



## INDIGENOUS LANGUAGE: AKAN-TWI

# DETAILED PLAN AKAN-TWI BEGINNERS LEVEL 5 WEEKS-10 SESSIONS

### OBJECTIVES

- Greet and introduce oneself: Students will be able to greet others using basic phrases like "Mepa wo kye" (Hello) and introduce themselves using their names.
- Understand and respond to simple questions: Students will be able to understand and respond to basic questions about themselves, such as "Wɔ frɛ wo dɛn?" (What is your name?) and "Wɔ wo hɛn?" (Where are you from?).
- Form and understand simple sentences: Students will be able to form and understand simple sentences using basic vocabulary and grammatical structures.
- Express basic needs and wants: Students will be able to express basic needs and wants, such as ordering food or asking for directions.

| WEEK | TOPIC   | GOALS   | LESSON STRUCTURE   | ACTIVITY   | MATERIALS  | OUTCOMES |
|------|---|---|--|--|--|----------|
| 1    | Greetings & Other Phatic Expressions – <i>Nkyɛá ne' Nsém Bɛ</i> | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>• To introduce students to basic greetings and phatic expressions in Akan-Twi.</li> <li>• To enable students to use greetings and phatic expressions in everyday conversations.</li> <li>• To build students' confidence in speaking Akan-Twi.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Greet the students in Akan-Twi and introduce yourself in the language.</li> <li>• Show a map of Ghana and explain that Akan-Twi is one of the major languages spoken in Ghana.</li> <li>• Play an audio clip or video of native Akan-Twi speakers greeting each other.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>• Present a list of basic greetings and phatic expressions in Akan-Twi on the whiteboard or blackboard.</li> <li>• Pronounce each expression clearly and have the students repeat after you.</li> <li>• Use flashcards or visual aids to reinforce the meaning of each expression.</li> <li>• Engage the students in a guided practice conversation, where they can use the greetings and phatic expressions in pairs or small groups.</li> <li>• Provide feedback and correct any pronunciation or usage errors.</li> </ul> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>• Provide students with a handout with Akan-Twi greetings and phatic expressions on one side and their English translations on the other. Ask them to match the expressions.</li> <li>• Questions and answers</li> </ul> | <ul style="list-style-type: none"> <li>• discussion</li> <li>• Role play (pronouncing simple words to each other)</li> <li>• Dialogue Practice</li> <li>• Listening Comprehension</li> <li>• Summary and Feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Akan-Twi vocabulary list of greetings and phatic expressions</li> <li>• Audio recordings or video clips of native Akan-Twi speakers.</li> <li>• Flashcards or visual aids displaying greetings and phatic expressions</li> <li>• Handouts with practice exercises.</li> </ul> |          |

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|                 | <p><b>Twí Orthography - Twí Atwèré</b></p>   | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>To introduce students to the basic principles and rules of Twí orthography (Twí Atwèré).</li> <li>To familiarize students with the Twí alphabet and its pronunciation.</li> <li>To enable students to read and write simple words and sentences in Twí using the correct orthography.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of Twí orthography and its importance in reading and writing the language.</li> <li>Explain that Twí Atwèré provides a consistent way to represent sounds in written form.</li> <li>Present the Twí alphabet, highlighting the letters, their names, and their corresponding sounds.</li> <li>Play an audio clip or video of native Twí speakers pronouncing the Twí alphabet.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Practice the pronunciation of each letter and its associated sound as a class.</li> <li>Introduce the basic rules of Twí Atwèré, such as vowel sounds, consonant clusters, and diacritical marks.</li> <li>Provide examples and explanations of how these rules are applied in Twí orthography.</li> <li>Distribute handouts with practice exercises, including writing words and sentences using the correct orthography.</li> </ul> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>Go through each letter of the alphabet, pronouncing them clearly and emphasizing any unique sounds that don't exist in English. Encourage students to repeat after you.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Review the key concepts and rules of Twí Atwèré covered in the lesson.</li> <li>Discuss the importance of using correct orthography in preserving the integrity of Twí language and culture.</li> </ul> | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Discussion</li> <li>Vocabulary Building</li> <li>Assessment</li> </ul> | <ul style="list-style-type: none"> <li>Twí Atwèré guide or textbook.</li> <li>Handouts with practice exercises.</li> <li>Sample texts or sentences written in Twí.</li> <li>Audio recordings or video clips of native Twí speakers.</li> </ul> |  |
| <p><b>2</b></p> | <p><b>Akan-Twí Pronunciation</b></p> <p>There are 26 characters, 24 of which are also found in English</p> <p>Twí has 7 vowels, and many of the vowels have several sounds</p> | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the basic vowel sounds in Akan-Twí.</li> <li>Students will be able to differentiate between high and low tones in Akan-Twí.</li> <li>Students will be able to practice basic Akan-Twí pronunciation through various activities</li> </ul>                      | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the students in Akan-Twí and introduce yourself. Briefly introduce the topic of the lesson: Akan-Twí pronunciation.</li> <li>Introduce the five basic vowel sounds (a, e, i, o, u) in Akan-Twí. Use the vowel chart and pronunciation guide on the handout.</li> <li>Tone Demonstration: Introduce the concept of high and low tones in Akan-Twí using tone illustrations or diagrams. Explain how tones can change the meaning of a word.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Vowels can also be short or long. Short vowels will be indicated by a single letter, while long vowels will be indicated by a double letter („a" vs. „aa").</li> </ul> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>Present minimal pairs, which are words that differ only in tone (e.g., „ɔsɔ" - night vs. „ɔsó" -</li> </ul>  | <ul style="list-style-type: none"> <li>Listening and Repetition</li> <li>Discussion</li> <li>Dialogue Practice</li> <li>Writing</li> </ul>      | <ul style="list-style-type: none"> <li>Handout with Akan-Twí vowel chart and tone illustrations (including pronunciation guide)</li> <li>Audio recordings of native speakers pronouncing Akan-Twí words</li> </ul>                             |  |

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|  |  |  | <p>sharpen). Pronounce them clearly, emphasizing the tone difference. Ask students to identify the change in meaning based on the tone.</p> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"><li>• Summarize the importance of accurate pronunciation for understanding and being understood in Akan-Twi. Provide positive feedback on their efforts and encourage them to practice regularly.</li></ul> |  |  |  |
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| WEEK | TOPIC                                     | GOALS  | LESSON STRUCTURE  | ACTIVITY  | MATERIALS  | OUTCOMES |
|------|---|--|---|---|--|----------|
| 2    | Introducing Oneself - Òbí Réyí Nò Hó Ádíé | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>To introduce students to basic greetings and expressions used for introducing oneself in Akan-Twi.</li> <li>To enable students to confidently introduce themselves and engage in basic conversations in Akan-Twi.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Begin by greeting the students in Akan-Twi and introduce yourself. Briefly introduce the topic of the lesson: introducing oneself (Òbí Réyí Nò Hó Ádíé).</li> <li>Briefly discuss the importance of introductions in Ghanaian culture. You can mention traditional greetings and customs associated with introductions.</li> <li>Introduce key vocabulary related to greetings, introductions, and basic questions about names and origins.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Have students practice different greetings based on the time of day (e.g., "Eka wo ho!" - Good morning, "Mesé mo a, eyé den?" - Good afternoon, how are you?).</li> </ul> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>Teacher provide scenarios for students to practice greetings and manners in different contexts, such as meeting someone for the first time, entering a home, or expressing gratitude.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Engage students in a conversation activity, where they pair up and take turns introducing themselves using the newly learned vocabulary and expressions.</li> </ul> | <ul style="list-style-type: none"> <li>Listening</li> <li>Discussion</li> <li>Role play</li> <li>Writing</li> </ul>                       | <ul style="list-style-type: none"> <li>Akan-Twi vocabulary list for greetings and self-introductions.</li> <li>Handouts with practice exercises and conversation prompts.</li> <li>Audio recordings or video clips of native Akan-Twi speakers.</li> </ul> |          |
| 3    | Numerals - Nkóntá / Àkòntàbúdée           | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>To introduce students to the Akan-Twi numeral system.</li> <li>To enable students to count and express numbers in Akan-Twi.</li> <li>To practice writing and pronouncing Akan-Twi numerals accurately.</li> </ul>            | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Begin by discussing the importance of numbers and counting in daily life.</li> <li>Explain the significance of numerals in Akan-Twi culture and language.</li> <li>Present the Akan-Twi numeral system and its unique features.</li> <li>Play an audio clip or video of native Akan-Twi speakers pronouncing the numerals to familiarize students with the correct pronunciation.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Show students flashcards with numbers 1-10 written in Akan-Twi. Call out the number in English and ask students to identify the corresponding flashcard.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Ask students to write down the numbers 1-</li> </ul>  | <ul style="list-style-type: none"> <li>Number Writing Practice</li> <li>Writing</li> <li>Listening</li> <li>Building Sentences</li> </ul> | <ul style="list-style-type: none"> <li>Akan-Twi vocabulary list for numerals.</li> <li>Handouts with practice exercises and number charts.</li> <li>Flashcards or visuals displaying Akan-Twi numerals.</li> </ul>   |          |

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|          |  |  | <p>10 from memory, or answer a simple question about numbers (e.g., "Me bɛn mfe apem a ɛto so" - How old am I?).</p>   |   |  |  |
|          | <p><b>Telling Time: Days of the Week &amp; Months of the Year –</b><br/><i>Mmrɛ̃ kà, Ñná á ɛ̀wɔ̀ nàwɔ̀twɛ̀ mú, Àbòsómé á ɛ̀wɔ̀ áfɛ̀ mú</i></p> | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the days of the week in Akan-Twi.</li> <li>• Students will be able to identify the months of the year in Akan-Twi.</li> <li>• Students will be able to use basic phrases to tell the time of day in Akan-Twi.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Begin by greeting the students in Akan-Twi and introduce yourself. Briefly introduce the topic of the lesson: telling time in Akan-Twi.</li> <li>• Briefly discuss the importance of timekeeping in Ghanaian culture. You can mention traditional ways of telling time or how specific days of the week and months might hold cultural significance.</li> <li>• Introduce the days of the week and months of the year in Akan-Twi</li> <li>• Pronounce each word slowly and clearly, emphasizing tones. Encourage students to repeat after you.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>• Introduce basic phrases for telling time (e.g., "Ɛyɛ dɔm a ɛto so" - It is 1 o'clock, "Ɛyɛ dɔm eduá a ɛto so" - It is 2 o'clock).</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>• Summarize the importance of knowing days, months, and time in daily communication. Provide feedback on their pronunciation, participation, and creativity in the activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Interactive</li> <li>• Pronunciation Practice</li> <li>• Time Phrases</li> <li>• Categorization Exercise</li> <li>• Dialogue Practice</li> </ul> | <ul style="list-style-type: none"> <li>• Handout with days of the week and months of the year written in both Akan-Twi and English (including pronunciation guide)</li> <li>• Clock face or digital clock image</li> <li>• Worksheet with blank clock faces</li> </ul> |  |
| <p>4</p> | <p><b>Subject and Possessive Nouns in Twi</b></p>  | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify subject and possessive nouns in Akan-Twi.</li> <li>• Understand the rules for using subject and possessive nouns correctly.</li> <li>• Use subject and possessive nouns appropriately in sentences.</li> </ul>                                    | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Greet the learners and introduce yourself in Akan-Twi.</li> <li>• Review previous lessons briefly to create context.</li> <li>• Explain the importance of subject and possessive nouns in Akan-Twi and how they are used in everyday conversations.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of subject nouns and possessive nouns. Explain that subject nouns identify who or what is performing the action in a sentence, while possessive nouns indicate ownership.</li> <li>• Write simple sentence structures on the board with blanks for the subject and possessive noun (e.g., "_____ pen yɛ den?" - Whose pen is this?). Students take turns choosing cards and completing the sentences using the appropriate subject and possessive nouns.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>• Briefly review the difference between subject and possessive nouns and how to form</li> </ul>  | <ul style="list-style-type: none"> <li>• Sentence Building</li> <li>• Dialogue Practice</li> <li>• Summary and Feedback</li> </ul>  | <ul style="list-style-type: none"> <li>• Akan-Twi textbook or online resources.</li> <li>• Flashcards or printed examples of subject and possessive nouns.</li> <li>• Handouts with practice exercises.</li> </ul>   |  |

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|  |  |  | <p>possessive phrases using possessive pronouns.</p>   |   |  |  |
|  | <p><b>Masculine and feminine compounds</b></p> | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of masculine and feminine compounds in Akan-Twi.</li> <li>• Identify masculine and feminine compounds in Akan-Twi.</li> <li>• Use masculine and feminine compounds correctly in sentences.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Begin by greeting the students in Twi and introduce yourself. Briefly introduce the topic of the lesson: masculine and feminine compounds in Twi.</li> <li>• Briefly discuss the concept of noun classes in Akan languages and their significance in cultural contexts, such as addressing individuals or objects with respect.</li> <li>• Introduce the concept of masculine and feminine nouns in Twi. Explain that many nouns belong to one of these classes and require specific prefixes when forming compound nouns.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>• Write a list of common prefixes used for forming masculine and feminine compounds on the board (e.g., "ɔbarima" - boy, "ɔbaa" - girl, "ɔbaa" - female prefix, "ɔbarima" - male prefix). Students practice applying the correct prefixes to form compound nouns from provided base words (e.g., "barima" - male + "twaa" - child = "ɔbarima-twaa" - boy child).</li> <li>• Explain that feminine compounds are also formed by combining two or more words, with the first word determining the gender.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>• Assign exercises to reinforce learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Building and Practice</li> <li>• Discussion</li> <li>• Grammar Practice</li> <li>• Application and Usage</li> </ul> | <ul style="list-style-type: none"> <li>• Akan-Twi textbook or online resources.</li> <li>• Flashcards or printed examples of masculine and feminine compounds.</li> <li>• Handouts with practice exercises.</li> </ul> |  |

| WEEK | TOPIC  | GOALS   | LESSON STRUCTURE  | ACTIVITY  | MATERIALS   | OUTCOMES |
|------|--|---|---|---|---|----------|
| 5    | Types of Food: Meat, Vegetables & Fruits -<br>Nnùàné: ènám, Àtòsòdéé né Nnùàbá Àhóróó Bì | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and name different types of food in Akan-Twi, specifically meat, vegetables, and fruits.</li> <li>Use the vocabulary related to food in sentences.</li> <li>Understand the cultural significance of certain food items in Akan-Twi culture.</li> </ul> | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Greet the learners and introduce yourself in Akan-Twi.</li> <li>Review any previous lessons briefly to create context.</li> <li>Engage the learners in a discussion about the importance of food and its cultural significance in Akan-Twi culture.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Introduce the three categories: "Ènám" (meat), "Àtòsòdéé" (vegetables), and "Nnùàbá Àhóróó Bì" (fruits), using visual aids like pictures</li> <li>Show pictures of different types of meat, vegetables, and fruits on the board or projector, while pronouncing their Akan-Twi names clearly and pointing to the corresponding picture. Repeat each word several times for emphasis.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Briefly review the categories and vocabulary learned for each food type.</li> </ul>   | <ul style="list-style-type: none"> <li>Sentence Building</li> <li>Interactive Exercises</li> <li>Dialogue Practice</li> </ul>                               | <ul style="list-style-type: none"> <li>Akan-Twi textbook or online resources.</li> <li>Pictures or flashcards of various types of meat, vegetables, and fruits.</li> <li>Handouts with practice exercises.</li> </ul> |          |
|      | Directions - Akwankyeré  | <p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand and use basic directional vocabulary in Akan-Twi.</li> <li>Give and follow directions using appropriate phrases and expressions.</li> <li>Apply the vocabulary and phrases in practical scenarios.</li> </ul>  | <p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Greet the learners and introduce yourself in Akan-Twi.</li> <li>Review any previous lessons briefly to create context.</li> <li>Engage the learners in a discussion about the importance of giving and following directions in daily life.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Present common directional words and phrases in Akan-Twi, such as "left," "right," "straight," "turn," "go," "stop," "near," "far," etc.</li> <li>Pronounce and repeat the vocabulary words and phrases, encouraging learners to practice the pronunciation.</li> <li>Introduce the cardinal directions in Akan-Twi: "atōpen" (north), "anaafo" (south), "apue" (east), and "awia" (west). Introduce common prepositions of location: "wɔ" (at), "hɔ" (there), "pen so" (near), "akyiri" (behind), etc. Pronounce each word clearly and emphasize their usage.</li> </ul> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>Show pictures of various locations (e.g., library, bank, market) and ask students to describe their location using the learned vocabulary (e.g., "The library is at the east of the school").</li> </ul> | <ul style="list-style-type: none"> <li>Listening</li> <li>Writing</li> <li>Vocabulary</li> <li>Flashcard Relay</li> <li>Review and Consolidation</li> </ul> | <ul style="list-style-type: none"> <li>Akan-Twi textbook or online resources.</li> <li>Pictures or flashcards depicting different locations and landmarks</li> <li>Handouts with practice exercises.</li> </ul>       |          |

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|  |  |  | <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"><li>Briefly review the cardinal directions, prepositions, and key phrases used for giving directions in Akan-Twi.</li></ul> |  |  |  |
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