



MINISTRY OF EDUCATION

Ghanaian Languages

TEACHER MANUAL



YEAR 1 - BOOK 1



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Ghanaian Language

Teacher Manual

Year One - Book One



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GHANAIAN LANGUAGE

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It 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 Ghanaian Languages covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 15 weeks of Year One, with the remaining 9 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Ghanaian Languages is:

Philosophy: Every learner can communicate effectively in a Ghanaian Language, have a good sense of their cultural values and identity, and appreciate the aesthetics of the language using field and creative surrogate experiences to expose them to job prospects, further studies and adult life

Vision: Learners can communicate effectively and confidently in the Ghanaian Language, appreciate their cultural values, and critically analyse discourse for the world of work or further studies.

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SCOPE AND SEQUENCE

Ghanaian Language Summary

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Oral Conversation	Conversation/ Communication in context	1	1	2	1	1	2	1	1	3
		Phonology	1	2	4	2	2	4	1	1	2
		Reading	1	1	3	1	1	2	1	1	2
2	Language And Usage	Lexis and structure	1	1	4	1	1	4	1	1	3
		Rules of writing a Ghanaian Language	1	1	3	1	1	2	1	1	2
		Text Composition	1	1	3	2	2	4	1	1	1
		Interpretation and Translation	1	1	1	1	1	1	1	1	2
3	Cultural Practices And Traditional Governance	Cultural practices	2	2	3	2	2	5	2	2	4
		Traditional governance	1	1	2	1	1	3	-	-	-
4	Literature Of The Ghanaian Language	Oral literature	1	1	2	1	1	2	1	1	2
		Written literature	1	1	2	1	1	2	1	1	2
Total			12	13	29	14	14	31	11	11	23

Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

SECTION 1: SOUNDS OF THE LANGUAGE

Strand: **Oral Conversation**

Sub-Strand: Phonology

Learning Outcomes:

1. *Describe vowels and consonants in the Ghanaian language using the right parameters.*
2. *Use the knowledge of the sound system of the language to form meaningful words.*

Content Standard: Demonstrate knowledge and understanding of the sound system of the Ghanaian language

INTRODUCTION AND SECTION SUMMARY

This section discusses the bases of language (sounds). Learners will be introduced to the vowels and consonants of the language. They will also learn the parameters used in describing the vowels and consonants. Again, learners will be introduced to the distribution of vowels and consonants in the language, aiding them to form meaningful words and facilitate effective speaking and reading in the language. This section is essential for learners not only in the context of Ghanaian language studies but also to establish links with related subjects such as English and other languages. This section equips learners with foundational knowledge and functional understanding of sounds and their role in language learning. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. Additionally, examples in this section are limited to a few Ghanaian languages; therefore, teachers are advised to use language appropriate examples.

The weeks covered by the section are:

Week 1: Vowel and consonant description

Week 2: Vowel and consonant distribution

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on learning tasks in a group small enough to ensure that everyone participates in the lesson. It includes specific approaches such as mixed-ability/gender groupings, pair work and modelling. Collaborative learning encourages learners in mixed-ability and mixed-gender groups to share ideas on the various Ghanaian language concepts. Collaborative learning ensures learners remain engaged with content while thinking critically and sharing ideas with peers. Gifted and talented learners can perform leadership roles as peer-mentors to guide fellow learners to have a deeper understanding of Ghanaian language concepts. Teachers are advised to cater for all learners including those with sound production difficulties and solve problems skilfully.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction of knowledge, basic application of skills/concepts, strategic thinking, and extended critical thinking abilities of learners. Regular oral feedback and written responses are encouraged to facilitate

improvement in learning and holistic learner development. Beginning with Level 1 recall questions, short oral answers, written words, and sound production are elicited to provide understanding of foundational knowledge of the sound system in the language. Level 2 assessment ensures learners progress to the description of sounds using the appropriate parameters. Level 3 strategic reasoning questions also ensure learners identify vowels in words and show their distribution. Level 2 tasks are given to learners to apply the knowledge of sound distribution to form words. This will help them acquire a deeper understanding of the sound system. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.

Week 1

Learning Indicators:

1. Describe the vowels of a Ghanaian language using the right parameters (e.g., lip posture, tongue height and part of the tongue).
2. Describe the consonants of the Ghanaian language using the right parameters (e.g., voicing, place of articulation and manner of articulation).

Theme or Focal Area 1: **Vowel And Consonant Description**

Vowel

A speech sound which is produced by open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable.

Describing a vowel: in describing vowels, certain parameters are used. These parameters are lip posture, tongue height, and part of the tongue used in the production of the vowel sound. In some Ghanaian languages, the ATR (Advance Tongue Root) is added.

Lip posture: this determines whether the lip is rounded or spread in the production of the vowel sound. This gives the feature ‘**round**’ and ‘**spread**.’

Tongue height: this refers to the position of the tongue in reference to the root of the mouth when producing vowel sounds. This can be **high**, **mid**, or **low**.

Part of the tongue: this refers to the area of the tongue where the vowel sound is produced. This parameter gives **front**, **mid**, and **back** vowels.

Here are examples:

/o/ - high-back-rounded

/i/ - high-front-unrounded

/ε/- low-front-spread

/ɔ/-low-back -rounded

Consonant

A basic speech sound in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable.

Parameters for describing consonants: voicing, place of articulation and manner of articulation.

Voicing: under voicing, there are voiced consonants and voiceless consonants. Voiced consonants include /g/, /d/, /m/, /b/ and voiceless consonants include /f/, /s/, /k/, /t/, /ʃ/, etc.

Place of articulation: some of the places of articulation are bilabial, labio-dental, dental, alveola, palatal, velar etc.

Manner of articulation: this refers to how the articulators configure and interact during the production of speech sound. Some consonants produced based on the manner of articulation are stops, fricatives, affricate, nasal, lateral, etc.

Learning Tasks

1. What is vowel?
2. What is a consonant?
3. What parameters are used to describe vowels?
4. What parameters are used to describe consonants?
5. Produce the vowel sounds in the language.
6. Produce the consonant sounds (at least ten).
7. Describe the consonants and vowels that you have produced.

The production of the vowel and consonant sounds should be assessed orally while the description is assessed in both oral and written.

Pedagogical Exemplars**Collaborative learning****1. Modelling (Vowels):**

- a. Teacher models production of vowel.
- b. Learners repeat the vowels produced by the teacher.
- c. Teacher discusses the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue).

2. Modelling (Consonants):

- a. Teacher models the production of consonant sounds.
- b. Learners repeat the production of consonant sounds.
- c. Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation).

3. Whole Class:

- a. Teacher provides vowels (e.g., /e/, /ɛ/, /i/, /a/, /ɔ/, /o/, /u/ etc.).
- b. Learners produce at least three of the vowels.
- c. Learners form at least three words using the vowels and make presentation for class discussion.

Building on what others say**1. Pair work:**

- a. Teacher produces the vowel sounds in the language of study.
- b. In mixed-ability pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words (e.g., /a/, /e/, /ɛ/, /ɔ/ etc.).
- c. Produce consonant sounds in words provided by the teacher.
- d. Describe consonants using the parameters.
- e. In mixed-ability/mixed-gender (where applicable) pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words.
- f. Describe the vowels in the words using the parameters for describing vowels.
- g. Produce consonant sounds in words given by the teacher and form other word(s) with the consonants.
- h. Use the parameters for describing consonants to describe the consonants.

Collaborative learning

1. Group work:

- a. In mixed-ability groups, learners identify the vowels and consonants in words given by the teacher and work together to describe the vowels and consonants, write the vowels and consonants in the language and make a presentation to the whole class, identify vowels and consonants in given words.
- b. Learners describe at least three vowels and five consonants they identify in the given words.

2. Pair work:

- a. Learners in mixed-ability pairs form words with the vowels and consonants and present it to the whole class.
- b. Learners describe at least five of the vowels and twelve of the consonants to the class.

Teachers should expect learners to be at different achievement levels. AP learners will produce vowels and consonants and describe at least three vowels and consonants. P learners will also be able to produce vowels and consonants correctly and describe at least five vowels and ten consonants. HP learners will be able to produce the vowels and describe all of them and also produce consonant sounds and describe more than ten of them.

The teacher should encourage the higher achievers in the groups to assist the other members and task them to do more. The teacher is also encouraged to take care of learners with sound production problems and skillfully resolve them by making them repeat the vowels or pronouncing words with such sounds repeatedly. Such learners can also be made to play the sound game. In the sound game, the teacher produces a sound and learners are to look for the symbols that correspond to the sound produced by the teacher. The first to get the symbol correct is applauded. Also, encourage respect and tolerance of abilities among learners. Address GESI-stereotypes related to the sounding out of vowels and consonants.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Write at least three vowels in your language.
2. List the vowels in the following words: (*Teachers should provide words in the respective language*) **E.g.**
 - a. *Ga: ŋawie, shwane, ablekuma, oshishibishii, etc.*
 - b. *Mfantse: akokɔ, ahwehwɛ, edziban, etc.*
 - c. *Asante Twi: efie, ewoɔ, ataadeɛ, etc.*
3. List all the consonants in your language
4. Explain the parametres used in describing vowels.
5. Explain the parametres used in describing consonants.

Level 2 Assessment: Skills Building

1. Describe how vowel sounds are articulated in your language
2. Describe the following vowel sounds (sounds should be given based on the language)
 - a. /a/:
 - b. /ɛ/:
 - c. /o/:
 - d. /i/:

- e. /ɔ/:
- 3. Group the following consonants b/, /d/, /g/, /t/ under the following:
 - a. Voicing:
 - b. Place of articulation:
 - c. Manner of articulation:
 - 4. Form at least three words using consonants.
 - 5. Use the parameters to describe at least any five consonants.

Week 2

Learning indicators:

1. Explain the distribution of vowels of the Ghanaian language (e.g., word initial, medial and final).
2. Explain the distribution of consonants of the Ghanaian language (e.g., word initial, medial and final).

Theme or Focal Area 1: Vowel Distribution

Vowel Distribution

Vowel distribution is the position of the vowel in a word. Some vowels occur at the beginning of words, some in the middle and others occur at the end of the word. When a vowel occurs at the beginning of a word, it is referred to as **word initial**. When it occurs at the middle of a word, it is referred to as **word medial** and when it occurs at the end of a word, it is referred to as **word final**.

Example: Consider the distribution of the vowel **a**, in the words below:

1. asem
2. tam
3. asaaba

In example 1, the vowel /a/ occurs at the beginning of the word. In this case, we say that /a/ can occur at word initial. In example 2 also, the /a/ occurs in the middle of the word so we say that /a/ can occur in word medial. In the third example, /a/ is the last sound that ends the word thus, /a/ can occur at word final.

NB: Examples should be given in the respective Ghanaian languages.

Teachers should not expect all learners to be at the same level of achievement. The teacher is therefore encouraged to use varied pedagogies to help the low achievers in the class to catch up with the rest of the class.

Learning Tasks

1. Which of the following vowels and consonants can appear in word initial in your language: /a/, /e/, /ɛ/, /i/, /o/, /ɔ/ and /u/, /b/, /d/, /f/, /g/, /h/, /j/ and /k/
2. Which of the vowels given above can occur in word medial?
3. Which of the vowels and consonants given above can occur in word final?
4. Study the words below and tell the positions of the vowels and consonants in them:

Teacher should choose a variety of vowel sounds and varying word lengths to increase challenge as learners work with them. For example, aspaatere, tokota, gwantɛɲ, okusi, ɔtwe, enyimnyam, mu, tuntum, ehɛɛ, isiam, paanoo, opurow

Pedagogical Exemplars

Building on what others say

1. Pair and group work:

- a. In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /ɛ/, /ɔ/ /o/ /u/ etc.) and practice sounding them out.
- b. Teacher uses the above activity to help learners revise the parameters used to describe vowels and describe vowels in some given words using the right parameters.

Initiating Talk for Learning:

Whole class discussion

1. Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.
2. Probe further for learners to identify the position of the vowels in the words they have written.
3. Use this activity to guide learners to discuss the meaning of vowel distribution.
4. Provide explanation of essential terms such as: ‘vowel distribution’, ‘word initial’, word medial’, ‘word final’ to consolidate learners’ understanding of the lesson.

Also, encourage respect and tolerance of diverse views among learners. Address GESI- stereotypes, and pay attention to learners with special education needs.

Modelling:

1. Teacher provides ten words and shows the position of all the vowels in them.
2. Learners are provided with words to identify the vowels in them and categorise them into word initial, word medial and word final positions. Examples of words such as:

Ga: akwadu, akpakpa, blɔfoŋme

Mfantse: kommyɛ, ɔketsew, enyim

Asante Twi: duku, dodoɔ, kenten

Collaborative learning

Pair work:

1. In pairs, learners sound out vowels and use them to form words.
2. Pairs show the position of the vowels in the words and present their work to the class for discussion.

The teacher should take note of learners with speech disorders and those who cannot produce some sounds and address the problem skilfully.

Key Assessment

Level 2 Assessment: Skills building

1. Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final:
 - a. /a/:
 - b. /e/:
 - c. /ɛ/:

- d. /ɔ/:
- e. /i/:
- f. /u/:

Level 2 Assessment:

1. Identify the vowels in the words below and state their positions.

- a. dɔkon
- b. nsu
- c. osua
- d. puow
- e. siw
- f. hwɛ

Teachers should give words in the language of study

Level 3 Assessment: Extended Thinking

1. Form seven words in your language with vowels that can be at the initial, medial and final positions at the same time and explain your answer.

Theme or Focal Area 2: Distribution of Consonants**Consonant distribution**

Consonant distribution is the position of the consonant in a word. Some consonants occur at the beginning of words, some in the middle and other at the end of the word. When a consonant occurs at the beginning of a word, it is referred to as **word initial**, at the middle of a word, it is referred to as **word medial**, and at the end of a word, it is referred to as **word final**.

Example: Consider the distribution of the consonant **b**, in the words below:

1. bɔm
2. abow

In example 1, the consonant **b** occurs at the beginning of the word. In example 2, the consonant **b** occurs in the middle of the word. In this case, we say that the consonant **b** can occur at word initial and word medial.

Learning Tasks

1. Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: abosomanketsew, adzekyerɛ, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwɛ, twa, fow
2. Discuss the distribution of the consonants in the given words.
3. Form other words with any of the consonants in the given words and tell the distribution of the consonants used.

Pedagogical Exemplars

Collaborative learning

1. Modelling and group work:

- a. Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable).
- b. Learners produce the consonant sounds after the teacher.
- c. In groups, learners form words with the consonants they produce and tell the position of the consonants in them.
- d. Teacher uses this activity to guide learners to discuss the parameters for describing consonants distribution in words—word initial, word medial, word final.
- e. Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.

Building on what others say

1. Pair work:

- a. Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, kasafua, kenkan, nyimdzee, nkwagye, frɔdɔɔ... The consonants in the words provided are (k, s, f, n, ny, m, dz, n, kw, gy, d)
- b. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified
- c. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions.

All learners should be encouraged to participate in the lesson actively. Respect and tolerance of diversity should be encouraged irrespective of learner's linguistic background. Address gender and linguistic stereotypes to promote collaboration.

Teachers should not expect all learners to be at the same level of achievement at the end of the lesson. The teacher is therefore encouraged to use varied pedagogies to allow all learners to progress. For example, HP learners can support AP learners or HP/P learners can complete independent work while the teacher supports AP learners.

Key Assessment

Level 2 Assessment: Skills building

1. Provide four words in your language that have each of the vowels below at word initial:

- a. /b/:
- b. /d/:
- c. /f/:
- d. /g/:
- e. /h/:
- f. /k/:
- g. /l/:
- h. /m/:
- i. /n/:

Level 2 Assessment:

1. Identify the consonants in the words below and put them under initial, medial and final.
 - a. aborɔkyir
 - b. nsa
 - c. atoko
 - d. babaso
 - e. gyemirekutu
 - f. sasabor
 - g. edziban
 - h. kɔn
 - i. ahwehwɛ

Teachers are advised to use words in the Ghanaian language of study.

Level 3 Assessment: Extended Thinking

1. Form ten words each with consonants that can be at the initial, medial and final positions and explain your answer.

Section 1 Review

This section covers indicators that are taught in weeks two and three. Here, learners are to demonstrate knowledge and understanding of the sound system of the Ghanaian language. In doing so, teachers should use varied pedagogical approaches to help learners describe the vowels of the Ghanaian language using lip posture, tongue height and part of the tongue. The consonants of the Ghanaian language are also described using parameters such as voicing, place of articulation and manner of articulation. Again, learners are guided to explain the distribution of vowels and consonants of the Ghanaian language, and practice distributing vowels and consonants at word initial, word medial and word final position. Altogether, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

Additional Reading

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2. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
3. Lauren, T. (2019). Vowel phenomena of Guang languages. Master's thesis submitted to the faculty of graduate studies Trinity Western University
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5. Snider, K. L. (1989c). The vowels of proto-Guang. *Journal of West African Languages* 19(2). 29–50.
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SECTION 2: **SHARING IDEAS AND ORAL INTERPRETATION**

Strands:

1. Oral Conversation
2. Language and Usage

Sub-Strands:

1. Conversation/Communication in Context
2. Reading
3. Interpretation and Translation

Learning Outcomes:

1. *Collaborate and communicate effectively with others.*
2. *Exhibit ability to orally communicate effectively to a target group.*
3. *Discuss skimming using preview, overview and review.*

Content Standards:

1. Demonstrate the ability to understand discourse and identify key ideas.
2. Demonstrate knowledge and understanding of skimming and scanning for information from a text.
3. Demonstrate knowledge and understanding of the rules and steps in the interpretation

INTRODUCTION AND SECTION SUMMARY

This section discusses how key ideas are identified in texts and in discourse. Learners will learn the concept of key ideas and discourse. They will learn the skills of identifying key ideas in text and in discourse. In addition to this, learners will be introduced to a variety of texts on different topics and issues that ranges from GESI to national and international topical issues. 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 the requisite skills of understanding key ideas and discourse and how to identify the key ideas in both texts and discourse. The learners will also be equipped with the skills of sharing ideas and opinions on a given topic. Learners will be introduced to the concepts of skimming and scanning as reading techniques where they will use the skills gained to look for key ideas and information from texts. Also, learners will be introduced to the concept of oral interpretation. They will learn what interpretation is and the skills of effective interpretation. The teacher is therefore encouraged to employ interactive pedagogical strategies, resources, differentiation, and assessment strategies to support and challenge learners of all abilities.

The weeks covered by the section are:

Week 3: Identification of key ideas and discussing opinions and ideas

Week 4: Skimming

Week 5: Scanning

Week 6: Interpretation

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of approaches to teaching Ghanaian language concepts. Talk for Learning involves engaging learners to work in groups or pairs to share their views on a concept. It includes approaches such as whole class activities and pair work. In problem-based learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. Gifted and talented learners can perform leadership roles as peer-teachers to guide classmates to have a deeper understanding of Ghanaian language concepts. Teachers are guided to take care of learners with SEN.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning, and extended critical thinking abilities of learners. Teachers are encouraged to give regular feedback to learners and document results for future reference. This will facilitate the development of learners. Beginning with Level 1, recall questions, short oral answers, short written essays and discussions will offer insights into foundational knowledge. Level 2 skills progress to short essays or oral presentations, evaluating students' ability to articulate concepts. Teachers should employ a variety of formative and summative assessment strategies to gather information about a learners' performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

Week 3

Learning Indicators:

1. *Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI etc.*
2. *Discuss ideas and relevant opinions from selected discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI, STEM, etc.*
3. *Apply knowledge of skimming and scanning to read authentic texts and answer comprehension questions*
4. *Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words or phrases, etc.)*
5. *Discuss oral interpretation focusing on effective listening, encoding and decoding, etc.*

Theme or Focal Area: **Identification of Key Ideas in Text**

Key idea

A key idea is a crucial element on which the storyline is built. It is the author's message about the topic and often expressed directly or it can be implied. It is the unifying element of the story.

To identify key ideas in a text, do the following:

- Find who or what the passage discusses: Does this passage discuss a person, group of people or an entity?
- Ask when the event took place: Does the information contain a reference to time?
- Find where the event took place: Does the text name a place?
- Ask why the event took place: Do you find a reason or explanation for something that happened?
- Ask how the event took place: Does this information indicate a method or a theory?

NB: *In a text, key ideas are sometimes italicised, boldened, or underlined. You can also find it in the topic sentence.*

Learning Tasks

1. Mention any three key ideas in a given text.
2. Define what a key idea is and identify three key ideas in a given text.
3. Explain key ideas and analyse a given text to bring out the key ideas.

Pedagogical Exemplars

Talk for Learning

Think-pair-share:

1. Teacher models the prediction of story line following the principles discussed.
2. Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audio-visual materials.
3. Each pair shares their predictions and presents a final work to the class, justifying their responses.

Group work:

1. In small mixed-ability groups, identify a number of key ideas e.g., **respect, kindness, tolerance** and prioritise them using the diamond nine approach and discuss them. The teacher should ensure HP learners support AP learners.

Individual work:

1. Individual learners create short stories based on the pictures and key words and present for class discussion. Encourage learners to tolerate and respect each other's view.

Key Assessment

Level 1 Assessment:

1. Discuss what key ideas are.
2. Define key ideas in your own words.

Level 2 Assessment:

1. Read the short passage below and analyse it carefully to bring out the key ideas: *Ghana is a West Africa country located far away from the major and minor earthquake zones of the world. This however, has not spared the country from major and minor earthquakes. Ghana has been struck by major earthquakes in the past, and is currently experiencing minor tremors regularly. The first earthquake in Ghana was in 1615. It destroyed the fortress of Sao Jorge at Elmina and in 1636, another earthquake was recorded in Axim. In 1862, a very strong earthquake struck the capital city of Accra and caused damages to the Christiansburg Castle, some forts and stone buildings.*

Level 3 Assessment

1. Use the key ideas to write a continuation of the previous task. Facts can be invented. Explain your choices.

Theme Or Focal Area 2: Discussing Ideas and Opinions in Discourse

Discourse

A spoken or written communication between people, especially a serious discussion on a particular subject.

Idea

It is a thought or suggestion as to a possible course or action.

Opinion

It is a view judgement formed about something and not necessarily based on fact or knowledge. It could also be a statement of advice by a professional expert.

In discussing ideas and opinions in a discourse, learners have to:

- Start by listening attentively
- Think before they speak
- Make sure they have the facts
- Say what they think in a detailed, straightforward manner and support with evidence
- Use 'I' statements

NB: *In discussing opinions and ideas, each other's view must be respected.*

Learning Tasks

1. Define discourse, ideas and opinions.
2. Explain ideas and opinions in your own words and identify ideas and opinions in a text or discourse.
3. Explain the procedure in discussing ideas and opinions.
4. Listen to a discourse, analyse it carefully and bring out the ideas and opinions shared.

Pedagogical Exemplars

Starter:

Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas.

The teacher should select themes for discussion from the examples below and any other relevant topics:

- a. Cultural values (respect, kindness, tolerance and others),
- b. Education,
- c. Child trafficking,
- d. Environment,
- e. Industrialisation in Ghana,
- f. Mining, etc.

Teacher leads learners to discuss the concepts opinions, discourse and ideas.

Talk for Learning

Think-pair-share:

1. Provide learners with the title of a story, key words in the story and picture of the story.
2. Learners think-pair-share predictions of the story line based on the title, pictures and key words.

Group work:

1. In small mixed-ability groups, learners listen to a discourse and discuss the key ideas identified in the discourse, (e.g., **respect, kindness, tolerance**) and prioritise them using the diamond nine approach.

Teachers should encourage the HP learners to assist the AP learners in the groups.

Encourage each learner to participate actively. Learners should be made to respect each other's ideas and opinions. The teacher should try to skilfully attend to learners who are extremists when it comes to gender roles. Learners should be made to relate what they have discussed to everyday life situations such as discussions on radio and television, news items, discussion of issues with their friends, etc

Individual work:

1. Individual learners create short stories based on the pictures and key words and present for class discussion. Encourage learners to tolerate and respect each other's views.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Explain ideas, discourse and opinion.
2. Listen to a story and discuss the key ideas and opinions on the story.
3. Tell a short story using a given picture.

Level 2 Assessment: Skill building

1. Based on what you have learnt, share your ideas and opinions on the topic below:

“It is the duty of girls/women to prepare food for the family always.”

Teachers can give other topics such as the Russia Ukraine war, War on Gaza, etc.

Level 3 Assessment: Strategic reasoning

1. Compare and contrast your ideas and opinions on given topics with those of others, coming to a clear conclusion.

Week 4

Learning Indicator: *Use the knowledge of skimming and scanning to read and solve real life problems*

Theme or Focal Area (S): **Skimming**

SKIMMING:

Skimming is reading rapidly in order to get a general overview of the material read. It is used to find specific facts in texts.

Skimming is the action of reading something quickly so as to note only the important points.

Preview: An opportunity to view something before it is acquired or becomes generally available. Preview is done in an effort to learn about the ideas presented and the structure of their development.

Overview: Used to sample the reading material more thoroughly. A general **review** or summary of a subject.

Review: The review is done to re-familiarise yourself with the material you have previously read thoroughly or skimmed. A formal assessment of something with the intention of instituting a change if necessary.

Learning Tasks

1. Explain the key words in your own words.
2. Skim through the first three paragraphs of a given passage and bring out at least three key words.
3. Use the key words to form compound sentences linked to the theme of the text.
4. Summarise the first three paragraphs of a passage.

Pedagogical Exemplars

Problem-Based learning

Whole class:

1. To ensure communication, all learners define skimming in their own words and compare it to the teacher's definition.
2. Learners collaborate to explain the skimming techniques (e.g., eye movement, preview, overview and review).
3. Teacher models skimming to smaller mixed-ability/gender groups
4. Learners model skimming.

Group work:

1. In mixed-ability groups, learners skim different passages for key words and bring out the general information in the passage and present their works for whole class discussion.

Teachers should take note of learners with special educational needs and the gifted and talented in class so that they offer the necessary support and challenge to such learners. Teachers should guide HP learners to support AP learners.

NB: *The passage should be selected from a theme under cultural values (good morals, selflessness, confidence, etc.), GESI, STEM, environment, public health, sanitation, contemporary national issues, contemporary international issues, COVID-19, energy efficiency, etc.*

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Discuss the skimming techniques

Level 2 Assessment: Skills building

1. Apply the skimming techniques to identify general information in short texts.
2. Skim through a text of about 400 words and use the knowledge that you have gained on skimming to summarise the general idea / gist of a text.
3. Analyse the text carefully and identify the key words. Use the key words to form compound sentences related to the theme of the text.

Week 5

Learning Indicator(s): *Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words or phrases, etc.)*

Theme or Focal Area: **Scanning**

Explanation of scanning

Scanning is reading rapidly in order to find specific facts or information without reading everything. For scanning to be successful, one has to comprehend how a text is structured and also understand what has been read so you can identify or locate the specific information you need. Scanning helps in the identification of details and other information quickly.

Scanning helps a person to read more and to develop a love for reading.

It is essential to establish your purpose for scanning. Here, you should have in mind what exactly you are looking for; is it a book title, a website, a reference material, a particular word or phrase, a particular story you want to read, etc.

It is also important to locate the appropriate material; you should find out whether the material contains the information you want and identify the pages where the information can be found.

You should know how the material is structured. The material or book can be arranged alphabetically, non-alphabetically, chronologically, by category, by titles/headings, by textual sense, by numbers etc.

When to scan as learners:

- i. Scan prior to reading
- ii. Scan a number of questions to identify the one which they are most comfortable answering
- iii. When searching for particular information e.g., date, key words etc.

How to scan:

After getting an overview of a text and identifying the sections of the text you want to read,

- i. Start scanning the text by moving your eyes (and fingers) quickly over it.
- ii. When you have identified the information, word or the phrase you are looking for, read the information surrounding the words carefully.
- iii. When you identify the information that requires attention, you slow down to read it more thoroughly.

Learning Tasks

1. Define the following terms:
 - a. Preview
 - b. Review
 - c. Overview
2. Read a given text and bring out at least three specific pieces of information in it.
3. Use the ideas of skimming and scanning to identify general and specific information from it.

4. Analyse the text carefully and identify the key words and use the key words to form one simple sentence and one compound sentence. Apply the knowledge of scanning to scan a text.

Pedagogical Exemplars

Problem-based learning

Whole class:

1. Learners define to each other scanning and compare their definition to the teacher's definition. .
2. In mixed=ability groups, learners discuss the various definitions given by the class to settle on the most appropriate explanation and present their answer for whole class discussion. This helps to build collaboration, communication, critical thinking and problem-solving skills in learners.
3. Learners choose from a wide array of word cards containing key elements of scanning and discuss them in their groups. For example, a group might select Movement of the eye or Identification of key words or phrases.

NB: *Support SEN learners by allowing them to match definitions with key terms.*

Group work

1. Teacher scans through passages as a model to the class.
2. Discuss scanning strategies in groups and demonstrate how it is done to the class.
3. Teacher reinforces learning by asking learners questions to help them realise their own mistakes and correct themselves.
4. Learners ask questions for clarification and contribute to the lesson.

All learners should be encouraged to contribute and respect each other's view. Teacher can do this by calling learners to talk/providing learners/groups with talking tokens.

Individual work:

1. To foster self-directed learning, individually, learners scan different passages for specific information (e.g., key words, phrases, headings, subheadings, dates, main character, etc.) and discuss their findings in class.
2. All learners listen to or watch audio-visual material and identify the key information.

NB: *The passage should be selected from a theme under GESI, STEM, Environment, Public Health, Sanitation, Contemporary national issues, contemporary international issues, energy efficiency, etc.*

Key Assessment

Level 1 Assessment: Recall

1. Describe at least two scanning techniques.

Level 2 Assessment: Skill building

2. How can scanning techniques be used to identify specific information in a text.

Level 3 Assessment: Strategic reasoning

3. Evaluate advantages and disadvantages of the scanning techniques.

Week 6

Learning Indicator: *Discuss Oral Interpretation focusing on effective listening, encoding and decoding, etc.*

Theme or Focal Area: **Oral Interpretation**

Interpretation

This is a process of explaining the meaning of something. It is also a stylistic representation of a creative work or dramatic role.

Encoding: A process of translating information into a form that can be transmitted to another person or system.

Decoding: This is a process of interpretation and translation of coded information into a comprehensible form. This is how an audience member is able to understand and interpret the message.

To do oral interpretation:

1. Listen attentively
2. You should be fluent in both languages.
3. Keep to the meaning of the text or speech in the original language
4. Keep pace with the dialogue

Learning Tasks

1. Explain the term interpretation.
2. Describe the basic concept of interpretation.
3. Interpret a text or recorded audio between 150 and 300 words.

Pedagogical Exemplars

Initiating Talk for Learning

Whole class:

1. Discuss what oral interpretation is (effective listening, encoding and decoding, etc.).

Group work/collaborative learning

1. Pair work:

- a. In pairs of similar ability, learners role-play an oral interpretation session taking into consideration the basic concept of interpretation. *In this role play, one learner says something in English language and the other learner gives the meaning of what the first learners said in the language of study.*

2. Whole class:

- a. Play a recorded tape or read a short text for learners to interpret.

Teachers should expect that learners' achievements would not be at the same level. Higher achievers and learners still struggling should be attended to in a skilful manner through individual support or more challenging independent work.

Key Assessment

Level 1 Assessment: Reproduction/Recall:

1. What do you understand by the term oral interpretation?
2. Discuss the basic techniques of oral interpretation.
3. Explain the aspects of oral interpretation.

Level 2 Assessment: Skill Building

1. Listen to a play back audio or read a text and interpret it.

Section 2 Review

This section covers indicators that are taught in weeks one, four, five and sixteen. Learners are to demonstrate an understanding of sharing ideas and opinions and identifying them in discourse. They are also supposed to demonstrate an understanding of skimming and scanning and oral interpretation. To help learners demonstrate these skills, teachers are advised to use the varied pedagogies suggested effectively. Sharing opinions and ideas will help learners take part in the national discourse on topical local and global issues. Skimming and scanning as reading techniques would equip learners with the requisite skills in identifying information and specific ideas in texts quickly. The idea of oral interpretation will also help learners become good listeners. Finally, varied assessment forms should be employed to test learners' knowledge and understanding of the key concepts taught.

Additional Reading

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References

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3. Snider, K. (2019). Long and short vowels in Chumburung: An instrumental comparison. In Pius W. Akumbu & Esther P. Chie (eds.). *Engagement with Africa: Linguistic essays in honour of Ngessimo M. Mutaka*, 249-264.

SECTION 3: LEXIS AND STRUCTURE

Strand: **Language and usage**

Sub-strand: Lexis and structure

Learning Outcome: *Apply the knowledge and understanding of the word classes to form meaningful sentences*

Content Standard:

Demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs.

INTRODUCTION AND SECTION SUMMARY

This section discusses the structure of the words of the language. Learners will be introduced to nouns, adjectives, verbs and adverbs as the major word classes. They will also learn the types of nouns, adjectives, verbs and adverbs. Appropriate examples will be used to aid learners' understanding and also help them form meaningful sentences. This will facilitate effective speaking and reading in the language. 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. It should be noted that, examples in this section are limited to few Ghanaian languages, therefore, teachers are advised to use language appropriate examples.

The weeks covered by the section are:

Week 7: Categorising Nouns

Week 8: Classification of Adjectives

Week 9: Classification of Verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include many approaches to teaching Ghanaian language concepts. Collaborative learning involves engaging learners to work together on learning tasks in small group to ensure that everyone participates in the lesson. It includes specific approaches such as mixed-ability/gender groupings, pair work and modelling. Collaborative learning encourages learners in mixed-ability and mixed-gender groups to share ideas on the various Ghanaian language concepts. Collaborative learning also ensures that learners remain engaged with content while thinking critically and sharing ideas with peers. Gifted and talented learners can perform leadership roles as peer-mentors to guide fellow learners to have a deeper understanding of Ghanaian language concepts. Teachers are advised to cater for all learners including those with sound production difficulties and solve problems skilfully.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of basic application of skills/concepts, strategic thinking, and extended critical thinking abilities of learners. Regular oral feedback and written responses are encouraged to facilitate improvement in learning and holistic learner development. Beginning with Level 2 assessment, learners are made to read passages to identify the nouns, adjectives, verbs and adverbs to provide understanding of foundational knowledge of

the various word classes in the language. Level 3 strategic reasoning assessment ensures learners progress to form correct sentences with the various word classes. This will help them acquire a deeper understanding of the word classes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores, feedback, and progress over time. Through this, a balanced assessment approach, continuous improvement and holistic learner development are ensured.

Week 7

Learning indicator: *Categorise nouns according to their types (e.g., proper, common, abstract, concrete, etc.).*

Theme or Focal Area: Nouns and their Categories

Noun

A name or identity of a person, animal, place or a thing.

Categories of nouns

Proper nouns are nouns that serve as the name of a specific person, place or thing either natural or artificial. The initial letters are always capitalised no matter their position in a sentence. Examples of proper nouns are names of persons (e.g. Kwaku, Owusu, Nkuma, etc.); names of places (eg. Esiam, Denkyira, Oguuaa, Tamale, etc.); names of months (e.g. January, February, March, April, December, etc.); Institutions (e.g. University of Coast, Flagstaff House, etc.); names of days of the week (e.g. Monday, Tuesday, etc.); names of water bodies (Pra, Tano, Densu, Burosiam etc.)

Common nouns are names of items either than personal names, day names, names of months, places and other important entities. They are given to things and places such as dog, boy, male, female, goat, shoe, table, horse. They are not capitalised unless they are found at the beginning of the sentence. They are used in combination with determiners and other adjectives

Abstract nouns are nouns denoting ideas, quality, or state that cannot be touched or seen. Examples are truth, danger, happiness, sadness, etc.

Concrete nouns are nouns that refer to a physical thing, person or place. It refers to something or someone that can be perceived with the five senses (touch, hearing, sight, smell, and taste).

Learning Tasks

1. Define nouns and give at least five examples.
2. Explain four types of nouns and give at least ten examples of each.
3. Categorise the following nouns under proper, common, abstract and concrete.
 - a. teacher
 - b. table
 - c. love
 - d. Araba
 - e. John
 - f. happiness
 - g. unity
 - h. table
 - i. air
 - j. stone
4. State why you put the nouns under the respective categories.

Pedagogical Exemplars

Problem-Based learning

Group work:

1. In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card.
2. The pair reads the words aloud to the rest of the class.

Group work/collaborative learning

Whole class activity:

1. Teacher uses the above activities to discuss with learners the concept of nouns as they provide examples.
2. Teacher assists learners to categorise some given examples of nouns into types.
3. Teacher assists learners to read a passage of about two hundred words and identify the nouns in it.

Group work:

In mixed-ability groups, learners categorise the nouns identified in the text under the types discussed. (e.g., proper nouns, common nouns, abstract nouns, concrete nouns etc.).

Pair work:

1. In mixed-ability pairs, learners write two examples from each of the types of nouns and form at least three simple or compound sentences with them.

Whole class:

1. Learners share sentences with the class for discussion.

The HP learners in the various groups, should be tasked to help the AP learners

Key Assessment

Level 2 Assessment: Skill building

1. Explain what a noun is and give examples.
2. Read the passage below and identify the nouns in it.

Three of the armed robbers managed to escape arrest after a fierce gun battle with the police. The two who were apprehended were later identified by the people in the vicinity as Jato and Christopher. They were said to belong to an armed robbery gang which operated almost every night in the area.

Luck, however eluded the three when upon a tip off the police rounded them up in a dawn swoop after one of their usual operations. In the process of sharing the booty, the police swooped on them. They surrender their guns and others weapons in their possession.

News about their arrest spread like wild harmattan fire and many people rushed to the scene to catch a glimpse of those notorious robbers who were bundled into a police vehicle to be sent to the police station.

Besides the victims of the nefarious activities, happy were the others who had received threats from them to get ready for their turn. The fear that lingered in the area gradually died down.

- a. Classify the nouns into proper, common, concrete and abstract
- b. Use any five of the common nouns identified to form five simple sentences.

Week 8

Learning Indicator: *Classify adjectives into their types (e.g., demonstratives, quantifiers and qualifiers) and use them in sentences.*

Theme or Focal Area: **Classification of Adjectives**

Adjective

It is a word that modifies or describes a noun and pronoun. It can be used to describe the qualities of someone or something independently or in comparison to something else. Examples are *I like **old** houses. The boy is **tall** and **skinny**. Kwaku is **smarter than** his brother.*

Demonstratives are adjectives used in order to describe or specify an object. In such a situation, demonstrative pronouns are used instead of nouns. It points out to the subject or object doing or receiving the action in the sentence. Examples are this, that, these and those.

Quantifiers are adjectives that describe nouns in terms of number, amount or measure. Examples include some, two, a little, many etc.

Qualifiers are adjectives that modify nouns. Examples are fluffy, big, old, small, etc.

Learning Tasks

1. Discuss the function of an adjective.
2. Explain the different types of adjectives.
3. Discuss and classify the adjectives below under determiners, qualifiers and quantifiers and present orally to the class. Groups explain why they put the adjectives under the categories.
 - i. beautiful
 - ii. tall
 - iii. delicious
 - iv. attractive
 - v. quarter
 - vi. yellow
 - vii. cruel
 - viii. blue
 - ix. sunny
 - x. that
 - xi. those
 - xii. three
 - xiii. some

Pedagogical Exemplars

Group work/collaborative learning:

1. **Mixed group:** In mixed-ability groups, learners do the following;
 - a. Make a list of words that are used to describe nouns. Groups discuss the words they have put down.
 - b. Probe further to let learners draw a link between the words they have listed and the types of adjectives.
 - c. Use the activity to guide learners to discuss the meaning of adjectives and the types by forming sentences with the list of words they have made.
 - d. Provide an explanation of essential terms such as ‘adjectives’, ‘determiners’, ‘qualifiers’, ‘quantifiers’ in order to build the foundation of the lesson.

Collaborative learning

1. Pair work:

- a. Learners read the passage below and identify the adjectives in it.

Just before the third cockcrow that morning, nearly all the people in the little village of Alata had gathered to meet the chief. The people from the royal family were dressed in white. They wore white bands round their head and walked barefooted.

They had met to pay tribute to their chief. Tradition has it that several years ago, the ancestor of the present chief did a marvellous act to help the people of the village. He intervened when every farm in the village was burnt one afternoon and hunger blew its dusty wind over the village. Hunger visited every home in the village and made people become weak and hopeless.

It was that ancestor who provided food in the large quantities from his farm in the nearby village to feed the people. The people showed their gratitude by making him their chief. Every year, they paid homage to him to acknowledge his great deeds.
- b. Categorise the adjectives you have identified into demonstratives, quantifiers and qualifiers.
- c. Learners use the adjectives to form simple sentences.

2. Whole class:

- a. Pairs present their work to the class for discussion.

Key Assessment

Level 1 Assessment: Reproduction / Recall

1. Briefly define adjective in your own words and give at least ten examples of adjectives.

Level 2 Assessment: Skill Building

1. Read the passage below and identify all the adjectives in it.

Three of the armed robbers managed to escape arrest after a fierce gun battle with the police. The two who were apprehended were later identified by the people in the vicinity as Jato and Christopher. They were said to belong to an armed robbery gang which operated almost every night in the area.

Luck, however, eluded the three when upon a tip off the police rounded them up in a dawn swoop after one of their usual operations. In the process of sharing the booty, the police swooped on them. They surrender their guns and others weapons in their possession.

News about their arrest spread like wild harmattan fire and many people rushed to the scene to catch a glimpse of those notorious robbers who were bundled into a police vehicle to be sent to the police station.

Besides the victims of the nefarious activities, happy were the others who had received threats from them to get ready for their turn. The fear that lingered in the area gradually died down.

- a. Categorise the adjectives identified in the passage into determiners, qualifiers and quantifiers.
- b. Use at least five examples from each of the types of adjectives to form compound sentences.

Week 9

Learning Indicators:

1. *Classify verbs into transitive, intransitive and ditransitive.*
2. *Categorise adverbs into types (e.g., manner, place, time, degree).*

Theme or Focal Area: **Classification of Verbs**

Verb

A word or phrase that is used to describe an action, state of being, or occurrence. The verb is seen as the predicate part of the sentence. Example: to dance, to eat, to jump, to write, to become happy, to be thinking, to love, to happen, to occur, to show etc. Verbs are divided into transitive and intransitive.

A *transitive verb* is a verb that takes an object complement. Example: to eat, to write, to borrow, to address, to maintain, to respect, to sing, to promise, to pay, to bring, etc. Examples of transitive verbs in sentences:

- a. Kofi **eats** the food. (The object of the verb **eats** is the food)
- b. She **borrowed** money.
- c. He is **addressing** the crowd.

An *intransitive verb* is a verb that does not require an object to indicate the person or thing acted upon. Examples to grow, to go, to come, to wait, to live, to yawn, to cry, to laugh, etc. Examples of intransitive verbs in sentences:

- a. The baby is **growing** well.
- b. Araba **goes** to school every day.
- c. They **came** home.

A *ditransitive verb* is a verb that takes two objects. Usually, the object could be the direct object and the indirect object of a sentence. It can also be the direct object and an object complement. Examples of ditransitive verbs are to assign, to bring, to lend, to owe, to pass, to do, to feed, to play, to ask, to cost etc. Examples of ditransitive verbs in sentences:

- a. His mother assigned him work.
- b. Bring me the book.
- c. They owe me a visit.

Learning Tasks

1. Discuss the concept of verbs.
2. Explain the types of verbs
3. Discuss and classify the verbs below under transitive, intransitive and ditransitive.
 - a. respect
 - b. laugh
 - c. cost
 - d. sing

- e. read
- f. dance
- g. walk
- h. play
- i. slap
- j. push

4. Present your work to the class explaining the reason for putting the verbs under the categories

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

- a. Lead learners to make a list of words that show action, state of being or occurrence and discuss them.
- b. Probe further to let learners draw a link between the words they have listed and the types of verbs.
- c. Use the activity to guide learners to discuss the meaning of verbs and the types by forming sentences with the list of words they have made.
- d. Provide an explanation of essential terms such as ‘verbs’, ‘transitive’, ‘intransitive’, ‘ditransitive’ in order to build the foundational understanding of the lesson.

Collaborative learning

1. Pair work:

- a. In mixed-gender or mixed-ability groups learners read the text below and identify the verbs in it.
*The distance across the river was not more than fifty meters, but I would have liked to swim a kilometre or more, in deep, clear water. The place smelt of crocodiles.
 As I prepared to enter the river, I held my gun between my teeth, and with a prayer, slipped into the muddy water. I swam like a beginner. The current was not strong the water was moderately warm. But I was cold with fear, and seem to move rather slowly.
 In the middle, the river suddenly became shallow, and my chest hit against a mud-bank. I thought it was a crocodile, and in my confusion, the gun dropped from my mouth.
 I waded a few meters, then came into deep water again. Before I realized, I had reached the opposite bank. With feverish haste, I scrambled up to the hard ground. It was all over, but I had lost my only weapon.*
- b. Classify the verbs identified under transitive, intransitive and ditransitive.
- c. Use the verbs identified to form sentences.
- d. Present the responses to the rest of the class for discussion.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Explain the concept verbs and state the types.
2. Explain the types given above.
3. Give five examples of verbs under each of the types.

Level 2 Assessment: Skill building

1. Use at least one of the examples under each type of verb to form simple sentences.
2. Select any two of the examples under each type and use them to form compound sentences.
3. Select a passage of 500 words on any of these themes; cultural values (discipline, integrity, etc.), STEM, Energy efficiency, GESI, etc. Read the passage and identify twenty verbs in it. Classify the verbs under the types.

Level 4 Assessment: Extended thinking

1. Analyse the effect of the verbs identified on the text (Formality? Persuasiveness? Impact? Etc.)

Theme or Focal Area (2): Categorising Adverbs**Adverb**

It is a word or phrase that modifies or qualifies a verb. It can also describe another adverb. Examples: well, quiet, fast, where, morning.

Examples of adverbs in sentences

- a. The patient eats *well*.
- b. Akwasi walks *faster*.
- c. *Where* are the students going to?

Some types of adverbs: manner, place, time/frequency, degree, reason/purpose,

Adverb of manner describes how an action is performed or how an action happens. E.g., loudly, slowly, hurriedly,

Adverb of place provides information about location of an action. E.g., everywhere, inside, Ghana, in the sea, etc.

Adverb of time/frequency describes when something happens/ or how often something happens. They can typically be placed at the beginning or end of the sentence. E.g., today, now, shortly, yearly, ever, never, always etc.

Adverb of purpose/reason helps to explain why something happens or the reason for which something is done. Examples: therefore, however, because, so

Adverb of degree/intensity talks about the intensity of how something was done. Examples are much, enough, very, extremely etc.

Learning Tasks

1. Define adverbs and give the types.
2. Explain the types of adverbs and give five examples under each of the types.
3. Use any two examples under each of the types to form simple sentences.
4. Classify these adverbs under the types you have learned and state why you put the adverbs under the categories.
 - i. quickly
 - ii. nicely
 - iii. slowly

- iv. yesterday
- v. never
- vi. never
- vii. annually
- viii. precisely
- ix. extremely
- x. last week

Pedagogical Exemplars

Group work/collaborative learning

1. Whole class discussion:

- a. Lead learners in a whole class discussion, to watch a video or describe a picture and list some words that are used to describe actions, state of being and occurrences.
- b. Probe further to lead learners to draw a link between the adverbs and the types adverbs.
- c. Use the activity to guide learners to discuss the meaning of adverbs and explain its types in their own words.
- d. Provide an explanation of essential terms such as ‘adverbs’, ‘Adverb of manner’ ‘Adverb of place’, ‘Adverb of time’, ‘Adverb of intensity’, ‘Adverb of purpose/reason’, etc.

Collaborative learning

1. Pair work:

- a. In mixed gender or ability pairs, learners form sentences with the adverbs they identified and present their sentences to the whole class.
- b. Based on the sentences presented, learners group the adverbs into types: place, manner, frequency, reason/purpose, time etc.
- c. In mixed-gender/mixed-ability groups, learners read a text of about two hundred words and identify the adverbs in it.
- d. Learners classify the adverbs identified under place, manner, frequency, reason/purpose, time etc.
- e. Use the adverbs identified to form sentences.
- f. Present the responses to the rest of the class for discussion.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Explain adverbs and give the types.
2. Explain the types given and give examples.

Level 2 Assessment: Skill Building

- a. Read the passage below and identify all the adverbs in it.

The teaching of Agricultural Science in schools in this country has aroused interest in the subject tremendously. Some students pursue further courses in agriculture while others become farmers after leaving secondary school. It is expected that with the increase in the number of literate farmers who can read and understand written instruction properly, new farming methods will be adopted more readily. This will result in increased food production most.

The government's establishment and support of agricultural research and extension service is aimed at increasing agricultural production. Agricultural scientist studies the problems of farmers in Ghana. The knowledge gained is passed on to the farmers through agricultural extension officers who, in turn, bring back to the scientist information about the enormous problems of the farmers.

In order to encourage farmers to produce more, banks have been established in the farming areas, and encouraged to grant loans on reasonable terms to farmers, at the same time, farmers are being encouraged to form co-operatives so that they can pool their resources together and raise the needed capital to really work with.

- b. Classify the adverbs identified under adverbs of time, manner, frequency, reason, intensity.
- c. Select any five of the adverbs identified under any of the types to form compound sentences.

Section 3 Review

This section covers indicators that are taught in weeks seven, eight and ten. Here, learners are to demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs as the major word classes. In doing so, teachers should use varied pedagogical approaches to help learners discuss nouns, adjectives, verbs, adverbs and their various examples in appropriate sentences. Overall, varied assessments strategies are used to test learners' knowledge and understanding of the contents.

Additional Reading

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- de Groot, C. (2000). Minor word classes. In G. Booij, C. Lehmann, J. Mugdan, W. Kesselheim & S. Skopeteas (Ed.), *1. Halbband: Ein internationales Handbuch zur Flexion und Wortbildung* (pp.820-831). Berlin New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110111286.1.10.820>

SECTION 4: RULES OF WRITING

Strand: **Language and Usage**

Sub-Strand: Rules of Writing a Ghanaian Language

Learning Outcome: *Apply the rules of writing in the respective Ghanaian Languages to construct meaningful sentences*

Content Standard: Demonstrate correct usage of rules in writing sentences using nouns, pronouns, adjectives, verbs and adverbs

INTRODUCTION AND SECTION SUMMARY

This section discusses the rules that govern the use of nouns, pronouns, adjectives, verbs and adverbs in constructing sentences. Learners will be introduced to the rules in a scaffolded manner. This means that, the rules of writing using nouns would be taught first followed by pronouns, adjectives, verbs and adverbs respectively. 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 the requisite skills of understanding how nouns, pronouns, adjectives, verbs and adverbs are used correctly in sentences based on the rules governing its use in the Ghanaian language of study. The examples and rules used here are not exhaustive and might not pertain to a particular Ghanaian language of study. Teachers are advised to use examples from the Ghanaian language of study to explain the concepts to learners. The teacher is encouraged to support the gifted and talented as well as learners with Special Education Needs.

The weeks covered by the section are:

Week 10: Constructing sentences using nouns and pronouns

Week 11: Constructing sentences using adjectives

Week 12: Constructing sentences using verbs and adverbs

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. Initiating Talk for Learning involves engaging learners to work in groups or as a whole class to share their views on a concept and make presentations. It includes approaches such as whole class activities and group work. In collaborative learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. For gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers. Teachers are advised to consider learners with SEN carefully.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, strategic reasoning, and extended critical thinking abilities of learners. Teachers should give regular feedback to learners and document achievement results for future reference. The assessment strategies employed begin with level 1 recall questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 2 questions prompt students to apply concepts learnt in their own work while Level 3 questions progress to short essays or oral presentations, evaluating students' ability to articulate and analyse sentences based on concepts learnt. Teachers should use a variety of

formative and summative assessment strategies to gather information about learner's performance. This ensures a balanced assessment approach and foster continuous improvement and holistic learner development.

Week 10

Learning Indicator(s): *Construct sentences considering the rules of writing nouns and pronouns*

Theme or Focal Area: **Constructing Sentences Using Nouns and Pronouns**

Noun

A noun is a word that represents a person, thing, concept, or place. It is to be noted that most sentences contain at least one noun. Nouns are often but not always preceded by an article, ‘the,’ ‘an,’ or ‘a.’ *Teachers are encouraged to treat these articles as they pertain to the language of study*

Pronoun

A pronoun is a word that can function as a noun phrase. Such words include he, she, it, you, I, they, them, we, us, etc. *Teachers should note that in most Ghanaian languages, there are no pronouns that mark gender. This must be made known to learners.*

Rules:

1. The rules for constructing sentences using nouns differ from one Ghanaian Language to the other. Generally, nouns act as:
 - a. Subjects in sentences: E.g., **Kofi** went to school.
 - b. Objects in sentences (direct or indirect): I gave Prince a pen (direct object). I gave a pen to Prince (indirect object).
 - c. Qualifiers known as epithet (in some Ghanaian languages): E.g. The **rubber** bowl is with Adu.
 - d. Head of the noun phrase: E.g. The tall iron **tree**

Teachers should add on to the rules above as they pertain to the Ghanaian language of study

1. The rules for constructing sentences using pronouns differ from one Ghanaian Language to the other. Generally, pronouns act as:
 - a. Subjects in sentences: E.g. **He/She** went to school.
 - b. Objects in sentences (direct or indirect): Akwasi gave **him/her** a pen (direct object). Ama gave a pen to **him/her** (indirect object).
 - c. In some Ghanaian languages, the pronoun in the subject position is added to the verb that follows it and written as one word (e.g., Ga, Asante Twi).

If this is not a rule in the language of study, teachers should ignore it and teach the rule as it pertains in the Ghanaian language of study. Teachers should add to the rules above as they pertain to the Ghanaian language of study

Learning Tasks

1. Define nouns and give at least ten examples.
2. Explain the term pronouns and give at least ten examples.
3. Select any three of the examples given under each type and use them to form compound sentences.

Pedagogical Exemplars

Initiating Talk for Learning

1. Whole class:

- a. Teacher leads learners to discuss the rules governing the use of nouns and pronouns in sentences.

Collaborative learning

1. Modelling the use of the rules

- a. Teacher gives examples of sentences using nouns and pronouns considering the rules of writing sentences using nouns and pronouns.

2. Group work (Pair work):

Learners (in pairs);

- a. Form sentences considering the rules of writing using nouns and pronouns.
- b. Study the structure of the sentences carefully.

The teacher should offer support to AP learners while the gifted and talented (HP learners) in the class can assist P learners.

3. Whole class:

- a. Present their observations on the structure of the sentences.

Encourage learners to accept and respect each other's views.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Define nouns and pronouns.
2. Give ten examples each of nouns and pronouns.
3. Use any three of the examples given to form compound sentences.

Level 3: Strategic reasoning

1. In pairs, learners read a passage and discuss it. Based on the rules that they have learned; the pairs critique the passage to bring out the errors that they see in the passage. Each group makes a presentation for discussion.

The teacher should provide a short passage with errors in the usage of the nouns and pronouns in most of the sentences. The passage should be appropriate to the level of the learners and a suitable topic to maintain student interest

Week 11

Learning Indicator: *Construct sentences considering the rules of writing adjectives*

Theme or Focal Area: **Constructing Sentences Using Adjectives**

Adjective

An adjective is a word that modifies or describes a noun or pronoun. It is used to describe the qualities of someone or something independently or in comparison to something else.

Examples:

- i. Kwajo like **old** houses.
- ii. The man is **tall** and **skinny**.
- iii. Adjoa is **smarter** than her brother.

Rules:

The rules for constructing sentences using adjectives differ from one Ghanaian Language to another. Generally, adjectives:

1. Modify a noun in a sentence: E.g. The **black** horse runs faster than the other horses.
2. Occurs just before the nouns they modify. E.g., The **thick fat** hen is in the pen. (*Teachers should remember that in most Ghanaian languages, the adjectives occur after the head word in the noun phrase.*).

Teachers should add on to the rules above as it pertains in the Ghanaian language of study.

Learning Tasks

1. Give at least ten examples of adjectives.
2. Use at least five of the adjectives to form simple sentences and at least another five to form compound sentences considering the rules that govern the use of adjectives in sentences in your language.
3. Read a short passage and identify the adjectives in the passage.
4. Use the adjectives identified to form complex sentences, considering the rules that govern the use of adjectives in sentences in your language.

Pedagogical Exemplars

Group work/collaborative learning

1. **Whole class:**
 - a. Teacher leads learners to discuss the rules governing the use of adjectives in sentences.
2. **Pair work**
 - a. Teacher gives some adjectives of varying length and complexity/familiarity.
 - b. Learners form sentences using the adjectives.
 - c. Study and discuss the structure of the sentences carefully.
 - d. Present their observations.

Encourage learners to respect each other's views. Teachers should offer more support to AP learners while HP learners can support P learners and be directed to use more complex/less familiar adjectives.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. Give at least ten examples of adjectives.
2. Use at least five of the adjectives to form the following sentence types:
 - i. Simple
 - ii. Compound
 - iii. Complex
3. State the rules governing the use of adjectives in sentences in your language.

Level 3 Strategic reasoning:

1. Read a passage and discuss it. Based on the rules learnt, indicate all the errors that you see in the passage.

(The teacher should provide a short passage with errors in the usage of the adjectives in most of the sentences. The passage should be appropriate to the level of the group and a suitable topic to maintain student interest).

Week 12

Learning Indicator: *Construct sentences considering the rules of writing verbs and adverbs*

Theme or Focal Area: **Constructing Sentences Using Verbs and Adverbs**

Verb

A verb is a word used to describe an action, state or occurrence and forming the main part of a predicate of a sentence, such as hear, become, happen, etc.

Examples of verbs in sentences:

1. Kwajo **eats** rice and stew.
2. Ama **walks** to school.
3. Kwame **sings** beautifully.

Rules:

The rules for constructing sentences using verbs differ from one Ghanaian Language to the other. Here are some of the rules:

1. Tells what the subject is doing: E.g. The horse **runs** faster than the other horses.
2. Acts as the head of the predicate. E.g., The man **runs faster than the others**.
3. When a pronoun occurs at the subject position, it is written together with the verb as one word.

(This does not occur in all Ghanaian languages). In Ghanaian languages where this does not occur, teachers should ignore this rule.

Teachers should teach the rules for writing sentences using verbs as they pertain to the language of study. Teachers should add on to the rules above appropriate to the Ghanaian language of study

Adverb

An adverb is a word or phrase that modifies or qualifies a verb, or other adverb, expressing a relation of place, time, degree, etc.

Examples:

The man came **yesterday**.

He sang **beautifully**.

The show ended **too quickly**.

Rules:

The rules for constructing sentences using adverbs differ from one Ghanaian Language to the other. Here are some of the rules:

1. Acts as the head of the adverb phrase. E.g., The man spoke **very loudly**.
2. Acts as adverb modifier. E.g., The water boiled **quickly**.
3. Adverbs that are not joined to any other word class and written as one word. *Teachers should give examples in the Ghanaian language of study.*

Learning Tasks

1. Explain the term verb and adverb giving at least ten examples of each.
2. Use the examples to form the following sentence types
 - a. Simple
 - b. Compound
 - c. Complex
3. Explain the types of verbs studied in this lesson.
4. Give at least five examples each of each of the types and use any one of the examples from each type to form sentences.

Pedagogical Exemplars

Group work/collaborative learning

1. **Whole class:**
 - a. Teacher leads learners to revise the concept verb and adverb
 - b. Teacher leads learners to discuss the rules governing the use of verbs and adverbs in sentences.
2. **Pair work:**
 - a. Teacher gives ten verbs and ten adverbs of varying length and complexity/familiarity.
 - b. Learners form simple, compound or complex sentences using verbs and adverbs.
 - c. Study the structure of the sentences carefully to make sure they are in line with the rules studied.
3. **Whole class:**
 - a. Pairs present observations on the structure of the sentences they have formed focusing on how the verbs and adverbs have been used.

Encourage learners to accept and respect each other's views. Teachers should offer more support to AP learners while HP learners can support P learners and be directed to use more complex/less familiar verbs and adverbs.

Key Assessment

1. **Level 1 Assessment: Reproduction/Recall**
 - a. Explain the concepts verb and adverb.
 - b. Give five examples each of verbs and adverbs.
 - c. Form sentences with the verbs and adverbs given. The sentences should fall under the following types:
 - i. Simple
 - ii. Compound
 - iii. Complex
3. **Level 3 Assessment: Strategic reasoning**
 - a. Read a passage and discuss it. Based on the rules that you have learned, indicate all the errors that you see in the passage.

(The teacher should provide a short passage with errors in the usage of the verbs and adverbs in most of the sentences. The passage should be appropriate to the level of the group and suitable to maintain learner interest).

Section 4 Review

This section covers indicators that are taught in weeks ten, eleven and twelve. Here, learners are to demonstrate knowledge and understanding of the use of nouns, pronouns, adjectives, verbs and adjectives in sentences. In doing so, teachers are encouraged to use varied pedagogical approaches to help learners construct sentences using the rules of writing that pertain to the word classes discussed. The rules of writing differ from one Ghanaian language to the other. Teachers are advised to teach the rules as they pertain to the language of study. Varied assessment strategies are used to test learners' knowledge and understanding of the contents.

Additional Reading

1. Owu-Ewie C. (2020). *Mfantse kasa ngyegyee na kasa mbra ho adzesua buukuu ma nsowdo skuul esuafo*. Accra: Shine Prints Company Limited.
2. Ago, S.A. (1992). *Agoo*. Ghana Publishing Company.
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2. Dolphyne, F. A & Dakubu, K M. E. (1988). *The Volta-Comoe languages*. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
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4. Snider, K. L. (1990a). The consonants of proto-Guang. *The Journal of West African Languages* (12). 3–26.
5. Snider, K. L. (1989c). The vowels of proto-Guang. *Journal of West African Languages* 19(2). 29–50.

SECTION 5: TEXT COMPOSITION

Strand: Language and Usage

Sub-Strand: Text Composition

Learning Outcome: *Use the rules of writing essays to compose essays in the respective Ghanaian languages*

Content Standard: Demonstrate knowledge and understanding of writing narrative, descriptive and expository essays

INTRODUCTION AND SECTION SUMMARY

This section discusses some essay types. The essay types discussed under this section are narrative essays, descriptive essays and expository essays. 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 the essay types. 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 language. The section equips learners with the requisite skills of writing good and cohesive essays on given topics in the Ghanaian language of study. The examples of topics given are not exhaustive. Teachers are advised to use other topics to broaden the horizon of the learner's thinking ability. The teacher is encouraged to challenge gifted and talented learners as well as supporting learners with Special Education Needs.

The weeks covered by the section are:

Week 13 Narrative Essay

Week 14: Descriptive Essay

Week 15: Expository Essay

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed include a variety of creative approaches to teaching Ghanaian language concepts. For example, in collaborative learning, learners collaborate in groups to find solutions to problems and concepts. This helps in developing self-confidence in learners. Teachers are encouraged to assign more complex tasks to gifted and talented learners and to direct them to perform leadership roles as peer-teachers. Teachers are guided to consider learners with SEN carefully.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, 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 1 recall questions and short oral answers to offer insights into foundational knowledge of the concepts. Level 3 strategic thinking skills questions progress to short essays or oral presentations, evaluating students' ability to write a cohesive essay on a given topic based on the features of the essay type, justifying their choices. Teachers should use a variety of formative and summative assessment strategies to gather information about learner's performance. This ensures a balanced assessment approach and fosters continuous improvement and holistic learner development.

Week 13

Learning Indicator(s): *Compose a narrative essay.*

Theme or Focal Area: **Narrative Essay**

Revision of the concept topic and supporting sentences

A topic sentence is the sentence which expresses the main idea of the paragraph in which it occurs.

A supporting sentence is the sentence that helps to develop the main idea.

The skills of expressing and organising ideas in paragraphs

These include: classifying similar information, giving a chronological sequence of events, providing evidence and illustrations, providing comparison, provision of cause and effect, ensuring coherence etc.

Composition/essay

It is a piece of writing or the art and process of writing to express ideas or thoughts. Every essay expresses a central theme.

Narrative essay

A narrative essay is a prose-written story that focuses on the commentary of a central theme which includes the ability to express one's experiences in a creative and compelling way, and to follow an appropriate narrative structure. It can be based on fictional or non-fictional events. The goal of the narrative essay is to use established storytelling techniques, like theme, conflict, irony, etc. in unique ways to connect the reader to the story. It is mostly written in the first person, it draws on personal experiences, it provides evidence for issues raised, the tense/aspect of language is mostly in the past and written in creative language. The narration of events should be chronological with an interesting storyline. Imageries and other literary devices can be used to arouse the emotions of the audience.

Examples of narrative essay topics:

- Write a story about your first day at school.
- Write a story about your favorite food.
- Write a story about your Christmas holiday that has just ended.
- Write about an experience where you learned something about yourself.
- Write about an achievement that you are proud of and how you accomplished it.

Structure of a narrative essay

Introduction

An opening hook: start with a question, statistics, or a statement that catches attention

Relevant background information that readers need to know

A thesis statement that presents the main argument or point

Body Paragraphs

Present the topic sentences, the relevant supporting sentences and the closing or transitional sentences.

Present a detailed explanation of the event or experience that supports the thesis statement.

Write about the timeline of the events

Resolve all conflict

Develop your structure and fill in all potholes

Conclusion

Restate the thesis statement

Review the main points

Provide a closing statement that summarises the entire essay.

Learning Tasks

1. Discuss what an essay is.
2. Discuss what a narrative essay is and explain the features of a narrative essay.
3. Pick a topic of your choice and give a vivid account of how you will develop the topic into a very good narrative essay based on what you have learnt today.

Pedagogical Exemplars

Problem based learning

1. **Whole class:**
 - a. Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning.
2. **Pair work**
 - a. Learners, in pairs, write a topic sentence and two supporting sentences of a paragraph on a given topic.
 - b. Let the pairs present their works for discussion.
3. **Group work:**
 - a. In mixed-ability or mixed-gender group, learners discuss the skills of expressing and organising ideas in paragraphs (e.g., key sentence structures, sequencing, etc.) and compare with other pairs.
4. **Whole class:**
 - a. Discuss features of a narrative text.
 - b. Through questioning, let all learners contribute to the explanation of narrative essay and its features.

Teachers should not expect learners to be at the same level of achievement. AP learners will be able to discuss what an essay and narrative essay are. P learners will be able to discuss an essay, narrative essay and give at least two features of a narrative essay. HP learners will be able to discuss an essay, narrative essay and give all the features of a narrative essay. Learners at this level can also give examples to support the features they have discussed.

Collaborative learning

1. **Mixed-ability group:**
 - a. Teacher directs learners in mixed-ability groups to write a three-paragraph narrative essay on a given topic. (Topics selected should include leadership, taking responsibility of actions, community development, etc.).

The teacher should encourage all learners to take active part in the group work. The teacher should circulate the class to offer support to groups that need more assistance and challenge the higher achievers in the groups to support their peers.

2. Whole class presentation:

- a. Groups present their works to the class for discussion.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. What is a narrative essay?
2. State the features of a narrative essay.

Level 2 Assessment: Skills development

1. Discuss the features of narrative essay.
2. Analyse the narrative text below, identifying and giving examples of all the features:

Growing Up in Ghana

Growing up in Ghana in the mid-nineties was a very challenging moment of my life. The West African country was recovering from economic recession mainly attributed to series of coup d'états that destabilised the economy and crippled most state institutions. These coup d'états, to an extent, left the country that once championed emancipation of Africa in a deplorable state; a state of despair, hopelessness and economic hardship.

The then government—National Democratic Congress—implemented strenuous public policies with the goal to place the country back on sound economic and social footing. I do remember one of the of the fiscal policies that had an enormous impact on living standards and businesses was the Valued Added Tax.

This policy made prices of goods and services, including my favourite food, surge. This reminds me of an incident that occurred during this era. This reminds me of an experience that I had in those days. The demonstrations from opposition parties and agitations from NGOs and other CSOs. The policy was implemented after all. I remember people dying during the demonstration. Interestingly, governments that came after the NDC government that was led by Jerry John Rawling of blessed memory, never scrapped VAT. This tax system had been with Ghanaians till today.

NB: Teachers should provide a narrative text in the language of study.

Level 3 Assessment: Strategic thinking

1. Write at least a three-paragraph narrative essay on a chosen topic, justifying linguistic decisions.

Week 14

Learning Indicator: *Compose a descriptive essay*

Theme or Focal Area 1: **Descriptive Essay**

Revise the concept of topic and supporting sentences.

Revise the concept of skills expressing and organising ideas in paragraphs.

Descriptive essay

A genre of essay that describes something: an object, a person, a place, an experience, emotion, situation, etc., in a creative way to give a vivid view of that which is being described. Descriptive essays should be well organised, should be full of details and sensory language, and focus more on fact than opinion.

Structure of descriptive essay

Introduction: This starts with a hook and presents a clear thesis statement. The hook can include a rhetorical question that provides contextual background.

Body paragraphs: this is where the purpose of the essay is explained. Each of the body paragraphs begins with a topic sentence that catches the reader's attention and tells them what should be expected from the paragraph. They present clear information and specific examples.

Conclusion: Reiterates the main ideas established in the first paragraph and touches on the key details from the body paragraphs.

*(Do not introduce new ideas in this paragraph. If you think you still have important ideas to include in the essay, create another body paragraph.)

Examples of descriptive essay topics:

- a. Description of a favorite movie or food,
- b. Independence Day celebration in Ghana
- c. Describe the idea of freedom and justice
- d. Describe what it feels like living in the Ghana you want

Features of descriptive essay

- It should be clear for the reader
- Make use of figurative language
- Make strong word choices to create a memorable description.

Tips for writing a descriptive essay

1. First, research the topic that you have been given and expand upon the idea with some creativity. Organise any evidence/information you plan to use,
2. Write an outline. Write in bullet points and lay out what you are going to say.
3. Write your essay. You can fill in the blanks on your outline. This makes writing much easier.

4. Proofread and edit. Before you submit. This will help you to correct any errors you might have committed.

Learning Tasks

1. Explain descriptive essay.
2. Discuss the features of a descriptive essay and give examples to support your answer.
3. Select a descriptive topic of your own and provide an outline of your essay taking into consideration the features and structure of descriptive essay

Pedagogical Exemplars

Problem based learning

Whole class:

- a. Teacher leads learners to revise the concept of narrative essay focusing on the features through questioning.
- b. Teacher leads learners to give examples to support the features they have described.
- c. Teacher leads the class to discuss what a descriptive essay is focusing on the features.

Group work:

- a. The groups discuss descriptive essays among themselves and its features giving examples to support their description.
- b. The groups write a three-paragraph essay on a given topic.
- c. Each group makes a presentation for discussion.

The teacher should expect different levels of achievement from learners. AP learners might be able to explain descriptive essays and give at least one feature. P learners will be able to discuss descriptive essays give at least two features and give examples of them and HP learners will do all the above and independently begin to write a cohesive descriptive essay.

Teachers should encourage all learners to take active part in the group discussion and move round the groups to offer assistance where necessary. If a group does well while other groups are still working, the teacher is advised to give such a group a higher task.

Key Assessment

Level 1 Assessment: Reproduction/Recall

1. What is descriptive essay?
2. What are topic and supporting sentences of paragraphs?

Level 2 Assessment: Skills building

1. Discuss the features of a descriptive essay and give examples.
2. Write a descriptive essay of at least three-paragraphs on given topics (e.g., cultural values (confidence, fairness, etc.), STEM, GESI, energy efficiency, sanitation, local and global issues, etc.).

Week 15

Learning Indicator: *Compose an Expository Essay*

Theme or Focal Area 1: **Expository Essay**

Expository Essays

These are essays that intend to explain or describe something. It provides a clear, focused explanation of a particular topic, process, or set out ideas.

Processes of writing Expository Essays

Heading or Topic of the question:

This is extracted or summarised from the question.

Introduction of the Essay:

An expository essay should begin with an introduction. This serves to hook the reader's interest, briefly introduce your topic, and provide a thesis statement summarising what you are going to say about it.

Body Paragraphs

This is where you cover your topic in depth. It often consists of three paragraphs but may be more for a longer essay. This is where you present the details of the process, ideas or topic you are explaining.

A conclusion

The conclusion of an expository essay serves to summarise the topic under discussion. Essentially, your conclusion is there to round off the essay in an engaging way and give a final judgement.

Learning Tasks

1. Define the term essay.
2. What is an expository essay?
3. Explain the features of expository essay and give examples to support the features.
4. What skills do you require to write an expository essay?
5. Write an expository essay on a given topic.

The topic should be given by the teacher in the Ghanaian language of study.

Pedagogical Exemplars

Problem-based learning

1. **Whole class:**
 - a. Teacher leads quick revision of topic and supporting sentences of a paragraph.
 - b. Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising).
 - c. Discuss features of an expository essay.
 - d. Make a presentation on the features of an expository essay to the class.

The teacher should expect different levels of achievement from learners. AP learners will explain what an expository essay is while P learners explain what an expository essay is and give at least two features of an expository essay. HP learners will do all the aforementioned and give examples to support their explanation.

Group work/collaborative learning

1. In a mixed-ability group:

- a. Write at least a three-paragraph expository essay on given topics (e.g., cultural values (faithfulness, confidence, truthfulness), STEM, GESI, energy efficiency) taking into consideration the features of expository essays and rules of writing.

Key Assessment

Level 2 Assessment: Skills building

1. Write a three to five paragraph expository essay on the topic ‘how farming affects my life’, ‘how music affects my life’ or ‘the importance of cocoa in Ghana’

Level 4 Assessment: Extended thinking

1. Critique your own or a peer’s essay, evaluating to what extent all the features of an expository essay are included and how effective they are.

Section 5 Review

This section discusses text compositions. The text types discussed include narrative text, descriptive text and expository text. Learners were introduced to the features of each text type and were taught the skills of writing the text types basing their writing on the features of the text type. It is expected that by the end of the section, the learner should be in a good position to write a cohesive essay in the styles learned on a given topic.

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2. Blanton, L.L. (2021). *Composition Practice*. Heinle ELT.
3. DeJoy, N. C. (2021). *Undergraduate writing in composition studies*. Utah State University.

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1. Dolphyne, F. A & Dakubu, K M. E. (1988). The Volta-Comoe languages. In M. E. Kropp Dakubu (Ed.), *The Languages of Ghana* (50-90).
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