



MINISTRY OF EDUCATION

Ntoaso Sukuu Akuapem Twi Adesua Nhoma

ƆKYERƐKYERƐFO NHOMA



Gyinapɛn 2



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CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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REPUBLIC OF GHANA

Akuapim Twi

For Senior High Schools

Teacher Manual

Year Two



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

AKUAPIM TWI 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 Akuapim Twi 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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ƆFA 1: ASƐNSIN NHYEHYƐƐ NE ƐNNE/TOONU

ADESUADE: NKƆMMƆDI

Adesuade Nkorabata: Nkɔmmɔdi (Asɛnsin nhyehyɛɛ ne ɛnne)

Adesua no botae ahorow

1. *Fa wo nimde a wowɔ no wɔ asɛnsin nhyehyɛɛ ho no di dwuma wɔ nsemfuaye mu*
2. *Gyina ɛnne/toonu ho nimde ne ne ntease so na fa hwehwe nsonsonoe a ɛwɔ nsemfua ne ɔkasamu ntam*

Adesuade Titire

1. Da nimde ne ntease a wowɔ no wɔ Akuapem Twi asɛnsin ho no adi.
2. Da nimde ne ntease a wowɔ no wɔ Akuapem Twi ɛnne/toonu ho no adi.

HINT



- Assign **Group Project Work** in Week 2. **Appendix A**, detailing the structure of the group project, is provided at the end of this section. The group project will be submitted in **Week 5**.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 2: *The concept of tone*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 1: *Class Exercise*

Week 2: *Group Project Work*

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

WEEK 1

Botae Ahodo

1. *Wotumi kyere Asante Twi asensini ahodo no*
2. *Wotumi pensempensem Asante Twi asensini nyehyee ahodo no mu wo nsemfuaye mu*

ANISISODEE 1 & 2: ASENSINI, N'AHODO NE NYEHYEE

Asensini nkyerkyeremu: Asensini ye mframakuo baako wo akasa mu a etumi ye asemfua fa bi anaase asemfua mu no nyinaa. Anom nnyegyee no mu bi tumi gyina se asensini. Mpen pii no, asensini biara kura enne nnyegyee baako a ebetumi aba se anom nnyegyee bi ka ho anaa anom nnyegyee biara nni n'anim, n'akyi anaa etwa ho hyia. Asenfua bi betumi aye asensini-baako anaa nsensini-mmienue anaa nsensini-a-eboro-mmienue. Asensini nyehyee ho nimdee wo akasa mu no boa adesuafo ma wotumi ye nsemfua foforo yie sane ma wotumi da akasa bi mu nsemfua ahodo adi. Asensini ho nhwesoo ahodo bi ne:

Twi: kɔ : m, e : tu : o, ɛ : tɔ, ka : sa, a : pa : ta : a

Nhwesoo ahodo a ewo esoro ho no, nkyekyemu no mu biara tumi gyina ne ho so se asensini.

Asensini Nyehyee Ahodo: Yewo asensini nyehyee ahodo wo Asante Twi kasa mu. Asensini nyehyee da nso firi kasa ahodo no ntam. Yetumi gyina anom nnyegyee (A), enne nnyegyee (E), anom ne enne nnyegyee (AE) enna anom-anom-ne-enne nnyegyee (AAE) so de kyekye nsemfua mu ko nsensini ahodo mu. Yetumi de enne/toonu agyinahyedee toto anom nnyegyee a etumi gyina se asensini no so. Asensini nkyekyemu ahodo ho nhwesoo na edidi soo yi:

1. Enne nnyegyee asensini (E) ho nhwesoo: osuo - o:su:ɔ, kaa - ka:a, efie - e:fi:e (asensini a yeasensane asee no nyinaa ye enne nnyegyee asensini ho nhwesoo).
2. Anom nnyegyee asensini (A) ho nhwesoo: pam - pa:m, kan - ka:n, asew - a:se:w ('m', 'n' ne 'w' no ye anom nnyegyee asensini ho nhwesoo).
3. Anom-Enne nnyegyee asensini (AE) ho nhwesoo: apata - a:pa:ta, fa - fa, bokiti - bo:ki:ti (pa, ta / fa /, bo, ki, ti / nyinaa ye anom-enne nnyegyee ho nhwesoo).
4. Anom-anom-enne nnyegyee asensini ho nhwesoo: prae - pra: e:e, abra - a:bra:bo, kramo - kra:mo (pra, bra ne kra nyinaa ye anom-anom-ne-enne nnyegyee ho nhwesoo).

ADESUA YI HO DWUMADIE

1. Kyerkyere asensini ase
2. Kyere Asante Twi asensini nyehyee ahodo no mu

3. Pensempensem Asante Twi asensini nyehyeee ahodoɔ no mu
4. Kyerekyerɛ asensini nyehyeee no so mfasoɔ wɔ nsemfuaye mu

Adesuade Botae

1. *Wutumi kyere Akuapem Twi asensin ahorow no*
2. *Wutumi pensempensem Akuapem Twi asensin nyehyee ahorow no mu wɔ nsemfuaye mu*

ANIWƆSOBEA 1&2: ASENSIN, N'AHOROW NE NE NYEHYEE

Asensin nkyerekyeremu: Asensin ye mframakuw biako wɔ ɔkasa mu a etumi ye asemfua fa bi anaa se asemfua mu no nyinaa. Anom/kɔsonante nnyigyei no bi tumi gyina se asensin. Mpen pii no, asensin biara kura enne nnyigyei biako a ebetumi aba se anom/kɔsonante nnyigyei ka ho anaa anom nnyigyei biara nni n'anim, n'akyi anaa atwa ne ho ahyia, Asemfua bi betumi aye asensin-biako anaa asensin-abien anaa nsensin-a-ɛboro abien. Asensin nyehyee ho nimde wɔ ɔkasa mu no boa adesuafo na wotumi ye nsemfua foforo yie san ma wotumi kyere/da ɔkasa bi mu nsemfua ahorow adi. Asensin/Selabolo ho nhweso ahorow bi ne:

Twi: Kɔ:m, e:tu:ɔ, e:tɔ, ka:sa, a:pa:ta:a

Nhweso ahorow a ɛwɔ soro ho no, nkyekyemu no mu biara tumi gyina ne ho so se asensin/selabolo.

Asensin/Selabolo Ahorow: Yewɔ nsensin ahorow wɔ Akuapem Twi kasa no mu.

Asensin Nyehyee Ahorow: Yewɔ asensin nyehyee ahorow wɔ Akuapem Twi kasa mu. Asensin nyehyee da nso fi kasa ahorow no ntam. Yetumi gyina anom nnyigyei (A), enne nnyigyei (E), anom ne enne nnyigyei (AE) enna anom-anom-ne-enne nnyigyei (AAE) so de kyekye nsemfua mu kɔ asensin ahorow mu. Yetumi de enne/toonu akyerew agyiraehyede toto anom nnyigyei a etumi gyina se asensin no so. Asensin nkyekyemu ahorow ho nhweso so na edidi so yi.

1. **Enne nnyigyei asensin** (E) ho nhweso, osuo- ɔ:su:ɔ kaa- ka:a, efie- e:fi:e (asensin a yeasensan ase no nyinaa ye enne nnyigyei sensin ho nhweso).
2. **Anom nnyigyei asensin** (A) ho nhweso: pam- pa:m, kan- ka:n, asew-a:se:w (m, n ne_w) no ye anom nnyigyei asensin ho nhweso)
3. **Anom-Enne asensin** (AE) ho nhweso: a:pa:ta, fa- fa, bokiti- bo:ki:ti (pa, ta, fa, bo, ki, ti / nyinaa ye anom-enne nyehyee ho nhweso).
4. **Anom-anom enne nnyigyei asensin** ho nhweso: prae- pra: e, abraɔ- a:bra:ɔ, kramo- kra:mo (pra, bra ne kra nyinaa ye anom-anom ne -enne-nnyigyei ho nhweso)

ADESUA YI HO DWUMADI

1. Kyerekyerε asensin ase.
2. Kyere Akuapem Twi asensin ahorow no mu.
3. Pensempensem Akuapem Twi asensin nyehyee ahorow no mu.
4. Kyerekyerε asensin nyehyee no so mfaso wɔ nsemfuaye mu.

PEDAGOGICAL EXEMPLARS**Problem-Based Learning (Individual and group work)****1. Whole class activity**

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

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

2. Mixed ability group

- a. Learners in mixed ability groups select at least six different words from a text.
- b. Groups discuss amongst themselves to explain the types of syllables present in the words selected.

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

3. Whole class activity: Groups present their work to the class for discussion.**Group work/Collaborative Learning****1. Whole class discussion**

- a. Revise the types of syllables identified in the language.
- b. Through questions and answers, the teacher leads learners to discuss the syllable structure in the respective Ghanaian Languages, citing appropriate examples (e.g., V, CV, CCV, CVC, and others).
- c. Discuss how syllables are combined to form words in the language.

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

2. Pair work: *(AP learners should be paired with HP learners for support)*

- a. Pairs form new words and tell the number of syllables in them.
- b. Pairs discuss the structure of the syllables in the words each of them has formed.

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

NKARII TITIRIW

Gyinaɓen Nkarii 1: Akaakae nimdenya

Fa w'ankasa nsemfua kyerekyere asensin ase.

Gyinaɓen Nkarii 2: Ntease mu nimdenya

Kyerew asensin nyehyee ahorow no na ma emu biara ho nhweso abiesa abiesa.

Gyinaɓen Nkarii 3: Nnwenweneho a emu do

Fa nhweso a efata kyerekyere nea enti abiesa a eho hia se wote asensin nyehyee ho adesua ase wo Akuapem Twi kasa mu.

HINT



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

WEEK 2

Adesuade Botae ahorow

1. *Kyerɛkyerɛ enne/toonu ase wɔ bere a worema w'ani akɔ enne/toonu ahorow no so. (nhweso., fam, soro, adantam, soro-kɔ, fam-ba ne nea ekeka ho) ne ne dwumadi so.*
2. *Pensempensem enne/toonu dwumadi mu (nhweso: nea ede nsonsonoe ba ɔkasa mmara mu, nea ede nsonsonoe ba nsemfua ntease mu ne nea ede nsonsonoe ba Akan kasa nkorabata mu)*

ANIWƆSOBEA 1 & 2: ENNE/TOONU

Enne/Toonu aseyere: Kasa ahorow pii no ara de enne/toonu a ɛkɔ soro anaa fam na ɛda wɔn atenka anaa ntease adi na wɔsan de di dwuma ahorow. Enne/toonu ye soro anaa fam kɔ wɔ ɔkasa mu a ɛda adi wɔ asensin, nsemfua anaa ɔkasamu mu. Enne/toonu kasa ye ɔkasa a emu nsemfua ntease no gyina enne/toonu so. Kasa ahorow a ɛwɔ Ghanaman mu ha dodow no ara ye enne/toonu kasa.

Enne/toonu ahorow: Nsonsonoe da ɔkasa ahorow enne/toonu mu se ebia; soro toonu, adantam toonu, fam toonu ne soro-kɔ toonu. Akuapem Twi mu no, yewɔ toonu/enne ahorow abien (2) a ɛbɔ abira a enonom ne soro toonu enna fam toonu. Wɔde saa nsenkyerɛne ahorow yi na egyina hɔ ma toonu abien no: fam toonu agyiraeahyede ne [ʔ] enna soro toonu agyiraeahyede no ne [ʔ]. Nhweso: [brà-come] wɔ fam toonu agyiraeahyede da enne nnyigyei no so enna [dà-to sleep] nso wɔ soro toonu agyiraeahyede da enne nnyigyei no so. Se fam toonu bedi soro toonu kan/anim a, ɛma yenya soro-kɔ toonu enna se soro toonu bedi fam toonu anim/kan a, ɛma yenya fam-kɔ toonu.

Enne/toonu dwumadi: Toonu ho hia wɔ toonu kasa mu esian nsonsonoe a ɛde ba ɔkasa ahorow mu nti. Toonu di dwuma ahorow abiesa (3) wɔ ɔkasa mu. Eyinom ne nea ede nsonsonoe ba nsemfua ntam, nea ede nsonsonoe ba ɔkasa mmara anaa nyehyee ahorow ntam enna nea ede nsonsonoe ba Akan kasa nkorabata no ntam.

Mpensempensemu a ɛfa toonu dwumadi ahorow no ho na edidi so yi:

- Toonu a ɛde nsonsonoe ba nsemfua ntam:** Toonu yi tumi de nsonsonoe ba nsemfua ntease mu. Toonu tumi de nsonsonoe ba nsemfua a ɛye adekoro wɔ wɔn sope anaa wɔn din bɔ ye pe ntease mu. Nhweso: Se ɛnye toonu dwumadi a, anka nsonsonoe biara remma saa nsemfua abien yi ntam: *papa-good* ne *papa-father*. Se yede toonu toto enne nnyigyei a ɛwɔ nsemfua abien yi so a yebenya nsemfua bi te se:
pápá -good ne pàpá-father
yírí - wife ne yìrì - to hold it tight
dá - sleep ne dà- never
- Toonu a ɛde nsonsonoe ba ɔkasa mmara/nyehyee mu:** Saa toonu yi tumi de nsonsonoe ba ɔkasa mmara/nyehyee no binom ntam wɔ Akuapem Twi kasa mu.

Ɛde nsonsonoe/abirabɔ ba nsemfuakuw, kabea ahorow ne nea ekeka ho ntam. Se ebia,

- i. Daa kabea [Kòfí gyíná]-kofi stands ne Ɔhye kabea [Kòfí gyìnà]
- ii. Daa kabea [Kòfí b'éfá] ne [Kòfi be'fá]
- iii. Daa kabea [ɔ̀pám' àtádíɛ] ne twam kabea [ɔ̀pàm àtádíɛ']

c. **Toonu san tumi de nsonsonoe ba ɔkasa nkorabata ahorow no mu bi ntam:** Nhweso, Toonu tumi de nsonsonoe ba Akan kasa nkorabata abien a eye Mfantse ne Asante ntam anaa Asante ne Akuapem. Se ebia;

- i. *Mfantse Asante:*
Mòròkɔ̀ - I am going
Mìrìkɔ́ - I am going
- ii. *Asante Akuapem:*
ɔ́kɔ́ - S/he has gone
ɔ́kɔ̀ - S/he has gone

ADESUA DWUMADI AHOROW

1. Kyerekyere toonu ase.
2. Fa nhweso a efata kyerekyere toonu ahorow mu wɔ Akuapem Twi mu.
3. Pensempensem toonu mu wɔ Akuapem Twi kasa mu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class/group activity

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

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

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

Tasks learners with different learning abilities to;

- i. *lead the class discussion on the functions of tone, providing examples. (HP)*

ii. *take notes and summarise the key points discussed. (P)*

iii. *work with a partner to complete a worksheet on the functions of tone. (AP)*

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

a. Listen to some given words and determine the types of tone in the words.

b. Identify the syllables in the words that bear the tone.

3. **Whole class:** The pairs make a presentation on the outcomes of the pair work.

NKARII TITIRIW

Gyinaɓɛn Nkarii 1: Akaakae ne ɔkasa Ho Nimdenya

1. Fa w,ankasa nsemfua kyerekyere toonu ase.

2. Kyerew toonu dwumadi ahorow wɔ Akuapem Twi kasa mu.

Gyinaɓɛn Nkarii 2: Ntease mu nimdenya

1. Kyerew toonu a ewɔ Akuapem Twi kasa mu na fa nhweso anan anan (4) a efata kyerekyere wɔn mu biara mu.

2. Ma toonu dwumadi a wokyerewee wɔ nkarii 1(asemmisa 2) ho no mu biara nhweso abiesa abiesa (3) .

Gyinaɓɛn Nkarii 3: Nwennweneho a emu dɔ

Kuw Dwumadi

Kywerew asensin nyehyee ne toonu ahorow a yewɔ wɔ Akuapem Twi mu na ma asensin nyehyee no mu biara ho nhweso edu edu (10) na san ma toonu nso ho nhweso du (10).

HINT



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

Section 1 Review

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

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



APPENDIX A: STRUCTURE OF THE GROUP PROJECT

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

Structure of the Group Project

- **Front page** (name of school, class, names of group members, subject, date, name of teacher, date of submission)
- **Introduction** (definition of syllables, explaining the syllable structure with examples, definition of tones, explaining the types of tones and giving examples)
- **Task:** Take an inventory of the syllable structure and tones of the language of study and give ten examples of each of the syllable structures in words.

Rubrics for the Group Project

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Front page	Provided all of the following: name of school, class, names of group members, subject, date, name of teacher, date of submission.	Provided any three of the following: name of school, class, names of group members, subject, date, name of teacher, date of submission.	Provided any two of the following: name of school, class, names of group members, subject, date, name of teacher, date of submission.	Provided any one of the following: name of school, class, names of group members, subject, date, name of teacher, date of submission.
Defining syllables	The definition features all the key words needed to adequately define a syllable.	The definition contains three key words.	The definition contains two key words.	The definition contains one key word.
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 and ten examples in words.	Giving five - seven examples in words.	Giving three - four examples in words.	Giving one - two examples in words.

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Defining tones	The definition features all the key words needed to adequately define a syllable.	The definition contains three key words.	The definition contains two key words.	The definition contains one key word.
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 and ten examples in words.	Giving five to seven examples in words.	Giving three to four examples in words.	Giving one to two examples in words.
Communication Skills	Showing 4 of the skills, e.g. Audible voice, keeping eye contact, paying attention to the audience, engaging the audience with interaction and use of gestures.	Showing 3 of the skills, e.g. Audible voice, keeping eye contact, paying attention to the audience, engaging the audience with interaction and use of gestures.	Showing 2 of the skills, e.g. Audible voice, keeping eye contact, paying attention to the audience, engaging the audience with interaction and use of gestures.	Showing 1 of the skills, e.g. Audible voice, keeping eye contact, paying attention to the audience, engaging the audience with interaction and use of gestures.
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 to learners, etc. Refer to the Teacher Assessment Manual and Toolkit pages 27-29 for more information.

Providing Feedback

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

3FA 2: AKENKAN NE ADWEMPO NHWEHWEE

ADESUADE 1: NKOMMODI

Adesua Nkorabata 1: Tebea mu Nkɔmmɔdi

Adesua Nkorabata 2: Akenkan

Adesua Botae Ahorow

1. *Fa nimde a Woanya no di nkɔmmɔ wɔ ɔkwan pa so.*
2. *Gyina akenkan a emu dɔ ne akenkan ntrɛwmu ho nimde so kenkan abasɛm bi.*

Adesua Titiriw

1. *Da wo nimde a wowɔ wɔ kasakyere ho wɔ bere a woatie nkɔmmɔdi anaa nkitahodi bi .*
2. *Da wo nimde ne wo ntease a wowɔ wɔ akenkan a emu dɔ ne akenkan ntrɛmu a wode bɛkenkan abasɛm bi adi wɔ Akuapem Twi kasa mu.*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by this section are:

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

Week 4: *Features of intensive reading*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 3: *Questioning*

Week 4: *Discussion*

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

WEEK 3

Adesuade botae ahorow

1. *Kyerɛ adwempɔ a ɛwɔ nkɔmmɔdi bi mu.*
2. *Pensempensem adwempɔ a ɛwɔ nkɔmmɔdi bi mu mu.*

ANIWƆSOBEA 1 & 2: ADWEMPƆ AHOROW A ƐWƆ NKƆMMƆDI BI MU NHWEHWƎƎ

Adwempɔ: Adwempɔ no ne asem pɔtee a kasapɛn bi de to gua wɔ nkɔmmɔdi anaa abasɛm bi mu. Wɔtaa de ɔkasamu ahorow bi kyerekyerɛ mu. Sɛ wutumi hu asem pɔtee a nkyerekyerɛmu kasamu no nyinaa rekasa fa ho a, ɛbɛboa ama woahu adwempɔ a ɛwɔ kasapɛn anaa nkɔmmɔdi no mu. Wɔtaa de ɔkasa ahorow bi kyerekyerɛ mu. Sɛ wutumi hu asem pɔtee a nkyerekyerɛmu kasamu no nyinaa rekasa fa ho a, ɛbɛboa ama woahu adwempɔ a ɛwɔ kyerɛwsem anaa abasɛm bi mu a, yɛ nea edidi so yi nyinaa;

1. Kenkan nhoma no din ne nnianim no- Den na nhoma no din ne nnianim no ka fa asentitiriw a wɔredi ho nkɔmmɔ no ho?
2. Hwehwɛ ɔkasamu a ɛde adwempɔ no to gua no.- Mɛn pii no, ɛtaa di ɔkasapɛn kasamu ahorow anim/kan.
3. Hwehwɛ nkyerekyerɛmu kasamu ahorow no. – Bisa wo ho saa nsem yi: Hena, den, bere bɛn, hefa, ne ɔkwan bɛn so, fa adwempɔ no ho.
4. Fa w'ankasa wo nsemfua bɔ kyerɛwsem no tɔfa.
5. Fa wo tɔfabɔ no toto ɔkyerɛwfo no awiei nsem no ho.

ADESUA DWUMADI

1. Kyerɛ wo nimde a wowɔ wɔ 'adwempɔ ho'
2. Kyerɛw adwempɔ a ɛwɔ akenkansɛm bi mu.
3. Kasa fa adwempɔ bi a wuhuu wɔ kyerɛwsem bi mu no ho.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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

2. Whole class activity

- Each group shares the main ideas in the text they read with the class
- Class discusses the main ideas shared and asks questions for clarification

3. Pair work: The teacher gives each pair a theme to create a conversation and role-play it in class. *Teachers should choose a theme carefully based on their knowledge of the learners' abilities and interests.*

Collaborative Learning

1. Whole class activity

- Discuss the main ideas in the conversation topics used for the role-play. *The teacher tasks learners based on their ability to analyse how tone influenced the conversation, write a short sentence on how tone influenced the conversation, etc.*
- Discuss how they were able to identify the main ideas in the conversation. *The teacher could direct this question to HP learners.*

NKARII TITIRIW

GYINAPEN NKARII 2: Ntease mu nimdenya

- Kyerε adwempŋ a εwŋ kyerεwsem bi mu no.
- Pensempensem adwempŋ a wuhuu no wŋ kyerεsem no mu mu.
- Kenkan nkŋmmŋdi tiawa a εwŋ fam hŋ no na kyere adwempŋ a εwom.

Kofi: Sen na wosi hu wo suban fa?

Isaac: Megye me ho tom senea mete yi ara na wo nso ε?

Kofi: Ahummaborŋ ahyε me ma.

Isaac: Me de, sε meye mfomso a, mede kye me ho na masua biribi afi saa mfomso no mu.

Kofi: Me nso mema nea asi dedaw no twam na mekŋ m'anım.

Gyinapen Nkarii 3: Nnwenweneho a emu dŋ.

Kyerεw ŋkasamu ahorow abiesa (3) fa toa nkŋmmŋdi a εwŋ soro hŋ no so- wŋ bere a wommane mfi adwempŋ a wuhui no ho.

HINT



- The recommended mode of assessment for Week 3 is **Questioning**. You may provide learners with a passage and use the questioning assessment technique to assess learners.
- Assign learners their Portfolios by Week 3. Refer to Appendix B for details of the structure of the portfolio.

WEEK 4

Adesuade Botae ahorow

1. *Pensempensem Fa-bere Akenkan su ho (ɔhareso-akenkan, ɔhareso-ade-hwehwe ne nea ekeka ho)*
2. *Pensempensem Akenkan a emu-dɔ su ahorow mu (anote, kyerewsem no nhyehyee, nhwemu, adwene ntotoho, mmɔakyiri ne nea ekeka ho.)*

ANIWƆSOBEA 1: ASUKƆDƆ AKENKAN SU

Asukɔdɔ Akenkan : Eyi ye akenkan a yɛfa bere dɔ mu sukɔ a botae mmieniu na esi yen ani so; sɛ yɛrete kyerewsem no ase enna yɛresua ɔkasa mu nhyehyee ahorow no nso. Esiane yen akenkan a yɛhyɛda to yen bo ase kenkan kyerewsem bi. Saa akenkan yi mu no, akenkanfo no to wɔn bo ase de hwehwe nsemfua a wɔasensan ase, nsemfua a wɔaka mu tumm, nsemfua a wɔatimu ne nea ekeka ho esiane sɛ, enonom na kyerewsem no ntease gyina so. Akenkanfo no bɔ mmɔden kyerewkyerew kyerewsem no mu nsem no bi gu wɔn nhoma mu, wɔhwehwe nsemfua nkyerɛase fi nsemfua-nteasee-nwoma mu na wɔasan ato wɔn bo ase akenkan kyerewsem no sedee ebeye a wɔbete nsem a kyerewsem no de reto gua no ase yie.

Asukɔdɔ Akenkan Su

Asukɔdɔ Akenkan wɔ su ahodoɔ bebre. Momma yenhwe esu ahodoɔ mmieniu yi;

a. Ɔhareso-akenkan

Ɔhareso-akenkan ye akenkan a yɛde yen ani fa abasem bi mu wɔ ɔhareso de hwehwe asem pɔtee a abasem bi kasa fa ho nko ara. Eye adwuma yie pa ara wɔ abasem a ede nokwasem pɔtee bi reto gua mu. Ɔhareso-akenkan mu no, wo ntease a wonya no wɔ twerɛsem anaa abasem no mu ye tiawa esianne sɛ, wonkenkan abasem no mu nsem no nyinaa.

b. Ɔhareso-ade-hwehwe

Ɔhareso-ade-hwehwe ye akenkan ne fa bi a, yɛde yen ani fa kyerewsem anaa abasem bi mu ɔhareso de hwehwe nsemfua anaa ɔkasasin ahorow bi. Yesan de di dwuma wɔ bere a woahu biribi wɔ abasem mu na woɛ sɛ wohwe sɛ ebetumi ayi wo nsemmisa no ano a.

ADESUA MU DWUMADI

1. Kyerɛkyerɛ nea edidi so yinom ase:
 - a. Asukɔdɔ Akenkan
 - b. Ɔhareso-akenkan
 - c. Ɔhareso- ade-hwehwe

PEDAGOGICAL EXEMPLARS

Talk-for-learning Approaches

1. Whole class discussion

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

- b. Teacher models intensive reading to class

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

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

2. Ability groups

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

Teachers should choose texts carefully based on their knowledge of learners' abilities and interests. Consider different texts for AP/P/HP learners.

- b. Learners share ideas about the main ideas in the 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.*

NKARII TITIRIW

Gyinapɛn 1 Nkarii: Akaakae ne Ɔkasa Nindenya

1. Kyerekyere Asukɔɔ akenkan su mmienu mu.
2. Kyerekyere ɔhareso-akenkan ne ɔhareso-ade-hwehwɛ su ahorow no mu.

Gyinapɛn 2 Nkarii: Ntease mu Nimdenya

1. Pensempensem ɔkwan a ɔhareso-akenkan ne ɔhareso-ade-hwehwɛ boa ma yenya ntease wɔ kyerewsem anaa abasem bi mu mu.
2. Gyina nimde a woanya no wɔ asukɔɔ akenkan no so na kenkan kyerewsem anaa abasem a ewɔ fam hɔ no.

Na mframa yi fi he? Dɛn na ɛde ahum yi aba? Odupɔn kɛse bi atutu. Owu de ne nsa nwunwunu ato agya Atoapem so wɔ adwuma mu awia ketee yi. ɔtɔree mum awia yi ara ma wɔde no kɔɔ ayaresabea. Ne mma aso tee saa awerɛhosɛm yi wɔ fie. Bere a na Agya Atoapem yere akɔtɔn ne nneɛma wɔ gua so na ɔreba fie wɔ Anansekurom no, ohyiaa ambulanse a na Agya Atoapem da mu no. Ntɛm ara, ne mma no kɔɔ ayaresabea kohuu wɔn agya a ɔda yarepa so a na anidaso nni mu.

Adekyee anɔpa tutuutu no, ne mma no kɔ sɛ wɔrɛkɔsra no. Awerɛhosɛm ne sɛ, na owuo de ne nsa nwunwunu ato ne so ma wɔde no akɔhyɛ amukorabea. Mmofra no de awerɛhowɛm yi kɔdan ɔmanfo no, ɛhɔ ara na awerɛhow ne osu mene ɔman no.

Abusuapanyin tuu nipa ma wɔkɔ bɔɔ ɔhene ne ne manfo amanneɛ wɔ Papayɛ a ɛyɛ Agya Atoapem kurom a ɛyɛ kwansin abiɛsa. Na Agya Atoapem yɛ kurow no safohene. Bere a wɔtee asɛm no, wɔsomaɔ Asafokuw no kɔɔ Anansekurom sɛ wɔnkɔ fa amu no mmra Papayɛ.

Wɔhaɛɛ lorry na ɛde kɔɔ Anansekurom. Agofo no de nsui hyiaa Asafokuw no. Wɔduu Anansekurom no na abɔ anwumere 3:00 Wɔde nsa tumpɔn (pantu) bɛmaɔ wɔn akwaaba. Asafokuw a wɔtuu wɔn no de wɔn anantese/ bɔɔ wɔn amanneɛ se wɔrɛbɛfa Agya Atoapem amu no. Anansekuromfo ampɛ sɛ wɔde amu no bɛma wɔn efisɛ Agya Atoapem aboa kurow no mpuntu yiye.

3. Kyere adwempɔ a ɛwɔ abasɛm no mu.
4. Pensɛmpensɛm adwempɔ no mu.
5. Hwɛ mfaso a ɛwɔ Asukɔdɔ akenkan so.

Gyinaɔpɛn 4 Nkarii: Nnwenneho a emu dɔ ne ntease

Nhwehwɛmu dwumadie: Yɛ nhwehwɛmu fa adwempɔ anaa asɛm bi a ɛda adi wɔ abasɛm a woakenkan no mu. Boaboa wo nsɛm ano firi mmeaɛɛ ahodoɔ mu, pensɛmpensɛm nsɛm no mu na da wo mmuaɛɛ no adi wɔ anodisɛm kwan so.

ANIWɔSOBEA 2: AKENKAN NTRɛWMU SU

Akekan Ntrɛwmu

Eyi yɛ akenkan a adesuafo no kenkan de gyegyɛ wɔn ani na wɔsan nso de sua akenkan mu nimdeɛ ahodoɔ. Yebetumi de atoto Asukɔdɔ akenkan a ɛyɛ akenkan a yɛdɔ mu sukɔ wɔ bere a adesua mu botae anaa dwumadi bi si yen ani so ho. Akenkan ntrɛmu nso ma yɛkenkan nneɛma ahorow pii esiane senti ahorow bi te sɛ, amannebɔ anaa anigye.

Akenkan Ntrɛmu Su

Anotew: ɛkyere akenkan ntoamu, akenkan a emu da hɔ, ɛnne bɔkɔɔ ne mmɔdemmmɔ wɔ ɔkasa dwumadi ahorow mu. Yebetumi asan nso akyerɛ mu sɛ, ɛyɛ nimde a obi wɔ wɔ ɔkasa dwumadi ahorow bi ho.

Kyerɛwɛm nhɛhyɛ: Eyi yɛ ɛkwan a akyerɛwfo fa so hyehyɛ wɔn nsɛm wɔ tkyerɛwɛm anaa abasɛm mu. Nimde a adesuafo wɔ wɔ kyerɛwɛm anaa abasɛm

nhyehyee ho yi boa ma wotumi de wɔn ani si biribi pɔtee bi ne twaka ahorow bi so ma wohu abasem no mu dwumadi no ntoatoa so na ɛma wonya kyerɛwsem no mu ntease wɔ bere a wɔrekenkan no.

Nhwemu: Eyi ye ɛkwan a adesuafo no fa so de hu se wɔte ade a wɔrekenkan no ase yie. Se ɛkɔba se wonhu adwempɔ pɔtee a ɛwɔ abasem anaa kyerɛwsem no mu a, wɔtumi ye nhyehyee ne nsiesie fa wɔn ntease ho ansa na wɔatoa akenkan no so.

Adwene ntotoho: Eyi ye nsusui a yegyina nimde bi a yewɔ fa biribi a yenim ho so ye. Ne tiawa mu no, eyi ye adwenkyere dwumadi. Wutumi gyina wo nimde bi a wowɔ dada ne abasem no mu nsem so de nsusui bi to gua anaa kyerekyere abasem no mu.

Mmɔakyiri: Yetumi di saa dwuma yi wɔ bere a yerekenkan anaa yeakenkan awie. Okenkanfo no nam so tumi de ne nimde ne nsusui bi to gua na afei nso, onya adwempɔ ahorow fi abasem no mu.

ADESUA MU DWUMADI

1. Kyerekyere nea ɛdidi so yi mu;
 - a. Akenkan Ntrɛwmu
 - b. Anotew
 - c. Nhwemu
2. Kenkan nkɔmmɔdi/abasem bi na pensemensem akenkan ntrɛwmu su abiesa anaa nea ɛboro saa mu.
3. Pensempensem abasem no mu na wo ne afoforo nkye ho adwene.
4. Gyina akenkan ntrɛwmu su ho nimde so fa kenkan abasem no.

PEDAGOGICAL EXEMPLARS

Talk-for-learning Approaches

1. Whole class discussion
 - a. Teacher models extensive reading to whole class. *Learners of different abilities are assigned to model extensive reading and orally summarise the process of model reading.*
 - b. Learners explain to each other the meaning of extensive reading. *HP/P learners should also add why people use extensive reading. High-ability learners take turns first.*
 - c. Learners discuss the features of extensive reading, such as fluency, text structure, monitoring, inference, and evaluating. *Assign roles to learners based on their ability, including discussion facilitator(s)/lead(s), note takers, summarisers, those to ask the “why” of every activity, etc.*
 - d. Teacher models extensive reading to small groups.

2. **Mixed ability groups** (*Teacher should direct HP learners to support AP learners*)
 - a. Groups read different passages selected by teacher based on cultural values (integrity, trustworthy, honesty, dignity, etc.), GESI, STEM, Technology, medicine, energy conservation, etc. and share ideas from the passages read.
 - b. Groups share views on texts read.
3. **Individual activity:** Individual learners apply extensive reading approaches to read a text and summarise their understanding of it and opinions on it. To be shared with the class.

NKARII TITIRIW

Gyinaɓɓen 1 Nkarii : Akaakae ne ɔkasa Nimdenya

1. Fa w'ankasa nsemfua bo 'akenkan ntrewwu' ho nimde tofa.
2. Kyereɓ akenkan ntrewwu su nnum? Kyerekyere ebiara mu tiawa.

Gyinaɓɓen 2 Nkarii : Nnwennweneho a emu do

Pensempenseɓ senea ɔhareso-akenkan ne ɔhareso-ade-hwehwe bo ma yɛnya kyereɓseɓ bi mu ntease.

Gyinaɓɓen 3 Nkarii: Nnwennweneho ntoaso

Sen na wusi gye saa aseɓ yi tom: 'Yeɗe Akenkan ntrewwu gyegye yɛn ani enna yeɗe Akenkan a emu do nso hwehwe nimdeɛ.' Kyere wo gyinabea na kyere nea enti a woka no saa.

Gyinaɓɓen 4 Nkariiɛ: Nnwennweneho a Emu Do ne Ntease

Sen na wusi gye saa aseɓ yi tom: 'Woɗe Akenkan ntrewwu gyegye won ani wo bere a woɗe Asukodo akenkan nso hwehwe nimdeɛ pɔtee bi. Kyerekyere wo fa biara a wubegyina no mu fann.

HINT



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

Section 2 Review

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



APPENDIX B: STRUCTURE OF THE PORTFOLIO

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

Structure and Organisation of the Portfolio

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

Items to be included in the portfolio

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

Rubrics for Scoring

E.g.

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

Mode of 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

Providing 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: Audible voice. Keeping eye contact. Pay attention to the audience. Engaging the audience with interaction. Use of gesture.	Showing 4 of the skills.	Showing 3 of the skills.	Showing 2 of the skills.	Showing 1 of the skills.
Teamwork: Respecting the views of others. Tolerating others. Resolving conflicts. Taking responsibility.	Exhibit 4	Exhibit 3	Exhibit 2	Exhibit 1

ƆFA 3: NKABOMDE NE NSEMFUAYE AHOROW

ADESUADE 1: ƆKASA DWUMADI

Adesuade Nkorabata 1: Ɔkasa Nhyehyɛ

Adesua Botae : *Tumi gyina mmataho, nkabomde, ɔkasasin ne ɔkasamufa ho nimdeɛ so yɛ ɔkasamu ahorow*

Adesua mu Nimdenya: *Da nimdeɛ adi fa ɛkwan a yɛfa so de mmataho, nkabomde, ɔkasasin ne ɔkasamufa di dwuma*

Adesuade nkorabata 2: Mmara a ɛfa Akuapem Twi akyerɛw ho

Adesua Botae: *Tumi de nsemfuaye, akyerɛw mu agyinahyɛde ne ɔkasamu mu nsenkyerɛne ahorow ho nimdeɛ di dwuma.*

Adesua mu Nimdeɛnya: *Da nimdeɛ ne ntease adi fa nsemfuaye ne ɔkwan pa a yɛfa so de akyerɛw mu agyinahyɛde ne nsenkyerɛneɛ di dwuma.*

HINT



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

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 skilfully resolve issues and /or misconceptions.

ASSESSMENT SUMMARY

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

Week 5: *Simulation*

Week 6: *Mid-semester examination*

Week 7: *Critiquing*

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

WEEK 5

Adesuade Botae : *Tumi de mmataho ahorow di dwuma wɔ Akuapem Twi mu*

ANISISODE 1 & 2: MMATAHO

Mmataho Ahorow

Mmataho ye mɔɔfem a yede bata asemfua bi ho de nya asemfua foforo. Mmataho betumi nso asan akyere ɔkasa nhyehyee fa bi a yede si asemfua anim anaa akyi de sesa ne ntease. Mmataho ye edin a yede gyina hɔ ma nsiakyi ne nsianim. Yede mmataho si asennua anaa ɔkasasin bi ho a, esesa ne ntease ma yenya asemfua nnanemu anaa nyafirim. Yebetumi asan aka se, mmataho ye asemfua fa bi a yetumi de si nsemfua ho ma yenya ntease foforo anaase esesa n'asemfuakuw no. Nsianim ye mmataho a yede si asennua bi anim. Nsim nso ye mmataho a yede si asennua bi ntam. Nsiakyi ye mmataho a yede si asennua bi akyi pɛɛ. Nsianim ne nsiakyi (Ntwaho) nso ye mmataho a yede si asennua bi anim ne akyi wɔ bere koro no ara mu. Mmataho ma twaka bi beda nteaseɛ a ewɔ asennua no ne asemfua foforo no ntam. Mmataho ho nhweso wɔ Akuapem Twi mu ne; *a-, m-, n-, fo-, -nom, re-* ne nea ekeka ho. Eyinom ye mmataho efi se, yebetumi de wɔn asi asemfua bi ho ama ne ntease no asesa. Nhweso: agya bedane agyanom. Wode nsiakyi si agya a ewɔ biakofo kabea mu no ho a, edan dodow kabea.

Mmataho ahorow abien a ewɔ ɔkasa mu no ne nyafirim ne nnanemu mmataho.

Nyafirim mmataho: Eyi ye mmataho a yenam so nya nsemfua foforo ne ntease foforo. Nyafirim mmataho mu no, asennua no ne asemfua foforo no asemfuakuw betumi aye adekoro anaa ebesea. Eyi kyere se, nyafirim mmataho betumi **asesa asemfuakuw no** anaa **ensesa**. Nyafirim mmataho no ma yenya nsemfua foforo fi asennua no mu. Nhweso : **sa** tumi bedane **nsa** wɔ bere a nsianim **n-** si asennua **sa** anim. Saa tebea yi mu no, asennua no asemfuakuw a na eye adeɛ no bedane edin.

Nnanemu mmataho: Eyiinom ye mmataho a esesa asemfua no kabea nko ara na mmom, enye n'asemfuakuw. **Nnanemu mmataho** nsesa asemfua no ntease ne saa nti, yenya nsemfua foforo mfi mu. Nnanemu mmataho da ɔkasa nhyehyee bi te se akontabude, onipa bɔbea, kabea ahorow ne nea ekeka ho adi. Eyi kyere se, wode nnanemu mmataho si asemfua a ewɔ biakofo kabea mu ho a, esesa no kɔ dodow kabea mu. Nhweso, wode nsianim *m-* si asennua *barima* ho a, ebedan *mmarima*. Eha yi, nsemfua *barima* ne *mmarima* nye nsemfua mmienu a nsonsonoe bi da wɔn asemfuakuw mu anaa wɔn ntease no nsesa koraa.

Mmataho Dwumadi

Mmataho ahorow no mu biara dwumadi da nso. Enonom na edidi so yi:

a. Wɔboa ma yenya nsemfua foforo fi asennua no mu. Nhweso: $n + da = nna$.

- b. Wɔboa sesa nsemfua fi asemfuakuw biako mu kɔ foforo mu. Nhweso: $a + pra = apra$.
- c. Mmataho boa ma yenya adeye kabea ahorow. Nhweso $a + kɔ = akɔ$.
- d. Mmataho boa sesa asemfua bi fi adeye kabea bi mu kɔ foforo mu. Nhweso: $re + dɔ = redɔ$.
- e. Mmataho boa sesa nsemfua firi baakofoɔ kabea mu kɔ dodoɔ kabea mu. Nhweso: $a + bofoɔ = aboafɔɔ$.
- f. Mmataho ho nimdee boa ma yetumi sope nsemfua sane sua kasa nso.
- g. Esesa edin nkyerekyeremu kɔ adeye kabea mu.
- h. Esesa adeye ma no beye edin. Nhweso: $n + hyira = nhyira$
- i. Esesa edin ma no beye edin nkyerekyeremu.
- j. Esesa edin nkyerekyeremu ma no beye edin.
- k. Esesa adeye ma no beye edin nkyerekyeremu.
- l. Esesa edin ma no beye adeye.

ADESUA MU DWUMADIE

1. Kyerekyerɛ mmataho mu.
2. Twere mmataho ahodoɔ a ewɔ Asante Twi mu.
3. Fa nhwesoɔ a efata kyerekyerɛ mmataho ahodoɔ no mu.
4. Twere asemfua baako ma mmataho ahodoɔ no mu biara.
5. Pensempensem mmataho dwumadie enan anaa dee eboro saa mu.
6. Kyerekyerɛ mmataho a ewɔ nsemfua a edidi soɔ yi mu na kyere mmataho koro a emu biara ye:
 - a. apra
 - b. redidi
 - c. diie
 - d. wɔfanom
 - e. mpanimfoɔ
 - f. mma
 - g. mmaa
 - h. nnomaa
 - i. nkokɔ
 - j. adetɔnfoɔ

7. Sesa saa nsemfua yi kɔ edin mu wɔ ɛberɛ a wode mmataho a ɛsɛ fata resi nsemfua ahodoɔ no ho.
 - a. da
 - b. to
 - c. kɔm
 - d. didi
 - e. kyerekwere
 - f. sa

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.*

Group work/Collaborative Learning

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

- 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.

2. Whole class activity: *Task learners with different abilities to give detailed presentations and/or summarised presentations.*

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

NKARII TITIRIW

Gyinapɛn 1 Nkarii: Akaakae ne ɔkasa Nimdeɛnya

Fa w'ankasa nsemfua kyerekyere mmataho mu.

Gyinapɛn 2 nkarii : Ntease mu Nimdeɛnya

1. Kyerekyere nsonsonoe a ɛda mmataho ahorow no ntam na ma emu biara ho nhweso abiesa abiesa anaa nea eboro saa.
2. Gyina mmataho ahorow no so fa ye nsemfua afoforo nnum nnum ma emu biara.
3. Gyina wo mmuae a ɛwɔ asemmisa (2) no so na pensempensem mmataho so mfaso abiesa.
4. Kyere mmataho a ɛwɔ nsemfua a ɛdidi so yi mu na kyere mmataho korɔ a emu biara ye:
 - a. Kununom
 - b. Osuani
 - c. Prae
 - d. Ohiani
 - e. atena
 - f. ɔdɔ
 - g. atwerefo

Gyinapɛn 3 nkarii: Nnwenneho a emu dɔ

W'adamfo bi a ɔwɔ sukuu foforo mu nte mmataho ase. Kyere ɔkwan a wobɛfa so aboa no ama no ate mmatoho ahodow no ase wɔ bere a worema emu biara ho nhweso abiesa abiesa (3) de atae wo nkyerekyeremu no akyi.

HINT



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

WEEK 6

Adesua akwankyerɛ: *Yɛ nkabomde ahorow a ɛwɔ Akuapem Twi kasa mu.*

ANIWƆSOBEA 1 & 2: NKABOMDE

Nkabomde adwensu: Nkabomde yɛ nsemfua a ɛka nsemfua, ɔkasasin anaa ɔkasamufa ahorow bom. Nkabomde na ɛma yetumi nya ɔkasamu kuntann, ɔkasamu ɛtoatoa so ne nhyehyɛ a ɛma yetumi si ɔkasamufa ahorow a ɛye ntiantia ano. Ne dwumadi titirw ne sɛ ekeka ɔkasamu ahorow ne ɔkasa afaafa no bom. Nhweso: nso, nanso, mmom, nti, ne, esianse ne nea ekeka ho.

Osua ade nti onim ade.

*Mekɔ kɔ **nanso** mesan aba.*

Kofi ne Ama.

Nkabomde ahorow: Nkabomde gu ahorow pii wɔ ɔkasamu mu. Nanso emu abiesa na yɛbɛka ho asem wɔ ha. Akyerekyerɛfo ɛnkyerɛ nea ɛwɔ wɔn ankasa kasa mu. Eyinom ne nkabomde a ɛka afa titiriw abien bom, ne nea ɛye nsem abien a ɛye adwuma bom biako ne nkabomde ɛka ɛfa titiriw ne kumaa bom.

Nkabomde a ɛka atitiriw bom (Kasamufa titiriw Nkabomde): Nkabomde a ɛka atitiriw bom tumi ka nsemfua, kasasin ne ɔkasamufa a wɔn nyinaso yɛ pɛ ɔkasa mmara mu. Nhweso: na nanso, nso, nti, mmom, anaa .

- a. kasamufa nkabomde a ɛka nsemfua ne ɔkasasin bom. Sɛ ebia; [anaa, ne, nanso]
Kwaku **ne** Akua afum.
Ama kɔ **nanso** wanto no.
Suban **ne** ahoɔfɛ na yɛpɛ.
Kwabena **anaa** Kyei bɛba ha ɔkyena?
- b. Nkabomde a ɛka ɔkasamufa kumaa ne ɔkasamufa titiriw bom. ɛba saa a, nkabomde no bɛka ɔkasamufa kumaa no ho. [a, sɛ,]
Nhweso:
Yedidi wie **a**, yɛbɛda.
Sɛ ɛbɛyɛ **a**, mo ne nnipa nyinaa ntena asomdwoe mu.
Ansa na mmerekensono besi ne ti ase no na onim nea asase aka akyerɛ no.
Nkabomde a ɛye adwuma bom sɛ biako: ɛye nkabomde ahorow abien a ɛye adwuma bom sɛ biako. Nhweso wɔ Akuapem Twi mu: [sɛ...a, bere a... no, tesɛ, kyere sɛ]
Sɛ nsu tɔ **a**, mɛsɔ bi.
Bere a ɔhene no wui **no** na mihuu Awurade.

Nkabomde a ɛka titiriw ne kumaa bom: Eyi ye nkabomde a ɛka ɔkasamufa titiriw ne ɔkasamufa kumaa bom. (nea etumi gyina ne ho ne nea entumi nnyinaso wɔ ɔkasamu mu. Etumi kyere nea esii ne ne nsunsuanso/ nea erekyere nsonsonoe ahorow. Nhweso: [na, anaa, nti, mmom, nanso...])

Ɔbra no bɔ ye den **nanso** yebɔbɔ ho mmɔden.

Ɔkɔ hwehwɛe no **nanso** wanto no.

Minim no **nti** mede nkra no bɛma no.

Yede nkabomde reye kasamu ahorow:

Mmara kakra wɔ hɔ a ɛboa ma yede nkabomde ye adwuma. Saa mmoa yi boa ma yetumi kyere kasa no yiye.

- a. Yede nkabomde ekeka yeadwen, yen nneyee ne yeadwempɔ enti ɛwɔ sɛ woyi nkabomde a ɛse anaa ɛfata di dwuma ma ɛtɔ asom.
- b. Nkabomde ho hia bere a yerebɔbɔ nneɛma so.
- c. Wode nkabomde reye adwuma a hwɛ sɛ afaafa no nyinaa hyia.

ADESUA DWUMADI

1. Kyerekyere nkabomde mu na ma ho nhweso abiesa
2. Kyerekyere nkabomde ahorow a ɛwɔ Akuapem Twi kasa mu
3. Kyerekyere nsonsonoe a ɛda nkabomde a wayi no mu
4. Ma nkabomde ahorow no ho nhweso
5. Fa nkabomde a wode ama no ye ɔkasamu

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity

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

2. Individual work: Each learner uses their own examples to form meaningful sentences.

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

NKARII TITIRIW

Gyinapɔn Nkarii 2: Nimde ntease ho suahu

1. Kyerekyere nkabomde mu na ma nhweso abiesa.
2. Sensan nkabomde a ewɔ ɔkasamu edidi so yi ase.
 - a. Maame Adwoa rekenkan na Kwabena rekyerew.
 - b. Se ɔwɔ ha a anka obeyi ano.
 - c. Wosua ade a, wubehu.
 - d. Ɔkɔm de no nti na odidii no.
 - e. Meko nso ennye nne.
 - f. Mepɛ fufuu anaa ampesi.
3. Kyekye nkabomde ahorow yi mu kɔ akuwakuw ase. Nea ɛka titiriw ne kumaa bom: mmom, a, ma, gye se, Nea ɛka nsemfua abien a eye adwuma biako (nkabomde) bom: esiane se, tese, Nea ɛka afaafa titiriw bom: na, nanso, anaa.

Gyinapɛn 3 Nkarii: Nnwenneho a emu dɔ

1. Ye ɔkasamu anan efa nkabomde ahorow no mu biara ho wɔ Akuapem Twi kasa mu.
2. Kyerekyere nsonsonoe a ewɔ nkabomde ahorow no mu na ma emu biara ho nhweso anan a ewɔ Akuapem Twi mu.
3. Fa nkabomde a efata ewie ɔkasamu a edidi so yi.
 - a. Se ...wosua ade a wobehu.
 - b. W'ani kum a da.
 - c. Ɔbeba ha nanso.....ɔbekye.
 - d. Meresua ade nti metwa me schwe no.
 - e. Banku.....abeteemempɛ
4. Fa nkabomde a edidi so yi biara ye ɔkasa mu biako (na, anaa, nso, nanso, nti, se...a)

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

Adesua Botae: *Kyerɛkyerɛ ɔkwan a yɛfa so nya nsem foforo wɔ Akuapem Twi mu. (nkahyɛ, ntwaso, ɔfɛm/boseabo, mmataho)*

ANIWƆSOBEA 1 & 2: NSEM FOFORO NYA (YE)/NSEMFUAYE AKWAN AHOROW

Ɛyɛ ɔkwan a yɛfa so nwene nsem foforo fi asemfuakuw a ɛwɔ kasa mu.

Akwan ahorow bebibree wɔ hɔ a yɛfa so nya nsem foforo wɔ kasa biara mu. Nhweso: asemfua adi afra, mmɔho, ntwaso, ɔfɛm, mmataho afi, nkakuho, nkahyɛ, ebi nkyerɛkyermu na edidi so yi.

Nkahyɛ: Ɛyɛ ɔkwan yɛfa so de nsem abien anaa nea ɛboro saa bom na yenya nkahyɛ a n'ase kyere no ɛne nsem no ankasa nyɛ pɛ. Yebetumi nso akyerɛ ase sɛ ɛyɛ asemfua a ɛwɔ asennua ahorow abien a emu biara etumi gyina ne ho so sɛ asemfua. Asem a yɛaka abom a efi nsemfuakuw afofor mu. Yebetumi anya edin+ edin nkahyɛ., edin +adeyɛ nkahyɛ, edin + edin nkyerɛkyeremu nkahyɛ, ɔkasamufa nkahyɛ ne nea ɛkeka ho. Nhweso wɔ Akuapem Twi ani + dane = anidane, nkwan + ta =nkwanta, nsa +pan = nsapan.

Ntwaso: Yebetumi nso afre no tiawatwa. Ɛyɛ ɔkwan a yɛfa so yi nsemfua bi ho na yɛde bom de nya asem foforo. Eyi kyere sɛ, yebetumi ayi nnyigyei no bi afi asemfua no anim anaase akyi de ayɛ asemfua foforo no.Ntwaso ho nhweso a ɛwɔ Akuapem Twi mu no ne: maa = maame, Koo = Kofi, Paa =Papa, Odii = Odiifo, ɔɔ=ɔɔfo.

Ɔfɛm: Ɔfɛm yɛ ɔkwan a yɛde asemfua bi fi ɔkasa foforo mu ba ɔkasa foforo mu. Kasa horow pii wɔ nsem a efi kasa foforo mu abɛka kasa no ho. ɔfɛm ho nhweso no mu bi ne: bokiti-bucket, somente-cement, tomantosi -tomatoes, makyese-matches. Saa nsemfua yi nyinaa no yɛafɛm afi borɔfo kasa mu.

Ɔkwan a yɛfa so nya nsem foforo ho mfaso:

- Ɛma kasa no nyin/ tu mpɔn bere a emu nsem no adɔɔso.
- Ɛboa ma amanaman nso te kasa no
- Ɛboa ma yenya nsem foforo de fre nneɛma foforo a aba
- Ɛboa kasa sua
- Ɛboa ma yehu nsem bi abɔse

ADESUA DWUMADI

1. Kyerekyere ɔkwan a yefa so nya nsem foforo wɔ Akuapem Twi mu.
2. Pensempensem ɔkwan ahorow abiesa a yefa so nya nsem foforo wɔ Akuapem Twi mu.
3. Kyerekyere ɔkwan pa ahorow abiesa a yefa so nya nsem foforo wɔ Akuapem Twi kasa mu.

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

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

Group work/Collaborative Learning**1. Mixed ability group (Teacher should direct HP learners to support AP learners)**

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

The teacher provides sentence prompts to scaffold learning (for example, gap fill template or sentence starters) for less able learners.

Talk-for-learning Approach

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.*

NKARII TITIRIW**Gyinapɛn Nkarii1: Akaakae ne ɔkasa Nimdenya**

1. Kyerekyere ɔkwan a yefa so nya nsem foforo wɔ Akuapem Twi mu.
2. Kyerekyere ɔkwan ahorow a yefa so nya nsem foforo wɔ Akuapem Twi kasa no mu.

Gyinapɛn Nkarii 2: Nimde ntease ho suahu

Kyerɛw nhweso abiesa a yefa so nya nsemfua afoforo wɔ kwan ahorow a yeabobo so yi so.

Gyinaɓɛn Nkarɪi 3: Nnwenneho a emu dɔ

1. Kyerekyere ɔkwan ahorow a yefa so nyaa nsemfua a edidi so yi:
 - a. akokɔnini
 - b. kofori
 - c. animia
 - d. akasaakasa
 - e. nkwankyɛn
2. Kyerekyere ɔkwan a yefa so nya nsem foforo a edidi so yi mu na ma emu biara ho nhweso abien abien.
 - a. Mmataho
 - b. Nkahye
 - c. Nkakuho
 - d. ɔfɛm
3. Hyehye nsemfua a edidi so yi wɔ atifiaseɛm ahorow yi mu biara ase. mmataho, ɔfɛm, asemfua a adi afra, nkahye ne nkakuho. Kyerekyere wo mmuae no mu. (akorɔkorɔw, anantewanatew, apra, dupɔn, kɔɔpoo, nna, nyamesɛm, nkwanta, osuani, sukuu, kyereɔdua, nyankotɔn).

Individual Project

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

HINT



*The recommended mode of assessment for Week 7 is **Critiquing**. Refer to **Question 1** of Assessment level 3 under the key assessment for an example of a task for critiquing.*

Section 3 Review

This section has discussed some aspects of the grammar of the language. These aspects are affixes, conjunction and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunction and word formation processes. It is expected that, knowledge in affixes for instance, will help learners to create new and correct verb tenses and be able to change the word class of a word. Also, it will help learners to identify words, their meaning and grammatical functions. Knowledge of conjunctions in language will also help learners to connect several words, ideas and concepts together. This will offer learners the opportunity to build complex word

structures and sentences that convey interesting messages. Again, it is expected that knowledge in word formation processes will increase learners' ability to acquire skills to decode and encode new words and also create new words for the naming needs of concepts. It is expected that teaching is differentiated for each learner to efficiently acquire knowledge in these essential language areas.



APPENDIX E: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Nsemmisa ho nhweso

Jfa A: Asemmisa a ewo mmuae ahorow

Nea edidi so yi mu nea ewo he na ENYE asensin nhyehyee wo Akuapem Twi mu?

- A. AE
- B. AEA
- C. C.A
- D. E

Jfa B: Asemmisa a ehia mmuae a emu do

Kyerekyere nsemfua a edidi so yi mu na ma emu biara ho nhweso abien.

- i. asensin
- ii. toonu

Guidelines for setting test items

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

iii. Do not ask questions beyond what you have taught, etc.

Anoyi/Mmuæ ho nhehye

Ɔfa A: Asemmisa a ewo mmuæ ahorow

Nea edidi so yi mu nea ewo he na ENYE asensin nhyehye wo AKUAPEM Twi mu.?

B. AEA –Aba 1

Ɔfa B: Asemmisa a ehia mmuæ a emu do

- a) Asensin/selabolo ye **mframakuw biako** wo ɔkasa mu a etaa kura **enne nnyigyei** se ne fa bi anaa **asensin no ankasa**. Anom nnyigyei/Konsonante no bi tumi gyina won ho so se asensin. Eɛ se asensin kura **enne nnyigyei biako a** ebetumi aba se anom nnyigyei di n'anim, n'akyi anaa twa ho hyia.
- Award 5 marks if the key words in bold are featured in the definition.
 - Award 4 marks if 4 of the key words features in the definition.
 - Award 3 marks if 3 key words feature in the definition
 - Award 2 mark if 2 key words feature in the definition
 - Award 1 mark if 1 key word features in the definition.
- b) Toonu/Enne: Toonu ye **soro ne famko wo kasa mu** a ne nnyinaso no ye **asensin, asemfua anaa ɔkasamu**. Toonu kasa ye kasa a ne nsemfua ntease no gyina toonu so..
- Award 5 marks if the key words in bold are featured in the definition.
 - Award 4 marks if 4 of the key words features in the definition.
 - Award 3 marks if 3 key words feature in the definition
 - Award 2 mark if 2 key words feature in the definition
 - Award 1 mark if 1 key word features in the definition.

Table of Specification

Nnawɔtwe	Aniwɔsobeɔ	Nsemmisa ahorow	DoK Gynapɛn ahorow				Mmuabɔ
			1	2	3	4	
1	1. Asensin/ Selabolo	Asemmisa a ewo mmuæ ahorow	3	2	-	-	5
		Asemmisa a ehia mmuæ a emu do	-	1	-	-	1
2	1. Toonu/Enne	Asemmisa a ewo mmuæ ahorow	4	1	-	-	5
		Asemmisa a ehia mmuæ a emu do	-	1	-	-	1

Nnawɔtwe	Aniwɔsobeɔ	Nsemmisa ahorow	DoK Gynapɛn ahorow				Mmuabɔ
			1	2	3	4	
3	1. Adwempɔ a ɛwɔ nkɔmmɔdi mu	Asemmisa a ɛwɔ mmuɔɛ ahorow	2	2	-	-	4
		Asemmisa a ehia mmuɔɛ a emu dɔ	-	1	-	-	1
4	1. Akenkan a emu dɔ	Asemmisa a ɛwɔ mmuɔɛ ahorow	1	2	-	-	3
	2. Akenkan ntrɛwmu						
		Asemmisa a ehia mmuɔɛ a emu dɔ	-	-	-	-	1
5	Mmataho ahorow	Asemmisa a ɛwɔ mmuɔɛ ahorow	1	2	-	-	3
		Asemmisa a ehia mmuɔɛ a emu dɔ	-	1	-	-	1
Mmuabɔ			11	13	-	-	24

ƆFA 4: KASASIN/KASAMUFA NHYEHYƐ NE AKYERƐWDE MU AKYERƐW NSENKYERƐDE/ AGYIRAEHYƐDE

ADESUADE 2: ƆKASA NE ƆKASA DWUMADI

Adesua Nkorabata: Akuapem Twi kyerƐwbea ho mmara

Adesua no Botae Ahorow

1. *Se yede nimde a Ɛwɔ mmatahode, nkabomde, kasasin ne ɔkasamufa ho beye ɔkasamu a ɛtɔ asom.*
2. *Se yede nimde a yeanya wɔ ɔkwan a yefa so nya nsemfua foforo, akyerƐw mu akyerƐw nsenkyerɛde ne ɛnne yebea (toonuu) ye ɔkasamu anaa yede ka asem.*

Adesuade Titiriw

1. *Kyerɛ wo suahu a Ɛwɔ senea yede mmatahode, nkabomde, kasasin ne ɔkasamufa ye adwuma.*
2. *Kyerɛ wo nimde ne wo ntease wɔ ɔkwan a yefa so nya nsemfua foforo ne ntease wowɔ wɔ ɔkwan yefa so nya nsemfua foforo ne akyerƐw nsenkyerɛde ne ɛnne yebea (toonuu) di dwuma wɔ kasa mu.*

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

and functional understanding of phrases, clauses and punctuation and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 8: *Phrases*

Week 9: *Clauses*

Week 10: *Punctuation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 8: *Homework*

Week 9: *Group performance assessment*

Week 10: *Test of practical knowledge*

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

WEEK 8

Adesuade Botae : *Fa kasasin ahorow no ye ɔkasamu wɔ Akuapem Twi mu*

ANIWƆSOBEA 1 & 2: KASASIN

Kasasin Nkyerekyeremu: Kasasin ye asemfua anaa nsemfua a edi dwuma a ntease wom wɔ ɔkasamu mu. Eɛ se kasasin nya asem-ti a ntease wom. Asem-ti no betumi aye edin, adeye, ɔkyerefo anaa edin nkyerekyeremu. Asem-ti no na ɛkyere kasasin ko. Kasasin nhweso wɔ Akuapem Twi mu: *atade, papa, ayame, abofra no...*

Kasasin Ahorow: Yebesua kasasin ahorow anum; Edin kasasin, Adeye kasasin, Ɔkyerefo kasasin, Edin nkyerekyeremu kasasin ne Edin-akyi-tobea (sibea) kasasin.

Edin Kasasin

Edin kasasin ye kasasin a edin anaa Edinnsiananmu na ye eti asem. Edin kasasin nhyehyee gu ahorow. Hwe nea edidi so yi.

- Edin kasasin tumi ye Edin anaa Edinnsiananmu. Saa kasasin yi tumi ye asemfua, eye Edin anaa Edinnsiananmu. Nhweso; kumase, wɔn.

Din Kasasin Wɔ Akuapem Twi Mu	
Akuapem	Edin Kasasin nhyehyee
Kumase	NP - N1
Wɔn	NP - PRO

Nhweso mu no, Edin asem biako na eye Edin kasasin a enni oyikyerɛ anaa nkyerekyeremu. Edinnsiananmu tumi ye Edin kasasin.

- Edin kasasin nso tumi ye Edin kasasin tenten. Etumi Edin no ankasa ne edin kyerekyeremu biako anaa abien, Edinnsiananmu anaa Edin-akyi-tobea (sibea) a ne nyinaa kyerekyerɛ edin no mu.

Nhweso;

Edin kasasin nhyehyee wɔ Akuapem Twi mu.	
Akuapem	Edin Kasasin nhyehyee
Atade kɛse	NP - N1 ADJ
Maame pokua	NP-NP-NP
Aban adwumayeɛfo baanan no	NP - NP NP AP
Aban adwumayeɛfo baanan no	NP - NP NP AP DET

Edin kasasin nyehyee wɔ Akuapem Twi mu.	
Abofra no	NP - NP DET
Nipa bɔnefo no	NP - NP (AP) (DET)
Kofi tena gua no so	NP - NP PP
Akura ketewa bi	NP - NP (AP) (DET)

- c. Edin kasasin nkyerɛkyeremu: Edin kasasin wɔ nsem bi a ɛba edin no anim anaa akyi a yefrɛ wɔn nkyerɛkyeremu. Nkyerɛkyeremu yi yɛ nsem, kasasin anaa kasamufa a ɛde nsem foforo ka asem -ti a ɛyɛ edin no ho. Sɛ nkyerɛkyeremu no ba ansa na edin no ankasa aba a yefrɛ no anim nkyerɛkyeremu, na nea ɛba edin no ankasa akyi no yefrɛ no akyi nkyerɛkyeremu. Ɛto da bi a, asem-ti no bedi anim nkyerɛkyeremu no ne akyi nkyerɛkyeremu ntam.

- i. Anim nkyerɛkyeremu ho nhweso wɔ Akuapem Twi mu.

- Me maame panyin ba no.

Anim nkyerɛkyeremu asem-ti

Nhweso yi mu no, ti asem a ɛwɔ mu no ne ‘**ba**’, ɛnna ‘Me maame panyin’ yɛ anim nkyerɛkyeremu a ɛrekyerɛkyerɛ ba no mu. Kasasin no nyiinaa yɛ Edin Kasasin.

- Oguaa Asuapɔn asuafo no nim ade.

Anim nkyerɛkyeremu asem-ti

- Ajumako dɔkono yɛ dɛ.

Anim nkyerɛkyeremu asem-ti/edin ti

Nhweso a ɛto so abien no reka ‘asuafo’ a wɔnim ade na kasasin ‘Oguaa Asuapɔn’ yɛ kasain a ɛyɛ anim nkyerɛkyeremu a ɛreka asem-ti no ho asem. Nhweso a etwa to no ɛreka sɛnea dɔkono no yɛ dɛ ɛnna ‘Ajumako’ no reka kurow pɔtee a ne ‘dɔkono’ no yɛ dɛ..

- ii. Akyi nkyerɛkyeremu ho nhweso

- Atade fitaa tenten no ayera.

Asem-ti Anim nkyerɛkyeremu

- Minim barima kɔkɔ a ofi Nkran no.

Asem-ti Akyi nkyerɛkyeremu

- Watɔ sukuu atade foforo duruduruu bi.

Asem-ti Akyi nkyerɛkyeremu

Nhweso a edi kan no ka ‘atade’ a wɔde kasasin ‘fitaa tenten no’ aka ho sɛ akyi nkyerɛkyeremu, (ii) nhweso a ɛto so abien no nso ɛka ‘barima’ no ho asem. Kasasin ɛba barima no akyi yɛ kasasin ɛreka asem-ti barima no ho asem. Nhweso a etwa

to no nso ka ‘sukuu atade’ a wato na kasasin a edi asem-ti sukuu atade no eye akyi nkyerekyeremu.

iii. Nhweso a asem-ti no ba anim nkyerekyeremu ne akyi nkyerekyeremu (mfinimfini) no ntam wo Akuapem Twi mu.

- Ghana aban adwumayefo mpanyimfo baanu bi aba ha.

Anim nkyerekyeremu asem-ti akyi nkyerekyeremu

- Yen sukuu asuafo baanan a wogyina ho no adi de.

Anim nkyerekyeremu asem-ti akyi nkyerekyeremu

Adeye kasasin

Ɔwom se adeye kasasin gu mu ahorow nanso adeye kasasin biara wo adeye asem asem biako a eye asem-ti a eye kasasin no nyinaa gyina so. Etumi ye nea efa ayede anaa nea amfa ayede.

Nhweso wo Akuapem Twi mu;

- Di
- Nom
- Foro

Adeye kasasin tumi ye adeye no ankasa ne adeye piasem biako anaa abien. Se adeye no ankasa nka ho a adeye ɔkasamu no nwie pɛye. Nhweso a ewo Akuapem Twi mu bi na edidi so yi; *gye....di, so.....hwe, ka.....kyere, fa....ko*. Mmom adeye kasasin betumi anye nhyehyee foforo te se nea edidi so yi:

Adeye kasasin nhyehyee wo Akuapem Twi mu	
Akuapem	Kasasin Nhyehyeeɛ
Bra fie	VP - V1 NP
Ko wo papa fie	VP - V1 NP NP
Tena me so.	VP - V1 PP
Kɔfa ko	VP - VP VP
Serew me	VP - VP NP
Nantew ntɛm	VP - VP ADP
Ogye di	VP - NP AUX +VP

Ɔkyerefo kasasin

Ɔkyerefo kasasin ye ɔkasasin a ewo ɔkyerefo se asem-ti. Ɔkyerefo kasasin yi nsemmisa bi te se sen? aden, bere ben ano. Ɔkyerefo kasasin kyerekyere adeye, edin nkyerekyeremu anaa ɔkyerefo foforo mu.

Nhwɛso

Ɔkyerɛfo kasasin nyehyɛ wɔ Akuapem Twi mu	
Akuapem	Kasasin nyehyɛ
Nyaa	ADVP - ADV
Ntɛm yiye	ADVP - ADV ADV
Bɔkɔɔ	ADVP - ADV
Bɔkɔɔ dodow	ADVP - ADV ADV

Edin Nkyerɛkyerɛmu kasasin

Ɛyɛ ɔkasasin a ɛwɔ edin nkyerɛkyerɛmu sɛ ebia; aɛm-ti. Ɛkyerɛkyerɛ Edin anaa Edinnsiananmu mu. Eyinom yɛ Edin nkyerɛkyerɛmu a ɛwɔ Akuapem Twi mu. Edin nkyerɛkyerɛmu a ɛwɔ Akuapem mu; *kɛsɛ, tuntum, kɔkɔ ne fitaa*. *Edin nkyerɛkyerɛmu a ɛwɔ ɔkasamu mu gyina sɛ Edin Nkyerɛkyerɛmu kasasin. Edin Nkyerɛkyerɛmu kasasin wɔ twi mu no yɛ Edin nkyerɛkyerɛmu kasasin nko ara anaa Edin Nkyerɛkyerɛmu a ɔkyerɛfo di akyi.*

Nhwɛso

Edin Nkyerɛkyerɛmu wɔ akuapem Twi mu	
Akuapem	Kasasin nyehyɛ
Tenten	ADJP - ADJ
Kɛsɛ dodow	ADJP > ADJ ADV
Sua	ADJP > ADJ
Foforo pa ara	ADJP > ADJ ADV

Edin akyi-tobea (sibea) kasasin

Ɛyɛ ɔkasasin a ɛwɔ Edin-akyi, ɔyɛfo ne nkyerɛkyerɛmu bi. Edin-akyi-tobea kasasin yɛ edin kasasin ne Edin-akyi tobea (sibea). Hyɛ no nso sɛ kasa binom wɔ bea anim tobea (sibea) kasasin.

Beaanim tobea (sibea) kasasin nyehyɛ wɔ Akuapem Twi mu	
Akuapem	Kasasin Nyehyɛ
Pon no so	Edin-akyi-tobea (sibea) kasasin- Edin kasasin (Oyikyerɛ) Edin-akyi tobea (sibea) kasasin
Dan no akyi	Edin-akyi-tobea(sibea) kasasin – Edin kasasin (Oyikyerɛ) Edin-akyi-tobea (sibea) kasasin

Beaanim tobea (sibea) kasasin nyehyee wɔ Akuapem Twi mu	
Ofi no anim	Edin-akyi-tobea (sibea) kasasin – Edin kasasin (Oyikyerɛ) Edin-akyi-tobea (sibea) kasasin
Agua no nkyɛn	Edin-akyi-tobea (sibea) kasasin – Edin kasasin, (Oyikyerɛ) Edin-akyi-tobea (sibea) kasasin

Ɔkasasin nyehyee

Sene yeaka dedaw no, kasasin nyehyee gyina kasasin no su so.

- a. Edin kasasin tumi ye Edin anaa Edinnsiananmu nko ara. Edin kasasin mu no asem-ti no ye Edin. Yebetumi ahu Edin kasasin bere a yeayi nsem ahorow a ekeka ho no. na ntease da so wɔ ɔkasamu no nyehyee mu.

Nhwɛso;

Menua barima no aba fie.

Edin kasasin

Ɔkasamu yi mi no, menua barima ye Edin kasasin. Ntease wɔ ɔkasasin yi mu efise barima na eye asem-ti a eka kasasin no ho. Nanso bere a yebeyi asem -ti no afi ɔkasasin no mu no ntease remma.

Ɔkasasin Dwumadi

1. Yede ɔkasasin kyere adwen.
2. Eye ade a eboa ma nitahidi pa kɔ so ɔkasa ne akyerew mu.
3. Yede nwene nsem a ntease wom.
4. Edi akoten ma ntease ye adwuma.

ADESUA DWUMADI

1. Kyerekyere ɔkasasin mu mu na kyere nsonsonoe a eɖa ene ɔkasamu mu.
2. Kyerew ɔkasasin ahorow abiɛsa wɔ Akuapem Twi mu na ma emu biara ho nhwɛso.
3. Kyerew ɔkasamu ahorow abien na kyere ɔkasasin ahorow a ewom.

PEDAGOGICAL EXAMPLARS

Problem-Based Learning

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

i. Diamond Nine

2. Mixed ability group activity

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

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

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

NKARII TITIRIW

Gyinapɛn Nkkarii 1: Akaakae Recall and Reproduction

1. Kyerekyere kasasin ahorow a edidi so yi mu:

- a. Adeye kasasin
- b. Edin kasasin
- c. Ɔkyerefo kasasin

Gyinapɛn Nkkarii 2: Nimde ne ngease ho suahu

1. Nea wɔasensan ase wɔ ɔkasamu no mu ye;

- a. Maame Agyeiwaa reko.
- b. Dua kese no abu.
- c. Boba no da ɔdan no akyi.
- d. Wakyerew schwe no.
- e. Sukuufu no ama kwan.

2. Kyerekyere kasasin a ewɔ ɔkasamu a edidi so yi mu.

- a. Lartebea resua Akuapem.
- b. Ghana bɔlobɔ kuw no adi nkonim.
- c. Anomaa no atɔ dua no ase.
- d. Dan no akyi afuw satuu.
- e. Maame Akua reye nkwan wɔ fie.

Gyinapɛn Nkkarii 3: Nnwenneho a emu do

1. Ma ɔkasasin a edidi so yi ho nhweso abien wɔ wo kasa mu na kyerekyere mu tiawa : asem-ti ne nkyerekyeremu.

- a. Edin kasasin
- b. Adeye kasasin
- c. Edin nkyerekyeremu

d. Ɔkyerefo kasasin

2. Fa nhweso a woama no ye ɔkasamu abien na sensan ɔkasasin a ewom no ase.

HINT



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

WEEK 9

Adesua akwankyerɛ: *Kyerɛkyerɛ na kyekye ɔkasamufa ahorow mu.*

ANIWƆSOBEA 1 & 2: ƆKASAMUFA NE EMU AHOROW

ƆKASAMUFA NKYERɛKERYɛMU MU

Ɔkasamufa ye nsemfua a woakeka abom na aye ɔkasamu. Ewɔ ɔyefo ne nkasae.

Ɔkasamufa ahorow

Ɔkasamufa gu ahorow titiriw abien. Enom ne;

1. Ɔkasamufa Titiriw: Eye nsemkuw bi a ewɔ ɔyefo ne adeye. Ewɔ Ɔyefo ne adeye a egyina ne ho so. Eɖa adwenmu a ntease wom mu adi. eɖa adwenmu adi.

Nhweso;

- a. Yeɓae.
- b. Ama nim Akropong.
- c. Bra!
- d. Eɓɛba?

Nhweso a ewɔ soro ha yi mu biara wɔ ntease biako na emu biara tumi gyina ne ho so eno nti na yefɛ no ɔkasamufa titiriw. Yegyina eyi so a yebetumi akye ɔkasamufa titiriw no mu kuw abiɛsa no. Eyinom ne asenka, asemmisa ne ɔhye.

- a. Asenka: Eye asem nokware a eɖe ntease to gua. Yede ka asem nokware anaa yede bɔ amanneɛ.

Nhweso;

- i. Ɔkɔtɔ nnwo anomaa.
- ii. Yeɓeye sɔhwe Fida.
- iii. Ɔmanpanyin atu kwan.

Nhweso a edi kan no, eka asem nokware sɛ ɔkɔtɔ ntumi nnwo anomaa. Nea eto so abien ne abiɛsa no rebɔ amanneɛ wɔ sɔhwe a wɔɓɛkyerɛw ne ɔmanpanyin a wɔatu kwan.

- b. Asemmisa: Eye ɔkasamua ebisa asema anaa eregye asem bi ho mmuae. Ebetumi aye asemmisa ne mmuae ye aane anaa dabi anaa yede repe mmuae ankasa a enye aane anaa dabi.

Nhweso;

- i. Wote Mamfe?

ii. Woreko he?

iii. Hena ne wo kyerekyerɛfo?

- c. Ɔhyɛ: Eyɛ ɔkasamu a ɛma ɔhyɛ, akwankyerɛ ne afutu. Adeyɛ asem a ɛwɔ ɔhyɛ kasamu no bere biara yɛ mprenmpren kabea na yɛde nteamude nsɛnkyerɛne na etwa to.

Nhweso;

i. Kɔ!

ii. Bra!

iii. Tena ase!

iv. Frɛ me ɔkyena!

2. Ɔkasamufa kumaa: Eyɛ ɔkasamufa a entumi nnyina ne ho so sɛ ɔkasamu. Bere biara ne ntease gyina ɔkasamufa titiriw no so enti na yɛfrɛ no ɔkasamufa anaa ɔkasamufa a entumi nnyina ne ho so. Bere biara yɛde nkabomde na ɛka ɔkasamufa kumaa ne titiriw bom. de nkabomde. Nhweso a ɛwɔ Akuapem Twi mu no bi ne; sɛ...a, bere...a, gye..sɛ, esiansɛ.

Nhweso wɔ akuapem Twi mu;

- a. Sɛ yɛkɔ hɔ a, ɔbɛtɔ bi.

Ɔkasamufa kumaa

- b. Ɔkaa sɛ ɔbɛba.

Ɔkasamufa kumaa

- c. Kofi kɔɔ hɔ no, ɔkɔɔ afum.

Ɔkasamufa kumaa

Yebetumi agyina ɔkasamufa kumaa dwumadi so akyɛ mu ahorow abiɛsa (3). Enonom ne nkyerekyerɛmu kasamufa kumaa, edin kasamufa kumaa ne ɔkyerɛfo kasamufa kumaa.

1. Nkyerekyerɛmu kasamufa kumaa kyerekyerɛ edin mu. Mpen pii wɔ AkuapemTwi kasa mmara mu no, ɛde ‘a...’ na ɛhyɛ aseɛ na ɛne nsɛmfua foforo bi aka abom adi dwuma sɛ nkyerekyerɛmu. Nhweso;

- a. Menim papa a ɔbaa ha no.

Nkyerekyerɛmu kasamufa kumaa

- b. Maame no a ɔtɔn ngo no aba.

Nkyerekyerɛmu kasamufa kumaa

- c. Fa nhoma no a woafa no ma me.

Nkyerekyerɛmu kasamufa kumaa

Ahyenso: Hye no nso se, nkyerekyeremu kasamufa kumaa no nyinaa hye ase fi ‘a...’ no so wo ɔkasamu no muá.

2. Edin kasamufa eye ɔkasamufa kumaa a eye adwuma se edin. (nhweso . se ɔyefo, adeye akyi din pɔtee (ɔyɛtia1), adeye akyi din a enye pɔtee (ɔyɛtia 2 /ogyefo). Edin kasamufa betumi aye se adwuma nkekaho kasamufa nanso nsonsonoe a eɔa won ntam ne se edin kasamufa si edin anan mu wo ɔkasamu mu bere a nkekaho kasamufa begyina edin a ewo ɔkasamu no so.

Edin kasamufa kasamu a edidi so yi ho nhweso wo Akuapem Twi mu;

- a. Abofra no a odii nkonim wo shwe no mu no, anya akyede.

Edin kasamufa

- b. Mpaboa ketewa a eyerae no, yɛahu.

Edin kasamufa

3. ɔkyerefo kasamufa ye kasamufa a eye adwuma se ɔkyerefo. Nkyeremu foforo mu no yɛbɛka se, erekyerɛkyere adeye, edin nkyerekyeremu, ɔkyerefo foforo mu. Nhweso wo Akuapem Twi mu;

- a. ɔkae, bere a ofii adwuma mu no.

ɔkyerefo kasamufa

- b. Yedidi wie a, mɛko

ɔkyerefo kasamufa

Nhweso wɔasensan ase wo ha nyinaa yi ye ɔkasamufa kumaa.

ADESUA DWUMADI

1. Den ɔkasamufa?
2. Ma ɔkasamufa ahorow no na kyerekyeremu.
3. Ma ɔkasamu no ahorow no mu biara ho nhweso abien abien.

PEDAGOGICAL EXEMPLARS

Problem -Based Learning

1. Whole class activity

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

Collaborative Learning

1. 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.

2. Whole class activity

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

NKARII TITIRIW

Gyinapɛn Nkarɪi 2: Nimde ntease ho suahu

1. Fa w'ankasa nsem kyerekyere akasamufa mu.
2. Kyerekyere akasamufa abien no mu na kyere emu biara nsonsonoe.
3. Ma akasamufa ahorow no mu biara ho nhweso abiesa.

Gyinapɛn Nkarɪi 2: Nimde ntease ho suahu

1. Sensan akasamufa kumaa a ewo akasamu a edidi so yi ase.
 - a. wɛn mako a wɛanoa.
 - b. Minim Nyame a magye no adi.
 - c. Anomaa antu a, obua da.
 - d. Guadi beba a efi anɔpa.
 - e. Kyerekyerɛni a mepɛ n'asɛm no reba.
2. Kyekye edidi so yi mu ko akasamufa titiriw ne akasamufa kumaa mu.
 - a. Waba?
 - b. Ade nsae ?
 - c. Wunim no.
 - d. wte ha.
 - e. Bra.
 - f. Nsu retɔ a...
 - g. Kyerew to ho.
 - h. Skuu ko ye de.
 - i. Se wba a...
 - j. fre no ma me.

Gyinapɛn 3: Nnwennweneho a emu dɔ

1. Fa ɔkasamu yi tebea a edidi so yi anorespond . Kyere ɔkasamufa ko a wode adi dwuma na kyere senti .

Nhweso. Ena bi hu no se ne ba no rekɔ ntɛmntɛm dodo : *Nantew brɛoo! (Ɔkasamufa titiriw, ɔhye kasamufa – Eɛ se ena no ka biribi ntɛm na biribi bɔne ansi)*

- a. Ɔkyerekyerɛni hia se asuafo begyae akasakasa na wɔatie no wɔ suadan mu.
- b. Ɔdetɔfo abisa ade bi bo wɔ sotɔ mu.
- c. Polisini no abisa wo nea na woreye memeneda a etwam no.
- d. Worehye ayɛsɛm ase.

HINT



*The recommended mode of assessment for Week 9 is **group performance assessment**. An example of assessment task is question 2 of key assessment level 3. Refer to **Appendix F** for a rubric to score learners' performance*

WEEK 10

Adesua Akwankyerɛ: *Pensempensem akyerew nsenkyerede mu (Se ebia: osiwiei, nsahɔ, osiprenu, osisan ne nea ekeka ho.) ne nnyigyei mmataho na fa ka ɔkasamu a efata*

ANIWƆSOBEA1 & 2: AKYEREW MU AKYEREW NSENKYEREDE/ NSENKYERENE

AKYEREW NSENKYEREDE NKYERɛKYERɛMU

Ɛye nsenkyerene a akyerew mu no yede kyekye ɔkasamu mu ma ntease ba mu.

Akyerew mu gyiraehyede ahorow ne wɔn dwuma

- **Osiwiei (.)**

Osiwiei dwumadi.

1. Yede osiwiei kyere se ɔkasamu bi asi. Nhweso wɔ Akuapem mu:
 - a. Midii fufu.
 - b. Kyei ada.
2. Yede kyekye ɔkasamu mu. Nhweso:
 - a. Mekɔ gua mu. Mekɔtɔ nneɛa.
 - b. Mekɔɔ sukuu. Menguare .
3. Afei nso yede twa nsem bi tiawa. Nhweso: Owura., Owurayere, Jan.
4. Yede si obi anom asem pɔtee ano se. Se ebia:
 - a. Kofi kaa se, “mepe akenkan”.
 - b. Ama see no se, “enso Nyame ye”.

- **Nsanhɔ (,)**

Nsanhɔ dwumadi

1. Yede nsanhɔ kyekye nneɛma mmommɔso mu se ebia ; nsemfua kasasin anaa ɔkasamufa.

Nhweso:

 - a. Mekɔɔ guaso kɔtɔɔ mako, nkyene, sekan ne akutu.
 - b. Afua wɔ adan, lɔɔre na asaase.
2. Yede kyekye nna kan, nkurow.

Nhweso: Wɔwoo me wɔ Afram wɔ Aburi, ɔpepɔn 15, 1896.

3. Yede kyekye Edin Nkyerkyeremu a ekyerkyere edin asem biako.

Nhweso:

- a. Ɔbarima tuntum, tenten no ada.
- b. Dua kese, tiatia no abu no abu.

• **Osiprenu(:)**

Osiprenu dwumadi:

- 1. Yede Osiprenu kyere nneema, nhweso anaa nkyerkyeremu ahorow a edidi so yi.
 - a. Aduan a mepe pa ara ne: fufu na abenkwan.
 - b. Nhoma a mewɔ no bi ne: *Twere Nyame, Brako ne Guasohantan.*

• **Osisan (;)**

Osisan dwumadi

- 1. Yede osisan kye ɔkasamufa titiriw abien mu.

Nhweso:

 - a. Makenkan nhoma pii; Brako na m'ani gye ho papaapa.
 - b. Mekɔ fie; mikodidii.
- 2. Yede kyekye nneema a etoatoa so.

Nhweso: Mekɔ guaso kɔtɔ nnuaba bi te se; akutu, paya ne kwadu

• **Ogyaw nsenkyerene (')**

- 1. Yede kyere ɔdede.

Nhweso:

 - a. M'ataade no ate.
 - b. N'ano ye toro.
- 2. Yede kyere nsem mu ogyaw.

Nhweso:

 - a. M'anyɔnkofo no ni.
 - b. N'agyapade no afi ne nsa.
 - c. W'akokɔ no ato.

• **Nkatomde (“ ”)**

Nkatomde dwumadi

- 1. Yede nkatomde nsem ɔkasafo aka pɔtee.

Nhweso:

- a. Kofi kaa se “Nyame mmere ne mmere pa”.
- b. Boadu see me se, “Obekɔ”.

2. Yesan nso de kyeredwumadi bi ti fi-aseɛ

Nhweso: “Twere Nyame”.

3. Yede tew nsem a obi aka pɔtee fi nsem a aka no ho.

Nhweso: Ama kaa se “Suro Nyame”.

• **Ntewmu (-)**

Ntewmu dwumadi

Yede ntewmu kyere ɔkwan a ewɔ nneɛma abien ntam.

Nhweso:

- a. Aduonu-abien
- b. Dwowda-Fida

• **Nkahyemu ()**

Nkahyemu dwumadi

1. Yede Nkahyemu etwa aseɛm foforo a abeka bi ho.

Nhweso: Aba tɔɔ nnuaba (akutu, kwadu ne aborɔbe)

2. Yede twa aseɛmfya anaa kasasin bi a ede ntease foforo anaa de rekyerekere aseɛm bi mu.

• **Dahye (-)**

Yetumi de eyi hye nsanhɔ anaa osiprenu anan

Nhweso: ɔde abufuw yii ne nua ano se – dabi!

• **Slaahye (/)**

Yede slaahye kyere abirabɔ ayɔnkofa a eda nsem abien ntam. Nhweso: Nuabarima / nuabea, adɔfo / atamfo, maame / ɔba

• **Nteamde (!)**

Nteamde dwumadi

Yede si ɔkasamu a eyɛ ɔhyɛ awiei de kyere yen atenka anoden.

Nhweso:

- a. Bra!
- b. Hyɛ!
- c. Kɔ fie!

• **Asemmisa (Mmisae) (?)**

Asemmisa (Mmisae) dwumadi

Yede wie ɔkaamu a ɛrebisa asem.

Nhweso:

- a. Hena na ɔbaa ha?
- b. Woadidi?
- c. Wahu sɛ Kwasi reba ha?

• **Ntekamu (...)**

Ntekamu dwumadi

1. Yede ntekamu bɔ tra ɔkasamu anaa ɔkasamufa bi de kɔ foforo so bere a yegyaw nsemfua a enhia anaa nea yenim dedaw.

Nhweso:

Ɔhye ase sɛ ɔrekan: “biako, abien, abiesa, ... “ankye na ɔbɔ fam”.

2. Yede di dwuma bere a yerekyere nea obi kaa pɔtee na yegyaw nea nhia wom.

Nhweso

Asare kaa sɛ “ Mesom dae ...” Ohuu Akua na ogyae.

Nnyigyei mmataho ne ne dwumadi

Ɔye ahyensode a yede to asemfua bi so, atifia ne ase de kyere biribi sononko wɔ ntease, dinbɔ ne akyerew mu mmara. Nnyigyei mmataho ye adwuma wɔ Ghana kasa binom mu, ebi nso wɔ hɔ a ɛnye adwuma.

ADESUA DWUMADI

1. Kyerekyere akyerew nsenkyerede ahorow abiesa dwumadi.
2. Fa akyerew nsenkyerede ahorow abiesa noa wafa ye ɔkasamu.
3. Kyerekyere Nnyigyei mmataho mu..
4. Kyerew nsem abiesa a ede nnyigyei mmataho di dwuma na fa saa nsem no ye ɔkasamu.

PEDAGOGICAL EXEMPLARS

Problem-Based-Learning

1. Whole class activity

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

Group work/Collaborative Learning

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

Talk-for-learning Approaches

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

NKARII TITIRIW

Gyinapɛn Nkarii 1: Akaakae Recall and Reproduction

1. Kyerekkyere ‘akyerew nsenkyerede’ mu.
2. Ma kyerew mu akyerew nsenkyerede ho mfaso abiesa wɔ kasa mu.

Gyinapɛn Nkarii 2: Nimde ntease ho suahu

1. Paw akyerew nsenkyerede ahorow anum, kyerekkyere mu, na fa mu biara ye ɔkasamu.
2. Ye ɔkasamu ahorow num a emu biara wɔ asemfua a etumi fa enne nkerekkyeremu.

Gyinapɛn Nkarii 3: Nwennnweneho a emu dɔ

Fa akyerew nsenkyerede ahorow a efata hyehye abasem yi mu na kyerew abasem tiaa fa kyerekkyere wo mmuae no mu.

Eskimofɔ kyere se na ɔkwan biako pe na ewɔ ho a wɔde sɔɔ ogya wɔ wiase, na akora bi na ogya no ye ne de.

Akora yi wɔ ba barima. Se eyɛ awia anaa anadwo, Akora yi ne ne ba barimahu ogya no mu na wɔwen ogya no efise se wɔanhu ogya no mu na se ogya no dum a, ogya biara nni asaase so bio.

Obiara pe ogya nanso Eskimonii fitaa bi de ɔmpɛ ogya koraa.

Nea ɔpe pa ara ne asukɔtweaa na nea ɔhwehwe ne se asukɔtweaa bekata wiase nyinaa, senea nnipa nyinaa bewuwu na ɔbefa wiase nyinaa.

Da koro Akora yi yaree eno ntiwantumi anhu ogya no mu bio se ne ba no nkotoo te ogya no ho a ɔtɔ nko na se ɔbɔ pitiri nyane a na wahu ogya no mu.

Da koro ne ba no sɔree fii ne ne nna mu no na ogya no adum. Enti osui na ɔkae se, “oo ogya no adum”, awɔ bema nnipa nyinaa awuwu.

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 the audience. Engaging the audience with interaction. Use of gesture.	Showing 3 of the skills, e.g. Audible voice. Keeping eye contact. Pay attention to the audience. Engaging the audience with interaction. Use of gesture.	Showing 2 of the skills, e.g. Audible voice. Keeping eye contact. Pay attention to the audience. Engaging the audience with interaction. Use of gesture.	Showing 1 of the skills, e.g. Audible voice. Keeping eye contact. Pay attention to the audience. Engaging the audience with interaction. Use of gesture.
Team work	Exhibit 4 of these: Contributing to the group. Respecting the views of others. Tolerating others. Resolving conflicts. Taking responsibility.	Exhibit 3 of these: Contributing to the group. Respecting the views of others. Tolerating others. Resolving conflicts. Taking responsibility.	Exhibit 2 of these: Contributing to the group. Respecting the views of others. Tolerating others. Resolving conflicts. Taking responsibility.	Exhibit 1 of these: Contributing to the group. Respecting the views of others. Tolerating others. Resolving conflicts. Taking responsibility.

CPA 5: OSUSUKYEREW NE NKYERƐASE

ADESUA: OKASA DWUMADI

Adesua Nkorabata

1. Susukyerew.
2. Ano-ne ano kasa nkyerɛase ne Okasa nkyerɛase

Adesua Botae Ahorow

1. *Kyerew akyinnyegye susukyerew, kasakyere ne atekere ahorow.*
2. *Kyerew atipenfo krataa ne krataa a yede koma adwuma mu mpanyimfo*
3. *Tumi gyina adwempɔ ahorow a wubenya afi akenkansem ahorow mu so kyere okasa ase ko kasa foforo mu wo akyerew kwan so.*

Adesua Titiriw

1. *Da akyinnyegye susukyerew, kasakyere ne atekere ho nimde ne ntease adi.*
2. *Da krataakerew ho nimde ne ntease adi.*
3. *Tumi de adwempɔ ahorow a wubenya afi akenkansem ahorow mu no kyere kasa ase ko kasa foforo mu wo akyerew kwan so.*

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

Adesua botae ahorow

1. *Kyerew akyinnyegye susukyerew*
2. *Kyerew kasakyere ne atekere*

ANIWOSOBIA 1 & 2: SUSUKYEREW

Dɛn ne susukyerew?

Susukyerew ne sɛ ɔkyerewfo bi hyehye nsem anaa adwempɔ ahorow bi wɔ akyerew kwan so. Susukyerew ahorow anan a wɔagyɛ atom fi mfenhyia ɔha a ɛto so dunkron (19th century) mu besi nne mmere yi nonom ne sukyere susukyerew, Abasem susukyerew, Akwankyerɛ susukyerew ne Akyinnyegye susukyerew. Wubetumi de susukyerew ahorow yi su ahorow abobom akyerew susukyerew amapa.

Susukyerew Ahorow

Susukyerew ahorow nonom ne;

1. **Sukyere susukyerew:** Saa susukyerew yi hwehwe sɛ adesuafo bekɛyɛ sɛnea ade bi, onipa, beae, osuahunu, akoma-mu-nsem, tebea ne nea ɛkeka ho bi si te pɔtee.
2. **Abasem susukyerew:** Eyi yɛ abasem a ɛfa osuahu bi ho a ɔkyerewfo bi de to gua. Wɔde abasem nneema ahorow hyehye abasem susukyerew mu de twe adesuafo adwen ba dwumadi no so.
3. **Akwankyerɛ susukyerew:** Saa susukyerew yi hwehwe sɛ adesuafo beyɛ nhwehwɛmu afi adwempɔ bi ho anya ho adansidide de nsemfua foforo atre saa adwempɔ no mu, na wɔagyina so de akyinnyegyesem a ɛfa saa adwempɔ no ho ato gua sɛnea ɛfata.
4. **Akyinnyegye susukyerew:** Saa susukyerew yi hwehwe sɛ adesuafo beyɛ nhwehwɛmu amapa afa asentitiriw bi ho na wɔakasa afoa saa asentitiriw no so anaa atia.

Akyinnyegye susukyerew atifiasem ho nhwɛso

- Nnipa yi mu hena na ne ho hia pa ara: Tikyani anaa Dɔkotani?
- Okuani ne Dɔkotani mu hena na ne ho hia pa ara wɔ ɔman yi mu?
- Sɛ wobɛtena sukuu mu hɔ akɔ sukuu ne sɛ wobɛtena ofi akɔ sukuu mu nea ɛwɔ he na wopɛ. Kyere dekode nti a wopɛ nea woayi no.
- Nea edidi so yi mu nea ɛwɔ he na wopɛ pa ara? Sukuu a mmea anaa mmarima nko ara na ɛkɔ ne sukuu a mmea ne mmarima nyinaa kabom kɔ.

Akyinnyegye susukyerew nhyehyee

Nnianim

Mfiasesem a yede kyere ɔkenkanfo adwen kɔ susukyerew no so: fa asemmisa fi ase/hyeease, akontabu ho nsem anaa asenka bi a ekyere adwen fi wo susukyerew no ase.

Ka wo susukyerew no nnyinasosem bi a ehia se akenkanfo hu.

Afei kyere ɔkasamu bi a eda asentitiriw anaa asempɔ no adi ka ho.

Esinianim

Kyerew wo nnyinaso kasamu ahorow no, akyinnyegye atifiase a efata na fa adansedide a ese kyerekyere wo nsem no mu anaa fa taa wo nsem no to.

Kyerew ɔkasamu a ekyere se worefi kasapen biako so akɔ foforo so.

Kyere nnyinaso kasamu a eto so abien na fa adansidide amapa kyerekyere mu.

Kyerew ɔkasamu a ekyere se worefi saa kasapen no so akɔ foforo so.

Kyerew ɔkasamu a akyinnyegye wom anaa ede akyinnyegye/kɔtwatwae beba

Kyerekyere wo nsem no mu fann na fa adnsidide a efata taa akyi na gye tom se na gye tom se nsakrae betumi aba wo nsem no mu.

Ka asem bi fa bɔ wo yɔnko no nsem gu na gyina so fa wo nsem no kɔ awie.

Awiei

Bɔ wo nsem no tɔfa.

San ma w'atiefo anaa w'kenkanfo nhu wo gyinabea.

Kyerew wo kasamu a etwa to.

ADESUA DWUMADI

1. Kyerekyere Akyinnyegye/Kɔtwatwe susukyerew ase na kyerekyere ne su ahorow no mu.
2. Yi atifiase bi a efa sukuukɔ anaa nhomasua ho a akyinnyegye wɔ ho na kasa foa so anaa kasa tia.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

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

- c. Learners ask/answer questions to consolidate their knowledge about argumentative essays and their features.

Collaborative Learning

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

- a. Put learners into mixed ability groups to discuss and argue on a given topic.
- b. Groups use their discussion to write a three-paragraph argumentative essay on the given topic. *(Topic could be selected from values such as humility, patriotism, patriotism, loyalty, etc. and energy efficiency, environment, etc.) Teachers should encourage all learners to participate fully in the lesson. The teacher should offer assistance to groups that may need help.*

2. Whole class presentation

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

NKARII TITIRIW

Gyinaḡen 3 Nkarii: Nnwenneho a emu dɔ

Gyina susukyerew su ahorow no so bua nsemisa a edidi so yi mu biako: wususuw se, sɔhwɛkyerew ye kwan pa a eɛ se ye fa so hu mpon a adesuan bi atu wɔ nadesua mu? Wususuw se, adwenmuhaw ho ayaresa wɔ ho ma nnipa nyinaa? Wususuw se, kuaye na ebema ɔkɔm ase atu wɔ wiase afanan nyinaa?

Gyinaḡen 4 Nkarii: Adwenneho a emu dɔ

1. Kyerew akyinnyegye susukyerew tia atifiase yi: 'Ese se yesua STEM ho ade sen nnipa-astena mu homasua'. Pensempense adansedide ne botae ahorow a wode bedi dwuma yi mu.

2. KyerƆw akyinnyegye susukyerƆw foa atifiaseƆ yi so: ‘kuaye na ebetumi atu ƆkƆm ase aƆi wiase aƆanan mu’. PensempenseƆ adansedide ne botae ahorow a wode bedi dwuma yi mu.

ANIWƆSOBEA 3 & 4: KASAKYERƆ NE ATEKERE KYERƆW

KASAKYERƆ NE ATEKERE ASEKYERƆ

KasakyerƆ: KasakyerƆ kyereƆw ye Ɔkwan a wƆfa so de akyerƆw nkyerƆwde ne Ɔkasa adwenemseƆ bi adi kyere Ɔkenkanfo. KasakyerƆ kyereƆw ne abaseƆ biara kyereƆw ye adekoro.

Atekere: EyƆ akyerƆw bi a wƆfa nsƆnkyerƆwfo so ma nnipa bebibree nya bi kenkan. NsƆnkyerƆwfo a yereka wƆn ho aseƆ atekere kyereƆw mu no ye nsƆnkyerƆw nƆwuma bi te se dawurobƆ nkrataa ne nea ekeka ho.

KasakyerƆ kyereƆw nhyehye

Woahu w’atiefo, na woayi w’atifiaseƆ, na woanya adansedide ahorow na woakyerƆw wo susukyerƆw no nhyehye awiei no, aƆei na na bere aso se wokyerƆw wo kasakyerƆ no. EƆe se wo kasakyerƆ no nya Ɔfa ahorow anan yi wƆ mu;

- a. **Nkyea a edi kan:** Nea eƆe se woye di kan ne se wobekyea w’atiefo na woada wo ho adi akyerƆ wƆn.
- b. **Nnianim:** BƆ mmƆden se wobeda asentitiriw a kasakyerƆ no fa ho no adi akyerƆ w’atiefo no.
- c. **KasakyerƆ no ankasa:** EƆe se wuhu asentitiriw a kasakyerƆ no fa ho no nkorabata ahorow a wobekasa afa ho no nyinaa yie.
- d. **Awiei:** BƆ mmƆden se wode puni bƆto w’atiefo no tirim senea ebye a ebema wƆadwendwen wo nseƆ no ho bere biara.

Nhweso

M’adƆfo akyerƆkyereƆfo ne me nƆamfonom, mema mo nyinaa akye! Enne na yeredi Wiase ApƆw-mu-den Da a wƆka no BorƆfo mu se “World Health Day”no, na me Gaurav Goyal, rebekasa afa hia a apƆw-mu- tenetene ho hia akyerƆ mo. EƆe se nnipa tumi tenetene wƆn apƆw mu na ama wƆanya ahƆƆden. Yen nne mmere yi asetena ne yen nnuan ahorow a yedi tumi nya nsunsuanso bƆne wƆ yen apƆw-mu-den so. Ense se apƆw-mu- tenetene ye ade a eye den pii a yerentumi nye mma yen apƆw-mu-den ntu mƆn. Yebetumi aye eyi bere a yeƆe apƆw-mu-tenetene beka yen daadaa dwumadi ahorow ho. Nnipa dodow no ara taa ka se, ahyeƆe no na eye den pa ara nanso se wunya hye ase de a, enye den bio. Enti me nnuanom, momma yenhye ase na yenkƆ so nye no bere biara.

Ɔkwan a yefa so kyereƆw atekere

1. Yi w’asentitiriw. KyereƆw w’atekere no fa aseƆ koro pƆ ho wƆ bere koro mu.
2. Dwendwen w’atiefo ho. NseƆ ben na wƆrebisa fa saa asentitiriw yi ho?
3. Boaboa w’adansidide ne nseƆ peewa a wubehia de akyerƆw atekere no nyinaa ano.

4. Fa wo nnyinasosem ahorow no kyerew w'atekere no nhyehyee.
5. Hyɛ ase kyerew atekere no akyerewkan
6. Sa w'akyerew no mu anaa yɛ nsamu wɔ w'akyerewkan no mu.

Atekere ho nhwɛso

Mfaso a ɛwɔ AkuapemTwi so wɔ adesua mu

Moye adantam sukuu mu adesuafo yi, ebetumi aba sɛ , motaa de kasa ahorow di dwuma wɔ mo daadaa asetena mu efisɛ , mo ne abusuafo ne mo nnamfonom di nkɔmmɔ na ɛno akyi no, moasan aba sukuu dan mu abesua ade. Moagyɛ bere adwendwen hia a Akuapem Twi kasa ho hia wɔ mo adesua ananmɔntu yi mu pen?

Nhwehwɛmu kɔ so da no adi sɛ, adesuafo a wɔte wɔn ankasa kasa yie no bɔ mmɔden wɔ nhomasua mu pa ara nkanka adesua a ɛfa akenkan ne akyerew ho mu.. Efisɛ kasa a woka no ma wunya fapem amapa wɔ ɔkasa ho nimde mu na ɛnam so ma ɛyɛ mmerew ma wo sɛ wubesua kasa foforo na woasan ate adesua mu nneema a ɛyɛ den ase ntem koraa.

Bio, sɛ yɛde wo kurom kasa kyere wo ade a, ɛma wote w'amammere ne w'amanne ase na afei nso ɛma wuhu wo nkyi. Ɔkasa hyɛ amammere mu nti sɛ wode adesuafo no kurom kasa kyere wɔn ade a, ɛma wɔhu wɔn nkyi na ɛsan nso ma wɔn ani gye san hu sɛ wɔn amammere ne wɔn amanne yɛ sononko.

Nea ɛka bio ne sɛ, nhwehwɛmu asan ada no adi sɛ adesuafo a wɔtumi ka wɔn kasa yiye no nya adwenemtew, adwenemudɔ, ho nimde ɛna afei nso, ɛma wɔtumi dwen ntem pɛ ɔhaw bi ano pomasibere ntemntemso. Esiane sɛ, adesuafo no kurom kasa na ɛyɛ kasa a wɔde twaa wɔn funuma nti no, ɛmma ɛnye den mma wɔn wɔ bere a wɔde saa kasa no redi dwuma na afei nso ɛmma amannebɔ biara a wɔbete no asete nye tena mma wɔn koraa.

Nea etwa to ne sɛ, adesuafo kurom kasa a wɔde kyere wɔn ade no ho hia pa ara ma wɔn wɔ wɔn adesua mu nkonimdi mu, ɛma wɔhu wɔn wɔn amammere ne wɔn amanne na ɛsan nso ma wɔn adwene mu dɔ. Moye adantam asukuufɔ yi, ɛho hia sɛ mobɛma mo ani aku mmo kurom kasa ho wɔ bere a moresua kasa foforo ahorow wɔ mo nhomasua anammɔntu mu yi .

ADESUA DWUMADI

1. Kyere kasakyere ase.
2. Kyere atekere ase.
3. Pensempensem kasakyere ne atekere mu

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. **Whole class discussion:** Class uses concept cartoon/mapping to discuss the features of speech and articles writing.

Group work/Collaborative Learning

1. In a mixed- ability group learners write a three-paragraph speech/ article on given topics. *Direct HP learners to guide AP learners.*
2. **Whole class activity:** Each group makes a presentation for class discussion.

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

NKARII TITIRIW

Gyinaɓɛn 2 Ntease mu nimdenya

Pensempensem kasakyere atekere su mu.

Gyinaɓɛn 4 Nkarii: Nnwenneho a emu dɔ

Fa kasapɛn abiesa anaa nea ɛoro saa kyerew kasakyere anaa atekere fa nsunsuanso a nsrahwe anya wɔ wo mpɔtam.

WEEK 12

Adesuade Botae

1. *Kyerew lete a yede koma yen tipen*
2. *Kyerew lete a yede adwuma mu panyin.*

ANIWƆSOBEA 1 & 2: LETE (OBUO LETE) A YEKYEREW KOMA ADWUMA MU PANYIN NE NE NHYEHYEE

LETE (OBUO LETE) A YEKYEREW KOMA ADWUMA MU PANYIN:

Saa lete (Obuo lete) yi ye lete a yekyerew de kɔpe adwuma na ne kyerew no di akwankyerɛ ne nhyehyee pɔtee bi so. Saa lete yi kyereww mu no, yede kasapa ne nidi kasa na edi dwuma.

Yede saa letekyerew yi di dwuma wɔ bere a yene mpanyimfo ne atitiriw bi redi nkitaho.

Ɔkwan a yefa so kyere lete (Obuo lete) a yede koma adwuma mu panyin

1. Fa nkyea te se Me wura/M'awuraa' anaa fiase.
2. Fa obu/ nidi, kasapa ne ahobrease kasat te se Mepa wo kyew, sebe, mesre wo' ne nea ekeka ho di dwuma.
3. Di nhyehyee pɔtee a-adreese /akyirikwan, eda/ deeti, ɔgyefo adreese/ akyirikwan, nkyea a edi kan ne atifiase- a wɔahyehye ato ho no so.
4. Fa obu/nidi kasa amapa, ɔkasa mmara ne akyerew nkyerewde amapa di dwuma wɔ w'akerew mu.
5. Nkyea a etwa to. Fa nsem a edidi so yi mu bi ye nkyea a etwa to wɔ lete no ase wɔ nifa so na fa wie wo lete/krataakerew no: "Eye w'abofra, eye wo somfo, eye w'adwumayeni.
6. Afei, fa nsanhɔ bra saa asem a wokyerewee no akyi. Wowie a, bra nsensanee a eto so no na tintim wo nsaano agyinahyede na afei, kyerew wo din nyinaa kamakama.

LETE (Obuo lete) a yekyerew koma adwuma mu panyin

- **Ɔkyerewfo adreese:** Kyerew w'adreese/w'akyirikwan wɔ lete (kratafa) Soro nifa so.
- **Da/Deeti;** Eyi ye eda a worekyerew krataa no. Eyi betumi aye da bi a atwaam na mmo erentumi nye da a ennya mmae.
- **Ɔgyefo adreese/akyirikwan:** Kyerew ɔgyefo no dibere, ne n'akyirikwan wɔ wo nsa benkum;
- **Nkyea a edi kan;** Eyi ye nidi nkyea a yekyea ɔpanyin koro no. Nkyea a edi kan a eye paap wɔ saa letekyerew (krataakerew) yi mu ne Me wura/M' awuraa, Me wura Smith, Me wura Ɔsamufo;

- **Atifiasem:** Fa akyerewde akese kyerew atifiasem a ekyere nea nti a worekyerew lete (krataa) no na san ase kamakama. Saa atifiasem yi ye tɔfabɔ a efi asemmisa no mu.
- **Nnianim;** Eyi ye ɔkasamu a edi kan koraa a eɔa botae pɔtee a akyerew no nyinaa gyina so adi.
- **Kasapɛn ahorow:** Eɛ se kasapɛn biako da adwempɔ koro adi wɔ akyerew no mu. Se wutumi da adwempɔ biara adi wɔ kasapɛn biako mu a, ema onipa a ɔbekenkan wo lete no te wo nsem anaa nsempɔw a wode reto gua no ase yie pa ara.
- **Awiei kasapɛn:** Lete (krataa) no awiei hɔ no, eɛ se ɔkyerewfo no tumi bɔ ne nsem ahorow no nyinaa tɔfa.

ADESUA DWUMADI

1. Dwuma ben yede lete a yekyerew kɔma adwuma mu panyin di?
2. Fa nhweso a efata kyerekyere lete (krataa) a yekyerew kɔma adwuma mu panyin su ahorow no mu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity

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

Group work/Collaborative Learning

In mixed-ability group

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

NKARII TITIRIW

Gyinapɛn 2 Adwenem nimdenya

Kyerekyere lete (krataa) a yekyerew kɔma adwuma mu panyin su abiesa (3) anaa nea eboro saa mu.

Gyinapɛn 3 Nkarii: Nnwenneho a emu dɔ

Kyerew lɛtɛ kɔma wo kuromhene na ka mpontunnwuma abiesa (3) a kuromma no hia wɔ kurow no mu.

Gyinapɛn 4 Nkarii: Nnwenneho ntoaso

1. Kyerew lɛtɛ (krataa) kɔma Aban Krakye panyin a ɔwɔ wo mansini mu na ka nsakrae ahorow abiesa (3) bi a aba wo kurom nnansa yi ho asem kyere no. Ma w'akyerew no nkasa mfa nsakrae papa ne nsakrae enye papa ho.
2. Wokyerew wo lɛtɛ no wie a, hwe wo dwumadi no mu na kyere w'adwen fa nea ekɔ yie ne nea ankɔ yie wɔ wo lɛtɛ (krataakyerew) no mu.

ANIWƆSOBEA 2: ATIPENFO KRATAAKYEREW (LETɛKYEREW)

ATIPENFO KRATAAKYEREW (LETɛKYEREW)

Atipenfo krataakyerew ye krataa a yekyerew kɔma yen nnamfonom anaa yen abusuafo ka nea ereko so wɔ yen abrafo mu ho nsem kyere won na afei nso yesan fa so kyea won. Yekyerew atipenfo krataa kɔma onipa a ofi yen abusua mu, onipa bi a ɔben yen anaa yen adamfo.

Ɔkwan a yɛfa so kyere atipenfo krataa

1. Kyerew ɔkyerewfo no adreese/akyirikwan no wɔ kratafa no soro nifa twea so.
2. Kyerew da/deeti no wɔ nsensanee a ewɔ adreese/akyirikwan no ase no so.
3. Kyerew nkya a edi kan a mpen pii no, eye mmrane/fene bi a mode fre mo ho, se ebia; Ogyam, Kelewale, Obolo, Omoski, Trapana, ne nea ekeka ho, no wɔ nsensanee a eto so wɔ wo nsa benkum so no so na fa nsanhɔ toa so.
4. Kyerew nnianim tiawa bi a ekyerɛkyere nea enti worekyerew saa krataa no mu.
5. Kyerew kasapɛn ahorow a eye krataa no ankasa (esinianim)no.
6. Kyerew awiei kasamu anaa kasapɛn no. Afei, kyere nkya a edi akyi no se ebia, Eye me, Eye wo yonko berebo, Eye wo dɔfo, ne nea ekeka ho na fa nsanhɔ toa so. Afei, bra nsensanee a etoa so no so na bekyerew wo din a eno nso, ese se eye mmrane/fene anaase wo din mu koro pe se ebia; Kwame, Ogyam, Sikelewu, Abele, Abenaa, Safo, Mmerantehene, Hyabo, Haa ne nea ekeka ho.

Atipenfo krataakyerew su

1. **Ɔkyerewfo Adreese:** W'adreese na ese se wodi kan kyere wɔ krataakyerew biara mu. Ese se wokyerew adreese no wɔ kraatafa no soro nifa twea so. Eno na yede fi krataakyerew ase. Eho hia se worekyerew w'adreese na se wowɔ nɔmma sononko anaa koodu bi nso a, wokyerew ka ho.
2. **Da/Deeti:** Ese se wokyerew deeti no wɔ adreese no ase. Deeti no betumi aye da a worekyerew krataa no deeti ankasa anaase da atwam bi deeti na mmom enye da a ennye mmae deeti.

3. **Nkyea a edi kan:** Eɛ sɛ nkyea a edi kan no yɛ mmrane/fene anaa wo din koro pɛ sɛ ebia, Safo, Daakyehene, Barima, Abankwa, Aberante, Tumiwura, Nana, Opanyin, Abenaa ne nea ɛkeka ho.
4. **Nnianim;** Yehu ɛnne a ɔkyerɛwfo no de rekasa wɔ ne krataakyerɛw no mu wɔ nnianim kasapɛn yi mu. Wubetumi de onipa a krataa no rekɔ ne hɔ no apɔmuden ho nsemmsa ahyɛ wo krataakyerɛw no ase. Wubetumi asan aka sɛ, wowɔ gyidi sɛ, wɔn nsa bɛka krataa no asomdwe mu. Eɛ sɛ wode nserehehe, serewa anaa anigyesɛm bi fi wo nsem no ase.
5. **Krataa no ankasa (esinianim):** Eɛ sɛ ɛnne a ɛwɔ krataa no mu nsem no mu nyinaa yɛ anigyesɛm, Mmom, nsemfua a ɔkyerɛwfo no de bedi dwuma wɔ n'akyerɛw no mu gyina nea ɔrekyerɛw krataa akɔma no no so. Yebetumi de nsengoru anaa serewato adi dwuma wɔ bere a worekyerɛw krataa no akɔma w'adamfo bi. Sɛ worekyerɛw krataa no akɔma w'abusuani bi a wɔyɛ panyin kyɛn wo a, bɔ mmɔden sɛ wobɛte serewatosɛm no so kakra esiane sɛ, ɛsɛ sɛ nidi kakra bi ba wo ne nkitahodi no mu.
6. **Awiei:** Bɔ wo nsem a woakyerɛw wɔ krataa no mu no nyinaa tɔfa wɔ kasapɛn biako mu wɔ ha. Sɛ ebia; ɛne nea worekyerɛw krataa no akɔma no nni nkra wɔ anigye mu. Afei, mma wo werɛ mfi sɛ, wobɛka akyerɛ onipa a wo krataa no rekɔ ne hɔ no sɛ eyɛ a, ɔmmɔ mmɔden sɛ ɔbɛma wo wo krataa no ho mmuae. Eyi ma onipa a krataa no rekɔ ne hɔ no hu sɛ, woɛ sɛ mo nkɔmmɔdi no toa so.

ADESUA DWUMADI

1. Kyerɛ bere a yɛde atipɛnfo krataakyerɛw di dwuma.
2. Kyerɛ bere a yɛde atipɛnfo krataakyerɛw su ahorow no mu.

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 clarify and correct learners' mistakes.

Group work/collaborative learning

1. **Mixed-ability groups:** 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. *Teacher provides letter writing work sheet to support AP learners*

2. Whole class activity

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

NKARII TITIRIW

Gyinapen 2 Nkarii: Adwenem nimdenya

Kyerkyere atipenfo krataakyerew abiesa (3) anaa nea eboro saa mu.

Gyinapen 3 Nkarii: Nnwenweneho a emu do

Gyina atifiase a ewo ase ho no so kyerew atipenfo krataa.

“Kyerew lete koma w’adamfo se mmra w’awodadi aponto no bi.”

Gyinapen 4 Nkarii: Nnwenweneho ntoaso

Kyerew atipenfo krataa koma w’adamfo bi se mmra w’awodadi aponto ase.

Wokyerew krataa no wie a, san hwe wo krataa no mu na kyere nea enti a, wode nsemfua bi dii dwuma maa woduu dwumadi anaa akyerew no botae ho.

HINT



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

WEEK 13

Adesua Botae: *Tumi fa kasa nkyerease akwan ahorow no so kyere kasa bi ase ko kasa foforo mu (kasa-ase-kyere- a - egyina nsemfua -so, kasa asekyere a egyina ntease so, kasa askyere a woto mu nkyene ne nea ekeka ho.)*

ANIW3SOBEA 1 & 2: NKYEREASE

KASA ASEKYERE

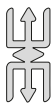
Adesua yi botae ne se, yebema adesuafo ahu se, kasa asekyere ne se worekyere kasa bi ase ako kasa foforo mu wo akyerew kwan so. Okasa a worekyere ase no wom no na yefre no **nkyereasefiri** kasa enna okasa a worekyere abasem no ako mu no nso yefre no **nkyereaseko kasa**. Nhweso:Se abasem bi wo Akuapem kasa mu na wokyerere ase ko borfo kasa mua, Akuapem Twi kasa no ye **Nkyereasefiri kasa** enna Borfo kasa no ye **Nkyereaseko kasa**. Bio,wokyerere abasem a ewo French kasa mu ase ko Akuapem Twi kasa mu a, French kasa no ye **Nkyereasefiri kasa** enna Akuapem Twi no ye **Nkyereaseko kasa**.

Okwan a yefa so kyere kasa ase wo akyerew kwan so

Okasa asekyere wo akyerew-kwan-so kyere hia akwanhorow a ebema adesuafo anya mpensempensem ntease ne kwan a yefa so de abasem bi fi kasa biako mu ko kasa foforo mu ho nimde.Nea edidi so yi ne akwan so:

1. **Ma adesuafo no nya okasa nkyerease fapem;** kyere nsonsonoe a eda okasa nkyerease wo akyerew kwan so ne, interpretation ntam ne nnipakuw a basem no fa won ho amammere ne won amanne so mfaso.
2. **Ma adesuafo no nya akenkan ho nimde:** Bo mmaden hwe se wobema adesuafo no atumi akenkan ate Nkyereasefiri kasa a wobekenkan no ase yiye.
3. **Ma adesuafo no mpensempensem abasem mu:** Kyere adesuafo no abasem/kyerewsem ahorow, enne a ewo abasem no mu, abasem no botae ne abasem no atiefo.
4. **Twe adesuafo adwen si akwan ahorow a wofa so kyere okasa ase no so:** Ka akwan ahorow te se nea edidi so yi ho asem:
 - a. Nkyerasetraa ne Nkyerease a enni mmara ketee so.
 - b. Nkyerease a egyina amammere ne amanne so.
 - c. Nkyerease a egyina ntease so.
 - d. Nsemfua ene nsemfua foforo tumi nnantebom (Anantebw).
5. **Fa kasa nkyerease dwumadi ma adesuafo no:** Fa abasem a enye den fi ase na afei, fa nea emu ye den kakra na akyiri yi no woama won abasem a emu piw.

6. **Twe adesuafo no adwen si nkyereasefekɔfekɔ ne ɔkasa nkyerease mu nokwaredi so:** Ka kyerɛ adesuafo no sɛ, wɔmma wɔn ani nkɔ ntease a ɛwɔ abasɛm no mu so na wɔnyi nkyereasetraa akwa.
7. **Fa kɔmputa ne ho akade di dwuma:** Fa kɔmputa so akade a yɛde kyerɛ ɔkasa ase, nhoma ahorow a nsemfua asekyerɛ wom ne abɛfo ntontan so akade ahorow di dwuma mma ɛmma wo mma wonte dwuma a woredi no ase yie. Eyi mu no, ɛsɛ sɛ ɔkyerɛkyerɛni no boa adesuafo no ma wɔhu kwan a wɔbɛfa so de saa akade no nyinaa adi dwuma na mmom ɛnye sɛ ɔbɛma adesuafo no akɔhwɛhwɛ saa akade no aba kwaakwa.
8. **Ma adesuafo no nkenkan wɔn-ho-wɔn-ho dwumadi mu:** Hye adesuafo no nkuran mma wɔnkenkan wɔn yɔnko dwumadi no mu na wɔnka mfomso a wɔbehu ho asɛm nkyerɛ wɔn a ɛye wɔn de.
9. **Ma adesuafo no dwumadi a emu piw:** Ma adesuafo no abasɛm dwumadi a ɛfa nnwuma pɔtee bi te sɛ mmarasɛm, apɔmuden anaa nsaanodwuma ho na wɔnkyerɛ ase nkɔ kasa foforo mu na ɛmma wɔn mma wɔnkwadare wɔ kasa nkyerease mu.
10. **Hye adesuafo no nkuran sɛ wɔnkɔ so nsua kasa asekyerɛ:** Boa adesuafo no mma wɔnka wɔn ho mmom nye kasa nkyerease ho dwumadi mpɛn pii sɛnea ɛbɛye a ɛbɛboa wɔn ama wɔanya kasa asekyerɛ ho nimde amapa.



Note

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

Kasa asekyerɛ ahorow

Kasa asekyerɛ gu ahorow bebibree na emu bi ne nea edidi so yi:

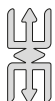
1. **Nkyerease a egyina nsemfua ntease so;** Eyi ye kasa asekyerɛ a ɛde nsemfua mmiako mmiako a ɛwɔ abasɛm no mu na ntease nko ara na ɛto gua na mmom, ennyina abasɛm no nyinaa so.
2. **ɔkasa Nkyerease a enni mmara ketee so:** Eyi ye kasa nkyerease a ɛye korɔgyee, na ɛka abasɛm no sɛnea nnipakuw a ɛfa wɔn ho no amammere ne wɔn amanne si te na afei nso nea abasɛm no mu ntease turodoo ne ɔkasafo no ɛnne to gua.
3. **ɔkasa nkyerease egyina amammere ne amanne so:** Eyi ye ɔkasa nkyerease a ɛye nnipakuw biara amammere ne wɔn amanne mu nsonsonoe ahorow tom.
4. **ɔkasa nkyerease a ɛde nhyehyɛ pɔtee bi so:** Saa kasa nkyerease yi mu no, ɔkasa asekyerɛfo no hwe nhyehyɛ a nkyereasefiri kasa no wom di so pɛpɛpɛ wɔ nkyereasekɔ kasa no mu.
5. **Anokasa asekyerɛ:** Eyi ye ɔkasa nkyerease a wɔde ano ne ano na ɛye. Wɔde saa ɔkasa nkyerease yi di dwuma nhyiamu ase, asɔredan mu ne asennii/kɔto.
6. **ɔkasa Nkyerease a yeto mu nkyene:** Saa ɔkasa nkyerease yi mu no, nkyereasefo no tumi de n'ankasa asɛm tete asɛm pɔtee a ɔrekyerɛ ase no ho ma mpo asɛm pɔtee no ntease, ɛnne ne ne botae nyinaa year. Saa ɔkasa nkyerease yi mu no,

nkyereasefo no tumi yi nsem no bi firi mu enna otumi nso de bi feafea ho to mu nkyene.

7. **Ɔkasa nkyerease a egyina ntease so:** Saa Ɔkasa nkyerease yi mu no, nkyerease no kenkan abasem no nyinaa te ase yie na wakyere ase fann. Eyi mu no, nkyereasefo no hwe beae koro a abasem fa ho, abasem no botae, n'atiefo, nneema a eye sononko ne nea esese nyinaa ansa na ɔde nkyerease no ato gua.

Ɔkasa Asekyere Dwumadi

Faakasa nkyerease dwumadi ahorow a edidi so yi sɔ wo ho hwe:



Note

Teacher should give text examples in English and translate into the Ghanaian language of study. Also start with texts that are appropriate for the level of learners and gradually increase the difficulty as learners become more confident in their translation skills

1. **Ɔkasamu tiawa;** Kyere Ɔkasamu tiawa ase kɔ kasa foforo mu fann.
2. **Kasakoa:** Sua senea yesi kyere kasakoa, tetesem ne adeye ntoaso ase.
3. **Kasapen ntiantia:** Kyere kasapen ntiantia ase na hwe se wode emu ntease pɔtee no beto gua.
4. **Abasem a ɛfa adwuma pɔtee bi ho:** Kyere abasem a ɛfa adwuma pɔtee bi te se mmarasem, ayaresa ne nsaanodwuma ho ase na hwe se wode nsemfua pɔtee a wode di dwuma wɔ saa nnwuma no mu bedi dwuma.
5. **Abasem traa:** Kyere kasadwin mu nsem te se anwensem, abasem tiawa ne nea ekeka ho ase na hwe se wobeda enne, nhyehyee ne sononkonne a dwom no nyinaa adi wɔ wo nkyerease mu.
6. **Kaseɛbɔ mu nsem:** Kyere kaseɛbɔ mu nsem ase na fa sua kwan a wobefa so de nokwasem ne enne a ɛwɔ nsem no mu ato gua.
7. **Dialogue:** Kyere baanunkɔmmɔ (se ebia, nkɔmmɔdi ahorow, ano-ne-ano- dwumadi) ase na fa sua kwan a wobefa so de Ɔkasafo bi adwempɔ ne enne a ɔde kasa no ato gua.
8. **Ntotoho kasa asekyere:** Fa wo nkyereasesem toto afoforo de ho. (S.e., fa Ɔkasa nkyerease a animdefo ato wɔn bo ase aye ne Ɔkasa nkyerease a afidi na aye toto ho na gyina nea wubehu no so ye nsakrae wɔ wo kasa nkyerease nimde mu.
9. **Ankasa o kasa asekyere:** W'ankasa kyerew abasem bi wɔ kasa bi mu na kyere ase kɔ kasa foforo bi na na fa sua kasa korogyee ne pepɛpɛye wɔ kasa asekyere mu.
10. **Atipenfo nsamuye:** Ene wo yɔnko nsesa mo kasa nkyerease dwumadi na obiara nkenkan ne yɔnko de mu na ɔnka mfomso a obehu wɔ mu na montoatoa adwen wɔ ho mfa ntre wo mo kasa asekyere nimdenya mu.

ADESUA DWUMADI

1. Kyere akasa asekyere ase.
2. Kyerew akasa asekyere ahorow abiɛsa.
3. Pensempensem kasa nkyerɛase ahorow abiɛsa anaa nea ɛboro saa mu.
4. Pensempensem nneɛma ahorow abiɛsa a ɛho hia wɔ kasa asekyere mu.

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

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

Group work/Collaborative Learning**1. Mixed ability group**

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

2. Individual work

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

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

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

NKARII TITIRIW

Gyinapɛn 2 Nkarii/Ntease mu nimdenya

1. Kyerɛw na kyerekyerɛ ɔkasa asekyerɛ ahorow bi mu.
2. Pensempensem ɔkasa asekyerɛ ahoorow no bi mu.
3. Pensempensem ɔkasa nkyerease su ahorow no mu.

Gyinapɛn 3 Nkarii/Nnwenneho a emu dɔ

1. Kyerɛw abasɛm a ne tenten beyɛ nsemfua ahasa (300) ase kɔ Akuapem Twi kasa mu.
2. Ka wo dwumadi no ho asɛm kyere wo mfɛfo wɔ sukuu dan mu.

Section 5 Review

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



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Nsɛmmisa ho nhwɛso

Ɔfa A: Aɛmmisa a ɛwɔ mmuae ahorow

- a) Nea edidi so yi mu nea ɛwɔ he na ɛNYɛ asensin nhyehyɛ wɔ Akuapem Twi mu?
 - A. Aɛ
 - B. AɛA
 - C. A
 - D. ɛ

b) *Nea edidi so yi mu nea ewɔ he na eye nokware fa mmataho dwumadi ho?*

- A. *Esesa Asemfuakuw*
- B. *Ena asemfuakuw*
- C. *Eti asemfuakuw mu*
- D. *Ekyerɛkyee asemfuakuw mu*

Ɔfa B: Essay

Kyerɛkyee nsemfua a edidi so yi mu na ma emu biara ho nhweso abien

- a) *mmatho*
- b) *fɛm/boseabɔ*

Table of Specification

Nnawɔtwe	Aniwɔsobea	Nsemmisa ahorow	DoK Gynapɛn ahorow				Mmuabɔ
			1	2	3	4	
1	Asensin/Selabolo	Asemmisa a ewɔ mmuɔe ahorow	1	-	-	-	1
		Asemmisa a ehia mmuɔe a emu dɔ	-	-	1	-	1
2	Toonu/Enne	Asemmisa a ewɔ mmuɔe ahorow	-	1	-	-	1
		Asemmisa a ehia mmuɔe a emu dɔ	-	-	1	-	1
3	Adwempɔ a ewɔ nkɔmmɔdi mu	Asemmisa a ewɔ mmuɔe ahorow	-	1	-	-	1
		Asemmisa a ehia mmuɔe a emu dɔ	-	-	-	-	1
4	Akenkan a emu dɔ Akenkan ntrɛwmu	Asemmisa a ewɔ mmuɔe ahorow	1	1	1	-	3
		Asemmisa a ehia mmuɔe a emu dɔ	-	-	-	-	0

Nnawɔtwe	Aniwɔsobeɛ	Nsemmisa ahorow	DoK Gyinaɔɔn ahorow				Mmuabɔ
			1	2	3	4	
5	Mmataho ahorow	Asemmisa a ɛwɔ mmuae ahorow	-	-	1	-	1
		Asemmisa a ehia mmuae a emu do	-	-	-	-	0
6	Nkabomde	Asemmisa a ɛwɔ mmuae ahorow	2	-	1	-	3
		Asemmisa a ehia mmuae a emu do	-	-	1		1
7	Nsemfuaye	Asemmisa a ɛwɔ mmuae ahorow	1	1	2	-	4
		Asemmisa a ehia mmuae a emu do	-	-	-	-	0
8	Kasasin	Asemmisa a ɛwɔ mmuae ahorow	2	1	1	-	4
		Asemmisa a ehia mmuae a emu do	-	-	1	-	1
9	Ɔkasamufa ne n'ahorow	Asemmisa a ɛwɔ mmuae ahorow	1	1	1	-	3
		Asemmisa a ehia mmuae a emu do	-	-	-	-	0
10	Akyerew mu agyiraehyede ahorow	Asemmisa a ɛwɔ mmuae ahorow	4	2	1		7
		Asemmisa a ehia mmuae a emu do	-	-	1	-	1
11	Susukyerew	Asemmisa a ɛwɔ mmuae ahorow	1	2	2		5
		Asemmisa a ehia mmuae a emu do	-	1	-	-	1

Nnawɔtwe	Aniwɔsobeɔ	Nsemmsisa ahorow	DoK Gyinaɔɔn ahorow				Mmuabɔ
			1	2	3	4	
12	Krataa a yɛkyerɛpw kɔ ɔfese ne ne su ahorow	Asemmsisa a ɛwɔ mmuɛ ahorow	1	1	1	-	3
		Asemmsisa a ehia mmuɛ a emu do	1	1	1	-	3
	Mmuabɔ		15	13	17	0	45

Anoyi/ mmuɛ ho nyhyehyɛ

Ɔfa A: Asemmsisa a ɛwɔ mmuɛ ahorow

a) Nea edidi so yi mu nea ɛwɔ he na **ENYE** asensin nyhyehyɛ wɔ **Akuapem Twi** mu?

B. AƐA – Aba 1

b) Nea edidi so yi mu nea ɛwɔ he na **ɛye** nokware fa mmataho dwumadi ho.

A. Ɛsesa asemfuakuw – 1 mark

Ɔfa B: Asemmsisa a ehia mmuɛ a emu do

a) Mmataho ye **mɔɔfim** bi a yeɛde si asemfua anim anaa akyi de **sesa asemfua** no ntease anaa **ensesa asemfua** no ntease.

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

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

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

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

b) Ɔfem/boseabɔ ye **nsemfuaye** fa bi a ɛma **ɔkasa biako** fem **nsemfua** bi fi **ɔkasa** foforo bi mu de **ka nsemfua** a ɛwɔ ho.

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

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

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

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

3FA 6: AKANFO AWAREGYE

ADESUA: AMAMMERE, AMANNE NE AMAMMU

Adesua Nkorabata 1: Amammere ne Amanne

Adesua Botae Ahorow: *Ye ntotoho fa mfaso a ewɔ awaregye so ma nnipakuw ahorow a wɔwɔ Ghana yɛ mu na pensẽmpensẽm nsakrae a aba awaregye mu wɔ Ghana ha no mu.*

Adesuade Titiriw: Te awaregye ase na fa kwan a nnipakuw ahorow a wɔwɔ Ghana ha no fa so gye aware toto ho.

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 15: *Performance of Marriage in other cultures*

Week 16: *Marriage and some modern trends*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 14: *Dramatisation*

Week 15: *Case Study*

Week 16: *Research*

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

WEEK 14

Adesuade Botae: *Pensempensem akwan ahorow a wɔfa so gye aware ne so mfaso wɔ amammere ne amanne mu.*

ANIW3SOBEA 1 & 2: AWARE

Ɖen ne aware? Aware ne sɛ ɔbarima ne ɔbea bi kabom tena sɛ okunu ne ɔyere wɔ amammere kwan so.

Awaregye: Awaregye yɛ agua a wɔɔ yɛ amanne gye ɔbarima ne ɔbea bi tom sɛ okunu ne ɔyere. Akanman mu no, enye nnipa baanu a wɔreware no nko ara na yehu wɔn wɔ saa guabo yi ase na mmom, ɔbarima abusuafo ne ɔbea no nso abusuafo nyinaa ba aguabo yi ase.

Aware ne Awaregye so mfaso: Aware ne awaregye so mfaso no mu bi na edidi yi: Ɛma amammere ne amanne ase tim, ɛda amammere adi, ɛda subanpa adi, ɛma wɔgye mmofra a wɔɔba aware no mu tom wɔ abusua no mu sɛ adehye, ɛde ayɔnkofa ba, ɛka abusua ne abusua bom, ɛma ahobammɔ, ɛma awarefo ne abusuafo no nyinaa tumi nya mmoa firi wɔn-ho-wɔn ho nkyɛn ne nea ɛkeka ho.

a. Ɛma amammere ne amanne ase tim

Wɔgyina amammeren ne amanne a ɛwɔ hɔ fi tete so na ɛgye aware. Ɛwom sɛ nsakrae nketenkete bi betumi aba kwan a wɔfa so gye aware no mu de nanso, mpɛn pii no, ɛyɛ a na ne nyinaa kowie adekoro no ara . Eyi kyere sɛ, yɛɔ amammere ne amanne ho ban.

b. Ɛda yɛn amammere ne amanne adi

Awaregye mu no, dwumadi ahorow bi te sɛ kɔkɔkɔkɔ, abusua mu nhwehwemu, trinsa ne nea ɛkeka ho nyinaa kɔ so. Saa dwumadi wɔ hɔ fi tete de besi nkyirimma so.

c. Enidi ne obu

Aware hyɛ awarefo no ne wɔn abusua nyinaa anuonyam. Ɛma afoforo de enidi ne obu sononko ma wɔn. Nnipa hu awarefo no sɛ wɔyɛ nnipa awɔayɛ krado anaa wɔasi wɔn bo sɛ wɔbegye nea ɛɛba wɔn akwan mu biara ano wɔ aware no mu, wɔɔewo mmofra na wɔahwe wɔn yie. Eyi ma ɔmanfo de obu amapa maa wɔn.

d. Nkabom

Aware ka abusua ne abusua bom. Gua a wɔɔ gye aware no ma abusuafo ne nnamfonom hyia ma nkitahodi ne nkabom amapa ba wɔn ntam. Wɔn nyinaa ani gye na ɛnam so ma wɔhu wɔn-ho-wɔn-ho yie. Aware a ɛkɔ so wɔ nnipakuw a wɔnka kasa koro anaa wɔn amammere ne amanne nye pɛ ntam no de asomdwe ne nkabom ba saa nnipakuw no ntam na ɛma ɔmanmmu no nyinaa nya saa asomdwe ne nkabom no so mfaso.

e. *Ɛma yegye saa no mu mmofra tom se adehye wɔ abusua no mu*

Aware ma mmusuakuw ne amansan gye aware no mu mmofra tom. Aware ma mma a wɔfiri mu ba no hu se wɔfra dɔm mu na esan nso ma wɔn kwan ma wɔdi ade (akonnwa) wɔ wɔn abusua mu. Nea eto so bio ne se, enam aware so ma mma to ana hu wɔn nkyi.

f. *Ayɔnkofa*

Aware de ayɔnkofa ba nnipa ntam. Ɛma awarefo no nya mmoa wɔ abatete ne sikasem mu. Aware ma kwan ma awarefo no ne wɔn-ho-wɔn-ho da. Awarefo no gye wɔn ani san di awerehow bom.

Aware ahorow: Aware ahorow abiesa na ɛwɔ Ghanaman mu ha. Eyinom ne Efi/Ofi Aware, kɔkɔto Aware ne Nkramofo Aware. Efi aware ye aware a ne mfiase ne n'awiei kɔ so wɔ amammere ne amanne kwan so. Saa adesua yi mu no, ofi aware nko ara na yebeɛsua ho ade.

Ofi aware ahorow a ɛwɔ nnipakuw ahorow mu no bi ho nhweso na edidi so yi:

Akuapem/Asante: Aware pa, adehye ware, afenaa ware, kuna aware

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

Ewe: Fomesrɔ, Ahiasrɔ, Akotsotso

Ga: Hemɔfeemɔ, Kuayeli anaa kulayeli, Shia gbla

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

Ɔkwan a yɛfa so gye aware: Nnipakuw biara a ne ɔkwan a wɔfa so gye aware. Dwumadi ahorow pii na ɛkɔ so wɔ aware no anim, aware no mu no akyi. Dwumadi ahorow a ɛkɔ so wɔ Akanfo awaregye mu na edidi so yi:

Awaregye no anim

Akanman mu no (Akuapem/Asante), ɛye agya na ɔware ma ne babarima. Mmusukuw abien a wɔpe se wɔware wɔn ho no mu nnipa ye nhwehwemu amapa wɔ wɔn mu biara abusua mu ansa na se aware no betumi aba so a, aba so. Wɔye nhwehwemu hu se, asomdwe wɔn fie a wɔrekɔwura mu no mu ansa na wɔama wɔn aware. Mpen pii no, wɔhwe se nnipa wɔwwɔ mmusukuw no mu ne titiriw ofi pɔtee a wɔrekɔ mu no mu nnipa dɔ nnipa, te nnipa san de obu ma nnipa nso. Akanfo san ye nhwehwemu hu se, nnipa baanu a wɔpe se wɔware no mfi mogyakoro anaa mfiri abusua biako mu. Wɔsan hwehwe mmusukuw no mu hu se, nsanyare biara nni nnipa no mu biara so senea ɛbeyɛ a wɔremfa nsan mma wɔbewo wɔn no. Wɔhwe nyarewa bi te se nsamanwa, kwata, ɛkyerɛw/etwire ne nea ɛkeka ho biara nni mmusukuw no biara mu. Akanfo san hwehwe abusua a emu nnipa da subanpa adi. Wɔkyiri subammone bi te se nsanom mmoroso, korɔnbɔ, pɛpɛɛ, ne akwadworɔ na mmom wɔpe subanpa bi te se ayamye, adwumaden, ahofama, nokwaredi ne ɛkeka ho.

Awaregye no mu/Nea ɛkɔ so wɔ awaregye no ase

Se ɔbarima no ne ɔbea no gye tom se wɔbeware a, wɔhyɛ da a wɔbeware no. Ɔbarima no nya abotare ye ahoboa twen kosi se da no beso ama no aware ɔbea no. Tete hɔ no,

na Memeneda ne Dwowda na Akanfo gye aware efise, yegye di se, asomdwe wo saa nna yi abien mu. Nneema ahorow a wode kye wo awaregye ase no mu dodow no ara taa ye sika ne anonne. Eyinom mu bi ne:

Nhunianimu-nsa/kɔkɔkɔ/ɔpon-akyi-bo: Eyi ye nsa a ɔbarima no abusuafo de kɔma ɔbea no papa ma wɔgyina so hye da a wode beye ɔbea no ho ade. Mpen pii no, etaa ye Hyenaapo pantufa nesika ketewa bi. Saa amanne yi ma ɔbarima no kwan ma otumi kɔsra ɔbea no wo ne bere a obiara ntumi mmisa no hwee. Nokware mu, ha yi na ɔbariama no kɔda ne ho adi se ɔpe se ɔware ɔbea no.

Tiri-Nsa: Tete ho no, na eye sika ne hyenaapo. Saa nsa yi na eye adansedide a ekwere se, ɔbarima no aware ɔbea no.

Tiri-ade: Eyi ye sika ɔbarima no abusuafo de bo ɔbea no dweire anaa de tua ka bi a eda ɔbea no abusua no mu anaa de to asase ma ɔbea no anaa de ye agyapade bi wo ɔbea no abusua mu.

Akontagye-sekan: Eyi ye sika a ɔbarima no tua ma ɔbea no nuammarimanom (nkontagyenom) se wɔabo ɔbea no ho ban akosi se ɔware na afei nso wɔbeko so abo ne ho ban wo n'aware no akyi. Mpen pii no, eye ɔbea no nuabarima na ɔka sika dodow a wɔbegye se akontagye-sikan.

Danta: Eyi ye mpatasika a ɔbarima no tua ma ɔbea no papa wo kete a ɔto maa ne babea no daa so wo ne mmofrabere mu no ho. Mpen pii no, eye ɔbea no papa na ɔka sika dodow a obegye.

Asew-kete anaa tamboba: Eyi ye sika a ɔbarima no tua ma ɔbea no maame (mama).

Awaregye no akyi

Wɔaye amanne ahorow no nyinaa awie no na wode akyede ahorow te se anonne ne sika ama awie no, wode afotusem amapa ma awarefo no. Afanu no mu biara tu nnipa bi si ho se afotufo a awarefo no beko won ho akɔgye aware mu afotu wo bere a wɔhia biribi saa. Wɔgu nsa anaa wɔyi mpae (mpaeyi) da Tweduapon, nananom nsamanfo ne nananom abosom ase se wɔaboa ama awaregye no awie nkonimdi. Afei, wɔhye da a okunu no beko akɔfa ne yere no ako ne (okunu) fi. Da a okunu no beko akɔfa yere no ako ne ofi no na wɔfre no **nkunkyirennan** no. Da a edi kan wo yere no nkunkyirennan mu no, ɔnoa aduan bebre ma okunu no abusuafo ne ne nnamfonom di na saa aduan yi na wɔfre no **aduankese**.

ADESUA DWUMADI

1. Den ne aware?.
2. Kyerew Akanfo aware ahorow abiɛsa anaa nea ɛboro saa.
3. Kyere aware so mfaso anum .

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

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

2. Mixed ability

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

3. Whole class discussion

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

NKARII TITIRIW

Gyinapɛn 2 nkarii titiriw: Adwenem Nimdenya

Da akwan aorow a wɔfa so gye aware adi.

Gyinapɛn 3 nkarii titiriw: Nnwennweneho a emu dɔ

1. Kyere nea enti /senti botae abiesa a Akanfo gyina so ware.
2. Pensempensem mfaso a ɛwɔ nhwehwemu a wɔye ansa na wɔama nnipa bi aware no so.

Gyinapɛn 4 nkarii titiriw: Nnwennweneho ntoaso

1. Pensempensem mfaso a ɛwɔ ofi aware so ma awarefo no, wɔn abusuafo ne wɔn kuromfo.

2. Kyere suban ahorow a yegye tom ne suban a enye wo ofi anaa Akanfo awaregye mu.
3. Pensempensem nsusuanso a ofi aware nya wo nnipa bɔbea, mmea ahofadi ne nnipa asetena mu mmara ahorow so no mu.

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

Adesuade Botae: *Fa Akanfo awaregye toto mmusukuw ahorow a wɔwɔ Ghana ha no de ho.*

ANIWƆSOBEA 1 & 2: MMUSUKUW AHOROW NO AWAREGYE

Aware ne awaregye: Aware ne sɛ ɔbarima ne ɔbea bi kabom tena sɛ okunu ne ɔyere wɔ amammere kwan so. Enna awaregye yɛ gua a wɔbɔ yɛ amanne gye ɔbarima ne ɔbea bi tom sɛ okunu ne ɔyere. Akanman mu no, enyɛ nnipa baanu a wɔrereware no nko ara na yehu wɔn wɔ saa guabɔ yi ase na mmom, ɔbarima abusuafo ne ɔbea no nso abusuafo nyinaa ba aguabɔ yi ase bi.

Sɛnea wɔsi gye aware wɔ mmusukuw a ɛwɔ Ghanaman mu: Abusuakuw biara wɔ kwan a wɔfa so gye aware. Nkranfo de na edi so yi:

Nkranman mu no, sɛ mmusukuw abien bi pene so wɔde wɔn babarima ne ɔbabea bɛma aware a, wɔka sɛ saa nnipa (ɔbarima no ne ɔbea no) aware. Nkranfo gye abɛfo awaregye ho nhyehyɛ a ɛda adi wɔ kristosom ne Nkramosom mu no tom.

ɔbarima a ɔpɛ sɛ ɔware anaa agya bi a ɔpɛ sɛ ɔware ma ne babarima di kan hwehwe ɔbea a ɔpɛ no. Ɛno akyi, wɔyi aware ahorow a edidi so yi mu biako de di dwuma:

1. Musunɔtswaa (Asiwa): Sɛ ɔbea bi nyinsɛn na sɛ ofiri abusua a wɔn nsam wɔ bi mu a, ɔbarima no abusuafo soma ma wɔkɔ ɔbea no abusuafo hɔ kɔsrɛ abofra a wɔnya nwoo no no aware sɛ ɔyɛ abeawa anaasɛ abarimaa ketewa bi wɔ abusua no mu.
2. Henɔbeatɛɛ (ɔbea no abusua awaresɛ): Sɛ ɔbea no abusuafo hu abarimaa bi a ofiri abusua a wɔwɔ subanpa mu a, ɔbea no abusuafo kɔsrɛ abusua a abarimaa no firi mu no sɛ, sɛ abarimaa no nyini a, wɔmma no mmɛware wɔn babea no. Sɛ abarimaa no abusuafo no pene so a, abarimaa no abusuafo hwɛ abeawa no kosi sɛ wɔbeeniyini na wɔaware.
3. Yoohewiemɔ (awareɛ a wɔsrɛ ma): Eyi mu no, agyanom baanu hyia di nkɔmmɔ sɛ wɔbɛma wɔn babarima ne wɔn babea aware. Edu bere bi a, ɔbarima no nuammaanom anaa ne maame na edi saa nkitaho yi ma babarima no.

Wɔde ofi Agboshimɔ (Kɔkɔwɔkɔbɔ) na efi ofi awaregye ase, na wɔde Kpelemɔ kɛ Henɔtoobo (dabua-ma ne ne gyeɛ) atoa so. Fotoyeli (aduankeɛɛ a wɔde aburoo, ngo ne mpataa a wɔaho noa) toa so enna afei, wɔde Gbalaniihamɔ (tirinsa) ataa to. Amanne a wɔyɛ twa to koraa ne Yookpeemɔ (awaregye no ankasa). ɔbea a otumi fa saa aware akwanhodo yi nyinaa so no, wɔfrɛ no Boi Ekpaa Yoo (Ntoma nsiabaa).

Fantefo awaregye

Sɛnea esi te wɔ Akanman mu no, Fantefo mu nso, eyɛ agya na ɔware ma ne babarima. Sɛ agya bi hu sɛ, ne babarima adu ne mpanyin mfe so a, ɔtɔ etuo ma no de yɛ ha. Bio, ɔma no asase yɛ so afuw. Sɛ agya bi yɛ eyinom ma ne babarima a na ɛkyerɛ sɛ ɔpɛ sɛ ne babarima no hyɛ ase bɔ ne bra. Afei, agya no hyɛ ase hwehwe ɔbea ma no. Eduru

saa bere yi a, wɔma babarima no nya ɔno nko ara dan. Babarima yi awofɔ ne no di aware ho nkɔmmɔ. Eduru saa bere yi na sɛ babarima no adwene abeawa bi a ɔbɛpɛ sɛ ɔbɛware no ho dedaw a, otumi ka kyere n'awofɔ ma wɔhyɛ ho nkitahodi ase wɔ abeawa no abusua mu ma no.

Sɛ abeawa no abusuafo gye tom a, mmusuakuw abien no hyɛ ase yɛ nhwehwɛmu. Sɛ wɔyɛ nhwehwɛmu no wie na sɛ abeawa no abusuafo gye tom a, wɔɔ abarimaa no abusuafo amanne ma wɔtoa awaregye no ho ntotoe so. Abarimaa no abusuafo de nneɛma a edidi so yi ne sika kɔma abeawa no abusuafo no:

1. *Nhun enyim nsa*: Eyɛ nsa a abarimaa no abusuafo de kɔɔ abeawa no abusuafo amanne sɛ wɔpɛ sɛ wɔbɛware abeawa no ma wɔn babarima no. Abeawa no abusuafo bisa no sɛ ɔpene aware no so ma obua ansa na sɛ wɔbɛgye nsa a, wɔagyɛ. Sɛ abeawa no pene so a, wɔnom nsa no de kyere sɛ wɔagyɛ aware no atom. Na wɔtaa di saa dwuma yi Memeneda. Na wɔgyɛ di sɛ, Memeneda yɛ Tweaduampɔn da nti asomdwoe wom. Saa nsa yi yɛ 'yoo'/'nyew'/'akwansere'/'kwanto nsa no.
2. Pon ekyir/kɔkɔkɔ: Amanne a ɛto so abien a wɔyɛ ne kɔkɔkɔɔ. Na eyɛ Hyenaapo pantufa ne sika ketewa bi na wɔgyɛ.
3. Bɔwdo - toa: Eyi yɛ sika a abarimaa no abusua de ma abeawa no papa de pata no wɔ ɔberɛ ne amane a ɔfaa mu hwɛ abeawa no kosi sɛ wanyini rebɛware no. Na ɛtaa yɛ sika ne Hyenaapo na wɔtaa de ma.
4. Tamboba: Eyi yɛ sika a abarimaa no de ma abeawa no maame de tua ntoma ne ntade a ɔto maa abeawa no hyɛ firi ne mmofraberem abesi seesei a ɔrebɛware no ka. Eyii yɛ sika a abarimaa no abusuafo dwendwene ho hwɛ sɛ ɛfata a, wɔde ma abeawa no maame.
5. Tsinsa/dase: Eyi yɛ Hyenaapo ne sika. Eyi na eyɛ adansedide amapa wɔ awaregye no mu. Sɛ abarimaa no ne n'abusuafo yɛ amanne a ɛfa aware no nyinaa na sɛ wɔgya *tsinsa*, wom a, aware no nnya nnwɛe pɛyɛ. *Tsinsa* no na edi aware no ho danse ɛnam saa nti wɔde sie.
6. Tsir adze: Eyi yɛ sika a wɔgyɛ firi ɔbarima no ho de bɔ abeawa no dwetire. Wɔgyɛ di sɛ, aware no betumi agu bere biara na sɛ ɛkɔba no saa a, saa dwetire no na abeawa no bedidi ho. Bio, tete ho no, na ɛka da mmusuakuw bi mu nti na wɔtumi de saa sika no tua ɛka a ɛda abusua no mu no. Na saa sika no yɛ sikapuduo.
7. Akonta-sekan: Eyi yɛ sika a wɔtua ma abeawa no nuammarima. Eyɛ nuammarima no ara na wɔka sika a wɔbɛgyɛ. Adwempɔ a ɛtaa saa amanne yi akyi ne sɛ, eyɛ abeawa no nuammarima na wɔɔ ne ho ban firi mmarima foforo ho. Ne saa nti, ɛsɛ sɛ abarimaa no tumi tɔ akode bi de ma ne nkontagyenom no na wɔatumi de abɔ wɔn nuabea no ho ban yiye ama no.
8. Asafo nsa: Kuromma no nso gye abarimaa no nsa sɛ wɔabɔ abeawa no ho ban ama no anyini a ɔrebɛware. Saa nsa yi kyere sɛ, abeawa no aware nti kuromma nkae no mmɔa mmɔ ne ho ban mfiri mmarima foforo ho.

Se wɔyɛ saa amanne yi nyinaa wie a, wɔbɔ amanne sɛ, firi saa da no rekɔ, abeawa no hyɛ saa ɔbarima no nsa wɔ n'ahobammɔ ne biribiara mu. Wɔyi nsenom no mu bi si hɔ sɛ awarefo no afotufɔ ne wɔn aboafɔ wɔ wɔn aware akwantu no mu. Wɔyi mpae anaase wɔgu nsa de dwumadie no nyinaa ba awiei.

Akyiri yi no, okunu no ma ɔyere no sika kɔtɔtɔ nneɛma a ɔbehia wɔ awareɛ no ase na afei nso ɔde bi anoa aduane a edi kan wɔ n'awareɛ no mu. Saa aduane yi na wɔfrɛ no 'edziban kɛsɛ' anaase 'nkwansɛn kɛsɛ'. Wɔde saa aduane yi kɔ okunu no papa efie. Wɔto nsa frɛ abusuafo, nnamfonom ne adɔfoɔ nyinaa ma wɔbɛdi aduane no bi. Eduru anadwo a, ɔyere no kɔda nkunkyire. Ɔbeapanyin bi na odi abɔfo bi anim de ɔyere no kɔ okunu no fi. Eɛ na aware no ankasa fi ase.

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

ADESUA DWUMADI

1. Yi mmusuakuw abien bi si w'ani so na kyere sɛnea wɔsi gye aware. (S.e. Dagombafo ne Dangbefo, Nzemafo ne Ewefo, ne nea ekeka ho).
2. Kyere amanne a edi nse ne nea eyɛ sononko wɔ saa mmusuakuw yi awaregye mu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

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

Some pointers:

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

Group work/Collaborative Learning

1. **Mixed ability groups:** Compare and contrast the traditional marriage rites among different cultures in Ghana.
2. **Whole class discussion:** Make a presentation on traditional marriage rites from a different culture for discussion.

The teacher helps learners correct their misconceptions about customary marriage rites in different cultures by summarising the lesson.

NKARII TITIRIW

Gyinaɲɛn 3 Nkarii titiriw: Nnwenweneho a emu dɔ.

1. Kyerekyere sɛnea wɔsi gye aware wɔ mmusuakuw ahorow mu no mu. Hwe amanne a ɛɛ ne nea ɛnɛ na ka ho aɛm.
2. Kyere dwuma a ahemfo, mpanyimfo ne kuromma di wɔ ofi awaregye mu.

Gyinaɲɛn 4 Nkarii titiriw: Nnwenweneho ntoaso.

Yi abusuakuw bi si w'ani so na kyere w'adwen fa obuo a wɔde ma ɔbea no sɛ ankorankoro wɔ awaregye mu.

WEEK 16

Adesuade Botae: *Pensempensem abeefo nneema a anya nsusuanso wɔ Akanfo awaregye so mu.*

ANIWƆSOBEA 1&2: AWAREGYE NE NSAKRAE A ABA MU

Awaregye: awaregye yɛ edwa a wɔbɔ yɛ amanne gye ɔbarima ne ɔbaa bi tom sɛ okunu ne ɔyere. Akanman mu no, enyɛ nnipa baanu a wɔreware no nko ara na yehu wɔn wɔ saa aguabɔ yi ase na mmom, ɔbarima abusuafo ne ɔbaa no nso abusuafo nyinaa ba aguabɔ yi ase bi.

Nsakrae a aba awaregye mu: Nsakrae a aba no anya nsunsuanso papa ne nsunsuanso bɔne nyinaa bi wɔ awaregye so na eyi ma ɛda adi pefee sɛ, amammere nyini nnipa nso yetumi yɛ nsakrae wɔ amammere mu. Nneema a ɛde saa nsakrae yi aba no mu bi ne nea edidi so yi:

- a. Nhomasua: Nhomasua abue nnipa binom ani ne titiriw mmea ama seesei sɛ ɛba wɔn awaresem mu a, wɔtumi kyere nea wɔpɛ ne nea wɔmpɛ. Mpen pii no, awarefo no tumi si gyinae wɔ senea wɔpɛ sɛ wɔn aware no si yɛ ho. Wɔtumi nso kyere nea wɔpɛ ne dwumadi ahorow a wɔpɛ sɛ ɛko so wɔ wɔn aware asetena no mu.
- b. Nnipa ahofadi ne wɔn bɔbea pepɛyɛ: Nnipa ahofadi ne bɔbea pepɛyɛ ho nsem ne ho nkyerɛkyere ama nsakrae, bi te sɛ ɔbea tumi fa agyapade ne ɔyere adedi, aba aware mu.
- c. Ɔsom mu nkyerɛkyere: Kristosom ne Nkramosom de amammere ne amanne foforo aba awaregye mu a eduru bere bi a ɛne ofi awaregye ho nhyehyɛ bɔ abira.
- d. Sikasem mu mpontuo: Nnipa binom sikasem a ako yiye ama wɔn nti no, ama wɔanya tumi wɔ wɔn hokafo hwehwe so. Eyi kyere sɛ, wɔn ara nya tumi yi ɔbea a wɔpɛ no ware no po mmea a wɔmpɛ wɔn.
- e. Akwantu: Nnipa tu kwan ko nkurow akɛse mu a, wɔkɔhu amammere ne amanne ahorow wɔ ho awaregye mu na ɛnam so ma wɔn nso pɛ sɛ wɔyɛ saa amanne no bi wɔ wɔn fi awaregye mu.
- f. Kɔmputa so nkitahodi: Kɔmputa so nkitahodi ama kwan a nnipa fa so hyia wɔn-ho-wɔn-ho, di nkɔmmɔ, kye adwen wɔ nsem bi ho ne subanpa ahorow pii asesa.
- g. Atutena ne Amanhodo so abrabɔ: Akwanhodo a nnipa binom tu ko nkurow akɛse, nkurow ne amanhodo so no ama nnipa binom asua amammere ne amanne bi a ɛne wɔn de bɔ abira.
- h. Mmarasem mu nsakrae: Nsakrae a wɔayɛ wɔ ɔman mmarasem nhyehyɛ mu a ɛgye ofi aware tom no nso anya nsunsuanso wɔ amammere ne amanne so.
- i. Amammere ne Amanne a wɔkyɛ adwen wɔ ho wɔ wiase afanan yi mu: Amammere ne Amanne a wɔkyɛ adwen wɔ ho wɔ wiase afanan yi mu no ama nnipa binom

asua afoforo bi amammere ne wɔn amanne ama enam so ama anya nsunsuanso wɔ wɔn ankasa amammere ne amanne so.

- j. Awoɔntoatoaso: Esiane sɛ nnipakuw biara nko ne wɔn gyidi ne wɔn nsusui nti no, nnipa a wɔwɔ asase so nam awoɔntoatoaso so resesa no, na wɔn gyidi, wɔn amammere ne amanne, wɔn su ne wɔn nnipaba nyinaa nso resesa.

Ɔkwan a yɛbɛfa so asiw nsakrae bɔne a aba awaregye mu no ano: Ɛsɛ sɛ yɛhwɛhwɛ kwanpa bi a yɛbetumi afa so asiw saa ɔhaw yi ano a ɛrenkɔfa abusuamanson biara mma mmusuakuw ahorow no ntam na mmom ɛde nkabom amapa bɛba yɛn ntam ama yɛatumi abɔ yɛn amammere a ɛyɛ yɛn agyapade no ho ban afeɔɔ. Akwanhorow a yɛbetumi afa so no mu bi ni:

- a. Sankɔfa: Ɛsɛ sɛ yɛsan kɔfa yɛn nnɛpa anaa nneɛma a yɛn ani ku ho, yɛn amammere ne yɛn amanne a ɛka yɛn mmusuakuw ne yɛn nkurow ahorow bom ma wɔnya ahooɔden no ba na yɛhyɛ mu kena. Ɛsɛ sɛ yɛhyɛ yɛn kuromma nkuran ma wɔn ani ku yɛn amammere mu nnɛpa te sɛ obuo a yɛde mpanyimfo, adwumaden, nsiyɛ, nokwaredie, atuhokye, ahofama ne nea ɛkeka ho no ho na afei nso yɛnhyɛ wɔn nkuran mma wɔn ani nnye aware ho.
- b. Fa obuo ma afoforo gyinaesi: Ɛha yi no, yɛhwɛhwɛ sɛ wode obiara pɛ bɛma no na gyinae biara a ankorankoro bi besi wɔ n'aware ho, sɛ ebia ɔpɛ ɔbea a ɔnye ɔkani ne nea ɛkeka ho a, pene so ma no na eyi bɛboa ama yɛn amammere a ɛfa aware ho no atim hɔ daadaa ama yɛakɔ so de obuo ne enidie a ɛsɛ ama aware.

Mpanyin ne Nkyirimma nkitahodi: Ɛsɛ sɛ mpanyimfo taa ne mmabunu di nkitaho na wɔfa so kyɛ aware ho nimde ma ɛboa mmabunu ma wɔnya nsɛm bi a ɛha wɔn wɔ aware ho ano pomasibere sɛnea ɛbɛyɛ a wɔmfa aware sɛ ɛyɛ ade bi a ɛte sɛ kaakaamotobi na wɔntwe wɔn ho mfiri ho koraa. Enam eyi so bɛboa mmabunu no ama wode obuo ne enidi ama yɛn amammere a ɛyɛ yɛn agyapade no na asan aboa wɔn ama wɔnya ɛnnɛ mmere yi ɔhaw a ɛba aware mu no bi ano pomasibere. Yɛbetumi nso ayɛ dwumadi bi a ɛbɛma ɔmanfo atumi akye adwen ne osuahu papa a wɔnya wɔ aware mu ho na enam so aboa ama wɔatumi atintim wɔ wɔn aware mu.

- c. Nteteɛ ne tumi: Ɛsɛ sɛ yɛfa nteteɛ ne akwannya ahorow so ma akorankoro biara nya tumi wɔ n'asetena mu sikasɛm so na enam so ama wode obuo ayɛ yɛn asɛde ahorow ne yɛn nnɛpa ahorow no nyinaa. Ɛsɛ sɛ yetumi sakra yɛn amammere ne yɛn amanne mu ma ɛne abɛɛfo de yi tumi tena asomdwoe mu wɔ bere a yɛrento yɛn amammere ne yɛn amanne so mfasopeewa no ngu.
- d. Ɛsɛ sɛ yetumi si ɔhyɛ a efi yɛn abusuafo hɔ ba yɛn so, yɛn sikasɛm ho adwendwen ne nsɛm a nnamfonom nso ka fa yɛn ho ho ateetee, abooboo, ɔhaw ne ho adwendwene a ebetumi anya nsunsuanso bɔne wɔ w'aware so nyinaa ano.

ADESUA DWUMADI

1. Kyere nneɛma abiesa (3) a anya nsunsuanso papa wɔ Akanfo awaregye so.
2. Kyere nneɛma abiea (3) a anya nsunsuanso bɔne wɔ Akanfo awaregye so.

3. Kyere akwanhorow abiesa (3) a yebetumi afa so abo yen nnepa ne yen aware ho ban.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion:

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

Group work/Collaborative Learning

1. Mixed ability (fish-bowl):

- a. Learners are separated into an inner and outer group.
- b. The highly proficient learners are made to form an inner circle to discuss some modern trends affecting traditional marriage rites (e.g., migration, education, religion, economy, modernisation, etc.).
- c. The proficient and approaching proficient learners form an outer circle around the inner circle and make notes on the discussions by the inner group.
- d. The outer group members make a presentation to the whole class
- e. Learners listen to the presentation, make contribution and ask questions for clarification.
- f. In mixed ability pairs, learners discuss strategies to overcome the negative effects of modern trends on customary marriage.
- g. Teacher interacts with each pair, asking questions to firm up learners' understanding
- h. Teacher calls out different categories of learners (by name, not category) to summarise their learning and solicits feedback from learners to understand their needs, concerns and suggestions.
- i. Teacher recaps the main points of the lesson and summarises key takeaways.

NKARII TITIRIW

Gyinaɓɛn 3 Nkariie titiriw

1. Yi mmusuakuw abien (2) firi Ghanaman yi mu ha na kyere w'adwen fa kwan a wɔfa so gye aware ho.
2. Ma ɔhaw ahorow abiesa (3) a ewɔ Akanfo awaregye ho na kyere emu biara pomasibere.

Gyinapeɛn 4 Nkarii titiriw

1. Kyere w'adwen fa Akanfo aware, ne mmara ahorow ne nnipa ahofadi ho mmara anaa nsem a ehyia anaase eyɛ pɛ no ho.
2. Yɛma wo kwan sɛ yɛ nsakrae wɔ kwan a Akanfo fa so gye aware no mu a, pensɛmpensɛm amanne a anka wobesakra mu no mu na kyere nea nti a saa amanne no na anka wobesakra mu.

Hint



Learners' scores on individual class exercise should be ready for submission to 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.

PROJECT

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

CFA 7: ABUSUA NE AKANFO AMAMMU

ADESUADE 3: AMAMMERE, AMANNE NE AMAMMU

Adesuade nkorabata 2: Akanfo Amammu

Adesuade Botae: *Pensempensem mfaso a ewɔ Akanfo Mmusuakuw so na fa toto mmusuakuw foforo de ho.*

Adesuade titiriw: *Da ntease amapa adi fa Akanfo mmusuakuw ho na fa toto mmusuakuw foforo a wɔwɔ Ghanaman mu ha de ho.*

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 17: *The Clan System*

Week 18: *Traditional Governance Structure*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

The recommended assessment mode for each week is:

Week 17: *Display and Exhibition*

Week 18: *Mid-semester Examination*

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

WEEK 17

Adesuade Botae Ahorow

1. *Kyerε abusua ase na kyere so mfaso*
2. *Fa Akan mmusuakuw toto mmusuakuw ahorow a εwε Ghanaman mu ha no ho*

ANISOW3BEA 1 & 2: D3N NE ABUSUA?

Abusua ye nnipakuw bi a emu nnipa no wε amammere koro, agyapadee koro, abakεsem koro, kurow koro na wεfiri εna (nanabaa) koro ase. Yehu abusua ahorow wε mmeae bi te se Abibiman mu, Scotland ne amanaman ahorow mu.

Abusua su anaa nneema a εma abusua da nso no mu bi ne:

1. Wεfiri εna koro: Abusuafo no gye di se wεn nyinaa firi εna koro ase.
2. Abusuabε: Nnipa a wεwε abusua no firi mogya koro na wεnam aware anaa nnyetom so na wεbεka abusua no ho.
3. Wεwε ahyensode koro: Nnipa a wεfiri abusua koro mu wε din koro, agyinahyede ne amammere koro.
4. Wεtaa tena kuro koro mu: Abusuafo taa ka wεn ho bom tena kurow koro mu.
5. Abusua mu dibere nhyehyεe: Abusua biara wε akannifo, mpanyimfo anaa ahemfo a wεboa ma wεsi gyinae wε abusua no mu nsem bi ho.
6. Wεsan nso wε wεn nkyea, wεn nnyeso, wεn piesie, nuammarima ne nuammaa.

Abusua tumi di dwuma ahorow bi te se:

1. Wεtumi ma sikasem ho mmoa ne ahobammε.
2. Wεbε abusua no agyapade, wεn amammere ne amanne ho ban.
3. Wεhwε ma abusuafo no nya nkabom ne mmoa ahorow
4. Wεsiesie mente-me-ho-ase ne ntawantawa a εba abusuafo no mu bi ntam.

Abusua so mfaso:

Dwuma ahorow a abusua adi wε nkurow ahorow mu a εda adi wε abakεsem mu no bi ni:

1. Wεtena akuwakuw: Abusuafo no kyekye dεm a wεwε abusua koro bi mu mu nketenkete senea εbeyε a wεn so di renye dina na afei nso εbeboa ama berebiara no, wεbehu wεn ho aka wεn ho abom na wεbeyε adwen koro wε gyinaesie bi ho.
2. Abusuabε: Abusuafo pε nkabom, na eyi ma wεhunu se wεye biako, di nokware ma wεn-ho-wεn-ho, san boa wεn-ho-wεn-ho.
3. Wεwε ahyensode koro: Abusuafo nam abakεsem, amammere ne amanne ne wεn agyapade so ma akuwakuw nketewa no hu kuw kεse a wεfra mu no kεka wεn ho.

4. Nkabom ne Mmoa: Abusuafo tumi boa wɔn abusuafo a wɔhia mmoa bi te se kuaye anaa afuomdwuma, ahobammɔ anaa ntawantawa nsiesie.
5. Abusua siesie Ntawantawa: Na mmusuakuw no ara wɔ wɔn akwan ahorow a wɔfa so di wɔn ho so, siesie ntawantawa ma asomdwoe ne koroye ba.
6. Abusua ma Amammere ne Amanne tim: Abusua boa ma nkyirimma sua amammere ne amanne, yen nnepa ne nneema a yen ani ku ho no nyinaa.
7. Amammu Nhyehyee: Nkurow no bi wɔ hɔ a na mmusuakuw no ara wɔ wɔn amammu nhyehyee a na wɔwɔ wɔn akannifo a wɔhwe abusuafo nkae no so.
8. Sikasem ho Nkitahodi: Na eye mmusuakuw no ara na wɔhwe ye sikasem ho nhyehyee, ɛho nkitahodi ne ho ntotoe a ɛfa akade ahorow, guadi ne nnɔboa ho nyinaa.
9. Abusua boa asetena mu kankɔ: Na abusuafo tumi boa wɔn-ho-wɔn-ho ma wɔtumi kɔ kan anaa wɔn anim wɔ wɔn abrabɔ mu ma ɛnam so ma wɔnya anuonyam wɔ wɔn kurom.
10. Abusua ma nkabom ne koroye: Abusua ma emu nnipa no hu se wɔye nnipa biako nti wɔka wɔn ho bom boa wɔn-ho-wɔn-ho ma koroye ba wɔn ntam.

Nsakrae pii na aba abusua dwumadi ahorow no mu na ama ɛso mfaso no nso asesa wɔ mmusuakuw ahorow ne abakɔsem mu nanso nsunsuanso a enya wɔ yen asetena mu nhyehyee, yen nnipaban ne yen nkurow so de, ɛda so ara tim nea etim.

Mmusuakuw bi din ne wɔn akraboa

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

Abusua ahorow nnwɔtwe (8) ne wɔn akraboa na ɛwɔ Akanman mu.

	Akuapem/ Asante	Fante
	Asakyiri - Kɔkɔsakyi/Opete	Adwenadze - Eburowtuw
	Oyoko - Akorɔma	Aboradze - Awendadze
	Agona - Ako	Nsɔna - Ɔsɔ
	Asona - Asonawɔ/ Anene	Anɔna - Ekoo
	Aduana - Ɔkraman	Twidan - Twi(sebɔ)
	Biretuo - Ɔsebo	Aboradze - Boredze
	Ekɔna - Ɛkoɔ	Ntwea - Ɔtwea(bɔdɔm)
	Asenee - Apan	

Dagombafo (Atifi Mantam)

1. Lunsi (Akyeremma/Atumpankafo) - Akrahoa – Apɔtorɔ/Aponkyerenne
2. Baansi --- Akrahoa – Ɔɔɛnkyem
3. Naafooni --- Akrahoa – Ɔwɔ

Mamprusifo (Atifi Apuee Mantam)

Nayiri – Ɔɔɛnkyem

1. Tensung – Ɔsebo
2. Kunguri – Ɔkotepomponini

Gonjafo (Serem Mantam)

1. Mankpan – Gyata
2. Kpembewura – Ɔɔɛnkyem
3. Bolewura - Ɔsono

Frafrafo (Gurunsi) (Atifi soro Apuee Mantam)

1. Nabdam - Ɔkraman
2. Tongo - Enini
3. Bolga – Ɔɔɛnkyem

Kusasifo (Atifi soro Apuee, Bawku mpɔtam hɔ)

1. Bawku – Ɔɔɛnkyem
2. Zebilla – Akyekyede

Ewefo

Abusua ye kuw a ne nhyehyee no so kyen kuw biara a kurow bi mu. Mmusuakuw bi wɔ hɔ a wɔwɔ wɔn ankasa kasa a wɔka. Mmusuakuw no mu na mmusua nketewa no hyehye. Ewefo frɛ abusua sɛ hlɔ anaa sã wɔ wɔn kasa mu.

Anlofo/Anlɔfo, Avenorfo, Avefo, Tongufo, Agavefo ne Mafifo nyinaa frɛ abusua sɛ hlɔ nanso Ewedomefo a wɔnom ne Hofo, Adaklufo, Kpandofo, Hohoefo ne Pekifo a Vefo ka ho bi no ne wɔn a wɔkeka ho nso frɛ abusua sɛ sã.

Mmusuakuw dunum (15) na wɔwɔ Anlo, duabiesa (13) wɔ Avenor enna nkron (9) wɔ Agave.

Mmusuakuw dunum (15) a wɔwɔ Anlo no ne wɔn akrahoa na edidi soɔ yi:

Ewefo mmusuakuw dunum (15) no, wɔn akrahoa ne wɔn akyiwade:

Anloni barima anaa ɔbaa biara firi mmusuakuw dunum (15) a wɔfrɛ no ‘hlɔwo’ no baako mu enna abusua anaa ‘hlɔ’ biara nso, wɔde mmarima bebiree a wɔfrɛ wɔn ‘tɔ-fome’ na egyina hɔ ma no.

Saa mmusuakuw dunum (15) no na edidi soɔ yi: Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Kleve, Yetsofe, Agave, Tsiamе, Amɛ, Dzevi, Uifeme ne Blu.

Wɔgyina edin, aduane, akyiwadeɛ ne akraboa a ɛkyere abusua no abɔsee ne wɔn nananom so na ɛhunu Eweni bi abusua a ɔfra mu.

1. Lafe --- Akraboa: Ɔkotepomponini ‘eve’, Ɔtwe ‘se’ ne Aserewa ‘atsutsrɛ’
2. Amlade --- Akraboa: Ɔkotepomponini ‘eve’, Ɔtwe ‘se’ ne Aserewa ‘atsutsrɛ’
3. Bamee --- Akraboa: Ɔsebo, Ɔkotepomponini ‘eve’
4. Kleve --- Akraboa: Ɔtwe ‘se’
5. Tovie --- Akraboa: Ɔkoɔ
6. Dzevie --- Akraboa: Ɔsebo
7. Uifeme --- Akraboa: Ɔtwe ‘se’ ne Akyekyedeɛ
8. Yetsofe --- Akraboa: Oguan
9. Blu --- Akraboa: Ɔtwe ‘se’ ne Akyekyede
10. Adzovia --- Akraboa: tidie ‘Adzovia’ anaa ‘Akpa’

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

ADESUA DWUMADI

1. Den ne Abusua?
1. Ma abusua ne n’akraboa ho nhweso wɔ Asante Twi kasa mu.
2. Kyerekyere abusua su anaa nneɛma a ɛma abusua da nso abiɛsa (3) wɔ wo kurom mu.

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, the class discusses the significance of the clan system.

2. Group work/Collaborative learning

- a. In mixed-ability groups, learners discuss the clans in their community.

- b. In mixed ability groups, learners discuss the totems, symbols and taboos of the clan in their communities. *Direct AP learners to lead the discussion to build self-confidence.*
- c. Using the sage in a circle technique, where learners of different cultural backgrounds form a circle and take turns to talk about their clans for the entire group to note the similarities and differences of the clans spoken about. *Teachers should remind learners to respect each other's differences.*
- d. If the pedagogy in point “c” above is not applicable, provide pictures or audio virtual prompts of different clans to facilitate discussion on their differences and similarities.

3. Group work

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

NKARIIƐ TITIRE

GyinaƆɛn 3 NkariiƐ: Nnwenweneho a emu dɔ

- a. Kyerekyere ekwan a abusuabɔ tumi fa so ma obi sikasem ne n’asetena mu tu mƆn mu.
- b. Woye abusuapanin a, anka ekwan ben na wobefa so ama nkaɔm ne koroye aba abusua no mu?
- c. Fa w’abusua toto mmusuakuo nkaeƐ a ewɔ Ghanaman yi mu no ho.

WEEK 18

Adesuade Botae: *Tumi kyerekyere Akanfo amammu nhyehyee no mu (ɔhene, ahemfo nkumaa, asiahenefo, ne nea ekeka ho.)*

ANIWƆSOBEA 1: AKANFO AMAMMU NHYEHYEE:

Eyi ye nnidiso nnidiso a kwan wɔfa so hyehye mpanyinye wɔ aguadi mu, amammu ne nnwumakuw ahorow mu. Nneema a ɛda no adi na edidi so yi:

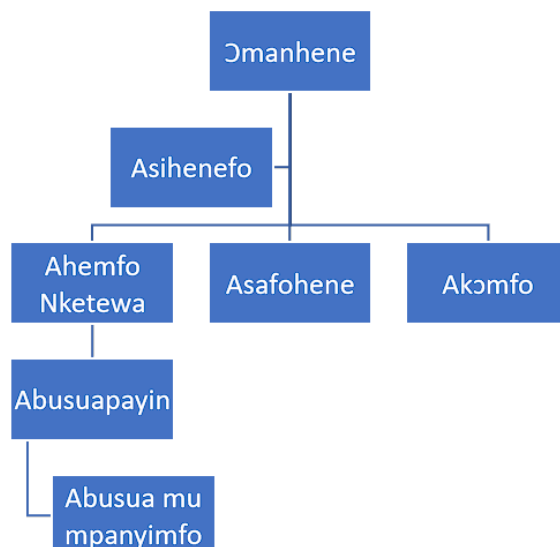
1. Tumidi ho nhyehyee: Tumi no firi soro na asiane aba fam wɔ bere a ɔfa biara wɔ ne dwumadi ne n'asodi.
2. Agyinaesi ho nhyehyee: Mpanyimfo anaa akannifo a wɔwɔ soro no na wɔsi gyinae titiriw no.
3. Dwumadi nkyekyemu: Wɔakyekye nnwuma no mu akuakuo a emu biara wɔ ne dwumadi ahorow sononko a ɔye.
4. Nnipa ahorow a wɔhwe wɔn so: mpanyimfo a wɔdeda akuakuw no ano no wɔ nnipa kakra a wɔhwe wɔn so anaa wɔhye n'ase.
5. Nkitahodi ho nhyehyee: Wɔwɔ kwan sononko a wɔfa so di nkutahodi wɔ ekuo no mu.
6. Dwumadi ne asodi sononko: Kuw biara wɔ ne dwumadi ne n'anisoaadehu.
7. Nnidiso nnidiso mpanyini: Ɛwɔ mpanyimfo nnidiso nnidiso ahorow firi soro de rekɔ fam.

Saa nnidiso nnidiso nhyehyee akwan ahorow yi boa ma dwumadi gyina pintinn, kɔ so frenkyem a akontabu amapa tae akyi na mmom, ebetumi nso ama nneema bi te sɛ agyinaesie aka akyi.

Akanfo Amammu ho Nhyenyee Pon

Saa nhyehyee pono ye mfonɔ a ɛda adwumakuw bi mu dwumadi ahorow no nhyehyee adi. Ɛkyere nnidiso nnidiso nkutahodi kwan a ɛda adwuma no mu mpanyimfo ne wɔn adwumayefo no ntam.

Eyi ne akanfo amammu nhyenyee pon ho mfon ankasa:



Omanhene

Omanhene ye okannifo ma nnipakuw anaa mmusuakuw bi. . Mpen pii no, ono ne oman no tiban na abusuakuw ptee bi na woyi no ma odi ade.

Omanhene dwumadi ahorow

- Ono ne okannifo wo mantam anaa abusuakuw kese no mu.
- Osi gyinae a ebeboa ne man anaa ne mptam
- Osi oman no anan mu wo aguabo ase
- Ohwe ma asomdwoe ba oman no mu enna osiesie ntawantawa ewo ne manfo ntam.
- Ohwe oman no nsase so.
- Obo amammere ne amanne ho ban
- Opere mpontu ma ne manfo
- Ohwe amammu ne omanfo asetena mu yiedi so.
- Ohwe nkonwafie so
- Ohwe mmara ma oman no.

Ahemfo nketewa (Fekuo)

Ahemfo nketewa ye ahemfo a wohye omanhene ase pee. Ahemfo nkumaa yi ye akannifo wo beaee a wowa ho na wotae wo nkurow nkumaa a ewowo kurow akese no mu.

Ahemfo nketewa dwumadi ahorow

- Omanhene no nni ho a, won na wohwe akyi.
- Wobo won mptam ho ban firi nnebone ho.
 - Wohwe siesie ntawantawa a ewo won mptam.

- iv. Wɔhwɛ nsase a ɛhyɛ wɔn ase so.
- v. Wɔhwɛ ma asomdwoe ba ɔman no mu.
- vi. Wɔhwɛ nkonnwafi so san yi wɔn mpɔtam ho ti mmusu.

Asiahenefo

Asiahenefo ye nnipa anaa nnipakuw bi a wɔhwɛ yi obi wɔ adehyebusua mu ma no di ɔhene wɔ bere a wɔn mu biara ntumi nni ɔhene. Saa nnipakuw yi hyia fa adwen wɔ onipa a adedi aduru ne so no ho.

Asiahenefo Dwumadi

- a. Wɔn na wɔyi onipa a adedi aduru ne so.
- b. Wɔn na wɔhwɛ sɛ obi fata sɛ odi anea ansa na wɔde adedi no ama no.
- c. Wɔn na wɔhwɛ ye amanne wɔ bere a ɔhene bi kɔ akuraa.
- d. Wɔn na wɔhwɛ ma wɔtu ɔhene bi ade so.
- e. Wɔn na wɔda ɔhene foforo adi kyere atenankonnwa ne ɔmanfo
- f. Wɔye afotufo ma ɔhene.
- g. Wɔsiesie ɔmanfo ntam asem nso.
- h. Wɔhwɛ sɛ wɔde ɔhene foforo no besi agua so asomdwoe mu.

ADESUA MU MMUAE

Wogyɛ Akanfo amammu nhyehyɛ tom anaa wonnye ntom? Kyere wo mmuae no mu fann.

PEDAGOGICAL EXEMPLARS

Group work/Collaborative Learning

Whole class activity

- 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.

NKARII TITIRIW

Gyinaɲɛn 2 nkarii: Ntease mu Nimdenya

- 1. Ye hyehyɛpono bi fa kyere ayɔnkofa/twaka a ɛda mpaninni ahorow ɛwɔ Akanfo amammu nhyehyɛ a ɛwɔ wo mpɔtam no adi.

2. Hwehwe mpanyimfo abien anaa nea boro saa a wɔka Akanfo amammu nhyehyɛ ho na kyere wɔn dwumadi wɔ wo mpɔtam ho.

Gyinaɔɔn 4 nkarii: Nnwennweneho a emu do

kyerɛw akyinnyegye susukyerɛw fa saa asɛnka yi ho “ Akanfo amammu nhyehyɛ no ho nhia bio wɔ amanyɔsem mu’. Wogyɛ tom anaa wonnye ntom?

HINT



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

Section 7 Review

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



APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Nsɛmmisa ho nhwɛso

Ɔfa A: Aɛmmisa a ɛwɔ mmuae ahorow

Aɛyɛ nnipakuw bi wɔn nyinaa yɛ biribiara bom na wɔfi ɛna biako ase no yɛ _____

- A. ntɔn
- B. asɔre
- C. abusua
- D. awo ntoatoaso

Ɔfa B: Aɛmmisa a ehia mmuae a emu dɔ

Kyerkyere abuaa so mfaso abiesa.

Anoyi/Mmuae ho nhyehyɛ

Ɔfa A: Asem̄misa a ɛwɔ mmuae ahorow

Nnipakuw bi a wɔn nyinaa yɛ biribiara bom na wɔfi ɛna biako ase no yɛ _____

A. Abusua mma 2

Ɔfa B: Asem̄misa a ehia mmuae a emu dɔ

Abusua so mfaso:

- Nkabom:** Abusiua de nkabom ba nnipa ntam na wɔnam so kyekye wɔn mu akuwakuw nketewa a emu biara wɔ akannifo a wɔn nyinaa wɔ biribi pɔtee a ɛma wɔda nso fi afoforo ho na wɔkura botae biako.
- Abusuabɔ:** Abusuabɔ yɛ twaka ɛda abusua mu nipakuw ntam na ɛnam so de koroyɛ nokwaredi ne mmoa ba wɔn ntam.
- Su koro:** Abusuabɔ ma nnipa nya su koro na ɛnam so de wɔn kɔbɔ abusua kɛse mu a wɔn nyinaa wɔ abakɔsem, amammere, amanne ne agyapade koro.
- Mmoa:** Yɛnam abusuabɔ so boaboa yɛn-ho-yɛn-ho ne titiriw wɔ bere a obi wɔ ahohiahia bi mu te sɛ ɔkɔm, hia ahobanmmɔ anaa mansotwe mu.
- Nsem nsiesie:** Abusua biara wɔ kwan sononko a wɔfa so di asem siesie abusuafo no ntam.
- Amammere ne Amanne asetim:** Abusua boa ma amammere ne amanne ase tim wɔ bere a wɔde gya nkyirimma ne awo ntoatoa so ma wɔn nso hwɛ so ne nea ekeka ho.

Award 10 marks for any three significances explained.

Award 9 marks for any two significances explained

Award 8 marks for any one significance explained.

Table of Specifications

Nnawɔtwe	Aniwɔsobea	Nsem̄misa ahorow	DoK Gyinapɛn ahorow				Mmuabɔ
			1	2	3	4	
13	1. Akyerɛw-kasa nkyerɛase	Asem̄misa a ɛwɔ mmuae ahorow	3	2	-	-	5
		Asem̄misa a ehia mmuae a emu dɔ	-	1	-	-	1
14	1. Awaregye	Asem̄misa a ɛwɔ mmuae ahorow	4	1	-	-	5
		Asem̄misa a ehia	-	1	-	-	1
15	1. Awaregye ntotoho	Asem̄misa a ɛwɔ mmuae ahorow	2	2	-	-	4
		Asem̄misa a ehia mmuae a emu dɔ	-	1	-	-	1

16	Nsakrae a aba Akanfo awaregye mu	Asemmisa a ewo mmuae ahorow	1	2	-	-	3
		Asemmisa a ehia mmuae a emu do	-	1	-	-	1
17	Abusua nhyehyee	Asemmisa a ewo mmuae ahorow	1	1	-	-	2
		Asemmisa a ehia mmuae a emu do	-	1	-	-	1
			11	13	-	-	24

ƆFA 8: AƐNNI NHYEHYƐ

ADESUADE 3: AMAMMERE NE AMANNE NE AKANFO AMAMMU

Adesuade Nkorabata 2: Akanfo amammu

Adesua no Botae: *Pensempensem Akanfo asenni nhyehyɛ ahorow no mu na fa toto enne mmere yi mu kɔto asenninhyehyɛ ho.*

Adesuade titiriw: Tumi da nimde ne ntease a ɔwɔ fa Akanfo asenni nhyehyɛ ho adi

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 19: *Judiciary systems*

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

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 19: *Dramatic monologue*

Week 20: *Checklist*

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

WEEK 19

Adesuanea Botae: *Tumi kyere abɛɛfo /enne mmere mu asenni nhyehyee mu*

ANIWƆSOBEA 1 & 2: ATEMU NHYEHYEE

Atemu nhyehyee ye dwumadi a ɛko so wo kɔto/asennibea a wonam so kyerekyerɛ mmara mu na wɔsan hwe mmara sodi so wo ɔman mu. Eye amannyɔsem nhyehyee fa bi a ɛho hia pa ara a eye nnyinaso a ɛhwe siesie ntawantawa, kyerekyerɛ mmara mu, hwe ma yedi mmara so na ɛbo afoforo ahofadie ho ban. Eɛsan nso di saa dwuma ahorow a ɛtoatoa so yi wo kɔto/asennibea:

- a. ɛhwe ma akontabu amapa ne pɛpɛpɛye da adi.
- a. ɛhwe ma atɛntenene da adi: eyi ntɛnkyea fi mmara sodi mu.
- b. ɛhwe siesie ntawantawa ahorow: esiesie ntawantawa/mansotwe a ɛwo nnipa ntam, nnwuma ahorow mu ne aban nnwumakuw mu. Eɛda ne ho adi sɛ ntamgyinafo na ɛnam so de siesie nsem wo bere a wonhyɛda nni asem no wo kɔto/asennibea ho.
- c. Ahofadi ho bammɔ: ɛhwe bo afoforo ahofadi ho ban ne titiriw ne nea ɔman no amammara da no adi no.
- d. ɛma obiara ye hwɛsofo ma ne yɔnko: Ehwɛn aban no ne mmarahyɛbeguafo tumi so sɛnea ɛbeyɛ a obiara bedi ne dwuma sɛnea amammara no ma no tumi.

Abɛɛfo Atemu nhyehyee ahorow

Ghanaman atemu no wo nnidiso nnidiso nhyehyee a ɔman no mu kɔto baatan na ɛwo tumi kɛsɛ pa ara ansa na Apɛii kɔto aba na Kɔto kɛsɛm ne ketewam nso atoa so sa ara. Kɔto nketewa no bi ne Sɛɛkut kɔto/asennibea, Mansini asennibea/kɔto, Mmofra asennibea/kɔto. Asennibea ahorow no mu biara wo ne tumi ne nsem a wɔdi sɛ ɛbia: ɔman mu nsem, awudisem, abusuasem ne nnwumakuw mu nsem ho mmara. Ghanaman mu asennibea/kɔto Baatan no hwɛsofo ne Atemmufo-panyin a ɔno na ɔda atemmufu no nyinaa ano wo ɔman no mu. Yɛwo atemmufu, magyiserate ne nhwehwɛmufu a won na wɔboa ma wɔdi anaa wɔsiesie nnipa ntam asem.

Abɛɛfo Atemmufo/kɔto asennie ho nhyehyee

- a. Otemmufo biako pɛ tie nsem na wasi ho gyinae wo kɔto/asennibea kɛsɛ, Apɛii kɔto ne ɔman no mu kɔto Baatan mu.
- b. Atemmufo abiesɛ de kosi anum agyinatukuw tumi tena asem so wo Apɛii kɔto ne ɔman no mu kɔto/asennibea Baatan no mu.
- c. Nsem bi mu no, otemmufo ne nhwehwɛmufu (a ɔwo ho nimde pa ara anaa onni ho nimde kɛsɛ) tena asem bi so da nhunumu bi adi de boa asennie no.
- d. Magyiserate no tie nsem bua ho atɛn wo Magyiserate Kɔto/asennibea.

- e. Asomdwoe-temmufo nso tie nsem nketewa na wabua ho aten wɔ mansini asennibea/kɔto.

Abɛfo Atemmu/kɔto asennie ho nyehyee nnidiso

Asennie nyehyee no nte bo korɔ so na mmom, egyina kɔto/asennibea korɔ, asem korɔ ne tebea korɔ no so. Eho nyehyee no na edidi so no:

- Nnipa a wɔanya asem no de wɔn asem kɔto kɔto anim.
- Kɔto no di kan ne wɔn hyia hwehwe asem no mu nam so de nneema gugu akwan mu.
- Wɔde wɔn adansenea to kɔto no anim na wɔabisabisa adansefoɔ no nsem bi.
- Otemmufo anaa agyinatukuw no de wɔn atemmu no to gua.
- Nnipa no mu biara tumi san de asem to kɔ kɔto/asennibea kɛse mu.

ADESUA MU DWUMADI AHOROW

1. Kyerekyere atmmu nyehyee mu.
2. Kyerekyere abɛfo atemmu nyehyee mu.
3. Kyerekyere atemmufu dwumadi abiesa mu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole-class discussion

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

Building on what others say

Mixed ability group

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

barrister, P learners perform the role of prosecution, and AP learners perform the role of judge.

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

NKARII TITIRIW

GyinaƆen 2 Nkarii Titiriw: Adwene mu Nimdenya

Bɔ Ghana atemmu nhyehyɛ ho dawuro kyere wo mfeɔ a wɔwɔ sukuu mu.

GyinaƆen 3 Nkarii Titiriw: Nnwenneho a emu dɔ

- 1. Kyerekyere senea atemmu nhyehyɛ ahorow no ka tete ne abɛɛfo nea no bom de di dwuma.
- 2. Pensempensem nsunsuanso a atemmu nhyehyɛ no wɔ wɔ ɔmanfo no daadaa asetena so.

GyinaƆen 4 Nkarii Titiriw

Woyɛ otemmufo a, anka sen na wobesi adi asem a ntease nhyɛda nnim no? (sɛ ebia, asem a efa ankoreankore bi ahofade ne ɔman no bammɔ nsem ho...)

WEEK 20

Adesuade Botae: *Tumi de Akanfo asennie nyehyee toto abeefo asennie nyehyee ho (atemmuo nyehyee).*

ANIWƆSOBEA 1 & 2: AKANFO ASENIE NYEHYEE NE ABEEFO ASENIE NYEHYEE NTOTOHO

Akanfo asennie nyehyee no ye tete anaa amammere kwan a wɔfa so di nsem wɔ nkurow ahorow so a mpen pii no, edi abeefo kwan so de no anim. Wɔn a wɔtaa tena asem so no bi ne Ahenfo, atenankonnwafo, Abusuampanyimfo ne ankoreankore binom a ɔmanfo no bu wɔn wɔ wɔn mpɔtam hɔ.

AKANFO ASENIE NYEHYEE

Eyi ye kwan a wɔfa so siesie ntawantawa anaa nsem bi a egyina mpɔtam hɔ amammere, amanne ne nyehyee ahorow so. Ɔkwan a wɔfa so di nsem no binom da nso kakra firi abeefo de no ho esiane se, emu nyehyee ahorow no gyina mpɔtam no so na ne botae ne se asomdwoe beba nnipa ntam. Nsem a wɔnam amammere kwan so di no bi ne afisem, nsasesem, ntam so buo ne atoro anaa nnaadaa.

Akwan Ahorow a Akanfo fa so de siesie nsem

1. Ntamgyina
2. atemmu
3. Nsiesie
4. Nkitahodi

Akanfo asennie nyehyee ne abeefo asennie nyehyee ntotoho

Akanfo Asennie nyehyee

1. Ahenfo na wɔtena asennie no so na wɔhwe ma biribiara kɔ so kamakama. Asennie-abaguafo no ne ɔhene, mpanyimfo ne akannifo a wɔsi gyianae wɔ asem no so. Obiara gye saa agyinae no tom. Ne nyinaa akyi no, obi wɔ ho kwan se ɔye apii.
2. Kɔɔto dan mu dwumadi anaa nyehyee biara nnim. Asennie no kɔ so wɔ ahenfi. Wɔsaman afaanu no nyinaa ba ahenfi.
3. Wɔgyina mpɔtam hɔ mmara, amammere ne amanne ahorow so na esi gyinae.
4. Eto da a, wɔgo asennie nyehyee no mu senea ebeye a ede asomdwoe ne nkabom mpɔtam hɔ.
5. Wɔma adansefo kwan ma wɔbedi adanse.

Abɛfo /ɛnnɛ mmere mu Asennie/kɔto nyehyee

1. Kɔto dan mu dwumadi ne nyehyee kɔ so.
2. Aban adwumayɛfo (Atemmufo, na wɔgyina amammara no so si gyinae.
3. Bemdi ne afɔde ba asenni no akyi.
4. Dwumadi ahorow no nyinaa gyina mmara ne nyehyee so.
5. Pɛpɛpɛyɛ ne wɔn nnyinaso: Atentene ne asotwe wɔ kɔto asennie mu.
6. Ɛwɔ onipa a wasaman obi ne kwaadubɔfo.
7. Adansefo nso ba asennie no mu.

Nsonsonoe titiriw a ɛda Akanfo asennie nyehyee ne Abɛfo asennie ntam

1. Nyehyee: Akanfo asennie nnyina nyehyee korɔ so na mmom, abɛfo kɔto asennie gyina nyehyee pɔtee bi so.
2. Tumidi: Akanfo asennie mu tumi no gyina mpɔtam mpanyimfo no so wɔ bere a abɛfo kɔto asennie no mu tumi no gyina nnipa aban apaw wɔn no so.
3. Mmara: Akanfo asennie no gyina amammere mu mmara ne nsennahɔ a wɔnkyerew ntoo hɔ so na mmom, Abɛfo kɔto asenni no gyina mmara ne nsennahɔ a wɔakyerew ato hɔ so.
4. Botae: Akanfo asennie nyehyee botae no gyina nkabom ne asomdwoe so nanso, Abɛfo kɔto asenni nyehyee botae no gyina atentene so.
5. Dwumadi: Akanfo asenni nyehyee mu dwumadi no nyɛ kyɛnkyerɛn/ketee na mmom, Abɛfo kɔto asenni nyehyee mu dwumadi no di nyehyee ketee so.

ADESUA MU DWUMADI

1. Pensempensem Akanfo asenni nyehyee no mu.
2. Pensempensem akwan ahorow a Akanfo fa so di asem wɔ wo mpɔtam.
3. Kyere nsonsonoe ahorow a ɛda Akanfo asenni nyehyee ne Abɛfo asenni nyehyee ntam.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion

- a. Utilise visual aids like diagrams, flowcharts, or videos to enable learners to discuss the traditional judicial system. Facilitate group discussions and encourage learners to share their perspectives and insights.
- b. Invite community leaders or experts to use real-life scenarios or scenarios based on local customs to illustrate traditional dispute resolution.

- c. Learners listen to the community leader/ expert or watch a video and discuss the features and processes involved in the traditional dispute resolution system. *If the 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.*

Group work/Collaborative learning (Mixed ability)

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

NKARII TITIRIW

Gyinaɓɛn 2 Nkarii Titiriw: Adwenem Nimdenya

Fa kwan a Akanfo fa so di aɓɛm toto Abɛfo de ho na kyere nea esese ne nea eɗa nso wom.

Gyinaɓɛn 3 Nkarii Titiriw: Nnwenneho a emu dɔ

1. Kyerekyere nea eyɛ ne nea enye wɔ Akanfo asenni nyehyee ne Abɛfo de no ho.
2. Ye nhwehwemu fa akwan ahorow a Akanfo fa so di aɓɛm ho na kyere so mfaso ne nsunsuanso.

Gyinaɓɛn 4 Nkarii Titiriw: Nnwenneho Ntoaso

Pensempense senea Akanfo ne Abɛfo asenni nyehyee no di aɓɛm korɔ no ara wɔ kwan sononko so.

Hint



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

Section 8 Review

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

understanding the judicial system would offer learners the foundation and interest for further studies and careers in fields like law, political science, public service and international relations. The section was linked to related subjects such as Government, History and Religious. This section equips learners with functional knowledge and understanding of becoming informed citizens as they learn about their rights and responsibilities, enabling them to navigate the legal system to appreciate justice and fairness in their daily lives. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

OFA 9: AGYA REKO NE NYANSAPƆ

ADESUA 4: AKAN KASADWINI

Adesua Nkorabata 1: Ano Kasadwin

Adesua Botae: *Tumi gyina Agya reko ne Nyansapo ho nimde so hyehye Agya reko ne Nyansapo ahorow.*

Adesuade titiriw: *Tumi da nimde ne ntease adi fa Agya reko ne Nyansapo ahorow ho.*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 21: *Riddles*

Week 22: *Puzzles*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

problems and concepts. In experiential learning, whole-class activities are employed to make learners understand the concepts better. These pedagogies help in developing resilience, encouraging critical thinking, promoting creative problem-solving, emphasising process over product, etc. For the HP and talented learners in the class, teachers are encouraged to assign them higher tasks and guide them to perform leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of the concepts. Teachers are guided to aid learners with SEN.

ASSESSMENT SUMMARY

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

The recommended assessment mode for each week is:

Week 21: *Gamification*

Week 22: *Poster presentation*

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

WEEK 21

Adesua Botae: *Tumi pɛnsɛmpɛnsɛm Agya reko nhyehyɛ ne n'ahorow mu*

ANIWƆSOBEA 1 & 2: AGYA REKO

AGYA REKO

Agya reko yɛ nyansapɔ fa bi anaa adwenem dwumadi bi a ɛde ɔkasa, nsemfua ne nsengoru a emu dɔ na ɛde mmuae anaa anoyi bi sie. Ɛtaa yɛ nsemmissa, asenka anaa kasasin bi a ehia adwene a emu dɔ ne nnwennweneho ansa na woatumi ate ase.

Agya reko taa wɔ

1. Nsemfua agodi: Nsengoru, nsem a ne ntease boro biako, nsemfua a yɛbɔ edin pɛ nanso wɔn ntease ne wɔn akyerɛw yɛ sononko, ɛnna nsemfua a wɔn akyerɛw yɛ pɛ nanso wɔn din bɔ ne wɔn ntease yɛ sononko.
2. Nnyinahɔma ne mfatoho ahorow.
3. Nsengoru ahorow.
4. nnwennweneho ntraso.
5. Mmuae a ɛyɛ anika.

Agya reko ahorow

Yetumi gyina agya reko tenten so kye mu abien. Eyinom ne:

Agya reko a ɛware ne Agya reko a ɛyɛ tia. Nkranfo frɛ no *ajenu* ɛnna Akuapemfo nso frɛ no *Agya reko*.

Agya reko ho nhwɛso ahorow:

- a. “Den na ɛkwan nna baabiara nanso nsuo gyinam?” (Mmuae: kube!)
- b. “Den na wosoma no a ɔbɛko nanso ɔko a, ɔmma bio?” (Mmuae: ɛbo!)
- c. “Den na ɛreba nanso ɛmmedu da?” (Mmuae: ɔkyena!)

Agya reko so wɔ mfaso bebiree, sɛ ebia

- a. Ɛma nimde wɔ ɔkasa no ka ne nsemfua ho.
- b. Ɛboa ma yetumi dwene yie.
- c. Ɛboa ma yetumi yɛ nhwehwɛmu de pɛ asem bi ho mmuae.
- d. Ɛboa ma yɛn anigye!

Agya reko nhyehyɛ

Agya reko nhyehyɛ ankasa ne

1. Nnianim: Yɛka nsem bi di kan de twe otiefɔ/atiefɔ adwene ba dwumadi no so.

2. Nkyerɛkyerɛmu: Yɛkyerɛkyerɛ biribi a yereka ho aɛm no mu yie na ɛto da bi nso a, yɛka no senea ɛbɛma otiefo no adwenem ayɛ no kɛseneneɛ.
3. Aɛmmisa: Yɛbisa aɛm fa nkyerɛkyerɛmu no ho ma oteifo no yi ano.
4. Nsengoru: Yɛde nsɛm bi di agoru de hwɛhwɛ mmuae no.
5. Mmuae: Agya rekɔ no mmuae tumi yɛ nsengoru, ntease a ɛboro biako anaa nea emu do.

Saa nhyehyɛ yi ho nhwɛso na ɛwo fam ho no.

Nnianim: Yiyi w'asom na tie nea merebɛka no yie. Agya rekɔ ogyaw me ade bi ...

Nkyerɛkyerɛmu: Wowura mu a, na woabo dam.

Aɛmmisa: Ɛyɛ den ade?

Nsengoru: Dwen biribi anaa baabi a wowura ho a na woayi ho nneema nyinaa ho.

Mmuae: Ɛyɛ adware.

Agya rekɔ nhyehyɛ ho mpɛnsɛmpɛnsɛm

Agya rekɔ ho mpɛnsɛmpɛnsɛm yɛ kwan a yɛfa so baabae kasa no, ne nhyehyɛ mu de hwɛhwɛ ho aɛmmisa no mmuae. Nea edidi so yi ne ɔkwan a yɛbɛfa so apɛnsɛmpɛnsɛm Agya rekɔ mu:

1. Kenkan no yiye: Kenkan agya rekɔ brɛoo mpɛn pii senea wobete emu nsɛmfua ne kasasini ahorow no ase.
2. Hwɛhwɛ nsɛmfua foforo: Hyɛ nsɛmfua, kasasin anaa nneema bi a yɛatim a ɛho hia no nso.
3. Hwɛhwɛ ntease horow: Agya rekɔ taa de nsɛnkwaɛ, nsengoru anaa ntease ahorow di dwuma. Ma w'adwene nkɔ nsɛmfua asekyerɛ ne nkyerɛkyerɛmu ahorow no so.
4. Pɛnsɛmpɛnsɛm nhyehyɛ mu: Ma w'ani nkɔ Agya rekɔ nhyehyɛ no so, ne titiriw ne nnianim, nkyerɛkyerɛmu, aɛmmisa ne nsengoru.
5. Hwɛhwɛ twaka a ɛwowom: Hwɛhwɛ twaka anaa ayɔnkofa a ɛdeda nsɛmfua, adwɛmpɔ anaa nimde ahorow ntam.
6. Ma w'adwene nkɔ ntease ahorow so: Dwen nsɛm no ho yiye na ma w'ani nkɔ ntease ahorow so.
7. Yi w'adwen fi mmuae traɛ so: Agya rekɔ tumi de nsɛm bi a ɛyera adwen to gua. Ne saa nti, bu w'ani gu mmuae traɛ ahorow so.
8. Yɛ nsusui amapa: Yɛ nsusui ahorow a emu do pa ara fa agya rekɔ no ho.
9. Hwɛ wo mmuae no: Si gyinae wo wo mmuae no ho wo bere a worekenkan agya rekɔ no mu bio de ahwɛ sɛ wo mmuae no to asom.
10. Fa Agya rekɔ di dwuma na sua ho nimde: Mpɛn dodow a worepɛnsɛmpɛnsɛm Agya rekɔ mu no, na worennya ne nhyehyɛ ne nea ɛkeka ho ho nimde.

Bio, hyɛ nea edidi so yi nso fa Agya reko ho

- a. Fa abotare ne nwetaso honhom di dwuma.
- b. Dwen ko akyi pa ara tra agya reko no so.
- c. Fa nsenhini, nsianim ne nsiakyiri ye adwuma ma no mmoa wo.
- d. Bue w'adwenem na yi nsusui hunu si nkyen.

ADESUA MU DWUMADI

1. Pensempensem Agya reko mu.
2. Pensempensem Agya reko nhyehyee mu
3. Pensempensem Agya reko so mfaso mu.

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

Through questions and answers, learners discuss the concept of riddles, focusing on their structure and forms. *Teachers should direct differentiated questions to a variety of learners to ensure all participate.*

- a. Through questions and answers, learners discuss the stages in riddling and give examples of riddles with answers.
- b. The teacher leads learners to discuss the significance of riddles. HP learners could lead the discussions. Others could be assigned other roles, like noting key points.
- c. Let learners present their answers

Group work/Collaborative learning**1. Pair work**

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

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

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

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

NKARII TITIRIW

GyinaƆen 4 Nkarii: Nnwenneho ntoaso

1. Gyina wo ara wo ntease ne agya rekƆ nhyehyee so pɛnsempɛnsem agya rekƆ a ewo fam ho no mu.

“Den ade na eye fitaa nanso ewura oɔan mu pue a na aye dodoe?”

2. Ye w’ankasa agya rekƆ na ma ho mmuae.

Hint



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

WEEK 22

Adesuade Botae Ahorow: *Tumi kyere Nyansapɔ nhyehyee no*

ANIWƆSOBEA 1 & 2: NYANSAPƆ

NYANSAPƆ

Ɛye agoru a ɛde dwumadi bi to gua a ehia adwen a emu dɔ ne nnwennweneho amapa ansa na woatumi ayi ano. Ɛye ano ne ano agodi.

Yetaa de Nyansapɔ gyegye yen ani, sua nimde enna ɛsan nso bue yen adwen mu. Ɛma yetumi dwen kɔ akyiri, sua senea yebesi asɔ ɔhaw bi ano na ɛma yetumi kaekae nsem ɔhare so.

Nyansapɔ Dwumadi Ahorow

Nyansapɔ tumi di dwuma bebiree wɔ tebea ahorow mu

1. Ɛbue adwenem: Ɛboa ma yenya ɔhaw ano poma sibere, adwen a emu dɔ ne ankoreankore nnwennweneho nimde ne titiriw wɔ mmofra mu.
1. Anigye: Ɛboa ma nnipa ahorow nyinaa anigye sononko wɔ asetena mu.
2. Nhomasua: Ɛboa ma yenya nimde, adwenemu-dɔ ne ntease amapa fa adesuade bi a wɔn asete mu ye den bi te se nkontabu, abɔneamunyansapɛ ne kasasua.
3. Ayaresa: Esiesie adwen mu, ɛma akoma tɔ yam wɔ akwannuasa so.
4. Nkabom: Ɛde nkabom sononko, nnɔboa enna nkitahodi amapa ba wɔ ɛbere a yeabom rehwehwe nyansapɔ bi anoyi.
5. Ɛbue adwene mu: Ɛboa ma yen adwene mu da hɔ fann na ɛnam so ma nneema nka akyi wɔ abrabɔ mu.
6. Nnwennweneho amapa: Ɛboa ma yetumi, ye nsusui pa ne nea ɛkeka ho.
7. Nkarii ne Mmɔakyire: Ɛboa ma yetumi ye nkarii amapa fa agyinasi bi ho, da nimde a emu dɔ adi wɔ akwan ahorow bebiree so.
8. Anansesemto ne amanebɔ: Ɛboa ma yenya nimde fa kwan a yebefa so de puneto ne polɔto bedi dwuma wɔ kasadwini dwumadi ahorow mu.
9. Nhwehwemuye ne Abɔneamunyansapɛ: Ɛboa ma yesua biribi fa ɔkwan a nnipa fa so da wɔn atenka, suban ne adwen mu nsusui ahorow adi enna senea wɔsi si nsem binom ho gyinae fa.
10. Ankoreankore nnyini: Ɛboa ma yenya akokoɔduru, nnwetaaso, nkoden ne gyidie wɔ yen ankasa mu wɔ ber a yerepe nyansapɔ bi ho.
11. Ɛkwati nnipa mu nyiyimu: Ɛboa ma nnipa a wɔwɔ tebea ahorow mu nya kwan hyia di dwuma bom.
12. Nyansapɔ da mfaso bebiree adi na ɛma no som bo wɔ nnipa asetena/suahunu mu.

Nyansapɔ Nhyehyɛ

Nhyehyɛ ahorow no na edidi so no:

1. Botae: Eɔa botae titiriw bi adi sɛ ebia, ɛrɛpɛ ɔhaw bi ano aduru.
2. Mmara: Ehyehyɛ mmara ahorow a ɛsɛ sɛ obiara di so.
3. Ahyɛase: Tebea ahorow a wɔnam so de hyɛ agoru no ase.
4. Akwansinea ahorow: akwansinea a ɛbrɛ mpontuo ase.
5. Anoyie kwan: Anoyie kwan anaa gyinasi ahorow a ɛde yɛn kɔpue botae no ho.
6. Asem no pomasibere: Mmuae/anoyi amapa a etwa to.

NYANSAPɔ HO NHWɛSO

Nyansapɔ: Asem nwanwaso a ɛwɔ Nhoma a ayera no ho

Nyansɔ no ankasa

Nhoma bi a eho yɛ na ayera wɔ akurase bi nhomakorabea. Nhomakorabea hɔ hwɛsofo no bisaa nhoma no ho firii mmɔfra nnan bi hɔ: Kukua, Nana, Clara, ne David. Wɔn mu biara de nánodisem to gua:

1. **Kukua:** “Mamfa nhoma no. Mihuu no wɔ Nana nkyɛn nnɛra.”
2. **Nana** “Mamfa nhoma no. Minnim sɛnea nhoma no si te mpo.”
3. **Clara:** “Mihuu sɛ David afa nhoma no afi ɔpon no so.”
4. **David:** “Clara retwa atoro. Na mewɔ ofi wɔ bere a nhoma yerae.”

Nhomakorabea so hwɛsofo no nim pefee sɛ wɔn mu biako na ɔreka nokware. Hwan na ɔfaa nhoma no?

Anoyi ho Nhyehyɛ

1. Kukua na ɔreka nokware dea, ɛnnɛɛ na nhoma no wɔ Nana hɔ. Ɛkɔba no saa a, na ɛkyerɛ sɛ, Clara ne David nyinaa retwa atoro na eyi bɛma nnipa a ɛboro biako na wɔreka nokware. Ne saa nti, Kukua retwa atoro.
2. Nana na ɔreka nokware a, na ɛkyerɛ sɛ, onnim sɛnea nhoma no si te. Eyɛ bɛkyerɛ sɛ, Kukua, Clara ne David nyinaa retwa atoro na eyi bɛma Clara anodisem no ayɛ atoro, na asan ne Nana asem a ɔkae sɛ, onnim ho hwee no abɔ abira. Ne saa nti, Nana nso retwa atoro.
3. Clara nso na ɔreka nokware a, na ɛkyerɛ sɛ, ohuu David sɛ ɔrefa nhoma no. Eyɛ bɛkyerɛ sɛ, Kukua, Nana ne David nyinaa retwa atoro. Esiane sɛ, onipa biako anodisem na ebetumi ayɛ nokware nti, saa nsusui no yɛ adwuma.
4. David na ɔreka nokware de a, na Clara retwa atoro efisɛ, Clara anhu sɛ David refa nhoma no. Eyɛ kyere sɛ, Kukua ne Nana nyinaa nso retwa atoro a ɛne nokware ahorow no bebɔ abira. Ne saa nti, David nso retwa atoro.

Esiane sɛ onipa biako na ɔreka nokware nti, ɛsɛ sɛ Clara mmom na n'anodisem no yɛ nokware. Ne saa nti, **David na ɔfaa nhoma no.**

Anoyi: David na ɔfaa nhoma no.

ADESUA NO MU DWUMADI

1. Pensempensem Nyansapɔ mu.
2. Pensempensem Nyansapɔ nhyehyɛe mu
3. Pensempensem Nyansapɔ so mfaso mu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class discussion

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

2. Pair work

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

NKARII TITIRIW

Gyinapɛn 2 Nkarii: Ntease mu nimdenya

Kyerɛ akwan ahorow abiɛsa a Nyansapɔ fa so boa ma yɛn adwen mu bue.

Gyinapɛn 4 Nkarii: Nnwenweneho ntoaso a emu dɔ

Yɛ w'ankasa Nyansapɔ a ntease wom ne ho anoyi/mmuae na yɛ nhwehwɛmu fa ne nhyehyɛe no ho.

Hint

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

Section 9 Review

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

CFA 10: ANWENSEM

ADESUADE 4: **AKAN KASADWINI**

Adesuade Nkorabata 2: Akyerɛw kasadwini

Adesua no Botae: *Tumi gyina anwensem su ahorow so de pɛnsempɛnsem anwensem mu*

Adesuade Titiriw: *Da nimde ne ntease adi fa awensem ho.*

HINT



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 23: *Poetry*

Week 24: *Poetry appreciation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and building on what others say. The Initiating Talk for Learning teaching strategy, which uses talk as a way of improving thinking and understanding both in and outside the classroom, is also employed. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. They also provide opportunities for collaborative learning, finding and evaluating research materials, and 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 of assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement.

The recommended assessment mode for each week is:

Week 23: *Virtual reality*

Week 24: *End of Semester Examination*

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

WEEK 23

Adesuanea botae: *Tumi kyere san pensempensem anwensem su ahorow no mu (se ebia, nsemfua dwumadi, nsentitiriw, nkyekyemu ahorow, nsensane ahorow, kasasu ahorow ne nea ekeka ho)*

ANIWJSOBEA 1 & 2: ANWENSEM

ANWENSEM NKYEREKYEREMU

Anwensem ye kasadwini kwan bi a, yekyerew no wo nsensannee kwan so wo nkyekyemu ahorow mu a enam mfonie so de adwempɔ, osuah, atenka ne nea ekeka ho to dwa.

Anwensem ahorow

- a. Abasem anwensem: Eyi ye anwensem tenten a yede ka abasem a ewo nnianim, mfinimfini ne awiei. Abasem anwensem kura abasem su no nyinaa bi te se agorumma, polɔto/nhyehyee, kotwatwe/ntawantawa ne nsiesie. Ofofo anaa okasafo biako pe na odo saa anwensem yi to gua.

Aasem anwensem ahorow:

Arthurian romances: Arthurian romances yi firi Franse wo mfee zha a eto so duabien mu. Ewe abasem anwensem biara ekasa fa odo ne pɛadeahunu ho wo Arthurian koto.

Ballade: Ye anwensem a enam nkyekyemu ahorow so de abasem bi to dwa a ne nsentitiriw no gyina atetesem so.

Ahwɛgoru anwensem: Ewe anwensem a yekyerew no wo nkyekyemu ahorow mu a ese se yeda no adi wo babwam ma behwɛadefo behwe te se ahwɛgoru ara pe.

Epeke anwensem: Eyi nso ye anwensem tenten a yekyerew fa akunini binom abrafo mu nsem, abakosem ne amammere ho. Nhweso: Oguaa Aban, Otumfo Osɛ Tutu, Okomfo Anokye ne nea ekeka ho.

- b. Lereke anwensem: Ewe anwensem a egyina mfonie ne nnyinahoma so da okasafo no ankasa tirimpɔ ne n'atenka ahorow adi. Ne su no rekɔwiewie nnwom.

Lereke anwensem ahorow:

Elɛgyi: Ewe anwensem a yenwene de su anaa gyam yen dofo bi a wafiri mu.

Ode: Ewe anwensem a ebom tenten biako a yede kamfo/hoahoa biribi. Nneema a okasafo no tumi hoahoa no mu bi ne Onyankopɔn, nnipa ne abonea nkae no.

Sonete: Ewe anwensem a ekura nsensannee dunnan na etae kasa fa odo ho.

Anwensem su

- a. Asentitiriw: Eɗa adwempɔ ahorow adi wɔ kasadwini dwumadi mu. Anwensem nsentitiriw no tumi gyina adwempɔ bi te se ɔɔɔ, abɔnea, ahoɔfɛ, owuo, ahonhonsem ne biribi a enwu da ho. Ɔkenkanfo no te asentitiriw no ase a, eboa no ma ohu asem a anwensen no de reto gua anaa botae nti a ɔkasafɔ no kyerewee anwensem no de reto gua.
- b. Nsemfua dwumadi: Eyii nso kasa fa ɔkasa, nnyigyei ne nsemfua ahorow a yede di dwuma wɔ anwensem pɔtee bi mu. Tebea ne atenka no nyinaa ka anwensem no mu nsemfua dwumadi no ho. Ɔkenkanfo pe se ohu tebea a ɔkasafɔ no wɔ mu a, ese se ohwe ɔkasafɔ no nsemfua, kasasu ahorow ne nnyigyei nhyehyee ahorow a ɔde anwene n'anwensem no. Atenka no ye nsunsuanso a anwensem no nya wɔ akenkanfo no so.
- c. Tebea: Ɔkasa no su ne nkatenea a ɔda no adi fa biribi a ɔreka ho asem no.
- d. Atenka: Eɣe nsunsuanso a anwensem bi nya wɔ n'akenkanfo so.
- e. Kasasu ahorow: Kasasu ahorow yi boa ma yenya nkyerekyeremu ahorow fa nsemfua ne adwempɔ ahorow a ewɔ anwensem no mu. Kasasu bi te se, Anisoabirabɔtia, mfoniyɛ ne ntotoho boa ma yete anwensem bi nkyerekyeremu no ase yie. Ɔkwan korɔ no ara so, kasasu bi te se nnyinahɔma, ntotohosɛm ne senipa nso boa ma yetumi de nneɛma bi a ebɔ abira toto ho. Yesan wɔ kasasu bi te se sesenteɔ, anihanehane, atetesɛm, abirabɔtia, ntimu ne nea ekeka ho.
- f. Nnyigyei kasasu: Yede kasasu bi te se alliterahyin, asonanse, konsonanse, nnyigyei-se-adwen nso di dwuma ahorow wɔ nnyigyei kwan so wɔ anwensem mu. Yebea: Eyi ye kwan a yɛfa so de anwensem bi to gua wɔ bere a yerehwe ɔkasa nhyehyee dwumadi bi te se; ɔkwan ahorow a yɛfa so hyehye nsemfua ahorow ma no da ntease bi adi. Ɔkasafɔ no tumi sesa ɔkasa nhyehyee no mu de si nsemfua bi so dua. Botae titiriw a etaa ɔkasa nhyehyee ne nsemfua dwumadi ahorow yi akyi ne nsunsuanso a ede beba tebea ne atenka no so.
- g. Ɔkasafɔ: Ɔkasafɔ a ɔde anwensem no to gua. Ebetumi aye ɔkyerewfo no ankasa anaa adwenem agoruba bi. Mpen pii no, yede ɔkasafɔ enne di kan anaa ɔkasafɔ enne a eto so abiesa na edi dwuma wɔ anwensem mu. Eto da bi nso a, akyerewfo no de ɔkasafɔ enne a eto so abien na ekasa kyere akenkanfo no preko pe.

Anwensem so mfaso

Kasasua ho nimde: Anwensem boa adesuafoɔ ma wɔnya nsemfua foforo, nnyinahɔma ne kasasu ahorow.

Eboa adebɔ: Anwensem boa ma yetumi de yen ankasa nimde bɔ anaa nwene nsem bi de kyerekyerɛ yen adwempɔ ahorow mu

Ebue adwenem: Yɛpensɛmpɛnsɛm anwense mu a, eboa yen ma yesua kwan a yɛbɛfa so adwen ako akyiri na yɛabaabae/yɛakyerɛkyerɛ nsem ahorow mu.

Ɛma yenya tema: Anwensem boa da nnipa nkatede, osuahu ne nhumu adi na enam so ma yenya tema ne ntease wɔ yen asetena mu.

Ɛde abakɔsem ne amammere to gua: Anwensem da nsem bi adi fa yen abakɔsem, amammere ne asetena mu nsem adi.

Ɛboa akaakae ne ɛkasa no ka ho nimde: Yerekaakae na yɛaka anwensem bue yen adwen mu, ma yen akokoɔduru ne baguam kasasua ho nimde.

Ɛboa nkɔmpɔbuo: Anwensem boa adesuafo ma wɔda wɔn adwene, wɔn atenka ne wɔn suahu adi.

Ɛboa ahohyɛso: Anwensem boa adesuafo ma wɔte nsem bi ase san hye wɔn nkatede so na yei ma wɔtumi hye wɔn nnipadua so wɔ nneema bebreɛ ho. Adesuafo no betumi de anwensem no mu asentitiriw ne nsem ahorow no adi dwuma.

Ɛboa ma yete kasasu ahorow ase: Anwensem kyerɛkyere adesuafo no biribi fa kasasu ahorow bi te sɛ, mfoniyɛ, nsenkyerɛnne a ɛkasa ne nea ɛkeka ho ho. Saa kasasu ahorow yi boa ma yen kasa mu yɛ dɛ anaa kama.

Anwensem Nhyehyɛ

Anwensem wɔ su ahorow a edidi so yi de yɛ ne nhyehyɛ:

Nsensanee: Anwensem biara wɔ nsensanee ahodɔɛ a ɛde di dwuma wɔ mu.

Nsensanee no tenten: Nsensanee biara tenten anaa ne tiatia no gyina nsemfua anaa kasasin dodow a ekura.

Nkyekyɛmu/Ɔfa: Nsensanee ahorow na ɛkeka bom bɛyɛ kuw biako ma yenya nkyekyɛmu/ɔfa.

Nnyigyei Ntimu: Ɛyɛ nnyigyei pɔtee bi a etumi ti ne ho mu wɔ nsensanee binom awiei.

Mita: Eyi nso yɛ nsensini a yetwem ne nea yentwem ho nhyehyɛ wɔ anwensem.

Fiiti: Eyi yɛ mita ahorow a ɛyɛ nsensini ahorow a yɛakeka abom.

Engyamente: Ɛyɛ ɔkwan a yɛfa so kyekyɛ ɔkasamu anaa kasasini mu wɔ nsensanee ahorow mu wɔ bere a yɛmfa akyerɛw mu agyinahyɛde/ akyerɛw nkyerɛwde biara nni dwuma.

Kaesura: Eyi yɛ nsensanee mu ahomegye/agyinae ahorow.

Akyerɛw kɛse: Nsensanee ahorow no mu biara de akyerɛwde kɛse na ɛhyɛase.

Yenam anwensem nhyehyɛ ahorow no so di dwuma a edidi so yi;

- Ɛma anwensen no nhyehyɛ kɔ yɛ sɛ nnwom.
- Ɛboa ma anwensem no mu ntease da hɔ fann.
- Ɛda atenka ne tebea a ɛwɔ anwensem no mu adi.
- Ɛboa ma akenkanfo no hunu sɛnea anwensem no akenkan bɛkɔ so afa.
- Ɛde adwen mu mfonin-twa bi ka anwensem no dwumadi ho.

ADESUA MU DWUMADI AHOROW

1. Kyere anwensem mu se kasadwini fa bi.
2. Kyere anwensem su abiesa.
3. Pensempensem anwensem su a woakyerew no so mfaso wo anwensem kyerew mu.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity

Learners study a given poem to do the following

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

Group work/Collaborative Learning

1. **Pair work (similar ability):** Practice reciting poetry as modelled by the teacher. Peer assess on clarity, intonation, engagement, and emotion.
2. **Pair work:** Discuss a given poem from a set of poetry texts. *Direct HP learners to work with P/AP learners. AP learners may need a further reminder/checklist showing the elements of a poem.*
3. **Individual activity:** Apply the knowledge of the elements of poetry to compose a poem. *The teacher should provide a theme for those learners struggling with the creative aspect of the task. AP learners may need to be given an opening line.*

Pairs and individuals share their work with the class for guidance, feedback, correction and clarification.

NKARIE TITIRIW

Gyinapen 2

1. Fa w'ankasa nsemfua kyere anwensem mu se kasadwini fa bi.
2. Kyere anwensem su a edidi so yi mu: nsemfua dwumadi, adwempɔ, nkyekyemu/ɔfa, nsensanee ne kasasu.
3. Pensempensem nsunsuanso a esu ahorow yi nya wo ɔkenkanfo no so.

Gyinaɓɛn 3

Fa nhweso a efata kyere senea anwensem ho si hia wo yen daadaa asetena mu.

Gyinaɓɛn 4

Gyina anwensem su ahorow no so kyere w'ankasa anwensem a wobeka/wobeda no adi wo anwensem ankansi ase. Ye mpensempensemu tiawa bi fa anwensem no ho na kyere nsunsuanso a wosusuw se kasasu ahorow no benya wo akenkanfo no so.

Hint



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

WEEK 24

Adesuade Botae: *Pensempensem anwensem mu*

ANWƆSOBEA 1 & 2: ANWENSEM MPENSEMPENSEMU

NNEEMA A ƐSƐ SƐ YƐHYƐ NO NSO WƆ BERE A YƐREPENSEMPENSEM ANWENSEM MU

- Hwe twaka a ɛda atifiasem no ne anwensem no mu nsem ntam.
- Hwe asem a anwensem no de reto gua anaa ɔkyerewfo no botae a ogyinaa so kyerew anwensem no.
- Hwe sɛ ɔkasa a ɔde dii dwuma no asete ye den anaa mmɛ na hwe nea nti a ɔde saa nhyehyɛ no yɛɛ adwuma.
- Hwe tebea a ɔkyerewfo no wom fa ade a ɔreka ho asem no ho ne kwan a ɔrefa so de nsem no ato gua.
- Pensempensem atanka a anwensem no de to gua.
- Kasa fa kasasu ahorow a ɔde dii dwuma no ho. Kyere kasasu ahorow no so nsunsuanso.
- Kasa fa anwensem no nhyehyɛ no ho.
- Hwe oniiko a ɔreka anwensem no ɛna anwensem no fa hwan ho.

Anwensem nhyehyɛ

Anwensem wɔ esu ahorow a edidi so yi na ɛno ne ne nhyehyɛ

Nsensanee: Anwensem biara wɔ nsensanee ahorow a yɛde di dwuma wɔ mu.

Nsensanee no tenten: Nsensanee biara tenten anaa ne tiatia no gyina nsemfua anaa kasasin dodow a ekura.

Nkyekyemu/Ɔfa: Nsensanee ahorow na ekeka bobom beye kuw biako ma yenya nkyekyemu/ɔfa ahorow.

Nnygyei ntimu: nnyegyeeɛ pɔtee bi tumi ti ne ho mu wɔ nsensaneeɛ binom awieeɛ.

Mita: Eyi nso ye senea yesi twe nsensini mu anaa yentwe mu wɔ anwensem bi ka mu.

Fiiti: Eyi ye mita ahorow a ekura nsensini ahorow a yɛakeka abobom.

Ɛmgyamente: Ɛye kwan a yɛfa so kyekye ɔkasamu anaa kasasini mu wɔ anwensem mu wɔ eberɛ yemfa atwerɛ mu agyinahyedee biara nni dwuma.

Kaesura: Eyi ye nsensanee mu ahomegye/agyinae ahorow wɔ anwensem ka mu.

Akyerɛwde kɛse: Nsensanee no mu biara de akyerɛwde kɛse na ɛhyɛ ase.

Yenam anwensem nhyehyɛ ahorow no so di dwuma a edidi so yi:

- Ema anwensem no nhyehyee ye te se nnwom.
- Eboa ma anwensem no mu ntease da ho fann.
- Eda atenka ne a ewo anwensem no mu adi.
- Eboa ma akenkanfo no hunu senea anwensem no akenkan no beko afa.
- Ede adwen mu mfonie di dwuma.

ADESUA NO MU DWUMADI

1. Kyere anwensem mu se kasadwini fa bi.
2. Kyerew anwensem su abiesa.
3. Kyere anwensem su ahorow a woakyerew no so mfaso ma anwensem kyere.

PEDAGOGICAL EXEMPLARS

Initiating talk-for-learning

Whole class activity

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

Group Work/Collaborative Learning

Pair work

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

NKARII TITIRIW

Gyinapen 3 Nkarii

1. Kyerew akwan ahorow a wobefa so apensempensem anwensem mu, na aden ntisra.
2. Fa nhweso a efata pensempensem okwan a yebefa so de anwensem aboa ama nsakrae amapa aba yen asetena mu.

Gyinaƙen 4 Nkarii

Gyina wo nimde a wowo fa kasasu ne anwensem nhyehyee ho no so kyerew anwensem a efa nsem a edidi so yi mu biako ho;

- Biribi a eye hu (dwen saman, esum ne puneto ho).
- Anidaso (dwene hann, nhweren a erepue ne anigye ho).

PROJECT

Kyerew w'ankasa anwensen gu w'anwensem nhoma mu na wo ne wo yanko nni nsesa mfa mpensempensem anwensem no mu fann. Ma wo mpensempensem no nni nneema a edidi so yi so: adwempɔ, nsemfua dwumadi, tebea/atenka, yebea, kasasu, nnyegyeyi ntimu ne nea ekeha ho. Kyerew wo nnwennweneho, atanka ne nhunumu ahorow a edaa adi wo anwensem a woapensempensem mu no mu.

HINT



*The Recommended Mode of Assessment for Week 24 is **End of Semester Examination**. (Refer to **Appendix I** for a Table of Specifications to guide you in setting the questions.). Set questions to cover all the indicators covered for weeks 13 to 24.*

Section 10 Review

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



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

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