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ABSTRACT This text contains 65 lessons in Twi for the student of Twi as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of the language. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided; and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or the parts of the body, and occasionally around an element of grammar. Repetition is the basic method used. In terms of lesson format, students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are used to reinforce what the student has learned. Review lessons are interspersed at regular intervals.

(CLK)

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SPOKEN TWI

FOR

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NON-TWI BEGINNERS

A.C. DENTEN

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*Fl 008269  
NOT FOR...*

### GENERAL HINTS

DON'T USE THIS BOOK until these "Ten Commandments" and the "Suggested Methods" have been carefully read:-

1. The book should be studied under someone who speaks Twi, preferably a native speaker.
2. In the course of the lessons, the use of English should be avoided except where it cannot be helped.
3. The ultimate aim is to help the Learner to speak the Language. Therefore the main principle of teaching is that of DIRECT METHOD, with a lot of REPETITION by which the Learner is urged to say the same thing correctly over and over again.
4. The lessons have been designed to last an hour. If well handled, it should be mastered within the given time. Rushing through, especially in the first ten lessons, should be avoided.
5. The Instructor is warned not to introduce too many new words, that is, words which have not been dealt with before, into the new lesson. Some of the words may have been dealt with elsewhere in the book. A record should be kept of the new words introduced.
6. One temptation connected with this (No.5) is that of trying to answer digressive questions from the Learners. I should say that answers should be given only to those questions which are considered to be answerable.
7. Effort should be made to avoid the teaching of formal grammar. The Learners will eventually get to know the tenses, etc. through the exercises and drills in the book.

8. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.
9. Blackboard notes for Learners to copy are not to be given; even the Learners themselves are to be discouraged from taking their own notes in class. Some of the Learners may oppose this idea. But it has been observed that generally those who depend on their notes are the ones who miss the main object of these lessons. However, Learners could build up their own English-Twi Dictionary in their note books. Another thing to be encouraged is the recording of the various speech drills and practices for private rehearsal.
10. Attention should be strictly paid to the "Notes", especially to those portions recommending diagrams, sketches, abular drills, etc.

1. Conversation: i. The Instructor reads the parts of A and B, and the Learners repeat these after him, line by line. One of the objects for this is enunciation. The "Conversation" is explained in English. The Instructor then takes the part of A while the Learner takes that of B; they go through the whole dialogue; and then another Learner, and so on, until each gets a turn. ii. The dialogue may be acted, a Learner or a pair at a time.
2. Sentence Drill: i. The Learners read the lines after the Instructor. ii. The individuals then try them in turn, until all the lines are mastered. They may be repeated over and over again.
3. Sentence Practice: i. and ii. (As in 2, i and ii). iii. Through leading questions by the Instructor, the sentences may be applied to other situations, or may be used as patterns for the Learners' own sentences.

NOTE

It is one thing to be able to read and understand the Twi Language; and quite another thing, to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE TWI LANGUAGE, and therefore all efforts should be geared to this objective.

IMPORTANT: Each time, ask yourself:

- i. Do the Learners understand what I've taught them?
- ii. Will they be able to say correctly what has been taught?
- iii. Can they use what has been taught or adapt it in their conversations?

YOU HAVE DONE YOUR WORK ONLY IF YOUR ANSWER i, ii, iii IS YES.

A.C.D.

LESSON I

Admittance and greeting formalities

The Learners should close their books and repeat the following after the Instructor who will explain what they mean:

- A. Agoo! (i)
- B. Anee! (ii)
- A. Owura, maakye (iii)
- B. Yaa, Eson. (iv)

2. The Instructor will, at this stage, call attention to:-

- (a) The other forms of (i) above: Kōkōkōkō! (and knocking at the door).
- (b) The other forms of (ii) above: (a) Hwan a? (Ans. Eye me, Jahn)  
(b) Brā mu.
- (c) The other forms of (iii) " : Owura (Mr.), Awuraa (Miss, Mrs., Madam).  
maakye, maaha, maadwo.
- (d) The other forms of (iv) " : Yaa, Eson; Yaa, onua; Yaa, agya; Yaa, ena; ("Yaa, awura" may be added).

Note: The dialogue, with the new variations, should be acted over and over again. Each Learner should have a turn.

LESSON II

A and B ask each other about their health: B asks A to have a seat:

3. The following dialogue should be explained and taught with the ultimate aim of getting the Learners to commit it to memory.

B. Wo ho te sen?

A. Nyame adom, me ho ye.

Na wo nso e?

B. Me nso me ho ye.

A. Yoo, yeda Onyame ase.

B. Mepa wo kyew, tena ase.

A. Yoo, meda ase.

4. (a) The Instructor should call attention to:

Nyame adom, mepa wo kyew;  
tena ase, meda ase, meda  
ase pii/iii ....

(b) The Instructor and the Learners should change parts, A. and B, and rehearse the dialogue. The Learners may practise in pairs; and finally, the dialogue should be acted over and over again until it is mastered.

LESSON III

Revision of Lessons I and II

5. (a) Variations of "Wo ho te sen? are to be taught

A.

B.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. Wo ho te sen? (Response) | Nyame adom, me ho ye. |
| ii. Wo ho ye?               | " Anne, me ho ye.     |
| iii. W'apo mu e?            | " Bokoo..             |
| iv. Apo'm'?                 | " Bokoo.              |
| v. Mpo mu e?                | " Bokoo.              |
| vi. Wo hqnam mu e?          | " Bokoo.              |

(b) Lessons I, II and III combined are to be acted by the Learners in turn, using any of the variations learnt.



LESSON 11.

6. The numerals, 1 to 10 are to be taught. Their cardinals are:-

biako, mianu, miananu, enu/enu, enum/enum, nsia, nsol, nwa, nwa, nwon, edu.

- Notes:
- i. Enu, Enum and Enu are usually used in the initial position only; mianu, nsia, and du are used medially or finally. The rest of the numerals can be initial, medial or final.
  - ii. The counting should be done over and over again; the idea is to get the names of the numerals committed to memory.

7. (i) Names of objects:

(a) with "a-" plurals:	(b) with "n-/m-" plurals
epono (pl) apono	akonwa (pl) nkonwa
edan " adan	ataades " ntaades
ekwan " akwan	akoko " nkoko
eboo " aboo	dua " ndua.

(c) Both the singular and the plural forms are the same:-

sidi  
aniya  
mpsoa  
asuo.

(ii) Drill: apono mianu; ntaades nsia; sidi nwon; mpasswa nwa; akwan nsia; nkoko mianu; n.a.

LESSON V

6. A. Yefra wo sen? B. Yefra wo sen?

7. A. Mepe wo sen? B. Yefra wo sen?

C. Yefra me Kofi.

Na wo nso yefra wo sen?

A. Yefra me Kwame.

8. Note: The essential expressions in the passage are to be learnt off by heart.

9. The names of the days of the week: (to be repeated after the Instructor)

Kwasinda, Edwenda, Ebanada, Wukuada,  
Yawonda, Efiida, Metanada.

10. Variants of No.8 - "Yefra wo sen?":

A. Wode sen? (Answer) B. Mede Kofi.

Wo din de sen? " Me din de Kofi.

Note: No.8 may now be revised with the variants in No.10.

LESSON VI

11. i. The Week-day names for the Akan people are:

<u>DAY</u>	<u>MALE</u>	<u>FEMALE</u>
Sunday: Kwasi/Kwabena	Akwasi/Akwabena	Kwasi/Kwabena
Monday: Edwena	Kwasi/Kwabena	Akwasi/Akwabena
Tuesday: Ekwena	Kwasi/Kwabena	Akwasi/Akwabena
Wednesday: Kwasi/Kwabena	Kwasi/Kwabena	Akwasi/Akwabena
Thursday: Yawona	Yaw	Yawa
Friday: Efienu	Kofi	Kofi/Kofie
Saturday: Mawena	Ewe	Ewa

ii. Example: A boy born on Friday is "Kofi", and a girl born on Wednesday "Akwa".

12. Masculine names: Kwasi, Kwabena, Ekwasi, Ekwabena, etc.

Feminine Forms: Kwasi, Kwabena, Ekwasi, Ekwabena, etc.

13. Further drill:

A. Yefra we ssa? B. Yefra Kwasi Kwabena, etc.

Note: By tracing one's week-day and numeral names back,

one could get at one's Akan name; e.g. the girl

born of a girl born on Friday gets the name Kofi.

Mawu.

LXVII

14. A. ... B. ...

- A. ...
- B. ...
- A. ...

15. ...

- ... - ...
- ... - ...
- ... - ...
- ... - ...
- ... - ...

16. For practice:

- |          |                   |
|----------|-------------------|
| A.       | B.                |
| i. ...   | ... Afrika.       |
| ii. ...  | ... Kofi.         |
| iii. ... | Yoo.              |
| iv. ...  | ... South Afrika; |
| v. ...   | ... Afrika.       |
|          | Yenni aseda.      |

Note: The negative prefix, "manfiri" has been introduced; so also in the negative form of "Yawa". Yenni, manfiri, Yawra n' Kofi, etc. can henceforth be used for practice.

LESSON VIII

17. i. A says good-bye to B:

A. Mer'ko. (Pronounced: meeko).

B. eesei?

A. Aane, mer'ko nhyiamu.

B. Yoo, nante yie oo!

A. Yoo, adee kye a, meda ase.

B. Yenni aseda.

ii. Note: In the Akan society, you say "thank you" for a gift or a kind deed. Then the next morning you come again to say "Thank you for the gift yesterday." Where this call would be impossible, you say, "Next morning, thank you" i.e. "Thanks in advance for tomorrow for this gift":  
Adee kye a, meda ase.

18. i. A says "good night" to B:

A. Mer'kada: adee nkye oo!

B. Yoo, da yie oo!

A. Yoo.

ii. Note: (a) "Adee nkye oo" and "da yie oo" are to be learnt off by heart and practised.

(b) Revise No. 11 above.

LESSON IX

19. (a) Sentence practice:

(i) There is a cook on/under/by/in/in front of/  
behind the table.

Nwoma wo pono no so. (When this is mastered  
introduce ase, nkyen, mu, anim, akwi; give  
time to each in turn). Then introduce:

(ii) Sika wo pono no so; and

(iii) pensere wo pono no so. By demonstration,  
use - ase, nkyen, mu, anim, akwi.

(b) Note: "wo" is the verb in use now. Later, in  
L.X(iii), "da" and "si" will be added.  
Other words for later adoption are "be"  
"gu" and the like.

20. i. Revision of the numerals, 1 to 10.

ii. Further work: the numerals, 11 to 20; 20, aduonu  
then aduasa, aduanan, aduonum,  
aduasia, aduson, aduwotwe,  
aduokron, sha.

LESSON X

21. Sentence drill: No.19 continued.

i. Nwoma wo pono no so. [ ase also: ase, nkyen,  
mu, anim, akyi ]

Nwoma wo adaka no so.

Nwoma wo boto no so.

Nwoma wo lore no so.

ii. Mixed drill:

Nwoma wo pono no so [ Also: ase, nkyen, mu,  
anim, akyi ]

Sika wo adaka no so.

Pensere wo boto no so.

Duku wo lore no so.

iii. At this stage, the locative verbs "da" and "si" could be introduced, one at a time, in place of "wo". These are to be used in the tables of No.19, and 21(i) and (ii).

Note: Do you propose to use any visual aids to re-inforce this lesson? Diagrams - actual objects, etc.?





LESSON XII

23. (a) More drills in the use of the pronouns:

Sentence practice:

Example: Osa highlife  
Wosa highlife  
Yesa highlife etc.

Use the following constructions:

- i. di paanoo/dakonc/fufuo/emo/bayers/kelewele.
- ii. ko Nkran/Kumasi/Tamale/Sekondi/Tarkwa/Ho.
- iii. ba sukuu/ha/Legon/fie/nhyiamu/asore.
- iv. pe aduane/dwom/asa/nkates/w' asem/kasa.
- v. sa highlife/adowa/soul/calypso/pachanga/swing.
- vi. ka kaa/ketekye/basekers/ponko/aeroplane - wiem-hyen.

(b) The pronouns in sentences: Questions and answers:

Note: i. Deen (what)? e.g. wowo deen? (lit.)

You have what?

ii. He (where)? e.g. Woreko he? (lit.)

You are going where?

Pattern: A. Wodi deen?

B. Medi fufuo (etc.)

Ope deen?

Ope kasa.

Yesa deen?

Yesa highlife.

Oba he?

Oba asore [etc.etc.]

Please use the "Constructions" in (a) i. to vi., and those of your own.

LESSON XIII

24. To be studied: Day, Week, Month, Year.

i. <u>Singular</u>	<u>Plural</u>
eda	nna
dapen (nnawotwe)	adapen (nnawotwe)
bosome	abosome
afe	mfee

ii. (a) da koro, nnanu, nnaansa, nnanan, nnanum, nnaansia, nnaanson, nnawotwe, nnankron, dadu.

Note: The following are also possible, though they are not in current use: nnanienu, nnamiensia, nnanwotwe, etc.

(b) dadu, adaduonu, adaduasa, adaduanan, adaduanum, adaduasia, adaduason, adaduwotwe, adaduwokron, nna oha.

Note: "134 days": Nna oha aduasa nnan.

iii. dapen biako, adapen mmienu, adapen mmiensia, etc.

iv. bosome biako, abosome "abosome mmiensia, etc.

v. Afe biako, mfee mmienu, mfee mmiensia, etc.

25. i. .... a atwan. ii. .... a ereba.

iii. .... ne fa/ne kakra.

- For practice:
- (a) Edwoada a atwan yi.
  - (b) dapen a ereba yi.
  - (c) adapen 2 a atwan yi.
  - (d) abosome 2 a ereba yi.
  - (e) abosome 4 a atwan yi.
  - (f) afe a ereba yi.
  - (g) bosome ne fa; adapen mmienu ne kakra; etc.

LESSON XIV

26. A and B ask each other how long they have been here

A. Wobaa ha, akye?

B. Aane, akyere kakra.

Madi afe ne kakra.

Na wo e?

A. Mebaa ha, enkyeree;

madi abosome mmiensa pe.

27. Notes: (a) i. The nearest meaning of "kye" in English is "to tarry" - "be tardy"; it is usually used intransitively.

ii. "Kye" at the lexical level has two forms: kyere - when followed by a modifier; and kye, when it occurs at the final position. (Makyere pii ; woakye). Either form in each tense should be studied separately.

(b) Another form of "Madi afe" is "Manya afe".

(c) The "pe" in this conversation means "only".

(d) The conversation may now be practised with: manya afe; madi afe ne fã; madi abosome mmienu ne kakra; madi nnanan pe. etc.

LESSON XV

28. A and B ask each other what they do:

A. Meya wo kyere, woyo adwuma ben?

B. Makyere ades. Na wo nso woyo adwuma ben?

A. Merye adwuma: mesua ades.

B. Wosua deen?

A. Mesua asa wo Legon.

B. Yoo, aye. Mer'ko.

A. Yoo.

29. Notes: (a) i. yo adwuma: to work. (Meyo/menyo adwuma Tema)

ii. Kyere ades: to teach. (Kyerekyereni: Teacher).

iii. Sua ades: to learn.

(b) In "kyere ades" and "sua ades", if the object is named, it should replace the "ades" in the construction. e.g. Mesua Geography, Osua Twi; mekyere nkontabuo, mekyere Borofo.

Similarly the "object" replaces "adwuma" in the "yo" construction, e.g. Meyo afuo, meyo pono, meyo akonnwa, Oyo aduane.

LESSON XVI

30. A finds B at work, in the morning, and gives him the appropriate greeting:

A. Adwuma oo!

B. Adwuma ye!

Due ne awo oo!

A. Yaa, eson.

31. Notes: (a) i. A. Due ne awo. B. Yaa, eson.

ii. A. Due ne wia. B. Yaa, eson.

iii. A. Due ne nwunu B. Yaa, eson.

32. Common adjectives: ketewa, kesee, dede, fefe.

For practice: i. Abofra ketewa      ii. ....ketewa.

Onipa kesee      ....kesee.

Aduane dede      ....dede.

Ntoma fefe      ....fefe.

Note: i. "nwononyono" and "tantane" may be introduced.

ii. "dede", "fefe" etc. occur immediately after the nouns they qualify; e.g. aduane dede, ntoma fefe (but aduane ye de; ntoma ye fe).

LESSON XVII

33. A and B at the Post Office, Accra, and they ask each other where they live:

A. Mepa wo kysw, wote he?

B. Mete Legon.

A. Ekwan ware?

B. Aane, wofiri ha reko a, aware.  
Na wo nso wote he?

A. Mete Osu. Wofiri ha reko a, aware.

B. Ampa a?

A. Aane.

Note: Words to be explained: ware, firi ha .....;  
ampa (really, sure!)

34. Colours for practice: i. nwoma kokpo ii. Kofi wo .....  
ntoma tuntum Amma wo .....  
mpaboa fufuo John wo .....

Note: There is opportunity here to revise the adjectives treated under No. 32 above.

LESSON XVIII

35. Where: ehe?

(a) i. A. Ehe na wotes? B. Meta Osu  
 Ehe na wor'koro? Mer'ko Legon.  
 Ehe na Kofi ko sukuu? Oko sukuu Tema.

ii. A. Ehe na wonim? B. Menim Kumase.  
 Ehe na yenom nsa? Yenom nsa wo fie.  
 Ehe na wosua ades? Mesua ades Tamale

iii. A. Ehe na wodii paano? B. Medii paano Madina.  
 Ehe na wotoo kosua? Metoo kosua yi Buttery,  
 yi?  
 Ehe na ofaa ketekye? Ofaa ketekye Nsawam.

36. Construction of sentences:

i. Ehe na ..... (Ans.) B. ....  
 Ehe na .....  
 Ehe na .....

ii. .... wo he? (Ans.) B. ....  
 .... wo he?  
 .... wo he?

LESSON XIX

37. A asks B whether he can speak French:

A. Mepa wo kyey, wote French?

B. Aane, mete. Afei mete Borofo.

A. Me nso mete Borofo; French dee, mente.

B. French nye den.

38. For practice: i. French nye den.

Adwuma yi nye den.

Twi nso nye den.

ii. Greek ye den.

Kaa ka ye den.

Abrabo ye den.

iii. French nye mmere.

Adwuma yi nye mmere.

Twi nye mmere.

iv. Greek ye mmere.

Kaa ka ye mmere.

Abrabo ye mmere.

39. Note: i. Wonim French? Woka French? etc.

Deal with their answers also.

ii. You may prepare your own material for practice on "Note", "Wonim", and "Woka" in connection with Languages.



LESSON XX

40. A introduces C to B:

A. (To B.) Hyia Owura Mensa.

B. (Both B and C shaking hands)

Eye me anigye so mahyia woo.

C. Me nso saa ara.

Notes: i. Hyia: to meet. Kyea: to greet.

ii. The dialogue is to be learnt off by heart.

41. Sentence drill: "Perhaps": Ebia.

Ebia obeba.

Ebia osuo-beto nne.

Ebia yebenya bi nne.

Ebia ofae.

Ebia okaa saa.

Ebia ete saa.

Note: In English, "perhaps" can occur in an initial or medial or a final position. In Iwi, it is not so; "ebia" occurs in an initial position only, as in the examples above.

LESSON XXI

42. A meets B at Christmas, the New Year, or some other festive anniversary:

A. Afirinhyia pa!

B. Afe nko mmato yen bio!

Afeda sese na yehyia.

A. Aane, na yer'kyea yen ho sei bio!

43. Note (a) A. Afirinhyia pa! B. Afe nko mmato yen bio!  
(alternatives)

or

Afenhyia pa!

i. Mfee ngu yen mfee so!

ii. Afeda sese na yete ase.

iii. Afeda sese na yehyia  
bio.

(b) "42" may be mastered first. Then "43" is discussed. The final step is to practise, using any of the forms discussed.

(c) Revise some of the previous lessons.

LESSON XXII

44. Sentence Practice:

Fa (...) to/si/gu pono no so/ase/mu etc.

- i. Fa nwoma no to pono no so.
- ii. Fa nwiřen no si pono no so.
- iii. Fa ataades no gu pono no so.
- iv. Fa pensere no to adaka no mu.

45. Revision: Adjectives, and colours:

- (a) i. Ekwan tentene/tiatia.
- ii. Prate kurukuruwa/trawa.
- (b) i. Ataades kakoo/tuntum/fufuo.
- ii. Pensere kakoo/tuntum/fufuo.
- iii. Duku kakoo/tuntum/fufuo.
- iv. Nwoma kakoo/tuntum/fufuo.

- (c) Sentences: Mewa ..... wo Kofi dan ma.  
..... Amma pono so. etc.

Note: Can you think of any aids for this lesson?

LESSON XXIII

46. A and B ask each other whether they have been to Kumasi, etc.

A. Woako Kumase pen?

B. Dabi, mankoo ho da.

Na woako ho pen?

A. Aane, mako ho preko.

B. Ekwan no ware?

A. Aane, aware; eye akwansini oha aduosia nkron.

47. Notes: (a) i. Woako Kumasi pen? (Alternative)

Wonin Kumase?

(Answers): (a) Menim Kumase papaapa/  
ye.

(b) Mennim Kumase koraa.

ii. (Adverbial numerals): preko, mprenu,  
(mprensa, mprenan, mprenum, mprensia,  
mprenson, mprehwotwe, mprenkron,  
mpredu, mpredubiako, mpredumienu, etc.

iii. The Cardinal numerals, up to 1,000 to  
be treated.

(c) i. "Pen" normally goes with positives, and  
"da" with negatives, e.g. "Mahunu bi pen";  
"Ontee da".

ii. "koraa" is used generally in negative  
constructions: e.g. "Mente asee koraa",  
"wanhwa m'anim koraa".

LESSON XXIV

48. Sentence practice: Kyene; sene; More/less than;  
bigger/smaller than; etc.

- (a)
- i. Epono yi sua.  
Kofi sua.
  - ii. Sidi sō.  
Ne kurom sō.
  - iii. Kumase kwan ware.  
Kwame ware.
  - iv. Yei ye.  
Din pa ye.
  - v. Duku kakoo ye fe.  
Paanoo ye de.
  - vi. Wo pensere yi ye kakoo.

(b) (Comparing:

- i. Epono yi sua kyene biako no.  
Kofi sua sene amma.
- ii. Sidi sō sene mpasewa 60.  
Ne kurom sō sene kuro yi.
- iii. Kumase kwan ware sene Tema de.  
Kwame ware sene ne nua no.
- iv. Yei ye kyene biako no.  
Din pa ye sene ahonya.
- v. Duku kakoo ye fe sene duku tuntum.  
Paanoo ye de sene dokono ahaa?
- vi. Wo pensere yi ye kakoo sene me de no.  
Me nua no ye kakoo kyene me.

Note: (Instructor) Can you think of other ways of reinforcing  
this lesson on "kyene" or "sene"?

LESSON XXV

49. A visits B, a colleague, in B's house (in the morning)

A. Kɔkɔkɔkɔ! . . . hoo!

B. Amee! Hwan a?

A. Eye me! Kofi a.

B. O, Owura Kofi, bra mu.

A. Owura, maa kye.

B. Kyea me e, (Stretching out his hand)

Yaa, Onua (while they shake hands).

W' app mu e?

A. Bɔkɔɔ.

Na wo nso e?

B. Nyame adom, eye.

A. Yeda Onyame ase.

B. Adwa nie, mepa wo kyew, tena ase.

A. Yoo, meda ase.

B. Wobenom deen?

A. Na sdeen ha wowo?

B. O, okukuseku, bransco, beer, fanta, sprite . . . .

A. Ma me beer. (Beer is served).

B. Akwaaba.

A. Yaa, onua.

B. Na skwan so? (Alternative: Amannes?)

A. Ekwan so see bɔkɔɔ. Mebesraa wo.

B. Yoo, meda ase ne nsra.

A. Na sha e?

B. Eha nso deɛ, ohia ne kom no ara na ewo ha.

A. Yoo, mo-ne-ka.

B. Yaa, Eson.

Notes: i. Explanation of difficult words: e.g. sra, ohia, kom.

ii. The dialogue is to be practised.

iii. The dialogue is then acted until mastered.

LESSON XXVI

50. Sentence drill: ekom; sukom; mee.

- (a) i. A. Ekam de me.  
Ekam de me kakra.  
Ekam de me pii.  
Ekam de me papaapa.

B. Me des, ekom nne me.

- ii. A. Sukom de me.  
Sukom de me yie.  
Sukom de me pii.  
Sukom de me papaapa.

B. Wobca! sukom nne wo.

- (b) A. Mamee  
Madidi amee.

B. Me des, medidi a, memmee.

Note: i. Nankom, nsakom, sigarotkom (de me).

ii. Also, Efo (Tiafi), dwonso, etc. de me.

51. i. A. Awo (de me).  
Awo de me yie: megye di se meyare.

B. Wonyare: awo wom.

- ii. A. Ahohuro de me.  
Ahohuro de me papaapa.

B. Me des, awo de me.

- iii. Awo wom yie.  
Ahohuro wom papaapa. [etc.]

LESSON XXVII

52. A says good-bye to B; A takes leave of B.

A. Mee s mesre kwan kora.

B. Agh, seesei.

A. Ee se mekara; yareko nhyiamu.

B. Yoo, ennee ekwan da fam.

A. (As he leaves) Makra wo.

B. Yoo, nante yie oo! Wonya kwan a, bra hio.

A. Yoo, meda ese.

B. Woko a mekyea wo yere!

A. Yoo, obete.

Notes: i. Attention on: sre kwan, seesei, ee se, nhyiamu, obete.

ii. The dialogue is to be practised, acted until mastered.

iii. [Redacted] development of No. 17.



LESSON XXVIII

53. Sentence drill: who: Hwan

- i. Hwan na oba ha?
- Hwan na odi fufuo?
- Hwan na oka kaa?
- Hwan na onim Twi?

- iii. Hwan na obeko Nkran?
- Hwan na obeto mpaboa?
- Hwan na oreba ha?

- ii. Hwan na obaa ha?
- Hwan na ofree me?
- Hwan na otenea asese?
- Hwan na okaa saa?
- iv. Hwan na .....
- Hwan na .....
- Hwan na .....

Note: "Hwan" is a question word, as in "WHO told you":  
It is never used like the "who" in "The man who came here is my friend", - there is another way of expressing this in Twi.

54. Revision: 49 and 52 combined.

LESSON XXIX

55. Sentence practice: Pe (to like; to be fond of, etc.)

i. Mepe kwadu.

Mepe dwom.

wope asem.

wope nkomma

ope n' asem.

ope nantes.

ompe mmirika.

ompe awa.

ii. Kofi pe. (Kofi likes it)

Amma nso pe.

Yaw pe agoro.

Hwan na ompe aduané?

Hwan na ompe sika?

Edean na wope?

Aden na wope borofere.

iii. (Learners) own sentences).

56. Sentence practice: Meps se ... (I should like to ...)

i. Meps se meto dwom.

meps se mesra kwan koro.

meps se meka Twi.

meps se wobesra me.

ii. Wope se: woto dwom anaa?

wohu me anaa?

wobisa me asem?

iii. Ope se okoro.

Ope se adidie.

Ope se oka asem.

Ope se okenkan.

Notes: i. These are to be practised and mastered.

ii. Pictorial or tabular devices can be employed to establish these patterns above.

LESSON XXX

57. Parts of the human body:

- (a) i. Ti (tiri, tire), ani, aso, ano, ehwene, abodwea, ekon, basa, nsa; koko(o), nufu, yafunu (yam), asene, sisi; eto(o), nan, srs, kotodwe; nantu(o), nan-ase.

ii. Other parts to be taught:

- ese, tekyerama, anomu;
- bodwess;
- tirinwi;
- nsan, nsateaa, bowere; nansowaa.

(b) Sentence practice:

- i. Me nsa, Kofi nsa; hwan nsa, nie? (etc.)
- ii. A. Woyare wo he? B. me kotodwe, me-ti, me yam (etc.)

Note: Other devices may be adopted to establish these.

LESSON XXXI

58. Fruits to buy, and the currency to use:

i. currency: pasowa, mpasowa aduonu, sidi  
mamiensa n.a.

ii. Fruits: anana, aboroba, nkatee, kwadu,  
borofera; mako, nkrama, adua,  
nyadawa, aburoo, antoosi; etc.

Note: Introduce "wa" and revise "di", and use them in  
sentences like: Medi aboroba, mewe nkatee, etc.

59. Sentence practice: Megye di se (I think that ... I  
believe that)

Megye di se Kofi wa ha.

Megye di se wope nsafufuo.

Mogye di se eye.

Notes: i. "Megye di se ..." may be translated: I  
believe that ..., I presume that ... I  
hope that...

ii. The negative form is: Mennyee nni se ....  
The sentences may be tried in the negatives.

iii. After the "sentence Practice" No. 58 may be  
recapitulated.

LESSON XXXII

60. A buys oranges from B. They haggle about the price.
- A. Ankaa-wura, sen sen?      A. Mpesewa nson.  
B. Wobato bi?      B. Fa sika bra.  
Mmiansa mpesewa du.      Menkyekyere ho?  
A. Ne bo'ye den: te so.      A. O dabi, sho nhia.  
B. Ma me mpesewa nwotwe.      Mpesewa 20: wowa nsesa?  
A. Adabraka.      B. Aane. Mesesa wo  
B. Wo nsó ka bi.      mpesewa 13.  
A. Mema wo mpesewa nnum.      A. Aane. To me so e.  
B. Adabraka.      B. Ei, Owura! Gye e.  
Wo nsesa nso nie.  
A. Yoo, meda ase.

Notes: i. Translation of the dialogue to show the trend.  
ii. Words to discuss: Ankaa-wura (Kwadu-wura, etc.),  
te so, to so; adabraka; kyekyere; kyekyere ho;  
shia, enhia; sesa (w.) (sesa (n)); Gye e.

LESSON XXXIII

61. Dialogue of buying: Practice of No.60. It may be acted over and over again between different pairs until it is mastered.

62. Sentence Practice: "Ese se (Ewo se)

- |                      |                           |
|----------------------|---------------------------|
| i. Ese se Kofi koda. | ii. Ese se wuhu no?       |
| Ese se metwen.       | Ese se yebo yen           |
|                      | aduma yie.                |
| Ese se oba ha.       | Ese se Amma ka sukuu nne. |

63. Notes: (a) The negative is "Ense se":  
e.g. Ense se wosere no.

(b) A variant of "Ese se" is "Ewo se"; the negative of the latter is "Enni" e.g. Enni se wosu.

(c) After discussing (a) and (b) the sentences may be practised with the variants as well as the positive and negative forms of the terms being studied.

LESSON XXXIV

64. A reports said to B:

A. Owara, nwa nke nke koran.

B. Woyare so ka?

A. He ti, nwa nke koran.

B. Ka woyakuru dokota?

A. Dabi, nwa nke koran aduro.

B. Ose nom anwasa ya no deen?

A. Ose nwa nke koran.

B. He, se woyako dokota a, ka.

A. Menni sika.

B. Gye sidi nwanwa na ka dokota ntem.

A. Yoo, meda ase.

B. Nna ase.

65. Notes: i. Mente apo; moyare; menni ahoden.

ii. He ti/mu/nwa/se/yam etc.

iii. Nom/fa/sra/so/wasa/hem/punu  
sa/ta/pusu/mene/ye/kyere so/tete  
so/dota so/ hua/taferi/di/dware/  
tena ..... so/bobo.

iv. The "conversation" is to be gone through first and foremost; then a treatment of any difficulties together with "Notes i-iii"; and then a further practice (and acting) of the whole conversation.

66. Write the words in the brackets in the correct form. [Plant, animal, animal]

- (a) i. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa) ii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)
- iii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

iii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

- (b) i. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa) ii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)
- ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)
- ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

ii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

- (c) i. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa) ii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)
- ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)
- ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

ii. ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa)

67. Notes: i. There is opportunity here to deal with:

~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa), ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa), ~~Yabaka~~ (Yabaka) ~~anansa~~ (anansa).

(See No. 85)

ii. The Instructor may use his own methodology in dealing with the material in this lesson.



LESSON XXXVI

68. Revision of No.25: Bosome a atwam yi, or  
Bosome a etwaam yi. etc.

69. Sentence drill: Eye me ya (a, b, c).

(a) Of Physical pain:

Me nani ye me ya.

Me tiri ye me ya.

Wo nsa ye wo ya anaa?

N'ani ye no ya anaa?

Me ho ye me ya.

Wo he na eye wo ya?

(b) Pitying:

Eye me ya se wanna.

Eye me ya se menni  
sika.

Eye me ya se woresse  
wo bere.

Eye me ya se woannya  
bi anto.

(c) Apology: Eye me ya se maka akyi(re).

Eye me ya se mekaa saa.

Eye me ya se mamma.

Eye me ya se mereha woo.

Note: i. Difficulties are to be dealt with.

ii. The sentences are to be practised.

iii. New words: see, bere, nya, ha (to trouble)

iv. The Instructor may set up his own role-  
plays in which some of these expressions  
may be put into use.

LESSON XXXVII

70. Sentence practice: Aden: Why: (used only at the initial position in the sentences).

To be explained and practised: Note the emphasis:

Why is it that .....

- |                       |                          |
|-----------------------|--------------------------|
| i. Aden na woba ha?   | ii. Aden na worekoro?    |
| Aden na wote ha?      | Aden na wotoo aduane?    |
| Aden na woresua Twi?  | Aden na wompe se wokasa? |
| Aden na wohwe me saa? | Aden na woreseres?       |

71 Notes: i. New words: hwe, sere

ii. "Efiri se" and "Enye hwee" are to be introduced. The questions may now be practised in a dialogue form: eg.

A. Aden na wohwe me saa?

B. Enye hwee; (or) Mehwe wo, enfiri se  
wo hoye fe.

The sentences will be taken up one by one, and answered, every one getting a turn.

iii. In a sentence like: "Because I said that/so, he left" would be translated not with "Efiri se" but with another "Because" which is "enam se... nti".

The translation then becomes: Enam se mekaa saa nti, okoe.

72. (i) Revision of the numerals to 1 million.

(ii) The personal numerals, 1-9, being: baako, baanu, baasa, baanan, baatum, baasia, baason, baawotwe, baakron, to be practised, e.g. Mmofra baasa bi wo ha.

Yeye nnipa baasia,

[Strictly speaking, it is "akonwa biako" and  
NOT "akonwa baako"]

## LESSON XXXVIII

## 73. Vocab. for buying and selling:

- i. Fruits and vegetables: (see no. 58). Also borodee, paya, nkruma, bayera, amankani, kute, abe, asaa, aburoo, n.a.
- ii. Household goods: prete, ayowa, atere, addisekan, eta, kukuo; mpaboa, ataades, skya; ntoma, akomwa, (adwa), spono, poma, abua, kuruwa, praes, woma, waduru, n.a.

74. A buys from B at B's shop:

- A. Owura, mepa wo kyaw, ntoma yei sen?
- B. Ne boɔ sidi du.
- A. Mepa wo kyaw, yante so?
- B. Dabi, nanso se woɔɔta a; fa no sidi nkron.
- A. Mepa wo kyaw, wɔrennye nwɔtwe?
- B. Fa bra.
- A. Yoo, nanso twen kaka, mepa se mehwe wo mprete ne nkuruwa ne nkyense yi nso.
- B. Yoo, metan na to bi na mehwe wo yie.
- A. Wode bafiri me?
- B. Mepa wo kyaw, eha dea yafiri adee.  
To na kope bɔseɔ batua ka.
- A. Yoo, mato, ne sidi, nwɔtwe yi anse.
- B. Yoo, meda ase.

Note: The "Conversation" is to be practised, and then acted as the rest look on or in pairs when all get going at the same time.

LESSON XXXIX

75. Revision of No. 74.

76. Sentence practice: "whether .... or". (This is expressed in Twi by the use of "oo")

i. Oɔba oo, oɔemma oo, emfa me no!

(Oɔemma: pronounced, oɔmma).

ii. Oɔidi oo, oɔnidi oo, mentumi nkyere.

iii. Wokasa oo, woanasa oo, obɛfre wo.

iv. Aɔɔfra no da oo, oɔna oo, oɔnim.

77. Sentence practice: But - nanso

i. Ekɛko ho, nanso nanka asem ho bi.

ii. Oɔnim ye des, nanso oɔnto n' agya.

iii. Oɔpe su, nanso yɛaa osere.

iv. Ekwan no ware des, nanso yɛbɛko.

LESSON XL

78. Seeking or showing Direction:  
B helps A to find his way to the U.T.C. Shop:

A. Mepa wo kyaw, kyerà me U.T.C. sotò kwan.

B. Tra polisini yi na kò w'aním tēē.

A. Nkwanta bi wo m'aním anaa?

B. Aane, nkwanta bi wo ho.

Wokoto a, fa benkum.

A. Ehēē, edeen bio!

B. Womane benkum a, U.T.C. wo ho ara.

A. Na edwan nso wo he?

B. Ewo U.T.C. akyiri ho ara.

A. Yoo, Owura, meda ase.

B. O, nna ase.

Notes: i. New words to be discussed: tra, polisini; mane, koto, nkwanta, ho ara.

ii. The conversation should not be merely read but each Learner should get the essential terms and use them in his own expressions - a point to which the practice should be geared.

79. Sentence practice: Mpo - even.

i. Wo mpo kose wanni bi na me. ii. Wanhwe m'aním mpo.

Me mpo atumi aya.

Nsuo mpo mannom bi.

Ono mpo atumi atua ka na wo.

Wo dee mpo wo tiri

Yei mpo, Nyane adom ara kwa

ye se woanya kakra.

na yenyee.

Enne mpo ni na okyena.

Note: Difficult sentences may be broken into simple forms for study, and then joined up again for practice.

e.g. "mannom bi": "nsuo mpo ..... " Then,  
"nsuo mpo mannom bi".



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LESSON XL I

80. Sentence practice: Edean - what?

- (a) i. Edean na wodie?      ii. Edean na yebenya?  
Edean na wowa?      Edean na wobato?  
Edean na wotaa to?      Edean na asees?
- (b) i. Wor'pe deen? (Whoops)      ii. Wobeye deen?  
Wose deen?      Wobenom deen?  
Ose deen?      Wobema me deen?
- (c) i. Edean a?      iv. Efiri deen?  
ii. Edean ntira?      1. Enam deen so?  
iii. Edean asem(a)?      Wobenya deen?

Notes: i. New words to explain: nya, se, ma, ntira, asem.

ii. The questions may be practised with their appropriate answers:

e.g. Wose deen? (Ans.) Mese ma me sika.  
Mese ma me kwan.  
Mese tua no ka.

("wose deen" is like "pardon me" when you want a statement repeated.)

iii. Role-plays and other ways may be used to establish the expressions with "Edean" (what).

LESSON XLIII

81. Sentence practice: "se"..... a: "If" and "When" clauses.

(a) "If": Se: ..... a,

- i. Se osuo to a, mako afaom. If it rains, I'll go to farm.
- ii. Se yehu no a, yebeko. If we see him, we shall go.
- iii. Se oba a, ebeye me ds. If he comes, I'll be happy.
- iv. Se wodi a, wobeyare. If you eat (it), you will fall ill.

(b) "When": Se.....a

- i. Se oba a, ka. When he comes, go.
- ii. Se otana ase a, fra me. When he takes his seat, call me.
- iii. Se wuhu me a sere. When you see me, smile (laught).
- iv. Se woko fie a, kyea wo nua ma me. When you go home, greet your brother for me.

Notes: i. New words to be discussed: afaom; beko/besa/edi  
 ("se-" future prefix) sere; kyea; hu/hunu; ye ds.  
 ii. The subordinate clause "Se..... a," (should always remain at the initial position: (See examples above).

82. To be translated into Twi (in turns) - orally:

- i. When I am not sick, I eat much food.
- ii. If you talk, don't call me.
- iii. Say it again when you sit down.
- iv. When I drive, I go slowly.
- v. I don't like talking when I drink.
- vi. If you like, dance the highlife.
- vii. Don't laugh when you are singing.

LESSON XLIII

83. Revision of No. 66.

Nnora (yesterday) Enne (today), Okyena (tomorrow)

- (a) Nnora: Meko ha nnora. (b) Enne  
Odii fufuo nnora. ii. Yadi dokono nne.  
Okaa ka nnora. Enne yesua Twi.  
Yenom nsa nnora.

- (b) Enne:  
ii. Mako Kumase nne. iii. Wosaa highlife nne.  
Enne sbato dwom. Yeyo adwuma nne.  
iv. Mewa ha nne. Moreko he nne?  
Mete asee nne. Yeredi deen nne?

- (c) Okyena:  
i. Yebako ha okyena. ii. Okyena, yebahya.  
Bra me fie okyena. Okyena, besra me.

84. -Extension of 83:

Nnaano - the day before yesterday. Nne (ara) - today  
(with emphasis)

Okyena-akyi - the day after tomorrow.

- i. Yabankye nnaano; nne nso yeredi bankye;  
enti okyena yerenni bankye bio.  
ii. Yebako Kofi kurom okyena-akyi.  
iii. Yebeduru Kumase nne ara.

- Notes:  
i. Attention on: te asee, bankye, duru.  
ii. Much practice  
iii. Other aids may be employed.



LESSON XLIV

35. New words to be explained: (a) Anopa - morning, Awia - noon-time, Anwummere - evening, Awia - day; Anadwo - night.

(b) to dwom, ko adwuma, sua Twi, so kanea, tu kwan, di agoro, ko nhyiamu, enti enna.

36. i. Meka kaa anopa.  
Kofi to dwom anopa

ii. Menko adwuma awia;  
Meko adwuma anadwo.

iii. Meso kanea anadwo.  
Menso kanea anopa.

iv. Oka kaa anadwo.  
Onka kaa awia.

v. Yetu dwom anopa biara,  
enna yedi agoro anwummere.

vi. Yetu kwan awia,  
ko nhyiamu anwummere.

vii. Kofi ko nhyiamu anopa.  
Onko nhyiamu anadwo.

viii. Wotu kwan anadwo,  
enti woso kanea anadwo.

ix. Menom tii anwummere.

x. Yereenni agoro nne.

Wo nso wonom tii anwummere. Yereko nhyiamu awia yi.

Note: There should be opportunity for the learners to make sentences of their own using these terms above.

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LESSON XLV

87. Sentence drill: Bere ben (lit. "what time") - when.

- (a) i. Bere ben na wonom tii?    ii. Bere ben na wokoo ho?  
Bere ben na woko adwuma?    Bere ben na yekaa saa?  
Bere ben na yefiri ase?    Bere ben na wobaa ha?  
Bere ben na okyere ade?    Bere ben na wotoo dwom?

- iii. Bere ben na oreba?    iv. Wonom tii bere ben?  
Bere ben na yerekoro?    Yekaa saa bere ben?  
Bere ben na obedi emo?    Yereko ho bere ben?  
Bere ben na yebesa high-    Yebesa highlife  
life?    bere ben?

(c) Questions and answers:

- i. Q. Bere ben na wonom tii?    Ans. Menom tii anopa/  
awia etc.  
ii. " Bere ben na wobaa ha!    " Mebaa ha nnora.  
iii. " Bere ben na oreba?    " Oreba anwummere yi.  
iv. " Yekosa highlife bere ben    Yebesa highlife  
nne/okyena.

Notes:

- i. Bere a, .....p.61, Sec.109.  
ii. vocabs. (Revision): firi ase, ko adwuma, ka saa, to dwom.  
iii. Learners may be given the chance to put the questions for the others to answer, working in turns.

LESSON XLVI

88. Sentence practice: (a) ... pe; (b) se ... pe a,

- (a) i. Neko ho pe, obeye adwuma no.  
Oka ha pe, mebisa no asem.  
Yeto dwom pe, obesere.  
Yebo highlife pe, obeko fie.

- ii. Kofi ba ho pe, firi adi.  
Wote ase pe, kasa.  
Wonu no pe, Ire pe.  
Oka saa pe, team.

- (b) Se osere pe a, sare ko.  
Se wohanu se oyare pe a, ma no aduro.  
Se wote asem no pe a, hunta.  
Se shyan no tu pe a, bra fie.

- (c) i. ....pe, ..... etc.  
ii. .... pe a, ..... etc.

89. Notes: i. Vocabs. (Revision): ye adwuma, bisa, sare, to dwom. (New Words): firi adi, team, sare hunta, fie.

- ii. Further practice of (a) and (b) should be done after the discussion of the vocabulary.





LESSON XLIX

92. Sentence practice: Mede to etc.: Negative - Memfa nto..etc.

- |   |  |
|---|--|
| i. Mede to ho.<br>gu ha.<br>si so/mu etc.   | ii. Mede pensere no to ho.<br>tii gu koo po mu.<br>ntoma si pono ase.  |
| iii. Mede nwoma no to pono<br>sika to adaka<br>anwea si akonnwa<br>ntoma boto<br>pensere kaa<br>nhwiren mpa<br>tii bokiti | no so/ase/mu etc.<br>anwea no si .....<br>ntoma " " .....<br>pensere no si ....<br>nhwiren no si ....<br>bokiti no si .... |

Note: The negative forms "Memfa tii nsi akonnwa so" should also be practised: Kofi...../Anma de .... etc. should also be introduced.

93. Sentence practice: Eya (i) (No more, thank you) I have had enough;

(ii) O.K. (iii) It is alright.

(iv) (No, thank you) I can manage it.

- |   |                           |
|---|---------------------------|
| i. Wobnrom bio anaa<br>Memfa wo "cake" yi kakra?          | (Ans.) O, eye.<br>O, eye. |
| ii. Mede sika no ama no.<br>Ode kaa no asi dua no<br>ase. | " Yoo eye.<br>" Yoo eye.  |
| iii. Ete san?<br>Ketewa no bi na menpa<br>maa woo         | " Eye.<br>" Eye.          |
| iv. Memfa wo nko anaa<br>Wo yare na begye adaro           | " O, eye.<br>" O, eye.    |

LESSON 1

94. Reading the clock:

- (a) To be mastered: i. donko, nnonnienu, nnonmiensa, nnonnan, nnonnum, nnonnsia, nnonson, nnonwotwe, nnonkron, nnondu, nnonnubiako, nnonnumienu.
- ii. donko na fa; donko mpaemu; nnonmiensa na fa; nnonmienu mpaemu; nnonmiensa na fa; nnonmiensa mpaemu; etc.
- (b) Aka simma ("minute") du na abo donko. Aka simma dunum na abo nnonnsia; etc.
- (c) Donko aga no simma ("minute") aduonu. Nnonmiensa afa no simma ("minute") num; etc.
- (d) Nnonnan na simma nwotwe. Nnonnsia na simma dunum; etc.

95. General practice: Abo aha? (The answer patterns are in 94 a, b, c, and d.)

- Notes: i. Vocab. Eseye: it's about ... (alternative: abo baya ...)
- ii. Learners should be given their turn to put the question for the others to answer. The whole exercise should be practised over and over again.
- iii. The lesson proceeds better with a clock, or with a paper clock, or at least the diagram of a clock on the blackboard.

LESSON LI

96. Vocab. i. New words: sim; duru; afe/nnannan ni  
etc. nkutoo.

ii. Revision: ko, ba, da, nom, di.

97. Revision: Bere ben ....(No.87)

Question: Bere ben na obaa ha?

Pattern answers: i. Obaa ha nnansia ne fa.

ii. Obaa ha nnora anadwo.

iii. Obaa ha nnaanoo anwummers.

iv. Obaa ha nnaanoo Dwoada.

v. Obaa ha Wukuada a etwaam yi.

vi. Obaa ha anopa yi.

vii. Obaa ha, mfee nnan ni.

viii. Obaa ha, akye.

ix. Obaa ha, adi abosome mmienu.

x. Obaa ha nne ara/nnora nkutoo.

Note: (a) The question could be diversified:

e.g. Yesim bere ben?

Obaa ha bere ben?

Bere ben na moduruu ho?

(use the other verbs too).

(b) Answers should be related to the question



LESSON LII

98. Relations:

(a) Pronunciation drill:

papa, maame, nua, ba, wofa, nana,  
kunu, yere, yonko, agya, ase, akonta,  
adamfo, abofra.

(b) Sentence practice:

Question: Owura yi ye hwan?

Awuraa yi ye hwan? (or) Awuraa yi nso a?

Abofraa yi ye hwan? abofra yi nso a?

- Answer: i. Oye me papa.            ii. Oye m' agya.  
           Oye me maame.            Oye m' ase  
           Oye me nua.                Oye m' akonta.  
           Oye me ba.                 Oye m' adamfo.  
           Oye me wofa.               Oye m' abofra.  
           Oye me nana.  
           Oye me kunu.  
           Oye me yere.  
           Oye me yonko.  
           Oye me sewaa.  
           Oye me kora.

99. Note: Another term for "Maame" is "na"; and for "papa" or "Agya" is "Se". Paternal uncles and aunts are "fathers", and maternal aunts are "mothers": hence "agya panin" and "agya kuma" and "Sewaa"; and "Ena kumaa" and "Ena panin". Maternal uncle is "wofa" - one's true avuncular relative.

: LESSON LIII

100. Can; To be able, etc.

(a) Sentence drill:

i. Metumi ka kaa.

Metumi di fufuo.

Otumi to dwom.

Otumi sa adowa.

ii. free to ... (if you wish)

Wotumi fre no.

Yetumi to aduane ha.

Otumi ka.

Otumi ka bi.

(b) Questions and answers:

i. Q. Wotumi ka kaa?

Ans.. Aane, metumi ka kaa biara.

ii. Wotumi di Ghana

aduane?

Aane, metumi di Ghana

aduane.

iii. Otumi ka Twi?

Aane, otumi ka Twi

papaapa.

iv. Otumi sa highlife?

Aane, otumi sa highlife

papaapa.

101. The negative forms ... ntumi nka/rni etc.

i. Merentumi nka kaa, etc. (see 100 (i)).

ii. Wontumi nka saa nkyere me, woate?

iii. Q. Merontumi nka anaa?

Ans. Dabi, merentumi nka.

Ontumi nkasa anaa?

Dabi, ontumi nkasa

koraa.

Note: 100 and 101 should be practised and mastered.

LESSON LIV

102. Conversations: Washing.

A. Mepa wo kyaw, hohoro wo nsa na bra.

B. Mopa se meyo biribi ma wo anaa?

A. Aane, mepa se, hohoro me duku ne me mpasotam ma me.

B. Wowo nsuo, samina, bruu ne kyense?

A. Aane, mewo bi.

B. Na nnooma no wo a, hwan na obeto so ama wo?

A. Me nua beto so.

B. Wowo pono ne bidie?

A. Aana, mewo ne mmienu bi.

B. Ene na wobehata no?

A. Ahoma yi so.

B. Wie, mesi no fefeefe.

A. Yoo, meda ase.

B. O, nna se.

Note: (a) Vocabs. i. verbs:- hohoro: horo/si  
wo (to dry)  
to so  
hata  
ii. nouns:  
mpasotam  
sumie-  
nnuraho  
samina, kyense  
bidie.

(b) The conversation may now be practised over and over again. If the Learners deviate from the actual words here and use correct expressions of their own to somebody the sense required - so much the better.

(c) The Instructor may employ "aids" to establish the vocabs in this lesson.

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LESSON LV

103. Ennee (then, i.e. "in that case" ...)

For practice:

- |                    |                       |                 |
|--------------------|-----------------------|-----------------|
| i. Waba? Ennee ko. | ii. A. Kofi ba ne me. | B. Ennee fa ko. |
| Wope fufuo? Ennee  | Menim wo fie.         | Ennee bra ho.   |
| bra e.             | Owo sika.             | Ennee ton       |
| Onim kwan? Ennee   |                       | ma no.          |
| onko e.            | Orehwehwe wo.         | Ennee fre no.   |
| Yante asee? Ennee  |                       |                 |
| yansore e.         |                       |                 |

104. Afei (then, and then, also etc.)

- |                              |                             |
|------------------------------|-----------------------------|
| i. Meto dwom, afei mesa.)    | ii. Okyere ades, afei ..... |
| Oka kaa, afei odo afuo.      | Ne ho ye fa, afei .....     |
| Onhuni ades, afei onte asem. | Onom nsã, afei .....        |
| Owo ahodes, afei onim nwoma. | Osa yades, afei .....       |

105. (i) Ansa: (ii) Ansa na (before)

i. Used in the final position of the sentence:

- Wopoko? Ennee bo amoden hu me ansa.
- Wope a fa, nanso tua ke ansa.
- Tie des preka no ansa.
- Yake, nanso odae ansa.

ii. Used in the initial or medial positions of the sentence:

- Io wie ansa na woako.
- Hwe n'anim ansa na woakasa.
- Meredidi ansa na nako.
- Sim ansa na ape nnonan.

Note: New words: sore, hwe, bo amoden, tua ka.

LESSON LVI

106. Revision: i. Conversation: No. 102.  
ii. Relations: No. 98(b).

107. Eya ma sa (It seems to me/It appears)

Sentence practice:

i. Eya ma sa woinin Hausa.

Eya ma sa woyare.

Eya ma sa worchwehwa obi.

Eya ma sa nobstami aya.

ii.. Eya na sa yampa nsafufo.

Eya wo sa manni sika.

Eya no, sa ne yere wo ha.

Eya ma sa wowa sika pii.

Note: With these as patterns, other sentences can be made.

LESSON LVII

108. Conversation: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing:

A. Mepe highlife papaapa.

B. Wonim sa?

A. Aane, menim highlife sa.

Menim highlife nnwom nso to.

B. Wotaa to dwom?

A. Aane, metaa to dwom, nkanka asore dwom.

Na wo nso wope asa ne dwontoo?

B. Mepe dwontoo. Afei, woka twene no yie a, mesa.

A. Mowo twenekani (okyerema)?

B. Aane, yewo bi. Onim twene ka paa.

Note: New words: nkanka (especially), twene, ka  
twene etc.

LESSON LVIII

109. Revision: (i) Reading the clock: No.94

(Bare a) obaa ha no, na abo nnansia etc.

(Bare ban) .....P.49, Sec.87).

(ii) Tuñi: Nos. 100 and 101.

110. It looks as if ....(i) Dabra (gyamaa);

(ii) Ase (ese)

For practice:

- i. (a) Dabra woyare? (b.) Gyamaa woyare?  
Dabra wontee dee aba? Gyamaa wontee dee aba?  
Dabra yarenko nne? Gyamaa yarenko nne?  
Dabra Kwadwo ada? Gyamaa Kwadwo ada?
- ii. (a) Ase osuo yi beta. (b) Ese osuo yi beta.  
Ase Kofi na preba yi. Ese Kofi na preba yi.  
Ase wope, ase wompe. Ese wope, ese wompe.  
Ase presu, ase presere. Ese presu, ese presere.

Note: Other sentences may be formed along these lines

(i.e. i. and ii).

LESSON LIX

lil. Every day commands:

- i. Bra (come); ~~sofra~~ bra, bra ha; Akwasi ee, bra.
- ii. Gyae (stop); ha, gyae; Kofi, gyae; gyae saa.
- iii. Ko so (Go on; proceed; go ahead).
- iv. Fra (call); fra Amma ma me; fra no; fra won.
- v. Hwehwe (look for it; search for it; seek).
- vi. To twene (throw it away); to nam no twene (throw the meat away).
- vii. Nkasa (don't talk); nkasa, woate?
- viii. Tie (listen).
- ix. Hwe (look); hwe! (look here!); hwe adee.
- x. Sore (Get up; be upstanding); sore gyina ho; sore ko.
- xi. Firi ho (Get away); firi ho ko; firi me so.
- xii. Gyina (halt); gyina ho; gyina kaa no ma me.
- xiii. Nyo (don't...); nyo saa; nyo saa bio.
- xiv. Ka bio (Say it again; repeat it).
- xv. Sere (laugh; smile).
- xvi. Team (shout); teateam (shout repeatedly).
- xvii. Di (eat it); didi (take some food); di ne nyinaa.
- xviii. Fa (take it; pickit up); fa ko/fa bra.
- xix. Kenkan (read it).
- xx. Tu mmirika (run; speed up).

Note: Drill in these: ~~each~~ each of them may be acted.



LESSON LX

112. Conversation:

In Church, before the start of the service, A whispers to B who is sitting besides him.

- A. Mepa wo, kyew, hwan na oye asore npe?  
B. Osafos Kofi.  
A. Mofiri asee bere ban?  
B. Nnonkron no fa; na yepon dubiako.  
A. Aden na osom no kyere saa.  
B. Yebo mpaae, kenken asuasem, to dwom, tie asenka no.  
A. Woyi too?  
B. Aane, osom no mu, yede prete beko obiara anii.  
A. Mowo adwontofos kuo?  
B. Aane, yewo "choir"; yewo "singing band" nso.  
Afei yewo sanku dede bi. Megye di se wobepa  
yen som yi.  
A. O aane, megye di saa

- Notes:
- i. New words: asore (the church; prayer); firi asee; pon (to bring any session or meeting to a close); ba mpaae; asuasem (scripture lesson); asenka (preaching, sermon).
  - ii. The "Conversation" should be practised and acted.

LESSON LAL

113. Sentence drill: Nso (also; although ... yet)

- i. Wo nso wobeko bi nna?  
Ono nso, aba ha nne.  
Yen nso yesua Twi.  
Mo nso nommo mmoden.
- ii. Oye adee; onim nyansa nso.  
Oreye "Law"; oreye "Music" nso.  
Wodua borodee a, dua kanda nso.
- iii. Nso (although ... yet)  
Onim, nso orenka da.  
Oba ha daa, nso anhu no.  
Metean nso onte.  
Oni asore, nso onia anyamesem.

114. Sentence drill: Enti/Nti (therefore; so; because of ...)

Enti na (that is why) etc.

- i. Oyare, enti nha no.  
Wonim ho, nti ko.  
Osua adee nti onim adee.  
Oyo adwuna, enti owo sika.
- ii. Nti (because of...)  
Wo nti mba ho.  
Me-maame nti mehw eie.  
Onyame adom nti mensuro.
- iii. Enti na/Nti na (that is why ...)  
Mannya kaa, enti na mamma.  
Onnim obiara, enti na waye kom no.

Note: i. Ha (to trouble/worry); haw (noun: trouble: eye ohaw)

- ii. Learners should be encouraged to use these patterns in sentences of their own:

LESSON LXII

115. A intends to take a journey and talks to B about it:

A. Maretu kwan.

B. Wobasin bara ban - okyena?

A. Dabi, ana daya nnoniansa na siuma danum.

B. Wode katskye?

A. Dabi, mafa kwan: mafa kwan, na maduru ntem.

B. Wogye ahe?

A. Sidi ne nnesewa aduonu pa.

B. Akwansini ahe?

A. Oha aduasa nrienu.

B. Ennes eye.

A. Eye dodo.

B. Wode adeson ksee?

A. O dabi, adaka ketewa bi nkutoo.

Wia, yabehyia.

Note: The dialogue may be practised in pairs after the drills.

New words and difficulties should be dealt with first.

EXERCISES

116. The following are traditional songs to be learnt.

*Handwritten flourish*

(a) *Handwritten flourish* Osonko (the swing), Adu.

- i. Osonko fi me koro oo!
- ii. Osonko to me ni mennu.
- iii. Osonko fi fi Adu.

(b) Abenna o'ni awa oo, o'se awa oo, onted oo!

Atu nete pompom, nete pompom, nete pompom!  
 Maa raa yoyoo, raa yoyoo, raa yoyoo!  
 Twene beka krumkrum, beka krumkrum, beka krumkrum!  
 Abenna o'ni awa oo, o'se awa oo, onted oo!

Notes:

- i. New words: Osonko (the swing); otuo (gun)  
 bbaa (pl. maa); twene (drum).
- ii. The tunes are common and can be found in a booklet called "Songs, with their music, for gatherings". Compiled by Denteh for the Peace Corps, Ghana 1969 Summer Programme.
- iii. They are meant to be rehearsed over and over again until they are mastered.



LESSON LXIV

117. The following Twi proverbs are to be explained, taught and learnt off by heart:

i. Ku me na tu.

"Kill me and fly", that is, Kill me, but you should continue to live until such time that you become too old to die, and then you will fly alive to the land of the ghosts. (There is a legend about an Ashanti woman who lived for countless number of years and eventually flew into space and disappeared!)

ii. Ahwene pa nkasa.

"Precious beads make no noise": The beads here refer to the strings of beads which women wear round their waist. These beads make noise when their users run, and it is the less valuable - like empty barrels - which make most sound.

iii. Abosobaa na ema ogya paae.

"It is the mallet that drives the wedge in to split the wood": This places some premium on reminders and opportunity.

iv. Akoko a'ni na odi abebe sre.

"The chicken who is always near the mother gets the thigh of the grasshopper", that is, the choicest part of the catch. (Out of sight, out of mind!).

118. Notes: i. The correct rendering of the proverbs should be established; then a repetition of the proverb should go on until each is mastered.

ii. Any of the previous lessons requiring attention may be recapitulated.

LESSON LXV

119. Awuradé Mpaebó: The Lord's Prayer:

Yèn Ágyà a wówó sóró, Wò dín ho ríte; W' ahénnié mmra.  
Dèè wópé nyé àsásé sò, sèdèè èyè òsóró. Mà yèn yèn dáá  
àduané hns. Ná fà yèn aká firi yèn, sèdèè firi  
wón à wódé yèn aká. Ná m'fà yèn nkó sòhwe mù, ná yí  
yèn firi òné mù: Ná wó ná ahénnié. Né tùmí nē  
ànimuonyám yé wó idéá dáá. Amen.

120. Adidié Nhyiràsòò: The Grace before Meal.

Awuradé, yèsré wó, àduané à yèn nsá aká yí hyira,  
só má yèn, ènàn w'aldóm ntí. Amen.

121. Nhyirá: The Benediction.

Yèn Awuradé Yèsù Krístò adóm, Nyankopón do, nē  
Hònhòm Krónkrón ayònkòyè nká yèn nyináa dáá. Amen.