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, 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)
SPOKEN TWI

FOR

BEST COPY AVAILABLE

NON-TWI BEGINNERS

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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

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 built 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.

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 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 1

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. Amee! (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: kokokoko! (and knocking at the door).
(b) The other forms of (ii) above: (a) Hwan a? (Ans. Eye me, John)
    (b) Bra 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 Nyame ase.
B. Mepa wo kyew, tena ase.
A. Yoo, meda ase.

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

Nyame adom, mepa wo kyew;
ten 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 practice in pairs; and finally, the dialogue should be acted over and over again until it is mastered.
5. (a) Variations of "so ho te sen? are to be taught

A.

i. So ho te sen? (Response) Nyme aqom, me ho ye.


iii. N'apo mu e? " Bokoo.

iv. Apo'm'? " Bokoo.


vi. So hanam 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.
6. The numerals 1 to 10 are taught. These cardinals are:

- Ino, eno, ene, ene, ino/ina,
- uno/una, unu, unu, unu, unu.

Notes:

(i) Ino, Ina, and Ina are usually used in the initial position only; ino, ino, and ino are used medially or finally.

(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 "-n" plurals: (b) with "n-/-m-" plurals

- Apono (pl) Apono Akonoma (pl) Akonoma
- Edan "-Edan Atsade " Atsade
- Okwan "-Okwan Akoko " Akoko
- Shoo "-Shoo Dua " Dua.

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

- Sidi
- Arika
- Npaton
- Nsuo.

(ii) Drill: Apono miana; Atsade nsia; Sidi Dpaton; Npaton Dwatu; Akwan nsia; Akoko Dpaton; n.s.
9. The words of the basis of the week: (to be repeated after the instructor)

Kwasinda, Edenga, Ebenada, Yakunda,
Yawanda, Efida, Meleka.

10. Variants of No. 8 - "Yeere wo sen?"

A. Wode sen? (Answer) B. Mde Kofi.
"Wo din de sen? "  Me din de Kofi.

Note: No. 8 may now be revised with the variants in No. 10.
11. 1. The weekday association of "Year".

<table>
<thead>
<tr>
<th>DAY</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday:</td>
<td>Kuma</td>
<td>Kuma</td>
</tr>
<tr>
<td>Monday:</td>
<td>Edwonde</td>
<td>Edwonde</td>
</tr>
<tr>
<td>Tuesday:</td>
<td>Ekanu</td>
<td>Ekanu</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Akande</td>
<td>Akande</td>
</tr>
<tr>
<td>Thursday:</td>
<td>Yawo</td>
<td>Yawo</td>
</tr>
<tr>
<td>Friday:</td>
<td>Efina</td>
<td>Efina</td>
</tr>
<tr>
<td>Saturday:</td>
<td>Ekenele</td>
<td>Ekenele</td>
</tr>
</tbody>
</table>

11. Example: A boy born on Friday is "Yefin"; a girl born on Wednesday "Akande".

12. Masculine Names: Eyo, Eyo, Eyo, Eyo, Eyo, etc.
   Feminine Forms: Eyo, Eyo, Eyo, Eyo, Eyo, etc.

13. Further drill:

   A. Year we sent?   B. Year of what name?  

Note: By tracing one's weekday and naming drill can be used.
One could get at one's Akare name; e.g., the boy born of a girl born on Friday gets the name Yawo.

Every.
16. For practice:

A.

i. Sefiri America
ii. Yeni, yafe kekori
iii. Yeni yafe kekori
iv. Sefiri South Africa
v. Yeni, siri South Africa

B.

ii. Yeni, siri kekori
iv. Sefiri America
v. Sefiri America

Note: The negative phrase, "Sefiri" has been introduced. so also in the negative form of "Yeni". Yeni, Sefiri, Yeni yafe kekori, etc. can henceforth be used for practice.
Lesson VIII

1. A says: Good-bye to B:
   A. Mer'ko. (Pronounced: meeko).
   B. seesei?

2. A: Aane, mer'ko nhyiamu.
   B. Yoo, nante yie oo!

3. A. Yoo, adee kye a, meda ase.
   B. Yenni aseda.

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": Ades kye a, meda ase.

18. i. A says: "good night" to B:
   A. Mer'kəda: ades nkye oo!
   B. Yoo, da yie oo!
   A. Yoo.

ii. Note: (a) "aded 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 book on/under/by/in/in front of/behind the table.

(ii) Sika wo pono no so; and

(iii) Passere wo pono no so. By demonstration, use - as, nkyen, mu, anim, akyi.

(> 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 - 11, aduya, aduyan, aduyonum, aduosia, aduason, aduosotwo, aduoskron, sha.
LESSON X

1. Sentence drill: No. 19 continued.
   i. Nwoma wo pono no so. \(\sqrt{\text{ase also: ase, nkyen,}}\)
      \(\mu, \text{anim, akyi}\)
      Nwoma wo adaka no so.
      Nwoma wo boto no so.
      Nwoma wo lore no so.
   ii. Mixed drill:
      Nwoma wo pono no so \(\sqrt{\text{Also: ase, nkyen, mu,}}\)
      \(\text{anim, akyi}\)
      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 reinforce this lesson? Diagrams - actual objects, etc.

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Lesson XI

22. Pronouns: -- I: me--; you: wo--; he/she/it animate; it inanimate: e, we: ye--; you (pl.): mo--; they (human beings and animals): wo--; they inanimate: e-- (nkonnwa no wo he? Esis'dan no mu).

i. Drill: menom fanta, yenom fanta
   wonom fanta, morom fanta
   onom fanta, wonom fanta
   enom fanta, enom fanta.

ii. To be used for further practice:

(a) di paahoc
(b) ko Nkran
(c) ba šukuu
(d) pe aduane
(e) sa highlife
(f) ka kaa.

E.g. medi paahoc
wodi paahoc
odi paahoc
etc.

Neko Nkran
yeko Nkran
moko Nkran
etc.
LESSON XII

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

Example: Osa highlife
Wosa highlife
Yësa highlife etc.

Use the following constructions:

i. di paanoo/dokonçu/fufuo/emo/bayers/kelewele.
ii. ko Nkran/Kumasi/Tamale/Sekondi/Tarkwa/Ho.
iii. ba sukuu/ma/Legon/fie/nhyiamu/assôre
iv. pe aduane/dxon/asa/nkate/á+w'ašën/kasa.
v. sa highlife/adowa/soul/calypso/pachanga/swing.
vi. ka kaa/ketekye/basekere/ponko/aeroplane – wiëm-hyen.

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

Note: i. Deef (what)? e.g. wowo deen? (lit.)
    You have what?
    ii. He (where)? e.g. Woreko he? (lit.)
    You are going where?

Pattern: A. Kôdi deen? B. Medi fufuo (etc.)
    Ope deen? Ope kasá.
    Yësa deen? Yësa highlife.
    Òba he? Òba 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. **Singular** | **Plural**
---|---
eda | nna
dapen (nnawotwe) | adapén (nnawotwe)
boosome | abosome
afe | mfee

ii. (a) da koro, nnanu, nnanqa, nnanan, nnanum, nnanqa, nnanson, nnawotwe, nnan kron, dadu.

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

(b) dadu, adaqonu, adadusa, adaduanan, adadums, adadusu, adaduson, adaduawotwe, adaduakron, nna sha.

Note: "134 days": Nna sha adusua nnan.

iii. dapen biako, adapen mmiens, adapen mmiensa, etc.

iv. boosome biako, abosome "abosome mmiensa, etc.
v. Afe biako, mfee mmiensu, mfee mmiensa, etc.

25. i. .......... a atwam. ii. .......... a ereba.
iii. .......... ne fa/ne kakra.

For practice: (a) édwoada a atwam yi.
(b) dapen a ereba yi.
(c) adapen 2 a atwam yi.
(d) abosome 2 a ereba yi.
(e) abosome 4 a atwam yi.
(f) afe a ereba yi.
(g) boosome ne fa; adapen mmiensu ne kakra; etc.
LESSON XIV

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

A. Woabaa ha, akye?

B. Aane, akyere kakra.
   Madi afe ne kakra.
   'Na wo e?'

A. Mebaa ha, enkyere e
   madi abosome mmienaa 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; woakyee). 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 faa; madi abosome mmienu ne kakra; madi nnanan pe etc.
LESSON XV

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

A. Npe w3 kw, wyo adwuma ben?
B. Nkyere a3es. Na wo nso wyo adwuma ben?
A. Nkyre adwuma: desua a3es.
B. Wosua d3en?
A. Mesua asa wo Legon.
B. Yoo, eye. Mer'ko.
A. Yoo.

25. Notes: (a) i. Yo adwuma: to work. (Meyo/menyo adwuma Tema)
ii. Kyere a3es: to teach. (Okyerekyerehi: Teacher).
iii. Sua a3es: to learn.

(b) In "kyere a3es" and "sua a3es", if the object is named, it should replace the "a3es" in the construction. e.g. Mesua Geography, Osua Twi; mekyere nkontabuo, mekyere Bororo.
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.


    Onipaa kesse  .......... kesse.
    Aduane dede  .......... dede.
    Ntoma fefe  .......... fefe.

Note: i. "nwonnongon" 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'the Post Office, Accra, and they ask each other where they live:

A. Epa wo kysw, wote he?
B. Mete Legon:
A. Ekwaa wape?
B. Aane, wofiri ha reko a, kware.
Na wo nso wote he?
A. Mete Oso. Wofiri ha reko a, kware.
B. Ama a?
A. Ane.

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

34. Colours for practice: i. woma koko ii. Kofi wo ....
ntoma tuntum Jama wo ....
mpaoo 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. Keta Osu
    Ehe na wor'koro?    Mer'ko Legon.
    Ehe na Kofi ko sukuu?    Eko sukuu Tema.

    Ehe na yenom nsa?    Yenom nsa wo fie.
    Ehe na wosua 'adee?    Ke'sua 'adee Tamale

iii. A. Ehe na wodi 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?  
 .......... wo he?
LESSON XIX

37. A asks B whether he can speak French:
   A. Mepa wo ksey, wote French?
   B. Aane, mete, Afei mete Borofo.
   A. Me nso mete Borofo; French des, mente.
   B. French nje den.

38. For practice: i. French nje den.
      Adwuma yi nje den.
      Twi nso nje den.

      ii. Greek ye den.
          Kaa ka ye den.
          Abrabo ye den.

      iii. French nje mmere.
          Adwuma yi nje mmere.
          Twi nje mmere.

      iv. Greek ye mmere.
          Kaa ka ye mmere.
          Abrabo ye mmere.

      Deal with their answers also.

      ii. You may prepare your own material for
          practice on "Note", "Wonim", and "Woka"
          in connection with Languages.
40. A introduces C to B:

A. (To B.) Nyia Owura Xensa.

B. (Both B and C shaking hands)

Eyes me anigye so makyia war.

C. Me nso saa ara.

Notes: i. Nyia: to meet, Kyea: to great.

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

41. Sentence drill: "Perhaps": Ebia.

Ebía oseba.

Ebía osu-beto mne.

Ebía yēbanya bi mne.

Ebía ofae.

Ebía okaa saa.

Ebía ete saa.

Note: In English, "perhaps" can occur in an initial or medial or a final position. In 1-1, 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 mmeto yen bio!
   A da sese na yeahye.
   A. Anne, na yer'kyen yen bo sei bio!

43. Note (a) A. Afirinhyia pa! B. Afe nko mmeto yen bio!
    (alternatives)
or
    Afunhyia pa!
    i. Mfe mgu yen mfee so!
    ii. Afa da sese na yete ase.
    iii. Afa da sese na yeahye 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 nhwen no si pono no so.

iii. Fa staade no gu pono no so.

iv. Fa pensere no to adeka no mu.

45. Revision: Adjectives, and colours:

(a) i. Skwar tentene/tiatia.

ii. Prete kurukuruwa/trawa.

(b) i. Ataadee koko/tuntum/fufuo.

ii. Pensere koko/tuntum/fufuo.

iii. Duku koko/tuntum/fufuo.


(c) Sentences: Mewo .............. wo Kofi dan mu.

........................ Amma pono so. etc.

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

A and B ask each other whether they have been to Zamas', etc.

1. Woako Zamas' pen?
2. Dabi, muko ho da.
   ma woak ho pen?
3. Aane, mako ho preko.
4. Ekwa ho ware?
   Aane, ware; aye akwansini cha aduosi a ngom.

47. Notes: (a) i. Woako Zamas' pen? (alternative)
    (b) Mennim Zamas' yie.
    (Answer): (a) Mennim Zamas' papaapa

(b) Mennim Zamas' koraa.

ii. (Adverbial numerals): preko, mprenu,
   mprensa, mprenan, mprenum, mprensia,
   mpreson, mprenwotwe, mprenkron,
   mpredu, mpredubia, 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;" "ontez da".

ii. "koraa" is used generally in negative constructions; e.g. "Mente ase koraa," "manhuwa n'anim koraa"
LESSON XXIV

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

(a) i. Epono yi su.
   Kofi sua.
ii. Sidi so.
   Ne kurom so.
iii. Kumase kwan ware.
   Kwame ware.
iv. Yeive.
   Din pa ve.
v. Duku kokoo ye fe.
   Paano ye de.
vi. Wo pensere yi ye kokoo.

(b) (Comparing):

i. Epono yi su kyene biako no.
   Kofi su su sene tama.
ii. Sidi so sene mpezewa 60
   Ne kurom so sene kuro yi.
iii. Kumase kwan ware sene Tama de.
   Kwame ware sene ne nua no.
iv. Yeive kyene biako no.
   Din pa ye sene ahonya.
v. Duku kokoo ye fe sene duku tuntum.
   Paano ye de sene dokono ahas?
vi. Wo pensere yi ye kokoo sene me de no.
   Me maa no ye kokoo 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. Kokokoko! Agoo!
B. Jame! Hwan a?
A. Kye me Kofi a.
B. O, Owura Kofi, br mu.
A. Owura, maakye.
B. Kyea me e, (Stretching out his hand)
   Yaa, Onua (while they shake Hands).
   m'app mu e?
A. Bokoo.
   Na wo nso e?
B. Nyame adom, eYe.
K. Yeda Onyame' ase.
B. Adwa nie mepa wo kye, tena ase.
A. Yoo, meda ase.
B. Dabenom deen?
A. Ne ede na wowo?
B. O, okukyseku, bramsco, beer, fanta, sprite ....
A. Me me beer. (Beer is served).
B. Akwaaba.
A. Yaa, onua.
B. Na ekwan so? (Alternative: Aamnere?)
A. Ekwan so se bokoo. Mekere a wo.
B. Yoo, meda ase ne nra.
A. Na eha e?
B. Eha nso de, ohia ne kom no ara na swo. 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; me.

(a) i. A. Ekom de me.
    Ekom de me kakra.
    Ekom de me pii.
    Ekom de me papaap.

B. Me de, ekom mme me.

ii. A. Sukom de me.
    Sukom de me ye.
    Sukom de me pii.
    Sukom de me papaap.

B. Woboa, sukom mne wo.

(b) A. Nadi e
    Medidi amee.

B. Me de, medidi a, memmee.

Note: i. Narkom, msiakom, sigarekm (de me).
ii. Also, efc (Tiafi), dwonso, etc. de me.

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

B. Worry: awo wom.

ii. A. Ahohuro de me.
    Ahohuro de me papaap.

B. Me de, awo de me.

iii. Awo wom ye.
    Ahohuro wom papaap. [etc.]
LESSON XXVII

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

1. See se neesa kwan korra.
3. Ese se mokoro, yereko, mhyiamu.

B. Yoo, enne akwan da fen.

A. (As he leaves) Makra yo.

B. Yoo, nante vie oo! Wonya kwan a, bra.

A. Yoo, mela ese.

B. Noko a, melyea wo yere!

A. Yoo, obete.

Notes: i. Attention on: sre kwan, sesei, ese se, mhyiamu, obete.

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

53. Sentence drill: who: Hwan

   Hwan na oba ha?
   Hwan na odi rufo?
   Hwan na oka ka?
   Hwan na nim Twi?

   iii. Hwan na obeka Nkran?
       Hwan na obeta mpabo?
       Hwan na ereba ha?

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.
55. Sentence practice: Pe (to like; to be fond of, etc.)
   
   i. Mepe kwadu.
   Mepe dwom.
   Wope asem.
   Wope nkombo
   ope n'asem
   ope nante.
   ope mmirika.
   ope awa.

   ii. Kofi pe. (Kofi likes it)
   Amma nso be.
   Waw pe agorw
   Waw na ope adungu?
   Waw na ope sika?
   Eeen na wope
   Eeen na wope borofe.

   iii. (Learners) own sentences).

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

   i. Mepe se meto dwom.
      Mepe se mésra kwan korq.
      Mepe se meka Twi.
      Mepe se wobe'ra me.

   ii. Wope se: woto dwom anaa?
      Woju mé anaa?
      Wobi'sa me asem?

   iii. Ope se akorw.
       Ope se aadie.
       Ope se aka asem.
       Ope se akonkan.

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, uso, ano, shwene,
    abodwe, ekon, basa, nsa; koko( ), nulu,
    yefumu (yam), asene, sisi; eto( ), nan,
    sre, kotodwe; nantu( ), nan-ase.

ii. Other parts to be taught:
    ese, tekverete, anomu;
    bodwess;
    tiriawi;
    nsam, nsateaa, bowers; nansowaa.

(b) Sentence practice:
    i. Me nsa, Kofi nsa; hwan nsa nje? (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: "pesowa, mpesowa aduonh, sidi, matenso n.s.

ii. Fruits: atakal, aborobe, nkates, kwada, borore; mako, nkuma, adua, nyandega, aburo, ntoso; etc.

Note: Introduce "we" and revise "di", and use them in sentences like: Medi aborobe, mewe nkates, etc.

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

Megye di se Kofi wa ha.
Megye di se wope nsafiuo.
Megye di se eya.

Notes:

i. "megye di se ..." may be translated: I think that ..., I expect that ... I hope that ...

ii. The negative form is: Mennye 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 noon.

B. Wobeto bi?
   B. Pa sika bra.

A. Miusa mpesewa du.
   A. Menkyekyre ho?

B. Nu boɔ'yɛ den: te so.
   B. O dabi, sho nhia.

A. Mpu mpesewa nwɔtwe.
   A. Mpesewa 20: wowo nsesa?

B. A daabura.
   B. Amen. Mesesa wo
      mpesewa 137.

A. Mo nso ka'bi.
   A. Amen. To me so e.

B. Mena wo mpesewa nnum.
   B. Ei! Owura! Cye e.

A. Daabura.
   A. Wo nsesa nso nie.

B. 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; daabura; kyekeye; kyekeye he;
    shia, enhi; sesa (v.) nsesa (n); Cye e.
LESSON XXXIII

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

62. Sentence Practice: Ḗse se (ewo se)

1. Ḗse se kofi koda. ii. Ḗse se wohu no? Ḗse se mutwen. Ḗse se ṣe ṣe ṣa ṣa ṣa. Ḗse se ṣe ṣa ṣa ṣa ṣa.

63. Notes: (a) The negative of "ṝṣe ṣe": e.g. Ḗr̥ṣe se wosere no.

(b) A variant of "ṝṣe ṣe" is "ewo se"; the negative of the latter is "ṝṛni" e.g. Ḗr̥ṇi ṣe ṣọwọwọ.

(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.
64. Conversation etc. (cont.)

A. Oucha, ye? se koun.
B. Ndure so ko?
C. Pe ti, se ko.
D. Ya wokpa name dafetu?
E. Dafitu, se ko da nduro.
F. Ba now knewu ye no deeg?
G. Dzse marc naa.
H. Ke, se wokpa dafetu a, ka.
I. Manni sika.
J. Gye sidi mienu na ko dafetu ntem.
K. Yoo, neda ase.
L. Mana ase.

65. Notes: 1. Dente apo; ndure; menni nhodden.
   2. Se ti/mu/nna/se/yam etc.
   3. Confr/sra/so/wasa/hem/punu
      se/tun/psau/mene/ye/kure so/tete
      so/tota so/ hua/thufere/di/dwane/
      tena ... so/bobo.
   4. 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.
57. Notes: 1. There is opportunity here to deal with:

- aga, sata, anwumere, anadwe.

(See No. 35)

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: Εύη me ya (a, b, c):

(a) Of physical pain:

Me nan 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:

Εύη me ye se wamma.
Εύη me ye se menni sika.
Εύη me ye se woresse wo bere.
Εύη me ye se woanrya bi anto.

(c) Apology: Εύη me ya se maka akyi(re).
Εύη me ya se mekaa saa.
Εύη me ya se mammà.
Εύη 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: 1. Aden na woba ha? ii. Aden na worekoro?
Aden na wote ha? Aden na wotog aduane?
Aden na wore sua Twi? Aden na wome se wokasa?
Aden na wo hwe me saa? Aden na woresere?

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 ho ye 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", it 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...".

72. (i) Revision of the numerals to 1 million:
(ii) The personal numerals; 1-9, being: bāako, baanu, baasa, baanar, bānum, baasia, baason, baawotwe, baakron, to be practised, e.g. Mmofra baasa bi wo ha.

Yeye nnipa baasia,

Strictly speaking, it is "akonnwa bāako" and
NOT "akonnwa baako"
73. Vocab. for buying and selling:

i. Fruits and vegetables: (see no. 58). Also
borodee, paya, nkruma, bayers, amankani, kute,
abe, asaa, aburoo, n.a.

ii. Household goods: prete, ayowy, atere, adidsekan,
ete, kukuo, mgaao, atadesh, skye, ntoma, akomwa,
(adwa), spono, podo, ashua, kuruwa, prae, wone,
wadury, n.a.

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

A. Owura, mepa wo kyew, ntoma yei sen?
B. Ne boa a sidi du.
A. Mepa wo kyew, yente so?
B. Dabi, nanso se woseto a; fa no sidi nkron.
A. Mepa wo kyew, yorunya nwotwe?
B. Fa bra.
A. Yoo, nanso. twen kaba, mepa 's no mehe wo
mprete ne nkuruwa ni kyense yin no.
B. Yoo, meton na to bi na.mehye wo yie.
A. 'Ode 'ofiri me?
B. Mepa wo kyew, eba de 'ofiri ade.
Ta m no kpra tose bawu ke.
A. Yoo, nato, a de sidi nwotwe yin no.
B. Yoo, mela a ese.

Note: The "Conversation" is to be practiced, 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. Ogeba'oo, cemma oo, emfa ma no!
   (Cemma: pronounced, emma).

ii. Odidi oo, onnidi oo, mentum nkyera.

iii. Okasa oo, woafi'asa oo, obere we.

iv. Afie no da oo, onma oo, onnim.

77. Sentence practice: But - nanso

i. Nekoo ho, nanso nanka asem ho bi.

ii. Onim ye dee, nanso onto n'agya.

iii. Ope su, nanso yena osere.

iv. Ekwaningi'wee de, nanso yebékó.
LESSON XL

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

A. Ke pa wo kyew, kyerb me U.T.C. sotoo kwam.
B. Tra polisini yi na ko w'anim têe.
A. Nkwanta bi wo m'aniim anaa?
B. Aane, nkwanta bi wo ho.
A. Nokoto a, fa benkum.
B. Ehêé, edên bie!
A. Womane benkum a, U.T.C. wo ho ara.
B. Na edwan pso wo ne?
A. Ewo U.T.C. akýiri ho ara.
B. Yob, Owura, nêda ase.
A. O, nna ase.

Notes: 1. New words to be discussed: tra, polisini, mane, koto, nkwanta, ho ara.
2. 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: U po - even.

Wo m otso wynn bi na me. ii. Manhwe m'aniim mpo.
Ke mpo ndu m aye. Nsu mpo manho bi.
Ono mpo atumi atua na wo. Wo de mpo wo tiri
Yei mpo. Nyame adom a ra kwa
na yenka.

Note: Difficult sentences may be broken into simple forms for study, and then joined up again for practice e.g. "mannom bi", "nsu mpo ......." Then:
"Nsu mpo mannom bi".
LESSON XLI

Section Practice: Edeën - what?

(a) i. Edeën na wodie?  ii. Edeën na yebenyə?
     Edeën na wowa?  Edeën na wobeto?
     Edeën na notaa to?  Edeën na asseə?

(b) i. Wobahə deen? (Wonga) ii. Wobeə do deen?
     Wose deen?  Wobenom deen?
     Ose deen?  Wobema me deen?

(c) i. Edeën a?  ii. Efiri deen?
     ii. Edeën ntira?  iii. Enam deen so?
     iii. Edeën asəm(a)?  Wobenya deen?

Notes:

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

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

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

   ("Wose deen" is like "forgive me" when you want a statement repeated.

iii. Role-plays and other ways may be used to establish the expressions with "Edeën" (what).
81. **Sentence practice:** se..... a: "if" and "when" causal clauses.

(a) **"IF":** Se: ........................

i. Se oso to a, meko afom.  
   If it rains, I'll go to farm.

ii. Se yehu no a, yebésó.  
   If we see him, we shall see.

iii. Se oba a, ebeye me de.  
   If he comes, I'll be happy.

iv. Se wodi a, wobeyare.  
   If you eat (it), you will fall ill.

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

i. Se oba a, ko.  
   When he comes, go.

ii. Se otena ase a, fra na.  
   When he takes his seat, call me.

iii. Se wohu me a sere.  
   When you see me, smile (laugh).

iv. Se wokorie a, kyesa  
   When you go home, greet your brother for me.
   wa nua ma me.

**Notes:**

i. New words to be discussed: afom, beso/bessé/bedi  
   ( future prefix ) ; kyesa, ku/kuwu, ye di.

ii. The subordinator clause "se..... a," (should always  
   remain at the initial position) (See examples above).

---

22. To be translated into Twi (in turns) - **Only:**

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.
83. Revision of No. 66

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

(a) Nnora: MeKo ho mnora.  (b) Enne

Wdii rufo mnora.  li. Yaaf dokono nne.

Okaa ka n n nora.  Enne yesua Twi.

Yenom nna mnora.

(b) Enne:

ii. Meko Kumase nne.  iii. Wosaa highlife nne.

Enne biwto gwom.  Yeyo adwuma nne.

iv. Mewo ha nne.  Moreko he nne?

Mete asea nne.  Yeredi deen nne?

(c) Okyena:

i. Yebo ho okyena.  ii. Okyena yebehyia.

Bre me fie okyena.  Okyena besra me.

84. Extension of 83:

Nnanao - the day before yesterday.  Nne (ara) - today

(with emphasis)

Okyena-akyi - the day after tomorrow.

i. Yebo bankye nnaano; nne nso yeredi bankye;

entikkyena yerenni bankye bie.

ii. Yebo Kofi kurom okyena-akyi.

iii. Yebeduru Kumase nne ara.

Notes:

i. Attention on: te asea, bankye, duru.

ii. Much practice.

iii. Other aids may be employed.
LESSON XLIV

55. New words to be explained: (a) anopa - morning, awia - noon, tiwe, anummere - evening, awia - day, anadwo - night.

(b) to dawn, ko advima, sua Twi, sa kana, tu kwan, di agoro, ko nhyiamu, enti enna.

56. i. Kaka kaa anopa.
    ii. Kenko advima awia.
    Kofi tidiwom anopa       Meko advima anadwo.

iii. Keso kana anadwo.
    iv. Oka kaa anadwo.
    Kenso kana anopa.        Onka' kaa awia.

v. Yeto diwom anopa bieria.
    vi. Yetu kwan awia.
    Drama yedi agoro anummere.    ko nhyiamu anummere.

    vii. Wotu kwan anadwo.
    Onko nhyiamu anadwo.        enti wose kana anadwo.

ix. Yerenni agoro nne.
    xo nso wojobi tii anummere.    Yerekro nhyiamu awia yi.

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


(a) i. Bere ben na wonom tii? ii. Bere ben na woko a? b. Bere ben na wokoo ha? 
Bere ben na woko àduuma? 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 'obreba? iv. Wonom tii bere ben?
Bere ben na 'yerekoro? Yekaa saa bere ben?
Bere ben na obedi emo? 'Yerekho bere ben?
Bere ben na yebesa highlife? Yebesa highlife
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! " Nebaa ha npora.
iii. " Bere ben na 'obreba? " Oreba aqumme yi.
iv. " Yekosa highlife bere ben Yebesa highlife
     mneokyeng.

Notes:

i. Berea, ...... 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: LIXI

68. Sentence Practice: (a) ... pe; (b) s'... Ee a,

(a) 1. Kofi ho pa, obeye adumaa no.
Oka ha pa, mebisaa no am.
Yeto awoh pe, dossaa.
Yeto highlife pe, obako fie.

ii. Kofi be ho pa, firiri adi.
Note ase sa pe, kasa.
Oka no pe, Tre pe.
Oka saa pa, team.

(b) Sa aope pa a kasa.
Sa awoh se awohe pe a la, ma no aduro.
Sa note asem no pe a, hunta.
Sa shyen no tu pe a, tre fie.

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

    (New Words): firiri adi, team, sore
    hunta, fie.

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

90. Sentence practice: Fa to etc. (Negative: 'fa nto...)

(a) i. Fa to ho.
ii. Fa sika no to ho.
Fa pensere no to ha.
Fa mu/su etc.

iii. Fa mu/su no to pono no so/mu/ase etc.

Sika       adaka
pensere     akonnwa

(b) i. Fa gu ho.
ii. Fa ntoma no gu ha.
Fa gu ha.
Fa anwea no gu ha.
Fa gu so/mu etc.
Fa abo no gu so/mu etc.

(iii. Fa ntoma no gu ha no so/ase etc.

anwea       adaka
abo          bote
nsuo         kaa

(c) i. Fa si ho.
ii. Fa nhiren no si ho.
Fa si ha.
Fa tii no si ha.
Fa si mu/so etc.
Fa sik'a no si so/mu etc.

(iii. Fa nhiren no si pono no so/ase/mu etc.

nsuo         kaa
sika         dan
tii           apata.

Notes: 1. Vocab: anwea, nhiren, tii, dan, apata, spa.
ii. The negative forms "Mfa nhiren no nsi ha" etc. should also be practised.
Sentence practice:

Fa bra (bring); Fa ko (take away).
Fa bra (bring to); Fa koma (take "away" to)

(a) i. Fa bra
    Fa bra ha
    Fa bra ntem
    Fa bra ho

    ii. Fa ko
    Fa ko ha
    Fa ko ntem
    Fa ko ho

    Fa ko nne ara.

(b) With datives: "Fa bra" becomes "Fa brey" and
    "Fa ko" becomes "Fa koma".

    i. Fa bre me
        Fa bre no
        Fa bre yen
        Fa bre won

    ii. Fa koma no
        Fa koma won
        Fa koma won nyinaa
        Fa koma won nkutuo.

(c) With accusatives—without datives, the forms are:
    "Fa bra" and "Fa ko":

    i. Fa nsuo bra
        Fa akonnwa bra ha
        Fa sika bra ntem

    ii. Fa nsuo ko
        Fa akonnwa ko ho
        Fa sika ko seesei.

(d) The dative is introduced, and therefore the forms
    change accordingly as before (see b. above).

    i. Fa sika bra me
    ii. Fa ntoma koma Amma
        Fa nkoome pa bre Kofi
        Fa nhyira bra me

    iii. Fa sika koma Akua.

(e) Notes: i. Negatives: Fa bra: mfa mma.
    Fa bre me: mfa mme me.
    Fa ko: mfa nk.
    Fa nsuo koma Yaw: mfa nsuo nkoma Yaw.

    ii. Methodology: At the discretion of the Instructor.
92. Sentence practice: Mede to etc.: Negative - Memfa nto..etc.

i. Mede to ho.  
   ii. Mede pensera no. to ho.  
   gu ha.  
   tii gu kojpo mu.  
   si so/mu etc.  
   ntoma si pono ase.  

iii. Mede n'toma no to pono  
     no so/ase/mu etc.  
     sika to adaka  
     anwèa no si....  
     anwèa si akonnwà  
     ntoma si....  
     ntoma bòto  
     pensèrè no si....  
     pensèrè kaà  
     nhwiren no si....  
     nhwiren aòà  
     bòkiti no si....  
     tii bòkiti

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

93. Sentence practice: Ëyè (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. Wòbènom bio anaò (Ans.) 0, ëyè.  
   Memma wo "cake" yi ëakra? 0, ëyè.

ii. Mede sika no ana go.  
    Ode kaà no asi duá no ase.  
    Yoo ëyè.

iii. Ëte san?  
    Ketowa no bi na menga maa wo.  
    Ëyè.

iv. Memfa wo nko. ana  
    Ëo yane na begye aduro " 0, ëyè.
94. Reading the clock:

(a) To be mastered: i. donko, non mini, non mini sa, non kran, non nku, non so, non won te, non won kran, non won du, non andi bako, non andumi nu.

ii. Donko ne ta, donko mpa eu;
    non mini nu se ta: non mini nu mpa eu;
    non mini sa se ta: non mini sa mpa eu; etc.

(b) Aka sima ('minute') du: na abo donko.
    Aka sima: dunum na abo non sa; etc.

(c) Donko ase ko sima ('minute') adu onu.
    Non mini sa se ko sima ('minute') num; etc.

(d) Non mini sa sima won te.
    Non sa sima dunum; etc.

55. General practice: for aha? (The answer patterns are in 64 a, b, c, and d.

Notes: i. Vocab. Essay: 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

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


57. Revision: Bere ter .......(No.87)

Question: Bere ter na obaa ha?

Pattern answers: i. Obaa ha nnonsia ne faa.

ii. Obaa ha nnonsia ne faa.

iii. Obaa ha nnaanoo antumare.

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 mme ara/nnora nkutoo.

Note: (a) The question could be diversified:

e.g. Yesiim bere ben?

Obaa ha bere ben?

Bere ben na moduruu ho?

(use the other verbs too).

(b) Answers should be related to the question.
MASCILLN

98. Relations:

(a) Pronunciation drill:

papa, maame, maa, ba, wofa, nana,
kyu, yere, yonko, agya, ase, akonta,
apac, mnamule

(b) Sentence practice:

Question: Owura yi ye hwan?

Answer: 1. Oye ne pap a.

2. Oye ne maame.

3. Oye ne ba.

4. Oye ne wofa.

5. Oye ne nana.

6. Oye ne kunu.

7. Oye ne yere.

8. Oye ne yonko.


10. Oye ne ase.

11. Oye ne maame.

12. Oye ne wofa.


15. Oye ne yere.


17. Oye ne akonta.

18. Oye ne ase.

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 "seva"; and "ena kuma" and "ena panin". Maternal uncle is "wofa" - one's avuncular relative.
100. Can: To handle, etc.
(a) Sentence drill.
   i. Metumi ka.
   Metumi di nufu.
   Otumi to dwom.
   Otumisie adowa.
   (b) Questions and answers:
   i. Q. Wotumi ka kaa? Ans. Aane, metumi ka kaa biara.
   ii. Wotumi di Ghana aduane?
   iii. Otumi ka Twi?
   iv. Otumi sa highlife?

101. The negative forms ... ntumi nka/nni etc.
   i. Nontumi nka kaa, etc. (see 100 (i)).
   ii. Nontumi nka saa nkyere me, woate?
   iii. Q. Morentumi nka anaa? Ans. Dabi, morentumi nko.

Note: 100 and 101 should be practised and mastered.
LESSON LIV


A. Mea wo kyew, hohoro wo nsa na ta.
B. Woe se meyo biribi ma wo anaa?
A. Aane, mepe se, hohoro me dukuy ne ne mposotam ma me.
B. Wowo nako, samina, bruu nè kyense?
A. Aane, mepo bi.
B. Na mnooma no wo a, hwan ne abeto so ama woa?
A. Me nua beto so.
B. Wowo pono ne bidie?
A. Aane, mepo ne nnjenu bi.
B. Ete na wobehata no?
A. Ahoma yi so.
B. Wie, mesi no ffeefee.
A. Yoo, meda ass.
B. C, nna se.

Note: (a) Vocab: i. verbs:— hohoro: horo/si ii. nouns:
wo (to dry) mposotam
to so simle
hata

(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 employ "aids" to establish the vocabs in this lesson.
103. Ennee (then, i.e. "in that case")...

For practice:


For practice:


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

i. Kete dwom, afei nea.

ii. Okyere adeg, afei

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

i. Used in the final position of the sentence:

Woakoka? Ennee ko meden hu me ansa.

Note: New words: kete, dwom, afei, nea.
Lesson VI

   ii. Relations: p. 98(a).

107. Eys m: se (It seems to me/it appears)

   Sentence practice:
   i. Eys m: se yon m bida.
      
      Eys m: se woye.
      Eys m: se wonwem do.
      Eys m: se wosum yye.

   ii. Eys m: se yem pe bida.
      
      Eys m: se won m bida.
      Eys m: se yere wo ha.
      Eys m: se wonw sika pii.

Note: With these as patterns, other sentences can be made.
106. Conversation: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing:

A. Mepe highlife papa papa.

B. Wonim sa?

A. Aane, menim highlife sa.
   Menim highlife nnowm 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 (skyerema)?

B. Aane yewo bi. Twim twene ka paa.

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

109. Revision: (i) Reading the clock: No. 94
   (a) Fourteen hours, ten minutes.
   (b) Twenty-five minutes.
   (a) Twenty-five minutes.
   (b) Eighty minutes.
   (b) Five minutes.

(1) Tuhi: Nos. 100 and 101.

110. It looks as if . . . . . (i) Dabre (gyamaa);
     (ii) Asé (esse)

For practice:

i. (a) Dabre woyare?
    (b) Gyamaa woyare?
    Dabre wontee des aba?
    Gyamaa wontee des aba?
    Dabre yerenko nne?
    Gyamaa yerenko nne?
    Dabre Kwadwo ada?
    Gyamaa Kwadwo ada?

   (b) Gyamaa woyare?

ii. (a) Ess osuo yi bero?
    (b) Ess osuo yi bero.
    Ess Kofi na creba yi.
    Ess Kofi na creba yi.
    Ess wepe, ess wonpe.
    Ess wepe, ess wonpe.
    Ess cressu, ess cressere.
    Ess cressu, ess cressere.

Note: Other sentences may be formed along these lines.
 (i.e., i. and ii).
111. Every day commands:

i. Bra (come); bra bra, bra ha; Akwasi ee, bra.

ii. Gye (stop); kye, gye; Kofi, gye; gye saa.

iii. Ko so (Go on; proceed; go ahead).

iv. Fre (call); fre Anna ma me; fre no; fre won.

v. Kwante (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 (lister).

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 me nyinaa.

xviii. Fa (take it; pick it up); fa ko/fa bra.

xix. Kenkan (read it).

xx. Tu mirika (run; speed up).

Note: Drill in these—each of them may be acted.
112. **Conversation:**

In Church, before the start of the service, a whisper to B who is sitting beside him:

A. Mepa wo kyew, hwan na nyye asore nye?
B. Quahoo Kofu.
A. Nofiri asee pere ben?
B. Nônkonra no Ta; na yepon dibiako.
A. Aden na osom no kyere saa.
B. Yebo mpae, kunkan asuasem, to dwo, tie asanka no.
A. Noyi too?
B. Aane, osom no mu, yede prete bekos obiara eni.
A. Mowo oduotofu kuo?
B. Aane, yebo "choir"; yebo "singing band" nso.
Afei yebo sanku dabo bi. Megye di so wobape 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 mpae; asuasem (scripture lesson); asanka (preaching, sermon).

ii. The "Conversation" should be practised and acted.
113. Sentence drill: Ee ' (also; although... yet)

i. W0 nso voteka bi nnu?
 O0 nso nba ha nne.
 Yen nso yemua Twi.
 No nso mumo maken.

ii. Oye adee; onim ayempa nso.
 Owewe "Law", owewe "Music" nso.
 Wodua borodee n, dna kumhu nso.

iii. Nso (although... yet)
 Onim, nso orenka da.
 O0 ha daa, nso kumhu no.
 Metem nso ante.
 Onim ensore, nso onim anyameem.

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

Enti na (that is why) etc.

i. Oyare, enti nha no.
ii. Nti (because of...)
 Wonim ho, nti ko.
 Osua adede nti onim adee.
 Oyo adwuma, enti ooo sika.

iii. Enti na/nti na (that is why...)
 Hannya kaa, enti na mumma.
 Onnim obiara, enti na ways kum no.

Note: i. Ha (to trouble/worry); haw (noun: trouble: eey oshaw)

Learners should be encouraged to use these patterns in sentences of their own.
LESSON LXII

115. Aintends to take a journey and talks to it about it:

A. Keretu kere.
B. Yobesim here ben - okyena?
A. Buchi, eme weye naamien na nema damu.
B. Nole katekye?
A. Dabi, mefa kere, mefa kure, na maduru ntem.
B. Togyo she?
A. Sidi na meesu euwenu po.
B. Akwansini she?
A. Oba adesa arienu.
B. Enne eye.
A. Eye dodo.
B. Nde adesu kesse?
A. 0 dabi, adakw ketewa bi nkutoo.
Wic, yebakyia.

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

New words and difficulties should be dealt with first.
116. 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.
LESSON LV

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. Abosobra na era ogya pae.
   "It is the mallet that drives the wedge in to split the wood": This places some premium on reminders and importunity.

iv. Akoko etuma o'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.
119. Akuadé Mpaeto: The Lord's Prayer:

Yeñ égya a wóvo sóró, wó dín ho nte; W'ahennié mmrá.

120. Adidé Nyírasó: The Grace before Meal:

Akuadé, yësré wó, éduané a yen nsá áká yí hyíra,
só nà yên, ènám ë'adom nti. Amen.

121. Nyírá: The Benediction.

Yeñ Akuadé Yesù Kristó ëdóm, Nyénsépóó dò, nè
Hoñhóm Krónkrón ayóhköyé áká yéñ ñyináb dáa. Amen.