Alemfia be Kache”, nɛ ma Amaabaanɛ Esaedi bee sha nɛ m malga n sa menye ta n laɲe kareche kike be eyurto be kesaneɲto be tunɔ be asheɲ. Adaga baasa ka du kpekpebi nna nɛ alemfia e ba wɔtɔ. Anyebe nanierɛ be kebawɔtɔ nɛ anye wɔtɔ ere ta anye nna n kii kabeso be aboru, nɛ kumobe lon la tɔrɔ n sa anyebe alemfia. Eyurto be kesaneɲto man la ku baa shun kushun gbon na a nya alemfia. Kesane eyurto man daga ku ka la fane kusɔ kpakpasɔ ko nɛ feeɲ wɔrɔ pɛ nɛ fobe alemfia a nye kelento. Anye been tiɲ nya le be yulwe nɛ anye kan ta kayursanɛ be adabi n wɔtɔ anyebe kareche kama be asɔwɔrɔso to. Baasa bee kaa kanɛ fane ku fara na e du kpakpa, amoso, beteri, menye e fara kabre n sa man nan yige to.

Kananɛ baa sibe baru be kawol be kebɔaya

1. Lara fobe kumu. Kumu mone ku daga been kukwe nɛ keji kumobe asheɲ ashi baru be kawol be kebɔaya koɲwule to.
2. Fɛ fobe benupo nɛ fee sha/fin na be mfera. Nuso be mbishi nɛ bu kɔ ta n laɲe kumu na be kaplie?
3. Chala fobe abɔaya.
4. Tol fobe kasibe na, n ta amubi na n daɲe so.
5. Sibe fobe sososo be kasibe be kewɔrɔ n keni.
6. Tise/mɔl kumo to.

Baru be kawol be kebɔaya be kekeniso

Kebia be sososo be ngbar be tunɔ/kecheto ashi kasobii to

Sekendre sukuru be bebiipo, menye bee kaa wu fane menye bee cherga ngbar be kemalga ashi menyebe kebawɔtɔ to ashi kanan nɛ beteri kutɔ be kamalga n ta n yɔ kasobii to ashi ebiikpa. Ama, menye dan yili m fɛ tunɔ mone fobe sososo be ngbar kebia to na kɔ n sa fo ashi fobe kasobii be kaplie aa?

Kemigeto bee nini sanekama fane bebiipo mone bu ko bumobe kebiato be sososo be ngbar na be kenya bee woro aso ga ebiikpa, fongfong kakran ne kasibe be kaba so. Ku la le nna nkpalmaneso, esa be kebiato be sososo be ngbar e naa tol ngbar be kabii be atrambi, a sa ne anyee tinj a bii n naa nu ngbar a tiiso n saa pin aso milto to nene.

N nan ta n tiiso, fo baa ta fo gbagba be ngbar a shun ku bee cheto nna ne fee pin fobe adankareshej ne adrashej. Ngbar ne dankare far abar nna, ne fo baa tinj a malga fo gbagba be ngbar bee che bebiipo to nna ne baa pin bumobe elarkpa ne bumobe adankare be ashej.

N nan ta n tiiso, kemigeto bee nini fane bebiipo mone bu ko bumobe gbagba be ngbar be kenya ko lakal ga a lare kenya ashej manan, a tinj a nya keshej be toro be yulwe n shin naa fe mfera a yo kufu. Nkpalmaneso, mobe ngbar gbagba na la kuso ne ku wo mobe lakal to nna a sa ne e bee tinj a malga nene n naa nu abaya to nene.

Lalaluwe, ku ta fo gbagba be ngbar a shun/malga bee cheto ne kasobii be kejigi, adankareshej be kepin ne kefe mfera n yo kufu. Menye sekendre sukuru be bebiipo, adaga menye ka peto n shin koli menyebe ngbar gbagba na, hali ne menyee bii ngbar pote gba ashi sukuru to.

KASOBII BE KUSHUN

1. Njinito kuso ne ku la kebayasaso be kasibebirabarso.
2. Njinito kuso ne ku la baru be kawol be abaya be kasibebirabarso.
3. Buwito kebayasase ne baru be kawol be abaya be adabi.

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.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin ashej to be agoni

Buwito kebayasase ne baru be kawol be abaya be adabi.

Eyilikpa 4 be Kechonkeni: Kefe mfera buwitoso

Sibe fane nto asa be kebayasase nko baru be kawol be kebaya ta n lare enite n keni ashej be kadigal/tuno mone ku ko n sa achambo.

BƆKWE 12

Kasɔbii be Asɔkpra

1. Sibɛ kawol jewulebi
2. Sibɛ kawol kpra

KUMU 1: KAWOL KPRA NE KUMOBE KAPƆR/ADABI

Kawol kpra

Kawol kpra la kasibebirabarso monɛ ku bee be bunyan be ekpaso nna a yɔ agbonjiakpa. Ku bee ta bunyan be ebol be mmalgaba nna a shuɲ.

Kawol kpra bee tiɲ a shuɲ benimukpra nko bumo ne bu chɔ anye kenimu be kelijima to.

Ekpa monɛ feen bɛso n sibɛ kawol kpra

1. Fara ne kuchurɔ, fanɛ “Kowurnye/Kowurche”, nko “emo ne ku tir/duli kutɔ”.
2. Ta bunyan be ebol n shuɲ.
3. Bɛ ekpa tenini ko so, n ta kumu ne fobe adɛsi, kache, ne esɔpo be adɛsi.
4. Ta bunyan be ebol, ngbar be mbra niniso ne akurso monɛ adaga n shuɲ.
5. Ne kawol na kaa kɔ ndulwi be kebii/lamba, ta kumo n tiiso.
6. Luweto ne bunyan be ketere be kechan, fanɛ “Fobe bunyanɔapo,” nko “Fobe ebolpo” n shin chan fobe ketere be ndulwi ne fobe ketere gbagba lelemu.

Kawol kpra be adabi

1. Esibepo be adɛsi: Fobe adɛsi na bee denji esoso – jisaso be kukɔlɔbi na to nna
2. Kache; Kache monɛ fee sibɛ kawol na
3. Esɔpo be adɛsi: Esɔpo na be ketere ne adɛsi wɔ banaso esoso gberɛ nna;
4. Kechurɔ; kechurɔ ne kedaga (Ma Kowurnyen/Kowurche, Ma Enimu, Ma Bunyanwura)
5. Kumu: Kumu monɛ ku bee ɲini kusɔ mo so ne fee sibɛ kawol na bee la alɔntorworgbon nna. Mbishi monɛ fee tuwe na to ne fee nye le be keduwɔso ere.
6. Kasotofuti; Kamalgafol shimbi monɛ ku bee ɲini kusɔ monɛ ku bra kawol na be kasibɛ.
7. Nto: Keshɛntirso kama daga ku ka la kato nna. Keta nto n shuɲ bee sa nna ne esɔpo na bee pin kebɔaya na to nɛnɛ.
8. Keluweto/lalaluwe: Kawol na be lalaluwe, esibepo na e lɔɲɛ m pala mobe abɔaya kpra na to.



Note

Ashi kawol kpra to, ku daga fo ka buwito n malga gberɛ nɛ bunyan be ebol nna. Wɔrɔ aniya a ta bunyan be mmalgaba, be ebol nɛ kumobe kapɔr na a shun, lon nɛ baan ta fobe kebɔaya na nɛ kenishpre.

KASOBII BE KUSHUN

1. Nɛnito saɛ mone kawol kpra be kasibe daga.
2. Nase n shin nɛnito kawol kpra be adabi/kapɔr, a sa akeniso kakpa nɛ ku daga.
Ngbanyato be eninipo na e sa kawol na be kumu.

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.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin ashen to be agoni

Nɛnito kawol kpra be adabi asa ashi mbishi na be kabaso.

Kechonkeni 3: lakal be kenase

Sibe kawol n sa fobe kade be ewura a kanɛ mo nkilgi be ashun asa mone fee sha fobe kade na to.

Eyilikpa 4 be Kechonkeni: Kefe mfera buwitoso

1. Sibe kawol n sa fobe Distiriti be enimu a kanɛ mo ncherga asa mone a wɔrɔ fobe kade to nchenyo ere to. Ncherga na daga a ka la ncherga lɛla nɛ alubi kike nna.
2. Fo kan sibe fobe kawol na n luwe, sibe kebɔaya shimbi mone ku bee nini kusone ku ba nɛ fo ta lon be ngbar/mmalgaba na n shun nɛ ta n ya fo nuso nɛ ku bee wɔrɔ kusɔ mone fee sha na.

KUMU 2: KAWOL JEWULEBI

Kawol jewulebi

Kawol jewulebi la esa gbagba be kawol mone e bee sibe a sa mo teriana nko kanaŋ nna a kaŋe bumo kuso ne ku bee yɔ so bumobe nkpa to n naa churɔ bumo. Kawol jewulebi la kawol mone baa sibe a sa kanaŋ ebi, bechinashapo nko beteri/benakpa nna.

Ekpa mone feenɔ bɛso n sibe kawol jewulebi;

1. Esibepo na be adresi na bee denji esoso – jisaso be kukɔlɔbi na to nna
2. Ta kache mone fee sibe kawol na n nase adresi na be kaseto.
3. Fara ne kechurɔ jewulebi fane “N teri lela,” n shiŋ bra kewushi be kurso.
4. Sibe kasotofuti shimbi mone ku bee buwito kuso mone ku bra kawol na be kasibe
5. Ta apuntosɔ be nto na n tiiso.
6. Sibe lalaluwe be kamalgafol lela, n ta kechurɔ (fane Ma ela, Fo teri/nekpa, ne fobe ketere nko kekri/adelebi mone esa ne fee sibe a sa na nyi.)

Kawol jewulebi be adabi

1. Esibepo be adresi: Adresi ela sososo be kuso mone feenɔ sibe. Ku daga ne fo sibe kumo n denji esoso – jisaso be kukɔlɔbi na to nna. Ku daga ne fo sibe kumo kelemuto nna ne fo kɔ ndulwi be kebii, ta n tiiso.
2. Kache: Ta kache mone fee sibe kawol na n nase adresi na be kaseto.
3. Kechurɔ: Epelto be kechurɔ fane nnio lela, nteri Amama ne adamta.
4. Kasotofuti: Sososo be ebol na bee fara mfa nna a bishi esopo na be alemfia be ashenɔ. Feenɔ naŋ tiŋ kaŋe fane fee tama fane e beenɔ nya kawol na ne kagbenewushi. Sososo be kamalgafol na daga ku ka bee yelga nna n naa fuli kagbene to.
5. Kawol na be apuntosɔ: Kawol na be ebol daga ku kaa bee fuli kagbene nna. Ama ashi esa mone fee sibe a sa nna, feenɔ tiŋ cherga fobe mmalgaba/mmalgafolshiŋ na be ebol na. Fo teri be ebol daga ku ka kɔr ne fo ka bee sibe a sa enimu ashi fobe kanaŋ to.
6. Lalaluwe: duwɔso kuso kama ne fo malga na n wɔtɔ lalaluwe be kato na to. Sa ekrampo na kagbenewushi be kebɔaya. Sa maŋ tenso kekaŋe ekrampo na fane e lɔŋe n sibe fo e kaŋ kraŋ n luwe. Ku bee ŋini fane kelijima na bee chuwɔso nna na.
7. Keterechanso: Kede maŋ la ekpa koŋwule be kebɛso nna, feenɔ tiŋ wɔrɔ kumo kanaŋkama ashi esa mone fee sibe kumo asa nna. Ade ela afelto ko ne a bee tiŋ a shuŋ:
 - a. Ne kasha damta
 - b. Fo teri/nekpa lela
 - c. Ne kagbene wushi



Note

- *Kawol jewulebi bee ta ngbar monɛ a la asɔ nɛ esa nɛ mo teri nyi nna a shuɲ. Wɔrɔ aniya a ta ebol nɛ ku daga a shuɲ n shin naɲ bɛ kumobe adabi/kapɔr so.*
- *Eɲinipo na daga nɛ e pin fanɛ bebiipo na be lakal maɲ sesa.*

KASOBII BE KUSHUŊ

1. ɲinito saɲɛ monɛ kawol jewulebi be kasibɛ daga.
2. Sa n shin ɲinito kawol jewulebi be adabi/kapɔr to.

Ngbandyato be eɲinipo na e daga nɛ e sa kawol na be kumu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activities

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

Group work/collaborative learning

1. In mixed-ability groups:

- a. Groups write an informal letter to a 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

2. Whole class activity

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

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin asheɲ to be agoni

ɲinito kawol jewulebi be adabi asa.

Kechɔnkeni 3: lakal be kenase

Sibe kawol jewulebi ashi kumu ere be kabaso.

“Sibe kawol n sa fo teri/nekpa a tere mo fanɛ e ba fobe kakurwe achɛ be kumuji to.”

Eyilikpa 4 be Kechɔnkeni: Kefe mfera buwitoso

Sibe kawol jewulebi ta n lanɛ “eteri be kakurweachɛ be kumuji to be ketere baasa”.

Fo kaɲ sibe fobe kawol na n luwe, sibe kebɔaya shimbi monɛ ku bee ɲini kusɔnɛ ku ba nɛ fo ta lon be ngbar/mmalgaba na n shun nɛ kananɛ ku bee wɔɔ kusɔ monɛ fee sha ku wɔɔ na.

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.*

BOKWE 13

Kasbii be Askpra: Ta nkilgi be ntunso be kenya n kilgi kebaya n y ngbar pt to (mmalgaba koko to, kefiito be kabaso, n adamta)

KUMU 1 & 2: KEBƆAYA BE NKILGI

KebƆaya be nkilgi

Kasobii ere bee ɲini nna fanɛ nkilgi ela fa ka ta kebƆaya ashi kumobe elerkpa a yɔ ngbar ko to nɛ ku baa kɔ kefiito. Ngbar mone ku shi na ela elerkpa nɛ ngbar mone fo kilgi kumo a yɔ na la ngbar pɔte.

KebƆaya be nkilgi be keɲini

KebƆaya be nkilgi be keɲini bee sha nɛ bebiipo e nya kenya nna ta n lanɛ asheɲ be kemigeto, nɛ kepinto n shin tiɲ kilgi kebƆaya ngbar ko to n yɔ ngbar pɔteana to. Ekpa mone feen ɓeso n kilgi kebƆaya nde:

1. **Kebuwi ekpa:** ɲinito kebƆaya be nkilgi nɛ kebuwi kebƆaya be kefiito be mbarga nɛ adaɲkare be tunɔ ashi ngbar be kegbar to.
2. **Nye kakraɲ be agoni:** Wɔrɔ aniya nɛ bebiipo na e tiɲ n kraɲ n naɲ numpe elerkpa be kebƆaya na to nɛnɛ.
3. **KebƆaya be ketiseto:** ɲini bebiipo nɛ bu tiɲ pin abɔaya be ntunso, ebol, kusɔ nɛ ku ba nɛ kebƆaya be benupo/bekraɲpo.
4. **Wɔtɔ lakal nɛ kebƆaya be nkilgi be atrɔmbi.** Wɔrɔ ade be ako:
 - a. Kefiito nko keta mmalgaba koko a kilgito
 - b. Adaɲkare be keɓeso
 - c. Animumalga/mmalgatrɔmbi
 - d. Mmalgaba/awor be kushu n kukwe
5. **Nkilgi be ashun be kewɔrɔ n keni:** Fara nɛ abɔaya bi/jewulebi n shin dii a yɔ akpakpaso to.
6. **Yili kewɔrɔ n niɲi so:** Leɲ Bebiipo to nɛ bu baa kilgi kebƆaya be kefiito nɛ manɛ mmalgaba koko.
7. **Ta durnyaɲ be ncherga/kenishibuwi be ashunso n shun:** Ta kebƆaya be nkilgi be kechetosɔ, mmalgaba be kawol nɛ afuuto be achetosɔ n shun - ama a daga fo ka ɲini bebiipo kanane baɲ ta amo n shun, nkpal amobe asheɲ ka du kpakpa so.
8. **Kelaɲ n kraɲ nɛ kesa fo barkasa atuwebi:** Leɲ bebiipo to nɛ bu lonɛ n kraɲ n shin sa bumo braana atuwebi mone adaga.
9. **Wɔrɔ aniya a dii ayɔ abɔaya ko to:** Ba bii amu koko tenini fanɛ (mbra, adur/alemfia sheɲ nko kaba kama so)
10. **Leɲ ku baa bii saɲekama to:** Leɲ bebiipo to nɛ bu baa koya kebƆaya kama nɛ bu nya be kekilgi nɛ ku che bumo to nɛ bumobe nkilgi be agoni e daɲɛ so.



Note

Nyiŋi n ta ekpa mone ku karga fobe bebiipo be lakal so, n shin ŋini bumo kuso ne ku daga kasobii na kike to.

Kebɔaya be nkilgi be ntunso

Kebɔaya be nkilgi be ntunso shi ga, amobe ako nde:

1. **Mmalgaba kukokoto be nkilgi:** Mmalgaba kukoko be kekilgi ne kumobe lakal deŋ mmalgaba be keniŋi so achɔ kebɔaya be kenite nene.
2. **Nkilgi buwitoso:** Nkilgi mone kebɔaya na be kefiito ne ebol bee lar efuli nene.
3. **Adankare be kebeso be nkilgi:** Kilgi kebɔaya na ne ku ba be ngbarana na be adankarehen be nduli ne mbarga so.
4. **Kapɔr be nkilgi:** Akilgi a be elerkpa be kebɔaya be kapɔr so.
5. **Kebuwi kebɔaya be kefiito:** Kɔnɔto be kekilgi kebɔaya to ashi nsherana, demuji to, ne adamta.
6. **Nkilgi mone ku maa bulɔ ekpa:** Nkilgi mone ku bee kuu kebɔaya na be kaba a le nko a kuu a dange so.
7. **Kebɔaya be kefiito be nkilgi:** Nkilgi mone ku bee ta benupo be lakal a shun a lara kebɔaya na be kefiito nene n sa maa be mmalgaba kukokoto be kekilgi so.

Amobe ntun kra wɔtɔ ga ama lakal e ba wɔ ade so pɔɔ.

Nkilgi be kewɔrɔ n keni

Nkilgi be kewɔrɔ n keni be ashun ko nde:

Eninipo e sa kebɔaya Mbronito ne bebiipo e kilgi kumo n yɔ Ngbanyato. Sa ne bebiipo e fara ne abɔaya putɔputɔ a yɔ akpakpaso to.

1. **Kamalgafol jewulebi:** Kilgi mmalgafol jewulebi ashi ngbar ko to a yɔ Ngbanyato ne lakal e baa wɔ amobe keniŋi ekpa n naa be ngbar be mbra so.
2. **Animumalga/mmalgatrɔmbi:** Koya animumalga/mmalgatrɔmbi, mmalgabafɔ ne afeltoshunso(phrasal verbs) be nkilgi be kewɔrɔ n keni.
3. **Nto shinshimbi:** Kilgi nto shimbi ne a ba kɔ kefiito.
4. **Abɔaya kpakpaso/tenini ko:** Kilgi amu koko tenini fane (mbra, adur/alemfia be sheŋ nko kaba kama so) n tin m bii mmalgaba pupɔr.
5. **Ngbar be apɔrsobi be kebɔaya:** Kilgi ngbar be apɔrsobi be kebɔaya fane(atande, asherkpan shimbi) a bii ebol, ekpa ne kanane kesherkpan bee nite.
6. **Baru be abɔaya:** Kilgi baru be abɔaya to a bii kashinten ji ne ashen be kebuwito nene.
7. **Kelijima:** Kilgi kelijima fane baru nko mbishi ne atuwebi, a bii emalgapo be lakal ne ebol mone ku daga nene.
8. **Keta n kasar be nkilgi:** Ta fobe nkilgi a kasar benimugboŋ nko nkilgi be kechetoso a bii kumobe agoni nene.

9. **Esa gbagba be nkilgi:** Sibe kebɔaya ngbar korwule to a lanɛ kumo a yɔ ngbar ko to ne fo bii asheɲ be kebuwito nene ne keniɲi.
10. **Kekraɲ abar peya:** Ta fobe nkilgi n cher fo barkasa peya n shin sa mo atuwebi mone adaga moye na be kabaso ne a danɛ menyebe agoni so.

KASOBII BE KUSHUŋ

1. Manɛ ela kebɔaya be nkilgi?
2. Sibe kebɔaya be nkilgi be ntun sa.
3. Buwito kebɔaya be nkilgi be asa kama so.
4. Buwito aso asa mone a daga fo ka be so a kilgi kebɔaya to.

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

3. Individual work

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

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

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

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin ashenj to be agony

1. Sibɛ n shin njinto kebɔaya be nkilgi be ntunso ko.
2. Buwito kebɔaya be nkilgi be ntun ko so.
3. Buwito kebɔaya be nkilgi be adabi to.

Kechonkeni 3: lakal be kenase

1. Kilgi kebɔaya beenj wɔrɔ mmalgaba alfa asa (300) ashi Mbronito nko ngbar kama to n yɔ Ngbanyato.
2. Chigeto fobe nkilgi be atuwebi na n sa fo braana ashi ebiikpa.

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

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

Guidelines for setting test items

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

Mbishi be akeniso

KABA A: Kechuleto n lara

1. Ade be kumo e maŋ la kamalgakul be kapɔr ashi Ngbanyato?
 - A. KE
 - B. KEK
 - C. EEK
 - D. E
2. Ashi atiisobi be kushuŋ be kabaso, ade be kumo to nɛ feen tiŋ ta atiisobi n wɔtɔ?
 - A. ntunso be kecherga

- B. ntunso be kesa
 C. ntunso be keyiliso
 D. ntunso be keyiliso tenini

KABA B: Mbishi tenṭen

Ṃini mmalgaba ere to n shin sa amobe akeniso anyɔ nyɔ.

1. iatiisobi
2. kepaṇ

Mbishi be ketiseto be shabɔɛ

<i>Abɔkwɛ</i>	<i>Kumu/amu</i>	<i>Mbishi be ntunso</i>	<i>Kenyi be nchiṇ be eyilikpaana</i>					<i>Kɔnɔ</i>
			<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
1	<i>Kamalgakul</i>	<i>Kechuleto n lara</i>	1	-	-	-	-	1
		<i>mbishi tenṭen</i>	-	-	1	-	-	1
2	<i>Ebolbencherga</i>	<i>Kechuleto n lara</i>	-	1	-	-	-	1
		<i>mbishi tenṭen</i>	-	-	1	-	-	1
3	<i>Kelijima be alakal tinini</i>	<i>Kechuleto n lara</i>	-	1	-	-	-	1
		<i>mbishi tenṭen</i>	-	-	-	-	-	1
4	<i>Kekraṇ n lurito</i> <i>Kakraṇ damta</i>	<i>Kechuleto n lara</i>	1	1	1	-	-	3
		<i>mbishi tenṭen</i>	-	-	-	-	-	0
5	<i>Atiisobi</i>	<i>Kechuleto n lara</i>	-	-	1	-	-	1
		<i>mbishi tenṭen</i>	-	-	-	-	-	0
6	<i>Achesobi</i>	<i>Kechuleto n lara</i>	2	-	1	-	-	3
		<i>mbishi tenṭen</i>	-	-	1	-	-	1
7	<i>Mmalgaba pupɔr be kenye</i> <i>be ekpaana</i>	<i>Kechuleto n lara</i>	1	1	2	-	-	4
		<i>mbishi tenṭen</i>	-	-	-	-	-	0
8	<i>Kamalgafolshin</i>	<i>Kechuleto n lara</i>	2	1	1	-	-	4
		<i>mbishi tenṭen</i>	-	-	1	-	-	1
9	<i>Kefɛlto nɛ kumobe ntunso</i>	<i>Kechuleto n lara</i>	1	1	1	-	-	3
		<i>mbishi tenṭen</i>	-	-	-	-	-	0
10	<i>Akurso</i>	<i>Kechuleto n lara</i>	4	2	1	-	-	7
		<i>mbishi tenṭen</i>	-	-	1	-	-	1

11	<i>Kasibebirabarso</i>	<i>Kechuleto n lara</i>	1	2	2		5
		<i>mbishi tenten</i>	-	1	-	-	1
12	<i>Kawolkpra ne kumobe adabi</i>	<i>Kechuleto n lara</i>	1	1	1	-	3
		<i>mbishi tenten</i>	1	1	1	-	3
	<i>Kɔnɔ</i>		15	13	17	0	45

Kechan be ntol (Marking scheme)

Kaba A: Kechuleto n lara

a) Ade be kumo e man la kamalgakul be kapɔr ashi Ngbanyato?

C. EEK– maaki 1

b) Ashi atiisobi be kushun be kabaso, ade be kumo to ne feen tin ta atiisobi n wɔtɔ?

A. ntunso be kecherga – maaki 1

Kaba B: mbishi tenten

1. Atiisobi la mmalgabanishi nna ne anye kɔ a mata mmalgabanio so a nye mmalgaba pupɔr.

a. Sa amaaki 4 ne mmalgabanio na kike kaa wɔ kumobe kefi na to.

b. Sa amaaki 3 ne mmalgabanio 5 kaa wɔ kumobe kefi na to.

c. Sa amaaki 2 ne mmalgabanio 3-4 kaa wɔ kumobe kefi na to.

d. Sa amaaki 1 ne mmalgabanio 1-2 kaa wɔ kumobe kefi na to.

2. Kepan mone anyee tere mmalgaba gbagba be kepan ela fo ka ta ngbar pɔtɛ be kamalgaba n tii feya so.

a. Sa amaaki 4 ne mmalgabanio na kike kaa wɔ kumobe kefi na to.

b. Sa amaaki 3 ne mmalgabanio 5 kaa wɔ kumobe kefi na to.

c. Sa amaaki 2 ne mmalgabanio 3-4 kaa wɔ kumobe kefi na to.

d. Sa amaaki 1 ne mmalgabanio 1-2 kaa wɔ kumobe kefi na to.

ADDITIONAL READING

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

KABA 6: KAKIL BE KAWORO

KUMUBA: DANĀKARE BE KAWORO NE KEWURAJI

Kumu: Adankareshen

Kasbii be Asnyso: *Ta kakil be egb/jita n kumobe tun ashi Ghana be adankare to n karga abar so n keni n shin tiseti as pupr mon a bee wr kakil to*

Apuntosɔ/Asɔɲiniso: *Kepinto kakil be kaworo ashi Ghana be adankare to ne ku ta amo a kasar beko peya ashi **Ghana to***

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.*

BOKWE 14

Kasbii be Askpra: Delgeso ekpa mon baa bso a wr kakil be ashen n kumobe tun ashi adankare to

AMU 1&2: KAKIL

Kakil be ashen: Kumo ela sanɛ nɛ eche nɛ enyen shuliso n sa abar nɛ kasha, n shin be danɛkare be ekpaso n ta abar kejiafo.

Kakil be kaworo: Kede la kaworo mone baa woro nna a bra eche nɛ enyen abarso nɛ bu baa woro fane echekilpo nɛ ekul. Ashi Ghana be efuli ere so, kakil man la baasa anyo mone baa sha abar na nawule be keshen nna. Bumo benyo na be nnan kike bee tii kaworo na so nna.

Kakil be tuno nɛ kumobe kaworo: Kakil be atuno ko ela: adankare be kekun, adankare be keta n sa/ɲini kamantoebi, kebaworo/adabi lɛla be keɲini, konkonwule, halali be mbia be kekurwe n woro kanan to nɛ adamta.

1. Adankare be kekun

Kakil be kaworo la kuso mone baasa bee woro danɛkare be ekpaso nna mfe damta nde. Ama keworo fane mbarga gberɛ wo amo to, ama ekpa konwule so nɛ ekama bee beso a woro kumo. Le bee cheto nna a kun adankare na.

2. Adankare be keta n sa/ɲini kamantoebi

Ashi kakil be kaworo to, ashenworo ko woro fane kapushe be kelara nɛ kasha be keji nɛ adamta. Bekama bee woro le be kaworo ere nna hali a yige amo a nase bumobe kamantoebi gba.

3. Ketere nɛ Bunyan

Kakil be kaworo bee bra ketere lɛla nɛ bunyan nna n sa esa nɛ mobe eche nɛ bumobe nnan. Baasa bee wu esa nɛ mobe eche nna fane bu blase nna nɛ bu shun kakil be ashun, a kurwe mbia nɛ bumobe kabla. Kede bee sa nɛ baa nya bunyan nna ashi bumobe kade to a bra bumobe nnan ketere lɛla.

4. Konkonwule

Kakil la kaworo mone ku bee bra esa nɛ mobe eche be nnan nɛ beteri konkonwule nna. Baa ji amu nna kaworo ere to n naa pin abar nɛnɛ. Nnan nko agbenfu pote be kakil gba bee bra nnan na abarso a cheto nɛ kagbenewushi bee wo nnan na nɛ Ghana kike to.

5. Halali be mbia be kekurwe n woro kanan to

Kakil bee sa nna nɛ baa kurwe halali be mbia kanan nɛ kade na kike to. Kakil bee sa nɛ mbia bee pin fane bu shi kanan nko kabuna na nna n sa been tin ji kumobe kapitɛ. Ku naa shine baa migeto a pin kanan tutuya mo to nɛ bu shi.

6. Kecheto/abaranyo

Kakil la ekpa tenini mone ku bee bra abaranyo nna kachina to. Ku naa cheto a sa esa nɛ mobe eche kabreshun be lakal nɛ amansherbi nna. Esa na bee nya halali be kedese nɛ keche nɛ kenyan nna mo brakasa na kutɔ. Lon nɛ baa che abar to a ji kagbeneɗuli nko a fin kagbeneɗaje be yulwe.

Kakil be ntunso: Kakil wɔ ntun sa nna ashi Ghana to. Amo ela dankare be kakil, mbra be kakil ne kabreshun be kakil. Dankare be ekpaso be kakil be ashen ne anyee ji mfa. Amobe akeniso ashi adankare ko to e wɔ kaseto ere na:

Ngbanyato: kechɔlte n kil, kepensa/Kakurwetokil, kɔl ta koshi/kujɔnɔgbiema, Nwolsokil

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

Nwɔn: Diɛn, Nyuyu nmabu, Payafaa, Paya zubo, Zan ti pua, Dɔyiri Paya, payipini

Mbɔtɔɔ: Fomesrɔ, Ahiasrɔ, Akotsotso

Nkraɲ: Hemɔfeemɔ, Kuayeli or kulayeli, Shia gbla

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

Ekpaana mo so ne baa bulɔ a ta eche: Dankare be kakil be ekpaana kɔr abarto ashi ngbarana to. (enjinipo na e ɲini Ngbanyato be dankare peya) Kaworo damta ne baa woro pɔe kakil, kakil be saɲe ne kakil be kaman. Mbɔn be kaworo e wɔ kaseto ere na.

Pɔe kakil

Ashi Mbɔn be dankare to, etuto e naa ta eche n sa mo piibinyen. Kemigeto damta ne nnaɲ anyɔ na kike bee woro pɔe ne kakil gbagba. Baa migeto nna m pin fane bumobe mbia bee luri laɲ lɛla ne kagbenefuli be kakil to. Laɲ mone baasa na bee sha abar, a kɔ adabi lɛla, a nu a sa abar, n naa sa jilma. N naaɲ migeto fane bu maɲ shi nklaɲ/kenanasɔ koɲwule to. M migeto fane kanaɲ na maɲ kɔ alɔ lubi fane eboɲ ne kebote mone baɲ tiɲ kuu n sa mbia mone baɲ kurwe na. Bu maa sha adabi fane kasanu, kayu ne adoɲsɔ, kaje, ntol n saa leɲ adabi fane jilma, kushun be kasha, kashintenji ne adamta.

Kakil be saɲe

Ne enyen ne eche na kaɲ shuli fane baɲ kil, baa pɛ kache nna. Enyen na bee blase kanyiti so nna a jo eche na. Dra na, Ashibiti nko Atania ache ne Mbɔn bee woro bumobe kakil nkpal loɲ be nche ere ela kagbenewushi be nche. Asɔ damta mone baa ta a sa eche be baasa ti baa la amansherbi ne nsa nna. Amobe ako nde:

Kasotofuti(kɔkɔkɔ): Le be anuuso ne enyen mone e been kil na be baasa bee ta n ya sa eche na mo tuto ne e pɛ kache. A ti baa la nsa kɔlba koɲwule ne amansherbi fimbi ko nna. Le be asɔ ere e naa sa enyen na ekpa ne e tiɲ n yɔ eche na be laɲto ne mbishi maɲ wɔtɔ. Saɲe ere so ne enyen na bee lara mobe kumu efuli fane e bee sha ne e kil eche na nna.

Kachɔlte: Dra na, a daa la amansherbi ne nsa nna aɲini fane kashinten enyen na kil eche na nna.

Kashaji: Ade la amansherbi damta mone enyen na bee ta a sa eche na nna ne e fara kayawuji. Saɲeko, amo ne ba ta a ka kukɔ kama ne eche na ji nko a fin kapitɛ a sa kanaɲ na.

Eche mo siponyen be kakɔka: Ade la amansherbi mone ba ta a sa eche na mo siponyen nna nkpal e ka tiɲ kuɲ mo nene hali ne e ba kil so. Saɲe damta, esiponyen na e na kuu kukɔ na a sa ekul na.

Eche mo tuto be kakaka: Ade la amansherbi mone eshanyen na bee ta nna a sa eche na mo tuto nkpal gado mone e to n sa mobe kebichesobi saŋe mone e la kebibi na. Saŋe damta, etuto na e naa ŋini kanane e bee sha.

Eche mo nio be kakaka: Ade la amansherbi mone eshanyen na bee ta nna a sa eche na mo nio.

Kakil be kaman

Bu kaŋ sa asonuuso ne amansherbi ere kike n luwe, baa sa ekul na ne eche na alakalsapo nna. Bumo kike bee ko esa mone adaga e yo mo kuto nna n ya so lakal kakil na be jiman. Baa too nchu nna a dii Eboro ne agbar epaŋ nkpal kakil na ka luweto ne kumu lala so. Baa pe kache nna ne enyen na e ta mobe eche n yo laŋto. Asheworo mone baŋ woro le be kache ere ne baa tere (a dii fo kul be kaman). Eche ere be sososo ashi mo kul be laŋto, e bee daŋe ajibi damta nna, amo ne Mboŋ bee tere *kuntunku*.

KASOBII BE KUSHUŋ

1. Man e la kakil?
2. Tii kakil be ntun sa ashi fobe adaŋkare to.
3. Ŋinito ekpa anu mo so ne kakil ko tuno n sa fobe daŋkare.

PEDAGOGICAL EXEMPLARS

Problem-Based-Learning

1. Whole class discussion

- a. Teacher discusses the concept of marriage and its significance with learners through brainstorming.
- b. Each learner writes/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.
- e. Group work/collaborative learning:

2. Mixed ability

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

3. Whole class discussion

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

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Kepin asheŋ to be agoni

Buwito ekpaana mo so ne fobe daŋkarebi bee buloso a kil.

Kechonkeni 3: lakal be kenase

1. Njinito aso asa mo so ne baasa bee kil ashi fobe daŋkare to.
2. Buwito kanaŋ be kemigeto pɔɛ ne kakil na e woro be tuno.

Eyilikpa 4 be Kechonkeni: Kefe mfera buwitoso

1. Tiseto daŋkare be kakil be tuno n shin ŋini kumobe kuso ne ku bee woro a sa baasa, nnaŋ ne nde.
2. Buwito daŋkare be kakil be tuno ne kadigal, keni alakal damta so.
3. Migeto daŋkare be kakil be kuso ne ku bee woro beche/benyen be ashun be kabaso, beche be kuso ne ku daga bumo ne kachina to be kebawoto.

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.

BƆKWE 15

Kasbii be Askpra: Ta kakil ashi Ghana be adaŋkare to n karga abar so

AMU 1&2: KAKIL BE KAWƆRƆ ASHI ADAŋKARE PƆTE TO

Kakil nɛ kumobe kawƆrƆ: Kumo ela saŋe nɛ eche nɛ enyɛn shuliso n sa abar nɛ kasha, n shin be daŋkare be ekpaso n ta abar kejiafɔ. Kakil la kawƆrƆ mone baa wɔrɔ nna a bra eche nɛ enyɛn abarso nɛ bu baa wɔtɔ fanɛ echekilpo nɛ mo kul. Ashi Ghana be efuli ere so, kakil maŋ la baasa anyɔ mone baa sha abar na nawule be kesheŋ nna. Bumo benyɔ na be nnaŋ kike bee tii kawƆrƆ na so nna.

Kakil be kawƆrƆ ashi Ghana be adaŋkare to: Daŋkare be kakil be ekpaana kɔr abarto ashi ngbarana to. (eŋinipo na e ŋini Ngbandyato be daŋkare peya) Nkraŋ be kawƆrƆ e wɔ kaseto ere.

Ashi Nkraŋebi to, nnaŋ anyɔ baŋ shuli fanɛ baŋ ta bumobe kebinyɛnbi nɛ echesobi nɛ bu baa wɔtɔ fanɛ ekul nɛ mobe eche, loŋ nɛ baa tere kakil. Bumobe daŋkare shuliso nna n sa naniere be kabɔreshuŋ be ekpaana fanɛ asɔri nɛ nkramoa be mbra mone bu nase.

Enyɛn mone e bee sha kakil nɛ etuto mone e bee sha nɛ mobe kebinyɛnbi e ta eche, sososo e bee fin eche lɛla nna. Baa be kakil be ntɔŋana ere be kuko so nna:

1. **Kekarfa:** Eche baa kɔ kedampo n shi kanaŋ lɛla to, enyɛn na be baasa bee shuŋi nna a kule fanɛ baŋ kil kebia mone bu maŋ naŋ kurwe na, nɛ e ka la eche nna na.
2. **Eche na be baasa ka sa ekpa:** Nɛ eche be kanaŋ kaŋ wu kanaŋ ko ka kɔ kebinyɛnbi folbi n kaa kɔ adabi lɛla, eche na be kanaŋ bee shuŋi a kule fanɛ bu shuli nɛ bumobe ebinyɛn e kil bumobe ebiche na bu kaŋ daŋ. Nɛ kebinyɛnbi na be kanaŋ na kaŋ shuli, bumo e naŋ keni kebichesobi na so hali nɛ bu daŋ n kil.
3. **A kule a sa:** Kede, betuto benyɔ e na bir kelijima a shuli fanɛ bumobe ebinyɛn nɛ ebiche e kil. Saŋe ko enyɛn na mo sipoche nko mo nio e naa bir loŋ be kelijima.

Daŋkare be ekpaso, baa fara nɛ kasotofuti(Agboshimɔ) nna. N ta waje be kesa nɛ keso m besɔ(Kpelemɔ ke Henɔtoobo), ajibi mone bu ta aboyu nɛ abe be nkujiso n daŋe e naa besɔ(Fotoyeli) nɛ kachɔlte (Gbalaniihamɔ). Lalaluwe be kawƆrƆ ela kakil gbagba be ekpa(Yookpeemɔ). Eche mone e tiŋ wɔrɔ ade kike nɛ baa tere awaje ashe wura (Boi Ekpa Yoo)

Kakil be kawƆrƆ ashi Mfanti be daŋkare to

Ashi Mfanti be daŋkare to fanɛ Mbɔŋ, etuto e naa pɛ mobe ebinyɛn a ta eche a sa mo. Nɛ etuto wu fanɛ mobe ebinyɛn daŋ, e bee sa mo malfa nna nɛ e baa ji kekpaŋ. N ta n tiiso, e naa sa mo kasawule nna nɛ e baa dɔ. Nɛ etuto baŋ wɔrɔ le n sa mo pibinyɛn ku bee ŋini fanɛ e suwe mobe kumu nna na. Saŋe ko mo e naa fin eche a sa mo n shin sa mo ebu. Mo nawuraana bee malga kakil be asheŋ n naa sa mo. Saŋe ko bumobe kebia na baa kɔ eche ko be lakal, baa fara a wu eche na be kanaŋ nna a sa mo.

Nɛ eche na be kanaŋ kaŋ shuli, nnaŋ anyɔ na kike bee fara kemigeto nna. Nɛ bu baŋ migeto n luwe nɛ eche na be kanaŋ shuli, baa kaŋe enyɛn na be kanaŋ nna nɛ bu wɔrɔ

kaworo mone a ka na kike. Le be aso/amansherbi ne enyen na be kanaj bee ta a sa eche na be kanaj.

1. **Kasotofuti be kakoka:** Asonuuso nna ne ba ta a sa eche na be kanaj a kane fane bumobe kebia na woro siriya ne e kil nna na. Baa bishi kebichebi na nna ne e kan shuli fane bu nuu nsa na a nini fane bu shuli kasha na. Ashibiti ache ne bu daa woro lon nkpalmaneso lon be kache ere ela Ebore be kache lonso kagbene wushi be kache nna. Asonuuso na ela 'yoo'/'nyew'/'akwansere'/'kwanto' nsa no.
2. **Kokoko be kakoka:** Kaworo nyosepo ere ti baa la nsa kolba konwule ne amansherbi fimbi ko nna.
3. **Eche mo tuto be kakoka:**(Bowdo – toa) Ade la amansherbi mone ba ta nna a sa eche na mo tuto nkpal mobe kegben mone e gben n keni mobe kebichesobi na so. A daa la amansherbi ne nsa nna ne baa ta a sa etuto na a nini kanane bumobe kenishi ka bulo kanane e keni mobe kebichesobi na so kebia to hali m ba fo kabre.
4. **Eche mo nio be kakoka:**(Tamboba) Ade la amansherbi mone eshanyen na bee ta nna a sa eche na mo nio a ka mobe asobuuso mone kebichesobi na daa buu sanje ne e la kebia na so. A la amansherbi mone enyen na be kanaj wu fane a bulo kenishi nna ne bu ta n sa mo.
5. **Kachalte:**(Tsinsa/dase) A la amansherbi ne nsa nna a yili fane kashinteng kakil na buloso. Ne enyen na baaj woro kuso kama n ka man ka le be amansherbi, kumo ere kakil na man buloso.
6. **Keshaji:**(Tsir adze) Ade la amansherbi damta mone enyen na bee ta a sa eche na ne e fara kayawuji. Bu yerda fane kakil beenj tinj gborjito, ne ku kan woro lon eche na beenj baa ko amansherbi mone a beenj che mo to. N ta n tiiso, dra na beko be kanaj bee kaa ji kuko lonso baaj tinj ta amo n yaa ka.
7. **Eche mo siponyen be kakoka:** (Akontan-sekan) Ade la amansherbi mone baa ta a sa eche na mo siponyen nna nkpal e ka tinj kunj mo ne benyen pote hali ne e ba kil so. Sanje damta, esiponyen na e naa kuu kuko na a sa ekul na lonso ekul na bee to kedonso nna n sa mo ne e baa ko a kunj mo sipoche.
8. **Benaapo be kakoka:** (Asafo nsa) Kadeebi gba bee so asonuuso nna enyen na kuto nkpal bu ka cheto n kunj eche na hali ne e baa kil so. Asonuuso ere bee nini fane kebichebi na kil nna na lonso ekama kade na to e baa da mo so.

Bu kan woro ade kike n luwe, baa moli nna fane kabre m baa yo eche na wo ekul na be eno to. Baa lara baasa nnan anyo na to nna ne bu sa bumolal kakil na be jiman. Baa too nchu nna a nini kaworo na be lalaluwe.

Bu kan luwe, ekul na beenj sa eche na amansherbi ne e to kakil be aso ne eposo m fara mobe sososo be kadan. Le be ajibi ne baa tere (kejigbon -edziban kese) nko (kapuliya gbon-nkwansen kese). Baa ta ajibi na nna n yo ekul na mo tuto be lanjo ne kanaj, bechinashapo ne beteri kike e ji. Kanye kan biri, beche kpra ko beenj kata eche na n yo mo kul be lanjo ne kakil e fara.

Kakil be kaworo ashi Ngbanya be dankare to

Pɔɛ kakil

Pɔɛ nɛ esa e kil Ngbanyato, baa fara nɛ eche nɛ enyɛn be kewu abar a yɛlga abar nna. Eche na kaŋ shuli n sa enyɛn na, baan ya kaŋɛ bumobe nnaŋ. Nnaŋ anyɔ na kike been migeto m pin fanɛ bumobe mbia na bee luri laŋ lɛla nɛ kagbenefuli be kakil to. Laŋ mone baasa na bee sha abar, a kɔ adabi lɛla, a nu a sa abar, a ji kashinten, a sa jilma n ta n tiiso, bu maŋ shi nklaŋ/kenanaso koŋwule to. M migeto fanɛ kanaŋ na maŋ kɔ alɔ lubi fanɛ eboŋ nɛ kebotipo mone baan tiŋ kuu n sa mbia mone baan kurwe na, nɛ adabi lubi fanɛ kasanuu, kayu nɛ adonso, kaje, keshakaliya, kepurma, nɛ ntol. Bu kaŋ migeto n luwe, enyɛn na be baasa been lar efuli.

Kakil be saŋɛ

Kelar lanto/kacholte: Enyɛn na be baasa been ya futi eche na be kanaŋ kusoe. Ngbanyato, mpushe kuduanyɔ(12) nɛ baa ta a ji keshi, nkpalmanso dimedi kike shi elerkpa ana(4) to nna nɛ amansherbi gberɛ mone enyɛn na tiŋ nye. Dra na, enyɛn na been fara a dɔ eshi/nto kuduanyɔ a sa mo shanyɛn, loŋ e naa ŋini fanɛ e been tiŋ bla kanaŋ nɛ e kaŋ ta eche na.

Keshaji: Enyɛn na be baasa been ta ajibi chensigboŋ be bulɔ nɛ amansherbi kanane eche na be baasa ŋini nko kanane kade na toebi bee sa n yaa lara keshaji. Le baan woro bre, eche na kii enyɛn na peya nna na. Enyɛn na been ba lara nche/kafe a yer ajibi n ya ka sa eche na be kanaŋ. Enyɛn na ka woro le n fo saŋɛ ko, baan fin kache n ya kule bumobe eche. Eche na mo tanaana been fara a sa mo kakil be lakal.

Kakil be kaman

Bu kaŋ pɛ kache na n luwe, enyɛn na be kanaŋ bee fin mbrantie nna, kumobe kanyiso nɛ bu ya fuu eche na m ba enyɛn na be laŋto. Le nɛ Ngbanya bee tere kɔl ta koshi. Bu ka bar eche na nɛ mo nɛ mo kul dii nklade, baa keni nna fanɛ enyɛn na ela mobe tumba. Waje fuful nɛ baa ta a deni bumobe gado so kanye na. Nklaŋ baan woro waje na, kumo ere eche na be tumbanyɛn nna na, nɛ mane loŋ eche na nyi enyɛn pɔɛ nna pɔɛ m ba kil enyɛn na. Eche na baa la tumbache, mpushe lelemo nɛ gbanyawaje nɛ enyɛn na be baasa been ta n laŋ nkure n ya sa eche na be kanaŋ. E baan maŋ la tumbache baa baanɛ mpushe na to nna. Kede be kaman, nnaŋ na been fin bechenimu ko nɛ bu ya churo abar.

Beninipo na e sa nɛ bebiipo e ta Ghana be adankare pɔɛ be kakil woro n kasar abarso. Kede been cheto nɛ bebiipo na e bunyan beko be kakil be adankare.

KASOBII BE KUSHUŋ

1. Ŋinito ngbar anyɔ be kanane ba woro dankare be kakil.
2. Sa adankare pɔɛana be kakil be kaworo be nduli nɛ amobe mbraga.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

- a. Learners revise the concept of marriage through questions and answers.

- b. Discuss how marriages are performed in cultures other than the learners' own culture through brainstorming.

Some pointers

- a. Teacher could resource persons from different cultures to teach this indicator.
- b. 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.
- c. Teacher could also ask learners in the school who may have knowledge about marriage in different backgrounds to present.

Group work/Collaborative learning

Mixed ability: Compare and contrast the traditional marriage rites among different cultures in Ghana.

Whole class discussion: Make a presentation on traditional marriage rites from a different culture for discussion.

Teacher helps learners corrects their misconceptions about customary marriage rites in different cultures by summarising the lesson.

KECHONKENI TENINI

Kechonkeni 3: lakal be kenase

1. Njinito kanane baa woro dankare be kakil ashi ngbar pote ana to. Tiseto amobe mbarga ne amobe nduli.
2. Delgeso adankare be benimu, beyaasepo ne kadeebi be ashun ashi dankare be kakil woro to.

Eyilikpa 4 be Kechonkeni: Kefe mfera buwitoso

Migeto kanane eche bee nya jilma ashi Ghana be ngbar kama ne ku par fo be dankare be kakil be kabaso.

BOKWE 16

Kasbii be Askpra: Ji as pupr mon a bee bra mbarga dankare be kakil to be ashen

AMU 1&2: KAKIL NE ASHEN PUPOR KO

Kakil be ashen: Kakil be ekpa la kaworo mone baa woro nna a bra eche ne enyen abarso ne bu baa woto fane echekilpo ne ekul. Ashi Ghana be kegbenfu to, kakil man la baasa anyo mone baa sha abar na wule be keshen nna. Bumo benyo na be kanan kike bee daga kaworo na so nna.

Aso pupor ko mone a bee bar ncherga dankare be kakil to: Le be ncherga pupor la aso mone a ko kecheto ne toro kike nna, a delgeso anyebe dankare kpra ne kachina to be kebawoto so. Amobe akeniso ko e wo kaseto ere.

1. **Sukuru be kasobii:** Sukuru to be kabii be kebuwito len baasa to nna fongfon beche, ne baa lara kanane baan kil ne kanane kebawoto been ba du n sa bumo. Sanje damta, esa na e naa jini ashenworo mone adaga mobe kakil to.
2. **Bomin be aso daga so ne beche ne benyen be kesasa be ashen:** Kelento mone ku woto n sa esa be kuso ne e daga e ka ko ne beche ne benyen be kesasa shin nna ne mbarga ba dankare be kakil be kabaso fane eche ka bee ji kapitɛ adankare ko to.
3. **Kabreshun be ncherga:** Asorishen, kekramoaya ne abreshun pote bra ekpa ne mbra poteana, sanje ko a ta dankare ko a wie anyebe kakil to. Ku bee shin nna ne esa bee ta eche mobe dankare be ekpa so n naan lanje n ta eche na mobe kabreshun na be alerkpa be dankare be kabaso.
4. **Aso be ketin woro:** Aso be ku baa tin a woro sa baasa ekpa ne kanane baa woro bumobe nkil nna.
5. **Kadegbon to be kebawoto:** Baasa be ku baa yo ndegbon to e sa ne bu bii baasa pote be adankare n woto naniere be dankare be kakil to.
6. **Durnyan be nkilgi:** Durnyan be nkilgi cherga mbra be kakil ne kakil be ekpaana nna ne kanane baasa bee shar, amalga ne kanane ba abir kelijima.
7. **Mbra be ncherga:** Mbra be ncherga fane a ta dankare be kakil be ashen a woto kegbenfu kike be mbra to gba bee bra lon.
8. **Adankare ne durnyan be ncherga:** Adankare ne alakal be kekasar abar gba be bar lon.

Kanane anyeen woro n duwo so naniere be ncherga lubi mone a wo anyebe dankare be kakil woro to ne anye e baa bunyan anyebe ataada. Ekpaana ko nde:

1. **Dankare be kenyinito/palto:** Adankare be ekpaana kama ne a bee bar nnan abarso na kike daga ku baa palto. Kadeebi kike daga kelento ne bu so n naa woro kakil dankare be ekpaso.
2. **Abar be bunyan:** Abar be bunyan been sa kenu n sa abar ne lon e len bumo to ne bu jilma bumobe adankare.

Kanaŋ be kelijima: Benimu nɛ mbifolbi daga be ka bee shar a malga lakal so ta n laɲɛ daŋkare be kakil be asheɲ nɛ ku bar bumobe mfera bumobe adaŋkareshɛɲ be kawƆrƆ so. Loɲ be kilijima nko daŋkare be kechar abar be kawƆrƆ mone baan chigeto lakal been cheto nɛ bu bunyaŋ bumobe adaŋkare n naɲ tiɲ nya naniere be tɔrɔ ere be yulwe.

1. **Sukuru be kabla nɛ ku tiɲ wɔrɔ:** Sukuru be kabla daga kebuwito n leɲ baasa to nɛ bu sha n naɲ bunyaŋ bumobe adaŋkareshɛɲ. Daŋkare be kakil daga a ka wɔ naniere be asheɲwɔrɔ so to ama n kaa kuɲ kumobe jita/tunɔ.
2. Durnyaŋ to be kebawɔtɔ be ayabi kama nɛ a bee tɔrɔ kakil be asheɲ fanɛ amansherbi nɛ afuuto be asheɲ be mmalga kike daga kemigeto.

KASƆBII BE KUSHUŋ

1. Sibe nchɛrga asa mone a la tunɔ n sa daŋkare be kakil.
2. Sibe nchɛrga asa mone a la tɔrɔ n sa daŋkare be kakil.
3. Ɔjinito ekpa ntun sa mo so nɛ anyeen tiɲ bulɔ n kuɲ daŋkare be kakil be adabi lɛla.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

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

Group work/collaborative learning

1. Mixed ability (fish-bowl)

- a. Learners are separated into an inner and outer group.
- b. The highly proficient learners are made to form an inner circle to discuss some modern trends affecting traditional marriage rites (e.g., migration, education, religion, economy, modernisation, etc.).
- c. The proficient and approaching proficient learners form an outer circle around the inner circle and make notes on the discussions by the inner group.
- d. The outer group members make a presentation to the whole class
- e. Learners listen to the presentation, make contribution and ask questions for clarification.
- f. In mixed ability pairs, learners discuss strategies to overcome the negative effects of modern trends on customary marriage.
- g. Teacher interacts with each pair, asking questions to firm up learners' understanding

- h. Teacher calls out different categories of learners (by name, not category) to summarise their learning and solicits feedback from learners to understand their needs, concerns and suggestions.
- i. Teacher recaps the main points of the lesson and summarises key takeaways

KECHONKENI TENINI

Eyilikpa 3 be Kechonkeni

1. Buwito fobe lakal/mfera ta n laɲe ngbar anyɔ be kanane ba wɔrɔ daŋkare be kakil ashi Ghana to.
2. Sa atɔrɔ asa ashi daŋkare be kakil be kabaso n shin ɲinito amobe yulwe.

Eyilikpa 4 be Kechonkeni

1. Tiseto kanane daŋkare be kakil ne naniere be gomina be mbra ne bomin be asɔ daga so be luri abar to.

Ne fo da been tiɲ n cherga daŋkare be kakil be kawɔrɔ be asɔ ko, amo ne feen cherga ne maneso? Buwito

2. Kemigeto

Sibe ekpaana mo so ne feen besɔ n wɔrɔ daŋkare be kakil ashi kade mone fo wɔ na. (ku been tiɲ a la fane mane kade mone bu kurwe fo). Buwito fobe lakal to nene kanane baa wɔrɔ kumo ne akeniso mone a been che fobe ebol/nto na to.

HINT



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

SECTION 6 REVIEW

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

ADDITIONAL READING

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KABA 7: KABUNA BE ASHEŊ NƐ DAŊKARE BE KEJUNKPAR

KUMUBA 3: ADAŊKARE BE KAWƆRƆ NƐ DAŊKARE BE KEJUNKPAR

Kumu 2: Daŋkare be Kejunkpar

Kasbii be Asnyso: *Tiseto fobe kabuna be adaŋkareshen be tun n shin ta amo n karga buko be daŋkare so*

Apuntosɔ/Asɔŋiniso: *nini kenuto ta n laɲe kabuna be ashen fobe daŋkare to n shin ta n karga buko peya so ashi **Ghana to***

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.*

BOKWE 17

Kasɔbii be Asɔkpra

1. Dinito kuso ne ku la kabuna ne kumobe tuno
2. Ta fobe kabuna be daŋkareshen n karga buko peya so ashi Ghana to

AMU 1&2: KABUNA BE ASHEŊ

Kabuna la baasa ne bu ko kenanafofo koŋwule, enimu koŋwule ne ketere/nduli/adaŋkareso koŋwule. Kabuna bee ka shi adaŋkare be nde ko fane Scotland ne adaŋkare tenini ko.

Kabuna be adabi/kapɔr be ako ela:

1. **Kenanafofo koŋwule:** Kabuna be baasa shi kenanafofo koŋwule to nna.
2. **Nklaŋ koŋwule:** Kabuna be baasa lar nklaŋ, kakil nko kesɔ esa ko be kebia a bla to na.
3. **Nduli/adaŋkareso koŋwule:** Kabuna be baasa bee ji ketere koŋwule, adaŋkareso nko daŋkare koŋwule nna.
4. **Kɔnɔkoŋwule:** Kabuna be baasa bee ka ko kɔnɔkoŋwule ne lakal koŋwule.
5. **Kebesɔ kebesɔ be kapɔr:** Kabuna been tiŋ a ko bejunkparpo, benimu nko bewura mone baa junkpar lakal be kepe/kesheŋ be kekere to.
6. Bu naa ko kechuro nna n sa bumobe awurkoŋ, besiponyen ne besipoche.

Kabuna ko kecheto damta fane

1. A kuŋ kanaŋ na ashi kprekpre nko tɔrɔ to.
2. A kuŋ kabuna be ataada/adaŋkareso ne adrashen.
3. A leŋ kɔnɔkoŋwule ne abar be kecheto to.
4. A yulwe nnɔgberge.

Kabuna be kecheto/tuno

Mbuna be asheŋ ko atuno damta n sa nde damta, amobe ako ela:

1. Kachinato be kechala: Kabuna bee buwi ekpa nna ne nnaŋ bee china ntunso a pin bumobe asheŋ shaso.
2. Nklaŋ koŋwule: Kabuna be bra baasa abarso, kushuli n sa ne abar be kecheto.
3. Nduli koŋwule: Kabuna be baasa ko nduli koŋwule nna, a ta bumo a kii nnaŋ gboŋ mone a shi adrashen, ataada ne adaŋkare koŋwule to.
4. Kɔnɔkoŋwule ne abar be kecheto: Kabuna bee cheto ne kayurwushi/kɔnɔkoŋwule saŋe mone ku daga fane ewale nko nnɔgberge.
5. Nnɔgberge be yulwe: Kabuna ko ekpa mo so ne baa besɔ nna a yulwe nnɔgberge ne kagbenewushi bee wo kachina to.

6. Adankare be kekuṇ: Kabuna bee cheto nna a kuṇ kabuna be ataada/adankareso ne adrasheṇ a ta a ṇini kamanebi.
7. Kejunkpar be asheṇ: Nde ko, kabuna e tii ba la ekpa mone kanan be benimu bee beso a nye kenimu ne eleṇ.
8. Kayawuji be kōṇkōṇwule: Kabuna bee cheto nna a bra kōṇkōṇwule ashi kayawuji ne dōṇkule to.
9. Kachinato/kebawōṭ be nkilgi: Kabuna bee sa baasa ne baa nya animu adanṇeso nkpāl bumobe kpakpabi/keleṇto so.
10. Kōṇkōṇwule: Kabuna bee bra baasa abarso ne baa wu fanṇ bu shi kanan gboṇ to nna n naa wu abar kewō.

Kanan be asheṇ wōṭ n cher ne kumobe kecheto kōr abarto adankare to.

Kabuna be atere ne amobe atanṇebuna/ananaso(totem)

Akeniso ere maṇ la kekonwule, beṇinipo e sa Ngbanya peya.

Mbōṇto, bu kō mbuna ne atanṇebuna aburwa nna ne a kor abar to.

	Mbōṇ	Mfanti
1	<i>Asakyiri – Jita</i>	<i>Adwenadze – Eburowtuw</i>
2	<i>Oyoko – Kōl</i>	<i>Aboradze – Awendadze</i>
3	<i>Agona – Lala</i>	<i>Nsōna – Ōsō</i>
4	<i>Asona – Kewō/Mōmō</i>	<i>Anōna – Ekoo</i>
5	<i>Aduana – Ōṇṇ</i>	<i>Twidan – Twi(sebō)</i>
6	<i>Biretuo – Karmṇ</i>	<i>Aboradze – Boredze</i>
7	<i>Ekōṇa – Puntona</i>	<i>Ntwea – Ōtwea(bōdōm)</i>
8	<i>Asenee – Kōṇkōṇ</i>	

(Northern Region) Nwōṇ

1. Lunsi - Belampo be kabuna be atanṇebuna: Pulo
2. Baansi – Nshēbompo be kabuna be atanṇebuna: Lanchan
3. Naafooni be Kabuna be atanṇebuna: Kewō

(North East Region) Mmamprusi

Nayiri be Kabuna be atanṇebuna: Lanchan

1. Tensung be Kabuna be atanṇebuna: Chanṇeyurso
2. Kunguri be kabuna be atanṇebuna: Kitigbolu

(Savanna Region) Ngbanyato be mbuna ko be atañebuna

1. Mankpan be kabuna ko be atañebuna: Bulun
2. Kpembe be kabuna ko be atañebuna: Lanchan
3. Bole be kabuna be atañebuna: Jebote
4. Busunuebi kɔ mbuna kuduanyɔ nna ne kabuna kama kɔ kumobe atañebuna/ananasɔ.

(Upper East Region) Nfafar ne Ngurushi

1. Nabdamebi be atañebuna: Jɔnɔ
2. Tongoebi be atañebuna: Keɲale
3. Bolgaebi be atañebuna: Lanchan

(Upper East) Nkusasi ashi Bawku be mbaso

1. Bawku be atañebuna: Lanchan
2. Zebilla be atañebuna: shungur

Mbotɔɔ

Kabuna la baasa damta mone bu shi kanan konwule to nna. Mbuna damta e naa ki ngbar pɔteana mone a kɔ nnan. Kabuna ne Mbotowa bee tere hlɔ nko sã

Anloebi kɔ mbuna 15, Avenorebi kɔ 9 ne Agave kɔ 9.

Anloebi be mbuna 15 ne amobe atañebuna na e wɔ kaseto ere.

Anloebi be mbuna 15 ne amobe atañebuna ne ekishi

Anlo be benyen ne beche kike shi mbuna 15 ere to nna ne kekama shi etuto be kapite be kabaso.

Mbuna 15 na ela: Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Klevi, Yetsofe, Agave, Tsiamе, Amе, Dzevi, Uifeme ne Blu.

Ekama ne e shi mfa kɔ atere, ajibi ne ekishi konwule nna ne atañebuna mone a bee ɲini kanane a lar.

1. Lafe be atañebuna: Kitigbolo, chanƙpalaɲ ne lala
2. Amlade be atañebuna: Kitigbolo, chanƙpalaɲ ne lala
3. Bamee be atañebuna: chanɛeyurso, kitigbolo
4. Klevie be atañebuna: chanƙpalaɲ
5. Tovie be atañebuna: puntona
6. Dzevie be atañebuna: Chanɛeyurso
7. Uifeme be atañebuna: Chanƙpalaɲ ne shungur
8. Yetsofe be atañebuna: Kebolpɔ
9. Blu be atañebuna: Chanƙpalaɲ ne shungur
10. Adzovia be atañebuna: Kafara

KASOBII BE KUSHUŋ

1. Manε ela kabuna be ashen?
2. Sa mbuna be atere nε amobe ataŋebuna/ananaso(totems) be akeniso ashi fobe adaŋkare to.
3. Ŋinito atunɔ asa mone kabuna be ashen kɔ n sa fobe kade.

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.

KECHONKENI TENINI

Kechonkeni 3: lakal be kenase

1. Ŋinito kanane fo ketii kabuna so been tiŋ cheɔ to lɔŋε fobe kebawɔɔ to.
2. Nε fo la kabuna be enimu, nuso nε feen tiŋ cheɔ m bra kɔnɔkonɔwule fobe kabunaebi to?
3. Ta fobe kabonɔ be kabuna be ashen n karga buko peya so ashi Ghana to.

BOKWE 18

Kasobii be Asokpra

Migeto kewuraji be kaporto (ewura, bewurabi, begbonipo, ne adamta)

KUMU 1: DANJARE BE KEJUNKPAR (KEWURAJI) BE KAPOR

Kede bee nini kebeso kebeso be keshenworo mone anye ko ashi ashun to, gomina to ne mbon poteana. A bee kaa ko kapor fane:

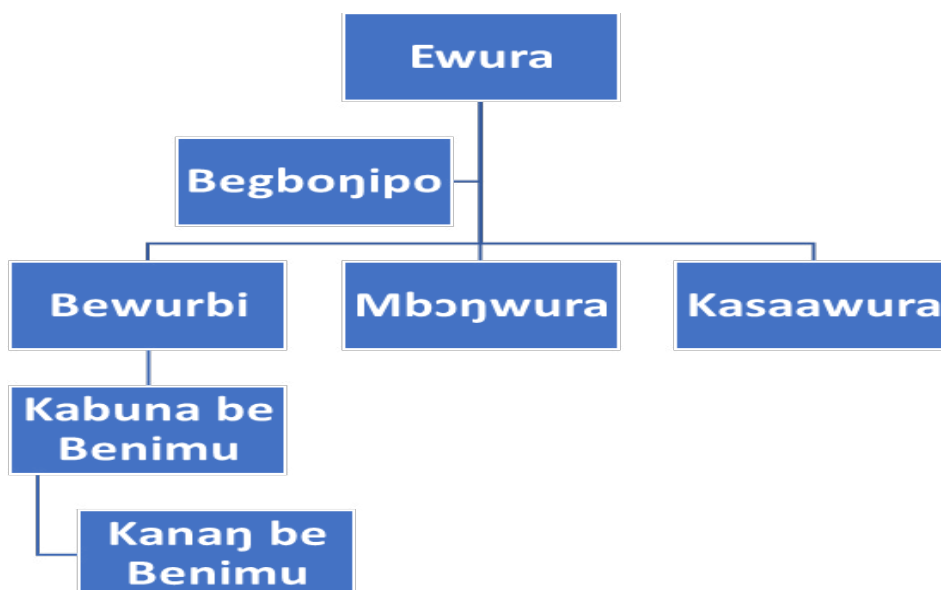
1. Ebol be kesa be ekpa tenini: Ebol bee shi esoso nna a gbelgeto a ba kaseto, ne kaba kama ko kumobe kushun ne keshenworo.
2. Mfrinto be keshenkre: Esoso be benimu nko bejunkparpo e naa kre ademu kpakpaso.
3. Mba mba: Katun na bee bargato mba mba pote nna ne kaba kama ko kumobe ashun.
4. Kekenie mue so: Bekenipo bee keni baasa gberebi so nna.
5. Kelijima kpra be ekpaana: Kelijima kpra bee be ekpa naseso so nna.
6. Ashun ne keshenworo naseso: Ashun tama so buwito nna nene.
7. Kebeso kebeso: Kejunkpar be mba damta, ashi esoso be benimu n ya beshumpo mone bu kraa luri to.

Kapor ere bee kaa lie kebeso kebeso nna n saa ko atuno fane keyili ayaaso, ketin kpal kusone ku been woro, ne kesa atuwebi. Ku ko kadigal fane keshenkre be kegbiease ne ncherga be kemaŋ woto.

Danjare be kejunkpar (kewuraji) be kebeso kebeso

Kebeso-kebeso be shabore la shabore mone ku bee nini kanane katun be kaporto du nna. Ku bee nini benimu ne bumobe beyasepo be kanane bu be abar so nna.

Danjare be kejunkpar be kebeso kebeso be shabore be akeniso ko nde:



Keni: Ade be bushi, danĀkare be bejunkparpo ko been tij a wɔɔ ashi baasa ko be adaĀkare to.

Ewuragbon

Ewuragbon ela ewura mone e la ngbar na kike be ejunkparpo. Mo e na la efuli na kike be enimu ne ngbar na ebi bee lara mo fane e junkpar bumo.



Note

Kananε baa lara ewura, mobe kubuu, ne mobe ebu be kelar kɔr abarto ashi ngarana to. Bejinipo e ģinito nenε kananε Ngbanya bee wɔɔ bumobe kewurbuu. Bejinipo been tij ta bumo n yɔ ewurkpa ne bu ya bir kelijima ne ndon be beshunpo na. Lon been chεto ne bebiipo na e pin kasɔbii na to nenε.

Ewuragbon be Ashun

1. Mo ela ngbar na kike be enimu.
2. Mo e naa kre/pe kusone ku been che efuli na to be nkre/jina.
3. Mo e naa junkpar nsherana be kawɔɔ.
4. Mo e naa kun kanase/mbra na n naa yulwe mobe baasa be konɔgberge.
5. Kasawule na be ekenipo/ekunpo
6. Mo e naa kun adaĀkareshen
7. Mo e naa bra kade be nkilgi a sa mobe baasa.
8. Mo ela efuli na kike be demujipo nimuso.
9. Mo e naa wɔɔ nwol na be adaĀkare.
10. Mo e naa nase kanase/mbra

Bewura/Bewurbi

Bede la bewura mone bu be bewura ko so nna. Bewurbi ti baa la kegbemfu be benimu nna a wɔ ndegbon nko ndewurbi to.

Ashun

1. Mo e naa yili ewuragbon be ayato.
2. Mo e naa chεto a kun mobe kabon ne e bee keniso ne ashenlubi.
3. Mo ela kade na kike be demujipo nimuso
4. Mo e naa kun mobe efuli be adaĀkaresawule.
5. A chεto ne kayurwushi bee wɔ mobe efuli so.
6. Mo e naa wɔɔ mobe nwol na be adaĀkareshen n naa junkpar ne kenanasawule be kalɔne sanε ne ku daga.

**Note**

Ashun na man luwe, bejinipo na e ta ako n tiiso.

Begbonipo: Egbonipo la esa nko baasa be katun monɛ bu kɔ kechetogbon a junkpar nɛ kewurji be kebeso beso nna, ama bumo gbagba bre maa ji kewura. Bede bee chala nna a migeto a lara esa monɛ e been nan kii ewura/ewurche monɛ e beso.

**Note**

Kananɛ begbonipo bee beso a lara ewura, kor abarto ashi ngarana to. Bejinipo e njinito nenɛ ekpa monɛ Ngbanya bee beso a lara bumobe ewura.

Ashun

1. Bumo e naa lara ewura monɛ e beso.
2. Bumo e naa migeto baasa monɛ bu beso na be emo nɛ e daga kejunkpar.
3. Bumo e naa wɔɔ adan̄kareshen ewura baan̄ wu.
4. Bumo e naa gboni ewura.
5. Bumo e naa ta ewura pupɔr na a njini kade be benimu nɛ kadeebi.
6. Bumo ela ewura be alakal sapo.
7. Bumo e naa lurito a yulwe nnɔgberge.
8. Bumo e naa shine kenimu be kecherga bee nite nenɛ kayurwushi so.

KASOBII BE KUSHUN

Ji emɔɔ n sa nko n kini dan̄kare be kejunkpar(kewuraji)

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.

Debate the importance of the traditional governance structure, highlighting the gaps identified as compared to contemporary governance systems.

KECHONKENI TENINI**Eyilikpa 2 be Kechonkeni: Ashen be kepinto be agoni**

1. Chan̄ dan̄kare be bejunkparpo be ashun monɛ a lie abar ashi fobe kade to n nase.
2. Pin fobe kade to be dan̄kare be bejunkparpo benyɔ nawule n shin njini bumobe ashun ta n lan̄ɛ efuli be kayurwushi be kabaso.

Eyilikpa 4 be Kechōnkeni: Kefē mfera n yō kufō nē lakal

Sibē kechērga mfera be kasibēbirabarso a ji emōrō a sa nko a kini kamalga ere “danĀkare be kejunkpar la kejunkpar mone kemaŋ naŋ daga nna”.

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

1. *Venue for the examination*
2. *Printed examination question paper*
3. *Answer booklet*
4. *Scannable paper*
5. *Wall clock*
6. *Bell, etc.*

Guidelines for setting test items

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

Kechan be ntol (Marking scheme)

Kaba A: Kechuleto n lara

Baasa mone bu ko kenanafofo konwule, enimu konwule ne ketere/nduli/adankareso konwule ela? _____

A. Kabuna **amaaki 2**

KABA B: Mbishi tenten

Kabuna be kecheto/tuno

1. Kachinato be kechala: Kabuna bee buwi ekpa nna ne nnan bee china ntunso a pin bumobe ashen shaso.
2. Nklan konwule: Kabuna be bra baasa abarso, kushuli n sa ne abar be kecheto.
3. Nduli konwule: Kabuna be baasa ko nduli konwule nna, a ta bumo a kii nnan gbon mone a shi adrashe, ataada ne adankare konwule to.
4. Konkonwule ne abar be kecheto: Kabuna bee cheto ne kayurwushi/konkonwule sane mone ku daga fane ewale nko nnogberge.

5. Nnɔgberge be yulwe: Kabuna kɔ ekpa mo so ne baa be so nna a yulwe nnɔgberge ne kagbenewushi bee wɔ kachina to.
6. Adaŋkare be kekuŋ: Kabuna bee che to nna a kuŋ kabuna be ataada/adaŋkareso ne adrasheŋ a ta a ŋini kamanebi.

Sa amaaki 10 n sa keche to asa kama mone a ŋinito nene.

Sa amaaki 9 n sa keche to anyɔ kama mone a ŋinito nene.

Sa amaaki 8 n sa keche to koŋwule kama mone a ŋinito nene.

mbishi be akeniso

Kaba A: Kechuleto n lara

Baasa mone bu kɔ kenanafofo koŋwule, enimu koŋwule ne ketere/nduli/adaŋkareso koŋwule ela? _____

- A. kabuna
B. asɔri
C. kanaŋ
D. kamantoebi

Kaba B: Kechuleto n lara

Ŋini kabuna be keche to asa kama to.

Mbishi be ketiseto be shabɔre (Table of Specification)

<i>Bɔkwɛ</i>	<i>Kumu</i>	<i>Mbishi be ntunso</i>	<i>Kenya be nchiŋ be eyilikpaana</i>				<i>Kɔnɔ</i>
			1	2	3	4	
13	1. Nkilgi	<i>Kechuleto n lara</i>	3	2	-	-	5
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
14	1. Kakil be kawɔɔ	<i>Kechuleto n lara</i>	4	1	-	-	5
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
15	1. Keta kakil be asheŋ n kasar abar	<i>Kechuleto n lara</i>	2	2	-	-	4
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
16	1. Asɔ pupɔr mone a bee wɔɔ danċare be kakil to.	<i>Kechuleto n lara</i>	1	2	-	-	3
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
17	<i>Kabuna be asheŋ</i>	<i>Kechuleto n lara</i>	1	1	-	-	2
		<i>Mbishi teŋteŋ</i>	-	1	-	-	1
		<i>Kɔnɔ</i>	11	13	-	-	24

KABA 8: KƆNƆGBERGE BE KEYULWE(DEMUJI) BE EKPAANA

KUMUBA 3: ADAŊKARESEŊ NƐ DAŊKARE BE KEJUNKPAR(DEMUJI)

Kumu 2: Daŋkare be kejunpar (demuji)

Kasbii be Asnyso: *Migeto dra be demuji n naniere be kti be demuji n shin ta amo n kesar abar*

Apuntosɔ/Asɔŋiniso: *nini kenyi nƐ kepinto ta n laŋɛ daŋkare be demuji be kabaso*

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 19: Judiciary systems

Week 20: Traditional and contemporary judiciary systems (comparison)

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 19: Dramatic monologue

Week 20: Checklist

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

BƆKWE 19

Kasbii be Askpra: Migeto naniere be kti be demuji to nn

AMU 1&2: KƆTI BE DEMUJI BE ASHEŊ

KƆti be demuji be asheŋ la akƆti nna nƆ a bee buwi efuli be mbra to a ta amo a shuŋ. Ku la efuli be kejunkpar be kaba kpakpaso nna nƆ ku bee ŋini kanane ba yulwe nnƆgberge, a buwi mbra to n naa kuŋ adimedi be aso nƆ adaga bumo. N nan ta n tiiso, a bee shuŋ ade nna ashi kƆti to:

1. A bee bra atuwebi be kesa n saa leŋ kashintenji to.
2. Kekeniso nƆ kashintenji: Ku bee bra keta mbra na n shuŋ nƆ nkpieto man wato.
3. KƆnƆgberge be keyulwe: Ku bee cheto a yulwe baasa, ntun nƆ gomina be mbon be nnƆgberge nna. Ku bee leŋ asheŋ to fane esa sesapo be lurito n lɔŋe demu nna nƆ ku man yo kƆti to.
4. Bomin be kekuŋ: Ku bee kuŋ bomin a sa mo aso nƆ adaga mo ashi mbra to.
5. Eleŋ be kedara/kuŋ: Ku bee kuŋ gomina be bejunkparpo nƆ mbrawuraana nna nƆ bu maa wato a banso eleŋ mone mbra na sa bumo so.

Naniere be akƆti be demuji be kapɔr

Ghana be akƆti kɔ amobe kebeso kebeso be kapɔr nna nƆ Supirim kƆti wo amo kike be esoso, n ta Apil be kƆti m beso, Hayi kƆti e baa beso nƆ akƆti wurbi na wo kaseto. AkƆti wurbi na be ako ela Sekuiti be kƆti, Distriti be kƆti, Mbia/Trabuna be kƆti. KƆti kama kɔ kumobe egban nna fane baasa nƆ bu man la asabata gbon wuraana peya, kebilubi peya, kanan peya nƆ kushuŋto be mbra peya. Ghana to, esa nƆ ela Supirim kƆti be enimu nƆ baa tere Chief Justice nƆ ela efuli ere so be mbra be eshumpo nimuso. Anye kɔ baasa nƆ baa cheto a yulwe ademu fane ajeji, amajisitreti nƆ bedamta.

Naniere be akƆti be demuji be kapɔr ashi ademu be keji to

1. Jeji koŋwule e naa loto a nu a ji demu ashi Hayi kƆti, Apil kƆti nƆ Supirim kƆti to.
2. Ajeji asa n ta n yo anu be katun e na china a nu a ji demu ashi Apil be kƆti nƆ Supirim kƆti to.
3. Saŋeko, jeji na bee so lakal nƆ kekuŋ ashi esa ko nko kenyiwura ko kuto nna.
4. Majisitreti e naa nu n naa ji demu ashi Majisitreti be kƆti to.
5. Kayurwushi be jeji e naa nu n naa ji ademu wurbi ashi Distriti be kƆti to.

KƆnƆgberge be keyulwe(demuji) be ekpaana ashi naniere be akƆti to

Kapɔr nƆ ekpaana na been tin a kor abarto ashi kƆti mone ku la to nko demu mone ku la so. Ade la amo nƆ a bee wato ga nna:

1. KƆnƆgberge wuraana bee ta ademu na nna n yo kƆti to.
2. KƆti na bee tere nsher wurbi nna a duwo ademu na so a nya amobe ako be yulwe.
3. Adanshiye be keta n sa nƆ adanshiye wuraana be kemigeto.
4. Jeji na nko katun na been sa bumobe demuji.

5. KƆnƆgberge wuraana na beenɔ tiŋ kule kumo n ya ji kɔti gboŋ to.

KASƆBII BE KUSHUŋ

1. Ɗini kɔti be demuji be asheŋ to.
2. Delgeso naniere be kɔti be demuji be asheŋ to.
3. Delgeso akɔti be demuji be ashuŋ asa.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole-class discussion

- a. Through brainstorming, the class discusses the judicial system and its roles.
- b. Learners form groups of three or four, depending on the class size. Each group is given a different task to perform.
 - i. One group describes the contemporary /modern judiciary system.
 - ii. Another group discusses the significance of each of the functionaries of the contemporary judicial system.
 - iii. Another group discusses the processes involved in contemporary dispute resolution in Ghana.
- c. Learners in each group take turns to share their thoughts within the group whilst they build on what others say. Each group organises their thoughts and shares with the whole class.

Building on what others say

1. 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.

KECHƆNKENI TENINI

Eyilikpa 2 be KechƆnkeni: Asheŋ be kepinto be agoni

Fara baasa be kenishi be kebuwi be kawɔɔ n buwi fo braana be anishi ta n laŋe Ghana be akɔti be demuji be asheŋ be kabaso.

Eyilikpa 3 be KechƆnkeni: Kefe mfɛra

1. Ɗinito kanane akɔti be demuji nɛ adanƙareshɛn nɛ kenishibuwi bee ji a bɔɔ.
2. Buwito kanane akɔti be demuji bee che anye to ashi anyebe kebawɔɔ to.

Eyilikpa 4 be KechƆnkeni

Nɛ fo daa la jeji nna, nuso nɛ feɛn ji kƆnƆgberge be demu?

BOKWE 20

Kasbii be Askpra: Ta ɗankare be demuji n naniere be kti be demuji na n keni as n a la kukoŋwule n amo n a kr abar to

AMU 1 & 2: ƊANƁARE NE NANIERE BE AKƆTI BE DEMUJI BE KETA N KESAR ABAR

Dankare be demuji

Dankare be demuji ela kọnọgberge be keyulwe be ekpa monɛ ku wɔ anyebe nde damta to nɛ ku bee junkpar kɔti be demuji jimanɛ damta. Bewura, beyaasepo, kabuna be benimu nɛ bunyanwuraana ashi kade na to e naa kaa junkpar a ji ɗankare be ademu.

Dankare be kọnọgberge be keyulwe

Kede ela ekpaana monɛ anye bee bulɔso a yulwe nnọgberge monɛ a wɔ anyebe ataada nɛ adaŋkareshɛn to ashi anyebe nde to. Le be ekpaana e naa kaa junkpar akɔti be demuji nɛ kade kama kɔ bumobe kananɛ baa ji kumo a bra kachinato be kayurwushi. Ademu monɛ ɗankare bee tiŋ a yulwe be ako ela lanto be ashen, kasawule be ashen, akishi be kewɔrɔ n deso nɛ kefulɛ/barɛ esa.

Ekpana monɛ baa bulɔso a yulwe ɗankare be nnọgberge to

1. Esa sesapo be keluri kọnọgberge wuraana be mfrinto a lɔŋɛ bumo
2. Demu be keji n lara emo nɛ e ko kashinten
3. Kelɔŋɛ abar nko kelɔŋɛ baasa abarso
4. Baasa anyɔ nko bedamta be kebir kelijima n nya demu be edesekpa

Keta ɗankare nɛ naniere be akɔti be demuji be ekpaana n kesar abar

Dankare be kọnọgberge be keyulwe

1. Bewura e naa junkpar a ji ademu na. Ademujipoana nɛ bu la ewura, beyaasepo nɛ bejunkparpo na e naa nase demu na. Baasa bee sɔ kananɛ bu nase demu na nna. Ama nɛ fo maŋ shuli bre, feen naŋ tiŋ yer demu na agboŋiakpa.
2. Kɔti be ashen kama maŋ ɗanɛso. Lambu to nɛ kọnọgberge be keyulwe na bee wɔrɔ. Kekpabi e naa tere kọnọgbergewuraana na.
3. Kade na to be mbra nɛ adaŋkareshɛn nɛ baa bulɔso a ji demu na a nya kusɔ ko a pɛ.
4. Lakal kike bee wɔ kusɔnɛ ku jaje na, abar be kelɔŋɛ nɛ kashintenji be kebar nna.
5. Baa tiŋ a chɛrga ekpa nna a ji ademu na be ako nɛ lakal e ba wɔ kade na be mbra be kekuŋ so.
6. Baan tiŋ bra asheedajipo/adanshiajipo demuji na to.

Naniere be akɔti be demuji

1. Kɔti to be ekpaana nɛ baa bɛso.
2. Gomina be baasa nɛ bu bɛ mbra ko so n lara(ajɛji), e naa nase demu na.
3. Lakal damta wɔ demu na be keji n nya nko keji n tɔr so nna.
4. Mbra be ekpaana monɛ baa bulɔso na maŋ kɔ keɕɛrga.
5. Lakal wɔ kashintɛŋji so nna: Mfɛra wɔ kemaa puni eko nɛ kusoeɕberge so nna.
6. Bu kɔ bumo nɛ bu deŋi bumo asheŋ nɛ bumo nɛ baa mɔlwɔ bumobe amu nna.
7. Baan tiŋ bra asheedajipo/adanshiajipo demuji na to.

Mbarga tenini

1. Kekpra nɛ keɟewulebi: Daŋkare be demuji la keɟewulebi nna nɛ naniere be akɔti be demuji la kekpra.
2. Eleŋ: Daŋkare be demuji deŋ kade be benimu so nna nɛ naniere be akɔti be demuji deŋ gomina be baasa laraso so.
3. Mbra: Daŋkare be demuji kɔ daŋkare be mbra nɛ a maŋ sibe n nase nna a shuŋ nɛ naniere be akɔti be demuji kɔ mbra nɛ ekpaana nɛ bu sibe n nase a shuŋ.
4. Keshɛŋtirso: Daŋkare be demuji be lakal wɔ kayurwushi so nɛ naniere be akɔti be demuji be lakal wɔ kashintɛŋji so.
5. Ekpaana: Daŋkare be demuji bee tiŋ a ɕɛrga ama naniere be akɔti be demuji be ekpa maa tiŋ a ɕɛrga.

KASƆBII BE KUSHUŋ

1. Ŋini daŋkare be demuji be asheŋ to.
2. Ŋinito daŋkare be kɔnɔɕberge be keyulwe be ekpaana ashi fobe kade.
3. Ŋini daŋkare be demuji nɛ naniere be akɔti be demuji be mbarga.

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.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Ashen be kepinto be agoni

Ta danƙare be demuƙi ne naniere be akoti be demuƙi n karga abarso n shin ɲini aso ne a duli abar ne amo ne a kor to.

Eyilikpa 3 be Kechonkeni: Kefe mfera

1. ɲinito ademuƙi na be kekama be elen ne amobe kaposhi.
2. Woro kemigeto ta n laɲe danƙare be demuƙi be ekpaana, a ɲini amobe tuno ne kecheto.

Eyilikpa 4 be Kechonkeni: Kefe mfera n ya kufo ne lakal

Buwito nene kanane danƙare be demuƙi ne naniere be akoti be demuƙi bee bulo ekpa poteana so a yulwe ademu mone a duli abar.

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.

ADDITIONAL READING

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

KABA 9: ABULOMBI NE AYEREMU

KUMUBA 4: NGBANYATO BE KAMALGANYI

Kumu 1: Kamalganyipɔlso

Kasbii be Asnyso: *Ta abulmbi n ayeremu be kaprto be kenyi n kuu abulmbi n ayeremu*

Apuntosɔ/Asɔɲiniso: *nini kenyi ne kenuto ta n laɲe abulombi ne ayeremu **be kabaso***

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.*

BOKWE 21

Kasbii be Askpra: Mige abulombi be kapr n ntunso to

AMU 1&2: ABULOMBI

Abulombi

Abulombi la epel be katun nko mfera to be aso nna a ta ngbar, mmalgaba ne kanyiashej farso a ta amobe ketuwebi nko kefiito a nana. A bee la mbishi, kamalga nko kamalgafolshin nna ne adaga fo ta lakal, kebilshi ne mfera damta n yulwe amo. Abulombi ne asherkpan jipoana bee ta a fara asherkpan be keji.

Abulombi bee kaa

1. Ta mmalgaba a pel: Mmalgaba ne amobe kushu la kekonwule ama kefi kɔr, amo ne ako afii anyo ne adamta.
2. Ta atankargasobi ne aso mone aduli abar a shun.
3. Ko efar ne kekilgito damta.
4. Daga mfera be kefe pote.
5. Ko ketuwebi mone fo maa tama.

Abulombi be Ntunso

Feen tin bulo abulombi be nten so n ta amo n woto ntun nyo so. Amo ela: Abulombi jewulebi, amo ne a man wonten ne abulombi milto, amo ne a wonten.

Abulombi be akeniso

1. “Pasi pasi yer” (Ketuwebi: Jonɔ maa we gbesa moale be anyi fuli)
2. “Keyito chil” (Ketuwebi: Ekpampo be ebin)
3. “Mane e naa ba sanekama kumoale maa fo kumobe ayokpa” (Ketuwebi: Echefo)
4. “Fiichulo fiichulo” (Ketuwebi: Kabuibi ye lor bulo kanankama mo ere beenj chonj)
5. “Kepan kefui” (Ketuwebi: Kebolpo be edesekpa maa pan kefuibi)
6. “Bekpampo ne anaawuro” (Ketuwebi: Nwobabi)
7. “Kul kul maa duwo” (Ketuwebi: Fo maan tin man ketirbi so n duwo nchu)
8. “Ntuto be kuso ko e woto, fo shunji mo kaplekama e beenj beta m ba” (Ketuwebi: Abomfol)



Note

Eninipo e ta amobe ako n tiiso

Abulombi ko tuno damta, ne amobe ako la

1. A bee daneso ngbar ne mmalgaba be kenya to nna.
2. A bee bra mfera be kefe ne ashej be keyulwe nna.

3. A bee shine anyee fe mfera a yɔ kufɔ.
4. A bee bra kenishi deni ne emusheshen.
5. A bee shine adankare na maa foe.

Kebulombi be Kapɔr

Kebulombi be kapɔrto bee kaa kɔ

1. Kasotofuti: Kusɔ mone ku bee gberge/pe benupo be lakal.
2. Kedelgeso: Kedelgeso mone ku been ta benupo be mfera m foe ketuwebi na so.
3. Mbishi: Mbishi mone feen kpal ketuwebi na.
4. Afar/kegbeto: Kusɔ mone fo maa tama ne ku been junkpar fo n yɔ ketuwebi na to.
5. Ketuwebi: Kebulombi na be yulwe.

Kebulombi be kapɔr be akeniso ko nde. (*Adaga eninipo ka sa akeniso ko Ngbanyato*)

Kasotofuti: Mee ba saɲekama male maa fo.

Kedelgeso: N kɔ kumu ama mane emin bre.

Mbishi: Mane ela ma?

Afar: Fe a laɲe a yɔ kusɔ ne ku bee nite a yɔ kabon ko kumoale maa fo kumobe eyɔkpa.

Ketuwebi: Lor (ku kɔ “kumu” nko elerkpa, ama emin man wɔtɔ, n saa shile saɲekama ama ku maa fo kakpa ne ku bee yɔ)

Keyulwe/kepumpun kebulombi be kapɔr to.

Kebulombi be kepumpun to bee sha fo ka bie/mige ngbar ne kapɔr na to nna n wu asɔ ne a been lara ketuwebi na n sa fo. Kebeso kebeso be ekpa chetopo ne feen ta mpumpun to abulombi nde:

1. Wushi eyur n kraɲ: Kraɲ kebulombi na boɲboɲ ne keludamta saɲe na so feen pin mmalgaba ne mmalgafolshin na to.
2. Pin Mmalgaba kpɔr na: Chan mmalgaba kpɔr, mmalgafolshin nko asɔ mone a palate na n nase.
3. Keni m fin: Keni m fin amo ne a kɔ afii anyɔ nyɔ.
4. Mige kapɔr na to: Shine fobe lakal e baa wɔ kebulombi na be kanane ku du so, n ta kumobe kasotofuti, kedelgeso, mbishi ne afar n daneso.
5. Fin asɔ mone a lie abar: Fin mmalgaba, alakal nko ashen mone a lie abar kebulombi na to.
6. Keni alakal damta: Fe mfera n shin keni alakal pɔteana.
7. Ta atuwebi mone a yil parr n le: Abulombi bee kaa kɔ asɔ mone a bee fule baasa nna. Sa man be atuwebi mone a ler efuli ga so.
8. Kpal n keni: Ta fobe kemigeto be kenyi na n kpal n fin ketuwebi na.
9. Keni fobe ketuwebi na: Laɲe n kraɲ kebulombi na n keni fane fobe ketuwebi na nyale to aa.

10. Palato n shin bii: Kanane fo baa wɔrɔ abulombi damta a keni, loŋ ne fee pin amobe yulwe be kenya.

N naan ta n tiiso, feen tiŋ be ade gba so:

1. Baa kɔ kanyiti ne kemataso.
2. Shine fobe mfera be kefe e buwito.
3. Ta mmalgabanishi, kɔranishito ne kormmanto n cheto ne mmalgaba be epel.
4. Shine fobe lakal e buwito n naa gelge nkpal mone a man daga.

KASOBII BE KUSHUŋ

1. Buwi abulombi be ashen to.
2. Buwi abulombi be kapɔr to.
3. Buwi abulombi be ashuŋ/tunɔ to.

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 (Pair work)

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

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

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

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

KECHONKENI TENINI

Eyilikpa 4 be Kechonkeni: Kefe mfera n ya kufa ne lakal

1. Ta fo gbagba be kepinto m pumpun/yulwe kaseto be kebulombi ere ne fobe lakal e ba wo kapor na so.

“Mbia mo a wato ne bumo kike buu awuro peper?”



Note

Eninipo been tin sa mo gbagba be kebulombi.

2. Kuu fo gbagba be kebulombi mone ku ko kefiito n shin sa kumobe yulwe/ketuwebi.



Note

Kede bee lej bebiipo be kamalganyi be kenya to nna ama mane kepala abulombi dra to.

BOKWE 22

Kasbii be Askpra: Mige ayeremu be kaprto

AMU 1&2: AYEREMU

Ayeremu

Ayeremu la kadigal nko aso kpakpaso nna ne baa ta lakal ne mfera be kefe a yulwe amo. Kono ne baa pol amo.

Bu ko ayeremu nna a nya kenishidenji, kenishi buwi/kabii ne mfera be kebuwito. A bee cheto a bra lakal buwitoso, kadigal be keyulwe ne kanyini nna.

Ayeremu be Ashu/Tun

Ayeremu bee shu ashu damta ashi mbon poteana:

1. Lakal be kebuwito: A bee bra kadigal be yulwe ne kefe mfera nene ashi baasa to fofof mbia.
2. Kenishi denji: A bee bra emusheshen, ewushi ne kamuji ashi baasa kike to.
3. Kasobii/kenishibuwi: A bee len kasobii to, a dange kanyini so n naa shine baasa bee pinto aso milto fane kasobubu, ademanshen ne ngbarana to.
4. Kech: A bee cheto a lara kegben/kulo ashi mfera ne eyur to.
5. Abaranyo: A bee bra baasa abarso nkpal kechala a fin kadigal be yulwe so.
6. Kechonkeni ne kemigeto: A la aso mone anyee buloso nna a cho anyebe kenya ne kanyiashen ta n lare ashen ko be kabaso.
7. Asherkpanji ne Keshenkute: A bee bra kechala n woro, kebilshi ne kamalganyi be kesalga nna.
8. Kemigeto ne ademanshen: A bee len bomin be da ne mfera be kefe be ekpaana be kabii to nna.
9. Ndan: A bee bra kemataso ne kenya nna nkpal kadigal be keti n yulwe na so.
10. Keta n tiiso: A bee bra baasa be ntun kike be kechala a woro ashen nna.

Ayeremu bee sa kecheto damta kachinato nna amoso ala bomin be kebawoto to be aso kpra nna.

Ayeremu be Kapr

Ayeremu be kapr been tin a la:

1. Asofinso: Amobe aso mone anyee fin ler efuli nna fane kadigal ko be keyulwe.
2. Mbra: A ko mbra mone baa beso nna.
3. Kefara be kakpa: A ko kakpa ne baa fara nna.
4. Akpaltobi: A ko aso mone a bee kpai fo to ne fo maa tin a yo mananmanan nna.
5. Keyulwe be ekpa: A ko ekpa mone fee beso poe n shin tin yulwe amo nna.
6. Yulwe: Lalaluwe be ketuwebi na.

Ayeremu be akeniso

Keyeremu: Buku foeso be mamachi

Keyeremu be kebaya

Ashi abuku be ebu fimbi ko to, buku mone kemaŋ champo ko foe. Abuku be ekenipo na bishi baasa ana kumobe asheŋ: Ntareka, Amaabaŋe, Kusoemaanu ne Samaakuse. Bumobe ekama sa mobe kebaya/kamalga:

1. **Ntareka:** “Maŋ ta buku na. N wu Amaabaŋe ka kata kumo ndre.”
2. **Amaabaŋe:** “Maŋ ta buku na. Ma ere maŋ nyi kanane ku du gba.”
3. **Kusoemaanu:** “N wu Samaakuse ka lara buku na kumo braana to.”
4. **Samaakuse:** “Kusoemaanu bee fule nna. N wo laŋto nna ne buku na foe.”

Abuku be ekenipo na baa nyi fane bumobe ekoŋwule e ji kashinteŋ. Wane e ta buku na?

Yulwe be ekpa

1. Ne Ntareka baaŋ ji kashinteŋ nna, kumo ere buku na wo Amaabaŋe kutɔ. Ama kede bee ŋini fane Kusoemaanu ne Samaakuse beenŋ ba fule nna na, ne ku beenŋ shine kashinteŋwura na e baa cho esa koŋwule. Loŋso Ntareka bee fule nna.
2. Ne Amaabaŋe baa ji kashinteŋ nna, e maŋ nyi kanane buku na du gba. Kede beenŋ ŋini fane Ntareka, Kusoemaanu ne Samaakuse kike bee fule nna na, ne ku beenŋ shine Ntareka be kamalga na e ba la efe, a bal Amaabaŋe be kekaŋe mane mo e ta buku na. Amoso, Amaabaŋe bee fule nna.
3. Ne Kusoemaanu baa ji kashinteŋ nna, e wu buku na Samaakuse kutɔ. Kede beenŋ ŋini fane Ntareka, Amaabaŋe ne Samaakuse kike bee fule nna. Ama nkpal esa koŋwule ka beenŋ ba ji kashinteŋ na so, kede beenŋ tiŋ shuŋ.
4. Ne Samaakuse baa ji kashinteŋ nna, kumo ere Kusoemaanu bee fule, ne ku bee ŋini fane Kusoemaanu maŋ wu Samaakuse ka ta buku na. Ama kede beenŋ ŋini fane Ntareka ne Amaabaŋe gba bee fule nna, ne ku bee bal kashinteŋ be mmalga mone anyeenŋ tiŋ so na to. Amoso, Samaakuse bee fule nna.

Ku ka la fane esa koŋwule e naa ji kashinteŋ na bre, Kusoemaanu e naaŋ ba la esa mone e ji kashinteŋ na. Kumoso, **Samaakuse e ta buku na.**

Ketuwebi: Samaakuse e ta buku na.

KASOBII BE KUSHUŋ

1. Buwi ayeremu be asheŋ to.
2. Buwi ayeremu be kapɔr to.
3. Buwi ayeremu be kecheto be asheŋ to.

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

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.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni: Ashen be kepinto be agoni

Ini ekpa asa mo so ne ayeremu wale n sa anyebe mfera be alemfia.

Eyilikpa 4 be Kechonkeni: Kefe mfera n ya kufu ne lakal

Kuu keyeremu mone ku ko kefiito, sa kumobe ketuwebi n shin mige kumo to.

HINT



- *Kede bee len bebiipo be kamalganyi be kenya to nna ama mane kepala ayeremu dra to.*
- *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.

ADDITIONAL READING

Prempeh, A. A. (2023). *Akanfoɔ amammerɛ ne Akan kasadwin*. Premsko Publications

KABA 10: ATANDE

KUMUBA 4: NGBANYATO BE KAMALGANYI

Kumu 2: Kamalganyisibeso

Kasbii be Asnyso: *Ta atande be adabi be kenyi na m pumpun atande to*

Apuntosɔ/Asɔɣiniso: *Ŋini kenyi ne kepinto ta n lanɛ atande **be kabaso***

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.*

BOKWE 23

Kasbii be Askpra: Pin n shin malga atande be adabi be ashej. (Fan mmalgaba, keshentirso, egban, egbamfol, kamalganyi be aprsobi, kushu n kukweso n adamta)

AMU 1&2: ATANDE

Atande be keninito

Atande la kamalganyi be katun nna ne baa ta egban ne egbamfol a sibe amo ne a bee ta kela be kepumpunto ne amfoni be ngbar a chige alakal ne kebawoto be ashej to.

Atande be ntunso

1. Keshenkute be Atande: Ade la atande be atenten mone a bee kute kesherkpan lelemu nna, a ko sososo/kasotofuti, mfrinto ne lalaluwe. Keshenkute be atande ko kesherkpan lelemu be adabi kike n ta bepelo, keshenkreso, konogberge ne yulwe n tiiso. Epelo nko emalgapo konwule e na kaa pol le be atande ere.

Keshenkute be atande be nnembi ko:

Ketande mulun(Ballad): Kede la ketande mone ku bee ji kesherkpan egban to nna ashi asherkpan mulun nko etaneposherkpan be keshentirso to.

Epeltande(Dramatic poetry): Ade la atande mone a bee lara epel ko efuli nna.

Adrashejtande(Epic poems): Ade la atande mone baa sibe kela so nna a kute adrashej nko bedrapo ko be ashej fane Ndewura Jakpa, Yagbon ne adamta.

2. Nshetande(Lyric poems): Kede la ketande mone ku bee ta amfoni ne atankargasobi nna a lara esa be kumu to be mfera efuli. A daa la nshe nna.

Nshetande be nnembi

Awobatande/Elegy: Atande mone bu ko a shu nkpal esa nko kuso ko be kepan to so.

Bunyahtande(Ode): Nshetande be atenten mone bu ko a nini bunyan nko kuso be kekpan. Kusone emalgapo na bee bunyan nko a kpan na been tin a la durnyan, kuso nko esa.

Kashatande(Sonnet): Ketande mone ku ko egbamfol kuduana ne kumobe kumu bee kaa la kasha be ashej.

Atande be adabi

1. Keshentirso (Theme): Kede ela kamalganyi be kushun be lakal nko mfera mone ku kata. Atande be ashentirso bee kaa ko alakal fane kasha, kela, luwu, ayoyulshen ne adamta. Keshentirso na be kepinto bee che bekrampo to nna ne baa pin ketande na be kebaya tenini nko esibepo na be kuso mo so ne e sibe kumo.
2. Mmalgaba (Diction): Kede bee nini ngbar, awor ne atrambi mone bu ta n shun ketande na to nna. Esibepo na be kebawoto tii mmalgaba na so nna. Ne fo tin m pin esibepo/emalgapo na be da ta n lane kumu na be kabaso, adaga bekrampo ka keni mobe mmalgaba mone e ta n shun, awor ne kamalganyi be aprsobi na.

3. Ebol (Tone): Ketandesibepo na be ebol ta n lanɛ kusɔnɛ e bee ji kumobe ashenj na be kabaso.
4. Kebawɔɔ (Mood): Kananɛ fobe kebawɔɔ du ta n lanɛ ketande na be kabaso.
5. Kamalganyi be apɔrsobi: Baa ta ade nna a ɲini mmalgaba be afii pɔtɛ nko a lara efuli mmalgaba na be alakal pɔtɛ ko nɛ a kɔr amobe afiito to. Apɔrsobi fanɛ abalafiito, kegblantomalga, achikparbi nɛ adamta bee yige ketande na be kefiito nna nɛ ku bee buwito. Lonɛ nɛ apɔrsobi fanɛ ketankargasobi, kedulibi, ketankiesa bee ta asɔ mone fo daɲ maɲ fɛ amobe mɛra a lie abar. Anye naa kɔ apɔrsobi fanɛ aduliefɛ, kepalato, kekuundanɛso nɛ adamta.
6. Awor be apɔrsobi: Bu kɔ apɔrsobi fanɛ alɔntorwor, eboltowor, nɛ nnɔtowor be kepalto, nɛ mmalgabawor nna a lonɛ ketande na be kushu.
7. Ekpa: Kede bee ɲini kananɛ baa ta atande a nase a keni amobe kefiito: keta mmalgaba m be abarso nɛ amobe kefiito a ler efuli. Atande sibepoana bee mige mmalgaba ko to nna a lara amobe afii nɛ bu cherga efuli. Baa wɔɔ le nna saɲe na so baaj tiɲ n cherga ebol nɛ kebawɔɔ na.
8. Emalgapo: Ketande na be epɔlpo: Ku beenj tiɲ ala esibepo na nko afuuto be epelpo ko. Saɲe damta, sososo be esa be katilemu nɛ bu kɔ a pɔl ketande nko esa sasepo be kabaso. Saɲe ko male esibepo na bee kaa ta esa nyɔsepo be kabaso gba a malga bekrampo na kutɔ.

Atande be ashun/tunɔ

1. **A bee chɛto nɛ ngbar be agoni:** Atande bee buwi bebiipo be mɛra ta n lanɛ mmalgaba damta nɛ kamalganyi be apɔrsobi be kabaso.
2. **A bee bra asɔ be ketiɲ n kuu:** Atande bee leɲ mɛra be kefɛ n tiɲ wɔɔ ashenj fo gbagba nna. Atande be kepumpunɛ to bee chɛ bebiipo to nɛ baa tiɲ a fɛ mɛra chinglinɛ n naa nya asɔ be kemigeto be atrɔmbi.
3. **Abar be kepinto:** Atande bee keni bomin be ashenj to nna a bra kewɔrwu nɛ kenu n sa abar kachinato.
4. **A bee sa adanɲkare nɛ adrashenj:** Atande bee buwi anishi ta n lanɛ asɔ nɛ a wɔɔ dra be kabaso, adanɲkare nɛ kebawɔɔ be kabaso.
5. **A bee bra kenyiɲi nɛ kepɔl be agoni nna:** Kebaa nyiɲi n naa pɔl atande bee bra kanyiɲi nɛ baasa damta to be kamalga be agoni nna.
6. **Afɛso be kelara efuli:** Atande bee sa bebiipo ekpa nɛ baa tiɲ a lara bumobe mɛra efuli nna.
7. **Mɛrato be kanyiashenj be kebuwito:** Atande bee chɛ bebiipo to nɛ baa pin n naa tiɲ a keta mɛrato be kanyiashenj nɛnɛ nna. Bebiipo beenj tiɲ ta bumobe amu n karga atande to be ashenjirso nɛ asɔ mone a bee wɔɔ atande na to.
8. **Kamalganyi be apɔrsobi be kepinto be kedaɲɛso:** Atande bee ɲini bebiipo kamalganyi be apɔrsobi nna. Le be apɔrsobi ere bee chɛ bumobe kamalga be agoni to nna.

Ketande be kapɔr

Atande kɔ le be adabi ere nna nɛ a bee kii amobe kapɔr:

1. **Egbamfol (Lines):** Kukokoto be mmalgafolana na ela egbamfol atande to.
2. **Egbamfol be nteŋ (Line Length):** Mmalgakul nɛ a wɔ egbamfol kama to be kɔnɔ.
3. **Egban(Stanzas):** Egbamfolana be ntunɛ ela egban.
4. **Kushunkukweso (Rhyme Scheme):** Egbamfolana be kepalto a shu lalaluwe to.
5. **Awor (Meter):** Mmalgakul monɛ a bee tere aworso nɛ amo nɛ a maa tere aworso be enite/kebeso.
6. **Kecheso (Enjambment):** Kamalgafol nko kamalgafolshin ka yaa che egbamfol monɛ ku beso so nɛ akurso man wɔtɔ amobe mfrinto.
7. **Awushi (Caesura):** Kewushi ashi egbamfol na to.
8. **Alɔntorworgboŋ (Capitalisation):** Alɔntorworgboŋ be keta m fara egbamfolana.

Kusɔ mo so nɛ baa ta atande be kapɔr ashunɛ ela:

1. Ku bee bra kushunkukweso nɛ kashe
2. Ku bee lara kefiito efuli
3. Ku bee lara ebol nɛ kabonɛ efuli
4. Akunɛ ekrampo na be kakranɛ be enite
5. Keta amfoni be kayelga n tii ketande na so

KASOBII BE KUSHUN

1. Ɔjinito atande monɛ a la kamalganyi be katunɛ.
2. Sa atande be apɔrsobi asa.
3. Ɔjini adabi monɛ fo sa na be tunɔ ta n lanɛ ketande be kekuu be kabaso.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning: Whole class activity

Learners study a given poem to do the following

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

2. Group work/Collaborative learning

- Pair work (similar ability): Practice reciting poetry as modelled by teacher. Peers assess on clarity, intonation, engagement, emotion.
- 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.
- 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.
- Pairs and individuals share their work with the class for guidance, feedback, correction and clarification.

KECHONKENI TENINI

Eyilikpa 2 be Kechonkeni

- Ta fo gbagba be mmalgaba n ninito kusone ku la ketande.
- Njini atande be adabi to: mmalgaba, keshentirso, egban, egbamfol ne kamalganyi be aporsobi.
- Buwito kusone fo tama fane atande be adabi poteana na bee woro a sa ekrampona.

Eyilikpa 3 be Kechonkeni

Ta kebawoto be akeniso n ninito kanane atande ko tuno karechekama be kebawoto to.

Eyilikpa 4 be Kechonkeni

Ta atande be adabi na n kuu fo gbagba be ketande mone feen woro ashi atande be keworo n change abar to. Sibe ketande na be kemigeto fimbi a njini kushun ne kamalganyi be aporsobi mone fo woto kumo to na bee shun a sa ekrampona.

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.

BOKWE 24

Kasbii be Askpra: Pumpun atande to

AMU 1&2: ATANDE BE KEPUMPUN TO

Asɔ mone adaga fo ka bee keni fo baa pumpun ketande to

1. Keni kumobe kumu na ne kanane ku lie ketande na be apuntosɔ.
2. Pin ketande na be kebɔaya tenini nko esibepo na be kusɔ mone ku shine e sibe ketande na.
3. Keni fane mobe ngbar na du putɔputɔ nko ku du chingliɲ n shin keni kusone ku ba ne e ta loɲ be ngbar na n shun.
4. Malga ebol na ta n laɲe ketande na be kabaso ne kanane ku bee folwe to.
5. Malga esibepo na be kebawɔɔ be asheɲ mone ku bee ler ketande na to.
6. Ji kamalganyi be apɔrsobi na be asheɲ. ɲinito kecheto mone apɔrsobi na kɔ.
7. Ji ketande na be kapɔrto be asheɲ.
8. Peshe esa mone e bee pɔl ebol na ketande na to ne esa mo be asheɲ ne ketande na bee ji.

Atande be kapɔrto

Atande kɔ le be adabi ere ne a bee kii amobe kapɔr:

Egbamfol(Lines): Kukokoto be mmalgafolana na ela egbamfol atande to.

Egbamfol be nteɲ(Line Length): Mmalgakul mone a wɔ egbamfol kama to be kɔnɔ.

Egban(Stanzas): Egbamfolana be ntunɲ ela egban.

Kushunkukweso (Rhyme Scheme): Egbamfolana be kepalto a shu lalaluwe to.

Awor (Meter): Mmalgakul mone a bee tere aworso ne amo ne a maa tere aworso be enite/kebeso.

Kecheso (Enjambment): Kamalgafol nko kamalgafolshiɲ ka yaa che egbamfol mone ku beso so ne akurso maɲ wɔɔ amobe mfrinto.

Awushi (Caesura): Kewushi ashi egbamfol na to.

Alɔntorworgboɲ (Capitalisation): Alɔntorworgboɲ be keta m fara egbamfolana.

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.

KECHONKENI TENINI

Eyilikpa 3 be Kechonkeni

1. Njini ekpaana monɛ feɛŋ bɛso m pumpuŋ ketande to nɛ manɛso nɛ feɛŋ bulɔ amo so.
2. Ta akeniso nyifu m buwito kananɛ atande beenɛ tiŋ a la kushuŋsɔ monɛ ku bee bra kachina to be nchɛrga.

Eyilikpa 4 be Kechonkeni

Ta kusɔnɛ fo bii ta n laŋɛ kapɔr nɛ kamalganyi be apɔrsobi be kabaso na n kuu ketande monɛ ku kɔ asɔ anyɔ ere be kuko;

1. Kufuu (kebuni yoyul be asheŋ, tentombiri nɛ ku ta n shɛr ekpa)
2. Tama (kefulito, kagbenefuli nɛ atoto)

Kemigeto

Sibɛ fo gbagba be ketande fobe kawol to nɛ fo nɛ fo barkasa a chɛrga abar peya m pumpuŋ to. Kepumpuŋ to be ekpa na e baa kɔ ade: Keshɛŋtirso, mmalgaba, kebawɔɔ, ekpa, kamalganyi be apɔrsobi, kushunkukweso, kapɔr nɛ adamta. Sibɛ fobe afɛso ketande monɛ fo pumpuŋ to na be kabaso n nase.

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

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

Guidelines for setting test items

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

Kechan be ntol (Marking scheme)

Kaba A: Kechuleto n lara

1. Ashi dankare be kejunkpar be kebeso kebeso be shabɔre to, wane e wo esoso cheche?

C. Ewurgboŋ– maaki 1

2. Ashi dankare be kejunkpar be demuji to, wane e naa ji dankare be kabɔreshuŋ/kalɔŋe be demu?

A. kasawulewura/kasaawura – maaki 1

Kaba B: Mbishi tenŋen

Dankare be demuji be kecheto n sa baasa be ako nde:

1. A bee bra atuwebi be kesa n saa leŋ kashintenji to.
2. Kekeniso ne kashintenji: Ku bee bra keta mbra na n shuŋ ne nkpieto man wɔto.

3. Kɔnɔɔɔberge be keyulwe: Ku bee cheto a yulwe baasa, ntun nɛ gomina be mbon be nnɔɔɔberge nna. Ku bee len ashen to fane esa sesapo be lurito n lonɛ demu nna nɛ ku man yɔ kɔti to.
4. Bomin be kekuɔ: Ku bee kuɔ bomin a sa mo asɔ nɛ adaga mo ashi mbra to.
5. Eleɔ be kedara/kuɔ: Ku bee kuɔ gomina be bejunkparpo nɛ mbrawuraana nna nɛ bu maa wɔɔ a banso eleɔ mone mbra na sa bumo so.

Sa amaaki 4 n sa asɔ anu dagaso mone bebiipo sa.

Sa amaaki 3 n sa asɔ ana dagaso mone bebiipo sa.

Sa amaaki 2 n sa asɔ asa dagaso mone bebiipo sa.

Sa maaki 1 n sa 1-2 dagaso mone bebiipo sa.

mbishi be akeniso

Kaba A: Kechuleto n lara

1. Ashi danɔkare be kejunkpar be kebeso kebeso be shabɔɔɔ to, wane e wɔ esoso cheche?
 - A. Kasawulewura/kasaawura
 - B. Begbonipo
 - C. Ewurɔɔɔ
 - D. Dɔgti
2. Ashi danɔkare be kejunkpar be demuɔi to, wane e naa ji danɔkare be kabɔɔɔshun/kalɔɔɔ be demu?
 - A. Kasawulewura/kasaawura
 - B. Begbonipo
 - C. Ewur gbon
 - D. Eɔ

Kaba B: Mbishi tenɔɔ

Kecheto ana mone danɔkare be kejunkpar be demuɔi nɛ kɔti be demuɔi kɔ n sa baasa?

MBISHI BE KETISETO BE SHABɔɔɔ bɔkwɛ 24 be nsulwe be kaba (TABLE OF SPECIFICATION) (end of semester week 24 contd.)

Bɔkwɛ	Kumu	Mbishi be ntunso	Kenya be nchin be eyilikpaana				Kɔnɔ
			1	2	3	4	
13	<i>Keshenkute be kasibebirabarso</i>	<i>Kechuleto n lara</i>	1	-	-	-	1
		<i>Mbishi tenɔɔ</i>	-	-	1	-	1
14	<i>Kedelgeso be kasibebirabarso</i>	<i>Kechuleto n lara</i>	-	1	-	-	1
		<i>Mbishi tenɔɔ</i>	-	-	1	-	1
15	<i>Kebuwiashento be kasibebirabarso</i>	<i>Kechuleto n lara</i>	-	1	-	-	1
		<i>Mbishi tenɔɔ</i>	-	-	-	-	1

16	<i>Agbertere</i>	<i>Kechuleto n lara</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>-</i>	<i>3</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>
17	<i>Ketumbayashen̄</i>	<i>Kechuleto n lara</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>1</i>	<i>1</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>
18	<i>Dan̄kare be kejunkpar (lan̄to)</i>	<i>Kechuleto n lara</i>	<i>2</i>	<i>-</i>	<i>1</i>	<i>-</i>	<i>3</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>1</i>	<i>1</i>
19	<i>Dan̄kare be kejunkpar (kade lelemu)</i>	<i>Kechuleto n lara</i>	<i>-</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>4</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>
20	<i>Kachutoo</i>	<i>Kechuleto n lara</i>	<i>2</i>	<i>-</i>	<i>1</i>	<i>1</i>	<i>4</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>
21	<i>Awobashe</i>	<i>Kechuleto n lara</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>-</i>	<i>3</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0</i>
22	<i>Kasib̄e ten̄ten̄ be adabi</i>	<i>Kechuleto n lara</i>	<i>2</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>7</i>
		<i>Mbishi ten̄ten̄</i>	<i>-</i>	<i>-</i>	<i>1</i>	<i>-</i>	<i>1</i>
23	<i>Kasib̄e ten̄ten̄ be kepumpun̄to</i>	<i>Kechuleto n lara</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>8</i>
		<i>Mbishi ten̄ten̄</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>-</i>	<i>4</i>
	Kan̄n̄		12	10	14	7	45

ADDITIONAL READING

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