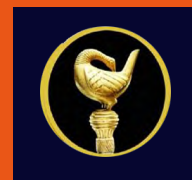




MINISTRY OF EDUCATION
Association of Teachers of
Ghanaian Languages(ATGL)



Ghanaian Languages

for Senior High Schools

Year 2



• Abdul-Rahman Fusheini • Josephine Yawa Darku
• Prof. Kwasi Adomako • Dr. Yvonne Akwele Amankwaa Ollennu



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Ghana Education
Service (GES)





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FOREWORD

Ghana's new Senior High School Curriculum aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, knowledge, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, progress to further studies and enter the world of work. This is the first time that Ghana has developed a Senior High School Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

The Ministry of Education is proud to have overseen the production of these Learner Materials which can be used in class and for self-study and revision. These materials have been developed through a partnership between the Ghana Education Service, teacher unions (Ghana National Association of Teachers- GNAT, National Association of Graduate Teacher -NAGRAT and the Coalition of Concerned Teachers- CCT) and National Subject Associations. These materials are informative and of high quality because they have been written by teachers for teachers with the expert backing of each subject association.

I believe that, if used appropriately, these materials will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

Haruna Iddrisu MP

Minister for Education



SECTION

1

SYLLABLE STRUCTURE AND TONE

ORAL CONVERSATION

Syllable Structure and Tone

INTRODUCTION

This section introduces the concepts of syllable, syllable structure and tone. After studying this section, you will be able to differentiate between open and closed syllables in their respective Ghanaian languages and discuss how syllable structure aids in word formation. You will also study the concept of tone and be able to classify types of tone, such as low, high, mid, rising, falling, etc. You will be equipped with the knowledge and skills to form new words of a Ghanaian based on tone. Finally, the section will discuss the functions of tone in a Ghanaian language, including the lexical, grammatical, and dialectal functions.

KEY IDEAS

- A syllable is a pronounceable part of a word.
- Syllabic consonant is a consonant that behaves as a syllable.
- Tone refers to the change in voice that can change the meaning of a word.

THE SYLLABLE, ITS TYPES AND STRUCTURE

Description of a Syllable

A syllable refers to a segment/unit of speech that consists of a vowel, which may form a part or the whole of a word. In other words, it is a unit of pauses that we realise when pronouncing a word. For example, you will pause twice when pronouncing the name *Kofi* [ko: fi]. Therefore, Kofi contains two syllables. But there will be only one pause when pronouncing *tu* [tu], hence we say it has one syllable. So, how many syllables (pauses) do you think are in the word Bagabaga [ba:ga:ba:ga]?

Aside from vowels, syllabic consonants such as /m, n, w, r, l/ qualify as syllables. This usually happens when vowels are not immediately following

these consonants. For example, [pa:m] in Akan, [na:m] in Dagbani, [kpa:m] in Ewe, etc. A syllable must contain a single vowel sound and may or may not have consonants before, after or sounding the vowel sound. A word may contain only one syllable, which is known as a monosyllabic word, or two syllables, termed a disyllabic word, or multiple syllables, which is known as a polysyllabic word. The following are some examples.

1. Monosyllabic word: Ho [ho], fa [fa]
2. Disyllabic words: Tafo [ta:fo], Osu [o:su]
3. Polysyllabic words: Sakora [sa:ko:ra], Takoradi [ta:ko:ra:di]

Knowledge of the syllable structure of a language is important because;

- a. it helps learners to form new words correctly
- b. it helps the learners to identify the lexicon of languages
- c. it also helps the learners in processing the meaning of words in a language.

The following are examples of how Ghanaian language words have been divided into their respective syllables.

Ewe: e: na, a: kpe, tɔ, a: ji, a: tɔ: tɔ: tɔ

Ga: n: ka: ti: e, n: ka: la: de

Mfantse: n: su, n: ku: kɔ, m: pa

Twi: kɔ: m, e: tu: o, e: to

In the examples above, each unit of pronunciation qualifies as a syllable. Each word has been divided into its respective syllables.

Types of syllables

Different Ghanaian languages have different types of syllables. However, among the Ghanaian languages, open and closed syllables are the most common types.

Open syllables

An open syllable is a syllable that ends in a vowel. The following are examples of how Ghanaian language words have been divided into their open syllables.

Ewe: a: kpe, tɔ, va, dzo

Ga: ka, n: ka: ti: ε, n: ka: la: de

Mfantse: n: su, n: ku: ko, a: pa

Twi: ko: fi, e: tu: o, ε: tɔ

Closed syllables

A closed syllable is a syllable that ends in a consonant. It is important to note that most Ghanaian languages do not have closed syllables, but they have

words that end in consonants. The few Ghanaian languages that have closed syllables include Dagbani, Gurune, Likpankpaanl, Dagaare, etc. The following are some examples.

Dagbani: zab: li, dab: li

Gurune: nabt

Activity 1.1 Description of a syllable

1. In your own words, describe what a syllable is. Share your response with the whole class.
2. Explain the types of syllables in your language of study.
3. Explain the importance of the syllable structure in word formation. Share your response with your colleague.

Syllable Structure

The structure of syllables differs from language to language. The syllable structure can be described in terms of the consonants (C) and vowels (V). The vowels are the most important part of the syllable. For all Ghanaian languages, tone is also a major factor in identifying syllable structure. In addition to the vowel, the syllabic consonant also bears tone. The number of vowels and consonants that a word has determines its syllable structure. For example, if a word contains two vowels, then it has at least two syllables. Some examples of Ghanaian languages words and their syllable structures are:

1. Ewe: e (V), tɔ (CV),
2. Ga: ni (CV), a: te (V: CV), n: ka: ti: ε (C: CV: CV: V)
3. Twi: a (V), tu (CV), a: ta (V: CV), n: ta (C:CV), e: tu: o (V: CV: V)
4. Mfante: a (V), kɔ (CV), a: pa (V: CV), m: pa (C: CV), a: pa: a (V: CV: V)
5. Dagbani: zab: li (CVC: CV)

Activity 1.2 Syllable structure of your language

Discuss the structure of the syllable in your language of study. Share your response with the whole class.

Activity 1.3 Word formation based on the syllable

In groups, select six words from the text below, and do the activities that follow:

A grasshopper and an ant were very good friends. However, they had very different lifestyles. During the summer, the ant worked hard all day to fill the food storage up. On the other hand, the grasshopper played around and enjoyed the fine weather. When winter came, the ant lay around the house cosily while enjoying the food it had stored during the summer. Whereas the grasshopper was hungry and freezing in its home. [Text source](#)

1. Discuss with your colleague the number of syllables in each of the words formed.
2. Discuss with your colleague the structure of the syllables in each of the words formed.

The group should make a class presentation for discussion and clarification.

Activity 1.4 Word syllabification

In groups, provide five words in your Ghanaian language of study for each of the following syllable structures. Present your response for the whole class discussion.

	1.	2.	3.	4.	5.
CV					
CV: CV					
V: CV					
CV: V					
CV: C					

THE CONCEPT OF TONE

All human languages use pitch for emphasis and/or to express emotions or meaning. Tone is the raising or lowering of the pitch of voice across a syllable or a word that results in a change in meaning. A tonal language is a language where the meaning of words depends on tone. All Ghanaian languages are tonal. Pitch changes across a whole sentence are what we call intonation.

Types of Tone

Different languages have different types of tone. The following are examples of some types of tone among Ghanaian languages: high (H) tone, low (L) tone, mid (M) tone, falling (F) tone, and rising (R) tone. All Ghanaian languages have at least two types, namely high and low. In addition to these two types, others have mid-tones. There are others, too, that have additional rising and falling tones. The following are examples of tone in some Ghanaian languages.

1. Two-tone languages (high and low): Akan, Nzema, Ga, Kasem, Ewe, etc.
2. Three-tone languages (high, low and mid): Dangme, Dagbani, etc.

The tones are marked with [ˊ] for low tone, [ˈ] for high tones, and [ˊˊ] for mid tones. For example, the Akan word *dà* never has a low tone marked on the vowel, whereas the word *dá* ‘to sleep’ has a high tone marked on the vowel. A sequence of L and H or H and L produces a rising (R) tone or a falling (F) tone, respectively.

Functions of Tone

Tone is very important in tonal languages due to the distinctive role it plays in meaning. There are three main functions of tone among tonal languages. These are lexical, grammatical and dialectal.

1. *Lexical function of tone:* Tone is used to distinguish different meanings from words that have the same spelling or otherwise would be homonyms in a language. See the examples below. Note how the markings above the letters change the tone.
 - a. Akan: pá:pá ‘good’ vs pà:pá ‘father’, sùsù ‘to measure’ vs. sú sú ‘savings’
 - b. Ewe: sí ‘to flee’ vs sì ‘to cut’
 - c. Ga: bè ‘time’ vs bé ‘to quarrel’
2. *Grammatical function of tone:* Tone is used to mark contrast in grammatical features such as case, tense, aspect, etc. The following are some examples.
 - a. Everyday/habitual vs command aspect: kòfí ɖɛ́nà ‘Kofi stands’ vs kòfí ɖɛ̀nà ‘Kofi stop!’
 - b. Everyday/habitual vs future tense: kòfí bè́fá ‘Kofi takes’ vs kòfí béfá ‘Kofi will take’
 - c. Negation vs command aspect: òtá ‘don’t mend’ vs òtá ‘should mend’
 - d. Main vs subordinate clause: [mùrúkò] ‘I’m going’ vs [mùrúkó nú] ‘When I was going...’

3. *Dialectal function of tone:* Tone can also be used to indicate distinctions between dialects of the same language. The following are examples.
- [mùrókò] in Fante vs [míríkó] in Asante ‘I’m going’
 - [òkó] in Asante vs [ókò] in Akuapem ‘S/he is gone’

Activity 1.5 Description of tone

1. In your own words, describe what the concept of tone is. Share your response with the whole class.
2. With appropriate examples, explain the types of tone in your Ghanaian language of study.
3. In groups, discuss the functions of tone. Share your response with the whole class.

Activity 1.6 Tone identification task

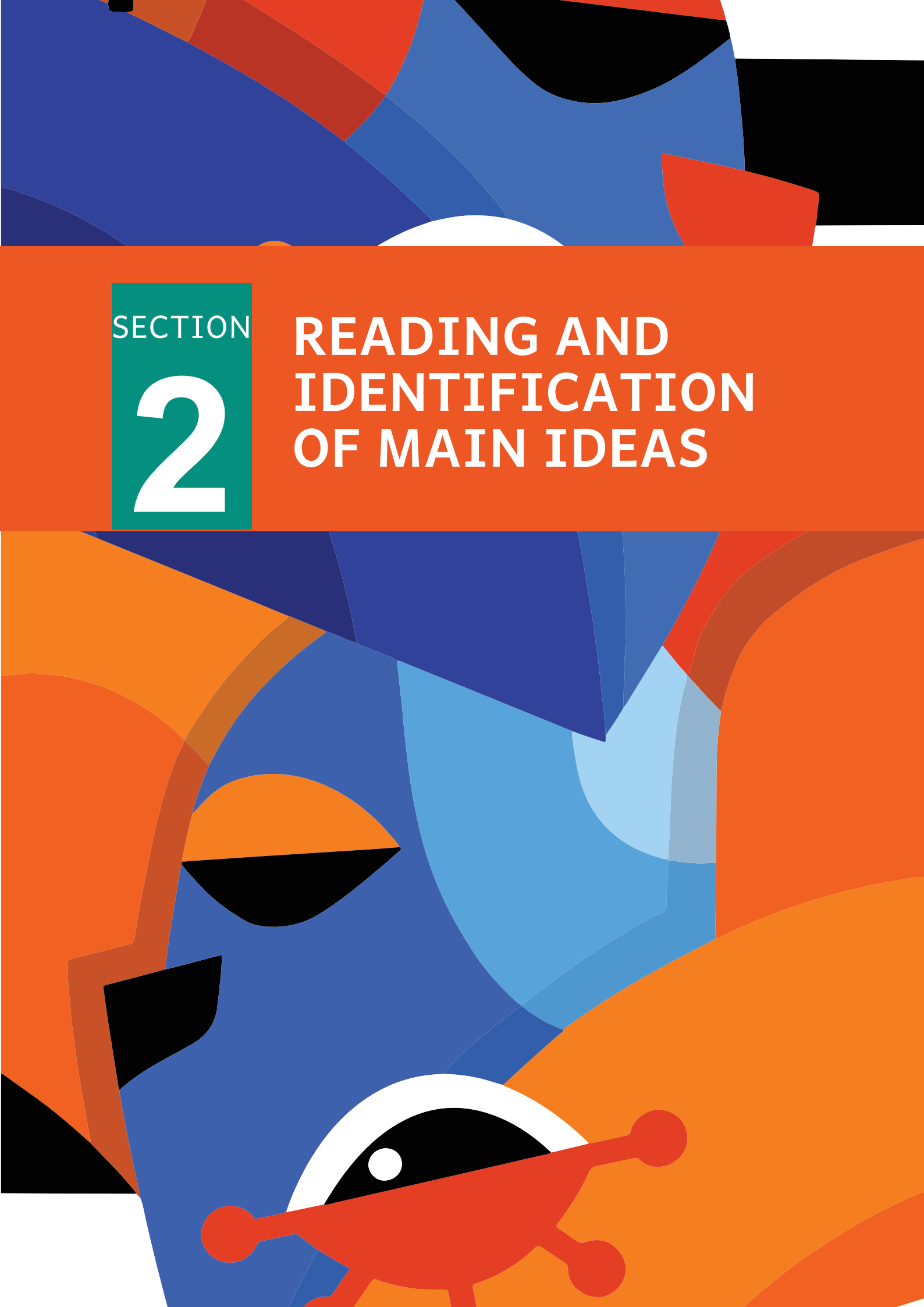
In pairs, listen to some given words in your Ghanaian language of study and do the following.

1. Identify the types of tone in the given words.
 - a. Ga: tsa ‘to join’, tsa ‘to grow’ gbo ‘September’, gbo ‘to die’
 - b. Ewe: to ‘mountain’, to ‘buffalo’, ta ‘to crawl’, ta ‘to wear cloth’
 - c. Dagbani: ba ‘to ride’, ba ‘to peg’
 - d. Dangme: le ‘firewood’ le ‘canoe’, ba ‘come’, ba ‘leaf’
2. Identify the syllables that bear the tones of the given words.

Share your response with the whole class.

REVIEW QUESTIONS

1. List the types of syllables in your Ghanaian language of study and provide three examples of each type listed.
2. With appropriate examples, explain three reasons why you think it is important to understand syllable structures of your language of study.
3. List the types of tone in your language of study and provide three examples each to explain the types listed.
4. Provide three examples to explain the functions of tone in your Ghanaian language of study.



SECTION

2

READING AND IDENTIFICATION OF MAIN IDEAS

ORAL CONVERSATION

Conversation/Communication on Context and Reading

INTRODUCTION

This section discusses the identification of main ideas in a text or conversation. You will be introduced to the concept of intensive and extensive reading. You will discuss essential techniques in understanding a writer's or speaker's main ideas and study how to communicate these ideas to an audience in a succinct way. This section also has links with other subjects such as English and Social Studies, as well as other languages.

KEY IDEAS

The main idea in a text is the central theme of a passage. This may be in the topic sentence and have supporting details. Reading may be intensive or extensive.

- Intensive reading is reading carefully and thoroughly to get information and understand the writer's intent.
- Extensive reading is reading large quantities of text to increase vocabulary and fluency, as well as improving general understanding.

IDENTIFICATION OF MAIN IDEAS FROM A CONVERSATION

Thinking question: Think back to year one, what is the main idea? Compare your ideas with your group, then read the definition below.

Main Idea: This is the most important point made in a paragraph, text, conversation or discourse. This states the purpose of the subject, text or conversation. Main ideas are supported with details which are found in the text or conversation. The discovery of the relations or links between the supporting details helps in identifying the main idea. The main idea in a text can be identified through the following:

Read the title and introduction: You need to find out what the title and the introduction say about the subject being discussed in the text.

Search for a topic sentence: The topic sentence is mostly found at the beginning of a paragraph. You must also note that sometimes a topic sentence is seen in the middle or last line of the paragraph.

Identifying the supporting details: For you to identify the supporting sentences, ask yourself these questions: who, what, when, where, why and how about the main idea.

Summary: In your own words, write out the summary of the text.

Comparison: Compare your summary with the concluding part of the text you read.

INTENSIVE READING

This involves reading a text carefully and thoroughly to get a deep understanding of its content, structure and language features. This means that you read a piece of text critically and note the details. You will have to search for keywords. Keywords in a text may be underlined, italicised, in bold, repeated, etc. Additionally, intensive reading includes taking down notes, finding the meaning of words in dictionaries and reading between the lines to get a deeper meaning of what you read.

Activity 2.1 Skimming and Scanning explanation

You learnt about skimming and scanning in year one. Define each technique in your group, then discuss three steps each in skimming and scanning. Compare your ideas with those written below.

Features Of Intensive Reading

Several features of intensive reading can be identified, but in this lesson, you will learn two of the features, namely, skimming and scanning.

Skimming

This is searching for the central idea that is contained in a text. You do not get all the understanding from the text because you do not read the whole text. This works more appropriately with texts that are factual.

Scanning

This is looking for specific words in a text by moving your eyes quickly through the text. This is done to find answers to specific questions.

Activity 2.2 Main Idea identification

1. Read the passage below.
2. Identify the main idea in the given text below.
3. Share and compare the main idea identified with your classmates.

PERSEVERANCE

At a very tender age of four, I lost my mother and knew nothing about my father or his whereabouts. The only chance of life I had was to live with relatives, some of them I never knew until I was in their care. None of these relatives was willing to boldly adopt me and provide me with a permanent home. I bounced around from one relative's home to another; I never spent one straight year at the same home or school for nearly 14 years. In addition to the moving around, some of these relatives took advantage and maltreated me in ways I still do not feel comfortable talking about. I sought solace from my peers at school because it was the only sacred place where I tended to forget about the happenings at home and around me. At the age of ten, I was forced to work during the weekends and school vacations to supplement my upkeep. I worked as a labourer at various building construction sites, I did canoe fishing, sea and lagoon and also worked at a local stone quarry site. This went on for ten years straight, saving enough to enter and go through high school. Interestingly, I could still focus on my studies and was elected as the senior school prefect in my final year in High School. I completed with a distinction.

Activity 2.3 Relevant ideas identification

1. In groups, discuss the conversation text below and identify the main idea.
2. Share the main idea identified with the whole class.

The Importance of Obedience

Girl: Hi, have you ever thought of why obedience is very important?

Boy: Yes, I think it is about following rules and respecting authority.

Girl: Exactly, Obedience is more than just following rules. It is about trust, respect and loyalty. Think about when you obey your parents, you are showing them you trust their guidance

Boy: That makes sense. But what about when authority figures are wrong?

Girl; great point. Blind obedience is not healthy. We should question and seek clarity when necessary. However, in general, obedience helps maintain social order and ensures our safety.

Boy: I never thought of it that way.

Girl: Consider this -obedience is a fundamental value in many relationships: parent-child, teacher-student, employer-employee. It builds trust and facilitates growth.

Boy: You are right. I will strive to be mindful of obedience in my own life.

Activity 2.4 Conversation

In pairs, create a conversation similar to the one above on either the conservation of energy, the impact of technology or the importance of good sanitation and role-play it to the class. Ask the class to discuss what they think the main idea is.

Activity 2.5 Intensive reading skills

Read the passage below and answer the following questions.

1. In your group, use the skimming technique to identify and write down any two main ideas from the text and share with other groups.
2. Use the scanning technique to identify what the writer thinks is essential for the headteacher to maintain.

The head teacher is a symbol of authority in the school. He determines the direction of the school by shaping the condition and climate for teaching and learning which is mediated through people, events and organizational factors such as teacher's classroom practices, motivation and working conditions, student's effort among others and therefore having the required leadership skills and techniques for maintaining discipline is crucial to the overall success of the school. Daniel Duke (1989) points out that the goal of good behaviour is necessary, but not sufficient to ensure academic growth. The head teacher must employ effective school discipline strategies that seek to encourage responsible behaviour and provide all students with a satisfying school experience, as well as to discourage misconduct.

EXTENSIVE READING

Thinking question: With your knowledge of intensive reading, summarise what you think extensive reading is. Then compare with the definition below.

Extensive Reading is when you read large quantities of text for enjoyment and for general understanding and exposure to different language structures, as well as to gather new vocabulary. This type of reading improves your reading skills, habits and interests, as well as improving your language proficiency as you read a lot of various material.

Features of Extensive Reading

The features of extensive reading are as follows;

Fluency: A combination of the ability to read with accuracy, speed, and proper expression

Text Structure: This refers to the way the author organises and arranges the ideas, concepts and information in a text. You can focus on the key concepts and guess what comes next when you recognise the underlying structure of the text. This also helps in monitoring your understanding as you read a text.

Monitoring: The process of regulating your own reading process to ensure understanding and comprehension. This means you are able to tell whether you understand what you read. You may need to stop and re-read or research to gain understanding before continuing to read.

Inference: A process in reading in which the reader concludes or makes guesses based on the information not stated clearly in the text. This means you read between the lines from the information available to you and interpret the text. The guesses or conclusions that you make are normally based on prior knowledge you already have.

Evaluating: This is when the reader forms opinions, makes judgments during and after reading a text. The reader develops ideas after analysing the quality and relevance of a text to understand the meaning and credibility of a text.

Activity 2.6 Features of extensive reading

Sanitation is the fundamental aspect of human health and dignity. It encompasses the effective management of human waste, solid waste, and wastewater to prevent diseases and promote cleanliness. Proper sanitation infrastructure, such as toilets, sewage systems and waste disposal facilities, is crucial in safeguarding public health. Inadequate sanitation can lead to the spread of diseases like cholera,

diarrhoea and typhoid fever, claiming countless lives worldwide. Moreover, sanitation affects not only physical well-being, influences overall quality of life.

1. Evaluate the text above to conclude who you think wrote the text and where it might be published (website, journal, newspaper, book, report, etc)
2. Then, infer how you think this text might be developed. How could the writer structure the text, what points could he/she make?

EXTENDED READING

- Watch the suggested video on what intensive and extensive reading are, the steps involved in both and the benefits of extensive reading for further understanding. <https://youtu.be/ZvEbLSLyrno>
- Watch this video on types of reading for further understanding of the concepts of skimming and scanning <https://www.youtube.com/shorts/pCuxPhM0Wtg?t=59&feature=share>
- Read the text below, which discusses intensive reading and extensive reading in detail for more knowledge https://www.academia.edu/38319415/Extensive_and_Intensive_pdf.



REVIEW QUESTIONS

1. Explain in your own words the term 'main idea'.
2. Read the passage below and answer the questions that follow

The Power of Respect

Respect is not something that can be demanded but rather something that is earned. It's the foundation of every healthy relationship, whether personal or professional. When you show respect to others, we demonstrate that we value their thoughts, feelings and boundaries.

Imagine walking into a classroom where every greets each other with kindness and consideration. Where teachers and students engage in meaningful discussions, listening attentively to each other's perspectives. This is what respect looks like.

Respect is not just about how we treat others: it is also about how we treat ourselves. Self-respect means recognising our worth, embracing our uniqueness, and taking care of our physical and mental well-being.

As you navigate the halls of high schools, remember that respect is a two-way street. Show respect to your peers, teachers and community and expect the same in return.

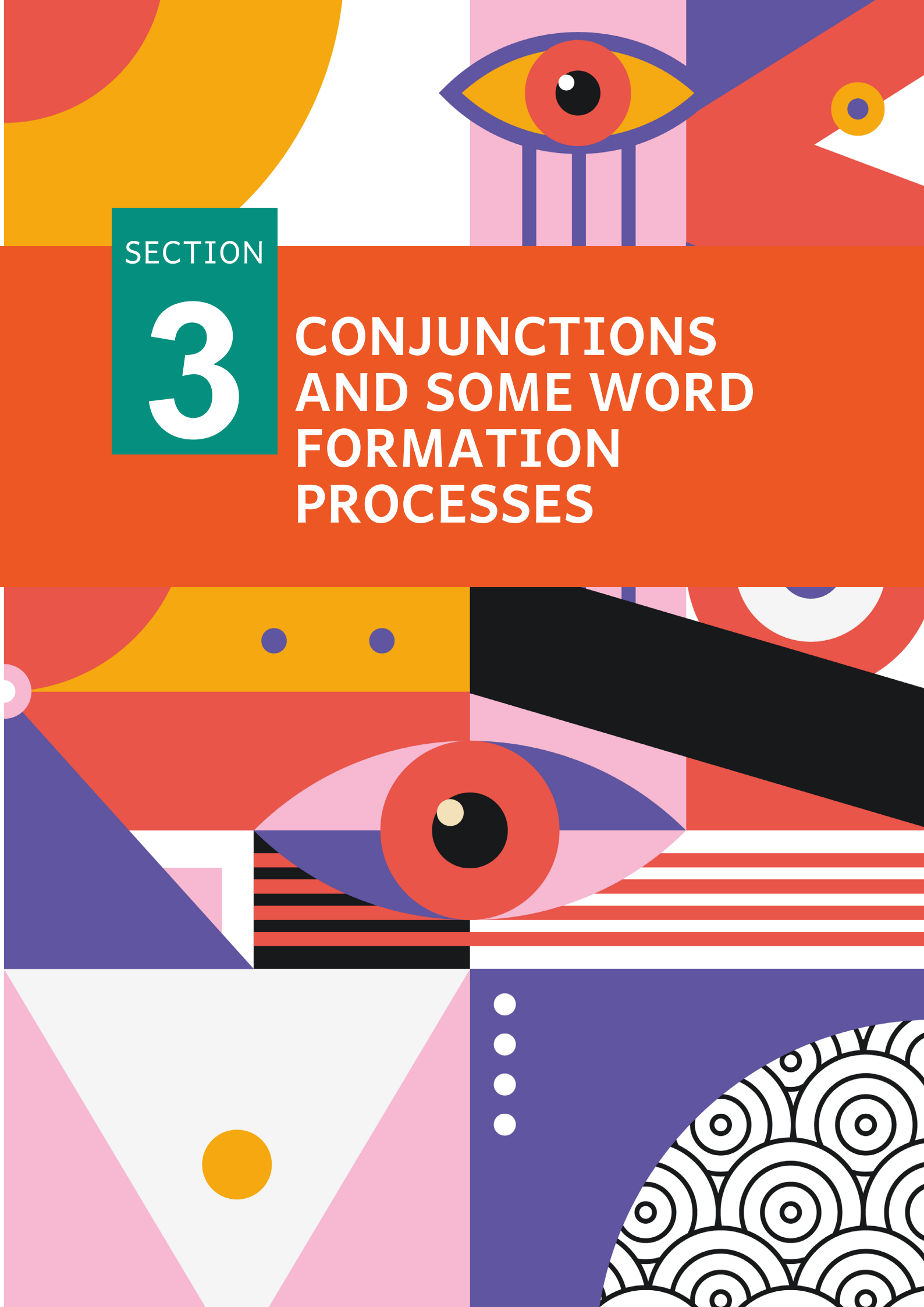
- a. What does the title say is the main idea of the passage?
- b. Identify and write down the topic sentence in paragraphs one and four.
- c. Summarise the above passage in four sentences.

Intensive Reading

3. Identify the two features of intensive reading you have learnt in this section.
4. Explain the two features identified in (1) above in your own words.

Extensive reading

5. What is the difference between fluency and evaluation?
6. Distinguish between intensive reading and extensive reading. Explain in your own words.

The background is a vibrant, abstract collage of geometric shapes and patterns. It features large, stylized eyes with yellow and red irises and black pupils, set against a backdrop of orange, pink, purple, and white. There are also various circles, triangles, and lines in different colors, creating a complex, layered visual effect. A prominent orange horizontal band runs across the middle, serving as a background for the section title.

SECTION

3

CONJUNCTIONS AND SOME WORD FORMATION PROCESSES

LANGUAGE AND USAGE

Lexis and Structure; and Rules of Writing in a Ghanaian Language

INTRODUCTION

In this section, you will be exposed to conjunctions, some word formation processes, and the use of affixes in the Ghanaian language. Your knowledge of the use of affixes and conjunctions will enable you to construct meaningful sentences in your Ghanaian language. You will also be guided to discuss word formation processes in a Ghanaian language. Some word formation processes that you will be discussing include compounding, clipping, borrowing, and affixation.

KEY IDEAS

- Affix is a grammatical form that is attached to a word at either the beginning, middle or end. There are three main types of affixes: prefix, suffix, and infix. Affixes are added to a word or a stem to produce derived or inflected forms of words.
- Conjunctions are used in a language to connect words, phrases and ideas to construct meaningful sentences.
- The use of affixes in a language is a form of forming new words.
- Word formation is the process that allows us to create new words with grammatical resources already available within a language.

AFFIXES

Concept of Affixes

An affix is a morpheme that is attached to a word stem to form a new word or word form. Affixes could also be explained as the grammatical element that is added to the beginning or end of a word to change its meaning.

The most common affixes are prefixes and suffixes. If an affix is added to a root word or phrase, its meaning changes by creating a derived or inflected form.

Affixes can be thought of as bits of words that can be attached to other words to create new meanings or change a word's category

An affix is a **prefix** when it comes before the root/stem.

An affix is **infix** when it comes in-between two-word forms.

An affix is a **suffix** when it comes at the end of a word.

A circumfix is another kind of affix. It occurs through a process whereby a word is derived by means of the simultaneous attachment of a prefix-like and suffix-like form to a single base to produce a new form or word.

Note

Let us note that very few languages in the world have circumfixes. We do not yet know any Ghanaian language that has circumfixes.

Examples of affixes in Mfantse/Asante are a-, m-, n-, fo-, -nom, re-. Some examples in Dagbani are -nima, -ra, -mi, -la, -ya, da-, n-.

These are affixes because they can be added to other word forms to result in a different meaning. For instance, **ba** (father) becomes **banima** (fathers) in Dagbani. By adding a suffix (-nima) to the word **ba**, which is singular, it results in a plural form (banima).

Activity 3.1 Identifying what affixes are

Turn to your partner and explain what affixes are. Try to do it without looking at the text above.

Types of Affixes

The two main categories of affixes in languages are derivational affixes and inflectional affixes.

Derivational affixes

These are affixes that form a new word with a new lexical meaning. In derivational affixation, the word class of the stem and the word class of the derived word may or may not be the same. This means that derivational affixes may maintain or change the class of a word. Derivational affixes create new words from the root word. For example, the Dagbani word **da** 'buy' can result

in **dara** ‘buyer’ when the suffix **-ra** is added to the stem **da**. In this case, the class of the stem, which is a verb, changes to a noun.

Inflectional affixes

These are affixes that change the form of a word alone, and not its class. Inflectional suffixes do not change the meaning of the word altogether, and therefore do not create new words. Inflectional affixes indicate grammatical relations such as number, gender, tenses, and so on. It means adding the inflectional suffix to a singular word can change it to the plural form. For example, adding the prefix **m-** to **banyin** ‘man’ in Mfantse will result in **mbanyin** ‘men’. Here, **banyin** and **mbanyin** are not two entirely different words that belong to two different classes, nor do they have two entirely different meanings.

Activity 3.2 Identifying affixes in the Ghanaian language

1. In groups, discuss and explain as many types of affixes (use the examples above to guide you) in your language as you can – how do they change the meaning of the root word?
2. In groups, provide at least five words created using affixes in your language and use them to form sentences to share with the class.

Use of Affixes

The uses of affixes are varied in different languages. Some of their uses include the following:

1. They help in the formation of new words from existing root or stem. E.g. $n + da = nda$ (as in Mfantse)
2. They help to change words from one class to another. E.g. $n + da = nda$ (as in Mfantse)
3. Affixes help to create new verb tenses. E.g. $a + kɔ = akɔ$ = (as in Mfantse/Akwapim/Asante)
4. Affixes help to change words from one tense to another. Eg. $e + dzo = edzo$ (as in Ewe)
5. Affixes help to change words from singular to plural. Eg. $a + bofoɔ =$ (as in Asante)
6. Knowledge of affixes help in correct spelling and language learning
7. Conversion of Adjectives to Verbs
8. Conversion of Nouns to Verbs
9. Conversion of Nouns to Adjectives

10. Conversion of concrete nouns to abstract nouns
11. Conversion of Adjectives to Nouns
12. Conversion of Verbs to Adjectives
13. Conversion of Verb to Noun

Activity 3.3 Concept cartoon

Use the template below to create a concept cartoon explaining how different affixes can change the meanings of words in your language.

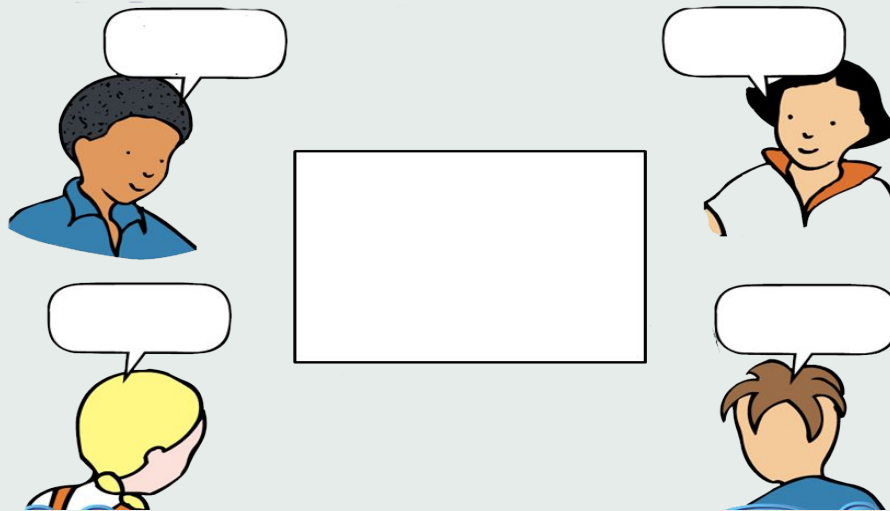


Figure 3.1. [Image source](#)

Activity 3.4: Using affixes to form new words

1. Identify the affixes in the following words and show the types of affixes they are.
 - a. ntotowee
 - b. ridzi
 - c. dzii
 - d. anyenkofo
 - e. enuanom
 - f. mba
 - g. mbasiafo
 - h. nnoma
 - i. nkoko
 - j. adzetɔnnɔyɪ

2. Change the following words into nouns or adjectives by adding the appropriate affixes.
 - a. kɔ
 - b. kɔmdzi
 - c. dze
 - d. kyerekyerɛ
 - e. kyereɯ
3. In groups, use each of the types of affixes to create at least four new words. Be ready to share and explain with the class

CONJUNCTIONS

Concept of conjunctions

Conjunctions are words that link other words, phrases or clauses together. Conjunctions allow the formation of complex sentences and structures in order to avoid the construction of multiple short sentences. Their major function is to join aspects and units of language together. Some examples of conjunctions in Dagbani are *mini*, *ni*, *ka*, *nti*, *dama*, *faashee*, *dinzuyu*... These words are very common in everyday conversation. The following are some examples of the use of the conjunctions in sentences:

O karinda **dinzuyu** o mali ban̄sim. He studies so he is good.

N ni chaŋ **amaa** n ni labina. I will go but I will return.

Dawuni **mini** Payanaa. Dawuni and Payanaa.

Activity 3.5 Explaining what conjunctions are

Using your discussions in class to guide you, define in your own words what conjunctions are.

Types of Conjunctions

There are different types of conjunctions in languages. However, only three of them are going to be discussed here. These are:

1. coordinating conjunctions,
2. correlative conjunctions, and
3. subordinating conjunctions.

Coordinating conjunction

Coordinating conjunctions are single words that link equivalent grammatical elements like nouns with nouns and clause with clauses. Examples of coordinating conjunctions in Mfantse for examples are:

na, nna, eso, naaso, ntsi, mbom, a, anaa,
de, ma, ama, amma, osiande, gyede, tse de,
se...a, kyere d, aber a... no, de mbre...

Uses of coordination conjunctions

a. Coordinating conjunctions that join words and phrases

Mfantse examples: [na, anaa, de, se, o]

- i. Kweku na Ekuwa (Kweku and Ekuwa)
- ii. Eburow o, nkatse o (Whether maize or groundnuts)
- iii. Suban nye ahoofe (character with beauty)
- iv. Kwamena anaa? (Is it Kwamena/Kwamena or?)

Dagbani examples: [mini, ni, bee]

- i. Dawuni **mini** Danaa. (Dawunu and Danaa)
- ii. Kpe **ni** kpe. (Here and there.)
- iii. Yanɔ **bee** ya polo? (Here or where?)

b. Coordinating conjunctions that join words and clauses [a]. We do not put (,) after the conjunction. Here are some Mfantse examples:

- i. Nyame a magye no edzi. The God that I have believed.
- ii. Asem a ɔkae no yie. (What she/he said was good)

c. Coordinating conjunctions that join subordinate clauses and main clauses together. In this instance, the conjunction becomes part of the subordinate clause. Some Mfantse examples are: [a, no, se, de, ma, ama, amma, osiande, gyede, mbre, ansaana...]

- i. Yedzidzi wie a, yɛbɛda. (When we finish eating, we will sleep.)
- ii. Se ɔbeyɛ a, hom nye nyimpa nyina ntsena asomdwee mu. (If it is possible, live at peace with all men)
- iii. Ansaasa mbenkenson besi ne tsir ase no, nna onyim ma asaase aka akyere no. (Before the palm branch bends, it is due to what the earth has told it.)

Correlative conjunctions

Correlative conjunctions are pairs of conjunctions that work together as one. Correlative conjunctions are sometimes referred to as paired conjunctions. They are known by this name because they are used together. Examples of this type of conjunctions in Mfantse are: [sɛ....a, aber a... no, tse dɛ, kyɛɛ dɛ]

For Dagbani, **amii** and **bee** function together as correlative conjunctions. For example:

- a. **Amii** o bela yiŋa **bee** yɔyɔ. (Whether she is home or away.) (Dagbani)
- b. Sɛ nsu tɔ a, mobɔsɔw bi. (When it rains, fetch some) (Mfantse)
- c. Aber a ɔhen no wui no, muhun Ewuradze. (When the king died, I saw the Lord)

Subordinating conjunctions

These conjunctions join dependent (incomplete thought) and independent (complete thought) clauses.

Some examples in Dagbani and Mfantse are as follows:

- a. ɔbra no bɔ yɛ dzen **naaso** yɛbɔbɔ ho mbɔdzen. (Life is not easy, but we will try hard.)
- b. ɔkɔ hwehwɛɛ no **mbom** ɔannto. (He sought him, but he could not find him.)
- c. M mi o **dinzuyu** n ni che taliŋ maa ti o. (I know him, therefore I will leave the message with him.)
- d. Biɛhigu niŋ tom **amaa** ti kuli mali tahima. (Life is not easy, but we still have hope.)

Activity 3.6 Use of conjunctions in sentences

Write down at least three examples of the different types of conjunctions and use them in a sentence. Be ready to share your sentences with the class and to clarify your choices if necessary.

Important Uses of Conjunctions

The use of conjunctions may vary from one language to another; however, some common uses are:

1. They explain the reason or reveal the purpose.
2. They help to add one clause or phrase to another similar one.
3. They are used to add a negative idea to an already existing negative idea.

4. They help to show a contrast.
5. They help to add an alternative to an already existing positive alternative.
6. They provide a contrasting idea to an existing logical idea or point.
7. They are used to indicate or show a result or consequence of an event.

Construction of Sentences with Conjunctions

There are a few important rules regarding the use of conjunctions. The application of these rules can help in the flow of our writing.

1. Conjunctions are for connecting thoughts, actions, and ideas. Therefore, the right conjunction should be chosen to achieve the needed effect.
2. Conjunctions are useful for making lists.
3. When using conjunctions, make sure that all the parts of your sentences agree.

WORD FORMATION PROCESSES

Word formation is the process of creating new words or lexical items in a language.

There are many types of word formation processes. A language may go through one or two of the processes to form new words. Some of the processes include blending, compounding, clipping, borrowing, affixation, reduplication, conversion, etc. Some of the word formation processes are discussed below.

Activity 3.7 Introducing how new words are acquired in the language

1. How do you name things that are new in your community (e.g. technology, concepts, ideas, etc.)?
2. Who names those things?

Compounding

A word made up of at least two base words that can occur elsewhere as independent words. The combined words could be from different word classes. There could be Noun+Noun compounds, Noun+Verb compounds, Noun + Adjective compounds, clausal compounds, among others. Examples of compounds in Asante are ani + dane = anidane, nkwan + ta = nkwanta, nsa + pan = nsapan. Examples of compounds in Dagbani are daa + bia = daabia, su + kpaai = sunkpaai, doo + jia = Dajia.

Activity 3.8 Identifying parts of a compound word

Find the individual words in a list of compound words and present them to the class.

Clipping

A word formation process whereby segments of existing words are removed to create new words. Clipping is also referred to as shortening or truncation. We could clip the beginning, the middle or the final segment of a word.

Examples of clips in Asante are maa from maame, Koo from Kofi, Paa from Papa, Odii from Odiifoɔ. Some examples of clipped words in English are phone from telephone, advert from advertisement, reps from representative, rhino from rhinoceros, sax from saxophone.

Borrowing

Languages borrow words from other languages. Borrowed words are referred to as loan words. The act of borrowing words from other languages is known as lexical borrowing. Many languages have borrowed words from other languages. Some Ghanaian languages have borrowed words from other Ghanaian languages, or from some foreign languages.

Some loan words are:

- a. Dagbani: baanjira, dahima alaafée, yiko, jirambisa, laati, takoro.
- b. Asante: bokiti (bucket), somént (cement), ntoosi (tomatoes), makyese (matches).

All these Asante words are borrowed from the English language.

Activity 3.9 Identifying words that are borrowed into the language

Note at least 10 words that are borrowed into your language for class discussion.

Importance of Word Formation Processes

1. It helps increase a language's lexicon.
2. It helps to make a language standard.
3. It helps in the creation of new words to name new concepts.

4. It helps in language learning.
5. It helps us to trace the origin of words.

Activity 3.10 Concept cartoon

Use the template below to create a concept cartoon answering the question; 'How are new words formed in my language?'

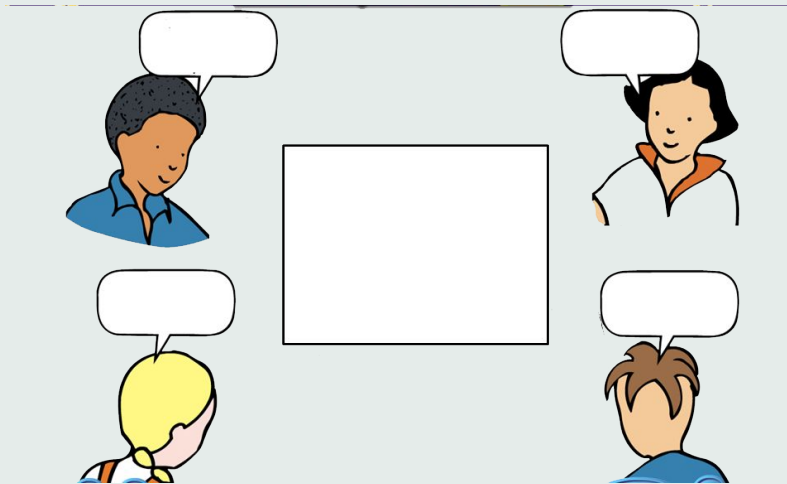


Figure 3.2: Word Formation

EXTENDED READING

- Beliaeva, N. (2019). *Blending in morphology*. Retrieved on 29th June, 2024 from <https://doi.org/10.1093/acrefore/9780199384655.013.511>
- Dressler, W. U. (2000). Naturalness. In G. Booij, C. Lehmann & J. Mugdan (eds.), *Morphology: An international handbook on inflection and word-formation*, Vol. 1, pp. 288–296. Walter de Gruyter. F., V., Rodman, R., & Hyams, N. (2007). *An introduction to language*. Thomson Wadsworth.



REVIEW QUESTIONS

1. Define affixes
2. State the types of affixes in your language
3. Identify four affixes in your language
4. Discuss at least four uses of affixes
5. Identify the affixes in the following words and show the types of affixes they are.

Example of some Mfantse words

- a. Kunnom (husbands)
 - b. Adzesuanyi (learner)
 - c. Mbuukuu (books)
 - d. kommyɛ (silence)
 - e. ndodowee (browning)
 - f. papayɛ (goodness)
6. Discuss four uses of affixes
 7. Explain what conjunctions are.
 8. Identify the types of conjunctions in your language
 9. Distinguish between the types of conjunctions identified
 10. Give examples from each of the types of conjunctions identified and use them to construct sentences.
 11. Underline the conjunctions in the following sentences. (language-specific)
 - a. Maame Adwowa rekenkan na Kwamena rekyerɛw. (Maame Adwowa is reading, and Kwamena is writing.)
 - b. Sɛ ɔwɔ ha a nkyɛ obeyi ano. (If he/she were here, she would respond)
 - c. Isua adze a, ibohu. (If you learn, you will know)
 - d. Ɔkɔm dze no ntsi na odzidzii no. (He/she is hungry, that is why he/she ate.)
 - e. Mobɔkɔ eso ɔnnɔyɛ ndɛ. (I will go, but not today.)
 - f. Fufu o, ampesi, mepɛ. (I like either fufu or Ampesi.)

12. Explain word formation processes.
13. Identify any three word-formation processes in your language.
14. Explain three types of word formation processes in your language.
15. Explain at least three positive impacts of word formation processes in your language.
16. Identify examples of the different types of word formation processes in the passage below.

Today, technology is very important in education. Students use search engines such as Google to research information, and teachers share resources through email. Furthermore, some students who can't attend school or university physically choose to attend classes online. The question is, what's next? Will we replace teachers with robots one day?



SECTION

4

PHRASE/CLAUSE
STRUCTURE AND
PUNCTUATION

LANGUAGE AND USAGE

Rules of Writing the Ghanaian Language

INTRODUCTION

In this section, you will study grammatical concepts such as phrases, clauses and punctuation. You will be introduced to types of phrases and their structure, as well as the types of clauses in Ghanaian language. Punctuation will also be discussed. Knowledge of these grammar aspects will enable you to form meaningful sentences and other complex constructions. This will also aid you in understanding other related subjects, such as English.

KEY IDEAS

- A phrase is a word or a group of words that functions as a single unit in languages. Phrases can consist of types such as noun phrases, verb phrases, adjective phrases, postpositional phrases and adverb phrases.
- A clause is a group of words that make up a sentence. It consists of a subject and a predicate to form the sentence or part of the sentence.
- In writing, signs or symbols used to make meaning clear are punctuation marks which include full stop, semicolon, comma, colon and apostrophe.

PHRASES

Thinking question: Share your understanding of the concept of ‘phrase’ with a classmate after watching this video on what a phrase is. https://youtu.be/P5_OB5oKwxM. Compare your findings with your group.



A **Phrase** is a word or group of words functioning together as a meaningful unit in a specific language. For a phrase to be meaningful, it must have a head, which is the most important part of it. The head is what is used to name the phrase. When the head word is from the noun class, the phrase is a noun phrase; when the head word is from the verb class, then it is a verb phrase. Examples of some phrases are shown below.

Ewe: *atukpa* ‘bottle’ *ati* ‘tree’ *agbalẽ la* ‘the book’

Ga: *tɔ* ‘bottle’ *tso* ‘tree’ *wolo le* ‘the book’

Dagbani: *luyuluyu* ‘bottle’ *tia* ‘tree’ *buku maa* ‘the book’

Twi: *toa* ‘bottle; *dua* ‘tree’ *nwoma no* ‘the book’

Types of Phrases

The five types of phrases are noun phrases, verb phrases, adjective phrases, adverb phrases, and preposition phrases. Preposition phrases exist in a few Ghanaian languages. Please note that an adjective phrase is different from an adjectival phrase. Adjectival or adverbial phrases are names given to words/phrases which are not from these word classes of adjectives or adverbs but play their roles by describing a noun or verb.

Noun Phrase

This is a phrase that is headed by a noun or a pronoun. The structure of the noun phrase (NP) varies.

- a. A noun phrase can consist of a single word, which is a pronoun or a noun. This means it is made up of only one word. Examples of noun phrases in Ghanaian languages are in **Table 4.1** below.

Table 4.1: Structure of Noun Phrases.

LANGUAGE	NP	STRUCTURE
Ewe	Ama	NP- N
Ga	Atade	NP-N
Twi	Me	NP-PRO
Dagbani	Yendi	NP-N

In **Table 4.1**, you see that the NP examples are made up of only a single noun or pronoun. The head word doesn’t have any modifiers.

- b. More than a single word can be found in a noun phrase. It can be expanded to include adjective(s), a determiner and another noun. The table below shows some examples;

Table 4.2: Noun Phrases with modifiers

LANGUAGE	EXAMPLE	STRUCTURE
Twi	<i>Maame no</i> ‘the woman’	NP-NP DET
Ga	<i>Nuu agbo</i> ‘a big man’	NP- NP AP

LANGUAGE	EXAMPLE	STRUCTURE
Ewe	<i>nyɔnu lolo la</i> ‘the fat woman	NP-NP AP DET
Ga	<i>rɔba goga</i> ‘rubber bucket’	NP-NP NP
Ewe	<i>Ati zikpui sue</i> ‘a small wooden stool.’	NP-NP NP AP
Ewe	<i>Ati zikpui sue la</i> ‘the small wooden stool.’	NP-NP NP AP DET

Noun Phrase modifiers

Modifiers are words or phrases that give additional information about the head noun. Modifiers that occur before the head are called pre-modifiers, and those that occur after the head word are referred to as post-modifiers. Examples of pre-modifiers

1. Nakai yoo le
That woman DET
2. Ga ɔɔ xoxo
metal door old

From example one, the Pre-modifier is *nakai* in the Ga example and *Ga* in the Ewe example

Look at the example below in 2.

2. Nɛkɛ tso sei le
That stick chair DET

In example 2, there are two pre-modifiers in the noun phrase, which are *Nɛkɛ* and *tso*, which occur before the head word *sei* ‘chair’.

Examples of post Modifiers

The examples below in 3 and 4 show a post modifier

3. okplɔ hei bibii enyɔ le
table new small two DET
Post modifiers
4. ɲutsu kɔkɔ triakɔ ma
man tall huge DET
Post Modifiers

In examples 3 and 4, post modifiers appear after the head words. The head word in 3 is *okplɔ* ‘table’ and the head word in 4 is *ɲutsu* ‘man’. The modifiers most often give more information about the head word, which is the noun.

The head word can occur with both pre-modifiers and post-modifiers. The example below is used to illustrate:

5. Mamle atade hee kome ko
Pre-modifier head Post modifiers
6. Etornam fe afe yeye eveawo
Pre-modifier head Post modifiers

Activity 4.1 Forming Noun Phrases

In groups, form 3 noun phrases. One should be a simple noun phrase, one should include at least one modifier, and one should include at least two modifiers.

Verb Phrase

A Verb Phrase (VP) is a phrase where the main verb is the head word. It may also include an auxiliary verb and other words that work together with the head to express an action, event or state.

1. A verb phrase that consists of only a main verb is also known as a simple verb phrase.

See these examples in some Ghanaian Languages:

Ewe: *va* 'come', *zu* 'become', *to* 'pound'

Twi: *di* 'eat', *nom* 'drink', *gyina* 'to stand'

Dagbani: *gbi* 'dig', *zani* 'stand', *she* 'roast'

Ga: *ɲma* 'write', *maje* 'send', *wie* 'talk'

The structure of the examples of verb phrases above is VP-VP

2. Verb phrases that consist of an auxiliary (AUX), main verb and its complements. Auxiliary verbs help us to understand the tense or voice of the main verb (e.g. can, will, have). Complements are words that are necessary in the verb phrase to give it meaning (e.g. learning is fun, he was elected president). Examples are shown below.

Table 4.3: Verb Phrases and their structure

Language	Sentence	Verb phrase	Structure
Ewe	Danye adzo. 'My mother will go.'	Adzo	VP-AUX V
Ga	Ayi miiye nii . 'Ayi is eating.'	Miiye nii	VP- AUX V NP

Language	Sentence	Verb phrase	Structure
Twi	Kofi kɔ fie ‘Kofi has gone home.’	kɔ fie	VP-V NP
Dagbani	Dawuni ti Amina liyiri . ‘Dawunu gave Amina money.’	Ti Amina liyiri	VP-V NP NP
Mfantse	Ama tsenaa mo do . ‘Ama sat on me.’	Tsenaa mo do	VP- VP NP PP
Mfantse	Kojo rema Ama sika. ‘Kojo is giving Ama sika’.	Rema Ama sika	VP-AUX VP NP NP

Activity 4.2 Forming Verb Phrases

In groups, form 3 verb phrases. One should be a simple verb phrase, one should include an auxiliary verb, and one should include at least one complement.

Adverb Phrase

A phrase that has an adverb as its head word is referred to as an adverb phrase. When a group of words functions as an adverb and is not headed by an adverb, it is known as an adverbial phrase. An adverb phrase serves as a modifier for a verb, adjective or another adverb. The adverb phrase gives information about manner, time, frequency or degree.

Table 4.4 below shows examples of adverb phrases and their structure types.

Table 4.4: Adverb Phrase and Structure

Example	Structure
Quickly	ADVP –ADV
Extremely delicious	ADVP- ADV AP
Surprisingly slowly	ADVP –ADV ADV
Tirelessly every day	ADV- ADV ADV

Please discuss as applicable to your Ghanaian language of study. Translate as applicable to your language.

Activity 4.3 Forming Adverb Phrases

In groups, form an adverb phrase that consists of at least three words.

Adjective Phrase

An adjective phrase has an adjective as its head word. It serves as a modifier for nouns. An adjective phrase may contain only the adjective itself or an adjective with other words to qualify it.

Table 4.5: Adjective Phrase Structure

Example	Structure Type
Handsome	ADJP-ADJ
Too large	ADJP –ADV ADJ

Prepositional Phrase

This is a phrase that has a preposition as its head word. The PP in most Ghanaian languages consist of a noun and the head word which is a preposition. Examples are below;

Ga: **masɛi** ‘near’ **PP -P**

Ewe: **gbɔ** ‘near’ **PP-P**

Ga: tsu lɛ **mli** ‘in the room’ **PP- NP DET P**

Ewe: afe **me** ‘inside the house’ **PP-NP P**

Activity 4.4 Forming Adjectival and Prepositional Phrases

In groups, construct one adjective phrase and one prepositional phrase which includes a noun.

Structure of Phrases

The head word is the most important word in the phrase, and without it, the phrase will not be meaningful. Multiple phrases are often seamlessly linked in sentences. For example;

He went to the town.

In the above example, the noun phrase is in bold. The remaining part that is not in bold is a verb phrase. The head of the verb phrase is *went*. The structure of the NP is only a noun (N), whereas the structure of the verb phrase (VP) is a verb (V) followed by a preposition (PP).

Uses of Phrase

Phrases are used in the following ways:

1. Phrases are used to express ideas.
2. A phrase serves as a tool for effective communication in both writing and speech.
3. In ensuring clarity, phrases play an important role.

Activity 4.5 Categorising Phrases

1. In groups, read the passage below and identify 3 different types of phrases from each of the categories discussed.
2. Underline the head word of each phrase you have identified.

A Day at the Beach

Last weekend, my friends and I decided to spend the day at the beach. It was a sunny morning, and the weather was perfect for some indoor fun. Early in the morning, we packed our bags full of snacks and drinks and drove to the shore. The soft breeze blowing from the sea made the journey refreshing.

Once we arrived, we looked for a comfortable spot under a palm tree. Spreading our towels on the warm sand, we settled down. The sight of children playing by the water and people surfing the waves made us eager to join the fun. After some time, we jumped into the cool water, splashing around joyfully.

Around noon, we decided to rest for a while and enjoyed sandwiches and fruit from our bags. The calm sound of waves crashing on the rocks nearby was soothing. We spent the rest of the afternoon building sandcastles and playing beach volleyball.

Activity 4.6

In groups, order the examples of different types of phrases that you constructed earlier using the diamond nine approach.

1. noun phrase

2. verb phrase
3. adjective phrase
4. adverb phrase
5. prepositional phrase

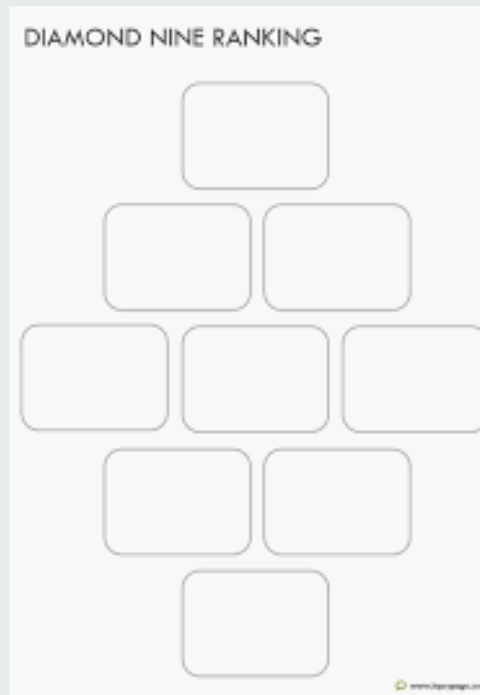


Figure 4.1: Example of the types of phrases. [Image source](#)

Present your answers to the whole class for discussion.

Activity 4.7 Type of Phrase

In groups, provide examples of the type of phrase in your language of study that can fit into the structures below and present your answer to the whole class.

1. Noun Phrase	NP- N
	NP-N DET
2. Verb Phrase	VP-AUX V
	VP- VP NP PP
3. Adjective Phrase	ADJP-ADJ
	ADJP –ADV ADJ

4. Adverb Phrase	ADVP –ADV
	ADVP- ADV AP

THE CLAUSE AND ITS TYPES

Read the link below on clauses and discuss in pairs what a clause is. Share your findings with the class. <https://byjus.com/english/clauses/>



A clause is a group of words working together that contains both a subject and a verb. A clause is a basic unit of grammar. Most often, a clause is made up of a subject, a verb and sometimes a complement. A feature of a clause is that it must have a grammatical structure with both a nominal subject and a main verb phrase. The verb phrase is also called the predicate. Look at the examples below.

Ewe

1. Senyo da akplɛ hafi yi suku. “Senyo cooked akplɛ before leaving for school.”

↓ ↓

Subject Predicate

2. Danye le yiym. “My mother is going”

↓ ↓

Subject Predicate

Twi

Kojo nom nsuo. “Kojo drinks water”

↓ ↓

Subject Predicate

Dagbani

Amina gbi bɔyili. “Amina dug a hole”

↓ ↓

Subject Predicate

GaAshami tee jara le nɔ. “Ashami went to the market”

↓

↓

*Subject**Predicate*

From the examples above, each of the sentences consists of a subject and a predicate and therefore can be said to be a clause.

Types of Clauses

There are two main types of clauses. These are:

1. Main or independent clause
2. Subordinate or dependent clause. The two types of clauses are discussed below.

The main/independent clause

A main clause can form a complete sentence and can stand alone. It consists of a subject and a predicate/verb phrase. Examples of main or independent clauses in some Ghanaian Languages are as follows:

Ewe

- a. Senyo *da* akplɛ. “Senyo cooked akplɛ.”
- b. Makafui ate *nu* ade tɔme gbe sia gbea? “Can Makafui fetch water every day?”

Twi

- a. Kojo nom nsuo. “Kojo drinks water.”
- b. Yaa da. ‘Yaa slept.’

Dagbani

- a. Amina gbi bɔyili. “Amina dug hole”
- b. Awuni she sima. “Awuni roasted groundnut.”

Ga

- a. Martekie nyie blɛoo. ‘Martekie walks slowly.’
- b. Ashite wie sane le fɛɛ. ‘Ashite narrated all the events.’

Each of the examples of the sentences given above can stand alone (be independent), and they provide a complete unit of meaning. The main clause can be subdivided based on its functions or roles.

Activity 4.8 Types of Main Clauses

Search the internet to find four types of main clauses. Share your search findings with a colleague, then compare your findings with the reading below.

Types of main (Independent) clauses

There are 4 basic types of main clauses depending on the meaning they express. These are: declarative, imperative, interrogative and exclamatory. But in this section, we shall discuss only 3 types.

- a.** Declarative clause: Used to make statements or state a fact. For example;

Twi

- i. Kojo nom nsuo. “Kojo drinks water.”
- ii. Yaa daa *enora*. “Yaa slept last night”

Ewe: Danye *dāa* nu ye sia *fe*. “My mother always cooks”

Dagbani: Fuseni chani puuni Asibiri dali. “Fuseni goes to the farm every Saturday.”

Ga: Sowah hɔɔ blodo. ‘Sowah sells bread.’

- b.** Imperative clause: Gives a command/order, request, instruction or some advice. Imperative clauses may not require a subject. Below are some examples of imperative clauses;

Ewe

- i. *Va kaba*. “Come quickly.”
- ii. *Dzo* “Go”

Dagbani

- i. *Timi ma limina* “Give me money.”
- ii. *Kanima kpe* “Come here.”

Twi: *Kɔ fie*. “Go home.”

Ga: *Tee shi oya* ‘get up quickly’.

Self-Assessment – Let’s Check where you are

Can you give any examples of question words in your Ghanaian language of study?

Interrogative clauses end with a question mark. Examples are;

Twi: Hwan sika nie? “Whose money is this?”

Dagbani: A be ya? “Where are you?”

Ewe: *Nu ka tae wodzo?* “Why did they go?”

Ga: *Enyiɛ atswa?* ‘What is the time?’

Aside from main/independent clauses, there are also subordinate or dependent clauses as discussed below:

Subordinate clause

This is a clause that cannot stand alone as a complete sentence. It provides additional information to the main clause or depends on the main clause to give it meaning. Subordinate clauses are also referred to as dependent clauses. Subordinate clauses often use subordinate conjunctions to link them to the main clause; some examples are:

Ewe: Tsi dza hafi *ɲu* nake. “(it rained) before daybreak”

Esi dɔ nɔ ewum vevie la, eɖa nu. “Because he/she was very hungry, he/she cooked.”

Twɪ: Mɛkɔ Tafo ansa na maba. “I will go to Tafo before I come.”

Kofi nim no afiri sɛ ɔyɛ. “Kofi knows him/her because he/she is good.”

Ga: Kɛji mitee Ga lɛ, mahe baagi na ha bo. ‘If I go to Accra, I will buy you a bag.’

The examples of subordinate clauses are underlined in the sentences above.

The subordinate clause plays various roles in sentences; therefore, it has been classified into types. Let us now discuss the types.

Types and functions of subordinate clauses

There are three basic types of subordinate/dependent clauses, depending on their roles or functions. These are: noun (nominal) clause, adjectival (relative) clause, and adverbial clause.

- a. Relative clause: An adjectival clause that modifies a noun in the main clause. It begins with a relative pronoun (who, whom, whose, that, and which) or a relative adverb (when, where or why). Some examples of relative clauses are provided below.

Ewe

- i. Kafui xlɛ agbalɛ si fofoa nɛ la nyuie. “Kafui read the book that her father gave to her.”
- ii. Nyɔnu si fle avɔ etsɔ la dzo. “The woman who bought the clothes yesterday left”

Note that the underlined words are examples of relative clauses.

- b.** A noun clause: A dependent clause that performs the same function as a noun in a sentence. It can function like a subject or object (direct and indirect). Noun clauses and relative clauses may seem similar, but the noun clause takes the place of the noun in the sentence, whereas a relative clause describes the noun in the sentence.

Some examples of noun clauses are shown below.

Noun clause as a subject

Ewe: Nyɔnu si fle avɔ etsɔ la dzo. “The woman who bought the cloth yesterday has left”.

Noun clause as an object (direct or indirect)

Dagbani: N zo zayisi n ni da binsheli ti o. “My friend rejected what I bought for her”

Twɛ: Mehɣiaa ɔɔfoɔ no a ɔkumm gyata no. “I met the hunter who killed the lion.”

Sentence (i) above is an example of a noun clause functioning as a subject of the verb, and the examples in ii and iii form the noun clauses as objects respectively, and are all underlined.

- c.** Adverbial clause: An adverbial clause is a clause that plays the roles of an adverb in a sentence. It modifies a verb, an adjective, or another adverb in a sentence by providing information about time (when), place (where), manner (how) and other circumstances.

iii. *Some examples of adverbial clauses in some Ghanaian Languages can be found below:*

Ewe: Ne meɔ afea me la, nàdzo. “When I reached home, you will leave”

Míado go le tefe si ati kɔkɔ la le. “We shall meet at where the tall tree is”

The adverbial clauses are underlined in the sentences above.

Activity 4.9 Clause Definition

Explain a clause in your own words and share your answer with a classmate

Activity 4.10 Clause Types

In your groups, explain with illustrations the two types of clauses and present your work to the whole class

Activity 4.11 Types of Subordinate Clauses

1. In pairs, read the passage below and write down at least 2 examples of each of the following subordinate clauses found in the passage.
 - a. Noun clause.
 - b. Relative clause.
 - c. Adverbial clause.
2. Discuss your answers with others in class and identify any similarities and or differences in the answers of others for discussion and/or correction:

“Because I forgot my lunch, I went to the canteen where I met my friend, who was eating rice. Since I was hungry, I decided to buy some rice as well. After eating the rice, I rushed quickly and attended a meeting which lasted for two hours. After the meeting ended, I left the building, feeling relieved that it was over”.

Activity 4.12: Examples of clauses

In groups, create an example of each type of clause studied. Share with the class and identify the types of clauses shown in their examples, too.

PUNCTUATION MARKS

Punctuation marks are symbols used in writing to separate words, phrases and clauses in order to make the meaning very clear. They help to indicate pauses and show relationships between the words and phrases.

Types of Punctuation Marks and Their Uses

Full stop (.)

A sign that is put at the end of a sentence to show its end.

Uses of a full stop

1. It is used to end a sentence. For example;
 - a. *The student read a book.*
 - b. *The police officer slept soundly.*
2. It is used to show that an abbreviation has ended. For example: *Dr. TK., Mr.*

3. It is put at the end of a quoted phrase or sentence. For example;
 - a. *The doctor said, “You are responding to treatment”.*
 - b. *The teacher said that “There is no exam today”.*

Comma (,)

Uses of commas

1. To separate items in a list, a comma is used. The list may be words, phrases or clauses. For example;
 - a. *I went to the shop to buy soap, sponge, bucket and towel.*
 - b. *I have not seen the book, the table, and the chair.*
2. It is used to separate dates. For example: *He came on November 12, 2004*
3. It is used to separate adjectives that describe a noun. For example;
 - a. *The new, green book is missing.*
 - b. *I bought an old, huge, yellow building.*

Colon (:)

Uses of colons

A punctuation mark used to introduce a list of items, examples or explanations. For example;

1. *I have three favourite foods: banku, fufu and rice.*
2. *I have one belief: always say the truth.*

Semicolon (;)

Uses of semicolons

1. Used to separate two independent clauses. For example;
 - a. *I have a test tomorrow; I am reading all night.*
 - b. *I wanted to travel to Accra; the weather was rainy.*
2. To separate items in a list when those items themselves contain commas. For example: *The conference had attendees from Accra, Ghana; London, England; and Nairobi, Kenya.*

Apostrophe (')

Use of apostrophe

A punctuation mark used to show possession. For example: *His friend's bag is in the room.*

Quotation marks (“ ”)

Uses of quotation marks

1. Quotation marks are used to introduce direct speech, quotation and dialogue. The words within the marks have been spoken. For example;
 - a. *The head teacher said, “No lateness to school”.*
 - b. *Our parents warned us that, “Do not sleep without eating.”*
2. Quotation marks can also be used to show titles or subtitles. For example;
 - a. *I read the book “The Gods Are Not To Blame”*
 - b. *The article “The effects of galamsey” will be published soon.*

Hyphen (-)

Uses of hyphens

1. A hyphen is used to indicate a range. For example;
 - a. *Students go to school from Monday - Friday, January – December.*
 - b. *It stated between 1988 – 2023.*
2. It can be used to show the connection between two things. For example: *I need twenty - five oranges.*
3. It is used to connect compound words or names. For example: *Schools will re-open soon.*

Parentheses (())

Uses of Parentheses

1. Parentheses are used to provide clarity by enclosing additional information. It can be either a round bracket (()) or a square bracket ([]). For example:
 - a. *My parents’ cocoa farm (located in Togo) is fetching them more money.*
 - b. *The party is scheduled for tomorrow (not today)*
2. They are used to indicate a word or phrase that is added for explanation or clarification. For example;
 - a. *The teacher whose name is Josephine (Good mother) was here yesterday.*
 - b. *The twins (Atsu and Etse) are visiting us today.*

Dash (–)

Uses of a dash

A dash can be used in the place of a comma or colon. For example: *It wasn’t cold – it was really sunny.*

Slash (/)

A slash is a slanting line that is generally used instead of the conjunction 'or'.

Uses of the slash

1. Use instead of a conjunction. For example: *I have a coat and/or tie.*
2. It is used to separate alternatives. For example: *Do you like jollof /plain rice?*
3. To write the date. For example: *I am looking for the letter written on 5/6/2024*
4. To form abbreviations. For example: *w/o meaning without*
5. To separate lines in poetry, prose and song. For example: "*Hell hath no limits, nor is circumscribed/In one self place, for where we are is hell/And where hell is must we ever be.*" ('Doctor Faustus' by Christopher Marlowe)
6. Used instead of the term per. For example: *I drove for 35km/hr*

Exclamation mark (!)

Use of exclamation marks

It shows the end of an exclamatory or imperative sentence to depict strong emotions. For example;

1. *Jump!*
2. *Speak out!*
3. *Wow!*
4. *Marvellous!*

Question mark (?)

Uses of question marks

It comes at the final part of an interrogative sentence. Examples;

1. *What is the time?*
2. *How many students came?*
3. *Did you sleep well?*

Ellipses (...)

Uses of ellipses

It indicates omission of a word, phrase or sentence. For example: *He mentioned the ingredients. "palm oil, meat, okro, onion..."*

Diacritics and their functions

A **diacritic** is a mark put on, above, below or through a letter to indicate tone or meaning in both pronunciation and orthography. Some examples of diacritics used by some Ghanaian Languages are;

Table 4.6: Examples of diacritics

Language	Diacritics (Tone)	Examples of words
Ewe	high tone (´): é,í, low tone (`): ò nasal (̃): ã,õ,ũ,ĩ,ẽ,-	lé ‘hold’, mí ‘we/us’ wò ‘you-2 nd person singular’ hiã ‘need’ lõ ‘to bring something down from fire, fũu ‘many’ lĩ- ‘erection’, fiẽ ‘evening’, kpl- ‘table’
Ga	high tone (´): é,í, low tone (`): ò nasal (̃): ã,õ,ũ,ĩ,ẽ,-	Bi ‘ask’ Ba to beg Fã ‘tendon’
Dagbani	high tone (´): é,í, low tone (`): ò nasal (̃): ã,õ,ũ,ĩ,ẽ,-	
Twi	high tone (´): é,í, low tone (`): ò nasal (̃): ã,õ,ũ,ĩ,ẽ,-	

Functions of diacritics

Diacritics are used to;

- Differentiate the meaning between two similar words. Example:
Ewe
wo (them), wò- (you)
- help in the accurate pronunciation of words.

Activity 4.13 Punctuation

- In pairs, explain the use of the following punctuation marks;
 - full stop
 - Comma

- c. Semicolon
- d. hyphen.

2. Compare your answers to those of another pair.

Activity 4.14 Punctuation Exercise

In groups, punctuate the following sentences, and explain your decisions.

1. By the time I got to the bus stop it already gone
2. My friends Abba Enyonam Dzifa and Kuma will visit us next week.
3. The correct answer is sixty one
4. Her name is Abena
5. My parents house is in the village.

Activity 4.15 Passage Punctuation

1. In groups, punctuate the passage below to give it meaning.
2. Give reasons for your choice of the punctuation marks accordingly.

The impact of climate change on global food system is a pressing concern for policy makers rising temperatures and altered precipitation patterns are expected to significantly affect crop yields and food availability in vulnerable regions moreover the consequences of climate changes are likely to affect low income and marginalised communities who are already struggle with food insecurity more the need for sustainable and equitable solutions to address these challenges is imperative

Activity 4.16 Use of Diacritics

In groups, use the following diacritics to differentiate between two similar words.

1. High tone (x2)
2. Low tone (x2)
3. Nasal

EXTENDED READING

- Watch the suggested video for more and further reading on types of phrases
https://youtu.be/iKQg9_dvhuw
- Read the suggested link to know more about the types of Phrases
<https://chompchomp.com/terms/phrase.pdf>
- Read the link below on clause and their types.
<https://catalogimages.wiley.com/images/db/pdf/0764563939.excerpt01.pdf>.
- Read the link below for further knowledge.
<https://www.grammarly.com/blog/grammar/clauses/>.
- Read the link below on relative clauses
<https://www.unr.edu/writing-speaking-center/writing-speaking-resources/relative-clauses-pronouns-adverbs>.
- Read the suggested link to learn more about the slash as a punctuation mark. <https://byjus.com/english/slash/>.



REVIEW QUESTIONS

1. Explain what a phrase is in your own words.
2. State 4 types of phrases in your Ghanaian language of study and give at least 2 examples of each of the 4 types that you have stated.
3. Write two sentences and show at least 3 types of phrases used in them.
4. In your own words, explain what a clause is.
5.
 - a. Write down the two main types of clauses and explain them briefly.
 - b. Write down two sentences each to support your answer in (2i) above.
6.
 - a. Read the passage below on your own and identify all the types of subordinate clauses in it and write them down.
 - b. Identify any two adverbial clauses in the passage and write them down.

As I walked into the room, I noticed the beautiful painting on the wall, which was created by my favourite artist. Because I had studied art history, I recognised the style immediately. Although the colours seemed muted, the overall effect was stunning. Since I have always admired painting, I felt drawn to the piece. While examining it closely, I discovered a small signature in the corner.

7. State 5 different punctuation marks in your language of study.
8. Use the 3 punctuation marks stated above in your own sentences appropriately.
9. In your own words, explain what diacritics are.
10. On your own, write at least 2 words in your language that use diacritics and use those words to form 3 sentences each.

SECTION

5

COMPOSITION AND TRANSLATION

LANGUAGE AND USAGE

Text Composition, Interpretation and Translation

INTRODUCTION

This section introduces the learner to the concepts of text composition and translation. In the composition section, you will explore types of composition and how to compose essays. The two types of essays this section will focus on are formal and informal essays. You will be equipped with the knowledge and skills to be able to identify the types of essays and compose essays in your respective Ghanaian languages of study. The section will also discuss the translation of texts from a source language into a Ghanaian language. The various types of translation, including word-for-word, meaning-based, and unduly free, etc. will be discussed. You will be equipped with the knowledge and skills to be able to identify types of translation and be able to translate given texts to and from a Ghanaian language of study.

KEY IDEAS

- A formal letter is addressed to a professional.
- An informal letter is sent to a relative, friend or acquaintance.
- Composition is how a writer structures his/her ideas in their writing.
- Speech writing conveys a thought or message through writing.
- Translation is rendering a meaning from one language to another.

COMPOSITION

Composition refers to the way a writer structures a piece of writing. The four modes of composition, which were codified in the 19th century, are description, narration, exposition and argumentation. Good writing can include elements of multiple modes of composition.

Types of Essays

There are four major types of essays. These are descriptive, narrative, expository, and argumentative essays.

Descriptive essay

This is the type of essay that requires students to describe something, namely an object, person, place, experience, emotion, situation, event, etc. For example, writing an essay to describe your family or hometown will constitute a descriptive essay. Below is an example:

My family at home

My family lives in a small house. It's simple but pretty. It has a large garden. I like to work in the garden, but my sister hates working in the garden. She prefers to read. She reads in the morning, in the afternoon and at night.

I give all of the vegetables to Mum and Dad. They like to cook in our small kitchen. I eat any vegetable, but my sister eats only a few.

My family always eats breakfast and dinner together. We talk. We laugh. Then my sister washes the dishes.

At night, Dad likes to listen to music. Mom works on the computer. I watch television. And my sister reads.

Soon we go to bed. My parents go to bed late, but my sister and I go to bed early. I'm ready to go to sleep, but my sister wants to keep reading.

Narrative essay

This type of essay includes a story about a personal experience told from the writer's or author's point of view. Storytelling elements are used to engage the learners. For example, a composition about your first day at your current school or a certain event becomes a narrative essay. In this essay, you share your personal experience at the school or at the event.

Expository essay

This type of essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other points of view. This essay requires the writer to explore various viewpoints of a particular topic to provide information in an objective manner. It provides information about the subject matter of the essay. For example, in an essay on Ghana's independence, the writer will provide historical facts about the date of independence, the key persons involved in the struggle for independence, post-independence governance, etc.

Argumentative essay

This type of essay requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning the idea clearly

and concisely. For example, ‘females holding higher national offices are more tolerant than their male counterparts’. This subject matter requires the learner to outline and advance their points of view based on facts. In doing so, they argue either for or against the topic.

The following are some more examples of argumentative essay topics:

1. State which of the following individuals is more important. A teacher or a medical doctor.
2. A farmer and an engineer, who is more important in a society?
3. Choose between a boarding system and a day-school system and explain the reason for your choice.
4. Which of the following do you prefer? A single sex school or a mixed sex school?

Structure of an Essay

An essay consists of three main parts, namely the introduction, body, and conclusion.

Introduction

This is an opening hook: This part presents your topic and thesis statement. You start this part with a question, statistics, or a statement that catches the reader’s attention. In this part, you provide relevant background information that the readers need to know.

Body paragraph

This part presents your in-depth analysis, narration, arguments, etc. Here you present the topic sentences, a relevant argumentative topic and explain with evidence to support the argument, narration, explanations, etc. The following may constitute the body of an argumentative essay

- A transition sentence to the next paragraph.
- Present another topic about the second argument and explain with evidence to support.
- Another transition sentence to the next paragraph.
- Present topic sentence about counterargument.
- Explain and provide evidence to show to what extent it is true.
- Refute that counterargument and transition to the conclusion.

Conclusion

A conclusion is the part where the writer wraps up his or her ideas. The following are steps to writing a conclusion.

- o Summarise the main points.

- Restate the position taken.
- Provide a closing sentence/remark.

Activity 5.1 Argumentative essays

1. In your own words, define what an argumentative essay is and explain its features.
2. Think about discussions or arguments that you've had in real life. What was the argument about? What were the points to consider? Was it successfully resolved?

Activity 5.2 Role Play

In pairs role-play an argument in which one of you is strongly for and one of you is strongly against this topic: "Spending time with friends and family is more important than studying"

Activity 5.3 Essay compositions

1. "Boarding students tend to perform better academically than day students". Write a 350-word argumentative essay either for or against this statement. Share your position with the whole class.
2. In groups, discuss whether open-pit mining should be banned. You should consider the economic, social and environmental impacts of this decision. Then, write a three-paragraph essay presenting your views. Share your essay with the whole class for evaluation and questioning.

Activity 5.4 Feedback

When listening to other groups' presentations, consider these questions;

1. How does the topic influence the use of evidence and reasoning in the essay?
2. Analyse how the speaker/writer addresses potential counterarguments. Is it effective? Why or why not?
3. What are some potential limitations or biases in the speaker/writer's argument?
4. How do these impact the overall effectiveness of the essay?

5. How does the speaker's/writer's tone contribute to the overall persuasiveness of the argument?

SPEECH AND ARTICLE WRITING

Explanation of Speech Writing and Articles

Speech writing

Speech writing is the method of conveying a thought or message to a reader using the correct punctuation and expression. Speech writing is not much different from any other form of narrative writing.

An article

This is a kind of writing that is written to reach a massive audience with the help of the press. In the case of article writing, the press refers to the publishing houses of newspapers, magazines, journals, etc.

Format For Writing A Speech

After having analysed your audience, selected a topic, collected supporting materials, and written an outline, it is time to write the speech.

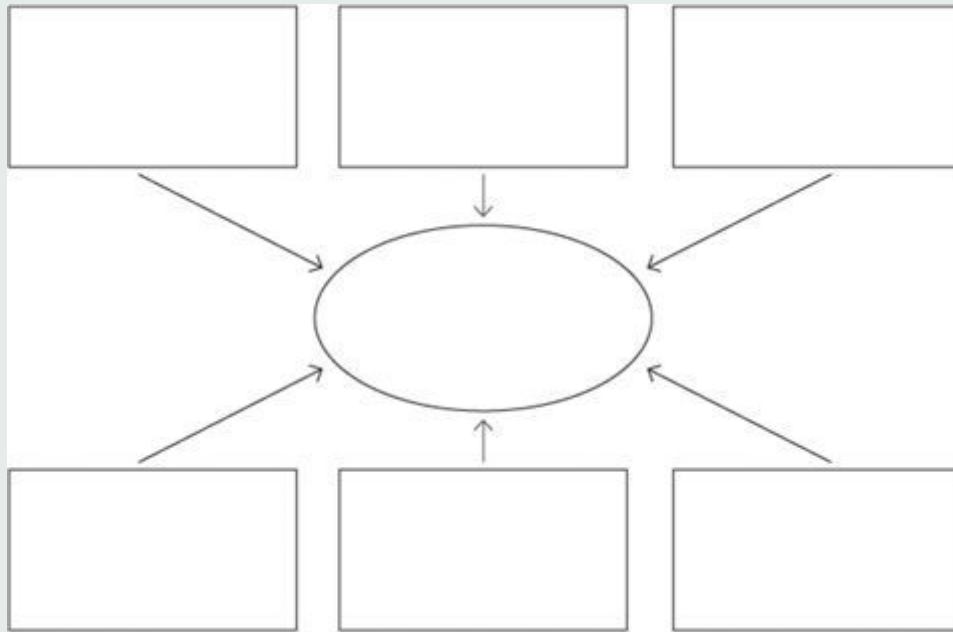
Components of a speech

The speech should be made up of these four parts.

1. **Salutation:** The very first step is greeting the audience and introducing yourself. Provide them with a warm welcome. For example, Dear Colleagues, Fellow Ghanaians, Honourable Members, Your Royal Highness, etc.
2. **Introduction:** In the introduction, you introduce the issue to your audience. For example, I come before you this afternoon to bring you an update on our fight against various crimes in our communities.
3. **Body of speech:** Here, you should be aware of all the aspects of the topic that you will be speaking about. This is the place to provide in-depth information about the subject matter.
4. **Conclusion:** In the conclusion, you always try and leave your audience with something that they keep thinking about. For example, I have presented the efforts being made and your civic responsibilities towards combating the rapid spread of malaria in our urban cities. It is our hope that all citizens will join in the efforts to eradicate malaria in our communities.

Activity 5.5 Features of Speeches

Use the template below to discuss the features of speeches.



Activity 5.6 Identification of the structure of a speech

In pairs, study the structure of the speech below and identify the features as follows: the salutation, introduction, body, and conclusion. Share your thoughts with the whole class for discussion.

Dear teachers and friends,

Good morning to all of you! Today, on the occasion of “World Health Day”, I, Akua Ajele, am going to speak to you about the importance of regular exercise. People need to be active to be healthy. Our modern lifestyle and all the conveniences we have become used to have to be very strenuous to improve our health. This goal can be reached by building physical activities into your daily routine. People often say getting started is the hardest part. So, friends, start today and do not give up.

How to Write an Article

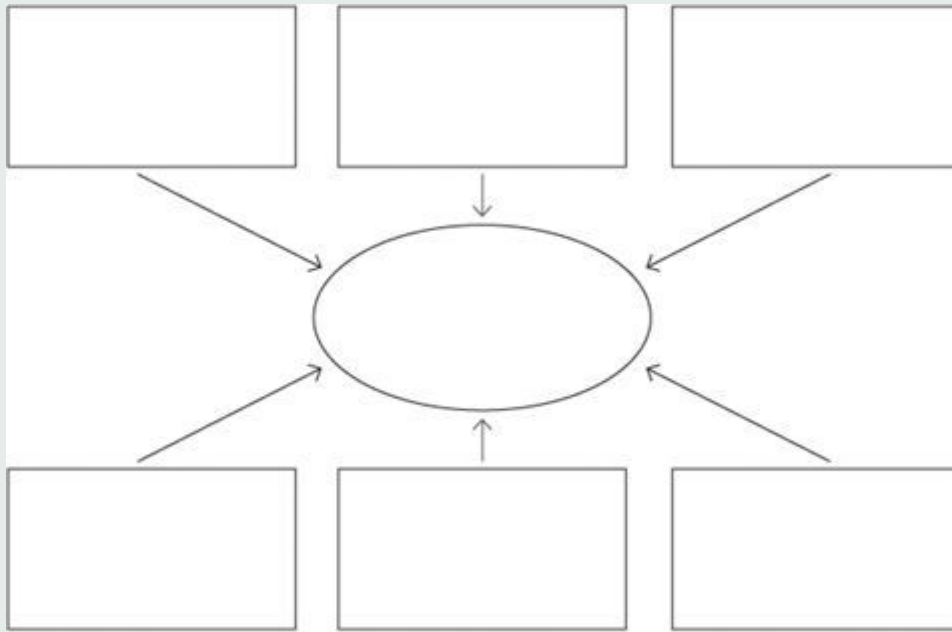
The following are the steps in writing an article:

1. Choose your topic. An ideal topic is focused enough to address in a single article.
2. Think about your target audience. What questions are they asking about this topic?

3. Gather your facts, information and data.
4. Write an outline, including the headers.
5. Write your rough draft.
6. Edit your draft.

Activity 5.7 Features of Articles

Use the template below to discuss the features of articles.



Sample article

The significance of the Mother Tongue in learning

As high school learners, you may have found yourselves switching between languages in your daily lives, from speaking with family and friends to studying in the classroom. However, have you ever stopped to think about the importance of your mother tongue in your educational journey?

Research has consistently shown that learners who are proficient in their mother tongue tend to perform better academically, especially in subjects like reading and writing. This is because one's mother tongue provides a strong foundation for language skills, making it easier to learn additional languages and understand complex concepts.

Furthermore, using one's mother tongue helps to foster a deeper understanding of cultural heritage and identity. Language is often closely tied to culture, and being able to communicate in one's mother tongue allows learners to connect with their roots and appreciate their unique cultural background.

In addition, studies have also demonstrated that learners who are fluent in their mother tongue tend to have better cognitive skills, including memory, problem-solving, and critical thinking. This is because the mother tongue is often the language most deeply ingrained in the learner's mind, allowing for more effective communication and processing of information.

In conclusion, the use of one's mother tongue is essential for academic success, cultural identity, and cognitive development. As high school learners, it is important to embrace and cultivate your mother tongue, even as you learn additional languages and navigate the demands of your academic career.

Activity 5.8 Article/ Speech composition

In groups, compose a three-paragraph article or speech on this topic: improvements in my school. Ensure that you include all the necessary features as mentioned above. Be ready to present your article/ speech for discussion

FORMAL LETTER AND ITS FEATURES

Self-Assessment – Let's Check where you are

Before we move on to study the types of letters, from memory, note down the four types of essay and their features.

Formal Letter

A formal letter is a letter written for a professional setting that follows certain guidelines and formats. It usually adheres to conventional standards and utilises a ceremonious choice of language that is appropriate for official correspondence.

A formal letter can be used in various scenarios that require communication with professional contacts or authorities. Some examples of such authorities include Headmaster, Editors, Managing Director, Reverend Ministers, Ministers of State, Chiefs, District/Municipal Chief Executives, etc.

Features of a formal letter

The following are the features of a formal letter.

1. **Writer's address:** This is the first part of the letter. You put your address as the sender in the top right-hand corner. Let's note that, depending

on the format being used, you can put your address at the top left-hand corner of the letter.

2. **Date:** This is the date on the day you are writing the letter.
3. **Receiver's address:** The recipient's name/office and address on the left-hand side.
4. **Salutation:** A correct opening salutation (e.g. Dear Sir/Madam, Dear Mrs. Smith, Dear Editor, etc.)
5. **Heading/topic:** A suitable heading or title of the reason why you are writing the letter is required in block/capital letters. This is summarised from the question.
6. **Introduction:** A suitable and precisely worded opening sentence to introduce the reason for the letter.
7. **Paragraphs:** Each point made needs to have its own paragraph. Using paragraphs as a structure helps the recipient to understand the points being made in the letter.
8. **Conclusion/closing statement:** In the letter, the sender should restate the main point of the letter.

When writing a formal letter, it is important to be clear, concise, and professional. Make sure to use the appropriate tone, avoiding emotive language, and follow the correct format and structure to ensure your message is taken seriously. Make sure to check that the punctuation and grammar are correct before sending.

Activity 5.9 Features of a letter

Create a presentation on the features of a formal letter to share with the class.

Activity 5.10 Writing Formal Letters

In groups, write a three-paragraph formal letter to the chief of your hometown to present to him three projects that need to be completed in your town. Make a presentation of your letter focusing on the features of the letter for a whole-class discussion.

INFORMAL LETTER

Informal letters are personal letters that are written to let your friends or family know about what is going on in your life and to convey your regards. Informal

letters are usually written to a family member, a close acquaintance, or a friend. J. The following are the tips.

Features of an informal letter

The following are the features of an informal letter.

1. Address of the writer: Your address is the first thing you should write. You need to write this at the top right corner of the page. It serves as the letter's starting point. It is required that you provide your entire address and your postcode, if any.
2. Date: The date that you are writing the letter must be written beneath the address.
3. Greeting: A casual greeting like "Dear Mom" or "Dear Alan", "Dear friend", "Hi Jane", "Hello Kofi", etc.
4. Introduction: The tone of the letter is established in the first paragraph. You might start by inquiring about the recipient's well-being. You might also state that you hope they get the letter in good health and spirits. The first line of an informal letter should be light-hearted and welcoming.
5. Body: The tone of the letter should be welcoming throughout. However, depending on who you are writing to, you will need to change the terminology and choice of phrases. You may be casual when addressing a friend, but when writing to an elderly relative, for example, a parent, you must be courteous and considerate.
6. Conclusion: Here you sum up the purpose of writing the letter in the last paragraph, i.e. summarise the letter. Give the reader a heartfelt and thoughtful farewell. Also, don't forget to ask the reader to respond to your letter by writing back. It demonstrates a desire to continue the dialogue.
7. Signature: There is no one-size-fits-all approach to signing off informal correspondence. You may sign off as you choose because it depends on whom you are writing to. The following are some regularly used phrases for closings:
 - a. Lots of love
 - b. Best
 - c. Best wishes
 - d. Warm regards
 - e. Warmly
 - f. Stay well
 - g. Many thanks

You should note that for informal letters, the language used is basically personal and private. We write to people who are very familiar to us, such as friends and

relatives. Therefore, make sure you use the appropriate tone, language, and follow the format and structure of informal letter writing.

Activity 5.11 Features of an informal letter

1. Revise formal letters by noting down their features.
2. When is an informal letter appropriate (as opposed to a formal letter)?
3. Create a presentation on the features of an informal letter for class discussion.

Sample of an informal letter

Letter to a Friend

Hi, Fred!

It's been a while since we were in touch. How has your semester been?

I wanted to send an email update to you to let you know how things have been going during my semester at the University abroad. I've already been here for six weeks, and I feel like I am finally adapting to the environment and culture. I'm also speaking the language more fluently.

I arrived during the first week of September. The weather has been very nice. Even though it's October, it's still rather sunny and warm. In fact, I went to the beach and swam in the Mediterranean Sea earlier today.

I am living with a very welcoming host family. I have my private bedroom, but we eat breakfast, lunch, and dinner together. On Sundays, we eat a big home-cooked paella for lunch. In Spain, lunch is usually the biggest meal of the day. It's also very common for people to take a midday nap right after a big meal. I am just waking up from my nap right now!

On weekdays, I take classes at the local university. There, I met several native Spanish speakers. They have been very kind and patient with me. At first, I struggled to comprehend their Spanish, but now I understand most of our conversations. They have commented that my Spanish has improved a lot since we first met. Now, I am more confident to use the language in other places like stores and restaurants.

I am so glad that I decided to spend the semester here in Spain. We have an extended weekend coming up, so a group of my friends and I are going to travel to France for four days. It's so easy and inexpensive to travel internationally in Europe. I love it!

I look forward to hearing from you soon. Like I said, don't hesitate to stay in touch more often. Perhaps you could even come to visit! What do you think?

Best wishes,

Patrick

Source of text.

Activity 5.12 Informal letter writing

In a group, write a three-paragraph informal letter to your friend telling him/her about your holiday. Present your work to the whole class, focusing on the features of the letter.

TRANSLATION

Translation refers to the process of rendering a text from one language into another. The language from which the translation is made will be called the source language, and the language into which it is translated is called the receptor/target language.

Tips for Translation

Translation requires a structured approach that develops one's skills in analysing, understanding, and rendering texts from one language to another. The following is a step-by-step guide:

1. Introduction basics: Understand the difference between translation and interpretation, and the importance of cultural context.
2. Develop reading skills: Ensure that you can read and understand the source text/language.
3. Analyse texts: Identify the text types, tone, purpose, and intended audience.
4. Focus on translation techniques: Cover strategies such as:
 - a. Literal vs. free translation
 - b. Cultural equivalence
 - c. Idiomatic expression
 - d. Collocations
5. Practice translation exercises: Start with simple texts and gradually move to more complex ones.
6. Emphasise accuracy and fidelity: Prioritise meaning and context over literal rendering.
7. Use technology and other resources: Utilise translation software, dictionaries, and online resources to aid learning.

8. Peer review and feedback: Review and provide constructive feedback on each other's translations.
9. Progress to specialised texts: Move on to domain-specific texts (e.g. legal, medical, or technical) to develop expertise.
10. Continue practising: Seek opportunities to keep practising and improving your translation skills.

Types of Translation

There are several types of translation. However, this lesson will focus on the following types.

1. *Literal translation*: Word-for-word translation that prioritises accuracy over fluency.
2. *Free translation*: This type of translation is a more natural, idiomatic translation that conveys the overall meaning and tone.
3. *Cultural translation*: In this translation, texts are adapted to accommodate cultural differences and nuances.
4. *Formal translation*: This type focuses on translating to convey the same level of formality as the source text.
5. *Interpretation*: This is an oral translation, which is often used at conferences, meetings, or legal proceedings.
6. *Unduly free translation*: Translation that is too liberal or excessive in its interpretation, deriving significantly from the original text's meaning, tone, or intent. This type of translation may add or remove content not present in the original text.
7. *Meaning-based translation*: It is a type that prioritises conveying the overall meaning and intent of the original text, rather than focusing solely on literal or word-for-word translation. This approach considers context, intent, nuances, and equivalence.

Translation Practice

The following are some translation practice exercises.

1. Simple sentences: Translate simple sentences from one language to another, focusing on accuracy and grammar.
2. Idiomatic expressions: Practice translating idiomatic expressions, colloquialisms, and phrasal verbs.
3. Short paragraphs: Translate short paragraphs to practise conveying meaning of the text.

4. Domain-specific texts: Translate texts related to specific domain (e.g. legal, medical, technical, etc.) to practise specialised vocabulary and terminology.
5. Literary texts: Translate literary texts (e.g. poetry, drama, and short stories) to practise conveying tone, style, and nuances
6. News articles: Translate news articles to practise conveying factual information and objective tone.
7. Dialogue: Translate dialogues (e.g. conversations, interviews) to practise conveying speaker intent and tone.
8. Comparative translation: Compare your translation with others (e.g. professional translations, machine translations) to refine your skills.
9. Self-translation: Write a text in one language and translate it into another language to practise clarity and accuracy.
10. Peer review: Exchange translations with a partner and provide constructive feedback to improve each other's skills.

Activity 5.13 What is translation?

1. Explain what translation is.
2. List three types of translation.
3. Discuss at least three types of translation.
4. Discuss three things that need to be considered when translating.

Activity 5.14 Translation into a Ghanaian language

In groups, translate the text below into your Ghanaian language of study. Share your translated texts with the whole class for discussion.

The Environment

In our modern world, there are many factors that place the well-being of the planet in jeopardy. While some people have the opinion that environmental problems are just a natural occurrence, others believe that human beings have a huge impact on the environment. Regardless of your viewpoint, take into consideration the following factors that place our environment as well as the planet Earth in danger.

Global warming or climate change is a major contributing factor to environmental damage. Because of global warming, we have seen an increase in melting ice caps, a rise in sea levels, and the formation of new weather patterns. These weather patterns have caused stronger storms, droughts, and flooding in places where they formerly did not occur.

Air pollution is primarily caused as a result of excessive and unregulated emissions of carbon dioxide into the air. Pollutants mostly emerge from the burning of fossil fuels, in addition to chemicals, toxic substances, and improper waste disposal. Air pollutants are absorbed into the atmosphere, and they can cause smog, a combination of smoke and fog, in valleys as well as produce acidic precipitation in areas far away from the pollution source.

In many areas, people and local governments do not sustainably use their natural resources. Mining for natural gas, deforestation, and even improper use of water resources can have tremendous effects on the environment. While these strategies often attempt to boost local economies, their effects can lead to oil spills, interrupted animal habitats, and droughts.

Ultimately, the effects of the modern world on the environment can lead to many problems. Human beings need to consider the repercussions of their actions, trying to reduce, reuse, and recycle materials while establishing environmentally sustainable habits. If measures are not taken to protect the environment, we can potentially witness the extinction of more endangered species, worldwide pollution, and a completely uninhabitable planet.

Activity 5.15 Translation into English language

In groups, translate the short text below from your Ghanaian language of study into English. Share your translated texts with the whole class for discussion.

My Wonderful Family

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends, we all play board games together. We laugh and always have a good time. I love my family very much.

EXTENDED READING

- Holmes, J.S. (Ed.). (2011). *The nature of translation: Essays on the theory and practice of literary translation*, vol. 1. Walter de Gruyter.

- Reiss, K., & Vermeer, H. J. (2014). *Towards a General Theory of Translational Action: Skopos Theory Explained*. Routledge.
- Simpson, L. A. (2000). *Mfantse kasa nkyerɛwee ho akwankyerɛ*. Manuscript, University of Education, Winneba.

REVIEW QUESTIONS

1. Define an argumentative essay and explain its features.
2. In your own words, what is speech writing?
3. How do you understand the concept, 'article writing'?
4. List and explain three types of translation.
5. In 350 words, write an essay indicating your position; either for or against the motion, "Is sustainable agriculture a viable solution to global food security?"
6. Write a three-paragraph letter inviting a friend to your birthday party.
7. "Schools should prioritise STEM education over the Arts". Discuss three reasons why you would either support or not support this motion.
8. Write at least a three-paragraph article on the impact of tourism on the environment.
9. Write a letter to the District/Municipal/Metropolitan Chief Executive in your district/municipal/metropolitan assembly and discuss at least three changes in your town in recent years. These changes should be both positive and negative.

SECTION

6

MARRIAGE RITES

CULTURAL PRACTICES AND GOVERNANCE

Cultural Practices

INTRODUCTION

This section discusses marriage as a traditional institution and as a cultural rite. It focuses on the concept of traditional marriage and marriage rites, types of marriage as well as the significance of marriage rites. The processes involved in performing marriage rites in traditional societies will also be introduced. The knowledge in this section will help you to get a better understanding of marriage in your culture and other cultures. You will discuss the performance of marriage rites in other cultures as well as modern trends that have affected traditional marriage rites. Foundational knowledge and functional knowledge of marriage in other cultures will aid in better understanding of each other. You will understand the importance of culture preservation, cultural transmission as well as promotion of moral uprightness.

KEY IDEAS

- Marriage is the union of a man and a woman.
- Marriage rites are rites that are performed according to beliefs, values and systems of a particular culture of a community.
- Marriage rites have been affected in recent times by human and gender equality, education empowerment, religious influences, legal reforms and urbanisation among others.
- There are 3 types of marriage, namely customary marriage, marriage under ordinance and Islamic marriage.
- The impact of modernity on the performance of marriage rites can be mitigated through cultural revitalisation, intergenerational dialogue and social pressures.

MARRIAGE

Self-Assessment – Let's Check where you are

Look at the images below and tell a colleague how you define marriage



A



B

Figure 6.1: Traditional marriage ceremony

What is Marriage?

Marriage is the culturally and often legally recognised union of a man and woman who have agreed to live as husband and wife. This is a formal union of two people and is legally recognised. It establishes the rights and obligations that exist between a man and a woman. It is a formal legal and social contract between a man and a woman to live together and be recognised as husband and wife. There should be an agreement between the two families for the marriage to be recognised.

Activity 6.1 Concept of marriage rites

1. Share your understanding of the concept of marriage rites with a classmate after watching this video on marriage rites: [click here](#).
2. Compare your findings with your group.



Marriage Rites

This is the traditional ceremony and rites that are done to mark the beginning of a marital union between a man and a woman. In Ghana, the performance of marriage rites involves the families of the man and woman who are coming

together as husband and wife. The ceremony and rites vary from society to society.



Figure 6.2: Marriage rites.

Figure 6.2 shows family members witnessing a marriage rite of a girl. In the picture, the husband-to-be has knelt in front of the would-be wife. The would-be wife is dressed traditionally. The groom is wearing traditional white wear with his beads. The elders are also dressed traditionally.

Significance of marriage and marriage rites

Marriage rites are significant in Ghanaian societies. Some significant features of marriage and marriage rites are: preservation of culture, transmission of culture, promotion of moral uprightness, legitimisation of children born to the family, companionship, unity, security, support, etc.

1. *Preservation of culture:* Marriage ceremonies and the rites that are performed are mostly based on the culture of the people. There may be variations due to contemporary issues as compared to past times, but the tradition and the main frame remain the same. This shows how the culture is being preserved.
2. *Transmission of culture:* Activities such as the consultation of families, presentation of bride wealth by the groom's family, and the acceptance of the man by the bride's family are part of the marriage ceremony. These activities serve by transmitting the culture from generation to generation.
3. *Respect and Honour:* The marriage ceremony serves as an honour and gives dignity to the couple and their families. In the eyes of the people, the couple is responsible. They are ready to take up responsibilities in marriage. This gives them social recognition and dignity in society.

4. *Promotion of moral uprightness:* It allows for legitimate sex. It is required of the couple to be intimate with each other and not with any other. This is especially expected of the wife. This is a traditional way of monitoring illicit sex and adultery of both men and women.
5. *Unity:* Marriage ceremonies are performed with the involvement of the family of the man and the family of the woman who are getting married. The involvement of the two families, as well as their friends, brings unity. They all share in the joy, celebrate success and get to know each other. In modern times, there are cross marriages between tribes and regions. This brings them together and it promotes peace amongst the tribes and regions. The unity between the tribes and regions affects the nation at large.
6. *Legitimises children born to the family:* Children who are born to married couples become legitimate. Marriage gives the children a sense of belonging to a clan and also gives them the right to inherit their parents' property legally. In addition, marriage gives the opportunity to trace the lineage of children.
7. *Companionship:* People marry to provide companionship and support for each other. Marriage solves the problem of loneliness. It gives an opportunity to the couple to support each other, share ideas and their joy or good moments. Marriage, therefore, helps to reduce the problems of emotional depression and the hardships of loneliness.
8. *Procreation:* Marriage provides a lawful or legitimate avenue by which children are born into the family or community. Marriage, therefore, enables society to naturally bring in new members through legitimate or socially acceptable means. Children born outside marriage do not receive the respect of society.

Activity 6.2 Marriage Types

In your groups, discuss the types of marriage that you are aware of in your community and share your answers with another group.

Types of marriage

Different types of marriage exist globally, and Ghana is no exception. In Ghana, the marriage types are customary marriage, marriage under ordinance and Islamic marriage.

Islamic Marriage: A sacred union between a Muslim man and woman to live a life of tranquillity, mutual support and companionship. It is also known as Nikah.

Marriage under ordinance: A type of marriage ceremony conducted under the Marriage Ordinance, a law governing marriage registration and procedures. This type of marriage is strictly monogamous.

Customary marriage: Also known as traditional or indigenous marriage, refers to a union between two individuals, mainly a man and woman, based on the customs, traditions and laws of a particular ethnic or cultural group. There are many differences in customs depending on the ethnic group in Ghana. In customary marriage, the essential details of the couple's families are taken into consideration, and an investigation is conducted into the families to find out if there is anything that would hinder the marriage.

We will discuss customary marriage in this section.

There are different forms of customary marriage among the different ethnic groups. Look at some samples of customary marriages in the different Ghanaian societies.

Ga: Yoohewiemo, Hebaatsɛɛ, Musunɔtswaa.

Ewe: Dutasrɔ̃, Fomesrɔ̃, Ahiasrɔ̃, Akotsotsosrɔ̃

Ashanti: Ayitɛ, kuna, asiwa, awarepa,

Mfantse: adehyewar, esiwaa, wɔfaba/abusua, ayitsɛw,

Dagombas: Dieŋ, Nyuyu ŋmabu, Dɔyiripaya, payipin,

Activity 6.3 Processes involved in marriage rite performance

1. Share the process involved in the performance of marriage rites in your society with a colleague after watching this video <https://youtu.be/HheDn7vZDR0>
2. Compare the above video with this <https://youtu.be/6oGSCJBjHPM> and share your views with another group.



Processes Involved in Performing Marriage Rites

The processes involved in performing marriage rites vary from culture to culture among the people of Ghana. Each culture has its own marriage process, though there may be similarities. Below are some processes for some cultures:

Before marriage

In the Akan culture, specifically among the Asantes, it is the father who marries his son. Before the actual marriage, a lot of investigation is conducted into both families. The investigation done by each family includes checking on the health of the family such as that there are no communicable diseases such as leprosy, tuberculosis, epilepsy; good conduct such as respect and honesty exist in the family, and no existence of social vices such as drunkenness, stinginess, armed robbery, laziness, thievery are present. The Akan investigates to make sure the would-be couples are not related by blood and the family has good character traits. They also check if the family is loving, kind and peaceful. The family also check for hard work and commitment.

During the Marriage

A date is fixed for the marriage rites when both the man and woman have agreed to get married. Among the Akan, the marriage ceremony is fixed on a Saturday or a Monday as they believe these are peaceful days. The man patiently prepares to marry the lady he has chosen. Most items that are presented during the ceremony are money and drinks. Some of the items include the following:

Nhunianinu-nsa/ƙƙƙƙƙ/ƙƙo-ankyi-bɔ (Knocking fee): This is a drink that the man's family (husband to be) offers to the lady's father to fix a date for the actual marriage ceremony. Most often, it is a bottle of Schnapps and a small amount of money. This act paves the way for the man to visit the lady in her home without any questioning. It is at this point that the man goes to introduce himself (knock) and announces that he wants to marry the lady.

Tiri-Nsa (dowry): This is given to serve as evidence that the man has married the woman. It traditionally consists of money and schnapps.

Tiri-adeɛ (bride price): This is the amount of money given to the woman by the man's family as capital. The amount must be substantial, and sometimes it is used towards property for the family.

Akontagye-sekan (brother-in-law's price): This is the amount of money given to the brother-in-law of the woman to be married for protecting his sister before and after the marriage. Normally, it is the woman's brother who names the amount to be given to him by the husband.

Danta (bride's father's price): This is the money given to the woman's father as compensation for the bed he bought for his daughter to sleep on when she was young. The money is given by the husband-to-be. Often, it is the woman's father who decides on the amount he wants.

Ase-kete anaa tamboba (bride's mother's price): The husband-to-be gives this money to the would-be bride's mother.

After marriage

At the end of the marriage ceremony and presentation of all items, pieces of advice are given to the new couple. They are further given counsellors whom they can go to for counselling during the marriage. *Mpaecyie*, which is a form of libation, is performed to thank God, the ancestors and the deities, as well as all present at the ceremony. A day is then fixed for the man to take the woman home. All activities that occur on this day are referred to as *nkunkyirenn*a (sleeping behind a husband). On her first day, the wife cooks food referred to as *kuntunku*. The food is cooked in large quantities.

Activity 6.4 Group work on the Significance of Marriage

In groups, discuss the reasons for marriage and at least five ways in which it is significant. Present your findings to the whole class.

Activity 6.5 Traditional marriage performance

Watch the video on traditional marriage performance ([click here](https://youtu.be/TJtcUyodxSU)) <https://youtu.be/TJtcUyodxSU>. Discuss the content of the video, paying attention to the customs, the processes involved in the marriage process, and the role of women and men.



Activity 6.6 Types of customary marriage

In pairs, provide examples of the types of customary marriage in your community. Choose one type of marriage and create a detailed mind map to describe it. Share your work with the class.

Activity 6.7 Marriage Role Play

In groups, role-play all the processes involved in a marriage ceremony and discuss its significance.

Activity 6.8 Impact of customary marriage

In pairs, share your ideas and opinions on the impact of customary marriage on individuals, families and communities. Present your opinion to the whole class for discussion.

Self-Assessment – Let's Check where you are

1. Share how you understand the concept of marriage and marriage rites with your colleague after reading the contents of ([this link-click here](https://adanwomase.com/marriage-in-ghana/)) <https://adanwomase.com/marriage-in-ghana/>
2. Discuss your thoughts with the whole class.



PERFORMANCE OF MARRIAGE IN OTHER CULTURES IN GHANA

Marriage is a legal and social union between two people. The people most often are a man and a woman. In Ghana, marriage is not only between a man and a woman, but two families and friends. In that culture, traditional marriage requires the families of the future bride and groom to engage in ritual visits and exchange gifts.

Marriage Rites

Marriage rites are also known as marriage rituals, are traditional practices and ceremonies that surround two individuals in marriage. These rites vary across cultures, religions, and communities, reflecting the unique values, beliefs and traditions of each.

There are different cultures in Ghana. Each culture has its own activities that are performed as marriage rites. Below is a discussion of some cultural activities performed in some cultures.

The marriage rites also differ from place to place.

Performance of marriage among the Ga

Amongst the Ga, when a woman agrees to marry a man, the families are informed, and the processes involved in a traditional marriage are followed. The Ga culture embraces the modern trends in marriage, including marriage according to standards set by Christianity and marriage according to the standards set by the Islamic religion. Customarily, among the Ga, a man who

wishes to marry or a father who wishes to have his son married, looks for a desired woman first. The following marriage types can be found among the Ga:

1. **Musunɔtswaa (Betrothal):** A family may send a request to a well-thought-of family that has good character traits to pass these traits on to a child who is to be married to their son. This request is made when the family sees that a daughter from the family is pregnant. The unborn child will be betrothed to a son in the family that made the request.
2. **Henɔbaatsee (Permission by the lady's family):** Normally, the family of a young girl finds a young man in a good family, and the two families agree that the daughter should marry their son when they are of age. The boy's family take care of the girl till she is of age. She marries the boy when she is of age, and he becomes a man.
3. **Yoohewiemo (seeking on behalf):** Two men from two different families may negotiate on behalf of their children, who are male and female, respectively, to get them married. The negotiation may involve sisters of the man and the mother as well. The man and woman who are to be the couple are not involved in the initial negotiations. They may be informed after all agreements have been reached.
4. The initial stage of the marriage rites begins with **Agboshimo (Knocking rites)**. The knocking rites are for the man's family to inform the lady's family about the intention of their son.
5. The next stage is the response and acceptance stage, which is referred to as **kpelemo ke Henɔtoobo** (acceptance and giving of cover cloth).
6. The next stage involves the preparation of food, which is eaten by the would-be wife and friends, which is called **Fotoliyeli** (a special traditional food made from maize and palm oil with dried fish).
7. The next step is **Gbalaniihamo (Dowry)**. A day is set aside for the presentation of dowry and other items to the wife-to-be's family. Family and friends come to the ceremony to serve as witnesses to the marriage rite.
8. **The Yookpeemo** (the marriage process itself) is the final part of the marriage ceremony. After all these processes have been completed, the wife is referred to as **Boi Kpaa Yoo**.

Performance of Marriage Rites among the Mfantse

Amongst the Mfantse, it is the father who marries off the son. A son is given a gun for hunting by his father when he realises his son has come of age. The father also gives a farm to the son. This is to show that the son should be independent. He is also given a room by his father, and then his parents discuss marriage with him. The father then begins to search for a wife for his son. However, if the son has a lady in mind, he tells his parents and the lady's family

is consulted. When the lady's family agrees there an investigation is conducted into the background of the two families. After the investigations and the girl's family agrees to the proposal, they inform the boy's family to perform the rest of the marriage rites. The following items/money are presented by the man's family to the girl's family.

1. ***Nhun enyim nsa* (Introduction fee):** This is a drink that is offered to the girl's family to let them know their daughter wants to get married. The girl's consent is sought before the drink is accepted, and the drink is taken to signify acceptance. This drink is also referred to as 'yoo'/'nyew'/'akwansere/kwanto nsa no. This activity is usually organised on a Saturday as it is believed to be a day of God and of peace.
2. ***Pon ekyir/kɔkɔkɔ* (knocking fee):** the second marriage rite performed is *kɔkɔkɔ* (knocking). It used to be the giving of a bottle of Schnapps and a little amount of money taken as a knocking fee.
3. ***Bɔwdo-toa* (bride's father's price/fee):** This is the payment or money given as compensation to the father for the toil and sufferings he went through during the upbringing of his daughter till the present age. Formally, it consisted of some amount of money and Schnapps that is given to the family (father) of the would-be wife to show appreciation for taking care of her from infancy to her present age.
4. ***Tamboba* (bride's mother's price/fee):** This is the amount of money given by the man's family to show appreciation to the mother. The money serves as a token to replace the clothes she used for the girl while she was raising her.
5. ***Tsinsa/dase* (dowry):** This is what represents the actual symbol of marriage, and it consists of money and Schnapps. The *tsina/dase* is kept as it serves as evidence of the marriage. If all the items needed for the marriage are provided, but the *tsina* or dowry is left out, then the marriage is deemed incomplete.
6. ***Tsir adze* (bride price):** This is money received from the man's family as capital or used to acquire capital for the girl. There is the belief that marriage can break at any time. In the event of the marriage breaking, the girl will have some capital to depend on. Also, in the olden days, some families sometimes ran into debt. The money or capital given could be used to settle the debt. This amount was a large one.
7. ***Akontan-sekan* (bride's brother's price/fee):** It is money that is paid to the girl's brother. The amount to be given is determined by the girl's brother. The idea behind this act is that it is the brother who protects the girl from other men, and therefore, the man should provide a weapon that can be used by the brother.
8. ***Asafo nsa* (warriors' price/fee):** Members of the community in which the girl lives are also offered a drink by the husband as compensation for

protecting the girl until her marriage. This drink also signifies that the lady is now married; therefore, any member of the community should monitor her movements with other men.

At the end of the performance of all these rites, an announcement is made that the lady is in total care and protection of the man. Substantive in-laws are chosen from both families to support and counsel the couple through the marital journey. Libation is performed to seal the ceremony.

The man gives money to the wife after the rites to buy all the things that she needs and to prepare her first matrimonial meal. This meal is known as '*edziban kese*' (great feast) or '*nkwansen kese*' (big pot). The meal is sent to the husband's father's home. Friends, family and loved ones are invited to enjoy the meal. The wife is sent to her husband that night by a delegation led by an elderly woman to begin her marital journey.

Performance of Marriage among the Dagomba

Marriages amongst the Dagomba in the Northern part of Ghana have the following process.

1. ***Paya layibu:*** This is what may be referred to as a kind of courtship between the man and woman. At this stage, when the man expresses his desire to marry the woman, he gives her some money as a token. When the woman takes the token that was given, it means she has accepted the marriage proposal. Sometimes the lady may take the token and request some time to think about the marriage proposal, then the man goes back to find out if she accepts the offer. In summary, it is the agreement stage.
2. ***Tibili yoobu:*** This is what may be termed knocking and the introduction of the would-be groom to the woman's family. The would-be husband breaks the news to the lady's parents and introduces himself to them. He also declares his intention to the family.
3. ***Payapulugu:*** The man goes to introduce himself to some relatives chosen by the parents of the lady and informs them of his interest. Each relative visited is given some money as a token.
4. ***Paya suhibu:*** The man then goes to 'beg' for the lady from her parents.
5. ***Payapini tibur:*** The parents at this stage agree to the request from the man. At this stage, the parents and family accept the offer and agree to give the lady to him.
6. ***Payakpuyibu:*** The man's friends take the lady without informing the relatives at the man's house. The woman is taken to the man's house to live there unbeknownst to the woman's relatives.



Figure 6.3: A picture of a family of a man gone to seek the hand of a lady for marriage.

The man's Family heads come to seek the lady's hand in marriage

7. **Sandaani tumbu:** The day after the lady is brought to the man's house, the man must go immediately to the lady's parents' home to apologise to the family. The man offers kola nuts to the parents of the lady for taking her away.
8. **Saandi niɲbie:** At this stage, a welcome ceremony is organised to officially welcome the lady into the man's family.



Figure 6.4: A newly wedded Dagomba bride.

Activity 6.9 Processes during marriage

1. Using the notes above, summarise in your own words the processes performed in the Akan and Ga cultures.
2. Read the following and compare with how marriage rites are performed in your culture. <https://www.ashigbey.com/2012/06/18/ewe-marriage-and-ceremonies/>.
3. Present your findings to the whole class for discussion.



Activity 6.10 Differences and similarities among cultures in performing marriage rites

Discuss in groups the processes in performing marriage rites among the Ga and Dangme, focusing on the similarities and differences. Present your findings to the class.

Activity 6.11 Traditional marriage of the Nzema

Watch the video on the Nzema traditional marriage
<https://youtu.be/YlI9v53wzB0>

1. Discuss the costumes that are worn by the couple
2. Discuss the role of women.



Activity 6.12

Discuss the significance of items that are presented during marriage rites in your culture. Share your answer with another group from another culture. Present your findings to the class.

Activity 6.13 Role of members in marriage rites

In pairs, share your opinions on the role of traditional leaders, elders and members of your community in the marriage ceremony. Share your thoughts with the whole class.

Activity 6.14

To review learning so far, in pairs, share your understanding of marriage rites that are performed in your culture and write at least five meanings the processes signify. Present your findings and compare your answer with another group of learners from another culture.

Activity 6.15

In groups, watch and discuss the content of the video <https://youtu.be/WQOjjxc e4g>, taking into consideration the attire, preparation and the marriage rites themselves. Compare the traditional with the modern ceremony of marriage. Present your findings to the class.



MARRIAGE AND MODERN TRENDS

Modern trends have affected the traditional marriage rites in most Ghanaian cultures. The effects are both positive and negative. Below are some of the factors that have affected traditional marriage in contemporary times.

1. *Formal education:* The increase in formal education amongst girls, especially, has affected the performance of marriage rites. The access to education has empowered these individuals, and they choose the activities that can be performed for their marriage rites. They make decisions on how their marriage should look, as well as making choices for their lives.
2. *Human rights and gender equality:* The increased knowledge of and emphasis on human rights as well as gender equality have led to changes in customary marriage practices. This includes the recognition of women's rights to inheritance and property in some cultures.
3. *Religious Influence:* The increase in religious activities and the spread of Christianity and Islam have influenced most of the traditional marriage rites. Religion has led to the introduction of new customary practices, which are blended with the traditional ones.
4. *Economic empowerment:* Due to empowerment through improved economic opportunities, individuals have become independent, and they are empowered to choose their partners and marriage practices.
5. *Urbanisation:* Through migrating to the cities, people are exposed to various cultures and practices. This has led to a mixture of cultures.

6. *Social media and technology:* Due to advancements in digitalisation, people meet everywhere, including on social media. This has led to changes in communication, courtship and marriage practices.
7. *Migration and diaspora:* People travelling from town to town, city to city and country to country have influenced cultural practices. This has led to the adaptation of cultural practices such as marriage performance.
8. *Legal reforms:* Changes in laws and policies, such as the recognition of customary marriage in national laws, have influenced the marriage rites.
9. *Cultural exchange and globalisation:* Globalisation, as well as the exchange of ideas, has led to the introduction of new practices, which have impacted customary marriage rites and enriched the practice in various ways.
10. *Generational changes:* Each generation has its values and beliefs. Changes from generations shift the values, and this has also affected customary practices with marriage, as no exception. Marriage practices reflect the beliefs and values of the people at the time.



Figure 6.5: A picture showing a couple in modern times.

Activity 6.16 Modern Marriage Ceremony

Role-play a marriage ceremony in a group of five to six people in the class. The whole class should discuss the roles of the elders, women and couples in the marriage ceremony. You should also discuss the challenges of customary marriage and propose some solutions to them with the help of the class.

Ways to Mitigate the Modern Trends Affecting Marriage Rites Negatively

A well-thought-out and culturally sensitive approach is needed to mitigate the negative impact of modern trends on marriage practices, thereby fostering a strong and more resilient heritage. The following steps could be considered:

1. **Cultural revitalisation:** There is a need to revive as well as promote customary rites, values and beliefs that strengthen family ties and the community. The community should encourage members to appreciate and celebrate customary marriage practices.
2. **Respecting individual choices:** Individual choices should not be frowned upon, but should be respected, as well as motivating individuals to appreciate their cultural heritage.
3. **Intergenerational dialogue:** Elders and youth must have discussions to share wisdom, address concerns, and find common ground in matters relating to marriage. This will encourage the youth not to distance themselves completely from cultural activities. This dialogue and deliberations can help the youth to respect and value cultural heritage and address modern challenges. Cultural exchange programmes could be organised in the community to share experiences and best practices in maintaining strong customary marriages.
4. **Education and empowerment:** There is a need to empower individuals by educating them to understand the need to respect and value the customary practices. There is also a need for cultural practices to evolve and reflect modern trends in society while preserving their cultural significance.
5. **Social Pressures and stresses:** Financial challenges, as well as social media influences that affect marriage, should be addressed effectively. There is also a need to overcome the stresses that impact marriages negatively.

Activity 6.17 The positive impact of modern trends

In groups, explain three factors that have positively impacted marriages. Share your answer with another group.

Activity 6.18 Maintenance of marriage rites

In pairs, discuss three ways in which cultural practices can be maintained. Present your answers to the whole class for discussion.

Activity 6.19 Modification of marriage rites

In groups, discuss three ways in which cultural values in customary marriage rites could be modified and give reasons for the modification.

Activity 6.20 Modern trends of marriage and human rights

In groups, discuss the intersection between customary marriage, modern laws and human rights. Each group should present their findings to the class for feedback.

EXTENDED READING

- Watch the suggested video for customary rites knowledge <https://youtu.be/5pmEDELq4wA>
- To read more about marriage and marriage rites in Ghana, click on the suggested links
<https://adanwomase.com/marriage-in-ghana/>
<https://weddors.com/traditional-marriage-in-ghana/>
- Click on the link to read on marriage list and traditions: <https://weddors.com/ghanaian-traditional-wedding-marriage-list-customs-traditions/>
- Click on the link below to read about marriage rites in Ghana.
<https://greenviewsresidential.com/traditional-marriage-in-ghana/#:~:text=The%20couple%20will%20exchange%20vows,of%20Ghanaian%20foods%20and%20drinks.>

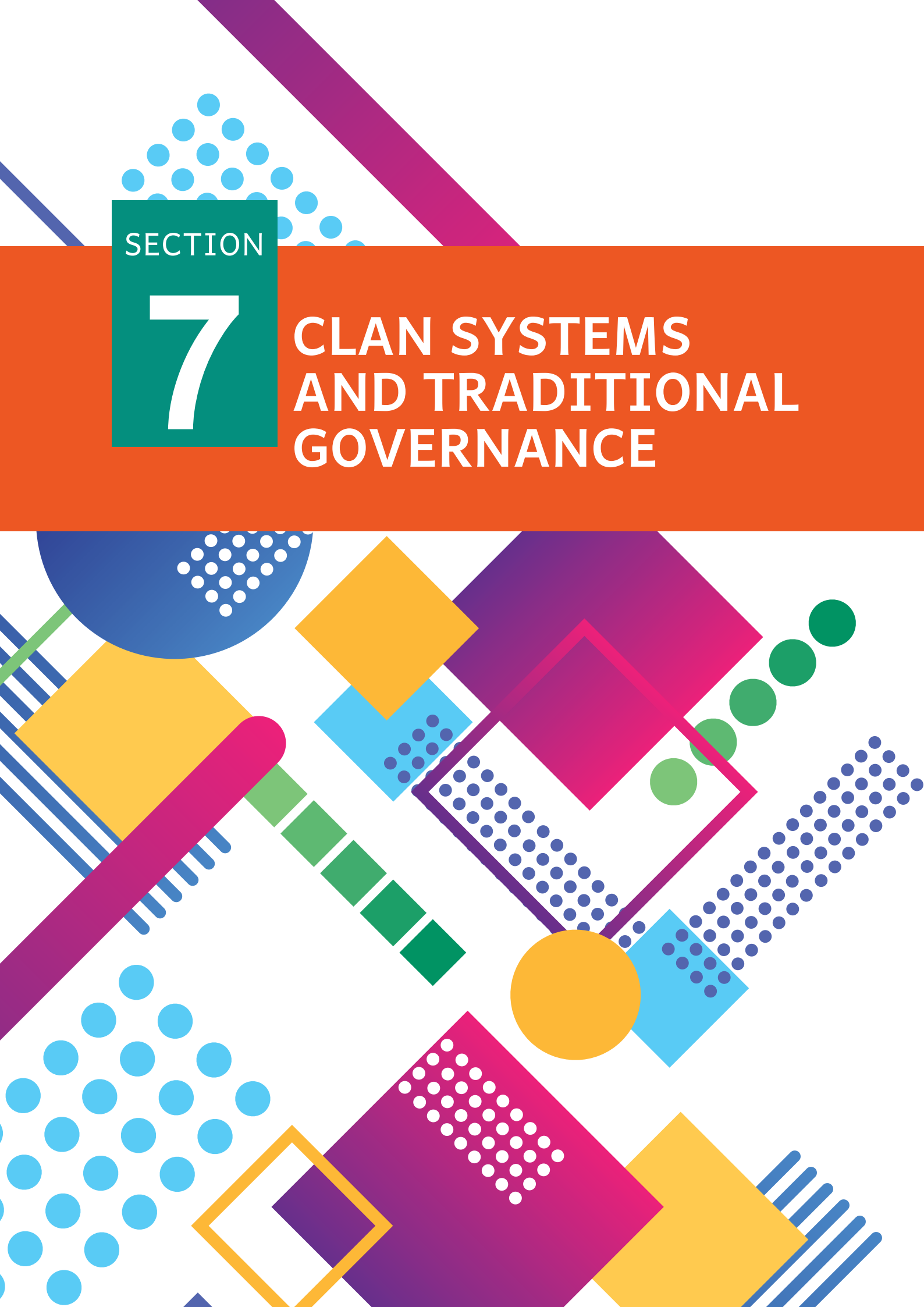


- To read about Akan marriage, click the link <https://derorashop.com/the-asante-marriage-list/>.
- Watch the video on a typical Ga marriage ceremony in Ghana for further insight <https://youtu.be/UtlyHjnGQA8>
- To read on Dagomba marriage in full, click the link below <https://dagbonkingdom.com/dagomba-marriage/>
- To read more about changes in traditional marriage in Ghana, tap on the link below <https://www.modernghana.com/lifestyle/10414/4-ways-traditional-marriage-ceremony-in-ghana-has-totally-ch.html>



REVIEW QUESTIONS

1. What do you understand by the term marriage? Explain it in your own words.
2. Explain in your own words the concept of traditional marriage rites
3. Write down three types of marriage in Ghana and explain two of the types.
4. Write and explain four benefits or the significance of marriage.
5. What is the importance of investigations before marriage rites?
6. Write one difference between Islamic marriage and customary marriage.
7. In your own words, explain what a marriage rite is.
8. Write down the two processes performed during marriage rites among the Dagbamba.
9.
 - a. Write down two items presented during the marriage rites of the Mfantse.
 - b. Indicate the significance of the item presented by the man's family.
10. Explain what the following are;
 - a. Musunɔtswaa (Betrothal).
 - b. Yoohewiemɔ
 - c. Tamboba
11. Write down and explain two similarities and two differences found during the marriage rite of Ga and Mfantse.
12. State five modern trends that have influenced marriage practices.
13. In your opinion, explain 3 of the modern trends stated in 1 above that have negatively affected customary marriage in recent times.
14. Explain two steps you may consider to mitigate the negative impact of modern trends on marriage practice.
15. Explain five significant features of marriage in your culture.



SECTION

7

CLAN SYSTEMS AND TRADITIONAL GOVERNANCE

CULTURAL PRACTICES AND GOVERNANCE

Traditional Governance

INTRODUCTION

This section is a build-up on the traditional clan system and the traditional governance structures you were introduced to in year one. This section provides you with another opportunity to explore the traditional clan system and the traditional governance structures amongst the various language groups in Ghana. You will examine the traditional clan systems within other Ghanaian cultures, analyse their significance and compare them with those of your culture and compare it with those of other Ghanaian cultures. Your understanding and knowledge of traditional clan systems and governance structure is crucial because it broaden your scope of knowledge to be able to appreciate and understand Ghanaian language studies as well as the related subjects, such as Religious Studies and History, amongst others. The knowledge you gain will equip you to appreciate your traditional clan and traditional governance systems and those of other cultural groups in Ghana.

KEY IDEA

A clan is the largest organised group within an ethnic group. Almost every clan has objects or living creatures known as a totem as a symbol. The paramount chief is the leader of an ethnic group, and the sub-chiefs are the leaders of communities. The kingmakers are responsible for the enstoolment/enskinment of chiefs as well as the de-stoolment /deskinment of chiefs.

THE CLAN SYSTEM

Starter Activity

Revise your learning from the previous section by answering these quick-fire questions;

- a. What are the three main types of marriage in Ghana?

- b. Describe one way in which a marriage might be agreed upon in traditional marriage rites.
- c. Why might the husband-to-be give his fiancée's brother money in some traditional marriage rites?
- d. State four modern trends that have affected traditional marriage rites.

Thinking Question: In your groups, write down the meaning of a clan using your knowledge from year one and share your answers with those of another group in class.

You will have similar definitions as follows: A clan is a kinship word used to refer to a social group or an extended family that shares a common ancestor and history, a common name and unilineal heritage. It can be either patrilineal (descent through the male line) or matrilineal (descent through the female line). The Clan is the largest organised group within an ethnic group. Various clans constitute a dialect group, and various families are found within the clans.

Clans are found in some African traditional societies, such as Ghana. According to history, clans are found in other traditional societies across the globe.

Characteristics of Clans

Key characteristics of clans may include:

1. **Shared ancestry:** This means members of a clan share a common heritage and can trace their origin to a common ancestor.
2. **Kinship ties:** This means clan members are related through blood, marriage, or adoption.
3. **Shared identity:** This refers to the sharing of a common name, symbol, or tradition by the members of a particular clan.
4. **Social cohesion:** Clans often have strong social bonds formed on family relationships and with adopted individuals to build a strong community bond.
5. **Hierarchical structure:** Clans may have leaders in authority, such as chiefs and elders, who guide decision-making.
6. **Cultural identity:** Clans have shared common traditions and maintain unique cultural practices. They have special greetings and responses.
7. **Economic cooperation:** Clans share resources such as land and other properties.

8. **Ceremonies and Rituals:** Clans have shared rituals and ceremonies such as initiation rites, marriage ceremony, funeral rites and traditional celebrations.

Significance of the Clan

The clan system has played a significant role in various cultures and societies, as discussed below.

1. *Social Organisation:* Clans form an integral part of social organisation. They are smaller and more manageable groups with a common identity and interests.
2. *Family Ties:* Clans strengthen family relationships and build unity among the members.
3. *Kinship Ties:* Clans provide a sense of belonging, loyalty, and mutual support among members.
4. *Shared Identity:* Clans connect members to a larger group with a common history, culture, and heritage.
5. *Cooperation and Mutual Aid:* Clans encourage cooperation and mutual aid, providing support in times of need, such as farming issues, defence, or disputes.
6. *Dispute Resolution:* Clans often have their own systems for conflict or dispute resolution and maintaining social order between members.
7. *Cultural Preservation:* Clans preserve and pass down the culture, traditions, customs, and values of the people from generation to generation.
8. *Political Organisation:* In some societies, clans form the basis of political organisation, with clan leaders holding power.
9. *Economic Cooperation:* Clans share resources such as land, trade, collective labour and other economic projects among members.
10. *Social Mobility:* Clans could provide opportunities for social mobility, as members could rise through ranks or gain prestige through achievements.
11. *Sense of Belonging:* Clans give people a sense of belonging to something larger than themselves, providing emotional support and a feeling of connection.

The clan system has undergone changes over time, and its significance varies across cultures and historical contexts. However, its impact on social organisation, family identity, and community remains profound.

Clan Distribution

The people of Anlo/Anlo, Avenor, Ave, Tongu, Agave and Mafi refer to clans as hlõ, but the Ewedome, comprising Ho, Adaklu, Kpando, Hohoe and Peki, as well as the Ve and others, use the word sã.

There are about 15 clans in Anlo, 13 in Avenor and 9 in Agave, among others, each with their respective totems. Mfantse has about 8 clans, and Asante has 7.

Clans and Their Totems

The various ethnic groups in the Upper and the Northern Regions of Ghana are made up of various clans, and each has its respective totems (objects or living creatures which represent them) as distributed on the table below:

The examples below are culture-specific.

Table 7.1: Some clans and their totems

Ethnic Group	Name of the Clan	Totem
Ewe	Bamee clan	Alẽ ‘sheep’
	Like clan	
	Lãfe clan	Ve ‘monitor lizard’
	Adzovia clan	Adzovia ‘fish related to tilapia’
	Yetsofe clan	Alẽ ‘sheep’
	Amlada clan	Atsutsrɔe ‘sparrow’
	Uifeme clan	Klo, ‘tortoise’
	Agave clan	tsiã, ‘cashew’
	Dzevie clan	Kp̃ɔ ‘leopard’
	Ame clan	Avu ‘dog’
	Klevie clan	Se ‘antelope’
	Bate clan	Kp̃ɔ, ‘leopard’
	Tsiame clan	Atsiã, ‘cashew’
	Tovie clan	To ‘buffalo’
	Blu clan	Klo ‘totoise’

Ethnic Group	Name of the Clan	Totem
Asante	Asakyiri clan	Vulture
	Oyoko clan	Hawk
	Agona clan	Parrot
	Asona clan	Snake/ Crow
	Aduana clan	Dog
	Biretuo clan	Tiger
	Ekoona clan	Buffalo
	Asenee clan	Bat
Mfantse	Adwenadze clan	Eburowtuw
	Aboradze clan	Boredze
	Nsona clan	Ɔso
	Anona clan	Ekoo
	Twidan clan	Tw(sebo)
	Ntwea clan	Ɔtwea(bɔdɔm)
Mamprusi	Nayiri clan	Crocodile
	Tensung clan	Leopard
	Kunguri clan	Monitor lizard
Gonja (Savanna)	Mankpan clan	Lion
	Kpembewura clan	Crocodile
	Bolewura clan	Elephant
Fafra (Gurunsi)	Nabdam clan	Dog
	Tongo clan	Python
	Bolga clan	Crocodile
Kusasi (Bawku)	Bawku clan	Crocodile
	Zabila clan	Tortoise

Ethnic Group	Name of the Clan	Totem
Ga Mashie	Asere clan	
	Sempe clan	
	Gbese clan	
	Ngleshi Alata clan	
	Akunmadzi clan	
	Otublohum clan	
	Abola clan	

Some pictures of totems from some clans;



Figure 7.1: Monitor Lizard for the Lafe clan (Ewe)



Figure 7.2: Hawk of Oyoko



Figure 7.3: Cashew fruit for Agave and Tsiame Clan.

Activity 7.1 Concept of clan system

Create a brainstorm on the concept of a clan system. Think about its structure, role, origins, etc. Share your ideas with the class and add to your own brainstorm using other people's ideas.

Activity 7.2 Comparison of clans

1. On your own, write down five clan names with their totems in your locality and then another three examples from at least two other ethnic groups.

2. Share your answers with other colleagues in the class and identify all the similarities and differences for class discussion.

Activity 7.3 Significance of Clan

In groups, state and discuss any three roles a clan plays in day-to-day activities in your community.

Activity 7.4 The roles of a clan

In pairs, discuss any three things that your family is prohibited from doing with regard to your clan (taboos) and how this affects you.

Activity 7.5

Research a clan from the table above (clans and their totems) of your choice. Find pictures of clan members in traditional dress, videos of members explaining their customs and talk to members about their experiences where possible.

Activity 7.6 Functions of a clan

You are elected as a clan head. Explain three things you would do to ensure unity amongst members. Share your thoughts with your classmates for a class discussion.

TRADITIONAL GOVERNANCE STRUCTURE

Traditional Governance Structure is the hierarchy of leadership that has responsibility, authority and decision-making powers within communities, businesses, governments and other organisations.

Characteristics of Traditional Governance Structure

The following are some of the characteristics of the Traditional Governance Structure.

1. The structure has a clear chain of command and authority. This means that the hierarchy of responsibility and decision-making powers flows from top to bottom, with each level having a specific role to play.
2. Centralised governance structure: This is the system where the key decision-making power is given to top-level leaders only, or all the decisions are made at the national level.
3. Decentralised governance structure: This explains how the decision-making power is exercised at regional, local or community levels.
4. Departmentalisation: The governance structure has units which are separate. Each unit or department has specific roles in the running of traditional governance. The authority or the power is subdivided for decision making among the smaller units, such as clans and families, each with specific functions or roles.
5. Managers oversee a small number of people.
6. Formal channels of communication: This is the official pathway put in place for individuals to follow for the exchange of information within a society or any other organisation.
7. Defined roles and responsibilities: This refers to clear job descriptions, effective teamwork, good communication and decision-making as well as expectations within organisations.
8. Hierarchical layers: Multiple levels of management, from top executives to entry-level employees. This structure is often associated with bureaucracy, with advantages like stability, predictability, and clear accountability, but also potential drawbacks like slow decision-making and limited flexibility.

Organogram of the Traditional Governance

Starter Activity

- a. In groups, rearrange the following traditional governance structure from the highest to the lowest in authority within your communities;

sub-chiefs → elders → paramount chiefs → kingmakers

b. The arrangement may look like this;

Paramount chiefs → sub-chiefs → kingmakers → elders

c. The arrangement you have done can be referred to as an organogram.

An organogram is the graphical representation of the structure of an organisation. It shows the hierarchical relationships between managers and people who report to them.

Let us now look at an example of an organogram for a traditional governance structure below:

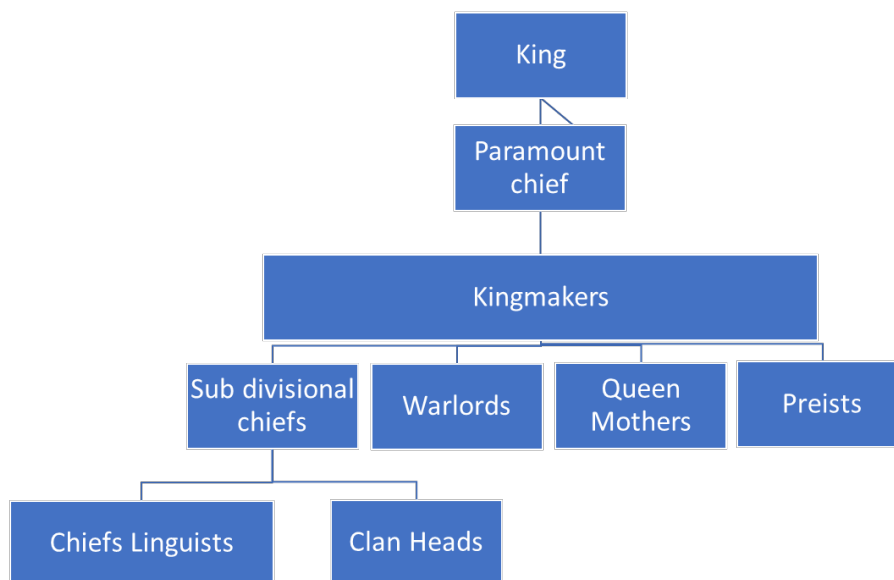


Figure 7.4: Traditional governance structure

Based on the organogram above, it is clear that the hierarchy of the traditional governance structure starts with the King, followed by the Paramount Chiefs, then there are other chiefs and the sub-chiefs/divisional chiefs, the queen mothers and the priest at the same level on the hierarchy. Under the authority of the sub-chiefs are the Chiefs' Linguists and clan heads.

Note

The organogram could include other functionaries of the traditional governance system in other cultures of a particular group of people.

All the functionaries on the organogram have their roles and functions to perform based on their places in the hierarchy. Below are some of the functionaries and their functions.

The King

A King is a sovereign ruler who holds supreme power and authority over a kingdom. In some ethnic groups, a king has the power to control the government and the people.

Functions of a King

1. A king serves as the head of state
2. He/ She makes and enforces the law.
3. He is the leader of the military in times of war
4. He resolves disputes amongst his people

The Paramount Chiefs

The paramount chiefs are the leaders of tribes or ethnic groups. They are the highest-ranking traditional leaders in a particular society. They typically inherit the position through a matrilineal or patrilineal line, depending on the kind of lineage practised by the community. Paramount chiefs can also be referred to as clan chiefs because every paramount chief is selected from a royal clan. Paramount chiefs typically undergo the necessary rituals before their enstoolment. In the case of a matrilineal lineage, the paramount chief can be a woman (queen).

Functions of Paramount Chiefs.

The paramount chief performs the following functions;

1. Paramount chiefs serve as the leaders of the ethnic group or region.
2. They make decisions which benefit the community he/she rule over.
3. They serve as the spiritual guide between the people and the ancestors.
4. They maintain law and order and settle disputes amongst the people.
5. They are the custodians of the land and other properties of the traditional area.
6. They protect and promote the traditions of the people.
7. They bring economic development to the people.
8. They arbitrate and decide upon political and economic questions in the area.
9. They oversee the administration of the traditional area.
10. They set rules and regulations and ensure justice is served.

Sub-Chiefs/Divisional Chiefs

These are chiefs who are subordinate to the paramount chiefs. The sub-chiefs are mostly area heads who have authority over smaller areas, such as a single town or a village. The position of a sub-chief is equally inherited by lineage as

in the case of the paramount chiefs. They also go through some rituals like the paramount chiefs ahead of their enstoolment as chiefs.

The functions of sub-chiefs/ divisional chiefs

1. They act in the absence of the paramount chief.
2. They help ensure safety and order in communities within their jurisdiction.
3. They act as arbitrators in their communities.
4. They ensure peace prevails in the communities.
5. They perform traditional rites for their stool/skin and lead the pacification of the land should the need arise.
6. They help prevent crime in their jurisdiction.
7. They have the ultimate power to protect the land under their jurisdiction.
8. They govern specific regions, clans or segments.
9. They help in the implementation of policies and report to the paramount chiefs.

Sub-chiefs are categorised in divisions as discussed below:

The left chief is known as Miafi in Ewe and ‘Benkumhene’ among the Akans. Left chiefs are known as ‘the chief of the left wing’ and they are the head of groups that occupy the left-hand side of the paramount chief in public places such as the durbar, traditional court of law and in times of war.

The right chief is referred to as ‘Dusifia’ in Ewe and ‘Nifahene’ in Akan. They lead the groups that occupy the right-hand side of the paramount chief in public places.

The two chiefs play significant roles in the traditional governance system in our societies and perform common functions as follows:

1. They assist the paramount chiefs in decision-making and other administrative tasks.
2. They are the heads of the left and right divisions of the paramount chief’s respective chiefs.
3. They provide counselling and guidance to the paramount chief.
4. They resolve disputes and conflicts within the communities and ensure peace and stability.
5. They play key roles in the enstoolment and destoolment of chiefs.
6. They manage land use and resolve land disputes, etc.

The front chief (warlord)

They are known as Tofuhene in Akan and “Avadada / Avafia” in Ewe.

Functions of the warlords

1. Warlords serve as the military commanders and lead the community's defence forces in times of war or conflict.
2. They maintain law and order, protect the community from external threats and ensure internal security.
3. They may represent the paramount chiefs in important negotiations or conflicts etc.

The queen mothers

The queen mothers are considered as spiritual heads of the females in their communities and the keepers of genealogical knowledge. They play very important roles in taking care of the welfare of women and girls in their communities. In ethnic groups that practice a matrilineal inheritance system, it is the queen mothers who usually have the final say in who becomes a chief or a king after candidates have been nominated from the royal family. They may appoint their own sub-queens who serve under them.

The functions/roles of queen mothers

1. They complement the roles chiefs play in the traditional governance system.
2. They adjudicate in all matters that affect women and girls in their communities.
3. They act as agents in the change of promoting women's rights and community development.
4. They act as the repository of knowledge of the genealogy of their communities.
5. They perform traditional rituals for girls to ensure fertility, peace and prosperity - amongst others.

The Priest

The Priest is the spiritual leader in indigenous traditional areas. He or she serves as a healer and mediator between the physical and the spiritual world.

Functions of a Priest

1. They serve as leaders in the absence of the chief in some traditional communities.
2. They provide spiritual guidance to the people in the traditional area.
3. They perform rituals in ceremonies, including enstoolment and destoolment of chiefs.
4. They interpret dreams and visions and give spiritual solutions to any bad omens.

5. They maintain the traditions, customs and culture of the people.
6. They heal people from spiritual attachment.

Kingmakers

A Kingmaker is a person or a group of people who have great influence on the royal or political succession without themselves being viable candidates. The group meets to make decisions on who the next chief or king is.

The functions of the kingmakers

1. They elect the next chief or king.
2. They perform rites when the chief dies.
3. They are responsible for de-stooling/deskinning a chief.
4. They introduce the new chief to the elders and the people.
5. They are advisors to the paramount chiefs and sub-chiefs.
6. They mediate the settlement of disputes.
7. They ensure a smooth transition of power and oversee the succession process.
8. They assess the suitability of potential candidates for leadership.

The Chief's Linguist - *ɔtsiame /Tsiami*

The chief's linguist is second in royal command to the chief and plays several roles in society. The roles assigned to the linguist might vary based on the communities' cultural and traditional settings. The following are some common vital roles of a linguist.

1. They act as the chief's public voice, that is, they communicate the chief's messages to the public.
2. They lead the chief in a procession.
3. They speak on behalf of the chief.
4. They carry a staff for the chief.
5. They relay the words of visitors to the chief and transmit the chief's response to the visitors.

Activity 7.7 The organogram of the traditional governance structure

Create an organogram showing the hierarchy of the traditional leaders in your community. Compare the arrangement that you have with those of other members from different communities in the class.

Activity 7.8 Functions of traditional leaders

1. In pairs, read the short passage below and note down the functions of the following in conflict resolution between the family members.
 - a. The paramount chief
 - b. The sub-chiefs
 - c. The clan heads
 - d. The elders
2. Present your answer for the whole class discussion.

In a small kingdom in Anlo, the Volta Region of Ghana, a dispute arises between Kofitse, a farmer and his elder brother's son, Agbeko. Kofitse accused Agbeko of encroaching on his portion of their family's ancestral land to build a house. Agbeko, on the other hand, claims the land has been given to him by his late grandfather. Their clan head meets with Kofitse and Agbeko to understand the issue. After a failed attempt, the paramount chief convenes the family meeting to resolve the dispute within the family. The clan elders were then asked to investigate the ownership of the portion of the land in contention. The sub-chiefs form the panel to arbitrate the dispute.

Activity 7.9 Functions of traditional leaders

Some argue that communities had easier access to justice and conflict resolution from their traditional leaders in olden times than in the present day with the contemporary judicial system.

In pairs, write your views about the above argument and present your responses for class debate.

Activity 7.10 Traditional governance

“Traditional governance is an outdated form of governance”. In your various groups, write a persuasive essay arguing for or against the assertion. Present your arguments to the whole class for discussion.

Activity 7.11 Comparison of the two governance systems

In groups, debate the importance or relevance of the traditional governance structure and state any gaps you have identified as compared to contemporary

governance systems and vice versa. For example, the justice system, as discussed in **Activity 7.9**, defence, agriculture, etc.

EXTENDED READING

- Abadzivor, P. K. (2020). *Eveawo fe degbenɔnɔ, kɔnuwo kple nuɔoanyiwo*. Media Graphics & Press.
- Kwaku Larbi, P.A (2022). *The trajectory of traditional authority in contemporary governance; The Ghanaian experience*. DOI: [10.47772/IJRISS.2022.6505](https://doi.org/10.47772/IJRISS.2022.6505)
- Read the link on totems and their meanings <https://www.nativeamericanvault.com/pages/totem-animals-and-their-meanings>



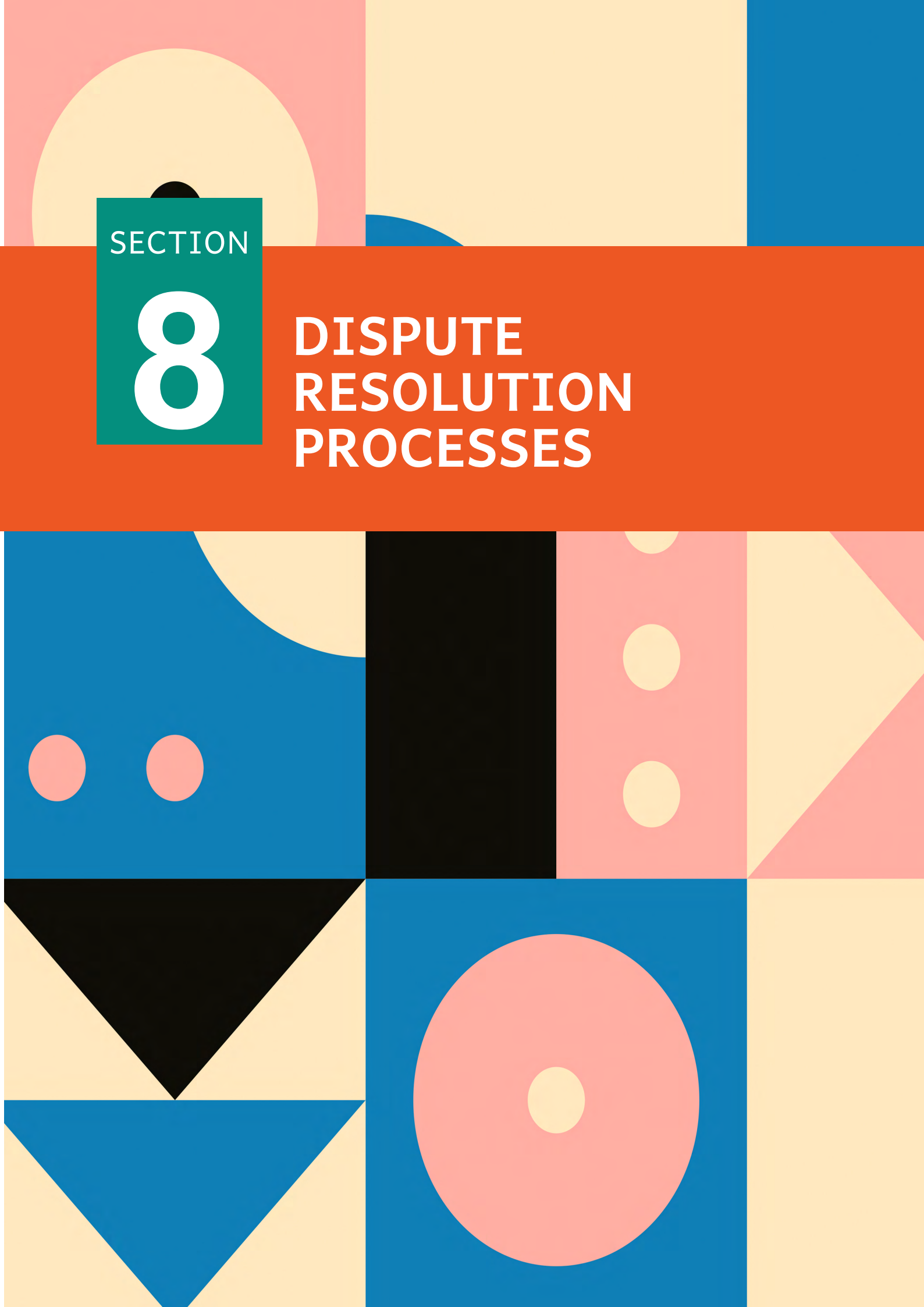
REVIEW QUESTIONS

Review Questions 7.1

1. In your own understanding, write down the meaning of the Clan system.
2. Give five examples of clan names and their totems in your culture of study.
3. Explain how your association with your clan can improve your socio-economic life.

Review Questions 7.2

1. In your own understanding, explain the traditional governance structure.
2. Create an organogram of the traditional governance system of your community.
3. Identify and explain five functions of the traditional governance structure in your locality.
4. Write down any two roles of these functionaries in your community.
 - a. The Queen Mother
 - b. The Chief's Linguist
 - c. The Priest



SECTION

8

DISPUTE RESOLUTION PROCESSES

CULTURAL PRACTICES AND TRADITIONAL GOVERNANCE

Traditional Governance

INTRODUCTION

This section introduces you to traditional and contemporary dispute resolution processes. It discusses the structures of both systems as well as their functions. You will compare and contrast the functions of the two systems in order to draw your own conclusions. Your knowledge and understanding of traditional dispute resolution and the contemporary judicial systems will empower you to participate in the democratic process and exercise your rights. It will also help you as an individual to develop critical thinking and analytical skills for decision making and to become informed citizens as you learn about your rights and responsibilities.

Additionally, the section will equip you with the basic knowledge and arouse your interest for further studies in law, political science, and international relations, as it is linked to related subjects such as Government and History.

KEY IDEAS

- The judiciary system interprets and applies codified laws of a country or state. The judiciary system in Ghana has a hierarchical structure with the Supreme Court being the highest in the top.
- The traditional judiciary system uses customary laws for the administration of justice.
- The jury under the contemporary judiciary system is made up of government-appointed officials (judges), who preside over cases and direct affairs.
- The Jury of a traditional judicial system is made up of the Chief/the King or a council of elders who preside over cases and direct affairs.

THE JUDICIARY SYSTEM

Thinking Question

Note down three rules that your parents set and work with at home. Then, note down any three steps that your parents take to resolve disputes among you and your siblings at home. Share your answer with those of other classmates.

The Judiciary System

The judiciary system refers to the system of courts or tribunals, or a component of government that interprets and applies the laws of a country or state.

Functions of the Judiciary

The judicial system functions as follows:

1. Interprets the meaning of the laws of a country and applies them appropriately.
2. Ensures accountability and promotes justice and fairness to a nation or country
3. Protects the rights and freedoms of individual citizens, such as those guaranteed by a constitution or bill of rights.
4. Ensures fairness and impartiality in the application of laws (administration of justice)
5. Resolves disputes and other forms of conflicts between individuals, organisations, and government entities.
6. Provides mechanisms such as mediation, arbitration, and negotiation to resolve disputes outside the formal court system.
7. Provides checks and balances by limiting the power of the executive and legislative branches and ensuring that they act within their constitutional authority.
8. Represents the state by prosecuting criminals.
9. Represents defendants in criminal cases.

Structure of the Contemporary Judiciary Systems

The judiciary in Ghana has a hierarchical structure as follows:

1. The Supreme Court is the highest court
2. The Court of Appeal is the intermediate appellate court
3. High Courts are the trial courts for the general jurisdiction
4. Circuit Courts and District Courts are the lower courts that look into family law and small claims/issues.

5. Juvenile courts or Tribunals are some of the lower courts established to hear cases regarding minors below 18 years of age.

Roles of the Court

The court interprets and enforces laws such as civil law, criminal law, and labour laws, as well as determining the legality of the use of laws.

In Ghana, the Supreme Court is presided over by the Chief Justice (CJ), who is the highest judicial officer in the country. Other functionaries include judges, magistrates, and assessors who help to settle disputes and interpret the laws, as well as determine the legality of the application of the laws of Ghana.

The structure/composition of the contemporary judiciary system (court) in adjudicating cases

1. A single judge hears and decides upon cases in the High Court, Court of Appeal, and Supreme Court.
2. At the Supreme Court and Appeal Court, a panel of three to 13 judges (depending on the decision of the CJ) hears and decides cases. Note that the number of people on a panel of judges is usually an odd number at these courts.
3. In some cases, a judge sits with assessors (laymen or experts) to provide guidance and insight.
4. A magistrate hears and adjudicates cases in the Magistrate Court.
5. A Justice of the Peace hears and judges minor cases in the District Court.



Figure 8.1: The picture depicts the contemporary judiciary systems made up of various functionaries.

Dispute Resolution Processes by the Contemporary Judiciary System

The structure and process may vary depending on the specific court, case type, and circumstances. The following is a general procedure:

1. Parties file their cases with the court through a plaintiff.
2. The court summons the defendant with notice.
3. The court holds pre-trial conferences to narrow down issues and settle preliminary matters.
4. Evidence is presented, and witnesses are cross-examined under oath.
5. The judge or panel delivers a verdict and punishment or sentencing, which is given accordingly.
6. Parties can appeal to a higher court

Note

In some cases, parties can appeal for out-of-court settlement of the case when a complaint has been filed.

Activity 8.1 Judiciary system

In your various groups, identify two places where they settle disputes and misunderstandings are settled between the parties involved. Share the places you have identified with those of other groups.

Activity 8.2 The Judiciary System in Ghana

In a group of three or four, choose one of the topics below and brainstorm as much information as you can about it. Present your information to the class and be ready to listen and make notes about other groups' presentations on the remaining topics.

1. Describe the contemporary /modern judiciary system.
2. Discuss the significance of each of the functionaries of the contemporary judicial system.
3. Discuss the processes involved in contemporary dispute resolution in Ghana.

Activity 8.3 Dispute resolution processes

1. In your various groups, follow any three steps mentioned about dispute resolution processes and role-play to resolve the following scenario of a conflict between two students:

Adzo and Kɔsi are classmates, and they both play football for their school as well. During their last inter-school sports, their school played the final football match against their sister school, and Kɔsi mistakenly scored an own goal, causing them to lose the match. Adzo, in anger, publicly criticised Kɔsi for being incompetent and a careless team captain. Kɔsi, on the other hand, felt humiliated and embarrassed, so he slapped Adzo in the face twice. This generated a heated argument between them. The situation requires intervention and resolution to prevent further escalation.

2. Explain the reasons for the steps you have taken to resolve the conflict.

Activity 8.4 Dispute resolution processes

1. In your groups, state and explain which of the contemporary judicial dispute resolution processes you would like the lawmakers to change and *how* you would like to change them.
2. Give reasons for your choice in (4a) above and present your answers to the whole class for a class debate.

TRADITIONAL AND CONTEMPORARY JUDICIARY SYSTEMS

Traditional Judiciary System

The traditional judiciary system refers to the indigenous or customary systems of justice administration that existed long ago in many societies before the introduction of the formal systems of adjudication that we have today. The laws of the traditional judiciary system and its procedures are passed down through oral narratives. These systems are often presided over by the chiefs, a council of elders, clan heads, family heads and other respected individuals in the community.



Figure 8.2: The picture shows the gathering of a traditional judiciary system made up of chiefs and a council of elders.

Traditional Dispute Resolution (TDR)

These are the traditional methods of resolving disputes or conflicts that are rooted in the customs and cultural practices of a community or society. These methods are typically informal, community-based, and focused on maintaining social harmony. Matters that are resolved customarily include domestic matters, land issues, breaking of oaths or taboos, and deception.

Methods/procedures in traditional dispute resolution

The methods followed to resolve disputes in the traditional system are;

1. **Mediation:** This is where someone who has no personal stake in the dispute comes in willingly to resolve the dispute between two parties amicably without enforcing any laid-down rules/laws.
2. **Adjudication:** This method of dispute resolution involves the use of customary laws and practices in its judgments. Those involved in the process are the chiefs, clan elders, community leaders and the specialised adjudicators.
3. **Reconciliation:** This method typically focuses on restoring peace, unity and harmony between parties that are involved in the dispute through their family or clan heads and the council of elders.
4. **Negotiation:** This is a discussion held between parties that are in dispute to come to an agreement to end their dispute mutually, with the help of their leaders, elders or any mediators.

Comparison of Traditional and Contemporary Dispute Resolution Processes

The key differences and similarities between the traditional and contemporary dispute resolution processes are outlined below:

Table 8.1

Traditional /Customary Dispute Resolution Process	Contemporary/ Court System Dispute Resolution Process
1. The jury is made up of Chiefs/ the King, or a council of elders who preside over cases and direct affairs	1. The jury is made up of government-appointed officials (judges), who preside over cases and direct affairs
2. No formal court procedures are involved.	2. The court procedures are formally established using written records
3. Decisions are made based on customary laws, traditional customs and practices.	3. Decisions are made based on codified laws and regulations
4. Resolution proceedings take place at the palace or family homes.	4. The proceedings take place in the law courts
5. Resolution may focus on repairing harm, reconciliation and negotiation of justice.	5. The court system prioritises fairness and punishment
6. The processes are flexible for specific situations to emphasise harmony and prioritise community cohesion	6. There is no flexibility; the processes follow strict rules and procedures
7. The litigants (accused persons and defendants) in the case are allowed to cross-examine each other	7. Legal counsel is allowed to cross-examine on behalf of the litigant
8. Witnesses are allowed	8. Witnesses are allowed

Traditional /Customary Dispute Resolution Process	Contemporary/ Court System Dispute Resolution Process
9. There are accused persons and defendants.	9. There are accused persons and defendants.
10. The litigants are made to swear an oath	10. The litigants are made to swear an oath

Activity 8.5 Comparison of the judicial system

In groups, identify and explain in your own words any five differences between traditional and contemporary dispute resolution processes. Present your answer to the whole class for class discussion.

Activity 8.6 Dispute resolution process

A farmer who stole cassava from another person's farm was arrested on his way home. The farmer that he stole from is from the same clan as him.

In groups, discuss how the issue can be resolved differently by using traditional dispute resolution processes and the contemporary judicial process of dispute resolution.

Activity 8.7

In groups, explain how resolutions to the issue in activity 8.3 might be different under the contemporary and traditional judiciary systems.

Activity 8.8

How the traditional judiciary system works in real life.

With assistance from your teacher or in your community, you will discuss with a community leader/expert on local customs to illustrate traditional dispute resolution.

1. In groups, prepare the questions you will ask the community leader/expert. Think of as many as you can and then select the most interesting to ask.
2. Discuss with the community leader – make sure to note down key ideas from the discussion.

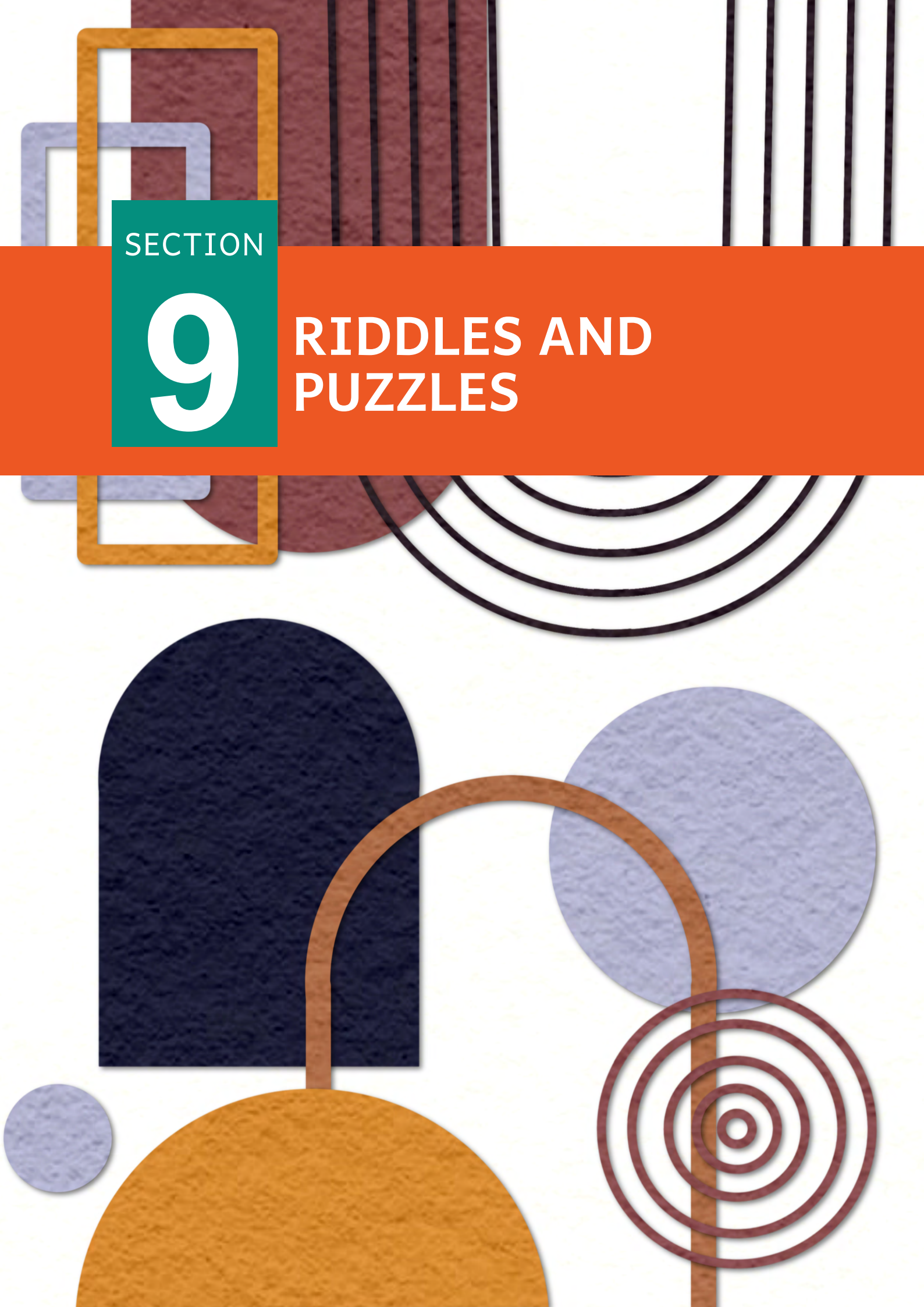
3. Afterwards, discuss with your peers the roles and functions of the traditional judicial system described.
4. Present to the class a comparison between traditional and contemporary judicial systems.

EXTENDED READING

- Acquah, G. K. (2006). The judicial role of the chief in democratic governance. In I. K. Odotei and A.K. Awedoba (eds), *Chieftaincy in Ghana: Culture, Governance and Development*, pp. 65-79. Sub-Saharan Publishers.
- Jannie, M. O. (1997). *Conflict resolution wisdom from Africa: African Centre for the Constructive Resolution of Disputes*. Natal Witness Printing and Publishing (Ltd.)

REVIEW QUESTIONS

1. Show the hierarchy of the courts from the highest to the lowest
2. Explain 2 roles of the juvenile court system in your own words.
3. Explain three functions of the contemporary judicial system.
4. Explain the contemporary judiciary system and the traditional judiciary system in your own words.
5. Describe three dispute resolution processes of the contemporary judiciary system.
6. State any three dispute resolution processes of the traditional judiciary that can have positive effects on the litigants over the contemporary judiciary approach.
7. State and explain any three traditional dispute resolution processes that is used to resolve disputes in your community
8. State three differences and three similarities between the traditional judiciary system and the contemporary judiciary system.



SECTION

9

RIDDLES AND PUZZLES

LITERATURE OF THE GHANAIAN LANGUAGE

Oral Literature

INTRODUCTION

In this section, you will be exposed to the concepts of riddles and puzzles as part of oral literature of the Ghanaian language. You have already been exposed to concepts like libation and dirges in year one. In the study of riddles and puzzles, you will be introduced to analysing the structure and types of riddles and then move on to explore the structure of puzzles. This section is essential for you not only in the context of Ghanaian language studies but also establishes links with related subjects such as Literature in English. This section will also equip you with the requisite skills to improve your language and enhance your problem-solving abilities. Riddles and puzzles are exciting ways to exercise the brain, boost creativity, and develop critical thinking skills. The examples given are not exhaustive.

KEY IDEAS

- A riddle is a question, statement, or word puzzle that requires careful thought to solve. Riddles are often puzzling, misleading, or mystifying, and have an answer that is surprising or amusing.
- Riddles and puzzles can be used for entertainment, mental stimulation, or educational purposes.
- Riddles can enhance your ability to use language, logical, creative and strategic thinking skills and reasoning.

RIDDLES

A riddle is a type of puzzle or brain teaser that uses language, words, and clever twists to conceal a hidden answer or meaning. Riddles usually involve a question, statement, or phrase that requires thought, contemplation, and creative thinking to solve. They can also be funny!.

Riddles often:

1. Use wordplay: Puns, double meanings, homophones, and homographs.

2. Employ metaphors and analogies.
3. Involve clever twists and turns.
4. Require lateral thinking (thinking outside the box).
5. Have an unexpected punch line or answer.

Activity 9.1 Definition of riddle

In pairs, define what a riddle is in your own words and share your answer with the class.

Types of Riddles

Riddles can be categorised into two main types based on length. These are:

1. Riddles of longer length, and
2. Riddles of shorter length.

The Gas call riddles *ajenu*, the Akans call them *ebisaa*, the Dagbamba call them *salinlɔha*, and the Ewes *adzo*.

Examples of riddles include:

1. “What has keys but can’t open locks?” (Answer: A piano!)
2. “What is always coming but never arrives?” (Answer: Tomorrow!)

Some examples of riddles in Dagbani are:

1. M ba m-mali o kpariba, be zaa pindila zupil’ ʒɛhi. Bɔ m-bala? (Answer: Kpaliwala).
2. Mani n-chana ka di lihiri ma, ka n ti kunina ka di lihiri ma. Bɔ m-bala? (Answer: Voli).
3. M ba m-mali o kpariba. Be yi kuriya, be nyɛla yim, amaa be yi yiɣisi zani, be wayimi gari taba. Bɔ n-lee bala? (Answer: nubihɪ).

Activity 9.2 Examples of Riddles

Click on the link below to view a video on riddles and discuss with your colleague.

- The Benefits of Riddles in Education

<https://www.smileandlearn.com/en/the-benefits-of-riddles-in-education/>



Significance of Riddles

Riddles are primarily used for entertainment in our communities. Riddles are fun; however, their use in education is very beneficial to learners.

The following are some benefits of riddling:

1. They enhance critical thinking and problem-solving.
2. Riddles often make us laugh, and laughter is good for mental health.
3. Riddles can enhance learners' problem-solving, logic, and critical thinking skills.
4. Regular exercise with riddles can foster learners' concentration, focus, and sharpness in thinking.
5. Riddles can be used as motivation for learners to continue working.
6. Riddles have been shown to improve children's comprehension and creativity.
7. Through riddling, learners can learn new words and new ways to use them.
8. Additionally, learners will learn more about rhythms and rhyming.

Activity: 9.3 Benefits of riddles

Click on the link below for more information on the benefits of riddles: <https://www.smileandlearn.com/en/the-benefits-of-riddles-in-education/>



Structure of a Riddle

Ghanaian languages have varying structures in their riddles, but a typical structure of a riddle includes:

1. **Introduction:** A brief setup or scenario to grab the listener's attention.
2. **Description:** A vivid and often misleading description of the answer.
3. **Question:** A question or challenge to guess the answer.
4. **Twist:** An unexpected twist or wordplay that leads to the answer.
5. **Answer:** The solution to the riddle, often a pun, double meaning, or clever connection.

Here is an example of a simple riddle following this structure.

Introduction: *I am always coming but never arrive.*

Description: *I have a head, but never hair.*

Question: *What am I?*

Twist: *Think about something that moves towards a destination but never actually reaches it.*

Answer: *A river (it has a “head” or source, but no hair, and it’s always flowing but never actually arrives).*

Activity 9.4 The structure of riddles

In pairs, analyse the following riddle by dividing it into the structured sections seen above – you will need to guess the answer too! Share your answer with the class:

“I have a tail, and I have a head, but I have no body. What am I?”

Facts to Consider When Analysing the Structure of Riddles

Analysing riddles involves breaking down the language, structure, and clues to uncover the answer. Here’s a step-by-step guide to help you analyse riddles:

1. **Read carefully:** Read the riddle slowly and multiple times to ensure you understand the words and phrases.
2. **Identify keywords:** Highlight or note important words, phrases, or repeated elements.
3. **Look for double meanings:** Riddles often use wordplay, puns, or double meanings. Consider alternative definitions or interpretations.
4. **Analyse the structure:** Pay attention to the riddle’s format, including the introduction, description, question, and twist.
5. **Find patterns and connections:** Search for relationships between words, ideas, or concepts.
6. **Consider multiple perspectives:** Think creatively and consider different viewpoints or contexts.
7. **Eliminate obvious answers:** Riddles often have misleading information. Rule out obvious or literal answers.
8. **Make educated guesses:** Use your analytic skills to make informed guesses.
9. **Check your answer:** Verify your answer by re-reading the riddle and ensuring it fits the clues.
10. **Practice and learn:** The more you analyse riddles, the better you’ll become at recognising patterns and clues.

Additionally, consider the following general tips:

- a. Be patient and persistent.
- b. Think creatively and outside the box.
- c. Use word roots, prefixes, and suffixes to help with wordplay.
- d. Keep an open mind and avoid assumptions.

Activity 9.5 The riddle game

In pairs, begin by creating a short riddle for your partner. If they are able to answer your riddle, they take a turn in preparing a riddle for you to answer. The winner is the person who asks and answers the most riddles.

PUZZLES

A puzzle is a game or problem that requires logical, creative or strategic thinking to solve. They can be presented simply in oral form. Puzzles are often used for entertainment, education, and cognitive development. They help to improve critical thinking, problem-solving skills, memory, and spatial reasoning.

Types of Puzzles

Puzzles serve various functions across different contexts.

1. **Cognitive Development:** They enhance problem-solving skills, critical thinking, and logical reasoning in individuals, especially children.
2. **Entertainment:** Provide amusement, relaxation, and enjoyment for people of all ages.
3. **Education:** Facilitate learning, improve memory, and enhance understanding of complex concepts in subjects like maths, science, and languages.
4. **Therapy:** Assist in cognitive rehabilitation, stress relief, and mental health support.
5. **Social Bonding:** Foster social connections, teamwork, and communication through collaborative puzzle-solving.
6. **Cognitive Training:** Improve attention, concentration, and processing speed, potentially delaying cognitive decline.
7. **Creative Thinking:** Encourage innovative thinking, imagination, and artistic expression.
8. **Assessment and Evaluation:** Serve as tools for assessing cognitive abilities, intelligence, and knowledge in various fields.

9. **Storytelling and Narrative:** Enhance engagement, suspense, and plot development in literature and media.
10. **Research and Science:** Facilitate the study of human cognition, behaviour, and decision-making processes.
11. **Personal Growth:** Build confidence, perseverance, and self-esteem through puzzle-solving achievements.
12. **Accessibility and Inclusion:** Provide a common ground for people with diverse backgrounds and abilities to engage and interact.

Puzzles offer a wide range of benefits and functions, making them a valuable part of human experience.

Activity 9.6 Definition of the concept of puzzles

In pairs, discuss the concept of puzzles and share your answer with the class.

Structure of the Puzzle

The main breakdown of the structure of a puzzle can be:

1. **Goal:** A clearly defined objective, such as solving a problem or reaching a specific outcome.
2. **Rules:** A set of constraints or guidelines that must be followed.
3. **Starting Point:** Initial situation or setup.
4. **Obstacles:** Challenges or barriers that hinder progress.
5. **Solution Path:** Sequence of steps or decisions leading to the goal.
6. **Solution:** The final answer or outcome.

Examples of Puzzles

Example 1

The Mystery of the Missing Book

Puzzle Statement: In a small village library, a rare book has gone missing. The librarian questioned four suspects: Kukua, Nana, Clara, and David. Each of them made a statement:

1. **Kukua:** “I didn’t take the book. I saw Nana with it yesterday.”
2. **Nana:** “I didn’t take the book. I don’t even know what it looks like.”
3. **Clara:** “I saw David take the book from the shelf.”
4. **David:** “Clara is lying. I was at home when the book went missing.”

The librarian knows that only one of them is telling the truth. Who took the book?

Solution Process: If Kukua is telling the truth, then Nana had the book. But this means Clara and David must both be lying, which would mean more than one person is telling the truth. Therefore, Kukua is lying.

If Nana is telling the truth, he doesn't know what the book looks like. This would mean Kukua, Clara, and David are lying, which would make Clara's statement false, contradicting Nana's claim of innocence. So, Nana is lying.

If Clara is telling the truth, she saw David take the book. This would mean Kukua, Nana, and David are lying. Since only one person can be telling the truth, this possibility works.

If David is telling the truth, Clara is lying, which means Clara didn't see David take the book. But this would mean Kukua and Nana are lying, too, causing a contradiction with the number of true statements allowed. So, David is lying.

Since only one person is telling the truth, Clara must be the one telling the truth. Therefore, David took the book.

Answer: David took the book.

Example 2

If a lion has two eyes, a monkey has two eyes, and an elephant has two eyes, how many eyes do we have?

- A. 3
- B. 4
- C. 1
- D. 2

Explanation: The question asks how many eyes *we* have, so that means that the person who has asked the question is including the person who is supposed to give the answer. Which means there are 4 eyes.

Answer: B. 4

Activity 9.7 The puzzle game

In pairs, begin by creating a short puzzle for your partner. If they are able to answer your puzzle, they take a turn in preparing a puzzle for you to answer. The winner is the person who asks and answers the most puzzles.

Note

You may want to give yourselves some time to prepare a few different puzzles using books and online tools before starting the game.

EXTENDED READING

Prempeh, A. A. (2023). *Akanfoɔ amammere ne Akan kasadwin*. Premsko Publications

REVIEW QUESTIONS

1. What is your understanding of what a riddle is?
2. Using your understanding, deconstruct the riddle below, focusing on its structure.
“What starts with an E, ends with an E, but only contains one letter?”
(Answer: An envelope!)
3. Create a meaningful riddle and provide the answer.
4. What is the importance of riddles in everyday life?
5. Answer the riddle: One rabbit saw six elephants while going towards the River. Every elephant saw two monkeys going towards the river. Every monkey holds one tortoise in their hands. How many animals are going towards the river?
 - A. 14
 - B. 11
 - C. 8
 - D. 5
6. What is the purpose of puzzling?
7. Identify the structure of puzzles.
8. Create a meaningful puzzle and explain how to arrive at the answer in detail.



SECTION

10

POETRY

LITERATURE OF THE GHANAIAN LANGUAGE

Written Literature

INTRODUCTION

In this section, you will be exposed to some aspects of written literature in Ghanaian language. Specifically, the section discusses poetry. You will be introduced to the description of poetry, types of poetry, elements of poetry and the significance of poetry. You will also learn about how poetry is appreciated. Your knowledge of poetry and poetry appreciation will expose you to rich vocabulary and language skills. This section fosters imagination, creative thinking, and self-expression. The appreciation of poems will help you develop critical thinking, interpretation, and analytical skills. It will also help you to understand and manage emotions and develop emotional intelligence. The section has links with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and reciting poems enhances memory, confidence, and public speaking skills.

KEY IDEAS

- A poem is a form of literary expression that uses rhythmic and figurative language to convey vast meaning and emotion.
- One who composes poems is called a poet. A poet uses literary devices like rhyme, meter, symbolism, and imagery to pack complex ideas and themes in sparse words.
- Poetic language cannot be understood in the same way that ordinary language is understood.

POETRY

Explanation of Poetry

A poem is a verbal composition designed to convey experiences, ideas or emotions vividly and imaginatively. Poems are characterised by the use of

language chosen for its sound and suggestive power and by the use of literary techniques such as meter, metaphor and rhyme. Poetry as a form of literature is written in lines and stanzas (verses) that use aesthetic and often symbolic language to share ideas.

Activity 10.1 Defining the concept of poetry

In your own words, state what poetry is as a type of literature.

Types of Poetry and Their Characteristics

Table 10.1: Types of Poetry and Their Characteristics

Type of Poetry	Characteristics	Examples
Narrative Poetry	Tells a story with a plot, characters, and a setting. It often includes a narrator.	Epics, ballads
Lyric Poetry	Expresses personal emotions or thoughts, often in a musical manner. It's typically short and focuses on a single subject.	Sonnets, odes, elegies.
Epic Poetry	Written in verse to be spoken; it's like a drama in poem form, involving dialogue among characters.	Dramatic monologues, verse drama
Sonnet	A poem of 14 lines with a specific rhyme scheme and meter. It usually explores themes of love, mortality, and nature.	Shakespearean sonnets, Petrarchan sonnets.
Free Verse	Free from limitations of regular meter or rhythm and does not follow a fixed rhyme scheme. It allows for greater flexibility in expression.	Modern poetry by Walt Whitman, T.S. Eliot.
Blank Verse	Written in unrhymed iambic pentameter. It has a consistent meter with no end rhyme, allowing for natural flow and rhythm.	"Paradise Lost" by John Milton.

Type of Poetry	Characteristics	Examples
Ode	A formal, often lengthy poem that praises and glorifies an event, individual, or idea. It has a varied but formal structure.	“Ode on a Grecian Urn” by John Keats.
Elegy	A reflective poem that laments the loss of something or someone. It often explores themes of mourning, loss, and reflection.	“In Memoriam A.H.H.” by Alfred, Lord Tennyson.
Ballad	A narrative poem that is meant to be sung. Ballads contain a simple meter and rhyme scheme, and they often tell stories of folklore or romance.	Ancient folk ballads, “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge.

Activity 10.2 Identifying the types of poems

In pairs, identify and explain three types of poems and share with the class. Give your own examples if you can.

Elements of Poetry

- 1. Imagery:** Creates vivid pictures in the reader’s mind through descriptive language that appeals to the senses.
- 2. Sound:** Includes rhyme, rhythm, alliteration, assonance, and onomatopoeia, contributing to the poem’s auditory beauty.
- 3. Form and Structure:** The physical layout of the poem, including stanza arrangement and line length, influences meaning and impact.
- 4. Meter and Rhythm:** The pattern of stressed and unstressed syllables in a line, providing a beat or tempo.
- 5. Rhyme Scheme:** The ordered pattern of rhymes at the ends of lines, enhancing musicality and memorability.
- 6. Line and Stanza:** Lines are the basic building blocks of poetry, and stanzas are grouped sets of lines, affecting pace and thematic breaks.
- 7. Figurative Language:** Uses metaphors, similes, personification, and hyperbole for meanings beyond the literal, enriching interpretation.

8. **Theme:** The central idea or underlying message conveyed by the poem, reflecting on human experiences and emotions.
9. **Tone and Mood:** The poet's attitude toward the subject or reader (tone) and the emotional effect on the audience (mood).
10. **Symbolism:** The use of symbols to represent ideas or concepts, adding depth and layers of meaning.
11. **Diction:** The selection of words and their connotations, affecting the poem's tone, mood, and imagery.

Activity 10.3 Whole class recitation of a given poem

Ask your teacher to recite parts of the poem and repeat after them if you can.

Importance of Poetry

1. Enhances language skills: Poetry exposes learners to rich vocabulary, metaphors, and linguistic devices.
2. Fosters creativity: Poetry encourages imagination, creative thinking, and self-expression.
3. Develops critical thinking: Analysing poetry helps learners to develop critical thinking, interpretation, and analytical skills.
4. Cultivates empathy: Poetry explores human emotions, experiences, and perspectives, promoting empathy and understanding.
5. Provides historical and cultural context: Poetry offers insights into historical events, cultural traditions, and social movements.
6. Improves memory and recitation skills: Memorising and reciting poetry enhances memory, confidence, and public speaking skills.
7. Encourages self-reflection and expression: Poetry provides an outlet for students to express thoughts, feelings, and experiences.
8. Develops emotional intelligence: Poetry helps learners understand and manage emotions, developing emotional intelligence. Learners can resonate with the themes and happenings in a poem.
9. Enriches understanding of literary devices: Poetry teaches learners about literary devices, such as symbolism, imagery, and figurative language. These devices are used to enrich speech and oratory.

Activity 10.4 Importance of poetry

Form a group with 2 or more friends and discuss the importance of poetry as literature. Include the ideas above as well as your own opinions.

Structure of a Poem

Poems have the following features that form the structure

1. Lines: Individual rows of words.
2. Line Length: Number of feet or syllables per line.
3. Stanzas: Groups of lines that form a unit or section.
4. Rhyme Scheme: Pattern of repeated sounds at the end of lines.
5. Meter: Pattern of stressed and unstressed syllables.
6. Feet: Units of meter, consisting of a combination of syllables.
7. Enjambment: Sentence or phrase continuing into the next line without punctuation.
8. Caesura: Pause within a line.
9. Capitalisation: Use of uppercase letters at the beginning of lines or sentences.

The structure of poems is used with the following objectives;

- a. Create rhythm and musicality
- b. Enhance meaning and emphasis
- c. Establish tone and atmosphere
- d. Guide the reader's pace and flow
- e. Add visual appeal to the poem

POETRY APPRECIATION

Factors to consider when appreciating poetry

1. Check the title and its relationship with the content of the poem.
2. Identify the core message of the poem or the poet's purpose for writing the poem.
3. Check whether the language is simple or complex and consider the reason for the use of such language style.
4. Talk about the tone/attitude or feeling towards the subject and how this is presented
5. Discuss the mood the poem presents.

6. Comment on the literary devices used. Explain the effects of the devices.
7. Comment on the structure of the poem.
8. Check who is narrating the poem and who the poem is About.

Activity 10.5 Revising the elements and structure of poetry.

Understanding the elements and structure of a poem is important when trying to critique (appreciate) it.

1. In pairs, revise the elements of poetry. Give examples from the poem that you recited in **Activity 10.3**.
2. Discuss the structure of the poem from **Activity 10.3**. What rhyming patterns can you spot? How many lines are in each stanza? Does the line length vary or always stay the same?

Activity 10.6 Analysing a poem

Read the poem and sample appreciation below. Make notes in your own words to guide yourself when you come to analyse a poem.

Sample analysis of the poem *Daddy* by Sylvia Plath

(The first two stanzas of the poem are presented and analysed)

DADDY

You do not do, you do not do
 Any more, black shoe
 In which I have lived like a foot
 For thirty years, poor and white,
 Barely daring to breathe or Achoo.
 Daddy, I have had to kill you.
 You died before I had time ____
 Marble-heavy, a bag full of God,
 Ghastly statue with one gray toe
 Big as a Frisco seal

Source: <https://www.matrix.edu.au/beginners-guide-poetry/how-analyse-rhyme/#analyse>



Step-by-step analysis

Step 1: Read the whole poem aloud.

Reading *Daddy* out loud is a unique experience; it is quite harsh and feels almost suffocating.

There is no consistent rhyme. Every stanza is different from the previous, which makes it difficult to predict.

You also immediately notice Plath's overuse of rhyme, especially with the 'oo' sound.

This makes her poem confronting and haunting.

Step 2: Annotate the poem

We will be annotating the first two stanzas of *Daddy* in this example. However, you should always annotate the whole poem to effectively analyse elements that are used throughout the poem.

Findings:

The 'oo' sound is found throughout the two stanzas (internal rhyme), i.e. beginning, middle, and end of lines.

Stanza 1: AAABA rhyme scheme

The word 'foot' is considered A because it is an imperfect rhyme

4/5 of the lines rhyme.

Stanza 2: ADEFG

The rhyme 'A' from the perspective stanza is carried into the 1st line of stanza 2.

None of the lines in this stanza rhyme. However, there are rhyming words scattered throughout the stanza.

Step 3: Figure out the effect

Now that we know Plath's rhyming pattern, let's figure out the effect by answering the following questions:

a. Does the rhyme scheme change throughout the poem? Why?

Every stanza of the poem follows a different rhyme scheme; there is an inconsistent rhyme scheme throughout the poem.

Some stanzas are heavy with end rhymes, and others barely have any.

Rhymes unify the whole poem, so stanzas with no rhyme scheme break the structure of the poem and create a sense of unpredictability. This can get irritating as there is no flow.

b. Does it feel forced or natural? Why?

The rhyming words and rhyme scheme feel forced.

Plath overuse the sound 'oo' throughout the poem. This creates a 'thick' and suffocating atmosphere, which complements the themes in the poem: oppression, anger, and death.

c. What mood does it create?

The poem has a lyrical feel that mirrors a nursery rhyme. However, instead of being playful and innocent, the poem feels more unsettling.

d. Does it help create a rhyme?

The rhyming words ('oo' sound) create a sense of rhyme, despite it being used at irregular intervals. This is because the rhyme is consistently used throughout the poem. The sound is instantly recognisable, acting as an irregular metronome for the poem. Also, the consistent 'oo' sound throughout the poem resembles the rhythmic sound of a steam train: "choo choo, choo choo".

Step 4: What is the significance?

Now that we have figured out the effect of the rhyme, it is time to find meaning!

a. Does it emphasise a particular subject?

Think about the poem's themes.

Daddy is a one-sided conversational poem where Plath explains her feelings and thoughts about her toxic relationship with her father.

- Some of the main themes explored in the poem are:
Oppression, anger, death, gender, and power
Now, let's refresh our memory about our findings about rhyme from the previous step.
- Plath overuses rhymes (with the 'oo' sound), which feel suffocating and thick.
- The rhyme scheme is irregular, and therefore unpredictable and irritating.
- The poem sounds like a lyrical nursery rhyme.
So, let's link Plath's themes to our findings:
- The forced overused 'oo' sound is representative of Plath's emotions; she sometimes has random spikes of heightened anger and hatred towards her father and husband.

- The hunting nursery rhyme gives us insight into Plath's childhood. As opposed to having happy and playful memories, she is instead traumatised by her father's actions.

b. What is the poet's intention?

The rhyme scheme gives insight into Plath's emotions and thoughts. It directly complements the themes and subjects explored in the poem and gives us a chance to feel what Plath is feeling.

Step 5: Summarise the findings into one paragraph

Now, it is time to collate all the findings into a paragraph

Plath explores the toxicity and detriments of oppressive power in Daddy. The overused rhyme of 'oo' sounds throughout the poem, like "You", "Jew", and "Achoo", create a thick and suffocating atmosphere that is symbolic of the suffocation of the victims of oppressive power. Plath confronts her 'daddy' and husband in the poem and criticises them for oppressing her. As such, the irregular rhyme scheme represents her spikes of anger and resentment towards those oppressive men. Some stanzas have up to four out of five rhyme lines (final words in each line of stanza 1: 'do', 'shoe', 'foot', and 'achoo') whereas other stanzas only have one line that rhymes with the previous stanza (final word in each line of stanza 2: 'you', 'time', 'god', 'toe', and 'seal'). Since the 'oo' sound is so confronting, the stanza with the rhyme scheme feels much more evocative and suffocating, thus representing her heightened feeling. As such, Plath confronts her audience with the reality of oppression and its impact on victims.

EXTENDED READING

Wainwright, J. (2004). *The basic poetry*. London: Routledge.

REVIEW QUESTIONS

1. Explain poetry as a type of literature in your own words.
2. Explain the following elements of poetry: themes, symbolism, tone/mood, and diction.
3. Identify the impact of different elements of poetry on the reader.
4. Examine the importance of poetry in the everyday life of society.
5. Use the features of poetry to create your own poem and write a short analysis of the poem.
6. Outline the elements of a poem.
7. Outline the steps you would follow to appreciate a poem and why.
8. Create your own poem and provide its theme, rhyme, and effect.
9. Explain the importance of elements to the development of a poem.

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GLOSSARY

A

Affix: An affix is a grammatical form that is attached to a word at either the beginning,

Affixation: It is the process of adding affixes to roots or stems to form new words

B

Ballad: A narrative poem that is meant to be sung. Ballads contain a simple meter and rhyme scheme, and they often tell stories of folklore or romance.

Borrowing: It is the process of acquiring new words into a language from another language.

C

Clipping: It is the process of shortening an existing word in a language to form a new one.

Coda: It refers to the final consonant of a syllable.

Comma: is a punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.

Compounding: It is the process of putting two or more existing words together to form a

Conjunction: A Conjunction is a word that joins two or more words, phrases or clauses in a single sentence.

Coordination conjunctions: Coordinating conjunctions link equal parts of a sentence

Correlative conjunctions: These are paired conjunctions that are generally used at two

Culture: It is the ideas, customs and social behaviour of a particular group of people or a specific society.

Customary: traditional practices that are passed down through generations

D

Derivational affix: It changes the class of a word to which it is attached. (including phrases and clauses.)

Dramatic Poetry: A poem that is written in verse to be spoken; it's like a drama in poem form, involving dialogue among characters.

E

Elegy: A reflective poem that laments the loss of something or someone. It often explores themes of mourning, loss, and reflection.

Epic Poetry: A lengthy narrative poem, often recounting the heroic deeds and adventures of legendary or historical figures.

F

Free Verse: Free from limitations of regular meter or rhythm, and does not follow a fixed rhyme scheme.

G

Goal: A clearly defined objective, such as solving a problem or reaching a specific outcome.

H

Head word: the central element in a phrase

Human rights: Human rights are a set of principles concerned with equality and fairness. They recognise our freedom to make our own choices about our lives and live a life free from fear, harassment or discrimination.

I

Indigenous: Original occupants of a land or a region

Infix: An affix is an **infix** when it comes in-between two-word forms.

Inflectional affix: It is an affix which maintains the class of a word it is attached. (middle or end, new word and placed in a sentence to connect two equal grammatical entities)

Intonation: It is the pitch changes that occur across a sentence.

L

Lexicon: It is an inventory of sounds, words, etc. that a language has.

Litigant: A party involved in a lawsuit, either the accused or defendant.

Lyric Poetry: A poem that expresses personal emotions or thoughts, often in a musical manner. It's typically short and focuses on a single subject.

M

Meter and Rhythm: The pattern of stressed and unstressed syllables in a line, providing a beat or tempo.

Monogamy: The practice of marrying one person at a time.

O

Obstacles: Challenges or barriers that hinder progress.

Ode: A lengthy poem that praises and glorifies an event, individual, or idea.

P

Pitch: It is the rate of vibration of the vocal cords during speech.

Poem: A poem is a verbal composition designed to convey experiences, ideas or emotions vividly and imaginatively.

Polygamy: It is the practice of having multiple spouses at the same time.

Prefix: A prefix is an affix which is attached to the beginning of a root/stem.

Puzzle: A puzzle is a game or problem that requires logical or strategic thinking to solve.

R

Relative adverb: is an adverb that heads an adjective.

Rhyme Scheme: The ordered pattern of rhymes at the ends of lines, enhancing musicality and memorability.

Riddle: A riddle is a type of puzzle or brain teaser that uses language, words, and clever twists to conceal a hidden answer or meaning.

Rules: A set of constraints or guidelines that must be followed.

S

Slash: It is used to show available options and choices. It is a diagonal line used between two words that is either applicable, in dates or fractions, to express per, etc.

Solution Path: A sequence of steps or decisions leading to the goal.

Solution: The final answer or outcome.

Sonnet: A poem of 14 lines with a specific rhyme scheme and meter.

Source language: the language from which a text is translated.

Starting Point: Initial situation or setup.

Subordinating conjunctions: They help in linking a dependent clause to an independent one.

Suffix: A suffix is an affix which is attached to the end of a root/stem.

Summary: A condensed version of an original text, usually a full article or book.

Syllabic consonant: It refers to a consonant that can function as the nucleus or the peak of a syllable in the absence of a vowel.

Syllabification: It is the process of dividing an existing word into its respective syllables.

T

Target language: the language into which a text is translated.

Text: A piece of written work.

Transitive verb: it is a verb that uses a direct object, which shows who or what receives the action in a sentence.

This book is intended to be used for the Year Two Ghanaian Languages Senior High School (SHS) Curriculum. It contains information and activities to support teachers to deliver the curriculum in the classroom as well as additional exercises to support learners' selfstudy and revision. Learners can use the review questions to assess their understanding and explore concepts and additional content in their own time using the extended reading list provided.

All materials can be accessed electronically from the Ministry of Education's Curriculum Microsite.



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