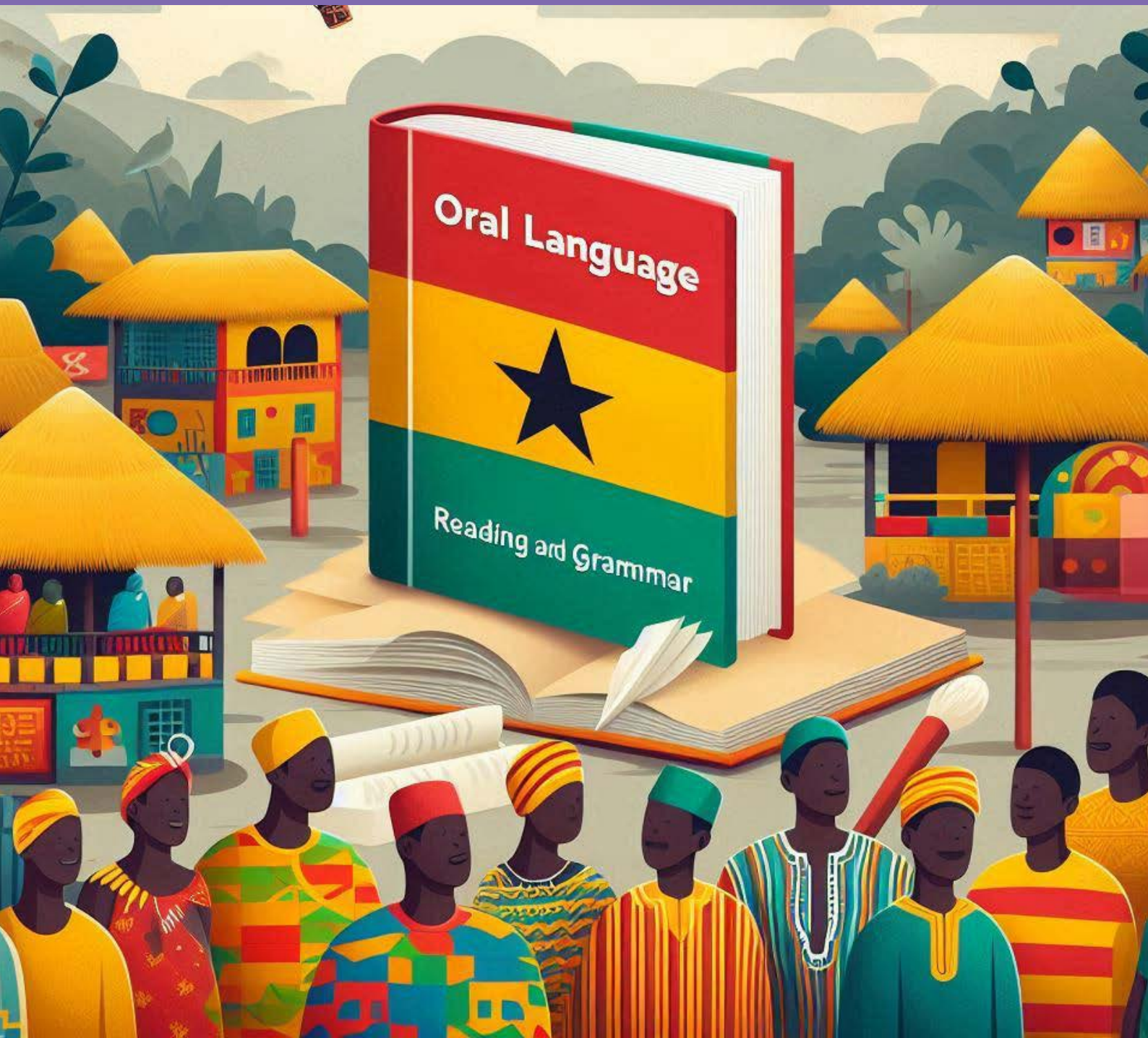


SECTION

1

ORAL LANGUAGE,
READING AND
GRAMMAR



ORAL LANGUAGE

English Speech Sounds

INTRODUCTION

This section will expose you to articulation of speech sounds, techniques of information retrieval and interpretation, and the discussion of a specific usage of grammar – nouns. The section will further improve your perspective in the study and use of English Language. It will also boost the confidence in your use of language in everyday discourse in speech and in writing. The interactive use of 21st century skills and development of moral values are geared towards enhancing your utmost participation.

As we speak, we produce sounds. The sounds we produce when we speak are called speech sounds. Speech sounds are an important part of speech development. This lesson aims to help you understand the twelve (12) pure vowel sounds in the English Language and how to use them. It is particularly important that you identify these vowel sounds and articulate them properly in speech and communication. Your inability to produce these sounds accurately can make your speech unclear to others, and that will not be helpful. This lesson will also expose you to the vowel chart, along with other activities that will help you understand and use these sounds appropriately.

At the end of this section, you should be able to:

- Use pure vowel sounds (short and long vowels) in connected speech.

Key Ideas

- English Speech Sounds are phonetically distinct units of speech in the English language.
- Speech Sounds refer to the smallest units of sound in spoken language that distinguish one word from the other.
- Speech sounds are produced by the movement of the articulatory organs such as lips, teeth, tongue and vocal cords
- Vowel sounds are phonetic symbols that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat.
- Pure vowel sounds are vowel sounds that have a single vowel sound produced briefly with a less intensity and short duration..
- Short vowel sounds are vowel sounds with only one vowel sound quality.
- Long vowel sounds are vowel sounds produced with increased duration and tension.

ENGLISH SPEECH SOUNDS

Speech is produced by several parts of the body working together to shape the sounds of the voice. Voice is produced by airflow from the lungs. When the air from the lungs blows through the vocal cords, also known as the vocal folds, at a high speed, the vocal cords vibrate. The vibrations lead to sounds we call voice. Sound refers to something that can be heard because of vibrations traversing through a medium. For instance, if someone is listening to the radio, the radio is the medium through which sound waves move, thus creating that which they hear. These sounds we hear when produced by an individual in the speech process are distinct from the letters of the alphabet. A word might have a consonant letter that may be realised as a vowel sound when produced.

An example is the word 'play' in which the consonant 'y' is realised as the vowel /ɪ/ when transcribed. There are a lot of letters in English that are realised differently when transcribed. Examples of such in words are baby; transcribed as /beɪbi/, by; transcribed as /baɪ/, die; transcribed as /daɪ/.

Did you know that there are forty-four or more speech sounds in the English language? These speech sounds are represented on the International Phonetic Alphabet (IPA) Chart. The International Phonetic Alphabet Chart is a set of symbols that represent individual sounds in languages. Each symbol corresponds to a single sound or what linguistics call a phoneme.

The speech sounds are grouped into vowels and consonants.

Vowels are produced with the free flow of air from the lungs; thus, in the production of vowel sounds, there is no obstruction to the flow of air coming from the lungs.

Activity 1.1

1. Write down some vowels you already know.
2. Practise the production of the vowel sounds.
3. Write down your observations on airflow as you produce them. Did you notice a free or continuous flow of air during the productions?

Pure Vowel Sounds (Short And Long)

Study this vowel chart:

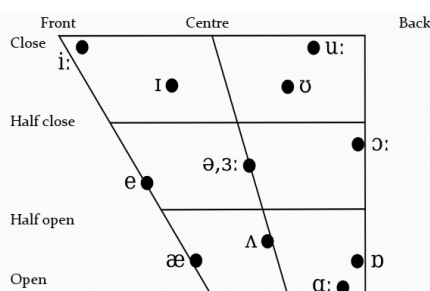


Fig. 1.1 A vowel chart

Activity 1.2

1. After studying the vowel chart above, identify all the
 - a. front vowels
 - b. back vowels
 - c. central vowels
 - d. open vowels
 - e. Closed vowels
2. Discuss with two of your classmates, how the vowel sounds identified in question(1a. to 1e.) above are produced.

During the production of vowel sounds, the tongue body may have a relatively stable position throughout. Vowels produced with this relative stability of the tongue body are referred to as **Pure Vowels** or **Monophthongs**.

The production of others may be characterised by tongue movement. The tongue body usually moves from one vowel area to another. These vowels are called **Diphthongs** or **Glides**.

Click on the link below to read more on the Pure Vowel Chart

<https://icspeech.com/vowel-sounds.html>

Pure Vowels (Monophthongs)

Pure vowels are further put into two main groups: Short vowels and Long vowels.

Short vowels are so called because they are pronounced in a short form. There are seven (7) short vowel sounds in the English Language. These are listed below with examples of words that contain those sounds.












































 a	 b	 c/k	 d	 e	 f	 g	 h	 i	 j	 l	 m	 n	 o	 p
	bb bu be	c k ck ke ch qu que cc	dd ed de	ea a ie ei	ff fe ph gh	gg gu gh gue	wh	y u	ge dge dg g	el ll le il al ul	mm me mb mn	ne nn kn gn	a ho	pe pp
 qu	 r	 s	 t	 u	 v	 w	 x	 y	 z	 oo	 ee	 sh	 ch	 th
	rr rh wr	ss ce se c sc st ps	te tt ed	a o ou ah oo	ve	wh	ks kes		s zz se ze	u	e ey y ie ea ei i	ti ci si ssi ch s	t tch	the
 ar	 oi	 oa	 ow	 or	 ng	 igh	 er	 ai	 ui	 ue	 si	 eer	Sound Chart NZ ACCENT Copyright © 2010 Kelly Hamilton Resource Village www.kellyhamilton.co.nz	
a ear al	oy	o ow oe ough	ou ough	one ou or augh ow al oor oor our ough	n	i y ie ye eye ei	ir ur ure ear re or our	aigh ay a ea ei eigh ey ae e et	oo u ue ew o ou oe ough	u ew eu	s ge z g	ear ere ier air are eir		

Fig 1.2 Letter sound correspondence

Table 1.1. The seven short vowel sounds in the English Language

Short vowel sound	Some words that contain the sound
1. /ɪ/	if, rich, sit, miss, pit, sit, fill
2. /e/	bed, net, peck, set, bet, let
3. /æ/	bad, sad, pat, man, can, bag
4. /ɒ/	on, pot, lot, was, dog, cough
5. /ʊ/	full, put, good, book, pull, bush
6. /ʌ/	up, cut, fun, cup, blood, hut, son
7. /ə/	<u>a</u> bout, <u>a</u> ffect, teacher <u>e</u> , matt <u>e</u> r

Your teacher will help you with the model production of these short vowel sounds, after which you will practise them on your own but before that, **click here to watch this video:**

<https://youtu.be/DIWkl9HcGy4?si=yX6z0FvLmcXvYQ9c>

Have fun practising!

Activity 1.3

Read out the following and identify the short vowel sounds in them.

1. The cat is on the mat.
2. Ben runs to the bus.
3. Bring the red bag.
4. The tub has six ducks.

Activity 1.4

Practise with a friend: Listen to your friend pronounce these pairs of words and identify the words with the short vowel sounds.

1. ship / sheep
2. cat/ cart
3. cot/ court

4. pull/ pool
5. fill/ feel
6. sit/ seat
7. fool/ full
8. hill/ heal
9. grid/ greed
10. fit/ feet

Activity 1.5

Invite your friend to sit with you and work together on this activity:

1. Ask your friend a question using words that contain short vowels so that your friend can respond appropriately using words that also contain short vowels.
2. Select one of the short vowel sounds and use that in every word of the sentence you will form.

For example:

- His lip is pink.
- Ken sent Ben.

3. Now, look around you and call three friends to join in practising this activity.

Note: Short vowel sounds are found not only in mono-syllabic words but also in polysyllabic words.

Activity 1.6

Study the following polysyllabic words and underline the short vowel sounds in them.

1. simplicity
2. seminar
3. accurate
4. again
5. absurd
6. aggregate
7. hullabaloo
8. cucumber
9. pedagogical
10. important

Long Vowel Sounds

Long vowel sounds are vowel sounds produced with increased or prolonged duration, distinguishing them from short vowel sounds.

The long vowel sounds we have in English are five. They are:

1. /a:/ as in farm, car, dart, cart, far.
2. /u:/ as in do, pull, bull, food, shoe.
3. /i:/ as in feed, heal, seal, kneel, fee.
4. /ɛ:/ as in girl, curl, hurl, bell.
5. /ɔ:/ as in court, law, bored.

S/N	Vowel sound	Words that contain the sound identified
1.	/i:/	Feel, seal, heal, meal, kneel, bee, sea, see, mean, beep.
2.	/u:/	Food, pull, do, shoe, soup, cool, cook, hook, nook.
3.	/a:/	Far, dart, mart, cart, harm, barn, balm, calm, palm, farm.
4.	/ɛ:/	Girl, curl, hurl, bell, hell.
5.	/ɔ:/	Court, law, bawd, boll, board, bored, hall, hoard.

Activity 1.7

Create a 10 line conversation from this scenario with a friend and act it out for your peers to critique:

A customer and a shopkeeper discussing prices(e.g. 'How much is the hat?' 'It's ten cedis).

NOTE: Use words that contain long and short vowel sounds.

Activity 1.8

With three of your classmates or friends, plan a birthday party making use of words that contain long and short vowel sounds (e.g. 'Let's be seated and make a hit list of songs').

READING

Reading Comprehension

INTRODUCTION

You read signposts, advertisements, storybooks and textbooks. Reading the right way can go a long way to help you understand the material you are reading. Reading is done for comprehension. Reading comprehension is an important aspect of the English language curriculum, and it helps to develop your understanding of given texts. Some reading techniques will enable you to read texts effectively and understand them readily. Knowing these techniques would help you to apply them in real-life situations and in the world of work.

The reading techniques include Scanning, Skimming and Close reading.



Fig 1.3 A person reading

At the end of this section, you should be able to:

- Retrieve specific information and interpret a variety of simple texts.

Key Idea:

- Skimming, scanning and close reading a text are important ways of gleaning information from any text. These techniques will equip you with the requisite skills to be able to read your textbooks and understand any information better.

READING TECHNIQUES

- **Skimming:** Skimming is a reading technique where you quickly glance through a text to grasp the main ideas and general overview without focusing on every detail. This approach to reading helps you understand the overall content of the text without reading every word.
- **Scanning:** In reading, scanning refers to when you read a text quickly to find specific facts or pieces of information. This technique allows readers to locate key points without having to read the entire text thoroughly.

Can you tell the difference between scanning and skimming now?

You would notice that scanning aims at getting **specific/particular facts** or information while skimming looks for the **general or the main** information of the text.

- **Close Reading:** This is a method of reading that focuses on specific details of a text or passage to detect the meaning of the text. It involves examining the specific details and language used in a text or passage and allows you to uncover deeper meanings, themes, and nuances. This approach requires readers to analyse closely the text structure, language, and literary devices to gain a comprehensive understanding of the purpose of the work and the overall significance of the text.

Steps to Close Reading

1. Read and understand the text, with a focus on the main elements and the vital details.
2. Reflect on the organisation/arrangement and patterns in the text.
3. Read the text again with a focus on organisational patterns.

Climate change is having a profound impact on Ghana's agricultural sector. Rising temperatures and changing rainfall patterns are affecting crop yields and food security. According to the Ministry of Agriculture, Ghana's agricultural production has decreased by 10% over the past five years due to climate-related factors.

In the northern region, farmers are struggling to grow staple crops like maize and millet due to drought. The Ghana Meteorological Agency reports that rainfall in the region has decreased by 20% over the past decade. This has led to food shortages and increased poverty among farming communities.

The government has launched initiatives to promote climate-resilient agriculture. These include the introduction of drought-tolerant crop varieties and irrigation systems. Additionally, farmers are being trained in conservation agriculture techniques to reduce soil erosion and improve water retention.

In the southern region, coastal erosion and flooding are threatening farming communities. The Ghana Coastal Commission estimates that over 1,000 acres of farmland have been lost to coastal erosion in the past year. Farmers are calling for urgent action to protect their livelihoods.

To address these challenges, Ghana needs to invest in climate-resilient infrastructure and sustainable agricultural practices. This requires collaboration between government, farmers, and international partners. By working together, Ghana can ensure food security and economic growth for its citizens.

READING TASK

Skimming:

1. What is the main topic of the passage?
2. What are the key points mentioned?

Scanning:

1. Find the percentage decrease in Ghana's agricultural production due to climate change.
2. Identify the regions mentioned in the passage.
3. Locate the name of the government agency responsible for promoting climate-resilient agriculture.

Close Reading:

1. Analyze the impact of climate change on farming communities in the northern region.
2. Explain the initiatives launched by the government to promote climate-resilient agriculture.
3. Discuss the importance of collaboration in addressing climate-

Activity 1.9

Read the extract below and answer the questions that follow.

The Family System

The family is a fundamental social unit that plays a vital role in shaping individuals and society. In Ghana, the family is often extended, with multiple generations living together or in close proximity. This setup fosters a sense of community, cooperation, and a shared responsibility. Family members learn important values such as respect, obedience, and reciprocity, which are essential for building strong relationships.

Stable family provides emotional support, security, and guidance, enabling its members to develop into responsible and productive citizens. Parents or guardians serve as role models, teaching children important life skills, cultural heritage, and moral principles. A family also provides a platform for socialisation, helping individuals develop communication and interpersonal skills.

Furthermore, families in Ghana often serve as a safety net, offering financial and emotional support during difficult times.

Despite its importance, modern Ghanaian family faces numerous challenges, including urbanization, migration, and cultural changes. These factors can lead to breakdown of communication, changes in traditional roles, and increased stress levels. However, by embracing values such as love, forgiveness, and understanding, families can overcome these obstacles and continue to thrive

Questions

1. How does the extended family structure contribute to community building?
2. What role do parents play in shaping the values and character of their children?
3. How can Ghanaian families balance traditional values with modernisation?
4. Examine the challenges facing the modern Ghanaian family and propose solutions.

GRAMMAR

Grammar Usage

INTRODUCTION

In the bustling town of Accra, the Quaye family prepares for the naming ceremony of their new-born daughter. The sun shines brightly on the morning of the eighth day after her birth, signalling the start of the ceremony.

Nana Ama, the elder, arrives bearing a beautifully crafted gold necklace adorned with Ghanaian symbols. She declares the baby's name as Naa Adjeley meaning 'first born of the afternoon' and gently places the necklace around Naa Adjeley's neck, symbolising protection and cultural heritage.

The family and guests rejoice with a feast of Jollof rice and Kenkey, celebrating Naa Adjeley's entry into the world.

This story shows the importance Ghanaians attach to names. The names we call people, such as Nana Ama, Naa Adjeley; places, such as Accra; and objects, such as necklace are nouns. Nouns are one of the most important word classes in English Language.

At the end of this lesson, you can;

Identify nouns in speech and in writing.

Use words which are nouns accurately in speech and writing.

At the end of this section, you should be able to:

- Use nouns accurately in speech and writing.

Key Idea:

- A Word class, alternatively known as part of speech, refers to the different categories of words used in grammar. Grammar is the set of rules that explain how words are used in a language through both speaking and writing. Nouns are naming words.

NOUNS

Nouns are words that represent people (e.g. child, choir, and learner), places (e.g. Ejisu, Tatala, and Makola Market), objects (e.g. pencil, stones, computer, and television), animals (e.g. deer, dog, and goat), and festivals (e.g. Damba, Odwira and Hogbetsotso).

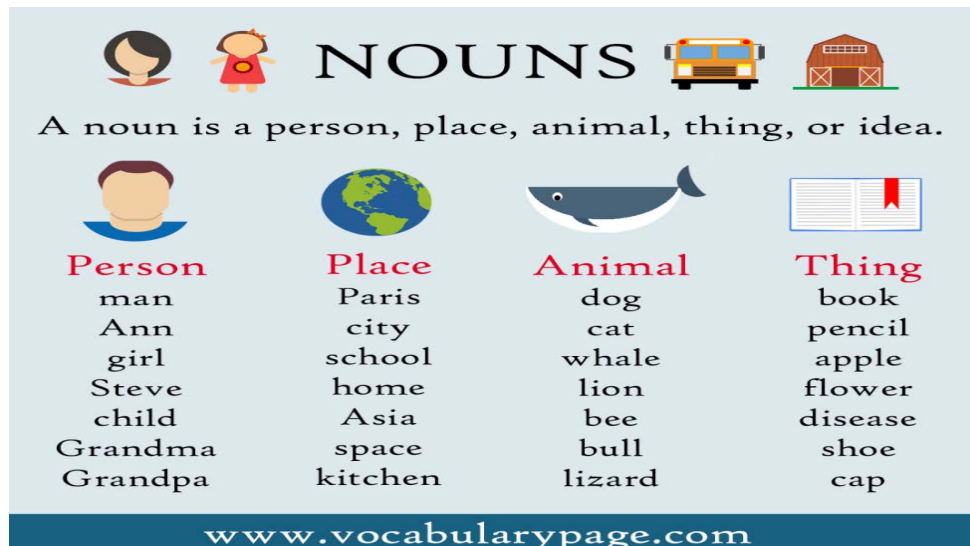


Fig 1.4 Types of nouns

Forms/Types of Nouns

- 1. Common Nouns** – Common nouns are general naming words. They are usually not capitalised except they begin a sentence. For example: computer, projector, toddler, ghost, park, speaker, airport, river and mountain.
- 2. Proper Nouns**—These are specific naming words, always capitalised. Examples: Adiza, Kakum National Park, The Speaker of Parliament, Kotoka International Airport, River Pra, Mountain Afadja, and so on.
- 3. Concrete Nouns** – Concrete nouns are physical things that can be seen, touched, and felt. For example, window, phone, wood, canoe and mountain.
- 4. Abstract Nouns** – Abstract nouns are non-physical ideas that cannot be perceived through the senses. In other words, they cannot be touched, seen and heard. For example – truth, danger, happiness, love, honesty, integrity, sincerity, peace, joy and hatred.

Activity 1.10

Look around you and write down three objects you see.

- Find out from your friends what objects they have written down.
- Based on your findings and that of your friends, what do you think nouns are?

Activity 1.11

- 1. Read the paragraph below and identify as many nouns as you can.**

The media in Ghana consist primarily of print, radio, and television. These play important roles in the country's communication. It started with The Gold Coast Gazette and Commercial Intelligencer in 1822. This was the first print journalism in the Gold Coast era. Then came newspapers like The Gold Coast Independent, which influenced public opinion and politics. The Gold Coast Broadcasting System began in 1935, bringing radio. Television was added in 1965. These media outlets form the foundation of Ghana's mass media, which reflect the country's diverse narratives and perspectives.

2. Classify the nouns identified in 'Activity 3.2a' above according to the examples given in the worksheet below:

W	X	Y	Z
Gold Coast	press	unity	papers

3. What informed the groupings of the nouns into W, X, Y and Z?
 4. Use any noun to ask your peer a question so that your peer can use another noun to respond appropriately.

GLOSSARY

WORD	MEANING
Obstruction	an obstacle or something that impedes
Blockage	something which makes movement or flow difficult or impossible
Comprehension	understanding
Culture	the way of life of a people, e.g. how they dress, the food they eat, and so on
Traditions	systems that are commonly held or established by a people, such as their celebrations.
Techniques	methods or ways of carrying out an activity or something.
Word class	part of speech or grammatical forms.
Non-physical	ideas, emotions and other intangible things that exist only in one's mind; not having physical presence.

- Classify** to group or arrange according to shared characteristics or qualities.
- Alternatively** otherwise, also
- Philosophy** the study of ideas about knowledge, truth, the nature and meaning of life, etc. (Source; Britannica Dictionary)
- Projector** a device used to project rays of light, especially an apparatus with a system of lenses for projecting slides or film onto a screen. Insert a picture of a projector (Source: Oxford Dictionary)



Fig 1.5 A projector

REVIEW QUESTIONS 1.0

1.1 ORAL LANGUAGE

1. Write two examples, each corresponding to the following sounds:

- /ɪ/
- /ʊ/
- /æ/,
- /ɒ/
- /ə/
- /e/,
- /ʌ/.

2. Use the table below to group the following words under the short vowel sounds.

Family, **p**ot, **p**ick, **a**bout, **d**og, **p**ush, **d**iffic**u**lt, **s**ocks, **g**ood, **p**at, **f**lat, **s**ystem, **c**ut, **r**esult, **n**eck, **h**ut, **c**omplete.

/ɪ/	/ʌ/	/æ/	/ɒ/	/ə/	/e/	/ʊ/

3. Use the following words in sentences:

- A. result
- B. neck
- C. hut
- D. complete
- E. socks

1.2 READING

Read the following passage carefully and answer the questions that follow.

Teacher Amu never lost the opportunity to give pep talks to his students. “Variety is the spice of life”, he often began. Then he would tell them how life has opposites, like good and bad. He would talk about the variety of birds, the different kinds of fish and species of trees. His students could always tell when teacher Amu’s sermons were about to end. He would raise his voice and look up as he made his point: “God made them all, and He said, ‘It is good’”.

These words had a lasting effect on the students. When class was over, they would reel with laughter as they recited these words. Soon, it was not surprising that they began to call Teacher Amu ‘God made them all’ whenever his back was turned.

However, one of them, Kofi Abre, did not consider Teacher Amu’s pep talks funny at all. He was not amused that his classmates joked with his teacher’s words. Teacher Amu had said that the world was made up of different things, different people and different habits. So why did they bother when he, Abre, acted differently?

The other day, he shouted down a schoolmate who called him lazy. He almost bloodied a friend’s nose, too, when that friend scolded him for not doing his homework. Teacher Amu warned that he would punish Abre. It was an act of indiscipline. Kofi Abre shook his head. It was his friend who offended him, yet Teacher Amu would punish him for being violent and different.

1. The expression, ‘Variety is the spice of life’ means life.....
 - A. has its ups and downs
 - B. is like a tasty food.
 - C. should be taken seriously.
 - D. is full of different and interesting things.
2. The students called Teacher Amu ‘God made them all’ because
 - A. it was his favourite saying.
 - B. he always looked up.
 - C. his pep talks were funny.
 - D. he liked preaching
3. Kofi Abre did not like the jokes because he
 - A. hated his classmates.
 - B. was afraid of his teacher.
 - C. approved of his teacher’s words.
 - D. was lazy
4. The word scolded in the passage means
 - A. reminded.
 - B. annoyed.
 - C. rebuked.
 - D. questioned.
5. Teacher Amu punished Kofi Abre because he
 - A. did not do his homework.
 - B. did not behave well.
 - C. did not like pep talks.
 - D. shook his head

1.3 GRAMMAR

1. Classify the following nouns under 'concrete', 'abstract', 'proper' and 'common' nouns:

Brilliance, Ocean, Currency, Beach, Sir Charles Beach, Festival, Charity, Forest, Flag, Education, Dreams, Communication, Atlantic Ocean, Map, Achimota Forest, Ghana map, Saturday, Country, Continent, Computer.

2. Read the paragraph below. Identify all the nouns and group them under 'Concrete', 'Abstract', 'Proper' and 'Common' nouns

Yesterday, President Nana Adufo-Addo visited the vibrant city of Kumasi to commemorate Ghana's 65th Independence Day. The ceremony took place at the historic Manhyia Palace, surrounded by beautiful Adinkra designs. The President's speech emphasised the importance of unity, freedom, and economic growth. Afterwards, guests enjoyed delicious fufu with light soup and watched a thrilling performance by the renowned Ghana Dance Ensemble.

3. Choose any five (5) of the nouns you have identified, at least one from each type, to form sentences.

Additional Reading Materials

1. Old Newspapers, etc.
2. Phonetic number (Online phonetic memory games)

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