

SECTION

3

ORAL LANGUAGE,
READING, AND
GRAMMAR



ORAL ENGLISH

Listening Comprehension

INTRODUCTION

Three major strands will be explored in this section: Listening Comprehension, Reading Comprehension and Grammar Usage. The Listening Comprehension will expose you to the art of listening to sift or sieve essential information out of less important, just as the Reading Comprehension will encourage you through the techniques of reading to retrieve information for a purpose. The grammar usage will highlight the usefulness of the pronoun in everyday discourse.

As one of the most practical strands in the English Language, this lesson focuses on extracting key ideas from oral presentations. This is to help build your listening skills for lifelong learning and adult life key ideas. It is again geared towards helping you to identify the mood, tone, and attitude of people's conversation.



Fig 3.1 Conversation

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

- Recognise main ideas in level-appropriate oral texts.

Key Ideas

- *Conversation*: A conversation refers to an interactive exchange of ideas, thoughts and information between two or more people through verbal or non verbal communication.
- *Comprehension*: Simply means understanding.

LISTENING COMPREHENSION

Understanding spoken language, such as conversations, stories, and informational texts, is known as listening comprehension. This involves extracting and constructing meaning from the spoken words.

Listening comprehension and oral communication are intertwined. While listening comprehension is the process of understanding and interpreting spoken language, oral communication is the process of conveying information through spoken language .

In oral communication, when information is given, received or transferred between two individuals, we see through body language, speaking, writing or various forms of media. Choosing the most appropriate form of communication at certain times can be challenging.

The tone and mood of a text or spoken language determine what meaning you would be able to extract from the words.

Factors That Influence Listening Comprehension

Tone

In literature, the tone of a work expresses an attitude toward or feelings about the subject matter and audience. It is the voice of a text or passage. The tone clarifies the general character/attitude of a piece of writing and adds to its interpretation.

The right tone conveys the author's attitude in a clear, approachable way.

In a written piece, the tone reveals the narrator's attitude as conveyed by their specific word choice. For instance, you could show your characters attending a party and make the tone exciting, depressed, sarcastic, frightened, or hopeful. These communicate how the narrator feels about the situation.

Study these carefully:

- a. When I called on my friend at her house, her brother said she's not home, **but I thought I heard her voice in the background.** (Suspicion)
- b. I would rather stay here, than go into **that** dark room. (Fear)

Mood

This refers to how the writer appears to want the reader to feel because of reading/watching the text/passage. It may be sad, funny, creepy, nostalgic, cheerful, optimistic, and curious.

Hence, the mood is related to the reader's interpretation, while the tone is how the author or narrator feels about the subject matter.

Study these carefully:

- a. The man kicked and then flung the sick puppy out of his house.
- b. The night was dark and stormy with howling winds rattling every windowpane.

Sentence (a) above communicates the angry mood of the man or pity towards the puppy.

Sentence (b) also projects a scary mood from the descriptions given.

Attitude

This refers to how an author or character feels about something in the novel, or it is the writer's feeling about the subject. It is mostly deduced from the choice of words, sentence structure, use of figurative language, reasons, evidence, etc.

Pitch:

Pitch has to do with how high or low the tone of speech is as it is heard by the receiver. Pitch is determined by the frequency and number of vibrations sent to vocal as the speaker sends the information.

Speech Eloquence:

This is speech that is well expressed and effective in persuading people.

Listener's Attentiveness:

This is the practice of preparing to listen, observing what verbal and non-verbal messages being sent.

Listen to two of your classmates as they read aloud the conversation below and use it to do Activity 3.1.

Hamza: Hello? Am I talking to Kwame Osei?

Kwame: Hello. Yes, I am Kwame Osei. May I ask who is speaking?

Hamza: Kwame, it's me, Jay Roy, from school. Remember?

Kwame: Hey Hamza, how are you? It's been such a long time.

Hamza: I am doing well. Yes, four long years after SHS. I got your contact number from Amina. You remember her, right?

Kwame: Yes, yes, I do remember her. Wasn't she the one who topped our engineering batch last year?

Hamza: Yes, that's her! She's in Takoradi working for a big company now. Kwame: Wow! Good for her.

Hamza: I called you to find out if you could make a reunion of our batch, which I am planning.

Kwame: Really? Yes, I would love to attend the reunion. Just let me know the time and venue.

Hamza: Do you remember the auditorium of our school where we had our orientation programme?

Kwame: How can I forget that auditorium? We all have spent so much time in that place over the years.

Hamza: That's the place for our reunion. I called up the College regarding this, and they permitted us to have the reunion there. In fact, some of our facilitators might also be there. I've sent out invitations to them, too.

Kwame: Splendid! I am eagerly looking forward to this reunion. I can't wait to see old friends like Amina and the others.

Hamza: I have to contact a few others, too. I will let you know the details within two days. Meet you soon. Bye

Kwame: Sure. Bye.

Activity 3.1

Do these activities with two of your classmates. Share your ideas orally with the entire class.

1. Identify at least one main idea from the conversation above.
2. Which aspects of the conversation are more important to the main idea? Why?
3. Which aspects of the conversation are less important? Why?
4. What moods and tones can you identify within the text?

READING

Retrieving Information And Interpreting A Variety Of Simple Texts

INTRODUCTION

In the previous session, we discussed the techniques for reading comprehension in the English language. These, we said, are the methods employed to find information in a text and also to interpret the given texts. The reading techniques include Scanning, skimming, and close reading.

You can use these reading techniques to retrieve required information from a text or passage and interpret or deduce its meaning.



Fig 3.2 applying reading techniques



Fig 3.3 reading techniques

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

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

Key Ideas

- Retrieving information means getting/deriving a message or information from a conversation or text.
- Interpreting a text in this context means explaining or telling the meaning of a given text.

APPLYING READING TECHNIQUES

Retrieving information is the ability to derive either the general idea or specific ideas from a given text or message. This cannot be done anyhow or with magic, so it is important that we rely on reading techniques.

Skimming and scanning techniques can be used to find general and specific information in a given text. The focus of using these techniques would be to get the information the text contains.

Another focal point at this stage is being able to interpret the text that is given. To interpret here means to explain the meaning of the text to an audience or reader. At this level of interpreting the text, the reader would have to use the close reading technique.

During close reading, you will have to pay much more attention to the details and structure of what is being read because you will need to get what the passage is about before you are able to tell the meaning of it.

Activity 3.2

Apply the three techniques for reading that we have studied on the passage below, and perform the activities that follow.

Peace and stability are vital elements in the development of any society or nation. In today's changing world of ours, peace is an object of man's understanding, hope, and happiness. Indeed, that is the creator's desire for mankind. However, the most regrettable thing in the world today is that peace continues to elude many societies and is virtually a lost concept. Millions of people have become helpless and there seems to be no permanent solutions to wars that are ravaging societies today. Many ambitious citizens contend that violence is a conventional tool for social change. Because of this, weapons are often used by people with this mindset to achieve their ambitions.

But haven't any of these people seen the devastating effects of wars and violence? Haven't they come to think of the loss of millions of lives and human misery inflicted on the society because of wars? What about the millions of people who are often displaced and have to move out of their homes to refugee camps to start a new and degrading life?

Yes, this is the high price mankind has to pay to satisfy the selfish and inordinate ambition of some few persons in the society. When peace becomes an enemy to human society, misery, suffering, loss of lives, and others, become friends to humanity. Peace is indispensable in our lives and we cannot sacrifice it for anything.

1. Discuss with three members of your class; the general message/idea of the text.
2. Find the specific ideas in the text. Make a PowerPoint presentation on your findings.
3. With the support of close reading technique, tell the meaning of the passage/text.

Activity 3.3

Read the passage below and use the appropriate reading technique to do the activities that follow.

One month after my mother gave birth to my younger sister, my father went and informed the oldest person in the community that the newborn baby was due to be given her identity. My father, together with the oldest person, scheduled a day for the naming. On that fateful day, everybody gathered in my father's compound to witness the activities. Then, my mother, with some older women, brought the baby and laid her on the mat that was placed in front of the oldest person. The oldest man picked up the calabash of water that had already been provided for the activity. He then called all the other elders to squat around the child. Then he took the calabash of water, poured a libation and called on the ancestors to care for the baby. He also blessed her to grow up and become a fruitful person to the family, the community, and the country as a whole. A meal made of mashed yam in oil was placed at the feet of the baby, and some drops of water were also poured at the same place by the older man. This was to signify that the child had been welcomed and accepted by the people of the community. Having done this, other children around the vicinity were also invited to squat around and play with the baby as a welcoming sign into the community. The opportunity was then given to everybody at the ceremony to share a word of advice with the child's family as to how to take care of the baby to grow up well in order to be a useful citizen.

Activity 3.4

1. Suggest a suitable title for the passage.
2. Write down the importance of this exercise to the community.
3. Glance through the passage again and look for one specific piece of information.
4. Act out one moral lesson you have learnt from the passage.
5. Find out why the children were allowed to play a role in the ceremony.
6. Indicate why the oldest person was made to pour a libation instead of the baby's father.

GRAMMAR

Grammar Usage

INTRODUCTION

In previous sections, we have discussed names/nouns and their importance in our everyday lives. However, sometimes, instead of using names such as Afua, Abu, Kotokuraba market, and we replace them with she, he, it, and they are mainly to avoid repetition. These words, which we use to replace nouns in speech and in writing, are called pronouns. In this section, we shall discuss what pronouns are and some of the types.

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

- Use pronoun types accurately in speech and in writing.

Key Ideas

- *Personal Pronouns:* They are simple words that are used to replace proper nouns.
- *Relative Pronouns:* They are pronouns that connect the dependent clause to the main clause.
- *Possessive Pronouns:* They are pronouns used to show ownership/possession.

PRONOUNS

A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun. Like nouns, pronouns can refer to people, things, concepts, and places.

Most sentences contain at least one noun or pronoun. Some types of pronouns include Personal pronouns, Possessive pronouns and Relative pronouns.

Personal Pronouns



Fig 3.4 Personal pronouns

They are simple pronouns that are used to substitute proper nouns. Some examples of personal pronouns are *I*, *you*, *he*, *she*, *we*, *they*, *him*, *her*, *us*, *it* and *them*. Each of these pronouns shows the grammatical **gender**, **number** and **case**. They allow us to speak and write with economy since they enable the speaker/writer to avoid repeating difficult nouns.

The grammatical gender of a pronoun pertains to the social and personal identity that individuals express, which can influence the pronouns they use or prefer others to use when referring to them.

The grammatical number of a pronoun tells whether a pronoun or the noun a pronoun is replacing is singular or plural.

The grammatical case of a pronoun refers to the function that a pronoun has in a sentence.

There are three (3) forms of personal pronouns: first-person pronouns, second-person pronouns, and third-person pronouns.



PERSON	FORM	SUBJECT	OBJECT
1ST PERSON	SINGULAR	I	ME
1ST PERSON	PLURAL	WE	US
2ND PERSON	SINGULAR	YOU	YOU
2ND PERSON	PLURAL	YOU	YOU
3RD PERSON	SINGULAR	HE	HIM
3RD PERSON	SINGULAR	SHE	HER
3RD PERSON	SINGULAR	IT	IT
3RD PERSON	PLURAL	THEY	THEM

Fig 3.5 personal pronouns

Table 1.1. Forms of pronouns, showing their number, gender and case.

PERSON	NUMBERER	GENDER	CASE		EXAMPLES
			Subject	Object	
1 st Person	Singular	Neutral	I	Me	<i>I</i> like stories. They please <i>me</i> .
	Plural		We	Us	<i>We</i> like stories. They please <i>us</i>
2 nd Person	Singular	Neutral	You	You	<i>You</i> told a compelling story. I know stories please <i>you</i> .
	Plural				

3rd Person	Singular	Masculine	He	Him	<i>He</i> told <i>him</i> a story.
		Feminine	She	Her	<i>She</i> didn't tell <i>her</i> the truth.
		Non-person	It	It	She had to guess <i>it</i> .
	Plural		They	Them	<i>They</i> wanted to hear <i>them</i> speak again.

Note:

- First and second person personal pronouns are gender neutral.
- First person pronouns are used to point out the speaker who makes the statement.
- Second-person pronouns indicate the person to whom the statement is being directed.
- Third-person pronouns reference persons/things that are not present when the statement is made.

Possessive Pronouns

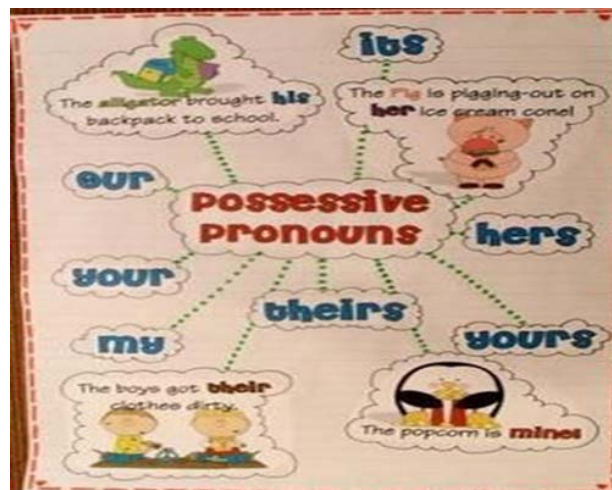


Fig 3.6 possessive pronouns

Possessive pronouns are used to show possession. They include *mine*, *yours*, *his*, *hers*, *theirs*, *ours* and *its*. These pronouns are used to show ownership without repeating the nouns representing the owner and the possession.

For example:

- Kwamina says that the football is *Kwamina's* football. (In-correct)

- b. Kwamina says that the football is *his*. (Correct)
- c. This is my house, and that house is *theirs*.
- d. The traditional cloth is hers, passed down from her grandmother.
- e. The Ghana Black Stars wore their jerseys proudly knowing that their victory was ours.

Sometimes, pronouns such as *my, your, his, her, its, our* and *their* pre-modify/precede nouns to show possession. These kinds of possessive pronouns are called possessive adjectives.

For example:

- a. I love *my* country, Ghana.
- b. *Your* friend betrayed you.
- c. *Our* culture is unique and beautiful.



Possessive Pronoun

- The possessive pronoun is a type of pronoun that originates from personal pronoun type and indicates possession quality for any comparable relationships.

➔ Possessive Pronoun List with Examples



Possessive Pronoun	Examples
yours	That is my spectacles, not <u>yours</u> .
mine	This car is <u>mine</u> , not yours.
theirs	Improve your mistakes first, then talk about <u>theirs</u> .
her	She has many lipsticks in <u>her</u> purse.
whose	<u>Whose</u> pencil had lost yesterday?
its	This fish is so small for <u>its</u> aquarium.
ours	This bag is not <u>ours</u> , it's theirs.
my	Nobody enters <u>my</u> bedroom without permission.
yours	The entire property is <u>yours</u> from now.
his	James and <u>his</u> brother are cops in America.
their	The management has dropped <u>their</u> plans.
yours	You picked up my cell phone instead of <u>yours</u> .

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Fig 3.7 Examples of Possessive pronouns

Relative Pronouns

PRONOUNS	USAGE	Examples
WHO	refers to people (subject)	He who overcomes his anger subdues his greatest enemy.
WHOM	refers to people (objects of the verb)	She's the woman whom I met in Greece.
WHOSE	refers to possessions	Whose keys are on the kitchen counter?
WHICH	refers to animals and objects.	That is not good language which all understand not.
THAT	refers to people, things, and animals	It's a poor mouse that has only one hole.
WHERE	refers to places	Sign your name on the form where I've put a cross.
WHEN	refers to time	Let's cross the bridge when we come to it.
WHY	refers to reasons	I'd like to know the reason why you're so late.
WHAT	refers to things	Pardon me - I didn't hear what you said.

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Fig 3.8 Relative pronoun

Relative pronouns relate/connect one part of the sentence to another. They are also used to introduce dependent clauses, which are also known as relative clauses. Thus, they provide additional information about nouns in independent clauses, thereby helping to clarify them.

They include *that*, *which*, *when*, *why*, *what*, *whom*, *whose* and *who*.

For example:

- The woman *who* helped me was truly kind.
- The book *which* is on the table is mine.
- The student *whose* book is lost will have to buy a new one.
- The person *whom* I met was very friendly.
- The time *when* we met was incredibly special.
- The place *that* we visited last year was very special.
- The book *which* my teacher recommended is on the table.
- The children *who* helped us are orphans.

Rules for Correct Usage of Pronouns

1. When the noun the pronoun replaces is human, *who* (for subject) or *whom* (for object) is used.

For example:

The woman *who* helped me was truly kind. (Subjective case)

The person *whom* I met is very friendly. (Objective case)

2. When the pronoun replaces a non-human noun, *which* is used, for both subject or object.

For example:

The book *which* is on the table is mine. (subject)

The book *which* my teacher recommended is on the table. (object)

3. The relative pronoun *that* is used to replace nouns whether human or non-human.

For example:

The place *that* we visited last year was very special. (non-human noun)

The children *who* helped us are orphans. (human noun)

Activity 3.5

1. Replace the nouns in the sentences below with another element without changing the meaning:
 - a. Awushie is going to the polling station to vote.
 - b. The students are reading their history textbooks.
 - c. The cat is sleeping on the mat.
 - d. Amu's car is made in Ghana.
 - e. The team's captain is an inspirational leader.
2. Based on your outcome, say/write down what you think nouns are.
3. Critically look at your 'converted' version of the sentences in 1(a)–(e) of this activity. Think about why such elements are used to replace nouns in sentences.
4. Write down the types of pronouns based on their usage in your jotter. Compare your answers with a peer and share what informed your answers.

Activity 3.6

Join three to five friends and perform this activity together.

One after another, pick a word, create a scenario with it and act it out. Note, the scenario must have a pronoun. The words are *father*, *mother*, *cousin*, *friend*, and *neighbour*. For example, 'My father is a driver.' After, let the other guess the scenario. Whoever guesses right, gains a point.

The player then proceeds to identify the pronoun and the type to end a turn before the next player.

GLOSSARY

WORD	MEANING
gender	in grammar, gender indicates whether a particular noun/pronoun is masculine, feminine, or neuter.
masculine	any pronoun/noun classified as male.
feminine	nouns/pronouns that classified as female.
neutral/neuter	pronouns do not make male-female gender distinctions.
dependent clause	also known as the subordinate clause, it does not form a complete thought and hence, cannot stand on its own.
independent clause	also known as the main clause, it is the clause that forms a complete thought or makes meaning on its own.

REVIEW QUESTIONS 3.0

3.1 LITERATURE

1. Read the conversation below and identify the tone and mood.

Conversation

Teacher: Show me your homework book.

Student: Sorry, sir. I forgot to complete my homework.

Teacher: It is not the first time. You often do not do your homework properly. I am going to call your parents and tell them about this.

Student: Please sir, don't tell my parents about this.

Teacher: When will you do your homework properly?

Student: Sir, from now on, I'll do my homework regularly.

Teacher: Promise?

Student: Yes, sir.

Teacher: Okay, this is the last time I am pardoning you. If you repeat this mistake, I will call your parents. Do you understand me?

Student: Yes, sir. Thank you very much.

2. Study the School English Conversation from YouTube and answer the questions below.

Click on the link below to listen to the conversation:

https://www.youtube.com/shorts/px0_f07Qtwo

- a. What is the name of the girl in the conversation?
- b. Who did the teacher ask about when she entered the class?
- c. Where did Sam say he wanted to go?

3.2 READING

1. Identify the techniques that are used in reading comprehension to get the information that is contained in a text.
2. Which of the techniques identified is appropriate to be employed when one needs to interpret a text?
3. How do you apply the reading techniques when you are given a text or passage to deal with?

Read the passage carefully and use it to answer the questions that follow.

Ghana gained independence from British colonial rule on March 6, 1957. This milestone marked the culmination of decades of struggle and determination by the Ghanaian people.

The country's journey to independence began in the 1940s, led by visionary leaders such as Kwame Nkrumah and J.B. Danquah. These pioneers played a crucial role in mobilising the masses and advocating for self-rule.

The Ghanaian people's resilience and perseverance ultimately led to the country's freedom. Despite facing numerous challenges, including economic struggles and social unrest, the nation remained united in its quest for independence.

Kwame Nkrumah became Ghana's first president and played a pivotal role in shaping the country's future. His vision for a united and prosperous Africa inspired generations, earning him recognition as a champion of Pan-Africanism.

Ghana's independence served as a beacon of hope for other African nations struggling against colonialism. The country's leadership played an instrumental role in the formation of the African Union and the promotion of regional cooperation.

Today, Ghana is a thriving democracy, proud of its rich history and cultural heritage. As the country continues to grow and develop, it remains committed to the principles of freedom, justice, and equality that defined its struggle for independence.

4. What event is mentioned in the first sentence?
5. Identify two leaders mentioned in the passage.
6. Explain the challenges Ghana faced after gaining independence.
7. Discuss the significance of Ghana's independence.
8. How does Ghana's independence relate to its current status as a democracy?
9. What lesson can be learned from Ghana's struggle for independence?
10. Evaluate the impact of Kwame Nkrumah's vision on modern Ghana.

3.3 GRAMMAR

1. What are pronouns?
2. What is the difference between "my" and "mine"?
3. Fill in the blanks with the appropriate pronoun.
 - a. I shall travel to buy tatale with (whom, she, her)
 - b. This food is for my friend and (I, myself, me)
 - c. Is this your house? No, it isn't (yours, mine, my)
 - d. The cat is an interesting character; that is why I keepas pet. (I and him/ it and my/ I and it)
 - e. This is the dog offspring was sold (its, whose, which)
4. **Read the extract below. Highlight all the pronouns. Write them down and indicate the type (personal, possessive or relative) in your jotter.**

As I sat by my mother's side, watching her skilled hands weave the vibrant fabric, I felt a sense of pride and belonging. This was our family's tradition, passed down from her mother and her mother's mother before her. My sister

and I would often help, our small hands struggling to keep up with hers as we learned the intricate patterns and designs. But when my father's voice boomed from the next room, her expression would change, her eyes clouding with worry. 'Your father is not mine to worry about,' she would say, her voice firm but laced with a hint of fear. He is yours and your sister's to respect and obey.
 – Source: Kaya Girl

5. Write out a dialogue between you and your friend using personal, possessive and relative pronouns.
6. Why are pronouns important in everyday life? Write and make a PowerPoint presentation of your responses.

Extended Reading

1. Articles from Newspapers
2. Comprehension/summary passages in past questions
3. New Gateway to English for Senior High Schools Book 1, ABK Dadzie and N. Grant, pg. 19 - 21
4. Organised English Grammar, Prof, F. Wiredu, pg. 72 -74
5. Warriner's English Grammar and Composition, Franklin Edition (Fifth Course), pg. 6 - 7
6. A+ English Language by William Ofori and Samuel Sarfo Duku, (Pg 345-346)
7. English For Senior High Schools Book 2 by Seth Amoako, Ben Oware Antwi, Daniel Kodzo Doe, Foster Owusu Kyei and Chames Obeng (Pg 213,240A)

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