



INDIGENOUS LANGUAGE: AKAN-TWI

DETAILED PLAN AKAN-TWI ADVANCED LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- improve students' fluency and accuracy in speaking, listening, reading, and writing in Twi. This includes developing advanced vocabulary, mastering complex grammar structures, and refining pronunciation and intonation.
- discuss a wide range of topics in detail, express their opinions and arguments persuasively, and understand subtle nuances in meaning and tone.
- improve students' proficiency in speaking, listening, reading, and writing in Twi. This includes expanding their vocabulary, improving grammar and sentence structure, and developing their overall language skills
- understand spoken and written Twi across various registers and styles, including formal speeches, academic texts, literary works, and different dialects.
- deepen students' understanding of Akan culture and traditions at an advanced level. This includes exploring topics such as literature, history, proverbs, folklore, and contemporary issues within the Akan community.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	<ul style="list-style-type: none"> • Advanced Vocabulary and Idiomatic Expressions 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Expand vocabulary knowledge by learning advanced Akan-Twi words and phrases. • Understand and use idiomatic expressions in Akan-Twi. • Enhance speaking and listening skills through communicative activities. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Greet the students and briefly review previous lessons. • Explain the importance of advanced vocabulary and idiomatic expressions in developing fluency and cultural understanding. • Engage students in a warm-up activity, such as a discussion or short role-play, using some common idiomatic expressions. <p>STEP 2:</p> <ul style="list-style-type: none"> • Introduce a list of advanced Akan-Twi words and phrases related to a specific topic (e.g., technology, politics, environment). • Discuss the meanings, pronunciation, and usage of each word or phrase. • Provide examples of sentences using the new vocabulary and encourage students to practice using them in context. <p>STEP 3:</p> <ul style="list-style-type: none"> • Present a selection of idiomatic expressions commonly used in Akan-Twi. • Explain the literal and figurative meanings of each expression. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Review the new vocabulary and idiomatic expressions covered in the lesson. 	<ul style="list-style-type: none"> • Discussion • Role play • Vocabulary building • Sentence structures • Summary and Feedback 	<ul style="list-style-type: none"> • Akan-Twi vocabulary lists and idiomatic expressions handout. • Audio recordings of native speakers using idiomatic expressions 	

	<p>Advanced Grammar Structures and Sentence Construction</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Master advanced grammar structures in Akan-Twi. • Develop the ability to construct complex sentences in Akan-Twi. • Enhance reading and writing skills through advanced grammar exercises. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Begin the lesson by reviewing the previous lesson and checking homework. • Explain the importance of mastering advanced grammar structures in order to communicate effectively and express complex ideas. • Engage students in a quick warm-up activity, such as a grammar quiz or sentence completion exercise. <p>STEP 2</p> <ul style="list-style-type: none"> • Introduce advanced grammar topics, such as complex verb tenses, conditional sentences, reported speech, or passive voice. • Provide explanations, examples, and rules for each grammar structure. • do, their age, where they live etc.) with students. • Guide students on how to construct complex sentences in Akan-Twi. • Teach techniques for combining clauses, using conjunctions, and varying sentence structures. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Provide opportunities for students to practice the new grammar structures through speaking and writing activities. 	<ul style="list-style-type: none"> • Grammar structures • Sentence Building • Assessment 	<ul style="list-style-type: none"> • Akan-Twi grammar guide or textbook. • Worksheets with exercises on advanced grammar structures. • Texts or passages for reading comprehension activities. 	
<p>2</p>	<p>Analyzing Literary Works in Twi</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Students will be able to analyze literary devices and stylistic features in Twi texts. • Students will be able to interpret the deeper meaning and symbolism in literary works. • Students will be able to express their literary analysis and interpretations in well-developed paragraphs in Twi. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Begin by greeting the students in Twi and briefly discuss the importance of analyzing literature to gain deeper understanding and appreciation. • Brainstorming: Ask students to share their favorite Twi literary works and their experiences engaging with them. Briefly introduce the focus of the lesson: analyzing literary elements and deeper meanings. <p>STEP 2:</p> <ul style="list-style-type: none"> • Briefly introduce the chosen excerpt, providing context about the author, genre, and historical period • Identify literary devices like metaphors, similes, and personification. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Ask students to write a short paragraph in Twi, expressing their analysis and interpretation of the literary excerpt. 	<ul style="list-style-type: none"> • Reading • Discussion • vocabulary chart • Exercise 	<ul style="list-style-type: none"> • Excerpts from a Twi poem, short story, or folktale (printed or projected) • Additional resources like literary analysis guides or cultural background information 	

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2	Discussing Current Events in Twi	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will be able to critically analyze and discuss current events in Twi. Students will be able to express their opinions and perspectives on the events using advanced vocabulary and grammar. Students will be able to engage in respectful and nuanced discussions, acknowledging different viewpoints. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin by greeting the students in Twi and briefly discuss the importance of staying informed about current events. <p>STEP 2:</p> <ul style="list-style-type: none"> Briefly present the chosen news articles or summaries, ensuring they are relevant to the students' interests and cultural context. Explain any unfamiliar vocabulary or concepts. Divide students into small groups and assign them specific news articles. Students summarize the main points of the article in their own words. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Recap of the lesson 	<ul style="list-style-type: none"> Dialogue Reading Sentence building Discussion 	<ul style="list-style-type: none"> Selected news articles or summaries of current events in Twi (printed or projected) Online resources like Twi news websites or podcasts 	
3	Learning the Parts of the Body in Twi	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will be able to identify and name the basic parts of the body in Twi. Students will be able to understand and point to the corresponding body parts on themselves or others. Students will be able to use basic phrases to describe physical appearance in Twi. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin by greeting the students in Twi and introduce yourself. Briefly introduce the topic of the lesson: learning the names of body parts in Twi. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of body parts by saying "ɔno ye..." (this is...) and pointing to different parts on the chart or image, pronouncing the Twi names clearly and slowly. Briefly review the learned vocabulary for different body parts, pronouncing them together with the students. <p>STEP 3:</p> <ul style="list-style-type: none"> Write incomplete sentences on the board with blanks for body parts (e.g., "Mɛpɛɛ mu nsuo ɛwo me" - I want water in my ...). Students take turns choosing pictures or saying the Twi names to complete the sentences. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Provide feedback on their pronunciation, understanding, and sentence construction efforts. 	<ul style="list-style-type: none"> Interactive Discussion Reading Exercise 	<ul style="list-style-type: none"> Large chart or image of a human body (labeled or unlabeled) Flashcards with pictures and Twi names of body parts (optional) Handout with the list of body parts in Twi and English, including pronunciation guide 	
	Names of animals in Twi	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> able to identify and pronounce the names of 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce yourself. Review any previous lessons or topics related to animals or vocabulary. Display pictures or flashcards of different animals on the board. 	<ul style="list-style-type: none"> Reading Writing Creating sentences 	<ul style="list-style-type: none"> Pictures or flashcards of different animals Handouts with animal names in Akan-Twi and English 	

		<p>various animals in Akan-Twi.</p>	<ul style="list-style-type: none"> Teach the students the Akan-Twi names for each animal, one by one <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the names of the animals in Akan-Twi as a whole class. 		<p>translations</p>	
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<p>Family Relations - Abùsùàbó</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will be able to identify and name common family members in Twi. Students will be able to understand and use basic phrases to introduce family members. Students will be able to distinguish between different levels of formality in addressing family members. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin by greeting the students in Twi and introduce yourself. Briefly introduce the topic of the lesson: learning family relationships in Twi (abusua). Introduce the concept of family relationships by showing the family tree template and writing in the Twi terms for immediate family members (e.g., "nana" - grandmother, "agya" - father, "emaa" - mother, "nana baa" - grandfather, "abusua panyin" - family elder). Pronounce each term clearly and emphasize the importance of tones. Introduce basic differences in addressing family members with different levels of formality (e.g., "nana" vs. "agyaako" for grandmother). <p>CONCLUSION:</p> <p>Ask students to write down a short paragraph in Twi, introducing themselves and mentioning at least two family members, using appropriate terms and addressing them correctly based on their relationship.</p>	<p>Discussion Pronunciation Sentence building Vocabulary practise</p>	<ul style="list-style-type: none"> Family tree template (with blank spaces for names) Pictures or flashcards depicting different family members (Handout with a list of family relationships in Twi and English, including pronunciation guide 	
	<p>Directions - Akwankyeré</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> understand and use basic directional expressions in Akan-Twi. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Review any previous lessons or topics related to basic greetings and phrases in Akan-Twi. Explain that today's lesson will focus on learning how to give and understand directions in Akan-Twi.: <p>STEP 2:</p> <ul style="list-style-type: none"> Teach the following basic directional expressions on the board: Forward: "kɔ", Backward: "bekɔ", Left: "kakra", Right: "abo", Stop: "twa" Pronounce each expression clearly and ask the students to repeat after you. Provide examples of how to use each expression in simple sentences, such as: "Go forward": "Kɔ kɔ" "Turn left": "Kakra abo" "Stop here": "Twa kɔn" <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the directional expressions in Akan-Twi as a whole class. 	<ul style="list-style-type: none"> Reading Discussion Writing 	<ul style="list-style-type: none"> Handouts with directional expressions in Akan-Twi and English translations 	

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5	Adinkrá – Symbols of expressions in Akan	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> understand and recognize the meaning of various Adinkra symbols in Akan-Twi culture. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin by discussing the importance of symbols in communication and culture. Explain that today's lesson will focus on Adinkra symbols, which are visual representations of expressions in Akan-Twi culture. <p>STEP 2:</p> <ul style="list-style-type: none"> Display the Adinkra symbols handouts or posters in the classroom. Introduce a few common Adinkra symbols along with their meanings, such as: Sankofa: "Go back and fetch it" - representing the importance of learning from the past. Gye Nyame: "Except God" - symbolizing the supremacy of God. Nkyinkyim: "Twisting" - representing adaptability and versatility. Pronounce the names of the symbols and their meanings clearly, and ask the students to repeat after you. Discuss the cultural significance of each symbol and its application in daily life. <p>STEP 3:</p> <ul style="list-style-type: none"> Engage the students in a brief discussion about their understanding and interpretation of the symbols. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Recap the Adinkra symbols discussed during the lesson and their meanings. 	<ul style="list-style-type: none"> Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Handouts or posters of Adinkra symbols with their meanings 	
	Some essential euphemisms - Kàsàkòá áhódóó bí àà èhó híá	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will be able to identify and understand common euphemisms used in Twi conversations. Students will be able to explain the cultural significance and purpose of using euphemisms in Twi communication. Students will be able to use appropriate euphemisms in 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin by greeting the students in Twi and introduce yourself. Briefly introduce the topic of the lesson: exploring euphemisms (kàsàkòá áhódóó) used in Twi communication. Discuss the concept of euphemisms as indirect and polite ways of expressing potentially sensitive or taboo topics. Explain that using euphemisms demonstrates respect for the listener and cultural sensitivity in Twi communication. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of euphemisms by providing a few examples and explaining their literal meanings and figurative uses. Emphasize the importance of understanding both the literal and intended meaning of each euphemism. 	<ul style="list-style-type: none"> Discussion Vocabulary building Writing Presentation 	<ul style="list-style-type: none"> Handout with a list of common Twi euphemisms, their literal meanings, and explanations of their usage (including pronunciation guide) Short scenarios or conversati on 	

		<p>different contexts, demonstrating cultural sensitivity and understanding.</p>	<p>STEP 3:</p> <ul style="list-style-type: none"> • Provide students with the handout containing the list of euphemisms. Divide the handout into two parts: one with the euphemisms and the other with their literal meanings. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Briefly review the different euphemisms learned and their appropriate usage in different contexts. 		<p>prompts involving potentially sensitive topics</p>	
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