

**Summer Cooperative African Language Institute (SCALI)
June 18th to August 4th, 2006.**

COURSE TITLE: *INTERMEDIATE TWI*

COURSE NUMBER: *W201/202/W601/W602 (SUMMER SESSIONS 1 & 2)*

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COURSE DESCRIPTION: This is an intensive eight week summer language course for intermediate Twi students. The prerequisite is a year's Twi study in a regular academic session (two semesters or three quarters) or a summer session as a beginner. The course employs the communicative approach to language teaching with emphasis on oral proficiency. Notwithstanding, students will be exposed to listening, reading, and writing activities in the language. Students will be exposed to the grammar and culture of the language and Akan (Twi) people respectively in context.

* Note: The first two weeks will be used as a revision period to usher students into the intermediate course.

METHOD OF INSTRUCTION: The Communicative approach to language teaching and learning will be employed. This will include role-plays, language games, dialogues/conversations, use of audio/videocassettes, and use of resource persons (where available). There will be individual, pair, small group as well as whole class method of teaching. Class discussion will play an important role in the teaching-learning process. Students will collect materials on topics of interest by audio-recording or video recording or by any other means and presented to the class for discussion.

COURSE OBJECTIVES:

1. To help learners build on the four language skills; speaking, listening, reading, and writing learners acquired as beginners.
2. To help learners acquire more knowledge of the customs and culture of the Twi speaking people.
3. To help learners acquire more knowledge in the structure of the language as intermediate students.

MODE OF ASSESSMENT:

Class Participation/attendance - 10pts.

Class Quizzes - 20pts.

Assignment/homework - 20pts.

Oral assessment/lab work - 20pts.

End of Session Exams - 20pts.

Individual presentation - 10pts

GRADING SCALE:

96 – 100 – A+

93 -95 - A

90 -92 - A-

87 – 89 - B+

83 – 86 - B

80 – 82 - B-

77 – 79 - C+

73 – 76 - C

70 – 72 – C-

67 – 69 – D+

63 – 66 - D

60 – 62 - D-

60 below –F

VERY IMPORTANT:

1. *This syllabus is subject to changes depending on student rate of learning, progress, and interest/needs of students.*
2. *Every student should have time to meet the instructor at least once a week for consultation.*

3. *All learners are requested to have a pocket note book or any thing that may serve the purpose and label it "how do we say this" in which they will write important Twi expressions they want to know.*

COURSE OUTLINE:

WEEK ONE: June 19-23

Day 1 (June 19th): Greetings and Response

By the end of the lesson learners should be able to

1. greet and respond to daily and occasional greetings.
2. use singular personal pronouns appropriately.
 - a. Greetings and responses
 - b. Grammar: Personal Pronouns (singular)
- c. Task:
 1. With your partner, practice the various daily and special greetings with their responses.
 2. Imagine you have met somebody during performing these activities: eating, working, celebrating Christmas, returning from a journey, etc.

Day 2 (June 20th): Introducing self and others

By the end of the lesson learners should be able to

1. introduce themselves and others
2. use personal pronouns in the plural form.
 - a. Introduction (Self and others)
 - b. Grammar: Personal Pronouns (plural)
- c. Task:
 1. Imagine you have met a friend who wants to know more about you. Introduce yourself to him/her.
 2. You have visited your parents with a friend. Introduce your friend to your parents.

Day 3 (June 21st): Introducing and thanking somebody

By the end of the lesson learners should be able to

1. introduce a speaker, tour guide or invitee to his/her colleagues
2. thank a speaker, tour guide or invitee for a job well done.
3. identify a noun as proper, common, count or non-count and use them in sentences.
 - a. Introducing and thanking a speaker/tour guide etc.
 - b. Grammar: Noun types/plurals
- c. Task:
 1. Introduce a speaker to members of your class.
 2. Thank a speaker for a good job done.

Day 4 (June 22nd): Politeness and apology

By the end of the lesson learners should be able to

1. sound polite in their speech and behavior
2. render an apology to somebody they have offended
 - a. Sounding polite and apologizing

- b. Grammar: present tense (positive and negative)
- c. Task: Apologize to a friend you offended at a meeting, in class etc.

Day 5 (June 23rd): Visiting and leave-taking

By the end of the lesson learners should be able to

- 1. announce their presence to a friend's house and ask permission to leave
- 2. welcome their friends into their homes and say goodbye.
- 3. use the construction botum + the perfect tense in appropriate context
 - a. Visiting a relative and permission asking permission to leave
 - b. Welcoming a relative and saying goodbye to a visitor.
 - c. Grammar - perfect tense (botum + perfect construction-positive & negative)
 - d. Task: 1. You are visiting a friend; announce your presence and ask permission to leave after staying for a while.
2. Your friend has visited you; welcome him/her and say goodbye to him/her after asking permission to leave.

WEEK TWO (June 26-30th)

Day 1 (June 26th): Giving compliments

By the end of the lesson learners should be able to

- 1. give compliment to friends/relatives on special occasions/accomplishment
- 2. reduplicate given words and use them in sentences.
 - a. Giving compliments to friends, family member on graduation, giving birth, accomplishing a task, wearing a nice dress etc.
 - b. Grammar: Reduplication (noun, adjectives, adverb, and verb).
 - c. Task: 1. Give a compliment to a friend on his graduation, a senior sister for giving birth, mother for birthday celebration etc.

Day 2 (June 27th): Making a request and asking permission to do something

By the end of the lesson learners should be able to

- 1. make simple request
- 2. ask permission for absent from class, late to class, submit assignment late, to help a friend
- 3. use simple imperatives in communication
 - a. Making a request from a friend etc.
 - b. Asking for permission
 - c. Grammar: Imperative (present and past)
 - d. Task: 1. You did not come to school the previous day. Ask a friend to give you his class note.
2. You will not be able to come to class tomorrow. Ask permission from your teacher to stay away.

Day 3 (June 28th): Invitation (inviting a friend, accepting and declining invitation)

By the end of the lesson learners should be able to

- 1. invite a friend to an occasion e.g. Birthday, graduation, vacation etc.
- 2. accept an invitation from a friend

3. give an explanation for declining an invitation
4. use the progressive tense appropriately in communicating their intentions on the above theme
 - a. Inviting a friend, father, sibling for a function/occasion.
 - b. Accepting or declining an invitation
 - c. Grammar: Progressive tense (positive and negative)
 - d. Task: 1. You are graduating from college; invite a friend to the graduation ceremony.
 2. You have been invited by a friend to his/her birthday party. Respond by either accepting or declining the invitation.

Day 4 (June 29th): Going on a journey/vacation

By the end of the period learners should be able to

1. talk about an interesting journey they have undertaken
2. use the past tense construction in describing a journey they have undertaken.
 - a. Traveling to place of interest
 - b. Grammar: Past tense (positive and negative)
 - c. Task: You went on a journey/vacation. Describe your experiences.

Day 5 (June 30th): Talking about others

By the end of the period learners should be able to

1. talk about a friend, a family member, a hero/heroine or a teacher they admire
2. use coordinating conjunctions in sentences.
 - a. Talking about a friend, family member etc
 - b. Grammar: Coordinating conjunctions
 - c. Task: 1. Talk about one of the following: a friend, family member, a teacher, or an important person in your community.
 2. Ask your partner some questions about his life and report to the class.

WEEK THREE (July 3-7th)

Day One (July 3rd): Talking about my community

By the end of the lesson learners should be able to

1. talk about their community
2. ask for information
 - a. A description of my community
 - b. Question words
 - c. Task: 1. You have met a friend who is a foreigner. Describe your community to him (location, population, predominant occupation, etc)
 2. You have met a Ghanaian friend and you want to know more about his community. Use simple question to let the friend talk more about his community.

Day Two (July 4th): Talking about my country

By the end of the lesson learners should be able to

1. talk about their country

2. use coordinating conjunctions in joining simple sentences
 - a. My country
 - b. coordinate conjunctions (na, ne, enti, osian sɛ, anaa, nanso etc.)
 - c. Task: 1. You have met a friend who is interested in your country but knows nothing about your country. Give him/her a brief description of your country.
2. Join two simple sentences using coordinating conjunctions

Day Three (July 5th): Talking about the governance of my community

By the end of the lesson learners should be able to

1. talk and write about how their community is governed
2. use subordinate conjunctions in joining two simple sentences Governance of my community
 - a. My community governance
 - b. Subordinate conjunctions (sɛ a, ɔnam dɛ, ama etc.)
 - c. Task: 1. Your colleagues want to know how your community is governed. Describe to them how it is governed.
3. Rewrite a given paragraph made up of simple sentences by using subordinating and coordinating conjunctions to join the sentences where possible.

Day Four (July 6th): Periods of the days, months, and seasons of the year and activities in it.

By the end of the lesson learners should be able to

1. Talk about the various periods of the day and year and activities associated with the periods.
2. Use the different types of adverbs appropriately in sentences.
 - a. Periods of the day, and names of the months.
 - b. Grammar: Types of adverbs.
 - c. Task: 1. Describe what you normally do during the day.
2. Describe the various activities that go on within the year in your country

Day Five (July 7th): Talking about economic activities in the target community and your country

By the end of the lesson learners should be able to

1. talk about economic activities in their community and country
2. use relative clause appropriately in sentences
 - a. Economic activities my community/country
 - b. Grammar: Relative clauses
 - c. Task: 1. A friend wants to embark on an economic venture in your country and wants to know the various economic activities in your country. Describe the main economic activities to him/her.

WEEK FOUR JULY 10th-14th)

Day One (July 10th): Counting and telling time

By the end of the lesson learners should be able to

1. count from 1-1000 and tell time.

2. use specific and non-specific quantifiers in expressing quantity.
 - a. Numbers
 - b. Expressing time
 - c. Grammar: Quantifiers
 - d. Task: 1. Prepare a personal time table for what you do during the day. Use the time table to talk to the class about what you do.

Day Two (July 11th): Talking about Daily Routines

By the end of the lesson learners should be able to

1. talk about what they do each day, what they did the previous day, and what they will do the next day.
2. Narrate incidents using the present, past, and the future.
 - a. Daily Routines
 - b. Grammar: Tense (present/past/future)
 - c. Task: 1. Use serials of questions to ask your friend/partner what he/she does everyday and report to the class
 2. Tell the class what you will do this weekend.

Day Three (July 12th): Showing directions

By the end of the lesson learners should be able to

1. ask a friend for and show directions to the nearest destination.
2. use postpositions in showing directions
 - a. Showing and asking for directions
 - b. Grammar: Postpositions
 - c. Task: 1. Your friend needs direction to the nearest bank, hall, post office etc. show him direction to the place.
 2. You are going to a friend's birthday party and miss the direction. Ask five questions to help you get to the place
 3. Place an object at a place in the classroom and ask a friend to show its position.

Day Four (July 13th): Buying and selling (In the market)

By the end of the lesson learners should be able to

1. ask for the price of items, bargain, and pay for it.
2. use determiners appropriately with nouns
 - a. Buying and selling
 - b. Grammar: Determiners (specific & non specific)
 - c. Task: 1. Imagine that you are in the market ask for the prices of four items, bargain with the seller and pay for the items.
 2. Imagine that you are a seller; sell some items to a buyer.

Day Five (July 14th): Having your cloth made

By the end of the lesson learners should be able to

1. ask a seamstress/tailor to make him/her a dress
2. use complements in sentences

- a. Making cloth/dress
- b. Grammar: compliment
- c. Task: 1. Imagine that you have bought a cloth to make a dress. Go to the tailor's/seamstress' shop and have your dress made.
2. Use the various compliments in the language appropriately in sentences.

END OF SESSION ONE

WEEK FIVE (July 17th-21st)

Day One (July 17th): Looking for something to eat

By the end of the lesson learners should be able to

- 1. talk about how to get to a traditional chop bar/restaurant and eat
- 2. say *no* to a statement by using the negative form of the verb.
 - a. Eating in a chop bar/restaurant
 - b. Grammar: Negation
- c. Task: 1. You are in Ghana and want a place for launch. There is no modern restaurant but just a traditional chop bar. Have a conversation with the owner to get something to eat.
2. You are in a hotel in Accra. Move to the restaurant and have your breakfast requesting for what you want to eat.

Day Two (July 18th): At the table

By the end of the lesson learners should be able to

- 1. talk about table manners
- 2. use the botum + perfect tense construction appropriately in sentences.
 - a. Table manners
 - b. Grammar: bɛtum ... + perfect construction e.g. bɛtum aba, bɛtum de akɔ
- c. Task: 1. Imagine you are at the dinning table with your family members; ask as many things as you can to be passed to you.
2. Students role play a scene at a dinning table in your family.

Day Three (July 19th): Cooking my favorite dish

By the end of the lesson learners should be able to

- 1. describe how a favorite dish is prepared
- 2. give and respond to imperatives both in the negative and positive
 - a. Cooking a favorite dish
 - b. Grammar: Imperative (positive and negative)
- c. Task: You have been call upon to teach a group of Ghanaians how you cook a favorite dish of your country. Take them through the various steps involved in cooking the dish.

Day four (July 20th): Talking about our home

By the end of the lesson learners should be able to

- 1. describe their home to a friend

2. use adjectives both singular and plural in sentences.
 - a. My Home/House
 - b. Grammar: Plural formation
 - c. Task: 1. You want to sell your house/home to somebody who has expressed interest in buying the house. Describe the exterior and interior of the house to him/her.
 2. Ask your partner questions about his/her home and report to the class.

Day five (July 21st): Talking about my family

By the end of the period learners should be able to

1. talk about their family
2. talk about things in the plural sense
 - a. My family
 - b. Grammar: Descriptive words (singular and plural)
 - c. Task: 1. Make a concept map of your family. Use the concept map to talk about your family.
 2. You have met a friend who will want to know more about your family. Tell him/her about your family

WEEK SIX (July 24th-28)

Day One (July 24th): Traveling to Ghana

By the end of the lesson learners should be able to

1. talk about the preparation they will make before going to Ghana on a visit or for research
2. narrate future endeavor using the two forms of future tense.
 - a. Visiting Ghana
 - b. Grammar: future tense
 - c. Task: 1. You want to go to Ghana. Talk about the preparations you will make before going to Ghana.
 2. Make a plan of what you will do when you visit Ghana and tell the class.

Day Two (July 25th): Spending the night at a hotel

By the end of the lesson learners should be able to

1. talk about how to check in to a hotel and spend the night
2. use adverbs in talking about situations
 - a. Staying in a hotel
 - b. Grammar: Adverbs
 - c. Task: 1. A friend has come to you asking about how to check into a hotel in Ghana. Tell him/her what needs to be done.
 2. Imagine you have stayed in a hotel in Ghana. Narrate your experience to a friend.

Day Three (July 26th): Traveling in a public transport

By the end of the lesson learners should be able to

1. talk about how to travel in a public transport
2. make simple sentences with the appropriate object
 - a. Traveling in Ghana.
 - b. Grammar: Objects (direct & indirect)
 - c. Task: 1. Imagine that you have been to Ghana several times. Talk to a group of American students who are going to Ghana on using the public transport.

Day Four (July 27th): Visiting places of interest in Ghana

By the end of the lesson learners should be able to

1. talk to friends about places of interest they could visit in Ghana.
2. for sentences with ditransitive verbs.
 - a. Places of interest in Ghana.
 - b. Grammar: Ditransitive verbs
 - c. Task: 1. You have been invited by a group of American students going to Ghana this summer to talk to them about places of interest. Use your experiences while in Ghana to deliver your talk.

Day Five (July 28th): My Traveling experiences

By the end lesson learners should be able to

1. narrate their traveling experiences to their colleagues.
 - a. Talking about traveling experiences
 - b. Grammar: Idiomatic expressions
 - c. Task: Imagine you are a professional traveler. Share your traveling experiences with a group of students who want to be professional travelers.

WEEK SEVEN: (July 31st-August 4th)

Day One (July 31st): Attending a naming ceremony

By the end of the lesson learners should be able to

1. compare the naming ceremonies between the Akans of Ghana and that of their community.
 - a. Naming ceremony among the Akans
 - b. Then special pronoun *de* and *nea/dea*
 - c. Task: Make a concept map of the naming ceremony among the Akans. Using your concept map describe the ceremony to the class.

Day Two (Aug 1st): Class Presentation

Day Three (Aug 2nd): Revision

Day Four (Aug 3rd): Examination

Day Five (Aug 4th): Skit final rehearsal

Textbooks:

Amoabeng, et. al. (1996). *A comprehensive manual for Peace Corps*.

Dolphyne, Abena (1996). *A Comprehensive Course in Twi (Asante) for Non- Twi Learners*. Ghana Universities Press, Ghana.

Twi Language Guide (1973). Bureau of Ghana Languages, Accra.