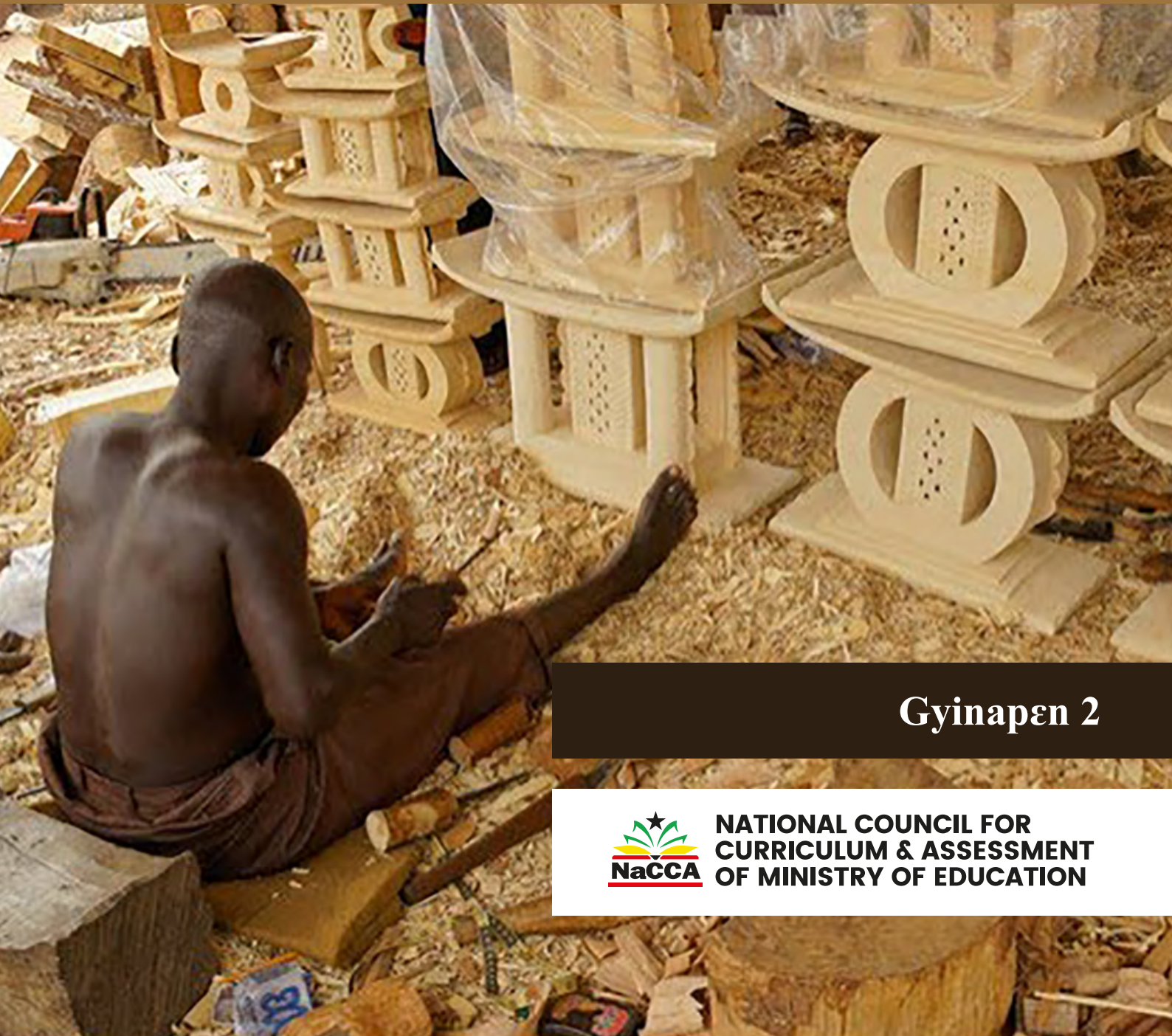




MINISTRY OF EDUCATION

Asante Twi for Senior High Schools

ƆKYERƐKYERƐFOƆ NWOMA



Gyinapɛn 2



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Asante Twi

For Senior High Schools

Teacher Manual

Year Two



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

ASANTE TWI TEACHER MANUAL

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INTRODUCTION

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

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

This Teacher Manual for Asante Twi is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

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ƆFA 1: ASENSINI NYEHYEE NE ENNE/TOONU

ADESUADEE: NKOMMODIE

Adesuadee Nkorabata: Nkɔmmɔdie (Asensini nyehyee ne enne)

Adesua no botae ahodoɔ

1. *Fa wo nimdee a wowɔ no wɔ asensini nyehyee ho no di dwuma wɔ nsemfuaye mu*
2. *Gyina enne/toonu ho nimdee ne ne ntease so na fa hwehwe nsonsonoe a ewɔ nsemfua ne ɔkasamu ntam*

Adesuadee Titire

1. Da nimdee ne ntease a wowɔ no wɔ Asante Twi asensini ho no adi.
2. Da nimdee ne ntease a wowɔ no wɔ Asante Twi enne/toonu ho no adi.

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.*

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 2: *The concept of tone*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 1: *Class Exercise*

Week 2: *Group Project Work*

Refer to the “**Hint**” at the key assessment (Nkariie Titire) 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

Adesuadeɛ botaeɛ ahodoɔ

1. *Wotumi kyere Asante Twi asensini ahodoɔ no*
2. *Wotumi pɛnɛmpɛnɛm Asante Twi asensini nyehyee ahodoɔ no mu wo nɛmfuaye mu*

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

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

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

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

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

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

Adesua yi ho dwumadie

1. Kyerekyerɛ asensini ase
2. Kyere Asante Twi asensini nyehyee ahodoɔ no mu

3. Pensempensem Asante Twi asensini nyehyee ahodoɔ no mu
4. Kyerekyere asensini nyehyee no so mfasoɔ wɔ nsemfuaye mu

PEDAGOGICAL EXEMPLARS

Problem Based Learning (individual and group work):

1. Whole class activity

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

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

2. Mixed ability group

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

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

3. Whole class activity

Groups present their work to the class for discussion.

Group work/Collaborative learning

1. Whole class discussion

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

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

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

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

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

NKARIIE TITIRE

Gyinaɓen Nkariie 1: Akaakaɛ nimdeenya

1. Fa w'ankasa nsemfua kyerekyere asensini mu.

Gyinaɓen Nkariie 2: Nteaseɛ mu nimdeenya

1. Twere asensini nyehyee ahodoɔ no na ma emu biara ho nhwesoo mmiensa mmiensa.

Gyinaɓen Nkariie 3: Nnwenweneho a emu do

1. Fa nhwesoo a efata kyerekyere senti mmiensa a eho hia se wote asensini nyehyee ho adesua ase wo Asante Twi kasa mu.

Hint



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

WEEK 2

Adesuade botae ahodo

1. *Kyerkyere enne/toonu ase wo eberɛ a worema w'ani ako enne/toonu ahodoɔ (nhwesoo: efam, esoro, adantam, esoro-ko, efam-ko ne deɛ ekeka ho) ne ne dwumadie so.*
2. *Pensempensem enne/toonu dwumadie mu (nhwesoo: deɛ ede nsonsonoeɛ ba ɔkasa mmara mu, deɛ ede nsonsonoeɛ ba nsemfua nteaseɛ mu enna deɛ ede nsonsonoeɛ ba Akan kasa nkorabata mu).*

ANISISODE 1 & 2: ENNE/TOONU

Enne/Toonu asekyere: Kasa ahodoɔ no ara de enne/toonu a ɛko soro anaa efam na eɔa won atanka anaa nteaseɛ adi na wosan de di dwuma ahodoɔ. Enne/toonu ye esoro anaa efam ko wo ɔkasa mu a eɔa adi wo asensini, asemfua anaa ɔkasamu mu. Enne/toonu kasa ye ɔkasa a emu nsemfua nteaseɛ no gyina enne/toonu so. ɔkasa ahodoɔ a ewo Ghanaman mu ha dodoɔ no ara ye enne/toonu kasa.

Enne/Toonu ahodoɔ: Nsonsonoeɛ da ɔkasa ahodoɔ enne/toonu mu se ebia, esoro enne/toonu, adantamu toonu, efam toonu ne esoro-ko toonu. Asante Twi kasa mu no, yewo toonu ahodoɔ mmienɔ (2) a ebo abira, enonom ne esoro toonu enna efam toonu. Wode saa nsenkyerennee ahodoɔ yi na egyina ho ma toonu mmienɔ no: Esoro toonu agyinahyedee ne ['] enna efam toonu nso agyinahyedee ne [']. Nhwesoo: [brà-come] wo efam toonu agyinahyedee da enne nnyegyeeɛ no so enna [dà-to sleep] nso wo esoro toonu agyinahyedee da enne nnyegyeeɛ no so. Se efam toonu bedi esoro toonu anim/kan a, ema yɛnya esoro-ko toonu enna se esoro toonu bedi efam toonu anim/kan a, ema yɛnya efam-ko toonu.

Enne/Toonu dwumadie: Toonu ho hia wo toonu kasa mu esiane nsonsonoeɛ a ede ba ɔkasa ahodoɔ no mu nti. Toonu di dwuma ahodoɔ mmiensa (3) wo ɔkasa mu. Yeinom ne deɛ ede nsonsonoeɛ ba nsemfua ntam, deɛ ede nsonsonoeɛ ba ɔkasa mmara anaa nyehyeeɛ ahodoɔ ntam enna deɛ ede nsonsonoeɛ ba Akan kasa nkorabata no ntam.

Mpensempensemu a efa toonu dwumadie ahodoɔ no ho na edidi soɔ yi:

1. **Toonu a ede nsonsonoeɛ ba nsemfua ntam:** Toonu yei tumi de nsonsonoeɛ ba nsemfua nteaseɛ mu. Toonu tumi de nsonsonoeɛ ba nsemfua a eye adekoro wo won sope anaa won din bo ye pe nteaseɛ mu. Nhwesoo: Se enye toonu dwumadie a, anka nsonsonoeɛ biara nni saa nsemfua mmienɔ yi ntam: *papa-good* ne *papa-father*. Se yede toonu toto enne nnyegyeeɛ a ewo nsemfua mmienɔ yi so a, yɛɛnya nsemfua bi te se:

pápá -good ne pàpá-father

yírí - wife ne yìrì – to hold it tight

dá – sleep ne dà- never

2. **Toonu a ede nsonsonoe ba ɔkasa mmara/nhyehyee mu:** Saa toonu yi tumi de nsonsonoe ba ɔkasa mmara/nhyehyee no binom ntam wɔ Asante Twi kasa mu. Ede nsonsonoe/abirabɔ ba nsemfuakuo, kabea ahodoɔ ne deɛ ekeka ho ntam. Se ebia,
- Daa kabea [Kòfí gyíná]-kofi stands ne ɔhye kabea [Kòfí gyìnà]
 - Daa kabea [Kòfí b'éfá] ne daakye [Kòfi bɛ'fá]
 - Daa kabea [ɔ̀pám' àtádíɛ] ne twam kabea [ɔ̀pàm àtádíɛ']
3. **Toonu sane tumi de nsonsonoe ba ɔkasa nkorabata ahodoɔ no mu bi ntam.** Nhwɛsoɔ, Toonu tumi de nsonsonoe ba Akan kasa nkorabata mmienɔ a eye Mfantse ne Asante ntam anaa Asante ne Akuapem. Se ebia;
- | | |
|---------------------|----------------------|
| Mfantse | Asante |
| Mòròkɔ̀- I am going | Mìrìkɔ́'- I am going |
 - | | |
|-----------------------|-----------------------|
| Asante | Akuapem |
| ɔ́kɔ́'- S/he has gone | ɔ́kɔ̀ - S/he has gone |

Adesua Dwumadie Ahodo

1. Kyerekyere enne/toonu ase.
2. Fa nhwesoo a efata kyerekyere toonu ahodoɔ mu wɔ Asante Twi kasa mu.
3. Pensempensem toonu dwumadie mu wɔ Asante Twi kasa mu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class/group activity
 - a. Teacher models the tone of words and/or tasks high-ability learners to model – including giving examples of words that change meaning depending on tone.
AP/P learners listen and repeat the words modelled by the teacher and HP learners
 - b. Teacher leads learners to explain tone and the types of tone.
HP learners to lead the explanation of tone.
 - c. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - d. Learners work in groups to identify the types of tones available in the language (e.g., low, high, mid, falling, rising, etc.).
 - e. Teacher facilitates discussion on the functions of tone in the language.
Tasks learners with different learning abilities to;
 - i. *lead the class discussion on the functions of tone, providing examples, (HP)*
 - ii. *take notes and summarise the key points discussed, (P)*

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

2. Pair work (AP learners should be paired with HP learners to support them)
 - a. Listen to some given words and determine the types of tone in the words.
 - b. Identify the syllables in the words that bear the tone.
3. Whole class
Pairs make a presentation on the outcomes of the pair work.

NKARIIƐ TITIRE

Gyinapen Nkariie 1: Akaakaɛ ne ɔkasa ho nimdeenya

1. Fa w'ankasa nsemfua kyerekyere toonu ase.
2. Twere toonu dwumadie ahodoɔ wɔ Asante Twi kasa mu.

Gyinapen Nkariie 2: Nteaseɛ mu nimdeenya

1. Twere toonu ahodoɔ a ɛwɔ Asante Twi kasa mu na fa nhwesoo enan (4) enan (4) a ɛfata kyerekyere emu biara mu.
2. Ma Toonu dwumadie ahodoɔ a wotwerɛ no wɔ nkariie 1 (asemmisa 2) ho no mu biara ho nhwesoo mmiensa (3) mmiensa (3).

Gyinapen 3 nkariie: Nnwenneho a emu do

Ekua Dwumadie

1. *Twere asensini nyehyee ne toonu ahodoɔ wɔ Asante Twi mu na ma asensini nyehyee no mu biara ho nhwesoo edu edu (10) na san ma toonu nso ho nhwesoo edu (10).*

Hint



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

Section 1 Review

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

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



APPENDIX A: STRUCTURE OF GROUP PROJECT

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

Structure of the Group Project

- Front page** (name of school, class, names of group members, subject, date, name of teacher, date of submission)
- Introduction** (definition of syllables, explaining the syllable structure with examples, definition of tones, explaining the types of tones and giving examples)

Rubrics for the Group project

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

Criteria	Excellent (4 Marks)	Very Good (3 Marks)	Good (2 Marks)	Fair (1 Mark)
Defining tones	The definition features all the key words needed to adequately define syllable	The definition contains three key words	The definition contains two key words	The definition contains 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
Team work	Exhibit 4 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 3 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 2 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility	Exhibit 1 of these Contributing to the group. Respecting the views of others Tolerating others Resolving conflicts Taking responsibility

Mode of administration

- Design the project, provide guidance and support learners, etc.
- Refer to Teacher Assessment Manual and Toolkit pages 27-29 for more information.

Providing feedback

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

CPA 2: AKENKAN NE ADWEMPO NHWEHWEE

ADESUADEE: NKOMMODIE

Adesuadee Nkorabata

1. Tebea mu Nkɔmmɔdie
2. Akenkan

Adesuadee botae ahodoɔ

1. *Fa nimdee a woanya no di nkɔmmɔ wɔ ekwampa so*
2. *Gyina akenkan a emu dɔ ne akenkan ntrɛmu su ho nimdee so kenkan abasɛm bi*

Adesuadee Titire

1. Da wo nimdee a wowɔ wɔ kasakyere ho wɔ eberɛ a woatie nkɔmmɔdie anaa nkutahodie bi
2. Da wo nimdee ne wo nteaseɛ a wowɔ no wɔ akenkan a emu dɔ ne akenkan ntrɛmu a wode bekenkan abasɛm bi adi wɔ Asante Twi kasa mu

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by this section are:

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

Week 4: *Features of intensive reading*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 3: *Questioning*

Week 4: *Discussion*

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

WEEK 3

Adesuades botae ahodo

1. Kyere adwempŋ a ewŋ nkŋmmŋdie bi mu
2. Pensempensem adwempŋ a ewŋ nkŋmmŋdie bi mu mu

ANISISODEĒ 1 & 2 : ADWEMPŌ AHODOŌ A EWŌ NKŌMMŌDIE BI MU NHWEHWĒĒĒ

Adwempŋ

Adwempŋ no ne asem pŋtee a kasapen bi de to dwa wŋ nkŋmmŋdie anaa abasem bi mu. Wŋtaa de ŋkasamu ahodoŋ bi kyerekyere mu. Se wotumi hunu asem pŋtee a nkyerekyeremu kasamu no nyinaa rekasa fa ho a, ebeboa ama woahunu adwempŋ a eka ŋkasamu ahodoŋ no nyinaa bom. Se woŋe se wohunu adwempŋ a ewŋ twereŋsem anaa abasem bi mu a, ye deē edidi soŋ yi nyinaa;

- Kenkan nwoma no din ne nnianimu no – Edeē na nwoma no din ne nnianimu no ka fa asentitire a wŋredi ho nkŋmmŋ no ho?
- Hwehwe ŋkasamu a ede adwempŋ no to dwa no. – Mpen pii no, etaa di ŋkasapen kasamu ahodoŋ anim/kan.
- Hwehwe nkyerekyeremu kasamu ahodoŋ no. – Bisa wo ho saa nsem yi: hwan, edeē, eberē ben, ehefa, aden ne sen/ekwan ben so, fa adwempŋ no ho.
- Fa w'ankasa wo nsemfua bŋ twereŋsem no tŋfa.
- Fa wo tŋfabŋ no toto ŋtwerefoŋ awieē nsem no ho.

Adesua Dwumadie

1. Kyere wo nimdeē a wowŋ wŋ 'adwempŋ ho.'
2. Kyere adwempŋ a ewŋ akenkansem bi mu.
3. Kasa fa adwempŋ bi a wohunuu wŋ twereŋsem bi mu no ho.

PEDAGOGICAL EXEMPLARS

Problem-based learning

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

2. Whole class activity:

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

3. Pair work:

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

Collaborative learning

1. Whole class activity

- Discuss the main ideas in the conversation topics used for the role-play.

Teacher tasks learners based on their ability to analyse how tone influenced the conversation, write a short sentence on how tone influenced the conversation, etc.

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

NKARIIE TITIRE

Gyinapen Nkariie 2: Nteasee mu nimdeenya

- Kyere adwempɔ a ewɔ twerɛsem bi mu no mu.
- Pensempensem adwempɔ a wohunuu no wɔ twerɛsem no mu mu.
- Kenkan nkɔmmɔdie tiawa a ewɔ efam hɔ no na kyere adwempɔ a ewom.

Kofi: Sen na wosi hunu wo suban fa?

Isaac: megye me ho tom sɛdɛ metɛ yi ara na wo nso ɛ?

Kofi: Ahummɔborɔ ahyɛ me ma.

Isaac: Me dɛɛ, sɛ meye mfomsoɔ bi a, mede kyɛ me ho na masua biribi afiri saa mfomsoɔ no mu.

Kofi: Me nso mema dɛɛ asi dada no twam na mekɔ m' anim.

Gyinapen nkariie 3: Nnwennweneho a emu dɔ

Twerɛ ɔkasamu ahodoɔ mmiensa (3) fa toa nkɔmmɔdie a ewɔ soro hɔ no so – wɔ ɛberɛ a wommane mfiri adwempɔ a wohunuie no ho.

Hint



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

WEEK 4

Adesuadee Botae ahodoɔ

1. *Pensempensem Fa-berɛ Akenkan su ho (ɔhareso-akenkan, ɔhareso-adeɛ-hwehwe ne deɛ ekeka ho)*
2. *Pensempensem Akenkan a emu-dɔ su ahodoɔ mu (anoteɛ, twerɛsem no nhyehyɛɛ, nhwemu, adwene ntotoho, mmɔakyire ne deɛ ekeka ho.)*

ANISISODEE 1: ASUKƆƆƆ AKENKAN SU

Asukɔɔɔ Akenkan

Yei yɛ akenkan a yɛfa berɛ dɔ mu sukɔ a botae mmieniu na esi yen ani soɔ; sɛ yɛrɛtɛ twerɛsem no ase enna yɛresua ɔkasa mu nhyehyɛɛ ahodoɔ no nso. Esane yɛ akenkan a yɛhyɛda to yen bo ase kenkan twerɛsem bi. Saa akenkan yi mu no, akenkanfoɔ no to wɔn bo ase de hwehwe nsemfua a wɔasensan aseɛ, nsemfua a wɔaka mu tumm, nsemfua a wɔati mu ne deɛ ekeka ho esiane sɛ, enonom na twerɛsem no nteaseɛ gyina so. Akenkanfoɔ no bɔ mmɔden twerɛtwɛrɛ twerɛsem no mu nsem no bi gu wɔn nwoma mu, wɔhwehwe nsemfua nkyɛɛaseɛ firi nsemfua-nteaseɛ-nwoma mu na wɔasane ato wɔn bo ase akenkan twerɛsem no sɛdeɛ ebɛyɛ a wɔbɛtɛ nsem a twerɛsem no de reto dwa no ase yie.

Asukɔɔɔ Akenkan Su

Asukɔɔɔ Akenkan wɔ su ahodoɔ bebreɛ. Momma yenhwe esu ahodoɔ mmieniu yi;

a. *ɔhareso-akenkan*

ɔhareso-akenkan yɛ akenkan a yɛde yen ani fa abasɛm bi mu wɔ ɔhareso de hwehwe asɛm pɔtɛɛ a abasɛm bi kasa fa ho nko ara. Eɛ adwuma yie pa ara wɔ abasɛm a ɛde nokwasɛm pɔtɛɛ bi reto dwa mu. ɔhareso-akenkan mu no, wo nteaseɛ a wonya no wɔ twerɛsem anaa abasɛm no mu yɛ tiawa esianne sɛ, wonkenkan abasɛm no mu nsem no nyinaa.

b. *ɔhareso-adeɛ-hwehwe*

ɔhareso-adeɛ-hwehwe yɛ akenkan ne fa bi a, yɛde yen ani fa twerɛsem anaa abasɛm bi mu ɔhareso de hwehwe nsemfua anaa ɔkasasin ahodoɔ bi. Yesan de di dwuma wɔ berɛ a woahunu biribi wɔ abasɛm mu na woɛ sɛ wohwe sɛ ebɛtumi ayi wo nsemmisa no ano a.

ADESUA MU DWUMADIE

1. Kyɛrɛkyɛrɛ deɛ ɛdidi soɔ yinom ase:
 - i. Asukɔɔɔ Akenkan
 - ii. ɔhareso-akenkan
 - iii. ɔhareso- adeɛ-hwehwe

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

1. Whole class discussion

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

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

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

2. Ability groups

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

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

- b. Learners share ideas about the main ideas on the piece of reading done. By this approach, learners build collaboration, communication, critical thinking and problem-solving skills.
- c. Learners try to read a given text intensively with the foreknowledge of skimming and scanning.
- d. Learners then discuss the features in the text they have read and share their views with others.

3. Individual activity

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

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

NKARIIƐ TITIRE

Gyinapen 1 NkariiƐ: AkaakaƐ ne Ɔkasa Nimdeenya

- a. Kyerekyere Asukɔɔ akenkan su mmienu mu.
- b. Kyerekyere ɔhareso-akenkan ne ɔhareso-adeɛ-hwehwe su ahodoɔ no mu.

Gyinapen 2 NkariiƐ: Nteaseɛ mu Nimdeenya

- a. Pensempensem ɔkwan a ɔhareso-akenkan ne ɔhareso-adeɛ-hwehwe boa ma yenya nteaseɛ wɔ twerɛsem anaa abasem bi mu mu.
- b. Gyina nimdee a woanya no wɔ asukɔɔ akenkan mu no so na kenkan twerɛsem anaa abasem a ɛwɔ fam hɔ no.

Saa mframa kɛsɛɛ yi firi hene nie? Edeɛn na ɛde nsuyirie kɛsɛɛ yi aba? Odupɔn kɛsɛɛ bi atutu. Owuo de ne nsa nwonunwunu no ato Agya Atoapem so awia ketekete yi wɔ

adwuma mu. Ɖɔɔree mmum awia yi na wɔde no too ahoma-nkaa mu de no kɔɔ ayaresabea. Wɔde saa awerɔhosem yi kɔtoɔ ne mma anim wɔ efie. Bere a na Agya Atoapem yere akɔtɔn nneema wɔ edwam na ɔresan aba ne efie wɔ Anansekurom no, ɔhyiaa ammulanse a na ne kunu da mu no. Ntem so, ne mma no bɔɔ hwii kɔpuee ayaresabea hɔ na wɔkɔhunu wɔn papa a wato baha no se ɔbea mpa mu.

Adeɛ kyee anɔpa no, ne mma no kɔsraa no. Awerɔhosem ne se, na owuo de ne nsa nwununwunu no ato ne so ama wɔde no akɔhye mɔkyere. Nkwadaa yi de awerɔhosem yi kɔtoɔ kuromma no anim, ankyere koraa na awerɔhoɔ ne osu abunkam afa kuro no nyinaa mu.

Abusuapanin tuu abɔfoɔ maa wɔkɔbɔɔ ɔhene ne nnipa a wɔwɔ Papaye a ɛhɔ na Agya Atoapem firi a ɛbeyɛ akwansini mmiensa no amanneɛ. Na Agya Atoapem ye ɔsatwafoɔ wɔ kurom hɔ. Bere a wɔtee asem no ara pe na wɔsomaɔ Asafomma no se wɔnkɔ fa n'amu no mfiri Anansekurom mmra Papaye.

Wɔkɔhanee kaa de kɔɔ Anansekurom. Wɔde osu na ɛhyiaa asomafoɔ no. Wɔduruu Anansekurom beyɛ nnɔn mmiensa. Wɔde nsa akɔtoa maa wɔn akwaaba. Asomafoɔ yi de wɔn amanneɛ too dwa se wɔrebefa Agya Atoapem amu no. Anansekuromfoɔ no ampe se wɔde amu no ma wɔn ɛfiri se, Agya Atoapem aboa ama wɔn kuro no atu mpɔn na enam yei so de nkyennuahyee kakra baee.

i. Kyere adwempɔ a ɛwɔ abasem no mu.

ii. Pensempensem adwempɔ no mu.

c. Hwe mfasoɔ a ɛwɔ Asukɔɔɔ akenkan so.

Gyinaɔpen 4 Nkariie: Nnwenweneho a emu ɔɔ ne nteasee

Nhwehwemu dwumadie: Ye nhwehwemu fa adwempɔ anaa asem bi a ɛda adi wɔ abasem a woakenkan no mu. Boaboa wo nsem ano firi mmeaee ahodoɔ mu, pensempensem nsem no mu na da wo mmuaee no adi wɔ anodisem kwan so.

ANISISODEE 2: AKENKAN NTRƐMU SU

Akenkan Ntrɛmu

Ɛye akenkan a adesuafoɔ no kenkan de gyegye wɔn ani na wɔsan nso de sua akenkan mu nimdee ahodoɔ. Yebetumi de atoto Asukɔɔɔ akenkan a ɛye akenkan a yedo mu sukɔ wɔ ɛbere adesua mu botaee anaa dwumadie bi si yen ani so ho. Akenkan ntrɛmu nso ma yekenkan nneema ahodoɔ pii esiane senti ahodoɔ bi te se, amannebo anaa anigyeɛ.

Akenkan Ntrɛmu Su

- **Anoteɛ: Ɛkyere** akenkan ntoamu, akenkan a emu da hɔ, **enne** bɔkɔɔ ne mmɔdemmo wɔ ɔkasa dwumadie ahodoɔ mu. Yebetumi asan nso akyere mu se, ɛye nimdee a obi wɔ wɔ ɔkasa dwumadie ahodoɔ bi ho.
- **Tweresem nyehyeeɛ:** Yei ye ekwan a atwerɛfoɔ fa so hyehye wɔn nsem wɔ tweresem anaa abasem mu. Nimdee a adesuafoɔ wɔ wɔ tweresem anaa abasem nyehyeeɛ ho yi boa ma wɔtumi de wɔn ani si biribi pɔtee bi ne twaka ahodoɔ bi

so ma wɔhunu abasem no mu dwumadie no ntoatoa soɔ na ɛma wɔnya twerɛsem no mu nteaseɛ wɔ ɛberɛ a wɔrekenkan no.

- **Nhwemu:** Yei yɛ ɛkwan a adesuafoɔ no fa so de hunu sɛ wɔte adeɛ a wɔrekenkan no ase yie. Sɛ ɛkɔba sɛ wɔnhunu adwempon pɔtee a ɛwɔ abasem anaa twerɛsem no mu a, wɔtumi yɛ nhyehyɛɛ ne nsiesie fa wɔn nteaseɛ ho ansa na wɔatoa akenkan no so.
- **Adwene ntotoho:** Yei yɛ nsusuie a yɛgyina nimdee bi a yɛwɔ fa biribi a yɛnim ho so yɛ. Ne tiawa mu no, yei yɛ adwenkyere dwumadie. Wotumi gyina wo nimdee bi a wowɔ dada ne abasem no mu nsem so de nsusuie bi to dwa anaa kyerekyere abasem no mu.
- **Mmɔakyire:** Yɛtumi di saa dwuma yi wɔ ɛberɛ a yerekenkan anaa yɛakenkan awie. Ɔkenkanfoɔ no nam so tumi de ne nimdee ne nsusuie bi to dwa na afei nso, anya adwempon ahodoɔ firi abasem no mu.

ADESUA MU DWUMADIE

1. Kyerekyere dee ɛdidi soɔ yi mu;
 - i. Akenkan Ntremu
 - ii. Anoteɛ
 - iii. Nhwemu
2. Kenkan nkɔmmɔdie/abasem bi na pensɛmensɛm akenkan ntremu su mmiensa anaa dee ɛboro saa mu.
3. Pensɛmpensɛm abasem no mu na wo ne afoforo nkyɛ ho adwene.
4. Gyina akenkan ntremu su ho nimdee so fa kenkan abasem no.

PEDAGOGICAL EXEMPLARS

Talk for learning approaches

1. Whole class discussion

- a. Teacher models extensive reading to whole class.

Learners of different abilities are assigned to model extensive reading, and orally summarise the process of model reading.

- b. Learners explain to each other the meaning of extensive reading.

HP/P learners should also add why people use extensive reading.

High-ability learners take turns first.

- c. Learners discuss the features of extensive reading, such as fluency, text structure, monitoring, inference, and evaluating.

Assign roles to learners based on their ability, including discussion facilitator(s)/ lead(s), note takers, summarisers, those to ask the “why” of every activity, etc.

d. Teacher models extensive reading to small groups.

2. Mixed ability groups

Teacher should direct HP learners to support AP learners

- Groups read different passages selected by teacher based on cultural values (integrity, trustworthy, honesty, dignity, etc.), GESI, STEM, Technology, medicine, energy conservation, etc. and share ideas from the passages read.
- 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.

NKARIE TITIRE

GyinaƆen 1 Nkariie : Akaakaee ne Ɔkasa Nimdeenya

- Fa w'ankasa nsemfua bɔ 'akenkan ntemu' ho nimdee tɔfa.
- Twere akenkan ntemu su enum. Kyerekyere emu biara mu tiawa.

GyinaƆen 2 Nkariie: Nnwenweneho a emu dɔ

- Pensempensem sɛdeɛ ɔhareso-akenkan ne ɔhareso-adeɛ-hwehwe boa ma yenya twereɛem bi mu nteaseɛ.

GyinaƆen 3 Nkariie: Nnwenweneho ntoaso

- Sen na wosi gye saa asem yi tom?: 'Yede Akenkan ntemu gyegye yen ani enna yede Akenkan a emu dɔ nso hwehwe nimdee.' Kyere wo gyinabea na kyere senti a woka no saa.

GyinaƆen 4 Nkariie: Nnwenweneho a Emu Dɔ ne Nteaseɛ

Sen na wosi gye saa asem yi tom?: 'Wɔde Akenkan ntemu gyegye wɔn ani wɔ eberɛ wɔde Asukɔdɔ akenkan nso hwehwe nimdee pɔtee bi. Kyerekyere wo fa biara a wobɛgyina no mu yie.

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.

Section 2 Review

This section has discussed indicators that are taught in weeks three and four. Learners have been introduced to the features of intensive reading (skimming and scanning etc.) and extensive reading. Discussion of some features of extensive reading (fluency, text structure, monitoring, inference, evaluating,

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



APPENDIX B: STRUCTURE OF 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 group project
- v. Reflective journal, etc.

Rubrics for scoring

E.g.

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

Administration

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

Feedback

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



APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

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

ƆFA 3: NKABOMDEE NE NSEMFUAYE AHODOƆ

ADESUADEE: ƆKASA DWUMADIE

Adesuadee Nkorabata 1: Ɔkasa Nhyehyee

Adesua Botaee: *Tumi gyina mmataho, nkabomdee, Ɔkasasin ne Ɔkasamufa ho nimdee so ye Ɔkasamu ahodoƆ*

Adesua mu Nimdeɛnya: Da nimdee adi fa ekwan a yefa so de mmataho, nkabomdee, Ɔkasasin ne Ɔkasamufa di dwuma ho.

Adesuadee Nkorabata 2: Mmara a efa Asante Twi atwere ho

Adesua Botaee: *Tumi de nsemfuaye, atwere mu agyinahyede ne Ɔkasamu mu nsenkyerɛnne ahodoƆ ho nimdee di dwuma.*

Adesua mu Nimdeɛnya: Da nimdee ne nteasee adi fa nsemfuaye ne ekwan pa a yefa so de atwere mu agyinahyede ne senkyerɛnne di dwuma.

Hint



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

INTRODUCTION AND SECTION SUMMARY

This section discusses affixes, conjunctions and word formation processes in the language. Learners will be introduced to the meaning, types and importance of affixes, conjunctions and word formation processes. Knowledge of these aspects of the grammar of the language is important. Knowledge in affixes for instance, will help learners to create new and correct verb tenses and change the word class of a word. They also help to change the meaning of or the grammatical functions of words. Conjunctions in language are important because they help learners to connect several words, ideas and concepts together. This allows learners to build broader sentences that convey interesting messages. Knowledge of word formation processes also helps in vocabulary acquisition and learning. Here, learners acquire skills to decode and encode new words, thus becoming independent learners. Due to the significant importance of these units, it is necessary that learners are guided to acquire

these core language skills. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of words and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 5: *Affixes*

Week 6: *Conjunctions*

Week 7: *Word Formation Processes*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 5: Simulation

Week 6: Mid-semester examination

Week 7: *Critiquing*

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

WEEK 5

Adesuadeɛ Botaeɛ: *Tumi de mmataho ahodoɔ di dwuma wɔ Asante Twi mu*

ANISISODEE 1 & 2: MMATAHO

Mmataho Asekyere

Mmataho ye mɔɔfem a yede bata asemfua bi ho de nya asemfua foforo. Mmataho betumi nso asan akyere ɔkasa nhyehyee fa bi a yede si asemfua anim anaa akyire de sesa ne nteasee. Mmataho ye edin a yede gyina ho ma nsiakyire ne nsianim. Yede mmataho si asennua anaa ɔkasasin bi ho a, esesa ne nteasee ma yenya asemfua nnanemu anaa nyafirim. Yebetumi asan aka se, mmataho ye asemfua fa bi a yetumi de si nsemfua ho ma yenya nteasee foforo anaase esesa n'asemfuakuo no. Nsianim ye mmataho a yede si asennua bi anim. Nsim nso ye mmataho a yede si asennua bi ntam. Nsiakyire ye mmataho a yede si asennua bi akyiri pee. Nsianim ne nsiakyire (Ntwaho) nso ye mmataho a yede si asennua bi anim ne akyire wɔ eberɛ korɔ no ara mu. Mmataho ma twaka bi beda nteasee a ewɔ asennua no ne asemfua foforo no ntam. Mmataho ho nhwesoo wɔ Asante Twi mu ne; *a-*, *m-*, *n-*, *foɔ-*, *-nom*, *re-* ne deɛ ekeka ho. Yeinom ye mmataho efiri se, yebetumi de wɔn asi asemfua bi ho ama ne nteasee no asesa. Nhwesoo: agya bedane agyanom. Wode nsiakyire si *agya* a ewɔ baakofoɔ kabea mu no ho a, edane dodoɔ kabea.

Mmataho Ahodoɔ

Mmataho ahodoɔ mmieniu a ewɔ ɔkasa mu no ne nyafirim ne nnanemu mmataho.

- **Nyafirim mmataho:** Yei ye mmataho a yenam so nya nsemfua foforo ne nteasee foforo. Nyafirim mmataho mu no, asennua no ne asemfua foforo no asemfuakuo betumi aye adekorɔ anaa ebesea. Yei kyere se, nyafirim mmataho betumi **asesa asemfuakuo no** anaa **ensesa**. Nyafirim mmataho no ma yenya nsemfua foforo firi asennua no mu. Nhwesoo : **sa** tumi bedane **nsa** wɔ eberɛ a nsianim **n-** si asennua **sa** anim. Saa tebea yi mu no, asennua no asemfuakuo a na eye adeyɔ no bedane edin.
- **Nnanemu mmataho:** Yeinom ye mmataho a esesa asemfua no kabea nko ara na mmom, enye n'asemfuakuo. **Nnanemu mmataho** nsesa asemfua no nteasee ne saa nti, yennya nsemfua foforo mfiri mu. Nnanemu mmataho da ɔkasa nhyehyee bi te se akontabudeɛ, onipa bobea, kabea ahodoɔ ne deɛ ekeka ho adi. Yei kyere se, wode nnanemu mmataho si asemfua a ewɔ baakofoɔ kabea mu ho a, esesa no kɔ dodoɔ kabea mu. Nhwesoo, wode nsianim *m-* si asennua *barima* ho a, ebedane *mmarima*. Eha yi, nsemfua *barima ne mmarima nye nsemfua mmieniu a nsonsonoeɛ bi da wɔn asemfuakuo mu anaa wɔn nteasee no nsesa koraa*.

Mmataho Dwumadie

Mmataho ahodoɔ no mu biara dwumadie da nso. Enonom na edidi soɔ yi:

- a. Wɔboa ma yenya nsemfua foforo firi asennua no mu. Nhwesoo: $n + da = nna$.
- b. Wɔboa sesa nsemfua firi asemfuakuo baako mu ko foforo mu. Nhwesoo: $a + pra = apra$.
- c. Mmataho boa ma yenya adeye kabea ahodoɔ. Nhwesoo $a + ko = aka$.
- d. Mmataho boa sesa asemfua bi firi adeye kabea bi mu ko foforo mu. Nhwesoo: $re + do = redo$.
- e. Mmataho boa sesa nsemfua firi baakofoɔ kabea mu ko dodoɔ kabea mu. Nhwesoo: $a + bofo = abofo$.
- f. Mmataho ho nimdee boa ma yetumi sope nsemfua sane sua kasa nso.
- g. Esesa edin nkyerekyeremu ko adeye kabea mu.
- h. Esesa adeye ma no beye edin. Nhwesoo: $n + hyira = nhyira$
- i. Esesa edin ma no beye edin nkyerekyeremu.
- j. Esesa edin nkyerekyeremu ma no beye edin.
- k. Esesa adeye ma no beye edin nkyerekyeremu.
- l. Esesa edin ma no beye adeye.

Adesua Mu Dwumadie

1. Kyerekyerɛ mmataho mu.
2. Twere mmataho ahodoɔ a ewo Asante Twi mu.
3. Fa nhwesoo a efata kyerekyerɛ mmataho ahodoɔ no mu.
4. Twere asemfua baako ma mmataho ahodoɔ no mu biara.
5. Pensempensem mmataho dwumadie enan anaa dee eboro saa mu.
6. Kyerekyerɛ mmataho a ewo nsemfua a edidi soɔ yi mu na kyere mmataho koro a emu biara ye:
 - apra
 - redidi
 - diie
 - wɔfanom
 - mpanimfoɔ
 - mma
 - mmaa
 - nnomaa
 - nkoko

adetɔnfoɔ

7. Sesa saa nsemfua yi kɔ edin mu wɔ ɛberɛ a wode mmataho a ɛɛ fata resi nsemfua ahodoɔ no ho.

da

to

kɔm

didi

kyerekyere

sa

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class activity

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

2. Group work/collaborative learning

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

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

3. Whole class activity

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

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

NKARIIE TITIRE

Gyinapen 1 Nkariie: Akaakae ne Okasa Nimdeanya

1. Fa w'ankasa nsemfua kyerekyere mmataho mu.

Gyinapen 2 nkariie : Nteasee mu Nimdeanya

1. Kyerekyere nsonsonoe a eɗa mmataho ahodoɔ no ntam na ma emu biara ho nhwesoo mmiensa mmiensa anaa dee eboro saa.
2. Gyina mmataho ahodoɔ no so fa ye nsemfua afoforo nnum nnum ma emu biara.
3. Gyina wo mmuaee a ewo asemmisa (2) no so na pensempensem mmataho so mfasoo mmiensa.
4. Kyere mmataho a ewo nsemfua a edidi soo yi mu na kyere mmataho koro a emu biara ye:

Kununom

Osuani

Praee

Ohiani

atenaee

ɔɔɔ

atwerefoɔ

Gyinapen 3 nkariie: Nnwennehenho a emu do

1. W'adamfo bi a ɔwo sukuu foforo mu nte mmataho ase. Kyere **ekwan** a wobefa so aboa no ama no ate mmatoho ahodoɔ no ase wo **ebere** a worema emu biara ho nhwesoo mmiensa mmiensa (3) de ataa wo nkyerekyeremu no akyi.

Hint



- The recommended mode of assessment for Week 5 is **Simulation**. Refer to Key Assessment Level 3 in the Key Assessment for an example of a Simulation question. See **Appendix D** for a sample rubric to score the Simulation.

WEEK 6

Adesuadee Botae: *Tumi de nkabomdee ahodoɔ ye ɔkasamu wɔ Asante Twi mu.*

ANISISODEE 1 & 2: NKABOMDEE

Nkabomdee Asekyere

Nkabomdee ye nsemfua a eka nsemfua foforo, ɔkasasin anaa ɔkasamufa bom. Nkabomdee boa ma yetumi ye ɔkasamu tenten ahodoɔ a nteasee wɔ mu. Ne dwumadie titire pa ara ne se, ebeka nimdee, kabea ne dee ekeka ho abobom. Nhwesoo: *na, nso, nanso, mmom, nti, esiane se...*

Osua adee nti, onim adee.

*Meko ho **nanso** mesan aba.*

Kofi **ne** Amma ko sukuu.

Nkabomdee Ahodoɔ

Nkabomdee gu ahodoɔ wɔ ɔkasa biara mu. Yeinom nyinaa akyiri no, yebensempensem emu mmiensa pe mu wɔ ha. Yeinom ne Kasamufa titire nkabomdee, Ntotoho nkabomdee ne Kasamufa kumaa nkabomdee.

1. Kasamufa titire nkabomdee: Yei nyinaa boa ka nsemfua, ɔkasasin, ne ɔkasamufa a ne nyinaa wɔ botae koro bom. Nhwesoo no bi na edidi soɔ yi: *na, nna, nso, nanso, nti, mmom, a, anaa, ma, ama, esiane...se, gye se, se...a, bere a... no.*

a. Kasamufa titire nkabomdee a eka nsemfua ne ɔkasasin ahodoɔ bom no bi ne [na, anaa, se, oo ... oo].

Kwaku **ne** Akua ko afuom.

Aburoo **oo**, nkatee **oo**, mempa.

Suban **ne** ahocfe na yepa.

Kwabena **anaa** Kofi beba ha okyena?

b. Kasamufa titire nkabomdee a eka nsemfua ne ɔkasasin bom no bi ne [a]. Yemfa nsanhɔ (,) mma nkabomdee no akyi.

Yenim Nyame **a** yeagye no adi.

Asempa **a** okae no ye.

Kasamufa titire nkabomdee sane tumi ka ɔkasamufa kumaa ne ɔkasamufa titire bom. Saa ekwan no soɔ no, nkabomdee no beye ɔkasamufa no fa bi, se ebia [a, no, se, ma, ama, esiane...se, gye se, ansaa na...].

Nhwesoo:

Yedidi wie **a**, yebeda.

Se ebeye **a**, mo ne nnipa nyinaa ntena wɔ asomdwoee mu.

Ansa na mmerenkensono besi ne tiri ase no, na ɔnim deɛ asaase aka akyerɛ no.

2. **Ntotoho nkabomdeɛ:** Yei yɛ nkabomdeɛ ahodoɔ mmienɔ a ɛkabom di dwuma baako. Nhwɛsoɔ: [sɛ....a, berɛ a... no, ne ade].

Sɛ osuo tɔ **a**, mɛba hɔ.

Berɛ a ɔhene no wuiɛ **no**, mehunuu Awurade.

3. **Kasamufa kumaa nkabomdeɛ :** Saa nkabomdeɛ yi ka ɔkasamufa kumaa ne ɔkasamufa titire bom. Kasamufa kumaa nkabomdeɛ tumi kyere adeyɛ bi ne ne farebae, ntotoho anaa biribi tete saa, sɛ ebia: [a, nti, ...].

Ɔbra no bɔ yɛ den **nti** yɛbɛbɔ yɛn ho mmɔden.

ɔkɔfrɛ no **a**, ɔbɛba.

Menim no **nti** mede nkra no bɛma no.

Yɛde nkabomdeɛ reye ɔkasamu ahodoɔ

Mmara kakra a ɛho hia pa ara da ɛkwan a yɛfa so de nkabomdeɛ di dwuma ho. Yɛde saa mmara yi di dwuma a, ɛbɛboa ama yɛn atwerɛ akɔ so kama.

- Yɛde nkabomdeɛ ka adwenemu, nneyɛɛ ne adwɛmpɔ ahodoɔ bom. Ne saa nti, ɛsɛ sɛ yɛde nkabomdeɛ a ɛfata di dwuma ma ɛtɔ asom.
- Nkabomdeɛ hia wɔ ɛberɛ a yɛrebobɔ nneɛma bi edin.
- Yɛde nkabomdeɛ redi dwuma a, ɛsɛ sɛ yɛhwɛ sɛ ɛne afa mmienɔ a ɛwɔ ɔkasamu no mu nyinaa kɔ pɛ.

Adesua mu Dwumadie

1. Kyerekyerɛ nkabomdeɛ mu na ma ɛho nhwɛsoɔ mmiɛnsa.
2. Twɛrɛ nkabomdeɛ ahodoɔ a ɛwɔ Asante Twi mu.
3. Kyerekyerɛ nsonsonoeɛ a ɛda nkabomdeɛ ahodoɔ no ntam.
4. Ma nkabomdeɛ ahodoɔ no mu biara ho nhwɛsoɔ.
5. Fa nkabomdeɛ ahodoɔ no yɛ kasamu ahodoɔ.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

- **Whole class activity**
 - a. Through questions and answers, class work together to explain conjunctions.
 - b. Learners discuss amongst themselves to identify and explain the types of conjunctions in their language.

Teacher should direct HP learners to lead discussion as ‘lead learners’.

- c. Each learner provides at least three examples of the types of conjunctions in the language. *The teacher should set expectations on how many examples each learner should provide based on their ability.*

- Individual work:

Each learner uses their own examples to form meaningful sentences.

- Whole class activity:

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

NKARIIƐ TITIRE

GyinaƆen 2 NkariiƐ: Nteasee mu Nimdeenya

1. Kyerekyere nkabomdee mu na ma eho nhwesoo mmiensa.
2. Sensan nkabomdee a ewo okasamu ahodoɔ no mu ase.
 - a. Maame Adwoa rekenkan enna Kwame retwere.
 - b. Se wo ha a nka obeyi ano.
 - c. Bere a meredidi no, mehunuu m'ase.
 - d. Yeba a, yebeda.
 - e. Barima Kyei ko ayaresabea efiri se oyare.
 - f. Mepɛ n'asem nso onye abofra pa.
 - g. Fufuo oo, apesie oo, mepɛ.
3. Kyekye nkabomdee yi mu ko nkabomdee ahodoɔ no mu (na, enna, nso, nanso, nti, mmom, a, anaa, anaase, ma, ama, esianse, gye se, se...a, bere... no).

GyinaƆen 3 NkariiƐ: Nnwenweneho a emu do

1. Twere okasamu ahodoɔ enan enan ma nkabomdee ahodoɔ no mu biara wo Asante Twi mu.
2. Kyerekyere nsonsooe a ewo nkabomdee ahodoɔ no mu na ma emu biara ho nhwesoo enan enan anaa dee eboro saa.
3. Fa nkabomdee a efata wie okasamu ahodoɔ a ewo fam ho no.
 - a. Se wosua adee....wobehunu.
 - b. W'ani kum.....da.
 - c. Obaba nneokyena?
 - d. Mesua adeementumi ntwɛ nsɔhwɛ no.
 - e. Banku...., abetee, mempe.
4. Fa nkabomdee a edidi so yi mu biara ye okasamu baako (na, enna, nso, nanso, nti, mmom, a, anaa, anaase, ma, esiane se, gye se, se...a, bere a... no).

Hint

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

WEEK 7

Adesua Botae: *Pensempensem akwan ahodoƆ a yefa so nya nsemfua foforo (nsemfuaye) wɔ Asante Twi kasa mu (nsemfua nkabom, nsemfuasotwa, ɔfem/boseabo, mmataho)*

ANISISODEE 1 & 2: NSEMFUAYE AKWAN AHODOƆ

Nsemfuaye ne se yerefa akwan ahodoƆ so anya nsemfua foforo abeka nsemfua a ewo ɔkasa bi mu dada no ho.

Akwan ahodoƆ bebre na kasakuo bi mu nnipa fa so nya nsemfua foforo ka nsemfua a wɔwɔ dada no ho. Saa akwan hodoƆ yi mu bi ne ntwaso-nkabom, nsemfua-nkabom, nsemfuasotwa, ɔfem/boseabo, mmataho, nkakuho ne nnanemu. Emu bi na yeapensempensem mu wɔ asee ha yi.

Nsemfua-nkabom: Yei ye se yereka nsemfua mmienu anaa dee eboro saa a nteasee wɔ emu biara mu abom ama aye asemfua baako a eno nso wɔ nteasee na enam so ma yenya asemfua foforo beka dee ewo ho dada no ho. Nsemfua a yeka bom ma eye asemfua foforo no tumi firi asemfuakuo koro no ara anaa nsemfuakuo ahodoƆ no bi mu. Yetumi nya Edin ne Edin nkabom, Edin ne Adeye nkabom enna Edin ne Edin Nkyerekyeremu nkabom. NhwesoƆ *ani + dane = anidane*, *nkwan + ta = nkwanta*, *nsa + pan = nsapan*.

Nsemfuasotwa: Yei mu no, yeyi asemfua a ewo ho dada no fa bi firi ho ma ne fa a eka no beye asemfua foforo. Yetumi twa asemfua no anim ma eka etoƆ enna afei nso, yetumi twa etoƆ no ma eka anim ma ebeye asemfua foforo. NhwesoƆ: Yetumi twa **maame** so ma ebeye **maa**, **Kofi** beye **Koo**, **Papa** beye **Paa**, **Odiyifo** beye **Odi**, **Akosua** beye **Akos**.

Ɔfem/Boseabo: Ɔfem/Boseabo ne se worefem asemfua bi afiri ɔkasa baako mu akoka no wɔ ɔkasa foforo bi mu. Ɔkasa bebre fem won nsemfua firi ɔkasa afoforo mu. Nsemfua a yeafem ho nhwesoƆ wɔ Asante Twi kasa mu no ho nhwesoƆ bi na edidi soƆ yi: *bokiti-bucket*, *soment-cement*, *ntoosi-tomatoes*, *makyese-matches*. Yegye di se, yefemm saa nsemfua yi nyinaa firii Borɔfo kasa mu.

Nsemfuaye so mfasoƆ:

- Ɛma ɔkasa tu mpon efiri se, ema yenya nsemfua foforo ka dada no ho.
- Ɛma yetumi ka ɔkasa bi wɔ aman ahodoƆ so.
- Ɛma yetumi nya nsemfua toto nneema foforo edin.
- Eboa kasasua
- Ɛma yehunu nsemfua bi abosee.

Adesua yi ho Dwumadie Ahodo

1. Kyerekyere nsemfuaye mu
2. Pensempensem akwan ahodo mmiensa a yefa so nya nsemfua
3. Kyerekyere nsemfuaye so mfaso mmiensa anaa dee eboro saa wo Asante Twi kasa mu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Group work/collaborative learning

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

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

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

3. Talk for learning approaches

Whole class activity: Learners present their work for feedback and further discussion.

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

NKARIE TITIRE

Gyinapen Nkari: 1: Akaaka ne 3kasa Dwumadie

1. Kyerekyere nsemfuaye mu
2. Kyerekyere nsemfuaye akwan ahodo a ewo Asante Twi kasa mu no mu

Gyinapen Nkari: 2: Ntease mu nimdeenya

Twere nsemfua a wobetumi afa akwan ahodo a woakyerekyere mu wo soro ho no so anya no mu biara ho nhwesoo mmiensa mmiensa wo Asante Twi mu.

Gyinapɛn Nkariie 3: Nnwennweneho a emu dɔ

1. Kyerekyere nsemfuaye akwan a wɔfaa so nyaa nsemfua a ɛwowɔ asee hɔ no mu:
 - a. akokɔnini (cock)
 - b. koofori (this is a name)
 - c. animia (hardiness)
 - d. akasakasa (misunderstanding)
 - e. nkwankyɛn (roadside)
2. Fa nsemfuaye akwan ahodoɔ a ɛdidi soɔ yi toto ho na ma emu biara ho nhwɛsoɔ mmienu mmienu.
 - a. Mmataho
 - b. Nsemfua-Nkabom
 - c. Nkakuho
 - d. Ɔfɛm/Boseabɔ
3. Kyekye nsemfua a ɛdidi soɔ yi mu kɔ mmataho, ɔfɛm/boseabɔ, ntwasoɔ-nkabom, nsemfua-nkabom ne nkakuho. Kyerekyere wo mmuaee no mu.
 (akorɔkorɔ ((pampering), apra (sweeping), nwoma (book), ananteanantee (wanderings), kuruwa (cup), enna (days), nyamesem (gospel), Nkwanta (junction), osuani (disciple), sukuu (school), twerɛdua (pencil), mmarima (men), mmaa (women), nyankontɔn (rainbow), nnwenemma (fingerlings).

Individual Project

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

Hint



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

Section 3 Review

This section has discussed some aspects of the grammar of the language. These aspects are affixes, conjunction and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunction and word formation processes. It is expected that, knowledge in affixes for instance, will help learners to create new and correct verb tenses and be able to change the word class of a word. Also, it will help learners to identify

words, their meaning and grammatical functions. Knowledge of conjunctions in language will also help learners to connect several words, ideas and concepts together. This will offer learners the opportunity to build complex word structures and sentences that convey interesting messages. Again, it is expected that knowledge in word formation processes will increase learners' ability to acquire skills to decode and encode new words and also create new words for the naming needs of concepts. It is expected that teaching is differentiated for each learner to efficiently acquire knowledge in these essential language areas.



APPENDIX E: MID SEMESTER EXAMINATION

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

Resources needed

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

Nsemmisa ho Nhwesoo

Dfa A: Asemmisa a ewo mmuaee ahodo

Dee edidi soɔ yi mu dee ewo he na ENYE asensini nyehyee wɔ Asante Twi mu?

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

Dfa B: Asemmisa a ehia mmuaee a emu do

Kyerɛkyere nsemfua a edidi soɔ yi mu na ma emu biara ho nhwesoo mmienu:

- i. asensini
- ii. toonu

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.

Anoyie/Mmuaee ho Nhyehyeee

Ɔfa A: Asemmisa a ewo mmuaee ahodoɔ

Dee edidi soɔ yi mu dee ewo he na ENYE asensini nhyehyeee wo Asante Twi mu?

B. A&A – Aba 1

Ɔfa B: Asemmisa a ehia mmuaee a emu do

- a. Asensini **ye mframakuo baako wo ɔkasa mu** a etaa kura enne nnyegyeee se ne fa bi anaa **asensini no ankasa**. Anom nnyegyeee no bi tumi gyina won ho so se asensini. Eɛ se asensini kura **enne nnyegyeee baako** a ebetumi aba se anom nnyegyeee di n'anim, n'akyi anaa twa eho hyia.
 - i. Award 5 marks if the key words in bold are featured in the definition.
 - ii. Award 4 marks if 4 of the key words features in the definition.
 - iii. Award 3 marks if 3 key words feature in the definition
 - iv. Award 2 mark if 2 key words feature in the definition
 - v. Award 1 mark if 1 key word features in the definition.
- b. Toonu: Toonu **ye esoro ne famko wo ɔkasa mu** a ne nnyinasoɔ no ye **asensini, asemfua anaa ɔkasamu** mu. Toonu kasa ye ɔkasa a ne nsemfua nteasee no gyina toonu so.
 - i. Award 5 marks if the key words in bold are featured in the definition.
 - ii. Award 4 marks if 4 of the key words features in the definition.
 - iii. Award 3 marks if 3 key words feature in the definition
 - iv. Award 2 mark if 2 key words feature in the definition
 - v. Award 1 mark if 1 key word features in the definition.

Table of Specification

Nnawɔtwe	Anisisodee	Nsemmisa ahodoɔ	Gyinapɛn ahodoɔ				Mmuabɔ
			1	2	3	4	
1	1. Asɛnsini	Asemmisa a ewɔ mmuaɛɛ ahodoɔ	3	2	-	-	5
		Asemmisa a ɛhia mmuaɛɛ a emu dɔ	-	1	-	-	1
2	1. Toonu	Asemmisa a ewɔ mmuaɛɛ ahodoɔ	4	1	-	-	5
		Asemmisa a ɛhia mmuaɛɛ a emu dɔ	-	1	-	-	1
3	1. Adwempɔ a ewɔ nkitahodie mu	Asemmisa a ewɔ mmuaɛɛ ahodoɔ	2	2	-	-	4
		Asemmisa a ɛhia mmuaɛɛ a emu dɔ	-	1	-	-	1
4	1. Akenkan a emu dɔ 2. Akenkan ntrɛmu	Asemmisa a ewɔ mmuaɛɛ ahodoɔ	0	2	-	-	3
		Asemmisa a ɛhia mmuaɛɛ a emu dɔ	-	-	-	-	1
5	Mmataho ahodoɔ	Asemmisa a ewɔ mmuaɛɛ ahodoɔ	1	2	-	-	3
		Asemmisa a ɛhia mmuaɛɛ a emu dɔ	-	1	-	-	1
		Mmuabɔ	11	13	-	-	24

ƆFA 4: KASASIN /ƆKASAMUFA NHYEHYƐƐƐ NE MU AGYINAHYƐƐƐ

ADESUADEƐ: ƆKASA NE ƆKASA DWUMADIE

AdesuadeƐ Nkorabata 2: Asante Twi Twerɛbea Ho Mmara

Adesua no BotaeƐ AhodoƆ

Adesua no beko awieeƐ no, na adesuafoƆ no:

1. *tumi gyina mmataho, nkabomdee, kasasin ne Ɔkasamufa ho nimdee so ye Ɔkasamu ahodoƆ*
2. *tumi de nsemfuaye, atwere mu agyinahyedeƐ ne ogyansɛnkyerennee ho nimdee ahodoƆ no di dwuma wo Ɔkasamu mu.*

AdesuadeƐ Titire

1. *tumi kyere ekwan a yefa so de mmataho, nkabomdee, kasasin ne Ɔkasamufa di dwuma*
2. *tumi da won nimdee ne won nteasee adi wo nsemfuaye ne sɛdee yesi de atwere mu agyinahyedeƐ ne ogyansɛnkyerennee di dwuma wo atwere mu adi.*

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 8: *Phrases*

Week 9: *Clauses*

Week 10: *Punctuation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 8: *Homework*

Week 9: *Group performance assessment*

Week 10: *Test of practical knowledge*

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

WEEK 8

Adesua Botae: *Tumi de kasasin ahodoɔ ye ɔkasamu ahodoɔ wɔ Asante Twi mu*

ANISISODEE 1 & 2: KASASIN AHODOɔ

Kasasin Asekyere

Kasasin ye asemfua anaa nsemfuakuo bi a edi dwuma wɔ ɔkasamu mu. Eɛ se kasasin nya asemfua a edi dwuma se ɔkasasin no tiri na nteasee nso wom. Kasasin tiri no tumi ye edin, adeye, ɔkyerefoɔ anaa edin nkyerekyeremu. Yegyina asemfua a edi dwuma se kasasin tiri no so na ekyere kasasin koro. Kasasin ho nhwesoo bi ne atadee, *papa*, *ayamyɛ*, *Abɔfra* no...

Kasasin Ahodoɔ

Kasasin ahodoɔ mmiensa (3) na yebesua ho adee; Edin kasasin, Adeye kasasin, Ɔkyerefoɔ kasasin.

Edin Kasasin

Edin kasasin ye kasasin a etire asemfua no ye edin anaa dinnsiananmu. Hyɛ edin kasasin nhyehyee a edidi soɔ yi nso esiane se, eduru bere bi a, nsakrae tumi ba mu:

- a. Edin kasasin tumi ye edin anaa dinnsiananmu koro pɛ.

Nhwesoo; Kumase, wɔn.

Edin Kasasin wɔ Asante Twi kasa mu	
Asante Twi	Edin Kasasin Nhyehyee
Kumase	NP - N1
Wɔn	NP - PRO

Yehunu wɔ nhwesoo a ewɔ soro ho no mu se, edin koro pɛ na edi dwuma se edin kasasin a edin nkyerekyeremu anaa oyikyere biara mmata ho. Dinnsiananmu tumi di dwuma se edin kasasin.

- b. Edin kasasin san tumi ye edin kasasin ntremu. Ne nhyehyee no ye edin ti ne edin nsiananmu baako anaa dee eboro saa kyerekyerɛ edin ti no mu.

Nhwesoo:

Edin kasasin Nhyehyee wɔ Asante Twi kasa mu	
Asante Twi	Edin Kasasin Nhyehyee
Atadee keseɛ (<i>big dress</i>)	NP - N1 ADJ

Edin kasasin Nhyehyee wɔ Asante Twi kasa mu	
Asante Twi	Edin Kasasin Nhyehyee
Maame Amma (<i>name</i>)	NP - NP NP
Aban adwumayefoɔ baanan (<i>four government workers</i>)	NP - NP NP AP
Aban adwumayefoɔ baanan no (<i>the four government workers</i>)	NP - NP NP AP DET
Abɔfra no (<i>the child</i>)	NP - NP DET
Onipa bɔnefoɔ no (<i>that bad person</i>)	NP - NP (AP) (DET)
Kofi tena akonnwa no so (<i>Kofi sits on the chair</i>)	NP - NP PP
Akura tenten bi (<i>a tall mouse</i>)	NP - NP (AP) (DET)

- c. Edin kasasin edin nkyerekyeremu: Edin kasasin tumi nya nsemfua bi di edin ti no anim anaa n'akyi a edi dwuma se edin nkyerekyeremu. Edin nkyerekyeremu no tumi ye nsemfua, kasasin anaa ɔkasamufa a eka biribi fa edin ti a eye edin no ho. Se nkyerekyeremu no bedi edin ti no anim a, yefre no Anim Nkyerekyeremu enna se nkyerekyeremu no kɔdi edin ti no akyi a, yefre no Akyire Nkyerekyeremu. Se eduru baabi nso a, edin ti no tumi di Anim Nkyerekyeremu no ne Akyire Nkyerekyeremu no ntam.

1. Anim Nkyerekyeremu ho nhwesɔ wɔ Asante Twi kasa mu:

- i. Me maame panin ba no.

Anim Nkyerekyeremu edin ti

Edin kasasin yei mu no, edin ti no ne 'ba' enna kasasin 'Me maame panin' ye anim nkyerekyeremu a ekyerekyerɛ anaa eka biribi fa edin ti 'ba' ho. Kasasin no nyinaa ye Edin Kasasin.

- ii. Odwaa Asuapɔn adesuafoɔ no nim adeɛ.

Anim Nkyerekyeremu edin ti

- iii. Tamale dɔkono ye dɛ.

Anim Nkyerekyeremu edin ti

Nhwesɔ (ii) mu no, 'Odwaa Asuapɔn' kasa fa 'adesuafoɔ' a wɔnim adeɛ no ho na 'Odwaa Asuapɔn' no na eye Anim Nkyerekyeremu no a ekyerekyerɛ edin ti 'adesuafoɔ' no mu. Nhwesɔ a etwa toɔ no nso ma yɛhunu sɛdɛ 'dɔkono' si ye dɛ fa 'Tamale' ma yɛhunu kuro pɔtee a eso 'dɔkono' ye dɛ no.

2. Akyire nkyerekyeremu ho nhwesoo

- i. Atadee fufuo tenten no ayera.

Edin ti Akyire nkyerekyeremu

- ii. Menim ɔbarima kɔkɔ a ɔfiri Nkran no.

Edin ti akyire nkyerekyeremu

- iii. Wato sukuu atadee foforo duruduro bi.

Edin ti akyire nkyerekyeremu

Nhwesoo (i) mu no ‘fufuo tenten no’ kasa fa ‘atadee’ no ho na ‘fufuo tenten no’ na eye akyire nkyerekyeremu no. Nhwesoo (ii) ‘ɔbarima’ no na eye edin ti enna ‘kɔkɔ a ɔfiri Nkran no’ ye akyire nkyerekyeremu. Enna nhwesoo a etwa too no mu nso, ‘atadee’ ye edin ti, ‘sukuu’ di ‘atadee’ anim di dwuma se anim nkyerekyeremu enna ‘foforo duruduro bi’ di akyire se akyire nkyerekyeremu.

3. Etire a ehye anim ne akyire nkyerekyeremu ntam ho nhwesoo bi na edidi soo yi.

- i. Ghana aban adwumayefo mpanimfo baanu bi aba ha.

Anim nkyerekyeremu edin ti akyire nkyerekyeremu

- ii. Yen sukuu adesuafo baanan a wogyina ho no adi de.

- iii. Anim nkyerekyeremu edin ti akyire nkyerekyeremu

Adeye Kasasin

Ɔwom se adeye kasasin gu ahodoɔ nanso emu biara wo adeye asem baako pe a edi dwuma se adeye kasasin ti a kasasin no nyinaa gyina so. Adeye no betumi aye fa-ɔyetia anaa amfa-ɔyetia.

Nhwesoo;

- i. Di

- ii. Nom

- iii. Foro

Adeye kasasin ho nhwesoo no mu bi na ewo epono a ewo asee ho no so no:

Adeye Kasasin Nhyehyee	
Asante Twi	Kasasin Nhyehyee
Bra efie	VP - V1 NP
Ko wo papa efie	VP - V1 NP NP
Tena me so.	VP - V1 PP
Fa ko	VP - VP VP

Adeye Kasasin Nhyehyee	
Asante Twi	Kasasin Nhyehyee
Sere me	VP - VP NP
Nante ntɛm	VP - VP ADP
Ɔgye di	VP - NP AUX +VP

Ɔkyerefoɔ kasasin

Kasasin a etire no ye Ɔkyerefoɔ. Ɔkyerefoɔ kasasin bua nsemmisa bi te se sen/ɛkwan ben so, aden, edeen ne eberɛ ben. Adeye kasasin kyerekyere adeye, edin nkyerekyeremu anaase Ɔkyerefoɔ foforo mu.

Nhwesoo;

Ɔkyerefoɔ Kasasin Nhyehyee	
Asante Twi	Kasasin Nhyehyee
Nyaa	ADVP - ADV
Ntɛm yie	ADVP - ADV ADV
Bɔkɔɔ	ADVP - ADV
Bɔkɔɔ dodo	ADVP - ADV ADV

Kasasin Nhyehyee

Sedee yeadi kan akyerekyere mu wo soro ho no, kasasin nhyehyee gyina kasasin koro no so.

- a. Edin kasasin tumi ye edin koro anaa dinnsiananmu. Edin kasasin mu no, etire no ye edin. Yebetumi ahunu edin kasasin wo bere a yeayiyi nsemfua foforo a ewowo kasasin no mu wo bere a ensee Ɔkasamu no nhyehyee no.

Nhwesoo:

Me nua panin no aba fie.

NP

Ɔkasamu a ewo soro ho no mu no, ‘*Me nua panin no*’ na eye Edin Kasasin no. Nteasee wo kasasin no mu efiri se, edin ‘panin’ ka bi se kasasin no ti nanso se yeyi edin ti ‘panin’ no firi ho a, nteasee mma kasasin no mu.

Kasasin Dwumadie

1. Wode kasasin da adwempɔ ahodoɔ adi.
2. Kasasin di akoten wo kasa ne ne atwere mu.

3. Kasasin boa ma nteasee ba yen amannebo mu.
4. Kasasin ma ɔkasamu mu da ho fann.

Adesua Dwumadie

1. Kyerekyere kasasin ase na kyere nsonsonoe a eda ene ɔkasamu ntam
2. Twere kasasin ahodoɔ mmiensa na ma emu biara ho nhwesoo mmiensa (3) wo Asante Twi kasa mu.
3. Twere ɔkasamu mmienu (2) na kyere kasasin ahodoɔ a ewowom.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Mixed ability group activity

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

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

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

NKARIE TITIRE

Gyinapen Nkariie 1: Akaakaee ne ɔkasa dwumadie

1. Kyerekyere kasasin a edidi soɔ yi ase
 - a. Adeye kasasin
 - b. Edin kasasin
 - c. Ɔkyerefoɔ kasasin

Gyinapen Nkariie 2: Nteasee mu nimdeenya

1. Kasasin ben na wɔasan aseɛ wo ɔkasamu a ewo aseɛ ho no mu no?
 - a. Maame Amma rekɔ.
 - b. Dua kɛsee no abu.
 - c. Boba no da dan no akyi.

- d. Watwere sɔhwɛ no.
 - e. Sukuufɔɔ no ama kwan.
2. Kyerekyere kasasin a ewowɔ ɔkasamu a edidi sɔɔ yi mu.
- a. Barima Kyei resua Asante Twi.
 - b. Ghana bɔɔlbɔ kuo no adi nkonim.
 - c. Anomaa no atɔ dua no ase.
 - d. Edan no akyi afu sakatuu.
 - e. Maame Akua reye nkwan wɔ efie.

Gyinapɛn Nkariie 3: Nnwenweneho a emu dɔ

1. Ma kasasin a edidi sɔɔ yi mu biara ho nhwesɔɔ mmienu mmienu wɔ Asante Twi kasa mu. Kyere etire ne nkyerekyeremu ahodoɔ a ewɔ wo nhwesɔɔ no mu.
 - a. Edin kasasin
 - b. Adeye kasasin
 - c. ɔkyerefoɔ kasasin
2. Fa wo nhwesɔɔ no mu biara ye ɔkasamu mmienu (2) na sensan kasasin a ewowom no ase

Hint



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

WEEK 9

Adesua Botaε: *Tumi kyere Ɔkasamufa ahodoƆ mu.*

ANISISODEE 1 & 2: ƆKASAMUFA NE ƆKASAMUFA AHODOƆ

Ɔkasamufa asekyere

Ɔkasamufa ye nsemfua bi a nteasee wom anaa nteasee nnim, εgyina ne ho so anaa ennyina ne ho so wɔ Ɔkasamu mu. Mpen pii no, etaa nya ɔyefoɔ ne nkasaεε.

Ɔkasamufa ahodoƆ

Ɔkasamufa gu ahodoƆ mmienu (2). Enonom ne;

1. **Ɔkasamufa titire:** Eye nsemfuakuo bi a εwɔ ɔyefoɔ ne adeye. Ewɔ ɔyefoɔ ne adeye a etumi gyina ne ho so anaase nteasee wom.

Nhwesoo;

- i. Yεbaεε.
- ii. Fosua nim Sakunne.
- iii. Bra!
- iv. Wobεba?

Nteasee wɔ nhwesoo a εwowɔ soro hɔ no mu biara mu εnna emu biara nso tumi gyina ne ho so. Eno nti na yεfre wɔn Ɔkasamufa titire no. Yebetumi agyina yei so akye Ɔkasamufa titire mu ahodoƆ mmiensa (3) a enonom ne asenka, asemmisa ne ɔhye.

- a. **Asenka:** Eye Ɔkasamufa a yede ka nokwasεm bi anaase yεfa so de amannebɔ bi to dwa.

Nhwesoo.

- i. Ɔkɔtɔ nnwo anomaa.
- ii. Yebetwere sɔhwe Efiada.
- iii. Ɔmanpanin atu kwan.

Yεhwe nhwesoo a εdi kan no a, εde nokwasεm na εto dwa, *εfiri sε, εye nokore turodoo sε, ɔkɔtɔ rentumi nwo anomaa*. Dee εto so mmienu ne mmiensa no de amannebɔ a εfa sɔhwetwere ne ɔmanpanin akwantuo ho na εto dwa.

- b. **Asemmisa:** Eye Ɔkasamufa titire a εbisa asem anaase εhwehwe mmuaεε firi afoforo hɔ. Saa Ɔkasamufa titire yi tumi ye asemmisa a εhwehwe ‘aane’ anaa ‘dabi’ mmuaεε, yede gye obi adwenkyere wɔ nsem bi ho.

Nhwesoo;

- i. Wote Homase?
- ii. Worekɔ hen?
- iii. Hwan ne wo kyerekyerɛni?

c. Ɔhye: Eyɛ ɔkasamufa titire a mpen pii no, ehye otiefɔɔ anaa atiefɔɔ no ma wɔye biribi. Ɔhye kasamufa titire ntaa nhia ɔyefɔɔ esiane sɛ, mpen pii no eyɛ a na ɔyefɔɔ no asuma. Mpen pii no, eyɛ a na adeye a ewɔ ɔhye kasamufa titire mu no wɔ daa kabea mu. Wɔtaa de nteamudeɛ (!) na ewie ɔhye kasamufa titire. Nhwesɔɔ

- i. Kɔ!
- ii. Bra!
- iii. Tena ase!
- iv. Frɛ me ɔkyena!

2. Ɔkasamufa kumaa: Eyɛ ɔkasamufa a ne nteaseɛ no nwie mudie, entumi nnyina ne ho so na eberɛ biara no, asemmissa wɔ ho. Mpen pii no, edan ɔkasamufa titire no ansa na nteaseɛ aba mu eno nti na yefrɛ no ɔkasamufa kumaa no. Mpen pii no, yede nkabomdee na eka ɔkasamufa kumaa no ne ɔkasamufa titire no bom. Nkabomdee a eɔa ɔkasamufa kumaa adi no ho nhwesɔɔ bi nie; sɛ...a, berɛ...a, gye...sɛ, esiane...sɛ, sɛ..., efiri ...sɛ, ...a, ...no

Nhwesɔɔ

- a. Sɛ yɛkɔ hɔ a, ɔbɛtɔ bi.
Ɔkasamufa kumaa
- b. Ɔkaa sɛ ɔbɛba.
Ɔkasamufa kumaa
- c. Kofi kɔɔ hɔ no, ɔkɔɔ afuom.
Ɔkasamufa kumaa

Yɛbetumi agyina ɔkasamufa kumaa dwumadie so akyɛ mu ahodoɔ mmiɛnsa (3). Enonom ne nkyerekyerɛmu kasamufa kumaa, edin kasamufa kumaa ne ɔkyerefoɔ kasamufa kumaa.

- 1. Nkyerekyerɛmu kasamufa kumaa kyerekyerɛ edin mu. Mpen pii wɔ Asante Twi kasa mmara mu no, ede ‘a...’ na ehye aseɛ na ene nsemfua foforo bi aka abom adi dwuma sɛ nkyerekyerɛmu. Nhwesɔɔ;
 - a. Menim papa a ɔbaa ha no.
Nkyerekyerɛmu kasamufa kumaa
 - b. Maame no a ɔtɔn ngo no aba.
Nkyerekyerɛmu kasamufa kumaa

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

Nkyerekyeremu kasamufa kumaa

Ahyenso: Hye no nso se, nkyerekyeremu kasamufa kumaa no nyinaa hye asee firi ‘a...’ no so wo ɔkasamu no mu.

2. Edin kasamufa/kasasin di dwuma se ɔyefoɔ, ɔyetia, ɔgyefoɔ ne deɛ ekeka ho. Edin kasasin/kasamufa ne nkyerekyeremu kasamufa se nanso deɛ ema wɔda nso ara ne se, edin kasasin/kasamufa di beaɛɛ a edin hye wo ɔkasamu mu ho nanso nkyerekyerɛ kasamufa deɛ, mpen pii no, edan edin a ewo ɔkasamu no mu no ansa na nteaseɛ aba mu. Edin kasamufa ho nhwesoɔ na yeasensan asee wo ɔkasamu a edidi soɔ yi mu no;

- a. Abɔfra a ɔdii nkonim wo sɔhwe no mu no, anya akyɛdeɛ.

Edin kasamufa

- b. Mpaboa kakraka a eyeraɛɛ no, yɛahunu.

Edin kasamufa

3. Ɔkyerefoɔ kasamufa ye ɔkasamufa a edi dwuma se ɔkyerefoɔ. Ɔkyerefoɔ kasamufa tumi kyerekyerɛ adeyɛ, edin nkyerekyeremu anaa ɔkyerefoɔ foforo mu. Hwe nhwesoɔ a ewowo ɔkasamu a edidi soɔ yi mu;

- a. Ɔkae, berɛ a ɔfirii adwuma mu no.

Ɔkyerefoɔ kasamufa

- b. Yɛdidi wie a, mɛko.

Ɔkyerefoɔ kasamufa

Ɔkasamu no fa a yeasensan asee wo soro ho no nyinaa ye ɔkyerefoɔ kasamufa ho nhwesoɔ.

Adesua Dwumadie

1. Edeɛn ne ɔkasamufa?
2. Twere ɔkasamufa ahodoɔ no na kyerekyerɛ emu biara mu tiawa
3. Ma ɔkasamufa ahodoɔ no mu biara ho nhwesoɔ mmienu mmienu.

PEDAGOGICAL EXEMPLARS

Problem -Based learning

1. Whole class activity

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

2. Collaborative learning

Mixed ability group

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

3. Whole class activity

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

NKARIIƐ TITIRE

Gyinapɛn Nkariiɛ 1: Nteaseɛ mu nimdeenya

1. Fa w'ankasa nsemfua kyerekyere Ɔkasamufa ase
2. Kyerekyere sɛdeɛ Ɔkasamufa ahodoɔ mmienɔ no si tee na kyere nsonsonoeɛ a eɗa wɔn ntam.
3. Ma Ɔkasamufa no mu biara ho nhwesoɔ mmiensa mmiensa.

Gyinapɛn Nkariiɛ 2: Nteaseɛ mu nimdeenya

1. Sensan Ɔkasamufa kumaa a ewowo Ɔkasamu a eɗidi soɔ yi mu ase:
 - a. Anima tɔn mako a wɔanoa.
 - b. Menim Onyame a magye no adie.
 - c. Anomaa antu a, ɔbua da.
 - d. Agoro besɔ a efiri anɔpa.
 - e. Ɔkyerekyerɛni a mepɛ n'asɛm no reba.
2. Kyekye deɛ eɗidi soɔ yi mu ko Ɔkasamufa titire ne Ɔkasamufa kumaa:
 - a. Woaba?
 - b. Adeɛ nsae anaa?
 - c. Wonim no.
 - d. Ɔte ha.
 - e. Bra.
 - f. Osuo reto a...
 - g. Twere to ho.
 - h. Sukuu ye de.
 - i. Sɛ ɔba a...
 - j. Fre no ma me.

Gyinapɛn 3: Nnwennweneho a emu dɔ

1. Fa ɔkasamu bua nsɛm a ɛdidi soɔ yi mu biara. Kyere ɔkasamufa korɔ na kyere dee nti a woreka saa.

e.g. Ɛha maame bi sɛ ne ba renante ntɛmntɛm dodo: *To wo bo ase! (Kasamufa titire, ɔhyɛ kasamufa – ɛsɛ sɛ maame no ka asem a emu da hɔ a ɛɛtumi ayi ne ba no afiri amanehunu mu)*

- a) Ɔkyerekyerɛfoɔ bi pɛ sɛ adesuafoɔ gyae dedeyɛ na wɔtie no wɔ sukuu dan mu:
- b) Adetɔni bi abisa adeɛ bi boɔ wɔ sotɔɔ mu:
- c) Polisini bi se ka deɛ woyɛɛ no Memeneda a ɛtwaa mu no kyere no:
- d) Woreda abasɛm bi adi:

Hint



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

WEEK 10

Adesuade Botae: *Tumi pensempensem atwere mu agyinahyedes (se ebia: osiwiee, nsanhɔ, osiprenu, osisan, ne dee ekeka ho) ne nsenkyerennee ahodoɔ mu na asan de aye ɔkasamu a efata.*

ANISISODEE 1 & 2: ATWERE MU AGYINAHYEDDE AHODOɔ

Atwere mu agyinahyedes nkyerasee: Atwere mu agyinahyedes ye ahyensodee anaa senkyerennee ahodoɔ a yede di dwuma wɔ atwere mu de kyekye ɔkasamu, ɔkasamufa ne ɔkasasin mu ma no da nteasee bi adi.

Atwere mu agyinahyedes ahodoɔ ne wɔn dwumadie.

Osiwie: (.)

Osiwie dwumadie.

1. Yede si ɔkasamu awiee.

Nhwesɔ:

- i. Barima Kyei di fufuo daa.
- ii. Amma ada.

2. Yede tete ɔkasamu ahodoɔ mu.

Nhwesɔ:

- i. Mekɔ afuom anɔpa. Mekɔfa nnuaba.
- ii. Wokɔ sukuu. Woannware.

3. Yede twa nsemfua binom tiawa.

Nhwesɔ:

S.e. , nky. , ed. , ɔkyfoɔ. , ktf.

4. Yede si anodisem kasasin anaa kasamu bi awiee.

Nhwesɔ:

- i. Linda kaa se, “Mepɛ akenkan.”
- ii. Kofi Kyei nso se, “Enso Nyame ye.”

Nsanhɔ (,)

Nsanhɔ dwumadie

1. Yede nsanhɔ tete nneema ahodoɔ binom a yeboboɔ din ntam, se eye ɔkasasin, asemfua anaa ɔkasamufa.

Nhwesɔ

- i. Owusuaa kɔɔ kurom kɔtɔɔ mako, nkyene, sekan ne ankaa.

ii. Afua wɔ adan, kaa, mfuo ne nsase.

2. Yede tete deeti, nkuro ne aman ahodoɔ ntam.

Nhwesoo:

i. Wɔwoo me wɔ Afram wɔ Kitawonsa, 15, 1896.

ii. Menim Kumase, Sunyane, Takyiman ne Akyerensua.

3. Yede tete edin nkyerɛkyeremu ahodoɔ a ɛrekyerɛkyere edin baako mu ntam.

Nhwesoo:

i. Papa tuntum, tenten, kɛsɛ no ada.

ii. Dua kɛsɛ, tiatia, tuntum no abu.

Osiprenu (:)

Osiprenu dwumadie:

1. Yede osiprenu si nneɛma bi a yerebobo edin, nhwesoo ahodoɔ ne nkyerɛkyeremu bi anim.

i. Aduane a mepɛ pa ara ne: fufuo ne abɛkwan, banku ne nkuruma, ɛmo ne abomu ɛnna akyɛkɛ.

ii. Nwoma a mewɔ no bi ne: Owuo Sɛ Efiɛ, Owuo Safoa, ɛhia Wo a, Nwu.

Osisan (;)

Osisan dwumadie

1. Yede osisan si ɔkasamufa titire mmienɔ ntam.

Nhwesoo:

i. Makenkan nwoma ahodoɔ; ɛhia Wo A Nwu na m'ani gye ho papaapa.

ii. Merekɔ efie; merekɔdidi.

2. Yede tete nneɛma ahodoɔ a yerebobo edin ntam.

Nhwesoo:

i. Merekɔ afuo mu akɔpɛ nnuaba bi te sɛ; ankaa, borɔferɛ, kwadu ne atea.

Ogya sɛnkyerɛnnɛ (')

Ogya sɛnkyerɛnnɛ dwumadie

1. Yede ogya sɛnkyerɛnnɛ da ɔdedɛ bi adi.

Nhwesoo

i. M'atadeɛ no ate.

ii. N'ano yɛ toro.

iii. W' ani soso pa ara.

2. Yede hye asemfua bi mu de kyere se, atweredee bi ayera afiri beaee pɔtee bi.

Nhwesoo

- i. M'anyɔnkofoo no nie.
- ii. N'agyapadee no afiri ne nsa.
- iii. W'akoko no ato.

Nkatomdee (“ ”)

Nkatomdee dwumadie:

1. Yenam nkatomdee so de da obi anom asem pɔtee bi adi.

- i. Kofi kaa se, “Nyame mmere ne mmere pa.”
- ii. Boatemaa see me se, “Onipa ye aboa bɔne.”

2. Yetumi sane nso de da abasem bi atifiase adi.

Nhwesoo:

- i. “Ehia Wo a, Nwu.”

3. Yesane de da anomsem pɔtee bi adi firi atwere nkaee no ho.

Nhwesoo:

- i. Akua kaa se “Suro Nyame.”

Nsemfua-ntam-abaa (-)

Nsemfua-ntam-abaa dwumadie:

Yede nsemfua-ntam-abaa kyere twaka anaa ayɔnkofa a eɔa nneema mmienɔ bi ntam.

Nhwesoo

- i. Aduonu-mmienɔ

Nkahyemdee (())

Nkahyemdee dwumadie:

1. Yenam so de nkyerekyeremu foforo bi ka dee eɔa dwa dada no ho.

Nhwesoo:

- i. Amma tɔɔ nnuaba (ankaa, kwadu ne aborɔbe) wɔ kurom ho.

2. Yenam so de asemfua anaa ɔkasasin bi bata asem bi ho de baabae mu fann.

Daahye (-)

Daahye dwumadie

Yetumi de si nsanhɔ anaa osiprenu ananmu.

Nhwesoo:

Ɔde abufuo yi ne nua no ano – Dabi!

Selaahye (/)

Ɛkyere ayɔnkofa anaa nsonsonoeɛ a ɛda nsemfua binom ntam.

Nhwesoo

Nuabarima / nuabaa, adɔfoɔ / atamfo, maame / ɔba

Nteamudeɛ (!)

Nteamudeɛ dwumadie

1. Yede si nteamu kasamu anaa ɔhye kasamu akyi de da nkatedee a ɛwɔ soro adi.

Nhwesoo

i. Bra!

ii. Hyɛ!

iii. Kɔ fie!

Mmisaeɛ (?)

Mmisaeɛ dwumadie

Yede si asemmisa kasamu bi akyi.

Nhwesoo

i. Hwan na ɔbaa ha?

ii. Wo maame wɔ efie?

iii. Ne yere anyinsen?

Dɔɔto mmiensa (...)

Dɔɔto mmiensa dwumadie

1. Yenam dɔɔto mmiensa so huri firi ɔkasamu baako so kɔ foforo so wɔ eberɛ a yehyɛda gyigya nsemfua a ɛho nhia no wɔ mu.

Nhwesoo:

Ɔhye aseɛ sɛ ɔrekan: “baako, mmienɔ, mmiensa, ... “ ankyere koraa na ɔhwee fam”.

2. Yede di dwuma wɔ eberɛ a yede obi anomsem pɔtee bi reto dwa na yeagyigya nsemfua no bi wom.

Nhwesoo

Yaa kaa sɛ “Mesoo daɛɛ ...” Ɔhunuu Akua ɛnna ɔgyaɛɛ kasa.

Atwerɛ mu nsɛnkyerɛnnɛɛ ne wɔn dwumadie

Atwerɛ mu nsɛnkyerɛnnɛɛ ye agyinahyɛdɛɛ bi a yede to atwerɛdɛɛ bi a ɛwɔ asemfua mu bi so anaa ase ma ɛnya nsunsuansoo wɔ asemfua no nteaseɛ, ne din bɔ ne ne twɛɛbea so. Tete hɔ no na na wɔde atwerɛ mu nsɛnkyerɛnnɛɛ (diacritics) di dwuma wɔ Asante Twi twɛɛbea mu na mmom ɛnne mmere yi mu deɛ, yɛmfa nni dwuma bio.

Adesua Dwumadie Ahodoɔ

1. Kyerekyere atwere mu agyinahyedee ahodoɔ mmiensa dwumadie mu
2. Fa atwere mu agyinahyedee mmiensa a wokaa ho asem wo soro ho no mu biara di dwuma wo okasamu mu.
3. Kyere atwere mu nsenkyerennene ase.
4. Twere Asante Twi nsemfua mmiensa a yede atwere mu nsenkyerennene di dwuma wo mu na fa saa nsemfua no ye okasamu.

PEDAGOGICAL EXEMPLARS

Problem-based-learning

1. Whole class activity

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

Group work/collaborative learning

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 presentation*

NKARIIƐ TITIRE

Gyinapen Nkariie 1: Akaakaee ne Okasa nimdeenya

1. Kyere 'atwere mu agyinahyedee' ase.
2. Kyere senti mmiensa (3) a eƐe se yede atwere mu agyinahyedee ahodoɔ no di dwuma wo okasa mu.

Gyinapen Nkariie 2: Nteasee mu nimdeenya

1. Yi atwere mu agyinahyedee ahodoɔ enum (5), kyerekyere mu na fa di dwuma wo okasamu mu.
2. Fa nsemfua enum (5) a yede atwere mu nsenkyerennene di dwuma wo mu ye okasamu ahodoɔ enum (5).

Gyinapen Nkariie 3: Nnwenweneho a emu do

Fa atwere mu agyinahyedee di dwuma wo abasem yi mu mma nteasee mmra mu na twere abasem tiawa bi fa kyerekyere dee nti a woyee no saa.

Eskimofoo kyere se, na ogya koro pe na ewo ewiase

akɔkɔraa bi na na ogya no ye ne dea Na akɔkɔraa no wɔ babarima bi.

Sɛ owia abɔ oo sɛ onwunu adwo oo na akɔkɔraa no ne ne ba yi refita ogya no mu resan hwe so ɛfiri sɛ, sɛ wɔamfita ogya no mu na sɛ ɛdum a, yerennya ogya biara wɔ asase yi so bio.

Obiara pɛ ogya nanso Eskimoni fitaa bi deɛ ɔkyiri ogya kɔkɔkɔ.

Adeɛ a ɔpɛ ne asukɔtweaa na ne pɛ ne sɛ anka asukɔtweaa akata asase so ama nnipa nyinaa awu ama ewiase nyinaa abeye ne dea.

Da koro bi, akɔkɔraa no yareeɛ.

esiane ɛno nti, wantumi amma ogya no mu bio.

sɛ ɛka ne babarima no nko ara wɔ ogya no ho a na ɔretɔ nko nti sɛ ɔbɔ pitiri nyane a ɔfita ogya no mu.

Da koro bi deɛ ɛberɛ a ne babarima no nyane firii ne nkɔtɔ mu no na ogya no adum Nti ɔde esu kaa sɛ oo, Ogya no adum awɔ bekum mmarima nyinaa

Hint



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

Section 4 Review

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



APPENDIX F: RUBRICS FOR SCORING THE PERFORMANCE ASSESSMENT

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

ƆFA 5: SUSUTWERE NE ƆKASA NKYEREASEE

ADESUADEE: ƆKASA NE ƆKASA DWUMADIE

Adesuadee Nkorabata:

3. Susutwere

4. Ano-ne-ano kasa nkyerese ne Ɔkasa nkyerese a yetwere

Adesua Botae Ahodo

1. *Twere akyinnyegye susutwere, kasakye ne atekere ahodo.*
2. *Twere atipenfo krataa ne krataa a yede koma adwuma mu panin*
3. *Tumi gyina adwempa ahodo a wɔɔnya afiri akenkansem ahodo mu so kyere Ɔkasa ase ko kasa foforo mu wo atwere kwan so.*

Adesuadee Titire

1. Da akyinnyegye susutwere, kasakye ne atekeretwere ho nimde ne ntease adi.
2. Da krataatwere ho nimde ne ntease adi.
3. Tumi de adwempa ahodo a wɔɔnya afiri akenkansem ahodo mu no kyere Ɔkasa ase ko Ɔkasa foforo mu wo atwere kwan so.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

context of Ghanaian language studies but also establishing links with related subjects such as English language. The section equips learners with the requisite skills of developing good essays, speeches and articles on given topics in the Ghanaian language of study. The second part of this section is the concept of translation. Learners will be introduced to the skills of effective translation and types of translation. The teacher is encouraged to meet the learning needs of learners as well as to develop their critical thinking skills.

Weeks covered by the section are:

Week 11: *Composition writing*

Week 12: *Formal and Informal letter*

Week 14: *Translation*

SUMMARY OF PEDAGOGICAL EXAMPLARS

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

ASSESSMENT SUMMARY

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

Week 11: *Debate*

Week 12: *End of Semester examination*

Week 13: *Practical assessment*

Refer to the “Hints” for additional information on how to effectively administer the assessment modes for the STP.

WEEK 11

Adesua botae ahodoɔ

1. *Twere akyinnyegyee susutwere*
2. *Twere kasakyere ne atekere*

ANISISODEE 1 & 2: SUSUTWERE

Ɛdeen ne Susutwere?

Susutwere ne se ɔtwerefoɔ bi ahyehye nsem anaa adwempɔ ahodoɔ bi wɔ atwere kwan so. Susutwere ahodoɔ enan a wɔagyɛ atom firi mfenhyia ɔha a ɛto so dunkron (19th century) mu de besi enne mmerɛ yi nonom ne Sukyerɛ susutwere, Abasɛm susutwere, Akwankyerɛ susutwere ne Akyinnyegyee susutwere. Wobetumi de susutwere ahodoɔ yi su ahodoɔ no abobom atwere susutwere amapa.

Susutwere Ahodoɔ

Susutwere ahodoɔ nonom ne;

1. **Sukyerɛ susutwere:** Saa susutwere yi hwehwe se adesuafoɔ betumi akyere sedee adeɛ bi, onipa, beaɛ, osuahunu, akoma-mu-nsem, tebea, ne deɛ ekeka ho bi si tee pɔtee.
2. **Abasɛm susutwere:** Yei ye abasɛm a efa osuahunu bi ho a ɔtwerefoɔ bi de to dwa. Wɔde abasɛm ho nneema ahodoɔ hyehye abasɛm susutwere mu de twe adesuafoɔ adwene ba dwumadie no so.
3. **Akwankyerɛ susutwere:** Saa susutwere yi hwehwe se adesuafoɔ beye nhwehwɛmu afa adwempɔ bi ho anya ɛho adansedideɛ, de nsemfua foforo atre saa adwempɔ no mu, na wɔagyina so de akyinnyegyeseɛm bi a efa saa adwempɔ no ho ato dwa sedee efata.
4. **Akyinnyegyee susutwere:** Saa susutwere yi hwehwe se adesuafoɔ beye nhwehwɛmu amapa afa asentire bi ho na wɔakasa afoa saa asentire no so anaa atia.

Akyinnyegyee susutwere atifiaseɛm ho nhwesoo:

- Nnipa yi mu hwan na ne ho hia pa ara: Tikyani anaa Dɔkotani?
- Okuani ne Dɔkotani mu hwan na ne ho hia pa ara wɔ ɔman yi mu?
- Se wobetena sukuu mu ho ako sukuu ne se wobetena efie ako sukuu mu deɛ ewo he na wope? Kyere senti a wope deɛ woayi no.
- Deɛ edidi soɔ yi mu deɛ ewo he na wope pa ara? Sukuu a mmaa anaa mmarima nko ara na eko ne sukuu a mmaa ne mmarima nyinaa kabom ko.

Akyinnyegyee Susutwere Nhyehyee

Nnianimu

Mfitiaseseɛ a yede kyere ɔkenkanfoɔ adwene kɔ susutwere no so: fa asemmisa, akontabuo ho nsem anaa asenka bi a ekyere adwene fiti wo susutwere no ase.

Ka wo susutwere no nnyinasoseɛ bi a ehia se akenkanfoɔ hunu.

Afei, twere ɔkasamu bi a eda asempɔ no adi ka ho.

Esinianim

Twere wo nnyinasoɔ kasamu ahodoɔ no, akyinnyegyee atifiasem a **efata** na fa adansedidee a **ese** kyerekyere wo nsem no mu.

Twere **ɔkasamu** a **ekyere** se worefiri kasapen baako so ako foforo so.

Twere nnyinasoɔ kasamu a **eto** so mmienno na fa adansedidee amapa kyerekyere mu.

Twere **ɔkasamu** a **ekyere** se worefiri saa kasapen no so ako foforo so.

Twere **ɔkasamu** a akyinnyegyee wom anaa **ede** akyinnyee/kɔtwatwe beba.

Kyerekyere wo nsem no mu fann na fa adansedidee a **efata** taa akyire na gye tom se nsakrae

betumi aba wo nsem no mu.

Ka asem bi fa bo wo yonko no nsem no gu na gyina so fa wo nsem no kɔ awieeɛ.

Awieeɛ

Bo wo nsem no tofa.

San ma w'atiefoɔ anaa w'akenkanfoɔ nhunu wo gyinabea.

Twere wo kasamu a **etwa** toɔ.

Adesua Dwumadie

1. Kyere Akyinnyegyee/Kɔtwatwe susutwere ase na kyerekyere ne su ahodoɔ no mu
2. Yi atifiasem bi a efa sukuukoro anaa nwomasua ho a akyinnyegyee wo ho na kasa foa so anaa kasa tia.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion:

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

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

Collaborative learning

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

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

(Topic could be selected from values such humility, patriotism, patriotism, loyalty, etc. and energy efficiency, environment, etc.) Teacher should encourage all learners to participate fully in the lesson. Teacher should offer assistance to groups that may need help.

3 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.

NKARIIƐ TITIRE

GyinaƆen 3 NkariiƐ: Nnwennweneho a emu dɔ

- a. Gyina akyinnyegyee susutwere su ahodoɔ no so bua nsemmissa a edidi soɔ yi mu baako: Wosusu se, schwetwere ye ekwan pa a ese se yefa so hunu mpon a adesuan bi atu wo n'adesua mu? Wosusu se, adwenemuhaw ho ayaresa wo ho ma nnipa nyinaa? Wosusu se, kuayɔ na ebema ekom ase atu wo ewiase afanan nyinaa anaa?

GyinaƆen 4 NkariiƐ: Adwennwene a emu dɔ

- a. Twere akyinnyegyee susutwere tia atifiase yi: 'Ese se yesua STEM ho adee sene nnipa-asetena mu nwomasua'. Pensempensem adansedidee ne botaee ahodoɔ a wode bedi dwuma yi mu.

- b. Twere akyinnyegyee susutwere foa atifiasem yi so: ‘kuayɔ na ebetumi atu ekɔm ase afiri ewiase afanan mu’. Pensempensem adansedidee ne botaee ahodoɔ a wode bedi dwuma yi mu.

ANISISODEE 3 & 4: KASAKYERE NE ATEKERETWERE

Kasakyere ne Atekere asekyere

Kasakyere: Kasakyere twere ye ekwan a wɔfa so de atwere mu agyinahyedee ne ɔkasa da adwenemsem bi adi kyere ɔkenkanfoɔ. Kasakyere twere ne abasem biara twere ye adekorɔ.

Atekere: Eye atwere bi a wode fa nsentwerefoɔ so ma nnipa bebree nya bi kenkan. Nsentwerefoɔ a yereka wɔn ho asem wɔ atekere twere mu no ye nsentwere nnwuma bi te se dawurobɔ nkrataa, ne dee ekeka ho.

Kasakyere twere nhyehyee

Woahunu w’atiefoɔ, na woayi w’atifiasem, na woanya adansedidee ahodoɔ na woatwere wo susutwere no nhyehyee awie no, afei na na eberɛ aso se wotwere wo kasakyere no. Esee se wo kasakyere no nya ɔfa ahodoɔ enan yi wɔ mu;

- i. **Nkyea a edi kan:** Dee esee se woye di kan ne se wobekyea w’atiefoɔ na woada wo ho adi akyere wɔn.
- ii. **Nnianimu:** Bɔ mmɔden se wobeda asentire a kasakyere no fa ho no adi akyere w’atiefoɔ no.
- iii. **Kasakyere no ankasa:** Esee se wohunu asentire a kasakyere no fa ho no nkorabata ahodoɔ a wobekasa afa ho no nyinaa yie.
- iv. **Awiee:** Bɔ mmɔden se wode puni beto w’atiefoɔ no tirim sedee ebeye a ebema wɔadwendwene wo nsem no ho eberɛ biara.

Nhwesoo

M’adɔfo akyerekyerɛfoɔ ne me nnamfonom, mema mo nyinaa akye! Enne na yeredi Ewiase Apɔmuden Da a wɔka no Borɔfo kasa mu se “World Health Day” no, na me, Gaurav Goyal, rebekasa afa hia a apɔmu tenetene ho hia ho akyere mo. Esee se nnipa tumi tenetene wɔn apɔ mu na ama wɔanya ahɔɔden. Yen enne mmere yi asetena ne yen nnuane ahodoɔ a yedi tumi nya nsunsuansoo bɔne wɔ yen apɔmuden so. Ensee se apɔ-mu-tenetene ye adee a eye den pii a yerentumi nye mma yen apɔmuden ntu mpɔn. Yebetumi aye yei wɔ bere a yede apɔ-mu-tenetene beka yen daadaa dwumadie ahodoɔ ho. Nnipa dodoɔ no ara taa ka se, ahyeasee no na eye den pa ara nanso se wonya hye aseɛ dee a, enye den bio. Enti me nuanom, momma yenhye aseɛ na yenko so nye no eberɛ biara.

Ekwan a yefa so twere atekere

1. Yi w’asentire. Twere w’atekere no fa asem koro pe ho wɔ bere koro mu.
2. Dwendwene w’atiefoɔ ho. Nsem ben na wɔrebisa fa saa asentire yi ho?

3. Boaboa w'adansedidee ne nsem peewa a wobehia de atwere atekere no nyinaa ano.
4. Fa wo nnyinaso kasamu ahodoɔ no twere w'atekere no nhyehyee.
5. Hye asee twere atekere no atwerekane
6. Ye nsamu wɔ w'atwerekane no mu.

Atekere ho nhwesoo:

Mfasoɔ a ewɔ Asante Twi so wɔ Adesua mu

Moye adantam sukuu mu adesuafoɔ yi, ebetumi aba se, motaa de kasa ahodoɔ di dwuma wɔ mo daadaa asetena mu efiri se, mo ne mo abusuafoɔ ne mo nnamfonom di nkɔmma na eno akyi no, moasan aba sukuu dan mu abesua adee. Moagye eberɛ adwendwene hia a Asante Twi kasa ho hia wɔ mo adesua anammɔntuo yi mu pen?

Nhwehwemu kɔ so da no adi se, adesuafoɔ a wote wɔn ankasa kasa yie no bɔ mmɔden wɔ nwomasua mu pa ara enkanka adesua a efa akenkan ne atwere ho mu. Efiri se, kasa a woka no ma wonya fapem amapa wɔ ɔkasa ho nimdee mu na enam so ma eye mmere ma wo se wobesua kasa foforo na woasan ate adesua mu nneema a eye den ase ntem koraa.

Bio, se yede wo kurom kasa kyere wo adee a, ema wote w'amammere ne w'amannee ase na afei nso ema wohunu wo nkyi. Ɔkasa hye amammere mu nti se wode adesuafoɔ no kurom kasa kyere wɔn adee a, ema wohunu wɔn nkyi na esan nso ma wɔn ani gye san hunu se, wɔn amammere ne wɔn amannee ye sononko.

Dee eka ho bio ne se, nhwehwemu asan ada no adi se, adesuafoɔ a wɔtumi ka wɔn kurom kasa yie no nya adwenemtee, adwenemdo ho nimdee enna afei nso, ema wɔtumi dwene ntem pe ɔhaw bi ano pomasibere ntemntemso. Esiane se, adesuafoɔ no kurom kasa na eye kasa a wode twaa wɔn funuma nti no, emma enye den mma wɔn wɔ bere a wode saa kasa no redi dwuma na afei nso emma amannebo biara a wobete no asetee nye tena mma wɔn koraa.

Dee etwa too ne se, adesuafoɔ kurom kasa a wode kyere wɔn adee no ho hia pa ara ma wɔn wɔ wɔn adesua mu nkonimdie mu, ema wohunu wɔn amammere ne wɔn amannee na esan nso ma wɔn adwene mu do. Moye adantamu asukuufɔ yi, eho hia se mobema mo ani aku mo kurom kasa ho wɔ bere a moresua kasa foforo ahodoɔ wɔ mo nwomasua anammɔntuo mu yi.

Adesua Dwumadie

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

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion:

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

2. Group work/collaborative learning.

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

3. Whole class activity:

- a. Each group makes a presentation for class discussion.

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

NKARIIƐ TITIRE

Gyinapen 2 Nteasee mu nimdeenya

Pensempensem kasakyere ne atekere su mu.

Gyinapen 4 NkariiƐ: Nnwenweneho a emu do

Fa kasapen mmiensa anaa dee eboro saa twere kasakyere anaa atekere fa nsunsuanso a nsrahwe anya wo w'atenaee so.

WEEK 12

Adesuades Botaes

1. *Twere krataa a yede koma yen tipen*
2. *Twere krataa a yede koma adwuma mu panin.*

ANISISODEE 1 & 2: KRATAA A YETWERE KOMA ADWUMA MU PANIN NE NE SU

Krataa a yetwere koma adwuma mu panin:

Saa krataa yi ye krataa a yetwere de kope adwuma na ne twere no di akwankyerere ne nhyehyee ptee bi so. Saa krataa yi twere mu no, yede kasapa ne enidie kasa na edi dwuma.

Yede saa krataatwere yi di dwuma wo bere a yene mpanimfo ne atitire bi redi nkitaho.

Ekwan a yefa so twere krataa a yede koma adwuma mu panin

1. Fa nkyea te se ‘Me Wura/M’awuraa’ fiti ase.
2. Fa obuo/enidie, kasapa ne ahobrasee kasa te se ‘Mepa wo kyew, sebe, mesre wo’ ne dee ekeka ho di dwuma.
3. Di nhyehyee ptee – adrese/akyirikwan, eda/deeti, ogyefo adrese/akyirikwan, nkyea a edi kan ne atifasem - a w’ahyehye ato ho no so.
4. Fa obuo/enidie kasa amapa, okasa mmara ne atwere mu agyinahyede amapa di dwuma wo w’atwere no mu.
5. Nkyea a etwa too. Fa nsem a edidi so yi mu bi ye nkyea a etwa too wo krataa no ase wo nifa so na fa wie wo krataatwere no: “Eye w’abofra, eye wo somfo, eye w’adwumayeni.”
6. Afei, fa nsanh to saa asem a wotweree no akyi. Wowie a, bra nsensanee a eto so no so na tintim wo nsaano agyinahyede na afei, twere wo din nyinaa kamakama.

Krataa a yetwere koma adwuma mu panin su

- **Otwerefo adrese/akyirikwan:** Twere w’adrese/w’akyirikwan wo krataa no soro nifa so.
- **Eda/Deeti;** Yei ye eda a woretwere krataa no. Yei betumi aye eda bi a atwam na mmom erentumi nye eda a ennya mmae.
- **Ogyefo adrese/akyirikwan:** Twere ogyefo no dibere ne n’akyirikwan wo wo nsa benkum so;
- **Nkyea a edi kan;** Yei ye enidie nkyea a yekyea opanin koroo no. Nkyea a edi kan a eye papa wo saa krataatwere yi mu ne Me Wura/M’awuraa, Me Wura Smith, Me Wura Osamufo;

- **Atifiasem:** Fa atweredee akeseɛ twere atifiasem a ekyere senti a woretwere krataa no na san aseɛ kamakama. Saa atifiasem yi ye tɔfabɔ a efiri asemmissa no mu.
- **Nnianimu;** Yei ye ɔkasamu a edi kan koraa a eɔa botaeɛ pɔtee a atwere no nyinaa gyina soɔ adi.
- **Kasapen ahodoɔ:** Eɛ se kasapen baako da adwempɔ koro pe adi wɔ atwere no mu. Se wotumi da adwempɔ biara adi wɔ kasapen baako mu a, ema onipa a ɔbekenkan wo krataa no te wo nsem anaa nsempɔ a wode reto dwa no ase yie pa ara.
- **Awieeɛ kasapen:** Krataa no awieeɛ hɔ no, eɛ se ɔtwerefoɔ no tumi bɔ ne nsem ahodoɔ no nyinaa tɔfa.

Dwumadie

1. Dwuma ben na yede krataa a yetwere kɔma adwuma mu panin di?
2. Fa nhwesoo a efata kyerekyere krataa a yetwere kɔma adwuma mu panin su ahodoɔ no mu.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class:

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

Group work/collaborative learning

1. In mixed-ability group:

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

NKARIIɛ TITIRE

Gyinapen 2 Adwenem nimdeenya

1. Kyerekyere krataa a yetwere kɔma adwuma mu panin su mmiensa (3) anaa dee eboro saa mu.

Gyinapɛn 3 Nkariie: Nnwennweneho a emu dɔ

1. Twere krataa kɔma wo kuromhene na ka mpontunnwuma mmiensa (3) a kuomma no hia wɔ kuro no mu.

Gyinapɛn 4 Nkariie: Nnwennweneho ntoaso

1. Twere krataa kɔma Aban Krakye Panin a ɔwɔ wo mansini mu na ka nsakrae ahodoɔ mmiensa (3) bi a aba wo kurom nnansa yi ho asem kyere no. Ma w'atwere no nkasa mfa nsakrae papa ne nsakrae a enye papa ho.
2. Wotwere wo krataa no wie a, san hwe mu na kyere w'adwen fa dee ekɔ yie ne dee ankɔ yie wɔ wo krataatwere no mu ho.

ANISISODEE 2: ATIPENFOO KRATAATWERE

Atipenfoo Krataatwere

Atipenfoo krataatwere ye krataa a yetwere kɔma yen nnamfonom anaa yen abusuafoo ka dee ereko so wɔ yen abrafo mu ho nsem kyere wɔn na afei nso yesan fa so kyea wɔn. Yetwere atipenfoo krataa kɔma onipa a ɔfiri yen abusua mu, onipa bi a ɔben yen anaa yen adamfo.

Ekwan a yefa so twere atipenfoo krataa

1. Twere ɔtwerefoo adreese/akyirikwan no wɔ kratafa no soro nifa twea so.
2. Twere eda/deeti no wɔ nsensanee a ɛwɔ adreese/akyirikwan no ase no so.
3. Twere nkyea a edi kan a mpen pii no, eye mmrane/efene bi a mode fre mo ho no, se ebia, Obolo, Ogyam, Kelewa, Kalawu, Trapana, Omoski anaa wo din mu koro pe ne dee ekeka ho, no wɔ nsensanee a eto no so wɔ wo nsa benkum soɔ no so na fa nsanhɔ toa so.
4. Twere nnianimu tiawa bi a ekyerekyere senti a woretwere saa krataa no mu.
5. Twere kasapɛn ahodoɔ a eye krataa no ankasa (esinanim) no.
6. Twere awiee kasamu anaa kasapɛn no. Afei, twere nkyea a edi akyire no se ebia, Eye me, Eye wo yɔnko bereboɔ, Eye w'adamfo, Eye wo dɔfo, Eye, ne dee ekeka ho na fa nsanhɔ toa so. Afei, bra nsensanee a etoa soɔ no so na betwere wo din a eno nso, ese se eye mmrane/efene anaase wo din mu koro pe, se ebia Kwame, Ogyam, Abele, Sikelewu, Abenaa, Safo, Mmerantehene, Hyabo, Haa ne dee ekeka ho.

Atipenfoo Krataatwere Su

- **ɔtwerefoo Adreese:** W'adreese na ese se wodi kan twere wɔ krataatwere biara mu. Ese se wotwere adreese no wɔ kratafa no soro nifa twea so. Eno na yede fiti krataatwere ase. Eho hia se wotwere w'adreese na se wowɔ nɔmma sononko anaa koodu bi nso a, wotwere ka ho.

- **Eda/Deeti:** Eɛ se wotwere deeti no wɔ adɛɛse no ase. Deeti no bɛtumi aye eda a woretwere krataa no deeti ankasa anaase eda a atwam bi deeti na mmom enye eda a ennya mmaɛ deeti.
- **Nkyea a edi kan:** Eɛ se nkyea a edi kan no ye mmrane/ɛfene anaa wo din koro pɛ se ebia, Safo, Daakyehene, Daakyehemmaa, Aberantɛ, Tumiwura, Kwaku, Abenaa, ne deɛ ekeka ho.
- **Nnianimu;** Yɛhunu enne a ɔtwɛɛfoɔ no de rekasa wɔ ne krataatwere no mu wɔ nnianimu kasapɛn yi mu. Wobɛtumi de onipa a krataa no rekɔ ne hɔ no apɔmuden ho nsemɛmisa ahyɛ wo krataatwere no ase. Wobɛtumi asan aka se, wowɔ gyidie se, wɔn nsa bɛka krataa no asomdwoɛ mu. Eɛ se wode nserehehe, serewa anaa anigyesɛm bi fiti wo nsem no ase.
- **Krataa no ankasa (esinianim):** Eɛ se enne a ɛwɔ krataa no mu nsem no mu no nyinaa ye anigyesɛm. Mmom, nsemfua a ɔtwɛɛfoɔ no de bɛdi dwuma wɔ n'atwere no mu gyina deɛ ɔretwere krataa no akɔma no no so. Wobɛtumi de nsɛngoro anaa serewatoɔ adi dwuma wɔ bere a woretwere krataa no akɔma w'adamfo bi. Se woretwere krataa no akɔma w'abusuani bi a ɔye panin kyɛn wo a, bɔ mmɔden se wobɛte serewatoɛm no so kakra esiane se, eɛ se enidie kakra bi ba wo ne ne nkitahodie no mu.
- **Awieɛ:** Bɔ wo nsem a woatwere wɔ wo krataa no mu no nyinaa tɔfa wɔ kasapɛn baako mu wɔ ha. ɛne onipa a woretwere krataa no akɔma no no nni nkra wɔ anigyeɛ mu. Afei, mma wo were mfiri se, wobɛka akyere onipa a wo krataa no rekɔ ne hɔ no se eyɛ a, ɔmmɔ mmɔden se ɔbɛma wo wo krataa no ho mmuaɛ. Yei ma onipa a krataa no rekɔ ne hɔ no hunu se, woɛ se mo nkɔmmɔdie no toa soɔ.

Adesua Dwumadie

1. Kyere ɛbere a yeɛde atipenfoɔ krataatwere di dwuma.
2. Twere na kyerekyere atipenfoɔ krataatwere su ahodoɔ no mu.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class activities:

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

Group work/collaborative learning

2. Mixed-ability groups:

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

3. Whole class activity

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

NKARIIƐ TITIRE

Gyinapen 2 Nkariie: Adwenem nimdeenya

Kyerekyerε atipenfoɔ krataatwerε mmiensa anaa deε ɛboro saa mu.

Gyinapen 3 Nkariie: Nnwenneweneho a emu dɔ

Gyina atifiaseɱ a ɛwɔ aseε hɔ no so twerε atipenfoɔ krataa.

“Twerε krataa kɔma w’adamfo sε ɔmmra w’awodadie apontoɔ no bi.”

Gyinapen 4 Nkariie: Nnwenneweneho ntoasoɔ

Twerε atipenfoɔ krataa kɔma w’adamfo bi sε ɔmmra w’awodadie apontoɔ ase.

Wotwerε krataa no wie a, san hwe mu na kyere ɛkwan a wofaa so de nseɱfua bi dii dwuma maa woduruu atwerε no botaεε ho.

Hint



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

WEEK 13

Adesuaɔee Botaee: Tumi fa ɔkasa nkyereasee akwan ahodoɔ no so kyere ɔkasa bi ase ko ɔkasa foforo mu (ɔkasa-ase-kyere-a-egyina-nsemfua-nteasee-so, ɔkasa asekyere a egyina nteasee so, ɔkasa asekyere a woto mu nkyene, ne dee ekeka ho).

ANISISODEE 1 & 2: ƆKASA ASEKYERE

Ɔkasa Asekyere

Adesua yei botaee ne se, adesuafoɔ behunu se, ɔkasa asekyere ne se worekyere ɔkasa bi ase ako ɔkasa foforo bi mu wo atwere kwan so. Ɔkasa a abasem a worekyere asee no wom no na yefre no **asekyerɛfiri kasa** enna ɔkasa a worekyere abasem bi ase ako mu no nso yefre no **asekyerekɔ kasa**. Nhwesoo: Se abasem bi wo Asante Twi kasa mu na wokyerɛ asee ko Borɔfo kasa mu a, Asante Twi kasa no ye **Nkyerɛasefiri kasa** enna Borɔfo kasa no ye **asekyerekɔ kasa**. Bio, wokyerɛ abasem a ewo French kasa mu ase ko Asante Twi kasa mu a, **French kasa** no ye **asekyerɛfiri kasa** enna **Asante Twi kasa** no ye **asekyerekɔ kasa**.

Ekwan a yefa so kyere ɔkasa ase wo atwere kwan so:

Ɔkasa asekyere wo atwere-kwan-so kyere hia akwanhodoɔ a ebema adesuafoɔ anya mpensempensemu, nteasee ne ekwan a yefa so de abasem bi firi kasa baako mu ko foforo mu ho nimdee. Dee edidi soɔ yi ne akwanhodoɔ a yefa so kyere ɔkasa bi ase ko foforo mu wo atwere kwan so:

1. **Ma adesuafoɔ no nya ɔkasa asekyere fapem;** kyere nsonsonoeɛ a **eda ɔkasa** nkyereasee wo atwere kwan so ne interpretation ntam, ne nnipakuo a abasem no fa won ho amammerɛ ne won amannee so mfasoo.
2. **Ma adesuafoɔ no nya akenkan ho nimdee:** Bo mmɔden hwe se wobema adesuafoɔ no atumi akenkan ate Nkyerɛasefiri kasa a wobekenkan no ase yie.
3. **Ma adesuafoɔ no mpensempensem abasem mu:** Kyere adesuafoɔ no abasem/tweresem ahodoɔ, enne a ewo abasem no mu, abasem no botaee ne abasem no atiefɔ.
4. **Twe adesuafoɔ adwene si akwan ahodoɔ a wɔfa so kyere ɔkasa ase no so:** Ka akwan ahodoɔ te se dee **edidi** soɔ yi ho asem:
 - asekyerɛtraa ne asekyere a **enni** mmara ketee so
 - asekyere a **egyina** amammerɛ ne amannee so.
 - asekyere a **egyina** nteasee so
 - Nsemfua a **ene** nsemfua foforo tumi nantebom
5. **Fa ɔkasa asekyere dwumadie ma adesuafoɔ no:** Fa abasem a **enye** den hye asee na afei, fa dee emu ye den kakra ma won na akyire yi no, woama won abasem a emu pi.

6. **Twe adesuafoɔ adwene si asekyerefann ne ɔkasa asekyere mu nokoredie so:** Ka kyere adesuafoɔ no se, wɔmma wɔn ani nkɔ nteasee pɔtee a ewɔ abasem no mu so na wɔnyi asekyeretraa akwa.
7. **Fa kɔmputa ne ɛho akadeɛ di dwuma:** Fa kɔmputa so akadeɛ a yede kyere ɔkasa ase, nwoma ahodoɔ a nsemfua asekyere wom ne abeefo ntontan so akadeɛ ahodoɔ di dwuma mma emmoa wo mma wonte dwuma a wordie no ase yie. Yei mu no, ɛse se ɔkyerekyereni no boa adesuafoɔ no ma wɔhunu ekwan a wɔbɛfa so de saa akadeɛ no nyinaa adi dwuma na mmom, enye se ɔbema adesuafoɔ no akɔhwehwe saa akadeɛ no aba kwa-ara-kwa.
8. **Ma adesuafoɔ no nkenkan wɔn-ho-wɔn-ho dwumadie mu:** Hye adesuafoɔ no nkuran mma wɔnkenkan wɔn yɔnko dwumadie no mu na wɔnka mfomsoɔ a wɔbɛhunu ho asem nkyere wɔn a eye wɔn dea.
9. **Ma adesuafoɔ no dwumadie a emi pi:** Ma adesuafoɔ no abasem dwumadie a ɛfa nnwuma pɔtee bi te se mmarasem, apɔmuden anaa nsaanodwuma ho na wɔnkyere aseɛ nkɔ kasa foforo mu na emmoa wɔn mma wɔnkwadare wɔ ɔkasa nkyereaseɛ mu.
10. **Hye adesuafoɔ no nkuran se wɔnkɔ so nsua ɔkasa asekyere:** Boa adesuafoɔ no mma wɔnka wɔn ho mmom nye ɔkasa asekyere ho dwumadie mpɛn pii sedee ebeye a ebɛboa wɔn ama wɔanya ɔkasa asekyere ho nimdee amapa.

Ɔkasa asekyere ahodoɔ:

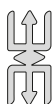
Ɔkasa asekyere gu ahodoɔ bebreɛ na emu bi ne dee edidi soɔ yi:

1. **Nkyereaseɛ a ɛgyina nsemfua nteaseɛ soɔ;** Yei ye ɔkasa asekyere a ede nsemfua mmaako mmaako a ewɔ abasem no mu na nteaseɛ nko ara na ɛto dwa na mmom, ennyina abasem no nyinaa mu nteaseɛ so.
2. **Ɔkasa asekyere a ɛnni mmara ketee so:** Yei ye ɔkasa nkyereaseɛ a eye korɔgyee, na ɛka abasem no sedee nnipakuo a ɛfa wɔn ho no amammere ne wɔn amanneɛ si tee na afei nso ede abasem no mu nteaseɛ turodoo ne ɔkasafoɔ no ɛnne to dwa.
3. **Ɔkasa asekyere a ɛgyina amammere ne amanneɛ so:** Yei ye ɔkasa nkyereaseɛ a ɛgye nnipakuo biara amammere ne wɔn amanneɛ mu nsonsonoɛ ahodoɔ tom.
4. **Ɔkasa asekyere a ede nhyehyeeɛ pɔtee bi so:** Saa ɔkasa nkyereaseɛ yi mu no, ɔkasa asekyerefoɔ no hwe nhyehyeeɛ a asekyerefiri kasa no wom di so pɛpɛɛpɛ wɔ asekyerekɔ kasa no mu.
5. **Anokasa asekyere;** Yei ye ɔkasa asekyere a wɔde ano ne ano na eye. Wɔde saa ɔkasa asekyere yi di dwuma wɔ nhyiamu ase, asɔredan mu ne asenniɛ/kɔɔto.
6. **Ɔkasa asekyere a yeto mu nkyene:** Saa ɔkasa asekyere yi mu no, nkyereasefoɔ no tumi de n'ankasa nsem tete asem pɔtee a ɔrekyere aseɛ no ho ma mpo asem pɔtee no nteaseɛ, ɛnne ne ne botaɛ nyinaa yera. Saa ɔkasa nkyereaseɛ yi mu no, asekyerefoɔ no tumi yi nsem no bi firi mu ɛnna ɔtumi nso de ebi feafea ho to mu nkyene.

7. ɔkasa **asekyere** a egyina **nteasee soɔ**: Saa ɔkasa nkyereasee yi mu no, asekyerefoɔ no kenkan abasem no nyinaa te aseɛ yie na wakyere aseɛ fann. Yei mu no, asekyerefoɔ no hwe beaɛ korɔ a abasem fa ho, abasem no botaɛ, n'atiefoɔ, nneema a eye sononko ne deɛ esese nyinaa ansa na ɔde ne nkyereasee no ato dwa.

ɔkasa asekyere dwumadie

Fa ɔkasa asekyere dwumadie ahodoɔ a edidi soɔ yi sɔ wo ho hwe:



Note

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

1. ɔkasamu **tiawa**; Kyere ɔkasamu tiawa ase kɔ ɔkasa foforo mu fann.
2. **Kasakoa**: Sua sɛdeɛ yesi kyere kasakoa, tetesem ne adeye ntoaso ase.
3. **Kasapɛn ntiantia**: Kyere kasapɛn ntiantia ase na hwe sɛ wode emu nteasee pɛtee no beto dwa.
4. **Abasem a efa adwuma pɛtee bi ho**: Kyere abasem a efa adwuma pɛtee bi te sɛ mmarasem, ayaresa ne nsaanodwuma ho ase na hwe sɛ wode nsemfua pɛtee a wode di dwuma wɔ saa nnwuma no mu bɛdi dwuma.
5. **Abasem traa**: Kyere kasadwini mu nsem te sɛ anwonsem, abasem tiawa ne deɛ ekeka ho ase na hwe sɛ wobɛda ɛnne, nhyehyɛɛ ne sononkonneɛ a ɛwom no nyinaa adi wɔ wo nkyereasee no mu.
6. **Kaseɛbɔ mu nsem**: Kyere kaseɛbɔ mu nsem ase na fa sua ɛkwan a wobɛfa so de nokwasem ne ɛnne a ɛwɔ nsem no mu ato dwa.
7. **Nkɔmmɔdie**: Kyere baanunkɔmmɔ (s.e., nkɔmmɔdie ahodoɔ, ano-ne-ano-dwumadie) ase na fa sua ɛkwan a wobɛfa so de ɔkasafɔ bi adwempɔ ne ɛnne a ɔde kasa no ato dwa.
8. **Ntotoho kasa asekyere**: Fa w'asekyeresem toto afoforo deɛ ho (s.e., fa ɔkasa asekyere a animdefɔ ato wɔn bo ase aye ne ɔkasa asekyere a afidie na aye toto ho na gyina deɛ wobɛhunu no so ye nsakraɛ wɔ wo kasa nkyereasee nimdeɛ mu.
9. **Ankasa ho kasa asekyere**: W'ankasa twere abasem bi wɔ kasa bi mu na kyere aseɛ kɔ ɔkasa foforo bi mu na fa sua kasa korɔgyee ne pɛpɛpɛye wɔ ɔkasa asekyere mu.
10. **Atipɛnfoɔ nsamuye**: ɛne wo yɔnko nsesa mo kasa nkyereasee dwumadie na obiara nkenkan ne yɔnko deɛ mu na ɔnka mfomsoɔ a ɔbɛhunu wɔ mu na montoatoa adwen wɔ ho mfa ntre mo kasa asekyere nimdeɛnya mu.

Adesua Dwumadie

1. Kyere ɔkasa asekyere ase.
2. Twere ɔkasa asekyere ahodoɔ mmiensa.
3. Pensempensem ɔkasa asekyere ahodoɔ mmiensa anaa deɛ eboro saa mu.
4. Pensempensem nneema ahodoɔ mmiensa a eho hia wɔ ɔkasa asekyere mu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class activity

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

2. Group work/collaborative learning

Mixed ability group

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

3. Individual work

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

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

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

NKARIIƐ TITIRE

Gyinapɛn 2 Nkariie/Nteasee mu nimdeenya

1. Twere na kyerekyere ɔkasa asekyere ahodoɔ bi mu.
2. Pensempensem ɔkasa asekyere ahodoɔ no bi mu.
3. Pensempensem ɔkasa asekyere su ahodoɔ no mu.

Gyinapɛn 3 Nkariie/Nnwennweneho a emu dɔ

1. Kyere abasem a ne tenten beye nsemfua ahasa (300) ase ko Asante Twi kasa mu.
2. Ka wo dwumadie no ho asem kyere w'afefoɔ wo sukuu dan mu.

Section 5 Review

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

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.



APPENDIX G: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Sample questions

Section A: Multiple Choice

1. Which of the following is NOT a possible syllable structure in your language?
 - A. CV
 - B. CVC
 - C. VC
 - D. V

2. According to function, which one of the following can affixes be grouped under?
- Class changing
 - Class giving
 - Class insisting
 - Class justification

Section B: Essay

1. Explain the following terms and give two examples each
- affix
 - borrowing

Table of Specification

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

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
10	Punctuation Marks	Multiple Choice	4	2	1		7
		Essay	-	-	1	-	1
11	Composition	Multiple Choice	1	2	2		5
		Essay	-	1	-	-	1
12	Formal Letter and its Features	Multiple Choice	1	1	1	-	3
		Essay	1	1	1	-	3
	Total		15	13	17	0	45

Marking Scheme

Section A: Multiple choice

1. Which of the following is NOT a possible syllable structure in your language?

C. VC – 1 mark

2. According to function, affixes can be grouped under one of the following

A. Class changing affixes – 1 mark

Section B: Essay

1.

a. An affix is a **grammatical element** or **morphemes** that is added to the beginning or end of a **word** to **change** or **maintain** its **meaning**.

i. Award 4 marks if the key words 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 key words occur in the definition.

b. Borrowing is a **word formation** process where **languages adapt words** from other languages and add them to their **vocabulary inventory**.

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

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

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

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

3FA 6: AKANFOO AWAREGYEE

ADESUA: AMAMMERɛ, AMANNEɛ NE AMAMMUO

Adesuadeɛ Nkorabata 1: Amammerɛ ne Amanneɛ

Adesua Botaeɛ ahodoɔ: Ye ntotoho fa mfasoɔ a ewo awaregyee so ma nnipakuo ahodoɔ a wɔwɔ Ghanaɲan yi mu na pensempenseɲ nsakraeɛ a aba awaregyee mu wɔ Ghana ha no mu

Adesuadeɛ Titire: Te awaregyee ase na fa ekwan a nnipakuo ahodoɔ a wɔwɔ Ghana ha no fa so gye awaree toto ho.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 15: *Performance of Marriage in other cultures*

Week 16: *Marriage and some modern trends*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 14: *Dramatisation*

Week 15: *Case Study*

Week 16: *Research*

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

WEEK 14

Adesuadeɛ Botaeɛ: *Pensempensem akwan ahodoɔ a wɔfa so gye awaree ne eso mfasoɔ wɔ amammere ne amanneɛ mu*

ANISISODEE 1 & 2: AWAREE

Edeɛn ne awaree?

Awaree ne se ɔbarima ne ɔbaa bi ka bom tena se okunu ne ɔyere wɔ amammere kwan so.

Awaregyee

Awaregyee ye edwa a wɔbɔ ye amanneɛ gye ɔbarima ne ɔbaa bi tom se okunu ne ɔyere. Akanman mu no, enye nnipa baanu a wɔreware no nko ara na yehunu wɔn wɔ saa dwabɔ yi ase na mmom, ɔbarima abusuafoɔ ne ɔbaa no nso abusuafoɔ nyinaa ba adwabɔ yi ase bi.

Awaree ne awaregyee so mfasoɔ

Awaree ne awaregyee so mfasoɔ no mu bi na edidi soɔ yi: Ema amammere ne amanneɛ ase tim, eda amammere adi, eda subanpa adi, ema wɔgye nkwadaa a wɔbɛba awaree no mu tom wɔ abusua no mu se adehyee, ede ayɔnkofa ba, eka abusua ne abusua bom, ema ahobammɔ, ema awarefoɔ ne abusuafoɔ no nyinaa tumi nya mmoa firi wɔn-ho-wɔn-ho nkyen ne deɛ ekeka ho.

a. Ema amammere ne amanneɛ ase tim

Wɔgyina amammere ne amanneɛ a ewɔ ho firi tete so na egye awaree. Ewom se nsakrae nketenkete bi betumi aba ekwan a wɔfa so gye awaree no mu deɛ nanso, mpen pii no, eye a na ne nyinaa kɔwie adekorɔ no ara. Yei kyere se, yebɔ amammere ne amanneɛ ho ban.

b. Eda yen amammere ne amanneɛ adi

Awaregyee mu no, dwumadie ahodoɔ bi te se kɔkɔkɔbɔ, abusua mu nhwehwemu, tirinsa ne deɛ ekeka ho nyinaa kɔ so. Saa dwumadie yi wɔ ho firi tete de besi nkyirimma so.

c. Enidie ne obuo

Awaree hye awarefoɔ no ne wɔn abusua nyinaa animuonyam. Ema aforɔ de enidie ne obuo sononko ma wɔn. Nnipa hunu awarefoɔ no se wɔye nnipa a wɔaye krado anaa wɔasi wɔn bo se wɔbɛgyina deɛ ebɛba wɔn akwan mu biara ano wɔ awaree no mu, wɔbewo nkwadaa na wɔahwe wɔn yie. Yei ma ɔmanfoɔ de obuo amapa ma wɔn.

d. Nkabom

Awaree ka abusua ne abusua bom. Edwa a wɔbɔ gye awaree no ma abusuafoɔ ne nnamfonom hyia ma nkitahodie ne nkabom amapa ba wɔn ntam. Wɔn nyinaa ani

gye na enam so ma wɔhunu wɔn-ho-wɔn-ho yie. Awaree a ɛko so wɔ nnipakuo a wɔnka kasa koro anaa wɔn amammerɛ ne amanneɛ nye pɛ ntam no de asomdwoee ne nkabom ba saa nnipakuo no ntam na ɛma ɔmanmu no nyinaa nya saa asomdwoee ne nkabom no so mfasoɔ.

e. *ɛma yegye saa awaree no mu nkwadaa tom sɛ adehyee wɔ wɔn abusua mu*

Awaree ma mmusuakuo ne amansan gye awaree no mu nkwadaa tom. Awaree ma mma a wɔfiri mu ba no hunu sɛ wɔfra ɛdɔm mu na ɛsan nso ma wɔn kwan ma wɔdi adeɛ (akonnwa) wɔ wɔn abusua mu. Dee ɛto so bio ne sɛ, enam awaree so ma mma to ana hunu wɔn nkyi.

f. *Ayɔnkofa*

Awaree de ayɔnkofa ba nnipa ntam. ɛma awarefoɔ no nya mmoa wɔ abatetee ne sikasɛm mu. Awaree ma kwan ma awarefoɔ no ne wɔn-ho-wɔn-ho da. Awarefoɔ no gye wɔn ani san di awerehoɔ bom.

Awaree Ahodoɔ

Awaree ahodoɔ mmiensa na ɛwɔ Ghanaman mu ha. Yeinom ne Efie Awaree, Kɔto Awaree ne Nkramofoɔ Awaree. Efie awaree ye awaree a ne mfitiaseɛ ne n'awieɛ ko so wɔ amammerɛ ne amanneɛ kwan so. Saa adesua yi mu no, efie awaree nko ara na yɛbesua ho adeɛ. Efie awaree ahodoɔ a ɛwɔ nnipakuo ahodoɔ mu no bi ho nhwesoo na ɛdidi soɔ yi.

- i. Asante: Aware pa, adehye waree, afenaa waree, kuna awaree
- ii. Dagomba: Dien, Nyuyɔ ɲmabu, Payafaa, Paya zubo, Zan ti pua, Dɔyiri, payipini
- iii. Ewe: Ɔomesrɔ̃, Ahiasrɔ̃, Akotsotso
- iv. Ga: Hemɔfeemɔ, Kuayeli anaa kulayeli, Shia gbla
- v. Mfantse: adehyewar/ahenwar, esiwaa, ayetsew, ebusua/wɔfaba awar

ɛkwan a yɛfa so gye awaree

Nnipakuo biara nko ne ɛkwan a wɔfa so gye awaree . Dwumadie ahodoɔ pii na ɛko so wɔ awaregyee no anim, awaregyee no mu ɛnna awaregyee no akyi. Dwumadie ahodoɔ a ɛko so wɔ Akanfoɔ awaregyee mu na ɛdidi soɔ yi.

Awaregyee no anim

Akanman mu no (Asante), eyɛ agya na ɔware ma ne babarima. Mmusuakuo mmienu a wɔpɛ sɛ wɔware wɔn ho no mu nnipa ye nhwehwɛmu amapa wɔ wɔn mu biara abusua mu ansa na sɛ awaree no betumi aba so a, aba so. Wɔye nhwehwɛmu hunu sɛ, asomdwoee wɔ efie a wɔrekɔwura mu no mu ansa na wɔama wɔn aware. Mpen pii no, wɔhwe sɛ nnipa a wɔwɔ saa mmusuakuo no mu ne titire efie pɔtee a wɔrekɔ mu no mu nnipa dɔ nnipa, te nnipa ase san de obuo ma nnipa nso. Akanfoɔ san ye nhwehwɛmu hunu sɛ, nnipa baanu a wɔpɛ sɛ wɔware no mfiri mogyakoro anaa mfiri abusua baako mu. Wɔsan hwehwe mmusuakuo no mu hunu sɛ, nsaneyareɛ biara nni nnipa no mu biara so sɛdee ɛbeyɛ a wɔmfa nsane mma a wɔbɛwo wɔn no. Wɔhwe sɛ nyarewa bi te sɛ nsamanwa, kwata, etwire ne dee ɛkeka ho biara nni mmusuakuo no

mu biara mu. AkanfoƆ san hwehwe abusua a emu nnipa da subanpa adi. Wɔkyiri subammone bi te se nsanom mmorosoo, korɔnobɔ, pepɛɛ ne akwadworɔ na mmom wɔpe subanpa bi te se ayamyɛ, adwumaden, ahofama, nokoredie ne deɛ ekeka ho.

Awaregyee no mu

Se ɔbarima no ne ɔbaa no gye tom se wɔbeware a, wɔhye ɛda a wɔbewaree no. ɔbarima no nya boasetɔ ye ahoboa twen kɔsi se ɛda no besɔ ama no aware ɔbaa no. Tete hɔ no, na Memeneda ne ɛdwoada na AkanfoƆ gye awaree ɛfiri se, yɛgye di se, asomdwoee wɔ saa nna yi mmienu mu. Nneema ahodoɔ a wɔde kye wɔ awaregyee ase no mu dodoɔ no ara taa ye sika ne anonnee. Yeinom mu bi ne:

Nhunuanimu-nsa/kɔkɔkɔ/ɛpono-akyi-bo: Yei ye nsa a ɔbarima no abusuafoɔ de kɔma ɔbaa no papa ma wɔgyina so hye ɛda a wɔde beye ɔbaa no ho adeɛ. Mpen pii no, na saa nhuetaa ye Hyenaapo pantufa ne sika ketewa bi. Saa amannee yi ma ɔbarima no kwan ma ɔtumi kɔsra ɔbaa no wɔ bere a obiara ntumi mmisa no hwee. Nokorem, eha yi na ɔbarima no kɔda ne ho adi se ɔpe se ɔware ɔbaa no.

Tiri-Nsa: Tete hɔ no, na eye sika ne Hyenaapo. Saa nsa yi na eye adansedideɛ a ɛkyere se, ɔbarima no aware ɔbaa no.

Tiri-adeɛ: Yei ye sika a ɔbarima no abusuafoɔ de bɔ ɔbaa no dwetire anaa de tua ɛka bi a ɛda ɔbaa no abusua no mu anaa de tɔ asase ma ɔbaa no anaa de ye agyapadeɛ bi wɔ ɔbaa no abusua mu.

Akontagye-sekan: Yei ye sika a ɔbarima no tua ma ɔbaa no nuammarimanom (nkontagyenom) se wɔabɔ ɔbaa no ho ban akɔsi se ɔware na afei nso wɔbekɔ so abɔ ne ho ban wɔ n'awaree no akyi. Mpen pii no, eye ɔbaa no nuabarima na ɔka sika dodoɔ a wɔbegye se akontagye-sekan.

Danta: Yei ye mpatasika a ɔbarima no tua ma ɔbaa no papa wɔ ketɛ a ɔtɔ maa ne babaa no daa so wɔ ne nkwadaabere mu no ho. Mpen pii no, eye ɔbaa no papa na ɔka sika dodoɔ a ɔbegye.

Ase-ketɛ anaa tamboba: Yei ye sika a ɔbarima no tua ma ɔbaa no maame.

Awaregyee no akyi

Wɔaye amannee ahodoɔ nyinaa awie no na wɔde akyedee ahodoɔ te se anonnee ne sika ama awie no, wɔde afotusem amapa ma awarefoɔ no. Afanu no mu biara tu nnipa bi si hɔ se afotufɔ a awarefoɔ no bekɔ wɔn hɔ akɔgye awaree mu afotuo wɔ bere a wɔhia biribi saa. Wɔgu nsa anaa wɔyi mpaee (mpaeyie) da Tweaduampɔn, nananom nsamanfoɔ ne nananom abosom ase se wɔaboa ama awaregyee no awie nkonimdie mu. Afei, wɔhye ɛda a okunu no bekɔ akɔfa ɔyere no akɔ ne (okunu) efie. ɛda a okunu no bekɔ akɔfa ɔyere no akɔ ne efie no na wɔfre no **nkunkyirenn**a no. ɛda a ɛdi kan wɔ ɔyere no nkunkyirenn mu no, ɔnoa aduane bebre ma okunu no abusuafoɔ ne ne nnamfonom di na saa aduane yi na wɔfre no **aduankesee**.

Adesua Dwumadie

1. Edeɛn ne Awareɛ?
2. Twere Akanfoɔ awareɛ ahodoɔ mmiɛnsa anaa deɛ ɛboro saa.
3. Kyere awareɛ so mfasoɔ enum.

PEDAGOGICAL EXEMPLARS**1. Problem-based-learning****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.

2. Group work/collaborative learning:**Mixed ability**

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

Whole class discussion

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

NKARIIɛ TITIRE**Gyinapɛn 2: Adwenem Nimdeɛnya**

1. Da akwan ahodoɔ a wɔfa so gye awareɛ adi.

Gyinapɛn 3: Nnwennweneho a emu dɔ

1. Kyere senti/deɛ nti/botaɛ mmiɛnsa a Akanfoɔ gyina so wareɛ.

2. Pensempensem mfasoo a ewo nhwehwemu a woye ansa na wooma nnipa bi awaree no so.

Gyinapen 4: Nnwennweneho ntoasoo

1. Pensempensem mfasoo a ewo efie awaree so ma awarefooo no, won abusuafooo ne won kuromfooo.
2. Kyere suban ahodoo a yegye tom ne suban a enye wo efie anaa Akanfooo awaregyee mu.
3. Pensempensem nsunsuansoo a efie awaree nya wo nnipa bobea, mmaa ahofadie ne nnipa asetena mu mmara ahodoo soo no mu.

Hint



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

WEEK 15

Adesuadeɛ Botaeɛ: *Fa Akanfoɔ awaregyee toto mmusuakuo ahodoɔ a wɔwɔ Ghana ha no deɛ ho.*

ANISISODEE 1 & 2: MMUSUAKUO AHODOɔ NO AWAREGYEE

Awaree ne awaregyee: Awaree ne se ɔbarima ne ɔbaa bi kabom tena se okunu ne ɔyere wɔ amammerɛ kwan so. Enna awaregyee ye edwa a wɔbɔ ye amanneɛ gye ɔbarima ne ɔbaa bi tom se okunu ne ɔyere. Akanman mu no, enye nnipa baanu a wɔreware no nko ara na yehunu wɔn wɔ saa dwabɔ yi ase na mmom, ɔbarima abusuafoɔ ne ɔbaa no nso abusuafoɔ nyinaa ba adwabɔ yi ase bi.

Sedeɛ wɔsi gye awaree wɔ mmusuakuo a ɛwɔ Ghanaman mu: Abusuakuo biara wɔ ekwan a wɔfa so gye awaree. Nkranfoɔ deɛ na edi soɔ yi.

Nkranman mu no, se mmusuakuo mmienɔ bi pene so se wɔde wɔn babarima ne ɔbabaa bema awaree a, wɔka se saa nnipa (ɔbarima no ne ɔbaa no) aware. Nkranfoɔ gye abɛɛfo awaregyee ho nhyehyeeɛ a ɛda adi wɔ Kristosom ne Nkramosom mu no tom.

ɔbarima a ɔpe se ɔware anaa agya bi a ɔpe se ɔware ma ne babarima di kan hwehwe ɔbaa a ɔpe no. Eno akyi, wɔyi awaree ahodoɔ a ɛdidi soɔ yi mu baako de di dwuma:

- i. Musunɔtswaa (Asiwa): Se ɔbaa bi nyinsɛn na se ɔfiri abusua a wɔn nsam wɔ bi mu a, ɔbarima no abusuafoɔ soma ma wɔkɔ ɔbaa no abusuafoɔ hɔ kɔsrɛ akwadaa a wɔnya nwoo no no awaree se ɔye abaayewa anaase abarimaa ketewa bi wɔ abusua no mu.
- ii. Henɔbaatsɛɛ (ɔbaa no abusua awaresɛ): Se ɔbaa no abusuafoɔ hunu abarimaa bi a ɔfiri abusua a wɔwɔ subanpa mu a, ɔbaa no abusuafoɔ kɔsrɛ abusua a abarimaa no firi mu no se, se abarimaa no nyini a, wɔmma no mmeware wɔn babaa no. Se abarimaa no abusuafoɔ no pene so a, abarimaa no abusuafoɔ hwe abaayewa no kɔsi se wɔbenyini na wɔawaree.
- iii. Yooheɛwɛmɔ (awaree a wɔsrɛ ma): Yei mu no, agyanom baanu hyia di nkɔmmɔ se wɔbema wɔn babarima ne wɔn babaa aware. ɛduru bere bi a, ɔbarima no nuammaanom anaa ne maame na edi saa nkitaho yi ma babarima no.

Wɔde efie Agboshimɔ (Kɔkɔkɔbɔ) na efie awaregyee ase, na wɔde Kpelemɔ ke Henɔtoobo (dabua-ma ne ne gyeɛ) atoa so. Fotoyeli (aduankɛsɛɛ a wɔde aburoo, ngo ne mpataa a wɔahɔ noa) toa so enna afei, wɔde Gbalaniihamɔ (tirinsa) ataa toa. Amannee a wɔye twa toa koraa ne Yookpeemɔ (awaregyee no ankasa). ɔbaa a ɔtumi fa saa awaree akwanhodoɔ yi nyinaa soɔ no, wɔfre no Boi Ekpaa Yoo (Ntoma nsiabaa).

Fantefoɔ awaregyee

Sedeɛ esi tee wɔ Akanman mu no, Fantefoɔ mu nso, eye agya na ɔware ma ne babarima. Se agya bi hunu se, ne babarima aduru ne mpanin mfee so a, ɔto etuo ma no de ye ha. Bio, ɔma no asase ye so afuo. Se agya bi ye yeinom ma ne babarima a na ɛkyere se ɔpe

se ne babarima no hye asee bo ne bra. Afei, agya no hye asee hwehwe obaa ma no. Eduru saa bere yi a, woma babarima no nya onko ara dan. Babarima yi awofoo ne no di awaree ho nkommɔ. Eduru saa bere yi na se babarima no adwene abaayewa bi a obere se obeware no ho dada a, otumi ka kyere n'awofoo ma wɔhye ho nkitahodie ase wo abaayewa no abusua mu ma no.

Se abaayewa no abusuafoɔ gye tom a, mmusuakuo mmienno no hye asee ye nhwehwemu. Se wɔye nhwehwemu no wie na se abaayewa no abusuafoɔ gye tom a, wɔbo abarimaa no abusuafoɔ amannee ma wɔto awaregyee no ho ntotoe so.

Abarimaa no abusuafoɔ de nneema a edidi soɔ yi ne sika koma abaayewa no abusuafoɔ no:

1. *Nhun enyim nsa*: Eye nsa a abarimaa no abusuafoɔ de kɔbo abaayewa no abusuafoɔ amannee se wɔpe se wɔbeware abaayewa no ma won babarima no. Abaayewa no abusuafoɔ bisa no se opene awaree no so ma obua ansa na se wɔbegye nsa a, wɔagye. Se abaayewa no pene so a, wɔnom nsa no de kyere se wɔagye awaree no atom. Na wɔtaa di saa dwuma yi Memeneda. Na wɔgye di se, Memeneda ye Tweaduampɔn da nti asomdwoee wom. Saa nsa yi ye 'yoo'/'nyew'/'akwansere'/'kwanto nsa no.
2. *Pon ekyir/kɔkɔkɔ*: Amannee a eto so mmienno a wɔye ne kɔkɔkɔbo. Na eye Hyenaapo pantufa ne sika ketewa bi na wɔgyee.
3. *Bɔwdo - toa*: Yei ye sika a abarimaa no abusua de ma abaayewa no papa de pata no wo obere ne amane a ofaa mu hwɛ abaayewa no kɔsi se wanyini rebewaree no. Na etaa ye sika ne Hyenaapo na wɔtaa de ma.
4. *Tamboba*: Yei ye sika a abarimaa no de ma abaayewa no maame de tua ntoma ne ntadee a eto maa abaayewa no hye firi ne nkwadaaberem abesi seesei a rebewaree no ka. Yei ye sika a abarimaa no abusuafoɔ dwendwene ho hwe se efata a, wode ma abaayewa no maame.
5. *Tsinsa/dase*: Yei ye Hyenaapo ne sika. Yei na eye adansedidee amapa wo awaregyee no mu. Se abarimaa no ne n'abusuafoɔ ye amannee a efa awaree no nyinaa na se wɔgya *tsinsa*, wom a, awaree no nnya nnwiee pɛye. *Tsinsa* no na edi awaree no ho dansee enam saa nti wode sie.
6. *Tsir adze*: Yei ye sika a wɔgye firi obarima no ho de bo abaayewa no dwetire. Wɔgye di se, awaree no betumi agu bere biara na se ekoba no saa a, saa dwetire no na abaayewa no bedidi ho. Bio, tete ho no, na eka da mmusuakuo bi mu nti na wɔtumi de saa sika no tua eka a eda abusua no mu no. Na saa sika no ye sikapuduo.
7. *Akonta-sekan*: Yei ye sika a wɔtua ma abaayewa no nuammarima. Eye nuammarima no ara na woka sika a wɔbegye. Adwempɔ a etaa saa amannee yi akyi ne se, eye abaayewa no nuammarima na wɔbo ne ho ban firi mmarima foforo ho. Ne saa nti, ese se abarimaa no tumi to akodee bi de ma ne nkontagyenom no na wɔatumi de abo won nuabaa no ho ban yie ama no.
8. *Asafo nsa*: Kuromma no nso gye abarimaa no nsa se wɔabo abaayewa no ho ban ama no anyini a rebewaree. Saa nsa yi kyere se, abaayewa no aware nti kuromma nkaee no mmoa mmɔ ne ho ban mfiri mmarima foforo ho.

Se wɔyɛ saa amanneɛ yi nyinaa wie a, wɔbɔ amanneɛ sɛ, ɛfiri saa da no rekɔɔ, abaayewa no hyɛ saa ɔbarima no nsa wɔ n'ahobammɔ ne biribiara mu. Wɔyi nsenom no mu bi si hɔ sɛ awarefoɔ no afotufɔɔ ne wɔn aboafɔɔ wɔ wɔn awareɛ akwantuo no mu. Wɔyi mpaɛ anaase wɔgu nsa de dwumadie no nyinaa ba awieɛɛ.

Akyire yi no, okunu no ma ɔyere no sika kɔtɔɔ nneɛma a ɔbehia wɔ awareɛ no ase na afei nso ɔde bi anoa aduane a ɛdi kan wɔ n'awareɛ no mu. Saa aduane yi na wɔfre no 'edziban kɛse' anaase 'nkwansɛn kɛse'. Wɔde saa aduane yi kɔ okunu no papa efie. Wɔto nsa frɛ abusuafoɔ, nnamfonom ne adɔfoɔ nyinaa ma wɔbɛdi aduane no bi. ɛduru anadwo a, ɔyere no kɔda nkunkyire. ɔbaapanin bi na ɔdi abɔfoɔ bi anim de ɔyere no kɔ okunu no efie. ɛhɔ na awareɛ no ankasa fiti aseɛ.

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

Adesua Dwumadie

1. Yi mmusuakuo mmienu bi si w'ani so na kyere sɛdeɛ wɔsi gye awareɛ. (S.e. Dagombafoɔ ne Dangbefɔɔ, Nzemafoɔ ne Ewefɔɔ, ne deɛ ekeka ho).
2. Kyere amanneɛ a ɛdi nse ne deɛ ɛyɛ sononko wɔ saa mmusuakuo yi awaregyee mu.

PEDAGOGICAL EXEMPLARS

1. 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

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

2. Group work/Collaborative learning

Mixed ability

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

NKARIIƐ TITIRE

GyinaƆen 3: Nnwennweneho a emu do.

1. Kyerekyere sɛdeɛ wɔsi gye awareɛ wɔ mmusuakuo ahodoɔ mu no mu. Hwe amanneɛ a ɛɛ ne deɛ ɛnɛ na ka ho aɛm.
2. Kyere dwuma a ahemfo, mpanimfoɔ ne kuromma di wɔ efie awaregyee mu.

GyinaƆen 4: Nnwennweneho ntoasoɔ.

Yi abusukuo bi si w'ani so na kyere w'adwen fa obuo a wɔde ma ɔbaa no sɛ ankorankoro wɔ awaregyee mu.

WEEK 16

Adesuades botae: *Pensempensem abeefo nneema a anya nsunsuansoo wo Akanfoo awaregyee so mu*

ANISISODEE 1 & 2: AWAREGYEE NE NSAKRAEE A ABA MU

Awaregyee: Awaregyee ye edwa a wɔɔ ye amannee gye ɔbarima ne ɔbaa bi tom se okunu ne ɔyere. Akanman mu no, enye nnipa baanu a wɔreware no nko ara na yehunu wɔn wɔ saa dwabɔ yi ase na mmom, ɔbarima abusuafoɔ ne ɔbaa no nso abusuafoɔ nyinaa ba adwabɔ yi ase bi.

Nsakraee a aba awaregyee mu

Nsakraee a aba no anya nsunsuansoo papa ne nsunsuansoo bɔne nyinaa bi wɔ awaregyee so na yei ma eɔa adi pefee se, amammere nyini nnipa nso yetumi ye nsakraee wɔ amammere mu.

Nneema a eɔe saa nsakraee yi aba no mu bi ne dee eɔidi soɔ yi:

- a. Nwomasua: Nwomasua abue nnipa binom ani ne titire mmaa ama seesei se eba wɔn awaresem mu a, wɔtumi kyere dee wɔpe ne dee wɔmpɛ. Mpen pii no, awarefoɔ no tumi si gyinaee wɔ seɔee wɔpe se wɔn awaree no si ye ho. Wɔtumi nso kyere dee wɔpe ne dwumadie ahodoɔ a wɔpe se ekɔ so wɔ wɔn awaree asetena no mu.
- b. Nnipa ahofadie ne wɔn bɔbea pɛpɛye: Nnipa ahofadie ne bɔbea pɛpɛye ho nsem ne eho nkyerɛkyere ama nsakraee, bi te se ɔbaa tumi fa agyapadee ne ɔyere adedie, aba awaree mu.
- c. Esom mu nkyerɛkyere: Kristosom ne Nkramosom de amammere ne amannee foforoɔ aba awaregyee mu a eɔuru bere bi a ene efie awaregyee ho nhyehyeee bɔ abira.
- d. Sikasem mu mpontuo: Nnipa binom sikasem a akɔ yie ama wɔn nti no, ama wɔanya tumi wɔ wɔn hokafoɔ hwehwe so. Yei kyere se, wɔn ara nya tumi yi ɔbaa a wɔpe no ware no po mmaa a wɔmpɛ wɔn.
- e. Akwantuo: Nnipa tu kwan kɔ nkuro akɛsee mu a, wɔkɔhunu amammere ne amannee ahodoɔ wɔ ho awaregyee mu na enam so ma wɔn nso pe se wɔye saa amannee no bi wɔ wɔn efie awaregyee mu.
- f. Kɔmputa so nkitahodie: Kɔmputa so nkitahodie ama ekwan a nnipa fa so hyia wɔn-ho-wɔn-ho, di nkɔmmɔ, kye adwen wɔ nsem bi ho ne subanpa ahodoɔ pii asesa.
- g. Atutena ne Amanhodoɔ so abrabɔ: Akwanhodoɔ a nnipa binom tu kɔ nkuro akɛsee, nkuro ne amanhodoɔ soɔ no ama nnipa binom asua amammere ne amannee bi a ene wɔn dee bɔ abira.
- h. Mmarasem mu nsakraee: Nsakraee a wɔaye wɔ ɔman mmarasem nhyehyeee mu a egye efie awaree tom no nso anya nsunsuansoo wɔ amammere ne amannee so.

- i. Amammerɛ ne Amanneɛ a wɔkyɛ adwen wɔ ho wɔ ewiase afanan yi mu: Amammerɛ ne Amanneɛ a wɔkyɛ adwen wɔ ho wɔ ewiase afanan yi mu no ama nnipa binom asua aforɔ bi amammerɛ ne wɔn amanneɛ ama enam so ama anya nsunsuansoɔ wɔ wɔn ankasa amammerɛ ne amanneɛ so.
- j. Awoɔntoatoasoɔ: Esiane se nnipakuo biara nko ne wɔn gyidie ne wɔn nsusuiɛ nti no, nnipa a wɔwɔ asase so nam awoɔntoatoasoɔ so resesa no, na wɔn gyidie, wɔn amammerɛ ne amanneɛ, wɔn su ne wɔn nnipaba nyinaa nso resesa.

Ɛkwan a yɛbɛfa so asi nsakraɛɛ bɔne a aba awaregyee mu no ano

Ɛse se yɛhwehwe ɛkwanpa bi a yɛbetumi afa so asi saa ɔhaw yi ano a ɛrenkɔfa abusuaanson biara mma mmusuakuo ahodoɔ no ntam na mmom ɛde nkabom amapa bɛba yɛn ntam ama yɛatumi abɔ yɛn amammerɛ a ɛye yɛn agyapadeɛ no ho ban afeɔɔ.

Akwanhodoɔ a yɛbetumi afa so no mu bi nie:

- a. Sankɔfa: Ɛse se yesan kɔfa yɛn nnɛpa anaa nneɛma a yɛn ani ku ho, yɛn amammerɛ ne yɛn amanneɛ a ɛka yɛn mmusuakuo ne yɛn nkuro ahodoɔ bom ma wɔnya ahodoɔ no ba na yɛhyɛ mu kena. Ɛse se yɛhyɛ yɛn kuromma nkuran ma wɔn ani ku yɛn amammerɛ mu nnɛpa te se obuo a yɛde mpanimfoɔ, adwumaden, nsiye, nokorɛdie, atuhokye, ahofama ne deɛ ɛkeka ho no ho na afei nso yɛnhyɛ wɔn nkuran mma wɔn ani nnye awareɛ ho.
- b. Fa obuo ma aforɔ gyinaessie: Ɛha yi no, yɛhwehwe se wode obiara pɛ bɛma no na gyinaɛ biara a ankorankoro bi besi wɔ n'awareɛ ho, se ebia ɔpɛ ɔbaa a ɔnye ɔkani ne deɛ ɛkeka ho a, pene so ma no na yɛi bɛboa ama yɛn amammerɛ a ɛfa awareɛ ho no atim hɔ daadaa ama yɛakɔ so de obuo ne enidie a ɛse ama awareɛ.
- c. Mpanin ne Nkyirimma nkitahodie: Ɛse se mpanimfoɔ taa ne mmabunu di nkitaho na wɔfa so kye awareɛ ho nimdeɛ ma ɛboa mmabunu ma wɔnya nsem bi a ɛha wɔn wɔ awareɛ ho ano pomasibere sedee ebeye a wɔmfa awareɛ se ɛye adeɛ bi a ɛte se kaakaamotobi na wɔntwe wɔn ho mfiri ho koraa. Enam yɛi so bɛboa mmabunu no ama wɔde obuo ne enidie ama yɛn amammerɛ a ɛye yɛn agyapadeɛ no na asan aboa wɔn ama wɔnya enne mmere yi ɔhaw a ɛba awareɛ mu no bi ano pomasibere. Yɛbetumi nso aye dwumadie bi a ɛbɛma ɔmanfoɔ atumi akye adwen ne osuahunu papa a wɔnya wɔ awareɛ mu ho na enam so aboa ama wɔatumi atintim wɔ wɔn awareɛ mu.
- d. Nteteɛ ne tumi: Ɛse se yɛfa nteteɛ ne akwannya ahodoɔ so ma akorankoro biara nya tumi wɔ n'asetena mu sikasem so na enam so ama wɔde obuo aye yɛn asedeɛ ahodoɔ ne yɛn nnɛpa ahodoɔ no nyinaa. Ɛse se yɛtumi sakra yɛn amammerɛ ne yɛn amanneɛ mu ma ɛne abɛfo deɛ yi tumi tena asomdwoee mu wɔ bere a yɛrento yɛn amammerɛ ne yɛn amanneɛ so mfasopeewa no nguo.
- e. Ɛse se yɛtumi si ɔhyɛ a ɛfiri yɛn abusuafoɔ hɔ ba yɛn soɔ, yɛn sikasem ho adwendwen ne nsem a nnamfonom nso ka fa yɛn ho ho ateetee, abooboo, ɔhaw ne ho adwendwene a ɛbetumi anya nsunsuansoɔ bɔne wɔ w'awareɛ soɔ nyinaa ano.

Adesua Dwumadie

1. Kyere nneema mmiensa (3) a anya nsunsuansoo papa wo Akanfo awaregyee so.
2. Kyere nneema mmiensa (3) a anya nsunsuansoo bone wo Akanfo awaregyee so.
3. Kyere akwanhodo mmiensa (3) a yebetumi afa so abo yen nnepa ne yen awaree ho ban.

PEDAGOGICAL EXEMPLARS**1. 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 explain five significant features of marriage in their culture.

2. Group work/collaborative learning**Mixed ability (fish-bowl)**

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

NKARIIƐ TITIRE

GyinaƆen 3

1. Yi mmusuakuo mmienɔ (2) firi Ghanaman yi mu ha na kyere w'adwen fa ɛkwan a wɔfa so gye awaree ho.
2. Ma ɔhaw ahodoɔ mmiensa (3) a ɛwɔ Akanfoɔ awaregyee ho na kyere emu biara pomasibere.

GyinaƆen 4

1. Kyere w'adwen fa Akanfoɔ awaree, ne mmara ahodoɔ ne nnipa ahofadie ho mmara anaa nsem a ehyia anaase eye pe no ho.
2. Yema wo kwan se ye nsakrae wɔ ɛkwan a Akanfoɔ fa so gye awaree no mu a, pensempensem amannee a anka wobesakra mu no mu na kyere dee nti a saa amannee no na anka wobesakra mu.

Section 6 Review

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

ADDITIONAL READING

1. Agyekum, K (2009). 'Akan verbal taboos: Traditional and contemporary.' *Research Review*. 25(2):1-20 Institute of African Studies, Legon.
2. Awedoba, A. K. (2005). Culture and development in Africa, with special reference to Ghana. Accra: Historical society of Ghana.
3. Duranti, A. (1997) *Linguistic Anthropology*. Cambridge: Cambridge University Press.
4. Gyekye, K. (1996). African cultural values, an introduction. Accra: Sankofa publishing company.
5. Kramsch, C. (2000). Language and culture. New York: Oxford University press.

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.

ƆFA 7: ABUSUA NE AKANFOƆ AMAMMUO

ADESUADEƆ: AMAMMERƆ, AMANNEƆ NE AMAMMUO

AdesuadeƆ nkorabata 2: AkanfoƆ Amammuo

AdesuadeƆ BotaeƆ: Pensempensem mfasoƆ a ewoƆ AkanfoƆ Mmusuakuo so na fa toto mmusuakuo foforoƆ deƆ ho.

AdesuadeƆ Titire: Da nteaseƆ amapa adi fa AkanfoƆ mmusuakuo ho na fa toto mmusuakuo foforoƆ a wowaƆ Ghanaman mu ha deƆ ho.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 17: *The Clan System*

Week 18: *Traditional Governance Structure*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 17: *Display and Exhibition*

Week 18: *Mid-semester Examination*

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

WEEK 17

Adesuadee Botae Ahodo

1. *Kyerɛ abusua ase na kyere ɛso mfaso*
2. *Fa Akan mmusuakuo no toto mmusuakuo ahodo a ɛwɔ Ghanaman mu ha no ho*

ANISISODEE 1 & 2: ABUSUA

Ɛdeɛn ne Abusua?

Abusua yɛ nnipakuo bi a emu nnipa no wɔ amammerɛ koro, agyapadeɛ koro, abakɔsem koro, kuro koro na wɔfiri ɛna (nanabaa) koro ase. Yɛhunu abusua wɔ ahodo wɔ mmeaɛ bi te sɛ Abibiman mu, Scotland ne amanaman ahodo mu.

Abusua su anaa nneɛma a ɛma abusua da nso no mu bi ne:

1. Wɔfiri ɛna koro: Abusuafoɔ no gye di sɛ wɔn nyinaa firi ɛna koro ase.
2. Abusuabo: Nnipa a wɔwɔ abusua no firi mogya koro na wɔnam awareɛ anaa nnyetom so na wɔbɛka abusua no ho.
3. Wɔwɔ ahyensodeɛ koro: Nnipa a wɔfiri abusua koro mu wɔ din koro, agyinahyɛdeɛ ne amammerɛ koro.
4. Wɔtaa tena kuro koro mu: Abusuafoɔ taa ka wɔn ho bom tena kuro koro mu.
5. Abusua mu dibere nhyehyɛɛ: Abusua biara wɔ akannifoɔ, mpanimfoɔ anaa ahemfo a wɔboa ma wɔsi gyinaɛ wɔ abusua no mu nsem bi ho.
6. Wɔsan nso wɔ wɔn nkya, wɔn nnyeso, wɔn piesie, nuammarima ne nuammaa.

Abusua tumi di dwuma ahodo bi te sɛ:

1. Wɔtumi ma sikasɛm ho mmoa ne ahobammɔ.
2. Wɔbɔ abusua no agyapadeɛ, wɔn amammerɛ ne amanneɛ ho ban.
3. Wɔhwɛ ma abusuafoɔ no nya nkabom ne mmoa ahodo
4. Wɔsiesie mente-me-ho-ase ne ntawantawa a ɛba abusuafoɔ no mu bi ntam.

Abusua so mfaso

Dwuma ahodo a abusua adi wɔ nkuro ahodo mu a ɛda adi wɔ abakɔsem mu no bi nie:

1. Wɔtena akuakuo: Abusuafoɔ no kyekye ɛdom a wɔwɔ abusua koro bi mu mu nketenkete sɛdeɛ ɛbɛyɛ a wɔn so die renye dina na afei nso ɛbɛboa ama ɛbere biara no, wɔbɛhunu wɔn ho aka wɔn ho abom na wɔbɛyɛ adwene koro wɔ gyinaɛsie bi ho.
2. Abusuabo: Abusuafoɔ pɛ nkabom, na yɛi ma wɔhunu sɛ wɔyɛ baako, di nokorɛ ma wɔn-ho-wɔn-ho, san boa wɔn-ho-wɔn-ho.

3. Wɔwɔ ahyensodeɛ korɔ: Abusuafoɔ nam abakɔsem, amammerɛ ne amanneɛ ne wɔn agyapadeɛ so ma akuakuo nketewa no hunu ekuo keɛɛ a wɔfra mu no kɔka wɔn ho.
4. Nkabom ne Mmoa: Abusuafoɔ tumi boa wɔn abusuafoɔ a wɔhia mmoa bi te sɛ kuayɔ anaa afuomdwuma, ahobammɔ anaa ntawantawa nsiesie.
5. Abusua siesie Ntawantawa: Na mmusuakuo no ara wɔ wɔn akwan ahodoɔ a wɔfa so di wɔn ho so, siesie ntawantawa ma asomdwoɛ ne koroyɛ ba.
6. Abusua ma Amammerɛ ne Amanneɛ tim: Abusua boa ma nkyirimma sua amammerɛ ne amanneɛ, yɛn nnepa ne nneɛma a yɛn ani ku ho no nyinaa.
7. Amammuo Nhyehyɛɛ: Nkuro no bi wɔ hɔ a na mmusuakuo no ara wɔ wɔn amammuo nhyehyɛɛ a na wɔwɔ wɔn akannifoɔ a wɔhwɛ abusuafoɔ nkaɛ no so.
8. Sikasɛm ho Nkitahodie: Na ɛyɛ mmusuakuo no ara na wɔhwɛ yɛ sikasɛm ho nhyehyɛɛ, ɛho nkitahodie ne ho ntotoɛ a ɛfa akadeɛ ahodoɔ, edwadie ne nnɔboa ho nyinaa.
9. Abusua boa asetena mu kankɔ: Na abusuafoɔ tumi boa wɔn-ho-wɔn-ho ma wɔtumi kɔ ɛkan anaa wɔn anim wɔ wɔn abrabɔ mu ma ɛnam so ma wɔnya animuonyam wɔ wɔn kurom.
10. Abusua ma nkabom ne koroyɛ: Abusua ma emu nnipa no hunu sɛ wɔyɛ nnipa baako nti wɔka wɔn ho bom boa wɔn-ho-wɔn-ho ma koroyɛ ba wɔn ntam.

Nsakraɛ pii na aba abusua dwumadie ahodoɔ no mu na ama ɛso mfasoɔ no nso asesa wɔ mmusuakuo ahodoɔ ne abakɔsem mu nanso nsunsuansoɔ a ɛnya wɔ yɛn asetena mu nhyehyɛɛ, yɛn nnipaban ne yɛn nkuro soɔ deɛ, ɛda so ara tim deɛ etim.

Mmusuakuo bi din ne wɔn Akraboa

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

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

Asante

1. Asakyiri - Kɔkɔsakyi/Ɔpɛtɛ
2. Oyoko - Akorɔma
3. Agona - Ako
4. Asona - Asonawɔ/ Anene
5. Aduana - Ɔkraman
6. Biretuo - Ɔsebo
7. Ekoɔna - Ɛkoɔ
8. Asene - Apan

Fante

1. Adwenadze - Eburowtuw
2. Aboradze - Awendadze
3. Nsɔna - Ɔso
4. Anɔna - Ekoo
5. Twidan - Twi(sebo)
6. Aboradze - Boredze
7. Ntwea - Ɔtwea(bɔdɔm)

Dagombafᐸ (Atifi Mantam)

1. Lunsi (Akyeremma/Atumpankafoᐸ) - Akraᐅᐸ – ᐱᐸᐸᐸᐸ/ᐱᐸᐸᐸᐸᐸᐸ
2. Baansi --- Akraᐅᐸ – ᐅᐸᐸᐸᐸᐸ
3. Naafooni --- Akraᐅᐸ – ᐅᐸᐸ

Mamprusifᐸ (Atifi Apueeᐸ Mantam)

1. Nayiri – ᐅᐸᐸᐸᐸᐸ
2. Tensung – ᐅᐸᐸᐸ
3. Kunguri – ᐅᐸᐸᐸᐸᐸᐸᐸᐸᐸ

Gonjafᐸ (Eserem Mantam)

1. Mankpan – Gyata
2. Kpembewura – ᐅᐸᐸᐸᐸᐸ
3. Bolewura - Esono

Frafrafᐸ (Gurunsi) (Atifi Esono Apueeᐸ Mantam)

1. Nabdam - ᐅᐸᐸᐸᐸᐸ
2. Tongo - Enini
3. Bolga – ᐅᐸᐸᐸᐸᐸ

Kusasifᐸ (Atifi Esono Apueeᐸ, Bawku mpᐸtam ᐸᐸ)

1. Bawku – ᐅᐸᐸᐸᐸᐸ
2. Zebilla – Akyekyedee

Ewefᐸ

Abusua ᐸᐸ ekuo a ne nhyehyeeᐸ no so kyen ekuo biara a kuro bi mu. Mmusuakuo bi ᐸᐸ ᐸᐸ a ᐸᐸᐸᐸ ᐸᐸᐸ ankasa kasa a ᐸᐸᐸ. Mmusuakuo no mu na mmusua nketewa no hyehye. Ewefᐸ frᐸ abusua se ᐸᐸᐸ anaa sã ᐸᐸ ᐸᐸᐸ kasa mu.

Anlofoᐸ/Anᐸᐸfoᐸ, Avenorfoᐸ, Avefoᐸ, Tongufoᐸ, Agavefoᐸ ne Mafifᐸ nyinaa frᐸ abusua se ᐸᐸᐸ nanso Ewedomefoᐸ a ᐸᐸᐸᐸᐸᐸ ne Hofᐸ, Adaklufᐸ, Kpandofᐸ, Hohofᐸᐸᐸ ne Pekifᐸᐸᐸ a Vefᐸᐸᐸ ka ho bi no ne ᐸᐸᐸ a ᐸᐸᐸᐸᐸ ho nso frᐸ abusua se sã.

Mmusuakuo dunum (15) na ᐸᐸᐸᐸ Anlo, dumiensa (13) ᐸᐸ Avenor enna nkron (9) ᐸᐸ Agave.

Mmusuakuo dunum (15) a ᐸᐸᐸᐸ Anlo no ne ᐸᐸᐸ akraᐅᐸ na edidi soᐸ ᐸᐸ:

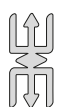
Ewefᐸ mmusuakuo dunum (15) no, ᐸᐸᐸ akraᐅᐸ ne ᐸᐸᐸ akyiwadeᐸ:

Anloni barima anaa ᐅᐸᐸᐸ biara firi mmusuakuo dunum (15) a ᐸᐸᐸᐸᐸᐸ no ‘ᐸᐸᐸᐸ’ no baako mu enna abusua anaa ‘ᐸᐸ’ biara nso, ᐸᐸᐸᐸ mmarima bebreᐸᐸᐸ a ᐸᐸᐸᐸᐸᐸ ᐸᐸᐸ ‘ᐸᐸᐸᐸᐸ’ na eᐸᐸᐸᐸᐸ ᐸᐸ ma no.

Saa mmusuakuo dunum (15) no na edidi soᐸ ᐸᐸ: Lafe, Amlade, Adzovia, Bate, Like, Bamee, Tovi, Klevi, Yetsofe, Agave, Tsiamᐸᐸ, Amᐸᐸ, Dzevi, Uifeme ne Blu.

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

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



Note

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

Adesua Dwumadie

1. Ɛdeen ne Abusua?
2. Ma abusua ne n’akraboa ho nhwesoo wɔ Asante Twi kasa mu.
3. Kyerekyerɛ abusua su anaa nneɛma a ɛma abusua da nso mmiensa (3) wɔ wo kurom mu.

PEDAGOGICAL EXEMPLARS

Problem-Based learning

1. Whole class discussion

- a. Through questions and answers the class revises marriage rites as a form of reflection.
- b. Through brainstorming, learners define the clan system and discuss the concept.
- c. Through interrogations and oral conversations, class discusses the significance of the clan system.

2. Group work/Collaborative learning

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

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

3. Group work

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

NKARIIƐ TITIRE

GyinaƆen 3: Nnwennweneho a emu do

1. Kyerekyere ekwan a abusuabo tumi fa so ma obi sikasem ne n'asetena mu tu mpon mu.
2. Woye abusuapanin a, anka ekwan ben na wobefa so ama nkabom ne koroye aba abusua no mu?
3. Fa w'abusua toto mmusuakuo nkaee a ewo Ghanaman yi mu no ho.

WEEK 18

Adesuades Botaes: *Tumi kyerekyere AkanfoƆ amammuo nhyehyee no mu (ɔhene, ahemfo nkumaa, asiahenefoƆ, ne deɛ ekeka ho.)*

ANISISODEE 1: AKANFOƆ AMAMMUO NHYEHYEE

Yei ye nnidisoo nnidisoo kwan wɔfa so hyehye mpaninnie wɔ adwadie mu, amammuo ne nnwumakuo ahodoɔ mu. Nneema a ɛda no adi na ɛdidi soɔ yi:

1. Tumidie ho nhyehyee: Tumi no firi soro na asiane aba fam wɔ ɛbere a ɔfa biara wɔ ne dwumadie ne n'asodie.
2. Agyinaeesie ho nhyehyee: Mpanimfoɔ anaa akannifoɔ a wɔwɔ ɛsoro no na wɔsi gyinae titire no.
3. Dwumadie nkyekyemu: Wɔakyekye nnwuma no mu akuakuo a emu biara wɔ ne dwumadie ahodoɔ sononko a ɔye.
4. Nnipa ahodoɔ a wɔhwe wɔn so: Mpanimfoɔ a wɔdeda akuakuo no ano no wɔ nnipa kakra a wɔhwe wɔn so anaa wɔhye n'ase.
5. Nkitahodie ho nhyehyee: Wɔwɔ ekwan sononko a wɔfa so di nkutahodie wɔ ekuo no mu.
6. Dwumadie ne asodie sononko: Ekuo biara wɔ ne dwumadie ne n'anisoaadehunu.
7. Nnidisoo nnidisoo mpaninnie: Ɛwɔ mpanimfoɔ nnidisoo nnidisoo ahodoɔ firi ɛsoro de reko fam.

Saa nnidisoo nnidisoo nhyehyee akwan ahodoɔ yi boa ma dwumadie gyina pintinn, kɔ so frenkyem a akontabuo amapa tae akyire na mmom, ɛbetumi nso ama nneema bi te sɛ agyinaeesie aka akyire.

AkanfoƆ amammuo ho nhyenyee pono

Saa nhyehyee ɛpono ye mfonɔ a ɛda adwumakuo bi mu dwumadie ahodoɔ no nhyehyee adi. Ɛkyere nnidisoo nnidisoo nkutahodie kwan a ɛda adwuma no mu mpanimfoɔ ne wɔn adwumayefoɔ no ntam.

Yei ne AkanfoƆ amammuo nhyenyee pono ho mfonɔ ankasa.:

Ɔmanhene

Ɔmanhene ye ɔkannifoɔ ma nnipakuo anaa mmusuakuo bi. Mpen pii no, ɔno ne ɔman no tiban na abusuakuo pɔtee bi na wɔyi no ma ɔdi adeɛ.

Ɔmanhene dwumadie ahodoɔ:

- i. Ɔno ne ɔkannifoɔ wɔ mantam anaa abusuakuo keɛɛ no mu.
- ii. Ɔsi gyinae a ɛbeboa ne man anaa ne mpɔtam
- iii. Ɔsi ɔman no anan mu wɔ adwabɔ ase

- iv. Ɔhwɛ ma asomdwoɛɛ ba ɔman no mu ɛnna ɔsiesie ntawantawa ɛwɔ ne manfoɔ ntam.
- v. Ɔhwɛ ɔman no nsase so.
- vi. Ɔbɔ amammerɛ ne amannee ho ban
- vii. Ɔpere mpontuo ma ne manfoɔ
- viii. Ɔhwɛ amammuo ne ɔmanfoɔ asetena mu yiedie so.
- ix. Ɔhwɛ nkonnwafie so
- x. Ɔhyɛ mmara ma ɔman no.

Ahemfo nkumaa (Fekuo)

Ahemfo nkumaa yɛ ahemfo a wɔhyɛ ɔmanhene ase pɛɛ. Ahemfo nkumaa yi yɛ akannifoɔ wɔ beaɛɛ a wɔwɔ hɔ na wɔtae wɔ nkuro nkumaa a ɛwɔwɔ kuro akɛsɛɛ no mu.

Ahemfo nkumaa dwumadie ahodoɔ:

- i. Ɔmanhene no nni hɔ a, wɔn na wɔhwɛ akyire.
- ii. Wɔbɔ wɔn mpɔtam ho ban firi nnebɔne ho.
- iii. Wɔhwɛ siesie ntawantawa a ɛwɔ wɔn mpɔtam.
- iv. Wɔhwɛ nsase a ɛhyɛ wɔn ase so.
- v. Wɔhwɛ ma asomdwoɛɛ ba ɔman no mu.
- vi. Wɔhwɛ nkonnwafie so san yi wɔn mpɔtam hɔ ti mmusuo.

Asiahenefoɔ

Asiahenefoɔ yɛ nnipa anaa nnipakuo bi a wɔhwɛ yi obi wɔ adehyebusua mu ma no di ɔhene wɔ bere a wɔn mu biara ntumi nni ɔhene. Saa nnipakuo yi hyia fa adwene wɔ onipa a adedie aduru ne so no ho.

Asiahenefoɔ dwumadie:

- i. Wɔn na wɔyi onipa a adedie aduru ne so.
- ii. Wɔn na wɔhwɛ sɛ obi fata sɛ ɔdi adeɛ ansa na wɔde adedie no ama no.
- iii. Wɔn na wɔhwɛ yɛ amannee wɔ bere a ɔhene bi kɔ akuraa.
- iv. Wɔn na wɔhwɛ ma wɔtu ɔhene bi adeɛ so.
- v. Wɔn na wɔda ɔhene foforoɔ adi kyere atenankonnwa ne ɔmanfoɔ
- vi. Wɔyɛ afotufoɔ ma ɔhene.
- vii. Wɔsiesie ɔmanfoɔ ntam asem nso.
- viii. Wɔhwɛ sɛ wɔde ɔhene foforoɔ no besi adwa so asomdwoɛɛ mu.

Adesua Mu Dwumadie Ahodoɔ

Wogyɛ Akanfoɔ amammuo nhyehyɛɛ tom anaa wonnye ntom? Kyere wo mmuaɛɛ no mu fann.

PEDAGOGICAL EXEMPLARS

Group work/collaborative learning

Whole class:

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

NKARIIE TITIRE

Gyinaɔɔn 2: Nteaseɛ mu Nimdeenya

- Ye hyehyepono bi fa kyere ayɔnkofa/twaka a ɛda mpaninnie ahodoɔ ɛwɔ Akanfoɔ amammuo nyehyɛɛ a ɛwɔ wo mɔtam no adi.
- Hwehwe mpanimfoɔ mmienu anaa deɛ ɛboro saa a wɔka Akanfoɔ amammuo nyehyɛɛ ho na kyere wɔn dwumadie wɔ wo mɔtam ho.

Gyinaɔɔn 4: Nnwenweneh a emu dɔ

Twere akyinnyeɛyeɛ susutwere fa saa asenka yi ho “ Akanfoɔ amammuo nyehyɛɛ no ho nhia bio wɔ amanyɔsem mu’. Wogyɛ tom anaa wonnye ntom?

Hint



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

Section 7 Review

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

ADDITIONAL READING

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





APPENDIX H: MID-SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Sample Questions

Section A: Multiple Choice

1. A social organisation based on kinship or ancestry where members share a common heritage is known as _____.
 - A. clan
 - B. church
 - C. family
 - D. lineage

Section B: Essay

1. Explain any three significances of the clan system.

Marking scheme

Section A: Multiple choice

A social organisation based on kinship or ancestry where members share a common heritage is known as _____

A. clan 2 marks

Section B: Essay

Significances of the clan system:

- a) **Social Organisation:** Clans provided a framework for social organisation, dividing people into smaller, more manageable groups with shared identities and interests.
- b) **Kinship Ties:** Clans emphasized kinship ties, fostering a sense of belonging, loyalty, and mutual support among members.
- c) **Shared Identity:** Clans gave people a shared identity, connecting them to a larger group with a common history, culture, and heritage.
- d) **Cooperation and Mutual Aid:** Clans encouraged cooperation and mutual aid, providing support in times of need, such as farming, defense, or disputes.
- e) **Dispute Resolution:** Clans often had their own systems for resolving disputes and maintaining social order.
- f) **Cultural Preservation:** Clans helped preserve cultural traditions, customs, and values, passing them down through generations, etc.

Award 10 marks for any three significances explained.

Award 9 marks for any two significances explained

Award 8 mark for any one significance explained.

Table of Specification

Week	Focal area	Type of questions	DoK Levels				Total
			1	2	3	4	
13	1. Translation	Multiple choice	3	2	-	-	5
		Essay	-	1	-	-	1
14	1. Marriage rites	Multiple choice	4	1	-	-	5
		Essay	-	1	-	-	1
15	1. Comparing marriage rites	Multiple choice	2	2	-	-	4
		Essay	-	1	-	-	1
16	1. Modern trends affecting traditional marriage	Multiple choice	1	2	-	-	3
		Essay	-	1	-	-	1
17	The clan system	Multiple choice	1	1	-	-	2
		Essay	-	1	-	-	1
		Total	11	13	-	-	24

ƆFA 8: AƢENNIE NHYEHYƢEE

ADESUADEƢ: AMAMMERƢ NE AMANNEƢ NE AKANFOƆ AMAMMUO

Adesuades Nkorabata 3: AkanfoƆ amammuo

Adesua no Botae: *Pensempensem AkanfoƆ asennie nhyehyƢee ahodoƆ no mu na fa toto enne mmere yi mu kɔto asennie nhyehyƢee ho.*

Adesuades Titire: Tumi da nimdeƢ ne nteaseƢ a ɔwo fa AkanfoƆ asennie nhyehyƢee ho adi

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 19: *Judiciary systems*

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

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 19: Dramatic monologue

Week 20: Checklist

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

WEEK 19

Adesuade Botae: *Tumi kyere abeefo /enne mmere mu asennie nhyehyee mu*

ANISISODEE 1 & 2: ATEMMUO NHYEHYEE

Atemmuo nhyehyee ye dwumadie a eko so wo koto/asennibea a wɔnam so kyerekyere mmara mu na wɔsane hwe mmara sodie so wo ɔman mu. Ewe amannyɔsem nhyehyee fa bi a eho hia pa ara a ewe nnyinaso a ehwe siesie ntawantawa, kyerekyere mmara mu, hwe ma yedi mmara so na ebo afoforo ahofadie ho ban.

Ɛsan nso di saa dwuma ahodoɔ a etoatoa so yi wo koto/asennibea:

1. Ehwe ma akontabuo amapa ne pɛpɛpɛye da adi.
2. Ehwe ma atentenene da adi: eyi ntenkyea firi mmara sodie mu.
3. Ehwe siesie ntawantawa ahodoɔ: esiesie ntawantawa/mansotwe a ewo nnipa ntam, nnwuma ahodoɔ mu ne aban nnwumakuo mu. Eɔa ne ho adi se ntamgyinafoɔ na enam so de siesie nsem wo eberɛ a wɔnhyɛda nni asem no wo koto/asennibea ho.
4. Ahofadie ho bammɔ: Ehwe bo afoforo ahofadie ho ban ne titire ne deɛ ɔman no amammara da no adi no.
5. Ɛma obiara ye hwesofoɔ ma ne yɔnko: Ehwɔn aban no ne mmarahyɛbadwafoɔ tumi so sedee ebeye a obiara bedi ne dwuma sedee amammara no ma no tumi.

Abeefo Atemmuo nhyehyee ahodoɔ

Ghanaman atemmuo no wo nnidisɔ nnidisɔ nhyehyee a ɔman no mu koto baatan na ewo tumi kesee pa ara ansa na Apɔi koto aba na Koto kesee ne ketewam nso atoa so sa ara. Koto nketewa no bi ne Seekut koto/asennibea, Mansini asennibea/koto, Mmɔfra asennibea/koto. Asennibea ahodoɔ no mu biara wo ne tumi ne nsem a wɔdie se ebia: ɔman mu nsem, awudisem, abusuasem ne nnwumakuo mu nsem ho mmara. Ghanaman mu asennibea/koto Baatan no hwesofoɔ ne Atemmufoɔ-panin a ɔno na ɔda atemmufoɔ no nyinaa ano wo ɔman no mu. Yewo atemmufoɔ, magyiserate ne nhwehwemufɔ a wɔn na wɔboa ma wɔdi anaa wɔsiesie nnipa ntam asem.

Abeefo Atemmuo/koto asennie ho nhyehyee

1. Otemmufoɔ baako pe tie nsem na wasi ho gyinae wo koto/asennibea kesee, Apɔi koto ne Ɔman no mu koto Baatan mu.
2. Atemmufoɔ mmiensa de kɔsi enum agyinatukuo tumi tena asem so wo Apɔi koto ne Ɔman no mu koto/asennibea Baatan no mu.
3. Nsem bi mu no, otemmufoɔ ne nhwehwemufɔ (a ɔwo ho nimdee pa ara anaa ɔnni ho nimdee kesee) tena asem bi so da nhunumu bi adi de boa asennie no.
4. Magyiserate no tie nsem bua ho aten wo Magyiserate Koto/asennibea.

5. Asomdwoe-temmufoɔ nso tie nsem nkumaa na wabua ho aten wɔ mansini asennibea/kɔto.

Abɛfo Atemmuo/kɔto asennie ho nyehyee nndisoɔ

Asennie nyehyee no nte boɔ korɔ so na mmom, ɛgyina kɔto/asennibea korɔ, asem korɔ ne tebea korɔ no so. Ɛho nyehyee no na ɛdidi soɔ no:

1. Nnipa a wɔanya asem no de wɔn asem kɔto kɔto anim.
2. Kɔto no di kan ne wɔn hyia hwehwe asem no mu nam so de nneema gugu akwan mu.
3. Wɔde wɔn adansedee to kɔto no anim na wɔabisabisa adansefoɔ no nsem bi.
4. Otemmufoɔ anaa agyinatukuo no de wɔn atemmuo no to dwa.
5. Nnipa no mu biara tumi san de asem to kɔ kɔto/asennibea kesee mu.

Adesua Mu Dwumadieahodoɔ

1. Kyerekyere atemmuo nyehyee mu.
2. Kyerekyere abɛfo atemmuo nyehyee mu.
3. Kyerekyere atemmufoɔ dwumadie mmiensa mu.

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

Whole-class discussion

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

2. Building on what others say

Mixed ability group:

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

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

NKARIIƐ TITIRE

GyinaƤen 2: Adwene mu Nimdeɛnya

1. Bɔ Ghana atɛmmuo nhyehyee ho dawuro kyere wo mfeɔ a wɔwɔ sukuu mu.

GyinaƤen 3: Nnwennweneho a emu dɔ

1. Kyerekyere sɛdeɛ atɛmmuo nhyehyee ahodoɔ no ka tete ne abɛɛfo deɛ no bom de di dwuma.
2. Pensempensem nsunsuansoɔ a atɛmmuo nhyehyee no wɔ wɔ ɔmanfoɔ no daadaa asetena so.

GyinaƤen 4: Nkariiɛ titire

1. Woye otemmufoɔ a, anka sɛn na wobɛsi adi asem a nteaseɛ nhyɛda nnim no? (sɛ ebia, asem a ɛfa ankoreankore bi ahofadie ne ɔman no bammɔ nsem ho...)

WEEK 20

AdesuadeƑ BotaƐƐ: *Tumi de AkanfoƆ aƑennie nhyehyƐƐƐ toto abƐƐfo aƑennie nhyehyƐƐƐ ho (atemmuo nhyehyƐƐƐ).*

ANISISODEƐ 1 & 2: AKANFOƆ AƑENNIE NHYEHYƐƐƐ NE ABƐƐFO AƑENNIE NHYEHYƐƐƐ NTOTOHO

AkanfoƆ aƑennie nhyehyƐƐƐ no ye tete anaa amammere kwan a wƆfa so di nsem wƆ nkuro ahodoƆ so a mpen pii no, Ɛdi abƐƐfo kwan so deƐ no anim. WƆn a wƆtae tena asem so no bi ne Ahenfo, atenankonnwafƆ, AbusuampanimfoƆ ne ankoreankore binom a ƆmanfoƆ no bu wƆn wƆ wƆn mpƆtam hƆ.

AkanfoƆ AƑennie nhyehyƐƐƐ

Yei ye Ɛkwan a wƆfa so siesie ntawantawa anaa nsem bi a Ɛgyina mpƆtam hƆ amammere, amanneƐ ne nhyehyƐƐƐ ahodoƆ so. Ɛkwan a wƆfa so di nsem no binom da nso kakra firi abƐƐfo deƐ no ho esiane sƐ, emu nhyehyƐƐƐ ahodoƆ no gyina mpƆtam no so na ne botaƐƐ ne sƐ asomdwoeƐ beba nnipa ntam. Nsem a wƆnam amammere kwan so die no bi ne afisem, nsasesem, ntam so buo ne atorƆ anaa nnaadaa.

Akwan ahodoƆ a AkanfoƆ fa so de siesie nsem

- Ntamgyina
- Atemmuo
- Nsiesie
- Nkutahodie

AkanfoƆ aƑennie nhyehyƐƐƐ ne abƐƐfo aƑennie nhyehyƐƐƐ ntotoho

AkanfoƆ AƑennie nhyehyƐƐƐ

1. Ahenfo na wƆtena aƑennie no so na wƆhwe ma biribiara kƆ so kamakama. AƑennie-abadwafƆ no ne Ɔhene, mpanimfoƆ ne akannifoƆ a wƆsi gyianaƐƐ wƆ asem no so. Obiara gye saa agyinaƐƐ no tom. Ne nyinaa akyiri no, obi wƆ ho kwan sƐ Ɔye apii.
2. KƆƆto dan mu dwumadie anaa nhyehyƐƐƐ biara nnim. AƑennie no kƆ so wƆ ahenfie. WƆsaman afaanu no nyinaa ba ahenfie.
3. WƆgyina mpƆtam hƆ mmara, amammere ne amanneƐ ahodoƆ so na Ɛsi gyinaƐƐ.
4. BotaƐƐ no ne sƐ, wƆbesiesie Ɔhaw na nkabom ne atenteneneƐ aba.
5. Ɛto da a, wƆgo aƑennie nhyehyƐƐƐ no mu sƐdeƐ Ɛbye a Ɛde asomdwoeƐ ne nkabom beba mpƆtam hƆ.
6. WƆma adansefoƆ kwan ma wƆbedi adanseƐ.

Abɛfo /ɛnnɛ mmere mu Asennie/kɔto nyehyee.

1. Kɔto dan mu dwumadie ne nyehyee kɔ so.
2. Aban adwumayefo (Atemmufo), na wɔgyina amammara no so si gyinae.
3. Bemdie ne afodie ba asennie no akyi.
4. Dwumadie ahodoɔ no nyinaa gyina mmara ne nyehyee so.
5. Pɛpɛpɛyɔ ne wɔn nnyinaso: Atentene ne asotwe wɔ kɔto asennie mu.
7. Ɛwɔ onipa a wasaman obi ne kwaadubɔfo.
8. Adansefo nso ba asennie no mu.

Nsonsonoe titire a ɛda Akanfo asennie nyehyee ne Abɛfo asennie ntam

1. Nyehyee: Akanfo asennie nnyina nyehyee korɔ so na mmom, abɛfo kɔto asennie gyina nyehyee pɛtee bi so.
2. Tumidie: Akanfo asennie mu tumi no gyina mpɔtam mpanimfo no so wɔ ebere a abɛfo kɔto asennie no mu tumi no gyina nnipa aban apaw wɔn no so.
3. Mmara: Akanfo asennie no gyina amammere mu mmara ne nsennaho a wɔntwere ntoo ho so na mmom, Abɛfo kɔto asennie no gyina mmara ne nsennaho a wɔatwere ato ho so.
4. Botae: Akanfo asennie nyehyee botae no gyina nkabom ne asomdwoe so nanso, Abɛfo kɔto asennie nyehyee botae no gyina atentene so.
5. Dwumadie: Akanfo asennie nyehyee mu dwumadie no nye kyenkyeren/ketee na mmom, Abɛfo kɔto asennie nyehyee mu dwumadie no di nyehyee ketee so.

Adesua Mu Dwumadie Ahodoɔ

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

PEDAGOGICAL EXEMPLARS

1. Problem-based-learning

Whole class discussion

- a. Utilise visual aids like diagrams, flowcharts, or videos to enable learners discuss the traditional judicial system. Facilitate group discussions and encourage learners to share their perspectives and insights.
- b. Invite community leaders or experts to use real-life scenarios or scenarios based on local customs to illustrate traditional dispute resolution.
- c. Learners listen to the community leader/ expert or watch a video and discuss the features and processes involved in the traditional dispute resolution

system. *If teacher is able to resource a person to talk to the class, allow students to plan questions before the guest's arrival and select a selection of the most interesting to be asked.*

- d. Analyse real-life examples of traditional judiciary systems, encouraging critical thinking among learners to discuss the roles of the functionaries of the traditional judicial system. *AP learners may need a reminder of the names of the functionaries.*

2. Group work/Collaborative learning

Mixed ability:

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

NKARIE TITIRE

Gyinaƙen 2: Adwenem Nimdeenya

1. Fa ɛkwan a Akanfoɔ fa so di asem toto Abɛfo deɛ ho na kyere deɛ esese ne deɛ ɛda nso wom.

Gyinaƙen 3: Nnwenneho a emu do

1. Kyerekyere deɛ eye ne deɛ enye wo Akanfoɔ asennie nyehyee ne Abɛfo deɛ no ho.
2. Ye nhwehwemu fa akwan ahodoɔ a Akanfoɔ fa so di asem ho na kyere eso mfasoɔ ne nsunsuansoɔ.

Gyinaƙen 4: Nnwenneho Ntoasoɔ

1. Pensempensem sɛdeɛ Akanfoɔ ne Abɛfo asennie nyehyee no di asem koro no ara wo ɛkwan sononko so.

Hint



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

Section 8 Review

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

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

ADDITIONAL READING

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

ƆFA 9: AGYA REKƆ NE NYANSAPƆ

ADESUADEƆ: AKAN KASADWINI

AdesuadeƆ Nkorabata 1: Ano Kasadwini

Adesua BotaeƆ: *Tumi gyina Agya rekƆ ne NyansapƆ ho nimdee so hyehye Agya rekƆ ne NyansapƆ ahodoƆ.*

AdesuadeƆ Titire: Tumi da nindee ne nteasee adi fa Agya rekƆ ne NyansapƆ ahodoƆ ho.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 21: *Riddles*

Week 22: *Puzzles*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 21: *Gamification*

Week 22: *Poster presentation*

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

WEEK 21

Adesuadeɛ botaeɛ: *Tumi pɛnsɛmpɛnsɛm Agya reko nhyehyɛɛ ne n'ahodoɔ mu*

ANISISODEɛ 1 & 2: AGYA REKO

Agya reko

Agya reko yɛ nyansapɔ fa bi anaa adwenem dwumadie bi a ɛde ɔkasa, nsemfua ne nsengoro a emu do na ɛde mmuaɛɛ anaa anoyie bi sie. Etae yɛ nsemmisa, asenka anaa kasasin bi a ehia adwene a emu do ne nnwennweneho ansa na woatumi ate aseɛ.

Agya reko tae nya:

1. Nsemfua agodie: Nsengoro, nsem a ne nteaseɛ boro baako, nsemfua a yɛbo edin pɛ nanso wɔn nteaseɛ ne wɔn atwere yɛ sononko, enna nsemfua a wɔn atwere yɛ pɛ nanso wɔn din bo ne wɔn nteaseɛ yɛ sononko.
2. Nnyinahoma ne mfatoho ahodoɔ.
3. Nsengoro ahodoɔ.
4. nnwennweneho ntrasoɔ.
5. Mmuaɛɛ a ɛyɛ anika.

Agya reko ahodoɔ

Yetumi gyina agya reko tenten so kye mu mmieniu. Yeinom ne:

Agya reko a ɛware ne Agya reko a ɛyɛ tia. Nkranfoɔ frɛ no *ajenu enna* Asantefoɔ nso frɛ no *Agya reko*.

Agya reko ho nhwɛsoɔ ahodoɔ:

1. Edeen na ekwan nna baabiara nanso nsuo gyinam? (Mmuaɛɛ: kube!)
2. Edeen na wosoma no a ɔbɛko nanso ɔko a, ɔmma bio? (Mmuaɛɛ: eboɔ!)
3. Edeen na ereba nanso emmeduru da? (Mmuaɛɛ: ɔkyena!)

Agya reko so wɔ mfasoɔ bebree, sɛ ebia:

1. ɛma nimdeɛ wɔ ɔkasa no ka ne nsemfua ho.
2. ɛboa ma yetumi dwene yie.
3. ɛboa ma yetumi yɛ nhwehwɛmu de pɛ asem bi ho mmuaɛɛ.
4. ɛboa ma yen anigyɛɛ!

Agya reko nhyehyɛɛ

Agya reko nhyehyɛɛ ankasa ne:

1. Nnianimu: Yɛka nsem bi di kan de twe otiefɔɔ/atiefɔɔ adwene ba dwumadie no so.

2. Nkyerɛkyerɛmu: Yɛkyerɛkyerɛ biribi a yereka ho aɛm no mu yie na ɛto da bi nso a, yɛka no sedɛ ɛbɛma otiefɔ no adwenem ayɛ no kɛseneneɛ.
3. Aɛmmisa: Yɛbisa aɛm fa nkyerɛkyerɛmu no ho ma otiefɔ no yi ano.
4. Nsengorɔ: Yɛde nɛm bi di agorɔ de hwehwe mmuaɛ no.
6. Mmuaɛ: Agya reko no mmuaɛ tumi yɛ nsengorɔ, nteaseɛ a ɛboro baako anaa dɛɛ emu do.

Saa nhyehyɛɛ yi ho nhwɛso na ɛwo fam ho no.

Nnianimu: Yiyi w'asom na tie dɛɛ merebɛka no yie. Agya reko ɔgyaa me adɛɛ bi ...

Nkyerɛkyerɛmu: Wowura mu a, na woabo dam.

Aɛmmisa: Ɛyɛ ɛdɛɛbɛn?

Nsengorɔ: Dwene biribi anaa baabi a wowura ho a na woayi ho nneɛma nyinaa ho.

Mmuaɛ: Ɛyɛ adwareɛ.

Agya reko nhyehyɛɛ ho mpɛnsɛmpɛnsɛm

Agya reko ho mpɛnsɛmpɛnsɛm yɛ ɛkwan a yɛfa so baabae ɔkasa no, ne nhyehyɛɛ mu de hwehwe ɛho aɛmmisa no mmuaɛ.

Dɛɛ ɛdidi soɔ yi ne ɛkwan a yɛbɛfa so apɛnsɛmpɛnsɛm Agya reko mu:

1. Kenkan no yie: Kenkan agya reko brɛoo mpɛn pii sedɛ wobɛte emu nɛmfua ne kasasini ahodoɔ no ase.
2. Hwehwe nɛmfua foforo: Hye nɛmfua, kasasin anaa nneɛma bi a yɛatim a ɛho hia no nso.
3. Hwehwe nteaseɛ hodoɔ: Agya reko tae de nsɛnkwaɛ, nsengorɔ anaa nteaseɛ ahodoɔ di dwuma. Ma w'adwene nko nɛmfua asekyerɛ ne nkyerɛkyerɛmu ahodoɔ no so.
4. Pɛnsɛmpɛnsɛm nhyehyɛɛ mu: Ma w'ani nko Agya reko nhyehyɛɛ no so, ne titire ne nnianimu, nkyerɛkyerɛmu, aɛmmisa ne nsengorɔ.
5. Hwehwe twaka a ɛwowom: Hwehwe twaka anaa ayɔnkofa a ɛdeda nɛmfua, adwɛmpɔ anaa nimdɛɛ ahodoɔ ntam.
7. Ma w'adwene nko nteaseɛ ahodoɔ so: Dwene nɛm no ho yie na ma w'ani nko nteaseɛ ahodoɔ so.
8. Yi w'adwene firi mmuaɛ traɛ so: Agya reko tumi de nɛm bi a ɛyera adwene to dwa. Ne saa nti, bu w'ani gu mmuaɛ traɛ ahodoɔ so.
9. Yɛ nsusuie amapa: Yɛ nsusuie ahodoɔ a emu do pa ara fa agya reko no ho.
10. Hwe wo mmuaɛ no: Si gyinaɛ wo wo mmuaɛ no ho wo ɛberɛ a worekenkan agya reko no mu bio de ahwe sɛ wo mmuaɛ no to asom.
11. Fa Agya reko di dwuma na sua ɛho nimdɛɛ: Mpɛn dodoɔ a worepɛnsɛmpɛnsɛm Agya reko mu no, na worennya ne nhyehyɛɛ ne dɛɛ ɛkeka ho ho nimdɛɛ.

Bio, hye deɛ ɛdidi soɔ yi nso fa Agya reko ho:

1. Fa abotare ne nwetasoɔ honhom di dwuma.
2. Dwene ko akyiri pa ara tra agya reko no so.
3. Fa nsenhini, nsianimu ne nsiakyire ye adwuma ma no mmoa wo.
4. Bue w'adwenem na yi nsusuie hunu si nkyen.

Adesua Mu Dwumadie Ahodoɔ

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

PEDAGOGICAL EXEMPLARS

1. Problem based learning

Whole class discussion:

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

2. Group work/Collaborative learning

Pair work:

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

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

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

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

NKARIIE TITIRE

Gyinaɓɛn 4: Nnwennweneho ntoasoɔ

1. Gyina wo ara wo nteaseɛ ne agya reko nyehyɛɛ so pensempensem agya reko a ewo fam ho no mu.

“Edeɛn adeɛ na eyɛ fufuo nanso ewura edan mu pue a na aye dodoɛ?”

2. Ye w’ankasa agya reko na ma eho mmuaɛɛ.

WEEK 22

Adesuadeɛ botaeɛ ahodoɔ: *Tumi kyere Nyansapɔ nhyehyeeɛ no*

ANISISODEɛ 1 & 2: NYANSAPɔ

Nyansapɔ

Ɛye agoro a ede dwumadie bi to dwa a ɛhia adwene a emu do ne nnwennweneho amapa ansa na woatumi ayi ano. Ɛye ano ne ano agodie.

Yetae de Nyansapɔ gyegye yen ani, sua nimdee enna ɛsan nso bue yen adwene mu. Ɛma yetumi dwene ko akyiri, sua sɛdee yɛbɛsi aso ɔhaw bi ano na ɛma yetumi kaekae nsem ɔhareso.

Nyansapɔ dwumadie ahodoɔ

Nyansapɔ tumi di dwuma bebreɛ wo tebea ahodoɔ mu:

1. Ɛbue adwenem: Ɛboa ma yenya ɔhaw ano pomasibere, adwene a emu do ne ankorankoro nnwennweneho nimdee ne titire wo mmɔfra mu.
1. Anigyee: Ɛboa ma nnipa ahodoɔ nyinaa nya anigyee sononko wo asetena mu.
2. Nwomasua: Ɛboa ma yenya nimdee, adwenemu-do ne nteaseɛ amapa fa adesuadeɛ bi a won asetee mu ye den bi te se nkontabuo, abodeɛmunyansape ne kasasua.
3. Ayaresa: Ɛsiesie adwene mu, ɛma akoma to yam wo akwannuasa so.
4. Nkabom: Ede nkabom sononko, nnɔboa enna nkitahodie amapa ba wo eberɛ a yɛabom rehwehwe nyansapɔ bi anoyie.
5. Ɛbue adwene mu: Ɛboa ma yen adwene mu da ho fann na ɛnam so ma nneema nka akyi wo abrabɔ mu.
6. Nnwennweneho amapa: ɛboa ma yetumi dwene, ye nsusuiɛ pa ne dee ekeka ho.
7. Nkariie ne mmɔakyire: Ɛboa ma yetumi ye nkariie amapa fa agyinasie bi ho, da nimdee a emu do adi wo akwan ahodoɔ bebreɛ so.
8. Anansesɛmtɔ ne amanebɔ: Ɛboa ma yenya nimdee fa ekwan a yɛbɛfa so de punetɔ ne polɔto bedi dwuma wo kasadwini dwumadie ahodoɔ mu.
9. Nhwehwemuyɛ ne Abodeɛmunyansape: Ɛboa ma yesua biribi fa ekwan a nnipa fa so da won atenka, suban ne adwene mu nsusuiɛ ahodoɔ adi enna sɛdee wɔsi si nsem binom ho gyinaeɛ fa.
10. Ankoreankore nnyini: Ɛboa ma yenya akokoɔduro, nnwetaasoɔ, nkoden ne gyidie wo yen ankasa mu wo eberɛ a yerepe nyansapɔ bi ho.
11. Ɛkwati nnipa mu nyiyimu: Ɛboa ma nnipa a wɔwo tebea ahodoɔ mu nya kwan hyia di dwuma bom.

Nyansapɔ da mfaso bebreɛ adi na ɛma no som bo wo nnipa asetena/suahunu mu.

Nyansapɔ nhyehyɛɛ

Nhyehyɛɛ ahodoɔ no na ɛdidi soɔ no:

1. Botaeɛ: Ɛda botaeɛ titire bi adi sɛ ebia, ɛrepe ɔhaw bi ano aduro.
3. Mmara: Ɛhyehye mmara ahodoɔ a ɛsɛ sɛ obiara di so.
4. Ahyɛaseɛ: tebea ahodoɔ a wɔnam so de hyɛ agoro no ase.
5. Akwansideɛ ahodoɔ: akwansideɛ a ɛbre mpontuo ase.
6. Anoyie kwan: Anoyie kwan anaa gyinasie ahodoɔ a ɛde yen kɔpue botaeɛ no ho.
7. Asem no pomasiberɛ: Mmuaeɛ/anoyie amapa a ɛtwa toɔ.

Nyansapɔ ho nhwɛsoɔ

Nyansapɔ: Asem nwanwasoɔ a ɛwɔ Nwoma a ayera no ho.

Nyansapɔ no ankasa:

Nwoma bi a ɛho yɛna ayera wɔ akuraa bi nwomakorabea. Nwomakorabea ho hwɛsofoɔ no bisaa nwoma no ‘asɛm’ mmɔfra nnan bi ho: Kukua, Nana, Clara, ne David. Wɔn mu biara de nánodisɛm to dwa:

1. **Kukua:** Mamfa nwoma no. Mehunuu no wɔ Nana nkyɛn nnora.
2. **Nana:** Mamfa nwoma no. Mennim sɛdeɛ nwoma no si tee mpo.
3. **Clara:** Mehunuu sɛ David afa nwoma no afiri ɛpono no so.
4. **David:** Clara retwa atorɔ. Na mewɔ efie wɔ ɛberɛ a nwoma yeraeɛ.

Nwomakorabea so hwɛsofoɔ no nim pefee sɛ wɔn mu baako na ɔreka nokorɛ. Hwan na ɔfaa nwoma no?

Anoyie ho nhyehyɛɛ

1. Kukua na ɔreka nokorɛ deɛ a, ɛnneɛ na nwoma no wɔ Nana ho. Ɛkɔba no saa a, na ɛkyere sɛ, Clara ne David nyinaa retwa atorɔ na yei bɛma nnipa a ɛboro baako na wɔreka nokorɛ. Ne saa nti, Kukua retwa atorɔ.
2. Nana na ɔreka nokorɛ a, na ɛkyere sɛ, ɔnnim sɛdeɛ nwoma no si tee. Yei bɛkyere sɛ, Kukua, Clara ne David nyinaa retwa atorɔ na yei bɛma Clara anodisɛm no aye atorɔ, na asan ne Nana asem a ɔkaeɛ sɛ, ɔnnim ho hwee no abɔ abira. Ne saa nti, Nana retwa nso retwa atorɔ.
3. Clara nso na ɔreka nokorɛ a, na ɛkyere sɛ, ɔhunuu David sɛ ɔrefa nwoma no. Yei bɛkyere sɛ, Kukua, Nana ne David nyinaa retwa atorɔ. Esiane sɛ, onipa baako anodisɛm na ɛbetumi aye nokorɛ nti, saa nsusuiɛ no ye adwuma.
4. David na ɔreka nokorɛ deɛ a, na Clara retwa atorɔ ɛfiri sɛ, Clara anhunu sɛ David refa nwoma no. Yei kyere sɛ, Kukua ne Nana nyinaa nso retwa atorɔ a ɛne nokorɛ ahodoɔ no bɛbɔ abira. Ne saa nti, David nso retwa atorɔ.

Esiane sɛ onipa baako na ɔreka nokorɛ nti, ɛsɛ sɛ Clara mmom na n’anodisɛm no ye nokorɛ. Ne saa nti, **David na ɔfaa nwoma no.**

Anoyie: David na 3faa nwoma no.

Adesua No Mu Dwumadie Ahodo3

1. Pensempensem Nyansap3 mu.
2. Pensempensem Nyansap3 nhyehyeee mu
3. Pensempensem Nyansap3 so mfaso3 mu.

PEDAGOGICAL EXEMPLARS

Problem based learning

1. Whole class discussion

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

2. Pair work

The pair plays the puzzle game focusing on the structure of a puzzle

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

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

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

NKARII3 TITIRE

Gyinapen 2: Nteasee mu nimdeenya:

1. Kyere akwan ahodo3 mmiensa a Nyansap3 fa so boa ma yen adwene mu bue.

Gyinapen 4: Nnwennweneho ntoaso3 a emu d3

1. Ye w'ankasa Nyansap3 a nteasee wom ne 3ho anoyie/mmuaee na ye nhwehwemu fa ne nhyehyeee no ho.

Section 9 Review

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

ADDITIONAL READING

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

CFA 10: ANWONSEM

ADESUADEE: **AKAN KASADWINI**

Adesuadee nkorabata 2: Atwere kasadwini

Adesua no Botae: *Tumi gyina anwonsem su ahodoɔ so de pensẽmpensẽm anwonsem mu*

Adesuadee Titire: Da nimdee ne nteasee adi fa awonsem ho

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 23: *Poetry*

Week 24: *Poetry appreciation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 23: *Virtual reality*

Week 24: *End of Semester Examination*

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

WEEK 23

Adesuades botae: *Tumi kyere sane pensempensem anwonsem su ahodoɔ no mu (se ebia, nsemfua dwumadie, nsentitire, nkyekyemu ahodoɔ, nsensaneeɛ ahodoɔ, kasasu ahodoɔ.)*

ANISISODEE 1 & 2: ANWONSEM

Anwonsem nkyerɛkyeremu

Anwonsem ye kasadwini kwan bi a, yetwere no wɔ nsensaneeɛ kwan so wɔ nkyekyemu ahodoɔ mu a enam mfoniye so de adwempɔ, osuahunu, atanka ne deɛ ekeka ho to dwa.

Anwonsem ahodoɔ

- a. Abasem anwonsem: Yei ye anwonsem tenten a yede ka abasem a ewɔ nnianimu, mfinimfini ne awieeɛ. Abasem anwonsem kura abasem su no nyinaa bi te se agoromma, polɔto/nhyehyeeɛ, kotwatwe/ntawantawa ne nsiesie. Ofofoɔ anaa ɔkasafɔɔ baako pe na ɔde saa anwonsem yi to dwa.

Abasem anwonsem ahodoɔ:

Arthurian romances: Arthurian romances yi firi Franse wɔ mfee ɔha a eto so dummienu mu. Eye abasem anwonsem biara ekasa fa ɔdo ne peadeahunu ho wɔ Arthurian kɔto.

Ballade: Ye anwonsem a enam nkyekyemu ahodoɔ so de abasem bi to dwa a ne nsentitire no gyina atetesem so.

Ahwegoro anwonsem: Eye anwonsem a yetwere no wɔ nkyekyemu ahodoɔ mu a ese se yeda no adi wɔ babwam ma behweadefoɔ behwe te se ahwegoro ara pe.

Epeke anwonsem: Yei nso ye anwonsem tenten a yetwere fa akunini binom abrafo mu nsem, abakɔsem ne amammerɛ ho. Nhwesoɔ: Oguaa Aban, Otumfoɔ Ɔsee Tutu, Ɔkɔmfo Anokye ne deɛ ekeka ho.

- b. Lereke anwonsem: Eye anwonsem a egyina mfoniye ne nnyinahoma so da ɔkasafɔɔ no ankasa tirimpɔ ne n'atanka ahodoɔ adi. Ne su no rekɔwiewie nnwom.

Lereke anwonsem ahodoɔ

Elɛgyi: Eye anwonsem a yenwono de su anaa gyam yen dofoɔ bi a wafiri mu.

Ode: Eye anwonsem a ebom teeten baako a yede kamfo/hoahoa biribi. Nneema a ɔkasafɔɔ no tumi hoahoa no mu bi ne Onyankopɔn, nnipa ne abodeɛ nkaeɛ no.

Sonete: Eye anwonsem a ekura nsensaneeɛ dunnan na etae kasa fa ɔdo ho.

Anwonsem su

- a. Asentitire: Eɔda adwempɔ ahodoɔ adi wɔ kasadwini dwumadie mu. Anwonsem nsentitire no tumi gyina adwempɔ bi te se ɔdo, abodeɛ, ahocfe, owuo, ahonhonsem

ne biribi a enwu da ho. Okenkanfoɔ no te asentitire no ase a, eboa no ma ɔhunu asem a anwonsen no de reto dwa anaa botaeɛ nti a ɔkasafɔɔ no twereɛ anwonsem no. de reto dwa.

- b. Nsemfua dwumadie: Yei nso kasa fa ɔkasa, nnyegyeeɛ ne nsemfua ahodoɔ a yede di dwuma wɔ anwonsem pɔtee bi mu. Tebea ne atenka no nyinaa ka anwonsem no mu nsemfua dwumadie no ho. Okenkanfoɔ pɛ se ɔhunu tebea a ɔkasafɔɔ no wɔ mu a, eɛ se ɔhwe ɔkasafɔɔ no nsemfua, kasasu ahodoɔ ne nnyegyeeɛ nhyehyeeɛ ahodoɔ a ɔde anwono n'anwonsem no. Atenka no ye nsunsuansoɔ a anwonsem no nya wɔ akenkanfoɔ no so.
- c. Tebea: ɔkasa no su ne nkatedee a ɔda no adi fa biribi a ɔreka ho asem no.
- d. Atenka: Eɛ nsunsuansoɔ a anwonsem bi nya wɔ n'akenkanfoɔ so.
- e. Kasasu ahodoɔ: Kasasu ahodoɔ yi boa ma yenya nkyerɛkyeremu ahodoɔ fa nsemfua ne adwempɔ ahodoɔ a ewɔ anwonsem no mu. Kasasu bi te se, Anisoabirabɔtia, mfoniyɛ ne ntotoho boa ma yete anwonsem bi nkyerɛkyeremu no ase yie. Ekwan korɔ no ara so, kasasu bi te se nnyinahɔma, ntotohosem ne senipa nso boa ma yetumi de nneema bi a ebɔ abira toto ho. Yesan wɔ kasasu bi te se sɛsentefɔɔ, anihanehane, atetesem, abirabɔtia, ntimu ne dee ekeka ho.
- f. Nnyegyeeɛ kasasu: Yede kasasu bi te se alliterahyin, asonanse, konsonanse, nnyegyeeɛ-se-adwene nso di dwuma ahodoɔ wɔ nnyegyeeɛ kwan so wɔ anwonsem mu. Yɔbea: Yei ye ekwan a yefa so de anwonsem bi to dwa wɔ eberɛ a yerehwe ɔkasa nhyehyeeɛ dwumadie bi te se; ekwan ahodoɔ a yeafa so hyehye nsemfua ahodoɔ ma no da nteaseɛ bi adi. ɔkasafɔɔ no tumi sesa ɔkasa nhyehyeeɛ no mu de si nsemfua bi so dua. Botaeɛ titire a etae ɔkasa nhyehyeeɛ ne nsemfua dwumadie ahodoɔ yi akyi ne nsunsuansoɔ a ede beba tebea ne atenka no so.
- g. ɔkasafɔɔ: ɔkasafɔɔ a ɔde anwonsem no to dwa. Ebetumi aye ɔtwerefoɔ no ankasa anaa adwenem agorɔba bi. Mpen pii no, yede ɔkasafɔɔ enne edi kan anaa ɔkasafɔɔ enne a eto so mmiensa na edi dwuma wɔ anwonsem mu. Eto da bi nso a, atwerefoɔ no de ɔkasafɔɔ enne eto so mmieniu na ekasa kyere akenkanfoɔ no preko pɛ.

Anwonsem so mfasoɔ

Kasasua ho nimdee: Anwonsem boa adesuafoɔ ma wɔnya nsemfua foforo, nnyinahɔma ne kasasu ahodoɔ.

Eboa adebɔ: Anwonsem boa ma yetumi de yen ankasa nimdee bɔ anaa nwono nsem bi de kyerekyere yen adwempɔ ahodoɔ mu

Ebue adwenem: Yɛpensempensem anwonse mu a, eboa yen ma yesua ekwan a yebefa so adwene ako akyiri na yeabaabae/yeakyerekyere nsem ahodoɔ mu.

Ema yenya tema: Anwonsem boa da nnipa nkatedee, osuahunu ne nhunumu adi na enam so ma yenya tema ne nteaseɛ wɔ yen asetena mu.

Ede abakɔsem ne amammerɛ to dwa: Anwonsem da nsem bi adi fa yen abakɔsem, amammerɛ ne asetena mu nsem adi.

Ɛboa akaakae ne kasa no ka ho nimdee: Yerekaakae na yɛaka anwonsem bue yen adwene mu, ma yen akokoɔduro ne badwam kasasua ho nimdee.

Ɛboa nkɔmpɔbuo: Anwonsem boa adesuafoɔ ma wɔda wɔn adwene, wɔn atenka ne wɔn suahunu adi.

Ɛboa ahohyɛsoɔ: Anwonsem boa adesuafoɔ ma wɔte nsem bi ase sane hye wɔn nkatedee so na yei ma wɔtumi hye wɔn nnipadua so wɔ nneema bebreɛ ho. Adesuafoɔ no betumi de anwonsem no mu asentitire ne nsem ahodoɔ no adi dwuma.

Ɛboa ma yete kasasu ahodoɔ ase: Anwonsem kyerekyere adesuafoɔ no biribi fa kasasu ahodoɔ bi te sɛ, mfoniyɛ, nsenkyerenne a ekasa ne dee ekeka ho ho. Saa kasasu ahodoɔ yi boa ma yen kasa mu ye de anaa kama.

Anwonsem nhyehyɛɛ

Anwonsem wɔ su ahodoɔ a ɛdidi soɔ yi de ye ne nhyehyɛɛ

Nsensaneeɛ: Anwonsem biara wɔ nsensaneeɛ ahodoɔ a ɛde di dwuma wɔ mu.

Nsensaneeɛ no tenten: Nsensaneeɛ biara tenten anaa ne tiatia no gyina nsemfua anaa kasasin dodoɔ a ekura.

Nkyekyɛmu/Ɔfa: Nsensaneeɛ ahodoɔ na ekeka bom beyɛ ekuo baako ma yenya nkyekyɛmu/ɔfa.

Nnyegyɛɛ Ntimu: Ɛye nnyegyɛɛ pɔtee bi a ɛtumi ti ne ho mu wɔ nsensaneeɛ binom awieɛ.

Mita: Yei nso ye nsensini a yetwem ne dee yentwem ho nhyehyɛɛ wɔ anwonsem.

Fiiti: Yei ye mita ahodoɔ a ɛye nsensini ahodoɔ a yɛakeka abom.

Engyamente: Ɛye ekwan a yɛfa so kyekye ɔkasamu anaa kasasini mu wɔ nsensaneeɛ ahodoɔ mu wɔ eberɛ a yemfa atwere mu agyinahyɛdeɛ biara nni dwuma.

Kaesura: Yei ye nsensaneeɛ mu ahomegyɛ/agyinaeɛ ahodoɔ.

Atwerɛdeɛ keɛɛ: Nsensaneeɛ ahodoɔ no mu biara de atwerɛdeɛ keɛɛ na ɛhyɛaseɛ.

Yenam anwonsem nhyehyɛɛ ahodoɔ no so di dwuma a ɛdidi soɔ yi;

- Ɛma anwonsen no nhyehyɛɛ kɔ ye sɛ nnwom.
- Ɛboa ma anwonsem no mu nteaseɛ da hɔ fann.
- Ɛda atenka ne tebea a ɛwɔ anwonsem no mu adi.
- Ɛboa ma akenkanfoɔ no hunu sedee anwonsem no akenkan beko so afa.
- Ɛde adwene mu mfon-twa bi ka anwonsem no dwumadie ho.

Adesua Mu Dwumadie Ahodoɔ

1. Kyere anwonsem mu.
2. Twere anwonsem su mmiensa.

3. Pensempensem anwonsem su a woatwere no so mfasoɔ wɔ anwonsem twere mu.

PEDAGOGICAL EXEMPLARS

1. Problem-Based learning

Whole class activity: Learners study a given poem to do the following

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

2. Group work/Collaborative learning

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

NKARIIƐ TITIRE

Gyinapɛn 2

1. Fa w'ankasa nsemfua kyere anwonsem mu se kasadwini fa bi.
2. Kyere anwonsem su a edidi soɔ yi mu: nsemfua dwumadie, adwempɔ, nkyekyemu/ɔfa, nsensaneeɛ ne kasasu.
3. Pensempensem nsunsuansoɔ a esu ahodoɔ yi nya wɔ ɔkenkanfoɔ no so.

Gyinapɛn 3

Fa nhwesoo a efata kyere sedee anwonsem ho si hia wɔ yen daadaa asetena mu.

Gyinapɛn 4

Gyina anwonsem su ahodoɔ no so twere w'ankasa anwonsem a wobeka/wobeda no adi wɔ anwonsem ankansie ase. Ye mpensempensemu tiawa bi fa anwonsem no ho na kyere nsunsuansoɔ a wosusu se kasasu ahodoɔ no benya wɔ akenkanfoɔ no so.

Hint

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

WEEK 24

Adesuadee Botae: *Pensempensem anwonsem mu*

ANISISODEE 1 & 2: ANWONSEM MPENSEMPENSEMU

Nneema a ese se yehye no nso wo ebera a yerepensempensem anwonsem mu

- Hwe twaka a eba atifiase no ne anwonsem no mu nsem ntam.
- Hwe asem a anwonsem no de reto dwa anaa otwerfo no botae a ogyinaa so tweree anwonsem no.
- Hwe se okasa a ode dii dwuma no asete ye den anaa mmre na hwe senti a ode saa nyehyeee no yee adwuma.
- Hwe tebea a otwerfo no wom fa adee oreka ho asem no ho ne ekwan a orefa so de nsem no ato dwa.
- Pensempensem atanka a anwonsem no de to dwa.
- Kasa fa kasasu ahodo a ode dii dwuma no ho. Kyere kasasu ahodo no so nsunsuanso.
- Kasa fa anwonsem no nyehyeee no ho.
- Hwe oniiko a oreka anwonsem no enna anwonsem no fa hwan ho.

Anwonsem nyehyeee

Anwonsem wo esu ahodo a eidi so yi na eno ne ne nyehyeee

Nsensanee: Anwonsem biara wo nsensanee ahodo a yede di dwuma wo mu.

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

Nkyekyemu/3fa: Nsensanee ahodo na ekeka bobom beye kuo baako ma yanya nkyekyemu/3fa ahodo.

Nnyegyeee ntimu: nnyegyeee ptee bi tumi ti ne ho mu wo nsensanee binom awiee.

Mita: Yei nso ye sdee yesi twe nsensini mu anaa yentwe mu wo anwonsem bi ka mu.

Fiiti: Yei ye mita ahodo a ekura nsensini ahodo a yeakeka abobom.

Emgyamente: Ewe kwan a yefa so kyekye okasamu anaa kasasini mu wo anwonsem mu wo ebera yemfa atwere mu agyinahyedee biara nni dwuma.

Kaesura: Yei ye nsensanee mu ahomegyee/agyinae ahodo wo anwonsem ka mu.

Atweredee kesee: Nsensanee no mu biara de atweredee kesee na ehye asee.

Yenam anwonsem nyehyeee ahodo no so di dwuma a eidi so yi:

- Ema anwonsem no nyehyeee ye te se nnwom.

- Eboa ma anwonsem no mu nteasee da ho fann.
- Eda atenka a ewo anwonsem no mu adi.
- Eboa ma akenkanfo no hunu sedee anwonsem no akenkan no beko afa.
- Ede adwene mu mfonie di dwuma.

Adesua No Mu Dwumadie Ahodo

1. Kyere anwonsem mu.
2. Twere anwonsem su mmiensa.
3. Kyere anwonsem su ahodo a woatwere no so mfaso ma anwonsem twere.

PEDAGOGICAL EXEMPLARS

1. Initiating talk for learning

Whole class activity:

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

2. Work/collaborative learning: Pair work:

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

NKARIE TITIRE

Gyinapen 3

1. Twere akwan ahodo a wobefa so apensempense anwonsem mu. Na aden ntira.
2. Fa nhwesoo a efata pensempense ekwan a yebefa so de anwonsem aboa ama nsakrae amapa aba yen asetena mu.

Gyinapen 4

Gyina wo nimdee a wowo fa kasasu ne anwonsem nyehyee ho no so twere anwonsem a efa nsem a edidi so yi mu baako ho;

- a. Biribi a eye hu (dwene saman, esum ne puneto ho).

- b. Anidasoɔ (dwene hann, nhweren a erepue ne anigyee ho).

Project

Twere w'ankasa anwonsen gu w'anwonsem nwoma mu na wo ne wo yonko nni nsesa mfa mpensempense anwonsem no mu fann. Ma wo mpensempensemu no nni nnema a edidi soɔ yi so: adwempɔ, nsemfua dwumadie, tebea/atenka, yebea, kasasu, nnyegyeee ntimu ne dee ekeha ho. Twere wo nnwennweneho, atenka ne nhunumu ahodoɔ a edaa adi wɔ anwonsem a woapensempensemu no mu.

Hint



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

Section 10 Review

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

ADDITIONAL READING

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



APPENDIX I: END OF SEMESTER EXAMINATION

Nature of the paper

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

Resources needed

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

Guidelines for setting test items

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

Sample Questions

Section A: Multiple Choice

1. In the organogram of the traditional governance, who is at the apex?
 - A. Chief Priest
 - B. King Makers
 - C. Paramount Chief
 - D. Spokes persons

2. In the traditional judiciary system, who adjudicates spiritual cases?
 - A. Chief Priest
 - B. King Makers
 - C. Paramount Chief
 - D. Traditional Priestess

Section B: Essay

1. In what four ways does the traditional and contemporary judiciary systems impact the lives of the people?

Marking scheme

Section A: Multiple choice

1. In the organogram of the traditional governance, who is at the apex?
C. Paramount Chief – 1 mark
2. 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:

- a. Ensures accountability and promotes justice and fairness.
- b. **Administration of justice:** ensure fairness and impartiality in the application of laws.
- c. **Resolution of disputes:** settles conflicts and disputes between individuals, organizations, and government entities. It encourages mechanisms like mediation, arbitration, and negotiation are encouraged to resolve disputes outside the formal court system.
- d. **Protection of rights:** Safeguards individual rights and freedoms, such as those guaranteed by a constitution or bill of rights.
- e. **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

Table of Specification

weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Narrative Essay	Multiple Choice	1	-	-	-	1
		Essay	-	-	1	-	1
14	Descriptive Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	1	-	1
15	Expository Essay	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	1
16	Deity Names	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
17	Puberty rites	Multiple Choice	-	-	-	1	1
		Essay	-	-	-	-	0
18	Traditional Governance (Home)	Multiple Choice	2	-	1	-	3
		Essay	-	-	-	1	1
19	Traditional Governance (Community)	Multiple Choice	-	1	2	1	4
		Essay	-	-	-	-	0
20	Libation	Multiple Choice	2	-	1	1	4
		Essay	-	-	-	-	0
21	Dirges	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	0
22	Elements of Prose	Multiple Choice	2	2	1	2	7
		Essay	-	-	1	-	1
23	Appreciating Prose texts	Multiple Choice	2	2	3	1	8
		Essay	1	2	1	-	4
24.							
	Total		12	10	14	7	45

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