

SECTION

2

GRAMMAR, WRITING AND LITERATURE



GRAMMAR

Grammar Usage

INTRODUCTION

In our previous lesson, we noted the vital role names/nouns play in our day-to-day lives, hence the need to know and use them correctly. Thus, we learned what they are and some of the types (i.e. common, proper, abstract and concrete nouns).

In this lesson, we shall continue to discuss other types of nouns and then proceed to their functions.

Consider the scenario below:

Yussif rides with his cousins, Abena, Fafa and Amerley to school every day on the school bus. On Fridays, Yussif goes to the mosque with his parents and only brother to pray. On the other hand, on Sundays, Abena, Fafa and Amerley with their respective parents join the congregation of a local Catholic church to worship. Once a month, the children (boys and girls alike) and their parents come together on Saturdays to play fun games like 'ampe', 'football', 'piloloo', and 'chaskele'. To them, happiness stems from unity and harmony.

From the scenario above, it is noted that nouns that have been used to reflect different types, such as count/non-count, collective, regular/irregular nouns can be seen. (As a starter activity, try and identify an example of each type). It can also be seen that nouns specific functions.

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

- Identify nouns as subjects, objects, complements and appositives.
- Use nouns accurately in speech and in writing.

Key Ideas

- Subject is the grammatical element that performs the action described by the verb, or it is the grammatical element that is being talked about in the sentence.
- Object is the grammatical element that receives the action of the verb.
- Complement is a grammatical element that refers to another element already mentioned in the sentence. Note that 'complement' can be a noun or an adjective.
- Appositive is a noun that follows another noun immediately to identify or explain it.

NOUNS

A noun is a word that names something. There are different types/forms of nouns. These include:

1. **Count Nouns:** Count nouns are nouns that can be counted. They have singular and plural forms and can be used with “a” or “an” in singular form or numbers in plural form. For example, coconut/coconuts, pen/pens, book/books, chair/chairs, umbrella/umbrellas
2. **Non-Count Nouns** refer to nouns that name substances, abstract things, and concepts that cannot be divided into separate elements. You cannot “count” them. For example, *intelligence, sand, knowledge, water, oil, and sugar.*
3. **Collective Nouns:** These refer to groups of people or things as a single unit. For example, *children, family, leaders.*
4. **Regular/Irregular Nouns:** Regular nouns are those nouns that form their plural by adding “s” or “-es”. For example, *boy/boys, girl/girls, chick/chicks, church/churches, and wish/wishes.*
5. Irregular nouns on the other hand do not follow any standard pattern in their plural forms. They may form their plural by changing the vowel sound, adding a different ending, or taking up an entirely new form altogether. For example, *men/man, child/children, cow/cattle, and mouse/mice.*
6. **Possessive (Genitive) forms of nouns** show ownership or possession. This often takes the form apostrophe ‘s’ (’s), apostrophe alone (’) and ‘s’ apostrophe (s’) in regular plurals.

Ways of Forming Possessives or Genitives

- a. Apostrophe ‘s’ (’s) is added to show singular possession. For example:
 - Akwasi’s bag
 - Fuseina’s car
 - Dzifanu’s house
- b. Adding ‘s’ to the possessive case in regular plural nouns. For example:
 - i. The boys’ dormitory
 - ii. The girls’ house
 - iii. Mfantsipim Boys’ School
- c. Adding the apostrophe mark without an ‘s’ to nouns ending in ‘s’. For example:
 - i. Abass’ book
 - ii. Rawlings’ speech
 - iii. James’ bag
 - iv. Akos’ bicycle

- v. Dorcas' wardrobe
- d. Adding 'of' to the noun phrase. For example:
 - i. The title **of the poem**
 - ii. Kudus was the man **of the match**.
 - iii. The wife **of Hamza** was there.

Functions of Nouns

In a sentence, nouns can play crucial roles as subjects, direct objects, indirect objects, subject complements, object complements, objects of the preposition, and appositives.



Fig 2.1 Functions of nouns

Nouns as Subjects

A noun is said to function as a subject if that noun performs the action of the verb or it is what/who is being talked about in a sentence.

For example:

- a. Chiefs must be revered. (Subject of 'must be revered')

- b. The class wrote a poem for their English teacher. (subject of 'wrote')
- c. The singing of folk songs makes me happy. (subject of 'makes')

Nouns as Direct Objects

A noun functions as a direct object if the noun receives the action of the verb. That noun answers the question 'What?' or 'Whom?' and follows an action verb such as 'eat, dance, write, sweep'.

For example:

- a. I eat banku every day. (Object of 'eat')
- b. The president appointed Cynthia Morrison as minister of Gender and Children's Affairs. (Object of 'appointed')

Nouns as Indirect Objects

A noun functions as an indirect object if the noun clarifies to whom or for whom the action of the verb is done. The indirect object precedes the direct object.

For example:

- a. My mother bought my father a gold watch on his birthday. (Indirect object of 'bought')
- b. Maame Serwaa tells her grandchildren Kwaku Ananse stories whenever they go to the village to visit her. (Indirect object of 'tells')

Nouns as Subject Complements

Subject complements are nouns that provide more information about the subject in the sentence. It follows a linking verb.

For example:

- a. Dr. Yaw Adutwum is the Education Minister. (Complement of the subject 'Dr. Yaw. Adutwum')
- b. Teaching is a noble profession. (Complement of the subject 'Teaching')

Nouns as Object Complements

An object complement is a noun that follows the direct object and adds more information to it.

For example:

- a. The teacher's association with Kojo made him a better person. (Complement of the object 'him')
- b. I consider Ghana a rich country. (Complement of the object 'Ghana')

Nouns as Object of Prepositions

This is the noun that follows a preposition.

For example:

- a. The students headed to their classrooms after the morning assembly. (Object of the preposition 'after')
- b. Children are encouraged to help their parents at home. (Object of the preposition 'at')

Nouns as Appositives

Nouns function as appositives when they immediately follow another noun. They add details that classify and clarify the nouns and also reduce wordiness.

For example:

- a. Ghana, a land of blessed resources, gained independence in 1957. (An appositive to 'Ghana')
- b. Kwame Nkrumah, the first president of Ghana, died on 27th April 1972. (In apposition to 'Kwame Nkrumah')

Activity 2.1

1. Write down one abstract noun and one concrete noun. Write down the plural forms of the two nouns you have written down.
2. Engage one of your friends in a conversation using nouns to show possession. Note down the various ways you and your friend were able to use nouns to show possession.
3. Join five (5) of your peers or other learners to form a circle. Introduce yourself enthusiastically to the one standing to your left-hand side, saying, *Hello, my name is ...* (use your name). *Nice to meet you!* The next person should give an appropriate response. For example: *The pleasure is mine/ Nice to meet you too. Why are you in school?* Do this until everyone has had their turn. The 6th person or any member, as agreed by the group, should write down all the sentences used in the circle.
4. Take your jotter and write down three (3) examples of each of the nouns under the following categories and use each one of them in a sentence:
 - a. Nouns that perform the actions of the verbs
 - b. Nouns that receive/suffer the action of the verb
 - c. Nouns that follow a preposition
 - d. Nouns that come after another noun to identify/explain it
 - e. Nouns that come after a linking verb and provide information about the subject
 - f. Nouns that provide information about the object

WRITING

Paragraph Development

INTRODUCTION

The conversations you have with friends or colleagues often focus on specific topics or ideas. In written communication, paragraphs are used to discuss broader topics or ideas containing smaller ideas; these are presented in paragraphs. In written English, cohesive devices like “first and foremost,” “not all,” “furthermore,” and “however” connect these paragraphs to convey messages effectively.

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

- Use an extended range of cohesive devices (connectors or linking expressions) to improve paragraph coherence.

Key Ideas

- Cohesive devices are the expressions used to ensure coherence or the free flow of thought from the beginning to the end of a text. These devices help the writer to effectively link or connect ideas in the paragraphs to form a whole text.
- A paragraph is a group of sentences that focus on a particular idea. It is made up of a topic sentence and support sentences (major and minor sentences).

Activity 2.2

1. Write down what you know about a paragraph and cohesive devices in your own words. Compare your response to the short note below.

COHESIVE DEVICES

Cohesive devices, also called transitional devices, are words or expressions used to ensure that a passage has a logical and smooth flow of thought from beginning to end. These devices help writers connect paragraphs effectively. They are used when shifting attention from one idea to another. These connectors or meaning markers show the relationship between ideas to help readers understand the written or discussed content.

COHESIVE DEVICES		
ADDING also and as well as furthermore in addition moreover too	CAUSE AND EFFECT as a result because of consequently due to owing to therefore thus	COMPARING as with equally in the same way just as likewise not only ... but also similarly
CONTRASTING alternatively conversely however nevertheless on the other hand unlike whereas	EMPHASIZING above all clearly especially in particular indeed notably significantly	EXCEPTIONS although apart from as long as but except however unless
ILLUSTRATING as shown by for example for instance illustrated by in the case of namely such as	SEQUENCING after first / firstly meanwhile next second / secondly subsequently then	SUMMARY finally generally in brief in conclusion in short on the whole overall

Fig 2.2 Cohesive devices

Types of Cohesive Devices

There are many types of these devices, used in various situations, to indicate the start of a text, show comparison of ideas, contrast ideas, provide reasons, display results, emphasise a point, draw a conclusion, add information, illustrate a point, and more.

Examples of the devices include ‘first and foremost’, ‘in the first place’, ‘furthermore’, ‘in addition’, ‘in a nutshell’, ‘in contrast’, ‘however’, ‘for instance’, ‘indeed’, and so on.

Here are some frequently used cohesive devices and the type of relationship they show:

1. Compare ideas or things: e.g. Similarly, Likewise, Like, In the same way, Equally, Also, In a similar vein...
2. Show concession or unexpected contrast: e.g. But, yet, anyway, although, nevertheless, at any rate, though, however, even though, all the same, still, anyhow, despite...
3. Contrast ideas or things: Counter to, on the other hand, as opposed to, by comparison, in contrast, conversely, instead, in contrast...
4. Explain or give reason: Since, due to, because (of), to clarify, for, to explain, owing to...
5. Show result or a consequent action: As a result, consequently, in response, so, therefore, because, thus, for, hence, since...
6. Emphasise a point: Indeed, In fact, To emphasise, Certainly, Surely, Actually, Again, As a matter of fact...
7. Sum up or conclude: Finally, In summary, In short, To conclude, To sum up, In brief, In conclusion, All in all, Therefore, In sum, Thus, Altogether, On the whole...
8. For enumeration or sequence, to show continuity or add information: Again, further, moreover, likewise, also, furthermore, above all, in addition, further, next to, (far) more, importantly, additionally, besides, lastly, first/secondly, next, finally...
9. To show illustration: To illustrate, in illustration, to cite an instance, to exemplify, for example, to clarify, for instance, namely, in other words...
10. To show time and sequence: Now, soon, before, yesterday, then, earlier, later on, later, soon, afterwards, immediately, at the same time, prior to...

Paragraph Development

A paragraph is a group of sentences that develops a particular idea or subject. It contains the topic sentence (the main idea on which the entire paragraph is developed), the supporting sentences (the sentences that explain the main idea further) and the concluding sentences. The supporting sentences are made up of explanations, examples, scenarios and so on, which build up the paragraph. The topic sentence can be placed at the beginning of the paragraph, in the middle, or at the end of the paragraph.

In other words, a paragraph is a group of sentences that focus on a single idea. A paragraph is not just a mere putting together of sentences, these sentences are put together to give unity and coherence in the development of the paragraph.

NOTE: A paragraph is not just the large space we leave between lines when we are writing. A paragraph is created when we are shifting focus from an idea under discussion to a new idea. The space we leave before writing is only to serve as a pointer to the new paragraph.

Paragraph development, therefore, is the effective and orderly presentation of sentences that help readers clearly understand the idea being discussed.

A paragraph is made up of three parts:

1. **Introduction of the paragraph:** This contains the subject matter or the main idea of the whole paragraph. It indicates the reason for the paragraph.
2. **Body of the paragraph:** This comprises supporting sentences that support the main statement.
3. **Conclusion sentence:** This indicates that the paragraph has come to an end.

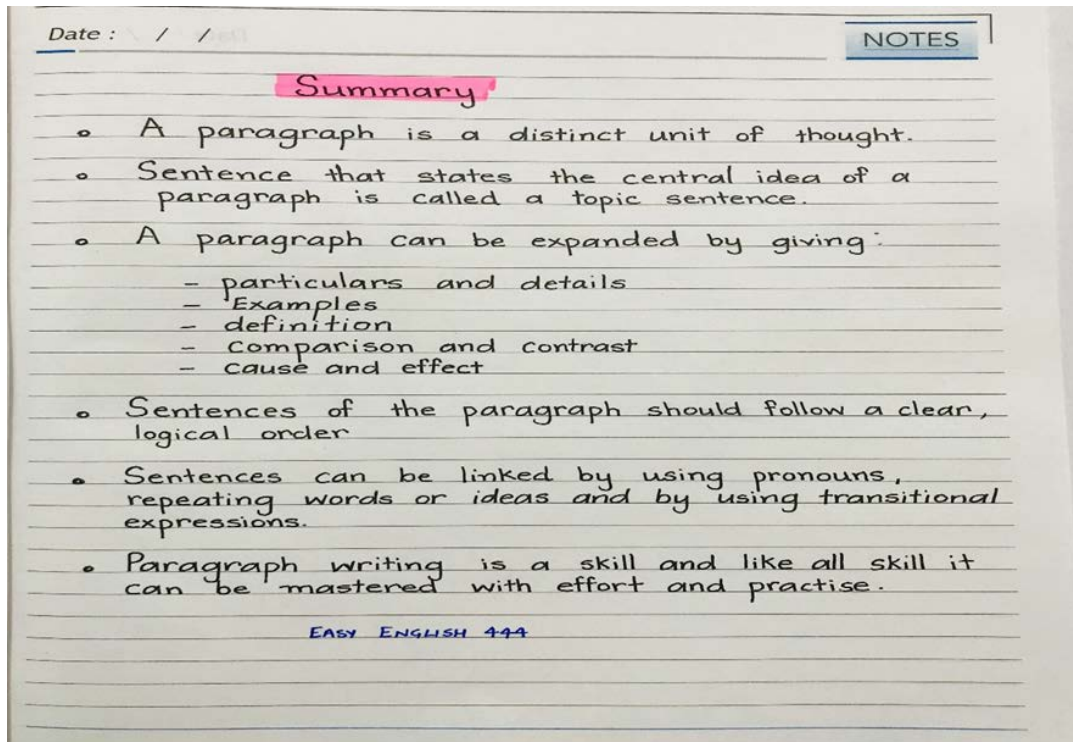


Fig 2.3 Paragraph development

Activity 2.3

Read the passage below in groups and carry out the activities that follow:

Although the International Labour Organisation has established the principle that childhood should be devoted to education, not to work, child labour is prevalent in most parts of the world, especially developing countries. Sometimes, children as young as ten years are delivered into slavery, where they are forced to work, sometimes under conditions that threaten their lives.

This situation has risen because of the factors governing the supply of and demand for child labour. One factor that is responsible for the supply of child labour is extreme poverty suffered by families due to lack of economic growth and unfair distribution of national income.

To many of the families, sending their children to school is a dream; they cannot afford it. This is worsened by the shortfall in education systems; there are not

enough schools, while those that exist are far from where the children live. Added to this, there is a shortage of teachers.

Besides, there is a ready market for child labour; private and company bosses have interest in it.

In the first place, children cost less in terms of wages than adults. Also, children are manageable compared to adults; bosses find children a blessing to handle. They do anything they are ordered to do, whether legal or risky. Children are easily dismissed should the business slacken. They do not belong to any trade union to come to their aid, even if it means going to court. Hence, they cannot organise strike action against the company, or claim any compensation. In fact, in many countries there is no legislation against child labour, even where it exists it is not enforced. There are many employers which use the services of child labour across many economic activities and get away with it.

1. Collaborate with your group members to identify the cohesive devices that have been used in the passage.
2. Compare your findings with other groups' findings, and orally present it in class.
3. Use the devices identified to appropriately develop a passage on a topic of your choice.

Activity 2.4

Fill in the blank spaces in the following sentences with appropriate cohesive devices/transitional words.

- a. My mobile phone fell into the water..... (when/while) I was crossing the river.
..... (since/also) I will be going to market tomorrow my father would give me money today.
- b. My mother is a teacher..... (so/but) my father is a farmer.
- c. The printers are on strike; (nevertheless/moreover) the students will receive course packages on time.

Activity 2.5

Rearrange the following sentences in the paragraph below to make them more meaningful.

Consequently, road accidents result in significant economic losses, impacting individuals, families, and society as a whole

Every year, people lose their lives due to reckless driving, over speeding, and other avoidable factors.

To reduce road accidents, strict traffic laws and regulations must be enforced. Moreover, drivers should wear seat belts and ensure all passengers do the same. Road accidents are a leading cause of death and injury nationwide, affecting people of all ages. Additionally, pedestrians and cyclists must be mindful of their surroundings and follow traffic rules. The impact of road accidents extends beyond physical harm, causing emotional trauma and long-term psychological distress. Drivers should avoid distractions while driving, such as using mobile phones or eating. Safe driving practices, including defensive driving and maintaining vehicle safety, are crucial. Therefore, it is essential for drivers, pedestrians, and authorities to work together to prevent road accidents. Compare your responses with your classmates for peer review.

Activity 2.6

Write a three paragraph essay on 'the importance of education'. Use appropriate cohesive devices to connect the ideas.

Activity 2.7

Read the following extract and do the activity.

1. Identify the transitional devices used in the paragraph below and explain how they help to keep the sequence of thoughts moving smoothly through the paragraph.

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is a suitable material for jewellery, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful and valuable forever. For example, a Ghanaian coin remains attractive from the day it was minted—twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been in hundreds of industrial applications.

LITERATURE

Genres Of Literature

INTRODUCTION

Literature mimics life and all that it is to live. Life and all the happenings around you are portrayed by writers using the forms of literature. If all that you have done or achieved in life is told to others to hear or written down for others to read, then that becomes the literature of your life. The genres of literature depend on how a story is written; whether in long sentences, verses or in a dialogue form. For this reason, this lesson focuses on the concept, types and importance of literature. This lesson will be related to real-life experiences and the world of work.

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

- Use the definition of Literature to identify its genres.

Key Ideas

- Literature is a form of human expression.
- Some genres of Literature include Narration/prose, Poetry and Drama.
- A Narration or Prose is a type of written language that typically contains dialogue and narration.
- Poetry is a form of literature that uses language to convey emotions or ideas in a concise and often rhythmic manner.
- Drama is a genre of literature that tells a story through the use of dialogue and movement.
- Literature helps you to become a critical thinker.

LITERATURE

Literature is a method of recording, preserving, and transmitting knowledge and entertainment and can also have a social, psychological, spiritual, or political role.

Literature can also refer to works of imaginative, artistic, or intellectual value, typically characterised by the use of language to convey ideas, emotions, and experiences.

It encompasses various forms of expression, such as novels, poems, plays, essays, short stories, and other literary works. Literature, as an art form, can also include works in various non-fiction genres, such as autobiographies, diaries, memoirs, letters and essays.

Forms of Literature

1. **Oral Literature**- Works of art that are transmitted by word of mouth (including festivals, customary practices, music and dance, folktales, folklore, dirges (ceremonial praising of the dead person, often termed ‘eulogy’), myth and legends,
2. **Written Literature**- Works of art that are transmitted in written form. They include The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah, The Dilemma of a Ghost by Ama Ata Aidoo, and Raider of Treasure Trove by Lade Wosornu.



Fig 2.4 Genres of Literature

Genres of Literature

1. **Narration/Prose** - A type of written language that typically contains dialogue and narration. In literature, prose is the most common form of writing. The two main types of prose are fiction and non-fiction. Prose is found in novels, short stories, plays, and essays such as The Kaya Girl by Mamle Wolo and Things Fall Apart by Chinua Achebe.
2. **Poetry** - Poetry is a form of literature that uses language to convey emotions or ideas in a concise and often rhythmic manner. It is generally written in lines and verses. While some people may view poetry as difficult to understand, there is often great beauty in its simplicity. For example, “Makola” by Theresah Ennin and “Skirt” by Niyi Osundare.
3. **Drama** - Drama is a genre of literature that tells a story through the use of dialogue and movement. It often has a clear plot and characters who undergo change or development throughout the production. Drama can be divided into several sub-genres, such as tragedy, comedy, and farce. For example, *The Son of Umbele* by Bill Marshall, *The Blinkards* by Kobina Sekyi, *The Marriage of Anansewa* by Efua T. Sutherland, and *A Tribe Called Judah* by Funke Akindele are all works of drama.

Importance of Literature

1. A source of entertainment
2. Preserves culture
3. A source of income
4. Teaches values and moral lessons
5. A form of education

Activity 2.8

Click here to watch this short trailer on 'A tribe called Judah' by Funke Akindele

<https://youtu.be/nrSx7PkBN6o?si=ahyBpbgQIF5irzB2>

From the video you have just watched, define Literature and relate it to real-life experiences.

Activity 2.9

Click here to watch a short video on the genres of literature

<https://youtu.be/oarGRayak5o?si=y94IvseuTYHvm4lt>

From the video above, use the concept of a family tree to identify the genres of literature and give examples under each of them starting with literature as the head.

GLOSSARY

Word	Meaning
Cohesive	It is the relationship between various parts of the same text.
Coherence	This refers to the logical or orderly arrangement of parts, as in writing.
Topic sentence	The sentence that contains the main idea of a paragraph is referred to as the topic sentence.
Action verb	Also known as lexical verbs, action verbs describe the action undertaken by the subject. They are the main verbs.
Linking verb	A linking verb provides a link between the subject and the predicate noun or adjective.

REVIEW QUESTIONS 2.0

2.1 GRAMMAR

Read the paragraph below and answer the questions that follow.

The Ashanti monarch, Otumfuo Osei Tutu II, who holds an important ceremonial role in Ghana, said their return would help unite his people. The ceremony came as pressure grew for European and US museums and institutions to restore African artefacts stolen during the rule of former colonial powers Britain, France, Germany, and Belgium. The Ghana royal treasures from the Fowler Museum, including a gold necklace, an ornamental chair and an elephant tail whisk, were presented during a ceremony of chiefs at the Manhyia Palace in the city of Kumasi in the Ashanti region.

-- (Source: Africa World News/ Channels Television)

1. Write down five (5) nouns in the passage you have just read.
2. Describe their functions within the context in which they are used. Note: They should cut across at least three functions.

2.2 WRITING

1. Explain cohesive devices.
2. Explain a paragraph and identify its parts.
3. Identify the topic sentence in the text below:

Novels have been part of Ghana's education since the 1960s, and their appeal has survived to the present day. The stories are told both through text and images. In recent times, there has been much debate regarding whether our novels have a place within the library's collection. For some people, novels are silly and violent; for others, novels deal with current issues, with serious subjects and opportunities for personal learning.

4. Use the following cohesive devices to develop a three-paragraph passage on a topic of your choice.

(‘First and foremost’, ‘Furthermore’, ‘In summary’)

2.3 LITERATURE

1. Explain Literature in your own words.

Study the following extracts and use them to answer the questions that follow:

Extract 1

*I want to be
your moon,
your sky,*

*your dream,
your everything.*

Extract 2

The wedding was to take place a day after Brown Teeth's return. The imam would bless him as an Alhaji and perform the marriage rites, so there would be a double celebration. The day he returned, the whole village was astir. When I got home from the stream that evening, Auntie was not home. She had gone to her sister to borrow some jewellery for the festivities the next day.

Extract 3

Ananse: Well, you see, I am only a lonely, hungry traveller. I came across this meal and couldn't help but ...

Akpala: Help yourself to it... uninvited, eh? Well, I must take you to the King. You have broken a crucial taboo and intercepted a critical ritual process. You must answer to the King.

Ananse: O please, please. Can't you spare me?

Akpala: And face the wrath of the spirits? No! Up strange one! Mount that bowl on your head and get along. This way... Hurry!

2. Identify the genres of Literature employed in each of the three extracts above.
3. What informed your choice of responses for question 2 above?
4. Relate from this the importance of literature to real life.

ANSWERS TO REVIEW QUESTIONS 2.0

2.1 (GRAMMAR)

Concrete: Ocean, Flag, Country, Continent, Computer

Abstract: Brilliance, Charity, Education, Dreams, Communication

Proper: Atlantic Ocean, Achimota forest, Ghana map, Saturday, Sir Charles Beach

Common: Currency, Beach, Festival, Forest, Map

2.2 (WRITING)

1. Cohesive devices are expressions, phrases or words used to ensure logical, orderly or free flow of thoughts in a passage or text.
2. A paragraph is a group of sentences that focus on or discuss a particular idea. The parts of a paragraph include the introduction, the body and the concluding sentence.
3. The first sentence is the topic sentence, which contains the main idea of the paragraph.
4. ***

2.3 (LITERATURE)

1. Literature can be defined as words of art that are written down; it can be considered as being creative in the area of poetry, drama, fiction and non-fiction. It entails a broad range of genres, styles, and periods ranging from classical to contemporary and also reflects human experience, culture, and society
2. Poetry, Prose, and Drama
3. How the languages or dictions were presented in each genre, the styles of presentation and the moods in which they were presented
4.
 - a. Literature helps us to think critically and analyse situations we face in life.
 - b. Literature preserves our cultural heritage, offering a window into history, traditions, and values. It helps us to understand the world, enabling us to appreciate diverse perspectives and connect with our shared human experience.
 - c. It influences how we think, feel, and interact with the world around us.
 - d. It helps us develop empathy and understanding by allowing us to experience distinct perspectives, cultures, and lives. Through characters and stories, we gain insight into the human condition, fostering compassion and tolerance.

Additional Reading Materials

- New Gateway English for Senior High School Book 1 (Pg 8 – 10)
- Organised English Grammar, John F. Wiredu (Pg 5 -26)
- Organised English Structure, John F. Wiredu (Pg 109)
- Warriner’s English Grammar and Composition, Franklin Edition (Fifth Course) (Pg 26-35; 54-55)
- Functional English for Senior High Schools (Pg 123 -126)
- Warriner’s English Grammar and Composition (pp 274 -299)
- New Gateway to English for Senior High Schools (Pg 163)
- Newspaper articles
- Kaya Girl by *Mamle Wolo*
- Functional English for Senior High Schools (Pg 93 – 102)

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