

Peace Corps

*Spoken Fante
for non-fante beginners*



DOCUMENT RESUME

ED 140 608

FL 008 267

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 TITLE Spoken Fante for Non-Fante Beginners
 INSTITUTION Peace Corps, Washington, D.C.
 PUB DATE May 74
 NOTE 81p.; Not available in hard copy due to marginal legibility of original document. Some of the later lessons may be difficult to read.

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS *African Languages; *Instructional Materials; *Language Instruction; Language Proficiency; Language Skills; Language Usage; *Second Language Learning; Sociolinguistics; Speech Communication; Teaching Methods; *Textbooks

IDENTIFIERS *Fante

ABSTRACT

This text contains 66 lessons in Fante for the student of Fante as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of Fante. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided, and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or parts of the body, and occasionally around an element of grammar. Repetition is the basic method used; students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are then used to reinforce what the student has learned. Review lessons are interspersed at regular intervals. (CLK)

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ED140608

S P O K E N F A N T E

FOR

NON-FANTE BEGINNERS

by

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for POINTER LIMITED
P. O. Box 6999
ACCRA - NORTH

MAY, 1974.

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

DON'T USE THIS BOOK until these "Ten Commandments" and the "Suggested Methods" have been carefully read:-

1. The book should be studied under someone who speaks Fante, preferably a native speaker.
2. In the course of the lessons, the use of English should be avoided except where it cannot be helped.
3. The ultimate aim is to help the Learner to speak the language. Therefore the main principle of teaching is that of DIRECT METHOD, with a lot of REPETITION by which the Learner is urged to say the same thing correctly over and over again.
4. The lessons have been designed to last an hour. If well handled, it should be mastered within the given time. Rushing through, especially in the first ten lessons, should be avoided.
5. The Instructor is warned not to introduce too many new words, that is, words which have not been dealt with before, into the new lesson. Some of the words may have been dealt with elsewhere in the book. A record should be kept of the new words introduced.
6. One temptation connected with this (No.) is that of trying to answer digressive questions from the Learners. I should say that answers should be given only to those questions which are considered to be answerable.
7. Effort should be made to avoid the teaching of formal grammar. The Learners will eventually get to know the tenses, etc. through the exercises and drills in the book.

8. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.
9. Blackboard notes for Learners to copy are not to be given: even the Learners themselves are to be discouraged from taking their own notes in class. Some of the Learners may oppose this idea. But it has been observed that generally those who depend on their notes are the ones who miss the main object of these lessons. However, Learners could build up their own English-Fante Dictionary in their note books. Another thing to be encouraged is the recording of the various speech drills and practices for private rehearsal.
10. 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.

N O T E

It is one thing to be able to read and understand the Fante Language; and quite another thing to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE FANTE LANGUAGE, and therefore all efforts should be geared to this objective.

IMPORTANT: Each time, ask yourself:

- i. Do the Learners understand what I've taught them?
 - ii. Will they be able to say correctly what has been taught?
 - iii. Can they use what has been taught or adapt it in their conversations?
- YOU HAVE DONE YOUR WORK ONLY IF YOUR ANSWER i, ii, iii IS YES.

A.C.D.

LESSON I

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. Anee, woana a? | (ii) |
| A. Mara. | (iii) |
| B. Bra. | (iv) |
| A. Owura, mema wo akye. | (v) |
| B. Yaa ewura. | (vi) |

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

2. At this stage the Instructor will call attention to:-

- (a) The other forms of (i) above: "koko" and knocking gently on the door.
- (b) The other forms of (ii) above: 'waba' and 'bra dan mu.'
- (c) The other forms of (v) above: Owura (Mr.) Maame (Madam, Mrs.) Ewuraba (Miss) Mema wo akye, aha, adwe.
- (d) The other forms of (vi) above: Yaa, ewura (Mr.) Yaa, enā (Madam) Yaa onua, Yaa obi-n'adze (for co-equals).

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

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

LESSON II

A and B ask each other about their health:
B offers A a seat.

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

- B. W'apow mu e?
A. Mo ho ye. Na wo so e?
B. Mo so mo ho yie.
A. Oye, yeda Nyame ase.
B. Tsena ase.
A. Meda wo ase.

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

4. Other forms to the above:

- (a) The other forms of 'w'apow mu e?': Wo ho tse den?;
honam mu e?, Wo ho ye?
- (b) The other forms of 'Mo ho ye': Nyame N'adom ara, Bokoo,
Oye dodow.
- (c) The other forms of 'Oye, yeda Nyame ase': Ndaase nka
Nyame, Yeda Otumfo ase,
Yeda Iwerampon ase.
- (d) The other forms of 'Tsena ase': Ko famu, ko daadze,
Ka wo tu adze, Egua
nye no (to an intimate
friend). In all cases
B must be pointing to a
chair. 'Mepa wo kyew'
and 'Mesere wo' should
precede Ko famu, etc.
when B is addressing an
elderly person.

Turn-over.

Note: (b) At this stage the Instructor and the Learners should change parts, A and B, and rehearse the dialogue under 3 and 4 above. The Instructor may ask Learners to practise in pairs and finally, the dialogue should be acted over and over again until it is mastered.

LESSON III

Revision of Lessons I and II

5. Revision of Lesson I.

- (a) The Instructor will ask individual Learners to get out of the room and come back either saying 'Agoo', 'kəkəkəkə', or to tap on the door softly.
- (b) Another Learner should respond to 'Agoo', 'kəkəkəkə' or the soft knocking on the door, and to admit the one calling.
- (c) A and B must exchange greetings as learnt in Lesson I. Each Learner should play the part of A or B at one time of the lesson.

6. Revision of Lesson II.

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

7. Lessons I and II combined for a revision:

Here A and B should act the dialogue from the time A says "Agoo" to the time A takes a seat offered him by B. The Instructor can play the role of either A or B while a Learner takes the other side. Two learners can also be asked to act the whole dialogue.

- (b) Every student must be given a turn in this exercise.

LESSON IV

8. The numerals, 1 to 10 are to be taught. These are kor/biako, ebien, ebiasa, anan, enun, osia, esuon, awotwe, akron, du.

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

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

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

9. Names of objects:

(i) with "a-" plurals:

dan (pl.) adan
tam " atan
sekan " asekan
bosom " abosom (gods)

ii. with "n-/m-" plurals:

akoko (pl.) nkoko
atar " ntar
banyin " nbanyin
pseewa " mpseewa.

(iii) Both the singular and the plural forms are the same:-

sidi (pl.) sidi
nsu " nsu
ewia " ewia
gya " gya, etc.

Turn-over.

(3) Drill: adan obien, atam, aman, asoken awotwe
nkoko obiasa, ntar esia, mbanyin baanan,
sidi anum, mpesowa esuon.

Note: Every Learner must have a turn.

LESSON V

10. A and B ask each other their names:

i. A. Mepa wo kyew, wofre wo den?

B. Wofre me Kwame.

Na wo so wofre wo den?

A. Wofre me Kwesi.

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

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

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

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

Kwesida, Dwowda, Benada, Wukuda,

Yawda, Fida, Memenda.

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

LESSON VI

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

i. Revise 12 with Learners.

ii.

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

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

14. Masculine names: Manu, Mensa, Anan, Nsia, Esuon etc.
Feminine Forms: Manu, Mansa, etc.

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

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

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

LESSON VII

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

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

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

17. Discuss these common expressions:

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

18. For practice:

- | | |
|---------------------|---------------------|
| A | B |
| i. Ifi Ghana a? | Nyew, mifi Ghana. |
| ii. Wofre wo Kwame? | Oho, wofre me Kofi. |
| iii. Wo ho tse den? | Mo ho ye. Wo so e? |
| iv. Mo so mo ho ye. | Nyoo. |
| v. Ifi Afrika? | Oho, mimmfi Afrika. |
| vi. Ifi Kanada? | Cho, mimmfi Kanada. |
| | Ma wo so e? |
| vii. Mifi Ghana. | Nyoo. |

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

LESSON VIII

19. A says good-bye to B:

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

ii. Note: In the Akan society, you say "thank you" for a gift or a kind deed. Then the next morning you come again to say "Thank you for the gift yesterday." Where this 'next morning call' would be impossible, you say "Next morning, thank you" i.e. "Thanks in advance for tomorrow for this gift":
Adze kye a, meda wo ase.

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

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

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

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

LESSON IX

21. (a) Sentence practice:

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

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

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

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

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

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

ii. Further work: the numerals, 11 to 20;
edionu, then eduasa, eduanan, eduonum, eduosia,
eduosun, eduokwata, eduokron, sha.

LESSON X

23. Sentence drill: No.21 continued.

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

Buukuu da adaka no do.

Buukuu da egua no do.

Buukuu da lore no mu.

ii. Mixed drill:

Buukuu da pon no do (also ase, nkyen, ekyir,
enyim).

Sika da adaka no do; mu, etc.

Kyew da egua no do; ase, etc.

Kraataa da lore no mu; nkyen, etc.

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

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

LESSON XI

2.. The Pronouns:- I: me, mi, mo, mu; You: e, i;
he/she/it: o, o; we: ye, ye
you (pl.): hom; they: wo, wo.

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

ii. Further practice:

Meda mpa do: I sleep on a bed.
Eda mpa do: You sleep on a bed.
Oda mpa do: He/she/it sleeps on a bed.
Yeda mpa do: We sleep on beds.
Hom da mpa do: you sleep on beds.
Woda mpa do: They sleep on beds.

iii. Further practice:

Nidzi paanoo. (bread)
Idzi paanoo.
Odzi paanoo.
yedzi paanoo.
Hom dzi paanoo.
wodzi paanoo.

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

LESSON XII

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

Sentence practice:

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

Use the following constructions:

- i. dzi paanoo/dakon/fufu/emo/bayer.
- ii. ko Nkran/Kumase/Tamale/Sekunde/nsu/edwuma
- iii. pe sika/nsã/kasa/nkatse/edziban/ndwom.
- iv. saw highlife/adowa/soul/calypso/swing/cha cha cha.
- v. ka kaar/keteke/aeroplane/hen/wasihen/wimuhan.

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

- i. (What) Ebsnadze: e.g. Idzi ebsnadze: Midzi dakon.

Epe ebsnadze? Mope sika.

Kofi so pe ebsnadze? Ope nsã.

Na emi so e? Epe nkatse.

Hom pe ebsnadze? Yape edziban.

Wope ebsnadze? Wope sika.

- ii. Hen (fa) (where).

Eko hen? Moko Nkran.

Moko hen? Eko skaul.

Turn-over.

LESSON XIII

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

- | | |
|-------------------|----------|
| i. Singular | Plural |
| da | nda |
| dapen (ndaawotwe) | adapen. |
| bosoom | abosoom. |
| afe | mfe. |
- ii. (a) da kor, nda ebien, ndaansa, ndaanan, ndaenu, ndaesia, ndaesuon, ndaawotwe, ndakron, dadu.
(b) dadu, adaduonu, adaduasa, adaduanar, adaduonum, adaduasia, adaduosuon, adaduowotwe adaduokron nda sha.
- iii. dapen kor, adapen ebien adapen ebiasa, etc.
- iv. bosoom kor, abosoom ebien, abosoom ebiasa, etc.
- v. afe kor, mfe ebien, etc.

27. i. a etwa mu. ii. a preba.
iii. na fa/na kakra.

- For practice: (a) Kwesida a etwa mu no
(b) Dapen a preba yi
(c) Adapen ebien a etwa mu no ...
(d) Abosoom ebien a preba yi
(e) Nda esia a etwa mu no
(f) Afe a preba yi....
(g) Bosoom na fa; adapen ebien na kakra, etc.

John so kò hen?	Okò fie.
Hon kò hen?	Yeko Kumase.
Wòkò hen?	Wòkò Tamale.

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

- Note: (a) Use 'saw' and 'ka' in questions and answers as used in (b) i and ii above.
- (b) Let individuals have equal chances. Instructor may ask Learners to take his/her place.

LESSON XIV

28. Revise Lesson XIII.

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

- A. Eboŋa ha akyer a?
B. Nyew, akyer kakra.
Medzi afe kor na fã.
Na wo so e?
A. Webaa ha nnkyeree.
B. Eizi mfe ahen wo ha?
A. Medzi abosoom anan per.

Note: The conversation may now be practised with:

"menya afe/mfe; medzi dapen/bosoom/afe na fã;
medzi abosoom/mfe esia na kakra; menya ndaanan,
etc.

LESSON XV

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

i. Revision of Lesson xiv.

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

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

A. Mepa wo kysw, eye edwuma hen?

B. Mekiye adze.

A. Ekyere adze wo hen?

B. Mekiye adze wo Zion skuul.
Na wo so eye ehen adwuma?

A. Menny edwuma, musua adze.

E. Isua ehenadze?

A. Musua berofokasa wo Legon.

B. Nyoo, moroko.

A. Oye, nantsew yie.

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

LESSON XVI

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

- i. A. Edwuna oo!
B. Edwuna ye!
Nantsew yie oo!
A. Nyoo!
- ii. This is also normal:
A. Edwuna oo!/Ayekoo!
B. Yaa onua/egya/nā.
Ko bra oo!/Nnkys ba!
A. Nyoo.

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

32. Some common adjectives and their plurals.

- i.

<u>Singular</u>	<u>Plural</u>
kese	akese
kakraba	nkakraba
fitaa	efitaa
tuntum	etuntum.
- ii. Practise using them in sentences.

<u>Singular</u>	<u>Plural</u>
Meps ekutu kese.	Meps ekutu akese.
Midzi ekutu kakraba.	Midzi ekutu nkakraba
Oto watse fitaa.	Oto watse efitaa.
Yewo atar tuntum.	Yewo ntar etuntum.

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

Except few, e.g. skuu mbofra.

LESSON XVII

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

A. Mepa wo kyew, etse hen?

B. Metse Adabraka.

A. Ofi ha ko ho war a?

B. Nyew, kwan war.

Na wo so tse hen?

A. Metse Osu. Ofi ha ko ho nnwar.

B. Dem a?

A. Nyew.

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

34. More adjectives for practice:

- | | |
|--------------------|-------------------|
| i. buukuu tuntum, | ii. Kofi wo |
| tam fufuw, | Mowo |
| atar fitaa, | Yeton |
| dan kakoo, | Woda mu. |
| boredze (plantain) | |
| memen, | Esi ton |

LESSON XVIII

35. Where: hen, henfa.

- (a) i. A. Hen na etse? B. Metse Osu.
Eroko henfa? Moroko Legon.
Kofi ko skuul wo hen? Oko skuul wo Tema.
- ii. A. Henfa na ingin? B. Minyim Simpa.
Henfa na yenom nsã? Yenom nsa wo fie.
Isũa adze wo hen? Musũa adze wo Tamale.
- iii. A. Henfa na idzii B. Midzii paano no wo
paano no? Madina.
Etoe merekye yi wo Motoe merekye yi wo
hen? Osu.
Ofaa keteke wo henfa? Ofaa keteke wo Oda.

36. Construction of sentences:

- i. A. Henfa na? B.
Hen na?
..... henfa?
- ii. A.wo hen? B.
..... wo henfa?
- wo hen?

LESSON XIX

37. A asks B whether he can speak Ga:

- A. Mepa wo kyew/Mesere wo, etse Nkran kasa a?
B. Nyew, metse. Metse Twi so.
A. Mo so metse Twi na menntse Nkran.
B. Nkran kasa nnye dzen.

38. For practice: i. Nkran kasa nnye dzen.

Edwuma yi nnye dzen.

Mfantse so nnye dzen.

ii. Greek ye dzen.

Lore kã ye dzen.

Edwumasũa ye dzen.

iii. Nkran kasa nnye mberew.

Edwuma yi nnye mberew.

Mfantse nnye mberew.

iv. Greek ye mberew.

Lore kã ye mberew.

Edwumasũa ye mberew.

Note: Inyim Nkran kasa? Eka nkran a? etc.

Deal with their answers also.

- ii. The Instructor should prepare his own material for practice on "Etse", "Inyim", and "Eka".

LESSON XX

39. A introduces C to B:

- A. (To B) Kyia Owura Mensa.
(Both B and C shaking hands).
Oye me enyigye de mehyia wo.
C. Mo so demara.

- Notes: i. Kyia: to greet.
ii. The dialogue is to be learnt off by heart.

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

- Bi a obeba.
Bi a nsu boto nde.
Bi a yeboko skuul.
Bi a ofae.
Bi a okaa asem no.
Annye a, obeba.
Annye a, yebetse.

Note: In English, "perhaps" can occur in an initial or medial or a final position.
In Fante 'bi a' is always in an initial position only, as in the examples above.

LESSON XXI

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

i. Revise Lesson XX.

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

ii. A. Afrenhyia pa oo!

B. Afe nko mboto hen.

Afedan sisei na yetse nkwa mu.

A. Nyew. Na yehyia mu bio.

Note: Learners must master 41(ii) above.

LESSON XXII

42. Sentence practice:

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

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

- Note:
- i. Instructor must try to use aids in this lesson.
 - ii. Tell individual Learners to do as you tell them, as in i-v above.
 - iii. Call others (learners) to instruct individuals to do as in i-v above.

43. Revision of Adjectives:

- (a)
 - i. Pon kase/tsentsen/tsiatsia.
 - ii. Protse tatar.
- (b)
 - i. Atar kokoo/tuntum/fitaa.
 - ii. Tam kokoo/tuntum/fitaa.
 - iii. Pen kokoo/tuntum/memen.

(c) Sentences:

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

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

LESSON XXIII

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

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

- ii. A. Ako Tema da a?
B. Nyew, mako ho da.
Na owo e?

- A. Monnkor ho da.
Kwan no war a?
Oho, onnwar. Oye akwansin duenum.

45. Notes: (a) i. Ako Tema pen/da a? (Alternative:)
Inyim Tema a?

Answer: Minyim Tema papaapa/yie.

Minnyim Tema koraa.

- ii. Adverbial numerals: preko, mprenu/
mpen ebien, mprensa/mpen ebiasa, mpen
anan, mpen enum, mpen esia, mpen esuon,
mpen awotwe, mpen akron, mpen du, etc.

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

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

LESSON XXIV

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

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

ii. Nkran sō.
Mo kurow mu sō.

iii. Kumase kwan war.
Kwame war.

iv. Yie ye.
Dzin pa ye.

v. Tam fitaa ye faw.
Fanta ye daw.

vi. Wo nua yi ye kokoo.

(b) Comparing:

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

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

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

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

v. Tam fitaa ye faw sen tam tuntum.
Fanta ye daw sen nsu.

vi. Wo nua yi ye kokoo kyen me.

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

LESSON XXV

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

- A. Kokoaka! Agoo!
B. Anee! Woana a?
A. Mara Kofi a.
B. Ei, Owara Kofi, bra dan mu.
A. Owara, mana wo akye.
B. Kyia me e. (stretching out his hand)
Yaa onua (while they shake hands).
W'apow mu e?
A. Bokoo; Na wo so e?
B. Nyame N'adom, mo ho ye.
A. Yeda Onyame ase.
B. Tsena ase (pointing to a chair).
A. Meda wo ase.
B. Nsu nye yi (giving out a cupful of water)
A. (After drinking) Meda ase. (Hands the cup back to B).
B. (Takes the cup and says) Akwaaba.
A. Yaa onua.
B. Aa, hen ha beraww, owo na enam/amandzee.
A. Nyoo, monko me nsempa.
B. Ombo mar.
A. Co, bokoo ara. Mebeseraa wo.
B. Nyoo! meda wo ase. Akwaaba.
A. Yaa onua.
B. Hen ha dze ban bi nnyi ha, etc.
A. Monko me nsempa!
B. Ombo mar.

Turn-over.

- Notes: i. Explain unfamiliar words to Learners.
- ii. The dialogue is to be practised.
- iii. The dialogue is then acted until it is mastered.
- iv. Variants:

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

LESSON XXVI

48. Sentence drill: okom; nsukom, mee.

(a) i. A. Okom dze me.
Okom dze me kakra.
Okom dze me papa.
Okom dze me papanara/papaapa.
B. Emi dze okom nndze me.

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

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

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

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

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

iii. Oye awow yie.
Oye hyew dodow.

LESSON XXVII

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

A. Mepɛ dɛ mesɛrɛ kwan kɔ.

B. Oo, sɛsɛi?

A. Owo dɛ moko, yɛroko nhyiamu.

B. Nyoo, kwan da ho.

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

B. Nyoo, nantsew yie. Enye Nyame nko.

A. Nyoo, meda ase.

B. Eko a, mikyia wo papa.

A. Nyoo.

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

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

iii. Where possible revise Lesson XXV with Learners.

LESSON XXVIII

51. Sentence drill: who?: "woana"?

- | | |
|---------------------------|-----------------------|
| i. Woana na oba ha? | ii. Woana na obaa ha? |
| Woana na odzi fufu? | Woana na ofree me? |
| Woana na okã lore? | Woana na otsenaa ase? |
| Woana na onyim Mfantse? | Woana kaa dem? |
| iii. Woana na oboko Mkran | iv. Woana na? |
| Woana na oboto mpaboa? | Woana na? |
| Woana na oreba ha? | Woana na? |

Note: "Woana" is a question word, as in "Who told you":
It is never used like the "who" in "The man who
came here is my friend", - there is another way
of expressing this in Fante.

52. Revision: 46.

LESSON XXIX

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

- | | |
|--|---|
| i. Mepɛ Fanta.
Mepɛ ekutu.
Epe mango.
Epe nkɔmbo.
Ope n'asem.
Ope nantsew.
Eɔmpe paanoo?
Eɔmpe kwadu? | ii. Kofi pe (Kofi lies it)
Amba so pe.
Yaw pe agor.
Woana na ɔmpe nsu?
Woana na ɔmpe sika?
Ebenadze na epe?
Ebenadze ntsi na epe
ndwɔm dem yi? |
|--|---|

iii. Learners own sentences.

54. i. Mepɛ dɛ noko Nkran.
Mepɛ dɛ mesers kwan ko.
Mepɛ dɛ nekã Mfantse.
Mepɛ dɛ ebɛsɛra mɛ.
Ask for Learners' own sentences - as above.

- ii. Epe dɛ eko fie?
Epe dɛ ɛto mango?
Hom pe dɛ yanom nsã?

Ask for Learners' own questions.

- iii. Ope dɛ ɔko.
Ope dɛ ɔkã assem.
Ope dɛ ɔkenkan.

Note: These are to be practised and mastered.

LESSON: XXX

55. Parts of the human body:

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

ii. Other parts to be taught:

es6, tekyerema, anomu, tsinhwi, nsamu, nsatseaba, awerew, nansoba.

(b) Sentence practice:

i. Me nsa war sen Kofi ne nan.

Wo tsir so sen John dze. etc.

ii. Eyar wo hen/wo henfa na oye wo yaw?

Me tsir a.

Me nan a.

Me yafun mu a, etc.

LESSON XXXI

56. Fruits to buy and the currency to use:

- i. Currency: pesewa, mpesewaa du, sidi, sidi ebien, etc.
- ii. Fruits: ekutu, aboroba, nkatse, okwadu/mpuwa, borofor/borosuw, mango, muoko, eduwa, ntraba, eburow, etc.

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

57. Sentence practice: Megye dzi de (I think that.....
I believe that.....)

Megye dzi de Kofi yar.

Megye dzi de wo ho ye.

Megye dzi de pada.

Egye dzi de obeba?

Notes: i. "Megye dzi de...." may be translated: I believe that....., I presume that....., I hope that.....

ii. The negative form is: Menngye nndzi de.....

The sentences 1-3 under 57 may be tried in the negatives.

LESSON XXXII

58. A buys oranges from B. A bargains with B.

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

- Notes: i. Translation of the dialogue to show the trend.
ii. Words to discuss: Mango-wura, tsew do, to do, kyekyer ho, sesa, nsesa etc.
iii. 'Adabraka' can mean "tsew do" or "fa bi to do".

LESSON XXXIII

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

60. Sentence practice: "owo de".

- | | |
|-----------------------|-------------------|
| i. Owo de yeko fie | ii. Owo de ihu a? |
| Owo de yeko skuul | Owo de odzi 'a? |
| Owo de yekeda. | Owo de yeba a? |
| Owo de Kofi tsena na. | |

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

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

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

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

LESSON XXXIV

61. A reports sick to B:

- A. Owira, menntse apow koraa.
B. Eyar wo hen?
A. Me tsir'na mo mu.
B. Na ekohu 'Dokota'/Datser?
A. Oho, me papa ana me edur.
B. Ose nom anaa fa ye den?
A. Nyew ose monnom.
B. Hwa, se eboko ayarsabea a, oko.
A. Minnyi sika.
B. Gye sidi ebein yi na ko ayarsabea ntsem.
A. Co! neda ase.
B. Mma nnda ase.
A. Moroko.
B. Nyoo, nkys ba.

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

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

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

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

LESSON XXXV

62. Sentence drill: Today, tomorrow, yesterday.

(Final, medial, initial).

(a) i. Moroko Kumase nde.

Muhun Kofi wo ha nde.

Obeba nde.

iii. Nde nsu bato.

Nde ye Fida.

Nde yebosia Mfantse.

(b) i. Basera ne okyena.

Mma nko nde, ko okyena.

Hwe m'enyim okyena.

(c) i. Obaa ha ndeda.

Yedzii fufu ndeda.

Wokor Tema ndeda.

Musuaa Mfantse ndeda.

ii. Ose bra nde.

Obeba na asan nde.

Nde nyina yewo ha.

ii. Ko ho okyena anapa.

Yeboko asan okyena.

Okyena ye Wukuda.

ii. Ndeda yekaa lore.

Ndeda etoow ndwom.

Yesaaw ndeda anapa.

Yetoo ekutu ndeda.

61. Revision 61.

LESSON XXVI

64. Sentence drill: Oye me yaw.

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

- | | |
|--|--|
| (a) Me tsir ye me yaw.
Me nan ye me yaw.
Kofi ne sē ye no yaw.
Wo tsir ye wo yaw anaa?
Wo nsa ye wo yaw anaa?
Kofi no kon ye no yaw?
Wo henfa na oye wo yaw? | (b) Oye me yaw da amba.
Oye me yaw da minnyi sika.
Oye Kwesi yaw da ne nā ewu.
Oye no yaw da canntse asan no.
Oye wo yaw da annko bi?
Oye no yaw da oḍaa ntsam? |
|--|--|

- (c) Oye me yaw da maka ekyir.
Oye me yaw da mekāa dem.
John se oye no yaw da oamba.
Kodwo se oye no yaw da orehaw wo.

Notes: i. Difficulties are to be dealt with.

ii. The sentences are to be practised.

iii. The Instructor may set up his own role-plays in which some of these expressions may be put into use.

LESSON XXXVII

65. Sentence practice: 'Ebenadze': Why (used only at the position in the sentences).

To be explained and practised. Note the emphasis:

Why is it that

- | | |
|--|--|
| i. Ebenadze ntsi na eba ha?
Ebenadze ntsi na irusua
Mfantse?
Ebenadze ntsi na etse ha?
Ebenadze ntsi na ehwe me
dem yi? | ii. Ebenadze ntsi na eroko?
Ebenadze ntsi na etoo
edziban?
Ebenadze ntsi na
emmpa de ekasa.
Ebenadze ntsi na
ereserew? |
|--|--|

66. Notes: i. New words: hwe, serew.

ii. "Osianda" and "Nnye hwee/biribiara" are to be introduced.

The questions may now be practised in a dialogue form e.g.

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

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

ii. Revise personal numerals. See Lesson IV.

LESSON XXXVIII

ii. Vocabulary for buying and selling:

- i. Fruits and vegetables: (See 56). Also: boredze, paya, bayer/dwow, kute, abc, tomakyese, etc.
- ii. Household goods: pretse, atser, faka/edzinam, koopow, edzidzisekan, nkwanta, mbukyia, yabaa, kyew, atar, tam, ahwehweenyiwa, mpaboa, egua, pon, poma, mena dwomba, wodor, etc.

69. A buys from B's shop:

- A. Owura, mepa wo kyaw, pretse yi ahen?
- B. Sidi ebien na mpasewa eduonum.
- A. Mesere wo, tsew do kakra ma me.
- B. Cho. No bo ara nye no.
- A. Co, mesere wo.
- B. Sa etoto a, fa no sidi ebien na mpasewa eduanan.
- A. Meda wo ase. Na kyaw yi so ye ahen?
- B. Kyaw kese no ye sidi enum, na kakraba no so ye sidi anan. Ma owo hen na epe?
- A. Mepa kese no, na yi do ma me.
- B. Oye fa no sidi anan na mpasewa eduonum.
- A. Owura, mebema wo sidi anan.
- B. Fa kakra to do.
- A. Me sika ara nye no, mepa wo kyaw.
- B. Oye fa wo sika bra. Wo kaw aye sidi esia na mpasewa eduanan.
- A. Ono nye yi (giving out the money).
- B. (Taking the money) Tweon ma menkyekyer mma wo.

Turn-over.

A. (Taking the parcel) Meda wo ase.

B. Nyoo! Nantsew yie.

Note: The "Conversation" is to be practised, and then acted as the rest look on or in pairs when all get going at the same time.

LESSON XXXIX

70. Revision of 69.

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

- i. Se ɔbeba o, ɔremba, ɔmmfa mo ho!
- ii. Se ɔdzidzi o, onnidzidzi o, murunntum nnkā!
- iii. Se eba o, ammba o, obohu wo.

72. Sentence practice: But - naaso.

- i. Mokr ho, naaso mennhu Kofi.
- ii. Mowo sika, naaso monnom nsā.
- iii. Kwan no war naaso yebodu ntsem.
- iv. No ho ye few, naaso no suban nuo.

LESSON XL

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

- i. Word drill: nyimfa - right; fa nyimfa - turn right, bankum (pronounced benkum) left; fa bankum - turn left, kò wènyim - go ahead, w'enyim tsentsendo - straight ahead, abasamu - one yard.
- ii. A. Mesere wo, kyere me G.N.T.C. fiadze kwan.
B. Kò w'enyim kakra, ibohu dan kòkòò bi si nyimfa.
A. Ono nye fiadze no a?
B. Oho, idu hò a, fa wo bankum.
A. Ehee, na menye òn?
B. Kò w'enyim beye abasamu eduonu, ibohu fiadze no wò wo nyimfa.
A. Nyoo na gua mu so wò hen?
B. Se idu G.N.T.C. a bisa gua mu kwan no.
A. Nyoo, meda ase.
B. Mma nnda ase.

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

74. Sentence practice 'mpo' - even.

- i. John mpo òse onnyi sika. ii. Dannahwe m'enyim mpo.
Emi mpo mubotum aye. Wòamma me nsu mpo.
Kofi mpo etum ato lore. Nde mpo nye yi, na
Iyi mpo minnyi bi. òkyena.
Me nã mpo nnyi fie hò.
- ii. Each Learner must be given an opportunity to read or say the above sentences. ii. Exercise (oral)
Ask every Learner to give two sentences each of which contains 'mpo'.

LESSON XLI

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

- (a) i. Ebenadze na ereys yi? or ii. Ereys ebenadze?
Eben asem na erekā yi? or Erekā eben asem?
Ebenadze na wɔrohwehwe? or Wɔrohwehwe ebenadze.

- (a) i. Ese den?
Wɔse den?

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

ii. Learners to answer the above questions.

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

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

e.g. Ese den? Mese ma me sika.

Ebenadze yp wo? Me tsir ys me yaw.

iv. Revise 73(ii).

LESSON XLII

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

(a) "If": Sea,

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

(b) "When": Se.....a,

- | | |
|---------------------------|---------------------------------|
| i. Se oba a, fre me. | When he comes, call me. |
| ii. Se yehu no a, yebaba. | When we see him, we shall come. |

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

LESSON XLIII

77. Revision of No.62.

Ndeda (yesterday), Nde (today), okyena (tomorrow)

- i. (a) Ndeda: Mhun Kofi ndeda. (b) Nde: Me papa beba
Yatoo bool ndeda. nde.
Kwesi baa na ndeda. Yebotu kwan nde.
Nde nsu boto.
- (c) Okyena: Kobena beba okyena.
Okyena yebotu kwan.
Bra me fie okyena.

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

- ii. 'Ndeda', 'nde' and 'okyena' - used interrogatively.

Ndeda: Ihun Kofi ndeda? Nde: Obeba nde a?
Ndeda idzii paanoo a? Nsu boto nde a?
Okyena: Okyena ebako hen?
Wobodu Tema okyena a?

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

78. Further work - No.77.

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

- i. Yatoo paanoo nde ndaansa.
- ii. Nde ndaansa na Kwame bae.
- iii. Mehu Kwesi nde ara.
- iv. Mibefi na nde ara.

- v. Krataa no bodu okyena ekyir.
- vi. Wobesan aba okyena ekyir.

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

Kratsa (letter, paper).

ii. Allow Learners to have more practice.

LESSON XLIV

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

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

80. i. Monom tsii anapa. ii. Mennda ewia.
Yeguar anapa biara. Musūa adze ewia.
- iii. Moso kandzea anadwe. iv. Ohwe sene anadwe.
Monnso kandzea ewiaber. Oda anadwe.
- v. Yedzi dokon na kyenam ewimbir. vi. Yemmo bool ewimbir.
Ewimbir biara yetow ndwom. Wonntu kwan ewimbir.

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

LESSON XLV

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

- (a) i. Ber ben na esœer? ii. Ber ben na ekor Tema?
Ber ben na isũa adze? Aber ben na œbeba?
Ber ben na yepon skuul? Aber ben na owui?
Ber ben na yeboko fie? Aber ben na wotoow ndwom
no?

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

- (b) i. Learners to go over and over again the questions above.
ii. Give Learners the chance to put the above questions to the others to answer, working in turns.
iii. Learners to put their own questions to others to answer. The questions to be based on "Ber/Aber ben".

LESSON XLVI

33. Sentence practice: (a)per, (b) sepe.

(a) i. Ohu me per, oboguan.

Odu fie per, obada.

Yedzidzi per, yebaye edwuma no.

Wohu no per, obotua sika no.

ii. Kofi ba he per, bisa no asem.

Itua kaw per, ma do.

Hom hu no per, hom mfre me.

Oda per, hom mpue.

(b) Se okasa per, ma ompue aboano.

Se otua sika no per, fre me.

Se oda per, gya no ha.

Se oamba per, yeboko fie.

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

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

LESSON XLVII

34. Sentence practice: "Fa to" etc.; neg.:- "Mma mmfa nnto".

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

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

iv. Treat new word:- kotoku.

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

iii. Treat: - hanketse, nkrataa, mbobaa.

iv. Fa nsu no gu kyense no mu.

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

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

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

iv. Learners to use the following words in sentences:-
 paying attention "Fasi.....".

35. The negative: mmfa nnto/nngu, nnsi, etc.

- i. Mma mmfa nnto ho. ii. Mma mmfa nngu mu.
 Mma mmfa nnto ha. Mma mmfa nngu nkyen.
- iii. Mma mmfa nnsi mu.
 Mma mmfa nnsi do.

Turn-over.

iv. Mma mmfa sika no nnto ho.

v. Mma mmfano.....ha. Mma.....nnsi do.

Mma mmfanomu. Mma mmfa.....nngu mu.

.....nsu no.....mu. Mma mmfa.....nnto....

.....mbuukuu no nngu..no nngu..

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

LESSON XLVIII

86. Sentence practice:

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

Positives

- (a) Fa bra.
Fa bra ha.
Fa bra ntsem.
Fa bra ho.

- (c) Fa bre me.
Fa bre no.
Fa bre han.

Negatives

- (b) Mma mmfa mmba.
Mma mmfa mmba ha.
Mma mmfa mmba ntsem.
Mma mmfa mmba ho.

- (d) Mma mmfa mmbre me.
Mma mmfa mmbre no.
Mma mmfa mmbre han.

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

- (e) Fa ko.
Fa ko ho.
Fa ko ntsem.

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

- (f) Mma mmfa nnko.
Mma mmfa nnko ho.
Mma mmfa nnko ntsem.

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

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

87. Exercise: Learners to complete with own vocabs.

Turn-over.

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

LESSON XLIX

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

- i. Medze too ha. ii. Medze sekan no too ha.
- Medze guu ha. Medze tsii no guu koopow
- Medze sii do/mu. no mu.
- Medze bodambo no sii adaka
- no mu.

- iii. Medze buukuu no too pon no do/ase/nkyen, etc.
- Medze sika no too kotcku no mu.
- Medze egua no sii dua no ase.
- Medze atar no.....adaka no mu.
- Medze bokitsi no..... dua no ase.
- Medze nsu no.....no mu.
- Yedze.....
- Wedze.....

Note: The above spaces to be filled by Learners.

69. The negative: Mmfa nnto/nnngu/nnsi, etc.

- i. Mammfa annto ha. ii. Mammfa sekan no annto ha.
- Mammfa enngu ha. Mammfa tsii no enngu koopow
- no mu.
- Mammfa ennsi do/mu. Mammfa bodambo no ennsi
- adaka no mu.

iii. Exercise to be done by Learners:

- Mammfa.....ennsi.....no do.
- enngu.....mu.
-eburoow no.....no mu.
-ase.

Turn-over.

Mammfa no nkyen.

Mammfa nsu no.....no mu.

Mammfa nsu no.....no do.

.....

.....

.....

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

LESSON L

90. Sentence practice - more negatives:

na, no, ni nu; e, i; o, o; (1st, 2nd and 3rd singular).

i. Positives

Meda na.
Meda dan mu.
Monom nsu.
Monom edur.
Misi dan.
Mutu enguan.
Mutu bankye.

Negative

Mennda ha.
Mennda dan mu.
Monnom nsu.
Monnom edur.
Minnsi dan.
Munntu enguan.
Munntu bankye.

ii. Ebo bool.

Eko Tema.
Ede dan mu.
Idzi fufu.
Itu enguan.

Emmbo bool.
Ennko Tema.
Ennda dan mu.
Inndzi fufu.
Inntu enguan.

iii. Odzi fufu.

Otu bankye.
Onu adze.
Oko Tema.
Oko skuul.

Onndzi fufu.
Onntu bankye.
Onnhu adze.
Onnko Tema.
Onnko skuul.

91. Exercises to be done by Learners.

Positive

Moton bukkuu
.....
.....

Negative

.....
Mummbu dua.
Minndzi fufu.

Turn-over.

Eton egua.
Odu ntsem.
Ihu Kofi.
..... Nonnom nsã.
..... Munnguar.
..... Onnda fie.

v

LESSON LI

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

	<u>Positive</u>	<u>Negative</u>
i.	Yedzi paanoo.	Yenndzi paanoo.
	Yebu ndua.	Yemmbu ndua.
	Yeton mbuukuu.	Yennton mbuukuu.
	Yebu bool.	Yemmbu bool.
ii.	Hom ba ha.	Hom mmba ha.
	Hom bisa asem.	Hom mmbisa asem.
	Hom da ntsem.	Hom nnda ntsem.
iii.	Wodzi paanoo.	Wonndzi paanoo.
	Wodzi dakon.	Wonndzi dakon.
	Woda fie ho.	Wonnda fie ho.
	Wokasa.	Wonnkasa.

93. Exercise:

- i. Ask Learners to give short sentences in positive for others to give their negative forms.
- ii. Ask for negative sentences for others to say them in positive.
- iii. Fill in the spaces; miscellaneous.

<u>Positive</u>	<u>Negative</u>
Medze to ho.
Odze si ho.
.....	Onntse dua no ase.
.....	Wonnko Tamale.
Woton ekutu.
Odzi ngwaa.
.....	Wonnpe sika.
Hom pe asem.

LESSON LII

94. Telling the time:

(a) i. To be mastered: donkor, ndonebien, ndonebiasa
ndannar, ndonnum, ndonsia, ndonsuon, ndonwotwe,
ndonkron, ndandu, dubiako, duebien.

ii. donkor mpaamu, ndonebien mpaamu, ndonebisa
mpaamu, ndannar mpaamu, ndonnum mpaamu, ndonsia
mpaamu, etc.

(b) Minutes to: aka sema.....ma.....

Aka sema du ma sabo dubiako.

Aka sema eduonu ma sabo donkor. etc.

(c) Minutes after:

Duebien apa ho sema enum.

Ndonwotwe apa ho sema duenum.

95. General practice: Sabo ahɛn? (The answer patterns are
in 94 a, b, c, and d).

Notes: i. Baye ndonsia - It's about 6 o'clock; alternative:
Sabo baye ndonsia.

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

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

LESSON LIII

96. Vocats. i. si mu; du; afe; dapen/adapen; bosoom/
abosoom; afe, ndaanan, nda enum, etc.
ii. Revision: ko, ba, da, nom, dzi.

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

Question: Aber ben na obaa ha?

- Pattern answers: i. Obaa ha ndannan na fã.
ii. Obaa ha ndeda anapa.
iii. Obaa ha ndeda ewimbir.
iv. Obaa ha Dwoda no.
v. Obaa ha Wukuda a otwaa mu no.
vi. Obaa ha akyer.
vii. Obaa ha, edzi adapen ebien.
viii. Obaa ha, mfe anan nye yi.

Note: The question could be diversified.

e.g. Yesii mu ber ben?

Obaa ha ber ben?

Wodur ha ber ben?

Wanoom nsã no ber ben?

LESSON LIV

98. Relations:

(a) Pronunciation Drill: papa, maame, nua, ba, wofa,
nana, yer, nyenko, egya, asew, akontan, damfo,
abofra, kun, kora.

(b) Sentence practice:

Question: Owura yi ye woana?
Ewuraba yi ye woana?

or

Owura yi so e?
Ewuraba yi so e?

Answer: i. Oye ne papa or ii. Oye m'egya.
Oye ne maame Oye m'asew.
Oye ne ba. Oye m'abofra.
Oye ne nana.
Oye ne yer.
Oye ne nyenko.
Oye mo nua.
Oye mo wofa.
Oye mo kun.
Oye mo kora.

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

99. Note: Another term for "Maame" is "nā" and for "papa"
is "egya". Paternal uncles and aunts are "fathers",
and maternal aunts are "mothers"; hence "egya
panyin" and "egya kuma"; and "nā kuma" and "nā
panyin". One's mother's brother is "wofa".

LESSON LV

110. Can: To be able, etc.

(a) Sentence drill:

- | | |
|-------------------|---------------------|
| i. Mutum kã lore. | ii. Itum kã French. |
| Mutum kã Mfantse. | Wotum tu enguan. |
| otum to w nãwom. | Yetum hor ntar. |
| Yetum saw kan. | Mutum dzi dokon. |

(b) Questions and answers:

- | | |
|-----------------------|---------------------------|
| 1. i. Itum kã lore? | Ans. Nyew, mutum kã lore. |
| ii. Itum to bool? | Nyew, mutum bo bool. |
| iii. Otum kã Mfantse? | Nyew, otum kã Mfantse. |
| iv. Wotum saw asafo? | Nyew, wotum saw asafo. |

111. The negative forms can't - nntum.

- | | |
|---------------------------|-------------------------|
| (a) i. Munntum nnkã lore. | iv. Yenntum nntu kwan. |
| ii. Wonntum nntzi sãfu. | v. Munntum anom nsã. |
| iii. Ionntum nnã nntan. | vi. Onntum nnsaw asafo. |

(b) Questions and answers.

- | | |
|-----------------------------|--------------------------------|
| 1. i. Ana kofi tum kã lore? | Ans. i. Oho, oartum nnkã lore. |
| Fom tum tu enguan? | Oho, yenntum nntu enguan. |
| Otum nyerew bunkuu? | Oho, onntum nnkyerew bunkuu. |
| Itum to dua? | Oho, munntum mmbu dua. |
| Wotum ton adze? | Oho, wonntum nnton adze. |
| Yetum fir bi? | Oho, yenntum mmfir bi. |

102. Conversation: washing.

- A. Mepa wo kyaw, hohor wo nsa ho na tra.
B. Epa de meya biribi ma wo anaa?
A. Nyew, mepa da ehor m'atar ma me.
B. Ewo nsu, semina na bokitsi?
A. Nyew, nowo bi.
B. Ha na emba no wo a, woana' na obotow ama wo?
A. Mo nu obotow do.
B. Ewo pon na gyabiriw?
A. Nyew, nowo bi.
B. Hen na ebahata ndzamba no?
A. Mebahata wo ahoma yi do.
B. Mahor no fafeefew.
A. Nyos, meda wo ase.
B. Oo, mma nda ase.

Note: (a) Vocabs.: i. Verbs:- hohor, hor; tow do; hata,
ii. nouns:- semina, gyabiriw, ahoma.

(b) The conversation may now be practised over and over again. If the Learners deviate from the actual words here and use correct expressions of their own to embody the sense required, so much the better.

(c) The Instructor may use aids to establish the vocabs. in the lesson.

LESSON LVII

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

For practice:

i. Aba, dem dze a tsana ase.

Ewo sika, dem dze a to bi.

Onyim kwan no, dem dze a ma onko.

ii. A. Mewie kyerew.

B. Dem dze a, ma yenko.

Manyim wo fie.

Dem dze a, bra ho.

Wowo sika pii.

Dem dze a, ma wonkye hen bi.

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

i. Okã lore na otan atan so. ii. Otan adze na.....so.

Wowo sika na wobu adze so. Yaba bool na.....so.

Okã skuul na osũa edwama so. Onyim nwoma na.....so.

105. Ansaana(before)

i. Used in the final position of the sentence.

Se aboto a ma mentso ansaana.

Epe a fa na mbom tue kaw ansaana.

Yetuaa kaw naase yearnhwa no yie ansaana.

ii. Used in the initial or medial position of the sentence.

Dzidzi ansaana ako skuul.

Ma no edur ansaana pada.

Ansaana yeboko no owo de yehu no.

Ansaana adze rebekyẽ no nna oko.

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

ii. New expressions: wobu adze; adze rebekyẽ.

LESSON LVIII

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

107. Oye me da (It seems to me/it appears).

Sentence practice:

i. Oye me da inyim Twi.

Oye me da eyar.

Oye me da enntse apow.

Oye me da ibotum ako.

ii. Oye na da yankpa nsã.

Oye wo da minnyi sika.

Oye me da enya krataa (letter).

Oye me da wo papa beba nde.

Oye hom da edwuma yi ye mberew.

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

LESSON LIX

101. Conversation: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing.

A. Wepa "highlife" papaapa.

B. Inyin saw?

A. Nyew, minyin "highlife" saw.

Minyin "highlife" ndwom so tow.

B. Etaa tow ndwom?

A. Nyew, metaa tow ndwom, nkanka asar ndwom.

Na wo so epe adwontow na asaw?

B. Wepa adwontow. Se wabo kyen yie so a, mesaw.

A. Hom wo okyerema?

B. Nyew yewa bi. Onyim kyen bo papa.

A. Merntse de probo kyen.

B. Se asafomba hyia a, na obo.

A. Ebanadze nye asafo.

B. Bi, inyin asafo. Asafo ye Akanfo ayer kese.

Wondzi ho agor koraa.

A. Asafo se wotow ndwom wo mu.

B. Nyew, wotow ndwom, wabo kyen na wosaw.

A. Ntsi inyin asafo saw.

B. Cho, afei na murusua. Asaw no ye dzen.

A. No se mubosua asafo saw.

B. Mbo, oye de ibosua.

Note: New words: nkanka, adwontow, okyerema, kyen,

asafo; asafomba, murusua, mubosua.

LESSON LX

109. Revision: (i) Reading the clock: No.94.

(Ber a) obaa ha no, nna babo
ndonnsia, etc.

(Ber ber)..... No.82.

(ii) Nos. 100 and 101.

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

For practice:

i. (a) Gyama eyar?

Gyama entsee ma baba.

Gyama onntse kasa.

Gyama onnyi egya.

ii. Oye de nsu boto.

Oye de okom dze no.

Oye de onnhu adze.

Oye de oyare.

Exercise: Ask Learners to give own sentences.

LESSON LXI

III. Everyday commands:

- i. Bra (come); afofra, bra; bra ha; Kweku e, bra.
- ii. Gyaa (stop); he gyaa; hei gyaa; Kofi gyaa dem ye.
- iii. Ko do (ye) (go on; proceed; go ahead) Mma nngyaa, ko do kasa.
- iv. Fre (call) Fre Kofi ma me. Fre no; fre hon ma me.
- v. Hwehwe (look for it; search for it; seek) Hwehwe Esi ma me.
- vi. Tow kysn (throw it away) Tow ekutu no kyen.
- vii. Mma nnkasa (don't talk) Mma nnkasa no ho. Don't mind him. Ye koma/dzinn/fonn (be quiet).
- viii. Tsie. (listen) Tsie assm no. Tsie dza areka.
- ix. Hwe (look); hwe! (look here!); hwe adze.
- x. Soer (get up) Soer gyina ho. Soer ko.
- xi. Fi ho. (get away) Fi ha ko.
- xii. Gyina (halt) Gyina ho. Gyina lore no ma me.
- xiii. Mma (don't) Mma ndzi. Mma nda.
- xiv. Ka bio. (say it again, repeat it) Tow ndwom no bio.
- xv. Serew. (laugh) Serew Kofi.
- xvi. Ka mu/Tsɛa mu (shout).
- xvii. Dzi (eat) dzidzi (take some food).
- xviii. Fa (take) Fa ko fie.
- xix. Kenkan (read) kenkan buukuu no.
- xx. Tu mbirika/Tu enguan (run).

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

LESSON LXII

112. Conversation:

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

- A. Epa wo kyaw, woana na obeye asor nde?
B. Osofo Andrews a.
A. Ber ben na wofi asor ase?
B. Wofi ase ndonkron na fã; na wopon dubiako.
A. Ebanadze ntsi na asor no kyer dem?
B. Osiande yeba mpaa, kenkan esuasem, tow ndwom,
na yetisie asenkã no.
A. Woyi tow?
B. Nyew, ber no du a, wodze pretse ko aprow.
A. Ahen na wodze te pretse no mu?
B. Dza epa na sãze to mu.
A. Hom wo alwontofe kuw?
B. Nyew, yewa bi.
A. Ei, gyana hon na worotow ndwom ba no?
B. Nyew. Ma yensoer.

Notes: New words: Asor (the church, prayer); woana (who)
osofo (Rev.); osiande (because); yeba mpaa (we pray);
esuasem (the lesson); asenkã (the sermon).

LESSON LXIII

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

- i. Yaw so boko Ikran okyena.
Maame no so ato dekon no bi.
Hen so yape sika no bi.
Ama so ton kube.
- ii. Owo sika naaso onnsi dan.
Owo ma naaso wannko skuul.
Mebaa ha naaso mennhu Aba.
Menntse apow naaso minnyi sika.

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

- i. Dyar, ntsi ma nnhaw no.
Onnyi sika, ntsi kom dze no.
Oye edwuma, ntsi owo sika.
Onntse asem, ntsi gyaa ka.
- ii. (Because of....)
Me papa ntsi mebeba ho.
Ehumbobor ntsi medze kye wo.
Wo yarba no ntsi ma nndzi mpuwa.
- iii. Ntsi na (that is why).
Wearnye no efur, ntsi na owui no.
Oboo famu ntsi na osui no.
Oenrya lore no mu kwan, ntsi na panko no.
Onnyim n'egya, ntsi na prokohwehwe no no.

- Notes:
- i. 'haw' (to trouble/worry) chaw (trouble: oye chaw kwa).
 - ii. Learners should be encouraged to use the patterns in sentences of their own.

LESSON LXIV

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

- A. Murutu kwan.
B. Eboko dabɛn - nda anaa okyena?
A. Mibesi mu nde.
B. Ber ben?
A. Mibneɔien mpaamu.
B. Edze keteke anaa lore?
A. Medze lore, ono na oko ntsem.
B. Wogye ahen?
A. Wogye mpesewa eduowotwe.
B. Akwansin ahen?
A. Eduosia enum.
B. Na wo ndzamba wo hen?
A. Menndze ndzamba biara.
B. Na ebeba dabɛn?
A. Mebeba dasende.
B. Oye, se mennhu wo a, nantsew yie.
A. Nyoo!

- Notes:
- i. New words: akwansin; dasende.
 - ii. The dialogue may be practised in pairs after the drill.

LESSON LXV

116. Idioms:

i. About the head:

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

ii. About the eye:

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

iii. About the ear:

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

iv. About the mouth:

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

v. About the hand:

- Ne nsa war. - He is a thief.
Orekã ne nsa. - He is eating.
Oato ne nsa. - He has stolen something.
Ne nsa mu ye. - He is rich.

vi. About the stomach:

- Ne yafun abobo. - He is hungry.
Ne jamu nnwo no. - He does not feel like eating.
Ne jamu etue. - He has frequent stool.

LESSON LXVI

117. Idioms:

i. About the legs:

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

118. Miscellaneous idioms:

- Dabo hwea - He is frightened.
Dafa adze
Bosoom ewia no }
Dabo sotor. } - She is pregnant.
N'ano abo - He has finished speaking.
Oegu hyirew - He has been found innocent.
N'enyi tratra no nton - He does not respect anybody.
Agye nta - It is well-established.
No nton ehima - He is annoyed.
Woetwa no esu. - He has been deported.
Oetwa no ho. - He is gone on a trip.
Jadan n'ano. - He has changed what he said.
Ne nsa apa. - He has/hit/knocked/killed someone
by accident.
Orote nkom. - He is dosing off.
Wato no brada - He has been tricked.

119. Revise No.116.