



MINISTRY OF EDUCATION
GHANA ASSOCIATION OF
TEACHERS OF ENGLISH



English Language

for Senior High Schools

Year 3



Writer

Perfect Quarshie

Jemima Kokwe Lartey Squire

Regina Antwiwaa Abrokwa

Reviewer

Prof. Philip Gborsong

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Service (GES)





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FOREWORD

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

The Ministry of Education is proud to have overseen the production of these Learner Materials which can be used in class and for self-study and revision. These materials have been developed through a partnership between the Ghana Education Service, teacher unions (Ghana National Association of Teachers- GNAT, National Association of Graduate Teacher -NAGRAT and the 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

PREFACE TO THE YEAR THREE LEARNER MATERIAL

Welcome to the next major steps in your English Language Course. You have now spent two years developing your English skills, but as you will realise, every speaker of English simply has to keep developing. Words change in meaning; expressions change, as do the ways we communicate online and in speech. Before we begin the units here, you might like to explore the YouTube videos here. They each offer different perspectives on the new areas we are about to explore. Which do you find most interesting or useful? Each speaker has a different accent, as they come from different countries. Do you find some of the accents easier to understand than others?

https://www.youtube.com/watch?v=IAuI9AYPj_I

Why You MUST Learn English in 2025



[English At The Ready](#)

<https://www.youtube.com/watch?v=X627czLUsGY>

Say These 100 DAILY WORDS in a British Accent! (MODERN RP)



[English with Lucy](#)

<https://www.youtube.com/watch?v=IrNDVWXokwY>

What's your English level? Take this test!



[POC English](#)

<https://www.youtube.com/watch?v=pnTo9WuNzMA>

How to become a better English Speaker (without saying a word!)



[Accent's Way English with Hadar](#)

https://www.youtube.com/watch?v=4jd8-CExNXM&list=PLSDAUlgd1e1NqO291au_Y8KzSQ36oky6M

SPEAK ENGLISH FLUENTLY | How To Express Your Ideas Clearly In 5 Parts



[Speak English with Tiffani](#)

SECTION

1

STRESS AND
DISYLLABIC
WORDS, TEXT
COMPREHENSION
STRATEGIES

VISUALIZING STRESS IN DISYLLABIC WORDS

PSYCHOLOGICAL
STRESS

AC-tive
BC-tive
DO-tive

GÄRDEN
→ GÄRDEN
→ PIC-den

PICNIC
→ PICNIC
Pillake

LINGUISTIC STRESS
(Disyllabic Words)

DOCTOR
→ DÖC-tiv
TÖP-ler
PÖ-tive

DOCTOR
DER-tor
TAÄ-till
PÄC-tior

INTRODUCTION

Welcome to Section 1. In this section, we are focusing on Stress and Disyllabic words (Use in Sentences) and Comprehension Text Strategies. In our previous lessons, we studied vowel and consonant sounds, retrieving specific information and interpreting simple texts. In this section, you will learn how to use stress correctly when speaking. You will listen carefully and practise speaking clearly so people can understand you better. You will also read more advanced texts using Comprehension Text Strategies and learn how to understand them clearly. These lessons will help you become a better speaker, listener, reader, and writer.

KEY IDEAS

- **A disyllabic word:** a **word** that has two syllables.
- **Sentence stress:** a pattern of saying more emphatically and clearly certain words in a sentence.
- **Stress:** the extra force or emphasis we give to one part of a word or sentence.
- **A syllable:** a unit of sound that forms a word or part of a word.
- **Text Comprehension Strategies:** the strategies that help you understand, remember, and respond to what you read.
- **Word stress:** the part of a word that we say louder and more clearly than the other parts.

STRESS IN DISYLLABIC WORDS

Stress is the extra force or emphasis we put on one part of a word or sentence when we speak.

It helps others to understand what we mean.

Types of Stress in Oral Communication

The Two Types of Stress in Oral Communication are discussed below.

1. Word Stress

Word stress is the part of the word that you say **louder and longer**. In English, most words with two or more syllables have **one syllable that is stressed** more than the others. Pronouncing words with the correct stress helps you:

- Speak clearly
- To be better understood

Table 1.1: Examples of word stress

Word	Syllables	Stressed Syllable	How It Sounds
Table	TA-ble	First syllable	TA -ble
Begin	be-GIN	Second syllable	be- GIN
PRE sent (noun)	PRE-sent	First syllable	PRE -sent (a gift)
pre SENT (verb)	pre-SENT	Second syllable	pre- SENT (to show or give)

2. Sentence Stress

It is a pattern of saying certain words in a sentence louder or more clearly, while other words are spoken more quietly and quickly. In English, we usually stress the important words that carry meaning (Content Words), which include nouns, main verbs, adjectives, and adverbs. Some words are, however, not stressed. These are articles (a, an, the), pronouns (he, she, it), prepositions (in, on, at), and auxiliary verbs. You do not become a more convincing speaker if you stress articles, pronouns and prepositions.

Examples

- I need to go.
"need" is an important word, so it's stressed.
- She bought a new car.
"bought", "new," and "car" are stressed because they carry meaning.
- He doesn't like pizza.
"doesn't" and "pizza" are stressed to show emotion or focus.

Importance of stress

- Correct stress helps learners to become more natural and fluent. It helps them to pronounce words in the right way.
- Understanding stress helps learners identify key points and follow conversations more effectively. This makes listening and understanding easier.
- Repeating words with correct stress helps them to remember words and phrases.
- Stress in a sentence brings out the feeling of the speaker and helps to show what is important.

Examples

- You really did that? (Surprised)
- You *really* did that? (Doubtful or impressed)
- You really did *that*? (Disbelief at the specific action)

DISYLLABIC WORDS

Disyllabic words are words that have two syllables.

A syllable is a unit of sound that forms a word or part of a word. Each syllable often contains one vowel sound.

How to Identify Disyllabic Words:

1. Clap your hands or tap your fingers while saying the word slowly.
2. Each clap or tap represents a syllable.

Table 1.2: Examples of Disyllabic Words

Word	Breakdown
Apple	ap – ple
Table	ta – ble
Window	win – dow

Importance of Disyllabic Words in Oral Communication

1. **Pronunciation Clarity:** Disyllabic words help to pronounce words clearly.
Example: In the word "**happy**" (HAP-py), the first syllable is stressed. If you stress the wrong syllable (hap-PY), it can sound odd or be misunderstood – it would come across as an error.
2. **Improved Listening Skills:** Knowing how disyllabic words are structured helps you to recognise them when others speak. This makes it easier to follow conversations, especially with native speakers.
3. **Better Spelling and Reading:** Understanding syllables helps you break words down for spelling and reading.

Differentiating Word Classes by Stress

In English, words can be differentiated based on which part of the word is stressed. **Depending on which part of a word is stressed** (the syllable we say louder or with more emphasis), a word can **change meaning and word class**, especially when the **spelling stays the same**. This is common in **two-syllable words** that can be both **nouns** and **verbs**.

Nouns (naming words) usually have stress on the **first syllable**, while **Verbs** (action words) often have stress on the **second syllable**.

Table 1.3: Examples of stress pattern in disyllabic words

Word	Stress Pattern	Word Class	Example in a Sentence
CONtract	First syllable	Noun	We signed the CONtract .
ConTRACT	Second syllable	Verb	They will aim to conTRACT the time spent on new work.
Increase	First syllable	Noun	There was an INcrease in sales.
InCREASE	Second syllable	Verb	We hope to inCREASE profits.
Desert	First syllable	Noun	The DEsert is hot and dry.
DeSERT	Second syllable	Verb	Don't deSERT your post.

Activity 1.1 Discussing Stress and Its Importance

1. In groups of three, discuss what stress means.
2. Why do we use stress when we talk? Can you think of times when stress changes the meaning of what someone says?"
3. In your groups, discuss why stress is important in Oral Communication.

Activity 1.2 Marking Stress on Disyllabic

4. Invite a friend and write down five disyllabic words that change word class with stress. Take turns with your partner to mark stress on each of the words. If you find difficulty in thinking of such words, explore online for examples. Your teacher will be willing to help you.
5. Looking at where the stress is placed, identify the word class of each word.
6. Ask your partner to list five polysyllabic words.
7. Mark stress appropriately on each word using a stress mark and ask for feedback.

Activity 1.3 Reading Sentences with Correct Stress

In groups of four, practise reading the following sentences with disyllabic words using the correct stress.

- a. The teacher placed the **object** on the table.
- b. Some students **object** to the new rules.
- c. The prefect was praised for her good **conduct**.
- d. The science teacher will conduct an experiment.

TEXT COMPREHENSION STRATEGIES

They are methods that help you **understand, remember, and respond to what you read**. These strategies are especially helpful when reading stories, articles, or passages.

Text Comprehension Strategies are necessary for effective reading and understanding. They help readers to actively engage with text and to apply knowledge, leading to better learning, critical thinking, and overall success in various aspects of life.

Importance of Text Comprehension Strategies

1. Text Comprehension Strategies enhance your understanding.
2. They help you to easily recall what has been read.
3. They help you to analyse information, which enhances critical thinking.
4. They ensure purposeful reading.

Comprehension Text Strategies

1. *Skimming*: This is generally a fast reading to get the general idea of a text.
2. *Scanning*: This involves looking for specific facts or details.
3. *Prediction*: This deals with guessing what might happen next, based on the clues in a text.
4. *Inferring*: It is reading between the lines using clues provided by the author or your knowledge of the subject and experiences.
5. *Making Connections*: This is linking what you read to
 - a. Your life (text-to-self)
 - b. Another book or story (text-to-text)
 - c. World issues (text-to-world)
6. *Clarifying*: It involves stopping to look at the context in which words or phrases have been used to make the meaning clearer.

How to Use These Strategies

1. Before Reading

- a. *Skim the text*

Quickly glance through the headings, subheadings and any pictures to get a sense of what the text is about. This helps your brain prepare for what you're going to read.

- b. *Predict what it might be about*

Think about what you expect to learn or see in the text based on the title and clues. Making predictions sets a purpose for reading and keeps you curious.

2. While Reading

- a. *Use scanning to find key points*

Move your eyes quickly across the text to pick out important names, dates or facts. Scanning saves time and helps you locate specific details.

- b. *Infer meaning from clues*

Look for hints in the text, such as context words or examples, to figure out meanings you don't know. This helps deepen understanding beyond what is directly stated.

- c. *Clarify confusing parts*

Pause to reread tricky sentences or look up unfamiliar words. Doing this prevents misunderstandings and keeps your reading smooth.

3. After Reading

- a. *Summarise the main ideas*

Briefly restate the most important points in your own words. Summarising shows you understood the text and can explain it simply.

- b. *Make connections to your life or knowledge*

Think about how the text relates to things you have experienced, studied, or heard about. Making these links strengthens memory and understanding.

- c. *Answer comprehension questions*

Respond to questions to check how well you understood the text. This step also helps you reflect on what you have read and fill any knowledge gaps.

Activity 1.4 Discussing the Importance of Text Comprehension Strategies

In groups of three, discuss what text comprehension strategies are.

1. Discuss why Comprehension Text Strategies are important.
2. Share your ideas with members of a different group.
3. Do any members of the group have any other recommendations which might be useful?

Activity 1.5 Analysing Text Using Text Comprehension Strategies

In groups of four, do the following

1. Write down some Text Comprehension strategies on a sheet of paper and fold them.
2. Take turns picking the sheets and explain each of the strategies you pick.
3. Now, analyse the passage below. Each member of the group should pick a specific role:
 - a. The predictor
 - b. The Inferred

- c. The summariser
 - d. The clarifier
4. Share your ideas on what the passage is about based on the specific roles you have with the class.

Passage: "A Day at Kejetia Market"

Ama had always heard stories about the Kejetia Market in Kumasi, but she had never been there. One Saturday morning, her mother finally agreed to take her. As they boarded the trotro from Bantama, Ama's heart raced with excitement.

When they arrived, Ama was amazed. The market was bigger than she had imagined—rows and rows of shops, stalls, and tables stretched out in every direction. Sellers called out in Twi, Ga, and Hausa, advertising tomatoes, yams, fish, and beautiful kente cloth.

Ama's mother took her to buy fresh ingredients for Sunday's fufu and light soup. At one stall, they bought red, juicy tomatoes. At another, a woman with a broad smile sold them fresh tilapia. Ama was surprised to learn that her mother could bargain so well—she managed to reduce the price of everything!

As they left the market, carrying heavy baskets, Ama felt tired but happy. She had not only helped her mother, but she had also learned something new about Ghana's culture and how important markets like Kejetia are in people's daily lives.

Now answer the following questions

- a. Where is Kejetia Market located?
- b. How did Ama and her mother get to the market?
- c. What surprised Ama about her mother at the market?
- d. Why did Ama feel happy at the end of the day?
- e. Mention two languages spoken by the traders at the market.
- f. Share your work with members of a different group and get feedback.

REVIEW QUESTIONS 1

A. Answer the following questions

1. Explain the general rule for placing stress in disyllabic nouns and adjectives. Give two examples to support your answer.
2. How can stressing the wrong syllable in a disyllabic word change the meaning or make a speaker less understandable? Give an example to illustrate.
3. Consider the following words: record, present, and conduct. Explain how stress placement changes the word class (*noun* vs *verb*). Provide examples in sentences.
4. What role does stress play in effective spoken communication?

B. Read the passage below carefully and answer the following questions.

Passage: The Role of Youth in Environmental Protection

In recent years, Ghana has faced increasing environmental challenges such as deforestation, illegal mining (galamsey), plastic waste pollution, and climate change. These problems threaten not only the health of our natural resources but also the well-being of communities that depend on them.

While government and environmental organisations are working hard to address these issues, the role of the youth cannot be underestimated. Young people make up a large portion of Ghana's population, and their energy, creativity, and numbers can be used to create real change.

In schools, students can start environmental clubs that promote tree planting, clean-up campaigns, and education on proper waste disposal. Social media can also be a powerful tool; the youth can use platforms like Twitter, TikTok, and Instagram to raise awareness, advocate for policies, and share innovative solutions.

Furthermore, young Ghanaians can support environmental sustainability by choosing eco-friendly lifestyles. For example, avoiding single-use plastics, recycling materials, using reusable bags and water bottles, and supporting eco-conscious businesses are steps in the right direction.

Protecting the environment is not just a job for the government or NGOs. It is a shared responsibility. If Ghana's youth take the lead today, they can help secure a greener, healthier future for generations to come.

Questions

1. What are some environmental problems mentioned in the passage that Ghana is currently facing?
2. Why is the involvement of the youth important in protecting the environment?

3. List three ways students can take part in environmental protection at school.
4. How can social media be used as a tool for environmental advocacy?
5. Explain the meaning of the phrase "a shared responsibility" as used in the passage.
6. According to the passage, what are some eco-friendly lifestyle choices young people can adopt?
7. What are the main purposes of the passage?

SECTION

2

USING PHRASES
AND CLAUSES,
THE STRUCTURE
OF AN ESSAY

PHRASES

Groups of Words (No Subject/Predicate)



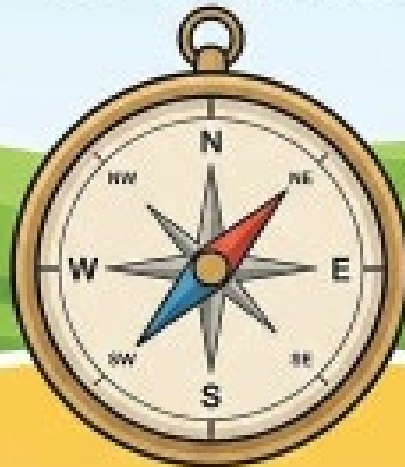
IN THE MORNING



TO THE BEACH



BLUE SKY



CLAUSES



Contains Subject & Predicate

INTRODUCTION

This week, we will build on what you have learned about phrases, clauses, and paragraph writing. In our previous lessons, we studied the various types of phrases and clauses and their functions. We also looked at how to compose paragraphs using cohesive devices. Now, you will get to practise using different phrases and clauses to make your writing clearer and more interesting. You will also learn how to put your ideas together in well-organised paragraphs. We will talk about how to write good topic sentences, add supporting details, and make sure your writing flows smoothly from one idea to the next. By the end of the week, you'll be able to express your thoughts in writing with confidence and more style.

KEY IDEAS

- **Body paragraph:** the main part of your essay
- **Clause:** a group of words that has a subject and a finite verb.
- **Concluding paragraph:** the final paragraph of your essay.
- **Finite verb:** a verb that agrees with a subject in its number (singular or plural) or person (first person, second person, etc) or a verb that marks tense.
- **Introduction paragraph:** the first paragraph of your essay.
- **Main clause:** a clause that can stand alone as a complete sentence. It often expresses a complete idea.
- **Paragraph:** a group of sentences that talk about one main idea
- **Phrase:** a group of words that work together as a unit but does not have both a subject and a verb.
- **Subordinate clause:** a clause that cannot stand alone.

PHRASE

A phrase is a group of words that work together as a unit but does not need to have both a subject and a verb. It acts as one part of speech or functions like (a noun, adjective, or adverb) in a sentence. They do not make a complete meaning. It just adds extra information to the sentence.

Types of Phrases

1. **Noun Phrase:** A noun phrase is a group of words that does the work of a noun in a sentence. It can be the subject, object, or complement.

Examples

The tall building can be seen from my home.

- a. I enjoy reading difficult books
- b. Kumi killed the man with the gun

2. **Verb Phrase:** A verb phrase is a group of words that does the work of a verb. It includes the main verb and any helping verbs.

Examples

- a. She has been studying all night.
- b. They are singing.
- c. He is laughing with his friends.

3. **Adjectival Phrase:** An adjectival phrase is a phrase that gives more information about a noun or pronoun.

Examples

- a. The house with the green shutters was destroyed in the flood.
- b. The book, full of pictures, is interesting.
- c. The generous Chinese cook served me.

4. **Adverbial Phrase:** An adverbial phrase tells us more about a verb, an adjective or another adverb.

Examples

- a. Ama walked very slowly to the store.
- b. He ran with great speed.
- c. She painted the wall with a lot of enthusiasm.

5. **Prepositional Phrase:** A prepositional phrase is made up of a preposition and a noun or noun phrase or pronoun. They often act like an adjective or an adverb.

Examples

- a. The boy stood on stones.
- b. They went under the bridge.
- c. I did it with great care.

Scan the QR code or click on the link below to watch the video and learn more about the types of phrases.



<https://youtu.be/qnl0rKPsfx4>

Table 2.1: Types of Phrases and their Functions

Type of Phrase	Definition	Function	Example
Noun Phrase	A group of words that acts as a noun.	Acts as a subject, object, or complement.	The small boy ran quickly.
Verb Phrase	A main verb with one or more helping (auxiliary) verbs.	Expresses action or state of being.	She has been working all day.
Adjectival Phrase	A group of words that describes a noun.	It qualifies a noun or pronoun.	The man with the blue shirt is my uncle.
Adverbial Phrase	A group of words that tells us more about a verb, adjective, or another adverb.	It modifies a verb, an adjective, or another adverb.	He arrived in the morning .
Prepositional Phrase	A preposition and its object and any modifiers.	Acts as an adjective or adverb.	The book on the table is mine.

CLAUSE

A clause is a group of words that has **a subject and a finite verb**. A finite verb is a verb that agrees with a subject in its number (singular or plural) or person (first person, second person) or a verb that marks tense. Some clauses can stand alone, while some cannot.

1. Main Clause (Independent Clause or Principal Clause)

A clause that **can stand alone** is a complete sentence. It often expresses a **complete idea**.

Examples

- She passed the test.
- The sun set, and the stars appeared.

2. Subordinate Clause (Dependent Clause)

A clause that **cannot stand alone** needs a main clause to complete its meaning. Subordinate clauses usually give **extra information** about the main clause.

Examples

- Because she was tired, she went to sleep.
- If it rains, we will stay inside.

Types of Subordinate Clauses

1. **Noun Clause:** It is a clause that acts like a noun in the sentence.

Examples

- a. What she said surprised everyone. (Subject)
- b. He believes that he can win. (Object)

2. **Adjectival Clause (a Subordinate Relative Clause):** It describes or qualifies a noun or pronoun. It often begins with: **who, whom, whose, that, and which**.

Examples

- a. The girl who won the prize is my cousin.
- b. This is the house that Jack built.

3. **Adverbial Clause (Subordinate Relative Clause):** It tells us more about a verb, an adjective, or another adverb. It tells **how, when, where, why, or under what condition** something happens. It often begins with words like: **because, although, if, when, since, after**.

Examples

- a. When the bell rang, the students left.
- b. He ran faster because he was late.

Does that make full sense to you? Excellent.

Scan the QR code or click on the link below to watch the video and learn more about the types of clauses:



https://youtu.be/8dT_MIElHo8

Activity 2.1 Identifying Phrases and Clauses in Text

Your teacher would provide you with a newspaper or find a newspaper for this activity. In a group of four, do the following;

1. Choose two paragraphs and underline all the phrases in them.
2. Circle all the clauses.
3. Exchange your answers with members of a different group and correct each other's work.
4. Check if all phrases and clauses have been identified and give feedback.

Activity 2.2 Writing Paragraphs Using Phrases and Clauses

1. Pair up with a friend and choose one of the following topics.
 - a. My Favourite Person
 - b. A Day in My Community
 - c. Causes of Road Accidents
2. Write a short paragraph of about five to seven sentences on the chosen topic.
3. Exchange your paragraph with a different pair and identify the phrases and clauses in the paragraph your friends have written.
4. Review each other's work by checking if all phrases and clauses have been identified, and discuss your observations with the other pair.

Activity 2.3 Identifying Phrases and Clauses in A Book of Stories

1. Pick any book and identify phrases and subordinate clauses in different sentence structures on one page.
2. Write down the grammatical names and functions of the phrases and clauses identified.
3. Share your work with a classmate to peer review by checking:
 - a. If all phrases and clauses have been identified.
 - b. If all the grammatical names and functions identified are correct.

THE STRUCTURE OF AN ESSAY

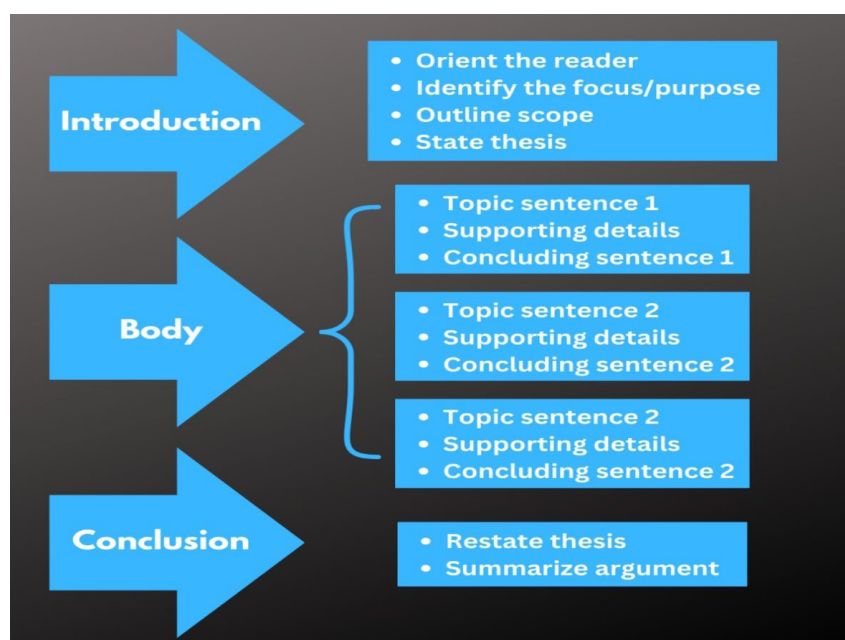


Figure 2.1: Image showing the structure of an essay

Three Main Parts of an Essay

When writing an essay, it's important to follow a clear structure so your ideas make sense to your reader. Most essays have **three main parts**: the **introduction**, the **body** and the **conclusion**.

Let's break each part down:

1. Introduction – Starting Your Essay

This is the **first paragraph** of your essay. It helps your reader understand what you are going to talk about.

What your introduction should do:

- a. Tell the reader what the topic is about.
- b. Explain why the topic is important or give a bit of background.
- c. Clearly state your **main idea or opinion** (this is called the **thesis statement**).

Think of the introduction like opening a door for the reader to enter your essay.

Sample Introductory Paragraph

Teenage pregnancy is a growing concern in many parts of Ghana, especially in rural communities. Many young girls are forced to drop out of school because of early pregnancies, which affect their immediate goals and future dreams. This essay will explore the causes of teenage pregnancy in Ghana, including poverty, peer pressure, and lack of sex education.

The reasons why the Introduction above is a good one.

- a. **First sentence**: Gives a general idea of the topic.
- b. **Second sentence**: Provides some background or context.
- c. **Third sentence**: Clearly states the **thesis statement** and outlines the **main points** to be discussed.

2. Body – The Main Part of Your Essay

This is the **biggest part** of your essay. It usually has **three or more paragraphs**. Each paragraph should focus on **one main idea**.

Each paragraph should have the following;

- a. A **topic sentence** – This states the main idea of the paragraph.
- b. **Supporting details** – These are facts, examples or reasons to back up your idea.
- c. A **concluding sentence** – This wraps up the paragraph or links to the next one.
- d. Each body paragraph is like a building block that supports your main idea.

Sample Body Paragraph

One major cause of teenage pregnancy in Ghana is poverty.

Many young girls from poor homes are forced to exchange sex for money, food, or basic items like sanitary pads. Because their parents cannot afford to take care of all their needs, some girls depend on older men, often called "sugar daddies," who offer support in exchange for sex. This puts the girls at risk of unplanned pregnancies, sexually transmitted infections, and dropping out of school.

Poverty, therefore, plays a big role in pushing young girls into unsafe relationships that lead to teenage pregnancy.

Reasons why the Body Paragraph above is a good one.

- a. **Topic sentence:** Clearly states the main idea (poverty as a cause).
- b. **Supporting details:** Gives reasons and real-life examples that show how poverty connects to teenage pregnancy.
- c. **Concluding sentence:** Wraps up the idea in a clear way.

3. Conclusion – Ending Your Essay

This is the **final paragraph** of your essay. It brings everything together.

It should have the following features

- a. State your main idea again (in a different way).
- b. Sum up the key points you made.
- c. Leave the reader with something to think about – like a final message or suggestion.

Think of the conclusion as saying, That is what I had to say – and here's why it matters.

Sample Concluding Paragraph

In conclusion, teenage pregnancy is a seemingly intractable problem affecting many young girls in Ghana.

As discussed, poverty, peer pressure, and lack of proper sex education are some of the major causes.

To reduce teenage pregnancy, parents, teachers, and community leaders must work together to support and educate young people.

When girls are given the right information and opportunities, they can make better choices and stay in school to achieve their goals.

Reasons why the concluding paragraph above is a good one.

- a. **It Restates the topic** (teenage pregnancy is a seemingly intractable problem)
- b. **It summarises the main points** (causes like poverty, peer pressure, and so on.)
- c. **It gives a final thought or calls to action** (the role of adults and the importance of education)



<https://youtu.be/6PnsKg7hkIo>

Scan the QR code or click on the link to watch a video on the structure of an essay

Understanding Paragraph Development

A **paragraph** is a group of sentences that focus on **one main idea**. In essay writing, paragraphs help you organise your thoughts clearly, making your writing easier to understand.

Key Features Of A Good Paragraph

The diagram on page serves as a reminder, and further clarification is provided.

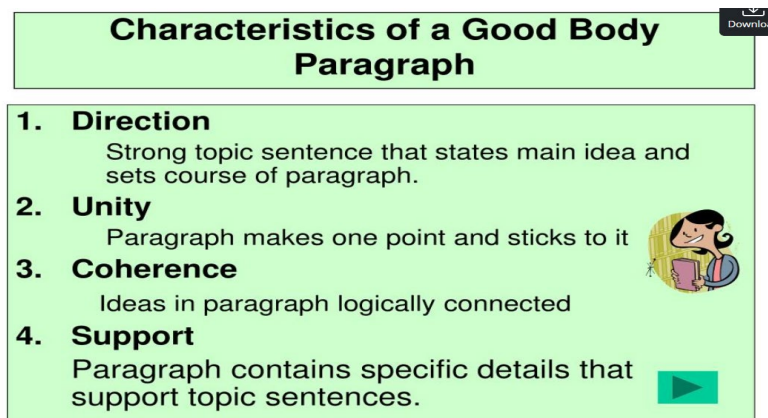


Figure 2.2: Image showing the features of a good paragraph

1. **Unity:** One Idea

One Paragraph: All the sentences in a paragraph should be about the same topic.

Example: If your paragraph is about the causes of flooding in Accra, don't start talking about the effects or solutions. Stick to one idea only.

2. **Coherence** – Smooth and Logical Flow: Your ideas should flow in a clear and logical order. To help your sentences connect, use linking words or cohesive devices and expressions learned in year two, like **however, therefore, for instance, in addition, and furthermore**.

Example

- One major cause of flooding in Accra is poor drainage systems.
- Also, improper disposal of waste worsens the problem.

Activity 2.4 Identifying the Structure of an Essay

- In groups of three, choose a newspaper article.
- Read and identify the structure of the article you have chosen.
 - Introduction
 - main body

- c. conclusion.
3. Share your work with a different group and take feedback.

Activity 2.5 Writing an Introduction

1. In your groups, compose an introductory paragraph on the topic: *The Importance of Agriculture to the Ghanaian Economy*
2. Call members of a different group and read your paragraph to them. Listen to theirs and share feedback respectfully. Comment on what's good and what could be improved based on the unity and logical flow of ideas.

Activity 2.6 Composing Essays Using Cohesive Devices

1. Compose an essay on the topic: *The need to improve sanitation in your community* (Article Writing)
2. Use story maps as guides to compose your body paragraphs and concluding paragraph.
3. Share your essay with a classmate and review each other's work. In your review, check for unity, logical flow of ideas, use of cohesive devices, and any grammatical or expression errors.
4. Rewrite to improve any part of your essay based on the feedback.

REVIEW QUESTIONS 2

Clauses and Phrases

1. Write a short paragraph of about five to six sentences on the topic: *The Benefits of Using Technology in Education*
2. Identify three (3) phrases and three (3) clauses from your paragraph.
3. State the type of each phrase and clause and its grammatical function.
4. Read the extract below carefully and underline the phrases and subordinate clauses. Name their type and grammatical function.

Passage

In recent years, many schools in Ghana have adopted digital learning tools. During the COVID-19 pandemic, teachers and students relied heavily on online platforms to continue lessons. Learning through apps and videos has become more common, especially in urban schools. Schools that lack internet access, however, face many challenges. Since not all families own digital devices, some learners are unable to participate fully. Teachers who are trained in digital literacy tend to be more effective in such environments.

1. Compose an introductory paragraph on any essay topic of your choice.
2. Your paragraph should:
Clearly state the main idea (topic sentence)
Make use of at least two cohesive devices.
3. Write a well-organised essay on **any one** of the following topics.
 - a. The effects of poor sanitation on students' health and academic performance.
 - b. The importance of skills training for youth employment in Ghana.

SECTION

3

USE OF VOCABULARY AND CONVERTING NARRATIVES TO PLAY SCRIPTS



INTRODUCTION

In this section, we will learn how to use English in creative and purposeful ways. First, we will look at how the words we use can change depending on whom we are talking to and why. For example, we speak differently with our friends than we do with a teacher. You will learn about formal and informal languages and when to use each one. We will also practise using new words in different situations, helping you grow your vocabulary. Also, we will learn how to change a story (narrative) into a play. You will discover how plays use dialogue (what people say), stage directions (what people do), and structure (how the play is set out). You will even try turning a story into a play yourself. These lessons will help you become more confident when speaking and writing, and they will help you think about how language works in different ways.

This section will build on what we learned in Sections 4, 6, and 10 of Year 1, where we used language to describe characters in movies, stories, and plays to help us understand their meaning.

KEY IDEAS

- **Dialogue:** It refers to the words people say to one another in a story, play, or movie. It generally takes the form of a conversation amongst characters.
- **Formal language:** refers to a style of communication that follows established rules of grammar and vocabulary.
- **Informal language:** It is a more relaxed and casual way of speaking or writing. We often use it in everyday conversations with friends and family.
- **Narrative:** A story or account of events which has a beginning, middle, and end. It often includes characters, setting, and plot.
- **Play Scripts:** It is the written form of a play. It includes characters' names, dialogue, and stage directions to guide actors in performing the story.
- **Vocabulary:** The set of words a person knows and uses. Good vocabulary helps in speaking, writing, and understanding others clearly.

REGISTERS/VOCABULARY IN CONTEXT

In the academic study of the English Language, register refers to the variation in language use that depends on the context in which communication takes place. This means that the way we speak or write changes based on **who** we are communicating with (audience), **why** we are communicating (purpose), and **where or how** the communication occurs (situation or mode). Registers can range from **formal** to **informal**, and they often change according to three main factors. The first is the **field (topic)**, which refers to the subject matter or area of discussion. For example, the language used when discussing science is different from the language used in a casual conversation about football. The second is the **tenor (relationship)**, which refers to

the relationship between the speaker/writer and the listener/reader. Language changes depending on whether the relationship is formal or informal. The last is the **mode (spoken/written)**, and it refers to the form of communication being used. Spoken language is often more relaxed and conversational, while written language tends to be more structured and formal.

Types of Registers

1. **Formal Register:** It is used in professional, academic, and official situations. It uses complete sentences and proper grammar, avoiding contractions and slang.
Example: "I am writing to inform you about the upcoming meeting scheduled for Monday."
2. **Informal Register:** It is used in casual or friendly conversations. It may include contractions, slang, and more relaxed sentence structures. Example: "*Hey! Just wanted to let you know there's a meeting on Monday.*"
3. **Neutral Register:** It is used in everyday situations that are neither too formal nor too informal. Example: "*Please take your seat.*"

Understanding and using the appropriate register is important because it ensures effective communication, shows respect and understanding of social norms, helps avoid misunderstandings and makes speech or writing suitable for the audience.

Register is an essential concept in the English Language that helps us choose the right words and tone for different situations. A good command of register allows a speaker or writer to adjust language use appropriately, depending on context, audience, and purpose.

The types of registers above have been treated in years 1 and 2. Refer to your Year 1 sections 4, 6 and 10 to revise the content under registers.

Activity 3.1 Exploring Registers Across Contexts

1. Call a friend and read this excerpt aloud: "*The striker dribbled past three defenders before scoring the winning goal in the final minute.*"
2. After the reading, write down which context this language belongs to. Explain your choice using keywords from the excerpt.

Activity 3.2 Classroom Language Role-Play

1. In pairs, take turns to role-play as a teacher and a student, explaining a topic using the correct language that teachers might use in the classroom.
2. With a different partner, act out a scene where one of you is a sports commentator, and the other is a media broadcaster. How does your language change in each role?

Activity 3.3 Be the Sports Commentator

Scan the QR code or click on the link to watch a short sports clip and prepare a lively commentary as if you were a sports commentator.



<https://youtu.be/UVlphsATK-A?si=VM4R-OCmx5E7VXNH>

CONVERTING NARRATIVES TO A PLAY

You have probably read many stories in class. These are called narratives. A narrative is a story told by a narrator. It is usually written in paragraphs and describes what characters do, say, think or feel. It usually includes: A narrator (someone who tells the story), characters (the people in the story), actions and events (what happens in the story) and descriptions (how people feel, what places look like, and what people do).

Example: Perfect walked into the room; her face was full of anger. She shouted at David for breaking her phone.

A **play** is a script written to be performed. It uses character names, dialogue and stage directions instead of paragraphs and narration.

Example:

Perfect: David! How could you? You broke my phone!

The key Features of a play

1. **Characters:** refers to the list of people in the play.
2. **Dialogue:** refers to the words the characters say.
3. **Stage Directions:** refers to actions, emotions, or setting (written in brackets or italics).
4. **Acts and Scenes:** refers to optional divisions used in longer plays.

Steps to Convert a Narrative into a Play

1. Read and understand the story: Know what happens in the story and why.
2. Identify the characters and setting: Who are the people in the story? Where and when does the story take place?

3. Break the story into scenes: Divide the story into parts: beginning, middle, and end, and each scene should show a key event.
4. Change narration into dialogue: Turn descriptions into spoken words and let the characters speak for themselves.
5. Add stage directions: Show what the characters are doing that includes emotions, movements, and actions (written in brackets or italics).

Note that, in a narrative, we are told what is happening where, as in a play, we see and hear what is happening through the characters' speech and actions. The good actor will convey deeper insights into the character through gestures, control of actions, movement on stage, and so on.

Let's compare the two.

Narrative: Regina entered the room quietly, her eye movements conveying that she was nervous. She took a deep breath and said, "Good morning."

Play (*Regina enters the room quietly, looking nervous. She takes a deep breath.*)

Regina: Good morning.

Can you see the difference? In the narrative, a **narrator** tells us what's happening. In the play, we **see the action** and **hear the characters speak**.

As a student, your task is to change a written story (narrative) into a play. This means:

- a. Removing the narrator's voice
- b. Making the characters speak through dialogue
- c. Showing actions and feelings using stage directions
- d. Organising the story so it can be acted out on stage

Activity 3.4 Understanding and Creating Play Scripts

1. Turn to a partner and discuss how a narrative is different from a play. Share your ideas and then write down at least two key differences.
2. In groups of three, discuss the important parts of a play script.
3. Write your answers in your jotters/notebooks and choose one person to explain your group's ideas to the class.
4. Work as a team of writers and actors. One group will create a short narrative from scratch. Another group will take that story and turn it into a play script.

Activity 3.5 Writing A Play Using Register-Specific Language

1. In groups of three, choose one field (sports commentary or media broadcast) and write a play that reflects the chosen field using the appropriate language register.
2. The key features, which are dialogue, stage directions and register-specific vocabulary, must be used.

REVIEW QUESTIONS 3

Paragraphs and Narratives

1. Using the appropriate language register for sports, create a short live commentary of a football match.
2. After a general briefing (with access to AI material) and class discussion, write a short informative article explaining how a media house operates.
3. Convert the narrative below into a play script

Narrative: The Unexpected Guest

It was nearly dusk when Regina spotted the figure by the garden gate. She hesitated, her hand still resting on the kitchen sink. The figure didn't move. The wind tugged at the ivy on the stone wall, but the gate remained closed. Curious and slightly anxious, Regina wiped her hands on her apron and stepped outside.

The man was dressed in a long coat, muddy at the hem. His hat cast a shadow over his eyes, and a worn satchel hung from his shoulder. Regina hadn't seen him before, yet something about him felt strangely familiar.

"You're Regina Abrokwa, aren't you?" he asked, his voice low but steady.

"I am," she replied cautiously. "And you are?"

He smiled faintly. "You wouldn't remember me. I was just a boy when you left the village."

Regina's breath caught. She looked closer. There, behind the weary expression and years of absence, was a glimpse of the child she once knew — Tom Ashby, the baker's son.

"But that was over twenty years ago," she whispered.

"I've come back for answers," he said. "About what happened the night your brother disappeared."

The gate creaked open.

(Consider the strong features of this tale – the return of a long-forgotten stranger; the tension before his entry, Regina's realisation that he has been involved in his past, the brutality of his closing comment – as you construct the play script.)

SECTION

4

INTONATION IN CONVERSATION AND SUMMARY WRITING TECHNIQUES



INTRODUCTION

Welcome to section 4. This unit will help you to speak better English and understand what you read more clearly. First, you will learn about intonation in conversation, which is how your voice rises and falls when you speak. Intonation helps you sound more natural and polite, especially when asking questions, giving commands or making statements. You will also learn about summary writing techniques, which will teach you how to pick out the most important ideas in a passage and write them in a clear and short form. These skills are important for speaking and writing well in English. The activities in this unit will guide you to practise and improve both your speaking and writing abilities.

KEY IDEAS

- **Falling Intonation:** A pattern of speech where the voice drops in pitch at the end of a sentence, usually used in statements, commands and Wh- questions to show completeness or certainty.
- **Intonation:** The natural rise and fall of the voice in speaking, used to express meaning, emotion or intention beyond the actual words spoken. Humour is often conveyed in this way.
- **Rising Intonation:** A speech pattern in which the voice rises in pitch, especially at the end of a sentence, often used in Yes/No questions or to show uncertainty or incompleteness.
- **Summary Writing:** The skill of briefly presenting the main points or ideas of a longer text in a clear, concise and objective way, using one's own words.

INTONATION IN CONVERSATION

Intonation is the rise and fall of your voice when you speak. It plays an important role in how you express emotions, ask questions, show interest, give commands or indicate whether you have finished speaking or not. In conversation, intonation helps your listeners understand your intentions and to know whether you are asking questions, making a statement, expressing surprise or doubt.

Learning how to use intonation correctly makes your spoken English sound more natural and helps you become a better communicator.

Two Main Types of Intonation Patterns in English

1. Rising intonation (↗)
2. Falling intonation (↘)

Understanding when and how to use rising and falling intonation can help you sound more natural and confident in conversation.

Rising Intonation (↗)

Rising intonation is when your voice goes up during conversations.

When Do We Use Rising Intonation?

1. Yes/No Questions

Rising intonation is used when asking questions that can be answered with a “yes” or a “no”.

Examples

- a. Are you coming? ↗
- b. Is this your bag? ↗
- c. Do you like football? ↗

2. Uncertainty or Incompleteness

Rising intonation is also used when speakers are unsure or have not finished stating their points in a sentence.

Examples

- a. I thought you were... ↗
- b. Maybe we could... ↗
- c. He's a teacher, I think...? ↗

Effect of Rising Intonation

- 1. It shows interest
- 2. It signals hesitation
- 3. It seeks to ask questions.
- 4. It invites your listeners to respond.

Falling Intonation (↘)

Falling intonation is when your voice goes down in conversation, especially at the end of a sentence or phrase.

When Do We Use Falling Intonation?

1. Statements: Falling intonation is used in statements to show certainty or completion.

Examples

- a. I am going to school. ↘
- b. She loves reading. ↘
- c. We had lunch at home. ↘

2. Wh-Questions: Falling intonation is used in questions that begin with what, where, when, who, why, and how.

Examples

- a. What is your name? ↘
- b. Where are you going? ↘
- c. How do you know that? ↘
3. **Commands and Instructions:** Falling intonation is used to show confidence, authority or finality.

Examples

- a. Sit down. ↘
- b. Open your books. ↘
- c. Please be quiet. ↘
4. **Final Item in a List:** As mentioned earlier, the last item in a list typically ends with a falling tone.

Example: I saw a lion, ↗ a tiger, ↗ and a leopard. ↘

How Falling Intonation Affects Our Conversation

1. It shows the completeness of your statement in conversation.
2. It signals confidence during conversation.
3. It shows the certainty of your statement in conversation.
4. It tells the listener that the speaker has finished a thought.

Table 4.1: Comparison table on Rising (↗) and Falling intonation (↘)

Function	Rising Intonation (↗)	Falling Intonation (↘)
Type of question	Yes/No questions	Wh- questions
Tone effect	Uncertain, questioning, polite, incomplete	Certain, final, confident
Use in lists	All items except the last	Final item in the list
Sentence type	Incomplete ideas, doubts	Statements, commands, definite questions

Tips for Practising Intonation

1. Listen to how native speakers raise and lower their voices in conversation
2. Read dialogues aloud and exaggerate the rising and falling tones.
3. Mark arrows (↗ / ↘) above words to guide your pitch.
4. Record yourself and compare it to authentic recordings.

Mastering rising and falling intonation will help you to sound more natural, polite and expressive. Learning when to raise or lower your voice (pitch), you can better control how your message is understood in conversations.

Activity 4.1 Reciting Poems Using Rising and Falling Intonation

1. Take turns to read the poem below in your groups, varying your voice to indicate the appropriate intonation
 - a. The sun was shining bright and high ↗
 - b. We laughed and danced beneath the sky ↘
 - c. Then suddenly, a cloud rolled in ↘
 - d. Did you hear that thunder begin? ↗
 - e. The wind grew wild, the trees bent low ↘
 - f. But soon the rain began to slow ↘
 - g. And look! A rainbow starts to show ↘
2. Pay attention to your facilitator as he/she recites the poem above for the appropriate voicing to indicate the appropriate intonation patterns.

Activity 4.2 Differentiating Intonation Patterns in Sentences

Read each sentence with two friends and identify differences in intonation.

1. Where is your bag?
2. Please, take a seat.
3. Do you like oranges?
4. You said you met him yesterday?
5. I bought bread, eggs and milk.

Activity 4.3 Marking Intonation Patterns in Dialogues

1. Use ↗ for rising intonation and ↘ for falling intonation to mark the intonation pattern in the dialogue below.

Ewoenam: Is this the bus to Accra?

Kofi: Yes, it is.

Ewoenam: What time does it leave?

Kofi: It leaves at half past ten.

Ewoenam: Oh, that's soon!

Kofi: Are you in a hurry?

Ewoenam: Not really. I just don't want to miss it.

Kofi: Don't worry. It's usually late.

Ewoenam: Thanks a lot.

Kofi: You're welcome.

2. Practise reading the dialogue aloud in your small groups, focusing on voice pitch to express meaning clearly and naturally.

SUMMARY WRITING TECHNIQUES

A summary is a brief statement that presents the main ideas of a longer text. It does not include unnecessary details, personal opinions or examples. A good summary is clear, concise and objective.

Some Reasons for Summary Writing

1. To show understanding of a given passage or information
2. To communicate essential points without repetition or wordiness
3. To test reading and analytical skills in comprehension
4. To develop the ability to write clearly and concisely

Key Features of a Good Summary

1. A good summary is short but complete, covering only the key points.
2. It is easy to understand, with well-organised ideas.
3. A good summary conveys the original message correctly.
4. It does not include your opinion, feelings or extra information.
5. A good summary is written in your own language, not copied from the text of the original.

Here are some Techniques to help you write an Effective Summary

1. Read carefully the passage once to get the general idea.
2. Read again, this time slowly and attentively, to understand the details.
3. Look for topic sentences and key points in each paragraph.
4. Underline or highlight the most important information.
5. Organise the points in a logical order (usually the order of the passage).
6. Use your own words to express the original ideas.
7. Present the main points in a logical and connected manner.
8. Keep your language simple and direct.
9. Use short, precise expressions to stay within the limit.
10. Read through your summary to make sure it makes sense.
11. Check for spelling, grammar, and punctuation errors.
12. Ensure that it reflects the original passage without distortion.

Avoid the following when writing a summary

1. Avoid rewriting the whole passage
2. Do not include personal opinions or examples
3. Do not repeat the same point in different words
4. Avoid lifting phrases directly from the passage (unless unavoidable).
5. Avoid using examples, illustrations and minor details

Carefully follow the techniques mentioned above to help you produce accurate and effective summaries that reflect the main ideas of any passage.

Activity 4.4 Answering Summary Passage

Read the passage below in your study group and answer the questions under it.



Poor sanitation remains a major problem in many developing countries. It leads to the spread of dangerous diseases such as cholera, typhoid, and diarrhoea. When people do not have access to clean toilets, safe drinking water, and proper waste disposal systems, germs multiply easily and contaminate the environment. Children and the elderly are the most affected because their immune systems are weaker, making them more vulnerable to infections.

In many communities, open defecation is still practised, especially in rural areas. This habit contributes to polluted water sources and unclean surroundings. In urban areas, overflowing drains and littered streets create breeding grounds for mosquitoes and other pests. The result is an increase in malaria, respiratory problems, and other health issues. Poor sanitation not only harms health but also affects productivity, as sick people cannot work or attend school regularly.

Solving sanitation problems requires cooperation among governments, local authorities, and citizens. Investment in public toilets, waste management systems, and clean water projects can bring lasting improvements. People must also be educated on the importance of good hygiene practices, such as handwashing and proper waste disposal. With consistent effort and awareness, the negative effects of poor sanitation can be greatly reduced.

Tasks

- a. Discuss what the passage is about with your group members.
- b. In three sentences, discuss and write the negative effects of poor sanitation.
- c. In two sentences, identify two ways to solve the problem of poor sanitation

REVIEW QUESTIONS 4

A. Patterns Differentiations

1. Read the sentence below and decide whether the final intonation is rising or falling. Then explain your choice.

Sentence: Are you going to the market?

2. Write Rising or Falling next to each sentence based on the appropriate intonation pattern. Then state the reason for your choice.
 - a. What time does the show start?
 - b. Perfect went to the market, the shop and the bakery.
 - c. You saw a lion in the street?

3. In the sentence below, identify two words where the speaker's voice would naturally rise and explain why.

Sentence: I bought oranges, mangoes, bananas, and grapes

4. Read the dialogue and identify the intonation pattern used by Speaker B. Explain why it is appropriate.
 - a. Did you enjoy the trip?
 - b. Umm... I think so?

B. Summary

5. Read the passage below and answer the summary questions that follow.

Urban gardening has become a popular solution to the growing concern about food insecurity in Ghana. In many cities, residents have taken to cultivating vegetables and herbs in small spaces like balconies, rooftops and community plots. These efforts not only provide fresh produce but also help families reduce their food expenses and improve their diets.



Beyond its nutritional benefits, urban gardening also promotes environmental awareness. By engaging in gardening, people learn more about how food is grown, the importance of healthy soil and the need for sustainable water usage. Furthermore, plants help reduce air pollution and improve the beauty of urban spaces, making them healthier places to live.

Despite the advantages, urban gardening faces challenges. Space limitations, poor soil quality and a lack of gardening knowledge can make it difficult for beginners. However, support from local authorities and the introduction of vertical gardening and composting systems have made it more accessible. If these efforts continue, urban gardening could become a permanent feature of modern cities, offering both health and environmental benefits.

- a. In two sentences, one for each, write the main reasons why urban gardening is becoming popular in cities.
- b. In three sentences, one for each, write the challenges of urban gardening.

SECTION

5

USE OF PHRASES
IN CONTEXT
(REVIEW),
NARRATIVE ESSAY



INTRODUCTION

In this lesson, we will focus on helping you understand and use phrases better, especially in your narrative writing. If you still have any confusion about phrases or how to write a good story, do not worry; these lessons are designed to clear that up. By the end of the week, you should be able to identify phrases easily in different texts, use phrases to express your thoughts more clearly, and write creative and interesting stories that show emotions, ideas, and images. You will also get the chance to create stories that are fun to read. This will make your speaking and writing more colourful and enjoyable.

Let us get started!

KEY IDEAS

- **Climax:** the most exciting or important part of a story where the main problem reaches its peak.
- **Setting:** is the time and place where a story happens.
- **Descriptive Language:** a word that helps paint a clear picture in the reader's mind by appealing to the senses (sight, sound, touch, and so on).
- **Narrative:** a story or account of events, either real or imagined.
- **Phrase:** a group of words that work together as a unit but does not have both a subject and a verb.
- **Resolution:** the part of the story where the problem is solved, and the story ends.

USE OF PHRASES IN CONTEXT

A phrase is a group of words that works together as a unit but does not have both a subject and a verb.

Examples

- In the classroom – (Prepositional phrase showing place)
- A tall boy – (Noun phrase)

How to Identify a Phrase in a Sentence

1. Look for a group of words that go together to talk about something or refer to something.
2. Make sure the group does not have both a subject and a verb.
3. Check if the phrase adds extra detail about time, place, description, action, or reason.

Table 5.1: Examples of Types of Phrases

Type of Phrase	What It Does	Example
Noun Phrase	Name a person, place, thing, or idea.	<u>The small blue car</u> drove off.

Verb Phrase	Shows action or state (main verb + helping verbs).	She <u>is going</u> to school.
Prepositional Phrase	Shows time, place, and direction, for example	The book is <u>on the table</u>
Adjectival Phrase	Describes/Qualifies a noun.	The girl <u>with the curly hair</u> smiled.
Adverbial Phrase	Modifies a verb, adjective, or another adverb.	He ran <u>with great speed</u> .

Activity 5.1 Identifying and Classifying Phrases in Context

In a group with 5 of your classmates, read the extract below carefully

A Walk Through the Village

Late in the afternoon, the tall boy with a dusty backpack walked slowly along the narrow path. He stopped near a tree covered in bright orange flowers, listening to the sound of goats bleating in the distance. Behind him, an old woman in a faded cloth was sweeping the compound with a worn-out broom. Birds chirped in the trees, and the smell of roasted plantain drifted from a nearby food stall. As he reached the village square, children playing under the big baobab tree waved at him excitedly.

1. Identify all the phrase types in the extract.
2. Share your work with another group. Review each other's work by checking the correct classification.

Activity 5.2 Expanding Sentences Using Phrases

1. In groups of three, write out six simple sentences.
Example: She sang.
2. Read out the sentences to your friend to check for correctness.
3. Now, expand the sentences in your study groups by adding different types of phrases.
4. Underline the phrases you added and share your expanded sentences with the other groups.
5. Review each other's work by checking if what was added is a phrase and correcting grammatical errors where necessary.

Activity 5.3 Using Phrases To Write Short Stories

1. In pairs, create a short story not less than 450 words using at least two examples of each phrase type.
2. Underline all the phrases in your work.
3. Share your story with another pair and review each other's work, checking if the phrase types are used correctly. Can you discern two different voices in the finished piece? What is the effect of the two voices?

NARRATIVE ESSAY

A narrative essay is a type of essay that tells a story. The story can be something you imagined, saw or personally experienced. It usually follows a clear order.

Structure of a Narrative Essay

1. **Exposition:** The beginning of the story where background information is given.
2. **Introduction of Characters:** Characters are the people or animals in your story.
3. **Setting:** Where and when the story happens.
4. **Climax:** The most exciting or important part of the story.
5. **Falling Action:** What happens after the climax, as things begin to settle.
6. **Resolution/Denouement:** How the story ends or how the problem is solved.

Key Features of a Narrative Essay

1. **Storytelling:** Telling a story with a beginning, middle and end.
2. **Personal Point of View:** Most narrative essays are written in the first person ("I", "my", "we") to talk about our experience.
3. **Descriptive Language:** Using detailed words that help the reader see, feel and imagine what's happening.
4. **Emotions:** Good narrative essays make the reader have a feeling of happiness, sadness, surprise, or fear.

Table 5.2: Types of Narrative Essays

Type	Definition	Example
Personal Narrative	A true story about something that happened to <i>you</i>	The day I got lost at the market
Autobiographical Narrative	A true story about an important event in <i>your life</i>	How I overcame stage fright in school
Imaginative Narrative	A made-up (fictional) story using your imagination	The day I met a talking lion in my dreams

Activity 5.4 Discussing Elements in Narrative Essays

1. In groups of five, discuss the key elements of a narrative essay.
2. Read the sample narrative essay below.
3. In a table form, list five examples each of the elements of a narrative from the sample essay.

THE DAY I FOUND MY VOICE

It was a cloudy Monday morning, and the school compound buzzed with excitement. I stood quietly in the corner of the assembly grounds, my heart thudding as I waited for my name to be called. This was the day of the big debate, the one event I had dreaded for weeks. I had always been shy. Speaking in front of a crowd felt like standing on the edge of a cliff. But Miss Adjei, my English teacher, saw something in me. "You have strong ideas," she said. "Don't be afraid to share them." So, I had reluctantly agreed to represent my class in the school debate competition.

The debate topic was "Social Media Does More Harm Than Good." I was on the side opposing the motion. As I watched other contestants speak, I grew more nervous. Some were confident and loud, others fumbled, just like I feared I would. Then I heard my name: "Ama Mensah from Class 3B."

I stepped forward, legs trembling. I took a deep breath, glanced at the audience, and began. At first, my voice was shaky, but as I continued, I found strength in my words. I spoke about how social media had helped connect people, promote businesses, and raise awareness on social issues. The more I spoke, the more confident I felt. By the time I finished, there was applause.

Later that day, when the results were announced, I didn't win. But I didn't care. I had conquered my fear. I had spoken in public, and people had listened.

From that day, I realised that fear only has power when you allow it. Sometimes, it takes just one moment of courage to change how you see yourself forever.

Activity 5.5 Story Mapping

1. In groups of three, use a story map to create a short story of about 350 words.
2. Share your work with a different group.
3. Discuss the moral lessons in the story your friends have written.
4. Review each other's work and give written or oral feedback. Check for appropriate use of story mapping and grammatical expression.

REVIEW QUESTIONS 6

1. Identify and label the types of phrases from the short extract below

In the early morning, the cheerful farmer with a wide-brimmed hat walked briskly through the quiet fields. Birds were chirping in the trees, and the fresh scent of dew lingered in the air. Carrying a basket full of ripe tomatoes, he hummed a joyful tune.

2. Write a short descriptive paragraph of about five to seven sentences using at least four different types of phrases.
3. Provide sentences with each of the following types of phrases and indicate the phrase type in your sentence.
 - a. Noun phrase
 - b. Prepositional phrase
 - c. Adjectival phrase
 - d. Verb (participle) phrase
 - e. Adverbial phrase

SECTION

6

INTERPRETATING
AND USE OF
VOCABULARY,
CONVERTING
PLAY SCRIPTS TO
NARRATIVES



INTRODUCTION

This week is a revision of what was done in Week 3, focusing on registers and how to convert narratives into play scripts. It also gives learners another chance to work through any difficulties they had earlier. The lessons will include different teaching methods to help learners better understand and practise what they are learning, both in groups and on their own. These activities aim to build learners' 21st-century skills, such as creativity, teamwork, and communication. Teachers are encouraged to use interactive and practical approaches so learners can connect the lessons to real life. This section will help learners understand and correctly use registers, proverbs, idioms, complex phrasal verbs, and idiomatic expressions in different situations to improve their speaking and writing. It focuses on helping learners practice changing narratives into play scripts and the other way around.

KEY IDEAS

- **Dialogue:** It refers to the words people say to one another in a story, play, or movie. It is like a conversation among characters.
- **Formal language:** refers to a style of communication that follows established rules of grammar and vocabulary.
- **Informal language:** It is a more relaxed and casual way of speaking or writing. We often use it in everyday conversations with friends and family.
- **Narrative:** A story or account of events which has a beginning, middle, and end. It often includes characters, setting, and plot.
- **Play Scripts:** It is the written form of a play. It includes characters' names, dialogue, and stage directions to guide actors in performing the story.
- **Vocabulary:** The set of words a person knows and uses. Good vocabulary helps in speaking, writing, and understanding others clearly.

INTERPRETING AND USE OF VOCABULARY

Register refers to the way language is used differently in different situations, depending on the audience, purpose, and context. It helps speakers or writers choose the right words and tone for each situation. Registers can be formal, informal, or neutral, and they also vary depending on the field or topic, such as sports, law, education, media, and so on. Register is important because it helps people to communicate clearly and appropriately, show respect to the audience, and avoid misunderstanding. Factors that affect registers are the audience, purpose and relationship.

Registers have already been treated in Year One, Year Two, and also in Section Three of Year Three. You are therefore expected to revisit and revise the materials and notes from these previous lessons to refresh your understanding. After your revision, proceed and complete the related activities provided. These tasks are designed to assess your ability to apply what you have already learned, so thorough preparation is essential. Remember to pay attention to the different types of registers (formal, informal, etc.), note the contexts in which each is appropriately used, and reflect on examples discussed in class and those in your learner material.

Activity 6.1 Exploring Registers in Real Contexts

1. In groups of three, identify and explain the different types of language (registers) used in the following texts.

- a. **Newspaper Article**

“The Minister of Education, during a press briefing on Monday, emphasised the need for increased investment in science and technology at the senior high school level. According to her, such investments are crucial for national development and global competitiveness.”

- b. **Student’s Article**

“Many students believe that mobile phones can support learning when used appropriately. While some schools have banned them, others are exploring ways to incorporate them into lessons, especially for research and communication.”

- c. **Magazine Feature**

“Ever wondered how some students manage to ace exams and still have a social life? Meet Ama, a final-year student who balances academics, dance practice, and running a small online business—all with a smile!”

- d. **News Report**

“At approximately 3:45 p.m. on Thursday, a fire broke out at the Adabraka market, affecting over 30 stalls. Firefighters responded swiftly, and no injuries were reported. Authorities are investigating the cause.”

- e. **Interview Excerpt**

Reporter: *“What inspired you to start this community reading program?”*

Initiator: *“I noticed many children in my area lacked access to books. So, I gathered volunteers and old textbooks to create a mobile reading corner.”*

- f. **Sketch/Comic**

(Two friends standing under a tree)

Kojo: *“Ei! You didn’t do the homework again?”*

Ama: *“Please! That Maths is for the birds. I couldn’t even find my book!”*

(Both laugh and walk away.)

2. In the same group, discuss the different situations or places where people use formal language.
3. After your discussion, choose two of the places or situations you talked about and write why using formal language is important in those two situations or places. Share your answer with the class.

Activity 6.2 Register-Based Paragraph Completion Activity

With your friend, analyse and rewrite the paragraph below, filling in the missing vocabulary using the words provided.

Diseases, hospitals, decisions, medication, professional, hours, tools, lives, challenges, caring

Doctors play a very important role in keeping people healthy and saving lives. A doctor is a trained _____ (1) who examines patients, gives proper _____ (2), and offers advice on how to stay healthy. Some doctors work in _____ (3), while others may visit patients in their homes. They use medical _____ (4) like stethoscopes and thermometers to check a patient's condition. Doctors are good at making quick and correct _____ (5), especially in emergencies. They also help prevent the spread of _____ (6) through vaccinations and education. A doctor must be kind, _____ (7), and willing to help people in need. They often work long _____ (8) and deal with many _____ (9), but they remain committed to improving people's _____ (10)

Activity 6.3 Role-Playing Registers in Real-Life Contexts

1. With your partner, act out a real-life situation from a chosen field (e.g., journalism, law, entertainment, aviation, or photography) using appropriate registers for that field. Explain how your choice of register suits the situation.
2. After your performance, other groups will assess your role-play, and you will also assess theirs based on clarity, appropriateness of language and effectiveness of communication.

CONVERTING PLAY SCRIPTS TO NARRATIVES

A **play script** is the written form of a play meant to be performed by actors. It includes character names, dialogue, stage directions, scenes and acts. Present tense: less emotion or thoughts.

A **narrative** is a spoken or written story that tells what happened. It can be based on real or imaginary events and includes the narrator's voice, descriptive language, past tense, thoughts and feelings, and direct and reported speech.

Practical Example: Read the play script below carefully and convert it to a narrative.

The scene unfolds in the market square. Owuraku enters looking disturbed.)

Owuraku: (frantically) Have you seen Asiedua? She left the shop at noon and hasn't returned.

Amina: (calmly) Don't worry, Owuraku. She said she was going to buy some oranges from Ayikuma in the next community.

Narrative version of the play script

Owuraku burst into the market square, his face marked with fear and panic. “Have you seen Asiedua?” he asked frantically, scanning the crowd. “She left the shop at noon and hasn’t returned.” Amina, seated under the open market shed, looked up with a reassuring smile. “Don’t worry,” she said gently. “She went to buy some oranges from Ayikuma in the next community.”

Table 6.1: Key Features of Play and Narrative

Play	Narrative
Character’s voice and dialogue	Narrator’s voice and dialogue tags
Stage directions	Descriptive language
Make use of the present tense of the verb	Often use the past tense of the verb
Involve minimal inner thoughts	Involve internal thoughts and flashbacks
Use direct speech	Use both direct and reported speech

Steps to Convert a Play Script to a Narrative

- Genuinely study the script:** Read carefully until you are certain you understand it, and establish the topic, characters, setting, and conflict.
- Choose a narrator:** Decide who is telling the story (1st or 3rd person).
- Change the dialogue into story form:** Add descriptions and connect the dialogue with actions.
- Change stage directions into descriptions:** Use words that appeal to the senses (what we see, hear, and feel).
- Add emotions and thoughts:** Show how the characters feel inside.
- Maintain the sequence:** Use time words (e.g., 'suddenly', 'later', 'then') to keep the story flowing.
- Use proper grammar and style:** Include literary devices like metaphors and similes where suitable.

Activity 6.4 Comparing Drama and Narrative Features

- With your friend, compare and contrast the features of the dramatic and narrative texts provided.
- Write your answers and compare with another group to see if you identified the same features.

Text A: Dramatic Text

Scene: Presidential Podium, Morning

President: (Adjusts microphone)

Fellow citizens, today marks a turning point in our nation's journey. Our children deserve the best education, and we must invest in their future.

Audience Member 1: (Claps loudly)

Yes! We believe in quality education!

President: Starting next term, every school will receive upgraded learning materials and teacher training support. No child should be left behind because of a lack of resources.

Audience Member 2: What about rural schools, Mr President?

President: They are our priority. Special funding has been allocated to ensure that no region is left out.

(Loud applause. The President raises his hand in gratitude.)

Text B: Narrative

On a bright morning, the president stood confidently behind the podium, addressing the eager crowd. He began by declaring that the day marked a new beginning for the nation, with a firm focus on education. He spoke passionately about the need to invest in children's learning, promising upgraded materials and better teacher training.

The crowd responded enthusiastically, with some clapping and voicing their support. One concerned voice from the audience asked about the fate of rural schools. In response, the president reassured everyone that rural areas were a top priority, and special funding had been set aside to bridge the educational gap. The audience erupted in applause as the president concluded his speech, smiling with gratitude.

Activity 6.5 Transforming Drama into Narrative Writing

1. In your group, rewrite the scene from the prescribed dramatic text provided below into a well-developed narrative.
2. Make sure to include key narrative elements such as setting, characters, context, imagery, and emotional content.
3. All group members, including those with special learning needs, should be actively encouraged and supported to contribute meaningfully throughout the writing process.

Dramatic Scene (Anowa by Ama Atta Aidoo: Excerpt from Scene Two)

(Kofi Ako and Anowa are disagreeing about Anowa's behaviour and choices.)

Kofi Ako: Why can't you be like other women, Anowa? Quiet. Obedient. Content to stay at home?

Anowa: I was not born to be like other women. I want to walk beside you, not

behind you. Is that too much to ask?

Kofi Ako (frustrated): This is not how a wife should behave. People are talking. They say I'm not a real man because I let you do as you please.

Anowa: Let them talk. Do they live our lives for us? I married you to be a partner, not a prisoner.

(A pause. Kofi Ako looks away, shaking his head.)

Kofi Ako: Maybe I made a mistake marrying you.

Anowa (hurt, but firm): And maybe I made a mistake too. But I won't stop being myself.

Activity 6.6 Converting Drama Scenes Into Narratives

1. With a classmate, choose one scene from any drama text you have studied and rewrite it as a 150–200-word narrative, making sure to keep the characters' original intentions.
2. Present your group's written narrative to the class and explain to them how changing the dramatic script into a narrative affected your understanding of the characters, events, and themes.
3. Listen respectfully to others' feedback and be prepared to give constructive feedback as well. In this way, real learning develops.

Activity 6.7 Folktale To Script And Story

In groups of four, select any short oral folktale you know and write a play script and its narrative version (150 – 200 words).

REVIEW QUESTIONS 6

1. Analyse and rewrite the paragraph below, filling in the missing vocabulary appropriately. In modern agriculture, keeping accurate -1- of farm activities is vital. Farmers use various types of -2- to monitor crop production, animal health and machinery use. A -3- register helps track when and where seeds are planted, the type of fertiliser applied, and the yield collected at the harvest period. Similarly, a -4- register is essential for recording animal vaccinations and bleeding dates. Using these registers ensures that farmers remain compliant with -5- regulations and enables better decision-making. Some farmers now use digital platforms to update their records in -6-, making data access easier and more accurate.
2. Make an oral (or a written) presentation on any of the following situations listed below.
 - a. A speech during a cultural day celebration in your school.
 - b. A group discussion on the causes of indiscipline
3. Identify the kind of register used in the following contexts.
 - a. A letter from WAEC to the headmistress
 - b. A conversation between the school prefect and first year student
 - c. A doctor's report to a law court
 - d. A student's manifesto
4. Read the extract below carefully and convert it into a narrative text.
5. (*At the lab. Hajara rushes in, holding a broken jar.*)
6. **Hajara:** (*angrily*) Appiah! You promised to help me, but now everything is ruined!
7. **Appiah:** (*defensively*) I didn't know it would break. I thought it was strong enough.

SECTION

7

EXPLORING INTERVIEWS, SPEECH DELIVERY STYLES AND ANSWERING COMPREHENSION QUESTIONS



INTRODUCTION

This week, we will explore interview sketches and comprehension questions. You will build on what you already know about interviews by identifying and discussing different styles and strategies of delivering a speech. You will also read and analyse different types of texts to improve your comprehension skills. These activities will help you speak more confidently and understand written texts better. Your teacher will guide you through each lesson, so pay close attention, participate actively, and ask questions when you need help. By the end of the week, you should be able to handle interview situations and answer comprehension questions more effectively. Let's work together to make this a productive and exciting week of learning.

KEY IDEAS

- **Audience:** An audience is a group of people who watch, listen to, or read something such as a play, speech, film, or book.
- **Interview:** An interview is a conversation where one person (the interviewer) asks questions and the other person (the interviewee) responds. It is usually done to gather information, opinions, or personal experiences.
- **Narrative:** A story or account of events which has a beginning, middle, and end. It often includes characters, setting, and plot.
- **Skit/Sketch:** A skit or sketch is a short, often humorous play or performance. It is usually performed by a small group and focuses on a single idea, event, or message.
- **Speech:** A speech is a formal talk given to an audience to inform, persuade, or entertain. It is usually written and rehearsed before being delivered.
- **Vocabulary:** The set of words a person knows and uses. Effective vocabulary helps in speaking, writing, and understanding others clearly.

INTERVIEW SKITS (SKETCHES)

An **interview** is a formal or informal conversation where one person (the interviewer) asks questions and the other person (the interviewee) responds. The main goal is to gain information, clarify understanding or even entertain an audience.

Types of Speech Delivery and How to Use Them

Formal: Structured, polite, standard English

A formal speech style uses precise vocabulary, complete sentence structures and a respectful tone. It avoids slang, contractions and colloquial expressions.

Features of formal speech delivery

1. Use of academic or professional language
2. Full sentences with correct grammar and punctuation

3. Polite markers (e.g., please, may I, thank you)
4. Objective tone

Purpose and Context of Formal Speech Delivery

1. *It helps convey professionalism and credibility*

Using formal language or tone shows that the speaker is serious and respectful, which helps others take them seriously. It also builds trust and confidence in the speaker's message.

2. *Used in job interviews*

In job interviews, formal language helps applicants present themselves as competent and respectful. It also demonstrates good communication skills, which many employers value.

3. *Academic presentations*

Formal language in academic settings ensures clarity and precision, which are important when sharing research or scholarly ideas. It also shows that the speaker understands academic standards and respects the audience.

4. *Speeches at official events or in written applications*

Using formal language at official events reflects the importance of the occasion and the respect due to the audience. In written applications, it helps the writer sound competent, serious, and well-prepared.

Informal: Conversational, relaxed tone, informal style mimics natural, everyday conversation. It is friendly, casual and personal

Features

1. Use of contractions (e.g., I'm, you're)
2. Slang or idiomatic expressions
3. First-person pronouns (I, we) and direct address (you)
4. Shorter sentences or sentence fragments
5. A more relaxed pace and tone

Purpose and Context

1. *Ideal for casual conversations*

Informal language is natural and relaxed, making it perfect for everyday chats with friends or family. It allows people to express themselves freely without worrying about strict rules.

2. *Interviews for creative roles*

In creative fields, informal language can showcase personality and originality, which are often valued over strict professionalism. It helps the candidate connect more genuinely with interviewers.

3. *Storytelling among peers*

Informal language makes stories feel livelier and engaging when shared with friends or classmates. It creates a friendly tone that draws listeners in and keeps them interested.

4. *It makes the speaker seem approachable and relatable*

Using informal language helps break down barriers between the speaker and the audience. It makes the speaker sound more human and easier to connect with emotionally.

Persuasive: influencing the interviewer or audience

Persuasive speech is designed to convince the listener to accept a viewpoint, take an action or see the speaker positively.

Features

1. Strong rhetorical devices (e.g., repetition, rhetorical questions, emotional appeals).
2. Confident tone and body language.
3. Use of logic and emotion.
4. Clear arguments supported by evidence or examples.

Purpose and Context

1. *The goal is to persuade the audience*

Persuasive language is designed to influence the audience's thoughts, feelings, or actions. It uses techniques like emotional appeal, logic, and credibility to convince listeners or readers.

2. *Used in debates*

In debates, persuasive language helps a speaker defend their position and challenge opposing views effectively. It allows the speaker to present arguments clearly and win over the audience or judges.

3. *Job interviews (especially when selling oneself)*

During interviews, candidates use persuasive language to highlight their strengths and show they're the best fit for the role. It helps them confidently present their value and stand out from other applicants.

4. *Political speeches*

Politicians use persuasive language to gain support, promote policies, or inspire action. It's often emotionally charged and carefully crafted to connect with the audience's values and concerns.

5. *Sales pitches*

Salespeople use persuasive techniques to convince potential customers to buy a product or service. They focus on benefits, urgency, and trust to influence the buyer's decision.

Narrative: Telling a story to support answers

Narrative speech style revolves around storytelling. It brings a personal or illustrative story into the conversation to explain or support an idea.

Features

1. Chronological structure (beginning, middle, end)
2. Use of sensory and emotional language
3. Relatable characters or events
4. Dialogue and reflective comments

Purpose and Context

1. *Stories engage the audience and help clarify points*

Storytelling captures attention and makes information more memorable. It allows the speaker to illustrate complex ideas in a relatable and easy-to-understand way.

2. *Common in interviews (e.g. STAR technique: Situation, Task, Action, Result)*

Using the STAR method helps candidates tell structured stories that clearly demonstrate their skills and experiences. It provides a logical flow that employers can easily follow and evaluate.

3. *TED Talks:* TED speakers often use personal or powerful stories to connect with the audience emotionally and make their message impactful. Storytelling adds depth and authenticity to their presentations.

4. *Teaching:* In education, stories help simplify difficult concepts and keep students engaged. They make lessons more relatable and encourage deeper understanding through real-life or imaginative examples.

Descriptive: Giving vivid explanations

Descriptive speech provides detailed, appropriate imagery and sensory language to help the listener visualise or understand something clearly.

Features

1. Use of adjectives and adverbs
2. Sensory details (sight, sound, touch, taste, smell)
3. Similes and metaphors
4. Precision in nouns and verbs to paint a clear picture

Purpose and Context

1. *It helps the audience experience or conceptualise something vividly*

Descriptive language uses sensory details to paint a clear picture in the audience's mind. This makes the message more engaging, memorable, and emotionally impactful.

2. *Useful in creative writing*

In creative writing, vivid descriptions bring characters, settings, and emotions to life. They help readers immerse themselves in the story and feel connected to what's happening.

3. *Analysing works of art*

When analysing works of art, descriptive language helps express what is seen, felt, or interpreted in a piece. It allows the critic to convey subtle details and evoke a deeper

appreciation of the artwork.

4. *Storytelling or technical descriptions*

Descriptive language enhances storytelling by making scenes more lifelike and emotionally resonant. In technical contexts, it ensures clarity and precision when explaining how things look, function, or operate.

Strategies for effective speech delivery

1. **Clear articulation:** Speaking clearly ensures that the audience can understand every word without confusion. Good articulation enhances professionalism and prevents miscommunication.
2. **Appropriate volume and tone:** Adjusting volume and varying tone keep the speech dynamic and engaging. It also helps convey emotions, emphasis, and meaning effectively based on the context and audience.
3. **Eye contact and gestures:** Eye contact builds trust and shows confidence, while gestures reinforce key points visually. Together, they create a connection with the audience and make the speech more impactful. Making a clear gesture before the key point is an excellent method of sharpening the focus of the audience. Look at some 'great speeches' by public leaders and observe the use of pauses and gestures.
4. **Listening actively and building on responses:** Active listening shows respect for others' views and allows the speaker to respond meaningfully. It helps in adapting the speech or answers in real time to maintain relevance and audience interest.

Activity 7.1 Exploring Interviews and Speech Delivery Styles

1. In groups of four, explain in your own words what an interview is.
2. Discuss the various speech delivery styles, describing their key features, purposes, and the situations in which each style is most appropriate.
3. Using the same group, discuss the strategies that make speech delivery effective
4. What can speakers do to keep the audience engaged and deliver their message?

Activity 7.2 Discussing Local and Global Issues Together

1. In pairs, discuss the given topics related to local and global issues.
2. How do the topics connect to different fields such as STEM?
3. What are your group's thoughts or solutions?
4. Share your ideas with the class.

Activity 7.3 Speaking on Issues Using Effective Delivery

With your pair, pick one of the topic cards and discuss the topic written on it. Use an appropriate speech delivery style and strategy to convey your ideas clearly.

A

Why is it important for students to manage their time well?

B

The impact of social media on Students' lives

Activity 7.4 Questioning Rules That Affect Us

Talk with a classmate and share your ideas on the following structures in our societies. Be prepared to share your ideas with the class. To prepare for this, revisit Activity 6.5 and read the extract from 'Anowa' by Ama Atta Aidoo again. Keep the following points in mind when talking with your classmate.

- a. Do you think all boys and girls are given equal chances in school?
- b. Do you think all boys and girls are given equal chances at home?
- c. Do you think every child in the world should have access to free education?

Activity 7.5 Talk Show Time

In pairs, create a short interview where one of you is the interviewer and the other is a famous person or expert. Prepare and perform it for the class.

ANSWERING COMPREHENSION QUESTIONS - TECHNIQUES FOR MASTERING THIS IMPORTANT AREA OF STUDY

Types of Comprehension Questions

It helps to establish the nature of the question being asked.

1. **Literal Questions:** These questions focus on facts directly stated in the text.
Example: What time did the event start?
2. **Inferential Questions:** These require the reader to read between the lines. You must make logical guesses based on the information given. Example: Why do you think the character left the house in a hurry?
3. **Critical Level Questions:** These go deeper to ask you to analyse, evaluate, or judge parts of the text.
 - a. *Figures of Speech Questions:* Test your understanding of similes, metaphors, personification, and so on.
Example: What figure of speech is used in the phrase 'time is a thief'?
 - b. *Vocabulary Questions:* Ask you to find the meaning of words or phrases in context. What does the word 'grumbled' mean in this sentence?
 - c. *Literary Questions:* Focus on literary elements like setting, theme, plot, or character.
Example: What is the main theme of the passage?
 - d. *Attitudinal Questions:* Explore the writer's or character's attitude or stance in the passage.
Example: What is the author's attitude toward the government?

Revision of Comprehension Text Strategies and How to Use Them

1. **Skimming:** This means reading quickly to get the main idea of the text. You don't read every word. Use skimming when you want to know what the passage is about in a short time.
2. **Scanning:** Scanning is when you move your eyes quickly over a text to find specific information. You don't need to understand everything; just locate what you're looking for. Use scanning when you are answering questions or searching for facts.
3. **Prediction:** This is when you guess what will happen next or what the text is about, using clues from the title, pictures, or what you've read so far. It helps prepare your mind to understand the story better.
4. **Inferring:** 'Inferring' means using clues in the text to figure out what is not directly said. You read between the lines and make smart guesses. Use inference when you need to understand a character's feelings or the writer's hidden message.
5. **Summarising:** This means taking the main ideas of a passage and writing them in your own words, in a short form. Do not copy whole sentences. Use summarising when you finish reading and want to show your understanding quickly.

6. **Making Connections:** This is when you connect the text to your life, other texts you've read, or things happening in the world. It helps you understand and remember what you read. Use it when a story reminds you of something familiar or personal.
7. **Clarifying:** This means stopping to make sure you understand what you are reading. You may re-read, ask a friend, or look up a difficult word. Use clarifying when you are confused by a sentence or a word in the passage.

Activity 7.6 Know Your Question Type

1. In a group of three, review and discuss comprehension question types.
2. In the same group, read the passage "Ama's Journey Home" and the sample questions. Then, work together to:
 - a. Decide what type of comprehension question each one is.
 - b. Write one new example of your own for each type of comprehension question using the same passage.
 - c. Share your group's answers and examples with the class.

Ama's Journey Home

Ama walked slowly through the quiet village square, balancing a heavy basket of ripe mangoes on her head. She held the basket tightly with both hands to keep it steady. The afternoon sun beat down fiercely, and the heat made the air thick and uncomfortable. Her feet ached from the long walk to the market earlier that morning, and the soles of her sandals were worn thin. Despite the discomfort, Ama pressed on, her eyes focused on the dusty path ahead.

All around her, the village was alive with familiar sights and sounds—children laughing in the distance, chickens scratching the earth near mud houses, and elders sitting in the shade, telling stories. But Ama wasn't distracted. She had one goal in mind: to get home to her little brothers. They had been waiting all day for her return, and she knew how excited they would be to see the mangoes she had brought for them.

As she neared the small compound where they lived, a tired but proud smile spread across her face. She imagined their joyful cheers and couldn't wait to share the fruit with them. In that moment, Ama knew that every step she had taken was worth it.

Comprehension Questions

- a. What was Ama carrying on her head during her walk through the village?
- b. How do you think Ama felt about bringing the mangoes home to her brothers?
- c. What do Ama's actions tell you about her personality?
- d. What can we learn from Ama's journey and attitude?
- e. Which sentence in the passage shows that Ama was determined?
- f. How would you describe the setting of the story?

Activity 7.7 Using Comprehension Strategies to Understand Texts

1. Choose a partner and review the different comprehension strategies listed at the beginning of this section.
2. Explain how each of the strategies helps you understand a text better.
3. In your group, explain how using comprehension strategies helps you to answer comprehension questions more accurately.
4. In your group, read the comprehension texts below.
5. Discuss the main idea and what type of comprehension questions might be asked for each text.
6. Share your answers with the class.

Text

Reading is more than just a school requirement—it is a lifelong skill that shapes the way we think, speak and learn. People who read regularly often develop a better understanding of language, gain new vocabulary, and become better at expressing their thoughts both in speaking and writing. Reading books, articles, or even short stories can spark creativity, improve imagination, and increase general knowledge.

Through reading, we are able to travel beyond our immediate environment. We can learn about people, places, and situations we might never experience ourselves. Books can take us into history, science, and faraway countries without ever leaving our seats. For example, by reading a novel set in ancient Egypt, a student may learn about pyramids, culture, and life in that time. In this way, reading builds cultural awareness and empathy for others.

Students who read frequently tend to perform better in class because they understand questions more easily and are better at explaining their answers. Reading also helps in subjects like social studies, science, and even mathematics, where understanding word problems is also important. It develops thinking skills such as analysing, predicting, and comparing.

In addition, reading helps build concentration, patience, and focus—skills that are useful not only in school but in life. Spending just 15 to 20 minutes reading every day can lead to great improvement in academic progress. Whether you're reading for fun or for schoolwork, building a reading habit is one of the best things any learner can do to prepare for a successful and confident future.

REVIEW QUESTIONS 7

Read the following passage carefully and answer the questions on it.

For those who have never experienced it, being a refugee is difficult to comprehend. In the security of your home, even if it is a modest hut, you cannot fully imagine what it means to be homeless. As you read this passage, you might not fully grasp what it means to be a refugee. In fact, by the time you get to the end, many more people will have become refugees in various parts of the world.

There are basically two types of refugees: those who flee their homes as a result of social factors and those forced to relocate because of natural disasters. Social refugees are those who seek asylum in other countries to escape what they consider victimisation because of political and religious differences in their countries. Sometimes, however, they may remain in some other parts of their own countries. At other times, a sudden and volatile eruption of violence may push them to leave, especially where humans are being butchered like goats.

And there are those in the second category: those who are forced to flee on account of some physical disruption in their environment. For instance, when a flood, a volcanic eruption, or a hurricane sweeps across an area, those who are lucky enough to be alive have to leave. In recent years, tornadoes, tsunamis and earthquakes have become fairly common. As a result, thousands of homes are swept away, leaving the residents suddenly not only homeless but also deprived of their farmlands and other sources of livelihood.

Whichever type we might be referring to, the effects are usually devastating. Imagine a close-knit family which has existed in the security of their home for decades, suddenly discovering that there is nothing to call home any longer. Imagine the head of the family who had always found it easy to cater for dependents suddenly having to rely on the generosity of his new lost community in a strange location, very far from his roots. Imagine having to accommodate all one's family's belongings in a tent not too much larger than just one of the rooms in one's old home. Above all, a refugee invariably loses his sense of self-esteem and independence. The very thought of it can simply be traumatic.

Yet, these are what social disturbances and natural disasters inflict on humanity. As this phenomenon is becoming increasingly common, just pray that it will never be your lot.

Comprehension Questions

1. According to the passage, who is a refugee?
2. What two factors can make one a social refugee?
3. State the main factor that forces people to become refugees under the second category.
4. Mention two consequences of becoming a refugee.

5. As this phenomenon is becoming more and more common, what do you think the future holds for mankind as a result?
6. humans are being butchered like goats.
7. What figure of speech is used in the expression above?
8. For **each** of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. Comprehend.
 - b. Basically.
 - c. on account of.
 - d. Devastating.
 - e. Generosity.
 - f. lot.

SECTION

8

SUBORDINATE
CLAUSES AND
REFERENCING



INTRODUCTION

In Year 2, you learned how to identify and use noun clauses, relative (adjectival) clauses and adverbial clauses in simple sentences. You also learned how these clauses help to give more information, add details or complete the meaning of a sentence. In addition, you were introduced to the basics of referencing and citation, including why it is important to credit authors when you use their ideas or words in your work.

In this section, you will build on that knowledge. You will learn to use subordinate clauses more effectively in speech and writing and explain their types and functions in context. You will also learn how to apply the APA (7th edition) referencing style correctly when writing essays or assignments. Through reading tasks, sentence analysis and group activities, this section will help you develop more accurate grammar, improve your writing and become a more confident and responsible academic writer.

KEY IDEAS

- **APA (American Psychological Association) Style:** A writing and referencing format used to cite sources in academic work. The current version is the 7th edition.
- **Author:** The person or people who wrote the book, article, or website.
- **Citation:** A short note in your text showing where you got information from.
- **In-text Citation:** A brief reference in your writing that shows where you got the information. Appears inside the paragraph.
- **Plagiarism:** Using someone else's work or ideas without giving proper credit. It is dishonest and unacceptable in all academic work.
- **Website Article:** An article or page published online. In APA referencing, it includes the URL and the organisation or author's name.

SUBORDINATE CLAUSES IN CONTEXT

A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought on its own. It depends on a main (independent/principal) clause to make full meaning.

Examples

1. *Although she was tired*, Selasi continued studying.
2. *That the headmaster cancelled the trip* surprised the students.
3. The doctor treated the patient *who was badly injured*.

Types and Functions of Subordinate Clauses

Subordinate clauses are grouped according to their functions. There are three main types: noun clauses, adjectival (relative) clauses, and adverbial clauses.

Noun Clause

A noun clause is a group of words with a subject and verb that performs the role of a noun in a sentence. It can act as

1. **Subject of a verb:** It comes at the beginning of the sentence and performs the action or is talked about.

Examples

- a. *How the students answered the question* impressed the examiner.
- b. *What the principal decided* angered the parents.
- c. *Whatever the doctor advised* must be followed strictly.

2. **Object of a verb:** It comes after the verb and receives the action.

Examples

- a. Ms Perfect believes *that every student can improve*.
- b. The headmaster explained *why the test was postponed*.

3. **Noun Clause as Complement:** It completes the meaning of a subject and usually comes after linking verbs like is, was, are, etc.

Examples

- a. My belief is *that honesty always wins*.
- b. The good news is *that the strike has ended*.

Adjectival Clause (Relative Clause)

An adjectival clause describes or gives more information about a noun or pronoun in the main clause. It usually begins with relative pronouns such as who, which, that, whose and whom.

Examples

The boy *who broke the window* has apologised.

The farmer *who grows pineapples* lives next door.

The table *that he bought* is inferior.

Adverbial Clause

An adverbial clause works like an adverb. It gives more information about the verb, adjective or another adverb in the main clause. It often answers the questions: When? Why? How? Under what condition?

It usually begins with subordinating conjunctions such as: before, after, until, since, if, because, although, as, while, than, and as if.

1. Adverbial clause Modifying a verb

Examples

- a. She stayed indoors because it was raining heavily.
- b. Until she finished her homework, she didn't watch TV.

2. Adverbial clause modifying an adjective

Examples

- a. The workers were angry since their salaries had not been paid.
 - b. He was tired because he had worked all day.
3. Adverbial clause modifying an adverb (adverb in bold)

Examples

- a. She performed **better** than we had hoped.
- b. The student arranged the files as **properly** as instructed.

Benefits of understanding subordinate clauses:

1. Improve your grammar and sentence structure
2. Write more complex and meaningful sentences
3. Perform better in both essay writing and comprehension questions

Activity 8.1 Constructing Sentences Using Subordinate Clauses

1. In groups of three, construct five complex sentences using subordinate clauses. Indicate the type of subordinate clauses that make up each sentence.
2. Present your work to your facilitator/teacher for feedback

Activity 8.2 Identifying Subordinate Clauses and Their Functions in Short Paragraphs

1. Read the paragraph below with your group members and identify all subordinate clauses and their functions in the paragraph:

Although it was getting dark, Ama continued walking through the forest. She believed that someone would eventually come to help her. The tree that had fallen across the path made her journey more difficult. Because she was tired and hungry, she decided to rest for a while before moving on.

2. Read the conversation between Kojo and Afia below individually and underline the subordinate clauses and label their types.

Kojo: I didn't go to school today because I wasn't feeling well.

Afia: Oh no! I thought that you were just running late.

Kojo: No. My mum, who is a nurse, told me to rest.

Afia: Well, make sure you take your medicine before you sleep.

REFERENCING AND CITATION

When you write essays, reports, assignments or research work, you often use ideas or words from other people's work. **Referencing** means showing where you got those ideas. This is very important because:

1. It gives credit to the original writers.
2. It helps avoid plagiarism (using someone's work without permission).
3. It shows that you have done research.
4. It allows your readers to find the source if they want to learn more.

One of the most common styles of referencing and citation used in schools and universities is the **APA style** (American Psychological Association). The current version of the APA is the **7th edition**.

Citation

A citation is a short note in your writing that tells the reader where the information came from. It is also called an **in-text citation** because it appears inside your paragraph.

1. In-text Citation Format (APA 7th Edition)

Use the author's last name and the year of publication.

Examples

- a. (Field, 2005)
- b. (Aidoo, 1992)

2. Direct Quotation (When you use the exact words)

Add the page number from where the words were taken.

Examples

- a. (Field, 2005, p. 14)
- b. (Aidoo, 1992, p. 34)

Reference List

After writing your work, you must list all the sources you used. This list comes at the end and is called the **Reference List**. The items must be arranged in **alphabetical order** using the first author's surname.

1. Books

Format: Author's surname, Initials. (Year). Title of the book. Publisher.

Examples

- a. Aidoo, A. A. (1992). *Changes: A love story*. Heinemann.
- b. Smith, J. (2020). *The history of science*. Random House.
- c. Smith, J., Johnson, K., Thompson, R., & Lee, S. (2020). *The impact of climate change*. Routledge.

2. Journal Article

Format: Author's surname, Initials. (Year). Title of article. Journal Name, Volume (Issue), page numbers.

Example: Owusu, G. (2018). Youth empowerment and urban development in Ghana. *Journal of African Studies*, 56(2), 45–61.

3. Website Articles

Format: Author or organisation. (Year). Title of the webpage. Website Name. URL

Example: Ministry of Education. (2022). Senior high school policy reforms. <https://moe.gov.gh/shs-policy>

Key APA Rules

1. Use initials for authors' first and middle names.
Example: Aidoo, A. A. (not Ama Ata Aidoo)
2. Only capitalise the first word of the book/article title and proper nouns (names of people, places, etc.).
Example: The impact of climate change (not The Impact Of Climate Change)
3. Italicise book and journal titles.
Example: *Changes: A love story*, *Journal of African Studies*.
4. Always include the full website address (URL) for online sources. Do not add hyperlinks (just plain text URLs).

Importance of Referencing

1. Helps build trust in your academic work.
2. Shows you are honest and responsible.
3. Prepares you for university research writing.

Remember that, whenever you use information from a book, website, or article, **CITE IT**. It shows respect to the original writer and strengthens your own work.

Activity 8.3 Identification and Explanation of Referencing Components

1. In your group, choose a literary book (printed or online). Discuss and identify the following referencing details:
 - a. Author's surname and initials
 - b. Year of publication
 - c. Title of the book
 - d. Publishing company or institution
 - e. Place of publication (if available)
2. After discussing, prepare a short oral presentation explaining why each detail is important in APA referencing.

Activity 8.4 Organising and Connecting Ideas Across Multiple Sources

1. In groups, search and gather referencing details of three different literary works (print and digital). Then create a concept map that shows:
 - a. The different types of sources (book, journal, website)
 - b. The referencing details they have in common
 - c. Any differences in how the information is presented
2. Present your concept map to the class and explain the relationship among the items.

Activity 8.5 Application of APA Format to Real Examples

1. Find one literary article or book from your school library or online. Using the APA 7th edition style, write a full reference for it. Include all necessary parts (author, year, title, source...)
Ensure the formatting is correct (e.g., italics, punctuation, capitalisation)
2. Submit your referencing in your notebook or online document.
3. Explain how you arranged each part during a short peer review session.

REVIEW QUESTIONS 8

1. Use the details below to write correct APA-style reference entries for each source.

a. *Source Details*

Author: Abena Yeboah

Title: Digital Literacy in the Ghanaian Classroom

Year: 2021

Journal: Ghana Journal of Education

Volume: 12

Issue: 1

Pages: 22–35

b. *Source Details*

Author: Kofi Asare

Title: English for Academic Purposes

Year: 2015

Publisher: Ghana Publishing

c. *Source Details*

Organisation: Ghana Education Service

Title: Curriculum Reforms for SHS

Year: 2023

URL: <https://ges.gov.gh/shs-reform>

2. Read the passage below carefully and answer the question that follows.

Even though Mawuli explained the assignment, Abena still looked confused. The student who always helped her was absent that day. Since the instructions were not clear, Abena made several mistakes. What surprised the teacher was that she submitted the work late.

Analyse the types and functions of the subordinate clauses used in the context of the passage.

SECTION

9

COMPLEX
PHRASAL VERBS,
STYLE OF PROSE,
DRAMA AND
POETRY

GRAMMAR

LISTENING

FLUENCY

SPEAKING

WRITING



INTRODUCTION

This section's lessons will focus on both grammar and literature. In our previous lesson, we examined the use of different communicative strategies in speech situations. In grammar, we will explore complex phrasal verbs, looking at how they are used in real-life contexts and what they mean. You will practise identifying and using them correctly through examples, learning tasks, and short assessments to build your confidence and accuracy.

In literature, we will study style in prose, drama, and poetry. You will learn what style means in literature, the elements that make up a writer's style, and how these elements affect the way a story, play, or poem is told. By the end of the week, you will have a better understanding of how grammar and style shape meaning in both writing and speech.

KEY IDEAS

- **Complex phrasal verbs** are phrases made up of a verb and one or more words (like prepositions or adverbs).
- **Descriptive Writing** is a writing that uses lots of sensory detail to talk about things or situations.
- **Diction** is the choice of words the writer uses.
- **Imagery** is a word that creates pictures in the reader's mind by using the senses.
- **Style** is the way a writer uses words to express their ideas.
- **Syntax** is how the writer builds sentences.
- **Tone** is the writer's attitude or feeling about the topic or the reader.

COMPLEX PHRASAL VERBS

Complex phrasal verbs are phrases made up of a verb and one or more words (like prepositions or adverbs). They are usually found in formal or academic writing. The meaning of the phrase is often not direct or obvious.

For example:

- Put up with*: means to tolerate something.
- Come up with*: means to think of an idea.

PHRASAL VERBS IN ENGLISH



<https://shorturl.at/pHaGF>

Structure of the Complex Phrasal Verb

Often, complex phrasal verbs follow this general structure:

1. Verb + Adverb/Preposition + Preposition

- a. Come up with

Meaning: To produce or suggest an idea, plan, or solution.

Example: The team came up with a new strategy to reduce customer complaints.

- b. Get away with

Meaning: To do something wrong without being punished or noticed.

Example: He got away with misreporting sales figures for months.

- c. Catch up on

Meaning: To do tasks that one has not had time to do earlier.

Example: I need to catch up on emails before the meeting.

2. Verb + Preposition + Noun/Gerund

- a. Be committed to something

Meaning: To be dedicated or loyal to a cause or goal.

Example: The company is committed to improving its environmental impact.

- b. Be opposed to something/someone

Meaning: To be against or not in favour of something.

Example: Several board members were opposed to the merging of some departments.

- c. Contribute to something

Meaning: To help cause or bring about something.

Example: Employee satisfaction contributes to better productivity.

Complex Phrasal Verbs Used in Specific Fields

Table 9.1: Examples of Complex Phrasal Verbs Used in Education / Learning

Phrasal Verb	Meaning	Example
Get through to	Successfully communicate or make someone understand something	It can be difficult to <u>get through to</u> students who are distracted.
Drop out of	Leave school or a course before finishing it	He <u>dropped out of</u> college in his second year.
Run out of	Use all of something and have none left	We <u>ran out of</u> time during the exam.

Table 9.2: Examples of Complex Phrasal Verbs Used in Business / Work

Phrasal Verb	Meaning	Example
Cut down on	Reduce the amount or number of something	The company plans to <u>cut down on</u> travel expenses.
Run out of	Have no more of something	We <u>ran out of</u> paper during the client presentation.
Look forward to	Anticipate something positively	We <u>look forward to</u> meeting the new regional manager.

Table 9.3: Examples of Complex Phrasal Verbs Used in Communication / Emotions

Phrasal Verb	Meaning	Example
Speak out against	Publicly oppose something	She <u>spoke out against</u> unfair school rules.
Open up to	Begin to share feelings or thoughts honestly	She finally <u>opened up to</u> her manager about her stress at work.
Let out on	Release or express emotions, often inappropriately	She <u>let out</u> her anger <u>on</u> the assistant, though it wasn't their fault.

Table 9.4: Examples of Complex Phrasal Verbs Used in Everyday Life

Phrasal Verb	Meaning	Example
Look up to	Admire or respect someone	Many children <u>look up to</u> their parents or teachers.
Drop in on	Visit someone unexpectedly or casually	We decided to <u>drop in on</u> our neighbour last night.
Keep up with	Stay informed, or stay at the same pace	It's hard to <u>keep up with</u> all these TV shows.

Table 9.5: Examples of Complex Phrasal Verbs Used in Social / Relationships

Phrasal Verb	Meaning	Meaning
Break up with	End a romantic relationship	He <u>broke up with</u> his girlfriend last month.
Look out for	Take care of or watch someone/something	Form three students should always <u>look out for</u> their juniors.
Hang out with	Spend time with someone	I usually <u>hang out with</u> my cousins on weekends.

Activity 9.1 Using Mind Maps to Form Phrasal Verbs

1. In groups of three, choose three verbs and draw three mind maps with each verb in the centre.
2. In the left branch, add one particle (preposition) to form a simple phrasal verb and add two particles (adverb and preposition) to form a complex phrasal verb in the right branch.

Here is an example for you to follow.

LOOK

/ \

Look into Look down on

3. Share your work with a different group and review each other's work. Check if all examples given are phrasal verbs.

Activity 9.2 Matching Phrasal Verbs with Their Meaning

1. In pairs, cut out some sheets or cards into ten. Write one complex phrasal verb on each of the five cards or sheets and write its meaning on the remaining five cards.
2. Shuffle the cards/sheets and exchange them with another pair. Match each phrasal verb with its meaning.
3. Check each other's work to see if all phrasal verbs are correctly matched with their meaning and give feedback.

Activity 9.3 Using Appropriate Phrasal Verbs in Context

Use the following complex phrasal verbs to fill in the blanks – seven different phrases for the seven blanks: **get away with**, **catch up with**, **broke down**, **look forward to**, **come up with**, **put up with**, **run out of**

After missing school for a week, Jake struggled to _____ his classmates. He had _____ all his excuses and knew he couldn't _____ skipping homework forever. During class, the teacher asked them to _____ a creative solution to reduce plastic waste. Jake was nervous but managed to speak up. Later, his old car suddenly _____ on the way home, making him late again. He was tired of having to _____ delays and hoped things would improve soon. Despite the chaos, he still _____ the school trip next month—it was something to be excited about.

Activity 9.4 Using Complex Phrasal Verbs in Situations

- In groups of four, choose any of the real-life situations listed below.
 - Planning a party
 - Arguing
 - Solving a group problem
- Role-play the chosen situation using at least five different phrasal verbs and ask another group to identify the phrasal verbs used in your scene.
- Other groups take turns to role-play a different scenario.
- Identify the phrasal verbs they used in their scene and take feedback.

STYLE IN PROSE

Style is the way each writer uses words to express ideas. It includes things like the words they choose, how they build their sentences, the mood or tone they create, and the writing techniques they use. A writer’s style is what makes his or her work unique or different from others.

Table 9.6: Key Elements of Style in Prose

Element	Description	Example
Diction	The kinds of words the writer uses — they can be formal, informal, simple, or complex.	She ran quickly (simple) vs She dashed frantically (complex)
Syntax	How sentences are built—short, long, or varied—to create effects like tension or calm.	Although she was tired, she finished her homework before midnight because she had a test the next day. Complex Sentence
Tone	The writer’s attitude or feeling on the topic.	Of course, I just love getting homework on a Friday! (sarcastic) The news broke my heart. (serious)



Imagery	Words that create pictures in the reader's mind by using the five senses.	The aroma of roasted plantains filled the dusty street.
Figurative language	Creative comparisons like similes, metaphors, or personification.	Simile: He was as fast as a cheetah. Personification: The trees danced.
Punctuation and grammar	Using punctuation creatively to show mood, speed, or emotion.	Wait... what just happened? (suspense) No! Stop! Please! (urgency)
Voice	The writer's personality or style in the writing.	Seriously, who needs sleep when you've got exams? (funny) This issue deserves action. (serious)

How to Analyse Style in Prose

When looking at a writer's style, ask the following questions.

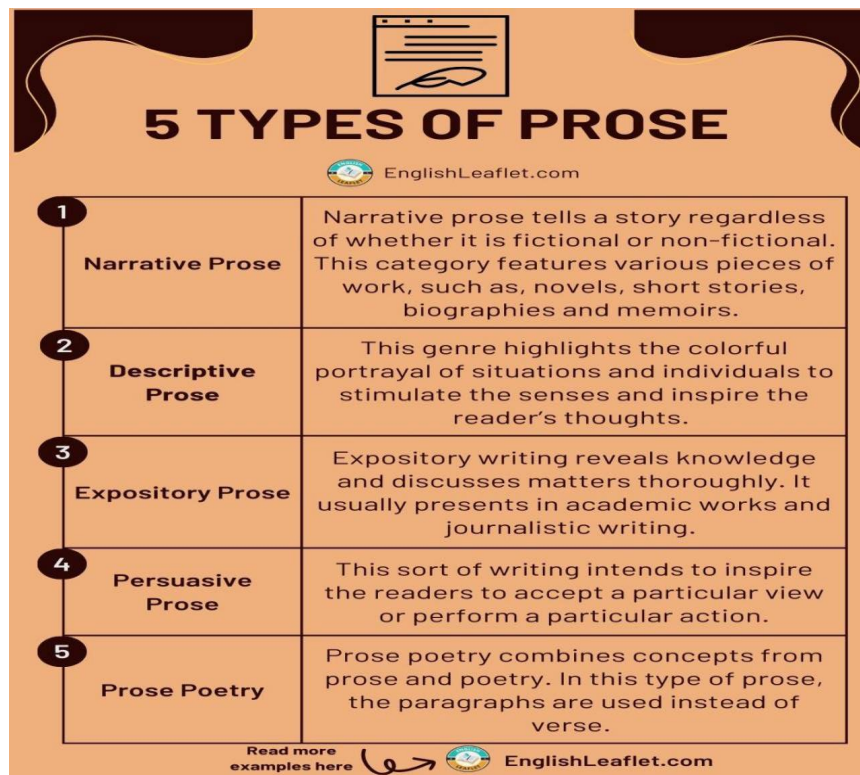
1. What kind of words does the writer use?
2. How are the sentences written? – Are they long and full of detail, or short and straight to the point?
3. What is the tone (feeling or attitude) of the writing?
How does that make you feel about the characters or events?
4. What kind of mood or atmosphere does the writing create?

Sample Style Analysis

Text: *"Rain tapped gently on the window. She sat alone, tracing the drops with her finger, lost in thought. Outside, the world blurred like a watercolour painting."*

Analysis: The writer uses soft, gentle vocabulary to create a calm and reflective mood. The verb *"tapped"* makes the rain sound peaceful. The phrase *"lost in thought"* shows the character's quiet, emotional state. The simile *"the world blurred like a watercolour painting"* helps the reader picture the rainy scene and feel the character's dreamy, thoughtful mood.

Different Types of Writing Style in Prose



5 TYPES OF PROSE	
1 Narrative Prose	Narrative prose tells a story regardless of whether it is fictional or non-fictional. This category features various pieces of work, such as, novels, short stories, biographies and memoirs.
2 Descriptive Prose	This genre highlights the colorful portrayal of situations and individuals to stimulate the senses and inspire the reader's thoughts.
3 Expository Prose	Expository writing reveals knowledge and discusses matters thoroughly. It usually presents in academic works and journalistic writing.
4 Persuasive Prose	This sort of writing intends to inspire the readers to accept a particular view or perform a particular action.
5 Prose Poetry	Prose poetry combines concepts from prose and poetry. In this type of prose, the paragraphs are used instead of verse.

Figure 9.1: Image showing types of prose

What is Style in Drama?

Still with me? Good — let's dive deeper!

Style in drama is the individual way a play is written, acted, and presented on stage. It includes the words characters say, how the scenes are arranged, how the actors perform, and how the stage looks. Style helps create the feeling, message, and meaning of the play.

Table 9.7: Key Features of Style in Drama

Element	What to Look For	Example
Language & Dialogue	The kind of language used in the play — is it formal, poetic, realistic, or full of slang?	A character in <i>The Lion and the Jewel</i> speaks in traditional, poetic language, while teens in <i>Chatroom</i> use casual, modern slang.
Structure	How the play is put together — does it go in chronological order or jump back and forth in time?	In <i>Death and the King's Horseman</i> , the play follows a linear structure, while <i>Top Girls</i> uses overlapping and non-linear scenes.
Characterisation	How do we get to know the characters — through what they say, how they act, or what others say?	In <i>The Trials</i> , we learn about each young character's personality through their testimonies and emotional reactions.

Tone & Mood	The overall feeling or emotion of the play — is it serious, funny, sad, tense, or mysterious?	<i>Sizwe Bansi is Dead</i> creates a thoughtful, emotional mood; <i>No Sugar</i> mixes tension with moments of humour.
Performance Style	The way actors perform — is it realistic and natural, or dramatic and exaggerated?	<i>The Island</i> is performed in a simple, natural style, while <i>Greek tragedy</i> uses bold, exaggerated movement and speech.
Stagecraft	How lighting, sound, costumes, and set design help tell the story and create atmosphere.	Drum beats and dim lighting in <i>Wole Soyinka's plays</i> build tension; colourful costumes in <i>The Lion King</i> help show culture and identity, which are further developed in the music and dancing.

How to Analyse Style in Drama

Ask yourself these questions

1. What kind of words do the characters use — are they formal, emotional, or casual?
2. Does the acting or speech appear real?
3. How are the scenes arranged? Do flashbacks or monologues alter our understanding of the story?
4. What kind of mood or feeling does the play give the audience?
5. How do lights, sounds, and costumes add meaning to the scene?

Click on the link or scan the QR code to watch how to analyse drama

<https://youtu.be/0e-dSRCPWEs>



Common Drama Styles You Should Know

1. *Naturalism*: Looks and feels like real life — realistic characters, dialogue, and everyday settings.
2. *Expressionism*: Uses exaggerated movement, lighting, or speech to show inner emotions rather than real life.
3. *Epic Theatre*: Makes the audience think instead of getting emotionally involved — uses narration, signs, and direct address.
4. *Tragedy*: A serious story where the main character usually makes a mistake or has a weakness that leads to their downfall. It usually ends on a sad note.

5. *Comedy*: Uses humour to entertain or to make fun of society, people, or situations.
6. *Physical Theatre*: Focuses on movement, gesture, and the body instead of just dialogue to tell the story.

Style in Poetry

Style in poetry is the way a poet uses language to share ideas and feelings. It includes the words they choose, how the poem is shaped, the tone, and all special techniques used. Style affects how the poem sounds, how it looks, and how it makes you feel.

Table 9.8: Key Features of Style in Poetry

Element	What It Means	Example
Diction	The kind of words used — are they simple, formal, emotional, or old?	Okara uses traditional and musical words in “Piano and Drums”
Tone	The attitude — serious, sad, funny, angry, or thoughtful?	A sad and reflective tone in “Ambush” by Gbemisola Adeoti, as the poet talks about hidden dangers in life.
Form and Structure	How is the poem set up? — Does it have stanzas, rhyme, or a special pattern?	<i>The Weaver Bird</i> ” by Kofi Awoonor employs free verse, without a fixed rhyme scheme.
Imagery	Words that create pictures and appeal to the senses	In “An African Thunderstorm” by David Rubadiri, vivid images describe the sky, wind, and storm.
Sound Devices	Language that sounds musical — rhyme, repetition, alliteration.	In “A Song of Sorrow” (Dirge), repetition of “My clan is lost” creates a rhythm of mourning.
Figurative Language	Creative comparisons like similes and metaphors	In “Piano and Drums” by Gabriel Okara, the drums are a metaphor for African tradition.
Enjambment & Caesura	When lines run on or pause in the middle to control rhythm or meaning	“Once Upon a Time” by Gabriel Okara employs pauses to show changes in emotion and memory.
Voice	Who is speaking in the poem — and what kind of feeling or personality do they show?	In “Telephone Conversation” by Wole Soyinka, the speaker’s voice is increasingly ironic and sarcastic.

How to Analyse Style in a Poem

When you’re reading a poem, ask yourself these questions.

1. What kind of words does the poet use?
Are they simple, formal, emotional, or full of imagery?

2. Is the poem written in a clear structure, or does it flow freely?
Does it have stanzas, rhyme, or follow a set pattern?
3. What is the tone or mood?
Is the poem sad, playful, angry, thoughtful, or joyful?
4. What poetic techniques can you spot?
Look for things like imagery, similes, metaphors, rhyme, and sound devices. What effects do they have?
5. Does the style match the topic of the poem? If not, what reason would you offer?
6. For example, does a calm tone suit a poem about nature? Does a strong voice match a protest poem?

Common Poetic Styles in Context

1. *Lyric Poetry*: A poem usually written in a musical style that expresses personal feelings, thoughts, or emotions.
2. *Narrative poetry*: A short poem where the poet shares personal thoughts or feelings.
3. *Sonnet*: A 14-line poem, usually about love or deep ideas like time or beauty.
4. *Free verse*: A poem with no set rhyme or rhythm — it sounds more like natural speech.
5. *Dramatic monologue*: A poem where one person speaks to someone else who doesn't answer — like a speech.
6. *Elegy*: A sad or serious poem, often written for someone who has died.

Click on the link or scan the QR code to watch the video on the elements of poetry
https://youtu.be/wW7a6H_3fLQ



Activity 9.5 Identifying Features Of Style

1. In groups of four, read the extract below and identify the following features:
 - a. Diction
 - b. Tone
 - c. Sentence Structure
 - d. Imagery

Extract: *The wind howled through the cracked windows, dragging with it the bitter scent of rain and rust. Shadows danced along the peeling wallpaper as*

lightning split the sky outside. Sarah stood still, her fingers trembling. Time, it seemed, had folded in on this house—quiet now, but heavy with voices unsaid and memories too loud to forget. She wanted to run, but her legs refused, as if the floorboards themselves had swallowed her courage. Somewhere deep in the silence, the house sighed.

2. Share your work with a different group and review each other's work.
3. Give feedback by checking if all features have been well identified.

Activity 9.6 Rewriting Paragraphs into Different Styles

1. In your groups, rewrite the paragraph below, written in a formal style, into an informal style.

Students must recognise the value of consistent effort in the pursuit of academic success. While intelligence may offer certain advantages, it is ultimately dedication and perseverance that yield lasting results. Learners who manage their time effectively, seek assistance when necessary, and maintain a positive attitude are more likely to overcome challenges. Furthermore, actively working with the course material and participating in group discussions contribute significantly to a deeper understanding. It is advised that students approach their studies with seriousness and determination, as these qualities not only improve academic performance but also foster personal growth and responsibility.

2. Present your version to another group to check the appropriateness of your diction, sentence structure and grammatical errors.
3. Use the feedback from the other group to revise your work.
4. Show your final work to your facilitator for final review.
5. Which version do you think would be more meaningful for students?

Activity 9.7 Comparing Themes In Different Genres

1. In pairs, select a theme from the following:
 - a. Love
 - b. Conflict
 - c. Identity
 - d. Justice
2. Find two different genres (poem vs. short story) that explore the theme you have chosen and compare how the theme is presented in both genres in terms of Style and tone, Structure and form, Diction and imagery.
3. Share your view with another pair.

EXTENDED READING

- Gyamera, B. K. (2021). Understanding literary terminology (The language of Literature).
- Kirkpatrick, B. (2007). Better English. Geddes & Grosset. Glasgow

REVIEW QUESTIONS

Write a short story of about (4–6 sentences) that includes at least six complex phrasal verbs. Underline your phrasal verbs and give the meaning of each of them in the context you used them.

Choose from the word bank below and fill in the blanks with the correct complex phrasal verbs

1. I _____ my grandmother because of her strength and wisdom.
2. The teacher asked the students to _____ the new words in the dictionary.
3. We need to _____ the problem before it gets worse.
4. I can't _____ how to use this new app. It's so confusing!
5. She was tired and couldn't _____ the noise any longer.
6. Let's _____ the old rules and create new ones for the group.
7. It's hard to _____ lies when you know the truth.
8. The manager asked us to _____ a plan for the new project.
9. He decided to _____ the invitation to the wedding.
10. I hope we can _____ the misunderstanding and be friends again.

turn down for, bring back to come up with, put up with, go through with, do away with, look up in, run out of, figure out how, break in on, clear up with, look up to, deal with it, hold on to, go along with

1. Read the short excerpt below and write a paragraph of (five to seven sentences) explaining how the writer's tone, word choice, sentence structure, and figurative language create a specific mood or reveal the emotions of the character.

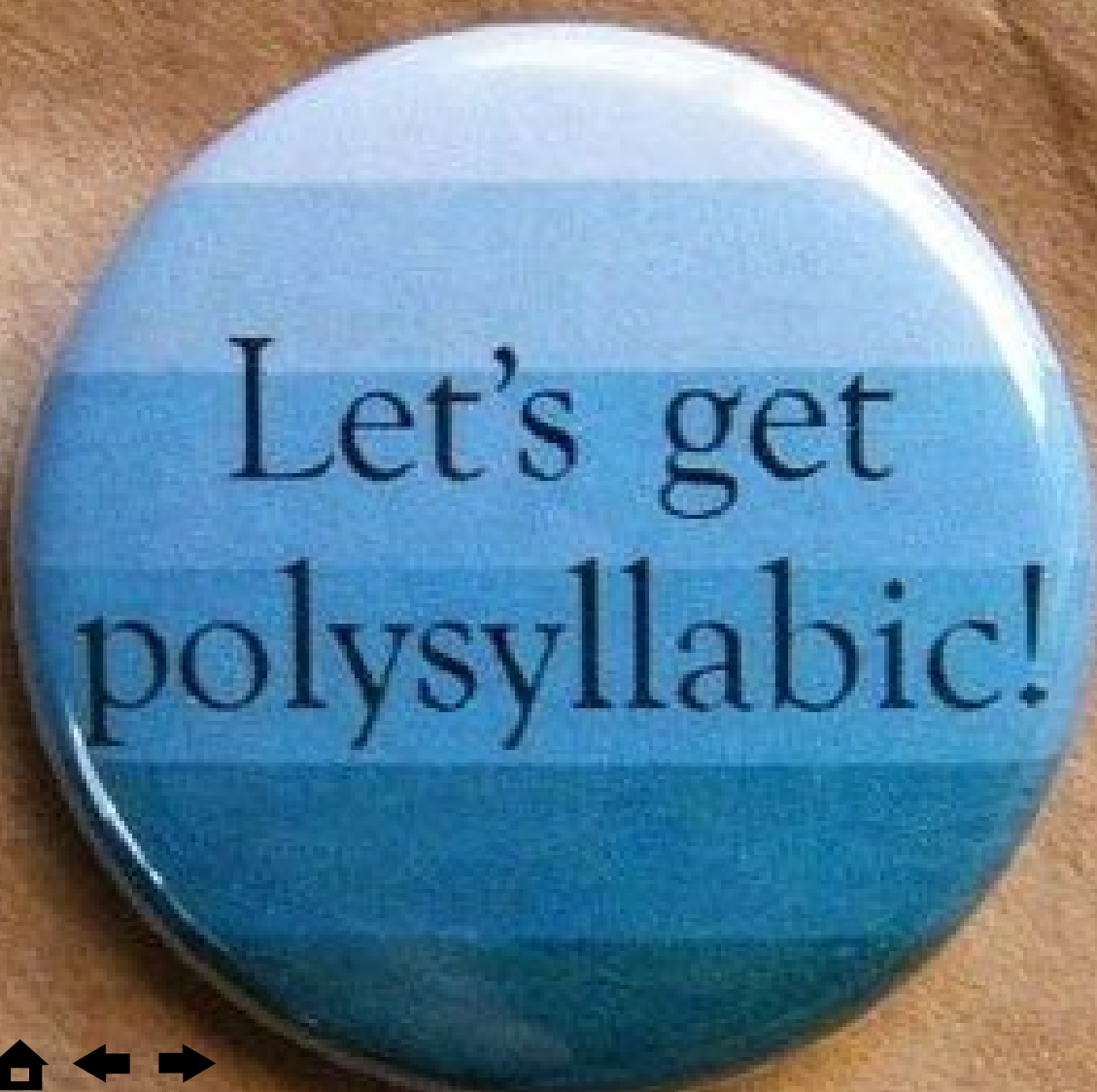
The rain battered the tin roof like war drums. Inside, Dora sat by the dim kerosene lamp, her fingers trembling as she folded the letter once more. Shadows danced on the walls, silent witnesses to her sorrow.

2. Choose two African poems you have studied. Write a short comparative essay (about two paragraphs) discussing how each poet uses style—such as tone, figurative language, repetition, or diction—to express emotions.

SECTION

10

STRESS, POLYSYLLABIC WORDS AND ANSWERING SUMMARY QUESTIONS



Let's get
polysyllabic!

INTRODUCTION

In this section, you will revise how stress works in English, both in individual words (word stress) and in full sentences (sentence stress). Stress helps speakers sound clear, natural and easily understood. You will explore how changing stress can affect the meaning of a word, especially when the same word can be used as a noun or a verb. You will also practise stressing the correct syllables in polysyllabic words and identifying important words in a sentence.

You will also build on what you learned in Section 13 (Year 2), where you listened to spoken texts to understand the speaker's intended meaning. You learnt to pay attention to tone, emphasis and word choice. Now, you will apply similar listening and speaking skills to practise pronunciation, stress patterns and summarising. The lesson ends with a passage on youth unemployment in Ghana, where you'll apply summary writing skills to identify key ideas and express them briefly and clearly.

KEY IDEAS

- **Polysyllabic:** A word that has more than one syllable.
- **Stress:** The extra force used when saying a syllable or word more clearly and strongly.
- **Syllable:** A single sound or beat in a word. For example, the word “teacher” has two syllables (teach-er)

STRESS AND POLYSYLLABIC WORDS USED IN SENTENCES

As a way of revision, we said in section one that not all parts of a word or sentence are said with the same force. Some parts are spoken more strongly or clearly than others. This stronger pronunciation is called stress.

We also discuss that stress helps speakers to;

- Speak clearly
- Be easily understood
- Show the right meaning of words and sentences

Stress in Polysyllabic Words

A polysyllabic word is a word that has more than one syllable. In these words, one syllable is stressed (spoken louder and longer than the rest).

Tip: You can clap to count the syllables in a word.

Table 10.1: Examples of Polysyllabic Words and Their Stress

Word	Syllables	Stressed syllables
comfortable	COM-fort-a-ble	1st syllable
electricity	e-lec-TRI-ci-ty	3rd syllable
education	ed-u-CA-tion	3rd syllable
intelligent	in-TEL-li-gent	2nd syllable
development	de-VE-lop-ment	2nd syllable

Remember, the stressed syllable is the one that is said more clearly and with greater force.

Word Stress and Meaning

In English, stress can change the meaning of a word, especially between a noun and a verb. Let Look at these pairs:

Noun	Verb
'record (noun)	re'cord (verb)
'import (noun)	Im'port (verb)
'present (noun)	pre 'sent (verb)

Example Sentences

1. He bought a **record** (noun – a disc with music)
2. Please **record** the programme. (verb – to save or write down)

Sentence Stress

In a sentence, not all words are spoken with equal strength. Important words, also known as content words, are stressed, while less important words are said more quickly or lightly.

Examples of Content Words that are usually stressed

1. Nouns (car, teacher)
2. Main verbs (go, buy)
3. Adjectives (happy, new)
4. Adverbs (quickly, always)

Function Words usually not stressed

1. Articles (a, an, the)
2. Prepositions (in, at, on)
3. Conjunctions (and, but)

4. Helping verbs (is, has, will)

Example Sentence

Quite surprisingly, she has just bought a new car.

Stressed words: *bought, new, car*

Unstressed words: *quite, surprisingly, she, has, just, a*

Key Points To Remember

1. Word stress is about which syllable is stronger in a word.
2. Sentence stress is about which words are more important in a sentence.
3. Stress helps us sound more natural and understandable when we speak English.

Activity 10.1 Differentiating Word Classes by Stress Placement

1. In your study group, use the following pairs of words in sentences as a noun or a verb
 Increase (noun) / increase (verb)
 Object (noun) / object (verb)
 Permit (noun) / permit (verb)
 Export (noun) / export (verb)
 Insult (noun) / insult (verb)
2. Discuss with your group members which syllable of each word is stressed in each of the sentences.
3. Discuss how this change in stress helps signal meaning.

Activity 10.2 Marking Stress on Given Polysyllabic Words for Emphasis

Do this activity with your friend using these words: **photography, economic, responsibility, education, engineer, information, and deliver.**

Take turns to do the following.

- a. Say each word aloud
- b. Underline the stressed syllable in each word
- c. Explain to your group members how emphasis is created using stress.

Activity 10.3 Identifying Stress on Polysyllabic Words in Model Text

In pairs, read the paragraph below aloud, clearly stressing the appropriate syllables.

The engineer explained the procedure in a calm and confident manner. Her suggestion helped improve the performance of the entire organisation. Everyone admired her commitment and efficiency.

- a. Let your partner listen and mark whether the correct syllables were stressed.
- b. Then, switch roles.
- c. Repeat the reading for accuracy and fluency.

ANSWERING SUMMARY QUESTIONS

In section 4, you were introduced to some important techniques for writing good summaries. You learned how to skim and scan a passage, identify the main idea, pick out key points, write clearly and briefly and avoid adding your own opinion. You also learned how to restate ideas in your own words.

Refer to section 4 to help you revise those techniques. Before you attempt the summary activities at the end of this section, make sure you go through the techniques carefully. They will guide you to write an accurate and well-structured summary.

Always remember: a summary is not about copying or rewriting everything. It is about showing that you understand the main message of the passage and can express it clearly using fewer words.

Now, go through the techniques again, then use them to answer the summary passage that follows.

Activity 10.4 Answering Summary Questions

Youth unemployment has become one of the biggest challenges facing Ghana today. Many young people complete secondary and tertiary education but are unable to find decent jobs. This growing problem affects individuals, families and the nation as a whole.

There are several causes of youth unemployment. One major cause is the mismatch between the skills young people acquire in school and the needs of the job market. Many employers say that graduates lack practical skills and work experience. Another reason is the limited number of job opportunities, especially in the formal sector. Even when job openings exist, competition is very high and only a few applicants are selected.

The situation is worse in rural areas, where young people often migrate to cities in search of better opportunities. Unfortunately, most of them end up doing menial jobs or staying unemployed. This leads to frustration and sometimes involvement in crime or social vices such as fraud and drug use.

To solve the problem, the government and private organisations have introduced initiatives such as youth employment programmes and skills training centres.

However, many of these programmes face challenges such as a lack of funding, poor planning, and limited reach. More needs to be done to support young people to become self-employed or gain access to sustainable jobs.

Youth unemployment remains a major concern in Ghana. It affects national development and the future of the country's workforce. To address this issue effectively, all stakeholders, the government, private sector and educational institutions must work together to create more job opportunities and equip the youth with relevant skills for the world of work.

Tasks

1. In groups of four, read the introduction and concluding paragraphs to guess what the passage is about.
2. Pair with a friend and read the passage closely again to gain a better understanding.
3. With your friend, identify extra details and examples that are not necessary for understanding the main ideas/points in each paragraph.
4. Pair with your friend again and summarise each paragraph into one or two clear sentences.
5. In one sentence, state the major cause of youth unemployment.
6. In two sentences, one for each state the effect of youth unemployment.

REVIEW QUESTIONS 10

1. Read the short text aloud, placing clear emphasis on the stressed syllables in the polysyllabic words.

“The information we received about the celebration was beautiful and full of responsibility.”

- a. Which words in the passage are polysyllabic?
 - b. How does stressing the right syllables help in clear communication?
 - c. Choose one word from the passage and say it aloud. Which syllable do you stress and why?
 - d. What happens to the meaning if you stress the wrong syllable in a word like responsibility?
 - e. Practise saying the text again. Ask your partner to listen to the stressed parts clearly to give feedback.
2. Read the passage below carefully and answer the questions that follow it:

In many parts of Ghana, waste management remains a major challenge. Despite several interventions, cities continue to struggle with the disposal of both household and industrial waste. Poor waste disposal leads to the spread of diseases, chokes drainage systems, and worsens flooding in urban areas.

To address this issue, city authorities must take deliberate steps to improve sanitation. One way is to provide more waste bins at strategic locations in both residential and commercial areas. Sanitation officers must also be tasked to monitor and ensure that waste is collected regularly and disposed of properly.

Another measure is to invest in recycling plants that can convert waste materials like plastic and metal into reusable items. These plants will not only reduce the amount of waste in the environment but will also create job opportunities for youth in waste collection and recycling.

Furthermore, public education is key. Residents must be sensitised on the dangers of poor sanitation and encouraged to adopt healthy waste disposal habits. School campaigns, community outreach programmes, and media engagements can all play a role in changing public attitudes towards waste.

If these measures are enforced, Ghana can enjoy cleaner cities, healthier populations, and a reduction in flood-related damages. Additionally, recycling can generate revenue for local authorities and create employment, especially for the youth.

- a. In three sentences, one for each, give the measures city authorities can take to improve waste management in Ghana.
- b. In two sentences, one for each, write the benefits of proper waste management and recycling.

SECTION

11

UNDERSTANDING
AND USING
PHRASAL VERBS
IN CONTEXT
AND PERSUASIVE
WRITING



INTRODUCTION

This section offers exciting and practical English lessons focused on two important areas. First, we will explore phrasal verbs, helping you learn how to identify them and understand their meanings in different contexts. Mastering phrasal verbs will improve both your speaking and writing skills, making your communication more natural and fluent. Secondly, we will revisit persuasive writing, an essential writing skill. You will practise expressing your opinions clearly and supporting them with strong reasons and relevant examples. This will help you become more confident in presenting arguments and defending your views, both in school and in everyday life. Your teachers will guide you through hands-on activities that connect these lessons to real-world situations, encouraging you to think critically and express yourself effectively. These learning experiences are designed not just to help you succeed in exams but also to prepare you for meaningful communication beyond the classroom.

KEY IDEAS

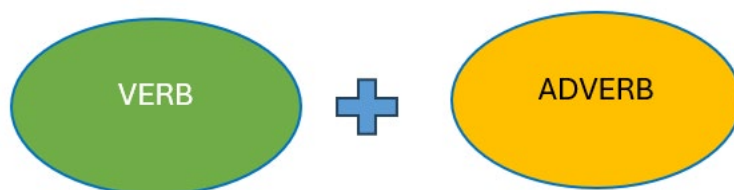
- **Adverb:** An adverb is a word that describes a verb, adjective, or another adverb. It often tells how, when, where, or to what extent something happens.
- **Preposition:** A preposition is a word that shows the relationship between a noun or pronoun and another word in the sentence. It often tells place, time, or direction.
- **Verb:** A verb is a word that shows an action, state, or occurrence. Every sentence has at least one verb.

UNDERSTANDING AND USING PHRASAL VERBS IN CONTEXT

A phrasal verb is a group of words made up of a verb and one or more particles (an adverb or a preposition). Together, they form a meaning that is different from the meaning of the verb alone.

Patterns of phrasal verbs

1. Verb + Adverb



These phrasal verbs are made of a verb followed by an adverb. The meaning usually changes from the original verb.

Examples: get away, wake up, carry on, give in.

Examples in sentences

- They got away before the rain started.*
- I always wake up at 5:30 a.m.*
- Despite the noise, she carried on reading.*
- He refused to give in to pressure.*

2. Verb + Adverb + Preposition



These phrasal verbs contain a verb, an adverb, and a preposition. They usually have idiomatic meanings. Examples: *catch up with*, *come up with*, *get along with*, *walk out on*

Examples in sentences

- He tried to catch up with his classmates after missing school.*
- She came up with a brilliant idea.*
- Do you get along with your new teacher?*
- The man walked out on his responsibilities.*

Types/Forms of Phrasal Verbs

Phrasal verbs are generally grouped into two main types: simple phrasal verbs and complex phrasal verbs

1. Simple Phrasal Verb: It has the pattern: Verb + Adverb

Table 11.1: Examples of simple phrasal verbs

Simple phrasal verb	Meaning	Sentences examples
Wake up	stop sleeping	I <u>wake up</u> at 6 a.m. every day.
Give in	surrender or stop resisting	She finally <u>gave in</u> to their demands.
Go on	continue	Please <u>go on</u> with your explanation.
Take off	rise into the air (plane)	The flight <u>took off</u> on time.
Break down	stop working (machine)	The car <u>broke down</u> on the highway.

2. Complex Phrasal Verb: This phrasal verb follows the pattern

Verb + Adverb + Preposition or Verb + Prepositional Phrase. Their meanings are often idiomatic and must be learned in context.

Table 11.2: Examples of complex phrasal verbs

Complex Phrasal Verb	Meaning	Sentence examples
Look forward to	To be excited about the future	I <u>look forward to</u> my birthday every year.
Put up with	To tolerate something	We had to <u>put up with</u> the loud noise all night.
Come up with	To produce (an idea or plan)	She <u>came up with</u> a great solution to the problem.
Get away with	To avoid punishment	He <u>got away with</u> cheating on the test.
Run out of	To have no more of something	We <u>ran out of</u> fuel on the way to school.
Keep up with	To stay at the same pace as someone	It's hard to <u>keep up with</u> her in class.
Catch up with	To reach someone ahead (often used metaphorically)	I ran fast to <u>catch up with</u> my friends.

Meaning and Usage of Phrasal Verbs

Phrasal verbs are commonly used in everyday communication. They play the following roles:

1. Phrasal verbs help us sound more natural when we speak or write. They are common in everyday conversations and make language feel relaxed. Example: Can you bring up this topic at the meeting? (instead of "mention this topic")
2. Instead of using formal words, phrasal verbs make your speech friendlier and easier to understand. This is especially helpful when talking to friends or writing informally. Example: The trip was called off because of the rain. (instead of "cancelled")
3. Some phrasal verbs give a clearer or stronger meaning than the original verb. They help the listener or reader quickly understand what is happening. Example: She gave in after arguing for hours. (means she finally agreed or surrendered)
4. Phrasal verbs are useful when writing narratives, dialogues, or essays because they make your writing sound more natural and real. They help to show emotions, actions, and conversations in a way that readers can easily understand.

Example:

Ama was getting ready for school when she realised her school bag had fallen apart. She quickly came up with a plan to borrow one from her cousin. At school, the teacher called off the morning test because many students had not arrived. During break time, Ama and her friends talked about their weekend plans. Later that day, she ran into her old classmate, Kofi, who had got over a long illness. They had a

quick chat before she headed back to class. When she got home, she looked forward to resting after a long day.

Note that in some instances, the elements of a phrasal verb can be separated by the object (especially in simple phrasal verbs). Examples

1. She turned off the fan.
She turned the fan off.
2. Please put down the book.
Please put the book down.
3. He picked up the phone.
He picked the phone up.

Activity 11.1 Exploring Components of Phrasal Verbs in Context

In groups of three, read the paragraph below and perform the activities that follow with your group members.



Last week, Samira and her classmates were given a group project in their social studies class. They had to come up with a creative idea for a school campaign that would address a social issue affecting teenagers. After thinking for a while, Kwame looked into how other schools had carried out similar projects, gathering useful ideas online. Jemima was shy at first, but she decided to stand up to her fear of public speaking and took on the role of presenter. The group really looked up to her for showing courage and leadership. During their meetings, they ran into a few disagreements, but they were able to work them out through honest discussions. On the final day, they supported one another and looked out for each other to ensure everything went smoothly. The presentation went well, and their campaign idea really took off, gaining attention from both teachers and students. After the event, their teacher pointed out how well they had worked as a team and encouraged them to keep up with their efforts.

- a. Write down all phrasal verbs in the passage.
- b. For each phrasal verb you find, complete the table below by doing the following:

- i. Identify its components
- ii. Explain its meaning in your own words, based on how it is used in the text.
- c. Share your group work with other groups to review and correct the meanings of the phrasal verbs.

Table for Group Responses

One example has been provided to guide you.

Phrasal verb	Components	Meaning in the text
Come up with	Verb + Adverb + Preposition	think of or create an idea

Activity 11.2 Identifying, Explaining, and Using Phrasal Verbs

Read the paragraph below and perform the activities that follow with your gender group members



Kofi woke up feeling unwell, so his sister, Regina, advised him to check in at the local clinic. When he got there, the nurse asked him to fill out a form. While waiting, he ran into his old classmate, James, who had also come for a check-up. They caught up with each other and talked about life after school. Soon, Kofi was called in to see the doctor, who carefully looked into his complaints. After a quick examination, the doctor advised him to cut down on junk food and take up some light exercise. Feeling better after the visit, Kofi promised to stick to the advice and show up for a follow-up appointment the next week.

- a. Identify and write down all the phrasal verbs in the text above.
- b. Explain what each phrasal verb means in your own words.
- c. Choose any three of the phrasal verbs and use them in new, meaningful sentences.
- d. Write a short paragraph that includes at least four of the phrasal verbs you found.
- e. Share your group work with other groups to confirm and correct meanings of the phrasal verbs.

Activity 11.3 Understanding Complex Phrasal Verbs

In your groups, complete the following:

1. List at least five complex phrasal verbs.
2. For each phrasal verb:
 - a. Identify its components
 - b. Write a sentence using each phrasal verb in context.
3. Choose any four of the phrasal verbs and write a short paragraph (6–7 lines) using them correctly. Underline the phrasal verbs in the paragraph.
4. Share your work with other group members for feedback.

PERSUASIVE WRITING

A debate is a formal and structured argument between two opposing sides on a specific topic or motion. Each side aims to convince the audience or judges to support their viewpoint through logical reasoning, evidence, and persuasive language. Key terms used in debate include motion, argument, proposer/proposition, opposer/opposition and rebuttal/counter-argument. A good debate must follow a clear structure which includes an introduction, a body and a conclusion. The language used in debates should be persuasive and formal and avoid slang or informal expressions.

Note: Debate has already been covered in Year One and Year Two. You are expected to revise your previous notes and materials to refresh your understanding. After that, kindly proceed to the activities in this section, which are designed to assess your ability to apply what you have learnt. Thorough preparation is essential.

Activity 11.4 Analysing, Organising and Presenting Arguments

1. In your mixed-ability groups, carefully analyse the motion: ‘Examinations are not a true test of knowledge.’
 - a. Identify and write three key arguments in support of the motion (for).
 - b. Identify and write three key arguments against the motion (against).
 - c. Share your group’s ideas with the class and explain your reasons.
2. In your group, read the motion below and do the following:

‘Success is more about who you know than what you know.’

 - a. Choose a stance on the motion (*for* or *against*).
 - b. Select three speakers to represent your team.
 - c. Appoint two judges from another group to observe and assess the debate.

Activity 11.5 The Ultimate Debate Challenge

In groups of four, read the motion carefully: *Promoting agriculture in Ghana is the surest way of solving the unemployment problem in Ghana.*

- a. In your group, write out a full speech for your debate team based on the motion above.
- b. Use appropriate vocatives to address the audience or judges.
- c. Include persuasive language and rhetorical questions to strengthen your arguments.

- d. Ensure that your ideas are logically and systematically arranged from the introduction to the conclusion.
- e. Present your group's work to the class.
- f. The winning group from each round will face another winning group in the next stage of the debate.
- g. This process will continue until the best group emerges as the overall winner.

Activity 11.6 Your Voice, Your Argument

1. In your small group, read the motion below.
'Social media does more harm than good among Ghanaian youth.'
 - a. Write down your group's position on the topic (for or against).
 - b. Write down three strongest arguments your group can make to support your stance.
 - c. Share your answers with the class.
2. In your group, use the concept map to organise your ideas on the given debate topic.
'The use of mobile phones in senior high schools should be allowed'

REVIEW QUESTION 11

Write your argument for or against any of the motions below.

- a. It is better to live in a village than in a city
- b. Ghanaian traditions should be prioritised over modern trends.

SECTION

12

IDIOMATIC EXPRESSION



INTRODUCTION

This section focuses on helping learners understand and use idiomatic expressions. They are groups of words whose meanings are different from the individual words. Idioms make language more vivid and expressive; they reflect how English is used in real-life communication. In this section, learners will explore the structure, meaning, and usage of common idioms through short stories, dialogues and group discussions. By identifying idioms in context and using them in role-play activities, learners will improve their ability to express feelings, ideas and situations naturally and engagingly.

The section builds on earlier knowledge and prepares learners for further practice in Section 14 of Year 2, where idiomatic expressions are revisited for deeper understanding. Learners are encouraged to avoid literal interpretations, pay attention to context, and use idioms meaningfully in writing and speaking.

KEY IDEAS

- **An idiom** is a type of figurative expression made up of two or more words whose meaning cannot be understood from the individual meanings of the words.
- **Idiomatic Expression:** is a broader term that includes idioms and other expressions that are peculiar to a language and have meanings that are not strictly literal.

IDIOMATIC EXPRESSION

An idiomatic expression is a group of words that has a special meaning different from the ordinary meaning of each word. You cannot understand an idiom just by knowing the words in it; you have to know what the whole expression means in everyday use. We can also say that Idioms are expressions whose real meaning is hidden behind the literal words.

Example: Kick the bucket

Literal meaning: To actually kick a bucket

Real meaning: To die

Structure and Form of Idioms

Idioms have fixed forms, and we don't change the words in them. They may come from metaphors, similes or other figurative expressions. Even though they may follow normal grammar rules, they are not always easy to guess.

Table 12.1: Examples of idiom structure and their meaning

Structure Type	Example Idiom	Meaning
Verb + object/complement	Throw in the towel	To give up or admit defeat
Verb + preposition + noun	Look after the pennies	Be careful with a small amount of money
Prepositional phrase	On cloud nine	Extremely happy
Simile	As busy as a bee	Good things can come out of a bad situation

Some reasons why we use idioms in our communication

1. Speak and write more imaginatively and interestingly.
2. Express feelings, opinions, or situations more clearly.
3. Reflect cultural knowledge and local wisdom.
4. Add flavour and style to everyday communication.

Tips to guide you in using Best Idioms appropriately

1. Make sure the idiom fits the topic or situation.
2. Avoid translating idioms from your local language into English.
3. Only use idioms you understand well, so you don't misuse them.

Table 12.2: Common Idioms and Their Meanings

Idiom	Meaning	Example sentence
Spill the beans	Reveal a secret	Yaa spilt the beans about the class surprise
Pull someone's leg	Joke or tease someone	Don't worry, I'm just pulling your leg.
Get cold feet	Become too nervous to do something	He got cold feet before his speech and didn't go on stage.
Put all your eggs in one basket	Depend entirely on one plan or idea	Don't put all your eggs in one basket; apply to more schools.
Hit the books	Start studying seriously	I need to hit the books tonight
Jump on the bandwagon	Join others in doing something popular	Many students jumped on the bandwagon to learn coding.
Cry over spilt milk	Waste time being upset about something already done	It's no use crying over spilt milk; just rewrite the essay.

Beat around the bush	Avoid saying something directly	Stop beating around the bush and say what you mean.
Throw someone under the bus	Blame someone else to protect yourself	He threw his teammate under the bus during the investigation.
Go the extra mile	Put in extra effort	She always goes the extra mile to help her classmates

Activity 12.1 Identifying Idiomatic Expressions In Short Paragraphs

Read the paragraph below and perform the activities that follow with your group members.

At the start of the term, our teacher gave us a group project that was supposed to be a piece of cake. But from the get-go, things started going downhill. Kwame, who was supposed to lead, suddenly went silent. Anytime we called, he gave excuses and eventually threw in the towel. Kofi, on the other hand, was eager to take the bull by the horns, even though he was already swamped with other assignments.

As the deadline drew closer, tension began to rise. Sandra, always calm under pressure, told us not to make a mountain out of a molehill and encouraged us to get our act together. We burned the midnight oil for days. Finally, on the submission day, we handed in our work, and to our surprise, the teacher said we had hit the nail on the head. It turned out better than we expected.

Looking back, I realise that every cloud has a silver lining. We not only passed the test, but we also learned the value of teamwork, perseverance, and not judging a book by its cover, especially with Kofi, who turned out to be the backbone of the group.

- In pairs, underline the idioms in the passage.
- Discuss in your group the meaning of all the idiomatic expressions identified based on context clues.
- Share your group work with other groups to confirm and correct the meanings of the idiomatic expressions.

Activity 12.2 Using Idiomatic Expressions Appropriately To Convey Specific Meaning

In pairs, role-play the driver and passenger scenario using idiomatic expressions.

Finally, it is important to remember that you should not overuse such phrases, as the overall effect becomes silly if too many are used together. Such idioms, sparingly used, allow empathy to build with your listener; overuse reminds the listener that these idioms have simply become clichés.

REVIEW QUESTIONS 12

1. Read the paragraph below and answer the questions that follow.

After losing his job, James was down in the dumps. But he decided not to cry over spilt milk. He rolled up his sleeves and hit the ground running with a new business idea. Now, he's on cloud nine.

- a. Identify all the idiomatic expressions in the paragraph.
 - b. What does “down in the dumps” mean in your own words?
 - c. Why did James decide not to “cry over spilt milk”?
 - d. Which idiom shows that James worked hard from the start?
 - e. Explain “on cloud nine” and describe to your friend a time when you felt the same.
2. Write a short story for about 250 words using at least five idiomatic expressions.

SECTION

13

USING QUESTIONING TECHNIQUES



INTRODUCTION

In this section, you'll learn how to use different types of questions to help us better understand what we hear in interviews, conversations, and stories. Asking the right questions—both simple (literal) and deeper (inferential) can help us listen more carefully, think more clearly, and engage in meaningful discussions. You'll practise making predictions before listening, taking useful notes while listening, and thinking about the speaker's tone, language, and message afterwards. These activities will help you become a better listener and communicator. You'll also build on skills you've learned in past lessons and see how asking good questions is useful not just in school, but in everyday life too.

Let's get started!

KEY IDEAS

- **Background Knowledge** is what you already know from experience or learning that helps you understand new information.
- **Comprehension** is understanding what you hear or read.
- The **Main Idea** is the most important point or message the speaker is trying to share.
- **Prediction** is a smart guess about what will happen or what the speaker will say, based on clues.
- **Questioning** is asking yourself or others questions to help understand something better.
- **Tone** is generally the speaker's mood or attitude.

CONVERSATION: INTERVIEW/ LISTENING COMPREHENSION/NARRATIVE

Asking questions while listening helps you focus, think critically, and recall more. *Questioning is like having a conversation with the speaker in your mind. The more curious you are, the more you understand.* Here's how to use questioning at different stages of a listening task.

Before Listening (Pre-Listening Questions)

1. *What do I already know about this topic? Helps you connect with your background knowledge*
2. *What do I think the speaker will say? Make predictions based on the title, image, or short description*
3. *What do I want to find out? Set your purpose for listening*

While Listening (During Listening Questions)

1. *What is the main idea so far? Helps you focus on the big picture.*

2. *What examples or details support the main idea? Look for evidence or important points.*
3. *Do I understand the speaker's tone or attitude? Is the speaker happy, serious, angry, etc.?*
4. *Am I confused by anything? What should I listen for next? Note unclear parts to review or ask about later.*

After Listening (Post-Listening Questions)

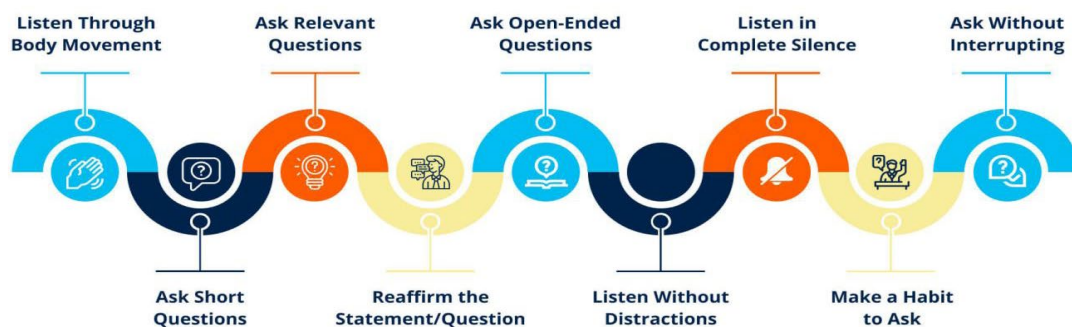
1. *What did I learn? Summarise the key ideas in your own words*
2. *Did the speaker answer my questions or confirm my predictions? Check your understanding*
3. *What questions do I still have? Use them for discussion or further research*

Tips for Better Questioning

1. Use **“WH” questions**: Who? What? When? Where? Why? How?
2. Don't wait to be asked—**ask yourself questions** to stay focused. Write your questions down if possible.
3. Be curious! Good questions help you become a better listener and thinker.

When you are involved with others in this set of scenarios, remember to offer support and encouragement. Learning to collaborate and to cooperate with others here will be central to your language development.

9 Key Questioning and Listening Skills



<https://procurementtactics.com/wp-content/uploads/2025/02/Questioning-and-Listening-Skills.jpg>

NARRATIVE



<https://youtu.be/pVXkTMj1Ut8>

Click on the link or scan the QR code to listen to the narrative.

Questions

- Where did the family go on their vacation?
- Who was driving the car?
- What didn't they have in the car?
- Why didn't the children like the destination?
- What were their parents doing at the site?

CONVERSATION

Click on the link or scan the QR code to listen to the dialogues.



<https://youtu.be/isMpyCkKuDU>

Before each dialogue, there is a question. Practise listening and answer each question.

Activity 13.1 Predicting And Answering Questions On Narratives

- Pair up with a friend and do the following activities. Click on the link or scan the QR code to listen to the narrative in 2 minutes.



<https://youtu.be/lyX-wqd0hlo>

- Pause the recording and write down at least **one question** you have about what you've heard so far.
- Call another pair and discuss your questions with them.
- Continue playing and in **1 minute**, pause and **predict the ending of the story**.
- Play the rest of the story to the end and compare your predictions with the actual ending.

2. Now answer the following questions.
 - a. Why was Tom nervous?
 - b. Why didn't Tom's parent answer his questions?
 - c. What did Tom see out of the car?
 - d. Where were his parents taking him?
 - e. What was Tom's expectation of his new home?

Activity 13.2 Listening and Sequencing Task

1. In groups of three, listen to the story and **rearrange the scrambled events** on a worksheet.

Click on the link or scan the QR code to listen to the story.



https://youtu.be/Cj-_Zfsb8HM

Scrambled Events

- a. She brought her community together.
 - b. They cleared the land, planted seeds and nurtured the plants.
 - c. She read books, watched videos and joined online forums.
 - d. She transformed her balcony into a productive space.
 - e. Maya began researching urban gardening.
 - f. Seeing the transformation of her balcony, Maya's neighbours became interested.
2. Share your answer with members of a different group for feedback.

REVIEW QUESTIONS 13

1. Listening Comprehension Passage (Narrative)

- Listen to the narrative and answer the following questions.
- Click on the link or scan the QR code to listen to the story.



<https://youtu.be/-jZY6va5D-0>

Rearrange the scrambled events.

- Eventually, he saw a red string flowing over the lake.
- Terrence and his team got into the helicopter and flew out of the lake.
- One night, a call came in.
- They were all very scared.
- They found the people just in time, and everyone was safe.
- A ship had sunk in a lake.

2. Answer the following questions.

- Why did Terrence decide to be a rescue pilot?
- Why were the passengers scared?
- How did Terrence find the survivors?
- For how many years had Terrence flown a helicopter?
- Apart from Terrence, who also had to be on board the rescue helicopter?
- How did he improve to become a better pilot?

14

CREATING EXTENSION FOR A VARIETY OF TEXTS



INTRODUCTION

Section 14 will help you learn how to create extensions for stories, poems, and passages you already know. Creating an extension means adding something new, such as an ending, diary entry, letter, or flashback, without changing the original meaning or characters. It allows you to show that you understand the text, think creatively and can connect ideas while staying true to the story.

You will read short passages, discuss themes and key elements and then write your own extensions. The activities will guide you step by step from understanding the original text to writing, sharing and revising your work.

By the end of this section, you will be able to think like a writer, imagining new parts of a story while respecting its voice and message.

KEY IDEAS

- **Extension:** Adding new parts to a story, poem or passage without changing its meaning or characters.
- **Alternative Ending:** A different way the story could end.
- **Epilogue:** A short part at the end of a story that tells what happens to the characters later.
- **Diary Entry:** A character's private thoughts written in a diary about events before, during or after the story.

CREATING EXTENSION FOR A VARIETY OF TEXTS

Creating an extension means adding new parts to a given text like a story, poem or passage, without changing its original meaning, characters or message. The added part must sound like it belongs to the original text. In other words, it must match the tone, style, and voice of the original story.

Importance of creating an extension for a variety of texts

1. Understand the original story deeply.
2. Can think creatively and critically.
3. Can use your own ideas without changing the story's meaning.
4. Your extension must make sense, add value and connect well with the original text.

Table 14.1: Types of Extension You Can Write

Types of extension	What it means
Alternative Ending	Write a new way the story could end. What if it ended differently?
Epilogue	Add a short part that tells what happens to the characters after the story ends.
Letter	A personal message from one character to another. It may reveal feelings or explain events.
Diary entry	A character's private thoughts are written in their diary. It could be before, during or after an event
Monologue	One-character talks alone, expressing his or her thoughts or feelings aloud.
Flashback	Add a memory or a scene from the past that explains or adds meaning to the main story.

How to Create a Good Extension

1. To write a powerful and meaningful extension, follow these steps:

- Understand the Original Text
- Who are the main characters?
- What is the setting?
- What is the main conflict or problem?
- What are the main themes or messages?
- What tone or mood does the story use?

2. Choose the Right Type of Extension

Decide if you want to write a letter, flashback, diary entry, alternative ending, epilogue or monologue.

3. Keep the Same Style and Mood

Use similar vocabulary, sentence structure and tone. Don't let the character sound different from the original story.

4. Think About Culture and Context

Make sure your writing fits the original setting. Consider local customs, beliefs and values if the original story includes them.

5. Use Evidence and Inference

Use clues from the original story. Your extension should support the original storyline and not go against it.

6. Be Creative and Think Deeply

You can add new ideas or moments that show a deeper understanding of the character or situation, while staying true to the message. It's often a good idea to think more and write less.

7. Edit and Revise

Check for spelling, grammar and flow. Does your extension connect well to the original?

Learning Strategies for Creating an Extension of a Text

As a learner, here are strategies that will help you write a good extension of a story, passage or poem.

1. Understand Why You Are Learning This

Know how creating an extension can help you in real life; for example, in creative writing, journalism, or literature.

2. Start with a Story You Know

Use a story or folktale you are already familiar with. It makes the task easier and more fun to work on. You will have the chance to twist the story for your purposes.

3. Study an Example

Read or listen to a short story and see how the writer builds the characters, setting and message. This helps you see how to do the same in your writing.

4. Break the Task into Small Steps: Use this simple guide to plan your extension.

Step 1: Understand the original story – Who are the main characters? What happened?

Step 2: Choose your extension type – Letter? Flashback? Diary entry?

Step 3: Plan your ideas – You can draw a story map or outline.

Step 4: Write in the same tone – Make your writing sound like the original.

Step 5: Review your work – Check it yourself or ask a classmate for feedback.

5. Be Creative

Use your imagination to explore what the characters could be thinking or what else could have happened—but always stay true to the original message.

6. Reflect on Your Work

After writing, take time to think about what you did well and what you can improve next time. This helps you grow as a writer.

7. Use Real-Life Connections

Think of how this skill can help you outside the classroom—like writing news articles, storytelling, or writing creative pieces for fun or for a career.

8. Share Your Work

Be proud of what you write. Share your extension with your class. You can read it aloud or display it during a class gallery walk.

Creating an extension of a text is not just about adding more words. It's about understanding, thinking, imagining, and staying true to the original story. Whether you're writing an ending, a diary, or a flashback, your goal is to make your writing feel like it belongs inside the original story.

Be bold. Be creative. But most importantly, stay true to the story.

Activity 14.1 Identifying Themes in Sample Text

Read the short excerpt below in your group

"You know, I've always told you that I am not like the other girls. I don't want to sit at home weaving or pounding or carrying babies on my back all day long. No! I want to work beside my husband. I want to walk the roads, carry goods to market, and make my own money. That is the kind of woman I am.

Sometimes, I wonder if I made the right choice. A wife should bring peace, not constant talk and unrest. My house is not a place of rest anymore. She argues too much, questions everything, and refuses to live like other women. Is that what a good wife does?"

- a. Underline key actions of the characters
- b. Identify the main theme from the excerpts
- c. Write a short paragraph explaining why you and your group members think the theme is important in the story.
- d. Share your thoughts with other groups.

Activity 14.2 Discussing Key Elements of A Given Text

Read the short text below with two friends and do the activities that follow

"We were told the war was for freedom, but none of us knew exactly whose freedom it was. Young men marched off with hope in their hearts, singing songs they did not understand, and fighting battles in places they had never heard of. In the end, some came back with missing limbs and broken minds, while others never returned. The village mourned quietly, not fully knowing what had been gained or lost.

Esi stood by the window, watching the trucks roll past, their tyres stirring up clouds of dust and memories. Things were not as they used to be. The songs were different. The faces were tired. The war had left holes in the hearts of many, and although the guns had fallen silent, the fear and hunger still echoed through the streets. People spoke of independence now, but even that word tasted strange on their tongues."

1. Identify and explain the following in the text you have read
 - a. Setting
 - b. Characters
 - c. Conflict/problem
 - d. Tone/mood
 - e. Literary devices
2. With your members, do the following activities:
 - a. Discuss the key element you have identified in Activity 14.1.

- b. Discuss with your group members what happened in the text.
- c. Discuss questions that need to be answered in the text read.

Activity 14.3 Creating an Extension to A Given Text

The school bell rang for the last time that term, and Kwame slung his backpack over his shoulder, ready to sprint out of the dusty compound of Aburi Senior High. But something in Ama's voice stopped him.

"Kwame," she said softly, "have you thought about what we discussed?"

He turned, his smile fading. "About Kobby?" he asked.

Ama nodded. He's been skipping classes for three weeks now, and nobody is saying anything. I heard he's been going to town every morning to help his uncle sell phone accessories in the market...

1. In pairs, write the continuation of the text below in 3 to 4 paragraphs
Be sure to:
 - a. Stay true to the characters (Kwame, Ama, and Kobby) and the school setting.
 - b. Show how the situation develops and what decision do they make?
 - c. Think about the consequences of their actions (positive or negative).
2. Share your pair work with another pair to review and revise to make your work better.
3. Give the final work to your facilitator for further review.
4. Paste the final reviewed work for your group on the classroom wall for a gallery walk.

REVIEW QUESTIONS 14

Read the story below carefully. Continue the story in 3 to 4 paragraphs. Your extension must stay true to the tone and setting of the story. Be creative and show a clear understanding of the characters and themes.

Kwame had always been fascinated by the strange drum that hung silently in his uncle's hut. It was older than anyone in the village and covered in carvings that looked like ancient symbols. The elders said it was a talking drum, one that once belonged to the great priest of Akyem Nkwanta.

One rainy afternoon, as thunder rumbled across the sky, Kwame accidentally struck the drum while sweeping the hut. To his surprise, it echoed back—not with sound, but with a voice that spoke directly to his thoughts. “Your destiny lies in the forest,” it said. Confused but curious, Kwame packed a small bag, took a torchlight, and set off toward the sacred forest behind the village...

SECTION

15

DIRECT AND INDIRECT SPEECH



INTRODUCTION

This section will focus on transforming direct speech into indirect speech and vice versa, essential skills for effective communication. You will explore how to report spoken words accurately, either by quoting them directly or rephrasing them to reflect the speaker's intent. We will give special attention to changes in pronouns, verb tenses, punctuation, and time expressions during the transformation process. You will engage in a variety of practical exercises, including dialogues, sentence conversions, and short writing tasks, to reinforce these concepts. By the end of the week, you are expected to confidently identify and apply the rules governing reported speech. This will not only strengthen your grammar and writing skills but also enhance your ability to interpret and convey information clearly in both spoken and written forms. Mastery of this topic will prepare you for more advanced language tasks and real-life communication situations.

KEY IDEAS

- **Direct Speech:** It refers to the exact words spoken by someone. These words are placed inside quotation marks (“...”) and are not changed in any way.
- **Indirect Speech:** It is also known as reported speech and tells what someone said without ‘directly’ quoting their exact words.
- **Quotation Marks (“...”):** Quotation marks are punctuation marks used to enclose the exact words spoken by someone in direct speech.
- **Reported Clause:** This is the part of the sentence that contains the message or what the speaker said. It usually comes after the reporting verb and may begin with that, if, or a question word.
- **Reporting Clause:** The part of a sentence that introduces the reported speech. It tells us who spoke and often includes a reporting verb.

DIRECT AND INDIRECT SPEECH

It is essential in English to make use of Direct and Indirect Speech. In newspapers and magazines, as well as in long narratives and in short stories, quoting the exact words used by a speaker (Direct Speech) adds immediacy to the writing. Indirect Speech is used when the precise words are not so important and often provides a summary of what has been said.

Direct Speech

Direct speech refers to the exact words spoken by a person or character. These words are repeated word for word and are placed inside quotation marks (“...”). There are no changes or interpretations, and what the speaker said is recorded just as it was spoken.

Direct speech brings writing to life. It allows the reader to hear the voice of the speaker and to experience the emotion, tone, and mood of the conversation. It is commonly used in stories, plays, essays, and real-life conversations.

Ways of Writing Direct Speech

1. The reporting clause comes first.
Reporting clause + exact words of the speaker
Example: Samuel said, "I'm going to the farm."
reporting clause speaker's exact words
2. Quoted speech comes first
Exact words of the speaker + reporting clause.
Example: "I'm going to the farm," Samuel said.
speaker's exact words reporting clause

Examples of Direct Speech

- a. "We must study hard for the exam," the headmaster advised.
- b. Ama asked, "Did you see the rainbow?"
- c. "Stop that noise!" Mother shouted.
- d. He said, "I don't understand the question."
- e. "I will join the choir," Afua said happily.
- f. Florence shouted, "There is no water in the tank."
- g. Ama said, "I'm going to the market after school."
- h. "Can you help me with my bag?" Kojo asked.

Indirect Speech

Indirect speech means reporting what a speaker has said without using quotation marks. It does not report the exact words of the speaker, but the intention is retained. In indirect speech, the sentence is often changed to fit into the speaker's perspective, usually changing tenses, pronouns, and time expressions, but the intent remains the same. Indirect speech is also known as reported speech. The structure of indirect speech is: [reporting clause] + that (could be omitted) + [reported clause (without quotation marks)]. Example: Samuel said that he was going to the farm.

Key Features of Indirect Speech

1. No quotation marks are used.
2. The tense of the verb in the reported speech often changes from present to past.
3. The word "that" is often used to connect the reporting clause and the reported clause, but it can sometimes be omitted.
4. The pronoun also changes sometimes. Example: "I" (first person) could change to "he/she" (third person) because we are reporting what the speaker (Samuel) said.
5. Time expressions like today, tomorrow, here and now may also change (sometimes) to that day, the next day, there and then, respectively.

Examples

- a. *Direct:* Kwame said, “I am tired.”
Indirect: Kwame said that he was tired.
- b. *Direct:* “We are going to the beach,” they said.
Indirect: They said they were going to the beach.
- c. *Direct:* She said, “I have finished my homework.”
Indirect: She said that she had finished her homework.
- d. *Direct:* John said, “My sister likes mangoes.”
Indirect: John said that his sister liked mangoes.

Basic Principles for Changing Direct Speech into Indirect Speech and vice versa-Direct Speech into Indirect Speech

1. Remove quotation marks and use ‘that’, ‘if’, or ‘whether’

In indirect speech, quotation marks are not used. Instead, words like “that” (for statements) and “if” or “whether” (for yes/no questions) are used after the reporting verb.

Examples

- a. *Direct:* Abena said, “I am tired.”
Indirect: Abena said that she was worn out.
 - b. *Direct:* Yaw asked, “Are you coming?”
Indirect: Yaw asked if I was coming.
2. **Change the pronouns:** Pronouns in the reported speech must match the speaker, listener, and context.

Examples

- a. *Direct:* Kumah said, “I love mathematics.”
Indirect: Kumah said he loved mathematics.
 - b. *Direct:* Afia said to me, “You must try harder.”
Indirect: Afia told me I must try harder.
3. **Change the verb tense:** Change the verb tense of the quoted speech into the past tense or from simple past to past perfect.

Direct Speech (Tense)

Indirect Speech

- | | |
|--------------------------|--|
| a. am / is → was | “I am happy.” → He said he <u>was</u> happy. |
| b. are → were | “We are late.” → She said they <u>were</u> late. |
| c. was / were → had been | “I was there.” → He said he <u>had been</u> there. |
| d. will → would | “I will go.” → She said she <u>would</u> go. |
| e. can → could | “I can swim.” → He said he <u>could</u> swim. |

Examples

Direct: “We are late,” she said. *b Direct:* “I finished the task,” he said.

Indirect: She said they were late. *Indirect:* He said he had finished the task.

4. **Time and place words in direct speech usually change in indirect speech:** Some words must be changed to fit the new context in indirect speech.
- Direct Speech Indirect Speech
 - today → that day
 - tomorrow → the next day / following day
 - yesterday → the previous day / the day before
 - now → then
 - here → there
 - this → that
 - next week → the following week

Examples

Direct: Kwabena replied, “My mother will work tomorrow.”

Indirect: He replied that his mother would work the next day.

5. **Use the right reporting verbs:** Common reporting verbs include said, told, asked, replied, explained, warned, advised, etc.

Examples

He said that he was hungry.

He told me that he was hungry.

Indirect Speech into Direct Speech

1. In direct speech, the exact words of the speaker are enclosed in quotation marks (“...”), and the first word inside the quotation must start with a capital letter.

Example

Indirect: She said that she was tired.

Direct: She said, “I am tired.”

2. Change verb tenses to reflect the speaker’s original words.

That means;

- Past tense → Present tense
- Past perfect → Past simple
- Would → Will
- Could → Can

Examples

- a. *Indirect:* He said that he was polite.

Direct: He said, “I am polite.”

- b. *Indirect:* Ama said she had finished her homework.

Direct: Ama said, “I finished my homework.”

- c. *Indirect:* She said she would come later.

Direct: She said, “I will come later.”

3. Change pronouns to reflect who originally said the words, and whom they were talking to.

Examples

- a. *Indirect:* Kabutey said that he loved fruits.
Direct: Kabutey said, "I love fruits."
- b. *Indirect:* They said that I should study hard.
Direct: They said, "You should study hard."
- c. *Indirect:* She said that her mother was a nurse.
Direct: She said, "My mother is a nurse."

Let's do some activities to assess our understanding of direct and indirect speech

Activity 15.1 Identifying Direct and Indirect Speech

1. In groups of three, read each sentence below carefully.
 - a. Ama said, "I will join the choir after school."
 - b. Kwaku mentioned that he had lost his backpack.
 - c. "Are you ready for the test?" the teacher asked.
 - d. They told us that they were moving to a new house.
 - e. She said, "My brother plays football every weekend."
 - f. "Please close the window," the boy requested.
 - g. The principal announced that there would be a staff meeting.
 - h. He asked me if I had finished my homework.
 - i. "This is the best movie I've ever seen!" Sarah exclaimed.
 - j. The doctor said that I should take the medicine twice a day.
2. Decide whether each sentence is written in direct speech or indirect speech.
3. Write down your answers in your exercise books.
4. When you are done, share your work with another group and give each other feedback on your answers.

Activity 15.2 Distinguishing Between Direct and Indirect Speech

1. Using your group from Activity 15.1, read each sentence below carefully.
 - a. Dorcas said, "I will visit my brother this weekend."
 - b. She told us that she had finished her project.
 - c. "Where are you going?" Nana Adusei asked.
 - d. The teacher said that we must revise for the test.

- d. “Don’t touch that wire!” the electrician warned.
 - e. Nana Appiah mentioned that his brother was studying in America.
 - f. “This soup tastes amazing,” Father said.
 - g. They explained that the lights had gone off at midnight.
 - h. “We are ready to present,” the group leader announced.
 - i. My sister said that she would call me later.
2. For every sentence:
 - a. Identify whether it is written in direct speech or indirect speech.
 - b. Write your answer clearly, stating “direct speech” or “indirect speech”.
 - c. Briefly explain how you arrived at your answer.
 - d. Share your answers with another group for feedback.

Activity 15.3 Speech Conversion Drill

1. In groups of four, use the dialogue provided to practise changing speech forms.
For each line of dialogue:
 - a. Identify whether the sentence is in direct speech or indirect speech.
 - b. Convert the sentence to the opposite form (direct to indirect or indirect to direct).
 - c. Discuss the changes you made. What did you change in terms of pronouns, verb tenses, time expressions, or word order?
 - d. Share one of your examples with the class and explain the rule you applied during the conversion.
2. Dialogue for Speech Conversion Drill (**Characters: Teacher, Antwiwaa, Mohammed and Esi**)

Teacher: “You must submit your homework by tomorrow.”

Antwiwaa: The teacher said that we must submit our homework by tomorrow.

Mohammed: “I forgot my homework at home.”

Esi: Mohammed said that he had forgotten his homework at home.

Antwiwaa: “Did you tell the teacher the truth?”

Mohammed: Antwiwaa asked if I had told the teacher the truth.

Esi: The teacher told us not to panic about the deadline.

Teacher: “Don’t panic about the deadline.”

Mohammed: The teacher asked who was absent yesterday.

Teacher: “Who was absent yesterday?”

Activity 15.4 Exploring Speech Through Role-Play

1. In groups of four, read the following journalistic excerpt and literary excerpt.

Title: Minister of Education Engages Students Ahead of Exams

The Minister for Education, Hon Haruna Iddrisu, paid a surprise visit to Mfantshipim School, where he addressed final-year students preparing for the upcoming West African Senior School Certificate Examination (WASSCE). During the visit, he encouraged the students, saying, “You have worked hard, and I believe you are ready. Don’t let fear take away your confidence.” He continued, “Discipline and preparation are the keys to success. Make your school proud.”

A student asked the Minister what the government was doing to improve science laboratories in schools. In response, he said, “We are investing in modern science equipment and training teachers to support practical learning. Very soon, every school will have a standard lab.”

Later, during a press briefing, the Minister added that the Ministry was collaborating with the Ghana Education Service (GES) to monitor academic performance in public schools. He stated that students’ feedback would be considered in planning future interventions. “This is not just about passing exams,” he said. “We are preparing leaders, innovators, and change-makers.”

The headmaster of the school, Very Rev. Ebenezer K. Aidoo, thanked the Minister for his visit and remarked that it had lifted the students’ spirits. She said that the school would continue to uphold academic excellence and discipline

2. In your group, do the following tasks.
 - a. Assign roles (Minister, student, headmaster, and journalist)
 - b. Perform a role-play where one person presents the direct speech (as in a news interview or dialogue), and another person reports it using indirect speech.
 - c. Identify at least three instances of direct speech in each passage.
 - d. Convert them into indirect speech, observing correct changes in pronouns, tenses, and time expressions.
 - e. Discuss the changes you made (verb tense, pronouns, time expressions).
 - f. Present your role-play to the class for feedback, demonstrating both direct and indirect versions.

Activity 15.5 Practise Indirect Speech in Pairs

1. Work in pairs and take turns asking and responding to the dialogue prompts provided.

- a. One partner should read the direct speech aloud, and the other should respond by converting it into indirect/reported speech.
- b. Switch roles after each sentence to ensure both partners practise reporting speech.
- c. After each round, discuss with your partner what changes you made and why (e.g., pronouns, verb tense, time expressions).
- d. Support each other with constructive feedback and help clarify any mistakes or misunderstandings.

Partner A (Direct Speech)

Partner B (Indirect Speech)

- i. Direct: Mavis Karikari said, "I will help you with your homework after school."
- ii. Direct: Raymond asked, "Are you coming to the party tonight?"
- iii. Direct: Madam Amanda Owusu said, "You must submit the assignment tomorrow."
- iv. Direct: Ali said, "I am reading a new book."
- v. Direct: Mother said, "Don't forget to lock the door."
- vi. Direct: "I am going to the market," said Esi.
- vii. Direct: "We watched the movie last night," they said.
- viii. Direct: "Do you know the answer?" the teacher asked.

REVIEW QUESTIONS 15

Convert sentences **1 - 3** into indirect speech and sentences **4 and 5** into direct speech.

1. Esther said, "My mother is baking bread."
2. Anane asked, "Are you going to the durbar tomorrow?"
3. "We love to watch GTV on weekends," the children said.
4. The judge said that she would hear the case the next day.
5. Kwasi mentioned that his uncle had travelled to Cape Coast.

SECTION

16

COMPOSING
CURRICULUM
VITAE/ RESUME

your
name



GRAPHIC DESIGNER

PROFILE

Innovative, graphic designer with a modern
attitude, warbling discerning of intitoralilethay,
typeGraphe and impartial desigenty,
Committed to achieving exceptional visual
communication solutions.

CONTACT

- Number
- ✉ Email
- 🌐 website



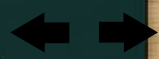
EXPERIENCES

2022 Workplace name
Senior Graphic Designer

Text description, projects, ensuring

EDUCATION

2018 University name
Bachelor of Design and
Visual Communication



INTRODUCTION

A Curriculum Vitae (CV) or Resume is a written document that shows your background, education, skills, and experience. You write a CV when you are applying for a job, scholarship, internship, or admission to a school. It helps the employer or institution know more about you and why you are a good choice for the opportunity. A good CV must be clear, well-arranged, honest, and free from errors. This lesson in the section will help you understand the parts of a good CV or Resume. You will also learn how to read, discuss, and write your own CV. You will practise by looking at sample CVs and writing one based on a job advert or scholarship offer. By the end of your reading, you should be able to create a strong CV that fits the opportunity you are applying for.

KEY IDEAS

- **Curriculum Vitae (CV):** A formal document that gives detailed information about your education, skills, and experience. Used for applying for jobs, scholarships, or admission.
- **Resume:** A shorter version of a CV that focuses on the most important and relevant information.

CURRICULUM VITAE (CV) /RESUME

A Curriculum Vitae (CV) or Resume is a formal document that gives information about a person's education, skills, work experience and achievements. It is usually written when applying for a job, internship, scholarship or admission to a school.

Your CV or Resume is often the first impression you give to an employer or institution, so it must be clear, well-organised and free from errors.

What is the Difference Between a CV and a Resume?

In many situations, both CV and Resume are used to mean the same thing. Nevertheless:

A CV is usually longer, giving detailed information about your education and experience. A Resume is usually shorter, focusing only on what is most relevant to the opportunity you are applying for. In Ghana, the two terms are often used interchangeably.

Components of a Good CV / Resume

When writing a CV or Resume, include the following parts:

1. **Personal Details:** This section shows your basic information, such as:
 - a. Full name
 - b. Address
 - c. Phone number
 - d. Nationality

2. **Profile or Career Objective:** This is a short paragraph that introduces you to the employer or school. It should tell the following.
 - a. Who you are
 - b. What you are good at
 - c. What you want to achieve in the future
3. **Educational Background:** List your schools and qualifications starting from the most recent. Include:
 - a. Name of school
 - b. Town or city
 - c. Dates attended
 - d. Subjects studied (especially at SHS level)
4. **Work Experience:** Mention any of the following
 - a. Jobs
 - b. Internships
 - c. Volunteer work
5. **Give details**
 - a. Name of organisation
 - b. Location
 - c. Period
 - d. Duties and responsibilities
6. **Skills: Write about what you can do well.**
Examples
 - a. Computer (ICT) skills
 - b. Public speaking
 - c. Teamwork
 - d. Writing and communication
7. **Achievements and Awards: Include anything you are proud of, such as:**
 - a. Academic awards
 - b. Leadership positions
 - c. Certificates of participation in competitions or projects
8. **Referees: These are people who can speak well about your commitment, attitude and work. Choose people like teachers, religious leaders or community leaders (not family members). Include:**
 - a. Their full name
 - b. Job title or position
 - c. Phone number
 - d. Email address

Sample CV / Resume Template

Your Full Name: Elikem Ewoenam

Town/City/Region/Nationality: Ho

Phone Number: 024xxxxxxx

Email Address: Eliwoe@yahoo.com

Profile / Career Objective

I am a hardworking and well-organised SHS graduate with good communication and teamwork skills. I am ready to support any work environment while learning more through practice. I am looking for a chance to use what I have studied in school, gain new skills, and improve myself.

Education Background

Senior High School Certificate (WASSCE)

Name of School: Sogakofe Senior High School

Town/City: Sogakofe

September 2020 – June 2023

Elective Subjects: Elective Mathematics, Management, Accounting, Economics

Core Subjects: English Language, Mathematics, Integrated Science, Social Studies

Junior High School Certificate (BECE)

Name of School: Dora Memorial School Complex

Town/City: Ho

September 2017 – June 2020

Subjects: English Language, Mathematics, Science, Religious Studies, Creative Arts

Work Experience

Intern – Administrative Assistant

Organisation Name: Selpat Enterprise

Town/City: Ho

July 2022 – August 2023

- Filed documents and organised records
- Assisted with preparing reports and managing schedules
- Provided support for visitors and staff

Volunteer – Community Clean-up Project

Local Assembly or NGO Name: Pencil of Hope

Location: Akome

April 2023

- Participated in organising and leading a sanitation campaign
- Educated residents on proper waste disposal methods
- Skills
- Proficiency in Microsoft Word, Excel and PowerPoint
- Excellent written and oral communication skills
- Good leadership and teamwork abilities
- Time management and attention to detail

Achievements and Awards

- Best Student in English Language – 2023
- Certificate of Participation – 2023 Ghana National Essay Competition
- Assistant School Prefect – 2022/2023 Academic Year

Referees

Mr. Benjamin Orrison Akrono

English Tutor, Islamic Girls' SHS, Suhum 020XXXXXXX Ben18@gmail.com

Ms. Perfect Selasi Quarshie

Assembly Member

Community Name

024XXXXXXX

perfqselasi123@gmail.com

Important Note

A CV for a job may be slightly different from a CV for a scholarship. The structure is mostly the same, but you must adjust some sections to match the purpose.

- *A job CV may focus more on work experience and skills.*
- *A scholarship CV may focus more on academic achievements and interests.*

Points to Note When Writing a CV / Resume

When writing your CV or Resume, keep the following important points in mind to make it clear, organised and suitable for the purpose:

1. Use the Correct Format
 - a. Follow a simple and neat structure with clear headings.
 - b. Use the British format (e.g., write dates as "June 2023", not "06/23").

2. Keep It Short and Relevant
 - a. Your CV should be one to two pages long.
 - b. Include only information that is relevant to the opportunity you are applying for (job, scholarship, or internship).
3. Start with the Most Recent Information: For education and work experience, list the most recent first and move backwards. This draws focus to your major strengths.
4. Use Formal and Polite Language
 - a. Avoid slang or casual expressions.
 - b. Write in full sentences or use clear bullet points for your duties and skills.
5. Be Honest
 - a. *Never* include false information. Truth is vital even though you are ‘selling yourself’.
 - b. Write only what you have truly done or achieved.
6. Check Spelling and Grammar before you send it off.
 - a. Make sure your writing is free from spelling, punctuation and grammar mistakes.
 - b. Ask a teacher or friend to read through and give honest feedback.
7. Use Action Words: Begin points in the work experience section with action words like: Organised, Filed, Participated, Assisted, Managed, and Presented.
8. Choose Referees Carefully: Your referees should be people who know your personality and abilities well, such as teachers, religious leaders or community leaders.
9. Use a computer if Possible: If you have access to a computer, type your CV using a word processor like Microsoft Word.
 - a. Format it well using:
 - b. Bold for headings
 - c. Clear font (e.g., Arial or Times New Roman)
 - d. Proper spacing and bullet points
10. Update Your CV Regularly
 - a. Add new achievements, certificates or work experience when they occur.
 - b. Remove outdated information that is no longer relevant.

These points will help you prepare a strong CV or Resume that creates a good impression and increases your chances of success when applying for any opportunity.

Scan the QR code or click on the link below to watch a video on writing CVs/Resumes.



<https://www.youtube.com/watch?v=QhYvD0RGCHc&t=42s>

There is a range of excellent advice in the QR code selection above.

Activity 16.1 Identifying Key Components In Sample CV/Resume

Your facilitator will give you two sample CVs/Resumes

1. In your study groups, identify all key components of the CV/Resume
2. Evaluate the sample CV/Resume to identify the strengths and weaknesses
3. In pairs, rewrite any poorly written CV/Resume
4. Share the group's work with other group members

Activity 16.2 Composing CV/Resume

1. You have seen a job advertisement in a local newspaper below.

Compose a CV that highlights your qualifications, skills, and experience that match the job.

Job Title: Shop Assistant

Location: GhanaMart Supermarket, Ho

Requirements: SHS graduate, good communication skills, basic computer knowledge, willingness to work flexible hours.

2. You are applying for a scholarship to study a diploma programme at a local tertiary institution. The scholarship is awarded to students who show academic promise and leadership potential. Write a CV to support your scholarship application.

REVIEW QUESTION 16

A local NGO, Youth for Change Ghana, has posted this job advert:

Job Title: Programme Assistant

Requirements: SHS Graduate, ability to communicate with community groups, basic IT skills, experience in organising events or outreach programmes.

Write a CV or resume that matches this job posting.

SECTION

17

CONVERSATION/ COMMUNICATION



INTRODUCTION

Let's Talk About What Matters

This week, we will engage in conversations that go beyond the textbook. From climate change, youth unemployment to education policies. We'll explore real issues shaping your life and the world around you.

You'll ask big questions, look at the "why" behind the problems, and think critically about possible solutions. This lesson is designed to help you share your views with confidence, use facts and evidence to support your ideas, and listen respectfully to opinions that differ from yours.

Through debates and discussions, you'll grow your skills in reasoning, empathy, and clear communication qualities that matter in school, work and life.

This is your chance to speak up, think deeply, and be part of real-world problem-solving. Are you ready to explore what matters most?

Let's get started.

KEY IDEAS

- **Critical questions** are deep, thoughtful questions that help us to understand a topic better by exploring different sides or looking for reasons.
- **Evidence** is proof or support for an idea, opinion, or argument. It helps to show that something is true.
- **Fact** is a piece of information that is true and can be proven.
- **Topical Issues** are current problems or events happening in society that people are talking or arguing about.

CRITICAL QUESTIONS ON TOPICAL ISSUES

Topical issues are current, important events or problems that people are talking about and debating. These can be local (happening in your community), national (across your country), or global (affecting the whole world). They often relate to things like:

1. Governance
2. Health
3. Education
4. The environment
5. The economy
6. Social challenges

Issues That Impact People's Lives

These issues usually impact people's lives and attract a lot of public attention. Here are some current issues affecting communities in Ghana and around the world:



1. **Youth and Drug-Related Challenges:** Rising cases of substance abuse and its impact on young people's health, education, and future.
2. **Illegal Mining (Galamsey):** Unregulated mining activities that destroy the environment and pollute water bodies.
3. **Flooding in Ghana:** Frequent floods due to poor drainage systems, urban planning, and climate change.
4. **Mental Health Awareness:** A growing need to address depression, anxiety, and emotional well-being, especially among youth.
5. **Corruption and Accountability in Public Office:** The misuse of power and public resources, and efforts to promote transparency.
6. **Gender-Based Violence:** Violence directed at individuals based on their gender, including domestic abuse and harassment.
7. **Teenage Pregnancy:** Pregnancy under the age of twenty. It has an impact on education, health, and future opportunities for young girls.
8. **Energy Crisis and Power Supply Issues:** Challenges with electricity generation and distribution (e.g., "dumsor" in Ghana).
9. **Plastic Pollution and Waste Management:** The poor disposal of plastics and limited recycling efforts cause environmental problems.
10. **Access to Quality Education:** Inequalities in education due to location, income, or disability.
11. **Fake News and Misinformation:** The spread of false information on social media and its effect on public opinion and safety.



Figure 17.2: Image showing a Galamsey site

Click on the link or scan the QR code below to watch a documentary on plastic waste



<https://youtu.be/qgGToWC11yA>

Critical Questions

Critical questions don't just ask for facts; they make you think more deeply. They require analysis, reasoning, and evidence. These questions help you explore causes, effects, and possible solutions.

Examples of critical questions

1. Poor Sanitation
 - a. What are the root causes of poor sanitation in urban and rural communities?
 - b. Whose responsibility is it to improve sanitation - government, individuals, or both?
2. Food Security
 - a. What factors threaten food security in Ghana today?
 - b. How can local farming methods be improved to meet future food needs?
3. Flooding in Ghana
 - a. What role does poor planning play in repeated flooding?
 - b. How can communities prepare better for flood disasters?
4. Illegal Mining (Galamsey)
 - a. Why do people continue to engage in galamsey despite the known dangers?
 - b. Is banning illegal mining enough, or should other solutions be explored?
5. Migration and Refugee Crisis
 - a. What are the main reasons young Africans risk their lives to migrate to Europe?
 - b. How does migration affect both the home and host countries? How best do you think host countries should prepare for the new arrivals?

Tips on Using Facts and Evidence to Discuss Topical Issues

1. Know What Counts as a Fact or Evidence
 - a. Facts are statements that can be proven true (e.g., statistics, historical dates, scientific results).
 - b. Evidence includes facts, examples, quotes, reports, or real-life cases that support your point.

Example: "According to UNICEF, poor sanitation causes 70% of child diseases in Ghana."

This is a fact-based statement that strengthens your argument

2. Do Research Before You Speak or Write
 - a. Use reliable sources like news articles, research reports, government websites, and expert opinions.
 - b. Don't just rely on your opinion—back it up with facts.
3. Connect the Evidence to Your Main Point: Don't just throw in a fact; explain why it matters.

Example: "Galamsey has polluted over 60% of Ghana's rivers. This shows how illegal mining is not just about money—it's destroying our drinking water."

4. Use Real-Life Examples: Add case studies, stories, or news events to show the issue in action.

Example: "In 2022, Accra experienced major floods that displaced hundreds. This highlights the real danger of poor urban planning."

5. Practise Explaining Facts in Your Own Words: Don't just copy from a source; summarise it in your own words.

Original: "Climate change has led to unpredictable rainfall."

Your version: "Because of climate change, farmers don't know when to plant anymore. The rains come late or not at all."

Activity 17.1 Discussing Topical Issues

In groups of four, watch the short clip on flooding in parts of Accra. Click on the link or scan the QR code to watch the video on flooding in parts of Accra.



https://youtu.be/H_MPEyjZChY

Take turns to state your opinion on the issue. From your friend's opinion, agree by adding a reason, explanation or disagree by respectfully explaining why.

Activity 17.2 Using Questions to Analyse Issues

1. Your teacher will provide topic cards for this activity, or you can write the following topics on sheets or cards.
 - a. Youth and drug-related issues

- b. Illegal mining
 - c. Food security
 - d. Migration and refugee crisis
2. In pairs, take turns doing the following activities.
- a. Call another pair and pick one topic card at random. Read your chosen topic aloud, then speak briefly on the issue in two minutes.
 - b. Pose two questions on your topic that require analysis of facts to the other pair.
 - c. Listen carefully as they respond using logical reasoning, evidence, and real-world references, and share your views.

Activity 17.3 Debate Challenge

In groups of six, do the following activities.

1. Split each group into two sides, with three members on each side. Have a ballot on which side speaks for or against the motion, and debate on the topic below.

**The Use of Mobile Phones Should Be
Banned in Senior High School**

2. Take turns presenting your arguments, listening to counterpoints, and responding with logical reasoning while respecting different opinions.

REVIEW QUESTIONS 17

1. Discuss how corruption affects young people's trust in leadership and what steps can be taken to reduce corruption in Ghana.
2. 'Single-use plastics should be banned in Ghana to protect the environment.' Advance your argument for or against the motion.

18

INTONATION (MEANING OF UTTERANCES)



INTRODUCTION

In this section, we will revise what we learned earlier about intonation, how the rise and fall of our voice affects the meaning of what we say. Intonation helps us express emotions, ask questions, make statements, and show how we feel about what we are saying. Even when the words stay the same, our tone can completely change the message. By the end of this section, you should be able to recognise different intonation patterns and use them effectively in your own speech. You will take part in activities that involve matching, listening, speaking, and interpreting meaning through voice movement. These tasks will help you speak more clearly, naturally, and confidently in different situations.

KEY IDEAS

- Intonation: The rise and fall of the voice when speaking, used to express meaning, emotion, and sentence type.
- Rising Intonation (): A voice pitch that goes up at the end of a sentence. Often used for yes/no questions and uncertainty.
- Falling Intonation (): A voice pitch that goes down at the end of a sentence. Common in statements, commands, and wh-questions.
- Rising-Falling Intonation ( ): The voice goes up and then down. Used to show interest, emphasis, or list items.
- Falling-Rising Intonation ( ): The voice drops and then rises. It usually expresses doubt, hesitation, or contrast.

INTONATION (MEANING OF UTTERANCES)

We explored the topic Intonation (Forms, Patterns and Meaning) in detail in section 4. We learned how the rise and fall of our voice can change the meaning of what we say, show our emotions, and help listeners understand us better.

We are going to revise what we learned. The aim is to refresh your memory, reinforce your understanding, and help you use intonation correctly in your everyday speech and classroom activities.

Pay close attention, practise saying the examples aloud, and get ready for some short activities to check your understanding.

Intonation is the rise and fall of the voice when we speak. It adds meaning, emotion, and clarity to our spoken words. Even when we use the same words, the way our voice moves can change what we mean.

Types of Intonation Patterns

1. Rising Intonation (): The voice goes up at the end. Common in yes/no questions, and when we are unsure.

Example: Are you coming? 

2. Falling Intonation (↘): The voice goes down at the end. Used in statements, commands, and wh-questions.
Example: I'm going home. ↘
3. Rising-Falling Intonation (↗ ↘): The voice rises and then falls. Used in lists, conditional sentences, and to show interest or strong feelings.
Example: I bought apples, oranges, and bananas. ↗ ↘
4. Falling-Rising Intonation (↘ ↗): The voice falls then rises. Shows doubt, uncertainty, or contrast.
Example: Well... maybe. ↘ ↗

Functions of Intonation

1. Helps us tell if a sentence is a statement, a question, or a command.
Example:
You're ready. ↘ (statement)
You're ready? ↗ (yes/no question)
2. Shows how a speaker feels (happy, surprised, doubtful).
Example:
Really? ↗ (surprised or unsure)
Really! ↘ (certain)

Table 18.1: Types of intonation in sample sentences

Sentence	Intonation Type	Meaning / Use
He's a doctor	Falling (↘)	Statement
Is he a doctor?	Rising (↗)	Yes/No Question
I think so...	Fall-rise (↘ ↗)	Doubt or uncertainty
Absolutely not!	Rise-fall (↗ ↘)	Strong emotion or emphasis

Intonation is not about what you say, but how you say it. It can change meaning, show emotion, and make your speech clearer and more natural.

Scan the QR code or click on the link below to practise more on intonation



<https://www.youtube.com/watch?v=jIPb2nVbvlc>

Activity 18.1 Matching Intonation Pattern to Correct Intonation Pattern

Match each sentence with the correct intonation pattern. Then say them aloud with the correct voice movement with a friend.

1. Can you help me?
2. Take your books.
3. Well, I don't know...
4. I love mangoes, pineapples, and pawpaw.
5. He said she cheated the teacher.

Activity 18.2 Identifying Intonation Pattern from Audio/Conversation Drill

1. In your group, read or listen to the conversation below and identify the different intonation patterns used.
2. Discuss with your group members the effects the intonation pattern had on the sentence's meaning.
3. In pairs, write at least five sentences for each intonation pattern and mark them with arrows
4. Read your sentences aloud while other group members guess the pattern and their purpose.

Conversation

Ama: Is this the bus to Cape Coast?

Kofi: Yes, it is.

Ama: Oh, great! Do you know when it will arrive?

Kofi: Not exactly... but it should be here soon.

Ama: Hmm... I hope so. It's getting late.

Kofi: Well... you could take a taxi instead?

Ama: A taxi? That would cost too much!

Kofi: True. But it's faster.

Ama: I guess I'll wait for the bus then.



Click to listen.mp3

Activity 18.3 Using Intonation to Interpret Varied Sentence Structures

1. In pairs, read each sentence below aloud using different intonation patterns to change the meaning.
2. Discuss with your pair how each intonation affects the interpretation of the sentence.

Sample Sentences

- a. You're going.
- b. Really.
- c. I didn't say he stole the money.
- d. That's fine.
- e. You can go now.

Sentence 1 is done for you as an example

You're going.

Rising (↗): You're going ↗ ? (Surprised question)

Falling (↘): You're going ↘ . (Statement of fact)

REVIEW QUESTIONS 18

Fill in each blank with a sentence that matches the intonation cue in brackets.

1.

A: Did you hear the latest news? ↗

B: _____ ↘ ↗ (Uncertainty)

A: It's all over the radio! ↘

B: _____ ↗ ↘ (Surprise/Excitement)

2.

A: You're coming to the party, right? ↗

B: _____ ↘ (Agreement)

A: Great! Make sure to bring your dancing shoes. ↘

B: _____ ↘ ↗ (Playful Doubt)

3.

A: What do you think of the movie? ↗

B: _____ ↘ ↗ (Mixed Feelings)

A: Really? I thought it was amazing! ↘

B: _____ ↗ ↘ (Strong Opinion)

4.

A: Can we finish this today? ↗

B: _____ ↘ (Assurance)

A: Okay, let's get started. ↘

B: _____ ↗ ↘ (Motivation/Excitement)

SECTION

19

WRITING
BUSINESS
PROPOSALS

INTRODUCTION

In this section, you will engage in hands-on, collaborative activities aimed at developing business proposals that address real-life challenges within your school or community. Through guided class discussions and analysis of sample proposals, you will learn to distinguish clearly between a business proposal and a business plan. In your groups, you will brainstorm ideas, select a relevant problem, and develop creative solutions. You will then organise your ideas into a clear and convincing proposal, using visual aids to support your presentation. Throughout the process, you will practise teamwork, critical thinking, and persuasive communication. These lessons are not only meant to improve your understanding of business writing but also to prepare you with important life skills such as planning, presenting, and problem-solving. By the end of the week, you should be able to present a proposal with real confidence that responds to real needs, demonstrating your creativity and readiness for future academic and entrepreneurial tasks.

KEY IDEAS

- **Budget:** A plan showing how money will be earned and spent.
- **Business Proposal:** A formal document that explains a business idea and aims to convince others to support it.
- **Executive Summary:** A brief section that highlights the key points of a proposal.

WRITING BUSINESS PROPOSALS

A business proposal is a written plan that explains a business idea or project in detail. It is like a pitch that shows how your idea can work and why it is worth supporting. Imagine you want to start a small business, perhaps selling handmade crafts, organising clean-up services in your community, or offering tutoring for younger students. A business proposal would help you explain your idea clearly to others, such as teachers, investors, or community leaders.

It includes important information like what the business is about, who your target customers are, what resources you need, how much it will cost, and how you expect to make a profit. It also highlights what makes your idea unique and how it can benefit others if they are attracted to it. Writing a good business proposal requires creativity, planning, and clear communication. It helps you organise your thoughts and persuade others to support or invest in your business idea.

Key Components of a Business Proposal

When writing a business proposal, it is important to include specific parts that clearly explain your idea and how it will work. These key components help others understand your plan, see its value, and decide whether to support or invest in it. Below are the main parts you should include in your business proposal:

Business Idea

This is the foundation of your proposal. It describes what your business is about. What product or service will you offer? Is it a snack shop, a cleaning service, mobile phone repairs, or tutoring for younger students? Be clear and creative. State the name of the business, what it does, and why it is needed in your school or community.

Target Market

Explain who your customers will be. These are the people you expect to buy your product or use your service. Are they classmates, teachers, parents, or community members? Be specific about their age group, interests, or needs. Understanding your target market helps you design a business that truly serves others.

Marketing Plan

Your business idea will only succeed if people know about it. This explains how you will promote your business to attract customers. Will you use posters, school notice boards, word of mouth, social media, or announcements? Describe the tools and methods you will use to advertise and persuade people to support your business.

Financial Plan

Money matters. Here, you outline the estimated costs of starting and running your business. What materials or equipment will you need to buy? How much will each item cost? How will you price your product or service? How much income do you expect to make in a week or month? This section shows whether your idea is affordable and profitable.

Operations Plan

This part explains how the business will be run day to day. Who will be responsible for which tasks? What tools or supplies will be needed? Will you need a team, or can you run it alone? How often will the business operate: daily, weekly, or only on special days? A good operations plan makes your proposal practical and realistic.

Importance of a Business Proposal

A business proposal is more than just a written document. It is a powerful tool that helps bring a business idea to life. Whether you are proposing a small school-based project or a real business in your community, understanding the importance of a business proposal will help you become a better planner, communicator, and problem-solver. Below are three key reasons why a business proposal is important:

A Business Proposal Clarifies Your Idea

Before starting any business, it is important to fully understand what you want to do. Writing a proposal allows you to think deeply about your business idea. You are forced to ask questions like, 'What is my product or service?' Who will buy it? How will I deliver it? In this process, you may discover gaps in your thinking or challenges you hadn't considered. This clarity helps you strengthen your idea before taking action.

It Helps You to Prepare

A business proposal requires you to plan. You must think about costs, target customers, needed resources, and how to make a profit. This preparation helps you stay focused

and organised when the business begins. A proposal also serves as a reference guide, helping you track your progress and make improvements when necessary. Being prepared increases your chances of success and reduces the risk of failure.

It Persuades Others

One of the main purposes of a business proposal is to convince others. Whether you are seeking permission from school authorities, support from your community, or investment from sponsors, a strong proposal can make a big difference. If your proposal is clear, detailed, and well-presented, it can persuade others that your idea is worth supporting. This can open doors to funding, partnerships, and useful advice.

A Simple Business Proposal

A business proposal shows what you want to do, how you will do it, and why it will succeed. A proposal is important because it helps you think carefully about your idea, prepare for challenges, and persuade others to support you. Below is an example of a simple business proposal and what each part means.

1. **Business Idea:** This is a short description of what your business will do. E.g., To sell homemade baked goods such as cupcakes and cookies at school or in the neighbourhood.
2. **Target Market:** This tells who your customers will be. E.g., Classmates, teachers, and neighbours.
3. **Marketing Plan:** This document explains how you will promote your business, so people know about it. E.g., Create posters and flyers to advertise, and use social media to promote the business.
4. **Financial Plan:** This shows the costs to start the business, how much you will charge, and how you will make a profit. E.g., Estimate the cost of ingredients and baking supplies, then set a price for each item that covers costs and gives a profit.
5. **Operations Plan:** This explains how the business will run day-to-day. E.g., Bake goods at home and sell them during lunch or snack breaks at school.

How to write a business proposal

A business proposal is a formal document that presents your business idea to potential investors, partners, or clients, intending to persuade them to support, fund, or collaborate with you. Writing a clear and well-structured business proposal increases your chances of gaining approval and achieving your goals.

Before writing, you must have a solid understanding of your business concept.

- a. State what product or service you intend to provide. Be specific and avoid vague descriptions.
- b. Know exactly who your customers are (e.g., age, location, interests) and the problems they face.
- c. Highlight what makes your business different from others and why people should choose you over competitors.

Conduct Market Research

Good proposals are backed by facts, not guesses.

- a. Gather data and insights: Study your target market size, customer preferences, industry trends, and competitors. Use surveys, interviews, and online research.
- b. Analyse your findings: Identify gaps in the market, potential demand, and possible threats.
- c. Purpose: This shows that your business idea is realistic and has growth potential.



Figure 19.1: Image showing steps in writing business proposals

Create a clear structure before writing. A typical business proposal may include:

Table 19.1: Content of a typical business proposal

Executive Summary	Brief highlights of the whole proposal.
Company Description	Who you are and what you do.

Problem Statement	The issue or need you are addressing
Solution Overview	How your product/service solves the problem
Market Analysis	Data and insights about the industry and customers
Financial Projections	Expected income, costs, and profitability
Implementation Plan	Steps and timelines for execution.
Conclusion	A final persuasive summary

Summarise your business idea, goals, and why it matters. Highlight key benefits: Investors or readers should see the value at a glance.

Write Your Company Description: Introduce your company by providing background details. When and how the business started, and its structure. State your purpose, long-term goal, and values. Build credibility by highlighting achievements, awards, or relevant experience.

Write Your Problem Statement: Clearly state the problem or opportunity. This is the need your business will address. Explain how this problem affects your target audience's lives, productivity, or well-being. Make it clear why solving it now is important.

Activity 19.1 Identifying Local Needs for Business

1. What are some local needs you have identified in your school or community?
2. Why do you think addressing them would benefit your school or community?
3. From the real-life examples discussed, which one would your group choose to develop further?
4. What key reasons support your choice?
5. What differences can your group identify between a business proposal and a business plan?
6. Why do you think it is important to understand these differences before starting a business?

Activity 19.2 Evaluating Sample Business Proposals

In groups of three, read the two business proposals below.

Sample Business Proposal 1

Business Name: Healthy Bites School Canteen

1. *Executive Summary*

Healthy Bites aims to provide nutritious and affordable meals for students at

Abuakwa State College. By replacing junk food with balanced meals, the canteen will promote healthy eating habits and improve student well-being.

2. *Company Description*

Healthy Bites will be a school-based canteen run by a team of students and supervised by a teacher. Our mission is to encourage healthy lifestyles through accessible, tasty, and affordable meals.

3. *Problem Statement*

Currently, most food sold around the school consists of fried snacks and sugary drinks. This leads to unhealthy eating patterns, low energy levels during classes, and poor concentration among students.

4. *Proposed Solution*

Healthy Bites will offer fresh fruit juices, whole-grain sandwiches, salads, and locally prepared meals at affordable prices. The menu will rotate weekly to ensure variety and balance.

5. *Market Analysis*

A recent student survey revealed that 80% of learners are willing to buy healthier food if it is affordable and tasty. Competitors are limited to small kiosks selling less healthy options.

6. *Financial Projections*

Start-up Cost: 1,200 (for equipment, utensils, and initial stock)

Monthly Sales Target: GHS 2,000

Expected Profit: GHS 500 per month after expenses.

Sample Business Proposal 2

Business Name: Kwabotwe Printing Services

1. *Executive Summary*

Kwabotwe Printing Services will provide affordable printing and photocopy services within Mfantshipim School. This business will save students and teachers time and money by offering quick and reliable document services without leaving the school premises.

2. *Company Description*

Kwabotwe Printing Services will be managed by a group of entrepreneurial students under the supervision of the Business Studies Department. Our mission is to make academic document preparation easy, affordable, and accessible for the entire school community.

3. *Problem Statement*

Students and teachers currently travel outside the school to print or photocopy documents. This is time-consuming and costly, especially during peak academic periods like examinations.

4. *Proposed Solution*

Kwabotwe Printing Services will operate a small printing station within the

school. Services will include black-and-white printing, photocopying, and basic document formatting. Competitive prices will make the service affordable for all.

5. *Market Analysis*

A quick survey showed that 95% of students and teachers use printing or photocopying at least twice a month. Currently, the nearest service is 15 minutes away from the school, leading to delays and disruptions.

6. *Financial Projections*

Start-up Cost: GHS 2,500 (for printer, photocopier, paper, ink)

Monthly Sales Target: GHS 1,800

Expected Profit: GHS 400 per month after expenses

7. *Implementation Plan*

Week 1: Purchase and set up equipment.

Week 2: Advertise services through posters and announcements.

Week 3: Begin operations and offer a 10% discount for the first week.

Questions

- How would you rate the sample business proposals in terms of clarity, feasibility, grammar, format, and persuasiveness?
- What are the main strengths of the proposals?
- What are the weaknesses, and how could they be improved?

Activity 19.3 Innovative Ideas for Local Problems

In pairs, discuss a business idea that can solve the stated problem in Activity 19.2.

- How does your idea address the problem effectively?
- Share your idea with the class for feedback.
- What feedback did you receive from the class, and how will you use it to improve your idea?

Activity 19.4 Business Proposal Presentation in Pairs

In pairs, present your business proposal to the class as if you are pitching to potential investors.

- Use visual aids such as posters or slides to make your presentation clear and engaging.
- Listen carefully to the constructive feedback given by your classmates and the teacher during your presentation.
- Note the feedback and plan how you will improve your proposal or presentation based on it.

REVIEW QUESTION 19

Research and write a short business proposal for a small business you would like to start in your school or community. Include at least four key sections:

- a. Problem
- b. Solution
- c. Target Market
- d. Estimated Budget

SECTION

20

PERSONAL STATEMENT/ STATEMENT OF PURPOSE



INTRODUCTION

A personal statement is a short formal essay that tells others about you, your background, achievements, interests, and plans. You usually write it when applying for a university course, scholarship, internship, or special programme. It helps the school or organisation understand who you are, why you are interested in the opportunity, and what makes you a good candidate. A strong personal statement can make you stand out from other applicants, especially when many people have similar grades. In this section, you will learn the key parts of a personal statement, how to plan and write one, and how to explain your goals clearly and confidently. You will also study examples, work in pairs or groups, and write your own personal statement step by step. Just like the CV production earlier, tell the truth, use a critical reader, and remove all inaccuracies from the work.

KEY IDEA

Personal Statement: A short formal essay that explains who you are, what you've done, and what you hope to do, often used for school or job applications.

PERSONAL STATEMENT/STATEMENT OF PURPOSE

A Personal Statement or Statement of Purpose is a formal essay that talks about who you are, what you have done, and what you hope to do in the future. It is usually written when you are applying for:

- A university or college programme (undergraduate or postgraduate),
- A scholarship,
- An internship, or
- A professional or exchange programme.

This statement helps the institution or organisation know more about you, your background, goals, interests and reasons for applying.

Your personal statement is often the first impression you give to an admissions committee or employer. A strong statement can help you stand out from other applicants, especially when grades and qualifications are similar.

Ask yourself these important questions before writing your personal statement

- What is the purpose of the statement?
Are you applying for a university course, a scholarship, or an internship?
- What field or subject are you interested in?
example, Science, Business, Medicine, Engineering...

- c. Which school or institution are you applying to?
Name of the university or organisation.
- d. What is your academic background?
Subjects you studied and any awards or achievements.
- e. What are your future goals?
What do you hope to achieve in your career or life?

Structure of a Good Personal Statement

A personal statement usually has four main parts:

1. **Introduction:** Introduce yourself and state the programme you are applying for. Mention your interest or passion in that field.
2. **Education and Experience:** Talk about your school background and subjects you were good at. Include any projects, research, or internships that gave you practical experience.
3. **Skills and Activities:** Mention any clubs, volunteer work or jobs you have done. Talk about the skills you learned (e.g., leadership, teamwork, communication).
4. **Future Goals:** Explain what you want to achieve in the future. Say why the programme you are applying for will help you reach your goals.

Sample Personal Statement

My name is Ama Mensah. I would like to apply for the Bachelor of Science in Nursing programme at the University of Ghana. I have always been passionate about helping people and learning how the human body works, which is why I am interested in studying nursing.

I completed my WASSCE at E. P. C Mawuko Girls Senior High School, where I studied General Science. I performed well in subjects like Biology, Chemistry and Integrated Science. During school, I developed a strong interest in healthcare and human biology, which led me to do a holiday attachment at a local clinic in my community. This gave me hands-on experience and helped me understand the real-life work of nurses.

Aside from academics, I was the assistant health prefect and a member of the Red Cross Club, where I took part in health outreach programmes and peer education. These activities helped me develop my leadership and communication skills.

I believe the Nursing programme at the University of Ghana will give me the right knowledge and training to become a professional nurse. I am especially excited to learn from experienced lecturers and use the school's modern laboratories.

My dream is to become a community health nurse and help improve healthcare delivery in rural areas. I believe this programme is a great step towards achieving that goal.

Thank you for considering my application.

Sincerely,

Ama Mensah

Tips for Writing Your Personal Statement

1. Use clear and simple English.
2. Be honest about your experiences.
3. Keep it formal avoid slang or casual language.
4. Use the first person (I, my).
5. Make sure your statement is well organised and easy to read.

Activity 20.1 Explaining Key Features and Usefulness of Personal Statement

1. In your study groups, explain the key features of a Personal Statement.
2. Discuss the usefulness of Personal Statements
3. Share your discussions with other group members

Activity 20.2 Analysing Written Personal Statement

Your facilitator will give you samples of Personal Statements

Use the sample statements to do the following:

1. Work in pairs, label each part of the statement.
2. Highlight specific language choices such as verbs, transition words, and formal tone.
3. Discuss with your partner what makes the tone of the statement formal.

Activity 20.3 Drafting Personal Statement

1. In pairs, plan and draft a personal statement using the sample statement provided for **Activity 20. 2** above.
2. Take turns to review each other's drafts, focusing on clarity, structure, tone and relevance.
3. Present your work to your facilitator for final review.

REVIEW QUESTION 20

You are applying for a youth leadership programme.

In not more than 200 words, write a personal statement that highlights the following:

1. Your background and interests
2. Your achievements (academic or extracurricular)
3. Your goals and what you hope to achieve through the opportunity
4. Why you are a good candidate for the programme

ANSWERS TO REVIEW QUESTIONS 1

1. Disyllabic nouns and adjectives typically have stress on the **first syllable**.

Examples

- a. TAbLe (noun)
- b. HAPpy (adjective)

2. Incorrect stress can lead to misunderstanding because listeners might confuse the word class or not recognise the word at all.

Example: Saying REcord (noun) instead of reCORD (verb) in the sentence “*I will reCORD the meeting*” might confuse the listener.

3. Words like record, present, and conduct change meaning depending on where the stress is placed.

REcord (noun): The main office has a complete academic RE-cord of each student.

reCORD (verb): Please reCORD the show for me.

PREsent (noun): She received a lovely PREsent.

preSENT (verb): I will preSENT my project tomorrow.

CONduct (noun): His CONduct was excellent.

conDUCT (verb): They will conDUCT an experiment

4. Stress is crucial for clear communication. In a setting like Ghana, where we have lots of languages, correct stress helps distinguish English words and avoids confusion with local language patterns. Misplaced stress can lead to miscommunication, especially when English is not the first language of the listener.

The Role of Youth in Environmental Protection

1. Environmental problems mentioned include deforestation, illegal mining (galamsey), plastic waste pollution, and climate change.
2. The youth are many in number, full of energy and ideas, and can drive change through action and advocacy.
3. Students can:
 - a. Start environmental clubs
 - b. Organise clean-up campaigns
 - c. Promote education on proper waste disposal
4. Social media can be used to raise awareness, advocate for environmental policies, and share creative solutions to environmental problems.

5. The phrase “a shared responsibility” means everyone, not just the government or organisations, must take part in protecting the environment.
6. Eco-friendly lifestyle choices include avoiding single-use plastics, recycling, using reusable items, and supporting eco-conscious businesses.
7. The main purposes are to highlight the role of the youth in environmental protection and to encourage them to take action.

ANSWERS TO REVIEW QUESTIONS 2

Phrases

"In recent years" – *Prepositional phrase*- Acts as an adverb, showing time.

It modifies the verb phrase 'have adopted'

"In Ghana" – *Prepositional phrase* - Acts as an adverb, showing place.

It modifies the verb phrase 'have adopted'

"Learning through apps and videos" – *Noun phrase* - *Subject of the verb phrase 'has become'*

"in urban schools" – *Prepositional phrase*-Acts as an adverb, emphasizing location.

It modifies the verb phrase 'has become'

"In such environments" – *Prepositional phrase* -Acts as an adverb, showing place or condition.

"Digital learning tools" – *Noun phrase* -Object of the verb "adopted".

"Online platforms" – *Noun phrase*- Object of the verb "relied".

"Digital devices" – *Noun phrase*- Object of the verb "own".

"Digital literacy" – *Noun phrase*-Object of the preposition "in"

Clauses

Subordinate (relative) clause: "*that lack internet access*"

Function: It qualifies the noun "schools".

Subordinate (adverbial) clause: "*Since not all families own digital devices*"

Function: It modifies the verb phrase 'are unable to participate'.

Subordinate (relative) clause: "*who are trained in digital literacy*"

Function: It qualifies the noun "teachers".

ANSWERS TO REVIEW QUESTIONS 3

Sample Live Commentary – Football Match (Sports Register)

1. *Welcome, ladies and gentlemen, to this thrilling encounter between Kumasi Lions and Accra Warriors! It's a bright afternoon here at the Baba Yara Stadium, and the atmosphere is electric. And we're off! The Lions take early control – Morris Yendu with a brilliant run down the left flank... He crosses... and OH! It's a diving header from Raymond Acheampong Danso JUST WIDE! What a chance!*

Accra Warriors aren't backing down. What an opportunity! Accra Warriors are not backing down. Midfielder Fiifi Ambrose delivers a splendid through ball – it's Ekow Ocran in a one-on-one situation with the goalkeeper... he takes the shot... GOAL!!! What a remarkable strike! GOAL!!! What a strike! Accra Warriors take the lead in the 15th minute!

This match is heating up quickly, folks. Stay with us for more exciting action.

2. Operation of a Media House (Media Register)

A media house is an organisation responsible for creating, editing, and distributing news and information to the public through various platforms such as television, radio, newspapers, and digital media. It functions through different departments, each playing a unique role in the production process. The editorial department is the heart of the media house. It is responsible for gathering news, verifying facts, and preparing scripts or articles for publication. Journalists, editors, and reporters work here to ensure accurate and balanced reporting.

The production team handles the technical aspects of broadcasting. This includes filming, editing videos or audio recordings, managing sound quality, and ensuring that programmes are ready for broadcast or upload. The broadcast department is where presenters and anchors work. They deliver news bulletins, host shows, and conduct interviews, all while maintaining a professional tone and appearance. Also, the marketing and advertising team works to promote the media house's content and secure advertisements, which are essential for funding operations.

In conclusion, a media house is a complex system where all departments must work together efficiently to inform, educate, and entertain the public. While it is easy to forget in the heat of the moment, the media house must aim for the clarification of the truth and maintain its integrity as the subject-matter is explored.

Play Script: The Unexpected Guest

Characters

Regina Abrokwa – A woman in her early forties

Tom Ashby – A man in his late twenties to early thirties

Setting

Regina's cottage, early evening. A garden gate is visible from the kitchen window.

[Scene opens in Regina's kitchen. The sun is setting outside. Regina stands at the sink, washing dishes. The wind rustles faintly.]

[Stage Direction]

Regina pauses, noticing something outside the window. She squints toward the garden gate.

REGINA

(quietly to herself)

Who's that...?

[Stage Direction]

She wipes her hands on her apron and walks cautiously outside. The wind tugs at the ivy-covered wall. A man stands by the gate, still and silent. He wears a long coat with a muddy hem and a worn satchel. His hat casts a shadow over his face.

REGINA

(tense, but polite)

Can I help you?

TOM

(softly, with a slight nod)

You're Regina Abrokwa, aren't you?

REGINA

(cautiously)

I am... And you are?

[Stage Direction]

The man steps slightly forward, revealing more of his face. He smiles faintly.

TOM

You wouldn't remember me. I was just a boy when you left the village.

[Stage Direction]

Regina looks closely at him. Recognition slowly spreads across her face.

REGINA

(gasping softly)

Tom Ashby... the baker's son?

TOM

(nods)

That's right.

REGINA

(still in disbelief)

But that was over twenty years ago...

TOM

I've come back for answers.

(pause)

About what happened the night your brother disappeared.

[Stage Direction]

The wind blows again. The gate creaks open as if inviting the truth to enter.

[Blackout]

ANSWERS TO REVIEW QUESTIONS 4

Pattern Differentiation

1. Rising intonation – because it is a yes/no question. The speaker expects a confirmation or rejection.

Explanation: It is a command, which typically uses falling intonation to show certainty or instruction.

- a. Falling – It's a Wh-question, which normally ends with falling intonation.
- b. Falling – The sentence ends a list, so the final item takes a falling tone.
- c. Rising – The speaker is showing surprise or seeking confirmation, so the tone rises.

2. Oranges ↗, mangoes ↗

Explanation: In a list, the speaker uses rising intonation on all items except the last to show the list is not finished. The last item (grapes) would end with falling intonation.

3. Rising intonation – Speaker B sounds uncertain or hesitant, which is often expressed through a rising tone, especially in informal speech when the speaker is unsure.

Summary

(Answers should have focus on the following points)

1.
 - a. Urban gardening addresses food insecurity
 - b. it increases healthier urban environment.
2.
 - a. There is limited space
 - b. lack of knowledge.
 - c. The presence of poor soil quality

ANSWERS TO REVIEW QUESTIONS 5

1. Noun phrases

- a. The cheerful farmer with a wide-brimmed hat
- b. A basket full of ripe tomatoes

Adjectival phrases

- a. With a wide-brimmed hat (describes “farmer”)
- b. Full of ripe tomatoes (describes “basket”)

Adverbial phrases

- a. In the early morning (when)
- b. Through the quiet fields (where)

Verb phrases

- a. Walked
- b. Were chirping

2. The tall girl with braided hair stood at the bus stop, waiting patiently. The sound of rushing traffic filled the air. Tired from a long day, she leaned against the rusty pole. With a worried look, she checked her watch. The sky, painted in orange and pink, signalled the approaching night. People walking quickly down the street barely noticed her. In the fading light, she hoped the bus would arrive soon.

3.

- a. **Noun phrase:** The tall coconut tree swayed in the wind.
- b. **Prepositional phrase:** She sat under the old mango tree.
- c. **Adjectival phrase:** The man with the red cap is my uncle.
- d. **Adverbial phrase:** They arrived just in time for the meeting.

ANSWERS TO REVIEW QUESTIONS 6

1. In modern agriculture, keeping accurate **records** of farm activities is very vital. Farmers use various types of **registers** to monitor crop production, animal health, and machinery use. A **crop** register helps track when and where seeds are planted, the type of fertiliser applied, and the yield collected at harvest period. Similarly, an **animal** register is essential for recording animal vaccinations and breeding dates. Using these registers ensures that farmers remain compliant with **government** regulations and enables better decision-making. Some farmers now use digital platforms to update their records in **real-time**, making data access easier and more accurate.

2.

a. **Speech During a Cultural Day Celebration**

Title: Celebrating Our Culture, Embracing Our Identity

Good morning, distinguished guests, respected teachers, and dear students. Today, we have come together not just to enjoy beautiful outfits or delicious traditional meals, but to honour something deeper — our culture. Cultural Day is a moment to reflect on our heritage, our values, our languages, and the customs that shape our identity. Culture teaches us who we are. It guides how we greet our elders, how we relate to others, and how we show respect in society. Without culture, we lose our sense of direction and uniqueness.

As we celebrate today, let us take pride in our local languages, dances, music, attire, and rich traditions. Let us continue to preserve and respect the values passed down to us by our ancestors. More importantly, let us find new and creative ways to keep our culture alive — through drama, storytelling, music, fashion, and even through the use of modern technology. Let today remind us that our culture is not just history — it is our future.

Long live our culture. Long live our heritage. Thank you.

b. **A Group Discussion on Causes of Indiscipline**

Moderator: *Good morning, group members. Today we're discussing the causes of indiscipline among students. Let's hear your thoughts.*

Member 1: *One major cause is **lack of proper home training**. Some students are not taught respect and good behaviour at home, so they misbehave in school.*

Member 2: *That's true. Also, **peer pressure** plays a role. Some students copy bad behaviour from friends just to feel accepted.*

Member 3: *I'd like to add that **poor supervision** in schools also contributes. If teachers or school authorities don't monitor students closely, they tend to break rules.*

Member 4: And let's not forget **influence from the media**. Some students pick up negative behaviour from movies and music videos.

Moderator: These are all good points. In summary, the causes of indiscipline include poor home training, peer pressure, weak supervision, and media influence. Let's all work together at home, school, and in society to guide students towards better discipline.

- a. **A letter from WAEC to the headmistress**

Register: Formal.

- b. **A conversation between the school prefect and first-year student**

Register: Informal

- c. **A doctor's report to a law court**

Register: Formal

- d. **A student's manifesto**

Register: Formal

Hajara burst into the lab, her eyes blazing with frustration as she held up a broken jar in her hand. She stormed towards Appiah, her voice shaking with anger.

"Appiah! You promised to help me, but now everything is ruined!" She exclaimed.

Appiah stepped back, clearly caught off guard by her outburst. He raised his hands slightly in defence, trying to explain himself.

"I didn't know it would break," he said nervously. "I thought it was strong enough."

Tension filled the room as the two stared at the shattered remains of the jar, the weight of their mistake settling heavily between them.

ANSWERS TO REVIEW QUESTIONS 7

1. A refugee is a person who has been forced to leave his or her home, either owing to social factors such as political or religious victimisation or as a result of natural disasters like floods or earthquakes.
2. Political victimisation, religious victimisation
3. Floods, volcanic eruptions, hurricanes, tornadoes, tsunamis, and earthquakes are examples of natural disasters.
4. Loss of home and personal belongings, loss of self-esteem and independence
5. The future may hold increased human suffering, insecurity, displacement, and pressure on global humanitarian systems unless preventive measures and effective responses are taken to address the causes of displacement.
6. Simile
 - a. **comprehend**: grasp, make sense of, fathom, perceive, figure out
 - b. **basically**: essentially, fundamentally, at the core, primarily, chiefly
 - c. **on account of**: because of, owing to, due to, as a result of, as a consequence of
 - d. **devastating**: destructive, shattering, overwhelming, ruinous, catastrophic
 - e. **generosity**: kindness, benevolence, compassion, selflessness, charity
 - f. **lot**: fate, destiny, situation, condition, circumstances

ANSWERS TO REVIEW QUESTIONS 8

1.

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2.

Even though Mawuli explained the assignment

Type: Adverbial clause of concession

Function: Expresses contrast with Abena's confusion

Who always helped her

Type: Adjectival (relative) clause

Function: Describes "the student"

Since the instructions were not clear

Type: Adverbial clause of reason

Function: Gives reason for Abena's mistakes

What surprised the teacher

Type: Noun clause

Function: Subject of the verb was

That she submitted the work late

Type: Noun clause

Function: Subject complement explaining what surprised the teacher

ANSWERS TO REVIEW QUESTIONS 9

A.

1. look up to
2. look up in
3. deal with it
4. figure out how
5. put up with
6. do away with
7. go along with
8. come up with
9. turn down for
10. clear up with

B. The writer uses a sad and serious tone to show how Dora is feeling. Words like “battered,” “trembling,” and “sorrow” help the reader understand that she is upset and maybe afraid. The simile “like war drums” makes the rain sound loud and scary, showing that something bad has happened or is about to happen. The short sentences help create a quiet and tense mood. The shadows being “silent witnesses” make it seem that even the room knows how sad Dora is. All these choices work together to show that Dora is feeling lonely, worried, and heartbroken.

ANSWERS TO REVIEW QUESTIONS 10

1.

- a. Polysyllabic words
 - i. information
 - ii. celebration
 - iii. beautiful
 - iv. responsibility
- b. Correct stress placement helps listeners understand the speaker clearly. It prevents confusion between words that may sound similar and supports proper pronunciation and fluency.
- c. Example: Information → stress is on the third syllable (in-for-MA-tion). This is because, in many -tion words, the stress falls on the syllable just before -tion. (Interestingly, the stress in the verb 'inform' lies on the second syllable.)
- d. Stressing the wrong syllable can make the word sound strange or unclear to native speakers. It might confuse the listener or make it harder to recognise the word correctly.

2.

- i. City authorities must ensure regular monitoring by sanitation officers.
- ii. Investment should be made in recycling plants to process waste materials into reusable products.
- iii. Public education campaigns should be carried out to promote healthy waste disposal habits.
 - i. Proper waste management leads to cleaner cities
 - ii. Recycling creates employment opportunities for the youth.

SECTION 11

Response from learners will vary based on their understanding of the topics discussed.

ANSWERS TO REVIEW QUESTIONS 12

1.

- a. Idiomatic expressions:
 - i. down in the dumps
 - ii. cry over spilt milk
 - iii. rolled up his sleeves
 - iv. hit the ground running
 - v. on cloud nine.
- b. “Down in the dumps” means feeling very sad or depressed.
- c. He didn’t want to waste time being upset over something he couldn’t change.
- d. “Hit the ground running” means he started working hard immediately.
- e. “On cloud nine” means feeling very happy or joyful. I felt on cloud nine when I passed my exams with distinction.

2. Responses from learners

ANSWERS TO REVIEW QUESTIONS 13

1. Correct order of events

- a. One night, a call came in.
- b. A ship had sunk in a lake.
- c. They were all very scared.
- d. Terrence and his team got into the helicopter and flew out of the lake.
- e. Eventually, he saw a red string flowing over the lake.
- f. They found the people just in time, and everyone was safe.

2.

- a. To help people.
- b. Their ship had sunk, and there were no life vests or boats.
- c. He turned on the search light.
- d. Two years
- e. Paramedics
- f. He learned more skills

SECTION 14

Response from learners.

SECTION 15

1. Direct to Indirect Speech

- a. Esther said that her mother was baking bread.
- b. Anane asked if/whether I/we/they were going to the durbar the next day/the following day.
- c. The children said that they loved to watch GTV on weekends.

2. Indirect to Direct Speech

- a. The judge said, "I will hear the case tomorrow."
- b. Kwasi mentioned, "My uncle has travelled to Cape Coast."

ANSWERS TO REVIEW QUESTIONS 16

RESUME

1. Full Name: Agnes Tey

Contact Information

Phone: 055xxxxxxx

Email: Aggestey@grail.com Address: Madina, Accra

2. Profile Summary

Enthusiastic SHS graduate with strong interpersonal and organisational skills. Experienced in youth outreach and community engagement through volunteer roles. Looking to support programme planning and communication in a dynamic NGO environment.

3. Education

SHS Certificate, Accra High School – 2025

English – B2, Social Studies – A1, ICT – B3

4. Relevant Experience

Volunteer, Clean Ghana Campaign (2024): Helped organise community clean-up events in Accra

Peer Educator, School Health Club (2023): Led sessions on hygiene and reproductive health

5. Skills

Communication and event planning

Microsoft Office Suite (Word, Excel, PowerPoint)

Social media management

6. Achievements

Certificate of Participation, Youth Leadership Training – 2024

SHS Debate Team Finalist – 2024

7. Referees

Madam Selasi Good, NGO Mentor – 020xxxxxxx

Mr. John Tee, Tutor, Accra High School – 024xxxxxxx

ANSWERS TO REVIEW QUESTIONS 17

1. How Corruption Affects Young People's Trust in Leadership

- a. *Loss of Faith in Leaders:* Young people may stop believing that leaders are honest or care about citizens.
- b. *Discouragement from Civic Participation:* Many young people stop voting or engaging in national issues because they think their voice doesn't matter and nothing will change.
- c. *Poor Role Models:* If leaders are corrupt, youth may think corruption is acceptable or necessary to succeed.
- d. *Frustration and Anger:* Constant exposure to corruption may lead to hopelessness and mistrust of systems.
- e. *Limited Opportunities:* Corruption can reduce access to jobs, scholarships, or services meant for the youth.
- f. *Social Inequality:* When leaders take public funds, there's less money for schools, hospitals, and youth programs.

2. Steps That Can Be Taken to Reduce Corruption in Ghana

- a. *Civic Education:* Teach young people their rights and the importance of accountability.
- b. *Promote Transparency:* Encourage open reporting of government spending and decisions.
- c. *Reporting corrupt acts:* Create safe ways for people to report corrupt acts without fear.
- d. *Punish Offenders:* Enforce strict laws and penalties against corrupt leaders, no matter their position.
- e. *Support Independent Bodies:* Strengthen institutions like CHRAJ and the Special Prosecutor's Office.

ANSWERS TO REVIEW QUESTIONS 18

1.

A: Did you hear the latest news? ↗

B: **Umm... I'm not sure what happened.** ↘ ↗ (Uncertainty)

A: It's all over the radio! ↘

B: **No way! That's unbelievable!** ↗ ↘ (Surprise/Excitement)

2.

A: You're coming to the party, right? ↗

B: **Yes, I'll be there for sure.** ↘ (Agreement)

A: Great! Make sure to bring your dancing shoes. ↘

B: **Do I really have to dance though?** ↘ ↗ (Playful Doubt)

A: What do you think of the movie? ↗

B: **Well... it was okay, I guess.** ↘ ↗ (Mixed Feelings)

A: Really? I thought it was amazing! ↘

B: **I didn't like the ending at all!** ↗ ↘ (Strong Opinion)

A: Can we finish this today? ↗

B: **Yes, I think we can manage it.** ↘ (Assurance)

A: Okay, let's get started. ↘

B: **Let's do this — we've got this!** ↗ ↘ (Motivation/Excitement)

ANSWERS TO REVIEW QUESTIONS 19

Business Proposal

Business Name: EcoFresh Juice Stand

1. Problem

Many students in our school buy sugary fizzy drinks during break time because there are limited healthy and affordable drink options available. This leads to unhealthy eating habits and low energy levels during the day.

2. Solution

Start an EcoFresh Juice Stand that sells freshly made fruit juices and smoothies using locally sourced fruits such as mango, pineapple, orange, and watermelon. The drinks will be served in reusable cups to reduce waste.

3. Target Market

- a. Primary: Students in the school (aged 12–20)
- b. Secondary: Teachers and school staff who want healthy drink alternatives

4. Estimated Budget

Item	Quantity	Estimated Cost (GHS)
Blender	1	350.00
Fruit (weekly supply)	-	150.00
Reusable cups	30	90.00
Sugar/honey	-	30.00
Posters & flyers	-	20.00
Total		640.00

ANSWERS TO REVIEW QUESTIONS 20

Expected Sample Model Response

Personal Statement

My name is Ama Mensah, a final-year student of Sogakofe Senior High School. I have always been passionate about science and innovation. Growing up in a rural community where access to technology is limited inspired me to pursue a career in engineering to help bridge the gap.

Throughout my academic journey, I have consistently ranked among the top five students in my class. In 2023, I led our school's robotics team to win the Regional STEM Innovation Challenge. I am also an active member of the Girls in Tech Club, where I mentor younger students.

My goal is to become a mechanical engineer and develop affordable technology to solve local problems. I believe gaining admission to the Youth Leadership and Innovation Programme will give me the exposure and training I need to develop my leadership and technical skills.

I am a hardworking, curious, and committed learner who believes in using knowledge to make a difference. I am confident that I will contribute meaningfully to the programme while growing personally and academically.

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GLOSSARY

Achievements	Special things you have done or awards you are proud of
Argument	A point or reason given to support or oppose a motion
Attachment	A short work experience at a workplace during school holidays
Autobiographical Narrative	A true story about an important event in your life
Background Knowledge	What you already know that helps you understand new information
Body	The main part of your essay
Budget	A plan showing how money will be earned and spent
Business Proposal	A formal document explaining a business idea
Catch up with	To reach the same level as someone ahead
Clarifying	Making meaning clearer by checking context
Clause	A group of words with a subject and finite verb
Climax	The most exciting part of a story
Cohesive devices	Words/phrases linking sentences and ideas
Commands	Orders or instructions given with authority
Complex phrasal verbs	Verb phrases with prepositions/adverbs
Comprehension	Understanding what you hear or read
Concept Map	A diagram showing relationships between ideas
Concise	Clear and brief
Concluding paragraph	The final paragraph of an essay
Content Words	Important words carrying meaning
Corruption	Dishonest behavior by people in power
Critical questions	Deep, thoughtful questions
Critical Thinking	Careful analysis and evaluation of information
Curriculum Vitae (CV)	Document with education, skills, experience

Debate	Structured discussion with opposing sides
Descriptive Language	Words that paint a picture
Descriptive Writing	Writing with detail and imagery
Dialogue	Words spoken between characters
Diction	Choice of words
Disyllabic word	Word with two syllables
Draft	Rough version of writing
Drama	Literature written to be performed
Dramatic monologue	Poem where one person speaks
Educational Background	Schools attended and certificates received
Elegy	Sad poem for someone who died
Emphasis	Special importance given to something
Evidence	Proof supporting an idea
Exchange Programme	Study/work in another country or school
Executive Summary	Brief section highlighting proposal points
Expressive	Showing thoughts or feelings clearly
Fact	Information that is true
Falling Action	Events after the climax
Feasibility	Practicality of a business idea
Feedback	Suggestions for improvement
Finite verb	Verb showing tense/agreement
Flashback	Jumping back in time in a story
Focus	Paying close attention
Formal Language/Tone	Polite, proper English
Free verse	Poem with no set rhyme/rhythm
Function Words	Grammar words like “a” or “is”
Gender-Based Violence	Harmful acts based on gender
Give in	To surrender

Goals	Plans or hopes for the future
Hesitation	Pausing due to uncertainty
Idiomatic Meaning	Meaning understood as a whole phrase
Illegal Mining (Galamsey)	Mining without following the law
Imagery	Words creating mental pictures
Imaginative Narrative	Fictional story using imagination
Implementation Plan	Step-by-step outline of business
Informal Language	Casual way of speaking
Inferring	Reading between the lines
Internship	Short work experience
Intonation	Rise and fall of voice pitch
Introduction	First paragraph of an essay
Interview	Conversation with questions and answers
Investor	Person/group providing money for business
Lyric Poetry	Short poem with personal feelings
Main clause	Clause that can stand alone
Main Idea	Most important point/message
Market Research	Studying customers, competitors, trends
Media	Ways of sharing information
Mental Health	Emotional and psychological well-being
Motion	Statement/topic being debated
Narrative	Story with beginning, middle, end
Narrative poetry	Poem telling a story
Narrator	Voice telling the story
Opportunity	Chance to do something
Opposition (Opposer)	Side arguing against motion

Paragraph	Group of sentences on one idea
Personal Details	Basic info like name, address
Personal Narrative	True story about your life
Personal Statement	Formal essay about yourself and goals
Persuasive Language	Words used to convince
Persuasiveness	Ability to convince
Phrase	Group of words without subject/verb
Pitch (Business)	Short presentation of idea
Pitch (Voice)	Highness/lowness of voice
Play Scripts	Written form of a play
Polysyllabic	Word with more than one syllable
Prediction	Guessing what might happen next
Prepositional Phrase	Words beginning with a preposition
Problem Statement	Description of problem to solve
Profile / Career Objective	Goals at start of CV
Proposition (Proposer)	Side supporting motion
Purpose	Reason for listening/reading
Questioning	Asking for information
Rebuttal	Response countering opposition
Referees	People who recommend you
Register	Style of language used
Reporting	Giving factual information
Resolution / Denouement	Story ending/problem solved
Resume	Shorter version of CV
Rhetorical Question	Question asked to make a point
Rising intonation	Voice going up in pitch
Scanning	Looking for specific details

Scholarship	Financial support for school
Sentence stress	Emphasizing certain words
Setting	Time and place of a story
Signals	Actions/sounds conveying messages
Skills	Things you can do well
Skimming	Fast reading for general idea
Solution	Product/service addressing a problem
Sonnet	Fourteen-line poem
Sports	Language field with own register
Statement of Purpose	Essay about goals
Stress	Extra force on part of word/sentence
Style	Distinctive way of writing
Subordinate clause	Clause that cannot stand alone
Substance Abuse	Harmful use of drugs/alcohol
Summary	Brief account of main points
Syllable	Single sound/beat in a word
Syntax	Sentence structure
Target Market	Specific group for product
Text Comprehension Strategies	Methods to understand text
Tone	Mood/attitude of writer/speaker
Topical Issues	Current problems/events
Transition Words	Words linking ideas
Uncertain	Not sure/confident
Update	Adding new info to CV
Value Proposition	Unique business benefit
Visual Aid	Tools like charts/slides
Vocabulary	Words a person knows/uses

Vocative	Word/phrase addressing audience
Volunteer Work	Helping others for free
Wh- Questions	Questions starting with what/where/etc.
Word stress	Emphasis on part of word
Work Experience	Jobs, internships, volunteer work

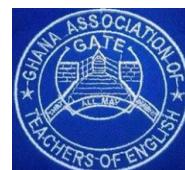
IDIOMS

Backbone of the group	Most important/reliable member
Burn the midnight oil	Stay up late working
Every cloud has a silver lining	Good can come from bad
From the get-go	From the beginning
Get cold feet	Become too nervous
Get your act together	Become organized
Going downhill	Declining
Look after the pennies	Be careful with small money
On cloud nine	Extremely happy
Spill the beans	Reveal a secret
Swamped with work	Overwhelmed with tasks
Take the bull by the horns	Face a difficult situation bravely
Throw in the towel	Give up
Throw someone under the bus	Blame someone else

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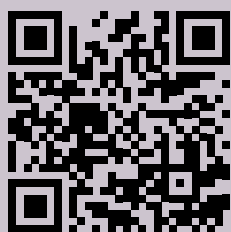


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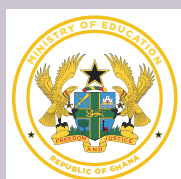
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This book is intended to be used for the Year Three English Language Senior High School (SHS) Curriculum. It contains information and activities to support teachers to deliver the curriculum in the classroom as well as additional exercises to support 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.



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