**SECTION**

# 4

# GRAMMAR, WRITING AND LITERATURE

# GRAMMAR
## Grammar Usage

## INTRODUCTION

You have already learned that pronouns are words that are used to replace nouns. It has been established that pronouns are used to avoid unnecessary repetitions. While some pronouns are used as substitutes for proper nouns (personal pronoun), others are used to show possession (possessive pronouns), not to exclude those that are used to relate one part of a sentence to another (relative pronouns).

In this section, we will continue with our discussion on the types of pronouns.

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

- Identify interrogative, reflexive and demonstrative pronouns in speech and in writing.
- Use these types of pronouns accurately in speech and writing.

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### Key Ideas

- Interrogative Pronouns: These pronouns are used to ask questions.
- Reflexive Pronouns: These pronouns refer to the subject.
- Demonstrative Pronouns: They point out specific ideas, things, or persons.

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### Activity 4.1

Let us take a moment to revise what we have learned in the previous section by reading the paragraph below and identifying the personal, relative and possessive pronouns in them.

I wake up early every morning to get ready for school. My sister, who shares my room, helps me choose what to wear. After breakfast, I grab my backpack and head out the door to meet my friends, whom I've known since childhood. We walk to school together, discussing our plans for the day. When I arrive at my locker, I take out my books and head to my first class, where I meet my teacher who always greets me with a smile.

This is a paragraph detailing the everyday activity of an individual.

Share yours with your friend. Also, tell your friend which of these activities in the paragraph you can relate to.
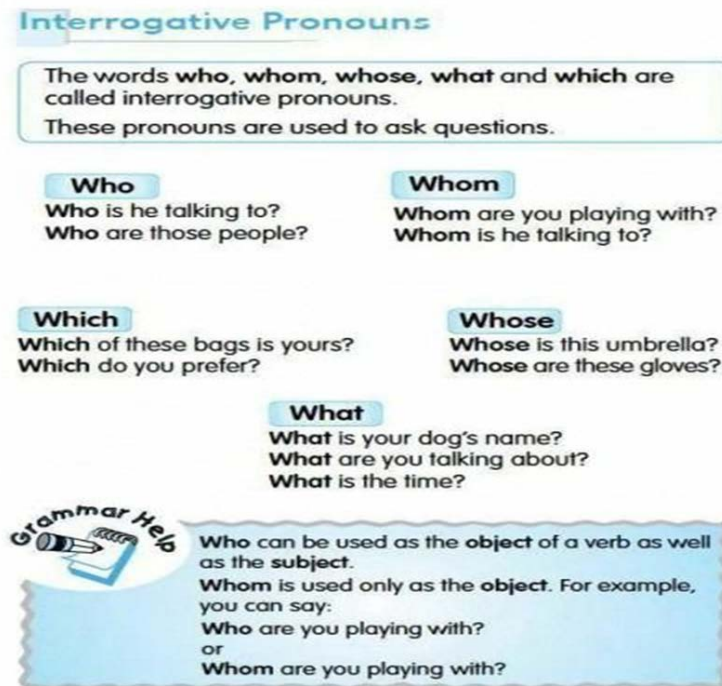
# TYPES OF PRONOUNS

## Interrogative Pronouns

**Interrogative Pronouns**

The words **who, whom, whose, what** and **which** are called interrogative pronouns.
These pronouns are used to ask questions.

**Who**
**Who** is he talking to?
**Who** are those people?

**Whom**
**Whom** are you playing with?
**Whom** is he talking to?

**Which**
**Which** of these bags is yours?
**Which** do you prefer?

**Whose**
**Whose** is this umbrella?
**Whose** are these gloves?

**What**
**What** is your dog's name?
**What** are you talking about?
**What** is the time?

*Grammar Help*

**Who** can be used as the **object** of a verb as well as the **subject**.
**Whom** is used only as the **object**. For example, you can say:
**Who** are you playing with?
or
**Whom** are you playing with?

**Fig 4.1** interrogative pronouns

Interrogative pronouns are used to ask questions about a person, a thing, or an idea, **to seek clarification or information. They include who, what, when, whom, why, where, which, whose,** and so on.

## Notes on Proper Usage of Interrogative Pronouns

a. The interrogative pronouns *who* and *whom* are used to refer to human nouns.
   For example:

   i. Who are the learners who will be participating in the debate competition?

   ii. Whom did you consult about your college application?

b. The interrogative pronoun *what* is used for non-human nouns.

   For example:

   • *What* trickery has Ananse got himself into this time? (Correct)

   • *What* man ate the food? (Incorrect)

c. The interrogative pronoun *which* is used for both humans and non-humans.  For example:

  i. Which book do you think is more interesting, fiction or non-fiction?

  (Non-human)

  ii. Which friend of yours recommended this restaurant? (Human)

d. The interrogative pronoun *whose* is used to show possession or relationship and generally is for human nouns. For example:

- *Whose* clever idea was it to trick the idiots into doing Ananse's chores?

  (*Whose* is used to ask a question about the 'idea' belonging to a human entity, 'Ananse').
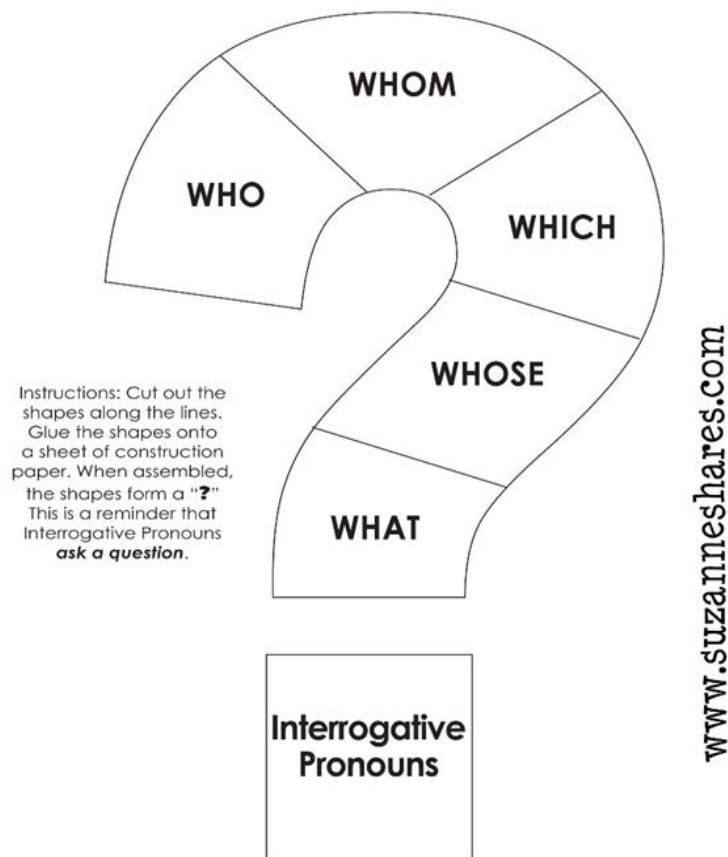


Instructions: Cut out the shapes along the lines. Glue the shapes onto a sheet of construction paper. When assembled, the shapes form a "**?**" This is a reminder that Interrogative Pronouns *ask a question*.

WHOM
WHO
WHICH
WHOSE
WHAT

Interrogative Pronouns

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**Fig 4.2** interrogative pronouns

# Forms of Reflexive Pronouns

| Personal Pronoun | Reflexive Pronoun |
|---|---|
| I | Myself |
| You (singular) | Yourself |
| You (plural) | Yourselves |
| He | Himself |
| She | Herself |
| It | Itself |
| We | Ourselves |
| They | Themselves |

**Fig 4.3** reflexive pronouns

a. Singular – myself, yourself, himself, herself, itself

b. Plural – ourselves, yourselves, themselves

**Functions of Reflexive Pronouns**

a. They are used to show that the action of the verb is being performed on the subject. For example:

- Bintum washed the car *himself.* (The action of washing is done by the subject, 'Bintum')

- I cut *myself* while cooking for my friends. (The action of cutting is done on the subject, 'I')

b. They are used to emphasise the subject. For example:

- She *herself* designed the school magazine. (Emphasising that 'she' did it alone.)

- They *themselves* built the house from scratch. (Emphasising 'They')

## Common Errors

a. Wrong use of reflexive pronouns as in:

- My friend and *\*myself* are going to the party. This is the wrong usage.  Instead, it should read as:

- My friend and *I* are going to the party. (no reflexive pronoun needed)

b. Omission of reflexive pronouns when they are needed, as in:

- They built the house (omission of 'themselves')
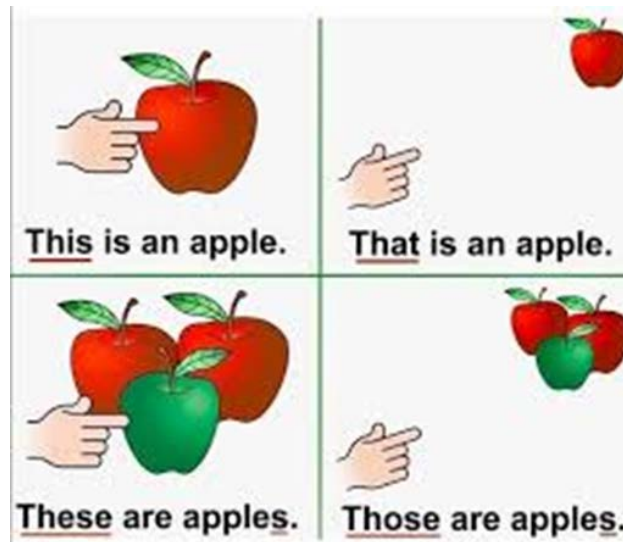
- We will finish the task (omission of 'ourselves')

## Demonstrative Pronouns



**Fig 4.4** demonstrative pronouns

Demonstrative pronouns are used to replace a noun element in a sentence and indicate which person/thing is referenced. In other words, they are used to point out specific noun elements to draw attention to them.

### Forms

- Singular – this, that

- Plural – these, those

### Functions

a. They are used to indicate which person or thing (noun) is being referred to:

- I like *this* painting, but I don't like *that* one. 'This' and 'that' are used to  refer to which painting is liked and which is disliked.

b. They are used to draw attention to something:

- *Those* cookies are expensive. 'Those' draws attention to 'cookies'.

c. They are used to show how near or far an object is. *This* and *these* (how near): •
This is the right path.

- These are my friends.

*That* and *those* (how far):

- *That* house is really big.

- *Those* are criminals.

## Activity 4.2

**Read the extract below and underline all the pronouns:**

Which book do you think is more interesting, this novel or that biography? I
myself enjoyed reading this one over the last vacation. The author, who wrote it,
is coming to our school today. Those students who have read the book are excited
to meet her. When I asked my friends which character they liked best, they said
it was the protagonist, who narrated the story. These chapters are my favourite
parts of the book. That chapter which describes the main conflict is particularly
engaging. Who do you think will play the lead role in the movie adaptation?
Myself, I think it should be an unknown actor. This book has become one of my
favourites and I'm glad I chose it.

1. Group the pronouns identified in 1.1 in a table as shown below.

| Interrogative | Demonstrative | Reflexive |
|---------------|---------------|-----------|
|               |               |           |
|               |               |           |
|               |               |           |
|               |               |           |

**Use these questions as a guide for grouping the pronouns:**

- Which pronoun is asking a question? – Interrogative
- Which pronoun is referring to the subject? – Reflexive
- Which pronoun is pointing to a specific object? – Demonstrative

**Activity 4.3**

1. Join two other peers and take turns to perform this activity.

2. Let one keep the time, another mention a pronoun randomly, and the third identify the type of pronoun and proceed to use it in a sentence.

3. Each one of you must have a limited time within which to use an example of a particular pronoun mentioned in a sentence.

4. You must all have an equal number of turns to try this out.

5. After three rounds of even turns, when one is unable to give a sentence within time and correctly, the one with the most points wins.

# WRITING
## Short Stories

# INTRODUCTION

In our daily interactions with colleagues or friends and other people around us, we share information with them about ourselves, about others, and even about animals and other things in our environment. Some of the conversations we have with them are short, and others are long. All such conversations may be called stories. This is because those discussions happen on particular ideas or issues just like stories. Thus, stories are also told about particular things or issues and could be short or long depending on the message to be conveyed to an audience. We are therefore, in this lesson going to be looking at how to draft short stories.

A story is basically a narrative that usually involves the use of characters to bring out the message that is intended to be communicated to the audience. It is not just told for its  sake but for us to learn moral lesson (s) from it. You are therefore encouraged to listen  to stories from your parents and also tell your own stories

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

- Draft short stories using precise words/phrases to convey a clear picture of experiences.

### Key Ideas

- A short story is a brief narrative that is shorter than a novel (long story) and that usually deals with only a few characters. This is usually concerned with a single idea.
- Precise words/phrases refer to the use of exact parts of speech to help produce clear  mental pictures of the story in the minds of readers without resorting to the use of many  words to convey thoughts.

## SHORT STORIES

A short story is a brief narrative that is shorter than a novel and that usually deals with a limited number or very few characters. Characters in this context are the human or animal representations that carry out the actions in the story. Because the story is short, it is often narrated or told around a single idea that is communicated across in only one or a few important scenes (locations). With this, you build your story around only one idea to make it short but straight to the point.

This form of story encourages using a simple setting, concise narrative and generally the omission of complex or difficult story lines. Characters are made known through

their actions and performance encounters but are not fully developed. The characters of a story could be human beings, animals, or birds.

Generally, a story has a title, setting, characters, problem, and solution.

Precise words/phrases refer to the use of exact or accurate parts of speech to help bring out clear mental pictures of an issue or idea without necessarily using many words to convey thoughts. The use of precise words/phrases in writing creates strong and appealing images in the minds of readers. These appealing images in the minds of readers would help develop readers' interest in the story.

These precise words or phrases include but are not limited to *got there* (arrived), *got to see* (found out, realised), *buy into* (support), and so on.

Short stories are a specific type of narrative.

Narratives can be linear or non linear.

A linear narrative is one in which events are chronologically presented with a clear cause and effect relationship between each event. This is properly done by following the sequence of events as they occur or happen. This narrative starts with the issue or event that started the story, followed by the next, in that order to the last event.

For example: A character wakes up, goes to work, meets someone, falls in love, gets married and has children.

On the other hand, non-linear narrative is haphazard. This narrative style does not follow the order in which the events unfold. Non linear narratives make use of flashbacks and flash forwards and fragmented narrative voices.

For a linear narrative, at the beginning, the narrative unfolds to the audience (reader/listener) what the story is about but would not immediately make known to the audience what the outcome of the story would be until it gets to the climax. This climax (apex/highest point) is the stage at which the audience gets to know everything that happens.

After the climax comes the resolution, where all the issues or conflicts are resolved. These do not happen in the Non linear narratives. Non linear narratives explore multiple perspectives and themes, thereby challenging the reader's expectations, and also reflecting human memory experiences. Non-linear narratives can be difficult to follow
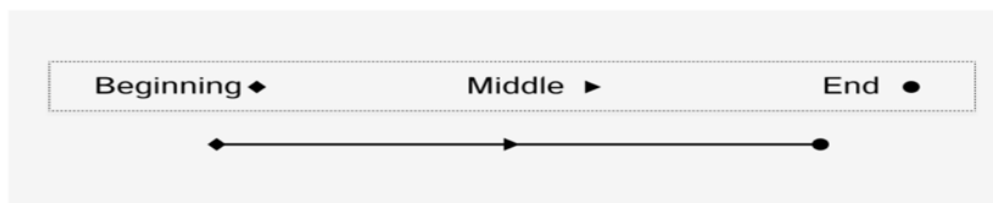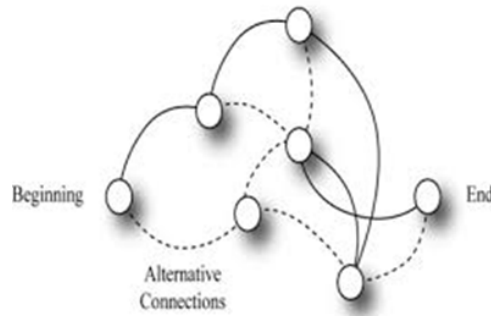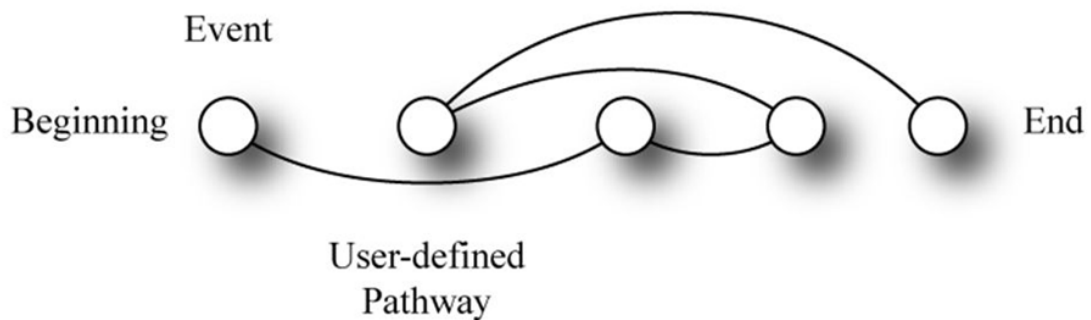


**Fig 4.5** linear narrative

**Fig 4.6** Non-linear narrative



**Fig 4.7** Non-linear narrative

## Activity 4.4

1. Tell a short story about your life.
2. Gather around one of your colleagues in class as he/she represents your father or mother at home. Listen to a story being narrated or told by the

person. After that, also tell your own story. Discuss the moral lesson(s) you have learned when creating the story with your colleagues.

3. Research and draft a brief story about a legend or a popular ancestor in your community.

4. Watch a short story on YouTube on The Dilemma of a Ghost. Discuss the storyline with a friend.

5. Write a one-page story using a linear narrative style, based upon the expression, "It is better late than never". Do this with three of your colleagues, respecting one another's views, and orally present your story to the class.

6. Write a story on a topic of your choice using a non-linear narrative style. Post your stories on the wall for a gallery walk.

7. Read a colleagues' work and share your views on what you have read.

# LITERATURE

## Narrative, Drama And Poetry

# INTRODUCTION

In our previous lesson we learned the genres of literature, namely Drama, Poetry, and Prose. We defined or explained Drama as a play that is acted or staged. We said that people who act in a play or drama are called characters. This section will deal with the distinct types of Characters in a play or drama.

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

- Use language to describe characters in movies and narratives and play scripts to create meaningful ideas.

### Key Ideas

- A character is any person, animal or figure represented in a literary work or in a narrative or dramatic piece of work.
- Characterisation is the act of creating and describing characters in literature. It will have at least one character, though most stories will have several characters interacting with one another

# CHARACTER AND CHARACTERISATION

A character is someone who appears in a book, film or other fictional work. The term refers to the attributes or features that make up and distinguish an individual.

Characterisation is a representation of an individual personality in a fictional or dramatic work.

The literary elements of character and characterisation are related but are not the same thing.

The term character refers to a person or animal in a story, while characterisation refers to how the personality of that character is developed in a text or play. For example, in our Ghanaian movies' settings, the Ghanaian actor, Kojo Nkansah known as 'Lilwin', is normally seen as the lead character and hero, especially in 'Kumawood' movies or Akan local movies.

'Lilwin's characterisation is developed through his brilliant acting and performing skills, and how he relates with other characters through his dialogues and reactions, as well as how he socialises with everyone including his own colleagues.

Character development refers to the transformation of a character throughout the course of the story. In drama, characterisation involves the playwright or scriptwriter establishing the traits, motivations, and personalities of the characters, as well as their relationships with other characters.

In performance, actors bring these characters to life through their portrayal, using dialogue, movement, and expression to convey their depth and complexity. Effective characterisation is essential for engaging the audience and conveying the themes and messages of the dramatic work.

A character in a play or novel may be:

- A leading actor/lead character is a character who plays the role of the protagonist of a film, play or any literary work of art. They are normally the main character that the narrative centres around. For example, 'Faiza' is the main character in Mamle Wolo's 'The Kaya Girl'.

- A minor or supporting character

- Fictional characters

- A cartoon character

## Types Of Characters

- **Dynamic Character**- One who changes over the course of the story. They often  evolve to become better or wiser, i.e., villains or protagonists.

- **Static Character**- One who does not change. They might also be referred to as Flat or One-Dimensional characters.

- **Stoic Character**- One who appears time after time as a familiar figure. They may be jokers, mentors/bad-tempered shopkeepers.

- **Round Character**—They behave like dynamic characters. This character has a full backstory revealed through emotions, language, and realistic motivations for  whatever they do.

- **Foil character**- One whose personality and values clash with that of the protagonist

- **Antagonist**- A difficult person who might as well have noble characteristics. They  oppose the protagonist. They are mostly evil.

- **Protagonist**—This is the main character—most of the actions centre on him or her. Without them, there is no plot. For example, Okonkwo in Chinua Achebe's *Things Fall Apart*, Sidi in *The Lion and Jewel* by Wole Soyinka, and Faiza in *The Kaya Girl* by Mamle Wolo.

- **A flat Character** is a character with little to no complex emotions, personal goals, or personality. They also don't undergo any kind of change to make them more well-rounded. In other words, they are the opposite of a 'well- rounded character' who has a fully fleshed out profile and changes throughout the story.

  A flat character will typically:

  -Have no room for internal conflict

  -Conform to a stereotype

  -Never experience a character development

  -Lack a multi-faceted personality

## Activity 4.5

1. **Click on the link below to watch this  video on** The Son of Umbele.
   https://www.youtube.com/watch?v=YmLszGF11Tg
2. Identify the major characters in the movie and the roles they play in the video.
3. List the type of character each character in the video belongs to.

## Activity 4.6

**Read the extract below with your friends in a group and briefly comment about  how language is used to describe a character in a text.**

Duella: They have all the time in the world.

Sumako: And what does that mean?

Duella: They can stay there as long as they wish to.

Sumako: There was a strong gale this afternoon.

Duella: So?

Sumako: They are my children.

Duella: What about me, father? What about me? [*She picks up the pail and storms out left.*]

1. What is your impression of the language used in the extract?
2. Write down the types of characters you know and explain their roles in any named literary work of your choice.
3. Briefly identify the difference between a Character and Characterisation in your choice of literary work in 1 above. Support your answer with specific examples from the literary work.

4. From the extract you watched, which of the characters would you identify as a flat characters.
5. How many children does Sumako have?
6. Call a friend and act out the characters of Joshua and Sumako with.
7. Create a beach scene and dramatise Sumako's sons fishing at the beach.
8. What is the main reason why Joshua went to visit Sumako?
9. Give a brief account on the character of Duella?
10. Discuss with your friend the assertion that Duella is a witch or she has been possessed by an evil spirit or demon.

## GLOSSARY

| TERM | MEANING |
| --- | --- |
| **Character** | a being that is involved in the action of a story. It could be humans or animals. |
| **Phrase** | a group of words that functions as a single unit in a sentence. This cannot make complete meaning on its own unless it is joined with some other words. |
| **Precise** | exact, accurate |

# REVIEW QUESTIONS 4.0

## 4.1 GRAMMAR

Choose the appropriate pronouns to fill in the blanks

1. The new policy applies to …… (his / its / this) department only.
2. The teacher asked the students to read …… (this / these / those) chapters for homework.
3. The company ……… (itself / themselves / that) is to blame for the failure.
4. ….. (who / which / what) is the main cause of the problem?
5. The couple …. (herself / themselves / who) built their house.
6. Identify and explain the functions of interrogative pronouns in a sentence.
7. Analyse the use of reflexive pronouns in a given text. How do they affect sentence meaning?
8. Explain the difference between demonstrative pronouns "this" and "that." Provide examples.
9. Evaluate the impact of using interrogative pronouns in a narrative. How do they engage readers?
10. Discuss the role of reflexive pronouns in conveying character self-awareness or introspection.

## 4.2 WRITING

1. Write down what a short story is.
2. Identify things to consider when drafting a story.
3. Why is it important to use precise words or phrases in storytelling or writing?
4. How does the chronological structure of a linear narrative contribute to its overall impact?
5. Analyse how a linear narrative develops character traits and relationships.
6. Explain how a linear narrative builds tension and suspense.
7. How does a non-linear narrative structure challenge reader expectations?
8. Explain how non-linear narratives reflect real life experiences.
9. Compare the effectiveness of linear and non-linear narratives in conveying themes.
10. Evaluate the advantages and disadvantages of using linear versus non-linear narrative structures.

## 4.3 LITERATURE

Surf the Internet and watch any short extract on 'The Gods Are Not To Blame' by Ola Rotimi.

1. Write down the names of any three types of characters you watched from the short video or film.

2. What is the difference between the protagonist and the antagonist?

3. What is the difference between a static and a dynamic character?

4. What is the purpose of a foil character in a story or drama?

5. How do authors use character motivations to drive the plot of a story?

6. What techniques do authors use to create dynamic characters? Provide examples.

7. What role do minor characters play in developing themes in a narrative?

8. Evaluate the effectiveness of using character foils in character development. What benefits and limitations does this technique offer?

9. Compare and contrast flat and round characters. How do these character types contribute to the overall narrative?

10. Discuss the impact of societal expectations on character development. How can authors use character to comment on societal norms?

# ANSWERS TO REVIEW QUESTIONS 4.0

## 4.1 (GRAMMAR)

**1.** This     **2.** those     **3.** itself     **4.** what     **5.** themselves

**6.** Interrogative pronouns (who, what, which, whom, whose) ask questions, seeking information.

**7.** Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) indicate action directed back to the subject.

**8.** Demonstrative pronouns "this" and "these" refer to nearby or immediate things, while "that" and "those" refer to distant or previous things.

**9.** Interrogative pronouns create suspense, encourage reader participation, and simulate real-life inquiry.

**10.** Reflexive pronouns reveal characters' thoughts, emotions, and motivations, deepening psychological insight.

## 4.2 (WRITING)

**1.** A short story is a narrative that is shorter than a novel and that usually involves the use of few characters to communicate the message.

**2.** Title, setting, characters, problem (issue) and solution (conclusion).

**3.** It helps create strong and appealing mental images in the minds of readers in order to develop their interest in the story.

**4.** The chronological structure creates a clear cause-and-effect relationship, making the story easier to follow and understand.

**5.** Linear narratives develop character traits and relationships through sequential events, showing growth and change over time.

**6.** Linear narratives build tension and suspense through predictable pacing, creating anticipation for what happens next.

**7.** Non-linear narratives disrupt reader expectations by rearranging chronological order, requiring active engagement.

**8.** Non-linear narratives mirror real-life experiences by fragmenting time, reflecting memories and emotions

**9.** Linear narratives effectively convey straightforward themes, while non-linear narratives explore complex, layered themes.

**10.** Linear narratives provide clarity, while non-linear narratives offer complexity. However, non-linear narratives can confuse readers.

## 4.3 (LITERATURE)

1.  Dynamic character, static character, and a foil character

2.  The *Protagonist* is the main character, hero, or central figure in a story, while the *Antagonist* is the character who opposes or challenges the *Protagonist*.

3.  A static character remains unchanged throughout the story, while dynamic characters undergo significant changes and growth.

4.  To contrast with the protagonist, highlighting their strengths and weaknesses and creating a more nuanced and complex character.

5.  Authors use character motivations to drive the plot by creating goals, desires, and conflicts that propel the story forward. These motivations can be internal (e.g., revenge, love) or external (e.g., social pressure, circumstances).

6.  Authors use techniques such as:
    - Character dialogue and inner thoughts
    - Contrasting traits and flaws
    - Change and growth over time
    - Complex backstory
    - Multifaceted personalities

7.  Minor characters can:
    - Provide contrast to main characters
    - Offer alternative perspectives
    - Create tension or conflict
    - Illustrate themes through their experiences
    - Serve as foils to main characters.

8.  Character foils effectively:
    - Highlight main character's traits
    - Create contrast and tension
    - Explore themes through comparison

    Limitations:
    - Oversimplification
    - Lack of depth
    - Over-reliance on binary opposition

9.  Flat characters:
    - One-dimensional
    - Lack depth and complexity
    - Serve specific narrative purposes

Round characters:

- Multifaceted

- Complex and nuanced

- Drive plot and explore themes

Both types contribute to narrative depth and interest.

Societal expectations:

- Shape character motivations and actions

- Influence character growth and change

- Reflect and challenge societal norms.

**10.** Authors can:

- Subvert expectations to critique norms

- Use characters to illustrate social commentary

- Explore tensions between individuality and conformity

## Extended Reading

- Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.
- Carter, R., &amp; McCarthy, M. (2020). Cambridge Grammar of English: A Comprehensive Guide (2nd ed.) Cambridge University Press.
- Azar, B. S., &amp; Hagen, S. A. (2021). Understanding and Using English Grammar (5th ed.). Pearson Education.
- Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge University Press.
- Wiredu. F. J, (1992). Organised English Structure, with A Self-Study and Practice Book for students of Training colleges, the Polytechnics and the Universities: Academic Publications Accra.

## Additional Reading Materials

1. Storybooks
2. Old Newspapers
3. A1 English Language textbook
4. New Gateway to English for Senior High Schools, ABK Dadzie and N. Grant pg. 20 -21
5. Watch videos from Khan Academy on pronouns
6. The Marshmallow Test. Why Self Control is the Engine of Success by Walter Michel
7. A Curious Mind by Brian Grazer
8. Path to Purpose by William Damon

# Acknowledgements

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