This text contains 66 lessons in Fante for the student of Fante 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 Fante. 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 parts of the body, and occasionally around an element of grammar. Repetition is the basic method used; students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are then used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)
SPOKEN FANTE

FOR

NON-FANTE BEGINNERS

by

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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 Fante, 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.) 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.
5. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.

6. 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-Fante Dictionary in their note books. Another thing to be encouraged is the recording of the various speech drills and practices for private rehearsal.

7. Attention should be strictly paid to the "Notes", especially to those portions recommending diagrams, sketches, tabular 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 Fante Language; and quite another thing to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE FANTE 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

2. Attendance 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, woana a? (ii)
A. Mara, .... (iii)
B. Bra. (iv)
A. Owura, nema wo akye. (v)
B. Yaa ewura. (vi)

Note: This dialogue should be acted over and over again, each learner being given a turn.

2. At this stage the instructor will call attention to:

(a) The other forms of (i) above: "koko" and knocking gently on the door.

(b) The other forms of (ii) above: 'woba' and 'bra dan mu.'

(c) The other forms of (v) above: Owura (Mr.), Maame (Madam, Mrs.), Ewuraba (Miss) Nema wo akye, aha, adwe.

(d) The other forms of (vi) above: Yaa, ewura (Mr.), Yaa, ena (Madam) Yaa onua, Yaa obi-n'dze (for co-equals).

Note: (b) The dialogue under 2 above should be acted over and over again. Each learner should have a turn.

Note: (c) Learners will then act the dialogue again, this time making use of what is learnt in 1 and 2 above.
LESSON II

A and B ask each other about their health:

A offers B a seat.

3. The aim of the following dialogue is to get the learners to commit it to memory.

B. W'apow mu e?
A. Yo ho ye. Na wo so e?
B. Yo so no ho yie.
A. Oye, yeda Nyame ase.
B. Tse na ase.
A. Meda wo ase.

Note: (a) Both Instructor and Learners should act the dialogue above.

4. Other forms to the above:

(a) The other forms of 'W'apow mu e?': Yo ho tse adn?; honan mu e?, Yo ho ye?

(b) The other forms of 'Yo ho ye': Nyame N'adom ara, Soo, Oye dodow.

(c) The other forms of 'Oye, yeda Nyame ase': Ndaase mka Nyame, Yeda Otumfo ase, Yeda Twerampon ase.

(d) The other forms of 'Tse na ase': Ko famu, ko danza, Kä xo tû adze, Boa nya no (to an intimate friend). In all cases B must be pointing to a chair. 'MEPA wo krew' and 'Mesere wo' should precede Ko famu, etc. when B is addressing an elderly person.

Turn-over.
Note: (b) At this stage the Instructor and the Learners should change parts, A and B, and rehearse the dialogue under 3 and 4 above. The Instructor may ask Learners to 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. Revision of Lesson I.
   (a) The Instructor will ask individual Learners to get out of the room and come back either saying 'Agoo', 'kokooko', or to tap on the door softly.
   (b) Another Learner should respond to 'Agoo', 'kokooko' or the soft knocking on the door, and to admit the one calling.
   (c) A and B must exchange greetings as learnt in Lesson 1. Each Learner should play the part of A or B at one time of the lesson.

6. Revision of Lesson II.
   (a) A is now in the house/room and B asks 'Wo ho tse dsn?' (Other variations of "Wo ho tse dsn" may be used by the Learners) A responds 'Mo ho ye' - or A uses any of the variants.
   (b) B offers A a seat - while B points to the seat he says 'Tsena ase' - or B uses any of the variants.
   (c) A takes the seat and says 'Neda wo·ase'. (Each Learner must have a turn).

7. Lessons I and II combined for a revision:
   Here A and B should act the dialogue from the time A says "Agoo" to the time A takes a seat offered him by B. The Instructor can play the role of either A or B while a Learner takes the other side. Two learners can also be asked to act the whole dialogue.
   (b) Every student must be given a turn in this exercise.
LESSON IV

8. The numerals, 1 to 10 are to be taught. These are kor/biako, obien, ebiasa, anan, enum, osia, esuon, nwotwe, akron, du.

Note: (a) 'biako' does not mean one or 'kor' in the ordinary use of 'kor' - it is a suffix to du ..., eduonu ..., edunsa ... etc. to mean eleven (dubiako), twenty one (eduonu biako) thirty one (eduasa biako), etc. The use of 'biako' must be explained at this stage to avoid the temptation of learners saying "du kor", eduonu kor, etc. to mean eleven, twenty one, etc.

Note: (b) It is not grammatically wrong to say 'nyimpa ebien', 'nyimpa ebiasa' 'nyimpa anan' etc. But it sounds better to use prefix 'be', and 'ba' when talking of people numbering 2 to 9: e.g. nyimpa beenu - not 'ebien', nyimpa baasa, baanan, bejson beesia, beesuon, baawotwe bakron.

Note: (c) Learners must be asked to count numbers 1 to 10 over and over again to enable them (learners) commit them to memory.

9. Names of objects:
   (i) with "a-") plurals:
   dan (pl.) adan
   tem (pl.) atem
   sekan (pl.) asekan
   bosom (pl.) abosom (gods)
   (iii) Both the singular and the plural forms are the same:
   sidi (pl.) sidi
   nsu nsu
   ewia ewia
   gya gya, etc.

   (ii) with "n-/m-") plurals:
   akoko (pl.) nhoko
   star (pl.) star
   baryin (pl.) baryin
   psewa (pl.) psewa.

Turn-over.
Drill: add cbria, atm, amn, anckan awatwo
nkoko shina, ntar osia, mbanyin baanan,
sidi crum, mpeswa osuon.

Note: Every Learner must have a turn.
LESSON V

10. A and B ask each other their names:

1. A. Mepa wo kyew, wofre wo den?
   B. Wofre me Kwame.
   Na wo so wofre wo den?
   A. Wofre me Kwesi.

11. Note: The essential expressions in the dialogue are to be learnt off by heart. This could be done by asking Learners to act the dialogue in pairs. Each Learner must have a turn.

11. Variants of "Wofre wo den?" and "Wofre me Kwesi".

   A. Wo dzin dze den?  B. Me dzin dze Kwesi.

12. The names of the Days of the week: The Instructor to say the names of the Days of the week for the Learners to repeat after him:

   Kwesida, Dwowda, Benada, Wukuda,
   Yawda, Fida, Memenda.

Note: Nos. 10 and 11 above are to be revised, and then number 12.
LESSON VI

13. The Week-day names for male and female person:

   i. Revise 12 with Learners.

   ii. DAY  MALE  FEMALE
       Sunday : Kwaresda  Kwesi  Esi
       Monday : Dwowda  Kodwo  Adwowa
       Tuesday : Benada  Kobena  Abena
       Wednesday: Wukuda  Kweku  Ekuwa
       Thursday : Yawda  Yaw/Kwaw  Aba/Yaa
       Friday  :  Kofi  Efuwa
       Saturday : Memenda  Kwame  Amba.

   iii. Example: A boy born on Friday is "Kofi", and a girl born on Saturday is Amba.

14. Masculine names: Manu, Mensa, Anan, Naia, Esuo etc.
    Feminine Forms: Manu, Mensa, etc.

    Note: By tracing one's week-day and numeral names back, one could get at one's Fante name; e.g. the 3rd born of a girl born of Saturday gets the name Amba Mansa.

15. Finding own names in Fante. Let all Learners tell their individual names in Fante, based on the information in 13 and 14 above.

    Note: Instructor to call pairs of Learners to revise Lesson V - this time giving the names in Fante.
LESSON VII

16. A and B ask each other where they come from:

A. Mepa wo kyew, ifi hen?
B. Mifi Simpa.
   No wo so fi hen?
A. Mifi Germany/America.

Note: (a) Let each Learner have the turn to ask the above questions and also to answer questions put to them by others.

17. Discuss these common expressions:

   Yes - 'nyew', No - 'oho', No - dabi, Please - mepa wo kyew, Thank you, O.K. - nyoo.

18. For practice:

   A
   i. Ifi Ghana a?
   ii. Wofre wo Kwame?
   iii. Wo ho tse den?
   iv. Mo so mo ho ye.
   v. Ifi Afrika?
   vi. Ifi Kanada?

   B
   Nyew, mifi Ghana.
   Oho, wofre me Kofi.
   Mo ho ye. No so e?
   Nyoo.
   Oho, mimmfi Afrika.
   Oho, mimmfi Kanada.
   Ma wo so e?
   Nyoo.

Note: (b) Draw Learners' attention to the negative "mimmfi". Learners to use this negative.
LESSON VIII

19. A says good-bye to B:

A. Moroko.
B. O! sesei y' a?
A. Nyew.
B. Oye, nantsew yie.
  Eko a, mikyia .........
A. Nyoo adze kye a, meda wo ase.
B. Yma nda ase.

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 'next morning call' would be impossible, you say "Next morning, thank you" i.e., Thanks in advance for tomorrow for this gift":
  Adze kye a, meda wo ase.

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

A. Merekaa, ma adze nkye oo!
B. Nyoo, da yie.
A. Nyoo.

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

(b) Let Learners act the dialogue by way of asking individuals to play the role of A and B.
LESSON IX

21. (a) Sentence practice:

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

Buuku da pon no do. When this is mastered, introduce ase, nkyen, mu, n'enyim, n'ekyir.
Let every Learner have a turn.

(ii) Introduce: sika da pon no do, etc. and

(iii) ekutu, mpuwa etc. da pon no do etc. Use demonstrations to show ase', nkyen, etc.

(b) Note: 'da' is the verb in use now. Later, 'si' and 'tsena' will be added. Other words to be introduced later will include gu, gyina, kow, etc.

22. i. Revision of the numerals 1 to 10.

ii. Further work: the numerals, 11 to 20; eduamu, then eduasa, eduanan, edumum, edousia, eduoson, educwate, eduokron, ohn.
LESSON X

23. Sentence drill: No. 21 continued.

i. Buukuu da pon no do. (use also: ase, nkyen ekyir, enyim).
   Buukuu da adaka no do.
   Buukuu da egua no do.
   Buukuu da lore no mu.

ii. Mixed drill:
   Buukuu da pon no do (also ase, nkyen, ekyir, enyim).
   Sika da adaka no do; mu, etc.
   Kyew da egua no do; ase, etc.
   Kraataa da lore no mu; nkyen, etc.

iii. Introduce the verbs 'si' and 'gu' to the Learners.

Note: In this the Instructor must bring visual aids, e.g. kyew, krataa, buukuu etc.
LESSON XI

2. The Pronouns: I: 'me, mi, no, mu; You: 'e, i;
he/she/it: o, o; we: ye, ye
you (pl.): hom; they: wo, wo.

i. Drill: meda, mekasa; yeda, yekasa
eda, ekasa; hom da, hom kasa
oda, okasa; woda, wokasa.

ii. Further practice:
meda mpa do: I sleep on a bed.
edo mpa do: You sleep on a bed.
oda mpa do: He/she/it sleeps on a bed.
yeda mpa do: We sleep on beds.
hom da mpa do: You sleep on beds.
woda mpa do: They sleep on beds.

iii. Further practice:
Kidzi paanoo. (bread)
Idzi paanoc.
Odzi paanoc.
Yedzi paanoc.
Hom dzi paanoc.
Wodzi paanoc.

Note: Let every Learner take active part in the lesson.
LESSON XII

25. (a) More drills in the use of pronouns: no, mu, etc

Sentence practice:
Example: mchor atar; mutu enguan
          ehor atar; itu enguan
          ohor atar; otu enguan
          yehor atar; yetu enguan
          hom hor atar; hom tu enguan
          wohor atar; wotu enguan.

Use the following constructions:

i. dzi paanoo/dokon/fufu/emo/bayer.
ii. ko Nkran/Kumase/Tamale/Sekunde/nsu/edwuma
iii. pa sika/nsa/kasa/nkatse/edziban/ndwom.
iv. saw highlife/adowa/soul/calypso/swing/cha cha cha.
v. ka kaar/keteke/aeroplane/hen/wusi/wimuhen.

(b) The pronouns in sentences: Questions and answers.
i. (That) Ebenadze: e.g. Idzi ebenadze: Midzi dokon.

   Epse ebenadze? Mope sika.
   Kofi so pa ebenadze? Epse raaf.
   Na emi so e? Epse nkatse.
   Hom pe ebenadze? Yere edziban.
   Epse ebenadze? Mope sika.

ii. Hen (fa) (where).

   Eko hen? Moko Nkran.
   Moko hen? Eko skuul.

Turn-over.

19
LESSON XIII

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

i. Singular             | Plural
---                   | ---
da              | nda
dapen (ndaawotwe) | adapen.
bosoom            | abosoom.
afe              | mfe.

ii. (a) da kor, nda ebien, ndaarsa, nadaan, ndaarsa, ndaesia, ndaesuon, ndawotwe, ndakron, dafu.

(b) dadu, adaduomu, adaduasa, adaduamak, adaduonum, adaduosia, adaduosuon, adaduowoab, adaduokron nda oha.

iii. dapan kor, adapan ebien adapan ebiasa, etc.

iv. bosoom kor, abosoom ebien, abosoom ebiasa, etc.

v. afe kor, mfe ebien, etc.

27. i. ........... a atwa mu.  ii. ........... a oreba.

iii. ........... na fa/na kakra.

For practice: (a) Kwesida a atwa mu no ....

(b) Dapen a oreba yi .......

(c) Adapen ebien a atwa mu no ... 

(d) Abosoom ebien a oreba yi ....

(e) Nda esia a atwa mu no ....

(f) Afe a oreba yi....

(g) Bosoom na fa; adapen ebien na kakra, etc.
John so 'ko hen?  Oko fie.
Hom ko hen?  Yeko Kumase.
Woko hen?  Woko Tamale.

'Henfa' may be used in place of 'hen'.

Note: (a)  Use 'saw' and 'ka' in questions and answers as used in (b) i and ii above.

(b)  Let individuals have equal chances. Instructor may ask Learners to take his/her place.
LESSON XIV

28. Revise Lesson XIII.

29. A and I ask each other how long they have been here:

A. Ebona ha akyer a?

B. Nṣew, akyer kakra.
   Medzi afe kor na fā.
   Na wo so o?

A. Nebaa ha nnkyere.

B. Edzi mfe ahen wo ha?

A. Medzi abosoom anan per.

Note: The conversation may now be practised with:

"menya afe/mfe; medzi dape/bosoom/afe na fā;
medzi abosoom/mfe asia na kakra; menya ndaan, etc."
Lesson XV

30. Revise Lesson xiv and add: A and B ask each other what they do.

1. Revision of Lesson xiv.

For each practice call two learners and let them play the parts of A and B. Let all learners take part in this revision.

ii. A and B ask each other what work they do:

A. Hepe wo kyew, eya edwuma ben?
B. Ekyere adze.
A. Ekyere adze wo hen?
B. Ekyere adze wo Zion skual.
Na wo so eya eben adwuma?
A. Kunnye adwuma, musu adze.
E. Isua ebenadze?
A. Musua borofokas at Legon.
B. Myoo, moroko.
A. Oye, nantsew yie.

Note: Let every learner have a turn as either A or B in the exercise.
LESSON XVI

31. A finds that work in the morning and gives him the appropriate greeting:

i. A. Edwuma oo!
   B. Edwuma ye!
      Nantsew yie oo!
   A. Nyoo!

ii. This is also normal:
   A. Edwuma oo!/Nyekoo!
   B. Yaa onua/egya/nä.
      Yo bra oo!/Nkye ba!
   A. Nyoo.

Note: Let learners know these important greetings and their response by heart.

32. Some common adjectives and their plurals.

i. Singular          Plural
   kese         akese
   kakraba     nkakraba
   fitaa       efita:
   tuntum      etuntum.

ii. Practise using them in sentences.

Singular          Plural
   Npe ekutu kese. Npe ekutu akese.
   Ndzi ekutu kakraba. Ndzi ekutu nkakraba
   Oto wate fitaa. Oto wate efita.
   Yewo atar, tuntum. Yewo ntar, etuntum.

Note: Point out to learners that in Danta the adjective comes immediately after the noun it describes.

Except few, e.g. skuul mbofra.
LESSON XVII

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

A. Mepe wo kyew, etse hen?
B. Metse Adabraka.
C. Ofi ha ko ho war a?
D. Nyew, kwan war.
   Na wo so tse hen?
A. Metse Osu. Ofi ha ko ho nnwar.
B. Dem a?
C. Kyew.

Note: Words to be explained: war, ofi ha..., dem a.

34. More adjectives for practice:

   i. buukuu tuntum,   ii. Kofi wo .......... 
      tem fufuw,            Mowo .......... 
      atar fitsaa,         Yeton .......... 
      dan kokco,           Woda .......... mu.
      boredze (plantain)  
      memen,              Esi ton ....
LESSON XVIII

35. Where: hen, henfa.

(a) i. A. Hen na etse? B. Metse Osu.
   Eroko henfa?
   Kofi ko skuul wo hen? Oko skuul wo Tema.

   Henfa na yenom nsé?
   Isüa adze wo hen?
   Yenom nsa wo fie.
   Musüa adze wo Tamale.

   iii. A. Henfa na idzii B. Midzii paanoo no wo paano no?
   Etoc merekye yi wo hen?
   Ofaa keteke wo henfa? Ofaa keteke wo Oda.
   Madina.
   Motoo merekye yi wo Osu.

36. Construction of sentences:

   i. A. Henfa na ..............? B. ..............
       Hen na ..............?
       .............. henfa?

   ii. A. .............. wo hen? B. ..............
       .............. wo henfa?
       .............. wo hen?
LESSON XIX

37. A asks B whether he can speak Ga:
A. Mepa wo kyew/Mesere wo, etse Nkran kasa a?
B. Nyew, metse. Metse Twi so.
A. Mo so metse Twi na menntse Nkran.
B. Nkran kasa nnye dzen.

38. For practice: i. Nkran kasa nnye dzen.
   Edguma yi nnye dzen.
   Mfantse so nnye dzen.
   ii. Greek ye dzen.
      Lore kâ ye dzen.
      Edwumasâa ye dzen.
   iii. Nkran kasa nnye mberew.
      Edwuma yi nnye mberew.
      Mfantse nnye mberew.
   iv. Greek ye mberew.
      Lore kâ ye mberew.
      Edwumasâa ye mberew.

Note: Inyim Nkran kasa? Eka nkran a? etc.
Deal with their answers also.
ii. The Instructor should prepare his own material
    for practice on "Etse", "Inyim", and "Eka".
39. **A introduces C to B:**

   A. (To B) *Kyia Owura Mensa.*

   (Both B and C shaking hands).

   Ṣye me enyigye de mehyia wo.

   C. Mo so demara.

**Notes:**

i. *Kyia:* to greet.

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

40. **Sentence drill:** "Perhaps": Bi a; annye a.

   Bi a ṣeṣe ba.

   Bi a nsu bọtọ nde.

   Bi a yebo ko skuul.

   Bi a ofae.

   Bi a okēa asem no.

   Annye a, ṣeṣe ba.

   Annye a, yebeṣe.

**Note:** In English, "perhaps" can occur in an initial or medial or a final position.

In Fante 'bi a' is always in an initial position only, as in the examples above.
LESSON XXI

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

i. Revise Lesson XX.
Let every Learner have a turn, either as A, B, or C in the dialogue under lesson XX.

ii. A. Afrenhyia pa oo!

B. Afe nko mboto hen.
Afedan sisei na yatse nkwa mu.

A. Nyew. Na yehyia mu bio.

Note: Learners must master 41(ii) above.
LESSON XXII

42. Sentence practice:

Fa (.....) to/si/gu pon no don/ase/nkyen, etc.

i. Fa buukuu no to pon no do.
ii. Fa krataa no to pon no ase.
iii. Fa koopow no si pon no do.
iv. Fa atar no gu pon no ase.
v. Fa egua no si po no nkyen.

Note: i. Instructor must try to use aids in this lesson.

ii. Tell individual Learners to do as you tell them, as in i-v above.

iii. Call others (learners) to instruct individuals to do as in i-v above.

43. Revision of Adjectives:

(a) i. Pon kase/tsentsen/tsiatsia.
ii. Prôse teter.

(b) i. Atar kokoo/tuntum/fitaa.
ii. Tam kokoo/tuntum/fitaa.
iii. Pen kokoo/tuntum/memen.

(c) Sentences:

Kôwo ................ wo fie.
Kofi ton .............. wo ne fie.
Yedzi ................. wo Legon.
........................ wo Nkran. etc.

Note: The spaces are to be filled with nouns followed immediately by adjectives.
LESSON XXIII

44. And B ask each other whether they have been to Kumasi, etc.

i.
A.
Kumase pen a?
B.
Oho, monnkor ho da.
Na owo ako ho pen?

ii.
A.
Tema da a?
B.
Nyew, mako ho da.
Na owo e?
A.
Monnkor ho da.
Kwan no war a?
Oho, onnwar. Oye akwansin duenum.

45. Notes: (a) i. Ako Tema pen/da a? (Alternative:)
Inyim Tema a?
Answer: Minyim Tema papaapa/yie.
Minnyim Tema koraa.

ii. Adverbial numerals: preko, mrensru/mren ebien, mrensra/mren ebiasa, mren anan, mren enum, mren esia, mren esucn, mren awotwe, mren akron, mren du, etc.

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

(b) "Koraa" is used generally in negative constructions: e.g. "Menntse ase koraa".

31
LESSON XXIV

46. Sentence practice: kyen; sen; more/less than; bigger/smaller than; etc.

(a) i. Mango yi suar.
    Egua yi suar.

   ii. Nkran sō.
      Mo kurow mu sō.

   iii. Kumase kwan war.
        Kwame war.

   iv. Yie ye.
       Dzin pa ye.

   v. Tam fitaa ye fsw.
      Fanta ye dew.

   vi. Wo nua yi ye kokoc.

(b) Comparing:

   i. Mango yi suar kyen kor no.
      Egua yi suar sen pon no.

   ii. Nkran so sen Tema.
       Mo kurow mu so sen Hadina.

   iii. Kumase kwan war sen Oguaa (Cape Coast).
        Kwame war sen Amba.

   iv. Buukuu fofor yi ye sen dadaw no.
       Dzin pa ye sen ahonya.

   v. Tam fitaa ye fsw sen tam tuntum.
      Fanta ye dew sen nsu.

   vi. Wo nua yi ye kokoc kyen me.

Note: The Instructor should get all Learners involved in this lesson.
LESSON XXV

A visits B, a colleague, in B's house in the morning:

A. Kokoko! Agoo!
B. Amee! Woana a?
A. Mara Kofii a.
B. Bi, Owura Kofii, bra dan mu.
A. Owura, nema wo akye.
B. Xyia me e. (stretching out his hand)
  Yaa onua (while they shake hands).
  W'apow mu e?
A. Boko; Na wo so e?
B. Nyame N'adom, mo ho ye.
A. Yeda Onyame ase.
B. Tsena ase (pointing to a chair).
A. Meda wo ase.
B. Nsu nye yi (giving out a cupful of water)
A. (After drinking) Meda ase. (Hands the cup back to B).
B. (Takes the cup and says) Akwaaba.
A. Yaa onua.
B. Aa, hen ha bereww,owo na enam/amandze.
A. Nyoo, monko me nsampa.
B. Ombo man.
A. Co, bokoo ara. Mebeseraa wo.
B. Nyoo! meda wo ase. Akwaaba.
A. Yaa onua.
B. Hen ha dze ten bi nnyi ha, etc.
A. Monko me nsampa!
B. Ombo man.

Turn-over.
Notes:  i. Explain unfamiliar words to Learners.

ii. The dialogue is to be practised.

iii. The dialogue is then acted until it is mastered.

iv. Variants:

W'apow mu e?; Wo honam mu e?; Bokoo (line 10) No ho ye/Bon bi nnyi mu; Tsena ase: Egua nye no/Ko fa mu/Ka wo tů adze; When you don't feel like drinking any water, you will still have to take the cupful of water being offered you and pour a few drops down.
LESSON XXVI

48. Sentence drill: okom; nsukom, me.
   (a) i. A. Okom dze me.
       Okom dze me kakra.
       Okom dze me papa.
       Okom dze me papanara/papaapa.
       B. Emi dze okom ndze me.

   ii. A. Nsukom dze me.
       Nsukom dze me yie.
       Nsukom dze me dodow.
       Nsukom dze me papaapa.
       B. Eboa, nsukom ndze wo.

   (b) A. Namee.
       Medzidzi amee.
       B. Emi dze, midzidzi a, memmee.

Note: i. Nsakom, etc dze me; but 'nankom aba'.
   ii. Tsiafi, dwenso/sonkye dze me.

49. i. A. Awow dze me.
       Awow dze me yie. Megye dzi de meyar.
       B. Ennyar, oye awow.

   ii. A. Chyew dze me.
       Chyew dze me papanara.
       B. Emi dze, awow dze me.

   iii. Oye awow yie.
       Oye hyew dodow.
LESSON XXVII

50. A says good-bye to B, A and takes leave of B.

A. Mepe de mesere kwan ko.

B. Oo, sesei?

A. Owo de moko, yeroko nhyiamu.

B. Nyoo, kwan da ho.

A. (As he leaves) Makra wo, adze kye a, meda ase.


A. Nyoo, meda ase.

B. Eko a, mikyia wo papa.

A. Nyoo.

Notes: i. 'A' in line 5 can also say "Medze Nyame gya wo/hom".

ii. This is a development of Lesson 17 and must therefore be practised, acted until mastered.

iii. Where possible revise Lesson XXV with Learners.
LESSON XXVIII

51. Sentence drill: who?: "woana"?
   i. Woana na oba ha?    ii. Woana na obaa ha?
      Woana na odzi fufu?   Woana na ofre me?
      Woana na ch3 lore?    Woana na otsenaa ase?
      Woana na onyim Mfantse?  Woana kaa dem?
   iii. Woana na oboko Nkravan    iv. Woana na ............?
      Woana na oboto mpaboa?  Woana na ............?
      Woana na otreba ha?    Woana na ............?

Note: "Woana" 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 Fante.

52. Revision: 46.
LESSON XXIX

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

1. Mepe Fanta.
   Mepe ekitu.
   Epe nango.
   Epe nkombo.
   Ope n'asem.
   Ope nantsew.
   Emmpe paanoo?
   Emmpe kwadu?

ii. Kofi pe (Kofi lies it)
   Amba so pe.
   Yaw pe ago.
   Woana na ommpe nsu.?
   Woana na ommpe sika?
   Ebenadze na epe?
   Ebenadze ntsi na epe
   ndwom dem yi?

iii. Learners own sentences.

5. i. Mepe da moko Nkran.
   Mepe da mesere kwan ko.
   Mepe da mská Mfante.
   Mepe da ebesser me.
   Ask for Learners' own sentences - as above.

ii. Epe da eko fie?
   Epe da eto mango?
   Kom pe da yenom nsá?
   Ask for Learners' own questions.

iii. Ope da oko.
   Ope da oká assm.
   Ope da okenkan.

Note: These are to be practised and mastered.
55. **Parts of the human body:**

(a) 1. Tsir, enyiwa, ano, aso, hwen, abodwe, abodwesa, kon, nsa, abasa, koko, enumfu, yafun, asen, sisi, sere, nan, nkotodwe, anantu, nanase.

ii. Other parts to be taught:

esë, tekyerema, anomu, tsinhwi, nsamu, nsatseaba, awerew, nansoba.

(b) Sentence practice:

i. Me nsa war sen Kofi ne nan.

Wo tsir sô sen John dze. etc.

ii. Eyar wo hën/Wo hënfa na oye wo yaw?

Me tsir a.

Me nan a.

Me yafun mu a, etc.
LESSON XXXI

56. Fruits to buy and the currency to use:
   i. Currency: pesewa, mpseewaa du, sidi, sidi ebien, etc.
   ii. Fruits: skutu, aboroba, nkatsa, okwadu/mpuwa, borofer/borosow, mango, muoko, eduwa, ntroba, eburow, etc.

Note: Introduce 'we' and 'dzi' and use them in sentences like "mowe eburow", "midzi muoko".

57. Sentence practice: Megye dzi de (I think that...........
   I believe that....................)
   Megye dzi de Kofi yar.
   Megye dzi de wo ho ye.
   Megye dzi de oada.
   Egye dzi de oseba?

Notes:  i. "Megye dzi de...." may be translated: I believe that......, I presume that...., I hope that......
   ii. The negative form is: L'enngye nndzi de......
   The sentences 1-3 under 57 may be tried in the negatives.
LESSON XXII

A buys oranges from B. A bargains with B.

A. Mango-wura, ahen?
B. Eto ti? Anan ye mpesewa du.
A. No bo ye dzen, tsew do.
B. Medze anan bema so mpesewa awotwe.
A. Mesere wo, tsew do kakra.
B. Wo so k' ti/ka dza ebema.
A. Nebema wo mpesewa esia.
B. Oo! mpesewa esia suar doda.
A. Nebema wo mpesewa esuon.
B. Gye fa sika bra.
A. Kenkyekyer ho?
B. Nyew, (takes the wrapped parcel) gye wo sika na sesa me.
   Bi, mame to me do.
A. Owura mesere wo, wonnto do, da a ebba no mebeye wo yie. Gye wo nsesaa.
B. Meda ase. Moroko.
A. Nyoo. Nantsew yie.

Notes: 1. Translation of the dialogue to show the trend.

ii. Words to discuss: Mango-wura, tsew do, to do, kyekyer ho, sesa, nsesa etc.

iii. 'Adabraka' can mean "tsew do" or "fa bi to do".

41
LESSON XXXIII

59. Dialogue of buying: Revision of No.58. It may be acted over and over again between different pairs until it is mastered.

60. Sentence practice: "owo de".

i. Owo de yeko fie

ii. Owo de ihu a?

Owo de yeko skuul

Owo de odzi'a?

Owo de yekeda.

Owo de yeba a?

Owo de Kofi tsena ha.

Notes: (a) The negative is "Onnyi de"; e.g. Onnyi de yeko fie.

(b) The variants of "Owo de" are "Ose de", "Oye de".

(c) The negative form of "Ose de" is "Onnsa de" and that of "Oye de" is "Onnye de".

(d) After discussing (a), (b) and (c) the sentences may be practised with the variants and the positive and negative forms of the terms being studied.
LESSON XXXIV

51. A reports sick to Ei:

1. Owura, menntse aqow koraa.
2. Eyar wo hen?
3. Me tsir'na no nu.
4. Na ekohu 'Dokota'/Datser?
5. Omo, me papa ema me edur.
6. Ose nom anaa fa ye den?
7. Nyew ose monom.
8. Hwe, se eboko ayarsabaa a, oko.
9. Minyi sika.
11. Ool meda ase.
12. Mma meda ase.

Note: i. Variants: (a) Dokota - Datser; ayarsabaa - asopitsi.
     (b) Menntse apow - meyar; mo homma me; ... 
     ye me yaw.

ii. Other parts to complain about: - me tsir, mo mu, me
    nsa, me yamu, me sê, me nan, etc.

iii. Methods of using medicines: 'nom' - for liquids, 'men' -
    for pills/tablets; "fa sera/twitwum" -
    apply externally, 'hem' - to spray on the
    body; 'son' - to put into the nostrils;
    'sa' - to syringe, pusuw - put the liquid
    in the mouth for some time and spout it
    out; etc.

iv. Every Learner must be encouraged to go through the
    dialogue first. This must be followed by treatment
    of general difficulties, and i-iii above.
LESSON XXXV

52. Sentence drill: Today, tomorrow, yesterday.
(Final, medial, initial).

(a) i. Koroko Kumase nde.
  Nuhun Kofi wo ha nde.
  Obba nde.

ii. Ose bra nde.
  Obba na casoan nde.
  Nde nyina yewo ha.

iii. Nde nsu bote.
  Nde ye Fida.
  Nde yeboaka Mfantse.

(b) i. Basera ne okyena.
  Nma nnko nde, ko okyena.
  Hwe m'enyim okyena.

ii. Ko ho okyena anapa.
  Yeboko asan okyena.
  Okyena ye Wukuda.

(c) i. Obaa ha ndeda.
  Yedzii fufu ndeda.
  Wokor Tema ndeda.
  Musaaka Mfantse ndeda.

ii. Ndeda yekaa lore.
  Ndeda etoow ndwom.
  Yessaw ndeda anapa.
  Yeto ekutu ndeda.
LESSON XXXVI

64. Sentence drill: Ọye me yaw.

(a) Of physical pain; (b) Pitying; (c) Apology.

(a) Me tsir ye me yaw.         (b) Ọye me yaw de ammba.
Me nan ye me yaw.             Ọye me yaw de minnyi sika.
Kofi ne sê ye no yaw.        Ọye Kwesi yaw de na ná
Wo tsir ye wo yaw anaa?       Ọye no yaw de canntae asae
Wo nsa ye wo yaw anaa?       Ọye no yaw de canntae asae
evu.                         no.
Kofi no kon ye no yaw?        Ọye wo yaw de annko bi?
Wo henfa na ọye wo yaw?      Ọye no yaw de odaa ntsen?

(c) Ọye me yaw de maka ekyir.
Ọye me yaw de mekáa dem.
John se ọye no yaw de cemma.
Kodwo se ọye no yaw de cenhaw wo.

Notes: i. Difficulties are to be dealt with.

ii. The sentences are to be practised.

iii. The Instructor may set up his own role-plays in which some of these expressions may be put into use.
Sentence practice: 'Ebenadze': Why (used only at the position in the sentences).

To be explained and practised. Note the emphasis:

Why is it that ..........?

i. Ebenadze ntsi na eba ha?  ii. Ebenadze ntsi na eroxo?
Ebenadze ntsi na irusüa  Ebenadze ntsi na etoo
Mfantse?  edziban?
Ebenadze ntsi na etse ha?  Ebenadze ntsi na
Ebenadze ntsi na ehwe me  empe de ekasa.
dem yi?  Ebenadze ntsi na
Ebenadze ntsi na ereserew.

Notes: i. New words: hw-e, serew.

ii. "Osiande" and "Mnye hwëe/ciribiara" are to be introduced.
The questions may now be practised in a dialogue form e.g.

A. Ebenadze ntsi na ehwe me dem yi?
B. Osiande w'atar no ya few; or Mnye biribiara bi a.

Revision of numbers 100 - 1,000; and then teaching of numerals to 1,000,000.

Revise personal numerals. See Lesson IV.
LESSON XXXVIII

i. Vocabulary for buying and selling:

i. Fruits and vegetables: (See 56). Also: boredze, paya, bayer/dwow, kute, abe, tomakyese, etc.

ii. Household goods: pretse, atser, faka/edzinam, koopow, edzidzisekan, nkanta, mbukyia, yabaa, kyew, atar, tam, ahwehwanyiwa, mpaboa, egua, pon, poma, mena dwomba, wodur, etc.

A buys from B's shop:

A. Owura, mepa wo kyew, pretse yi ahen?
B. Sidi ebien na mpesewa eduonum.
A. Mesere wo, tsew do kakra ma me.
B. Oho. No bo ara nye no.
A. Co, mesere wo.
B. Se etoto a, fa no sidi ebien na mpesewa eduanan.
A. Meda wo ase. Na kyew yi so ye ahen?
B. Kyew kese no ye sidi enum, na kakra ba no so ye sidi anan. Ma owo hen na epe?
A. Mepa kese no, na yi do ma me.
B. Oye fa no sidi anan na mpesewa eduonum.
A. Owura, mbesma wo sidi anan.
B. Fa kakra to do.
A. Me sika ara nye no, mepa wo kyew.
B. Oye fa wo sika bra. Wo kaw aye sidi esia na mpesewa eduanan.

1. Oye fa wo sika bra. Wo kaw aye sidi esia na mpesewa eduanan.
2. (Taking the money) Tweon ma menkyekyer mma wo.

Turn-over.
A. (Taking the parcel) Meda wo aso.

B. Nyoo! Nantsew yie.

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.
70. Revision of 69.

71. Sentence practice: "whether .......or" (This is expressed in Fante by the use of 'Se.........o').

i. Se obeba o, oremmba, ommfa mo ho!

ii. Se odzidzi o, onnidzidzi o, murunntum nnakā!

iii. Se eba o, ammba o, obohu wo.

72. Sentence practice: But - naaso.

i. Nokor' ho, naaso mennhu Kofi.

ii. Nowo sika, naaso monnom nsā.

iii. Kwan no war naaso yebu du ntem.

iv. No ho ye few, naaso no suban muo.
LESSON XL

73. **Seeking or showing direction: A asks B to help him (A) find his way to the G.N.T.C. shop:**

   i. Word drill: nyimfa - right; fa nyimfa - turn right, bankum (pronounced benkum) left; fa bankum - turn left, ko w'enyim - go ahead, w'enyim tsentsendo - straight ahead, abasamu - one yard.

   ii. A. Mesere wo, kyere me G.N.T.C. fiadze kwan.
       B. Ko w'enyim kakra, ibohu dan kokoo bi si nyimfa.
       A. Ono nye fiadze no a?
       B. Oho, idu ho a, fa wo bankum.
       A. Ehce, na menye dan?
       B. Ko w'enyim bsey abasamu eduonu, ibohu fiadze no wo wo nyimfa.
       A. Nyoo na gua mu so wo hen?
       B. Se idu G.N.T.C. a bisa gua mu kwan no.
       A. Nyoo, mede ase.
       B. Mma nda ase.

   **Note:** The conversation should not be merely read, but each Learner should get the essential terms and use them in his/her own expressions - a point to which the Practice should be geared.

74. **Sentence practice 'mpo' - even:**

   i. John mpo ose onnyi sika.  ii. Oannhwe m'enyim mpo.
      Emi mpo mubotum ays.  Woamaa me nsu mpo.
      Kofi mpo etum ato lore.  Nde mpo nye yi, na
      Iyi mpo minnyi bi.  Okyena.
      Me ná mpo nnyi fie ko.

   ii. Each Learner must be given an opportunity to read or say the above sentences.  ii. Exercise (oral)
   Ask every Learner to give two sentences each of which contains 'mpo'.
LESSON XLI

75. Sentence practice: "Ebenadze, den"-what?

(a) i. Ebenadze na ereye yi? or ii. Ereye ebenadze?
Eben asem na erekâ yi? or      Erekâ eben asem?
Ebenadze na worohwehe? or      Worohwehe evenadze.

(a) i. Ese den?
Wose den?

Notes:  i. Instructor to let Learners practise the above questions.

ii. Learners to answer the above questions.

iii. Exercise (a) Individual Learners to put the above questions to others who, in turn, will answer them.

(b) Other Learners to put own questions. These must be answered by other members of the class.

  e.g. Ese den? Mese ma me sika.
        Ebenadze yp wo? Me tsir ye me yaw.

iv. Revise 73(ii).
LESSON XLII

76. Sentence practice: Se .......a; - 'If' and 'when' - conditional clauses.

(a) "If": Se .......a,
   i. Se nsu to a, mobohor tam yi. If it rains I'll wash this cloth.
   ii. Se oba ntsem a, yeboko. If he comes early, we shall go.
   iii. Se minya sika a, moboto lore. If I become rich, I'll buy a lorry.
   iv. Se hom dzi a, hom beyar. If you eat it, you will fall sick.

(b) "When": Se .......a,
   i. Se oba a, fre me. When he comes, call me.
   ii. Se yehu no a, yebeba. When we see him, we shall come.

Notes:  
1. New words to be discussed: mobohor, ntsem, beyar.
2. The subordinate clause "Se....a," should always be at the initial position (see examples above).
3. Learners to give sentences which contain "if" and "when" clauses. After each sentence, call another Learner to translate it into Fante.
4. Sentences given in Fante to be translated into English.
LESSON XLIII

Revision of No.62.

Ndédá (yesterday), Nde (today), Okyena (tomorrow)

1. (a) Ndédá: Mh
   Yéppoo bélé ndédá.
   Kwésé bée há ndédá.

   (b) Nde: Me papa bééba
   Nde.
   Yéppoo kwan ndé
   Nde nsú bóto.

   (c) Okyena: Kóbéné béeéba okyena.

Note: Encourage Learners to use 'ndédá', 'nde' and 'okyena' in sentences.

ii. 'Ndédá', 'nde' and 'okyena' – used interrogatively.

   Ndédá: Ihun Kofí ndédá?
   Nde: Óbéeba ndé a?
   Nde idzii pàanoo a?

   Okyena: Okyena étoko hen?
   Wéppoo Tema okyena a?

Note: Learners to use 'ndédá', 'nde' and 'okyena' in question sentences.

75. Further work – No.77.

Nde ndaansa – the day before yesterday; Nde (ara) – today for emphasis; Okyena ekyir – the day after tomorrow.

i. Yéppoo pàanoo ndé ndaansa.

ii. Nde ndaansa na Kwééme bée.

iii. Néhu Kwésé ndé ara.

iv. Mibéfé há ndé ara.

Turn-over.

53
v. Krataa no bodu okaa ekyya.

vi. Wobasan aba okaa ekyya.

Note:  i. Variant for "nde ara" - "nde dua yi".

Krataa (letter, paper).

ii. Allow Learners to have more practice.
LESSON XLIV

79. New words to be explained: (a) Anapa - morning;
    Ewia - noon-tide; Ewimbir - evening; Ewiaber - day;
    Anadwe - night.

(a) tow ndwom, ko edwuma, sùa Mfantse, so kandzea,
    tu kwan, dzi agor, ko nhyiamu, ntsi, anaa.

80. i. Monom tsii anapa. ii. Mennda ewia.
    Yeguar anapa biara. Musùa adze ewia.

    Monnsùo kandzea ewiaber. Òda anadwe.

    Ewimbir biara ystow ndwom. Wonntu kwan ewimbir.

81. Miscellaneous: Learners to use anapa, ewiaber, ewimbir,
    anadwe, ndeda, nde and ëkyena in sentences.
LESSON XLV

32. Sentence drill: Ber/Aber ben - what time; when).

(a) i. Ber ben na esöer?  ii. Ber ben na ekor Tema?
   Ber ben na isüa adze?  Aber ben na obeba?
   Ber ben na yepon skuul?  Aber ben na owui?
   Ber ben na yeboko fie?  Aber ben na wotoow ndwom no?

   iii. Obeba ber ben?  iv. Aber ben na yenom tsii?
   Yebeda ber ben?  Aber ben na yeboko ho?
   Aber ben na yeba skuul?  Kofi beba ber ben?

(b) i. Learners to go over and over again the questions above.

   ii. Give Learners the chance to put the above questions to the others to answer, working in turns.

   iii. Learners to put their own questions to others to answer. The questions to be based on "Ber/Aber ben".
LESSON XLVI

13. Sentence practice: (a) ....per, (b) se ....pe.

(a) i. Ohu me per, oboguan.
    Odu fie per, obeda.
    Yedzidzi per, yebye edwuma no.
    Wohu no per, obotua sika no.

ii. Kofi ba ha per, bisa no asem.
    Itua kaw per, ma do.
    Hom hu no per, hom mfre' me.
    Oda per, hom mpue.

(b) Se okasa per, ma ompue aboano.
    Se otua sika no per, fre me.
    Se oda per, gya no ha.
    Se sammba per, yeboke fie.

Notes:  i. Explain these words: oboguan, obotua, bisa, mpue, aboano, sammba.

ii. Encourage Learners to form own sentences based on "......per", and "se......per"; after 
practising the above examples thoroughly well.
LESSON XLVII

(i) Sentence practice: "Fa to" etc.; neg.: "Mma mmfa nnto".

(a) i. Fa to ho.
   Fa to ha.
   Fa to mu.
   Fa to nkyen.
   (ii) Fa sika no to ho.
        Fa buukuu no to ha.
        Fa krataa no to mu.
        Fa iyi to nkyen.

   iii. Encourage Learners to use the following words in sentences: sika, kyew, egua, adaka, pon, kotoku.

   iv. Treat new word: - kotoku.

(b) i. Fa gu ho.
    Fa gu ha.
    Fa gu mu.
    Fa gu nkyen.
    (ii) Fa tam no gu ho.
         Fa hanketse no gu ha.
         Fa mbobaa no gu mu.
         Fa nkrataa no gu nkyen.

   iii. Treat: - hanketse, nkrataa, mbobaa.

   iv. Fa nsu no gu kyeense no mu.

   v. Encourage Learners to use the following in sentences: sika, mbuukuu, anhwea, etc.

(c) i. Fa si ho.
    Fa si ha.
    (ii) Fa koopow no si pon no do.
         Fa nsu no si ha.

   iii. Fa koopow no si pon no do/ase, nkyen.

   iv. Learners to use the following words in sentences: paying attention "Fa ....... si ......".

55. The negative: mmfa nnto/ngu, nnsi, etc.

   i. Mma mmfa nnto ho.
   Mma mmfa nnto ha.
   Mma mmfa nnto mu.
   Mma mmfa nnto do.

   ii. Mma mmfa nngu mu.

   iii. Mma mmfa nnsi mu.

   Turn-over.
iv. Mma mmfa sika no nnto ho.

v. Mma mmfa .........no........ha. Mma..............nnsi do.
   Mma mmfa .........no ........mu. Mma mmfa..........ngu mu.
   ..............nsu no.........mu. Mma mmfa........nto....
   ..............mbuukuu no nngu.. ..............no nngu..

Note: Learners to fill the spaces with vocabs. learnt in 84(a)-(c) on page 56.
LESSON XLVIII

86. Sentence practice:

(a) Fa bra (bring), (b) Mma mmfa mmba (don't bring); (C) Fa bre... (bring to), (d) Mma mmfa mmbre (don't bring to..) (e) Fa ko (take away), (f) Mma mmfa nnko; (g) Fa kema (take to), (h) Mma mmfa nnkema (don't take to).

Positives

(a) Fa bra.
Fa bra ha.
Fa bra ntsen.
Fa bra ho.

(c) Fa bre me.
Fa bre no.
Fa bre hen.

Note: With datives: 'Fa bra' becomes "Fa bre".

(e) Fa ko.
Fa ko ho.
Fa ko ntsen.

(g) Fa kema Kofi.
Fa kema no (him/her)
Fa kema Kwame.

Note: With datives: 'Fa ko' becomes 'Fa kema'.

Negatives

(b) Mma mmfa mmba.
Mma mmfa mmba ha.
Mma mmfa mmba ntsen.
Mma mmfa mmba ho.

(d) Mma mmfa mmbre me.
Mma mmfa mmbre no.
Mma mmfa mmbre hen.

(f) Mma mmfa nnko.
Mma mmfa nnko ho.
Mma mmfa nnko ntsen.

(h) Mma mmfa nnkema Kofi.
Mma mmfa nnkema no.
Mma mmfa nnkema Kwame.

Note: With datives: 'Fa ko' becomes 'Fa kema'.

87. Exercise: Learners to complete with own vocabs.

Turn-over.
(a) i. Fa ........bra.  (b) i. Mma mmfa....no....
   ii. Fa........ntsam.  ii. Mma mmfa......no....
   iii. Fa...........bre....  iii. ....dokon no....no.
   iv. Fa..........ko.....  iv. ......sekan....mma.....
   v. Fa...........kema...  v. Mma mmfa..........Kwesi.
   vi. Fa nsu no..........  vi. ............nnkema....
   vii. Fa................  vii. Mma mmfa......mmbre.....
   viii. ..................me.viii. ..................mmba.....
Lesson XLIX

56. Sentence practice: Medze too etc.; Negative: Mammfa annto.

i. Medze too ho.
   Medze guu ha.
   Medze sii do/mu.

ii. Medze sekan no too ho.
   Medze tsii no guu koopow
   Medze bodambo no sii adaka
   no mu.

iii. Medze bukuu no too pon no do/ase/nkyen, etc.
   Medze sika no too kotku no mu.
   Medze egua no sii dua no ase.
   Medze atar no.............adaka no mu.
   Medze bokitsi no........ dua no ase.
   Medze nsu no................no mu.
   Medze.........................
   Medze.........................

Note: The above spaces to be filled by Learners.

59. The negative: Mzfa annto/angu/nntsi, etc.

i. Mammfa annto ho.
   Mammfa enngu ha.
   Mammfa ennsi do/mu.

ii. Mammfa sekan no annto ho.
   Mammfa tsii no enngu koopow
   no mu.
   Mammfa bodambo no ennsi
   adaka no mu.

iii. Exercise to be done by Learners:

   Mammfa..............ennsi.........no do.
   ....................................ennsi mu.
   ....................................enso
   ....................................ase.

   Turn-over.
Mammfa ......................... no rkyen.
Mammfa nsu no ................... nc mu.
Mammfa nsu no ................... no do.

Note: Learners to fill the spaces with word from own store of vocabs.
LESSON II

50. Sentence practice - more negatives:

me, mo, ni mu; e, i; o, o; ('st, 2nd and 3rd singular).

1. **Positives**
   - Meda ha.
   - Meda dan mu.
   - Monom nsu.
   - Monom edur.
   - Misi dan.
   - Mutu enguan.
   - Mutu bankye.

2. **Negative**
   - Mennda ha.
   - Mennda dan mu.
   - Monnom nsu.
   - Monnom edur.
   - Minnsi dan.
   - Munntu enguan.
   - Munntu bankye.

ii. Eko too.
   - Eko Tema.
   - Eda dan mu.
   - Idzi fufu.
   - Itu enguan.

iii. Odzi fufu.
   - Otu bankye.
   - Otu aize.
   - Oko Tema.
   - Oko skuul.

51. Exercises to be done by learners.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moto bukuu</td>
<td>Mummbu dua</td>
</tr>
<tr>
<td>...............</td>
<td>Minndzi fufu</td>
</tr>
</tbody>
</table>

Turn-over.
Eton egua.  .........................
Odu ntsem.  .........................
Ihu Kofi.  .........................

...............  Monnom nsë.
...............  Munnguar.
...............  Onnda fie.
LESSON LI

92. Sentence practice: more negatives: ye, ye; hom; wo, wo:

i. Positive
   Yedzi paanoo.
   Yebu ndua.
   Yeton mbuukuu.
   Yebu bool.

   Negative
   Yenndzi paanoo.
   Yemmbo ndua.
   Yennntor mbuukuu.
   Yemmbo bool.

ii. Hom ba ha.
    Hom bisa asem.
    Hom da ntsem.

    Negative
    Hom mmba ha.
    Hom mmbisa asem.
    Hom mnda ntsem.

iii. Wodzi paanoo.
    Wodzi dokon
    Woda fie ho.
    Wokasa.

    Negative
    Wonndzi paanoo.
    Wonndzi dokon.
    Wonnda fie ho.
    Wornkas.

93. Exercise:

   1. Ask Learners to give short sentences in positive for others to give their negative forms.
   2. Ask for negative sentences for others to say them in positive.
   3. Fill in the spaces; miscellaneous.

   Positive
   Medze to ho.
   Odze si ho.
   ....................
   ....................
   Nton ekutu.
   Odzi mpuws.
   ....................
   Hom pe asem.

   Negative
   ....................
   ....................
   Chntse dua no ase.
   Wonnko Tanale.
   ....................
   ....................
   Wonnpe sika.
   ....................

66
LESSON LII

3. Telling the time:

(a) i. To be mastered: donkor, ndonebien, ndonebiasa
    ndonnan, ndonnement, ndonsia, ndonsuon, ndonwotwe,
    ndonkron, ndondu, dubiako, duebien.

ii. Donkor mpamup, ndonebien mpamup, ndonebisa
    mpamup, ndonnan mpamup, ndonnement mpamup, ndonsia
    mpamup, etc.

(b) Minutes to: aka sema.......ma........
    Aka sema du ma sabo dubiako.
    Aka sema eduonu ma sabo donkor, etc.

(c) Minutes after:
    Dubien apat ho sema enum.
    Niorwotwe apat ho sema duenum.

35. General practice: Sabo akan? (The answer patterns are
    in Q4 a, b, c, and d).

Notes:  
1. Beye ndonsia - It's about 6 o'clock; alternative:
    Sabo beye ndonsia.

ii. Learners should be given their turn to put the
    question for others to answer. This exercise
    should be practised over and over again.

iii. A clock, a paper clock or at least the dia-
    gram of a clock on the black board may be
    used.
LESSON LIII

96. Vocats. i. si mu; du; afe; dapen/adapen; bosoom/abosoom; afe, ndaanan, nda enum, etc.

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

97. Revision: ber/ben ber ben ....... (No. 82)

Question: Aber ben na obaa ha?

Pattern answers: i. Obaa ha ndonnan na fa.

   ii. Obaa ha ndeda anapa.

   iii. Obaa ha ndeda ewimbir.

   iv. Obaa ha Dxoda no.

   v. Obaa ha wukuda a otwa mu no.

   vi. Obaa ha akyer.

   vii. Obaa ha, edzi adapen ebien.

   viii. Obaa ha, mfe anan nye yi.

Note: The question could be diversified.

   e.g. Yesii mu ber ben?

        Obaa ha ber ben?

        Wodur no ber ben?

        Wonoom nsã no ber ben?
§i. Relations:

(a) Pronunciation drill: papa, maame, nua, ba, wofa, nana, yar, nyanko, egya, asew, akonten, damfo, abofra, kun, kora.

(b) Sentence practice:

Question: Oyera yi ye woana?

Answer: i. Oye me paga or ii. Oye m'egya.

Exercise: Learners to use words under 'Pronunciation drill' above in simple sentences.

99. Note: Another term for "maame" is "nä" and for "papa" is "egya". Paternal uncles and aunts are "fathers", and maternal aunts are "mothers"; hence "egya panvin" and "egya kuma"; and "nä kuma" and "nä panvin". One's mother's brother is "wofa".
LESSON LV

110. Can: To be able, etc.

(a) Sentence drill:

i. Itum ká lore.
Mutum ká lifantse.
Yetum tu nánum.
Yetum saw hár.

ii. Itum ká French.
Wotum tu enguan.
Yetum hor ntar.
Mutum dzi dokon.

(b) Questions and answers:

ii. Itum tu boll? Nyew, mutum bo bool.

iii. The negative forms ............... can't - nntum.

(a) i. Munntum mká lore. iv. Yenntum nntu kwan.
ii. Munntum nttu boll. v. Munntum nntu m nás.
iii. Munntum nntu ntsém. vi. Onntum nntu asafo.

(b) Questions and answers.

i. Ana mafi tum ká lore? Ans. i. Oho, onntum mká lore.
Yetum tu enguan?
Yetum ntum boll?
Yetum tu ém?
Yetum saw adze?
Yetum fir bi?
102. Conversation: washing.

A. Mepa we kyew, hohor wo nsa ho na kra.
B. Epo de meya biribi na wo ena?
   A. Nyew, mepa de ehor m'otir ma me.
   B. Bwo nsu, semina na tokitsi?
      A. Nyew, mowo bi.
      B. Ha wamba no wo a, wonna na ohotow ama wo?
      A. Ko ns ohotow do.
      B. Bwo pon na gyabiriw?
         A. Nyew, mowo bi.
         B. Hen na ebehata ndzamba no?
            A. Ebehata wo ahoma yi do.
            B. Mahor no fefelew.
            A. Nyew, mada wo ase.
            B. Oo, mma nda ase.

Note: (a) Vocab.: i. Verbs:— hohor, hor; tow do; hate,
   ii. Nouns:— semina, gyabiriw, ahoma.

(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 embody the sense required, so much the better.

(c) The Instructor may use aids to establish the vocab. in the lesson.
LESSON LVII

103. Dem dze a (then, i.e. "in that case" . . .)

For practice:

i. Aba, dem dze a tsana ase.
   Ewo sika, dem dze a to bi.
   Onyim kwan no, dem dze a ma onko.

ii. A. Hewie kyerev.
    Minyim wo fie.
    Wuwo sika pii.

104. "Na............so" (and then, also)

i. Okā lore na oton atam so. ii. Oton adze na......so.
   Wuwo sika na nobu adze so. Yebó boói na......so.
   Oko skuul na osá edwuma so. Onyim nwoma na......so.

105. Ansaana(before)

i. Used in the final position of the sentence.
   Se eboto a ma mentso ansaana.
   Epe a fa na mbom tua kaw ansaana.
   Yetuan kaw naso yeamhwe no yie ansaana.

ii. Used in the initial or medium position of the sentence.
   Dzidzi ansaana ako skuul.
   Mu no edur ansaana cada.
   Ansaana yeboko no owo da yehu no.
   Ansaana adze rebekeye' no nna oko.

Note: i. Variant for 'ansaana' - 'ana'.

ii. New expressions: 'wobu adze; adze rebekeye'.

70
LESSON LVIII

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

107. Dye me de (It seems to me/it appears).

Sentence practice:

i. Dye me de inyim Twi.
   Dye me de eyar.
   Dye me de enntse apow.
   Dye me de ibotum ako.

ii. Dye no de yampe nsō.
    Dye wo de minnyi sika.
    Dye me de enye krataa (letter).
    Dye me de wo papa beba nde.
    Dye hom de edwam yi ye mberew.

iii. Exercise: Ask Learners to give own sentences - using "dye ......de".

73
Lesson LIX

Conversational: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing.

A. Ne phim "highlife" pana pana.
B. ninim saw?
A. Nyew, ninim "highlife" saw.
B. Ninim "highlife" nwoman so tow.
A. Nyew, metta tow nwoman, nkan ba asor nwoman.
B. Na wo so eya adwontow na asaw?
A. Ne phim adwontow. Se nedo kyen yie so a, mesaw.
B. Kom wo okyerema?
B. Nenntse de trobo kyen.
A. Se asafo na hyin a, na obo.
B. Ebaadze nye asafo.
A. E, inyim asafo. Asafo ye akanfo ayer kese.
B. Wondzi ho asor koraa.
A. Asafo so watow nwoman wo mu.
B. Nyew, watow nwoman, wobbo kyen na Wosaw.
A. Ntsi inyim asafo saw.
B. Cho, afei na mursuwa. Asaw no ye dzen.
A. Na so mutosua asafo saw.
B. Nbo, oya is iboosa.

Note: New words: nkanka, adwontow, okyerema, kyen,
asafo; asafo na mursuwa, mubosua.
109. Revision: (i) Reading the clock: No. 94.

(1) obaa ka no, nna abo ndomsia, etc.
(2) (Bar bar)....... No. 82.

(ii) Nos. 100 and 101.

110. It looks as if (i) gyama (ii) dys de.

For practice:

i. (a) Gyama eyar?
Gyama entsee ma caba.
Gyama onntse kasa.
Gyama onnyi egya.

ii. Dys de nsu boto.
Dys de okom dze no.
Dys de onnhu aize.
Dys de oyare.

Exercise: Ask Learners to give own sentences.
LESSON LXI

111. Everyday commands:

i. Bra (come); abofra, bra; bra ha; Kwaku e, bra.

ii. Gyaa (stop); he gyaa; hei gyaa; kofi gyaa dem ya.


iv. Fre (call). Fre kofi ma me. Fre no; fre hon ma me.

v. Hwehwe (look for it; search for it; seek) Hwehwe Esi ma me.

vi. Tow kyen (throw; it away) Tow ekutu no kyen.


viii. Tsie. (listen) Tsie assm no. Tsie dze orekä.

ix. Hwe (look); hwa! (look here!); hwe edze.

x. Soer (get up) Soer gyina ho. Soer ko.

xi. Fi ho. (get away) Fi ha ko.

xii. Gyina (halt) Gyina ho. Gyina lore no ma me.

xiii. Nma (don't) Nma ndzi. Nma nda.

xiv. Kä bio. (say it again, repeat it) Tow ndom no bio.

xv. Serew. (laugh) Serew Kofi.

xvi. Ka mu/Tsëa mu (shout).

xvii. Dzi (eat) dzidzi (take some food).

xviii. Fa (take) Fa ko fie.

xix. Kenkan (read) kenkan bukuu no.

xx. Tu mbirika/Tu egoon (run).

Note: Drill in these: Each of the above may be acted by Learners.
LESSON LXII

112. Conversation:

In Church, before the start of the service. A
whisper to 3 who is sitting besides him:

A. 75 wo kyew, woana na obeye asor nde?
B. Osfo Andrews a.
A. Ber ben na wofii asor ase?
B. Wofii ase nkonkron na fô; na wopon dubiako.
A. Ebenadze ntsi na asor no kyew dem?
B. Osianâs yebo mpaa, kankan esuasem, tow ndwom,
   na yetse esenkâ no.
A. Wofii tow?
B. Nyew, ber no du a, wotse pretse ko aprôw.
A. Ahen na wotse to pretse no mu?
B. Dza epe na edze to mu.
A. Kom wo aiwontofo kuw?
B. Nyew, yebo bi.
A. Bi, gyama hon na worotow ndwom ba no?
B. Nyew. Na yensoer.

Notes: New words: Asor (the church, prayer); woana (who)
osfo (Rev.); osianâs (because); yebo mpaa (we pray);
esuasem (the lesson); esenkâ (the sermon).
LESSON XIII

115. Sentence drill: So (also); Naaso (although... yet).

i. Yaw so boko mxran okyena.
Naaso no so ato dokon no bi.
Han so yaspa sika no bi.
Ambo so ton kube.

ii. Owa sika naaso onnsi dan.
Owa mta naaso wonko skuul.
Mebra ha naaso nenna u Aba.
Mennase opow naaso minnyi sika.

116. Sentence drill: Ntsi (therefore, so, because of).
Ntsi na (that is why).

i. Oyar, ntsi mma nhaw no.
Chymi sika, ntsi kom dhe no.
Cys edwama, ntsi owo sika.
Omntse asem, ntsi gyaa ká.

ii. (Because of....)
Me papa ntsi mebeba ho.
Shumbobor ntsi medze kye wo.
Wo yarba no ntsi mma ndzi mpupa.

iii. Ntsi na (that is why).
Wnzrye no eur, ntsi na owui no.
Obbo famu ntsi na osui no.
Cennyse lore no mu kwan, ntsi na oannko no.
Ommi n'egye, ntsi na orokohwehe no no.

Notes: i. 'haw' (to trouble/worry) shaw (trouble: oye shaw kwa).

ii. Learners should be encouraged to use the patterns in sentences of their own.
LESSON LXIV

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

A. Murutu kwan.
B. Eboko daben - nde anaa okyenn?
A. Mibesi mu nde.
B. Ber ben?
A. Mbonebien mpaamu.
B. Edze ketke anaa lore?
A. Medze lore, ono na oko ntsem.
B. Wogye ahem?
A. Wogye mpesëwa eduowotwe.
B. Akwansin ahem?
A. Eduosia enum.
B. Na wo ndzemba wo hen?
A. Menndze ndzemba biara.
B. Na ebeba daben?
A. Nebeba dasende.
B. Oye, se mennhu wo a, nantsew yie.
A. Nyoo!

Notes:

1. New words: akwansin; dasende.

ii. The dialogue may be practised in pairs after the drill.
I. About the head:

Ne tsir nnye. - He is not lucky.
Ne tsir abo no pas. - He is mad.
Ne tsir nryi fie. - He is mad/He does not think about home.

II. About the eye:

Oriyi n'eyi do. - He is having siesta.
N'eyi esi fie. - He feels homesick.

III. About the ear:

Tue n'aso. - Give him a hint.
Tue n'aso. - Punish him.

IV. About the mouth:

N'ano apa. - He has said what he ought not to.
N'ano awow. - He knows how to speak very well.
N'ano atsew. - He knows how to speak very well.
Crek n'ano. - He is eating.

V. About the hand:

Ne nsa war. - He is a thief.
Crek ne nsa. - He is eating.
Gato ne nsa. - He has stolen something.
Ne nsa nu ye. - He is rich.

VI. About the stomach:

Ne yafin abobo. - He is hungry.
Ne yamu nwo no. - He does not feel like eating.
Ne yamu etue. - He has frequent stool.
117. Idioms:

i. About the legs:

N'anan ye ha ntsiantsia. — He frequents here.
N'anan ho awow. — He walks very fast.
He can walk well.

118. Miscellaneous idioms:

Oabo hwea — He is frightened.
Oafa adze
Bosoom ewia no
Oabo sotor.

N'ano abo — He has finished speaking.
Osgu hyirew — He has been found innocent.
N'enyi tratra no nton — He does not respect anybody.
Agye nta — It is well-established.
No nton e'lima — He is annoyed.
Woetwa no esu. — He has been deported.
Oetwa no ho. — He is gone on a trip.
Odan n'ano. — He has changed what he said.
He nsa apa. — He has/hit/knocked/killed someone by accident.
Oroto nkun. — He is dosing off.
Woato no boda — He has been ricked.