



MINISTRY OF EDUCATION

NZEMA Sukunwio

KILEHILEVOLE ADENGILE



Bango Ko - Buluku Ko



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

NZEMA

For Senior High Schools

Teacher Manual Year Two



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

NZEMA TEACHER MANUAL

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Introduction

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

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

This Teacher Manual for Nzema 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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NGYENU I: ENELKPƆKE NGYEHYEE NEE ENEL

ENZUKOALEDEE: ADWELIELILE

Enzukoaledes Ngane: Adwelielile (EnelkpƆke ngyehyee nee enel)

Enzukoaledes Guabel

- *Dua enelkpƆke ngyehyee zo kelehele edwekemgbƆke.*
- *Dua adwenle nee ndelebebo mƆƆ wƆ enele nwo la azo kilehile ndelebebo ngakyile mƆƆ wƆ edwekemgbƆke nee edendemunli ngakyile nu la.*

Enzukoaledes Bodane Titili

- *Kile adwenle nee ndelebebo mƆƆ wƆ enelkpƆke nwo la.*
- *Kile adwenle nee ndelebebo mƆƆ wƆ enele nwo la.*

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 meanings 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 (sɔnea titli) for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

WEEK 1

Ezukoaledes Bodane

- Kile enelemgbóke ngakyile ne mɔ.
- Wowo adwenle wɔ enelekpóke ngyehyelee ne mɔ yedua zo yenyia edwekemgbóke la anwo.

MƆƆ GYI YE NYE ZO LA 1 & 2: ENELEKPÓKE, YE NGAKYILE NEE NGYEHYELEE

Enelekpóke subanehilele: Enelekpóke a le edendele foa ne bie mɔ vawolo wɔ nu la. Ɔkola ɔye edwekekpóke ne foa bie anzee edwekekpóke mumua ne. Kɔnsɔnante ko kye noko kola ye enekekpóke. Enekekpóke kola ye vawolo alera ko mɔ ɔle anzee ɔnle kɔnsɔnante wɔ ɔ nyunlu, ɔ nzi, anzee ɔ nyunlu nee ɔ nzi la. Edwekekpóke kola nyia enekekpóke ko, nwiɔ anzee dɔɔnwo. Adwenle ne mɔ wɔ enekekpóke ngyehyelee ne mɔ wɔ anee ne anu la boa sukoavoma maa benyia edwekemgbóke fofole ke mɔ ɔfeta la na eza bekola bekile edwekemgbóke mɔ wɔ anee ne anu la. Enelemgbóke ndonwo bie mɔ a le:

Tɔ, kye, a: bɛ: lɛ, tɛ:la:de:ɛ

Wɔ ndonwo ne mɔ wɔ anwuma la anu, ngyenu ne mɔ ko biala kola ye enekekpóke.

Enelemgbóke ngakyile: Gana anee ko biala lɛ ye enelemgbóke ngakyile. Emomu, mɔ finde Gana anee ne mɔ dɔɔnwo anu la a le mɔ ɔmbuke nee mɔ ɔbuke la.

Enekekpóke mɔ ɔmbuke: Ɛhye a le enekekpóke mɔ kɔnsɔnante dwula ye la. Ndonwo a le;

ku:n:du:m, gbu:lu:m, su:n:su:m

Wɔ ndonwo ne mɔ wɔ anwuma la anu, kɔnsɔnante a dwula edwekemgbóke ne mɔ a. Ɛhye ati, yekola yeka ke enelemgbóke ne mɔ mɔ dwula edwekemgbóke ne la amuala le enelemgbóke mɔ ɔmbuke a. Enelemgbóke ɛhye mɔ anzo fee wɔ Nzema anee ne anu. Ndonwo ne mɔ yebanyia bɛ wɔ anee ne anu la dɔɔnwo le nyɛvole anee mɔ yeva yeboka Nzema anee ne edwekemgbóke nwo la anzee alerahilele edwekemgbóke bie mɔ mɔ wɔ anee ne anu la.

Enekekpóke mɔ ɔbuke: Ɛhye a le enekekpóke mɔ vawolo dwula ye la. Wɔ enekekpóke mɔ ɔbuke la anu, edwekekpóke ne mɔ enekekpóke ne wɔ nu la, vawolo a dwula ye a. Ndonwo bie mɔ a le ɛhye mɔ:

a:kyɛ:kɛ, a:ze,bo:ɛ,kɔ:tɔ:lɔ, su:ku:lu

Enekekpóke Ngyehyelee: Enekekpóke ngyehyelee ne noko kola kakyi wɔ anee ko biala anu. Saa yekile ke enekekpóke ngyehyelee si de a, yɛfa (K) yɛgyinla ɛke yɛmaa kɔnsɔnante yɛɛ (V) gyi ɛke maa vawolo. Kɔnsɔnante nee vawolo dodo mɔ wɔ edwekekpóke ne anu la a kile ke enekekpóke ngyehyelee ne bazi aye a. Kɔnsɔnante ne mɔ angome gyi ke enekekpóke la a le enelee ne a. Ndonwo bie mɔ mɔ wɔ anee ne anu la a le:

a (V), aa (V:), ɛnɛ (VKV), akyɛkɛ (VKVKV), gbulum (KVKVK)

EzukoaledeƆ Gyima

1. Kile ke enelkpƆke si de la.
2. Kilehile enelɛmgbƆke ngakyile ne mɔ anu.
3. Wowɔ adwenle wɔ enelkpƆke nyehyeleƆ ne anwo.
4. Kilehile nvasoƆ mɔ wɔ enelkpƆke nyehyeleƆ ne azo wɔ edwɛkpƆke fofolɛ ɛnyianlɛ nu la.

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.

1. 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.

2. Whole class discussion: Pairs make a presentation to the class for discussion and clarification.

SONEA TITILI

Sonea Gyinlabelẹ 1: Ehakyele

- Fa ẹ ti anwo edwekemgbọke kilehile enelekpọke anu.

Sonea Gyinlabelẹ 2: Sukoanyia mọọ gyi ndelebebo zo

- Kẹle enelembgbọke ngakyile ne mọ na maa ko biala anwo ndonwo nsa.

Sonea Gyinlabelẹ 3: Edwenlenle fọnwọ

- Dua ndonwo mọọ ọfeta la azo na kile deemọti ọhyia ke ekede enelekpọke ngyehyee ne mọọ wọ anee ne anu la abo la.

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(sonea titili).

WEEK 2

ẸzukoaẸdeẸ Bodane

- *Kile ẹnẹ ẹẹ hole na neenlea ye ngakyile ne m̀. (Ndonwo; anwuma nee aze)*
- *Wowo adwenle wọ gyima m̀ ẹnẹ di la anwo (Ndonwo; aneemela, edwekemgbọke, anee ko ne ala ngakyilehile)*

M̀ GYI YẸ NYE ZO LA 1&2: ẸNẸẸ

Ẹnẹ abohile: Anee d̀onwo ne ala fa ẹnẹ ẹhakyihakyile kile nganeede ẹ anze maa ngilenu na befa be di gyima ngakyile d̀onwo. Saa awie ẹetende a, ke ọ ne ne si kọ anwuma anze ba aze wọ ẹnelekpọke, edwekemgbọke anze ẹdendemunli nu la a yefe ye ẹnẹ a. Ẹnẹ anee a le anee m̀ ẹnẹ a fa ngilenu ngakyile m̀ edwekemgbọke ngakyile ne m̀ le la ba la. Gana anee ngakyile d̀onwo ne ala le ẹnẹ anee.

Ẹnẹ ngakyile: Anee ngakyile ne m̀, ko biala le ẹnẹ ngakyile m̀ le ke, anwuma ẹnẹ, avinli ẹnẹ, aze ẹnẹ nee m̀ ẹha la. Akanema nee Ngenlama anee ne le ẹnẹ ngakyile nwio ke m̀ Nzema ẹde ne de la. Be m̀ a le anwuma nee aze ẹnẹ. Yefa sekelenee ['] yekile aze ẹnẹ yee yefa ['] yekile anwuma ẹnẹ. Ndonwo, edwekekpọke le ke [belà], ẹnẹ sekelenee ne m̀ la /a/ ne azo la kile ke ọle aze ẹnẹ yee wọ edwekekpọke [dà] anu, ẹnẹ sekelenee ne m̀ la /a/ ne azo la kile ke ọle anwuma ẹnẹ.

Ẹnẹ gyimalile: Ẹnẹ le debie m̀ anwo hyia kpale wọ ẹnẹ anee nu a, ọlua ye gyima titili m̀ ọ di la ati. Ẹnẹ di gyima titili ngakyile nsa. Ẹhye m̀ a le edwekemgbọke ngakyile ebobole, aneemela yee anee ko ne ala ngakyile m̀ ọle la gyima.

- Ẹnẹ di gyima wọ edwekemgbọke ebobole nu: Ẹnẹ maa yekola yebọ edwekekpọke ko ne ala ngakyile na ọlua ẹhye azo edwekekpọke ne nyia ngilenu m̀ bo ko a. Ẹhye si wọ edwekemgbọke m̀ behelele le ko na bebọle nee be ngilenu enle ko la anu. Ndonwo a le;

áwúlẹ (ale) yee áwùlè (awie m̀ wua)

kùmà (abele ale) yee kúmá (m̀ betu ye aze la)

Fòle(kenle) yee fòle(nane)

mè(medame) yee mé (me debie)

- Ẹnẹ di aneemela gyima: Ẹnẹ m̀ wọ anee nu la kola maa yenya aneemela ekpunli duma ngakyile. Ọmaa yenwu aneemela ekpunli ngakayile m̀ edwekekpọke bie m̀ wọ nu la, ọlua eleka m̀ ọkevinde la ati. Ndonwo a le;
 - Yekpọke: Yé gyima ne yee dumagya: Yé gyima ne.
 - Duma: Sùà ehendee ne yee yekpọke: Sùá ehendee ne.
 - Kekalahilele: Aya s`iè ezukoa yee emianle: Aya si`é ezukoa!

- Ẹnẹ eza kola kile ngakyile wọ anee ko ne ala anu. Ẹhye finde wọ menli ekpunli ngakyile m̀ ka anee ko ne ala la ẹdende nu. Ẹhye kile ke, anee ne bie kola nyia ye ngane ngane m̀ biala le ke besi bebọ be edwekemgbọke ne bie m̀ le ngakyile ekyi fi ọ g̀onwo ẹde nwo la. Ẹba Nzema a, menli ne bie ka ke, ye

Dwomalo Nzema, Elemgbela Nzema, Evaloe Nzema nee maa eha la lua anee ko ne ala maa ekpunli ehye ma ko biala ka ye ngakyile ekyii la ati.

Ezukoaledae Gyima

1. Kilehile eneale anu.
2. Dua ndonwo maa ofeta la azo na kilehile eneale ngakyile ne ma anu.
3. Wowo adwenle wa gyima maa eneale di la anwo.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

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

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

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

Tasks learners with different learning abilities to;

- a. *lead the class discussion on the functions of tone, providing examples, (HP)*
- b. *take notes and summarise the key points discussed, (P)*
- c. *work with a partner to complete a worksheet on the functions of tone. (AP)*
2. **Pair work** *(AP learners should be paired with HP learners to support them)*
 - a. Listen to some given words and determine the types of tone in the words.
 - b. Identify the syllables in the words that bear the tone.

3. Whole class

Pairs make a presentation on the outcomes of the pair work.

SONEA TITILI

Sonea Gyinlabela 1: Ehakyele nee Ebobole

1. Fa e ti anwo edwekemgbake kilehile edwekekpake eneale anu.
2. Kelahele gyima maa eneale di wa anee ne anu la.

Sonea Gyinlabelē 2: Sukoanyia mōō gyi ndelebebo zo la.

1. Kēlēhēlē enelē ngakyile ne mō na fa ndonwo mōō le fōōnwo la keyē nna kilehile nu.
2. Maa gyima ne mōō wōhile wō anwuma kē enelē di la ko biala anwo ndonwo nwio. (Nea sonea gyinlabelē 1 edwēkēmiza ne mōō tō zo 2 la).

Sonea Gyinlabelē 3: Edwenlenlē fōōnwo

- **Ekpunli Nvedenvedenu Gyima (Group Project Work)**

Kēlēhēlē enelēkpōkē ngyehyēlē ne yēē enelē ngakyile mōō wō anēē ne anu la na maa ko biala anwo ndonwo bulu.

Hint



- *The Recommended Mode of Assessment for Week 2 is **Group Project Work**.*
- *An **Appendix A** has been provided at the end of this section detailing the structure of the group project. The group project will be submitted in **Week 5**.*

SECTION 1 REVIEW

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



APPENDIX A: STRUCTURE OF THE GROUP PROJECT

Gyima

Kelēhele enelekpōke ngyehyelee ne yee enele ngakyile mɔɔ wɔ anee ne anu la na maa ko biala anwo ndonwo bulu.

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)

Gyima: Kelēhele enelekpōke ngyehyelee ne yee enele ngakyile mɔɔ wɔ anee ne anu la na maa ko biala anwo ndonwo bulu.

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

Mode of administration

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

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

Providing feedback

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

NGYENU 2: EGENGALƐ NEE ADWENLE TITILI ƐHILELƐ

ƐZUKOALƐDEƐ 1: ADWELIELILƐ

ƐzukoalƐdeƐ-Ngane 1: AdwelielilƐ/NgitanwolilƐ maa gyi bodane zo

ƐzukoalƐdeƐ-Ngane 2: ƐgengalƐ

ƐzukoalƐdeƐ GuabelƐ

- **Dua** *adwenle maa wanya ye la azo tu kolakola maa di munli.*
- **Dua** *subane maa ƐgengalƐ maa anu-mia nee ƐgengalƐ ndelenu le la azo kenga ƐgengalƐde.*

ƐzukoalƐdeƐ Bodane Titili

- *Da ye ali kile ke ebahola waa lua adwelielilƐ maa wadie la azo waa du kolakola.*
- *Da adwenle nee ndelebebo maa wa ƐgengalƐ maa anu-mia nee ƐgengalƐ ndelenu anwo la ali wa ƐgengalƐ nu.*

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 (sɔnea titili) for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

WEEK 3

Ezukoaledes Bodane

- **Kilehile** *adwenle titili mɔɔ wɔ adwelielile nu la.*
- **Wowɔ** *adwenle wɔ adwenle titili mɔɔ wɔ adwelielile nu la anwo.*

Mɔɔ GYI YÉ NYE ZO LA 1 & 2: ADWENLE TITILI Mɔɔ Wɔ ADWELIELILE NU LA EHILELÉ

Adwenle Titili: Adwenle titili a le adwenlekpɔke kpɔkyee ne mɔɔ wɔ edendekpunli, egengadee anzee ezukoaledes bie anu la. Yeta yefa adwenle ngakyile mɔɔ boa ka nwole edweke la yesua ye. Saa ekola ekile ngitanwolile mɔɔ la adwenle ngakyile ne mɔɔ yefa yesua adwenle titili ne anzi la avinli a, ebahola wɔanwu adwenle titili ne mɔɔ beleka edweke beava nwole la. Amaa wɔahola wɔahile adwenle titili mɔɔ wɔ egengadee bie nu la, ye ehye mɔ;

1. Kenga tidweke ne yee mukenye ne. – Duzu a tidweke ne yee mukenye ne ka fa mɔɔ belewowɔ nwole adwenle la anwo a?
2. Kpɔnde edendekpunli titili ne – Ɔta ɔfinde edendekpunli ne mɔlebebo
3. Kpɔnde adwenle ngakyile mɔɔ ka edweke fa adwenle titili ne anwo la. – Biza e nwo kpuyia ehye mɔ: nwane, duzu/boni, kenlenzu, nienwu, duzu ati, nee kezi, wɔ adwenle titili ne anwo.
4. Fa e ti anwo edwekemgbɔke pɛ egengadee ne sikale.
5. Fa wɔ egengadee ne mɔɔ wɔpɛ ye sikale la toto kelevo ne adwulalee ne anwo.

Ezukoaledes Gyima

1. Kilehile adwenle titili anu.
2. Kile adwenle titili mɔɔ wɔ egengadee ne mɔɔ beva beamaa wɔ la anu.
3. Wowɔ adwenle fa adwenle titili ne mɔɔ wɔhile wɔ egengadee ne anu la anwo.

PEDAGOGICAL EXEMPLARS

Problem-based learning

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

3. Pair work:

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

Collaborative learning*Whole class activity*

1. 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.

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

SONEA TITILI**Sonea Gyinlabelé 2: Sukoanyia mɔɔ gyi ndelebebo zo**

1. Kile adwenle titili ne mɔɔ wɔ egengadee ne mɔɔ beva bɛmaa wɔ la anu.
2. Wowɔ adwenle wɔ adwenle titili ne mɔɔ wɔhile ye wɔ egengadee ne anu la anwo.
3. Kenga adwelie ezinra ehye na kile adwenle titili ne mɔɔ wɔ nu la.

Kofi: *Kɛ esi enwu wɔ subane ɛ?*

Ayezeke: *Medie me nwo meto nu kɛ mesi mede ye biala la, na edawɔ ɛ?*

Kofi: *Mele awie mɔɔ se anwuvɔne a.*

Ayezeke: *Mame, saa meye nvonlee a mefa mekye me nwo na mefa ezukoaledɛe mefi nu.*

Kofi: *Medame noko memaa mɔɔ kɛpɛ nu kɛze la kɔ na medwenle mɔɔ wɔ me nyunlu la anwo.*

Sonea Gyinlabelé 3: Edwenlenle fɔɔnwo

Kelɛhele edendɛmunli nsa toa mɔɔ wɔ anwuma ɛkɛ ne la zo – Gyinla adwenle titili ne mɔɔ wɔhile la azo ketee.

Hint

- The recommended mode of assessment for Week 3 is **Questioning**. Ask learners to start building their **Portfolios** in Week 3. Refer to **Appendix B** detailing the structure of the portfolio.
- Remind learners about their **Project Work** and offer them the opportunity to seek for clarification and support if they have any.

WEEK 4

Ezukoaledes Bodane

- **Wowo** *adwenle wɔ subane mɔw wɔ egengale mɔw anu-mia la anwo (adawu-nu mgbɔɔkabɔle, adawu-nu heledɛbɔle nee mɔw eha la)*
- **Neenlea** *na kile wɔ adwenle wɔ egengale ndelenu anwo (anee ne egengale fɔwɔwɔ, egengadee ngyehyelee, e nye mɔw efa wɔali ɔ nzi, wɔ adwenle mɔw efa wɔatoto nwo, nwole mgbondabule nee mɔw eha la)*

Mɔw GYI YE NYE ZO LA 1: SUBANE Mɔw EGENGALÉ Mɔw ANU-MIA LÉ LA

Egengale mɔw Anu-mia: Ehye kile ke efa anyebolo wɔagenga egengadee bie mɔw wɔzi gyinla wɔ nwole amaa wɔade ɔ bo na eza wɔazukoa mɔw wɔ anee ne subane bie mɔw anwo la wɔavi nuhua. Eza ɔkile ke, ekenga egengadee bie anu esesebe kpale. Wɔ eke, kengavoma kpɔndekpɔnde edwekemgbɔke titili mɔw bie wɔ eke a bepepe be bo, behyeehyea be, beha nu, beye be nzizo nee mɔw eha la, ɔluake ehye mɔw fa ngilenu bie boka egengadee ne. Kengavoma ne kele mɔw bekenga la anwo debie ekyii, kpɔndekpɔnde edwekemgbɔke bie mɔw ngilenu wɔ edwebohilele buluku nu na bekenga egengadee ne anu kpale amaa beanyia ndelebebo fɔwɔwɔ ne.

Subane mɔw Egengale mɔw Anu-mia lé la

Egengale mɔw anu-mia la lé subane dɔwɔwɔ. Yebanlea nwio ehye;

- Adawu-nu Heledɛbɔle:** Befɔ bekpɔnde adwenle kpɔkyee ne anzee adwenle titili ne mɔw wɔ egengadee ne anu la ala. ɔdi gyima kpale wɔ adawu mɔw le nɔhale la anu. Saa awie bɔ adawu nu heledɛ a, ndelebebo kpule ne mɔw ɔwɔ ke ɔnyia ye la azo te ɔluake ɔngenga egengadee ne amuala.
- Adawu-nu Mgbɔɔkabɔle:** Efa e nye wɔava adawu bie anu ndende zo wɔakpɔnde edwekemgbɔke anzee edendesinli kpɔkyee bie mɔw. Eza yefa yedi gyima wɔ meke mɔw yekenwu ke egengadee ne eleka ne bie baboa amaa yeanyia edwekemiza ne anzee ngyianle ne mɔw yekpɔnde la sɔbele la.

Ezukoaledes Gyima

- Kilehile edwekemgbɔke ehye mɔw anu:
 - Egengale mɔw anu-mia
 - Adawu-nu heledɛbɔle
 - Adawu-nu mgbɔɔkabɔle

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

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

b. Teacher models intensive reading to class

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

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

2. Ability groups

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

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

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

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

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

3. Individual activity

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

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

SONEA TITILI

Sonea Gyinlabele 1: Ehakyele nee Ebobole

a. Kilehile subane nwio maa egengale maa anu-mia le la anu.

b. Kilehile subane maa adawu-nu heledobole nee adawu-nu mgbolokabole le la anu.

Sonea Gyinlabele 2: Sukoanyia maa gyi ndelebebo zo

a. Kile ke adawu-nu heledobole nee adawu-nu mgbolokabole si boa maa ete egengadee bie abo la.

b. Dua nyeele maa beye ye wa egengale maa anu-mia la azo kenga adawu ne maa wa aze eke la.

Nienwu a ahumu kpole ehye vi a? Duzu a vale azelkye ehye rale a? Dukpane kpole bie edudu. Ewule eva wa sa weelokoko ne edo Egya Akabi anwo zo wa gyima nu ene ewia ye. Odole mumule ene ewia ye ye bedole ye wa ehwili zo behole asopiti eke ne a. Alabole nrelalee ehye dwule wa mra ne ma la. Maa Egya Akabi aye ne ehodone debie wa gua nu ewie na aba sua nu wa Aloakpake la, oyiale ambulanse ne maa vale ye hole la. Ndende nu ala, wa mra ne ma vale enriandile hole asopiti eke na behonwunle ke Egya ne ela ye bene zo.

Ye alehyenle nu nwonlomo maangyee ne, wa mra ne ma ziale hole eke honleanle ye. Nohale nu, enee amgba ewule eva wa sa weelokoko ne edo wa nwo zo na beva ye bevea weelokoko eleka ne. Wa mra ne vale alabole edweke ehye dole gua na eke ne ala alabole vale sua ne na monle biale ezuavole ne takaa.

Abusua Kpanyinli ne dule menli maanle behɔbɔle belemgbunli ne nee ezuavole mɔɔ wɔ Boeyele, mɔɔ le Egya Akabi suazo la ezene amanee. Evi Aloakpɔke mɔɔ kɔ Boeyele la keye mayele nsa. Enee Egya Akabi a le sua ne azo Safohyenle a. Mɔɔ alɔbɔle nrelale ne dwule ezuavole ne azokoɛle ala la. Bezoanle Asafoma ne ke, behɔva ye munli ne bevi Aloakpɔke berela Boeyele.

Bevenenle kale behɔle Aloakpɔke. Sua ne azo nwohoalile eku ne vale awoleyele yiale Asofoma ne. Bedwule Aloakpɔke keye ewiazo done nsa. Bevale nza akpandu ko beyele be adenle zo. Asafoma ne mɔɔ bedule be la dole ye kpaa nu ke bera bebava Egya Akabi munli ne. Aloakpɔke ezuavole ne enee emkponle zo ke bekɛva munli ne bekɛmaa be, ɔluake nrenyiakpa ne eye bie eboa sua ne wɔ anyuhɔle gyima nu na ehye vale mendemenwoɔbo bie rale.

- a. Kilehile adwenle titili ne mɔ mɔɔ wɔ adawu ne anu la.
- b. Wowɔ adwenle wɔ adwenle titili ne mɔ anwo.
- c. Kile wɔ adwenle wɔ nvasoe mɔɔ wɔ egengale mɔɔ anu-mia la anwo.

Sɔnea Gyinlabelɛ 4: Dwenle fɔɔnwo kɔ moa

Nvedenvedenu Gyima (Project work)

Ye nvedenvedenu wɔ bodane anzee edweke bie mɔɔ wɔ egengadee bie mɔɔ wɔgenga la anwo. Kpɔnde nwole edweke dɔɔnwo wɔ moale eleka ngakyile, neenlea edweke ne mɔɔ wɔnya ye la anu na kele nwole edweke dɔɔnwo mɔɔ le fɔɔnwo la.

Mɔɔ GYI YE NYE ZO LA 2: SUBANE Mɔɔ EGENGALÉ NDELENU LÉ LA

Egengale ndelenu

Egengale mɔɔ maa sukoavoma anyeliele na eza benyia egengale nu sukoanyia mɔɔ anwo hyia la. Ekola efa eto egengale mɔɔ anu-mia la anwo. Okile egengale mɔɔ bekenga beko moa ke bekenwu ezukoaledɛe bodane kpɔkyee anzee gyima bie la. Egengale ndelenu eza kile ke, ekenga egengadee dɔɔnwo ɔlua gyima anzee deɛmɔti ngakyile dɔɔnwo mɔɔ le ke adwenle kpɔkyee bie ekpɔnde anze anyeliele la.

Subane mɔɔ egengale ndelenu le la

Anee ne egengale fɔɔnwo: Okile egengale mɔɔ toa zo fɔɔnwo wɔ ye meke nu nee ke yesi yegenga anee bie ke mɔɔ ɔfeta la. Eza noko yekola yefa yekile awie mɔdenlebɔle wɔ anee ehanle nu.

Egengadee Ngyehyelee: Ehye kile ke kelevoma si siezie anzee nwo adwenle wɔ egengadee nu la. Egengadee ngyehyelee ne enwunle kola boa sukoavoma maa befa be adwenle besie kpɔke titili anzee ngitanwolile bie azo na bekile mɔɔ ɔwɔ ke ɔsi na befa be nye bedi ɔ nzi wɔ meke mɔɔ egengale ne elɛko zole la.

Deenzinleanle: Okile adenle mɔɔ sukoavoma dua zo kile ke bete mɔɔ belegenga la abo anzee bende ɔ bo. Saa benwu ke bengola bengile adwenle titili mɔɔ wɔ adawu bie anu a bedua adenle fɔɔnwo zo betu nwole agyake mɔɔ maa benyia ndelebebo fɔɔnwo ne la kolaa na beadoa be egengale ne azo.

Adwenle-ndotonwoyale: Ehye kile ké, egyinla ngyinlazo bie mɔɔ éle ye la azo wɔava wɔ adwenle wɔaye nzuzule wɔ debie mɔɔ enze ye la anwo. Mɔɔ eyé la a le ké, éneenlea nu kpale. Ebahola wɔagyinla wɔ adwenle mɔɔ éle ye dɛba nee adwenle mɔɔ wɔ egengadee ne anu la azo wɔazi gyinla na wɔahola wɔahilehile egengadee ne anu.

Nwole mgbondabule: Yekola yeye ehye wɔ meké mɔɔ yegua zo yelɛgenga la anzéé yekɛgenga yekewie la. Kengavo ne bɔ ye agbóké, ɔsi gyinla na ɔnyia adwenle wɔ egengalé ne anu.

Ezukoalɛdeé Gyima

1. Kilehile ehye mɔ anu;
 - a. Egengalé ndelenu
 - b. Aneé ne fɔɔnwo egengalé
 - c. Deenzinleanle
2. Kenga adwelie anzéé egengadee na kile wɔ adwenle wɔ subane nsa mɔɔ egengalé ndelenu lé la anwo.
3. Wowɔ adwenle wɔ egengadee ne mɔɔ wɔgenga la anwo na to wɔ nzuzule ne gua kile menli mɔɔ éha la.
4. Dua adwenle mɔɔ egengalé ndelenu subane ne lé ye la azo kenga egengadee.

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.

SƆNEA TITILI

SƆnea Gyinlabelɛ 1: Ɛhakyele nee Ɛbobɔle

1. Fa ɛ ti anwo edwekemgbɔkɛ pɛ adwenle mɔɔ bɛhile ye wɔ ‘egengale ndɛlɛnu’ anwo la sikale.
2. Subane nnu ne mɔɔ egengale ndɛlɛnu le la a le boni mɔ? Maa ko biala anwo ngilenu ekyi.

SƆnea Gyinlabelɛ 3: Dwenle fɔɔnwo kɔ moa

Kɛ esi ɛdie edwekɛ ɛhye ɛto nu ɛ: ‘Egengale ndɛlɛnu le mɔɔ yɛfa yɛdielie yɛ nye ala yɛɛ yɛyɛ egengale mɔɔ anu-mia yɛkpondɛ nɔhale (mɔɔ menli die to nu la)’. Maa ngilenu mɔɔ tenrɛ la na fa dasele sua ye.

Hint



- The Recommended Mode of Assessment for Week 4 is **Discussion**. [You may refer to Assessment Level 2 (sɔnea Gyinlabelɛ 2) in the Key Assessment (sɔnea titili) 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

- a. Cover Page (Title, Student name, Class, Date of submission)
- b. Contents, etc.

Items to be included in the portfolio

- a. *Learner's class exercise and homework book for Ghanaian Language*
- b. *Copy(ies) of group class exercise*
- c. *Individual project(s)*
- d. *A copy of group project*
- e. *Reflective journal, etc.*

Rubrics for scoring

E.g.

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

Administration

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

Feedback

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



APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

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

NGYENU 3: MɔNUKPɔKɛ NEE EDWEKɛMGBɔKɛ FOFOLɛ ɛNYIANLɛ NDENLɛ BIE Mɔ

ɛZUKOALɛDEɛ 2: ANɛɛ NEE YE GYIMALILɛ

ɛZukoalɛdeɛ Ngane 1: Edwekɛmgbɔkɛ nee Ngyehyeleɛ

ɛZukoalɛdeɛ Guabelɛ: *Dua adwenle mɔɔ wɔ mgbɔkye mɔfeme, mɔnukpɔkɛ, ɛdendɛsinli nee ɛdendɛfoa nwo la azo kɛlɛlɛ ɛdendɛmunli mɔɔ le fɔɔnwo la.*

ɛZukoalɛdeɛ Bodane Titili: *Kile ndenle fɔɔnwo ne mɔ mɔɔ bɛdua zo bɛfa mgbɔkye mɔfeme, mɔnukpɔkɛ, ɛdendɛsinli nee ɛdendɛfoa bɛdi gyima la.*

ɛZukoalɛdeɛ Ngane 2: Mɛla mɔɔ bɛdua zo bɛkɛlɛ Nzema la

ɛZukoalɛdeɛ Guabelɛ: *Dua adwenle mɔɔ wɔ edwekɛmgbɔkɛ fofolɛ ɛnyianlɛ nee ɛhɛlɛlɛ sɛkɛlɛnɛɛ nwo la azo kɛlɛlɛ ɛdendɛmunli.*

ɛZukoalɛdeɛ Bodane Titili: *Kile adwenle nee ndelebebo mɔɔ wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekɛmgbɔkɛ fofolɛ la anwo na fa ɛhɛlɛlɛ sɛkɛlɛnɛɛ di gyima kɛ mɔɔ ɔfɛta la.*

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 (Sɔnea titili) for each week for additional information on how to effectively administer these assessment modes.*

WEEK 5

Ezukoaledeɛ Bodane: *Neenlea na kile ke ɛsi befa mgbɔkye mɔfeme beɗi gyima wɔ anee ne anu la.*

MƆƆ GYI YƆ NYE ZO LA 1 & 2: **MGBƆKYE MƆFEME**

Mgbɔkye mɔfeme abohilele: Mgbɔkye mɔfeme a le mɔfeme mɔɔ yefa yesua ndinli mɔfeme na ɔlua zo yenyia edwekemgbɔke fofole anzeɛ edwekemgbɔke mɔɔ wɔ aneemela ekpunli fofole nu la. Yekola yekile mgbɔkye mɔfeme anu bieko ke, ɔle mɔfeme mɔɔ yefa yesɔ anzeɛ yesi edwekeɔke ndinli zo yenyia ndelebebo fofole la. Mgbɔkye mɔfeme le edwekeɔke mɔɔ yefa yekile nzizo anzeɛ nzɔzo a. Saa efa mgbɔkye mɔfeme eboka edwekeɔke a ɔmaa yenyia *agualeɛ* nee *adwulaleɛ* mɔfeme na ɔlua zo benyia ngilenu fofole. Yenwu mgbɔkye mɔfeme ke, bele mɔfeme ngyikyɛ mɔɔ yefa yesuozua edwekemgbɔke ngakyile na ɔlua zo yenyia ngilenu fofole anzeɛ edwekemgbɔke mɔɔ vi aneemela duma ekpunli fofole nu la. Nzizo mɔfeme le mgbɔkye mɔfeme mɔɔ yefa yesi edwekeɔke ndinli zo la. Ɔba kolaa na ndinli ne adoa ye. Nveanu mɔfeme le mgbɔkye mɔfeme mɔɔ ɔfinde edwekeɔke ne avinli la. Yefeɛ mgbɔkye mɔfeme ke ɔle nzɔzo wɔ meke mɔɔ yekeva yekezo edwekeɔke ne azo la. Ehye kile ke ndinli ne ba na yemɔ yeadoa ye. Nzizo-nzɔzo mɔfeme kile meke ko ne ala mɔɔ yekeva nzizo nee nzɔzo mɔfeme yekezuozua edwekeɔke ko ne ala la. Ehye kile ke ndinli ne le mɔlebebo nee awieleɛ mɔfeme. Saa yefa mgbɔkye mɔfeme yesuozua ndinli mɔfeme a meke ko biala ɔmaa edwekemgbɔke fofole ne mɔ mɔɔ ekɛnyia be la nee ndinli mɔfeme ne mɔ nyia ngitanwo. Mgbɔkye mɔfeme anwo ndonwo bie mɔ ɛne: a-, ɛɛ-, m-, -le, -nle, -n-, n-le, ɛ-le. Yefeɛ ehye mɔ mgbɔkye mɔfeme ɔluake saa yefa yesuozua edwekemgbɔke ngakyile a ɔmaa yenyia edwekemgbɔke mɔɔ le ngilenu fofole la. Ndonwo: edwekeɔke *-baka* kakyi baye *mbaka* wɔ meke mɔɔ yekeva mgbɔkye mɔfeme m-yekezi ndinli (baka) ne azo la.

Mgbɔkye mɔfeme ngakyile: Mgbɔkye mɔfeme ngakyile titili nwɔɔ ne mɔ mɔɔ wɔ anee ne anu la a le **agualeɛ** mɔfeme nee **adwulaleɛ** mɔfeme.

Agualeɛ mɔfeme: Ehye mɔ a le mgbɔkye mɔfeme mɔɔ saa yefa yesuozua edwekemgbɔke a ɔmaa yenyia edwekemgbɔke fofole mɔɔ be ngilenu le ngakyile la. Wɔ *agualeɛ* mgbɔkye mɔfeme gyimalile nu, yekola yenyia edwekemgbɔke fofole mɔɔ be nee ndinli ne aneemela ekpunli duma ne ye ko anzeɛ kola kakyi. Ehye kile ke, *agualeɛ* mɔfeme kola ye **ekpunli-nu-wale anzeɛ ekpunlihakyile agualeɛ** mɔfeme. *Agualeɛ* mgbɔkye mɔfeme maa yenyia edwekemgbɔke fofole yefi ndinli mɔfeme ne anu. Ndonwo; edwekeɔke, *bɔ(ykp) kakyi kɔye bɔvole(duma)wɔ meke mɔɔ yekeva nzɔzo –vole yekezo bɔ- azo la. Wɔ ehye anu yekola yeke ke, edwekeɔke ‘bɔ’ aneemela ekpunli duma ne ehakyi evi yekpɔke ehɔye duma.*

Adwulaleɛ mgbɔkye mɔfeme: Ehye a le mgbɔkye mɔfeme mɔɔ saa yefa yesua edwekeɔke a ɔkakyi edwekeɔke ne ke ɔsi ɔde la na emomu ɔngakyi edwekeɔke ne aneemela ekpunli duma ne mɔɔ ɔvi nu la. Saa *adwulaleɛ* nzɔzo mɔfeme zo edwekeɔke zo a ɔngakyi edwekeɔke ne ngilenu ne ɔmmaa ɔmmɛnli kolaa a, ɔti ɔmmaa yennyia edwekemgbɔke fofole anzeɛ ngakyile. Saa *adwulaleɛ* mgbɔkye mɔfeme zua edwekeɔke a ɔkola ɔkile edwekeɔke ne dodo (dɔɔnwoyele), yekpɔke ndelenu nee mɔɔ eha la. Ehye kile ke, saa yefa *adwulaleɛ* nzɔzo anzeɛ nzizo mɔfeme yesua edwekeɔke bie bahole a ɔkola ɔmaa ɔkakyi na ɔkile ye dɔɔnwoyele. Ndonwo; saa yefa nzizo *m-* yesi edwekeɔke *‘boane’* azo a ɔmaa yenyia edwekeɔke *‘mboane’* mɔɔ kile ye dɔɔnwoyele a. Eke, edwekeɔke *boane* nee *mboane* ɛnle

edwekemgbɔke mɔɔ lɛ ngakyile kpaziwɔke biala mɔɔ kile kɛ biala vi aneemela ekpunli duma fofolɛ nu a anzɛɛ bɛ ngilenu ne le ngakyile kolaa a.

Gyima mɔɔ mgbɔkye mɔfeme di la: Mgbɔkye mɔfeme di gyima ngakyile dɔɔnwo, bie a le ehɛ mɔ;

- ɔmaa yenɔɔia edwekemgbɔke fofolɛ yɛfi ndinli anzɛɛ ninli mɔfeme nu. Ndonwo; $kpɔ + volɛ = kpɔvolɛ$.
- ɔmaa yenɔɔia edwekemgbɔke mɔɔ wɔ aneemela ekpunli fofolɛ nu la. Ndonwo; $bɔ + lɛ = bɔlɛ$
- ɔmaa yenɔɔia yekpɔke ndelɛnu fofolɛ. Ndonwo; $ɛlɛ + kɔ = ɛlɛkɔ$
- ɔmaa yekakyi edwekemgbɔke baholɛ yɛyɛ bɛ dɔɔnwo. Ndonwo; $m + buluku = mbuluku$
- ɔboa ɔmaa yɛkɛlɛhɛlɛ edwekemgbɔke fɔɔnwo na yɛsukoa anɛɛ ne.

Ezukoalɛdɛ Gyima

- Kilehile mgbɔkye mɔfeme anu.
- Kile mgbɔkye mɔfeme ngakyile ne mɔ.
- Fa ndonwo mɔɔ le fɔɔnwo la kilehile mgbɔkye mɔfeme ngakyile ne mɔ anu.
- Dua mgbɔkye mɔfeme ngakyile ne mɔ ko biala azo kɛlɛhɛlɛ edwekemgbɔke fofolɛ nnu.
- Wowɔ adwenle wɔ gyima ngakyile nna mɔɔ mgbɔkye mɔfeme di la anwo.
- Kilehile mgbɔkye mɔfeme ne mɔ mɔɔ wɔ edwekemgbɔke ehɛ mɔ anu la na kile mgbɔkye mɔfeme ngakyile holɛ mɔɔ ko biala le la.
 - ɛlɛdi
 - lile
 - agɔnwolɛma
 - ɛlɛwolo
 - ngakula
 - mraale
 - nloma
 - ngɔkɔlɛ
 - tɔnevolɛ
- Fa mgbɔkye mɔfeme mɔɔ le fɔɔnwo la sua edwekemgbɔke ehɛ mɔ ko biala maa bɛyɛ duma.
 - bɔ
 - ka
 - sukoa
 - ehɔɔia
 - kile
 - kɛlɛ

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.

SɔNEA TITILI

Sɔnea Gyinlabelɛ 1: ɛhakyele nee ɛbobɔle

- Fa ɛ ti anwo edwekɛmgbɔkɛ kilehile mgbɔkye mɔfeme anu.

Sɔnea Gyinlabelɛ 2: Sukoanyia mɔɔ gyi ndelebebo zo

1. Kilehile mgbɔkye mɔfeme ngakyile ne mɔ mɔɔ wɔ anee ne anu la na maa ko biala anwo ndonwo nsa.
 2. Fa mgbɔkye mɔfeme ne mɔ ko biala kɛle edwekɛmgbɔkɛ fofolɛ nnu.
 3. Gyinla nyelebenloa ne mɔɔ ɛmaanle ye wɔ kpuyia ne mɔɔ tɔ zo nwiɔ(2) la azo na kile nvasoɛ nsa mɔɔ wɔ mgbɔkye mɔfeme azo la.
 4. Kilehile mgbɔkye mɔfeme ne mɔ mɔɔ wɔ edwekɛmgbɔkɛ ɛhye mɔ anu la na kile mgbɔkye mɔfeme ngakyile hole mɔɔ biala le la.
- kunlima
sukoavoma
mbuluku
ahusu

kelevo

enyele

kelevoma

Sonea GyinlabelŊ 3: Edwenlenle fŊonwo

Ɛ gŊnwo bie mŊw wŊ sukulu gyene nu la elefa ngyegyeye nu ke ŋkeye na yeade mgbŋkye mŋfeme mŊw wŊ wŊ anee ne anu la abo. Kile ke ebazi wŋaboa ye amaa yeade mgbŋkye mŋfeme ngakyile ne mŊ abo wŊ meke mŊw elefa ndonwo nsa nsa wŋazua wŊ adwenlehilele ne la.

Hint

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

WEEK 6

Ezukoaled_ Bodane: *Dua m̀nukp̀ke ngakyile ne m̀ azo k_lehlele _dendemunli.*

M̀ GYI Y_ NYE ZO LA 1 & 2: M̀NUKP̀KE

M̀nukp̀ke abohilele: M̀nukp̀ke a le edwek_ekp̀ke m̀ yefa y_ka edwekemgb̀ke fofol_, *_dendesinli* anze_ *_dendefoa* y_ b_ nu la. M̀nukp̀ke kola maa yenyia *_dendemunli* kpomgbondee nee *_dendemunli* m̀nw_ na *_si _dendemunli* nzinranzinra *_h_lehlele* adenle. Gyima m̀ *_di* a le mb_ nu gyima. Ndonw_ a le *_hye* m̀; *na*, *y_*, *nee*, *yem_*, *_luake*, *anze_*, *ati*, *akee* nee m̀ *_ha la*.

Ndonw_ w_ _dendemunli nu

Osukoa **yem_** _ze debie.

Mebah_ **na** meara.

Kofi **nee** Aama.

M̀nukp̀ke ngakyile: Y_ le m̀nukp̀ke ngakyile nwio: m̀nukp̀ke titili y_ m̀nukp̀ke ekyi.

M̀nukp̀ke titili a le m̀nukp̀ke ne m̀ yefa y_ka edwekemgb̀ke, **_dendesinli** y_ **_dendefoa** m̀ b_ atipene w_ **_dendemunli** nu la y_ b_ nu la. Ndonw_ bie m̀ a le *y_*, *eza*, *na*, *akee*, *eza noko*, *nee*, *anze_* nee m̀ *_ha la*

- a. M̀nukp̀ke titili m̀ fa edwekemgb_ke nee *_dendesinli* b_ nu la. [*nee*, *anze_*, ...]

Ndonw_ w_ _dendemunli nu

Kaku **nee** Yaba

Awule **anze_** ahule

Koame **nee** kakula ne.

- b. M̀nukp̀ke titili m̀ ka edwekemgb_ke nee *_dendefoa* b_ nu la [*nee*, *eza*, ...]

Nyamenle **nee** me lua anzondwol_ nu.

Koasi **eza** h_ le nyevile ne anu bieko.

- c. M̀nukp̀ke titili m̀ ka *_dendefoa* b_ nu la. [*y_*, *eza*, *na*, *anze_*, *saa*, ...]

Ndonw_:

Manza dwule _ ra ne **amaa** yeanzu.

Mendiale ndend_ **na** meado b_.

nlonle nzule ne *y* h_ le a.

Saa y_ di alee y_wie a, y_ bala.

M̀nukp̀ke ekyi: M̀nukp̀ke *_hye* m̀ fa *_dendefoa* titili nee *_dendefoa* ekyi b_ nu. M̀nukp̀ke ekyi maa ngitanwolil_ ba *_dendefoa* ngakyile avinli. Eza _kola _kile ngakyile bie m̀ w_ *_dendefoa* bie m̀ avinli w_ *_dendemunli* nu la. W_ adenle *_hye* azo m̀nukp̀ke ekyi ne boka *_dendefoa* ekyi ne. M̀nukp̀ke ekyi ndonw_ bie m̀ m̀ w_ Nzema aneem_ la nu la a le: *na*, *amaa*, *_luake*, *_boaleke*, *yem_*, *noko* *akee*, *k_ m_*, *k_ m_*, *saa* nee m̀ *_ha la*.

Ndonwo wɔ edendemunli nu

Ebelabɔle enla aze **noko akee** yɛbabɔ yɛ nwo mɔdenle.

Okpondele ye **amaa** yeanwu ye.

Meze Koame **yemɔti** fa ezukoa ne maa ye.

Ɔwɔ ke sukoavoma ne nwu ye ke edendemunli hole noko kola kile gyima mɔ m̀nukpkke di la.

M̀nukpkke mɔ bɛfa bɛkɛlɛlɛlɛ edendemunli la

Mɛla ngyikyɛ betɛbeta ke yesi yɛfa m̀nukpkke yɛdi gyima la anwo. Saa yɛfa mɛla ɛhye mɔ yɛdi gyima a ɔbaboa amaa yɛ ngɛlɛlɛlɛ ali munli.

- Yɛdua m̀nukpkke zo yɛkɛha yɛ nyɛlɛ nee adwenle mɔ yɛlɛ bɛ la yɛbobɔ nu.
- Saa ɛlɛfa m̀nukpkke wɔali gyima a, nea ke ngitanwolilɛ fɔɔnwo la wɔ edendemunli ne mɔ ngyehyenu ne avinli.

Ezukoalɛdɛ Gyima

1. Kilehile m̀nukpkke anu na maa nwole ndonwo nsa.
2. Kile m̀nukpkke ngakyile ne mɔ.
3. Kilehile ɛweene mɔ la m̀nukpkke ngakyile ne mɔ wɔhile la avinli la.
4. Maa m̀nukpkke ngakyile ne ko biala anwo ndonwo nwɔ.
5. Fa m̀nukpkke ne ko biala kɛlɛ edendemunli.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning

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

Each learner uses their own examples to form meaningful sentences.
- c. Whole class activity

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

S̀NEA TITILI

S̀nea Gyinlabel 2: Sukoanyia m̀ gyi ndelebebo zo

1. Kilehile m̀nukp̀ke anu na maa nwol ndonwo nsa.
Pepe m̀nukp̀ke ne m̀ m̀ ẁ edendemunli ehye m̀ ko biala anu la abo.
Om̀ Adwoba elɛgenga yɛ Koame elɛkɛ debie.
Saa ɔẁ eke a, ɔbaye ɔ nloa.
Saa esukoa a, ebanwu debie.
Ehɔne hunle ye ɔti a ɔlile aleɛ ne a.
Mebahɔ na tɛ enɛ ɔ.
Mekulo akɔnde anzɛ akposi.
2. Gua edwekemgb̀ke ne m̀ m̀ ẁ eke la ekpunli nu ẁ m̀nukp̀ke ngakyile ne m̀ yelɛ bɛ la abo (na, nee, noko, ɔti, anzɛ, kɛ, amaa, ɔluakɛ, gyesɛ, saa, akee, noko akee)

S̀nea Gyinlabel 3: Edwenlenle f̀onwo

1. Fa m̀nukp̀ke ngakyile ne m̀ yelɛ bɛ ẁ anɛ ne anu la ko biala anwo ndonwo kelɛ edendemunli nna.
2. Kile eweene m̀ deda m̀nukp̀ke ngakyile ne m̀ m̀ yelɛ bɛ ẁ anɛ ne anu la avinli na maa ko biala anwo ndonwo nna.
3. Fa m̀nukp̀ke m̀ feta la wulowula adokule ne m̀ anu maa edendemunli ne eli munli
 - a. Anoma elale Takolade.... eziale?
 - b. Yeanli bie.... besoa ye ɔngɔ.
 - c. ɔlile ɔ mualala.... yeahɔ.
 - d. ɔ ze rale...yeannwu ye.
 - e. ...yeadwu sukulu ndɛ la ɔdwazole aleɛbahye.
4. Fa m̀nukp̀ke ehye m̀ ko biala kelɛ edendemunli ko. (na, nee, noko, ɔti, anzɛ, kɛ, amaa, ɔluakɛ, gyesɛ, saa, akee, noko akee)

Hint



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

WEEK 7

Ezukoaledɛ Bodane: *Wowɔ adwenle wɔ ndenle mɔɔ yɛdua zo yenya edwekemgbɔke fofolɛ la anwo. (Bokanwoyɛɛ, mbɛzoyɛɛ, nyɛvole-aneɛyɛɛ nee mɔɔ ɛha la)*

Mɔɔ GYI Yɛ NYE ZO LA 1&2: NDENLɛ Mɔɔ YɛDUA ZO YENYA EDWEKEMGBɔKE FOFOLɛ LA

Edwekɛkpɔke fofolɛ enyianlɛ kile ndenle ngakyile mɔɔ yɛdua zo yenya edwekemgbɔke wɔ anɛɛ ne anu la.

Yɛɛ ndenle ngakyile dɔɔnwɔ mɔɔ yɛdua zo yenya edwekemgbɔke fofolɛ wɔ anɛɛ nu a. Bie mɔ a le mɔnwɛyɛɛ, bokanwoyɛɛ, mbɛzoyɛɛ, nyɛvole-aneɛyɛɛ, nzizoyɛɛ, ɛnelɛnveanuyɛɛ nee mɔɔ ɛha la.

Bokanwoyɛɛ: ɛhyɛ le adenle mɔɔ yɛdua zo yɛfa edwekemgbɔke munli nwɔɔ anzɛɛ edwekɛkpɔke munli ko nee edwekɛkpɔke fofolɛ fɔa ne bie yɛbɔ nu na yenya edwekɛkpɔke fofolɛ la. Edwekɛkpɔke fofolɛ ne mɔɔ yɛkenya ye la ndelebɛbo kola kakyi fi edwekemgbɔke nwɔɔ ne mɔɔ yɛhanle bɛ yɛbɔle nu la anwo. Eza yɛkola yɛkile nu kɛ, ɔle adenle mɔɔ yɛdua zo yɛfa edwekemgbɔke ndinli ngakyile nwɔɔ mɔɔ bɔ nu ye edwekɛkpɔke a ɔyɛ bɔɛ la yɛbɔ nu na yenya edwekɛkpɔke fofolɛ mɔɔ angome kola gyinla na ɔle ndelebɛbo la. Edwekemgbɔke nwɔɔ ne mɔɔ yɛfa bɛ yɛabɔ nu la kola fi edwekemgbɔke anɛɛmɛla ɛkpunli ko ne ala anu anzɛɛ ngakyile nu. ɛhyɛ ati yɛkola yenya Duma nee Duma, Yɛkpɔke nee Yɛkpɔke nee mɔɔ ɛha la. Ndonwɔ bie mɔ mɔɔ wɔ anɛɛ ne anu la a le:

butule + nya = butulɛnya

bua + menle = buamenle

tu + sie = tusie

Edwembɛzoyɛɛ: ɔle adenle mɔɔ yɛdua zo yenya edwekɛkpɔke fofolɛ wɔ mekɛ mɔɔ yɛkɛpɛ edwekɛkpɔke bie sinli anzɛɛ yɛkɛdɛ edwekɛkpɔke ne fɔa ne bie na yɛkɛgyakyi ye fɔa ne mɔɔ ɔ ngome ɔgyi a ɔmaa ndelebɛbo anzɛɛ ngilɛnu fɔɔnwɔ la. Yɛkola yɛpɛ edwekɛkpɔke ne mɔleɛbɛbo, ye avinli ne anzɛɛ adwulalɛɛ ne yɛfi zo na yenya edwekɛkpɔke fofolɛ mɔɔ maa ngilɛnu fɔɔnwɔ la. Ndonwɔ bie mɔ mɔɔ finde anɛɛ ne anu la a le *ɛhyɛ*:

adenle – nle = ade

azubɔlɛ - bɔlɛ = azu

zɛhae – hae = zɛ

Nyɛvole-aneɛyɛɛ: Nyɛvole-aneɛyɛɛ le adenle mɔɔ yɛdua zo yenya edwekemgbɔke fofolɛ yɛfi anɛɛ titili ko anu edwekemgbɔke zo yɛkɔ anɛɛ fofolɛ nu la. Anɛɛ anɛɛ dɔɔnwɔ ne ala le anɛɛ ngakyile mɔɔ bɛnya bɛ edwekemgbɔke bɛfi nu a. Nzema ta nyia nyɛvole anɛɛ fi Nrelɛnza nee Akane anɛɛ nu. Ndonwɔ bie mɔ a le *bokiti-bucket*, *semante-cement*, *tomandese-tomatoes*, *mandese/makyese-matches*, *dɔketa-doctor*, *asopiti-hospital*, *baseke-bicycle* yɛɛ *kɛlata-krataa*, *akoaba-akwaba*, *asomadɛɛ*, *abɔnsam* nee mɔɔ ɛha la.

NvasoƆ mƆƆ wƆ edwekemgbƆke fofolƆ ƐnyianlƆ nƊenlƆ ne mƆ azo la:

1. Ɔboa ɔmaa anee nyi.
2. Ɔmaa anee ekpunli ngakyile te be nwo anee.
3. Ɔboa ɔmaa yenyia edwekemgbƆke fofolƆ yɛmaa ninyene nee adwenle fofolƆ bie mƆ.
4. Ɔboa wƆ anee ne ɛzukoale nu.
5. Ɔboa ɔmaa yekola yekile eleka mƆƆ anee ne edwekemgbƆke ne mƆ abo vi la.

ƐzukoaledeƆ Gyima

1. Kilehile ke yɛsi yenyia edwekemgbƆke fofolƆ la anu.
2. WowƆ adwenle wƆ nƊenlƆ ngakyile nsa mƆƆ yɛdua zo yenyia edwekemgbƆke fofolƆ la anwo.
3. Kilehile moale nsa mƆƆ edwekemgbƆke fofolƆ ƐnyianlƆ nƊenlƆ ne ɛva ɛboa wƆ anee ne la.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Group work/collaborative learning

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

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

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

3. Talk for learning approaches

Whole class activity

Learners present their work for feedback and further discussion.

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

SɔNEA TITILI

Sɔnea Gyinlabelɛ 1: ɛhakyele nee ɛbobɔle

1. Kilehile edwekemgbɔke fofolɛ enyianlɛ anu.
2. Kilehile ndenle ngakyile ne mɔ mɔ yɛdua zo yɛnyia edwekemgbɔke fofolɛ la anu.

Sɔnea Gyinlabelɛ 2: Sukoanyia mɔ gyi ndelebebo zo

Maa ndenle ngakyile ne mɔ yɛdua zo yɛnyia edwekemgbɔke fofolɛ wɔ anɛ ne anu la ko biala anwo ndonwo nsa.

Sɔnea Gyinlabelɛ 3: ɛdwenlenle fɔɔnwo

1. Kilehile ndenle mɔ beluale zo benyianle edwekemgbɔke ɛhye mɔ ko biala la anu.
 - a. kanrandale
 - b. butulɛnya
 - c. bokiti
 - d. asomadeɛ
 - e. ade
2. Fa edwekemgbɔke fofolɛ enyianle ndenle ɛhye mɔ toto nwolɛ na maa ko biala anwo ndonwo nwɔ.
 - a. Edwembɛzoyɛle
 - b. Bokanwoyɛle
 - c. Nzizoyɛle
 - d. Nyɛvolɛ-aneɛyɛle
3. Gua edwekemgbɔke ɛhye mɔ wɔ bɛ ekpunli ngakyile fɔɔnwo ne mɔ abo; bokaɔnwoyɛle, nyɛvolɛ-aneɛyɛle nee nzizoyɛle abo.
(ɛlɛkpɔa, buluku, kɔpɔ, ɛdoavolɛ, pɛnsɛle, sukulu, ngyikyɪ, tiedia, keleneke, fufulefule, Baebolɔ, bubu, kpukpu).

Sɔnea Gyinlabelɛ 3: ɛdwenlenle fɔɔnwo

1. Kilehile moale nsa mɔ edwekemgbɔke fofolɛ enyianle ndenle ne ɛva ɛboa wɔ anɛ ne la na fa to gua maa bɛwowɔ nwolɛ adwenle.
2. Kpɔnde adwuleso edwekemgbɔke anzɛɛ abɔdeɛnwo nɛlɛbe/mbulalɛnwo gyima ninyɛne(tɛkenɔlɔgyi) fofolɛ na dua adwenle mɔ ɛlɛ ye wɔ edwekemgbɔke fofolɛ enyianle ndenle ne mɔ azo la kpɔnde edwekemgbɔke maa bɛ wɔ wɔ anɛ ne anu.

Hint



The recommended mode of assessment for Week 7 is **Critiquing**. Refer to **question 1** of Assessment level 3 (Sɔnea gyinlabel 3) under the key assessment (sɔnea titili) 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.

ADDITIONAL READING

1. Beliaeva, N. (2019). Blending in Morphology. Retrieved on 29th June, 2024 from <https://doi.org/10.1093/acrefore/9780199384655.013.511>
2. 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.
3. Fromkin, V., Rodman, R., & Hyams, N. (2007). *An introduction to language*. Boston: Thomson Wadsworth.



APPENDIX E: MID SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Sample questions

Section A: Multiple Choice

ɛhye mɔ anu boni a ɛnle ɛnelekpɔkɛ ngyehyeleɛ wɔ Nzema nu a?

- A. KV
- B. VKV
- C. VK
- D. V

Section B: Essay

Kilehile edwekemgbɔkɛ ɛhye mɔ anu na maa ko biala anwo ndonwo nwio.

- i. *ɛnelekpɔkɛ*
- ii. *ɛnele*

Ndenle mɔɔ ɛbalua zo wɔahɛle edwekemiza ne mɔ la

Multiple Choice

- i. *Ɔwɔ kɛ nyelebenloa ne mɔ ye ƒɔɔnwo na bebɔ atipene.*
- ii. *Ɔwɔ kɛ ɛkakɔyihakyi nleka mɔɔ nyelebenloa ƒɔɔnwo ne mɔ gugua la.*
- iii. *Si nyelebenloa ne mɔ anu edwekemgbɔkɛ mɔɔ le nzizo la adenle.*
- i. *Maa adengile ƒɔɔnwo*
- ii. *Mmabiza kpuyia mɔɔ ye ndelebebo ne bo ko la.*
- iii. *Mmabiza kpuyia mɔɔ ɛtekilele nwolɛ debie la.*

Mra ɛmaanlɛ ngyehyeleɛ (Marking scheme)

Section A: Multiple Choice

Ɛhye mɔ anu boni a ɛnlɛ ɛnelekpɔkɛ ngyehyeleɛ wɔ Nzema nu a ?

C. VK – mra 1

Section B: Essay

- a. *Ɛnelekpɔkɛ a le ɛdendɛlɛ fɔa ne bie mɔɔ lɛ vawolo la. Ɔkola ɔye edwekekpɔkɛ fɔa ne bie anzɛɛ edwekekpɔkɛ mumua ne. Ɛnelekpɔkɛ kɔnsɔnante ko kye noko kola ye ɛnelekpɔkɛ. Ɔwɔ kɛ ɛnelekpɔkɛ nyia vawolo alɛra ko mɔɔ ɔlɛ anzɛɛ ɔnlɛ kɔnsɔnante wɔ ɔ nyunlu, ɔ nzi, anzɛɛ ɔ nyunlu nee ɔ nzi la.*
 - i. Maa mra 5 saa edwekɛmgbɔkɛ titili ne mɔ mɔɔ bɛheha nu la findevinde ngilehilenu ne anu a.
 - ii. Maa mra 4 saa edwekɛmgbɔkɛ titili ne anu 4 finde ngilehilenu ne anu a.
 - iii. Maa mra 3 saa edwekɛmgbɔkɛ titili ne anu 3 finde ngilehilenu ne anu a.
 - iv. Maa mra 2 saa edwekɛmgbɔkɛ titili ne anu 2 finde ngilehilenu ne anu a.
 - v. Maa ɛra 1 saa edwekɛmgbɔkɛ titili ne anu 1 finde ngilehilenu ne anu a.
- b. *Ɛnelɛ: Saa awie ɛlɛtendɛ a, kɛ ɔ ne ne si kɔ anwuma anzɛɛ ba aze wɔ ɛnelekpɔkɛ, edwekekpɔkɛ anzɛɛ ɛdendɛmunli nu la a yɛfɛlɛ ye ɛnelɛ a. Ɛnelɛ anɛɛ a le anɛɛ mɔɔ ɛnelɛ a fa ndelebebo ngakyile mɔɔ edwekɛmgbɔkɛ ngakyile ne mɔ lɛ la ba la.*
 - i. Maa mra 5 saa edwekɛmgbɔkɛ titili ne mɔ mɔɔ bɛheha nuhwa la findevinde ngilehilenu ne anu a.
 - ii. Maa mra 4 saa edwekɛmgbɔkɛ titili ne anu 4 finde ngilehilenu ne anu a.
 - iii. Maa mra 3 saa edwekɛmgbɔkɛ titili ne anu 3 finde ngilehilenu ne anu a.
 - iv. Maa mra 2 saa edwekɛmgbɔkɛ titili ne anu 2 finde ngilehilenu ne anu a.
 - v. Maa ɛra 1 saa edwekɛmgbɔkɛ titili ne anu 1 finde ngilehilenu ne anu a.

Edwekemiza Ngyehyeleɛ Ɛkponle (Table of Specification)

Week	Focal Areas	Type of question	(DoK Levels)				Total
			1	2	3	4	
1	1. Ɛnelekpɔkɛ	Multiple Choice	3	2	-	-	5
		Essay	-	1	-	-	1
2	1. Ɛnelɛ	Multiple Choice	4	1	-	-	5
		Essay	-	1	-	-	1

Week	Focal Areas	Type of question	(DoK Levels)				Total
3	1. Adwenle titili mɔɔ wɔ adwelielilɔ nu la	Multiple Choice	2	2	-	-	4
		Essay	-	1	-	-	1
4	1. ɛgengalɔ mɔɔ anu-mia 2. ɛgengalɔ ndɛlɛnu	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	0
5	Mgbɔkye mɔfeme	Multiple Choice	1	2	-	-	3
		Essay	-	1	-	-	1
		Total	11	13	-	-	24

NGYENU 4: EDENDESINLI/EDENDEFOA NGYEHYEELE NEE EHLELE SEKELENEE

EZUKOALEDEE 2: ANEE NEE YE GYIMALILE

Ezukoaledes Ngane: Mela maa bedua zo bekere Nzema anee ne la

Ezukoaledes Guabele

- **Dua** adwenle maa wa mafeme, monukpake, edendesinli nee edendefoa nwo la azo kehele edendemunli maa di munli la.
- **Dua** adwenle maa wa edwekemgbake fofole enyanle ndenle ne maa nee ehlele sekelenee nwo la azo kehele edendemunli maa le foonwo la.

Ezukoaledes Bodane Titili

- Kile ndenle foonwo ne maa maa yedua zo yefa mafeme, monukpake, edendesinli nee edendefoa yedi gyima la.
- Kile wa adwenle wa ndenle maa yedua zo yenyia edwekemgbake fofole la nee ke yesi yefa ehlele sekelenee yedi gyima la anwo.

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 (sonea gyinlaele 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 (sonea titili) for each week for additional information on how to effectively administer these assessment modes.

WEEK 8

Ezukoaledes Bodane: *Dua edendessinli ngakyile ne mɔ azo kelhele edendemunli.*

MƆƆ GYI YE NYE ZO LA1 & 2: EDENDESINLI

Edendessinli abohilele: *Edendessinli* a le edwekekpɔke anze edwekemgbɔke ekpunli mɔ le ndelebebo wɔ *edendemunli* nu la. Ɔwɔ ke *edendessinli* biala nyia edwekekpɔke titili na eza ɔye mɔ ndelebebo wɔ nu la. Edwekekpɔke titili ne kola ye duma, yekpɔke, yekpɔngilenu, anze dumangilenu. Yegyina edwekekpɔke titili ne mɔ wɔ *edendessinli* ne anu la azo a yenyia ye duma a. Ndonwo bie mɔ a le *ehye*; teladee, belera ne, ahunyele, kakula ne nee mɔ *eha* la.

Edendessinli Ngakyile: Yebazukoa edendessinli ngakyile nnu anwo debie. Beme a le Duma edendessinli, Dumangilenu edendessinli, Yekpɔke edendessinli, Yekpɔkengilenu edendessinli nee Elekakpɔke edendessinli.

Duma Edendessinli

Duma edendessinli a le edendessinli mɔ edwekekpɔke titili mɔ wɔ nu la le duma anze dumagya la. Duma edendessinli le ngyehyele ngakyile. Bie mɔ a wɔ aze eke la:

- a. Duma edendessinli kola ye duma anze dumagya ko kye. Edendessinli *ehye* da duma ko anze dumagya ko ala ali. Ndonwo;

Edobo, be...

Duma edendessinli	
Edendessinli	Edendessinli Ngyehyele
Edobo	Dm eds - Dm
be	Dm eds - Dgy.

Wɔ ndonwo ne mɔ wɔ anwuma la anu, edwekekpɔke ko kye ala a elɛdi gyima ke duma edendessinli mɔ ehwee emboka ye a. Dumagya noko kola di duma edendessinli gyima.

- b. Duma edendessinli kola ye duma ngakyile ekpunli nee edwekemgbɔke ngakyile bie mɔ. Ɔkola ɔye duma titili ne, dumangilenu, dumagya anze elekakpɔke mɔ fa ngilenu maa duma ne la.

Ndonwo;

Duma Edendessinli Ngyehyele	
Duma Edendessinli	Edendessinli Ngyehyele
baka kpole	Dm eds - Dm Dmng.
Egya Azukpanyi	Dm eds - Dm Dm

Duma Edendesinli Ngyehyee	
Arane gyimayevoma nna	Dm eds – Dm Dm Dmng
Arane gyimayevoma nna ne	Dm eds – Dm Dm Dmng Dkv
Kakula ne	Dm eds – Dm Dkv
Sonla etane ne	Dm eds – Dm Dmng Dkv
ebia ne azo	Dm eds – Dm Dkv Ekp
kila tendenle bie	Dm eds – Dm Dmng Dmng

- c. Duma edendesinli ngilenu: Duma edendesinli kola nyia edwekemgbake bie mo mo di o nyunlu anzee o nzi mo ka дума titili ne anwo edweke a. Yefe ehye mo *ngilenu*. Ngilenu ne mo a le edwekekpake, edendesinli anzee edendefoa mo beka edweke ddonwo befa edwekekpake titili ne anwo la. Odwu meke ne bie a, дума ne fea ngilenu ne mo avinli.

1. Nzizo Ngilenu ndonwo

- a. Me ze kpanyinli ara ne

nzizo ng. edwkp. titili

Wo ndonwo ehye anu, edwekekpake titili ne mo wo edendesinli ne anu la a le ‘ara’ yee edendesinli ‘Me ze kpanyinli’ a le nzizo ngilenu mo eka edweke ava anzee ahile edwekekpake titili ne anu a. Edendesinli ne amuala le дума edendesinli.

- b. Simpa Sukunsa sukoavoma ne ze nwoma.

Nzizo ngilenu edwkp titili

- c. Avilebo akyeke ye fe.

ngilenu edwkp titili

Ndonwo ne mo to zo nwio la ka ‘sukoavoma’ anwo edweke ke, beze nwoma yee ‘Simpa Sukunsa’ le nzizo ngilenu mo maa ngilenu wo edweke titili ‘sukoavoma’ anwo. Ndonwo ne mo li awielee la ka edweke fa ke ‘akyeke’ ne si ye fe la yee ‘Avilebo’ ne da ngilenu kpake ali wo ‘akyeke’ ne anwo ke akyeke zohane ye fe.

2. Nzozo ngilenu ndonwo

- a. Teladee fufule tendenle ne eminli.

edwkp titili ngilenu

- b. Meze nrenyia kakole ne mo evi Ngenla era la.

edwkp titili nzozo ngilenu

- c. Bedo sukulu teladee fofole kenlema bie.

edwkp nzozo ngilenu

Ndonwo (a) ka ‘Teladee’ ne mo eminli na edendesinli ‘fufule tendenle ne’ le nzozo ngilenu mo ka teladee ne mo eminli la anwo edweke a.

Ndonwo (b) ne ka edweke dɔɔnwo fa ‘nrenya’ ne anwo. Edendesinli ne mɔɔ doa nrenya ne la le nzɔzo ngilenu maa edwekekpɔke titili ‘nrenya’ ne

Ndonwo ne mɔɔ li awielee la, ka edweke fa ‘sukulu teladee’ ne mɔɔ bɛɔ la anwo na edendesinli ‘fofole kenlema bie’ zɔ edwekekpɔke titili ‘sukulu teladee’ ne azo.

3. Edwekekpɔke titili mɔɔ vea nzizo nee nzɔzo ngilenu avinli la anwo ndonwo.

a. Gana arane gyimayevoma mgbanyima nnu bie era eke.

Nzizo ngilenu edwkp titili nzɔzo ngilenu

b. Ye sukulu sukoavoma nnu ne mɔɔ gyigyi nehane la anye liele.

Nzizo ng. edwkp titili nzɔzo ngilenu

Yekpɔke Edendesinli: Ɔwɔ nu ke yelee yekpɔke edendesinli ngakyile dɔɔnwo noko akee yekpɔke edendesinli biala le yekpɔke ko mɔɔ le yekpɔke edendesinli ne anu edwekekpɔke titili ne a. Ɔkola ɔye yekpɔke mɔɔ le nyiavokpɔke anzee nyiavoanvakpɔke.

Ndonwo;

a. di

b. no

c. fo

Yekpɔke edendesinli kola ye yekpɔke titili mɔɔ yekpɔke ekyi ko anzee mɔɔ bo zɔ boka ye la. Ɔdwu meke ne bie a, saa yekpɔke ekyi ne anye moale a edendemunli ne ndelebebo ne enwie munli di. Ndonwo bie mɔɔ a le; die... di, ka.... kile, fa....kɔ, ta....tenla, sɔ....nea. Wɔ Nzema nu, yekpɔke edendesinli gua ye edodo. Ndonwo a wɔ aze eke la:

Yekpɔke edendesinli Ngyehyelee	
Yekpɔke edendesinli	Edendesinli Ngyehyelee
Bela suanu.	Ykp Eds – Ykp Dm
Kɔ ε ze sua ne anu.	Ykp Eds – Ykp Dm Dm Dkv Ekp
Tenla me nwo zo.	Ykp Eds – Ykp Dm eds Ekp
Fa kɔ	Ykp Eds – Ykp Ykp (ndoazo)
Sele me	Ykp Eds – Ykp Dm eds
Tia ndende	Ykp Eds – Ykp Ykpng

Yekpɔkengilenu Edendesinli

Edendesinli mɔɔ ye edwekekpɔke titili ne le yekpɔkengilenu la a yefele ye yekpɔkengilenu edendesinli a. Yekpɔkengilenu edendesinli ye edwekemiza le ke, kesi, deemɔti, duzu nee kenlenzu anloa. Yekpɔkengilenu edendesinli ye ngilenu maa yekpɔke, dumangilenu anzee yekpɔkengilenu fofole.

Ndonwo;

Yekpōkengilenu Edendēsinli Ngyehyēlē	
Yekpōkengilenu Edendēsinli	Edendēsinli Ngyehyēlē
Nyaanyaa	Ykpng Eds - Ykpng
Ndēdē kpālē	Ykpng Eds - Ykpng Ykpng
Bētēē	Ykpng Eds - Ykpng
Nyaanyaa somaa.	Ykpng Eds - Ykpng Ykpng

Dumangilenu Edendēsinli

Ole edendēsinli mō dumangilenu a le edwēkēkpōkē titili wō nu la. Ōkilehile duma anzēē dumangilenu nu. Dumangilenu ne mō bie a le; kpole, bile, kōkōlē, fufule. Dumangilenu biala mō wō edendēmunli nu la le dumangilenu edendēsinli. Wō Nzema nu, dumangilenu edendēsinli kola yē dumangilenu ala anzēē dumangilenu mō yekpōkengilenu doa yē.

Ndonwo;

Dumangilenu Edendēsinli Ngyehyēlē	
Dumangilenu Edendēsinli	Edendēsinli Ngyehyēlē
tendenle	Dmng Eds - Dmng
kpole kpālē	Dmng Eds - Dmng Ykpng
bile ngenlēma kpālē	Dmng Eds - Dmng Dmng Ykpng
amolē kpālē	Dmng Eds - Dmng Ykpng

Ēlekakpōkē Edendēsinli

Edendēsinli ēhye da duma (nyiavo anzēē dievo), ngilenu bie nee ēlekakpōkē ali. Ēlekakpōkē edendēsinli le duma edendēsinli mō ēlekakpōkē edendēsinli wō yē awiēlē la.

Ēlekakpōkē Edendēsinli Ngyehyēlē	
Ēlekakpōkē Edendēsinli	Edendēsinli Ngyehyēlē
Ēkponle ne azo	Ēkp Eds - Dm Dkv Ēkp
Sua ne anzi	Ēkp Eds - Dm Dkv Ēkp
Sua ne anyunlu	Ēkp Eds - Dm Dkv Ēkp
Ebia ne anwo	Ēkp Eds - Dm Dkv Ēkp

Ngyehyēlē mō edendēsinli lē la

Kē mō yēwowō nwolē adwenle dēba la, edendēsinli ngyehyēlē ne gyi edendēsinli holē ko ne mō yēlēka nwolē edwēkē la azo.

Duma edendesinli kola ye duma anzee dumagya ko kye. Edwekekpake titili maa wa duma edendesinli nu la le duma. Saa ekponekpone edwekemgbake maa zuozua duma edendesinli a, obali munli maa onregyegye ke bezi behyehye edendemunli ne hweledede a.

Ndonwo

Belera ne anwo ye fe.

Dm Eds

Wa anwuma edendemunli ne anu, 'Belera ne' a le duma Edendesinli ne a. Ndelebebo wa edendesinli ne anu oboaleke 'Belera' maa le edwekekpake titili ne la boka ye, noko akee saa ekpone edwekekpake titili ne efi edendesinli ne anwo a ndelebebo biala enle nu bieko.

Gyima maa edendesinli di la

1. Edendesinli da adwenle ali.
2. Oboa omaa yedi ngitanwo foonwo wa edendele nee ehlele nu.
3. Oboa omaa yeto nrelalee maa ndelebebo wa nu la.
4. Oboa kpole kpale wa ngilenu foonwo emaanle nu.

Ezukoaledes Gyima

1. Kilehile edendesinli anu na kile eweene maa la ye nee edendemunli avinli la.
2. Kele edendesinli ngakyile nsa na maa ko biala anwo ndonwo nsa.
3. Kele edendemunli nwio na kile edendesinli maa wa ko biala anu la.

PEDAGOGICAL EXAMPLARS

Problem-Based learning

1. Whole class activity
 - a. Discuss the meaning of phrases
 - b. Work together to describe the types (e.g., noun phrase, verb phrase, adverbial phrase etc.).
 - 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.

SONEA TITILI

Sonea Gyinlabel 1: Ehakyele nee Ebobole

1. Kilehile ke edendesinli ngakyile ehye mo si de la
 - a. Yekpake edendesinli
 - b. Duma edendesinli
 - c. Yekpakengilenu edendesinli

Sonea Gyinlabel 2: Sukoanyia maw gyi ndelebebo zo

1. Kile edendesinli hole maw bepepe be bo la.
 - a. Omw Yaba eleko.
 - b. Baka kpole ne edo aze.
 - c. Bole ne la sua ne anzi.
 - d. Yehale sonea ne.
 - e. Sukoavoma ne emaa adenle.
2. Kilehile ke edendesinli ne mo maw wo edendemunli ne mo anu la si de la.
 - a. Omw Nyima elesukoa Nzema.
 - b. Gana bolobole eku ne eli konim.
 - c. Aloma ne edo baka ne abo.
 - d. Sua ne anzi evi kpale.
 - e. Omw Akuba eletu subue wo aako ne anu.

Sonea Gyinlabel 3: Edwenlenle fawwo

1. Maa edendesinli ehye mo ko biala anwo ndonwo nwio. Kilehile ndonwo ko biala anu ekyii na kile edwekekpake titili nee ngilenu maw wo nu la.
 - a. Duma edendesinli
 - b. Yekpake edendesinli
 - c. Dumangilenu edendesinli
 - d. Yekpakengilenu edendesinli
2. Fa ndonwo ne maw wamaa la ko biala kele edendemunli nwio na pepe edendesinli ne mo abo.

Hint



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

WEEK 9

Ezukoaledes Bodane: *Kele na kilehile edendefoa ngakyile ne mo anu.*

MDO GYI YE NYE ZO LA 1&2: EDENDEFOA NEE YE NGAKYILE

Edendefoa

Edendefoa a le edwekemgbake ekpunli mo yehaha yebɔ nu yenyia edendemunli la. O le yevo nee ngilenukpake

Edendefoa Ngakyile

Ye le edendefoa ngakyile ekpunli titili nwiɔ. Beme a le;

1. **Edendefoa titili:** Edwekemgbake ekpunli mo le yevo nee yekpake la. O le yevo nee yekpake, ɔ ngome ɔkola ɔgyinla na ɔkile adwenle mo le fɔɔnwo na ndelebebo wo nu.

Ndonwo;

- i. Yerale.
- ii. Aama ze Sakunle.
- iii. Bela!
- iv. Ebara ɔ?

Ndonwo ne mo mo wo anwuma la biala kile adwenle ko eza biala ndelebebo di munli yee ko biala kola gyinla mo edwekemiza biala enle nwo a, ehye ati a yefe le ye edendefoa titili a. Yekola yegua edendefoa titili ekpunli ngakyile nsa. Beme a le; edwekehanle, edwekemiza yee emianle.

- a. **Edwekehanle/Amaneebɔle Edendefoa:** O le edendefoa titili mo yefa yedi ngitanwo mo kile nɔhale edweke la. Yefa yeka edweke yekile awie anzee yefa yeda adwenle ali.

Ndonwo;

- i. Eho le enwo aloma.
- ii. Yebahale sɔnea Yale ne.
- iii. Maanle Kpanyinli edu adenle.

Wo ndonwo ne mo li moa la anu, edwekehanle ne elɛda adwenle mo le nɔhale la ali ke, eho le enrehola *aloma wo*. Mo to zo nwiɔ ne nee nsa ne la, kile *meke mo bekehale be sɔnea ne yee maanle kpanyinli ne mo edu adenle* la nwo edweke.

- b. **Edwekemiza Edendefoa:** Ehye le edendemunli mo biza kpuyia anzee edweke bie la. Ehye kola ye kpuyia mo ye nyelebenloa ne kola ye ehye anzee kyekye mo yefa yenea adwenle mo awie le anzee yefa yedielie ngilehilenu dɔɔnwo mo fale edweke bie anwo la.

Ndonwo:

- i. Ede Ngenla ɔ?
- ii. Nienwu a elekɔ a?
- iii. Wɔ kilehilevole ne a le nwane?
- c. **Emianle:** O le edendemunli mɔɔ soa awie, maa awie ye nyelee mɔɔ ɔnle ye adwenle nu ke ɔkeye anzee tu folɛ la. Emianle edendemunli engyia yevo biala. Yekpɔke ne mɔɔ yefa yedi gyima la ɔwɔ ke dahuu ye kekalahilele yekpɔke. Meke biala ndeanu sekelenee a dwula ye a.

Ndonwo:

- i. Kɔ!
 - ii. Belal!
 - iii. Tenla aze!
 - iv. Fɛle me ehyema!
2. **Edendefoa ekyi:** Ehye le edendefoa mɔɔ ɔngola ɔngyinla ɔ gyake azo ke edendemunli la. Meke biala gyese ɔfa ɔ nwo ɔbeta edendefoa titili ne kolaa na ye ndelebebo ne ali munli. Mɔnukpɔke a boa edendefoa ekyi maa ɔfa ɔ nwo ɔbeta edendefoa titili ne a. Mɔnukpɔke ehye mɔ ndonwo bie a le; saa, kemɔ, ke, mɔɔ nee mɔɔ eha la.

Ndonwo:

- a. Saa yekɔ a, ɔbadɔ bie.
Edf ekyi
- b. Ɔhanle ke ɔbara.
Edf ekyi
- c. Mɔɔ Kofi hɔle eke la, ɔhɔle ebɔ nu.
Edf ekyi

Yɛdua gyima mɔɔ edendefoa di la azo yenyia edendefoa ekyi ngakyile nsa: dumangilenu edendefoa, duma edendefoa nee yekpɔkengilenu edendefoa.

3. Dumangilenu edendefoa a le edendefoa ne mɔɔ kilehile anzee kile duma ne mɔɔ wɔ edendefoa ne anu la anu la. Ɔdi dumangilenu gyima. Edendemunli ehye mɔ le dumangilenu edendefoa wɔ nu;
 - a. Meze nrenyia ne mɔɔ rale eke la.
Dmng Edf
 - b. Raale ne mɔɔ tɔne nwole ne la era.
Dmng Edf
 - c. Fa buluku ne mɔɔ wɔwua la maa me.
Dmng edf

Kakye ehye: Edendefoa ne mɔɔ bɛpɛpɛ bɛ bo la kɔsɔti le dumangilenu edendefoa. Edwekekɔke mɔɔ a bɔ edendefoa ehye mɔ abo a, yɛɛ la dwula ye.

4. Duma edendefoa le edendefoa ekyi ne mɔɔ di duma gyima la. (Ndonwo: yɛvo, nyiavo, dievo nee elekakɔke deɛ). Duma edendefoa asɛɛ nee dumangilenu edendefoa le ko noko akee ngakyile wɔ bɛ avinli. Duma edendefoa fa duma gyinlabelɛ wɔ edendemunli ne anu yɛɛ dumangilenu edendefoa ne kile duma ne mɔɔ wɔ edendefoa titili ne anu la anu. Edendemunli ehye mɔ le duma edendefoa wɔ nu:

- a. Kakula ne mɔɔ lile konim wɔ sɔnea ne anu la enyia ahyɛdeɛ.

- b. Yenwu mgbɔlaboa ekyi ne mɔɔ minlinle la.

5. Yekɔkɛngilenu edendefoa a le edendefoa ne mɔɔ di yekɔkɛngilenu gyima la. Ɔye ngilenu ɔmaa yekɔke, dumangilenu, yekɔkɛngilenu gyene anzɛɛ edendemunli bɔbɔ. Edendemunli ehye mɔ le yekɔkɛngilenu edendefoa wɔ bɛ nu;

- a. Ɔkakye meke mɔɔ ɔvile gyima nu la.

Ykpɛng ɛdf

- b. Yɛdi alee yɛwie a, mebahɔ.

Ykpɛng. ɛdf.

Ndonwo ne mɔ mɔɔ bɛpɛpɛ bɛ bo la amuala le edendefoa ekyi.

Ezukoalɛdeɛ Gyima

1. Kile ke edendefoa si de la.
2. Kɛlɛhɛɛ edendefoa ngakyile ne mɔ na kilehile ko biala anu ekyii.
3. Maa ngakyile ne mɔ ko biala anwo ndonwo nnu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Collaborative learning

Mixed ability group

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

3. Whole class activity:

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

SONEA TITILI

Sonea Gyinlabel 2: Sukoanyia mɔɔ gyi ndelebebo zo

- Fa ε ti anwo edwekemgbɔkε kilehile **edendefoa** anu.
- Kilehile kε edendefoa ngakyile nwiɔ ne si de la na kile eweene mɔɔ la bε avinli la.
- Maa ngakyile ne mɔ ko biala anwo ndonwo nsa.

Sonea Gyinlabel 2: Sukoanyia mɔɔ gyi ndelebebo zo

- Pepε **edendefoa** ngyikyι ne mɔ mɔ wɔ **edendemunli** ehye mɔ anu la abo.
 - Ɔtɔne dazia mɔɔ bεdo.
 - Meze Nyamenle ne mɔɔ melie ye meli la.
 - Aloma andu a, ɔbua ɔda.
 - Ezule kεdɔ a ɔ munla.
 - Kilehilevole mɔɔ mekulo ye edweke la **eleba**.
- Gua ehye mɔ ekpunli nu wɔ **edendefoa** titili anzεε **edendefoa** ekyi abo.
 - Wɔra ɔ?
 - Alee εtεdwole ɔ?
 - Eze ye.
 - Ɔde eke.
 - Bela!
 - Ezule **εletɔ** a...
 - Kεε to eke.
 - Sukulu ehɔle le anyeliele.
 - Saa ɔba a...
 - Fεle ye maa me.

Sonea Gyinlabel 3: Edwenlenle fɔɔnwo

- Fa edendemunli ye edweke ehye mɔ anloa. Kile edendefoa hɔle mɔɔ εvale εlile gyima la na kile deemɔti εbɔle kpɔke zɔhane la.

Ndonwo: Ereladane bie akunlu εletete ye kε ɔ ra ne εlεkɔ ndende: – *Maa ɔye bεtεε! (edendefoa ekyi, εmianle edendefoa - ɔhyia kε εreladane ne kile mɔɔ kεboa la amaa ɔ ra ne angɔ ngyegyele nu.*

- Kilehilevole kpɔnde kε sukoavoma mɔɔ εleyε dede wɔ sukulu sua ne anu la ye koonwu na betie ye.

- b. Tɔvole ebiza ninyene mɔɔ betɔne be wɔ efiade ne anu la.
 - c. Kpolisi mɔɔ ye nvedenvedenu la eze wɔ ke eha debie mɔɔ eyele ye ekenle Fole ne la.
 - d. Elɛmaa adawu bie mɔlebebo.
2. Bɛgyinla adwenle ne mɔɔ benyia ye wɔ edendefoa nwo la azo, bɛgua be nwo ekpunli nu bɛkenga edendekpunli ezinra ehye na bɛpepe edendefoa ne mɔ mɔ wɔ nu la amuala abo.

“Kakula nrenyia ne mɔɔ hɔle bɔlobɔle ezule ne bie la enyia nvutuke mgbolaboa mɔɔ kile ke ɔdaye a ɔle sonla mɔɔ ze bɔlo bɔ kpale a. Abazobɔle ne anzi, ɔ ze mɔɔ kpole ye wɔ meke mɔɔ enee yenyia evolɛ nsa la yele ye mo. Dhakyele ye anwongyelele meke nu. Ye anwongyelele ne amuala anzi, ɔvale ɔ sa ɔwulale gyima kelata bo ɔmaanle abolokyi bɔlobɔle eku bie.”

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 (sɔnea gyinlabelɛ 3). Refer to **Appendix F** for a rubric to score learners' performance*

WEEK 10

Ezukoaledes Bodane: *Wowo adwenle wo ehelē sekelenee (gyinla, ezinzele, ngilenu, ngilenukyi nee maa eha la) anwo na fa di gyima ke maa ofeta la wo edendemunli nu.*

MDO GYI YE NYE ZO LA 1 & 2: EHLELE SEKELENEE

Ehelē **sekelenee**: ehelē sekelenee a le sekelende maa yefa yekyehye edendemunli, edendesinli nee edendefoa nu amaa beanyia ndelebebo la.

Ehelē sekelenee ngakyile nee gyima maa bedi la

Gyinla sekelenee (.)

Gyima maa gyinla sekelenee di la:

1. Yefa gyinla sekelenee yedwula edendemunli.

Ndonwo:

- a. Meli akonde.
- b. Yaba ela.

2. Yefa yetete edendemunli ngakyile (maa bo ko) la avinli.

Ndonwo.

- a. Mekɔ gua nu. Mekɔ meahɔɔ ninyene.
- b. Mengɔle sukulu. Mekɔ la meambia me nwo.

3. Yefa yepɛ edwekɛkpɔke sinli.

Ndonwo:

Ym. Dkt. Ykp.

4. Yefa yedwula nzonleye edendesinli anzee edendemunli.

Ndonwo.

- a. Kofi hanle ke, “Mekulo egengale”.
- b. Aama zele ke, “Onza Nyamenle ye”.

Ezinzele sekelenee (,)

Gyima maa ezinzele sekelenee di la:

1. Yefa ezinzele sekelenee yetete ninyene maa yebobo la avinli; edendesinli, edwekemgbɔke, anzee edendefoa.

Ndonwo:

- a. Mengɔle gua nu na mendɔle dazia, ngyenle, dadee nee akutue.
- b. Afiba le azua, ahale nee azele dɔɔnwo.

2. Yefa yetete kenle, azua nee maanle avinli.

Ndonwo:

Bewole me Teleku Bokazo, wɔ Siane Ehonla, 21, 1987.

3. Yefa yetete dumangilenu mɔɔ kilehile duma ko ne ala anu la avinli.

Ndonwo:

a. Nrenyia bile, tendenle ne ɛla.

b. Baka kpole, ezinra ne ɛbu.

Ngilenu sɛkelenee (:)

Gyima mɔɔ ngilenu sɛkelenee di la:

Yefa ngilenu sɛkelenee yesie ninyene mɔɔ yebobo, ndonwo anzɛ ngilehilenu bie anyunlu. Yefa yɛda bɛ ali. Ndonwo:

a. Aleɛ mɔɔ mekulo ye kpale la a le: akɔnde nee arele tolo.

b. Mbuluku mɔɔ mele la bie a le: Nyamenle Mekkɛ, *Ebelalekonle* yɛ Mekkɛ Kpale Bara.

Ngilenukyi (;)

Gyima mɔɔ ngilenukyi sɛkelenee di la

1. Yefa yetete ɛdendɛfoa titili nwiɔ avinli.

Ndonwo:

a. Mekenga mbuluku dɔɔnwo; “Ɔdi Ye Kenlema Nzi” a me nye liele nwo kpale a.

b. Mengɔle suanu; Menzale nzule.

2. Yefa yetete ninyene mɔɔ yebobo bɛ aluma la avinli.

Ndonwo:

Mengɔle gua nu na mendɔle bakamra le kɛ; konwo, akutue, avoka nee amango.

Nzonleyele sɛkelenee (“ ”)

Gyima mɔɔ nzonleyele sɛkelenee di la:

1. Yefa nzonleyele sɛkelenee yɛye edweke mɔɔ awie ɛha la nzonle.

a. Kofi hanle kɛ, “Nyamenle mekɛ a le mekɛ kpale a”.

b. Yaba ze le kɛ, “Mebahɔ ɛhyema”.

2. Eza yɛkola yefa yɛda tidweke bie ali.

Ndonwo:

“Fa ɛ rele Wula Awulade Anu”

3. Yefa yɛkile edweke bie mɔɔ awie ɛha la wɔ ɛgengadeɛ nu.

Ndonwo:

Aama hanle kɛ, “Sulo Nyamenle”.

Ndenu (-)

Gyima mɔɔ ndenu sekelenee di la:

Yefa yekile ninyene nwio mɔɔ ngitanwolile la be avinli la.

Ndonwo:

- a. Kofi-Aka
- b. Kenlenzile-Yale
- c. Ye-menle

Ekuku (())

Gyima mɔɔ ekuku di la:

1. Yefa ekuku yekye edwekehanle/edweke bie ngilenu anwo bane.

Ndonwo:

Aama dɔle aleemra (dazia, tomandese, ndɔlɔra nee anwee)

2. Yefa yekile edwekekpɔke anzee edendesinli mɔɔ kile adwenle kpɔke bie anu kpale la.

Nziazɔ sekelenee (-)

Yefa yesie ezinzele anzee ngilenu sekelenee agyake anu.

Ndonwo:

Ɔvale eya ɔyele ɔ diema ne anloa – O! kyekye!

Ngyenu sekelenee (/)

Yefa yekyehye edwekemgbɔke nwio mɔɔ le ngitanwolile wɔ adenle bie azo le ke atipene anzee angɔbenzi la anu.

Ndonwo:

Adiema nrenyia/adiema raale, kulovole/kpɔvole, sele/rale, atipene/sɔhovole

Ndeanu sekelenee (!)

Gyima mɔɔ ndeanu sekelenee di la:

1. Yefa ndeanu sekelenee yedwula ndeanu edendemunli.

Ndonwo

- a. Bela!
- b. Wula!
- c. Kɔ sua nu!
- d. Ee! Mewu bieko!

Edwekemiza sekelenee (?)

Gyima maa edwekemiza sekelenee di la

Yefa edwekemiza sekelenee yedwula edendemunli maa le edwekemiza anzee chya nyebenloa la.

Ndonwo:

- Nwane a rale eke a?
- Woli alea o?
- Wonwu ke Koasi eleba eke o?

Mondela sekelenee (...)

Gyima maa mondela sekelenee di la:

- Yedua mondela sekelenee zo yeba edwekekpake, edendesinli anzee edendemunli yetela na yeye maa anwo engyia anzee maa le foonwo la yefi nu.

Ndonwo:

Obale edianle bo. “Ko, nwi, nsa,...” Yeangye biala yee obale aze a.

- Yefa yedi gyima wa meke maa yekela awie anloa edweke na yeye edwekemgbake maa anwo engyia yeavi nuhua la.

Ndonwo:

Asua hanle ke, “Meka elale la.....” Onwunle Akuba ala la yee ogyakyile a.

Ezukoaledde Gyima

- Kele ehelle sekelenee ngakyile nsa na kilehile gyima maa ko biala di la.
- Fa ehelle sekelenee ngakyile nsa ne maa maa while la wulowula edendemunli nu ke maa ofeta la.

PEDAGOGICAL EXEMPLARS

Problem-based-learning

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

Group work/collaborative learning

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

Talk for learning approaches

1. Whole class activity

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

SONEA TITILI

Sonea Gyinlabel 1: Ehakyele nee Ebobole

1. Kile ehlele sekelenee anu.
2. Kele nvasoe nsa maa ɔti yefa ehlele sekelenee yedi gyima wa anee ne nu la.

Sonea Gyinlabel 2: Sukonya maa gyi ndelebebo zo

- Kele ehlele sekelenee ngakyile nnu, kilehile nuhua na fa be wulowula edendemunli nu.

Sonea Gyinlabel 3: Edwenlenle fɔnwɔ

- Fa ehlele sekelenee wulowula adawu ne anu maa ɔli munli, akee kele ngilenu ekyi fa kilehile maa wɔye la anu.

Esekemoma kile a, enee eleka ko kye ala yee yenyia senle wa ewiade a ahenle ne maa enee le senle ne la le nrenyia erelera bie Enee nrenyia erelera ehye le ɔ ra nrenyia.

Alehyenle nu o, aledwole nu o, nrenyia ne nee ɔ ra ne bole senle ne anu na bezinzale ɔluake saa beanwuda senle ne anu na ɔnu a senle enredenla azele ye azo.

Awie biala kulo senle noko akee Esekemo bolɔfole ko bie wa eke maa ɔngulo senle hweledede a.

Debie maa ɔ nye die nwole kpale la a le azukɔtweaba yemɔti ye ehulolodee a le ke azukɔtweaba ne keva aleababo amuala amaa menli kɔɔɔti awu na ewiade ne aye ɔ ngome edee.

Kenle ko, anwonyane bole nrenyia erelera ne. yemɔti yeangola senle ne anu wuda bieko.

saa ɔ ra ne angome de senle ne anwo a ɔbo ngosake arelevile nu ɔtunwue a enee yewuda senle ne anu.

Kenle ko ɔlale na ɔkadunwue la enee senle ne enlu. Yemɔti ɔzunle na ɔhanle ke, oo! 'Menli bawu eyele nu ɔluake senle ne enlu.

Hint



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

SECTION 4 REVIEW

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



APPENDIX F: RUBRICS FOR SCORING THE PERFORMANCE ASSESSMENT

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

NGYENU 5: NWOBIEHANLE NEE ANEETHAKYILE

EZUKOALEDEE: ANEE NEE YE GYIMALILE

Ezukoaledes Ngane 1: Nwobie ehelale 2 Aneebohilele nee Aneethakyile

Ezukoaledes Guabels

- **Kele** *kpolerazule nwobie, baguanu edendele nee adwelie kelata maa di munli la.*
- **Kele** *agɔnwole nee gyimanu kelata maa di munli la.*
- **Gyinla** *adwenle titili maa wa egengadee nu la azo kakyi anee ko ko anee gyene nu.*

Ezukoaledes Bodane Titili

- *Kilehile adwenle nee ndelebebo maa wa kpolerazule nwobie, baguanu edendele nee adwelie kelata ehelale nwo la.*
- *Kilehile adwenle nee ndelebebo maa wa ngelata ehelale nwo la.*
- *Gyinla adwenle titili maa wa egengadee nu la azo kakyi anee ko ko anee gyene nu.*

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.*

WEEK 11

Ezukoaledes Boadane

- **Kele** *kpolerazule nwobie.*
- **Kele** *nwobie ngakyile ehye mɔ (baguanu edendele yee adwelie kelata)*

BODANE/ MDO GYI YE NYE ZO LA 1 & 2: NWOBIEHANLE

Nwobiehanle

Nwobiehanle kile adenle mɔ kelevo bie dua zo nwo adwenle wɔ ehelele nu la. Nwobiehanle ngakyile nna ne mɔ beliele bedole nu wɔ evolɛ apenle ko eya ngɔnla ne anu la a le keside, kolakoladule, debienuhilele/Adwenlebɔle yee kpolerazule. Nwobiehanle mɔ di munli biala la kola fa ngyehyelele mɔ wɔ ngelehele ehye mɔ kɔɔti anwo la di gyima.

Nwobie Ngakyile

Nwobiehanle ngakyile ne mɔ a le;

1. **Keside nwobie:** ehye maa sukoavoma kile ke dee bie si de la – debie, sonla, eleka, sukoanwu, nganeedele, gyinlabelɛ nee mɔ eha la.
2. **Kolakoladule nwobie:** ehye le adawu mɔ fale awie sukoanwu mɔ ɔle na yehelɛ yeva nwolɛ la. ɔdua adawubɔle adenle zo a ɔ nee kengavoma ne di ngitanwo a.
3. **Debienuhilele/Adwenlebɔle nwobie:** Nwobie ehye maa sukoavoma ne ye nvefenu wɔ adwenle bie anwo, neenlea dasele mɔ zua ye na bedua mɔ benwu ye la azo besi gyinla mɔ le fɔɔnwo la.
4. **Kpolerazule nwobie:** Nwobie ehye hyia nvedenvedenuyele mɔ anu pi na ɔdi munli, ɔkile adwenle fɔɔnwo mɔ zua tidweke ne mɔ bekele beava nwolɛ la nee mɔ tia ye la.

Kpolerazule nwobie tidweke ndonwo bie mɔ:

1. Kile maa yenwu mɔ anwo hyia kpole kpale la. Kilehilevole nee Dɔketa.
2. Asoo eymasovo anzee dɔketa anwo hyia kpale wɔ maanle ne anu ɔ?
3. Sukulu mɔ beda eke yee mɔ benla eke ne la anu boni a ekulo a.? Kilehile nu.
4. Ehye mɔ boni a ekulo a? Sukulu mɔ mraale anzee mrenyia ngome kɔ anzee mɔ mrenyia nee mraale fonla nu kɔ la.

Kpolerazule nwobie ngyehyelele

Mukenye

Mɔlebebo mɔ twe adwenle: fa edwekemiza, dasele edweke, anzee edwekehanle mɔ twe menli adwenle la bɔ ɔ bo.

Ka nwolɛ edweke mɔ le fɔɔnwo na ɔwɔ ke kengavoma nwu ye la.

Fa adwenlekpɔke ne mɔ da tidweke ne anzee adwenle kpɔkyee ne ali la boka ye.

Edweke mumua ne edendekpunli

Kile tidweke **edendemunli** ne mɔ, kpolerazule tidweke mɔ le fɔnwɔ la na fa ngilenu mɔ le dasele la sua kpolera ne.

Kile **edendemunli** mɔ maa **edendekpunli** ngakyile ne mɔ nyia ngitanwo la.

Kile tidweke bieko mɔ fale adwenlekpɔke mɔ tɔ zo nwɔ la na fa ngilenu mɔ le dasele la sua ɔ nzi.

Fa **edendemunli** mɔ bamaa **edendekpunli** ne mɔ doa ye la anyia ngitanwo la.

Kile tidweke **edendemunli** mɔ kotia adwenlekpɔke ne mɔ besu nwɔle kpolera ne la.

Kilehile nu, fa nwɔle dasele sua ɔ nzi na die to nu ke ɔle nɔhale bɔkɔ.

Mmadie mɔ kotia wɔ adwenlekpɔke **edee** ne la **eto** nu na akee dwula wɔ nwobie ne.

Adwulalee

Pɛ wɔ adwenle titili ne mɔ sikale.

Sia kile wɔ gyinlabelɛ ne.

Maa adwulalee **edendemunli**.

Ezukoaledɛ Gyima

1. Kile kpolerazule nwobie anu na kilehile ye subane ne mɔ anu.
2. Fa tidweke mɔ fale sukulu yɛ nwomazukoale nwo la na kele kpolerazule nwobie mɔ kile ke edie eto nu anzɛ enlie endo nu la.

PEDAGOGICAL EXEMPLARS

Problem based learning

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

SONEA TITILI

Sonea Gyinlabelɛ 3: Edwenlenle fɔɔnwɔ

- a. Dua kpolerazule nwobie ngyehyelee zo na kele nwobie fa tidweke ehye mɔ anwo: Asoo sonea mɔɔ sɔ sukoavoma mɔɔ gyi gyinlabelɛ mɔɔ le ko kɔsɔti nea la le adenle mɔɔ di munli wɔ be nwomazukoale ezuzule nu ɔ?
- b. Asoo adwenlenu kpɔkedele ngyegyele ne anwo sɔbele wɔ eke ne maa awie biala ɔ?
- c. Asoo eyazonle mɔɔ dahuu wɔ eke la le aleɛabo aleenyianle baneɔle ngyegyele sɔbele ɔ?

Sonea Gyinlabelɛ 4: Dwenle kɔ moa

- a. Kele kpolerazule nwobie mɔɔ kile ke enlie edweke ehye endo nu la 'Ɔwɔ ke sukulu ne mɔ maa nwomazukoale mɔɔ fale abɔdeenwo nrelebe, mbulale gyimayele ne mgbonda nwo la kyia be tela nwomazukoale mɔɔ fale egengale nee ngelehele nwo la. Wowɔ adwenle wɔ dasele nee adengile mɔɔ ebava wɔali gyima la anwo.
- b. Kele kpolerazule nwobie mɔɔ kile ke edie edweke ehye eto nu la 'eyazonle mɔɔ dahuu wɔ eke la le aleɛabo aleenyianle baneɔle ngyegyele sɔbele'. Wowɔ adwenle wɔ dasele nee adengile mɔɔ ebava wɔali gyima la anwo.

BODANE/ MDO GYI YE NYE ZO LA 3&4: BAGUANU EDENDELE YEE ADWELIE KELATA EHLELE

Baguanu edendele yee adwelie kelata abohilele

Baguanu edendele:

Baguanu edendele ehlele le adenle mdo yedua anee foonwo nee ehlele sekelenee zo yeto nrelalee yemaa kengavole la. Baguanu edendele ehlele enle debie mdo nee kolakoladule nwobie le ngakyile kpaziwke bie a.

Adwelie kelata

Ehye le ngelehele ne mo ko mdo bedua adwelie ngelata ne mo azo beto nrelalee bemaa menli foonwo la. Adwelie kelata ngelehele ne da ali wo adwelielile nee nolobole ngelata ne mo anu.

Ndenle mdo bedua zo bekele baguanu edendele la

Saa enwu menli mdo eto nrelalee ne wamaa be la, tidweke ne mdo eto nwole nrelalee ne la na ebo ninyene mdo baboa amaa wado nrelalee ne la agboke agboke ewie a, akee yedwu meke mdo ekele wo baguanu edendele ne a. Dwo ke wo baguanu edendele ne nyia ngyenu nna ehye;

1. **Evelele/Ahyebizale:** Dwo ke edi moa ebiza menli mdo eto nrelalee ne wamaa be la ahye na eda e nwo ali ekile be. Die be wo anyeliele adenle zo.
2. **Mukenye:** Bo mdenle ke ebala tidweke ne mdo eka nwole edweke la ali wahile menli mdo eto nrelalee ne wamaa be la.
3. **Baguanu edendele mumua ne:** Dwo ke enwu mdo ebaha wava tidweke ne anwo la koooti.
4. **Adwulalee:** Bo mdenle ke ebamaa wo tievoma ne aha ezinzele nu. Dwo ke meke biala benya debie bedwenledwenle nwole.

Ndonwo

Mediema kilehilevolema nee agonwolema, mebiza be koooti ahye o! Ene kenle ye mdo le ewiade amuala "kpokedele kenle" la. Medame Koame Ato, me nee be badende ava nvasoe mdo be agboke nu ekpundile wazowazo le la anwo. Dwo ke menli nyia anwosesebe na bete kpoke. Adwuleso subane ngakyile nee ninyene mdo maa ye nwo to ye wo ye ebelabole nu la emaa yeye mgbonle, na ehye ye ezulole maa ye kpokedele. Ye nwonane nu ekpundikpundile enle ke nye mdo anu ye se kolaa na yeaboa ye kpokedele a. Yekola yeye ehye wo meke mdo yeye ngyehyeele mdo bamaa yeakpundikpundi ye agboke nu dahuu biala a. Menli ta ka ke molebebo ne a ye se a. Zohane ati, agonwolema, bebo o bo ene na bemmakpo aze.

Ke besi bekele adwelie kelata la

1. Kponde wo tidweke ne. **Ebahola** wava e nye wazie tidweke ko anwo wo adwelie kelata ko anu.
2. Dwenle menli mdo eto nrelalee ne wamaa be la anwo. Duzu edweke a belebizebiza beava tidweke ehye anwo a?
3. Booboa adwenle mdo belie bedo nu nee ninyene mdo baboa wo la anloa.

4. Kεle adwenle nzuzule maw ebalua zo wahaεle la nee ye tidweke ne maw.
5. Kεle maw wawuzu nwole la.
6. Kpa nu.

Adwelie kelata ndonwo

Nvasoe maw waw daye ye anee maw yefa yesukoa nwoma azo la

Kemaw bele sukoavoma maw waw sukunwio la, bie a beta benwu ke be anee maw befa bedi adwelie nee maw befa besukoa nwoma la kakyihakyi meke biala. Asoo bedenla bedwenle nvasoe maw waw bedabe anee maw befa besukoa nwoma la azo w?

Nvedenvedenu kaw zo da ye ali ke, sukoavoma maw ebe waw be suazo anee ne anu la bow madenle waw nwomazukoale nu, bow egengale nee ehelele. Oboaleke awie anee maw aka la maw onyia adiabo waw aneezukoale nu na oboa omaa osukoa anee fofole oboka nwole na ote ninyene kpomgbondee bie maw abo maw onve fee a.

Bieko, awie anee maw aka la maw ote ye maandee agyadee ne abo kpale na oye odaye mumua ne nzonle. Anee nee maandee a tu a, zohane ati, saa sukoavoma kola fa be anee ne di ngitanwo a omaa benwu be nzi adenle na bekile anyenzole waw be maandee ne anwo.

Maw boka ye la, debiezukoale da ye ali ke, sukoavoma maw anloa ede waw be anee ne ehanle nu la adwenle nu buke na omaa benyia fasie, ngyegyele nloa sobe le na bedwenle beko moa. Oboaleke, anee ne maw ahenle ka la anu a okola obw adwenle, odi adwelie maw ole fawwaw na obw kpoke maw anwo hyia la a.

Adwulalee, ohya ke ekeva waw anee maw eka la ekeli gyima amaa wawali konim waw nwomazukoale nu, wawola wawhile waw maandee ne na wawanyi waw adwenlenu. Kemaw bele sukunwio nu sukoavoma la, ohya ke bekelie be anee ne maw beka la bekedo nu, bow waw meke maw belesukoa anee ngakyile na eza belebow adenle waw gyinlabelle maw bekponde ke benyia ye waw nwomazukoale nu la.

Ezukoaledde Gyima

1. Kilehile baguanu edendele anu.
2. Kilehile adwelie kelata anu.
3. Woww adwenle waw baguanu edendele nee adwelie kelata subane ne maw anwo.

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.

SONEA TTILI

Sonea Gyinlabel 2: Sukoanyia mɔɔ gyi ndelebebo zo

- Wowɔ adwenle wɔ baguanu edendele nee adwelie kelata nwo.

Sonea Gyinlabel 4: Dwenle kɔ moa

- Kɛle baguanu edendele anzɛɛ adwelie kelata mɔɔ le edendekpunli keye nsa mɔɔ kile nvasoe nee ngyegyeye mɔɔ anyeliele akpɔsahɔle le ye wɔ nyambɔyia ne azo la.

Ezukoaledes Bodane

- **Kelē** agonwōlē kelata
- **Kelē** gyimanu kelata

BODANE/MOJO GYI YE NYE ZO LA 1&2: **GYIMANU KELATA NEE YE NGYEHYELEE**

Gyimanu kelata

Gyimanu kelata a le kelata mo yekelē yekōmaa gyima ngakyile mo di ngyehyelee nee adengile fōnwo bie mo azo la. Odua ngyehyelee mo di munli la azo na o fa anee mo ekpunli ne die to nu ke o le fōnwo la o di gyima wo kelata ne ehelēle nu la.

Gyimanu kelata kola ye adenle ngakyile mo bēdua zo be nee gyimanu mgbanyima di ngitanwo a.

Ndenle mo yēdua zo yekelē gyimanu kelata la

1. Fa ahyebizale mo le fōnwo le ke “Yemenle/ Yemenle-aye” anzeē “Awie mo okevale o nwo la” bo o bo.
2. Fa anee mo le fōnwo la di gyima na mmadi gyinlabele mo ewo nu la anzi.
3. Dua ngyehyelee kpōkyee ne mo le kelēvo ne adolēse ne, kenle ne, dievole adolēse ne yeē tidwēke ne azo.
4. Fa anee mo di munli, aneemela tagyee nee ehelēle sēkelēnee fōnwo di gyima.
5. Fa ngakyele nōma wula nu, saa ohyia a.
6. Fa adwulalee mo le fōnwo le ke “Wo nōhadivo,” la dwula ye, akee fa e sa wula o bo na kelē wo duma.

Gyimanu kelata subane

1. **Kelēvo ne adolēse:** Edawo mo ekelē kelata ne la adolēse ne ba e sa fema zo anwuma.
2. **Kenle:** ehye a le kenle ne mo elēkelē kelata ne la.
3. **Dievole ne adolēse:** Ehye ba e sa bene zo wo kenle ne abo.
4. **Ahyebizale:** Ahyebizale mo le fōnwo la (Yemenle, Yemenle Ebambe, Yemenle Kpanuvole nee mo eha la).
5. **Tidwēke:** Tidwēke mo le fōnwo mo kile deēmōti elēkelē kelata ne na bēva ngelelera ngokoatee bēhele la. Ehye le kpuyia ne sikalēpele.
6. **Mukenye:** Fa edendēmunli ezinra mo anye la eke na okile deēmōti elēkelē kelata ne la buke o nye.
7. **Edendēkpunli ne mo:** Adwenlekpōke ko biala hyia o ti anwo edendēkpunli. Saa efa edendēkpunli ngyehyelee ne edi gyima a oboa omaa dievole ne te agbōke mo elēkile ye wo kelata ne anu la abo.

8. **Adwulalee:** Wɔ kelata ne awielee, ɔwɔ ke kelewo ne sia kile agbɔke titili ne mɔ mɔ wɔ kelata ne anu la bieko.

Kakye ehye: Wɔ gyimanu kelata ehelele nu, ɔhyia ke emaa ɔ nye da eke, ɔye sikale mɔ gyi kpɔke zo na ɔdua ngyehyelele fɔɔnwo zo. Bɔ mɔdenle ke ebava ene nee anee mɔ le fɔɔnwo la wɔali gyima na wɔava ngyehyelele fɔɔnwo ne azo amaa bealie beado nu esesebe.

Ɛzukooledɛ Gyima

1. Meke ne boni anu a gyimanu kelata anwo hyia a?
2. Kele na kilehile subane mɔ gyimanu kelata le la na fa ndonwo mɔ hyia la sua ye.

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**
 - 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.*

SɔNEA TITILI

Sɔnea Gyinlabelɛ 2: Sukoanyia mɔ gyi adwenle-ndelebebo zo

- Kilehile subane nsa mɔ gyimanu kelata le la.

Sɔnea Gyinlabelɛ 3: Ɛdwenlenle fɔɔnwo

- Kele kelata kɔmaa wɔ belemgbunli na ka anyuhɔle gyima nsa mɔ hyia wɔ wɔ sua ne azo la.

Sɔnea Gyinlabelɛ 4: Dwenle kɔ moa

1. Kele kelata kɔmaa wɔ Maangyeba Abɔɔba Kpanyinli ne na kilehile nzenzalee nsa mɔ eho zo wɔ wɔ suazo la. Ɔwɔ ke nzenzalee ehye yee mɔ le nvasoe yee ngyegyeye la.
2. Ɛkele kelata ne ewie a, kele ngilenu ekyii mɔ kilehile anee ne mɔ evale elile gyima la sua ye na kile ke yezi yeli bodane ne anwo gyima la.

BODANE/MOJO GYI YE NYE ZO LA 2: AGONWOLE KELATA

Agonwole kelata

Agonwole kelata a le kelata mo yekere yemaa ye gonwo mo anze ye abusua ne amaa beanwu mo ekere zo wo ye ebelaole nu anze yefa yebiza be akpake nu la. Meke donwo ne ala yekere agonwole kelata yemaa ye nwo sonla, awie mo bikye ye, anze ye gonwo.

Ndenle mo bedua zo bekele agonwole kelata la

1. Owo ke kelevo ne adolese ne ko e sa fema zo anwuma.
2. Fa kenle ne toa zo wo e sa fema zo anwuma.
3. Fa ahyebizale bo o bo na fa **ezinzele** sekelenes sua ye. Ndonwo a le 'Adiema Koame,'
4. Kere mukenye ekyii mo kile deemoti **ekerele** kelata ne la.
5. Fa edweke mumua ne edendekpunli ne mo todozo zo.
6. Fa adwulalee nrelalee mo le donwo la dwula ye na da e nwo ali.

Agonwole kelata subane

1. **Kelevo ne adolese:** Wo adolese ne a le debie mo li moa mo owo ke ekere a. Ohyia ke ekehele ehye wo kelata ne anwuma wo e sa fema zo. Okile kelata ehelele ne molebebo. Owo ke ekere debie biala mo kile e nzi adenle la.
2. **Kenle:** Kenle ne mo ekerele kelata ne la owo ke ba adolese ne abo.
3. **Ahyebizale:** Ahyebizale mo le ke 'Me nli,' Me gonwo Ala', 'Me gonwo kpale,' nee mo eha la.
4. **Mukenye:** Deemoti ekerele kelata ne la da ali wo alimoo edendekpunli ne anu. Ebahola wabiza dievole ne akpake nu wabo o bo. Eza ebahola wahile ye ke, ele anyelazo ke ote kpake na o sa baha wo kelata ne. Owo ke ehonlone ne mo li moa wo agonwole kelata ehelele ne anu la ye mo le anyeliele a.
5. **Kelata mumua ne:** Owo ke anee ne mo efa wahere kelata ne la ye mo la aze. Noko akee, ahenle mo ekere kelata ne wamaa ye la gyinlabela kola kile edwekemgbake, edendesinli nee edendemunli hole mo owo ke efa edi gyima la. Saa ekerele wamaa e gonwo a, ebahola wava anee mo e nee ye be mu nwio bete o bo na bedie beto nu la woli gyima. Saa ekerele wamaa kpinyinli a owo ke wo anee ne anwo te.
6. **Adwulalee:** Bo deemoti ekerele kelata ne la kpake wo adwulalee edendekpunli ne anu. Yemo a pe kelata ne sikale a. E nee kengavo ne eli nrelalee mo le ahundwole na oto enzoni nu la. Eza mmamaa e re le fi ke kengavo ne ehele ebua wo edweke ne anwo bie. Okile ehulole mo bele ye ke bekedoa be adwelielile ne azo la.
7. **Awielee nrelalee:** Yenle awielee nrelalee kpake ko mo gyi **eke** ne maa agonwole kelata ehelele a, emomu **ehye** gyi ahenle ne mo **ekere** wamaa ye la anwo zo. Akee **ewie** a, fa wo duma wula o bo. **Ehye** mo a le awielee nrelalee bie mo;
 - a. **Ehulole** ngome
 - b. Agonwole kpale
 - c. **E** ti ngoane
 - d. Mebiza wo

Kakye ehye: Wɔ agɔnwolɛ kelata eɛɛɛ nu, anee ne mɔɔ befa beɛi gyima la gyi ahenle ne mɔɔ bekele kelata ne beamaa ye la anwo zo. Bele ngelata mɔɔ yekɛle yɛmaa ye gɔnwo mɔ nee ye nwo amra la. Bɔ mɔdenle kɛ ebava eneɛ nee anee mɔɔ le fɔɔnwo la wɔali gyima na wɔava nyehyeɛes fɔɔnwo ne mɔɔ wɔ agɔnwolɛ kelata nwo la wɔali gyima.

Ɔwɔ kɛ kilehilevolɛ ne da ɔ nwo zo kɛ sukoavoma ne mɔdenlebolɛ guabelɛ ne mɔ bayɛ ngakyile.

Ezukoalɛdeɛ Gyima

1. Meke boni anu a bekele agɔnwolɛ kelata a?
2. Kɛɛ na kilehile subane mɔɔ agɔnwolɛ kelata lɛ la anu.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class activities

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

Group work/collaborative learning

1. In mixed-ability groups

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

2. Whole class activity

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

SONEA TITILI

Sonea Gyinlabel 2: Sukoanyia maw gyi adwenle-ndelebebo zo la

- Kilehile subane maw agonwole kelata le la nsa anu.

Sonea Gyinlabel 3: Edwenlenle fawwo

- Gyinla tidweke ne maw wa aze eke la azo kele agonwole kelata.

Kele kelata to esale fele e gonwo ke arela wa awole kenle ewole elile ne.

Sonea Gyinlabel 4: Dwenle ka moa

- Kele agonwole kelata maw fale e gonwo awole kenle ewole elile maw yedo esale yewe wa la anwo. Ekele kelata ne ewie a, kele ngilenu ekyii maw kilehile anee ne maw ewale elile gyima la anu sua ye na kile ke yezi yeli bodane ne anwo gyima la.

Hint



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

WEEK 13

Ezukoaledes Bodane: *Dua aneeshakyile ndenle ngakyile ne mɔ azo kakyi anee ko kɔ fofole nu (edwekɛmbɔkɛ ehakyile, mɔ gyi ndelebebo zo, mɔ gyi kakyivole ne ndelebebo zo nee mɔ ehala)*

BODANE/MƆƆ GYI YE NYE ZO LA 1 & 2: ANEESHAKYILE

Aneeshakyile

Bodane mɔ gyi ehye azo la a le kɛ, yɛfa ndelebebo mɔ wɔ **anee ko** anu la yɛahɔ **anee fofole** nu. **Alimoa anee** ne a le mɔ behele egengadee ne wɔ nu la yɛ **mɔ tɔ zo nwiɔ** ne la a le anee ne mɔ ekakyi egengadee ne wɔahɔ nu la.

Aneeshakyile ehilele

Aneeshakyile ehilele hyia ndenle mɔ le ngyehyelee fɔɔnwɔ na ɔbaboa sukoavoma amaa beanyia sukoanyia mɔ bamaa beanleenlea anee nu, beanyia egengadee bie anu ndelebebo wɔ anee ko anu na beahakyi beahɔ anee gyene nu la. Moale adengile mɔ baboa wɔ la a wɔ eke la:

1. **Mɔlebebo:** Kilehile **ɛweene** mɔ la aneeshakyile nee aneebohilele avinli la na kile maandee mɔ anee ne vi nu la anwo nvasoe ne.
2. **Egengale sukoanyia enyianle:** Nwu ye kɛ sukoavoma kola kenga alimoa anee ne na bete ɔ bo.
3. **Egengadee nu enleenleanle:** Kile sukoavoma ne maa behola behile egengadee ngakyile, anee eneɛ, bodane nee menli mɔ egengadee ne kɔ amaa be la.
4. **Dua aneeshakyile ngyehyelee ndenle zo:** Ye ndenle **ehye** mɔ nzonle:
 - Kɛ edwekɛmbɔkɛ ne mɔ ndelebebo si de la yɛ ndelebebo mɔ **egengadee** mumua ne le la.
 - Mɔ anee ne anu maandee ne die to nu la.
 - Anee mɔ bevea ɔ nye la nzonleyele.
 - Edwekɛmbɔkɛ mɔ tu bɔ nu la.
5. **Sukoa aneeshakyile:** Fa **egengadee** mɔ le sikale na nuhua **ɛnye** se la bɔ ɔ bo na akee wɔahɔ mɔ le kpomgbondee la azo.
6. **Gyinla fɔɔnwɔhilele nee pelepɛlelile zo:** Si sukoavoma ne adua maa **bɛgyinla** ngilenu nee gyinlabele mɔ **egengadee** ne le la azo tela kɛ bekeli edwekɛmbɔkɛ ne mɔ ndelebebo nzi dɔɔnwɔ dɔɔnwɔ.
7. **Dua adwuleso moale ndenle zo:** Dua adwuleso aneeshakyile ndenle zo, edwebohilele mbuluku, yɛ adwuleso moale ndenda zo – Ɔwɔ kɛ bekile sukoavoma ne kɛ bebazi beava moale ninyene ehye mɔ beali gyima la ɔluake ye eyeɛ enla aze.
8. **Mɔbɔnuyele nee nwɔle adwenlehilele:** Si sukoavoma ne adua maa benleenlea be gɔnwɔ mɔ anee mɔ bekehakyi la anu na beha nwɔle edweke mɔ ɔfɛta la.

9. **Kponde egengadee maa gyi bodane kpakyee bie maa azo la:** Neenlea aneeshakyile egengadee ngakyile maa gyi bodane kpakyee bie maa azo la (ndonwo; maa gyi mela, ayileyele, anzee be sa anloa gyima bie azo la) amaa beabe.
10. **Maa beha zo bezukoa:** Boa sukoavoma ne maa bebɔ be adwenle kpake ke bekenya adenle bekezukoa amaa beanya aneeshakyile nwo sukoanya maa baboa be la.

Kakye ehye:

Kakye ke ebagyinla wa sukoavoma ne gyinlabela nee maa behya nwole moale la azo na wava moale maa ofeta la waboa be.

Ndenle ngakyile maa bedua zo bekakyi anee la:

Ye le ndenle ngakyile maa yedua zo yekakyi anee a, bie maa a le:

1. **Aneeshakyile maa gyi edwekemgbake ne maa ndelebebo zo la:** Ehye kile aneeshakyile adenle maa bedua edwekemgbake ne maa ndelebebo zo befa edwekemgbake fofole besie be gyake anu la.
2. **Aneeshakyile maa gyi ndelebebo maa egengadee mumua ne le la azo la:** Ehye le aneeshakyile maa gyi ndelebebo mumua ne maa egengadee bie le la azo la.
3. **Aneeshakyile maa gyi maandee zo la:** Ehye le aneeshakyile maa yedua maa maandee ne die to nu la azo a yekakyi la.
4. **Aneeshakyile maa gyi ngyehyelee foonwo bie azo la:** Ehye le aneeshakyile adenle maa benea ninyene maa alimaa anee ne le la azo foonwo a bekakyi beko anee gyene ne anu la.
5. **Aneebohilele:** Ehye le be nloa anu aneeshakyile maa ta finde ayiamgbale, guabale anzee edwekelile bo la.
6. **Aneeshakyile maa gyi kakyivole ne ndelebebo zo la:** Ehye le aneeshakyile maa gyi ahenle maa kakyi anee ne la ndelebebo maa kkenya ye wa egengadee ne anu la. Anee kakyivo ne kola ye ninyene ne bie fi nu na ofa bie oboka ye na amaa egengadee ne kakyi.
7. **Aneeshakyile maa gyi ndelebebo zo la:** Ehye le aneeshakyile adenle maa bedua ngilenu nee bodane foonwo maa alimaa egengadee ne le la azo a bekakyi beko anee fofole nu ke maa ode la tela ke yekegyina edwekemgbake ne maa ngilenu angome azo la. Adenle ehye dua gyinlabela, bodane, menli, eweene nee koyele maa la anee nwio ne avinli la azo.

Kakye ehye:

Ye le ndenle donwo maa yedua zo yekakyi anee a noko akee gyinla ehye ala azo.

Aneeshakyile ezukoale

Aneeshakyile ezukoale gyima bie maa a wa eke la:

Kakye ehye:

Owa ke kilehilevole ne maa sukoavoma ne egengadee maa behela ye wa Nrelenza nu la na bekakyi beko Nzema nu.

Eza ɔwɔ ke ɔgyinla sukoavoma ne anwosesebe mɔɔ bele ye la azo na yeava egengadee ne yeamaa be. Mɔɔ beleko be nyunlu la enee nuhua elemia, ehye bamaa beanyia sukoanyia mɔɔ le fɔɔnwo la.

1. **Edendemunli sikale (mɔɔ nuhua enye se la):** Dua anee ne fɔɔnwo aneemela, ye aneemela zo kakyi edendemunli fi Nrelenza nu kɔ Nzema nu.
2. **Anee mɔɔ anye fea la:** Sukoa ke ebazi wɔahakyi anee mɔɔ bevea ɔ nye, mɔmoane anee yee edendedenle.
3. **Edendekpunli ezinra:** Kakyi ndelebebo mɔɔ edendekpunli ezinra bie le la kɔ anee fofole nu.
4. **Egengadee mɔɔ gyi bodane kpɔkyee bie azo la:** Kakyi egengadee mɔɔ gyi bodane kpɔkyee bie azo la (ndonwo; mɔɔ gyi mela, ayileyele, anzee be sa anloa gyima bie azo la) na dua zo sukoa edwekemgbake bie mɔ mɔɔ anwo hyia wɔ bodane kpɔkyee zohane anwo la.
5. **Ngelɛledweke egengadee:** Kakyi ngelɛledweke (ndonwo; edwekedwendole, adawuzinra) na fa sukoa ke ebazi wɔakyi kelevo ne subane nee edwekpomgba ne la.
6. **Adwelie ngelata nu adawu:** Kakyi adwelie ngelata nu adawu na dua zo sukoa ke ebazi wɔahakyi mɔɔ belie bedo nu la wɔahɔ Nzema nu la.
7. **Menli nwɔ adwelielile:** Kakyi adwelie mɔɔ menli nwɔ elɛdi la na dua zo kakyi bodane nee enele mɔɔ tendevoma ne elefa ali ngitanwo ne la kɔ Nzema nu.
8. **Aneehakyile ndotonwoyɛle:** Fa wɔ anee ne mɔɔ wɔhakyi la toto e gɔnwo mɔ edee nwo na dua zo nyia anyuhole.
9. **Be ti anwo aneehakyile:** Kele egengadee wɔ Nrelenza nu na kakyi kɔ Nzema nu amaa e sa ahola ye.
10. **Mobɔnyɛle nee nwole adwenlehilele:** Fa wɔ anee ne mɔɔ wɔhakyi la maa e gɔnwo na die ye dee ne na ko biala enleenlea ɔ gɔnwo edee nu na ɔmaa muale mɔɔ ɔfeta la.

Ezukoaledɛe Gyima

1. Kilehile aneehakyile anu.
2. Bobɔ ndenle nsa mɔɔ yɛdua zo yɛkakyi anee la.
3. Wowɔ adwenle wɔ aneehakyile ngakyile keye nsa anwo.
4. Wowɔ adwenle wɔ ninyene nsa mɔɔ yɛdua zo yɛkakyi anee la anwo.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

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

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

2. Group work/collaborative learning

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

3. Individual work

Individual learners translate aone 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.

SONEA TITILI

Sonea Gyinlabele 2: Sukoanyia maw gyi ndelebebo zo.

1. Kεε na kilehile ndenle ngakyile bie maw maw yεdua zo yεkakyi anee la.
2. Wowaw adwenle waw aneehakyile ngakyile bie maw anwo.
3. Wowaw adwenle waw subane maw aneehakyile le la anwo.

Sonea Gyinlabele 3: Edwenlenle fawwaw

1. Kakyi **εgengadeε** maw le edwekemgbake 300 la fi Nrelenza nu kaw Nzema nu.
2. Fa anee ne maw wawhakyi la to sukoavoma maw **εha** la anyunlu.

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.

ADDITIONAL READING

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



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

(a) Multiple choice

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

(b) Essay type

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

Edwɛkɛmiza ndonwo (Sample questions)

Section: Multiple Choice

Chye mɔ anu boni a enle enelekpoke ngyehyelee wɔ Nzema nu a ?

- A. KV
- B. VKV
- C. VK
- D. V

Saa yeka gyimalile a, ehye mɔ anu boni a ebahola wɔava mgbɔkye mɔfeme wɔavea ɔ bo a ?

- A. Aneemela ekpunli ehakyile
- B. Aneemela ekpunli emaanle
- C. Aneemela ekpunli evale
- D. Aneemela ekpunli dietonuyele

Ngýenu B: Èhelele (Essay)

Kilehile edwɛkɛmgbɔkɛ ehye mɔ anu na maa ko biala anwo ndonwo nwɔ.

- i. mgbɔkye mɔfeme
- ii. nyɛvole-aneeyele

Edwɛkɛmiza Ngyehyɛlɛ Ekponle (Table of Specification)

Week	Focal Areas	Type of question	DoK Levels				Total
			1	2	3	4	
1	Ènelekpɔkɛ	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
2	Ènele	Multiple Choice)	-	1	-	-	1
		Essay	-	-	1	-	1
3	Adwenle titili mɔ wɔ adwelielile nu la	Multiple Choice)	-	1	-	-	1
		Essay	-	-	-	-	1
4	Ègengale mɔ anu-mia Ègengale ndelɛnu	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
5	Mgbɔkye mɔfeme	Multiple Choice	-	-	1	-	1
		Essay	-	-	-	-	0
6	Mɔnukpɔkɛ	Multiple Choice	2	-	1	-	3
		Essay	-	-	1	-	1
7	Edwɛkɛmgbɔkɛ fofolɛ enyianle ndenle	Multiple Choice	1	1	2	-	4
		Essay	-	-	-	-	0
8	Èdendɛsinli	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1

Week	Focal Areas	Type of question	DoK Levels			Total	
			1	2	3	4	
9	Edendefoa nee ye ngakyile	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
10	Ehelele sekelenee	Multiple Choice	4	2	1		7
		Essay	-	-	1	-	1
11	Nwobiehanle	Multiple	1	2	2		5
		Essay	-	1	-	-	1
12	Gyimanu kelata nee ye subane	Multiple Choice	1	1	1	-	3
		Essay	1	1	1	-	3
	Total		15	13	17	0	45

Marking scheme

Section A: Multiple choice

1. Ehye mɔ anu boni a enle enelekpɔke ngyehyelee wɔ Nzema nu a ?

- A. KV
- B. VKV
- C. VK
- D. V

C. VK – 1 mark

2. Saa yɛka gyimalile a, ehye mɔ anu boni a ebahola wɔava mgbɔkye mɔfeme wɔavea ɔ bo a ?

A. Aneemela ekpunli ehakyile – 1 mark

Section B: Essay

- a. Mgbɔkye mɔfeme a le **aneemela nveyeba** anzee mɔfeme mɔɔ yɛfa yɛsi anzee yɛsɔ edwekekpɔke zo yɛmaa ye **ndelebebo** ne **kakyi** anzee **engakyi** la.
- i. Maa mra 4 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la wɔ ngilehilenu ne anu a.
 - ii. Maa mra 3 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la 3 wɔ ngilehilenu ne anu a.
 - iii. Maa mra 2 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la 2 wɔ ngilehilenu ne anu a.
 - iv. Maa era 1 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la 1-2 wɔ ngilehilenu ne anu a.

- b. *Nyevole-aneeyele le adenle mɔɔ anee bie dua zo **nyia edwekemgbɔke** fi anee gyene nu boka ye **edwekemgbɔke nwo** la.*
- i. *Maa mra 4 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la wɔ ngilehilenu ne anu a.*
 - ii. *Maa mra 3 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la 2 wɔ ngilehilenu ne anu a.*
 - iii. *Maa mra 2 saa edwekemgbɔke titili ne mɔ mɔɔ beheha nuhua la 1 wɔ ngilehilenu ne anu a.*

NGYENU 6: AGYALE MAANDEE NE

ƐZUKOALEDEE: MAANDEE NVƐYEBANVƐYEBA NEE MAANLE ƐBULƐ

Ɛzukoaledɛɛ Ngane 1: Maandɛ Nvɛyebanvɛyeba

Ɛzukoaledɛɛ Guabelɛ: *Fa nvasoɛ nee ninyene mɔɔ bɛdie bɛto nu wɔ Gana anɛɛ ngakyile agyale maandɛɛ ne mɔ anwo la toto nwole na wowɔ adwenle wɔ adwuleso ninyene mɔɔ ɛna ngakyile ɛra agyale maandɛɛ ne anu la anwo.*

Ɛzukoaledɛɛ Bodane Titili: *Te wɔ agyale maandɛɛ ne abo na fa toto Gana anɛɛ anɛɛ ngakyile ɛdɛɛ ne mɔ anwo.*

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 (sɔnea titili) for additional information on how to effectively administer these assessment modes*

WEEK 14

Ezukoaledes Bodane: *Wowo adwenle wo nyeele maa bedua zo bebu agyale maandee ne anwo maamule la na kile nvasoe maa wo zo la.*

MDO GYI YE NYE ZO LA 1 & 2: AGYALE

Agyale a le ngamɔnɔlile maa nrenyia nee raale maa enle mogya ko kelua maamela adenle fɔɔnwo ne azo kelie kedɔ nu ke betenla beabo edane anzee beaye kunli nee ye la.

Agyale maandee ne: Ehye le maandee adenle maa bedua zo beka nrenyia nee raale bebo nu ke kunli ne ye la. Wo Gana maanle ye anu, agyale maandee ne engyi menli nwio ne maa kulo be nwo la angome anwo zo. Nrenyia ne nee raale ne mbusua nee be nwo amra kɔɔɔti anwo wo nu.

Nvasoe maa wo agyale nee agyale maandee ne azo la: *Nvasoe bie maa maa wo agyale nee agyale maandee ne azo la a le ke, wo ye maandee ne anwo bane, woaa maa yekakyi maandee ne yemaa awole-ndoazo, mmaa menli embo ebela mgbane mgbane, maa bedie ngakula maa bekewo be la beto nu wo abusua ne anu, agɔnwolevale, koyele, anwobanebole, moale nee maa eha la.*

a. **Wo ye maandee ne anwo bane**

Bedua tete nyeele maa beye ye ye nla maa meke zo dedee yerado ye la azo a bebu agyale maamule ne a. Wo nu ke maandee ne anwo nyeele ne maa bie ehakyi edee noko akee wgyi tete edee ne azo.

Yedua adenle ehye azo yebɔ ye maandee ne anwo bane.

b. **Woaa maa yekakyi maandee ne yemaa awole-ndoazo**

Wo agyale meke nu, yeye nyeele bie maa maa le ke kɔkɔbole/abusua ne enwunle, asoazule ne nee maa eha la. Yekakyi nyeele ehye maa yemaa awole-ndoazo ne meke biala.

c. **Okile anyunlunya nee ebule**

Agyale maandee ne kile enilile nee ebule na owula agyalema ne nee be mbusua ne anyunlunya. Menli nwu agyalema ne ke beziezie be nwo bemaa agyale elobo ne, bebadenla beabo edane na beanlea mbada maa kevinde agyale ne anu la. Ehye maa benyia enilile nee ebule befi maanzinli maa bewo nu la anu.

d. **Okile koyele**

Agyale le abusua ngamɔnɔlile. Maandee ne ka mbusua nee agɔnwolema maa agyalema ne le be la bo nu. Bedi pelasili bebo nu na beye be nwo nzonle. Saa anee bie anu sonla kogya anee gyene anu dehele a, aka anee ekpunli nwio zohane wo nu na maa anzondwole nee koyele ba anee ngakyile nwio zohane avinli na aka maanle kpule ne.

e. **Maa bedie ngakula maa bekewo be la beto nu wo abusua ne anu**

Bedua agyale zo bedie mrale maa kevinde agyale elobo ne abo wo abusua nu anzee sua ne azo la beto nu. Agyale ne maa mrale ehye maa nwu ke beboka abusua ne na bele tumi ke bedi agya befa debie. Bieko a le ke, maa benyia adenle bekpunde be bo wo abusua elonwone ne anu.

f. *Agɔnwolɛvale*

Agyale maandee ne bɔ adenle maa menli sukoa be nwo be nwo na befa be nwo agɔnwolɛ. Eza ɔboa ɔmaa benyia subane kpale yee ezukoa moale befi be nwo ngoko. ɔmaa be nla nwo adenle. Agyalema ne wɔ koyele nu wɔ anyeliele anzee alɔbɔle meke biala anu.

Agyale Ngakyile: Yele agyale adenle titili ngakyile nsa wɔ Gana. Beme a le Maandee Agyale, Aranenu Agyale yee Ngenlamo Agyale. Maandee agyale ne le mɔɔ gyi maamule zo la. Wɔ ezukoaledɛe ehye anu, yebawowɔ adwenle wɔ maandee agyale ne anwo. Maandee agyale bie mɔ anwo ndonwo mɔɔ wɔ anee ekpunli ngakyile bie mɔ anu la a wɔ aze eke la:

Nzema: Asoazule agyale, nvinlidunwele agyale, guadi agyale, nzadule agyale yee nwewe agyale.

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

Dagombama: Dieɲ, Nyuyɔ ɲmabu, Payafaa, Paya zubo, Zaɲ ti pua, Dɔyiri Paya, payipini

Anwɔnlama: Fomesɔ, Ahiasɔ, Akotsotso

Ngenlama: Hemɔfeemɔ, Kuayeli or kulayeli, Shia gbla

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

Nyelee mɔɔ kɔ zo wɔ maandee agyale mumua ne anu la: Nyelee mɔɔ wɔ agyale maandee ne anu la le ngakyile wɔ anee ekpunli ko biala anu. Yele nyelee ngakyile mɔɔ beye kolaa na agyale ne aho zo, agyale meke ne yee agyale ne anzi.

Kolaa na agyale ne aho zo la

Tete ne, enee sele a biza raale agyale maa ɔ ra a. Edwekemiza nee nvedenvedenu dɔɔnwɔ eyele kɔ zo wɔ mbusua nwiɔ ne avinli kolaa na agyale meke ne adwu. Beye ehye amaa beanwu ke be mra ne mɔ eleko aako kpale mɔɔ anzondwɔle wɔ nu la anu. ɔwɔ ke ɔye aako mɔɔ anu menli kulo sonla, ze nyele, le ndelebebo, le ebule na bekelie raale ne anzee nrenyia ne bekedo nu ke begya ye la. Benea benwu ye ke, agyalema ne enle menli mɔɔ le mogya ko a. Eza beye ehye amaa beanwu ye ke abusua ne mɔɔ be mra ne mɔ eleko nu la anu amra ne bie enle ewule mɔɔ le nzane a. Benea ewule ewule le ke avinli ewule, kokobe, mgbutike nee mɔɔ eha mɔɔ benwu be ke bele ewule etane etane la. Benea benwu ye ke abusua ne anu menli ne mɔ le menli mɔɔ le subane kpale a. Bekyi subane bie mɔ le ke nzabole, awulekadee, akyebe, mgbovonle na bekulo nyele, gyima esesebe, anwofamaa, nɔhalelile nee mɔɔ eha la.

Agyale meke ne

Saa nrenyia ne nee raale ne die to nu ke bekegya a, bekile kenle. Nrenyia ne siezie ɔ nwo na ɔkende wɔ abotane nu ke meke ne kedwu na yeahɔgya belera ne. Ninyene mɔɔ befa begya la dɔɔnwɔ ne ala le ezukoa nee nza. Bie mɔ a le ehye:

Kɔkɔbɔle nza: Ehye le nza mɔɔ raalegyavo ne abusua ne fa kɔnwu sele ne mɔɔ begya ɔ ra ne la na ɔgyinla zo ɔkile kenle mɔɔ agyale mumua ne kera zo la. Meke dɔɔnwɔ ne ala ɔle nza kpale akpandu ko yee nwɔle ezukoa ekyi mɔɔ ɔfeta la. Nyelee ehye buke adenle maa nrenyia ne maa ɔkola ɔkpɔla belera ne wɔ ɔ ze aako nu mɔɔ edwekemiza biala enle nu a. Meke ehye a nrenyia ne kola da ɔ nwo ali na ɔkile ke ɔbagya belera ne a.

Sele nza/ɔ ti nza: Ɔle belera ne ati nza. Meke dɔɔnwɔ ne ala ezukoa ekyi zua ye. Ehye noko di dasele ke kpavole ne eɣya belera ne.

Abusua nza: ehye le nza mɔɔ raalegyavo ne fa maa belera ne abusua ne amaa abusua ne ali nwole dasele ke belera ne eye awuvole.

Asoa/ Ɔ ti ezukoa: ehye le belera ne ati ezukoa mɔɔ raalegyavo ne tua maa belera ne ɔ ze la. Belera ne ɔ ze a kile ezukoa mɔɔ ɔbalie la a. Ezukoa ehye anu ye enlomboe.

Mesia ezukoa: Ɔle ezukoa mɔɔ raalegyavo ne tua maa belera ne amediema mrenyia ne mɔ ke bebɔ be diema raale ne anwo bane dedee yedwu agyale meke la. Meke dɔɔnwɔ ne ala, belera ne mɔɔ begya ye la amediema mrenyia ne mɔ a bɔ ezukoa mɔɔ bekeli la bole a.

Be nli akunlu fale: Ehye le edanle mɔɔ ezukoa ekyi mɔɔ ɔfeta la zua ye mɔɔ raalegyavo ne fa maa raale ne mɔɔ tetele belera ne la.

Saa eye mɔɔ yediedia be wɔ anwuma la efi eke ne a, ninyene ehye mɔ; abɔfo nza, atɔfole nza, ekegya/ngakyele, abaguadee nee mɔɔ eha la noko le ninyene mɔɔ bedielie a.

Agyale ne anzi

Saa bebɔ agyale maamule ne bewie a, beka agyale ndane ne na bekyekye agyale ne abo. Ehye pe nu a, betu agyalema ne fole na beye menli mɔɔ gyi agyale ne anzi la bekile. Bewie a, beye edene beye Nyamenle nee sunsum mɔɔ eha la mo ke bemaa agyale ne era awielee anzondwole nu la.

Kakye ehye: Atɔfoleliele maamule ne kola ba zo wɔ agyale meke ne anu anzee raalegyale ne anzi amaa raalegyavo ne aholo ava ɔ ye ne aho ye suanu.

Ezukoaledede Gyima

1. Kilehile agyale anu.
2. Bobɔ agyale ngakyile nsa mɔɔ wɔ wɔ maandee ne anu la.
3. Kile ndenle nnu mɔɔ kile ke agyale le nvasoe wɔ wɔ maandee ne anu la.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

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

b. Mixed-ability

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

c. 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.

SONEA TITILI**Sonea Gyinlabel 2: Sukoanyia maw gyi adwenle-ndelebebo zo**

1. Kile ndenle maw bedua zo begya raale wa wa maandee ne anu la.

Sonea Gyinlabel 3: Edwenlenle fawwo

1. Kilehile ninyene nsa maw sti menli ka agyale la.
2. Wowo adwenle wa nvasoe maw wa nvedenvedenu ne maw abusua ne ye kolaa na agyale ne aho zo la anwo.

Sonea Gyinlabel 4: Dwenle fawwo ka moa

1. Neenlea nvasoe maw wa agyale maandee ne azo la na kile ke asi oka agyalema ne, be mbusua ne nee ezuavole ne la.
2. Gyinla edile ngakyile zo na kile nvasoe nee ngyegyeye maw wa maandee agyale ne azo la.
3. Neenlea ke maandee agyale si ka mraale nee mrenyia gyima, mraale fanwodi nee maw menli ekpunli die to nu la.

Hint

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

WEEK 15

Ezukoaledes Bodane: *Fa agyale maandee ngakyile ne mo maa wo Gana la toto nwole.*

MOO GYI YE NYE ZO LA 1& 2: MAANDEE GYENE BIE MO AGYALE NWO MAAMULE

Agyale nee agyale maandee ne: Agyale a le ngamɔnɔlile mo nrenyia nee raale mo enle mogya ko kelua maamule adenle fɔɔnwo ne azo kelie kedoo nu ke betenla beabo edane anzee beaye kunli nee yelee la. Agyale maandee ne le maandee mo bedua zo beka nrenyia nee raale bebo nu ke kunli ne yelee la. Wo Gana maanle ye anu, agyale maandee ne engyi menli nwio ne mo kulo be nwo la angome anwo zo. Nrenyia ne nee raale ne mbusua nee be nwo amra kɔɔɔti anwo wo nu.

Maandee gyene bie mo agyale nwo maamule: Menli ekpunli ngakyile biala le ke besi bebu be agyale nwo maamule a.

Ndonwo ehye le Ngenlama edee ne

Wo Ngenlama maandee nu, saa mbusua nwio die to nu ke befa be mra ne mo beamaa beadenla ke kunli nee yelee a, bedie beto nu ke begya be nwo. Ngenlama die adwuleso agyale ndenle ne mo mo Keleseema nee Ngenlamoma agyale boka ye la to nu.

Sele mo kponde raale agya amaa o ra anzee nrenyia mo kponde raale agya ye la di moa kponde raale mo okulo ye la. Bedua agyale ngakyile ndenle ehye mo azo:

1. **‘Musunɔtswaa’** (Befa be nloa beto awie anwo zo) Saa raale elenrenze na ovi abusua kpale nu a, nrenyia bie abusua kola soa menli maa befa nzelelele beko abusua zohane anyunlu ke, saa raale ne wo kakula raale a bebamaa be ra mo o kakula nrenyia la agya ye, saa onyi a.
2. **‘Henɔbaatsɛɛ’** (Adenzelele mo vi kakula raale ne abusua ne eke): Saa kakula raale bie abusua ne nwu ye ke, abusua bie mo nuhua menli le subane kpale na kakula nrenyia bie wo abusua ne anu a, bebodo abusua zohane ke saa kakula ne nyi a bebamaa yeagya be ra raale. Saa kakula nrenyia ne abusua ne kponle zo a, abusua ne nea kakula raale ne kɔkpula meke mo be mu nwio bekenyi na bekegya la.
3. **‘Yoohewiemo’** (Bebiza bema be mra): Wo ehye anu, sele nwio kola di be nwo adwelie die to nu ke bebamaa be mra ne mo agya be nwo. Odwu meke ne bie a, nrenyia ne amediema mraale nee o nli a di agyale ehye anwo ngitanwo ne a.

Befa ‘Agboshimo’ (kɔkɔbɔle) a bebo agyale ne abo a, ‘Kpelemo ke Henɔtoobo’ doa ye (bedie beto nu na bedie aheda be nwo edanle). ‘Fotoyeli’ (tete ale mo beva abele nee nwole beye mo fele welera boka ye la) doa zo yee akee ‘Gbalaniihamo’ (o ti ezukoa) noko doa ye. Nyelee mo li awielee kolaa la a le ‘Yookpeemo’ (agyale mumua ne). Raale mo kehola keva maandee ehye anu keho awielee la a befele ye ‘Boi Ekpaa Yoo’ (Ndanle nsia raale)

Nvandema agyale maandee ne

Wo Nvandema maandee nu, ke mo o zo wo Akanema maanzinli nu la, sele a gya raale maa o ra nrenyia a. Saa sele ne nwu ye ke o ra nrenyia ne edwu agyale a, omaa ye etu ke o ebɔle na eza omaa ye azele ke ozo eya. Saa sele ye ehye kɔɔɔti maa o ra nrenyia a, adwenlekpake

ṁṁ ṁṁ ṁ nzi a le ke, ɔkponde ke ɔ ra ne te ɔ nwo na ɔdi ɔ ti anwo. Akee ɔkponde raale ɔmaa ye. Eza ɔmaa ye ɔ ti anwo sua. Awovole ne ṁṁ nee ye wowo adwenle wo agyale nwo. ɔdwo meke ne bie a, kakula nrenyia ne nyia belera ṁṁ yeva ɔ nye yedo ɔ nwo zo na ɔka nwole edweke ɔkile ye awovole ne ṁṁ na bebo nwole mgboloka bɛmaa ye.

Saa belera ne abusua ne kponle zo a, mbusua nwio ne bo be nvedenvedenuyele bo. Saa bewie be nvedenvedenu ne na kakula belera ne abusua ne die agyale ne to nu a, bebo kakula nrenyia ne abusua ne amanee ke beho zo bebu agyale maamule ne ṁṁ eha la. Kakula nrenyia ne abusua ne fa ninyene/ezukoa ehye ṁṁ maa kakula raale ne abusua ne.

- i. **‘Nhun enyim nsa’**: ɔle nza ṁṁ befa bɛmaa belera ne abusua ne, ṁṁ kile ke belera ne elie edo nu ke ɔbagya. Belera ne abusua ne bizebiza ɔ ti anu kolaa na bealie nza ne. Saa belera ne die to nu a, beno nza ne bekile ke belie be be sa amu nwio. Enee beye ehye Fole. ɔboaleke bedie bedi ke Fole le Nyamenle kenle ɔti ɔle anzondwole. Befele nza ehye ‘yoo/‘nyew/ ‘akwansere/kwanto nsa no’.
- ii. **‘Pon ekyir/kɔkɔkɔ’**: Nyelee ṁṁ to zo nwio wo agyale maamule ne anu la a le ‘kɔkɔkɔ’. Enee ɔle hyenapo toba ko yee ezukoa ekyi ṁṁ so enyele la.
- iii. **‘Bɔwdo-toa’**: Ehye le ezukoa ṁṁ befa bɛmaa belera ne ɔ ze ke ye ahatuale ɔlua ye evele ṁṁ yeve ɔ ra ne anwo too yedwu agyaleho la. Enee ɔle ezukoa nee hyenapo ṁṁ befa bɛmaa belera ne abusua ne bekile anyezole ɔluake benlea belera ne ɔvi ye mbɛda nu dedee yeradwu ye mgbanyileka la.
- iv. **‘Tamboba’**: Ehye le ezukoa ṁṁ befa bɛmaa belera ne ɔ nli ke ɔva ɔzie ndanle ṁṁ ɔvale ɔdwule belera ne wo meke ṁṁ enee ɔle beda la agyake anu a. Ehye le ezukoa bie ṁṁ raalegyavo ne abusua nea a ɔso enyele na befa bɛmaa belera ne ɔ nli la.
- v. **‘Tsinsa/dase’**: Ehye le hyenapo nee ezukoa. ɔle agyale mumua ne sekelenee. Saa nrenyia ne tua agyale ne anwo debie biala na yeandua ‘tsinsa’ ne a enee agyale ne etedile munli. ‘Tsinsa’ ne a di agyale ne anwo dasele a. Befaa besie.
- vi. **‘Tsir adze’**: Ehye le ezukoa ṁṁ bedie befi raalegyavo ne eke, ɔle gya anzee befa bekponde gya bɛmaa belera ne. Bele diedi ke ewolebole kola ba, saa ɔba ye ke ewolebole ba a, belera ne banyia gya ṁṁ ɔbalua zo na ɔ sa aho ɔ nloa a. Bieko, mamoane ne enee abusua ne bie kola koto kake nu, ɔti abusua ne bie fa zohane ezukoa ne tua kake ne. Enee ezukoa ehye le koatee.
- vii. **‘Akontan-sekan’**: Ehye le ezukoa ṁṁ befa bɛmaa belera ne adiema nrenyia. Belera ne adiema nrenyia ne a bo ezukoa ṁṁ ɔkelie la bole a. Adwenle ṁṁ wo ehye anzi la a le ke, ɔ diema nrenyia ne a ebo ɔ nwo bane evi mrenyia gyene nwo a. Ehye ati, ɔwo ke kunli ne to konlende maa ye amaa yeahola yeabo ɔ diema raale ne anwo bane kpale.
- viii. **‘Asafo nsa’**: Maanlema ne noko die nza fi belera ne ɔ hu ne eke ɔluake bebo ɔ nwo bane dedee yedwu ye agyale meke. Nza ehye noko di dasele ke kakula belera ne eye awuvole, zohane ati ezuavole ne enlea ke ɔbazi ɔ nee mrenyia ṁṁ eha la azia la.

Saa bebu maamule ehye ṁṁ amuala bewie a, bebo ye nolo ke belera ne vea nrenyia ne asa na nrenyia ne di ɔ nwo ezonle. Beyeye azebina nee azebela ṁṁ bedi munli wo mbusua nwio ne anu la ke, beboa na bedu be fole wo be agyale adendule ne anu. Beye edene befa maamule ne beba awielee.

Ehye anzi, kunli ne maa ɔ ye ne ezukoa ɔmaa ɔtoto ninyene maa ɔbahyia nwo ɔ agyale elobo ne abo na ɔfa bie ɔto be agyale alee maa li moa la. Befele alee ehye ‘edziban kese’ anzee ‘nkwansen kese’. Befele alee ne beko kunli ne ɔ ze aako nu. Betɔ esale befele mbusua, agɔnwɔlema nee alɔvole bɛmaa bebadi alee ne bie. Ye nɔsolɛ nu, yele ne toa ɔ hu ɔ ye agyale aako nu. Betu menli maa raale maa anye evi la, la be nloa na befa raale ne beko ye agyale aako ne anu. Eke ne a agyale adendule ne bo ɔ bo a.

Ɔwa ke ahilehilevole ne maa nee sukoavoma ne fa Gana agyale maandee ngakyile ne maa toto nwole ɔ ezukoaledɛe ehye abo. Ehye keboa sukoavoma ne amaa be nye alie maandee ngenlema ne maa maa beta agyale ngakyile ne maa anwo la anwo.

Ezukoaledɛe Gyima

1. Kilehile ke besi bebu agyale maandee nwo maamule ɔ anee ekpunli ngakyile nwiɔ anu la. (Dagombama nee Damgbema anzee Nzemama nee Anwɔnlama nee maa eha la)
2. Kilehile koyele nee eweene maa la anee ngakyile ne maa agyale maamule ne avinli la.

PEDAGOGICAL EXEMPLARS

1. Problem based learning

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

Some pointers

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

2. Group work/Collaborative learning

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

SONEA TITILI

Sonea Gyinlabelɛ 3: Edwenlenle fɔɔnwo

1. Kilehile kɛ besɪ bɛbu agyale maandɛ nwo maamule ne wɔ anɛɛ ekpunli ngakyile ne mɔ anu la. Kpondɛ koyɛɛ nee ɛweɛne mɔɔ la bɛ avinli la.
2. Kilehile gyima mɔɔ maanle mgbanyinli, mbusua mgbanyima nee maanlema ne di ye wɔ agyale maamule ne anwo la.

Sonea Gyinlabelɛ 4: Dwenle kɔ moa

Adenle boni azo a bɛfa enililɛ bɛmaa raale wɔ Gana anɛɛ ekpunli bie mɔɔ ɛ nye die bɛ agyale maamule nwo la a.

WEEK 16

Ezukoaledes Bodane: *Wowɔ adwenle wɔ adwuleso ninyene/nyeleɛ mɔɔ ɛva ngakyile ɛra maandee agyale maamule ne anu la.*

Mɔɔ GYI YE NYE ZO LA 1 & 2: AGYALE NEE YE ADWULESO NINYENE/NYELEɛ BIE Mɔ

Maandee Agyale ne le maamule adenle mɔɔ bɛdua zo bɛka nrenyia nee raale bebɔ nu ke kunli ne yele la. Wɔ Gana maanle ye anu, agyale maandee ne engyi menli nwiɔ ne mɔɔ kulo be nwo la angome anwo zo. Nrenyia ne nee raale ne mbusua nee be nwo amra kɔsɔti anwo wɔ nu.

Adwuleso ninyene/nyeleɛ mɔɔ ɛva ngakyile ɛra maandee agyale maamule ne anu la: Adwuleso nyeleɛ mɔɔ ɛva ngakyile anzɛɛ nzenzaleɛ mɔɔ le nvasoɛ anzɛɛ ngyegyeye ɛrawolo maandee agyale ne anu la bie mɔ anwo ndonwo a wɔ aze eke la:

- a. **Nwomazukoale:** Nwomazukoale mɔɔ ɛkpogya ɔ nwo zo la ɛwula menli anwosesebe, bɔbɔ mraale, ɛmaa bekola besi gyinla wɔ be agyale nee ninyene mɔɔ kɔ zo wɔ be ebela ebɔle nu la anwo. Meke dɔɔnwo ne ala, agyalema ne a kile meke mɔɔ ɔwɔ ke bebu agyale maamule ne a yɛɛ nyeleɛ ngakyile mɔɔ ɔwɔ ke finde agyale maamule ne anu la.
- b. **Dasanli fanwodi:** Nolobɔle mɔɔ ɛleko zo wɔ dasanli fɔnwodi nwo nee ke mrenyia nee mraale suzu be nwo la ɛva nzenzaleɛ ɛra tete agyale maamule ne anu. ɛhye mɔ bie a le, ndenle mɔɔ kile mraale kyɛfoa wɔ agyadeɛ ɛhyele nee agyalile nu wɔ maandee bie mɔ anu la.
- c. **ɛzonlenle:** ɛzonlenle le ke keleseene, ngenlamo nee ɛzonlenle ngakyile mɔɔ ɛdɛle aleɛabo la ɛva nyeleɛ nee mɛla ngakyile ɛrawula agyale maandee ne anu, mɔɔ ɔdwu meke ne bie a, nyeleɛ zɔhane bafea ye maandee ne anu a.
- d. **Gyima nee tenlabele kpale:** Gyima nee tenlabele kpale ɛmaa menli adenyia mɔɔ maa bekile awie mɔɔ bekehulo ke bekegya ye nee ke besi bekulo agyale maamule ne la.
- e. **Adendule:** Saa menli tu adenle kɔ azuamgbale ne mɔ azo a, bekɔsukoa maandee nee nyeleɛ ngakyile na ɛhye da ali wɔ ye agyale maamule ne anu.
- f. **Adwuleso ngitanwolile nleka nee nwole akadeɛ:** Ndenle mɔɔ yɛdua zo yɛdi ngitanwo wɔ adwuleso meke ye anu la ɛmaa menli ɛyiale, nrelaleɛdole nee ke besi bɛdi adwelie la ɛhakyi na ɔlua zo yeva ngakyile yera ye agyale maamule ne anu.
- g. **Mɛla ɛhakyile:** Nzenzaleɛ mɔɔ ɛra mɛla nee ngyehyeleɛ nu la, mɔɔ bie a le ye maandee agyale ne anwo mɛla mɔɔ beva bɛwula maanle ne mɛla ɛreladane ne anu la ɛha ye maandee ne.
- h. **Nyɛvole maandee ɛvale nee ewiade koyele:** Adwenle ɛhyele nee maandee gyene ɛzukoale ɛmaa maamule nee nyeleɛ gyene bie mɔ ɛrawolo ye maandee ne anu ɛmaa ngakyile ɛra nu.

- i. **Nzenzalee mɔɔ ba awole-ndoazo meke bie anu la:** Nzenzalee mɔɔ finde ninyene mɔɔ yedie yeto nu nee diedi mɔɔ yeɛ ye wɔ awole-ndoazo meke bie anu la ɛmaa yeva ninyene bie yeraboka ye agyale maamule ne ɛmaa ngakyile era nu.

Kɛ ɔkeye na yeazi adwuleso ninyene/nyelee mɔɔ ɛmaa ye agyale maamule ne mɔ bie ɛɛminli la adenle la:

Ɔwɔ kɛ yefa adwenle mɔɔ ɔɔ ye maandee ne anwo bane la na yɛdua zo yesi ninyene mɔɔ maa ye maandee ne ɛɛminli anzɛ kotia ye maandee wɔ ndenle etane zo la ade.

Ndenle bie mɔ mɔɔ ɔwɔ kɛ ɛnea la:

- a. **Maandee nu ɛmiemianle:** Ɔwɔ kɛ yemiemia nyelee mɔɔ yenwu kɛ ɔle kpale, maamela ye maandee mɔɔ ka ye bɔ nu na ɔkyekye ye abusua ne la anu kpale na yefa yedi gyima.
- b. **Ɛbule mɔɔ yefa yɛmaa menli nzuzule la:** Saa yefa ɛbule yɛmaa awie ko biala nzuzule anzɛ adwenlekpɔke mɔɔ ɔle ye la a, ɔbamaa beahile anyezɔle nee ɛbule beamaa ye maandee ne na benretoto ye aze.
- c. **Awole-ndoazo ekpunli ngakyile adwelielile:** Ɔwɔ kɛ mgbavole, mbelera nee mgbanyima ne mɔ tenla aze di adwelie, wowɔ adwenle wɔ ye maandee ne anwo na besuzu nyelee ngakyile mɔɔ ɔwɔ kɛ ɔfinde ye agyale maandee ne anu la anwo. Amaa mgbavole nee mbelera ne mɔ angoati ye anzɛ ande be nwo anvi nwole kolaa a. Adwelielile ehye nee adwenlenwowɔ ne bahola aboa amaa mgbavole nee mbelera ne mɔ ava ɛbule amaa maandee ne na beazi adwuleso ngyegyeye bie mɔ adenle. Yekola yesukoa debie yefi anee gyene maandee nu na yɛdua zo yekye sukoanwu nee nyelee kpale mɔɔ ɔfeta la.
- d. **Nwomazukoale nee Aduazile:** Ɔwɔ kɛ yɛdua nwomazukoale nee tenlabele kpale enyianle zo yesi menli adua yɛmaa befa ɛbule beamaa gyima mɔɔ maandee di nee mɔɔ yedie yeto nu kɛ ɔle kpale la. Ɔwɔ kɛ yekakyi ye tete agyale maandee ne yɛmaa ɔ nee kɛ ninyene ɛlesi ahakyi adwuleso meke ye anu la ye ko na yɛbo nvasoe mɔɔ maandee ne le la anwo bane.
- e. Ɔwɔ kɛ benea besɔ sonla tenlabele nu ninyene mɔɔ fa abodelɛhilele nee ngyegyeye bele sonla na ɔkola ɔko ɔtia agyale, mɔɔ bie a le ezukoa anwongyelele la anloa.

Ɛzukoaɛdee Gyima

1. Kile ninyene nsa mɔɔ eboa maandee agyale ne la.
2. Kile ninyene nsa mɔɔ eva ngyegyeye era maandee agyale ne anu la.
3. Kilehile ndenle nsa mɔɔ yɛbahola yealua zo yɛabɔ ninyene mɔɔ sonle bole wɔ agyale maandee ne anu la anwo bane na yeaminli a.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning

- a. Whole class discussion
 - i. 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.
 - ii. Learners contribute to explain five significant features of marriage in their culture.

2. Group work/collaborative learning

- a. Mixed ability (fish-bowl)
 - i. Learners are separated into an inner and outer group.
 - ii. 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.).
 - iii. The proficient and approaching proficient learners form an outer circle around the inner circle and make notes on the discussions by the inner group.
 - iv. The outer group members make a presentation to the whole class
 - v. Learners listen to the presentation, make contribution and ask questions for clarification.
 - vi. In mixed ability pairs, learners discuss strategies to overcome the negative effects of modern trends on customary marriage.
 - vii. Teacher interacts with each pair, asking questions to firm up learners' understanding
 - viii. 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.
 - ix. Teacher recaps the main points of the lesson and summarises key takeaways

SONEA TITILI

Sonea gyinlabel 3

1. Kile wɔ adwenle wɔ agyale maamule mɔw anee ekpunli ngakyile nwɔ le la anwo.
2. Kile ngyegyeye nsa mɔw wɔ maandee agyale maamule ne anwo la na kile ɔ nloa sɔbele.

Sonea gyinlabel 4

1. Neenlea koyele mɔw wɔ maandee agyale ne, adwuleso mela nee sonla fanwodi nwo la na kile wɔ adwenle.
2. Saa enyia nwole adenle ke ekakyi maandee agyale ne nyelee ne mɔ bie a, nuhua ne boni a ebahakyi a yee duzu ati ɔ? Kile wɔ adwenle.

Nvedenvedenu Gyima (Project)

Kɛlɛ ndenle fɔɔnwɔ ne mɔ mɔɔ kile kɛ bɛsi bɛbu maandɛɛ agyalɛ ne anwo maamulɛ wɔ wɔ suazo la. Kile wɔ adwenle wɔ ye nyɛlɛ/maamulɛ ne mɔ anwo na fa ngilenu nee ndonwo sua wɔ adwenlekpɔkɛ ne.



Hint

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

SECTION 6 REVIEW

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

ADDITIONAL READING

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3. Duranti, A. (1997) *Linguistic Anthropology*. Cambridge: Cambridge University Press.
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NGYENU 7: ABUSUA NEE MAANLE EBULE

ƐZUKOALEDEE 3: MAANDEE NVƐYEBANVƐYEBAN NEE MAANLE EBULE

Ɛzukoaledɛɛ Ngane 2: Maanle **ɛbule** mɔɔ gyi maamɛla zo la

Ɛzukoaledɛɛ Guabelɛ: *Nɛɛnlea nvasoɛ mɔɔ wɔ mbusua ngakyile mɔɔ wɔ anɛɛ ekpunli ngakyile ne mɔ anu la na fa ko biala toto ɔ gɔnwo ɛdɛɛ nwo.*

Ɛzukoaledɛɛ Bodane Titili: *Kile ndelebebo mɔɔ ɛɛ ye wɔ mbusua ngakyile mɔɔ wɔ anɛɛ ekpunli ngakyile ne mɔ anu la anwo na fa be toto nwoɛ.*

Hint



- The End of Mid-semester Examination 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 (sɔnea titili) for additional information on how to effectively administer these assessment modes.*

WEEK 17

Ezukoaledes Bodane

1. **Kilehile** *edwekekpoke abusua anu na kile nwole nvasoe.*
2. **Fa** *mbusua ngakyile ne mo mo wɔ Gana anee ekpunli ngakyile ne mo anu la toto nwole na kile wɔ adwenle.*

MOO GYI YE NYE ZO LA 1&2: ABUSUA

Abusua a le menli ekpunli mo eha be nwo ebo nu, be nla le ko vi tete na bedi be nwo agya la. Nuhua menli ne agyadee, be tetedweke yee be subane mo beda ye ali la le ko. Yeta yenwu mbusua wɔ menli ekpunli mo dua maandee zo bu be maamule mo le ke Abibilema, Nrelenza alfole ekpunli bie mo nee mo eha la.

Subane titili bie mo mo wɔ abusua nwo la a le

1. **Be nla ko vi tete:** Abusa ne anu amra die to nu ke, be bo vi eleka ko.
2. **Bele mogya ko na bedi be nwo agya:** Menli mo wɔ abusua ne anu la die to nu ke, bele mogya ko na bedi be nwo agya.
3. **Subane nee sekelenee ko:** Menli mo wɔ abusua ne anu la le ekpunli duma, sekelenee, subane nee maandee ko.
4. **Bele menli ko:** Bele mo ka be bo nu na bete nganee ke bele menli ekpunli ko.
5. **Bele dibelelile nidizo ngyehyelee:** Mbusua le menli mo la be nloa a; nuhua mgbanyima, arelemgbunli mo nea toto mbusua ne anu ndotolee a.
6. Bele be amodinli mo bebobo a.

Gyima mo abusua kola di la bie mo a le

1. Tenlabelle nu moale nee anwobanebole.
2. Abusua bo maandee nwo bane.
3. Oboa omaa ngamɔnɔlile nee koyele ko zo.
4. Di edweke na oboa omaa besiezie menli avinli.

Nvasoe mo wɔ abusua zo la

Abusua eye gyima mo sonle bole wɔ anee ekpunli ngakyile maandee nu vi tete. Bie mo a le:

1. Menli ekpunli nu eguale: Abusua maa yekola yegyina menli bie mo ninyene mo bekulo nee subane bie mo beda ye ali la azo na yegua be ekpunli nu.
2. Abusua maa menli nwu ye ke bele mogya ko na bedi be nwo agya beboɔboa be nwo.
3. Oboa omaa menli mo wɔ abusua ne anu la nwu ye ke bele menli ekpunli ko, be sekelenee ko, be subane-yekile ko yee be maandee ko.
4. Ngamɔnu nee be nwo moale: Abusua kola boa maa menli ka be nwo bo nu na beye be nwo moale wɔ meke mo nuhua ko bie keho anwongyelele anzee ngyianle nu la.
5. Abusua di edweke na oboa omaa besiezie menli avinli.

6. Abusua bɔ maandɛ nwo bane: Abusua kola boa maa yɛbɔ yɛ maandɛ ne, nwolɛ maamɛla nee ninyɛne mɔɔ yɛdiɛ yɛto nu kɛ ɔsonle bolɛ la anwo bane na yɛgyakyi yɛmaa awolɛ-ndoazo ngakyile.
7. Abusua boa wɔ maanle ne ɛbule nu: Wɔ anɛɛ ekpunli bie mɔ anu, abusua maa bɛgua bɛ nwo ekpunli ekpunli na besiezɛ bɛ mgbanyima mɔɔ maa bɛ maanle ne kɔ zo a.
8. Gyima nee ezukoa nwo ngamɔnu: Abusua boa wɔ gyima nee ezukoa nwo ngamɔnulilɛ mɔɔ lɛ kɛ, ninyɛne mɔɔ bɛhyia bɛyɛ gyima, gualilɛ yɛɛ menli ekpunli mɔɔ ka bɛ nwo bɛabɔ nu bɛali bɛ gyima la.
9. Ɛbɛlabɔlɛ nu anyuhɔlɛ: Abusua kola boa maa sonla nyia yɛ ɛbɛlabɔlɛ nu anyuhɔlɛ, kɛmɔ nuhua menli ne kola fi dibɛlɛ ko anu kɔ dibɛlɛ fofolɛ mɔɔ kpogya tɛla mɔɔ ɛnɛɛ bɛwɔ nu la anzɛɛ nyia anyunlunyia ɔlua mɔɔnleɔbɔlɛ bie ati.
10. Ekpunli nu ɛwale: Abusua boa maa menli nwu yɛ kɛ bɛwɔ ekpunli anzɛɛ bɛwɔ eku bie anu tɛla kɛ bɛlɛ baholɛ la. Benyia moalɛ na bɛtɛ nganɛɛ kɛ, bɛboka ekpunli ne.

Kɛ abusua ngyɛhyɛlɛɛ ne ɛnɛɛ si de la ɛhakyi mɛkɛ tendɛnle, yɛɛ nvasolɛ mɔɔ ɔlɛ yɛ wɔ maandɛ ekpunli ngakyile ne mɔ tɛtɛdwɛkɛ nwo la ɛhakyi. Bolɛ mɔɔ ɔsonle wɔ menli ekpunli nu ɛgualɛ, bɛ nzonlɛyɛlɛ yɛɛ bɛ ngamɔnulilɛ la ɛtɛkakyile.

Abusua ngakyile bie mɔ nee bɛ sɛkɛlɛnɛɛ

Ndonwo bie mɔ a wɔ aze ɛkɛ la:

Nzema Mbusua ne mɔ

<i>Abusua</i>	<i>Sɛkɛlɛnɛɛ</i>
1. Nvavile	Ako
2. Asamangama	Ɛhɔlɛ/Ezukoa
3. Adahonle	Arele
4. Ezohile	Kɔkɔsɛlɛ
5. Ndwea	Twea
6. Alɔnwɔba	Dɔka baka
7. Azanwule	Elue/Ɛhole

Akanema lɛ mbusua ngakyile mɔtwɛ yɛɛ biala lɛ yɛ sɛkɛlɛnɛɛ.

Nzadelɛ

1. Asakyiri – Ɛkpɔtɛ
2. Oyoko – Kyenyema
3. Agona – Ako
4. Asona – ɛwɔlɛ/kɔkɔsɛlɛ
5. Aduana – Twea
6. Biretuo – Ɛhole
7. Ekoɔna – Kunduazinli
8. Asenɛɛ – Akpanlɛ

Nvande

1. Adwenadze – Abɛlɛ
2. Aboradze – Awenade
3. Nsɔna – Kɔkɔsɛlɛ
4. Anɔna – Ako
5. Twidan – Sobolɛ
6. Kɔna – Ɛhole
7. Ntwea – Twea

Dagombama (Sɔɔ Maanzinli nu -Eselelu)

1. Lunsi (Kenlekavoma) Abusua-Sekelenee: Kelene
2. Baansi Abusua-Sekelenee: Elenrene
3. Naafooni Abusua-Sekelenee: Ewɔle

Mampulusima (Sɔɔ Adudulee Maanzinli- Eselelu)

1. Nayiri Abusua-Sekelenee- Elenrene
2. Tensung Abusua-Sekelenee: Sobole
3. Kunguri Abusua-Sekelenee: Bonze

Gongyama (Savana Maanzinli nu)

1. Mankpan Abusua -Sekelenee: Awenade
2. Kpembewura Abusua -Sekelenee: Elenrene
3. Bolewura Abusua -Sekelenee: Ezonle

Felafelama (Gurunsi – Eselelu)

1. Nabdam Abusua -Sekelenee: Twea
2. Tongo Abusua -Sekelenee: Enyenle
3. Bolga Abusua-Sekelenee: Elenrene

Kusasema (Bawku- Eselelu)

1. Bawku Abusua-Sekelenee: Elenrene
2. Zebilla Abusua -Sekelenee: Enwɔnra

Anwɔnlama

Abusua ne a le menli ekpunli koatee mɔɔ wɔ anee ekpunli bie anu la. Mbusua ekpunli ngakyile a bɔ nu ye anee ekpunli bie a. Wɔ mbusua ne mɔ anu, ye se se ngakyile ne mɔ mɔ kola maa yenyia mbusua ngiyiki ne mɔ a. Befele Anwɔnlama abusua tandane ne ‘hɔ’ anze ‘sã’

Anlo/Anɔ, Avenɔ, Ave, Tongu, Agave nee Mafi amra fele abusua ‘hɔ’ noko akee Ewedome amra mɔɔ wɔ Ho, Adaklu, Kpando, Hohoe, Peki, Ve nee mɔɔ eha la fele ye ‘sã’

Bele mbusua ngakyile keye 15 wɔ Anlo, 13 wɔ Avenɔ yee 9 wɔ Agave nee mɔɔ eha la.

Mbusua 15 ne mɔɔ wɔ Anlo nee be sekelenee bie mɔ a wɔ aze eke la:

Anlo Anwɔnlama Mbusua ne, be Sekelenee nee be Kyibade:

Anlo nrenyia anze raale ko biala bɔ mbusua 15 ne mɔɔ befele ye ‘hɔwo’ la anu ko yee mbusua ehye mɔ ko biala le se se mɔɔ ɔlua ɔ nwo zo a ɔbɔ abusua ne la. Befele adenle ehye ‘tɔ-fome.’

Mbusua 15 ne mɔ a le Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Klevi, Yetsofe, Agave, Tsiamе, Amе, Dzevi, Uifeme nee Blu.

Abusua mɔɔ ɛbɔ la subane mɔɔ le ke duma, aleɛ, kyibadeɛ nee abusua ne sɛkeleneɛ mɔɔ kile be tetedweke nee eleka mɔɔ be bo vi la anzɛɛ abusua ɛlonwɔne ne maa nuhua menli ne mɔ da nzonle.

1. Lafe Abusua -Sɛkeleneɛ: Bonze ‘eve’, ketɛboɛ ‘se’ nee Kɔtɔkpɔle ‘atsutsrɔɛ’
2. Amlade Abusua -Sɛkeleneɛ: ɔle ke ‘Lafe’ edee ne
3. Bamee Abusua - Sɛkeleneɛ: Sobole, Bonze
4. Klevie Abusua - Sɛkeleneɛ: Ketɛboɛ
5. Tovie Abusua - Sɛkeleneɛ: Kunduazinli
6. Dzevie Abusua - Sɛkeleneɛ: Sobole
7. Uifeme Abusua - Sɛkeleneɛ: Ketɛboɛ, ɛnwɔnra
8. Yetsofe Abusua - Sɛkeleneɛ: Boane
9. Blu Abusua - Sɛkeleneɛ Ketɛboɛ, ɛnwɔnra
10. Adzɔvia Abusua - Sɛkeleneɛ: ‘Fɛle (ekyi bie mɔɔ le ke ɛkpɔke na ɔ nwo le kɔbenle la)

Ezukoalɛdeɛ Gyima

1. Duzu a le abusua?
2. Kele Nzema mbusua ne mɔ na kile ko biala sɛkeleneɛ.
3. Kilehile subane ngakyile nsa mɔɔ Nzema mbusua ne mɔ le la.

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.

SONEA TITILI

Sonea Gyinlabel: Edwenlenle fɔɔnwo

1. Kile ke abusua ne mɔɔ ebɔ la bazi aboa wɔ amaa wɔanyia anyuhɔle wɔ wɔ ebɛlabɔle nu la.
2. Kemɔ ele abusua kpanyinli la, kile maa yenwu ke ebazi wɔamaa koyele ara wɔ abusua ne anu amra avinli la.
3. Fa Nzema mbusua ne mɔ toto Gana anee gyene ne mɔ bie mbusua nwo na kile wɔ adwenle wɔ mɔɔ ekenwu ye la anwo

WEEK 18

Ezukoaledes Bodane: *Neenlea na kile maanle ebule ngyehyelee ne (maanle belemgbunli, azuazo arelemgbunli, biasievoma nee maa eha la)*

MDO GYI YE NYE ZO LA 1: MAANDEE MAANLE EBULĒ NGYEHYELEE NE

Ehye titili kile ke menli maa bu maanle ne la dibelee ne maa ngyehyelee ne si didi zo la. Yeta yenwu ye wa gyima nu, aranenu yee eku bie maa anu. **Ole** subane anzee ngyehyelee **ehye**.

1. Dibelee ne maa tumilile ne didi zo: Tumilile ne vi anwuma badwu aze yee gyinlabelle ko biala le ye gyima titili maa **adi** a.
2. Gyinlazole ne gyi maa le tumi kpale la anwo zo: Mgbanyima maa be dibelee wa anwuma kpale la a ba kpake a.
3. Belee be ngyehyenu: Wa ekpunli ne anu behyehye be nu na ekpunli ko biala le a ti anwo gyima.
4. Benea ekpunli ngyikyie bie maa azo: Menli maa deda dibelee ne maa anloa la neenlea ekpunli ngyikyie bie maa azo.
5. Belee ngitanwolile adenle maa le foonwo a: Ngitanwolile maa ka zo wa be avinli la dua ngyehyelee foonwo maa beye bedo eke ne la azo.
6. Awie biala nee ye gyima: Dibelee biala le ye gyima nee maa behyia befi ye **eke** ne la.
7. Dibelee ngakyile: Belee dibelee ngakyile maa menli veevea be bo sonle be a. **Ehye** vi anwuma dibelee ne badwu aze **edes** ne azo.

Mee doonwo ne ala, ngyehyelee **ehye** le ndenle foonwo bie maa bedua zo beye debie a na **ole** nvasoe maa le ke maanle nu anzondwolenyianle, maa bazi la anwo adwenle **enyianle** nee mgbondabule adenle foonwo, emomu **ole** sinlidole bie le ke, bebba kpake a **kye**, yee mela maa **awa** nwole la **ehakyile enla** aze.

Tete/Maandee maanle ebule dibelee ne nidizo

Dibelee nidizo ne kile tumi maa menli maa bu maanle ne nee gyinlabelle maa menli maa veevea be bo la le la. Okile ngitanwolile maa la dibelee ne maa avinli nee eleka maa ko biala tumilile ne kodwu yee menli maa bu mgbonda maa be la.

Tete/Maandee maanle ebule dibelee nidizo ne anwo ndonwo a le ehye:

Kakye ehye: *Saa eye dibelee ne maa maa behile wa anwuma la efi eke ne a, yekola yenyia mgbanyinli maa boa wa maanle ebule ne anu a. Ehye gyi anee ekpunli hole ne azo.*

Maanle Belemgbunli Ne

Maanle belemgbunli ne a le awie maa la maanle kpule anzee anee ekpunli bie anloa la. Ole maanle kpule ne belemgbunli yee anee ekpunli zohane a fa ye sie bia zo a.

Kakye ehye: *Maanle belemgbunli eyele, ye evindel nee ye bia zo eziels le debie maa le ngakyile wa anee ekpunli ko biala maandee nu a. Kilehilevolema ne bahola ava sukoavoma ne aho*

belemgbunli sua nu amaa beazukoa bia eziele ne anwo maandee ne anwo debie na be nee menli maa wa eke ne la ali adwelie. Kilehilevolema ne maa bahola ava adenle ehye azo aboa mbada ne maa amaa beade biaziele maandee ne abo kpale.

Gyima maa maanle belemgbunli di la

1. Olee menli ekpunli ne anu kpanyinli na ala be nloa.
2. Osi gyinla titili maa baboa maanle kpule ne la.
3. Onea amaa evoyia nee guabole biala maa wa bia ne anwo la ko zo.
4. Onea amaa bedi mela zo na asiezie menli avinli.
5. Olee azele ne maa odi zole belemgbunli la amenle.
6. Obo maandee ne anwo bane.
7. Odi anyuhole gyima amaa ye maanlema.
8. Odi edweke na obo kpoke wa edwekemiza maa fale maanyele nee be tenlabela nu la anwo.
9. Obo bia ne anwo maamule.
10. Onea amaa bedi mela nee maamela zo.

Suazo belemgbunli/Odikulo

Arelemgbunli ehye veevea arelemgbunli fofole anzee maanle arelemgbunli abo. Benea be azele zo befa besonle be wa azua anzee namunamu ne maa azo.

Be gyima:

1. Saa maanle belemgbunli enle eke a, ogyinla o gyake anu odi gyima maa ofeta la.
2. Benea besi etanelile nwo adenle wa be maanle ne anu.
3. Bedi edweke.
4. Bebo azele maa wa be maanle ne anu la anwo bane.
5. Benea bemaanzondwole ba be sua ne azo.
6. Benea bebia bia ne na bebu nwole maamule maa ofeta la.

Kakye ehye: Te be gyima ne maa amuala ene. Owa ke kilehilevole ne fa bie boka nwo.

Biasievo/Biasievoma

Olee sonla anzee menli maa nea ye belemgbunli fofole maa besie ye bia zo na beboa bema maanle ebule ne ko zo la. Saa bia bie to mgbane a, ekpunli ehye yia bo kpoke ye awie maa kola di bia ne la.

Kakye ehye: Adenle maa biasievoma ne dua zo ye belemgbunli fofole maa befa ye besie bia zo la le ngakyile wa anee ekpunli ko biala maandee nu. Kile maa ko zo wa Nzema maandee ne anu la.

Bɛ gyima:

1. Benea beye awie mɔɔ kola di bia ne la na besie ye bia zo.
2. Beme a bekile mɔɔ ɔwɔ kɛ awie ye kolaa na yeahola yeali bia a.
3. Saa belemgbunli kɔ mrelatele nu a, benea bebu ɔ nwo maamule.
4. Bekola betu belemgbunli wɔ bia zo.
5. Beye belemgbunli fofole ne bekile mgbanyima mɔɔ eha la nee ezuavole ne.
6. Betu belemgbunli ne fole.
7. Bedi edweke na besiezie menli avinli.
8. Benea benwu ye kɛ dibeɛ mɔɔ awie ko le na ɔlefi ɔ sa yeahɔ awie fofole asa nu la anwo maamule kɔ zole kɛ mɔɔ ɔfeta la.

Ezukoaledɛ Gyima

Kɛle kpolerazule mɔɔ kɔmaa anzɛ kotia tete maanle ebule ne ngyehyele ne la.

PEDAGOGICAL EXEMPLARS

Group work/collaborative learning

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

SONEA TITILI

Sonea Gyinlabelɛ 2: Sukoanyia mɔɔ gyi ndelebebo zo la.

1. Kye ye nvoninli maa yenwu kɛ maanle mgbanyima ne mɔ mɔ anwo finde tete maanle ne **ebule** ne anu la dibeɛ ne mɔ si didi zo la.
2. Kile maanle mgbanyima nwiɔ nee bɛ gyima mɔɔ bedi ye wɔ wɔ suazo na **ɔlua** zo bɛmaa anzondwole ba la.

Sonea Gyinlabelɛ 4: Dwenle kɔ moa:

Kɛle adwenlelile nwobie mɔɔ kile kɛ, **edie** edweke **ehye eto** nu anzɛ **enlie endo** nu la ‘tete maanle **ebule** ne **eye** debie mɔɔ **ekpanwo** a’



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.

ADDITIONAL READING

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



APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Sample questions

Section A: Multiple Choice

Sonla tenlabele nu eku mɔɔ bedi be nwo agya anzee be nla le ko vi tete na menli mɔɔ wɔ nu la agyapadee le ko la a befele ye _____ a.

- A. Abusua
- B. Asone
- C. ekpunli
- D. awole ndoɔdoazo

Section B: Essay

Kilehile nvasoe nsa mɔɔ wɔ abusua ngyehyelee ne azo la anu.

Marking scheme

Section A: Multiple choice

Sonla tenlabele nu eku mɔɔ bedi be nwo agya anzee be nla le ko vi tete na menli mɔɔ wɔ nu la agyapadee le ko la a befele ye ____a.

A. Abusua 2 marks

Section B: Essay

Nvasoe mɔɔ wɔ abusua ngyehyelee ne azo la:

- Sonla tenlabele nu eku: Abusua maa yekola yegyinla menli bie mɔ ninyene mɔɔ bekulo nee subane bie mɔɔ beda ye ali la azo na yegua be ekpunli nu.
- Be nwo agyalile: Abusua maa menli nwu be nwo ke bele mogya ko na bedi be nwo agya beboɔboa be nwo.
- Menli ko: ɔboa ɔmaa menli mɔɔ wɔ abusua ne anu la nwu ye ke bele menli ekpunli ko, be sekelenee ko, be subane yekile ko yee be maandee ko.
- Ngamɔnu nee be nwo moale: Abusua kola boa maa menli ka be nwo bɔ nu na beye be nwo moale wɔ meke mɔɔ be nuhua bie kehɔ anwongyelele anzee ngyianle nu la.
- Edweke ezieziele: Abusua di edweke na ɔboa ɔmaa besiezie menli avinli maa anzondwole ba.
- Abusua bɔ maandee nwo bane: Abusua kola boa maa yebɔ ye maandee ne, nwole maamela nee ninyene mɔɔ yedie yeto nu ke ɔsonle bole la anwo bane na yegyakyi yemaa awole-ndooɔdoazo ngakyile nee mɔɔ eha la.

Maa mra 10 wɔ nvasoe nsa ngilehilenu nwo.

Maa mra 9 wɔ nvasoe nwio ngilehilenu nwo.

Maa mra 8 wɔ nvasoe ko ngilehilenu nwo.

Edwekemiza Ngyehyelee Ekponle (Table of Specification)

Week	Focal area	Type of questions	DoK Levels				Total
			1	2	3	4	
13	1. Aneshakyile	Multiple choice	3	2	-	-	5
		Essay	-	1	-	-	1
14	1. Agyale maandee	Multiple choice	4	1	-	-	5
		Essay	-	1	-	-	1
15	1. Agyale maandee ne ndotonwoyele	Multiple choice	2	2	-	-	4
		Essay	-	1	-	-	1

Week	Focal area	Type of questions	DoK Levels				Total
16	1. Adwuleso ninyene/nyeleε mɔɔ ɛna ngakyile ɛra agyale maamule ne anu la	Multiple choice	1	2	-	-	3
		Essay	-	1	-	-	1
17	Abusua Ngyehyelee ne	Multiple choice	1	1	-	-	2
		Essay	-	1	-	-	1
		Total	11	13	-	-	24

NGYENU 8: EDWEKELILE

ƐZUKOALEDEE 3: MAANDEE NVƐYEBANVƐYEBAN NEE TETE MAANLE ƐBULE

Ɛzukoaledɛɛ Ngane 2: Tete Maanle Ɛbule

Ɛzukoaledɛɛ Guabelɛ: *Nɛɛnlea ndenle mɔɔ bɛdua zo bɛdi edwɛkɛ wɔ belemgbunli sua nu la na fa toto adwuleso ɛdɛɛ (kɔɔto) ne anwo.*

Ɛzukoaledɛɛ Bodane Titili: *Kile adwenle nee ndelebebo mɔɔ wɔ tete edwɛkelile ndenle ne mɔ anwo la.*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 19: Judiciary systems

Week 20: Traditional and contemporary judiciary systems (comparison)

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

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 19: Dramatic monologue

Week 20: Checklist

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

WEEK 19

Ezukoaledes Bodane: *Neenlea adwuleso (kɔto) edwekelile ngyehyelee ne.*

MƆƆ GYI YE NYE ZO LA 1 & 2: EDWEKELILE NGYEHYELEE NE

Edwekelile ngyehyelee ne a le adenle mɔ kɔto ne anzee edwekelile eleka ne dua zo kilehile edweke nu na befa mela ne mɔ wɔ maanle ne anu la bedi gyima la. Maanle ne ebule ngyehyelee mɔ anwo hyia kpale na ɔkile ke besi bedi edweke, bekilehile mela nu na bedua mela ne azo bebɔ dasanli fanwodi nee mɔ mela maa nwole adenle ke ɔye la anwo bane. Bieko, ɔdi gyima ehye mɔ wɔ kɔto:

- Ɔnea ɔnwu ke mgbonda ebule mɔ le fɔnwɔ nee pelepelelele kɔ zo.
- Bedi pelepele: Benea befa mela ne bedi ye gyima wɔ ye adenle zo mɔ benye nyeyenu a.
- Edweke ezieziele: Bedi menli, eku eku, nee aranenu gyima ngakyile avinli edweke. Ɔdua edwekelile ndenle mɔ le ke agyinlanulile mɔ awie ko ginyinla menli ne avinli siezie edweke ne la, edwekelile mɔ bedua tendile mɔ foa nee foa ne baha la azo bebua ndene la, nee edwekelile adenle mɔ foa nee foa ne toɔdoɔ adwenle na bedie edweke mɔ bekezi ye kpɔke la beto nu mɔ ɔnli kɔto ngyehyelee fɔnwɔ ne azo la.
- Ɔbɔ dasanli fanwodi nwo bane: Ɔbɔ mɔ mela maa nwole adenle nee dasanli fanwodi nwo bane, mɔ le ke mɔ mela ɛreladane ne anzee mela mɔ wɔ dasanli fanwodi nwo kile la.
- Ɔle ngyehyelee fɔnwɔ mɔ kile mɔ beye la: Ɔkile maanlebuwoma nee melalile ayiaku ne ngane ne mɔ tumi mɔ bele nee mɔ bekola befa beye la ke mɔ behile ye wɔ mela ɛreladane ne anu la, amaa beambulu zo.

Adwuleso edwekelile ngyehyelee ne

Gana maanle ne edwekelile azokoeele ne le ngyehyelee mɔ kile ke be tumilile ne si didi zo la. Kɔto ɛreladane ne a ye tumi ne wɔ anwuma kpale a, mɔ doa ye la a le Edwekelile-Nzi Edwekelile Kɔto/Ndoazo Kɔto, Maanzinli Kɔto, yee Kɔto Ngyikyɛ. Kɔto Ngyikyɛ ne mɔ a le Maanzikyɛ Kɔto, Maangyeba Kɔto yee Mbɛda edee ne. Kɔto ehye mɔ le edweke kpɔkyee mɔ bedi a. Bie mɔ a le edweke mɔ enle awulile nee mɔ le awulile, abusua nu edweke yee gyimaye mela ne anwo edweke. Wɔ Gana maanle ye anu, Ndenebuavole Kpanyinli mɔ le ndenebuavoma kɔɔti tumivole ne la a di edweke wɔ kɔto ɛreladane ne anu a. Yele gyegyema, mageseletima, nee mgbanuma mɔ boa maa besiezie edweke a.

Ke kɔto anzee adwuleso edwekelile ngyehyelee ne si de wɔ edwekelile nu la

- Gyegyeye ko kye kola di edweke wɔ Maanzinli Kɔto, Ndoazo Kɔto yee Kɔto ɛreladane ne mɔ anu.
- Gyegyema nsa mɔ kɔkpula nnu la kola di edweke wɔ Ndoazo Kɔto nee Kɔto ɛreladane ne anu.

- c. Ɔdwu meke ne bie a, gyɛgye ko nee kpanuvole maa le edweke ne anwo adwenle la tenla na ɔkile ye adenle fɔnwo ne nee maa ɔfeta ke beye la.
- d. Mageseleti ko di edweke wa Maangyeba Kɔto nu.
- e. Anzondwole Pelepeledivo di edweke ngikyingyikyɛ wa Maangyeba Kɔto.

Ndenle maa kɔto dua zo siezie edweke la

Ngɛhyɛle ne nee ndenle maa bedua zo bedi edweke la engyi eleka ko, ehye gyi kɔto hole maa di edweke ne la, edweke hole ne yɛɛ ngyinlazo ne maa ɔlua zo a edweke ne zile la. Ngɛhyɛle titili ne maa a le ehye:

- a. Menli maa manzonle ne edo be avinli la fa edweke kodane kɔto ne.
- b. Kɔto ne di moa fele edweke ne neenlea nuhua na ɔbobo nwole agboke maa hyia la.
- c. Bekile edweke ne anwo daselelile na bebizebiza dasevoma ne kpuyia betie maa beze ye wa edweke ne anwo la.
- d. Gyɛgye ne anzɛɛ ndenebuavoma ne bua edweke ne.
- e. Menli maa le edweke ne la kola sɛmaa edweke ne bieko wa kɔto maa ye tumi tela alimoa edee ne maa lile edweke ne la.

Ɛzukoaledɛ Gyima

1. Kilehile ke besi bedi edweke la anu.
2. Kile ke adwuleso edwekelile ngɛhyɛle ne si de la.
3. Kilehile gyima nsa maa azokoledɛ ne maa nea edwekelile zo la di la.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

Whole-class discussion

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

2. Building on what others say

Mixed ability group

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

SONEA TITILI

Sonea Gyinlabel 2: Sukoanyia mɔɔ gyi adwenle-ndelebebo zo

- Kɛlɛ ndenle mɔɔ ɛbalua zo wɔabɔ Gana maanle ye edwekelile ngyehyeleɛ ne anwo nolo wɔahile ɛ gɔnwo mɔ sukoavoma la.

Sonea Gyinlabel 3: Edwenlenle fɔɔnwo

1. Kilehile nu maa yɛnwu kɛ edwekelile ngyehyeleɛ ne si fa maandɛ nee adwuleso ndenle di gyima la.
2. Wowɔ adwenle wɔ gyima mɔɔ edwekelile ngyehyeleɛ ne di ye wɔ maanlema ɛbelabɔle nu la anwo.

Sonea Gyinlabel 4

- Saa ɛle gyɛgye anzɛ ndɛnebuavole a anrɛ kɛ ɛbazi wɔali edwekɛ mɔɔ kpolera wɔ nwole la ɛ? (ndonwo; edwekɛ mɔɔ fale awie fanwodi nwo nee maanle ye anwobanebɔle edwekɛ)

WEEK 20

Ezukoaledes Bodane: *Fa edwekelile mɔɔ dua maandee adenle zo la toto adwuleso edwekelile edee (kɔɔto) ne anwo na kile eweene mɔɔ la be avinli la.*

Mɔɔ GYI YE NYE ZO LA 1 & 2: TETE (MAANDEE) NEE ADWULESO (KɔɔTO) EDWEKELILE NE ANWO NDOTONWOYELE

Tete edwekelile ngyehyelee ne

Tete edwekelile ngyehyelee ne kile maandee adenle ne anzee pelepelerile maamela ne mɔɔ bedua zo bedi edweke wɔ azua ne mɔ azo la, mɔɔ enee wɔ eke kolaa na adwuleso edee ne ara la. Menli mɔɔ nea fa ngyehyelee ehye di gyima wɔ edwekelile nu la a le arelemgbunli, maanle mgbanyima, mbusua mgbanyinli yee menli mɔɔ le ebule wɔ azua ne mɔ azo la.

Tete (maandee) edwekelile ne

Ehye kile ndenle mɔɔ bedua zo besiezie edweke anzee manzonle mɔɔ ye adiabo ne gyi maandee, maamela nee nyeele mɔɔ anee ekpunli bie le la azo la. Meke dɔɔnwo ne ala, ngyehyelee ehye le mɔɔ enee wɔ eke kolaa na adwuleso edee ne ara la. Sua ko biala azo le ye edee, mɔɔ ɔnea ke koyele nee anzondwole bara sua ne azo la. Edweke mɔɔ bedua maandee adenle zo besiezie la bie mɔ a le suanu edweke, azee nwo edweke, edweke mɔɔ fale kyibadeemolozo nwo yee melebela nwo edweke.

Ke besi besiezie edweke wɔ maandee adenle zo la.

1. Edoanle
2. Esemaanle
3. Mɔɔ menli mumua ne siezie be avinli la

Tete nee adwuleso ndenle mɔɔ bedua zo bedi edweke la ndotonwoyele

Tete/Maandee Edweke Ezieziele

1. Arelemgbunli ne mɔ a tenla edwekelile ebia ne anu na betenredenre ninyene a. Baguavoma ne, mɔɔ le belemgbunli ne, mbusua mgbanyinli nee maanle mgbanyima ne mɔ a si edwekelile ne agyinla a. Menli ne die kpakebole biala mɔɔ kevinde edwekelile ne anu la to nu.
2. Benle kɔɔto mɔɔ bedi edweke ne wɔ eke a. Bedi edweke ne wɔ belemgbunli suanu.
3. Begyinla sua ne azo maandee, maamela nee ninyene mɔɔ bedie beto nu la zo a besi gyinla wɔ edwekelile ne anwo a.
4. Mɔɔ gyi be nye zo la a le ke, bekeziezie menli ne avinli, bekeha be bekebo nu na pelepelerile keli gyima.
5. Bedua mela mɔɔ enle ketee azo a benea benwu ye ke anzondwole nee koyele kera sua ne azo a.
6. Bema daselelele nwo adenle.

Adwuleso/kɔto edwekelile ngyehyelee

1. Bele kɔto anzee edwekelile eleka nee mela fɔnwɔ mɔɔ bedua zo bedi edweke a.
2. Arane menli mɔɔ yeye be yezie eke ne la a dua maanle ne mela fɔnwɔ ne mɔɔ behyehye bedo eke ne la azo a di edweke ne a.
3. Mɔɔ gyi be nye zo a le benlelile anzee fɔlelile.
4. Edwekelile ne gyi mela nee ngyehyelee ketee zo.
5. Ona pelepelile. Ofua pelepelile zo na omaa nwole anzohwele mɔɔ ofeta la.
6. Ode sɛmaavole nee mɔɔ besɛmaa ye la.
7. Bɛmaa daselelile nwo adenle.

Eweene titili mɔɔ la be avinli la

1. Fɔnwɔhilele: Tete ndenle ne mɔɔ enle mela fɔnwɔ noko akee kɔto edee ne le mela fɔnwɔ mɔɔ bedie beto nu wɔ eleka biala a.
2. Tumilile: Sua ne azo mgbanyima a nea di edweke wɔ maandee edwekelile ne anu a noko akee arane menli mɔɔ yeye be yezie eke ne la a di edweke wɔ kɔto a.
3. Mela: Maandee edwekelile ne dua maamela ne ndenle mɔɔ betekelere betetole eke ne la azo noko akee kɔto edwekelile ne dua mela mɔɔ maanle ne ehɛle edo eke ne la azo.
4. Bodane: Maandee edwekelile ne nea anzondwole nee koyele noko akee kɔto ne nea pelepelile.
5. Ndenle: Maandee edwekelile ndenle ne engyi mela ketee zo noko akee kɔto edee ne gyinla mela ketee zo a di be gyima a.

Ezukoaledɛ Gyima

1. Kilehile tete edwekelile ngyehyelee ne anu.
2. Kilehile nu maa yenwu ndenle mɔɔ bedua zo besiezie edweke wɔ wɔ suazo la.
3. Kilehile eweene mɔɔ la maandee edwekelile ngyehyelee ne nee adwuleso edwekelile ngyehyelee ne avinli la.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning: Whole class discussion

- a. Utilise visual aids like diagrams, flowcharts, or videos to enable learners discuss the traditional judicial system. Facilitate group discussions and encourage learners to share their perspectives and insights.
- b. Invite community leaders or experts to use real-life scenarios or scenarios based on local customs to illustrate traditional dispute resolution.
- c. Learners listen to the community leader/ expert or watch a video and discuss the features and processes involved in the traditional dispute resolution system. *If teacher is able to resource a person to talk to the class, allow students to plan questions before the guest's arrival and select a selection of the most interesting to be asked.*

- d. Analyse real-life examples of traditional judiciary systems, encouraging critical thinking among learners to discuss the roles of the functionaries of the traditional judicial system. *AP learners may need a reminder of the names of the functionaries.*
2. **Group work/Collaborative learning: Mixed ability**
 - a. Compare and contrast the two systems.
 - b. Make presentations for class discussion and feedback.

SONEA TITILI

Sonea Gyinlabel 2: Sukoanyia maw gyi adwenle-ndelebebo zo

- Fa maandee edwekelile ndenle ne toto adwuleso edee ne anwo na kile eweene nee koyele maw wa be avinli la.

Sonea Gyinlabel 3: Edwenlenle fawo

1. Kilehile nvasoe nee sinlidole maw wa edwekelile nyehyelee ngakyile ne ko biala anwo la.
2. Kele maandee ndenle maw ebalua zo woli edweke bie la na kile nvasoe maw wa zo nee gyima maw odi la.

Sonea Gyinlabel 4: Dwenle ko moa

- Wowo adwenle na kile ke maandee edwekelile nyehyelee ne nee adwuleso edwekelile nyehyelee ne bazi ali edweke ko ne ala la.

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

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

NGYENU 9: AGYEBE NEE AGYIBA

ƐZUKOALEDEƐ 4: NZEMA EDWƐKEƐ

Ɛzukoaledɛɛ Ngane 1: Anloanudwɛɛ

Ɛzukoaledɛɛ Guabelɛ: *Dua adwenle nee ngyehyeleɛ mɔɔ wɔ agyebɛ nee agyiba nwo la azo kelehele agyebɛ nee agyiba.*

Ɛzukoaledɛɛ Bodane Titili: *Kile adwenle nee ngyehyeleɛ mɔɔ wɔ agyebɛ nee agyiba nwo la.*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 21: Riddles

Week 22: Puzzles

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 21: *Gamification*

Week 22: *Poster presentation*

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

WEEK 21

Ezukoaledes Bodane: *Kilehile agyebɛ ngakyile ne mɔ nee bɛ subane*

BODANE/MƆƆ GYI Yɛ NYE ZO LA 1&2: **AGYEBɛ****Agyebɛ**

Agyebɛ a le nwɔhoa mɔ bɛdua anɛɛ, edwɛkɛmgbɔkɛ nee agyiba ɛdolɛ adenle zo bɛsɔ awie adwenle bɛnea na bɛtie nwole nyelebenloa la. Mɛkɛ dɔɔnwɔ ne ala, ɔle kpuyia, edwɛkɛhanle anzɛɛ ɛdɛndɛsinli mɔ ɔhyia adwenle nee ndwenlenwo mɔ nuhua mia kolaa na wɔanyia nwole muale anzɛɛ nyelebenloa ne.

Mɛkɛ dɔɔnwɔ ne ala

1. Ɔfa edwɛkɛmgbɔkɛ nwɔhoalile adenle zo.
2. Ɔfa mɛɛɛdɛndɛ nee adwenlebɔle.
3. Ɔfa menli adwenle ɔdi nwɔhoa.
4. Ɔhyia kɛ awie badwenle aho moa.
5. Ɔle nyelebenloa mɔ ɛ nye ɛnla zo la.

Agyebɛ Ngakyile

Agyebɛ gua ye ekpunli ngakyile nwɔ. Bɛmɛ a le mɔ ɔbɔ ɔ bo kɛ, *Debie bie wɔ ɛkɛ o...*na kpuyia ne adoa zo yɛɛ mɔ ɔbɔ ɔ bo kɛ, *Megye wɔ...* la

Agyebɛ ndonwo bie mɔ a le

1. Nane bie wɔ ɛhoayɛɛ bie anu, bɛkyɛ ye a bɛnli. Duzu nane ɔ? (egyike)
2. Debie bie wɛ ɛkɛ o, saa ɔ dua ɛndoa zo a nvasoɛ biala ɛnle zo. Duzu debie ɔ? (agbuyia)
3. Megye wɔ bane nzi kɛɛɛɛ. (ɛdi busia)

Agyebɛ le nvasoɛ dɔɔnwɔ. Bie mɔ a le

1. Ɔboa ɔmaa yɛsukoa anɛɛ na yɛnyia anɛɛ ne anu edwɛkɛmgbɔkɛ dɔɔnwɔ.
2. Ɔboa ɔmaa yɛdwenle na yɛnyia ngyegyɛɛ bie anloa sɔbɛɛ.
3. Ɔmaa yɛdwenle yɛkɔ moa, yɛyɛ ndotonwo na yɛahile nwole adwenle.
4. Ɔle nwɔhoalile nee anyɛɛɛ debie.

Subane mɔ agyebɛ le la

Subane titili mɔ agyebɛ le la a le:

1. Mɔlebɛbo: ɛhye le ngilenu ekyi bie mɔ bɛfa bɛtwe tievole ne adwenle bɛba nwɔhoalile ne azo la.

2. Dee ne subanehilele: Ehye maa ngilenu fɔɔnwɔ mɔɔ kile ke dee ne si de na emomu ɔfea nyelebenloa ne anye.
3. Edwekemiza: Edwekemiza anzɛɛ ngyegyɛle ne mɔɔ begyinla zo besuzu nyelebenloa ne la.
4. ɔfa adwenle ɔdi nwɔhoɔ: Edweke mɔɔ ɔfa tievole ne adwenle ɔdi nwɔhoɔ anzɛɛ edwekemgbɔke-nwɔhoalile mɔɔ maa besuzu nyelebenloa ne la.
5. Nyelebenloa: Agyebe ne anwo muale ne, ɔkola ɔbo ko.

Agyebe mɔɔ le subane ne mɔɔ behile ye wɔ anwuma eke ne la anwo ndonwo bie a wɔ aze eke la.

Mɔlebebo: Debie bie wɔ eke o.

Dee ne subanehilele: ɔwɔ suanu a ɔmbɔ duku noko ɔletu adenle a enee yɛbo duku.

Edwekemiza: Duzu debie ɔ?

Ke ɔsi ɔtwe adwenle la: Dwenle debie mɔɔ ɔwɔ suanu a benkyekye ɔ ti zo noko be nee ye elɛtu adenle a bekyekye ɔ ti la anwo.

Nyelebenloa ne: Dwoma.

Kakye ehye: *Megye wɔ* edɛɛ ne le agyebe ne mɔɔ tɔ zo nwɔ la noko yemɔ ɔnlɛ subane ehye mɔ amuala.

Agyebe nvefenuyɛle

Saa eyɛ agyebe nvefenu a, ɔwɔ ke eneenlea anɛɛ ne mɔɔ beva behɛle la, ye subane nee ninyɛne mɔɔ baboa wɔ amaa wɔanyia nyelebenloa ne la. Moale ndenle mɔɔ baboa amaa wɔayɛ nvefenu ne la bie a wɔ aze eke la:

1. Kenga ye boɛ: Nyia abotane kenga agyebe ne fane dɔɔnwɔ na nwu ye ke wɔde edwekemgbɔke nee edendesinli ne mɔ mɔɔ wɔ nu la abo.
2. Kpondɛ edwekemgbɔke titili ne mɔ: Yɛ edwekemgbɔke, edendesinli nee nzizoyɛle mɔɔ wɔ agyebe ne anu la nzonle.
3. Kpondɛ edwekemgbɔke mɔɔ le ngilenu mɔɔ bo ko la: Mɛke dɔɔnwɔ ne ala, agyebe le edwekemgbɔke mɔɔ be ngilenu bo ko a. Kpondɛ zɛhae edwekemgbɔke ne mɔ na neenlea ngilenu ne mɔ mɔɔ bɛle la ko biala anu.
4. Neenlea ye subane ne: Nyia abotane na nea ke bezi behɛle agyebe ne la; ye mɔlebebo, dee ne subanehilele, edwekemiza, nee ke ɔsi ɔtwe adwenle la.
5. Kpondɛ ngyehyɛle nee ngitanwolile: Kpondɛ ngitanwolile mɔɔ la edwekemgbɔke ne, adwenle ne nee ndelebebo mɔɔ wɔ nu la avinli la.
6. Dwenle ninyɛne dɔɔnwɔ anwo: Dua adwenlebole zo na suzu adwenle ngakyile mɔɔ nee ye le ko la.
7. Yeye nyelebenloa mɔɔ anye la eke ne la fi nuhua: Agyebe mɛke dɔɔnwɔ ne ala ɛnga dee kpɔkyee mɔɔ ɔkpondɛ la anwo edweke. Yeye nyelebenloa mɔɔ esuzu ke ɔleka nwɔle edweke fɔɔnwɔ la fi nuhua.
8. Yɛ nzuzule mɔɔ nrelebe wɔ nu la: Dua sukoanwu mɔɔ ɛle la azo na suzu ke nyelebenloa ne bazi ayɛ la.

9. Nea wɔ nyelebenloa ne: Kenga agyebɛ ne anu bieko na nea saa nyelebenloa ne mɔ wɔnyia ye la le fɔnwɔ a.
10. Sukoa: Mekkɛ dodo ne ala mɔ elɛnɛnlea agyebɛ nu na elɛsukoa nwoɛ debie la, ɛnee elɛnwu kɛ bɛ nyehyɛlɛ si de la.

Bieko, eza nea moale ndenle ɛhye mɔ noko

1. Nyia abotane na kɔ zo.
2. Dwenle kɔ moa.
3. Fa edwɛkɛkpɔkɛ ndinli, nzizo, nee nzɔzo di gyima maa ɔboa wɔ wɔ edwɛkɛmgbɔkɛ-nwɔhoalile nu.
4. Kile adwenle mɔ di munli la na gyakyi kɛ ɛkɛha kɛ, ‘medwenle kɛ’.

Ɛzukoaɛdɛɛ Gyima

1. Wowɔ adwenle wɔ edwɛkɛkpɔkɛ agyebɛ anwo.
2. Wowɔ adwenle wɔ subane mɔ agyebɛ le la anwo.
3. Wowɔ adwenle wɔ gyima mɔ agyebɛ di la anwo.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

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

2. Group work/Collaborative learning (Pair work)

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

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

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

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

SONEA TITILI

Sonea Gyinlabela 4: Dwenle fɔnwo kɔ moa

1. Dua ndelebebo mɔɔ ɛɛ ye wɔ subane mɔɔ agyebɛ lɛ la azo na fefe agyebɛ ɛhye anu.
Debie bie wɔ ɛkɛ o. Ɔ nee ɛdanɛ a da a noko ɔngeda bie. Duzu debie ɔ?
2. Nwo agyebɛ mɔɔ ndelebebo wɔ nu la na kile ye nyelebenloa ne.

Ezukoaledes Bodane: Neenlea na kile subane maa agyiba le la.

BODANE/MOO GYI YE NYE ZO LA 1 & 2: AGYIBA

Agyiba

Agyiba le ngyegyele anze edwekemiza maa hyia adwenle, edwenlenle maa anu mia nee adwenlebale kolaa na beazo anze beaye o nloa la. Bekola beka ye be nloa anu. Beta befa agyiba bedielie be nye, befa besukoa debie yee maa adwenle nu buke. Beboa bemaa yedwenle yeko moa. Yesukoa ndenle maa yefa yeso ngyegyele nloa, yesukoa fasie na yenyia adwenle wo deemoti ninyene bie sisi la anwo.

Agyiba ngakyile

Yekola yegua agyiba ekpunli ngakyile nwo.

Agyiba di gyima ngakyile doonwo

1. Obuke adwenle nu: Oboa maa yenwu ke yebazi yeezo ngyegyele bie anloa la, maa yedwenle yeko moa na eza yedwenle doonwo, boko ngakula.
2. Maa anyeliele: Agyiba maa mgbanyinli nee ngakula muala anyeliele. Eza maa bedie be enwomenle.
3. Nwomazukoale: Oboa maa menli sukoka debie, benyia fasie na maa bete ezukoaledes maa le kpomgbondee le ke Mgbonda, Abodeenwo Nrelebe yee Anee bo.
4. Ole ayileyele: Oboa maa besiezie adwenle ne, nye ebele o fi ye nu na oboa adwenlenu kpokedele.
5. Oka menli obo nu: Okile ngitanwolile maa la menli avinli, koyele maa befa beye gyima yee adwelielile.
6. Osiezie adwenle: Oboa maa yetwe ye adwenle yesie debie zo, yedwenle debie nwo, na yekile nwole nyelebenloa ne ndende zo. Ommaa adwenle ne enla.
7. Oboa maa yeko adwenle: Oboa maa yeko adwenle maa o fa ninyene fofoleyele o ba na yedua zo yenyia ninyene fofole.
8. Oboa maa yeso adwenle ne gyinlabelle yenea na yebu nwole mgbonda. Oboa maa yeso ye adwenle ne gyinlabelle, nrelebe nee adwenle maa yele ye wo debiezukoale ngakyile nwo la yenea.
9. Adawubale nee Kolakoladule: Oboa edweke nu ngitanwolile, ezinzele nee ye ngyehyeleeyele.
10. Nvedenvedenuyele nee Abodeenwo nrelebe: Oboa maa besukoka ke sonla adwenle si di ye gyima la, subane, yee kpakebale ndenle.
11. Oboa sonla enyinle: Odua nyelebenloa nwo abazobale zo maa awie nyia akenezile, ko ko o nyunlu na odie o nwo odi.

12. Adenyia nee Ngamɔnɔlile: Oboa ɔmaa menli mɔɔ abo vi nleka ngakyile nee mɔɔ beɛ gyinlabeɛ ngakyile la babɔ nu di adwelie na besukoa.
13. Agyiba di gyima dɔɔnwo na eza ɔɛ nvasoe dɔɔnwo mɔɔ maa ɔsonle bole wɔ sonla ebɛlabɔɛ nu a.

Subane mɔɔ agyiba lɛ la

Kɛ agyiba subane ngyehyɛnu si de la ɛne:

1. Bodane: ɔkile bodane mɔɔ anye la ɛkɛ, mɔɔ lɛ kɛ ngyegyɛɛ bie anloa sɔbeɛ anzɛɛ debie guabeɛ kpɔkyee ɛnyianlɛ.
2. Mela: ɔkile ngyegyɛɛ anzɛɛ moale adenle bie mɔɔ bɛdua zo la.
3. Abobɔɛ: Agyiba biala lɛ ye mɔɛbɛbo anzɛɛ abobɔɛ.
4. Adenzideɛ: Agyiba lɛ ngyegyɛɛ anzɛɛ ninyɛne mɔɔ si ye anyuhɔɛ adenle a.
5. Nyelebenloa adenle: Agyiba lɛ ndenle mɔɔ bɛdua zo bɛnyia nwoɛ nyelebenloa ne a.
6. Nyelebenloa: ɔɛ awieɛɛ nyelebenloa.

Agyiba ndonwo

Agyiba: Fealeranu edwekɛ mɔɔ zua buluku ne mɔɔ minlinle la

Agyiba ne:

Wɔ namule ekyi bie mbuluku ɛgengalɛ nee ɛziɛɛ ɛleka ne, buluku bie mɔɔ ye ɛnyianlɛ ɛnla aze la ɛminli. Mbuluku ɛziɛɛ ɛleka ne neazovo ne bizale menli nna mɔɔ bɛvale bɛ nye bɛzule bɛ la nwoɛ edwekɛ. Bɛmɛ a lɛ: Bɛnɛɛ, Agyako, Ebambe nee ɛlea. Nuhua ko biala hanle ye tendile:

1. **Bɛnɛɛ:** “Meanva buluku ne. Anoma menwunle ye kɛ Agyako lɛ”.
2. **Agyako:** “Meanva buluku ne. Menze debie bɔbɔ mɔɔ ɔzɔho ye a”.
3. **Ebambe:** “Menwule kɛ ɛlea ɛva buluku ne wɔ ɛleka mɔɔ bɛziezie bɛ la”.
4. **ɛlea:** “Ebambe ɛlɛbɔ adalɛ. Mewɔ suanu la yɛɛ buluku ne minlinle a”.

Buluku ɛziɛɛ ɛleka neazovo ne ze ye kɛ sonla ko kye a ɛleka nɔhale a. Nwane a vale buluku ne a?

Nyelebenloa adenle

1. Saa Bɛnɛɛ a ɛleka nɔhale a, ɛnee buluku ne wɔ Agyako ɛkɛ. Na ɛhye kile kɛ, Ebambe nee ɛlea ɛlɛbɔ adalɛ mɔɔ bamaa yeahile kɛ menli mɔɔ bo ko la a ɛleka nɔhale a, yemɔti Agyako ɛlɛbɔ adalɛ. Zɔhane ati Bɛnɛɛ ɛlɛbɔ adalɛ
2. Saa Agyako a ɛleka nɔhale a, ɔnze debie mɔɔ buluku ne zɔho ye a. ɛhye bahile kɛ, Bɛnɛɛ, Ebambe nee ɛlea ɛlɛbɔ adalɛ, mɔɔ bamaa Ebambe edwekɛ ne ayɛ adalɛ, mɔɔ ɔ nee Agyako ɛdɛɛ ne mɔɔ kile kɛ ɔnze nwoɛ ɛhwee la ɛnle ko a. Zɔhane ati Agyako ɛlɛbɔ adalɛ.
3. Saa Ebambe a ɛleka nɔhale a, ɔnwunle kɛ ɛlea a vale buluku ne a. ɛhye bahile kɛ Bɛnɛɛ, Agyako yɛɛ ɛlea ɛlɛbɔ adalɛ. Kɛmɔ sonla ko kye a bahola aha nɔhale la, nzuzule ɛhye ye gyima.

4. Saa Elea a eleka n'halé a, enee Ebambe elebo adale, kile ké, Ebambe annwu ké Elea vale buluku ne. Na ehye bahile ké, Benee nee Agyako noko elebo adale, m'oo maa edwéke ne nee n'halé dodo m'oo b'ema n'wolé adenle la bo nzianwo a. Z'ohane ati Elea elebo adale.

K'ém'oo sonla ko kye a eleka n'halé la, Ebambe a le awie m'oo eleka n'halé ne a. z'ohane ati, **Elea a vale buluku ne a.**

Nyelebenloa: Elea a vale buluku ne a.

Ẹzukoal'ede Gyima

1. Wow'oo adwenle w'oo dee hole m'oo agyiba le la anwo.
2. Wow'oo adwenle w'oo subane m'oo agyiba le la anwo.
3. Wow'oo adwenle w'oo gyima m'oo agyiba di la anwo.

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.

SONEA TITILI

Sonea Gyinlabelɛ 2: Sukoanyia mɔɔ gyi adwenle-ndelebebo zo

- Kilehile ndenle nsa mɔɔ agyiba dua zo boa maa yenyia adwenlenu kpɔkɔdele la.

Sonea Gyinlabelɛ 4: Dwenle kɔ moa

- Nwo agyiba mɔɔ le ngilenu fɔɔnwo la, kile nwole nyelebenloa ne, neenlea ye subane ne mɔ mɔ ɔle la na ka nwole edweke.

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 amammere ne Akan kasadwin*. Premsko Publications

NGYENU 10: EDWEKEDWENDOLE

ΕΖΥΚΟΑΛΕΔΕΕ 4: ΝΖΕΜΑ ΕΔΥΕΚΕ

Εζυκοαλεδεε Ngane 2: Ngελελεδωεκε

Εζυκοαλεδεε Guabelε: *Dua adwenle maa wa nuninyene maa wa edwekedwendole nu la azo na ye nvefenu.*

Εζυκοαλεδεε Bodane Titili: *Kile adwenle nee ndelebebo maa wa edwekedwendole nwo la.*

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 (sɔnea titili) for additional information on how to effectively administer these assessment modes.*

WEEK 23

Ezukoaledes Bodane: *Kile na wowo adwenle wo nuninyene maa edwekedwendole le la anwo (ndonwo; anee/edwekemgbake, bodane, ekpunli, ehonlone, aneenu ninyene, enelekoyele nee maa eha la)*

MDO GYI YE NYE ZO LA 1 & 2: EDWEKEDWENDOLE

Edwekedwendole abohilele

Edwekedwendole le edweke ngane ne maa ko, maa bekele ye ehonlone ehonlone nee ekpunli ekpunli na odua sekelenee anee zo oda adwenle nee sukoanwu ali na okile nganeedelee nee adwenlenu nvoninli la.

Edwekedwendole ngakyile

1. **Adawu edwekedwendole:** Olee edwekedwendole maa wale na obo adawu, maa le malebabo, avinli nee awielee la. Adawu edwekedwendole le nuninyene maa wo adawu titili maa bekele la anu a. Bie a le numenli, nyehyelee, nyegyeye, yee sobele. Sonla ko kye ala a ka edwekedwendole ehye maa a.

Adawu edwekedwendole ngakyile bie maa:

Ehulole edwekedwendole: Olee adawu edwekedwendole maa kile ehulole nee ninyene maa yekakye wo adendule nu la.

Balade: Edwekedwendole maa dua ekpunli eguale adenle zo obo adawu, maa meke doonwo ne ala ole nwoora anzee ole mgbanyidweke nwo bodane la.

Ye-kile edwekedwendole: Edwekedwendole maa ye alilale le ke nwohoa anzee le nwohoa subane la.

Epeke edwekedwendole: Ehye le edwekedwendole maa bo adawu fale tetedweke anzee mgbanyinli maa anwo rale nvasoe wo anee ekpunli ne maandee nu la. Ndonwo; Awulae Kaku Aka, Ayekpa Anrenebo, Bentenlebo, selevole Kpanyinli Essua.

2. **Laleke edwekedwendole:** Olee edwekedwendole maa kile sonla anzee awie adwenle nee nganeedelee maa gyi adwenlenu nvoninli nee ereledende zo la. Malebabo ne behelele ye ke edwene la.

Laleke edwekedwendole ngakyile:

Funli-nganvole edwekedwendole (elegyi): Edwekedwendole maa befa besu awie maa ewu la anzee okile alobole maa beledi ye wo awie maa ewu anwo la.

Ayelyele edwekedwendole: Edwekedwendole maa wale na befa bekanvo sonla anzee abodee bie la.

Sonete: Edwekedwendole maa le ehonlone 14 maa meke doonwo ne ala oka ehulole nwo edweke la.

Nuninyene maa wa edwekedwendole nu la

1. **Bodane:** Ehye kile adwenle kpake titili maa edwekedwendole ne gyi zo la. Bodane maa edwekedwendole le la bie ma a le, maa fale ehulole, abodee, kelema ehilele, ewule, sunsum nu nyee ne ninyendane nwo la. Bodane ne abo edele boa sukoavoma maa bekola bekile nrelalee kpakyee maa edwekedwendole ne eleto la annee deemoti kelevo ne helele edwekedwendole ne la.
2. **Anee:** Ehye kile anee nee alera ngakyile maa kelevo ne fa kele edwekedwendole ne yee ke asi okole ye la. *Kelevo subane ne yee gyinlabelle ne* amuala boka edwekedwendole ne anee ne anwo. Amaa wade subane maa kelevo ne da ye ali wa bodane ne anwo la owa ke kengavoma kponde *edwekemgbake*, *anee maa anye fea* nee *alerayedweke* ngakyile maa wa edwekedwendole ne anu la. Gyinlabelle ne kile kengavoma ne nganeedele maa bele ye wa egengadee ne anwo la.
3. **Kelevo subane:** Ehye kile edwekedwendovo ne subane annee nganeedele maa ale ye wa debie nwo na oda ye ali wa edwekedwendole ne anu la.
4. **Gyinlabelle:** Okile adwenle nee gyinlabelle wa meke ezinra bie anu annee nganeedele maa wa edwekedwendole ne anu la.
5. **Anee maa anye-fea nee aneenu ninyene:** Bedua ehye ma azo bema ngilehilenu ngakyile maa edwekemgbake le la annee bekponde adwenle ngakyile maa nee edwekemgbake ne enle ko la. Aneenu ninyene maa le ke agolobenwodweke, sekelenedweke, ndotonwoyele maa edwekedwendole nyia ngilehilenu ngakyile. Zohane ala yee adwenlenu nvoninlihyele maa le ke ereledende, edwekenzcho, sonlayele maa yekola yekile ngitanwolile maa la nvoninli ngakyile maa ye adwenle amba zo wa alimoa ne la avinli a. Eza ye aneenu ninyene le ke, anwiendiedweke, nwudumolozo, adwenletiabeno, nzizodweke, mamoanedweke, anvahelalesekelenee nee maa **eha** la.
6. **Alerayedweke ninyene:** Bedua aneenu ninyene maa kile aleraye maa le ke konsante nzizo, vawolo nzizo, aleradweke zo bekile edwendo subane maa wa edwekedwendole ne anu la.
7. **Edwekpomgba/Edwenwo:** Ehye kile ke bezi benwo edwekemgbake ne ma nidizo wa edwekedwendole ne anu maa maa yete o bo la. Edwekedwendovo ne dua adenle foonwo ne azo kakyihakyi ke owa ke edwekemgbake ne ma toodoa zo la na owa oda edwekemgbake kpakyee bie ma ali.
8. **Edwekedwendovo/Tendeno:** Edwekedwendovo ne kola ye kelevo ne annee numenli maa wa edwekedwendole ne anu la bie. Meke foonwo ne ala, bedua *mese-adawubono* adenle zo a bekele edwekedwendole a annee bekele befa awie maa beleka o nwo edweke la anwo. Eza odwu meke ne bie a kelevo ne dua *bese-adawubono* adenle zo a o nee kengavoma ne di ngitanwo a.

Nvasoe maa wa edwekedwendole zo la

1. Oboa wa aneezukoale nu: Edwekedwendole boa maa yenyia anee ne anu edwekemgbake nee aneenu ninyene.
2. Oboa omaa bebɔ adwenle: Edwekedwendole boa maa bebɔ be adwenle nu bekele annee bekilehile debie nu.

3. Omaa bekola bedwenle beko moa: Edwekedwendole nu efefele boa maa awie dwenle ko moa, kilehile edweke bo na onyia sukoanyia moa boa maa beneenlea egengadee nu a.
4. Omaa menli nyia nganeedelee maa awie mo: Edwekedwendole boa maa yeda nganeedelee, sukoanwu, yee ke awie si nwu ninyene bie mo la ali, na yedua zo yekile nganee moa yelee yemaa gyinlabele bie moa awie wo nu la.
5. Oda tetedweke nee maandee ali: Edwekedwendole boa maa yenwu moa ko tetedweke-nzidweke nee maandee bie anu la.
6. Omaa yenyia fasie nee anloandele: Edwekedwendole ne ezukoale nee ye ehanle boa maa yeye ngakyele, yenyia akenezile yee baguanu edendele nwo sukoanyia.
7. Oboa ndwenlenwoyee yee adwenle alilale: Edwekedwendole buke adenle omaa sukoavoma da be adwenle, nganeedelee moa bele nee be sukoanwu ngakyile ne mo ali.
8. Oboa adwenle ne enyile nu: Edwekedwendole boa maa sukoavoma nyi wo adwenle nu na befa be nwo bewula bodane moa edwekedwendole ne le nee moa elesisi nu la anu.
9. Oboa omaa yete aneenu ninyene ne mo abo kpale: Edwekedwendole kile sukoavoma aneenu ninyene moa le ke sekeneedweke, adwenlenu nvoninli yee anee moa anye-fea la. Aneenu ninyene ehye boa maa ye nloa te na ye edendele nu pi.

Edwekedwendole subane

Edwekedwendole le subane ehye mo moa kile ke ye nyehyelee ne si de la

1. Ehonlone: Edwekemgbake moa doodoa zo wo edendele ko anu la.
2. Ehonlone ne tendenle: Okile ke ehonlone si wale la anzee enelemgbake dodo moa wo ehonlone ko biala anu la.
3. Ekpunli: Ehonlone ngakyile moa bo nu ye edwekedwendole ngyenu ko la.
4. Alera nyehyelee: Okile alera bie nzizoyee moa finde ehonlone ne mo awielee wo edwekedwendole nu la.
5. Mita: Okile enelemgbake anwumahole nee azehanle nyehyelee ne moa wo edwekedwendole nu la.
6. Enelemgbake-ndoazo: Mita ko kile enelemgbake ngakyile moa beheha bebo nu la.
7. Anvahelasekelene: Ehye kile edendemunli anzee edendesinli moa toa zo kawolo ehonlone fofole nu moa benva ehelasekelene benli gyima la.
8. Ezinzele: Okile ezinzele anzee egynlale moa wo edwekedwendole ehonlone nu la.
9. Ngelelera-koateeye: Ehye kile ngelelera ngogoatee moa befa bebo ehonlone anzee edendemunli bo la.

Begynla bodane ehye mo azo a befa edwekedwendole nyehyelee bedi gyima a.

- a. Kile edwendo-subane nee edweneyele adenle
- b. Maa ngilenu na kile nzizoyee
- c. Kile kelevo ne subane yee gyinlabele moa edwekedwendole ne wo nu la.
- d. Kile ke kengavo ne si kenga la nee ye ndoodoa zo ne

- e. Fa ninyene mɔɔ twe kengavo ne adwenle nee ye nganeɛdele la wulowula edwekedwendole ne anu.

Ezukoalɛdeɛ Gyima

1. Kilehile edwekedwendole anu.
2. Kile nuninyene nsa mɔɔ wɔ edwekedwendole nu la.
3. Kilehile nvasoɛ mɔɔ nuninyene ne mɔ mɔɔ wɔhile la le wɔ edwekedwendole ehelele zo la.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning: Whole class activity

Learners study a given poem to do the following

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

2. Group work/Collaborative learning

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

SONEA TITILI

Sonea Gyinlabelɛ 2

1. Fa ε ti anwo edwekemgbɔke kilehile edwekedwendole anu.
2. Kilehile nuninyene ehye mɔ mɔɔ wɔ edwekedwendole nu la anu: aneɛ, bodane, ekpunli, ehonlone nee aneɛnu ninyene.
3. Wowɔ adwenle wɔ nvasoɛ mɔɔ kengavo ne nyia ye wɔ nuninyene mɔɔ wɔ edwekedwendole nu azo la anwo.

Sonea Gyinlabel 3

- Dua ndonwo foonwo zo kile nvasoe maa edwekedwendole le ye wa ye ebelabole nu la.

Sonea Gyinlabel 4

- Dua subane nee ngyehyelee maa edwekedwendole le la azo na nwo edwekedwendole maa ebava waaah edwekedwendole ezule la. Kee nvefenu ekyi maa woye ye wa edwekedwendole ne maa woonwo la anwo na kile nvasoe maa kengavo ne banyia ye wa aneenu ninyene maa wa edwekedwendole ne anu la azo 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.

WEEK 24

Ezukoaledes Bodane: *Ye nvefenu wa Edwekedwendole nwo.*

MDO GYI YE NYE ZO LA 1& 2: EDWEKEDWENDOLE NVEFENU

Ninyene mdo dwo ke eye be nzonle wa edwekedwendole nvefenu eyele nu la

1. Nea ngitanwo mdo la tidweke ne nee mdo behela ye wa edwekedwendole ne anu avinli la
2. Kpode edwekedwendole ne anu bodane ne anzee deemoti kelovo ne helale edwekedwendole ne la.
3. Nea saa anee ne anu pi anzee mpi a, na kile deemoti bevale zohane anee ne belile gyima la.
4. Ka kelovo ne subane ne anwo edweke na kile ke asi oda ye ali wa bodane ne anwo la.
5. Wowo adwenle wa gyinlabela ne mdo bela ye ali la anwo.
6. Ka aneenu ninyene ne anwo bie na kilehile gyima mdo bedi la anu.
7. Ka subane anzee nyehyelee mdo edwekedwendole ne la la anwo bie.
8. Nea ahenle mdo **elada** edwekedwendole ne ali la yee ahenle mdo edwekedwendole ne fale o nwo la.

Edwekedwendole subane

1. Ehonlone: Edwekemgbake mdo doodoa zo wa edendele ko anu la.
2. Ehonlone ne tendenle: Okile ke ehonlone si wale la anzee enelemgbake dodo mdo wa ehonlone ko biala anu la.
3. Ekpunli: Ehonlone ngakyile mdo bobo nu ye edwekedwendole ngyenu ko la.
4. Alera nyehyelee: Okile alera bie nzizoyele mdo finde ehonlone ne mdo awielee wa edwekedwendole nu la.
5. Mita: Okile enelemgbake anwumahale nee azehanle nyehyehyelee ne.
6. Enelemgbake-ndoazo: Mita ko kile enelemgbake ngakyile mdo beheha bebbo nu la.
7. Anvahelasekelenee: Ehye kile edendemunli anzee edendesinli mdo toa zo kawolo ehonlone fofole nu mdo benva ehelale sekelenee benli gyima la.
8. Ezinzele: Okile ezinzele anzee egyinlale mdo wa edwekedwendole ehonlone nu la.
9. Ngelera-koateeye: Ehye kile ngelera ngokoatee mdo befa bebbo ehonlone anzee edendemunli bo la.

PEDAGOGICAL EXEMPLARS

1. Initiating talk for learning: Whole class activity

- Through questions and answers, learners revise the elements of poetry.
- In groups, the class discusses the process of poetry appreciation based on the factors to consider.
- Model poetry appreciation. Read a poem as a class (*Teacher should choose readers*), then guide students through each of the factors to consider (*it may be useful for the teacher to provide a checklist for students, or ask them to create their own*) extracting literary/ sound devices and asking individuals to describe them. *Teacher should direct question to ensure that a variety of learners' answer.*

2. Work/collaborative learning: Pair work

- Read a poetry text from a set book. *Teacher should select poem according to ability and interests of students.*
- Apply the process of appreciating poetry to appreciate a poetry text.
- Present your report to the class to analyse and to provide feedback, corrections and clarification.

SONEA TITILI

Sonea Titili Gyinlabela 3

- Kile ndenle foonwo ne maa ebalua zo woye nvefenu wa edwekedwendole nu la na kile deemoti ebaye ye zo la.
- Dua ndonwo foonwo azo na wowo adwenle kile ke ebazi wawa edwekedwendole zo wahakyi tenlabela maa menli wa nu la.

Sonea Titili Gyinlabela 4

Dua maa wazukoa wa aneenu ninyene anze alerayedweke nee edwekedwendole subane nwo la azo nwo edwekedwendole maa oda gyinlabela ehye ma anu ko ali la.

- Ezulole (dwenle nwomenle, awozinli, nee ke beka ezinzele nu la anwo)
- Anyelazo (dwenle wienyi, ndotolo maa eye ngelema ngelema nee anyeliele nwo)

Nvedenvenu Gyima (Project)

Kpomgba e ti anwo edwekedwendole wa wa edwekedwendole buluku nu na fa maa e gonwo efefe nu. Owa ke nvefenuyele ne gyinla ehye ma azo: bodane, anee/edwekemgbake, kelevo ne subane/gyinlabela, edwenwo/edwekpomgba, aneenu ninyene, alera ngyehyele nee maa eha la. Kile wa adwenle, nganeede nee adwenlekpoke maa wanya ye wa nvefenu ne maa woye la anwo la.

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.

ADDITIONAL READING

Wainwright, J. (2004). *The basic poetry*. London: Routledge.



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

The end of semester exams paper would be made up of two sections. Section A and B. Section A would be made up of 40 multiple choice questions and Section B will be made up of four parts. Part I will be on essay writing where learners will choose one essay question from four questions. Part II will be on Language and usage where learners answer ten questions for 10. Part III will be on comprehension. Learners will read a passage and answer 5 questions. Part IV will be in translation. The questions for the end of semester exams should cover all topics taught from week 13 to 23

Resources needed

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

Guidelines for setting test items

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

Sample questions

Section A: Multiple Choice

1. Wɔ maanle ɛbulɛ dibeɛ nidi zo ne anu, nwane a ye tumi ne wɔ anwuma kpale a ?
 - A. Maanle Kɔmenle
 - B. Biasievoma
 - C. Maanle Belemgbunli
 - D. Kpɔmavole

2. Wɔ edwekelile ngyehyelee nu, nwane a di sunsum nu edweke a ?

- A. Maanle Kɔmenle
- B. Biasievoma
- C. Maanle Belemgbunli
- D. Safohyenle

Section B: Essay

Ndenle nnu boni azo a tete/maamule nee adwuleso edwekelile ngyehyelee ne di gyima wɔ maanlema ne ebelaɔle nu a?

Marking scheme

Section A: Multiple choice

- a. Wɔ maanle ebule dibele nidi zo ne anu, nwane a ye tumi ne wɔ anwuma kpale a ?

C. Maanle Belemgbunli – 1 mark

- b. Wɔ edwekelile ngyehyelee nu, nwane a di sunsum nu edweke a ?

A. Maanle Kɔmenle – 1 mark

Section B: Essay

Edwekelile ngyehyelee ne di gyima wɔ maanlema ne ebelaɔle nu wɔ ndenle ehye mɔ azo:

- a. Ɔnea ɔnwu ke mgbonda ebule mɔ le fɔɔnwɔ nee pelepelerile kɔ zo.
- b. Bedi pelepelerile: Benea befa mela ne bedi ye gyima wɔ ye adenle zo mɔ benye nyeyenu a.
- c. Edweke ezieziele: Bedi menli, eku eku, nee aranenu gyima ngakyile avinli edweke. Ɔdua edwekelile ndenle mɔ le ke agyinlanulile mɔ awie ko gyna menli ne avinli siezie edweke ne, edwekelile mɔ bedua tendile mɔ fɔa nee fɔa ne keha la azo bebua ndene la, nee edwekelile adenle mɔ fɔa nee fɔa ne toɔdoɔ adwenle na bedie edweke mɔ bekezi ye kpɔke la bekedo nu mɔ ɔnli kɔɔto ngyehyelee fɔɔnwɔ ne azo la.
- d. Ɔbɔ dasanli fanwodi nwo bane: Ɔbɔ mɔ mela maa nwɔle adenle nee dasanli fanwodi nwo bane, mɔ le ke mɔ mela ereladane ne anzee mela mɔ wɔ dasanli fanwodi nwo kile la.
- e. Ɔle ngyehyelee fɔɔnwɔ mɔ kile mɔ beye la: Ɔkile maanlebuwoma nee melalile ayiaku ne ngane ne mɔ tumi mɔ bele nee mɔ bekola befa beye la ke mɔ behile ye wɔ mela ereladane ne anu la, amaa beambulu zo.

Edweke agbɔke ne anu nnu biala le mra 5.

Edweke agbɔke ne anu nna biala le mra 4.

Edweke agbɔke ne anu nsa biala le mra 3.

Edweke agbɔke ne anu 1-2 biala le mra 1-2.

Table of Specification (end of semester week 24 contd.)

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Kolakoladule Nwobie	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
14	Kεside Nwobie	Multiple Choice	-	1	-	-	1
		Essay	-	-	1	-	1
15	Debienuhilele/Adwenlebɔle Nwobie	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	1
16	Awozonle Aluma	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
17	Azeziele Maandε	Multiple Choice	-	-	-	1	1
		Essay	-	-	-	-	0
18	Maanle Εbulε(aako/suanu)	Multiple Choice	2	-	1	-	3
		Essay	-	-	-	1	1
19	Maanle Εbulε (Maanle/suazo)	Multiple Choice	-	1	2	1	4
		Essay	-	-	-	-	0
20	Εdeneyele	Multiple Choice	2	-	1	1	4
		Essay	-	-	-	-	0
21	Εzunle	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
22	Nuniyεne mɔɔ wɔ adawu nu la	Multiple Choice	2	2	1	2	7
		Essay	-	-	1	-	1
23	Adawu Nvefenuyele	Multiple Choice	2	2	3	1	8
		Essay	1	2	1	-	4
	Total		12	10	14	7	45

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