



MINISTRY OF EDUCATION

Gurenε Tɔgum

Bɔ'ɔra Sɛkondire Sukuu

PA'ALA Gɔŋɔ

Yuunε Diya a – Gɔŋɔ Buyi



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Gurenɛ Tɔgum

Bɔ'ɔra Sekondire Sukuu

PA'ALA Gɔŋɔ

Yuuma Ayi



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GURENE TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



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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 Gurene 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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The writing team was made up of the following members:

National Council for Curriculum and Assessment	
Name of Staff	Designation
Eric Amoah	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Anthony Sarpong	Director, Standards, Assessment and Quality Assurance Directorate
Uriah Kofi Otoo	Senior Curriculum Development Officer (Art and Design Foundation & Studio)
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Juliet Owusu-Ansah	Senior Curriculum Development Officer (Social Studies)
Ayuuba Sullivan Akudago	Senior Curriculum Development Officer (Physical Education & Health)
Godfred Asiedu Mireku	Senior Curriculum Development Officer (Mathematics)
Samuel Owusu Ansah	Senior Curriculum Development Officer (Mathematics)
Thomas Kumah Osei	Senior Curriculum Development Officer (English)
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer (Economics)
Joachim Kwame Honu	Principal Standards, Assessment and Quality Assurance Officer
Jephtar Adu Mensah	Senior Standards, Assessment and Quality Assurance Officer
Richard Teye	Senior Standards, Assessment and Quality Assurance Officer
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer
Francis Agbalenyo	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer

Dennis Adjasi	Instructional Resource Officer
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

Subject	Writer	Designation/Institution
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Kwame Mantey	University of Education Winneba
	Innocent Duncan	KNUST Senior High School
Agricultural Science	David Esela Zigah	Achimota School
	Prof. J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Issah Abubakari	Half Assini Senior High School
	Mrs. Benedicta Carbilba Foli	Retired, Pope John SHS and Minor Seminary
Agriculture	Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's Senior High School
Automotive and Metal Technology	Dr. Sherry Kwabla Amedorme	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Kunkyuuri Philip	Kumasi Senior High Technical School
	Emmanuel Korletey	Benso Senior High Technical School
	Philip Turkson	G E S
Electrical and Electronics Technology	Walter Banuenumah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Akuffo Twumhene Frederick	Koforidua Senior High Technical School
	Gilbert Second Odjamgba	Ziavi Senior High Technical School
Building Construction and Woodwork Technology	Wisdom Dzidzienyo Adzraku	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Michael Korblah Tsorgali	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Dr. Prosper Mensah	CSIR-FORIG

Building Construction and Woodwork Technology	Isaac Buckman	Armed Forces Senior High Technical School
	Firmin Anewuoh	Presbyterian College of Education, Akropong-Akuapem
	Lavoe Daniel Kwaku	Sokode Senior High Technical School
Arabic	Dr. Mohammed Almu Mahaman	University for Development Studies
	Dr. Abas Umar Mohammed	University of Ghana
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University of Education Winneba
	Seyram Kojo Adipah	GES – Ga East Municipal Education Directorate
	Dr. Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Angela Owusu-Afriyie	Opoku Ware School
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
	Sam Ferdinand	Afua Kobi Ampem Girls' Senior High School
Biology	Paul Beeton Damoah	Prempeh College
	Jo Ann Naa Dei Neequaye	Nyakrom Senior High Technical School
	Abraham Kabu Otu	Prampram Senior High School
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Davidson Addo	Bosomtwe Girls STEM SHS
	Jennifer Fafa Adzraku	
Business Management	Ansbert Baba Avoles	Bolgatanga Senior High School
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Faustina Graham	Ghana Education Service, HQ
Accounting	Nimako Osei Victoria	SDA Senior High School, Akyem Sekyere
	Emmanuel Kodwo Arthur	ICAG
	Bernard Adobaw	West African Examination Council
Chemistry	Awumbire Patrick Nsobila	Bolgatanga Senior High School

Chemistry	Paul Michael Cudjoe	Prempeh College
	Bismark Kwame Tunu	Opoku Ware School
	Michael Amissah	St. Augustine's College
Computing and Information Communication Technology (ICT)	Raphael Dordoe Senyo	Ziavi Senior High Technical School
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Osei Amankwa Gyampo	Wesley Girls High School, Kumasi
	Dr. Ephriam Kwaa-Aidoo	University of Education Winneba
	Dr. Gaddafi Abdul-Salaam	Kwame Nkrumah University of Science and Technology
Design and Communication Technology	Gabriel Bofo	Kwabeng Anglican Senior High Technical School
	Joseph Asomani	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
	Phyllis Mensah	Akenten Appiah Menka University of Skills Training and Entrepreneurial Development (AAMUSTED)
Economics	Dr. Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Salitsi Freeman Etonam	Anlo Senior High School
Engineering	Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Technical School
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Valentina Osei-Himah	Atebubu College of Education
English Language	Esther Okaitsoe Armah	Mangoase Senior High School
	Kukua Andoh Robertson	Achimota School
	Beatrice Antwiwaa Boateng	Oti Boateng Senior High School
	Perfect Quarshie	Mawuko Girls Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Maurice Adjetey	Retired, CREF
	Mawufemor Kwame Agorgli	Akim Asafo Senior High School
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Robert Arhin	SDA Senior High School, Akyem Sekyere
Geography	Raymond Nsiah-Asare	Methodist Girls' High School

Geography	Prof. Ebenezer Owusu–Sekyere	University for Development Studies
	Samuel Sakyi–Addo	Achimota School
Ghanaian Languages	David Sarpei Nunoo	University of Education Winneba
	Catherine Ekua Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro Senior High School
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Asafua Adu	Fettehman Senior High School
History	Dr. Anitha Oforiwah Adu–Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Management in Living	Grace Annagmeng Mwini	Tumu College of Education
	Dorcas Akosua Opoku	Winneba Secondary School
Clothing and Textiles	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis Senior High Technical School
	Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS
Food and Nutrition	Ama Achiaa – Afriyie	St. Louis SHS
	Lily–Versta Nyarko	Mancell Girls' Senior High Technical School
Literature–in–English	Blessington Dzah	Ziavi Senior High Technical School
	Juliana Akomea	Mangoase Senior High School
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Ali Morrow Fatormah	Mfantsipim School
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zakaria Abubakari Sadiq	Tamale College of Education
	Collins Kofi Annan	Mando Senior High School
Music	Pros Cosmas W. K. Mereku	University of Education Winneba
	Prof. Emmanuel Obed Acquah	University of Education Winneba
	Joshua Amuah	University of Ghana
	Benjamin Ofori	CRIG Primary School, Akim Tafo
	Davies Obiri Danso	New Juaben Senior High School
Performing Arts	Dr. Latipher Amma Osei Appiah–Agyei	University of Education Winneba
	Prof. Emmanuel Obed Acquah	University of Education Winneba

Performing Arts	Chris Ampomah Mensah	Bolgatanga Senior High School
Core Physical Education and Health	Dr. Mary Aku Ogum	University of Cape Coast
	Paul Kofi Yesu Dadzie	Accra Academy
Elective Physical Education and Health	Sekor Gaveh	Kwabeng Anglican Senior High Technical School
	Anthonia Afosah Kwaaso	Jukwa Senior High School
Physics	Dr. Linus Kweku Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls' High School, Cape Coast
	Sylvester Affram	Kwabeng Anglican Senior High School
Christian & Islamic Religious Studies	Dr. Richardson Addai-Mununkum	University of Education Winneba
	Dr. Francis Opoku	Valley View University College
	Dr. Francis Normanyo	Mount Mary College
	Dr. Haruna Zagoon-Sayeed	University of Ghana
	Kabiru Soumana	GES
	Seth Tweneboa	University of Education Winneba
Religious and Moral Education	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community Senior High School
	Clement Nsorwineh Atigah	Tamale Senior High School
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Isaac Nzoley	Wesley Girls' High School, Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa Senior High Technical School
	Dr. Adwoa Dufie Adjei	University Practice Senior High School
	Dr. Isaac Atta Kwenin	University of Cape Coast
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio-Danlebo	University of Ghana
	Mishaël Annoh Acheampong	University of Media, Art and Communication
Technical Support	Benjamin Sundeme	St. Ambrose College of Education
	Dr. Isaac Amoako	Atebubu College of Education
	Eric Abban	Mt. Mary College of Education

EUE	Joseph Kofi Avunyra	Bureau of Ghana Languages
	Gabriel Kwame Agbemehia	University of Education, Winneba
GA	Eric Ashitey Tetteh	Ngleshie Amanfro Senior High School
	Moses Jeshie Appleh (Rtd.)	Bureau of Ghana Languages
MFANTSE	Afari-Sackey Francis	Bisease Senior High School
	Margaret Mensah	Gomoa Central Education office
GONJA	Akuro JohnPaul	Salaga Senior High School
	Issahaku Yatasu	Buipe Technical Institute
KASEM	Catherine Abongwe	Paga Senior High School
	Monica B.Chirakezim	Awe Senior High Technical School
ASANTE TWI	Peter Fosu	Akrokerri College of Education
	Emmanuel Kyei-Poku	Wesley College of Education
AKUAPEM TWI	Dansoaa Gbeve Priscilla	New Juaben Senior High School
	Esther Ankomah Frempong	Barekese Senior High School
GURENE	Samuel Adongo Apaare	Accra College of Education
	Daniel Asom Akolgo	
NZEMA	Benjamin Agyarko	Nkroful Nyaneba Model School
	Arthur Alex Ebambey	GES, Nzema East Municipal
DANGME	Samuel Narh Kwao	Ada Senior High School
	Francis Tei Otchere Sarpong (Rtd)	GES
DAGAARE	Gilbieri Jonathan Laamiitey	GES, Sawla Tuna Kalba DEO
	Dorkar Sophia Miletaa	Fongo Islamic JHS, Wa
DAGBANI	Mohammed Abubakari Rashid	E. P. College of Education, Bimbilla
	Abu Amos	Zangbalun D/A JHS, Kumbungu
	Mohammed Osman Nindow	UDS, Tamale
GILLBT	Peter Wangara Amoak	
	Ernest Nniakyire	
	Mark Dundaa	
	Gilbert Konlan	
	Richmond Barnes	

YEŊO 1: VO'OSUM NAANE LA KUA LIMESEGO

ZUO: NUURE SÕSEGA

Zubɔka: Nuure Sõsega (Vo'osum Naane la Kua limesego) (Syllable structure and tone)

Zamesego Nyuuro

1. *Dike vo'osum naane mi'ilum la gulese yelebire naaŋɔ*
2. *Dike kua limesego mi'ilum la bɔkere la pa'ale yebea la yelesum n boi yima yima se'em*

Zamesego la pa'alego Naresum (Content standard)

1. *Dike Gurene tɔgum vo'osum naane mi'ilum la iŋe yelebisaasi **naaŋɔ sɔa***
2. *Dike kua limesego mi'ilum la bɔkere la iŋe pa'ale yebea la yelesum vuure n boi yima **yima se'em***

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 1: The syllable, its types and structure

Week 2: The concept of tone

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 1: Class Exercise

Week 2: Group Project Work

Refer to the “*Hint*” at the key assessment 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.

BAKOI 1

Zamesego Putĩ'ira

1. Pa'ale vo'osum dura buuri buuri (ayo'e base la ayulebese) vo'osum dura Gurene puan
2. Sõse pa'ale Gurene tógum vo'osum naane yelebisaasi naanjo puan

NYU'JO/KANKAŊI ZI'ISI (FOCAL AREAS) 1 & 2: VO'OSUM, BU BUURI BUURI DUMA LA BU NAANE

Vo'osum gāresego

Vo'osum de la yelebire **boka** fole n tari **kɔdaa**, ti ka pa'ase yelebire puan bii **kɔ'm dena yelebire la**. Kɔnya'anya vo'osum me ta'am dena vo'osum. Vo'osum dura nari ti bu tara **kɔdaa kayina kua** gee me tara bii ka tara kɔnya'asi pɔsega, ki'ilenja bii kaɛ kɔdaa la base tiŋasuka. Yelebire ta'am tara vo'osum buyina bii buyi bii vo'osum dura zo'e zo'e. Yela zo'e zo'e puan, tógum la vo'osum naane mi'ilum suŋeri zamesereba la me ti ba banjera yelebisaasi suŋa suŋa gee me nyaŋe pa'ala tógum la yelebɛa gulesego la a tigesego. Vo'osum dura de la:

a, ba, da, ba-la, di-ke, ba-ge-re, dɔ-ge-bɔ, pu-ge-le-bi-la.

Sela n boi zuon wa de la vo'osum dura yima yima n bala.

Vo'osum buuri buuri dura (types of syllables)

Vo'osum buuri buuri dura la ta'am bɔna yima yima baseba tógum puan. Gee, ayulebese la ayo'e base vo'osum buuri buuri dura n de naana Gaana tógum dura la zo'e zo'e puan.

Ayulebese vo'osum buuri (type of closed syllable): vo'osunsebo n ba'aseri kɔnya'anya puan. Mageɛ wuu: ka-n, ma-m, a-m, su-m, vo-m, wa-n.

Tu nye yelesi'a ti tu dike mageɛ pa'ale zuon la ti kɔnya'anya n ni ba'ase yelebire la. Bala iŋa la, kɔnya'ansesi n ki'ileni yelebire la n de ayulebese vo'osum.

Ayo'e base vo'osum buuri (types of open syllable): vo'osunsebo n ba'aseri kɔdaa puan. Ayo'e base vo'osum puan, yelesi'a puan ti vo'osum la bɔna la ba'aseri la kɔdaa puan. Mageɛ wuu: ba, ma-ke, pɔ-ge-di-re, nyɔ-ke.

Vo'osum Naane (Syllable Structure)

Vo'osum naane me boi la yima yima tógum buuri woo puan. Vo'osum naane la wan ta'am gārese pa'ale doose kɔnya'asi (kn), la kɔdaasi (kd) la kua limesego (kl) puan. La de la kɔnya'asi la kɔdaasi kãle n wan ta'am pa'ale vo'osum naane. Kua limesego la ni bɔna la kɔdaa zuo yelebire la puan. Vo'osum naane Gurene puan de la: kd, knkd, knkdkn, knkdkd, kdknkd, kdkn. Mageɛ wuu:

Kd: a, ɛ, ɔ.

Kn: n,

knkdkn: mam, kan, wan, zim, zom, kom.

knkdkd: baa, daa, paa, nii, bii.

kdknkd: ele, ěke, obe, uge, uka,

kdkn: am, um.

Knkd: si, ki, ni, ti

Zamesego Tuune

1. Pa'ale vo'osum n de sɛla.
2. Gãresɛ pa'ale vo'osum duma buuri buuri Gurenɛ tɔgum puan.
3. Sõsɛ pa'ale Gurenɛ tɔgum vo'osum naanɛ la n ani se'em.
4. Gãresɛ pa'ale vo'osum naanɛ yelebea naaŋɔ nimmu'urɛ yɛla.

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.

Asɛɛsɛmɛnti Kankani

Asɛɛsɛmɛnti Beene 1: Mi'ilum tiire (Recall of knowledge)

Dike fumiŋa yelebea gãrese pa'ale vo'osum n de sɛla.

Asɛɛsɛmɛnti Beene 2: Yɛla bɔkere pansɪ (Skills of conceptual understanding)

Gulese vo'osum duma buuri buuri la n boi Gurenɛ puan la gee dike yɛla atã atã magese pa'ale buuri ayima woo.

Asɛɛsɛmɛnti Beene 3: Ati'isenyɔke puti'ire (Strategic reasoning)

Dike yɛla n de yelemiŋere yɛla la fu gãrese yɛla atã pa'ale sɛla n sɔi ti vo'osum naane bɔkere dɛna nimmu'ure Gurenɛ tɔgum puan.

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.*

BAKOI 2

Zamesego putĩ'ira (Learning indicators)

1. Gãrese pa'ale kua limesego n de sela base ti fu putĩ'ire bɔna buuri buuri duma la puan (mw. Sika la zɔŋa) la a tuuma
2. Sɔse pa'ale kua limesego tuuma (mw. Tɔgum naresum la bu gɔnguma, yelebea la tɔgum la buuri)

NYU'Ŋ/KANKAŊI ZĨ'ISI (FOCAL AREAS) 1&2: KUA LIMESEGO N DE SELA (THE CONCEPT OF TONE)

Kua limesego gãresego

Tɔgum buuri zo'e zo'e tari la voole pa'ala la ani bama se'em gee me tuna tuuma zo'e zo'e. Kua limesego de la kua zɔŋa la ka sika voole vo'osum, yelebire bii yelesum puan. Tɔgesego n tari kua limesego de la tɔgesego ti bu kua limesego la puan basera ti tu baŋera bu tɔgum la yelebea. Gaana tɔgum la zo'e zo'e de la kua limesego tɔgum.

Kua limesego buuri buuri (Types of tone)

Tɔgum zo'e zo'e tari la kua limesego yima yima n de wuu kua n zoni, tiŋasuka kua, kua n sigeri, kua n luti, la kua n isegeri. Gurene tari la kua limesego buyi n de wuu kua zɔŋa la kua sika. Kua limesego wa tari la [`] pa'ala kua n sigeri gee ti [´] me pa'ala kua n zoni. Magese wuu: bǎŋá la bàŋà, zóm la zòm, tú la tù, gǎŋé la gǎnè.

Kua limesego tuuma (Functions of tone)

Kua limesego de la nimmu'ure tɔgesego n tari kua limesego la puan yesera la tuunsi'a ti la tuna la. Kua limesego tari la tuumuna atã tɔgum puan. Tuun-ana wa de la yelebea va, tɔgum gunguma la bu naresum, nyaa dike tɔgum bɔbere.

1. Kua limesego yelebea tuuma (Lexical function of tone): Kua limesego yelebea tuuma tari yelesera la yelebea vɔa. Kua limesego la n tari vũure kina yelebea n de buyina gulesego puan na ti bɔgesego bɔna bini gee san daga bala a yi'a wan dena buyina gee ti a vɔa bɔna yima yima tɔgum la puan. Magese wuu: sɔ (dɔgera) la sò (ka'e ko'om yeele iŋa), bǎŋá (nu'o baŋa) la bàŋà (bandɔɔ), nyé (bino) la nyè (nifo n bise sela).
2. Kua limesego tɔgum gɔnguma la bu naresum tuuma (Grammatical function of tone): Kua limesego tɔgum gɔnguma la bu naresum baseri ti bɔkere n bɔna yelebea la yelesum duma puan. La tari la bɔgesego kina tɔgum naresum la bu gɔnguma aŋa puan na ti tu baŋera sela mɔpi ti ba tɔgera. Magese wuu:
 - a. Aduŋɔ pire la bǎŋá gee Adumbila n ku bàŋà la.
 - b. Lɔgerɔ la zo'e gǎŋé me gee Ataŋa gǎnè la kuyina loe.
 - c. Adumbiire nyé la buŋa zɔta ti Asakebɔba la ta nyè bino lirim amiŋa.

Zamesego Tuuma (Learning Tasks)

1. Gãresɛ pa'alɛ kua limesego.
2. Gãresɛ pa'alɛ kua limesego buuri buuri la n boi Gurenɛ puan la gee loose yɛla ŋwana mɔpi magesɛ pa'alɛ.
3. Sõsɛ pa'alɛ kua limesego tuuma Gurenɛ puan.

Pedagogical Exemplars

Problem-Based learning (individual and group work)

1. Whole class/group activity

- a. Teacher models the tone of words and/or tasks high-ability learners to model – including giving examples of words that change meaning depending on tone.
AP/P learners listen and repeat the words modelled by the teacher and HP learners
- b. Teacher leads learners to explain tone and the types of tone. HP learners to lead the explanation of tone.
 - i. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - ii. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - iii. 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.

Asɛɛsɛmentɪ Kankani (Key Assessment)

Asɛɛsɛmentɪ Beene 1: Tĩisego la pa'asego (Recall and Reproduction)

1. Dikɛ fumiŋa yelebea gãresɛ pa'alɛ kua limesego n de sɛla.
2. Gulesɛ kua limesego tuuma la n boi Gurenɛ puan la biŋe.

Asɛɛsɛmentɪ Beene 2: Yɛla bɔkerɛ pansɪ (Skills of conceptual understanding)

3. Gulesɛ kua limesego buuri buuri n boi Gurenɛ puan la biŋe gee dikɛ yɛla n paɛ anaasi gãresɛ magesɛ pa'alɛ.
4. Dikɛ yɛla atã magesɛ pa'alɛ kua limesego tuunɛ woo ti fu gulesɛ biŋe beene 1 (bise sokere 2).

Assessment Beene 3 (Assessment Level 3): Ati'isepaa (Strategic Thinking)

Alagumgube Tuunkāte (Group Project Work)

Dike vo'osum itego naane la kua zɔŋa la sika buuri buuri la n boi Gurenɛ puan la gulesɛ yɛla pia magesɛ pa'alɛ vo'osum ayima woo naane la kua zɔŋa la sika n boi yelebɛa puan se'em.

HINT



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

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.

YEŊO 2: KĀALEGO LA YELEDAAASI PA'ALEGO

ZUO 1: NUURE SŌSEGA (ORAL CONVERSATION)

Zubɔka 1: Yelesum puan Sŏsega (Conversation/Communication in Context)

Zubɔka 2: Kāalego (Reading)

Zamesego Nyuuro (Learning Outcomes)

1. *Dike mi'ilensebo ti fu nye la dike nuure asŏse pa'ale suna suna*
2. *Dike nimmu'ure kāalego la akāale zo'e aŋa дума mi'ilum la kāale sŏsega*

Zamesego la pa'alego Naresum (Content Standard)

1. *Iŋe pa'ale fu wan kelese sŏsega gee ta'am dike nuure lebesa maam sŏse pa'ale se'em*
2. *Dike fu nimmu'ure kāalego la akāale zo'e mi'ilum la bŏkere la kāale yelesum Gurene puan*

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.

BAKOI 3

Zamesego Puti'ira (Learning Indicators)

1. Pa'ale putēdaasi n boi sōsega puan
2. Sōse pa'ale putēdaasi la n boi sōsega la puan la

NYU'JO/KANKAŊI ZĪ'ISI (FOCAL AREAS) 1&2: PUTĒDAA N BOI SŌSEGA PUAN PA'ALEGO (IDENTIFICATION OF MAIN IDEAS FROM A CONVERSATION)

Putēdaa

Putēdaa la n de yelesum la zā'a puti'ire sōsega la tigere puan, kāalego loosego, bii sela ti fu zamesera la puan. Yela asi'a n ni tē'ela ti la nēera sōsega la puan. Fu san wan ta'am pa'ale te'elego puti'ira la n tōgeri sela yele mōpi la, la wan ta'am suŋe ti fu baŋe putēdaa la n de sēka kā'asa te'elego puti'ira la lagna taaba la. Gee fu san bota ti fu ta'am pa'ale putēdaa n de se'ere yelesum puan, see ti fu iŋe sela n boi tilum wa:

1. Kāale sōsega la pōsega zuo la. Sōsega la pōsega zuo la tōgeri la beni yele yēsera sela ti ba sōsera la?
2. Ee yelesum la zuo. Ŋwana wa ni bōna la tigere la pōsega puan.
3. Pa'ale te'elego puti'ira la. Soke fumiŋa sokere duma wa: ani, beni, ŋwani ma'a, bēsa, beni n sōi, la beni n ta'ase putēdaa la.
4. Dike fumiŋa yelebēa kilese yelesum la.
5. Dike fu kilesego la make la gōngulesa la kilesego la.

Zamesego Tuune (Learning Task)

1. Gārese pa'ale 'putēdaa' n de sela.
2. Pa'ale putēdaa n boi sōsega puan.
3. Tōge putēdaa la ti fu pa'ale sōsega la puan la yele.

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

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

- 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.

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

Assessment Kankani (Key Assessment)

Assessment Beene 2: Yela bokerɛ pansi (Skills of conceptual understanding)

- Pa'ale putēdaa n se'ere sɔsega puan.
- Sɔse putēdaa la ti fu pa'ale sɔsega la puan la yele.
- Kāale sɔsegirega wa n boi tilum wa gee pa'ale putēdaa la n de se'ere.

Ayameɲa: *N iti la ɲwani banera fu hale?*

Atiɲa: *Mam sake bo la n miɲa wuu ma de se'em la gee fu me?*

Ayameɲa: *Mam eeri la sugeri.*

Atiɲa: *La san dee la mam nuu de, mam ni san tue mam miɲa n ni di sugeri bo n miɲa gee zamese sela yesera n tuure la puan.*

Ayameɲa: *Mam me ni tame yelekegesi la yele me gee bo fole ti yelepaala wa'am na.*

Assessment Beene 3: Ati'ise nyɔke puti'ire (Strategic reasoning)

Gulese yelesum duma butā pa'ase ti sɔsega la n boi zuon la tole neɲa – doose putēdaa la ti fu diɲe pa'ale la.

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

BAKOI 4

Zamesego Puti'ira (Learning Indicators)

1. Sɔsɛ pa'ale nimmu'ure kĀalego aŋa n ani se'em (A gabɛ tole kĀalego (skimming) nima nima kĀalego (scanning))
2. Pa'ale akāale zo'e (extensive reading) aŋa n ani se'em (Nuure zake (fluency), sɔsega aŋa (text structure) pigera (monitoring) pa'ali mɔpi (inference) geelego (evaluating, etc.))

NYU'JO/KANKAŋI ZI'AN 1: NIMMU'URE KĀALEGO AŋA (FEATURES OF INTENSIVE READING)

Nimmu'ure kĀalego (Intensive Reading)

Nimmu'ure kĀalego de la kĀalego fole diyima ti nera/sukuu bia ni nyɔke ka amiŋa kĀale sɔsega la ŋwana nima nima ti a bɔke/baŋe sɔsega la zā'a vuure bii n tɔgeri sela yele ŋwana mɔpi ti a ta'am tɛra yele la vuure bii ta'am lebesɛ gulesɛ yela la biŋe. Kalam, mina n kĀali la ni ɛra la yelebidaasi ti ba ni buɛ beene, take a, bii yitulese la dāalum busebo n pa'ase ti sɔsega la tara vuure. Mina n kĀali la ni bɔta ti a bɔke sela woo mɛ suŋa suŋa.

Nimmu'ure KĀalego Aŋa (Features of Intensive Reading)

Nimmu'ure kĀalego tari aŋa zo'e zo'e. Tu wan bisɛ bana bayi wa n boi tilum wa:

1. A gabɛ tole kĀalego (Skimming)

A gabɛ tole kĀalego (Skimming) de la kĀalego sore diyima ti fu ni kĀale ti fu baŋe sɔsega la n tɔgeri sela yele mɔpi. Fu san ni kĀala sɔsega la fu ni doose sɔsega la puan la ŋwana kalam kalam tole ɛra ti fu baŋe lasebase'ere n boi sɔsega la puan. Agabɛ tole kĀalego puan bɔkerɛ yele ni ka pake.

2. Nima nima kĀalego (Scanning)

Nima nima kĀalego (Scanning): de la kĀalego sore diyima ti fu ni kĀala ŋwana kalam kalam ɛra yelebire/yelebinaare diyima ŋwana mɔpi yelesum puan. Fu me san kĀala, fu ka nyɔkeri fumiŋa kĀala gee/dee fu kĀali la ŋwana kalam kalam ti bɔkerɛ ka bɔna gee fu kĀali bɔta la lasebaare ŋwana mɔpi gulesego la puan.

Zamesego Tuune (Learning Task)

1. Gāresɛ pa'ale bana wa n gā tilum wa n de sela:
 - a. Nimmu'ure kĀalego (Intensive reading)
 - b. Agabɛ tole kĀalego (Skimming)
 - c. Nima nima kĀalego (Scanning)

Pedagogical Exemplars

Talk for learning approaches

1. Whole class discussion

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

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

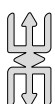
Teacher should check understanding of learners with SEN and be ready to explain the process again one-to-one.

2. Ability groups

- a. Learners focus on the features of intensive reading to practice in small groups. Teacher should choose text carefully based on knowledge of learners' ability and interests. Consider different texts for AP/P/HP learners.
- b. Learners share ideas about the main ideas on the piece of reading done. By this approach, learners build collaboration, communication, critical thinking and problem-solving skills.
- c. Learners try to read a given text intensively with the foreknowledge of skimming and scanning.
- d. Learners then discuss the features in the text they have read and share their views with others.

3. Individual activity

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



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.

Asesementi Kankaŋi (Key Assessment)

Asesementi Beene 1: Tiisee gee Maam iŋe bala nuu (Recall and Reproduction)

1. Loe nimmu'uree kaaalego aŋa buyi la fu gaaree pa'ale n ani se'em.
2. Gaaree pa'ale agabe tole kaaalego la nima nima kaaalego aŋa n ani se'em.

Beene 2 Asesementi: Puti'ire Bokeri Mi'ilum (Skills of conceptual understanding)

1. Soŋe pa'ale agabe tole la nima nima kaaalego n po tara bokeri se'em pa'asa gulesego la puan.
2. Dike nimmu'uree kaaalego aŋa la fu kaaale soŋega wa n ga tilum wa.

Kusebekāte wa ze'ele la be? Beni n ta'ase komiā wa? Tikāte paa la lui ya. Kum dike a numa'asega pagele Abaseyoo Atumboba zuo a tuuma zi'an wunteena wa nuu. A kō'om lebege la gōḡo ti ba ze e ta pae asibetin wunteena wa nuu. Nimbāalega yeledina wa paam a kōma la yire. Abaseyoo Atumboba pōga n daa kiḡe Avōma da'a, ti ka ta koose gee nyaa daa lebera kula yire na gee tu'use "kum loore" la ti di zera Abaseyoo Atumboba. Kalam wa, ti a kōma daa zoi ta pae asibetin nye ba so la n de ki'ima gā a bā'a gōrego la zuo.

Yiim beere buligema'aserē, a kōma la daa kiḡe ta biḡe e me. Nimbāalega, kum dike a numa'asega pagele a zuo gee ti ba dike biḡe mōtiri. Kōma la base ti nimbāalega lasebaare wa pae tiḡa la duma zā'a, bilam bilam nuu ti tiḡa la tae me la nimbāalega kuulum la nintam.

Yizukiima la daa tum nereba ti ba doose tiḡe naba, tindaana la Abaseyoo Atumboba tiḡa duma, n de wuu fu dike miila atā gee kiḡe pae bini. Abaseyoo Atumboba n daa ni dena nremina n zaberi tō'osa nereba basera tiḡa la puan. Lasebaare la n daa kō'om ta pae nereba la; ba daa kō'om kiḡe ta dike kum la me ze'ele Apireya tari wa'am Aguba tiḡa na.

Ba daa peḡe loore la me kiḡe Apireya tiḡa sa la. Mina n ḡme'eri gulego la daa kō'om tu'use ba me la kubaana. Ba daa ta pae Aguba tiḡa la karefa 3:00pm. *bōba*. Ba daa dike la daam yooore bo ba zaare. Ba daa yeḡe tiḡa la duma ti bama tari la puti'ire ti ba kiḡe ta dike Abaseyoo Atumboba kum la wa'am. Apireya tiḡa duma la daa ka boti ti ba dike kum la bo ba ti la daa tari nōkpe'ene ḡwana fii wa'am sela n so la Abaseyoo Atumboba daa suḡe ba tiḡa la me zo'e zo'e yesera ba timmaalego yela puan.

3. Pa'ale putēdaasi la n boi sosega la puan la.

4. Soḡe putēdaasi wa yeḡe.

5. Gee pa'ale nimmu'ure kāalego sum yela.

Asessementi Beene 4: A ti'isi zo'e paa la adike puti'ire (Extended critical thinking and reasoning)

Viisego Tuune (Research Project): Inḡe viisego tuune ti nyu'ō bii zuo yeḡe dena sela n wan bōna gōḡo puan ti fu kāale. Ee bōba zo'e zo'e lagese viisego lasebaare duma, gārese lasebaare la, gee dike fu n viise nye putisi'a la zā'a soḡe inḡe pooreḡo gōḡo puan.

Kankaḡi Zi'an 2: Akāale zo'e Aḡa (Features of Extensive Reading)

Akāale zo'e (Extensive reading)

A de la kāalego ti nera ni kāala pakera nyelum gee maam nyeta kāalego mi'ilum pa'asa. Tu ta'am dike make la nimmu'ure kāalego, ti fu ni kāala sela woo ti fu zamese bōke lasebaare la. Akāale zo'e me de la kāalego n kāali lasebaare zo'e zo'e ti la dena fu boti fu inḡe la sela bii yem dena kāalego zuo, magese wuu fu eeri lasebase'ere bii dōke nyelum zuo.

Akāale zo'e Aḡa (Features of Extensive reading)

Nuure zake (Fluency): La de la a kelum ita, suḡa suḡa, fu kāali kābela se'em la fu tōgum mi'ilum beene n pae se'em. La ta'am kō'om pa'ale fu tōgum mi'ilum bii paḡa n zōni se'em.

Soḡega Aḡa (Text structure): Ina de la gōḡuleseba n ni tigese ba lasebaare la doose se'em gulesego puan. Fu san bōke aḡa la n ani se'em gulesego puan la wan suḡe ti zameseba ti ba puti'ire bōna yeledaasi la a ḡwōnsum, ta'am buke sela n wan wa'am, gee pigera ba n kāali gee bōkera se'em.

Pigera (Monitoring): De la sela ti sukuu bia miŋa nyanɛ pa'alɛ a kĀali bokera bii a ka bokɛ. Ba san ta banɛ ti a kan nyanɛ tɔgɛ pa'alɛ putɛdaasi la n boi sɔsega puan la, ba wan ma'ɛ bamisi maam kĀalɛ bokɛ suŋa suŋa gee le kĀala tɔla nɛŋa.

Bukerɛ (Inference): Ina de la fu yem buke sela ti fu ka mina gee dike la lasebaare la n boi la buke. La kɔ'om dena fu san kɔ'om bɔna tiŋa. Fu ta'am dike fu n diŋɛ mina sela la nyaa ta pa'ase lasebaare la ti fu tara kɔ'om kilese, dike ati'isi paa gĀkɛ yele, gee gāresɛ gulesego la.

Geelego (Evaluating): Fu ta'am gee fumiŋa biɛ fum n boi bini kĀala la puan bii fu san kĀalɛ ba'ase. Fu ta'am tari fu putɛpa'alego, gĀkɛ yele, gee nyɛ putɛpaala kĀalego la puan pa'ase.

Zameesego Tuunɛ (Learning Task)

1. Gāresɛ pa'alɛ bana wa;
 - a. AkĀalɛ zo'e (Extensive reading)
 - b. Nuure zakɛ (Fluency)
 - c. Pigera (Monitoring)
2. KĀalɛ sɔsega gee gulesɛ yela 3 bii ganɛ bala pa'alɛ akĀalɛ zo'e aŋa.
3. Sɔsɛ gulesego la ti fu kĀalɛ nyɛ puti'ira la bo fu taaba la.
4. Dike fu mi'ilum la ti fu tara yɛsɛra akĀalɛ zo'e la puan la kĀalɛ goŋɔ.

Pedagogical Exemplar

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.

Asesementi Kankani (Key Assessment)

Asesementi Beene 1: Tiise gee Maam iŋe bala nuu (Recall and Reproduction)

1. Dike fumiŋa yelebea la fu ŋmae ŋwana gi'i pa'ale 'akāale zo'e' n de sela.
2. Akāale zo'e aŋa bunuu la de la bana be? Gārese ŋwana fii pa'ale ayima woo.

Asesementi Beene 2 (Assessment Level 2): Puti'ire Bokerē Mi'ilum (Skills of conceptual understanding)

Sose pa'ale agabe tole kāalego (skimming) la nima nima kāalego (scanning) n suŋeri tara bokerē se'em gulesego puan.

Asesementi Beene 3: A ti'isi zo'e paa la adike puti'ire (Extended critical thinking and reasoning)

Fum sake bo yelesum wa pae la ŋwani; 'Akāale zo'e kō'om dena la fu yem kāala nyeta nyelum ma'a gee ti nimmu'ure kāalego me dena fu kāale-bōke ta'am tēra'. Bo puti'ira ŋwana suŋa suŋa te'ele sela zuo ti fu ŋme'era nokpe'ene la.

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
 Individual project work -5 marks
 Award 0 mark if no project work is supplied
4. 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>

YEŊO 3: NAARESI LA YELEBISĀASI NAAŊO SĎA ASI'A (CONJUNCTIONS AND SOME WORD FORMATION PROCESSES)

ZUTO 2 (STRAND 2): TĎGUM LA BU TUUMA (LANGUAGE AND USAGE)

Zubċka 1 (Sub-Strand 1): Yelebea la a tuuma naane (Lexis and structure)

Zamesego nyuuro (Learning Outcome): *Dike fu tabelesi, naaresi, yelebinaaresi, la kulċosi duma mi'ilum la ti fu nye zamesego wa puan la gulese yelesum duma n tari vuure*

Zamesego la pa'alego Naresum (Content Standard): *Ine pa'ale fu mi'ilum beene yesera la tabelesi, naaresi, yelebinaaresi la kulċosi tuuma puan*

Zubċgesi 2 (Sub-Strand 2): Gurenε Guleseyiŋo wara (Rules of writing in Gurenε)

Zamesego nyuuro (Learning Outcome): *Dike yelebea naaŋo la gu'usi mi'ilum duma la gulese yelesum duma suŋa suŋa*

Zamesego la pa'alego Naresum (Content Standard): *Dike yelebea naaŋo sċa mi'ilum la bċkere duma ine pa'ale gu'usi tuuma suŋa suŋa*

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.

BAKOI 5

Zamesego Puti'ire (Learning Indicator): Geele bise tabelesi tuuma Gurenɛ puan

NYU'ŊO/KANKAŊI ZI'AN (FOCAL AREA) 1&2: TABELESI (AFFIXES)

Tabelesi n de sela

Tabelesi de la yelebea bɔgesi n tabelɛ yelebire n de tile ti di ta'am lebege yelebipaale bii naampaale. Tabelesi me kelum dena la yelesum naresum la bu gɔnguma aŋa n pa'aseri yelebire ki'ileŋa ti la tee yelebire la vūure. Tabelesi kɔ'om dena la yelebire pɔsega la di ba'asego tabelega. Tabelega pa'aseri yelebire tile bii yelebinaare ti la tee la di vūure gee tari naansāane wa'am. Tabelesi de la bɔgepigesi n pa'ase yelebea asi'a tila puan ti a vɔa la naane tɛera. Tabelega wan dena pooren tabelega yesera la ka san bɔna yelebire la tile pɔsega bɔba. Tabelega wan dena tiŋasuka tabelega yesera la ka san bɔna yelebea tila ayi tiŋasuka. La wan dena ki'ileŋa tabelega yesera la tabelega la san bɔna yelebire ki'ileŋa bɔba/ba'asego. Sela ti ba yi'ira ti, "Circumfixation" me de la nɛŋa tabelega la pooren tabelega san bɔna tileyine puan ti vūure la nie. Tabelesi baseri ti vūure ŋwɔnsum tile la yelebise'ere ti tabelesi la naam la. Tabelesi sisesi n ŋwana: -a (bu-a), -ɛ (ku-ɛ), bun- (bun-sela).

Tabelesi buuri buuri (Types of affixes)

Tabelesi buuri buuri bayi la de la vūure teere la yelebire naane teere tabelesi.

Vūure teere tabelesi (Derivational affixes): Bana de la tabelesi n naani yelebisāasi la a vɔa. Vūure teere tabelesi puan, yelebire tile deo la yelebire la deo n tee la ta'am dena bii daga buyima. Ŋwana pa'ale ti vūure teere tabelesi ta'am dena deo n ka teeri bii deo n teeri. Vūure teere tabelesi la maali la yelebipaala yesera yelebire tile la puan. Magesɛ wuu: 'ku' ta'am lebege 'kua', 'lu' me ta'am lebege 'lua'. Yelebea 'ku' la 'lu' de la itego yelebea gee nyaa lebege yu'ure yelebea n de 'kua' la 'lua'.

Yelebire naane teere tabelesi (Inflectional affixes): Bana de la tabelesi n teere yelebire la naane ma'a gee dagi yelebire deo. Yelebire naane teere tabelesi ka teeri yelebire la vūure, gee me ka tɛera yelebire la ti di lebege yelebipaale. Tabelesina pa'ali la tɔgum naresum la bu gɔnguma n de wuu kɔle, budaa/pɔka, saŋa la yela asi'a. Pa'ale ti yelebire naane teere tabelesi wa san tabelɛ yelebire diyima di ta'am lebege pa'ala sela n de zo'ore/zo'e yelebire. Magesɛ wuu: fu san dike -si pa'ase pɔga puan, fu wan nye pɔgesi.

Tabelesi Tuuma (Use of affixes)

Tabelesi tuuma boi la yima yima. Ba de la sela n boi tilum wa:

1. Ba suŋeri la yelebisāasi naaŋo yesera yelebekegesi puan. Magesɛ wuu: po + sea = posea.
2. Ba suŋeri tɛera la yelebire ze'eta deo kuyima lɔŋera deo kuyima. Magesɛ wuu: ku+ta = kuta.
3. Tabelesi suŋeri la itego yelebisāasi naaŋo. Magesɛ wuu: pa + m = pam.

4. Tabelesi suŋeri tɛɛra la yelebea ze'eta deo kuyima ye'esa kuyima puan. Magese wuu: di + ta = dita.
5. Suŋeri tɛɛra la yelebire n de zugeyiŋa ye'esa zo'ore yu'ure puan. Magese wuu: daa + si = daasi.
6. Tabelesi mi'ilum suŋeri me yelebea gulesego puan.
7. La teeseni la yupa'alesi yelebea kina itego yelebea puan. Magese wuu:
8. Yu'ura yelebea n lebege itego yelebea: Ki'ileŋa tabelesi n teeri yu'ure yelebea lebera itego yelebea puan de la:
9. Yu'ura yelebea n lebege yupa'alega yelebea: Ki'ileŋa tabelesi n teeri yu'ure yelebea lebera yupa'alega yelebea de la: -bila, -mo, -leo.
10. Yupa'alega yelebea n lebege yu'ure yelebea: Bilia (bia), pibila (pi'ɔ).
11. Itego yelebea n lebege yupa'alega yelebea: di (ditego, ditemo).
12. Itego yelebea n lebege yu'ure yelebea: di (di, ditego), ku (kuura).

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'ale tabelesi n de sela.
2. Gulese Gurene puan tabelesi buuri buuri la biŋe.
3. Gārese pa'ale Gurene puan tabelesi buuri buuri la gee magese pa'ale suŋa suŋa.
4. Dike tabelesi buuri buuri duma la woo gulese yelesum duma bunuu bunuu.
5. Sōse pa'ale tabelesi tuuma n pae anaasi bii zɔe bala.
6. Pa'ale tabelesi la n boi yelebea wa n gā tilum wa gee pa'ale tabelega la buuri.
7. Magese wuu:
8. diti
9. dia
10. zɔduma
11. sũuro
12. kɔma
13. pɔgesi
14. niisi
15. niito
16. kɔɔsa
17. Dike tabelesi n nari la pa'ase yelebea wa puan ti a lebege yu'ure yelebea bii yupa'alega yelebea.
18. kiŋe
19. wa

20. pure
21. di
22. pa'ale
23. gulese

Pedagogical Exemplars

Problem-Based learning (individual and group work)

1. Whole class activity

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

2. Group work/collaborative learning

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

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

3. Whole class activity

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

Each group makes a presentation for discussion and clarification.

Assessmenti Kankani (Key Assessment)

Assessmenti beene 1: Tiise gee Maam iŋe bala nuu (Recall and Reproduction)

Dike fumiŋa yelebea gārese pa'ale tabelega n de sela.

Assessmenti beene 2: Yela bākerē pansi (Skills of conceptual understanding)

1. Pa'ale tabelesi buuri buuri la n boi Gurene puan la yima yima gee dike yela atā atā magese pa'ale tabelega buuri woo.
2. Dike tabelesi buuri buuri la woo gulese yelebisāasi n pae anuu.
3. Yesera fu lebesego sokere buyi puan la, sōse pa'ale tabelesi nimmu'ure yela Gurene puan.
4. Pa'ale tabelesi yelebea wa puan gee pa'ale tabelesi la buuri:

sireba
 zamesa
 gɔnɔ
 bǎalam
 mu'ure
 yelesune
 gulesereba

Asɛɛsɛmɛnti Beene 3 (Assesmente Level 3): Atĩ'isepaa putĩ'ire (Strategic Thinking)

Fu zɔ n ze'ele sukuu ayima gee ka bɔkera tabelesi n de sela Gurenɛ puan. Pa'alɛ fum wan iŋɛ se'em ti fu zɔ la ta'am bɔkɛ tabelesi buuri buuri la n boi Gurenɛ tɔgum puan gee dike tabega kayima woo buuri bo magesego butã butã te'ele fu pa'alegɔ la.

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.

BAKŃI 6

Zamesego Puti'ire (Learning indicator): Dike naaresi buuri buuri la n boi Gurene puan la gulese yelesum duma

NYU'Ń/KANKAŃI ZI'AN (FOCAL AREA) 1&2: NAARESI (CONJUNCTIONS)

Naaresi n de sela: naaresi de la yelebea n dikeri yelebea asi'a, yelesum naaresi bii kulɔɔsi lagna taaba. Naaresi suŋeri me ti tu ta'am gulesa yelesum n ta ka zuna, yelesum daga buyina la bu naana vūyagama ka bɔna bini. Ba tuune kankaŋi de la ba dike yela yima yima lagum taaba tɔgum puan. Gurene naaresi de la 'la', 'gee/dee', 'ti', 'bii', 'bala n sɔi',.

A zamese me, bala n sɔi ti a paase la.

N wan kiŋe gee lebe na.

Atia la Ania

Naaresi buuri buuri (Types of conjunctions)

Naaresi la zo'e me bɔna tɔgum la puan. Gee tu wan sɔse la sita ma'a yele zamesekuna wa puan. Sina wa de la **Kã'asego** naarega (coordinating conjunctions), **Atee bo naarega** (correlative conjunctions) la adolelalesa naarega (subordinating conjunctions).

Kã'asego naarega (Coordinating conjunction)

Koodineetin naarega baseri ti yelebea, yelebinaaresi, la kulɔɔsi lagna taaba ti vūure la dena buyina yelesum puan. Magese wuu: gee, amaa, la, bii.

1. **Kã'asego** naarega dikeri yelebea la yelebinaaresi lagna taaba dena (la, bii).

Ataŋa **la** a pɔga.

Kareyena **bii** mui?

Hale **la** suŋa.

Pɔgenya'aŋa **la bii**?

2. **Kã'asego** naaresi n dikeri yelebea la kulɔɔsi lagna de la (**ti**).

Na'ayine **la ti** mam sake bɔ la.

Sela **ti** a yele ni la ani suŋa.

Kã'asego naaresesi n dikeri itego yelesumbɔka la ita yelesumbɔka lagna taaba. Ŋwana wa iŋa, naarega la nyaa ni pa'ase la itego yelesumbɔka la puan. Magese wuu: tu san di ba'ase, tu wan gise.

La **san** wan ta'am iŋe, tara pupeelum la nera woo.

Atee bo naarega (Correlative conjunctions)

Atee bo naarega de la yelebea ayi n tari puti'ira naara taaba. mw me, bala, ti.

Atampɔka dugeri me gee ti Akolepɔka **me** pɛera laasi.

Bia la tari laa la de'ena me **bala n sɔi** ti ka ŋwɔregɛ.

Adolelalesa naarega (Subordinating conjunctions)

Naaresina dikeri la ita la itegɔ yelesumbɔka lagna taaba. Adolelalesa naarega pa'ali la sela n ta'ase la sela n iŋɛ lagenɔ, yima yima, bii lagna tusetɔ me n boi kulɔɔsi duma puan. Mageɛ wuu: bala la, gee, bala inya, ...

Vom daga naana **gee** tu wan tiregɛ.

A ɛ ya **gee** a ka nye me.

Ma mi e me **bala n sɔi** ti ma dike nuure la base e.

Base ti zamesereba la baŋɛ ti yelesum duma la buuri n pa'ali naaresi la tuune.

Naaresi yelesum duma gulesegɔ (Constructions of sentences with conjunctions)

Nimmu'ure wara duma fii wa n boi naaresi tuuma puan. Wara ana wa tuuma suŋeri me ti gulesegɔ kina suŋa suŋa.

1. Naaresi dikeri la puti'ira, tuuma, la yela lagna taaba. Bala la, naaresi n nari la ti ba ni loose ti ba ta'am gure sela ti ba ɛɛra gulesegɔ la puan la.
2. Naaresi tari tuunsuma kaŋɛ yela gulesegɔ puan.
3. Fu san gulesera naaresi, base ti yelesum la luga la za'a sake ti la sirum de la bala.

Zamesegɔ Tuune (Learning Task)

1. Gaɛɛ pa'ale naaresi n de sela gee dike yela atã mageɛ pa'ale.
2. Pa'ale naaresi buuri buuri la n boi Gurene puan.
3. Pa'ale naaresi buuri buuri la ti fu gulesɛ la yima yima n boi bini se'em.
4. Dike yela mageɛ pa'ale naaresi la buuri buuri woo.
5. Dike naaresi la gulesɛ yelesum duma.

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.

Asɛɛsɛmɛnti Kankaŋi (Key Assessment)

Asɛɛsɛmɛnti beene 2: Yɛla bɔkerɛ pansɪ (Skills of conceptual understanding)

1. Gãresɛ pa'ale naaresi n de sɛla gee magesɛ pa'ale.
2. Buɛ beene pa'ale naaresi yelesum duma wa n boi tilum wa puan:
 - a. Ataŋa kãali mɛ gee ti Atampɔka gulesera.
 - b. A san boi ni kalam, a wan lebesɛ ni.
 - c. Bia la da la bua la pesego.
 - d. A kom n duni, bala n sɔi ti a di dia la.
 - e. Ma wan kiŋɛ gee dagi zina.
 - f. Ma boti la sagebo bii tintaare.
3. Tigese naaresi wa iŋɛ si buuri buuri duma la puan (la, gee/dee, bala n sɔi, bii, san, amaa).

Asɛɛsɛmɛnti beene 3: Atĩ'isenyɔke putĩ'ire (Strategic Reasoning)

1. Dike naaresi buuri buuri duma la gulesɛ yelesum duma n paɛ bunaasi Gurenɛ puan.
2. Pa'ale naaresi buuri buuri duma la n boi yima yima se'em Gurenɛ puan gee dike yɛla n paɛ anaasi magesɛ pa'ale.
3. Dike naaresesi n nari la kĩ'ise yɔ'ɔɔ wa n boi yelesum duma wa puan wa:
 - a. Atiŋa wa'am na a ka yeɛ se'ere.
 - b. Bia la keɛ mɛ ti mam yi'ira la.
 - c. Fu di mi'a tɛɛsi la puan ma wan bo fu lagefo.
 - d. Pɔka la mɔm la sagebo bia la di.
 - e. Fu nɔŋɛ la gãare tintaare?
4. Dike naarega woo n boi kalam gulesɛ yelesum (amaa, bala, gee, la).

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.*

BAKOI 7

Zamesego Puti'ire: Sōse pa'ale yelebire naaŋo sĀa Gurene puan (yelebita'ama (compounding), yelebire ŋmaegi'i (clipping), yelebea pemesego (borrowing), yelebea tabelego (affixation)

NYU'Ŋ/KANKAŋI ZI'AN (FOCAL AREA) 1&2: YELEBISĀASI NAAŋO SĀA (WORD FORMATION PROCESSES)

Yelebisāasi naaŋo de la sosi'a ti tu dola gulesera yelebipaala tōgum puan.

Yelebea naaŋo sĀa buuri buuri la zo'e me ti tōgum dola bini naana yelebipaala. Ŋwana wa de la kuusi lagenjo (blending), yelebita'ama (compounding), yelebire ŋmae gi'i (clipping), yelebea pemesego (borrowing), yelebea tabelego (affixation), ayitulese yelebea (reduplication), yelebea teeseŋo (conversion). Baseba n ŋwana gārese bōna tilum wa:

Yelebita'ama

Yelebea ayi bii n gani bala tila n lagum taaba ti yelebire la vūure tee bōna diyima la yelebire woo n ze ni diyima se'em la. La me ta'am le dēna wuu yelebire n tari tila paē ayi gee dōgele wan ze'ele di ma'a. Yelebea lagenjo ta'am ze'ele yelebea deto yima yima yesera la dāaŋo san ka bōna bini. La ta'am dēna yu'ure +yu'ure yelebita'ama, yu'ure + itego yelebita'ama, yu'ure + yupa'alega yelebita'ama, kulōosi yelebita'ama, la baseba. Magese wuu: zom + ko'om = zonko'om, sore + kinē = sokinē, bua + mōlega = bumōlega.

Yelebea ŋmae gi'i

Tu kelum yi'ira bala la gi'i ŋmaare. La de la yelebea naaŋo sore zi'an ti yelebire la bōbere diyima ni yese bini gee ti di lebege yelebipaale. Bala de la, ba ni yese la yelebikēka la kuusi sisesi base gee ti di nyaa lebege yelebipaale. Tu ta'am yese yelebire la pōsega, tiŋasuka bii pooren kuusi base. Magese wuu: baaga = baa, muugo = muo, tiiga = tia, zuugo = zuo.

Pemesego

Pemesego, me le dēna yelebea pemesego de la sose'ere tōgum busebo duma ni peŋe tōgum busebo yelebea tōgera. Yelebise'ere ti ba peŋe la yu'ure de la yelebipeŋere. Tōgum zo'e zo'e tari baseba yelebea tōgera. Magese wuu lati, bōlepi, geti, fooni. Yelebeana wa zā'a ze'ele la solemiine puan na gee tumam Guresi tara tōgera.

Yelebea naaŋo sĀa tuulum yela:

1. La suŋeri la tōgum la ti bu nyeta maalego yesera bu yelebea pa'asego puan.
2. La suŋeri la tōgum la ti bu paara zi'an woo.
3. La suŋeri me yelebisāasi naaŋo puan ti tu nyeta yu'ura bō'ora yelesāasi.
4. La suŋeri la tōgum zamesego.
5. La suŋeri me ti tu wan ta'am tū yelebea nama baŋe a ze'ele zi'an na.

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'ale yelebea naaŋo sĀa n de sĀla.
2. Sōse pa'ale yelebea naaŋo sĀa buuri buuri batā Gurene puan.
3. Gārese pa'ale yelebea naaŋo sĀa atā yelesuma n de si'a Gurene puan.

Pedagogical Exemplars

Problem-Based learning

1. Whole class activity

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

Group work/collaborative learning

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

- a. In small groups (4-6 learners), learners create a concept cartoon/info-graphics to explain the concept of word formation processes and their types to the class.
- b. Classify words from a passage under the types of word formation processes.
- c. Use the words to form sentences.

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

Talk for learning approaches

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.

Asɛɛsɛmentɪ Kankanɪ (Key Assessment)

Asɛɛsɛmentɪ Beene 1: Tiise gee Maam iŋe bala nuu (Recall and Reproduction)

1. Gārese pa'ale yelebea naaŋo n de sĀla.
2. Gārese pa'ale yelebea naaŋo sĀa buuri buuri la n boi Gurene puan la.

Asɛɛsɛmentɪ Beene 2: Yela bokerɛ pansɪ (Skills of conceptual understanding)

Gulese yela atā magesɛ pa'ale yelebea naaŋo sĀa buuri buuri la woo n boi zuon la Gurene puan.

Asɛɛsɛmentɪ Beene 3: Ati'isenyake puti'ire (Strategic Reasoning)

1. Gārese pa'ale yelebire naaŋo sose'ere n boi yelebi-ana wa naaŋo puan:

- a. gogo
 - b. ina de la yu'ure
 - c. too
 - d. nɔkpe'ene
 - e. palɛ zuo
2. Dike yelebisi'a n gā tilum wa naaŋo sɔa la magesɛ taaba gee bo magesa ayi ayi.
 - a. Yelebea tabelego
 - b. Yelebea lagenɔ
 - c. Ayitulese yelebea
 - d. Yelebea pemesego
 3. Tigese yelebesi'a n boi tilum wa doose yelebea tabelego, yelebea pemesego, kuusi lagenɔ, yelebita'ama, la ayitulese yelebea (pū'usum, piisego, gɔŋo, nyaa, konko, dabesa, Yine Gɔŋo, sadɔyagema, podɔleba, sukuu, pɛnsule, budaasi, pɔgesi, gumatitāfo, zimpigesi).

Asɛɛsementi beene 3 Ati'isenyɔke puti'ire (Assessment level 3): Strategic Reasoning

1. Gārese pa'alɛ yelesuma atā ti yelebisaasi naaŋo sɔa tara bɔ'ɔra Gurene gee iŋɛ asɔse-pa'alɛ(presentation) ti ya sɔse pa'alɛ puti'ira doose yelesaasi naaŋo sɔa la puan.
2. Pa'alɛ lɔgepaala/tɛkinologi lɔgero/anigum iŋɛ gee dike yelebisaasi naaŋo sɔa mi'ilum la gulese yelebisaasi bo lɔgepaala wa Gurene tɔgum puan.

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.

Sokere duma baɛba (Sample questions)

Yeŋo (Section) A: Apegaŋɛ/abise loe (Multiple Choice)

1. Bana wa n gã tilum wa ina beɛ na DAGI Gureɛ vo'osum naane?
 - A. KNKD (CV)
 - B. KNKDKN (CVC)
 - C. KDKN (VC)
 - D. KD (V)

Yeŋo (Section) B: Gulesewoko (Essay)

Gãrese pa'alɛ yele-ana wa n de sɛla gee digese yelebea ayi ayi magese pa'alɛ ayima woo

1. vo'osum (syllable)
2. kua zɔŋa/sika (tone)

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.

Kāle bu'a (Marking scheme)

Yeŋo (Section)A:Apɛgaŋɛ/abise loe (Multiple choice)

Bana wa n gā tilum wa ina bɛɛ na DAGI Gurenɛ vo'osum naane?

C. KDKN (VC) – 1 Kāle (mark)Yeŋo (Section) B: *Gulesewoko* (Essay)

1. **Vo'osum gāresego**: Vo'osum de la **yelebire bōka** fole n tari **kōdaa**, ti ka pa'ase yelebire puan bii **kō'om dēna yelebire la**. Kōnya'aŋa vo'osum me ta'am dēna vo'osum. Vo'osum duma nari ti bu tara **kōdaa kayina kua** gee me tara bii ka tara kōnya'asi pōsega, ki'ileŋa bii kaɛ kōdaa la base tiŋasuka.

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

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

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

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

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

2. **Kua limesego gāresego**: Kua limesego de la kua **zōŋa** bii kua **sika voole vo'osum, yelebire** bii **yelesum zā'a** puan. Tōgesebo n tari kua limesego de la tōgesebo ti bu kua limesego la puan basera ti tu baŋera bu tōgum la yelebɛa.

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

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

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

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

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

Table of Specification

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

		<i>Essay</i>	-	-	-	-	<i>0</i>
5	<i>Affixes</i>	<i>Multiple choice</i>	<i>1</i>	<i>2</i>	-	-	<i>3</i>
		<i>Essay</i>	-	<i>1</i>	-	-	<i>1</i>
		<i>Total</i>	<i>11</i>	<i>13</i>	-	-	<i>24</i>

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: Walter de Gruyter. 288–296.
- Fromkin, V., Rodman, R., & Hyams, N. (2007). *An introduction to language*. Boston: Thomson Wadsworth.

YEŊO 4: YELEBINAARE/KULƆƆSI NAANE LA DU'USI (PHRASE/CLAUSE STRUCTURE AND PUNCTUATION)

ZUO 2: TƆGUM LA BU TUUNE (LANGUAGE AND USAGE)

Zubɔka: Gurene gulesego wara дума (Rules of writing the Gurene language)

Zamesego nyuuro (Learning Outcomes)

1. *Dike tabelesi, naaresi, yelebinaaresi, la kulɔɔsi mi'ilum la gulese yelesum дума n tari vɔa suŋa suŋa*
2. *Dike yelebea naaŋɔ la du'usi дума mi'ilum la gulese yelesum*

Zamesego naresum (Content Standards)

1. *Dike mi'ilensebo n boi yelebea tabelesi, naaresi, yelebinaaresi, la kulɔɔsi дума puan la iŋe pa'ale*
2. *Iŋe pa'ale yelebea naaŋɔ sɔa mi'ilum la bokere gee pa'ale du'usi tuuma ŋwana suŋa suŋa*

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 8: Phrases

Week 9: Clauses

Week 10: Punctuation

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 8: Homework

Week 9: Group performance assessment

Week 10: Test of practical knowledge

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

BAKOI 8

Zamesego Puti'ire (Learning Indicator): Dike yelebinaaresi buuri buuri дума la gulese yelesum дума Gurene puan

NYU'D/KANKAŊI ZI'AN (FOCAL AREA) 1 & 2: YELEBINAARESI (PHRASES)

Yelebinaaresi Gãresego (Explanation of Phrase)

Yelebinaarega de la yelebɛa tigere n tuni tuune n tari vũure diyima yelesum puan. La pẽrege me ti yelebinaare tara yelebizuo gee me tara vũure. Yelebizuo la ta'am dena yu'ure yelebire, itego yelebire, itego pa'alega yelebire, bii yupa'alega yelebire. Yelebizuo la n pa'ali yelebinaare la buuri n de sɛka. Mageɛ wuu loɣeɔ, budaa, yelesune, bia la.

Yelebinaaresi buuri buuri (Types of Phrases)

Tu wan zamese la yelebinaaresi sinuu; Yu'ure yelebinaaresi (Noun phrases), itego yelebinaaresi (Verb phrases), itego pa'alega yelebinaaresi (Adverbial phrases), yupa'alega yelebinaaresi (Adjectival phrases), la Neɲa dolesi (post-positional phrase).

Yu'ure yelebinaare (Noun Phrase)

Yu'ure yelebinaare de la yelebinaare n tari yu'ure bii yusɔɔseɲa ti la dena di yelebizuo. Yu'ure yelebinaaresi naane la boi la yima yima. Bise sɛla n boi tilum wa:

1. Yu'ure yelebinaare ta'am dena yu'ure diyima bii yusɔɔseɲa kayina. Yelebinaare dina wa

ta'am tara yelebire diyima n de yu'ure yelebire bii yusɔɔseɲa. Mageɛ wuu; Bolega, ba

Yu'ure yelebinaare	
Gurene	Yelebinaare naane
Bolega	YYN
Ba	YYN

Yelesi'a n boi zuon la pa'ale ti yu'ure diyima n tuni yu'ure yelebinaare tuune ti dolesega ka bona bini. Yusɔɔseɲa me ta'am tuna yu'ure yelebinaare tuune.

2. Yu'ure yelebinaare ta'am le maam gulese yalege yu'ure yelebinaare. La tari la yu'ure la miɲa la yupa'alega kayina bii gaɲe bala, yusɔɔseɲa ti la maam gãrese pa'ale yu'ure la. Mageɛ wuu;

Yu'ure yelebinaare naane	
Gurene	Yelebinaare naane
Logekate	YY- YPY = ADJ
Yu'ure	YYN - NP
Gobena tuntuneba banaasi la	YYN- YYN-YPY-YD
Bia la	YYN - YD
Nerebi'a la bala	YYN-YPY-YD
Atija zi la kuka zuo	YYN-IYN-ID-YYN-YPY
Sagirewoko	YYN-YPY

3. Yu'ure yelebinaare pa'alesi (Noun phrase modifiers): Yu'ure yelebinaaresi tari la yebea ti

a bona yu'ure la miŋa neŋa bii di pooren ti tu yi'ira ba ti pa'alesi. Pa'alesi la de la yebea, yelebinaaresi bii kulccsi n tari lasebaari pa'asa yu'ure yelebire la n de yelebizuo la puan. Gurene puan, pa'alesi la za'a ni bona la yu'ure yelebizuo la ki'ileŋa boba. Tu yi'iri sina wa la neŋa pa'alesi. Mageŋe wuu:

1. Mageŋe wuu pooren pa'alesi wa.

- a. Mam ma kiima la bia la.

Pooren-pa'alega zuo

Magesego yelesum buna wa puan, yelebizuo la n boi yelebinaare la n boi zuon la de la 'bia' gee ti 'ma kiima' dena pooren pa'alega n pa'ali yu'ure yelebire la n de 'bia' la. Yelebinaare la za'a de la yu'ure yelebinaare.

- b. Bolega so'olum sukuu koma la mi la goŋo paa.

Pooren pa'alega zuo yelebire

- c. Anapoka mui la za'asum gana zeerum.

Pooren pa'alega zuo yelebire

Yelesum buyi daana la togeri la sukuu koma n de yelebizuo la n mi goŋo se'em gee ti Bolega so'olum dena pooren pa'alega n pa'ali sukuu koma la n ze'ele zi'an. Buta daana la togeri la Anapoka n de pooren pa'alega la mui n de yelebizuo la n za'asum se'em.

2. Mageŋe wuu neŋa pa'alesi (Examples of Post-modifiers)

- a. Bia la zoi la kalam.

Zuo yelebire neŋa pa'alega

- b. Pugela la kom n duni.

Zuo nɛŋa pa'alega

c. Budaa la n sɔi yi-dina.

Zuo nɛŋa pa'alega

Yelesum yia daana la tɔgeri la 'zoi' n de yelebizuo la yele gee kalam la me de la nɛŋa pa'alega n pa'ali zua la n zoi se'em. Buyi daana la me tɔgeri 'kom' yelebizuo la yele gee ti 'duni' dɛna nɛŋa pa'alega. Zã'a daana la de la yire n de yelebizuo ti '-re' zɔkɛ gee ti 'dina' nyaa dɛna nɛŋa pa'alega.

3. Yelebizuo n boi nɛŋa pa'alega la pooren pa'alega tiŋasuka:

a. Ghana tuntuneba zuo duma bayi n wa'am kalam na.

Pɔsega zuo yelebire nɛŋa pa'alega

Tumam sukuu kɔma banaasi seba n ze kalam wa la nyiini mɛ.

Pɔsega pa'aalega zuo yelebire nɛŋa pa'alega

Itego yelebinaare (Verb Phrase)

Itego yelebinaaresi buuri la zo'e mɛ gee itego yelebinaare woo tari la itego yelebire diyima ti di dɛna yelebizuo ti yelebinaare yelesum la zã'a yaga. La ta'am dɛna itego vekɪ, itego n ka paari.

Magesɛ wuu;

1. di
2. nyu
3. zom

Itego yelebinaaresi ta'am tara itego yelebizuo la miŋa la suŋere itego yelebire bii yelebɛa. Suŋere itego yelebɛa san ka bɔna bini yelesum la vũure kan niɛ. Itego yelebɛa asi'a n ŋwana: di, sake, iŋɛ, yele, tum. Itego yelebinaare naane la me n ŋwana gã tilum wa:

Itego yelebinaaresi naane	
Gureɛ	Itego yelebinaare naane
Wa'am yire na	IYN-ID
Kule fu sɔ yire	IYN-YYN-YYN-YYN
zĩ'ire mam zuo	IYN-YYN-YYN
Dikɛ e kiŋɛ	IYN-YYN-IYN
La' e	IYN-YYN
Kiŋɛ kalam	IYN-IPYN
A sake ya	YYN-IYN-ID

Itego pa'alega yelebinaare (Adverbial phrase)

Yelebinaarekana tari la itego pa'alega ti ka dɛna yelebizuo. Itego pa'alega yelebinaaresi lebeseri la sokere duma n de 'ɲwani', 'beni n sɔi', 'beni', la sankani. Itego pa'alega yelebinaare pa'ali la itego yelebire, yupa'alega yelebire, bii itego pa'alega kayima.

Magese wuu;

Itego pa'alega yelebinaare naane	
Gurene	Yelebinaare naane
Bāalam	IPYN
Kalam	IPYN
Fii	IPYN

Yupa'alega yelebinaare (Adjectival phrase)

Yelebinaare buuri n tari yupa'alega ti ka dɛna yelebizuo. La pa'ali la yu'ure yelebire bii yusɔɔseɲa yelebire. Yupa'alesi sisesi n ɲwana: kãte, pɛɛlega, mɔlega, woko, gilega. Gurene puan yupa'alesi la ni lagum la yelebizuo la. Magese wuu: bukãte, budamɔlega, biwoko.

Yupa'alega yelebinaarega naane	
Gurene	Yelebinaare naane
Woko	YPY
Kãte	YPY
Bāalega	YPY
Paalega paa	YPY

Nɛɲa dɔlesi yelebinaarega (Post-positional Phrase)

Yelebinaare n tari nɛɲa dɔlesi, nɛɲa dɔlesega la namesa la pa'alesi. Nɛɲa dɔlesi yelebinaare tari la yu'ure yelebinaare la nɛɲa dɔlesega.

Nɛɲa dɔlesi yelebinaare naane	
Gurene	Yelebinaare naane
Teebule la zuo	YYN-YD-YPY
Yire la dapoore	YYN-YD-YPY
Yire la nɛɲan	YYN-YD-YPY
Kuka la kinkɛleɲa	YYN-YD-YPY

Yelebinaaresi naane (Structure of phrases)

Tu pugum diŋe sōse zuon se'em la, yelebinaare naane yeseri la yelebinaare la naane.

- a. Yu'ure yelebinaaresi ta'am dena yu'ure yelebire diyima bii yusɔɔseŋa yelebire. Yu'ure yelebinaare puan, yu'ure yelebire n de yelebizuo la. Fu wan ta'am pa'alɛ yu'ure yelebinaare yesera la fu san yese yelebesi'a woo n boi yelebinaare la puan la gee ti ka kelum tara vūure gee ti yelesum la naane la ka sagum. Magese wuu: Ma kiima kulum yire na.

Yelesunsebo n boi zuon la, 'ma kiima' n de yu'ure yelebinaare la. yelebinaare la tari vūure se'ere n sɔi la, 'kiima' de la yelebizuo yelesum la puan, gee fu san yese yelebizuo yelebinaare la puan base, bu kan le tara vūure.

Yelebinaaresi tuuma (Uses of Phrases)

1. Yelebinaaresi tari bɔ'ɔra la puti'ira.
2. Ba kelum dena lɔgeseko n suŋeri sōsega la gulesego suŋa suŋa.
3. Ba tari ba gulesera la sōsega n tari vūure.
4. Ba tuni la nimmu'ure tuune n baseri ti yela gā'ata pɛsega peelemi.

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'alɛ yelebinaare n de sɛla gee pa'alɛ ka boi kayima se'em la yelesum.
2. Gulese yelebinaaresi buuri buuri n paɛ butā bii gaŋɛ bala Gurene gee dike yela atā magese pa'alɛ.
3. Gulese yelesum duma bayi gee pa'alɛ yelebinaaresi yelesum la puan.

Pedagogical Exemplars

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.

Assessmenti Kankanji (Key Assessment)

Assessmenti Beene 1: Tiisego la Pa'asego (Recall and Reproduction)

1. Gãrese pa'ale yelebinaaresi buuri buuri дума wa n gã tilum wa:
 - a. Itego yelebinaarega.
 - b. Yu'ure yelebinaare.
 - c. Itego pa'alega yelebinaaresi.

Assessmenti Beene 2: Yela bokerẽ pansi (Skills of conceptual understanding)

1. Pa'ale yelebinaaresi buuri buuri la ti ba buẽ yelesum дума wa puan la.
 - a. Atampugere n ye la.
 - b. Tikãte la lu me.
 - c. Kugere la boi la yire la dapooore.
 - d. Agulesẽ teesi la.
 - e. Ba base sukuu koma la.
2. Gãrese pa'ale yelebinaaresi дума wa n gã tilum wa:
 - a. Nsoma zameseri la Gurenẽ.
 - b. Ghana boole ñmi'ireba la n di mi'a.
 - c. Niiña la lu la tia la tiña.
 - d. Yire la dapooore fõre la muo.
 - e. Atu'ama boi yire dugera zĩiro.

Assessmenti Beene 3: Ati'isenyake puti'ire (Strategic reasoning)

1. Dike yela ayi magesẽ pa'ale yelebinaaresi wa Gurenẽ puan. Gãrese ñwana gi'i pa'ale yelebinaare woo, pa'ala zuo yelebire la dolesi la n de seba.
 - a. Yu'ure yelebinaare.
 - b. Itego yelebinaare.
 - c. Yupa'alega yelebinaare
 - d. Itego pa'alega yelebinaare.
2. Dike magesego дума ayima woo gulesẽ yelesum дума bayi gee buẽ beene pa'ale yelebinaaresi n de seba bona yelesum дума la puan.

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.

BAKƆI 9

Zamesego Puti'ire (Learning Indicator): Pa'ale gee tigese kulƆƆsi duma doose ba buuri buuri duma la puan

NYU'Ɔ/KANKAŋI ZI'ISI (FOCAL AREAS) 1&2: KULƆƆSI LA A BUURI BUURI

KulƆƆsi vūure pa'alego (Definition of clause)

KulƆƆsi de la yelebɛa n tigese naɛ taaba dɛna yelesum. A tari la ita la itego yelebire (It consists of a subject and a predicate).

KulƆƆsi Buuri Buuri (Types of Clauses)

Tu tari la kulƆƆsi buuri bayi mɔpi. Bana de la;

1. KulƆƆsi Daa/Ata'am ze'ele kulƆƆsi (independent clause)

De yelebɛa n tigese taaba tara ita la itego yelebire. KulƆƆsi ina ta'am ze'ele a ma'a dɛna yelesum sɛla n sɔi la vuure la kelum bɔna bini mɛ.

- a. Tu wa'am ni. (We came)
- b. Atiama mi Sekondi. (Amba knows Sekondi)
- c. Wa'am! (Come)
- d. Fum wan wa'am? (Will you come?)

Makerɛ duma wa ayima woo tari vuure mɛ gee me wa kelum ta'am ze'ele a ma'a tara vuure, bala n sɔi gee ti tu yi'ira ba ata'am ze'ele kulƆƆsi. Ŋwana zuo la, ata'am ze'ele kulƆƆsi wan kelum ta'am pu buuri butã. Ti bana dɛna la; pa'alego, sokere la pɛregerɛ.

- a. Pa'alego (Indicative): de la yelemiŋerɛ yelesum nɔseri tara vūure. Tu tari ina sɔsɛra la
sɛla n de yelemiŋerɛ bii ba bo lasebaarɛ. Magesɛ wuu:
 - i. Sakayɛrega ka dɔgeri niinja (The crab does not give birth to a bird).
 - ii. Tu wan gulesɛ tɛɛsi Azuma daarɛ (We shall write exams on Friday).
 - iii. Zuo daana la kiŋɛ la sore (The president has travelled).

Tu yia makerɛ yelesum la puan, yelesum la tɔge pa'ale la n de yelemiŋerɛ se'em, ti sakayɛrega kan ta'am dɔge niinja. Buyi la butã daana la bɔ'ɔri la lasebaarɛ pa'ale sanseka ti tu wan gulesɛ tɛɛsi la zuo daana mina n kiŋɛ sore la.

- b. Sokere yelesum (Interrogative): a de la yelesum n sokeri sokere bii sokere n eeri lasebaarɛ. Ina de la sokere n eeri ɛɛ bii aayi lebesego, tu tari e ɛɛra la tu baŋɛ nɛra puti'ire n se'em sɔsɛga puan bii tu tari e ɛɛra la lebesego mɔpi gana ɛɛ la aayi lesebego. Magesɛ wuu:

- i. Fu kī'iri la Ankara?
- ii. Fu ye'esi la beša?
- iii. Ani n de ya pa'ala?
- c. Peregere yelesum (Imperative): de la yelesum ti nera la ni yeta fu ti fu iŋe sela bii a ka'ani fu me ti fu da iŋe sela. Peregere yelesum ka tari ita yelebire. Yelesum buna ni pa'ala/yeta nera la ti a iŋe la sela. Ba ni tara la dāalum buna wa (.) la dāalum buna (!) ita yelesum la ki'ilenja.

Magese wuu:

- i. Kiŋe!
- ii. Wa'am na!
- iii. Zi'ire tiŋa!
- iv. Beere yi ma!

2. Adolilalesa kulƆƆsi (dependent clause)

KulƆƆsi ina kan ta'am ze'ele a ma'a tara vuure. KulƆƆsi ina ni dike la adolilalesa naarega poŋe yelesum la gee a san zea ma'a vuure la kan nie. Adolilalesa kulƆƆsi la doli la ata'am ze'ele kulƆƆsi la poore ti vuure bona bini. Adolilalesa kulƆƆsi tari la naaresi dikera a miŋa dentuna ata'am ze'ele kulƆƆsi la. Magese wuu:

- a. Tu san kiŋe, a wan da sela.
- b. A yeti ti, eŋa wan wa'am.
- c. Ataŋa n kiŋe ni bini la, a kiŋe la va'ami.

Tu tari la adolilalesa kulƆƆsi buuri butā, yesera la ba tuuma puan: yupa'alega(adjective) (pa'alega. (relative)), la yu'ure la itego pa'alega (noun and adverbial).

1. Yupa'alega (ŋwɔnsum kulƆƆsi) (A relative clause) de yupa'alega kulƆƆsi n pa'ali bii pa'ala yu'ure aŋa. A ni dike ŋwɔne/ŋwɔnsum yusɔɔseŋa poŋe (ani, mina, se'ere, se'em, ina, bala) bii ŋwɔnsun itego pa'alega (sankani, beša, bii beni). A tuni la yupa'alega tuuma. Magese wuu seba n boi tilum wa;

- a. Mam mi buda-seka n wa'am kalam na la.

Relative clause

- b. Poŋe-seka n koosi kaam la wa'am na.

Relative clause

- c. Dike goŋo la ti fu zi la bo ma.

Relative clause

2. Yu'ure kulƆƆsi (A noun clause) de la adolilalesa kulƆƆsi n tuni yu'ure yelebire tuune (mw. Ita, namesa vekɪ, namesa n ka paari vekɪ, dɔlesega namesa, la itego yelebire n de yu'ure). Yu'ure kulƆƆsi ta'am ŋwɔna la ŋwɔnsum yupa'alega kulƆƆsi amaa a boi la a tɔka dena wuu yu'ure kulƆƆsi la ni sɔe ze'ele yu'ure na'are yelesum puan, gee ti ŋwɔnsum/yupa'alega kulƆƆsi la wan dɛla la yu'ure yelebire la yelesum puan. Magese wuu:

- a. Biseka n di mi'a tɛɛsi la puan la, to'e la wu'ure.
- b. Tu nyaa nye tagepigesi la borege la.
3. Itego pa'alega kulɔɔsi (An adverbial clause) de la yeleboka n tuni itego tuune. Bii, la maam pa'ala la itego, yupa'alega, itego pa'alega kayima, hali la yelesum me. Mageɛ wuu yelesum duma wa n boi tilum wa:
 - a. A tɛri sanseka ti a base tuuma zi'an la.
 - b. Tu san di ba'ase, ma wan kiɛ

Yelesunsebo n buɛ beene bɔna zuon la de la itego kulɔɔsi/yelesumbɔgesi.

Zamesego Tuuma (Learning Tasks)

1. Pa'ale kulɔɔsi n de sɛla.
2. Guleɛ kulɔɔsi duma buuri buuri la biɛ gee pa'ale ba ɲwana gi'i.
3. Dike yɛla ayi mageɛ pa'ale kulɔɔsi buuri buuri la woo.

Pedagogical Exemplars

Problem -Based learning

1. Whole class activity

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

Collaborative learning

2. 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

Asɛɛsementi Kankanɪ (Key Assessment)

Asɛɛsementi Beene 2: Yɛla bɔkerɛ pansɪ (Skills of conceptual understanding)

1. Dike fumiɲa yelebɛa gɛresɛ pa'ale kulɔɔsi n de sɛla.
2. Gɛresɛ pa'ale kulɔɔsi buuri buuri bayi la gee pa'ale ba boi yima yima se'em.
3. Dike yɛla atã atã mageɛ pa'ale kulɔɔsi buuri buuri bayi la.

Asɛɛsementi Beene 2: Yɛla bɔkɛɛ pansɪ (Skills of conceptual understanding)

1. Buɛ beene pa'ale adolilalesa kulƆƆsi n de sɛka yelesum duma wa puan.
 - a. A koosi la nanzũ'usi ti ba duge.
 - b. Mam mi la Yinse'ere ti mam sake bɔ.
 - c. Niiŋa san ka ɛgera, ka yeti ka gã'are la kom.
 - d. Koosego san wan kiŋe suŋa, la yese la tuunsi'a n tum bulika la.
 - e. Pa'ala/tikiya la ti mam ba'am nɔŋe la n bala kini na.
2. Tigese yelesum duma wa n boi tilum wa doose ata'am ze'ele ama'a kulƆƆsi la adolilalesa kulƆƆsi puan (main clause and subordinate clauses).
 - a. Fu wa'am na?
 - b. La ka tole?
 - c. Fu mi e.
 - d. A kĩ'iri la kalam.
 - e. Wa'am na.
 - f. Ka san ta niira
 - g. Gulese la biŋe.
 - h. Sukuu kinɛ de la nyiima.
 - i. A san wa'am na...
 - j. Yi e bɔ ma.

Beene 3: Atĩ'isenyɔkɛ putĩ'ire (Strategic reasoning)

1. Dike yelesum lebase sɔsega wa ayima woo n gã tilum wa. Pa'ale kulƆƆsi buuri mina ti fu loe gee pa'ale sɛla zuo gee ti fu loe kulƆƆsi eŋa la
 Magese wuu: A ma putĩ'ire sa'am mɛ la a bia la n yeti ka lu nuure la. Ita fĩi fĩi! (ata'am ze'ele ama'a kulƆƆsi, peregere kulƆƆsi-a ma nari ti bo bia la la lasebaare se'ere n niɛ se'em ti wan gu deŋa).
 - a. Pa'ala eeri la sukuu kɔma go'e gee kelese zamesego deon voole.
 - b. Da'ara n soke ti beni n boi sitɔ la puan.
 - c. Pulesesi n nyɔgeri nayigesɪ la soke fu ti fu pa'ale fu daa iti la beni Asibi sɛka n tole la.
 - d. Fu pɔseri la solene.
2. Ze'ele mi'ilunsebo ti fu pugum diŋe nyɛ kulƆƆsi duma zamesego puan la, pu taaba la ya kãale tigegele wa n boi tilum wa gee bũɛ beene dãale kulƆƆsi woo ti ya nyɛ. Tigere woo wan iŋe asɔse-pa'ale gee ti tu sɔse.

“Budibepaalega la n lagum pa'ase boole la ti ba nan kɔ'om ŋmɛ ba'ase wa la to'e la sãlema tagera n pa'ale ti eŋa n mi boole ŋmɛ'a gana ba zã'a. Ba daa bo e wɔ'ɔre dina wa ba'ase la, a sɔ mina n daa zagesɛ bia wa n daa nan de yuuma atã la pu'usi e mɛ la a zusuŋɔ. A tiisi la a namesego dabesa la. La a namesego la zã'a waabi la, a sanɛ la sakere gɔŋɔ ti a ŋmɛ bo satɪŋa kayima duma”

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*

BAKOI 10

Zamesego Puti'ire (Learning Indicator): Sɔse pa'ale gu'usi [yelesum ba'asego gu'usega (.), vo'osego gu'usega (,), du'usi siyi (:), du'usega la girego (;), sokere gu'usega (?), nyabegere gu'usega (!), Koteesi makesi ("...")] la nyan dāalesi gee pa'ale si boŋa zĩ'isi nwan suna suna yelesum puan

NYU'Ɔ/KANKAŊI ZI'ISI (FOCAL AREAS) 1&2: GU'USI DĀALESI (PUNCTUATION MARKS)

Gu'usi dāalesi pa'alego (Definition of punctuation marks)

Gu'usi dāalesi de la dāalesi ti ba tara gulesera yelesera yelesum duma, yelebinaaresi, la kulɔɔsi duma ti la base ti ba vɔa la niɛ.

Gu'usi dāalesi buuri buuri la si tuuma.

A teke ze'ele (Full stop) (.)

Tu tara ina ita la yelesum la ba'asego bii ki'ileŋa puan

A teke ze'ele (Full stop) (.) tuuma n de sela.

1. A teke ze'ele gu'usega wa pa'ali la yelesum ba'asego bii beene. Magese wuu:
 - a. Mam di la sagebo.
 - b. Atia gĩsi mɛ.
2. Tu tari e kelum boŋesa la yelesum duma. Magese wuu:
 - a. Mam kiŋe la da'a. Mam kiŋe ti n ta da la tagera.
 - b. Beere yilege ya. Mam yeti nyire la n neŋa.
3. La me kelum pa'ala la yelegito gulesego. Magese wuu: BNK.
4. Ba me kelum tara e pa'ala la sɔsega mapi beene bii yelesum.

Ago'e vo'ose (Comma) (,)

Tu tari ina bemesa/gu'ura la yelebea beene. Tu tari ina yelesera la yela n de wuu yelebinaaresi, yelebea bii kulɔɔsi duma. La de la sela ti tu tara yelesera nmaresi la dabesa gulesego yuune puan. Magese wuu: Ko'oro 23, 2025.

Magese wuu:

1. Aduŋɔ kiŋe da'a ta da bua, nua, pesego, la baa ti a ka'e a ko'om.
2. Atampoka pae yire, kɛ bo'ɔ ta dike laa, nyaa ake ko'om ta iŋe a yentaa yooren.

Kolum (Colon) (:)

Kolum tuuma (Uses of colon) (:)

1. Kolum ni pa'ala la yela ti fu yeti fu kaale. Magese wuu:
2. Tinsesi ti Ataŋa walum mina de la: Bolega, Boonjo, Zoko la Vea.
3. Diseka ti Atampugere ba'am noŋe de la: sagebo, mui, yɔga la beresi ziirɔ.

Semi Kolum (Semicolon) (;)

Semi Kolum tuuma (Uses of semicolons)

1. Semi Kolum tari yelesera kulƆƆsi bayi n wan ta'am ze'ele ba ma'a. Magese wuu:
2. Ma kaaale gɔɔ zo'e zo'e; Yine ka baseri a wanto'gelebe ti mam ba'am nɔɔ.
3. Mam kule la yire; mam kule ti n ta di me.
4. La pa'ali la yela ti fu yete fu kaaale yelesum puan. Magese wuu:
5. Mam ke da'a la mam nye la nreba zo'e zo'e n de wuu; Ania, Ataɔa, Atampugere, la Ataɔa.

Kunkogu'usega (')

1. Kunkogu'usega de la gu'useseka n ni bɔna kɔdaasi siyi tiɔasuka ti ɔgesego bɔna si yi'a puan. Magese wuu:
2. Ka'e, ba'am, da'a, ku'e, ma'a, ma'e, gi'i, pi'ilum, bu'a, pa'ase, ba'ase.

Koteesi makesi (" ") (Quotation marks)

Koteesi makesi tuuma (Uses of Quotation marks):

1. Koteesi makesi pa'ale ti nera n yele sela ti fu me to'gesa yeta eɔa n yele se'em la nuu. Magese wuu:
2. Ataɔa yeti, "tarema nib a a buɔa ti ka ga la tiɔa".
3. Abaa yeti, "lu ti n lu n de de'ɔo".
4. Ba me ta'am kelum dike zamesego zuo. Magese wuu: "Adiku"

Haafin (-) (Hyphen)

Haafin tuuma (Use of hyphens):

Chaffing ni bɔna la kɔdaasi siyi yi'a n boi yima yima gee ti yelebire la dɛna diyima bii kɔdaa la kɔnya'aɔa san dɔla taaba yelebire puan gee ka nara lageɔ. Magese wuu: Yele-ana, Adiɔe-iɔe, yele-ita, niin-ɛgerega.

Wambɔgesi (()) (Parentheses)

Wambɔgesi tuuma (Uses of Parentheses):

Wambɔgesi ni sunɛ pa'ala la sela ti fu pugum yele yia la. Magese wuu: Aduɔo ugeri la dɔsi (nuusi, buusi, piisi, kiini, nii, kurekuri). Nsɔma koosi la lɔgero (Amani, kɔlego, nanzu'usi, maangi, mui, tea) da'an.

Daasi (-) (Dash)

Daaali kana ta'am ze'ele bo du'usi siyi bii du'usega la girego yelesum puan. Magese wuu: Asakeya ka boi ni zi'an la puan – de'ɔo la puan. Pa'ka la wa'am na – Nsɔma la.

Yelebea ḡwɔsum bēgelega (/) (Slash)

Pa'ali la yelebea ayi n wan ta'am ze'ele bɔ taaba gee tara bumbu'um. Magese wuu: yela/sōsega, zɔ/zaba, sɔ/ma.

Dī'ire dāalum (!) (Exclamation mark)

Dī'ire dāalum tuuma (Use of Exclamation marks)

Dāalekana ni ki'ilena la yelesum n de pakere bii n iḡe fu ligebi. La me ta'am le dena tāsega bii fu nyabegē nera ti a iḡe sela. Magese wuu: Ei!, wa'am na!, ye!, kule yire!

Sokere gu'usega (?) (Question mark)

Sokere gu'usega tuuma (Uses of Question marks)

1. Sokere gu'usega ni ki'ilena la yelesum n de sokere yelesum. Magese wuu:
 - a. Ani n wa'am kalam?
 - b. Fu di ya?
 - c. Fu nye ti Ataḡa kini kalam bɔba na?

Du'usi kuunɔ (...) (Ellipsis)

Du'usi kuunɔ tuuma (Uses of Ellipsis)

1. Du'usi kuunɔ ni pa'ala ti ba zɔe yelebire diyima bii yelebinaare base gee tole. La ni pa'ala ti yela la zo'e me gee ka tara vūure bii ba kan ta'am gulese a zā'a. magese wuu: A pɔse kāala me ti, 'yeno, yi'i, tā'a, ...' .
2. La me kelum dena la fu san yeta sela ti nera tɔge gee ti yelebea la zā'a ka nara ti fu yele. Magese wuu: Ayine yeti eḡa kiḡe la da'a ti a ta da

Zamesegɔ Tuuma (Learning Tasks)

1. Gārese pa'ale du'usi duma la sitā tuuma.
2. Diḡe gu'usi sitā la ti fu loose zuon la gulese yelesum duma batā suḡa suḡa.
3. Du'usi la nimmu'ure yela de la beni yelesum guleseḡ puan?

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

Assessment Kankani (Key Assessment)

Assessment Beene 1: Tiiseḡo La Pa'aseḡo (Recall and Reproduction)

1. Pa'ale du'usi n de sela.
2. Gulese nimmu'ure yela n pae atã pa'ale sela n ta'ase ti tu tara du'usi lagum gulesera Gurene puan.

Assessment Beene 2: Yela bokerẽ pansi (Skills of conceptual understanding)

Loe du'usi buuri buuri duma banuu la fu gãrese pa'ale gee dike ba gulese yelesum duma.

Assessment Beene 3: Ati'isenyake ptĩ'ire (Strategic reasoning)

Dike du'usi iṅe yelesum wa n boi tilum wa ti bu tara vũure gee ti fu gulese ṅwana gi'i gãrese pa'ale sela inya gee ti fu loe eṅa la.

Eskimos putĩ'ire puan, sadɔseko ti ba yuum dɔla nyeta bugum yuum de la kuyina tingɔṅo wa zuo Budanya'asi kayima n yuum soi bugum la Budanya'aṅa la yuum tari la dayua.

Wuntɛɛṅa bii yu'ũṅo budany'aṅa la ka dayua la yuum ni fila bugum la me gee bisera bugum la se'ere n soi la, ba san ka fila bugum la gee base ti bu kiṅe, bugum kan le bɔna tiṅa wa zuo.

Nera woo yuum nɔṅe bugum la gee Eskimo pɛɛlega n yuum boi ka bɔta ti a nifo nye bugum la la fii me.

Sela ti a yuum ba'am nɔṅe de la meḡelum, gee ti a me yuum kã'ara la yine ti meḡelum lu pĩ tiṅa la zã'a ti nera woo ki gee ti eṅa sɔe tiṅa zã'a sɔna.

Daare diyima ti budanya'aṅa la lu la bã'a.

Bala iṅa la, ka ka nyanɛ file bugum la.

A dayua la ma'a yuum ni san bɔna bugum la zi'an ka ni ḡisera me gee ka san ta isege ka guum la puan ti ka ni le fila bugum la.

Daare diyima ti a dayua la ta isege ka guum la puan ti bugum pugum kiṅe me

Bala ti a kaase gee yeti oo, Bugum la kiṅe ya ɔɔɔ wan ku nɛrewoo

HINT



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

SECTION 4 REVIEW

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



APPENDIX F: RUBRICS FOR SCORING THE PERFORMANCE ASSESSMENT

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

YENJO 5: PUTI'IRE GULESEGO LA LEREGERE (COMPOSITION AND TRANSLATION)

ZUO (STRAND): TOGUM LA BU TUUMA (LANGUAGE AND USAGE)

Zuboka (Sub-Strands)

1. Puti'ire Gulesego Gogho Sosega (Text Composition)
2. Nuure Leregere la Leregere (Interpretation and Translation)

Zamesego nyuuro (Learning Outcomes)

1. *Gulese nokpe'ene gonsunjo (argumentative essays), asose bo gogho (speeches) la gompalega (articles)*
2. *Gulese taaba gogho (informal) la sunkpe'ene gogho (formal) hwana suna suna*
3. *Dike sasega puan putedaasi la lerege sasega ze'ele togum busebo iye togum busebo puan*

Zamesego naresum (Content Standards)

1. *Iye pa'ale mi'ilum sebo la bokere se'ere ti fu nye nokpe'ene gogho, asose bo gogho la gompalega gogho zamesego puan*
2. *Iye pa'ale fu mi'ilum la bokere yesera gogho gulesego puan*
3. *Dike sasega puan putedaasi la lerege sasega ze'ele togum busebo iye togum busebo puan*

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.

BAKOI 11

Zamesego Puti'ira (Learning indicators)

1. Ta'am gulese nɔkpe'ene gɔŋɔ
2. Ta'am gulese gɔŋɔ buuri buuri (asɔse bo gɔŋɔ la gɔmpa'alego) (Speech and articles)

NYU'Ŋ/KANKAŊI ZI'AN 1&2 (THEME/ FOCAL AREAS 1&2): PUTI'IRE GŊŊO GULESEGO (COMPOSITION)

Concept of Composition

Puti'ire gɔŋɔ gulesego pa'ali la gulesa la n tigese a puti'ira la doose se'em gulesego puan la. Puti'ire gulesego n pu doose se'em, ti ba yuum sake gee maam tigese 19th century puan la, de la yelega'alego gulesego, yeletũusum gulesego, la nɔkpe'ene gɔŋɔ gulesego. Gɔnsuŋa gulesego ni tara la putesuma zo'e gulesa.

Gulesego Gɔŋɔ Buuri Buuri (Types of Essays)

Gulesego gɔŋɔ buuri buuri la n ŋwana;

1. **Yelega'alego gulesego (Descriptive essay):** de la gɔnseko ti nɛra gulese ti a sɔse pa'ale sela ti a nyɛ, doose tole bii mina. Yelega'alego gɔŋɔ gulesego puan, see ti fu ma'e fumiŋa gee tigese yela la ti a doose taaba suŋa suŋa bii fu n nyɛ a se'em la nuu.
2. **Yeletũusum gulesego (Narrative essay):** Yeletũusum gɔŋɔ la yelega'alego gɔŋɔ la ŋwɔni la taaba gee ba yima yima de la tũusum gɔŋɔ la kuŋɔ kɔ'om gãresa pa'ala yela la n iŋe se'em zã'a gee ti sela yesera basa bii dike pa'asa. Ina de la solene ti nɛra tũura pa'ala nɛreba yeta ba eŋa n mi sela yesera yelet puan. A de la gɔŋɔ ti zamesereba ni nyɔke bamiŋa gee selesa.
3. **Gulesewoko gɔŋɔ (Expository essay):** Gɔnkuna de la gɔŋɔ ti sukuu bia wan ee yelet zuo viise baŋe sela la sela n iŋe ti nɛreba ŋme nɔkpe'ene/nɔke'ene pa'ale ba puti'ira. Ŋwana wa ni ita tara la yela la puti'ira magesa taaba, garesa yela dɔla sela ti ba nyɛ la.
4. **Nɔkpe'ene gɔŋɔ gulesego (Argumentative essay):** Nɔkpe'ene/nɔke'ene gɔŋɔ wa de la gɔnseko ti tu tara ita ti tu baŋe kɔma la puti'ire/mi'ilum beene. Ba wan ta'am dike/loe putesune se'em gee pa'ale sela inya gee ti aloe putɛdine la. Kalam ti bia la wan nyanɛ pa'ale zugɔ n ani suŋa se'em bii n ka ani suŋa se'em.

Nɔkpe'ene gɔŋɔ gulesego zuto tusetɔ n ŋwana

1. Pa'ale nɛrebana puan mina tuuma n mu'e nini: Tikiya la Dɔgeta.
2. Kara la Dɔgeta yelet mu'e tu nini me tiŋa wa zuo yoi?
3. Loe ayima bana wa puan; fum gã sukuu la puan gee zamesa la fum gã yire gee kina sukuu puan zamesa ina beɛ n ani suŋa gee pa'ale sela zuo gee ti fu loe eŋa la.
4. Sukuu bana wa ina beɛ ti fum bɔta? Budibeto/pugeto ma'a sukuu bii budibeto la pugeto n gerege taaba sukuu.

Nɔkpe'ene gɔɔɔ gulesego ε/αηα (Structure of an argumentative essay)

Pɔsega (Introduction)

Fu ni yo'e la sore: dike sokere pɔse, pa'ale sela woo n tabele iɛ la, bii yelesum n wan vi'e nɛba la puti'ira wa'am fu sɔsega la puan.

Base ti sɛba n kɔali la baɛ lasebaare la woo ti ba nara ti ba mina la.

Dike fu gɔɔɔ la puti'ire la n de nɔkpe'ene putɛdaa la pa'ase bini bii zuo la.

Inya tigere (Body Paragraph)

Tɔge yelesuo la yele, ηme nɔkpe'ene n tari vuure gee tara yela gɔresa pa'ala tɛ'ela fu nɔkpe'ene puti'ire la zuo.

Tara puti'ira naare yelesum duma tagela taaba tigera la puan.

Le bo zuo kuyima dɔla nɔkpe'ene la puan gee bo sela n wan te'ele fu puti'ira la ti a tara tibesum.

Digesa puti'ira naare yelesum pɔsega dɔlesi tara tigera naara taaba.

Dike yelesuo la lebesere lerege a puti'ire la.

Gɔrese pa'ale gee bo yela te'ele fu puti'ire la gee sake bo e yela asi'a puan gee pa'ale bu sum bu be'em.

Lebesere a nɔkpe'ene puti'ire la kalam gee base ti fu kilesego tigere la doose poore kalam.

Kilesego (Conclusion)

Tigese puti'ira la ηmae ba ηwana gi'i.

Kelum base ti ba baɛ fu puti'ire n se'em.

Ee kilesego yelesum n wan base ti nera woo bɔta fum n gulese se'em la.

Zamesego Tuuma (Learning Tasks)

1. Pa'ale nɔkpe'ene gɔɔɔ n de sela gee gɔrese pa'ale ku aηa n ani se'em.
2. Loe nɔkpe'ene gulesego zuo n de sukuu la timmaalego yela la fu gulese ηme nɔkpe'ene pa'ale fu puti'ire.

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.

Assessmenti Kankani (Key Assessment)

1. Beene 3 (Level 3) Assessmenti Beene 3: Ati'isenyake puti'ire (Assessment: Strategic reasoning)

- a. Dike nakpe'ene gong gulesego naane/ana la la fu zuto wa kuyima gulese nakpe'ene gong: Tesi gulesego n de sela n wan pa'ale yeti bia zamese ya? Zolego ba'a tibego n naana bo'ora nera woo? 'Koa ma'a n de la sela n wan sunge ti tu kan dip'osego'?

2. Beene 4 (Level 4) Assessmenti: A ti'isi zo'e paa (Extended thinking)

- a. Gulese nakpe'ene gong nme nakpe'ene yeti fum ka sake yeti ti 'Sukuu duma dike 'STEM' zamesego ti la dena nimmu'ure gana 'arts' zamesego.
- b. Gulese nakpe'ene gong nme nakpe'ene yeti fum sake yeti ti 'Koa ma'a n de la sela n wan sunge ti tu kan dip'osego'. Sase pa'ale sela zuo gee ti fu sake la.

Zamesego Puti'ire (Learning Indicator): Gulese sɔsega buuri wuu (Asɔse bo gɔŋɔ la gɔmpa'alega) (Speech and article)

THEME/FOCAL AREA 3&4: SPEECH AND ARTICLE WRITING

Asɔse bo gɔŋɔ la gɔmpa'alega gāresego (Explanation of speech and article Speech)

Asɔse bo gɔŋɔ de la guleseko ti ni tara gulesego du'usi wara duma la tɔgum gɔnguma gulesa bɔta ti fu dike puti'ire bii sɔɔleŋa ti ka pae seba n kãali fu gulesego la. Gulesekuna ka ba'am bɔna atoka la yeleyũusum gulesego.

Gɔmpa'alego gɔŋɔ (An article)

A de gɔŋɔ ti nɛra ni gulese ti gɔŋɔ lasebaare bɔ'oreba la suŋe base ti ku pae nɛreba zo'e zo'e ti kãale. San dɛna gɔmpa'alego wa gulesego, lasebaare duma yi'ira ba la 'adike nie peelum yiduma' n de 'newspapers, magazines, journals' etc.

Fɔla ti ba dɔla gulesera asɔse bo gɔŋɔ (Format for writing a speech)

Fu san banɛ nɛreseba n yeti ba bɔna bini la ba'ase, loe zuo, lagesɛ te'elego lɔgerɔ, gee gulese yeletigesego (outline), saŋa la nyaa pae ya ti fu gulese asɔse bo gɔŋɔ la. Asɔse bo gɔŋɔ la nari ku tara la yele-ana anaasi wa;

1. **Pu'usego (Salutation):** Yia daana kɔ'om dɛna la fu pu'use nɛreba la gee yi fu yu'ure pa'ale ba. Bo ba zaare bunkãte.
2. **Pɔsega (Introduction):** Mɔ gee yele pa'ale fu seleseba la yelezuo la mɔpi n de sela.
3. **Asɔse bo gɔŋɔ la inya (Body of speech):** See ti fu mina yelezuo la ti fu yeti fu tɔge la bɔba la zã'a suŋa suŋa.
4. **Kilesego (Conclusion):** Tɛra ti ba'asego zã'a fu base yeledaa bo ba ti ba nuu ti'isa di yele saŋa woo.

Ayima n ŋwana (Sample)

N sũurɔ tikiya duma la n zɔduma, ya zã'a waabi ya bulika! Zina de la "Duniya Imma'asum Dabesere" (World Health Day, Mam Atata Aduŋɔ, n yeti ti n sɔse pa'ale la inkemesego n de nimmu'ure se'em nara ti tu kemesa tu inya. Nereba ti ana la yagebi ta'am tara imma'asum. zina beere wa ti tu vɔa vonsebo taaba wa la sela woo nyaa kɔ'om dɛna naana bɔ'ora tu la, nyaa kɔ'om lebege a yem zĩ dita gee bisera TV la (couch potatoes) de la n de dɛŋa bɔ'ora tu imma'asum. Tu wan ta'am iŋe ŋwana wuu tu san maasum tu innaane tuuma pa'ase tu daare woo tuuma puan. Nereba ni yeti yeti ti pɔsega la n de yele la. Bala la, n zɔduma, pɔse zina gee da maam sake bo.

Ba guleseri gɔmpa'alego se'em (How to write an article)

1. Ee fu yelezuo. Yelezuo n ani suŋa kuyima seke fu ta'am dike gulese gɔmpa'alego gɔŋɔ.
2. Ti'ise seba n yeti ba kãale la yele. Beni sokere duma ti ba wan sɔkera yesera yelezuo wa puan?
3. Lagesɛ fu puti'ira la deeta.

4. Gulese yeletigesego, ta pa'ase la zuto la me.
5. Yem nan gulese sela.
6. Demese fum n gulese sela la.

Gɔmpa'alega ayima n ɲwana (Sample article)

Fu Ma Tɔgum Zamesego n Tari Tuulum Se'em (The Significance of Mother Tongue in Learning)

Wuu mam n de sekandere sukuu zamesa la, fu wan nye ti fu teesena tɔgum la tɔgera daare woo fu vom puan, tɔgera bɔ'ɔra fu yiduma la fu zɔduma ta pa'ase zamesego deo la puan. Amaa la bala zã'a la, fu wan ta'am base kan ti'isa fu ma tɔgum n de nimmu'ure se'em tu sukuu kine wa puan?

Viisego base ti la nie peelum ti seba ta'am ba ma tɔgum la tɔgera sunja sunja la n ni mɔɔra sunja ba sukuu zamesego puan, yele yele wuu kãalego la gulesego zamesego puan. Sela n sɔi ɲwana wa de la ayima ma tɔgum ni bo e la eberɛ tɔgum zamesego pansɩ puan, base ti la dena naana ti a ta'am zamese tɔgum busebo pa'ase gee bɔke yeletibesa la sunja.

Tu san le tɔla neɲa, fu ta'am tara ma tɔgum la tɔgera la sunjeri ti fu bɔkera la buuri la malema paa gee mina bɔkera fum n de neremina. Tɔgum la buufri malema kɔ'ɔm nae me la taaba, ti fu san wan ta'am tɔge fu ma tɔgum la sunja sunja la base ti fu po pa'ase la ba puan gee nana buuri malema la n naan se'em wa'am la.

Le pa'ase, viisego kelum base ti la nie peelum ti seba n ta'am ba ma tɔgum tɔgera sunja bɔkeri yela sunja gana ba taaba, gee kelum tɛra yela gana ba taaba, mina yele-maalego, gee ti'isa paara sunja sunja yele-ire puan. Sela n sɔi ɲwana la de la ma yetɔgum la de la sela n boi zamesa la sia la puti'ire puan, base sore ti a ta'am sɔsera sunja gee bɔkera lasebaare sunja sunja.

Kilesego puan, ba san tara fu ma yetɔgum la zamesa kɔma la sunjeri me ti ba mina gɔɲɔ, mina ba buuri malema n de sela, gee ti ba puti'ira me yilegera sunja. Wuu mam n de sekandere sukuu zamesa la, la de la nimmu'ure ti tu to'e yele wa la nu'usi siyi gee tara nɔɲere bɔ'ɔra fu ma tɔgum la, la fum n zameseri tɔgum busebo pa'asa wa la se'em n wan sunje fu sukuu ti fu beere ana sunja.

Zamesego Tuuma (Learning Tasks)

1. Gãrese pa'ale asɔse bo gɔɲɔ n de sela
2. Gãrese pa'ale gɔmpa'alego gulesego n sela
3. Sɔse pa'ale asɔse bo gɔɲɔ la gɔmpa'alego naane/anya n ani se'em

Pedagogical Exemplars

Problem based learning

1. Whole class discussion

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

2. Group work/collaborative learning

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

3. Whole class activity

Each group makes a presentation for class discussion.

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

Key Assessment

Beene 2 Aseementi: Puti'ire Bokerε Mi'ilum (Skills of conceptual understanding)

Sɔse pa'ale asɔse bo la gɔmpa'alego gulesego naane/aɲa n ani se'em.

Beene 4 Aseementi: A ti'isi zo'e paa (Extended thinking)

Gulese gɔmpa'alego gɔɲɔ n de wuu tigera atã bii gaɲε bala ti zuo la dɛna 'akaabisε' (tourism) nyuuro n de sɛla bɔ'ɔra tu kɔrum kɔrum.

BAKOI 12

Zamesego Puti'ira (Learning Indicators)

1. Gulesε taaba gōḡo (Compose an informal letter)
2. Gulesε sunkpe'ene gōḡo (Compose a formal letter)

NYU'Ḷ/KANKAḶI ZĪ'ISI 1&2: SUNKPE'ENE GḶḶO LA KU AḶA (FORMAL LETER AND ITS FEATURES)

Sunkpe'ene gōḡo (Formal letter)

Sunkpe'ene gōḡo de la gōḡo n gulesε bō'ōra nerezuto gee me gulesa dōla gulesego wara asi'a. a guleseri dōla gulesego wara gee me lōsa la yelebεa n tari girema gee dōla tu na'asegō tōgum wara ti la dεna la birekina tōgum. Gōnkuna de'ēḡo tōgum ka boi bini.

Sunkpe'ene gōḡo tari tuna la tuuma zo'e zo'e sōsega puan ti fu sōsera la tuuma zi'an zuo daana bii kuka zuo daana. Gōnkuna taaba tari la adεresi bayi.

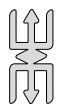
Ba guleseri sunkpe'ene gōḡo se'em ḡwana (Tips for writing formal letters)

1. Pōse sunkpe'ene pu'usegō, mw Sunkpe'ene, N ma/sō, bii “Mina ti nari gōḡo wa”.
2. Ku kua gee tōgera da base ti sunsūa tōgum bōna bini.
3. Doose gulesego fōla mōpi la, ta pa'ase la zuo la fumiḡa adεresi, dabesere la, mina ti fu gulesa ti fu bo la adεresi.
4. Tara sunkpe'ene duma tōgum, dōla tōgum gōnguma, la gulesego du'usi la suḡa suḡa.
5. Dike dāalum naama/nōmba pa'ase, wuu la san bōna.
6. Dike sunkpe'ene gōḡo ki'ileḡo la ki'ilum gōḡo la, magesε wuu La de la fumiḡa bia, Fu tuntuna, nyaa dike fu saḡere la yu'ure doose poore. Zā'a n bala.

Sunkpe'ene gōḡo naanε/aḡa (Features of formal letter)

1. **Gulesa adεresi (Writer's address):** Fum mina n gulesε gōḡo la adεresi n boi zuo nu'o saazuon sinseka la puan.
2. **Dabesere (Date):** Daanse'ere daare gee ti fu gulesera gōḡo la.
3. **Tō'ōra la adεresi (Receiver's address):** Tō'ōra la yu'ure la adεresi me gulesε bōna gulesa la adεresi tilum gōbega-nu'o bōba la;
4. **Pu'usegō (Salutation):** Pu'usegō suḡa suḡa magesε wuu (Sunkpe'ene/N ma, Sunkpe'ene Adumbiire, Sunkpe'ene Dεmesa) (Dear Sir/Madam, Dear Mr. Smith, Dear Editor);
5. **Zuo (Heading/Topic):** Dike kōkāra gulesε yelezuo la bii sōsega la zuo n de sεla inya gee ti fu gulesa gōḡo la. Ina de la gi'i n ze'ele sokere la puan.

6. **Pɔsega (Introduction):** Yelebea ŋwana suŋa suŋa gi'i n de pɔsega yelesum ti fu dike pɔse pa'ale sela zuo gee ti fu gulesu gɔŋɔ la.
7. **Tigere (Paragraphs):** Puti'ire woo ti fu yeti fu bo sum ti di bɔna tigere diyima puan. Fu tara tigera gulesu la base ti mina n kãala la bɔkera la puti'ira la ti bɔ'ɔra gɔŋɔ la puan la suŋa.
8. **Kilesego (Conclusion/closing statement):** Gɔŋɔ la ba'asego puan, le maam yi fu puti'ira la zã'a kilesego la puan.



Note

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

Tuuma (Tasks)

1. Gãrese pa'ale zi'an mɔpi n nari ti fu gulese sunkpe'ene gɔŋɔ.
2. Yi gee pa'ale sunkpe'ene gɔŋɔ naane/aŋa, dikerɛ yeke make pa'ale wuu la san nara.
3. Ya pa'ala/Tikiya la wan bo ya sokere la ti ya lebesɛ.

Pedagogical Exemplars

Problem based learning

1. Whole class

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

Group work/collaborative learning

1. In mixed-ability group

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

Asɛɛsementi Kankani (Key Assessment)

Beene 2 Yela bɔkɛre pansɪ (Conceptual skills building)

Gãrese pa'ale sunkpe'ene gɔŋɔ naane/aŋa butã yɛsɛra sokere la puan.

Beene 3 Aseesementi: Ati'ise nyoke puti'ire (Strategic reason)

Gulese/maale a gongo bo fu tiŋa naba la fu yele e timmaalego yela atã ti fum bota ya tiŋa la puan.

Level 4 Aseesementi: A ti'isi zo'e paa (Extended thinking)

Gulese gongo bo fu tiŋa "District Chief Executive" (DCE) la fu sɔse pa'ale e teere yela atã ti fu nye ya tiŋa la puan. Ina nari a tara teebe'ero la teesuma la zã'a mɛ.

Fu san gulese gongo la ba'ase, gulese sela nwana fii pa'ale fu puti'ire n de se'em la fumiŋa yetogum puan la bu nyanɛ sunɛ se'em.

NYU'Ŋ/KANKANJİ ZI'ISI 2 (THEME/FOCAL AREA 2): TADAANDUMA/ZUO TAABA GONGO (INFORMAL LETTER)

Tadaanduma/zoduma Gongo (Informal Letter)

Zoduma/tadaanduma gongo de la gongo ti fu gulesa bɔ'ora fu zoduma bii fu yiduma ti sɔse sela ti fu nye pa'ale ba bii fu banɛ ba guum. Gonguna ni gulesera bɔ'ora la fu taaba, zoduma bii yiduma.

Ba guleseri zoduma/zuo taaba gongo se'em nwana (Tips for writing Informal letters);

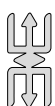
1. Fum mina n gulese gongo la adɛresi n boi zuo nu'o saazuon sinseka la puan.
2. Daanse'ere daare gee ti fu gulese gongo la lagum bɔna la zuo nu'o sinseka la puan.
3. Dike zoduma pu'usego la pɔse pu'use, magese wuu "Hi Atulepoka, Mbaaa" nyaa dike ago'e vo'ose dɛalum la iŋe bini (,).
4. Pɔsega la gulese pa'ale sela zuo gee ti fu gulesa gongo la bɔ'ora e la.
5. Dike gongo la inya tigere la pa'ase bini.
6. Base ti fu kilesego la ana suna aike ya de'engo yu'ura la pa'ase bini. Mw Fu zɔsunkɔ, Mam Keli, Bump etc.

Zoduma gongo naane/aŋa (Features of Informal letter)

1. **Gulesa la adɛresi:** Yia daana de la fum mina n guleseri la adɛresi. Fum mina n gulese gongo la adɛresi n boi zuo nu'o saazuon sinseka la puan. Kalam n de fu gongo la pɔsega zi'an. La de la peregere ti fu gulese fu adɛresi la.
2. **Dabesere:** Fu sum ti fu gulese dabesere la n se'em daare gee ti fu gulese gongo la biŋe tilum la.
3. **Pu'usego:** Zoduma pu'usego wuu Mam ma 'Dear Mom' bii N nera Atia 'Dear Atia', N zɔsunɔ 'Dear friend' etc.
4. **Pɔsega;** See ti fu dike fum la fu zo la n ni tara togesebo togera la taaba la pɔse togom la pɔsega tigere la puan. Fu wan pɔse soke banɛ la guum. Fu ta'am pugum yeti fum mi ti gongo wa wan pae ba la imma'asum la pupeelum. Fu zo gongo la yia beene la sum ti dena la sɔse suna.
5. **Gongo la inya:** Fu kua la sum ti ka dena la summa'asum ma'a kɔ'om ta ba'ase gongo la. Amaa la yese la fu zo mina gee ti fu gulesa bɔ'ora e la, ya tari ya yelebea bii

togum ti ya ni tara sɔsera fu ta'am tara yele-anya la lagum pa'ase gulesu. A kɔ'm ka dena sela n de nimmu'ure ti fu gulesego la dɔla togum wara la. Gee fu san gulesu ti fu bo la bunkute la nari me ti fu sirese de'engo togum la gee ti nimmu'ure bɔna bini.

6. **Kilesego:** Tigese sela zuo gee ti fu gulese goŋɔ la zã'a iŋe fu ki'ileŋa tigere la puan. Dike tagesumo ku fu goŋɔ la suŋa suŋa. Yele e yeti a san to'e goŋɔla a lebesu gulese bo fu ti fu baŋe sela n boi bini. La pa'ale la yeti boti ti ya kelum sɔsera saŋa woo se'em.
7. **Saŋere:** Zɔduma/zuo taaba goŋɔ ka po dɔla goŋɔ gulesego wara la ti la kɔ'ɔ nara ti a saŋe wuu la n nari se'em la. Fu san gulese ba'ase, fu ta'am pugum saŋe me gee kan yi fuyu'ure bii fu yi yuse'ere ti fum la fu zɔ la tara yi'ira taaba saŋa woo la ma'a. Bana de la fu wan ki'ilum fu goŋɔ la se'em la baseba n bala:
 - a. Nɔŋere
 - b. Zɔsunkɔ
 - c. Kamaalego ma'a
 - d. Pu'use nera woo



Note

- *In informal letters, the language used are basically personal and private. They are letters we write to people who are very familiar to us such as friends and relatives. Make sure to use the appropriate tone, language, and follow the format and structure of informal letter writing.*
- *The teacher should expect different levels of achievement from learners.*

Zamesego Tuuma (Learning Tasks)

1. Gãrese pa'ale zi'an ti la nara ti fu gulese zɔ/zuo taaba goŋɔ.
2. Gulesu gee gãrese pa'ale zɔ/zuo taaba goŋɔ naane/anya n ani se'em.

Tikiya la wan bo ya sokere la ti ya gulese.

Pedagogical Exemplars

Problem based learning

1. Whole class activities

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

Group work/collaborative learning

2. In mixed-ability groups

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

3. Whole class activity

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

Assessment Kankani (Key Assessment)

Beene 2 Assessment: Yela bokere pansi (Conceptual skills building)

Gulese garese zo goŋo naane/aŋa butā

Beene 3 Assessment: Ati'ise nyoke puti'ire (Strategic reason)

Bise zuo wa n boi tilum wa gee dike ku gulese zo/zuo taaba goŋo.

“Gulese goŋo bo fu zo yi e ti a wa'am fu dogum daare kibesi dia paati puan.”

Beene 4 Assessment: Ati'ise zo'e paa (Extended thinking)

Gulese zo goŋo ti zuo la dena “N yi'iri la n zosunko ti a wa'am n dogum daare paati”. Fu san gulese ba'ase, fu gulese sela fii pa'ale dogum yelebea la ti fu loose gulese fu goŋo la, fu nyanje gulese doose zo goŋo n nari se'em la bii fu ka nyanje doose.

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.*

BAKOI 13

Zamesego Puti'ire (Learning Indicator): Dike leregere mi'ire buuri buuri la lerege sasega ze'ele togum busebo puan kinε togum busebo puan (Yelebire-yelebire leregere, vuure leregere, la ayem leregere etc)

NYU'JO/KANKANJΙ ZI'ISI (THEME/FOCAL AREA 1&2): LEREGERE

Leregere

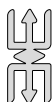
Sela zuo gee ti tu gulese gongo wa de la tu pa'ale yeti leregere de la fum lerege sasega vuure ze'ele togum busebo puan kinε togum busebo puan. Fum leregeri tagesebo la de la **sasega la n ze'ele tagesebo** puan n bala gee ti fum n leregeri ye'esa tagesebo puan la de la **bokerε togum puan**.

Fu san yeti fu pa'ale leregere (To teach translation)

Leregere pa'alego de la sela n nari ti fu tigese yela la doose ti fu wan ta'am t'ele sukuu koma la ti ba ta'am nye leregere pansi se'em ti ba wan ta'am garesε, bokerε gee nyaε leregere sasega ze'ele sasega togum puan kinε bokerε togum puan. Leregere n tigese n doose fole-fole se'em la ηwana:

1. **Pasega;** Garesε pa'ale ti ba bokerε leregere la nuure leregere n boi tōka tōka se'em la buuri malema n de nimmu'ure se'em leregere puan.
2. **Maasum Kāalego ssa (Develop reading skills):** Pa'ale sukuu koma la ti ba bokerε bama n kāale togum la.
3. **Sasega garesε (Analyse texts):** Base ti sukuu koma la bokerε sasega la buuri, kua zōja, beni sasega n de ka la seba ti fu leregera sasega la bō'ora la.
4. **Base ti fu puti'ire bona leregere fola la puan (Focus on translation techniques):** Pa'ale ba fola wuu:
 - a. Literali vs ayem lerege (Literal vs. free translation)
 - b. Buuri malema la n de se'em la nuu (Cultural equivalence).
 - c. Idoomatiki magesego (Idiomatic expression).
 - d. Sugenuure se'em ti ba yi yelebire la (Collocations)
5. **Aiηε bise leregere tuuma (Practice translation exercises):** Fu san zamesa leregere see pōse lerege seba n ka tōi la yia nyaa paara seba leregere n tōi la.
6. **Kō'om doose la nari se'em la (Emphasize accuracy and fidelity):** Base ti sukuu koma la bokerε yeti vuure la zi'an la n pake gee dagi yelebea ka miηa.
7. **Dike leregere tekinologi tum (Use technology resources):** Pa'ale sukuu koma la ba wan iηε se'em ta'am dike tekinologi la yelebea gongo (dictionary) iηε togum leregere, la intaneti lageseto n wan ta'am suηε ba ti ba ta'am iηε leregere-ba sum ti fu yem pa'ale ba la ba n tari ba tuna se'em, ba tuuma dagi naana.

8. **Taaba leregere bisega (Peer review and feedback):** Base ti sukuu koma la sake gee bota ti ba kaala taaba leregere tuuma gee pa'ale ena nye a leregere la se'em.
9. **Kumese tole neŋa paa sosega (Progress to specialized texts):** Nyaa loŋe leregere-tiga mopi la puan (mw., wara duma, imma'asum, bii gbazaba sosega) ti fu ta'am kumese fumiŋa suŋa.
10. **Suŋe sukuu koma la ti ba zamesa (Encourage continuous learning):** Tirege suŋe sukuu koma la ti ba tee ba puti'ira gee nye yow zamese gee ita leregere a a-ine bise se'em ti ba wan zaŋe nye mi'ilunsebo ti tu tara ita leregere.



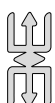
Note

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

Leregere Buuri Buuri (Types of translation)

Leregere buuri buuri la zo'e me gee baseba n nwana:

1. **Literal leregere (literal translation)** leregere de la leregesere ti leregera la kowom lerege sosega la doose ka ani se'em bona togum buyima puan la ta ine togum buyima puan gee ka doose togum la wara soa la ti vuure bona bini
2. **Fai/idoomatiki leregere (Free Translation):** Ina n kowom dena leregere la miŋa, idoomatiki leregere ni tara la vuure la za'a la kua zonga.
3. **Buuri malema leregere (Cultural translation):** Fu san leregera see ti fu mina buuri malema la ti ta'am suŋe ti fu lerege doose buuri la malema n de se'em la.
4. **Leregere la n pugum dena se'em la (Formal translation):** Fu leregeri ti fu base ti vuure la n de se'em togebuna sa la puan la kelum dena bala nuu togesebo ti fu leregera ita la puan.
5. **Nuure leregere (Interpretation):** Ina kowom dena la nuure ti fu tara ita leregere wa. Tu ni nyeta nwana miitin puan, kootum togum puan, faara yire pu'usego bii saama n wa'am ya tiŋa gee ka wuna ya togum la.
6. **A yem ita leregere (Unduly free translation):** Leregere n kowom yem ita yoo yoo gee ka dola leregere vuure, kua la n zoni se'em, bii puti'ire la n de se'em la. Leregedina taaba ta'am dike sela pa'ase bii yese sela sosega la puan base.
7. **Vuure leregere (Meaning base translation):** Leregedia taba kowom bisera la se'em ti vuure la kan tee sosega la puan, gana a kowom yem leregera bii yelebire-yelebire leregere. Leregedina biseri la vuure la, puti'ire la, nareba la ti a leregera bowra la, bu de se'em la nuu.

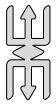


Note

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

Leregere A-inᑦ bisᑦ (Translation Practice)

Leregere a a-inᑦ bisᑦ la baseba n ᑲwana:



Note

- *Tikiya la wan ee solemiine sᑳsega gᑳᑳ la bo kᑳma la ti ba leregere inᑦ Gurene tᑳgum la puan.*
- *Also start with texts that are appropriate for the level of learners and gradually increase the difficulty as learners become more confident in their translation skills*

1. **Yelesun-yᑳsi (Simple sentences):** Lerege yelesun-yᑳᑲa ze'ele tᑳgum busebo puan inᑦ busebo puan gee base ti fu puti'ire bᑳna tᑳgum naresum la vuure la.
2. **Idoomatiki (Idiomatic expressions):** Ita a-inᑦ bisᑦ leregere duma leregere idoomatiki yelesum duma, sugenuure se'em ti yelebire wa'am leregere (colloquialisms) la itego yelebinaaresi.
3. **Tigegito (Short paragraphs):** Leregere tigegito Translate short paragraphs to practice conveying meaning and text.
4. **Bᑳberᑦ-mᑳpi sᑳsega (Domain-specific texts):** Lerege gulesego sᑳsega doose bᑳbese'ere mᑳpi ti sᑳsega la ze'ele (mw., waa, imma'asum, bii gbazaba duma sᑳsega) ta'am zamesᑦ ba tᑳgum la yelebea la.
5. **Zaaleᑲ gᑳᑳ sᑳsega (Literal texts):** Lerege zaaleᑲ sᑳsega yelebea (mw., dakerᑦ, solengiresi) ta'am zamesᑦ kua zᑳᑲa, gulesego yelebea loosego, la sela n pa'ase la.
6. **Lasebaare gᑳmpa'alego (News Articles):** Lerege lasebaare gᑳmpa'alego ta'am zamesᑦ ba bᑳ'ori yelemiᑲere lasebaare se'em la fu kua la n nari ka zᑳᑲa gee sigera se'em.
7. **Puti'ire bu'a (Dialogue):** Lerege puti'ire bu'a (mw., sᑳsega, viisego) ti fu ta'am zamesᑦ nera n tᑳgeri puti'ire n de se'em la a kua n zᑳᑲi se'em.
8. **Adike make bisᑦ leregere (Comparative translation):** Dike fu leregere la make la fu taaba leregere la bisᑦ (mw., seba n de leregere siibesi, magezini leregere) ta'am baᑲᑦ fu mi'ilum beene.
9. **Minᑲ-leregere (Self-translation):** Gulesᑦ sᑳsega tᑳgum busebo puan gee nyaa lerege inᑦ tᑳgum busebo me puan zamesᑦ leregere n kᑳ'ᑳᑳ deᑲa ma'a ma'a.
10. **Taaba amaambisᑦ (Peer review):** Tee dike fu leregere la bo fu tadaana gee to'e ᑲᑲa me leregere ti ya bisᑦ gee demese taaba leregere.

Zamesego Tuuma (Learning Tasks)

1. Gãresε pa'alε leregere n de sεla.
2. Gulesε leregere buuri buuri butã.
3. Loe leregere buuri batã sɔsε.
4. Sɔsε pa'alε yεla atã n nari ti fu iŋε fu san ita leregere.

Pedagogical Exemplars**Problem-Based learning****1. Whole class activity**

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

Group work/collaborative learning**1. Mixed ability group**

- a. In mixed ability groups, learners read a text of about 200 words (text should be chosen to align with students interests and be a suitable GESI topic) and translate it from the source to a target language. Assign the following roles;
 - i. Task HP learners to lead the groups to read and take notice of 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.

2. Individual work

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

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

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

Key Assessment

Beene 2 Aseesementi/ Yela bokere pansi (Skills of conceptual understanding)

1. Gulese gee gārese leregere buuri buuri la baseba.
2. Sose leregere n boi bōbere bōbere se'em la.
3. Sose pa'ale leregere naane/aŋa la.

Level 3 Aseesementi/Ati'isenyake puti'ire (Strategic reasoning)

1. Leregere sōsega n tari yelebea pae wuu 300 bii gaŋe bala ze'ele Solemiine puan iŋe Gurene puan.
2. Dike fum n lerege sela la iŋe asose pa'ale ti deo la zã'a nye.

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.

Sokere duma Bas̱ba n ɲwana (Sample questions)

Yenjo A (Section A): Apegaɲɛ/abise loe (Multiple Choice)

1. S̱ba n boi tilum wa ina ḇɛ n DAGI vo'osum naane Gurene ṯgum la puan?
 - A. KNKD (CV)
 - B. KNKDKN (CVC)
 - C. KDKN (VC)
 - D. KD (V)

2. Dɔla ba tuuma puan, tabelesi wa wan tigese doose la ŋwani ŋwani yɛsɛra la sɛla n boi tilum wa?

- A. Deo teere (Class changing)
- B. Deo bu'a (Class giving)
- C. Deo zɛa (Class insisting)
- D. Deo sɛla zuo pa'alego (Class justification)

Yeŋo B (Section B): Gulesewoko (Essay)

Gãresɛ pa'alɛ yelebea wa n boi tilum wa wɔa gee dike yɛla ayi ayi magesɛ pa'alɛ ayima woo

- 1. Tabelega (affix)
- 2. pemesego (borrowing)

TABLE OF SPECIFICATION

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

10	Punctuation Marks	<i>Multiple Choice</i>	4	2	1		7
		<i>Essay</i>	-	-	1	-	1
11	Composition	<i>Multiple Choice</i>	1	2	2		5
		<i>Essay</i>	-	1	-	-	1
12	Formal Letter and its Features	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Essay</i>	1	1	1	-	3
	<i>Total</i>		15	13	17	0	45

Kālɛ bu'a (Marking scheme)

Yeŋo (Section) A: Apegaŋɛ/abise loe (Multiple choice)

1. Ina bee n DAGI vo'osum naane buuri Gurene tɔgum la puan?

C. KDKN (VC) – 1 mark

2. Dɔla ba tuuma puan, tabeleɛi ta'am pu doose so-ana wa n gã tilum wa ayima

A. Deo teere tabelega (Class changing affixes) – 1 mark

Yeŋo (Section) B: Gulesewoko (Essay)

1. Tabelesi de la yelebea **naaŋɔ bɔgesɛ** n tabelɛ yelebire n de tile ti di ta'am tee **yelebire la deo** ti di lebege yelebipaale bii a kelum dena naampaale.

Award 4 marks if the key words are featured in the definition.

Award 3 marks if 5 of the key words feature in the definition.

Award 2 marks if 3-4 key words occur in the definition.

Award 1 mark if 1-2 key words occur in the definition.

2. Pemesege, de la **yelebea naaŋɔ** sose'ere ti tɔgum busebo ni **peŋe tɔgum busebo yelebire** bii yelebea pa'ase ba tɔgum naane puan.

Award 4 marks if the key words are featured in the definition.

Award 3 marks if 5 of the key words feature in the definition.

Award 2 marks if 3-4 key words occur in the definition.

Award 1 mark if 1-2 key words occur in the definition

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, Manuscript Education.

YEŊO 6: POGEDIRE MALEMA YELA

ZUO: BUURI MALEMA YELE-IRE LA NA'AM YELA

Zubɔka 1: Buuri malema ye-le-ire

Zamesego nyuurɔ: *Dike tɔgum buuri duma n boi Gaana wa pɔgedire malema yela naresum la tuulum yela magese pa'ale yelesi'a n de buyina la si'a n boi yima yima gee sɔse pa'ale zina beere wa yelesi'a n de dɔaŋɔ pɔgedire malema ye-le-ire puan*

Pa'alego la zamesego naresum: *Bɔke Gureŋa buuri pɔgedire malema la Gaana nɛreba baseba buuri pɔgedire malema n de buyina bii n boi yima yima se'em*

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.

BAKOI 14

Zamesego Puti'ire: Sõse pa'ale pagedire malema sɔa la a nimmu'ure yela Gurenɛ buuri malema puan

NYU'Ũ/KANKANJİ Zİ'ISI (FOCAL AREAS) 1& 2: POGEDIRE (MARRIAGE)

Pogedire n de sɛla (Concept of marriage): Pogedire de la malense'ere n niɛ peelemini dikera budaseka la pɔgeseka n sake bɔ taaba lagna taaba ti ba naɛ taaba kī'ira dena nɛra la a pɔga.

Pogedire malema (Marriage rite)

Pogedire malema de la malensi'a ti ba ni malum ti a dikera budaa la pɔka lagna taaba ti ba nyaa dena nɛra a pɔga. Gaana tiɲa wa puan, pagedire malema wa kɔ'ɔm ka dikera la budaa la pɔka la ma'a lagna taaba. Budaa la yire duma la pɔka la yire duma la ba nɛreba lagum pa'ase bini mɛ.

Pogedire la pagedire malema nimmu'ure yela (Significance of marriage and marriage rites)

Pogedire la pagedire malema nimmu'ure yela asi'a de la; buuri malema gu'a (preservation of culture), buuri malema ta'asegɔ (transmission of culture), vonsumɔ tebegere (promotion of moral uprightness), vom yɔ'ɔ bɔ'ɔra kɔnseba ti ba dɔge yire la puan la (legitimation of children born to the family), taaba kɔlegere (companionship), nɔyine (unity), gu'a (security), suɲere (support).

1. Buuri malema gu'a

Pogedire malema yela zo'e zo'e ni malena dɔla la buuri malensi'a ti ba pugum malena yuuma n tole sa la. Teere ta'am bɔna malema la puan gee a kelum dɔla la na'are la n de se'em la. Iɲwana wa me gu'uri la buuri malema la ti a ka kiira.

2. Buuri malema ta'asegɔ

Pogedire malema puan, yela zo'e zo'e n ni bɔna bini magese wuu limesego, viisego, bɔre, nu'o ŋmi'a, sulega, nyuusego, la zɔre. Tuun-ana wa ta'aseri la bala bɔ'ɔra tūsum seba woo n yee pooren la.

3. Na'asegɔ la gilema (Honour and respect)

Pogedire malema la ni tara la na'asegɔ la gilema bɔ'ɔra budaa la, la pɔka la, la ba yire duma. Nɛreba nyaa bisera ti budaa la, la pɔka la maasum mɛ ti ba tum ba pɛregerɛ tuuma pagedire la puan, dɔge kɔma gee bisera ba. Iɲwana n baseri ti nɛreba baɲera ba gee bɔ'ɔra ba gilema kɔrenkɔrum la puan.

4. Nɔyine

Pogedire de la sɛla n dikeri yɛa lagna taaba. Malema la ni dikera la budaa la, la pɔka la yɛa la ba zɔduma lagna taaba. Ba dikeri yiima bɔ'ɔra la saɲa woo gee me dɔla bilam baɲera taaba. Nɛra san yake buuri diyima puan bii satiɲa kayima ta di pɔga, la dikeri budaa la tiɲa la pɔka la tiɲa duma lagna la taaba gee basera pupeelum la nɔyine bɔna ba tiɲasuka la tiɲa la zā'a waabi.

5. Vom yɔ'ɔ bɔ'ɔra kɔnseba ti ba dɔge yire la puan la

Pogedire bɔ'ɔri kɔnseba ti ba dɔge yire la tiɲa la puan la yɔ'ɔ. Pogedire bɔ'ɔri kɔma la putĩ'ire ti ba mina ti bama pa'ase la yizukuna puan gee kelum bɔ'ɔra ba yɔ'ɔ ti ba ta'am vae ba lɔgerɔ. Le pa'ase, pogedire la bɔ'ɔri kɔma la yɔ'ɔ ti ba mina ba yire tũusum.

6. Taaba kɔlegere

Pogedire malema bɔ'ɔri nereba la yɔ'ɔ ti ba ta'am kɔlegera taaba. La me kelum base ti ba ta'am suɲera la taaba vonsumɔ la ligeri yela puan. Bama bayi la nyaa tari la yɔ'ɔ ti ba ta'am gã taaba. Budaa la, la pɔka la lagum tɔta taaba yiima saɲa la sũdɛgerɔ saɲa mɛ.

Pogedire buuri buuri (Types of marriages)

Pogedire buuri buuri butã n boi Gaana tiɲa wa. Gureɲa (Farefari) buuri pogedire, Faari yire pogedire and Maalam yire pogedire. Farefari buuri pogedire wa de la pogedise'ere ti fu ni nyɛ pugela la kiɲɛ bɔ di ɲme nu'o gee sule nii. Kalam, la ni dena la budibila la yiduma la pugela la yiduma ma'a n ni malum pogedire malema la. Pogedire dina taaba dagi pogedise'ere ti nereba wan lagesɛ yuum yuuma, di diisi, nyu datum gee wa' wa'asi.

Faari yire pogedire de la pogedire se'ere ti budibila la pugela n lagum kina faari yire gee nyaa nyɛ taaba bɔ di. Kalam, pogedire malema la ni iɲɛ la yindeon ti nereba zo'e zo'e ni lagesɛ ti ba lagum nyɛ ba iti se'em gee lagum suɲɛ ti malema la kiɲɛ suɲa. Dina dagi pugela la yiduma la budibila la yiduma ma'a n ni bɔna bini gee nɛra woo ta'am lagum bɔna bini mɛ. Pogedire dina taaba puan ti diisi la datum ni buge ti nereba dita, nyuura gee wa'ara wa'asi buuri buuri ti la dena yiima bɔ'ɔra nɛra woo.

Maalam yire pogedire la faari yire pogedire ɲwɔni la taaba. Pogedire dina ni iɲɛ la masaleki bii malaankãte la yire bii pugela la yire. Maaleduma la za'a ni lagesɛ me nyaa lu awurɛ la bɔ ba ti ba nyaa dena budaa la a pɔga. Kalam, yuuma ni yuuna me ti wa'asi wa'ara gee ti diisi me dita.

Sosi'a n boi pogedire malema yela puan (Processes involved in performing marriage rites)

Sosi'a n boi pogedire malema yela puan la boi la yima yima buuri woo puan. Malema zo'e zo'e n ni bɔna pogedire malema la pɔsega, pogedire la puan la pogedire la pooren. Base ya ti tu bise sosi'a n boi tilum wa:

Pogedire la pɔsega (Before marriage)

1. Pɔka sɔsega: pɔka sɔsega de la sanseka ti budila n bi seke pogedire la ni nyɛ pɔgela ti a sũure kɛ, nyaa ni yi pugela la dike a putĩ'ire la biɲɛ ka nɛɲan ti ka me san sake ti ba nyaa dɔla poore. Daami sa la, budila la sɔ yuum ta'am ni nyɛ pugela bala kiɲɛ ta sɔse la ka sɔ ti eɲa boti a to'e la a poyua la bɔ a bia. Ba ta'am ita bala me gee ti budilela la, la pugela la ka mina. La me san dena la satiɲa, ba yuum ni viise mɛ baɲɛ pugela la, la ka dɔgereba vom yela gee nyaa ta'am pɔse sɔsega la.
2. Pɔka limesego: ba yuum ni san sɔse pɔka ti ka sake, ka yuum ni bɔ la yɔ'ɔ ti ba wa'am yire na ti kaɲa dɔgereba baɲɛ ba. Bala la, daasedaare ti budibela la pɔse ye'esa pugela la dɔgereba yire la, ka yuum ni doose la ka tadaana ti ba tari gu'urɛ

la tabere ta pae sunje gee dike bo dogereba la gee nyaa yele ba bama puti'ire n de se'ere la. Dini daare la, mina n boti poka la ka nyuuri ko'om yire la puan. Bala n ni base ti yire la duma banje mina n boti ba poyua la.

3. Pogebore: pugela la dogereba san to'e gu'ure la tabere la ti ba tari kinje ti ba ta limese la, bala n ni pa'ale ti yire la duma to'e ba, ba nyaa ta'am kina bota poka la. Bilam pooren ba nyaa ni pose kuura kiini gee da'ara daam pa'asa gu'ure la taba la puan kina bota. Ba ni kina bota la bala ti pugela la dogereba nyaa wan pa'ale dabesere ti ba lebe na ti ba base ba. Basega daare la ti deema la nyaa ni ku kiini pae ita bii inaasi kinje ti ba ta zuuse e. Basega (zuusego) daare la ti ba nyaa wan yele e sela sela ti a nara ti a inje.

Pogedire la puan (During marriage)

Farefari buuri malema puan, nera san di poga ba'ase, malema asi'a n ni bona nara ti nera la bii a yire duma malum gee ti poka la ta'am dena ba poga gee ti konseba ti ba dogera la me dena ba koma. Malema wa asi'a de la:

1. Sule/pogesule: Pugela la dogereba san dije ku'e sorsega la bo budibela la yire duma, sanse'ere ti ba nyaa viira de la bama boti la ba dūsi (nii la piisi) gee la zuuwaka bo'ora pagedaana la, la a yire duma. Farefari buuri malema puan, tu suli poka la nii ita la piisi siyopoi
2. Nu'o nmi'a: Nu'o nmi'a de la yelekate pogedire malema puan. Nu'o nmi'a la n ni pa'ale ti poka la la ka koma nyaa de la ka ele yise'ere puan la nereba. Pagedaana la ni nyoke la nudoo la kuungo ti pogesigera (mina aseba yire n boi poka la ze'ele zi'an la) ni tari kinje saandaana yire ti enja nyaa to'e kae poka la duma yire ti ba nyaa malum malema la.
3. Azunyuuse: Poka san dena bikiya gee ele ti ba ka zunyuuse, ka dogereba ka diti poka la n ele seba dia. Poka la n sira ni koge la daam, tara zom la talaqa, ku nua la kuungo nyaa bagese karenayama sebe tari kinje ba deema la yire yu'ungo ta malum nyuusego malema la gee lebe kule ti beere da yilege ba sore.

Pogedire la pooren (After marriage)

Malensi'a nyaa ni bona pooren la si'a n ka tari daango pogedire yela la puan gee me dena nimmu'ure buuri malema yela la puan. Malen-ana wa asi'a de la pogeze, yagelego, nyuusepeelego, la malema asi'a. Pogeze de la tapa n ni doose poore wa'am ka ele yise'ere puan la ti ba wa obe ba neno. Yagelego la me de la pugela la ma n ni tari pilego la kumpi'o la lgero tuseto kinje ta malum malema bo a poyua la. Bala n ni bo yoo ti a kum daare, a poyua la wan ta'am tari pilego ta njworege a kuure malema la puan.

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'ale pogedire (Explain marriage)
2. Gulese pogedire buuri buuri n pae buta bona ya buuri malema puan binje.
3. Gārese pa'ale sca atā puan pogedire dena nimmu'ure ya buuri malema puan.

Pedagogical Exemplars

Problem-based-learning

1. Whole class discussion

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

Group work/collaborative learning

1. Mixed ability

- Class watches a video or listen to an audio on traditional marriage rites being performed.
- 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.
- Each group makes a presentation on the performance of traditional marriage they watched/listened to.

2. Whole class discussion

- 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.
- Teacher debriefs and synthesises learners' ideas to correct misconceptions.

Key Assessment

Assessment 1 Kankani beene 2: Yela Bokeri Pansi Kumesego (Key Assessment level 2: Conceptual Skills Building)

Ine pa'ale sosi'a n boi pogedire malema yela puan yamam buuri malema la puan.

Assessment 2 Kankani beene 3: Ati'ise nyoke pti'ire (Key Assessment level 3: Strategic reasoning)

- Gãrese yela atã pa'ale sela n soi ti nereba dita pgeba yamam buuri malema puan.
- Sõse pa'ale yire viisego nimmure pogedire pgega puan.

Assessment 3 Kankani beene 4: A ti'isi zo'e paa (Key Assessment level 4: Extended critical thinking and reasoning)

- Gãrese pa'ale Gureña buuri malema nimmu'ure yela gee pa'ale a sujeri nereba, buuri la so'olum duma se'em.

2. Zimese bise Gureŋa buuri pagedire sum la di be'em yela n de si'a, bisera la zo'e zo'e n ba'am bona zi'an.
3. Asese Gureŋa buuri pagedire suŋere yela n de sela yesera budaa bii poka zi'an, pagesi yɔ'ɔ, la korenkorum wara.

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.

BAKOI 15

Zamesego Puti'ire (Learning Indicator): Dike Gaana buuri malema duma pɔgedire malema yela n boi Gaana wa la magese taaba

NYU'D/KANKAŋI ZI'AN (FOCAL AREA) 1& 2: PɔGEDIRE MALEMA YELA BASEBA BUURI MALEMA PUAN (PERFORMANCE OF MARRIAGE IN OTHER CULTURES)

Pɔgedire n de sela la pɔgedire malema yela (Concept of marriage and marriage rites): Pɔgedire de la sose'ere n dikeri budaa la pɔka n sake ti ba nae taaba kɔ'ira ti ba lɛberega nera a pɔga. Pɔgedire malema yela me kelum dena la buuri malene dikeri budaa la pɔka lagna taaba ti ba nyaa dena nera la a pɔga. Gaana so'olum puan, pɔgedire malema ka dikeri la budaa la pɔka ma'a lagna taaba gee la lagum dikera la budaa la nereba n de seba la pɔka la nereba n de seba lagna taaba.

Pɔgedire malema yela Gaana buuri duma malema puan (Performance of marriage rites in cultures of Ghana): Buuri zo'e zo'e tari la tuuma yima yima ti ba ni tuna pɔgedire malema yela puan. Base ti tu bise nereba baseba pɔgedire malema yela la ŋwana fii wa gee suurege sige Gureŋa pɔgedire malema yela puan.

Ankaresi (Ga)

Ankaresi zi'an, yea ayi san sake ti ba dayua la ba poyua di bii ele taaba nyaa dena nera la sira, bala ti ba yi'ira ti pɔgedire. Ankaresi la me sake gee to'osa zina beere pɔgedire malema la n de Faari yire pɔgedire malema la bii Maalam yire pɔgedire malema yela.

Budaa san bɔta ti ka di pɔga bii so n boti ti a bia di pɔga, ba ni bise la pɔgeseka ti ba bɔta la yia. Ba ni doose la pɔgedire buuri buuri duma wa n boi tilum wa diyima:

1. Musunɔtswaa (Betrothal): Pɔka san tara puure gee me ze'ele la yisune puan, budaa la yire duma ni tum la nereba ti ba kinɛ yire la puan ta yele ba ti ba san dɔge bia la ti ka dena pugela bama wan di ka bɔ ba dayua.
2. Henɔbaatsɛɛ (Permission by the lady's family): Pugela la yire duma san nye yire diyima ti di nereba vom ana suŋa gee ti budibela bɔna yire la puan, pugela la yire duma ni zuse la sore ti ba base ti ba dayua la san zo'e ka di ba poyua la. Budibela la yire duma san sake, bama n nyaa ni bisera pugela la ti zã'a san ta zo'e ti ba nyaa di pugela la.
3. Yoohewiemo (seeking on behalf): Dina puan, sɔduma bayi n sɔsera ti ba ta'am base ti ba dayua la ba poyua di taaba. Saŋa kaseka, sɔsekana wa ni dena la budaa la tãpa la a ma.

Buuri pɔgedire malema la ni pɔse la sela ti ba yi'ira ti Agboshimo (limesego), tagela Kpelemo ke Henɔtoobo (sakerɛ la fukɔbega bu'a). Fotoyeli (buuri dinu'uma ti ba ni dike kareyeena la abe kaam la zinke'esi) n doli gee nyaa bɔ'ora Gbalaniihamo (sulega). Zã'a daana de la Yookpeemo (Pɔgedire la miŋa). Ba yi'iri pɔgeseka n nyanɛ yele-ana wa zã'a puan tole la Boi Ekpaa Yoo (Lɔgero tuyoobi pɔka).

Fanti duma pɔgedire malema yela (Performance of marriage rites among Fantes)

Wuu Kambūsi la, Fanti duma zi'an, sɔ n de se'em n ni di pɔga bɔ a dayua. Sɔ la san banɛ ti ɛɲa bia la zo'e ya, a ni bɔ ka la buguendɔɔ ti ka tū'usa. Le tita me, a ni bɔ ka la samane ti ka kɔɔra. Sɔ san ta ita ŋwana bɔ'ɔra a dayua, la pa'ale ti a boti la bia la ta'am bɔna ka ma'a. Gee ti saɲa kaseka me a ta'am ni di pɔga bɔ bia la. Bala ma'a la bia la nyaa ni tara kaminɲa bɔ'ɔ mɛ. Bia la dɔgereba nyaa ni pɔse sɔsɛra la bia la pɔgedire yele. Bia la me ta'am ni tara nɛra mɛ a puti'ire puan nyaa dike yele a dɔgereba la ti bama nyaa pɔse ita viiseɔ yɛsɛra pugela la duma yire yela.

Pugela la yire duma san sake, ye-aɲa ayi duma la nyaa ni lagum it aba viiseɔ la. Viiseɔ la san ta ba'ase gee ti pgela la yire duma sake ba sɔsega la, ba ni yele la budibela la yire duma ti bam alum pɔgedire malema yela la zā'a. Logetuna/lige-ina wa ti budibela la yire duma ni dike bɔ pugela la yire duma:

Nhun enyim nsa: la de la daam ti ba ni dike bɔ pugela la yire duma ti la pa'ale ti ba poyua la maasum ti ka ele. Pugela la yire duma wan soke wum ka nuuren gee ta'am to'e daam la. Pugela la san sake, ba ni nyu daam la mɛ ti la pa'ale ti ba to'e ya. Ba yuum ni malena malendina wa la Asibi daare. Ba sira sakere de la Asibi daare de la Yine daare bala la di de la suma'asum didaare. Ba yi'iri dābuna wa la 'yoo'/'nyew'/akwansere/kwanto nsa no.

Pon ekyir/kɔkɔkɔ: Malense'ere n pa'ase buyi de la kɔkɔkɔ. La yuum ni dena la daam kolebere la lagefɔ fii wa ti ba dike ti la dena limesego bunɔ.

Bɔwdo - toa: Dina de la lagefɔ ti ba ni dike bɔ pugela la sɔ ti la dena a muregere wobegere la a namesego ti a ŋmibe bisera a poyua la bala ti ka ta zo'e la yɔɔɔ. La yuum ni dena la lagefɔ la daam ti ba dike bɔ'ɔra pugela la yire duma ti la dena pu'useɔ la bama n nyanɛ bise ba poyua la bala ze'ele ka bumbilemi wa ka kute wa puan la.

Tamboba: Dina de la lagefɔ ti ba ni dike bɔ pugela la ma ti la yɔ sanse'ere ti a yuum ita da'ara ka lɔgerɔ ze'ele ka bumbilemi wa pae ŋwana ma'a la. Ŋwana wa ni dena la lagesebo ti budilela la yire duma bise ti la nari ti ba dike bɔ pugela la ma.

Tsinsa/dase: Ŋwana de la daam la lagefɔ. Ŋwana wa de la pɔgedire la miɲa dāalum n bala. Budaa la san bɔ lɔgerɔ la zā'a gee ka bɔ tsinsa, la pa'ale ti pɔgedire la nan ka ba'ase. Tsinsa n kɔ'ɔm pa'ala ti pɔgedire la n bala. La wan nyanɛ ze'ele.

Tsir adze: Dina de la lagefɔ ti ba to'e budaa la duma yire ti bu dena lagesebo ti ba wan dike nye lagefɔ bɔ pugela la. Bama sira sakere de la pɔgedire la ta'am sagum sore. Pɔgedire la san sagum sore, pugela la wan tara lagefɔ ti ka sunɛ kaminɲa. Le tita me, daami sa la, yea asi'a me ta'am ni ta nye sane mɛ. Bala san ta inɛ, yire la duma wan dike lagefɔ la yɔ ba sane la. Lagebuna wa me yuum ni zo'e mɛ.

Akontan-sekan: Kalam de la lagefɔ ti ba ni dike bɔ pugela la tā. La de la pugela la tā la n ni pa'ale ɛɲa n wan to'e se'em. Putise'ere n boi bini de la, pugela la tā la n de se'em n gu'uri pugela la yɛsɛra budaasi sisesi zi'an. Bala inɲa la, pugela la sira nari ti a da la zabere lɔkɔ bɔ pugela la tā la ti a ta'am gu'ura a tā la sunɲa sunɲa.

Asafo nsa: Sɔ'ɔlum la nɛreba me ni to'e la daam budaa la zi'an ti ba ta'am gu'ura pugela la ta pae ka ele daare. Daam buna wa me pa'ale ti pugela la ele mɛ ti bala la sɔ'ɔlum la nɛreba nara ti ba bisera ka ti ka da le bɔta budaasi.

Malen-ana wa zã'a san ta malum ba'ase, ba nyaa ni muule me ti ze'ele didaare la ye'esa, pugela la nyaa boi la budaa nu'usin. Ba nyaa ni loose la deenduma seba n nari ze'ele budaa la yire la pugela la yire ti ba ka'ana budaa la la pugela la yesera ba pogedire sore la zuo. Ba nyaa ni ka'e la ko'om kilese malema la.

Bilam pooren, budaa la nyaa ni bo poka la lagefo ti ka da sela ti ka bota ka sire-ele la puan gee me maasum ka yia daana di aka ele la puan. Dikana wa yu'ure de la 'edziban kese' or 'nkwansen kese'. Ka ni tari dia la kiye la ka sira so la yire. Ba ni yi la yire duma, zoduma la seba ti ba naye ti ba wa'am na di dia la. Yu'ungo ti poka la nyaa ni kiye ka sira la yire ta nae la a sira la bona. The wife is sent to her matrimonial home by a delegation led by an elderly woman. Ba ni loose la nereba ti pogenya'anga bona neha ti ba tari poka la kiye ka sira la yire. Bilam ti pogedire sore la posera.

Gureŋa pogedire malema puan

Kambūsi la Ankaresi pogedire malema yela la zo'e zo'e la Gureŋa pogedire malema yela la ŋwoni me gee lageseto ti ba tara malena malema la n boi yima yima.

Daami sa la, Gureŋa yuum ni san tara a dayua ti ka seke pogedire, eŋa n yuum ni bise pugeleseka ti a nan ka tuuma la ka vom yela nyaa ni kiye ta zĩ'ire la pugela la so ti ba sōse. Ba san sōse ti la ze'ele, bilam ti ba nyaa ni pose bua la.

Limesego: Limesego de la dabese'ere daare ti ba ni pose tari gu'ure la tabere ma'a kiye pugela la so yire ti ba ta tĩe ba ti bama nye la ba poyua la bota.

Bore: kalam de la zi'an ti ba nyaa ni tara gu'ura, taba, daam, gee kuura kiini pa'asera bini ti nera kina belena pugela la dogereba ti ba dike ba poyua la bo ba.

Aŋme-elese: pogeboŋa la yuum ni san kiye ta pae beene, pugela la dogereba yuum ni base me ti ba perege ŋme pugela la ta bo budaseka n kini bota la.

Dazɔ'ɔɔ lua: nera yuum ni san loŋe ta seke dogum ti bia la dena pugela, a yuum ni dĩ'e la nu'o base gee gura ti ka beere san ta bi pōgesa'are a di bii a to'e bo a suma.

Nu'o ŋmi'a: pōgesigera n ni tari nudɔ la kuungo kiye saandaana yire ti ba nyaa tari kiye pugela la so yire ta malum malema la. Bala n ni pa'ale ti pugela la nyaa de la ba pōga.

Sule: mina n di pōga la yire duma yuum tari la nii inaasi la piisi siyipɔi ta bo pugela la dogereba.

Zore: pugela la tãpa n yuum ni doose ba tã la poore ti ba ta obe ba nenɔ. Ba deenduma la yuum ni ku la baa, pesego/bua nyaa dike nuusi la daam pa'ase bini ti ba duge ti ba nyaa dita gee obero.

Ylesi'a n pa'ase de la azunyuuse, nyuusepeelego, koka'asego.

Zamesego Tuuma (Learning Task)

1. Gãrese pa'ale buuri puan pogedire malema n iti se'em buuri bayi duma puan (Mw. Dagomba duma la Damgbe duma, Nzema duma la Gbɛesi, etc.)
2. Gulese yelesi'a n ŋwoni taaba la si'a n boi yima yima bona buuri duma la pogedire malema puan.

Pedagogical Exemplars

Problem based learning

1. Whole class discussion

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

Some pointers

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

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.

Assessment kankani (Key assessment)

Assessment kankani beene 3: Ati'isenyake puti'ire (Key Assessment Level 3: Strategic reasoning).

- Gãresɛ pa'alɛ buuri puan pɔgedire malema n maleni se'em buuri yima yima puan. Baŋɛ malema la yima yima n de sɛla la a ŋwɔni taaba se'em.
- Gãresɛ pa'alɛ buuri puan nɛŋa, kiinduma, la kɔrenkɔrum la nɛreba tuuma n de si'a buuri puan pɔgedire malema yɛla puan.

Assessment Kankani Beene 4: A ti'isi zo'e paa (Key Assessment Level 4: Extended thinking).

Loe Gaana tɔgum buuri se'ere ti fu bɔta la fu gãresɛ pa'alɛ pɔka la miɲa n tari gilema se'em pɔgedire malema yɛla puan.

BAKOI 16

Zamesego puti'ire (Learning indicator): Sōse pa'ale zina beere yelesi'a n daani buuri puan pōgedire malema yela

NYU'Ŋ/KANKAŊI ZI'AN (FOCAL AREA) 1& 2: POGEDIRE LA ZINA BEERE YELA ASI'A (MARRIAGE AND SOME MODERN TRENDS)

Pōgedire n de sēla: Pōgedire malema de la malense'ere ti ba ni malum dike budaa la pōka lagum taaba ti ba nyaa dēna sira la pōga. Gaana sō'olum wa puan pōgedire malema wa kō'om dāgena la budaa la pōka la ma'a gee ba yēa ayi la duma la nēreba pa'ase bini mē.

Zina beere wa yela asi'a n daani pōgedire malema yela wa. Zina beere yele-ana wa tari la yelesuma la yelebe'ero zā'a paara buuri puan pōgedire malema la, basera ti yima yima bōna malema la yele-ire puan ti pa'ala buuri malema la n boi sō'olum duma la puan n dāgi buyina se'em. Magese wuu yelesi'a n boi tilum wa:

1. **Gōŋɔ zamesego (Formal education):** Gōŋɔ zamesego pa'aeri nēreba la paŋa yele yele wuu pōgesi ti ba ta'am lōsēra elese'ere taaba ti bama bōta ba vom yela puan. Saŋa zo'e zo'e, neresēba n yeti ba di taaba la bii ba ele taaba la n ni maasum bama n boti ba pōgedire bii sire-ele la ana se'em la yelesi'a ti ba bōta ti ba iŋe pōgedire la puan.
2. **Neresāala yō'ɔ la budaanē la pōgenē zuŋa (Human rights and gender equality):** Ba kō'om mu'e tōgera neresāala vom yō'ɔ la budaanē la pōgenē zuŋa la base mē ti teere bōna buuri puan pōgedire malema yele-ire la puan, dēna wuu ba ta'am baŋe pōgesi n tari yō'ɔ se'em ti si ta'am lagum vaara a ki gee base lōgerō buuri baseba puan.
3. **Sira sakere sōa pā'asegō (Religious influences):** Faari yire la Maalam yire la sira sakere duma baseba pu'usegō la n yirege pae zi'an woo la nyaa tari la wara paala la yele-ire paala wa'am, nyaa ni ta ta'am dike a gērege la tu buuri sira sakere la.
4. **Ligeri tuuma Kumesegō (Economic empowerment):** Ligeri tuuma kumesegō nyeregere bō'ori nēreba la yōkātē ti ba lōsēra bama n boti ba di pōgesēka bii ba ele budasēka la yele-ire duma.
5. **Avilege ta kī'ira tiŋa puan (Urbanization):** Nēreba la n ka'aseri sigera tiŋa puan la base mē ti ba ni ta tu'use buuri malema yima yima la naresum yela nyaa basera ti ba dikera buuri malema yele-ire la zina beere yele-ire lāgena taaba pōgedire malema la puan.
6. **Asoolentōge bō fōla la a lōgerō (social media and technology):** Asoolentōge nyaa tee nēreba n lageseri se'em, ba sōseri se'em gee dikera puti'ira bō'ora taaba se'em mē, nyaa basera ti pōgebōre la pōgedire malema yele-ire tēera.
7. **Nōka la yiregere (Migration and diaspora):** Nēreba n zoti kina satinsi bii satinzāare la tiŋa puan la base mē ti ba nyaa tara yiŋa duma pōgedire yela la kī'ira tu buuri puan pōgedire yele-ire la puan.

8. **Naresum wara biñere (Legal reforms):** Wara дума teeseño la yele-ire dōlega дума, n de wuu nasaane pōgedire malema n boi tiña la wara дума puan la, tari la yela asi'a wa'am buuri puan pōgedire malema yele-ire la puan na.
9. **Buuri malema yela teeseño la tingōño lagenō (Cultural exchange and globalization):** Putĩ'ira la buuri malema teeseño tari la warepaala la yele-ire paala wa'am, maam pa'asera buuri puan pōgedire yela la paña.
10. **Tūusum yela teeseño (Generational changes):** Naresum yela la sira sakere n teere tūusum дума tiñasuka la base ti nereba nyaa tōgesa baseba buuri puan pōgedire malema yele-ire ti la ta'am dōla tu boi sanseka wa la.

Tu wan iñe se'em ta'am gu zina beere yela wa n daani pōgedire malema yela ti la ka ana suña wa: Putĩsune la buuri malema yela yem zālega n wan ta'am nyanje zabe zina beere yela wa n daani buuri puan pōgedire malema la ti la ka ana suña la gee suñe ti asōvæ buuri malema yela la tara paña. Folesi'a n nari bisega de la:

1. **Buuri malema yela nyuure/tebegere (Cultural revitalisation):** Buuri yela naresum, buuri wara дума, la yele-ire дума n ka'asere yea, gee dikera sō'olum дума lagna taaba la n nari ti bam alum vae a isege gee tebege a saazuo. Ba kpemesa nereba zĩila ti ba suñera kōrenkōrum la ti nereba ti ba nōñe gee de'ena buuri puan pōgedire malema yele-ire la.
2. **Respecting individual choices:** By this, individual choices will be respected while encouraging them to appreciate and value their cultural heritage.

Buuri tūusum sōsega (Intergenerational dialogue): Bunkureba la kōmpōlego nari ti ba sōsera me dikera yem bō'ora taaba, maala yelesi'a n nari la, gee nyeta yō'ō ligesa folesi'a n boi pōgedire malema yela puan la ti bala wan base ti kōmpōlego la da yelegera bamisi yesera buuri malema yelemalego tuuma la puan. Sōsekana wa n wan suñe kōmpōlego la ti ba nana gee bō'ora buuri malema yela la ti kuremi дума dike bō tu la gilema gee me wan ta'am demese zina beere wa dāaño yela la. Buuri malema puan de'eno teeseño ta'am bōna ti ba zamese yela la yele-ire suma yese taaba zĩ'isin ti ba ta'am base ti buuri puan pōgedire malema la ze'ele suña sūña gee tara paña.

3. **Gōño zamesego la Kumesego (Education and empowerment):** Ba kumese nera woo yesera gōño zamesego la ligeri yela tuuma puan ti ba ta'am nana gee bō'ora buuri yela la gilema. Buuri puan pōgedire malema yele-ire la nari ti a bōna gee dōla zina beere yela la gee kelum zāla a buuri yele-ire si'a n ani suña la.
4. Tiña zuo yelesi'a n de zeero, magese wuu ligenōño la asoolentōge n dī'iseri pōgedire yela la nari ti ba maam demese a me.

Zamesego Tuuma (Learning Tasks)

1. Gulese yela n pae atā dēna yelesi'a n suñeri buuri puan pōgedire malema la biñe.
2. Gulese yela n pae atā dēna yelesi'a n ka suñeri buuri puan pōgedire malema la biñe.
3. Gārese pa'ale fōla atā puan ti buuri yela naresum n boi buuri puan pōgedire malema la wan ta'am kelum bōna wuusa.

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.

Teacher recaps the main points of the lesson and summarises key takeaways.

Assessment kankani (Key assessment)

Assessment Beene 3

1. Pa'ale fu puti'ire n de se'ere yesera Gaana wa togum buuri buyi duma buuri puan pagedire malema yela puan.
2. Pa'ale daango yela n pae atã bii gana bala bona buuri puan pagedire malema puan gee pa'ale fu wan ije se'em suje ti daantuna la bala kan bona.

Assessment beene 4 (Assessment level 4)

1. Geele bise yelesi'a n boi daami buuri pagedire malema puan la zina beere wa wara duma la neresala vom yela tihasuka.
2. Fu san yeti fu teesum la buuri pagedire malema yela wa asi'a, beni ti fu wan tee la beni n soi? Sose pa'ale

Project

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

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

- Agyekum, K (2009). 'Akan verbal taboos: Traditional and contemporary.' Research Review. 25 (2):1-20 Institute of African Studies, Legon.
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YEŊO 7: YIZUO TIGERA LA BUURI NA'AM YELA (SECTION 7: CLAN SYSTEMS AND TRADITIONAL GOVERNANCE)

ZUO 3: BUURI MALEMA YELE-IR LA NA'AM YLA (STRAND 3: CULTURAL PRACTICES AND GOVERNANCE)

Zubɔka 2: Buuri Na'am Yela (Sub-Strand 2: Traditional Governance)

Zamesego Nyuuro (Learning Outcome): *Gãrese pa'ale yizuo tigera tuulum yela n de si'a bona tɔgum dura buuri buuri la puan gee dike ba buuri malema yela la magese taaba pa'ale a ani se'em*

Zamesego la pa'alego Naresum (Content Standard): *Dike yizuo tigera bɔkere la iŋe magese pa'ale tɔgum dura buuri buuri n boi Gaana wa la buuri malema n ani se'em*

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.

BAKOI 17

Zamesego Putĩ'ira (Learning Indicators)

1. Gãrese pa'ale yizuo tigera la a tuulum yela
2. Dike tɔgum buuri buuri duma n boi Gaana la yizuo tigera magese taaba pa'ale a ani se'em

NYU'D/KANKAŋI ZI'ISI (FOCAL AREAS) 1&2

Yizuo tigera (The Clan system)

Yizuo tigera de la kɔrenkɔrum neŋa duma n tigese doose yaabeduma tũusum puan dɔla bilam dikera putĩ'ira, tũusum yela la bama n de seba bɔ'ɔra taaba. Yizuto ni bɔna la buuri la kɔrenkɔrum la puan magese wuu Bɔlega, Navɔreŋɔ, Bɔko, la Tamale.

Yizuo Aŋa yeledaasi de la (Some key characteristics of clan include):

1. Ba tari la yaabeyiŋa (Shared ancestry): Yizuo la nɛreba sake ti bama de la yaabeyiŋa nɛreba.
2. Ziyimɔ nɛreba (Kinship ties): Yizuo la nɛreba de la buyina dɔla ziim, pɔgedire bii sire-ele la yamene (adoption) puan.
3. Ba de seba (Shared identity): Yizuo la nɛreba tari la yu'ura, dɔalum la buuri yela n de buyina.
4. Taaba zĩile paŋa (Social cohesion): Yizuto ni tara la taaba zĩile n dikeri ba lagna taaba gee mina bama de la tinyiŋa nɛreba.
5. Tagelegɔ Naane (Hierarchical Structure): Yizuto ta'am tara neŋa duma, kiinduma, bii naduma ti ba ni bɔna neŋa yelemmalegɔ sɔsega puan.
6. Ba me kelum le tara la ba pu'useri gee sakera se'em, ba bikiima, la sũuro.

Yizuto tari la tuuma zo'e zo'e n de wuu (Clans can serve various purposes, such as):

1. Bama n suŋeri gee gu'ura ba kɔrenkɔrum la.
2. Bama n biseri buuri la tũusum lɔgerɔ/yela.
3. Bama n suŋeri taaba lareŋɔ la nimmu'ure suŋere yela.
4. Bama n maali nukpe'ene la zabere yela.

Yizuo Tuulum yela (Significance of the Clan)

Yizuo tigera la tuni la nimmu'ure tuuma tɔgum buuri buuri duma la kɔrenkɔrum duma la puan n de wuu:

1. Nɛreba tigesego (Social Organisation): Yizuto bɔ'ɔri la yɔseko ti ba ta'am tigesɔ nɛreba, puta nɛreba fii fii, tigera se'em ti ba wan ta'am bisera la ba de seba la ba boti sɛla.
2. Ziyimɔ nɛreba (Kinship Ties): Yizuto ba'am tɔgera la ziyimɔ nɛreba yele, tɛ'ela ti ba baŋe bama n boi zi'an, ba se zɛa se'em, la ba nɛreba nimmu'ure suŋere.

3. Ba de seba (Shared Identity): Yizuto bɔ'ori nɛreba la bama n de seba, dikera ba pa'asera tigeƙara n tari tũusum yiŋa, buuri malema la sela ti ba dike base bɔ ba.
4. Alagentaaba la nimmu'ure suŋere (Cooperation and Mutual Aid): Yizuto boti la alagentaaba la nimmu'ure suŋere yela, suŋera nɛreba sanseka ti la nara la, magese wuu kua, gu'a (defence) bii nukpe'ema (disputes).
5. Nukpe'ene maalego (Dispute Resolution): Yizuto ni tara la bamisi tigeria ti ba maala nukpe'ema yela gee basera ti nuyine bɔna.
6. Buuri malema Bisega (Cultural Preservation): Yizuto suŋeri bisera la buuri malema yela, kɔrenkɔrum wara duma, la naresum yela, sabese ta'asera a bɔ'ora ba kɔma me kɔma.
7. Gɔbena na'am yela tigesego (Political Organization): Sɔ'olum baseba puan, yizuto de la gɔbena na'am yela tigeria la pɔsega zi'an, ti yizuto neŋa duma la tara paŋa gee ti nɛreba me gɔra bisa ba.
8. Ligeri tuuma yela lagenɔ (Economic Cooperation): Yizuto suŋeri la ligeri tuuma yela lagenɔ n de wuu lɔgerɔ/yela tɔrega, koosego, la atum bɔ taaba yela.
9. Nɛreba tigesego/lagenɔ (Social Mobility): Yizuto wan ta'am kelum bɔ yɔ'ɔ ti nɛreba lagesera taaba ti baseba wan ta'am doose bini nye kpe'engo ta'am tole neŋa.
10. Alagembɔna/alagempa'ase puti'ire (Sense of Belonging): Yizuto baseri ti nɛreba tara la bama lagum pa'ase bini puti'ira n gani bama misi la, bɔ'ora ba suŋese'ere n baseri ti ba puti'ira gã ma'ase mi gee ti la ana ba suŋa ti bama po pa'ase bini.

Yizuo tigere la pugum la yue me gee ti di tuulum yela bɔna la yima yima tɔgum buuri duma la tũusum duma puan. Gee la suŋeri nɛreba tigesego se'em, ba de seba, la kɔrenkɔrum la kãrege me.

Yizuto yu'ura buuri buuri la a Dãalesi (Some Types of Clan Names and their Totems)

Yizuto dãalesi wa boi la yima yima yesera la buuri woo la di dãalesi. Base ya ti tu bise sela n boi tilum wa:

Kambũsi tari la yizuto tunii la tu dãalesi n de wuu:

	Asante	Fante
1	Asakyiri: Zio	Adwenadze - Eburowtuw
2	Oyoko : Silega	Aboradze - Awendadze
3	Agona : Sia	Nsɔna - Ɔsɔ
4	Asona : Bumbe'o	Anɔna - Ekoo
5	Aduana : Baa	Twidan - Twi(sebɔ)
6	Biretuo : Goobaa	Aboradze - Boredze
7	Ekɔna : Goonaafɔ	Ntwea - Ɔtwea(bɔdɔm)
8	Asenee : Zunzɔŋɔ	

The Dagbama (Tamale)

1. Lunsi (Lusi) Yizuo dāalega: Loŋo
2. Baansi Yizuo dāalega : Ĕbega
3. Naafooni Yizuo dāalega : Bumbe'o

The Mamprusi (North East Region)

1. Nayiri Yizuo dāalega: Ĕocod
2. Tensung Yizuo dāalega: Gbigembaa (Leopard)
3. Kunguri Yizuo dāalega: Wɔɔ (Monitor Lizard)

The Gonja duma (Savanna Region)

1. Mankpan Yizuo dāalega: Gbigene (Lion)
2. Kpembewura Yizuo dāalega: Ĕbega (Crocodile)
3. Bolewura Yizuo dāalega: Wɔbego (Elephant)

The Farefari (Guresi) (Upper East Region)

1. Nabdam Yizuo dāalega: Baa (Dog)
2. Tongo Yizuo dāalega: Wɔbezifo (Python)
3. Zɔkɔ Yizuo dāalega: Ĕbega (Crocodile)

The Kusaasi (Upper East, around Bawku area)

1. Bawku Yizuo dāalega: Ĕbega (Crocodile)
2. Zebilla Yizuo dāalega: Sakute (Tortoise)

Gbeɛsi (Ewe)

Yizuo la de la tigere n kãrege bɔna tɔgum buuri woo puan. Yizuto zo'e zo'e n ni lagum taaba dena buuri la tɔgum yeŋo kuyima. Yizuo la puan ti yɛa zo'e zo'e bɔna. Gbeɛsi yi'iri yizuo la *hlɔ la sã*.

Anlo/Anɔ, Avenor, Ave, Tongu, Agave la Mafi nɛreba yi'iri yizuo la hlɔ gee ti Ewedome n de wuu Ho, Adaklu, Kpando, Hohoe, Peki, Ve la base yi'iri yizuo la sã.

Buuri tɔgum yeno n pae pia la tunuu n yi'iri yizuto la Anlo puan, ti pia la tunuu yi'ira Avenor puan gee ti tuwai me yi'ira Agave puan.

Buuri tɔgum yeno pia la tunuu la n boi Anlo puan la ba dāalesi n ŋwana:

Anlo pia la banuu la n de Gbeɛne yizuto la, dāalesi la kisa

Anlo budaa la pɔka woo boi la yizuto pia la tunuu la puan n de *hlɔwo* gee ti yizuo woo bii *hlɔ* bɔna la budaane asɔɔvɛ kãle la puan ti ba yi'ira ti *tɔ-fome*.

Yizuto pia la tunuu la de la Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Klevi, Yetsofe, Agave, Tsiame, Amɛ, Dzevi, Uifeme la Blu.

Fu san bɔna yizuo puan la tari la ansi n boi siyima n de wuu yu'ura, dia, kisa, la yizuto dāalesi n pa'ali la tūusum bii ba yaabeseka n pɔse yizuo la.

1. Lafe yizuo dāalesi: eve (wɔɔ), se (walega) la atsutsrɔe (Sia).
2. Amlade yizuo dāalesi: eve (wɔɔ), se (walega) la atsutsrɔe (Sia).
3. Bamee yizuo dāalesi: gbigebaa, wɔɔ.

4. Klevie yizuo dāalesi: walega 'se'
5. Tovie yizuo dāalesi: goonaafɔ
6. Dzevie yizuo dāalesi: Gbigebaa
7. Uɪfeme yizuo dāalesi: Gbigebaa la sakute.
8. Yetsofe yizuo dāalesi: pesego
9. Blu yizuo dāalesi: Gbigebaa la sakute
10. Adzɔvia yizuo dāalesi: Adzɔvia, a small brown perch-like fish related to Tilapia Melanopleura (Akpa)

Zamesego Tuuma (Learning Tasks)

1. Yizuo tigera de la beni?
2. Guleɛ yizuto yu'ura la a dāalesi Gureɛ puan.
3. Gāreɛ pa'ale yizuo tigera aɲa tuulum yela atã ya kɔrenkɔrum la puan.

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.

Aseementi Kankani (Key Assessment)

Beene 3 Aseementi: Ati'isenyake puti'ire (Level 3 Assessment: Strategic Reasoning)

1. Gãrese pa'ale fu wan bona yizuo puan ti la ta'am sunɛ fu ligeri tuuma yela se'em.
2. Fu san dena yizuo neɲa daana, fu wan iɲe la ɲwani ti nuyine bona fu nɛreba la tiɲasuka yizuo la puan?
3. Dike ya yizuo tigesego la tɔgum buuri baseba yizuto n boi Gaana wa magese pa'ale yelesi'a n de buyina gee ti si'a bona yima yima.

BAKOI 18

Zamesego Putĩ'ire (Learning Indicator): Bøke buuri na'am yela la a naane (naba, nabibesi, nabiisi, etc)

NYU'Ŋ/KANKAŊI ZI'AN (FOCAL AREA) 1

Buuri Na'am yela naane (Traditional Governance Structure)

Buuri na'am yela naane kò'om dēna la yela n tigese tagele taaba dēna buyina bōna tuuma yela, gōbementi duma, la tigera asi'a puan. Sela n pa'ali la aŋa de la:

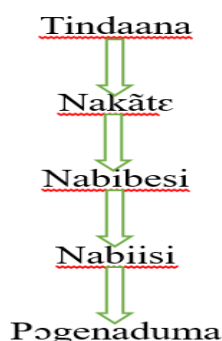
1. Pansi la tagelego kò'om nie me (Clear chain of command): Pansi la yiko la pōse la zuon sigera tiŋa, tagelega woo tar aka tuune.
2. Yela maalego putĩ'ira la kò'om ze'eta la zuon (Centralized decision-making): Saazuon beene neŋa duma bii neŋa duma la n bō'ori putĩdaasi la.
3. Deto pua/tōrega (Departmentalization): Yizuo la ni pu la deto/zinzagesi ti deo/zinzaka woo tara ku/ka tuuma.
4. Paŋa beene ka yalege (Narrow span of control): Neŋa duma la biseri la nereba kãle n ka zo'e.
5. Naresum sōsega nama (Formal communication channels): Naresum sōsega doli la wara la n de se'em la.
6. Tari la tuuma mōpi (Defined roles and responsibilities): Ba tuuma n de si'a la ba nari ti ba tuna se'em la kò'om nie la suŋa suŋa.
7. La tagele me (Hierarchical layers): Neŋa duma beena zo'e zo'e n pōseri saazuon ta paara kĩ'a beene tuntuneba.

Naandina wa tari la kpē'enduma putĩ'ira dikere, ti a nyuuro dēna asezea, putĩ'ire bukerē, la atūpa'ale suŋa suŋa, gee me kelum tara pooren lēbega, magese wuu yelemmaalego putĩ'ira dikere ka kini kalam kalam gee ti yō' me kò'om ka gā'are bala ti yela ta'am teesena.

Buuri Na'am Yela la tagelego (Organogram of the traditional governance)

Tagelego de la tigera naane n tagele taaba se'em ti ba gulese a biŋe. La pa'ali la neŋa duma la n tagele taaba se'em bōna neŋa duma la ba podoleba la tiŋasuka. Zuo duma la boi la ba bōŋa zi'an gee ti seba n doli poore la nyaa ni tara lasebaari la kina paara ba.

Buuri na'am yela la n tagele se'em n ŋwana:



Baŋe ti: *Dagi tageleseko n boi zuon wa ma'a gee neŋa duma baseba ta'am bɔna buuri na'am yela la puan nara pa'asego.*

Tindaana

Tindaana de la mina yaaba n yuum pɔse sɛ' pɛsega zi'ire zi'an la puan yia. Tindaana de la nera ti yaabeduma ni loe e ti a bisera tiŋa la. Tindaankura san tige sagebo, ba ni yese la boŋero ti ki'induma ta loe mina n wan sɔe a na'are bisera tiŋa la. Tindaana ni vuge la wula, nyaɛ lebere, gee zāla zuure.

Tindaana Tuuma

1. Eŋa n kãaberi tingana la ti guum gĩsera tiŋa la puan.
2. Eŋa n maali tiŋa la nɛreba nɔkpe'ene yela.
3. Tiŋa la buuri loŋero ni bɔna la eŋa yire.
4. Yizuto san zabe ti ziim ka'ase tiŋa la zuo, tindaana n vaari.
5. Tindaana n sɔi tiŋa gee nya ita bɔ'ɔra nɛreba.
6. Tindaana n biseri buuri la malema ti a ka kiira.
7. Dunyoo dan bɔna tiŋa la puan, tindaana la n de mina n wan ku e.

Nakãte

Nakãreba de la neŋa duma buuri so'olum puan. Bama ni dena la tiŋa la neŋa duma ti nabiisi la loe ba ti ba dena ba naba bisera nɛreba la. Bama n tagele tindaana poore tumam Farefari buuri na'am yela la puan. Nakãte la loosego, yiŋa yeŋega, la ba dikeri e zĩ'ita na'am goŋo la zuo boi la yima yima buuri woo malema puan.

Baŋe ti: Nakãte loosego, yiŋa yeŋega la a kuka zuo zĩ'irego boi la yima yima buuri woo puan. Pa'aleba nari ti ba pa'ale doose la sosi'a ti ba dɔla Gurenɛ puan la. Pa'aleba ta'am tari zamesereba la kiŋe naba yire ti ba ta bise gee sɔse la seba n boi naba yire la. Pa'aleba wan iŋe la ŋwana ti bɔkere ta'am wa'am zamesego la puan na.

Nakãte Tuuma (Functions of Paramount chief)

1. Eŋa n de sɔ'olum la bii buuri la neŋa daana.
2. Eŋa n dikeri putĩsi'a n wan suŋe a sɔ'olum la.
3. Eŋa n iti buuri de'eno a sɔ'olum la puan.
4. Eŋa n biseri wara duma zuo ti yela kina suŋa suŋa gee maala a nɛreba la nukpe'ema yela.
5. Eŋa n biseri tiŋa la nɛreba.
6. Eŋa n biseri buuri yela la zuo.
7. Eŋa n tari maalego kina bɔ'ɔra a nɛreba la.
8. Eŋa n biseri goɓena na'am yela la ligeri tuuma yela a sɔ'olum la puan.
9. Eŋa n maleni a na'am goŋo la malema.
10. Eŋa n biŋeri wara duma.

Nabibesi

Nabibesi la doli la nakāte la poore tiŋa la puan. Bama tari kpe'engo la yizubibesi la puan. Na'am diti dola la tūunsum puan.

Nabibesi tuuma

1. Nakāte la san ka bōna yire bama n ni sɔɛ a na'are tuna a tuuma la.
2. Bama n suŋeri ti tuunfī'isa ka bōna ba so'olum la puan.
3. Ba n boi ba nɛreba la nɛŋa maala ba nukpe'ema la zabere yela yizuto la puan
4. Bama n biseri tinseka n boi ba nu'usin la zuo.
5. Bama n biseri ti suma'asum bōna ba so'olum la puan.
6. Bama n maleni ba na'am gɔɔ la malema sanseka woo ti la nara.

Baŋe ti: *Tuunsi'a n boi zuon wa dagi zā'a n bala. Pa'aleba ta'am dike tuunsi'a n gee la pa'ase bini.*

Nabiisi

Nabia de la nɛra bii nɛreba n lagum taaba tara paŋa nayire la puan bii gɔbena na'am dia puan gee bama misi ta'am ka pa'ase na'am la leka puan. Nɛrebana wa ni lagese la taaba ti ba geele bise mina n wan tee dɛna naba la.

Baŋe ti: *Sosi'a ti nabiisi la dola lɔɔra naba la boi la yima yima buuri woo malema puan. Pa'ala la nari ti a pa'ale doose la Gurene buuri malema puan ti la ita se'em.*

Nabiisi Tuuma

1. Bama n loori mina n wan tee dɛna naba la.
2. Bama n tari sore ti ba geele bise mina n nari ti a dɛna ba nɛŋa daana la.
3. Naba san ki bama n maleni a malema la.
4. Bama n tari sore ti ba yɛɛ naba la na'am.
5. Bama n dikeri napaala la pa'ala kiinduma la nɛreba la.
6. Bama n ka'ani naba la.
7. Bama n ni bōna nukpe'ene maalego tiŋasuka ti yele la ta'am maale suŋa.
8. Bama n biseri na'am teeseŋo yela ti la kina bii ki'iena suŋa suŋa.

Pɔgenaduma

Pɔgenaduma la de la ba so'olum la pɔgesi nɛŋa duma la seba n zāli tūusum mi'ilum yela. Ba tuni nimmu'ure tuuma n de ba so'olum la pɔgesi la pugeto yelemalego yela. Buuri seba n doli ma nu'o lɔgerɔ vaare sore la, nayire duma la san loose seba n yeti ba lege na'am la, pɔgenaduma la n ni kɔ'om yeti mina dɛna naba la, eŋa ti ba bɔbera. Ba me ta'am loe pɔgenabibesi ti si tuna bɔ'ora ba.

Pɔgenaduma tuune

1. Bama n suŋeri naduma la ti ba tuna ba buuri na'am yela la tuuma.
2. Bama n gākeri yelesi'a woo n daani pɔgesi la pugeto ba so'olum la puan la.
3. Bama n tebergeri pɔgesi naresum yela puan.
4. Bama n biseri gee sɔsera pa'ala ba so'olum la tūusum mi'ilum yela.

Zamesego Tuuma (Learning Tasks)

Gulese nukpe'ene sake bɔ bii zagese buuri na'am yela tigera la.

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class

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

Asɛɛsɛmentɪ Kankani (Key Assessment)

Asɛɛsɛmentɪ Beene 2: Yela bɔkere pansɪ (Level 2 Assessment: Skill of conceptual understanding):

- Gulese yela mapi pa'ala buuri na'am yela naane la tuunsi'a/yelesi'a n de buyina bɔna fu kɔrenkɔrum la puan.
- Pa'ale buuri neŋa duma n pae bayi bɔna ya kɔrenkɔrum la gee gulese ba tuuma n de si'a ti ba wan ta'am kã'asa nereba la.

Asɛɛsɛmentɪ Beene 4: A ti'isi zo'e paa (Assessment Level 4): Extended thinking)

Gulese pã'asego gɔŋɔ ŋmi'ira nukpe'ene sakera bɔ'ɔra bii zagesera ti, "buuri na'am yela la de la gɔbena na'am n tole tigere".

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.

Kālɛ bu'a (Marking scheme)

Yenjo (Section) A: Apegaŋɛ/abise loe (Multiple choice)

Taaba tigesego dɔla buuri bii yaabeduma ti nɛreba laguma dɛna yaabeyiŋa bii yaaba ayima lɔgerɔ tɔrega puan de la _____

A. yizuo (clan) 2 marks

Yenjo (Section) B: Gulesewoko (Essay)

Yizuo Tuulum yela (Significances of the clan system):

1. Nɛreba tigesego (Social Organisation): Yizuto bɔ'ori la yɔseko ti ba ta'am tigesana nɛreba, puta nɛreba fii fii, tigera se'em ti ba wan ta'am bisera la ba de seba la ba boti sɛla.
2. Ziyimɔ nɛreba (Kinship Ties): Yizuto ba'am tɔgera la ziyimɔ nɛreba yele, tɛ'ɛla ti ba baŋɛ bama n boi zi'an, ba sɛ zɛa se'em, la ba nɛreba nimmu'ure suŋɛrɛ.

3. Ba de seba (Shared Identity): Yizuto bɔ'ori nɛreba la bama n de seba, dikera ba pa'asera tige k̄ara n tari t̄usum yiŋa, buuri malema la sela ti ba dike base bɔ ba.
4. Alagentaaba la nimmu'ure suŋere (Cooperation and Mutual Aid): Yizuto boti la alagentaaba la nimmu'ure suŋere yela, suŋera nɛreba sanseka ti la nara la, magese wuu kua, gu'a (defence) bii nukpe'ema (disputes).
5. Nɔkpe'ene maalego (Dispute Resolution): Yizuto ni tara la bamisi tigera ti ba maala nukpe'ema yela gee basera ti nuyine bɔna.
6. Buuri malema Bisega (Cultural Preservation): Yizuto suŋeri bisera la buuri malema yela, kɔrenkɔrum wara дума, la naresum yela, sabese ta'asera a bɔ'ora ba kɔma me kɔma.

Award 10 marks for any three significances explained.

Award 9 marks for any two significances explained

Award 8 mark for any one significance explained.

Sokere дума Basɛba n ŋwana (Sample questions)

Yeŋo A (Section A): Apegaŋe/abise loe (Multiple Choice)

Tigese'ere ti nɛreba la dɔla ba dɔgum bii ba yaabeduma t̄usum tara pute-yine la yu'ure de _____

- A. yizuo (clan)
- B. fara yire (church)
- C. yire (family)
- D. buuri (lineage)

Yeŋo (Section B): Gulesewoko (Essay)

Gãrese pa'alɛ yizuo tuulum yela atã.

Table of Specification

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

17	The clan system	Multiple choice	1	1	-	-	2
		Essay	-	1	-	-	1
		Total	11	13	-	-	24

ADDITIONAL READING

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

YEŊO 8: NŌKPE'ENE MAALEGO SŌA (SECTION 8: DISPUTE RESOLUTION PROCESSES)

ZUO 3: BUURI MALEMA YELE-IRE LA BUURI NA'AM YELA (CULTURAL PRACTICES AND TRADITIONAL GOVERNANCE)

Zuboka 2: Buuri na'am yela (Traditional governance)

Zamesego Nyuuro (Learning Outcome): *Gārese pa'ale buuri nukpe'ene maalego sŌa gee dike a magese la zina beere sŌsega gakerε tigeria la*

Zamesego la pa'alego Naresum (Content Standard): *Dike buuri sŌsega gakerε tigeria mi'ilum la bokere la iŋe pa'ale*

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.

BAKŊI 19

Zamesego Puti'ire (Learning Indicator): Geele bise zina beere sŋsega gakerɛ tigera yela la

NYU'Ŋ/KANKAŊI ZI'ISI (FOCAL AREAS) 1&2

Sŋsega/Zabere gakerɛ tigera (The judiciary system)

Sŋsega bii zabere gakerɛ tigera de la kootum la seba n biseri wara asi'a zuo nukpe'ene gakerɛ puan n tari wara la leregera gee tuna tiŋa la puan. Ina de la nimmu'ure yeŋo tiŋa la na'am yela naane puan n bŋ'ori yŋ'ŋ ti ba maala nukpe'ema, leregera wara duma, dŋla wara la n boti se'em la, gee gu'ura nereba vom naresum la yŋ'ŋ yela. Le pa'ase, di kelum tuna la tuunsi'a n boi tilum wa kootum puan:

1. Baseri ti yelemiŋere bŋna tuuma puan gee suŋera ti tuntŋŋ la mama bŋna.
2. Tuntŋŋ tuuma bisega (Administration of justice): La baseri ti mama gee yima yima ka bŋna wara duma la tuuma puan.
3. Nukpe'ema maalegŋ (Resolution of disputes): La pŋseri la zabere la nukpe'ene nereba tiŋasuka, tigera, la gŋbena tuntum zi'isi. La bŋ'ori la yŋ'ŋ ti tiŋasuka daana, yelemala, la alagensŋse bŋna nukpe'ene maalegŋ puan gee dagaŋa kootum tigera puan.
4. Nereba vom naresum gurega (Protection of rights): Nereba vom naresum gurega la ba tari yŋseto n warekara la gulese biŋe la.
5. Pansi yelesego yŋ'ŋ (Provision of checks and balances): Beŋe la zuo duma (executive) la wara biŋere duma (legislative) yeŋo duma, basera ti ba ta'am tuna dŋla ba pansa beena.

Zina beere sŋsega gakerɛ tigera naane (Structure of the contemporary judiciary systems)

Sŋsega gakerɛ n boi Gaana la tari la naane, ti Kootum kaŋe la ti ba yi'ira ti 'Supreme Court' la bŋna zuon, tagela seka ti ba yi'ira ti, 'Court of Appeal', 'High Courts', la 'Lower Courts'. 'Lower courts' la de la 'Circuit', 'District Courts', 'Juvenile/Tribunal'. Kootum duma la tari la ba bŋna zi'isi n de wuu nerezasi (civil), nayigum/tuunfi'isa (criminal), yire (family), la tuntuneba (labour) wara. In Ghana, the Supreme Court is presided over by the Chief Justice, who is the highest judicial officer in the country. There are judges, magistrates, and assessors who help to settle disputes. Gaana tiŋa puan, mina n de neŋa daana Kootum kaŋe la puan de la 'Chief Justice', eŋa n de se'em n gani za'a sŋsega gakerɛ yeŋo la puan tiŋa la zuo.

Kootum naane/zina beere sŋsega gakerɛ tigera sŋsega gakerɛ puan (The structure of the court/contemporary judiciary system in adjudicating cases)

1. Gakera ayina n ni kelesera gee gakera sŋsega 'High Court', 'Court of Appeal', la 'Supreme Court' puan.
2. Gakereba batã bii banuu n ni kelesera gee gakera sŋsega 'Court of Appeal' la 'Supreme Court' puan.

3. Yɛla asi'a gakerɛ puan, gakerɛ la naɛ la nɛreba baseba n mi bii ka mi yɛla la zĩ'ire ti ba suɲera e sɔsega la gakerɛ puan.
4. Gakerɛ se'em ti ba yi'ira ti 'Magistrate' la n keleseri gee gakeri sɔsega 'Magistrate Court' la puan.
5. Gakerɛ se'em ti ba yi'ira ti 'A Justice of the Peace' la keleseri gee gakerɛ sɔsepigesi 'District Court' la puan.

Zina beere sɔsega gakerɛ tigera yɛla nukpe'ɛma maalegƆ sƆa (Dispute Resolution Processes by the Contemporary Judiciary System)

Naane la sƆa la ta'am bɔna yima yima yesera la kootum la n de kootum sɛka, sɔsega n de sɔsesɛka buuri, la sela n iɲɛ la. Naanse'ere n boi zi'an woo la n ɲwana gã tilum wa:

1. Nɛreba la ni gulesɛ la ba yele la kootum.
2. Kootum ni diɲɛ zĩ'ire mɛ sɔsɛ ti ba kilese yɛla gee bisɛ a gã'aregɔ zi'an.
3. Ba ni sɔsɛ la yelemiɲɛre la bɔ gee ti ba me viise sɛera duma bisɛ.
4. Gakerɛ la nyaa ni gake sɔsega la.
5. Nɛreba la ta'am le tari sɔsega la kiɲɛ kootum sɛka n gani zã'a la puan.

Zamesegɔ Tuuma (Learning Tasks)

1. Gãresɛ pa'ale sɔsega gakerɛ tigera yɛla la.
2. Gãresɛ pa'ale zina beere sɔsega gakerɛ tigera yɛla la.
3. Gãresɛ pa'ale sɔsega gakerɛ la tuuma atã.

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

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

Assessment Kankani (Key Assessment)

Assessment kankani beene 2: Yela bokere kumesego (Key assessment level 2: Conceptual skills building)

Dike tingonjo la bokere puti'ire sōsega pa'ale fum la seba n lagum bona zamesego deon la yesera sōsega gakerε tigeria yela la Gaana puan.

Assessment kankani beene 3: Ati'isenyake puti'ire (Key assessment level 3: Strategic reasoning)

- Gārese pa'ale sōsega gakerε tigeria yela la n boi buuri la zina beere yela puan se'em.
- Gārese pa'ale sōsega gakerε tigeria yela la n sujeri nreba daare woo vom yela se'em.

Assessment Kankani Beene 4 (Key Assessment Level 4)

Fum san de ni la gakerε, fum wan zāle ni sōsega n tari nukpe'ene la ηwani ηwani? (M.w. sōsega bii yele n de nreba vom naresum yɔ'ɔ/yɔ'ɔ la tiŋa la summa'asum yela ...)

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.

BAKOI 20

Zamesego Putĩ'ire (Learning Indicator): Dike buuri nukpe'ene maalego la zina beere nukpe'ene/sŏsega maalego magese pa'ale yelesi'a n de buyina gee ti si'a bŏna yima yima

NYU'Ō/KANKAŊI ZI'AN (FOCAL AREAS) 1&2: BUURI LA ZINA BEERE SŌSEGA TIGERA YELA MAGESEGO

Buuri puan sŏsega tigeria (Traditional judiciary system)

Buuri sŏsega tigeria de la sŏ'olum puan bii buuri puan yelemiŋere tigeria/wara дума n boi sŏ'olum woo puan, n boi gee naresum дума sŏa tigeria la nyaa baŋe wa'am. Seba n ni bisera tige-ana wa zuto de la tindaanduma, naduma, kiinduma, yizuto neŋa дума, la gilema дума baseba n boi kŏrenkŏrum la puan.

Buuri puan nukpe'ema maalego (Traditional dispute resolution)

So-ana wa doli maala la nukpe'ema bii zaba n boi kŏrenkŏrum, buuri yela, la buuri malema yel-ira n boi kŏrenkŏrum la puan la. So-ana wa pugum bŏna me gee nasaara yela la baŋe wa'am gee ti a kŏ'om ka dŏla nasaara yela la n doli se'em la, gee bŏna kŏrenkŏrum дума la puan kŏ'om bisera la a wan iŋe se'em ti nuyine ta'am bŏna nereba tiŋasuka. Yelesi'a ti buuri puan sŏsega maalego kŏ'om bisera de la yire yela, tiŋa yela, kisa gŏleŋo, la pŏ'asego/pumpŏreŋo.

Sosi'a ti ba dŏla maala buuri puan nukpe'ema

(Methods engaged in traditional dispute resolution)

1. Zabere pŏsega (Mediation)
2. Zabere gakerε (Adjudication)
3. Nuure naare (Reconciliation)
4. Yelemaalego sŏsega (Negotiation)

Buuri la zina beere nŏkpe'ene maalego sŏa magesego

(Comparison between the traditional and contemporary dispute resolution processes)

Buuri puan zabere maalego (Traditional/Customary Conflict Resolution)

1. Naduma n ni bisera sŏsega la zuo gee pa'ala yele la n ki'ileni se'em. Seba n ni bŏna sŏsega la puan de la naba, kiinduma la neŋa дума ti ba ta'am maale yele la. Bama n ku se'em la ti nera woo dŏla. Gee ba me ta'am le tari sŏsega le lebe kootum.
2. Kootum naresum yela bii gulesego yela ka boi bini. Ba ni kŏ'om dike maalego yela la bilam gee yi seba n tari yele la ti ba wa'am.
3. Ba ni kŏ'om dike putĩ'ira la bilam dŏla buuri wara дума, buuri kŏrenkŏrum wara дума la yele-ire puan.

4. Nimmu'ure yele ni dēna la ba maale yele la, ti nunaare la tuntɔɔ yela kelum bɔna.
5. Putĩteesenjo yela ta'am ni bɔna bini yesera la yelese'ere n de di la ti ba ta'am base ti nɔɔɔere la kɔrenkɔrum la tigesego kelum bɔna.
6. Sereba boi bini me.

Zina beere Kootum tigera yela (Contemporary Court System)

1. Naresum/gulesego n boi kootum sareya dia la puan.
2. Gɔbena n digese nereseba (gakereba) la ma'a n tari sore ti ba yele se'ere yesera waresi'a n pugum gulese gā la puan.
3. Putĩ'ira zo'e zo'e n kɔ'om bɔna la mi'a dia bii lua yele la ba'asego puan.
4. Sareya dia la kɔ'om dɔla la wara дума la a sɔa la yele la maalego puan.
5. Zuo kɔ'om kpa la tuntɔɔ yela: Ba'am bɔta la yelemiɔere la tubedɔleɔere.
6. Nereseba n tari yele la kiɔe la la seba ti ba tari kiɔe la ni bɔna me.
7. Sereba дума me ni bɔna me.

Yima yima kankani (Key differences)

1. Malema (Formality): Buuri puan maalego yela la ka tigesego gulese gā gee zina beere kootum yela la tigesego me gulese gā.
2. Yiko/kpe'eno (Authority): Buuri puan maalego la kɔ'om bisa la neɔa дума gee ti zina beere kootum dɔla gɔbena n loe seba la.
3. Wara (Law): Buuri puan maalego la doli la buuri puan wara la gee zina beere kootum doli la waresi'a n gulese gā la a sɔa la.
4. Putĩ'ira (Goals): Buuri puan maalego la eeri la nuure naare la nɔɔɔere gee zina beere kootum la kɔ'om sere la tuntɔɔ bii yelemiɔere la.
5. Sɔa (Processes): Buuri puan maalego la ta'am teesena me gee zina beere kootum дума la kɔ'om dike ba zuto kpa la sɔa asi'a dɔlega ka teera.

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'ale buuri sɔsega gakerɔ tigera la.
2. Gārese pa'ale buuri puan nukpe'ene maalego sɔa la fu kɔrenkɔrum la puan.
3. Pa'ale buuri puan sɔsega gakerɔ tigera yela la zina beere sɔsega gakerɔ tigera yela la n boi yima yima se'em.

Pedagogical Exemplars

Problem-based-learning

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

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

2. Group work/Collaborative learning: Mixed ability

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

Assessment Kankani (Key Assessment)

Assessment beene 2 (Assessment Level 2): Yela bokere kumesego (Conceptual Skills Building)

Dike buuri puan nukpe'ene maalego yela la zina beere nukpe'ene maalego yela la magese taaba gee yelesi'a n nwani taaba gee ti si'a bona yima yima.

Assessment beene 3 (Assessment Level 3): Ati'isenyoke puti'ire (Strategic Reasoning)

1. Garese pa'ale tigere yela woo pana zi'isi la ba torego zi'isi.
2. Dike buuri puan nukpe'ene maalego sca gee pa'ale ba tuulum yela la ba tari sunere se'em.

Assessment beene 4 (Assessment Level 4): A ti'isi zo'e paa (Extended Thinking)

Sose pa'ale buuri puan sosega gakeri tigera yela la zina beere sosega gakeri tigera yela n wan ta'am gake yela n nwani taaba se'em yima yima.

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.)

YEŊO 9: SOLENGIRESI LA MAGESEGIRA

ZUO 4: GURENƐ ZĀALEŊA

Zubɔka 1: Nuure Zāaleŋa

Zamesego nyuurɔ: *Dike solengiresi la magesegira naane mi'ilum la gulese solengiresi la magesegira*

Zamesego la pa'alego naresum: *Dike solengiresi la magesegira mi'ilum la bɔkere la iŋe pa'ale*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 21: Riddles

Week 22: Puzzles

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian languages. Problem-based learning includes the use of whole class and group activities to enhance learning outcomes in the classroom. It also serves to engage the class and to make connections to real-life situations. Furthermore, it will help learners to be able to build cognitive flexibility where learners will switch between different mental representations and adapt to new information. In collaborative learning, learners collaborate in groups and pairs to find solutions to problems and concepts. In experiential learning, whole-class-activities are employed to make learners understand the concepts better. These pedagogies help in developing resilience, encouraging critical thinking, promoting creative problem-solving, emphasizing process over product etc. . For the HP and talented learners in the class, teachers are encouraged to assign them higher tasks and guide them to perform

leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of the concepts. Teachers are guided to 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.

BAKOI 21

Zamesego Putĩ'ire (Learning Indicator): Gãrese pa'ale solengiresi buuri buuri naane la

NYU'Ŋ/KANKAŊI ZI'AN (THEME/FOCAL AREA) 1&2: SOLENGIRESI (RIDDLES)

Solengiresi (Riddles)

Solengiresi de la magesegira buuri bii putĩ'ire deesego n tari tɔgum, yelebea, la nigeseko ti ba wan ta'am base ti yele la niε peele mi. Ba ni kɔ'ɔm tara la sokere duma, putĩ'ire, bii yelesum naarega n eeri tĩ'isego, putĩbika, la nigeŋo tĩ'isego ti ba ta'am lilege yele la.

Solengiresi ni (Riddles often)

1. Tara la yelebea de'engo (Use wordplay): yelebea n tari vūyagama gee a yi'a ŋwɔna taaba, vɔa ayi, yelebea yi'a n ŋwɔni taaba gee ti a vɔa bɔna yima yima, la yelebea gulesego ŋwɔni taaba gee ti a vɔa bɔna yima yima.
2. Digesi la amakevɛki duma la ŋwɔsum duma.
3. Tara la putĩ'ire nigeŋo/sileŋo la ŋmɛresego.
4. Ǝera la atĩ'ise zo'e (tĩ'ise zɔε yele la n de se'em la)
5. Tara la sela ti fu ka tĩ'isa ba'asego/lebesego.

Solengiresi buuri buuri (Types of Riddles)

Solengiresi boi la buuri buuri buyi ma'a yesera la a woko beene. A de la: Solengiresesi n wɔge la solengiresesi n ani gira.

Solengiresi baseba de la:

1. Beni n tari zuure gee ka fila? (Lebesego: sampane).
2. Beni n boi ti fu wan tum e ti kiŋe gee kan lebe na? (lebesego: kugere)
3. Beni n boi ni kɔ'ɔm kina na gee ka maam paara? (lebesego: beere).

Solengiresi tari la nyuuro zo'e zo'e n de wuu (Riddles offer many benefits, including):

1. La suŋeri tu la tɔgum la yelebea mi'ilum puan.
2. La base ti tu ta'am tĩ'isera la suŋa suŋa gee maala yela.
3. La baseri ti tu ta'am tĩ'isa zɔ'ɔra mε gee gãresa yela.
4. La bɔ'ɔri tu la de'engo la yiima.

Solengiresi naane (Structure of a Riddle)

Solengiresi naane de la

1. Pɔsega (Introduction): La ni pɔse la se'em ti la wan ta'am ve'e kelesereba la putĩ'ira lebe solene la puan.

2. Gāresego (Description): Nima nima gāresego n ta'am ni darena lebesego la n de se'em la.
3. Sokere (Question): Sokere bii sela n ni pērege fu ti buke lebesego la.
4. Sileŋo (Twist): Sela ti ya ni pugum ka tī'isera sileŋo n ni ta sige lebesego la zuo.
5. Lebesego (Answer): Solengirega la lebesego ta'am ni tara vɔa zo'e zo'e bii sela n kɔ'om niε doose ma'a.

Base ya ti tu bise solengiresi naane wa yela ŋwana gi'i:

Pɔsega (Introduction): Mam ni kɔ'om kina me na gee ka maam paara.

Gāresego (Description): Mam tari la zuo gee ka tara zonto.

Sokere (Question): Mam de la ani?

Sileŋo (Twist): Tī'ise bise sela n ni kɔ'om kina ye'esa a ye'esego zi'an gee ka maam paara bini.

Lebesego (Answer): Kulega (kulega tari zuo/pɔsega zi'an gee ka tara zonto, ko'om la n boi kulega la puan la me ni kɔ'om zɔta la bala gee ka paara bu ye zi'an la).

Solengiresi naane gāresego (Analyzing the structure of riddles).

Solengiresi gāresego de la fu bɔgesε tɔgum la, naane, la putī'ira la ti fu ta'am nye lebesego la. Folesi'a n boi solengiresi gāresego puan n ŋwana:

1. Kāale suŋa suŋa (Read carefully): Kāale solengirega la bāalam bāalam tulese tulese ti fu ta'am bɔke yelebea la yelebinaaresi la.
2. Yese yelebezura la (Identify keywords): Dāale yelebisāasi, yelebinaaresi, bii yelesi'a n boi bini Tulum Tulum la.
3. Bise vūyagama la (Look for double meanings): Solengiresi ni tara la yelebea ti a vɔa la bɔna yima yima solene la puan.
4. Gārese naane (Analyze the structure): Base ti fu putī'ire bɔna solene la naane puan magesε wuu pɔsega, gāresego, sokere, la sileŋo.
5. Bise yelesi'a n doli taaba la (Find patterns and connections): ε bise sela n de buyina bɔna yelebea, putī'ira, bii yela la tiŋasuka.
6. Tēra putīsi'a n boi yima yima la (Consider multiple perspectives): Tī'ise suŋa suŋa gee bise putī'ira yima yima la n boi solene la puan la.
7. Yese yelesi'a ti fu pugum mina la base (Eliminate obvious answers): Solengiresi ni tara la lasebaari n ka de yelemiŋere. Yese sela ti fu pugum diŋe mina la base.
8. Bɔ bɔkere putī'ire (Make educated guesses): Dike fu gāresego pansa la bɔ bɔkere putī'ire.
9. Maam bise fu lebesego la (Check your answer): Maam kāale solengirega la gure fu lebesego la suŋa suŋa gee me baŋe ti la doose ya.
10. Zamesε (Practice and learn): Fu san gāresera solengiresi bala ti fu wan ta'am bɔke a doli se'em la putī'ire la.

Le pa'ase, bise putĩsi'a n boi tilum wa (Additionally, consider the following general tips):

1. Ŋmibe/nyɔke fumiŋa gee kɔ'om dɔla.
2. Tĩ'ise suŋa suŋa zɔe yele la beene.
3. Dike yelebea tila, pɔsega tabelesi la pooren tabelesi ti si suŋe fu ta'am bɔke yelebesi'a vɔa n boi yima yima la.
4. Pike fu nini gee base la pugum mina bii tĩ'isera sela la.

Zamesego Tuuma (Learning Tasks)

1. Sɔse pa'ale solengiresi n de sela.
2. Sɔse pa'ale solengiresi naane la.
3. Sɔse pa'ale solengiresi suŋere yela.

Pedagogical Exemplars

Problem based learning

1. Whole class discussion

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

Group work/Collaborative learning

1. Pair work

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

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

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

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

Asɛɛsɛmɛnti Kankani (Key Assessment)

Beene 4 Asɛɛsɛmɛnti: A ti'isi zo'e paa la adike puti'ire: (Level 4 Assessment: Extended critical thinking and reasoning):

1. Dike ya bokere la gãrese solengirega wa n boi tilum wa gee base ti ya putĩ'ira bona naane la puan.

'Beni n de sabelega la pɛɛlega gee ti ba kãala e zi'an woo?'

2. Solum solengirega n tari vũure gee bo lebesego la.

Baŋe ti: Ŋwana wa de la la suŋe ti yelepaala bona gana solenkegesi tagesego.

BAKOI 22

Zamesego putĩ'ire: Viise banje magesegiresi naane la

NYU'Ŋ/KANKAŊI ZI'AN 1&2: MAGESEGIRESI

Magesegiresi

Magesegiresi de la dāaŋɔ n eeri tĩ'iseɔ la nigeŋɔ bii sileŋɔ ti fu ta'am maale yele la. Ba ta'am dike nuure ma'a sōse pa'ale.

Magesegiresi ni dena la de'engo, zamesego la yem pa'aseɔ. Ba suŋeri ti tu ta'am tĩ'isera paara me, bɔ'ora tu dāaŋɔ maaleɔ kumesego, yilegera tu putĩ'ira ti tu tĩ'isa suŋa suŋa.

Magesegiresi Tuuma

Magesegiresi tari la tuuma zo'e zo'e n de wuu:

1. Yem pa'aseɔ (Cognitive Development): La pa'asari la dāaŋɔ maaleɔ pansɪ, atĩ'ise paɛ, la yela maaleɔ tĩ'iseɔ nɛreba puan yele yele wuu koma.
2. De'engo (Entertainment): Ba bɔ'ori nera woo la inkirega, vo'oseɔ, la yiima.
3. Zamesego (Education): Magesegiresi suŋeri la zamesego, pa'asera yela tĩrega, gee pa'asera yelekāra bokerɛ zamesego la tɔgum puan.
4. Suŋere (Therapy): Magesegiresi baseri ti tu putĩ'ira gā la ma'aseɪ, yesera tu tɔrego puan gee suŋera tu putĩ'ira ti a bɔna ma'aseɪ.
5. Nɛreba lagenɔ (Social Bonding): Magesegiresi dikeri la nɛreba lagena taaba, ti ba lagum tuna gee sōsera dɔla magesegiresi la zāalega puan.
6. Putĩ'ire kumesego (Cognitive Training): Magesegiresi la base ti tu ta'am kelesa me suŋa suŋa, ti putĩ'ire bɔna yele-ire puan, ta'am dɔla yela, gee basera ti putĩ'ire yela ka lebera pooren.
7. Putĩsuma (Creative Thinking): Magesegiresi bɔ'ori la putĩpaala, yelepala putĩ'ira, la putĩsuma bu'a.
8. Geeleɔ la zimesego (Assessment and Evaluation): Magesegiresi de la sela ti tu tara banɛra tu putĩ'ira paŋa beene, mi'ilum, la zĩ'isi zo'e zo'e yem.
9. Sɔlema soleŋɔ la gāreseɔ (Storytelling and Narrative): La pa'asari la zi'an puan bɔŋa, aze gee gura, yeletigesego pa'aseɔ zāaleŋa la asoolentɔge puan.
10. Viiseɔ la yela zamesego (Research and Science): La suŋeri la asaala putĩ'ire zamesego, hale, la putĩ'ira dikere sōsega sɔa puan.
11. Fumiŋa pirega (Personal Growth): Sūzĩ'irego kumesego, ŋmibega, la fumiŋa zālega naresum dɔla magesegiresi mi'ilum tarega puan.
12. Yɔ'ɔ la pa'aseɔ (Accessibility and Inclusion): Magesegiresi bɔ'ori la nɛreba n ze'ele zĩ'isi bii buuri yima yima yɔ'ɔ ti ba lagena sōsera.
13. Magesegiresi tari la nyuuro la tuuma zo'e zo'e n base ti a tara vūure nɛresaala vom yela puan.

Magesegiresi Naane

Magesegiresi n ko'om tara naanse'ere la n nwanan ga tilum wa:

1. Puti'ire (Goal): Puti'ire n nie dena wuu yela maalego bii yele mapi nyuuro nyia.
2. Wara duma (Rules): Yela n gai ti nara ti fu dola.
3. Posega zi'an (Starting Point): Pili'ilego zi'an bii posega.
4. Denja (Obstacles): Daanseto n ka bo'ori yow ti fu ta'am kinje neja.
5. Sunjere sore (Solution Path): Lara duma n tagele taaba ti la nara ti fu doose pae fu eeri sela bii fu ye zi'an la.
6. Maalego/lebesego (Solution): Ba'asego la za'a nyuuro.

Magesegiresi, magese wuu:

Magesegirega: Gogo n Borege Yelenyalema

Magesegirega la Yele (Puzzle Statement):

Gogo boga zi'an deo n boi timpika kayima puan ti gogo nyia n to borege. Mina n biseri gogo la sokere la nereba banaasi ti a tisa ti bama dike gogo la: Anaba, Ayine, Adumpoka, la Atija. Ba za'a me toge ba nuure n de se'em:

1. **Anaba:** "Mam ka dike ni gogo la. Ma zaam nye la Ayine n tari ku".
2. **Ayine:** "Mam zaam ka dike gogo la. Mam pugum ka mina ku ani se'em".
3. **Adumpoka:** "Mam nye ni la Atija n dikeri ku tu ga'a zi'an la".
4. **Atija:** "Adumpoka pareni me. Mam boi ni la yire gee ti gogo la borege".

Mina n biseri gogo la mi ti nereyine ma'a n togeri yelemijere. Ani n dike gogo la?

Maalego sa (Solution Process):

1. Anaba san togera la yelemijere, Ayine n yi sirum dike gogo la. Gee nwanan wa pa'ale ti Adumpoka la Atija lagum pareni me, ti bala wan gana nereyine la n togeri yelemijere la. Bala inja la, Anaba yi pareni me.
2. Ayine san togera la yelemijere, a ka mi gogo la n ani se'em. Nwanan wan pa'ale ti Anaba, Adumpoka, la Atija pareni me, bala n wan base ti Adumpoka yelesum la dena pumporego, bona layima la Ayine n kiseri ti ena ka mi di yele la. Bala inja la, Ayine pareni me.
3. Adumpoka san togera la yelemijere ti ena nye ni Atija n dike gogo la. Nwanan wa pa'ale ti Anaba, Ayine, la Atija pareni me. La de nereyine n togeri yelemijere la, nwanan ta'am dena ma'a.
4. Atija san togera la yelemijere, Adumpoka pareni me, pa'ale ti Adumpoka ka nye ni Atija n dikeri gogo la. Gee nwanan wan pa'ale ti Anaba la Ayine me pareni me, basera ti yima yima bona yelemijere togum la kale puan. Bala inja la, Atija pareni me.

La de nereyine ma'a n togeri yelemijere la, Adumpoka n nari ti a dena mina n togeri yelemijere la. Bala inja la,

Atija n dike gogo la.

Lebesego (Answer): Atija n dike gogo la.

Zamesego Tuuma (Learning Tasks)

1. Sõse pa'alē magesegiresi n de sela.
2. Sõse pa'alā magesegiresi naane.
3. Sõse pa'alā magesegiresi n tari sujese'ere.

Pedagogical Exemplars**Problem based learning****1. Whole class discussion**

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

2. Pair work

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

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

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

Assessment Kankani (Key Assessment)

Beene 2 Assessment: Yela bokerē kumesego: (Level 2 Assessment: Skills of conceptual understanding):

Gārese pa'alē fōla atā puan ti magesegiresi sujera tu puti'ira yela puan.

Beene 4 Assessment: A ti'isi zo'e paa la adike puti'ire (Level 4 Assessment: Extended thinking and critical reasoning)

Gulese magesegirega n tari vūure, bō lebesego la gee gārese di naane la.

Baŋe ti: Ŋwana wa eeri la suje pa'ase la yelepala gee dagi tu kō'm tagesa magesegiresi la pugum bōna la.

HINT

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

SECTION 9 REVIEW

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

ADDITIONAL READING

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

YEŊO 10: DAKERE

ZUO 4: GURENƐ ZĀALEŊA

Zubɔka 2: Gulesego zāaleŋa

Zamesego Nyuurɔ: *Dikɛ sɛla n boi dakere puan mi'ilum la gārese dakere duma*

Pa'alego la zamesego naresum: *Dikɛ dakere mi'ilum la bɔkere la iŋɛ pa'ale*

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.*

BAKOI 23

Zamesego Puti'ire (Learning Indicator): Pa'ale gee sɔsɛ sɛla n boi dakere puan (mw., yelebɛa loosego, nyu'ɔ, tigeria, bɛɛna, zaaleŋa yelegigela ba'asego kuusi ayilimese etc)

FOCAL AREA 1&2: DAKERE (POETRY)

Dakere gāresego (Explanation of poetry)

Dakere de la gulesego zaaleŋa kayima, ti gɔngulesa ni tigesɛ a puti'ira gulesɛ yɛla la ŋwana gi'i gi'i dɔla bɛɛna la tigeria puan ti la ana suŋa gee tara yeledāalum tɔgum base ti a puti'ire la paara nɛreba. Gɔngulesa la ni gulesɛ ti tu lɔɔsera la yele zuo yele zuo kǎala ti nyelum bɔna bini.

Dakere buuri buuri (Types of poetry)

1. **Yeletūusum Dakere (Narrative Poem):** Ina de la dakere n wɔge ni kɔ'ɔm yele sɛla woo n iŋɛ, tara pɔsega, tiŋasuka, la ba'asego. Yeletūusum dakere tara sɛla woo n boi dakere puan la mɛ, ta pa'ase yele-iteba (characters) yeletigesego (plot), zabere (conflict), la zabere maalego (resolution). Dakere bana wa nɛreyine n ni kɔ'ɔm tūura ba bɔ'ɔra bii tɔgera la.

Yeletūusum dakere baseba n ŋwana:

'Arthurian romances': 'Arthurian romances' ze'ele la 'twelfth' century France tiŋa puan. Ba de la yeletūusum dakere woo n bɔ'ɔri sɔlema dɔla romance la ba n iŋɛ sɛla 'Arthurian' kootum la puan.

Baleedi (Ballad): De la dakere ti n iti tigesɛ dɔla tigeria, zo'e zo'e ni dɛna la diimi bii yele-nyalema.

De'ɛŋo Dakere (Dramatic poetry): Dakere duma baseba boi ni dɛna de'ɛŋo dakere bɔ'ɔra nɛreba pupeelum.

Dakere n wɔge (Epic poetry): Dakewogero de la dakere ti ba ni gulesa tūura pa'ala sɛla n n pugum iŋɛ diimisa bii buuri la narekǎra yɛla n de nimmu'ure s'em. Mw., Dakere n wɔge (Iliad), Farefari buuri la tari la nɛre-kǎra wuu Atibila-Libeya, Abensooya, gee ti buuri baseba la yuum tara Oguaa Aban, Otumfoɔ Ɔsee Tutu.

2. **Lyric Poem:** Bana de la dakere n tūuri pa'ala nɛra puti'ire la sūure tara puti'ire foote la makeveki pa'ala yɛla la n iŋɛ doose se'em la mɔpi mɔpi. Ba yuum pɔsɛ dɛna la yuuma.

Forms of lyric poems:

Fabelegɔ (Elegy): Dakere n iti fabela bii nɛra n ki.

Ode: A de la dakere n me wɔge n tara pɛka tɔgum. Tɔgera la ni tara la yelezuseko pɛgera la ni dɛna zugɔ bii nɛra.

Sɔnɛti (Sonnet): Dakere n de bɛɛna pia la anaasi (14) gee ti zuo la ni dɛna nɔŋɛre yɛla.

Elements of poetry

1. **Nyu'w (Theme):** de la yelese'ere mopi ti gulesu la tɔgera zaaleŋa dakerɛ la puan. Dakerɛ yelesu-nyu'w la baseba de la puti'ira wuu nɔŋerɛ, tinnaanɛ, suŋa, kum, yelesu-nyalema la ki'induma yela. Nyu'w la san tara bɔkerɛ la wan suŋe seba n kãali la ti ba ta'am pa'ale yelesu mopi la n boi dakerɛ la puan bii bɔke sɛla zuo gee ti gulesu la gulesu dakerɛ la.
2. **Yelesu loosego (Diction):** Ina de la tɔgum la, kuusi, la gulesego naanɛ ti a dike gulesu dakerɛ la. Kua zɔŋa la gulesu sũure aŋa zã'a lagum pa'ase la dakerɛ yelesu loosego puan. Fu san bɔta ti fu bɔke tɔgera la puti'ire yesera zuo la puan, seba n kãali la nari ti ee bisu la gulesu la yelesu loosego, tɔgum yelesigela, la kuusi yelesigela. Gulesu la aŋa la de la putese'ere ti a dike gulesu gɔŋɔ dakerɛ la bɔ'ora kãaleba la.
3. **Kua limesego (Tone):** Dakera la bii mina n gulesu dakerɛ puti'ire yesera yelesu la puan.
4. **Gulesu sũure aŋa (Mood):** A puti'ire nanani wa bii ani se'em yesera dakerɛ la zuo.
5. **Tɔgekigela la zaaleŋa yelesigela (Figurative language and literary devices):** Bana de la sɛla ti tu tara deŋera yelesu bii maam pa'ase puti'ira asi'a n pugum ka tari ni sɛla ita yelesu la. Yelesigela wuu tɔgelima (irony), dãalum (symbolism) la ŋwɔnɛ (juxtaposition) base ti dakerɛ la gã yɔi ti nera woo tara a puti'ire deŋera. Bala miŋa nuu, zaaleŋa dakerɛ yelesigela wuu makiveki (metaphor), makeɛ (simile), asaala ŋwɔnsum (personification), dike la puti'ire fɔ'ora n pugum tole ti nera pugum ka ti'isi ni a yelesu. Tu kelum yelesigela la wuu apɔretɔfi (apostrophe), nɔbesego/make zɔe (hyperbole), diinlɔkɔ (archaism) yeletula (oxymoron), ayitulese (repetition), agulesu yake (enjambment) etc.
6. **Kuusi yelesigela (Sound devices):** Yelesigela wuu kɔnya'asi ba'asego ayitulese (Alliteration), kɔdaasi ba'asego ayitulese (assonance), kɔnya'asi (consonance), voole ŋwɔnɛ (onomatopoeia), tari suŋera la yuuma ti la ana suŋa.
7. **Gulesego aŋa (Style):** Pa'ale dakerɛ n gulesu se'em fu san bisera yelesu naanɛ; yelesu n tigese doose se'em ti vuure bɔna bini. Dakera la ni nigena la yelesu naanɛ yelesu ta'am pa'ale yelesu mopi. Sɛla zuo gee ti ba ni loe yelesu naanɛ la yelesu loosego la de la ba ta'am nye dakerɛ la suŋa magesu wuu kua zɔŋa la gulesu sũure aŋa.
8. **Tɔgera (Speaker):** Nere mina n tũuri dakerɛ la pa'ala ya la. La ta'am dakera la miŋa bii yelesu-ita n tũuri. Zã'a waabi puan la, ba ni tũura dakerɛ tara yia-nera puti'ire (first-person perspective) bii la de la nera-butã daana puti'ire (third-person). Dakera la me ta'am kelum dike nera-buyi daana puti'ire la kɔ'om tɔ gɔnkãaleba la tintɔɔ sɔsɛra bɔ'ora ba.

Dakerɛ Yelesuma (Significance of poetry)

1. **Tɔgum kumesego (Enhances language skills):** Dakerɛ base ti kɔma zamesa la tɔgekigela, makeveki, la tɔgum naaŋɔ yelesigela.
2. **Ta'am nigena (Fosters creativity):** Dakerɛ base ti kɔma nyeta la puti'ire foote, puti'ire nigeno, la miŋa-tɔgesuma.
3. **Ta'am ti'isa yela nyɔkera paa (Develops critical thinking):** Dakerɛ gãresego suŋere kɔma ti ba ta'am nyeta la ati'isepaa, yela deŋere, la gãresego puti'ire.

4. Tari sugeri (Cultivates empathy): Dakerε base ti nera tari nimbāalega la sugeri, ba tabelε doose sεla puan tole, la puti'ira, base ti sugeri la bokerε tōla nεŋa.
5. Tu baŋε diimi yeletūusum la buuri malema (Provides historical and cultural context): Dakerε base gee ti tu baŋera la diimi sa yeletūusum mina sεla n iŋε yuuma zo'e zo'e n tole, buuri la malema, la tu de neresεba.
6. Pa'aseri la yεla tεrega la yεla alebeseyi pansi (Improves memory and recitation skills): Dakerε kāalegō sugeri ti fu ta'am tεra la yεla, fu inya gbi'ira la yεla, la nerekuuŋō zi'an tōgum pansi.
7. Suŋeri miŋa-tiisegō and tōgesuma (Encourages self-reflection and expression): Dakerε bo sukuu kōma la yō'ō ti ba ta'am pa'alε ba puti'ira, la ani ba se'em, la sεla ti ba tabelε doose ini tole.
8. Ta'am tara sunsūa yεm (Develops emotional intelligence): Dakerε suŋeri zamesereba ti ba ta'am bōkε gee mina ba sunsūa, tara sunsūa dī'isego yεm. Zamesera la ta'am ita nyu'ō la sεla n iŋε dakerε la puan la.
9. Nyεta zaaleŋa yelekigela bokerε (Enriches understanding of literary devices): Dakerε pa'alε sukuu kōma la zaaleŋa yelekigela, wuu dāalum (symbolism), puti'ire foote (imagery), tōgekigela (figurative language). Yelekigeli-ana wa suŋeri la kōma ti ba nōa zakε la tōgum.

Dakerε naanε/aŋa (Structure of poetry)

Dakerε tari naana/ansi sεba n ŋwana n boi tilum wa

1. Bεεna (Lines): Beene woo la di yelebεa.
2. Bεεna n zōni se'em (Line Length): Bεεna la bii vo'osum n zōni se'em beene woo puan.
3. Tigera (Stanzas): Tigera alε n boi dakerε la puan ti tigere woo bii yeŋo woo tari la bεεna alε.
4. Kuusi ayilimese (Rhyme Scheme): La de la kuusi n yi'iri limese naara beene ba'asegō puan.
5. Mita (Meter): Ina de la vo'osum dōlegerε la vo'osum n ka dōlegeri se'em.
6. Nama (Feet): Yeŋo mita, tari la vo'osum n pae se'em ma'a lagum taaba.
7. Agulese yake (Enjambment): Yelesum bii yelebinaare gulese ta yake beene dise'ere puan gee ti du'usi ka bōna bini.
8. Aguze'ele (Caesura): Aguze'ele boi beene puan.
9. Kōkāra (Capitalization): A dike la kōkāra gulese yelesum pōsega yelebire la bii yelesum duma la.

Dakerε naanε/aŋa la doli mε la puti'ira wa n boi tilum wa;

1. Iŋε ti dakerε la ti ayilimese la yuuma bōna bini (Create rhythm and musicality)
2. Base ti vuure la nie gee ti tagesegō bōna (Enhance meaning and emphasis)
3. Base ti kua zōŋa la zi'an aŋa bōna bini (Establish tone and atmosphere)
4. Pa'alε kāala la sore ti a ta'am kāalε suŋa (Guide the reader's pace and flow)
5. Base ti nimpilum pa'ase dakerε la puan (Add visual appeal to the poem)

Zamesego Tuuma (Learning Tasks)

1. Gārese pa'alē dakerē n de sēla zaaleŋa puan.
2. Gulese dakerē aŋa batā.
3. Gārese pa'alē dakerē aŋa butā la ti fu gulese tuulum n de sēla dakerē gulesego puan.

Pedagogical Exemplars

Problem-Based learning

1. Whole class activity

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

2. Group work/Collaborative learning

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

Asɛɛsementi Kankani (Key Assessment)

Asɛɛsementi Beene 2(Assessment Level 2)

1. Dike fumiŋa yelebea la fu gārese pa'alē dakerē n de sēla zaaleŋa puan.
2. Gārese pa'alē dakerē aŋa bana: yelebea loosego (diction), nyu'w (themes), tigera (stanzas), beena (lines), zaaleŋa yelekigela (literary devices).
3. Sɔse pa'alē dakerē aŋa kasesi n boi ba tōka ti fu ti'ise ti mina n kāali la wan bōta ti ba pa'ase bini.

Asɛɛsemɛnti Beene 3 (Assessment Level 3)

Dike yelemagesego gãresɛ pa'alɛ dakere n tari suɲere gee dɛna nimmu'ure zugɔ se'em tu daare vom puan.

Asɛɛsemɛnti Beene 4 (Assessment Level 4)

Dike dakere aɲa la fu gulesɛ fumiɲa dakere la iɲɛ asɔsɛ pa'alɛ dakere duma akalɲa ŋmɛ'a puan. Gulesɛ sɛla fii gãresɛ pa'alɛ fu dakere la ti fu gulesɛ la zaaleɲa yelekigela la ti fu dike pa'asɛ bini la wan ta'am tari vom teere se'em bɔ'ɔra kãala la.

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.

BAKOI 24

Zamesego Puti'ire (Learning Indicator): Dakere gɔŋɔ gāresego (Appreciate poetry texts)

NYU'Ŋ/KANKAŊI ZI'AN 1& 2: DAKERE GĀRESEGO (POETRY APPRECIATION)

Yelesi'a n nari ti fu iŋe dakere gāresego puan

1. Biŋe dakere la zuo la gee biŋe dakere la miŋa n tari sela a puan.
2. Pa'alɛ sela zuo gee ti a gulesɛ dakere la bii gulesa la puti'ire n de se'em gee ti a gulesɛ dakere la.
3. Biŋe tɔgum yelebea la ti a loose la tugum tɔi mɛ bii a de la yelebea ti a bɔkere dɛna naana gee baŋe sela zuo gee ti a loose yelebea aŋa taaba la.
4. Tɔge a kua zɔŋa la ka sika yele (tone/attitude) bii a sũure n ani se'em gee ti a gulesɛ dakere la la eŋa n iŋe asɔsepa'alɛ la se'em.
5. Sɔse pa'alɛ gulesa la aŋa n ani se'em.
6. Tɔge zaaleŋa yelekigela la n boi dakere la puan la yele. Gārese pa'alɛ zaaleŋa yelekigela wa n tari suŋese'ere.
7. Tɔge dakere naane/aŋa n ani se'em.mw a tari la tigera alɛ, beene alɛ n boi tigere woo puan etc.
8. Biŋe nɛremina n tũuri dakere la de la ani la dakere la tɔgeri la ani yele.

Dakere naane/aŋa (Structure of poetry)

1. Dakere tari naana/ansi sɛba n ŋwana n boi tilum wa
2. Bɛɛna (Lines): Beene woo la di yelebea.
3. Bɛɛna n zɔni se'em (Line Length): Bɛɛna la bii vo'osum n zɔni se'em beene woo puan.
4. Tigera (Stanzas): Tigera alɛ n boi dakere la puan ti tigere woo bii yeŋo woo tari la bɛɛna alɛ.
5. Kuusi ayilimese (Rhyme Scheme): La de la kuusi n yi'iri limese naara beene ba'asego puan.
6. Mita (Meter): Ina de la vo'osum dɔlegerɛ la vo'osum n ka dɔlegeri se'em.
7. Nama (Feet): Yeŋo mita, tari la vo'osum n paɛ se'em ma'a lagum taaba.
8. Agulesɛ yake (Enjambment): Yelesum bii yelebinaare gulesɛ ta yake beene dise'ere puan gee ti du'usi ka bɔna bini.
9. Aguze'ele (Caesura): Aguze'ele boi beene puan.
10. Kɔkɔra (Capitalization): A dike la kɔkɔra gulesɛ yelesum pɔsega yelebire la bii yelesum duma la.

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.

Asɛɛsɛmɛnti Kankani (Key Assessment)

Asɛɛsɛmɛnti beene 3 (Assessment level 3)

1. Guleɛ folesi'a ti fu nara ti fu doose ta'am gārese dakerɛ gee pa'alɛ sɛla zuo ti la nara ti fu doose bala.
2. Dikɛ yelezura guleɛ magesɛ pa'alɛ tu wan inɛ se'em ta'am dikɛ dakerɛ ti a dɛna lɔkɔ ti tu ta'am ka'am yɔɔma la ba zina beere yɛla wa.

Asɛɛsɛmɛnti beene 4 (Assessment level 4)

Dikɛ fum zamesɛ sɛla yɛsɛra zaaleɲa yelekigela la naanɛ la, guleɛ dakerɛ n tari gulesa aɲa buyi wa n boi tilum wa ayima;

1. Sunsupa'asego (Spooky) (ti'ise ti kukɔ (think ghosts), lika (darkness) la putɛyuulenjo (suspense).
2. Tara puti'irɛ (Hope) (ti'ise fii (think light), tiisi puuro la pupeelum (blooming flowers and joy)

Tuunkāɛ (Project)

Guleɛ fumiɲa dakerɛ boy a dakerɛ yelenjo duma gee tee to'e fu tadaana dakerɛ ti ya gārese. See ti ya doose dakerɛ gāresego fɔla la n de bana wa: nyu'ɔ, yelebea loosego, kua zɔɲa/gulesa aɲa, gulesego la guleseri se'em, zaaleɲa yelekigela, yelebea ba'asego ayilimese etc. Guleɛ pa'alɛ fum ti'isi se'em, la iti fu se'em, la sɛla n boi dakerɛ la ti fu gārese la puan.

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.

Kālɛ bu'a (Marking scheme)

Yeŋo (Section) A: Apegaŋɛ/abise loe (Multiple choice)

- a. Buuri na'am tigesego la puan, ani n de neŋa daana?

C. Tindaana– 1 mark

- b. Tu buuri kootum yela gākerɛ puan, ani n gākeri sia puan yela??

A. Bagenana – 1 mark

Yeŋo (Section) B: Gulesewoko (Essay)

Tu kootum la tee la nɛreba vom yela zo'e zo'e wuu sɛla n boi tilum wa:

- a. Ba base ti yelemiŋɛre la ma'a ma'a n bɔna nɛra woo zi'an.

- b. Biseri gākera yela: Ba tari la wara la n doose se'em la tuna gee kan po'e aayima bii bōna ayima pooren.
- c. Maali la zabere: Bama n gākera nereba zabere base ti ba summa'asum bōna nereba, tigera la gōmena la tiṇasuka. La bo'ori la sore ti ba sōsera bōkera taaba, lagese ba zi'ire ka'am ba, gee kelum base ti bay ese tōgesebo woo n boi kootum lebe yiren na maale.
- d. Gu'ura nereba n nari sela puan: Ba base ti nera woo ta'am bōna la summa'asum ti ayima kan ta'am daam fu dōla tu wara gōṇo la n pa'ale se'em la.
- e. La base ti tu geela la taaba: La gu'uri ti tiṇa wa zā'a zuo daana kpe'engo la legesileeta nu'o kpe'engo la tib a da ba'am tole neṇa, base ti ba kan ba'am iṇe sela n wan daam tole neṇa.

Provision of checks and balances: Limits the power of the executive and legislative branches, ensuring

Award 4 marks to each of any five points raised.

Award 3 marks if the point raised is 4

Award 2 marks if the points raised is 3

Award 1 mark if the point raised is 1-2

Sokere duma Baseba n ṇwana (Sample questions)

Yeṇo (Section A): Apegaṇe/abisē loe (Multiple Choice)

1. Farefari buuri na'am tigesego la puan, ani n de neṇa daana?
 - A. Tindaana (Chief Priest)
 - B. Nabiisi (King Makers)
 - C. Nakāte (Paramount Chief)
 - D. Naba nōde'esa (Spokes persons)
2. Farefari buuri sareya dia puan, any n gākera sia puan yela (spiritual cases)?
 - A. Tindaana (Chief Priest)
 - B. Nabiisi (King Makers)
 - C. Nakāte (Paramount Chief)
 - D. Pōgetindaana (Traditional Priestess)

Yeṇo (Section) B: Gulesewoko (Essay)

Sō-ana bee anaasi puan ti diimi sa la zina beere sareya dia la tara suṇere bō'ora nereba la?

TABLE OF SPECIFICATION (end of semester week 24 contd.)

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Narrative Essay	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
14	Descriptive Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	1	-	1
15	Expository Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	1
16	Deity Names	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
17	Puberty rites	Multiple Choice	-	-	-	1	1
		Essay	-	-	-	-	0
18	Traditional Governance (Home)	Multiple Choice	2	-	1	-	3
		Essay	-	-	-	1	1
19	Traditional Governance (Community)	Multiple Choice	-	1	2	1	4
		Essay	-	-	-	-	0
20	Libation	Multiple Choice	2	-	1	1	4
		Essay	-	-	-	-	0
21	Dirges	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
22	Elements of Prose	Multiple Choice	2	2	1	2	7
		Essay	-	-	1	-	1
23	Appreciating Prose texts	Multiple Choice	2	2	3	1	8
		Essay	1	2	1	-	4
	Total		12	10	14	7	45

ADDITIONAL READING

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