



INDIGENOUS LANGUAGE: AKAN-TWI

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

OBJECTIVES

- 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
- deepen students' understanding of Akan culture and traditions through the study of the Twi language. This includes learning about Akan customs, traditions, values, and societal norms
- equip students with the ability to engage in meaningful conversations in Twi. This involves practicing dialogues, role-plays, and discussions on various topics, allowing students to express their thoughts and opinions fluently
- expose students to a wider range of cultural topics related to the Akan community. This includes learning about festivals, traditions, proverbs, folklore, and historical events within the Akan culture

| WEEK | TOPIC | GOALS | LESSON STRUCTURE | ACTIVITY | MATERIALS | OUTCOMES |
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| 1 | <ul style="list-style-type: none"> • The clothing and costumes of Akan People | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • To introduce students to the clothing and costumes of the Akan people. • To teach students basic Akan-Twi vocabulary related to clothing and costumes. • To encourage students to appreciate and respect cultural diversity.. | <p>STEP 1:</p> <ul style="list-style-type: none"> • Begin by greeting the students in Akan-Twi and introduce yourself. Briefly introduce the topic of the lesson: clothing and costumes of the Akan people. <p>STEP 2:</p> <ul style="list-style-type: none"> • Briefly discuss the importance of clothing in Ghanaian culture and how it reflects various aspects like social status, ethnicity, and traditional occasions. • Introduce basic Akan-Twi vocabulary related to clothing and costumes using flashcards. Teach words such as "ntoma" (cloth/fabric), "kaba" (blouse), "ntoma dua" (wrapper), "aso" (cloth), "batakari" (shirt), etc. <p>STEP 3:</p> <ul style="list-style-type: none"> • Distribute handouts with vocabulary exercises, such as matching words with their meanings or filling in the blanks with the correct Akan-Twi word for a given clothing item. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Recap the vocabulary words and their meanings, checking for understanding. | <ul style="list-style-type: none"> • Discussion • Role play • Vocabulary Presentation • Summary and Feedback | <ul style="list-style-type: none"> • Handout with pictures and Akan-Twi names for different clothing items (including English translations and pronunciation guide) • Pictures or short video showcasing diverse Akan traditional clothing and attire (e.g., Kente cloth, Adinkra symbols) | |

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| | <p>Important Phrases in Twi to learn</p> | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> To introduce students to important phrases in Akan-Twi. To teach students basic conversational skills in Akan-Twi. To encourage students to practice and use the learned phrases in real-life situations. | <p>STEP 1:</p> <ul style="list-style-type: none"> Begin by greeting the students in Akan-Twi (e.g., "Mepa wo kye" - Hello). Introduce yourself and briefly introduce the topic of the lesson: essential phrases in Twi. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce different categories of essential phrases, such as greetings, farewells, well-being inquiries, gratitude, and making requests. Teacher goes through the scripts containing simple conversation (how to tell their names, what they do, their age, where they live etc.) with students. Tutor guides learners to starting and engaging in conversation <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly review the different categories of phrases and their corresponding examples. | <ul style="list-style-type: none"> Discussion Sentence Building Assessment | <ul style="list-style-type: none"> Pictures Worksheets Akan-Twi-English dictionary | |
| <p>2</p> | <p>Common nouns related to daily lives in the home</p> | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students should be able to identify basic items in the home and their uses. Pronounce the nouns related to daily lives in Akan. Students should be able to use nouns learnt in conversations. | <p>STEP 1:</p> <ul style="list-style-type: none"> Tutor Begin the class with a warm up game about common household items in the home <p>STEP 2:</p> <ul style="list-style-type: none"> Use flashcards to point out the various names of the household items in Akan Learners repeat the names after the tutor. Tutor makes any corrections with regards to their pronunciations <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the vocabulary covered in the lesson. | <ul style="list-style-type: none"> Pre-reading Discussion vocabulary chart Post-reading | <ul style="list-style-type: none"> Storybook Flashcards | |

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| 2 | Basic verbs related to daily life | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students should be able to identify and pronounce basic verbs related to everyday life in Akan. Use verbs to describe activities and scenarios in Akan. | <p>STEP 1:</p> <ul style="list-style-type: none"> Start the class with an Akan greeting. (Akwaaba – welcome) Engage in a basic warm up conversation about how their day was. <p>STEP 2:</p> <ul style="list-style-type: none"> Write some basic verbs in Akan on the board. (bra- come, di – eat, fa- take etc.) Tutor goes through pronunciations with them. Tutor writes some simple sentences on the board and encourages learners read and attempt their meanings. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Recap of the lesson Teacher welcomes questions from learners. | <ul style="list-style-type: none"> Dialogue Reading Sentence building Discussion | <ul style="list-style-type: none"> flashcards Pictures | |
| 3 | Numbers in Akan-Twi (20 - 1,000,000) | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> To introduce and learn numbers in Akan-Twi from 20 to 1,000,000. To practice and reinforce the understanding of these numbers through various activities. To develop conversational skills related to numbers in Akan-Twi. | <p>STEP 1:</p> <ul style="list-style-type: none"> Start the class with a warm greeting, and ask students if they know any Akan-Twi numbers from previous lesson. <p>STEP 2:</p> <ul style="list-style-type: none"> Use visual aids or flashcards to introduce and display the numbers from 20 to 1,000,000 Pronounce each number from 20 to 100 several times, encouraging students to repeat after you. Use flashcards to show the corresponding Akan-Twi numerals as you say them. Listening and Matching: Play audio recordings of native speakers saying the numbers from 20 to 100 (optional). Students listen carefully and try to identify the number they hear, matching it with the written numbers on the board or flashcards. <p>STEP 3:</p> <ul style="list-style-type: none"> introduce the numbers from 100 to 1,000,000 using the same approach as for 20-100, focusing on the pronunciation and writing of key numbers (e.g., 100, 1000, 10,000) and explaining the concept of place value for larger numbers. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the numbers covered in the lesson and review any challenging aspects. | <ul style="list-style-type: none"> Interactive Discussion Reading Counting | <ul style="list-style-type: none"> Akan-Twi number flashcards or visual aids. Handouts with number exercises. Audio recordings or videos with Akan-Twi number pronunciations | |

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| | <p>The different tenses in Twi</p> | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> To introduce and understand the different tenses in Akan-Twi. To practice forming and using the various tenses through interactive activities. To develop conversational skills by incorporating the tenses in context. | <p>STEP 1:</p> <ul style="list-style-type: none"> Start the class with a warm greeting, and ask students if they are familiar with any tenses in Akan-Twi. Introduce the concept of verb tenses and explain the existence of three main tenses in Twi: present, past, and future. Present different verb forms on the board or flashcards, and ask students to identify the tense (present, past, or future) based on their understanding of context or sentence structure. Introduce common tense markers used in Twi verb conjugation, such as "re" (present), "firi" (past), and "be" (future). Explain their positions and functions in forming different tenses. Provide students with a handout outlining the conjugation of a few regular verbs (e.g., "di" - eat, "so" - sleep, "ko" - go) in all three tenses. Guide them through the process of adding tense markers to the verb stem and practicing pronunciation <p>CONCLUSION:</p> <ul style="list-style-type: none"> Ask students to write a short paragraph in Twi, using at least two different verb tenses to describe a simple action or event. | <ul style="list-style-type: none"> Reading Writing Creating sentences | <ul style="list-style-type: none"> Handouts with verb conjugation exercises. Sentences or dialogues for practice. Akan-Twi-English dictionary or language resource | |
| <p>4</p> | <p>Talking About the Weather in Twi</p> | <p>At the end of the lesson studentsshould be able to:</p> <ul style="list-style-type: none"> Students will be able to identify and name common weather conditions in Twi. Students will be able to use basic phrases to describe the current weather and make simple predictions. Students will be able to understand basic weather-related questions 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: talking about the weather in Twi. Introduce several common weather conditions in Twi, such as: Sun - "awosu", Rain - "osuman", Clouds - "abɔnten", Hot - "yedensan", Cold - "nnawutae", Wind - "nframa" Students take turns choosing pictures or saying the Akan-Twi names to complete the sentences (e.g., "Eye" - It is ...). Divide students into pairs and provide them with prompts for situations where they might talk about the weather (e.g., asking someone how the weather is today, commenting on the weather outside). Encourage them to use the learned vocabulary and basic phrases in their dialogues. <p>CONCLUSION:</p> <p>Ask students to write down a short paragraph in Twi, describing the current weather or making a simple prediction for the next day..</p> | <p>Discussion</p> | <ul style="list-style-type: none"> pictures Handout with pictures and Akan-Twi names for different weather conditions (including English translations and pronunciation guide) | |

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| | <p>Basic Twi Questions and Responses</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 ask basic questions in Akan-Twi about greetings, well-being, and personal information. • Students will be able to understand and respond to basic questions in Akan-Twi about the same topics. • Students will be able to use appropriate intonation and pronunciation when asking and answering questions. | <p>STEP 1:</p> <ul style="list-style-type: none"> • Teacher greets the students in Twi and introduce yourself. Briefly introduce the topic of the lesson: asking and answering basic questions in Twi. • Introduce several common question-and-answer pairs in Twi, focusing on greetings, well-being, and personal information: • Greetings: <i>Wo frɛ wo dɛn?</i> (What is your name?) • <i>Wo wo hɛn?</i> (Where are you from?) <i>Mesrɛ wo kyɛ.</i> (Hello.) Well-being: <i>Wopɛ dɛn?</i> (How are you?) <i>Mɛyɛ papa.</i> (I am fine.) <i>Ɛyɛ dɛn?</i> (How is it?) Personal Information: <i>Wo wo afe ahyɛnsa bɛn?</i> (How old are you?) <i>Mɛwo afe ahyɛnsa aduasa.</i> (I am 20 years old.) <p>STEP 2:</p> <ul style="list-style-type: none"> • Pronounce each question and response clearly on the board or using audio recordings (optional). Students repeat after you, focusing on accurate pronunciation and intonation. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Summarize the importance of asking and answering basic questions for establishing connections and engaging in everyday communication in Twi. Provide feedback on their pronunciation, intonation, understanding of different contexts, and the accuracy of their questions and responses. | <ul style="list-style-type: none"> • Reading • Discussion • Writing | <ul style="list-style-type: none"> • Handout with common Twi questions and responses (including English translations and pronunciation guide) • Audio recordings of native speakers asking and answering the questions (optional) • Flashcards with questions and responses written in Twi | |
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| 5 | Useful Twi Proverbs to enrich your 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 understand common Akan proverbs in Twi. Students will be able to explain the meaning and cultural significance of the proverbs. Students will be able to use proverbs appropriately in their own spoken and written 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: exploring the use of proverbs in Akan culture and enriching your Twi with them. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of proverbs and their role in communication. Briefly explain that proverbs are often metaphorical and require understanding the context to interpret their meaning accurately. <p>STEP 3:</p> <ul style="list-style-type: none"> Present a selection of Akan proverbs on the board or handout, including their English translations and explanations of their meanings and cultural significance. Pronounce each proverb clearly and emphasize key words. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the key points about the use of proverbs in Akan culture. | <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"> Handout with a selection of Akan proverbs in Twi, their English translations, and explanations of their meanings and cultural significance Pictures or short scenarios depicting situations where proverbs might be used | |
| | Learn about the festivals in Akan tradition | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> To introduce students to the festivals celebrated in Akan tradition. To explore the significance and cultural aspects of Akan festivals. To promote cultural awareness and appreciation. | <p>STEP 1:</p> <ul style="list-style-type: none"> Start the class with a warm greeting, and ask students if they have any prior knowledge or experience with Akan festivals. Engage students in a brief discussion about the importance of festivals in different cultures and their significance in preserving traditions and fostering community. <p>STEP 2:</p> <ul style="list-style-type: none"> Show images or videos of different Akan festivals, such as the Akwasidae, Odwira, or Adaye festivals. Explain the cultural and historical significance of each festival, highlighting key elements like rituals, dances, music, and traditional attire. <p>STEP 3:</p> <ul style="list-style-type: none"> Divide the class into small groups and assign each group a specific Akan festival to research. Provide handouts with information about the assigned festival, including its history, purpose, and unique features. Instruct the groups to prepare a short presentation to share with the class. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Lead a class discussion on the importance of preserving and celebrating cultural traditions | <ul style="list-style-type: none"> Discussion Vocabulary building Writing Presentation | <ul style="list-style-type: none"> Images or videos showcasing Akan festivals. Handouts with information about specific Akan festivals. | |

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