



MINISTRY OF EDUCATION

# Dagbani

## Zaŋ n-ti Sinia Haai Shikuriti

KARIMBA BUKU



Yuuni Ayi



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## DAGBANI

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## Karimba Buku

Yuma Ayi



NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION

## DAGBANI 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 Dagbani 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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|             | Francis Tei Otchere Sarpong (Rtd) | GES                                  |
| DAGAARE     | Gilbieri Jonathan Laamiitey       | GES, Sawla Tuna Kalba DEO            |
|             | Dorkar Sophia Miletta             | Fongo Islamic JHS, Wa                |
| DAGBANI     | Mohammed Abubakari Rashid         | E. P. College of Education, Bimbilla |
|             | Abu Amos                          | Zangbalun D/A JHS, Kumbungu          |
|             | Mohammed Osman Nindow             | UDS, Tamale                          |
| GILLBT      | Peter Wangara Amoak               |                                      |
|             | Ernest Nniakyire                  |                                      |
|             | Mark Dundaa                       |                                      |
|             | Gilbert Konlan                    |                                      |
|             | Richmond Barnes                   |                                      |

# YAYILI 1: BACHIJILA BIEHIGU MINI YEE

## BAŊSIM: ALIZAMA DIBU

Baŋsim Yayili: Alizama Dibu (Bachijila Biehigu Mini Yee)

### Bɔhimbu haŋkaya ŋan tu gbaabu

1. *Zaŋmi a ni pun bɔhim bachijilli biehigu baŋsim sheli n-tum tuma bachi pala nambu ni*
2. *Zaŋmi yee baŋsim mini gbaabu n-yihi bachinima mini yeɛtɔɔa gbunni waliginsim na*

### Baŋsim Nianima

1. Wuhimi Dagbani bachijilli baŋsim mini gbaabu.
2. Wuhimi Dagbani yee baŋsim mini gbaabu

### 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

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding, strategic reasoning, and extended critical thinking abilities of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to gauge learners' comprehension of Ghanaian language concepts. Beginning with Level 2 skills building, questions progress to short essays or oral presentations to evaluate learners' ability to express concepts. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of syllable and tone in the language. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. The assessments are:

Week 1: *Class Exercise*

Week 2: *Group Project Work*

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

# DAKULO 1

## Bɔhimbu Sodolisi

1. *Baŋmi bachijila balibu (din naari ni vaawuli mini din naari ni konsɔnanti nyekpurili) Dagbani ni*
2. *Kahigimi wuhi Dagbani bachijilli biehigu bachi pala nambu ni*

## YELTɔYIKPANI 1 & 2: BACHIJILLI, DI BALIBU MINI DI BIEHIGU

Bachijilli buyisibu: Bachijilli nyela yeltɔya yayili din mali vaawuli, din ni tooi be bee n-nye bachi. Konsɔnanti nyekpurili din nye bachi gba nyela din ni tooi nye bachijilli. Di kpa talahi ni bachijila mali **vaawuli kumsi yini** ka ni tooi bee ka ku tooi mali konsɔnanti di tooni, nyaɔɔ, bee tooni mini nyaɔɔ zaa. Bachi ni tooi nye bachijil' gaɔa bee bachila ayi bee bachijil' bɔbigu. Yeltɔya bachijila biehigu baɔsim pahila binyer' sheɔa ɔɔn sɔɔdi ban bɔhinda ka be namdi bachi pala vienyela ka lahi tooi baɔ yeltɔya bachinima. Bachijila shehira n-nye:

a, o, m, n, ɲ

tu, da, ku, ma, du

tam, kuɔ, nyɔɔ, yem

kulum - ku.lum, dariga – da.ri.ga, kuriginsim – kur.gin.sim

Shehira sheɔa ɔɔn do zuɔusaa ɔɔ puuni, jilli kam zaa nyela ɔɔn ni tooi nye bachijilli.

**Bachijila Balibu:** Dagbani bachijila balibu ni tooi waligi ka che Ghana zuliya sheɔa. Amaa, bachijilli din ka konsɔnanti mini din mali konsɔnanti balibu n-nye din be Ghana zuliyanima pam puuni.

**Bachijilli din naai ni konsɔnanti: Bachijilli din naari ni konsɔnanti.** Shehira n-nye:

tum, daɔ, shem, piem, duɔ

duɔduɔ – duɔ.duɔ

Shehira ɔɔn do zuɔusaa ɔɔ puuni, ti nya ka bachinima maa naami ni konsɔnantinima. Dinzuɔu, lala bachijila maa zaa nyela bachijil' sheɔa ɔɔn naari ni konsɔnanti.

**Bachijilli din naai ni vaawuli: Bachijilli din naari ni vaawuli.** Bachijila din naari ni vaawuli puuni, bachi sheli ni bachijilli maa ni be maa naarimi ni vaawuli maa. Shehira ɔɔn be Dagbani ni n-do gbunni ɔɔ.

adaka – a.da.ka

vagɔɔ – va.gɔ.ɔ

**Bachijilli Biehigu:** Bachijilli biehigu gba nyela din wali zuliyanima pam puuni. Di ni tooi buyisi bachijilli n-jendi konsɔnantinima maa (K), vaawulinima (V) ni yee. Komsɔnantinima mini vaawulinima n-wuhiri bachijilli biehigu. Konsɔnanti sheli din mali nyekpurilim n-deeri yee dalinli. Dagbani bachijilli biehigu shehira n-nye:

a, o (V)

m, n, ŋ (K)

du, ya, be (KV)

ŋŋ, yem, tam, zim (KVK/N)

daa, doo, puu, feei, guui (KVV/KVVV)

### Bɔhimbu Tuma

1. Buɣisimi bachijilli
2. Kahigimi Dagbani bachijila balibu
3. Kahigimi wuhi Dagbani bachijilli bieɣigu
4. Kahigimi bachijilli bieɣigu daanfaani bachinima nambu ni

## PEDAGOGICAL EXEMPLARS

### 1. Problem Based Learning (individual and group work):

#### Whole class activity

- a. 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.

## ZAHIMBU GAHINDILI

### Yayili 1: Baṅsim Labiteei

Zaṇmi a maṇmaṇa bachinima n-kahigi bachijilli.

### Yayili 2: Bōhimbu gbaabu baṅsim

Sabimi Dagbani bachijila balibu ka ti shehira diba atata bal' yini kam di ni sabi maa.

### Yayili 3: Teh' gahinda soya

Zaṇmi shehira ṇan tuhi, n-kahigi daliri dibaata din che ka bachijilli biehigu gbaabu kpa talahi Dagbani bōhimbu ni.

#### 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.*

## DAKULO 2

### Bɔhimbu Sodolisi

1. *Kahigimi wuhi binsheli din nye yee ka zaŋ di balibu tum tuma (shehira, din lu, din du, din lura) ni ɲa tuma*
2. *Kahigimi yee tuma (shehira, din waligiri bɔhigu ka cheri yeltɔɣa, din waligiri bachinima gbunni)*

### YELTɔYIKPANI 1 & 2: YEE

**Yee kahigibu:** Zuliyanima pam zaŋdila yee n-wuhiri suhu ni biehigu bee gbunni, ka mali ɲa tumdi tuun' bɔbigu. Yee nyela kukɔli duhibu bee lubu bachijilli, bachinima bee yeltɔyili zaa puuni. Yee zuliya nyela zuliya sheli bachinima gbunni waliginsim ni doli yee. Ghana zuliyanima pam nyela yee zuliyanima.

**Yee balibu:** Zuliya kɔŋkɔba malila yee kɔŋkɔba kamani yee din du, yee di lura ni yee din lu. Dagbani malila yee din lu, din lura ni din du. Yee dalindimi mi dalima [ʔ] zanimi ti din lu ni [ʔ] din du. Shehira: bachi kamani [dàm] malila yee din lu dalinli vaawuli maa zuɣu ka [dám] mali yee din du. Di yi niŋ ka yee din du doni pa yee din lu zuɣu dina ka di nyari yee di lura.

**Yee tuma:** yee nyela din nye talahi yee zuliyanima ni di ni mali tuun' gahindili la zuɣu. Yee malila tuma dibaayi Dagbani ni. Ɗannima n-nye bachinima mini giraama tuma.

1. Yee din wuhiri bachinima tuma: Yee din wuhiri bachinima tuma nyela din waligiri bachinima gbunni. Yee maa tahiri bachi sheɲa ɲan mali nahingban' yinsi gbunni sabbu ni. Shehira: *kùm* ni *kúm* naan ku mali gbunni waliginsim yee yi. Yee ni be bachijila maa zuɣu, ti ni tooi nya bachinima kamani:
  - *dáŋgàà*
  - *kpìŋkìŋà*
  - *gùm gùmlí*
2. Yee din mali giraama tuuni: yee din mali giraama tuuni nyela yee din tahiri waliginsim na yeltɔɣa mini bɔhigu sunsuuni Dagbani ni. Di waligiri yeltɔɣa ka che bɔhigu. Shehira:
  - Yi ni kulí?
  - Yi ni kulì.

**Bɔhimbu Tumanima**

1. Kahigimi yee.
2. Zaŋmi shɛhira ŋan tuhi, buyisimi yee balibu shɛŋa di ni mali Dagbani ni.
3. Kahigimi yee tuma Dagbani ni.

**PEDAGOGICAL EXEMPLARS****1. Problem-Based Learning (Individual and Group work)****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:*

- a. *lead the class discussion on the functions of tone, providing examples, (HP)*
- b. *take notes and summarise the key points discussed, (P)*
- c. *work with a partner to complete a worksheet on the functions of tone. (AP)*

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

- a. Listen to some given words and determine the types of tone in the words.
- b. Identify the syllables in the words that bear the tone.

**3. Whole class activity: Pairs make a presentation on the outcomes of the pair work.****ZAHIMBU GAHINDILI****Zahimbu Yayili 1: Labiteei mini Labitum**

1. Zaŋmi a maŋmaŋa bachinima n-kahigi yee.
2. Sabimi yee tuma Dagbani ni.

**Zahimbu Yayili 2: Bɔhimbu baŋsim gbaabu**

1. Sabimi Dagbani yee balibu sɔŋ ka zaŋ shɛhira anahi ŋan tuhi n-kahigi ŋa
2. Timi yee tuun' shɛŋa a ni sabi sɔŋ yayili1shɛhira dibaata.

### Level 3: Strategic Thinking

#### Group Project Work

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

#### Hint



- The Recommended Mode of Assessment for Week 2 is **Group Project Work**.
- 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**.
- Remember to ask learners to start building their **Portfolios** in Week 2. Refer to **Appendix B** detailing the structure of the portfolio.

### Section 1 Review

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



## APPENDIX A: STRUCTURE OF THE GROUP PROJECT

### Task

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

### Structure of the Group Project

**Front page** (name of school, class, names of group members, subject, date, name of teacher, date of submission)

**Introduction** (definition of syllables, explaining the syllable structure with examples, definition of tones, explaining the types of tones and giving examples)

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

### Rubrics for the Group Project

| Criteria                                       | Excellent (4 Marks)                                                                                                                | Very Good (3 Marks)                                                                                                                      | Good (2 Marks)                                                                                                                         | Fair (1 Mark)                                                                                                                          |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Front page                                     | Provided all of the following<br>name of school, class, names of group members, subject, date, name of teacher, date of submission | Provided any three of the following<br>name of school, class, names of group members, subject, date, name of teacher, date of submission | Provided any two of the following<br>name of school, class, names of group members, subject, date, name of teacher, date of submission | Provided any one of the following<br>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.<br>Audible voice,<br>Keeping eye contact,<br>Pay attention to audience<br>Engaging the audience with interaction<br>Use of gesture | Showing 3 of the skills e.g.<br>Audible voice,<br>Keeping eye contact<br>Pay attention to audience<br>Engaging the audience with interaction<br>Use of gesture | Showing 2 of the skills e.g.<br>Audible voice,<br>Keeping eye contact<br>Pay attention to audience<br>Engaging the audience with interaction<br>Use of gesture | Showing 1 of the skills e.g.<br>Audible voice,<br>Keeping eye contact<br>Pay attention to audience<br>Engaging the audience with interaction<br>Use of gesture |
| Team work                         | Exhibit 4 of these<br>Contributing to the group.<br>Respecting the views of others<br>Tolerating others<br>Resolving conflicts<br>Taking responsibility ...     | Exhibit 3 of these<br>Contributing to the group.<br>Respecting the views of others<br>Tolerating others<br>Resolving conflicts<br>Taking responsibility ...    | Exhibit 2 of these<br>Contributing to the group.<br>Respecting the views of others<br>Tolerating others<br>Resolving conflicts<br>Taking responsibility ...    | Exhibit 1 of these<br>Contributing to the group.<br>Respecting the views of others<br>Tolerating others<br>Resolving conflicts<br>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.



## YAYILI 2: KARIMBU MINI YELKPANA BAŊBU

### BAŊSIM: ALIZAMA DIBU

Baŋsim Yayili

1. Alizama dibu/N-di alizama be ni yuuni li shem
2. Karimbu

#### Bɔhimbu haŋkaya ŋan tu gbaabu

1. *Zaŋmi a ni bɔhim baŋsim sheli n-di alizama vienyeliŋa*
2. *Zaŋmi karimbu din ziligi mini karimbu din yeligi nahingbana n-karim lahibali*

#### Baŋsim Nianima

1. Buyisimi nira ni ni tooi di alizama alizama dibu nyaŋa.
2. Wuhimi baŋsim ni gbaabu zaŋ jendi karimbu din ziligi mini karimbu din yeligi Dagbani lahabali ni

### 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 assessment strategy for this section ensures a balanced evaluation of recall, reading skills, skills of conceptual understanding, strategic reasoning and extended critical thinking and reasoning abilities of learners. Teachers are encouraged to ensure feedback and document results for future reference. This will help the development of learners. Beginning with level 1 recall questions, short oral answers, short passages and discussions will offer insights into fundamental knowledge. Level 2 assessments will equip learners with skills to critically think and discuss main ideas from a reading passage or conversation text. Teachers should employ a variety of formative and summative assessment strategies to effectively measure learning outcomes. 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.*

## DAKULO 3

### Bɔhimbu Sodolisi

1. *Banmi alizama dibu yelkpana*
2. *Kahigimi yelkpan' sheŋa ŋan be alizama dibu maa ni*

### YELTɔYIKPANI 1 & 2: ALIZAMA DIBU YELKPANA BANBU

**Yelikpani:** Yelikpani nyela satarili, karimbu, luy' sheli, bee alizan' sheli di ni bɔhim ni ziri lahabal' sheli. Binyera ŋan kahigiri li tooi sɔŋdi li. A yi tooi yeli binshɛŋa ŋan sɔŋdi kahigiri li maa zaa ni mali, a ni tooi ban yelkpan din gbundi ŋa zaa layindi maa. M-ban yelkpani maa lahabali puuni, niŋmi ŋan do gbunni ŋo maa:

- Karimmi zuɣu maa mini piligu – Bɔ ka zuɣu maa mini piligu maa yeli zaŋ jendi lahabal; sheli di ni diri alizama maa jendiri maa?
- Yuli bɔ yeltɔy' sheli din ziri yeltɔyikpani maa. – Di tooi yirina satarili maa piligu.
- Banmi ŋan sɔŋdi kahigira. – Bɔhimi a maŋmaŋa bɔhisi ŋo: ŋuni, bɔ, saha dini, ya, bɔ zuɣu, ni wula zaŋ kpa yelkpani maa polo.
- Zaŋmi a maŋmaŋa bachinima n-kolivaai lahabali maa.
- Zaŋmi a kolivaai maa m-mayisi sasabira maa kolivaai.

### Bɔhimbu Tuma

1. Kahigimi binsheli din nye 'yelkpani'
2. Banmi yelkpani maa lahabal' sheli di ni ti a puuni.
3. Dimi alizama n-jendi a ni ban yelkpan' sheli a ni ban lahabal' sheli di ni ti a maa puuni.

### PEDAGOGICAL EXEMPLARS

#### Problem-based learning

#### 1. Group work: Mixed ability groups

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

#### 2. Whole class activity

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

- b. Class discusses the main ideas shared and asks questions for clarification
3. Pair work: Teacher gives each pair a theme to create a conversation and role-play it in class.

*Teacher should choose theme carefully based on knowledge of learners' ability and interests.*

### Collaborative learning

#### 1. Whole class activity

- a. 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.*

- b. Discuss how they were able to identify the main ideas in the conversation.

*Teacher could direct this question to HP learners.*

## ZAHIMBU GAHINDILI

### Yayili 2: Bəhimbu banşim gbaabu

1. Banşmi yelkpani di ni ti lahabal' sheli maa puuni.
2. Kahigimi yelkpan' sheli di ni nya lahabali maa puuni.
3. Karimmi alizan' jihi ŋan do gbunni ŋo ka banş yelkpana maa.

*Aduna: Wula ka a lihi a bişigu?*

*Azimpaya: N sayi ti la m maŋa ka nyini?*

*Aduna: N tu ni n nye nambəyu nira.*

*Azimpaya: Mani ŋuna, n cherila m maŋmaŋa taali n yi chirim ka bəhim chirin maa ni.*

*Aduna: N gba cheri bin' kura bahira ka tayi deei bin' pala.*

### Yayili 3: Teh' gahinda soya

Nammi yeltəya ananhi m-pahi n-tuhi alizama ŋan do zuɣusaa maa zuɣu – zanimi ni yelmanli n-ti a ni tuui banş yelkpan' sheli maa.

#### 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.

## DAKULO 4

### Bɔhimbu Sodolisi

1. *Kahigimi karumbu din ziligi nahingbana (pari-karim, pari-vihi etc.)*
2. *Wuhimi karumbu din yeligi nahingbana (karim noli valigibu, yulibu, n-lihi lahabali ni n-yihi binsheli, lahabali biebigu, zahimbu, etc.)*

### YELTɔYIKPANA 1: KARIMBU DIN ZILIGI NAHIŋGBANA

**Karumbu din Ziligi:** Nyela n-karindi lahabali vienyeli ni nianima ayi dina n-ne lahabali maa gbaabu mini yeltɔya nahingbana bɔhimbu nira yi zaŋ o zaŋ zaa n-niŋ lahabali maa ni. Di lahi bɔri ka di zaŋ nimmɔhi ni kpahima n-niŋ binsheli di ni karindi ni. Kpe ŋɔ, ban karindi yuundimi m-bɔri bachi gahinda sheŋa ŋan gbuna ni ni tooi booi, din dalim, din di shim, din labi yina, di taba puuni, ŋannima sɔŋdi lahibali gbunni ni. Ban karindi lahi kpaŋdi bi maŋa n-sabira, m-bɔri bachinima gbunni gbunni buku puuni ka karindi kulisi sunsuuni m-bo lahibal' sheli di ni karim gbunni din ziligi gbaabu.

#### Karumbu din Ziligi Nahingbani

Karumbu din ziligi mali nahingbana pam. Ti ni yuli nahingban' sheŋa ŋan do gbunni ni ŋɔ:

1. **Pari karim:** N-yuuni bɔri lahibali ni jendi binsheli. Di tumdila vienyela yelmanli lahibali puuni. Pari karim puuni, a gbaabu baligirimi dama a bi karindi binshelikam.
2. **Pari vihi:** Di nyela n-zaŋ a nina yuuni bɔri bachi bee yeltɔyima' sɔy shee. Di tooi lahi mali tumdi tuma a yi nya kundivihirili n-nya ni di ni labisi a bɔhisi.

#### Bɔhimbu Tuma

1. Kahigimi yel' sheŋa ŋan do gbunni ŋɔ:
  - a. Karumbu din ziligi
  - b. Pari karim
  - c. Pari vihi

### PEDAGOGICAL EXEMPLARS

#### Talk for Learning Approaches

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

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

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

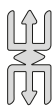
## 2. Ability groups

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

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

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

3. **Individual activity:** Individual learners apply intensive reading approaches to read a given text.



### Note

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

## ZAHIMBU GAHINDILI

### Yayili 1: Labiteei mini Labitum

1. Kahigimi karimbu din ziligi nahingbana ŋan bi pooi dibaayi.
2. Kahigimi pari karim mini pari vihi.

### Yayili 2: Bɔhimbu baŋsim gbaabu

1. Kahigimi wuhi pari karim mini pari vihi di sɔŋdi lahibal' sabirili gbaabu shem.
2. Zaŋmi karimbu din ziligi nahingbana n-karim lahibal' sheli din do gbunni ŋɔ

*Ya ka zɛyɛyɛ ŋɔ yina? Bɔ n-lee tahi zɛyɛyɛ maa na. Ti' karili vuyiya. Kum zaŋ o nu' mahili m-pani n yaba Aduna zuyu wuntaŋ tulli ŋɔ ni. O leela birugu wuntaŋa ŋɔ ni ka di zaŋ o zili cheche zuyu n-chaŋ ashibiti. Suhusayingu lahibali maa paai o bihi yiŋa. N yaba Aduna paya ni daa chaŋ kɔhimma daa ni ka labiri o yiŋa Tiŋkurili, o daa tuhila ashibiti loori sheli din daa ziri n yaba Aduna. O bihi daa guui yomyom n-chaŋ ashibiti n-ti nya be ba ni kɔŋ o nyevuli n-do o baritim garo zuyu.*

*N-nee biɛyɛyɛ asibashi, o bihi daa chɛŋ o puhibu. Wɔyɔ, kum daa zaŋ o nu' maha m-pa o zuyu ka be zaŋ o nti niŋ mɔchiri ni. Bihi maa daa niŋ yomyom n-yeli tiŋa maa nima*

*ka nintam deei tiɲa maa. Daɲkpema daa tim niriba ni be ti garigi Tinsuɲ naa mini o niriba, n yaba Aduna ya din daa nye kamani maali ata. N yaba Aduna daa nyela tiɲa maa tɔb' ma. Lahibali maa ni daa kuli paai ba, be daa tim kambonsi maa ni be chaɲ nti zaɲ o ningbuna n-yi Tiɲkurili n-kuna tinsuɲ.*

*Be daa kpɛya nti bo loori n-chaɲ Tiɲkurili. Luɲa maa daa chaɲ nti niɲ tuumba maa maraaba ni kuyila. Be daa paai Tinsuɲ zaɲ chaɲ zaawuni kurigaata. Be daa niɲ ba maraaba ni lamalee koliba. Tuumba maa daa yeli ba din tahi ba na nyela be chaɲ nti kpuyi n yaba Aduna ningbuna n-kuli. Tinsuɲnima daa bi bɔri ni be zaɲ ningbuna n-ti ba ka di daa tahi zab' bihi na dama n yaba Aduna daa nyela ɲun sɔɲ tiɲa maa lebiginisim*

- a. Baɲmi yeltɔyikpan' sheɲa ɲan be lahibali maa puuni.
- b. Kahigimi yeltɔyikpana maa

3. Wuhimi karimbu din ziligi ninviela mini di nimbieri zaa.

#### Yayili 4: Nimmɔhi tɛh' yeligirili mini tɛhibu

Vihigu Tuma: niɲmi vihigu n-jendi yeltɔyikpani bee yel' sheli din be lahibal' sheli a ni karim maa puuni. Layimmi lahibali yay' bɔbigu ni, vihiri lahibali maa ka sabi a yelgbahira vienyela n-sɔɲ.

## YELTɔYIKPANA 2: KARIMBU DIN YELIGI NAHIɲGBANA

### Karimbu din Yeligi

Karindi sheli ban bɔhindi ni karindi ni be wum nyayisim ka bɔhim karimbu baɲsim. Di ni tooi zaɲ li mayisi karimbu din ziligi, di wuhiri ni karimbu din ziligi ka mali nia sheli ni tuma. Karimbu din yeligi lahi nyela n-karindi binyera pam ni nia kɔɲkɔba kamani lahibali' sheli bee nyayisim wumbu.

### Karimbu din Yeligi Nahingbana

**Noli valigibu:** Di nyela tuyibu, muyisugu kalinsi, yom ni kpaɲmaɲa yeltɔya zaɲ tum tuma puuni. Di ni tooi lahi zaɲ li buyisi yeltɔya baɲsim malibu.

**Lahibali bieɲigu:** Sasabiriba ni peri yeltɔya lahibali ni. M-baɲdi lahibali ni kuli ziri bieɲ' sheli nyela din ni tooi sɔɲ karimbihi ka be zaɲisim be baɲsim gahinda ni ɲa ni kpini taba shem, ka buyisi binsheli din kanna ka kaari gbaabu be yi karinda.

**Kaabu:** So' sheli karimbihi doli sheli m-baɲdi ni be gbaari be ni karindi binsheli maa. Be yi baɲ ni be ku tooi yeli lahibali yeltɔyikpani ni nye sheli, be ni kpuyi soya m-mali be gbaabu ka naan yi tuyi karimbu.

**Lahibali puuni yuli bo labisibu bee binsheli:** Dimbɔɲɔ nyela n-zaɲ lahibal' sheli din be lahibali puuni m-buyisi baɲ binsheli a ni bi mi. A kuli karindimi kulisi sunsuuni. A ni tooi zaɲ a ni pun mali baɲsim sheli mini lahibali ni ziri lahibal' sheli n-yina ni yeligbahira, ka wuhi a tɛh' gahinda ni nye sheli, ka zaɲ li pahi lahibali gbunni.

**Zahimbu:** Di ni tooi niɲ karimbu saha mini karimbu nyaɲa. ɲun karindi namdi tɛha, ka wuhiri o tɛha ni nye sheli, ka nyari tɛha karimbu ni.



**Bahimbu Tuma**

1. Kahigimi nan do gbunni na
  - a. Karimbu din yeligi
  - b. Noli valigibu
  - c. Kaabu
2. Karimmi alizama/lahibali ka zahim karimbu din yeligi nahingbana ata.
3. Kahigimi lahibal' sheli di ni karim ka zan a taha n-wuhi a taba.
4. Zanmi karimbu din yeligi nahingabana bansim n-karim lahaibali.

**PEDAGOGICAL EXEMPLARS****Talk For Learning Approaches****1. Whole class discussion**

- a. Teacher models extensive reading to whole class.

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

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

*HP/P learners should also add why people use extensive reading. High-ability learners take turns first.*

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

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

- d. Teacher models extensive reading to small groups.

**2. Mixed ability groups (Teacher should direct HP learners to support AP learners):**

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

**3. Individual activity:** Individual learners apply extensive reading approaches to read a text and summarise their understanding of it and opinions on it. To be shared with the class.**ZAHIMBU GAHINDILI****Zahimbu Yayili 1: Labiteei mini Labitum**

1. Zanmi a manmanja bachinima n-kolivaai binsheli din nye 'karimbu din yeligi'.
2. Wuhimi nahingbana karimbu din yeligi dibaanu? Bomi kahigibu ti di zan' yini kam.



### Zahimbu Yayili 4: Nimmohi tēh' yeligirili mini tehibu

Wula tatariga ka a yēn sayi ti yeltōyili ŋɔ: 'Karimbu din yēligi kuli nyela nyayisim wumbu ka karimbu di ziligi mi nye din bōri yelimanli'. Timi nangbankpeeni din wuhiri a zaashee ka ti a zaashee maa daliri.

#### Hint



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

### Section 2 Review

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



## APPENDIX B: STRUCTURE OF THE PORTFOLIO

### Task

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

### Structure and Organisation of the Portfolio

1. Cover Page (Title, Student name, Class, Date of submission)
2. Contents, etc.

### Items to be Included in the Portfolio

1. Learner's class exercise and homework book for Ghanaian Language
2. Copy(ies) of group class exercise
3. Individual project(s)
4. A copy of group project
5. Reflective journal, etc.

### Rubrics for Scoring

E.g.,

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

### Administration

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

### Feedback

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





## APPENDIX C: RUBRICS FOR SCORING THE DISCUSSION

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

## YAYILI 3: BACHITUƁIRA MINI BACHI PALA NAMBU SOYA

### BAŊSIM: ZULIYA YELTƆYA MINI ŊA TUMA

#### Baŋsim Yayili 1: Bachinima mini Ŋa Biɛhigu

**Bɔhimbu haŋkaya ŋan tu gbaabu:** *Zaŋmi a biɛlimpahira, bachituyira, yeltɔyɛɛmasɔri ni yeltɔyɛɛmahɪ baŋsim n-nam yeltɔyɛ' shɛɛŋa ŋan mali gbunni*

**Baŋsim Nianima:** Zaŋmi biɛlimpahira, bachituyira, yeltɔyɛɛmasɔri ni yeltɔyɛɛmahɪ baŋsim n-tum tuma

#### Baŋsim Yayili 2: Dagbani Sabbu Zalisi

**Bɔhimbu haŋkaya ŋan tu gbaabu:** *N-zaŋ bachi pala nambu, bibahira ni dalima baŋsim n-tum tuma yeltɔya nambu puuni.*

**Baŋsim Nianima:** N-wuhi bachi pala nambu soya mini bibahira mini dalima zaŋ tum tuma vienyɛla baŋsim mini gbaabu.

#### 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

The assessment strategy for this section ensures a balanced evaluation of the skills-building, conceptual understanding, strategic reasoning, and extended critical thinking abilities of learners. Regular verbal and written feedback facilitate ongoing improvement and holistic learner development. The assessment strategy helps gauge learners' comprehension of affixes, conjunctions and word formation processes as Ghanaian language concepts. Beginning with Level 1 recall and reproduction followed by Level 2 Skills Building, questions progress to short essays or oral presentations to evaluate learners' ability to express concepts. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of affixes, conjunctions, and word formation processes in the language. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback, and progress over time. These strategies ensure a balanced assessment approach and foster continuous improvement and

holistic learner development. You are encouraged to administer these recommended assessments for each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are:

Week 5: *Simulation*

Week 6: *Mid-semester examination*

Week 7: *Critiquing*

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

## DAKULO 5

**Bɔhimbu Hanƙaya Ɗan tu Gbaabu:** *Lihi bo biɛlɛmpahira tuma Dagbani ni*

### YELTɔYIKPANI 1 & 2: **BIɛLɛMPAHIRA**

#### **Biɛlɛmpahira ni nyɛ shɛli**

Biɛlɛmpahira nyɛla mɔfim shɛɲa di ni zaɲ pahi jilikpeeni zuɲu n-nam bachi palli bee bachi biɛhigu. Di ni tooi lahi kahigi biɛlɛmpahira ka ɲa nyɛ giraama biɛlinli di ni zaɲdi pahiri bachi piligu bee bahigu ka di ni tooi tayi di gbunni. Biɛlɛmpahira malila tooni biɛlɛmpahira sunsuuni biɛlɛmpahira ni nyaɲa biɛlɛmpahira. N-zaɲ biɛlɛmpahirili m-pahi bachi bee yeltɔyɛnmasɔri jilikpeeni zuɲu ni tooi tayi di gbunni bee ka di tayi bachi pubu bee ka di bi tayi gbunni bee bachi pubu. Biɛlɛmpahira shehira n-nyɛ -a, -hi, -si, -lim, -sim, -bu. Dimbɔɲɔ zaɲ nyɛla biɛlɛmpahira dama ɲa shɛɲa ni tooi pahi bachi jilikpeeni zuɲu n-zi gbunni tayibu na ka shɛɲa mi bi ziri gbunni tayibu na. Shehira, bu + -a = bua, baɲ + -sim = baɲsim. Ti yi zaɲ -a biɛlɛmpahirili m-pahi bu- jilikpeeni zuɲu di ni ti ti bua ka di wuhiri kalinli ama ti yi zaɲ -sim m-pahi baɲ (niɲsim) jilikpeeni zuɲu ka di ti ti baɲsim (binsheli yuli) di ni tahi gbunni palli na bee bachi pur' palli na. '–

#### **Biɛlɛmpahira balibu**

Biɛlɛmpahira balibu dibaayi shɛɲa ti ni mali Dagbani n-nyɛ ɲan bi tayiri gbunni bee bachi pubu mini ɲan tayiri gbunni bee bachi pubu na.

**Ɗan tayiri gbunni bee bachi pubu:** Ɗannima n-nyɛ biɛlɛmpahira shɛɲa ɲan namdi bachi pala bee gbunni palli. Ɗan tayiri gbunni bee bachi pubu, bachi jilikpeeni maa pubu mini bachi palli shɛli di ni nam maa ni tooi nyɛ zaɲ' yini bee kɔɲkɔba. Dimbɔɲɔ wuhiri ni biɛlɛmpahira ɲan tayiri gbunni waliginsim na ni tooi din bi tahiri bee din tahiri bachi pubu tayibu na. biɛlɛmpahira ɲan tahiri tayibu bachinima gbunni bee pubu na nyɛla ɲan namdi bachi pala din waligi ka che ɲa jilikpeeni.

**Biɛlɛmpahira ɲan bi tatayiri gbunni bee bachi pubu:** Ɗannima nyɛla biɛlɛmpahira shɛɲa ɲan tayiri bachi biɛhigu ko pa di gbunni bee di pubu. **Ɗan bi tatayiri gbunni bee bachi pubu bi tayiri bachi gbunni dinzuɲu ɲannima bi namdi bachi pala.** Ɗannima wuhirila kalinli, payitali bee dotali, niɲsim saha ni ɲan pahi. Di wuhirimi ni di yi zaɲ biɛlɛmpahira ɲan bi tatayiri gbunni bee bachi pubu m-pahi baci shɛli din wuhiri nivuy' yino di ni tooi tayili li n-leei ninvuy' bɔbigu. Shehira, n-zaɲ biɛlɛmpahirili -si m-pahi noon-a zuɲu di ni titi noon-si. Bachinima ɲɔ pa la bachi kɔɲkɔba bee bachi pubu bal' kɔɲkɔba.

**Biɛlɛmpahira tuma:** Biɛlɛmpahira tuma waliya. Ɗa tuma shɛɲa n-do gbunni ɲɔ:

1. Ɗa sɔɲdi bachi pala nambu ni. Shehira. Jeri + lim = jerilim
2. Ɗa sɔɲdi tayiri bachinima pubu. Shehira. dim + li = dimli
3. Biɛlɛmpahira sɔɲdi namdi bachiniɲda niɲsim saha. Shehira. di + ra = *dira*



#### 4. Biɛlɪmpahira baŋsim sɔŋdi bachinima ŋmɛbu viɛnyɛla zuliya yɛltɔya bɔhimbu

##### Bɔhimbu Tuma

1. Kahigimi binsheli din nye biɛlɪmpahira
2. Wuhimi Dagbani biɛlɪmpahira balibu
3. Zaŋmi shehira ŋan tuhi n-kahigi Dagbani biɛlɪmpahira balibu
4. Zaŋmi biɛlɪmpahira balibu yini kam n-nam bachinima anu
5. Kahigimi biɛlɪmpahira tuma dibaana

Baŋmi biɛlɪmpahira ŋan be bachi sheŋa ŋan be gbunni ŋɔ ka wuhi ŋa ni yi bal' sheŋa ni na

diri

di

zonima

mabihi

bihi

payiba

noombihi

nobihi

daabia

6. Zaŋmi biɛlɪmpahira ŋan tuhi m-pahi taɣi bachi sheŋa ŋan do gbunni ŋɔ pubu n-kpehi bachinamda bee bachibuyisira

chaŋ

wa

di

wuhi

sabi

## 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.

## ZAHIMBU GAHINDILI

### Zahimbu Yayili 1: Labiteei mini Labitum

Zaŋmi a maŋmaŋa bachinima m-buyis biɛlimpahirli ni nye sheli.

### Zahimbu Yayili 2: Bɔhimbu baŋsim gbaabu

1. Timi waliginsim ŋan be biɛlimpahira bal' sheŋa di ni mali Dagbani ni ka ti ŋa yini kam shehira atata.
2. Zaŋmi biɛlimpahira bal' yini kam n-nam bachi pala.
3. Di yi yen zaŋ bɔhigu 2 din do zuɣusaa maa labisibu n-tum tuma, kahigimi Dagbani biɛlimpahira daanfaani dibaata.
4. Baŋmi biɛlimpahira ŋan be bachi sheŋa ŋan do gbunni ŋɔ puuni ka wuhi ŋa balibu.

*Shehira*

yidana

bɔhinda

bukunima

fɔhi

viɛnyɛla

sasabiriba

### Zahimbu Yayili 3: Teh' gahinda soya

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

#### Hint



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

## DAKULO 6

**Bɔhimbu Sodoligu:** *N-zaŋ bachituyira balibu nam yeltɔya*

### YELTɔYIKPANI 1 & 2: BACHITUƳIRA

#### Bachituyira ni nye sheli

Bachituyiranyela bachi sheŋa din mali bachinima, yeltɔyɛnmasɔri bee yeltɔyɛnmahi tuyiri taba. Bachituyira che ka di tooi namdi yeltɔy' bɔbili mini yeltɔya din kpini taba ka di che ka di ku nam yeltɔy' jihijihi zay' bɔbili. Di tuuli tuma kuli nyela di zaŋdila yeltɔya yaya tuyiri taba. Bachibuyisira shehira Dagbani ni m-bɔŋɔ: ni, mini, dinzuyu, dama, amaa ni ŋan pahi.

*O bɔhindimi **dinzuyu** o mali baŋsim pam.*

*N ni chaŋ **amaa** n ni labina.*

Wumbee **mini** Suhuyini.

**Bachituyira balibu:** bachituyira balibu pam m-beni. Amaa, ŋa balibu diba ata kɔŋko ka ti yen bɔhim kpe. Ɗannima n-nye bachituyirili din tuyiri giraama yaya ayi din kpini taba ni bachituyirili din mali yeltɔyɛnmahi tuyiri taba.

**Bachituyira ŋan gbundi bachinima:** bachituyira gbundi bachinima, yeltɔyɛnmasɔri ni yeltɔyɛnmahi ŋan mali giraama yay' yinsi yeltɔyili ni. Bachituyira ŋan gbundi shehira n-nye mini, nti, ni, nti pahi, dinzuyu, dama, ni ŋan pahi.

1. Bachituyira ŋan gbundi bachinima mini yeltɔyɛnmasɔri [bee, mini]

Azuma mini Azimpaya

Zahim bee nyuli

Bier' suŋ mini vielim

Alima bee?

2. Bachituyira ŋan gbundi bachinima mini yeltɔyɛnmahi [a]. Ti bi zaŋdi (,) n-tumdi tuma bachituyira nyaŋa.

Naawuni so n ni ti yeda.

O ni yeli shem maa viela

Bachituyira ŋan gbundi yeltɔyɛnmasɔri ŋan ku tooi zani ŋa gama zuyu ka mali gbunni mini ŋan ni tooi zani ŋa gama ka mali gbunni. Dimbɔŋɔ ni, bachituyirili maa pahirila yeltɔyɛnmahi ŋan ku tooi zani ŋa gama zuyu ka mali gbunni [nti, bee, amaa, yi, pɔi]  
Shehira:

Ti yi di n-naai, ti ni gbihi

Di yi ni niŋ, che ka suhudoo be a mini sokam sunsuuni

Pɔi ka ka kpukpalivari pɔri, di dolila dunia tingbani ni yeli li sheli.

**Bachituyira ɲan doli taba:** ɲannima n-nye bachituyira sheɲa ɲan tumdi doli taba.  
Shehira:

Saa yi mi, nyin toomi kom.

Naa maa ni daa labi o yaannima sanmi, n daa nyala suhudoo.

### **Bachituyira ɲan gbundi yeltɔyɛɲmahɪ**

Ʋannima nyela bachituyira ɲan gbundi yeltɔyɛɲmahɪ ɲan ni tooi zani di gama ka mali gbunni mini ɲan ku tooi zani di gama zuƳu ka mali gbunni. Di ni tooi wuhi din tahiri li na ni di barina ni kpini taba shem, waliginsim, bee yeltɔyɛɲmahɪ ni kpini taba shem yaha, shehira [dinzuyu, din ɲuna, amaa]

Biehigu to amaa ti ni kpaɲ ti maɲa pam.

O yuuni bɔri o shee amaa o bi nya o.

M mi o dinzuyu n ni che lahibali maa n-ti o.

***Ban bɔhindi tu ni mi ni yeltɔya balibu gba wuhiri bachituyira tuma***

### **N-zaɲ bachituyira nam yeltɔya**

Bachituyira mali zalisi biela zaɲ chaɲ ɲa zaɲ tum tuma polo. Zalisi ɲɔ zaɲ tum tuma ni tooi che ka sabbu chani vienyela.

- Bachituyira kuli nyela ɲan gbundi tɛha ni niɲsim. Dinzuyu, di ni tu ni bachituyirili sheli tum tuma ka di mali tumda ka di ti ti ni bɔri sheli.
- Bachituyira mali sɔɲsim pam zaɲ chaɲ binyera kalibu.
- Di yi mali bachituyira tumdi tuma, che ka a yeltɔya yaya zaa sayi doli taba.

#### **Bɔhimbu Tuma**

1. Kahigimi bachituyira ka ti shehira dibaata
2. Baɲmi bachituyira balibu Dagbani ni
3. Wuhimi waliginsim sheɲa ɲan be bachituyira bal' sheɲa a ni wuhi maa ni.
4. Zaɲmi balibu kam shehira sheɲa di ni nya maa n-tum tuma
5. Zaɲmi di ni ti bachituyira sheɲa maa n-nam yeltɔya

## **PEDAGOGICAL EXEMPLARS**

### **Problem-Based learning**

#### **1. Whole class activity:**

- a. Through questions and answers, class work together to explain conjunctions.

- b. Learners discuss amongst themselves to identify and explain the types of conjunctions in their language. *Teacher should direct HP learners to lead discussion as lead learners.*
  - c. Each learner provides at least three examples of the types of conjunctions in the language. *The teacher should set expectations on how many examples each learner should provide based on their ability.*
2. **Individual work:** Each learner uses their own examples to form meaningful sentences.
  3. **Whole class activity:** Each learner reads their sentences aloud to the class for discussion, clarification and correction.

## ZAHIMBU GAHINDILI

### Zahimbu Yayili 2: Bɔhimbu gbaabu baɲsim

1. Kahigimi bachituyira ni nye sheli ka ti shehira dibaata.
2. Boomi bachituyirili gbunni yeltɔy' sheɲa ɲan do gbunni ɲo puun
  - a. Adamu karindimi ka Ali sabira.
  - b. O yi di be kpe, o naan labisi.
  - c. A yi bɔhim, a ni baɲ.
  - d. Kum m-mali o, dinzuyu ka o di.
  - e. N ni chaɲ amaa pa zuɲɔ.
  - f. M bɔrilia sakuro bee nyuli.
3. Pumi bachituyira ɲan do gbunni ɲo n-doli ɲa balibu (dinzuyu, din ɲuna, amaa, nti, bee, amaa, yi, pɔi, mini ...)

### Zahimbu Yayili 3: Teh' gahinda soya

1. Zaɲmi Dagbani bachituyira yini kam n-nam yeltɔya anahi.
2. Wuhimi waliginsim sheɲa ɲan be Dagbani ni mali bachituyira bal' sheɲa sunsuuni ka ti ɲa shehira yiniyini.
3. Kpehimi bachituyirili di ni tu ni di kpe sheli yeltɔy' sheɲa ɲan do gbunni ɲo ni
  - a. Azindoo ... Duulana chanya.
  - b. O diya ... o bi nyu kom.
  - c. O tu o mi ... ka o ɲme o.
  - d. A yen dila sayim ... a ni ɲubila nyuli.
  - e. Adam, ɲirila dari ... bari cheche.
4. Zaɲmi bachituyirili yini kam ɲan doya ɲo n-nam yeltɔyili (dinzuyu, din ɲuna, amaa, nti, bee, amaa, yi, pɔi, mini ...)

### 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.*

## DAKULO 7

**Bɔhimbu Sodoligu:** *Zamzam bachinima nambu soya din Ghana zuliya yeltɔya ni (bachinima layimbu, ɲmaabahi, paɲbu, biɛlima pahibu)*

### YELTɔYIKPANI 1 & 2: BACHINIMA NAMBU SOYA

Bachinima nambu nyela so' sheli di ni doli n-namdbi bachi pala bee yeltɔyɛɲmaa din mali gbunni yini zuliya yeltɔya puuni.

Bachinima nambu soya balibu zooya ka zuliya yeltɔya tooi doli ɲa n-namdi bachi pala. Ʋannima n-nye; bachinima taba layimbu, bachi bɔbigu taba layimbu, ɲmaabahi, paɲbu, belimpahira, labiboli, tiligibu. Sheɲa n-kahigi gbunni ɲɔ.

**Bachibɔbigu taba layimbu:** Di nyela mɔfolɔji so' sheli di ni doli n-layindi bachigbura diba ayi bee ka di gari lala taba ni n-nam bachi ka di gbunni ni tooi waligi ka che bachigbur' sheɲa din layim taba nam li maa. Di ni tooi lan kahigi li kamani bachi sheli din mali bachi yaya ayi din ni tooi zani ɲa gama n-nye ɲa dahalali bachinima. Bachinima maa taba layimbu ni tooi yi bachi pubu yay' kɔɲkɔba ni na din dee yi ɲɲ ka ɲa za ɲa gama zuɣu. ɲa ni tooi nye Bachinamdili+Bachinamdili taba layimbu, Bachinamdili+Bachiniɲdili taba layimbu, Bachinamdili+Bachibuyisirili taba layimbu, yeltɔyɛɲmasɔɣu, ni ɲan pahi. Bachibɔbigu taba layimbu shehira Dagbani ni n-nye: bayili+yuli=bayiyuli, banchi+gbarigu=banchigbarigu, samli+dana=sandana.

**Biɛlimpahira:** di nyela biɛlin' sheli din mali gbunni bee giraama tuuni ka ku lan tooi nyibigi bahi. Biɛlimpahira soli maa malila yaya ayi ka nira ni tooi doli ɲa n-nam bachi pala. Ʋannima n-nye ɲan mali gbunni mini ɲan mali giraama tuuni. Biɛlimpahira shehira n-nye; diri+-gu=dirigu, di+-ra=dira, lihi+-gu=lihigu, pari+-ta=parita, pari+-ti+-gu=paritigu. Paɲbu: paɲbu, be ni lan mi sheli bachipaɲda la nyela so' sheli di ni doli n-deeri zuliya sheli yeltɔya bachi n-ɲɲdi zuliya sheli yeltɔya bachinima ni. Bachi sheli be ni ʒi n-kpe maa na ka be boli bachipaɲdili maa. Zuliya yeltɔya pam m-beni mali zuliya sheba yeltɔya bachinima ka di nye be ni paɲdi sheli. Shehira kamani Silimiinsili bachi din nye; bucket-bɔyati, cement-Simiti, tomatoes-kamantoonsi, matches-manchiinsi. Bachinima ɲɔ nyela di ni dihitabili sheli ni Dagbamba paɲ li mi Silimiinsili ni.

Bachi pala nambu daanfaani:

1. Di sɔɲdi zoori zuliya yeltɔya dama zuliya maa yeltɔya bachinima ni yeligi.
2. Di sɔɲdi che ka zuliya yeltɔya wuligiri gindi dunia zaa.
3. Di sɔɲdi namdi bachi pala m-mali booni bin' pala.
4. Di sɔɲdi zuliya yeltɔya bɔhimbu ni.
5. Di sɔɲdi ti ka ti tooi biehiri ti yuuni bachinima pilli ni.



**Bɔhimbu Tuma**

1. Kahigimi wuhi bachi pala nambu ni nye sheli.
2. Zamzam bachi pala nambu soya diba ata a ya zuliya yeltɔya puuni.
3. Kahigimi kaman bachi pala nambu daanfaani diba ata laasabu a ya zuliya yeltɔya ni.

**PEDAGOGICAL EXEMPLARS****1. Problem-Based Learning****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.).

**4. 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.*

**5. Talk for Learning Approaches****Whole class activity**

- a. Learners present their work for feedback and further discussion.

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

**ZAHIMBU GAHINDILI****Zahinbu Yayili 1: Labiteei mini Labitum**

1. Kahigimi bachi pala nambu ni nye sheli
2. Kahigimi bachi pala nambu soya balibu din be a zuliya yeltɔya ni

**Zahimbu Yayili 2: Bɔhimbu gbaabu bɔnsim**

Zaŋmi bachi pala nambu soya balibu sheŋa a ni sabi zuƳusaa maa n-sabi di shehira diba atata.

### Zahimbu Yayili 3: Teh' gahinda soya

1. Kahigimi bachi pala nambu so' sheŋa be ni zaŋ tum tuma bachi sheŋa ŋan doli ŋo na nambu ni:
  - a. Noloŋu
  - b. Wumpini
  - c. Yomyom
  - d. Boŋati
  - e. Ŋubira
2. Zaŋmi bachi pala nambu soya din doli ŋo na mayisi taba ka ti ŋa shehira diba ayiyi.
  - a. Biɛlimpahira pahibu
  - b. Bachinima taba layimbu
  - c. Labiboli
  - d. Paŋbu
3. Pumi bachi sheŋa ŋan doli ŋo na n-doli biɛlimpahira pahibu, paŋbu, bachinima layimbu, bachinima taba layimbu ni labiboli. Kahigimiya wuhi yi labisibu maa. Sayisigu, kolibu, buku, zilisigu, koŋpu, dabisa, waazu, nyaandola, shikuru, peensili, dabba, sochira, payaba, sagani, noloŋu

#### Hint



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

## Section 3 Review

This section has discussed some aspects of the grammar of the language. These aspects are affixes, conjunction and word formation processes in the language. Learners were introduced to the meaning, types and importance of affixes, conjunction and word formation processes. It is expected that, knowledge in affixes for instance, will help learners to create new and correct verb tenses and be able to change the word class of a word. Also, it will help learners to identify words, their meaning and grammatical functions. Knowledge of conjunctions in language will also help learners to connect several words, ideas and concepts together. This will offer learners the opportunity to build complex word structures and sentences that convey interesting messages. Again, it is expected that knowledge in word formation processes will increase learners' ability to acquire skills to decode and encode new words and also create new words for the naming needs of concepts. It is expected that teaching is differentiated for each learner to efficiently acquire knowledge in these essential language areas.



## APPENDIX E: MID SEMESTER EXAMINATION

### Nature of the Paper

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

### Resources Needed

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

### Guidelines for Setting Test Items

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

### Bɔhisi Shɛhira

#### Yayili A: Pari Pii

1. Din do gbunni ƚɔ dini n-lee pa Dagbani bachijilli biɛhigu?
  - A. KV
  - B. KVK
  - C. VKK
  - D. V

#### Yayili B: Lahibali

1. Kahigimi yel' shɛɲa ƚan do gbunni ƚɔ ka ti di shɛhira diba ayiyi.
  - a. Bachijilli
  - b. yee

## Pɔri Tibu Soli

### Yayili A: Pari pii

1. Din do gbunni ɲɔ dini n-lee pa Dagbani bachijilli bieɲigu?

#### C. VKK – pɔri 1

### Yayili B: Lahibali

a. Bachijilli nyela yeltɔya yayili din mali vaawuli, din ni tooi be bee n-nye bachi. Konsɔnanti nyekpurili din nye bachi gba nyela din ni tooi nye bachijilli. Di kpa talahi ni bachijila mali **vaawuli kumsi yini** ka ni tooi bee ka ku tooi mali konsɔnanti di tooni, nyaɲa, bee tooni mini nyaɲa zaa.

i. Timi pɔri anu (5) so yi kahigi yela 5 din dalim kahigibu ɲɔ ni.

ii. Timi pɔri anahi (4) so yi kahigi yela 4.

iii. Timi pɔri ata(3) so yi kahigi yela 3.

iv. Timi pɔri ayi (2) so yi kahigi yela 2.

v. Timi pɔ' yini (1) so yi kahigi yeli 1.

b. Yee: Yee nyela kukɔli duhibu bee lubu bachijilli, bachinima bee yeltɔyili zaa puuni. Yee zuliya nyela zuliya sheli bachinima gbunni waliginsim ni doli yee.

i. Timi pɔri anu (5) so yi kahigi yela 5 din dalim kahigibu ɲɔ ni.

ii. Timi pɔri anahi (4) so yi kahigi yela 4.

iii. Timi pɔri ata(3) so yi kahigi yela 3.

iv. Timi pɔri ayi (2) so yi kahigi yela 2.

v. Timi pɔ' yini (1) so yi kahigi yeli 1.

## ADAKA DIN WUHIRI BɔHISI NI YɛN BɔHI SHɛM

| Dakulo | Yeltɔyikpani                                   | Bɔhisi balibu | DoK pɔri |   |   |   | Di ni yiɲisi shɛm |
|--------|------------------------------------------------|---------------|----------|---|---|---|-------------------|
|        |                                                |               | 1        | 2 | 3 | 4 |                   |
| 1      | Bachijilli                                     | Pari pii      | 3        | 2 | - | - | 5                 |
|        |                                                | Lahibali      | -        | 1 | - | - | 1                 |
| 2      | Yee                                            | Pari pii      | 4        | 1 | - | - | 5                 |
|        |                                                | Lahibali      | -        | 1 | - | - | 1                 |
| 3      | Yeltɔyikpana lahibali ni                       | Pari pii      | 2        | 2 | - | - | 4                 |
|        |                                                | Lahibali      | -        | 1 | - | - | 1                 |
| 4      | 1. Karindi din ziligi<br>2. Karimbu din yɛligi | Pari pii      | 1        | 2 | - | - | 3                 |

| Dakulo | Yeltəyikpani | Bəhisi balibu     | DoK pəri |    |   |   | Di ni yığisi shəm |
|--------|--------------|-------------------|----------|----|---|---|-------------------|
|        |              |                   | 1        | 2  | 3 | 4 |                   |
|        |              | Lahibali          | -        | -  | - | - | -                 |
| 5      | Biəlimpahira | Pari pii          | 1        | 2  | - | - | 3                 |
|        |              | Lahibali          | -        | 1  | - | - | 1                 |
|        |              | Di ni yığisi shəm | 11       | 13 | - | - | 24                |

## YAYILI 4: YELTɔɣINMASɔɔU/YELTɔɣINMAA BIɛHIGU NI SUBBU BIBAHIRA

### BAŋSIM: ZULIYA YELTɔɔA MINI DI TUMA

Baŋsim Yayili: Zuliya yeltɔɔa sabbu zalisi

#### Bɔhimbu Haŋkaya ŋan tu Gbaabu

1. *N- zaŋ biɛlimpahira, bachituyira, yeltɔɣinmasɔri ni yeltɔɣinmahi n-nam yeltɔɔa din mali gbunni*
2. *N-zaŋ bachi pala nambu baŋsim mini sabbu bibahira baŋsim tum tuma yeltɔɣili nambu ni.*

#### Baŋsim Nianima

1. N-wuhi biɛlimpahira, bachituyira, yeltɔɣinmasɔri ni yeltɔɣinmahi maa zaŋ tum tuma baŋsim
2. N-wuhi bachi pala nambu soya mini sabbu bibahira tuma baŋsim vienyɛlinga.

#### 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 to aid learners with pronunciation problems amongst other needs and skilfully resolve errors and misconceptions.

## ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skills building, conceptual understanding and strategic reasoning of learners. Regular verbal and written feedback and facilitate ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to gauge learners' comprehension of Ghanaian language concepts. Beginning with Level 1 recall and reproduction followed by Level 2 skills building, questions progress to short essays or oral presentations to evaluate learners' ability to express concepts. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of phrases, clauses and punctuation in the language. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, portfolio building and progress over time. These strategies ensure a balanced assessment approach, fostering continuous improvement and holistic learner development. The recommended assessment mode for each week is:

Week 8: *Homework*

Week 9: *Group performance assessment*

Week 10: *Test of practical knowledge*

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

## DAKULO 8

**Bɔhimbu Sodoligu:** *N-zan yeltɔyɛŋmasɔri n-nam yeltɔɔ Ghana zuliya yeltɔɔ ni*

### YELTƆYIKPANI 1 & 2: YELTƆYIŊMASƆRI

#### Yeltɔyɛŋmasɔri kahigibu

Yeltɔyɛŋmasɔyɔ nyela bachinima din layim (bee bachi saha sheŋa) mali gbunni yini yeltɔyili puuni. Yeltɔyɛŋmasɔyɔ simdi ni di mali bachi zuɔyɔ ka mali gbunni. Bachi zuɔyɔ maa ni tooi nye bachinamdili, bachiniŋdili, bachiniŋdipahirili bee bachibuyisirili. Yeltɔyɛŋmasɔyɔ balibu baŋdimi n-doli di bachi zuɔyɔ maa. Yeltɔyɛŋmasɔri shehira n-nye: nema, doo, nambɔzobo, bia maa, ni din pahi.

#### Yeltɔyɛŋmasɔri Balibu

Ti yen bɔhimla yeltɔyɛŋmasɔri balibu diba anahi; Bachinamdili yeltɔyɛŋmasɔri, Bachiniŋdili yeltɔyɛŋmasɔri, Bachiniŋdipahirili yeltɔyɛŋmasɔri, ni Bachibuyisirili yeltɔyɛŋmasɔri. *Bachinamdili Yeltɔyɛŋmasɔyɔ*

Bachinamdili yeltɔyɛŋmasɔyɔ nyela yeltɔyɛŋmasɔyɔ din bachi zuɔyɔ nye bachinamdili bee bachizaanili. Bachinamdili yeltɔyɛŋmasɔri ni pe n-doya shɛm bela taba ni. Nyami din do gbunni ŋɔ.

- a. Bachinamdili yeltɔyɛŋmasɔyɔ ni tooi bachinamdili zay' yini bee bachizaanili zay' yini. Yeltɔyɛŋmasɔyɔ ŋɔ ni tooi mali bachi yini kɛŋko din ni tooi nye bachinamdili bee bachizaanili.

Shehira: Tamali, be

| Dagbani Bachinamdili Yeltɔyɛŋmasɔyɔ |                                  |
|-------------------------------------|----------------------------------|
| Dagbani                             | Yeltɔyɛŋmasɔyɔ ni pe n-doya shɛm |
| Tamale                              | NP - N1                          |
| Noo                                 | NP - PRO                         |

Zuɔyusaa shehira maa puuni, bachinamdili zay' yini tumdila bachinamdili yeltɔyɛŋmasɔyɔ tuma ka din kahigirili bee bachiburili kani. Bachizaanili ni tooi tum bachinamdili yeltɔyɛŋmasɔyɔ tuma.

- b. Bachinamdili yeltɔyɛŋmasɔyɔ ni tooi lan nye bachinamdili din yeligi doya. Di malila bachinamdi' kpɛni maa bachibuyisirili zay' yini bee zay' bɔbili, bee bachizaanili ka di tuma nyela di pahi n-kahigi bachinamdili maa pahi.



## Shehira:

| Dagbani Bachinamdili yeltƆyinqmasƆyu ni pe n-doya shem |                                   |
|--------------------------------------------------------|-----------------------------------|
| Dagbani                                                | YeltƆyinqmasƆyu ni pe n-doya shem |
| Neen' titali                                           | NP - N1 ADJ                       |
| Neendoo suhuyini                                       | NP - NP NP                        |
| Gomnanti tumtumdiba Anahi                              | NP - NP NP AP                     |
| Gomnanti tumtumdiba anahi maa                          | NP - NP NP AP DET                 |
| Bia maa                                                | NP - NP DET                       |
| Lala ninvuy' bieyu maa                                 | NP - NP (AP) (DET)                |
| Suyuri zila kuyu maa zuyu                              | NP - NP PP                        |
| Ti' wayinli                                            | NP - NP (AP) (DET)                |

Bachi din kahigiri bachinamdili yeltƆyinqmasƆyu: Bachinamdili yeltƆyinqmasƆri tooi mali bachi sheƆa ka di kanna bachi zuyu maa tooni bee di nyaƆa ka lala dina maa yuli n-nye bachinima din kahigira. Bachinima din kahigiri maa nyela bachinima, yeltƆyinqmasƆri, bee yeltƆyinqmahidi din mali lahabali pahiri bachi zuyu din nye bachinamdili maa. Di yi niƆ ka lala bachi maa kana ka ti bachi zuyu maa, be booni li mi bachinamdili tooni bachi din kahigira, di mi yi kana bachi zuyu maa nyaƆa, be booni li mi bachinamdili nyaƆa bachi din kahigira. Saha sheƆa bachi zuyu maa dola di bachi diba ayi sunsuuni.

## a. Tooni bachi kahigira shehira Dagbani ni.

- i. M bapira bia m-bala.

Tooni bachi kahigirili bachi zuyu

Shehira ƆƆ puuni, bachi zuyu maa nyela 'bia', ka yeltƆyinqmasƆyu din nye 'm bapira' mi nye bachi zuyu maa tooni yeltƆyinqmasƆyu din kahigira bachi zuyu maa. YeltƆyinqmasƆyu maa zaa nyela bachinamdili yeltƆyinqmasƆyu.

## b. NyaƆa bachi kahigira shehira Dagbani ni.

- i. Loori pielli maa.

bachi zuyu nyaƆa bachi kahigirili

Ti yi yuli shehira ƆƆ puuni, bachi zuyu maa nyela loori, ka pielli doli di nyaƆa na n-kahigiri li. Di ni do di nyaƆa maa zuyu ka ti booni li nyaƆa bachikahigira maa.

**Bachinamdili YeltƆyinqmasƆyu**

Di mini bachiniƆdili yeltƆyinqmasƆyu mali balibu maa zaa yoli, bachiniƆdili yeltƆyinqmasƆyu kam malila bachiniƆdili zay' yini din nye bachi zuyu maa ka

yeltƆyinqmasƆyuu maa du n-tam di zuu. Di ni tooi nye bachiniᅇdili din deer i niᅇsimdeera bee bachiniᅇdili din bi deer i niᅇsimdeera.

Shehira

- Dima
- Nyuma
- Duma

Bachiniᅇdili yeltƆyinqmasƆri ni tooi mali bachiniᅇdili maa maᅇmaᅇa nti pahi bachiniᅇda din sᅇᅇda. Bachiniᅇdili din sᅇᅇdi maa yi kani, yeltƆyili maa gbunni dii bi ne. Di shehira m-bᅇᅇᅇ; niᅇmi...yeda, zahim, yeli, tim. Yaha, Dagbani bachiniᅇdili yeltƆyinqmasƆri ni tooi mali balibu pam kamani shehira din do gbunni ᅇᅇ:

| Bachiniᅇdili YeltƆyinqmasƆyuu Biehigu |                          |
|---------------------------------------|--------------------------|
| Dagbani                               | YeltƆyinqmasƆyuu Biehigu |
| Kulimi yiᅇᅇa                          | VP - V1 NP               |
| Kulimi a ba yiᅇᅇa                     | VP - V1 NP NP            |
| ᅇinimi n zuu                          | VP - V1 PP               |
| Kpuyimi li yi kpaᅇa                   | VP - VP VP               |
| Lam ma                                | VP - VP NP               |
| Chami yomyom                          | VP - VP ADP              |
| O niᅇ yeda                            | VP - NP AUX +VP          |

### Bachiniᅇdipahirili YeltƆyinqmasƆyuu

YeltƆyinqmasƆyuu din bachi zuu nye bachiniᅇdipahirili. Bachiniᅇdipahirili yeltƆyinqmasƆri labisirila bᅇhisi kamani wula, bᅇzuu, bᅇ, ni bᅇsaha. Bachiniᅇdipahirili yeltƆyinqmasƆyuu buyisirila bachiniᅇdili, bachibuyisirili bee di bachiniᅇdipahirili kpee.

Shehira:

| Bachiniᅇdipahirili YeltƆyinqmasƆyuu Biehigu |                          |
|---------------------------------------------|--------------------------|
| Dagbani                                     | YeltƆyinqmasƆyuu Biehigu |
| Nyamnyam                                    | ADVP - ADV               |
| Yomyom yayi                                 | ADVP - ADV ADV           |
| Yomyom                                      | ADVP - ADV               |
| Nyamnyam yayi                               | ADVP - ADV ADV           |

## Bachibuyisirili yeltŏyŋmasŏyu

Yeltŏyŋmasŏyu bal' sheli din bachi zuyu nye bachibuyisirili. Di buyisirila bachinamdili bee bachizaanili. Bachibuyisira maa shehira m-bŏŋŋ; titali, sabimli, zee, pielli. Bachibuyisira din be yeltŏyili ni ni tooi zani di gama zuyu n-nye bachibuyisirili yeltŏyŋmasŏyu. Bachibuyisirili yeltŏyŋmasŏyu Dagbani ni tooi nye bachibuyisirili maa ko bee ka bachibuyisirili maa tabi bachinamdili.

Shehira:

| Bachibuyisirili Yeltŏyŋmasŏyu BiĖhigu |                       |
|---------------------------------------|-----------------------|
| Dagbani                               | Yeltŏyŋmasŏyu BiĖhigu |
| Wayŋa,                                | ADJP - ADJ            |
| Bari pam                              | ADJP > ADJ ADV        |
| Kpiŋ                                  | ADJP > ADJ            |
| Zay' palli                            | ADJP > ADJ ADV        |

## Zaashee Bachinamdili Yeltŏyŋmasŏyu

Zaashee bachinamdili yeltŏyŋmasŏyu nyela din mali zashee bachi, zashee bachi maa ni yeri binsheli yela ni bachi kahigira ŋan kam pahi.

| Zaashee bachinamdili yeltŏyŋmasŏyu Dagbani ni |                       |
|-----------------------------------------------|-----------------------|
| Dagbani                                       | Yeltŏyŋmasŏyu biĖhigu |
| Pa teebuli zuyu                               | PP - NP (N DET) PP    |
| Yili nyaŋŋa                                   | PP - NP (N DET) PP    |
| Yili tooni                                    | PP - NP (N DET) PP    |
| Kuyu luxili                                   | PP - NP ( N DET) PP   |

## Yeltŏyŋmasŏri BiĖhigu

Kamani ti ni pun bŏhim shem zuyusaa maa, yeltŏyŋmasŏyu biĖhigu dolila yeltŏyŋmasŏyu maa ni doya shem.

Bachinamdili yeltŏyŋmasŏri ni tooi nye bachinamdili zay' yini bee bachizaanili. Bachinamdili yeltŏyŋmasŏyu puuni, bachi zuyu maa nyela bachinamdili. Di ni tooi baŋ bachinamdili yeltŏyŋmasŏyu ka di nyela di yen yihila bachi sheŋa din kam pahi zaa ka che yeltŏyŋmasŏyu maa ka di mali gbunni ka bi sayim yeltŏyili maa biĖhigu.

Shehira:

N tuzodoo kuna yiŋa.

*YeltƆyili din pa zuyusaa maa ni, ‘N tuzodoo’ n-nye bachinamdili yeltƆyinmasƆyu maa. YeltƆyinmasƆyu maa mali gbunni dama bachinamdili maa ‘tuzodoo’ din nye bachi zuyu maa pahila di zuyu, amaa saha sheli bachi zuyu maa yi ti kuli yihi yeltƆyinmasƆyu maa ni, yeltƆyinmasƆyu maa lan ka gbunni.*

### **YeltƆyinmasƆri tuma**

1. Be zaŋdi yeltƆyinmasƆri n-wuhiri yel’ sheŋa.
2. Di lan nyela so’ sheli di ni doli n-tiri lahabali vienyinga alizama mini sabbu puuni.
3. Be zaŋ li namdi lahabali din mali gbunni.
4. Di tumdi tuun’ kara n-cheri ka lahabali neera.

#### **Bɔhimbu Tuma**

1. Kahigi wuhi yeltƆyinmasƆyu ni nye sheli ni di waligi di ko ka che yeltƆyili shem.
2. Sabimi kamani yeltƆyinmasƆri balibu diba ata din be a ya zuliya yeltƆya ni ka ti di zaŋ’ yini kam shehira diba atata.
3. Sabimi yeltƆya diba ayi ka wuhi yeltƆyinmasƆri din be di ni.

## **PEDAGOGICAL EXAMPLARS**

### **Problem-Based learning**

#### **1. Whole class activity**

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

#### **2. Mixed ability group activity**

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

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

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

## **ZAHIMBU GAHINDILI**

### **Zahinbu Yayili 1: Labiteei mini Labitum**

1. Buyisimi yeltƆyinmasƆri balibu din doya ŋɔ.
  - a. Bachiniŋdili yeltƆyinmasƆyu

- b. Bachinamdili yeltƆyinqmasƆyu
- c. Bachiniᅅdipahirili yeltƆyinqmasƆyu

### Zahimbu Yayili 2: Bɔhimbu gbaabu baᅅsim

1. Baᅅmi yeltƆyinqmasƆyu bal' sheᅅa ᅅan gbuna ni booibooi yeltƆya din do gbunni maa ni.
  - a. M ma Amina **chanimi.**
  - b. Ti' **titali** maa luya.
  - c. **Kuyili maa** bela yili maa nyaᅅᅅa.
  - d. O Sabi zahimbu maa.
  - e. **Shikurubihi maa** bahiya.
2. Buyisimi yeltƆyinqmasƆri din be yeltƆya din doli ᅅɔ n ani.
  - a. Adamu bɔhindila Dagbani.
  - b. Ghana bɔliᅅmeriba maa di nasara.
  - c. Noombila maa lu tia maa gbunni.
  - d. Yili maa nyaᅅᅅa mali mɔri pam.
  - e. M ma Meemuna duyirila ʒeri yili maa ni.

### Zahimbu Yayili 3: Teh' gahinda soya

1. Timi yeltƆyinqmasƆri din doli ᅅɔ na shehira diba ayiyi a ya zuliya yeltƆya ni. Kahigimi shehira yini kam biela, n-wuhiri bachi zuyu maa ni kahigiri li.
  - a. Bachinamdili yeltƆyinqmasƆyu
  - b. Bachiniᅅdili yeltƆyinqmasƆyu
  - c. Bachibuyisirili yeltƆyinqmasƆyu
  - d. Bachiniᅅdipahili yeltƆyinqmasƆyu
2. Zaᅅmi shehira sheᅅa a ni ti maa n-nam kamani yeltƆya diba ayiyi ka booibooi yeltƆyinqmasƆri maa.

#### Hint



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

## DAKULO 9

**Bɔhimbu Sodoligu:** *M-buyisi ka pu yeltɔyɛŋmahi balibu.*

### YELTƆYIKPANI 1 & 2: YELTƆYIŊMAA MINI DI BALIBU

#### Yeltɔyɛŋmaa kahigibu

Yeltɔyɛŋmaa nyela bachinima din layim m-pe taba n-nam yeltɔyili. Di malila zuɣu mini niŋsimdeera.

#### Yeltɔyɛŋmahi Balibu

Yeltɔyɛŋmahi balibu diba ayi m-beni. Ŋannima n-nye:

1. Yeltɔyɛŋmaa din ni tooi zani di gama zuɣu: di nyela bachinima din pe taba ka mali zuɣu mini bachiniŋdili. Di malila zuɣu mini bachinamdili, ka za di gama zuɣu, di malila gbunni din pali.

Shehira:

- a. Ti kana.
- b. Adam mi Tamale.
- c. Kamina!
- d. A ni kana?

Shehira sheŋa din zaa pa zuɣusaa maa tirila gbunni yinga ka di zaa zay' yini kam ni tooi zani di gama zuɣu, lala zuɣu ka di yuli booni yeltɔyɛŋmaa din za di gama maa. Lala ŋɔ zuɣu, yeltɔyɛŋmaa din za di gama zuɣu ni pu balibu buta zuɣu. Ŋannima n-nye; yeltɔyɛŋmaa din tiriti wuhira, yeltɔyɛŋmaa din bɔhiri bɔhigu ni yeltɔyɛŋmaa din wuhiri zaligu.

- a. Din tiriti wuhira: yeltɔyili din nye yelimaŋli ka be zaŋli ni be ti lahabali din mali gbunni. Be zaŋ li yeri yeligu din nye yelimaŋli bee n-ti lahabali.

Shehira

- i. Naasanjerigu bi dɔyiri noombila.
- ii. Ti ni sabi zahimbu Alizumma dali.
- iii. Tingbani zuɣulana maa gomi.

Tuuli shehira maa ni, yeltɔyili maa yerila yelimaŋli kadama, *Naasanjerigu bi dɔyiri noombila*. Din pahi ayi mini ata maa tirila lahibali wuhiri saha sheli be ni yen sabi be zahimbu maa tingbani zuɣulana ŋun go maa.

- b. Din bɔhiri bɔhigu: yeltɔyili din bɔhiri bɔhigu bee n-yeli ni di deei lahabali. Dimbɔŋɔ ni tooi nye bɔhigu din labisibu bɔri iin bee aayi, m-bɔri ni di so tɛha ni nye shem bee m-bɔri labisibu din zilima ka pa ni iin bee aayi labisibu.

Shehira:

- i. A bela Ankara?
- ii. Ya ka a lee chana?
- iii. Ŋuni n-lee nye yi karimba?

- c. Din nye zaligu: Yeltɔyili din tiri zaligu bee sayisigu. Yeltɔya din tiri zaligu bi bɔri yeltɔyili zuɣu. bachiniŋdili sheli din yeltɔyili din nye zaligu ni simdi ni di nye niŋsim din na niŋda. Di naarimi ni yekpeŋbia.

Shehira:

- i. Chama!
- ii. Kamina!
- iii. ɔinima!
- iv. bolimi ma biɛyuni!

2. Yeltɔyɪŋmaa din ku zani di gama zuɣu: Yeltɔyɪŋmaa din ku tooi zani di gama zuɣu. Saha sheli kam nayila yeltɔyɪŋmaa din za di gama zuɣu maa n-tuyi li ka di gbunni naan yi pali. Yeltɔyɪŋmaa din ku tooi zani di gama saha pam puuni malila bachituyirili n-gbundi tuyiri yeltɔyɪŋmaa din za di gama zuɣu maa.

Shehira:

- a. Ti yi chan, o ni da sheli.  
Din ku tooi zani di gama zuɣu.
- b. O yelimi ni, o ni kana.  
Din ku tooi zani gama zuɣu.
- c. Adam ni chan nimaani, o chanla puu maa ni.  
Din ku tooi zani di gama zuɣu.

Yeltɔyɪŋmaa din ku tooi zani di gama zuɣu maa nyela balibu buta, ka di doli di ni tumdi tuun' sheli: din buyisira, bachinamdili ni bachiniŋdipahirili.

1. Yeltɔyɪŋmaa din ku tooi zani di gama zuɣu ka buyisiri nyela yeltɔyɪŋma' sheli din buyisiri bee n-kahigiri bachinamdili yeltɔyili ni. Di piligirimi ni sulinsi bachizaanili (ŋun, din) bee bɔhigu bachinima (ŋuni, yapolo, dini): A relative clause is an adjectival clause that describes or defines the noun. It begins with a relative pronoun (who, whom, whose, that, and which) or a relative adverb (when, where or why). It functions as an adjective. The following sentences in Mfantse contain a relative clause:

- a. M mi do' so ŋun kana kpe maa.  
Sulinsi bachizaanili yeltɔyɪŋmaa

- b. Pay' so ɲun kɔhiri kpam maa kana.

Sulinsi bachizaanili yeltɔyinmaa

- c. Zaɲmi a ni zu buku sheli maa n-ti ma.

Sulinsi bachizaanili yeltɔyinmaa

**Baɲma:** Yeltɔyinma' sheɲa ɲan gbuna ni booibooi maa nyela sulinsi bachizaana yeltɔyinmahi ka Dagbani puuni, di yuli m-booni sulinsi bachizaana yeltɔyinmahi, dina n-che ka din gbuna ni zaa booibooi maa piligi ni 'ɲun' mini 'a' yeltɔya maa ni maa.

2. Bachinamdili yeltɔyinmaa nyela yeltɔyinmaa din ku tooi zani di gama zuɣu ka tumdi bachinamdili tuma (shehira: zuɣu, bachinamdili din deerɪ niɲsim, bachinamdili din bi deerɪ niɲsim). Bachinamdili yeltɔyinmaa ni tooi ɲmani di ɲmanila bachizaanili yeltɔyinmaa amaa ka lee waligi di tuma puuni kadama bachinamdili yeltɔyinmaa zaanila bachinamdili zaani yeltɔyili ni, amaa bachizaanili yeltɔyinmaa doonimi tabiliri bachinamdili yeltɔyinmaa maa yeltɔyili puuni. Yeltɔy' sheɲa din doli ɲɔ na malila bachinamdili yeltɔyinmahi maa di ni;

- a. Bia ɲun di tuuli zahimbu maa ni maa\_deela pini.

Bachinamdili yeltɔyinmaa

- b. Ti bo n-nya namda bihi din barigi maa.

Bachinamdili yeltɔyinmaa

3. Bachiniɲdipahirili yeltɔyinmaa nyela yeltɔyinma' sheli din tumdila bachiniɲdipahirili tuma. Ti ni tooi lan yeli ni di kahigirila bachiniɲdili, bachibuyisirili, di bachiniɲdipahirili kpee bee yeltɔyili. Yeltɔy' sheɲa ɲan doli ɲɔ na malila bachiniɲdipahirili yeltɔyinmahi:

- a. O teela saha sheli o ni daa yi tumaduu maa ni.

Bachiniɲdipahirili yeltɔyinmaa

- b. Ti yi di n-naai, n ni chan.

Bachiniɲdipahirili yeltɔyinmaa

Shehira sheɲa ɲan gbuna ni booibooi zuyusaa maa zaa nyela bachiniɲdipahirili yeltɔyinmahi.

#### Bɔhimbu Tuma

1. Kahigimi wuhi yeltɔyinmaa ni nye sheli.
2. Sabimi yeltɔyinmahi balibu maa sɔɲ ka buyisi ɲa biela.
3. Timi a ni sabi bal' sheɲa maa shehira diba ayiyi.



## PEDAGOGICAL EXEMPLARS

### 1. Problem -Based Learning

#### 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

## ZAHIMBU GAHINDILI

### Zahinbu Yayili 1: Labiteei mini Labitum

1. Zangmi a manmana bachinima n-kahigi yeltɔyinmaa ni nye sheli.
2. Buyisimi yeltɔyinmaa balibu diba ayi maa ni di ni waligi ka che taba shem.
3. Tim yeltɔyinmaa balibu maa zay' yini kam shehira diba atata.

### Zahimbu Yayili 2: Bɔhimbu gbaabu ban̄sim

1. Boomi yeltɔyinmaa din ku tooi zani di gama zuɣu gbunni yeltɔya din doli ɲɔ na puuni.
  - a. O kɔhirila nimdi din duy.
  - b. M mi Naawuni so n ni niɲ naani maa.
  - c. Noombila yi bi yiɣi, o doonimi ni kum.
  - d. Kɔhimma yi yen chaɲ vienyelinga, di dolila binyera ni chani shem asiba.
  - e. Karimba so n ni yuri pam maa kann.
2. Pumi yeltɔya ɲɔ doli yeltɔyinmaa din ni tooi zani di gama zuɣu mini yeltɔyinmaa din ku tooi zani di gama zuɣu.
  - a. A kana?
  - b. Saha maa bi yayi?
  - c. A mi o.
  - d. O bela kpe.

- e. Kamina
- f. Saa yi ti mira...
- g. Sabimi li sɔŋ.
- h. Shikuru chandi nyayisim.
- i. O yi kana...
- j. Bolimi o n-ti ma.

### Zahimbu Yayili 3: Teh' gahinda soya

1. Zaŋmi yeltɔyili n-labisi bier' sheŋa din do gbunni ŋɔ zaɣ' yini kam. Sabimi yeltɔyima bal' sheli a ni zaŋ tum tuma maa ka wuhi daliri sheli din che ka a niŋ lala.

Shehira: Di muɣisila paya maa o bia maa ni chani yomyom maa: *BAligima!* (yeltɔyima din ku tooi zani di gama, sulinsi bachizaanili yeltɔyima – paya maa simdi ni o ti bia maa lahibali din ne yomyom n-gu ka che sarati.)

- a. Karimba bɔrimi ni karimbihi fo ka wumda vuri yi yɔri karinduu puuni.
- b. Bindara bɔhila bini daa ni nye shem feera maa ni.
- c. Polinga yeli a mi ni buyisi a ni daa niŋdi binsheli Asibiri dali la.
- d. A piligirila salinli.

#### 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

## DAKULO 10

**Bɔhimbu Sodolisi:** *N-kahigi sabbu bibahira (shehira: zanibubia, vuhimbia, kolɔn, kolɔn pirigili, ni din pahi) mini Dalima ka zaŋ ɲa tum tuma vienyeŋinga yeltɔyili puuni*

### YELTƆYIKPANI 1 & 2: SABBU BIBAHIRA

#### Sabbu bibahira kahigibu

Sabbu bibahira nyela “ɲmahima bee dalin’ sheɲa be ni mali tumdi tuma sabbu puuni ni di pirigi yeltɔya, yeltɔyɲmahɪ ni yeltɔyɲmasɔri ni di che ka di gbunni yi palo.

Sabbu bibahira balibu mini di tuma.

#### Zanibubia (.)

Zanibubia tuma.

1. Zanibubia zaɲdimi naari yeltɔyili.

Shehira:

- a. N dila sakɔro.
- b. Amina gbihirimi.

2. Di mali li mi waligiri yeltɔya.

Shehira:

- a. N chaɲla daa. N chaɲmi ni n ti da nema.
- b. N chaɲla shikuru. M bi su kom.

3. Di mali li naari yeltɔy’ sheli so ni yeli.

Shehira:

- a. Adam yeliya, “N yuri karimbu pam”.
- b. Suhuyini yeliya, “Naawuni sani di nanda”.

#### Vuhimbia (,)

Vihimbibihi tuma

1. Be zaɲdi vuhimbia waligiri bachinima taba binyera kalibu ni; di yi nyela yeltɔyɲmahɪ, bachinima bee yeltɔyɲmasɔri.

Shehira

- a. N chaɲla daa nti da naanzua, yalim, sua ni leemu.
- b. Adam malila ya, loori ni palo.

2. Be mali li waligiri dabisa, fɔndi ni tinsi.

Shehira: Be daa dɔyi ma la Tamale July 15, 1896.

**Kolɔn (:)**

Kolɔn tuma: Be malila kolɔn m-piini binyera kalibu, shehira bee yeltɔykahigira.

1. Bindir' sheli n ni yuri pam n-nye: sakɔro mini abe ʒeri.
2. Buku sheɲa n ni mali n-nye: Chentiwuni, Juɣu kpe daa ni A ni biri sheli ka a yɛn che.

**Kolɔn pirigili (;)**

Kolɔn pirigili tuma

1. Be zaɲdi kolɔn pirigili m-pirigiri yeltɔyɲmahɪ ayi din za di gama zuɣu.  
Shehira:
  - a. N karim bukunima pam; Naa Luro mini o Bihi ka n suhu gbaai pam.
  - b. N kulila yiɲa; n kulimi ni nti di.
2. Di malimi pirigi binyera kalibu ni.  
Shehira: N chaɲla nti da tiwala kamani; kɔdu, leemu, paya.

**Ŋmaabahibia (')**

Ŋmaabahibia zaɲmi wuhi bachi yay' sheli ni ŋmaai bahi shem.

Shehira

1. Da' jia
2. Pay' vielli
3. Do' biɛɣu

**Soyeligubihi (" ")**

Soyeligubihi tuma:

1. Be zaɲdi soyeligubihi n-wuhiri so nolini yeltɔɣa.
  - a. Abu yeliya, "Naawuni saha n-viɛla".
  - b. Nasara yeli ma, "N ni chaɲ".
2. Be ni tooi lan zaɲ li wuhi tuun' ŋmahɪ yuya bee tuun' wayila yay' sheɲa.  
Shehira: "Zaɲmi yelli kam jeli Naawuni"
3. Be zaɲdi li waligiri yeltɔɣa din tɔyisi sabbu puuni.  
Shehira: Wumpini yelimi ni "Zom Naawuni".

**Haaifin (-)**

Haaifin tuma: Haaifin wuhirila binyera ayi wayilim.

Shehira:

1. Dakulo-goli
2. Atani-Alizumma

### Perentesinima ( )

Perentesinima tuma: Be mali perentesinima n-goore lahabal' sheli din pahi.

Shehira: Amina dala tiwala (leemu, kodu ni alaafee).

Be lan zaŋ li wuhiri bachi bee yeltŏyiŋma' sheli be ni zaŋ pahi sabbu ni ni di soŋ kahigi sabbu maa bee ni di gbunni yi palo.

### Daashi (-)

Di ni tooi zani vuhimbia bee kolon zaani

Shehira: O yelila o mabia maa ni suhuyiyisili – Aayi!

### Slaashi (/)

Di wuhirila bachi diba ayi din kpini taba ka lee tuhiri taba.

Shehira: Tuzodoo/tuzopaya, yurilim/jelinsi, ma/ba

### Yekpeŋbia (!)

Yekpeŋbia tuma:

Di mali li naarila yeltŏy' sheli din nye yekpeeni bee tahigu ni di wuhi yeli ni niŋ so nyayim shem be di ni bi niŋ o nyayisim shem.

Shehira

1. Kamina!
2. Yemi li!
3. Cham kuli yiŋa!

### Bŏhigubia (?)

Bŏhigubia tuma: Be mali li mi naari yeltŏyili din nye bŏhigu.

Shehira

1. Ŋuni n-lee kana kpe?
2. A di bindirigu?
3. A nya Abu ni kani kpe na?

### Elipisisi (...)

Elipisisi tuma

1. Be tooi zaŋdi elipisi n-kpahiri yayiri yeltŏyili bee yeltŏyiŋmaa n-kperi sheli ni ka di nyela be yen kpahimi yayi bachi sheŋa din bi kpa talahi.

Shehira:

O pilimi n-kaana: “Yini, ayi, ata, ...” “Di daa bi tooi biela ka o lu tiŋa”.

2. Be lan mali li tumdi tuma be yi yen yaai so yeltŏya ka be che bachi sheŋa din bi kpa talahi m-bahi.

Shehira

Nindoo yelimi ni “N daa zahinla zinli...” O che li o ni nya Neena.

**Bɔhimbu Tuma**

1. Kahigimi sabbu bibahira diba ata tuma.
2. Zaŋmi sabbu bibahira diba ata sheŋa a ni pii zuɣusaa maa n-tum tuma vienyelinga yeltɔya ni.

**PEDAGOGICAL EXEMPLARS****1. Problem-Based-Learning: 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).

**2. Group Work/Collaborative Learning**

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

**3. Talk for Learning Approaches**

**Whole class activity:**

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

**ZAHIMBU GAHINDILI****Zahimbu Yayili 1: Labiteei mini Labitum**

1. Kahigi wuhi 'sabbu bibahira' ni nye sheli.
2. Wuhimi daliri suma diba ata din che ka zuliya yeltɔya sabbu mali sabbu bibahira tumdi tuma.

**Zahimbu Yayili 2: Bɔhimbu gbaabu baŋsim**

Piimi sabbu bibahira balibu diba anu, kahigimi ŋa wuhi ka zaŋ ŋa tum tuma yeltɔya ni.

**Zahimbu Yayili 3: Teh' gahinda soya**

Bahimi lahabali din doli ŋɔ ka di gbunni yi palo, ka a sabi lahabal' ŋmaa n-kahigiri a ni pii sheŋa maa.

*Esikimɔsi nima wuhiya, ni luy' yindi kɔŋko ka buyim daa be dunia zaa*

*Ninvuy' so ŋun daa su buyim maa niŋkur; so Doo maa malila bidibiga.*

*Di daa yi nyela wuntaŋni bee yuŋ niŋkurigu maa mini o dapala maa daa yi kuli vubirimi ka yuuni buyim maa dama, be yi bi vubi buyim maa ka buyim yi kpi, buyim ku lan beni dunia zaa.*

*Sokam zaa yurila buyim amaa Esikimo pielli m-beni n-je buyim yelli zaa.*

*o ni yuri binsheli pam nyela kokpula, ka o ni bɔri shem nyela kokpula maa deemi dunia zaa ka sokam zaa kpi ka che o ka deei dunia zaa su.*

*Dahinsheli ka dɔro daa gbaai ninjurigu maa.*

*lala zuyu, o daa naan ku tooi lan vubi buyim maa yaha.*

*bia maa yi be buyim maa gbini vubira o gbihirimi ka o yi ti yirigi neei o gom maa ni ka o vubiri buyim maa.*

*Dahinsheli bidibibila maa daa yirigi neei o gom maa ni ka buyim maa kpimi*

*Ka o daa kum ka yeli ni oo, Buyim maa kpiya daadama zaa ni kpi ni wari*

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



## YAYILI 5: LAHABAYA NAMBU MINI YELTƆYA LEBIGIBU

### BAŊSIM: ZULIYA YELTƆYA MINI ŊA TUMA

Baŋsim yayili

1. Lahibali Nambu
2. YeltƆya mini Lahibali lebigibu

#### Bɔhimbu haŋkaya ŋan tu gbaabu

1. *N-sabi nangbankpeeni, lahibaya mini lahibalichuri ka di doli soli.*
2. *N-sabi tuma mini zosimli gbana ka di doli soli.*
3. *N-zaŋ yelikpana din be lahibali ka di sɔŋ a ka a lebigi lahibali din yi zuliya bal' sheli ni n-niŋ bal' sheli dabam ni.*

#### Baŋsim nianima

1. N-wuhi baŋsim mini gbaabu zaŋ kpa nangbankpeeni, lahibaya mini lahibalichuri sabbu polo.
2. N-wuhi baŋsim mini gbaabu zaŋ kpa gbana sabbu polo.
3. N-zaŋ yelikpana din be lahibali ka di sɔŋ a ka a lebigi lahibali din yi zuliya bal' sheli ni n-niŋ bal' sheli dabam ni.

#### 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 weeks 1 to 12.*

## 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

The assessment strategy for this section ensures a balance evaluation of strategic reasoning, and extended critical thinking abilities of learners. Teachers are encouraged to document achievement results for future reference. The assessment strategies employed begin with level 2 skills building followed by level 3 strategic thinking skills. Questions progress to essays or oral presentations, evaluating students' ability to write an argumentative essay, speech and article on a given topic. Furthermore, learners will be assessed on their ability to translate text from a source to target language. Teachers should use a variety of formative and summative assessment strategies to gather information about the learner's performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

## DAKULO 11

### Bɔhimbu sodolisi

1. *N-nam nangbankpeeni lahibali*
2. *N-nam lahibaya balibu (Lahibaya mini Lahibalichuri)*

### YELTƳYIKPANI 1 & 2: LAHIBALI NAMBU

#### Lahibali nambu ni jendi sheli

Lahibali nambu jendila sasabira ni pieri sabbu shem. Lahibali nambu yaya diba anahi din be saha ɗo n-nyɛ lahibali din buyisira, din wuhiri bini ni niɗ shem, din kahigira ni nangbankpeeni ɗmɛbu lahibali. Sabbu din vieli ni tooi mali lahibali nambu yay' bɔbigu di puuni.

#### Lahibaya Balibu

Lahibaya balibu din beni n-nyɛ:

1. **Lahibali din buyisira:** lahibali ɗo bɔhirila bihi ni be buyisi bini -daadam, luy' sheli, bini biɛhigu ni din kam pahi.
2. **Lahibali din wuhiri bini ni niɗ shem:** dimbɔɗo nyela lahibali din yina sasabira milinsi zaɗ kpa bini ni niɗ shem polo. Yelibɔr' sheɗa ɗan be salima ni nyela di mali sheli n-voori karimbihi haɗkali.
3. **Lahibali din kahigira:** lahibali ɗo bɔrimi ni karimbia vihi teha, n-zahim daliri, n-yeli teha zaɗ kpa bini polo, ka tahi o teha bee haɗkali ni nyɛ sheli zaɗ kpa bini polo ka di ne ka maali haɗkali.
4. **Lahibali din ɗmeri nangbankpeeni:** lahibali ɗo taba jendila niri niɗ vihigu viɛnyela ka di sɔɗ o ka o sayi n-ti yeltɔyikpani bee n-zayisi li ni di ni kpini di taba shem.

Nangbankpeeni lahibaya yeltɔyikpana sheɗa m-bɔɗo.

- Wuhimi niriba ayi ɗo sunsuuni ɗun maali anfaani n-gari o kpee. Karimba mini Ɗoyite.
- Pukpara mini Ɗoyite sunsuuni ɗuni n-lee maali anfaani n-ti daadamanima?
- Piimi n-gberi shikuru ni mini m-be yiɗ ka chana puuni din simdi ka wuhi a daliri ni nyɛ sheli.
- Dimbɔɗo puuni dini ka a leei bɔra? Shikuru sheli din nyɛ payiba bee dabba ko dini bee payiba mini dabba ni layim m-be shikuru sheli.

#### Nangbankpeeni lahibali biɛhigu

##### *Piligu*

Di piligu: pilimi ni bɔhigu, laasabu, bee yeltɔyili din ni vooi niriba haɗkali.

Che ka ban yen karim lahibali ban di ni jendi sheli.

Timi lahibali nmaa din wuhiri a yeltɔya maa yeltɔyikpani ni nye sheli.

### *Satarili din jendi lahibali manmanja*

Wuhimi yeltɔyikpani maa, ka ti nangbankpeeni maa yelikpani ni nye sheli ka kahigi li n-kpani a lahibali maa.

Timi yeltɔyili din yen zi a n-kpe satarili din paya ni.

Wuhimi yeltɔyikpani din pahi ayi ka zan shehira din simdi n-kahigi na.

Timi yeltɔyili din yen zi a n-kpe satarili din paya ni.

Timi yeltɔyikpani din jendi a nagbankpeen' nmeri kpee maa teha.

Zanmi shehira n-wuhi ni o yeltɔya maa ni tooi nye yelimanli yay' sheli.

Zayisimi a nagbankpeen' nmeri kpee maa ka tahi a naabu lahibali na.

### *Naabu*

Kolivaai lahibali kpana maa.

Labi n-yeli a ni sayi n-ti yay' sheli.

Timi a naabu yeltɔyili.

### **Bɔhimbu Tuma**

1. Kahigimi nangbankpeeni lahibali ni nye sheli ka wuhi bihigu ni nye sheli.
2. Piimi yeli sheli din mali nangbankpeeni salo sunsuuni zan kpa shikuru mini tingbani lebiginsim polo a manmanja ka sabi nangbankpeeni lahibali n-sayi bee n-zayisi li.

## **PEDAGOGICAL EXEMPLARS**

### **1. Problem Based Learning:** Whole class discussion

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

### **2. Collaborative Learning**

**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.

## ZAHIMBU GAHINDILI

### Yayili 3 zahimbu: Teha gahinda

Zanmi nangbankpeeni lahibali yelibɔra ka di sɔŋ a ka nam lahibali zaŋ kpa yelikpana ŋɔ polo: Zahimbu nyela din simdi zaŋ n-ti shikurubihi bɔhimbu? Yibilisi tibbu nyela sokam ni tooi nyari sheli biɛhigu puuni? Pukparilim nyela tuun' sheli din ni tooi gu ka tayi kum dunia yaaŋa zuɣu?

### Yayili 4 zahimbu: Teha zilinli

1. Nammi nangbankpeeni n-zayisi yeligu din wuhiri ni 'Shikuriti tu ka di kpaŋsi STEM baŋsim bɔhimbu n-gari baŋsim yaya din pahi'. Kahigimi n-wuhi shahira sheŋa mini haŋkali sheli a ni yen zaŋ n-tum tuma maa.
2. Nammi nangbankpeeni lahibali n-sayi ti ni 'pukparilim nyela din ni tooi sɔŋ n-gu ka tayi kum dunia yaaŋa zuɣu'. Kahigimi n-wuhi shahira sheŋa mini haŋkali sheli a ni yen zaŋ n-tum tuma maa.

**Bɔhimbu Sodoligu:** *Nammi lahibali bali sheli (Lahibali lahibalichuyu)*

## YELTŌYIKPANI 3 & 4: LAHIBALI MINI LAHIBALICHURI SABBU

### Lahibali mini Lahibalichuri kahigibu

**Lahibali:** Lahibali sabbu nyela nira sabi o teha bee lahibali ni sabbu bibahira din doli soli n-ti n̄un yen karim. Lahibali sabbu pala din waligi pam ka che lahibali din kahigira.

**Lahibalichuyu:** Di nyela sabbu din sabiri n-tiri salo ka lahibalichuri ya sɔ̄ndi di wuligibu. Lahibalichuri sabbu ni, lahibalichuri ya maa nyela ya shana n̄an sɔ̄ndi lahibaya wuligibu.

### Lahibali sabbu sodoligu

A yi ban̄ a wumdiba n-naai, ka piigi a sabbu yeltŏyikpani, ka bo a sabbu yelibɔra ka buyisi a ni yen sabi li shem n-sɔ̄n naai, saha pa paami ni a sabi lahibali maa. Lahibali maa tumi ni di mali yaya diba Anahi n̄an doya n̄ɔ;

1. **Puhigu:** Din tu ni a n̄iɲ piligu nyela a puhi a wumdiba ka zaɲ a maɲa n-wuhi ba. N̄iɲmi ba maraaba gahindili.
2. **Piligu:** Zaɲmi a yeltŏyikpani maa n-wuhi a wumdiba maa.
3. **Lahibali maa Maɲmaɲa:** Di tu ni a mi a yeltŏyikpani maa yayili kam zaasa din tu ni a yeli zaɲ kpa di polo.
4. **Naabu:** Kpaɲmi a maɲa ka a naai ni yeltŏy' sheli din yen che ka a wumdiba maa tehiri di zuyu.

### Ŋmahinli

*N karimbanima mini n zonima, m puhiri yi zaa dasiba! Zun̄ɔ nyela “Andunia Daalaafee Dabisili Chuyu”, Ka mani Yabidoo Andani yen di alizama zaɲ jendi anfaani sheɲa n̄an be daadam yi biiri/damdi o nii waawaayili. Di tu ni daadama biiri be nii din ni che ka be mali alaafee. Ti saha n̄ɔ bish' pali sheɲa ti ni be maa pa nyela din che ka ti ningbuna maligi ka di mi pala din viɛla n-ti ti daalaafee. Ningbuna biibu tuma pala din tu ni di maa yaa pam pɔi ka naanyi ni tooi kpaɲsi a daalaafee. A ni tooi nya a ni bɔri sheli a yi zaɲ ningbuna biibu tuma m-pahi a dabisili puuni. Niriba pam yerimi ni di piligu maa n-nye din to pam. Dinzuɲu m mabihi, pilimiya zun̄a ka di che ka vunyayili nyan̄ ya.*

### Be ni Sabiri Lahibalichuyu Shem

1. Piimi a yelikpani. Yelikpani zaɲ' yini ko nyela a ni yen tooi yuli sheli lahibalichu' yini ni.
2. Tehimi a wumdiba yela. Bɔh' bɔnima ka be leei bɔhiri zaɲ kpa yeltŏyikpani n̄ɔ polo?
3. Layimmi a yeligbahira ni nye sheɲa.
4. Sabimi a sodoligu n-sɔ̄n.
5. Sabibi a lahibalichuyu maa.

## 6. Labi vihi ka malimali li.

### Lahibalichuyu Ƴmahinli

#### Ma Zilinli/zuliya Daanfaani zaƳ n-ti Bɔhimbu

*Ƴi ni tooi nya ka Ƴi tayiri zuliya bala biɛyukulo Ƴi biɛhigu puuni, Ƴi mini daƳ puuninima ni Ƴi zosimli Ƴi diri alizama ni Ƴi be Ƴi kariƳduripuuni. Amaa, a na mi n-tehi zaƳ kpa a ma zilinli/zuliya balli daanfaani zaƳ n-ti a shikuru baƳsim bɔbu?*

*Vihigu wuhiya ni karimbihi ban mi be ma/zuliya balli nyela ban kpaƳdi be maƳa pam be karimbaƳsim bɔmma ni, balle di Ƴi ti nye karimbu mini sabbu baƳsim yayili. DimbɔƳɔ bi Ƴi sheli m-pahila bia ma balli/zuliya nyela din nye tanzaa zaƳ n-ti zuliya bala bɔhimbu ka che ka bal' sheƳa bɔhimbu be asama zaƳ n-ti karimbihi.'*

*Ƴaha, nira ma balli nyela din sɔƳdi ka kpaƳsiri kaya ni taada gbaabu ni nira ni nye so baƳbu. Zuliya yeltɔya mini kaya ni taada nyela Ƴmani ni di bɔyili, ka nira Ƴi tooi yeri o balli vienyela nyela din sɔƳdi ka karimbihi baƳdi be pilli ka mali nintiyili ni be kaya ni taada."*

*Vihigu lahi wuhi ni karimbihi ban yeri be balli lahi nyela ban mali haƳkali zilima, teeli, ni tehi zilima Ƴan ni sɔƳ ka tuma tum. DimbɔƳɔ bi Ƴi sheli m-pahila nira balli n-nye din pun be karimbia zuyu ni, ka di tiri o soli ka o tooi diri alizama ka lahi gbaari lahibali vienyela.'*

*Pɔi ka n naai, ma balli zaƳ n-tum tuma nyela din sɔƳdi bia karim baƳsim, ka che ka o mi o kali ka lahi tiri o haƳkali zilinli. Nyini Ƴun nye hai shikuru karimbia, di simdi ka a maali n-gbaai a balli vienyela, hali a Ƴi bɔhindi bal' sheƳa m-pahira a karim baƳsim bɔbu soli zuyu. '*

#### **Bɔhimbu Tuma**

1. Kahigimi lahibali sabbu ni nye sheli
2. Kahigimi lahibalichuyu sabbu ni nye sheli
3. Zamzam lahibali mini lahibalichuyu nahingbana ni nye sheƳa

## **PEDAGOGICAL EXEMPLARS**

### 1. Problem Based Learning

Whole class discussion

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

### 2. Group Work/Collaborative Learning

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

### 3. Whole class activity: Each group makes a presentation for class discussion.

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

## **ZAHIMBU GAHINDILI**

### **Yayili 2 baɗsim din dalim teha gbaabu**

Zamzam lahibali mini lahibalichuyu nahingbana ni nye sheɗa

### **Yayili 4 Zahimbu: Teha zilinli**

Sabimi lahibali bee lahibalichuyu din nye satara diba ata n-jendi tingbani namtieri go n-kaai daanfaani zaɗ n-ti ti zileli.



## DAKULO 12

### Bɔhimbu sodolisi

1. *N-sabi zosimli gbaŋ*
2. *N-sabi tuma gbaŋ*

### YELTƆYIKPANA 1: TUMA GBAŋ SABBU NI DI NAHINGBANA

#### Tuma Gbaŋ

Tuma gbaŋ nyela din sabiri n-tiri tuma duzuɣiri ka mali di sodolisi din gahim. Di nyela din doli so gahinda ka di bachinima gahim ka zaŋdi jilima n-tiri tuma duri maa nima.

Tuma gbaŋ ni tooi zaŋ n-tum tuma yaya bɔbigu din bɔri ni nira di alizama ninvuy' gahinda bee tuma kpamba.

#### Soya din tu ni nira doli n-sabi tuma gbana

1. Pilimi ni puhigu din gahim kamani “N dana”, bee “Di ni kpa talahi n-ti so”.
2. Zaŋmi zilimballi ka miri ka a zaŋdi suhu yiyisili n-sabira.
3. Doli tuma gbana sabbu soya, kamani gbaŋ maa zuɣu ni a biɛhigu shee, dabisili ni gbaŋ maa ni chani so sani maa biɛhigu shee.
4. Zaŋmi jilima yeltɔya, bachinima pebu din gahim ni sabbu bibahira n-tum tuma.
5. Be ti namba, nyin zaŋmi li m-pahi.
6. Naami ni yeltɔyɛnmahi kamani, “A bi yurigu”, bee “A bia”, ka che ka gɔribu lahinli mini a yuli doli.

#### Tuma Gbaŋ Nahingbana

- **Sasabiri biɛhigushee:** Nyini sasabiri maa biɛhigu shee simdi ka di be gbaŋ maa zuɣusaa nudirigu polo.
- **Dabisili:** Dimbɔŋɔ nyela dabisi' sheli a ni sabiri gbaŋ maa.
- **Gbaŋ maa ni chani so sani biɛhigushee:** Gbaŋ maa ni chani so sani maa yuli mini o biɛhigushee tu ka di bela gbaŋ maa zuɣusaa nuzaa polo.
- **Puhigu:** Di tu ka puhigu din simdi beni (N dana, N zo Asana, N dana edita)

**Yeltɔyikpani:** Yeltɔyikpani din jendi daliri sheli zuɣu a ni sabiri gbaŋ maa tu ni sabi ni bachikɔb' kara. Dimbɔŋɔ nyela bɔhigu maa kɔlivaai.

- **Piligu:** Sabimi yeltɔyili din gahim ka di bachinima pe vienyela n-wuhi daliri sheli zuɣu a ni sabiri gbaŋ maa.

- **Satara:** Yeltɔyili kam tumi ka di mali di zuyu satarili. A yi zan satara ka di nye sabbu maa sodoligu sɔɔdi gban maa ni chani so sani maa ka o gbaari gban maa nianima vienyela.

**Naabu/naabu lahibali:** Gban maa bahigu, sasabira maa tu ka o labi yeli gban maa yelikpani ni nye sheli.

### Tuma

1. Kahigi n-wuhi saha sheɲa tuma gban ni sabira.
2. Kahigimi n-wuhi tuma gban nahingbana, ka ti shehira di ni kpa luy' sheli.

## PEDAGOGICAL EXEMPLARS

### 1. Problem based learning

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.*

### 2. Group work/collaborative learning

In mixed-ability group:

- a. Write an at least three-paragraph formal letter on given topics taking into consideration the features of 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.*

## ZAHIMBU GAHINDILI

**Yayili 2 Teha zilima baɲsim mebu**

Kahigimi tuma gban nahingbana diba ata.

**Yayili 3 Zahimbu: Teha gahindili**

Sabimi gban n-ti a ya naa n yeli o tuma ata sheɲa a yanima ni bɔra.

**Yayili 4 Zahimbu: Teha zilinli**

Sabimi gban n-ti a yayili Diisi n-yeli o tayibu diba ata din niɲ a ya Yuma ɲɔ sunsuuni. Tayibu ɲɔ ni tooi nye din viela mini din bi viela.

## YELTƳYIKPANA 2: ZOSIMLI GBAŋ

### Zosimli Gbaŋ

Zosimli gbana nyela gban' sheŋa ti ni sabiri n-tiri ti zonima bee ti dɔyiriba ni be baŋ ti ni be hali sheŋa puuni ka lahi wum be gba damli. Ti sabirila lala gbana ŋɔ n-tiri ti zonima, dɔyiriba ni simnima bee ti mini ninvuy' sheba ban be.

### Soya din tu ni nira doli n-sabi zosimli gbana

1. Nyini sasabiri maa bieɲigu shee simdi ka di be gbaŋ maa zuyusaa nudirigu polo.
2. Zaŋmi dabisili sheli a ni sabiri gbaŋ maa m-pahi nudirigu polo maa.
3. Pilimi ni zosimli puhigu, kamani "N zo Yakubu", ka che ka vuhimbia doli li.
4. Sabimi a lahibali tuuli n-wuhi daliri sheli zuyu a ni sabiri gbaŋ maa.
5. Zaŋmi gbaŋ maa maŋmaŋa satara m-pahi.
6. Sabimi a naabu lahibali ka zaŋ a naabu puhigu m-pahi, kamani (a zosumo, a zo etc)

### Zosimli Gbana Nahingbana

- **Sasabiri bieɲigushee:** Nyini sasabiri maa bieɲigu shee simdi ka di be gbaŋ maa zuyusaa nudirigu polo. Dina n-nye gbaŋ maa piligu. Di simdi ka a sabi a bieɲigushee ni nye sheli zaa.
- **Dabisili:** Dabisi' sheli a ni sabiri gbaŋ maa simdi ni a sabi li n-sɔŋ bieɲigushee maa gbunni.
- **Puhigu:** Puhigu kamani 'M ma yurigu' bee 'N zo Yakubu', 'N zosumo' etc.
- **Piligu:** Gbaŋ maa kukoli piinila piligu satarili maa ni. A ni tooi pili ka di nyela a yen bohila gbaŋ maa ni chani so sani maa daalaafee zuyu. A ni tooi lahi yeli ni a mali tahima ni be ni nya gbaŋ maa ni alaafee. Zosimli gbaŋ tuuli kuliga maa simdi ka di mali kore voori ŋun yen karim li maa haŋkali.
- **Gbaŋ maa maŋmaŋa:** Di ka gbaŋ maa kukoli bala gbaŋ maa ni zaa. Amaa a ni tooi yuli a ni sabiri gbaŋ maa n-tiri so maa ka tayi a yeltɔyɲmasɔri ni pe taba shem gbaŋ maa puuni. A ni tooi piigi bachinima maa a ni bɔri shem di yi nyela a zo ka a sabiri gbaŋ maa n-tira. Di mi yi nyela a sabirila gbaŋ maa n-tiri a dɔyira ŋun nye ninkurigu, di tu ni jilima be a yeltɔya maa ni.
- **Naabu:** Kolivaai a gbaŋ maa sabbu daliri bahigu satarili maa ni. Timi ŋun yen karim li maa chabisiri suŋ. Miri ka a tam ni a yeli ŋun yen karim gbaŋ maa ni o sabimi n-labisi a na o yi karim a gbaŋ maa n-naai. Lala maa kpaŋsirila yi daalizama maa tuyibu.
- **Bahigu:** A ni tooi li a ni bɔri shem dama di dolila a ni sabiri n-tiri so maa. Yeltɔyɲmasɔri ŋan doya ŋɔ sheŋa n-nye niriba pam ni tooi mali sheli n-tumdi tuma:
  - o N yura pam
  - o Taali

- o Naawuni ni ti saha
- o M puhiya

### Bahimbu Tuma

1. Kahigi n-wuhi saha sheja zosimli gban ni sabira.
2. Kahigimi n-wuhi zosimli gban nahingbana, ka ti shehira di ni kpa luy' sheli.

## PEDAGOGICAL EXEMPLARS

### 1. Problem Based Learning

#### 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.

### 2. Group Work/Collaborative Learning

#### Mixed-ability groups

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

### 3. Whole class activity

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

## ZAHIMBU GAHINDILI

### Yayili 2 Zahimbu: Teha zilima banjim mebu

Kahigimi n-wuhi zosimli gban nahingbana diba ata.

### Yayili 3 Zahimbu: Teha gahindili

Zaŋmi yeltŶyikpani din do gbunni ɲɔ n-sabi zosimli gbaɲ.

“Sabimi gbaɲ n-ti a zo m-booni o ni o kana a dŶyim dabisili chuyu ni.”

### Yayili 4 Zahimbu: Teha zilinli

Sabimi zosimli gbaɲ n-jendi ‘a zo ni daa bɔli a o dŶyim dabisili chuyu ni shem’. Gbaɲ maa sabbu nyaɲa, ka sabi lahibali ɲmaa n-tabili li n-wuhi daliri sheli din che ka a ɲme a bachinima a ni ɲme li shem gbaɲ maa ni maa, ka wuhi di ni sɔɲ m-pali a nianima shem gbaɲ maa ni.

#### 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 weeks 1 to 12.*

## DAKULO 13

**Bɔhimbu Sodoligu:** *N zaŋ yeltɔya lebigibu balibu ka sɔŋ a ka a lebigi yeltɔya bali sheli ni n-kpehi bali sheli ni (bachinima lebigibu, gbunni lebigibu ni din pahi)*

### YELTƆYIKPANI 1 & 2: YELTƆYA LEBIGIBU

#### Yeltɔya Lebigibu

Lahibali ƚɔ daliri nyela di che ka yi baŋ ni yeltɔya lebigibu nyela a yihi gbunni bali sheli ni n-zaŋ kpehi bali sheli ni. Zuliya sheli din pun doya ka a yen legi maa ka ti booni **di ni yi zuliya sheli ni na** ka a ni yen lebigi li n-niŋ bali sheli maa mi nye **di ni kperi bali sheli ni**.

#### A yi Yen Wuhi Yeltɔya Lebigibu

Yeltɔya lebigibu wuhibu simdi ka di pe n-doli taba n-yeligiri karimbihi baŋsim zaŋ kpa yeltɔya vihibu polo, di gbaabu, ni yeltɔya lebigibu balli ni zaŋ kpe bal' sheli ni. So' sheŋa din ni tooi sɔŋ a m-bɔŋɔ:

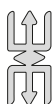
- Kahigimi yeli bihi:** kahigim n-wuhi waliginsim sheli din be lahibali din sabi doya ni mini yeltɔya din yeli noli ni lebigibu ni kaya ni taada daanfaani ni nye sheli yeltɔya lebigibu ni.
- N-yeligi karimbu baŋsim:** Di tu ka karimbihi ni tooi karim ka gbaai di ni yi zuliya sheli ni maa.
- Vihimi lahibali:** Wuhimi karimbihi ka be baŋ lahibaya balibu, di kumsi ni luri shem, daliri, ni ninvuy' sheba ban yen karim li.
- Zaŋmi wuhibu maa n-jendi yeltɔya lebigibu soya:** Yulimi yeltɔya lebigibu soya kamani:
  - Bachinima pebu mini gbunni lebigibu
  - Lebigibu din jendi kali
  - Yeltɔyiniyima lebigibu
- Yeltɔya lebigibu bɔhimbu:** Pilimi ni lahibali din gbunni bi zilima ka tirisiri n-duri din gbunni zilima bee n-kpema.
- Kpaŋsim ka di lebigi dede:** Kpaŋsimi karimbihi ka be lebigiri yeltɔya n-doli gbunni amaa pa ni bachinima pebu.
- Zaŋmi baŋsim para:** Zaŋmi yeltɔya lebigibu baŋsim para, dikishinaarinima, ni ƚan pahi ka di sɔŋ karimbihi bɔhimbu- amaa di tu ka karimbihi baŋ di ni tu ni be zaŋ ƚa n-tum tuma shem dama di zaŋ tum tuma dii pa alaha lala.
- Karimbihi karim be taba tuma ka ti ba lahibali:** Kpaŋsimi karimbihi ka be karim be taba yeltɔya lebigibu tuma ka ti ba lahibali zaŋ kpa di ni tu ni be niŋ sheli polo.

9. **Wuhimi lahibaya din gahim:** Wuhimi karimbihi lahibaya din gahim kamani (alikaali lahibali, ashibiti ni lahibaya, ni ŋan pahi) ka di yeligi be baŋsim.
10. **Kpaŋsimi bōhimbu saha kam:** Kpaŋsimi karimbihi ka be yuuni bōri binshēŋa din yen sōŋ ba ka be bōhim ka yeligi be yeltōya lebigibu baŋsim.

### Yeltōya Lebigibu Balibu

Yeltōya lebigibu balibu zooya pam, di shēŋa n-nyē:

1. **Bachinima Lebigibu:** Di nyela lebigibu din jendi bachinima ni pe n-doya shem n-gari yeltōya gbunni lebigibu.
2. **Yeltōya Lebigibu:** Di nyela din jendi a lebigi yeltōya di ni nyē shem ni yeltōyiniyima ka yeltōya maa gbunni ku barigi.
3. **Taada Yeltōya Lebigibu:** Di nyela a lebigi yeltōya ka di doli kaya ni taada ni yeli shēŋa din kpini balli maa kali.
4. **Yeltōya Zaa Lebigibu:** Di nyela a lebigi yeltōya zaa n-niŋ balli ni ka gbunni ku tayi.
5. **Noli ni yeltōya lebigibu:** Di nyela so yeri yeltōya ka a lebigiri li n-tiri sala ban beni ka bi wumdi bali sheli o ni yeri maa. Dimbōŋo tooi tumdimi layinsi mini alikaali duri ni.
6. **Yeltōya Lebigibu din bi doli gbunni:** Di nyela lebigibu din dii bi doli yeltōya gbunni lebigi n-niŋ bali sheli ni. Di ni tooi niŋ ka bali sheli ni di ni kperi maa gbunni waligi ka che di ni yirina bali sheli ni maa.
7. **Yeltōya Lebigibu din doli Gbunni:** Dimbōŋo jendila a lebigi yeltōya n-doli di gbunni amaa pa bachinima pebu bee bachinima gbunni. Lala lebigibu ŋo yaa jendila lahibali ni jendi yay' sheli, sasabiri nia, wumdiba ni legibu maa mini balli taada ni kpini taba shem.



#### Note

*Yeltōya lebigibu balibu zooya pam amaa kuli kahigimi di ni ti shēŋa ŋo maa saha ŋo.*

### Yeltōya Lebigibu Bōhimbu

Yeltōya lebigibu bōhimbu tuma shēŋa m-bōŋo:

**Baŋma:** *Karimba tu ka o ti lahibali Silimiinsili ni lebigi li Dagbani ni.*

**Yaha,** *timi karimbihi tuma n-doli be yaa ka pahiri di tōm n-doli be bōhimbu mini kpaŋmaŋa zaŋ chaŋ yeltōya lebigibu polo.*

1. **Yeltōyigansi:** Lebigimi yeltōyigansi silimiinsili ni n-niŋ Dagbani ni ka che ka a zaŋa be di gbunni mini yeltōya biehiŋu ni.
2. **Yeltōyiniyima:** Bōhimmi yeltōyiniyima mini bachinŋa yeltōyiniŋmasōri lebigibu.
3. **Satari ŋmahi:** Bōhimmi satari ŋmahi lebigu ka di sōŋ a ka a baŋ lahibali gbunni lebigibu.

4. **Lahibali Lebigibu din Jendi Yayigahinda:** Lebigimi lahibali din jendi yayigahinda (shehira., alikaali, alaafee bɔmma ni nuuni tuumbaŋsim tuma) ka di sɔŋ a ka a bɔhim bachigahind zaŋ lebigi yeltɔya.
5. **N-lebigi lahibali di ni nye shem:** N-lebigi lahibali di ni kuli nye shem ( shehira., yeltɔyitayimalisi, salinŋmahi) ka di sɔŋ a ka a baŋ yeltɔya lebigi n-doli di yee/kumsi ni di bachinima piibu.
6. **Lahibalichuyu:** Lebigimi lahibalichuri ka di sɔŋ a ka a bɔhim gbunni sheli din be lahibali lebigibu di ni nye shem.
7. **Alizama:** Lebigimi alizama (e.g., alizama mini intaviwu) ka di sɔŋ a ka a baŋ ŋun diri alizama ni kuli yeri li shem lebigibu.
8. **Yeltɔya Lebigibu zaŋ Mayisi Taba:** Zaŋmi a lebigibu mayisi a taba dina ka di sɔŋ a ka a maali a maŋmaŋa tuma maa n-niŋ vienyela.
9. **Maŋmaŋa Yeltɔya Lebigibu :** Sabimi lahibali Silimiinsili ni ka lebigi li n-niŋ Dagbani ni ka di sɔŋ a ka bɔhim lebigibu dede.
10. **Taba Tuma Yulibu:** Zaŋmi a lebigibu tuma n-ti a kpee ka o yuli a tuma ka a gba yuli o tuma ka ti zilinkom din yen kpaŋsi yi tuma maa.

#### Bɔhimbu Tuma

1. Kahigi n-wuhiyeltɔya lebigibu ni nye sheli.
2. Kalimi yeltɔya lebigibu diba ata n-sɔŋ.
3. Kalimi yeltɔya lebigibu balibu diba ata.
4. Kalimi yela diba ata din simdi ni nira niŋ o yi lebigiri yeltɔya.

## PEDAGOGICAL EXEMPLARS

### 1. Problem-Based Learning

#### 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;
  - i. Task HP learners to lead the groups to read and take notice of topic sentence and identify various ideas in the text.
  - ii. Task P learners to write the identified ideas.
  - iii. Task AP learners to read the identified ideas out for clarification.
- b. Learners in mixed ability group translate the text from the source language to the target Ghanaian language ensuring the use of appropriate registers and ensuring that it makes sense.
- c. Learners make a presentation of their work for discussion under the guidance of teacher where P and AP learners will read the given text in the source language and the HP learners will read the translated target language.

3. **Individual work:** Individual learners translate 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.*

## ZAHIMBU GAHINDILI

### Yayili 2 Zahimbu/Bansim din dalim teha gbaabu

1. Kalimi ka kahigi yeltɔya lebigibu bal' sheɲa a ni mi.
2. Kahigimi yeltɔya lebigibu biɛh' sheɲa a ni mi.

### Yayili 3 zahimbu/Tɛha gahinda

1. Lebigimi lahibali din kalinli yiyisi bachi kɔbishita bee ka di gari Silimiinsili ni n-niɲ Dagbani ni
2. Zaɲmi a ni lebigi tuun' sheli maa n-wuhi a kainduunima.

## Section 5 Review

This section covered indicators that were taught in weeks eleven, twelve and thirteen. Learners were to compose argumentative essays and compose speeches and articles. They were also supposed to compose informal and formal letters. Moreover, learners were to apply translation types to translate texts from a source to target language. Some types of translation were also considered. These were: word-for-word, meaning based, unduly free, etc. To help learners demonstrate the skills of composition and translation, teachers were encouraged to use effective and varied pedagogies. Learners were encouraged to share opinions and ideas amongst themselves to help them exhibit the skills of composition on

given topics bordering local and global issues. Translation skills and strategies were also taught to enable learners develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters as well. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.



## APPENDIX G: END OF FIRST SEMESTER EXAMINATION

### Nature of the Paper

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

### Resources Needed

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

### Guidelines for Setting Test Items

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

### Bɔhisi Shɛhira

#### Yayili A: Pari pii Bɔhisi

1. Din doya ŋɔ ni dini m-pa bachijilli biɛhigu Dagbani ni?
  - A. KV
  - B. KVK
  - C. VKK
  - D. V

2. Di yi yen doli tuma, nan do gbunni na ni dini ni ka ti yen zaŋ bielim pahira n-saŋ?
- A. din tayiri bachinima pubu
  - B. din bi tyiri bachinima pubu
  - C. din ka tuma
  - D. din do zuɣusaa maa zaa

#### Yayili B: Lahibali

1. Kahigimi lahibali yeli sheŋa nan doli na ka ti shehira di shehira diba ayi.
- a. bielimpahirili
  - b. bachinimapanbu

#### Pɔri Tibu Sodoligu

#### Yayili A: Pari Pii

1. Din doya na ni dini m-pa bachijilli bihigu Dagbani ni?
- C. VKK – 1 mark
2. Di yi yen doli tuma, nan do gbunni na ni dini ni ka ti yen zaŋ bielim pahira n-saŋ?
- A. din tayiri bachinima pubu– 1 mark

#### Yayili B: Lahibali

- a. Bielimpahirili nyela **girama bielinli** bee **mɔɔfimmima** din mali m-pahiri **bachi** piligu bee di bahigu ka di ni tooi **tayi** di gbunni bee ka di **bi tayi** di **gbunni**.
- i. Timi pɔri anahi (4) di yi nin ka bachi gahinda maa yina labisibu maa ni.
  - ii. Timi pɔri ata (3) di yi nin ka bachigahinda diba anu (5) yina kahigibu maa ni.
  - iii. Timi pɔri ayi (2) di yi nin ka bachigahinda diba ata (3) zaŋ chaŋ diba anahi (4) yina kahigibu maa ni.
  - iv. Timi pɔ' yini (1) di yi nin ka bachigahindili zaŋ, yini (1) zaŋ chaŋ diba ayi (2) yina kahigibu maa ni.
- b. Bachinima panbu nyela **bachi' pala nambu** soli din nye **zuliya balli pan** **bachinima** zuliya bal' sheli ni n-kpehina be **zuliya bachinima** ni.
- i. Timi pɔri anahi (4) di yi nin ka bachi gahinda maa yina labisibu maa ni.
  - ii. Timi pɔri ata (3) di yi nin ka bachigahinda diba anu (5) yina kahigibu maa ni.
  - iii. Timi pɔri ayi (2) di yi nin ka bachigahinda diba ata (3) zaŋ chaŋ diba anahi (4) yina kahigibu maa ni.
  - iv. Timi pɔ' yini (1) di yi nin ka bachigahindili zaŋ, yini (1) zaŋ chaŋ diba ayi (2) yina kahigibu maa ni.

# ADAKA DIN WUHIRI BŎHISI NI YEN BŎHI SHEM

| Dakulo | Bŏhimbu ni jendi binsheli                | Bŏhisi balibu | DoK (pŏri) |    |    | Di ni yiƣisi shem |    |
|--------|------------------------------------------|---------------|------------|----|----|-------------------|----|
|        |                                          |               | 1          | 2  | 3  | 4                 |    |
| 1      | Bachijilli                               | Pari pii      | 1          | -  | -  | -                 | 1  |
|        |                                          | Lahibali      | -          | -  | 1  | -                 | 1  |
| 2      | Yee                                      | Pari pii      | -          | 1  | -  | -                 | 1  |
|        |                                          | Lahibali      | -          | -  | 1  | -                 | 1  |
| 3      | Yeltŏyikpani din be lahibali ni          | Pari pii      | -          | 1  | -  | -                 | 1  |
|        |                                          | Lahibali      | -          | -  | -  | -                 | 1  |
| 4      | Karimbu din ziligi<br>Karimbu din yeligi | Pari pii      | 1          | 1  | 1  | -                 | 3  |
|        |                                          | Lahibali      | -          | -  | -  | -                 | 0  |
| 5      | Biŏlimpahira                             | Pari pii      | -          | -  | 1  | -                 | 1  |
|        |                                          | Lahibali      | -          | -  | -  | -                 | 0  |
| 6      | Bachituyira                              | Pari pii      | 2          | -  | 1  | -                 | 3  |
|        |                                          | Lahibali      | -          | -  | 1  |                   | 1  |
| 7      | Bachipala nambu soya                     | Pari pii      | 1          | 1  | 2  | -                 | 4  |
|        |                                          | Lahibali      | -          | -  | -  | -                 | 0  |
| 8      | Yeltŏyigmahi                             | Pari pii      | 2          | 1  | 1  | -                 | 4  |
|        |                                          | Lahibali      | -          | -  | 1  | -                 | 1  |
| 9      | Yeltŏyigmaa mini di balibu               | Pari pii      | 1          | 1  | 1  | -                 | 3  |
|        |                                          | Lahibali      | -          | -  | -  | -                 | 0  |
| 10     | Sabbu bibahira                           | Pari pii      | 4          | 2  | 1  |                   | 7  |
|        |                                          | Lahibali      | -          | -  | 1  | -                 | 1  |
| 11     | Lahibali nambu                           | Pari pii      | 1          | 2  | 2  |                   | 5  |
|        |                                          | Lahibali      | -          | 1  | -  | -                 | 1  |
| 12     | Tuma gbaŋ mini di nahingbana             | Pari pii      | 1          | 1  | 1  | -                 | 3  |
|        |                                          | Lahibali      | 1          | 1  | 1  | -                 | 3  |
|        |                                          |               |            |    |    |                   |    |
|        | Di ni yiƣisi shem                        |               | 15         | 13 | 17 | 0                 | 45 |

## YAYILI 6: PAYAKPUYIBO

### BAŊSIM: KAYA NI TAADA TUMA MINI NAM SOYA

Baŋsim yayili: **Kaya ni Taada tuma**

**Bɔhimbu haŋkaya ŋan tu gbaabu:** *Zaŋmi payikpuyibo jilima mini di dariza Ghana zuliyanima m-mayisi taba ka Zamzam zɛmana ŋɔ yeli sheŋa ŋan kperi payikpuyibo ni.*

**Baŋsim nianima:** Payikpuyibo ni nye sheli Ghana zuliyanima kaya ni taada ni gbaabu ni ŋa zaŋ m-mayisi taba Ghana zuliyanima maa ni.

#### 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 assessment strategy for this section ensures a balanced evaluation of conceptual understanding, strategic reasoning and extended critical thinking abilities of learners. Regular verbal and written feedback facilitate ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to gauge learners' comprehension of Ghanaian language concepts. Beginning with Level 2 conceptual skills building questions, followed by Level 3 strategic reasoning questions, administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of marriage related issues in the culture, questions and answers are directed towards achieving extended critical thinking and reasoning. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time to build their portfolios. This strategy ensures a balanced assessment approach, fosters continuous improvement and ensures holistic learner development. 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.*

## DAKULO 14

**Bɔhimbu Sodoligu:** *Zamzam yeli sheɲa din be payikpuyibo ni ni di daliri ni nye sheli ti kaya ni taada ni.*

### YELTɔYIKPANI 1 & 2: PAYIKPUYIBO

**Payikpuyibo ni nye sheli:** payikpuyibo nyela doo mini paya sayi n-ti taba ni be ni layim m-be ka be laamba sayi n-ti be bebu maa, ka be bo taba n-lebi doo mini o paya bee paya mini o yidana.

#### Payikpuyibo tuma

Payikpuyibo tuma nyela tuun' sheɲa ɲan tumda m-mali paya mini doo n-layindi taba ka lebi doo ni o paya bee paya mini o yidana. Ghana tingbani puuni, payikpuyibo pala doo maa mini paya ɲo ko yelli. Amaa di nyela be daɲ zaa yelli.

#### Payikpuyibo Daanfaani

Payikpuyibo daanfaani sheɲa n-nye: di guri ka tayiri ti kali, di zaɲdi ti kaya n-tiri ban doli ti nyaɲa, di tahiri wubisiri suɲ na, di tiri ti *ɟiinitaba*, nangbanyini ni ɲan pahi.

##### 1. Kaya gu ka tayi

Payikpuyibo tuma nyela din tumdi n-doli kaya ni taada Yuma kaɟi. Hali di yi ku niɲ ka ka yeli kpera kpenkpe di puuni gba, di piligu bee di janda na kuli nyela yim. Lala ɲo zuɲu chemi ka di guri ka tayiri kali maa.

##### 2. Kaya zaɲ n-ti ban doli ti nyaɲa

Paya kpuyibu saha, soya kamani puhigu, payibɔri liyiri yɔbu, layitarili ni din kam pahi nyela din niɲda. Lala niɲsim ɲo nyela di ni mali sheli n-tiri ban doli ti nyaɲa na.

##### 3. Jilima mini Nintiyibo

Payikpuyibo nyela jilima mini nintiyibo bini zaɲ n-ti ban bo taba maa mini be yinsi nima. Niriba yuunila ban bo taba maa ka be nyela ninvuyisheba ban niɲ shili ni be deei talahi dooyili bee be dundɔna ni, n-dɔyi bihi ka wubisi ba. Dimbɔɲo yihiri ba salo ni ka lahi tiri ba jilima be yanima ni.

##### 4. Nangbanyini

Payikpuyibo nyela alikauli n-ti dɔyim diba ayi. Di layindila lala dɔyim diba ayi maa mini be zonima. Be layindimi n-niɲdi suhupielli ka baɲdi taba vienyela. Di yi ti niɲ ka bali konkɔbanima bo taba, di layindila lala bala maa taba ka tahiri suhudoo mini nangbanyini na be sunsuuni n-ti tabili tingbani maa zaa.



## 5. N-niṅ bihi a dahalali

Payikpuyibo n-che ka bi' sheba be ni dɔyiri n-niṅdi daṅ puuni lebiri daṅ maa dahalali. Di tirila la bihi maa yiko ni be di fali ka be daṅ maa puuni. Payikpuyibo lahi nyela din tiri bihi soli ka be ni tooi baṅ be daṅ maa ni kpini taba shem.

## 6. Ziinitaba

Payikpuyibo nyela so' sheli din simdi ka tiri nira o mini ban yen be ni taba bee o ziinitaba. Di lahi tiri doo mini o paya arizichi sɔṅsim mini di taba. Di lahi tiri nira soli ka o ni tooi layim ni o paya bee o yidana. Paya ni doo ṅo nyela ban layindi ni suhupielli mini suhugarigu zaa.

## Payakpuyibo balibu

Payikpuyibo balibu diba ata m-be Ghana. Dinnima n-nye Kaya ni taada payikpuyibo, Kootu ni payikpuyibo ni Musulinsi payikpuyibo. Tuma ṅo puuni ti yen yulila kaya ni taada payikpuyibo. Kaya ni taada payikpuyibo bal' sheṅa ṅan be zuliyanima ni n-doli ṅo na.

- Kambɔnsi: Aware pa, adehye waree, afenaa wareree, kuna awaree
- Dagbmba: Dieṅ, Nyuyu ṅmabu, Payafaa, Paya zubo, Zaṅ ti pua, Dɔyiri, payipini
- Ayigbenima: Fomesrɔ̃, Ahiasrɔ̃, Akotsotso
- Aṅkaranima: Hemɔfeemɔ, Kuayeli or kulayeli, Shia gbla
- Fantinima: adehyewar/ahenwar, esiwaa, ayetsew, ebusua/wɔfaba awar

## Tuun' Sheṅa ṅan be Payikpuyibo ni

Tuun' sheṅa ṅan be payikpuyibo ni dolila bali sheli puuni di ni niṅda. Yela pam m-beni ka be niṅdi paya bɔbu piligu, bɔbu saha ni bɔbu maa nyaṅa Dagbaṅ.

### *Pɔi ka Paya bɔbu pili*

Dagbaṅ puli ni, doo yi nya paya ka o kore be o ni, o vihirimi m-baṅ paya maa niriba ni nye sheba. Talahi n-nye li ni doo maa mini o yiṅnima vihi m-baṅ paya maa ni nye sheba vienyele.

Vihigu: Vihigu maa ni nye sheli nyela di simdi ka doo maa yiṅnima vihi m-baṅ paya maa yiṅnima daankali ni nye sheli. Vihigu ṅo nyaṅa ka be yen yi polo n-tim n-ti nya lala bipuyimbila so be ni bɔri maa mali zaashee bee o ka. O yi ka zaashee, dindina doo ṅo yiṅnima ni niṅ nia ni be yi polo m-bo lala bipuyiṅa maa. Paya ṅo yiṅnima gba nyela ban yen niṅ be vihigu ni nye sheli zaṅ kpa doo maa mini o yiṅnima polo. Vihisi ṅo maa yi niṅ n-naai ka doo mini paya yiṅnima nini tiyi li n-naai, di saha be pa yen gbaala dabisili ka bɔbu maa pili.

### *Paya bɔbu saha*

Doo yiṅnima yi vihi ka be na bi zaṅ paya maa n-ti doo, dindina be yen kulimi nti maali shili m-bo dabisili n-chaṅ nti kaai paya maa. Shili maa maalibu nyela be yen bola liyiri, guli ni naansara n-chaṅ ti puhi paya maa yiṅnima. Lala puhigu maa ni tooi nye buyi bee buta. Puhigu ṅo mi niṅdila dɔyiri kpema yiṅa, ka sariya kam din

yen vuligi yihi. Dɔyirikpema maa yen wuhila doo maa yignima bimbɔra, be yi tooi bo lala bimbɔra maa na, dindina paya maa lebila be dini maa.

Dinsaha, dooyignima ɲɔ ni bɔ liyiri n-ti paya maa yignima ni be da paya maa dooyili neembɔra, be ni yihi dɔyirikpema, nachimba, yidaampayiba, gamkparitiba ni ban kam zaa pahi guya. Lala ɲɔ maa ka be booni **layitarili** maa. Lala **ɲɔ nyaɲa, doo ɲɔ yignima n-yen pii, be yi bɔrimi ni be kulisi paya maa na bee be yen kpuyi o mi.**

### **Payipuhigu**

Dagban kurili payipuhigu daa yi kuli nyela nolo' pielli, da' yuli bee dagayili, guziɛyu pihinahi bee gu' ɲmani ni liyiri biela (ɲun nyaɲ ɲinɔi tuhu pinaayi ka sheba ɲinɔi tusa ayɔbu). Be ni yen paai kpeen' sheba ka be tahi ba be deenyili maa n-su dagayili la ka be mi bɔ lay ɔbishiye (tusa ayi m-bala pumpɔɲɔ) ni ɲan kpalim maa. Deennima maa yi gbaai di ni kali neen' sheɲa ɲɔ, be tirila be deennima maa tibili be ni yen kana dahinsheli. Biɛyu maa yi neei, be layindi nema maa zaa n-chan puhu paya maa yignima dina n-nye payipuhigu maa.

Paya dɔyirikpema yi deei payipuhigu maa, o layindila o dan ban be yoma na ka be ti nyu daam maa ka o pii gulila n-tari ba. Ka zaɲ nolo' so be ni zi la na n-ti o kpiimba ni buya, n-suhi suhupielli, go' suma ni nama paya pini maa zuyu.

### **Paya Kulisibu**

Deennima maa yi ti kpahim m-baɲ ni be paya maa bi paya na, be bɔrila guli, ni tuh' pinaayi nti paai be diemba ni o ɲin be paya n-suhi ba na ka o ti toori kom n-tiri o yidana. Be ni tooi suhi o buyi bee buta ka be naan yi kulisi o na. Be yi yen kulisi paya o yidaan' yili, piligu, be na tirila payilana lahabali ni be ni kulisi o paya na dabisili yaakaza dali. Ka ɲmaligi ti ɲun wumsiri paya maa gba tibili. Bia maa ɲuna, be bi yeri o sheli dama o yi baɲ, o ni zo n-sɔyi din dali maa. Paya maa kulisibu biɛyu yi neei, be bɔrila pipia n-gbubili bipuyimbil' so ɲun yen pahi n-kulsi paya maa. Amaa bidibiga ɲun mali haɲkali ka be bɔri ka o kulisiri paya dooyili.

### **Saandi**

Be yi kulisi paya maa nti ti paya yidana ba, o bɔrila no' nyaɲ ɲun timsa, n-wuhi bidib' so ɲun kulisi paya maa na, ka naan yi kɔrigi noo maa n-ɲin bindirigu n-ti ba.

Be yi duyɪ noo maa, kali soli zuyu, be yaarila nimdi maa zaa nti zali tuumba maa ka be pii be sariya ni nye sheli. Be ni tooi pii gbali ni bili, ka che din kpalim n-labisi.

Ban kulisi paya maa na yi gbe n-nee biɛyu, paya maa yidana ba cherimi ka be ɲin kukɔyili n-ti ba, ka ti ba guli. Din nyaɲa ka lahi che ka be ɲin nangbansuuli n-ti ba. ɲun mali dahima, o lahi bɔrila binkɔbigu ka be ɲin nangbansuuli maa. Be yi suui be noli, chebisibu n kpalim. Payilana maa ni bɔ tuh' pinaayi n-chabisi tuumba maa. Ban mali dahima ni tooi chabisi tuumba maa pɔɲli.

### **Paya Kulisibu Nyaɲa**

Be yi kulsi payasarbila o yidana yiɲa, o ɲinɔi la dabisaayi pɔi o yidana ma duu ka be naan yi che ka o kpe o yidana sani. O yidana yi zaɲ o m-paagi o payapieliga, o bɔrila guli pishinaayi m-pahi tuh' pinaayi zuyu, n-tim ka be ti puhu dɔyirikpeen' so ɲun daa ti paya pini maa. ɲun tooi nyaɲda bɔri gu' ɲmani, pɔɲli, no' nyaɲ, ka be puyi paya

maa zumbuli. Di yi nyemi o bi paai paya maa payapieliga, gu' sheli din yen puhi maa be boyiri la gu' boyi yindi n-ni. Din yen wuhi paya maa yinanima ni be bia maa bi pali m-bala. Bia maa yi bi pali, zumbuli bi puyira.

### Bɔhimbu Tuma

1. Kahigimi payikpuyibo ni nye sheli
2. Kalimi payikpuyibo diba ata Dagbani ni.
3. Zanmi yela diba anu n-kahigi wuhi payikpuyibo daanfaani Dagbani ni.

## 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 or mind maps one page on a type of marriage in the culture (kinship marriage, widowhood marriage, elopement, etc.) and shares with the whole class.
- c. Learners role-play the traditional marriage processes in the culture and discuss its significance.
- d. Teacher debriefs after the role-play and leaves time to wrap up and summarise the discussion for learners.

### 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.

### 3. Whole class discussion

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

## ZAHIMBU GAHINDILI

### Zahimbu Gahindili yayili 2: Teha zilima baɲsim mebu

Wuhimi yeli sheɲa din be payikpuyibo ni Dagbani ni.

### Zahimbu Gahindili yayili 3: Teha gahinda

1. Zaɲmi shehira diba ata n-wuhi daliri sheli din che niriba bɔri payiba bee ka payiba kuni dabba.
2. Zamzam anfaani sheɲa ɲan be daɲ vihi zuliya sheli ni paya bee doo ni yirina poi ka be naanyi bo taba.

### Zahimbu Gahindili yayili 4: Nimmɔhi teha zilima

1. Kahigimi n-wuhi anfaani sheli din be kaya ni taada payikpuyibo ni ka wuhi di daanfaani ni nye sheli n-zaɲ ti niriba, dɔyim ni tiɲkpansi.
2. Zahimmi kaya ni taada payikpuyibo ninviela mini di nimbieri ni nye sheli, che ka a zaya be yayibɔbigu ni.
3. Vihimi kaya ni taada payikpuyibo ni kpaɲsiri dabba mini payiba tuma shem, payiba yikonima ni zalisi din be bieɲigu puuni.'

#### 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.*

## DAKULO 15

**Bɔhimbu Sodoligu:** *Zaŋmi payikpuyibo soya zuliya balibu kaya ni taadanim ni Ghana tingbani ni m-mayisi taba.*

### YELTɔYIKPANI 1 & 2: PAYIKPUYIBO ZULIYA SHEBA KAYA NI TAADA NI

Payikpuyibo ni nye sheli mini Payikpuyibo tuma: payikpuyibo nyela doo mini paya sayi n-ti taba ni be ni layim m-be ka be laamba sayi n-ti be bebu maa, ka be bo taba n-lebi doo mini o paya bee paya mini o yidana. Payikpuyibo tuma mi nyela tuun' sheŋa ŋan tumda m-mali paya mini doo n-layindi taba ka lebiri doo ni o paya bee paya mini o yidana. Ghana tingbani puuni, payikpuyibo pala doo maa mini paya ŋo ko yelli. Amaa di nyela be daŋ zaa yelli.

Payikpuyibo Ghana Taadanima ni: Taada kam malila tuun' sheŋa din be ni tumdi be payikpuyibo puuni. Shehira din doli ŋo na yila Ankaranima ni na.

Ankaranima taada ni, di yi ti niŋ ka daŋ diba ayi sayi ni be zaŋ be bipuyiŋa mini be bidibiga n-ti taba ka be lo amiliya, dindina di wuhiya ni doo maa mini paya maa amiliya lomi maa. Ankaranima kaya ni taada sayimi n-ti zɛmana ŋo payikpuyibo kamani dolodolo daadiini mini musulinsi daamiliya lɔbu.

Doo ŋun mali nia ni o bo paya bee doo ŋun mali nia ni o bo paya n-ti o bidibiga yen yulimi m-bo paya so ŋun lu n-zahim pɔi. Be ni tooi doli soya ŋo puuni zaɣ' yini kam:

1. Musunɔtswaa (Betrothal): Di yi niŋ ka paya mali pua ka yi daŋ sheli din mali jilima ni dariza ni na, doo yiŋ nima ni tooi tim yili maa ni nti yeli ni be bɔrimi ni be bo bi' so ŋun na be o ma puli ni maa di yi niŋ ka o ti dɔyi paya, n-ti be bidibibila ŋun na pɔra.
2. Henɔbaatsee (Paya yiŋnima yɛda): Di yi ti niŋ ka bipuyiŋa yiŋnima nya daŋ sheli din mali dariza ni jilima ka mali bidibibila ŋun na nye bia, bipuyimbila maa yiŋnima yiŋnima ni tooi chaŋ n-ti gbaai saawara ni bidibibila maa yiŋnima ni be che ka be bia maa ti bo be bipuyiŋa maa be yi ti zooi na. Doo maa yiŋnima yi sayi, be ni yuli bia maa hali ka o ti zooi ka be bo o n-ti be bia maa.
3. Yoohewiemo (seeking on behalf): Dimbɔŋo puuni, doo mini paya ŋo banima n-yen nya taba n-gbaai ni be che ka be bihi bo taba. Saha sheŋa beni ka di nyela doo ŋo ma mini o tuzopaya n-piini yeltɔya maa.

Paya maa bɔbu piinimi ni be ni bɔli sheli Agboshimo (kaabu), ka din doli na nye Kpelemo ke Henɔtoobo (sayibu mini chinchin' pindili tibu). Fotoyeli (kali bindir' sheli be ni mali Kawana, manza ni zahim n-duyira ka Gbalaniihamo (payibɔri liyiri) naanyi doli na. Din bahindi nyaŋa nyela Yookpeemo (paya maa bɔbu maŋmaŋa). Paya so ŋun tooi niŋ yela ŋo zaa, be booni o mi Boi Ekpa Yoo (chinchina ayɔbu paya).

## Payikpuyibo Fanti tiŋa Polo

Fanti tiŋa polo, bia ba m-bɔri paya n-tiri o. Doo ŋɔ yi ti ban ni o bidibiga bi doo, o darila malifa n-ti o ka o pili mɔyɔ gɔbu. Yaha o ni ti o koli ka o kɔra. Doo yi niŋ ŋɔnima zaa n-ti o bia, di wuhirimi o pa bɔri ni o bia maa bela o gama zuɣu. Saha sheŋa beni o ni vihiri ni o nya paya n-ti o. Lala saha ŋɔ, di tirila bidibiga maa o dintoli duu. Yaya o laamba ni di paya bɔbu alizama ni be bia maa. Saha sheŋa beni ka bidibiga maa pun mali o mini ŋun be, dinzuɣu o ni yeli o laamba maa lala paya maa yela ka be pili n-gbaari saawara ni payisaribila maa niriba.

Paya maa yiŋnima yi sayi, be dansi ayi maa zaa ni pili be vihisi ni nye sheli. Vihisi maa yi naai ka paya maa yiŋnima sayi n-ti doo maa yiŋnima, di saha be ni yeli ba ni be yimi polo n-yihi sariya sheŋa ŋan kpalim ka che ka paya maa lebi be dini. Neen' sheŋa ŋan do gunni ŋɔ n-nye neen' sheŋa doo maa yiŋnima ni yen bo n-ti paya maa yiŋnima:

1. **Nhun enyim nsa:** di nyela daam ka doo maa yiŋnima mali n-ti tiri paya yiŋnima ka di wuhiri ni be bipuyiŋa maa bɔri ni o kuli doo. Paya ŋɔ yiŋnima ni deegi o yeda poi ka naanyi yi deei daam maa. O yi niŋ ba yeda, be ni nyu li ka di wuhi ni be gba yeda beni. Lala niŋsim ŋɔ daa yi niŋdila Asibiri dali. Be dihitabili nyemi ni Asibiri dali nyela Naawuni dabisili dinzuɣu di nyela suhudoo dabisili. Be tooi lahi booni daam maa 'yoo'/'nyew'/'akwansere'/'kwanto nsa no.
2. **Pon ekyir/kɔkɔkɔ:** tuun' sheli din pahi ayi n-nye kɔkɔkɔ. Di daa yi nyela dakoliba mini liyiri bela din wuhiri ni be bɔhila paya maa zuɣu maa.
3. **Bɔwdo - toa:** di nyela lay' sheli di ni mali n-tiri bia maa ba ka di nye sanyoo n-ti o ni o ni daa di wahala sheli n-wubisi o bia maa. Di daa yi nyela daam mini liyiri ka di maali n-tiri dan maa ni di payi bia maa ba o ni daa kpaŋ o maŋa n wubisi o bia maa o ni daa nye bia hali ka o ti paai o ni paai shem ŋɔ maa.
4. **Tamboba:** di nyela liyiri ka be zaŋdi li n-tiri bia maa ma ni o da chinchinpala n-zali chinchin' sheŋa zaa o si daa sɔri o bia maa ni daa na pɔri zaani. Doo ŋɔ yiŋnima kuli bɔrila lay' sheli be nini ni tiyi n-ti paya maa.
5. **Tsinsa/dase:** dimbɔŋɔ nyela daam mini liyiri ka be yen bo. Dina n-nye lahinli din wuhiri paya maa bɔbu. Hali di yi niŋ ka doo maa bo binshayu kam ka bi bo tsinsa, dindina paya maa bɔbu na na bi naai. Tsinsa n-nye paya maa bɔbu shehira.
6. **Tsir adze:** Di nyela liyiri ka di deerli li doo maa niriba sani ka di lebiri daabilim liyiri n-tiri bipuyiŋa maa. Be dihitabili nyemi ni amiliya ni tooi wurim saha sheli kam. Dinzuɣu di yi ti niŋ ka amiliya maa larigi, di simdi ka paya maa mali binsheli o ni yen dira. Kurimbuna ni ha, di daa naan tooi niŋ ka samli du dan maa. Dan sheŋa daa beni n ni tooi zaŋ lala liyiri maa n-yo samli maa. Lala liyiri maa daa yi nyela din galisi.
7. **Akontan-sekan:** di nyela lay' sheli be ni mali n-tiri paya maa tuzodoo. Paya maa tuzodoo maa n-yen wuhi lay' sheli o ni bɔri ni be ti o. Di daliri nyemi ni paya maa tuzodoo maa n-daa yi guri o ka cheri dagɔra. Lala ŋɔ zuɣu, di simdi ni doo maa da bidib' bini n-ti o ka o na kuli guri ka tayiri o tuzopaya maa vienyela.

8. **Asafo nsa:** tin maa nima gba ni deei daam doo niriba sani n-zali be ni daa yuuni bipuyiga maa zuyu hali ka o ti bi paya maa. Lala daam maa lahi wuhirimi ni paya maa pa zala zaashee, dinzuyu di tu ka tin maa nima yuuni o mini dab' sheba biehigu.

Dimbongo zaa yi nin n-naai, di ni moli n-ti salo zaa ni lala saha maa kuli mali n-chana, ni paya maa yelli kam pa bela o yidana maa nuu ni. Di ni piigi ninvuy' sheba dan maa ni ka be sayisi ba zan n-kpa be biehigu polo. Dimbongo nyaana, be ni bahi kom ka tuma maa zaa pa kolivaai.

Dimbongo nyaana, doo maa ni bo liyiri n-ti o paya maa ka o da o yidaanpayiligu nema ka lahi mali o shili ka o duyì o dooyili tuuli bindirigu. Be booni la lala bindirigu ngo maa 'edziban kese' or 'nkwansen kese'. Be yen zanla bindirigu maa n-tahi doo maa ba yiya. Dan mini simnima nyela ban yen kana n-ti di bindirigu maa. Dindali yun ka ka paya maa paai o yidana maa be biehigu shee. *Paya ninkurigu n-yen gari tooni n-zan paya maa n-tahi o yidana maa sani. Ni maa ni ka o dooyili tuma piina.*

### Bɔhimbu Tuma

1. Wuhimi kaya ni taada payikpuyibo ni nye sheli bala diba ayi ni. (E.g. Dagbamba mini Ankaranima, Fantinima mini Kambonsi etc.)
2. Wuhimi waliginsim mini binshenja din nye yim payikpuyibo tuma ni bala ni.

## PEDAGOGICAL EXEMPLARS

### 1. Problem Based Learning

Whole class discussion

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

Some pointers:

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

### 2. Group Work/Collaborative Learning

Mixed ability

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



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

## ZAHIMBU GAHINDILI

### Yayili 3: Taha gahinda.

1. Kahigimi kaya ni taada payikpuyibo ni niŋdi shem kaya ni taada koŋkɔba ni. .  
Che ka ti ban yeli sheŋa din nye yim mini din wali di puuni.
2. Kahigimi n-wuhi nanima, kpamba mini tiŋ ni nima tuma ni nye sheli Kaya ni  
Taada payikpuyibo ni.

### Yayili 4: Taha zilinli.

Piimi Ghana zuliya yini n-wuhi paya jilima ni nye sheli paya bobu shee.



## DAKULO 16

**Bɔhimbu sodoligu:** *Zammi ƙemana yeli sheƙa din kperi ti payakpuyibo ni.*

### YELTɔYIKPANI 1 & 2: PAYIKPUYIBO MINI ƖEMANA YELI SHEƊA DIN KPERI TABA NI

#### Concept of marriage

Payikpuyibo ni nye sheli mini Payikpuyibo tuma: payikpuyibo nyela doo mini paya sayi n-ti taba ni be ni layim m-be ka be laamba sayi n-ti be bebu maa, ka be bo taba n-lebi doo mini o paya bee paya mini o yidana. Ghana tingbani puuni, payikpuyibo pala doo maa mini paya ɔ ko yelli. Amaa di nyela be daɗ zaa yelli.

#### Ɩemana yela din pa be ti payikpuyibo ni

Ɩemana yela din pa kpe ti taada payikpuyibo ni sheƙa nyela din viela amaa ka sheƙa bi viela, ka di che ka yeli pala kpe ti kaya ni n-yeligi li vienyela. Di puuni sheƙa n-nye ɗan doli ɔ na.

1. **Shikuru baɗsim:** Shikuru baɗsim pa tila niriba yaa, balle payiba, ka be ni tooi pii be suhu ni bɔri sheli di yi ti kana doo kulibu polo. Waawaayili, a ni tooi nya ka lala niriba ɔ piiri be ni bɔri ni be daamiliya be shem ni saha sheli be ni bɔri ni di niɗ.
2. **Ninsalanima yikonima mini dabba mini payiba nye yim:** Niriba ni pa yina n-kpaɗsiri daamanima yikonima ni nyeli zaɗ n-ti ba mini di yuli ka gaɗbu ka dabba mini payiba sunsuuni la pa tahila tayibu na ti payikpuyibo ni. Kamani kaya sheƙa puuni, di tiri payiba yiko ni be di fali ka tooi zali aɗiya.’
3. **Adiinima yaa:** Dolodolo, Musulinsi nti pahi adiini sheƙa ɗan pahi nyela ɗan zaɗ yeli pala n-kpehina ti taadanima puuni, saha sheƙa gba ka di nyela di mini ti taada maa yen layinla taba n-tum.
4. **Daabilim toontibo:** Daabilim toontibo mini soya gba pa tila niriba yaa ka be piiri be suhu ni yu ni be mini sheba bo taba ni be ni bɔri ni be daamiliya lo shem.
5. **Fɔntali:** Niriba yi kuni fɔɗkara ni, di cherimi ka be nyari taada mini dariza koɗkɔba din tahiri yeli pala na ti Taada payikpuyibo ni.
6. **Tabiibi baɗsima:** tabiibi baɗsim parisi yina m-pa che ka niriba ni nyari taba, n-diri alizama ka tiri lahibali pa tayi, ka di zuɗu pa che ka payiba layibu gba tayi.
7. **Tinsi loobu bee Tayibu:** Niriba zɔri n-kuni fɔndi ni bee tinkara ni ka di zuɗu che ka be pa tayiri n-deeri kootu payikpuyibo.
8. **Zalisi tayibu:** Tingbani ɔ ni zalisi kamani zaligu din sayi n-ti taada paya bɔbu gba nyela din kpe Ghana zalisi puuni lala maa gba tahi tayibu na ti payikpuyibo ni.
9. **Kaya zaɗ n-wuhi taba:** Niriba tooi mali be teha mini be kaya n-wuhiri taba ka di zuɗu tahiri yeli pala na kaya ni taada payikpuyibo ni.

10. Saha tayibu: zɛmana tooi tayira niriba dihitabili zaŋ kpa kaya ni taada polo ka di zuɣu che ka be tayiri deerɪ yelipala n-kpehiri ti taada payikpuɣibo ni.

**Ti ni yen niŋ shem n-tayɪ yelipala nimbieri din kperina ti payikpuɣibo ni**

Di tumi ni ti zaŋ haŋkali zilinli n-tuhi nyan yeli pala nimbieri din be ti taada payikpuɣibo ni ka di kpaŋsi ti kaya ni taada.

Di ni tu ni ti doli yay' sheŋa n-nyɛ:

1. Kaya labi neei: Kaya ni taada dariza din kpaŋsiri dɔyim taba layimbu tinsi ni nyela din simdi ni di labi neegi. Di tu ni di kpaŋsi niriba ti tinsi ka be zaŋ dariza n-ti ka niŋdi be daamiliyanima n-doli taada payikpuɣibo.
2. Ti timi niriba suhuyurilim jilima: Ti yi tiri niriba piibu jilima ka kpaŋsiri ba, di nyela din yen pahi ti taada payikpuɣibo maa dariza.
3. Alizama layim n-di ni niriba: Di simdi ni kpamba bee niŋkura bɔri saha ka be mini nachimba diri alizama zaŋ kpa payikpuɣibo polo, din ni che ka be zaŋ be haŋkaya n-le ba ka mali yeli sheŋa din gbuligi zali. Dimbɔŋɔ ni che ka nachimba be gbaai be maŋa zaa ka che kaya ni taada tuma. Lala maa ni tooi sɔŋ ka nachimba ka be nya ti taada jilima mini di dariza ka tooi tuhi n-nyan yeli pala la nimbieri.
4. Wuhibu mini kpaŋsibu: Di tu ni di wuhibu mini bɔmma soya n-kpaŋsi daadama ka be ti ti kaya ni taada jilima. Taada payikpuɣibo simdi ka di dee zɛmana ŋɔ tayiri sheŋa ŋan kperina ti payikpuɣibo ni amaa ka be yihiri ti taada payikpuɣibo ŋɔ dariza m-bahi.
5. zɛmana binyera din ni tooi tahi muɣisigu na payikpuɣibo ni kamani, layidibo mini ninyula kpaŋjori barinanima simdi ni di gu ka tayi li.

**Bɔhimbu Tuma**

1. Yelimi yela diba ata sheŋa a ni nya ka di be ti taada payikpuɣibo ninviela.
2. Yelimi yela diba ata sheŋa a ni nya ka di be ti taada payikpuɣibo nimbieri.
3. Kahigimi soya diba ata ŋan ni tooi sɔŋ ka ti kaya dariza din be ti taada payikpuɣibo ni la ni tooi kpaŋsi.

**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.

## ZAHIMBU GAHINDILI

### Yayili 3

1. Yelimi a teha ni nyɛ sheli zaŋ kpa taada payikpuyibo Ghana zuliya diba ayi ni.
2. Timi yelimuyisira diba ata din be ti taada payikpuyibo ni ka ti so sheŋa a ni tehi ka di yen doli n-tayi ŋa.

### Yayili 4

1. Zahimmi waliginsim sheli din be taada payikpuyibo mini zɛmana zalisi mini salinima yiko puuni.
2. Di yi niŋ ka a di yen tayi be bɔri paya shɛm ti taada ni, di yay' dini ka a di yen tayi, ka a daliri nyɛ dini? Zamzam li.
3. Write about/develop systematic processes involved in the ceremony of customary marriage rites in the community where you live. (This may be different from your hometown). Express your opinions about the activities/rituals involved in the ceremony. Give reasons and examples to support your points.

#### Hint



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

## Section 6 Review

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

## YAYILI 7: DAŊ MINI NAM SOYA

### BAŊSIM: KAYA NI TAADA TUMA MINI NAM SOYA

#### Baŋsim yayili 2: Nam Soya

**Bɔhimbu haŋkali din tu gbaabu:** *Kahigimi daŋ daanfaani ni nye sheli Dagbani ni ka zaŋ li zaŋ maɣisi zuliya sheŋa dina.*

**Baŋsim nianima:** Wuhimi a gbaabu ni nye sheli zaŋ kpa daŋ polo Dagbani ni ka zaŋ li zaŋ m-maɣisi zuliya sheŋa dini Ghana.

#### 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 assessment strategy for this section ensures a balance evaluation of skills of conceptual understanding, strategic reasoning, and extended critical thinking abilities of learners. Teachers are encouraged to document achievement results for future reference. The assessment strategies employed begin with level 2 where learners will discuss issues to offer them insights into foundational knowledge of the concepts. Level 3 – strategic thinking skills questions involve short essays or oral presentations, evaluating students' ability to appreciate their clan systems.

## DAKULO 17

### Bɔhimbu Sodolisi

1. *Kahigimi daŋ mini di daanfaaninima ni nye sheŋa*
2. *Zaŋmi daŋ Ghana zuliyanima kaya ni taada puuni m-mayisi taba.*

### YELTɔYIKPANI 1 & 2: DAŊ

Daŋ nyela niriba ban layim taba ni dɔyim bee ka be layim yaankur' yino ka mali taada yini. Daŋ tooi bela tingbana kamani Africa, Scotland ni tigban' sheŋa ŋan nye kaya ni taada tingbana.

Daŋ Nahingban' sheŋa m-bɔŋɔ:

1. Yaankur' yino: Daŋ puuni niriba malila yaan' kuri yino.
2. Dɔyim: Daŋ puuni niriba kpinila taba ni dɔyim, payikpuyibo ni bihi tɔhigibu.
3. Din layindi ba: Daŋ puuni niriba malila tooi yuli din gahim n-ti daŋ maa, lahima ni be taada.
4. Layim gbaai: Daŋ puuni niriba malila din layindi ba ka be be ni taba.
5. Kpamli dubu: Daŋ puuni niriba malila toondaannima, kpamba bee nanima ban wuhiri di ni tu ni binyera niŋ shem.
6. Daŋ puuni niriba lahi malila puhisi ni di sayibu ka layim n-nye mabihi ni taba.

Daŋ ni tooi mali anfaani kamani ŋan doya ŋɔ:

1. Di bɔri tayibu n-tiri di niriba.
2. Di guri ka tayiri kaya ni taada.
3. Sɔŋsim zaŋ n-ti taba
4. M-bɔri maaligu niriba sunsuuni.

### Daŋ Daanfaani

Daŋ nyela din tum anfaani tuma pam n-ti zuliyanima tigbani yaanɔa zuɔu:

1. Di layindi niriba: Daŋ sɔŋdimi layindi niriba dɔyim dɔyim din ni che ka di gbubi li vienyela.
2. Dɔyim taba kpinibu: Daŋ tooi kpaŋsirila dɔyim taba layimbu, ka di che ka ban be daŋ maa puuni mi taba ka sɔŋdi taba.
3. Bin yinsi din layindi niriba: Daŋ malila bin yinsi din layindi daŋ maa, ka maliba n-kpehiri be taba mini taadanima ni.
4. Layim n-sɔŋ taba: Daŋ kpaŋsiri di niriba ka be sɔŋdi taba, di yi ti niŋ ka so bɔri sɔŋsim o puuni, gubu bee sariya dibu shee.

5. Maligu bobu: Daŋ kam tooi mali so' sheŋa be ni doli m-bɔri maligu niriba sunsuuni din ni che ka suhudoo beni.
6. Kali gubu: Daŋ nyela din guri ka tayiri kaya, taada ni darizanima ka mali li n-tiri ban doli be nyaŋa na.
7. Nam dunoya: Zuliya sheŋa ni, daŋ n-wuhiri nam dunoya ni nye sheli, ka ban nye dɔyiri kpamba gbubi yaa ka wuhiri binyera ni tu ni di chani shem.
8. Daabilim tuma: Daŋ n-yuuni di niri bɔmma ni nyamma zuɣu kamani, daankaya, daabilim tuma ni taba layim n-sɔŋ.
9. Toontibo: Daŋ tiri soli din wuhiri niriba zoosim daŋ maa puuni, daŋ maa puuni niriba kpaŋmaŋa tiri ba soli ka be tooi nyari kpamli daŋ maa puuni.
10. M-be biehiɣu ni: Daŋ tiri di niriba soli ka be baŋ ni be be biehiɣu din galisi n-gari be ko biehiɣu ni, ka lahi bɔri kpaŋsibu n-tiri ba suhu sayingu ni.

Daŋ nyela din yuui pam, ka di daanfaani dolila zuliya ni zuliya. Di mini di yuuya maa zaa yoli, di daanfaani zaŋ n-ti daadama mini be tinsi na kuli nyela din galisi.

### Daŋ sheŋa yuya mini di Lahima

*Shehira din doya ŋɔ dolila zuliya konkɔba. Karimba wuhimi Dagbani puuni daŋ mini di lahima. Kambɔntiŋa polo, be malila daŋ diba anii ni ŋa lahima. Da nyela zaɣ' konkɔba.*

| Kambɔnsi                   | Fantinima                 |
|----------------------------|---------------------------|
| 1. Asakyiri - Juɣu         | 1. Adwenadze - zinsabinli |
| 2. Oyoko - Wubiga          | 2. Aboradze - bɔraade     |
| 3. Agona - Karakoo         | 3. Nsɔna - Kahinkɔɣu      |
| 4. Asona - wahu/ kahinkɔɣu | 4. Anɔna - Karakoo        |
| 5. Aduana - Baa            | 5. Twidan-Jangbuni        |
| 6. Biretuo - Jangbuni      | 6. Kɔna- Yonahu           |
| 7. Ekoɔna - Yonahu         | 7. Ntwea - Baa            |
| 8. Asenee - Zɔŋa.          |                           |

### Dagbamba (Northern Region)

1. Lunsi Daŋ-Lahinli: Pololi
2. Baansi Daŋ-Lahinli: Nyabiga
3. Naafooni Daŋ-Lahinli: Wahu

### Ŋmampurisi (North East Region)

1. Nayiri- Nyabiga
2. Tensung: Jangbuni



## 3. Kunguri: Yuuyu

**Zabayisi (Savanna Region)**

1. Mankpan: Gbuyinli
2. Kpembewura: Nyabiga
3. Bolewura: Wɔbigu

**Farifarinama (Gurunsi) (Upper East Region)**

1. Nabdam: Baa
2. Tongo: Wayimahili
3. Bolga: Nyabiga

**Kusahi (Upper East, around Bawku area)**

1. Bawku: Nyabiga
2. Zebilla: Kpakpuli

**Bɔhimbu Tuma**

1. Bɔ n-lee nyɛ daŋ?
2. Timi daŋ shehira ni di lahima ni nyɛ shɛli a zuliya kaya ni taada ni.
3. Kahigimi daŋ nahingbana diba ata ni nyɛ shɛli a ya,

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

- a. Through questions and answers the class revises marriage rites as a form of reflection.
- c. Through brainstorming, learners define the clan system and discuss the concept.
- d. 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.

## ZAHIMBU GAHINDILI

### Yayili 3 zahimbu: Teha gahinda

1. Kahigimi n-wuhi nira yi be daŋ ni daanfaani ni nye sheli zaŋ n-ti o bɔmma ni nyamma.
2. Di yi niŋ ka a nye daŋ kpema, so dini nima ka a yen doli m-bo nangbannyini n-niŋ daŋ maa ni.
3. Zaŋmi daŋ a zuliya ni m-mayisi daŋ ni nye sheli zuliya sheli ni.

## DAKULO 18

**Bɔhimbu Sodoligu:** *N-vihi nam soya bieɓigu (na' zuɗu, nabihi, nagbaaruba, ɗan pahi).*

### YELTɔYIKPANA 1: NAM SOYA BIEHIGU

Dimbɔŋɔ kuli nyela di ni tooi kuli mali binyera dariza durilim ni pa taba shem tumdi tuma daabilim, nam soya, ni tuun' sheɗa duri. Di bieɓisi nyela:

1. Zalisi soya ni doli taba shem nemi: Yiko yirina zuɗusaa n-chani gbunni, ka yayili kam mali tuun' sheli di ni kuli tumda.
2. Yela gbaabu yirina luy' yini: Kpamba ban gahim bee toondaannima n-gbaari gbaabu gahinda.
3. Tuma yaɗa pubu: Tuma duu puri yaɗa ka yayili kam mali di tuma ni nye sheli.
4. Ban mali yiko pɔra: Tuma duri kpamba yuunila niriba biela.
5. Jilima yeltɔɗa soya: Tuma yeltɔɗa dolila so' sheɗa ɗan pun doya.
6. Sokam ni tu ni tum tuun' sheli nemi doya: Sokam tuma ni o ni yen nya sheli domi.
7. Yikonima ni pa taba shem: Kpamba ban mali yikonima zooya, zuɗusaa kpamba ban gahom hali zaɗ chaɗ tuun' tumdi palli.

Bieɓigu nypla din kpini yeltɔɗ' wayila, ka di ninviela nyela gaɗbu kalinsi, nira ni tooi buyisi baɗ, ka zalisi dolibu ne, amaa di lahi mali nimbieri kamani yela gbaabu bi chani yoma ka ka lebigibu.

### Nam soya kpamli anfooni

Kpamli anfooni nyela anfooni sheli din wuhiri tuma duu bieɓigu. Di wuhirila bieɓigu din be kpamba mini be tuun' tumdiba sunsuuni.

Nam soya kpamli anfooni shehira n-kuli do gbunni ɗɔ:

*Teemi: Kpamli anfooni din do zuɗusaa ɗɔ din nyaɗa, di ni tooi lahi niɗ ka kpamli sheli lahi be nam soya puuni din doli ninvuy' sheba kali luy' sheɗa.*

### Nazuɗu

Nazuɗu n-nye zuliya kpema. Ɗuna n-nye zuɗulana ka zuliya sheli niriba piigi o.

*Teemi: Piibu maa, nam yibu mini kpar' yeli bee nazuyiri, waliya kaya puuni. Karimbanima tu ni be wuhi so' sheɗa ɗan beni maa n-doli luy' sheli be ni wuhiri maa kali. Karimbanima ni tooi zaɗ karimbihini n-chaɗ nayili nti nya soya maa ka ka be mini nayili tuun' tumdiba di alizama. Karimbanima ni tooi zaɗ dimbɔŋɔ n-kpɗsi baɗsim maa gbaabu.*

### Nazuɗu Tuma

- Bɔbili maa bee zuliya toondo

- Ịjun zaani o yanima zaani gbaari gbaari sheja din mali anfaani n-ti o yanima
- Tumdi chuyu puhibu tuma
- Ịjun mali zalisi tumdi tuma ka maani o niriba sunsuuni
- Ịjuna n-yuuni tingbani zuyu/Tingbandana
- Ịjun guri kaya
- Ịjun b̄ri lebiginsim n-tiri o niriba
- Ịjun kariti sariya
- O maani gbana maa bin maanda
- O zaani zalisi

### Tinkpannanim

Bana n-nye na' sheba ban be na' sheba sulinsi ni. Tinkpannanim maa nyela luy' sheja kpamba ka tooi be tinkpan' sheja ịan be tinzuyuri mini tinkpansi ni.

#### Tuma:

1. O zaani nazuyu zaani o yi kani
2. S̄ndi guri tuumbieri o sulinsi ni
3. O kariti sariya
4. Mali soli ni o gu o tingbani
5. O kpandi o maṇa b̄ri suhudoo o sulinsi ni
6. Ịjuna n-tumdi kaya tuma be gbana zuyu ka maani tingbana di yi ti b̄ri maligu

*Teemi: Pa tuun' sheja be ni tumdi zaa n-do zuyusaa maa. Karimbanima ni tooi pahi tuun' sheja be ni mi ka tinkpannanim tumdi.*

### Nagbahiriba

Nagbaara nyela ninvuy' so bee ninvuy' sheba ịun/ban mali soli ni be zaṇ kali n-ṇiṇ nabia ṇiṇ ka ịun/ban maṇmaṇa ka ban l̄o nam maa puuni. Niriba ịṇ ẓiiniimi n-gbaari ịun tu ni o di nam bee n-lee toondana gbaabu.

*Teemi: So' sheja nagbahiriba ni doli n-gbaari nanaima waliya kaya ni. Karimba tu ni o wuhi binsheli din be kali sheli ni shikurubihi maa ni be.*

#### Tuma:

1. Be gbaari ịun ni tooi nye toondana.
2. Be vihiri ni be nya ban b̄ri toontali.
3. Be maani naa kuli
4. Bana n-tu ni be yeei naa kparigu
5. Ban mali na' palli wuhiri kpamba mini niriba
6. Bana n-sayisiri naa

7. Be be naŋbaŋkpeeni zaba maligu sunsuuni
8. Bana n-doli nam galisibu soya n-gilisiri nam tira.

### Bɔhimbu Tuma

Nammi naŋbaŋkpeeni n-sayi ti bee n-zayisi nam soya

## PEDAGOGICAL EXEMPLARS

### 1. Group Work/Collaborative Learning

Whole class:

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

## ZAHIMBU GAHINDILI

### Zahimbu Yayili 2: Bɔhimbu gbaabu baŋsim

1. Nammi baŋsim anfooni din wuhiri bieħ' sheli din be tuun' kɔŋɔba mini nam soya bieħ' kɔŋɔba a zileli.
2. Wuhimi nam yiko sheŋa ŋan be a zileli ni ka wuhi be tuma zaŋ jendi suhudoo bieħ' suŋ.

### Zahimbu Yayili 4: Tɛha zilinli

Sabimi lahabali din kpamda n-ŋmeri naŋbaŋkpeeni din sayi ti bee din bi sayi ti ni “nam soya nyela ŋan saha yayi bee di ni bi tu ni di lahi zaŋ sheli tum tuma.

### Hint



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

## Section 7 Review

This section examined the traditional clan systems and governance structures amongst various Ghanaian cultures. Initially, learners were introduced to the concept of the clan system and its significance within their own culture. They then

compared these systems to those of other cultural groups in Ghana. Following this, learners explored traditional governance structures, investigating the roles and functions of key functionaries and the importance of these structures in their communities. Upon completing this section, learners are expected to possess the necessary knowledge to discuss governance structures within their respective communities.



## APPENDIX H: MID-SEMESTER EXAMINATION

### Nature of the Paper

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

### Resources Needed

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

### Guidelines for Setting Test Items

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

### Bɔhisi Shɛhira

#### Yayili A: Pari Pii

1. Niriba ban layim taba ni dɔyim bee ka be layim yaankur' yino ka mali taada yini n-nyɛ\_\_\_\_\_
  - A. daŋ
  - B. choochi
  - C. dɔyim
  - D. zuliya

#### Yayili B: Lahibali

Kahigimi daŋ daanfaani diba ata.

## Pɔri Tibu Sodoligu

### Yayili A: Pari pii

1. Niriba ban layim taba ni dɔyim bee ka be layim yaankur' yino ka mali taada yini n-nye\_\_\_\_\_

#### A. daŋ pɔri 2

### Yayili B: Lahibali

- Di layindi niriba: Daŋ sɔŋdimi layindi niriba dɔyim dɔyim din ni che ka di gbubi li vienyela.
- Dɔyim taba kpinibu: Daŋ tooi kpaŋsirila dɔyim taba layimbu, ka di che ka ban be daŋ maa puuni mi taba ka sɔŋdi taba.
- Bin yinsi din layindi niriba: Daŋ malila bin yinsi din layindi daŋ maa, ka maliba n-kpehiri be taba mini taadanima ni.
- Layim n-sɔŋ taba: Daŋ kpaŋsiri di niriba ka be sɔŋdi taba, di yi ti niŋ ka so bɔri sɔŋsim o puuni, gubu bee sariya dibu shee.
- Maligu bɔbu: Daŋ kam tooi mali so' sheŋa be ni doli m-bɔri maligu niriba sunsuuni din ni che ka suhudoo beni.
- Kali gubu: Daŋ nyela din guri ka tayiri kaya, taada ni darizanima ka mali li n-tiri ban doli be nyaŋa na.
- Nam dunoya: Zuliya sheŋa ni, daŋ n-wuhiri nam dunoya ni nye sheli, ka ban nye dɔyiri kpamba gbubi yaa ka wuhiri binyera ni tu ni di chani shem.
- Daabilim tuma: Daŋ n-yuuni di niri bɔmma ni nyamma zuɣu kamani, daankaya, daabilim tuma ni taba layim n-sɔŋ.
- Toontibo: Daŋ tiri soli din wuhiri niriba zoosim daŋ maa puuni, daŋ maa puuni niriba kpaŋmaŋa tiri ba soli ka be tooi nyari kpamli daŋ maa puuni.
- M-be biehighu ni: Daŋ tiri di niriba soli ka be baŋ ni be be biehighu din galisi n-gari be ko biehighu ni, ka lahi bɔri kpaŋsibu n-tiri ba suhu sayingu ni.

Timi pɔri pia (10) di yi niŋ ka karimbia ti anfaani diba ata.

Timi pɔri awei (9) di yi niŋ ka karimbia ti anfaani diba ayi.

Timi pɔri anii (8) di yi niŋ ka karimbia ti anfaani gaŋa.



## ADAKA DIN WUHIRI BŊHISI NI YEN BŊHI SHEM

| Dakulo | Bɔhimbu ni jɛndi binshɛli               | Bɔhisi balibu            | DoK Pɔri |    |   |   | Di ni yiɣisi shɛm |
|--------|-----------------------------------------|--------------------------|----------|----|---|---|-------------------|
|        |                                         |                          | 1        | 2  | 3 | 4 |                   |
| 13     | Yɛltɔɣa lɛbigibu                        | Pari pii                 | 3        | 2  | - | - | 5                 |
|        |                                         | Lahibali                 | -        | 1  | - | - | 1                 |
| 14     | Payikpuɣibo                             | Pari pii                 | 4        | 1  | - | - | 5                 |
|        |                                         | Lahibali                 | -        | 1  | - | - | 1                 |
| 15     | Payikpuɣibo zaŋ mayisi taba             | Pari pii                 | 2        | 2  | - | - | 4                 |
|        |                                         | Lahibali                 | -        | 1  | - | - | 1                 |
| 16     | Zɛmana biɛhigu din kpɛri payikpuɣibo ni | Pari pii                 | 1        | 2  | - | - | 3                 |
|        |                                         | Lahibali                 | -        | 1  | - | - | 1                 |
| 17     | Daŋ soya                                | Pari pii                 | 1        | 1  | - | - | 2                 |
|        |                                         | Lahibali                 | -        | 1  | - | - | 1                 |
|        |                                         | <b>Di ni yiɣisi shɛm</b> | 11       | 13 | - | - | 24                |

## YAYILI 8: ZABA MALIGU SOYA

### BAŊSIM: KALI TUMA MINI NAM SOYA

Baŋsim yayili: **Nam soya**

**Bɔhimbu Haŋkaya ŋan Tu Gbaabu:** *N-vihi niriba sunsuuni zaba malibu soya ka zaŋ ŋa mayisi zɛmana ŋɔ sariya karibu soli*

**Baŋsim Nianima:** *N-wuhi baŋsim mini gbaabu zaŋ jendi nayili sariya karibu soli*

### 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 assessment strategy for this section ensures a balanced evaluation of strategic reasoning and extended critical thinking abilities of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help gauge learners' comprehension of Ghanaian language concepts. Beginning with Level 2 skills building then to Level 3 strategic reasoning and progressing to Level 4 extended critical thinking, questions advance from short essays and oral presentations to evaluation of assertions to strengthen learners' ability to analyse concepts. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of dispute resolution in the culture. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. 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.*

## DAKULO 19

**Bəhimbu Sodoligu:** *N-zahim kootu sariya karibu soli*

### YELTƏYIKPANI 1 & 2: **KOOTU SARIYA KARIBU SOLI**

Kootu sariya karibu maa nyela so' sheli kootunima ni lebigira ka mali zalisi tumdi tuma tinsi ni. Di nyela talahi binsheli tinsi nam soya biəhigu, din tiri so' sheli di ni doli m-maani zaba, zalisi lebigibu, n-sayiri tiri zalisi ka guri nira yiko ni yelivuhi'. Din pahi, tumdi tuun' sheŋa ŋan do gbunni ŋo kootunima ni:

1. Səŋdi kpansiri zalisi dolibu mini adalichi.
2. M-mali adalichi tumdi tuma: n-kpansiri adalichi zaŋ tum tuma zalisi zaŋ tum tuma puuni.
3. Niriba sunsuuni zaba malibu: m-maani niriba, tuma duri ni gomnanti tuma duri sunsuuni zaba. Di kpansiri so' sheŋa kmani niriba sunsuuni maligu, sariya karibu ni wum ti taba nyela di ni kpansiri sheli niriba sunsuuni zaba malibu yinsi pa ni kootu ni.
4. Yikonima gubu: N-guri niri yikonima mini maŋsulinsi kamani zalisi buku bee yiko zalisi ni sayi ti sheŋa.
5. Din wuhiri sokam ni ni tooi mali ya' sheli tariga: Di wuhiri gomnanti mini o tuundiba ni jintəriba yaya yaa tatariga, din yen yuuni ka sokam yaa sayisi zalisi buku ni wuhi ya' sheli tatariga.

### **Kootu Sariya Karibu Soya Biəhigu**

Gana Alikaaliyilinima malila toontali dariza durilim biəhigu, ka Supirim kootu nye Gana kootu sheli din du gari kootunima zaa, n-zaŋ Apiil kootu pa, ka Haai kootu paya ka kootu bihi mi do gbunni. Kootu bihi maa n-nye kootu sheŋa ŋan be ti tinzuŋiri ŋan nye tiŋkpansi zuŋiri ni ni bibihi ban yuma ban paai yuum' pishi ayi ka kootu. Kootu kam kuli malila di ni tumdi tuun' sheli kamani bibielim, daŋ, ni tuuntumdiba zalisi. Gana puuni, ŋun ŋmaari yeltəya Supirim kootu ni n-nye alikaaliyilinima zuŋulana, ŋuna n-nye Gana kootunima tuuntumdiba zaa toondana. Jaajinima n-nye ŋan səŋdi maani niriba sunsuuni yeltəy' bihi.

### **Kootu biəhigu/kootu ni sariya karibu soya, yeltəya ŋmaabu sariya karibu ni**

1. Jaaji yini n-ziini n-wumdi ka ŋmaari yeltəya Haai kootu, Apiil kootu ni Supirim kootu ni.
2. Jajinima anu n-wumdi ka ŋmaari yeltəya Apiil kootu mini Supirim kootu ni.
3. Yeltəy' sheŋa ni, jaaji ziinimi ni ŋun zahimdi yeltəya ni o wuhi o o ni tu ni o niŋ shem.
4. Jaaji wumdi ka ŋmaari yeltəya kootu bihi maa ni.

5. Suhudoo Jaaji n-wumdi ka ŋmaari bihi ban yuma bi paai yuum' pishi ayi ka kootu bihi ma ni.

### Kootu Sariya Karibu Soya Zaba Malibu Soya ni

Biehigu maa mini soya ni tooi wali n-doli kootunima, yeltɔya ni daliri. Ŋan do gbunni ŋɔ n-nye di zaa biehiɣu:

1. Yeltɔyanima zaŋ yeltɔya chaŋ kootu ni.
2. Kootu ziinimi m-pili yeltɔya wumbu ka jayili n-yihi yeltɔy' kpema.
3. Shehira ni zaŋ ti ka kari shehiradiriba sariya.
4. Jaaji bee ninvuy' sheba ban zini di zuɣu maa ŋmaaya.
5. Yelanimi ni tooi tahili kootu sheli din du n-gari lala kootu sheli din ŋmaai yeltɔya maa.

#### Bɔhimbu Tuma

1. Kahigimi sariya karibu soya
2. Buyisi wuhi zɛmana ŋɔ sariya karibu soya
3. Buyisimi kootu alikaaliyilinima tuma dibaata

## 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.

## ZAHIMBU GAHINDILI

### Yayili 2: Baɲsim Bɔhimbu Mɛbu

Bomi salo baɲsim lɛbu soya n-wuhi a karimbitaba ban be karindu' yini Gana sariya karibu soya.

### Yayili 3: Tɛha gahinda

1. Kahigimi sariya karibu soya ni zaɲ kaya ni taada mini zɛmana tayibu n-tumdi tuma shɛm.
2. Kahigimi sariya karibu soya ni sɔɲdi Gananima biɛhigu biɛyukam.

### Yayili 4

A yi di nyɛ jaaji, wula ka a di yɛn kari yeltɔy' shɛli din mali naɲgbaɲkpeeni sariya? (Shehira yeltɔy' shɛli din mali nira yiko mini ban yuuni niriba biɛh' suɲ di ni...)

## DAKULO 20

**Bɔhimbu Sodoligu:** *Zaŋmi nayili zaba malibu soya mini kootu ni niriba sunsuuni zaba malibu soya m-mayisi taba.*

### YELTɔYIKPANI 1 & 2: NAYILI MINI KOOTU SARIYA KARIBU TABA MAYISIBU

**Nayili Sariya Karibu:** Nayili sariya karibu soya nyela nyela kali soya/adalichi zalisi ŋan be zileli pam, din daa tooi daŋ kootu sariya karibu soya na. Ŋɔ tooi nyela nanima, kpambaliba, daŋkpamba ni ninvuy' sheba di ni tiri jilima zileli ni ni kariti sheli.

#### Nayili Niriba Sunsuuni Zaba Malibu

Dimbɔŋɔ n-nye so' sheli di ni doli m-maani ŋan be kali maa ni, tada puuni, ni zileli kaya ni tada tuun' sheŋa ti ni tumda. Soya ŋɔ nyela ŋan pun beni poi ka kootu soya ka ŋa be ti zileli kam puuni ka ŋa nia nye di kpaŋsi sokam bieɸ' suŋ. Di ni tooi maani yel' sheŋa n-nye dundɔna yeltɔya, paliti yeltɔya, din chihiri tumbu, ni yɔhiŋ.

#### So' sheŋa di ni doli nayili niriba sunsuuni zaba malibu ni

- M-be niriba sunsuuni
- Yeltɔya ŋmaabu
- M-bɔ tɔyisigu n-niŋ ban zabiri sunsuuni
- M-bɔri maligu niriba sunsuuni

#### Nayili niriba sunsuuni zaba malibu mini kootu niriba sunsuuni zaba malibu zaŋ mayisi taba

*Nayili/kali soli zuyu shintɔni malibu*

1. Nanima/Nazuyiri n-ziini yela maa zuyu ka yuuni di ni chani shem. Ban ŋmaari yeltɔya maa n-nye nanima, kpamba ni toondonima. Niriba mali be ŋmaabu tumdi tuma. Amaa, di ni tooi labisi ni di labi kari sariya.
2. Kootu so' sheli ka di ni. Maligu manila nayili. Be boonila yelanimaa maa na nayili.
3. ŋmaabu yirimi na zileli maa ni n-doli zalisi ŋan be kali puuni ni ŋa ni tumdi shem.
4. Di nia nyela di mali sayiŋgu, m-bɔ tɔyisigu n-niŋ ban zabiri sunsuuni ka labisi adalichi na.
5. So' sheŋa di ni doli maa ni tooi tayi n-doli yeltɔy' sheli n-kpaŋsi binyinsi ka zaŋ zileli naŋgbanyini bahi tooni.
6. di sayi ti shehira dibu.

#### Kootu Sariya Karibu Soya

1. Gomnanti n-kpa kootu mini di ni tumdi shem.

2. Jaajinima n-ɲmaari yeltɔya n-doli tingbani zalikpan' sheɲa din pun sabi doya .
3. Nia maa zaa kuli nyɛla di di bee di lu sariya karibu ni.
4. Soya dolila din be zalikpana maa puuni.
5. Di kuli dahila adalichi zuyu: Adalichi mini tibidarigibu ka di zaɲ bahi tooni.
6. di mali ban/ɲun tahi o kpee mini be ni tahi sheba/so na.
7. Shehira dibu beni.

### Waliginsim Gahinda

1. Siliminsili soli: Kali soli zaba malibu pa din doli siliminsili soli ka kootu sariya doli siliminsili.
1. Yiko: Kali soli zaba malibu malila ɓileli toondaannima n-tumdi tuma, ka kootu mi mali gomnanti ni pii kpeen' sheba n-tumdi tuma.
2. Zaligu: Klai soli zaba malibu za-dila zal' sheɲa ɲan be kaya ni tada puuni n-tumdi tuma ka ɲa bi sabi doya ka kootu zaba malibu mi mali zalisi mini din pun ɲɲ sabimi doya.
3. Nianima: Klai soli zaba malibu jendila naɲgbanyini ka kootu jendi adalichi.
4. Soya: Kali soli zaba malibu tayira, ka kootu soya bi tayira.

### Bɔhimbu Tuma

1. Kahigimi nayili sariya karibu soya.
2. Kahigima kali soli niriba sunsuuni zaba mali soya a ɓileli ni
3. Timi waliginsim sheli din be nayili sariya karibu soli mini kootu sariya karibu soli sunsuuni.

## 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.

## ZAHIMBU GAHINDILI

### Yayili 2: Baɲsim bəhimbu mebu

Zaɲmi kali soli niriba sunsuuni zaba malibu mini kootu maligu soya m-mayisi taba ka wuhi di ni ɲmani ka wali taba shem.

### Yayili 3: Teha gahinda

1. Kahigimi so' yini kam yaa ni di chɔyinsi.
2. Niɲmi vihigu din jendi kali soli niriba sunsuuni zaba malibu soya, wuhimi ɲa daanfaaninima mini ɲa ni pahiri binshɛɲa.

### Yayili 4: Teha zilinli

Kahigimi wuhi yayili mini kootu sariya karibu soya ni wali ɲmaari yel' yini shem.

#### 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.

## YAYILI 9: SALINLOHA MINI YOODARA SALIMA

### BAŊSIM: DAGBANI YELTOXA BAŊSIM/LITIRICHA

#### Baŋsim yayili: Nolini Baŋsim

**Bɔhimbu haŋkaya ŋan tu gbaabu:** *Zaŋmi salinloha mini yoodara salima biɛhigu baŋsim n-nam salinloha mini yoodara salima*

**Baŋsim nianima:** Wuhimi salinloha mini yoodara salima baŋsim mini gbaabu

### INTRODUCTION AND SECTION SUMMARY

This section discusses concepts under oral literature of the Ghanaian language. Under oral literature, concepts like Libation and dirges have been discussed in year one. Riddles and Puzzles will be discussed in this section. Learners will be introduced to analysing the structure and types of riddles and then move on to explore the structure of puzzles. Classroom activities that promote GESI will also be introduced to learners. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as Literature in English. This section equips learners with the requisite skills 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.*

## DAKULO 21

**Bɔhimbu Sodoligu(si):** *N-zahim salinloha biɛhigu mini balibu*

### YELTɔYIKPANI 1 & 2: SALINLOHA

#### Salinloha

Salinloha nyela yoodara salima balibu bee baɲsim dahimbu din mali yeltɔya baɲsim, bachinima ni gabbu baɲsim n-sɔyiri ɲa labisibu bee gbunni. Di nyela bɔhigu, yeltɔya, bee yeltɔyɛɲmasɔɔyɛ din bɔri tɛh' zilinli, biɛhiɲ, ni tɛha nambu m-baɲ di labisibu.

Salinloha tooi:

1. Mali bachinima diɛma tumdi tuma: Bachinima zaɲ ku lari, gbunni bɔbigu, bachinima ayi ɲan mali gbunni yinsi, ni bachi sheɲa ɲan mali bachi ɲmeri yinsi ka ka gbunni yinsi.
2. Mali zaɲbuyisi mini tɛhibu tumdi tuma.
3. di mali baɲsim gabbu mini ka so bɔhira ka so/sheba labisira.
4. di bɔri tɛh' zilinli.
5. di mali labisiri sheli di ni bi tɛhi gbaai.

#### Salinloha Balibu

Salinloha pula balibu buta. ɲannima n-nye:

Salinloha din nye yeltɔyili bee bɔhigu, tuya duyibu ni salinloha din mali yee tumdi tuma.

#### Salinloha shehira n-nye

1. «N lii?» (Labisibu: Yilibila buyum!)
2. “M-piripiri ku nyaan du?” (Labisibu: ɲuni n-na min piri namda du tia?)
3. “N kaa katiri kaa katiri kaa ka tiri ka?” (Labisibu: Daantaliga ziri yɔyira ka ziri gurilo ka ziri mɔri!)

#### Salinloha anfaaninima pam, ɲa sheɲa n-nye

1. Di kpaɲsiri yeltɔya baɲsim mini bachi gahinda.
2. Di kpaɲsiri tɛha nambu mini muyusigu tuhi ku.
3. Di kpaɲsiri tɛh' zilinli mini kahigibu.
4. Di tiri ti nyayisim mini diɛma!

## Salinloha Biɛhigu

Salinloha biɛh' shɛɲa n-nyɛ

1. Piligu: Di ni mali shɛli n-voori ban wumdi bee ban lɔhiri salinloha haŋkaya na salinloha lɔhibu ni'.
2. Buyisibu: Yɔhiŋ labisibu buyisir' shɛli din ne.
3. Bɔhigu: Bɔhigu din bɔri labisibu buyisibu.
4. Yɔhiŋ: Di ni bi tɛhiri yɔhiŋ bee bachinima diɛma din tahiri labisibu na.
5. Labisibu: Salinloha labisibu maa tooi nyɛla diɛma, gbunni bɔbigu, bee haŋkali tuyibu.

## Salinloha shehira ŋan doli biɛhigu ŋɔ n-do gbunni ŋɔ'

Piligu: Nkpaanjo

*Bɔ balibu?*

*Pay' viɛla balibu*

*Man zonzon nti pii Samira*

*Binkɔbiri kubu*

*Di piini ni binkɔb' kara kubu*

*N-ku nti paai salinsaa*

*Ka bɛ piriti o n-tiri taba*

*Ŋun ti pii o zuyu n-yɛn pili salinloha*

**Buyisibu:** M ba n-daa mali o kpariba, bɛ zaa daa pilila zupil' piɛla.

**Bɔhigu:** Ŋuni n-lee kpaai simpayiri ŋɔ che gooni ŋɔ?

**Yɔhiŋ:** M bɔliŋbɔliŋ pati.

**Labisibu:** Kpali' wala"".

## N-Kahigiri Salinloha Biɛhigu

Salinloha vihibu jendila yeltɔya piribu, biɛhigu, ni ŋan sɔŋdi labisibu baŋbu. Din doya ŋɔ nyɛla so' shɛɲa ŋan ni tooi sɔŋ a ka a vihi salinloha':

1. **Vienyela karimbua:** Karimmi salinloha biɛlabiɛla bushɛm zuyu din yɛn che ka a gbaai bachinima mini yeltɔyiŋmasɔri.
2. **M-baŋ bachi gahinda:** Kpahimmi bachinima, yeltɔyiŋmasɔri, bee binyɛr' shɛɲa ŋan kpa talahi ka labiri yirina.
3. **Yulimi gbunni bɔbigu zuyu:** Salinloha tooi mali bachinima diɛma, diɛma, bee gbunni bɔbigu tumdi tuma.
4. **Vihimi biɛhigu maa:** Zaŋmi a zaya niŋ salinloha biɛhigu ni, piligu, buyisibu, bɔhigu, ni yɔhiŋ pahiya'.

5. **Yuli bɔ binyer; sheŋa ŋan ŋmani taba mini ŋan kpini taba:** Yuli bɔ bachinima, tɛha, bee baŋsim ni kpini taba shem.
6. **Deemi tɛh' bɔbigu:** Tɛhimi nambu tɛha ka deerɪ tɛha bee baŋsim kɔŋkɔba .
7. **Yihimi ŋan nyɛ labisibu:** Salinloha tooi mali lahibal' sheli din birinda. Yihimi ŋan nyɛ labisibu bee labisir' sheŋa ŋan do palo ni.
8. **Timi buyisir' sheŋa ŋan wuhiri baŋsim:** Zaŋmi a vihibu baŋsim n-ti buyisir' suma.
9. **Vihimi a labisibu:** Labi karim salinloha ka labilihi a labisibu ka che ka labisibu maa lu n-zahim buyisibu.
10. **Bɔhimma:** A yi kuli tooi vihiri salinloha, di ni che a tooi baŋdi di ni doli shem mini buyisibu'.

Din pahi, yulimi soya ŋan do gbunni ŋɔ

1. Dimi suyulo ka doli li.
2. Tɛhimi nambu tɛha ka bi doli din be salinloha maa ni.
3. Zaŋmi bachinima jilkpeeni, tooni, sunsuuni ni nyaŋa biɛlimpahira ka di sɔŋ bachinima zaŋ diɛm diɛma.
4. Yoomi a tɛha ka yihi bɛhiŋ.

#### Bɔhimbu Tuma

1. Kahigimi salinloha
2. Kahigimi salinloha biɛhigu
3. Kahigimi salinloha daliri

## 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.

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.

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.*

## ZAHIMBU GAHINDILI

### Yayili 4 Zahimbu: Nimmɔhi tɛha din yɛligi

1. Zaŋmi a maŋmaŋa gbaabu n-vihi salinloha ŋan do gbunni ŋɔ ka a nia kpala ŋa biɛhigu maa ni

*“N vim?”*

2. Nammi salinloha ŋan mali gbunni ka ti di labisibu.

*Teema: Dimbɔŋɔ sɔŋdi bin’ pala nambu n-gari salinloha ŋan pun beni labi ti*



## DAKULO 22

**Bɔhimbu Sodoligu:** *N bɔhim salinloha biebigu*

### YELTɔYIKPANI 1 & 2: YOODARA SALIMA

#### Yoodara Salima

Yoodara salima nyela muyusugu sheli din bɔri teha ni nambu zaɲ labisibu. Ɗan tooi kuli yerila noli ni. Di tooi mali yoodara salima n-diɛmda, bɔhinda, ka mali li kpaɲsiri zuɲupuri tumbu. Ɗa sɔɲdi kpaɲsiri nimmoo teha, muyisugu tuhi ku baɲsim, teebu, ni zilima.

#### Yoodara Salima Balibu

Yoodara salima mali tuun' kɔkɔba be ni yooni li shem:

1. Zuyupuri Kpaɲsibu: N-kpaɲsiri muyusugu tuhi ku baɲsim, nimmoo teha, ni teh' zilinli din tuhi nira niɲ di bahi bahindi bihi.
2. Diema: N-tiri sokam lari, vuhim, ni nyayisim.
2. Bɔhimbu: Di sɔɲdi bɔhimbu, n-kpaɲsiri teebu, ka kpaɲsiri baɲsim kpema gbaabu kamani laasabu malibu, tabibi baɲsim, ni zuliya yeltɔya.
3. Tibili: N-sɔɲdi zuɲupuri tibbu, wumsim yihibu ni zuɲu damli sɔɲsim.
4. Biebigu Kpaɲsibu: Di layindi niriba, layim tum, ni yoodara salima layim salim n-ti taba.
5. Zuyupuri Kpaɲsibu: Di kpaɲsiri zaya, haɲkali labisibu ni tehibu yomyoma ka che ka zuɲupuri tumdi yoma.
6. Teha Nambu: Di kpaɲsiri teha nambu, teha, ni yeltɔya din mali nyaɲsim.
7. Zahimbu: Di nyela zahimbu so' sheli din zahindi zuɲupuri tumbu, baɲsim, ni yay' sheɲa baɲsim.
8. Salima Salimbu mini din yeri bini ni niɲ shem: Kpaɲsiri nirba sunsuuni alizama dibu, guhibu, ka yeligiri baɲsim n-jendi biyera ni niɲdi pari taba zuɲu shem litiricha mini pɔhim zuɲu.
9. Vihigu mini Tabibi Baɲsim: Kpaɲsiri daadam teha bɔhimbu, biebigu, ni yela gbaabu soya.
10. Maɲa Zoobu: Zama ni alizama dibu, n-kuli doli binsheli hali ka di ti niɲ, maɲa dariza, yoodara salima salimbu ni.
11. N-nya mini M-pahi: N-ti soli ka niriba ban yi yay' kɔɲkɔba na ni ban mali baɲsim kɔɲkɔba ɲini n-di alizama.

Yoodara salima mali tuun' bɔbigu ni anfaani bɔbigu, din che ka ɲa be daadam biebigu ni.

## Yoodara Salima Biɛhigu

Di ni tooi kuli pu di biɛhigu yaya n-nyɛ:

1. Nianima: Clearly defined objective, such as solving a problem or reaching a specific outcome.
2. Zalisi: Di mali sodol' shɛɲa di ni doli.
3. Piligu Shee: Di mali piligu yeltɔya.
4. Muyusugu: Muyusugu din guri tooni chandi.
5. Labisibu Soli: So' shɛɲa ɲan pe n-doy bee yela gbaabu din doli nia.
6. Labisibu: Labisibu.

## Yoodara Salima Shɛhira

### Yoodara Salima: Buku Bɔrigirili Lahizibisi

### Yoodara Salima Yeligu

Tiɲkpambila laabiri ni, buku din bi yoli bɔrigiya. ɲun yuuni laabiri maa zuɣu bɔhi niriba anahi shɛba o ni zilisi: Damduu, Duliɲ, Duligu ni Nɔɲa. Be zaɣ' yini kam daa yeli o noli ni yeltɔya:

1. **Damduu:** "M bi kpuyi buku maa'. N sa nyela buku maa Duliɲ sani."
2. **Duliɲ:** "M bi kpuyi buku maa. M bi mi di ni be shɛm gba."
3. **Duligu:** "N nya Nɔɲa ni kpuyi buku teebuli maa zuɣu."
4. **Nɔɲa:** "Duligu ɲmala ziri. N daa bela yiɲa ka buku maa bɔrigi."

ɲun yuuni laabiri maa mi ni be puuni ninvuy' yino n-yeri yelmanli. ɲuni n-kpuyi buku maa?

### Labisibu Soli:

1. Di yi niɲ ka Damduu yeri yelmanli, dinɲuna buku maa be Duliɲ sani. Amaa di wuhirimi ni Duligu mini Nɔɲa zaa ɲmarila ziri ka di che ka ban yeri yelmanli yayi ninvuy' yino. Dinzuɣu, Damduu ɲmarila ziri.
2. Di yi niɲ ka Duliɲ yeri yelmanli, o bi mi buku maa ni ɲmani binsheli. Dimbɔɲɔ ni wuhi ni Damduu, Duligu ni Nɔɲa ɲmarila ziri, ka di che ka Duligu ni yeli sheli nye ziri, n-ɲmeri Duliɲ yeltɔya nangbaɲkpeeni'. Dinzuɣu, Duliɲ ɲmarila ziri.
3. Di yi niɲ ka Duligu yeri yelmanli, o nya Nɔɲa ni kpuyi buku. Dimbɔɲɔ ni wuhi ni Damduu, Duliɲ ni Nɔɲa ɲmarila ziri. Din dee ni kuli nya ninvuy' yino n-ni tooi yeli yelmanli maa, dimbɔɲɔ ni tooi niɲ.
4. Di yi nyela Nɔɲa yerila yelmanli, Duligu ɲmarila ziri, ka di wuhiri ni Duligu bi nya Nɔɲa ni kpuyi buku maa'. Amaa dimbɔɲɔ ni wuhi ni Damduu mini Duliɲ gba ɲmarila ziri, ka di tahiri nangbaɲkpeeni na ni yelmanli kalinli sheli di ni sayi ti. Dinzuɣu, Nɔɲa ɲmarila ziri.

Di ni kuli niɲ ka ka di nyela ninvuy' yino n-yeri yelmanli maa, Duligu n-tu ni o nye ɲun yeri yelmanli maa. Dinzuɣu, **Nɔɲa n-kpuyi buku maa.**

**labisibu:** Nɔŋa n-kpuyi buku maa.

### Bɔhimbu Tumanima

1. Kahigimi yoodara salima ni nye sheli.
2. Kahigimi yoodara salima biɛhigu.
3. Kahigimi yoodara salima daliri.

## 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.*

## ZAHIMBU GAHINDILI

### Yayili 2 Zahimbu: Bɔhimbu baŋsim gbaabu:

Kahigimi soya ata sheŋa yoodara salima ni sɔŋdi ti zuypuri bier' suŋ.

### Yayili 4 Zahimbu: Teha dinyeligi mini teh' zilinli and

Nammi yoodara salin' sheli din mali gbunni ka ti di labisibu ka kahigi di biɛhigu.

**Teema:** *Dimbɔŋɔ sɔŋdi kpaŋsiri bin' pala nambu n-gari yoodara salin' sheŋa ŋan pun beni zaŋ tum tuma.*

## 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.

## YAYILI 10: YELTƆYITAYIMALISI

### BAŊSIM: DAGBANI LITIRICHA/YELTƆYA BAŊSIM

Baŋsim yayili 2: **Baŋsim Sabirili**

**Bɔhimbu Haŋkaya ŋan Tu Gbaabu:** *N-zan yeltɔyitayimalisi biɛlima baŋsim n-vihi yeltɔyitayimalisi*

**Baŋsim Nia:** N-wuhi yeltɔyitayimalisi baŋsim mini gbaabu

#### 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 assessment strategy for this section ensures a balanced evaluation of strategic reasoning, and extended critical thinking abilities of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to gauge learners' comprehension of literature of the Ghanaian Language. Beginning with assessment level 2, questions are formulated to enhance learners' skills of contextual understanding. Assessment questions advance from level 2 to Level 3 strategic reasoning and progresses to level 4 extended critical thinking questions to strengthen learners' ability to express concepts. These assessment questions are administered through essay prompts, group presentations and evaluative assertions or case studies to assess learners' strategic reasoning and deeper understanding of poetry and poetry appreciation. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. 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.*

## DAKULO 23

**Bɔhimbu Sodoligu:** *Piimi ka kahigi yeltŏyitayimalisi bielima (shehira, bachi gahimbu, yeltŏyikpana, satara, kulisi, liricha bielima, lunzahim ni ŋam pahi.)*

### YELTŌYIKPANI 1 & 2: YELTŌYITAYIMALISI

#### Yeltŏyitayimalisi kahigibu

Yeltŏyitayimalisi nyela litiricha bal' sheli, di ni zaŋ kulisi mini satara sabi ka ŋa mali nyayisim ni suhuni anfooni din tiri teha, niri nya binsheli biehigu ni, n-yeŋi suhu ni biehigu, ni suhuni anfooni.

#### Yeltŏyitayimalisi balibu

1. **Yeltŏyitayimalisi din tiri lahibali:** Yeltŏyitayimalisi sheli din waya din tiri lahibali zaa, ka mali piligu, sunsuuni, ni bahigu. Yeltŏyitayimalisi din tiri lahibali malila bielima maa zaa n-tumdi tuma lahibali sabbu ni, niriba, di ni pe n-doli taba shem, tuhibu, ni naabu zaa pahiya. Yeltŏyitayimalisinima ŋɔ nyela ninvuy' yino ko ni yeŋi sheli

Yeltŏyitayimalisi din tiri lahibali balibu:

*Yeltŏyitayimalisi din nye satar' yini:* Yeltŏyitayimalisi din tiri lahibali satar' yini, di yeltŏyikpani tooi nyela zuliya sheli kaya ni tada bee yelikurili.

Yeltŏyitayimalisi sheli din mali kperigu: Yeltŏyitayimalisi sheli din kperita bee din mali kperigu yela di puuni

Yeltŏyitayimalisi sheli din mali taarihi di puuni: Di nyela yeltŏyitayimalisi sheli din yeŋi binsheli din daa niŋ gari bee kaya ni tada daanfaani.

2. **Yeltŏyitayimalisi sheli din wuhiri nira teha:** Yeltŏyitayimalisi sheli din mali suhuni anfooni mini zaŋbuyisi n-wuhiri nira teha mini suhuni din beni. Di daa tooi nyela yila.

Yeltŏyitayimalisi sheli din wuhiri nira teha balibu:

Yeltŏyitayimalisi sheli din kumdi kuli: Yeltŏyitayimalisi sheli din kumdi so bee binsheli kuli.

Yeltŏyitayimalisi sheli din waya ka wuhiri nira teha: Di nyela yeltŏyitayimalisi sheli din wuhiri nira teha bal' sheli din wuhiri suhu gbaabu. Binsheli ŋun yeŋi maa suhu ni gbaai binsheli maa ni tooi nye Naawuni nama, binsheli bee ninsala'.

Yeltŏyitayimalisi sheli din mali kulisi pianianahi: Di nyela yeltŏyitayimalisi sheli din mali kulisi pianianahi ka di yeltŏyikpani nye yurilim.



## Yeltŏyitayimalisi bielima

**Yeltŏyikpani:** Litiricha teha bee lahibali ni jendi binsheli. Yeltŏyitayimalisi yeltŏyikpana sheŋa n-nye yurilim, nama, vielim, kum ni ashili. Yeltŏyikpani maa gbaabu ni sŏŋ ban karindi ka o tooi baŋ lahibal' sheli din be yeltŏyitayimalisi maa puuni bee nia sheli sasabira maa ni mali zaŋ chaŋ o ni sabi yeltŏyitayimalisi sheli maa polo.

1. **Bachi gahimbu:** Di nyela yeltŏy' sheli, kumsi, mini bieħ' sheli di ni zaŋ tum tuma yeltŏyitayimalisi sheli puuni. Yee mini bieħigu lahibali maa zaa ni zira zaa pahila bachi gahimbu maa puuni. Di ni ni tooi niŋ shem n-gbaai ŋun yeri bieħigu zaŋ chaŋ binsheli yeltŏya di ni yera, ban karindi tu ni be yuli bŏ sasabira maa ni gahim o bachinima shem, yeltŏyiniyima, ni kumsi bielima.
2. **Yee:** Sasabira bieħigu bee o suhuni din beni zaŋ chaŋ di ni yeri yeltŏy' sheli yela maa'.
3. **Suhuni bieħigu:** Binsheli din na be nira suhuni zaŋ kpa yeltŏyitayimalisi polo.
4. **Yeltŏyiniyima mini litiricha bielima:** Ŋannima ka di mali wuhiri bachinima gbunni bee m-mali yihiri teh' sheŋa ŋan bi kpini bachi sheŋa di ni zaŋ tum tuma maa litiricha maa ni. Bielima kamani asafihili, suhuni anfooni, n-zaŋ binyera mayisi taba ŋan cheri m-bahiri sokam mali o ni nya li shem. Lala n-lahi nye li, yeltŏyitayimalisi bielima kamani zaŋbuyisi, zaŋ ŋmahim, zaŋzalizaani, nyela di ni mali sheŋa m-meri anffoninima kŏkŏba sheŋa di ni pun bi nya ni kpini taba shem. Litiricha bielima kamani zaŋzalizaani, niŋzee, gabiyeli, labiboli ni ŋan pahi gba pahiya.
5. **Kumsi bielima: Bielima kamani konsŏnanti kumsi yinsi kum pa taba, vaawuli kumsi yinsi kum pa taba, vugbunni, nyela ŋan namdi yila bieħigu. Sasabira nuu:** Di nyela yeltŏyitayimalisi ni mali sintaasi, zaŋ bachinima pe taba n-nam gbunni n-tumdi tuma. Sasabira mali gabiri bachinima n-namdi sintaasi ni di kpaŋsi bachi sheŋa. Daliri sheli din che ka di zaŋdi sintaasi mini bachinima gahimbu n-tumdi tuma nyemi di tooi nya di ni bŏri vielim sheli kamani n-tayiri yee mini bieħigu.
6. **Ŋun yera:** Ŋun tiri yeltŏyitayimalisi maa. Di ni toii nye ŋun su li bee ninvuy' so suhuni. Yeltŏyitayimalisi tooi kuli yeri mi ni ninvuy' yino yeltŏya bee sheba yeltŏya. Saha sheli sasabira ni tooi niriba ayi teha n-yeli ti ban karinda.

## Yeltŏyitayimalisi Daanfaani

Di kpaŋsiri yeltŏya baŋsim: Yeltŏyitayimalisi yihiri ban bŏhindi bachinima, zaŋbuyisi, ni litiricha bielima polo ni na.

Di sŏŋdi nambu: Yeltŏyitayimalisi kpaŋsiri tehibu, teh' nam ni maŋa yeltŏya.

Di che ka di bŏhindi nimmo teha: Yeltŏyitayimalisi vihibu sŏŋdi ban bŏhindi ka be bŏhindi niommo teha, yeltŏya lebighu, ni vihigu baŋsim.

Nambŏzŏbo: Yeltŏyitayimalisi zaŋdi daadam suhuni bieħigu, nira ni nya binshenja bieħigu, ni teha n-sŏŋdi nambŏzŏbo mini gbaabu.



Di tiri tarihi mini be ni yuuni kali shem: YeltƆyitayimalisi tiri tarihi binyera baɲsim, kaya ni tada, ni bieɲigu ni chani shem.

Di kpaɲsiri teebu mini yeligu baɲsim: N-teeri ka yeri yeltƆyitayimalisi kpaɲsiri teebu, suhu ɶia ni zama ni yeligu.

Di kpaɲsiri maɲa teha labi nyaɲa mini yeligu yelibu: YeltƆyitayimalisi tiri karimbihi soli ka be yihiri be teha, suhu ni bieɲigu, ni be ni pun nya binsheli bieɲigu ni.

Di kpaɲsiri baɲsim suhu ni: YeltƆyitayimalisi sɔɲdi karimbihi gbaabu ka che ka be mali suyulo, ka kpaɲsiri baɲsim suhu ni. Karimbihi ni tooi mi yelkpana ni binshɛɲa ɲan niɲ yeltƆyitayimalisi ni.

Di sɔɲdi litiricha bielima gbaabu: YeltƆyitayimalisi wuhiri karimbihi litiricha bielima kamani suhu ni ɲmahinli, suhu ni anfooni nambu, ni yeltƆyiniyima. Litiricha bielima ɲɔ pahiri yeltƆya yelibu mini nolini baɲsim.

### **YeltƆyitayimalisi Bieɲigu**

YeltƆyitayimalisi malila nahingaban; sheɲa ɲan do gbunni ɲɔ nyela ɲan pahi di bieɲigu zuɲu

**Kulisi:** Kuli' yiniyini bachinima.

**Kulisi Wayilim:** Bachijila kalinli bee fiiti.

**Satarili:** Kul' bɔbigu ɲan layim n-leei bin' yini.

**Lunzahir:** Kumsi yinsi di ni zaɲ tum tuma kulisi bahigu.

**Miita:** Bachijila ɲan mali yee ni ɲan ka yee.

**Fiiti:** Miitanima zaɲ layim taba ka ɲa nye bachijila layimbu.

**YeltƆya ɲme layim taba ni:** YeltƆya bee yeltƆyitayimalisi ɲan kpe kul' sheli din paya ni ka bibahira bi bahi.

**Keesura:** Zanibu din be kulisi sunsuuni.

**Bachikɔb' kara:** N-zaɲ n-tum tuma kulisi bee yeltƆya piligu.

Nianima ɲan be yeltƆyitayimalisi bieɲigu zaɲ tum tuma ni n-do gbunni ɲɔ:

- N-nam lunzahir mini yila
- Di kpaɲsiri gbunni mini kpaɲsibu
- Di namdi yee mini bieɲigu
- N-wuhi ɲun karindi ni tu ni o karindi yoma mini o ni tu ni o karindi shem'
- Zaɲmi binsheli din ɲun karindi ni yen nyari o suhu ni pahi

### **Bɔhimbu Tumanima**

1. Kahigimi yeltƆyitayimalisi din nye yeltƆya baɲsim/litiricha balibu.

2. Sabimi yeltƆyitayimalisi bielima dibaata sɔɲ

3. Kahigimi bielin' sheɲa a ni ti maa daanfaani ni nye sheli n-ti yeltƆyitayimalisi nambu.

## 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 assesses on clarity, intonation, engagement, emotion.
- b. **Pair work:** Discuss a given poem from a set poetry text. *Direct HP learners to work with P/AP learners. AP learners may need a further reminder / tick list showing the elements of a poem.*

### 3. Individual Activity

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

## ZAHIMBU GAHINDILI

### Yayili 2

1. Zaŋmi a maŋmaŋa bachinima n-kahigi yeltŏyitayimalisi din nye litiricha balibu.
2. Kahigimi yeltŏyitayimalisi bielima ŋan doli na ŋɔ: bachi gahimbu, yeltŏyikpana, satara, kulisi, litiricha bielima
3. Kahigimi di ni tɛhiri ni yeltŏyitayimalisi bielim' bɔbigu zaŋ tum tuma ni anfaani n-ti ŋun karinda.

### Yayili 3

Zaŋmi shɛhira ŋan beni n-kahigi yeltŏyitayimalisi ni kpa talahi shem ni di ni mali anfaani shem n-ti biɛhigu sahakam.

### Yayili 4

Zaŋmi yeltŏyitayimalisi nahingbana n-nam a maŋmaŋa yeltŏyitayimalisi n-zaŋ wuhi bee n-diɛm diɛma yeltŏyitayimalisi kɔmpateesa ni. Sabimi a viɛhigu zaŋ kpa

yeltɔyitayimalisi sheli a ni nam maa polo ka wuhi anfaani sheli a ni tehi ni di liricha bielima ni mali n-ti ŋun karinda.

### 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.*

## DAKULO 24

**Bɔhimbu Sodoligu:** *N vihi yeltŶitayimalisi*

### YELTŶYIKPANI 1 & 2: YELTŶITAYIMALISI VIHIBU

#### Yeli sheŋa din tu ni a doli n-vihi yeltŶitayimalisi

1. Yulimi yeltŶitayimalisi maa yuli ka nya di ni kpini di lahibali maa shem.
2. Yihimi yeltŶitayimalisi maa yelikpani ni nye sheli
3. Yulimi n-nya di lahibali maa kpemimi bee di balimi ka ti daliri sheli din che ka sasabiri maa sabi li lala.
4. Yelimi sasabiri maa yee ni be shem yeltŶitayimalisi maa puuni.
5. Zamzam yeltŶitayimalisi maa biɛhigu
6. Yelimi yeltŶiniyima ŋan be yeltŶitayimalisi maa ni ka wuhi di ni tum tuma shem di puuni.
7. Yelimi yeltŶitayimalisi maa biɛhigu bee di pebu.
8. Yulimi ŋun tiri lahibali maa ni di ni jendi so.

#### YeltŶitayimalisi Biɛhigu

YeltŶitayimalisi biɛh' sheŋa n-do gbunni ŋɔ.

Kulisi: bachinima bela kulisi ni.

Kulisi wayilim: Kulisi nyela zay' ŋmahi.

Satara: Kulisi layindila taba n-niŋdi satara.

Lunzahim: Kulisi bahigu bachinima lu n-zahim.

Miita: bachijila yee ni ŋa ni luri pari taba shem.

Fiiti: bachijila ni layindi taba shem

Bachikɔbikara: Bachikɔbikara zaŋ n-tum tuma kulisi bee yeltŶya piligu

### 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 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.

## ZAHIMBU GAHINDILI

### Yayili 3

1. Wuhimi so' sheŋa a ni yen doli n-vihi yeltƆyitayimalisi ni di daliri.
2. Zaŋmi shehira n-wuhi di yen tooi zaŋ yeltƆyitayimalisi n-kpaŋsi biehiŋu shem ti 3ileli ni.

### Yayili 4

1. Zaŋmi a ni bƆhim sheli yeltƆyitayimalisi mini yeltƆyitayimalisi biehiŋu ni ka di sƆŋ a ka nam yeltƆyitayimalisi n-jendi biehiŋi ŋan do gbunni ŋƆ:
  - a. Dabiem
  - b. Tahima

#### Hint



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

## Section 10 Review

This section discussed poetry. Learners were introduced to how poems are appreciated. We focused on the description of poetry, types of poetry, elements of poetry and significance of poetry. Knowledge of poetry and poetry appreciation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Poetry appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners understand and manage emotions, developing emotional intelligence. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements.

Memorising and reciting poetry enhances memory, confidence, and public speaking skills. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.



## APPENDIX I: END OF SEMESTER EXAMINATION

### Nature of the Paper

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

### Resources Needed

1. Venue for the examination
2. Printed examination question paper
3. Answer booklet
4. Scannable paper
5. Wall clock
6. Bell, etc.

### Guidelines for Setting Test Items

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

### Bɔhisi Shɛhira

#### Yayili A: Pari pii

1. Nam soya dariga la zuɣu, ɲuni n-lee be di zuɣusaa?
  - A. Tindana
  - B. Nagbahiriba
  - C. Tiɲnaa
  - D. ɲun yeri n-tiri naa

2. Nayili sariya karibu shee, ɲuni n-lee diri sariya din jendi tingbana/buya polo??
  - A. Tindana
  - B. Nagbahiriba
  - C. Tiɲnaa
  - D. Tindaampaya

### Yayili B: lahibali

Zaɲmi soya diba anahi n-wuhi nayili mini kootu sariya karibu ni mali anfaani sheɲa n-ti daadama bieɲigu puuni.

### Pɔri Tibu Sodoligu

#### Yayili A: Pari pii

1. Nam soya dariga la zuɲu, ɲuni n-lee be di zuɲusaa?
  - C. Tiɲ naa– pɔri 1
2. Nayili sariya karibu shee, ɲuni n-lee diri sariya din jendi tingbana/buya polo?
  - A. Tindana – pɔri 1

### Yayili B: Lahibali

Kootu sariya karibu soya sɔɲdi daadama n-doli soya din doya ɲɔ:

1. Di che ka niriba mi be talahi tuma ka kpaɲsiri yelimaɲli mini adalichi.
2. Sariya karibu: di kpaɲsiri adalichi ka be fari yelimaɲli n-tiri ɲun ka yelimaɲli.
3. Maligu maalibu: di bɔri maligu n-tiri zaba mini nangbankpeeni niriba sunsuuni, tuma duri, ni gɔmnanti kparibɔyiri. Di kpaɲsiri maligu soya kamani balima mini saawara gbaabu zaɲ bo maaligu n-ti yela ka di bi kpe kootu ni.
4. Yikonima gubu: Di guri ka tayiri salinima yikonima mini yelivuhi kamani kɔstituushin ni zali sheli.
5. Yaa tariga: di wuhiri tingbani zuɲulana mini o nyaɲa, ni jinaduunima be tuma yaa tariga, ka di che ka be bi tumda n-yayiri be yaa thariga

Timi pɔri anahi (4) so yi kahigi yela 5.

Timi pɔri ata(3) so yi kahigi yela 4. Timi pɔri ayi (2) so yi kahigi yela 3.

Timi pɔ' yini (1) so yi kahigi yeli 1 bee yela 2.



## ADAKA DIN WUHIRI BÖHISI NI YEN BÖHI ŞEM

| Dakulo | Bɔhimbu ni jɛndi binshɛli                      | Bɔhisi Balibu | DoK Pɔri |    |    |   | Di ni yiyisi shɛm |
|--------|------------------------------------------------|---------------|----------|----|----|---|-------------------|
|        |                                                |               | 1        | 2  | 3  | 4 |                   |
| 13     | Lahibali sabbu din yeri di ni niŋ shɛm         | Pari pii      | 1        | -  | -  | - | 1                 |
|        |                                                | Lahibali      | -        | -  | 1  | - | 1                 |
| 14     | Lahibali sabbu din buɣisiri niŋsim bee bini    | Pari pii      | -        | 1  | -  | - | 1                 |
|        |                                                | Lahibali      | -        | -  | 1  | - | 1                 |
| 15     | lahibali sabbu din kahigiri bini ni niŋdi shɛm | Pari pii      | -        | 1  | -  | - | 1                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 1                 |
| 16     | Tingbana/buɣa yuya                             | Pari pii      | 1        | 1  | 1  | - | 3                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 0                 |
| 17     | Paɣa bee doo bibu                              | Pari pii      | -        | -  | -  | 1 | 1                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 0                 |
| 18     | Nam soya (Yili ni)                             | Pari pii      | 2        | -  | 1  | - | 3                 |
|        |                                                | Lahibali      | -        | -  | -  | 1 | 1                 |
| 19     | Nam soya (Tiŋa ni)                             | Pari pii      | -        | 1  | 2  | 1 | 4                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 0                 |
| 20     | Kombahibu                                      | Pari pii      | 2        | -  | 1  | 1 | 4                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 0                 |
| 21     | Kuyila                                         | Pari pii      | 1        | 1  | 1  | - | 3                 |
|        |                                                | Lahibali      | -        | -  | -  | - | 0                 |
| 22     | Din be Salinwayinli puuni                      | Pari pii      | 2        | 2  | 1  | 2 | 7                 |
|        |                                                | Lahibali      | -        | -  | 1  | - | 1                 |
| 23     | Yɛltɔyitayimalisi                              | Pari pii      | 2        | 2  | 3  | 1 | 8                 |
|        |                                                | Lahibali      | 1        | 2  | 1  | - | 4                 |
| 24     |                                                |               |          |    |    |   |                   |
|        |                                                |               |          |    |    |   |                   |
|        | Di ni yiyisi shɛm                              |               | 12       | 10 | 14 | 7 | 45                |

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