



MINISTRY OF EDUCATION

Dagaare for Senior High Schools

KAREMA GANTEERAA



Yuoni 2



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

DAGAARE

Sinia Haae Sakue

Karema Ganteɛraa

Yuoni 2



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

DAGAARE 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 Dagaare 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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FOOLAA 1: KOKOTEGE ANE KOKOGAALE

YELZU: NOORE DEME DIIBU

Yelzu Ulee: Noore deme diibu (kokotegē ane kokogaale)

Zanno Yelnyerre

1. *De kokotegē meeroŋ bammo maale ne yelbie*
2. *De yembammo ne parebammo kyaare kokogaale ka a wuli yelbie ane yeŋe teeteeloŋ.*

Zannoo Yelboɔraa

1. Wuli fo bammo ane baŋaapare kyaare kokotegē Dagaare poɔ.
2. Wuli fo bammo ane baŋaapare kyaare ne kokogaale Dagaare poɔ.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

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

Week 2: *The concept of tone*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 1: *Class Exercise*

Week 2: *Group Project Work*

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

DAA 1

Zannoo Yelboore

1. *Wuli kɔkɔ-tege parɛɛ (anan nan yuoro ane anan nan pɔgera) a Ghana kɔkɔɛ poɔ*
2. *Di demɛ kyaare ne kɔkɔ-tege meeron Dagaare poɔ kyaare ne yelbie maaloo*

YELNYOGERE 1 & 2: KOKO-TEGE, O PARɛɛ ANE A MEERON

Kɔkɔ-tege mannoo/bigiruu: kɔkɔtege e la yelyaga yelbu bogre kana na nan man taa segebinyanaa nan na ban maale yelbi-kyelee bee yelbie. Kɔkɔ-tegelon segebidaa man pege la a kɔkɔ-tege. Kɔkɔ-tege sen ka o taa voonebinyanene yeme kye taa bee ba taa segebidaare nan peele a segebinyanaa a yelbir na ban e la kɔkɔtege yeni bee kɔkɔ-tege ayi bee a taa kɔkɔ-tege yaga. Kɔkɔ-tege meeron bamm man son la zanzanna ka o maale yelbi-paala ka a tori a kye men la wuli kɔkɔre mere. Kɔkɔtege yeldemanneulli mine la

Kɔkɔ-tege parɛɛ

kɔkɔ-tege parɛɛ tɛtɛɛ na ban be la Ghana kɔkɔrɛ poɔ, kye anealezaa, kɔkɔtege-yuori ane kɔkɔtege-pɔgere la pore a Ghana kɔkɔrɛ yaga poɔ

Kɔkɔ-tege pɔgeraa: Ama man baare ne la segebidaa. A yeldemanneulli mine la

Kyeɲ, tol, koɲ, bamm, bɔl

A saazu yeldemanne poɔ te nye la ka a yelbie baare ne segebidaare. Azuɲ kɔkɔ-tege na nan baare yelbiri e la kɔkɔ-tege pɔgeraa.

Kɔkɔ-tege yuoraa: A ama man baare ne la segebinyanaa. A kɔkɔ-tege yuoraa poɔ, yelbie na nan taa a kɔkɔtege man baare ne segebinyanaa. Yeldemanne mine la tu a pulɲ kye.

Tɔ, poɔ, ŋma:ma, weɛ, ba:la bi:ri amk

Kɔkɔ-tege meeron: Kɔkɔre zaa taa la o kɔkɔtege. Te na ban de la (C) ka o are ko segebidaare kɔkɔtege meeron poɔ, ka (V) men are ko segebinyanene ane kɔkɔgaale. A segebidaare ane segebinyanene semmo a yelbiri poɔ la man wuli a kɔkɔtege meeron. Segebidaa kɔkɔtegelon man taa la kɔkɔgaale. Amime la tu a pulɲ kye:

(CV) tɔ, (CV), zo (CV) ma

(CVV) Kɔɔ, boɔ, naa, poɔ

Toma

1. Bigri kɔkɔtege
2. Manne wuli kɔkɔtege parɛɛ nan be Dagaare poɔ.
3. Di demɛ kyaare kɔkɔtege Dagaare poɔ

4. Manne wuli yelsonne kəkotege nan̄ taa kyaare ne yelbie maaloo

PEDAGOGICAL EXEMPLARS

Problem Based Learning (individual and group work)

1. Whole class activity

Through questioning and answers, teacher and learners work together to describe what syllables are and identify the types that are available in the language. *Teacher should regularly check understanding of class by asking different categories of learners (e.g. HP, P, AP, etc.) to summarise learning so far in own words. HP learners to be stretched to give examples of the types of syllables identified.*

2. Mixed ability group

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

Teacher to assign roles or assist learners to take-up roles (e.g., leader, scribe(s), timekeeper, 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.

TOMA**Foolaa 1: Yeŋ bammo leeteeroo**

De fo meŋa yelbie bigiri ne kɔkɔ-tege

Foolaa 2: Yele baŋaapare gɔɔlon.

Pore kɔkɔtege parɛ Dagaare poɔ a kye tere asemmine ata ata ko a parɛ kaŋa zaa.

Foolaa 3: Teeronɗ zuluŋ

De asemmine manne wuli ne yeli mine ata zuɗŋ anaŋ seŋ ka te baŋ kɔkɔtege meeronɗ Dagaare poɔ.

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.

DAA 2

Zannoo yelboore

1. *Manne wuli bammo kyaare kokogaale a wulo a parɛɛ (asen. Sigi, do, soga, duoro, sigire amk) ane a tontonne.*
2. *Di demɛ kyaare kokogaale tontonne (kokore merɛ, yelbie zanno ane demɛ diibu goɔlon)*

YELNYOGERE 1 & 2: KOKOGAAL BAMMO

Kokogaale bigiruu/mannoo: Ghana kokɔɛ yaga maɲ de la kokore duobu bee sigibu wuli ne enkyere bee yeli pare bammo. Kokogaale la kokore duobu bee sigibu kyaare kokɔ-tɛge yelbiri bee yeɛ. Kokoregaaloo kokore poɔ la kokore yelbie pare bammo naɲ maɲ yi kokogaale poɔ. Ghana kokɔɛ yaga zie waa la kokogaale.

Kokogaale parɛɛ: Kokɔɛ zaa taa la kokogaale tɛtɛɛ asen kokogaale duori, soga kokogaale ane kokogaale sigiri, Aseɲ /báá/ (dog) - duoro, /bàà/ (valley) – sigre.

Kokogaale tontonne: Kokogaale e la yeli naɲ e nimizeɛ ko kokɔɛ ayi anaɲ taa tontontɛtɛɛ zuɲ. Kokore zaa taa la kokogaale tontonne ata. Ana la yelbie zanno, kokore merɛ ane kokɔkpeɛ bammo.

Yelbie kokogaale poɔ tontonne: Te maɲ de la yelbie kokogaale wele ne yelbie pare tɛtɛɛ. A yelbie kokogaale maɲ wa ne la pare welbo ko yelbie na sɛgebo naɲ waa yeni. Te seɲ; saa-rain ane saa-father, baa-dog ane baa-valley koɲ taa tɛtɛɛlon ka kokogaale ba kpe a poɔ. Te naɲ baɲ nye la a yelbie ama a kokogaale poɔ te seɲ sáá-rain ane sàà-father, báá-dog ane bàà-valley.

Kokore merɛ tontonne kokogaale poɔ

Kokore merɛ kokogaale la maɲ wa ne tɛtɛɛ a kokore yelibu poɔ. O maɲ wuli la weletaa kaɲa yelun poɔ, tesen, yeli yelibu saɲa,- dawagre bee **ɲa** wagre.

Bebiri zaa wageren

Kokogaale meɲ na baɲ wuli la tɛtɛɛlon kokɔkpeɛ naɲ be kokoyeni poɔ.

Kokogaale na baɲ wele la Dagaare ane Bifor yelbie mine. Tesen; dáá-pito (Birfor), dàà-pito (Dagaare)

Toma

1. Manne wulli kokogaale.
2. De yeldemanneulli mine bigri ne kokogaale parɛɛ Dagaare poɔ.
3. Di demɛ kyaare ne kokogaale tontonne Dagaaren.

PEDAGOGICAL EXEMPLARS

Problem-Based learning (individual and group work)

1. Whole class/group activity

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

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

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

3. Whole class

Pairs make a presentation on the outcomes of the pair work

TOMA 1: LEPEEROO

1. De fo meŋa yelbie manne wulli ne kəkɔgaale.
2. Wulli kəkɔgaale tontonne Dagaare poɔ.

Foolaa ayi: Yeli pare bammo gɔɔlon

1. Pore kəkɔgaale parɛɛ Dagaare poɔ a kyɛ manne wuli a kaŋa zaa tɛgɛ, tere yeldemannewulli anaare.
2. Wuli yeldemannewulii ata ko a kəkɔgaale tontonne mine ata fo naŋ pore a sazu.

Welɛmɛ 3 toma: teeronj zulun

Gbuli toma

Sɛge yeli zaa naŋ kyaare kəkɔtɛgɛ meeronj ane kəkɔgaale parɛɛ Dagaare poɔ. Tere yeldemannewulli pie pie ko a kaŋa zaa

Hint

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

Section 1 Review

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



TABOL A YELTUURI: GBULI TOMA MEERON

Gbuli Toma Meeron

Niŋe gampele (sakuuri yuori, karendie, gbuli deme yue, zannoo bɔgere, bebiri, karema yuori, bebiri na ba naŋ na tere a toma)

Kyeyuobu (kɔkɔtege mannoo, kɔkɔtege meeron gyelebo, kɔkɔgaale mannoo, kɔkɔgaale paree ane a yeldemanewulii)

Toma: sore a Dagaare kɔkɔtege meeron ane kɔkɔgaale. Wuli bondemanwulli pie ko a kɔkɔtege meeron fo naŋ pore.

Gbuli Toma Yeltuuri

Yeltuuri	Garebanye (magere 4)	Mɛ yaga (magere 3)	Mɛ (magere 2)	A seŋɛ (magere 1)
Niŋe gampele	ka a karembien tɔɔ wuli ama zaa sakuurin yuori, karendie, gbuli deme yoe, zannoo bɔgere, bebiri, karema yuori, terebo bebiri	Ka a karembie tɔɔ wuli ama mine ata sakuurin yuori, karendie, gbuli yuori, zannoo bɔgere, bebiri, karema yuori, terebo bebiri	ka a karembien tɔɔ wuli ama mine ayi sakuurin yuori, karendie, gbuli yuori, zannoo bɔgere, bebiri, karema yuori, terebo bebiri	ka a karembien tɔɔ wuli ama kaŋa wuli bɔŋyeni sakuurin yuori, karendie, gbuli yuori, zannoo bɔgere, bebiri, karema yuori, terebo bebiri
Kɔkɔtege mannoo	A yelbulo zaa naŋ be kɔkɔtege manne wulibu poɔ	Yelbulo ata naŋ be a manne wuluu poɔ	Yelbulo ayi a mannewuluu poɔ	Yelbuli bɔŋyeni a mannewuluu poɔ
Kɔkɔtege meeron gyelebo	ka a karembie wa pore yelnimizeere zaa a gyelebo poɔ.	ka a karembie wa pore yelnimizeere ata a gyelebo poɔ.	ka a karembie wa pore yelnimizeere ayi a gyelebo poɔ.	ka a karembie wa pore yelnimizee bɔŋyeni a gyelebo poɔ.
Yeldemanne yelbie terebo naŋ tu kɔkɔtege meeron	Yeldemanne yelbie anii te ta pie (8-10) naŋ tu kɔkɔtege meeron	Yeldemanne yelbie anuu te ta ayopoi (5-7) naŋ tu kɔkɔtege meeron	Yeldemanne yelbie ata te ta anaare (3-4) naŋ tu kɔkɔtege meeron	Yeldemanne yelbie bɔŋyeni te ta ayi (1-2) naŋ tu kɔkɔtege meeron
Kɔkɔgaalemanne bigiruu	Kɔkɔgaale mannoo naŋ wuloo a yelbulo zaa	Kɔkɔgaale mannoo naŋ wuloo a yelbulo ata	Kɔkɔgaale mannoo naŋ wuloo a yelbulo ayi	Kɔkɔgaale mannoo naŋ wuloo a yelbuli bɔŋyeni
Kɔkɔgaale gyelebo	kɔkɔgaale gyelebo naŋ manne wuli yelbulo zaa	kɔkɔgaale gyelebo naŋ manne wuli yelbulo ata	kɔkɔgaale gyelebo naŋ manne wuli yelbulo ayi	kɔkɔgaale gyelebo naŋ manne wuli yelbulo bɔŋyeni

Yeltuuri	Garebanye (magere 4)	Mɔɛ yaga (magere 3)	Mɔɛ (magere 2)	A seɲɛ (magere 1)
Kɔkɔgaale yeldemanne yelbie sɛgebo	Yeldemannewulli Yelbie anii te ta pie(8-10)	Yeldemannewulli Yelbie anuu te ta apoi(5-7)	Yeldemannewulli Yelbie ata te ta anaare(3-4)	Yeldemannewulli Yelbie bonjeni te ta ayi (1-2)
Dɛmmo diibu gɔlonɔ	Gɔlonɔ anaare wulibu asenɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyelekyelebe yeɛ Foonɔ ane kyelkyelebe yeɛ yelbu Endaa de manne wuluu	Gɔlonɔ ata wulibu asenɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyelekyelebe yeɛ Foonɔ ane kyelkyelebe yeɛ yelbu Endaa de manne wuluu	Gɔlonɔ ayi wulibu asenɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyelekyelebe yeɛ Foonɔ ane kyelkyelebe yeɛ yelbu Endaa de manne wuluu	Gɔlonɔ bonjeni wulibu asenɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyelekyelebe yeɛ Foonɔ ane kyelkyelebe yeɛ yelbu Endaa de manne wuluu
Gbuli toma	.. Ka karembienɔ wuli a ama anaare Taa gyeremɛ ko o tɔsoba teeronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama ata Taa gyeremɛ ko o tɔsoba teeronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama ayi Taa gyeremɛ ko o tɔsoba teeronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama bonjeni Taa gyeremɛ ko o tɔsoba teeronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo.

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.

WELEME 2: KANNOO ANE YELBULO BOOBO

YELZU 1: NOORE DEMME DIIBU

Yelzu ulee/kpegelaa

1. Yel-kaa-irraa kaṇa demme diibu.
2. Kannoo

Zanno peereenyerre:

1. *De bammo fo naṇ zanne tere duoro ka o tu velaa.*
2. *De bammo fo naṇ taa kannoo/kannezulun poɔ a kanne ne segre.*

Yelnyɔgraa

1. Manne wuli le fo naṇ na kysle yeli baare kye tere duoro ne noore ka a tori.
2. Manne wuli lenne fo bammo naṇ ta kyaare kannezulun Dagaare poɔ.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by this section are:

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

Week 4: *Features of intensive reading*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 3: *Questioning*

Week 4: *Discussion*

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

DAA 3

Zannoo Yelboora

1. *Wuli a yelbulo a yi dɛmɛ diibu poɔ*
2. *Di dɛmɛ kyaare a yelbulo na naŋ yi a dɛmmo poɔ*

YELNYɔGERAA 1 & 2: A YELBULO KAA IRIBU DɛMɛ DIIBU POɔ

Yelbulo: A yelbulo la bone na a dabegre zaa naŋ kyaare. Bone na yeli ba naŋ yele, bone na a kannoo naŋ kyaare bee yeli na te naŋ zanna. A yelbuli pãã maŋ taa la yelɛ mine naŋ sonna ka a yeli pare na kyaane. A yele sonna ama la ka fo na kaa, bone na naŋ nyɔge a zaa lantaa la a yelbulo. Ka fōō boora ka fo baŋ a yelbuli a dabegere poɔ, e a ama naŋ tu:

- Kanne a yelzu ane a kyɛyuobu--Boŋ yeli ka a yelzu ane a kyɛyuobu yeli kyaare ne a yelɛ a dɛmɛ diibu naŋ kyaare?
- Bɔ a yelɛ yelzuri. Gbɛɛ yaga o maŋ piili la a dabegere.
- Wuli a yelkpɛɛ.—soore fo meŋa a soorebie ama: aŋ, boŋ, dabuo, yeŋ, ane wola, kyaare ne a yelbulo
- Kyooɾe a yelyagesɛgeraa ne fo meŋa yelbie
- De a fo kyooɾoo manne ne a sɛgesɛgere kpulluu

Toma

1. Manne bigiri fo bammo kyaare a yelbulo.
2. Wuli a yelbulo yi yelyagesɛgeraa kaŋa poɔ.
3. Yeli yelɛ kyaare ne a yelbulo na fo naŋ nyɛ.

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.*

TOMA

Foɔla 2 Toma: Yeɛ pare bammo gɔɔlon

1. Wuli yelbulo yelyagesegeraa kaɲa poɔ
2. Di dɛmɛ kyaare ne a yelbulo fo naɲ nyɛ a yelyagesegeraa poɔ
3. Kanne a dɛmmo ɲa naɲ tu kyɛ wuli a yelbulo

Soɲ: Wola ka fo nyɛ fo gyogo?

Dere: Nsage la n meɲa waalon ɛ kyɛ ka fo meɲ?

Soɲ: N seɲe ne la nembaalon zoe

Dere: Maa eɲ, N maɲ di la suuri ko mmeɲa ka maa wa ɲmɛ gbɛre a zanne yeɲ yi a gbɛɛ ɲmɛɛbo poɔ.

Soɲ: N meɲ maɲ bare la yelkorɔ kyɛ you sori ko yelpaalba

Foɔlaa 3 toma: Teeronɲ zulunɲ

Maale yeɛ ata a kyogi ne a saazu dɛmɛ diibu-ta inni a yelbulo na fo naɲ daɲ nyɛ.

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.

DAA 4

Zannoo Yelboore

1. *Di demε kyaare ne kannoo dabie/dɔlɔ (nimi va-fonnuu, kanne ka a kpe amk)*
2. *Gyele kanne gaa tɔɔ meeroŋ (kanne wieu wieu, segere meeroŋ, kaabo, leenyere, ane leepeeroo)*

YELNYɔGERAA 1: KANNEZULUŋ NANDAARE

O e la kanne ka a kpe, ka pare bammo ane a kɔkɔre nandaare. A kanna yeŋ maŋ tɔgele la a yeɛ ayi ama. O meŋ la kyaare la kannoo te naŋ de yɛmbulo eŋ. A kanna maŋ kaara yelbizuri mine, sɔɔmaa naŋ tɔɔne bee segebi-ŋmeene bee segebi-soore bee naŋ pulli yeɛ poɔ. A maŋ soŋ la ka yeli pare bammo kyaane. A kanna maŋ segere la a yelbulo mine bine a kannoo saŋa bee a bɔ a yelbiri zuri mine pare a kannoo saŋa. A ŋaa maŋ soŋ ka a kanna kanne kpe, ka pare bammo meŋ kpe.

Kanezulūŋ Nandaare

Kannezulūŋ taa la nandaare yaga. Te na kaa la a nandaare ayi ama naŋ tu:

1. Nimiri va-fonnuu kannoo

A kye, a yelbuli la ka fo boɔra a kannoo bee a segere poɔ. gbɛɛ yaga, senseɛ naŋ e yelmeŋa poɔ la a kannoo ŋa maŋ toŋ toma. A nimiri va-fonnuu kannoo ŋa maŋ soŋ la ka a kannoo pare bammo e ŋmaa le, bonso, fo ba maŋ kanne a segere zaa.

2. Kanne ka a kpe/werewere kannoo

A yelzuri yoŋ la ka fo boɔra a kannoo ŋa poɔ. O ne senselyelmeŋa la kyene soŋ. A kannoo ŋa poɔ, pare bammo maŋ e la tuo bonso, a yelbie zaa naane ka fo maŋ nyɛ.

Toma

1. Wuli a yelbie ama naŋ tu tɛge
 - i. Maa eŋe kannoo
 - ii. Werewere kannoo
 - iii. Va-fonnuu

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.

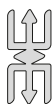
b. Learners share ideas about the main ideas on the piece of reading done. By this approach, learners build collaboration, communication, critical thinking and problem-solving skills.

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.

TOMA

Weleme I toma: leeteeroo ane leemaaloo

1. Manne bigri kanne zuluŋ nandaare ayi mine.
2. Manne bigri va-fonuu ane kanne ka a kpe nandaare.

Foolaa 2 Toma: Yeli bammo gɔɔlon

1. Di deme kyaare sommo na va-funnuu ane kanne ka a kpe nan taa ko segre pare bammoo.
2. De a kannezuliun nandaare ka asonj fo ka fo kanne a segre ŋa nan tu

Yen ka a sasee kpeɛŋaa ŋa yi? Bonj wa ne a fuuru kpeɛŋaa ŋa? Gontekpon le la. Kuu de la o nu maaronj dɔgele Mba Sombaala a ŋmentantuo ŋa. O yiee la ka ba tuo o ne dangbala gaa a asibiti. A yeltuo ŋa da te pɔge la o biiri a yirin. Mba Sombaala pɔge nan da yi daa waana ba teŋa Nyembale poɔ, o da tuori la a baala loore nan de a Mba Sombaala gere a asibiti. Wiewo zaa ka a biiri taɛ a asibiti a nyɛ ba saa nan ganj a baala gado zu a ba la e ona.

Zie nan da veɛ bebimaaron, o biiri da lee gaa la na nye a ba saa. Posãã, ba saa da ba la poɔ noba poɔ ka ba de en kuuni dieɲ. A biiri da ɲme la a posãã duoro ɲa yaare a teɲa zaa. Tontobaa, ka posããnaa ne nentan laare a teɲa zaa.

A Balezuzee da iri la noba ka ba te yeli ko a Natɔ naa ne o noba zaa bonso, Mba Sombaala teɲa la be. Natɔ e la mele ata ne Nyembale. Mba Sombaala da e la tɔbere (zɔɔre wedere) a teɲa poɔ. A duoro nan da ta Natɔ, a naa da iri la noba ka ba gaa de a kuu yi ne Nyembale wa ne Natɔ.

Ba da ha la lɔɔre gaa ne a Nyembale. A ganɲa ɲmeerba da tuori la a noba ne konkombie. Ba da ta la Nyembale ka a ɲme la zimaane gbeliɲ ata. A teɲa deme da de la dãã puori ne ba, ba waabo yaane. A saamba da tere la ba duoro, ka ba wa la ka ba de Mba Sombaala kuu a gaa ne Natɔ. A Nyembale noba da ba sage na ko ba a kuu. Azuiɲ, nokpeene da kpe ba la. Mba Sombaala e la neɛ nan soɲ a teɲa yeli yaga poɔ ka a teɲa baa.

- a. Kaa-iri a yelbulo a yelyagesegeraa poɔ.
- b. Di deme kyaare a yelbulo

3. Gyele maa enɛ yelsonne

Toma 4: Teeron zuluɲ

Yelpeere: Peere ban yelnyɔgraa yi segre fo nan kanne. Bo duoro yi ziyaga a gyele iri fo yelnyerre.

YELNYɔGERAA 2: KANNE GAA TɔɔRE NANDAARE

Maa enɛ Kannoo

O e la kannoo ɲa karembiiri nan man kanne wo noɔ kye zanne kannoo goɔlon men. Te na ban de o la mane ne kannezuluɲ, kanne zuluɲ poɔ, te man kanne la ka a kpe ka te na nye bon kaɲa. A kanne gaa tɔɔre poɔ, gama yaga la ka te man kanne a boɔra yeltɛtɛɛ a poɔ. A na ban e la yeli kaɲa la ka te boɔra bee ka te kanne won noɔ.

Kanne Gaa Tɔɔre Nandaare

- **Kanne wieou wieou:** kannoo na nan gan velaa; ka a yelbie tuuro o sorin, ka a pare sãã velaa ko a kyelekyelle. Fo na ban yeli ka tɔɔ kannoo la.
- **Segre Meeron:** A segeseigre man de la duoro en a segre poɔ. Segre meeron man soɲ la ka a kanekana teeron kyaare yelbulo nan be be kye gu bone nan na yi a segre poɔ. A man wuli la segre pare bammo.
- **Kaabo:** A kye la ka a karembiiri man peere ban ka pare bammo be la ba kannoo poɔ ka ba nan wa nye ka bone na ba nan kanna ba taa pare bammo, ba na la maale a la en kye la kanna.
- **Teere-en:** a kye, a kannekanna man teere la bone nan be a segren o nan ba nye. Fo man de la a fo zannekorɔ ɲmaa ne a yeɛ zu, a kye bo pare bammo ko a segre.

- **Peeroo:** Fo na ban ton la peeroo toma a kannoo saña bee a kanne-baaro saña. A kanekanna man de la yeh kaja, a teere gaa tōre kye nyoge yembulo a segre po.

Toma

1. Bigri a yelzuri ama nan tu
 - a. Kanne gaa tōre
 - b. Kanne wieou wieou
 - c. Kaabo
2. Kanne demmoo/ segre kye wuli kanne gaa tōre nandaare ata.
3. Di deme ne fo taaba kyaare a segre fo nan kanne.
4. De fo kanne gaa tōre bammo ka a son fo ka fo kanne segre.

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.

TOMA

Foɔla 1: leeteeroo ne lee maaloo;

1. De fo meɲa yelbie gyele *kanne gaa tɔɔre*
2. *Kanne gaa tɔɔre* nandaare la abuobo. Bigri kaɲa zaa ɲmaa le.

Foɔla 2: Yeɲ ne teeroɲ zuluɲ

1. *Kanne gaa tɔɔre* e la wonoɔ yon kannoo kyɛ ka *kannezuluɲ* e kanne bɔ yembulo” wola foɲ sage a yeluu ɲa ta? Wuli fo ananso fo naɲ sage a yeluu ɲa.

Hint



- *The Recommended Mode of Assessment for Week 4 is **Discussion**. [You may refer to Assessment Level 2 in the Key Assessment for an example of a discussion question].*
- *See **Appendix C** for a sample rubric to score the discussion.*

Section 2 Review

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



APPENDIX B: STRUCTURE OF 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
 - a. If the learner provides three of the items in brackets, award 3 marks
 - b. If the learner provides two of the items, award 2 marks
 - c. If a learner provides only one item, award 1 mark
2. Learner's class exercise and homework book for Ghanaian Language -10 marks
 - a. Award 9 marks if the learner provides only class exercises only or homework book only
 - b. Award 0 if no item is supplied
3. At least a copy of one group class exercise -5 marks
 - a. Award 0, if the group exercise is not provided
4. Individual project work -5 marks
 - a. Award 0 mark if no project work is supplied
5. A copy of group project work (reflective journal) -5 marks
 - a. 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.



YELTUURI TABOL C: YELTUURI KYAARE DƏMƏ DIIBU

yeltuuri	Garebanyə (magere 4)	Məe yaga (magere 3)	Məe (magere 2)	Məe fēē (magere 1)
Yelbulo bammo	Ka karembie tō pore ananso anaare te ta anuu	Ka karembie tō pore ananso ata	Ka karembie tō pore ananso ayi	Ka karembie tō pore bonjeni
Dəmmo diibu gōlon	Gōlon anaare wulibu asen; Kōkre yire welweli Nimie kpetaa Kyele kyelekyelebe ye Foᵒᵒ ane kyelekyelebe ye yelbu Endaa de manne wuluu	Gōlon ata wulibu asen; Kōkre yire welweli Nimie kpetaa Kyele kyelekyelebe ye Foᵒᵒ ane kyelekyelebe ye yelbu Endaa de manne wuluu	Gōlon ayi wulibu asen; Kōkre yire welweli Nimie kpetaa Kyele kyelekyelebe ye Foᵒᵒ ane kyelekyelebe ye yelbu Endaa de manne wuluu	Gōlon bonjeni wulibu asen; Kōkre yire welweli Nimie kpetaa Kyele kyelekyelebe ye Foᵒᵒ ane kyelekyelebe ye yelbu Endaa de manne wuluu
Gbuli toma	Ka karembienj wuli a ama anaare Taa gyeremə ko o tōsoba teeron Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienj wuli a ama ata (3) Taa gyeremə ko o tōsoba teeron Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienj wuli a ama ayi(2) Taa gyeremə ko o tōsoba teeron Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienj wuli a ama bonjeni (1) Taa gyeremə ko o tōsoba teeron Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo

WĒLEMĒ 3: TAGEMARRE ANE YELBIE MAALOO SOBIE

YELZU: KƆKƆRE MERĒ

Yelzu ulee 1: KƆkƆre MerĒ

Zannoo Peerenyaabo: *De yeh bammo kyaare marre/yebipeele, tagemarre, yelhmaara ane yelgbogere maale ne yeŋe naŋ taa tege.*

Zannoo Yelboɔraa: E wuli yembammo kyaare ne yelbipeele, tagemarre, yelhmaara ane yelgbogere.

Yelzu ulee 2: Dagaare Sɛgebo Begɛ

Zannoo Peerenyere: *De fo bammo kyaare yelbipeele, yelhmaara ane yelgbogere maale ne yeŋe naŋ taa tege.*

Zannoo Yelboɔraa: de yembammo ne banapare wuli ne yelbie maaloo sobie

Hint



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

INTRODUCTION AND SECTION SUMMARY

This section discusses affixes, conjunctions and word formation processes in the language. Learners will be introduced to the meaning, types and importance of affixes, conjunctions and word formation processes. Knowledge of these aspects of the grammar of the language is important. Knowledge in affixes for instance, will help learners to create new and correct verb tenses and change the word class of a word. They also help to change the meaning of or the grammatical functions of words. Conjunctions in language are important because they help learners to connect several words, ideas and concepts together. This allows learners to build broader sentences that convey interesting messages. Knowledge of word formation processes also helps in vocabulary acquisition and learning. Here, learners acquire skills to decode and encode new words, thus becoming independent learners. Due to the significant importance of these units, it is necessary that learners are guided to acquire these core language skills. This section is essential for learners not only in the context

of Ghanaian language studies but also establishes links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of words and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks covered by the section are:

Week 5: *Affixes*

Week 6: *Conjunctions*

Week 7: *Word Formation Processes*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 5: *Simulation*

Week 6: *Mid-semester examination*

Week 7: *Critiquing*

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

DAA 5

Zannoo Yelbooraa: *Bo a nye yelbbipeele tontonne.*

YELNYOGRAA 1 & 2: **YELBIPEELE / KPEGLE****Yelbipeelaa/ Kpegelaa**

Yelbipeelaa la yelbiηmaa fo nan de poɔ yelbi-nyaga poɔ ka o maale yelbipaalaa. Te na ban yeli ka yelbipeele bee kpegle la a kɔkɔre merɛ bie mine nan man kpe yelbiri piilun bee yelbiri baaraan ka a yelbiri na pare kyilli. Yelbipeele e la yuori ko, wedere kpegle, kpefuri kpegle ane puori kpegle. Ka foo de yelbipeelaa mare yelbiri bee yelηmaa, a pare man kyilli la. yelbipeele nan mare yelbiri na ban kyilli la a yelbiri pare bee a kyilli a yelbiri tontonne yeɛ poɔ. Ka yelbipeela wa are ka a yelbinyaga tu, te boɔla o la **wedere kpegla**. Ka a yelbipeelaan kpe a yelnyaga sɔga, te boɔla o la kpefuri kpeglaa. Ka a yelnyagan wa ka kpeglaa tu, te boɔla o la **puori kpeglaa**. Ka yelbipeelaa kpe yelbiri poɔ, o man ηmaa la pare kana bin ka o men e yelbiri o mena. Aseɲ; **baa+re** = **baare**. –re- e la yelbipeelaa, bonso, o na la ban mare la yelbi you ka o men kyilli pare. Aseɲ **saa + mine** = **saamine**. Te nan de a yelbipeelaa –**mine**- en **saa** ena, a yelbiri, **saa** ee yageron.

Yelbipeela / Kpegle Parɛɛ

Te taa la yelbipeele/kpegle parɛɛ ayi. Ana la; yelbimaale kpegle ane yelbi-leemaale kpegle.

Yelbimaale Kpegle: a kpegle ama la man maale yelbi paalaa ka o pare e paalaa men. A kpegle ηa poɔ, a yelbi paalaa ane a yelbinyaga na ban be la yelbie zage yeni bee yelbie zage tɛtɛɛ poɔ. Azuiɲ, yelbimaale kpegle binne la zagere, bee a zagra yelbie zagere. A kpegle ηa man ηmaa la yelbirpaalaa yi ne a yelbinyaga poɔ. Aseɲ; **gaa+bo** = **gaabo**. A kye, **gaa** (eron) ka kpegla –**bo**- wa mare, ko o lee **gaabo** (yuori yelbiri) **Gaa** nan e eron yelbiri lee la yuori yelbiri **gaabo**.

Yelbi-leemaale Kpegla: A ηaa en o man kyilli la a yelbiri tontonne yon, kye o ba kyille a yelbiri zage. Yelbimaale puori kpegle ba man leere a yelbiri pare zaa, azuiɲ o ba ηmaara yelbipaala. lebi-leemaala kpegla wulo la kɔkɔre merɛ nan kyaare, yageron, pɔge bee dɔɔ, wagre, amk. Azuiɲ. Ka fōō yelbi-leemaale kpegla mare yelbiri nan e yeni o na ban leere o la en yagron yelbiri. Aseɲ; **saa** (father)+ **mine** = **saamine** (fathers). A yelbiri **Saa**, pare ba kyilli. **Saamine** ee **saa** yaga.

Yelbipeele tontonne

Yelbipeele tontonne waa tɛtɛɛ. A mine la:

1. A man son maale yelbi-paala a yi yelbi-ma ena. Aseɲ (sɔ + ηa = sɔηa, ta + laa = talaa)

2. A maŋ soŋ kyilli la yelbiri gangye gaa ne gangye yuo asey. $\eta\text{maa} + \eta\text{a} = \eta\text{ma}\eta\text{a}$,
 $\text{di} + \text{e} = \text{die}$
3. Yelbipeele maŋ soŋ maale la eroŋ wagere yelbipaala asey.
4. Yelbipeele maŋ kyilli yelbiri wagere . Asey $\text{di} + \text{re} = \text{dire}$
5. Amaŋ leere la yelbi yeme eŋ yagroŋ poɔ. Asey $\text{l}\eta\eta\text{a} + \text{ne} = \text{l}\eta\text{ne}$.
6. Yelbipeele bammo maŋ soŋ maale la yelbie ka a tori ane a kɔkɔre zannoo
7. Leere bigruu yelbie eŋ eroŋ yelbie: Gbɛɛ yaga -re naŋ waa yelbipeelaa na baŋ are
ko la a yeli ηa bee -ne naŋ waa maraa.
8. Leere yuori yelbie eŋ eroŋ yelbie: Yelbipeele mine na baŋ leere la yuori yelbie eŋ eroŋ.
9. Leere yuori yelbie eŋ bigruu yelbie. Yelbipeele naŋ leere yuori yelbie enne bigruu
yelbie la:
10. Leere bigruu yelbie eŋ yuori yelbie:
11. Leere eroŋ yelbie eŋ bigruu yelbie
12. Leere eroŋ yelbiri eŋ yuori yelbiri

Zannoo Toma

1. Manne wuli bone naŋ la yelbipeele bee marre.
2. Pore yelbipeele bee marre parɛɛ Dagaare poɔ.
3. De yeldemannewulli mine manne wulli ne yelbipeele parɛɛ
4. Maale yelbie anuu anuu kyaare a pare kaŋa zaa Dagaare poɔ.
5. De dɛmɛ kyaare yelbipeele bee marre tontonne anaare.
6. Kaa iri yelbipeele a yelbie ama naŋ tu poɔ kye wuli a yelbipeele pare na poɔ
a naŋ be.
 - dire
 - die
 - zɔmmene
 - yɔɔmine
 - bibiiri
 - pɔgeba
 - nuuli
 - noore
 - boŋkoɔɔ
7. De yelbipeele bee marre eŋ a yelbie ama naŋ tu a leere a eŋ yuori yelbie bee
bigruu yelbie
 - gaa
 - seɛ

- di
- wuli
- sege

PEDAGOGICAL EXEMPLARS

1. Problem-Based Learning (individual and group work)

Whole class activity

- Learners discuss to explain affixes and state the types.
- Learners brainstorm important affixes in the language
- 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), timekeeper, one to ask questions or the “why” of every activity, presenter(s), etc.).*

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

3. Whole class activity

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

- Each group makes a presentation for discussion and clarification.

TOMA

Foɔlaa I: yɛmbammo lɛɛpɛɛroo

Dde fo meŋa yelbie bigri ne yelbipeelɛ

Foɔlaa 2: yeli bammo gɔɔlon

- Wuli tɛtɛɛlon na naŋ be yelbipeelɛ bee marre Dagaare poɔ a kyɛ tere yeldemannewulli mine anaare.
- Maale yelbipaala anuu anuu kyaare ne yelbipeelɛ bee marre
- are a fo nɔ-iri 2 poɔ kyɛ didɛmɛ kyaare yelbipeelɛ tɔn ata.
- wuli yelbipeelɛ a yelbie ama poɔ kyɛ wuli a parɛ:
 - serebɛ

- zanzanna
- gama
- taŋ
- soɔra
- soŋ
- sɛgesɛgere

Foɔlaa 3 Toma: Teeroŋ zuluŋ

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.

DAA 6

Zannoo yelnyɔgeraa: *Yelɛ maaloo ne tagemarre parɛɛ Dagaare kɔkɔre poɔ*

YELZU 1 & 2: TAGEMARRE**Tagemarre pare bammo**

Tagemarre waa la yelbie naŋ maŋ tage yelbie ayi bee yelŋmaara bee yelgbɔgere ayi laŋtaa. Tagemarre maŋ soŋ maale yel-lereme, yelɛ na meeroŋ naŋ yitaa. Tagemaraa toŋkpoŋ zaa la ka tɔnne yeli mine. Tagemarre yeldemanneuulli mine la

O maŋ zanne la azuiŋ o baŋ la boma.

N na gaa la kye N na lee la.

Dere ane Dabuo

Tagemarre Parɛɛ

Tagemarre parɛɛ waa la tɛtɛɛ. A lɛ na, te na di la demɛ kyaare parɛɛ ata yoŋ. Ana la sentaa tagemarre, eronwuluu tagemarre ane zultaa tagemarre.

1. Sentaa tagemaraa: A maŋ bare la sori ka yelgbɔre ayi bee yelŋmaare ayi naŋ tu a kɔkɔre merɛ ta, ka a tɔnne taa. Aseŋ: ane, bee, amk

- a.** A sentaa tagemarre maŋ tɔnne la yelbie bee yelŋmaare ayi. Aseŋ: bee, ane, ne amk

Dakoraa ane Yoɔraa

Ka kamaana la bee seŋkãã

Ona la Dabuo bee?

- b.** A sentaa tagemarre maŋ tɔnne la yelbie ane yelgbɔge. A ŋa poɔ, te ba maŋ la eŋ tɛgebo (.) bee pennoo (,) magere.

A Naanmen na N naŋ sagedi

Bone na o naŋ da yeli soma la

- c.** A sentaa tagemaraa maŋ tɔɔ tɔnne la yelgbɔge someŋa ane yelgbɔge yieme taa. Aŋaa poɔ, a tagemaraa maŋ poɔ la a yelgbɔge yieme. Aseŋ: ane, kye, ane a zaa, ka, amk.

Aseŋ:

Ka a bondirii baare, ban a gaa la

Ka dɔɔŋ kpi, bie koŋ dɔge.

Ka tenɛɛ wa di baare, te na gbiri la.

Ka leŋ na baŋ e,veŋ ka emmaaroŋ be fo ne fo tɔ lamkpeɛboŋ.

2. **Eronwuluu tagemarre:** A eronwuluu tagemarre e la tagemarre ayi naŋ lantaa e yeni tona. Aseŋ: Ka saan wa, tɔgele kō.

Ka saa wa mi, ɔŋ mine

3. **Zultaa tagemarre:** A tagemaraa ŋa maŋ tɔne la yelgbɔge someŋe ane yelgbɔge yieme. A tagemaraa ŋa na tōɔ wuli **anaso** ne **azuin** yeɛ poɔ. Ana baŋ wuli la tulimo ane kpetaa mine yelgbɔre poɔ. Aseŋ: bee, ka ɛ la, kyɛ, azuin amk.

Aseŋ:

Dere koŋ di azuin N na di la.

A zie eɛ kpeɛŋaa kyɛ ten a mɔɔ la.

O bɔ o la kyɛ o ba nye o.

Learners should be made aware that the type of sentences also determines the function of conjunctions

De tagemarre maale ne yeɛ maaloo

Begɛ mine be be la a gu lenɛɛ te naŋ maŋ de tagemarre maale ne yeɛ. Ka tenɛŋ de a begɛ ama toŋ ne toma, yeɛ sɛgebo na maŋ gaŋ la velaa.

- Te maŋ de la tagemarre tɔnne ne yɛmbulo, ane yeli naŋ erɛ. Azuin, a sɛŋ ka te de tagemara na naŋ tori a tōɔ nye te yelboɔraa.
- Te maŋ de la tagemarre pore ne boma.
- Ka fōɔ na de tagemaraa sɛge ne yeɛ, vɛŋ ka a yeɛ lomboi zaa tori.

Toma

1. Manne bigiri tagemarre kyɛ tere yeldemanneulli ata.
2. Kaa iri a tagemarre parɛɛ fo kɔkɔre poɔ.
3. Wele a tagemarre parɛɛ na fo naŋ kaa iri.
4. De a tagemarre parɛɛ yeldemanneulli fo naŋ kaa iri.
5. De a tagemarre maale ne yeɛ.

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.

TOMA

Foɔlaa 2: Yeli pare bammo gɔɔlonɔ.

1. Manne bigiri tagemarre kye tere yeldemanneullu ata.
2. Tõɔ soɔmaa wuli tagemarre a yeɛ ama naŋ tu poɔ.
 - a. Ayuo kanna la kye ka Naa segere
 - b. Ka onan da be kye o da na sage la.
 - c. Ka fõõ zanne fo na ban la.
 - d. Kɔŋ kpe o la lenso ka o di,
 - e. N nag aa la kye zene naane.
 - f. N nɔŋ la kapala bee waare.
3. Classify the following conjunctions into the types (na, nna, eso, naaso, ntsi, mbom, a, anaa, de, ma, ama, amma, osiande, gyede, tse de, se...a, kyere de, abera... no, de mbre...) (Language specific question should be given in relation to this.)

Foɔlaa 3 Toma: teeronɔ zuluŋ

1. De a tagemarre pareɛ kaŋa zaa maale ne yeɛ anaare anaare.
2. Wele a tagemarre pareɛ Dagaare poɔ kye sege yeldemanneullu anaare anaare ko a pareɛ kaŋa zaa.
3. De tagemarre furi a vori a yeɛ ama naŋ tu a puliŋ.
 - a. N nag aa la wee lee wa
 - b. Ndi la a saabo N tegɛ la
 - c. A bie beɛɛ la..... ka o nyû tee
 - d. Te kɔ la kamaana, beŋe, mui.
4. De a tagemarre ama naŋ tu maale yeɛ boŋyeni boŋyeni; azuiŋ, ka le la, kye, bonso, anaso, ka, amk.

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.

DAA 7

Zannoo Yelnyerre: *Di deme kyaare Dagaare yelbie maaloo. (Yelbikpara, kyeŋmaabo, yelbipenne, pulluu, ane kuruu)*

ZANNOO YELNYOGRRAA 1 & 2: YELBIE MAALOO SOBIE

Yelbie maaloo la sobie na te naŋ maŋ tu a bo yelbipaala a kəkore poɔ.

Yelbie maaloo sobie parɛ e la yaga kəkore zaa maŋ maŋ tu maale yelbipaala. A sobie ama mine la, yelbie fɔɔ mare taa, kyeŋmaabo, pɛmmo, pulluu amk. A mine la ka te di ne deme a puliŋ.

Fɔɔ mare taa: fɔɔ mare taa la fo naŋ de yelbipeela ayi mare taa ka o lee yelbiri paalaa. A naŋ baŋ ee yelbinyagere ayi bee a gaŋ ayi kye ka a yelbipaalaa pare ba peele a yelbie na naŋ lantaa. Ayelbipaalaa na baŋ be la yelbie zage yuo poɔ ne a yelbie na naŋ lantaa. A na baŋ ee, **yuori yelbiri+ yuori yelbiri** fɔɔ mare taa, **yuori+ eroŋ** fɔɔ mare taa, **yuori+ bigruu** fɔɔ mare taa. A fɔɔ mare taa yelbie mine Dagaare poɔ la a ama:

Ta + laa = talaa

Daa + ŋaa = daaŋaa

Ba + ŋa = baŋa.

Kye-ŋmaabo: O e la yelbie maaloo sobiri, te naŋ maŋ *ŋmaa* yelbiri yi ne yelbiri poɔ ka o meŋ lee yelbi paalaa kye are ko a yelbikore na poɔ o naŋ yi. Te na baŋ *ŋmaa* la a yelbiri piiluun, soŋaŋ bee a yelbiri baaraaŋ.

Naanmene – *ŋmene*

andonɛɛ – donɛɛ

kurikuni – kuri

gɔlɔmteebo – gɔma

Pɛmmo: Pɛmmo ee a yelbie maaloo te naŋ pɛŋ yelbiri yi kəkoyobo poɔ. Te maŋ de la a yelbir, a boole o le a te kəkore naŋ na tɔɔ a tona ne toma. Kəkɛ yaga zaa taa la yelbipenne. Ka kəkɛ yaga meŋ be be ka kəkoyobo pɛnne ba yelbie. Kəkoyobo yelbie mine naŋ kpe Dagaare poɔ la ama: bukiti, walanse, baŋgolo, sakere, motoken, kɔmpuuta amk.

Yelbie maaloo yelsonne

1. A kəkore maŋ baa la a e yeloŋ.
2. A kəkore maŋ ta la paaloŋ yobo poɔ.
3. Te maŋ baŋ nye la yelbipaala ko yelpaala naŋ waana.
4. A maŋ soŋ la a kəkore zannoo poɔ.

5. A maŋ soŋ la ka te baŋ a yelbiri yizie.

Toma

1. Bigri yelbie maaloo sobie
2. di dɛmɛ kyaare yelbie maaloo sobie parɛɛ ata Dagaare poɔ.
3. Bigri tɔna mine ata yelbie maaloo sobie naŋ taa ko Dagaare.

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.).

2. Group Work/Collaborative Learning

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

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

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

3. Talk for Learning Approaches

Whole class activity:

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

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

TOMA

Toma 1: leeteere kre ke lee maale

1. Bigri yelbie maaloo.
2. Bigri yelbie maaloo sobie parɛɛ Dagaare poɔ.

Toma 2: Yeli pare bammo goɔlon

1. Bɔ yelbie ata ko a yelbie maaloo sobie parɛɛ na zaa te naŋ kaa.

2. Bigri a yelbie maaloo sobiri ba naŋ de maale a yelbie ama naŋ tu.
 - a. Nɔɔdaa
 - b. ŋmene
 - c. Kpeɛŋa
 - d. Yelbawontaa
 - e. Sorinoɔre
3. De a yelbie maaloo sobie ama manne taa pare a yelbimanne mine ayi ko kaŋa zaa.
 - a. Sɔga kpeɛgela
 - b. Fɔɔmare taa
 - c. Pulluu
 - d. pɛmmo
4. De a yelbie ama eŋ a yelbie maaloo sobie parɛɛ ama poɔ. Bigri fo nɔ-iri.
(Mooloo, peerɛ, gane, burburuu, kɔpo, bebie, ŋmenyeli, sɔkyara, sakuuri, magedalee, dɔɔ, pɔge, zombilii, sakere.)

Toma 3: Teeroŋ zuluŋ

1. Manne wuli tɔna yelbie maaloo sobie naŋ taa ko a fo kɔkɔre kyɛ e ka fo ne fo taaba di demɛ ne nɔkpeɛne kyaare a fo mannoo.
2. Kaa nansaala tontomboma mine tesɛŋ maasumo ane boŋkpeɛne mine nansaala naŋ maale a kuri Dagayoe ko a.

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.



TABOL E: SEMESTA SOGA GYENNOO

Gyenno waalon

A semesta soga gyennoo gama na po-en foole ayi. Foɔlaa A ane B. Foɔlaa A na taa la nɔ-rrɪ yaga kaa-iruu soorebie 20 kye ka foɔlaa B taa yelyagesegeraa waalon soorebie 4 ka a karembiiri na iri ayi nɛ. A soorebie na yi la a yelzuri anan ye nan zanne a dare anuu dɛndɛn poɔ.

Bontɛɛre te nan boɔɔ

1. GYennoo sɛgebo zie
2. Gyennoo soorebie gama
3. Yelyagesegeraa Nɔ-irri gampɛɛ
4. Nɔ-iri yaga soorebie gampɛɛ
5. Wɔɔkye yagelaa
6. Gbelime amk

Yeltuuri Kyaare Gyennoo Soorebie Sɛgebo

Nɔ-rrɪ yaga kaa-iruu soorebie

- Vɛn ka ka a soorebiri taa yɛbuli kye milli a biiri.
- E ka a nɔ-irri nan tori are zi-tɛtɛɛ
- Ta pullo yelbie yaga lɛ.

Yelyagesegeraa

- Vɛn ka yelmannewulli pare kyaane velaa
- Ta soore soorebie nan ba kyaane
- Ta soore soorebie yi yelzuri na fo nan ba wuli poɔ

Bodemanne Soorebie Mine

Foɔlaa A:

Nɔ-rrɪ yaga kaa-iruu soorebie

1. A ama buosoba ba waa kɔkɔtɛge meeron Dagaare kɔkɔre poɔ?
 - A. CV
 - B. CVC
 - C. CCC
 - D. V

Foɔlaa B: Yelyagesegeraa Soorebie

1. Manne wuli a ama pare kye tere yeldemanneulli ayi ayi ko a kana zaa
 - a. Kɔkɔtege
 - b. Kɔkɔgaale

Nɔ-irri magere terebo**Foɔlaa A: Nɔ-irri yaga kaa-iruu soorebie**

1. A ama buosoba ba waa kɔkɔtege meeron Dagaare kɔkɔre poɔ?
C. CCC – mage 1

Foɔlaa B: yelyagesegeraa soorebiri nɔ-iraa

- a. Kɔkɔtege e la yelyaga yelbu bɔgre kana na nan man taa segebinyanaa nan na ban maale yelbi-kyelee bee yelbigbuli. Kɔkɔtegelon poɔ segebidaa men na waa la kɔkɔtege. Kɔkɔ-tege sen ka o taa voonebinyanene yeni voonoo kye taa bee ba taa segebidaare nan peele a segebinyanaa.
 - i. Tere magere 5 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - ii. Tere magere 4 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - iii. Tere magere 3 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - iv. Tere magere 2 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - v. Tere magere 1 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
- b. Kɔkɔgaale la kɔkɔre duobu bee sigibu kyaare kɔkɔ-tege, yelbiri bee yele nan kyille o tege bee o pare bammo. Kɔkɔregaaloo kɔkɔre poɔ la kɔkɔre yelbie pare bammo nan man yi kɔkɔgaale poɔ
 - i. Tere magere 5 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - ii. Tere magere 4 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - iii. Tere magere 3 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - iv. Tere magere 2 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - v. Tere magere 1 ka a yelbuli-soore ama zaa wa be a mannoo poɔ

Tabol nanj wulo yel-erre

Daa	Yelnyɔgeraa	Soorebiri irun	DoK welemé				A zaa lantaa
			1	2	3	4	
1	1. Kɔkɔtege	Nɔ-rri yaga kaa-iruu soorebie	3	2	-	-	5
		yelyagesegeraa	-	1	-	-	1
2	1. kɔkɔgaaale	Nɔ-rri yaga kaa-iruu soorebie	4	1	-	-	5
		yelyagesegeraa	-	1	-	-	1
3	1. yelbulo nanj be demmo diibu poɔ	Nɔ-rri yaga kaa-iruu soorebie	2	2	-	-	4
		yelyagesegeraa	-	1	-	-	1
4	1. maa-enɛ kannoo 2. Kanne gaa tɔɔre kannoo	Nɔ-rri yaga kaa-iruu soorebie	1	2	-	-	3
		yelyagesegeraa	-	-	-	-	-
5	Yelbipeele	Nɔ-rri yaga kaa-iruu soorebie	1	2	-	-	3
		yelyagesegeraa	-	1	-	-	1
		A zaa lantaa	11	13	-	-	24

WƐLEMƐ 4: YELŊMAA/YELGBƆGE WAALŊ ANE TƐGEBO

YELZU: KƆKƆRE MERƐ

Yelzu ulee: **Dagaare KƆkƆre BegƐ**

Zannoo Yelnyere:

1. *De yɛmbammo kyaare me yelbipeels, tagemarre, yelŋmaara ane yelgbɔgre maale ne yɛlɛ naŋ taa tɛgɛ*
2. *De yɛmbammo kyaare ne yelbie maaloo, tɛgebo ane sɛgebiwolɛ maale ne yɛlɛ.*

Zannoo Yelboɔraa:

1. Manne wuli fo bammo kyaare yebipeels, tagemarre, yelŋmaara, ane yelgbɔgre.
2. Manne wuli fo bammo kyaare yelbie maaloo sobie, ane tɛgebo dammane sɛgre poɔ.

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

Week 8: *Homework*

Week 9: *Group performance assessment*

Week 10: *Test of practical knowledge*

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

DAA 8

Zannoo yelboɔraa: *De yelŋmaa parɛɛ maale ne yelɛ Dagaare poɔ*

YELNYŊGERAA 1 & 2: YELŊMAARA**Yelŋmaa mannoo**

Yelŋmaa la yelbie naŋ kyɔŋ tutaa soŋ a kɔkɔre mere poɔ. Yelŋmaa na baŋ e la yelbiyeni. Yelŋmaa zaa maŋ taa la yelbizu kye taa tɛgɛ. A yelbizu na baŋ e la eron, eronwuluu, bee bigruu. A yelbizu la maŋ wuli a yelŋmaa zage. (Aseŋ kparoo, dɔɔ, nimimaaron, a bie ...)

Yelŋmaa Parɛɛ

Te na zanne la yelŋmaa zagere anuu (5); yuori yelŋmaa, eron yelŋmaa, eronwuluu yelŋmaa, bigruu yelŋmaa, ane aroozie yelŋmaa

Yuori yelŋmaa

Yuori yelŋmaa la yelŋmaa naŋ taa yuori yelbiri bee yoleɛɛ yelbiri ka o waa a yelbizu. Yuori yelŋmaa meɛron waa la tɛtɛɛ. Kaa a puliŋ kye.

1. Yuori yelŋmaa na baŋ e la yuori bee yoleɛɛ yelbiyeni. A yelŋmaa ŋa na baŋ taa la yuori bee yoleɛɛ yelbiyeni. Amine la;(Nandɔm, Te)

Yuori yelŋmaa	
Dagaare	Yelŋmaa meɛron
Nandɔm	(NP-NI)
Ba	NP-PRO

A sazu yeldemannewulaa ŋa poɔ yuori yelbiyeni maŋ are ko yuori yelŋmaa kye ba taa pegerɛ. Yoleɛɛ yelbiri na baŋ are ko la yuori yelŋmaa.

2. Yuori yelŋmaa meŋ naŋ baŋ de la yelbie yaga. O maŋ taa la a yuori yelbiri ane (bigruu, yoleɛɛ, bee aroozie) yelbiyeni bee a gaŋ lɛ naŋ bigire a yuori yelbiri.

Yeldemanne mine la:

Dagaare yuori yelŋmaa meɛron	
Dagaare	Yelŋmaa Meɛron
Kpar-kpon	NP - N1 ADJ
Suurikoɛ(Yuori)	NP - NP NP

Dagaare yuori yelŋmaa meɛroŋ	
Dagaare	Yelŋmaa Meɛroŋ
Gɔmenɛnte tontonema banaare	NP - NP NP AP
A gɔmenɛnte tontonema banaare	NP - NP NP AP DET
A bie	NP - NP DET
A nenfaa na	NP - NP (AP) (DET)
Suglo zeŋ la a kogi zu	NP - NP PP
A ɔŋ-wogi	NP - NP (AP) (DET)

3. Yuori yelŋmaa pegera: Yuori yelŋmaa poɔ pegere maŋ be la a yuori yelbiri niŋe bee puori. A pegere maŋ waa la yelbiri, yelŋmaa bee yelgbɔgre naŋ maŋ tere duoro na naŋ veŋ ka a yelbiri zu kyaane. Ka a pegere wa be a yuori yelbiri puoriŋ, o e la **puori pegeraa**, ka a anan maŋ naŋ be a yuori yelbiri niŋeŋ la a **niŋe pegeraa**. Wagere kaŋa yelbizu maŋ be la a niŋe ne puori pegeraa kpakyagan.

a. Puori pegre mine

- i. Aseŋ (N mabile bie la)

Puori pegere yelbizu

A yelbizu a sazu yeldemannewulaa ŋa poɔ la a ‘bie’ kye ka ‘N mabile’ waa a puori pegeraa na waa duoro na tee a yelbizu ‘bie’ka o pare kyaane. A yelŋmaa zaa e la yuori yelŋmaa.

- ii. Wa siinia haae sakuubiiri baŋ la boma yaga

Puori pegraa yelbizu

- iii. A pɔge bondirii noma la.

Puori pegraa yelbizu

- iii. Wa siinia haae sakuubiiri baŋ la boma yaga

Puori pegraa yelbizu

- iv. A pɔge bondirii noma la.

Puori pegraa yelbizu.

A yeldemaanewulaa yiiluŋ soba poɔ manne kyaare la le (sakuubiiri) naŋ baŋ boma kye a yelŋmaa ‘Wa siinia haae’ waa a puori pegre a manne yeŋe welwel kyaare ne yelzu ‘sakuubiiri’. A yeldemanne baaraa poɔ manne la yeŋe welweli kyaare ne le ‘bondirii’ naŋ noma

b. Yeldemanne mine nan wulo niŋe pegraa

- i. A kparoo pel-wogi na bɔrɛ la.
yelbizu niŋe pegraa
- ii. N teere ka a dɔɔ zɛɛ na yi la Takpo.
Yelbizuniŋe pegraa
- iii. O da la sakuuri kpar- paalaa kaŋa
yelbizu niŋe pegraa

A yeldemannewulaa (i) yeli la yelɛ kyaare a (kparoo) na nan bɔrɛ kyɛ a ‘pel-wogi na’ nan waa a niŋe pegraa bigre a kparoo na tɔ boorɔ nan la bɔrɛ. A (ii) meŋ manne la yelɛ welweli kyaare a ‘dɔɔ’ a yelŋmaa na nan be a dɔɔ niŋeŋ la a niŋe pegraa kyɛ ka a ‘dɔɔ’ waa a yelbizu. A taalŋ soba manne la yelɛ kyaare ‘sakuuri kparoo’ o nan da,

c. Yelbizu nan man are a puori ane a niŋe kpakyagan

Aseŋ

- i. Ghana gɔmenɛnte tontonema nembɛrɛ bayi wa la kyɛ
Puori pegraa yelbzu niŋe pegraa
- ii. Te sakuuri biiri banaare na nan are a be taa la popeɛlon
Puori pegra yelbizu niŋe pegraa

Eron Yelŋmaa

Aneezaa ka eron yelŋmaa tɛtɛɛ la be be, a kaŋa zaa man taa la eron yelbiri ka o waa a yelbiri zu ka o e yelŋmaa zaa are o zu. O na ban e eron kyelaa bee eron nemburee.

Yeldemannewulli mine la tu a puliŋ kyɛ:

- Di
- Nyu
- do

Eron yelŋmaa na ban taa la eron yelbiri meŋa ka eronkpɛgelaa bonyeni gan a lɛ tuuro. A eron kpɛgela la soŋ ka a yelɛ taa tɛgɛ/ pare. Yeldemannewulli mine la ama nan tu.

Sagedi, gyenne, yeli, ton

Dagaare eron yelŋmaa Yelŋmaa meeron	
Kuli wa	VP - V1 NP
Gaa fo saa yiri	VP - V1 NP NP
Zɛŋ n zu	VP - V1 PP

Dagaare eronj yelḥmaa Yelḥmaa meeronj	
Kuli wa	VP – V1 NP
De o gere	VP – VP VP
La ma	VP – VP NP
Kyenj wienj	VP – VP ADP

Eronwuluu Yelḥmaa

O e la yelḥmaa naṅ maṅ de eronwuluu yelbiri ka o waa a yelbiri zu. Eronwuluu maṅ iri la soorebie nɛ kyaare a ama: wola, bonso, boṅ ane yenj. Eronwuluu yelḥmaa maṅ pege la eronj, bigruu bee o tɔ eronwuluu.

Yeldemannewulli:

Eronwuluu Yelḥmaa Meeronj	
Dagaare	Yelḥmaa meeronj
Baalonj	ADVP – ADV
Wienj wienj	ADVP – ADV ADV
Maaronj	ADVP – ADV
Maaronj maaronj	ADVP – ADV ADV

Bigruu Yelḥmaa

O e la yelḥmaa na naṅ maṅ de bigruu yelbiri ka o are ko a yelbizu. O maṅ pege la yuori bee yoleere. Bigruu yelbie mine la (kponj, sɔglaa, zee, pelaa). A bigruu yelbiri maṅ are la o yonj a waa bigruu yelḥmaa. A bigruu yelḥmaa Dagaare kɔkɔre poɔ, a bigruu yelbiri na baṅ are la o yonj bee ka eronwuluu tu.

Yeldemaanewulli:

Bigruu yelḥmaa	
Dagaare	Yelḥmaa meeronj
Wogi	ADJP – ADJ
Kponj gaali	ADJP > ADJ ADV
Maaronj	ADJP > ADJ
Paalaa gaali	ADJP > ADJ ADV

Aroozie Yelhmaa

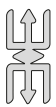
A yelhmaa na man taa la aroozie yelbie, a aroozie etere ane pegre kana zaa. Aroozie yelhmaa Dagaare poɔ man taa la yuori yelhmaa (NP) (**noun phrase**) ane aroozie (PP) (**postposition**).

Aroozie yelhmaa Dagaare poɔ	
Dagaare	Yelhmaa Meeron
Tabol zu	PP - NP (N DET) PP
Yiri puorin	PP - NP (N DET) PP
Yiri ninen	PP - NP (N DET) PP
Kogi lomborin	PP - NP (N DET) PP

Yelhmaa Meeron

Yuori yelhmaa na ban e la yuori bee yoleere yelbiyeni. A yuori yelhmaa poɔ, yuori yelbiri man la a yelbizu. Yuori yelhmaa na nan ban taa la tege ka yelbikpegle nan na be yelhmaa poɔ gba yi.

Aseɲ. N yɔɔɔɔ waɛ la.



Note

A yeɛ na poɔ (N yɔɔɔɔ e la yuori yelhmaa). A yelhmaa taa la tege bonso a yuori yelbiri (yɔɔɔɔ) la yelbizu nan be a yelhmaa poɔ, kye a yelbizu na wa yi, a yelhmaa ba la taa tege.

Yelhmaara tontonne

1. Yeɛ yelbu
2. A man soɲ la ka demme diibu kyeɲ soɲ
3. Aman tere duoro nan taa tege
4. A man soɲ manne la yeɛ pare ka kyaane velaa.

Toma

1. Manne wuli bone nan la yelhmaa
2. Pore yelhmaa zagere ata mine. Tere yeldemanne ata ko a zage kana zaa.
3. Sege yeɛ ata kye wuli a yelhmaara a poɔ.

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.

TOMA

Foɔlaa 1 Toma: Leɛteɛroo ane maaloo

1. Bigiri wuli a yelŋmaara zagere ama
 - a. Eron yelŋmaa
 - b. Yuori yelŋmaa
 - c. Eronwuluu yelŋmaa

Foɔlaa 2 Toma: Yeli pare bammo gɔɔlon

1. Wuli bone na yelŋmaara la ka a soɔmaa tɔɔne a pareɛ a yeɛ ama naŋ tu kaŋa zaa poɔ.
 - a. Ayuo gere la.
 - b. A te-kpon le la.
 - c. A kuuri be la a yiri puorin
 - d. O segeɛ a gyennoo
 - e. Ba barɛɛ a sakuubiiri
2. Bigiri a yelŋmaa a yeɛ ama naŋ tu kaŋa zaa poɔ
 - a. Pɔgepelaa zanna la Dagaare.
 - b. A Ghana bɔŋmeɛreɛɛ di la a bɔŋmɛ.
 - c. A nuulee da le a tee pulin
 - d. A yiri dampuori buli la moɔ yaga.
 - e. Ayɔɔ ma dogero la zeere a yirin.

Foɔlaa 3 Toma: teeronɔ zuluŋ

1. Sɛge yeldemannewulli ayi ayi kyaare a yelĬmaa ama naŋ tu. Manne wuli ŋmaa lɛ a yelbi zu ane pegere kaŋa zaa
 - a. a.Yuori yelĬmaa
 - b. Eronɔ yelĬmaa
 - c. Bigruu yelĬmaa
 - d. d.Eronwuluu yelĬmaa
2. Maale yeɛ ayi kyaare a yeldemannewuli ama naŋ be 1 poɔ kye tɔɔ sɔɔmaa wuli a yelĬmaa

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.*

DAA 9

Zannoo yelboɔraa: *Manne wuli yelgbɔgere parɛɛ ane a zagere*

YELNYŌGERAA 1 & 2: YELGBŌGE NE A ZAGERE

Yelgbɔge Mannoo

Yelgbɔge yelbie naŋ kyɔŋ tu taa a waa yɛɛ. O maŋ taa la eɛ ane eroŋ.

Zannoo yelnyɔgeraa: bigri kyɛ welle yelgbɔgere aŋ a zagere poɔ.

Yelgbɔgere Zagere

Yelgbɔge taa la zagere ayi. Ana la:

1. Yelgbɔge sommeŋa

O waa la yelbie naŋ kyɔŋ tu taa a taa eɛ ane eroŋ. O naŋ baŋ are la yoŋ a taa tɛɛ.

Aseŋ:

- Te wae la.
- Dere baŋ la Nadoli.
- Wa!
- Fo na wa la?

A yeldemanneulli zaa maŋ are ko la teeroŋ yeni kyɛ na baŋ are o yoŋ a taa tɛɛ. Yelgbɔge sommeŋa na baŋ po-eŋ la zagere ata. Ama la: mannoo, sooroo ane tannoo.

a. Mannoo: o e la yeli naŋ yeli a waa yelmeŋa. O maŋ tere la duoro naŋ waa yelmeŋa.

Aseŋ:

- i. Naabo ba maŋ dɔge boɔ.
- ii. Te na sege la gyennoo Nudaare
- iii. A neŋkpoŋ tu la sori.

Yelmanne dendeŋ poɔ, a mannoo waa la yelmeŋa bonso *naabo ba maŋ dɔge boɔ*. A yiiluŋ ane taalŋ tere la duoro a wuli wagere na ba naŋ sege a gyennoo ane wagere na a neŋkpoŋ naŋ tu a sori.

b. Sooroo: A yɛɛ maŋ waa la soorbiri bee peeroo a na nye duoro. A sooroo ŋa nɔ-iraa na baŋ waa ɔɔ bee ai. Te maŋ de a la peere bɔ ne duoro a yi neɛkaŋa zie.

Asen:

- i. Fo kpeere la Kaleo poɔ?
- ii. Yeŋ la ka fo gere?

iii. Aŋ la fo karema?

- c. **Tannoo:** A yelē ŋa maŋ wulo la tannoo, sori wuluu bee dōrebo. Yelē naŋ waa tannoo ba maŋ taa yelzu. A eroŋ seŋ ka o e ŋaa wagere a tannoo poɔ. O maŋ baare ne tannoo tombiri(!)

Aseŋ:

- i. gaa!
- ii. Wa!
- iii. Zeŋ teŋe!
- iv. Boole ma bieu!

2. Yelgbōge yieme

A yelgbōge ŋa koŋ baŋ are o yoŋ a taa tēge. O maŋ dele la a yelgbōge sommeŋa a na baŋ taa pare. Tagemarre la maŋ nyōge yelgbōge yieme ane yelgbōge sommeŋe laŋtaa yelē poɔ.

A yeldemanne mine la a puliŋ kye:

- a. Ka tenee gaa, o na da la mine.
- b. O da yeli ka, o na wa la.
- c. Ka Bayɔɔ da gaa be, o da na gaa la wee

Yelgbōge Kpɛgela

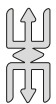
Yelgbōge yieme taa la zagere ata, ayi a tontonne eŋe: bigiruu yelgbōge, yuori yelgbōge ane eroŋwuluu yelgbōge

1. Neeloŋ yelgbōge ŋa maŋ pege bee bigri yuori. O maŋ piili ne la (aŋ, nembuo, ona, ane buo).

A mine la be a yelē ama naŋ tu a puliŋ kye:

- a. N baŋ la a pōge na naŋ wa kye.
- b. pōge na naŋ koɔɔ a kãã wae la.
- c. De a gane na fo naŋ zu ko ma

Neeloŋ yelgbōge



Note

a yelŋmaa na zaa naŋ toɔ soɔmaa waa la neeloŋ yelgbōgre anan so ka a yelgbōgere na naŋ toɔ soɔmaa piili ne 'na' yelē poɔ.

2. Yuori yelgbōge e la yelgbōge yieme naŋ tona ton-yeni. (Aseŋ ere, etere, ekyaara, aroozie etere...). yuori yelgbōge ane neeloŋ yelgbōge da boɔɔ ka a yitaa kye waa tɛtɛɛ bonso, yuori yelgbōge maŋ are ko la yuori yelē poɔ, kye ka neeloŋ yelgbōge waa yelgbōge yieme kyaare a yuori a yelē poɔ.

A yeŋ ama naŋ tu a puliŋ taa la yuori yelgbŋge:

- a. A bie ŋa naŋ de wēē a gyennoo poŋ nyē la kyōōtaa.
- b. Te nyē la a nōōte-bile na naŋ da bōre

3. Eronwuluu yelgbŋge maŋ tona la eronwuluu toma. A mine kaŋa o maŋ pege eron, bigruu, o tō eronwuluu bee yeŋ gba.

Yeldemanneulli mine nan taa yuori yelgbŋge la:

- a. O teere la saŋa na o naŋ da yi a ōfere
Eronwuluu yelŋmaa
- b. Ka te wa di baare, te gaa la
Eronwuluu yelŋmaa

Toōne soōmaa wuli yelgbŋge yieme a sazu yelgbŋgere na poŋ

TOMA

1. Manne wuli bone naŋ la yelgbŋge.
2. Wuli a yelgbŋgre zagere a bigiri kaŋa zaa ŋmaa lē.
3. Pore yeldemanneulli ayi ko a zage kaŋa zaa.

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

TOMA

Weleme 2 Toma: Yeli pare bammo gḗlonḡ

1. Manne wuli yelgbḑgre ne fo meṇa yelbie
2. Manne bigiri zagere ayi kyε wuli a tεεtεelonḡ
3. Sεge yeldemanne mine ata ko a yelgbḑge zage kaṇa zaa.

Foḗla 2 toma: yeli pare bammo gḗlonḡ

1. Toḡ soḡmaa wuli yelgbḑge yieme a yεε ama naṇ tu a puliṇ
 - a. O maṇ koḗre la sεremaane naṇ doge.
 - b. N baṇ la Naanṇmen na n naṇ sagedi.
 - c. Ka nuuleeṇ ba εge ,o koṇ di kyε gaṇ.
 - d. A karema na n naṇ nḡṇ yaga la waana.
2. De a yεε ama naṇ tu po eṇ yelgbḑge sommeṇa ane yelgbḑge yieme zagre poḡ.
 - a. Fo waε la?
 - b. A ba koḗre?
 - c. fo baṇ o la.
 - d. o kpεzie la kyε.
 - e. wa
 - f. ka saa wa miire.
 - g. sεge o biṇ.
 - h. sakuuri gaabo taa la noḡ.
 - i. ka onaṇ wa...
 - j. boḗle o ko ma

Foḗla 3: Teeronḡ zuluṇ

1. De yεε gyεle a yeluṇ ama naṇ be a puliṇ. wuli a yelgbḑge zage ane fo ananso. Aseṇ: A ma poḡ saaε la o bie naṇ kyene wienḡ wienḡ. *Maa fomenḡ! (yelgbḑge sommeṇε, tannoo yelgbḑge-a seṇ ka a ma tere duoro naṇ kyaane wienḡ a iri a bie yi yeltuο poḡ.*
 - a. A karema boḗro la bare gḡnne kyε kyelle.
 - b. A dadire da soore la boṇkaṇa yεε a setḡ poḡ.
 - c. A polisi dḡḡ soore fo la bone na fo naṇ ere Yḑdaare daare.
 - d. Fo kyεyuoro la sensellonḡ.
2. From the knowledge you have gained on clauses, read the short paragraph below in groups and underline all the clauses in it. Each group will make a presentation for discussion.

“The young boy who participated in the just ended football competition was given a golden boot for being the best player. After the award was given, his father

who rejected him at age three congratulated him. He remembered his struggling days. After all the struggles, he signed a contract with a foreign team.”

Hint



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

DAA 10

Zannoo Yelboɔraa: *Di dɛmɛ kyaare tɛgebo bondemanne (aseŋ., tombiri, pɛnnoo, tombisugilo, tombitagemaraa/tombikyɛɛ) ane bondemanne mine kyɛ de a maale ne ka a tori*

YELNYŌGERAA 1 & 2: TĒGEBO BONDEMANNE**Tɛgebo Mannoo**

Tɛgebo e la bonwulli mine naŋ maŋ wɛle yɛɛ, yelŋmaara ane yelgbŋgere ka a taa tɛgebee muni.

Tɛgebo Parɛɛ ane a Tontonɛ**Tombiri (.)**

Tombiri tontonɛ:

1. Tombiri maŋ baare la yɛɛ. Yeldemannewulli mine la tu a puliŋ kyɛ.
 - a. N di la seemaa.
 - b. Dabuo koɔɔ la a wɛɛ poɔ.
2. O maŋ wɛle la yɛɛ. Aseŋ:
 - a. N gaa la daa. N gaɛ na te da bone
 - b. N gaa la Sakuuri. N ba so kōɔ
3. Tombiri maŋ be la neɛ yuori bee yelzuri mine sɛgebipiilaa puoriŋ o kyɛŋmaabo poɔ. Aseŋ: Nsɛ., Dɛrɛ B. Wanaa, B.E.C.E
4. A maŋ baare la neɛ noɔrɛ yɛɛ. Aseŋ: Bayɔɔ yeli ka, “ko ma n kparoo”.

Pɛnnoo (,)

Pɛnnoo tontonɛ:

1. Pɛnnoo maŋ wɛle la yoe naŋ kyɔŋ tu taa; yelŋmaara, yelbie, yelbie bee yelgbŋgere.
 - a. N gaa la daa a te da Sɛremaanee, nyɛnnoo, soɔ, ane leemu.
 - b. Dɛrɛpɔge taa la yie, lɔɔrɛ, ane koɔla.
2. O maŋ wɛle la bebie, tenne, ane temberɛ. Aseŋ: Ba dɔge ma la Tuna poɔ, July, 15, 1896.
3. Ba maŋ de la penno tɛgebo wɛle ne bigiruu yelbie naŋ bigire yuori yelbiri. Aseŋ:
 - a. A dɔɔ wog sɔgelaa na, gbiri la
 - b. A te kpoŋ ŋmaa na le la.

Tombisugilo (:)

Tombisugilo tontonne: Te maŋ de o la pore ne boma yoe.

- a. N bondinɔnaa la: fufu, saabo, beŋe ane mui.
- b. Gama n naŋ taa la: Konkolirikoo, yelkããma ane paryeli.

Tombikyẽ (;)

Tombikyẽ tontonne.

1. A maŋ wele yelgbɔge sommenne ayi
 - a. N kanne la n gane; Pareyeli n naŋ nɔŋ yaga zaa.
 - b. N gaa la yiri; a n ate di bondirii.
2. N gaa la daa te da tewɔma tesen; taama, ɔraa, doɔ.

Ogibu (“ ”)

Ogibu tontonne:

1. Ogibu tɛgebo la ka nee maŋ de wuli bee ogi ne o tɔsoba noore yelbie kyaaoyelyagesɛgeraa poɔ. Aseŋ: Bayɔ yeli ka, “ŋmene saŋa la saŋ velaa.”
2. Te maŋ de a la maale yelyagesɛgraa yelzu. Aseŋ “Dele ŋmene”
3. Te maŋ de a la wele ne noore ogibu ne a sɛgre na naŋ kyere.
Aseŋ: Zeema yeli ka “zo Naanmene”

Vuo terebo tombiri (-)

Vuo terebo tombiri tontonne: O maŋ wuli vuo kaŋa kyaare boma ayi. Aseŋ:

- a. Yendaare-Nudaare
- b. Yelbul-paalaa

Dakorri (())

Dakorri tontonne: Dakorri maŋ kori la yeɛ ba naŋ de poɔ duoro poɔ. Aseŋ:

- a. Delŋmene da la dawɔma(moŋgo,lumbiri,kodu ane bɔrɔbe)
- b. O maŋ wuli la yelbiri bee yelŋmaa naŋ manne yeli pare ka o kyaane

Datɔɔnaa tɛgebo (-)

O maŋ are ko la pennoo tombiri bee tombisuglo. Aseŋ: O da yeli la a yeɛ ne suuri ko o yɔɔ ka—ai!

Welaa (/)

O maŋ wulo yelbie ayi naŋ lanna bee wele taa kpakyagaŋ. Aseŋ: Yɔɔɔɔ/yɔɔɔɔge; ma/bie

Tannoo tombiri (!)

Tannoo tombiri tontonne:

A maŋ baare la yeɛ a wulo enkyere kaŋa booro. Aseŋ:

- a. wa kyɛ!

- b. Gεrε!
- c. Yε ŋmaara!

Sooroo Tombiri (?)

Sooroo tεgebo tontonne:

O maŋ baare la yεle naŋ waa soorebiri. Aseŋ:

- a. aŋ la da wa kyε?
- b. Ba yeli ka boŋ?
- c. Ba zaa la na gaa?

Kyεŋmaa tombiri (...)

Kyε ŋmaa tombiri tontonne

A tombiri toma ŋa wuli ka fo kyεεrε ŋmaara la yεle bee yelŋmaa a ire yelbie mine boorɔ bara

Sεgebi-Wolle Tontonne

Sεgebi-wollaa la sεgebiri naŋ taa magere kaŋa eŋ yelbiri sazu bee puliŋ a leere o ka o taa tεge kaŋa boorɔ kyaare tεgebo tombie ane sεgebie zannoo. Ghana kɔkɔrεε taa la a sεgebi-wolle ama kyε ka a mine ba taa. (karema wuli a anaŋ be a kɔkɔre na ba naŋ zanna poɔ)

Toma

1. Manne bigiri tεgebo mine ata tontonne
2. De a tεgebo fo naŋ kaa iri (1) maale ne yεle ka a tori.
3. Manne bigiri sεgebi-wolle.
4. De sεgebi-wolle maale ne yelbie Dagaare poɔ

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*

TOMA

Foɔlaa 1 Toma: lesteeroo ane leemaaloo

1. Bigri ‘tegebo’ pare/tege
2. Wuli yelsonne ata tegebo nan taa ko kɔkɔre

Foɔlaa 2 Toma: Yeli pare bammo gɔɔlon

1. Manne wuli tegebo tombie anuu kye de a maale ne yeɛ
2. De yelbie anuu nan taa segebi-wolle maale ne yeɛ

Foɔlaa 3 toma: teeron zulun

De tegebo en a demmo ŋa poɔ ka o taa tege, a kye sege yeli kana ŋmaa le a wuli fo anan so

Aŋa Eskimos nan da yeli, vūū yizie da waa la ziyeni yon a tendaa poɔ a nee nan so a vūū da e la dɔɔnyaŋaa kana A dɔɔnyaŋaa da taa la bidɔɔ.

Ka zinyaane bee tensoga la a dɔɔnyaŋaa ane o bidɔɔ da man vigire la kye kaara a vūū bonso ka banan ba e le ka a vūū wa kpinni, vūū kon la kye a tendaa zu.

Nee zaa da nɔŋ la a vūū kye Eskimo pelaa kana la ba nɔŋ a vūū togtogi zaa.

Bone o nan da nɔŋ la sakubo, o boɔbo la ka a tendaa zaa paale ne sakubo ka le na ven ka a noba zaa kpi kye ka o so a tendaa zaa.

Daare kana, ka a dɔɔnyaŋaa da le la baalon bonso o da ba la tɔɔna na vigi a vūū. Ka a bidɔɔ yon wa be a vūū zie o man gbire la kye ka onan wa dɔɔ iri o man figi la a vūū. Daare kana la ka a bidɔɔ da iri a o gɔɔ poɔ nye ka a vūū zaa kpinni la Ka o da kon kye yeli, A vūū zaa kpinni la ɔɔre na ko la neezaa

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.



TABOL F: MAGERE TEREBO

Yeltuuri	garebanyɛ (magere 4)	Mɔɛ yaga (magere 3)	Mɔɛ (magere 2)	Mɔɛ fêê (mage 1)
Yɛmbulo	Yelgbɔgere anaare wulibu	Yelgbɔgere ata wulibu	Yelgbɔgere ayi wulibu	Yelgbɔgere bonɣeni wulibu
Dɛmɛ diibu gɔɔlonɔ	Gɔɔlonɔ anaare wulibu asɛɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyɛlekyɛlebe yɛɛ Fooŋ ane kyɛlkyɛlebe yele yelbu Endaa de manne wuluu	Gɔɔlonɔ anaare wulibu asɛɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyɛlekyɛlebe yɛɛ Fooŋ ane kyɛlkyɛlebe yele yelbu Endaa de manne wuluu	Gɔɔlonɔ anaare wulibu asɛɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyɛlekyɛlebe yɛɛ Fooŋ ane kyɛlkyɛlebe yele yelbu Endaa de manne wuluu	Gɔɔlonɔ anaare wulibu asɛɔ; Kɔkɔre yire welweli Nimie kpɛtaa Kyelle kyɛlekyɛlebe yɛɛ Fooŋ ane kyɛlkyɛlebe yele yelbu Endaa de manne wuluu
Gbuli toma	Ka karembienɔ wuli a ama anaare(4) Taa gyeremɛ ko o tɔsoba teɛronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama ata(3) Taa gyeremɛ ko o tɔsoba teɛronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama ayi(2) Taa gyeremɛ ko o tɔsoba teɛronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo	Ka karembienɔ wuli a ama bonɣeni Taa gyeremɛ ko o tɔsoba teɛronɔ Sage de fo taaba Yelbawontaa maaloo Ferebo toma tommo

WɛLEMɛ 5: YELYAGESɛGERAA ANE LEEROO

YELZU: KɔKɔRE MERɛ

Yelzu ulee:

1. Yelyagesɛgeraa sɛgebo
2. Noɔre wolloo ane leeroo

Zannoo Yelnyɛre

1. Sɛge nɔkpeɛne/kyakya yelyagesageraa
2. Sɛge zɔmenne/wetaaba gane/lɛtɛ
3. De a yelbulo naɲ be a dɛmmo poɔ leere ne dɛmmo kaɲa eɲ kɔkɔyiilun poɔ

Zannoo Yelboɔraa

1. E wuli yɛmbammo ne parebammo kyaare nɔkpeɛne yelyagesɛgeraa, yelyaga ane duoro.
2. Wuli fo bammo ne baɲaapare kyaare ne gane sɛgebo.
3. De a yelbulo naɲ be a dɛmmo poɔ leere ne dɛmmo kaɲa eɲ kɔkɔyiilun

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

developing good essays, speeches and articles on given topics in the Ghanaian language of study. The second part of this section is the concept of translation. Learners will be introduced to the skills of effective translation and types of translation. The teacher is encouraged to meet the learning needs of learners as well as to develop their critical thinking skills.

The weeks covered by the section are:

Week 11: *Composition writing*

Week 12: *Formal and Informal letter*

Week 13: *Translation*

SUMMARY OF PEDAGOGICAL EXAMPLARS

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

ASSESSMENT SUMMARY

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

Week 11: *Debate*

Week 12: *End of Semester examination*

Week 13: *Practical assessment*

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

DAA 11

Zannoo Yelboore

1. *Sege nɔkpɛɛ-ɲmɛ yelyagesegeraa*
2. *Sege yelyagesegeraa parɛɛ (yelyaga ane duoro)*

YELNYŊGERAA 1 & 2: YELYAGESGERAA

Yelyagesegeraa Pare Bammo

Yelyagesegeraa la le sɛgesɛgere naŋ maŋ de gɔɔlon kaŋa booro sɛge ne demmo. A yelyagesegeraa zannoo parɛɛ naŋ be be la Yelbigiri/sɛgerebigiraa, Yelmanne, Yel-e mannoo ane nɔkpɛɛ-ɲmɛ.

Yelyagesegeraa Parɛɛ

Yelyagesegeraa parɛɛ mine la:

1. **Yelbigiri/sɛgerebigiraa:** A zage **ɲa** maŋ yeli ka karembiiri bigiri bonkaŋa, neɛ, zie, yembammo, eŋkyere, yelkaŋa, amk.
2. **Yelmanne/sɛgeremannaa:** O kyaare la yelyagesegeraa. O e la sensellon naŋ maŋ sɛge ka o pukyaare a sɛgere teeron a mannoo poɔ. De senselle senloo meeron wuli ne karembiiri
3. **Yel-e mannoo:** O e la yelyagesegeraa **ɲa** naŋ maŋ booro ka a karembie peere, gyele yeɛ, bɔ yelteere kyaare ne yelzu kaŋa.
4. **Nɔkpɛɛ-ɲmɛ:** A yelyagesegeraa **ɲa** maŋ boora la peeroo naŋ na son **bɔ** **ɲa** saŋa duoro a tee ne a yelzu.

Nɔkpeene Yelyagesegeraa Mine

- A noba bama buosoba la taa tɔna gaŋ o tɔ. Karema ane dɔɔta
- Koɔraa ane dɔɔta, buo la taa tɔna te laŋkpeɛbon?
- A ama buosoba la ka fo boora? Dɔɔbilii bee pɔgebilii yon sakuuri bee dɔɔbilii ne pɔgebilii lantaa sakuuri.

Nɔkpɛɛne Yelyagesegeraa Sɛgebo Dabie

Kyɛyuobu naŋ tagera kanna: Piili ne soorebiri, bee pore yeɛ kaŋa naŋ na tage a kannekanna hakela. Wuli duoro mine naŋ kyaare a mannoo a kannekanna seŋ ka o baŋ. De yelyagesegeraa yelzu naŋ taa yelbuli bee a yeɛ a mannoo naŋ kyaare poɔ.

Soga dabegere

- Wuli a yeɛ yelzuri, nɔkpɛɛ-ɲmɛ yelzu naŋ taa tɛge kye manne wuli o, tee ne yelnyere.
- Wuli a yel-lɔnnaa na naŋ kpɛ ne fo dabegere yuo poɔ.

- Wuli yelzu yiilun kyaare nɔkpɛɛ-ɲmɛ kye tee ne fo yelnyere.

Kpulluu

- Kyoore a yelbulo
- Maalen wuli fo arezie
- Sege a kpulluu yel-baaraa

Toma

1. Manne wuli nɔkpɛɛ-ɲmɛ yelyagesegeraa a bigri o dabie.
2. Kaa iri yelzu kpaŋkpaŋ kaŋa naŋ kyaare sakuuri ane gan-zanne. Sege ne yelyagesegeraa wuli fo sagebo bee basagebo

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.
- c. (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.

TOMA

Weleme 3 Toma: Teeronj Zulunj

De nɔkpɛ-ɲmɛ yelyagesegeraa segebo dabie sege ne yelyagesegeraa kyaare a yelzuri ama kaɲa: De gyennoo yeni gyenne ne karembiiri zaa la waa gyenne soɲ zannoo poɔ? Nee zaa naɲ taa zu-daɲ baalonj na nye la sammo ka a seɲe ne? Daborekakye la yeli naɲ na veɲ seemaa be a tendaa zaa?

Foɔlaa 4 Toma: teeronj zulunj

1. Sege basage nɔ-kpɛ ɲmɛ naɲ yeli ka 'sakue seɲ ka a taa nimizee kyaare nutoma zannoo gaɲ gambere zannoo'. De fo yelnyere di ne demɛ kye wuli fo ananso.
2. Sege yele naɲ are ko a nɔ-kyeeraa ɲa na yeli 'Daborekakye la yeli naɲ na veɲ seemaa be a tendaa zaa' de demɛ ne fo yelnyere kye wuli fo ananso mine fo naɲ na de toɲ ne.

ZANNOO YELNYOGERAA 3 & 4: YELYAGA ANE DUORO SEGEBO

Yelyaga ane Duoro Mannoo

Yelyaga: O e la yelyaga naɲ tu gɔɔlonj kaɲa a wuli teeronj bee ko a kanna duoro. Yelyaga segebo ane mannoo yelyagesegeraa teeteelonj ba e kpoɲ.

Duoro terebo segere: O e la segere ɲa daworo ɲmeerebe naɲ maɲ sege ka a ta nembɛɛo. Daworo ɲmeerebe la maɲ kyaara segere a duoro ama.

Yelyaga Segebo Dabie

Ka fɔɔ wa baɲ nembooro na a segere naɲ kyaare baare, a iri a yelzu, a bo a fo yelkpele ane a segebo gɔɔlonj, a pãã kyere la a yelyaga segebo. A seɲ ka duoro taa a zagere anaare ama;

1. Puoraa: A yeli dɛɲdɛɲ bee yeli fɔra la a noba puoruu ane fomenja wuluu. Puori ba yaane soɲ.
2. Kyeyuobu: Manne yeli naɲ kyaare a yelzu ko a fo kyelekyelebe

3. Yelyagesegeraa sogā/endaā: A seŋ ka a yeli fo naŋ na yeli kyaare a yelzu na fo naŋ kaa-iri a na yeli a yeŋ kyaare.
4. Kpulluu: Maŋ bare teeroo kaŋa ko a kyelekyele ka ba teere.

Yelyaga Yeldemannewulaa

N karemamine ane zōmenne, n puoro la ye zaa a bebie ŋa! “Zine waa Donnē zaa laafeelo bebi”, maa la Dere John. N na yeli la yeŋ kyaare ne eŋe kyegerebo yelsonne. Noba seŋ ka ba weri ana taa laafe. Le na te naŋ voorō te nyōvōe pampāna ŋa ba tu sori. Tonkpeene yon naane na veŋ ka fo taa laaŋfeelon. Ka foon na e a yeli ŋa see ka fo na de a eŋa kyegerebo yel-erre poō a fo bebi zaa yel-erre poō. Gbē yaga noba maŋ yeli ka yeli zaa piiluu ba maŋ e mōlō. N zōmena piili la zenē kyē ba bare.

Duoro Segebo Sobie

1. Kaa iri fo yelzu.
2. Taa fo kyelekyelle teeron. Bon soorebie la ka ba na soore kyaare a yelzu?
3. Bō fo yelnyere.
4. Sege le fo naŋ na tu kyē sege a duoro ane a yelzu biŋ.
5. Sege a demmo
6. Leemaale kaa ka o tori

Duoro Segebo

Ma Kōkōre Zannoo Yelsonne

Fo naŋ waa a sinia haae zanzanna na, gbē yaga fo maŋ nyē la fomena naŋ yeŋ kōkōre mine kora fo zōmenne ane fo yideme fo bebi zaa nyōvōe poō. Ama, fo dan teere la a fo ma kōkōre yelsonne a fo zannoo sobiri poō eŋ?

Peeroo wuli ka zanzannema na naŋ baŋ ba ma kōkōre maŋ baŋ la boma ba zannoo lomborin, gaŋ a zaa, kannoo ane segebo. Neē zaa ma kōkōre maŋ veŋ la ka o piili kōkōre zannoo gōolon soŋ. A ŋaa maŋ veŋ la ka a kōkōre mine zannoo e mōlō.

Kōkōre ne yipōge da boōra kaa a yi taa. Ma kōkōre baŋ yelibu maŋ ko la a zanzanna vuo ka o sage de o yipōge ane zie o naŋ yi.

A peeroo kaŋa meŋ la wuli ka zanzanna naŋ tōōna yeŋ o ma kōkōre welweli maŋ baŋ taa la teeron zulun gōolon. Ka a mine la teeroo, yelmaale eŋ, ane teeronzulun gōolon bonso a ma kōkōre la a kōkōre na naŋ maŋ be o teeron wagere zaa, ka a le veŋ ka o maŋ yeŋ yeŋ soŋ.

A baaraaŋ: Ma kōkōre bammo e la yelson ko gan-zanne yeŋ, yipōge yeŋ, ane yeŋ baabo yeŋ. Fo naŋ waa sinia haae zanzanna a na e la soŋ ka fo sage de fo ma kōkōre.

Toma

1. Manne bigiri yelyaga segebo
2. Bigiri duoro segebo
3. Di deme kyaare yelyaga ane duoro segebo dɔɔ/dabie

PEDAGOGICAL EXEMPLARS

1. Problem based learning

Whole class discussion

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

2. Group Work/Collaborative Learning

In a mixed- ability group

learners write a three-paragraph speech/ article on given topics. Direct HP learners to guide AP learners.

3. Whole class activity:

Each group makes a presentation for class discussion.

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

TOMA

Foɔɔɔɔ 2 yeli pare bammo gɔɔɔɔ

Di deme kyaare yelyaga ane duoro segebo dabie /dɔɔ

Foɔɔɔɔ 4 toma: teeroɔɔ zuluɔɔ

Sege yelyaga bee duoro naɔ na ta dabegere ata kyaare tɔna nimipele ziiri naɔ taa ko a paaloɔ.

DAA 12

Zannoo Yelbooraa

1. *Sege baalon/zomeŋa gane bee letɛ*
2. *Sege a yeli bee toma boɔbo gane*

ZANNOO YELNYOGERRAA 1: A YELI BEE TOMA BOɔBO GANE DABIE

A yeli bee toma boɔbo gane/letɛ

A yeli bee toma boɔbo gane e la gane **ŋa** ba naŋ maŋ tu begere kaŋa kye sege ko baŋena.

Gbɛɛ yaga o maŋ tu la begere kaŋa naŋ kyaare a segere **ŋa** tɔ.

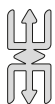
A Yeli Bee Toma Boɔbo Gane Segebo Yeltuuri

A yeli/toma boɔbo gane segebo tuuruŋ

1. Piili ne gyeremɛ puoruu, asenɛ “Nse”, “bee Nee na a segere naŋ kyaare”
2. Sege ne kɔkɔgaale kaŋa a gu fomeŋa yi eŋkyere kɔkɔre.
3. Tu dendeŋe dabie, ka a mine la yelzu, gantoɔle daga, bebiri, ane a soba na zie a gane naŋ gere gantoɔle daga.
4. Sege ne kɔkɔre naŋ tori, kɔkɔre merɛ naŋ tori, tegebo naŋ tori
5. Poɔ namba wulaa ka o naŋ wa be be.
6. Baare ne gyeremɛ puoruu asenɛ: “Fo sakuubie, Ka fo yuori segebo tu. Wuli fo vokpeɛraa/arezie

A Yeli Bee Toma Boɔbo Gane Segebo Dɔɔ

- **Segere gantoɔle:** A gantoɔle daga maŋ be la a gampele zusoga nudolonɛ seŋ.
- **Bebiri:** a bebiri maŋ wuli la a gane segebo wagere/saŋa
- **Segekorɔ/ganderɛ:** a gantoɔle maŋ be la a letɛ nugɔɔ seŋ
- **Puoraa:** Nse, Nse Dabuo,
- **Yelzu:** Onaŋ la maŋ wuli a segere ananso o naŋ segere a gane. Segebibere la ka a fere ka fo sege ne a yelzu.
- **Kyɛyuobu:** kye la ka a segere maŋ piili wuli bone na eŋe o naŋ segere a gane
- **Dabegɛ:** yelbuli zaa seŋ ka o taa o yonɛ dabegere. A dabegere maŋ sonɛ la kanna ka o baŋ a yelbulo tege a letɛ poɔ.
- **Kpulluu/baaraa yele:** a segesegese seŋ ka o la maalenɛ wuli a gane/letɛ yelbulo.

**Note**

Toma boɔbo gane seŋ ka o sege dendeŋe a wulo bone fo naŋ boɔra ka a kəkɔgaale veɛɛ. Veŋ ka fo yelyaga taa gyere ma a kyɛ kyaane.

Toma

1. Wuli wagere na anaŋ seŋ ka neɛ sege a yeli bee toma boɔbo gane/leɛ
2. Pore kyɛ manne wuli a yeli bee toma boɔbo gane segebo dabie a wuli yeldemannewulli mine, Aseŋ ka a yelzu be Dagaare poɔ.

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

- a. In mixed-ability group, write an at least three-paragraph formal letter on given topics taking into consideration the features of formal letter and rules of writing.
- b. 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.

TOMA**Weleme 2: Yeli bammo meebo gɔɔlon**

Manne wuli a yeli bee toma boɔbo segebo dabie mine ata

Weleme 3 Toma: Teeroŋ zuluŋ

Sege gane ko fo teŋe naa a manne ko o yelbere ata ye naŋ boɔra.

Weleme 4 toma: Teeruŋ zuluŋ

Sege gane ko ye DCE a manne tegeraa kaŋa naŋ wa a fo teŋe poɔ ka a ba kɔɔre. A tegeraa na baŋ waa a yelsonne ane yelfaare. Ka fɔɔ wa sege a gane baare, sege yeɛ ɲmaa le ka o tee bone naŋ so ka fo de yelbie mine boɔra sege ne a gane

ZANNOO YELBOORAA 2: WETAABA BEE ZOMEŊE GANE SEGEBO

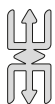
Wetaaba bee zomeŋa gane waa la gama nee naŋ maŋ sege kyaare o nyɔvore yeŋe ko zomeŋa bee yideme

Zommenne Gane Segebo Yelteere

1. A gansere gantoolɔ daga seŋ ka o be a lete zusoga nudolon konkogiri seŋ
2. Sege a bebiri tu a gantoolɔ daga pare a nudolon seŋ.
3. Piili ne puoraa asen “Haae Ayuo”, ka pennoo tegebo tu.
4. Sege kyeyuobu ŋmaa le a manne wuli a gane segebo ananso
5. Sege a endaa dabegɛ
6. Sege a kpulluu yelbaara naŋ taa tege, ka numare ane yuori golgoluu pãã tu.

Zommenne Gane Segebo Dɔɔ

- **Segere gantoolɔ/toole daga:** A gantoolɔ la a bone denden fo naŋ na sege. A segere gantoolɔ daga maŋ be la a lete zusoga nudolon seŋ. O e la lete piiluu zie. A na e la soŋ ka fo sege a fo gantoolɔ daga zaa.
- **Bebiri:** A bebiri maŋ tu la a gantoolɔ daga pareŋ tantaŋ le
- **Puoraa:** O e la puoruu asen, ‘N zo’, ‘N batuo’, ‘N ma’, ‘Haloo’, ‘N beere’, ‘Bayuo’ amk
- **Kyeyuobu:** A dabegere ŋa poɔ la maŋ wulo a gane kɔkɔgaale. O soba pɔge maŋ soore la a soba na zie a gane naŋ gere ane o yideme emmaaron yeŋe. Fo meŋ na baŋ yeli ka fo teere ka o nye la a fo lete fo naŋ sege ne emmaaron. A teeme denden seŋ ka o wulo popeelon.
- **Poɔyeŋe/Endaa:** A gane kɔkɔgaale seŋ ka a maana eŋe. Ama, a na wuli la nee fo naŋ segere a gane korɔ, asen ka fo sege ne kɔkɔre kaŋa boorɔ. Fo naŋ pɔge segere la a gane korɔ zomeŋe. Ka fɔɔ na sege gane a fo dɔgrɔ naŋ e nenkpon, ferebo la ka a fo maa fo meŋa kye sege.
- **Kpulluu:** Wuli a gane ananso a dabegere baaraa poɔ, asen a gane kyoooro. Ven ka emmaa kaŋa be a kanna zie. Ven ka a kanna meŋ lee sege ko fo kyaare bone na yeŋe fo naŋ yeli a fo gane fo naŋ sege ko o poɔ. A ŋaa na wuli ka ye boɔra la ka ye maŋ wono taa yeŋe wagere zaa.
- **Yuori golgoluu:** Fo na baŋ golgoli la fo yuori ka fɔɔ wa boorɔ. a na wuli la nee na boorɔ fo naŋ segere a gana korɔ. Aseŋ:
 - a. Maa la,
 - b. Fo kaanyukɔɔ la,
 - c. Fo pɔgeyaa Derpɔge,
 - d. Fo zomeŋa,
 - e. Fo yɔɔlee,



Note

Zommenne/wetaaba gane segeboman kyaare la segere ne o to lamboore. A waa la gama te nan man sege ko nonema ane te dogereba. De a wetaaba gane segebo dabile ,kakaagaale sege ne gane ka o tori.

Toma

1. Manne wuli zommenne gane segebo wagere
2. Pore kye bigiri zommenne gane segebo meeron

Aseŋ ka a karema sege yelzu ne Dagaare.

PEDAGOGICAL EXEMPLARS

1. Problem based learning

Whole class Activities:

- a. Through questions and answers, learners revise the knowledge acquired from formal letter writing.
- a. Teacher targets HP learners to summarise the responses.
- b. 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.
- c. Learners make presentations on the features of informal letters to the class.
- d. 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.

TOMA

Foɔlaa 2: Toma: yeli pare bammo gɔɔlon meebo

Manne wuli zɔmenne gane segebo dabile mine ata

Toma 3: teeron zullun

Sege gane baalon/zɔmenne gane kyaare a yelzu na nan tu a pulin

“Sege gane/lete boɔle fo zɔmeɲa/kyɛmmeɲa ka o wa ka ye di fo dɔgebo bebiri tigiri”

Foɔlaa 4 Toma: Teeron zullun

Sege zɔmeɲa gane ka o kyaare ‘zɔmeɲa dɔgebo bebiri tigiri diibu gan-boɔlaa’

Ka fɔɔ wa sege a gane baare, sege yelkana nmaa le a wuli bone nan so ka fo iri yelbie mine boora a sege ne a gane ane le tee fo ka yelboɔraa nye eebo.

After writing your letter, write a brief critique to accompany it explaining your language choices and to what extent it fulfils its objectives.

Hint



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

DAA 13

Zannoo boɔbo: *De leeroo parɛɛ leere ne demmo nan be kɔkɔ-dɛn kaɲa poɔ en kɔkɔ-yiilun poɔ (yelbie dāãẽ leeroo, pare bammo leeroo, amk)*

ZANNOO YELNYŊGERAA 1 & 2: LEEROO

Leeroo

Leeroo la kɔkɔre kaɲa demmo bee yelɛ nan sɛge bee a wolle ne noɔre ka neɛ kaɲa meɲ lee sɛge bee manne ne noɔre en kɔkɔre kaɲa poɔ. Gbɛɛ yaga, te maɲ yeli ka a kɔkɔre na poɔ a demmo bee a yelyaga nan lee sɛgere enne **bee manna** enne **la** kɔkɔ-yiilun

Leeroo Wuluu

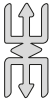
Leeroo wuluu poɔ te maɲ de sobie mine nan nare biɲ ka a tee a karembiiri ba yelɛ gyelebo **gɔɔlon**, pare bammo kye leere a kɔkɔ-dɛn en a yiilun poɔ baabo yelɛ.

1. **Piiluu kyeyuobo:** manne wuli leeroo ane wolloo tɛtɛɛlon ane a yipɔge pare bammo yeli a sonne
2. **Kannoo baabo gɔɔlon:** wuli ka a karembiiri na baɲ kanne la a kɔkɔ-dɛn a baɲ o pare.
3. **Demmo gyelebo:** Wuli karembiiri ka ba toɔ kaa iri demmo pare, kɔkɔgaale, ananso, ane a kyelekyelleba
4. **Kuri zu en leeroo dabie. a maɲ tu la ɲa:**
 - a. Yel-linni ane yeldaa leeroo.
 - b. Yipɔge yitaalon
 - c. Yeldegɛ
 - d. Mannoo

Yelbie dāãẽ leeroo ane leere yollaa

5. **Leeroo zannoo toma:** piili ne sɛgere nan e mɔɔ a pãã te kpe a boɲkpeene poɔ.
6. **Kuri zu en a yeli toribu ane yelmennoɲ.** Dɔre karembiiri ka ba taa nimizeɛ kyaare pare bammo gaɲ yelbie bammo.
7. **Naasaalaa gɔɔlon bommaale tuubu:** Tu naasaalaa bommaale mine zie a leere (**ɛntanɛt**, yelbie ne a parebammo gane. Aseɲ ka a zanzanna baɲ lɛ a boma nan maɲ toɲ toma. A nyeebo ba a bammoo.
8. **Wetaaba maalekaabo ane peerenyere:** tee karembiiri ka ba maale kaa kye wuli yelnyere ba nan nye ba taaba leeroo poɔ.
9. **Sɛgre niɲe gaabo bammo:** Zanne sɛgere mine nan kyaare yelzu tegerɛ mine (aseɲ **kɔto** yelɛ, tẽẽ yelɛ) a kɔkɔre baabo yelɛ.

10. **Dore karembiiri ka ba zanna wagere zaa:** Lee karembiiri teeron kye tee ba ka ba zanne yele kyaare leeroo ka son ba leeron goolon

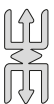


Note

Kaa a zanezaneba tazie kye wuli ba sen ne. Kora ba sommo nan ko ba a zannoo po.

Leeroo parre waa la yaga, amine la:

1. **Yelbie daa leeroo:** A yelbie daa leeroo zage **na**, mennon man e la nimizee gan leere welweli. A leere bee a leereleere man ogi la a koka-dan yelbie kyaa en a koka-yiilun po.
2. **Yen po leeroo:** O e la leeroo nee nan man de o yen leere ne yele a wulo yeldeg ane koka-gaale ka yele pare bammo kyaane.
3. **Tensere/dakoren dammo leeroo:** A leeroo **na** wulo la yipoge teete ane a sagedeebo.
4. **Yelsegerebinni leeroo:** O e la leeroo **na** a koka-dan ane koka-yiilun duoro na man sen taa.
5. **Wolloo/noore deme mannoo:** Gbe yaga noore deme mannoo man be la lammo ziiri bee koto po la ka noore deme leeroo man be.
6. **Leer-yolla:** A leeroo **na** yelboora la ka o dulle a koka-yiilun dammo. A koka-dan dammo na ban e la teeme ata bee a gan **le** kye **ka** a leereleere a koka-yiilun po yolle o ka a teeme zuo a le. A leereleere na ban de la omena yele **a po a** leeroo sana bee ka o iri a koka-dan yele mine bare.
7. **Pare bammo leeroo:** A dammo pare bammo la e nimizee gan a yelbie pare bammo. A leeroo **na** yelboora la ka a koka-dan ane a koka-yiilun zaa deme **parre e yeni**.



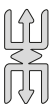
Note

There are more types but just concentrate on these for now.

Leeroo Zannoo

Leeroo mine la a ama, karema bo amine po ka ba leere a taa leeroo goolon.

Leeroo zannoo toma mine la ama:



Note

karema ko karembiiri dammo nan be Borefo po ka ba leere en Dagaare po. Piili ne segere na a karembiiri fana nan ta kye pa duoro

1. **Yeldaa:** leere yeldaare en koka yuo po, a tuuro a koka bega.
2. **Yeldeg:** Zanne yeldeg, yelbie, ane eron yelma leeroo
3. **Dabegenmaara:** Zanne dabega **gmaaraa** leeroo ka a taa tege

4. **Yelzuri mine segere:** Zanne segere mine nan kyaare yelzu tegerɛ mine (asen **kɔto** yelɛ, tɛɛ yelɛ) leeroo. Ven ka a zannoo kyaare yelbie mine nan kyaare a yelzu.
5. **Segere nan taa gɔɔrombie leeroo:** (asen segewiiri, sensenlle **ɲmaara**), leeroo a wuli gɔɔlon, ane kɔkɔgaale.
6. **Duori saama leeroo:** zanne duori saama leeroo a wulo duori menne ane kɔkɔgaale yelboɔraa
7. **Deme:** Deme leeroo zannoo (asen deme diibu, yeli peere nyaa) a wuli a yelyele boɔbo ane kɔkɔgaale
8. **Peretaa leeroo:** De fo yeli fo nan leere pere ne fo **to** leeroo (asen gɔbaa leeroo, mansumo leeroo) a denne fo leeroo gɔɔlon en.
9. **Meja leeroo:** Sege demmo ne kɔkɔre kana kye leere o en kɔkɔ yuo poɔ a zanne yeli pare bammo ane yeli toruu gɔɔlon
10. **Wetaaba maalenkaanyaabo:** De fo leeroo toma tɛge ne fo **to** deni ka kana zaa man kaa kye maale en ka a soɲ a ba leeroo gɔɔlon.

Toma

1. Manne wuli bone na la leeroo.
2. Pore leerroo parɛɛ ata.
3. Di deme kyaare leeroo parɛɛ ata mine.
4. Di deme kyaare yele mine ata anan sen ka fo taa a fo teeroon leeroo sana.

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

TOMA

Weleme 2 toma: baŋaapare gɔɔlonɔ bammo

1. Pore kye manne wuli /bigri leeroo parɛɛ mine ata
2. Di demɛ kyaare ne leeroo parɛɛ
3. Gyele leeroo dɔɔɔ/dabie

Foɔlaa 3 toma/teeronɔ zulunɔ

1. Leere demmo naŋ taa yelbie **kɔɔre** ata (300) bee a gaŋ lɛ eŋ kɔkɔyiilunɔ poɔ
2. Manne a kɔkɔyiilunɔ leeroo a karendie poɔ.

Section 5 Review

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

effective and varied pedagogies. Learners were encouraged to share opinions and ideas amongst themselves to help them exhibit the skills of composition on given topics bordering local and global issues. Translation skills and strategies were also taught to enable learners develop skills in analysing, understanding, and rendering texts from one language to another. Translation will also help learners become good listeners and interpreters as well. Finally, varied assessment forms were employed to test learners' knowledge and understanding of the key concepts taught.

ADDITIONAL READING

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



YELTUURI G: SEMESTA BAARAA GYENNOO

Gyennoo waalon

A semesta baaraa gyenno na taa la foole ayi. Foɔlaa A ane foɔlaa B. foɔlaa A na taa la nɔ-irri yaga kaa-iruu soorebie 40 kye foɔlaa B taa weleme anaare. Weleme I naŋ e la yelyageraa soorebie ka a zannezannema kaairi soorebiri boŋyeni yoŋ. Weleme II na taa la kɔkɔre mere soorebie pie ka a zannezanneme iri a zaa nɔɛ. Weleme III na e la kannebaŋaapare. A zannezannema na kanne la yelyagesegeraa kye iri soorebie anuu naŋ tu nɔɛ. Weleme IV na e la leeroo. A semesta baaraa soorebie na kyaare la a yelzuri anan zaa ye naŋ zanne yi daa 1te ta 11.

Bonteere te naŋ boɔɔ

1. Gyennoo sɛgebo zie
2. Gyennoo soorebie gama
3. Nɔ-rrri gampɛɛ
4. Nɔ-iri yaga soorebie gampɛɛ
5. Wɔɔkye yagelaa
6. Gbelime amk

Yeltuuri kyaare gyennoo soorebie sɛgebo

Nɔ-rrri yaga kaa-iruu soorebie

1. A soorebie seŋ ka a pareɛ kyaane.
2. Veŋ soorebiri teɛroŋ seŋ ka o taa yembulo kye milli a karembiiri.
3. E ka a nɔ-irri naŋ tori are zi-teɛteɛ
4. Ta puulo yelbie a soorbiri poɔ.

Yelyagesegeraa

1. Veŋ ka yelmannewulli pare kyaane velaa
2. Ta soore soorebie naŋ ba kyaane
3. Ta soore soorebie yi yelzuri na fo naŋ ba wuli poɔ

Bondemaane soorebie mine

1. A ama buosoba ba waa kɔkɔtege meɛroŋ Dagaare kɔkɔre poɔ?
 - A. CV
 - B. CVC
 - C. CCC
 - D. V

2. Yelbipeele tontonne poɔ, ama buosoba la na ban waa yelbipeelaa zage?
- A. Kyilli Gangye
 - B. Tere Gangye
 - C. Feroo Gangye
 - D. Pare Gangye

Foɔlaa B: Yelyagesegeraa

1. Bigri a ama nan tu kye tere yeldemanne ayi ayi kyaare kana zaa
- a. Yelbipeelaa
 - b. Pemmo

Magere Terebo

Foɔlaa A: Nɔ-rrɪ yaga kaa-iruu soorebie

1. A ama buosoba ba waa kɔkɔtɛge meeron Dagaare kɔkɔre poɔ?
- C. CCC magere 1
2. Yelbipeele tontonne poɔ, ama buosoba la na ban waa yelbipeelaa zage?
- A. kyilli gangye magere 1

Foɔlaa B: yelyagesegeraa

- a. Yelbipeelaa la a kɔkɔre mere bie mine nan man are yelbiri piilun bee yelbiri baaraan ka a yelbiri na pare kyilli bee ba kyilli.
- i. Tere magere 4 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
 - ii. Tere magere 3 ka a yelbuli-soore 5 wa be a mannoo poɔ
 - iii. Tere magere 2 ka a yelbuli-soore 3- 4 wa be a mannoo poɔ
 - iv. Tere magere 1 ka a yelbuli-soore 1-2 wa be a mannoo poɔ
- b. Tere magere 4 ka a yelbuli-soore ama zaa wa be a mannoo poɔ
- i. Tere magere 3 ka a yelbuli-soore 5 wa be a mannoo poɔ
 - ii. Tere magere 2 ka a yelbuli-soore 3- 4 wa be a mannoo poɔ
 - iii. Tere magere 1 ka a yelbuli-soore 1-2 wa be a mannoo poɔ

Tabol na wulo yel-erre

DAA	Yelnyɔgere	soorebiri iruj	DoK weleme				lantaa
			1	2	3	4	
1	Kɔkɔtege	Nɔ-rri yaga kaa-iruu soorebie	1	-	-	-	1
		yelyagesegeraa	-	-	1	-	1
2	Kɔkɔgaale	Nɔ-rri yaga kaa-iruu soorebie	-	1	-	-	1
		yelyagesegeraa	-	-	1	-	1
3	Yelbulo nan be demɛ diibu poɔ	Nɔ-rri yaga kaa-iruu soorebie	-	1	-	-	1
		yelyagesegeraa	-	-	-	-	1
4	1. Maa-enɛ kannoo 2. Kanne gaa tɔɔre kannoo	Nɔ-rri yaga kaa-iruu soorebie	1	1	1	-	3
		yelyagesegeraa	-	-	-	-	0
5	Yelbipeeɛ	Nɔ-rri yaga kaa-iruu soorebie	-	-	1	-	1
		yelyagesegeraa	-	-	-	-	0
6	Tagamarre	Nɔ-rri yaga kaa-iruu soorebie	2	-	1	-	3
		yelyagesegeraa	-	-	1	-	1
7	Yelbiri maaloo sobie	Nɔ-rri yaga kaa-iruu soorebie	1	1	2	-	4
		yelyagesegeraa	-	-	-	-	0
8	Yelɲmaa	Nɔ-rri yaga kaa-iruu soorebie	2	1	1	-	4
		yelyagesegeraa	-	-	1	-	1
9	Yelgbɔgere ane a zagere	Nɔ-rri yaga kaa-iruu soorebie	1	1	1	-	3
		yelyagesegeraa	-	-	-	-	0
10	Tɛgebie	Nɔ-rri yaga kaa-iruu soorebie	4	2	1	-	7
		yelyagesegeraa	-	-	1	-	1
11	Yelyagesegeraa	Nɔ-rri yaga kaa-iruu soorebie	1	2	2	-	5
		yelyagesegeraa	-	1	-	-	1
12	A yeli bee toma boɔbo gane ane o meeroɲ	Nɔ-rri yaga kaa-iruu soorebie	1	1	1	-	3
		yelyagesegeraa	1	1	1	-	3
	A zaa lantaa		15	13	17	0	45

WĒLEMĒ 6: KULTAA YELTUURI

YELZU: YIPɔGE YEL-ERRE NOBA ZU KAABO

Yelzu ulee 1: Yipɔge Yel-erre

Zannoo yelboɔraa: *Yipɔge tɛtɛɛ kulta yeltuuri parebammo. De fo yipɔge kulta yeltuuri pere ne Ghana paalon mine kulta yeltuuri.*

Zannoo Peerenyere: Manne kyɛ wɛle kulta yelsonne kyaare a boore parɛɛ nan be a Ghana poɔ kyɛ di demɛ kyaare lɛ pampana kulta yeltuuri nan e yelwona ko kulta demɛ.

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.

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

Week 14: *Dramatisation*

Week 15: *Case Study*

Week 16: *Research*

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

DAA 14

Zannoo Yelbooraa: *Di deme kyaare kulta yeltuuri ane a tona*

YELZU: 1 & 2: KULTAA

Kultaa pare bammo: kulta la dɔɔ ne pɔge naŋ nɔntaa a sage ka ba na laŋ zen la, ka ba yideme sage tu a kulta yeltuuri zaa kyɔkyɔ **ka a ta ka** ba laŋ kpeere a waa sere ne pɔge.

Kultaa yeltuura: kulta yeltuura e la yeltuuri mine ba naŋ maŋ tu kye ka a dɔɔ ne a pɔge na laŋ kpeere a waa sere ne pɔge. Te laŋkpeere poɔ a kulta yeltuuri ama ba waa **a dɔɔ ne a** pɔge yon naŋ nɔŋ taa yeltuuri. A dɔɔ ne a pɔge yideme ane ba dɔgreba zaa la maŋ poɔ.

Kultaa sieree ane yeltuuri

Kulta tona ane a yeltuuri mine la: yipɔge guubu, yipɔge wulibu, noba goɔbo ka ba tori, biiri soobo, kɔgetaa, nɔlaŋ, sontaa amk

1. **Yipɔge zu kaabo:** Gbɛɛ yaga kulta yeltuuri maŋ tu la yipɔge yel-erre sobie. Ane azaa, ka yelsagarre mine kpe la a poɔ a yeltuuri ama yaga zaa waa la yeni
2. **Yipɔge wulibu:** Kulta yeltuuri saŋa, yel-erre yideme peeroo ane kyegri maŋ be la be. A yel-erre ama maŋ lɔnna la a dɔgɔŋ sugilitaa poɔ. A **ŋaa** maŋ soŋ la ka baapaaba meŋ zanne a yipɔge yeɛ
3. **Yuori ane gyere:** Kulta yeltuuri maŋ veŋ la ka dɔɔ ne o pɔge ane ba yideme taa yuori ane gyere. Noba maŋ nye ba la ka ba waa noba naŋ baŋ ba ferebo toma kulta poɔ a na tɔɔ kaa ba biiri zu velaa. A **ŋaa** maŋ veŋ la ka ba nye yuori ane gyere a paalon poɔ.
4. **Nɔlaŋ:** Kulta la yinmama ayi naŋ lantaa. Kulta yeltuuri maŋ soŋ la ka a kulta deme yideme ane ba zɔmenne lantaa. A **le** maŋ veŋ **la ka ba wuli ba popeelon** kye baŋ taa. Boore yuo bee paalon yuo **lɔŋ te kuli sere** bee de pɔge maŋ veŋ **la ka booro** na ayi deme e taa noba, a **ŋaa** maŋ wane la zenlaafee ane nɔlaŋ ko a paalon zaa gbongboŋ.
5. **Biiri soobo:** Kulta maŋ veŋ **la ka yi-ŋmama ane a paalon so a biiri. Kulta maŋ veŋ la ka a biiri taa areziiri a na baŋ di kyene** a yiri poɔ. Kulta maŋ soŋ la ka biiri tuuli bɔ ba dɔgɔŋ gbere
6. **Kɔgeleta:** Kulta yeltuuri tuubu maŋ ko la dɔɔ ne pɔge sori ka ba na laŋ kpeere. A maŋ veŋ **la ka sere** ane o pɔge sonna taa. A dɔɔ ne a pɔge na baŋ toŋ la seŋ-gaŋ toma a vuo **ŋa**. A dɔɔ ne o pɔge maŋ laŋ la noore ba tuo ne ba noɔ saŋa.

Kultaa Pareɛ

Kulta pareɛ ata la be be Ghana poɔ. Ama la saanikonnon kulta, Kɔto poɔ kulta ane Yerre/Selaama kulta

Pɔge bɔ-deraa waa la saan̄konnoŋ kultaa. A zannoo ŋa poɔ te na gyele la saan̄konnoŋ kultaa. Kultaa parɛ mine la pɔge bɔderaa, pɔgenyɔgeraa, pɔgepibaraa, ane kopɔge.

Asante: Aware pa, adehye wareɛ, afenaa warereɛ, kuna awaree

Dagombas: Dieŋ, Nyuyu **ŋmabu**, Payafaa, Paya zubo, Zaŋ ti pua, Dɔyiri, payipini

Ewe: **Jomesrɔ̄**, Ahiasrɔ̄, Akotsotso

Ga: Hemɔfeemɔ, Kuayeli or kulayeli, Shia gbla

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

Kultaa Yeltuuri

Yipɔge zaa maŋ taa la ba kultaa yeltuuri (karema wuli anaŋ naŋ be Dagaare poɔ) kultaa yeltuuri waa la yaga. Amine la; pɔgebɔ saŋa, pɔgekyere ane pɔgebeelon

Pɔgebɔ Saŋa

Saa la maŋ bɔ pɔge ko o bidɔɔ. A dakoore ane a bitoro dɔgereba maŋ peere la yele yaga sere ka ba sage ka ba biiri lan̄taa a waa dɔɔ ne pɔge. A peeroo mine la ka:

Ka emmaaron be la a yiriŋ

Ka a yideme taa la nɔmmo, nɔlan, yelwontaa

Ka a dɔɔ ne pɔge ba waa zɛɛ bon̄yeni noba

Baalon faa kaŋa asen̄, kɔrkpon̄, kɔnnoo ane a taaba

Ba maŋ la peere la gyogi son̄ a yideme zie. Gyogo mine naŋ maŋ la peere; dɔ̄ɔnyukuoli, nanyigiri, entuolun̄ amk.

Ka a dɔɔ ne a pɔge wa sage na lan̄ zen̄, ba maŋ en̄ la bebiri a na gaa te tu a yelɛ (kyegri). A dɔɔ maŋ nare la velaa kyaare a bebiri na a o pɔge naŋ na wa die. Dagaaba pɔge kyere boma mine. Donne, libie (ware ane libipelaa)

Akans poɔ:

Nhunianinu-pane ŋmesbo Dɔ̄ɔ: ka ba tɔɔ kpɛ a yiriŋ a bɔ a pɔge.

Tiri-Nsa: Dɔ̄ɔ naŋ di dansee ka ba boɔra la a pɔge.

Akontagye-sekan: Libiri ba naŋ ko a pɔgelee yɔɔdɔba. Ba mɛ de la a libiri na beele ba yɔɔpɔge.

Danta: a sere maŋ yɔɔ la a libiri ŋa ko a pɔge saamine.

Ase-kɛtɛ anaa tamboba: pɔge ma la ka ba maŋ yɔɔ a libiri ŋa ko.

Ka a ama zaa wa e baare, ba maŋ ko la a pɔge libiri ka o de kaara ne o sere.

Pɔgebeelon.

Ka ba naŋ wa kyere a pɔge baare, a yideme maŋ zegele la a dɔɔ ne a pɔge a yeli ko ba kyaare a ba lan̄kpeebo. Ba maŋ bare la koɔ a puori Naan̄men, ba saan̄komine ane a **ŋmeme** barka ba naŋ son̄ ka a kultaa yele kyeŋ son̄. Ba pɔ̄ɔ maŋ biŋ la bebiri a na beele a pɔge te ko a sere. Yel-erre na zaa naŋ e la ka ba boɔla a pɔgebeelon. A bebidenden̄ a dɔɔ ne a pɔge na naŋ ton̄ sen̄-gan̄ toma, ba maŋ ko la sen̄-gan̄ noɔ.

Ba maŋ la yere la pen pelaa eŋ a bon-ganaa ana nye, ka a pɔgelee e la bitoro be. A ŋa la ka ba boɔɔ pɔgepaalaa die kpeɛbo

Toma

1. Manne bigiri kulta.
2. Pore kulta parɛɛ ata mine naŋ be fo yipɔgeŋ.
3. Manne wuli kulta sieree mine anuu.

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/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.

2. 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.

TOMA

Weleme 2 Toma: Yeli Pare Bammo Goolon

E wuli kulta yeltuuri a fo laŋkpeɛbo pɔɔ

Weleme 3 Toma : Teeronj Zulun

1. Manne wuli Dagaaba kulta a ananso mine ata
2. Di dem kyaare ne peeroo sere tona kye kanoba ban kulta

Weleme 4 Toma: Teeronj zulun

Ime gyen wuli pogeberaa yelsonne a kyaare, daw ne o poge, ba yideme,ane ba lankebo zaa. Gyele yelsonne ane yelkyerre kyaare saankonnon kulta.

Manne yele na zaa kyaare dawlon/pogelon ferebo toma, poge ba sommeja yele ane yele mine a donnee zaa nan sage di.

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.

DAA 15

Zannoo Yelbooraa: *De Dagaare saankonnoŋ kultaa yeltuuri manne ne nemboore yobo deni.*

YELZU 1 & 2: SAAŊKONNOŊ KULTAA YELYELTUURI DAGAARE POO

Kultaa la dɔɔ ne pɔge naŋ sage a tu lesiri a zeŋ pɔge ne sere. Kultaa yeltuuri la yeli na zaa te naŋ maŋ e ka dɔɔ ne pɔge tɔɔ zeŋ kultaa weɛŋ. Dagaare poo, kultaa ba e a dɔɔ ne a pɔge yoŋ yeli. Kye a pɔge ne a dɔɔ yideme zaa poo la.

Ghana yipɔge kultaa yeltuuri: Ghana nembooro zaa taa la kultaa yeltuuri teɛteɛ. A te zanno ŋa naŋ kyaareɛ la Dagaaba saankonnoŋ kultaa yeltuuri.

1. Dagaaba poo, a pɔgelee saamine ne a dɔɔlee saamine la maŋ sage ka a ba biiri laŋ zeŋ, a kultaa. Dagaare sage la a pampana kultaa yeltuuri na naŋ wa, tesen; krista biiri kultaa bee yerre kultaa. Dɔɔ zaa naŋ boora ka o de pɔge bee bisaa zaa naŋ boora ka o iri o bidɔɔ dakoore maŋ daŋ bo la a pɔgelee naŋ sen ne ka o kpe a ba yiri. Ba pãã na tu la a kultaa sobie ama a de a pɔge paalaa.
2. Pɔge piiraa: ka pɔgen taa poo kye yi yir velaa poo, dɔɔ na baŋ te en la noore na de a bie ka o ee pɔgelee ka o e o pɔge bee o bie pɔge. Ŋa ka te maŋ yeli ka pɔge pi-baraa.
3. Pɔge bɔderaa: Ka dɔɔlee nye pɔge naŋ taa emmo, a e o pɔge nɔnaa, o maŋ te yeli ko la o saamine ka ba maale a pɔge yeli ko o. A dɔɔlee saamine na te sore la a pɔgelee saamine ka ba bare sori ka a ba bidɔɔ de a pɔge.

A pɔge boɔbo saŋa, diteena maŋ be be la. A diteena na baŋ e la a dɔɔlee yɔɔpɔge bee areba. Ziiiri mine, a diteema maŋ e la bayi. Kaŋa a pɔge yiriŋ, ka kaŋa meŋ be a dɔɔ yiriŋ.

Kultaa maŋ piilli la saŋa na kyeroo naŋ kyere. A pɔge kyeroo boma ama la ka Dagaaba boɔla **pɔge-gorri**.

Dagaaba ane Fantere poo kultaa yeltuuri; dagaaba poo, Saa la maŋ iri o bidɔɔ dakoore. Ka saa wa nye ka o bidɔɔ bere la dɔɔ, a kyare lama, a na baŋ tuo wege, o maŋ iri o la dakoore. A saa maŋ ko la a o bidɔɔ o weɛ tontomboma ka piili tona toma aŋa dɔɔ. Ka a dɔɔlee taa la pɔge kaŋa o teeroŋ, o na yeli ko la a o saa, ka o tu a sori maale a pɔge yeɛ.

Ka a pɔgelee ne a dɔɔlee saamine wa nye taa baare, ba zaa pãã na piili la a peere taa yeli. Ka ba naŋ wa peere baare a sage a kultaa, a pɔgelee saamine na yeli la a dɔɔlee saamine ka ba wa tu a lesiri na zaa naŋ kyere. A dɔɔlee saamine naŋ iri la pɔgebo boma ane a kyeroo. Dagaaba kyere la ba pɔgeba ne libipelaa. Dagabooro mine maŋ kyere la ba pɔgeba ne nii (Nandomɛɛ ane Birfoɔɔɛɛ)

Booro mine poɔ (Akan -Fante)

Nhun enyim nsa: Dãã ba naŋ ko a pɔgelee dɔgereba. Ba na soore la a pɔgelee ka ba de a dãã bee. Ka a pɔgeleen sage, o boora la o serɛ.

A pane ŋmeebo dãã: ka ba de kpɛ a yiriŋ a bɔ a pɔge.

Bawdo: Libiri ba naŋ de ko a pɔgelee ma ka o da wɛgyɛre pɔge o pɔgeyaa.

Tsinsa/dase: Schnapps ne libie; ana la are ko a kulta nyɔgebo.

Pɔgepaalaa beelo: Ka a pɔgeŋ kyere baare, a dɔɔ yideme maŋ eŋ la bebiri ka ba na beele ba pɔge paalaa ko ba. A bebibiri ŋa maŋ e la tigi-kpoŋ Dagaaba poɔ. Pɔgebeele la maŋ paale a zie zaa. Bondirii ne dãã maŋ yaare la zie zaa. Ka seere laare zie zaa.

Karemaine, de nemboore yobo ane Dagaaba kulta yeltuuri manne taa A ŋa na soŋ la ka karembiiri baŋ kulta yeltuuri tɛtɛɛ naŋ be Ghana poɔ.

Toma

1. Bigiri lɛɛ nembooro bayi mine naŋ ma tu ba kulta yeltuuri. (aseŋ; Dagomba, ane Dagaaba)
2. Wuli yitaaloŋ ane tɛtɛɛloŋ naŋ be a nembooro bama kulta yeltuuri poɔ.

PEDAGOGICAL EXEMPLARS**1. Problem Based Learning**

Whole class discussion:

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

Some pointers:

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

2. Group Work/Collaborative Learning:

Mixed ability:

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

TOMA

Toma 3: Teeron zuluŋ

1. Bigiri lenɛɛ nemboora mine naŋ maŋ tu ba saɲkonnoŋ kultaa yeltuuri. Kaa a yitaaloŋ ane tɛtɛɛloŋ naŋ be a nembooro bama kultaa yeltuuri poɔ.
2. Teŋa wedeɛrebe, ane a teŋa nember� ferebo toma la abuoba saɲkponnoŋ kultaa yeltuuri poɔ?

Toma 4: Teeron zulluŋ

Gyele a wuli lenɛɛ gyere ma kaŋa naŋ be poɛge naŋ tu a saɲkonnoŋ kultaa sobie a kuli sere. Fo na baŋ de la nemboora kaŋa zaa yeltuuri toŋ ne toma.

DAA 16

Zannoo yelbooraa: *Di deme kyaare yelpaala mine nan kpe saankonnon kultura yeltuuri poɔ*

YELZU 1 & 2: KULTAA NE PAMPANA KULTAA YELTUURI PAALA MINE

Kultaa yeltuuri la ana zaa te nan man tu kye ka dɔɔ ne pɔge lan zen pɔge ne sere. Ghana nembooro zaa poɔ

Pampana na, yelpaala mine kpe la te saankonnon kultura yeltuuri poɔ, a yeli na taa la yelsonne ane faalon ko a te kultura yeltuuri. Yeli mine nan wa ne a yelpaala ama mine la ama na tu:

1. Sakuuri gaabo; Sakue yaare la zie zaa, a kyaana noba nɛ, gan a zaa pɔgebili. Nee zaa teeron yuo la ka kana zaa man kaa iri o sikyiri poɔ sere bee pɔge. A kultura deme la man wuli sana bee lenee ba nan boɔra ba kultura. Banan man wuli yeltuuri na ba nan boɔra a ba kultura zie.
2. Meja soobo ane dɔɔ ne pɔge zaa sentalon; A be la zie zaa ka dɔɔ ne pɔge zaa senɛ taa. A Ghana begre ko la nee zaa sori ka o so o meja. A naa venɛ ka pɔge taa fana kana kyaare naboma ane kyemboma zaa. Pɔgeba zagre la a te saankonnon yeltuuri mine nan taa dɔgɔn ko ba a bare.
3. Nmempuoripaala. Nmempuoripaala tesen kirista puoruu ane yerre puoruu kpe la te yeltuuri poɔ ne yelpaala. Gbe yaga, te man de la a puori paala yeltuuri lan a saankonnon yeltuuri poɔ.
4. Bondaannoo, Pampana, libie la yi, ka bondaamba dere bondaampɔgeba; azuin, saankonnon kultura yeltuuri lee la.
5. Ziyuo sana la; Zie yuo la ka noba zen tembere poore. Nenboore teete la lan kpeere a tembere poore; azuin, booreyobo yeltuuri kpe la te saankonnon kultura yeltuuri poɔ.
6. Kompeeta ne Tangarre sana la; Kompeetarre ne tangare nan yi zun, duoro terebo ne nyaabo ba la waa na a sana na. Dɔlee ne pɔgelee man tɔɔ tu la a ama poɔ a dire deme kye ka ba dɔgreba nan ba ban ba yeli.
7. Sori tuubu, sori tuubu yie la ka nee man tu sori gaa te zen nemboora mine poɔ. A nemboora na kultura yeltuuri na kpe la te deni poɔ.
8. Ghana mere; Mere mine be be la a ba sage yel-erre mine nan taa dɔgɔn ko nensaala gyerema. A mere ama taa le ferebo kana ko a te saankonnon kultura yeltuuri mine.
9. Yipɔge yɔkpetaa; nemboora mine saankonnon yɔ kpe la a taaba poɔ. A zuin kultura yeltuuri pare la lantaa.

10. Pampana biiri zi-lee; pampana biiri ba la sage dasaŋa na yeltuuri, ka a le taa dɔgɔŋ ko saanƙonnoŋ kulta a yeltuuri. Ba maŋ yeli ka zie lee la.

Sori na te naŋ na tu ka a yelpaala ama sigri a te saanƙonnoŋ kulta a yeltuuri poɔ

A seŋ ka lamboore ane teeroŋ zuluŋ kpɛ a poɔ ka te toɔ bɔ a yeli ŋa zu kpulluu.

Dabie mine te naŋ na tu la a ama naŋ tu:

1. Yipɔge duobu; Te lee nyɔge te saanƙonnoŋ yelmaale ane te sagedeebo ka o are soŋ. Te tendaa zaa lamboore seŋ ka o wa. Ka te wuli teeroŋ ko taa a na nyɔge a te yipɔge kpeɛŋaa.
2. Nembere ane baapaaba lamboore; a seŋ ka nembere ane baapaaba di deme a wuli taa teeroŋ kyaare a te yipɔge. A ŋa na soŋ la ka te bɔ yelnyɔgeraa kaŋa naŋ na gu a te saanƙonnoŋ, gaŋ a zaa, saanƙonnoŋ kulta a yeltuuri. A ŋa na veŋ la ka a baapaaba taa gyere ma ko a ba yipɔge kye ka a pampana yel-erre meŋ nye arezie.
3. Wulluu ane enkpɛɛo embo; ka nee zaa nye wulluu kaŋa ane sommo na naŋ na soŋ ka a soba are o gbɛɛ zu. A soba ŋa na taa la gyere ma ko a o yipɔge. Te kulta a yeltuuri poɔ, ka te bare sori ku yelpaala kye naŋ nyɔge te saanƙonnoŋ velaa.
4. Zene kulta a lee la libiyɛɛ. Nandaana koŋ la baŋ de pɔge, ka tangaraa zu kulta a enfuomo pãã sãã a zie zaa. A seŋ ka te kaa a yeli ŋa velaa.

Toma

1. Pore yeli ata mine naŋ taa sommo ko te saanƙompare kulta a yeltuuri.
2. Pore yeli ata mine naŋ taa dɔgeroŋ ko te saanƙonnoŋ kulta a yeltuuri.
3. Bigri lenɛɛ te naŋ na e ka yipɔge, saanƙonnoŋ kulta a yeltuuri ta kpi.

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.

TOMA

Toma 3

1. Wuli fo teeron kyaare nemboora bayi mine saankonnon kultura yeltuuri'
2. Wuli yelferaa ata mine nan dogero te saankonnon kultura yeltuuri kye bo sobiri na nan na ko a yeli zu.

Toma 4

1. Gyele saankonnon kultura yeltuuri ane te pampana meja soobo bege nan ko nee zaa kp̄eo.
2. Ka foon nye sori na leere a saankonnon kultura yeltuuri, bon ka fo na leere? Bonso? Ye di deme kyaare a soorebiri.

Project

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

Hint



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

Section 6 Review

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

ADDITIONAL READING

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

WELEME 7: BALE ANE SAAŊKONNOŊ NOBA ZU KAABO

YELZU 3: YIPŊGE ANE NOBA ZU KAABO

Yelzu ulee 2: Saaŋkonnoŋ Noba zu Kaabo

Zannoo Peereenyere: *Gyele bal bal yele yelsonne kyaare booro mine kye de a yeltuuri ama manne ne boore yobo deme*

Zannoo Yelboore: *Gyele bale bale yelsonne kye de a manne ne boore yobo yipŋge yel-erre.*

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.

DAA 17

Zannoo yelboore

1. *Bale bale ane a yelsonne.*
2. *De a fo yipɔge manne ne Ghana poɔ nemboora mine yipɔge*

YELZU 1 & 2: BALE

Bale la noba naŋ laŋ zeŋ doŋroŋ poɔ, a taa saakompare yeni, a laŋ sagediibu mine ka ba yel-erre e boŋyeni. Saaŋkonyele poɔ la ka a bale maŋ be. Tesen, nensɔglɔ paalonɔ zaa a be a booro kaŋa zaa noba poɔ. Bale Saaŋkoma boŋyeni, ba maŋ laŋ la saaŋkompare.

Bale yelsonne mine la a ama:

1. Sotaa, bale noba maŋ so la taa zẽẽ poɔ, kultaa poɔ bee guoluu poɔ.
2. Yitaalonɔ. Bale noba yeli mine maŋ yi la taa. Tesen; ba yoe, ba boma bee ba yipɔge yel-erre.
3. Laŋ zemmo, gbɛɛ yaga, ba maŋ zeŋ la paalonɔ yeni a guuro taa, a nyɔge taa a ba yel-erre poɔ.
4. Ba kponnuŋ poɔ; Ba maŋ taa la tutaalonɔ kaŋa kyaare nembereɛ diibu, tesen, balzuzee, nembereɛ bee naa, ka o kaara a ba zu.
5. Ba maŋ taa la le ba naŋ boɔla ba balenoba; tesen yɔɔ, areba, saa, puree amk.

Bale tonooɔ mine la a ama:

1. A guuro taa ba laŋkpeebo poɔ
2. Guuro ba yipɔge yel-erre.
3. A sonno taa ba toma poɔ ne no-yeni.
4. A maala taa zoore ka zeŋ laãfee be ba soŋaŋ.

Te yipɔge zaa poɔ, bale taa la yelsonne ko a noba.

Bale yelsonne:

Bale taa la yelsonne yaga ko a noba saŋa zaa. Te yipɔge zaa poɔ, bale la gere ne te.

1. A guuro taa ba laŋkpeebo poɔ. Ba maŋ zeŋ la gbulo a na tɔɔ kaa ba menne. A gbulo ama kaŋa zaa maŋ taa la ba yelboore.
2. Sotaa kaŋa naŋ e kpeeŋaa maŋ be la ba poɔ. Ba maŋ de la ba menne ko taa ba yel-erre zaa poɔ.
3. Yitaalonɔ; balnoba yel-erre maŋ yi la taa, ba saaŋkoŋ-toma zaa maŋ e la yeni. Ka ba yipɔge yel-erre zaa waa yeni.
4. Sontaa, a balnoba maŋ sonna la taa ba yele zaa poɔ, ba maŋ gu la taa, yeltuo ne yelnoɔ zaa poɔ. A sonna taa a ba werren, a kye gu ba menne yi sãã taa eŋa.

5. Zɔɔre faaroo; balnoba zaa taa la le ba nan man tu a faare zɔɔre a ba noba poɔ. Ba taa la yeli ba nan biŋ ba lanŋkpeebo poɔ a tage ba lantaa ka zɔɔre ta kpe ba.
6. Yipɔge guubu; a balnoba man gu la a ba yipɔge ka a ta kpi. Ba man e la ka a kpe a baapaaba poɔ a lonno ba biiri zaa.
7. Noba zu kaabo parekparaa la. Noba zu kaabu piiluu la balnoba zukaabo. A balzuzee man la a weɗeere.
8. Ba libiyee; balnoba man taa la ba sobiri kaŋa ba nan tuuro boɔra ba naboma. A zuin ba man sonno la taa ba toma poɔ. Tesen, yaako, koɔbo amk.
9. Nyɔge taa iri; a man e la ferebo ka ba soŋ a nyɔge taa iri/ baa ba tonnoe poɔ. Balnoba ba zenne kye kaara ka ba to yee saana.
10. Poɔ la noba poɔ, balnee zaa man poɔ la noba poɔ. Fo ba e fo yoŋ. Azuin fo yeltuo bee fo yelnoɔ poɔ, noba be be la a are gu fo.

Bale, ba piili zene. O yelsonne men e la teete a Ghana nembooro zaa zie. Kye o sommo o nan taa noba lanzembo e la kpoŋ.

Bale mine yoe ane ba doma/kyiire

A bale ne a ba doma/ kyiire mine la ama nan tu, karemamine soŋ karembiiri ka ba ba mine poɔ. Akan poɔ ba taa la bale 8. A akan bale ane ba doma la a ama nan tu:

Asante

1. Asakyiri – zugiri
2. Oyoko – selaa
3. Agona – dakyeɛ
4. Asona – waabo
5. Aduana – baa
6. Biretuo – loɔraa
7. Ekoɔna – moɔnaao
8. Aseneɛ– zanzaŋa

Fante

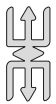
1. Adwenadze – Eburowtuw
2. Aboradze – Awendadze
3. Nɔɔna – Ɔso
4. Anɔna – Ekoo
5. Twidan – Twi(sebo)
6. Aboradze – Boreɗze
7. Ntwea – Ɔtwea(bɔɔɔm)

Bal mine yoe ane ba doma Dagaaba poɔ

Bal/Yiilun	Doma
1. Kusiele	Zib
2. Bekoɔne	Bulee Zommo
3. Dakpaaleɛ	Selgyuuni
4. Danteeleɛ	Paanaa

Bal/Yiilun	Doma
5. Kowareε	Zib
6. Manlɔɔrεε	Kɔntɔmɔ
7. Banyenεε	Seene
8. Donaaleε	Bɔmbɔrun
9. Eyaala	Ɛbaa/Ɛo
10. Emɔɔla	ŋmanzeε
11. Ganεε	Paanɔaa
12. Wa-Nabiiri	Wuo
13. Balumee	Doole

Bale poɔ beebu e la tɛtɛε nemboorɔ poɔ a tɛtɛε ŋa kyaare la ba yeo, bondirii, ba doma, ane a bale kyiire. A ama maŋ yi la a bale na saanɔkompere yiziiri.



Note

Ghana nemboorɔ yaga taa la ba kyiire. Ka te bɔ a mine.

Toma

1. Bale la boŋ?
2. Wuli bale mine ane ba doma/ kyiire.
3. Bigri bale yelsonne mine naŋ be a ye bale poɔ.

PEDAGOGICAL EXEMPLARS

1. Problem-Based Learning

Whole class discussion

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

2. Group Work/Collaborative Learning

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

- a. 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.*
- b. 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.*
- c. 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.

TOMA

Toma 3: Teeronɔ zullunɔ

1. Bigri lenɛɛ bale poɔ beebu naŋ na soŋ fo ka yeli zaa gara niŋe.
2. Ka foonɔ e balezuzee, wola fo na e ka nɔyeni be a fo balnoba zaa poɔ?
3. De fo bale manne ne bale yobo Ghana poɔ. Wuli a tɛtɛelonɔ ane a yitaalonɔ mine naŋ be be.

DAA 18

Zanno Yelboɔraa: *Zanne a saan̄konnoŋ noba zu kaabo meeroŋ (nakpoŋ, nabilii, nabinime amk)*

YELZU 1: SAAŊKONNOŊ NOBA ZU KAABO MEEROŊ

A yelzu **ŋa** wulo la le noba naŋ maŋ suglita a ba areziirin̄, tesen̄ daa diriba poɔ, bɔne noba kaabo, ane a zibere mine poɔ. A maŋ taa la a waalon̄ ama naŋ tu:

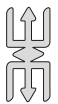
1. Suglita a maŋ be be la kyaane: nemberee diibi maŋ piili la kpoŋ a kye sigre waana a bilii poɔ. Nee zaa tazie maŋ taa la o ferebo toma.
2. Yelnyɔgraa zaa maŋ yi la a nembere bama zie. A sazu nembere te ta a bilii la man lan̄ nyɔge yeli ziyeni.
3. **ŋmaare** en̄ gbulo; A nebere kpaaro **ŋa** maŋ **ŋmaare** la ba menne en̄ gbulo poɔ, ka gbuli zaa taa o kɔnoore.
4. Gbulo sen̄ Kaabo; a gbulo ama naŋ **ŋmaare** la fẽẽ fẽẽ na, a zu kaabo maŋ sen̄ la kaabo.
5. Duoro emmo; Agbulo ama zaa taa la duoro emmo sobie naŋ gan̄.
6. Ferebo tonnɔɛ; gbuli zaa taa la o ferebo toma. Nee zaa kaara la lombori kaŋa ane ba toma.
7. Nemberee Suglita; Kponnuŋ zaa taa la dabiri fo naŋ na piili kye duoro a kpoŋ poɔ.

A Kponnuŋ suglita a **ŋa** taa la mere naŋ guuro a. Azuin̄, nɔkpeene kyebe, nee zaa ban̄ la o arezie, a ban̄ o tɔ arezie. Nee ba kpeere o tɔ arezie. Kye a **ŋa** zuin̄, yeli ba ere wieoũ bonso kyeletaa maŋ be be la.

Saakonnoŋ noba zu kaabo nembere suglita

A suglita a **ŋa** e la dabie naŋ wulo a nemberee meeroŋ. O wulo la nembere ane ba potuuribo.

A suglita a mannoo la **ŋa** a pulin̄:

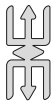


Note

*A yi a ama puorin̄, bale zaa na ban̄ taa la ba suglita a kaŋa naŋ e tɛtɛɛ ne a **ŋa**. Yipɔge naŋ ba e bonnyeni zuin̄.*

Nakpoŋ

Nakpoŋ maŋ la a booro zaa wẽdeere. A booro noba la maŋ iri o ka o de ba wẽe. A zie ne a noba zaa waa la o soobo.

**Note**

Naa yerebo e la tɛtɛɛ Ghana nemboorɔ zaa zie. A zannoo ɲa na kyaare la Dagaaba naa yerebo. Karemmamine ba de a karembiiri gaa nayiri ka ba te nye naa yerebo Dagaare poɔ. A ɲa na soŋ la ka yeli pare bammɔ e mɔlɔ.

Nakpoŋ ferebo toma:

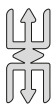
1. A boorɔ zaa wɛdeere
2. Nyɔge yeɛ naŋ taa sommo ko o noba.
3. Tige diibu wɛdere
4. Ka zemboêê be be. kye faara zɔɔre meŋ
5. Kaara a boorɔ koɔla zu
6. Guuro a saan̄kompare yipɔge
7. Teŋa yuobu/maaloo
8. A are teŋa gbɛbɔgren̄ iri soorebiri noɔre ko a teŋa zaa.
9. Biŋ mere ka a guuro a noba.

Nabilii

A namine bama la tuuro a nakpoŋ puori. Gbɛɛ yaga, paalon̄ kaŋa la ka ba maŋ kaara. Ba maŋ zeŋ la tembere bee tembili poore a kaara a noba.

Nabilii ferebo toma:

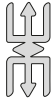
1. Are a Nakpoŋ gbɛbɔgren̄ ka a Nakpoŋ ba kyebe.
2. A guuro a paalon̄ yi nenfaare nuuriŋ
3. A ɲmaara sɛrɛɛ kye faara zɔɔre
4. Kaara a paalon̄ koɔla.
5. Kaa ka zeŋ lããfɛɛ be o paalon̄ poɔ
6. Maale a paalon̄ ɲmeme ane tebe ka yelwona zaaŋ wa a paalon̄

**Note**

A ferebo toma zaa naane pore a kye. Karema ne a karembiiri bɔ mine poɔ.

NABINIME

Nabinne e la nee bee noba mine naŋ taa yuori ba paalonɔ poɔ. Ba maŋ ee noba naŋ so ba menne. Kye ba menne koŋ baŋ di naa. A noba bama la maŋ zeŋ a kaa nee naŋ seŋ ne a iri o nakpoŋ, nabile, pɔgena, bee a teŋa nekpoŋ.



Note

Sori na a nabinime naŋ maŋ tu a iri naa e la tɛtɛɛ a Ghana nembooro poɔ. Karema wuli ana naŋ be Dagaare poɔ.

Nabinime ferebo toma:

1. Iri nee naŋ ta naa diibu
2. Peere nee naŋ boɔra naalonɔ a nye ka o seŋee la.
3. Maale naa kuori
4. Ba naŋ maŋ yage naa.
5. De napaalaa wuli a teŋa nembere
6. Banaŋ dɔra a naa enne.
7. Ba faara la zɔɔre a teŋa poɔ.
8. Ba naŋ maŋ kaa ka naalonɔ yi noba mine denoɔreŋ a kpe nedɔyuo poɔ ka zɔɔre ta kpe.

Toma

Sege nɔkpeene a sonna saanɔkonnoŋ noba zu Kaaba bee a zagra a saanɔkonnoŋ noba zu kaabo.

PEDAGOGICAL EXEMPLARS

Group work/collaborative learning

Whole class:

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

TOMA

Toma 2: Yeli pare bammo gɔɔlonɔ

1. Maale damanaa, a wulo lenee nemberee naŋ kpe taa a saanɔkonnoŋ noba zu kaabo meeroŋ a teŋa poɔ.

2. Pore Wēderebē bayi mine a fo teŋa poɔ, kyɛ wuli ba ferebo tama naŋ kyaara zeŋ lāāfɛɛ.

Toma 4: teeroŋ zulluŋ

Sɛge fo nɔkpeɛne sage bee zagere a yeluu ŋa, “Saaŋkonnoŋ noba zu kaabo saŋa pare la”

Hint



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

Section 7 Review

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

ADDITIONAL READING

Clark, S. R. L. (1997). *Animals and their moral standings*. Routledge.

WorldAtlas (2024). *The culture of Ghana*. WorldAtlas.com.

<https://www.worldatlas.com/articles/the-culture-of-ghana.html>





YELTUURI H – SEMESTA SOGA GYENNOO

Gyenno Waalon

A semesta ŋmaa gyennoo gama na po-eŋ foole ayi. Foɔlaa A ane. Foɔlaa A na taa la nɔ-rri yaga kaa-iruu soorebie 20 kye ka foɔlaa B taa yelyagesegeraa waalon soorebie 4 ka a karembiiri na iri ayi nɛ. A soorebie na yi la a yelzuri anan ye nan zanne a dare anuu dndɛŋ poɔ.

Bontɛɛre te nan boɔɔ

- GYennoo sɛgebo zie
- Gyennoo soorebie gama
- Yelyagesegeraa Nɔ-irri gampɛɛ
- Nɔ-iri yaga soorebie gampɛɛ
- Wɔɔkye yagelaa
- Gbelime amk

Yeltuuri kyaare gyennoo soorebie sɛgebo

Foɔlaa A: Nɔ-rri yaga kaa-iruu soorebie

1. Sɛge a soorebie ka a gan soŋ
2. Soorebie seŋ ka a taa yembulo kye milli a kannekannema
3. E ka a nɔ-irri nan tori are zi-tɛtɛɛ
4. Ta puuli yelbie amk

Foɔlaa B: Yelyagesegeraa

1. Vɛŋ ka yelmannewulli pare kyaane velaa
2. Ta soore soorebie nan ba kyaane
3. Ta soore soorebie yi yelzuri na fo nan ba wuli poɔ

Bondemannewulli soorebie

1. Noba nan lan zen dɔgɔŋ poɔ, a taa saakompare yeni, a lan sagediibu mine ka ba yel-erre e boŋyeni la ka ba boɔɔ-----
 - A. bal
 - B. ŋmendie
 - C. yideme
 - D. dɔgeron gbere

Foɔlaa B: yelyagesegeraa

Manne wuli bal yelsonne mine ata.

Magere terebo

Nɔ-rri yaga kaa-iruu soorebie

1. Noba naŋ laŋ zeŋ dɔgroŋ poɔ, a taa saakompare yeni, a laŋ sagediibu mine ka ba yel-erre e boŋyeni la ka ba boɔɔ -----

A. Bale magere ayi (2)

Yelyagesegeraa

Bal/yiiluŋ yelsonne

1. Saaŋkoma boŋyeni, ba maŋ laŋ la saaŋkompare.
2. Sotaa, bale noba maŋ so la taa zẽẽ poɔ, kulta poɔ bee guoluu poɔ.
3. Yitaaloŋ. Bale noba yeli mine maŋ yit la taa. Tesen; ba yoe, ba boma bee ba yipɔge yel-erre.
4. Laŋ zemmo, gbɛɛ yaga, ba maŋ zeŋ la paaloŋ yeni a guuro taa, a nyɔge ta aba yel-erre poɔ.
5. Ba kponnuŋ poɔ; Ba maŋ taa la tutaaloŋ kaŋa kyaare nembɛree diibu, tesen, balzuzee, nembɛɛ bee naa, ka o ka aba zu.
6. Ba maŋ taa la le ba naŋ boɔla ba balenoba; tesen yɔɔ, areba, saa, puree amk.

Tere magere pie(10) ko yelsonne ata mine zaa

Tere magere awae(9) ko yelsonne ayi mine zaa

Tere magere anii (8) ko yelsonne boŋyeni kaŋa zaa

Tabol nan wulo yel-erre

Daa	yelnyɔgeraa	soorebie iruŋ	DoK welemé				a zaa lanta
			1	2	3	4	
13	1. Leeroo	Nɔ-rri yaga kaa-iruu soorebie	3	2	-	-	5
		yelgaesɛgeraa	-	1	-	-	1
14	1. Kulaa yeltuuri	Nɔ-rri yaga kaa-iruu soorebie	4	1	-	-	5
		yelyagesɛgeraa	-	1	-	-	1
15	1. Kulaa pɛretaa	Nɔ-rri yaga kaa-iruu soorebie	2	2	-	-	4
		yelyagesɛraa	-	1	-	-	1
16	1. pampana kulaa yeltuuri paala mine	Nɔ-rri yaga kaa-iruu soorebie	1	2	-	-	3
		yelyagesɛgeraa	-	1	-	-	1
17	Bal	Nɔ-rri yaga kaa-iruu soorebie	1	1	-	-	2
		yelyagesɛgeraa	-	1	-	-	1
		A zaa lanta	11	13	-	-	24

WELEME 8: SEREE ŊMAABO SOBIE

YELZU 3: YIPŊGE YEL-ERRE ANE SAAŊKONNOŊ NOBA ZU KAABA

Yelzu ulee 2: **Saankonnoŋ noba zu kaabo**

Zannoo yelnyere: *Gyele saankonnoŋ serɛɛ diibu ane pampana serɛɛ diibu. De a ayi manne ne taa*

Yelbullo: Manne wuli saankonnoŋ serɛɛ diibu

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.

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

Week 19: *Dramatic monologue*

Week 20: *Checklist*

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

DAA 19

Zannoo Yelboorraa: *Manne wuli a pampana seree ŋmaabo.*

YELZI 1 & 2: SEREE ŊMAABO

Seree ŋmaabo zie la a kɔto. Be la ka ba maŋ welle a mere naŋ guuro a paalonɔ noba zaa ka a toŋ toma. O e la yelnimizee kaŋa a paalonɔ kaabo meeronɔ poɔ. O zu ka la ka te maŋ are kye faare zɔɔre, a wuli a mere kye veŋ ka zeŋlããfee be a paalonɔ poɔ. Seree ŋmaabo maŋ la toŋ la a toma ama a kɔto poɔ:

1. A maŋ veŋ la ka sentaa ne yelwontaa be be.
2. A maŋ soŋ la ka nee zaa tona a mere puliŋ. Nee zaa ba pare a mere naŋ guuro te zaa.
3. Zɔɔre faaroo: A faara la nee ne o tɔ zɔɔre bee bɔne toma zie zɔɔre. O are ko la yelwontaa ane lamboore. Te na dɔre la ka te maŋ maale te yelbawontaa te mennenɔ a ta gaa kɔto.
4. maŋ guuro la nee zaa meŋa soobo an zeŋlããfee.
5. A guuro te la ka te kpee ne ta gaŋ taa. A mere binime, a mere kaareba, ane a bɔne zaa be be la a ba gaŋ taa ba tonne ziiri.

A pampana seree ŋmaabo meeronɔ

A seree ŋmaabo zie taa la suglita a o meeronɔ poɔ. A “supreme” kɔto la a kponɔ, ka a “appeal” kɔto tu, ka “high” kɔto tu, ka a kɔto bilii pãã tuuro. A kɔto bilii ama la: Circuit kɔto, “District” kɔto, “Juvenile/ tribunal”. A kɔtere ama kaŋa zaa taa la areziiri ane yeli naŋ ta ba maaloo. A yeli mine la; yelbawontaa maaloo, nenfaare yeli maaloo, tomberɛ zie zɔɔre maaloo. A kɔte zuleere sere-ŋmaara nenkponɔ la maŋ kaara a kɔto kponɔ a Ghana zaa poɔ. Te taa la a sere-ŋmaareba zuleereba bilii mine naŋ maŋ soŋ ŋmaa seree te yelmaale poɔ.

A kɔtere meeronɔ seree ŋmaabo poɔ:

1. Sere-ŋmaara bonnyeni la maŋ zeŋ ŋmaa seree a kɔtere ama poɔ: High Kɔto, Appeal Kɔto ane Supreme Kɔto.
2. Sere-ŋmaareba bata bee banuu la maŋ zeŋ ŋmaa seree a kɔtere ama poɔ: Appeal kɔto ane Supereme kɔto.
3. Wagere mine a Sere-ŋmaara ne noba naŋ sonna o la man zeŋ a ŋmaa seree.
4. Magistrate la maŋ ŋmaa seree district kɔto poɔ.
5. Zeŋlããfee sere dire meŋ be be a maŋ ŋmaara seree District Kɔto poɔ.

Pampana seree ņmaabo sobie

A sobie ama naŋ yi la kɔto na poɔ a yeli naŋ be. A yeli na pare naŋ la, ane bone naŋ wa ne a yeli. A ama naŋ tu la a meeron naŋ be a seree ņmaabo poɔ:

1. A yeli deme na te sege la ba duoro.
2. A kɔto na zenne ba la a nyɔge a yeli bɔgere zaa lantaa. Ba yelnyerre, ane dansee deme la ka ba na de lantaa.
3. A sereɗire pãã na ņmaa la seree.

Ka fɔɔ ba sage, fo taa la sori ka o gaa Appeal kɔto.

Toma

1. Manne wuli seree ņmaabo.
2. Bigri a pampana seree ņmaabo.
3. Wuli seree ņmaabo tontonne ata.

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.
- b. 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.

TOMA

Toma 2: Bammo gɔɔlon.

Bɔ duoro ŋmeɣaaroo sobiri a wuli fo karembitaaba kyaare seree ŋmaabo a Ghana poɔ.

Toma 3: teeroŋ zulluŋ;

1. Wuli lenɛ a pampana seree ŋmaabo naŋ kpɛ a saɔŋkonnoŋ seree ŋmaabo.
2. Wuli lenɛ a seree ŋmaabo naŋ kpɛ a noba nyɔvoɛ poɔ kyaare ba bebibiri zaa tontonne.

Toma 4: Ka fooŋ e sere-ŋmaara, wola fo na nyɔge yeli naŋ taa gadama. (nɛ naŋ kono o someŋa yeɛ ane a bɔne merɛ kaareba yeli)

DAA 20

Zannoo Yelboɔraa: *De a saan̄konnoŋ seree ŋmaabo manne ne a zene/ pampana seree ŋmaabo*

YELZU 1 & 2: SAAŊKONNOŊ SEREE ŊMAABO NE A PAMPANA SEREE ŊMAABO

A saan̄konnoŋ seree ŋmaabo taa la mere mine bee nɔbinni mine ba naŋ de tona ne toma. A sere-ŋmaareba maŋ la: namine, teŋa nember�, balzuzeere, tendaamba ane nember� naŋ taa gyerema a noba zie a teŋa poɔ.

Saan̄konnoŋ zɔɔre faaroo

A zɔɔre ama maŋ taa la kpɛzie a yipɔge yel-erre poɔ. Te maŋ tu la te saan̄kon-yelmaale poɔ ane a te sagediibu poɔ kye faare a zɔɔre. A sobie ama ba balla a paalon̄ mere naŋ gu te zaa zenlããfee. Zɔɔre na mine te naŋ maŋ tu saan̄konnoŋ maale la, yiri poɔ yelbawontaa, koolã yeli, kyiire sããmo yeli, ane nee naŋ bele o tɔ.

Saan̄konnoŋ zɔɔre faaroo sobie:

- Maaloo.
- seree ŋmaabo
- veŋ ko taa
- sɔretaa.

Saan̄konnoŋ zɔɔre faaroo ane pampna zɔɔre faaroo de manne taa.

Saan̄konnoŋ zɔɔre faaroo:

1. Nakpoŋ la maŋ zeŋ kye gu ka yeli maale. Kpambeere naŋ zeŋ a nayiri la maŋ ŋmaa a seree. A seree ba naŋ ŋmaa seŋ ka a zɔɔre deme taa gyerema ko o. Kye sori be be la ko nee naŋ ba sage ka o la de a yeli gaa niŋe.
2. Kɔɔto yeltuuri ba poɔ a kye. A nayiriŋ la ka a seree ŋmaabo ne a maalo maŋ e. A zɔɔre deme maŋ sege la taa a boɔle taa a nayiriŋ.
3. A saan̄kon yel-erre ane a yipɔge nɔbinni poɔ la ka ba maŋ are kye ŋmaa yeli seree.
4. A seree zaa maŋ kyaare la maaletaa, veŋ ko taa, ane yelmeŋa sori tuubu.
5. Yeli zaa taa la o tuubu bonso yeli ba seŋ taa. Ba maŋ bɔ la sobiri na naŋ na soŋ ka yeli maaloo puoriŋ, ka nɔyeni be be.
6. Dansee deme taa la sori na kpɛ a poɔ.

Pampana kɔto

1. Zimeɛraa la, a taa tontonneba ane ba yeltuuri
2. Bɔne nember�e, /sere-ŋmaareba la maŋ ŋmaa a sereɛ. A merɛ wulluu la ka ba maŋ de toŋ ne toma.
3. A zɔɔrezɔɔreba nimizeɛ maŋ are la ka ba die la (ka kɔto sage la ba deni) bee ba lee la (kɔto zagre la ba deni).
4. A yeli maaloo zaa maŋ are la a merɛ zu.
5. Nimizeɛ maŋ are la ka neɛ zaa wuli o teɛroŋ ka neɛ ta pigi o sori.
6. Te maŋ taa la a yeli soba ane a nɔ-ire (neɛ ba naŋ sege)
7. Danseɛ deme taa la sori na kpɛ a poɔ.

Tɛtɛeloŋ Mine:

1. Sege bimmu: Saanƙonnoŋ sereɛ ŋmaabo ba maŋ sege biŋ kye ka pampana sereɛ ŋmaabo maŋ sege biŋ.
2. Kpeɛɔ deme: Namine ane nember�e la a sereɛ ŋmaabo zudeme, kye a pampana sereɛ ŋmaabo poɔ, bɔnne nember�e/ kɔto zuleereba la a kpeɛɔ deme.
3. Merɛ: Saakonnoŋ sereɛdiribe maŋ de la saanƙonnoŋ yeltuuri ŋmaa ne sereɛ. Kye ka pampana sereɛdiribe maŋ de merɛ naŋ sege biŋ a ŋmaa ne sereɛ.
4. Yelboɔraa: saanƙonnoŋ sereɛ ŋmaabo kaara la maaloo ne laŋkpeɛbo, kye ka pampana sereɛ ŋmaabo kaara ona toɔre naŋ noma ane ona toɔre naŋ kyebe.
5. Yeltuuri: Saanƙonnoŋ sereɛ ŋmaabo maŋ bɔ la sobie yaga ka a na soŋ maale a yeli, kye ka pampana sereɛ ŋmaabo kaara a sobie na naŋ sege biŋ.

Toma

1. Manne bigri saanƙonnoŋ sereɛ ŋmaabo
2. Manne bigiri saanƙonnoŋ zɔɔre faaroo sobie a fo teŋa poɔ.
3. Wele tɛtɛɛ naŋ be a saanƙonnoŋ sereɛ ŋmaabo ane a pampana sereɛ ŋmaabo.

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.

TOMA

Toma 2: Bammo gɔɔlon

Manne taa a saankonnoŋ sereɛ nmaabo ane a pampana sereɛ nmaabo; kye pore a tɛtɛlon ne a yitaalon a naŋ taa.

Toma 3: Teeron zulluŋ

1. Manne wuli a sereɛ nmaabo parɛ ama yelsonne ane a yelkyerre.
2. Bɔ yelyagesegraa yelzu a sɛge kyaare saankonnoŋ zɔɔre faaroo sobie. Veŋ ka a yelsonne a naŋ taa ko te sãã weliweli.

Toma 4: Teeron zulluŋ

Di deme kyaare lenɛ saankonnoŋ zɔɔre faaroo ane pampana zɔɔre faaroo yeltuuri naŋ tu sotɛtɛ kye maale yeli yeni.

Hint



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

Section 8 Review

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

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

ADDITIONAL READING

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

FOOLAA 9: LOBA ANE LOGBULO

YELZU 4: DAGAARE YELKAAMA

Yelzu ulee: **Yelkããyelli**

Zannoo peɛrenyɛre: *De lɔba meeroŋ bammo, wuli tɛtɛɛ naŋ be lɔba ane logbulo poɔ*

Zannoo Yelboɔre: Manne wuli bammo kyaare lɔba ane logbulo.

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 21: *Riddles*

Week 22: *Puzzles*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

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

ASSESSMENT SUMMARY

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

Week 21: *Gamification*

Week 22: *Poster presentation*

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

DAA 21

Zannoo Yelboɔraa: *Gyele lɔba meeron.*

YELZU 1 & 2: **LɔBA****Lɔba**

Lɔba la yelgbulo mine te naŋ maŋ de kyegre te teeron Dagaare poɔ. A maŋ e la sooroo, yeɛ, bee yelŋmaa naŋ maŋ veŋ ka kyelekyeleba teere gaa tɔɔre a bɔ a nɔ-irri.

Lɔba maŋ taa la:

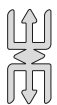
1. Yelbikaama, Te maŋ de la yelbie naŋ taa kaama bee noɔ kaŋa. Gbɛɛ yaga a yelbie maŋ puulo la a taa lanleebu.
2. Yelkaambie teseŋ, meele-eŋ maŋ be be la.
3. Baŋ leebo maŋ be be la. Te maŋ leere la yelbie ka a taa wommu.
4. Teeron bee teeron naŋ gaa tɔɔre poɔ la.
5. A nɔ-irri maŋ uri wa la.

Lɔba Pareɛ

Lɔba poŋ eŋ la pareɛ ayi. Lɔb-wogri ane lɔb-ŋmaara Aŋkara noba (Gas) boɔla o la **ajenu**.

Lɔba mine la a ama:

1. “Boŋ kaŋa la be be, bebie saŋa, o maŋ taa la gbɛɛ anaare, ŋmena ka o taa gbɛɛ ayi, zimaane, ka o lee taa gbɛɛ ata.” Boŋ la. **Iruu:** *nensaala*.
2. “Mma la taa o biwellaa kaŋa ka o maŋ gaŋ popelaa wagre zaa”. Boŋ la? **Iruu:** *neere la*,
3. “N saa la taa piime mine, ka a ŋmaara teere gaŋ a wogiri”. Boŋ la? **Iruu:** *pulluŋ*

**Note**

Karemamine bɔ mine a kɔkɔre poɔ.

Lɔba taa la tɔna yaga:

1. O baara la yelbie bammo gɔɔlon
2. A maŋ soŋ la ka nee teere gaa tɔɔre
3. O maŋ soŋ la nee ka o gyele yeɛ velaa.
4. O maŋ taa la noɔ, a e deene ko te.

Lɔba Meeron

Lɔba meŋa meeron la a ama:

1. Kyeyuobu: o maŋ taa la kyeyuobu kaŋa naŋ maŋ tage a kyelekyeleba teeron wa.

2. Bigruu: o maŋ taa la bigruu kaŋa naŋ soɔ a nɔ-iri niŋe.
3. Sooroo: soorebiri kaŋa maŋ yi la a boɔɔ nɔ-iri.
4. Yelbie melletaa: melloo kaŋa maŋ be la a yelbie poɔ, ka fo na bɔ a nɔ-iri wontuo.
5. Nɔ-iri: o na maŋ la a lɔba yeli maaloo zaa. A nɔ-iri la maŋ kpulli a lɔba zu.

Lɔba mine naŋ tuuro a meɛroŋ ŋa la tu a puliŋ: (Karema bɔ mine poɔ)

Kyɛyuoɔbu: 1 boŋ kaŋa la be be.

Bigruu: bebie saŋa, o maŋ taa la gbɛɛ anaare, ŋmena ka o taa gbɛɛ ayi, zimaane, ka o leɛ taa gbɛɛ ata

Sooroo: Boŋ la?

Melloo: A nɔ-iri pãã na teɛre la bone naŋ be be ka a gbɛɛ kyille le.

Nɔ-iraa: Nensaala; nensaala vuuro ne gbɛɛ anaare o bibile saŋa, kyene gbɛɛ ayi o nekpoŋ a kyɛ kyene ne Dãkpala o nyaabo saŋa.

Lɔba meɛroŋ gyelebo

Ka fooŋ na gyele lɔba, fo na sigri la a kɔkɔre eŋ meɛroŋ poɔ, ka yembulo kaŋa wulo a nɔ-iri.

Ŋa naŋ tu la debie mine te naŋ na maŋ tu a gyele lɔba.

1. Kanne velaa; kanne o bɔɛbɔɛ gbɛɛ awola zaa ka a kpɛ, ka pare bammo be be.
2. Bɔ a yelbizuru mine, kaa yelbi-nimizeere mine, a kaa yeli mine naŋ pulli.
3. Kaa yeɛ mine naŋ taa pare ayi: lɔba naŋ maŋ melle ne yelbie zuŋ, yeli mine pare maŋ e la yaga. Kaa, a yeli pare mine kyɛ bɔ a nɔ-iri.
4. Meɛroŋ gyelebo; kaa a lɔba meɛroŋ: kyɛyuoɔbu, bigruu, sooroo, melloo ane a nɔ-iri.
5. Kaa a tutaaloŋ ne a yelbie nyɔgetaa: kaa lenɛɛ a yelbie, a yelbulo naŋ kpɛtaa a yeɛ poɔ.
6. A yeli naŋ maŋ e pelewelee zuŋ, kaa nɔ-irri mine naŋ be be,
7. Iri nɔ-irri mine naŋ ba tu sori bare. A yeli mine maŋ waa aŋa a nɔ-iri, kyɛ o ba tori.
8. Bonne iri velaa. De a fo yeli gyelebo gɔɔloŋ ka a soŋ fo ka fo bonne iri velaa.
9. Maaleŋ kaa a fo nɔ-iri; maaleŋ kaa a nɔ-iri kyɛ la maaleŋ kanne a lɔba velaa.
10. Gyenne fo meŋa a zanne: ka fɔɔ gyele a lɔba velaa, a pare maŋ kyaane la.

De a ama naŋ tu toŋ ne toma:

1. Taa kanyiri kyɛ kuri zu eŋ.
2. Teɛre gaa tɔɔre.
3. Kaa yelbie na naŋ be a lɔba poɔ velaa.
4. Yuo fo teɛroŋ kyɛ bare bonnoo.

Toma

1. Wuli bone naŋ la lɔba
2. Wuli lɔba meɛroŋ
3. Wuli lɔba tɔna.

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

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

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

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

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

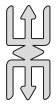
AP learners may need to be provided with examples of riddles, P learners may need to be given opening statements.

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

TOMA**Toma 4: Teeroŋ gaa niŋe**

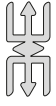
1. De fo meŋa yeli pare bammo, a gyele a lɔba ŋa naŋ tu. Veŋ ka a lɔba meɛroŋ be fo teeroŋ.

“Boŋ la maŋ kyɛnɛ kyɛ tuo o kuu daga?”

**Note**

Karema bɔ lɔba a dagaare poɔ.

2. Bɔ lɔba nan̄ taa pare ane a nɔ-iri.

**Note**

A ŋaa na soŋ la ka te maŋ de te meŋa yeŋ toŋ ne toma.

DAA 22

Zannoo yelboɔraa: *Peere lqba meeron*

YELZU 1 & 2: LQB-WOGRI

Lqɔ-wogri e la yeli mannoo kaɲa naɲ seɲ ka nee teere gaa tɔɔre kye baɲ a pare ane a nɔ-iri. A maɲ soɲ la ka nee teeron yuo. Teeron zuluɲ gɔɔlon meɛbo zie la.

Te maɲ de la lqɔ-wogri pɛlle ne te niɲe, a wullo yeɲ, a yuoro la teeron. A maɲ veɲ la ka nee taa hakela a na tɔɔ bɔ yeli kaɲa maaloo.

Lqɔ-wogri tontonne

Lqɔ-wogri taa la tontonne yaga. A mine la a ama:

1. Yeɲ yuo; yelmaale, teeron zulluɲ, hakela, a ama zaa maɲ baa la te poɔ, gaɲ a zaa, bibilii poɔ.
2. Nimipelle; a maɲ wa ne la ennoɔ kaɲa ko noba ka ba poɔ pɛle.
3. Wulluu; o wullo la yeɲ, a yuoro hakela, a maɲ soɲ la yeli-lerema pare bammo. A maɲ yuo la sori ko a zannoo bɔgere mine bammo. Tesɛɲ kuntuɲ, bɔrefɔ, ane a kɔkɔbooro mine.
4. Tɛɛ la; a saɲena la teeron/ yeɲ baalon. Ka nee taa yelwona, ka o zu dɔɔɲ, a lqba ama na baɲ maale la o teeron eɲ.
5. Laɲ zemmo; a maɲ veɲ la ka noba kpeere taa bebiri la bebiri zaa, a sonna taa boɔra a lqba nɔ-iri. A ɲa maɲ wa ne la nɔyeni kaɲa a noba poɔ. .
6. Yeɲ yuo. Gɔɔlon naɲ kyaare hakele kpoɲ la ka te maɲ nyɛ.
7. A tɔɔ teere yelpaala. Yeli kaɲa naɲ da ba kyebe.
8. Te maɲ tu la a poɔ a manne, nee teeron do-ta-zie.
9. A maɲ soɲ la nee ka o wuo sensellon naɲ taa noɔ ne pare.
10. A maɲ soɲ la ka te baɲ nensaala velaa. Nensaala yel-erre ane nensaala teeron.
11. Te menne baabo; te na baɲ tu la lqba nɔ-iri poɔ a nyɛ yuori bee gyere ma kaɲa a noba zie.
12. A poɔ noba poɔ; nembooro zaa naɲ taa lqba iribu gɔɔlon na baɲ poɔ la noba poɔ ka ba taa gyere ma ko o.
13. Meɲa baabo. A maɲ veɲ la ka fo are fo gbɛɛ zu.
14. A maɲ veɲ la ka fo kpe noba poɔ a lanna ne fo taaba.
15. Lqba taa la tɔna a taa tontonne yaga, azuiɲ, a poɔ la te nensaalon yeli zaa poɔ.

Lɔb-wogri meeron

Lɔb-wogri na ban ɲmaare la enj:

1. Yelboɔraa: bone na yeli te nan na nye yi a lɔba ama poɔ.
2. Merɛ: sobie na zaa nan sen ka te tu.
3. Piilaa: lenɛɛ a yeli nan piili.
4. Yelwona: yelwona ka nan pigi sori.
5. Yelmaale sobiri; sobie te nan man tu te ta a yeli zu kpulluu.
6. Yelmaale: a lɔba nɔ-irrikk.

Lɔb-wogi kaɲa la ɲa nan tu

Lɔbwogi: Soɔre bata ne ba biiri bata mane ɲmaabo

Lɔbwogi: 1

Lɔɔbo: Soɔre bata ne ba bibiiri bonyeni bonnyeni la tu sori, a gere te ta mane. Mane-gbori na nan be be na tɔɔ de la noba bayi yon a lonne wagere dayeni. Kye ka soɔre kaɲa men zaa muri kye bare o bie, o soɔtaaba na ɔɔ o la. Wola ka a soɔre bama na e ɲmaa a mane ba zaa?

Nɔ-iri: te de ka bana la Aa, Bb, Cc. Denden, (a) ne (b) na de la a gbori lon te bare (a) kye ka (b) lee wa de(c) te lon ne. ka (b) ne (c) te lon , ba na de la a gbori ko (a) ka o de wane ba manine zie. Ka onan wa ta, o na are la o ma zie,'A' la le, kye de a gbori ko B ne C ka ba lon gaa ba biiri zie. Ka banan wa lon gaa ba biiri zie wa baare B ne o bie 'b'na lee de la a gbori la lee lon gaa ne zie na A ne o bie 'a' nan be na. ka banan te ta A ne B, ba manine la le, ba na bare la a ba biiri na kye de a gbori lon gaa zie na C ne o bie nan are na. ka banan te ta ba na de la a gbori ko C bie na,'c' la le, ka o de gaa te de 'a' wa lon ne a la lee gaa te de 'b' men wa lon ne. ba zaa la ɲmaa la bee lon la a mane

Toma

1. Di demɛ kyaare bone nan la lɔb-wogi
2. Di demɛ kyaare lɔb-wogri meeron
3. Di demɛ kyaare lɔb-wogri tontonne.

PEDAGOGICAL EXEMPLARS**Problem based learning****1. Whole class discussion**

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

- b. Teacher leads learners to discuss the significance of puzzles. HP learners could lead the discussions. Others could be assigned with other roles like noting key points.
- c. Let learners present their answers

2. Pair work

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

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

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

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

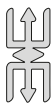
TOMA

Toma 2: Yeli pare bammo gɔɔlon

Wuli yeli ata mine lɔba naŋ maŋ e a soŋ te yeŋ yuobu.

Toma 4: Teeronɔ zulluŋ

Sege lɔb-wogi, wuli a nɔ-iri, kyɛ gyɛle o meeronɔ.



Note

- *A ŋaa na soŋ la ka te maŋ de te meŋa yeŋ toŋ ne toma.*
- *Remind learners about the submission of their Individual Portfolio latest by Week 23.*

Section 9 Review

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

ADDITIONAL READING

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

WELEME 10: YELWIIRI

YELZU 4: DAGAARE YELKĀĀMA

Yelzu ulee 2: Yelkāāsegre

Zannoo Peerenyere: *A de yelkāābie gyele ne yelwiiri*

Zannoo Yelboɔraa: wuli bammo kyaare yelwiiri.

Hint



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

INTRODUCTION AND SECTION SUMMARY

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

The weeks covered by the section are:

Week 23: *Poetry*

Week 24: *Poetry appreciation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

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

Week 23: *Virtual reality*

Week 24: *End of Semester Examination*

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

DAA 23

Zannoo Yelbooraa: *a bo kye di deme kyaare yelwiiraa goolombie (aseŋ, yelbie kaa-iribu, yelzuri, vulontakpoli, duulo, yelkââmbie, lanleebu)*

YELNYŊGERAA 1 & 2: YELWIIRI BIGIRUU

Segewiiraa e la yelkaama zage ŋa segere naŋ maŋ sege eŋ tēeme ane vulotokpolo poɔ naŋ maŋ de yele mine naŋ taa kaama, yeldemanne ane yelbulo wulibu bammo, enkyere ane yelteere maaloo

Segewiiri Parɛɛ

Mannoo Segewiiraa: O e la yelwiiri wogi na maŋ yeli bone zaa kyaare a sensellon zaa a yi a piiluu, soga ane a baaraa. Mannoo segewiiraa maŋ taa la dabie mine ba naŋ maŋ wuo ne a sensellon, amine la dēdēeneme, paabo, nɔkpēene ane zɔɔre faaroo. A manna bee a yelele la maŋ yeli segewiiri ŋa tɔ.

Mannoo Segewiiri Parɛɛ

O e la segewiiraa ŋa na yi France yuomo yaga naŋ pare. O e la mannoo naŋ yeli yele kyaare nɔmmo ane yɔbanzie Arthur kɔɔto poɔ.

Duulo anaare segewiiraa: O e la yelwiiraa naŋ sege eŋ duulo anaare poɔ. Gbɛɛ yaga a maŋ taa la dakoron saŋa yel –e yelzu.

Dēeban segewiiraa: Segewiiraa maŋ sege ne dēeban segebo gɔɔlon

Segewiiri wogiri: A segewiira ŋa segebo gɔɔlon maŋ waa la tentelen le kye wulo saadayel yelmanne a kyaare yipɔge (a seŋ Dantele Bayon)

Yieluŋ yelwiiraa: O na maŋ la yelwiiraa naŋ kyaare neɛ teeron ane eŋkyere. Gbɛɛ yaga, a maŋ waa ŋa yieluŋ

Yiele Yelwiiraa Parɛɛ:

Konkombie yelwiiraa: O waa la posãã yelwiiraa neɛ naŋ maŋ yele ka o neɛŋ kpi bee bonTEGERON kaŋa wa bore.

Puubu segewiiraa: O maŋ waa la wogi kye taa yelbie naŋ taa puubu. Segere puubu yelbie ama na ban kyaare la ŋmene bon-irri, nensaalaa bommaale bee amk.

Teeme anaare yelwiiraa: a yelwiiraa ŋa yelzu maŋ kyaare la nɔmmo.

Segewiiraa Meeron

Yelzu: a yelbuli waa la teeron naŋ kyaare yelkaama. Segewiiri yelzuri mine kyaare la nɔmmo, ŋmene zu yele veelon, kũũ, see yele maaloo ane volfaare. A yelzuri ama bammo maŋ soŋ la a kanna ka o tōɔ kaa-iri yelbulo bee ban a segere poteere o naŋ sege ne a segewiiraa.

Yelbie kaa iribu: A ṇaa maṇ wulo la le a segere naṇ maṇ de yelbie lantaa a sege ne sege wiiraa. Kɔkɔgaale ane eṇkyere poɔ la a sege wiiraa yelbie kaa iribu. Kanna seṇ ka o baṇ a segrere yelbie, gɔɔrombie ane voonoo ka a na tɔɔ soṇ ka o baṇ a sege wiiraa pare.

Kɔkɔgaale: O maṇ wuli la le a segere naṇ teere kyaara a yelzu

Eṇkyere: a segere teeron kyaare a sege wiiraa ba maṇ kɔɔre

Yeldege ane Gɔɔrombie yelmanne: a yelmane ama maṇ wuli la ye le kyaare mannoo teete bee a poɔ yelbie mine booro naṇ ba poɔ a be. A gɔɔrombie mine la tulimo, yelmannaa, amk. A gɔɔrombie ama maṇ soṇ la ka nengyamaa tɔɔ leere a yelwiiraa. A segere maṇ de la gɔɔrombie mine asen meel-eṇ damane, nensaaloṇ wuli ne neeloṇ teeteeloṇ kaṇa naṇ be teeron naṇ pare ane teeron naṇ be o zu poɔ. A gɔɔrombie mine la yel-enkɔɔ, yelbitulmo yeltutaa, puuluu, amk.

Voonoo gɔɔrombie: a mine la voonebidaare puuluu, voonebinyane puuluu, gombulo la maṇ wuli yelun toma.

Gɔɔlon: la maṇ wuli le a sege wiiraa naṇ sege tutaa. Aseṇ a kɔkɔre mere a kuri zu eṇ yelbie mine.

Manna: A sege wiiraa manna. O na baṇ e la a segere meṇa bee teeron poɔ deedeene kaṇa. Gbee yaga a sege wiiraa maṇ pukyaare la segere bee neekaṇa teeron.

Sege wiiri yelsonne

Nimipele boma la.

Yeṇ poṇ ko taa ane yeṇ zannoo zie la

A maṇ yuoro la baapaaba yeṇ kye ka ba ta inne ye le

Lɔba lɔɔbo maṇ tage la noba lantaa ka ba taa noore yeni

Noba maṇ tu la be a nyoge zommenne ne kyemmine

Yipoge zannoo zie maṇ la ka le veṇ ka a yipoge ba kpiire

Baapaaba maṇ zanne la gyogi sonne teseṇ gyere me terebo, yelmenne amk.

Yelwiiraa Meeron

Yelwiiraa taa la meeron ama mine naṇ tu.

Duulo: yelbie semmo a duulo poɔ

Duulo wogirun: kɔkɔtege semmo a duulo zaa poɔ.

Vulotankpolo: duulo naṇ lantaa gbuli bee foɔlaa poɔ a wulo yelbuli.

Lanleebu: Voonoo puuluu waaloṇ a duulo baaraa.

Kɔkɔtege tagebo: A kɔkɔtege tagera la bee o ba tagera

Kɔkɔtegere de lantaa: o waa la kɔkɔtege pare ba naṇ de lantaa

Yel-lonnaa: ye le bee yelṇmaa fo naṇ tu kpe ne dabegere yuo poɔ kye ba eṇ tegebo

Pennoo: penne a duulo poɔ, maṇ penne kye la tonne.

Segebibere: De segebibere piili ne duulo bee yele

Segewiiri meeron yelboore:

- Kuri yielun tɔgeraa
- Wuli a pare ane zu kuribu
- Wuli kɔkɔgaale ane a waalon
- Tee a kannaa ka o kanne son.

Toma

1. Manne bigiri segewiiraa yelkaamaa poɔ.
2. Pore segewiiraa meeron mine ata.
3. Manne wuli segewiiraa meeron tɔna na fo nan pore nan na son segewiiraa segebo poɔ

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

TOMA

Foɔlaa 2 Toma

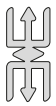
1. De fo meɲa yelbie Manne wuli ne sɛgewiiraa.
2. Manne wuli a yelbie naɲ tu pare yelwiiraa poɔ: yelbie yelzuri, vulotankpolo, tɛɛmɛ, gɔɔrombie.
3. Di dɛmɛ kyaare ne yeltɛɛtɛɛ sɛgewiiraa meɛroɲ naɲ taa ko a kannaa.

Foɔlaa 3

De yeldemannewulli manne bigiri ne sɛgewiiraa yelsonne kyaare bebiri zaa nyɔvore.

Foɔlaa 4

De sɛgewiiraa sɛgebo meɛroɲ kuri ne fo meɲa yelwiiraa kyakya ɲmɛɛbo poɔ. Gyele a sɛgewiiraa na fo naɲ sɛge ɲmaa lɛ a wuli fo yelboɔre na fo naɲ da tɛɛɛ kyaare a gɔɔrombie ane a voonebie voonoo yelbie ko a kannaa.



Note

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.

DAA 24

Zannoo Yelbooraa: *Yelwiiraa gyēlebo.*

YELZU 1 & 2: YELWIIRAA GYELEBO

Yeli fo naŋ na kaa kye gyēle yelwiiraa

1. Kaa yelwiiraa yelzu ane a yelbulo kpetaa.
2. Bɔ a yelbullo ane bone na yelē a segre naŋ sege a yelwiiraa poɔ.
3. Kaa, ka a kəkore naŋ sege e la molo bee lereme. Bonso ka ba sege a kəkore ŋa tɔ?
4. Yeli yelē kyaare a kəkogaale ane a segere gyogo. Ane lenēe o naŋ tere o duoro a yelwiiraa poɔ.
5. Di dēme kyaare a segre enkyere.
6. Yeli yelē kyaare yelkãābie mine naŋ be a segewiiraa poɔ. Boŋ ka a yelkãābie ama taa ko a yelwiiraa.
7. Yeli yelē kyaare a yelwiiraa meeron.
8. Kaa nye, aŋ la yeli a yelē a yelwiiraa poɔ. Aŋ ka a yeli kyaare.

Yelwiiraa Meeron

Yelwiiraa taa la waalon kaŋa naŋ wullo o meeron:

- Duulo: yelbie semmo naŋ be a duulo poɔ.
- Duulo wogiluŋ: lē a duulo naŋ e wogi seŋ.
- Vulutakpolo: Duolo mine naŋ lantaa foɔlaa poɔ wulo yelbuli.
- Lanleebu: Voonoo puuluu waalon a duulo baaraan.
- Kəkotege tagebo: A kəkotege tagra la bee o ba tagera.
- Kəkotegere de lantaa: o waa la kəkotege parēe ba naŋ de lantaa.
- Yel-lonnaa: yelē bee yel-ŋmaa fo naŋ tu kpē dabegē yuo poɔ, kye ba eŋ tēgebo.
- Pennoo: A duulo poɔ, maŋ penne kye la tōnne.
- Segebibere: De segebibere piili ne yeli bee duulo.

PEDAGOGICAL EXEMPLARS

1. Initiating Talk for Learning

Whole class activity

- a. Through questions and answers, learners revise the elements of poetry.
- b. In groups, the class discusses the process of poetry appreciation based on the factors to consider.

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

2. Work/Collaborative Learning

Pair Work

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

TOMA

Toma 3:

1. Wuli sobie na fo naŋ na tu kye gyele yelwiiraa. Bonso ka fo na tu a sobie na?
2. De bondemanewulii bigri lenɛɛ te naŋ tu gyele yelwiiraa a kye de leebo kaŋa wa ne te laŋkpeebo poɔ.

Toma 4:

1. De fo bammo zaa naŋ kyaare yelkããmbie ane yelkããma meeroŋ a sege yelwiiraa naŋ wulo a eŋkyere ama naŋ tu:
 - a. Ɔmaaraa (daparoo, zilige ane dabɛɛ)
 - b. Kyelloo: (Kyaane, nyegerɛ, enyuo)

Tonnoɔre

Sege fo meŋa yelwiiraa a e ka fo taaba kaa kye gyele. Ka banan wa gyele, veŋ ka yelzuri ama tee ba: yelbulo, yelbie kaa iribu, lanleebu, yelkããmbie, amk. Wuli fo teeroŋ a yelwiiraa na fo naŋ gyele poɔ.

Hint



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

Section 10 Review

This section discussed poetry. Learners were introduced to how poems are appreciated. We focused on the description of poetry, types of poetry, elements of poetry and significance of poetry. Knowledge of poetry and poetry

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

ADDITIONAL READING

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



YELTUURI I: SEMESTA BAARAA GYENNOO

Gyennoo waalon

A semesta baaraa gyenno na taa foole ayi. Foɔlaa A ane foɔlaa B. foɔlaa A na taa la nɔ-irri yaga kaa-iruu soorebie 40 kye foɔlaa B taa welemé anaare. Welemé I naŋ e la yelyageraa soorebie ka a zannezannema kaairi soorebiri bonnyeni yon. Welemé II na taa la kɔkɔre mere soorebie pie ka a zannezannemé iri a zaa nɔɛ. Welemé III na e la kannebaŋaapare. A zannezannema na kanne la yelyagesegeraa kye soorebie anuu naŋ tu nɔɛ. Welemé IV na e la leeroo. A semesta baaraa soorebie na kyaare la a yelzuri anan zaa ye naŋ zanne yi daa 13te ta 24.

Bontɛɛre te naŋ boɔɔ

1. Gyennoo sɛgebo zie
2. Gyennoo soorebie gama
3. Nɔ-rrri gampɛɛ
4. Nɔ-iri yaga soorebie gampɛɛ
5. Wɔɔkye yagelaa
6. Gbelime amk

Yeltuuri kyaare gyennoo soorebie sɛgebo

Nɔ-rrri yaga kaa-iruu soorebie

1. Vɛŋ ka nɔirri
2. E ka a nɔ-irri naŋ tori are zi-tɛɛtɛɛ
3. Go yelbie pulluu amk

Yelyagesegeraa

1. Vɛŋ ka yelmannewulli pare kyaane velaa
2. Ta soore soorebie naŋ ba kyaane
3. Ta soore soorebie yi yelzuri na fo naŋ ba wuli poɔ

Soorebie mine

Foɔlaa A: Nɔ-rrri yaga kaa-iruu soorebie

1. A kponnuŋ sugilitaa bondemannaa kyaare saanƙkonnoŋ noba zu kaabo, aŋ la maŋ be zusogo?.
 - A. tendaana
 - B. nabinime
 - C. nakpoŋ
 - D. naa gofu

2. A yipɔge sereɛ ɲmaabo poɔ, aɲ la maɲ ɲmaa sereɛ?
 - A. tendaana
 - B. nabinime
 - C. nakpoɲ
 - D. naa gofu

Foɔlaa B yelyagesɛgeraa

Wola ka yipɔge sereɛ ɲmaabo ane a bompana kɔɔto sereɛ ɲmaabo soɲ a noba.

Magere terebo

Foɔlaa A: Nɔ-rri yaga kaa-iruu soorebie

1. A kponnuɲ sugilitaa bondemannaa kyaare saanɲkonnoɲ noba zu kaabo, aɲ la maɲ be zusogo?.
- C. Nakpoɲ
2. A yipɔge sereɛ ɲmaabo poɔ, aɲ la maɲ ɲmaa sereɛ?
 - A. Tendaana/Tegane soba

Oɔlaa B: yelyagesɛgeraa

1. A maɲ vɛɲ la ka sentaa ne yelwontaa be be.
2. A maɲ soɲ ka neɛ zaa tona a merɛ puliɲ. Neɛ zaa ba parte a merɛ naɲ guuro te zaa.
3. Zɔɔre faaroo: a faara neɛ ne o tɔ zɔɔre bee bɔne toma zie zɔɔre. o are ko la yelwontaa ane lamboore. Te na dɔre la ka te maɲ maale te yeltaa te mennenɲ a ta gaa kɔɔto.
4. maɲ guuro la neɛ zaa meɲa soobo any zeɲ lããfee.
5. A guuro te ka te kpeɛne ta gaɲ taa. A merɛ binime, a merɛ kaareba, ane a bɔne zaa be be a ba gaɲ taa ba tonne ziiri.

Tere magere 4 ko yelbulo anuu.

Tere magere 3 ko yelbulo anaare.

Tere magere 2 ko yelbulo ata.

Tere mage 1 ko yelbuli 1 - 2.

YELTUURI TABOL. (semesta baaraan)

Daa	Yelnyɔgere	Soorebie iruŋ	DoK Levels				A zaa lantaa
			1	2	3	4	
13	Yelmanne/ segeremannaa	Nɔ-rri yaga kaa-iruu soorebie	1	-	-	-	1
		yelyagesegeraa	-	-	1	-	1
14	Yelbigiri/segerebigiraa	Nɔ-rri yaga kaa-iruu	-	1	-	-	1
		yelyagesegeraa	-	-	1	-	1
15	Yel-e mannoo	Nɔ-rri yaga kaa-iruu	-	1	-	-	1
		yelyagesegeraa	-	-	-	-	1
16	Ŋmemɛ/ Tebe yoe	Nɔ-rri yaga kaa-iruu	1	1	1	-	3
		yelyagesegeraa	-	-	-	-	0
17	Kponnunɔ poɔ kpeebo yeltuuri	Nɔ-rri yaga kaa-iruu	-	-	-	1	1
		yelyagesegeraa	-	-	-	-	0
18	Saankonnoŋ noba zukaabo (yiri poɔ)	Nɔ-rri yaga kaa-iruu	2	-	1	-	3
		yelgaesegeraa	-	-	-	1	1
19	zukaabo(laŋkpeeboŋ)	Nɔ-rri yaga kaa-iruu	-	1	2	1	4
		yelyagesegeraa	-	-	-	-	0
20	Kaaloo	Nɔ-rri yaga kaa-iruu	2	-	1	1	4
		yelyagesegeraa	-	-	-	-	0
21	koŋkombie	Nɔ-rri yaga kaa-iruu	1	1	1	-	3
		yelyagesegeraa	-	-	-	-	0
22	sellewogi	Nɔ-rri yaga kaa-iruu	2	2	1	2	7
		yelyagesegeraa	-	-	1	-	1
23	Selle wogi gyelebo	Nɔ-rri yaga kaa-iruu	2	2	3	1	8
		yelyagesegeraa	1	2	1	-	4
24							
	A zaa lantaa		12	10	14	7	45

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