English Language

for Senior High Schools

Year 2

Beatrice Antwiwaa Boateng

Jennifer Afua Kyei-Baffour

Isabella Sika Keh

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Perfect Quarshie

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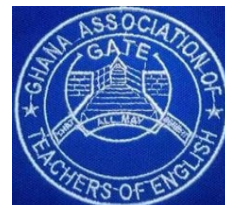
Benjamin Orrison Akrono

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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 Pre-Tertiary Teachers Association of Ghana-PRETAG) 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

DIPHTHONGS AND READING COMPREHENSION

PHRASES AND CLAUSES

INTRODUCTION

Welcome to Year 2, Section 1! Here, we will be embarking on an exciting journey through the world of language. These lessons will enhance your listening and speaking skills, reading comprehension and grammar understanding - all while having fun. In our oral language lesson, we will explore the fascinating world where two vowel sounds are put side by side in a word. This is called a diphthong. There are fun activities that will help you to learn to identify and to produce these sounds so you do not have to worry. During the reading lesson, you will be given a guide on reading and answering comprehension questions. Understanding how to read effectively and also how to respond to questions is essential for your growth and security as a reader. Finally, our grammar lesson will look at the concepts of phrases and clauses. Remember, practice makes perfect and every step you take helps you become a better learner. Let us get started!

Key Ideas

- **Clause** is a group of words with a subject and a predicate and may or may not form a complete thought.
- **Diphthongs:** A sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in coin, loud, and smear).
- **Glides** are speech sounds that are phonetically similar to vowels but function as consonants in a syllable.
- **Phrase** is a word or group of words without a subject and a predicate.
- **Predicate** is the part of the sentence that says something about the subject.
- **Reading comprehension** is the ability to make sense of a text read in order to be able to tell the meaning of the text.
- **Subject** is the part of the sentence about which something is said.

DIPHTHONGS IN ENGLISH SPEECH SOUNDS

Diphthongs are special vowel sounds that begin with one vowel sound and smoothly glide (change) into another. They occur within the same syllable. In one syllable, you can have two different vowel sounds that occur side by side. For example, in the word 'cow' /kau/, two different vowel sounds /a/ and /ʊ/ are put side by side. This makes the 'ow' in the word 'cow' a diphthong—Diphthongs aid in differentiating words from one another.

Diphthongs are also important because they contribute to the richness of language. There are eight diphthongs in English Language. They are: (/aɪ/, /aʊ/ /eɪ/, /ɔɪ/, /əʊ/, /eə/, /ɪə/ and /ʊə/). **Table 1.1:** A table on English Diphthongs with examples

Diphthong	Examples
/aɪ/	my, pie, lie, sigh, fright, flight
/aʊ/	how, bow, fowl, hound
/eɪ/	say, spray, slay, make, raise, eight
/ɔɪ/	coy, coil, choice, ploy, soil
/əʊ/	goal, so, coat, own, cold
/eə/	lair, bear, heir, mare, blur
/ɪə/	hear, sheer, mere, shea, spear
/ʊə/	cure, lure, poor, dour, your

Note: *Review the pure vowel chart in your Year One English Language Learner Material Section One for more on the positioning of the pure vowel sounds (monophthongs)*

Classification of Diphthongs
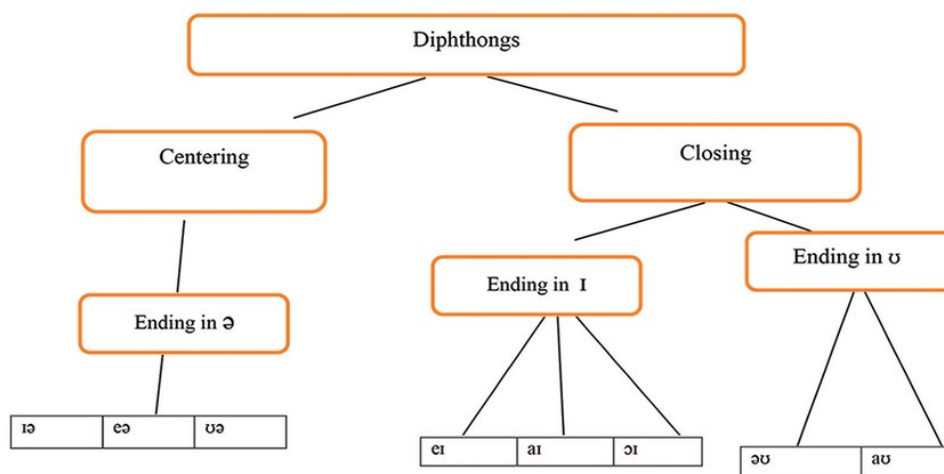
Figure 1.1: Classification and types of diphthongs used in words.

Diphthongs start on one vowel sound quality and end on the other vowel sound quality. Therefore, it is because of the positioning of the tongue that a diphthong can start on the opening and end on the closing or on the centring. This explains why we have **Closing** and **Centring Diphthongs**

1. With the closing diphthong, the first vowel is open and the second is closed. The closing diphthongs that we have in English are: /aɪ/, /aʊ//eɪ/, /ɔɪ/ and/əʊ/.

2. In the centring diphthong, the first vowel sound is more peripheral while the second is central. They are: /eə/, /ɪə/ and /ʊə/.

Refer to **_Table 1.1_** for examples of closing and centring diphthongs.

To conclude, diphthongs are important components of speech that permeate the phonetic landscape of a language. Their unique characteristics allow for a variety of sounds that can change meaning and contribute to the richness of spoken language.

Activity 1.1 Practising of vowel sounds

1. Which vowel sounds can be put together to form diphthongs in specific words. Write your responses in the table below. The vowel chart can guide you.

Diphthong Sounds	Examples in words (underline the diphthongs in the words)

2. Now use a dictionary to confirm your responses (both the sounds and examples); make corrections where necessary.
3. On a sheet of paper, write what you think a diphthong is and share with your friends.
4. Get a simple extract or passage from a text and based on your knowledge of diphthongs, read the text. Remember to pronounce the diphthong sounds correctly. When in doubt, use a dictionary.

An example of an extract _from The Kaya Giel_ by Mamle Wolo _is given below:_

ORANGE HEADSCARF, KOHL-LINED EYES, HIGH-UP CHEEKS, BRIGHT white teeth. She walked into the frame as I was taking a photo out the car window. Auntie Lydia was just pulling into our usual spot at the market car park, and the girl came and lowered her head pan by the car next to us: a great silver bowl full of Blankson's Electricals carrier bags, with their unmistakable green-and-blue logo. The very sight of that logo made the Blankson boys pop up before my eyes like genies from a bottle. "Are you waiting for angels to come and carry you out of the car?" snapped Auntie, blowing my vision away like a puff of smoke.

5. Write corresponding examples of closing and centring diphthongs.

Closing Diphthongs and Examples	Centring Diphthongs and Examples

6. Practise the words you have identified that contain diphthongs. If the word has two or more diphthongs in it, underline which part corresponds to the diphthong you are referring to. e.g. /eə/- area or /ɪə/- area
7. Form at least four sentences using words containing diphthongs. For example: They made those bikes outside.

Note: If you are doing this as a group, help those who find difficulty in pronouncing the words appropriately. Do not make fun of them.

A GUIDE TO READING AND ANSWERING COMPREHENSION

Comprehension simply means understanding. In comprehension, your understanding or knowledge of things (texts, instructions) is tested. In English Language, comprehension aims to find out how well you understand the text or how much attention you give to the details provided in texts or instructions. In academic studies, it is important, when it comes to dealing with written text, that we try our best to understand the text given before we can work with it effectively. For us to be able to do this, we need to follow some guidelines to enhance our understanding of the text/passage given.
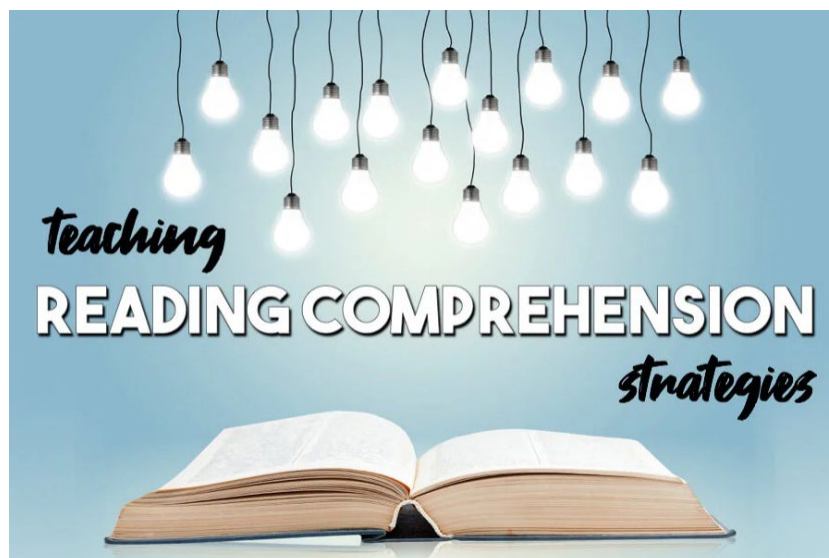
Figure 1.2: An image of reading comprehension strategies

Some of these guidelines are listed below

1. **Decoding**

    This is when you pay attention to the letters, how their sounds come together to form the words in the text. To pronounce a word like 'plate', you first look at the individual sounds that come together to form the word as in; /p/, /l/, /eɪ/ and /t/. Decoding helps you to pronounce words effectively. This will go a long way to help you to understand the text.

2. **Vocabulary**

   After decoding the words, we need to find their meanings. That is where vocabulary comes in. It deals with understanding words and their meaning based on how they are used in given text. This suggests that a word may not have a real meaning until it is used in a text. E.g., 'board' could mean a decision-making body or a wooden material. It depends on how it is used.

3. **Fluency**

   Understanding a written text depends largely how it is read. Fluency in reading is the ability to read smoothly and confidently. Once you decode and know the meaning of the text, you will be in a better position to read fluently. Fluency is important. Why? If your reading does not go smoothly, you may not show that you understand the text or get an audience's attention.

4. **Critical thinking**

   This is applying logical principles and careful reasoning to analyse a text. Our intention is to understand the given text/passage. We therefore must break the text into its basic elements and examine them so that we can draw conclusions. In doing so, we need to pay attention to every part of the text.

5. **Inference**

   Another guiding tool that we can apply is being aware of inference. We use this to make connection among events or situations in the text. Thus, we try to connect ideas that are presented in the text so that we can draw conclusions from what we read.
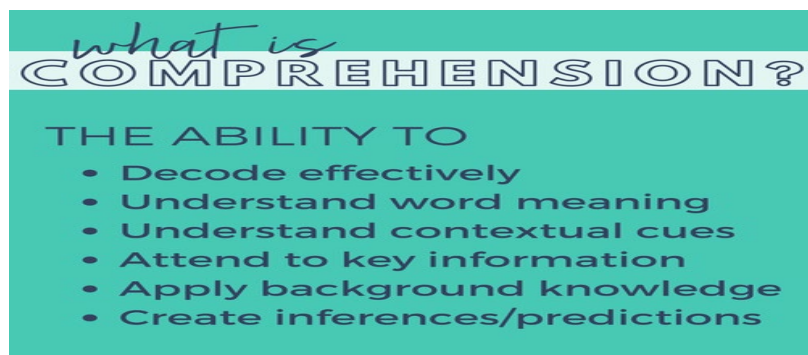
Figure 1.3: An image that explains comprehension

Reading Comprehension Skills

1. Identifying main ideas and supporting details in the text. Texts are mostly written on specific ideas. It is important that we pay attention to the main idea or thing that the text talks about. This can be done by employing the services of the reading techniques. (Refer to Year One English Language Learner Material for the techniques).

2. Understanding plot, characters, and setting. In comprehension, you need to pay attention to what happens from the beginning to the end (plot). You also need to look at who is in the story (characters) and the place and the time it takes place (setting). This helps you to follow the story.

3. Recognising themes and the purpose of the writing. We need to consider why the themes were chosen and why the texts were written. Understanding that themes such as health and love have been used for the purpose of education or entertainment gives you a deeper insight into the text.

4. Making inferences and drawing conclusions. Sometimes, the text does not tell you everything you need to know directly. By making inferences, you read between the lines and use tips and clues to draw conclusions in order to comprehend the text.

5. Analysing and evaluating text structure and organisation. This involves looking at how a text has been put together, whether the ideas have been clearly laid out, and how this helps to understand the text. This should lead us to understanding when done effectively.

6. Identifying and understanding figurative language and literary devices. Figurative language is an expression that does not give outright or straightforward meaning as used in a text. Writers often use metaphors, similes or other figures of speech to create meaning or add creativity. If we analyse these elements of a text effectively, we will understand it easily.

7. Recognising and understanding different text types/genres. Different types of texts communicate messages in a variety of ways. The text type - narrative, argumentative, descriptive; and the genre - drama, prose or poetry differ in terms of language usage. When you know the genre, it will help you to understand how to approach and interpret the text.

Strategies to improve reading comprehension

1. **Active reading**: This involves critically engaging in reading and asking yourself questions about the text. You could also try to make a summary of the text. If you can provide answers to the questions and also summarise the text effectively then you will have gained understanding of the text/passage.

2. **Visualising**: The use of this enables us to form or create mental images or videos of the text. Having or creating a picture of the text in your mind's eye would help you to see clearly what the text is saying. This would aid your understanding of the text.

3. It is also helpful if you **make connections**. Thus, you must relate the given text to your personal experiences (if any) and prior knowledge. As you reflect on these, you begin to understand the text better.

4. **Note-taking** is another strategy you can employ as you read through the text. It is advisable that you take record of the key information and ideas contained in the text. Having done that, you then examine what you have recorded to understand it better.

5. It is not out of place to **discuss the text**. You can do so individually, or with colleagues if possible.

6. **Re-reading**: Sometimes texts that are given are not easy to understand. In this case you must read the text several times. You should thoroughly read the text (and sometimes, other similar ones). When you read over and over, it becomes part of you. So, you will begin to gain a deeper level of understanding of the text.

7. **Practice** they say makes perfect. In order to better understand a given text, you need to practise. This will improve your comprehension over time.

8. It is also important that we engage in **cross-referencing** during our reading. This can be done by juxtaposing the text under discussion with some similar ones you have read. As you do, note the similarities of the texts.

All the above and some others are possible methods which can be employed in reading comprehension to be able to understand a text. Beyond this level, these strategies can equally be applied in life, the world of work and higher levels of education.

Activity 1.2 Analysis and Interpretation of Text

1. In groups, read **Passage 1** and use at least four appropriate comprehension strategies to analyse and interpret the text.

2. Present your group answer on a flip chart or PowerPoint to your class, friends or relatives.

Passage 1

It is well-established that some students perform creditably in school while others flop badly. Some students may be intelligent and highly motivated but still find it extremely difficult to climb the academic ladder. Such students face learning problems but may not necessarily have physical disabilities. Among the problems, perhaps the most worrying is the bad attitude these students have toward their studies. This arises because wrong views have discounted the benefit of education. Many students actually doubt their abilities to build a bright future for themselves through education. Such students have not sufficiently understood the aims and objectives of education to appreciate its character and approach. Closely linked to this problem is that students have poor attitude to teachers, maybe because the teachers do not employ enterprising methods to make their teaching interesting.

Indeed, a more serious problem is that students sometimes find it difficult to grasp abstract ideas, especially in science and mathematics. Reading, the correct spelling of words and remembering of facts are connected with this problem. Such students will do well not to fall into the trap of using drugs that can supposedly aid memory. All that such drugs can do is to wreak havoc on their bodies. Adequate and effective measures can always be taken to deal with a learning problem in school. Prominent among these remedial measures is repetition of ideas or points which can aid the students in remembering. Repeating words or ideas can engage the senses of sight and hearing thereby leaving deep impressions on the mind. If students learn principles by repeating them, this will aid them greatly.

A more practical approach is for students to be determined to overcome their learning problems. Teachers have the know-how to keep the students focused in their determination to better themselves. Since teachers are in touch daily with the students, they get to know them more intimately than their parents and are, therefore, in the best position to help them.

3. Scan the QR code or click the link below to watch a YouTube video on how to create a story map out of a story. Pay attention to the video, you will be creating a story map after watching it.

http://youtube.com/watch?v=tR4IlLNMDS4

4. Search for images of story maps and use them as inspiration to create a story map out of **Passage 2**.

Passage 2

There is a joy for married couple when they are blessed with the arrival of a baby into the family. However, nurturing a child into adulthood is not the only responsibility of parents. In order to bring up a child that one would be proud of, discipline is essential. Disciplining a child is a difficult task that needs to be done with care. Before punishing a child for wrong-doing, a parent should try to find out why something happened the way it did. This is the right approach to adopt if the disciplining process is to work effectively.

One of the serious mistakes which parents make is for them to think that discipling a child is the sole responsibility of only one partner. So, the other partner will look on unconcerned even when the child is doing something wrong. If the disciplining machinery is to work well, this way should not be followed. Discipline is a joint venture which both parents should handle together. If a parent does not allow his or her partner to have control over the child, whatever disciplinary measure, he or she adopts will not be effective. When husband and wife come from different backgrounds, they are likely to have very different views and methods about discipline. At times, these differences can cause real tension in the family. Parents may clash over how to train a child. Unresolved disagreements over the disciplinary procedure can be a wedge that drives a couple apart and creates an opening for a child to play one parent off against the other.

There are some workable principles of discipline which can be applied to deal effectively with the problem of training children in a disciplined way to become responsible citizens. Certainly, parents need to invest time in the training of their children. This is the best foundation on which discipline is built. To prevent children from becoming wayward, parents should regularly set aside some time to spend with their children. Admittedly, making that time is not always easy, but it is worth the effort. In order to bring up children to be good adults, they should be aware of the importance of discipline. Then they cannot turn around to kick against set standards. It is right for parents to present a united front in disciplining their children. Then the children will know that their parents will not compromise on the standards of good behaviour. There is no doubt that

these measures, if properly executed, will make children conform to acceptable standards.

Activity 1.3 Proof of understanding

1. Discuss how you would feel as a child when your parents have a struggle about discipline in the family and explain why.
2. In groups and share with the entire class, the issues that hinder discipline in families, according to the passage.
3. Choose a partner, read and summarise passage 2 in not more than four sentences.
4. Identify the themes in the text and share your findings with the class.

PHRASE AND CLAUSE

The Phrase
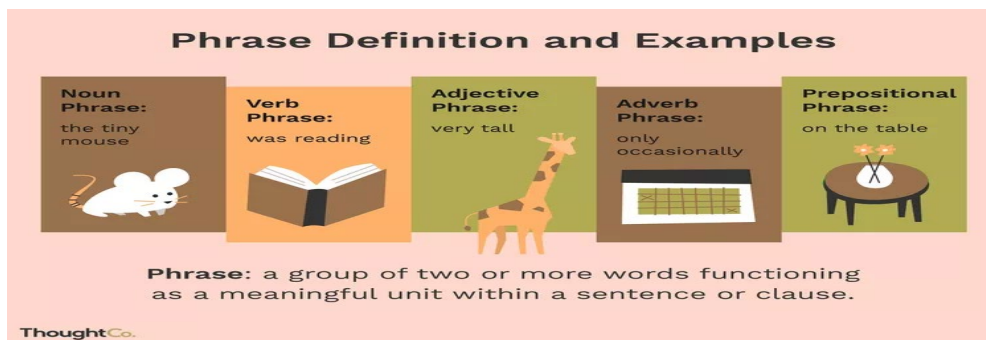
Figure 1.4: Image of a definition of phrase with its types

A phrase is a group of words that has no subject and predicate and functions virtually as a single unit of speech. A phrase does not express a complete thought as it does not express a full idea. It provides only partial information that needs to be put into context to make it meaningful. For example, if someone says to you, 'in the market', you will wonder if the speaker is talking about who was in the market or what happened in the market. The speaker would therefore have to provide additional information for meaning to be achieved. Thus, although phrases provide nuanced meaning in the overall context, they leave room for more questions. Nonetheless, phrases help provide additional information, convey meaning, enhance structure and ultimately facilitate effective communication as they create rhythm and colour in speech and writing.

For example:

1. [The children on the bus] [are going] [on a trip].
2. [All my friends] [will be invited] [to the party].

3. [The learner] [jumped] [for joy] [at the sight of the president].

4. [In spite of the discouragements], [they] [never gave] [up].

All the bracketed parts in the above sentences might be regarded as phrases.

Types of Phrases

Noun Phrase (N)

It is a word or group of words that is naming something and functions as single grammatical unit – a noun – in context. A noun phrase has a noun as a head word. A noun phrase can be made up of a noun alone, A determiner(a, the, this) + noun, An adjective + noun or a combination of determiners, adjectives, and nouns. A noun phrase functions like a single noun in a sentence. Noun phrases answers the question who, what, which and whose as seen in the example:

The children on the bus are going to Takoradi.

It is noted that 'the children on the bus 'answers the question 'Who are going to Takoradi?" This makes "the children on the bus" a noun phrase.

Other examples:

a. The extremely talented singer signed a recording deal. (Who signed a recording deal?)

b. Your laptop was found in the Information and Communication Technology (ICT) lab. (What was found in the ICT lab?)

c. The person standing under the tree in the African print clothing is the Chief Executive Officer (CEO) of the new company. (Who is the CEO of the new company?)

d. Ghana-made chocolates are tastier than foreign ones. (Which is tastier?)

Identification of the Noun Phrase

1. The noun phrase is introduced with an article (a, the or an). For example, in:

   The beautiful landscape of **the** Kwame Nkrumah Memorial Park attracts tourists. **A** traditional Kente cloth exhibition nearby showcases **the** rich cultural heritage of Ghana, near **an** historic Cape Coast Castle.

   It is noted that the beautiful landscape, the Kwame Nkrumah Memorial Park, a traditional Kente cloth, the rich cultural heritage and an historic Cape Coast Castle are all noun phrases. These phrases begin with articles; 'a, an, the'.

2. The noun phrase is introduced with possessive adjectives. They include my, your, his, her, our and their. For example:

   a. **My** mother's favourite traditional dish is Tuo Zaafi and 'Ayoyo' soup.

   b. **Her** cooking skills are unmatched.

   c. **Your** attention to detail in traditional crafts is impressive.

   Here, it is noted that all the underlined noun phrases begin with a possessive adjective.

3. A noun phrase begins with demonstratives – this, that, these and those. For example:
   a. **This** vibrant city of Accra is known for its Homowo festival.
   b. **Those** historic monuments in Cape Coast attract tourists worldwide.
   c. **That** traditional kente cloth is a symbol of Ghanaian culture.
   d. **These** local artisans are skilled in woodcarving.

   Here, it is noted that all the underlined noun phrases begin with a determiner.

4. A noun phrase may be introduced with quantifiers like both, all, some, few and many. For example:
   a. **Few** Ghanaians have explored the entire regions of the country.
   b. **Many** crafts such as cane weaving and woodcarving require great skill.
   c. **All** Ghanaians celebrate interdependence day on 6th March.

   In these examples, it can be observed that all the underlined groups of words are noun phrases which are introduced with quantifiers (the emboldened words).

5. Noun phrases are introduced by titles such as Mr, Mrs, Professor (Prof), Honourable (Hon) and Doctor (Dr). For example:
   a. Dr Kwegyir Aggrey was an intellectual, a missionary and a teacher.
   b. Prof Ablade Glover is a celebrated Ghanaian visual artist and painter.
   c. Hon Sheila Bartels is a member of parliament.

Functions of the Noun Prase (NP)

1. **Noun phrases function as subject of the verb**.

   These are noun phrases that perform the action of the verb. For example:
   a. The Ghanaian parliament has passed several important laws.
   b. Traditional farming methods are still practised in rural areas.
   c. Ghanaian artists showcase their work at the National Museum.

   It is observed that all the underlined groups of words perform the action of the verb 'passed, practised, showcase'. Thus, the function of the noun phrases will be stated respectively as:
   a. Subject of the verb phrase, 'has passed'.
   b. Subject of the verb phrase, 'are practised'.
   c. Subject of the verb, 'showcase'.

2. **Noun phrases also function as object of the verb**.

   When noun phrases receive the action of the verb, it is said to be functioning as the object of that verb. For example:
   a. That Ghanaian musician played only traditional instruments.
   b. The learners explored the ancient historic sites of the Savana Region.
   c. The professors evaluated the students' research projects.

From the examples, it is realised that the underlined phrases answer the questions about what was 'played', 'explored' and 'evaluated'. Thus, the function of the underlined phrases will be stated respectively as:

a. Object of the verb 'played'.

b. Object of the verb 'explored'.

c. object of the verb, 'evaluated'.

3. **Noun phrases function as complement of the noun**.

When a noun phrase follows a linking verb and refers to a noun or pronoun, it is said to function as complement. For example:

a. They are <u>a talented group of artists</u>.

b. He became <u>a successful businessman</u>.

c. The city remains <u>a popular tourist destination</u>.

In these examples, the noun phrases follow linking verbs, 'are, became' and 'remains' and also refer to the pronouns, 'They' and 'He', and the noun phrase, 'The city'. This makes them complements of those pronouns and the noun phrase and their function will be stated respectively as:

a. Complement of 'They'.

b. Complement of 'He'.

c. Complement of 'The city'.

In the examples below, it is seen that the underlined NPs do not follow linking verbs, but they are referring to other NPs already mentioned in the sentences. Such NPs also complement the elements they are referencing (the grammatical functions of the NPs have been stated in brackets).

a. The coach named the star player <u>the most valuable player</u>. (Grammatical function: complement of the noun phrase, 'the star player'.

b. The committee elected the experienced politician <u>the party chairman</u>. (Grammatical function: complement of the noun phrase, 'the experienced politician'.

4. **Noun phrases function as appositives to nouns.**

An appositive is a noun or a pronoun that follows another noun or pronoun to identify it. Hence, the noun phrase that follows another noun, pronoun or noun phrase functions as an appositive of that noun, pronoun or noun phrase. The noun phrase is separated from the 'noun, pronoun or noun phrase' it is in apposition of with commas. For example:

a. Dr Kofi Annan, <u>a former United Nations (UN) Secretary-General</u>, received the Nobel Peace Prize.

b. Professor Akua Mensah, <u>a renowned Ghanaian historian</u>, lectured on African studies.

c. A monument was erected in honour of the popular Ghanaian musician<u>, E. T. Mensah.</u>

d. They, <u>talented Ghanaian artists</u>, won the international competition.

From the examples, it is seen that the NP 'a former UN Secretary-General' follows another NP, 'Dr Kofi Annan; the NP 'a renowned Ghanaian historian' follows NP, 'Prof Akua Mensah; the NP 'ET Mensah' follows NP 'the popular Ghanaian musician' and NP 'talented Ghanaian artists' follows the pronoun 'They'. This makes the underlined NP appositives. Thus, functions of the underlined phrases will be stated respectively as thus:

a.   An appositive to 'Dr Kofi Annan'.

b.   An appositive to 'Professor Akua Mensah'.

c.   An appositive to 'the popular Ghanaian musician'.

d.   An appositive to 'They'.

Note: *In your further reading, you may come across the expression 'in apposition to'; it means the same as the appositive.*

5.   **Noun phrases function as object of the preposition.**

This is the noun phrase that is introduced with a preposition. For example:

a.   The tourists arrived at <u>the beautiful Gbewa palace</u>.

b.   The learners participated in <u>the exciting National Science and Maths Quiz</u>.

c.   The athletes trained at the Borteyman Sport Complex for <u>the 2023 All African Games</u>.

In these examples, all the underlined NPs are preceded by prepositions, 'at, in' and 'for'. Their functions will therefore be stated respectively as:

a.   Object of the preposition, 'at'.

b.   Object of the preposition, 'in'.

c.   Object of the preposition, 'for'.

The Verb Phrase (V/Vp)

It is a word or words that tells us what the subject is doing, what is happening, or the state of the subject. It can consist of only a principal or main verb or the principal and auxiliary verbs (Verbs have treated in Section Eight, Year One of your Learner Material).

Try a read at the extract below:

Every weekday morning, the students run across the compound to get to assembly on time. Ama usually sings softly as she walks, while Kojo writes in his notebook. By the time the bell rings, everyone has eaten their breakfast and is going to their classrooms. During break time, the boys were playing football when the coach arrived. He told them they should have finished their warm-up earlier. Later in the afternoon, the heardteacher announced that the school team will come together for final practice. At sunset, the bus finally arrived, and the tired players jumped on board.

In the extract, these verb phrases can be identified:

More than one-word verb phrase	One-word verb phrase
has eaten	sings

is going	writes
were playing	jumped
should have finished	jumped
will come	

Adjectival Phrase

The adjectival phrase qualifies a noun, pronoun or a noun phrase. In other words, it performs the role of an adjective. For example, in 'The <u>newly elected</u> chairman had high expectations of his followers', 'newly elected' an adjectival phrase because it qualifies the noun, 'chairman'. Its grammatical function will thus be stated as – it qualifies the noun, 'chairman'. Other examples and their functions:

1. The <u>carefully crafted</u> wood carvings showcase the artisan's exceptional skills.

    Grammatical function – it qualifies the noun phrase, "wood carvings".

2. Located at the heart of Damongo in the Savanah region, the <u>ancient historical</u> Larabanga mosque attracts thousands of tourists annually.

    Grammatical function – it qualifies the noun phrase, 'Larabanga mosque'.

3. The <u>highly respected, award-winning Ghanaian author's latest</u> novel topped the bestseller list.

    Grammatical function – it qualifies the noun, 'novel'.

4. The <u>expertly woven, colourful</u> Kente cloth from Ghana is highly sought after.

    Grammatical function – it qualifies the noun phrase, 'Kente cloth'.

5. The festival <u>celebrating Ghanaian heritage</u> with colourful performances was successful.

    Grammatical function – it qualifies the noun phrase, 'The festival'.

Adverbial Phrase (Adv P)

An adverbial phrase is a phrase that modifies a verb, an adjective and an adverb. Simply put, an adverbial phrase functions as an adverb. Consequently, it modifies by providing information when an action occurs (time), where an action occurs (place), how an action occurs (manner), how often the action occurs (frequency) and the extent of the action (degree). The following examples will give you a clearer insight.

Examples of Adverbial Phrase of Time

a. <u>By next year</u>, Ghana will celebrate its 69th independence anniversary.

b. <u>At dawn</u>, the fishermen set sail.

Examples of Adverbial Phrase of Place

a. <u>Outside the Essipon stadium in Takoradi</u>, Ghanaian fans gathered to cheer.

b. There lies a beautiful beach <u>near the Cape Coast castle</u>.

Examples of Adverbial Phrase of Manner

   a. The craftsman carved the cain chairs <u>extremely carefully</u>.

   b. The facilitator spoke very softly to the learners.

Examples of Adverbial Phrase of Frequency

   a. The company reviews its financial performance <u>every quarter</u>.

   b. We are advised to visit the dentist <u>twice a year</u>.

Examples of Adverbial Phrase of Degree

   a. <u>Fairly quickly,</u> the captain scored a goal. (Shows the moderate degree of speed.)

   b. <u>Very carefully</u>, the surgeon performed the delicate operation. (The degree of care in performing the operation.)

How to State the Grammatical Function of the Adverbial Phrase

1. <u>Slightly haltingly</u>, the Ghanaian player continued playing the game.

    Grammatical function – it modifies the verb phrase, 'continued playing'.

2. He is <u>extremely</u> happy.

    Grammatical function – it modifies the adjective, 'happy'.

3. The athletes ran <u>quite</u> swiftly during the marathon.

    Grammatical function – it modifies the adverb, 'quite'.

Functions of Adverbial Phrase

1. Generally, adverbial phrases modify verbs, adjectives and adverbs as has been discussed already.

2. It is used to provide information concerning time, place, degree, frequency and manner in speech and writing. For example:

   a. The conference was held <u>at the Kumasi Arts Centre</u>. (providing information about a place)

   b. The child actor performed <u>exceptionally well</u> yesterday. (providing information about degree/extent of performance)

3. It can function as a single unit of a sentence. For example:

   a. Aisha works <u>with great enthusiasm.</u>

   b. This is <u>incredibly exciting.</u>

4. It is used to show relationships between actions, events or ideas. For example:

   a. I plan to pursue a career in robotics <u>after graduation</u>. (Adv P shows the chronology of action).

   b. The team was preparing for the tournament; in the meantime, the coach was fired (it shows the simultaneous nature of actions).

Prepositional Phrase (PP)

It is a phrase that precedes a pronoun, noun or noun phrase with a preposition. In other words, a prepositional phrase begins with a preposition and ends with a pronoun, noun or a noun phrase. It thus has the structure; PREPOSITION + PRONOUN. For example:

Functions of Prepositional Phrases (PP)

When used in sentences, prepositional phrases function as adjuncts (adverbial or adjectival).

1. **Prepositional phrases modifying verbs**
   As adverbials, prepositional phrases modify verbs. In the example, 'The complex painting was done <u>on the wall</u>', it is realised that the prepositional phrase 'on the wall' provides information about where the painting was done. In this sentence therefore 'on the wall' is a prepositional phrase functioning as an adverbial.

   Other examples and their functions include:

   a. The elder's words are laced <u>with wisdom and experience</u>.
      Grammatical function – modifies the verb phrase 'are laced'.
   b. Their joyful voices echo <u>through the halls</u>.
      Grammatical function – modifies the verb 'echo'.
   c. The stranger was greeted <u>by the palace's stern guardian</u>.
      Grammatical function – modifies the verb phrase 'was greeted'.
   d. <u>During harmattan</u>, the atmosphere becomes dry.
      Grammatical function – modifies the verb 'becomes'.

2. **Prepositional Phrases modifying nouns, pronouns or noun phrases**
   Prepositional phrases can qualify pronouns, nouns or noun phrases in sentences. For instance, in 'The new building <u>at the outskirt of town</u> has been razed down by fire', the underlined prepositional phrase 'at the outskirt of town', is qualifying/describing 'the new building'. This is why prepositional phrases that behave like adjectives in context are also called adjectival phrases. It is also the reason for stating the grammatical functions of such prepositional phrases as adjectival phrases.

   Consider the examples below:

   a. Only the women <u>at the fish market</u> were allowed to see the minister.
      Grammatical function – qualifies the noun, 'women'.
   b. Judgement was pronounced based on the constitution <u>of Ghana</u>.
      Grammatical function – qualifies the noun phrase, 'the constitution'.
   c. University graduates are encouraged to consider entrepreneurship as an

alternative source <u>of employment</u>.

Grammatical function – qualifies the noun, 'source'.

d. The children are doing their homework <u>on their tablets</u>.

Grammatical function – qualifies the noun phrase, 'their homework'.

Absolute Phrase

An absolute is a phrase that modifies an entire sentence. The phrase comes before or after the main clause and cannot stand alone in a sentence. It always contains a pronoun, noun or noun phrase which is preceded by a participle. An absolute phrase is always set apart from the main clause with a comma. It is used to give additional information to the main clause it is connected to.

Let us consider the three sentences below:

1. They awaited the verdict of the judge.
2. Their hearts beat faster than normal while waiting for the judge's verdict.
3. Their hearts beating faster than normal, they awaited the verdict of the judge.

Sentence (**1**) is just a main clause without any phrase. Sentence (**2**) has a phrase attached to the main clause. The phrase even has a participle, 'waiting' but the participle is not preceded by a noun, or a noun phrase hence (**2**) does not have an absolute phrase. Sentence (**3**) just like sentence (**2**) has a main clause and a phrase. Unlike (**2**), (**1**) has a participle, 'beating' and a noun phrase, 'Their hearts' preceding it. The phrase is also set off from the main clause with a comma. Thus, the phrase in sentence (**3**) is an absolute phrase.

Examples of Absolute Phrases

a. <u>Their homework having been completed</u>, the siblings watch a movie with their parent's permission.

b. <u>With the dogs barking ferociously</u>, the visitor refused to enter the compound of the house.

c. The learners solved the equations immediately, <u>their brains working like a computer.</u>

Functions of Absolute Phrases

1. They are used to add descriptive information to main clauses thereby making sentences colourful. For example:

a. <u>His voice trembling</u>, the new Human Resource Executive addressed the workers for the first time.

b. <u>Shouting for joy</u>, the constituents celebrated the exit of their representative.

2. They are used to describe the state under which the action of the main clause occurs. For example:

    a. <u>Yawning drowsily,</u> the author struggled to pen the final chapter of her new book.

    b. <u>His eyes filling with tears,</u> the man recounted how he lost his wealth to a natural disaster.

3. They are used to show the reason of an action. For example:

    a. <u>The baby crying</u>, the caretaker lulled her to sleep.

    b. <u>The milk becoming lumpy, thick and yellow,</u> the chef discarded it.

Participial Phrases

A participial phrase is a phrase that begins with an -ing/-ed/-en verb and functions as an adjective by qualifying a noun or a pronoun. The participial phrase can be positioned at the beginning, middle or end of a sentence.

Types of Participial Phrases

1. **Present Participial Phrase** – This is the participial phrase that begins with the -ing form of the verb. Example:

    a. <u>Beaming with smiles</u>, best teacher walked towards the podium. (describing the expression on the face of the teacher)

    b. The cultural troupe, <u>dancing at the durbar,</u> entertained the crowd.

    c. The learners, <u>studying diligently</u>, attained outstanding grades.

    d. The pungent smell of rotten fruits filled the air, <u>walking through the market.</u>

2. **Past Participial Phrase** – It is the participial phrase that begins with an -ed or form of the verb. Example:

    a. <u>Affected by the dry spell</u>, the farmers struggled to harvest crops.

    b. Titi, <u>exhausted from the journey,</u> fell asleep in the coach.

    c. <u>Inspired by the President's speech</u>, Ghanaians decided to rally behind him.

    d. <u>Ashamed of that behaviour</u>, I disassociated myself from it.

The past participial phrases include the irregular form of the past perfect form of verbs. The irregular form of the past perfect verbs are those verbs that undergo vowel change or have an -en ending.

Example:

a. <u>Beaten by the rain</u>, I fell ill.

b. <u>Written off by the school authority</u>, he ventured into a very lucrative business.

Functions of Participial Phrases

1. Participial phrases qualify nouns or pronouns thereby adding detail to them. For example,

    a. <u>Sworn into office</u>, the newly elected president addressed the nation. (qualifies

'the president')

b. The candidates, <u>having studied all night</u>, felt confident of their performance.

2. They are used to provide information about the verb. For example,

a. <u>Singing beautifully</u>, the band auditioned for the slot. (manner of singing)

b. <u>Speaking confidently</u>, the team won the competition. (how the team spoke).

3. They are used to create striking imagery in speech and writing. For example,

a. <u>Jogging through the misty dawn</u>, I felt invigorated.

b. <u>Singing in the rain</u>, Fuseina's voice soared.

c. <u>Listening to the melodies of the orchestra</u>, the audience was mesmerised.

Gerund Phrase

A gerund phrase is a phrase that begins with a gerund. A gerund is the -ing form of the verb that functions as a noun in a sentence. For instance, in 'Singing is my hobby', 'singing' is a gerund. This is because it looks like a verb typically but in this context, it has been used as a noun functioning as subject. A gerund phrase begins with a gerund followed by modifiers/adverb, object or complements.

Let us look at the various structures of a gerund phrase.

1. **Gerund + Modifier/Adverb**

    For example:

    a. Their singing with rhythm captivated the by-standers.

    b. Frequent yawning brought the show to an end, and the children were asked to retire for the day.

    c. Extensive frowning showed the workers' opposition to the new policy.

2. **Gerund + Object**

    For example:

    a. <u>Singing hymns</u> uplifts one's spirits.

    b. <u>Counselling people</u> requires special skill.

3. **Gerund + Prepositional Phrase**

    For example:

    a. <u>Singing in the choir</u> requires dedication.

    b. <u>Writing at the beach</u> gives me inspiration.

    c. <u>Jogging at dawn</u> rejuvenates me.

4. **Having + Past Participle + Adverbs/Modifier (optional)**

    For example:

    a. <u>Having studied all night</u>, the learners were hopeful of their chances.

    b. <u>Having sung for decades</u>, Kojo Antwi performed immaculately.

Functions of Gerund Phrases

1. Gerund phrases function as subject of a verb in a sentence. For example:

    a. <u>Singing in the shower</u> relaxes me. (Subject of the verb, 'relaxes')
    b. <u>Jogging at dawn</u> rejuvenates me. (subject of the verb, 'rejuvenates')

2. They function as objects in sentences. For example:

    a. I love <u>singing in the shower</u>. (object of 'love')
    b. The sibling <u>enjoys playing ampe every afternoon</u>. (object of 'enjoys playing')
    c. My friend earned a scholarship by <u>participating in the robotics competition</u>. (object of the preposition 'by')

3. They function as complements. For example:

    a. My friend's hobby is <u>creating new inventions</u>. (complement of the verb 'is')
    b. His passion is <u>teaching young people</u>. (complement of 'is')

Infinitive Phrase

An infinitive phrase is a phrase that begins with an infinitive form of the verb and functions as a noun, an adverb and an adjective. An infinitive is the base for of a verb, beginning with 'to' and followed by a verb. For example, **to learn, to browse, to surf** and **to survey**. An infinitive phrase therefore has an infinitive form of the verb followed by modifiers (i.e. adjectives or adverbs) and complements. The structure of an infinitive phrase has been shown as follows:

1. **The Infinitive:** For example, to give, to promote, to excel and to conquer

2. **Infinitive + Adverbs:** For example, to loiter aimlessly, to dance majestically, to laugh uncontrollably.

3. **Infinitive + Adjective:** For example, to be affectionate, to be exact, to be determined.

4. **Infinitive + Noun/Noun Phrase:** For example, to be an entrepreneur, to an inventor, to keep their friendship

5. **Any of the Structures above + Modifiers:** For example,

    a. Infinitive + Modifier – My father loves <u>to give to a good cause</u>
    b. Infinitive + Adverb + Modifier – <u>To dance majestically in Kente cloth</u> gives me a sense of pride.
    c. Infinitive + Adjective + Modifier – People obliged <u>to be affectionate to children</u>
    d. Infinitive + Noun + Modifier – The benefactor decided <u>to show affection to the orphans.</u>

Functions of Infinitive Phrases

1. Infinitive phrases function as subjects of verbs in sentences. For example:

    a. <u>To work at National Aeronautics and Space Administration (NASA)</u> is the

dream.

b. <u>To experience Easter in Kwahu</u> is enjoyable.

2. Infinitive phrases function as objects of verbs in sentences. For example:

a. They wish <u>to play for the Black Stars</u>.

b. The family plan <u>to relocate to Bolgatanga.</u>

3. Infinitive phrases serve as complements in sentences. For example:

a. The dream is <u>to work at National Aeronautics and Space Administration.</u>

b. The vision of the nation is <u>to educate the youth</u>.

4. They also serve as adjectives in sentences. For example:

a. The way <u>to go</u> is Science, Technology, Engineering and Mathematics (STEM) education.

b. The country <u>to visit</u> in Africa is Ghana.

5. Infinitive phrases are used to as adverbs in sentences. For example:

a. The dancer was attired <u>to reflect his Ghanaian culture</u>.

b. The children participated <u>to win</u>.

Clause

A clause is a group of words with a subject and a predicate. It may or may not convey a complete thought depending on the type of clause or the intention of the writer/speaker.

Types of Clauses

There are two kinds of a clause – the main/independent/principal clause and the subordinate/dependent clause.
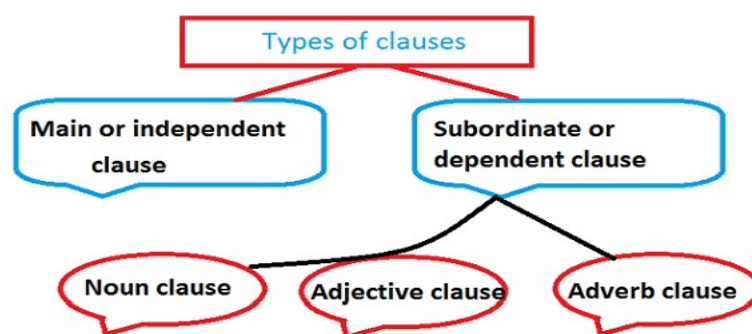
Figure 1.5: Types of Clauses

1. **The Main Clause**

This clause conveys meaning and can stand on its own. For example:

a. I/ danced.

b. We / explored the museum.

c. They / were admonished to obey school rules.

d. The clock in the examination hall / does not work.

e. Despite the odds, / the orphan / became a successful academician.

All the examples above have subjects (separated from the predicate with slashes); predicates and can stand alone hence are main clauses.

2. **The Subordinate Clause**

The subordinate clause is a clause that does not convey meaning on its own. Consequently, it needs to be attached to a main clause to complete its meaning. For example:

a. Even though / the rains / fell as predicted

b. Before / they / went on vacation

c. As soon as / we / heard the news

d. So that / our hard work / is rewarded

e. Because / their direction / was unreliable

Although all the examples above have subjects (separated from the predicates by slashes) and predicates, they do not express a complete thought. This is why they are called subordinate clauses; they depend on main clauses to be meaningful.

Activity 1.4 Identification of Phrases and Types

1. Read the extract below from the novel, The Kaya Girl, written by Mamle Wolo.

   Our trip into cyberspace was interrupted by a customer. As the door opened, I pushed Faiza away from the computer and she grabbed a broom and busied herself with it at the far end of the shop, like a regular worker. The customer wanted some custom jewellery, and I brought out several sets from their glass display case. She chose one, paid for it and left. (Chapter Five, page 34)

2. How many sentences make up the paragraph?

3. Sentence after sentence, answer the following questions and underline the answers with a pencil:

Sentence One

a. What was interrupted?

b. Mention the kind of trip that was interrupted.

c. How was it interrupted?

d. Which words convey the action in the sentence (applicable to all)?

Sentence Two

a. When was Faiza pushed away?

b. In what direction was Faiza pushed?

c. What did she grab?

    d. Where did she busy herself?

Sentence Three

    a. Who wanted some custom jewellery?

    b. Write down what the customer want.

    c. What was brought out?

    d. Where were the several sets brought out from?

4. Label the groups of words in answering the following questions:

    a. Which groups of words answer the questions 'who' 'what'? Label them as noun phrases.

    b. Which groups of words answer the questions 'how', 'when' or 'where'? Label them as adverbial phrases.

    c. Which groups of words describes or qualifies a noun/noun phrase? Label them as adjectival phrase.

    d. Which groups of words communicate action? Label them as verb phrases. Label them as verb phrases.

    e. Which groups of words begin with a preposition and end with a noun/noun phrase?

5. What do you observe about:

    a. the phrase?

    b. the various types of phrases?

Activity 1.5 Identification of Clause and their Types

1. Play 'Excuse Me' game with your peers of four.

    a. Start by saying 'Excuse me' and then follow with the excuse statement.

    b. For example, 'Excuse me, can I talk to you for a minute, before I go to the washroom?'

    c. Use varied sentence structure and get creative with your excuse me statements.

    d. Also, make a mental note of your excuse me statements.

    e. Do this until all your peers have had their turn.

2. Write down all your excuse me statements. In discussion with your peers identify the subjects and predicates in each of the sentences. The number of subjects with its corresponding predicates will tell you the number of clauses there are in the statements. For example, in:

    ('Excuse me), can **I** talk to you for a minute before **I** go to the washroom', there are two subjects, 'I' and two predicates 'can. . . talk to you for a minute' and 'before…go to the washrooms. This indicates the presence of two clauses –

    a. 'Can I talk to you for a minute' and

    b. 'before I go to the washroom'.

3. Label the clauses that can stand alone as main/independent clause and those that cannot stand alone as subordinate/ dependent clause. You can draw a table for this activity.

1. What is a Diphthong?

2. List at least five English Diphthongs

3. Write at least two corresponding examples of each of the diphthongs.

4. Write three simple sentences with the examples provided in question 3 above.

5. Transcribe the following words phonetically, highlighting the diphthong sounds.

   a. House

   b. Page

   c. Boy

   d. High

   e. There

6. Explain how diphthongs contribute to the distinctiveness of the Ghanaian English accent.

   Apply the guidelines for reading comprehension to read the passage below and provide appropriate responses the questions that follow.

   Rarely can one find any African dish without tomato. It is an important ingredient in the preparation of rice, beans and many varieties of stews and soups. Although there are many types of tomatoes, the ones preferred by many are the thick, fleshy and virtually seedless. Few years ago, many homes could not buy this essential commodity because it was unaffordable. It became so scarce that even when available, it was sold at an exorbitant price. Many had to resort to the use of canned tomato paste.

   However, it was not tomato that was unaffordable; other food items were out of reach of the common person. Several reasons were identified as the cause of this disturbing situation. Experts identified tuta absoluta as the disease that affected many tomato farms. This caused massive destruction to the crop and resulted in scarcity.

   Surprisingly, tomato was not the only crop that was plagued by the disease; maize was also attacked by a disease caused by a ravaging army of moth-like flies that ate up the leaves and suck up tender corn while still in the cob. They are called army worms. This disease also affected other grains like sorghum, millet, and wheat resulting in wide-spread scarcity.

   Farmers usually rely on wholesalers to buy their surplus farm produce. Wholesalers rely largely on private transporters. These transporters charge exorbitantly to render their services. The high cost of evacuating

the farm produce continues to make it scarce and expensive. Transporters blame the exorbitant charges on the high cost of fuel and vehicular maintenance due to bad roads. This cost is eventually transferred to the produce and borne by the consumers, many of whom are unable to afford it.

Farmers do not have access to storage facilities, so they are unable to preserve their produce while awaiting the arrival of buyers. Unfortunately, a lot of the farm produce is eventually trashed as it spoils on the farm. This is disheartening, considering that not enough is produced for the consumption of the populace in the first place.

The problems are, however, not unsurmountable especially because they have been identified. Governments have an important role of which they cannot abdicate to the citizenry. For far too long, farming has depended on manual labour.

In order to increase as well as guarantee greater harvest, the government must encourage and support mechanised farming. Waste would be reduced to the barest minimum if storage facilities were available. Therefore, the provision of storage facilities is pertinent. The government should also educate farmers on modern farming practices including the use necessary insecticides at the appropriate time. Certainly, these steps will bring some succour to the lingering food crisis on the continent.

7. Apart from tomato, identify other food crops that became scarce.

8. According to the passage, who suffers this rise in the cost of food supply?

9. Which adjectives are used to describe the tomato most people like?

10. According to the passage, what are the factors that accounted for the rise in food supply issues?

11. According to the passage, what three measures can be put in place to solve the problem food scarcity?

12. Suggest an appropriate title for the passage.

13. If you were the one whose favourite ingredient became scarce, what would you do?

14. Which themes in the text are similar to the themes in your favourite story?

15. Critically examine and summarise this passage for a layman's understanding.

16. Create a different passage using the themes identified in the text

17. For each of the following words underlined in the passage, find another word which means the same and replace it as it is used in the passage.

    a. Ravaging

    b. Scarcity

    c. Exorbitant

    d. Preserve

    e. Succour

18. Underline the phrases in the following paragraph:

One of the serious mistakes which parents make is for them to think that disciplining a child is the sole responsibility of only one partner. So, the other partner will look on unconcerned even when the child is doing wrong. If the disciplining machinery is to work well, it should not be so. Discipline is a joint venture which both parents should handle together. If a parent does not allow the partner to have control over the child, whatever disciplinary measure he or she adopts will not be effective. When husband and wife come from different backgrounds, they are likely to have very different views and methods about discipline.

19. State the type of clause of the underlined.

Rarely can one find any African dish without tomato. It is an important ingredient in the preparation of rice, beans and many varieties of stews and soups. Although there are many types of tomatoes, the ones most preferred by many are the thick, fleshy and virtually seedless ones. A few years ago, many homes could not buy this essential commodity because it was unaffordable. It became so scarce that even when available, it was sold at an exorbitant price.

20. Write a one-page exposition on artificial intelligence.

English Language   Year 2

SECTION

2

SUBORDINATE
CLAUSE,
PARAGRAPH
COHERENCE AND
POETRY

Figure 1.6: An image of learners playing the "excuse me" game

INTRODUCTION

This Section is designed to enhance your understanding of three fundamental aspects of communication: subordinate clauses in grammar, cohesive devices for effective writing, and the exploration of literary genres to enrich your appreciation of literature. Through the discussions and assessment activities, you will learn that subordinate clauses' functions are essential for mastering the complexity of sentence structures. The lesson will also help you understand how cohesive devices are essential tools that help connect ideas, ensuring that your writing flows logically and is easy to follow. The lesson on poems as a genre of Literature will guide you better to appreciate its richness. You are encouraged to follow the lesson carefully and perform all the activities to enable you to measure your progress.

Key Ideas

- **Cohesive devices** are words or expressions in a text or utterance that connect related ideas or messages.
- **Paragraph coherence** can convey meaning clearly.
- **Poetry Appreciation** refers to the understanding and enjoyment of poetry as an art form.
- **Subordinate Clause** depends on another clause to make it meaningful.
- **Subordinator** is a type of conjunction that is used to join clauses with unequal grammatical importance (i.e. the main and subordinate clauses). In other words, it is used to introduce a dependent clause or to render one clause subordinate.
- In poetry **themes** are the underlying messages, central ideas, or concepts that the poet explores throughout the work.

THE SUBORDINATE CLAUSE

A subordinate clause, also referred to as a dependent clause, is a clause that cannot convey full meaning on its own. This is because it is introduced with a subordinate conjunction (refer to Section 12 of Year One Learner Material). Let us consider these two clauses:

1. I will lend you the book.

2. After I have read the book.

   What do you observe? Your guess is as good as mine! The first one provides a complete meaning. However, the second one does not. This is due to the introduction of a subordinator 'after' which has rendered an otherwise main clause subordinate. To make the subordinate clause 'after I have read the book' meaningful, we need to attach it to 'I will lend you the book' to become:

3. <u>After I have read the book</u>, I will lend it to you.

Sentence (**3**) is meaningful and is also more complex than sentences (**1**) and (**2**).

By attaching sentences (**1**) to (**2**) we have communicated when the book will be lent to the addressee.

Other examples:

1. My parents will attend the ceremony, **even though** <u>they were not invited.</u>
2. The person **who** <u>inspired me to be a journalist</u> is Barbara Gaisie.
3. We went to the market to buy tomatoes, but we couldn't **because** <u>we lost the money.</u>

All the underlined groups of words are subordinate clauses. They are introduced by subordinating conjunctions 'even though', 'who', 'because' and 'while'.

Now, let us see how you can identify subordinate clauses in larger sentences.

Identification of Subordinate Clauses

The following can help you identify subordinate clauses in larger sentences.

1. Subordinate clauses are introduced by subordinating conjunctions or subordinators such as because, until, if, although, while, unless and so.

   For example:

   a. The company went bankrupt **because** <u>of their lack of commitment to duty</u>.
   b. **Until** <u>you love yourself</u>, nobody will value you.

   All the underlined groups of words are subordinate clauses; they begin with subordinators, all emboldened.

2. They begin with relative pronouns (refer to section 3 of year one learner material) like what, that, which, when, who, whose, why and how.

   For example:

   a. The question **that** <u>I asked</u> was not answered.
   b. **What** <u>you said</u> is encouraging.

   The underlined groups of words are subordinate clauses; they begin with relative pronouns, all emboldened.

3. They have subjects and predicates.

   For example:

   a. The building **which** <u>belongs to my family</u> was razed by fire.
   b. The company **that** <u>signed the artiste</u> is foreign.

The underlined groups of words are subordinate clauses. In as much as they are dependent on the main clauses for meaning, each of them has a subject and a predicate as presented below:

Subject	Predicate
which	belongs to
that	signed the artiste

4. They are not meaningful on their own.

All the clauses below are subordinate clauses because they cannot stand alone to make meaning:

a. That I asked

b. Who came here

c. What you said

Types of Subordinate Clauses

Three types can be identified based on the function of subordinate clauses: adverb, relative(adjective) and noun clauses. Study the chart below.
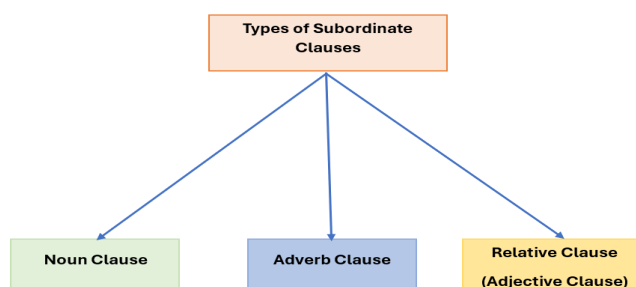
Figure 2.1: An image of the types of subordinate clauses

1. The Adverbial Clause – they modify verbs, adjectives or adverbs

2. Relative/Adjective Clause – they qualify nouns or pronouns

3. Noun clause – they name something.

We shall discuss the types in detail in the next sections.

Let us do some activities!

Activity 2.1Identify the main and subordinate clauses

1. Below is a three-sentence paragraph from Kaya Girl by Mamle Wolo page 96/97. Read and underline all the subordinate clauses.

It was my first day at the university. My parents had just left after dropping me at my hall of residence and helping me carry my things to my room…

As for mummy, if she was weeping saying goodbye to me here at the University of Ghana, I wondered what she would have done if I were going to America.

2. What do you observe about subordinate conjunctions and relative pronouns in the paragraph above?

Activity 2.2 Forming Subordinate Clauses

Do this activity with three friends.

1. Write some subordinators and relative pronouns on a piece of paper and scramble them in a box.
2. Sit in a circle, just like the image below, A friend picks a paper from the box and forms a sentence using the subordinator or relative pronoun picked. Do this until everyone has had their turn. How many subordinate clauses were you able to form? Write them down.

Activity 2.3 Identification of Clause Types

1. Replace the underlined groups of words with a noun or pronoun:
   a. I won't forget what you did.
   b. How I survive is unimaginable.
   What do you call these groups of clauses?
2. Replace the underlined groups of words with an adverb:
   a. We stopped when we saw the landmark.
   b. Even though she wakes up early, she gets to school late.
   What do you observe? What type of clause do you think this is?

USING COHESIVE DEVICES (CONNECTORS OR TRANSITIONAL WORDS) IN PARAGRAPHS.

Cohesive Devices are words or expressions in a text or utterance that connect ideas or messages. These expressions/words help us to put our ideas properly together in a text to become a unified whole. Because they connect ideas in texts, they are also referred to as linking words/expressions or connectors. When these devices are applied effectively, they help us to move swiftly and logically from one idea to another in our conversation, either oral or written. Effective use of these devices will enable everyone to identify the relationship between sentences and the paragraphs of a text. There are many of these devices which are used for different purposes. They could be used to indicate addition, show a sequence of thoughts, to give emphasis, to contrast ideas, to show illustration, exceptions, comparison, cause and effect, and others. The chart below shows examples of these devices and their different uses.

Figure 2.2: Examples of cohesive devices and their various uses

Note: *Cohesive devices were treated extensively in your Year One English Language Learner Material. This might be a good time to check again on the types of cohesive devices and to think again about their application in spoken and written English.*
Let us turn to paragraph coherence.

Paragraph Coherence

A coherent paragraph conveys meaning to an audience with complete clarity. To achieve this, all the sentences that come together to explain an idea/thought should be well connected using transitional words, expressions, phrases, or pronouns. When these are applied effectively, all the sentences should work together to convey a step-

by-step flow of thought. Below are some characteristics of a coherent paragraph.

- Unity: This is when all the sentences that are together as a paragraph are related to a single idea or topic. This means that all the sentences should be connected to the idea under discussion.

- Cohesion: Cohesion ensures linkages of words, phrases, clauses and sentences to the main idea of the paragraph. This relationship helps to construct the paragraph for better understanding.

- Logical order: The logical presentation of sentences is another characteristic of paragraph coherence. This sequencing helps you to connect sentences well. With this, each sentence is built on the previous one.

- Clear relationships: This allows you to make clear relationships between ideas, highlighting the connections between the old and new information.

Consider the following steps when writing in order to achieve paragraph coherence:

- Start with a clear topic sentence. A topic sentence contains the main idea of the paragraph. Even though a topic sentence can be placed anywhere in the paragraph (beginning, middle, or end), it is easier to develop the pattern when it begins a paragraph.

- It is also important to consider the usage of cohesive devices. This would help you to connect the ideas.

- You can also repeat keywords or phrases in the discussion. When this is done it helps readers to keep the main idea in mind as they read.

- Use pronouns to refer to previously mentioned ideas. This helps to get rid of unnecessary repetition and boredom in reading the text.

- Be consistent in the usage of verb tenses. This means that you should use a single tense form throughout the text unless a change of tense is important to the meaning. It could be simple present tense form (play or plays, work or works, dance or dances [depending on the subjects used), or simple past tense form (played, worked, danced).

An example of a paragraph is given below:

There are places and sceneries that just take away your worries. Life can be so stressful. Sometimes you cannot help but seek refuge in a space where all your worries are so subtle that you barely take notice of them. Choosing a place that connects with your innermost self becomes a necessity. Furthermore, a quite greenery scene on the countryside with birds chirping and heartwarming breezes devoid of fumes and gutter-stench, a relaxing chair with a cold glass of orange juice sitting next to the chair, with or without a novel in hand becomes life's greatest blessing in such moments. Natel Resort comes in handy with its embracing eco gardens filled with grass and trees that canopy the beautiful scenery with shade and of course their restaurant's sweet orange juice. I would give anything in the world just to visit this place again and again.

Activity 2.4 Identification of Cohesive Devices

1. Read the passage below and find the cohesive devices:

   If you have an idea of the size of the dictionary and the position of a particular letter in the alphabet, you can tap such knowledge to determine quickly where in the dictionary a particular word can be found. For instance, knowing that 'L' and 'M' come right in the middle of the alphabetical list should guide your steps straight to the middle of the dictionary for words like 'land', 'time', 'maintain', 'millennium' and so on. With such knowledge, you will realise that it is futile to look for an 's' word in the first half of the dictionary because 's' comes much later than 'm'. This principle should enable you to decide the approximate position of any word before consulting the dictionary.

   Apart from giving the meaning of words, the dictionary often gives a very good hint on their proper usage. For instance, it shows the preposition which should follow a verb to get a specific meaning. Consider the expressions 'to take over', 'to take up', and 'to take on', which have different meanings. Each phrasal verb is explained with examples. Besides, a good dictionary indicates idiomatic and figurative uses of certain words. It also often indicates when a word is used informally, when it is outdated, or when it has several meanings. So, a dictionary should be seen as a versatile tool in the hands of all students.

2. Identify cohesive devices used in the passage.

Activity 2.5 Paragraph Coherence and Composition

With two of your elbow partners,

1. discuss coherence using the passage in Activity 2.4 and identify the key characteristics of a paragraph.

2. use appropriate cohesive devices to compose a two-paragraph essay on a topic of your choice, and present your essay orally to the entire class.

RESPOND TO AND APPRECIATE DIFFERENT TYPES OF NON-AFRICAN POEMS

Before we begin today's lesson, let's revise the lesson on genres of literature we learned in Year One: The genres of literature were identified as Drama, Prose and Poetry. Not only did we identify the genres of literature, but we also read about poetry, its forms, and types. We studied some African Poetry. We learned about poets like Kofi Awoonor and his poem, 'The Cathedral'. In this lesson, which is a continuation of what we studied in Year One, we are going to look at Poetry Appreciation with our focus on Non-African Poems, and throwing more light on the Subject Matter, Themes, Figures of Speech and the Structure of Non-African Poems.

Poetry Appreciation refers to the deeper understanding of poetry as an art form. It involves analysing and interpreting techniques used by poets in their work. This can include examining the structure, language, imagery and sound devices in a poem, as well as the historical and cultural context in which it was written. Again, Poetry Appreciation helps readers develop a deeper connection to the text and fosters a greater appreciation for the beauty and complexity of poetic expression. It encourages readers to engage with poetry beyond surface-level readings.

Subject Matter

The subject matter in poetry refers to the topics, ideas or information and the description of people and events that the poets explore in their work. It covers what the poem is about, including the emotions, experiences, and concepts that are conveyed. Subject matter in poetry includes:

1. **Nature**: Most poems often explore the beauty, complexity, and power of the natural world, including landscapes, seasons and wildlife.

2. **Love**: Romantic relationships, one-sided love and friendship are frequent subjects in poetry, often expressing deep emotions and experiences.

3. **Death and Mortality**: Many poems explore the nature of life, death and grief.

Themes

These are the main ideas that the poet wants to make clear to readers/audience.

Themes provide insight into the poet's perspective on life, society, emotions, and human experiences. Some themes explored in poetry are:

1. **Love**: This theme talks about the various aspects of love, including romantic love, friendship which often exploring its joys and sorrows.

2. **Nature**: Many poems reflect on the beauty, power and complexity of the natural world, highlighting the relationship between humans and their environment.

3. **Social justice**: Many poets address issues of inequality, oppression and social change, using their work to comment on societal issues and to advocate for justice.

Scan the QR codes / click on the links below to watch YouTube videos of poem recitation sessions to guide you through the following investigations and then to perform Activity 2.7.

https://youtu.be/VYdl3uQITjg
https://youtu.be/0002QAcmWAY
https://youtu.be/LtQlF-ivrsg

The Structure of a Poem

The structure of a poem refers to the organisation and arrangement of various elements within the poem. This can include:

1. **Stanzas**: Poems are often divided into stanzas, which are groups of lines. The number of lines in a stanza can vary and stanzas can be regular (consistent number of lines) or irregular.

2. **Rhyme Scheme**: Rhyme is the repetition of sounds in two or more words or phrases in a poem. Rhyme talks about sounds and not how the words are spelt/written. The rhyme scheme is the pattern of rhymes at the end of each line in a poem. It can follow a specific pattern (e.g. abab, aabb).

3. **Title**: The title of a poem often provides insight into its theme or subject matter and can influence the reader's interpretation.

4. **Diction**: The choice of words and figurative language contributes to the poem's structure, enhancing its meaning and emotional impact.

These structural elements of poetry work together to ensure the overall effect of a poem, influencing how it is read and understood. The structure also allows poets to express their ideas in a unique and impactful way.

Activity 2.6 Discussion of Themes, Structure and Subject Matter of Poems

Put yourselves in groups and discuss the themes, structure and subject matter of poems you have read in the past.

Was this activity easy to do with your friends?

Analysis of a Non-African Poem - 'Anthem for Doomed Youth' by Wilfred Owen (England)

Let us analyse the poem 'Anthem for Doom Youth' by Wilfred Owen, taking into consideration all that we have discussed above on the topic of poetry appreciation.

Background of the Poet

Wilfred Owen was born in Oswestry on the English/Welsh borders, and was brought up in the English towns of Birkenhead and Shrewsbury. He is widely recognised as one of the most important voices of the First World War. Nevertheless, he was virtually unknown at the time of his death. Only four of his poems were published during his lifetime.

'Anthem for Doomed Youth' is a poem Owen wrote while recovering from shellshock in a Scottish hospital he had been invalided back to in 1917. Less than a year later,

Captain Owen himself was killed in battle when he had been given an ill-thought-out command to attack. It is a poem highlighting the darker side of war, aspects that some would rather ignore or gloss over.

Analyse Activity 2.7.

Activity 2.7 Recitation of the Poem 'Anthem for Doom Youth'

1. With your friends, recite the poem 'Anthem for Doomed Youth' by Wilfred Owen carefully. Pay particular attention to the rhythm and rhyme scheme of the poem.

   'ANTHEM FOR DOOMED YOUTH'

   What passing–bells for these who die as cattle?

   Only the monstrous anger of the guns.

   Only the stuttering rifles' rapid rattle

   Can patter out their hasty orisons.

   No mockeries now for them; no prayers nor bells;

   Nor any voice of mourning save the choirs, -

   The shrill, demented choirs of wailing shells;

   And bugles of calling for them from sad shires.

   What candles may be held to speed them all?

   Not in the hands of boys, but in their eyes

   Shall shine the holy glimmers of goodbyes.

   The pallor of girls' brow shall be their pall;

   Their flowers, the tenderness of patient minds,

   And each slow dusk a drawing down of blinds.

2. Was that a good recitation?

   Now, let us analyse the poem together, and provide an even better recitation once the ideas have been explored. Try to convey the scarcely concealed anger here.

Core Analysis of the poem 'Anthem for Doomed Youth' in Activity 2.7- structure, subject matter and figures of speech

Subject Matter

The subject matter for 'Anthem for Doomed Youth' focuses on the inhumane, painful deaths of young soldiers in World War 1 and the inability to hold or organise traditional

burial and funeral rites in honour of the lives of these fallen young heroes. The poem is remarkably powerful partly because it raises the important questions often ignored when countries commit to war. The poem criticises the lack of proper acknowledgement and mourning for the dead soldiers, as their deaths are often overlooked. The poem suggests that the sacrifices made by these young men deserve more than a brief mention in history.

Structure of the Poem

"Anthem for Doomed Youth" is a 14-line poem, which is a characteristic of a sonnet. The poem is divided into two stanzas. The first stanza conveys the chaos and brutality of war, while the second stanza contrasts this with the quiet domestic mourning and remembrance of the fallen soldiers. The poem follows a consistent rhyme scheme of ababcdcdeffegg which contributes to its lyrical quality to create a perfect contrast between the sounds of war (such as the 'bugles' and 'rifles') and the sounds of mourning (like 'prayers and pall') in the second stanza.

Themes

1. The futility of War: The poem highlights the senselessness of war and the tragic loss of youth. Owen makes us aware that the violence and destruction brought by war eventually serves no purpose, leading to the premature deaths of soldiers who could have positively contributed to society.

2. The Pain of Loss: A main theme is the grief and sorrow experienced by those left behind. The poem reflects on the emotional toll that war takes on families and communities who mourn the loss of their loved ones without the performance of proper funerals or rituals.

3. The theme of wasted youth is key, portraying the devastating human cost of war on a generation. Young soldiers are sacrificed in war, losing their lives and futures before they have truly begun hence the use of 'doomed youth'. The title itself 'Anthem for Doomed Youth' emphasises this theme.

4. Memory and Remembrance: The poem conveys the importance of remembering those who have died in battle. It serves as a call to recognize and honour the sacrifices made by soldiers, ensuring that their stories and experiences are not forgotten.

Figures of Speech

'Anthem for Doomed Youth 'uses alliteration or consonance, personification, simile, implied metaphor and onomatopoeia to convey the anti-war sentiment in

1. Alliteration: 'rifles'—rapid rattle'

2. Allusions: From line 1 to line 14 alludes to World War 1

3. Personification:' Only the monstrous anger of the gun' As the soldiers are becoming dehumanised . . . the weapons are becoming more human.

4. Onomatopoeia: stuttering', 'rattle', and 'patter', mimic the sound of the rifles: sensory experience of the battlefield.

5. Simile is used between a choir (glory of God and country), and shelling response to the same nationalistic/patriotic favour.

Symbols Used

'Anthem': The word 'anthem' refers to a song of praise or mourning, often religious or patriotic in nature. It is used in portraying the grim and unceremonious deaths of soldiers, creating a contrast to the idea of celebration and honour.

'Doomed Youth': This symbolises the young soldiers whose lives are lost prematurely in war.

Candles and Pallor of Girls' brows: The pallor of girls' brows' serves as a symbol for the loss and grief felt by those left behind. This indicates that the mourning process is done secretly and in private rather than in public rituals.

Activity 2.8 Creation, Analysis and Performance of Poems

1. Together with your friends create your poems using the appropriate language, structure and other techniques associated with poetry with methods explored in 'Anthem for Doomed Youth' to convey your meanings.

2. With the aid of concept maps, identify key elements of your poems and make connections with real-life referencing the poem' Anthem for Doomed Youth'.

3. Orally, perform your poem and explain the meaning, taking into consideration the structure of the poem. Let your friends also perform their poems orally in turns; tolerate each other as the reading goes on.

Note: *Your explorations of Owen's famous poem and time spent with your own created works, should have made you more deeply aware of what is meant by Poetry Appreciation. The condensed, memorable language of a good poem can resonate for a long period of time. Its words can stick in your memory and indeed be brought back to mind on many occasions.*

1. Underline the subordinate clauses in the following sentences:

   a. The curfew will be lifted when the conflict is over.

   b. America goes to the polls in November while Ghana goes to the polls in December.

   c. The trip has been postponed because they will arrive any moment.

   d. The children who are under the shed are orphans.

   e. Until the system is allowed to work, corruption will not end.

2. Identify the subordinate clauses in the paragraph below.

   Most Ghanaians fall sick as a direct result of their lifestyle habits. However, we need to stay healthy to increase productivity in the country. It has been found that some Ghanaians do not have good sleep because they spend so much time on social media platforms like Facebook, Instagram, TikTok and Telegram. Also, some Ghanaians fail to exercise their bodies, and this causes a lot of problems to their health. In addition, some Ghanaians consume too many alcoholic beverages which contribute to many health problems such as oral cancer, throat cancer, stroke and liver diseases. Furthermore, some Ghanaians have poor eating habits which affect their health negatively. Some poor eating habits include eating high-sugar food, fat consumption, late-night eating, eating cold food and avoiding food the entire day. Therefore, we need to educate Ghanaians on poor eating habits so that we can all live healthy to build our nation

3. Write the grammatical name of the subordinate clauses identified.

4. Explain paragraph coherence.

5. Identify the main characteristics of a coherent paragraph.

6. Identify the cohesive devices used in the paragraph and use them to create a paragraph on a topic of choice.

7. Group the following devices under their respective usages. Also, however, and, unlike, along with, as well as, whereas, just as, instead of, similarly, nevertheless, first, second, next, before, likewise, as with, like, and so on.

8. Develop at least three complete paragraphs on the importance of female education.

9. Re-arrange the following mixed-up/jumbled sentences in their right order.

   The main events that stimulated the development of the aeroplanes at such a fast pace were, however, the first and the second world wars. This is true because in the transport sector, no means of transport can be compared with that aeroplane. An aeroplane was a wonderful invention of its time. But its use as a main means of transport was done later. Its speed is great, and so, it makes

long distances very quick to cover. Some even say that it was one of the greatest inventions of all time.

10. What do you understand by Poetry Appreciation?

11. State three important elements of poems

12. What is meant by the main theme of a poem?

13. In what way does Owen convey the sound and atmosphere of war in the poem?

14. Explain the uses of imagery in the poem

15. In your view, what do you think is the significance of the title 'Anthem for Doomed Youth'?

16. State three literary devices used in the poem.

17. What is the tone of the poem?

18. In what way does Owen address the audience in the poem?

19. In your own words explain the mood of the speaker in the poem.

SECTION

3

TRIPHTHONGS, QUESTION TYPES AND CLAUSES

INTRODUCTION

This section will explore three interconnected areas of language that play a crucial role in enhancing our communication skills: triphthongs in connected speech, reading comprehension at various levels, and the application of noun clauses in sentences. First, we will explore the fascinating world of triphthongs, which are complex vowel sounds formed by the combination of three different vowel sounds in a single syllable. We will discuss how these sounds function in connected speech, practise their articulation and use them in forming meaningful sentences. This will help us sound more natural and fluid in our everyday conversations. We will learn to engage with texts at the literal, inferential, and critical levels, allowing us to evaluate various texts effectively. This skill is vital for developing critical thinking and a deeper appreciation of literature.

Finally, we will explore the use of noun clauses in our grammar lesson. We will look at how to identify, construct and apply noun clauses to enhance our speaking and writing. This will enhance our expressions and make them more precise and informative. By the end of this section, you will have a greater understanding of these basic language concepts and how they contribute to effective communication.

Key Ideas

- Triphthongs are a combination of three vowel sounds produced in a single syllable. The first vowel gradually changes into the second and then the third.
- Reading comprehension questions are the questions that are used to examine or determine a reader's understanding of a text/passage.
- Subordinate clause is a type of clause that has subject and predicate but depends on the main or principal clause to make complete meaning.

TRIPHTHONGS IN ENGLISH SPEECH SOUNDS

In our previous section we read about diphthongs. We learned that diphthongs are complex vowel sounds that begin with one vowel sound and glide into another within the same syllable. Diphthongs can be classified into two main categories which are Closing Diphthongs and Centring Diphthongs. We will now look at triphthongs.

Triphthong

A Triphthong is a vowel sound that combines three vowel sounds in one syllable. In producing or articulating a triphthong, the first sound gradually changes into the sound of the second and then the third or final sound. They usually occur when the tongue glides from one vowel position to another and then to the third, all within one syllable. There are five triphthongs in English language. The table below shows an illustration of the triphthongs in English language and examples under each of them. Study the table carefully and learn how to articulate the triphthongs correctly. You may ask your teacher to guide you.

eɪə	aɪə	ɔɪə	əʊə	aʊə
layer	fire	loyal	lower	power
player	iron	royal	slower	hour
slayer	entire	lawyer	mower	flower
betrayal	require	joyous	follower	coward

Figure 3.1: An image of Triphthongs

Now, measure your level of progress in triphthongs by performing Activity 3.1.

Activity 3.1 Assessing Sound Combinations of Triphthongs

Write the words below by their corresponding triphthongs.

tire, buyer, mayor, tower, tyre, widower, foyer, liar, flour.

1. /aɪə/ -

2. /eɪə/ -

3. /aʊə/ -

4. /əʊə/ -

5. /ɔɪə/ -

Great job! I hope you enjoyed the activity? Get ready to learn how to articulate the triphthongs correctly.

Articulating Triphthongs

Articulation refers to the formation of speech sounds by the use of vocal organs at a particular place. Normally, it involves the use of the tongue, teeth or parts of the mouth. The QR code/link below will help you practise how to articulate the five triphthongs in English language correctly. Scan the code or click the link below and listen carefully to practise on your own.

https://youtu.be/rWTXHhrs7aI?t=31

 Wonderful! Share your experience on the video with your friends by role-playing the articulation of the five triphthongs in English language.

Activity 3.2 Articulation of Triphthongs

Articulate the following words correctly and use each of them to form meaningful sentences. You can perform this activity with your friend or classmate where necessary.

flyer, flower, fire, betrayal, royal

Well done. Keep it up! Let us make our lesson fun by creating some simple poems with end rhymes using words that contain triphthongs. Work together with your friend or classmate. Read the poem below carefully to study the rhyme pattern. Enjoy this moment!

She sparks up her inner-self like fire

And work all day like a mower

Glued to the heat but withered not like a flower

She wages wars to every opportunity in life with power

Yet, never swim with the tongue of a liar

For every tick on her clock sinks into an hour

An hour required to be a royal.

Good! I hope you can identify the triphthongs used in the poem and you articulate them well? Now, challenge yourself by creating your own poem using words containing triphthongs.

Activity 3.3 Creating short poems that rhyme with words containing triphthongs

Create a poem that rhymes with words containing triphthongs at the end of every line.

You have done well so far. Share your poem with your classmates.

You have done well! I hope you can now identify and use triphthongs correctly in communication. Continue to learn more about triphthongs using your computer laboratory or mobile phones. The QR code or link below will direct you to a YouTube video which will increase your understanding. Scan or click on it and learn more.

https://Youtu.be/T5_7ToNeGbM?t=290

READING COMPREHENSION QUESTION TYPES

Comprehension

Comprehension, otherwise known as understanding, plays a critical role for us to be able to manipulate or deal with a given text effectively. It helps to measure how well we understand or can interpret what we have read. So, for you to say a given text is understood, there should be evidence to support that claim. The evidence can be derived only from asking several questions about the text. The evidence of understanding a text would arise from how we are able to respond to the questions that come up based on the text is read.

Reading comprehension questions is therefore designed to examine our understanding of a given text.
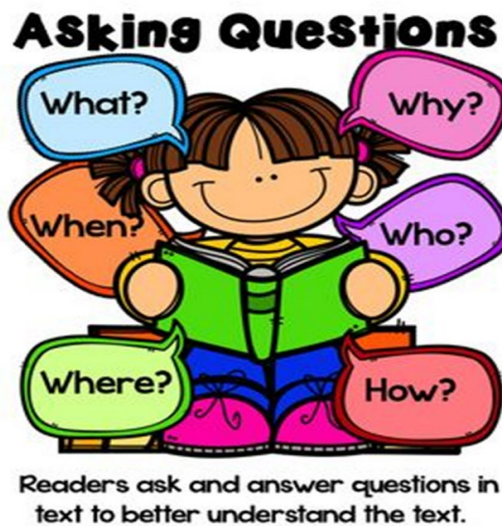
Figure 3.2: An image on questioning

Types of Comprehension Questions

1. **Literal questions**

    These are questions that require answers which can be found directly in the text. Literal questions help to check whether the reader remembers particular or specific pieces of information in the text read. It basically tests simple recall and understanding of facts as presented in the text. These questions are also known as contextual questions because their answers are explicitly stated in the text. This implies that answers to literal questions are based on the context of the text.

Now, let us read the short passage carefully and answer the questions that follow it.

Model Passage

The students became cross and refused to go in for their food at the dining hall and threatened to embark on strike if the school authorities failed to change their minds. Their actions were fertilised by the unsatisfactory explanation given to them by the food committee of the school. They promised never to rescind their decision if nothing was done about the food situation in the school. The school prefect served the headmaster with a three-day notice to do something about the food issues raised if he wanted his peace of mind. The headmaster gave the prefect his word and pledged to attend to their plight as soon as possible. With much displeasure, the students filed out of the headmaster's office like army ants in procession and departed to their various dormitories.

Model Questions

a. What would the students do if the school authorities failed to change their minds?

b. What did the prefect serve the headmaster with?

c. Where was the headmaster served?

Model Answers

a. The students would embark on a strike/They would go on strike.

2. **Inferential questions**

These types of questions demand that you analyse and make or draw conclusions or inferences based on information in the text, even if not directly stated. It enables you to read in between the lines to make logical conclusions.

Now, let us use the Model Passage to answer the questions below.

Model Questions

a. Why was the headmaster served with a three-day notice?

b. State two reasons why the students refused to go in for their food.

Model Answers

a. The headmaster was responsible for the administration of the school/because it was his duty to solve problems in the school.

3. **Critical level questions**

These categories of questions are at a higher level and require not just recalling or remembering facts, but critical thinking skills to be able to respond to or answer such questions appropriately. For one to respond to these questions effectively, there is the need to analyse, evaluate, and interpret the text based on the information provided. Your ability to follow these processes accurately could help arrive at the correct answer. These questions revolve around figures of speech, vocabulary questions, literary questions, and attitudinal questions.

a. Figures of speech questions: Figures of speech question types deal with literary devices. This is where a reader is asked to identify a literary term that is used in a particular context and often to explain its impact.

b. Vocabulary questions: A vocabulary question refers to a question that tests a reader's knowledge of words, their meanings and how they are used in context of a text. The reader is expected to find other words that can replace certain words used in the context of the passage being read.

c. Literary questions: They deal with analysis or interpretation of a literary expression used in the context of the text. You are normally asked to find the meaning of the expression. They are related to figures of speech.

d. Attitudinal questions: Here, the reader is supposed to state the thought/mindset revealed in the text. To achieve this, it is important that the reader critically examines the text, taking into consideration the diction or choice of words of the text.

Critical level questions require the reader to

a. examine the validity, relevance, or the credibility of the information in the text.

b. understand the relationships or patterns by breaking down the information into its constituent parts.

c. combine different piece of information or perspectives to form a coherent understanding.

Let us now take examples of critical level questions based on our Model Passage.

Model Questions

a. What will be the result if the students go on strike?

b.   "The students became cross…". What is the meaning of this expression?

c. What figure of speech illustrates the expression "…the students filed out of the headmaster's office like army ants in procession…"

d. How will you describe the attitude of the students?

Model Answers

a.

  i.   The school will close down.

  ii. School properties will be destroyed.

  iii. The school authorities (headmaster) will solve the plight of the students.

Identifying Comprehension Questions

FACTS/SPECIFIC DETAILS: Literal or Contextual Questions

ANALYSIS/IMPLIED MEANING: Inferential Questions

INTERPRETATION/EVALUATION: Critical Level Questions
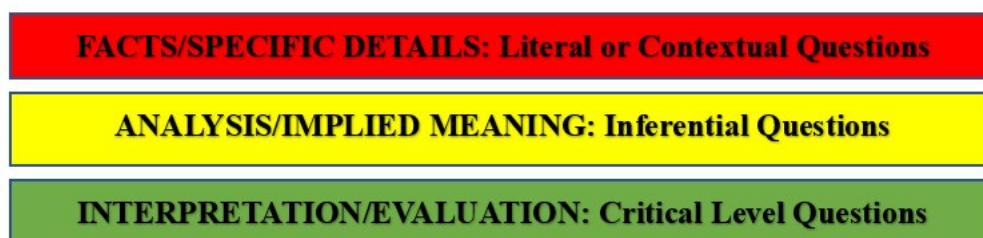
Figure 3.3: An image on how to identify specific details

As clearly explained, the comprehension questions revolve around basic recall of facts or specific details, critical or deeper analysis of information and interpretation or evaluation of ideas or concepts. Understanding these features will help us identify the types of comprehension questions we are dealing with and provide the appropriate responses to them.

Now let us perform some activities on comprehension.

Activity 3.4 Discussing and Classifying Comprehension Questions

Read the passage below carefully and carry out the activities that follow it:

Ghana has become the toast of the world in recent times because of her conscious effort to promote peace and stability in development. The country has been referred to as <u>an oasis of</u> <u>peace</u> in a sub-region where most countries are struggling to reconstruct their economies out of the ashes of war. However, all is not well, in spite of the <u>global</u> recognition of Ghana as a country which values civil liberties and rule of law. There are still pockets of conflicts deep-rooted in political differences and chieftaincy disputes. These conflicts have retarded development in the country.

Unfortunately, some of our communities are notorious for <u>recurring</u> conflicts while our security agencies look on helplessly. Very often, our leaders <u>bemoan</u> the tragedy <u>brought about by these conflicts</u>, some of which are caused by powerful persons in society.

Recently, we were alarmed at the frequent resort to mob justice by people who lacked confidence in the criminal justice system. They felt the security forces were incapable of dealing with crime. Those who take this path simply create a lawless state and help put the powerful and well-connected above the law. As a result, the impression is created that it does not pay to be law-abiding.

The outcome of this unfortunate situation is the breakdown of law and order. Though <u>anarchy</u> has not yet set in, the common spectacle of indiscipline at workplaces, on the streets, and in the homes is worrying. This frequent breakdown of law and order in various communities can be checked if the perpetrators of crime are brought to book. The good news is that the government has promised to deal '<u>drastically</u>' with anybody who breaks the law. We hope that this <u>pledge</u> will be translated into action as quickly as possible.

Questions
1. What is the source of the relative peace in Ghana?
2. Determine the causes of the slow pace of development in Ghana?
3. How do people react to their loss of trust in the criminal justice system?
4. What is the writer's attitude to those who flout the law?
5. How can the citizens' confidence in the criminal justice system be restored?
6. ….an oasis of peace…. What figure of speech is used in the expression?

7. For each of the following words underlined in the passage, find another word or phrase that means the same and can replace it in the passage:

   a. global

   b. recurring

   c. bemoan

   d. anarchy

   e. drastically

   f. pledge

8. Classify the questions (1 to 7) on the passage into their respective types.

9. Provide the appropriate responses or answers to the questions.

10. Discuss comprehension question types, and generate examples of comprehension questions on a topic of your own. Post your findings on the wall for a gallery walk.

SUBORDINATE CLAUSE

In previous discussions, we learned that a subordinate clause is a clause that has subject and predicate, and forms part of a main clause or principal clause but does not make complete sense when it is on its own. For it to convey meaning, it must be attached to a main clause. There are three types of subordinate clauses based on the role they play in sentences. They are the noun/nominal clause, the adjective/relative clause and the adverbial clause. For this lesson, we are going to focus on the noun or nominal clause, the meaning (features/structure), how to identify them in sentences or paragraphs and use them in writing meaningful sentences.
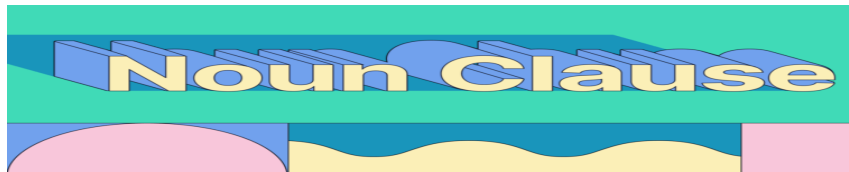
Figure 3.4: Noun Clause image

The Noun/Nominal Clause

A noun clause is a group of words that plays the role of a noun in a sentence. Just like any other noun, the noun clause functions or acts as subjects, objects and complements in a sentence. It provides enough information that clarifies the main clause or makes it more precise. It is also called nominal clause. The noun clause usually begins with words such as that, who, whether, whoever, or whatever. Now, let us examine the picture below carefully and use the clue words in blue to write out the noun clauses in the sentences. We are doing this activity together so, pay attention.
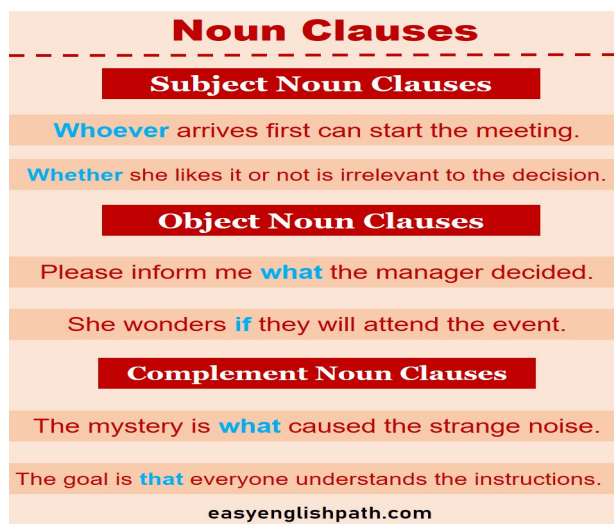
Figure 3.5: Noun Clause image

From the picture, the noun clauses in the sentences include:

1. Whoever arrives first…

2. Whether she likes it or not…

3. …what the manager decided.

4. …if they will attend the event

5. …what caused the strange noise?

6. …that everyone understands the instructions.

It is now your turn to perform Activity 3.1 on your own.

FEATURES OF THE NOUN CLAUSE

1. The noun clause is introduced by a subordinate conjunction such as that, who, which, whatever, whichever, why and how. Consider the examples below:

   a. **Whoever** took my watch should return it.

   b. **Whichever** decision you make will be accepted.

   c. **What** you gifted me is deeply appreciated.

   The underlined groups of words in the sentences are noun clauses, beginning with subordinate conjunctions 'whoever, whichever' and 'what' respectively. To be sure they are noun clauses, you can try replacing the groups of words with pronouns or nouns or noun phrases appropriate to the contexts. If you do this successfully and the sentences are still grammatically sound, then you will know for sure that they are noun/nominal clauses.

   You can thus replace as follows:

   a. **Whoever** took my watch should return it.

      (They/she/he)   should return it.

b. **Whichever** <u>decision you make</u> will be accepted.

  (It)   will be accepted.

c. **What** <u>you gifted me</u> is deeply appreciated.

  (The watch/it)   is deeply appreciated.

It is important to note that all the underlined noun clauses are functioning as subjects in the sentences. For instance:

Whoever <u>took my watch</u> should return it.

⬇

Noun Clause – grammatical name.

⬇

Subject of the verb (or verb phrase 'should return')- grammatical role or function. The activity that follows requires that you identify the noun clauses and state their grammatical functions in the sentence. You may pair with your friend or classmate to do it.

2. A noun clause can also begin with a noun/noun phrase followed by post modifiers as illustrated with the examples below.

a. **(The watch** <u>that he gifted me)</u> looks expensive.

b. **The book** <u>(that they recommended)</u> is intriguing.

c. **The person** <u>(who is to chair the programme)</u> has arrived.

All the underlined groups of words are noun clauses beginning with noun phrases that have been emboldened and followed by post modifiers in the brackets. Don't forget! Noun clauses act as nouns or noun phrases or even pronouns in sentences.

3. A noun clause like any other clause has the subject and its predicate. Knowing this will help you differentiate the noun clause from a noun phrase.

For instance, let us examine the sentence below:

Whatever he does for a living remains unknown.

The noun clause is "Whatever he does for a living"

We can divide this noun clause as follows:

"Whatever" ...subordinating conjunction

"he" ...subject

"does for a living" ...predicate

That is, the noun clause has a subordinating conjunction (Whatever), subject "he" and with a corresponding predicate "does for a living". Although the noun clause "Whatever he does for a living" has both subject and predicate, it is not a sentence because reading it alone does not express a complete thought. Wonderful! We are now ging to look at the structure of the noun clause.

STRUCTURE OF THE NOUN CLAUSE

The following features will help you understand the structure of the noun clauses. You are encouraged to study them carefully and reflect on how noun clauses are formed or the form they take.

1. That-Clause Structure: This is a noun clause that begins with 'that'. For example:

   a. I know **that** my parents won't disappoint me

   b. **That** he is honest makes people like him.

2. Wh-Clause Structure: This is the noun clause that begins with 'wh' words such as which, what, where, why and when. for example:

   a. **Why** she left is unknown.

   b. I don't know **how** to lie.

3. If/Whether Clause Structure: This is a noun clause that begins with if or whether. For example:

   a. **If** they will come is a mystery.

   b. They wondered **whether** they would travel to the resort.

Activity 3.5 Identifying Noun Clauses with the Words That Introduce Them

1. In groups of four, brainstorm on what noun clauses are and give examples.
2. Still in your group, discuss what subordinate clauses are.
3. Identify noun clauses in the following passage:

   The Mysterious Note

   One bright morning, Emily was walking up to her front door when she spotted a crumpled piece of paper lying on the ground. It seemed out of place. The note, written in a hurried scrawl, simply said, "What you discover next will change everything." Emily stared at the words, trying to make sense of them. She couldn't figure out who had left it or what it meant, but she had a strong feeling that what the note was trying to tell her was important.

   Later that day, while she was walking through the park, Emily overheard a conversation between two strangers. One of them said, "Whoever solves the mystery will be given the key to the city." Emily's heart raced. She couldn't stop

wondering who would solve the mystery first. As the day wore on, Emily couldn't shake the thought of the note. She realised that why the note had been left for her might be more significant than anything else. What was she meant to do with it? Who was behind it all?

4. Open your internet browser or YouTube and search for videos on clauses. Pay close attention to what is being said in the video. This will further enhance your understanding of clauses.

1. What is a triphthong?

2. Provide three examples of triphthongs found in English words.

3. How does a triphthong differ from a diphthong?

4. In which part of a word are triphthongs usually found?

5. Why are triphthongs important in spoken language?

6. Examine the word puzzle below carefully, write out the triphthongs and use each of them to form a meaningful sentence.

B	R	T	Q	W	E	L	T	P
E	O	L	O	W	E	R	T	P
T	Y	A	G	G	Q	T	R	Q
R	E	Q	T	E	L	E	G	P
A	V	C	B	Q	Y	T	L	Q
Y	N	T	R	O	T	A	Q	P
A	O	V	L	P	Y	T	V	T
L	C	P	T	E	Q	B	V	T
Q	M	C	R	T	P	T	Q	C
E	T	Y	L	F	E	R	I	F

7. Develop a short poem with end-rhyme words containing triphthongs.

8. State the types of comprehension questions.

9. Which type of question requires the finding of information that is explicitly stated in the text?

10. Explain to your colleagues, vocabulary and figures of speech questions.

11. What is required of a reader to get critical level questions answered?

12. Read the short passage below carefully and perform all the activities under question

Abam's dream as child was to become a <u>renowned</u> teacher in his community. However, his <u>ambition</u> was threatened by the death of his parents. At the time, he was in Basic Six of Amede Presby School at Akorabo. Faced with the <u>challenge</u> of becoming a school drop-out, he worked hard to pull himself through his basic education. His spirit was renewed when he gained admission on scholarship to study at Presbyterian Boys' Senior High School, Legon. Abam's classmates made fun of him and wondered why someone in his status could come that far. He then told them that "In life, one needs to <u>work tirelessly like Noah</u> in the Bible and leave the rest of the hustles to God". One of his classmates remarked, "Indeed, hard work always pays".

a. What was Abam's dream as a child?

b. What threatened Abam's dream?

c. What renewed his spirit?

d. Why was he given the scholarship?

e. What figure of speech illustrates the expression "work tirelessly like Noah"?

f. What was Abam's attitude towards his classmates?

g. For each of the following words underlined in the passage, find another word or group of words that means the same and can replace it as used in the passage.

  i.   renowned

  ii. ambition

  iii. Challenge

5.1 Classify the questions under literal question, inferential question and critical level question

5.2 Answer all the questions appropriately.

13. In your own words, explain the noun clause.

14. Write down five sentences that contain noun clauses and underline them.

15. Read the paragraph below carefully and identify all the noun clauses in it. Underline the word that introduces each of the noun clauses.

The tourism minister announced that Ghana's tourism industry is growing rapidly. What attracts tourists to Ghana is its rich cultural heritage. I wonder whether the government will invest in infrastructure development to support tourism. Whoever designed the new tourist information website did an excellent job. it's clear that the website provides valuable information for visitors. If the country can maintain its natural beauty, it will continue to attract more tourists.

16. Examine the following sentences carefully to write out the noun clauses and state their grammatical roles in the context used.

a. Whatever I think is not important.

b. The tourists had miscalculated how long the trip will take.

c. The uncertainty is whether he will attend or not.

d. That they did not win the election is obvious at this point.

e. Rahma seemed angry that her team did not win.

17. Write down a short paragraph of your own and underline all the noun clauses in it.

SECTION

4

NOUN CLAUSE, COHESIVE DEVICES AND POETRY APPRECIATION

INTRODUCTION

Welcome, we will explore the varied world of noun clauses and their vital role in enhancing our communication skills. As we continue our journey into the realm of noun clauses, we will learn how to integrate them effectively into our sentences to express complex ideas clearly and coherently. Understanding noun clauses not only enriches our writing but also helps us articulate our thoughts more precisely in both spoken and written forms.

In addition to our grammatical focus, we will explore the art of paragraph development. Coherence is essential in writing, and we will examine the key elements that contribute to a well-structured paragraph. You will learn how to connect your ideas seamlessly, ensuring that your writing flows logically from one point to the next. Finally, we will shift our attention to literature, specifically non-African poetry. Through this exploration, we will respond to and appreciate the diverse themes, styles, and emotions expressed in these poems. Engaging with poetry broadens our perspectives and deepens our understanding of different cultures and human experiences. Together, we shall enhance our language skills while cultivating a greater appreciation for the beauty of poetry. Let's embark on an enriching learning experience!

Key Ideas

- A noun clause is a group of words that works like a noun.
- A noun clause can be the subject of a sentence, the object of a verb, the complement of a subject, the object of a preposition, or give more information about a noun. It replaces or explains a noun in a sentence.
- A paragraph is coherent when the ideas are connected and make sense together.
- We use pronouns (like he, she, it) to avoid repeating nouns, and linking words (like however, therefore, and in addition) to join ideas and help the reader follow along.
- Poetry appreciation refers to the understanding and enjoyment of poetry as an art.

THE NOUN CLAUSE
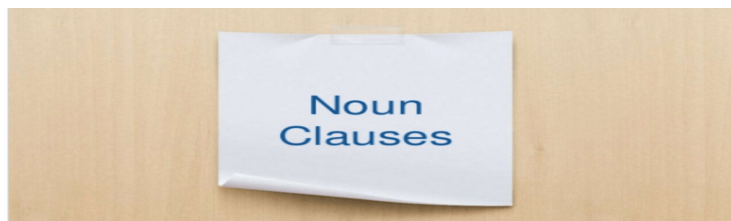
Figure 4.1: Picture showing a noun clause

A noun clause is just like a secret ingredient in a sentence. It may look like a regular group of words but it acts as a **noun,** helping sentences express more complex thoughts.

WHAT IS A NOUN CLAUSE?

A noun clause also known as a nominal clause is a subordinate clause that functions as noun. It functions as subjects, objects, appositives and complements in a sentence. Note, the clause should have a verb which is the important element. You can usually identify a noun clause because it starts with special words like:

1. Interrogatives: who, what, where, when, why, how

2. Whatever or if

3. That

4. Whoever, whichever

Grammatical Functions of the Noun Clause (Where do they fit in sentences)

Subject

A noun clause functions as subject of the verb or verb phrase in a sentence.

Examples

a. <u>Whoever told you that story</u> has not been entirely honest with you.

This sentence is about **who** has not been entirely honest. The part of the sentence that answers that is 'Whoever told you that story'.

The underlined group of words is thus a **noun clause** functioning as **the subject of the verb phrase 'has not been'.**

b. <u>Where we met</u> is unexpected. **subject of the verb 'is".**

c. <u>Who sponsored my education</u> is my secret. **Subject of the verb 'is'**

d. <u>How corruption can be eradicated</u> has been a conundrum to many. **Subject of the verb phrase 'has been'**

e. <u>Whatever route you take</u> will bring you to my location. **Subject of the verb phrase 'will bring'**

Object

A noun clause functions as object of a verb in a sentence. This means that the subordinate clause that receives the action of the verb is a noun clause.

Examples

a. He named <u>the woman who has the best work ethic</u> as best worker of the year.

To determine the object in the sentence above, simply ask 'Who was named?' and the answer will be 'the woman who has the best work ethic. This makes the underlined group of words **a noun clause** functioning as **object of the verb 'named'.**

b. They told me <u>what I wanted to hear</u> to win my trust. **Object of the verb 'told'.**

c. Their story inspired <u>what I captured in my documentary</u>. **Object of the verb 'inspired'.**

d. They bought <u>whatever was on the list</u>. **Object of the verb 'bought'**.

Complement

A noun clause functions as complement of a verb. This is the subordinate clause that follows a linking verb such as to be, appear, seem and can.

Examples

a. She is <u>who she says she is.</u> **Grammatical function: Complement of the verb 'is'.**

b. His success is <u>what has alienated him from family</u>. **Complement of the verb 'is'.**

c. The job has become <u>why they are time conscious</u>. **Complement of the verb phrase 'has become'.**

Appositive

A noun clause functions as an appositive to nouns. This is the noun clause that follows a noun or noun phrase to explain, identify or rename it.

Examples

a. The news, <u>that she has won a scholarship</u>, shocked everyone.

b. Grammatical function: **Appositive to the noun phrase 'The news'**

c. His philosophy in life, <u>that everyone is equal</u>, keeps him grounded. **Appositive to the noun phrase 'His philosophy in life'**

d. Akua Donkor, <u>the jovial woman who had presidential ambitions</u>, has gone to glory. **Appositive to the noun phrase 'Akua Donkor'**

Object of the preposition

A noun clause also functions as object of the preposition. This is the noun clause that follows a preposition.

Examples

a. The misconception stems **from** <u>what you read</u>. **Object of the preposition 'from'**

b. They've planned their next trip **around** <u>when the children will be on vacation from school.</u> **Object of the preposition 'around'**

c. Unfortunately, the society does not listen **to** <u>what children say.</u> **Object of the preposition 'to'**

Noun clauses help to add meaning to our sentences, whether it is acting as a subject, object or complement, they help us express complex ideas clearly.

Activity 4.1 Starter

Do you remember this starter activity from the previous section? It was fun, so let us repeat it!

1. Go to YouTube, search for any Highlife or Afrobeat song by your favourite Ghanaian artist(e) in English. Play the song and write down the lyrics.
2. With a friend or two, underline all the nouns and noun clauses in the lyrics. Have fun by choreographing a dance move.

Activity 4.2 Identification of Noun Clauses as Subjects and Objects

1. Watch Ghana Television (GTV) News bulletin with your friends or family.
2. Keep a note pad or book handy to write as many sentences as you can as you watch or listen to the news.
3. Record the bulletin with a phone or any recorder to help you update your sentences after the bulletin has ended.
4. With the help of your friends, underline all the noun clauses in the sentences you have written.
5. Label all the noun clauses that tell you what the sentences are about as subjects and state their functions relative to the verbs or verb phrases.

   Example:

   a. What I said is provoking (Subject)

      Grammatical function: Subject of the verb 'is'

      Label all the noun clauses that suffer or receive the action of the verbs as objects and state their functions relative to the verbs or verb phrases.

   b. They ate the food I left in the fridge.

      Grammatical function: Object of the verb 'ate'

Activity 4.3 Identification of Noun Clauses as Complements and Appositives

Use the same sentences from 'Activity 4.2'.

1. Label all the noun clauses that follows a linking verb as complements and write their functions relative to the linking verb.

   Example: The book is what I expected it to be.

   Grammatical function: Complement of the verb 'is'

2. Label all the noun clauses that follow nouns or noun phrases and are separated by commas as appositives. Write their functions relative to those nouns or noun phrases.

Example: The theory, that man evolved from apes, is false. (appositive)

Grammatical function: An appositive to 'The theory'

Activity 4.4 Identification of Noun Clauses as Objects of Prepositions

1. Use the same sentences from Activity 4.2.

2. Label all the noun clauses that follow prepositions as objects and go ahead to write their grammatical functions relative to the prepositions.

   For example: I apologise for what I said.

   Grammatical function: Object of the preposition 'for'

COHESIVE DEVICES IN PARAGRAPH COHERENCE

Figure 4.2: Cohesive devices image

Cohesive devices have been treated in year one. Let us have revise. Cohesive devices are the **glue** that holds sentences and ideas together, helping your writing to flow smoothly. They connect thoughts, guide readers and make communication clear and logical. Cohesive devices can be classified into several categories, including:

1. **Conjunctions**: These are words that connect clauses or sentences. Examples include:

   c. And: used to add information (e.g., "I like reading, and I enjoy writing.")

   d. But: used to show contrast (e.g., "I wanted to go, but it was raining.")

   e. Or: used to present alternatives (e.g., "Would you like tea or coffee?")

2. **Pronouns**: These are used to avoid repetition of nouns. Examples include:

   a. He, she, it, they: (e.g., "Adzo loves painting. She spends hours on it.")

   b. This, that, these, those: (e.g., "The book is fascinating. This is why I recommend it.")

3. **Lexical Cohesion**: This involves the use of related words or phrases that enhance the meaning of the text. Examples include:

   a. Synonyms: Using different words with similar meanings (e.g., "happy" and "joyful").

   b. Antonyms: Using contrasting terms to highlight differences (e.g., "hot" and "cold").

4. **Adverbials**: These are words or phrases that provide additional information about the action in a sentence. Examples include:

   a. Time: "Yesterday, I went to the market."

   b. Place: "She is studying in the library."

Cohesive Devices and Linear Narrative Essays

Cohesive devices, such as conjunctions, pronouns, and lexical ties, help to link sentences and ideas together, creating a sense of unity and coherence in writing. They guide the reader through the text, indicating relationships between ideas and ensuring that the narrative is easier to follow. **Linear narratives**, on the other hand, present events in a sequential order, typically following a clear beginning, middle, and end. This structure helps to build a logical progression of events, making it easier for the reader to understand the storyline. Cohesive devices ensure that a linear narrative essay flows smoothly and makes sense from start to finish. In using them, just be careful to avoid and… and… and in your writing (and also in your talking).

In summary, cohesive devices play an important role by enhancing coherence in a paragraph. By effectively using conjunctions, pronouns, lexical cohesion and adverbials, you can improve the clarity and flow of your writing.

Activity 4.5 Self-Assessment

Study the story below:

Once upon a time in a vibrant village in Ghana, there lived a young boy named Tetteh. Tetteh was a hardworking student at the local Senior High School. Every morning, he would wake up early to prepare for school. First, he would brush his teeth and then take a quick shower. After that, he would have breakfast with his family. They usually enjoyed a delicious meal of porridge and bread. After breakfast, Tetteh would grab his backpack and head out the door. As he walked to school, he would greet his neighbours. "Good morning, Auntie Adiza!" he would say cheerfully. This routine made him feel connected to his community.

When he arrived at school, Tetteh attended his first class, which was English. During the lesson, his teacher emphasized the importance of using cohesive devices to make writing clearer. Tetteh listened attentively. For example, his teacher explained how words like "however," "therefore," and "in addition" can link ideas together. Inspired by the lesson, Tetteh decided to practise these devices in his own writing. Later that day, he worked on an essay about the importance of education. He wrote, "Education is essential for personal growth. Furthermore, it opens doors to various opportunities." He was proud of how his sentences flowed together.

At lunchtime, Tetteh sat with his friends, sharing stories and laughter. They talked about their dreams for the future. Tetteh shared, "I want to become a doctor; therefore, I need to study hard." His friends supported his ambition, saying, "In addition, we can study together for our exams!" After school, Tetteh returned home, feeling most accomplished. He reflected on his day, realising how cohesive devices had improved his writing. That evening, he shared his essay with his family, and they praised him for his hard work.

In conclusion, Tetteh learned that using cohesive devices not only made his writing clearer but also helped him connect his thoughts effectively. He promised to continue practising, knowing that each day was a step closer to achieving his dreams.

1. With three of your peers, identify the cohesive devices in the story above. (Note, they are not necessarily in Tetteh's writing.)

2. Still with your peers, discuss the features of the narrative above.

3. Write a one paragraphed story. Use appropriate linking devices to link the ideas in your paragraph. Do this activity in isolation.

4. Invite the three peers to join for this activity: Compose an introductory paragraph containing the:

   a. Exposition

   b. Introduction of characters

   c. Setting

   d. Rising action

   Use the passage below to perform the activities that follow:

   Once upon a time, in a vibrant village in Ghana, there lived a young boy named Haruna. He was known for his curious mind and adventurous spirit. Every day, Haruna dreamed of exploring the legendary Golden Stool, which was said to hold the spirit of the Ashanti people. One sunny morning, Haruna decided to embark on a journey to find the Golden Stool. He packed his bag with some water, fruits, and a map given to him by his grandfather. As he stepped outside, he felt a rush of excitement. First, he waved goodbye to his mother, who reminded him to be safe and to return before sunset. As he walked, Haruna noticed the beautiful scenery around him. The lush green trees swayed in the gentle breeze, and colourful birds chirped merrily. However, he was also aware of the challenges that lay ahead. Therefore, he stayed focused on his goal.

After a few hours of walking, Haruna reached a dense forest. While he was navigating through the thick bushes, he suddenly heard a rustling sound. Curiously, he turned around and saw a small monkey stuck in a thorny bush. Haruna felt compassion for the little creature. So, he carefully approached it and freed the monkey. In return, the monkey happily led him through a shortcut out of the forest. Eventually, Haruna arrived at a river. Although it looked deep and wide, he remembered the stories of the brave warriors who crossed it. Thus, he gathered his courage and found a fallen tree that served as a bridge. With determination, he crossed the river safely and continued his journey.

Later that day, after much walking, Haruna finally spotted a majestic hill. At the top lay the legendary Golden Stool, glimmering in the sunlight. As he climbed the hill, he felt a sense of pride and accomplishment. Finally, he reached the summit and stood before the Golden Stool. Haruna realised that the journey itself had taught him valuable lessons about kindness, bravery, and perseverance. Moreover, he understood that the Golden Stool was not just a symbol of power but also a reminder of the strength and unity of his people.

In conclusion, Haruna returned home with stories to tell, and lessons learned. He shared his adventure with his family and friends, inspiring them to embark on their own journeys. From that day forward, Haruna became known as the boy who sought the Golden Stool, and his tale reminded everyone of the importance of courage and community.

5. Write down the moral lessons and values learned from the story above.

6. Indicate the purpose of the tenses of the verbs used in the passage. Support your claims with examples of verbs from the passage.

POETRY (SELECTED NON-AFRICAN POEM)

Figure 4.3: Poetry image

In our previous lesson on poetry, we looked at non–African poems focusing on what poetry appreciation meant, looking at the various definitions and explanations on what the structure, themes, subject matter and figures of speech associated with the appreciation of poetry. The poem' Anthem for Doomed Youth 'by Wilfred Owen was critically appreciated through its structure, themes, subject matter and figures of speech. We are continuing our lesson on non-African poems by paying attention to poems written more than 200 years ago, on the simplicity of their language and yet concerns raised during their times which can be related to our modern times today.

Attention will still be focussed on the structure, themes, figures of speech of such poems, as we have already learned the definitions and explanations about what is meant by themes, structure, subject matter and figures of speech in our previous lesson. We will analyse both poems based on the structure, themes, subject matter and figures of speech. Our first poem is 'PIANO' by D.H. Lawrence (England). He was born in 1885 and died in 1930. He was an English poet, novelist, playwright, literary critic and essayist. The poet focuses on the dehumanising effects of modern times and the process of industrialisation.

In addition, we will also look at the poem' IF WE MUST DIE' by Claude McKay (Jamaica). Claude McKay was born in Sunny Ville, Clarendon, Jamaica in 1889 and died in Chicago, USA in 1948. He established himself as a literary voice for social justice during the Harlem Renaissance.

'PIANO' by D.H. Lawrence (England)

Softly, in the dusk, a woman is singing to me;
Taking me down back the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of songs
Betray me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

'IF WE MUST DIE' By Claude McKay (Jamaica)

If we must die - let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making them mock at our accursed lot.
If we must die, let us nobly die,
So that our precious blood may not be shed
In vain; then even the monster we defy
Shall be constrained to honour us though dead!
Oh, Kinsmen! We must meet the common foe!
Though far outnumbered, let us show us brave,
And for their thousand blows deal one deathblow!
What thou besides us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

Activity 4.6 Recitation of the Poem

1. Recite both poems in class with your friends as meaningfully as possible.
2. Still with your friends, discuss the structure, themes, subject matter and figures of speech of both poems.

Activity 4.7 Dramatisation of the Poems

1. Compare the language and distinctive styles used by both poets to express the meaning of the poems.
2. Discuss the rhyme schemes of both poems in your groups and write down how each rhyme scheme contributes to your appreciation of the poems.
3. Dramatise the poems in class, portraying the moral lessons and values in the poem for real life experiences.
4. Create poems on your own using the key techniques in appreciating poems reflecting on real-life experiences.

1. Underline the noun clauses in the paragraph below.

2. State the functions of the noun clauses you have underlined.

   Robotics is a field that has transformed modern industry and everyday life. What makes robotics fascinating is its potential to complete tasks with precision and efficiency, often surpassing human capability. Engineers constantly study how robots can be improved to make them safer and more reliable. One main question, whether robots will replace human jobs, continues to spark debate across various industries. The goal, what many researchers pursue, is to create machines that can work alongside humans, not just replace them. It's clear that robotics will keep advancing, driving innovations we are yet to imagine.

3. State the grammatical names and functions of the underlined noun clauses.
   a. Many are concerned about <u>how artificial intelligence might impact privacy</u>.
   b. <u>What artificial intelligence can achieve</u> is still surprising to scientists.
   c. Many experts study <u>how artificial intelligence affects decision-making.</u>
   d. The challenge is that <u>Artificial Intelligence (AI) should be developed responsibly.</u>
   e. The idea, <u>that AI could surpass human intelligence</u>, is both exciting and frightening.

4. What are cohesive devices?

5. Identify three types of cohesive devices.

6. What is a linear narrative essay.

7. List the key features of a linear narrative essay.

8. Explain the features of a linear narrative essay that you have listed.

9. Create a three-paragraph linear narrative essay on an unforgettable school experience which reflects at least five of the elements of structure of a linear narrative essay. Use appropriate cohesive devices to create a flow of thought.

10. What are the main themes of the poem 'Piano'.

11. How does the speaker feel when he hears the piano music?

12. What literary devices are used in the poem?

13. What part does the mother play in the poem and in the development of ideas?

14. How does the structure of the poem contribute to its meaning?

15. What is the significance of the phrase 'The speaker's heart is 'like a child'?

16. What is the tone of the poem 'If We Must Die'?

17. How does the poem address the idea of unity among the oppressed?

18. Examine some literary devices in the poem 'IF WE MUST DIE'

19. Explore any non-African poem by looking at the theme, structure, subject matter and figures of speech which you think are significant.

SECTION

5

AFFRICATES AND APPROXIMANTS, GRAMMATICAL STRUCTURES AND CLAUSES
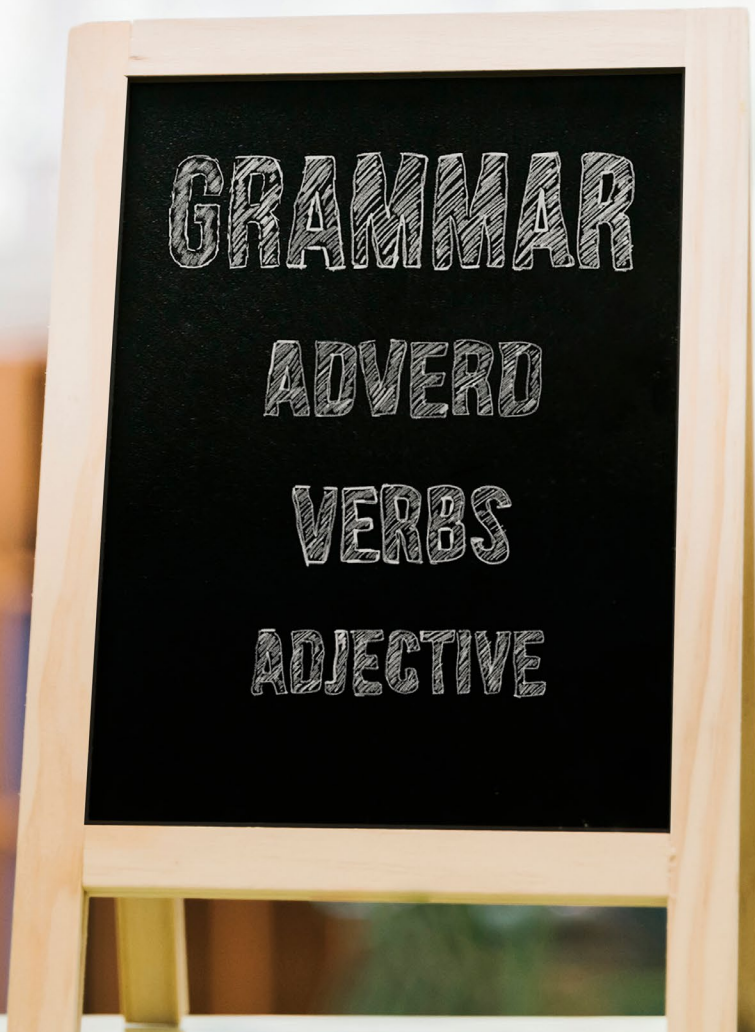
INTRODUCTION

This section will cover the world of consonant sounds, specifically, affricates and approximants and how they are produced. As usual, there are examples to guide you so all you need to do is practise. We will also look at grammatical structures and the role they play in understanding and interpreting passages. Grammatical structures refer to the way words are put together to form phrases, clauses and sentences that are meaningful. This will help us articulate our thoughts more precisely in both spoken and written forms.

In addition to our grammatical structures, we will look at subordinate clauses, some types and their usage. Even though subordinate clauses cannot stand alone in sentences, their importance cannot be downplayed. They usually add more information about the noun. This helps us to make deductions and get the meaning we want. By the end of this section, we should have enhanced our language skills and have a greater understanding of these fundamental language concepts and how they contribute to effective communication.

Key Ideas

- **Affricates:** These are consonant sounds that begin as stops (complete closure in the vocal tract) and release as fricatives (partial closure causing turbulent airflow).
- **Approximants:** They are consonant sounds where the articulators (like the tongue and lips) come close together but do not create turbulent airflow.
- **Grammatical structures:** This refers to how words come together to form phrases, clauses and sentences which make meaning.
- **Relative clause:** A type of dependent clause which gives additional information about a noun in the main clause.
- **Restrictive relative clause:** They provide additional information which is also essential.

CONSONANT SOUNDS (AFFRICATES AND APPROXIMANTS)

Identification and Use of Affricates in Connected Speech

We have studied monophthongs, diphthongs and triphthongs already. Their definitions, classification and how they are produced were learned. Today, our lesson is on Affricates and Approximants. When we say Affricates, they are complex speech sounds that begin as stops (complete closure of the vocal tract) and release as fricatives (partial closure that causes turbulence). Affricates are often represented in the International Phonetic Alphabet (IPA) with a combination of a stop and a fricative symbol like /tʃ/ or /dʒ/.

In English, the common affricates are (/tʃ/) as in 'chop' and /dʒ/ as in 'judge'. Many languages, including German and Polish, also use affricates. For example, the Polish /tʒ/ and /dʒ/ are similar to the English affricates.

Figure 5.1: Voiced and voiceless fricative sounds

The Affricate **/tʃ/** can be found at the beginning (initial), in the middle (medial) and at the end of a word (final). Examples include; chop (initial), furniture (medial) and attach(final).

Table 5.1: Examples of affricates

Initial	Medial	Final
Chair	Matches	Clutch
Chip	Stiches	Slouch
Charm	Trenches	Couch

The affricate **/dʒ/** also occurs in words like just, fridge, journey, gist, rage, adage, aged, adjourn, fidget, joy, urge, and many others. In spelling or writing, **/dʒ/** can take the form **'dg'** as in dodge, judge, wedge, badge and bridge. **/dʒ/** can also take the form **'dj'** and appear in words like adjacent, adjudicate, adjourn, **/dʒ/** can equally take the form 'gg' as in words like suggest and exaggerate. **/dʒ/** also takes the form **'di'** in soldier

Approximants

Approximants are consonant sounds produced with a relatively open vocal tract, so that the airflow is not turbulent, unlike fricatives. They can be thought of as 'close' to vowels but are classified as consonants.

Figure 5.2: Approximant sounds

Common approximants in English include /r/, /l/, /j/ (as in 'yes') and /w/. Approximants often serve as semi-vowels because of their vowel-like quality. In other languages like Spanish, the '/j/ sound as in 'you' is an approximant, similar to the English 'y'.

Also, in some dialects of Arabic, there are approximants that play a significant role in distinguishing meaning. The differences between affricates and approximants are essential in many languages. Their significance in speech contributes to the richness of the variety of sounds around the world.

Activity 5.1 Articulation of Affricates and Approximant Sounds

1. In groups of four, open YouTube on your browser and watch any recorded videos on Affricates and Approximants and imitate them. As you watch the video, write down as many words that contain approximants or affricates as possible.

2. In your group, take turns to articulate the approximants and affricates you heard from the video.

3. With your friends create dialogues, short stories and rhymes with words containing affricates and approximants.

4. Now pair with a member of your group and read the following passage. Do well to articulate the affricates and approximants appropriately.

    A Jungle Walk

    The journey through the jungle was absolutely thrilling. The air was thick and with the sounds of wildlife, creatures chirping in the distance, and rustling through the underbrush it felt amazing. Adjoa and Kojo, always the curious travellers, were excited to explore every nook and cranny of the Ayeduase jungle. With the thick green canopy above serving as shade and the distant hum of flowing water which echoed around them, they felt like residing there for good. Adjoa's most loyal companion, Kojo was so eager. He was right beside her to ensure that she was safe and relaxed. Kojo cracked occasional jokes and gave playful remarks as they walked. They both laughed as they stumbled over roots and rocks, constantly marvelling at the jungle's absolute beauty, especially its floral adornment. The further they went, the more the place seemed to come alive and look more fascinating. Adjoa pointed to a bright yellow butterfly flitting by, while Kojo tried to catch a glimpse of a jaguar, though it vanished too quickly into the dense brush.

    It wasn't long before they came across a sparkling waterfall, alas, the sight they have been desperate to witness. It was lovely, breathtaking and wonderful. The sound of the water rushing down the rocks filled the air and the mist created a rainbow in the sunlight. "This place is incredible," Kojo said, his eyes wide with excitement. "I know, right?" Adjoa grinned as voice filled with wonder. "I bet there's even more hidden around here." They continued onward, eager to see what other surprises the jungle had in store.

    As the day wore on and the sun began to fall behind the horizon. The jungle's atmosphere shifted. The evening sounds of chirping insects filled the air and the first fireflies began to flicker in the growing twilight. Kojo chuckled and nudged Adjoa, "This place feels magical, doesn't it? I'm so glad we decided to do this." Adjoa smiled back; her heart full of excitement. "Me too. This is exactly what I was hoping for". And so, with the jungle fading into an eerie calm, they pressed on, eager to see where the next chapter of their adventure would take them.

GRAMMATICAL STRUCTURES

Grammatical structures are the rules and systems that govern the way sentences are formed in a language. In English Language, understanding these structures is crucial for effective communication, whether in writing or speaking. Grammatical structures also play a key role in understanding and interpreting texts. Here are some important features of these grammatical features:

- **Establishing relationships:** Grammatical structures help connect the different parts of the text - the words, phrases, clauses, figurative expressions in a given text. This helps readers to join these parts together to make meaning.

- **Conveying meaning:** Grammatical structures carry the bits and pieces of the information that will eventually come together to make the text meaningful.

- **Organising information:** With the help of grammatical structures, the information in the text is in order, so that readers can follow though the ideas brought up in the passage.

- **Signalling importance:** Some grammatical structures provide hints about additional information. Subordinate clauses for instance can help us identify important information easily.

- **Creating emphasis:** These structures also help emphasise important points. For instance, the passive voice and other structures can draw attention to certain concepts.

- **Facilitating inference:** These same structures assist us towards more accurate guesswork. Topics or ideas that are not stated directly in the text are often hidden in some of these grammatical structures. The presence of these structures provides clues which help readers to confirm their guesses and give additional information to the text.

- **Enhancing coherence:** The structures also help readers read smoothly through the text. Imagine that there are no rules on how to put your thoughts together for people to read and make meaning out of it. That would be chaotic because you may just be writing whatever comes to mind, whenever it does. Coherence is what makes it easier to read and understand texts.

- **Supporting genre identification:** Grammatical structures, being a set of rules, ensures that the text sticks to its conventional rules to make it coherent. This helps readers brace themselves for what to expect and how to approach them.

- **Aiding text analysis:** Understanding grammar enhances our ability to analyse the text, revealing the intentions, tone and target audience.

- **Improving reading efficiency**: A solid grasp of grammar enables readers to progress more quickly through the text, concentrating on the meaning rather than becoming bogged down by the writing style.

Mastering the interpretation of complex structures through grammatical analysis and context clues is essential for linguistic proficiency. By developing these skills, readers can enhance their comprehension and analytical abilities, leading to a deeper understanding of written communication.

Activity 5.2 Identifying Complex Grammatical Structures

1. In mixed-ability groups, identify the verbs and adjectives in the extract below.

    In Ghana, the government has made significant strides in improving access to education. Initiatives such as the Free Senior High School policy have enabled more students to pursue secondary education. This policy not only reduces the financial burden on families by providing an increase in the number of qualified individuals entering the workforce, but it is also crucial for the country's economic development.

2. Open your browser and search for a pre-recorded video of a short motivational video in which someone is speaking. You need a video in which someone speaks for the activity.

3. Discuss the significance of the parts of speech and the functions of the phrases you came across in the video.

SUBORDINATE CLAUSES

Relative or Adjective Clause

A relative clause, also known as an adjective clause, is a dependent clause that qualifies a noun or pronoun. It provides additional information about the noun or pronoun, which helps to clarify or specify it. Relative clauses are typically introduced by relative pronouns such as:

1. who: refers to people

2. whom: refers to people (object form)

3. whose: indicates possession

4. which: refers to animals or things

5. that: can refer to people, animals, or things

In some cases, the relative pronoun can be omitted if it is the object of the relative clause.

For example, "The car that I bought is red." now becomes "The car I bought is red."

Some examples of relative clauses include:

1. The child who won the race is back from her vacation.

2. The bus which took to Brekum just passed by my shop.

3. The woman whose picture is on the magazine is back from work.

4. The learner whom you gave my pen wants to speak with you.

5. The book that you gave me got stolen.

Structure of the Relative /Adjective Clause

Grammatically, relative clauses must take a certain structure in order not to be mistaken for something else. The basic structure of a relative clause:

1. Relative pronoun: This introduces the clause

2. Verb: It is the action or state of being

3. Subject: This is simply the noun that the clause refers to

4. Object/Complement: Additional information that completes the meaning.

Relative clauses are essential for adding detail and clarity to sentences. Understanding how to use them correctly can help improve writing and communication skills. By knowing when to use defining versus non-defining clauses and how to correctly punctuate them, you can enhance the richness and accuracy of your language.

Types of Relative Clauses

1. Defining (Restrictive) Relative Clauses: These clauses provide essential information that defines the noun. Without this clause, the meaning of the sentence would change significantly. Usually, defining relative clauses do not use commas.

    Examples:

    a. "The book that I borrowed was fascinating."

    b. "The teacher who taught me maths is retiring."

2. Non-defining (Non-restrictive) Relative Clauses: These clauses provide extra information that can be omitted without altering the main meaning of the sentence. They are usually set off by commas. Non-defining relative clauses are typically punctuated with commas. Commas here act as a parenthesis or brackets.

    Example:

    a. "My brother, who lives in New York, is visiting us."

    b. "Paris, which is the capital of France, is known for its art."

    c. "The movie we watched last night was thrilling."

Activity 5.3 Identification of Relative Clauses

1. Identify the relative pronouns in the text below:

    The book that Sarah read last week was fascinating. It tells the story of a young girl who discovers a magical world. The characters whom she meets along the

way help her on her journey. There is a wise old man whom she seeks for advice, and he shares secrets that change her life forever.

2.   In pairs, identify and explain the relative clauses used in the text below and explain why they are relative clauses based on your judgement:

The book that I borrowed from the library is fascinating. It tells the story of a young girl who discovers a hidden talent for painting. The artist, whose work is featured in the book, inspires her to pursue her dreams. Many readers, who have reviewed the book online, agree that it is a must-read for anyone interested in art.

3.   Write a short passage (6-8 sentences) that includes at least five relative clauses. Use a variety of relative pronouns.

Note: *The passage can be about a favourite hobby, a memorable experience, or a person you admire. Show it your friend to review and critique.*

REVIEW QUESTIONS 5

1. What are Affricates?

2. What are Approximants?

3. How do affricates differ from approximants?

4. Why are affricates and approximants important in language?

5. Can you explain how to produce the sound (/t∫/)

6. How do we produce the sound /j/

7. Give some examples of languages which use affricates?

8. Identify the grammatical function of the phrase "in the midst of" in the sentence: "The team scored a crucial goal in the midst of intense pressure from their opponents."

9. Analyse the sentence: "Although the weather forecast predicted rain, we still had a wonderful picnic." Identify the subordinate clause and its function.

10. What is the meaning of the idiomatic expression "bend over backwards" in the sentence: "The hotel staff bent over backwards to ensure our comfort during our stay."

11. Read the passage: "The old, rusty key creaked as it turned in the lock. Suddenly, the door swung open, revealing a room filled with dusty antiques." What does the phrase "old, rusty key" suggest about the setting?

12. In the sentence: "Her eyes sparkled with excitement as she unwrapped the gift.", what context clue indicates the speaker's emotions?

13. Read the passage: "The company's profits have been declining steadily over the past quarter. As a result, management has decided to restructure the organization." What inference can be made about the company's financial situation?

14. Analyse the sentence: "The teacher's tone was firm but gentle as she corrected the student's mistake." What can be inferred about the teacher's teaching style?

15. Identify the grammatical error in the sentence: "If I would have studied harder, I would have passed the exam."

16. What is the effect of using the passive voice in the sentence: "The new policy has been implemented to improve student safety."

17. Analyse the sentence: "By the time I arrived, they had already finished eating." What grammatical structure is used to show the relationship between the two events?

18. What is a relative clause?

19. Identify the relative pronoun in this sentence: "The book that I read was exciting."

20. A relative clause can only qualify nouns. True/False

21. Rewrite the following sentence using a relative clause: "The cat is sleeping. It is on the sofa."

22. Choose the correct relative pronoun: "The teacher ___ teaches math is very helpful." (who/that)

23. Identify whether the following clause is defining or non-defining: "My brother, who lives abroad, is visiting."

24. Explain the difference between defining and non-defining relative clauses. Provide an example of each.

25. In the sentence "The car that I bought is blue," what role does the relative clause play?

26. Combine the following sentences using a relative clause: "I met a man. He is a renowned artist."

27. Compose a complex sentence that includes both a defining and a non-defining relative clause. Highlight each type.

28. Critique the following sentence: "The movie which was boring was a box office hit." What could be improved?

29. Create a short paragraph using at least three different relative clauses, ensuring that at least one is non-defining and one is defining.

SECTION 6

RELATIVE/ADJECTIVAL CLAUSE, ESSAY AND POETRY

INTRODUCTION

Welcome, everyone! We will examine relative and adjective clauses in our Grammar lesson. As we explore how to identify and use these clauses effectively, we will see how they enhance our communication. By the end of this section, you should have a solid understanding of how to construct sentences with relative clauses and appreciate their role in crafting more vivid and engaging prose.

The writing lesson will focus on critically analysing and composing paragraphs on a given topic. Writing is not just about expressing our thoughts; it's about shaping those thoughts into coherent and persuasive arguments. We will learn how to break down a topic, identify key points, and organise our ideas into well-structured paragraphs. Through this process, you will be developing the skills necessary to communicate your viewpoints effectively and convincingly. The literature lesson will explore a variety of themes present in poetry. We will read a selection of poems, discuss the themes that emerge, and analyse how poets express these ideas through their unique styles and techniques. Let us uncover what the power of these themes reveals about our lives and society.

Key Ideas

- **A body paragraph** follows the introductory paragraph and develops the main idea presented in the thesis statement.
- **A clause** is a group of words that is considered a single unit within a larger sentence and generally contains a subject and a predicate.
- **A paragraph** is a distinct section of writing that typically consists of several sentences centred on a single main idea or topic.
- **Relative clause** is a clause that qualifies a noun/pronoun in a sentence.
- **The introductory paragraph** is the first paragraph of an essay or article.
- **Themes** are the central ideas or underlying messages in a work of literature, art, music, or other forms of creative expression.

RELATIVE/ADJECTIVAL CLAUSE

(Grammatical Names and Grammatical Functions)

In *Section 5*, we have explained what a relative/adjective clause is, we have also discussed the types of relative clauses, as well as several examples of these relative clauses.

Now, we are going to discuss the grammatical functions of relative/adjective clauses.

A relative clause is a dependent clause that provides additional information about a noun or pronoun in the main clause.

They are subordinate/independent clauses because they cannot give clear meaning when they are left alone. They are also called adjectival clauses because they are related to the noun in the main/independent clause since adjectives also have relationships with nouns in contexts.

Table 6.1: Types of relative clauses

Types	Definition	Example
Restrictive/ defining relative clause	This type of clause provides essential information about a noun or noun phrase in a sentence. They give information about the person or thing we are talking about in a sentence.	The person <u>whom I called today</u> was my high school teacher. The woman <u>who lives across the street</u> watches my cat when I go on vacation
Non-restrictive/ non-defining relative clause	This clause is also known as a non-essential clause. It provides additional information about a noun but it is not necessary the sentence. This clause is separated by commas and can modify a single noun of noun phrase	My mother, <u>who is an excellent cook</u>, is planning to open a restaurant. I am planning to grow roses, <u>which I find quite beautiful</u>.

Functions of Relative/Adjectival Clause

The main function of a relative clause is to qualify the noun or pronoun in a sentence. It does so by connecting the relative pronoun to the noun in the main clause.

Other general functions of the relative clause include:

1. Describing a noun: It provides additional information about a noun, making its meaning clearer. Thus, it helps readers to connect the noun/pronoun that is being referred to in the sentence.

2. Identifying a specific noun: This helps distinguish which person or thing is being referred to, especially when there are multiple possibilities. It may be confusing to identify which noun/pronoun is being talked about when dealing with more than one noun/pronoun in the sentence.

3. Establishing relationships: Relative clauses show connections between people, places, things, or ideas. They also aid in making relationships/connections. This helps the audience to know how related ideas are for examination of the message under consideration.

4. Adding emphasis or contrast: Relative clauses highlight a particular aspect or contrast with something else. They place emphasis on particular ideas for readers to identify what is being spoken about. It could be drawing similarities or making a contrast between ideas or something.

5. Creating vivid imagery: they help conjure up a more detailed picture in the reader's or listener's mind. With the introduction of an adjectival clause, a vivid picture is created in the audience's mind. This mental picture helps to process the message to insight into the message.

Activity 6.1 Identification of Relative Pronouns

With four of your classmates, study the two-paragraph letter below and identify the relative pronouns that are used:

Dear Manager,

I am writing to complain about the computer which I purchased from your store on 3rd November 2024. The sales assistant who served me told me that the computer was in perfect condition. Unfortunately, when I arrived home and tried to use it, I realised that the computer was not working. I called your store to complain but the sales assistant said that there was no reason why the computer shouldn't be working as it was in excellent condition.

On Friday, I visited your where I asked for a refund. However, the very rude manager refused to give me a refund. I demand a full refund and an apology for your staff's unprofessional behaviour.

Activity 6.2 Creating relative clauses

1. With three of your friends, use the relative pronoun cards to create sentences containing relative clauses.

whom	who	those
that	whose	which
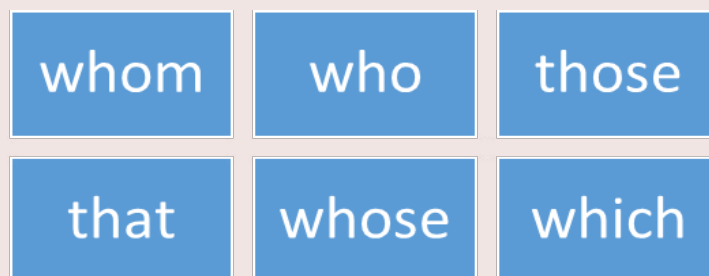
2. Individually, develop a short paragraph on a theme of your choice and share with your group members for constructive criticism.
3. In groups, play-pretend scenes of a market place, the banking hall, classroom or dining hall and engage in conversations that will pertain to these places using clauses.
4. Still in your groups, discuss and share with examples how adjectival or relative clauses can be used to convey meaning.

THE STRUCTURE OF AN ESSAY: CONCLUDING

In year one you learned about the structure of an essay. Let us take a quick look at the essay itself and the structure briefly. Then, we will focus to the concluding part. **An essay** is a structured piece of writing that presents an argument or a narrative. Understanding the structure of an essay is crucial for crafting a coherent and persuasive piece.
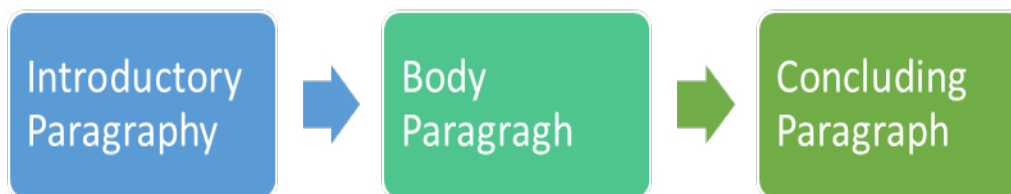
Figure 6.1: Structure of an essay

1. **Introductory paragraph:** The introductory paragraph is the first paragraph of an essay or a piece of writing. Its purpose is to introduce the main topic, grab the reader's attention and interest to make them want to read on. The introductory paragraph provides background information on the topic.

2. **Body Paragraphs:** The body of the essay is where the main points are developed. It usually consists of several paragraphs, each focusing on a specific aspect of the topic being discussed. Each paragraph might well include:

    a. Topic Sentence: A sentence that provides the main idea of the paragraph.
    b. Evidence and Examples: Supporting details, facts, quotations, or examples that substantiate the topic sentence.
    c. Analysis: Indication of how the evidence relates to the thesis and why it is significant.
    d. Transition: A sentence or phrase that smoothly connects one paragraph to the next.

Note: *Each body paragraph needs a conclusion to wrap up the essay and reinforce the main argument in the paragraphs. It summarises the main points discussed, reinforces the thesis statement, and provides closure to the reader. It may also suggest implications, future directions, or a call to action, depending on the purpose of the writing.*
Understanding the structure of an essay is essential for effective writing. By following this framework, writers like you can present your ideas clearly and logically, making it easier for readers to understand and engage with your arguments.

Let us focus on the concluding paragraph of an essay.

The conclusion of an essay: This is the final part of the essay. It indicates that you have come to the end of what you want to write. It provides a sense of closure and leaves a lasting impression on the reader. Here are some key elements to consider when writing an effective conclusion:

1. Restate the thesis of the essay. You need to bring out the main argument in the essay but in your own words.

2. Briefly summarise the main points made in the body paragraphs of the essay. This helps to reinforce the ideas presented and ensures that the reader recalls the significant aspects of the discussion.

3. Highlight how the points made are connected and contribute to the overall argument.

4. Conclude with a lasting impression. This could be a thought-provoking quote, a call to action, or a rhetorical question that encourages further reflection.

5. Avoid introducing totally new information. The conclusion is not the place to introduce new points/ideas. Focus on wrapping up the discussion and reinforcing what has already been said.

6. Rhetorical devices are also allowed as they add depth and emotion to your essay.

7. Proofread and edit. Go through your essay and ensure that everything you intend to say is what you have put into writing. Make corrections where necessary and read over again.

8. Conclude by creating a reference to your opening paragraph.

By adhering to these guidelines, you can write a conclusion that effectively sums up your essay and leaves the reader with a clear understanding of your argument and its significance. At the end, it is wise to read back through what you have written. It is easy to make careless slips; it is also easy to leave points in a confused state. Thus, always leave time for rereading, revision and correction where required. It is far better that you spot your errors rather than your reader does so.

Now let us put together our understanding of the features and structure of an essay to write formal letters.

Writer's Address

Date

Recipient's Address

Salutation

Title /Heading

Introduction paragraph

Main body of the letter (body paragraphs)

Conclusion paragraph

Subscription
Yours faithfully,
Signature
Full name
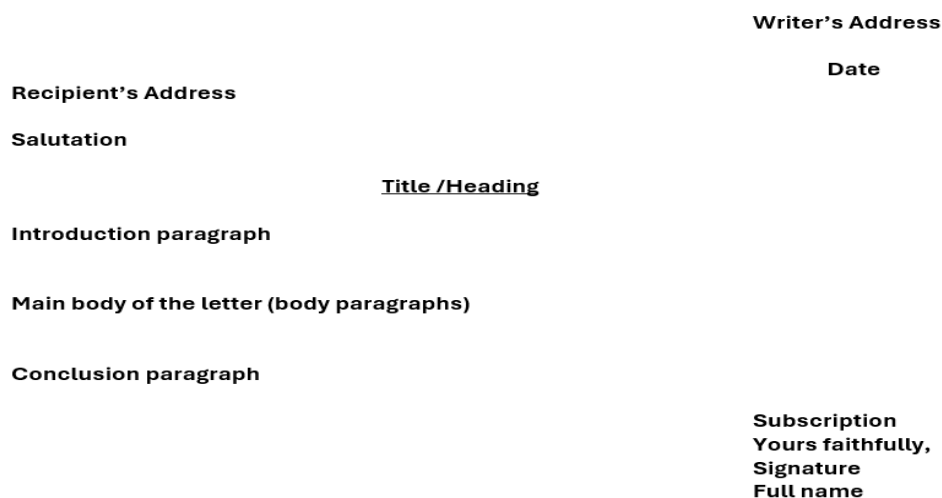
Figure 6.2: The format of a formal letter

Writing a formal letter involves a specific structure and style to ensure your message is clear, professional, and respectful.

Here are the steps to guide you through the process:

1. Include Your Address: At the top of the letter, include your address aligned to the left.

2. Date: Below your address, add the date when you are writing the letter. Use a formal date format, e.g., '20th October, 2024'.

3. Recipient's Address: Include the recipient's address next. This should also be aligned to the left and can include the recipient's name, title, company name, street address, city, and state.

4. Salutation: Use a formal greeting. If you know the recipient's name, use 'Dear [Title] [Last Name],' (e.g., 'Dear Mr. Acheampong,'). If you do not know the name, you can use 'Dear Sir or Madam,'.

5. Body of the Letter:

   a. Introduction: Start with a brief introduction stating the purpose of the letter.

   b. Main Content: Provide detailed information. This may include the reason for writing, necessary explanations, and any relevant details.

   c. Conclusion: Summarise your points and state any actions you expect from the recipient, if applicable.

6. Closing: Use a formal closing phrase such as 'Yours sincerely,' (when you have written to a named person) 'Yours faithfully,' (when you have written to someone as Sir or Madam) or 'Best regards,' followed by a comma. Note that the 's' in sincerely and the 'f' in faithfully here should not be written in capitals.

7. Signature: Leave space for your signature (if printed) above your typed name. If the letter is sent electronically, you can simply type your name.

8. Proofread: Before sending, carefully proofread your letter for any grammatical or spelling errors. Ensure that the tone remains formal and professional throughout.

By following these steps, you can ensure that your formal letter is well-structured, professional, and effective in conveying your message.

Activity 6.3 Discussion of Features of a Formal Letter

1. With three of your friends, discuss the features of a formal letter.

2. With your group members, write a letter to the minister of education, telling him three major problems you face in your school and giving him three reasons why he should visit and come to your assistance.

3. Now compose a concluding paragraph on the above essay by applying the elements in concluding an essay discussed earlier.

Activity 6.4 Identification of the Structure of an Essay

In pairs, examine the essay below. Identify the introductory, body and concluding paragraphs.

Education plays a crucial role in shaping the future of individuals and nations. In Ghana, it is particularly significant as it paves the way for personal development and national progress. The Ghanaian educational system, especially at the Senior High School (SHS) level, is designed to equip students with essential knowledge and skills. This essay will examine the structure and features of education in Ghana, highlighting its importance in fostering critical thinking, creativity, and social responsibility among learners.

The structure of education in Ghana is divided into various levels: basic education, secondary education, and tertiary education. After completing basic education, students advance to Senior High School, which lasts for three years. Here, learners engage in a broad curriculum that includes core subjects such as Mathematics, English, and Science, along with electives that align with their interests and career aspirations. This structured approach ensures that students receive a well-rounded education, preparing them for the challenges of higher education and the workforce.

One of the notable features of Ghanaian education is its emphasis on practical skills alongside theoretical knowledge. Schools encourage students' participation in co-curricular activities, such as sports and clubs, which foster teamwork and leadership abilities. Additionally, the introduction of technical and vocational education alongside academic courses has empowered students to pursue careers in various fields, thus reducing unemployment rates among the youth.

Furthermore, the role of teachers is vital in the educational landscape of Ghana. Educators are not only facilitators of knowledge but also mentors who guide students in their personal and academic growth. Professional development programs for teachers are essential to enhance their teaching methods and adapt to the evolving educational needs of society.

In conclusion, education in Ghana serves as a foundation for individual and national development. By examining its structure and features, it is clear that it aims to nurture well-rounded individuals who can contribute positively to society. As Ghana continues to invest in education, the potential for growth and improvement remains vast, ensuring a brighter future for all Ghanaians.

POETRY: IDENTIFICATION OF COMMON THEMES ACROSS POEMS

Identifying themes in a poem involves a series of thoughtful and analytical steps. Find below a comprehensive guide to help you through the process:

How to Identify Themes in a Poem

1. Read the Poem multiple times: Start by reading the poem several times. Each reading will help you grasp different layers of meaning.

2. Understand the Context: Research the poet's background, the historical context of the poem, and any relevant literary/ historical/political movements. Context can provide insight into the themes.

3. Analyse the Title: The title often hints at the poem's themes. Consider what the title suggests and how it relates to the content of the poem.

4. Identify the Speaker and Tone: Determine who is speaking in the poem and their attitude. The speaker's perspective can influence the theme and overall message.

5. Look for Repeated Ideas or Images: Take note of any words, phrases, or images that appear multiple times. Repetition often points to central themes.

6. Examine the Language and Diction: Pay attention to the choice of words, figurative language (metaphors, similes), and other literary devices. These elements can reveal deeper, more complex meanings.

7. Analyse how the poem's form (stanzas, line breaks, rhyme scheme) contributes to its themes. The structure can enhance the emotional impact.

Common Themes in African and Non-African Poems

Poetry offers rich and diverse perspectives on the themes of love, nature, identity, mortality, social justice, memory, hope, loss, and freedom. Here's an exploration of these themes through the lens of various African and non-African poets:

1. **Love:** In African poetry, love is often shown as a powerful bond that goes beyond societal norms. For instance, the works of Nigerian poet Niyi Osundare reflect on the beauty of love intertwined with cultural identity. In his poem 'A Love Song,' Osundare captures the tenderness and strength of love against a background of societal challenges.

2. **Nature:** Nature plays a vital role in African poetry, often symbolising life, spirituality, and cultural heritage. The poetry of South African poet Lesego Rampolokeng often incorporates elements of nature to express the connection between humanity and the environment, illustrating how nature shapes identity and existence.

3. **Identity:** Identity is a central theme in African poetry, where poets explore cultural heritage, colonisation, and the quest for self-definition. In the works of Kenyan poet Ngũgĩ wa Thiong'o, identity is often examined through the lens of language and storytelling, asserting that reclaiming one's language is key to reclaiming identity.

4. **Social Justice:** African poets frequently address social justice issues, using their voices to challenge inequality and oppression. The poetry of South African poet Antjie Krog speaks to the struggles against apartheid and the ongoing fight for justice and reconciliation, capturing the pain and resilience of marginalised voices.

5. **Hope:** Hope is a recurring motif in African poetry, often intertwined with resilience and the desire for change. The poetry of Somali poet Warsan Shire reflects on the experiences of refugees and the enduring spirit of hope amid adversity, capturing the longing for a better future.

The following themes have also been explored by other non-African poets

1. **Loss:** The theme of loss permeates many poems, whether it be the loss of a loved one, a relationship, or a way of life. Poets like Robert Frost and Sylvia Plath articulate the pain of loss, personal and social, and how it can transform us.

2. **Freedom:** The quest for freedom—personal, political, or spiritual—is a central theme in poetry. Writers like Walt Whitman and Maya Angelou celebrate the joy of liberation and personal freedom while also acknowledging the struggles that accompany the pursuit of freedom.

These themes resonate with readers across time and cultures, allowing poetry to remain a vital expression of the human experience. Each theme invites reflection, encouraging us to explore our own lives and the world around us.

Activity 6.5 Reciting African and Non-African Poems

Recite the two poems below with passion and purpose.

'Still, I Rise' by **Maya Angelou**

You may write me down in history

With your bitter, twisted lies,

You may trod me in the very dirt

But still, like dust, I'll rise.

Does my sassiness upset you?

Why are you beset with gloom?

Cause I walk like I've got oil wells

Pumping in my living room.

Just like moons and like suns,

With the certainty of tides,

Just like hopes springing high,

Still, I'll rise.

Did you want to see me broken?

Bowed head and lowered eyes?

Shoulders falling down like teardrops,

Weakened by my soulful cries?

Does my haughtiness offend you?

Don't you take it awful hard

Cause I laugh like I've got gold mines

Diggin' in my own backyard.

You may shoot me with your words,

You may cut me with your eyes,

You may kill me with your hatefulness,

But still, like air, I'll rise.

Does my sexiness upset you?

Does it come as a surprise

That I dance like I've got diamonds

At the meeting of my thighs?

Out of the huts of history's shame

I rise

Up from a past that's rooted in pain

I rise

I'm a black ocean, leaping and wide,

Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear

I rise

Into a daybreak that's wondrously clear

I rise

Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.

I rise

I rise

I rise.

The Road Not Taken by **Robert Frost**

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveller, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I

I took the one less travelled by,

And that has made all the difference.

Activity 6.6 Determination of the General Meaning of the Poems

1. In your groups, use the titles of the poems to determine the general meaning of the poems.
2. Discuss the subject matter, structure and themes of either of the poems with them. Discuss your findings with the class. Do you all agree on the meaning of the last line of Frost's poem?
3. Create a poem that shares similar themes with the poem you discussed above
4. Discuss the similarities between your poem and the poem you discussed earlier.

REVIEW QUESTIONS 6

1. What is a relative clause?

2. Identify the types of relative clauses.

3. What function does a relative clause play in a sentence?

   Use the appropriate pronouns to complete the sentences below (4 and 5).

4. The people ……. house I am staying in are very kind to me.

5. I need a coat …. will keep me warm.

   Identify the type of relative clause in each sentence below (6 and 7).

6. The book <u>that I bought yesterday</u> has been stolen. (defining/non-defining)

7. My uncle, <u>who lives in America</u>, will be returning next month.

   State the grammatical functions of the adjectival clauses in the following sentences (8 and 9).

8. The man that I saw told me to come back today.

9. The pen, which I bought, is in my bag.

10. Write an introductory and concluding paragraphs to any Two of the following.

11. Write a letter to a pen pal in another country.

12. Write a letter to a historical figure.

13. Write a letter to a company requesting sponsorship for an event.

14. Write a letter to a newspaper editor about a current issue.

15. Write a three-stanza poem on your own with its theme focusing on peace and love.

SECTION

7

CONSONANT CLUSTERS, READING AND ADVERBIAL CLAUSE

INTRODUCTION

You have arrived at another intriguing part! Here, we will engage in three lessons designed to enhance your language skills. The first lesson will focus on identifying patterns of consonant clusters occurring at the beginning and end of syllables in connected speech. This will help improve your pronunciation and fluency as you communicate. The second lesson will be on a variety of level-appropriate texts that not only challenge your comprehension skills but also provide enjoyment. You will analyse different genres and styles, fostering a deeper appreciation for literature. Lastly, in our grammar lesson, we will concentrate on adverbial clauses, learning how to incorporate them effectively into sentences for clearer communication. Mastering these structures will enhance your writing and speaking abilities. Let us kick off!

Key Ideas

- **A Syllable-Final Consonant Cluster** occurs at the end of a syllable or a word.
- **A Syllable–Initial Consonant Cluster** occurs at the beginning of a syllable or word.
- **A Syllable-Medial Consonant cluster** occurs in the middle of a syllable or word.
- **An adverbial clause** is a subordinate clause that modifies an adverb and adjective or a verb.
- **Consonant Cluster** refers to a group of two or more consonants that appear together in a word without any intervening vowel.
- **Reading for pleasure** is a form of reading that is not focused on identifying specific details or information in the text but for personal enjoyment/leisure.

CONSONANT SOUNDS – PATTERNS OF CONSONANT CLUSTERS

Figure 7.1: An image showing some consonant clusters

Consonant Clusters

Many English words are made up of a succession of two or more consonant without any vowel between them. This succession or sequence is known as consonant clusters. Consonant clusters refer to group of two or more consonant sounds that occur

together in a word or syllable. They are sequence of consonants that function as a single phonological unit within a syllable. Certain consonant clusters can prove to be challenging at the outset. You should learn to produce consonant clusters without inserting any vowel between the consonants or interchanging the position or dropping any of the consonants if you want to be understood by your listeners.

Consonant clusters can be classified into initial or final. The maximum number of consonants that can occur at the beginning of an English syllable is three while the maximum number of consonants that can occur at the end of a syllable is four. However, some consonant clusters can also occur in the middle. Let us look at examples of consonant clusters in words or syllables. The consonants are represented by the symbol "**C**" and the number of consonant clusters is determined by the number of consonant clusters in the word or syllable. Let us use symbol "V" to represent vowels.

cv**CC**

cv**CC**v
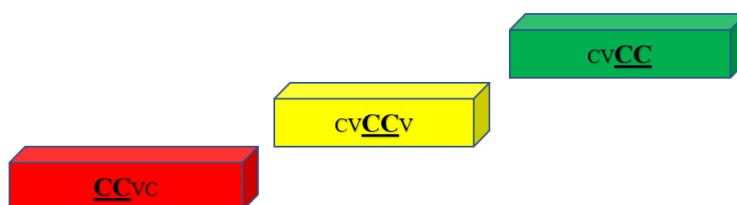
CCvc

1. Syllable-initial Consonant Clusters occur at the beginning of the word or syllable as shown in the following examples.

    pray......**CC**V.........two consonant cluster

    class......**CC**VC.........two consonant cluster

    spray......**CCC**V.........three consonant cluster

    scream...**CCC**VC......three consonant cluster

2. Syllable-medial Consonant Clusters occur in the middle of the word or syllable as indicated in the examples below.

    ha**nd**ing.....CV**CC**VC.....two consonant cluster

    ba**ng**er......CV**CC**V........two consonant cluster

3. Syllable-final Consonant Clusters occur at the end of the word or syllable as illustrated below.

    ca**ps**.........CV**CC**........two consonant cluster

    boo**ks**........CV**CC**........two consonant cluster

    ba**nks**........CV**CCC**......three consonant cluster

    he**lp(e)d**......CV**CCC**......three consonant cluster

    pro**mpts**...CCV**CCCC**...four consonant cluster

This is not overly challenging, is it? Let us determine whether you can now identify consonant clusters within a word or syllable.

Activity 7.1 Identifying and articulating of consonant clusters

1. Ring the consonant clusters in the following words and classify them according to syllable-initial consonant clusters and syllable-final consonant clusters.

   > **nets, split, thank, black, scolding, post, risks, task, square, train**

2. Identify more examples of consonant clusters that could happen at the initial and final positions.
3. Now with your knowledge of consonant clusters, form/create your own words that have consonant clusters at the initial and final positions.
4. Let us play a game. In mixed ability groups, create tongue twisters out of some consonant clusters and practise them.

   Tongue twisters

   > she bought fresh fried fish and fish fresh

   > A flea a fly flew up in flue

   > The cattle grazed on the crazy grass field

5. Complete the table below with examples of words that contain the consonant clusters given.

Syllable-Initial Consonant Clusters	Syllable-Medial Consonant Clusters	Syllable-Final Consonant Cluster
/br/ -	/nd/ -	/nd/ -
/fr/ -	/ng/ -	/ld/ -
/gr/ -	/ld/ -	/rst/ -
/kl/ (cl) –	/mp/ -	
/sk/ (sc) –	/st/ -	
/sl/ -		
/tr/ -		
/bl/ -		

6. This should be clear now. Practise more with your friends writing sentences and short poems with words containing consonant clusters. You are encouraged to read more on consonant clusters.

READING FOR PLEASURE

Figure 7.2: An image depicting reading for pleasure

Reading deals with the process of making meaning out of a print or text. Among other things, we are going to explore the world of reading for pleasure and its importance to our journey through long-life education. Before we proceed, try Activity 7.2 with your friends or classmates. You are encouraged to participate effectively in the activity.

Activity 7.2 The Meaning of Reading

Discuss with your friends or classmates (in group) what reading for pleasure is and paste your findings on the wall for other colleagues in your class to read.

READING FOR PLEASURE

Reading is an important part of our lives, especially if we want to attain a high level of achievement in education. Reading can be intensive or extensive based on the purpose it serves for the reader. An intensive reading involves complete examination or analysis of a text for a specific learning outcomes or goals. An example of intensive reading is reading for end of semester examination. On the other hand, extensive reading can be the act of reading for enjoyment and to improve general reading skills. Reading for pleasure is an example of extensive reading.

Reading for pleasure also refers to the reading that people choose to do on their own free will to enable them explore different worlds, characters, and ideas. It is important to know that there are several different reasons people read materials, such as novels, newspapers, journals and magazines. Reading for pleasure helps us to improve our reading skills, language fluency, and acquire more vocabulary for effective communication. As an individual, you need to develop personal interest and be self-motivated to explore the world of reading for pleasure (leisure).

Importance of Reading for Pleasure

Why you should read for pleasure

Develop new ides in our mind and build our vocabulary	Get answers to puzzled questions and make unknown facts known	Break stress and worried, and keep us in a relaxation mood
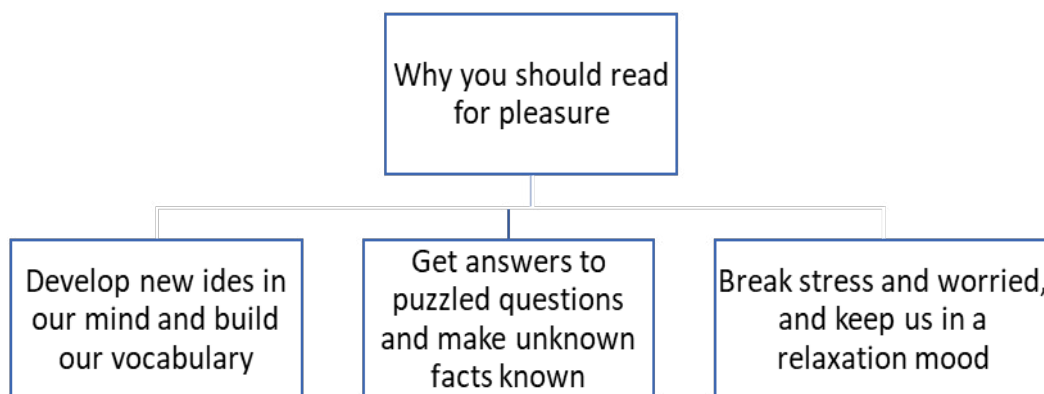
Reading for pleasure comes with many benefits. As we embark on a lifelong learning experience, reading for pleasure helps develop our imagination and worldview.

1. **Reading for pleasure develops our vocabulary and language skill**: As we read for pleasure, we acquire more words and how they are used in varied expressions. This knowledge helps us to become more fluent and improve our communication skills in general.

2. **Reading for pleasure will enhance our critical and analytical skills**: It grows our imagination and enhances the performance of the brain. Once we acquire analytical skills, we can critically analyse issues or situations in order to make life-changing decisions.

3. **Reading for pleasure supports personal growth and create self-awareness**: Reading exposes us to different experiences or perspectives and cultures. Through this we could be expose to our strength and weaknesses so that er can become aware of who we are and the world around us.

4. **It reduces stress and improves mental health**: Reading is an activity that calms our mind and provides the opportunity for the brain to relax. This helps to reduce stress and improve our mental well-being or health.

5. **It expands knowledge and supports academic and professional success**: Though reading for pleasure is not directly related to a specific academic purpose, it paves way for knowledge acquisition. This essentially provides the focus for life-long learning and improves professional success.

6. **It provides enjoyment and fun**: Reading for pleasure serves as a form of entertainment to the reader.

In general, reading for pleasure has an essential impact on developing our cognition or mind, language skills, and personal or professional growth. Thus, the more we read the more we discover new ideas to help us understand the world in which we find ourselves.

Materials that can be read for pleasure

Before the lesson comes to a close, let us look at some materials that can be read for pleasure. Both the traditional library or electronic library facilities can help us get materials to read for pleasure. The electronic library, also known as E-library refers to a collection of digital resources that is accessible through the use of computers and networks. On the other hand, the traditional library is a building that houses a collection of books, journals or other print materials. The picture below shows both the traditional library and the e-library where we can get materials to read for pleasure.
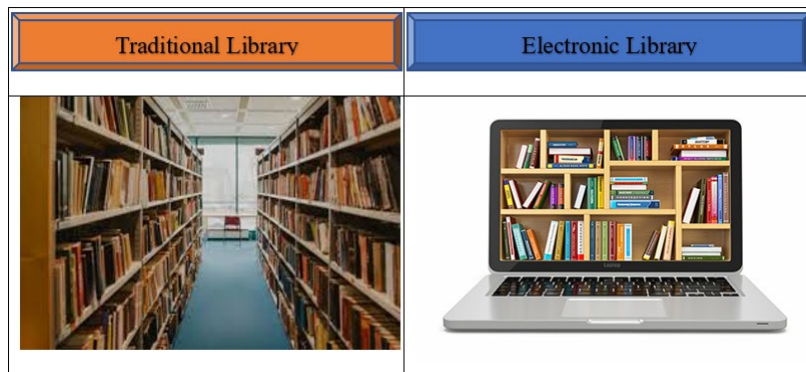
Figure 7.3: Traditional library and electronic library image

In selecting a particular material to read for pleasure, consider your interest, level of vocabulary and the kind of reading experience wanted.

Table 7.1: Showing a list of materials that we can read for pleasure either from the traditional library or the e-library.

	Materials	Examples
	Novels or Fictions	"*Homecoming*" by Yaa Gyasi "*The Memory of Love*" by Aminata "*Things Fall Apart*" by Chinua Achebe
	Non-Fiction	"*Long Walk to Freedom*" by Nelson Mandela "*I Am Malala*" by Malala Yousafzai
	Drama and Play	"*In the Chest of a Woman*" by Efo Kojo Mawugbe "*The Marriage of Anansewa*" by Efua Sutherland "*The Son of Umbele*" by Bill Okyere Marshall
	Poems	"*Once Upon a Time*" by Gabriel Okara "*Night*" by Wole Soyinka "*Hearty Garlands*" by S. O. H. Afriyie-Vidza

	Magazines and Journals	The Mirror (Ghana)
		Junior Graphic (Ghana)
		Teen Vogue
	Digital Resources	E-Books and Audiobooks
		TED-ED website
	Student-created content	School Magazines/Journals
		SRC Magazines
		Students' Publications

Reading for pleasure is essential in building rich experiences in the areas of academia and professional development. It helps shape our life-long learning opportunities. Reading truly builds the power of the mind to think, analyse and create beautiful memories of our world.

Let us sum up the lesson with *Activity 7.3.*

Activity 7.3 Importance of Reading for Pleasure

1. In mixed ability groups, select an interesting story of your own, read it silently and share what you read with your friends.
2. Still in your groups, create a short story of your own on any topic of your interest. Post your story on the classroom walls and read it to your friends or classmates.

ADVERBIAL CLAUSE

We continue our lessons on types of subordinate clauses as we will study adverbial clause today. The lesson is designed to help you explain what adverbial clause is with examples, identify types of adverbial clauses and examine the functions of adverbial clauses in context.
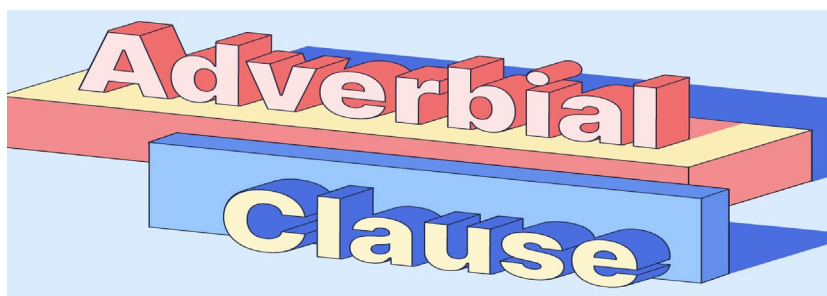
Figure 7.4: Adverbial clause Image

An adverbial clause is a group of words that performs the functions of adverbs in a sentence and contains a subject and verb (predicate). This means that like adverbs, an adverbial clause modifies a verb, an adjective or adverb in a sentence. Adverbial clauses answer the questions "when?", "where?", "why?", "how?", "how often" and "to what extent?". By answering these questions, they provide information about time, place, manner, frequency, degree and reason or purpose of an action that occurs in a sentence. An adverbial clause can be at the beginning or in the middle or at the end of a sentence. Adverbial clauses are introduced by subordinating conjunctions such as after, before, because and since. Examples of subordinating conjunctions that introduce an adverbial clause in a sentence are shown below.

After, although, as, as-as, because, before, even though, if, once, in case, only if, since, so that, than, though, until, till, when, whenever, where, whereas, while, why, unless

Let us examine the picture below carefully to reflect on our discussions so far. Read the examples of adverbial clauses provided after the picture illustration.
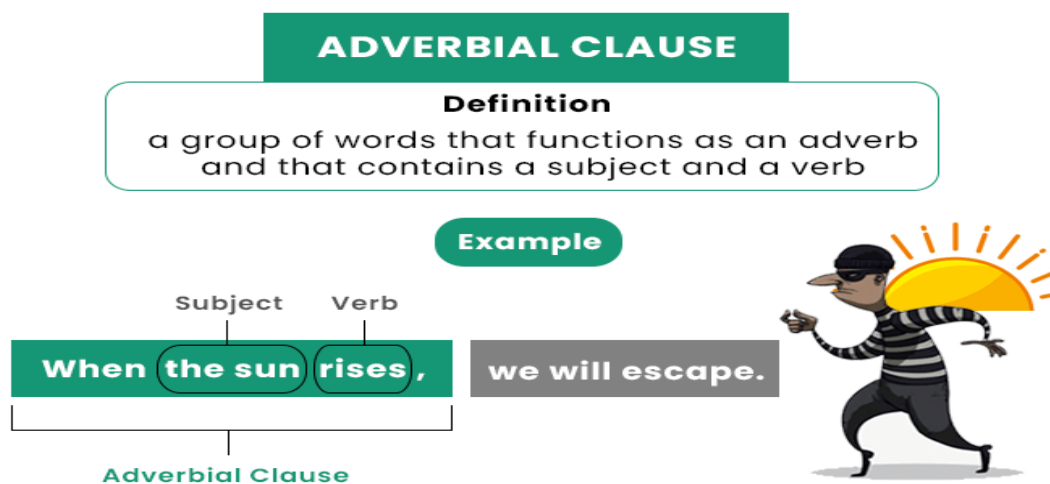
Figure **7.5:** An image defining and exemplifying adverbial clause

Examples of Adverbial Clauses

Study the adverbial clauses underlined in the following sentences and discuss them with your friend or classmate.

a. We cannot go on holiday <u>because our parents don't have enough money</u>.

b. Musah was so tired <u>that he couldn't study</u>.

c. That is the school <u>where we held the games</u>.

d. <u>Until I saw the evidence,</u> I didn't believe they stole the money.

e. The boys ate <u>as if they had been starving for years</u>.

You can now identify adverbs in sentences.

Types of Adverbial Clauses

Adverbial clauses give information about the verb in relation to time, manner, place, condition, concession and reason, within a particular sentence. By extension, the type of adverbial clause is defined by the kind of information it provides about the verb. This means that adverbial clauses can be classified as adverbial clause of time, place, manner, concession, condition and reason. Let's observe the picture below to help us identify the types of adverbial clauses in sentences.
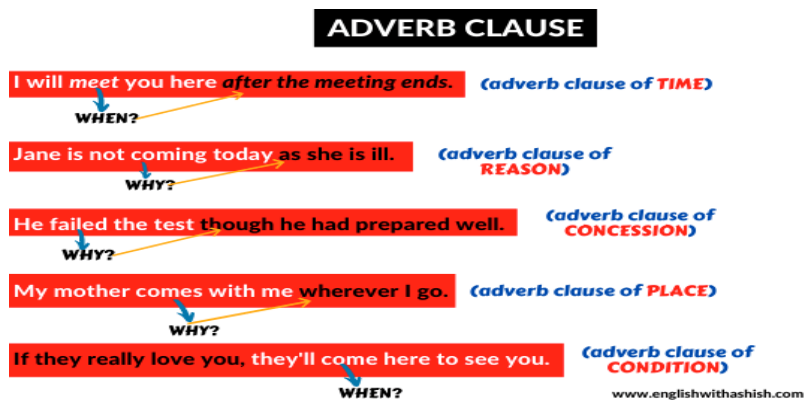
Figure 7.6: An image on examples of adverbial clause

Follow the examples in Table 7.2 to learn more about the types of adverbial clauses.

Table 7.2: Types of adverbial clauses

Types of Adverbial Clause	Role in relation to the verb	Examples in sentences
Time	Gives information about when an action occurs	She will go to the farm <u>after the rain has subsided</u>. <u>Until you eat your dinner</u>, you cannot go out.
Place	Gives information about where an action occurs	The children can go <u>anywhere they want</u>. The drone will work <u>where the signal is stable</u>.
Manner	Gives information about how an action occurs	They completed the task <u>exactly as they were told</u>. The dress was designed <u>precisely as they requested.</u>
Condition	Indicates the situation under which an action will happen	I'll take my umbrella <u>just in case it rains</u>. <u>If the man comes early</u>, he will be employed.
Concession	Gives information that contrast the action	<u>Although it rained</u>, I could not plan my maize. The exam was written <u>even though it was a holiday.</u>

Reason	Gives information about why an action occurs	The team will not play again <u>because they lost</u>. <u>Since I do not have money</u>, I cannot go to work today

The Structure and Functions of Adverbial Clause

The adverbial clause is made up of a subordinator, a subject and a predicate. The subordinator is usually a conjunction which begins the structure of an adverbial clause. We have mentioned a list of them at the beginning of this lesson. For a quick reminder, let us consider some examples - as, although, before, because, if, since, unless, so that, until, when, where, how and why.

The other elements mentioned, the subject and the predicate are important features of the adverbial clause. The subject is noun or pronoun that something is said about in the structure of the adverbial clause whereas the predicate refers to the verb and its accompanying elements. Let us consider the illustration below to understand the structure of adverbial clause using the sentence below.
<u>Although the team was under pressure</u>, they won the game.

The adverbial clause in the sentence is "**Although the team was under pressure**", which can be divided as follows:

Although	the team	was under presssure
[subordinator]	[subject]	[predicate]
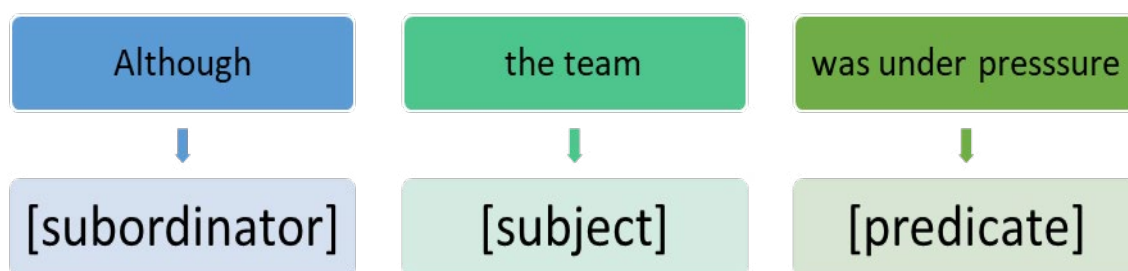
An adverbial clause by function serves as a modifier. It mostly modifies or describes the verb in the main or principal clause. Adverbial clauses can also modify adjectives and another adverb in the main clause of a sentence. Let's now look at examples of the grammatical functions of adverbial clauses. You are encouraged to follow the illustrations carefully.

Adverbial Clause

Adverbial clause as modifier verbs	Adverbial clause as modifier of adjectives	Adverbial cluase as modifier of other adverbs
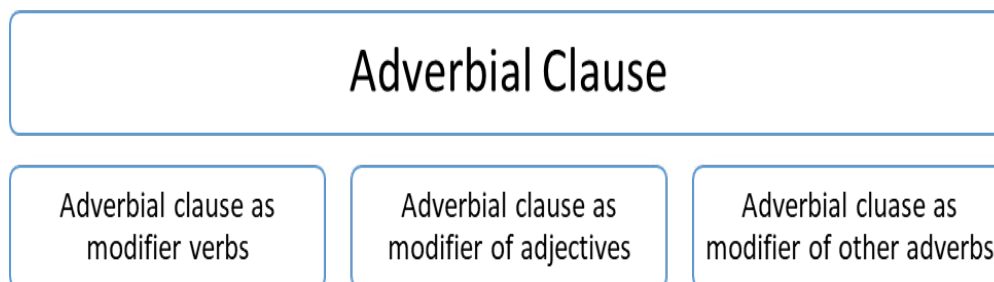
Examples of Adverbial Clauses Modifying Verbs
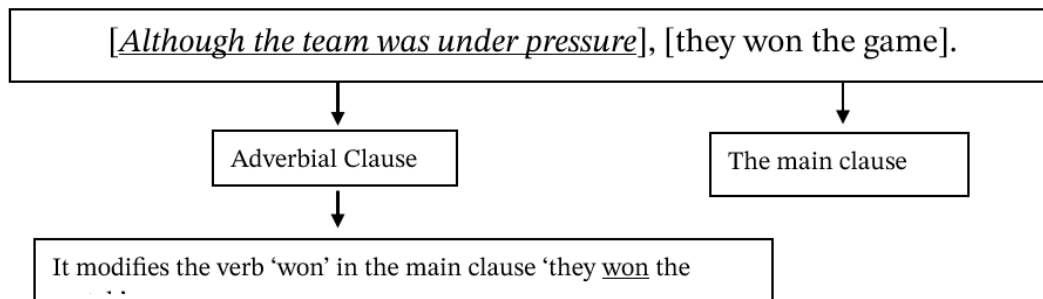
a. I will take my umbrella <u>just in case it rains</u>.
   Grammatical name: Adverbial clause
   Grammatical function: It modifies the verb or verb phrase "will take".
b. <u>Unless you are eighteen years old</u>, you cannot vote in Ghana.
   Grammatical name: Adverbial clause
   Grammatical function: It modifies the verb phrase "cannot vote".

Examples of Adverbial Clauses Modifying Adjectives

a. The food was sumptuously delicious <u>because it was homemade</u>.
   Adverbial clause: "because it was homemade"
   Function: It modifies the adjective "delicious" in the main clause.
b. The boys were remarkably quiet <u>when they were asked to be</u>.
   Adverbial clause: "when they were asked to be.
   Function: It modifies the adjective "quiet".

Examples of Adverbial Clauses Modifying Another Adverb

a. The man drove very carefully <u>because he knew there were many potholes</u>.
   Adverbial clause: "because he knew there were many potholes".
   Function: It modifies the adverb "carefully".
b. They spoke very loudly <u>as if they wanted everyone to hear them</u>.
   Adverbial clause: "as if they wanted everyone to hear them.
      Function: It modifies the adverb "loudly".

Activity 7.4 Creating Adverbial Clauses

1. Match the main clauses to the most appropriate adverbial clauses in the table to make complete sentences indicating the types of adverbial clause.

S/N	Main Clause	Adverbial Clause
1	The project was launched	Where the car stopped
2	The mechanic adjusted the machine	If you do not follow instructions on the manual
3	The learners met their physics teacher	Exactly as it was expected
4	The robot wouldn't function properly	When they went to the science laboratory
5	The company paid its workers well	Even though it hardly made any profit

2. Form two sentences of each of the types of adverbial clauses.

3. Identify the adverbial clauses in the following sentences and state their types as well as their grammatical functions.

   a. When the examination results are ready, it will be announced.

   b. The authorities installed streetlights where visibility was needed.

   c. Though the software was new, it performed badly under pressure.

   d. The weather was surprisingly pleasant after the storm passed.

   e. The boys ate quickly since they were hungry.

1. What is a consonant cluster?

2. Give five examples of consonant clusters and state the positions they occur in.

3. Unscramble the letters below to make the word and underline the consonant clusters.

Scrambled Letters	mrit	erut	tsrut	aryts	rahts	resct
Unscrambled						

4. Why are consonant clusters important to you as a learner?

5. Briefly describe with examples how consonant clusters pose problems for some speakers of English in Ghana.

6. Perform one of the following activities as an individua or a group?

   a. Develop a short poem with words containing consonant clusters.

   b. Write a short tongue-twister using words containing consonant clusters.

7. What is reading?

8. Define the following types of reading and give an example each.

   a. Intensive reading

   b. Extensive reading

9. Explain to a friend how you understand reading for pleasure.

10. Explain at least four benefits of reading for pleasure.

11. Outline three ways in which reading for pleasure impacts one's academic life?

12. Research and read an interesting story and discuss the themes of the story with colleagues.

13. Write a four-paragraph story that portrays Ghanaian moral values such as truthfulness, hospitality, and love.

14. Read the paragraph below carefully and identify the adverbial clauses of place, time, manner, condition and concession. Indicate them.

Urbanisation spreads rapidly throughout Ghana, particularly in areas where economic opportunities abound, and cities like Accra and Kumasi are experiencing unprecedented growth. While some residents welcome the development, whenever new infrastructure projects are initiated, congestion and pollution inevitably follow. Unless the government addresses the housing shortage, the influx of migrants will continue to strain resources. However, challenging

the task may seem, urban planners are working diligently, using innovative strategies, to create sustainable and liveable spaces. Despite the increased cost of living, many rural dwellers still flock to urban centres, especially during harvest seasons when rural employment opportunities are scarce. In the same way that other developing countries have successfully managed urbanisation, Ghana must balance economic growth with environmental stewardship.

15. Complete the sentences with the appropriate adverbial clauses of your own.

   a. ...., hundreds of people will attend.

   b. I take my breakfast ....

   c. My mother cooked the meal ....

   d. ...., the ceremony will be cancelled.

   e. ...., they managed to qualify.

16. Combine the following sentences using the appropriate subordinating conjunctions to create adverbial clauses within them.

   a. The learners attend assembly. The school year begins.

   b. They delivered the speech beautifully. They had practised.

   c. The company will recruit more employees. They expand.

   d. It was a daunting task. I managed to speak in front of the panel.

   e. The office is located. The dam has been constructed.

17. Write a paragraph on any topic using adverbial clauses of time, manner, place, condition and concession in your sentences.

SECTION

8

ADVERBIAL CLAUSE, NARRATIVE WRITING AND POETRY

INTRODUCTION

Welcome to another edition of adverbial clause, narrative writing and poetry! Get ready to have an engaging series of lessons that will enhance your skills in grammar, writing, and literature. We will begin with Grammar, where you will learn how to use adverbial clauses effectively in sentences. This skill will enable you to add complexity and clarity to your communication, making your writing and speaking more impactful. Next, we will focus on crafting short stories that use sensory language. You will explore the power of imagery to create vivid pictures for your readers, bringing experiences, events, settings, and characters to life through your words. Finally, in our Literature lesson, we will explore common themes present in various texts. By examining these themes, you will gain a deeper understanding of the messages conveyed and how they resonate across different stories. Let's discover the richness of language and storytelling together.

Key Ideas

- An adverbial clause of frequency focuses on how often an action happens while an adverbial clause of condition explains the potential outcome of the main action.
- An adverbial clause of purpose tells why an action is done, while an adverbial clause of reason provides the reason behind the action while an adverbial clause of result shows the effect or result of the action.
- A narrative is a story or account of events, and narrative writing tells or describes an event or situation.
- A theme in poetry is the central idea or message that the poet explores through imagery, symbolism, and emotion. Some themes in poetry include love, death, nature, freedom, hope, suffering, and identity.

ADVERBIAL CLAUSE

We began a discussion on the adverbial clause in the previous section. We started by looking at how to identify adverbial clauses and proceeded to look at some of the types of the adverbial clause. Here, we shall continue our discussion on the types and their grammatical functions.

Other Types of Adverbial Clause

1. **Adverbial Clause of Frequency**
   It is an adverbial clause that describes how often an action occurs. It usually begins with 'every time' and 'however'.

   Examples
   a. Every time it rains, the road to my house becomes undrivable.

The underlined group of words is an adverbial clause indicating **how often** the road is undrivable. Hence, the grammatical name of 'every time it rains' is **adverbial clause of frequency**.

The grammatical function is related to how often the road becomes undrivable. Since 'undrivable' is an adjective, the grammatical function is stated as '**it modifies the adjective 'undrivable'.**

    b. <u>Whenever my grandparents visit</u>, they bring some organic produce from the village.

       Grammatical name: Adverbial clause (of frequency)

       Grammatical function: modifies the verb 'bring'

    c. The students must exit the house, <u>whenever the alarm sounds</u>.

       Grammatical name: adverbial clause (of frequency)

       Grammatical function: modifies the verb phrase 'must exit'

2. **Adverbial Clause of Concession**

This adverbial clause gives information of contrast about an action. For example: The engineers completed the project <u>although the budget was limited.</u> 'Although the budget was limited' gives information that contrasts with the action of completing the project. There is often an acknowledgement that there has been a problem – 'a point conceded'.

Examples

    a. Management decided to proceed <u>even if the data were missing</u>.

    b. <u>While the prototype was defective</u>, it still met basic requirements.

    c. <u>Though the software was new</u>, it performed very well under pressure.

3. **Adverbial Clause of Reason**

This adverbial clause gives information about why an action occurs. It begins with subordinators such as because, since, given that, as long as, considering that and as. For example: The fire alarm went off <u>because someone triggered it.</u> 'Because someone triggered it' gives the reason for the fire alarm going off.

Examples

    a. The test was delayed <u>because the equipment needed calibration</u>.

    b. The backup system activated <u>because the primary system failed.</u>

    c. The project was extended <u>because of unforeseen issues arose during construction.</u>

4. **Adverbial Clause of Purpose**

It is an adverbial clause that indicates the intent or goal of the action of the main clause. It answers the question 'for what purpose' and is usually introduced by in order that, provided that and so that.

Examples

    a. We always lock the main door <u>so that nobody breaks in</u>.

       The intent or goal of locking the door is so nobody breaks in. This makes the underlined group of words an adverbial clause of purpose.

       Since the adverbial clause gives reason behind the action of locking, its

grammatical function can be stated thus:

It modifies the verb 'lock'.

b. My parents work multiple jobs <u>so that they can give us a decent life</u>.

Grammatical function: modifies the verb 'work'

c. We have provided enough chairs <u>so that everyone could be seated</u>.

Grammatical function: modifies the adjective 'enough'

5. **Adverbial Clause of Result**

This is an adverbial clause that shows the outcome of the action in the main clause. It is introduced by subordinating conjunctions such as 'so, so that, such that', and 'to the extent'.

Examples

a. The fish were so abundant <u>that the fishermen's boats were filled.</u>

The underlined group of words indicates the outcome of abundant fish, making 'that the fishermen's boats were filled' an adverbial clause of result. Grammatical function will be stated thus:

It modifies the adjective 'abundant'

b. The soil is so fertile <u>that anything I put into the ground does well.</u>

Grammatical function: modifies the adjective 'fertile'

c. The farmer irrigated the land so thoroughly <u>that the crops were able to withstand the drought.</u>

Activity 8.1 Identification of Adverbial Clauses in Songs

Stream the following songs:

1. 'Wish me well' by Kuami Eugene
2. 'Adonai' by Sarkodie
3. 'Nothing I get' by Fameye
4. 'Odo' by Kidi
5. Pay attention to the following lines of the songs. Although written in pidgin, you will find it useful to understanding adverbial clauses. Underline some of the adverbs in the lyrics.

    For example: 'if you wish me well, I go wish you well' (Kuami Eugene)

Activity 8.2 Identification of Adverbial Clauses of Frequency and Result

Read the paragraph below.

Unemployment rates in Ghana remain high whenever economic growth slows down. Every time graduates enter the job market, they face intense competition, and this leads to discouragement. As often as the government implements initiatives, they seem to have limited impact, so the problem persists. To achieve lasting results, policy makers must ensure that solutions are tailored to specific needs, so that effective implementation can occur. Whenever training programmes are provided, such as those by the Ghana Employers Association, they yield increased job placements. Consequently, these programmes have become crucial in reducing unemployment rates.

1. Label the adverbial clause that shows how often an action occurs as an adverbial clause of frequency.
2. Label the adverbial clause that shows the outcome of an action as an adverbial clause of result.
3. State their grammatical functions relative to the verbs, adjectives or adverbs they modify.
4. Share your work with your peers.
5. Have conversations with your friends using adverbial clause of result and frequency. Intentionally use the adverbial clauses of result and frequency.

Activity 8.3 Identification of Adverbial Clauses of Purpose and Reason

Read the paragraph below.

Unemployment rates in Ghana remain high because many youths lack employable skills. Since the country's economy is largely dependent on agriculture, jobs in other sectors are scarce. As a result, graduates often struggle to find employment. In order that this issue be addressed, the government has implemented programmes to provide vocational training. Because these programmes focus on practical skills, they enable youths to become entrepreneurs. Consequently, many young people have started their own businesses, creating jobs for others. To further ensure that unemployment is reduced, policy makers must prioritise education and infrastructure development. Similarly, since technology plays a critical role in modern economies, investing in digital literacy will enhance employability. Therefore, initiatives like coding 'boot camps' and online courses are essential.

1. Label the adverbial clause that indicates the intent of an action as adverbial clause of purpose.
2. Label the adverbial clause that describes why an action occurs as adverbial clause of reason.
3. State their grammatical functions relative to the verbs, adjectives or adverbs they modify.

4. Share your work with your peers.

5. Have conversations with your peers while deliberately using adverbial clauses of purpose and reason.

6. Point out the difference between the two types.

NARRATIVE WRITING

Activity 8.4 Peer Discussion on Narrative Writing

Tell your colleagues what you know about narrative writing using your own words. (Compare your answer with the note below.)

A narrative is a written or spoken account of a series of events or experiences. It basically means telling an audience about something that happened, where it happened, when it happened, and how it happened. This happens in the form of telling a story. To have a better narrative, there should be plot, characters, setting, conflict, structure, theme, and point of view. Narrative writing is therefore a form of writing that gives an account of an event or situation.

Features of a Narrative

A **narrative** is a type of writing that tells a story. It can be based on real experiences or fictional events. Here are some key features of a good narrative:

1. **Personal Experience**

    a. Many narratives come from real-life experiences.

    b. Writers share their own story to give a firsthand account.

2. **Storytelling**

    a. A narrative follows a **beginning, middle, and end** structure.

    b. The beginning introduces the story, the middle develops the events, and the end provides a conclusion.

3. **Descriptive Language**

    a. Writers use vivid descriptions to help readers **see, hear, smell, taste and feel** what is happening.

    b. This makes the story more engaging.

4. **Reflection**

    a. The writers share their thoughts and feelings about the experience.

    b. This helps the reader connect to the story.

5. **First-Person Perspective:** Most narratives use ″I,″ ″me,″ and ″my″ because they are personal stories.

6. **Chronological Order**
   a. Events are told in the order they happened.
   b. This makes the story easy to follow.
7. **Sensory Details:** Writers describe what they **see, hear, taste, smell and feel** to make the story more real.
8. **Dialogue:** Conversations between characters make the story lively and realistic.
9. **Emotional Connection:** A good narrative makes the reader feel emotions like joy, sadness, or excitement.
10. **Lesson or Meaning:** Narratives often teach a **lesson** or share an **important message**.
11. **Engaging Opening:** A strong introduction grabs the reader's attention.
12. **Clear and Coherent Flow:** Ideas should connect smoothly from one paragraph to another.

The Structure of a Narrative

A narrative generally has a clear structure:

1. **Introduction**
   a. Starts with a **hook** (an interesting beginning).
   b. Gives background information.
   c. Includes a **thesis statement** (what the story is about).
2. **Rising Action:** Events build up, leading to the main conflict or problem.
3. **Climax:** The most exciting or intense part of the story.
4. **Falling Action:** The story starts to **calm down** after the climax.
5. **Resolution (Ending)**

   a. The story is wrapped up.
   b. The writer reflects on what was learned.

Style in Narrative Writing

A writer's **style** makes a story unique. Here are some important elements:

1. **Tone:** The attitude of the writer (formal, informal, happy, sad).
2. **Voice:** The personality of the speaker comes through in the story.
3. **Language:** The choice of words, sentence structure, and literary devices.
4. **Dialogue:** Conversations between characters to add insights into personalities.
5. **Imagery:** Vivid descriptions that create mental pictures.
6. **Figurative Language:** Use of metaphors, symbols and foreshadowing to make the story deeper.

7. **Syntax:** It is the part of grammar that deals with how words are arranged to form phrases, clauses, and sentences. Syntax is the rule of sentence building, relationship, patterns and structure that govern how sentences are formed.

The overall impact of a narrative piece can be magnificent, when these features are developed with skill. We all have the capacity to be writers, but the hard work remains to be done.

Activity 8.5 Analysis of Narrative Writing

Examine the narratives below critically and use them as a guide to discuss the plot structure of a linear narrative essay.

Narrative 1

The villagers had lost a few goats and poultry to a mystery. Lurid tales about the missing farm animals spread like wildfire in the village. Many speculated there were thieves in the village while others suggested a wild beast was rampaging. Despite several speculations, the mystery on the disappearances remained unsolved. The whole village was in the state of dismay when a tiger suddenly appeared and launched another attack on the village. The prey was not any farm animal this time, it was a young child playing by the barn. The villagers had had enough, they had to put a stop to it once and for all. They organised a group of the bravest men in the village, armed them with shotguns and knives, and planned to attack the tiger. They also took a goat to lure the tiger into the trap.

The plan was to trap the tiger and later kill him. I was among the members of the group who left late at night. For hours, we did not see anything except mosquitos and crickets around us. Then we saw paw prints on the muddy ground which assured us of the tiger's usual trail. Thereupon, as the sun rose, we set up a trap using a goat as bait. We were assured that this would catch the tiger immediately. We had almost given up when suddenly around daybreak we heard the bushes rustle and the leaves crackle. All of us shivered to our spines and saw the mystery beast coming toward us. We charged our guns and pointed them toward the wild beast. We steadied our guns toward the tiger as he jumped to grab the goat. He fell into the trap. One of the members shot the tiger dead and we rescued the goat safely back to the village.

The mission was accomplished. We had killed the wild beast and emerged successful. It was an amazing hunting trip, one that would always remain in my memory.

Narrative 2

One day Tommy was walking home from school. He saw a man coming out of a shop. The man was carrying a lot of things. He was walking toward his car. Suddenly, something fell from his pocket. Tommy saw it but the man did not. Tommy ran and picked up the thing. It was a wallet. 'Sir! You dropped your wallet'. Tommy called. 'You dropped your wallet,' Tommy repeated. 'Here is it. It fell from your pocket when you were walking'.

Tommy gave him the wallet. 'Oh, thank you very much,' the man said. 'It's all right.' Tommy answered.

The man opened the wallet and took out some money. 'Here, this is for you,' he said. Tommy refused saying, 'I don't want the money, I just wanted to help you.' The man smiled and said, 'All right, I'm not going to give you any money, but please, let me take you home.' 'All right,' Tommy said, and got into the car. In the car they talked about Tommy's school. Tommy was telling him about his friends and they arrived. 'This is my house,' Tommy said. 'Won't you come in?' the man went with Tommy into the house. He met Tommy's parents and told them about what happened. Tommy's parents became very proud of their son.

Activity 8.6 Discussion on Moral Lesson

Join two colleagues and discuss the moral lesson and values you can learn from narrative 2 above.

Activity 8.7 Composition of an Introductory Paragraph

Use appropriate expressions to link ideas in an introductory paragraph on the topic, 'the benefits of hard work'.

Activity 8.8 Composition and Presentation of an Essay

1. Compose a narrative essay on a topic of your choice containing introductory paragraph, body paragraphs and concluding paragraph.
2. Use literary devices such as metaphor, imagery, alliteration, and others to create a style for your narrative.
3. Present your work in class for your colleagues to commend and critique.

POETRY, IDENTIFICATION OF COMMON THEMES ACROSS POEMS

So far, we have been looking closely at poems written by non-African writers. We have dealt with the subject matter, themes, figures of speech, structure, and how to create or write poems on our own. Our lesson continues today by delving into the themes associated with many poems. We will pick a poem and try to analyse its themes. But before that, let's look at the definition or explanation of themes.

Themes are the central ideas or underlying messages that can be found in a work of literature, art, music or other forms of creative expressions. They often explore universal concepts such as love, conflict, identity, morality and the human experience.

Themes can be explicit, clearly stated by the author, or implicit, requiring the audience to infer them from the context and characters of the work. In literature, a theme serves as the foundation for the narrative, by guiding the plot and character development while inviting readers to reflect more deeply on meanings and connections to real-life situations.

Let us study the poem below while aiming to analyse it by identifying the themes in it. The poem was written by Walt Whitman who was born in 1819 in Huntington, a part of New York. He worked as a journalist, a teacher, a government clerk and in addition, published his poems. His free verse, his powerful voice, and his commitment to the improvements of the lives of his fellow countrymen makes his writing seem extraordinarily modern.

'I Sit and Look Out' By Walt Whitman

I sit and look upon all the sorrows of the world, and upon all
oppression and shame,
I hear secret convulsive sobs from young men at anguish with
themselves, remorseful after deeds done,
I see in low life the mother misused by her children, dying, neglected,
gaunt, desperate,
I see the wife misused by her husband, I see the treacherous seducer
of young women,
I mark the rankings of jealousy and unrequited love attempted to
be hid, I see these sights on the earth,
I see the working of battle, pestilence, tyranny, I see martyrs and
prisoners,
I observe a famine at sea, I observe the sailors casting lots who shall be kill'd to preserve
the lives of the rest,
I observe the slights and degradations cast by arrogant persons upon
labourers, the poor, and upon negroes, and the like;
All these - all the meanness and agony without end, I sitting look
out upon,
See, hear, and am silent.

Activity 8.9 Reading a Poem Out Loud

1. With two peers, read the poem above in turns.
2. Still with your friends, discuss the meanings of the poem.
3. Together with your friends, discuss the theme(s) in the poem.

Activity 8.10 Creation of Poems

1. Note the anger, the dismay, and the strong personal voice in Whitman's poem. Still with your peers, create two poems or stories on themes such as love, hard work, commitment, and nature in class. Try to incorporate the same level of passion in your poem as you experienced in Whitman's.

2. Exchange the poems among yourselves and discuss the themes associated with the poems or stories your friends also wrote or created.

3. Paste them on your walls for a gallery walk.

Read the paragraph below. It is a compilation of sentences from various parts of Harper Lee's <u>To Kill a Mockingbird</u>.

1. Identify the adverbial clauses of frequency, result, purpose and reason. Indicate the type against each clause identified.

   'As I walked back to the kitchen, I thought about what Atticus had said. Whenever people were particularly nasty to us, he would say, 'You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it.' So that I could understand why Boo Radley stayed shut up in his house, I tried to put myself in his shoes.

   ...Whenever Calpurnia took us to church, the black people would stand up for us, and we'd sit in the coloured section. Because they knew we were Atticus's children, they treated us with kindness and respect.

   As Tom Robinson's trial approached, Atticus worked tirelessly. So that he could prepare the best defence possible, he spent long hours studying the case.

   Because she was scared, Mayella Ewell accused Tom of raping her. Consequently, Tom's life was forever changed.'

   State the grammatical name and function of the underlined groups of words from **question 2 to 11.**

2. The government provided water <u>so that all community members could have access to clean water.</u>

3. <u>Whenever there is shortage of water,</u> residents must queue for hours at a local well.

4. The youth centre opens daily <u>to ensure young people have a safe space for recreation.</u>

5. Officials have set up workshops in the community <u>so that residents can learn new skills.</u>

6. The roads are repaired <u>whenever the rainy season ends</u>.

7. <u>If the local school receives funding</u>, new classrooms will be built.

8. Road signs were installed in the area <u>so that drivers could navigate safely</u>.

9. The sanitation team visits the marker regularly <u>in order to keep the area clean</u>.

10. <u>Whenever there is a health inspection</u>, vendors are required to meet hygiene standards.

11. <u>If community projects are successful</u>, more funds will be allocated the following year.

12. What is a narrative?

13. Identify the features of a narrative essay.

14. Mention some components of style in narrative writing.

15. State the elements of structure of a narrative in their right order.

16. What two major things enable a narrative to be created?

17. Write a story to illustrate a saying, 'anything that has a beginning has an end'.

18. Write a story to end with the expression, 'some dreams become real'.

19. Write a poem on your own with its theme, focusing on love and hatred.

SECTION

9

CONSONANT CLUSTERS, READING FLUENTLY AND SUBJECT-VERB AGREEMENT

INTRODUCTION

This section is packed with opportunities to enhance your oral language, reading and grammar skills. In our Oral Language lesson, we will focus on the accurate pronunciation of words that contain consonant clusters, including those with silent sounds. Mastering these clusters will improve your clarity and confidence in spoken communication. Next, our Reading lesson will encourage you to explore a variety of level-appropriate texts. You will practise reading fluently, which is essential for comprehension and enjoyment of literature or text. Finally, in our Grammar session, we will analyse the appropriate use of subjects and verbs in everyday communication. Understanding the relationship between these two elements is fundamental for constructing clear and effective sentences. Get ready to engage with language in diverse ways as we build on your skills and deepen your understanding of effective communication!

Key Ideas

- Consonant clusters combine consonant sounds which are permitted in a given language.
- Reading fluently is the ability to read with accuracy, speed, and proper expression.
- Readers and listeners enjoy great benefits during fluent reading.
- Subjects of sentences must agree with the verbs in terms number, person and gender.

CONSONANT SOUNDS – CONSONANT CLUSTERS (PRACTICE) (Continuation From Section Seven)

Clustered consonants are crucial in speech as they impact pronunciation, fluency, and clarity. When sounds (and in this case consonant clusters) are properly articulated, readers or listeners will get the meaning and/or information the speaker is trying to communicate, beautiful/natural rhythms will be created or maintained and these will contribute to beauty.

Usage of Clustered Words in Speech

As we learned in *Section 7,* consonant clusters could happen with two or more consonant sounds which appear at the initial (beginning), medial (middle) or final (ending) parts of a word. Some examples are; **cl**oud, **pl**ant, **pr**act**i**ce, mo**nst**er, ba**nd**, a**nt**. Now let us practise some of these clusters in connected speech.

Note:Some learners may not be able to articulate some of the sounds as expected. Help them if you can. If they are still not able to articulate these sounds, help them by referring them to your teacher instead of laughing at them.

1. Stars shine bright at night.
2. Trotro drivers do not always adhere to traffic signs.
3. Please bring brand new plates to the dining hall.
4. You cannot spray that insecticide here.
5. We can only create black and brown models.
6. Last week's project will be collected on Tuesday.
7. Our beds are smaller than the Nkansahs'.
8. The strength of the storm surprised everyone in the neighbourhood.
9. She played the flute beautifully during the school performance.
10. The psychologist analysed the patient's thoughts carefully.

Commonly Mispronounced Words Involving Consonant Clusters

Most languages have sounds which combine to form clusters or words. How these sounds combine to form clusters differs in each language. If the first language you learn to speak is not English, you may carry the direct and indirect rules of clusters or pronunciation in that language into English Language which may not apply there. For example, in English, /sks/ can occur in words like 'asks' and 'tasks' but this combination may not be present in your first or local language (L1). This can lead to mispronunciation and as a result, misunderstanding. Some of these commonly mispronounced sounds are:

1. The letters 's' and 'k' when put side by side can be interchanged or mispronounced. Examples in words include ask, which is sometimes pronounced as 'aks', 'task' which is mispronounced as 'task' and 'masks' which is also sometimes pronounced as 'maks' where the first 's' is omitted completely.

2. The sound /r/ is also sometimes replaced with /l/ and vice versa. This occurs in words like: b**r**oom, b**l**oom, g**l**ory, reve**r**end, c**l**own.

3. Sometimes, 'th' sounds like /d/ or /t/ in words like 'this', 'thing', 'that' and 'they'.

Silent Consonants in Consonant Clusters

Silent consonants in consonant clusters can be tricky, as they often lead to confusion in pronunciation.

Table 9.1: Some common examples of silent consonants in consonant clusters.

Cluster	silent letter	Example in words
'mb'	'b'	Lamb, comb, numb, plumb, bomb
'kn'	'k'	Know, knot, knew, knead, knife
'wr'	'w'	Write, wrist, wring, wrestle, wrap
'pn'	'p'	Pneumonia, pneumatic

'ps'	'p'	Psyche, psychology, pseudo, psalm,
'btl' or 'bt'	'b'	Subtle, subtlety, doubt
'st' or 'stl'	't'	Wrestle, castle, Christmas, thistle, apostle
'bt'	'b'	Subtle

Clustered consonants play a vital role in the fluency and clarity of speech. Understanding their usage helps both language learners and native speakers communicate more effectively. By practising pronunciation and being aware of the challenges associated with clustered consonants, speakers can enhance their overall speech quality.

Activity 9.1 Explaining Consonant Clusters

The class rep or class prefect or a volunteer should lead this whole class discussion.

1. As a class discuss what consonant clusters are.
2. Every learner should give an example of a word that has at least a consonant cluster.

Activity 9.2 Brainstorming Consonant Clusters

1. Invite two classmates of mixed abilities to take part in the following activities with you. You will need a watch, a sheet of paper and a pen for this activity.
2. Time yourselves to three minutes.
3. Each learner should make a list of as many commonly mispronounced English consonant clusters as possible.
4. At the end of three minutes, put all your words together in one list and in turns, articulate these clusters or words correctly.

Activity 9.3 Exemplifying Consonant Clusters

Your teacher or a volunteer can lead this whole class activity. It is a competition.

1. Form two mixed-ability groups.
2. Complete the table below with as many consonant clusters as possible which occur at the initial, medial or final positions of words.

Initial Cluster	Medial Cluster	Final Cluster
Cl	st	lk

2. Get a manila card or A4 sheets, a pair of scissors, a marker and 3 bowls or boxes.

3. Cut the Manila cards or A4 sheets into smaller sizes and write each of the consonant clusters on each of the cards with the marker. Write boldly and group them according to their position in words.

4. Each group, represented by a learner at a time should shuffle each box or bowl and pick a paper from each of them.

5. The learner then gives an example of a word that has the sound occurring in that position, each correct word carries five marks.

IMPORTANCE OF READING FLUENTLY

Figure 9.1: A boy happily reading

We have spoken about reading and its importance in previous sections. With your knowledge on the importance of reading, it is of no doubt that you can make a list on the importance of fluent reading. Go ahead and make that list after which you can compare with the benefits listed below:

1. Fluent reading makes one more likely to understand what is being read.

2. Fluent reading leads to an increased efficiency. Readers tend to save a lot of time and energy as they are able to process the information more quickly.

3. It enhances enjoyment of the text being read

4. When reading is fluent, one is able to remember what was read easily.

5. Fluent reading is essential for academic success.

6. Fluent reading lays the foundation for effective writing.

7. It boosts readers' confidence.

8. It encourages lifelong learning.

Indeed, fluent reading goes a long way to affecting both the reader and the listener. The best part of it is that, it is achievable. All you have to do is practise. It could be in front of a mirror, with your friends, with your own self and with your teacher. Just start and you will be the ardent reader that everyone wants to listen to.

Activity 9.4 Benefits of Fluent Reading

1. Discuss with colleagues in your groups the benefits one derives from fluent reading.
2. Orally, and with the support of PowerPoint, present your findings to the whole class.

Activity 9.5 Reading Aloud

Do this activity with three of your peers.

1. Take turns in your groups and read aloud the passages below to colleagues. Observe and analyse the fluency rate of each reader.

Global Pandemics

Global health challenges, encompassing issues like pandemics, healthcare systems and global health policies are increasingly at the forefront of international concerns…

Pandemics such as the COVID-19 crisis highlight the vulnerability of global health care systems and the importance of international cooperation. A pandemic is not merely a medical phenomenon; it affects individuals and societies on multiple levels, causing widespread health, economic and social disruptions. One of the critical aspects of managing pandemics is understanding their transmission dynamics and the development of effective and timely responses including containment measures, vaccination strategies and public health campaigns…

The COVID-19 pandemic for instance, has underscored the significance of resilient health care systems. Countries with robust health care infrastructure, including efficient primary health care services, have been better equipped to manage the crisis. Conversely, regions with underfunded and understaffed health care systems have struggled, highlighting the disparities in health care access and outcomes. This situation brings to light the necessity of investment in health care infrastructure, not only as a measure against pandemics but also for overall population health care management…

In conclusion, global health challenges are multi-faceted and require a coordinated, interdisciplinary approach. Pandemics like COVID-19 have revealed the strengths and weaknesses of current health systems and policies. Addressing these challenges necessitates not only medical and scientific solutions but also socio-economic and environmental considerations. By understanding and addressing these diverse factors, it is possible to build resilient health care systems capable of responding to current and future health challenges.

2. With your partner, compare each other's fluency rate and give constructive feedback.

3. Now pair with a more fluent partner and read a paragraph in any passage of your choice. Keep practising and you will succeed.

CONCORD/SUBJECT-VERB AGREEMENT
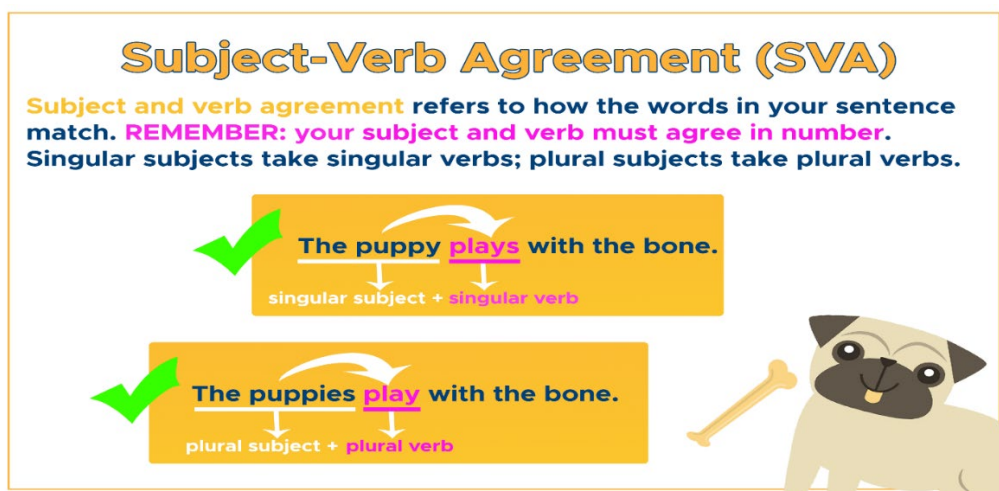
Figure 9.2: An image explaining SVA with examples

Words, phrases and/or clauses come together to form sentences. In English grammar, there must be harmony amongst these units in a sentence. This means that a subject and a verb must agree in number, person and gender. Pronouns must also agree with their antecedents. It is this harmony or agreement between grammatical units that is called concord or simply subject-verb agreement.

Rules of Concord

1. A singular subject moves with a singular verb. Words that refer to one thing or person are singular in number. Such singular words as subjects require singular verbs. For example, 'woman', 'house', 'orange', 'baby' and 'authority' are singular nouns and so when used as subjects in sentences, they must take singular verbs.

    Examples in sentences
    a. That **woman** <u>has</u> been standing there for a while now.
    b. My **house** <u>is</u> a home.
    c. The **orange** in the fridge <u>is</u> rotten.
    d. The **baby** <u>cries</u> all the time.
    e. The school **authority** <u>was</u> responsible for the change in their behaviour.
        All the singular subjects have been emboldened while the singular verbs have been underlined.

2. A plural subject takes a plural verb. When a subject refers to more than one thing or person, it is plural and will require a plural verb to agree with concord rules.
    Plural subjects have been used with plural verbs in the sentences below:

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    a. The **women** <u>walk</u> to the well every day.

    b. The **houses** in my neighbourhood <u>are</u> magnificent.

    c. **Oranges** <u>are </u>a good source of vitamin C.

    d. The **boy and his friends** <u>go</u> to the park every weekend.

    e. Their **families and friends** <u>are</u> supportive of their decision.

3. When the compound subject refers to a title of a work of art, a name of an organisation or a dish and is seen as a unit, a singular verb is used.

    For example:

    a. **Kenkey and fried fish** <u>is</u> my favourite dish.

    b. **Hibiscus tea and meat pie** <u>is </u>a healthy snack.

    c. <u>**Romeo and Juliet**</u> is a drama written by William Shakespeare**.**

    d. **The International Red Cross and Red Crescent** <u>is</u> an international organisation that provides relief to improve the lives of vulnerable people.

4. Expressions referring to amounts of money, time, measurement, weight, fractions or volume are treated as singular and so require singular verbs.

    For example:

    a. **Hundred cedis** <u>is</u> an outrageous price for a small basket of cocoyam.

    b. **Ninety-nine kilograms** <u>is</u> too high a weight for your height.

    c. **A thirty-minutes** run a day <u>is</u> enough to keep fit.

5. Nevertheless, when the individual part of an amount is considered rather than the unit, it is treated as plural and so requires a plural verb.

    For example:

    a. **Three hundred cedis notes** <u>have</u> been put in your bag for stationery.

    b. **Two twenty-five kilograms** of rice <u>have</u> been delivered yesterday. (Twenty-five kilograms has been considered in separate unit of two)

6. **Sixty-six years** <u>have</u> passed since Ghana gained independence. (each year is considered separately)

Activity 9.6 The General Concept of Concord (Singular/Plural Subjects)

1. In speech or sentences, who is the subject?

2. Why is your choice of answer correct? Prove this with an example.

3. Now form a mixed-ability group of four and briefly share your responses with your friends.

4. Still in your groups, each of you should form at least three sentences and mention which of the rules of concord each sentence follows. If a friend is in need of assistance and you can offer it to make him/her understand, offer it gladly.

Let us play a simple game

Instruction: Cut papers into squares and group them into two sets. The number of papers in each set must be equal. On the first set, write down nouns or noun phrases or pronouns (both singular and plural). On the other set of papers, write down as many verbs as possible (both singular and plural). The verbs must be in their present simple forms. Each paper must have just one verb on it.

Activity: On a table, each learner should be given limited amount of time (e.g. thirty seconds, depending on the number of pairs the group was able to come up with) to put the appropriate verbs by the nouns or noun phrases.

The group should decide how many marks each correct pairing fetches and award the marks accordingly. A learner must say each pair aloud after putting them together.

e.g..

Yeboah and Martin	eat

.,

1. What consonant cluster is present in the word 'stretch'?

2. Identify the consonant clusters in the word 'blackboard'.

3. Define what a consonant cluster is.

4. Which of the following words contains a consonant cluster: 'tap', 'clip', 'run', 'sit'?

5. What consonant cluster is present in the word 'splash'?

6. Identify words with consonant clusters from the list: 'ghost', 'wave', 'frost', 'cloud'.

7. Write a sentence using at least two words containing consonant clusters (e.g., 'blast' and 'stretch').

8. Compare the consonant clusters in 'trap' and 'trip'. How are they similar or different?

9. Create a list of **five** words with different consonant clusters starting with 's' (e.g., 'snap', 'splash').

10. Analyse the consonant clusters in the sentence: 'The crisp breeze blew strongly across the grass.'

11. Identify at least four benefits of fluent reading.

12. Explain what is meant by fluency.

13. How would you know that someone reading aloud is being fluent?

14. Read the following short passages.

The Boy Who Cried Wolf

There once was a boy who grew bored while watching over the village sheep. He wanted to make things more exciting. So, he yelled out that he saw a wolf chasing the sheep. All the villagers came running to drive the wolf away. However, they saw no wolf. The boy was amused, but the villagers were not. They told him not to do it again. Shortly after, he repeated this antic. The villagers came running again, only to find that he was lying. Later that day, the boy really sees a wolf sneaking amongst the flock. He jumped up and called out for help. But no one came this time because they thought he was still joking around. At sunset, the villagers looked for the boy. He had not returned with their sheep. They found him crying. He told them that there really was a wolf, and the entire flock was gone. An old man came to comfort him and told him that nobody would believe a liar even when they are being honest.

Elephant and Friends

A lonely elephant was looking for friends in the forest. The monkey refused to be the elephant's friend because the elephant could not swing in the trees. The rabbit turned the elephant down because it was too big to fit in the burrow. The

frog refused to be the elephant's friend because it could not jump. Every other animal said no to the poor elephant. The next day, all the animals in the forest were running away in fear. The elephant stopped a bear who said that the tiger was attacking them all. The elephant nicely asked the tiger to stop, but the tiger told the elephant to stay out of the way. The elephant proceeded to kick the tiger and scare it away. The other animals then realised that the elephant was the perfect size to be their friend.

Controlling Anger

There was a young boy who could not control his anger. He would say whatever came to his mind, even if it hurts people. His father asked him to hammer in a nail in the backyard fence whenever he got angry. In the beginning, he used up a lot of nails. But as time went by, he started using fewer and fewer. The father then asked him to start removing a nail each day; he didn't get angry. When he removed all the nails, the father asked him to see the holes in the fence. He reminded him that the fence would never be the same. Likewise, the things he had said to people could never be erased.

a. How easy was it for you to understand the text?

b. Did fluent reading contribute to this? How?

c. What are moral lessons in each of the stories you have read?

15. List three rules of subject-verb agreement.

16. For each rule, cite two examples of sentences.

17. Read the paragraph below, underline all the concord errors and correct them by rewriting the paragraph.

Patriotism are a feeling that everyone should develop. Each citizen should show their love for their country by contributing in their own way. A person who work for the betterment of their country demonstrate true patriotism. All of the citizens is responsible for making sure that the nation progress. It is important that the youth realises their role in nation-building. Together, they builds a stronger and more prosperous society.

The leaders of a nation needs to inspire patriotism among the people. When a leader believe in unity, it create an environment where citizens feel motivated to work for their country. None of the citizens has to be reminded of their duties when there is a shared sense of purpose. Patriotism and hard work goes hand in hand to build a nation. Every individual, whether young or old, have a part to play in achieving progress. A nation that honour its culture and heritage stand stronger in the face of challenges.

SECTION

10

SUBJECT-VERB AGREEMENT, SPEECH WRITING AND IMAGERY
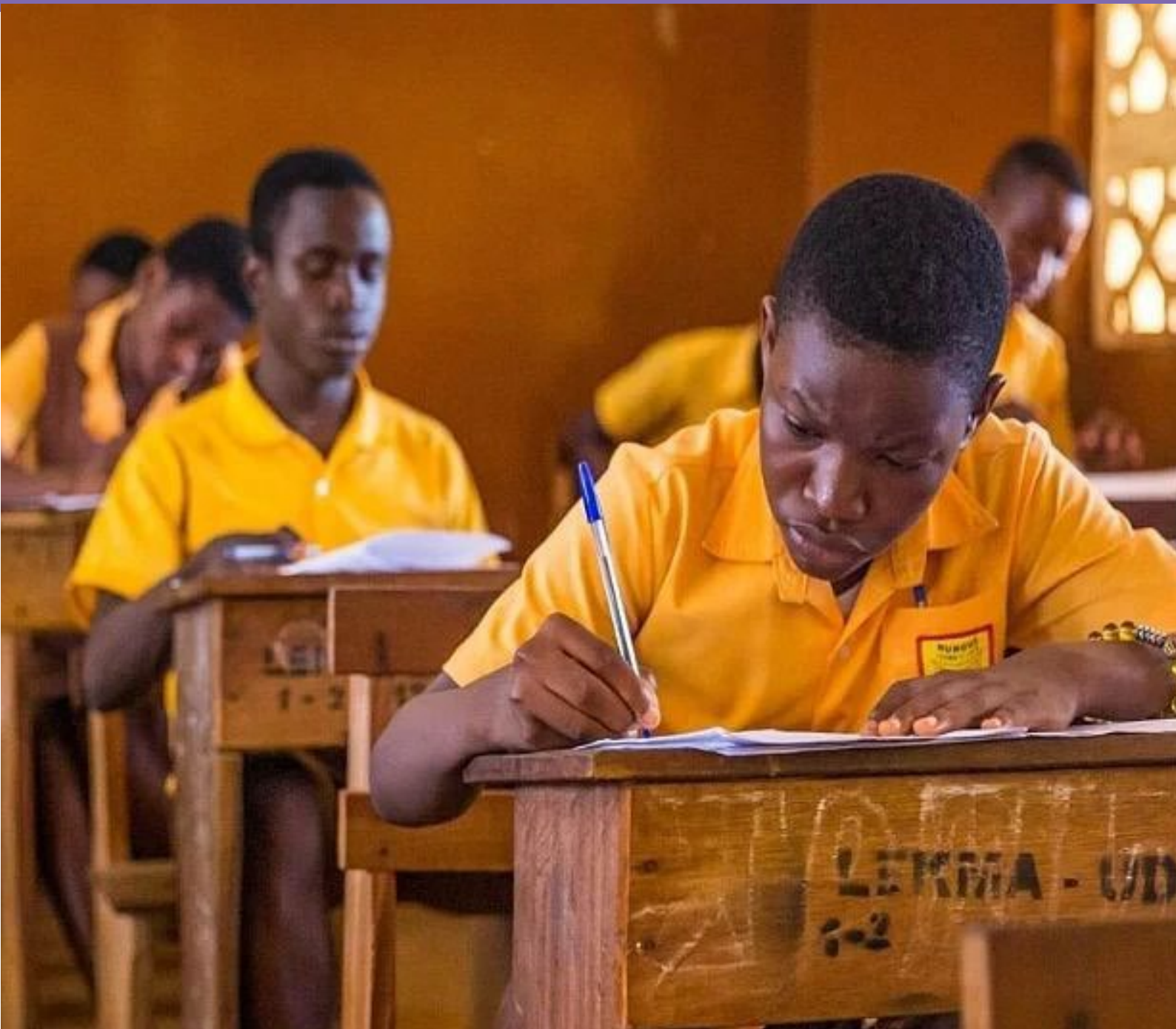
INTRODUCTION

Here, we will explore the intricacies of language and expression. In our Grammar segment, we shall analyse the critical relationship between subjects and verbs in everyday communication, exploring how their appropriate use can enhance clarity and understanding in our interactions. Next, our writing focus will challenge you to craft a persuasive text that will not only state and defend a specific position but also anticipate and address potential objections. This skill is essential for effective argument development and will prepare you for real-world discussions. Lastly, in our Literature component, we will immerse ourselves in the world of imagery, examining how expressions and figurative language enrich texts and evoke emotions. By the end of this exploration, you would have sharpened your grammatical precision, your persuasive writing skills, and your appreciation of the power of imagery in literature. Let us embark on this next exciting journey of language exploration together.

Key Ideas

- **Antecedent** is a word/noun or phrase that comes before a pronoun. It is used to avoid repetition.
- **Concord** is the agreement that exits between grammatical units, generally between the subject (s) and the verb.
- **Imagery** in poetry and drama is the use of descriptive languages that appeals to the senses, helping to create vivid mental pictures and evoke emotions in the audience.
- **A speech** is a spoken or written message that is delivered or conveyed to an audience on a subject.
- **Formal speech** is delivered in formal situations or gatherings.
- **Informal Speech** is delivered in an unplanned manner to an audience.

CONCORD/SUBJECT-VERB AGREEMENT

In Section Nine, we began discussion about 'concord'. We realised that concord is the unity that exits generally between subjects and verbs in sentences. We proceeded to discuss some of the rules that govern the agreements between subjects and verbs. In this section, we shall continue to look at the rules so you can understand how the language is governed. This will help you to form sound grammatical expressions. Let us start the discussion on the rules of concord.

Rules of Concord

1. There must be agreement between **pronouns and their antecedents**. A pronoun must agree with its antecedent in number (whether singular or plural), in person (whether 1st, 2nd or 3rd Person) or in gender (whether feminine, masculine or non-human).

For example:

Agreement in Number

a. The **learners** said **they** would submit their project the following day.

   '**The learners**' is plural in number so the plural pronoun '**they**' is used to agree to concord rules.

b. The children were told to bring the broken-down **table. It** was under the staircase.

   '**It**' is singular referring to the singular antecedent noun, '**table**'.

Agreement in Person

a. **You** should remember to present y**our** project work tomorrow. – 2nd person

   The pronoun '**your**' is in the second person to agree with its second person antecedent '**You**'.

b. **The learners** will be told what to do before **they** begin the project. – 3rd person agreement

   '**they**' is in the third person pronoun agreeing with the antecedent '**learners**', also a third person.

Agreement in Gender

a. **Mansa** said **she** won't be pressured into decision-making.

   'Mansa' is a feminine noun so a feminine pronoun 'she' has been selected in with concord rules.

b. **Sedem** brought his laptop to school because **he** has a power-point presentation to make.

   A masculine pronoun '**he**' has been used to agree with the masculine antecedent '**Sedem**.**

c. I kept the rest of the milk in the fridge, but **it** spilt while my child was cleaning **it**.

   '**it**' is a neuter pronoun to refer to the antecedent 'milk' and 'fridge' respectively

   Let us have fun as we do **Activity 10.1!**

2. When an **intervening phrase** (group of words, like prepositional phrase, adjectival or adverbial) separates the subject from the verb, the verb will agree with the headword.
   For example, in:

> The **woman** together with the children <u>is</u> going to the playground.

In the sentence above, there are two nouns – 'The woman' and 'the children' – which are likely to confuse you. Don't be confused! Take a closer look at the sentence again.

You will realise that the sentence is about 'The woman' (singular subject) not 'the children' (plural noun). Simply, the sentence would have otherwise been:

The woman is going to the playground.

Note that the woman is not alone but with her children. The woman thus, is the headword of the noun phrase followed by an intervening phrase (prepositional phrase) – 'together with her children'. Since 'woman' is singular, it will need a singular verb 'is' and not a plural one to agree with 'children' because the latter is not the subject of the noun group.

Other examples

a. **One tablet** for three or five learners <u>is</u> inadequate.
   (singular subject with a singular verb)

b. **The players** as well as the coach <u>have</u> received their bonuses.
   (plural subject with a plural verb)

c. **Speeding** in urban areas <u>endangers</u> the lives of pedestrians and drivers.
   (singular headword with a singular verb)

Let us explore **Activity 10.2** for a deeper understanding!

3. When two subjects are joined by **'neither…nor'** or **'either…or'**, the verb will agree with the subject closer to it. For example:

   a. Neither your aunties nor **father** <u>has</u> given you permission to go out with your friends.

   b. Either Benjamin or **Perfect** <u>wins</u> the scholarship for best student.

   c. Neither the constituents nor the **member of parliamen**t <u>agrees</u> on the policy.
      (The emboldened are singular subjects agreeing with the verbs (singular) closer to them.)

   d. Either the linguist or **the chiefs** <u>were</u> invited to the grand opening of the mall.

   Go ahead and unlock *Activities 10.3* and *10.4*!

4. **Indefinite pronouns** such as everyone, everybody, each, either, neither nobody, somebody, anybody, anyone, someone and no one are treated as singular and generally take singular verbs. For example:

   a. **Nobody** <u>is</u> allowed in the staff common room after 9pm.

   b. **Someone** <u>has</u> been tampering with my gadget.

   c. **No one** <u>is</u> ignorant of the law.

   d. **Everyone** <u>is</u> invited to the grand launch of my latest book.

   Other indefinite pronouns such as several, many, few and both are treated as plural.

   For example:

   a. **Many** of the people <u>have</u> become aware of what's happening around them.

   b. **Others** <u>are</u> oblivious of the socio-economic issues in the country.

c. **Both** candidates <u>are</u> formidable.

d. **Several** media houses <u>were</u> ready to cover the programme.

Notwithstanding, there are indefinite pronouns such as some, none, all, any and most whose singularity or plurality can only be determined from context.

For example:

a. **Some** of the money <u>has</u> been given to charity. – singular

b. **Some** of the tickets <u>were</u> sold to raise money for charity. – plural

c. **Mos**t of the cake <u>has</u> gone bad. – singular

d. **Most** of the learners <u>are</u> attending the workshop. – plural

e. **None** of the <u>information</u> given <u>is</u> verifiable. – singular

f. **None** of the friends <u>were</u> present at the workshop. – plural

g. **All** the money <u>is</u> needed for charity. – singular

h. **All** the laptops <u>were</u> donated to the school. – plural

Activity 10.1 Concord agreement with verbs and subjects

Do you remember this nursery rhyme? Let us sing it and pay attention to the subjects and the verbs. Here is the rhyme:

I have one head

I have two eyes

I have two ears

One nose, one mouth

Two hands, two legs

One body, one neck

1. Use any of the body parts – one head, two eyes, two ears, two hands, two legs, one nose, one mouth, one body and one neck – to form sentences. Use them as subjects and choose verbs to agree with them correctly.

2. What concord rule does your sentence conform with?

Activity 10.2 Concord and intervening phrases

1. Add information to the following noun phrase cards. Whatever words you add should follow the noun phrase.
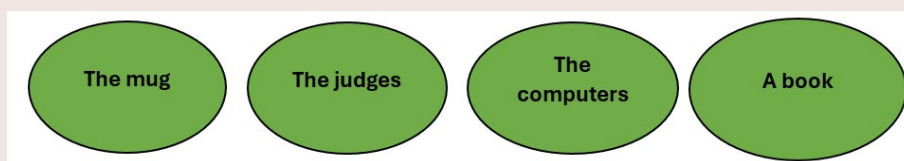
2. Number them as a, b, c, and d. The first one has been done as a sample:
   a. The mug in the cabinet
   b. The judges ....
   c. The computers ...
   d. A book ....

3. Use the noun phrases numbered a, b, c, and d to form sentences. Use them as subjects. For example: **The mug** is pricey.

4. Use the noun phrases with the additional information to form sentences as done below:

   The mug in the cabinet is pricey.

5. What informs your choice of singular or plural verbs for the subjects? Share your observations with your peers.

Activity 10.3 'Neither...nor' and Concord

1. Join these words using neither/nor:
   a. My uncle, aunties
   b. Eraser, pencils
   c. Guests, Chairman
   The first one has been done for you. Number them as d, e, and f:
   d. Neither my uncle nor aunties ....

2. Use d, e, and f as subjects in sentences as done below:
   d. Neithe**r my uncle** nor **aunties** were present at my graduation.

3. What informs your choice of singular or plural verbs for the subjects? Try to write a rule out of it.

Activity 10.4 'Either...or' and Concord

1. Join these words using 'either/or':
   a. Siblings, friend
   b. Textbooks, a uniform
   c. Phones, computers
   The first one has been done for you. Number them as d, e, and f:
   d. Either my siblings or friend ....

2. Use d, e, and f to form sentences as has been done below:
   d. Either my siblings or friend is here.

3. What informs your choice of singular or plural verbs for the subjects. Try to write a rule from your observation. Share your ideas with friends.

Activity 10.5 Indefinite pronouns and concord

1. a. Use nobody, someone and everybody in sentences.
   b. What do you observe about the subject and verb?
2. a. Use none, some and most to form pairs of sentences, one singular and the other plural as has been done below:

> None of the answers is correct
>
> None of the fruits are ripe

   b. What do you observe about the verb choices you have made?
3. Try to write a rule about each of them.
4. Share your observations with your friend. It seems complicated, but it makes sense when you think about it.

SPEECH WRITING- FORMAL/INFORMAL SPEECH

Activity 10.6 Researching Sample Speech

1. Research and then write headline notes about speech writing. Include the types and their significance to the audience.
2. Find examples from the internet of great speeches, written versions, and delivered by YouTube. Why do you think some speeches are regarded as 'great'?
3. Check on the use of 'rhetoric' in speeches. You might well be surprised at the simple techniques which can lead to effective speeches.

Activity 10.7 Presentation of Sample Speech

1. Do a PowerPoint presentation of your findings for Activity 10.6 for the benefit of your colleagues in the class.
2. Why were some presentations better than others?
3. Now compare your responses with the notes below.

Speech Writing

A speech is a form of communication that is often given or spoken for a particular purpose. The purposes of speeches vary from informing, persuading and entertaining among others. It could be read from notes or simply spoken. The occasion for which the speech is given determines the type to be given. A speech could be delivered to a single audience or to a large crowd. This implies that there is always a target group that a speech is directed to. This target group has a role to play in speech delivery as it informs the speaker of the type, language, and style of the speech. A speech could be formal or informal.

Activity 10.8 Discussion on Speech Setting

Study the images below and discuss with your friends what the images are about.

I trust you had a productive discussion. Good! Now, let us discuss the various types of speech.

Types of Speech

There are mainly two types of speeches. These are formal and informal speeches.

Formal Speech

Formal speeches are usually planned and prepared for formal or official gatherings where important issues need to be addressed. This means that this type of speech is not given without planning. There is a laid down procedure for its delivery. Thus, before a formal speech is delivered there is the need to gather data on what is to be discussed or addressed. Then the data is planned and prepared based on the format of the formal speech. There are two main types of formal speeches. They are: informative speech and persuasive speech.

1. **Informative Speech:** An informative speech usually informs but can have the aim of changing the viewpoint of listeners. This type of speech is usually given by owners, delegated persons or leaders of companies or institutions to their employees

or workers, colleagues or a target audience. They inform/educate/enlighten the target audience about company or organisational policies and principles.

They could also give specific information about new policies or changes effected in the organisation. Informative speeches are not only used in companies or institutions. They also play critical roles in a society. Thus, rulers/leaders of communities employ this speech type to deliver messages to their audience or subjects. This happens when there is a piece of information to be given out. Even in families, parents inform or give out information to their wards or spouse on specific issues/subjects. The language of this could be instructive.

2. **Persuasive Speech:** This type of speech is usually given by politicians or debaters. Just as the name implies, they are aiming to persuade and convince their target audience to stake a stance with them. This speech type appeals to the senses of audience. The main aim of this is to gain the favour of the audience so that they support the speaker's point of view/stance about the subject under consideration. The language of this is appealing in form and targeted to convince the audience to accept what the speaker says.

Informal Speech

Informal speeches on the other hand are often impromptu. They could be delivered anywhere or at any given point in time.

1. **Entertaining Speech**: They are speeches meant to make people laugh without any motive of causing harm or jeopardising people's reputation or image. They are sometimes given by comedians and are also impromptu.

2. **Special Occasion Speech**: Just as the name implies, they are speeches given on special occasions like marriages, naming ceremonies, parties, funerals and farewell events, amongst others.

Activity 10.9 Grouping of Topics Under Formal and Informal

Complete the table below by grouping the following speeches/addresses into formal and informal.

A speech delivered at Independence Day celebration,

A speech delivered to colleagues at a birthday party,

A speech presented by a chief executive at assembly meeting,

A speech delivered during farmers' day celebration,

A speech presented at a campaign platform,

A speech by a senior prefect of a school to colleagues at assembly.

Formal Speech	Informal Speech

Activity 10.10 Listening and Discussion

Surf the internet and look for speeches made by some Ghanaian high-ranking personalities. Listen to audios, identify their types and discuss the features they have in common.

The Process of Writing Formal Speeches

- **Know the purpose for which you are giving the speech**

  The purpose of a speech is an important element in speech writing. It gives you direction as to what you want to achieve by the end. Knowing the reason why you are giving such a speech should enable you to meet your target. Having the purpose in mind would help you to measure your achievement based on the reactions from your audience.

- **Have a target audience in mind**

  Every speech should definitely have a target audience. With the target audience in mind, you are guided as to the level of language and the style you would employ to deliver your speech. Choosing appropriate language and style will help the readers or listeners to understand it.

- **Write down the main points of your speech – four or five bullet points are sufficient**

  It is also crucial that you identify and write down the main ideas/points of your speech. These are the thematic points to be explained in detail to the audience. These should be relevant to the topic to attract the audience's attention.

- **Give your speech an appropriate heading**

  A title is necessary in formal speech delivery. It essentially serves as the main focus of the speech. The title gives the audience a fair idea of what the write-up is all about. Thus, they can perceive the intent of the speech.

- **Give an introduction to the speech**

  If your audience is to be motivated to read or listen to your speech it will largely depend on your introduction to the write-up. An interesting title catches the attention of audience, so they are motivated to read or listen to the work. It is vitally important that we create interesting introductions to our speeches. Eye contact is vital from the outset.

- **Develop your main points to form the body of your speech**

  The main points should not just be listed. They have to be developed. If not, the audience will not know what you want to communicate to them. You therefore must explain them coherently one after the other for detailed understanding. You are reminded to use formal language and to avoid contraction of words. It is also advisable to use short, and precise sentences for ease of understanding.

- **Conclude your speech**

  Conclude your speech by summarising what the audience needs to learn from the presentation. It would help those who might have not grasped the message well to also have something to take home. You could also express a word of appreciation to your audience for taking time to listen to you or read your message. Audiences appreciate being appreciated! Again, eye contact is important here. Nobody likes the speaker reading words of thanks to them. Such words have to be genuine.

The Process of Writing Informal Speeches

The type of informal speech determines its process and structure since it is especially flexible. This speech type does not have a unified structure since it happens impromptu. A conversation with friends is considered an informal speech. Informal speech might include slang, colloquialism, clichés, jargon, humour and so on. It generally consists of the basic parts of what constitutes an essay - an introduction, body and conclusion. The ending is particularly important as it highlights the purpose. In a vote of thanks, for instance, it is vital to bring your audience together at the end to offer thanks to everyone. It is easy to overlook the main purpose of an informal speech – so, be careful. Otherwise, your audience might well be asking why they had to listen to your speech.

Activity 10.11 Discussion on process of writing

With three of your classmates, discuss the processes of writing a particular speech (formal/informal)

Activity 10.12 Writing a paragraph of speech

Write an introductory paragraph of a speech on a topic of your choice.

IMAGERY

As a recap, we have been learning about the structure, themes, figurative languages, subject matter and other literary elements in drama and poetry. We touched on non-African poems and appreciation of them. In our last lesson we learned about themes, their definitions and how to identify them in various poems. Today we are focussing on Imagery in short stories and poems. Imagery in poetry and drama refers to the use of descriptive language that appeals to the senses, helping to create vivid mental pictures and evoke emotions in the audience. It also involves the use of figurative language, such as metaphors, similes, and sensory details, to paint a scene or convey a feeling.

In poetry, imagery can be powerful, as it allows poets to express complex ideas and emotions succinctly, using words to evoke sights, sounds, smells, tastes and tactile sensations.

For example, a poem might describe a sunset in rich detail, allowing readers to visualise the colours and feel the atmosphere. In drama, imagery enhances the visual and emotional experience of a play. Through stage directions, dialogue, and descriptions, playwrights use imagery to set the scene, develop characters, and convey themes. This helps the audience to engage more deeply with the story being told. Imagery, therefore, serves to enrich the text, making it more impactful and memorable for the audience.

Creation of Imagery in Drama, Prose and Poetry

Imagery can be created in poetry and drama through several techniques that engage the senses and evoke emotions.

1. Sensory Details: Using descriptive language that appeals to the five senses (sight, sound, smell, taste, touch) helps to create vivid images. For example, instead of saying 'the flower is beautiful', you could say 'the flower bursts with vibrant red petals, releasing a sweet fragrance that hovers in the air'

2. Figurative language: This includes metaphors, similes, and personification.
   a. Similes compare two things using 'like' or 'as' (e.g. 'Her smile was like sunshine').
   b. Metaphors imply a comparison without using 'like' or 'as' (e.g. 'Time is a thief').
   c. Personification gives human qualities to non-human things (e.g. 'The wind whispered through the trees.'

3. Vivid Descriptions: Instead of generic descriptions, the use of specific and detailed language can paint a clearer picture in the reader's mind. For example, instead of saying 'the storm was strong', you could describe it as 'the storm raged with lightning slicing through the sky and thunder crashing like a war drum'.

4. Symbolism: Using symbols can add layers of meaning to imagery. For instance, a storm might symbolise chaos or turmoil, while a calm sea might represent peace or tranquillity.

5. Action and Movement: Describing actions can create dynamic imagery. Instead of static descriptions, use verbs that convey movement (e.g. 'The leaves danced in the wind').

6. Mood and Tone: The overall mood and tone of a piece can enhance imagery. A gloomy tone can create dark, foreboding imagery, while a cheerful tone can evoke bright, lively images.

With the aid of these techniques, writers craft powerful imagery that enhances their poetry and drama, making the experience more engaging and direct for the audience. Let us use the short prose extract below to assess our understanding of the use of imagery in poems, drama and prose.

The Lantern in the Wood

On the outskirts of a small village lay a dense forest shrouded in mystery. Every child in the village had heard the tales of a single, flickering lantern that could sometimes be seen deep among the trees at dusk. No one knew who, or what, carried it. And no villager had dared to go looking for it for as long as anyone could remember.

One-night, young Amina, curious beyond measure, decided she would find the source of the light. Armed only with a small pocketknife and her courage, she slipped into the forest just as the sky began to turn dark. As she ventured deeper, the air grew colder, and the trees loomed larger, their branches like skeletal fingers clawing at the sky. Mara felt a shiver run down her spine, but she pressed on, her eyes fixed on a faint glimmer of light far ahead.

After what felt like hours, she finally approached the source of the glow. It was indeed a lantern, resting on an ancient, moss-covered stone. Beside it sat a figure cloaked in shadow, so still that for a moment, Amina thought it was part of the forest itself. The figured slowly raised its head and spoke in a voice that was barely a whisper, 'You have found me, Amina of the village'. She gasped, unsure how it knew her name 'Who …. Who are you? 'I am the Keeper,' it replied, 'of stories, of secrets, of things that wish to remain unseen. Every soul that wanders here leaves behind a memory, a hope, or a fear. I collect them. Amina felt both terrified and fascinated. 'Why do you carry the lantern? The Keeper smiled, a small, gentle smile. 'To guide those who dare to seek the truth about themselves. Only the brave can find it'.

With that, the figure stood, leaving the lantern on the stone. 'You may carry it if you wish. But remember, it will reveal all, even the shadows within your own heart'. Amina hesitated, then reached for the lantern. As she did, memories she had buried - moments of sadness, joy, fear, and triumph – flickered within the flame, illuminating her past and, somehow, her path forward.

When she returned to the village, the lantern's glow never left her heart, guiding her even through the darkest days. And though she never saw the Keeper again, she knew she carried a small piece of the forest's magic with her always.

Activity 10.13 Identification of the Effectiveness of Imagery

Discuss the effectiveness of the Imagery in the story' The Lantern in the Wood'. Are you all in agreement on the subject?

Activity 10.14 Discussion on the Effectiveness of the Diction

Discuss the effectiveness of the writer's choice of particular words in the story.

Activity 10.15 Themes, Subject Matter and Figurative Devices

With your group members, discuss the linkage between the structure, themes, subject matter and figurative devices used in the story 'The Lantern in The Woods'.

Activity 10.16 Creation of story

With four of your friends, create a short story or poem and practise it in class. Explore the use of imagery in the story. Paste your story or poem on your classroom wall for a gallery walk.

1. Choose the correct verbs to agree with the subjects in the following sentences.
   a. Everybody (has/have) a unique talent.
   b. Somebody (has/have) taken my project work.
   c. The team captain is/are confident about qualifying for the next stage of the league.
   d. The books on the table (belong/belongs) to me.
   e. Neither of the siblings (know/knows) where the phone is.

2. Choose the correct version of the verb in the following sentences.
   a. Either Muni or her siblings (attend/attends) Christ the King school.
   b. Nobody (support/supports) me better than my family.
   c. The teachers along with the learner (is/are) meeting at the physics laboratory.
   d. Here (is/are) the file you requested for.
   e. There (has/have) been significant changes in their behaviour.

3. Correct the errors in the following paragraphs

   Patriotism fosters resilience among citizens. When people is united by a common love for their country, they are more willing to stand together during times of crisis. Schools and communities plays a key role in nurturing this value through education and collaborative activities. It is crucial that educators stresses the importance of working collectively to achieve national goals.

   While patriotism brings unity, it is important to remember that it does not mean blindly agreeing with everything. Constructive criticism and active participation in civic duties ensures that the nation move forward. If individuals fails to speak up when necessary, progress can be hindered. A healthy democracy thrive when citizens actively contribute their voices and efforts. This dedication to bettering one's country ultimately make the nation stronger and more adaptable to change.

4. Explain what a speech is.

5. Distinguish between formal and informal speech types.

6. What are the things to consider when writing a formal speech?

7. Discuss two forms of each of formal and informal speeches.

8. As you prepare to celebrate your birthday party, write a speech you would deliver to your guests.

9. What type of speech will your birthday speech be?

10. n your own words, what do you understand by 'Theme'?

11. Write a short story or poem emphasising the figurative language or other key elements in appreciation of any literary work or art.

12. Underline specific expressions that have figurative language and how relevant they are in the story or poem.

SECTION
11

ORAL NARRATIVE, SUMMARY WRITING AND SUBJECT-VERB AGREEMENT

NTRODUCTION

At this stage, we will explore the fascinating world of oral communication, summarising and the use of subject and verb. We will begin by focusing on oral language, aiming to help you recognise the various purposes behind different forms of spoken communication. Understanding why we speak in certain ways can enhance your ability to engage or interact effectively with others. Next, we'll move on to our reading segment, where you will learn to apply diverse or different strategies for summarising texts of various lengths and difficult levels. This skill is essential for grasping or understanding Key Ideas and conveying information succinctly or briefly. Finally, we will move into grammar, specifically analysing the appropriate use of subjects and verbs in everyday communication. Mastering this aspect of grammar will not only improve your writing skills but also enhance your spoken language skills. The lessons, all together, will empower you to become more effective in communication, both in speech and writing. Let's get started!

Key Ideas

- **Oral Communication** is the act of verbally transmitting or sharing information and ideas or concepts from one individual or group to another.
- **Oral narrative** refers to the act of telling stories or giving accounts of an event face to face through spoken language
- **Strategies** is a plan of actions that is applied or carried out in order to achieve a specific goal.
- **Summary** is the process of reducing a text or an information to only the main ideas.

ORAL NARRATIVE (PURPOSE OF TEXTS)

The Purposes of Varied Oral Communication

Previous lessons on oral language covered English sounds and how they translate into speech or words. Our lesson for this section on oral language, will delve into Oral Communication and its purposes.

Oral Communication

Oral Communication is the process of sharing or exchanging information or ideas through spoken words. It can take place through face-to-face interactions or electronic tools such as phone, video platform or radio. It can take many forms, including conversations, speeches, discussions, presentations, and debates. Effective oral communication requires not only clear articulation of thoughts or ideas but also active listening as well as the ability to engage with the audience for feedback. Oral communication varies from culture to culture and person to person or group to group. No matter how it varies, the intentions of the speaker must be made very clear to avoid miscommunication. Miscommunication arises when the intended meaning of the

message is not conveyed properly between the speaker and the listener or audience. Let us now look at the key components that can make oral communication effective.

Key Components of Oral Communication

There are key components or features of oral communication that help to make the message more meaningful. These components are discussed below. Read through them thoughtfully and reflect on how they impact oral communication.

Clarity	The speaker must express ideas clearly so that the listener or audience can easily understand the message
Tone and Volume	The speaker's tone (emotional quality) and volume (loudness) should be appropriate for the context or situation and audience
Body Language	Non-verbal cues, such as gestures, facial expressions and posture play an important role in conveying a message
Active Listening	Engaging with the speaker by paying attention, asking questions and providing feedback is very relevant.
Structure	Organise thoughts logically or reasonably to ensure a coherent flow of ideas.

Figure 11.1: Key components of oral communication

You have done well! It is time to work together with your friends or classmates to examine the pictures below carefully and perform the activity that follows them. Enjoy this moment!

What is Oral Communication?

Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning.

Face to Face Conversations   Group Discussions   Telephone Calls   Public Speaking

Figure 11.2: A picture describing oral communication

We have just examined a picture of oral communication. The picture displayed both the medium and the settings or forms in which oral communication can occur. You are encouraged to observe the pictures once more and perform the activity below.

Activity 11.1 Making an Oral Presentation

Pair with your friend or classmate to identify the two main media of oral communication displayed in the pictures above and the various ways they can occur. Make an oral presentation to your class for feedback. Good luck!

Media and Methods of Oral Communication

Oral communication can basically occur through two media, and they include face-to-face interaction and electronic interaction. Face-to-face interaction involves direct exchange of information or message verbally between a speaker and a listener, using not only spoken words but also non-verbal cues such as body language and facial expressions. An example of face-to-face interaction is of a prefect making an announcement during morning assembly. On the other hand, electronic interaction deals with the use of electronic devices such as mobile phones and computers to exchange ideas through spoken words.

The methods or forms of oral communication include public speaking, group discussions, interviews, debates, narrative communication, phone conversation, or video-conferencing.

Figure 11.3: A picture displaying methods or forms of oral communication

Activity 11.2 Identifying Purposes of Oral Communication

Pair with a friend or classmate to brainstorm and outline at least five purposes of oral communication. Make an oral presentation on your findings to your class.

Purposes of Oral Communication

The purpose of oral communication is important. In oral communication, the speaker is required to state clearly the purpose of the message he or she is giving to the listener. There are several purposes of oral communication and we are going to look at some of them. After this discussion, compare your answers to Activity 11.2 to verify the

information you provided.

1. Informative: To convey information or explain concepts clearly and accurately. Examples: lectures, presentations, and educational discussions where the goal is to educate the audience about a particular subject.

2. Persuasive: To convince or influence the audience's thoughts, beliefs, or actions. Examples: debates, persuasive speeches, and advertising where the speaker aims to sway the audience's opinion on an issue or project.

3. Expressive: To express thoughts, feelings and emotions. Examples: Storytelling, poetry readings, and personal anecdotes where the speaker shares personal experiences or emotions to connect with the audience.

4. Social: This purpose serves to build and maintain relationships, share experiences, or engage in casual conversations. Example: Informal chats with friends, networking events, and family where the focus is on social interaction rather than delivering a specific message.

5. Education and Instructional: Acquiring knowledge, skills, and understanding through verbal instruction. Instruction also guides or teaches the audience through a process or task. Example: Workshops, training sessions and coaching where the speaker provides step-by-step instructions or demonstrations.

6. Entertainment: This is through the sharing of stories, jokes, and anecdotes to entertain and to include others in a small or large group.

You have done well! You are now going to read some short passages and determine the purpose of the message according what we have just discussed.

Activity 11.3 Identify Purpose of Oral Communication

Read the short passage below and identify the purpose of the message and write one sentence to sum it up.

Passage

As we all know, climate change is one of the most pressing issues of our time. Rising temperatures, devastating natural disasters, and perhaps even unpredictable weather patterns are just a few of the consequences of human activities on the environment. That's why it's imperative that we take action now to reduce our carbon footprint and transition to renewable energy sources. We owe it to ourselves, our children, and future generations to protect the planet and ensure a sustainable future.

We shall now look at Oral Narratives. Let us start with the picture activity below.

PAINTING A   PAINTING B

Figure 11.4: Paintings of older persons surrounded by people in an oral activity.

Activity 11.4 Identifying Some Settings of Oral Narrative

Discuss scene in paintings A and B (Figure 11.4**)** with your friend or classmate and identify what is happening in them.

Oral Narratives

Oral Narrative refers to the act of telling stories or giving an account of an event through spoken words. It is a fundamental or basic aspect of cultural expression and communication, encompassing various types of storytelling, including myths, legends, folktales, and personal anecdotes. Oral narratives help to preserve culture, educate, entertain and to build a community. By these, they help to transmit knowledge, cultural values and history about a society. The paintings we observed in Figure 11.4 is an example of oral narrative or storytelling. Oral narratives have some unique characteristics or features and we will look at them briefly.

Characteristics of Oral Narratives

Spoken Tradition: Oral narratives are passed down through generations by word of mouth, often adapting over time.

Structure: Typically include elements such as a clear beginning, middle and end, with identifiable characters, settings, and plots.

Cultural Significance: Reflect and preserve the values, beliefs, and history of the community from which they originate.

Variability: As they are transmitted orally, these narratives can change with each retelling, allowing for creativity and adaptation.

Performance: Often involves an element of performance, where the storyteller engages the audience through voice modulation, gestures, and sometimes music or dance.

Figure 11.5: Characteristics of oral narratives

Oral narratives are a vital part of human culture, serving as a means of storytelling that connects individuals to their histories and communities. They highlight the richness of human experience and the importance of sharing stories to maintain cultural continuity. It is important to know that oral narratives use some basic technique to reinforce the purpose of the message in the narration. These techniques are outlined below.

1. **Repetition:** Helps to emphasise key points and makes stories easier to remember.

2. **Imagery:** Vivid descriptions create mental pictures that engage the audience.

3. **Dialogue:** Incorporating conversations between characters adds depth and realism.

4. **Pacing:** Variation in speed and rhythm to build suspense or highlight important moments.

Activity 11.5 Listen to audio or watch a video to create oral narratives

You are now going to watch a short video and provide an oral narrative about the event.

Use the link below to watch the video carefully and give an oral narrative of the event that took place to your friends or classmates, highlighting the purpose of the speech https://youtu.be/pyFZPPTyeVY?t=93

Role-play to your friends or classmates your school principal addressing the students during end of semester closing ceremony.

SUMMARY WRITING - STRATEGIES FOR SUMMARISING TEXTS

SUMMARY WRITING → DEALING WITH ONLY THE FACTS OR MAIN IDEAS, NOT THE DETAILS
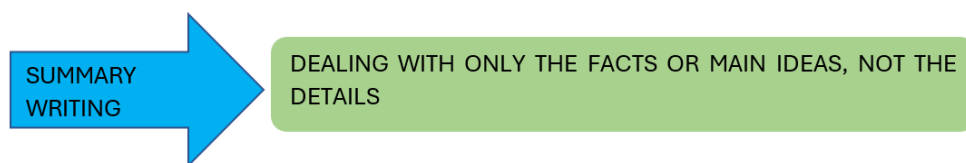
Welcome to the second lesson, Reading, as we explore the act of summarising. Summarising involves retaining the core ideas in given texts or statement. You are encouraged to pay attention as the lesson progresses.

Summary writing is the act of reducing a lengthy statement or piece of information or text to simple form, maintaining the core or main ideas. This is to say that in writing summary, one is required to state the main ideas in fewer words. This suggests that some expressions may be irrelevant to the overall meaning of the text. Such expressions are replaced or eliminated in the process of summary writing. In summary writing,

you give a concise overview of the main points of a text in your own words. This does not mean you have to introduce new ideas into the text but rather, to ensure clarity and brevity. Let us examine the examples below to firm up our understanding of summary writing.

Sentence 1:

1. Kuwornu missed the bus [*because he woke up late*].

Part of the sentence that needs summary

Summarised sentence:

1. Kuwornu missed the bus.

Sentence 2:

2. The [people watching the football match] got angry at the referee.

Part of the sentence that needs summary

Summarised sentence:

2. The Spectators got angry at the referee.

Figure 11.6: Example of Summary writing

From sentence 1, you can see that the subordinate clause "because he woke up late" (you remember subordinate clauses – not the main clause), is only an extra information to the main idea "Kuwornu missed the bus" (main clause). Therefore, in summary writing, we need to eliminate the expression (subordinate clause) that gives extra information about the main clause, hence the summary "Kuwornu missed the bus".

In the second sentence, you can observe that the lengthy expression "people watching the football match" has been replaced with the word "spectators". This helps to summarise the sentence as "The spectators got angry at the referee". The explanation here suggests that in summary writing; you we can eliminate an irrelevant expression or replace lengthy expression with a word or group of words.

Great! You have just learned to summarise a sentence. Try your hand on the activity below.

Activity 11.6 Replacing a Group of Words or Expressions with One Word or Few Words or Eliminating Them

Pair with your friend or classmate to discuss and write the summary forms of the following sentences.

1. Madam Hawa's speech was capable of more than one interpretation.
2. The security man was unable to read or write.

3. Though their parents gave them all the support, they still failed in life.
4. Teenagers like Abena, Amavi and Aminata are fond of mobile phones.
5. A person who owns money lives well.

It is important to know that when writing summary, you are required to state the ideas in fewer words. You can do this effectively by:

eliminating examples	eliminating illustrative materials	eliminating repetitions
eliminating modifiers (clauses and phrases)	eliminating embellishment	eliminating figurative expressions or making them plain
replacing lengthy expressions	eliminating explanations	avoiding wholesome lifting

For instance, let us look at the sentences below:

a. Teachers like Kukua, Orrison and Selasi do not like truant students.
b. My decision was one I cannot take back.
c. She worked hard so that she could become successful.

When these three sentences are summarised, this is how they will look:

a. Teachers do not like truant students.
b. My decision was irreversible.
c. She worked hard.

Activity 11.7 Summarising into Their Simplest Forms

Summarise the following sentences into their simplest forms. Do this as an individual.

1. In Ghana, many people use charcoal or firewood because these are less expensive and readily available
2. Gas is expensive, so only a few people can afford it.
3. Widespread use of gas will reduce the number of people in the charcoal business.
4. Random felling of trees has, however, destroyed large portions of forests.

Paragraph Shrinking

Paragraph Shrinking is an activity or a strategy that helps in summarising the main ideas in each paragraph of a given text. First, you read the paragraph and then take turn to summarise the paragraph into the main points or ideas in your own words as much as possible. This suggests that after reading a particular paragraph, you have to look for the important ideas in it. The idea of paragraph shrinking helps to build your understanding and confidence as a reader. Let us consider the example below.

Vidako Fashions is a good fashion shop. It is very modern and clean inside. A fashion shop should always be clean. Young men and women like to visit the showroom, have some coffee or soft drink, take a glance through collections and interact there with their friends. Vidako Fashions is also a good place to buy all types of dresses and footwears. There is always a large choice and the prices are always reasonable. This makes Vidako the one stop fashion shop for everyone.

Note: Let us use the question below as guide for the paragraph shrinking.

Question: In four sentences, one for each, state four things that make Vidako Fashions the best for everyone.

Answers (Paragraph Shrinking):

1. Vidako Fashions is a modern shop.
2. Vidako Fashions is a place people feel comfortable.
3. People can buy all they want at Vidako Fashions.
4. Vidako Fashions' prices are reasonable.

You have just learned what paragraph shrinking entails. We are now going to learn some strategies for summary or paragraph shrinking. Before we continue, perform the activity below.

Activity 11.8 Meaning of Paragraph Shrinking

Pair with your friend or classmate to discuss and explain the idea of paragraph shrinking with examples. Paste your findings on the walls of your class for your colleagues to read.

Strategies for Summary Writing/Paragraph Shrinking

Effective summary writing or paragraph shrinking will depend on the strategies. You are encouraged to read through these steps carefully and apply them effectively in summarising any given text.

1. **Read and understand the text**: Understanding plays a critical role in summarising, as it would not be possible for you to summarise without understanding what you are summarising. Before summarising, read the text carefully and make sure you

have established what the passage is about. Identifying the main idea of texts helps you to take a step further in your summary. It is therefore important to understand what the main ideas and the supporting ones are in a given text.

2. **Identify the main idea**: What is the message of the text? This question would enable you to identify the central idea of the text. Identifying the main idea serves as the beginning point of your summary.

3. **Find key points**: The key points are the ideas you require to build your summary. You need to identify the most important and supporting points or arguments that develop the main idea. This helps you to focus your attention on the relevant pieces of information while ignoring the less important ones.

4. **Leave out unnecessary details**: Ignore minor details, examples, cohesive devices, adverbials, modifiers, appositives, or repetition. These details are unnecessary in summary writing. They provide only further details to the main idea of the text. Stick closely to the main idea. The main idea is contained in a sentence we refer to as the topic sentence. After the sentence has been located then you reduce it to the simplest form, ignoring those other details.

5. **Use your own words**: It is also required that you write summaries using your own words. This seeks to avoid lifting grammatical or lexical items directly from the text. You therefore need to paraphrase the main idea and key points in your own words, avoiding direct quotations from the original text if possible. However, you are not supposed to introduce new ideas into the summary.

6. **Keep it concise:** This implies that your summary has to be short as possible but should include the relevant information of the text. You need to leave out unnecessary details/lists to be able to achieve this.

7. **Use clear and simple language**: Avoid using complex vocabulary or jargon that might confuse readers. Summary writing aims at making your audience understand what you communicate. For this reason, you should avoid using unfamiliar words or words that are not related to the area of writing to write your summary.

You may want to ask the question "why is summary important?". From the discussion so far, take few minutes of your time to reflect with your friends or classmates how important summary writing is to you as students.
Now, compare your ideas on the importance of summary witing with ones we are going to learn.

The Importance of Summary Writing

1. **Efficiency**: Efficiency is one of the reasons for summary writing. Summaries condense lengthy information, saving time for readers. Summary helps to use less energy than reading a text or listening to a speech.

2. **Clarity**: Well-written summaries provide a clear understanding of complex topics. Summary breaks down complex or difficult text to simpler form. One would not need to struggle to understand a text when a summary is effectively done. It gives the audience the opportunity to follow a complex topic.

3. **Retention**: Summarising helps retain essential details from a text. With summary, it is easy for you to keep what the text contains in mind. This is possible because it is only the relevant ideas that are needed. You therefore do not need the other details of the text. So, working with fewer ideas helps in retaining what is needed.

4. **Communication**: It is sometimes difficult to deal with voluminous text or information that needs to be communicated to the target audience. Summaries facilitate effective communication in various contexts. So, communicators do not have to suffer themselves with large piece of information. They would only the main ideas to deliver their message.

5. **Assessment**: Assessment is another important element of summary. Teachers and employers often evaluate summarising skills. Thus, it helps teachers to evaluate or measure the performance of learners to know how well they are learning. In the same vein, employers make use summaries to evaluate the profitability/ performance of their firms/companies. With this, they are able to compare their previous and current performances.

Activity 11.9 Summarising and paragraph shrinking

1. Outline three paragraph shrinking strategies.
2. Why is summary important to you as a learner?
3. Read the paragraph below carefully and answer the question on it.

   Should teachers discover that the learners do not understand the concept taught, they should re-state the points in simpler, clearer language to make themselves more clearly understood. This is usually the stage at which the revision of their teaching strategy would be in order. If for example, they had used the lecture strategy earlier on, they might now like to try the discussion method. This method would allow the learners to take charge of their own learning and understand the concept at their level.

   Question: In two sentences, one for each, briefly state the two things teachers should do if they discover that learners do not understand the lesson.

SUBJECT-VERB AGREEMENT (USAGE)

You are welcome to the lesson on grammar. In our previous grammar lesson, we discussed on Subject-Verb Agreement, we looked at the definition and some rules governing Subject-Verb Agreement. In this lesson, we are going to look at some tips to master Subject-Verb Agreement along with common errors that we make in using Subject-Verb Agreement and the use of modals and helping verbs in subject-verb agreement. This is to serve as a re-enforcement of the previous lessons. If you still have a challenge with Subject-verb agreement after this lesson, let your teacher/facilitator know where you still struggle.
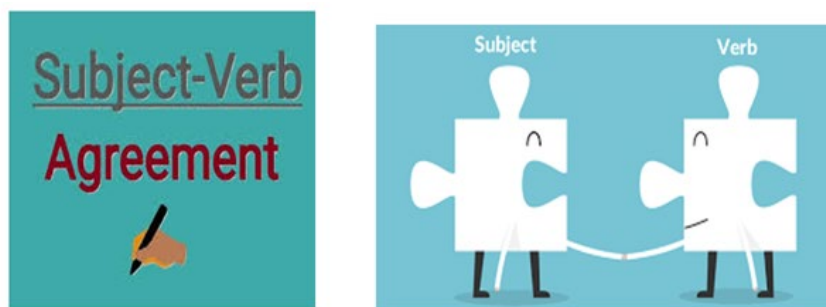
Figure 11.7: Pictures showing the focal area

Mastering subject-verb agreement is essential for clear and effective communication in English. We are going to discuss a few tips to master Subject-verb agreement.

Tips to Master Subject-Verb Agreement

1. Understand the Basics: Familiarise yourself with the fundamental rules of subject-verb agreement. Singular subjects take singular verbs. Plural subjects take plural verbs.

   > Example: 1. The girl travels a lot.
   >   2. The girls travel a lot.

2. Identify the Subject Carefully: Always identify the true subject of the sentence, especially in complex sentences. Look for the main subject, not any intervening phrases.

   > Example: The bouquet of flowers is beautiful. The essential subject is "bouquet", not flowers.

3. Watch Out for Indefinite Pronouns: Indefinite pronouns like everyone, someone, each and nobody are singular and require singular verbs.

   > Example: 1. Everyone is invited to the party.
   >   2. Nobody sings better than the choir.

4. Practise with Compound Subjects: Know how to handle compound subjects joined by and or or/nor. "And" typically requires a plural verb. "Or/Nor" takes a verb that agrees with the nearest subject- the rule of proximity.

   > Example: 1. Tom and Jerry are friends.
   >   2. Either the manager or the employees are responsible.
   >   3. The employees or the manager is responsible.

5. Pay Attention to Collective Nouns: Collective nouns can be tricky. Decide if the collective noun is acting as a single unit or plural. Collective nouns can take singular verb or plural verb depending on the context or situation used.

    > *Example: 1. The committee decides on the rules. "Committee" acting as one unit.*

6. Use Context Clues: Context can help determine the correct verb form.

    > *Example: 1. A number of students are absent. "A number of" is plural.*
    > *2. The number of students is increasing. "The number of" is singular.*

7. Practise Regularly: Engage in exercises and quizzes that focus on subject-verb agreement. This will help reinforce the rules. Use online resources, grammar books, or worksheets.

    > *Example: Complete the sentences below with the appropriate form of the verbs.*
    > *1. Either the students or the teacher......... [are, is, have been] absent.*
    > *2. A number of people .... [work, works, working] hard always.*

8. Get Feedback: If possible, ask someone to review your writing or practice exercises. Feedback can help you identify areas for improvement.

9. Use Writing Tools: Consider using grammar-checking tools that highlight subject-verb agreement issues. Tools like Grammarly can provide insights and corrections.

Mastering subject-verb agreement takes practice and attention to detail. By following these tips and regularly engaging with the material and online worksheets on subject-verb agreement, you can enhance your understanding and application of this essential grammar rule. Perform the activity that follows to help you understand the tips or rules of subject-verb agreement. Good luck!

Activity 11.10 Identification of Subject Verb Agreement Rules from Videos

Click the links below to watch the videos on Subject-Verb Agreement and identify some of the rules from them. Discuss with your friends or classmates the rules identified in the video.

https://youtu.be/KI6jX40WM3w?si=h5x8SwoBC1Y0Ntxd

https://youtu.be/LfJPA8GwTdk?si=ghH4LGK01lR28cW3

You are really doing well, my good friend!

Figure 11.8: Picture showing subject-verb agreement

Some Common Errors in Subject-Verb Agreement

Subject-verb agreement is a fundamental aspect of English grammar, ensuring that subjects and verbs in a sentence match in number, singular or plural. Here are some common errors associated with subject-verb agreement, along with explanations and examples.

1. Ignoring the Proximity of the Subject and Verb

    Error: The verb may agree with a noun close to it rather than the true subject.

    Example:
    Error: The team of researchers are presenting their findings.
    Correction: The team

2. Compound Subjects

    Error: When two subjects are joined by and, they typically take a plural verb; however, some compound subjects can be singular.

    Example:
    Error: Rice and stew are my favourite meal.
    Correction: Rice and stew is my favourite.

3. Indefinite Pronouns

    Indefinite pronouns e.g., everyone, someone, each are often mistakenly treated as plural.

    Example:
    Error: Everybody are invited to the party.
    Correction: Everybody is invited to the party.

4. Collective Nouns

    Collective nouns e.g., team, group, committee can be tricky; they may take a singular or plural verb depending on whether the group acts as a single unit or as individuals.

Example:

Error: The jury were divided in their decision.

Correction: The jury was divided in their decision. ("jury" acting as a single unit).

5. Titles of Works

    Error: Titles of books, movies, etc., are often treated as plural.

    Example:

    Error: The Chronicles of Narnia are a great series.

    Correction: The Chronicles of Narnia is a great series.

6. Amounts and Quantities

    Nouns that are Plural in Form but Singular in Meaning

    Error: Some nouns are plural in form but take a singular verb.

    Example:

    Error: The news are good.

    Correction: The news is good.

Understanding subject-verb agreement is crucial for clear and grammatically correct writing and speaking. By being aware of these common errors, writers can enhance their language skills and improve their communication. Regular practice and careful proofreading can help avoid these pitfalls.

Now, you are encouraged to perform *Activity 11.11.*

Activity 11.11 Correcting Some Errors in Subject-Verb Agreement

Identify the errors in the following sentences and correct them. Build a portfolio of the errors and corrections made and paste in your class.

1. Our staff are meeting this afternoon.
2. Neither the ministers nor the president are attending the Odwira festival.
3. A number of footballers in Africa retires early.
4. Everybody have a role to play in nation building.

Modal and Primary Auxiliary Verbs in Relation to Subject-Verb Agreement

Other important areas we will look at under subject-verb agreement are modal and primary auxiliary or helping verbs. These verbs are mostly used together with the main verbs. We are going to examine how they play a role in subject-verb agreement.

1. **Understanding Modals and Primary Helping Verbs**:

    Primary Auxiliary Verbs: These verbs are used alongside the main verb to form different tenses, moods, or voices. Common primary helping verbs include is, are, was, were, has, have, and do.

Modal Auxiliary Verbs: These are a type of helping verb that expresses necessity, possibility, permission, timing or ability. Common modals include can, could, may, might, must, shall, should, will, and would.

2. **Subject-Verb Agreement with Primary Helping Verbs**:
Helping verbs must agree with the subject in number and person.
Examples
Singular: She is going to the store. Singular subject 'She' with singular helping verb 'is'.
Plural: They are going to the store. Plural subject They with plural helping verb 'are'.

3. **Modals and Subject-Verb Agreement**:
Modals do not change form based on the subject; they remain the same regardless of whether the subject is singular or plural.
Examples
He can swim. Singular subject He, with modal can.
They can swim. Plural subject They, with the same modal can

4. **Using Modals for Future Forms**:
In future constructions, modals will still follow the subject-verb agreement rules.
Examples
She will join us. singular subject.
They will join us. plural subject

5. **Negation with Primary Helping Verbs**:
When negating sentences with helping verbs, ensure the subject and verb agree in number.
Examples:
He does not like coffee. Singular subject with singular helping verb does.
They do not like coffee. Plural subject with plural helping verb do.

6. **Expressing Ability, Permission, and Obligation**: When using modals to express ability, permission, or obligation, remember that they do not change form based on the subject.
Examples:
He should finish his homework. Singular
They should finish their homework. Plural

All too soon, we have come to the end of our grammar lesson on subject-verb agreement. As usual, before we draw the curtain down, perform Activity 11.12.

Activity 11.12 Identifying and Correcting Errors in a Passage

1. Read the paragraph below and identify the subject-verb agreement errors
2. Correct them appropriately.
3. Make a presentation to your friends on this activity. Enjoy this moment!

Paragraph

Working in a group are very amazing! You meets and interact with different kinds of learners. Though we comes from diverse backgrounds, we are always together, sharing ideas without any intimidation. The interactions helps build long-standing relationships. The beautiful thing are that whether you is right or another person are, does not matter as far as sharing opinions is concerned. We always unlearns to learn. Everybody enjoy equal opportunity. This bring about sense of belongingness and helps learners take charge of their own learning.

Oral Language

1. What is Oral Communication?

2. State five purposes of Oral Communication with examples.

3. Observe the picture scenes carefully, identify the event displayed and give a short narrative on how it is celebrated to your friends.

4. Compose a paragraph on any two of the following and make an oral presentation to your class:

   a. As a house prefect, you have been called by your senior prefect to talk about some of the recent challenges in your school. Write your speech.

   b. Two classmates have a disagreement over a group assignment or project. Write what you saw.

   c. As a dormitory prefect you have called your dormitory members for a brief announcement. Write your announcement.

   d. A tutor of English delivering a lesson on 'Genres of literature'. Write what you will deliver.

5. What is summary writing?

6. Discuss three important features of summarising.

7. Summarise the main ideas in each of the following sentences.

   a. Agriculture plays a significant role in the economic development of Ghana.

   b. The roads linking the various parts of the rural areas are in a bad state.

   c. Also, the persistent rise and fall in the prices of agriculture produce in both the domestic and the world markets is a contributory factor to economic development or lack of it.

8. The number of students in the class are thirty.
9. The team of researchers have made a groundbreaking discovery.
10. The books on the shelf belongs to my brother.
11. The teacher with the students are going on a field trip.
12. The company have been in business for over 50 years.
13. The group of friends that are attending the concert are very excited.
14. The news that are being reported are very disturbing.
15. Most students prefers online learning.
16. The student in the class are very happy.
17. The percentage of students who pass the exam are very high.
18. Either the cat or the dog are responsible for the mess.
19. The herd of deer **were** grazing in the meadow.

SECTION

12

ACTIVE AND PASSIVE VOICE, SPEECH WRITING AND IMAGERY
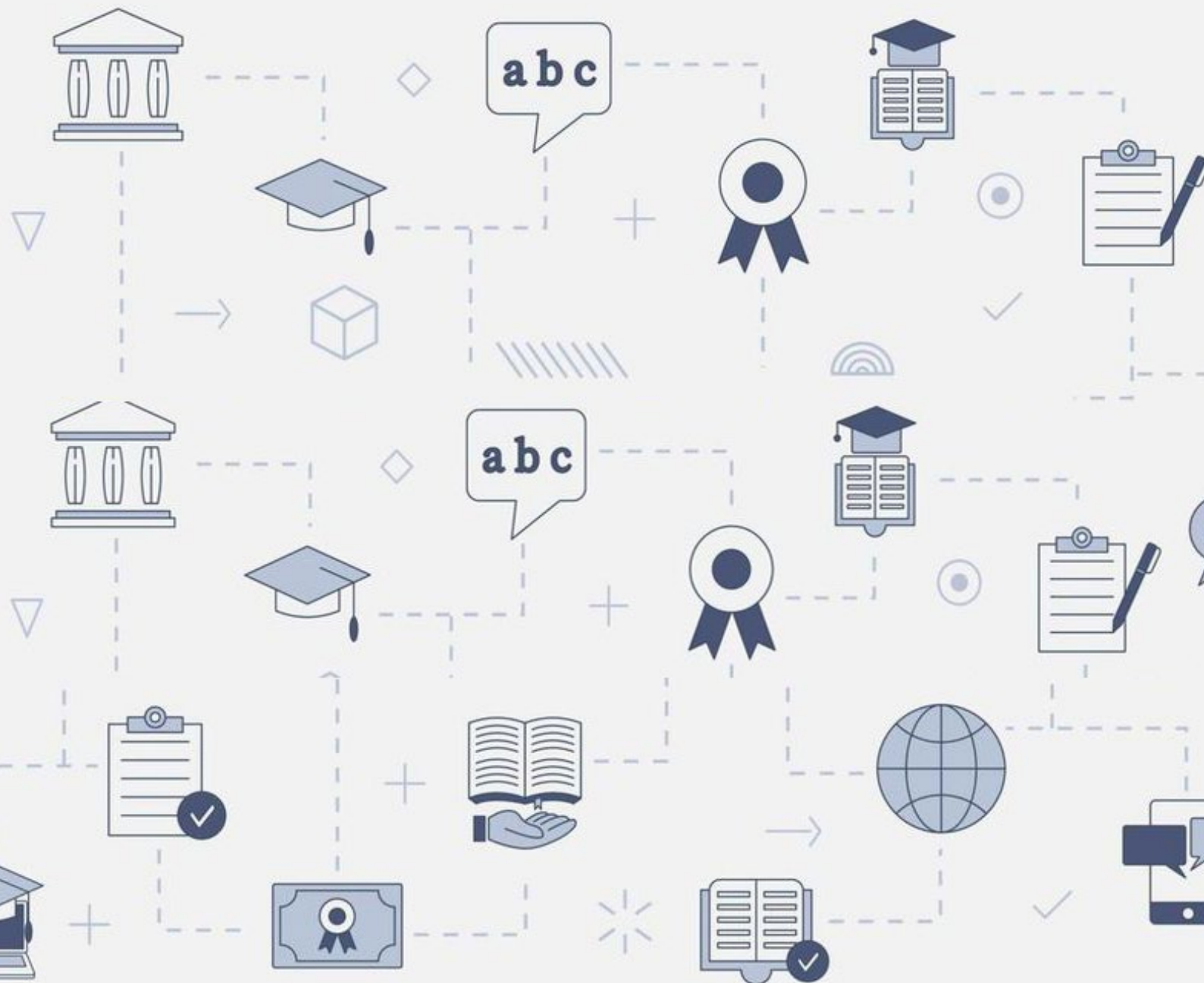
GRAMMAR USAGE
TEXT TYPES AND PURPOSES
POETRY, NARRATIVE AND DRAMA

INTRODUCTION

Welcome to another interesting lessons, where we will explore three interconnected aspects of language and literature. First, we will consider voice identification, distinguishing between active and passive voice. Understanding these voices enhances clarity and impacts on our writing. Next, we'll shift our focus to speech writing, honing our skills in crafting compelling argumentative and persuasive pieces. These techniques will empower you to express your ideas effectively and to influence your audience. Finally, we will immerse ourselves in the world of literature, examining the use of imagery in narratives, dramas, and poems. By analysing how authors create vivid pictures with words, we will deepen our appreciation for the art of storytelling. Together, these topics will enrich your understanding of language and enhance your writing and analytical skills. Let's embark on this journey of exploration and creativity!

Key Ideas

- **Active voice** is when the verb form shows that the subject has performed an action in a sentence while **Passive voice** is when the verb form expresses that an action has been received by or done to the subject.

- **Argumentative essay** is a type of writing that presents a position on a topic and uses evidence to convince the reader/audience to accept one's viewpoint while **Persuasive writing** is writing with the goal of convincing readers to change their opinion on the topic being discussed.

- **Grammatical subject** is the noun/pronoun/noun phrase that precedes the verb, determines the verb agreement and performs grammatical functions. It specifies the subject based on position of the noun or pronoun.

- **Imagery** is the use of descriptive language that appeals to the senses, helping readers to create a vivid mental picture. It deals with sight, sound, taste, touch, and smell.

- **Notional subject** is the noun/pronoun/noun phrase that performs the action of a verb, whether at the grammatical subject position or not. In other words, notional subject is determined by meaning.

- **Speech writing** is preparing a communication you plan to deliver orally to an audience.

- **Voice** is the form of verb that shows whether a person or thing has performed an action, or something has been done to a person or thing.

VOICE-IDENTIFICATION OF ACTIVE/PASSIVE VOICE

In grammar, voice is the form of a verb that specifies whether the subject has performed an action, or something has been done to the subject. In other words, voice describes the relationship between the subject and the action of the verb. There are two types of voice: the active and the passive voice.
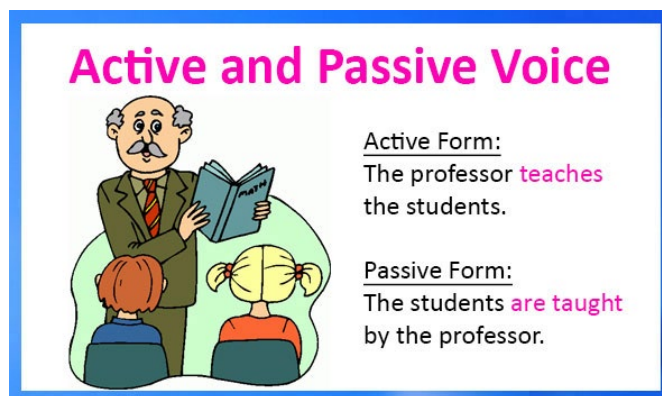
Figure 12.1: An image on active and passive voice

Active Voice

A verb is said to be in the active voice when the subject performs the action of the verb. For example:

a. My mother bought a watch.
b. My father prepared a sumptuous meal.
c. They will dance Kpalongo.
d. The bus hits the hawker.

In all the sentences above, we can see that all the subjects: my mother, my father, they, the bus, are the subject of the action of the verbs. Hence, when the following questions are asked, the following corresponding answers will be given:

Questions	Answers
Who bought the watch?	My mother
Who prepared a sumptuous meal?	My father
Who will dance?	They
What hits the hawker?	The bus

We can then say confidently that the sentences above are in active voices since the verbs therein indicate that the subjects are performing the action of the verb.

Structure of the Active Voice

An active voice has a simple and direct structure, making it easier to understand. The structure is: **Active Voice = Subject + Verb + Object**

For example:

a.   My mother bought a watch.

b.   My father prepared a sumptuous meal.

c.   They will dance Kpalongo.

d.   The bus hits the hawker

Now, let us analyse the structure of the sentences to ascertain them as active voices.

Subject (what performs the action)	Verb	Object (what receives/suffers the action)
My mother	bought	a watch
My father	prepared	a sumptuous meal
They	will dance	Kpalongo
The bus	hits	the hawker

We observe that all the sentences have subjects that perform the action of the verbs, making all the sentences in active voices. It is important to note that not all sentences in active voices have objects.

Consider the sentences below:

a.   The guests will arrive tomorrow.

b.   My friend talks softly.

c.   The people grumbled.

All the sentences have no objects. The verbs have been used **intransitively**, meaning they do not need objects to complete their meaning (refer to Year One Learner Material). Notwithstanding, all the sentences have verbs that tell who have performed the action of the verb (as shown below), qualifying them as being in the active voices.

Look at the illustration below; it further demonstrates the veracity of the sentences as active ones.

Questions	Answers
Who arrives tomorrow?	The guests
Who talks softly?	My friend
Who grumbled?	The people

Other Examples of Sentences in the Active Voice

1. The children(subject) played(verb) in the yard.

2. The pedestrian(subject) looked(verb) left and right before crossing the road.

3. The learner(subject) prepared(verb) a PowerPoint presentation(object).

4. The imam(subject) told(verb) the congregants(object) to be tolerant.

5. The teacher(subject) jumped(verb) the rope(object) with the students.

The Passive Voice

A verb is said to be in the active voice when the verb indicates that something has been done to the subject. In the passive voice, therefore, the subject is what receives the action of the verb.

Structure of the Passive Voice

Here, the object in an active structure becomes the grammatical subject while the subject in an active structure becomes the notional subject but occupying the object position.

Let us begin by converting these active sentences already discussed above into passive voice.

GS means **Grammatical Subject**

NS means **Notional Subject**

Table 12.1: Active voice vs Passive voice

Active voice	Passive voice

My mother/ bought /a watch.
 	
   GS   V   O
	A watch/ was bought/ by/ my mother.
	
	   S V by + NS

My father/ prepared /a sumptuous meal.
 	
   GS   V   O
	A sumptuous meal/ was prepared /by /my father.
	
	   GS V by + NS

They /will dance /Kpalongo.
 	
   G S   V   O
	Kpalongo /would be danced/ by /them.
	
	   G S V by + NS

The bus /hits /the hawker
 	
   GS   V   O
	The hawker /was hit/ by the bus.
	
	   GS V by + NS

From the representation above, it can be observed that the object in an active sentence becomes the subject in a passive sentence. This is followed by the verb, then 'by' and finally the notional subject or agent.

1. In the table, the active sentence, 'My mother bought a watch', has 'my mother' as the subject and 'a watch' as the object.

2. However, in the passive voice, 'a watch' becomes the subject while 'my mother' assumes the object position preceded with 'by' as depicted below:

A watch was bought by my mother.

This is where it becomes confusing for learners like yourself to find out what is truly the subject in the sentence.

The subject in the passive sentence is 'A watch' because it is what is being talked about. It also determines the verb agreement and grammatical function. This type of subject is termed a grammatical subject.

In the passive sentence, also, we realise that when asked who bought the watch, the answer will be 'my mother'. So, you see, based on meaning, we will call 'my mother' in the passive structure a notional subject because it is not occupying the subject position, but it is still conveying the meaning of who or what does something.

Other Examples

a. A PowerPoint presentation was prepared by the learner.
b. The congregants were told to be tolerant (by the imam).
c. The rope was jumped by the teacher with the students.

In all the sentences above, we can see that all the subjects – A PowerPoint presentation, The congregants, The rope– receive the action of the verbs. Hence, when the following questions are asked, the following corresponding answers will be given:

Questions	Answers
What was prepared?	A PowerPoint presentation
Who were told?	The congregants
What was jumped?	The rope

We can therefore conclude that all the sentences are in the passive voice since the verbs therein indicate that the subjects receive the action of the verb. A passive voice therefore has the structure below:

Subject (the object in the active) + V (BE + past participle) + (by + Agent/subject in the active voice/ the doer of the action)

More examples:

a. The test was done by the family doctor.
b. The visitors were told to sit in the foyer by the receptionist.
c. That position has been occupied by Ms Andani for years.
d. The laptops were subsidised by the government.
e. The 18-unit block was commissioned by the minister of education.

Figure 12.2: Examples of active and passive voice

Activity 12.1 Identifying Verbs in Songs

1. Go to Google or YouTube and download the lyric of R2bees 'Life' song.
2. Watch or listen to the song and pay attention to the lyrics, especially the verbs.
3. The lyric is in pidgin so try and convert at least five lines into standard English and underline all the verbs. Do this activity with your peers. One can write and read out the lyrics for the others to hear and help in the conversion and underlining.

Activity 12.2 Identification of Active Voice

1. Let us consider the following lines from the song and convert them to standard English:

Pidgin	Standard
Dem dey talk say life sweet pass.	They say life is sweeter
But you gatz take am easy	But you have to take it easy
Dem dey fly but you dey for land.	They fly but you are on land
So, make your own history ….	So, make your own history
Winners no dey quit because quitters no go win	Winners don't quit because quitters don't win

2. Identify all the verbs.

3. Who or what performs the action of the verbs in the lines or sentences identified. (Work with the standard expressions)

4. Note your general observation(s) relative to the way the subjects respond to the verbs.

Activity 12.3 Converting Active to Passive Voice

1. Write down or speak three sentences that describe activities you have undertaken in the day. Who or what performs the activities in your sentences should occupy the subject position. Here are some examples to guide you:

   a. My group presented **the project work** to the class.

   b. The senior house mistress sent **me** to the staff room.

   c. The headteacher reminded **the learners** to obey all school rules.

2. Identify all the subjects and objects.

   Subjects have been underlined; objects have been emboldened, as depicted above.

3. Convert all your sentences in number 1 by making the objects subject and taking the subjects to the object position preceding it with 'by'.

   Use the format below

   Subject (the objects in sentences under number 1) + V (BE + past participle) + (by + subject in the active voice)

   Here are some converted examples to guide you:

Active voice	Passive voice
My group presented **the project work** to the class.	**The project work** was presented to the class by my group.
The senior house mistress sent **me** to the staff room.	**I** was sent to the staff room by the senior house mistress.
The headteacher reminded **the learners** to obey all school rules.	**The learners** were reminded by the headteacher to obey all school rules.

4. What do you observe generally about the conversion and how the verb relates with the subjects?

Activity 12.4 Converting Active Sentences Without Objects to Passive Voice

1. Identify the subjects and objects in the following sentences:
   a. The children jumped.
   b. The school choir sang at the programme
   c. The school administration met.
2. What do you observe? Do all the sentences have objects?
3. Rewrite the sentences by adding objects to each of them. You can tell a peer or record your revised sentences.
4. Convert them to passive sentences by placing the objects you incorporated as subjects.

   The first one has been done for you as a guide:

   The children jumped. ACTIVE

   The children jumped the rope. ACTIVE

   The rope was jumped by the children. PASSIVE

Activity 12.5 Converting Passive Sentences Without Objects to Active Voice

1. Identify the grammatical and notional subjects in the following sentences:
   a. The school gate is opened.
   b. A meeting was held.
   c. The decision has been finalised.
2. What do you observe? Do all the sentences have notional subjects?
3. Rewrite the sentences by adding objects preceded with 'by' to each of them. You can tell a peer or record your revised sentences.
4. Convert them to active sentences by placing the notional subjects you incorporated as grammatical subjects.
5. The first one has been done for you as a guide:
6. The school gate is opened. PASSIVE
7. The school gate is opened by the security officer. PASSIVE
8. The security officer opens the school gate. ACTIVE

Revision of the Rules to form the Passive Voice

Tenses	Active	Passive
Present Indefinite	1st form of the verb + s/es Do/does (not) + V1	Is/am/are + V3
Past Indefinite	V2 Did (not) + V1	Was/Were + V3
Present Continuous	Is/am/are (not) + V1 + ing	Is/am/are (not) + being + V3
Past Continuous	Was/were (not) + V1 + ing	Was/were (not) + being + V3
Present Perfect	Has/have (not) + V3	Has/ Have (not) been + V3
Past Perfect	Had (not) + V3	Had (not) + been + V3
Future Perfect	Will/Shall (not) have + V3	Will/shall (not) have + been + V3
Modal Verb	Will, Shall, would, should, can, could, may, might, must, ought to + V1	Will, Shall, would, should, can, could, may, might, must, ought to + be + V3
Infinitive	To + V1	To be + V3

Figure 12.3: Rules from Passive Voice

SPEECH WRITING – ARGUMENTATIVE/PERSUASIVE ESSAY (DEBATE)

Speech Writing

Speech writing is the process of composing a text that is intended to be delivered orally to an audience. It involves organising thoughts, ideas, and information into a coherent structure that effectively communicates a message.
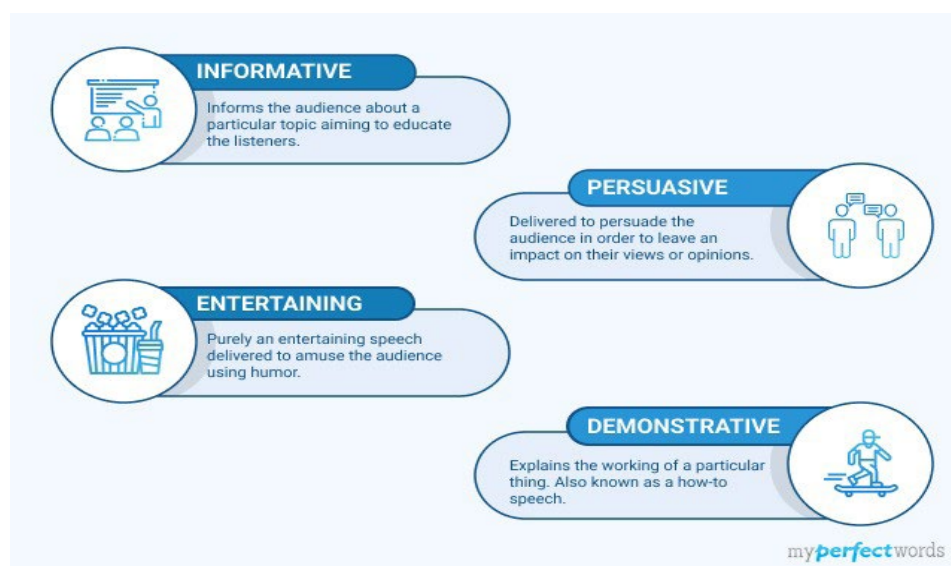
Figure 12.4: A picture showing types of speech

Features of Speech Writing

1. Audience Awareness: Know who you are speaking to: their age, interests and what they expect. This helps you use the right words and tone to communicate effectively.

2. Clarity of Purpose: What is your speech about? Are you informing, persuading or entertaining? Make sure everything you say supports this purpose so your audience understands the message.

3. Engaging Introduction: Start with a strong hook: maybe a question, a story or an interesting fact. This grabs attention and makes people want to listen.

4. Organised Structure: A good speech has a clear beginning, middle and end. Arrange your points logically and use smooth transitions to connect ideas.

5. Conversational Tone: Speak as if you are having a friendly chat. Use words like "I," "you," and "we" to make the audience feel included.

6. Rhetorical Devices: These make speeches more powerful:

    a. Repetition: Repeat key points to emphasize them.

    b. Rhetorical Questions: Ask questions to make the audience think.

    c. Metaphors & Similes: Create vivid comparisons for better understanding.

7. Supporting Evidence: Back up your points with facts, examples or statistics to make your speech more convincing.

8. Emotional Appeal: Use personal stories and expressive language to engage with your audience's emotions.

9. Clarity and Conciseness: Be clear and to the point. Avoid unnecessary words that could confuse your audience.

10. Memorable Conclusion: End powerfully, summarize main points and leave the audience with something to think about or a call to action.

11. Delivery Considerations: When presenting, pay attention to your speed, pauses, and tone. Make eye contact and use gestures to keep the audience engaged.

12. Revision and Practice: Practice your speech multiple times to make sure it flows well and sounds confident.

Argumentative Essays

An argumentative essay presents an issue, takes a stance and provides strong reasons and evidence to support that stance. The goal is to **persuade the reader** while considering opposing viewpoints.

Key Features of Argumentative Essays

1. Clear thesis statement: A strong main argument.

2. Strong evidence: Facts, examples, and expert opinions.

3. Logical reasoning: Clear connections between ideas.

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4. Counter-arguments: Recognizing and responding to opposing views.

5. Persuasive language: Convincing words and strategies.

6. Clarity and concision: Clear, simple language without unnecessary details.

Persuasive Writing

Persuasive writing aims to **convince** the reader to **agree with a viewpoint or take action**. It is similar to an argumentative essay but often appeals more to **emotions**.

Key Features of Persuasive Writing

1. Clear Thesis Statement: The main argument of the writing.

2. Strong Evidence: Facts, examples and statistics to support claims.

3. Emotional Appeal: Connecting with the reader's feelings.

4. Logical Reasoning: Well-structured arguments.

5. Rhetorical Device: Using storytelling, metaphors, and persuasive techniques.

6. Confident Tone: Being assertive yet respectful.

7. Addressing Counter-Arguments: Acknowledging opposing views.

8. Call to Action: Encouraging the reader to do something.

Persuasive Writing Techniques

1. Bandwagon Effect: Encouraging readers to follow the majority.

2. Social Proof: Using testimonials and examples to prove a point.

3. Reciprocity: Offering something in return for an action.

4. Repetition: Repeating key points for emphasis.

Activity 12.6 Process of Writing Argumentative Essays

Prepare a PowerPoint presentation on the processes one has to follow in writing argumentative essay.

Activity 12.7 Composition of an Argumentative Essay

Plan and compose an argumentative essay on the topic: Why it is important to always read and write.

Activity 12.8 Discussion and Composition of Debate

Discuss and write a debate on the topic: Smoking is a bad habit.

IMAGERY - NARRATIVE, DRAMA AND POEM

Before we start today's lesson On Literature, we should recap on our previous lessons on themes. We read on themes in Narrative and Poetry where we looked at themes in both African and Non-African Poems. Today we are continuing our lesson on Imagery in Narrative, Imagery in Drama and Imagery in Poetry. We will look at how images are used in texts. But first of all, let's look at what is meant by Imagery.
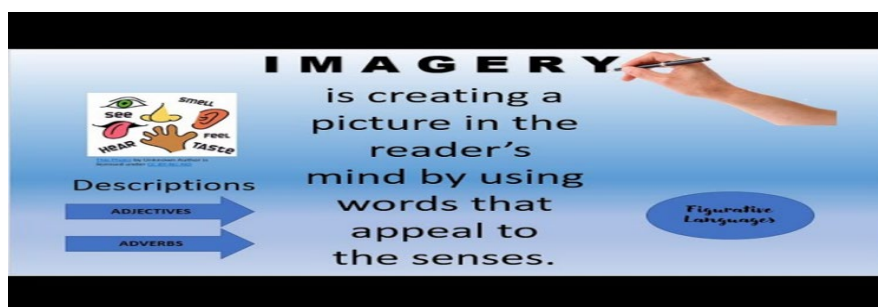
Figure 12.5: Imagery

What is Imagery?

Imagery involves the use of descriptive language that appeals to the senses, helping readers to create vivid mental pictures. It can relate to sight, sound, taste, touch and smell. It helps develop characters, settings, and scenarios making them more vivid and believable.

Types of Imagery

1. Visual Imagery: This describes what we see (colours, shapes, sizes). Example: 'The sunset painted the sky in hues of orange and pink, casting a warm glow over the water'.

2. Auditory Imagery deals with the sound we hear. Example: 'The leaves rustled softly in the breeze, whispering secrets to anyone who would listen.

3. Olfactory Imagery involves our scents and smells. 'The aroma of baked cakes wafted through the air, inviting neighbours into the cosy bakery.'

4. Gustatory Imagery deals with taste.' The ice cream melted in my mouth, rich and creamy, a delightful indulgence.

5. Tactile Imagery relates to our sense of touch and texture. 'The rough bark of the tree scraped against her palm as she climbed up'.

Imagery in Narratives

Imagery and narrative work together in literature to bring out a rich and perfect reading experience.

How Imagery Works in Narratives

1. Enhances Emotion: Imagery helps readers feel what characters experience. For example, describing a stormy night with "howling winds and dark clouds" creates fear and tension.
2. Builds Atmosphere: A bright, colourful setting creates joy, while a dark, lonely street may bring sadness or fear.
3. Creates Vivid Scenes: Descriptive words allow readers to imagine settings, characters, and actions, making the story engaging.
4. Develops Characters: How a character looks, dresses, or moves gives hints about their personality. For example, a cheerful person may wear bright, colourful clothes.
5. Supports Themes: Authors use imagery to highlight deeper meanings. For example, images of decay may symbolize loss or change.
6. Engages Readers: The more detailed and sensory the description, the more the reader feels part of the story.

Imagery in Drama

Imagery in drama creates mental pictures for the audience through **dialogue, stage directions and visual elements** like costumes and lighting.

How Imagery Works in Drama

1. Sets the Scene: A "dark, stormy night" sets a tense mood, while "a bright, sunny afternoon" feels cheerful.
2. Builds Characters: Describing a character as having "eyes like storm clouds" suggests intensity.
3. Elicits Emotion: Vivid language can make the audience feel joy, fear, or sadness.
4. Symbolism: Some images carry deeper meaning. A broken mirror might symbolize shattered relationships.

Key Features of Dramatic Imagery

1. Set Design: The background and props create atmosphere.
2. Costumes: Clothes reflect a character's personality or social status.
3. Lighting: Bright light creates warmth, while shadows can suggest mystery.
4. Sound Effects & Music: Rain, thunder, or soft melodies enhance the mood.
5. Stage Directions & Actions: How actors move and react adds to the imagery.
6. Dialogue: Descriptive words help create strong images in the audience's mind.

Imagery in Poetry

Imagery is one of the most powerful tools in poetry. It **paints vivid pictures** using words, helping readers connect with emotions and themes.

How Imagery Works in Poetry

1. Creates Mood: Dark imagery = sadness, bright imagery = happiness.
2. Enhances Themes: A poet might use images of nature to symbolize peace or destruction.
3. Engages the Reader: Sensory details make poetry more exciting and relatable.

How to Analyse Imagery in Poetry

1. Identify the Imagery: Look for words that describe sights, sounds, smells, touch, and taste.
2. Consider the Effect: How do these descriptions make you feel?
3. Find the Themes: What is the deeper meaning behind the imagery?
4. Look for Patterns: Are there repeated images? What do they represent?

Activity 12.9 Identification of Imagery and Atmosphere in Specific Texts

1. Read at least two pages of 'The Kaya Girl' and identify at least four instances of Imagery used in the text.
2. Join a friend in class and discuss the use of imagery in a text or a short story.
3. Perform a short play using imagery appropriately.

Activity 12.10 The Use of Imagery in Poetry

With your classmate discuss the use of imagery in relation to poetry with reference from any poem you have learned.

REVIEW QUESTIONS 12

1. Identify the following sentences as active or passive voice.

   a. Teachers have to incorporate perspectives into their lesson plan.

   b. Educational resources are distributed equitably among all students.

   c. The new curriculum is being developed to address diversity and inclusion.

   d. The school administration provides equal opportunities for learners with disability.

   e. Scholarships are awarded to deserving learners from under-represented communities.

2. Change the active sentences you have identified to passive ones and vice versa.

3. Read the passage below on African Indigenous Religion and identify the active and passive sentences.

   In African Indigenous Religion (AIR), the community actively participates in worship through various rituals and ceremonies. The traditional priest leads the congregation in prayers and offerings to the ancestors and gods. The people sing and dance to invoke the spirits, seeking guidance, protection and blessings. Through these acts of worship, the community strengthens its bond with the divine through the deity.

   The sacred shrines and temples are carefully maintained by the priestly orders. The rituals are performed with precision and reverence, ensuring the continuity of ancestral traditions. The ancestors are believed to have established these customs, which are now faithfully observed by the community. The sacred masks, used in rituals, are crafted by skilled artisans and passed down through generations.

   During festivals, the community comes together to honour the gods and ancestors. The traditional drummers beat the drums, calling the people to assemble. The elders share stories of the ancestors' feats, which have been passed down orally. Through these shared experiences, the community's cultural heritage is preserved and transmitted to the younger generation. The worship is a collective experience, fostering unity and social cohesion among the people.

4. What is the effect of the use of active and passive sentences in the passage?

5. Write a paragraph detailing your most memorable experience in your school. Use a blend of active and passive voices. You can use a recorder for the same purpose.

6. Discuss the difference between argumentative essay and persuasive writing.

7. Write a one-paragraph argumentative essay on the topic: 'Does argument have any relevance to human society'?

8. Compose a four-paragraph persuasive writing on the topic: 'The need for educational reform and its impacts on the development of our society.

9. Prepare a PowerPoint presentation on how the features of persuasive writing have been employed in the essay you have written.

10. What is imagery in literature?

11. How does imagery enhance a dramatic work?

12. Give four examples of different types of imagery?

13. What role does imagery play in character development within a play?

14. Identify the imagery in the poem 'Mother to Son' by LANGSTON HUGHES

Well, son, I'll tell you:

Life for me ain't been no crystal stair,

It's had tacks in it,

And splinters

And boards torn up,

And places with no carpet on the floor-

Bare.

But all the time

I'se been a-climbin' on,

And reachin' landin's,

And turnin' corners,

And sometimes goin' in the dark

Where there ain't been no light.

15. On your own, write a short story with elements of Imagery.

SECTION

13

STRESS,INTONATION AND MEANING, ACTIVE VOICE AND SUMMARY WRITING

WORD STRESS

RULE #1

nouns & adjectives with 2 syllables usually have the stress on the first syllable

RULE #2

3-syllable words ending in 'er' or 'ly' usually have the stress on the first syllable

RULE #3

words ending in 'ic', 'sion' & 'tion' usually have the stress on the second-to-last syllable

RULE #4

words ending in 'ty', 'cy' & 'ry' usually have the stress on the syllable third-from-the-end

RULE #5

words that are both a noun & verb the noun has stress on the first & the verb has stress on the second syllable

LISTENING COMPREHENSION

SUMMARISING

GRAMMAR USAGE

INTRODUCTION

Welcome back! We are pleased to see you reach this part. Here, we will examine three key areas that are essential for enhancing your language skills. First, our Oral Language segment will look at the intricate aspects of stress and intonation, highlighting how these elements influence meaning in spoken communication. This will help you convey your message more effectively. Next, in our Reading Lesson, we will focus on summarising techniques. You will learn a structured approach to answering summary questions, which is crucial for comprehension and analysis of texts. Finally, our Grammar lesson will cover the principles and usage of active and passive voice. This will enable you to choose the appropriate voice to enhance clarity and impact in your writing. Get ready to engage with these topics and develop your skills further!

Key Ideas

- **Active voice** is the form of verb that describes the subject as the performer of an action.
- **Intonation** refers to the variation of pitch while speaking. It can signal different meanings or emotions.
- **Meaning** is the combination of stress and intonation which contributes to the overall meaning of a spoken language.
- **Passive voice** is the form of the verb that describes the subject as the performer of an action.
- **Stress** in language means the emphasis placed on certain syllables or words in speech. It can change the meaning of a word or sentence.
- **Summary** is a brief/short presentation of a larger text or material but maintaining essential information.

STRESS, INTONATION AND MEANING

Stress

Stress in language refers to the emphasis placed on certain syllables or words in speech. It can change the meaning of a word or sentence. There are two main types of stress.

1. **Word Level Stress**: In words that have more than one syllable (multisyllabic words), a syllable is usually stressed more than the others. This is known as primary stress. For example, in the word 'present', when pronounced as a noun, the stress is on the first syllable (PRE-sent), but as a verb, the stress is on the second syllable (pre-SENT).

2. **Sentence Stress**: Where emphasis is placed on particular words in sentences, the meaning can be highlighted or changed. This is what is known as 'sentence stress'. There are two types of sentence stress.
   a. Emphatic stress: This is when emphasis is placed on a word to highlight importance. E.g. I CAN go to the market.
   b. Contrastive stress: It occurs where each word in the sentence, when stressed can alter the meaning of the sentence completely. E.g., In the sentence 'I didn't say he stole the money', stressing each word in a separate utterance changes the meaning:
   'I' (someone else)
   'Didn't' (implying a denial)
   'Say' (implying another form of communication)
   'He' (implying someone else)
   'Stole' (maybe borrowed or earned)
   'The money' (something else).

   With a partner explore how the meaning of this sentence changes when stress changes.

Intonation

At certain points in speech, a speaker's voice may rise or fall. That is what is called intonation. It refers to the variation of pitch while speaking. Intonation is used to convey different meanings, emotions and attitudes. It can signal different meanings or emotions. There are two types of intonation: Rising and Falling Intonation.

1. **Rising and Falling Intonation:** Rising Intonation typically occurs in yes/no questions, indicating uncertainty or asking for confirmation. For example, 'Are you coming?'

2. **Falling Intonation** often signifies statements, commands, or wh-questions, conveying certainty. For example, 'I am coming.'

Meaning

The same sentence can imply different meanings based on intonation. For example, 'You're going to wear that?' can be a statement of surprise or a question, depending on the intonation pattern. Meaning therefore refers to the ideas, information, emotions and intentions that are conveyed or deduced in speech. A combination of stress and intonation contributes to the overall meaning of spoken language. Here is how they interact:

1. In a **semantic context**, the literal meanings of words are conveyed and deduced. Proper use of stress and intonation helps clarify the speaker's message, making it easier for the listener to understand the intended meaning.

2. Furthermore, in a **pragmatic context,** the implied meaning based on the situation, context or the speaker's intentions is unfolded. For instance, 'I love chocolate' can be interpreted differently if one stresses 'I,' 'love,' or 'chocolate.'

3. Finally, in **communication**, the overall goal which could be either to educate, inform, request, question or to express emotions is communicated.

Different languages and cultures have unique patterns of stress and intonation, which can influence how meaning is conveyed. Learning these patterns is important for effective communication in diverse settings.

Interplay of Meaning and Stress

Stress helps to convey meaning in different ways. Let us look at some instances where it can be used to communicate effectively:

1. **Clarifying Intent:** Stress helps in stating what one wants to say clearly. This points out the implied meaning of speech outrightly. With the use of stress, one is able to make his/her intentions known. e.g. I want THIS.

2. **Disambiguation of words:** there are some words or expressions that could mean different things at different points in time. Through stress, one is able to determine which on the many meanings an expression is pointing to. For example: 'You, PRESENT this day…' can be understood as 'You who are here today…' not 'someone presenting the day (to another person, probably)'. This would have taken a second guess to understand if it was written.

3. **Enhancing understanding:** When stress is effectively done, understanding flows freely to the audience of the given speech or utterance.

4. **Enhancing richness of oral communication:** Overall, stress enriches oral communication and makes it even more pleasurable to listen to than reading.

Interplay of Intonation and Meaning

Intonation also has a role to play in meaning. It is often used to convey emotions or nuances. Let us look at how intonation influences meaning:

1. Intonation is what is used to express emotions such as happiness, surprise, doubt, love and anger.
    a. A Rising intonation often denotes questions or uncertainty. For example:
        i. Are you coming?
        ii. Did you finish your homework?
    b. A Falling Intonation is used to convey certainty. For example:
        i. I will be there.

ii. I have a black cat.

c. A Fall-Rise intonation is used to indicate politeness. For example:

    i. You could sit here and wait for him

    ii. Kindly give me a pencil.

d. A Rise-Fall intonation is used to express surprise. For example: It's good to see you.

2. Intonation helps to differentiate sentence types. A rising, falling or rise-fall intonation can suggest a statement, question or an exclamation. Each of these have been exemplified below:
   These sentence types have been discussed in previous sections, refer to them for further clarification.

   a. Statements often end with a falling intonation. For example:

       i. I just returned from break.

       ii. I was at the pavilion with our house master.

   b. Questions also end with rising intonation (refer to 1 above).

   c. Commands have a falling intonation. For example:

       i. Go and sit down!

       ii. Open your locker!

   d. Exclamations usually take a rise-fall intonation. For example:

       i. What a beautiful day.

       ii. That's a nice skirt.

3. Apart from these, intonation can be used to clarify meaning. The emphasis on a certain word can indicate a fact, seek clarification or express excitement.
   For example:
   a. We are here. (fact)
   b. We are here? (seeking clarification)
   c. We are here! (expressing excitement)

4. Moreover, intonation brings out cultural and contextual nuances. In American English spreading from the San Fernando Valley in California, for instance, it is fashionable to employ breathy, rising intonation at the end of most sentences, giving a sing-song effect, either cute or irritating depending on the listener's perspective. 'Valley speak' has been fashionable for the past fifty years, but its popularity is perhaps declining. Check it out online. The stress and intonation are markers of fashion in this form of speaking.

5. Intonation adds nuances and clarity to speech. Thus, intonation brings meaning, clarifies the intentions with which we speak and enhances general expressiveness. Intonation, stress and meaning go hand in hand. When intonation and stress are used appropriately, intended meaning is easy to achieve and communication is then said to be effective.

Why not practise some intonations and stress in your speech? You will improve as you practise.

Activity 13.1 Extraction of Relevant Information from a Selected Text

Theatre

The scene is the backyard of a house by the seaside. The rear side of the house is on stage right, the far corner prodding into the stage. It is painted white, with two windows (both visible to audience), painted black. We see one or two stools about. Midway stage left is a large petrol drum used for storing water. The lid to this is a heavy wooden slab. Upstage are four or five railings on which fishing nets are spread to dry. Beyond these are a few coconut trees silhouetted against the setting sun. The time is late afternoon. When the curtain goes up, we see Sumako standing upstage (back to audience), intently gazing into the distance. When he turns round, we see a disturbed old man greying on the temples. He is a bit muscle-bound in his movements and looks rather strong for his age. He walks down right, plants himself on a stool and starts mending a fishing net. He quickly absorbs himself in this occupation with an occasional pause to remove the pipe from his mouth. A moment later, Duella enters-down left. She has a mature body which she carries with unaffected grace and defiance. She's about twenty. She is carrying a pail of water on her head; she goes to the drum and turns an enquiring eye to her father, but the old man is so preoccupied that he does not notice this.

1. From the above extract, what message is the speaker trying to put across?

2. Join your friends in a simple conversation. Example, to make a request or caution a friend. Let the other members in the class interpret the purpose or the intended meaning of the speaker in relation to the context of speaking.

3. Open the internet browser of your ICT tool or YouTube and listen to/watch any video (which your teacher approves of) on any Ghanaian song and interpret the meaning of the lyrics in the song.

SUMMARY- A GUIDE TO ANSWERING SUMMARY

A summary is a brief and concise overview of the main points or essential information from a larger text or passage. Summary aims to shorten the content and only highlighting the Key Ideas. In order to achieve this, detailed explanations and examples must be omitted. Just be brief when you summarise because summary aims to give the reader a quick understanding of the primary themes and important details without reading the entire original document. A summary is written only on what is contained in a given text or speech. As usual, there is a guide below on what to do and what not to do in order to achieve a good summary of a text or speech. Answering a summary question involves condensing a given text into its main points while ensuring you capture the essential ideas.

Here is a step-by-step guide to help you.

1. **Read the Text Thoroughly**

   a. Read the passage carefully to understand its overall meaning and main ideas. This is first and most important step in writing summary. Reading carefully leads to understanding, and understanding also leads to summarising.

    b. Identify the purpose and the key points the author is making. Grasping the purpose and key points play critical roles in summary writing.

2. **Identify Key Points**

    a. Look for topic sentences in each paragraph, as they often contain the main idea. The topic sentence (sometimes more than) is mostly found at the beginning, middle or end of each paragraph.

    b. Note any recurring themes or important facts. Recurring/repeating themes signal to you that there is some importance attached to them. Do not ignore them.

3. **Eliminate Details**

    a. Ignore examples, anecdotes and detailed explanations. None of these is needed in summary writing. They serve a purpose of giving further information to the main ideas to enhance the reader's understanding. Avoid including them.

    b. Focus on the 'who, what, where, when, why and how' of the text. Mostly, texts are written about a person, something, a place, time, reason and the manner of something. Having all these in mind would help you to do away with any details of the text at hand.

4. **Write the Summary**

    a. Begin with a sentence that introduces the main topic or theme of the text. This is to help follow the presentation logically for easy understanding. But sometimes the question might demand that you consider the main topic or theme of the text. The focus may be on the other key points within the larger context. In this case, there is no need for you to bother about the main topic.

    b. Use your own words as far as possible to condense the key points. Replace the words that are used in the text (topic sentence) with your own words or use synonyms. Make sure you do not change the original meaning/message of the text or sentence. There may be some words that cannot be easily replaced. When you encounter that, you can use them. If you try to replace them 'forcefully', you may distort the meaning of the message.

    c. Keep the summary concise and to the point. Since summary is the condensed version of the original text, make sure your summary is short but should be on point or contain the relevant information. Do not use too many words.

    d. Ensure that the summary is coherent, written in complete sentences, and logically structured. Present your sentences in an orderly manner. Ensure that they are unified to make up a whole.

5. **Review and Edit**

    a. Re-read your summary to ensure it accurately reflects the main points of the original text.

    b. Check for clarity, coherence, and concision. Ensure it is clear enough for understanding, orderly presented, and brief, but to the point.

    c. Make sure you have not included any unnecessary details or missed any important ideas. Make sure all the conditions necessary for summary writing are taken care of. Avoid unnecessary explanations or details.

By following these steps, you can create effective summaries that capture the essence of the original text.

Activity 13.2 Adopting shrinking strategy

1. Watch and listen to your teachers as they model the procedure for paragraph shrinking, to understand how to apply the strategy yourself in summarising.

2. With three colleagues, apply what you just learned in paragraph shrinkage and summarising texts by drawing out four key points/ideas in the passage below.

3. Orally present your summary to other colleagues for evaluation and constructive criticism.

Read the following passage carefully:

The number of people living in slums worldwide is estimated to be more than a billion. Experts in urbanisation fear that the ever-growing slums in the world will soon become more populous than the cities. Findings like these, however, do not show clearly the devastating effect which substandard living conditions have on the poor.

The situation is more serious in developing countries, where many people lack basic amenities, adequate housing and modem health care services. It is an irony that while some of the richest nations want to build colonies on the moon and explore Mars, growing numbers of their poorest citizens cannot afford a decent place to live here on earth.

It might be easy to conclude that the poor could remedy their situation if they showed more initiative. But many factors involved in the housing crisis are beyond their control.

The world's population is increasing at an alarming rate such that millions of houses are needed to keep pace with this development.

It is a fact that cities provide more facilities than the rural areas. It is easier to get electricity and a good water supply, pursue one's education and secure well-paid jobs in cities than villages. Very often those in the villages hanker for such opportunities. One cannot therefore blame them when they seize the first opportunity to reside in the cities. They do not mind going away from the villages to reside in congested cities, thereby contributing to over-population in the cities.

In troubled areas of the world, political disasters, civil wars and suicide bombing are common. Poor people, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed.

The relationship between housing and poverty cannot be ignored. People who cannot afford basic necessities as food and clothing, may not be able to rent or build decent houses. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable places.

The housing problems, just like many other problems facing the world should be tackled with urgency. However, the cost of land for the erection of houses is high. Even when land is secured, the high cost of building materials is another problem to contend with. One must not therefore consistently blame building agencies which employ methods that enable them to build inexpensive houses.

Active and Passive Voice (Principles/Usage)

In the previous section, we learned that an active voice is the form of the verb that indicates the subject performs the action of the verb while the passive voice is the form of the verb that shows the subject experiences the action of the verb.

Uses of the Active Voice

1. It is used when the speaker wants to foreground the performer of the action.

2. An active sentence is simple and straightforward, promoting clarity.

3. The use of an active voice fosters a sense of action and participation.

Uses of the Passive Voice

1. It is used when the speaker wants to highlight the action instead of the performer of the action. For example, in the sentence

    Scholarships were awarded

    the focus is on the awarding of scholarships rather than on the one awarding the scholarships.

2. The passive Voice is used when the speaker is ignorant of the performer of the action. For example, in the sentence

    The school gate was opened before 6am,

    it is possible the speaker is oblivious of the one who opened the gate and so made the sentence about the action – what was opened – rather than the performer.

3. The use of the passive voice fosters objectivity but it can sound over-formal at times.

An active voice can be converted into a passive voice and vice versa. The are however rules or principles that govern the conversion.

Rules of Conversion

1. Make the object the subject and the subject the object. For example:

    Active: The learners⁄ presented ⁄the science project⁄ to the panel.

                        S   V   O

    Passive: The science project⁄ was presented ⁄by the learners.

                        S   V   Prep. + O

2. While moving subjects to objects position and vice versa, articles, adjectives and adjectival phrases linked to them are carried over with them. For example:

Active: The traders <u>in the stalls</u>/visited/the chief <u>in the locality.</u>

               S   V   O

Passive: The chief <u>in the locality</u>/was visited/by the traders <u>in the stalls</u>.

               S   V   O

3. When pronouns are transferred from the place of Object in Active Voice to the place of Subject in Passive Voice, their forms change. For example:

Active: Agoe / loves / me.

          S   V   O

Passive: I / am loved/ by Agoe.

        S   V   Preposition + O

4. When pronouns are transferred from the place of Subject in Active Voice to the place of Object in Passive Voice, their forms change. For example:

Active: They / take / apples to school.

          S   V   O

Passive: Apples / are taken / to school by them.

          S   V   O

5. The 'be' form is used in accordance with the tense of the verb. For example, in the active sentence above, the verb 'presented' is in the past tense. The 'be' form 'was' is therefore used the reflect the tense of the verb. For example:

Active: Adiza/speaks/the truth

          S   V   O

'speaks' is in the simple present tense. Its 'be' form is 'is' and its past participle form is 'spoken'. The passive sentence becomes:

Passive: The truth/is spoken/by Adiza.

          S   V   Prep. + O

6. In a sentence in which an Auxiliary Verbs can / could / may / might / should / would are used with Finite Verbs, they are retained as they are given in the Active Voice, followed by 'Be + V3'.

Active: He / can take / this home.

          S   V   O

Passive: This / can be taken/ home by me.

          S   V   O

7. In some sentences, verbs ' to be ' (is, am, are, was, were) is followed by Has / Have / Had, which is followed by an Infinite (to + verb). While converting these sentences into the Passive Voice, Verb ' to be' and ' Has / Have / Had' are retained in the form

appropriate to the subject, after which are used to be +V3. For example:

Active: You / need to raise / the bar.

           S   V   O

Passive: The bar / needs to be raised / by you.

              S   V   Prep + O

8. Some active sentences have intransitive verbs. This means that the verbs are not followed by objects but sometimes, prepositions. While converting such active structures, follow the general steps of conversion, retaining the preposition with the verb. For example:

Active	Passive
The government/ provides for/ the people. V + Prep.	The people /are provided for by /the government. V + Prep.
We **looked** *for* the television remote.	The television remote **was looked** *for*.

9. Some sentences have two objects. Direct Object or Indirect Object. While converting such sentences into Passive Voice, the Indirect Object should be used as Subject. For example:

Active: I / will show you / what to do.

          S   V   O

Passive: You / will be shown / what to do.

            S   V   O

10. Some sentences containing Double Object begin with Let in the Active Voice. In the Passive Voice also, these sentences begin with 'Let,' and the Direct Object is used as the Subject. Also, 'Be' should be used before the third person of the verb. For example:

Active: Let me / take / a pen.

             S   V   O   O

Passive: Let a pen be taken by me.

The rules of active and passive voice are many. We meet them every day in reading and writing. Some of us are not even conscious of them even though we use them daily in speech and writing. You are encouraged to follow these rules and read more about them. As you apply them, you will not only achieve the expected outcome, your speech and writing will also be enriched. Essentially, the active voice provides clarity about, for example, who did what to whom. The passive voice, while being objective in intent, can seem evasive. Public speakers employing the passive voice can give the impression of reluctance to take action or responsibility.

Activity 13.3 Study the conversion in the picture below

1. Gather your friends and read the news from the Script below. There are two of them; take turns to read.

   Anchor: Good evening, I'm [Name], and welcome to tonight's news.

   The Free Senior High School policy, launched by President Akufo-Addo in 2017, has benefited over 1.5 million students nationwide. The government continues to fund tuition fees, ensuring increased access to quality education.

   Minister for Education, Hon. Haruna Iddrisu, has announced plans to expand the program, focusing on improving teaching methods and infrastructure. Regional workshops are being organised for teachers.

   Parents and stakeholders have praised the policy's impact on reducing poverty and increasing enrolment rates. The government has committed to sustaining the program.

   That's all for tonight. Thank you for watching.

2. Another friend should read this News Script.

   Anchor: Good evening, I'm [Name], and welcome to tonight's news.

   The Free Senior High School policy, launched in 2017, has benefited over 1.5 million students nationwide. Tuition fees continue to be covered by the government.

   Plans to expand the program have been announced by the Ministry of Education, with a focus on improving teaching methods and infrastructure.

   Teachers are being trained through regional workshops.

   Praise has been expressed by parents and stakeholders for the policy's impact on reducing poverty and increasing enrolment rates. Commitment to sustaining the program has been reaffirmed.

Activity 13.4 Identification and Differentiation of the Active and Passive Voice

1. I hope you had a fun reading time with your friends in Activity 13.3! Two sentences, one from each script, have been foregrounded for you. Read them.

   Script One:

   The Free Senior High School policy, launched by President Akufo-Addo in 2017, has benefited over 1.5 million students nationwide.

   Script Two:

   The Free Senior High School policy, launched in 2017, has benefited over 1.5 million students nationwide.

2. In groups of three, discuss the process involved in changing active sentences into passive sentences and support your discussion with examples.

Activity 13.5 Conversion of active and passive sentences

1. Read the following sentences:
    a. The script was edited.
    b. The worker has been recommended.
    c. The candidate has been nominated.
2. Underline the subjects and the verbs. What do you observe?
3. Introduce objects. Add 'by + O to all the sentences.
4. What voice are the sentences in?
5. Change the sentences into active by putting at the subject position the object you introduced. Continue by following the steps above.
6. What is your observation? Share it.
7. Pick any of your prescribed literature texts, read a few paragraphs or two, identify five active sentences and change them it to a passive sentence.
8. Within the same paragraphs or text, identify 5 passive sentences and change them into the active form.

REVIEW QUESTIONS 13

1. What is 'stress' in the context of speech?
2. How does stress affect the meaning of a sentence?
3. What is intonation and why is it important?
4. Give an example of how intonation can change a question's meaning.
5. Watch/listen to Osibisa's song 'We Are Going' on YouTube and identify the intended meaning of the lyrics of the song.
6. Create a short poem on your own bringing out its intended meaning.
7. Define 'summary'.
8. Identify steps to consider when summarising a text.
9. Explain three of the steps identified in point two.
10. Read the passage below and summarise in two sentences, why the women rejected the new smoking kiln.

   Fish is the main source of protein in Ghana. The authorities in the fishing industry identified fish-smoking as one of the major income-generating activities whose operation can be considerably improved and made more efficient by the introduction of a simple technology. Nungua, a fishing community near Accra, was chosen as the site for a pilot project, and a new fish-smoking kiln was designed by the Department of Fisheries and was introduced to a group of women in the community. After trying the kiln for a couple of months, the women rejected it. They said it was not suitable for their purpose. One thing was clear; the design of the kiln was so different from anything they were familiar with they had difficulty getting used to it. Moreover, the kiln was a more hygienic way of smoking fish, the quantities of fish the women smoke were not as dramatic and improving on their traditional methods, as was case with the gari procession and oil-extraction equipment and the women were therefore not keen on continuing with it.

11. Read the passage below and identify the active and passive sentences.

   The 2020 Ghanaian general election was held on December 7, 2020. Incumbent President Nana Akufo-Addo of the New Patriotic Party (NPP) was re-elected after securing a majority of the votes, with 50.42% of the total votes cast. The opposition candidate, John Mahama of the National Democratic Congress (NDC), secured 46.20% of the votes. The Electoral Commission of Ghana announced the results, which were later contested by the NDC. However, the Supreme Court unanimously dismissed the petition, upholding the results of the election. The election was observed by local and international observers, who praised the Electoral Commission for its transparency and efficiency. Despite some minor irregularities, the election was largely peaceful, with voters casting their ballots without incident. The re-election of President Akufo-Addo was seen as a testament to the stability of Ghana's democracy.

   a. What is the most used voice?

12. Compose a one paragraph essay on 'The importance of patriotism for a young Ghanaian adult' using a blend of active and passive sentences.
13. Compose a three-paragraph essay on the topic, 'The importance of ICT in education'.

SECTION

14

CUES IN COMMUNICATION, REGISTERS AND SPEECH WRITING

CONVERSATION/COMMUNICATION

VOCABULARY

TEXT TYPES AND PURPOSES

INTRODUCTION

We are continuing our journey through the captivating world of communication, delving into the nuanced use of cues that enrich our interactions. Our lesson will focus on euphemistic expressions, proverbs, and idiomatic expressions, highlighting how these linguistic tools can effectively convey values and attitudes in various contexts. In our grammar lesson, we will examine the concept of register, understanding how different contexts and audiences influence our choice of language. This knowledge will not only enhance our comprehension but also improve our communication skills.

Lastly, we will shift our focus to writing, where we will cover the essential elements of speech writing, particularly in the context of debates. You will learn how to craft persuasive arguments and engage your audience effectively. Get ready for an engaging exploration filled with insightful discussions and practical applications that will sharpen your communication and writing skills.

Key Ideas

- **A register:** It is the way a language is used to reflect specific social contexts and communication purposes.
- **Cues in Communication:** 'Cues in communication' refers to the signals or indicators that convey meaning beyond the literal words spoken. They help in understanding the context, emotions, and intentions behind messages.
- **Euphemisms:** They are mild or indirect words or expressions used to replace harsh, blunt or more direct ones. They help soften the impact of the message.
- **Formal register:** It refers to a register that is structured and used in official settings.
- **Idiomatic Expressions:** Idioms are phrases that have a figurative meaning different from their literal meaning. They often reflect cultural nuances.
- **Informal register:** It refers to registers used in casual situation, having simpler, more colloquial, language.
- **Proverbs:** Proverbs are short, commonly known sayings that express a truth, or a piece of advice based on common sense or experience.

CUES IN COMMUNICATION - USE OF EUPHEMISTIC EXPRESSIONS, PROVERBS AND IDIOMATIC EXPRESSIONS TO BRING AUTHENTICITY TO OUR LANGUAGE USAGE

We are continuing our lesson on cues in communication. In our everyday speech and conversations, we use proverbs and idiomatic expressions to enrich our language making it appear lively and filled with creativity. Today we are going to discuss euphemisms, proverbs and other cues as far as communication is concerned in our daily lives.

Cues in Communication

This refers to the signals or indicators that convey meaning beyond the literal words spoken. They help in understanding the context, emotions, and intentions behind messages.

Types of Cues in Communication

1. **Verbal Cues**

   Tone of Voice: The way something is said can convey emotions, such as excitement, sarcasm, or anger.

   The specific words used can indicate formality, familiarity, or emotional states.

2. **Non-Verbal Cues**

   Gestures, posture, and facial expressions often communicate feelings and attitudes.

   Eye Contact: The amount and type of eye contact can indicate confidence, interest, or discomfort.

3. **Contextual Cues**

   Cultural Context: Understanding cultural backgrounds can provide insight into how messages are interpreted.

   The setting in which communication occurs can significantly influence meaning (e.g., a formal meeting vs. a casual gathering).

4. **Paralinguistic Cues:** Pitch, Volume, and Speed: Variations in these aspects of speech can add layers of meaning to words, indicating urgency, enthusiasm, or hesitation.

5. **Temporal Cues:** When something is said can impact its meaning. For example, a response given immediately might indicate confidence, while a delayed response could suggest uncertainty or thoughtfulness.

Importance of Cues in Communication

Cues are essential for effective communication as they help:

1. **Clarify Meaning:** They provide additional information that clarifies the speaker's intentions.

2. **Build Relationships:** Understanding non-verbal cues can enhance empathy and connection between individuals.

3. **Avoid Misunderstandings:** Recognising cues can help prevent misinterpretations and enhance clarity in conversations.

Cues in communication allow people to convey and interpret messages more effectively.

Activity 14.1 Explanation of cues in communication

Explain to your friend how you understand what cues in communication are.

Activity 14.2 Discussion of the importance of cues in communication

1. Surf the internet and read stories that portray varied communicative strategies in connected speech concerning honesty, patience, dedication and love.
2. Discuss with your friend the importance of varied communicative strategies identified in the stories read.

Activity 14.3 Discussion of cues in communication

1. Narrate a story you have constructed in class to a group of your friends. Discuss the various cues in communication in the story - that is if there are elements of proverbs, idiomatic expressions and euphemisms in the story.
2. Still with your friends, discuss the use of proverbs and idiomatic expressions among the various cultural backgrounds of your friends in class through examples. Let each of them give the meanings to the various cues used and its implications

Euphemistic Expressions

Euphemisms are mild or indirect words or expressions used to replace harsh or blunt ones. They help soften the impact of the message.

Examples

1. Instead of saying someone 'died,' one might say they 'passed away.'
2. Referring to someone as being 'between jobs' instead of unemployed.
3. Euphemisms are often used to avoid offending people or to handle delicate topics with care. They reflect societal norms and values, showing how cultures handle taboo subjects.

Proverbs

Proverbs are short, commonly known sayings that express a truth or a piece of advice based on common sense or experience.

Examples

1. 'A stitch in time saves nine' suggests that taking care of problems early can prevent them from becoming bigger issues.

2. 'Don't count your chickens before they hatch' warns against assuming success before it actually happens. Proverbs encapsulate cultural wisdom and values, often passed down through generations. They provide moral lessons or advice in a succinct way.

Characteristics of Proverbs

1. **Concision:** Proverbs are typically brief and to the point. Their strength lies in their ability to convey complex ideas in just a few words.

2. **Figurative language**: Many proverbs use metaphorical language, which allows them to convey deeper meanings beyond the literal interpretation of the words.

3. **Universal truths**: Proverbs often express universal truths or common experiences that resonate across different cultures and societies. They encapsulate shared wisdom that is widely recognised.

4. **Cultural significance**: Proverbs reflect the values, beliefs, and norms of the culture from which they originate. They often encapsulate the wisdom of generations and can provide insight into cultural identity.

5. **Didactic nature**: Proverbs are often used to teach lessons or provide more moral guidance. They serve as tools for imparting wisdom and promoting desirable desires.

6. **Repetition and familiarity**: Proverbs are typically well-known within a community and are often repeated in various contexts. This familiarity contributes to their authority and acceptance although they can lose their power if over-used.

7. **Context dependence**: The meaning of a proverb can change depending on the context in which it is used. Understanding the situation helps in grasping the intended message.

8. **Timelessness**: Many proverbs have stood the test of time, remaining relevant across generations. Their wisdom often applies to numerous aspects.

African Proverbs

1. If you want to go fast, go alone. If you want to go far, go together - Importance of collaboration.

2. Until the lion learns to write, every story will glorify the hunter. This emphasises the significance of perspective in storytelling.

More Examples of Proverbs from around the World

1. Chinese Proverb: 'A journey of a thousand miles begin with a single step.'
2. Encourages starting small to achieve big goals.
3. Japanese Proverb: 'The nail that stands out, gets hammered'- The value placed on conformity in some contexts.
4. Indian Proverb: 'The tree does not withdraw its shade from the woodcutter'- Teaches generosity.
5. Arabic Proverb: The camel cannot see its own hump- This warns against hypocrisy or self-deception.
6. Russian Proverb: 'Trust but verify'- Encourages cautious optimism.

Importance of Proverbs

1. **Cultural heritage**: Proverbs are a vital part of cultural identity, reflecting the values, beliefs, and traditions of a society. They serve as a means of preserving cultural heritage and passing down wisdom from generation to generation.
2. **Moral guidance**: Many proverbs provide moral teachings and ethical lessons. They encapsulate societal norms and offer guidance on how to behave in different situations, helping individuals make informed decisions.

3. **Communication** Enhancement: Proverbs can enrich language and communication by providing succinct ways to express complex ideas. They can make conversations more engaging and relatable, often adding humour or depth.

4. **Wisdom sharing**: Proverbs distil life experiences and wisdom into concise phrases. They allow individuals to share insights and lessons learned, fostering a sense of community and shared understanding.

5. **Conflict resolution**: In discussions or negotiations, proverbs can provide common ground or a neutral way to address conflicts. They can help articulate a point without sounding confrontational, promoting harmony.

6. **Critical thinking**: Engaging with proverbs encourages critical thinking and reflection. Analysing their meanings and contexts can lead to deeper understanding of human behaviour and societal issues.

7. **Language development**: Proverbs contribute to language development and literacy. They introduce learners to figurative language and expand their vocabulary, enhancing their overall communication skills.

8. **Emotional connection**: Proverbs often resonate with personal experiences and emotions, creating a sense of connection among individuals. They can articulate feelings or situations that might be difficult to express otherwise.

9. **Adaptability**: Proverbs can be adapted to various contexts and situations, making them versatile tools for communication. Their flexibility allows individuals to apply their wisdom to diverse scenarios, from everyday life to specific challenge.

Proverbs are important because they preserve cultural heritage, provide moral guidance, enhance communication, and promote critical thinking. Their timeless wisdom and adaptability make them valuable resources for personal development and social interaction. Understanding and using proverbs can enrich one's perspective on life and improve interpersonal relationships.

Idiomatic Expressions

Idioms are phrases that have a figurative meaning different from their literal meaning. They often reflect cultural nuances. Often, the imagery at the root of the idiom can be overlooked, leading to what is termed a 'dead metaphor' or a cliché from overuse.

Examples

a. 'Break the ice' means to initiate conversation in a social setting. (There is no need for ice to be present.)

b. 'Bite the bullet' means to face a difficult situation with courage. (There is no need for dangerous ammunition to be present.)

Idioms can convey complex ideas or emotions in a more vivid and relatable way. They often reflect the history and culture of a language group, offering insight into societal values and humour. Understanding these cues in communication not only enriches language skills but also fosters better interpersonal relationships. Idiomatic expressions allow us to appreciate the depth and diversity of language while reflecting on the values embedded within our culture.

Characteristics of Idiomatic Expressions

1. **Figurative meaning**: Idioms convey meanings that are different from the literal interpretation of the words. For example, 'kick the bucket' means to die, not physically to kick a bucket.

2. **Cultural context**: Idiomatic expressions are often deeply rooted in the culture and history of a language. They can reflect societal values, humour, and experiences unique to a particular community.

3. **Fixed structure**: Most idioms have a fixed phrase structure. Changing any part of the idiom can alter or completely obscure its meaning. For example, 'spill the beans' must be used as it is; altering it may result in confusion.

4. **Memorability**: Idioms are often catchy and memorable, making them easier to recall and use in conversation. Their particular phrasing can create vivid imagery, helping to reinforce their meaning. They are an integral part of language and culture.

5. **Non-literal interpretation**: The meaning of an idiomatic expression cannot be deduced from the individual words. Understanding idioms requires familiarity with the expression as a whole, which can be challenging for non-native speakers.

6. **Common usage**: Idiomatic expressions are commonly used in everyday language. They are prevalent in both spoken and written communication, adding colour and depth to conversations.

7. **Emotional connotation**: Many idioms carry emotional weight or connotations. They can evoke feelings or attitudes, such as humour, sarcasm, or seriousness, depending on the context in which they are used.

8. **Variability**: Some idioms have regional variations or different forms across cultures. For instance, the expression 'raining cats and dogs' is used in English-speaking countries, while other languages have their own idiomatic ways to express heavy rain.

9. **Context dependence**: The meaning and appropriateness of idiomatic expressions can depend heavily on context. An idiom that works well in one situation may not be suitable in another, requiring careful consideration of the audience and setting.

10. **Creativity and playfulness**: Idioms often reflect the creativity and playfulness of language. They can be used in witty or humorous ways, enriching communication and making it more engaging.

In summary, idiomatic expressions are characterised by their figurative meaning, cultural context, fixed structure, and common usage. They enhance language by adding richness and depth, but they also require understanding and familiarity to use them effectively. Recognising and utilising idioms can improve communication skills and cultural appreciation.

Examples of English Idioms

1. 'Face the firing squad bravely'-To face a critical situation with courage.

2. 'Break the Ice'- To initiate conversation in a social way when silence has been broken.

3. 'Under the weather'-Feeling unwell.

4. Burn the midnight oil - To stay up very late working or studying.

5. A blessing in disguise - something that seems bad at first but turns out to be good.

6. Hit the nail on the head - To say or do exactly the right thing.

7. Once in a blue moon - Something that happens very rarely.

Challenges with Idiomatic Expression

1. **Non-literal meaning**: The figurative nature of idioms can be confusing, especially for non-native speakers. Understanding an idiom requires knowledge of its meaning beyond the individual words, which can lead to misunderstandings.

2. **Cultural specificity**: Idioms are often deeply rooted in the culture and history of a language. This cultural specificity can make it difficult for non-native speakers to grasp their meanings or use them appropriately in context.

3. **Fixed structure**: Idiomatic expressions typically have a fixed structure, and altering any part of the phrase can render it meaningless. This rigidity can be challenging for language learners who may be tempted to modify expressions for better clarity.

4. **Variability across regions**: Idioms can vary significantly amongst different regions, even within the same language. A phrase that is commonly understood in one area may be unfamiliar or interpreted differently in another, leading to confusion.

5. **Context dependence**: The appropriateness and meaning of idioms can depend heavily on context. Using an idiom in the wrong situation can lead to misunderstandings or even offense, making it essential to understand the social nuances.

6. **Difficulty in translation**: Translating idiomatic expressions into another language can be particularly challenging. Direct translation often fails to capture the intended meaning, requiring the use of equivalent idioms or paraphrasing.

7. **Limited use in formal communication**: Idioms are typically more common in informal speech and writing. Their use in formal contexts may be inappropriate, limiting their applicability for language learners trying to navigate different communication styles.

8. **Changing language**: Languages evolve, and some idioms may fall out of use or change in meaning over time. Keeping up with current idiomatic expressions can be a challenge, as language learners may not be aware of the latest usage.

9. **Potential for misinterpretation**: Idioms can sometimes be misinterpreted, leading to humorous or awkward situations. For example, if someone takes an idiom literally, it can create confusion and miscommunication.

Idiomatic expressions can pose several challenges, including their non-literal meanings, cultural specificity, and fixed structures. Understanding and using idioms effectively requires familiarity with the language and its nuances, making them particularly challenging for language learners. However, overcoming these challenges can enrich communication and enhance language proficiency. It has to be admitted that idioms and proverbs can often provide conflicting ideas. Thus, 'too many cooks spoil the broth (soup)' can be opposed by 'many hands make light work'.

Importance of Idiomatic Expressions

1. **Cultural reflection**: Idiomatic expressions often reflect the culture, history, and values of a language community. They provide insight into the unique perspectives and experiences of a particular culture, fostering greater understanding and appreciation of diversity.

2. **Enhanced communication**: Idioms can convey complex ideas and emotions succinctly. They allow speakers to express thoughts in a more vivid and engaging way, making communication more effective and relatable.

3. **Expressiveness**: Using idiomatic expressions adds richness to language. They can evoke imagery and emotions, making conversations livelier and more interesting.

This expressiveness can enhance storytelling and personal interactions. Idiomatic expressions are an essential component of language and communication.

4. **Common ground**: Idioms can create a sense of shared understanding among speakers of the same language. They serve as a form of social bonding, as using idiomatic expressions can signal familiarity with cultural norms and language.

5. **Humour and wit**: Many idioms incorporate humour, allowing speakers to convey light heartedness or wit. This can help ease tension in conversations and build rapport between individuals. The Scottish saying, 'You can't take a lollipop from a baby's mouth without expecting it to greet(cry),' is a witty way to stress that benefits can't be easily removed from a group of working people.

6. **Cognitive engagement**: Understanding and using idiomatic expressions requires cognitive engagement. They challenge language learners to think critically about language usage, enhancing their overall language proficiency.

7. **Facilitation of everyday conversations**: Idioms are commonly used in everyday speech, making them essential for fluency. Knowing idiomatic expressions can help non-native speakers navigate casual conversations and social interactions more smoothly.

8. **Language proficiency**: Mastery of idiomatic expressions is often seen as a hallmark of language proficiency. They demonstrate a speaker's familiarity with the nuances of the language, contributing to more natural and fluent communication.

9. **Educational value**: Teaching idiomatic expressions can enhance language learning by providing learners with insights into cultural context and usage. It encourages exploration of figurative language and promotes a deeper understanding of the language.

10. **Adaptability and creativity**: Idioms can inspire creativity in language use. Speakers can play with idiomatic expressions, adapting or inventing new ones, which showcases the flexibility and dynamism of language.

In summary, idiomatic expressions are important because they enrich communication, reflect cultural values, and enhance expressiveness. They play a crucial role in everyday conversations and contribute to language proficiency. Understanding and using idioms effectively can deepen one's appreciation of language and cultural nuances, making communication more engaging and meaningful.

Activity 14.4 Tabulation of Idioms in Ghana and Other Countries

1. In the table below, write ten idioms from Ghana and ten idioms from other countries and discuss their meanings in class.
2. Present your findings using either a PowerPoint presentation or a flip chart.

Ghanaian idioms	Meaning	Other countries (name of country)	Idiom	Meaning

Activity 14.5 Cultural Differences in the use of Proverbs and Idioms

Call three of your friends and write down the differences/challenges associated with the use of proverbs and idiomatic expressions among the various cultural settings in Ghana. Make a presentation to the class.

Activity 14.6 Communication Cues from Cultural Perspectives

Share ideas with your friends on the different ways of communicating ideas on specific topics in your culture. As your vocabulary develops through using such expressions correctly, your all-round confidence in language will soar.

REGISTERS

Registers - Education, Health, Photography, Entertainment, Fishing, Football, Library

A register relates to how language is used to suit a particular social situation and communication purpose. Thus, a register determines the level of formality, tone and vocabulary usage in communication. It varies depending on the topic, context and audience. It can be formal or informal.

Types of Registers

1. **Formal Register**
   It is the register that has structured language and is used in official or professional situations. The language is complex and precise.

Table 14.1: Some Examples of Formal Registers Used in Different Professional Fields

Education	Medicine	Photography	Law
assessment	antibiotics	aspect ration	court proceedings
evaluation	pharmaceutical	burst rate	barrister
curriculum	prescription	frame	acquit
pedagogy	allergy	blue hour	jury
Student Representative Council	magnetic resonance imaging (MRI)	exposure	persecution
research paper	scan	quality	defendant
project work	x-ray	shutter speed	cross examination
class exercise	bacteria	lens	case

2. **Informal Register**

It is the register that is used in casual situations such as conversations with family and friends. It has simple vocabulary and generally friendly tone.

Examples of Informal Registers

Conversations between Peers

Sample:

X: Hey, what's up? How was your weekend?

Y: Not bad, just chilled with family. What about you?

Conversations between a Parent and a Child –

X: Kiddo, how's your day at school?

Y: it was good! We did a fun art project.

X: That's awesome! What did you make?

Y: I drew a picture of our family.

X: Did you show us at our best?

Y: That's for you to find out. It's up on the wall now!

Social Media Message from a friend to another –

Hey! 👋 just got back from the concert and OMG, it was AMAZING!!! 🤩you missed out! 😂 when are we catching up?'

3. **Technical Register**

It is the register of specialised fields such as engineering, Science, Technology, Engineering and Mathematics (STEM) and diplomacy. As such, it involves technical vocabulary and terminology. They are usually appropriated in scientific articles, academic journals and any other technical manual.

Examples of Technical Registers

Health: Hypertension, laparoscopy, insulin, antibiotics and radiology

Education: Curriculum, accreditation, inclusion, literacy, syllabus and numeracy

Library: Reference, circulation, archiving and cataloguing.

Football: Formation, dribble, tackle, offside and foul.

Fishing: Tackle, hook, reel and trolling

4. **Colloquial Register**

It is the register of everyday communication used among acquaintances, family and friends. It involves the use of slang, regional expressions or local idioms and hence is less likely to be understood by outsiders. It is more casual than informal register.

Table 14.2: Examples of some Colloquial Registers

a. Slang

Slang	Meaning
Ghosts	cool, awesome
Dope	cool, impressive
LIT	exciting, fun
Savage	ruthless

b. Idiom

Idiom	Meaning
call it a day	stop what you're doing and go home
break a leg	good luck
bite off more than you can chew	take on more responsibility than you can handle
cost an arm and leg	very expensive

5. **Frozen Register**

It is a register that uses formal, rigid and unchanging language. It has fixed form and vocabulary, and thus is archaic. It is formal and lacks any form of contractions and colloquialisms. It helps to establish authority and credibility thereby conveying tradition, formality and respect.

Examples of Frozen Register

a. Liturgical language
b. Ceremonial language
c. Diplomatic language
d. Legal language

6. **Intimate Register**
It is the language of private conversations between family members, romantic partners or very close friends. It is personal, emotional and informal.

Examples of Intimate Register

a. Affectionate names – honey, sweetheart, babe
b. Intimate jokes
c. Personal confessions
d. Private nicknames

Importance of Registers

1. It helps writers and speakers to adapt their expressions or language to suit specific situations or context.
2. Registers help to communicate the tone, attitude and emotions of writers and speakers to the readers or audience.
3. The appropriateness of register helps distinguish and maintain social relationships as formal or informal.
4. The correct use of appropriate register in speech and writing emphasises the credibility of content and authority of the writer or speaker on a subject.

Registers in Health

These are specialised language terms used in the field of healthcare and medicine. They include the specific vocabulary and structures employed by healthcare professionals, patients, and institutions to communicate effectively about health-related matters. They vary depending on the audience, context and purpose.

Table 14.3: Commonly used registers in Health

Formal health registers	Technical health registers	Informal health registers	Frozen health register
hypertension	pharmacology	sick	confidential
prognosis	medical imaging	tummy	authorised
gastroenteritis	laparoscopic	drained	prescribed
diagnosis	cholecystectomy	exhausted	certified

The discussion on Registers is becoming interesting, right? Let us do *Activities 14.7* and *14.8* to refresh our memory!

Activity 14.7 Explanation of registers and identification of the types

1. Identify at least three special words or expressions that are used at the hospital, in the classroom, in school, between learners/peers and in photography
2. What do you observe about the way the words or expressions are used in the different situations?
3. Share your observations with your friends.

Activity 14.8 Identification of register of health

Get a ball and gather your peers. Ask a question on health. For example, 'Who checks the temperature of patients when they go to the hospital?' 'What is used to check the temperature of patients?' and so on.

Once you ask the question, throw the ball to any of your friends. Whoever catches it answers the question. The one who answers the question asks the next question until all your friends have had their turn.

Determine the reward for the winner of the game.

Registers in Education

Registers of education refer to the definite tone, vocabulary and structures used in educational contexts. The language varies based on the audience, i.e. teachers, students, parents, stakeholders or policymakers; the purpose, i.e. for teaching, instructing, reporting, or evaluating; and the setting, i.e. in classroom, academic writing or informal discussions.

Table 14.4: Some commonly used registers in Education

Formal education registers	Technical education registers	Informal education registers	Frozen education register
pedagogy	cognitive load theory	Classroom discussions	Standardised test questions
research	social learning theory	Study group chats	Educational certificates
academic writing	Bloom's taxonomy	Educational blogs	Transcripts
criterion-based assessment.	learning indicator	Social media posts related to education	Official educational policies
methodology	learning outcomes		Diplomas

Activity 14.9 Identification of Register of Education

1. Think of at least two words or expressions that you might say or hear in the following setting:
   a. The head's office
   b. the classroom when the teacher is present
   c. in a group discussion with your peers
   d. at the library
   e. on your report card

2. Read the paragraph provided. Together with your friends, identify the words related to education.

Education is a multifaceted discipline that encompasses a range of pedagogical approaches, including child-centred learning, as well as a focus on senior group dynamics. Effective instructional design requires a deep understanding of cognitive load theory, social learning theory and emotional intelligence. Furthermore, educators must be cognisant of the importance of scaffolding, differentiation and formative assessment in promoting student learning outcomes. By leveraging technology-enhanced learning environments and adopting a growth mindset, educators can foster a culture of lifelong learning, creativity, and innovation.

3. Do people write lack that? Yes, but is this the Register of Educational-speak? It was easy to spot the words, right?

Activity 14.10 Role Play Using Registers Used in Different Fields

Gather your friends and dramatise the following:

1. A doctor, a nurse and a patient in the consulting room
2. A teacher and learners interacting in the classroom
3. Two or more learners interacting among themselves
4. A photographer taking random pictures and commenting on the quality of pictures until he/she is satisfied with the quality of picture/ pictures.

Activity 14.11 Registers Used in Judiciary

1. Examine the word puzzle below carefully, search the registers used in the judiciary in the table below.
2. Try and search for the meaning of the registers and use them in meaningful sentences.

beyond a reasonable doubt	criminal law	defendant	bailiff
administrative law	arraignment	plaintiff	hearing
international law	prosecutor	ordinance	statute
ex post facto law	petit jury	civil law	appeal
burden of proof	grand jury	sentence	docket
plea bargain	indictment	tort law	bail

M	U	H	O	R	F	O	O	R	P	F	O	N	E	D	R	U	B	D	Z	J	E	N	F
Z	N	S	R	R	C	H	E	M	B	A	I	L	I	F	F	T	S	T	A	T	U	T	E
H	T	B	U	O	D	E	L	B	A	N	O	S	A	E	R	A	D	N	O	Y	E	B	O
N	Y	D	I	G	R	T	X	W	I	P	O	L	T	G	M	Y	N	H	U	T	E	D	U
E	M	B	S	G	T	X	K	S	P	E	Y	R	T	N	E	M	N	G	I	A	R	R	A
X	Z	J	S	P	W	A	L	L	I	V	I	C	F	Q	T	Y	U	J	R	H	E	O	L
P	H	B	U	U	U	V	R	B	S	P	E	W	X	V	R	R	F	L	D	F	T	V	L
O	X	C	X	Y	D	O	C	K	E	T	X	K	P	U	O	F	W	Y	R	C	B	A	C
S	I	O	R	W	W	H	W	F	I	Y	S	L	J	T	I	O	A	Q	C	M	E	D	U
T	N	R	C	B	K	T	B	W	R	C	E	D	U	T	R	N	L	S	F	P	N	M	S
F	D	H	M	X	B	K	R	U	Q	A	N	C	N	D	W	C	L	R	P	H	G	I	E
A	I	T	P	F	D	K	J	D	B	A	E	I	I	C	M	E	A	A	B	Q	K	N	U
C	C	K	E	F	B	T	H	A	R	S	A	N	G	L	N	E	N	Y	S	Y	Y	I	J
T	T	P	I	C	I	B	R	G	O	L	A	L	N	X	U	Y	O	Y	Q	Q	T	S	D
O	M	T	E	T	N	G	L	R	P	N	R	I	I	I	Y	H	I	I	V	N	S	T	P
L	E	Y	E	T	A	E	P	N	C	W	A	U	R	K	V	I	T	N	Y	J	M	R	X
A	N	P	P	I	E	Y	T	E	E	V	I	N	A	K	F	O	A	A	D	U	U	A	A
W	T	U	N	C	U	A	T	N	C	G	T	X	E	Y	D	E	N	M	F	Y	H	T	S
B	H	B	E	L	F	J	Y	U	E	K	X	S	H	G	R	Q	R	F	T	F	Y	I	F
B	J	N	O	K	Q	K	I	E	B	S	E	T	N	A	D	N	E	F	E	D	U	V	G
A	C	R	I	M	I	N	A	L	L	A	W	K	T	I	N	R	T	Q	G	Y	M	E	Q
I	H	I	X	W	E	L	R	Q	F	U	C	T	E	B	M	D	N	Q	A	G	C	L	G
L	V	V	F	Y	X	E	U	B	C	T	O	R	T	L	A	W	I	M	U	L	J	A	Y
Z	B	Q	Y	Y	A	T	V	V	K	W	X	R	L	E	O	C	X	I	N	A	Q	W	L

Figure 14.1: Picture showing some registers of football

Figure 14.2: Pictures showing some registers of agriculture

SPEECH WRITING - DEBATE

Debate Writing

A debate is a speech delivered to convince an audience to support or reject a proposition. A debate does not happen in a vacuum. There must be something to argue about. That is what is called a proposition. It is also known as a motion or topic. There are also two groups/teams in debating. The team that speaks to propose the motion and the one that speaks to oppose the motion.
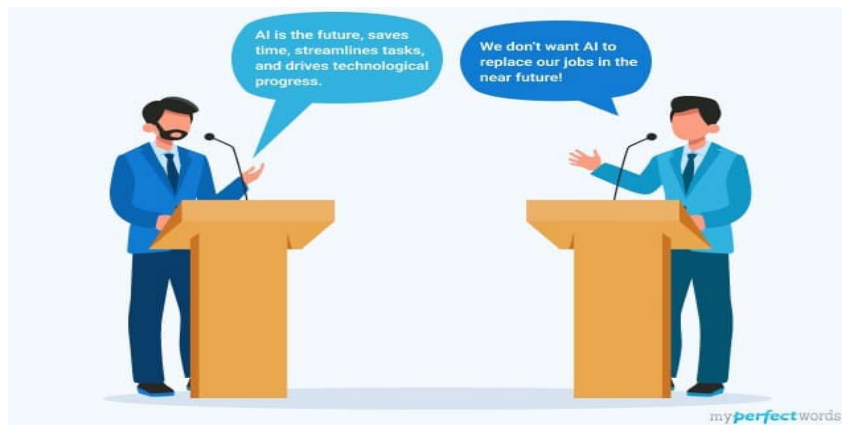

Figure 14.3: An image of two people having a debate

Debate is a formal discussion so it should be approached with awareness of and adherence to the rules. Thus, the language should be formal while persuasive/convincing. The discussion is often moderated by a 'chair'. There are also judges to evaluate the presentation/discussion and to decide on the winning team. Also, a debate setting has an audience whom the debaters share their ideas with, seeking to convince them to support their (debaters) side of the discussion.

Figure 14.4: A Picture Showing Some Debate Techniques

Debaters are advised to be decent in their appearance and presentation. Decency in presentation enhances the audience's understanding of the topic under consideration. They should also ensure to keep eye contact with the audience to attract their attention to what is on the floor. Do not use abusive language even when you think your opponents do not have a strong case to make.

Debate writing involves preparing speeches, arguments, and content for a debate. This type of writing articulates and defends a position on a specific topic. It requires a clear understanding of the subject, strong arguments, evidence, and the ability to anticipate and counter opposing viewpoints. Debate writing is structured, persuasive, and requires critical thinking to present a compelling case.

I hope you are enjoying the discussion on debate writing. Before any further discussion is made on the topic, watch a short YouTube video on debate using the links provided:
https://youtu.be/WvYlY_X1ghk?si=uX2ynIEE5TUFeMpW
https://youtu.be/CLhkt9O3EuM?si=Y0eWlgjeNpOX0fkO
You are now almost prepared to begin the process of debating – as a speaker or as the audience.

Activity 14.12 Discussing the process of debating

Based on the videos you have just watched, what will you say is a debate, and what does it entail? Discuss with your group members.

The Key Components of Debate Writing Include:

1. **Introduction:** This part introduces the topic, provides context, and states the position or thesis. It is important you say a word of greeting to all gathered for the occasion, with special reference to the person in the chair of the debate. This will draw their attention to you before you begin your presentation. The introduction also captures the vocatives. 'The Vocatives' is where you acknowledge the presence of everyone at the gathering so that they feel acknowledged and being part of the occasion. It is not out of place to introduce yourself to the audience. This helps them to know who the person speaking is.

   Having done this, you go further to introduce the topic/motion to the audience. Let them know what you are going to argue about. Thus, the bone of contention. After stating the topic then you state your position on the topic. This would let your audience know whether you are speaking for the motion/topic or against it. It also enables the audience to follow your discussion steadily. It is crucial you provide relevant information on the topic. The topic may not be familiar to your audience. Or there may some words in the topic that your audience may not understand. So, it would do you and audience good when you take your time to explain them. For this, you need to provide further information/explanation to the motion for audience to know exactly what you are discussing.

2. **Arguments:** Having completed the introduction, then comes the debate/arguments. These are the main points that support the position. This is the point at which you raise the ideas/points you want to share with your audience. You may have a lot of points to discuss as far as the topic is concerned. But you are advised to select the stronger ones so that when they are presented, they would convince/win the audience's heart.

Remember that coherence is essential at this level. Ensure that appropriate linking expressions are employed to connect your ideas effectively. This allows for swift transitioning from one idea to another. It provides the audience the opportunity to follow the discussion logically so that they would be able to make better judgement of your presentation.

You would have a strong case if you were able to support your points with evidence. Try as you can to find supporting evidence to each of your ideas. The evidence could be statistics (figures) about the idea being discussed, illustrations (examples), an opinion from expert, person experience, published data, and others. When you do this, it informs the audience that you know what you are talking about.

3. **Counter-arguments**: This section anticipates the opposing side's arguments and provides rebuttals to weaken their position. As you try to win the hearts of the audience, in the same way as your opponents. After thinking through what you would deliver, think about what your opponents are likely to also come out with. This calls on you to imagine points for your opponents. If you do this effectively, it enhances your chances to rebut and weaken the points of the opposing team. It suggests to you that you do not arm yourself with only the points that you need to support your side of the competition, but also the points of the other side. Ask yourself what your opponents would be saying about their side of the discussion. This question would support you to imagine points for your co-debaters so that you can refute/rebut them well.

4. **Conclusion**: The conclusion requires that you summarise the main points, reinforce the thesis, and above all leave a lasting impression on the audience. Conclude your speech by restating the main points/ideas you discussed. It helps audience who could not follow the presentation well to also get a fair idea to make informed decision. Also reiterate your stance on the topic. Thus, whether or not you stood for the motion. Call on the audience to vote for you and express your optimism of winning. Finally, thank the audience by expressing your gratitude to them for making time to listen to you.

Activity 14.13 Discussing and debating

Discuss and debate on the topic, 'It is the sole responsibility of your school authority to ensure that the school environment is safe for learning.'

Activity 14.14 Concept mapping

Use concept maps to illustrate your ideas for or against the topic, 'Learners should be banned from accessing social media platforms.'

Activity 14.15 Debating

Debate on the topic, 'The development of Ghana lies solely in the hands of the government'.

REVIEW QUESTIONS 14

1. What are cues in communication?

2. Why are non-verbal cues important in communication?

3. Briefly explain what proverbs are.

4. What are euphemisms?

5. What are idiomatic expressions?

6. Give the meanings of the following Proverbs.

   a. Action speaks louder than words.

   b. Don't count your chickens before they hatch.

   c. Barking up the wrong tree.

   d. Too many crooks spoil the broth.

7. Use the appropriate register to compose a one-paragraph essay each on education, health and photography. You can use the computers in your school's ICT laboratory or your phones or a relative's phone to research specific registers.

8. Explain what debate is.

9. Examine four features of debate.

10. Imagine the points you would consider for a debate on the topic, 'Does calling learners pet names like 'sweetie' amount to sexual harassment'?

11. Write an introductory paragraph to a debate on the topic, 'Is formal education really necessary to Ghanaians'?

12. Write a four-paragraph debate on the topic, 'Is it vital for schools in farming communities to establish school farms?'

SECTION

15

CULTURAL PERSPECTIVE IN COMMUNICATION AND VOCABULARY IN CONTEXT

CONVERSATION/COMMUNICATION VOCABULARY

INTRODUCTION

Welcome to Section 15. This section, we pursue two lessons that will enhance your understanding of communication and vocabulary within various cultural contexts. In our first lesson, we explore oral language through the lens of cultural perspectives, focusing on significant life events such as weddings, marriages, arbitrations, and funerals. These events are not only milestones in individual lives but also reflect the diverse traditions and values that shape how communities communicate. We will discuss the distinctions of language used in these contexts and how they can vary across cultures, fostering a deeper appreciation for the ways in which communication is intertwined with cultural identity. This will help you understand the cultural diversity of communication in order to appreciate other people.

Our second lesson will shift our focus to vocabulary in context. We will explore how context influences word choice and meaning, thus enhancing our ability to communicate effectively. Through practical examples and exercises, you'll learn to identify the right vocabulary for various situations, which is essential for clear and impactful communication. This lesson will help shape your knowledge on vocabulary. Together, these lessons will deepen your appreciation for cultural diversity and empower you with the vocabulary skills needed to navigate different communication contexts. Let us get started!

Key Ideas

- **Antonyms** are words with opposite meanings.
- **Communication** is the process of exchanging information, ideas, thoughts or feelings amongst individuals or groups. It can occur through various means, including spoken or written language, body language, gestures, and visual aids.
- **Cultural perspective** refers to the way individuals view and interpret the world around them based on their cultural background, experiences and values. It involves the beliefs, customs, practices and social norms that shape how people think, behave and communicate.
- **Homonyms** are words that are pronounced and spelled the same but have different meanings.
- **Synonyms** are words with similar meanings.
- **Vocabulary** is the collection of words and their meanings that an individual has knowledge of and uses.

CULTURAL PERSPECTIVES IN COMMUNICATION WEDDING/MARRIAGE/ARBITRATION/ FUNERAL

Previously, we learned about cues in communication, we studied what euphemisms, proverbs and idiomatic expressions achieve. Today, our lesson is focussed on conversation/communication, focussing on the cultural perspectives in communication in Ghana.

Communication and Cultural Perspectives

Communication is the process of exchanging information, ideas, thoughts or feelings between individuals or groups. It can occur through various means, including spoken or written language, body language, gestures and visual aids. Effective communication involves not only conveying a message but also ensuring that it is understood by the recipient. It plays a crucial role in building relationships, facilitating collaboration and resolving conflicts in both personal and professional contexts.

On the other hand, cultural perspective refers to the way individuals view and interpret the world around them based on the cultural background, experiences and values. It centres on the beliefs and social norms that shape how people think, behave and communicate.

Cultural perspectives influence various aspects of life, including communication styles, problem-solving approaches and interpersonal relationships. We need to understand cultural perspectives because it helps in promoting empathy, reducing misunderstandings and fostering effective interactions in diverse settings. It allows individuals to appreciate different viewpoints and encourages respect for cultural differences. In Ghana, there are several occasions or ceremonies where cultural perspectives in communication occur. Ceremonies or occasions such as wedding or marriage, funeral, arbitration, chiefs gathering, festival and child-naming help define cultural perspectives in communication in Ghana. The pictures below illustrate some of the social setups where culture perspectives in communication can take place in Ghana.

Figure 15.1: A picture displaying wedding/marriage ceremony scene

Figure 15.2: Pictures showing people in a funeral setting

Figure 15.3: A picture displaying a festival scene in Ghana

Good! I hope you can relate these pictures to some of the settings in your community where cultural perspectives in communication occur. Perform Activity 15.1.

Activity 15.1 Sharing Diverse Cultural Perspectives in Specific Contexts

1. Together with your friends or classmates, reflect and share your experiences and different cultural perspectives in communication during marriage and funeral occasions in your communities. Have fun, but remember to keep searching for underlying principles.

2. Did the ideas flow? Were there surprises in what you recalled?

We are now going to discuss some key aspects of cultural perspectives in communication.

Some Key Aspects of Cultural Perspectives in Communication

Social perspectives play an important role in communication. Our cultural background and values can shape the way we perceive and interpret messages. Understanding the connection between cultural perspectives and communication will help you interact effectively with your friends from different background. Let us now examine some key aspects of cultural perspectives in communication.

1. High and low-context cultures

2. Nonverbal communication

3. Direct and indirect communication

4. Formal and informal communication

5. Communication styles

6. Time and punctuality

7. Power dynamics

8. Emotional expression

It is essential to understand that diversity in cultures can always influence how different people react to different situations. This knowledge will help you understand people and their behaviour in relation to communication. To understand this better, let's look at cultural perspectives in communication in Ghana.

Cultural Perspectives in Communication in Ghana

In Ghana, there are various cultural perspectives in communication which enable people to interact effectively and build stronger relationship. Let us discuss some of these cultural perspectives in communication in Ghana.

1. Collective culture: Ghanaians cherish and value family and communal living over individual interest. This brings about harmony and stable community.

2. Respect for authority: It is the responsibility of every Ghanaian to show respect to people in authority. We show respect to chiefs, elders and people with honorific titles such as Assembly Members, Members of Parliament and religious leaders. Respect is one of the core values in Ghana.

3. Indirect communication: Some direct expressions or communication generate confusion, confrontations, conflicts, pains and unstable society. As a result, Ghanaians use indirect communication to avoid conflicts and promote a peaceful society.

4. Nonverbal cues: Non-verbal cues such as facial expressions, gestures, and posture are significant elements in Ghanaian culture. For instance, a nod or a smile can have different meanings depending on the context. Also, traditional symbols, such as the Adinkra symbols, convey deeper meanings and are often used in ceremonies and gatherings to communicate

5. Polite language: To show polite and respect to people, Ghanaians often use polite expressions or language.

6. High-context culture: Shared knowledge and relationships inform how Ghanaians communicate in situations. For instance, communication that occurs at the chief's palace is not the same as the one that takes place at the market.

7. Time flexibility: Ghanaians consider time from a different perspective. Most people show flexibility and relaxed attitude towards time with respect to appointments and schedules. This attitude brought about the expression "Ghanaian time".

8. Storytelling: Storytelling is a traditional method of communication in Ghana. Elders often share stories to teach moral lessons or entertain, reinforcing cultural values and history within the community.

9. Emotional expressions: Ghanaians communicate through emotional expressions such as excitement, happiness, sorrow and anger. For example, anger on the face of your mother or father communicates displeasure.

10. Hospitality: Hospitality, one of the values in our society, communicates a lot about Ghanaians. We welcome strangers with much warmth and generosity.

When you understand these cultural perspectives in communication in Ghana, it will help you to build solid relationships with Ghanaians and promote stable society or peace. You are encouraged to perform the activity below to assess your progress. Good luck!

Activity 15.2 Explaining the use of specific communication in Ghanaian cross-cultural contexts

Explain with examples two uses each of greetings and respect in communication in a Ghanaian society. You can work with your friend. Enjoy this moment!

Examples of Vocabulary in Context Related to Cultural Perspectives in Communication in Ghana

1. **Proverbs**: In Ghana, proverbs are often used in conversations to convey wisdom or moral lessons. For example, 'The child who does not cry gets no milk' emphasises the importance of expressing one's needs and desires.

2. **Respect**: In Ghanaian culture, showing respect, especially to elders, is crucial. For instance, a younger person may greet an elder with a bow or specific titles, demonstrating respect in communication.

3. **Gestures and Symbols**: Non-verbal communication plays a significant role. For example, nodding the head is a sign of agreement, while shaking the head may indicate disagreement, but it can vary in meaning depending on the context. Also placing your hands behind you communicates respect. There are also Adinkra symbols which portray many messages in Ghanaian society.

4. **Kinship**: The concept of extended family is important in Ghana. In conversations, people might refer to each other as 'brother' or 'sister,' even if they are not biologically related, highlighting the significance of community ties.

5. **Greetings**: Greetings in Ghana often involve asking about one's well-being and family. For instance, a common greeting is, 'How are you?' followed by, 'Are your family members well?' This reflects the cultural value placed on relationships.

6. **Storytelling**: Storytelling is a traditional method of communication in Ghana. Elders often share stories to teach lessons or entertain, reinforcing cultural values and history within the community. It is the means of communicating preserved cultural values in society.

7. **Honorifics**: Some Ghanaian words are honorific in value. The title of a chief, 'Nana', is an honorific word used to show respect and dignity. During naming or coronation ceremonies, people named after respectable elders and or grandparents may also be called the same. Other examples include Torgbui, Kantanka, Mamaga, Sika, Mamanor, Yaa-na, Okofo, Yiadom, Afetor, Awafia, Nuntsor, Naa, Nii, Sheriga, Wunnaba, Tindaana, Maame, Seewaa, Otumfuor, Obrempong, Agyewodin, Otek, Kaakyire and Odeneho, Amalia for the Hausa people, Hajia, Alhaji, Baaba.

8. **Respectful language**: Respectful language is used when addressing elders, such as 'please, I'm sorry, thank you' to show respect and courtesy.

9. **Participatory communication**: The community meetings encourage participatory communication, allowing all members to share their thoughts and opinions.

10. **Cultural heritage**: The traditional festivals celebrated across the country showcase Ghana's rich cultural heritage and historical traditions. Through cultural dance and performances, people communicate the message of hope, grief, unity and peace. Festivals such as Aboakyer, Damba, Afahye, Hogbetsotso, Akwanbo, and Odwira also help communicate our cultural heritage.

Figure 15.4: A picture portraying greeting scene in Ghana

Figure 15.5: A picture of some adinkra symbols that communicate in Ghana

Figure 15.6: Ghanaian dancers welcoming Kamala Harris, the then Vice President of the USA

Generally, these vocabulary words in context help portray how cultural perspectives shape communication practices in Ghana. This fosters cultural diversity and social interactions.

One other relevant issue in communication is the differences in cultural perspectives in Ghana. Hence, we will examine these differences in cultural perspectives and how they influence communication in Ghana.

Differences in Cultural Perspectives in Communication

Cultural perspectives in communication differ across different occasions and contexts or situations in Ghana. Some of these differences are outlined below. Read them carefully.

1. **Weddings**: During weddings, formal and informal communication blend together. Respectful language and honorifics are used to address elders and dignitaries. Language used places emphasis on unity, harmony, and celebration. Storytelling and praise-singing are used to excite, advise and honour the couples.

2. **Funerals**: They signify sombre and respectful tone in communication in the emphasis on condolences, sympathy and support for the bereaved family. Storytelling and eulogies are used to honour the deceased. Also, respectful language and honorifics are ways of addressing elders and family members during funerals.

3. **Arbitration**: During arbitration, respectful and polite language or expressions are used to address elders and mediators. Most speakers and parties involve use indirect communication to avoid misunderstanding or confrontation and promote peaceful resolution. Active listening and consideration of the parties' opinions is recommended.

4. **Language Diversity**: Ghana has over 80 languages, with English being the official language. However, many people are more comfortable communicating in their native languages, such as Twi, Ga, Ewe, or Dagbani. This linguistic diversity can lead to misunderstandings if individuals are not aware of or do not speak the same language.

5. **Verbal Communication Styles**: Direct vs. Indirect Communication: In some cultures, in Ghana, especially among the Akan people, communication tends to be more indirect. People may avoid saying 'no' outright to maintain harmony and respect. In contrast, some groups might be more direct in their communication style, stating their opinions openly. Ghanaians often use proverbs in conversation to convey wisdom, humour, or cultural values. Understanding these proverbs can be crucial, as they can carry deeper meanings that may not be apparent to outsiders.

6. **Non-Verbal Communication**: Gestures and Body Language: Different cultures in Ghana may have unique non-verbal cues. For instance, while a handshake is common in many Ghanaian cultures, the way it is done can vary. In some communities, a gentle handshake may be preferred, while in others, a firm handshake is seen as a sign of confidence. Additionally, eye contact can signify respect in some cultures, while in others, looking away might be a sign of respect, especially when speaking to elders.

7. **Social Hierarchy and Respect**: In many Ghanaian cultures, age and social status significantly influence communication. Elders are often given more respect, and younger individuals may speak less in their presence. This dynamic can affect group discussions, where younger people might hold back their opinions.

8. **Cultural Norms and Values**: Different ethnic groups in Ghana have distinct values that shape their communication styles. For example, communalism is a strong value among many Ghanaians, influencing how people prioritise group harmony over individual expression. This can lead to a more collective approach to discussions and decision-making.

9. **Religious Influences**: Ghana is religiously diverse, with Christianity, Islam, and traditional African religions coexisting. Religious beliefs can shape communication styles and practices. For instance, religious gatherings often include specific forms of communication, such as prayers and hymns that reflect the community's beliefs and values.

As a Ghanaian, knowledge and understanding of these differences in our cultural perspectives go a long way to promote a sense of communal unity, respect and harmony during special occasions. Let's break some ice with the activity that follows. You are encouraged to work together with your friends.

Activity 15.3 Exploring Cross-Cultural Communication with a Case Studies

Read the case study or scenario below carefully with your friends or classmates and answer the questions that follow it.

Case Study/Scenario

The funeral begins with a gathering of community members, all people bringing their own cultural practices to honour Nana. Abena, who has been living in the UK, is faced with the challenge of balancing her Western understanding of grief with her traditional Fante customs.

During the ceremony, traditional Fante practices involve singing dirges and performing rituals to celebrate Nana's life. Abena, influenced by her experiences abroad, initially suggests a moment of silence, which is not a common practice in her community. This proposal creates a moment of tension as some community members feel that silence contradicts their tradition of vocal expression during mourning.

As the funeral service progresses, Abena listens to the stories shared by elders and begins to appreciate the significance of communal sharing in the grieving process. She realises that while her perspective offers a different approach, the shared cultural expressions of grief strengthen community bonds. Ultimately, the ceremony becomes a harmonious blend of traditional and contemporary practices, illustrating how understanding and respect for different cultural perspectives can enhance communication during sensitive situations.

1. Discuss two impacts and values in communication during the festival.
2. How does Abena's reaction to singing of dirges perception of funerals in Ghana?
3. Identify and discuss the significance of the element of communication that helped shapes Abena's knowledge on funerals in Ghana.
4. Together with your friends or classmates, stage a role play of the funeral scenario to the whole class.

The Importance of Cultural Perspectives in Communication in Ghanaian Ceremonies

Cultural perspectives in communication in Ghanaian ceremonies play a vital role in bringing to light some of our cherished values and practices that identify us as a society. Some of the importance are explored below.

1. **Respect and harmony**: Most Ghanaian ceremonies place emphasis on respect, harmony and unity. These elements help maintain understanding and avoid conflict situations.
2. **Community building**: Cultural perspectives in Ghanaian ceremonies often strengthen community bonds and social cohesion among people of varied cultural background. This promotes communal living.

3. **Preservation of tradition**: Through languages and style, elements of cultural heritage are showcased during Ghanaian ceremonies. This helps educate the younger generation about tradition in order to promote cultural continuity across generations.

4. **Social cohesion and interaction**: Communication practices during cultural ceremonies bring about social cohesion and interactions. Social cohesion and interaction foster a sense of belonging and promote community development and progress. Social cohesion and interaction also bring about conflict resolution.

5. **Identity expression and inclusivity**: Cultural perspectives in communication in Ghanaian ceremonies promote identity and social inclusion. As people use language and style of performance, they are able to exhibit their cultural values and practices. Minority groups are respected and acknowledged during ceremonies in our Ghanaian society.

6. **Effective Communication**: Consideration of cultural perspectives during ceremonies in Ghana enhance effective communication. This helps avoid misunderstanding and misinterpretation of cultural values showcased during Ghanaian ceremonies.

7. **Supports Education and Learning**: For students and educators, recognising cultural perspectives in communication enhances the learning environment. Culturally relevant teaching methods and communication styles can improve student engagement and knowledge retention.

8. **Resilience and adaptability**: Varied cultural practices define different ethnic groups in Ghana. To help accept diversity in our cultural practices, Ghanaians demonstrate resilience and flexibility during ceremonies. Therefore, communication styles in ceremonies bring about change and adaptability promoting unity and a sense of shared identity among Ghanaians.

Before we end our lesson on communication and cultural perspectives, let us discuss the impact and importance of technology on cultural communication practices.

THE IMPACT AND IMPORTANCE OF TECHNOLOGY ON CULTURAL COMMUNICATION PRACTICES

Technology significantly influences communication practices in Ghana. Digital platforms such as Facebook, Instagram, WhatsApp and online or internet have made information sharing easy and help promote cross-cultural understanding and collaboration.

Though technology is relevant in cultural communication practices, it also poses problems like cultural homogenisation and spread of distorted information. Follow me as we examine the impact and importance of technology on cultural communication practices.

Let us begin with a pause. Not long ago, there was no internet and there were no mobile phones. What important changes do you think have happened in communication as a result of the widespread use of technology?

Let's now go on to study some further thoughts on the subject.

Positive Impacts

1. Promoting connectivity and global exchange: The use of the internet and social media platforms help promote rapid exchange of cultural ideas, values and practices across the globe, bringing people together.

2. Breaking down cultural barriers across communities and the world: through technology, restrictions to cultural information have been broken down to enable people learn about others' cultural practices. Through social media platforms, we are able to learn easily about other people's cultural values.

3. Facilitating cross-cultural understanding: Technology provides the platforms to learn and appreciate different cultural practices. This promotes intercultural understanding and collaboration to bring about harmony in our society.

4. Preserving cultural heritage: Technology plays a vital role in preserving cultural values and practices, and transmitting cultural heritage from one generation to another.

5. Language accessibility and translation: Through online applications and software, people are able to access language and its translation, thereby fostering cultural communication across ethnic groups in Ghana.

6. Promoting cultural awareness: Technology can help create cultural awareness by exposing people to different perspectives of cultures and experiences.

Negative Impacts

1. Cultural homogenisation: The rate at which certain traditional values spread easily can lead to cultural homogenisation where one cultural practice overshadows another unique tradition. For instance, the influence of Telenovelas which are broadcast in Ghanaian languages is helping to promote some values that are not essentially Ghanaian.

2. Distorted Information: Through the internet and social media platforms, information today spreads easily and this will facilitate the dissemination of distorted information about a particular cultural practice in Ghana.

3. Emotional and behavioural variations: Social media interaction can vary significantly across different cultures, and once people do not understand these differences, it can lead to conflict and misunderstanding in society.

4. Privacy concerns: Technology raises several concerns about privacy of certain aspects of some cultural practices. For instance, people go to funerals and record videos of the deceased, which was hitherto unheard of. This can impact cultural communication negatively in Ghana since not every piece of information needs to be made public.

Importance of Technology in Cultural Communication Practices

Some importance of technology in cultural communication practices include:

1. Technology promotes intercultural understanding and fosters empathy between people from diverse cultural backgrounds.

2. Technology makes cultural communication more effective and efficient, allowing people to connect and collaborate more easily across cultures.

3. It helps preserve cultural diversity by facilitating the exchange of cultural ideas, values and practices.

4. It promotes cultural innovation and creativity, giving people the opportunity to explore new ideas and express themselves in new ways.

5. Technology provides platforms for marginalised communities to access information and resources for sharing their stories and cultural perspectives.

Good! This has been an interactive lesson and I hope you now understand the concept of communication and cultural perspectives. Recognising that cultural perspectives in communication in Ghana are influenced by language, social norms, values, context as well as technology will go a long way to enhance your knowledge about the diverse cultural practices across the various ethnic groups in our society. This awareness should help to promote harmony and thus the embracing of different cultural perspectives. To end the lesson successfully, perform the activity that follows.

> **Activity 15.4 Impact and importance of technology on cultural communication practices**
>
> Discuss with your friends or classmates and make a short presentation on the impact of technology on marriage or weddings practices in our Ghanaian society. Sharing personal experiences and anecdotes will be useful here.

VOCABULARY IN CONTEXT

Generally, our ability to communicate and express our ideas or emotions effectively depends on our knowledge of vocabulary. In this lesson, we will be looking at vocabulary in context. Context defines the situation or the intent of using a particular vocabulary to express an idea. The meaning of a word varies from one situation to another. Hence, having knowledge of a word alone is not enough but knowing the various way that a word can be used to express various ideas is what is important. Follow me as we explore the world of vocabulary in context.

Vocabulary refers to the total set of words and their corresponding meanings known to an individual in order to communicate effectively. It is the total number of words we know and use to communicate or express our ideas effectively. Vocabulary tells us how words should be used, spelled and even pronounced. Your knowledge of vocabulary is the surest way to learn effectively and understand ideas expressed in texts. We are going to look at the various ways we can learn vocabulary in context. Your ability to follow the lesson carefully will help you learn and acquire vocabulary easily.

To put the matter of vocabulary into numbers is difficult. Researchers suggest that the average English speaker has between 20000 and 30000 words in use, although this is a notoriously difficult subject to be accurate about. The following article provides some insights:https://wordcounter.io/blog/how-many-words-does-the-average-person-know#:~:text=The%20study%20(which%20was%20based,a%20day%20until%20middle%20age

Various Aspects of Vocabulary

Meaning of Words

Meaning of words is understanding the concepts, ideas or definitions associated with words and phrases. The meaning of a word can be literal (direct) or literary (figurative).

Table 15.1: Some examples of meaning of words.

Literary/figurative meaning	Literal/ Direct meaning
He has a heart of gold. (*This means he is kind and generous*)	He has a heart of gold. (*This means his heart is made of gold.*)
She is walking on thin ice. (*This means she is taking a risk or dangerous path*)	She is walking on thin ice. (*This means she is actually taking a walk on thin ice.*)
Akwei is a bookworm. (*This means that Akwei loves reading and spends time with books*)	Akwei is a bookworm. (*This means that Akwei is actually a bookworm- possibly destroying the book.*)

It is important to know that, literal meaning refers to the meaning of the word in a dictionary while that of figurative or literary meaning is the deeper meaning of a word or a phrase and mostly requires much reasoning. Click on the YouTube link below to learn more.

https://youtu.be/bhmuF0y24N8?t=30

Word Usage

Word usage refers to the way or manner in which words are used in a particular context or situation. It shows how you should use a word or a phrase in a specific context. Understanding word usage will help you make the right choice of register (whether formal or informal) to communicate appropriate meaning, tone and context. Example of word usage is illustrated below:

CORRECT WORD USAGE

1. "I need to _____ this report to my boss by the end of the day."
   - A. Submit
   - B. Surrender
   - C. Transmit
   - D. Admit

2. "She _____ her coffee with sugar and cream earlier."
   - A. Drinks
   - B. Drank
   - C. Has Drunk
   - D. Is Drinking

3. "The _____ of the book was exciting and kept me engaged until t
   - A. Beginning
   - B. Commencement
   - C. Inception
   - D. Start

4. "I _____ my phone at home this morning."
   - A. Forgetting
   - B. Forgets
   - C. Forgot
   - D. Have Forgot

6. "The _____ of the storm caused damage to several building
   - A. Affect
   - B. Effect
   - C. Affection
   - D. Effection

7. "I am _____ forward to the weekend."
   - A. Look
   - B. Looking
   - C. Looked
   - D. Looks

8. "I _____ my favorite book to my friend."
   - A. Lend
   - B. Borrow
   - C. Rent
   - D. Buy

9. "She _____ a cake for her friend's birthday party."
   - A. Baked
   - B. Cooked
   - C. Fried
   - D. Boiled

Figure 15.7: An image on correct word usage

Contextualisation

Contextualisation simply refers to the meaning of words according to the idea they express in a particular text. It is understanding how words relate and the specific contexts in which they can be used to enhance clarity and convey meaning, thereby preventing misunderstanding and removing ambiguity. It also includes adapting language (words or phrases) to suit various situations or context. For example, the words bank and table can be used in different contexts to convey different meaning as shown below.

1. The money has been deposited at the **bank**. ("bank"- the place where financial transaction is undertaken)

2. The family played football at the **bank** of the river. ("bank"- the shore of a river)

3. Put the box under the **table**. (a piece of furniture, used as a noun)

4. The member of parliament **tabled** a motion of no confidence against the government. ("tabled" used as a verb)
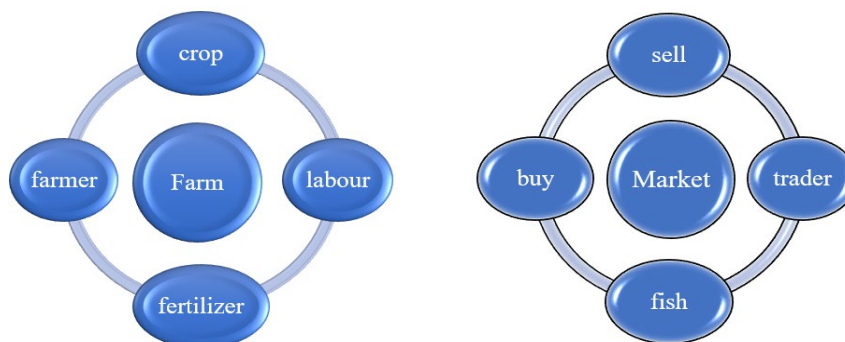

Figure 15.8: Diagram showing related context words of farm and market

Collocation

Collocation refers to a pair or sets of words that are mostly used together. Once you use one, the other ones follow. That is, it refers to words that naturally go together to make complete meaning or expressions. It is important to know that some words fit together and some words don't. This will help you know whether you are using the right expression or not. We have some examples in the table below.

Table 15.2: Examples

Correct Collocation	Incorrect Collocation
To do your homework	Make your homework
Give advice	Do advice
Fast car	Quick car
Apply for a job	Apply to a job
Cut power supply	Cut power allocation
Fast food	Quick food
Heavy rainfall	Strong rainfall

Perform the **Activity 15.5** to measure your progress.

Activity 15.5 Identifying vocabulary in a given passage

1. Read the passage below carefully and identify all the vocabulary you do not understand.

2. Use your dictionary to look up for the various meanings of the vocabulary.

3. Select 5 of the words and make a poster of their meanings with one sentence each.

   As I walked through the desolate landscape, I stumbled upon a quaint little village. The villagers were fastidious about their work, carefully crafting each piece of furniture. The air was filled with the pungent smell of freshly baked bread. As I sat down to rest, I noticed a serene lake in the distance, its calm waters reflecting the beauty of the surrounding mountains. There was a languorous feeling throughout.

Synonyms

They are words that are nearly similar in meaning to another and can be used interchangeably. It is one way of learning vocabulary to help improve our communication. Read the examples that follow to learn more.

Examples

a. Big – Large, enormous, huge, massive

b. Happy – Joyful, cheerful, content, delighted

c. Fast – Quick, speedy, rapid, swift

  d. Important – Significant, essential, vital, crucial

  e. Start – Begin, commence, initiate, launch

  f. Old – Ancient, elderly, aged, senior

  g. Beautiful – Pretty, attractive, stunning, gorgeous

  h. Angry –Irritated, furious, irate, enraged, mad

  i. Smart – Intelligent, clever, bright, brilliant

  j. Small –Tiny, little, miniature, minute

Having awareness of synonyms of words will help you acquire vocabulary with ease.

Antonyms

You can also learn about vocabulary in context through antonyms. Antonyms are words that are opposite in meaning to another. Look at the examples to learn about words and their antonyms.

Examples

  a. Big – Small, little, tiny

  b. Happy – Sad, upset, miserable

  c. Fast – Slow, sluggish, unhurried

  d. Important – Trivial, unimportant, insignificant

  e. Start – End, finish, stop

  f. Old – New, young, fresh

  g. Beautiful – Ugly, unattractive, plain

  h. Angry – Calm, peaceful, happy

  i. Smart – Dull, foolish, unintelligent

  j. Easy – Hard, difficult, challenging

When you want to learn vocabulary, don't only consider the meaning of the word but also how that word can express ideas that are nearly opposite in meaning.

Now, study the picture below to look at words, their synonyms and antonyms.

Synonyms and Antonyms A to Z

Words	Synonyms	Antonyms	Words	Synonyms	Antonyms
Absolve	Pardon	Compel	Mollify	Appease	Irritate
Busy	Active	Idle	Obvious	Apparent	Obscure
Cease	terminate	Begin	Prompt	Punctual	Slow,
Deprive	despoil	Restore	Quarantine	Seclude	Socialize
Eager	Keen	Indifferent	Reason	Acumen	Speculation
Frantic	violent	Subdued	Steep	Course	Flat
Gloomy	Bleak	Gay	Thick	Massive	Thin
Humble	Meek	Proud	Urge	Implore	Abomination
Insipid	Tedious	Pleasing	Vain	Egoistic	Modest
Just	honest	unfair	Wield	Employ	Forgo
Knell	last blow	rediscovery	Yoke	Harness	Release
Lavish	excessive	deficient			

Figure 15.9: An image of some words with their synonyms and antonyms

The activity below will help test your knowledge on synonyms and antonyms of words.

Activity 15.6 Finding Word Relations Such as Synonyms and Antonyms

1. Find two words each that are synonyms and antonyms of the words in the table. Form one sentence each to illustrate synonyms and antonyms.

Word	Synonyms	Antonyms	Sentence
Thin			
Crease			
Achieve			
Pretend			
Polite			
Separate			
Ruin			

2. Was that trickier than you expected? Continue to read online about other ways we can learn about vocabulary in context as we continue our discussion.

Homonyms

Homonyms are also some of the aspects of vocabulary. They are words that are spelled and often pronounced the same but have different meanings.

Examples
  a. Mean (not nice), mean (average)
  b. Rock (stone), rock (genre of music)
  c. Pen (place for keeping animals), pen (writing instrument)
  d. Bark (the sound a dog makes), bark (a tree outer layer)
  e. Book (something to read), book (making reservation)
  f. Current (up to date), current (flow of power)
  g. Bank (financial institution), bank (shore of a river/sea)

Note: *Click the YouTube video link below to learn more on homonyms.*
https://youtu.be/fDuX7GwqUkM?t=31

Homophones

They are words that are pronounced the same but often have different spellings and meanings.

Examples
   a. **Sea** (ocean), **See** (to look).
   b. **Buy** (to purchase), **By** (near), **Bye** (farewell).
   c. **Mail** (post), **Male** (gender).
   d. **Flour** (used in baking), **Flowe**r (a plant bloom)
   e. **Principl**e (rule), **Principal** (head of a school).
   f. **Night** (period of darkness), **Knight** (a title of honour)
   g. **Two** (the number), **Too** (adverb meaning 'also'), **To** (preposition).
   h. **Plain** (simple), **Plane** (aircraft).
   i. **Mee**t (to encounter), **Meat** (food).

Idioms

They are phrases or expressions with figurative meanings. Often used in informal language, they are culturally specific, and their meanings cannot be gleaned from the individual words alone. They are used to add colour, wit and richness to a language, making it more expressive and engaging.

   Table 15.3: Examples

S/N	Idioms	Meaning
1	Break the ice	To initiate a conversation in a social setting
2	Spill the beans	To reveal a secret
3	Hit the nail on the head	To clarify a point exactly
4	Under the weather	To be unwell
5	Piece of cake	Very easy
6	Bed of roses	An easy, comfortable or happy situation
7	Have a bee one's bonnet	To have an idea that one cannot stop thinking about

Having knowledge of idioms and idiomatic expressions will help enrich your communication. Assess your progress by performing Activity 15.7.

Activity 15.7 Forming idioms and idiomatic expressions

Combine the words on the flash cards to form the appropriate idioms or idiomatic expressions. Use each of them to form a sentence. Have fun!

white	bark up	below	once	bad
the wrong tree	the belt	elephant	apple	in a blue

Let us continue our discussion on vocabulary in context.

Connotations

They refer to the meanings or ideas words convey beyond the literal. They have symbolic and cultural associations or representations which can be positive (that is words that evoke pleasant associations), negative (that is words the evokes unpleasant associations) or neutral (words that carry neither positive nor negative emotions).

Table 15.4: Examples

Word	Positive	Negative	Neutral
Cheap	Affordable	Stingy, low quality	-
Child-like	Pure, innocent	Immature, naïve	-
Rose flower	Beauty, love, passion	-	A type of flower
	Confident	Arrogant	
	Slim	Skinny	Thin
	Curious	Nosy	

Register

Register deals with the differences in the use of vocabulary based on the situation or context (formal and informal). For instance, register will help you know the choice of words or vocabulary to use when speaking to your school principal and the word choice when having conversation with your friends. Register is the use of language to suit different situations and levels. (Refer to notes from previous section for more information).

Figure 15.10: A picture displaying the linkages of Register

Semantic Relationship

It refers to the connection in meaning between words and phrases. The connection explains how words are linked based on meaning, thereby helping in making an impact in speech or writing. Semantic relationships are foundational in linguistics, vocabulary learning, and fields like information retrieval and artificial intelligence.

Examples

a. **Synecdoche** – It is using a part of an object to represent a whole.

Table 15.5: Examples

Part	Whole
Wheel	Car
Hands	People
Chapter	book
Keyboard	Computer

b. M**etonymy** is a word or phrase used to refer to something closely associated with it, rather than directly naming it. This is not a part-whole relationship but one of association or substitution.

Examples

a. Crown to represent monarchy or rulership
b. Suit to refer to a businessperson
c. The Jubilee House represents Ghana's seat of government

This should have been a fruitful discussion. You have learned about cultural perspectives in communication and vocabulary in context. You are encouraged to read more about the two areas to learn more on your own. Before we end, perform the activity below.

Activity 15.8 Underline the word that matches the meaning expressed

1. Something large: a) curious b) enormous   c) list   d) discover
2. To find something: a) charity   b) invited   c) discover   d) measure
3. To do something over and over again:
    a) ignore   b) clam   c) miserable   d) repeat
4. To be sad or upset: a) miserable   b) control   c) decide   d) instead
5. Something that is not true: a) fade   b) false   c) enable   d) engage

Title: The Festival of Unity

In a vibrant village nestled between rolling hills in Ghana, the annual Festival of Unity was fast approaching. This festival was a time when people from various ethnic backgrounds came together to celebrate their differences and showcase their unique cultures. The village was known for its diversity, with residents speaking different languages and practicing different traditions.

As the festival drew near, a young girl named Ama felt a mix of excitement and anxiety. Ama belonged to the Akan ethnic group, and while she loved her culture, she was nervous about how her friends from different backgrounds would perceive her. She often heard stories of misunderstandings that arose from cultural differences, and she didn't want to be a part of that. One afternoon, while preparing for the festival, Ama decided to visit her friend Kofi, who belonged to the Ewe community. Kofi was known for his storytelling skills and was busy crafting beautiful decorations for the festival. Ama approached him, her heart racing.

'Kofi,' she began, 'what if people don't understand each other at the festival? What if they misunderstand our traditions?' Kofi paused and smiled, 'Ama, that's the beauty of our festival! It's a chance for us to learn from one another. We might have different customs, but we all share the same goal—to celebrate as one community.'

Inspired by Kofi's words, Ama decided to invite her friends from different backgrounds to her home that evening. She wanted to share her culture with them and learn about theirs. As the sun set, her friends arrived, bringing with them dishes from their respective cultures—jollof rice, fufu, and kelewele.

As they enjoyed the feast, Ama encouraged everyone to share stories about their traditions. She learned that Kofi's people had a unique way of greeting each other that involved a special handshake, while her friend Adjoa from the Ga community spoke about the significance of their traditional dances.

With each story shared, the room filled with laughter and curiosity. They realised that despite their differences, they all valued family, friendship, and community. Ama shared a proverb from her culture: 'Unity is strength,' and they all agreed to embrace this idea.

On the day of the Festival of Unity, the village square was alive with colours, music, and dance. Ama, Kofi, and Adjoa led a group dance that combined elements from their cultures, blending the rhythms and movements. The villagers, captivated by the display, joined in, celebrating the beautiful tapestry of their diverse heritage.

As the festival continued, people exchanged greetings in various languages, shared food, and participated in each other's traditional games. Ama watched in awe as barriers of misunderstanding dissolved, replaced by a spirit of harmony and togetherness. At the end of the day, the village chief stood before everyone and said, 'Today, we have shown that our differences make us stronger. Let this

festival remind us that communication, understanding, and respect are the keys to our unity.'

Ama smiled, her heart swelling with pride. She realised that by embracing diverse communicative perspectives and sharing their cultures, they had created a bond that would last beyond the festival. From that day on, the Festival of Unity became a cherished tradition, reminding everyone that harmony could be achieved through understanding and celebration of their differences.

1. What normally happened during the Festival of Unity?

2. Name one thing the village was known for.

3. What are the names of the three characters in the story?

4. Point out some activities that went on as the festival was in progress?

5. What did Ama watch as the festival went on?

6. What was the chief's remarks at the end of the festival?

7. What did the chief say the festival reminded them of?

8. What are the lessons learned from the story

9. Write a short presentation on how technology influences a particular festival among your people.

10. State the word classes of the underlined words in the passage below. Find the meaning of the words in context:

Good manners are essential in our daily lives. <u>Showing</u> respect to others, especially to our elders, is a fundamental aspect of courtesy. When greeting someone, it is <u>polite</u> to use formal titles such as 'Mr.', 'Mrs.' or 'Miss'. We should also <u>address</u> people with respect, using their titles and surnames until we are invited to use their first names.

In Ghana, we have a rich cultural heritage that emphasises the importance of courtesy. When visiting someone's home, it is <u>customary</u> to bring a small gift, such as a bottle of drink or a plate of food. We should also <u>refrain</u> from using our left hand when eating or giving or receiving something. Additionally, it is <u>impolite</u> to point at someone with our fingers or to <u>interrupt</u> someone while they are speaking. By showing courtesy and respect for others, we can <u>strengthen</u> our relationships and build a more harmonious society.

11. Find synonyms and antonyms for the underlined vocabulary in context

Entrepreneurship is the process of designing, launching and running a business. It requires a lot of hard work and dedication. Entrepreneurs must be <u>innovative</u> and creative to succeed. They must also be <u>resilient</u> and adaptable in the face of challenges.

Starting a business can be a <u>daunting</u> task, but it can also be very <u>rewarding</u>. Entrepreneurs must be <u>proactive</u> and strategic in their decision-making. They must also be passionate about their business and committed to its success.

12. Create a poem or short story with your choice of words in context.

SECTION

16

MINUTES WRITING

TEXT TYPES AND PURPOSES

INTRODUCTION

Welcome to our writing lesson on composing minutes! Minutes are essential records of meetings that capture key discussions, decisions, and action items. They serve as an official account, ensuring everyone is on the same page and providing a reference for future discussions. In this lesson, we will explore the structure and format of effective minutes, emphasising clarity and conciseness. You will learn to identify critical information, such as participants, agenda items, and outcomes, while also honing your ability to summarise discussions succinctly. We will discuss the importance of using a neutral tone and precise language to maintain professionalism. By the end of this lesson, you will not only understand how to create comprehensive minutes but also appreciate their role in enhancing communication and accountability within an organisation. Let's go ahead and master the art of minutes writing!

Key Ideas

- **Minutes:** An official record of what is discussed during a meeting.
- **Minutes writing:** A formal and structure way of recording the discussions and decisions of a meeting.

MINUTES WRITING: STRUCTURE/FORMAT (EXAMPLES)

What is Minutes Writing?

Minutes are the official written record of what happens in a meeting. They help organizations keep track of discussions, decisions, and actions to be taken. Minutes serve as a reference for future actions and ensure accountability. Since they are official documents, minutes must follow a formal structure and use formal language. Study **Table 16.1** below carefully to guide you in writing your minute.

Table 16.1: Minutes writing

What to know about writing minutes	Explanation
Importance of Minute writing	Helps in record-keeping, accountability, follow-up on tasks, decision verification, and serves as legal documentation.
Types of Minutes	• Verbatim Minutes – A word-for-word record of the meeting. • Summary Minutes – A brief summary of key points and decisions. • Action Minutes – Focus on assigned tasks and responsibilities. • Resolution Minutes – Records only decisions and resolutions. • Informal Minutes – Less formal, may include opinions. • Formal Minutes – Official records used for legal purposes. • Draft Minutes – Unapproved, subject to changes. • Confirmed Minutes – Approved and final version. • Board Meeting Minutes – Documents board of directors' decisions.
Structure of Minutes (STEPS)	• Heading – Date, time, location, organization name, meeting type. • Attendance – List of participants. • Apologies – Names of absent members. • Approval of Previous Minutes – Confirmation of previous records. • Agenda Items – Topics to be discussed. • Discussions – Summary of discussions on agenda items. • Decisions – Final decisions made. • Action Items – Tasks assigned to individuals. • Next Meeting – Date and time of the next meeting. • Closure – Meeting adjournment and signature of chairperson.
Key Features of Good Minutes	• Clarity – Use simple and clear language. • Accuracy – Record details correctly. • Brevity – Keep it short and to the point. • Structure – Follow a consistent format. • Objectivity – Avoid personal opinions. • Timeliness – Prepare minutes soon after the meeting.

Activity 16.1 Importance of Minutes

With four of your friends, discuss four importance of minutes writing to an organisation.

Activity 16.2 Identifying Features of a Sample Meeting Minute

Examine the sample minutes and identify its key features. Orally present your findings to colleagues in your class.

Sample Minutes of a Class Meeting

Minutes of SHS 2 ARTS B Class held on 10th June 2024 at 11:00 AM in SHS 2 ARTS B Classroom

Attendance

1. Miss Mavis Amoah (Teacher)
2. Asare Bediako
3. Abena Busia
4. Ellen Ntimama
5. Salifu Johnson
6. Chris Mensah
7. Nii Kappos Robbinson
8. Makafui Eterna
9. Araba Yankson
10. Tettey Nartey Evans
11. Ashong Kweisi
12. Ensi Harrison
13. Salamatu Mohammed
14. Bill Marshall
15. Botchway Belinda
16. Amuzu Dela
17. John Anaba
18. Akua Adoma

Apologies

The following sought permission to visit the school clinic
1. Ensi Harrison
2. Salamatu Mohammed

Agenda

1. Issues Bothering the Class
2. Learners' Attitude to Lessons
3. Teachers' Class Attendance

Issues Bothering the Class Discussion

Several learners raised concerns about the inadequacy of learning materials, including textbooks and other resources. There were also complaints regarding the noise levels in the classroom and the overall physical condition, which were deemed to affect concentration and learning.

1. **Decisions/Actions**
   Efforts will be made to secure additional learning materials, either through school funding or donations. The teacher will implement stricter classroom management strategies to reduce noise and maintain an environment conducive for learning.

Learners' Attitude to Lessons

1. **Discussion**: Observations indicated a mixed level of engagement among learners. While many learners actively participated, a significant number appeared disengaged and distracted during lessons. Issues with punctuality were also noted, with some students frequently arriving late.

2. **Decisions/Actions**
   Interactive teaching methods will be introduced to increase student engagement. A punctuality reward system will be implemented to encourage timely attendance.

Teachers' Class Attendance

1. **Discussion**: The teachers' attendance has been generally satisfactory, with occasional absence due to unavoidable circumstances such as illness or professional development commitments. However, it was noted that substitute teachers sometimes struggle to maintain continuity with the curriculum.

2. **Decisions/Actions**
   - A comprehensive lesson plan will be developed to ensure that substitute teachers can effectively follow the planned curriculum.

   - The possibility of appointing a teacher assistant to support during absence will be explored.

   - **Conclusion**: The meeting concluded with a summary of the discussed issues and agreed-upon actions. By addressing the concerns raised, it is expected that the overall learning environment will improve, leading to better academic performance and student-satisfaction.

Adjournment: The meeting was adjourned at 2:00 PM.

Action Items

1. Miss Mavis Amoah to procure additional learning materials by 30th June 2024.
2. Miss Mavis Amoah to enforce improved classroom management strategies by 25th June 2024.

3. Miss Mavis Amoah to implement interactive teaching methods and a punctuality reward system by 1st July 2024.

4. Miss Mavis Amoah to develop a substitute teacher-friendly lesson plan by 30th June 2024.

Next Meeting

The next class meeting will be held on July 15, 2024, at 10:00am in SHS 2B Classroom.

Minutes Prepared By: Akua Adoma
Approved/Seconded By: John Anaba
Date: 20th June 2024

Activity 16.3 Drafting Minutes

As a secretary to your class, write the minutes of your quarterly class meeting. Orally share your work with colleagues for their inputs.

Activity 16.4 Researching on Sample Minutes

Research and read samples of minutes, compare them to identify the strategies adopted in writing them. Share your findings with the class through PowerPoint.

REVIEW QUESTIONS 16

1. As secretary to a debating club in your school. Write the minutes of meeting you had with your patron.

2. You attended a youth committee meeting of your community that discussed, 'The role of youth community development', 'Youth and social media'. Write a set of minutes pointing out the main points and decisions taken.

3. During a Town Hall meeting, the agenda included 'Safeguarding community property', 'Water and Sanitation' and 'Inner Roads Infrastructure', Write the minutes that includes the discussions, decisions taken and possible challenges.

SECTION

17

REPORT WRITING

TEXT TYPES AND PURPOSES

INTRODUCTION

Welcome to Section 17 of our writing course! Here, we will learn more about the essential skill of report writing. Reports are crucial in various fields: in the academic world, in the world of work and sometimes for personal reasons, reports are needed. They serve as structured documents that convey information, present findings and offer recommendations based on research and analysis.

We shall explore some of these types of reports, their key components which make them effective and how to organise your thoughts, gather relevant data and present your findings clearly and concisely. We shall discuss different types of reports such as analytical reports, progress reports and research reports. We shall equally examine their unique purposes and formats. By the end of this discussion, you will have the tools and knowledge to craft a well-structured report that effectively communicates your message to your audience. Let's get started on mastering this important writing skill.

Key Ideas

- **A report** is basically a spoken or written account of an event or incident.
- **Report writing** is the process of compiling and organising information or data on an event or incident.

REPORT WRITING: STRUCTURE/FORMAT (EXAMPLES)

Figure 17.1: Image on reports

What is Report Writing?

A report is basically a spoken or written account of an event or incident. It could be on what someone has witnessed, heard, done or investigated. Report writing is the process of compiling and organising information, data and research into a concise and structured document, presenting findings, analysis and recommendations to inform decision-making or for record keeping.

Figure 17.2: An explanation on reports
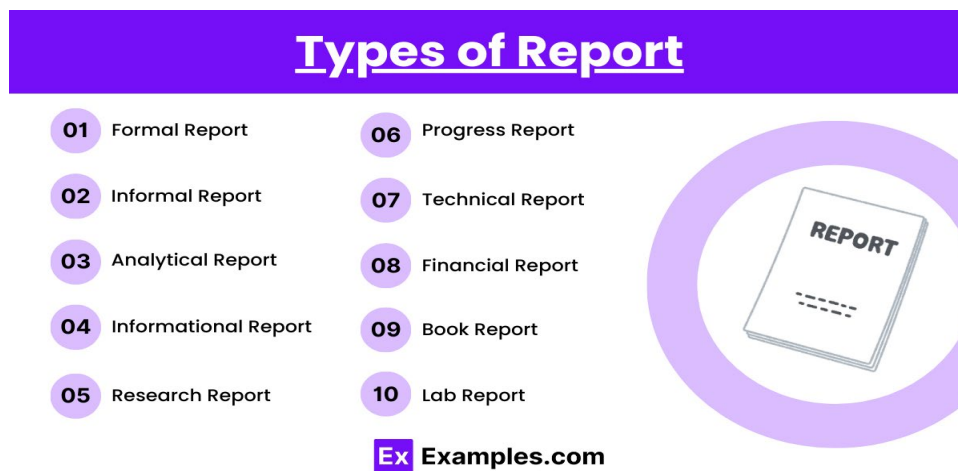
Types of Report Writing

Figure 17.3: Types of Report

There are many types of report writing. Can you guess what they are? Let me give you a hint: the purpose for which a report is written can help you identify its type.
Now let us look at some types of reports.

1. **Formal Report:** This is an official document with a formal tone, structure and language. It is used in business, academic and technical settings. The report is formal because it is written in official set up and used for official purposes. It also follows a formal structure and uses formal/standard language.

2. **Informal Report:** This report type is less structured. It is conversational in tone and often used for internal communication, progress updates or brief summaries.

3. **Technical Report:** This is a detailed, factual document presenting research, experiments or technical information commonly used in scientific, engineering and medical fields. This is a more advanced type of report. It goes beyond just recording what happens to include experimenting and examining a product to find some technical information not understood by a layman.

4. **Business Report:** It is an analytical document that addresses market trends, financial performance or strategic planning used in corporate decision-making. As the name suggests, this report is often written in business establishments to help managers or stakeholders in their planning and decision making.

5. **Research Report:** This report seeks to communicate to its audience about research that has been conducted, the method that was applied in the conduct of the research and the results or the outcome of the research. They are often published in academic journals or conferences. These types of reports are more academic, so they are often published on academic platforms.

6. **Investigative Reports:** They are documents presenting findings and conclusions from investigations used in legal, law enforcement or financial/business audit contexts. They present to an audience what has been found following an investigation into an issue or incident.

7. **Progress Reports:** These are periodic updates the status of a project, milestones and challenges. Progress reports are often used in project management and stakeholder communication. The reports seek to know the level of progress of a project being undertaking and the challenges which enables stakeholders to make informed decisions about the project.

8. **Feasibility Reports:** These report types provide evaluations of project viability, considering factors like cost, resources and potential outcomes. They provide information on the success of a project, whether there is the possibility that the project would do well.

9. **Compliance Report:** This is a document verifying adherence to regulations, standards or laws. They are also used in legal, audit or quality control contexts. These have the mandate of finding out the level at which a project or operation sticks to laid down regulations or standards for carrying out such operation.

10. **Incident Reports:** The detailed accounts of events, incidents or accidents used in legal, insurance or investigative contexts. It is an account on an incident, event or accident that has occurred. The event or incident is mostly investigated before the report is made. It could also be an eyewitness report where the reporter was at the scene of the incident.
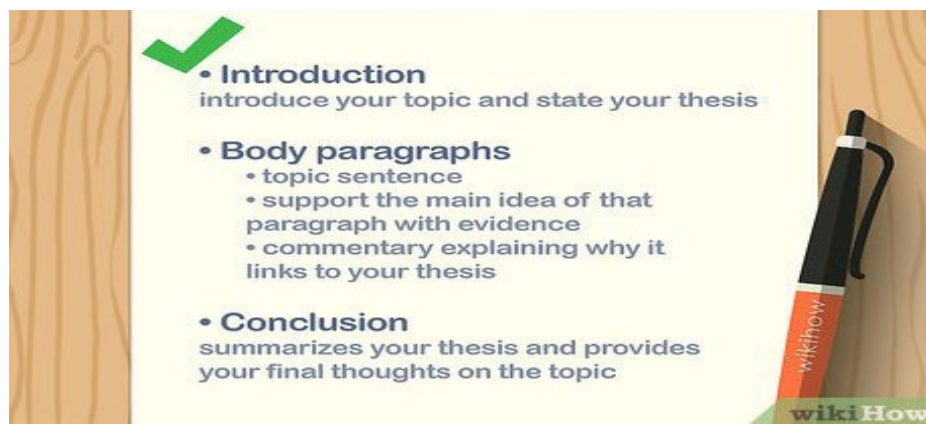
Structure/Format of Report Writing

Figure 17.4: Structure of a report

1. **Introduction**
   a. It is advisable that in your opening/introduction you give a brief/short overview of the topic that is being discussed. This gives the audience the general idea of the issue.

   b. The purpose of the report is also necessary to be stated in the introduction. The purpose stipulates the reason behind the writing of such report. That is, is it for a decision to be made, to act or to inform the audience about something or what?

   c. Also indicate the **scope** of the report. The scope describes the boundaries and limitations the research such as the time frame, budget, resources, methodology, data, criteria and standards that were applied in the research.

2. **Background Information**
   a. It is necessary to provide contextual information related to the topic. This helps to connect ideas on the topic to the circumstances in which they presented.

   b. The history or background of the topic also helps to provide deeper knowledge on the perspectives of the topic, the angle at which the topic is being presented. So, you are encouraged to provide a brief background of the topic.

   c. In addition, you need to provide relevant definitions or terminologies in your research work. This breaks down the message for the audience to have insights of the topic.

3. **Body**
   a. Clear and concise paragraphs should be prioritised in reporting. Do not use more words than necessary in your paragraphs. Rather, be as brief as possible but ensure the relevance of the report.

   b. Provide topic sentences and supporting evidence. Supporting evidence would make your report look authentic. These could be data, statistics, research findings and others.

   c. Also, give your analysis and interpretation of data gathered. Raw data can cause misunderstanding and misinterpretation of your report. It is therefore necessary that you break down and interpret the data gathered for easy understanding.

4. **Conclusion**

   a. In concluding your report, you must restate the reason and the boundaries and limitations of the report.

   b. Give recommendations or suggestions if necessary. These are actionable items you want to be carried out based on the report's findings. Thus, what do you want to be done about the report? This is optional because not all reports need actions be carried out on them.

5. **References (mandatory)**

   List the sources you have cited in the report. There are different ways to do this so ensure that you go by the chosen citation style. Let the audience know where you had your information for the report from. This is to avoid people accusing you of stealing their intellectual property (plagiarism) or not recognising them after your sourcing information from them.

Note

- *Word counts are approximate and may vary depending on the intended recipient(s) of the specific report.*
- *Headings and subheadings should be clear and descriptive.*
- *Use proper formatting, spacing and font styles.*
- *Include visual aids like tables, graphs or images to support the text.*
- *Edit and proofread the report carefully before submission*

Significance of Report Writing

1. **Communication**: Reports convey information and ideas to others. Since we cannot be everywhere in the world to see and know all that happen around us, there is the need for us to rely on some other persons to be informed of the happenings around us. This could be done either through a spoken or written piece of information. These reports from others give us information and ideas that we would not get on our own.

2. **Documentation**: Reports provide a record of research, projects or events. This suggests that it is not all the speeches or information we hear from others that we can keep. Through report writing, we can preserve and keep records of research, projects or events that we come across in our lives.

3. **Analysis and Insight**: Reports present analysis and interpretation of data. This presents the opportunity for the audience to break down data or information gathered on an issue. Examining the clearly expressed data helps to demonstrate the meaning/implication of the data.

4. **Decision-Making**: Reports inform decisions and problem-solving. Reports give insight and direction to audience on an issue. Based on the reports, stakeholders can make informed decisions on an issue.

5. **Learning and Development**: Reports foster learning from experiences and research. Before you write a report, you might have experienced or researched into something. These experiences and research materials serve as learning avenues for humans. Through this, we can develop ourselves.

Key Features of Report Writing
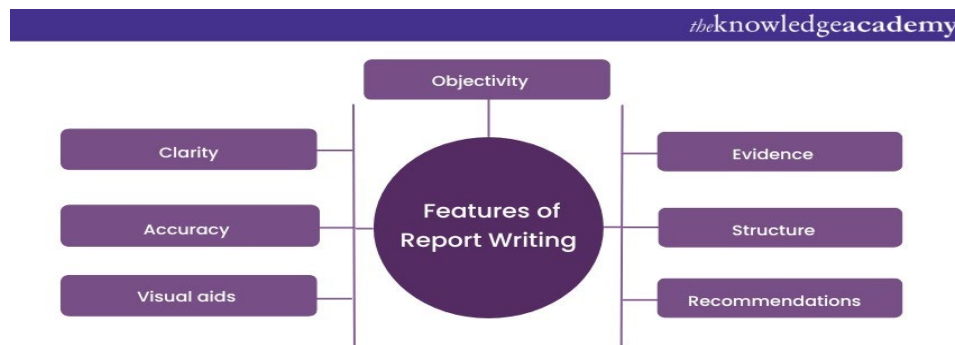
1. **Clear purpose:** A clear purpose or objective should be stated in the introduction. This feature of a report gives your audience the opportunity to know what the report seeks to achieve, so they can follow your discussion effectively since they now know what to expect at the end.

2. **Organised structure:** A logical and organised structure is followed in report writing. This includes the introduction, body, conclusion and references. The well-organised structure of every report is crucial. It ensures that all the elements of the report are rightly placed at their required places and that, these elements are properly linked to give unity to the report.

3. **Objective language**: Objective and unbiased language is used throughout a report. Reports, especially the official ones are mostly written on real issues or events. This requires that when you are writing such a report you should be objective. Objectivity here means that you speak to the issues as they appear. Do not present them based on your feelings or emotions or personal interpretations of the issues to suit your interest.

4. **Concise writing**: Clear and concise writing is used to convey information. This calls for brevity in your writing or presentation. Avoid unnecessary explanations or expressions. Use short sentences to get your message across.

5. **Accurate content**: Present accurate and reliable information. Make sure that you present is what has happened so that the report can accurately be depended on for any actions.

6. **Visual aids**: Visual aids such as tables, graphs and figures and pictures are used to support the text. These elements would take care of inclusivity, so no category of audience is disadvantaged. Visual aids would help project the reality of the issue being reported on and also help the physically impaired audience. Tables, figures and graphs also provide further explanations to the report for better understanding.

7. **Proper formatting**: A consistent and appropriate format should be used throughout the report. A readable (sans serif) font should be used for the text. This helps to cater for all categories of people or learners so that no one is disadvantaged.

8. **References**: Make sure that the sources from which you got information for the report are properly cited and referenced. This basically means acknowledging places where information was taken from for the report. This prevents your report from being cited for plagiarism (intellectual theft, which can carry criminal charges).

9. **Conclusion**: A summary of the main points and recommendations are included in the conclusion. You need to restate the main points that have been discussed in the body of the report. The conclusion also takes care of any necessary recommendations you need to make for an action to be taken by the appropriate quarters.

10. **Appendices**: 'Appendices' is a space that is created for any additional information that supports your report. This may not be any major information but relevant to the topic. So, you need to capture such in the appendices.

11. **Timeliness**: The report should be completed and submitted on time. Reports are often requested to be produced within a given time frame. You need to ensure that you meet the timelines for the report. Missing the timelines may make your report irrelevant or not suitable for its purpose.

12. **Relevance**: The report must be relevant to the intended audience and purpose. Ask yourself whether or not what you presenting is relevant/important to your target audience. Make sure the report serves its purpose for the audience.

STRATEGIES IN LEARNING REPORT WRITING

1. **Modelling**: Surf the Internet for examples of well-written reports from trusted sources to serve as models. You can also read from textbooks or social media samples of reports to serve as guide to you.

2. **Breakdown**: Break down the report writing process into smaller, manageable tasks. If you break the writing process to its smaller components, it will help you to have in-depth understanding of each component before putting them together to form a unified whole.

3. **Graphic Organisers**: Use graphic organisers to help you organise your thoughts and ideas. Graphic organisers are visual thinking tools that help organise information and ideas in a way that is easy to understand and internalise. This is a great way to create a visual structure to display internal thinking externally.

4. **Peer Review**: You are encouraged to allow your peers review your draft report to help you learn from them. After they have gone through the draft they would provide you with feedback. Sharing their ideas about your work would help you to learn from them.

5. **Step-by-Step Guidance**: Your teacher would offer you step-by-step guidance to help you understand the report writing process. You can also contact colleagues to guide you through the process as you work in groups or pairs.

6. **Feedback**: Provide constructive feedback to help learners improve their report writing skills. This implies that it may not be every feedback that is necessary. You are therefore encouraged to give and take constructive or helpful feedback from your colleagues especially.

7. **Real-World Applications**: Use real-world examples to illustrate the importance of report writing. Assuming you have been sent by your parents to represent them at a Parent Teacher Association meeting in your locality, why would you write a report of the meeting?

8. **Collaboration**: You are encouraged to collaborate with your colleagues so that you learn from each other's strengths and weaknesses. To ensure that this happens, you need to work in groups or pairs so you can learn from one another or each other.

9. **Technology Integration**: Incorporate technology to make report writing more engaging and interactive. You can surf the Internet for samples of reports and read. Also, develop a draft report and make a PowerPoint presentation of your content in class and allow for critiques.

10. **Differentiation**: This encourages you to learn at your own pace. Do not be in a haste to finish your learning task with your when you are not at the same learning level with your colleagues. If you require additional time to accomplish what has been assigned, you can request for it. Make sure your learning needs are met before you progress to a different activity.

11. **Rubrics**: Use rubrics (formally stated rules of format) to assess your reports with these expectations in mind. This involves comparing what you have written with the processes that are involved in report writing to ensure that the processes are satisfied.

12. **Self-Assessment**: After you have finished writing your report, assess your own report writing skills. This will help you to discover if there has been an improvement in your writing skills.

Incorporate these strategies into your report writing and you will be an excellent report writer within and beyond the classroom space, into the world of work and further studies.

Activity 17.2 Report Samples and Writing

1. In a whole class discussion, bring up the significance of report writing

2. In groups of four, surf the internet and read a variety of sample reports and identify their key features.

3. In pairs, identify the strategies employed in writing these reports and present your responses to the whole class.

4. As an eyewitness to a misunderstanding which led to a fight between two of your classmates, write a vivid report to the school management to enable them carry out their investigations into the issue. Orally share your report with colleagues in class for comparison and critiquing.

Writing

1. Provide a detailed outline on how you would write a report on the topic "How Unemployment is Affecting the Youth in my Area Based on Interviews Conducted."

2. Prepare a seven-slide (minimum) PowerPoint report to present at your school's inter-houses competition on the topic: "Challenges Students Face in Using the School Library and Suggested Improvements."

3. As the CEO of your own company, write a report on how you achieved your dream of establishing your own company to be presented at an African Creativity and Entrepreneurial Renaissance (ACENR) Summit.

4. Make a PowerPoint from the report for presentation during the summit.

SECTION

18

SYNONYMS

SYNONYMS

VOCABULARY

INTRODUCTION

In this section, we will turn our attention to an essential aspect of language: vocabulary, with a special focus on **synonyms**. Understanding synonyms will not only enrich your language but also enhance your communication skills, allowing you to express yourself more precisely and creatively. By exploring words that have similar meanings, we can expand our vocabulary, improve our writing and make our conversations more engaging. Throughout this lesson, we will focus on various examples of synonyms, practise identifying them in different contexts and discuss how to incorporate them effectively into our speech and writing. Mastering the use of synonyms is a valuable tool in your linguistic toolkit. Get ready to discover the power of synonyms and how they can transform your expression.

KEY IDEA

Synonyms are words that have the same meaning as other words.

SYNONYMS (WORDS SIMILAR OR NEAREST IN MEANING)

Synonyms

A synonym is a word or phrase with the same or nearly the same meaning as another word or phrase. In other words, synonyms are words/phrases that can be used interchangeably in a particular context without altering the meaning of the sentence. For example, the adjective 'beautiful' can be varied in an essay by using synonyms like stunning, lovely, gorgeous and attractive. Study the images below, which show some examples of synonyms.

LIST OF SYNONYMS

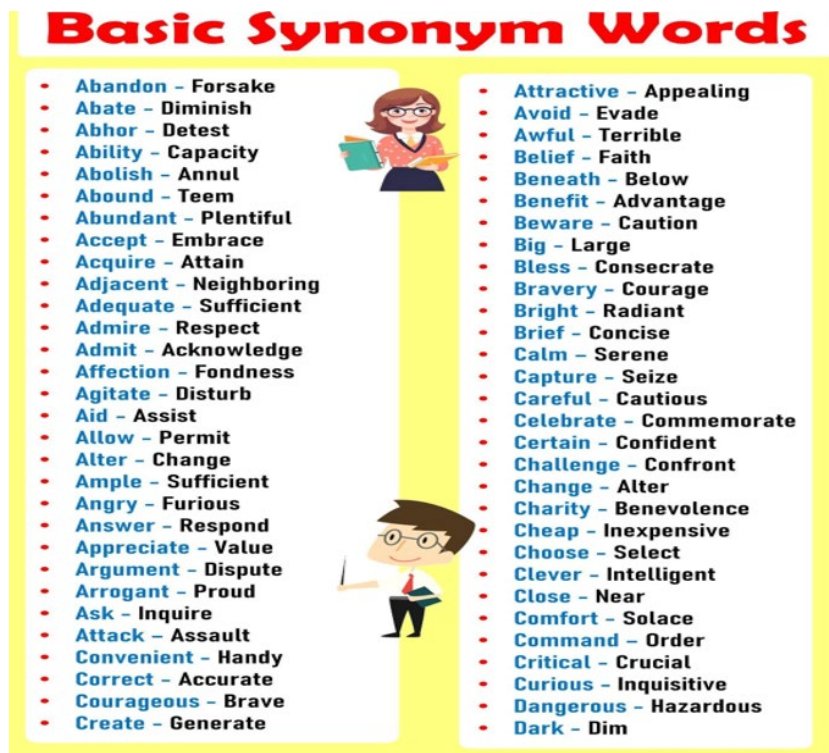| Word ➡ Synonym		Word ➡ Synonym		Word ➡ Synonym	
• Large	• Big	• Job	• Occupation	• Keep	• Hold
• Exit	• Leave	• Infant	• Baby	• End	• Finish
• Present	• Gift	• Select	• Choose	• Respect	• Honor
• Alike	• Same	• Accurate	• Correct	• Get	• Receive
• Stone	• Rock	• Always	• Forever	• Glad	• Happy
• Last	• Final	• Connect	• Join	• True	• Correct
• Easy	• Simple	• Clarify	• Explain	• Old	• Ancient
• False	• Untrue	• Speak	• Talk	• Rich	• Wealthy

Figure 18.1: Images showing some examples words and their synonyms

Are synonyms meaningful in our day-to-day speaking and writing? Yes, they are. Let us study the importance of using synonyms.

Importance of Synonyms

1. Use of synonyms is a demonstration of extended vocabulary. This knowledge helps you to vary your expressions by using alternative words.

2. The use of synonyms enhances communication as repetition is avoided, bringing clarity and quality to your expressions or essays.

   For example:

Repeated use	Enhanced use
The teacher was happy because the students were happy.	The teacher was delighted because the students were happy.
The big house was huge and big.	The big house was enormous and spacious.

3. The use of synonyms helps communicate exact meaning. Synonyms convey different shades of meaning as there are some fine distinctions between words, even between synonyms. The use of synonyms therefore enhances precision and accuracy in speech and writing.

   For example:

   Sentence: The new policy was difficult to implement.

   Nuanced: The new policy was challenging to develop, but difficult to implement.

4. The use of synonyms adds depth and creativity to expressions, especially in storytelling, poetry and writing. For example, when you replace 'walk' with 'stroll', you create a more vivid image of a leisurely pace.

Other examples

Word	Synonym	Depth of meaning
Look	Gaze	A steady, intent stare
	Glance	A quick, fleeting look
Say	Whisper	A soft quiet tone
	Murmur	A low, indistinct sound
Run	Sprint	A short, intense burst of speed
	Dash	A quick, energetic movement

That was an interesting lesson. Let us do some activities.

Activity 18.1 Identification of Synonyms

1. Match words in group A to those of group B and C:

GROUP A	GROUP B	GROUP C
Serene	Exact	Peaceful
Resilient	Tranquil	Accurate
Vigilant	Agile	Alert
Nimble	Watchful	Persistent
Precise	Tenacious	Quick

2. What do you observe about the meanings of the words?
3. Share your findings with your peers.

Activity 18.2 Identification of Nuances of Meanings in Synonymous Words

1. With your peers, use a thesaurus, a dictionary or an online dictionary to look up the meanings of the words in each group.
2. Discuss the similarities and differences in meaning.
3. Are all the words that are similar in meaning truly the same? Use them in sentences.

Note: *The more you consider the types of vocabulary usage here, the more clarity you can introduce into your speech and writing.*
Now, pay attention to how to use synonyms effectively.

How to Use Synonyms Effectively

1. **You must understand the exact meanings of synonyms**. As hinted earlier, words have different shades of meaning to the extent that seemingly similar words may have slight differences in meaning. For example, the words fast, quick, swift, rapid and brisk have a general meaning of speed but with subtle differences as explained below:

   a. Fast – a general sense of speed

   b. Quick – a sense of suddenness or promptness

   c. Swift – a smooth or effortless speed

   d. Rapid – a steady or continuous speed

2. **Be guided by context**. Choose synonyms that suit the context and tone of the speech or writing. Let us consider these two sentences:

   a. The employee was very happy with the job offer.

   b. The new employee was thrilled with the job offer.

   It is observed that the synonym thrilled is used in the second sentence to convey a stronger sense of excitement and enthusiasm, which is more suitable for the context of receiving a job offer.

3. **Do not overuse synonyms**. Inasmuch as synonyms are important to vary language, overuse may render language artificial.

4. **Use resources** such as thesaurus, online dictionaries (such as Merriam-Webster Dictionary (an American dictionary which can give insight into US usage), the Oxford English Dictionary, Chambers Dictionary, (famed for its occasionally witty definitions), mobile applications (such as Thesaurus Rex, synonyms) and Browser extensions [such as Grammarly, Thesaurus (Chrome), Synonyms (Firefox)] to identify synonyms of words. But owing to nuances of meaning of words, be guided by the context of use to choose the correct or appropriate synonym.

5. Practise the use of synonyms in different contexts in speech and writing.

Click on the link below to learn more about synonyms
https://englishgrammarhere.com/synonyms/60-synonyms-list-english-synonym-vocabulary-list/

Activity 18.3 Usage of Synonyms

1. Choose a word from the list provided. (angry, sad, excited, strong, slow, hungry)
2. Act out the word without speaking. You can use gestures, facial expressions and body language to convey the meaning. (This game is called Charades.)
3. Your friends will try to guess the word you are acting out.
4. Once someone correctly guesses the word, ask them to provide at least two synonyms for the word.
5. Repeat the process with different words and actors.

Note

- *Be creative and have fun with your acting.*
- *Pay attention to your peers' guesses and provide feedback.*
- *Think of as many synonyms as possible for each word.*

REVIEW QUESTIONS 18

Choose the word which is **nearest** in meaning to the word(s) underlined in the given sentences.

1. The teacher was impressed by the student's <u>detailed</u> report. She had done her research and was well-prepared.

   A. Brief

   B. superficial

   C. thorough

   D. vague

2. The tourists were amazed by the stunning beauty of the Grand Canyon. The <u>breathtaking</u> views left them speechless.

   A. ordinary

   B. stunning

   C. unimpressive

   D. unspectacular

3. The company's financial reports showed a s<u>ignificant</u> increase in profits over the past quarter. The numbers were impressive.

   A. insignificant

   B. moderate

   C. small

   D. substantial

4. The athlete's <u>rigorous </u>training program helped her to improve her performance and win the competition. The hard work paid off.

   A. demanding

   B. easy

   C. effortless

   D. simple

5. The tourists got <u>disoriented</u> in the crowded streets of the city and had to ask for directions. They were bewildered.

   A. confused

   B. found

C. lost

D. oriented

6. The company's CEO was a dynamic leader who inspired confidence and motivation in her employees. She was an <u>inspiring</u> leader.

   A. charismatic

   B. ineffective

   C. uninspiring

   D. weak

7. The teacher was impressed by the student's creative and innovative approach to the project. The student had thought <u>outside the box</u>.

   A. amusingly

   B. imaginatively

   C. unconditionally

   D. unwisely

8. The students were excited to start their summer break and take it easy after a long year of studying. They were looking forward to a well-deserved <u>rest.</u>

   A. energised

   B. exhausted

   C. respite

   D. stressed

9. The athlete's agile movements on the field helped her to <u>dodge</u> her opponents and score a goal. She was quick and nimble.

   A. clash with

   B. hit

   C. jump

   D. swerve

10. The new employee was very <u>punctual</u> and arrived on time for the meeting.

   A. early

   B. late

   C. slow

   D. timely

11. Read the passage below and find synonyms (closest in meaning) for the underlined words

Chieftaincy in Ghana is a traditional institution that has been in existence for centuries. The institution of chieftaincy is sacred and is held in high esteem by the people. Chiefs in Ghana play a vital role in the development of their communities. They are respected leaders who are responsible for the welfare of their people. Chiefs are also custodians of the traditional values and customs of their communities. The process of selecting a chief in Ghana is complex and involves several stakeholders. The selection process is usually rigorous and involves a thorough examination of the candidate's qualifications and character. Once a chief is selected, he is enthroned in a traditional ceremony that is attended by the community. The chief is then obliged to serve his community with integrity and honesty.

SECTION

19

ANTONYMS

ANTONYMS

VOCABULARY

INTRODUCTION

We continue our language journey. Here, we will grapple with the fascinating world of grammar, focusing on vocabulary, specifically **antonyms**. Understanding antonyms is crucial for enriching our language skills and enhancing our communication. Antonyms are words that have opposite meanings and they play a vital role in expressing contrast and nuance in our conversations and writing. By exploring various pairs of antonyms, we will learn how to use them effectively to convey our thoughts more clearly and vividly. Your ability to know how to use antonyms effectively can help you expand your vocabulary and enhance your communication skills. Prepare to engage in interactive activities, discussions and exercises designed to help you identify and utilise antonyms in context. Let's embark on this exciting exploration of words and their opposites and discover how they can add depth to or shape our language skills!

Key Ideas

- Antonyms are words that are opposite or nearly opposite in meaning to other words.
- Gradable antonyms are antonyms with several shades of meaning.
- Complementary antonyms are words with corresponding opposites. The presence of one implies the absence of the other.
- Relational antonyms describe the interconnectedness between words from opposite perspectives.

ANTONYMS (OPPOSITE OR NEARLY OPPOSITE IN MEANING)

Antonyms are words that contrast each other in meaning. Hence, they are used to express opposition in language or words with contradictory connotations. Knowledge of antonyms will guide you to make comparisons between two different items or describe things from different perspectives. In this lesson, we are going to analyse the various types of antonyms and when to use them. The pictures below show words and their corresponding antonyms. Read through them and think about other examples of your own.
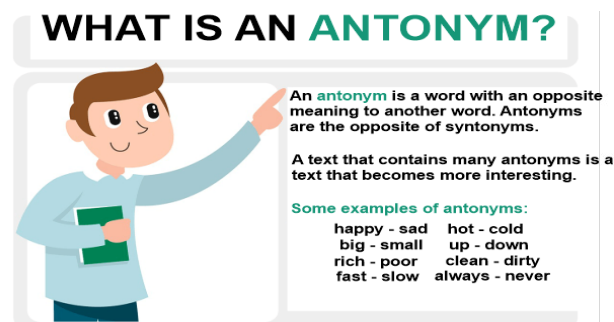
WHAT IS AN ANTONYM?

An **antonym** is a word with an opposite meaning to another word. Antonyms are the opposite of syntonyms.

A text that contains many antonyms is a text that becomes more interesting.

Some examples of antonyms:

happy - sad	hot - cold
big - small	up - down
rich - poor	clean - dirty
fast - slow	always - never

Figure 19.1: A picture showing definition and examples of antonyms

Explore Activity 19.1 to assess your knowledge of antonyms. Have fun!

Activity 19.1 Identification of Antonyms

1. Study the word puzzle below carefully and search for the antonyms of the vocabulary on the word cards below.
2. Use each of the antonyms identified from the puzzle to form meaningful sentences and share with your friend or classmate.

Approval	Bravery	Cheap	Comfort	Dark
Demand	Expand	Famous	Generous	Zeal

I	Y	C	C	O	W	A	R	D	T	R	T
N	T	U	T	H	T	F	A	C	Q	T	L
D	R	C	O	N	T	R	A	C	T	T	A
I	F	W	R	Y	F	F	D	P	H	Q	I
F	D	G	G	E	S	Y	G	G	T	T	N
F	C	P	I	S	H	Q	I	H	H	G	E
E	C	R	Q	T	F	L	Q	W	G	G	D
R	G	T	R	T	N	T	W	T	Y	H	G
E	P	O	F	A	R	E	T	R	E	A	T
N	W	T	E	T	Y	H	T	H	G	D	F
C	E	M	G	O	B	S	E	C	U	R	E
E	R	T	U	Q	P	P	T	C	V	V	B

Was that complex in Activity 19.1? Now that we know what antonyms are, let's look at the types with examples.

Types of Antonyms

Gradable Antonyms: Words that are at the opposite ends of a spectrum with same grade between the two extremes. E.g., hot/cold.

Complementary Antonyms: Two opposite words with an either- o relationship between them. E.g., dead/alive.

Relational Antonyms: Two opposite words with a dependent relationship (one word can't exist without the other). E.g., true/false.

1. **Gradable antonyms**

   Gradable antonyms are opposite words that exist on a scale and have degrees or shades of meaning. For example, between the antonyms, happy and sad, there are degrees of meaning like joyful and pleased (for happy) and, unhappy and depressed (for sad). It is observed in the examples that there is a gradual move from one extreme of meaning – 'happy' to another extreme – 'sad'. Consider the examples that follow. Other examples can be seen in *Table 19.1*.

   Table 19.1: Gradable antonyms

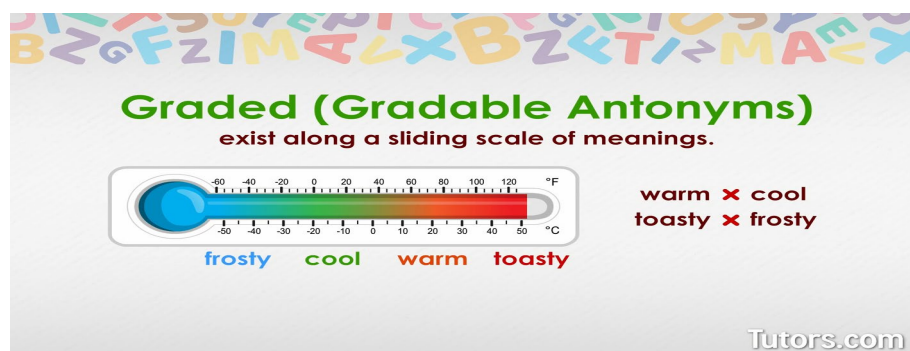 | Word | Antonym | Gradable Antonyms |
   | --- | --- | --- |
   | Clean | Dirty | Spotless, tidy, messy, filthy |
   | Old | Young | Ancient, elderly, middle-aged, juvenile |
   | Quiet | Loud | Silent, soft, moderate, noisy |
   | Expensive | Cheap | Costly, pricey, affordable, inexpensive |
   | Fast | Slow | Rapid, swift, moderate, sluggish |

Figure 19.2: A picture illustration of gradable antonyms

2. **Complementary Antonyms**
   They are words that are absolute opposites. There is no in-between; the absence of one implies the presence of the other. For example, alive and dead; once something or someone is dead, it is no longer alive.
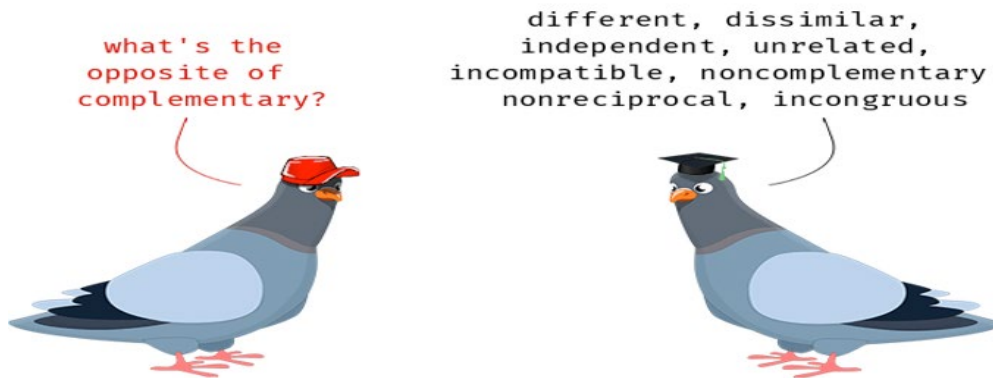

Figure 19.3: A picture displaying the opposite of the word complementary

Other examples

a. True and false

b. Single and married

c. Present and absent

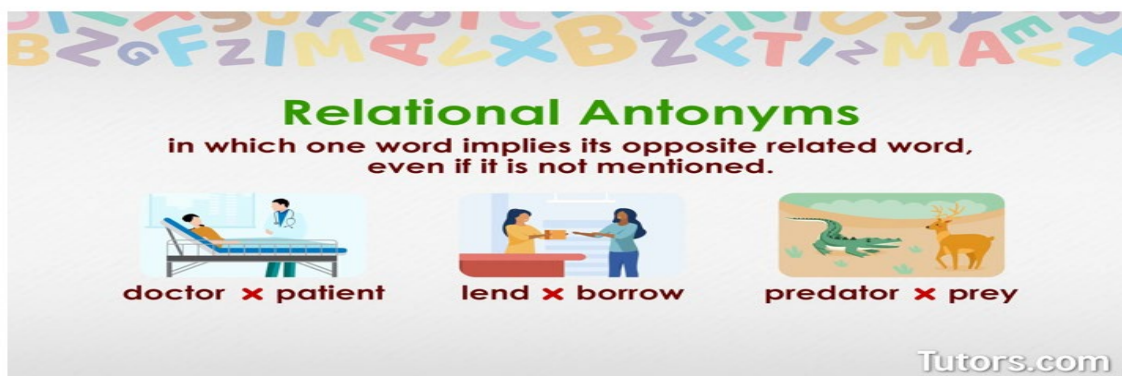d. Open and closed.

3. **Relational Antonyms**

Figure 19.4: A picture explaining relational antonyms

Relational antonyms are words that describe a relationship from opposite perspectives. For example, there is an opposing relationship between a teacher and a student; while the teacher teaches, the student learns.

Other examples

a. Employer/ employee (an employer hires while an employee is hired.)

b. Doctor/ patient (a doctor treats while a patient is treated).

c. Parent/ child (a parent gives care while a child is cared for.)

d. Leader/ a follower (a leader guides while a follower is guided).

e. Landlord/ tenant (a landlord rents out while a tenant rents.)

We have just looked at the types of antonyms and you should be able to differentiate between them with examples. Before we continue the discussions on antonyms, you are encouraged to perform the activity below with your friends or classmates.

Activity 19.2 Role-Playing Certain Words to Predict Their Antonyms

Role-play the vocabulary on the word cards and ask your friends or classmates to predict their antonyms. Have fun!

Sadness	Courage	Close
Cry	Separate	Visitor
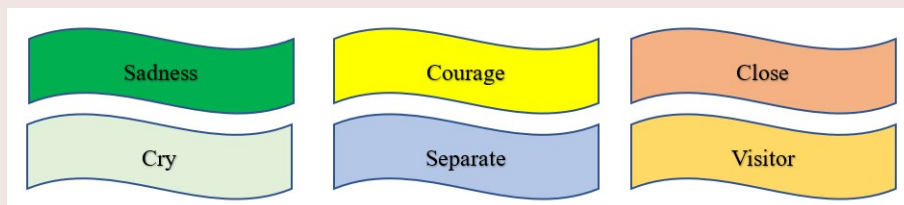
Let us extend our discussions to the functions of antonyms.

Functions of Antonyms

Antonyms play an important role in enhancing communication in general. They enable us to express ourselves with precision, show contrast in ideas and improve our vocabulary. This helps us build a deeper understanding and have impact communication.

1. The use of antonyms helps to bring out contrasts between words (communicating ideas, objects and concepts).

    Examples

    a. The new policy is a significant improvement over the old one. The old one was slow and inefficient, whereas the new one is fast and streamlined.

    b. The dry harmattan weather is a stark contrast to the wet rainy months.

2. The use of antonyms provides precision and clarity. Knowledge of antonyms boosts vocabulary, which is being clarified.

    Examples

    a. The instructions were clear: if the light is red, stop; if it's green, go.

    b. The doctor explained that the patient was alive, not dead, despite the initial reports.

3. Antonyms can be used to highlight a standpoint and intensify contrasting emotions or perspectives.

    Examples

    a. Loud music is not allowed in the quiet library atmosphere.

b. The delicious cake was a welcome treat after the bitter medicine.

4. Antonyms are used to facilitate debate and argument. They are used to present contrasting standpoints, thereby clarifying arguments and debates.

Examples

a. Some argue that capitalism is the best economic system, while others believe that socialism is more equitable.

b. The argument was over whether standardised testing is beneficial or harmful.

5. Antonyms are used to create and enhance literary and poetic devices like irony.

Examples

a. The dark and stormy night was the perfect setting for the bright and hopeful ending.

b. The sweet melody was a stark contrast to the bitter lyrics.

Figure 19.5: Examples of antonyms

Wonderful! Soon, we have come to the end of our lesson on antonyms. You are encouraged to read more about antonyms to enhance your vocabulary and communication. Before we end, perform the **Activity 19.3.**

Activity 19.3 Understanding Different Pairs of Antonyms

1. Rearrange the words in Groups B and C to form the antonyms of the words in Group A

Group A	Group B	Group C
NEW	Affordable	Superficial
DEEP	Antiquated	sluggish
FAST	Shallow	old
EXPENSIVE	Leisurely	cheap

2. Use each of the words in Group A with their corresponding words in Group B or C to form meaningful sentences.

3. Write your sentences on a flip chart and make a presentation to your friends or classmates.

Did you find the ideas here surprising? Keep being aware of antonyms when you are speaking and particularly when debating. Do not forget to answer the review questions.

1. Match the words in Column A to their antonyms (opposites in meaning) in Column B.

Column A	Column B
Humility	Turmoil
Optimism	Stinginess
Serenity	Chaos
Generosity	Arrogance
Order	Pessimism

Complete the following sentences by filling in the blanks with a word that is opposite in meaning to the underlined word. Choose the correct answer from the options provided.

2. The company's _____ financial situation made it difficult for them to invest in new projects, unlike their stable financial situation last year.

   A. Insecure
   B. Secure
   C. Strong
   D. Weak

3. The _____ response from the audience made it clear that they did not enjoy the performance, unlike the enthusiastic response they gave to the previous act.

   A. Timid
   B. Irritated
   C. Muted
   D. Joyful

4. The company's _____ approach to business led to its success, unlike the conservative approach of its competitors.

   A. Risky
   B. Cautious
   C. Liberal
   D. Traditional

5. The _____ climate of Ghana makes it an ideal place for farming, unlike the arid climate of the Sahara Desert.

   A. Tropical

   B. Desert

C. Temperate

D. Polar

6. The teacher encouraged the students to think _____ and come up with creative solutions, unlike the underlined <u>conventional</u> methods they had learned before.

   A. Unconventionally

   B. Conventionally

   C. Logically

   D. Illogically

Rewrite the following sentences by replacing the underlined word with its antonym:

7. The <u>accurate</u> reporting by the Ghanaian media brought chaos in the auditorium.

8. The government's <u>transparent</u> approach to media relations was criticised by journalists.

9. The <u>unreliable</u> sources used by the media helped to build trust with the public.

10. The government's <u>restrictive</u> policies on media freedom were praised by human rights groups.

11. The media's <u>constructive</u> criticism of the government's policies helped to prevent positive change.

12. Write a short paragraph using at least three pairs of antonyms.

SECTION

20

ARTICLE WRITING

SUB SECTION: TEXT TYPES AND PURPOSES

INTRODUCTION

Welcome to Section 20. This is where we will observe closely the art of writing, with a specific focus on crafting compelling articles suitable for publication in international newspapers and magazines. As aspiring writers, understanding the nuances of article writing is crucial in today's globalised world, where diverse audiences seek engaging and informative content. We will explore key elements such as topic selection, audience awareness and the importance of a strong lead. Additionally, we will discuss the different styles and tones appropriate for various publications, allowing you to tailor your work to fit specific editorial guidelines. Throughout the exploration, you will have the opportunity to practise your writing skills through targeted exercises, peer reviews and feedback sessions. You will be equipped with the tools necessary to create articles that resonate with readers and stand out in the competitive landscape of international media.

> ### Key Ideas
>
> - An article is a written piece of information that is intended for the consumption of a target audience.
> - Article writing is the process of creating content for publication in various media.

ARTICLE WRITING (INTERNATIONAL AND LOCAL NEWSPAPERS AND MAGAZINES)

Currently, many pieces of writing are produced through the devices of AI. It is of great importance that you learn how to create an article yourself, before any recourse to AI in its many forms. You should aim to be self-reliant and critical before you delve into computer-generated methods.

Figure 20.1: An image that sums up article writing

What is Article Writing?

An article is a written piece of information that is meant for the consumption by a target audience. Article writing is the process of creating content for publication in various media, such as: Newspapers, Magazines, Online blogs, Journals and Websites

Articles aim to:

1. inform: Articles usually centre on a subject or area that informs the world about an issue, an idea or a subject.

2. persuade: Articles usually compel readers to adopt a particular point of view. Article writers are therefore intentional about this.

3. entertain: Some articles entertain readers with stories or anecdotes. They often come with a serious underlying message

4. educate: Articles aim to educate the public on issues and the realities about them.

5. warn: Some articles also aim to readers against something. It could be an impending danger or a habit.

Effective Article Writing Involves the Following

1. **Researching a topic**

   You cannot have well-written article without researching the topic you are writing about. The research will help you gather enough appropriate information on the topic to be able to provide the right information to your audience. You can find the information on the Internet, from books or from people around you. When you've gathered this data, you will be more informed about what to provide for your audience.

2. **Organising ideas and structuring content**

   After gathering data. you must critically examine the data/information to know what is needed or not needed for your article. You then must develop and organise your ideas based on the data gathered. Think of how to structure/organise your article based on its format. If you achieve these things, you are closer to getting an effective article written.

3. **Writing clear, concise and engaging text**

   Make sure your article is clear enough for understanding. Use brief sentences to convey your message. Also ensure that the text is more engaging to the audience. Evoke the interest of the audience.

4. **Editing and proofreading for accuracy and quality**

   It is often advised that you edit and read your article over and over to make sure the text is accurate and is of high quality to meet the demands of the audience.

5. **Adapting tone and style to suit the target audience and publication**

   Since articles are directed to groups or an audience, we must choose the tone and style of writing that would suit the target audience.

Articles Can Cover Various Formats

1. News articles: It includes headline, lead paragraph, body copy, conclusion, image(s), subheadings related links and others.

2. Feature articles: They contain a headline, introduction, the main body and a concluding paragraph.

3. How-to articles: Add a title, include your name, write the introduction, your body, the conclusion and others.

4. Opinion pieces (editorials, columns): They start with a clear, short first sentence or paragraph to grab the readers' attention, the body, final paragraph or conclusion.

5. Reviews (books, movies, products): The format for a reviewing article includes title, abstract, keywords, main text, summary and conclusion and references.

The Key Characteristics of Article Writing

1. Objectivity (or clear bias, depending on the type of article)

2. Clarity and concision

3. Engaging headlines and introductions

4. Well-structured and organised content

5. Accurate grammar, spelling and punctuation

Key Points to Consider When Writing Article

1. **Planning**

   a. Choose a topic: Select a relevant and interesting topic. The topic should be of interest to you and suitable for the audience. A topic is a key component of article writing. Without it there will be nothing to write about. Find a topic that is relevant and interesting and write about (that is, if you have that option).

   b. Define the purpose: Determine the purpose of the article (inform, persuade, entertain). Thus, let your audience know the reason for which you are writing the article.

   c. Identify the audience: Understand who the readers are and tailor the content towards that. Identifying the audience helps you to write a level appropriate to meet their understanding ability. Also, this informs you of the diction and language to use.

2. **Structure**

   a. Headline/title: Craft a catchy and informative headline. A catchy title draws the attention of the audience to the text. Thus, they would be enticed to read to the end.

   b. Lead (Introduction): Engage readers with a brief overview. Provide background information about the topic so your audience would have a fair idea about it.

c. Body: Provide clear and concise information divided into paragraphs. This is where you need to discuss your ideas into detail. It is more appropriate that you discuss each idea in a paragraph. Form clear brief but essential sentences.

d. Conclusion: Summarise the main points and leave a lasting impression. This involves restating the ideas in simple sentences, so it becomes easier for the audience to identify what has been discussed.

3. **Writing Style**

a. Clarity: Use simple language and avoid jargon. Choosing to use high level language may challenge the understanding of the readers. Use words that are well-known to the readers and avoid using unfamiliar words.

b. Coherence: Organise ideas logically and use transitions. Connect your ideas or points applying appropriate linking expressions to ensure interconnectivity or interrelatedness of the ideas.

c. Objectivity: Maintain a neutral tone unless the piece has to be deliberately opinion-based. This calls on you to speak to the audience as they are and avoid bringing in your own opinions or judgement on it unless it requires that you make a judgement.

d. Concision: Use relevant details and avoid unnecessary information. Be as brief as possible but ensure all the necessary details are captured.

4. **Editing**

a. Review content: Ensure accuracy, relevance and consistency. You cannot this without reading through the work thoroughly and attentively. You are obliged to read to ensure all is well before submitting for publication.

b. Check grammar and punctuation: Ensure error-free writing. Grammatical constructions and punctuation also contribute to the understanding of written materials so keep that in mind. As part of editing the work, ensure that it is free from those errors.

c. Improve readability: Use headings, subheadings, clear fonts and bullet points.

5. **Finalising**

a. Fact-check: Verify information and sources and ensure that you reference appropriately.

b. Proofread: Carefully review the final draft. You might ask someone to do that for you

c. Format: Adhere to the required format such as American Psychological Association referencing style, font style and size among others.

Structure of an Article

1. **Heading/title**

   Provide a catchy title that grabs the attention of readers, often stemming from the question. The title is formed from the question given. Ensure that you engage with your readers by providing a title/heading that is likely to attract the attention of your audience.

2. **Introduction**

   Hook: Interesting fact, question, quote or a scenario can be used as opening to your writing. These appeal to the senses of readers; they would thus be engaged in the text with more of what it is about.

   Background information: Give a brief overview of the topic to let readers have a fair idea of the discussion.

   State the main idea of the article(purpose). What is your reason for writing the article? Are you writing to educate, entertain, warn or inform?

3. **Body Paragraphs**

   These are the paragraphs in which the details are discussed. Preferably, each point/idea is discussed in a paragraph. These contain topic sentences (the main sentences) and supporting ones, giving details to the main sentence. They are connected by using transitions/linking expressions to unify the article. The number of paragraphs in an article is dependent on the number of ideas/points you want to share with the audience. You can have as many as or as few as required.

4. **Conclusion**

   Restate or summarise the main ideas in a sharper way. Detailed discussion is not needed in the conclusion of the article. A final thought or call to action might be used if that is necessary or demanded.

Strategies for Learning Article Writing

1. **Modelling**: Find examples of well-written articles and break down their structure, style (it could be employing literary devices like metaphor, simile, imagery and others to convey the message) and techniques.

2. **Guided Writing**: Find a topic of your choice, outline and call on your teacher or colleagues to guide you as you attempt to create the article. Also, you can seek guidance from teachers.

3. **Peer Review**: Have colleagues review and provide you with feedback on your article to develop critical thinking and editing skills.

4. **Writing Workshops**: Form groups and conduct regular writing sessions where you can write, share and receive feedback from one another.

5. **Topic Selection**: Choose topics that interest you. This will promote engagement and motivation. If you choose the topic, you should have the interest to engage effectively in writing.

6. **Outline and Structure**: Learn how to create outlines, use transitions and structure your articles effectively.

7. **Research Skills**: Apply your knowledge on research by conducting research on your choice of topic or subject. Thus, you will find information needed for your writing. You should remember to reference your sources well.

8. **Style and Tone**: Discuss the importance of tone (sober or harsh), voice and style in article writing. Your choice of these elements communicates a lot to your article. They could positively or negatively affect the article. These together form the language of the article. International newspaper articles require a standard language since they target audiences even beyond one's national boundaries.

9. **Editing and Revision**: Revise and edit your work, focusing on clarity, coherence and grammar. Is there a clear logical development in the writing? This question would help you do due diligence in your editing and revising.

10. **Publication**: To experience real-world writing, consider publishing your articles in a school magazine, blog or online platform. This gives opportunity to others and yourself to learn from one another.

11. **Guest Speakers**: As a class you can organise and liaise with the school authority to invite professional writers or journalists to share their experiences and insights with you.

12. **Feedback and Encouragement**: Provide constructive feedback and encouragement to colleagues and listen to them carefully too, to help you improve and stay motivated.

Activity 20.1 Writing an article

1. You participated in your community's annual get together where issues of development were discussed. Write an article suitable for publication in a local magazine, discussing four measures that can be put in place to boost development.

2. Work in mixed-ability or gender groups to brainstorm and pitch an original article idea to the class as if you are submitting it to a real newspaper or magazine.

3. In your groups, compare and contrast the articles in **Activity 2** above and analyse the different perspectives and approaches.

4. Exchange articles with a different group and proof-read each other's work.

5. Now present your article to the class using visual aids and unique delivery techniques.

6. Reflect on the article you have presented. Identify the strengths, challenges and areas requiring improvement.

7. Compile a portfolio of the articles showcasing your writing development and versatility.

In conclusion to this section, let us pause for a moment and reflect on why we have spent so much time on this topic. You would have seen people everywhere reading articles in newspapers and magazines without thinking about how they came to be written.

The articles have always been created by an individual who took the first bold step towards publication – and often at an early age. Once you have followed the guidelines and created an article, check it carefully with a friend and then consider submitting it to a newspaper or magazine.

If it is published, then you can build on this foundation. Many newspapers are keen to publish articles by young writers and continuing from this, you can aim for a good career.

Until that happens, keep taking notes in your physical notebook/diary or in an online resource. That method will provide a store of ideas and references. Add good photographs and develop your computing/IT skills.

By following this path, you will make your own luck.

> In the remaining lessons of Sections 21-24, some of the material might appear to be difficult, complex and possibly irrelevant to your language development but pause for a moment. The strategies being set out here are not merely for your present experience, but for your lifelong learning. If you are called on in the next year or so to provide a summary, to create a report or to undertake some research, these pages will act as an excellent guide for you. Already, with the details in your memory-bank, you will have a clear advantage from the beginning. To be honest, they are not as complicated as they appear on first sight. Study them carefully, grasp the ideas and your confidence will be boosted. We wish you well.

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1. Write an article suitable for publication in a national newspaper on the topic, 'The need to promote our national values.' OR

2. Write an article for publication in the school magazine on the reasons for your choice of the programme you are studying.

3. The menace of motorbike snatching has become a public concern. As a concerned citizen, write an article suitable for publication in a national newspaper on the causes and possible solutions to the menace.

SECTION

21

RESEARCH AND PRESENTATION

TEXT TYPES AND PURPOSES

INTRODUCTION

For this part, we will enter seriously into the essential skills of research and presentation in writing. As we explore the significance of gathering information from both print and digital sources, you will discover effective strategies for retrieving relevant data that enhances your writing. We will focus on the importance of using in-text citations to give credit to original authors and to maintain academic integrity. Understanding how to organise and present information clearly is crucial for effective communication. By the end of the section, you should not only be able to gather and synthesise information but also articulate your findings in a coherent manner. Prepare to engage with various research tools and techniques that will empower you to produce a well-informed written work. Let us embark on this journey of discovery and expression together.

Key Ideas

- Research: Research is a systematic process of inquiry that seeks to discover new knowledge, validate existing theories or solve specific problems.
- Presentation: A presentation is a structured delivery of information, ideas or arguments to an audience.

RESEARCH AND PRESENTATION

Figure 21.1: Research

Research

Research is a systematic process of inquiry that seeks to discover new knowledge, validate existing theories or solve specific problems. It plays a crucial role in advancing various fields, from science and technology to humanities and social sciences. Understanding the fundamentals of research is essential for academic success and informed decision-making in everyday life. Research is a careful and detailed study of

a specific problem, issue or phenomenon using scientific methods. The primary goals of research include exploring new ideas, understanding complex issues, providing evidence-based conclusions and contributing to the body of knowledge in a particular field. In all, research is essentially looking at /investigating an issue or phenomenon following a planned procedure.

Conducting research does not happen haphazardly. You need to plan carefully how it should be carried out. This plan serves as a guiding tool for you. With this, you can follow step-by-step the planned process to achieve your target for the research.

Types of Research

Figure 21.2: An image showing some types of research

1. **Basic Research**: Also known as fundamental or pure research, this type focuses on increasing knowledge without immediate practical applications. For example, studying the properties of a new chemical compound. It implies building on the existing knowledge. You do not need application of knowledge in this research. The aim is to add more knowledge to the subject/topic.

2. **Applied Research**: This type aims to solve specific, practical problems, such as developing a new drug to treat a disease. Unlike the basic research, applied research requires application of the results from the research. The aim of conducting such research is to find a solution or remedy to a pressing issue.

3. **Quantitative Research**: Involves collecting and analysing numerical data to identify patterns, relationships or trends. Examples include surveys and experiments. The quantitative research type mostly deals with numbers. Thus, finding the numerical strengths associated with a particular phenomenon/situation to help make judgement or predictions on the situation. The numbers help to compare the situations for a conclusion to be made.

4. **Qualitative Research**: This type of research involves non-numerical data such as interviews and observations, to understand concepts, experiences or social phenomena. Numbers are not necessary in this research type. It mostly involves physical engagement with the situation and with relevant other individuals. The thoughts of individuals are important here.

The Research Process

1. **Identifying a Research Problem**: Start with a question or problem that needs investigation. There would not be the need for any research/investigation without a problem. Identifying the problem sets you off for the research. Questions like: What is the problem? How can I solve the problem? could guide the identification of the roots of the problem.

2. **Literature Review**: Review existing research to understand the current state of knowledge and identify gaps. There hardly would be a situation/problem without information on it. Literature review requires that you look at what others have said about the phenomenon. This would assist you carefully to gather more information or knowledge and the different perspectives about the issue.

3. **Formulating a Hypothesis or Research Question**: Develop a clear and focused hypothesis or question that guides the study. Ask yourself questions about your study. What is the problem? What am I looking for? Why am I looking for such thing? How do I get what I am looking for? These questions will guide your investigation/ study.

4. **Designing the Study**: Plan the methodology including data collection methods, sampling and analysis techniques. This has to do with how you are going to carry out your research. It includes the method you are going to employ for in the study, the sample size of your respondents, the sampling technique/strategy and the technique to use to examine the data collected.

5. **Data Collection**: Gather data using tools such as surveys, experiments, interviews and observations. You can gather your data by examining the subject using a planned process, asking questions and receiving answers from respondents and by physically looking at what is under study.

6. **Data Analysis**: Analyse the data to reach conclusions by using statistical or thematic analysis methods. Statistical method of analysing data involves using tables, charts and graphs to present the information gathered. This helps to make predictions about a larger population based on a sampled data. It also determines the relationship between dependent and independent variables. Employing thematic analyses method enables you to identify patterns in a set of data to find themes or make sense out of it.

7. **Conclusion and Recommendations**: Summarise findings, discuss implications and suggest further research or practical applications. In your conclusion, briefly state your findings, the implication of the findings and suggest its application or further research if need be.

8. **Dissemination**: Share the research findings through reports, publications, presentations or other means. If the research is meant for the consumption of the general public, you can share it by presenting it or publishing it.

Ethics in Research

Figure 21.3: An image showing some of the ethics in research

Ethical considerations are crucial in research to ensure the integrity of the study and the welfare of participants. The key ethical principles are:

1. **Informed Consent:** Participants must be fully informed about the study and voluntarily agree to participate. Do not force or lure respondents/participants to take part in the research. Make it known the participants what you are studying and the purpose of the study. Give them free will to decide whether or not to take part.

2. **Confidentiality:** Protecting the privacy and personal information of participants. It is crucial that you assure the respondents that the information you are collecting from them is going to be confidential. Thus, it would not be disclosed to any third part/person. When they are assured and convinced of this, they would be glad to participate.

3. **Avoiding Harm:** Ensuring that the research does not cause physical, psychological or emotional harm. Be as tactful, humble and careful as possible so that you do not cause harm to the participants. Do not hurt them physically, emotionally or psychologically.

4. **Plagiarism:** Research must acknowledge the sources of any material incorporated in the research. The problems associated with unaccredited sources should not be underestimated. Plagiarism amounts to stealing someone's intellectual property. To avoid this, make sure you acknowledge any source you gather data/information from.

Importance of Research

1. **Advances Knowledge:** Research helps expand understanding and contributes to the development of new theories and technologies. As you research, you learn also. By exposing yourself to different kind of information, issues, perspectives and others, you expand your knowledge and broaden your horizon.

2. **Informs Policy and Practice:** Research provides evidence that can influence policies, practices and decision-making in various fields. Research helps you to make informed decisions that run your daily activities or lives. This is possible because we have been exposed so much to the world around us.

3. **Promotes Critical Thinking:** Engaging in research fosters analytical skills, critical thinking and problem-solving abilities. Engaging in critical or technical situations through research improves your thinking, analytical and problem-solving abilities.
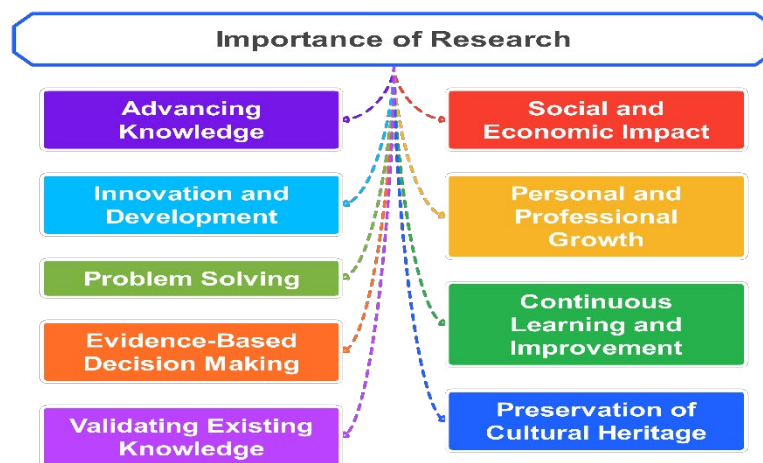

Figure 21.4: A list of some importance of research

Strategies for Learning Research

1. **Start with the basics:** Begin with an introduction to research concepts, methods and terminology.

2. **Use real-world examples:** Illustrate research concepts with practical, real-world examples. Do not tackle your research with imaginations. Rather look at what is happening. Align yourself to the experiences you have had.

3. **Encourage curiosity:** Foster a curious mindset, encouraging yourself to explore and investigate. Ask more and more questions about what you want to investigate. Try to want to know everything about the subject. Advance more into it to know more.

4. **Teach information literacy:** Learn how to find, evaluate and use credible sources for your research. In a world of 'fake news', this is a major issue and media awareness is vital. You can seek the support of your colleagues and teachers if you have any difficulty in doing that.

5. **Make it interactive:** Incorporate hands-on activities, discussions and group work to engage yourself. It is helpful to practise what you read about while you research so that you become adept at it. You also discuss how research is done with colleagues so that you learn from yourselves.

6. **Seek guidance:** Call for support and guidance throughout the research process. Thus, when you face a challenge in the process of your investigation, it is advisable that you seek support from teachers, colleagues or any other person you think can help you out.

7. **Encourage critical thinking:** Pay attention to how to analyse, evaluate and synthesise the information. This calls for critical thinking on how to examine, measure the validity of the data/information and how to put the pieces of information together to form your research work. You must think carefully before you can do that.

8. **Use technology:** Utilise digital tools and resources to facilitate research. It may not be possible for you to do effective research without utilising the serves of digital tools. Use computers or smart phones to aid you in the investigations. These tools help to make work easier and faster.

9. **Assess and feedback:** Regularly assess your progress. Make your work available to your teacher and peers to provide you with constructive feedback. You can also contact teachers with your research work for them to provide feedback to you. All these would help you assess your progress level.

10. **Collaborate:** You are encouraged to collaborate with colleagues to promote shared learning. When you work together it gives you the opportunity to share ideas among yourselves. So, you learn from one another.

11. **Teach time management:** Manage your time effectively to complete research tasks. Research is conducted within a stipulated time. It is therefore important that you be time conscious so that you can finish that task on time. This would make that research meet its purpose or usefulness.

12. **Encourage originality:** Develop original research questions and ideas. Try research on the issue personally. Form research questions and ideas yourself. Do not copy verbatim what other people have written about the topic. Remember to acknowledge the sources you took your information from. This would make your work look original.

SAMPLE RESEARCH FORMAT

Introduction

1.0 Background of the study

Environmental degradation is a critical issue in Ghana, particularly in regions rich in natural resources. The country's mining sector, a key economic driver, has been linked to severe environmental issues including land degradation, deforestation and water pollution.

1.1 Problem Statement

While mining contributes significantly to Ghana's GDP, it also poses serious environmental challenges that affect the livelihoods of local communities. This study aims to assess the extent of environmental degradation and its impact on these communities.

1.2 Research Objectives

This research aims to:
1. Identify the key environmental challenges associated with mining in Ghana.
2. Assess the socio-economic impact of environmental degradation on local communities.
3. Explore community perceptions and responses to environmental degradation.
4. Recommend strategies for mitigating the negative effects of mining activities.

Literature review

2.0 Environmental Degradation in Mining Areas

This section provides an overview of the types and causes of environmental degradation, including soil erosion, water contamination and deforestation.

2.1 Socio-Economic Impacts

Analysis of the effects of environmental degradation on agriculture, water resources, health and local economies.

2.3 Regulatory Framework and Policies

Review of Ghana's environmental laws and regulations concerning mining activities, including gaps and enforcement challenges.

Methodology

3.0 Research Design

Mixed-methods approach, integrating quantitative surveys and qualitative interviews.

3.1 Sampling

Selection of three mining regions (Western, Ashanti and Eastern Regions) for case studies.

3.2 Data Collection

3.2.0 Quantitative Data

Surveys were conducted with residents and miners to quantify the impact of environmental degradation.

3.1.1 Qualitative Data

In-depth interviews with community leaders, environmental activists and government officials.

3.4 Data Analysis

Statistical analysis of survey data and thematic analysis of interview transcripts.

Results and Discussion

4.0 Extent of Environmental Degradation

Findings on land degradation, water pollution and deforestation in the mining regions.

4.1 Impact on Community Livelihoods

Analysis of how environmental issues affect agriculture, water supply, health and economic activities.

4.2 Community Perceptions and Responses

This section provides insights into how communities perceive environmental degradation and the measures they take to mitigate its effects.

Conclusion and Recommendations

5.0 Conclusion

Summary of key findings highlighting the significant impact of mining-related environmental degradation on local communities.

5.1 Recommendations

Policy recommendations for sustainable mining practices, improved regulatory enforcement and community-based conservation initiatives.

References: Cite all relevant sources of information.

Presentation

Figure 21.5: An image depicting presentation

A presentation is a structured delivery of information, ideas or arguments to an audience. It typically involves a speaker or a group of speakers conveying a specific message or content using spoken words, visual aids and sometimes multimedia elements. Presentations can vary in length and format, depending on the purpose and setting. The audience is another element to consider in presentation. The social class of audience influences the lengths and format of the presentation.

Key Elements of a Presentation

1. **Content:** The subject matter or main message being communicated. It includes facts, data, arguments and insights relevant to the topic. Speak to the main message without deviating. Provide evidence relevant the topic to back your message.

2. **Structure:** A clear organisation that typically includes an introduction, body and conclusion. The introduction sets the stage, the body provides the main content and the conclusion summarises and reinforces the key points. The structure of a presentation is a very important. It gives the work form, indicating where the components of work are placed. It ensures that work is well formed/organised

3. **Delivery:** The mode of delivering the message is critical in understanding the message. This is the way the presenter communicates the content, including verbal and non-verbal communication. This involves tone of voice, pace, volume, body language, eye contact and gestures. When these are applied well it helps to boost the understanding audience.

4. **Visual Aids:** Tools used to support the presentation, such as slides, charts, graphs, images, videos and other multimedia. Visual aids help to illustrate points, provide evidence and engage the audience. These help to support any difficulties faced by the audience so that those who suffer from disadvantages would be supported by other means of getting the message.

5. **Audience:** The group of people who are listening to and observing the presentation. Understanding the audience is crucial for tailoring the content and delivery style to their interests, knowledge levels and expectations. Having the audience in mind would enable you to choose level appropriate language and style for the presentation.

Types of Presentation

Project work: Project work presentation is a way to explain a project's processes and deliverables to stakeholders. The purpose of this is to ensure that everyone is on the same page about the project goals, timelines and deliverables.

Term paper: This is an oral presentation of a completed research project.

PowerPoint: It is a slideshow that uses slides to convey information such as texts, images, charts, videos and animations. It can be done using computer and projector.

Activity 21.1 Research and Presentation

1. In mixed-ability/gender groups, do research on the impact of sexual harassment on learners.
2. Exchange your research work with a colleague to review as you also review their work.

3. Choose to research a topic and with the help of local and internet sources orally present your findings to the whole class.
4. Carefully evaluate your research sources for credibility and reliability and justify your choice of the topic.
5. Throw your research topic and plan to the class for feedback and guidance.

If you wish a straightforward, more easily accessible topic, you might consider a subject like: 'It is often suggested that young people in the 14-18 age group watch television less than their parents' generation do. Is there evidence for this - and are there possible explanations?'.
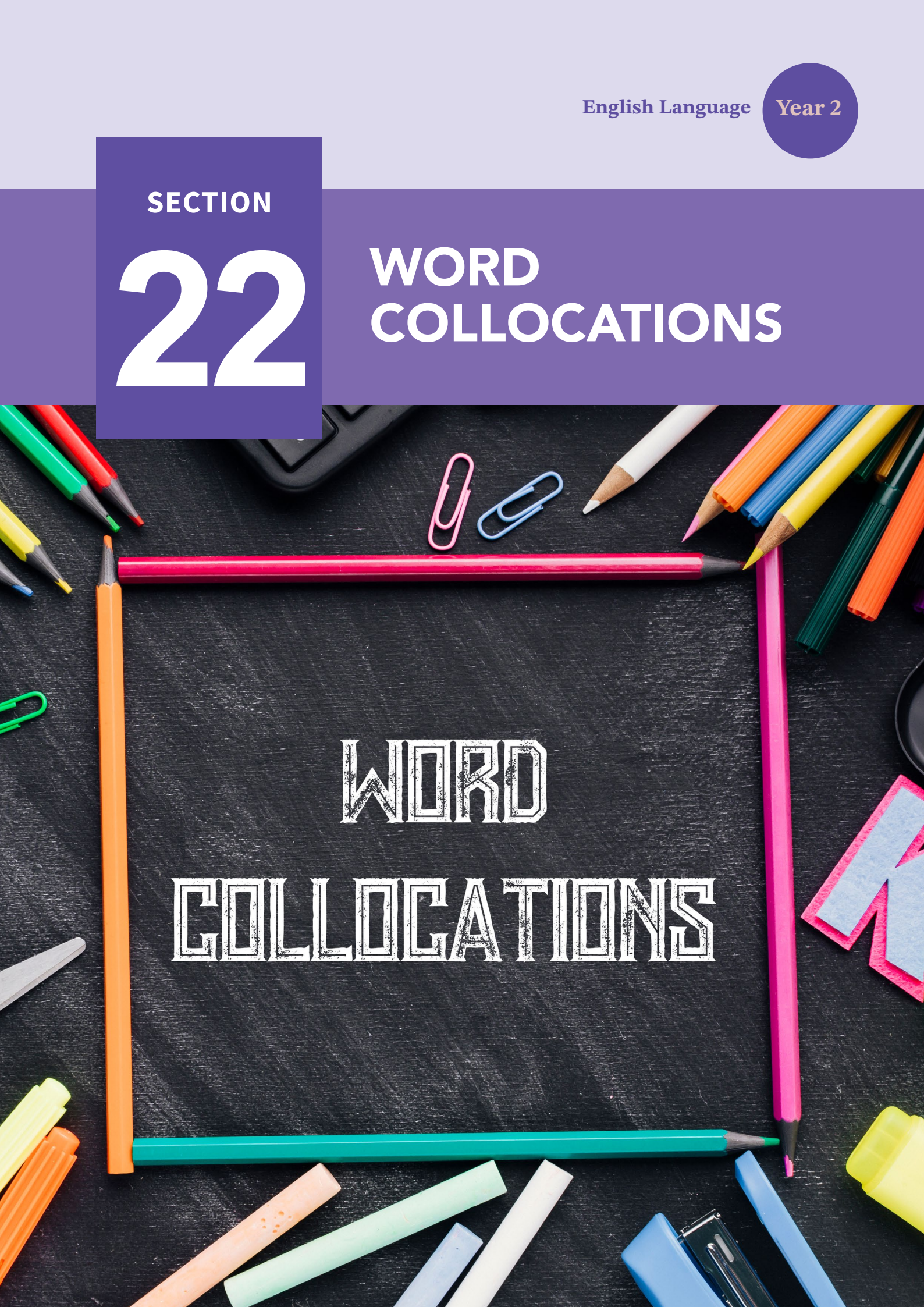
REVIEW QUESTIONS 21

1. Research on the effects of teacher-learner relationships on learner's learning.

2. Investigate the impact of school culture on learner achievement.

3. Research on the impact of teaching academic content in two languages.

4. Examine the strategies for building positive relationships between schools and communities.

5. Investigate the impact of Internet and mobile communication on the Ghanaian society.

SECTION

22

WORD COLLOCATIONS

WORD

COLLOCATIONS

VOCABULARY - WORD COLLOCATION

INTRODUCTION

We will study grammar with a specific focus on vocabulary, particularly word collocation. Understanding collocations - how words naturally pair and combine-can greatly enhance your language skills and make your speech and writing sound more fluent and natural. In this lesson, we will explore various common collocations, their meanings and how they function within sentences. You will learn to recognise patterns in word usage, which will not only expand your vocabulary but also improve your overall communication abilities. You will be equipped with practical strategies to incorporate collocations into your language practice effectively. Get ready to engage with interactive activities and exercises designed to reinforce your understanding and application of this essential grammatical concept.

> **KEY IDEA**
>
> Collocation refers to the combination of words in a manner that is natural and conforms to the principles of a language.

WORD COLLOCATIONS (BEST LINKAGES)

Collocation refers to the association between words. Collocation is made up of two or more words that are commonly used together in English. Usually, words move together, but they are not combined haphazardly. Instead, there are rules that govern how words are put together. They are how words conform to habitual usage and certain principles of the language. Some common collocations in English can be found in **Table 22.1**, which highlights their usage in various contexts.

Table 22.1: Collocations and their usage

To make the bed	I need to make the bed every day
To do homework	Perfect does her homework after dinner
To take a risk	Some people do not take enough risks in life
To give someone advice	The teacher gave us some advice on taking a test

Collocations are often governed by patterns of habitual use rather than strict grammatical rules. The combinations are rooted in the natural flow and cultural norms of the language. Notwithstanding, certain principles can help to understand how words collocate.

Key Principles for Understanding Word Collocation

Words are put together based on **grammatical compatibility.** Words often follow predictable grammatical patterns or structure. Thus, a verb can move with a noun or a preposition.

Examples

1. **Verb + Noun** – Take a risk, write a letter, make a phone call, give a speech, have a meeting.
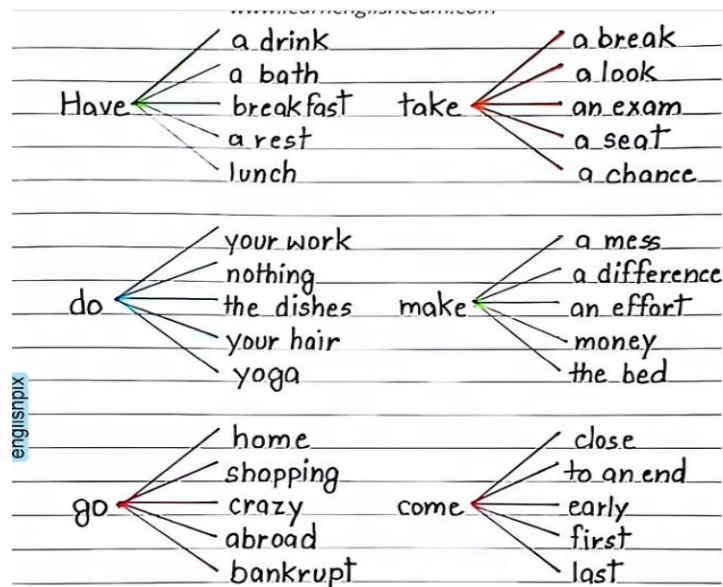

Figure 22.1: Some examples of collocations

2. **Adjective + Noun** – Heavy rain, Deep regret, beautiful day, difficult decision, new computer.

Figure 22.2: An image showing adjective + noun collocation

3. **Verb + Preposition**: Rely on, succeed in, apply for, wait for, wait on, deal with, look forward to.
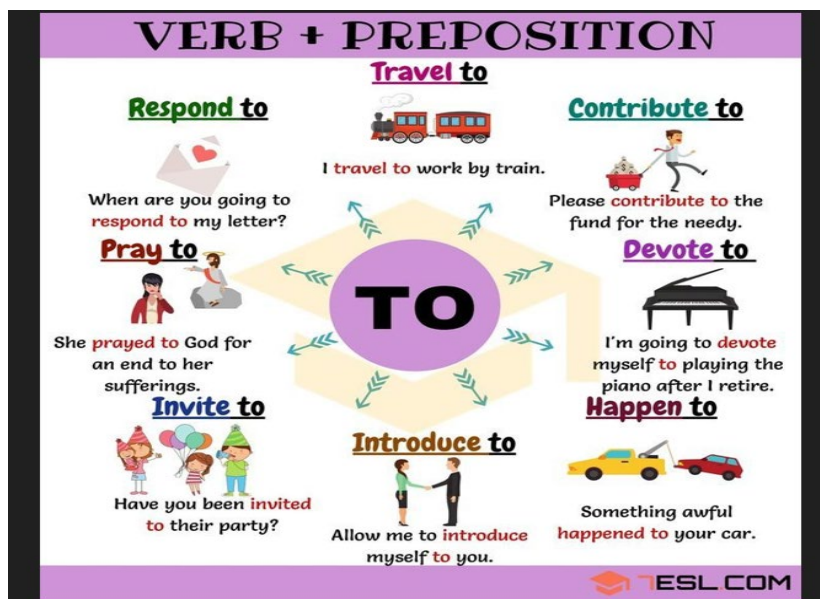

Figure 22.3: An image showing verb + preposition collocation

4. **Noun + noun** – a bar of soap, garden chair, television set, gold watch, wooden bowl, kitchen table.

5. **Adverb + adjective** – perfectly normal, completely exhausted, totally fascinated, seriously ill, thoroughly enjoyable.
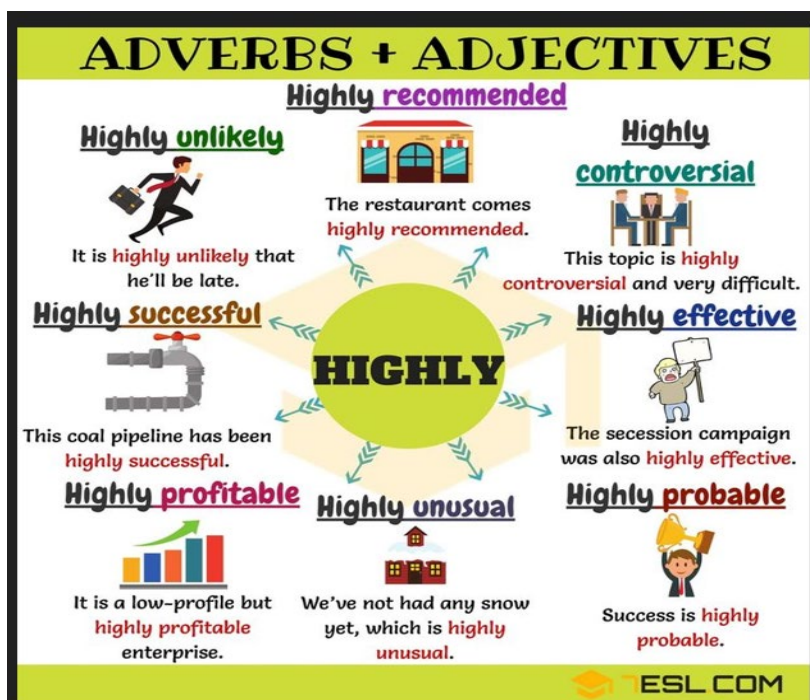

Figure 22.5: An image showing adverb + adjectives collocation

6. **Verb + adverb** – think critically, act wisely, play skilfully, analyse critically, write legibly

Exciting lesson on word collocation! Let us do Activity 22.1.

Let us look at how important word collocation is in writing and speaking.

Importance of Collocations

1. The correct use of collocations makes language sound natural and fluent.

   Example

   a. Natural – He **made a mistake** during the test.

   b. Unnatural and wrong – He **did a mistake** during the test.

2. Collocations communicate meanings more accurately than individual words.

   Example

   Heavy rain, deserted town, intriguing story, socially awkward

3. Knowledge of collocations enriches vocabulary, enabling improved and effective expressions.

4. Recognising collocations boots understanding spoken or written language.

5. Knowledge of collocation allows for correct combinations of words thereby avoiding errors and miscommunication.

Activity 22.1 Identification of Types of Collocations

1. Match the words on the left with the words on the right to form common collocations:

Column A	Column B
Dress	interest
Extremely	a product
look	house
Launch	Up to
Show	Library
Glass	appropriately
Quiet	Fast

2. Identify the types of collocation. One has been done for you:

Dress appropriately

V   + Adv

Activity 22.2 Understanding and Identification of Collocation

1. Follow instructions to create a mind map with your friends like the visual below:

   Instructions:

   a. Start with a central word *travel.*

   b. Branch out to related words (e.g., plane, hotel, tourist, car, and so on).

   c. Connect these words to collocations (e.g., take a plane, book a hotel, be a tourist).

   d. Continue branching out to more related words and collocations.

   e. You can use colours, symbols and images to make the mind map visually appealing.

2. Discuss the questions below with your peers:

   a. How do the words relate to each other?

   b. What collocations can you identify?

   c. Use collocations identified in sentences?

Activity 22.3 Forming Collocations and Usage

1. Use online mind mapping tools or applications to create a digital mind map.

2. With your friends, create a collaborative mind map.

3. Create a mind map on any of the themes – **food, sports** or **music**.

4. Gather your friends and act out a business meeting where 'discussions are had', 'concerns are raised', 'consensus is reached' or 'decisions are taken'. Use specific word collocations.

Note

Click on the following links to learn more about collocation.

https://www.youtube.com/watch?v=4hlv9HNKui4

https://www.youtube.com/watch?v=dwzzqCsYZeA

https://www.thoughtco.com/collocation-examples-1210325

(You will hear English being spoken here with a North of England accent. English has a huge variety of accents which you will hear when you travel or from the media.)

REVIEW QUESTIONS 22

Fill in the gaps with the most appropriate collocation.

1. The company will _____ a new product launch next quarter. (announce, make, take, have)

2. She _____ her resignation letter to the Human Resources Department. (submitted, handed, gave, sent)

3. The tourists got _____ in the crowded market. (lost, found, taken, made)

4. The teacher asked the students to _____ their homework. (do, make, take, hand)

5. The new policy aims to _____ the company's profit margin. (reduce, increase, make, take)

6. The company's profits have _____ significantly over the past year. (increased, decreased, risen, fallen)

7. The company will _____ a team of experts to solve the problem. (assemble, make, take, form)

8. The students _____ their graduation ceremony with pride. (attended, participated, took, made)

9. The new employee _____ a great impression on the team. (made, took, had, gave)

10. The tourists _____ a wrong turn and got lost. (took, made, had, gave)

11. Create a dialogue building on at least five collocations.

12. Write a four-paragraph essay on drug abuse using at least 10 collocations and present to your class in PowerPoint or on a flip chart.

SECTION

23

FORMAL LETTER WRITING

TEXT TYPES AND PURPOSES

INTRODUCTION

Hello again! In this lesson, we will analyse the art of writing, with a focus on crafting formal letters that effectively compare and contrast different issues or situations. Writing formal letters is an essential skill in both academic and professional settings. Mastering this technique can greatly enhance your communication abilities. We will explore the structure and language of formal letters, emphasising how to articulate comparisons and contrasts clearly and persuasively. You will learn how to organise your thoughts, use appropriate transitional phrases and maintain a formal tone throughout your writing.

Through engaging exercises and examples, you will be guided in developing the skills necessary to construct well-reasoned letters that not only present your points clearly but also demonstrate critical thinking. By the end of this studies, you will be confident in your ability to write good formal letters. Let us get started.

Key Ideas

- Formal Letter: A formal letter is a type of written communication mostly used in professional and business contexts.
- A Business Letter is another name for a Formal Letter.
- An Official Letter is also another name for a Formal Letter.

FORMAL LETTER WRITING

FORMAL LETTER → OFFICIAL OR BUSINESS LETTERS

Today, we are going to learn about the different types of letters that we write, but our focus is mainly on Formal Letter writing and all that it entails. Formal writing is a style of writing that is structured, objective and devoid of colloquial language or slang. It is often used in academic, professional and technical contexts. It is well structured and follows certain writing conventions which makes it unique.

A formal letter is usually used to make formal inquiries, file complaints or express interest in employment. It is important to know that a formal letter refers to both business and official letters. Business letters deal with work or business, mostly letters for recruitment or employment whereas official letters are written to or from people in public office.

Some Distinction Between Official and Business Letters

Table 23.1: An explanation of Official and Business Letters

Official Letters	Business or Employment letters
These letters are written on general topics that are mostly of public interest. They are written to people in public office. Official letters include:	Business letters involve letters of employment or recruitment. They are written by people who want employment.
Letters to Members of Parliament	A typical example is an application letter. In an application letter, the writer is expected to highlight the following:
Letters to Heads or Principals of Institutions	The Writer's Qualifications
Letters to Ministries and Departments	Skills and Job Experiences
Letters for Scholarship or Sponsorship	Achievement and Motivation
Official letters normally identify and address issues in society.	Other examples include letters of intent and recommendation.
Example: Write a letter to the Director of Education in your country discussing at least five ways technology can help improve education at the Senior High School level.	*For instance: Glorrion Oil Company has advertised for the position of a sale's personnel. As a prospective candidate, write a letter to the Human Resource Manager of the company, applying for the position advertised.*

A formal letter can take the following forms:

A letter from an organisation, firm or individual to another organisation, firm or individual

Letters of complaints, appreciation or invitation

Letters of employment, promotion and query

Go ahead and perform the Activity 23.1.

As mentioned, formal letters are unique and writing them demands certain principles. We are going to look at these principles and how they help in writing good formal letters.

Principles of Formal Letter Writing

Your ability to understand the principles of formal letter writing is absolutely necessary for your academic success and future endeavours. The formal letter has the following principles:

Structure

1. **Introduction:** Start with a clear thesis statement that outlines the main idea or argument. The introduction should provide context and engage the reader's interest.

2. **Body Paragraphs:** Each paragraph should focus on a single idea that supports the thesis. Begin with a topic sentence, provide evidence or examples and explain how it relates to your main argument.

3. **Conclusion:** Summarise the main points made in the body and restate the thesis in light of the discussion for emphasis. Avoid introducing new information in this section.

Tone and Language

1. Objective Language: Use a formal tone that avoids personal pronouns (I, you, we). Instead, use passive voice or third person perspective to maintain objectivity.

2. Complex Vocabulary: Employ sophisticated vocabulary that is appropriate for the topic. However, avoid using jargon unless it is relevant to the audience's understanding.

3. Clarity and Precision: Ensure that your writing is clear and precise. Avoid ambiguity and vague language. Be direct and concise.

4. Control Emotions: Emotional language should be controlled as much as possible.

Grammar and Mechanics

1. Correct Grammar: Use proper grammar, including subject - verb agreement, verb tense consistency and correct punctuation.

2. Varied Sentence Structure: Incorporate a mix of simple, compound and complex sentences to enhance the flow of writing.

3. Formal Conventions: Follow conventions such as avoiding contractions (e.g., use 'do not' instead of 'don't') and maintaining a consistent point of view.

Research and Evidence

1. Citing Sources: When using information from other sources, always cite them appropriately. Familiarise yourself with different citation styles (APA, MLA, Chicago) as required by your assignment.

2. Supporting Arguments: Use credible and relevant evidence to back up your claims. This can include statistics, quotes from experts and examples from literature or case studies.

Revision and Editing

1. Drafting: Be prepared to write multiple drafts. The first draft is rarely perfect, so when using information from other sources, always cite them appropriately. Familiarise yourself with different citation styles (APA, MLA, Chicago) as required by your assignment.

2. Supporting Arguments: Use credible and relevant evidence to back up your claims. This can include statistics, quotes from experts and examples from literature or case studies.

3. Peer Review: Share your work with classmates or teachers for feedback. Constructive criticism can help identify areas for improvement.

4. Proofreading: Always proofread your final draft to catch grammatical errors, awkward phrasing or typos.

Purpose and Audience

1. Understanding Purpose: Know why you are writing (to inform, persuade, analyse) and tailor your content accordingly.

2. Audience Awareness: Consider who will be reading your work. Adjust your language and complexity based on their knowledge level and expectation.

Gaining knowledge in formal writing is crucial for academic excellence and professional communication. It is important to practise these skills regularly, participate in more writing exercises and seek feedback to improve your writing abilities. By focusing on structure, tone, grammar, research and revision, this will help you develop strong formal writing skills that will serve you well in your educational journey and beyond.

Elements of a Formal Letter

The elements are the unique features that make the formal letter different from other forms of letter writing. Let us examine the elements or features of a formal letter.

1. **Writer's/Sender's Address:** This is your address or the address of the writer. It is usually placed at the top right corner of the paper but can also be at the top left corner of the paper.

2. **Date:** It is the date on which it is written. The date consists of day, month and year. It is placed below the sender's address.

3. **Designation/Recipient's Address:** It refers to the address of the person or organisation to whom the letter is addressed. It is placed below the date, on the left side of the page.

4. **Salutation:** A formal greeting to the recipient, such as 'Dear Sir,' 'Dear Madam,' 'Dear Mr. Smith' or 'To Whom It May Concern.'

5. **Subject Line or Heading:** A statement that briefly summarise the purpose of the letter. It is helpful in business correspondence.

6. Body: This is the main content of the letter. It is made up of three parts: the introduction, the main body and the conclusion. The introduction gives brief background information about the thesis statement. The main body includes the mainstream paragraphs and involves a logical development of the subject matter. Finally, the conclusion which summarises the ideas presented in the main body.

7. **Closing:** A formal sign off, such as 'Sincerely,' 'Yours faithfully,' (when the name of the addressee is not used in the letter) or 'Kindest regards.'

8. **Signature:** The handwritten signature of the sender, followed by the typed name and, if applicable, the sender's title and organisation.

9. **Enclosures:** A list of any additional documents included with the letter, if applicable.

You can see that the formal letter has some features which make it different from the other forms of letters. To assess how much you have learned, perform the Activity 23.2.

Activity 23.1 Discussing Formal Letters

Research and discuss formal letters with your friend or classmate and make a poster presentation on your findings for your classmates to read. Have fun!

Activity 23.2 Features of a Formal Letter and Composing a Formal Letter

1. Work with your friends or classmates to examine the features that make a formal letter different from other forms of letters.
2. Together with your friend or classmate, write a letter to the minister of energy, discussing at least three ways in which solar energy can help reduce the cost of electricity tariffs in your country.
3. Present your work on a flip chart or PowerPoint.

REVIEW QUESTIONS 23

1. What are the elements of formal letter?

2. Compose a two-paragraph letter to the local government official pointing out community issues such as road safety and suggest possible improvements

3. Write a formal letter to the school administration requesting the establishment of a new club and outlining its benefits and objectives.

4. Write a letter to the Minister of Environment, discussing the issue of poor sanitation in your country and suggesting at least three ways to solve the problem.

SECTION
24

RESEARCH AND PRESENTATION

BUILDING AND PRESENTING KNOWLEDGE

INTRODUCTION

We continue our journey from *Section 22*, investigating closely the art of writing. Our focus shifts to building and presenting knowledge effectively. In today's interconnected world, the ability to communicate ideas clearly and persuasively is essential. We will explore techniques to enhance your writing skills, emphasising the importance of structure, clarity and engagement. Through various activities and discussions, you'll learn how to organise your thoughts, support your arguments with evidence and present your knowledge in a way that captivates your audience. Whether you're writing an essay, a report or a creative piece, these skills will empower you to express your ideas with confidence. Get ready to refine your writing skills and elevate your presentations as we conclude this exciting journey of learning together.

Key Ideas

- Research: This is the systematic process of gathering, analysing and interpreting information to increase understanding of a particular topic or issue.
- Presentation: Presentation is the act of conveying information or ideas to an audience in an organised and engaging manner.

RESEARCH AND PRESENTATION

We learned about text types and presentation and we studied how to write minutes and projects. Again, we also learned how to write formal letters to people in higher institutions. We are continuing our lesson on research and presentation today. Research is defined as the systematic process of gathering, analysing and interpreting information to increase understanding of a particular topic or issue. It can be seen as identifying a question or problem, collecting relevant data from different sources, evaluating the information for credibility and reliability and drawing conclusions based on the findings. As you may have realised, the term "research" goes beyond what some of us perceive it to be (simply reading about a topic, usually from the internet).

Figure 24.1: Some types of research

Types of Research

1. **Basic Research**: Involves collecting original data through surveys, interviews or experiments. This form of research allows learners to gather first-hand information.

2. **Applied Research**: Involves analysing existing data, studies or literature to solve specific problems. Applied research, just like its name applies existing knowledge to develop new products or technologies.

3. **Qualitative vs. Quantitative Research**

   a. Qualitative: Focuses on understanding concepts, thoughts or experiences (e.g., interviews, open-ended surveys).

   b. Quantitative: Involves numerical data and statistical analysis (e.g., close-ended surveys, experiments).

Key Components of Research

COMPONENTS OF RESEARCH
- Research Objectives
- Hypothesis
- Literature Review
- Methodology
- Data Collection
- Results
- Discussion
- References

Figure 24.2: A list of the components of research

These are the elements that guide the research process and will help you organise your work effectively.

1. **Research Objectives:** A clear, focused objective gives the reason for the research or what the research aims to achieve.

2. **Hypothesis:** This is a prediction or statement that is testable. The hypothesis predicts the outcome of the research based on existing theories or knowledge. Not all research requires a hypothesis, but it can be useful in experimental studies.

3. **Literature Review:** A review of existing research and literature related to the topic is necessary. This component helps identify gaps in knowledge and provides context for the research question.

4. **Methodology:** The plan for how the research will be conducted. This includes:

   a. Research Design: The overall structure of the research (e.g. qualitative, quantitative or mixed methods).

b. Data Collection Methods: Techniques for gathering data (e.g. surveys, interviews, experiments).

5. **Data Collection:** The actual gathering of information using the chosen methods. This involves collecting qualitative or quantitative data relevant to the research question.

6. **Data Analysis:** The process of interpreting the collected data to draw meaningful conclusions. This may involve statistical analysis for quantitative data or thematic analysis for qualitative data.

7. **Results:** A presentation of the findings from the data analysis, often accompanied by charts, graphs or tables to illustrate key points.

8. **Discussion:** An exploration of the implications of the results, including how they relate to the original research question, existing literature and potential limitations of the study.

9. **Conclusion:** A summary of the research findings and their significance. It may also include recommendations for future research or practical applications of the findings.

10. **References/Bibliography:** A list of all sources cited in the research, formatted according to a specific citation style (e.g., APA, MLA). This component is crucial for acknowledging the work of other researchers and avoiding plagiarism.

11. **Publication:** This is where the results are shared with the larger community, like the school or on the internet.

Importance of Research

1. Critical Thinking: Research encourages learners to analyse information critically, distinguishing between reliable sources and misinformation. This skill is crucial in today's information-rich world.

2. Knowledge Acquisition: Engaging in research allows students to investigate deeper into topics of interest, expanding their knowledge base and understanding of various subjects.

3. Problem-Solving: Research often involves identifying problems and seeking solutions. This process enhances problem-solving abilities which are essential in both academic and real-world situations.

4. Preparation for Higher Education: Many tertiary-level courses require extensive research projects. Doing research at this level will prepare you for your academic journey.

Presentation

Figure 24.3: An image depicting presentation

Presentation is the act of conveying information or ideas to an audience in an organised and engaging manner. This can involve using visual aids, such as slides, charts or posters to support the spoken content. Presentations are an opportunity to communicate research findings, express opinions or share knowledge on a specific topic. A very good presentation requires clear structure, good public speaking skills and the ability to engage the audience, making the content accessible and interesting. Now, let's look at the key elements of a good presentation.

Key Elements of Presentation

1. **Introduction:** Captures the audience's attention and introduces the topic.

   A hook (an interesting fact, quote or question), background information and a clear outline of what will be covered.

2. **Clear Structure:** Organises the content logically, making it easy for the audience to follow. Typically divided into sections, such as:

   a. Main points (body)

   b. Subpoints supporting each main point

   c. Transitions between sections to maintain flow

3. **Visual Aids:** Enhances understanding and retention of information. Slides (PowerPoint, Google Slides), charts, graphs, images or videos that complement the spoken content without overwhelming it.

4. **Content:** Provides the information or argument being presented.

   Relevant facts, data, examples and anecdotes that support the main points. Ensure the information is accurate and well-researched.

5. **Engagement Techniques:** Keeps the audience interested and involved.

   Questions for the audience, interactive elements (polls, discussions) or storytelling to make the material relatable.

6. **Conclusion:** Summarises the key points and reinforces the main message.

   A brief recap of the main points, a strong closing statement and a call to action or a thought-provoking question to leave the audience with something to ponder.

7. **Q&A Session:** Allows the audience to seek clarification or further information. A prepared time for questions, demonstrating openness to discussion and engagement to audience. Above all, this reveals the width and depth of your research.

8. **Delivery:** Affects how the message is received by the audience.

   Verbal communication (tone, pace, clarity), nonverbal communication (body language, eye contact) and confidence in presenting. Ensures that the presentation fits within the allotted time frame. Practise managing your time effectively, avoiding rushing through slides or extending beyond the time limit. Practice builds confidence and helps identify areas for improvement. Rehearsing the presentation multiple times allows you to become familiar with the content and refine delivery.

By using these key elements, you can create effective and engaging presentations that clearly convey their messages and resonate with their audience

Types of Presentation

1. Informative Presentation: To educate the audience on a specific topic or issue. A presentation on climate change, including its causes, effects and potential solutions.

2. Persuasive Presentation: To convince the audience to adopt a particular viewpoint or take specific action.

   Example: A presentation advocating for a school policy change, such as implementing a recycling programme.

3. Demonstrative Presentation: To show how to do something or explain a process through demonstration.

   Example: A presentation demonstrating how to conduct a science experiment or perform a specific technique in a specific technique in a sport; a cooking presentation is often popular.

4. Research Presentation: To share findings from a research project or study.

   Example: A presentation summarising the results of a social survey conducted among classmates.

5. Inspirational Presentation: This type of presentation is designed to motivate or inspire an audience. They are often delivered by motivational speakers during occasions where people need to be motivated or inspired to do something or to carry on with life.

6. Business Presentation: These types of presentations are done in the world of business or work in general. Some institutions have specific outlines for such deliveries. They could be done within specified intervals or by departments. They are usually in the form of progress reports or project updates and financial reports.

7. Technical Presentation: These are designed to communicate technical content, typically involving detailed data, processes or scientific research. They are often delivered in the world of academics and professional conferences.

8. Team or Group Presentation: To present as a team, with each member contributing to different sections of the presentation.

Example: A group project where each member researches and presents a different aspect of a historical event.

The different types of presentations allow you to choose the most suitable and appropriate format for your choice of topic and audience, which will enrich your communication skills and effectiveness.
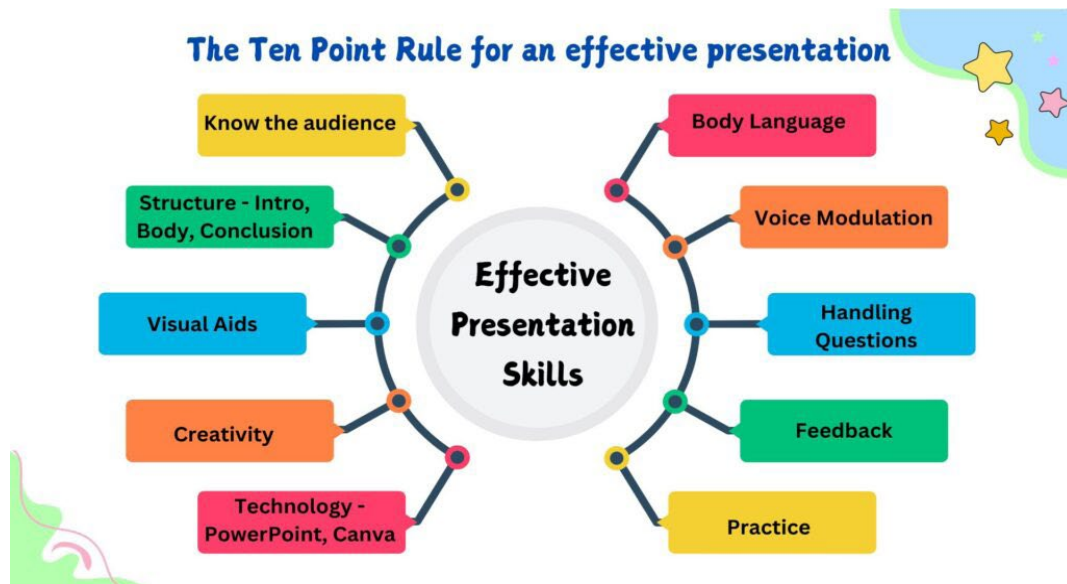

Figure 24.3: An image on skills on effective presentation

For an effective presentation, you must:

a. know your audience: Understand who your audience is and tailor your content to their interests, knowledge level and expectations.

b. practice, practice and then another practice: Rehearse your presentation multiple times to build confidence and become comfortable with the material. Practising in front of friends or family can provide valuable feedback.

c. start strong: Begin with a captivating opening, such as an interesting fact, a question or a relevant story, to grab your audience's attention immediately.

d. keep it simple: Avoid cluttered slides and complex language. Use clear and concise language to convey your message, focusing on key points rather than overwhelming details.

e. use visual aids wisely: Incorporate visuals like images, charts and graphs to enhance understanding, but ensure they are relevant and not distracting. Aim for a good balance between visuals and text.

f. engage your audience: Involve your audience by asking questions, encouraging participation or including interactive elements. This keeps them interested and invested in your presentation.

g. maintain eye contact: Make eye contact with different members of the audience throughout your presentation. This helps establish a connection and demonstrates confidence.

h. manage your pace and tone: Speak at a steady pace, not too fast or too slow. Vary your tone and volume to emphasise important points and maintain interest. A

pause before a major point can be most effective.

i. use body language effectively: Use positive body language, such as gestures and movement, to emphasise your points. Avoid crossing your arms or appearing closed off.

j. be prepared for questions: Anticipate questions that your audience may have and be ready to provide clear and concise answers. This shows your expertise and willingness to engage.

k. time management: Keep track of your time to ensure you cover all your points without rushing or exceeding the allotted time. Practise with a timer to help with pacing.

l. end with a strong conclusion: Summarise your main points and provide a memorable closing statement or call to action. This reinforces your message and leaves a lasting impression.

m. stay calm and confident: Take deep breaths and maintain a positive attitude. It's normal to feel nervous, but staying calm will help you deliver your presentation more effectively.

Research and Presentation are closely related as effective presentations often rely on thorough research to ensure the content is accurate, credible and compelling. Again, research paves the way for essential groundwork for creating a well-informed, credible and engaging presentation. The depth and quality of research directly influence the effectiveness and impact of the presentation.

In-Text Citation

In-text citations are a crucial part of academic writing, used to give credit to the original sources of information, ideas or data.

Here are some key points to remember:

1. **APA Style (7th edition)**

    Format: (Author's Last Name, Year of Publication)

    Example: (Smith, 2020)

    Direct Quotes: Include page number (Smith, 2020, p. 23)

    Multiple Authors:

    a. Two authors: (Smith & Jones, 2020)

    b. Three or more authors: (Smith et al., 2020)

2. **MLA Style (8th edition)**

    Format: (Author's Last Name, Page Number)

    Example: (Smith, 23)

    Multiple Authors:

    a. Two authors: (Smith and Jones 23)

    b. Three or more authors: (Smith et al. 23)

3.   **Chicago Style (17th edition) Author Date**

Format: (Author's Last Name Year of Publication, Page Number)

Example: (Smith 2020, 23)

Multiple Authors:

a. Two authors: (Smith and Jones 2020, 23)

b. Three or more authors: (Smith, Jones and Brown 2020, 23)

Activity 24.1 Research and presentation

1. With the approval of your teacher, work in a mixed-ability/gender group of four to provide research supported by variety of written sources such as sample essays, journals, published articles and relevant social media content.

2. Present your research using PowerPoint to the whole class.

REVIEW QUESTIONS 24

1. Write a 450-600-word research essay on one of the following:

    a. The Role of Technology in Education.

    b. The Evolution of Music Genres

    c. The Dangers of Illegal Mining in Ghana.

    d. The Banning of Corporal Punishment in our Schools.

Note
Use the following guidelines in developing your essay:

*   *Introduction: Introduce the topic and provide a clear, succinct thesis statement.*
*   *Body: Develop your arguments with evidence from at least four credible sources. Each paragraph should focus on a single idea and include in-text citations.*
*   *Conclusion: Summarise your main points and restate the thesis in the context of the evidence presented.*

EXTENDED READING

- Kwadwoan Complete Course in Oral Language for Senior High School.
- Newspaper articles
- The Kaya Girl by Mamle Wolo
- Poetry Foundation- Anthem for Doomed Youth
  https://www.poetryfoundation.org/poems/45824/anthem-for-doomed-youth
- Sample Passages from Social Media
- Sample Stories/Passages form Old Newspapers
- Senior High School English textbooks
- Cambridge Dictionary-Phonetics (https://dictionarycambridge.org./us/)
  https://www.youtube.com/watch?v=er9TAX1_jmQ
- A good analysis at https://www.poetryfoundation.org/featured-blogger/84174/on-claude-mckays-if-we-must-die
- Poetry Foundation-Claude McKay
  https://www.poetryfoundation.org/poets/claude-mckay
- Shmoop-'Piano' Summary and Analysis
  https://www.shmoop.com/study-guide/poetry/d-h-lawrence/piano
- International Phonetic Association (https://www.internationalphoneticalphabet.org)
- The Phonetic Alphabet:
  https://www.merriamwebster.com/dictionary/phonetic%20alphabet
- Novels
- Old newspapers
- Selected passages across the curriculum. Passages from social media
- Short stories
- Kaya Girl, by Mamle Wolo
- Magazines
- Novels
- Ogundipe, P. A.; Tregidgo, P. S. (1985). Practical English: A Comprehensive Secondary Course (Book Two). Longman Group Limited.
- Sample stories from old newspapers
- Sample stories on social media
- Harper Lee To Kill a Mockingbird
- Listen to narratives from friends and others around
- Novels/story books
- Sample narrative texts from across the curriculum
- Sample narrative texts from social media
- Novels
- Old newspapers
- Sample texts across the curriculum
- Sample texts from social media
- Some other accessible but relevant texts
- NaCCA approved textbooks
- Sample texts across the curriculum

- Sample texts/passages from social media
- Read more books on Cues in Communication on the internet
- Visit this site for more examples of farming registers
  https://images.app.goo.gl/sdtuZoZtLCGtV9oB6
- Listen to debate competitions in your school and community.
- Surf the Internet for examples of debate and read around the topic.
- Approved textbooks for Senior High Schools
- Approved textbooks
- Participating in class discussions and community meetings
- Surfing the Internet and reading sample minutes from varied sources. Evaluate them.
- Sample related texts from social media
- Surf the Internet for more samples of reports and read them.
- Participate in report presentation during class activities.
- Samples of articles from old newspapers
- Explore the Internet for samples of articles

ADDITIONAL READING MATERIALS

1. 2019-2024 by M. Philo, Nana Awuah Dartey.
2. **Anowa** by Ama Ata Aidoo
3. Anowa by Ama Ata Aidoo
4. Anowa By Amma Ataa Aidoo
5. Between Wars by Yaa Asamoah Aning
6. Four-In One Notes On Poetry For Senior High Schools
7. Four–In–One Notes on Poetry for Senior High Schools (2019 -2024) By M. Philo
8. Kaya Girl by Mamle Wolo
9. Kaya Girl, by Mamle Wolo
10. **Much Ado About Nothing** by William Shakespeare
11. Much Ado About Nothing by William Shakespeare
12. Nana Awuah Darteh.
13. Ogundipe, P. A.; Tregidgo, P. S. (1985). Practical English: A Comprehensive Secondary Course (Book Two). Longman Group Limited.
14. Ogundipe, P. A.; Tregidgo, P. S. (1985). Practical English: A Comprehensive Secondary Course (Book Two). Longman Group Limited.
15. Silas Marner by George Elliot
16. The Marriage of Anansewaa By Efua T. Sutherland
17. Go to YouTube and watch any short video or stories on communicative perspective. Explore the varied ways to get the message across – and the problems across language barriers

ANSWERS TO REVIEW QUESTIONS

SECTION 1

1. A diphthong is a combination of two vowel sounds which manifest as an entirely new sound different from the individual sounds.

2. **and 3.**

    a. /aɪ / as in 'my', 'fly', and 'time'.

    b. /eɪ/ as in 'day', 'play' and 'say

    c. /ɔɪ/ as in boy', 'toy' and 'join.

    d. /aʊ/ as in 'how', 'now' and 'cloud'.

    e. /əʊ/ as in 'go, 'no' and 'show'.

    f. /eə/ as in hare, her, fair.

    g. /ɪə/ as in fear, near, here, deer.

    h. /ʊə/ as in tour, sure, poor.

    Note*: Any five of the above.*

4.

    a. The bird will fly in the sky tomorrow.

    b. Fati please join Akwasi to board the school bus.

    c. The music show starts at 8pm tonight.

5.

    a. House - **/haʊs/**

    b. Page - /p**eɪ**dʒ**/**

    c. Boy - **/bɔɪ/**

    d. High - **/haɪ/**

    e. There - **/ðeə/**

6. **Note:** *Learners should discuss the differences and similarities.*

    Example: Akan /ɔɛ/ vs English /aɪ/.

7. **Note:** *Learners should discuss how diphthongs affect pronunciation, intelligibility and cultural identity.*

8. Maize, sorghum, millet, and wheat

9. The consumer

10.   Thick, fleshy, seedless

11.   ******

a. Bad roads

b. Diseases

12. *****

    a. Government should encourage and support mechanised farming.

    b. Government should provide storage facilities.

    c. Government should educate farmers on modern farming practices.

13. Challenges in Agriculture Sector

14. To the learner's/ teacher's discretion

15. To the learner's/ teacher's discretion

16. To the learner's/ teacher's discretion

17. One of the <u>serious mistakes</u>, to think, for them, a child, the sole responsibility of only one partner, only one partner, the other partner, the partner, the child, the disciplinary machinery to work, should not be, a joint venture, both parents, should handle, a parent, over the child, whatever disciplinary measure, from different backgrounds, to have, very different views and methods, about discipline.

18. ****

19. ****

20. Main/independent clause, subordinate/ dependent, subordinate, main, main

21.

    a. One of the serious mistakes

       Grammatical name: noun phrase

       Grammatical function: subject of the verb 'is'

    b. The sole responsibility of one partner

       Grammatical name: complement of 'is' or 'disciplining a child'

    c. Only one partner

       Grammatical name: noun phrase

       Grammatical function: object of the preposition 'of'

    d. The disciplinary machinery

       Grammatical name: noun phrase

       Grammatical function: complement of 'is to work'

    e. From different backgrounds

    • Grammatical name: adverbial phrase

    • Grammatical function: modifies the verb 'come'

    f. A joint venture

Grammatical name: noun phrase

Grammatical function: complement of 'discipline' or 'is'

22. Artificial intelligence (AI), a transformative technology that mimics human intelligence in machines, has become an essential part of our daily lives. It has altered how man interacts with the world. With the help of AI, man has made significant strides in customer service, healthcare, finance, to mention but a few.

Companies have used AI to improve the way they interact with their clients by providing virtual assistance to customers 24/7. This has greatly improved customer service as clients have their complaints responded to in real time, promoting customer satisfaction as a result. Additionally, their use has reduced workload on humans, thereby alleviating fatigue.

On the field of healthcare, AI diagnostic tools have been used to analyse patient data accurately, thereby assisting health practitioners to deliver on their mandate swiftly. Diseases that hitherto were difficult to detect except at advanced stages are now easier to detect with the help of AI.

The story is no different for the finance sector. AI is used to analyse large data based on which risk assessment is made. It has also been used to detect anomalies in financial transactions and ultimately has helped to fish out financial fraudsters.

AI has come to stay. Despite its immeasurable assistance, some unscrupulous individuals are also using this good tool for evil. There is, as a matter of urgency, the need to regulate the space to protect this phase of man's life.

SECTION 2

1. The subordinate clauses to be underlined are:
   a. when the conflict is over
   b. while Ghana goes to the polls in December
   c. because they will arrive any moment
   d. who are under the shed
   e. until the system is allowed to work

2. Subordinate clause
   a. that some Ghanaians do not have good sleep
   b. because they spend so much time on social media platforms
   c. which contributes to many health problems
   d. so that we can all live healthy to build our nation
   e. which affects their health negatively

3.

Subordinate Clause	Grammatical Name
a. that some Ghanaians do not have good sleep	Noun clause of condition
b. because they spend so much time on social media platforms	Adverbial clause of reason
c. which contributes to many health problems	Adjectival clause
d. so that we can all live healthy to build our nation	adjectival clause
e. which affects their health negatively	adverbial clause of purpose

Reading

4. The ability of a paragraph to convey meaning to an audience is termed 'paragraph coherence'.

5. Unity, coherence, logical order, and clear relationships

6. Start with a topic sentence, consider cohesive devices to use, repeat keywords/phrases, be mindful of unnecessary repetition, and be consistent with the usage of verb tenses.

Questions **7** to **9** to be done by the learner

10. Poetry appreciation refers to the understanding and enjoyment of poetry as an art.

11. Three elements of poetry are: themes, structure and subject matter.

12. The main theme of the poem is the tragedy of war and the unfortunate loss of lives of young ones.

13. Owen uses clear auditory imagery, such as 'the shrill, demented choirs of wailing shells,' to evoke the sounds of battle. This is a sharp contrast with traditional solemn funeral rites, highlighting the chaos of war compared to peaceful mourning.

14. Owen employs vivid imagery to evoke the sounds of war. For example, he describes the 'blast' of 'bugles' and 'monstrous anger' to explain the chaos and violence of battle. The imagery of 'pallor of girls' 'brows' emphasises the sorrow and mourning those left behind.

15. The title suggests a sad hymn or a song dedicated to the youth who are doomed to die in war. It reflects both a sense of honour for their sacrifice and a recognition of the futility of their deaths.

16. Three literary devices used in the poem are: Alliteration, which is the repetition of consonant sounds, such as 'demented choirs', Personification, giving human qualities to inanimate objects, like the 'sad shires', Metaphor, comparing death in a war to a 'pall' or funeral curtain.

17. The poem's tone is sober and reflective. The poet expresses sorrow for the young soldier and critiques the glorification of war.

18. Owen uses a direct address to engage the reader, prompting them to consider the impact of war on youth. The use of 'you' creates a sense of urgency and personal connection.

19. The poet is full of sorrow as death has taken the lives of innocent young soldiers.

SECTION 3

1. A triphthong is a complex vowel sound that consists of a three-vowel sound produced in a single syllable. The speaker glides smoothly from one vowel sound to another within that syllable

2. An example of a triphthong is the word 'liar', which is phonetically transcribed as /laɪə/, layer, mower, loyalty.

3. A diphthong consists of two sounds within a single syllable, while a triphthong includes three vowel sounds in a single syllable.

4. Triphthongs are typically found in stressed syllables. They are often at the end of word, but can also be present in the middle, depending on the word's structure.

5. They contribute to the richness and variety of pronunciation in a language. Triphthongs can change the meaning of words, affect the rhythm and flow of

6. List of words in the puzzle containing triphthongs: betrayal, lower, employer, player, conveyor and firefly.
    a. She could not stand the betrayal from her friends.
    b. The graduate was awarded a second-class lower division for his efforts.
    c. The employer travels tomorrow for a seminar in London.
    d. The referee hasn't been fair to the player.
    e. He sued the conveyor for not distributing the goods on time.
    f.   Firefly is a natural source of light.

7. The learner is expected to develop a short poem with end-rhyme words containing triphthongs.

8. Literal questions, inferential questions and critical level questions

9. Literal or contextual questions

10. Expected answers:
    a. A vocabulary question is a critical level question designed to assess one's knowledge of words, their meanings and how they are used in a particular

context.

b. Figures of speech question is a critical level question that measures the readers knowledge of literary devices.

11. To be done by the learner

12.

Expected answers:

<u>Literal question</u>: Questions a, b and c.

<u>Inferential question</u>: Question d

<u>Critical level question</u>: Questions e, f and g

Expected answers:

a. His dream was to become a renowned teacher/To become a renowned teacher.

b. The death of his parents/His dream was threatened by the death of his parents.

c. He gained admission on scholarship.

d. He excelled in his basic education examination/He was exceptional in his examination.

e. Simile

f. He was indifferent/He did not bother about their attitude towards him.

g. i. renowned- famous, prominent, great, well known, distinguished

ii. ambition- dream, goal, aim, aspiration, plan, desire

iii. challenge- problem, situation, issue

Grammar

13. A noun clause is a group of words with a subject and a predicate that does not form a complete thought and names something.

14. Expected answers:

a. <u>That my teacher shouted at me</u> is depressing.

b. They are <u>what I expected them to be</u>.

c. My friend inspired me by shouting <u>what I wanted to say</u>.

d. <u>The city which is the capital of Ghana</u> is Accra.

e. It is unclear <u>how you did it</u>.

15. Expected answers:

a. <u>That</u> Ghana's tourism industry is growing rapidly (that clause)

b. <u>What</u> attracts tourists to Ghana (wh-clause)

c. <u>Whether</u> the government will invest in infrastructure development (if/whether clause)

d. <u>Whoever</u> designed the new tourist information website (wh- word)

e. <u>That</u> the website provides valuable information for visitors (that clause)

f. <u>If</u> the country can maintain its natural beauty (if clause)

16. Expected answers:

a. Whatever I think... it functions as subject of the verb "is".

b. ...how long the trip will take- it functions as object of the verb phrase "had miscalculated.

c. ...whether he will attend or not- it functions as a complement of the verb "is".

d. That they did not win the election....it functions as subject of the verb "is".

e. ...that her team did not win- it functions as complement of the verb "seemed".

17. Expect varied answers from learners.

SECTION 4

1. Underline the noun clauses in the paragraph below.

2. State the functions of the noun clauses you have underlined.

Noun clauses	Grammatical names
a. What makes robotics fascinating	Subject of the verb 'is'
b. How robotics can be improved	Object of the verb 'study'
c. Whether robots will replace human jobs	Appositive to the noun phrase 'one main question' OR Appositive to the noun 'question'
d. What many researchers pursue	Appositive to the noun 'goal'
e. That robotics will keep advancing	Complement of the verb 'is'

3. State the grammatical names and functions of the underlined noun clauses

a. Many are concerned about <u>how artificial intelligence might impact privacy</u>.
   Grammatical function: Object of the preposition 'about'

b. <u>What artificial intelligence can achieve</u> is still surprising to scientists.
   Grammatical function: Subject of the verb phrase 'is surprising'

c. Many experts study <u>how artificial intelligence affects decision-making</u>.
   Grammatical function: Object of the verb 'study'

d. The challenge is <u>that Artificial Intelligence (AI) should be developed responsibly.</u>
   Grammatical function: Complement of the verb 'is'

e. The idea, <u>that AI could surpass human intelligence</u>, is both exciting and frightening.
   Grammatical function: Appositive to the noun phrase 'The idea'

4. Cohesive devices are words, phrases, or linguistic elements that connect and link ideas, sentences, and paragraphs together to create a clear, logical, and coherent text.

    a. Conjunctions: Connecting words that link sentences or clauses (e.g., and, but, or, so, yet).

    b. Transitional Words/Phrases: Words/phrases that connect ideas between sentences/paragraphs (e.g., however, therefore, meanwhile, furthermore, in addition).

    c. Reference Words: Words that replace nouns or pronouns to maintain clarity (e.g., he, she, it, they, this, that, these, those).

5. A linear narrative is a storytelling structure where events unfold chronologically, in a straight timeline, with a clear beginning, middle, and end, and without flashbacks, flashforwards, or non-chronological interruptions.

    a. Chronological order: Events unfold in a logical, sequential order.

    b. Straight timeline: Story progresses from beginning to end without interruptions.

    c. Clear structure: Introduction, rising action, climax, falling action, resolution.

    d. Sequential causality: Each event leads logically to the next.

    e. No flashbacks or flashforwards: Events are presented in real-time.

    f. Single narrative thread: One main storyline, without multiple plotlines.

    g. Clear beginning, middle, and end: Distinct stages of the narrative.

    h. Cause-and-effect relationships: Actions have direct consequences.

6. The main theme of 'Piano' is the bittersweet nature of nostalgia. The speaker reflects on his childhood memories, particularly the warmth and comfort associated with his mother and the music of the piano.

7. The speaker feels overwhelmed by emotions, transported back to his childhood. The music evokes memories of his mother and a sense of longing for the simplicity and safety of childhood.

8. The poem employs several literary devices, including imagery, simile, and metaphor. For example, the imagery of the piano and the mother creates a vivid picture of the speaker's memories. The use of similes helps to convey the intensity of the speaker's emotions.

9. In the poem the mother is a central figure in the poem, representing comfort and love. The speaker's memories of her are tied to the music, highlighting the deep emotional connection between them.

10. The poem has a lyrical quality, reflecting the musicality of the background subject matter. The rhythm and flow mimic the act of playing the piano, enhancing the emotional impact of the memories being shared.

11. This phrase underscores the fragility and innocence of the speaker as he confronts growing up; the speaker still retains a childlike sensitivity to the power of music and memory.

12. The tone of 'If We Must Die' is defiant and passionate. McKay expresses anger at the oppression while at the same time instilling a sense of pride and resolve among those who are oppressed.

13. The poem calls for solidarity among those facing oppression. McKay stresses that by standing together and fighting back, they can upload their dignity and honour, regardless of the outcome.

14. Devices such as repetition, alliteration, and metaphor. The repetition of the phrase 'if we must die' serves to buttress the poem's central message and urgency.

SECTION 5

1. They are consonant sounds that start as stops (where the airflow is completely blocked) and then release as fricatives (where the airflow is partially blocked, creating turbulence).

2. They are consonants sounds produced with a relatively open vocal tract, which means there is no turbulence in the airflow.

3. The main difference is in articulation. Affricates start with a complete closure and release into a fricative, causing turbulent airflow. Approximants on the other hand are produced with a more open vocal tract, resulting in smooth airflow without turbulence.

4. They both play important roles in distinguishing meaning between words. Example changing an affricate in a word can change its meaning entirely, while approximants can help form syllables and affect pronunciation.

5. We start by placing the tongue against the roof of your mouth to stop the airflow (like in/t/. Then quickly move your tongue away slightly, creating a narrow gap while forcing air out to create a narrow gap while forcing air out to create a fricative sound. It should sound like' ch' in 'chop'.

6. To produce the sound /j/, you place your tongue close to the roof of your mouth without touching it, allowing the air to flow freely. This sound is similar to the 'y' in yes.

7. Yes, watch more recorded videos on affricates and approximants on YouTube.

8. Prepositional phrase indicating location/time)

9. Subordinate clause: "Although the weather forecast predicted rain"; Function: Contrast)

10. To go out of one's way to help/accommodate)

11. An old, abandoned, or neglected place)

12. "Sparkled with excitement"; indicates happiness/joy)

13. The company is facing financial difficulties)

14. The teacher is strict but caring)

15. Incorrect use of conditional tense; should be "If I had studied harder..."

16. Emphasis on the action rather than the doer)

17. Past perfect tense: shows that one event occurred before another in the past)

18. A relative clause is a type of dependent clause that qualifies a noun or pronoun, providing additional information about it.

19. The relative pronoun is "that."

20. True

21. The cat that is sleeping is on the sofa."

22. "Who."

23. Non-defining

24. Defining relative clauses provide essential information that specifies the noun they modify (e.g., "The book that I borrowed is on the table."). Non-defining relative clauses add extra information and are set off by commas (e.g., "My sister, who is a doctor, lives in New York.").

25. The relative clause "that I bought" specifies which car is being referred to, making it a defining relative clause.

26. "I met a man who is a renowned artist."

27. "The book that I finished last night, which I borrowed from the library, was thrilling." (Defining: "that I finished last night"; non-defining: "which I borrowed from the library.")

28. The sentence could be improved by removing the clause altogether. Revised: "The boring movie was a box office hit."

29. "The scientist who discovered the new element is giving a lecture. Her research, which was published last year, has gained international attention. The experiment that she conducted was groundbreaking." (Defining: "who discovered the new element" and "that she conducted"; non-defining: "which was published last year.")

SECTION 6

1. It is a clause that gives further/more information about a noun/pronoun.

2. Restrictive and non-restrictive clauses

3. It modifies a noun/pronoun

4. Whose

5. That

6. Restrictive relative clause

7. Non-restrictive relative clause

8. To be done by the learner

9. To be done by the learner

Writing

Questions **10** to **16** to be composed by the learner based on the learner's creativity.

Literature

Learners will compose a poem of three stanzas with themes relating to peace and love.

SECTION 7

1. A consonant cluster is a group of two or more consonant sounds that occur together in a syllable. They can appear at the beginning, middle or end of syllables.

2. Expected answers:

  a. /pl/- occurs at the final part of the word as in "**pl**ay"
  b. /br/- occurs at the initial part of the word as in "**br**own"
  c. /sn/- occurs at the initial part of the word as in "**sn**ake"
  d. /st/- occurs at the final part of the word as in "par**ts**"
  e. /sk/- occurs at the final part of the word as in fla**sk**

3. Expected answers:

Scrambled Letters	mrit	erut	tsrut	aryts	rahts	resct
Unscrambled	**tr**im	**tr**ue	**tr**ust	**str**ay	**tr**ash	**cr**e**st**

4. Consonant clusters are important to me as a learner for the following reasons:

  a. They help to differentiate between words- example is **test** and **text**.
  b. They help in proper pronunciation and fluency of words- example is **post** and not **pos.**
  c. They aid in understanding the phonetic structure of the English language.
  d. They also help with spelling of words with complex consonant clusters.

5. Expect varied answers but the following key issues should be highlighted:

  a. Dropping of a consonant in a cluster as in **firs** instead of **first**.
  b. Interchanging positions of the consonants in a cluster as in **taks** instead of **task**.
  c. Inserting vowels between the consonant in a cluster as in **milik** instead of **milk**.
  d. Substituting the consonant in a cluster with another one as in **bafs** instead of **baths**.

6. Varied answers should be provided by learners as shown below:

  a. Poem:

   Lift yourself through the dust
   Slowly crawling like a creeping plant

Yet, holding the flag high

To behold the beautiful crown.

b. Tongue-twister:

Silly Sally swiftly shooed seven slippery snakes.

Flip the flapping flag of frozen mask of joy.

Note: *The tongue-twister includes clusters like /sl/ in 'slippery' and /sn/ in 'snakes'*

7. Reading is the process of interpreting or making meaning out of a print or text.

8. Expected answers:

a. Intensive reading refers to a form of reading that examines and analyses the details of a text for specific learning outcomes or information. An example is reading a comprehension passage.

b. Extensive reading is the act of reading for enjoyment and to improve general reading skills. An example is reading a novel for pleasure.

9. Reading that is not particular about specific details but for enjoyment is known as reading for pleasure. Reading for pleasure is the act of reading for enjoyment or entertainment.

10. Expected answers- explain any four of the following benefits of reading for pleasure:

a. Enhances vocabulary and language skills

b. It helps to develop the brain.

c. It is a source of fun or entertainment.

d. Reading for pleasure enhances empathy and understanding of people

e. It promotes mental health and reduces stress

f. It improves our creative abilities

11. Expected answers- three ways reading for pleasure impacts one's academic life:

a. It promotes lifelong learning opportunities

b. It helps develop critical thinking and analytical skills

c. It enhances our vocabulary acquisition

d. It fosters creativity

12. Learners are expected to discuss the relevant themes in a story read while their friends listen to them.

13. Learners are expected to write a four-paragraph story on any of the following Ghanaian values: truthfulness, patriotism, hospitality, love and accountability.

14.

a. Particularly in areas where economic opportunities abound PLACE

b. Whenever new infrastructure projects are initiated TIME

c. In the same way that developing countries have successfully managed urbanisation MANNER

d. Unless the government addresses the housing shortage CONDITION

e. However, challenging the task may seem CONCESSION

f. Despite the increased cost of living CONCESSION

15. Answers provided by learners should be similar to these ones:

a. <u>Wherever the festival is held</u>, hundreds of people attend.

b. I take my breakfast <u>after I have packed my lunch</u>.

c. My mother cooked the meal<u> in the same way her mother had prepared it.</u>

d. <u>If it rains,</u> the ceremony will be cancelled.

e. <u>Although the team were not supported</u>, they managed to qualify.

16. Expected answers should be similar to these ones:

a. The learners attend assembly when the school year begins.

b. They delivered the speech beautifully, just as they had practised.

c. The company will recruit more employees if they expand.

d. Although it was a daunting task, I managed to speak in front of the panel.

e. The office is located where the dam has been constructed.

SECTION 8

1.

a. Whenever people were particularly nasty to us FREQUENCY

b. Whenever Calpurnia took us to church FREQUENCY

c. Consequently, Tom's life was forever changed RESULT

d. So that I could understand why Boo Radley stayed shut up in his house PURPOSE

e. So that he could prepare the best defence possible PURPOSE

f. Because they knew we were Atticus' children REASON

g. Because she was scared REASON

2. The government provided funds <u>so that all community members could have access to clean water.</u>

Grammatical name: adverbial clause of purpose

Grammatical function: modifies the verb 'provided'

3. <u>Whenever there is shortage of water,</u> residents must queue for hours at a local well.

Grammatical name: adverbial clause of condition

Grammatical function: modifies the verb phrase 'must queue'

4. The youth centre opens daily <u>to ensure young people have a safe space for </u>

recreation.

Grammatical name: adverbial clause of purpose

Grammatical function: modifies the adverb 'daily'

5. Officials have set up workshops in the community <u>so that residents can learn new skills.</u>

Grammatical name: adverbial clause of purpose

Grammatical function: modifies 'have set up'

6. The roads are repaired <u>whenever the rainy season ends</u>.

Grammatical name: adverbial clause of frequency

Grammatical function: modifies the verb phrase 'are repaired'

7. <u>If the local school receives enough funding</u>, new classrooms will be built.

Grammatical name: adverbial clause of condition

Grammatical function: modifies 'will be built'

8. Road signs were installed in the area <u>so that drivers could navigate safely</u>.

Grammatical name: adverbial clause of purpose

Grammatical function: modifies 'are installed'

9. <u>If there are issues with power distribution</u>, technicians are dispatched.

Grammatical name: adverbial clause of condition

Grammatical function: modifies the verb phrase 'are dispatched'

10. <u>Whenever there is a health inspection</u>, vendors are required to meet hygiene standards.

Grammatical name: adverbial clause of frequency

Grammatical function: modifies the verb phrase 'are required'

11. <u>If community projects are successful</u>, more funds will be allocated the following year.

Grammatical name: adverbial clause of condition

Grammatical function: modifies 'will be allocated'

Writing

12. A narrative is a written account of an event.

13. Dialogue, personal experience, chronological structure, reflection, storytelling, cohesiveness, and others

14. Tone, dialogue, imagery, voice, language, figurative language, syntax, and others

15. Introduction, rising action, climax, resolution/falling actions, conclusion

16. To be done by the learner

SECTION 9

1. 'str'

2. (bl, ckb, rd)

3. A group of two or more consonants together in a word without vowels.

4. 'clip'

5. 'spl'

6. Ghost, frost, cloud

7. The blast from the explosion stretched across the field.

8. Both have 'tr' clusters, but differ in the following vowel and consonant.

9. Snap, splash, spy, stretch, split.

10. 'cr', 'sp', 'gr'

11.

    a. Comprehension

    b. Academic success

    c. Confidence building

    d. Foundation for writing

12. The quality of smooth flow of speech (either spoken or written) in a language

13. To be done by the learner

14. To be done by the learner

15. To be done by the learner

16. List three rules of subject-verb agreement.

    a. A singular subject agrees with a singular verb.

    b. Two subjects joined by 'and' agree with a plural verb.

    c. A collective noun treated as a unit agrees with a singular verb.

17. For each rule, cite two examples of sentences.

    The child has been left all alone.

    Hamza and Fafa were late to the fair.

    The class was asked to nominate a representative for the Student Representative Council (SRC).

Patriotism are (*is*) a feeling that everyone should develop. Each citizen should show their love for their country by contributing in their own way. A person who work (*works*)for the betterment of their country demonstrate (*demonstrates*) true patriotism. All of the citizens is (*are*) responsible for making sure that the nation progress. It is important that the youth realises (*realise)* their role in nation-building. Together, they builds *(build)* a stronger and more prosperous society.

The leaders of a nation needs (need) to inspire patriotism among the people. When a leader believe *(believes)* in unity, it create (*creates*) an environment where citizens feel motivated to work for their country. None of the citizens has *(have)* to be reminded of their duties when there is a shared sense of purpose. Patriotism and hard work goes *(go)* hand in hand to build a nation. Every individual, whether young or old, have *(has*)a part to play in achieving progress. A nation that honour *(honours*) its culture and heritage stand stronger in the face of challenges.

SECTION 10

1. Choose the correct verbs to agree with the subjects in the following sentences.

  a. Has

  b. Has

  c. Is

  d. Belong

  e. knows

2. Correct the errors in the following sentences.

  a. attend

  b. supports

  c. are

  d. is

  e. have

3. Patriotism fosters resilience among citizens. When people **are** united by a common love for their country, they are more willing to stand together during times of crisis. Schools and communities **play** a key role in nurturing this value through education and collaborative activities. It is crucial that educators **stress** the importance of working collectively to achieve national goals.

While patriotism brings unity, it is important to remember that it does not mean blindly agreeing with everything. Constructive criticism and active participation in civic duties ensures that the nation moves forward. If individuals fail to speak up when necessary, progress can be hindered. A healthy democracy thrives when citizens actively contribute their voices and efforts. This dedication to bettering one's country ultimately makes the nation stronger and more adaptable to change.

4. A speech is a piece of information/message that is delivered to an audience.

5. Formal speeches are often planned, prepared and delivered while informal speeches happen impromptu.

6. The purpose of the speech, the target audience, the title of the speech, the main ideas of the speech, and others.

7. To be done by the learner

8. To be done by the learner

9. To be done the learner

10. Imagery in poetry and drama or a story refers to the use of descriptive language that appeals to the senses, helping to create vivid mental pictures and evoke emotions in the audience.

11. Any story or poem that uses imagery or figurative language.

12. Identifying or underlining specific expressions that have figurative language in a story or poem.

SECTION 11

1. Oral Communication refers to the process of verbally sharing information with others.

2. Expected answers:

   a. Information Sharing- example is presentation

   b. Expression of Ideas and Emotions- example is storytelling.

   c. Building Relationships- example is peers discussions.

   d. Conflict Resolutions- group discussions

   e. Collaboration- example is group project work

3. Expected answers: learners are to use the picture scenes provided to identify the event of Ghanaian Festival and give a short oral narrative to their friends on how their festivals are celebrated.

4. Learners are expected to choose any two of the activities and write a short paragraph on them to make an oral presentation in class.

5. Summary writing is the act of reducing a lengthy text to its simple form but maintaining the relevant information.

6. Learners are expected to discuss three importance of summary writing.

7. Expected answers are:

   a. Agriculture is essential in economic growth.

   b. The roads are bad.

   c. Unstable food prices affect economic growth.

8. The number of students in the class **is** thirty.

9. The team of researchers **has** made a ground-breaking discovery.

10. The books on the shelf **belong** to my brother.

11. The teacher with the students **is** going on a field trip.

12. The company **has** been in business for over 50 years.

13. The group of friends that **is** attending the concert **is** very excited.

14. The news that **is** being reported **is** very disturbing.

15. Most students **prefer** online learning.

16. The student in the class **is** very happy.

17. The percentage of students who pass the exam **is** very high.

18. Either the cat or the dog **is** responsible for the mess.

19. The herd of deer **was** grazing in the meadow.

SECTION 12

1.

    a. Teachers incorporate diverse perspectives into their lesson plans. ACTIVE

    b. Educational resources are distributed equitably among all students. PASSIVE

    c. The new curriculum is being developed to address diversity and inclusion. PASSIVE

    d. The school administration provides equal opportunities for learners with disability. ACTIVE

    e. Scholarships are awarded to deserving learners from under-represented communities. PASSIVE

2. Change the active sentences you have identified to passive ones and vice versa.

Active	Passive
Teachers incorporate diverse perspectives into their lesson plans.	Diverse perspectives are incorporated into lesson plans by teachers.
The ministry of education is developing the new curriculum to address diversity and inclusion. (introduce subject)	The new curriculum is being developed to address diversity and inclusion.
The ministry awards scholarships to deserving learners from under-represented communities. (introduce a subject)	Scholarships are awarded to deserving learners from under-represented communities.

The ministry distributes educational resources equitably among all learners.	Educational resources are distributed equitably among all learners. PASSIVE
The school administration provides equal opportunities for learners with disability.	Equal opportunities are provided for learners with disability by school administration.

3.

Active voice	Passive voice
In African Indigenous Religion (AIR), the community actively participates in worship through various rituals and ceremonies	The sacred shrines and temples are carefully maintained by the priestly orders.
The traditional priest leads the congregation in prayers and offerings to the ancestors and gods.	The rituals are performed with precision and reverence, ensuring the continuity of ancestral traditions.
The people sing and dance to invoke the spirits, seeking guidance, protection and blessings.	The ancestors are believed to have established these customs, which are now faithfully observed by the community.
Through these acts of worship, the community strengthens its bond with the divine deity.	The sacred masks, used in rituals are crafted by skilled artisans and passed down through generations.
During festivals, the community comes together to honour the gods and ancestors.	Through these shared experiences, the community's cultural heritage is preserved and transmitted to the younger generation.
The traditional drummers beat the drums, calling the people to assemble.	... have been passed down orally.
The elders share stories of the ancestors' feats.	The worship is a collective experience, fostering unity and social cohesion among the people.

4.

    a. The use of active sentences stresses the performers of the action of the verbs, such as 'the community … participates …' and 'the traditional priest leads …'.

    b. The use of passive sentences emphasises the action instead of the performer of the action. It also makes the passage objective and believable. For example, in 'The rituals are performed…', 'The community's cultural heritage is preserved …', focus is on the performance of the rituals and the preservation of the community's cultural heritage.

5. To be done by the learner

6. *Questions 6 to 9* To be done by the learner

10. Imagery in literature refers to the use of descriptive language that appeals to the senses, helping to create a vivid mental picture for the reader or audience.

11. Imagery enhances a dramatic work by evoking emotions, creating mood, and providing deeper meaning to the text. It helps the audience to visualise settings and actions, making the experience more immersive.

12. Four examples of different types of imagery are:

   a. Visual imagery (sight)
   b. Auditory imagery (sound)
   c. Olfactory imagery (smell)
   d. Gustatory imagery (taste)

13. Imagery plays a role in character development by revealing the inner thoughts and emotions of characters. Through imagery playwrights can show rather than tell, allowing the audience to understand a character's motivations and feelings more deeply.

SECTION 13

1. 'Stress' refers to the emphasis placed on certain syllables or words in speech. Stressed syllables are usually louder, longer, and pronounced with a higher pitch than unstressed syllables.

2. Stress can change the meaning of a sentence by highlighting different words. For example, in the sentence' I didn't say she stole my money', stressing 'I', say,' 'she', 'stole' or 'money' changes the implication of the statement.

3. Intonation is the variation of pitch while speaking. It is important because it conveys emotions, attitudes and can indicate whether a sentence is a statement, question or a command.

4. E.g. You're coming?

   a. The question' You're coming?' can have a rising intonation at the end to indicate uncertainty (Are you really coming?), or a falling intonation to indicate confirmation (I expect you to come).

5. To be done at learners' discretion.

6. To be done at learners' discretion.

7. Summary is a shortened form of the main points of a text.

8. Read the text thoroughly

   • Identify key points
   • Eliminate details
   • Write the summary
   • Review and edit the written work

9. To be done by the learner

10. To be done by the learner

11.

Active Sentences	Passive Sentences
The Supreme Court unanimously dismissed the petition.	The results were contested by the NDC.
The opposition candidate, John Mahama of the National Democratic Congress (NDC), secured 46.20% of the votes.	The election was observed by local and international observers.
The Electoral Commission of Ghana announced the results.	The re-election of President Akufo-Addo was seen as a testament to the stability of Ghana's democracy.
	The petition was unanimously dismissed by the Supreme Court.
	Incumbent President Nana Akufo-Addo of the New Patriotic Party (NPP) was re-elected after securing a majority of the votes.

a. Passive Voice

12. Patriotism plays a crucial role in shaping the identity and responsibility of young Ghanaian adults. As the future leaders of the nation, young people must embrace a deep love for Ghana, which inspires them to contribute positively to its development. Through acts of service, dedication and respect for national values, individuals strengthen the country's unity and progress. When citizens show loyalty to their culture and uphold Ghana's heritage, a strong sense of belonging is fostered. Additionally, patriotism encourages active participation in civic duties, ensuring that national policies reflect the needs of the people. If young adults recognise the importance of patriotism, a brighter future for Ghana is secured and its growth and prosperity are guaranteed.

13. Information and Communication Technology (ICT) is transforming education by making learning more interactive and engaging. Schools across Ghana are integrating computers and the internet into lessons to help students understand complex topics more easily. With digital resources students can research independently and explore subjects beyond their textbooks. Interactive lessons are created by teachers to capture students' interest and improve understanding. As technology continues to evolve education is being reshaped to meet modern demands.

To begin with, ICT allows students and teachers to connect more efficiently making learning easier. Sometimes, assignments are submitted online and feedback is given faster allowing students to improve their work quickly. Educational apps help students practise skills while online platforms allow teachers to share learning materials easily. In Ghana many students are introduced to ICT early so they can develop research and problem-solving abilities. Thanks to technology, education is becoming more accessible and effective.

Furthermore, mastering ICT is essential for students because most careers now require digital literacy. Companies look for employees with technology skills and students who are trained in ICT have an advantage in the job market. Schools are preparing students for the future by integrating ICT into their lessons and providing hands-on experience with digital tools. If technology is embraced students will be well-equipped to contribute to Ghana's progress. By adopting ICT education is strengthened and students are empowered to succeed.

Last but not least, the use of ICT encourages independent learning. ICT provides students with access to digital libraries and online courses which help them learn beyond the classroom. By exploring new materials, they develop self-learning habits that make them more confident and resourceful.

In conclusion ICT has become an essential part of education as it enhances learning communication and creativity while preparing students for the future. By integrating technology into the education system, students will be equipped with skills that are necessary for modern careers and national development. Moreover, ICT fosters independent learning and global awareness ensuring that students remain competitive in an evolving world. As education continues to advance embracing ICT will create more opportunities for young people and contribute to Ghana's progress.

SECTION 14

1. Cues in communication refer to the signals or indicators that convey more meaning beyond words. They can be verbal cues (tone of voice, pace of speech) or non-verbal cues (body language, facial expressions, gestures) that help to interpret messages and emotions.

2. Non-verbal cues are crucial because they often convey more meaning than words alone. They can express emotions, attitudes and intentions. Non-verbal signals can either reinforce or contradict verbal messages, influencing how the message is received.

3. Proverbs are short, well-known sayings that express general truths or pieces of advice based on common sense or experience.

4. Euphemisms are mild or indirect words or expressions used to replace harsh or blunt ones. They help soften the impact of the message.

5. Idioms are phrases that have a figurative meaning different from their literal meanings. They often reflect cultural nuances.

6. Meaning of the above proverbs:

   a. What people do is more significant and telling than what they say.

   b. Do not assume success or make plans based on future events that may not happen.

   c. Pursuing a mistaken or guided line of thought or action.

d. Having too many people involved in a task can lead to confusion and poor results.

7. Subject to facilitators' discretion

Questions **8** to **12** To be done by the learner

SECTION 15

1. People from various ethnic backgrounds graced the occasion and celebrated their differences and showed their unique culture.

2. The village was known for its diversity, with residents speaking different languages and practising different traditions.

3. Ama, Kofi and Adjoa are the names of the characters in the story.

4. They exchanged greetings in different languages, shared food and engaged in different traditional games of different ethnic groups.

5. Ama watched in awe as barriers of misunderstanding were dissolved and replaced with a spirit of harmony and togetherness.

6. He said that their differences made them stronger.

7. He said the festival reminded them of spirit of harmony.

8. The story grants us the importance of communication, understanding and embracing cultural difference, highlighting, how harmony can be achieved in a diverse community.

9. Learners are expected make a short presentation on how technology influences a particular festival celebrated in their community.

10. Expected responses

Word	Word class	Meaning
1. Showing	Verb	demonstrating, exhibiting, displaying, revealing
2. Polite	Adjective	courteous, respectful, considerate, refined
3. Address	Verb	greet, speak to, talk to,
4. Customary	Adjective	usual, traditional, conventional, habitual
5. Refrain	Verb	abstain, desist, cease, avoid
6. Impolite	Adjective	rude, discourteous, ill-mannered, uncivil
7. Interrupt	Verb	cut in, break in, intervene, intrude
8. strengthen	Verb	reinforce, fortify, boost, enhance
9. fundamental	Adjective	basic, essential, vital, crucial
10. Essential	Adjective	necessary, important, vital, crucial

11. Expected responses

Word	Synonym	Antonym
Innovative	Creative, original, pioneering	Conventional, traditional, unoriginal
Resilient	strong, tough, adaptable	Weak, fragile, vulnerable
Daunting	intimidating, overwhelming, frightening	Encouraging, reassuring, uplifting
Rewarding	fulfilling, satisfying, gratifying, fruitful	Unrewarding, unfulfilling, disappointing, fruitless
Proactive	Anticipatory, preventive, initiative-taking	Reactive, passive, responsive

12. Learners are expected to create their own poem or short stories with vocabulary or words in context.

SECTION 16

All 3 review questions are to be done by the learner

SECTION 17

All 3 review questions are to be done by the learner

SECTION 18

1. thorough
2. stunning
3. substantial
4. Demanding
5. Confused
6. Charismatic
7. Imaginatively
8. Respite
9. swerve
10. timely
11. Traditional: Conventional, Customary, Time-honoured, Orthodox

12. Sacred: Holy, Revered, Venerable, Sanctified

13. Vital: Essential, Crucial, Important, Fundamental

14. Respected: Honoured, Esteemed, Venerated, Revered

15. Custodians: Guardians, Protectors, Keepers, Trustees

16. Complex: Complicated, Intricate, Difficult, Multifaceted

17. Rigorous: Strict, Thorough, Demanding, Exhaustive

18. Enthroned: installed, inaugurated, crowned, invested

19. Obliged: bound, required, compelled, duty-bound

SECTION 19

1.

Column A	Column B
Humility	Arrogance
Optimism	Pessimism
Serenity	Chaos
Generosity	Stinginess
Order	Turmoil

2. Insecure

3. Muted

4. Risky

5. Tropic

6. Unconventionally

7. Inaccurate

8. Opaque

9. Unreliable

10. Liberal

11. Destructive

12. Sample Response:

In the morning, the sky was **dark**, but by noon, it turned **bright**. The street was once **empty**, but it soon became **crowded** with people. As the event began, the room was filled with **noise**, but it ended in complete **silence**.

SECTION 20

To be done by the learner

SECTION 21

To be done by the learner

SECTION 22

1. announce
2. submitted
3. lost
4. do
5. increase
6. increased
7. assemble
8. attended
9. made
10. took
11. Sample dialogue with collocations
    - **Kofi**: Hey Ama, I heard you've been selected for the Ghanaian team for the upcoming African Cup. Congratulations!
    - **Ama**: Thanks, Kofi! I'm thrilled to have **made the cut**. The coach has been trying **to drum up support** for the team, so I'm hoping we'll get a lot of fans cheering us on.
    - **Kofi**: That's great to hear. I know how much Ghanaian football fans love to come out in force to support their team. Have you been able to **get to grips with** the new playing style the coach has introduced?
    - **Ama**: Yeah, it's taken some time, but I think we're starting to gel as a team. We've been working hard **to iron out the kinks** and make sure we're all on the same page.
    - **Kofi:** That's good to hear. I know how important it is for the team to be able **to take advantage of** the home advantage when you're playing at the Accra Sports Stadium.
    - **Ama**: Absolutely. We're hoping to **make the most** of it and **get off to a flying start** in the tournament.
12. **Collocations used:**
    - make the cut (to be selected or chosen for something)
    - drum up support (to try to get people to support or agree with something)

- come out in force (to come out in large numbers to support or protest something)
- get to grips with (to understand and control something)
- iron out the kinks (to solve problems or difficulties)
- take advantage of (to use an opportunity to gain something)
- make the most of (to use something or a situation as well as possible)
- get off to a flying start (to start something very successfully)

SECTION 23

1. Here are the elements of a formal letter
   - Sender's Address
   - Date
   - Recipient's Address
   - Salutation
   - Subject Line
   - Body:
   - Closing
   - Signature
   - Enclosures

2. Learners are expected to compose a two-paragraph letter on their own, discussing road safety issues with a government official and how to improve the situation.

3. Learners are expected to write a formal letter to the administration, requesting the establishment of a new club and outlining the objectives and the benefits.

4. Learners are expected to write a formal letter to the Minister of Environment discussing the issue of poor sanitation in the country and suggesting at least three ways to solve the problem.

SECTION 24

Research essay on The Role of Technology in Education.

Research essay on The Evolution of Music Genres.

Response to The Dangers of Illegal Mining in Ghana.

Note: *All responses are based on learner's creativity.*

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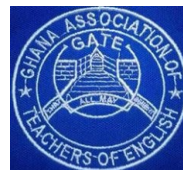
GLOSSARY

Antecedent	A word/noun or phrase that comes before a pronoun. It is used to avoid repetition.
Assessment	Evaluation/appraisal
Ayoyo soup	A traditional Ghanaian soup made with leafy greens and often served with cornmeal or rice.
Clarity	The ability to be easily understood.
Cliché	A phrase or expression that is used outside of its original context so that its original impact and meaning are lost
Coherence	A meaningful relationship between different parts of the text.
Cohesive devices	Linking expressions that are used to connect various parts of text to form a unified whole.
Colloquialism	A casual conversation with formal language being
Communication	The act of transmitting/transferring information
Debate	A healthy argument
Degradation	Making things seriously worse
Efficiency	The extent to which time and resources are well used for an intended task.
Elements:	Components
Essay	A written composition
Ethics	The standards that govern the conduct of a person or something.
Features	Constituents or characteristics of something
Formal	Official (Agreeing with established form of speech)
Format	Structure
Gender neutral	a noun or pronoun or adjective that refers to an inanimate object. In other words, the object is neither masculine nor feminine.
Grammatical unit	A group of words functioning together in a sentence or phrase, such as phrases, clauses, or sentences.
Head word	The central word in a phrase or sentence that determines its grammatical properties.
Homowo festival	An annual harvest festival celebrated by the Ga people of Ghana, marking the beginning of the corn harvest season.
Informal	Unofficial
Informative	Providing information
Intervening Phrase	a group of words, usually a prepositional phrase, adverbial, or adjectival, that appear between the subject and the verb in a sentence.
Jargon	A technical terminology associated with a particular subject
Journals	A magazine that covers a specific subject or field of study
Linking verb	A verb that connects the subject to additional information.
Magazines:	Generally, a nonfictional publication that stands on its own or as part of a larger publication

Narrative	A written or spoken account of an event
Newspapers	A paper that contains news and other articles
Online blogs	Online journal or informational website run by an individual, group or corporation that offers regularly updated content about a topic.
Paragraph	A group of sentences on a single subject/idea
Persuasive	Seeking to convince audience
Process	A set of procedures used to produce results.
Research	An inquiry/investigation
Retention	Memory
Slang .	A specialised language of a social group
Speech	A message/piece of information delivered to audience.
Speech	Information that is delivered orally
Strategies	A plan of action intended to accomplish a specific goal
Structure	The overall form or organisation of a text
Style	A particular manner of expression in writing or in speech
Subject	The person, thing, place or concept that the sentence is about.
Tuo zaafi	A popular Ghanaian dish made from corn dough, typically served with a soup or stew.
Tuta absoluta	A species of moth in the family Gelechiidae, commonly known as the tomato leaf-miner.
Websites	A collection of web pages and related content that are published on a web server and identified by a single domain name.

ACKNOWLEDGEMENTS

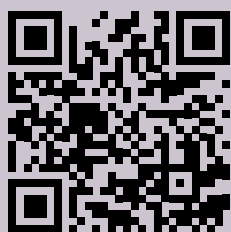This book is intended to be used for the Year Two English Language Senior High School (SHS) Curriculum. It contains information and activities to support teachers to deliver the curriculum in the classroom as well as additional exercises to support learners' self-study and revision. Learners can use 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.

[Scan the QR Code to visit the website]

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