



MINISTRY OF EDUCATION

GA **for Senior High Schools**

TEACHER MANUAL

Year 2



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

GA

For Senior High Schools

Teacher Manual

Year Two



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GA 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 GA 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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MLIJAA 1: BLAWA JEBƆ KƐ GBEE

OTI: **SANEGBAA**

Oti mlijaa: Sanegbaa (Blawa jebƆ kɛ gbee)

Nikasemɔ mli otii

1. Anyɛ akɛ blawa he nilee atsu nii yɛ wiemɔ tseremɔ mli.
2. Akɛ nilee kɛ shishinumɔ ni ana yɛ gbee nikasemɔ mli atswɔ srɔtoɪ ni yɔɔ wiemɔkulibii kɛ sanemujii amlɪ.

Gbɛkpamɔ

1. Kɛ nilee ni ona lɛ atsu 'blawa' he nii yɛ Ga mli.
2. Kɛ nilee ni ona lɛ atsu 'gbee' he nii yɛ Ga mli.

Hint



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

INTRODUCTION AND SECTION SUMMARY

This section discusses the syllable structure and tone of the language of study. Learners will be introduced to the description, types and structure of syllables. They will also learn about tone. Here, they will learn about the explanation of tone as well as 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 skillfully 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 rubric/marking scheme and provide prompt feedback to learners on their performance.

WEEK 1

Nikasemɔ mli otii

1. *Atsɔɔ blawai srɔtoɪ ni yɔɔ Ga mli.*
2. *Asusu blawa jebɔ ye wiemɔtseremɔ mli.*

HEI NI SA AKƐ AKWƐ 1 KƐ 2: BLAWA, ESRƆTOI KƐ JEBƆ.

Blawa susumɔketsɔɔmɔ

Blawa ji wiemɔkuli mlijaa ko loo wiemɔkuli muu le ni ehie kɔnsonanti ke vaoli, loo kɔnsonanti aloo vaoli. Ye gbe kroko nɔ le, eji wiemɔkuli mlijaramɔɔ ni wɔnuɔ keji wɔmiitse wiemɔkuli le.

Nɔkwemɔ nɔ

Eko le obaawa loo obaamu shii enyɔ loo nɔ keji ootse wiemɔkuli ko, *Kofi* [ko: fi]. Hewɔ le Kofi hie blawai enyɔ. Shi ye *tu* tsemɔ mli le ebaa le shi kome too [tu], Hewɔ le ehie blawa kome pe. Hewɔ le “bodobodo” baahie blawai enyie [bo:do:bo:do]?

Nɔkwemɔ nɔ

ɲkatie, ɲ:ka:ti:ɛ, ɲkanale, ɲ:ka:na:le

Ye nɔkwemɔ nɔ ni aha le mli le, mlijaramɔ fɛɛ mlijaramɔ le blawa ni.

Blawa Hensɔ/Jebɔ

Srɔtoɪ ye blawa jebɔɔ amlɪ ye wiemɔɔ srɔtoɪ le mli. Abaanye ake kɔnsonantii ke vaolii asusu blawa jebɔɔ atsɔɔ. Vaolii ji hiamɔ nibii ni yɔɔ blawai amlɪ. Ye Ghana wiemɔɔ le amlɪ le, gbee hu he miihia jogbanɲ ni akeyɔɔ blawa jebɔɔ. Kɛfata vaoli ahe le, blawa kɔnsonanti hu hie gbee ni ka amemɔ. Vaolii ke kɔnsonantii afale ye wiemɔkuli ko mli ni tsɔɔ blawa jebɔɔ abɔ ni yɔɔ mli.

Nɔkwemɔ nɔ

Keji wiemɔ ko hie vaoli enyɔ le, etsɔɔ ake keji ehieɛ kwraa le jee blawai enyɔ ni enaɲ. Nɔkwemɔ nibii ye Ghana wiemɔɔ le ekomeɪ amlɪ ke bɔ ni blawa jebɔɔ yɔɔ le ne:

1. **Ewe:** e (V), tɔ (CV),
2. **Ga:** ni (KV), te (KV), ɲ: ka: ti: ɛ (K: KV: KV: V) klaɲ: kla: ɲ (KKV: K). KKV baa keji liquid ko ye wiemɔ ni atsere le mli. Keji l ke r nyie kɔnsonanti ko sɛɛ tuntu. Nɔkwemɔ nibii: Klaɲ, kla: ɲ (KKV: K)
3. **Twɪ:** a (V), tu (CV), a: ta (V: CV), n: ta (C:CV), e: tu: o (V: CV: V)
4. **Mfante:** :a (V), kɔ (CV), a: pa (V: CV), m: pa (C: CV), a: pa: a (V: CV: V)
5. **Dagbani:** zab: li (CVC: CV)

Blawa Henŋi/Jebŋ

Bei komēi lē wŋnaa kŋnsonanti henŋi komēi ni tsuŋ nii akē hiŋmēi yē blawai komēi amli. Enēmēi ji gugŋjiaŋ kŋnsonanti gbēēmŋi (m, n, kē ŋ) lē kē likwidii (l, kē r). Kēji ametsu nii akē hiŋmēi lē bē amēfēŋ blawa. Ha wŋkwē nŋkwēmŋ nii komēi; ‘bl-a-wa’ hiē blawai etē. ‘l’ nyiē ‘b’ sēē yē Ga mli akē kŋnsonanti okadi kome. Nŋ ni yŋŋ mli ji wiēmŋkuli ji ‘blawa’ ni “a” mi vaoli ‘i’ kē fēmŋ lē. Kēji ‘l’ je wiēmŋkuli ko shishi tamŋ lŋle mli lē jēē hiŋmēi ni shi kŋnsonanti ni jēŋ blawai enyŋ shishi ‘lŋ-le’. Nakai eyŋŋ yē gugŋjiaŋ gbēēmŋi lē hu ahe. Ha mi nomēi hu eko. Agbēnē ha wŋkwē jebŋ henŋi lē

Vaoli ni ji hiŋmēi pē, akē blawa (V): a-ku-tu. a-ta.de. e-ko-me, lo-o, bu-u, nē-ē

Kŋnsonanti kē vaolii (K V): ku-ku, shw-a, shi -ka, ŋo-o, ŋma, e-ŋmŋ-mi

Gugŋjiaŋ gbēēmŋi ni damŋŋ shi akē (N): blawa: n-ta. pa-m, ŋ -ka-ti-ē

Kŋnsonanti kē likwidi /l, r/ (L): kl- a, a-kr- o-wa, shr-a-o, ml- ē-o, bl-ē-o-o

Nikasēmŋ Mli Nitsumŋ

1. Gbalamŋ mli kuku ketsŋŋ nŋ ni ji blawa.
2. Gbalamŋ blawai srŋtoi ni yŋŋ Ga mli otsŋŋ.
3. Susumŋ blawa henŋ/jebŋ ni yŋŋ Ga mli otsŋŋ.
4. Gbalamŋ mli otsŋŋ sēenamŋi ni yŋŋ blawa henŋ/jebŋ yē wiēmŋtsērēmŋ mli.

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.

NITSUMƆ OTI

Ɗele 1 nɔ nitsumɔ 1: Ɗaalee namɔ

Ye osusumɔ naa le, gbalamɔ blawa mli kuku otsɔɔ.

Ɗele 2 nɔ nitsumɔ: Niasɛɛkɔmɔ hesale

Ɗmalamɔ blawa henɔ/jebɔ srɔtoi ni wɔyɔɔ ye Ga mli koni oha nɔkwemɔ nibii ete ye eko fɛɛ eko he.

Ɗele 3 nɔ nitsumɔ: Niasɛɛkɔmɔ jwɛɲmɔ

Kɛ nɔkwemɔ nibii ni ja agbala nɔ hewɔ ni sa akɛ wɔnu blawa jebɔ shishi jogbanɲ ye wɔwiemɔ mli le.

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

Nikasemɔ mli otii

1. a. *Gbalamɔ gbee mli ni okwe henɔi le (n.k., gbee ni ba shi, gbee ni ye ŋwei, gbee ni ka ten, gbee ni miiya ŋwei, gbee ni miiba shi, ke ekrokomei ni fata he ke enitsumɔi.*
- b. *Wiemɔ ‘gbee’ nitsumɔi le ahe (n.k, ye akpɔwoo, ye wiemɔkuli mli ke agbene ye Ga wiemɔ le mli)*

OTII AHE NI ASUSUƆ 1&2: GBEE HE NILEE

Gbee mligbalamɔ: Adesai awiemɔi fɛɛ ke gbee tsuɔ nii kɛmaa nɔ ko nɔ mi ye wiemɔ mli. Amɛketsɔɔ miishɛɛ loo awerɛho loo kɛhaa shishinumɔ ye wiemɔ ko mli. Gbee ji wiemɔ nɔwomɔ loo shibaa ye blawai loo wiemɔkulibii anɔ ni ke tsakemɔi baa shishinumɔi amlɔi ketsɔɔ henumɔi komɛi keji mɔ ko miiwie. Wiemɔi ni gbee kamɔ nɔ ji wiemɔi ni shishinumɔ damɔɔ gbee ni akɛwieɔ le nɔ. Ghana wiemɔi le fɛɛ le gbee kamɔ nɔ. Ni gbee le ŋweiyaa ke shibaa ye sanemuu le fɛɛ nɔ le ji nɔ ni wɔtsɛɔ le gbeetsakemɔ le.

Gbee henɔi

Wiemɔi srɔtoi hiɛ gbee henɔi srɔtoi. Nɔkwemɔ nibii ni baa nɛɛ ji henɔi komɛi ni yɔɔ Ghana wiemɔi le amlɔi: gbee ni yɔɔ ŋwei, gbee ni ba shi, gbee ni ka ten, gbee ni miiba shi ke gbee ni miiya ŋwei. Ghana wiemɔi le eko fɛɛ eko hiɛɔ kɛhoɔo kwraa le gbee henɔi enyɔ nɛɛ: nomɛi ji gbee ni ‘yaa ŋwei ke nɔ ni ‘baa shi’. Kɛfata henɔi enyɔ nɛɛ ahe le, ekomei hiɛɔ nɔ ni ‘ka ten’. Ni ekrokomei hu hiɛ gbee ni ‘miikwɔ kɛmiiya ŋwei’ ke ‘nɔ ni miiba shi’. Nibii ni baa nɛɛ ji nɔkwemɔ nibii ni yɔɔ Ghana wiemɔi le ekomei amlɔi.

1. Wiemɔi ni ke gbee henɔi enyɔ le tsuɔ nii (nɔ ni ye ŋwei ke nɔ ni ba shi): Akan, Nzema, Ga, Kasem, Ewe, knkn.
2. Wiemɔi ni ke gbee henɔi etɛ tsuɔ nii (nɔ ni ye ŋwei, nɔ ni ba shi ke nɔ ni ka ten): Dangme, Dagbani, knkn.

Akɛ enɛ [ʔ] kadiɔ ‘gbee ni baa shi’, ni akɛ enɛ [ʔ] kadiɔ gbee ni yaa ŋwei, ni akɛ enɛ [ʔ] kadiɔ gbee ni ka ten. Nɔkwemɔ nɔ, Ga wiemɔ ‘dà’ (big) hiɛ gbee ni ba shi ni miikadi vaoli le, be mli ni wiemɔ dá ‘to compete’ hiɛ gbee ni yɔɔ ŋwei ye vaoli le nɔ.

Gbee mli nitsumɔ

Gbee he hiaa ye wiemɔi ni ke gbee tsuɔ nii le amlɔi, ye amɛnitsumɔi pɔtɛɛ komɛi ni haa shishinumɔi le ahe. Gbee tsuɔ nibii srɔtoi etɛ ye wiemɔi ni ke gbee tsuɔ nii le amlɔi. Enɛmɛi ji wiemɔkulibii ni yɔɔ wiemɔ ko mli, wiemɔ mli mlai ke srɔtoi ni yɔɔ wiemɔkulibii tsemɔi amlɔi.

1. Wiemɔkulibii atsemɔ (Lexical function of tone): Ake gbee tsɔɔ srɔtoi ni yɔɔ wiemɔi ni hiɛ henɔ kome amli ni anaa shishinumɔi srɔtoi ni yɔɔ wiemɔ le mli le jogbaŋŋ. Kwemɔ nɔkwemɔ nibii ni yɔɔ shishi le, yɔsemɔ kadimɔi ni yɔɔ niŋmaa okadii le ayiterŋ le, tsakeɔ gbei nikamɔ nɔ le.
 - a. Ga: kpá:kpá ‘good’ kɛ pà:pá ‘father’,
 - b. Ga: bè ‘time’ kɛ bé ‘to quarrel’
2. Gbee nitsumɔ kɛ wiemɔ mli mlai: Ake gbee tsɔɔ wiemɔkuli ko yeli he ye sanemuu mli, feemɔwiemɔ bei, otii pɔtɛɛ komɛi k.n.kn. Nɔkwemɔ nibii komɛi nɛ: Daabe kɛ famɔ: kòfí wá ‘Kofi wa edamɔ shi’ kɛ kòfí wà ‘Kofi wa’
 - a. Daabe kɛ baababe: kòfí kɔɔ, ‘Kofi takes’ vs Kòfí baako ‘Kofi will take’
 - b. Dabi kɛ famɔ: Kaalá (Don’t sing) vs keyalà (to hook)
 - c. Sanemuu oti kɛ kpasalɔ sanefa: [miiyá] ‘I’m going’ kɛ [Beni miyàa le] ‘When I was going...’
3. ‘Gbee’ nitsumɔ ye wiemɔ ko mli: Adamɔɔ gbee nɔ ketsɔɔ srɔtoi ni yɔɔ wiemɔ henɔi komɛi amli. Nɔkwemɔ nibii komɛi baa nɛɛ.
 - a. [Minù] I heard vs [Enú] to spin’
 - b. [fè] More than vs [Fée] Did
 - c. Fé vs fè; Ayè vs Eyè; fù vs fú

Nitsumɔ

1. Gbalamɔ gbee mli
2. Kɛ nɔkwemɔnii ni sa agbala gbee henɔi ni yɔɔ Ga wiemɔ le mli.
3. Tsɔɔmɔ gbee nitsumɔi ye Ga wiemɔ le mli

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 in explaining tone and the types of tone. *HP learners to lead the explanation of tone.*
 - i. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - ii. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - iii. The teacher facilitates discussion on the functions of tone in the language.

Tasks learners with different learning abilities to;

- i. *Lead the class discussion on the functions of tone, providing examples. (HP)*
 - ii. *Take notes and summarise the key points discussed. (P)*
 - iii. *Work with a partner to complete a worksheet on the functions of tone. (AP)*
2. **Pair work** *(AP learners should be paired with HP learners to support them:*
 - a. *Listen to some given words and determine the types of tone in the words.*
 - b. *Identify the syllables in the words that bear the tone.*
 3. **Whole class:** Pairs make a presentation on the outcomes of the pair work.

KAA OTI

Ɗele 1 nɔ nitsumɔ: Kaimɔ kɛ ɣmaa

1. Gbalamɔ gbee mli yɛ bo diɛntɛ owiemɔ mli.
2. Ɗmalamɔ gbee nitsumɔi lɛ yɛ Ga wiemɔ lɛ mli.

Ɗele 2 nɔ nitsumɔ: Hesale yɛ shishinumɔ mli

1. Ɗmalamɔ gbee henɔi ni yɔɔ Ga wiemɔ lɛ mli ni okɛ nɔkwɛmɔnii ejwɛ agbala amɛ mli fitsofitso?
2. Ha nɔkwɛmɔnii etetɛtɛtɛ yɛ gbee nitsumɔi ni otsi ta yɛ Ɗele 1 lɛ he (kwɛmɔ sanebimɔ 2).

Ɗele 3 nɔ nitsumɔ 3: Strategic Thinking

Group Project Work

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

Hint



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

Section 1 Review

This section discussed the syllable structure and tone of the language. Learners were introduced to the description, types and structure of syllables in the language. They were also introduced to the concept of tone. On tone, learners learnt about the explanation of tone, types and functions of tones. It is expected

that after learners have gone through this section, they will have the requisite knowledge to form meaningful words, distinguish between the meanings of the same words with different tones and communicate properly using the appropriate words.



APPENDIX A: STRUCTURE OF THE GROUP PROJECT

Task: Take an inventory of the syllable structure and tones of the language of study and give ten examples of each of the syllable 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 syllable	The definition contains three key words	The definition contains two key words	The definition contains one key words
Explaining syllable structure	The explanation contains all the key words needed to adequately explain syllable structure	The explanation contains three key words	The explanation contains two key words	The explanation contains one key word

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Giving examples of syllable structure in words	Giving between eight-ten examples in words	Giving five - seven examples in words	Giving three - four examples in words	Giving one - two examples in words
Defining tones	The definition features all the key words needed to adequately define syllable	The definition contains three key words	The definition contains two key words	The definition contain one key words
Explaining tones	The explanation contains all the key words needed to adequately explain syllable structure	The explanation contains three key words	The explanation contains two key words	The explanation contains one key word
Giving examples of tones in words	Giving between eight-ten examples in words	Giving five - seven examples in words	Giving three - four examples in words	Giving one - two examples in words
Communication Skills	Showing 4 of the skills e.g. Audible voice, Keeping eye contact, Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 3 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 2 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture	Showing 1 of the skills e.g. Audible voice, Keeping eye contact Pay attention to audience Engaging the audience with interaction Use of gesture

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
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.



APPENDIX B: STRUCTURE OF THE PORTFOLIO

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

Structure and Organisation of the Portfolio

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

Items to be included in the portfolio

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

Administration

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

Feedback

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

MLIJAA 2: NIKANEMO KE SUSUMO OTI TAOMO

OTI 1: **SANEGBAA**

Oti mlijaa 1: Sanegbaa

Oti mlijaa 2: Nikanemo

Nikasemo mli otii

1. *Ke nikasemo ni ona le atsu nii ye sanegbaa mli.*
2. *Ke nilee ni ona ye hiehie nikanemo ke nikanemo oyaoyai akane sane.*

Gbekpamo

1. Feemo ketsɔɔ gbɛ nɔ ni atɔɔ agbaa sane ko ni onu da?
2. Tɔɔmo nilee ke shishinumɔ ni ona ye hiehie ke oyaoyai nikanemo ye sane ko ni okane he

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 will collaborate to find solutions to problems and concepts. Approaches such as group work, whole class discussion and individual work are employed under this pedagogy. This helps learners to develop self-confidence. Highly proficient learners can assist proficient and approaching proficiency learners to understand the concepts that will be taught. Teachers are guided to assist learners with SEN.

ASSESSMENT SUMMARY

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

The recommended assessment mode for each week 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

Nikasemo mli otii

1. Taomo otii potee ni yoo sane ko mli.
2. Susumo 'susumo oti' ye sane ko ni okane he.

OTII AHE NI ASUSUDO 1&2: SUSUMO OTI TAOMO KEJE SANEGBAA MLI.

Susumo oti: Susumo oti ji hiamoo no ko ni sanetso muu le fee da mo no. No ji nigmalo le adafitswaa ni sanemuu le hie ni afoo no kpojiemo fanja ye yitso le mli loo anaa le ye sane le mli wiemoi komai amla. No ni buaa sane le naa. Koni ona susumo oti ye sane ko mli le, feemo nibii ni baa nee:

- Kanemo sane le yitso ke hieglemo le – Ani sane yitso ke hieglemo ni okane le koo sanetso ni awieo he le he?
- Taomo susumo oti le. – Afoo ene namo ye sane le klenklen kuku mli.
- Taomo nibii ni yoo buaa susumo oti le. – Bi ohe saji nee: 'namo, meni, mee bei, negbe ke te ebale tenna' ye susumo oti mli.
- Ke bo diertse osusumo adoo sane le no.
- Ke ohetoo le ato nmaloo le naamuu le he.

Nitsumo Oti

1. Gbalamo 'susumo oti' he sane mli otsoo.
2. Taomo susumo oti ye sane ko mli.
3. Wiemo 'susumo oti' ni ona le he sane.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Group work: Mixed ability groups

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

2. Whole class activity

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

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

Collaborative Learning

Whole class activity

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

NITSUMO OTI

Ɔele 2 no nitsumo: Niashishinum mli hesale

1. Taomo susumo otii ni yoo sane ko mli.
2. Asusu 'susumo oti' ni yoo sane ko mli he.
3. Kwemo sane kuku nee koni otao susumo oti ni yoo mli.

Kofi: Te onaa osuban tɛɛ?

Isaac: Minaa mihe tamɔ bo ni miyoo le, ni bo hu?

Kofi: Misa mɔ ni oke ohe too mihe.

Isaac: Mile, mijeɔ mihe see keji miffee no ni ejaaa ni mikaseɔ nii ye he.

Kofi: Mihu miɲmeɔ nibii ni ehohoi ahe ni miɲmeɔ nibii hei agbe.

Ɔele 3 no nitsumo: Niasseekomɔ jweɲmɔ

Ɔmaa sanemuji ete kegbe sane ni okane le naa. Nyiemɔ susumo oti ni oyoo ye sane ni okane le mli le see koni oketsu nitsumoɔ nee.

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).*

Reminder

Remind learners about their Project Work and offer them the opportunity to seek clarification and support if they have any.

WEEK 4

Nikasemo mli otii

1. *Nyegbaa jebɔi ke sui ni anaa ye nikanemo oyaoyai ni aketao otii komei ye sane mli le he sane (nikanemo hiehie, nikanemo oyaoyai k.n k.n)*
2. *Nyekwea sui ke nibii ni nyenaa ye nikanemo oyaoyai ahe (Naatsela, wiemo jebɔ, nɔkwemo, naagbee, kaa, k.n k.n.)*

OTII AGBE NI AKPAA 1: SUI NI ANAA YE NIKANEMO OYA OYAI AHE

Nikanemo fitsofitso: Ene kpaa gbe ake ake nikanemo fitsofitso ke oyaoyai atsu nii **kenu** sane le shishi jogbaŋ, kekase wiemo jebɔi. Ebiɔ ni akwe nikanemo le jogbaŋ. Ye ene mli le, kanelɔ le tao wiemo kulibii otii ni afoɔ ameshishi, loo ati mli loo ni akpa le afa (italicised) ke nibii krokomei ni he hiaa. Kanelɔ le tao wiemo kulibii ashishinum ye wiemo kulibii ke shishinum wolo le mli (Dictionary) bɔ ni afee ni enu nikanemo le shishi jogbaŋ.

Gbejianɔtoi srɔtoi ni yɔɔ nikanemo vii mli. Wɔbaakwe enyɔ neɛ;

a. Nikanemo oyaoyai

Ene le eji nikanemo ni miitao otii pɔtɛ komei ye sane ko mli. Etsuɔ nii jogbaŋ ye anɔkwa sanenmaa ni jee adesai amli. Ye nikanemo oyaoyai amli le saneshishinum fitsofitso be jeme akeni ootao otii pɔtɛ komei shi jee sanemuu le fee shishinum le.

b. Hiehie nikanemo

Ene le eji Hiehie nikanemo ni awoɔ le foi ketao oti loo adafitswaa ko pɔtɛ shi jee ni ookane wolo tso muu le fee fitsofitso ni onu shishi. Aketsuɔ nii hu keji ona wolo ko klenklen ni onako da, ni ootao ona ake ehi ni ebaanye eye ebua bo lo.

Nikasemo Mli Nitsumo

Gbalamo enemei amli:

- a. Nikanemo fitsofitso
- b. Nikanemo oyaoyai
- c. Hiehie nikanemo

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 the 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 reading.

** The teacher 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 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.*

MLIKWEMO OTI

Ɔele 1 no nitsumo: Kaimo koni otse

- 1. Gbalamo kehoo kwraa le gbejianotoi enyo ni yoo nikanemo fitsofitso mli otsoo.
- 2. Gbalamo gbejianotoo ni yoo nikanemo oyaoyai ke nikanemo hiehie mli.

Ɔele 2 no nitsumo: Niashishinumo hesale

- 1. Susumo gbei ano ni nikanemo oyaoyai ke nikanemo hiehie yoo buaa saneshishinum.
- 2. Oke nikanemo fitsofitso gbejianotoo ni okase le akane sanemuu ni baa nee.

Negbe kooɔɔ wulu nee je? Meni tete ke neke ahum nee ba? Gbele ke enine niani le enye Nuumo Kotɔ no shwane mlemle nee ye enitsumohe le. Etomu ni ake le sha foi ketee helatsamohe le. Mɔbo sane nee she ebii le adeɲ ye shia. Be mli ni Nuumo Kotɔ na le eyahoɔ nii ye jara le no ni eeko esee kemiiya eshia ye Anaanuuman le, eke 'ambulance' ni wo Nuumo Kotɔ le kpe. Oya le, ebii le sha foi ketee helatsamohe le ni amena ametse ka hela saa no ni hienokamo ko kwraa be.

Jetsremo mra le, ebii le yasara le. Amehe ni eyabaaa nii le, gbele ke enine niani le enye eno ni ake le etee gbohiiatoohe. Ebii le bo akutsoɲbii le awerehoo sane le. Ye be kukuo mli le, awerehoo ke yafo eyi akrowa le.

Weku nukpa le tsu bofo ni eyabo Mantse le ke Ekpakpahibii, ni ji Nuumo Kotɔ sɛɛbii le. No mli le, Nuumo Kotɔ ji tatse ye akrowa le mli.

Be mli ni sane le she ameden, atsu asafonbii le keyawo gbonyo le keje Anaanuuman keba Papaye. Ameke tsone ni ameyama tee Anaanuuman. Ku le ke yara lalai kpee bofoi le. Ameshɛ Anaanuuman aaafee gbɛke nmeji ete. Ake daa to fo amenijian he. Bofoi le gba ameyinto ake amebaayawo Nuumo Kotɔ gbonyo le. Anaanuumanbii le sumɔɔ amɛnmeɔ gbonyo le he ni no ke bei fioo ba ejaake Nuumo Kotɔ ebo ehe mɔden jogbanɔ ye akrowa le nyaa he.

3. Taomo susumo oti ni yoo sane nee mli.
4. Asusu susumo oti le he.
5. Tsɔɔmo bo ni nikanemo fitsofitso he hia ehaa.

Ɗele 4 no nitsumo: Nilee ateke no kesusu nibii ahe

Shigbelemo nitsumo: Feemo shigbelemo ye yitso ko loo no ko ni eje kpo ye nikanemo ko mli he. Buamo adafitswaa naa keje hei srɔtoi, taomo adafitswaa le mli, gbalamo mli koni opei mli. Tsaramo jwɛnmo koni okeha klasi le.

YITSO/HEI NI SA AKE AKWE 2: SUI NI YOO HIETSEREJIEMO NIKANEMO MLI.

Eji nikanemo ni kaselɔi kaneɔ kejieɔ amehietserɛ asan akeyeɔ buaa nikanemo mli hesale. Anyeɔ aketoɔ nikanemo fitsofitso he, ni tsɔɔ ake okaneɔ kenuɔ nibii fɛɛ ashishi fitsofitso ke nikasemo mli yintoɔ pɔtɛɛ ko. Hietserɛjiemo nikanemo biɔ ni akane woji loo adafitswai srɔtoi kena miishɛɛ.

Sui ni yoo Hietserɛjiemo nikanemo mli.

Naatsele: Etsɔɔ naatsele loo hesale ni mo ko yoo ye nikanemo ke wiemo mli.

Sane le jebɔ: Gbe no ni niɲmalɔi tsɔ kenma sane ko. Ayɔse sui ni yeɔ buaa sane le ke nibii ni sa ake akpa gbɛ bo ni afee ni nikanemo le aye emuu.

Sɛekpamo: Gbe no ni atsɔɔ keyɔseɔ ake no ni kanelɔi le kaneɔ le amenu shishi lo. Keji eba le ake amenuko susumo otii ni yoo sane le mli le ashishi le, ebio ni amɛsaa amekane sane le ekoɲɲ bo ni afee ni amenu shishi jogbanɲ.

Yiɲshwiemo: Adamɔɔ no ni ale no kekaa yiɲ akweɔ ye no ko ni oleee he ake ebaahi lo. Enɛ tsɔɔ ake ayɔseɔ adifitswaa ko ni ale momo, ni adamɔɔ no kefeɔ yiɲ kekaa no ko akweɔ ake ebaahi lo. Enɛ tsɔɔ ake ookane sane le kenyeɔ liamɔi le amlɪ. Anyeɔ ake nilee naa bo ni sane ko naagbee baaya le aha.

Mlishaa: Anyeɔ atsuo enɛ ye beian ni aakane sane le ke be ni akane ata. Kanelɔ le taoɔ susumo kekojoo sane le ni ehaa le diɛntse ehaa eyintoɔ kekoo sane le he.

Nikasemo Mli Nitsumo

1. Gbalamo Enemei amli;
 - a. Hietsererjiemo nikanemo
 - b. Naatsele
 - c. Sɛɛkpamo
2. Kanemo sanegbaa ko ni otsu hietsererjiemo nikanemo sui ete ahe nii.
3. Kaselbi agba sane ko ni ame ke mei krokomei asusu amejwɛɛɛmo ye sane le he.
4. Ke sui ni okase ye hietsererjiemo nikanemo he le akane sane ko.

PEDAGOGICAL EXEMPLARS

Talk-for-learning Approaches

1. Whole class discussion

- a. Teacher models extensive reading to the 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 evaluation. *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 the teacher based on cultural values (integrity, trustworthiness, 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.

SUSUMO OTI

Ɔele 1 no nitsumo: Kaimo koni otse

1. Doomo hietsererjiemo nikanemo no ke bo diɛntse owiemɔi.
2. Mee sui enumo ni yoo hietsererjiemo nikanemo mli? Gbalamo eko fee eko mli kuku.

Ɔele 3 no nitsumo: Nilee ateke no kesusu nibii ahe

Meni ji osusumo ye sane nee he: ‘*Hietserejiemo nikanemo ji nikanemo ni akejieo hietsere tsebele nikanemo fitsofitso ji gbe no ni atsɔo ketao nikanemo ko mli fitsofitso koni ana nibii ni ataoɔ le fee.*’ Ke osusumo afo jaraɲ

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.*

Reminder

*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.) has 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 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 evaluation, would equip learners with the requisite skills in reading. Finally, varied assessment forms should be employed to test learners’ knowledge and understanding of reading.



APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

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

MLIJAA 3: TSAMOWIEMOJ KE WIEMOTSEREMO

OTI 2: WIEMO KE ENITSUMO

Oti mlijaa 1: Wiemokulibii ke amɛhe mlai

Nikasemo mli Gbekpamɔ: *Ke nilee ni okase ye afisii he, tsamowiemɔ he, sane kuku he ke sanefa he aso wiemokulibii ni shishinumɔ yoo mli otsɔɔ.*

Gbekpamɔ: Jiemɔ nilee kpo otsɔɔ ye afisii, tsalɔi, sanekukuji ke sanefafai ahe otsɔɔ.

OTI 1: WIEMO KE ENITSUMO

Oti mlijaa 2: Mlai ni akenmaa Ga wiemoi le

Nikasemo mli gbekpamɔ: *Oke nilee ni ona ye nikasemo mli le atserɛ wiemoi, niɲmaa mli tseremɔ okadii kenitsumɔ ke gbee okadii ye sanemuji amlɪ.*

Gbekpamɔ: Jiemɔ nilee ni aketsereɔ wiemokulibii akpo otsɔɔ koni otsɔɔ bo ni ake sane mli tseremɔ ke gbee okadii tsuɔ nii ye niɲmaa mli ahaa.

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 of 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. 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, learners must be 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 lifelong learning. For gifted and talented learners, additional tasks are assigned to them, such as performing leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to aid learners with pronunciation problems and skillfully resolve issues and /or misconceptions.

ASSESSMENT SUMMARY

A variety of assessment modes should be carried out 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

Nikasemj mli otii: *Kwemj bɔ ni ake afisi tsuɔ nii ye Ga wiemj le mli.*

HEI NI SA KWEMJ: 1&2: AFISII

Afisi he nilee: Afisi ji mɔɔfim ni akefataa wiemj ko he kefeɔ wiemɔkuli hee. Abaanye agbala afisii amlɔ hu ake eji mɔɔfim ni aketsaa wiemj shishijee loo wiemj naagbee he ketsakeɔ wiemj le shishinumj. Afisi ji gbɛiwiemj ni akehaa seetsalo ke hietsalo fee. Afisi ni akefataa wiemj shishifa loo sanekuku he le tsakeɔ shishinumj ni yɔɔ wiemj le mli ni ehaa anaa nɔ ni tsakeɔ wiemj wekui ke nɔ ni tsakeee wiemj weku le. Anaa afisii ake wiemɔkulibii ni abaanye akefata wiemɔkulibii krokomei ahe kena shishinumj hee loo etsake wiemj weku le. Aye hie afisi ni baa dani wiemj shishifa le baa. Atseɔ afisi ko sɛɛ afisi keji enyie wiemj shishifa le sɛɛ. Ye Awoteɲ afisi mli le, eji gbɛ nɔ ni akenaa wiemɔkuli keji ake hie afisi ke sɛɛ afisi tsa wiemj shishifa kome kefee wiemɔkuli. Afisi jieɔ shishinumj tsakpaa ni yɔɔ wiemj shishifa le mli le, ke wiemj ni ke tsakemj le baa le. Afisii nɔkwemɔnii komɛi ji -ɔ, -i, -ii, e-, -li, -mɔ ke ekrokomei ni fata he. Atseɔ enɛmɛi afisii ejaake abaanye akefata wiemɔkulibii krokomei ahe ni ke shishinumj srɔtoi aba. Tamɔ: *atade* – *shirt* feɔ *atadei* – *shirts*. Sɛɛ afisi ni akegbɛ *atade* ni ji ekome le yi le etsake ketee epiifeemj mli.

Afisii Henɔi: Afisi henɔi ni yɔɔ wiemj amlɔ le ji afisi ni tsakeɔ wiemj wekui ke nɔ ni tsakeee wiemj wekui.

Afisii ni tsakeɔ wiemj wekui: Enɛmɛi ji afisii ni feɔ wiemɔkulibii ehee ni hie shishinumj hee. Ye nɔ ni tsakeɔ wiemj wekui le amlɔ le, eenye eba le ake wiemj weku ni wiemɔkuli le yɔɔ mli le ke wiemj hee le wiemj weku le yeee hegbɔ. Enɛ tsɔɔ ake, afisi ni tsakeɔ wiemj weku le nyeɔ etsakeɔ wiemj hee le weku keyaa weku kroko mli. Neke afisi henɔ nɛɛ feɔ wiemɔkulibii hee kejeɔ wiemj shishifa le mli. Tamɔ: ye “to eat” aaanye atsake kefee *yeli* “eating keji ake sɛɛ afisi –li fata wiemj shishifa ye le he. Ye neke gbɛ nɔ le, wiemj weku ni wiemj shishifa le yɔɔ mli le tsakeɔ kejeɔ feemjwiemj mli kefeɔ gbɛiwiemj.

Afisii ni tsakeee wiemj weku: Enɛmɛi ji afisii ni tsakeɔ wiemɔkulibii le ajebɔ pɛ shi ametsakeee wiemj weku le.

Sɛɛ afisii ni tsakeee wiemj weku le tsakeee wiemɔkuli le shishinumj ni enɛ hewɔ le, wiemj hee ko ejeee kpo. Afisi ni tsakeee wiemj weku le tsɔɔ wiemj mlaɔ le tsakpaa tamɔ yibɔ, su, be ke ekrokomei ni fata he. Eshishitsɔɔmɔ ji ake, keji ake sɛɛ afisi ni tsakeee wiemj weku fata wiemj kuli he le, eenye etsake le kefee pii. Nɔkwemj nɔ; keji ake sɛɛ afisi –bii fata *tsatsu* ‘ant’ he le efeɔ *tsatsubii* ‘ants’.

Nibii ni ake afisi tsuɔ: Afisii anitsumj le tsakeɔ. Ekomei ji

- Ewaa ni anaa wiemɔkulibii hee kejeɔ wiemj shishifa le mli. Tamɔ mii+ ba = miiba
- Ewaa ketsakeɔ wiemj weku ko keyaa wiemj weku kroko mli. Tamɔ tsɔɔ + mɔ = tsɔɔmɔ

- c. Afisi haa anaa feemowiemɔ be srɔtoi. Tamɔ baa + tu = baatu
- d. Afisi haa anyɛɔ atsakeɔ wiemɔkuli ko be keyaa be kroko mli. Tamɔ baa + ba = baaba
- e. Afisi haa afeɔ wiemɔkuli pii. Tamɔ atade + i = atadei
- f. Afisi he nilee yeɔ buaa wiemotseremɔ ke wiemɔkasemɔ.
- g. Haa atsakeɔ feemowiemɔ keyaa gbeiwiemɔ
- h. Haa atsakeɔ sutsɔɔlɔ keyaa gbeiwiemɔ.
- i. Haa atsakeɔ feemowiemɔ keyaa sutsɔɔlɔ.
- j. Haa atsakeɔ sutsɔɔlɔ keyaa gbeiwiemɔ.

Nikasemɔ Oti

1. Gbalamɔ afisii amli otsɔɔ.
2. Ŋmalamɔ afisii henɔi ni Gamei yɔɔ.
3. Ke nɔkwemɔ nibii ni sa agbala afisi henɔi ni Gamei yɔɔ le amli.
4. Ke afisii asɔ wiemɔkulibii enumɔ ye Ga mli.
5. Susumɔ gbei anɔ ni ake afisii tsuɔ nii.....
6. Taomɔ afisii ye wiemɔkulibii komei amli.
Wiemɔkulibii;
Eshafeelɔ
Tsofatɛ
Saatso
Maɲbii
Ŋkɔmɔyeli
7. Ha kaselɔi afisii ketsake wiemɔi komei keya gbeiwiemɔ loo sutsɔɔlɔ mli.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning (individual and group work)

1. Whole class activity

- a. Learners discuss and explain affixes and state the types.
- b. Learners brainstorm important affixes in the language
- c. Through questions and answers, the 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

- Mixed ability groups** (*The teacher should direct HP learners to support AP learners*): Teacher to assign roles or assist learners to take up roles (e.g., leader, scribe(s), time keeper, one to ask questions or the “why” of every activity, presenter(s), etc.).
 - Each group discusses amongst themselves to explain affixes in their own words.
 - Learners use concept cartoons to explore the types of affixes available in the language and their function.
 - Learners provide at least four examples of each of the types of affixes.
 - Learners use the affixes to form new words.
- Whole class activity:** Each group makes a presentation for discussion and clarification. *Task learners with different abilities to give detailed presentations and/or summarised presentations.*

KAA OTII

Ɔele 1 nɔ nitsumɔ: Kaimɔ ke ɣmaa

Gbalamɔ afisi mli ye bo diɛntse osusumɔ naa

Ɔele 2 nɔ nitsumɔ: Hesale ye shishinumɔ mli

- Ke nɔkwemɔ nibii etetɛtɛ atɔwɔ srɔtoi ni yɔwɔ afisi henɔi ni yɔwɔ Ga wiemɔ le mli le mli fitsofitso.
- Ke afisi henɔi le eko fɛe eko aɔwɔ wiemɔ hee enumɔ
- Ye ohetoo ni oha ye sanebimɔi enyɔ le mli le, gbalamɔ afisii ahesɛɛnamɔi ete mli ye Ga wiemɔ le mli.
- Tɔwɔwɔ afisi ni yɔwɔ wiemɔkulibii ni baa nɛɛ amli ni otsɔwɔ henɔi ni ji.
Wumɛi (husbands)
Nikasɛlɔi (learners)
Woji (books)
Dioofeemɔ (silence)
Ekpakpafeemɔ (Goodness)
Niyɔmalɔi (writers)

Sanebimɔ Ɔele 3: Susumɔ ni mli kwɔ

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

Hint



The recommended mode of assessment for Week 5 is Simulation. Refer to Key Assessment Level 3 in the Key Assessment for an example of a

Simulation question. See Appendix D for a sample rubric to score the Simulation.

Reminder

- *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

Nikasemɔ mli gbɛkpamɔi: *Feemɔ sanemuji kɛ tsalɔ hɛnɔi.*

SUSUMƆ OTI NI AKWƐƆ 1 & 2: TSALƆI

Nilee ni yɔɔ tsalɔi amlɔi. Eji wiemɔkulibii ni tsaa wiemɔkulibii, sanekukuji, sanefafai krokomei kɛfɛɔ lɛ ekome. Tsalɔi ɲmɛɔ gbɛ kɛtsaa saji ni hiɛ jebɔ kome kɛfɛɔ lɛ sane hanɲsiɲ kome fe nɔ ni obaafɛe sanemuji sɔtoɔi babao. Enitsumɔ oti ji, eke sanekukuji kɛ fafai lɛ atsara. Nɔkwemɔ nibii komei nɛ: kɛ, shi, moɲ, hewɔ lɛ, k.n.k.n.

Ekaseɔ nii hewɔ lɛ ele nii.

Mibaya shi maku misɛɛ maba

Kofi kɛ Aba

Tsalɔ hɛnɔi: Tsalɔ hɛnɔi sɔtoɔi ni yɔɔ. Shi wɔbaakwɛ etɛ pɛ. Enɛmɛi ji “Tsalɔi ni tsaa wiemɔi, sanekuku kɛ sanefafai enyɔ ni hiɛ tsiimɔ kome (coordinating conjunctions), tsalɔi enyɔ ni tsaa sanekukuji, sanefafai kɛ wiemɔkulibii (correlative conjunctions) loo kɛ aloo, kɛ eji wiemɔ ni tsaa sanemuji enyɔ ni ekome kpasaa ehɛfatalɔ lɛ (subordinating conjunctions)

Tsalɔ ni tsaa nibii enyɔ, ni hiɛ tsiimɔ kome (coordinating conjunctions) ɲmɛɔ gbɛ ni akɛ wiemɔkulibii, sanekukuji kɛ sanefafai ni hiɛ wiemɔweku kome tsaa. Nɔkwemɔ nɔ: kɛ, ni, hewɔ lɛ shi moɲ, loo, aloo, beja, akɛtsɔɔ, akɛ, be mli ni ...

- a. “Tsalɔ” ni tsaa wiemɔkulibii, sanekukuji kɛ sanefafai ni shiɔ koɲ (kɛ, loo, aloo)

Kwaku kɛ Akua

Abele jio ɲkatɛ jio

Suban jee hɛfɛo

Kwami loo Ama?

- b. Tsalɔ ni tsaa wiemɔkulibii kɛ sanefafai. Akɛ omashi alɔɔ (,) emaaa tsalɔ sɛɛ.

Nyɔɲmɔ ni mihe lɛ miye.

Sane lɛ ekaɔ lɛ jogbanɲ.

“Tsalɔ ni tsaa sanefa ni kpasalɔ kɛ sanefa ni hiɛ ehe. Yɛ enɛfeemɔ mli lɛ tsalɔ lɛ yafataa kpasalɔ lɛ he. [lɛ, no, sɛ,]

Keji wɔye nii wɔgbɛ naa lɛ wɔbaawɔ

Keji aaaho lɛ, nyɛkɛ gbɔmɛi ateian afea toɲjɔlɛ.

Dani belɛo baama eyi shi lɛ, bɛ ele nɔ ni shikpɔɲ ekɛɛ lɛ.

“Correlative conjunctions”: eji tsalɔi ni baa enyɔnyɔɔnyɔ kɛtsuɔ nii kome. Tsalɔi enyɔ ni miitsu nii kome [keji ...lɛ, be ... lɛ, be ... ja, tsɔɔ ... akɛ, be ...ni]

Keji nugbo miine le, wobaasoo eko.

Be ni mantse le gbo le, mina Nyongma.

“Subordinating conjunctions”: Tsaloi nee tsaa kpasaloi ke sanefafai kefe sanemuu kome.. Tsaloi kpasalo nyeo haa ohie baa ohe no ye nifeemo ke no ni ekebaa he, hehelema loo sharamo kroko ko ye sanefafai loo emuji le ater. Nokwemo nibii: [ke, aloo, hewo le, mon, no hewo le...].

Jenshihile ewa shi fee see le wobaabo wöhe morden.

Eyatao le shi enaaa le.

Mile le hewo le mike shie le ha le.

Kasaloi ana ale ake sanemuu he no le tsao no tsalo ni he baahia

Sanemuji feemo ke tsaloi:

Mlai fioo ni he hiaa ni seenamoi yoo he he miihia ye tsaloi kenitsumo mli. Mlai nee kenitsumo baaye abua wonijmaa le jogban. Tsaloi ye keha susumoi, nifeemoi ke jwenjmoi atsaramo. Hewo le esa ake akolo tsaloi ni sa le diengtse ketsu no ni sa le. Tsaloi ahe hiaa ake anjala.

1. Keji oke tsaloi miitsu nii le kwemo ake onijmaa mli mlai le fee ye enele no pepepe lo.

Nikasemo Mli Nitsumo

1. Gbalamo tsaloi amli koni oha nokwemo nibii etc
2. Taomo tsaloi henoi ni yoo Ga wiemo le mli le.
3. Kwemo sratoi ni yoo tsalo henoi ni ona le mli
4. Ha nokwemo nibii ye henoi ni ona le ahe
5. Feemo sanemuji ke tsaloi ni aha le.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity

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

SANEBIMJ OTI

Ŋele 2: Niashishinumj mli hesale

1. Gbalamj tsalci amli otsɔɔ koni oha nɔkwemj nibii etc.
2. Folɔmj tsalci ni yɔɔ sanemuji ni baa nɛɛ ashishi.
 - a. Mami Ajoa miikane be mli ni Kwami. miɪŋma
 - b. Eji eye biɛ kule ebaajie enaa.
 - c. Keji okase le obaale.
 - d. Hɔmj miiye le hewɔ ni eye nii le.
 - e. Nyɛbaaya moŋ shi jeeɛ ŋmɛnɛ..
 - f. Fufui jio, ampeshi jio miisumj,
3. Too tsalci ni baa nɛɛ owo hɛnɔi le ashishi. (ke, moŋ, shi, ni, le beni, hewɔ le, aloo, tamj, ma, koni, yeŋ, ejaake, beja, tamj, keji...le, tsɔɔ ake, be ni ... le, tamj, taake wɔ...)

Ŋele 3: Niaseekɔmj jweŋmj

1. Feemj sanemuji ejwe ke tsalci hɛnɔi le ye owiemj le mli.
2. Tsɔɔmj srɔtoi ni yɔɔ tsalɔ hɛnɔi le amli koni oha nɔkwemj nibii ejwe ye eko fɛɛ eko nɔ.
3. Oke tsalɔ ni sa awo gbɛhei ni ashi le kegbɛ sanemuu le naa.
 - a. ... okase nii....obaale.
 - b. Wɔmiiye mi..... bo
 - c. Ebaabaebaatsɛ.
 - d. Miikase nii.....maye kunim ye mikaa le mli.
 - e.maba le otee momo
4. Oke tsalci ni yɔɔ shishi le atɛŋ eko fɛɛ eko afea sanemuu kome. (ke, moŋ, shi, ni, le beni, hewɔ le, aloo, tamj, ma, koni, yeŋ, ejaake, beja, tamj, keji...le, tsɔɔ ake, be ni ... le, tamj, taake wɔ...)

Hint



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

WEEK 7

Nikasemo mli oti: *Oke kaselbi agba wiemakulibii asoo gbejianotoo ye Ga mli he sane. (wiemai enyo loo no tsaramo kefee wiemo hee (compounding), wiemai ni ye momo ni ajie afisi ko ye he kefee wiemo hee (clipping), ni aama wiemakuli ko keje wiemo kroko mli (borrowing), ke naagbee le afisi ke wiemo ko he fatamo kefee le wiemo kroko (affixation))*

OTII AHE NI ASUSUD 1 KE 2: WIEMOTSEREMO HE GBEJIANOTOO

Wiemotseremo ji gbei ano ni atsoo kesoo wiemakulibii hee ye wiemo ko mli.

Gbei sratoi babao ye ni atsoo no kesoo wiemakulibii hee ye wiemo ko mli. Wiemakulibii enyo loo ete ahe jiemo ketsere wiemakuli hee (blending), wiemakulibii enyo loo no ketsamo kefee wiemakuli kome (compounding), wiemai ni ye momo ni ajie afisi ko ye he keyatsa ekroko kefee wiemo hee (clipping), ni aama wiemakuli ko keje wiemo kroko mli (borrowing), afisi ke wiemo ko he fatamo kefee le wiemo kroko (affixation) wiemakuli ko kehebo (reduplication), Wiemo ko weku ni tsakeo (conversion), agba ekomei ahe sane ye shishi nee noho.

Wiemakulibii ni aketsa (compounding): Wiemo shishifa ni atse keyafata shishifa kroko he kefee wiemo hee, nokwemo no: shika+tse=shikatse, kwe+nii- nikwemo, knkn, shishinum le hie ehe kwraa. Wobaanye wakee ake wiemakulibii enyo ashishifa ni aketsa ni ebaaha bo wiemo kroko ni hie shishinum hee. Wiemakulibii ni aketsaa nee baanye aje wiemo wekui sratoi amli. Eeenye efee gbeiwiemo ke gbeiwiemo loo ke feemowiemo. Nokwemo no: shikafutru, saatso, niyeli, knkn. Obaanye ona gbeiwiemo ke gbeiwiemo, gbeiwiemo ke feemowiemo. Gbeiwiemo ke kadilo, wiemakulibii ni aketsara, ke ekrokomai. Nokwemo nibii: denflo, denflotse, gbenta, shikweenyoy, hulutsoo, knkn.

Clipping: wiemakonfoo loo kukufoo. Eji wiemakulibii ni anaa keje wiemo ni ye momo ni afo eko loo akpo efa ko atse afo ni ake no ni eshwe le efee wiemakuli hee ko. Enesoo ake anyeo anaa wiemakuli hee keje wiemo momo ko mli. Anyeo afo shishifa le, aloo tengbe he ko loo naagbee le atseo afo ni ake no ni eshwe le feo wiemo hee le. Nokwemo noi komai ne: awon-awowon, mee-meni, paa-papa, knkn

Wiemamaa: nimaa loo faa, ni wotseo ene ake wiemamaa loo faa keje wiemo ko mli ketee wiemo kroko mli ni shishinum tsakee. Wiemakuli ni woyama le, atseo le maa loo faa wiemo. Wiemai pii ye ni ameyamaa wiemai komai ni amekebatsuo nii ye amewiemai le amli. Etsoo ame wiemo ni aketata amewiemakulibii le ahe. Nokwemo nii ji: kompiuta, telefon, moto, baisiklo, lile, siminti, matsesi, knkn. Woye nomimaa ake woyama wiemai nee keje Nleshi Blofo den.

Seenamoi ni yoo wiemo soo mli

- Ehaa noyaa baa wiemo le mli akeni wiemakulibii le feo babao le.
- Eyee ebuaa wiemo le akeni mei babao baanya he kebaaya shon le.

- c. Ehaa hegbɛ kɛsɔ wiemɔ hee kɛhaa nilee hei ni eba le.
- d. Eyeɔ ebuaa wiemɔ kasemɔ.
- e. Eyeɔ ebuaa kɛnaa hei ni wiemɔi lɛ jɛ.

Nikasemɔ Mli Nitsumɔ

1. Gbalamɔ wiemɔ hee tsɛrɛmɔ gbɛjianɔtoo lɛ mli otsɔɔ.
2. Gbalamɔ wiemɔkulibii henɔi etɛ atɛrɛmɔ gbɛjianɔtoo lɛ mli yɛ owiemɔ lɛ mli.
3. Gbalamɔ nibii etɛ ni osusɔ ake eyeɔ ebuaa wiemɔ hee sɔɔ yɛ owiemɔ lɛ mli.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity

- a. Through questions and answers, the teacher clarifies learners' ideas and resolves misconceptions regarding word formation. *Teachers 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 processes available in the language (e.g., blending, compounding, clipping, borrowing, affixation, reduplication, etc.).

Group work/Collaborative Learning

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

- a. In small groups (4-6 learners), learners create a concept cartoon/infographic 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 Approaches

Whole class activity: Learners present their work for feedback and further discussion. *Task learners with different abilities to give detailed presentations and/or summarised presentations.*

NITSUMJ OTI

Ŋɛɛ 1 nɔ nitsumɔ: Kaimɔ ni otsɛrɛ wiemɔ hee

1. Gbalamɔ wiemɔsɔɔ mli.
2. Gbalamɔ wiemɔsɔɔ henɔi lɛ amli

Ɗele 2 nɔ nitsumɔ: Niasɛɛkɔmɔ hesale

Ɗmaa wiemo tseremo nokwemo nibii ete ye henci ete le fee eko mli koni otsɔɔ gbejianɔtoi ni akɛsɔ le taake wɔwie he le.

Ɗele 3 nɔ nitsumɔ: Niasɛɛkɔmɔ jweɲmɔ

1. Gbalamɔ wiemoɔsɔ gbejianɔtoi ni yɔɔ le mli koni okwe gbei anɔ ni obaatsɔ kɛsɔ wiemo ni baa le:
 - a. Wuɔnuu
 - b. Abotia
 - c. Hiemiamɔ
 - d. Aplemplem
 - e. gbɛtoi

Wiemɔkulibii enyɔ loo ete ni akpɔlɔ amɛhei komei ketsere wiemɔkuli hee (blending), wiemɔkulibii enyɔ loo nɔ ketsamɔ kɛfee wiemɔkuli kome (compounding), wiemo ni ye momo ni ajie afisi ko ye he kɛfee wiemo hee (clipping), ni aama wiemɔkuli ko keje wiemo kroko mli (borrowing), afisi ke wiemo ko he fatamɔ kɛfee le wiemo kroko (affixation) wiemɔkuli ko kehebɔɔ (reduplication), Wiemo ko weku ni tsakeɔ (conversion), agba ekomei ahe sane ye shishi nɛɛ nɔɲɲ.

2. Okɛ gbejianɔtoi ni akɛsɔ wiemɔkulibii nɛɛ atotoi he, koni oha nokwemo nii enyɔ ye fee eko shishi.
 - a. Afisi
 - b. Wiemɔkulibii enyɔ ni aketsa kɛfee wiemo (Compounding)
 - c. Atimli (wiemo hekeɛbɔɔ)
 - d. Wiemo ni ama
3. Jaramɔ wiemɔkulibii nɛɛ amli owo afisi, wiemɔkulibii enyɔ ketsamɔ, wiemoɔmaa, atimli ke wiemo ni afo nɔ kuku. Gbalamɔ ohetoi le amli. (miishejemɔ, *nyienyiei*, *bɛɛmɔ*, *wolo*, *odupɔɲ*, *kɔɔpoo*, *wɔɔ*, *gbɛnta*, *nikasɛlɔ*, *sukuu*, *niɲmaatso*, *hii*, *yei*, *nyankuntɔɲ*, *wɔji*)

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 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 2. 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.

Sanebimɔi komɛi

Mlijaa A: Sanebimɔ ni hiɛ hetoi scrɔtoi ni ekome pɛ ni ja yɛ mli.

Te hetoi ni ahahaa nɛɛ atɛŋ nɔ ni jeeɛ blawa jebɔ yɛ Ga mli ɛ?

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

Mlijaa B: Mligbalamɔ sanebimɔi.

Gbalamɔ sane ni baa nɛɛ amli ko ni oha hetoi enyɔnyɔnyɔ.

- a) blawa
- b) gbee

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.

Gbejianɔtoo nɔ ni adamɔw kekadio sanebimɔ hetoi

Mlijaa A: Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja ye mli.

Te hetoi ni ahahaa nɛɛ atɛɛ nɔ ni jee blawa jebɔ ye Ga mli lɛ?

C. VK – ha 1

Mlijaa B: Mligbalamɔ sanebimɔ

- a) Blawa ji femɔ ni jɛɔ kpo ye wiemɔ ko mli. No ji akɛ ye wiemɔkuli ko tsemɔ mli lɛ, wɔbaayɔɔɛ akɛ gbeemɔ lɛ ekomei jɛɔ kpo kɛ hewalɛ fe ekrokomɛi. Keji wɔjara wiemɔkulibii amlɛ kɛwo kui ni dara fe fonim shi jee mɔɔɔm hu ni lɛ, kui ni wɔnaa ji blawai. Wiemɔkuli nyɛɔ damɔw shi akɛ blawa, wiemɔ enyɔ hu nyiɔ damɔw shi akɛ blawa ni wiemɔ ni fe enyɔ hu nyɛɔ damɔw shia kɛ blawa.

Ha ‘5’ keji akɛ nibii ni atao ni akɛtsu nii ye hetoi lɛ mli fɛɛ etsu nii pɛpɛɛɛ.

Kwemɔ bɔ ni amɛgbalamɔ hetoi lɛ mli kaha amɛ mii loo yibɔi kɛ (1 keyashi 4). Hetoo fɛɛ hetoo kɛ mii loo yibɔi ni okebaaha amɛ.

- b) Gbee : Gbee ji wiemɔɔwomɔ loo wiemɔshibaa ye blawa, wiemɔkuli loo sanemuu mli. Wiemɔ ni kɛ gbee tsuɔ nii ji wiemɔ ni amɛ wiemɔ lɛ ashishinumɔ damɔw gbee nɔ. Ghana wiemɔ lɛ babaoɔ kɛ gbee tsuɔ nii.

Ha ‘5’ keji akɛ nibii ni atao ni akɛtsu nii ye hetoi lɛ mli fɛɛ etsu nii pɛpɛɛɛ.

Kwemɔ bɔ ni amɛgbalamɔ hetoi lɛ mli kaha amɛ mii loo yibɔi kɛ (1 keyashi 4). Hetoo fɛɛ hetoo kɛ mii loo yibɔi ni okebaaha amɛ.

Hei ni akwɛɔ kɛhaa mii loo yibɔi ni sa

Otsi	He ni sa akɛ akwɛ	Sanebimɔ henɔi srɔtoi	Nilee mli kwɔlɛ				Fɛɛ
			1	2	3	4	
1	1. Blawa	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja ye mli	3	2	-	-	5
		Mligbalamɔ sanebimɔ	-	1	-	-	1
2	1. Gbee	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja ye mli	4	1	-	-	5
		Mligbalamɔ sanebimɔ	-	1	-	-	1

Otsi	He ni sa akε akwe	Sanebimo henoi srtoi	Nilee mli kwεε				Fεε
			1	2	3	4	
3	1. Susumo otii ye sanegbaa mli.	Sanebimo ni hie hetoi srtoi ni ekome pe ni ja ye mli	2	2	-	-	4
		Mligbalamo sanebimo	-	1	-	-	1
4	1. Nikanemo oyaoyai 2. Nikanemo gbajaa	Sanebimo ni hie hetoi srtoi ni ekome pe ni ja ye mli	1	2	-	-	3
		Mligbalamo sanebimo	-	-	-	-	0
5	Afisii	Sanebimo ni hie hetoi srtoi ni ekome pe ni ja ye mli	1	2	-	-	3
		Mligbalamo sanebimo	-	1	-	-	1
		Fεε	11	13	-	-	24

MLIJAA 4: SANEKUKU/SANEFA SHIKAMO KE NIŊMAA MLI OKADII

OTI 2: WIEMO KE ENITSUMO

Oti mlijaa: Mlai ni yoo niŋmaa mli

Nikasemo mli otii

1. *Oke afisi, tsalɔi, sanekukuji ke sanefa he nilee afee sanemuji ni shishinumɔ yoo mli.*
2. *Oke nilee ni ona ye wiemɔtseremo, ke niŋmaa mli okadii aŋmala sanemuji.*

Gbekpamɔi

1. Nyehaa anaa bo ni ake afisi, tsalɔi, sanekuku ke sanefa tsuo nii ahaa.
2. Nyekɛ nilee ke shishinumɔ ye wiemɔkuli soɔ gbejiaɔtoo mli ke niŋmaa mli okadii atsu nii jogbaŋɛ.

Hint



In Week 9 and Week 10, assign group performance and a test of practical knowledge, respectively. An example of an 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 a discussion on the 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 of 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 skillfully resolve errors and misconceptions.

ASSESSMENT SUMMARY

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

The recommended assessment mode for each week is:

Week 8: *Homework*

Week 9: *Group performance assessment*

Week 10: *Test of practical knowledge*

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

WEEK 8

Nikasemo mli otii: *Nyεε wiemɔkuku henci le afea sanemuu ye Ga wiemo le mli*

OTII AHE NI ASUSUD 1&2: SANEKUKU

Sanekuku mlitsɔɔmɔ: Sanekuku ji wiemɔkulibii ni atsere ame ye sane mli loo wiemɔkuli ni damɔ shi ekome ye sanemuu mli ni shishinumɔ ye mli. Esa ake sanekuku ahie yitso ni tere le, ni shishinumɔ ahi mli. Sanekuku le yitso baanye afee gbɛiwiemo, feemɔwiemo, mligbalalo loo kadilo. Ayɔseɔ sanekuku henco le kejeɔ yitso ni tere le le hewɔ. Nɔkwemo nɔ:

- | | | |
|----------------------------|--------------------------|----------|
| 1. yoo tsuru fɛfɛo le.... | gbɛiwiemo sanekuku | yoo |
| 2. ye nii le hwanhwan | feemɔwiemo sanekuku | ye |
| 3.tsuru fɛfɛo le | sutsɔɔlo/kadilo sanekuku | tsuru |
| 4.le hwanhwan | mligbalalo sanekuku | hwanhwan |
| 5.saatso le ten | gbɛhegbɛi sanekuku | ten |

Sanekuku henci

Wɔbaakwe sanekuku henci 5; Gbɛiwiemo sanekuku, Feemɔwiemo sanekuku, mligbalalo sanekuku, Sutsɔɔlo/kadilo sanekuku kegbehegbɛi sanekuku.

Gbɛiwiemo sanekuku

Gbɛiwiemo sanekuku hie gbɛiwiemo/najiangbɛi ake sanekuku le yitso. Srɔtoi ye gbɛiwiemo sanekuku mli. Kwemo nɔ ni baa le.

- a. Gbɛiwiemo sanekuku nyɛɔ efɛɔ wiemɔkuli kome pɛ ni efɛɔ gbɛiwiemo aloo najiangbɛi. Nɔkwemo nɔ;

Yoo, Ame

Ye nɔ ni wɔna momo le mli le, gbɛiwiemo kome damɔ shi ake gbɛiwiemo sanekuku ni kadilo loo sutsɔɔlo ko fataaa ehe. Najiangbɛi hu nyɛɔ damɔ shi ake gbɛiwiemo sanekuku, ake sanekuku le yitso.

- b. Gbɛiwiemo sanekuku hu nyɛɔ ehieɔ wiemɔkulibii pii, gbɛiwiemo ni ji yitso le ke eko le kadilo loo sutsɔɔlo, najiangbɛi loo gbɛhegbɛi fata he ni miiye abua kesusu yitso le, ni ji gbɛiwiemo le atsɔɔ jogbanɔ. Nɔkwemo nɔ; Mama agbo

Sanekuku mligbalamo ye Ga mli	
Ga	Sanekuku mligbalamo
Mama agbo le	NP - N1 ADJ
Ataa Kofi	NP - NP NP

Sanekuku mligbalamƆ yɛ Ga mli	
Ga	Sanekuku mligbalamƆ
Manhienyielɔ bɔfoi ete le	NP - NP NP AP
Manɗtse le piafoi ejwe le	NP - NP NP AP DET
Nuumo le	NP - NP DET
Yoo gbonyo le	NP - NP (AP) (DET)
Tso kakadaŋ le	NP - NP (AP) (DET)

- c. GbeiwiemƆ sanekuku: GbeiwiemƆ kadiloɪ: GbeiwiemƆ sanekuku kɛ wiemɔi kulibii komɛi nyieɔ bei pii ni enyeɔ enyieɔ wiemƆ yitso le hiɛ loo esɛɛ, enɛmɛi ji nɔ ni wɔtseɔ le kadiloɪ le. Kadiloɪ nɛɛ nyɛɔ efeɔ wiemɔkulibii, sanekuku loo sanefa, ni ehaa anaa sanekuku le yitso le, ni ji gbeiwiemƆ ni tere sanekuku le jogbaŋŋ, ejieɔ le etsɔɔ faŋŋ. Keji kadilo nɛɛ ba dani sanekuku le yitso le ba le, atseɔ le baa mra, ni keji enyie esɛɛ atseɔ le sɛɛkpee. Bei komɛi le sanekuku le yitso le baa mra loo kpee sɛɛ.

NɔkwemƆ nɔ

- i. Wɔtsekwe nukpa le binuu le.

Kadilo ni baa mra yitso

Ye nɔkwemƆ nɔ nɛɛ mli le, sanekuku le yitso le ji binuu ni sanekuku ni ji wɔtsekwe le ji kadilo ni ba mra ni tswaa adafi ye yitso (gbeiwiemƆ) le he le. Sanekuku le fɛɛ le gbeiwiemƆ sanekuku ni

- ii. Gua nikasemɔhe wulu le mli nikaselɔi le amii eshe amɛhe. Kadilo ni baa mra yitso

- iii. Ga kɔmi ŋɔɔ

Kadilo ni baa mra yitso

NɔkwemƆ nɔ ni ji enyɔ le miiwie nikaselɔi ahe kɛ kadiloɪ ni baa mra “Gua nikasemɔhe wulu le” ekadi kaselɔi le. Naagbee nɔkwemƆ nɔ le ha ana faŋŋ he ni kɔmi ŋɔɔ le. Eha ana kɔmi kredɛɛ “Ga kɔmi” he ni awieɔ le. Ga miikadi kɔmi le

NɔkwemƆ nɔ yɛ kadiloɪ ni baa yɛ sɛɛ he

- i. Tokota yɛŋ fɛfɛo le elaaje.

Sanekuku yitso Kadilo ni kpee sɛɛ

- ii. Nuu oblaŋ tsuru fɛfɛo ni je Shinƙpa le.

Sanekuku yitso Kadilo ni ekpe sɛɛ

iii. Shaayoo nukpa le ewo bei.

Sanekuku yitso kadilo ni ekpe sɛɛ feemɔwiemɔ sanekuku

Klɛŋklɛŋ nɔkwemɔ nɔ le miiwie tokota ni elaaɛ he. Wiemɔ “yeŋ fɛfɛo le” miitsɔɔ tokota pɔtɛɛ ni elaaɛ le, ni enyieɔ gbɛiwiemɔ yitso le sɛɛ (kadilo ni ekpe sɛɛ) ni mli wiemɔi tsɔɔ nɔ he ni awieɔ le. Nɔkwemɔ nɔ ni ji (ii) le hu miitsɔɔ nuu ni he ni awieɔ le koni mɔ fɛɛ mɔ ayoo le, sanekuku ni nyie gbɛiwiemɔ nuu le sɛɛ le wieɔ gbɛiwiemɔ yitso le he. Naagbee nɔkwemɔ nɔ le miiwie shaayoo he ni nukpa le miisusu le eetsɔɔ koni ayoo le ke wiemɔ ni nyie sanekuku yitso le sɛɛ le.

i. Ghana amralo nitsulɔi amlɔ onukpai komɛi eba

Kadilo ni baa mra yitso kadilo ni baa sɛɛkpee

ii. Wɔsukuu nikaselɔi ejwɛ ni damɔ shi le ye kunim

Kadilo ni baa mra yitso kadilo ni baa sɛɛkpee

Feemɔwiemɔ sanekuku

Wɔye feemɔwiemɔi saji kukuji srɔtoi mon nɛ shi fɛɛ eko hiɛ feemɔwiemɔ akɛ yitso ni tereɔ feemɔwiemɔ sanekuku le. Enyɛɔ efeɔ feemɔwiemɔ ni ŋɔɔ yigbelɔ loo nɔ ni eŋɔɔ yigbelɔ ni tere sanekuku le.

Nɔkwemɔ nɔi komɛi nɛ

- i. Ye
- ii. Nu
- iii. Kɔɔ

Feemɔwiemɔ sanekukuji nyɛɔ ehieɔ feemɔwiemɔ kome ke feemɔwiemɔ walɔ(i) loo ehieɛ eko..kwraa. Keji walɔ fataaa he le bei pii le shishinumɔ le baaa faŋŋ. Nɔkwemɔ nibii komɛi nɛ: hemɔoye, (*hemɔkeyeli*) kaa.....okwe (*kaakekwemɔ*) kɛɛmɔ, keya. Feemɔwiemɔ sanekuku nyɛɔ ehieɔ jebɔi srɔtoi taake nɔkwemɔ nibii ni baa nɛɛ tsɔɔ le:

Feemɔwiemɔ sanekuku shikamɔ	
Ba shia	VP - V1 NP
Yaa otsemɛi awe	VP - V1 NP NP
Ta minɔ.	VP - V1 PP
Kɔ keya	VP - VP VP
Ŋmɔɔ mi	VP - VP NP
Nyiɛmɔ oya	VP - VP ADP
Eheɔ eyeɔ	VP - NP AUX + VP

Mligbalalɔ sanekuku

Sanekuku ni hiɛ mligbalalɔ akɛ eyitso loo wiemɔ oti. Mligbalalɔ sanekuku haa wiemɔi tamɔ “te eba lɛ tɛŋŋ, mɛɛba, meni, kɛ mɛɛbe.” Mligbalalɔ sanekuku gbalaa feemɔwiemɔ, kadilɔ loo mligbalalɔ kroko mli.

Nɔkwemɔ nibii;

Bɔ ni mligbalalɔ sanekuku yɔɔ eha	
Nyaa	ADVP - ADV
oyaiyeli	ADVP - ADV ADV
Blɛoo	ADVP - ADV
Blɛoo	ADVP - ADV ADV

Kadilɔ sanekuku

Eji sanekuku ni tsɔɔ nɔ ni kadilɔ ji, eyitso loo wiemɔ oti ni yɔɔ mli. Ewieɔ gbeiwiemɔ loo najiangbei lɛ he ni anaa faŋŋ nɔ loo mɔ he ni awieɔ lɛ. Kadimɔ wiemɔi lɛ ekomei nɛ: Agbo, ediŋ, etsuru, eyɛŋ. Yɛ sanemuji ni baa nɛɛ amlɛ lɛ kadilɔi lɛ damɔ shi aŋkro aŋkro akɛ kadilɔ sanekuku. Yɛ kadilɔ sanekuku mli lɛ kadilɔ kome nyɛɔ edamɔɔ shi aloo akɛ mligbalalɔ fataa he

Nɔkwemɔ nibii;

Kadilɔ sanekuku shikamɔ	
Kakadaŋŋ	ADJP - ADJ
Da agbo	ADJP > ADJ ADV
Kasemɔ nii	ADJP > ADJ
Ehee kwraa	ADJP > ADJ ADV

Gbɛhegbɛi sanekuku

Gbɛhegbɛi sanekuku lɛ yitso ni tere lɛ ji gbɛhegbɛi, helɔ loo hewielɔ. Gbɛhegbɛi sanekukuji kɛ gbeiwiemɔ sanekukuji lɛ ekomei nɛ: (NP) kɛ (PP).

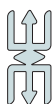
Gbɛhegbɛi sanekuku shikamɔ	
Okpɔlɔ lɛ nɔ	PP - NP (N DET) PP
Tsu lɛ sɛɛ	PP - NP (N DET) PP
Shia lɛ hiɛ	PP - NP (N DET) PP
Sei lɛ masɛŋ	PP - NP (N DET) PP

Sanekukuji ajeba

Taake wogba he sane momo le, sanekuku ko shikamo damo sanekuku le heno le no. Gbeiwiemo loo najiangbei sanekuku nyeo efedo gbeiwiemo loo najiangbei. Ye gbeiwiemo sanekuku mli le wiemo oti le, gbeiwiemo ni. Abaanye ayose gbeiwiemo keji ajie wiemoi krokomei le fee keje gbeiwiemo sanekuku le mli ni ashi gbeiwiemo le pe, ni shishinumo baahi sane le mli ni sane ko kwraa baaa sanemuu le he.

Nokwemo no:

Minyemi nuu le eba shia.



Note

Ye no ni yoo yiten le mli le, “Minyemi nuu le.” ji gbeiwiemo sanekuku le. Shishinumo ye gbeiwiemo sanekuku le mli ejaake gbeiwiemo “minyemi nuu le” ni ji wiemo oti le ye sanekuku le mli, shi keji ajie gbeiwiemo le keje mli pe shishinumo le laajeo.

Sanekukuji anitsumo

1. Ake sanekukuji tsao susumoi ke yinto.
2. Eyeo ebuaa mei asharamo ke wiemo ke niŋmaa mli.
3. Eyeo ebuaa kesao saji ni shishinumo baa mli.
4. Ehaa niŋmaa ke adafitswaa feo fang.

Nikasemo Mli NitsumoI

1. Tsao no ni sanekuku ji ke srtoi ni yoo no ke sanemuu ten.
2. Imalamo sanekuku heno ete koni oha nokwemo nibii ete ye heno fee heno he.
3. Imalamo sanemuji enyo koni otsao sanekukuji ni yoo mli le.

PEDAGOGICAL EXAMPLARS

Problem-Based Learning

1. Whole class activity

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

Diamond Nine

2. Mixed ability group activity

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

The teacher should direct HP learners to lead their group in discussing the complexity of the sentences. The teacher should provide a 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.

SANEBIMO OTI

Sanebimo Ijelle 1: Kaimo koni Otse

Gbaa sanekuku henoi le ahe sane otsɔɔ

- a. Feemɔwiemɔ sanekuku
- b. Gbeiwiemɔ sanekuku
- c. Mligbalalo sanekuku

Sanebimo Ijelle 2: Niashishinumɔ mli hesale

1. Kadimo koni oyɔse sanekukuji henoi ni afoɔ shishi le ye sanemuji ni baa nɛɛ amli
 - a. Mami Abla miiya.
 - b. Tso agbo le eku.
 - c. Tɛ le ka tsu le sɛɛ.
 - d. Enma kaa le.
 - e. Sukuubii le eha gbɛ.
2. Gbaa sanekukuji ni baa nɛɛ ahe sane otsɔɔ.
 - a. Aba miikase Ga wiemɔ
 - b. Ghana bɔɔlutswalo aku le eye kunim
 - c. Loofolo le egbee tso le shishi.
 - d. Tsu le sɛɛ etsa sukaa.
 - e. Mami Akua miihoo wonu ye shia.

Sanebimo Ijelle 3: Niasɛɛkɔmɔ jweŋmɔ

1. Ha nɔkwemɔ nibii enyo ye sanekukuji ni baa nɛɛ ahe. Gbalamɔ nɔkwemɔ nibii ni oha le amli ke wiemɔ ni tere sanekuku le ke ekrokomei ni tsɔɔ loo gbalaa nibii krokomei amli tsɔɔ le.
 - a. Gbeiwiemɔ sanekuku
 - b. Feemɔwiemɔ sanekuku
 - c. Kadilo sanekuku
 - d. Mligbalalo sanekuku
2. Okɛ nɔkwemɔ nibii ni aha le eko fɛɛ eko afee sanemuji enyo koni ofolo ameshishi ye sanemuu le mli.

Hint

*The recommended mode of assessment for Week 8 is **homework**. Refer to the key assessment for assessment tasks to assign homework.*

Reminder

Mid-semester examination scores should be ready for submission to STP.

WEEK 9

NikasemƆ mli gbekpamƆ: *Gbaa he sane koni oto sanefa owo amehenci le ashishi.*

OTII NI SA KWEMƆ 1 & 2: SANEFA KƐ EHENCƆ

Nɔ ni sanefa ji

Sanefa ji wiemakulibii ni atsara kefee sanemuu. Anaa feelɔ ke nifeemɔ ye mli.

Sanefa henci ni yɔɔ

Aye sanefa henci otii enyɔ. Nomɛi nɛ;

1. Sanefa oti loo Sanefa ni kpasaaa nɔ ko: eji wiemakulibii ni ato ni hie feelɔ ke nifeemɔ ni damɔ shi le diɛntse, Ehaa shishinumɔ muu kome.

Nɔkwemɔ nɔ;

i. Wɔba.

ii. Ama le Sakune.

iii. Ba!

iv. Obaaba?

Nɔkwemɔ nibii ni yɔɔ yiten le eko fɛe eko haa bo shishinumɔ kome ni fɛe eko nyɛɔ damɔ shi le diɛntse, ni no ha akeɔ ake ehie ehe le. Enɛ hewɔ le abaanye ajara sanefa mli awo henci ete shishi. Enɛmɛi ji; susumɔtsɔɔmɔ (indicative), sanebimɔ (interrogative) ke famɔ (command) .

- a. *Susumɔtsɔɔmɔ:* Nɔ ko loo susumɔ ko ni ye mli tsɔɔmɔ ye mɛi asharamɔi amli. Aketswaa adafi.

Nɔkwemɔ nibii.

i. Kaa fɔɔɔ looflɔ.

ii. Wɔbaaŋma kaa sohaa.

iii. Maŋhiɛnyielɔ le efa gbɛ. Ye klenklen nɔkwemɔ nɔ le mli le, niŋmaa le miitsɔɔ anɔkwa wiemɔ ko ake, kaa fɔɔɔ looflɔ. Nɔkwemɔ nɔ ni ji enyɔ ke ete le miitsɔɔ be ni amɛbaaŋma kaa ke maŋhiɛnyielɔ ni efa gbɛ he.

- b. *Sanebimɔ:* Eji sanemuu ni miibi sane loo miibi ni aha le adafitswaa ko. Enɛ nyɛɔ efɛɔ sanebimɔ ni miibi hɛɛ aloo dabi hetoo, akebiɔ mɔ ko susumɔ ye nɔ ko he loo hetoo ni miigbala nibii amli fitsofitso ni jeee hɛɛ loo dabi hetoo

Nɔkwemɔ nɔ;

i. Ga oyɔɔ lo?

ii. Nɛgbɛ oyaa?

iii. NamƆ ji otsɔɔɔ?

- c. *EsafeemƆ (Imperative)*: Eji sane ni miifa ni afee nɔ ko loo ŋaawoo ko. Sane nɛ kpaaa gbɛ akɛ ja ena feelɔ dani ebaaye emuu. Feemɔwiemɔ ni aketsuɔ nii yɛ sane mli ahi “amrɔbe be”. Agbeɔ naa kɛ boo okadi (!).

Nɔkwemɔ nibii

i. Yaa!

ii. Ba!

iii. Ta shi!

iv. Tswaa mi wɔ!

2. Kpasalɔ (Subordinate clause): Sanefa ni nyɛɛɛ adamɔ shi lɛ diɛntse bɛja ekpasa sanefa kroko. Edamɔɔ sanefa oti lɛ nɔ dani shishinumɔ kpakpa baa mli ni no ha ni atseɔ lɛ kpasalɔ lɛ. Kpasalɔ sanefa kɛ tsalɔi tsuɔ nii be fɛɛ be kɛ amɛ tsaa sane oti lɛ, nɔkwemɔ nibii; keji, be mli ni, bɛja, no hewɔ, no ji,

- a. Keji wɔtee lɛ, ebaahe eko.

Sanefa

- b. Ekɛɛ akɛ ebaaba.

Sanefa

- c. Ni Kofi tee jemɛ lɛ, etee kosɛɛ.

Sanefa

Ayɛ kpasalɔi henɔi etɛ, ni edamɔɔ nibii ni amɛtsuɔ nɔ: Kadilɔi/sutsɔɔɔɔɔi, gbɛiwiemɔ kɛ mligbalalɔi.

1. Kadilɔ sanefa susuɔ mɔ loo nɔ ko etsɔɔ. Ejeɔ shishi kɛ najiangbɛi “namɔ namɔ nɔ, no kɛ te nɔ ni ji.” Ejeɔ shishi kɛ najiangbɛi “namɔ namɔ nɔ, no kɛ te nɔ ni ji” ‘relative’ Nijiangbɛi, loo ‘relative’ mligbalalɔ (mɛɛbe, nɛgbɛ loo mɛɛba). Etsuɔ enii ake kadilɔ. Sanemuji ni baa nɛɛ hie ‘relative’ sanefafai;

- a. Mile papa ni ba biɛ lɛ.

Relative clause

- b. Mami ni hɔɔ mutsuru lɛ eba.

Relative clause

- c. Okɛ wolo ni oju lɛ aha mi.

Relative clause

2. Gbɛiwiemɔ sanefa lɛ eji kpasalɔ sanefa ni tsuɔ enii ni gbɛiwiemɔ tsuɔ lɛ pɛpɛɛpɛ (nkn. Feelɔ, helɔ, nɔnalɔ, najiangbɛi. Anaa gbɛiwiemɔ sanefa tamɔ najiangbɛi sanefa shi he ni srɔtoi lɛ yɔɔ ji gbɛiwiemɔ sanefa yeɔ gbɛiwiemɔ najian yɛ sane mli, be mli ni najiangbɛi sanefa damɔɔ gbɛiwiemɔ nɔ yɛ sanemuu mli.

3. Sanemuji ni baa nɛɛ hiɛ gbɛɛwiemɔ sanefa; Gbɛɛwiemɔ sanefa tsuɔ enii tamɔ najiangbɛi sanefa
 - a. Gbeke ni ye kunim ye kaa le mli le na nikeenii.
Gbɛɛwiemɔ sanekuku
 - b. Tokota bibioo ni laaje le, wɔna.
Gbɛɛwiemɔ sanefa
4. Mligbalalɔ sanefa ji sanefa ni tsuɔ enii tamɔ mligbalalɔ. Ye gbɛ kroko nɔ le egbalaa bɔ ni nifeemɔ ko tee nɔ ha mli, nɔ ni kadilɔ loo mligbalalɔ kroko ko keɔ loo sanemuu ko tee nɔ ha mli. Sanemuji ni ba nɛɛ hiɛ gbɛɛwiemɔ sanefa;
 - a. Ekaio be ni eshi nitsumɔ le mli.
Mligbalalɔ sanefa
 - b. Keji wɔye nii le wɔta le, mibaya.
Mligbalalɔ sanefa

Nɔkwemɔ nibii ni afoɔ shishi ye ŋwɛi le fɛɛ le kpasalɔ sanefafai ni.

Nikasemɔ Mli NitsumɔI

1. Mɛni ji sanefa.
2. Ŋmalamɔ sanefa hɛnɔi le koni otsɔɔ mli kuku keke ke nɔkwemɔ nibii.
3. Ha hɛnɔ fɛɛ hɛnɔ ni oha he nɔkwemɔ nibii enyɔ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

1. Whole class activity

- a. Discuss clauses
- b. Explain the types (e.g., main, subordinating clauses). *The teacher should pause the explanation regularly to pose questions to measure learners' understanding so far, and also give room for learners to ask questions to the 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. *Teachers 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 created by other groups.
- b. Make a presentation for discussion

SANEBIMƆ OTI

SanebimƆ Ɗele 1: KaimƆ koni Otse

1. GbalamƆ sanefa mli otsɔɔ kɛ bo diɛntse owiemɔi.
2. SusmƆ sanefa henɔi enyɔ lɛ otsɔɔ kɛ srɔtoi ni yɔɔ amemli.
3. Ha nɔkwemƆ nibii ete ye sanefafai enyɔ lɛ atɛŋ eko fɛɛ eko he .

SanebimƆ Ɗele 2: Nii ashishinumƆ mli hesale

1. FolɔmƆ sanefa kpasalɔ ni yɔɔ sanemuu ni baa nɛɛ lɛ mli lɛ shishi.
 - a. Ehɔɔ shito ni ahoo.
 - b. Mile NyɔŋmƆ ni mihe lɛ miye.
 - c. Keji looflɔ efaaa lɛ, ehio ŋmaa.
 - d. Keji jara baasɔ lɛ ejeɔ shishi leebi.
 - e. Tsɔɔlɔ ni misumɔɔ esane lɛ miiba.
2. Too sanefai nɛɛ owo sanefa oti kɛ sanefa kpasalɔ shishiOba.
 - a. Ani oba?
 - b. Ani jenako?
 - c. Ani ole lɛ?
 - d. Eye bie.
 - e. Ba.
 - f. Be ni nugbo miine.
 - g. **Ŋmaa** oŋme shi.
 - h. Sukuuyaa ye miisheɛ.
 - i. Keji eba lɛ...
 - j. Tse lɛ oha mi.

Ɗele 3 nɔ nitsumɔ: NiasɛɛkɔmƆ jweŋmƆ

1. Oke sanemuu ajie nitsumɔi ni baa nɛɛ anaa.

NɔkwemƆ nɔ. Mami ko ehao ake ebi ko miiya kɛ foi ni mli wa: *JɔmƆ foi lɛ he!* (Sanefa ni hie ehe , FamƆ sanefa (imperative) – (Ehe ehia ake mami lɛ afɛɛ ewiemƆ lɛ faŋŋ kɛ oya ni oshara akanina gbekɛ lɛ trukaa.)

- a. Ehe miihia ake tsɔɔlɔ aha kaselɔi afɛɛ dioo ni amɛfee toi ye klasi.
- b. Kpelɔ ko bi shwapotse lɛ enibii lɛ eko jara.
- c. Polisinyo ko bi bo ni otsɔɔ nɔ ni ofɛɛ Hɔɔ ni ho lɛ.
- d. Oogbele adesa ko hie.

2. From the knowledge you have gained on clauses, read the short paragraph below in groups and underline all the clauses in it. Each group will make a presentation for discussion.

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

Hint



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

WEEK 10

Nikasemɔ mli gbɛkpamɔi: *Oke kaselɔi agba niŋmaa mli okadii (omashi (.), alɔɔ (,), omashi omashi(:), omashi alɔɔ (;) kenii) ahe kɛ gbee okadii koni okɛtsu nii bɔ ni ataoɔ lɛ yɛ sanɛŋmaa mli.*

OTII NI AKWƐƆ 1 & 2: NIŊMAA MLI OKADII

Meni ji niŋmaa mli okadii: Niŋmaa mli okadii ji okadii ni akejaraa sanemuji, sanefa, sanekukuji amli koni shishinumɔ aba mli.

Niŋmaa mli okadii hɛnɔi kɛ bɔ ni akɛtsuɔ nii ahaa.

- **Omashi: (.)**

Enitsumɔ

1. Ake omashi okadii gbee sanemuu naa.

Nɔkwɛmɔ nɔ

- a. Miye fufui.
- b. Akua ewɔ.

2. Ake jaraa sanemuji amli.

Nɔkwɛmɔ nɔ

- a. Miiya jara lɛ nɔ. Miyawo jatsu keba.
- b. Mitee sukuu. Mijuuu mihe.

3. Akɛtsɔɔ wiemɔnɔfoo naagbee.

Nɔkwɛmɔ nɔ: knkn., nkn., Dr.

4. Akɛtsɔɔ he ni naawiemɔ ko ba naagbee yɛ.

Nkwɛmɔ nibii:

- a. Kofi kɛɛ ake, “Misumɔɔ nikanemɔ”.
- b. Ama kɛɛ lɛ ake, “eshɛɛɛ Nyɔŋmɔ feemɔ”.

- **Alɔɔ: (,)**

Alɔɔ nitsumɔi

1. Ake alɔɔ jaraa nibii ni fa fe enyɔ ni ato amɛnaa amli; keji wiemɔkulibii, sanekukuji aloo sanefa.

Nɔkwɛmɔ nibii

- a. Mitee jara lɛ nɔ miyahe shito, ŋoo, kakla kɛ akutu.
- b. Afia yɛ shia, tsɔne kɛ shikpɔŋ.

2. Ake jaraa maji, gbeii, faji ke tsei agbeii amlɪ ni aŋmaa.

Nɔkwemɔ nibii: Afɔ mi ye Ashweniaŋmɔ ye Otsokrikri, 14,2001 le nɔ.

3. Ake jaraa nibii ni nyie ŋele kome nɔ, ni fa fe enyɔ mli.

Nɔkwemɔ nɔ

- a. Nuɔ diŋ, tiatia le ewɔ.
- b. Tso agbo, tiatia le eku.

- **Omashi omashi (:)**

Omashi omashi nitsumɔ

1. Ake omashi omashi jieɔ nibii ni ato naa kpo.

Nɔkwemɔ nɔ

- a. Niyenii ni misumɔɔ jogbaŋŋ ji: fufui ke ŋme wonu
- b. Enemei fata woji ni miyɔɔ le he: Adote Shelenkome, Tete Abeka, Taataatee ke Meni eba .

- **Omashi alɔɔ (;)**

Omashi alɔɔ nitsumɔ

1. Omashi alɔɔ tserɔɔ sanefafai ni hie amɛhe amlɪ.

Nɔkwemɔ nibii

- a. Mikane woji srɔtoi pii; Afoata woji ni ŋɔɔ mina jogbaŋŋ .
- b. Mitee shia; miyaye nii.

2. Etsereɔ wiemɔkulibii anaatoo mli.

Nɔkwemɔ nibii: Mitee jara le nɔ ni miyahe aduawai tamɔ: akwadu, akutu, paya knkn.

3. Ake apostrofi okadi neɛ tsɔɔ nɔtse.

Nɔkwemɔ nɔ

- a. **ŋ'tade** le efɔ.
- b. ŋ'naanyo le miiye efɔmɔ gbi.

4. Aketsɔɔ ake ashi nmaa okadi ko.

Nɔkwemɔ nɔ

- a. M'sha afɔle.
- b. ŋ'hiŋmei
- c. ŋ'yitso.

- **Naawiemɔ okadi: (“ ”)**

Naawiemɔ okadi kenitsumɔ

1. AketsuƆ nii ketsuƆ nɔ pɔtɛɛ ni je mɔ ko naa ni ewie.

Nɔkwemɔ nɔ

- a. Kofi kɛɛ ake, “Nyɔŋmɔ bei ji be”.
- b. Afia kɛɛ mi ake, “ebaaba”.

2. Anyɛɔ akɛjɛɔ woji komei ni aŋmala agbei kpo atsɔɔ.

Nɔkwemɔ nɔ

- a. “Ni Ofɛɔ Nɛɛ”.
- b. Nyɔŋmɔ bei ji be

3. Akɛjɛɔ naa wiemɔi akpo kɛjɛɔ niŋmaa komei amli.

Nɔkwemɔ nɔ: Ama kɛɛ “She Nyɔŋmɔ gbeyei”.

- **Tsamɔ okadi “Hyphen”: (-)**

Tsamɔ okadi nitsumɔ

Akɛtsɔɔ gbɛ ni ka nibii enyɔ atɛŋ.

Nɔkwemɔ nɔ

- a. Nyɔŋmai enyɔ kɛ enyɔ
- b. Ju- Sohaa

- **Akarabatsa: (())**

Akarabatsa nitsumɔ

1. Eyɛɔ ebuaa ni ake adafitswaa fataa nɔ ni aaŋma momo he.

Nɔkwemɔ nɔ: Ama he aduawai (akutu, paya, blɔfoŋme)

2. Ejɛɔ wiemɔkuli(bii) aloo sanekuku ni he miihia nibii komei amlitsɔɔmɔ kpo etsɔɔ koni anu shishi jogbaŋŋ.

- **Dash: (-)**

Dash nyɛɔ edamɔɔ shi yɛ alɔɔ loo omashi omashi najiaŋ yɛ niŋmaa mli.

Nɔkwemɔ nɔ: Eke mlifu jie enyemimeɪ le anaa - Dabi!

- **Slash: (/)**

Etsɔɔ sharamɔ kɛ hehelemɔ ni yɔɔ wiemɔkulibii enyɔ loo nɔ atɛŋ.

Nɔkwemɔ nɔ: Nyemi nuu/Nyemi, Suɔɔ/henyɛɔ, nyɛ awo/bi

- **Boo okadi: (!)**

Boo okadi nitsumɔi

Enɛ baa yɛ boo loo henumɔ wiemɔ ko sɛɛ ketsɔɔ bɔ ni mɔ ko nu nii ahe ha ni ha egbe edaŋ kɛwie.

Nɔkwemɔ nɔ

- a. Ba!

b. Namɔ hu nɛ!

c. Shi biɛ!

- **Sanebimɔ okadi: (?)**

Sanebimɔ okadi nitsumɔ

Ebaa yɛ sanebimɔ wiemɔ naagbee.

Nɔkwemɔ nɔ

a. Namɔ ba biɛ lɛ?

b. Ani oye nii?

c. Mina ake Kwashi miiba biɛ?

- **Ellipsis: (...)**

Ellipsis nitsumɔ

1. Egbeleɔ gbɛ ni ahuruɔ sanemuu loo sanekuku keyaa ekroko nɔ ni ashio wiemɔi komɛi ni he miihia

Nɔkwemɔ nɔ: Ebɔi eko, enyo etɛ kanemɔ nɔŋŋ ni egbee shi”.

2. Aketsuɔ nii keji oonma mɔ ko naa sane ni osumɔɔɔ onmaa nibii ni ewie ni he ehiaaa.

Nɔkwemɔ nɔ: Ashia keɛ “Mila lamɔ ko ... Ekpa wiemɔ lɛ be ni ena Akua lɛ.

Gbee tsakemɔ okadii “Diacritics” ke amenitsumɔ

Gbeetsakemɔ okadii ji okadii ni akeŋmɛɔ niŋmaa okadii ayitenɗ loo shishi ni haa gbee srɔto ko baa nitsemɔ lɛ mli ni haa anuɔ nɔ ni awieɔ lɛ shishi jogbanɗ. Wiemɔi lɛ ekomei ketsuɔ nii ni meɪ krokomei hu ketsuuu nii.

Nikasemɔ Lɛ Mli Nitsumɔi

1. Kɔlɔmɔ niŋmaa mli okadii srɔtoi etɛ koni otsɔɔ amenitsumɔi.
2. Okɛ niŋmaa mli okadii etɛ nɛɛ awo sanemuji amlɪ.
3. Gbalamɔ gbeetsakemɔ okadii amlɪ otsɔɔ.
4. Ŋmalamɔ wiemɔkulibii etɛ ni gbeetsakemɔ okadii kamɔɔ nɔ koni okɛwo sane muji amlɪ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity

- a. Discuss punctuation marks and explain at least five of them. (*Teachers should make regular checks of class understanding by directing questions to individuals or asking learners to explain back to them in their own words*)

- b. Discuss diacritics in your language
- c. Use at least five diacritics in word formation (where applicable in the language).

Group work/Collaborative Learning

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

Talk-for-learning Approaches

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

SANEBIMƆ OTI

SanebimƆ Ɔele 1: KaimƆ koni Otse

1. Mɛni ji niŋmaa mli okadii?
2. Kehooo kwraa le tsɔɔmƆ susumɔi ete hewɔ ni ake niŋmaa mli okadii tsuɔ nii ye wiemɔ ko mli.

SanebimƆ Ɔele 2: NiashishinumƆ mli hesale

1. KɔlɔmƆ niŋmaa mli okadii henɔi enumɔ, gbalamɔ mli koni okɛwo sanemuji amlɩ.
2. Feemɔ sanemuji enumɔ ke wiemɔkulibii ni gbeetsakemɔ okadii kamɔɔ nɔ

SanebimƆ Ɔele 3: NiasɛɛkɔmƆ jweŋmɔ

Oke niŋmaa mli okadii awo sane ni yɔɔ shishi le mli koni shishinumɔ le afee fanŋ. Ɔmaa nɔ ko fioo ko ye onitsumɔ le he nɔ ni ha ofee le nakai .

Eskimo bii miitsɔɔ ake he kome pe anaa la kejeɔ ye je le mli La nɛɛ tse ji nuumo eskimo nyo ko Nuumo nɛɛ ye bi nuu ko ni jetsɛremɔ ke jenamɔ fɛɛ le nuumo nɛɛ ke ebi le miithuu kɔɔyɔɔ kemiiwo la le mli bele amɛmiikwe ake la le akagbo ejaake keji amɛhuuu kɔɔyɔɔ amɛwooo la le mli ni egbo pe anan la ye je le mli he ko he ko

Mɔ fɛɛ mɔ sumɔɔ la shi Eskimo yeŋ kome ye ni sumɔɔ la kwraa Nɔ ni esumɔɔ jogbanŋ ji snoo aha je le mli fɛɛ ni mɔ fɛɛ mɔ agboi ni le ebaye je le fɛɛ nɔ

Gbi ko le hela mɔ nuumo nɛɛ ene hewɔ le eyanyɛɛɛ kɔɔyɔɔ ehoo ewo la le mli dɔŋŋ keji ebi le ye jemɛ ni ehele shi keje ewo mli le ehoo kɔɔyɔɔ ewo la le mli

Gbi ko be ni ehele shi keje ewo le mli le la le egbo

Hewɔ le eye awerho ni efo ni ekeɛ akeni la le egbo keshi je le mli nɛɛ gbɔmɛi fɛɛ baagboi ke fɛi

Hint



The recommended mode of assessment for Week 10 is a 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 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.

MLIJAA 5: SANEŊMAA K& SANESHISHITSOOMO

STRAND: LANGUAGE AND USAGE

Sub-Strands:

1. Text Composition.
2. Interpretation and Translation

Learning Outcomes

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

Content Standards

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

Hint



*The End of Semester will be conducted in Week 12. Refer to **Appendix G** for a Table of Specifications to guide you in setting the questions. Set questions to cover all indicators 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, and 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 for establishing links with related subjects such as the 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 the 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 Letters*

Week 13: *Translation*

SUMMARY OF PEDAGOGICAL EXAMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Problem-based learning involves the whole class discussing essay writing, taking into consideration the types. Learners discuss argumentative essays focusing on the features. Group work and collaborative learning will see learners write a three-paragraph argumentative essay on a given topic in groups and collaborate to find solutions to problems and concepts. Whole-class work will also form part of the lessons, allowing learners to develop self-confidence. For the gifted and talented learners in the class, teachers are encouraged to assign them higher tasks and to direct them to perform leadership roles as peer-teachers to guide colleague learners to have a deeper understanding of Ghanaian language concepts. Teachers are guided to aid learners with SEN.

ASSESSMENT SUMMARY

A variety of assessment modes should be carried out 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

Nikasemo mli gbekpamɔ

1. *Aɲma nii kɛkɔ kadaagbamɔ he.*
2. *Aɲmala nii kɛkɔ sanenɲmaa henɔi lɛ ahe (Mɔnaawiemɔ kɛ saji ni aɲmala yɛ adafitswaa mli)*

NIKASEMO OTI: SANENJMAA

SANENJMAA

Sanenɲmaa ji bɔ ni niɲmalɔ ko toɔ eniɲmaa ko naa. Gbei ejwe nɔ ni atsoɔ kɛɲmaa wolo ni aɲma yɛ blema beiaɲ ji; niɲmaa ni tsoɔ nɔ ko mli, nɔ ni gbaa sane ko, nɔ ni wieɔ oti pɔtɛ ko he kɛ nɔ ni fuɔ kadaa.

Sanenɲmaa Henɔi

Sanenɲmaa henɔi ni ayɔɔ lɛ ji;

1. **Sane ni gbalaa nɔ ko mli:** Henɔ nɛɛ biɔ ni nikaselɔi lɛ atsoɔ bɔ ni nɔ ko pɔtɛ yɔɔ- nɔ ko, gbɔmɔ ko, he ko, henumɔ loo shihile ko.
2. **Niɲmaa ni gbaa sane:** eji sane ko ni kɔɔ adesa shihile mli ni wolonmalɔ ko ɲma. Ake adesatamɔ otii lɛ tsuɔ nii yɛ nikaselɔi lɛ atsoɔmɔ mli.
3. **Niɲmaa ni wieɔ oti pɔtɛ ko he:** henɔ nɛɛ biɔ ni nikaselɔi akpa nilee ko mli, amɛjie nɔ ni amɛna lɛ kpo, amɛpei nɔ ni amɛna lɛ mli ni amɛjie nɔ ni amɛna lɛ kpo.
4. **Kadaangbamɔ sanenɲmaa:** sanenɲmaa henɔ nɛɛ hiaa nianɲtaomɔ ni mli kwo kɛ ɲmenɛɲmenɛ saji kɛfi owiemɔ lɛ sɛɛ.

Kadaangbamɔ sanenɲmaa nɔkwemɔ nibii

- a. Tsɔɔmɔ mɔ ni he yɔɔ sɛɛnamɔ yɛ mɛi nɛɛ atɛɲ. Tsɔɔlɔ kɛ Datrefonyo.
- b. Ani Okwaafonyo loo datrefonyo he yɔɔ sɛɛnamɔ yɛ akutso lɛ mli?
- c. Tsɔɔmɔ keji osumɔɔ sukuu ni ayawɔɔ jɛmɛ loo sukuu ni ajeɔ shia kɛbaa. Tsɔɔmɔ nɔ hewɔ.
- d. Meni osumɔɔ atɛɲ yɛ nibii nɛɛ atɛɲ. Tsɔɔlɔ kɛ datrefonyo.

Kadaagbamɔ sanenɲmaa jebɔ

Hiɛgbelemɔ

Shishijee sanemuji: Kɛ sanebimɔ, yibɔi loo wiemɔi ni mɔɔ mɔ jwɛɲmɔ aje shishi.

Ha kanelɔi lɛ anilee yɛ nɔ ni sa ake amele he.

Kɛ niɲmaa ni tsoɔ oshidaamɔ loo otii ni obaawie he lɛ afata he.

Sanetso

Ŋmaa sanemuu oti le, kadaagbamɔ yitso ni he hiaa jogbanɔ ni ogbala mli ni oke nitaomɔ nibii le afi owiemɔ le sɛɛ.

Ŋmaa sanemuu ni baanyie ohie keya kuku ni tsa nɔ le nɔ.

Ŋmaa yitso kroko ni kɔɔ kadaagbamɔ ni ji enyɔ le nɔ ni oke nitaomɔ le agbala mli kefi owiemɔ le sɛɛ.

Sanemuu ni ke bo baaya kuku ni tsa nɔ le nɔ.

Ŋmaa sanemuu oti ni okebaashi akan le.

Ke nɔmimaa agbala mli kefi sɛɛ ake eye mli ye gbɛ ko nɔ.

Tse nakai wiemɔ le ofɔ ni oya onaamuu le nɔ.

Naamuu

Doomɔ otii le anɔ

Ha ale oshidaamɔ ekonɔ

Ha naamuu wiemɔ.

Nikasemɔ Otii

1. Gbalamɔ kadaagbamɔ sanenjmaa ke emli otui le amli.
2. Kɔ yitso ko ni ye ahuntoo ni kɔɔ sukuu ke sukuuyaa he ni onma he nii kefi sɛɛ loo keshi.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion

- a. Learners recall real-life scenarios of arguments and discuss them 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 its knowledge about argumentative essays and its features.

Collaborative Learning

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

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

Topic could be selected from values such as humility, patriotism, patriotism, loyalty, etc. and energy efficiency, environment, etc. Teachers should encourage

all learners to participate fully in the lesson. Teachers should offer assistance to groups that may need help.

2. Whole class presentation

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

SUSUMO OTI

Ɗele 3 nɔ nitsumo: Niashishinumɔ ye gbɛi srɔtoi anɔ

Tsɔ gbejianɔtoo nɔ ni atɔɔ kɛɲmaa kadaagbamɔ ko ni oɲma sane ye yitseɪ nɛɛ ahe: Ani kaa ni ahaa gbekɛbii ɲmaa ye amɛɲɛle nɔ lɛ, eji nɔ ko ni atɔɔ nɔ kenaa kaselɔi amɔɔɲɔɔ lo? Ani mɔ fɛɛ mɔ ni naa jwɛɲmɔ mli hela tsamɔ he gbɛnaa? Ani okwaayeli baanye aye abua wɔ daagbi niyenii namɔ ye wɔmarɲ lo?

Ɗele 4 nɔ nitsumo: Susumɔ gbajaa

1. Ɗmaa ketɔɔ mɛi ni wieɔ ashɪ akɛ 'STEM nikasemɔ lɛ hi fe ƊAA nikasemɔ'. Susumɔ yɪntoo kɛ shigbelɛmɔ ni akɛbaanɲma sane nɛɛ.
2. Ɗmaa kɛpia sɛɛ akɛ 'okwaayeli baanye eye ebua wɔ daagbi niyenii namɔ ye wɔmarɲ' susumɔ oshigbelɛmɔ lɛ kɛ nɔ hewɔ ni okɛ baatsu nii lɛ.

NIKASEMO MLI GBɛKPAMɔ 3 & 4: AƊMA SANE HENɔI Lɛ (MɔNAAWIEMɔ KE SAJI NI AƊMALA YE ADAFITSWAA WOJI AMLI)

MɔNAAWIEMɔ KE SAJI NI AƊMALA YE ADAFITSWAA WOJɪ AMLI MLITSOOMO

Mɔnaawiemɔ: Mɔnaawiemɔ sanɛɲmaa ji gbɛ nɔ ni akɛ niɲmaa mli okadii kɛ wiemɔi ni sa haa nikanelɔ leɔ nɔ ni yɔɔ ojwɛɲmɔ mli. Srɔto tsɔ ko bɛ mɔnaawiemɔ sanɛɲmaa kɛ gbaa sanɛɲma krokomei lɛ ahe.

Ninmaa ye adafitswaa woji amlɪ

Enɛ ji ninmaa ni yaa kɛhaa mɛi babao kɛtsɔ adafitswaaheɪ lɛ anɔ. Yɛ ninmaa ni akɛwoɔ adafitswaa woji amlɪ lɛ, adafitsaaheɪ lɛ ji heɪ ni afeɔ woji; magazine, journal kɛ ekrokomeɪ yɛ.

Sanenmaa jebɔ

1. *Ŋamɔ:*

Enɛ ji klɛŋklɛŋ gbɛ nɔ ni atsoɔ akɛŋaa toibolɔ lɛ.

Kɛ wiemo *ŋɔmɔi* aŋa amɛ.

2. **Hiegbelɛmɔ:** Bɔɔ mɔɔɛŋ ni ogbele yitseɪ ni abaawie he lɛ ahie otsɔɔ toibolɔi lɛ.

3. **Sanetso:** Esa akɛ ole yitso ni obaawie he lɛ gbeneɪ fɛɛ.

4. **Naamuu:** Daabe lɛ, kaimɔ akɛ obaashi otoibolɔi lɛ kɛ nɔ ko ni amɛbaajwɛŋ he.

Nɔkwemo nibii

Tsoɔlɔi kɛ nanemɛi, miiba nyɛɔɔŋ manye! Ŋmɛnɛ lɛ “Jɛŋjɛŋ hewalɛ kpakpanamɔ Gbijurɔ” ni. Mi, Nii Odu, mikenye baawie sɛɛnamɔ ni yɔɔ kpɔiɛŋgbɔlemɔ he. Esa akɛ mɛi ahe awa amɛ kɛtao hewalɛnamɔ kpakpa sɛɛgbɛ. Wɔŋmɛnɛŋmɛnɛ shihile kɛ nibii krokomeɪ ni eka wɔhe lɛ eha wɔtsɔmɔ mɛi ni gbɔleɛ amɛkpɔiɛŋ ni no ehiii haaa wɔ. Esaaa akɛ okpɔiɛŋgbɔlemɔ lɛ fɛɔ gidigidi dani obaana gbɔmɔtsoŋ hewalɛ. Onine baanyɛ ashɛ enɛ nɔ kɛji okɛ kpɔiɛŋgbɔlemɔ fata odaadaa nifeemɔi lɛ ahe. Mɛi pii wies akɛ, eshishijee lɛ ji nɔ ni wa shi hiɛyaa mli lɛ gbɔmɔtso lɛ lɛɔ ni efɛɔ mlɛo. No hewɔ lɛ, anyemimɛi, nyɛjea shishi ŋmɛnɛ ni nyɛniɛŋ akajɛa wui. Nyɛyiwaladɔŋŋ

Bɔ ni aŋmaa saji ni akɛwoɔ adafitswaa woji amlɪ

1. Kɔ yitso ni obaawie he lɛ. Oti kome ni abaanyɛ awie he yɛ ninmaa kome mli.

2. Jwɛŋmɔ kanɛlɔi lɛ ahe. Mɛni saji amɛbiɔ yɛ yitso lɛ he?

3. Buamɔ nibii ni baabote oniŋmaa lɛ mli.

4. **Ŋmaa** bɔ ni ebaaya lɛ, too yitseɪ lɛ anaa ni oŋma he nii.

5. **Ŋmaa** kɛŋmɛ shi bei fioo

6. Kwemo mli ni osaa heɪ komeɪ ni hiaa saamɔ.

Nɔkwemo nibii

Sɛɛnamɔi ni yɔɔ oklɛŋklɛŋ wiemo lɛ mli

Akɛ nikasɛlɔi ni yɔɔ sino hai sɛkɔɔɔre sukuu mli lɛ, be komeɪ lɛ, ebaa lɛ akɛ otsakeɔ wiemo lɛ amlɪ yɛ owalashihile mli, kɛjɛ aagba sane yɛ sukuu loo shia kɛ wɔnanemɛi. Ani onyɛ ojwɛŋ sɛɛnamɔi ni yɔɔ oklɛŋklɛŋ wiemo lɛ he yɛ osukuuyaa lɛ mli da?

Shigbelɛmɔ ejie lɛ kpo etsɔɔ akɛ kasɛlɔi ni naa tse yɛ amɛklɛŋklɛŋ wiemo amlɪ lɛ bɔɔ mɔɔɛŋ jogbaŋ yɛ nikasemɔi krokomeɪ amlɪ, titri lɛ yɛ nikanemɔ kɛ ninmaa mli. Nɔ hewɔ ji akɛ, amɛklɛŋklɛŋ wiemo ni amɛkase lɛ haa amɛnaa shishijee kpakpa kɛha wiemo mli hesalɛ, ni ehaa efɛɔ mlɛo akɛ amɛbaakase wiemo krokomeɪ hu amɛfata he.

Kemiiya na le, keji wake waklenkelen wiemo le tsu nii le, ehaa wonuo nibii ashishi ni wotsuo kusum jogban ye nifeemo ashishi. Wiemo ke kusum yaa kpaakpa, no hewa le keji onyeo owieo oklenkelen wiemo le ehaa nikaselo le ke hei ni ameye le akusumi le naa tsakpaa ni ameleo.

Kefata he le, nikasemo ejie le kpo fanja ake kaselo ni naa tse ye ameklenkelen wiemo amla le naa hesale ye jwenmo nifeemo amla, tam kaimo, sajianaamomo ke susumo ni mli kwo. No hewa ji ake, wiemo ni aketsoo kaselo le nii ye sukuu le enuo shishi ni enaa tseo ye mli.

Ye enaamuu mli le, wiemo ni aketo bo le, keji ookase nii ye mli le onuo shishi jogban ni oleo nii ye mli mra Ake Sini sekondre sukuu nikaselo le, ehe hiaa ake ohe wiemo ni onuo klenkelen le owo mli ni aketsoo bo nii dani oyakase wiemo hee.

Nikasemo Mli NitsumoI

1. Gbalamo wonaawiemmo sanenmaa mli
2. Gbalamo ninmaa ni akewoo adafitswaa woji amla
3. Gbalamo monaawiemmo ke ninmaa ni akewoo adafitswaa woji amla le jeba le mli otsoo.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

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

SANEBIMO OTI

Nele 2: Niiashishinummo hesale

Gbalamo monaawiemmo ke ninmaa ni akewoo adafitswaa woji amla le jeba le mli otsoo.

Nele 4 na kaa: Susumo gbajaa

Nmaa monaawiemmo loo ninmaa ni akewaawo adafitswaa woji amla ni shoo kukuji ete. Ketsoo mo ko gbe ni eshara shi keba okutso le mli.

WEEK 12

Nikasemo mli gbekpamo

1. *Ajma naanyo wolo*
1. *Ajma agwaseian wolo.*

OTI POTEE NI ABAAKASE 1 & 2: AGWASEIAN WOLONJMAA KE ESUI

AGWASEIAN WOLONJMAA

Agwaseian wolonjmaa ji wolo ni ajmaa ahaa hienaanobii loo gbenaahieloi, ni edamoo gbajiantoo kredde komai ano. Be pii le, enyieo gbajiantoo ni mei ketsuo nii le ano ni eke wiemakulibii ni sa agwaseian nijmaa le tsuo nii ye nijmaa le mli.

Abaanye ake agwaseian wolonjmaa atsu nii ye gbei sratoi ano ni gbenaahieloi ke hienaanobii ke sanegbaa he ehiaaa.

Nibii komai ni esa ake ole ye agwaseian wolonjmaa he

1. Yosemo mo ni ojmaa oyaha le ni oke ewoo aha le.
2. Onijmaa le afee heshibaa wiemoi.
3. Nyiemo gbajiantoi nee asee, tamoo adresi, be, ke helo adresi.
4. Ke agwaseian wiemo kpakpa, nijmaa mlai, ke nijmaa mli okadii le atsu nii perepere.
5. Keji onijmaa le miitsoo mo ko seegbe le, njmaa mo le yiboi le kefata he.
6. Ke agwaseian wiemoi agbe naa, tamoo naagbee wiemo le ni oke ogbei atsa see ni oke online awo shishi.
7. Muu onijmaa le naa ke wiemoi tamoo “Miheo miyeo ake oona mlijole kefee minitaomo nii hewo ni mijmaa wolo nee oha mi.
8. Mi(Njmaa ogbei) koni otsu ogbei.

Agwaseian wolonjmaa su

- **Njmaloo adresi:** Njmaa odresi ake njmaloo le ye wolo le ninejuro njwei gbe.
- **Be:** Ene ji be ni okenja wolo le.
- **Helo adresi;** Helo le gbena ke adresi hu baa wolo le abeku gbe
- **Njamoo:** Hiegbelomo njmaa kpakpa, (Hienaanonyo, Gbetsoolo, knkn)
- **Yitso: Wolo le** Yitso (no hewo ni ojmaa wolo le). Ke nijmaa wuji ajma. Adoo ene no kejeo sanebimo le mli.
- **Hiegbelomo:** Hiegbelomo sanemuu kuku ko ni sa ake akebaatsoo no hewoo ni ajmaa wolo le

- **Kukuji:** Esa ake otii le fɛɛ eko ahi kuku kome mli. Keji okɛ onɔŋmaa le wo kukuji amli le, ehaa toibolɔi le nuɔ otii ni yɔɔ wolonmaa le eko fɛɛ eko mli.
- **Naamuu/Naagbee wiemɔ:** Ye wolonmaa le naagbee mli le, ŋmalɔ le ama otii ni ewieɔ he le anɔ mi ekoŋŋ.

Kaimɔ



Na ole ake ye agwaseian wolonmaa mli le, ehe hiaa ake onɔŋmaa le mli aka shi ni okekalɔɔ shi hu. Wiemɔ nɔ pɔtɛɛ hewɔ ni oŋmaa wolo le he. Ke gbee, wiemɔ ni sa atsu nii ni onyie gbejianɔtoo le eko fɛɛ eko sɛɛ bɔ ni afee ni ahe owolo le awo mli.

Nitsumɔ

1. Gbalamɔ bei pɔtɛɛ amli ni ake agwaseian wolonmaa tsuɔ nii.
2. Ke nɔkwemɔnii ni ja agbala agwaseian wolonmaa sui le amli otsɔɔ.

Tsɔɔlɔ le aha yitso le.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity

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

Group work/Collaborative Learning

In a **mixed-ability group**: Write an at least three-paragraph formal letter on the 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.*

KAA OTII

Ŋɛle 2: Yinɔkaa hesale

Gbalamɔ agwaseian wolonmaa sui aaafɛɛ etɛ ni kɔɔ sanebimɔ le he le mli

Ŋɛle 3 Kaa: Niashishinumɔ ye gbɛi srɔtoi anɔ

Ŋmaa wolo oha maŋtɛɛ ni yɔɔ he ni oje le ni obɔ le nɔyaa nibii etɛ ni he hiaa ye maŋ le mli.

Ɔele 4 Kaa: Susumo gbajaa

1. Ɔmaa wolo oha onukpa ni yoo okpokpaa le mli le ni ogba le nibii ete komai ni etsake ye akutso le mli. Nibii nee afee tsakemai kpakpai ke efaji fee.
2. Te amuo agwseian wolonmaa naa teni?

OTII POTEE NI ABAAKASE 2: NAANYO WOLONMAA

NAANYO WOLONMAA

Eji wolo ni anmaa ayahaa tipenfoi, nanemei loo wekuno ko kebo ame no ni yaa no ye wawalashihile mli ni wakebi ame shi. Bei pii le, anmaa nanemei awolo kehaa mei ni wake ame yoo weku tsakpaa, tipenfoi loo nanemei.

Nibii komai ni sa ni ole ye nanemei awolonmaa he.

1. Esa ake anma ɔmalɔ le adresi le ye ɔwei ninejuro gbe.
2. Ke be afata he ye ɔwei ninejuro gbe le.
3. Ke ɔmalɔ aje shishi, tamɔ Anyemi, Opana, keke le alɔgo enyie see.
4. Ke hiegbelomɔ wiemɔ ko agbele no hewo ni onmaa wolo le hie.
5. Ke sanetso kukuji le afata he.
6. Ke naamuu wiemɔ amu naa koni oke naagbee le afata he, tamɔ ahi aha bo, anyemi.

Naanyo wolonmaa Su

- Ɔmalɔ **adresi**: Adresi le ji no klenklen ni esa ake onma. Esa ake onma no ye ninejuro ɔwei gbe. Eji wolonmaa le shishijeehe. Ehe hiaa ake onma adresi le fee ni okashi eko.
- **Be**: Esa ake onma be ni onmaa wolo le, ye adresi le shishi.
- **Ɔamɔ**: Daadaa ɔamɔ tamɔ “Minaanyo Modua”
- **Hiegbelomɔ**: Anaa gbee ni akenmaa wolo le ye klenklen kuku le mli. Obaanye obi helo le shi ye shishijee mli. Obaanye okafata he ake, oheo oyeo ake enine baashe owolo le no ye hewale kpakpa mli. Esa ake klenklen liamɔ ye nanemei awolonmaa le anye amɔ mɔ hie.
- **Wolonmaa le sanetso**: Esa ake gbee ni okabaanma wolo le ajie ehe kpo ye wolo le fee mli. Bei pii le, kwemɔ mɔ ni onmaa wolo le ohaa le, oosumɔ ake otsake wiemɔ ke sanekukuji henɔ ni okabaatsu nii le, obaanye owie no fee no he keji onma wolo kemiiha onaanyo. Keji onma kemiiha onukpa loo onukpai ni yoo oweku mli le, esa ake okwe owiemɔ jogban.
- **Naamuu**: Muu no hewo ni onmaa wolo le fee naa ye naagbee kuku le mli, no ji ake, doomɔ wolonmaa le no. Ke nikanelo le aye shie. Agbene hu le, kaimɔ ni okee nikanelo le ni enma wolo kejie owolo le naa. Ehaa sanegbaa le tsaa no keyaa shon.

- **Naagbee:** Mla ko be ni tsɔɔ ake ake nine awo naanyo wolonma le shishi. Bei pii le, mo ni onmaa wolo le ohaa le tsɔɔ keji oke onine awo shishi loo oke onine akawo shishi. Wiemoi nee ji sanefafai komei ni aketsuo nii:
 - i. Misumɔɔ bo
 - ii. Onaanyo
 - iii. Ehi eha bo
 - iv. Miiŋa mo fee mo.

Kaimo



Ye naanyo wolonmaa mli le, wiemoi ni aketsuo nii le jɛɔ oke kanelɔ le tenj..... Eji wolo ni wɔŋmaa wɔhaa mei ni wɔke amɛ yɔɔ tsakpaa tamɔ nanemei ke wekumei. Bɔɔ mɔden ake oke gbee ni sa wiemo baatsu nii ni onyie naanyo wolonmaa gbejianɔtoo le aɔ. Tsɔɔlɔ le akpa ŋɛlei srɔtoi agbe ye nikaselɔi le aden.

Nitsumo

1. Gbalamɔ gbɛi aɔ ni akeɔ ake naanyo wolonmaa ko ja gbɛ.
2. Ŋmalamɔ ni ogbala naanyo wolonmaa jebɔ le mli otsɔɔ ni oha nɔkwemɔnii ye hei ni ja.

Tsɔɔlɔ le aha yitso le.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activities

- a. Through questions and answers, learners revise the knowledge acquired from formal letter writing.
- b. The teacher targets HP learners to summarise the responses.
- c. Learners discuss features of an 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. In **mixed-ability groups**, learners write an informal letter to a friend telling them about their holiday. AP learners compose the address of an informal letter; P learners compose the 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. *The teacher provides a letter-writing worksheet to support AP learners*

2. Whole class activity:

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

SANEBIMƆ OTI

Ɔele 2

GbalamƆ agwaseian wolonmaa sui aaafee ete ni kƆƆ sanebimƆ le he le mli.

Ɔele 3 Kaa

1. Ɔmaa naanyo wolo ye yitso nee he.
2. Ɔmaa wolo oha onaanyo keƆ le nine keba ofi gbijurɔyeli le.

Ɔele 4 Kaa: SusumƆ gbajaa

1. Ɔmaa wolo oha onaanyo keƆ le nine keba ofi gbijurɔyeli le.
2. Te amuƆ naanyo wolonmaa naa tɛnɛ?

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 indicators for at least weeks 1 to 11.*

WEEK 13

Nikasemŋ mli Gbɛkpamŋ: *Ke saneshishitsŋmŋ hɛnɔi lɛ atsu nii ni otsŋŋ sane ko shishi keje wiemŋ ko mli keya wiemŋ kroko mli. (wiemŋi lɛ ekomei, shishinumŋ ke ekrokomɛi).*

OTI NI ABAAKASE 1 & 2: SANESHISHITSŌŌMŌ

SANESHISHITSŌŌMŌ

Nikanemŋ nɛɛ yinŋtoo ji ake etsŋŋ wiemŋ shishi keje wiemŋ ko mli keya wiemŋ kroko mli. Wiemŋ mli ni abaatsŋŋ sane lɛ shishi keje lɛ ni blɔfo tsɛŋ lɛ ‘source language’ ni ji he ni wiemŋ lɛ je, ni wiemŋ mli ni abaatsake keya lɛ ji **nɔ ni** blɔfo tsɛŋ lɛ ‘receptor/target language’ mli.

Bɔ ni atsŋŋ sane shishi

Saneshishitsŋmŋ lɛ biŋ ŋaagbɛ ni haa kasɛlɔi anilee ke hesale yɛ niamlipɛimŋ, niiashishinumŋ ke niŋmaa ko shishitsŋmŋ mli kejeŋ wiemŋ ko mli keyaa wiemŋ kroko ko mli.

Gbejianŋtoo komei nɛ:

- Gbelemŋ hiɛ:** Tsŋŋ srɔto ni yŋŋ saneshishitsŋmŋ ke wiemŋshishitsŋmŋ tenj ke hei ni ake wiemŋkulibii lɛ etsu nii yɛ lɛ ahe sɛɛnamŋi.
- Esa ake ohe asa yɛ nikanemŋ mli:** Esa ake onyɛ okane ni onu sane ni abaatsŋŋ shishi lɛ shishi.
- Pɛimŋ sane lɛ mli:** Tsŋŋmŋ nikasɛlɔi lɛ ni amɛtsŋŋ niŋmaa hɛnɔ, gbee, yinŋtoo ke toibolɔi lɛ.
- Ha ohɛ ahi saneshishitsŋmŋ ŋaagbɛi lɛ anɔ:** Tsŋŋmŋ **ŋaagbɛi** tamŋ:
 - Wiemŋkulibii ankro ankro shishitsŋmŋ ke saneshishitsŋmŋ ni haa shishinumŋ faŋŋ yɛ sane lɛ he.
 - Fɔŋwiemŋ
 - Wiemŋi ni afŋŋ amɛnaa yɛ wiemŋ lɛ mli.
- Ha saneshishitsŋmŋ nitsumŋ ni amɛka:** Ke wiemŋ ni mli etsiii aje shishi kɛkɛ lɛ, kemiiya nɔ lɛ, okɛ wiemŋi haŋtsiŋ lɛ etsa sɛɛ oha amɛ.
- Amɛkatsake sane lɛ shishinumŋ lɛ:** Ha nikasɛlɔi atao shishinumŋ lɛ ke he ni aketsu nii yɛ lɛ fe ankro ankro wiemŋkulibii lɛ ashishitsŋmŋ.
- Oke tɛkinɔlɔji nibii atsu nii: Oke nibii ni akɛtsŋŋ sane shishi, wiemŋi ashishitsŋmŋ wolo ke intanɛti lɛ aye abua nikasemŋ lɛ, shi esa ake atsŋŋ bɔ ni ake nibii nɛɛ tsuŋ nii, amɛkɛ nitsumŋ bɛ mlɛŋ nakai
- Nanɛmɛi akwɛ sane ni atsŋŋ shishi lɛ mli ni amɛwie nɔ ko yɛ he:** Ha kasɛlɔi aha amɛnanɛmɛi lɛ akwɛ sane ni amɛtsŋŋ shishi lɛ mli ni amɛtsŋŋ amɛjwɛŋmŋ yɛ he.

9. **Yaa no keya saji kredde komei ano:** Tsa no keya saji kredde komei ano (tamo helatsamo, saneyeli) bo ni afee ni ohe asa.
10. **Wo kaseloi ahewale ni amekase nii ketsara no:** Du dale jwehmo owo ame mli ni owo nikaseloi ahewale ni ametao gbei ano ni amekabaakase nii ni ameha asa ye saneshishitsoomo mli.

Kaimo



Kaimo ni otsake ohaagbe le hie keba kaseloi le ahele no ni oye obua ame ye nikasemo le mli.

Saneshishitsoomo henco

Aye saneshishitsoomo henco srtoi

1. **Wiemakulibii ashishitsoomo:** Wiemakulibii le ekome komei ashishitsoomo ni shishinum le tsakee.
2. **Free translation:** Saneshishitsoomo henco ko ni
3. **Akutso nifeemo saneshishitsoomo:** Henco ko ni tsakeo sane le hie bo ni afee ni eke akutso loo kuu mli niifeemo le aye hego.
4. **Agwaseian Saneshishitsoomo:** Atso sane ni yoo agwaseian hele no shishi.
5. **Wiem shishitsoomo:** eji monaawiem shishitsoomo. Titri le aketsuo nii ye kpee, soomo loo saneyelihei amli.
6. **Saneshishitsoomo ni tsakeo shishinum le hie:** Eji saneshishitsoomo henco ko ni mli ka loo hmo nibii komei agbe ye ewiem shishitsoomo le mli, ni eke shishinum, gbee ke yinto ni yoo wiemo ni abaatsa shishi le eyaaa kwraa.
7. **Saneshishitsoomo ni kweo shishinum:** Etsa sanemuu mli ni anaa wiemakulibii le ankro ankro ni otsa shishi le. Neke haagbe nee kweo hei ni ake wiemakulibii le tsu nii ye sanemuu le mli, yinto, toiboloi, henum ke shishinum tsakemo.

Kaimo



Henco le babao ye shi mo ene mli.

Saneshishitsoom nitsumo

Saneshishitsoom nitsumo komei ne

Kaimo



Tsoolo le aha Nokwemo ye blofo mli ni etsa shishi keba Ga mli.

Agbene le, okɛ saji ni hi kɛha kaselɔi le aɲele nɔ aje shishi kɛkɛ le kemiiya nɔ le, eekwɔ kemiiya ŋwei be emli miiwa beiaŋ ni kaselɔi ahe saa yɛ saneshishitsƆƆmƆ mli le.

1. **Sanemuji ganee:** TsƆƆmƆ sanemuu ganee shishi keje wiemƆ ko mli keya wiemƆ kroko mli ni okwe shishinumƆ ke niŋmaa mlaɪ le.
2. **Fɔŋwiemɔi:** KasemƆ fɔŋwiemɔi ke wiemɔkulibii ni aketsuɔ nii daa ashishitsƆƆmƆ.
3. **Niŋmaa kuku:** TsƆƆmƆ sane kuku shishi kɛkase bɔ ni ajieɔ shishinumƆ kpo ahaa.
4. **Wiemɔkulibii ni aketsuɔ nii yɛ he kredɛɛ:** TsƆƆmƆ sane ni emli wiemɔkulibii le tsuɔ nii yɛ hei kredɛɛ (tamƆ saneyeli, helatsamƆ) kɛna wiemɔi hee.
5. **Ŋaay saji:** tsƆƆmƆ ŋaay saji (tamƆ lalawiemƆ, adesa kuku) ashishi kɛkase bɔ ni ajieɔ gbee ke shishinumƆ kpo
6. **Niŋmaa hee ni akɛwo adafitswaa woji amli:** TsƆƆmƆ niŋmaa hee ni akɛwo adafitswaa woji amli kɛkase bɔ ni ajieɔ saji ni yɔɔ mli ke gbee ni sa kpo.
7. **Sanegbaa:** TsƆƆmƆ sanegbaa (mɛi enyɔ sanegbaa, **interview**) kɛkase bɔ ni ajieɔ wielɔ yɪŋtoo ke egbee kpo.
8. **Kutuu saneshishitsƆƆmƆ:** Kɛ osaneshishitsƆƆmɔi le ato mɛi krokomei anɔ le he (tamƆ mɛi ni he esa asaneshishitsƆƆmɔi, tsɔne saneshishitsƆƆmɔi) kɛna hesale.
9. **Bo dieŋtse osaneshishitsƆƆmƆ:** Ŋmaa nɔ ko yɛ wiemƆ ko mli ni otsɔɔ shishi keya wiemƆ kroko ko mli kɛkase bɔ ni ajieɔ shishinumƆ kpo.
10. **Ha onanemɛi akwe mli:** Nyekɛ saji ni nyetsɔɔ shishi le ahaa nyɛhe ni nyɛkwɛa mli ni nyetsɔɔ nyɛhe tɔmɔi ke saamɔi ni sa akɛ nyɛfee ni eha nyɛhe asa.

Nikasemɔ He Nitsumɔ

1. Gbalamɔ saneshishitsƆƆmƆ mli.
2. Ŋmalamɔ saneshishitsƆƆmƆ henɔi etɛ
3. Gbalamɔ henɔi le etɛ komei amli
4. TsƆƆmƆ nibii etɛ komei ni esa akɛ akwe keji aatsɔɔ sane ko shishi.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class activity

- a. The teacher leads learners to revise the rules of interpretation through questions and answers.
- b. The teacher leads the discussion of translation by asking HP learners to define translation. Allow P/AP learners to redefine the definition in their own understanding.
- 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.). The teacher then leads the discussion focusing on a 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 the 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 a 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 the 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.

Individual work

Individual learners translate a one-paragraph text from a source language to a target 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.*

SANEBIMƆ OTI

Ŋɛɛ 2 Kaa: Hesale yɛ niiashishinumƆ mli

1. ŊmalamƆ ni ogbala saneshishitsƆƆmƆ hencɔi lɛ ekomei amli
2. GbalamƆ saneshishitsƆƆmƆ hencɔi lɛ ekomei amli
3. GbalamƆ saneshishitsƆƆmƆ jebɔ mli

Ŋɛɛ 3 Kaa

1. TsƆƆmƆ sane ni hiɛ wiemɔkulibii ohai ete shishi keɛ blɔfo mli kɛba Ga mli.
2. KanemƆ otsƆƆ klasi lɛ.

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 a 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 to develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.

ADDITIONAL READING

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



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 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.

Sanebimoi komēi

Mlijaa A: Sanebimō ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli

- a) Te hetoi ahahaa nēē atēj nō ni jeeē blawa jebō yē Ga mli lē?
 - A. KV
 - B. KVK
 - C. VK
 - D. V

b) *Ye afisii nikasemɔ ni wɔkase le, hetoi nɛɛ atɛŋ te nɔ ni ke afisii nikasemɔ le yeɔ hegbo le?*

- A. *Etsakeɔ wiemɔ le*
- B. *Eke wiemɔ le eko fataa he*
- C. *Emaa wiemɔ le nɔ mi*
- D. *Efiɔ wiemɔ le sɛɛ*

Mlijaa B: *Mligbalamɔi sanebimɔi*

Gbalamɔ yitseɪ nɛɛ amli otsɔɔ ko ni oha nɔkwemɔ nibii enyɔnyɔnyɔ.

a) *afisii*

b) *Wiemɔ ni ama*

Hei ni akwɛɔ kɛhaa mii loo yibɔi ni sa

Otsi	He ni sa akɛ akwɛ	Sanebimɔ hɛnɔi sɔɔtoɪ	Nilee mli kwɔɔɛ				Fɛɛ
			1	2	3	4	
1	Blawa	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	1	-	-	-	1
		Mligbalamɔ sanebimɔi	-	-	1	-	1
2	Gbee	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	-	1	-	-	1
		Mligbalamɔ sanebimɔi	-	-	1	-	1
3	Susumɔ otii ye sanegbaa mli	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	-	1	-	-	1
		Mligbalamɔ sanebimɔi	-	-	-	-	0
4	Nikanemɔ vii Nikanemɔ gbajaa	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	1	1	1	-	3
		Mligbalamɔ sanebimɔi	-	-	-	-	0
5	Afisii	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	-	-	1	-	1
		Mligbalamɔ sanebimɔi	-	-	-	-	0
6	Tsamɔ wiemɔ	Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja ye mli	2	-	1	-	3
		Mligbalamɔ sanebimɔi	-	-	1		1

Otsi	He ni sa akε akwε	Sanebimo henci srɔtoi	Nilee mli kwɔlε				Fεε
			1	2	3	4	
7	Wiemɔ ke enitsumɔ	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	1	1	2	-	4
		Mligbalamɔ sanebimɔi	-	-	-	-	0
8	Sanefa	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	2	1	1	-	4
		Mligbalamɔ sanebimɔi	-	-	1	-	1
9	Sanekuku ke amehenɔi	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	1	1	1	-	3
		Mligbalamɔ sanebimɔi	-	-	-	-	0
10	Niɲmaa mli okadii	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	4	2	1		7
		Mligbalamɔ sanebimɔi	-	-	1	-	1
11	Sanenɲmaa	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	1	2	2		5
		Mligbalamɔ sanebimɔi	-	1	-	-	1
12	Agwaseaɲ sanenɲmaa ke esui/ jebɔi	Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli	1	1	1	-	3
		Mligbalamɔ sanebimɔi	1	1	1	-	3
	Fεε		15	13	17	0	45

Marking scheme

Mlijaa A: Sanebimo ni hiε hetoi srɔtoi ni ekome pε ni ja yε mli

a) Te hetoi ahahaa nεε atεɲ nɔ ni jee blawa jebɔ yε Ga mli lε?

C. VK – ha 1

b) Yε afisii nikasemɔ ni wɔkase lε, hetoi nεε atεɲ te nɔ ni ke afisii nikasemɔ lε yeɔ hegɔ lε?

A. Afisii ni tsakeɔ wiemɔkulibii – 1 mark

Mlijaa B: Mligbalamɔ sanebimɔi

a) Afisi ji wiemɔ ni akεhaa sεε afisii ke hiε afisii. Afisi ni akεfata wiemɔ shishifai loo sanekuku he lε tsakeɔ shishinumɔ lε ni ehaa anaa nɔ ni tsakeɔ wiemɔ wekui ke nɔ ni tsakeee wiemɔ weku lε.

i. Award 4 marks if the keywords are featured in the definition.

- ii. *Award 3 marks if 5 of the key words feature in the definition.*
 - iii. *Award 2 marks if 3-4 key words occur in the definition.*
 - iv. *Award 1 mark if 1-2 keywords occur in the definition.*
- b) *Wiemɔmaa ji wiemɔkulibii ni ama keje wiemɔ kronko mli kefata amɛwiemɔkulibii ahe.*
- i. *Award 4 marks if the keywords are featured in the definition.*
 - ii. *Award 3 marks if 5 of the key words feature in the definition.*
 - iii. *Award 2 marks if 3-4 key words occur in the definition.*
 - iv. *Award 1 mark if 1-2 keywords occur in the definitionbu*

MLIJAA 6: GBALAMLIBOTEMO KUSUMI

STRAND: KUSUM NIFEEMOI KE MAŊKURAMO

Sub-Strand 1: Kusum nifeemoi

Nikasemo mli gbekpamoi: *Oke gbalamlibotemo kusumi srɔtoɪ ni yɔɔ Ghana le atotoi he, koni okwe srɔtoɪ ni yɔɔ mli, eheseenamoi ye akutsei le amlɪ, koni akwe ɲmenɛɲmenɛ gbalamlibotemo le hu, ni aketo he.*

Gbekpamoi ni kaselɔi ale: Anu gbalashihile shishi ye akutso le mli ni aketo akutsei krokomei anɔi ahe ye Ghana.

Hint



Individual Project Work should be assigned to learners by the end of Week 14. Ensure that the project covers several learning indicators and spans over several weeks. Also, develop a detailed rubric and share it 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 of 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 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 take care of learners with pronunciation problems and skillfully resolve misconceptions and errors.

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 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

Nikasemo mli gbekpamɔi: *Oke kaselɔi agba gbei anɔ ni atsoo kefeɔ yoo he nii kebotoɔ gbalashihile mli.*

NIBII NI SA AKE AKWE 1 & 2: GBALASHIHILE

Gbalamlibotemo mli nilee: Gbalamlibotemo ji mla loo kusumnɔa nifeemo ni heɔ woɔ mli ake nuu ke yoo ko ehe ewo mli ake amemiisumo ni amehi shi ake yoo ke ewu aloo nuu ke ena ni ku le aye he odase ni ahe awo mli nakai.

Gbalamlibotemo kusum: Gbalamlibotemo ji kusum gbejianɔtoo ni afeɔ ahaa nuu ke yoo ni boteɔ gbala mli kefeɔ ame ekome ake nuu ke ena. Ye Ghana akutso le mli le, kusum nee kɔɔɔ nuu ke yoo ni boteɔ gbalashihile mli le pe ahe, shi mon ke amewekumei le fee

Seenamɔi ni yoo gbalashihile ke gbalahamɔ mli nifeemoi ahe: Nibii komei ni he hiaa ye gbalashihile ke gbalamlibotemo mli ji eyeɔ ebuaa kusumi anɔtsamɔ, ebaa kusum le yi, ehaa awoɔ shwiei, ketsɔɔ yinɔbii ni afɔɔ le anɔ le kusum le elaajee, ebaa suban kpakpai ayi, ehaa anaa mei ye weku le mli, ekomefeemo baa, he afabanfoo, yelikebuamɔ, knkn.

a. *Kusum yibaamɔ*

Gbalashihile mli kusumi ni afeɔ damɔɔ, titri le, akutso le ke ekusum nifeemoi agbejianɔtoo ni yaa nɔ ye afii ni eho le nɔ. Tsakemoi srɔtoi eba gbalamlibotemo gbejianɔtoo nee mli mon ne le, nibii ni aheɔ le nomei nɔɔɔ ni aheɔ, fe ake shika ni kaa nɔ le yikule ji nɔ ni tsakeɔ. Ene jɔɔ he ni shika yikule eshe ye bei ni afee kusum le mli. Ye gbe nee nɔ le eebaa kusum le yi.

b. *Kusum le kɛhamɔ*

Ye gbalakusum le tsumɔ mli le, nifeemoi tamɔ agboshimɔ, ke weku ni ayaana, gbalaniihamɔ ke ekrokomei pii. Neke nifeemoi nee hio shi keyaa yinɔi fee anɔ.

c. *Woo ke bule*

Gbalamlibotemo nifeemoi nee ke woo baa haa nuu ke yoo ni boteɔ gbalashihile mli le mli ke amewekumei fee. Mei naa nuu ke ena nee ake mei ni efee klalo ni amɛbaanɔ hegbɛi ashwie amenɔ ketsu amɛgbɛnaa nitsumɔi, amɛbaawo shwiei ni amɛkwe shwiei nee. Ene haa akutsongbii le naa ame jogbanɔɔ ni ake bule haa ame.

d. *Ekomefeemo*

Gbalashihile ji ekomefeemo ni baa wekui enyɔ le aterɔ. Kusumfeemo le buaa wekui enyɔ le ke nanemei anaa. Amɛnaa miishɛɛ ni amɛleɔ amɛhe. Gbalashihilei komei buaa jakui ke maji wuji ni mli bii boteɔ gbalashihile mli le hu anaa. Ene ke ekomefeemo ke toinɔɔle baa ni esaa jakui le ahe.

Ahe bii ni afo awo weku le mli le awo mli.

Gbalakusum tsumo haa weku heo bii ni afo le amewo mli ake ameshi wekumei le ano ni amena hegbe keyeo weku nii le eko. Kefata he le, gbala nmeo bii ni afo le agbe ketao ameweku tsakpaa mli ni ameyoo.

Hekabo

Gbalashihile nmeo gbe ni mei ke amehi bo wekumei hei ni amena le. Eyeo ebuaa kenaa seefimo ye haomo beian ke shika yelikebuamo hu. Mei ni ebote gbalashihile mli le naa hegbe ke amehi naa bole. Gbalamlibii nee yeo amemiishee ke awereho bei fee ekome

Gbala henci ni yoo: Aye gbala henci ete ye Ghana. Kusumnaa gbalamlibotemo, mlanaa gbalamlibotemo ke musumbii agbalamlibotemo. Wobaakwe kusumnaa gbalamlibotemo. Ye nikasemo nee mli le wobaagba kusumnaa gbalamlibotemo he sane. Nokwemo no: Gbalashihile henci ye jakui komei aml

Ashante: Gbala kpakpa, odehei agbala, nyongbala, kuayeli

Dagomba: Dieŋ, Nyuyu nmabu, Payafaa, Paya zubo, Zan ti pua, Doyiri, payipini

Ewe: Fomesrɔ̃, Ahiasrɔ̃, Akotsotso

Ga: Musunotswaa, Hebaatsɛɛ, Hemofeemo, Kuayeliŋa, Shia gbala ke sei he yoo.

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

Gbejianotoi ni yoo gbala nifeemoi aml

Gbejianotoi ni yoo kusumnaa gbalamlibotemo mli tsakeo kejeo akutsei aml keyaa ekrokomei aml. (Tsolo akwe no ni ke amekutso le mli no le yaa koni etsoo no. Nifeemoi pii tsoo hie dani yoohenifeemo baa, no ni afo ye yoohenifeemo le mli ke henifeemo le see. Nibii ni baa nee ye Ashantemei aml

Dani abaabote gbalashihile mli

Ye Akan (Asantes) mei asateŋ le tse ataa ji mo ni taoŋ na haa ebi nuu. Wekui enyo le fee kpaa amenanemei le asee kekweo ake suban ko ye weku le eko mli ni ehii lo. Afo ene koni wekui le ana ake amebi ni yaa gbala le baana etoinjole ye egbala le mli lo. Amekweo ake shia ni suomo, mlijole, shishinum ke mobule yoo mli lo ni amebaah nuu loo yoo le ake ameshaanuu loo shaayoo lo. Akanbii nee kweo ake mei ni boteo gbalashihile mli nee le jee wekumei ni, asan amejee la kome mli lo. Amekweo hu ake tsejemo hela foŋ ko be wekui ni ameboteo mli le aml lo. Akweo ake hela tam wolo mo gbonyo (T.B), kpiti, gbligbli ke ekrokomei ni amele ake hela gbohii ni le eko be jeme lo. Amekweo hu ake gbomei kpakpai ni yoo nakai weku le mli lo, dani amebi le aya jeme.. Amesumoo suban nee: daato, ojotswaa mo ni gugon jeo le fu, anihalo shi amesumoo mo ni naa mabo ni ehie wa ke nitsumo, mo ni shaa ehe afole ketsuo nii ke anokwayeli, knkn.

Ye gbalashihile mli

Keji nuu ke yoo he wo mli ake amebaahi shi le, ato be keha yoohenifeemo le. Nu le buaa ehe, ni emeo keshi gbi ni ato le baashe. Ye blema bei le aml le, Akanbii feo

yooheeni Hoo ke Ju pe ye amehemakeyeli naa ake toinjole ye gbii nee aml. Nibii ni he hiaa ake akebaaya le titri le afe le shika ke daji. Nibii le ekomei ne:

Nhunianinu-nsa/kakoko/upo-ankyi-bo: Ene ji daa ni akeyahaa yoo le tse koni eketo be ni akebaafee kusum le. Atse le. beitoo daa. Eji sinapu to kome ke eno nle (shika) fioo. Shika nee nmeo nuu le gbe keyasraa yoo le ye eshia, ni abiii le sane. Ene noni ni nmeo gbe ni nuu le yajieo ehie kpo ye yoo le wekumei anoo ni anaa ake eke yoo le baahi shi, ni eshie kakoko.

Yino daafaa (Tiri-Nsa): Blema bei le aml le ake fee feo shika ke sinapu. Ene ji daa ni yeo he odase ake nuu le ke yoo le ehi shi ake ena.

Yi nii: Ene le shika ni fa bo ni sa, ni nuu le seebii keyahaa yoo le ake ejwetri. Bei komei le yoo le ke shika nee woo nyomo keji ehie eko loo ekeheo nibii keyaa gbala le.

Shabi daa: Ene le shika ni nuu le kehaa yoo le nyemime hii ye yoo le he ni amebu kebashi be ni akpeo le keyaa nee. Bei pii le yoo le nyemi nuu ji mo ni tsoo shika ni ebaahe keje eshabi le den.

Tse shamono: Ene ji shika ni tse heo kejeo nuu le den ake shamono bo. Ake ene woo tse le nyomo ye saatso ni ehe eha ebiyoo le he. Efo kaa ake yoo le tse ji mo ni tsoo shika ni ebaahe.

Mami shamono Ene ji shika ni yoowu le kehaa yoo le mami ake shamono

Gbalamlibotemo le see

Be ni agbe kusumfeemo le fee naa see loo atuu daa ke shikai ni he hiaa le fee see le, awoo nuu ke yoo le naa ni ahaa ame naawoloi keji naawoo he miihia ame

Ayeo nkpai keda jemawoji ke sisai le ashi ye nokwemo kpakpa ni ameha ni akegbe kusumfeemo le naa le.

Ato bei ahaa nuu le koni ekebam ena le keya ewe. Nibii ni baaya no nakai gbi le no le atse le **nkunkyirena**. Yoo le klenklen gbi ye egbalawe le ehoo nii babao koni mo fee mo ana eko aye.

Nikasemo Mli Nitumo

1. Gbalamo gbalashihile mli
2. Kehooo kwraa le tse gbalashihile henoi ete ni yoo okutso le mli.
3. Tsoomo gbei ete no ni gbalashihile he hiaa waa ye okutso le mli.

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/mindmaps 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 group

- 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. *Teachers 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 the traditional marriage they watched/listened to.

3. Whole class discussion:

- a. Learners are 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.

SANEBIMO OTI

Ɗele nɔ nitsumɔ 2: Jweɲmɔɲ hesalenamɔ ke nitsumɔ

Feemɔ gbejianɔtoi ni akɛfɛɔ yoo he nii ye okutso le mli otsɔɔ

Ɗele nɔ nitsumɔ 3: ake jweɲmɔ mlikwɔle asusu nibii ahe ketao tsabaa

1. Gbalamɔ susumɔi ete hewɔɲ ni aboteɔ gbalashihile mli ye okutso le mli
2. Tsɔɔmɔ nɔ hewɔ ni akpaa weku ko sɛɛ dani aɲmɛɔ gbɛ ake ana ɲa loo wu ye mli le.

Ɗele - nɔ nitsumɔ 4: Yɲsusumɔ vii

1. Atsɔɔ nɔ hewɔ ni kusumnɔa gbalamlibotemɔ he hiaa le koni okwe nɔ ni ekeɓaa aɲkroaɲkro shihile mli, weku ke akutsoɲbii hu ashihile mli
2. Shaa mli ni okwe nɔ ni hi ke nɔ ni ehiii ye kusumnɔa gbalashihile mli, koni okwe ɲamei pii hu he sɛɛnamɔi ke nɔ ni ehiii. .
3. Nyekpaa kusumnɔa gbalamlibotemɔ mli kekwe ake hii ke yei agbenaa nitsumɔi, fɛɛ mli le, yei pɛ agbenaa nitsumɔi, ke aahi nifeemɔi.

Reminder

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 it with learners.

WEEK 15

Nikasemo mli gbekpamɔ: *Oke gbalamlibotemo kusum ni yoo ojaaku le mli le atoa jakui krokomei ni yoo Ghana le anɔi le ahe.*

OTII NI AKWED 1 & 2: GBALASHIHILE MLI GBEJIANOTOI YE JAKUI KROKOMEI AMLI

Gbalamlibotemo mli nilee ke kusumi: Gbala ji no ko ni mla aloo jen gbejianotoo ehe ewo mli ake nuu ke yoo ni ekple no ake ameaahi shi le abote mli ake wu ke na ni amehi shi. Ye gbe kroko no le, gbalamlibotemo ji kusum ni afeɔ kefiɔ nuu ko ke yoo ko ake wu ke na. Ye Ghana jaku le mli le, jee nuu ke yoo ni boteɔ gbalashihile le mli pe ahe esaa, shi moɲ esaa wekui enyo le fee mli bii ahe

Gbala kusumfeemo ye Ghana: Jakui srɔto le fee eko ye ekusumi ni amefee ye gbalashihile he. Tsɔɔɔi akwe no ni yaa no ye amekutsei le amlɪ, koni etsɔ no he nii. Nɔkwemo nibii ni baa nee je Gamei akusumi le amlɪ.

Ye Gamei asaten le, keji wekui enyo, nuusee ke yoosee wekui ba gbeekpamɔ, ni amee amebiyoo ke binuu ha ni amehi shi ake wu ke na le, aɲɔ le ake nakai shihile le gbala ni. Gamei ajaku le heɔ ɲmenɲmene gbala gbejianotoo ni kristofoi agbala mli gbejianotoo fata he le amewoɔ mli, ni nakai nɔɲ amehɔ Musumjamɔ gbalamlibotemo gbejianotoo le hu amewoɔ mli. Nu loo tse ni miitao ebinuu abote gbalashihile mli le, taoɔ yoo ni sa le kleɲkleɲ. Ametsɔ gbei ni baa nee ekomei anɔ ketaoɔ yoo le:

- i. **Musunɔtswaa (Betrothal):** Keji yoo ko hie ho ni eje weku loo shia kpakpa ko mli, aloo le yoo le ye subaɲ kpakpa le, nuu le weku yabio ake keji efɔ biyoo le weku ni bio le baasumɔ ni amebi eshi ameha amebinuu fioo ko ni eke le ahi shi ake eɲa. Efaa daa ye he kemaa no mi. Ene ni Gamei tseɔ le musunɔtswaa le.
- ii. **Hebaatsee:** Keji weku ko na yoo loo nuu ko ni edako loo esheko gbalamlibotemo, shi eesumɔ ake ebi ko ke le ahi shi wasee ko le eyatsɔ yoo le he baa, no ji eyafaa daa ehaa yoo le folɔi ake wasee ko le ebaasumɔ ni ebi (oshimashi) ke amebi le ahi shi. No ji no ni Gamei tseɔ le hebaatsee le. Keji nɔkplemɔ ba le, nuu le seebii kweɔ yoo le keyashio edaa ni amehio shi.
- iii. **Yoo hewiemɔ:** Ye enefeemo mli le, nuu le, nuu le tse, nuu le nye awo, nuu le nyemimeɪ onukpai titri le yei nyeɔ taoɔ yoo haa amenyemi ni miitao na le. Tsemeɪ enyo le naa sanegbaa kemomɔ amebii le agbalashihile le mli saji le anaa koni gbalashihile le aba no. Kusumna gbalashihile le jeɔ shishi ke agboshimɔ, ni kpelemɔ nyieɔ see. Henotoobo tsaa no. Fotoliyeli (niyenii srɔto ko ni ake abele, mutsuru ke loo gbiji hoɔ) nyieɔ no see, keke le gbalaniihamɔ. Naagbee nii ni shweɔ ji yookpeemo le.

Yookpeemo. Yoo fee yoo ni tsɔɔ kusumi nee fee amlɪ le, le ji mo ni Gamei tseɔ le boi ekpaa yoo le.

Gbalashihile mli gbejianotoo ye Fante jaku le mli

Fantemei agbalashihile mli gbejianotoo, taake efɔ kaa ye Akan bii amlɪ lɛ, tse ataa ji mɔ ni taoɔ ɲa haa ebi ni miitao ɲa. Keji tse lɛ na ake ebi lɛ eda lɛ, ewoɔ edeɲ tu ni ekebaaya gbɔbimɔ, ke agbene hu lɛ, ni ekefa eweku ni ebaana lɛ he. Ekoɲɲ lɛ ehaa lɛ shikpɔɲ ni ekebaatsu okwaa. Keji tse fee egbenaa nitsumɔi nɛɛ fɛɛ lɛ bele eeɬa mɔ fɛɛ mɔ ana ake ebinuu lɛ hiɛ ehe ni eda. Bei komei lɛ, tse lɛ taoɔ ɲa ehaa ebi lɛ. Ye bei nɛɛ amlɪ lɛ ahaa gbeke lɛ ekome etsu. Gbeke nuu lɛ fɔlɔi ke lɛ susuo ɲanamɔ he. Bei komei lɛ, eko lɛ, gbeke lɛ ye mɔ ko ye ejweɲmɔ mli koni ekeɛ efɔlɔi lɛ, keke lɛ abɔi yoo lɛ fɔlɔi ke hewiemɔ ke gbejianotoo. Keji yoo lɛ wekumei kple nɔ lɛ, kui enyɔ lɛ fɛɛ bɔiɔ ameshikpamɔ ye wekui amlɪ lɛ. Keji agbe shikpamɔ lɛ naa ni nɔ ko fɔɲ ko be mli lɛ yooseɛbii lɛ heɔ woɔ mli ni amɛɲmɛɔ nuu sɛɛbii lɛ agbe koni gbejianotoo lɛ aya nɔ. Nuu sɛɛbii batuo nibii ni baa nɛɛ ke ehe shika amɛhaa yoo lɛ wekumei.

1. *Hiejiemo daa (Nhun enyim nsa)*: eji daa ni akehaa yoo lɛ sɛɛbii kɛmaa nɔ mi ake amɛbi lɛ baabote gbalashihile mli.. Yoo weku lɛ biɔ amɛbi lɛ keji anɔkwale ni dani amɛmɔɔ nibii ni abatu lɛ mli. Keji yoo lɛ kple nɔ lɛ, amɛnuɔ, ni no tsɔɔ ake amɛhe amɛwo mli. Afɔɔ kusum nɛɛ feemɔ Hɔɔ. Amɛsusuo ake Naa Nyɔɲmɔ gbi ji Hɔɔ, hewɔ lɛ toɲɲɔlɛ gbi ni sa ji no. Ake daa nɛɛ biɔ gbɛ, kekpaɛ fai ake nuu lɛ ke yoo lɛ baahi shi. ('yoo'/'nyew'/'akwansere'/'kwanto nsa no).
2. *"Pon ekyir/kɔkɔkɔ"*: Kusum ni ji enyɔ lɛ ji "kɔkɔkɔ" Eji shika fioo ke sinapu tɔ kome, no akɛshio agbo lɛ.
3. *Bɔwdo - toa*: Ene ji shika ni nuu lɛ kehaa yoo lɛ tse ye etɔle ye ebiyoo lɛ kwemɔ mli. Eji shika ke sinapu ni aketsuo nɛke kusum nɛɛ
4. *Tamboba*: Ene ji shamɔɲbo taake Gamei tseɔ lɛ lɛ. Eji shika fioo ko ni akehaa nye awo lɛ ketsoɔ henumɔ ni nuu lɛ na ha nyɔmɔ ni ebɔ ye mamai ni ehe keje ebi lɛ gbekɛbiashi keɔbashi be ni eke lɛ hiɔ shi nɛɛ. Eji shika ni nuu sɛɛbii lɛ susuo ake esa.
5. *Tsinsa/dase*: Eji shinapu ke enɔ shika: Ene ji gbala kusum lɛ nɔ aduatsɔmaa. Keji nuu lɛ tsu kusumi lɛ fɛɛ ni eshi Tsinsa kusum nɛɛ lɛ nɔ fɛɛ nɔ ni etsu lɛ yeee emuu. No ji kusum lɛ diɛntse. Akɛmaa shi .
6. *Tsir adze*: Eji shika ni aheɔ ye nuu lɛ sɛɛbii adɛɲ ahaa yoo lɛ ake jwetri aloo nitsumɔ shika. Amɛheɔ amɛyeɔ ake gbalatsemɔ baanye aba, ni keji eba lɛ nakai lɛ, yoo lɛ ana shika koni hɔmɔ akaye lɛ. Keɛfata he lɛ blema bei lɛ amlɪ lɛ wekui komei boteɔ nyɔmɔ mli, keji nakai nɔ ko ye lɛ koni akɔ eko ni akɛyawo nakai nyɔmɔ lɛ. Eji shika ni mli tsii'
7. *Gamei tseɔ lɛ shabi daa ni Fante tseɔ lɛ Akontan-sekan*: Eji shika ni akehaa yoo lɛ nyemimeɛ hii . Yoo lɛ nyemimeɛ hii ji meɛ ni tsɔɔ shika ni amɛbaahe.
8. *Asafo daa (Asafo nsa)*: Asafobii ni yɔɔ akutso lɛ mli lɛ hu heɔ daa kejeɔ yoowu lɛ deɲ ake amɛhu amɛbu yoo lɛ he keɛshi nuu lɛ ebaɲɔ lɛ keyaa nɛɛ. Ene tsɔɔ ake be mli ni ena wu nɛɛ hii lɛ fɛɛ ke amɛhiɲmeɛ baɲɲme shi ni nuu ko ke lɛ akafɛe yakayaka.

Je kusumi nɛɛ fɛɛ asɛɛ lɛ, atswaa he adafi akɛ kɛjɛ nakai be lɛ keyaa lɛ yoo lɛ yɛ nuu lɛ dɛŋ. Shaahiimeɪ kɛ shaayeimeɪ lɛ baafɛɛ yelikɛbualɔɪ kɛ ɲaawolɔɪ amɛha gbala lɛ No sɛɛ ayɛɔ ɲkpai ni akɛ nifeemɔ lɛ baa naagbee.

Sɛɛ mli lɛ nuu lɛ haa yoo lɛ shika keyahe nibii ni he baahia lɛ yɛ gbalshihile lɛ mli koni ema kukwɛi ni ehoo eklenklenɛ niyenii yɛ gbala shishi. Fantemɛi tsɛɔ niyenii nɛɛ akɛ edziban kɛsɛ' loo 'nkwansɛn kɛsɛ'. Akɛ niyenii nɛɛ yaa ewumɛi ashia lɛ mli, ni wekumɛi abii fɛɛ kɛ nanemɛi bayɛɔ eko. Nakai gbɛkɛ lɛ yoo lɛ yaa wɔɔhe ni ekɛ ewu yawɔɔ. Nakai gbɛkɛ lɛ afamɔɔ mɛi ni amɛkɛ yoo lɛ yaa egbala we lɛ ni eyawɔɔ ewu sɛɛ. Yei nukpai ni yɔɔ eweku lɛ mli ji mɛi ni kɛ lɛ yaa. Biɛ ji he ni gbalashihile lɛ jɛɔ shishi kɛjɛɔ.

Aakpa gbɛ akɛ tsɔɔlɔɪ kɛ gbalamlibotemɔ gbɛjianɔtoi srɔtoi lɛ atotoi he koni kaselɔɪ ana. Enɛ baaye abua kaselɔɪ kɛna gbalamlibotemɔ gbɛjianɔtoi kɛ kusumi amlɪ srɔtoi kɛ amɛhe sɛɛnamɔɪ.

Nikasemɔ Mli Nitsumɔ

1. Gbalamɔ bɔ ni kusumnaa gbalamlibotemɔ yaa lɛ ehaa yɛ jakui enyɔ komɛi amlɪ (Nɔkwemɔ nɔ: yɛ Dagombabii kɛ Damgbabii atɛɲ, Nzema kɛ Ewebii atɛɲ, knkn.)
2. Tsɔɔmɔ hegbɔyeli kɛ srɔtoi ni yɔɔ gbalamlibotemɔ kusumi lɛ amlɪ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion

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

Some pointers

- *The teacher could recruit people from different cultures to teach this indicator.*
- *The teacher can also assign learners to research marriage ceremonies in some cultures before the actual lesson so that the class discussion can be interactive.*
- *The teacher could also ask learners in the school who may know about marriage from different backgrounds to present.*

Group work/Collaborative Learning

Mixed ability group

- a. Compare and contrast the traditional marriage rites among different cultures in Ghana.
- b. Whole class discussion: Make a presentation on traditional marriage rites from a different culture for discussion.

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

SANEBIMO OTI

Ɗele - nɔ nitsumɔ 3:-Ni ake nilee ke hesale atsu nii

1. Tsɔɔmɔ bɔ ni ake kusumnɔa gbalamlibotemɔ tsuɔ nii ahaa ye jakui srɔtoi amlɔ. Nyekwea srɔtoi ke hegbɔyeliɔ
2. Nyetsɔa hiɛnyiɛlɔi agbenɔa nitsumɔi ye kusumnɔa gbalamlibotemɔ gbejianɔtoo le mli.

Sanebimɔ Ɗele 4: Jweɲmɔ ni mlikwɔ

Nyɛpɛia yei agbenɔa nitsumɔi le amlɔ ake ahaa amɛ hegbe ye kusumnɔa nifeemɔi amlɔ lo. Kɔ jaku ni osumɔɔ agbalamlibotemɔ kusum le.

WEEK 16

Nikasemo mli gbekpamo: *Nyegbaa nmenenmene nifeemoi ni teo shi shio kusumnaa gbalamlibotemo le.*

OTI HE NI AWIED 1 & 2: GBALAMLIBOTEMO KE NMENENMENE NIFEEMOI

Susumo ni yoo gbalamlibotemo he: Gbalamlibotemo ji gbejianotoi ni afeɔ ahaa nuu ke yoo ni boteɔ gbala mli ake wu ke ɲa. Ye Ghana akutsei amlɪ le, gbalamlibotemo kɔɔɔ nuu ke yoo le pe he shi ekɔ weekui enyɔ le ke emlibii fee ahe.

Nmenenmene nifeemoi ni baa le ke tsakemoi eba kusumnaa gbalamlibotemo mli babao. Ekomei ne: Tsakemoi ni nmenenmene nifeemo le keba le ekomei yeo buaa ni ekomei hu esaa nii. Eetsɔ srɔtoi ni yoo shikatsemei ke ohiafoi atɛɲ ketsɔ nifeemoi ni yaa nɔ nmenenmene le. Nibii le ekomei ni baa ye shishi ne:

- a. *Sukuu yaa ni efa:* Ajɔɔ jɛɲ he eha mei babao ena gbe ketee sukuu ni eha mei babao ele ame abeku ke ejuro titri le yei ni amenyeo amekɔ jweɲmo kefeɔ nibii pii ye amɛgbalashihile he. Bei pii le, mei ni yoo mli le be ke bɔ ni amɛgbalashihilei afee aha ke nibii ni sa ake amefee ye gbalamlibotemo gbejianotoo le mli le he.
- b. *Adesai ahegbɛi ke hii ke yei ahegbɔyeli shihile:* Wiemoi ni maa adesai ahegbeyeli nɔ mi ke hii ke yei ahegbɔyeli eha tsakemoi eba kusumnaa gbalamlibotemo mli ni nɔ ke bule ebaha yei ahegbɛi ni nmenenmene amenyeo ameyeo gboshi nii ke japadei.
- c. *Jamɔi amlɪ nilee namɔ:* Kristo ke musum jamɔ ni egbe eshwa ke jamɔi krokomei le ke kusum gbejianotoi krokomei eba ni bei pii le amɛgbekjianotoi le yeo buaa fe kusumnaa gbejianotoi nmiɲmi le.
- d. *Nitsumɔ ke shika gbejianotoo ni etee hie:* Shika he ɲaatsɔɔ ni etee hie le eha mei ashika gbejianotoo etee hie hewɔ le amenyeo ametsɔɔ nɔ ni ametaoɔ ke nuu loo yoo ni esumɔ ake ekehi shi ke bɔ ni nibii aya le ye amɛgbalashihile gbejianotoo le mli.
- e. *Shimɔ ke maji wuji amliyaa:* Akeni mei shio keyaa maji wuji amlɪ le, amehinmei gbeleɔ ye kusumii srɔtoi pii amlɪ ni amɛke nibii hei nee fataa nɔ ni ameyɔɔ momo le he ketsakeɔ nibii ahie ni esaa kusumnaa gbalamlibotemo gbejianotoo le he.
- f. *Social media ke technology:* social media etsake mei ke mei asharamɔ gbejianotoi ke amekpee fee, gbɛi anɔ ni ametsɔɔ ketswaa adafi ke sanegbaa, gbalamli tsɔsemɔ ke nifeemoi fee.
- g. *Gbefaa keyahi mansee:* Mei ni faa gbe shio amemaji keyahio jaku maji wuji ke bibii krokomei amlɪ le ekase subaɲi krokomei ye gbalamlibotemo gbejianotoi ahe ni amɛke nomei miitsu nii ye amɛgbalamlibotemo kusumi ahe, ni ene eha kusumnaa gbalamlibotemo ehuru ketee ɲele ko nɔ
- h. *Nibii ahitsakemo ye mlanaa:* Gbejianotoi ke mlahietsakemo ni amralofoi kebaa tamɔ kusumnaa gbalamlibotemo mla ni aketsuɔ nii nmenenmene le ena hie ye wɔgbalamlibotemo gbejianotoi amlɪ jogbaɲɲ.

- i. *Jenjen hemoomo ke ekomefeemo*: ye Jenjen hemoomo ke ekomefeemo gbejianotoo le naa le kusumi nifeemoi ahie hu miitsake kemiibenje nifeemoi ni ke toinjele baaba he Jwengmo tsakemo ke kusumi amlikwemo ke nilee kpakpai baa ni kusumi le ekomei ahie tsakeo ni eyeo ebuaa kusumnaa gbalamlibotemo ke jenshihile fee.
- j. *Nibii ahiet sakemo ye yinwi le amlil*: Nibii atsiimo hietsakemo ye yinwi le amlil haa asaa akweo nifeemoi hu ahiet sakemo, ni ene haa tsakemoi hu baa ye yoo he nifeemoi amlil.

Tsakemo gbohii anaasamo: Gbei ano ni abaatsa kesa tsakemoi gbohii ni boteo wokusumi amlil le anaa ji; asusu ni akwe tsakemoi ni baa gbala nifeemoi amlil ni ehiii le, koni akwe gbei ano ni abaatsa kesa nibii hei ni baa ni esaaa le anaa koni amo nibii kpakpai ni hi ha wokusumi le amlil. Nibii komei ni wobaamo mli ne:

- a. *Kusum nibii kpakpai asaamakekwemo*: Gboshi nibii kpakpai, kusumi ke nifeemoi ni yeo buaa wekui agbejianotoi le esa ni amo nomei amlil ni aketsu nii. Esa ake aye abua akutseian yelikebuamo nifeemoi le ni awa mei ni ehia ame le koni kusumnaa nifeemoi tamoo gbalamlibotemo gbejianotoi le, amenye amemo mli ni kusum nifeemoi le anye adamo enaji ano.
- b. *Ake bule aha ankroankro tsuishwee naa nii*: Enefeemo mli le abaabu ankroankro tsuinaa nibii le, ake woo baaha ame ni abaawo ame hewale ni amenya amegboshi nibii le ahe.

Yinwi le asanegbaa: Hienyieloi ke yinwi le agba sane kenu nilee wiemoi ni he hiaa, akwe hiamoi nibii ni sa ake afee, koni ana susumo kome ni koo gbalamli saji ahe bo ni afee ni oblahii ke yei le akatsi ameha keje kusum nifeemoi ahe. Neke sanegbaa ke jwengmotsomoo nee baaye abua yinwi ni baa le koni ameke bule aha kusum nifeemoi ni ashi aha ame le, ni ebaaka ametsuii ano, amebaakwe ni amebaakura nibii ni teo shi shio kusum nifeemoi fee. Abaanye atse kpee kesusu kusum nibii kpakpai le ahe keye abua gbala mli nifeemoi.

- c. *Tsosemoo ke Hewalewoo nifeemoi*: Awo ankroankro hewale kena tsosemoo kpakpai ye sukuuyaa mli ke shikahe naatsaa nitsumoi kena shika shidaamo mli hewale ni ameke bule aha kusum mli gbehei ke nibii kpakpai ni sa. Ana kusumnaa gbalamlibotemo nifeemoi koni ameketsu nii, ni asaa le bo ni eke nmenenmenen nifeemoi le baaya, mon akafite le shi abaa yi.
- d. *Shihile mli haomoi ke tolei, tamoo ohia ke soshia midia nifeemoi*, ni baanye agba gbalashihile naa le akwe ni akpe ye he koni atao naa tsabaa.

Nikasemo Mli Nitsumo

1. Kehooo kwraa le, **nmalamoo** nibii ete ni yeo buaa kusumnaa gbalamlibotemo.
2. Kehooo kwraa le, **nmalamoo** nibii ete ni teo shi shio kusumnaa gbalamlibotemo.
3. Tsoomoo gbei ete ni abaanye atso no kebaa nibii kpakpai ni yoo kusum nifeemoi amlil le ayi koni ogbala mli otsaa.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

Whole class discussion

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

Group work/Collaborative Learning

Mixed ability group (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 contributions 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.

SANEBIMO OTI

Ɔele 3 no nitsumo

1. Tsɔɔmo osusumɔi ke jweɲmo ye kusumnɔa gbalamlibotemo gbejianɔtoo le he ye Ghana jakui enyɔ he.
2. Ke hoo kwraa le tsɔɔmo haomɔi ete ni teɔ shi shio kusumnɔa gbalamlibotemo koni oha naa tsabaa.

Ɔele 4 no nitsumo

1. Halamo mli ni okwe hei ni kusumnɔa gbalamlibotemo ke ɲmenɛɲmene adesai ahegbɛ mlai kpeɔ ye.

- Keji ona hegbe kebaatsake gbalamlibotemo gbejianotoo le hie le, meni obaatsake ni meni hewo? Gbalamo mli.

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.

Reminder

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

ADDITIONAL READING

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MLIJAA 7: WEKU TƆKPAA KƐ KUSUMNAA MAŊKURAMƆ

STRAND 3: JEŊNIFEEMƆI KƐ KUSUMNAA MAŊKURAMƆ

Sub-Strand 2: Kusumnaa maŋkuramƆ. (Traditional Governance)

NikasemƆ mli gbɛkpamƆi: *Nyɛshaa weku tɔkpai anifeemƆi amlɪ ni nyɛkɛ eko ato ekroko hɛ, koni nyɛkwɛ nɔ hewɔ ni ehe hiaa akɛ tɔkpaa nifemƆi akahe ahi shi.*

GbɛkpamƆi ni kaselɔi ale: Atsɔɔ shishinumƆ ni ona yɛ weku tɔkpaa nifeemƆi ahe yɛ ojaku lɛ mli koni okɛto kui krokomei yɛ Ghana anɔi ahe.

Hint



- *The End of Semester will be conducted in Week 18. Refer to **Appendix H** for a Table of Specifications to guide you in setting the questions. Set questions to cover all indicators for at least weeks 13 to 17.*
- *Remind learners about their portfolio and support 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 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 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**Nibii ni tsɔɔ mɔ ko shɛɛhe yɛ nikasemɔ mli**

1. *Gbalamɔ weku tɔkpaa mli koni otsɔɔ nɔ hewɔ ni ehe hiaa akɛ ehi shi.*
2. *Oke oweku tɔkpaa lɛ ato tɔkpaa kroko yɛ Ghana he.*

SUSUMƆ OTI NI AKWƐƆ 1 & 2: WEKU TƆKPAA SHIKAMƆ

Weku tɔkpaa ji ku ni buaa wekumɛi abii anaa, ni adamɔɔ mɛi ni atsemɛi, nyɛmɛi, niimeɛi kɛ naameɛi kenii jɛ tɔkpaa lɛ mli ni akɛbuɔa tɔkpaa mli bii lɛ anaa. Amɛblema sane, akɛ amɛjɛ la kome mli ni amɛnaa amɛhe akɛ gbɔmɛi kome. Anaa weku tɔkpaa yɛ kusumnɔa kui kɛ maji tamɔ Africa, Scotland kɛ ekrokomeɛi amli, sui komeɛi ni anaa.

Sui komeɛi ni yɔɔ Weku tɔkpaa he nɛ

1. Blema tse kome: Tɔkpaa mlibii fɛɛ tsɔɔ amɛsɛɛ keyaninaa blema tse kome ni mɔ fɛɛ mɔ jɛ emli.
2. Nɔ ni fɛɔ mɔ ko tɔkpaa mli nyo: Tɔkpaa mlibii lɛ jɛ la kome mli, gbala loo ni aɲɔ mɔ ko..
3. Okadi ni yɔɔ tɔkpaa mli bii ahe: kuɲbii hieɔ gbɛi kome, okadi loo kusum kome.
4. Henaabuamɔ: Tɔkpaa yɛ sharamɔ mumɔ ko kɛ henumɔ mumɔ ni gbalaa amɛ kɛbuɔa amɛhe naa.
5. Nɔyeli gbɛjianɔtoo: Tɔkpaa yɛ hienyielɔi, onukpai, loo majiatsemɛi ni kudɔɔ susumɔi kɛ nifeemɔi,
6. Amɛyɛ ɲamɔi kɛ nɔheremɔ, amɛklɛɲklɛɲ fɔmɔbii, nyɛmimɛi hii kɛ yɛi.

Tɔkpaa fɛɔ nibii pii, tamɔ enɛnɛi

1. Amɛyɛɔ amɛbuɔa amɛhe, amɛbaa amɛnyɛmimɛi ayi.
2. Amɛbaa gboshi nibii ni amɛbanina kɛ kusumi lɛ ayi.
3. Amɛyɛɔ amɛbuɔa wekumɛi ni amɛkwɛɔ ni ekomefeemɔ ahi shi.
4. Amesaa saji kɛ bei ni baa.

Tɔkpaa lɛ nibii ni he hiaa feemɔ

Tɔkpaa gbɛjianɔtoo lɛ ebɔ mɔɔɲ yɛ kusumi srɔtoi pii amli kɛjɛ blema ni ekomeɛi nɛ:

1. *Sharamɔ ku:* Tɔkpaa toɔ gbɛjianɔ kɛha kui bibii ni hie jwɛɲmɔ kome kɛ tsuishwee kome tsemɔ, ni abaanyɛ akura koni amɛyɛ amɛbuɔa amɛhe.
2. *Sharamɔ ni ka tɔkpaa mli bii atɛɲ:* Tɔkpaa lɛ maa sharamɔ ni yɔɔ wekumɛi atɛɲ lɛ nɔ mi ni ebi koni amɛnu he amɛha amɛhe, aye nyɛmi anɔkwale koni amɛyɛ amɛbuɔa amɛhe.

3. *Koni ale he*: Tɔkpaa le haa aleɔ emli bii le fee ketsɔ adafitswaa nɔ, ni ajieɔ mei akpo atsɔɔ ku le fee tamɔ ake tɔkpaa mli nyo, eje ku le mli ni efata ku le he.
4. *Ekomefeemɔ ke yelikɛbuamɔ*: Tɔkpaa woɔ eku le mli bii ekaa kefee ekome koni aye abua he, awa mei ni ehia amɛ, okwaafɔi, mei ni miibi hefamɔ ke mei ni ena saji hu.
5. *Sanekuramɔ*: Tɔkpaa ye le diɛntse egbei ni etsɔɔ nɔ kekuraa saji ni toinjɔle baa.
6. *Kusumi anaabuamɔ ketoo*: Tɔkpaa yeɔ buaa kebaa kusumi ke nifeemɔi le ayi ni amekɛhaa yinɔi ni baa le.
7. *Kuramɔ ku*: Ye maji ke sharamɔ kui komɛi amli le, kuramɔ kui jeɔ shishi kejeɔ tɔkpa onukpai ni yɔɔ le amli, amɛ ni ameyɔɔ hewale ke najɔle wiemɔ ni akemɔmɔɔ mei ajwɛɛmɔ.
8. *Shika he ɲaatsɔɔ mli ekomefeemɔ*: Tɔkpai yeɔ buaa ekomefeemɔ ye nibii tamɔ shika naabuamɔ loo ejaa, jarayeli ke nitsulɔi anaabuamɔ ketsu nɔ ko pɔtɛɛ ko.
9. *Hiɛyaa*: Tɔkpaa le nyɛɔ feɔ gbejianɔtoo haa ehienyiɛlɔi le keye abua amɛnɔyaa.
10. *Henumɔ ake oshi nɔ*: Tɔkpaa haa mei nuɔ he ake amɛhu amɛshi nɔ, ni ehaa amɛnaa tɔkpaa le dale ake eda fe aɲkroaɲkro ni yɔɔ mli, hewɔ le mɔ fee mɔ ke ehewale woɔ tɔkpaa le shishi, ni amɛnaa amɛhe ake amɛ hu amɛfata he.

Weku tɔkpaa gbejianɔtoo nɛɛ ba afii babaoɔ nɛ, ni anaa seenamɔi ni yɔɔ he ye bei nɛɛ amli fee. Fee sɛɛ le enibii kpakpai ni efɛɔ ye akutsei le amli le, hwanejee ko bɛ he

Weku Tɔkpaa hɛnɔi komɛi agbei ke amɛkla kooloo

Nɔkwɛmɔ nibii ni aha nɛɛ le, kui komɛi anɔ ni. Tsɔɔlɔi akwɛ he ni ameyɔɔ le ke Weku Tɔkpaa ni yɔɔ mli le, koni amɛtao gbei ni yɔɔ jɛmɛ ke tɔkpaa le kla kooloo ye wiemɔ ni amɛkaseɔ le mli

Akan bii ye Tɔkpai kpaanyɔ ke amɛkla kooloi.

Srɔtoi ye mli.

Ashante Tɔkpai	Kla Kooloo
Asakyiri	Akpaɲa
Oyoko	Akroma
Agona	Akoo
Asona	Onufu/kwaakwaalabite
Aduana	Gbee
Biretuo	Kootsɛ
Ekoɔna	Wuo
Aseneɛ	Ampaɲ
Fante Tɔkpai	Kla Kooloo

Ashante Tɔkpai	Kla Kooloo
Adwenadze	Eburowtuw
Aboradze	Awendadze
Nsɔna	Ɔsɔ
Anɔna	Ekoo
Twidan	Twɪ(sebɔ)
Aboradze	Borɛdze
Ntwea	Ɔtwea(bɔdɔm)

Dagombabii (Northern Region)

Weku Tɔkpaa	Kla Kooloo
Lunsi (Miyilɔi)	Kɔkɔdene
Baansi	Baa
Naafooni	Onufu

The Mamprusi (North East Region)

Nayiri	Baa
Tensung	Klaŋ
Kunguri	Abisaŋkoto

Gonjabii (Savanna Region)

Mankpan	Jata
Kpembewura	Baa
Bolewura	Shwuɔ

Frafrabii (Upper East Region)

Nabdam	Gbee
Tongo	Jeŋ
Bolga	Baa

The Kusasi (Upper East)

Bawku	Baa
Zebilla	Akpokplonto

Ewebii (Ayigbemei)

Weku Tŏkpaa ji ku ni da fe fƐƐ yƐ Jaku maŋ ko mli. Efŏŏ kaa ake Weku tŏkpaa le wiemo nyƐŏ feŏ jaku mli ni eyŏŏ le wiemo. Wekui srŏtoi babaoŏ ni yŏŏ tŏkpaa ko mli. Sa loo Hlo ji gbƐi ni akehaa tŏkpaa yƐ Ayigbemei asateŋ.

KƐje Anlo/Anlo, Avenor, Ave, Tongu, Agave keyashi Mafi le ametseŏ tŏkpaa ake Hlo, ni keje Ewedome ni ji meŏi ni yŏŏ Ho, Adaklu, Kpando, Hohoe, Peki keyashwie Ve ke ehewŏŋ maji le fƐƐ tseŏ Tŏkpaa ake sã.

Aye tŏkpaa 15 yƐ Anlo, 13 yƐ Avenor ni 9 yƐ Agave ke ekrokomƐi.

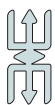
Tŏkpai 15 ni yŏŏ Anlo le ke amekla kooloi ji nŏ ni baa neƐ:

Anlo (Ewe) Tŏkpai 15 le, amekla kooloi ke Aahi:

Weku Tŏkpaa	Kla Kooloo	Aahi
Lafe	Abisaŋkoto, yŏŏ ke Aflimata	
Amlade	Abisaŋkoto, yŏŏ ke Aflimata	
Adzovia	Loo (etamo didƐi)	
Bate		
Like		
Bamee	Mlaŋtswi, Abisaŋkoto	
Tovi	Wuo	
Klevi	Yŏŏ	
Yetsofe	gwantƐŋ	
Agave		
Tsiame		
Ame		
Dzevi	Mlaŋtswi	
Uifeme	Yŏŏ ke Akpokplonto	
Blu	Yŏŏ ke Akpokplonto	

Anlo nuu loo yoo jε tƆkpai 15 nεe eko kε mli, ni amεtsεo gbεjianɔtoo nεe akε ‘hlɔwo,’ ni anaa hii asεε bii saŋj yε tƆkpai lε amli ni amεtsεo nεkε nii nεe akε ‘tɔ-fome.’

Nibii ni akεnaa mɔ ko ni jε Tɔkpaa ko mli lε ji: Gbεi, niyenii, Aahi kε tɔkpaa lε kla kooloo, ni amεblema saji ni tsɔɔ nɔ ni ba dani awowoi gbεii lε ahe blemabii saji fata he



Note

Anyεo anaa srɔtoi yε kla kooloi kε Tɔkpaa agbεii lε amli yε Akan kpokpa lε mli.

Nikasemɔ Mli Nitsumɔi

1. Mɛni ji Weku Tɔkpaa?
2. Ha nɔkwεmɔ nibii yε Weku Tɔkpaa gbεii kε amεkla kooloi yε onikasemɔ lε mli
3. Gbalamɔ nibii etε ni kɔɔ weku tɔkpaa he yε okutso lε mli otsɔɔ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole class discussion

- a. Through questions and answers (Q&A), 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 conversations, the class discusses the significance of the clan system.

Group work/Collaborative Learning

1. In mixed-ability groups

- a. Learners discuss the clans in their community.
- b. 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.

2. Group work

- a. In 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.

SANEBIMƆ OTI

Ŋɛɛ 3 nɔ Sanebimɔi: Nɔ ko shishinumɔ ketsɔ gbei srɔtoi anɔ

1. Gbalamɔ mli ni otsɔɔ bɔ ni kui atsemɔ yɛ tɔkpaa mli baanye aye abua ameshika heɲaatsɔɔ gbejianɔtoo hu.
2. Ake weku tɔkpaa yitso ɛ, mɛɛ gbei anɔ obaatsɔ okura ekomefeemɔ yɛ tɔkpaa ɛ mli?
3. Keto he koni otsɔɔ srɔtoi ni yɔɔ oweku tɔkpaa kɛ tɔkpaa kroko ko mli yɛ Ghana.

Hint



*The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. (Refer to **Appendix H** for a Table of Specifications to guide you in setting the questions). Set questions to cover all indicators for at least weeks 13 to 17.*

Reminder

Remind learners about their portfolio and offer support to those who may be struggling.

WEEK 18

Nikasemɔ mli Gbɛkpamɔ: *Atao kusumnaa nɔyeli gbɛjianɔtoo lɛ mli (tɛ, weku yitso, wekutɔkpaa yitso, knkn)*

SUSUMƆ OTI NI AKWƆƆ 1: KUSUMNAA MAŊKURAMƆ GBɛJIANƆTOO Lɛ SHIKAMƆ

KUSUMNAA MAŊKURAMƆ

Kusumnaa Maŋkuramɔ ji maŋkuramɔ ko ni shikwɛɛbii kɛ jɛŋ kusum kɛ jɛŋ nilee ni akekuraa. Shikwɛɛbii lɛ hiɛ maŋkuramɔ gbɛjianɔtoo kpakpai ni ato yɛ wɔkutsei lɛ amlɪ ni akekuraa maji lɛ. Ehie nɔyeli naatoo ni tsɔɔ lumɔ fɛɛ lumɔ kɛ mɔ ni shishi ni eyɔɔ. Srɔtoi baa yɛ nɔyeli gbɛjianɔtoi nɛɛ amlɪ yɛ wiemɔi srɔtoi lɛ amlɪ shi akutsei lɛ titri hiɛ gbɛjianɔtoo kome.

Kusumnaa maŋkuramɔ gbɛjianɔtoo yɛ weku kɔklɔɔ mli

Yɛ wɔ Ghana nɛɛ lɛ, weku nyɛɔ efɛɔ weku kɔklɔɔ ni tɛ, nyɛ kɛ bii yɔɔ mli, loo weku gbajaa ni tsɛkwɛ, nyɛkwɛ, tsɛnukpa loo tsɛfio loo nyɛnukpa loo nyɛfio, Nii, Naa knkn fata he. Koni ohie aka bo shi lɛ kusumnaa nɔyeli gbɛjianɔtoo ŋɔɔ tɛ, wekuyitso, weku tɔkpaa yitso, majiatsemɛi, maŋtsemɛi bibii, maŋtsewolɔi kɛ kpokpa wuji anɔ maŋtsemɛi kɛ ekrokomei.

Nɔyeli shidaamɔ tso

Nɔyeli shidaamɔ tso ji gbɛnaa hielɔi ashidaamɔ tso ni atɛŋ ni tsɔɔ gbɛnaahielɔi ayelihe yɛ gbɛnaahielɔi atɛŋ yɛ ku ko mli. Etsɔɔ mɔ fɛɛ mɔ yelihe yɛ ku loo nitsumɔ ko mli, keje onukpa ni fe fɛɛ nɔ keyashi gbɛnaa bibioo ni fe fɛɛ nɔ, ni no tsɔɔ mɔ shishi ni mɔ fɛɛ mɔ ko hɔ.

Yɛ kusumnaa nɔyeli gbɛjianɔtoo mli lɛ, neke ji bɔ ni wɔbaana nɔyeli tso lɛ.

KUSUMNAA MAŊKURAMƆ GBɛJIANƆTOO

Nɔkwɔlɔmɔi ni yɔɔ kusumnaa nɔyeli gbɛjianɔtoi lɛ mli lɛ, nyie nibii ni baa nɛɛ aŋɛlɛ nɔ:

1. Maŋtɛ nukpa/Maŋtɛ wulu.
2. Kpokpaa bibii anɔ maŋtsemɛi/maji bibii anɔ maŋtsemɛi.
3. Maŋnyɛmɛi.
4. Maŋtsewolɔi.

Kɛfata nɔ ni yɔɔ ŋwei lɛ he lɛ ayɛ lumɛi tamɔ tatɛ, woleiatɛ loo okwaafiatɛ kɛ weku tɔkpaa yitsei, weku yitsei knkn.

1. Maŋtɛ nukpa

Maŋtsemɛi wuji kɛ onukpai ji jaku hienyielɔi aloo wiemɔkui wuji ahienyielɔi. Ameji hewaletsemɛi ni yɔɔ amekui lɛ amlɪ ni mɔ ko be amɛsɛɛ dɔŋŋ yɛ amɛkpokpai

le anɔ. Akwɔɔ keyaa gbɛhe nɛɛ keji odehe ji bo, ni bei komɛi le anaa gbɛhe nɛɛ kɛtsɔɔ nyɛsɛɛ loo tsɛsɛɛ gboshi niyeli nɔ keji ablade ji ofɔlɔi (tsɛ loo nyɛ) ni edamɔɔ ku mli ni oje hu nɔ. Maŋtse nukpa loo Maŋtse wulu ye woogbei ni akɛhaa. Nɔkwɛmɔ nɔ. Ayigbɛmɛi (Ewe) hiɛ Fiaga, Akanbii hiɛ Osagyefuo, Dagombabii hiɛ Yaa-Naa knkn.

Maŋtse nukpa/ Maŋtse wuli nifeemɔi/gbenaa nitsumɔi nɛ:

- a. Hiɛnyiɛlɔ kɛha kpokpa wulu ni hiɛ akutsei ke akrowai babao.
- b. Adamɔ shi kɛtsu kusumi ke nifeemɔi krokomei.
- c. Ekura sei shikpɔji ni yɔɔ ekpokpa le nɔ le.
- d. Akura ni eye saji ye ekpokpa le nɔ.
- e. Awo mla ni ekwe ake aye mla le nɔ.
- f. Ekwe ni nɔyaa aba ekpokpa le nɔ.
- g. Ekwe ni toinɔɔle ke ekomefeemɔ ahi ewebii le atɛɣ.
- h. Etsu enii ake mɔ ni sumɔɔ ekomefeemɔ koni eye ekpokpa le najian ye gwabɔɔ shishi.

2. Kpokpa bibii ke maji bibii anɔ maŋtsemɛi

Kpokpa bibii ke maji bibii anɔ maŋtsemɛi hɔlɔ kpokpa wuji anɔ maŋtsemɛi ashishi. Amɛye hewale ye maji bibii ke akrowai le anɔ. Eji gboshinii ni ashio ahaa, ajɛɔ odehei aweku mli ni ayeɔ maŋtse.

Kpokpa bibii/maji bibii anɔ maŋtsemɛi agbenaa nitsumɔi:

- a. Ametsuɔ nii keji maŋtse nukpa le be jɛmɛ.
- b. Amɛyeɔ amɛbuaa shweshweeshwenamɔ ye amɛmaji le amli.
- c. Amɛyeɔ saji ye amɛmaji le amli
- d. Amɛkwɛɔ koni toinɔɔle atsu nii ye amɛmaji le amli.
- e. Ametsuɔ kusumi ni yɔɔ amɛsɛii le ahe le.

3. Maŋnye

Maŋnyemɛi le tsuɔ amenii ake mumɔ mli yitsei kɛha yei ni yɔɔ maji le amli le, ni amɛke blema saji ni kɔɔ yinɔbii ahe le toɔ. Amɛbɔɔ mɔdɛɣ kɛtsuɔ nii kɛbaa yei ke gbekɛbii ashihile yi, ye amɛmaji le amli. Ye jakui ni yeɔ nyɛsɛɛ nii le amli le, eji maŋnyemɛi le agbenaa ake amɛ amɛjieɔ mɔ ni sa ni awo le maŋtse le. Maŋnye le ni hiɛ hewale ni akɛtsɔɔ mɔ ni sa ake awo keji abladei awakui le efamɔ mɛi fɛɛ ni sa keje amɛwekui le amli amɛha sei le he onukpai le. Amɛye hegbe ni amɛ diɛntse amɛfamɔɔ maŋnyemɛi bibii ni baasomɔ amɛ.

Maŋnyemɛi agbenaa nitsumɔi le ekomei ji

- a. Aye abua gbenaa nitsumɔi ni maŋtsemɛi tsuɔ ye maŋkuramɔ gbejianɔtoo mli le.
- b. Akwe ni eye saji ni gbɛa yei anaa ye amɛkutsei le amli.

- c. Amɛ ni amɛfaa yɛi ahɛgbɛi ahɛ.
- d. Amɛbaa yinɔi lɛ ahɛ saji ayi koni amɛkɛtsɔsɛ yinɔi ni baa yɛ amɛkutsei lɛ amlɛ lɛ.

4. Mantɛwɔlɔi

Mantɛwɔlɔ loo wɔlɔi ji mɛi ni bɛɲkɛ ni amɛyɔɔ hɛwale yɛ odehe ko ni sa mantɛ ko nɔ, tsɛbeɛ amɛ diɛntɛ lɛ amɛyɛɛɛ emuu kɛha mantɛyɛli. Ku nɛɛ kpɛɔ ni amɛkwɛɔ mɔ ni sa akɛ awo lɛ mantɛ.

Mantɛwɔlɔi anitsumɔi nɛ

- a. Amɛwo mantɛ heɛ kɛji gbɛ ba sɛi lɛ he.
- b. Amɛtsuɔ kusum kɛji mantɛ lɛ gbo.
- c. Amɛdamɔɔ shi kɛkpaa mantɛ kɛji gbɛ ba mantɛ lɛ he.
- d. Amɛkɛ mantɛ heɛ lɛ tsɔɔ manɓii lɛ.
- e. Amɛwoɔ mantɛ lɛ ɲaa.

Nikasemɔ Lɛ Mli Nitsumɔ

Ha kadaagbamɔ sane kɛtsɔ kusumnɛa mankuramɔ.

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.

Sha jwɛɲɔmɔ mli mfoniri

SANEBIMɔ OTI

Ɗɛɛ 2 nɔ sanɛbimɔi: Jwɛɲmɔɲ nilee kɛ niiashishinumɔ

1. Sha jwɛɲɔmɔ mli mfoniri ni miitsɔɔ sharamɔ ni yɔɔ gbɛnaahielɔi yɛ mankuramɔ gbɛɲianɔtoo lɛ mli yɛ okutso lɛ mli.
2. Tsɔɔmɔ gbɛnaahielɔi enyɔ koni otsɔɔ amɛnitsumɔi ni yɛɔ buaa shihilɛ kpakpa yɛ akutso lɛ mli.

Ɗɛɛ 4 nɔ sanɛbimɔi: Niahesusumɔ vii

Ɗmaɛ kadaagbamɔ sane ni wɔɔ mɔ ko yiɲ ni ekpale kɛɛ loo efi kusumnɛa mankuramɔ gbɛɲianɔtoo sɛɛ ɛjaake no bei eho.

Hint

*The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. (Refer to **Appendix H** for a Table of Specifications to guide you in setting the questions). Set questions to cover all indicators for at least weeks 13 to 17.*

Reminder

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.

Sanebimɔi komɛi

Mlijaa A: Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja yɛ mli

Wekutsakpaa sɔɔtoɪ ni jɛ la kome mli ni amɛbua amɛhe naa ji

- A. Wuku tɔkpaa
- B. Sɔlemɔhe
- C. Weku
- D. Wekutsakpaa

Mlijaa B: Mligbalamɔi sanebimɔi

Gbalamɔ sɛɛnamɔi etɛ ni wɔnaa yɛ weku tɔkpaa mli.

Marking scheme

Mlijaa A: Sanebimɔ ni hiɛ hetoi sɔɔtoɪ ni ekome pɛ ni ja yɛ mli

Wekutsakpaa srƆtoi ni je la kome mli ni amɛbua amɛhe naa kɛje ji

A. Weku tɔkpaa mii 2

Mlijaa B: Mligbalamɔ sanebimɔi

Weku tɔkpaa hesɛɛnamɔ:

- *Akutso mli ku: Weku tɔkpaa haa mɛi kɛ amɛhe sharaa yɛ akutsei amlɛi ku bibii amlɛi.*
- *Weku tɔkpaa sharamɔ: Weku tɔkpaa kɛ sharamɔ, nɔyaa kɛ wamɔ baa wekumɛi atɛɲ.*
- *Weku tɔkpaa mli bii akadimɔ: Weku tɔkpaa haa anaa weku pɔtɛɛ mli ni oje loo shikwɛɛnyo ni oji.*
- *Ekomefeemɔ kɛ yelikɛbuamɔ: Weku tɔkpaa mli bii fɛɔ ekome kɛyɛɔ buaa amɛhe.*
- *Bei saamɔ: Weku tɔkpaa waa kɛsaa bei ni yɔɔ wekumɛi atɛɲ ni ehaa toɲɲɔlɛ baa weku lɛ mli.*
- *Kusum yibaamɔ: Weku tɔkpaa yɛɔ buaa kɛbaa wekumɛi ahɛmɔkɛyɛli yi yɛ amɛkusumii amlɛi.*

Award 10 marks for any three significances explained.

Award 9 marks for any two significances explained.

Award 8 marks for any one significance explained.

Hei ni akwɛɔ kɛhaa mii loo yibɔi ni sa

Otsi	Hei ni sa akɛ akwɛ	Sanebimɔ hɛnɔi srɔtoi	Nilee mli kwɔlɛ				Fɛɛ
			1	2	3	4	
13	Saneshishitsɔɔmɔ	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja yɛ mli	3	2	-	-	5
		Mligbalamɔ sanebimɔi	-	1	-	-	1
14	Gbalamlibotemɔ	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja yɛ mli	4	1	-	-	5
		Mligbalamɔ sanebimɔi	-	1	-	-	1
15	Akɛ gbalamlibotemɔ kusumii ato eko he	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja yɛ mli	2	2	-	-	4
		Mligbalamɔ sanebimɔi	-	1	-	-	1
16	Ŋmɛnɛŋmɛnɛ nifeemɔ ni yɛɛ buaaa gbala shihilɛ	Sanebimɔ ni hie hetoi srɔtoi ni ekome pɛ ni ja yɛ mli	1	2	-	-	3
		Mligbalamɔ sanebimɔi	-	1	-	-	1

Otsi	Hei ni sa akɛ akwɛ	Sanebimɔ hɛnɔi sɔtoɔi	Nilee mli kwɔlɛ				Fɛɛ
			1	2	3	4	
17	Weku tɔkpaa	Sanebimɔ ni hiɛ hetoi sɔtoɔi ni ekome pɛ ni ja yɛ mli	1	1	-	-	2
		Mligbalamɔ sanebimɔi	-	1	-	-	1
		Fɛɛ	11	13	-	-	24

ADDITIONAL READING

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

MLIJAA 8: BEI/SANESAAMƆ GBĖJIANƆTOO

STRAND 3: JEŇNIFEEMƆI KE KUSUMNAA MAŇKURAMƆ

Sub-Strand 2: Kusumnaa maŇkuramƆ

NikasemƆ mli gbekpamƆ: *Akwɛ kusumnaa bei ke sanesaamƆ gbɛjianƆtoo lɛ mli koni akɛto ŋmɛnɛŋmɛnɛ sanesaamƆ gbɛjianƆtoo lɛ he.*

GbekpamƆ ni kaselɔi ale: *Ajie jwɛŋmƆ ke shishinumƆ ni oyɔɔ kpo yɛ kusumnaa sanekuramƆ gbɛjianƆtoo lɛ he.*

INTRODUCTION AND SECTION SUMMARY

This section discusses dispute resolution systems. It looks at the traditional and modern dispute resolution processes (the court system). Learners will be introduced to the structure of both systems. They will learn about their functions as well. They will also compare and contrast the two systems to draw their own conclusions. Knowledge of dispute and judicial systems will empower learners to participate in the democratic process and exercise their rights. It will also help them develop critical thinking and analytical skills, which are essential for evaluating information and making informed decisions. Additionally, understanding the 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)*

Hint



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

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote the learning of concepts and principles as opposed to the direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings, and building on what others say. These approaches can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and 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

Nibii ni tsɔɔ mɔ ko shɛɛhe yɛ nikasemɔ mli: Akwe ɲmenɛɲmenɛ sanekuramɔ gbejianɔtoo lɛ.

SUSUMƆ OTI NI AKWƆƆ 1&2: SANEKURAMƆ GBEJIANƆTOO Lɛ

Ʋmenɛɲmenɛ kojomɔ nitsumɔ lɛ yɛ saneyelihe hɛnɔi srɔtoi kɛ nɔkwɔlɛi ni adamɔɔ nɔ kekweɔ saji srɔtoi ni akeyaa jemɛ. Amɛgbalaa mlai lɛ amlɪ ni amɛdamɔɔ nɔ keyeɔ sane yɛ saneyelihei yɛ jaku ko mli. Kojomɔ nitsumɔ ji nitsumɔ ko ni he hiaa jogbanɲ yɛ Jaku ko mankuramɔ gbejianɔtoo mli, ni amɛtɔɔ gbejianɔ kɛha sanekuramɔ, mlai amligbalamɔ, akwe ni mla lɛ kɛ mɔ fɛɛ mɔ aya lɛ pɛpɛɛɛ, abu mɔ fɛɛ mɔ he, ni mɔ ko akatsi enaanyo hegbei anaa. Kɛfata he lɛ, etsuɔ nibii ni baa nɛɛ yɛ kojomɔhe lɛ:

1. Ekwe ni akɔntaabuu atsu nii koni eha jalesaneyeli kɛ fanɲfeemɔ ashɛ mɔ fɛɛ mɔ nɔ.
2. Jalesaneyeli: Ekwe ake mɔ fɛɛ mɔ ana jalɛ kojomɔ ni akashishiu mɔ ko yɛ saneyeli mli.
3. Bei kɛ saji asaamɔ: Asaa mɛi atɛɲ bei, kui nitsumɔi kɛ amralofoi agbenei lɛ. Enɛ woɔ ekaa ketseɔ kojomɔhe bibii ni baabote saji amlɪ, baasaa saji aloo ake saji baashi kojomɔhe keya shiai amlɪ ni ayasaa
4. Afa mɛi ahɛgbɛi ahe: Afa anɲkroanɲkro hegbei kɛ heyeli he, taake Ghana mlatso loo hegbe mla lɛ tsɔɔ lɛ..
5. Akwe ake mɔ fɛɛ mɔ miitsu enii pɛpɛɛɛ lo: Agbɔ mankuralɔi tamɔ manɲɔɔɔɔi kɛ mlawolɔi ahewalɛ ni amɛkɔɔɔ amewoɔ amɛɛɲ lɛ nɔ, ni akwe ake amɛhi amɛɲɛ lɛ nɔ ketsu amenii.

Ʋmenɛɲmenɛ kojomɔ nitsumɔ lɛ shikamɔ

Kojomɔ nitsumɔ ni yɔɔ Ghana lɛ hie nɔkwɔlɛi srɔtoi, ayɛ ‘Supreme’ kɔɔtu. No ji kojomɔhe wulu ni fe fɛɛ, Jɛ ‘supreme’ Kɔɔtu sɛɛ lɛ wɔyɛ ‘Appeals’ kɔɔtu, kɛkɛ lɛ ‘High’ kɔɔtu. Kɔɔtu wuji ni yɔɔ Ghana lɛ ji enɛmɛi. Jɛ enɛ sɛɛ lɛ, kɔɔtu bibii hu yɛ. Enɛmɛi ji kɔɔtu bibii lɛ. Wɔyɛ ‘Circuit’ kɔɔtu, District kɔɔtu, Juvinile kɔɔtu/Tribunal, kɔɔtui srɔtoi lɛ fɛɛ yɛ amɛnitsumɔi pɔtɛɛ ni amɛtsuɔ, ni nomɛi ji “civil”, ni ji manɲɔtsɔɔɔi ni nuuu amɛhewɔɲ shishi, mlatɔɔi (criminal) akɔɔtu, weku kɛ nitsulɔi (labour) akɔɔtu. Yɛ wɔGhana man nɛɛ mli lɛ Kojolɔnukpa ni ji Chief Justice ji onukpa ni taa kojomɔ sɛi lɛ nɔ, yɛ supreme kɔɔtu, lɛ ji kojolɔi fɛɛ anukpa ni fe fɛɛ. Jɛ lɛ esɛɛ lɛ mɔ ko bɛ. Ayɛ kojolɔi, ‘majistrate’ kɛ ajinafoi (assessors) ni yeɔ buaa saneyeli.

Ʋmenɛɲmenɛ kɔɔtu nitsumɔ mli gbejianɔtoo ni akeyeɔ sane

1. Kojolɔ kome yeɔ sane yɛ High Kɔɔtu.
2. Kojolɔi etɛ keyashio enumɔ ji mɛi ni yeɔ sane yɛ Appeals kɔɔtu kɛ Supreme Kɔɔtu.
3. Yɛ saji komei amlɪ lɛ Kojolɔ lɛ kɛ ajinafoi taa shi kebiɔ ɲaawoo loo agbalaa nibii amlɪ atsɔɔ lɛ dani eyataa shi aloo dani ameyataa shi.

4. Magistrate boɔ sane toi ni ekojoo sane ye Magistrate kɔɔtu.
5. Toinjɔle he Kojolɔi boɔ saji bibii atoi ni amɛkojoo saji ye District kɔɔtu.

Ŋmenɛŋmenɛ gbejianotoo nɔ ni sanekuralɔi damɔɔ kɛsaa mɛi atɛŋ.

Nibii ashikamɔ kɛ gbejianotoo lɛ tsakemɔ nyɛɔ jɛɔ kɔɔtu pɔtɛɛ ni sane lɛ yɔɔ, sane hɛnɔ ni ayɛɔ lɛ kɛ nibii ni ebɔle sane lɛ. Gbejianotoo gbajaa ni ka shi ni akekuraa sane fɛɛ sane lɛ ji nɔ ni baa nɛɛ:

- a. Maɲɔtsɔlɔi lɛ kɛ amɛsane yahaa kɔɔtu lɛ.
- b. Kɔɔtu lɛ jɛɔ shishi kɛ sane lɛ kuramɔ he kpɛɛ bibii kɛkwɛɔ sane lɛ mli kɛkpɔlɔɔ nibii bibii ni lalaa sane lɛ.
- c. Akɛ sane lɛ mli otui lɛ yaa, abio odasefoi adaan saji.
- d. Kojolɔ loo akulashin ni tara sane lɛ nɔ lɛ haa amɛ kojomɔ.
- e. Maɲɔtsɔlɔi ye hegbe ni amɛtsɛɔ saji lɛ asɛɛ ye kɔɔtui ni tsii fe heni ayɛ sane lɛ ye lɛ.

Nikasemɔ Lɛ Mli Nitsumɔi

1. Gbalamɔ kɔɔtu gbejianotoi lɛ amli otsɔɔ.
2. Susumɔ ŋmenɛŋmenɛ kɔɔtu gbejianotoo lɛ he otsɔɔ.
3. Susumɔ kɔɔtu gbejianotoi etɛ he sane otsɔɔ.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

Whole-class discussion

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

Building on what others say

Mixed ability group

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

SANEBIMƆI OTI

SusumƆ oti, ɲele 2: Jwɛɲmɔɲ hesalenamɔ ke nitsumɔ

Too gbejianɔ ni aketsɔseɔ ɲelenɔ bii ye kɔɔtu gbejianɔtoi ahe ye Ghana.

SusumƆ oti, ɲele 3: Ake jwɛɲmɔ mlikwɔle asusu nibii ahe ketao tsabaa

1. Gbalamɔ mli otsɔɔ bɔ ni kɔɔtu kuraa kusum saji ye ɲmenɛɲmɛnɛ hiegbelɛmɔ ni baa nɛɛ mli.
2. Gbaa sane koni otsɔɔ bɔ ni kojomɔ nitsumɔ le yeɔ buaa manɓii ashihile haa.

SusumƆ oti, ɲele 4:

Keji kojolo ji bo le te obaakura sane ni mɛi ahinɲɛi yɔɔ he tɛɲɲ? Nɔkwɛmɔ nɔ: Sane ni kɔɔ mɔ ko hegbe ke man toinɲɔle he?

WEEK 20

Nibii ni tsɔɔ akɛ akase nɔ ko: *Kɛ kusumnɔa saneyeli ato ɣmenɛɣmenɛ kɔɔtu saneyeli he koni ɔtsɔɔ nɔ ni yeɔ hegbo kɛ srɔtoi ni yɔɔ mli.*

OTII AHE NI AKWƐƆ 1 KƐ 2: KUSUMNAA KƐ ɣMENɛɣMENɛ SANeyeli

Kusumnɔa saneyeli

Kusumnɔa saneyeli gbejianɔtoo lɛ, eji blema kusumi kɛ mlai ni akwɛɔ nɔ kɛyeɔ sane, ni no ji nɔ ni yaa nɔ ye akutsei titrii amlɛ. No ji nɔ ni fɔɔ ɣmenɛɣmenɛ saneyelii ahienyiɛmɔ. Mɛi ni yeɔ sane nɛɛ ji maɣtsɛ, maɣ lumɛi, weku tɔkpaa yitsei kɛ onukpai ni bulɛ yɔɔ amɛhe.

Kusumnɔa sanekuramɔ

Ɛnɛ ji gbejianɔtoo ni akekuraa bei kɛ nɔmɔi ni baa akutsei amlɛ dani ɣmenɛɣmenɛ kɔɔtu saneyeli ba. Sane ni ayɛɔ lɛ ekomɛi ji shia mli bei, shikpɔji asane, mlanɔkuu, kita ni ayeee nɔ kɛ ekrokomɛi.

Gbei anɔ ni ɔtsɔɔ kɛsaa kusumnɔa saneyeli

1. Hienanɔnyo ni kuraa sane lɛ kɛ maɣsɔtsɔlɔi lɛ naa wiɛmɔ akroaɣkro dani ebuaa amɛnaa ni esaa amɛtɛɣ.
2. Akɛ mla naa saneyeli gbejianɔtoo yeɔ sane lɛ.
3. Mɛi atɛɣsaamɔ
4. Wiemɔkɛtsɔmɔ ni maɣsɔtsɔlɔi aba gbeekpamɔ ye sane lɛ he

Akɛ kusumnɔa saneyeli gbejianɔtoo ato ɣmenɛɣmenɛ kɔɔtu saneyeli nɔ lɛ he.

Kusumnɔa beisaamɔ

1. Maɣtsɛmɛi ji mɛi ni taa kojomɔ sɛii lɛ anɔ kɛkojoo saji ni baa ye akutsei lɛ amlɛ. Ajinafoi, maɣtsɛ kɛ enukpai, kɛ hienyiɛlɔi krokomɛi ni fata he lɛ ji mɛi ni susuo ni amɛfɛɔ yiɣ ye saji ni ayɛɔ lɛ nɔ. Nɔ ni amɛbaakɛɛ lɛ, mɔ fɛɛ mɔ kɛ bulɛ haa ni aheɔ awoɔ mli. Fɛɛ sɛɛ lɛ, mɔ fɛɛ mɔ ye hegbe ni ɛtsɛɔ sane lɛ sɛɛ kɛji esumɔɔɔ bɔ ni agbe sane lɛ naa aha lɛ.
2. Kɔɔtu gbejianɔtoo bɛ kusumnɔa gbejianɔtoo mli. Sanesaamɔ gbejianɔtoo lɛ fɛɛ yaa nɔ ye maɣtsɛwe lɛ. Akɛ saama yahaa maɣsɔtsɔlɔi lɛ.
3. Yiɣtoi ni afeɔ fɛɛ jɛɔ akutso lɛ mli, ni adamɔɔ kusumnɔa mlai kɛ nifeemɔi anɔ kɛfɛɔ nakai yiɣtoo lɛ.
4. Akɛ hiɛ fɔɔ mɛi atɛɣsaamɔ kɛ ekomefɛemɔ nɔ.
5. Agbɔjɔɔ gbejianɔtoo lɛ mli.
6. Odasefoi ahe hiaa.

Դմենդմենե կաժու ցեյանտո

1. Meɪ ni amralofoi ehala (Kojolɔi) ji meɪ ni damɔɔ mlaɪ lɛ anɔ kɛkojɔɔ yɛ kɔɔtui.
2. Nibii pii yɛɔ buaa kɛyɛɔ bem aloo fɔ yɛ saneyeli mli.
3. Gbɛjianɔtoi ni akɛyɛɔ sane nyiɛɔ mla lɛ nɔ kpɛɛɲ diɛɲtɛ.
4. Amaa mla lɛ nɔ mi: Amɛkojɔɔ yɛ anɔkwale gbɛi anɔ ni agbalaa fɔyɛlɔi atoi.
5. Ayɛ sanefeelɔ kɛ sanehefalɔ.
6. Anɛmɛɔ odasefoi agbɛ.

Otii sr̥toi

1. *Gbejianɔtoɔ*: Kusumnɔa saneyeli gbejianɔtoi lɛ, ebe mla mli, shi ɣmenɛɣmene kɔɔtu gbejianɔtoɔ lɛ, mla fiɔ sɛɛ.
2. *Hewalɛ*: Kusumnɔa saneyeli damɔɔ akutseiaɣ hienyielɔi anɔ, be mli ni ɣmenɛɣmene kɔɔtui damɔɔ kojolɔi ni amralofoi lɛ ehala ni ehe amɛ anɔ.
3. *Mla*: Kusumnɔa saneyeli kɛ kusumnɔa mlai ni aɣmalako tsuɔ nii, be mli ni ɣmenɛɣmene kɔɔtui lɛ kɛ mlai ni aɣmala kɛ gbejianɔtoɔ tsuɔ nii.
4. *Gbekpamɔi*: Kusumnɔa saneyeli saa maɣsɔtsɔlɔi lɛ atɛɣ, be mli ni ɣmenɛɣmene kɔɔtui lɛ kweɔ mla lɛ ni akɛtsuɔ nii kpɛɣɣ diɛɣtsɛ.
5. *Gbejianɔtoi*: Tsuishiɣmɛɛ yɛ kusumnɔa saneyeli mli, be mli ni ɣmenɛɣmene saneyeli kɛ mla lɛ tsuɔ nii kpɛɣɣ diɛɣtsɛ.

Nikasemo Mli Nitsumoi

1. Gbalamo kusumn̄aa saneyeli gbejianotoo le mli otsɔɔ.
2. Gbalamo kusumn̄aa saneyeli gbejianotoo ni yɔɔ okutso le mli le otsɔɔ.
3. Tsɔɔmo srɔtoi ni yɔɔ kusumn̄aa saneyeli gbejianotoo ke ɲmenɛɲmenɛ kɔɔtu saneyeli gbejianotoo le mli.

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

In mixed-ability groups

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

SANEBIMO OTI

Ŋele - nɔ nitsumɔ 2: Jweŋmɔŋ Hesalenamɔ

Oke kusumnɔa saneyeli ato ŋmenɛŋmenɛ kɔtu saneyeli gbejianotoo he koni otsɔɔ nɔ ni ye he gbɔ ke srɔtoi ni yɔɔ amɛmli.

Ŋele - nɔ nitsumɔ 3: Ake jweŋmɔ mlikwɔle asusu nibii ahe

1. Tsɔɔmɔ hei ni kui enyɔ le fɛe eko hewale yɔɔ ke hei ni amɛgbɛɔ shi ye.
2. Ŋmaa kusumnɔa saneyeli gbejianotoo ko ni otsɔɔ sɛenamɔi ke nibii ni ekebaa.

Ŋele - nɔ nitsumɔ 4: Niahesusumɔ vii

Nyɛsusua bɔ ni kusumnɔa ke ŋmenɛŋmenɛ saneyelihei ye sane kome ye gbɛi srɔtoi anɔ amɛha.

Reminder

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

Section 8 Review

This section discussed dispute resolution systems. It looked at the traditional and modern dispute resolution processes (the court system). Learners were introduced to the structure of both systems. They learnt about their functions as well. They also compared and contrasted the two systems to draw their own conclusions. Knowledge 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.

ADDITIONAL READING

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

MLIJAA 9: AJENUI KE ALABAALOI

STRAND 4: **ᲡᲠᲠᲚ ᲠᲗᲚ**

Sub-Strands 1: **ᲡᲠᲠᲚ ᲠᲗᲚ**

Nikasemo mli Gbekpamɔ: *Amɛkɛ nilee ni amɛna kɛjɛ ajenui kɛ alabaaloi amli lɛ asɔ ajenu kɛ alabaaloo.*

Gbekpamɔs: Ajie nilee kɛ shishinumɔ ko kpo yɛ ajenu kɛ alabaaloo he.

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 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

Nikasemo mli Gbekpamɔ: *Akwɛ ajenu jebɔ kɛ hɛnɔi lɛ*

NIKASEMɔ OTI 1&2: AJENUI

AJENUI

Ajenui ji shwɛmɔ ni awiɛɔ sanekuku, sanefa loo sanemuu ko kɛkɛ lɛ naajielɔ lɛ etsɔɔ shishi. Hetoo lɛ biɔ jwɛɲmɔ ni mli kwɔ dani ojies naa jogbaɲɲ. Bei pii lɛ, amɛjes kpo ake sanebimɔ, naawiɛmɔ loo sanekuku ni hiaa jwɛɲmɔ mlikwɔlɛ kɛha eshishinumɔ.

Bei pii lɛ, ajenui lɛ

1. Kɛ wiemɔkulibii he shwɛmɔ tsuɔ nii: shwɛmɔ ni jies shishinumɔ kpo. Shishinumɔ nta, wiemɔkulibii ni hiɛ gbɛɛmɔ kome kɛ wiemɔkulibii ni hiɛ niɲmaa kome.
2. Kɛ no ni kɛ nii kɛ nii ahetoo tsuɔ nii
3. Wiemɔi ni shishinumɔ kaaa shi yɛ mli.
4. Hiaa jwɛɲmɔ ni mli kwɔ (akɛ obaajwɛɲ gbajaa)
5. Esa akɛ ona naaɲmɔlɔ wiemɔi loo hetoo.

Ajenu Hɛnɔi

Abaanye aja ajenui amlɛi kɛwo kui enyɔ mli yɛ esɛɛkɛlɛ he. Nomei ji: Ajenu ni sɛɛ kɛ kɛ ajenu ni sɛɛ ekɛɛɛ.

Ajenu nɔkwɛmɔnii komei

1. “Nɔ ko yɛ, daa lɛ enyɛ ehɛ nɔ?” (Hetoo: Dadesɛɲ!)
2. “Mitse ma tsu ko ha mi lɛ, samfɛlɛ bɛ he?” (Hetoo: Wuɔ wɔlɔ!)
3. “Mitse ma tsu ha mi lɛ, samfɛlɛ sɔɲɲ?” (Hetoo: Yaa!)

Sɛɛnamɔi babao yɛ ajenui ahe. Ekomɛi ji:

1. Ewaa hesalɛ yɛ wiemɔ mli ni ehaa anaa wiemɔi hee.
2. Ewaa kɛ jwɛɲmɔɲ kwɔlɛ kɛ naagbai ahetoo hamɔ.
3. Ewaa kɛ niaahe susumɔ kɛ niaamlipɛimɔ
4. Ehaa hietserɛjiɛmɔ

Ajenu jebɔ

Ajenu jebɔ ni alɛ lɛ ji

1. Hiɛgbɛlemɔ: Hiɛgbɛlemɔ wiemɔi ni akɛmɔɔ nikasɛlɔi ajwɛɲmɔ.
2. Mlitsɔɔmɔ: Mligbalamɔ ni kɛ hetoo lɛ enyiesɛ kwraa lɛ mlitsɔɔmɔ.
3. Sanebimɔ: Sanebimɔ ni sa akɛ amɛtao hetoo lɛ.
4. Susumɔ: Susumɔ ko ni kɛ hetoo lɛ baaba

5. Hetoo: Ajenu le hetoo le, bei pii le feo shwemɔi ni jieo shishinumɔ nta loo tsakpaa ni mli kwɔ ko kpo.

Ajenu kuku ko ni nyie jebɔ le see le eko ne

Hiegbelemɔ: Ji mi ji

Mlitsɔɔmɔ: Nɔ ko ye, la be shishi shi daa le eetswa.

Sanebimɔ: Meni ji mi?

Susumɔ: Jweɲmɔ nɔ ko ni tswaa ni la ko kwraa be shishi he.

Hetoo: Ɔshɔ (Daa be le, wɔnaa ake ɲshɔkei le tswaa be mli ni la ko kwraa be shishi)

Ajenu jebɔ le mlipɛimɔ

Ajenui amlipɛimɔ ji wiemɔ, jebɔ ke nibii ni baaha ana hetoo le amligbalamɔ. Nɔ ni baa neɛ ji gbejianɔtoo ni baaye eboa bo kepeɛ ajenui amlɛ.

1. Kanemɔ mli jogbaɲɲ: Kanemɔ ajenu le bleoo shii abɔ bɔ ni afee ni ona wiemɔkulibii ke sanekukuji le ashishinumɔ.
2. Jiemɔ wiemɔkulibii hee le kpo: Kadimɔ wiemɔkulibii, sanekukuji loo wiemɔi ni aketsu nii saɲɲ ni he hiaa le.
3. Taomɔ shishinumɔ ntai le: Be pii le, ajenu wiemɔi ni hie le le ke shishinumɔ ntai tsuɔ nii. Taomɔ shishinumɔ ntai le, loo shishitsɔɔmɔi krokomei.
4. Peimɔ jebɔ le mli: Ha ohie ahi ajenu jebɔi le anɔ; tamɔ hiegbelemɔ, mlitsɔɔmɔ, sanebimɔi ke susumɔi.
5. Taomɔ tsakpai le: Taomɔ tsakpaa ni yɔɔ wiemɔkulibii, yɲɲtoi loo susumɔi le atɛɲ.
6. Kwemɔ keje hei babao: Ha ojweɲmɔ mli akwɔ ni okwe keje hei srɔtoi.
7. Jiemɔ hetooi ni ka shi le: Be pii le ajenu mli wiemɔi le lakaa mɔ. Jiemɔ hetooi ni ka shi le loo hetooi ni waaa ke namɔ le.
8. Ha susumɔi ni hie ka: Ke osanemlipɛimɔ hesale le atsɔɔ osusumɔi.
9. Kwemɔ ohetoo le: Kwemɔ ake ohetoo le ye mli lo ketsɔ ajenu le mli kanemɔ ekonɲ kekwe ake eja keha sanebimɔ le.
10. Feemɔ ketsara nɔ ni okase: Shii abɔ ni opeɔ ajenu sanebimɔi amlɛ le, no haa onaa hesale ye jebɔ ke sanebimɔi le ayoomɔ.

Kɛfata he le, ha ohie ama nibii neɛ anɔ

1. Ɔmɛɛ otsui shi ni oya nɔ kefee
2. Jweɲmɔ gbajaa
3. Ke wiemɔ shishifaa, hieke see afisii le awa ke saji ni hie shishinumɔ nta le ashishinumɔ
4. Gbelemɔ ojweɲmɔ mli ni okaka ohie oha hetoo.

Nikasemo Nitsumo

1. Gbalamo ajenu mli
2. Gbalamo ajenu jebɔ le mli
3. Tsɔɔmo ajenu yinjoo

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

- a. Through questions and answers, learners discuss the concept of riddles, focusing on their structure and forms. *Teachers should direct differentiated questions to a variety of learners to ensure all participate.*
- b. Through questions and answers, learners discuss the stages in riddling and give examples of riddles with answers.
- c. 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.
- d. Let learners present their answers

Group work/Collaborative Learning**Pair work**

- a. Put learners into mixed gender pairs (of similar ability)
- b. The pair plays the riddle game, focusing on the structure of a riddle.
In the game, one member of the pair asks a question for the other to answer. If the other member of the pair answers, he/she asks the next question. If the listener is not able to answer, the one who asked the question provides the answer and continues asking the questions.

AP learners may need to be provided with examples of riddles, 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.

KAA OTI**Ŋele 4 nɔ kaa: Extended critical thinking and reasoning**

1. Damɔmo bo diɛntse oshishinumɔ nɔ kepei ajenui ni baa nee amli ni oha ohie ama jebɔ le nɔ.

“Nɔ ko ye, daa le egbe edeŋ?”

2. Sɔɔmo ajenu ni shishinumɔ ye he ni oha hetoo

Kaimo



Afeɔ enɛ kɛwa kɛ hesalɛ yɛ niɲmaa mli fe akɛ obaati ajenui ni yɔɔ momo lɛ mli

WEEK 22

Nikasemɔ mli Gbɛkpamɔ: *Akwɛ alabaaloo jebɔ lɛ mli*

NIKASEMɔ OTI 1 & 2: ALABAALOO

ALABAALOO

Alabaaloo ji saji loo nibii ni shishinumɔ kaaa shi, ni ebio jwɛɛmɔ, susumɔ ni mli kwɔ ke ɲaa keha hetoo. Amɛjɛɔ kpo yɛ mɔ naa.

Akɛ alabaaloo jieɔ hiɛtsɛrɛ, akɛtsɔsɛɔ mɔ ni ewaa ke jwɛɛmɔmlikwɔlɛ. Ewaa ke saji ahɛtoo namɔ, eyɛɔ ebuaa nakaimɔ ke niashishinumɔ.

Alabaaloo Hɛnɔi

Alabaaloo tsuɔ nii srɔtoi yɛ gbɛi srɔtoi anɔ:

1. *Jwɛɛmɔ mli kwɔlɛ:* Ehaa anaa hesalɛ yɛ saji ahɛtoo hamɔ ke niahesusumɔ gbajaa ey adesai amli, titri gbekɛbii.
2. *Hiɛtsɛrɛjiɛmɔ:* Ekɛ naaɲmɔlɔwoo, hejɔɔmɔ ke miisheɛ baa mɛi fɛɛ anɔ.
3. *Tsɔsɛmɔ:* Ewaa ke nikasemɔ, kaimɔ, ni ewaa ke saji haɲtsiɲɲ ashishinumɔ tamɔ akɔnta abuu, jɛɲshikpamɔ saji ke wiɛmɔi amli.
4. *Tsabaa:* Ewaa ke jwɛɛmɔɲ hiɛtsakemɔ, egbɔɔ tɔlɛ nɔ ni eyɛɔ buaa wɔ jwɛɛmɔ.
5. *Agbonaa tsakpaa:* Eyɛɔ buaa yɛ mɛi atsakpaanamɔ, ku mli nitsumɔ ke sanegbaa kɛtsɔ ekomefeemɔ nɔ.
6. *Jwɛɛmɔ tsɔsɛmɔ:* Ehaa wɔhiɛ kaa nɔ ko nɔ, wɔsusuuɔ nii ahe oya ni ɛtsiɔ susumɔ blɛoo ke mɛi ni kɔɔɔ nii asɛɛ oya lɛ gbɛ.
7. *Nibii Heɛ ahesusumɔ:* Ehaa akɛ jwɛɛmɔ heɛ baa ni ehaa hegbe ni ajieɔ henumɔ ke susumɔ srɔto ko kpo.
8. *Kaa:* Eji nɔ ko ni atɔɔɔ nɔ kɛkaa mɔ ko jwɛɛmɔ mli kwɔlɛ, nilee ke hesalɛ yɛ nifeemɔ ko mli.
9. *Adesa ke gbaa sane:* Ehaa mɛi nitsumɔi ni amɛtsuɔ, susumɔ ke yinɲtoofeemɔ yɛ ɲaɲsaji ahe (Enhance engagement, suspense, and plot development in literature and media.)
10. *Shigbɛlɛmɔ ke Jɛɲshikpamɔ:* Ewaa keha adesa he jwɛɛmɔ, subaɲ ke susumɔ gbɛjianɔtoo he nikasemɔ.
11. *Gbɔmɔtsonɲ dale:* Ehaa mɔ ko kaa lɛ diɛɲtsɛ ehe ekwɛɔ, hiɛmiamɔ ni ehaa onaa hemɔkeyeli yɛ bo diɛɲste omli kɛtaoɔ alabaaloo naagbai lɛ ahɛtoo.
12. *Ehaa wɔkɛ wɔhe wɔɔ nii amli:* Ehaa hegbe keha mɛi ni jɛ hei srɔtoi ke amɛhe sharaa.
13. *Sɛɛnamɔi babaoɔ yɛ alabaaloo he,* ni no haa ehe baa sɛɛnamɔ yɛ adesa walashihile mli.

Alabaaloo Jebɔ

Alabaaloo jebɔ le mligbalamɔ titri ji

1. *Yigtoo*: Feemɔ yigtoo le faɲɲ, tamɔ sane ko hetoohamɔ loo nɔ ko pɔtɛɛ ni nine eshe nɔ.
2. *Mlai*: Too mlai komɛi ni abaanyie sɛɛ anaa.
3. *Shishijeehe*: Shishijee nibii.
4. *Gbetsiinii*: Naagbai loo haomɔi ni haaa nɔyaa.
5. *Hetootaomɔ gbɛjianɔtoo*: Gbɛjianɔtoo loo susumɔi ni baaye abua kena yigtoo le.
6. *Hetoo*: Naagbee hetoo loo nɔ ni je mli kɛba.

Alabaaloo nɔkwemɔ nɔ: Eji sanebimɔ ko ni alaba le ni alolo le ni haaa sanebimɔ le afee mleo.

Alabaaloo Sanebimɔ: Gbɛfalɔ ko miifa gbɛ kɛ jata, wuɔ, kɛ abele. Amɛnyie yaa ni amɛyashe faa ko naa. Esa ake gbɛfalɔ le kɛ nibii le fɛɛ afo faa le ekomei ekomei. Te ebaafee tɛɲ eke nibii nɛɛ baafo faa le ni eko yeee eko?

Hetoo gbɛjianɔtoo kɛ hetoonamɔ

1. Jata baanye ekpe wuɔ shi enyɛɛɛ eye abele. Nakai nɔɲɲ wuɔ baanye eye abele le.
2. Klenklen le, gbɛfalɔ le kɛ wuɔ le baafo faa le ni eshi jata kɛ abele le. Esɛɛkuu mli le, ebaabawo jata le keya. Keji eke jata le she le, ebaawo wuɔ le kɛku esɛɛ kɛkɛ le eshi jata le kome.
3. Keji eku esɛɛ le, ebaashi wuɔ le ni eke abele le baafo faa le keyanina jata le.

Naagbee le ebaaku esɛɛ kɛbawo wuɔ le keyafata amɛhe kɛkɛ le amɛtsa amɛgbɛfaa le nɔ.

Nikasemɔ He Kaa

1. Gbalamɔ alabaaloo mli
2. Gbalamɔ alabaaloo jebɔ le mli
3. Gbalamɔ alabaaloo yigtoo le mli.

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:

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.

KAA OTI

Ŋɛɛ 2 nɔ Kaa: Hesale ye niashishinumɔ mli

Gbalamɔ seenamɔi ete ni alabaaloo kehaa wɔjweɲmɔ le mli.

Ŋɛɛ 4 nɔ kaa: Yingsusumɔ vii (nilee ateke nɔ kesusu nibii ahe)

Sɔɔ alabaaloo ni shishinumɔ ye faɲɲ, ha hetoo le koni okwe esui le mli.

Kaimɔ



Afeɔ ene keye abua hesale ni akefoɔ alabaaloo hei fe ake abaaka he ati alabaaloo memaji le amli daa.

Reminder

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.

ADDITIONAL READING

Prempeh, A. A. (2023). *Akanfoɔ amammers ne Akan kasadwin*. Premasco Publications

MLIJAA 10: LALAWIEMO

STRAND 4: ƆAANƆ SAJI

Sub-Strand 2: ƆAANƆ saji ni aƆma

Niksemo mli gbekpamo: *Apply the knowledge of the elements of poetry to appreciate poems*

Content Standard: Jiemɔ nilee ke shishinumɔ ye lalawiemɔi ahe kpo otsɔɔ.

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 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 lifelong 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

Nikasemo gbekpam: *Atsɔɔ ni agbala lalawiemɔ otui le amli (tamɔ, lalawiemɔ le mli wiemɔi, otii, kukuji, liamɔi, wiemɔ henɔwɔwɔlɔi, shitiimɔi ke ekrokomɛi) atsɔɔ*

NIKASEMO OTI 1 & 2: LALAWIEMO

Lalawiemɔ mligbalamɔ

Lalawiemɔ ji ɲaɲ saji henɔ ko ni aɲmala ye liamɔi ke kukuji amli ni ke gbe srɔto ke okadii komɛi wies yinɲoo, henumɔ, shihile ko kpo, ni ejies mfoniri ko etsɔɔ.

Lalawiemɔ henɔi

- a. Lalawiemɔ ni gbaa sane: Lalawiemɔ henɔ kakadaɲɲ ko ni gbaa adesa muu le fɛɛ. Eye shishijee, teɲ ke naagbee. Lalawiemɔi ni gbaa sane le ye nibii fɛɛ ni adesa ni eye emuu le yɔɔ, tamɔ shwɛlɔi, adesa le naatoo, bei ke bɔ ni amɔɔ bei le naa. Gbalɔ le loo wielɔ le ji mɔ ni keɔ lalawiemɔ henɔ nɛɛ.

Gbaa lalawiemɔ komɛi nɛ

Arthur heshwemɔ: Ana Arthur heshwemɔ nɛɛ keje France. Eji gbaa sane ko ni kɔɔ mɔ heshwemɔ ke suɔmɔ nifeemɔ ko ni tee nɔ ye kojomɔhe.

Ballad: Eji lalawiemɔ ni anaa eshwɛɛ wiemɔi kejeɔ kukuji amli. Bei pii le, aɲmaa le tamɔ aɲmaa lala ye yitso ke kukuji ahe.

Dramatic poetry: Lalawiemɔ ni tsɔɔ adesa ko shishi.

Epic poetry: Aɲmaa lalawiemɔ nɛɛ ke hesale kejes blema saji akpo loo blemabii komɛi anifeemɔi komɛi akpo.

- b. Mɔ henumɔ lalawiemɔ (Lyric Poem): Lalawiemɔ henɔ ni tsɔɔ mfoniri ke no ni nɔ kejes mɔ susumɔ ke henumɔ kpo. Ato Enɛmɛi ashishi keha lala.

Lyric lalawiemɔ henɔi

Gbele lalawiemɔ (Elegy): Lalawiemɔ ni akekaɔ mɔ ko ni egbo.

Ode: lyric lalawiemɔ henɔ kakadaɲɲ ni jies yijiemɔ ko kpo. Nɔ ni wielɔ le jies he le baanye afee adebɔɔ nibii, nɔ ko loo mɔ ko.

Sonnet: Lalawiemɔ ni hie liamɔi 14 ni akejes suɔmɔ kpo.

Lalawiemɔ mli otui

- a. Oti: Yinɲee ye ɲaɲ saji nitsumɔ ko mli. Lalawiemɔ otii komɛi ji suɔmɔ, adebɔɔ, hefɛɔ, gbele, mumuɲ saji ke nɔ ko ni gbooo. Otii le ashishinumɔ waa kanelɔ le yɔseɔ shɛɛwiemɔ ni lalawiemɔ le kebaa loo yinɲoo ni lalawiemɔɲmalɔ le keɲma lalawiemɔ le.

- b. Lalawiemo le mli wiemoi: Eji wiemo, gbee ke gbe no ni lalawiemo ko jeo kpo. Nijmaa le gbee ke henumo fee fata lalawiemo le mli wiemoi le ahe. Kaha onu wielo le shishi ye no ni ewieo he le, esa ake kanelo le akwe wiemoi ni lalawiemomalo le ketsu nii, wiemohejoomwoloi ke gbeemoi. Henumo le damoo bo ni kaneloi le naa nikanemo le.
- c. Gbee: Lalawiemomalo le jemba loo henumo ye no ni ewieo he le he.
- d. Henumo: Jwemmo ni onaa loo henumo ye lalawiemo ko he.
- e. Lalawiemo hejoomwoloi: Ake Enemei tsuo nii ketsoo susumo ye wiemokulibii ashishitsoomo sratoi loo ajie yinto ko ni ke wiemokulibii le be tsakpaa ko kpo. Hejoomwoloi tam Ga Seese, gbeleo lalawiemo le mli kaha shishinumoi sratoi. Ye nakai gbe nohe no le, ake lalawiemo hejoomwoloi tam no ni, tam no, oookee gbomo tsoo tsakpaa ni yoo mfonirii sratoi ni kule shishinum be fan. Aye wiemo hejoomwoloi komi hu tam, fa ha emuu, ati mli, awohe ke ekrokomai
- f. **Hejoomwoloi ni tsoo gbeemo: Ake hejoomwoloi tam konsonanti gbeemoi notsaramo, vaoli gbeemoi ni tsara ameha no, gbei gbelo tsuo nii kenaa lala heno ko.** Nijmaa mli samai: Eji lalawiemo le baa ni aakwe sintasi; wiemokulibii tsaramo kefee sanemuu ni shishinum ye fan. Lalawiemomalo. tsakeo sintasi gbejianotooi le ekomei ahie kema wiemokulibii komi ano mi. Ake nakai sintasi gbejianotoo ke wiemoi komi tsuo nii bo ni afee ni nine ashe no kreda ko tam gbee ke henumo hietsakemo.
- g. Wielo: Lalawiemo le gbal. Eeenye efee lalawiemofolo le loo shwelo ko ni aleee. Bei pii le, akeo lalawiemo ye mo klenklen no loo ewieo mo ko ni ye see he. Bei komi hu le, lalawiemofolo le ke mei eny no le tsuo nii ni eke kaneloi le wieo tuuntu.

Lalawiemo hesenamoi

Ehaa hesale ye wiemo mli: Lalawiemo haa nikaselo naa wiemoi hee, ke wiemo hejoomwoloi.

Ewaa ke nibii soo: Lalawiemo waa niahesusumo, ehaa wojweno ye gbei sratoi ano ni ehaa wojieo wosusumoi kpo.

Ewaa jwemmo mli kwole: Lalawiemo mlipemo le waa ke jwemmo mli kwole, wiemoashishitsoomo ke hesale ye saji amlipemo mli.

Wonaa henumo: Lalawiemo jieo adesa henumo ke shihile ni ehaa wonaa henumo ke shishinum ye saji ahe.

Ehaa wonaa yino saji ke kusum nifeemoi: Lalawiemo haa wonaa nilee ye yino saji, kusum ke nifeemo ni yaa no he.

Ewaa kaimo ke hesale ye nkeemo mli: Lalawiemo momo ye jwemmo mli ke ekeemo le waa nikaimo, hekaa ke hesale ye wiemo ye mei ehie.

Ewaa ke susumo shwiemo: Lalawiemo feo gbe no ni nikaselo tsoo kejieo amesusumoi, henumo ke nifeemoi komi kpo.

Ehaa anaa nilee ye henumo he: Lalawiemō yeo buaa kaselōi nuō henumō shishi ni amenaa nilee ye henumō he. Nikaselōi ke amehē woō otii ke nibii ni yaa nō ye lalawiemō le mli le mli.

Ehaa shishinumō ye lalawiemōhejōmōwolōi ahe le yaa hiē: Lalawiemō tsōō kaselōi wiemō hejōmōwolōi tamō oookēē gbōmō, ati mli, No ni ke wiemōi ni ke eshishinumō le be tsakpaa. Ake hejōmōwolōi nēē tsuō nii kēwajēō wōwiemō ke hesalē ye agbonaa wiemō mli.

Lalawiemō Jebō

Lalawiemō fēē lalawiemō hiē jebō nēē

Liamōi: Wiemōkulibii le ekomei ekomei ye ηēlē nō.

Liamō le kēlē: Blawai abō ni yōō liamōi le eko fēē eko mli.

Kukuji: Liamōi ni aja mli kefee kuku loo mlijaa.

Shitiimō: Gbēēmōi ni aketsu nii ketsara nō ye liamō naagbee.

Mita: Blawai ni anye nō ke nō ni anyeko nō

Feet: Mita le mlijaa ni blawai ni atsara yōō mli.

Enjambment: Sanemuu loo sanefa tsaa nō keyaa liamō ni tsa nō le nō ni ake niηmaa mli okadii tsuuu nii.

Caesura: Wamō ni yōō liamō mli.

Niηmaa okadi wulu: Niηmaa okadiii wuji ye liamōi loo sanemuu le shishijee.

Ake lalawiemō jebō le ke gbēkpamōi ni baa nēē tsuō nii;

- Feemō shitiimō ke lala
- Ewajēō shishinumō ke nōmimaa
- Etoō gbee ke henumō shishi
- Kudōō kanelō le nikanemō
- Ke mfoniri nō ko gbeō lalawiemō le he

Nikasemō He Kaa

1. Gbalamō lalaiemō ake ηaaj saji henō le mli
2. ηmalamō lalawiemō otui ete
3. Gbalamō hesēenamō ni yōō otui ni otsi ta le ahe ye lalawiemō ηmaa mli.

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 assesses 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 / ticklist 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.

KAA OTI

Ŋele 2

1. Gbalamo lalawiemo ake ŋaŋ saji heno le mli ye bo dientsɛ owiemo mli.
2. Gbalamo lalawiem otui nɛɛ amlɪ: lalawiemo mli wiemo, otii, kukuji, liamɔi, wiemo heŋɔmɔwolɔi.
3. **Tsɔmɔ nɔ ni lalawiemo otui srɔtoi ni aketsuɔ nii le kebaa kanelɔi aɔ.**

Ŋele 3

Ke nɔkwemɔnii agbala bɔ ni lalawiemo he yɔɔ sɛɛ ye wɔ daadaa shihile mli.

Ŋele 4

Ke lalawiemo he aguguɪ le aɔ bo dientsɛ olalawiemo ni obaakɛɛ ye lalawiemo akanshii mli.

Ŋmaa mligbalamo kuku ko ye lalawiemo le ofo le ni otsɔɔ nɔ ni heŋɔmɔwolɔi ni oketsu nii le kebaa kanelɔi aɔ.

Reminder

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

WEEK 24

Nikasemo mli Gbekpamo: *Anyalawiemō sane he*

FOCAL AREA 1 & 2: LALAWIEMO HENYAMO

Nibii ni sa ake akwe keji aanya lalawiemō sane he.

1. Kwemo yitso ke nibii ni eke yeo hegbo ye lalawiemō le mli.
2. Toamo sane no ni lalawiemō nmalō le damo kenma lalawiemō le.
3. Kwemo bo ni wiemoi ni ake tsu nii ye lalawiemō le mli yoo haa; sanemuu ganee loo sanemuu hantsii ke no hewo ni ake tsu nii le.
4. Wiemo gbee loo henumo ye lalawiemō le mli ke bo ni ake tsu nii aha.
5. Susumo lalawiemō henuumo le he.
6. Wiemo hejoomowoloi ni ake tsu nii le he. Gbalamo no hewo ni ake nakai hejoomowoloi le tsu nii le.
7. Tsoomo ojwemo ketsō jebō ni ake nma lalawiemō le.
8. Kwemo moni gbaa lalawiemō le ke mo ni he ni ewieo le he.

Lalawiemō Jebō

Lalawiemō fee lalawiemō hie jebō nee;

Liamoi: Wiemoikulibii le ekomei ekomei.

Liamo le kele: Blawai abo ni yoo liamoi le eko fee mli.

Kukuji: liamoi ni aja mli kefee kuku loo mlijaa.

Shitiimo: Gbeemoi ni aketsu nii ketsara no ye liamo naagbee.

Mita: Blawai ni anye no ke no ni anyeko no

Feet: Mita le mlijaa ni blawai ni atsara yoo mli.

Enjambment: Sanemuu loo sanefa tsaa no keyaa liamo ni tsa no le no ni ake nijmaa mli okadii tsuuu nii.

Caesura: Wamo ni yoo liamo mli.

Nijmaa okadi wulu: Nijmaa okadiii wuji ye liamoi loo sanemuu le shishijee.

PEDAGOGICAL EXEMPLARS

1. Initiating talk-for-learning

- 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 learners 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' answers are provided.*

2. 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 learners.*
- 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.

SANEBIMO OTI

Ɔele - no nitsumo 3

1. Ɔmalamo gbei ano ni abaatsɔ ke nya lalawiemɔ he ke nɔhewɔ ni sa ake anya he le.
2. Ke nomima nokwemo nibii asusu gbe no ni lalawiemɔ baanye etsake woshihile.

Ɔele - no nitsumo 4

Ke no ni okase ye heɔwomawolɔi ke jebɔ he asɔɔ lalawiemɔ ni ke shɛɛ wiemo henumo enyo nɛɛ tsuo nii;

- a. Gbeyei (sisɛ, duɔ ke miikpa no ko gbe.
- b. Hienokamo (kaajweɔ pii, fɔfɔi ni efee flɔɔɔ ke mishɛɛ)

Project

Write your poem in your poetry journal and exchange it with a classmate to appreciate it. The appreciation process should consider the following: theme, diction, tone/mood, style, literary devices, rhyme scheme, etc. Record your thoughts, feelings, and insights about the poem that you have appreciated.

Hint



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

Section 10 Review

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

ADDITIONAL READING

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



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

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

Sanebimɔi komɛi

Mlijaa A: Sanebimɔ ni hiɛ hetoi scrɔtoi ni ekome pɛ ni ja yɛ mli

- a) Yɛ kusumnɔa saneyeli lɛ, namɔ ji hiɛnyielɔ?
 - A. Wulɔmɔ
 - B. Maŋ lumɛi
 - C. Maŋtɛ
 - D. Naawielɔ
- b) Yɛ kusumnɔa saneyeli mli lɛ, namɔ tsuɔ mumɔŋ nitsumɔi lɛ?
 - A. Wulɔmɔ

- B. *Maŋ onukpai*
- C. *Maŋtse*
- D. *Wɔyoo*

Mlijaa B: *Mligbalamɔi sanebimɔi*

Mɛi gbɛi ejwɛ nɔ ni kusumnɔa kɛ kɔɔtu saneyeli eye ebua mɛi?

Marking scheme

Section A: Multiple choice

a) *In the organogram of the traditional governance, who is at the apex?*

C. Paramount Chief – 1 mark

b) *In the traditional judiciary system, who adjudicates spiritual cases?*

A. Chief Priest – 1 mark

Section B: Essay

The judiciary systems impact the lives of people through the following:

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

Award 4 marks to each of any five points raised.

Award 3 marks if the point raised is 4

Award 2 marks if the points raised is 3

Award 1 mark if the point raised is 1-2

Hei ni akweo kēhaa mii loo yiboi ni sa.

Otsi	He ni sa akē akwē	Sanebimo henci scrōtoi	Nilee mli kwōlē				Fēē
			1	2	3	4	
13	Gbaa sanējmaa	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	1	-	-	-	1
		Mligbalamo sanebimoi	-	-	1	-	1
14	Susumōketsōōmo sanējmaa	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	-	1	-	-	1
		Mligbalamo sanebimoi	-	-	1	-	1
15	Nōkōfeemo	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	-	1	-	-	1
		Mligbalamo sanebimoi	-	-	-	-	0
16	Wowēi agbēi	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	1	1	1	-	3
		Mligbalamo sanebimoi	-	-	-	-	0
17	Kpōkuafoaŋ hetsuumo kē hebejemo	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	-	-	-	1	1
		Mligbalamo sanebimoi	-	-	-	-	0
18	Kusumnaa maŋkuramo (Yē shia)	Sanebimo ni hiē hetoi scrōtoi ni ekome pē ni ja yē mli	2	-	1	-	3
		Mligbalamo sanebimoi	-	-	-	1	1

Otsi	He ni sa ake akwe	Sanebimo henci srɔtoi	Nilee mli kwɔle				Fɛɛ
			1	2	3	4	
19	Kusumnaa mankuramo (Akutso mli)	Sanebimo ni hie hetoi srɔtoi ni ekome pe ni ja ye mli	-	1	2	1	4
		Mligbalamo sanebimɔi	-	-	-	-	0
20	Ŋkpaiyeli	Sanebimo ni hie hetoi srɔtoi ni ekome pe ni ja ye mli	2	-	1	1	4
		Mligbalamo sanebimɔi	-	-	-	-	0
21	Wowɛi	Sanebimo ni hie hetoi srɔtoi ni ekome pe ni ja ye mli	1	1	1	-	3
		Mligbalamo sanebimɔi	-	-	-	-	0
22	Afo ata mli agugui	Sanebimo ni hie hetoi srɔtoi ni ekome pe ni ja ye mli	2	2	1	2	7
		Mligbalamo sanebimɔi	-	-	1	-	1
23	Afo ata henyamo	Sanebimo ni hie hetoi srɔtoi ni ekome pe ni ja ye mli	2	2	3	1	8
		Mligbalamo sanebimɔi	1	2	1	-	4
	Fɛɛ		12	10	14	7	45

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