MINISTRY OF EDUCATION

Association of Teachers of Ghanaian Languages(ATGL)

Ghanaian Languages

for Senior High Schools

Year 3

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• Dr. Yvonne Akweley Amankwaa Ollennu

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Ghana Education Service (GES)

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ISBN:

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FOREWORD

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

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

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

Haruna Iddrisu MP
Minister for Education

SECTION

1 REGISTERS FOR COMMUNICATION

ORAL CONVERSATION

Conversation/communication in context

INTRODUCTION

This section builds on content from year one and year two on communication, identification of key ideas and sharing information. This year three, you shall learn about the use of appropriate registers in communication. You will also learn about turn-taking and its implementation, and its importance in everyday life. This section is essential for you as a learner, not only in the context of Ghanaian language studies but also through its links with other subjects and disciplines such as English and other languages.

KEY IDEAS

- Appropriate use of register depends on the formality of the situation.
- Formal registers have a feature of using standard language, avoiding slang, while informal registers use slang, colloquial language, and regional dialects.
- Register is the variety of language used appropriately for communication.
- Specific words are used for specific topical issues to indicate professionalism.
- The orderly way of having a conversation with each participant listening and speaking at certain times is turn-taking.

APPROPRIATE REGISTERS FOR CONVERSATION

Explanation of Register

You have a conversation with a classmate after school on a subject taught during the day. What are some of the words that came up during the subject discussion? For instance, if you discussed maths in which the teacher taught sets, you may have mentioned words like union, intersection, diagram, etc.

These words are specific to the subject. This is what register is about. Now go through the explanation below.

The language we use may vary due to the purpose of communication. For instance, when discussing phonology, we hear words such as syllable, assimilation, nasalisation, deletion, and coalescence, amongst others. In arbitration, you hear registers such as defendant, accused, bailiff, appeal, judge, lawyer, fine, etc. You can also get different registers in different occupations and professions, such as law, medicine, farming, etc. The word's meaning may vary due to the profession because of its specialist language. For example, the use of the word 'mouse' in Agricultural Science (Livestock farming) is different from the use of the same word in ICT.

Types of Registers

Most communication can be categorised into either formal or informal registers.

Formal registers

This is the use of the standard language form in communication. Formal registers are mostly used in professional, academic, or official situations where clarity, objectivity and respect are important. When formal registers are used, clear communication is promoted. Appropriate use of formal registers demonstrates expertise, competence, and authority.

Characteristics of Formal Registers

1. **Standard Language:** Formal registers avoid slang, regional dialects, and colloquialisms as they make use of standard language forms.
2. **Precise Vocabulary:** Formal registers make use of precise, technical, or specialised vocabulary relevant to a specific context.
3. **Complex sentence structures:** Complex sentences are more common in the formal registers.
4. **Objectivity:** Formal language is very objective, avoiding personal opinions, emotions, or biases.
5. **Respectful tone:** The tone used in the formal register exhibits professionalism, respect, and courtesy.

Informal Registers

This variety of language, which is relaxed, casual, and often colloquial, is found in everyday conversation - normally between friends, families, close colleagues, social media, and personal relationships.

Characteristics of Informal Registers

1. **Colloquial language:** Colloquial expressions, slang, jargon, and regional dialects are used in informal registers.
2. **Relaxed vocabulary:** Language that is informal is casual, including everyday vocabulary such as abbreviations and contracted forms.
3. **Simple sentence structures:** Informal registers mostly feature simple sentences, including fragmented sentences and conversation fillers.
4. **Personal tone:** Informal language expresses the speaker's emotion and personality.
5. **Familiarity:** A level of familiarity is shared between participants in the use of informal registers

Activity 1.1 Register-Specific Vocabulary

Organise yourself into a group of three people. Using your own experiences, note down five words that you would associate with each of the following registers:

1. Maths (think back to your last maths lesson).
2. Medicine (think back to your last biology lesson or the last time that you had to go to the doctor's surgery or hospital).
3. Farming (use your knowledge from agricultural studies if you can).
4. Politics (think about what you may have learnt in history or social studies, or think back to what you have read in the news).

Activity 1.2 Use of Appropriate Registers for Conversation

Consider the following scenario.

A friend visited you at home. The two of you want to prepare food for supper. You went to the kitchen together to begin the preparation of the food.

1. Prepare a script of about 150 words showing the conversation that happened during the preparation. Remember to make appropriate choices in your vocabulary selection based on the formality of the conversation (You are talking to a friend – should it be formal or informal?) and on the subject matter (The main theme is food, but will you include any other key ideas? Will the registers that you select reflect this?)
2. From the script prepared, identify a minimum of three key ideas that are covered in the conversation.

3. Highlight 10 words that demonstrate the informal registers used in the conversation (You may add the words to your portfolio file after the presentation).

Activity 1.3 Types of Registers

In pairs, role- play a shopping scene where one is the buyer and the other is the seller. Remember to make appropriate choices in your vocabulary selection based on the formality of the conversation (You are completing a transaction with someone you don't know– should it be formal or informal?) and on the subject matter (The main theme is shopping or commerce, but are the objectives different for the buyer and seller? Will the registers that you select reflect this?)

The class listening should:

1. Provide five appropriate words or expressions (registers) that the buyer uses during their conversation.
2. Outline five appropriate words or expressions the seller uses during their conversation.
3. Comment on the registers used in the role-play by the 'actors' - did they stay in character?

TURN TAKING

Concept of Turn Taking

This is when speakers manage the exchange of speaking turns during a conversation, which ensures orderly and meaningful interaction. One participant speaks at a time, and overlaps are minimised. This enhances the smooth exchange of ideas between speakers and ensures effective communication.

Turn Taking Strategies

Turn taking varies from culture to culture as well as context to context. This is because it is guided by social norms that deal with the duration, sequence and speaking style during conversation. At times, participants in conversation may interrupt each other often, while others may use a more polite and respectful approach. Some expressions used when interrupting politely are 'excuse me,' 'may I add something,' and follow-up questions for clarification. In taking turns, you must recognise and respect other people's turns. Using verbal cues such as 'what do you think?,' 'that's all I have,' 'over to you' etc and nonverbal cues

like nodding towards someone indicate when it is the turn of a participant. You need to be patient and be self-regulated while waiting.

Reasons for Turn Taking in Conversation

Some reasons for turn taking are

1. It enables speakers to manage the flow of the conversation.
2. Each speaker has opportunity to contribute to the conversation.
3. It is used to build relationships and good social connections.
4. It enables speakers to demonstrate what they are interested in.
5. It helps to gain confidence and build communication skills in conversation.
6. It encourages active listening which makes the conversation more inclusive and balanced.
7. It helps in grasping social rules such as patience, sharing and mutuality in interactions.
8. It promotes emotional regulation such as self- control which is an important life skill.

Topical Issues

Topical or contemporary issues are current issues affecting a society which require public discourse, policy making or community action. The issues may be significant social, political, or economic challenges. The issues may shape public opinion and may influence government policies, revealing the dynamic relationship between citizens and their government. Recent issues which need public discussion include free SHS, galamsey, 24-hour economy, monkey pox disease, etc.

Appropriate Registers for Specific Topics

Using appropriate or acceptable vocabulary for a specific topic ensures effective communication. Below is some vocabulary associated with certain institutions:

1. Tertiary Education: lecture, lecture hall, student portal, level 100, staff portal, quiz, course outline, etc.
2. Galamsey: excavator, water, gold, machines, land, water bodies, mercury, land, chemical, etc.
3. Agriculture: crop, fisheries, fertiliser, farming tools, livestock, storage, seed, plantation, small scale farmers, land, etc.
4. ICT: computer, data, email, AI, bundle, Wi-Fi, browser, database, download, software, hardware, etc.
5. Marriage: couple, types of marriage, dowry, spouse, bride, groom, best man, bride's maid, maid of honour, knocking rites, etc.

Activity 1.4 Turn Taking

Role-play the following scenario

Imagine that you are part of a discussion to be broadcast on a TV panel show. A host interviews three people on the topic 'Staying in the boarding house as a student is better than being a day student.'

After role-playing the scenario discuss the following regarding turn-taking

1. What verbal cues were given by the panel members?
2. What nonverbal cues were used by the host?
3. Compare whom (between the host and panel members) used the most strategies or cues.
4. Were there interruptions during the interview? How was that done?

Activity 1.5 Topical Issues

Watch the video https://youtu.be/KWiIihOxJ1M

Non-YouTube link: https://ghana.arocha.org/en/about-us/publications/videos/.

1. Discuss how we can promote sustainability in our community by answering these questions:

a. What are two negative effects of mining in the forest?

b. Using the images in the video and your own ideas, name two ways that you could peacefully spread the idea that mining is bad for the environment and continually educate the individual and convince the government to stop it?

c. By sustainably doing something, we avoid the depletion of natural resources like water, trees, minerals, and fertile land. How can you be more sustainable? E.g. You could write on both sides of a sheet of paper before you use another sheet.

2. What keywords are repeated throughout the discussion? Note them down.

3. Can you use the same keywords to discuss another issue (for example, technology, being a good neighbour, economic growth...)

EXTENDED READING

Kabellow, J. K, Omulando, C. and Barasa, P. L. (2019). Language registers and their influence in the instruction of English language in secondary schools in Kenya. *International Journal of Education and Research.* 7(9) 1-14.

REVIEW QUESTIONS

1. Read the conversation below.

   Mary: Hey John, you did not look too well during class today. Are you feeling okay?

   John: Not really, Mary. I have been having headaches and feeling weak lately.

   Mary: Hmmm, have you been eating well and drinking enough water?

   John: Honestly, no. I sometimes skip meals, especially when I am rushing for prep. I also stay up late studying.

   Mary: That is not good. You know, our health is just as important as our studies. Lack of sleep and poor eating can really affect your body.

   John: You are right. I think I have been ignoring the signs. Maybe I should see the school nurse.

   Mary: Yes and try to eat balanced meals too. Including fruits and vegetables. They help build your immune system.

   John: Thanks, Mary. I will take your advice seriously. Health really is wealth!

   Mary: Exactly! Let us all take better care of ourselves so we can do well in school and stay strong.

   a. What is the main message from the conversation read?

   b. What are the key ideas from the conversation?

   c. Are the registers used formal or informal? Explain your answer.

2. Explain the concept of turn-taking and the strategies involved.

3. With the use of appropriate registers, analyse the effects of illegal mining in mining areas of Ghana.

SECTION

2 PHONOLOGICAL PROCESSES

ORAL CONVERSATION

Phonology (phonological processes)

INTRODUCTION

This section builds on year one and two content on the phonology of a Ghanaian language. We shall focus on some phonological processes that apply in a Ghanaian language, paying particular attention to the assimilatory processes in a Ghanaian language. Any time we are pronouncing words when speaking, speech sounds (vowels and consonants) interact to make up the words. We will also discuss some processes that affect the syllable structures of a Ghanaian language.

KEY IDEAS

- Assimilatory processes occur when a speech sound looks similar to another.
- Syllable structure is a process that ensures syllables or words conform to what is expected in a language.

PHONOLOGICAL PROCESSES (ASSIMILATORY PROCESSES)

Explanation of phonological processes

Phonological processes are predictable patterns of sound substitution that speakers employ to simplify speech. It could also be explained as the set of rules adopted to simplify the pronunciation of a language unit. Phonological processes can be categorised into assimilatory processes and syllable structure processes. Each of these processes is realised only when we are speaking.

Types of Phonological Processes

1. **Assimilatory processes:** Are phonological processes where a sound becomes more similar to a neighbouring sound, affecting its articulation and production. This process can lead to changes in how phonemes are realised as allophones based on their surrounding sounds. This process

helps explain how the phonological rules and processes that govern language, as well as the broader mechanisms of language, change over time. Assimilatory processes can occur in many ways, such as the following.

2. **Labialisation**: This refers to a process whereby a consonant acquires an additional rounded lip position in addition to its original place of articulation. This process results when any rounded vowels, such as /u, o, ɔ/ or labial-velar glide /w/, immediately follow a consonant in pronunciation. The symbol used to indicate labialisation is [ʷ]. For example, in the following words, we observe labialisation in their pronunciation: kube [kʷube], Kwasi [kʷæsi] for Akan, Kotei [kʷotei], kwa [kʷa] for Ga, Hohoe [hʷɔhʷɔe] for Ewe, Bolga [bʷɔlga] for Gurune.
3. **Palatalisation:** This refers to processes where, in addition to their places of articulation, consonants get additional raising of the centre of the tongue towards the roof of the mouth (hard palate). This process is triggered when a consonant is immediately followed by a front vowel such as /i, e, ɛ/. It is represented by the symbol [ʲ]. The following are some examples in Ghanaian languages: pɛ [pʲɛ] for Akan, kpe [kpʲe] for Ewe, tɛ [tʲɛ] for Ga, etc.
4. **Nasalisation:** This is when an oral sound becomes nasalised in the environment of a nasal consonant. Vowels usually undergo nasalisation, but in some cases, some oral consonants can also become nasalised. Therefore, there are two kinds of nasalisation, namely vowel nasalisation and consonant nasalisation. The symbol for nasalisation is [˜]. For example, ma [mã] for Akan, ma [mã] for Ga, nu [nũ] for Ewe. Also, in Akan (Twi), n + dua becomes nnua.
5. **Vowel harmony:** This refers to a phonological process in which vowels that do not share a common feature become similar with respect to a particular feature in speech. There are different types of harmony, including Advanced Tongue Root (ATR) harmony, height harmony, rounding harmony, etc. For example, in Akan, there is ATR harmony in ɔ + di becoming [odi].

Activity 2.1 Explanation of Assimilatory Processes

1. In a group of three people, discuss the assimilatory processes: labialisation, palatalisation, , nasalisation and vowel harmony by answering these questions about each process.
   a. What happens to the sounds in a word through each process?
   b. Can you think of any examples in your language of study?
2. Share your response with the whole class.

Activity 2.2 Identification of Assimilatory Processes

In pairs, examine the following words in your Ghanaian language of study and discuss the assimilatory processes observed. Share your observation with the whole class.

1. *Handbook*
2. *Incomplete*
3. *Informal*

Note

Translators should replace the words with their specific Ghanaian languages, paying attention to the context.

Activity 2.3 Pronunciation Practice

In pairs, practise pronouncing the words in ***Activity 2.2*** above, paying attention to the phonological processes observed.

PHONOLOGICAL PROCESSES (SYLLABLE STRUCTURE PROCESSES)

Syllable structure processes in specific languages

A syllable is best described as a unit of sound within a word.

Activity 2.4 Syllables

Can you break these words down into syllables? *Education*; *Cup*; *Table*

E.g. television --> tel-e-vi-sion (four syllables)

Note

Translators should provide examples of words in their language of study.

Syllable Structure Processes

Syllable structure processes affect the structure of a syllable in a language. They include epenthesis, deletion, and metathesis, among others. Syllable structure processes ensure that communication of words is efficient and ensure that the structure of words, especially those being borrowed, conforms to the syllable structure of our languages.

Note

The phonological processes apply differently in different Ghanaian languages. Therefore, translators should carefully use examples that apply to their languages.

Deletion/Elision

Deletion is a phonological process where certain sounds or segments are omitted from a word in specific contexts to simplify pronunciation. This process can simplify pronunciation and is influenced by various linguistic factors, including ease of articulation and the phonetic environment surrounding the sounds. It frequently occurs in casual speech, where certain sounds may be dropped for efficiency. Deletion can occur in regular words of a language and when borrowing words into a recipient language. It can also occur to repair ill-formed syllable structures, especially when borrowing words. It can lead to changes in word forms and affect morphological structures. Deletion plays a crucial role in understanding language variation and change, as it can reflect social and dialectical influences on speech patterns.

Deletion can occur at different positions/places in a word.

1. **At the initial position:** It can occur at the initial position when the first sound is deleted or left off. For example, in Akan, “me efie” becomes “mi fie”, in Ga, “mi akutu” becomes “mikutu”. etc. Also, “toy” becomes “oy” often realised in child language (when children are acquiring language).
2. **At the medial position:** This is where the deletion occurs in the middle of the word. For example, in Akan (Asante Twi), the word “adaworoma” is realised as “adaama”, and “animuonyam” becomes “anionyam” in casual speech.
3. **At the final position:** Deletion occurs at the final position of a word. For example, “petrol” becomes “petro”, “role” as “ro”, etc. This is especially common in borrowed words, as most Ghanaian languages do not allow consonant clusters; therefore, they repair those clusters when borrowing words from other languages.

Insertion (Epenthesis)

Insertion (or epenthesis) refers to a phonological process where a sound is added to an existing word to facilitate pronunciation or to ensure that the word has a well-formed syllable structure. The addition of a sound to an existing word usually happens to break up undesired consonant clusters to facilitate pronunciation (e.g. "bucket" becomes "bokiti", "plate" becomes "pileti"). Epenthesis can also occur to avoid some consonants appearing at the end of words in many languages (e.g. "ball" becomes "bɔɔlo"). Understanding insertion helps in analysing how languages manage phonological structures and adapt to ease articulation. Similar to deletion, insertion can occur at various positions in words.

Metathesis

Metathesis is a linguistic phenomenon where the order of sounds or syllables in a word is rearranged, often leading to changes in pronunciation and phonetic shift. This process can occur naturally in the evolution of languages, and it can also influence phonological rules that govern speech patterns. Metathesis often reflects how speakers adapt language for ease of pronunciation or due to cognitive processing, playing a significant role in both individual speech development and language change over time. For example, some common mispronunciations are often heard in everyday language. These mispronounced words include "cholera" vs. "chorela", "malaria vs. maralia", "task" vs. "taks", "ask" vs. "aks". Some examples in Akan, as in mane vs. mena, kɛtrɛma vs. tɛkrɛma; Ga as in kɔshikɔshi vs. shikɔshikɔ, tokota vs. Kotoka in Dangme, etc.

Activity 2.5 Explanation of Syllable Structure Processes

Organise yourself into a group of four people. Discuss the concept of syllable structure processes. What is it? Why does it happen? Share your response with the whole class.

1. Discuss with your colleague two types of syllable structure processes in your language of study.
2. Provide three examples of each of the types of syllable structure processes discussed, e.g. *"maralia" is a mispronunciation of "malaria"; this is an example of metathesis when the order of sounds in a word is rearranged to facilitate pronunciation of cognitive processing.*
3. Share your responses with the whole class for analysis

EXTENDED READING

- https://www.slideshare.net/slideshow/phonological-processes-256405478/256405478.
- https://en.wikipedia.org/wiki/Assimilation_(phonology)#:~:text=In%20phonology%2C%20assimilation%20is%20a,places%20of%20articulation%20are%20similar.

REVIEW QUESTIONS

1. Explain the concept of phonological processes in your language.
2. Explain the following phonological processes:
   a. Labialisation
   b. Elision
   c. Palatalisation
3. Provide two examples of each of the phonological processes above.

SECTION

3

TOPIC AND SUPPORTING SENTENCES

ORAL CONVERSATION

Reading

INTRODUCTION

In Year One and Year Two, you discussed the main ideas in a text. You have already revised the identification of main ideas in a conversation through your work on topical issues in section one of year three. In this section, you will again revise the concept of main ideas in a text or a discourse. You will then continue to discuss topic sentences and supporting sentences and try to identify them in a given passage or in your own passages. Your knowledge of topic sentences and supporting sentences will help you to improve your writing and communication skills. Furthermore, it will help you to arrange the main ideas in order of importance in a text to enhance comprehension of a discourse. This section is essential for you as a learner, not only in the context of Ghanaian language studies but also in establishing links with other essay-based subjects.

KEY IDEAS

- A supporting sentence is a sentence that gives evidence to back the topic sentence in a paragraph.
- A topic sentence is the sentence in a paragraph that clearly states the main idea of the paragraph.
- Topic and supporting sentences can be identified in texts by their features.

TOPIC AND SUPPORTING SENTENCES

Explanation of Main Ideas in a Text

As you already know, the main idea is the central point found in the paragraphs of a text. For you to identify any main idea in a paragraph, ask yourself this question: What is being said about the person, thing, or idea? The main idea can be found at different points within a paragraph, but mostly in the first sentence of the paragraph. The writer then uses the rest of the sentences in the paragraph to support the main idea.

Explanation of the Topic Sentence

A topic sentence is a sentence in a paragraph that reveals the central idea in the paragraph. The topic sentence is usually (but not always) the opening sentence of the paragraph. The topic sentence should be concise while still making the main idea of the paragraph clear, and also stating the point the writer wishes to make about that subject. It should appear in or near the first sentence of the paragraph. Furthermore, it needs to relate to the overall topic of the passage or the essay to ensure its relevance. For example, the topic sentence for a paragraph in an essay entitled "Importance of formal education" could be "Getting a well-paid job is one of the most important advantages of formal education."

Explanation of supporting sentences

The supporting sentences of a paragraph are sentences that provide evidence about the main idea revealed by the topic sentence. Supporting sentences perform other functions, which may include the following:

1. Help in developing the main idea presented in the topic sentence.
2. Provide more information that supports a main idea by presenting facts or evidence.
3. Give the reader details to understand the main idea by adding examples and explanations.
4. They also provide evidence to show why a claim is true or correct.

Activity 3.1 Concept of Topic and Supporting Sentences

1. In your own words, define
   a. a topic sentence
   b. supporting sentences
2. In pairs, outline how the topic sentence and supporting sentences relate to each other.
3. Compare your findings with what others have.

Activity 3.2 Topic and Supporting Sentences in Text

1. a. Organise yourself into a group of three people.
   b. Read the short text below.

Formal education is very important because it enables the individual to acquire knowledge in subjects such as Ghanaian languages, Mathematics, Science and Social Studies, which help them in their daily life.

Formal education also helps in socialisation by bringing students together from different backgrounds, encouraging teamwork and effective communication.

It also contributes to national development by producing skilled professionals such as teachers, doctors, security officers, and other leaders in society.

c. Write down the topic sentence and at least two supporting sentences you have discovered in the text. Be ready to present your answers to the class.

2. **a.** On your own, read the short text below.

b. Write your own topic sentence for the text based on the information that you have read.

Thinking about the 1990s brings back fond memories for me about TV shows. During the 1990s, I really enjoyed watching Akan drama on GTV every Sunday night. I really liked how Adadzewa acted out her roles - I am sure anybody who watched it at the time liked her too. Adadzewa's roles were very fascinating and added a lot of suspense to the drama. I remember all the acts and scenes Adadzewa and the other cast members starred in. It pains me that Akan drama is not popular anymore, but it was one of the most popular TV shows for most Ghanaians at the time.

IDENTIFICATION OF TOPIC AND SUPPORTING SENTENCES IN TEXTS

To identify the topic and supporting sentences in texts, consider the features of each of them in the passage. Some of the features of the topic sentence may include the following;

1. A topic sentence states the main idea of a paragraph.
2. It is usually placed at the beginning of the paragraph, even though it may at times be placed at the end of the paragraph.
3. It captures the reader's attention.
4. It focuses on specifics but is also broad enough for further elaboration.
5. It sets an idea that the other sentences found in the paragraph support.

Identification of Supporting Sentences

1. Supporting sentences provide additional information about the central idea in a paragraph by giving explanations, examples, definitions and expanding the idea provided in the topic sentence
2. You will find supporting sentences in the middle of a paragraph – after the topic sentence, and before a concluding or transition sentence
3. There is usually a minimum of two and a maximum of four supporting sentences in a paragraph.
4. Look for connections and phrases such as 'for example, in addition, because, as a result of,'
5. Supporting sentences answer questions such as 'Why? How? What is the outcome? etc.

Remember that good supporting sentences give the audience the information they need. You need to consider how much your reader knows (or does not know) about your topic so that you can provide useful supporting sentences. Include ideas that build on each other - supporting sentences can support not only the main idea, but also each other.

Trial Question

Write two to three supporting sentences for the main idea "A formal education is very important when it comes to finding employment."

The following supporting sentences can be used to explain this idea to readers:

1. Many employers in the job market require people who have gone through formal education.
2. Jobs such as teaching, nursing, law, engineering, etc., require a formal education.
3. Some well-paid jobs usually demand candidates with a formal educational background, etc.

Each of these sentences supports the main idea by giving the reader information to help understand the writer's focus.

Activity 3.3 Identification of Topic Sentences

1. In your groups, create a text not less than 200 words under one of the following topics;
   - **a.** A morning at the market
   - **b.** The importance of funerals
   - **c.** Traditional jobs are being replaced by technology

2. From your text, write down at least 3 key ideas.
3. Compare your key ideas with those of other groups and justify your decisions.

Activity 3.4 Application of Topic and Supporting Sentences

1. In your groups, read and analyse the passage below based on your knowledge of the topic and supporting sentences.
2. Identify the main idea, the topic sentence, and the supporting sentences.

Historically, several factors have influenced the music of ethnic groups in Ghana. The music has been influenced by language, the environment, a variety of cultures, politics, and population movement, all of which are intermingled. Each ethnic society evolved in a different area of the nation. This means that people from the various ethnic groups eat different foods, face different weather conditions, and come into contact with people of different ethnicities. Each group moved at different rates and to different places than others, and thus each was influenced by different people and circumstances. Furthermore, each society did not necessarily operate under the same government, which also significantly influenced their musical styles. These and other factors have influenced the musical traditions in Ghana.

Source: Elebi, A. (2015). Indigenous Musical Culture in Ghana: A Contemporary Perspective. The International Journal of Humanities & Social Studies, 3(7).

Activity 3.5 Difference Between Topic and Supporting Sentence

In pairs, using your answers to ***Activity 3.4*** as a guide, answer the following questions:

1. What functions do topic and supporting sentences serve?
2. What similarities do the two types of sentences have?
3. What differences do the two types of sentences have?
4. Is it harder to write an effective topic sentence or effective supporting sentences? Why?

EXTENDED READING

Perdsky, S. (2007). *Topic sentence: A writer's Education*. New Star Books.

REVIEW QUESTIONS

1. How does the main idea in a text differ from the topic sentence?
2. Read the passage carefully and answer the questions that follow

   Social media can be referred to as a website or application that enables people to share personal information and ideas with others. It is also a website, platform, or application through which pictures, videos, and messages are sent to other users.

   Social media has played a very important role in communication and information dissemination in the world in recent times. People can relate to one another instantly, regardless of their locations in the world. There are numerous social media handles available, and they are very powerful tools for businesses, entertainment, education, and personal use. Some of the social media tools include: Twitter, WhatsApp, Facebook, TikTok, Instagram and so on. Social media is beneficial to humanity because it helps us to have access to current events quickly. Businesses advertise their products worldwide through social media. Teachers and students share ideas and other learning materials via social media in order to strengthen academic ties.

   a. Note the main ideas in the passage.
   b. Use any of the main ideas to create your own sentences
   c. Identify all the supportive sentences and write them down.

SECTION

4

WORD FORMATION PROCESSES

LANGUAGE AND USAGE

Rules of writing a Ghanaian language

INTRODUCTION

This section gives further insight into the year two, section three topic on affixation in Ghanaian languages and explores other morphological processes in word formation. Affixation, as discussed in year two, explains the positions (prefix, suffix, infix and circumfix) and functions of affixes (inflectional and derivational). The concept of word formation processes, such as compounding, blending, clipping, and conversion, among others, are examined and explained in this section. Knowledge of word formation processes will aid in the identification of the structure of words in Ghanaian languages and words in general. You will be able to form words on your own and identify their classes to use in appropriate sentences. This is not only applicable to Ghanaian Languages but words in other subjects can also be analysed using these skills.

KEY IDEAS

- Acronyms are new words formed from initial letters of words and are pronounced whiles initial letters of words used to create words spelt out are initialisms
- Clipping is the shortening of words with no meaning change, while blending is creating new words by putting parts of two or more words together.
- Coinage is the invention of a totally new word, but backformation is forming new words from existing ones by taking off a supposed affix.
- New words are created into languages by word formation processes.
- Word formation processes include compounding, blending, reduplication, affixation, clipping, and conversion, among others.

WORD FORMATION PROCESSES

These processes involve creating new words either by modifying or combining words to form new words which are meaningful. For instance, a new word is created when the affix {*-ion*} is added to the verb 'prevent' to result in 'prevention.'

Note

All the word formation processes mentioned below should be discussed as applicable to the language. Examples also should be provided in the Ghanaian language as applicable.

Types of Word formation processes

There are different processes for creating new words. Some of the word formation processes are discussed below.

Affixation

Thinking Questions

1. Using last year's learning, what is your understanding of affixation?
2. Can you give some examples of the affixes that are attached to words?
3. Now, identify the affixes in the following words and note their position.
   - **a.** tables
   - **b.** b. worked
   - **c.** preacher
   - **d.** goodness

From the observation, you will identify affixes {-s, -ed, -er, -ness}. The words in (a) and (b) have suffixes which function as inflectional affixes. You should remember that inflectional affixes do not change the word class of the word. The words in (c) and (d) also have affixes attached to the root words 'preach' and 'good,' respectively. The affixes in (c) and (d) have changed the word class of the root words. The word *preach* (verb) has become *preacher* (noun), and the word *good* (adjective) has become *goodness* (noun).

Affixes are categorised according to where they are attached to the root word. The positions are **prefix** (start of the root word), **suffix** (end of the root word, like the examples), **infix** (within the root word) and **circumfix** (around the root word, like a prefix and suffix combined).

Click https://www.ejal.info for further information.

You can also use the link below to get a detailed explanation.

https://dx.doi.org/10.32601/ejal.10219

Derivation

This is when an affix is attached to the root word or base to create a new word and the word results in another word class category. For instance, adding the prefix {*re-}* to a word like 'open' to result in reopen, a suffix {-*er*) to the verb 'open' to be 'opener.' Two new words have been created which are *reopen* and *opener*.

Inflection

Sometimes when affixes are added, the class of the word may not change but new words are created. For instance, adding the suffix (-ed) to verbs like look-looked, play-played, jump-jumped, etc.

Compounding

This is the creating of new words by putting two or more words together as one. Two roots or bases can be combined, and new words will be formed. For instance, tea and pot become teapot. The words put together may come from different word classes or the same word classes to form new words. Look at the examples below.

1. Chain plus saw -chainsaw
2. Post plus box- postbox
3. Sun plus set- sunset
4. Play plus ground -playground
5. Post plus office – post office

You will notice that some compounds are not written together as one word as shown in example (e) in the word 'post office.' There are compounds that are also written with a hyphen in between them.

Can you think of any other examples? Share them with your classmates.

Blending

This involves the formation of a new word by putting two parts of words together. This means combining parts of two or more words which results in a new word. The resulting word is called a blend. Blends are often used in informal language or creative pieces to convey new ideas in a catchy way. Some examples of blends include:

1. Brunch (breakfast + lunch)
2. Bromance (brotherly +romance)
3. Smog (smoke +fog)
4. Spork (spoon + fork)

Clipping

This is where words are shortened to form new words. It is a word formation process that deals with reducing a word to a shorter form by removing some of its syllables. The clipped word retains its original meaning. Words that are clipped may not be suitable for formal situations. Some examples of clipped words are:

1. Lab (laboratory)
2. Info(information)
3. App (application)
4. Gym (gymnasium)
5. Plane (airplane)
6. Liz (Elizabeth)
7. Joe (Joseph)

In the above examples of clipping, names of persons can also be clipped.

Conversion

This means a word shifts from one category such as a noun to another without changes in spelling or pronunciation. This refers to changing the class of a word without changing its form. Examples are:

1. I **walk** home (verb) OR I went for a **walk** (noun)
2. He bought a **chair** (noun) OR He **chaired** the ceremony (verb)
3. The tea is **warm** (adjective) OR Can you **warm** up the tea again? (verb)
4. The work is **slow** (adjective) OR They **slowed** down at the junction (verb)

Notice that some of the conversions in to verbs require a preposition as they are phrasal verbs (e.g. warm up, slow down)

Try classifying these examples:

1. My flat is **clean,** or I **clean** my flat on Sundays
2. I **email** my friend in England, or I received an **email** from my friend.

Acronym

An abbreviation formed from the initial letters of words. This means the initial letters of words are taken and put together to create a new word. Some examples of acronyms are:

1. AIDS -Acquired Immune Deficiency Syndrome
2. UNESCO-United Nations Education, Scientific and Cultural Organisation.
3. PIN-Personal Identification Number.

Acronyms are often pronounced as a single word rather than individual letters. They are used mainly to save time and simplify complex names and phrases.

Backformation

This is the removal of a part of a word thought to be an affix, which results in forming a new word with a different meaning or function. Below are some examples:

Original Word	Word created through backformation
Option	opt
Donation	Donate
Editor	Edit
Enthusiasm	Enthuse
Emotion	Emote
Babysitter	Babysit

Reduplication

This is the process in which a word or part of a word is repeated often, with slight modifications, to create new words. Some examples in English are boo-boo, zig-zag, and flip-flop.

Some examples in Ghanaian languages are:

Language	Word	Reduplicant
Ga	kpɔ ‘ knot/lump’ ŋoo ‘salt’	kpɔikpɔi,’ lumpy’ ŋooŋoo ‘salty’
Ewe	gblɔ ‘say’ bla ‘to tie’	gbɔgblɔ ‘say’ babla ‘to tie’
Akan	Tu’ uproot’ si ‘to alight’	Tutu ‘uproot’ sisi ‘alight’

The reduplication of the words indicate that an action is repeated. In the case of nouns being reduplicated, the nouns are mostly converted to a new word class such as an adjective.

Borrowing

1. Visit the following link and share with your classmate or write in your own words your understanding of borrowed words.
2. In groups, share examples of borrowed words in your Ghanaian language of study and show how they have been nativized.

Some borrowed words in English include

Lemon from Arabic	musk from Persian	fjordfrom Norwegian
Algebra from Arabic	ski from Norwegian	Tango from Spanish
Cafe from French	Yoga from Sanskrit	Sushi from Japanese

Coinage

This is the creation of new words or expressions to describe new ideas and concepts in a language. This may involve an entirely new word being invented or repurposing already existing words to fit situations. New words are often created to fill gaps in vocabulary in modern times. In the table are some examples of coined words.

Coined word	meaning
Selfie	Self-portrait photograph
Google	To search the internet using Google
Podcast	A digital audio that can be streamlined
Hashtag	To categorise content on social media

Note

Translators should provide appropriate and applicable examples for the word formation processes discussed. Importance of Word Formation

Word formation processes are crucial for language development. They allow language to expand its vocabulary, which enables its users to talk about new ideas, technologies, and new concepts. This makes communication dynamic and expressive. Knowledge of word formation processes facilitates your vocabulary learning as you can understand and explain words and their structure. In brief, it is an effective strategy to expand your vocabulary.

Activity 4.1 Concept of Word Formation

1. Define the concept of word formation in your own words.
2. Investigate the importance of word formation in your language with your group.

3. To what extent has your language of study changed over time? Is change always positive?
4. Present to the whole class.

Activity 4.2 Identification of Word Formation Processes

Study the words below and provide the word formation process(es) applicable to the word created in the table. The first one has been done for you as an example.

Word Created	Word formation Process
webcam	*Blending (two parts of words put together to form a new word)*
televise	*Part of the original word has been removed – what process does that indicate?*
tsunami	
boyfriend	
exam	
Knick-knack	

Activity 4.3 Formation of New Words

Using the knowledge gained on word formation processes;

1. Organise yourself into a group of four people.
2. Write examples of 10 words formed through either reduplication or coinage. Present to the class.
3. In your group, play a word association game of forming new words. Each person mentions a verb or a noun, and another creates a new word out of it.
4. Each group shares the words formed in the game with the class.

Example: *Enthusiasm à Enthuse à Enthusiastic à Unenthusiastic à Unenthusiastically*

Activity 4.4 In-Depth Study

1. Choose one of the word formation processes below to study in depth:
   a. Compounding
   b. Clipping
   c. Acronym
   d. Blending
   e. Affixation
   f. Borrowing
   g. Backformation.
2. Your investigation will need to include the following:
   a. A definition of your chosen word formation process (how it works).
   b. At least five examples formed in this manner from your language of study.
   c. Reasons why you think it occurs in your language of study.
   d. To what extent do you think that specific process has had an impact on or changed your language of study?

EXTENDED READING

Read the following on the topics learnt for further knowledge.

- https://www.scribd.com/document/665877593/coinage. (Coinage)
- https://kseacademy.com/word-formation-processes/. (Word formation Processes)

REVIEW QUESTIONS

1. Review questions on word formation. Break down the following words into root and affixes (prefix, root, suffix).

Word	Prefix	Root	suffix
faithful			
inadequate			
unlikelihood			
impossibility			

Note

Please, translators should give examples applicable in their language to replace words in the table.

2. Study words in bold in the passage below and explain the word formation processes used in creating them.

   *As I snapped a **selfie** on the **breathtaking fjord**, I could not help but think of the **infodemic** spreading like **wildfire** on social media. The **vlogger** beside me was enthusiastically documenting every moment, while we all enjoyed the **brunch** at the **café**. It was a moment to savour, and I felt **overjoyed**. Afterwards, we took a leisurely walk, enjoying the chill vibes of the place.*

3. Note five words each using the word formation processes listed below. Discuss the class of the words formed with your group.
   a. Compounding
   b. Clipping
   c. Acronym
   d. Blending
   e. Affixation

4. Form 10 new words in your language of study and share with a colleague to indicate the process used in creating the words.

SECTION

5 THE SENTENCE

LANGUAGE AND USAGE

Lexis and structure

INTRODUCTION

This section deals with a continuation of lessons learnt in section four in year one and section four in year two. It gives an overview of phrases and their types. The section further explores components of a sentence such as nouns, pronouns and conjunctions. Furthermore, types of sentences are discussed in terms of their function and structure. The knowledge from this section will aid you in constructing and selecting appropriate sentences in your essays in all subjects, as well as in your everyday use of sentences in discourse.

KEY IDEAS

- A sentence is a combination of words put together according to the specific rules of a language to convey meaningful information.
- The categories of sentences based on function are declarative, imperative, interrogative, and exclamatory.
- Phrases can be categorised into types, namely, noun phrases, verb phrases, adjective phrases, prepositional phrases, and adverb phrases.
- Sentences can be classified according to type (as well as function); these are: simple sentences, compound sentences, and complex sentences.
- The two types of clauses are dependent clauses and independent clauses.

THE SENTENCE AND ITS COMPONENTS

Sentence

A sentence is a group of words, usually containing a subject and predicate, which expresses a thought in the form of a statement, question, instruction or exclamation. A sentence is formed based on the rules of a specific language.

Key Characteristics of a Sentence

A sentence has features which are listed below

1. **Complete thought**

   The meaning of the sentence should be a complete idea, for instance: Mrs Mensah went to the market. We know who the sentence is about and where she went.

2. **Grammatical structure**

   A sentence follows a specific grammatical structure, such as Subject Verb Object (SVO), Verb Subject Object (VSO), etc. This is highly dependent on the language's rules of forming sentences.

   For example, most Ghanaian languages have an SVO order, as shown below

   a. Ga: Nuu lɛ ye kɔmi.

   b. Akan: Papa no dii fufuo.

   c. Ewe: ŋutsu la ɖu te.

   d. Dangme: Dede ye kokote ku.

3. **Punctuation:** A sentence consists of punctuation marks such as full stops (.), commas (,), question (?) or exclamation (!) marks, semicolons (;), etc.

   Example: The teacher bought a pen, a book, and a ruler.

Components of a Sentence

The components of a sentence are subject, verb, object, modifier and complement as explained below:

1. **Subject**

   The noun or pronoun that performs the actions described by the verb. It is what, who or whom the sentence talks about.

   For example: **The teacher** gave a test. **A chair** is broken.

   Ghanaian Language examples:

   a. Ga: **Ayi** tee shia. (Ayi went home.)

   b. Akan: Ɔdii ɛmu anɔpa yi.(**S/he** ate rice this morning.)

   c. Ewe: **Deviawo** dzi ha. (The children sang.)

   d. Gurene: **Mam** wan di sagebɔ (I will eat TZ)

   e. Padi maa ya ablotsi. (Padi will travel abroad).

   The words in bold found in the above examples are the subjects of the sentences.

2. **Verb**

   The word that indicates the action that the subject is doing, or the subject's state, is referred to as the verb.

   For example, the students **played** a game; the goat is dead.

3. **Object**

   The noun or pronoun that receives the action of the verb is referred to as the object. The object is said to be the person or thing that is being acted upon by the subject's verb. There are two types of objects, namely direct and indirect.

   a. The direct object receives the action of the verb directly. For example: "*They found **the bag**.*"

   The word 'bag' is the object of the sentence.

   b. The indirect object receives the indirect action of the verb with the help of a preposition. For example: *"They gave a present to **us**." "I bought a bag for **them**."*

   The bolded words 'us' and 'them' are indirect objects, while the underlined words 'to' and 'for' are prepositions.

4. **Modifier**

   This refers to words that give additional or extra information about the subject, verb or object. They describe, quantify or specify the meaning of other words in the sentence.

   Example: *The **tall** building collapsed.* The word 'tall' is a modifier.

5. **Complement**

   A word or phrase that gives essential information to complete the meaning of the sentence. This may be a noun, an adjective or a phrase that provides information about the subject or object. The word or phrase occurs after a linking verb.

   For example: "They made him king", "She seems nice."

   In these examples, the complements 'king' and 'nice' are needed to make the sentence meaningful.

   Use this link for detailed information on complements

   https://byjus.com/english/complement/

Phrases

You will remember that you learnt about phrases in year two. Share what you remember about the meaning of phrases and the types of phrases with members in your group.

Compare your ideas with the information below.

A phrase is a group of words that functions together as a unit in a sentence and generally lacks a subject and verb. They do not really make a complete thought. A phrase forms part of a sentence.

This video will give you more information: https://youtu.be/P5_OB5oKwxM

If you cannot access YouTube, use this link: https://www.dailymotion.com/video/x93kxlg

Types of Phrases

You will also remember that types of phrases were discussed last year. Refresh your memory by watching the video in the link:

https://www.youtube.com/watch?v=3HPDFtZQ9ao

Share what you have learned about these types of phrases: noun phrases, verb phrases, adjective phrases, prepositional phrases, and adverb phrases, as discussed in the video with your group.

Clauses

A group of words that are put together that often contains a subject and a predicate, usually expressing a complete thought.

Types of Clauses

In a group, discuss the types of clauses that you learnt about in section four of year two.

Now go through what is seen below.

1. **Independent Clause**

   A clause that has a subject and a verb, expressing a complete thought. It can stand alone as a sentence. This type of clause is meaningful and needs

no explanation or additional words or phrases to complete its meaning. Examples:

a. *"I travelled to Japan."*

b. *"They cooked delicious meals every day."*

2. **Dependent Clause**

A clause that cannot function on its own as it leaves the idea unfinished or incomplete. It has a subject and a verb but does not express a complete thought. It is also referred to as a subordinate clause. It needs an independent clause to form a complete sentence as it cannot stand alone to form a sentence. Examples:

a. *"When I was going home"* (Needs an independent clause to complete the thought)

b. *"Because the sun is very hot."* (Needs an independent clause to complete the thought)

Examples of Clauses in Sentences

1. **Simple Sentence**

A simple sentence consists of one independent clause. Example:

a. *"I learn in school."*

b. *"They sang at home"*

c. *"The new house fell."*

2. **Compound Sentence**

In this type of sentence, two or more independent clauses are joined by a conjunction. Example:

a. *"I enjoy cooking, and my brother likes swimming."*

b. *"Peter slept, but James worked all night."*

From the example above, the sentence, *I enjoy cooking* has been put together with my *brother likes swimming* using the conjunction *'and'*.

3. **Complex Sentence**

A complex sentence is made up of one independent clause and one or more dependent clauses. The dependent clause cannot stand on its own to be meaningful. Example:

"Because it was cold, I put on a sweater."

"I put on a sweater" is the independent clause, and *"because it was cold"* is the dependent clause.

4. **Compound-Complex Sentence**

   Consists of at least two independent clauses joined by a comma, a coordinating conjunction or a semicolon and at least one dependent dependent clauses.clause. It is made up of multiple independent clauses and one or more It therefore combines elements of compound and complex sentences. Example: *"Although she was sick, she finished the work, so she left for home."*

   "she finished the work" and *"she left for home"* are independent clauses, *"although she was sick"* is a dependent clause and *"so"* is a coordinating conjunction.

   Try to break down the following sentence as the example above:

   We decided to go for a walk even though it was drizzling, and we enjoyed the scenery.

Importance of Clauses

Clauses help to:

1. Express complex thoughts: They allow for more nuanced and detailed expressions.
2. Create varied sentence structures: They enable writers and speakers to convey different tones and styles.
3. Convey relationships: They show relationships between ideas and events.

By understanding clauses, you can improve your writing and speaking skills and communicate more effectively.

Activity 5.1 Sentence

1. Read the example carefully and remember that you might not need to use all four components.

   Example: The lion ate the small mouse à Subject *(The lion)* + Verb *(ate)* + Modifier *(small)* + Object (*the mouse)*

2. In pairs, break the following sentences into their components, indicating the subject, object, modifier and complement.
   - **a.** James went home.
   - **b.** The new wall is broken.
   - **c.** The hotel is nice.
   - **d.** The little girl gave the boy some toffees.

Activity 5.2 Phrase

Collaborating with your classmates, identify the type of phrase of the italicised words. Choose from noun phrases, verb phrases, adjective phrases, prepositional phrases or adverb phrases.

The old house **is still strong.**	
I am eating rice	
The woman stared at me with *an angry expression.*	
The chair is *very beautiful.*	
The children *are singing.*	
The man went *into the store.*	

Activity 5.3 Clauses

1. Organise yourself into a group of four.
2. Can you explain the difference between a clause and a phrase? Use examples to explain your answers and present to the class.
3. Divide your group of four into pairs. With your partner, decide whether the clauses below are independent or dependent clauses by asking yourselves the question, 'Does it express a complete thought?'
   - **a.** While it was raining
   - **b.** Although I was hungry
   - **c.** I am going to be rich
   - **d.** We studied hard
   - **e.** The girls love their mother
   - **f.** When I am older

Types of Sentences (STRUCTURE)

We have already discussed types of sentences in our work on clauses. Here is a quick review:

Simple sentence

It is a single sentence with a main verb found in it, made up of an independent clause. E.g. The children are eating.

Compound sentence

It consists of two independent clauses that have been joined together with a coordinating conjunction. E.g. The men went to the farm, **but** the women went to the market.

The word 'but' is a conjunction put between two independent clauses to form one sentence.

Complex sentence

It is a sentence that combines an independent clause with at least one dependent clause using a subordinate conjunction or relative pronoun. E.g. Although it was raining. They went shopping.

'Although it was raining' is the dependent clause, and 'they went shopping' is an independent clause.

Activity 5.4 Types of Sentences (Structure)

1. In pairs, analyse the following sentences and identify their type and structure. Underline any dependent clauses that you find. Share your ideas with the class.

   Example: The market women are going on a trip. (Simple sentence - Subject *(the women)* + Modifier *(market)* + Verb *(are going)* + Complement *(on a trip)*

   a. The students are going on an excursion, but the teachers are going to a training workshop.

   b. I took an umbrella because the sun is very hot.

   c. They are having lunch.

   d. Matthias went to school.

2. After sharing your ideas with the class, continue to work together to expand the sentences below from simple sentences to complex sentences. Look at the example below and make sure you show how you expand the sentence from simple to compound to complex.

   Example: I like chocolate (simple) --> I like chocolate, but she likes crisps (compound) --> I like chocolate because it is sweet, but she likes crisps (complex)

   a. Ghana is beautiful.

   b. The children went home.

   c. I am going to be famous

Activity 5.5 Sentence Formation

On your own, construct sentences according to the specified type:

1. Simple sentence about a Ghanaian food.
2. Compound sentence about two Ghanaian festivals.
3. Complex sentence about the benefits of education in Ghana.

TYPES OF SENTENCES (FUNCTION)

Previously, you learnt about sentence types based on structure. Sentences can also be grouped based on their function. We shall now examine the types of sentences based on their functions:

The types of sentences based on function are as follows:

1. Declarative sentence: A sentence that states a fact or assertion. This type of sentence ends with a full stop. For instance: 'The students sat an exam.'
2. Interrogative sentence: A sentence type that asks a question. This type of sentence always ends with a question mark. Some examples are: 'Where is the pen?' 'What is the time?' 'How are you?'
3. Imperative sentence: A sentence type that gives a command or instruction. An example is 'Give me a pen,' 'Do not drink the tea.'
4. Exclamatory sentence: A sentence type that expresses strong emotion or emphasis. An example is 'What a lovely day!' 'How awesome!'

Activity 5.6 Function of Sentences

1. In pairs, define the four types of sentence function in your own words.
2. Identify the sentence type (declarative, interrogative or imperative) for each of the following:
   a. Which is the largest city in Ghana?
   b. Shut the window, please.
   c. Ghana is located in West Africa.
3. Read the following short texts. Analyse what types of sentences the author has used and why.

   Example: This cake is so tasty! à the author has used an exclamatory sentence because they want to convey their excitement.

   a. Sentence types vary according to the message that the writer wants to convey. Sometimes sentences are short, sometimes they are long, but they always express a complete thought.

b. Don't forget the full stop!

c. Have you heard? There's a great new book on linguistics! I'm going to go to the shop to buy it this evening, do you want to come?

d. I'm so excited! My favourite band is going to play at the festival! I can't wait!

4. In pairs, form three sentences for each of the four functions below and present to the class.

a. Imperative

b. Declarative

c. Interrogative

d. Exclamatory

EXTENDED READING

- ollow the link below to get further information about objects of a sentence. https://www.papertrue.com/blog/object/
- Follow the link below to get further information about objects of a sentence. https://www.papertrue.com/blog/object/
- Read the document in the link for further knowledge on phrase types. https://chompchomp.com/terms/phrase.pdf.

REVIEW QUESTIONS

1. Examine the sentences below and answer the questions that follow:
   - Identify the sentence type.
   - Note any coordinating or subordinating conjunctions.
   - Underline independent clauses once and italicise dependent clauses.

     a. Many students rely on online sources.

     b. We watched a movie after we reached home.

     c. Jane went to the house, and John went to the shop.

     d. We washed the clothes, though it was raining.
2. Identify the types of clauses (independent or dependent) used in each sentence.

   a. I went shopping because I needed foodstuffs.

   b. The sun shone brightly in the sky.

   c. Although it was raining, we still had fun.

   d. The book I am reading is very interesting.

   e. When I finish studying maths, I will watch a movie.
3. Transform the given sentences into the type of sentence specified in the brackets.

   a. Ghana is a beautiful country. (interrogative)

   b. What is the name of Ghana's president? (declarative)

   c. I need some help. (imperative)

SECTION

6 READING AND TRANSLATION

LANGUAGE AND USAGE

Text composition and interpretation, and translation

INTRODUCTION

This section builds on Year 1 and Year 2 reading and interpretation of a Ghanaian language. We shall focus on reading and translation in a Ghanaian language. This section will firstly focus on types of reading (skimming and scanning), and the importance of reading. Then, it will focus on translation, where we will consider the concept of translation, types of translation (word-for-word, meaning-based and unduly free), importance and rules of translation in a Ghanaian language. After completing this section, you will be able to summarise given texts based on the knowledge of skimming and scanning and also apply your knowledge in translation to translate texts into and from your Ghanaian language of study.

KEY IDEAS

- Reading can be for pleasure, study, or work.
- Scanning involves searching through a text for specific information.
- Skimming involves reading a text quickly to get a general idea of what it is about.
- Translation is the process of reproducing a text or discourse in another language so that the audience can understand its message.

SKIMMING AND SCANNING

You have studied the concept of reading and also gone through the types of reading in previous years. In this section, we will briefly discuss two types of reading, namely skimming and scanning. If you would like more detail, refer back to section two in year one.

Types of Reading

Skimming

Sometimes we read not for the detailed content of the material we are reading, but just to get a quick overview of it. This is referred to as skimming. Skimming, therefore, involves quickly glancing through a text to get a general idea of its content, main ideas, and structure. Skimming is done to help readers to identify main topics, understand the purpose of the author and also to save time.

Activity 6.1 Skimming Exercise

1. Skim through the article below by following these tips:
   a. Read the first paragraph and last paragraph in full.
   b. Read the opening words and closing words of the paragraphs in between.
   c. Use headings, sub-headings, bullet points or words in bold, italics, capitals or underlined to guide you.
2. Identify the main points.
3. Summarise the article in your own words.
4. Be ready to listen to others and give feedback on what they did well and what they could improve.

Equipping Health Facilities: A Matter of Life and Death

Critical equipment in health facilities is crucial for several reasons – it helps in accurate and timely diagnosis. *Equipment such as magnetic resonance imaging (MRI) machines, computed tomography (CT) scanners, and ultrasound machines, among others, enable healthcare professionals to diagnose conditions accurately and quickly. Also, critical health equipment gives improved patient outcomes because accurate diagnosis leads to effective treatment, reducing morbidity and mortality rates. Equipment like ventilators, defibrillators, and dialysis machines support life-saving interventions. Critical care equipment like electrocardiogram (ECG) monitors and pulse oximeters track patient vital signs, enabling prompt interventions. Furthermore, critical equipment reduces the risk of medical errors and adverse events while automated equipment streamlines clinical workflows, reducing wait times and improving patient satisfaction.*

Sad to say the state of healthcare in Ghana is a pressing concern, with many health facilities lacking critical equipment to provide quality medical care. This shortage not only hinders the ability of healthcare professionals to deliver optimal care but also puts patients' lives at risk. It is unacceptable

that in this age and time, major teaching hospitals do not have basic tools to save lives.

We call on the government to allocate more resources to healthcare and prioritise equipment procurement and maintenance. There is no need for all the fanfare that goes with the opening of a hospital or health facility when basic tools that will save lives are not provided. Government must strategically locate critical equipment in rural and underserved areas. We also believe that the development of a national equipment plan – to create a comprehensive plan to assess, procure, and maintain critical equipment in health facilities across the country should be an urgent need. Proper care and regular maintenance of equipment is a major challenge in Ghana, and the paper urges the Ministry of Health to establish a maintenance culture to ensure equipment is regularly serviced and repaired. Healthcare staff also need training on equipment operation, maintenance and troubleshooting. While at this, the ministry could also look at developing a system to track equipment inventory, usage and maintenance needs as well as conduct regular assessments to identify equipment needs and prioritise procurement.

We believe that it will be in the country's best interest to leverage technology by exploring innovative solutions such as telemedicine, mobile health units and digital health platforms to enhance access to care. We also need to encourage local manufacturers of medical equipment to reduce costs and increase accessibility. It is important and urgent to provide the country's health facilities with critical equipment to give meaning to the government's promise of achieving universal health coverage for all Ghanaians. We must make this an issue of paramount importance to save lives, improve health outcomes and restore trust in the healthcare system.

Source: Adapted from: https://graphiconline.com/daily-graphic-editorials/ghana-news-equipping-health-facilities-a-matter-of-life-and-death.html.

Scanning

Other times, we may be interested in getting some specific information from material we read without necessarily needing everything. This kind of reading is called scanning. It involves rapidly searching a text for specific information such as keywords, phrases, dates, names, answers to a specific question, etc. It helps the reader to answer questions and research efficiently.

Activity 6.2 Scanning Exercise

1. Scan the article below and answer the questions. Use these tips to help you scan effectively.
2. Do not read every word. Just look for the information you want. For example, if you're looking for a date, you know you're looking for a number, month, and/or year.
3. Like with skimming, use headings, sub-headings, and bullet points to guide you. Keywords from the question are also vital clues.
   a. What challenges exist in fighting child labour in Ghana?
   b. What are the proposed efforts to combat the menace?
   c. What does CHRAJ stand for?
   d. How many working children never attended school?
   e. How has Ghana made legal and policy strides in the fight against child labour?

Combating Child Labour is a Collective Responsibility

Ghana joined the global community to commemorate World Day Against Child Labour yesterday, June 12, 2025, on the theme: "Progress is clear, but there's more to do: let's speed up efforts!" *While commemorating this day, it is imperative to reflect on the progress made and the challenges that lie ahead. Child labour remains a pressing issue in Ghana, where many children are forced to work long hours in hazardous conditions, depriving them of their right to education and a childhood free from exploitation.*

According to the UN, since 2000, the world has been making steady progress in reducing child labour. However, over the past few years, conflicts, crises and the COVID-19 pandemic have plunged more families into poverty – and forced millions more children into child labour. Subsequently, as of today, there are approximately 160 million children worldwide involved in child labour, which represents one in 10 children. According to a statement by the Commission on Human Rights and Administrative Justice (CHRAJ), to mark the day, over 1.1 million children in Ghana aged five to 17 are engaged in some form of work.

Furthermore, approximately 28 per cent of children in this age group are involved in child labour, and 20.7 per cent work under hazardous conditions. Even more alarming, according to the statement, is the fact that "an estimated 500,000 working children are out of school, 68,500 have never attended school, while more than 389,000 have dropped out." This is indeed worrying because child labour has severe consequences on

the country's development, perpetuating the cycle of poverty and limiting opportunities for future generations.

The Daily Graphic, therefore, adds its voice to the call by CHRAJ for "urgent and united action to end child labour in Ghana." CHRAJ acknowledges that while Ghana has made legal and policy strides, such as ratifying key ILO conventions and launch of the Ghana Accelerated Action Plan Against Child Labour (2023–2027), real-world progress remains limited. This is because among others, there is a significant gap in implementation, monitoring, and prosecution of violators. Many child protection offices and social welfare structures at the local level suffer from "budgetary constraints and limited logistical support," making it hard to respond to cases of child labour effectively. Therefore, it is important for the government and all stakeholders to work earnestly to enforce labour laws and provide financial support, logistics, resources and support services for relevant agencies.

There is also the need to strengthen collaboration by fostering partnerships between government agencies, NGOs, and community leaders to combat child labour. A major challenge to ending child labour in Ghana is poverty, where families rely on their children's income due to extreme poverty and the issue of cultural influence because some communities view child labour as a necessary part of a child's socialisation process and skill development.

The paper is calling for more community sensitisation programmes to educate parents, teachers and children about the dangers of child labour and promote behavioural change. Also, efforts must be made to empower households and communities economically by supporting vulnerable households through income-generating activities. It is also essential to intensify efforts in child labour monitoring and remediation systems by identifying and supporting children engaged in child labour, providing educational materials and vocational training. CHRAJ's call for the government and all stakeholders to "update and expand national data on child labour," and also for "comprehensive and periodic surveys, combined with robust monitoring systems," to better understand and tackle the issue is timely, as it will support efforts to combat child labour and protect the rights of every child in the country.

The Daily Graphic believes that ending child labour is a collective effort, and that by working together to develop community-based initiatives such as child protection committees to monitor and protect children from harm, we can create a brighter future for children in the country, ensuring they have access to education and a childhood free of exploitation. Let's intensify our efforts to combat child labour and protect the rights of every child in Ghana.

Source: Adapted from https://graphiconline.com/daily-graphic-editorials/ghana-news-combating-child-labour-is-collective-responsibility.html.

Importance of Skimming and Scanning

From the discussion above, we can deduce that skimming and scanning are essential skills for improved comprehension and efficient reading. Therefore, by mastering the skills of skimming and scanning readers can become more efficient, effective and coherent in their reading abilities.

TRANSLATION

Concept of Translation

Translation refers to the process of converting text from one language to another while maintaining the original meaning, context, and content. The language the original text is written in is called the source language whereas the language into which the text is translated is the target language.

Importance of translation

With the explanation above, one can conclude that translation plays a vital role in bridging language gaps, promoting global understanding, and facilitating international communication and collaboration. The following are some benefits of undertaking translation:

1. **Facilitation of Global Communication:** Translation enables people speaking different languages across the globe to understand each other.
2. **Cultural Exchange:** It allows the sharing of ideas, literature, and knowledge across cultures. When you are able to read translated texts from another group of people, you can appreciate their knowledge, culture, belief, etc.
3. **Business and Trade:** Translation is essential for international business, trade, and commerce. To be able to know and understand what is going on in other parts of the world, translated texts are very helpful.
4. **Education and Research:** Knowledge in texts which were originally written in an unfamiliar language can be accessed when translated into a familiar language that will make it becomes an educational resource.
5. **Diplomacy and International Relations:** Translated texts can be crucial for effective communication between governments and nations.
6. **Access to Information:** Translated texts can provide access to general information, services, and opportunities for people worldwide.

7. **Promotion of Understanding and Empathy:** When texts are translated into a familiar language, they foster global understanding, tolerance, and cooperation.

Types of Translation

There are different types of translation, but the most common ones include word-for-word, meaning-based, and unduly-free.

1. **Word-for-Word Translation**

   This is a literal translation approach where each word is translated directly without considering the context, idioms, or nuances of the target language. This method can lead to inaccurate or unnatural translations.

2. **Meaning-Based Translation**

   This is an approach to translation that prioritises conveying the overall meaning and context of the original text rather than translating word-for-word. This method considers the cultural, linguistic, and situational nuances to produce a more natural and accurate translation. This is a more common type of translation.

3. **Unduly Free Translation**

   This type of translation is also known as overly free or loose translation. This approach deviates significantly from the original text's structure, content, or meaning. Even though unduly free translation provides some flexibility in translation, it can lead to misinterpretations or loss of essential information. It may be used in certain contexts, like creative writing, where the translator can provide more content or style than there is in the original, but it can be problematic in technical or formal translations.

Activity 6.3 Translation of Texts

1. Before translating a longer text, it is important to read the whole thing to get context. Read the text below and identify the main idea(s).

   Translating a text isn't just about changing the words themselves. Word order might also be affected, and you should also consider how/if names and numbers will be translated. It may also be impossible to translate some words or phrases directly, so you will need to think of an appropriate equivalent. In pairs, translate these extracts from the text into your Ghanaian language of study.

   a. *"The Institute of Statistical, Social and Economic Research (ISSER) has released the Ghana Social Development Outlook (GSDO) Report 2024"*

   b. *"...youth unemployment remains a pressing issue."*

c. *"NEIP, for instance, aims to create at least 10,000 sustainable businesses annually"*

2. In groups, translate the text below into your Ghanaian language of study. Present your translated text for a whole class discussion and justify your choice of the type of translation that you used.

We Must Get Jobs for Our Youth

The Institute of Statistical, Social and Economic Research (ISSER) has released the Ghana Social Development Outlook (GSDO) Report 2024, revealing that government initiatives to tackle youth unemployment since 2015 have been largely ineffective.

Employment initiatives, such as the National Entrepreneurship and Innovation Programme (NEIP), Youth in Agriculture Programme (YiAP), and Nation Builders Corps (NABCo), have ambitious objectives.

NEIP, for instance, aims to create at least 10,000 sustainable businesses annually through training, funding, and mentorship.

While YiAP seeks to initiate youth into commercial farming, providing access to credit and improved incomes to drive food security and rural development, NABCo addresses graduate unemployment by developing youth skills across economic sectors and enhancing public service delivery. However, the ISSER study reveals that these objectives have not been fully met, and, quite frustratingly, despite these initiatives, youth unemployment remains a pressing issue.

The report identifies two main causes: a mismatch between skills acquired through training and labour market demands, and a shortage of job opportunities to accommodate the growing number of young people entering the workforce. Furthermore, these initiatives often overlook youth interests, as training modules and job offerings are developed without input from the intended beneficiaries.

To address this issue, the report suggests a multifaceted approach, including education reform, private sector partnerships, pre-employment support, and promoting entrepreneurship. By aligning education with labour market needs and providing relevant skills training, Ghana can better equip its youth for the job market. Additionally, encouraging entrepreneurship and creating more job opportunities can help absorb the growing number of young people entering the workforce.

Source: Adapted from: https://graphiconline.com/daily-graphic-editorials/ghana-news-we-must-get-jobs-for-our-youth.html.

Activity 6.4 Text translation into English

In groups, translate the text below into a Ghanaian language of study. Present your translated text for a whole class discussion and justify your choice of the type of translation that you used.

TRANSLATION RULES

Revision of the Concept of Translation

Do you remember what we studied previously on the definition, types, and importance of translation? Review what you remember quickly with a classmate.

Rules of Translation

Some rules are followed for a text to be translated from one language to another. By following these rules, translators can produce high-quality translations that effectively communicate the intended message of the texts that are translated.

The following are some of the translation rules:

1. **Know both languages:** Be an expert in the two languages to select the correct registers when translating.
2. **Accuracy:** Translate the original text's meaning, content, and context accurately.
3. **Fidelity:** Remain faithful to the original text's tone, style, and intent.
4. **Clarity:** Ensure the translated text is clear, concise, and easy to understand.
5. **Cultural sensitivity:** Consider cultural differences and adapt the translation accordingly.
6. **Contextual understanding:** Understand the context of the original text to provide an accurate translation.
7. **Consistency:** Maintain consistency in terminology, style, and formatting.
8. **Idiomatic expressions:** Translate idioms, colloquialisms, and figurative language accurately.
9. **Target audience:** Consider the target audience's language, culture, and needs.
10. **Style and tone:** Preserve the original text's style and tone.
11. **Proofreading and editing:** Review and edit the translated text for errors and improvements.

Activity 6.5 Translation Rules

1. In pairs, order the rules from one to eleven, one being the most important and eleven being the least important, using your knowledge from this section and your learning in year two. Share your response for a whole-class discussion.
2. Now consider oral interpretation that you studied in year one – does the order of the rules change or stay the same?
3. Present your response for class discussion.

Idiomatic Expression

Idioms are phrases that have a figurative and not a literal meaning. They are a particularly tricky aspect of translation both into and from the target language. They require an exceptional knowledge of both languages.

For example, in Akan **N'ano yɛ toro** literally means your 'mouth is slippery', but contextually this actually means that you are calling someone a gossip. In English, we would say 'you've got a loose tongue', which has the equivalent idiomatic meaning.

Activity 6.6 Idiomatic Expressions

1. In a group of three, look at the following idioms.
   - **a.** All that glitters isn't gold.
   - **b.** A piece of cake
   - **c.** You are pulling my leg.
   - **d.** It is raining cats and dogs.
2. Note
   - **a.** the literal meaning (research online if you aren't sure).
   - **b.** the equivalent idiom in your language of study if you can.

EXTENDED READING

Kirsten Malmkjær and Kevin Windle (2011). The Oxford Handbook of Translation Studies, Oxford University Press (Online Edition)

REVIEW QUESTIONS

1. a. Skim through the article to identify the main points.
   b. Scan the article to find the following
      i. What agriculture is used for.
      ii. The methods used for modern agriculture
      iii. Challenges encountered in the agricultural sector.
   c. In four sentences, summarise the article in your own words.

   Agriculture *is the practice of cultivating the soil, growing crops, and raising animals for food, fibre, and other products used to sustain human life. It is one of the oldest and most essential activities in human history, providing the foundation for civilisation. Agriculture includes the production of staple crops like maize, rice, cassava, and yam, as well as fruits, vegetables, and livestock such as cattle, goats, and poultry. Modern agriculture uses improved methods such as irrigation, mechanisation, and the use of fertilisers and pesticides to increase productivity. In Ghana and many parts of Africa, agriculture remains the main source of livelihood for many rural communities. It contributes significantly to national economies, food security, and employment. However, challenges such as climate change, poor infrastructure, and limited access to markets affect agricultural productivity. Promoting sustainable farming practices is vital to ensuring a long-term food supply and protecting the environment.*

   Source: *https://chatgpt.com/share/68932561-7f8c-800e-bb96-d0b3cfb4b1d5.*

2. Explain the concept of translation in your language.
3. Explain in brief the following types of translation:
   a. Meaning-based
   b. Word-for-word
   c. Unduly-free
4. Discuss four benefits of translation.

   Compare the five rules of translation.

SECTION

7

FESTIVALS

CULTURAL PRACTICES AND GOVERNANCE

Cultural Practices

INTRODUCTION

This section is a continuation of the cultural practices and governance from the previous years. The section will now introduce you to the concept of Ghanaian traditional festivals and their significance, as well as the concept of culture and its importance to the people. You will learn about the culture of your people and use the knowledge you acquire to discover more about the cultures of other people. By extension, you will understand the effects of traditional culture on real-life issues. The section will also discuss how the various festivals are celebrated across various Ghanaian cultures. This will help you to understand and appreciate how and why other people celebrate their traditional festivals and by extension, foster unity and cultural tolerance. This section is essential for you not only in the context of Ghanaian language studies but also establishes links with social studies and history.

KEY IDEAS

- Festivals are always organised events and are celebrated by the people.
- Traditional festivals are rooted in the belief system of the people.
- The purpose of traditional festivals is usually thanksgiving.
- Traditional festivals differ from one ethnic group to another.
- There is a performance of rituals during the celebration of the festivals.

CONCEPT OF FESTIVAL

A festival is an organised event that is celebrated by a group of people based on a particular theme and/or reason. The three main types of festivals in Ghana are; Christian, Islamic and Traditional festivals. Under this section, we shall discuss traditional festivals.

Traditional festivals

Traditional festivals are forms of cultural celebration rooted in the history, the belief system, as well as the customs of a particular group of people. Certain events are marked with cultural activities, spiritual worship or thanksgiving and rituals which have been developed over time. During traditional festivals, a special form of language is used and special songs with drumming and dancing accompany the event.

Significance of festivals to cultures

Traditional festivals are important to the people in so many ways which may include the following:

Culture and Heritage Preservation

1. Celebration of traditional festivals is a means by which culture and heritage are maintained among the people.
2. They remind us of how a community was established and the leaders and heroes/heroines that led the establishment are honoured during these festivals.
3. Through traditional festivals our ancestors and other heroes/heroines who fought against foreign invaders and reclaimed new lands, fought against natural calamities, as well as those legendary characters who affect the earthly life are remembered.
4. Festivals are events when people pay tribute to divinities that rendered merits to the community and the nation.

Education

1. During the celebration of traditional festivals, different activities are performed; drumming and dancing, poetry recitals, storytelling (both historical and contemporary) which serve as a means of educating participants and help them to learn about new cultures.
2. Festivals become a form of education under which fine traditional moral values as well as spiritual practices can be handed from one generation to the next.

Promotion of Unity and Social Bonding

1. During festivals people come from near and far regardless of their cultural differences to take part in the celebration. This promotes unity and social bonding among them.
2. During festivals, people come back to either their natural or national roots, which form a sacred part of who they are.
3. The people unite in solidarity to overcome difficulties, striving for a happy and wealthy life.

Economic value

1. The celebration of traditional festivals attracts both local and foreign tourists which serves as a means of raising a lot of money to boost the local economy.
2. It is also a period where members of the community are able to trade to make money for themselves as a lot of people come into the community.

Development

1. Festivals are occasions used to raise funds for developmental projects in a community.
2. During this time, the leaders and the members of the community contribute to developmental projects and other basic amenities such as water, school, market, and any other facility that the community may need.

Religious and Spiritual Benefit

1. Traditional festivals are rooted mostly on spiritual or religious values and beliefs. So, during the celebration, the spiritual and religious leaders perform rituals and other forms of prayers for the people in the community who are seeking the blessings from their gods.
2. People who are experiencing troubles use the time to present their sadness and worries to the gods to bestow favour upon them and to help them strive for a better life.

Types of Traditional Festivals

Thinking question: What traditional festivals do you celebrate in your community?

In Ghana, various traditional festivals are celebrated depending on the event. These festivals may include harvest festivals and ancestral festivals, which are showcased throughout the year. Let us explore some notable harvest festivals and ancestral festivals celebrated in Ghana.

Harvest Festivals

1. ***Homowo Festival:*** Celebrated by the Ga people in the Greater Accra Region to commemorate the end of a devastating famine. During the celebration, activities such as traditional drumming and dancing, songs ministration and sharing of special dishes like kpokpoi, and drinks take place.
2. ***Gologo Festival***: Observed by the people of the Upper East Region (Talensi people) to ask the gods for a bountiful harvest and seek protection during the farming season ahead of them. It is celebrated in March or April before their major farming season.

3. ***Samanpiid Festival:*** Celebrated by the Builsa people in the Upper East Region to give thanks to the gods for protecting people and crops during the farming season.
4. ***Asogli Yam Festival:*** A harvest festival celebrated by the Asogli people in the Volta to thank the gods and ancestors for a good yam harvest. Like any other festivals, merry making and drumming and dancing accompany the celebration of the Yam Festival.
5. ***Kundum Festival:*** A harvest festival celebrated by the Ahanta and Nzema people in the Western Region. This festival is to thank the gods for a good harvest.
6. ***Ngmayem Festival:*** Celebrated by the Krobo of the Eastern Region to mark the end of the harvest season and thank the gods for a good harvest.
7. ***Odwira Festival:*** This the harvest festival celebrated by the people of Akropong-Akwapim in the Eastern Region to celebrate a historic victory and to purify the land.

Ancestral Festivals

1. ***Adae Kese Festival:*** Celebrated by the Ashanti people to honour their ancestors and ask for blessings, featuring grand durbar ceremonies, drumming, and dancing.
2. ***Akwasidae Festival:*** Observed by the Ashanti people every six weeks to honour ancestors, including traditional drumming, dancing, and offering food and drinks.
3. ***Hogbetsotso Festival:*** The festival celebrated by Anlo Ewe people in Volta Region to remember the migration from Notsie, the present-day Togo.
4. ***Fetu Afahye Festival:*** An ancestral festival celebrated by the Fante people in Cape Coast and Elmina. It takes place on the first Saturday in September to honour the gods and the ancestors for their protection.

Other Festivals

1. ***Aboakyir Festival:*** Celebrated by the Effutu people in Winneba, featuring a traditional deer hunt to symbolise their migration.
2. ***Bakatue Festival:*** Marks the beginning of the fishing season, celebrated by the people of Elmina in Central Region with a ceremonial canoe ride and traditional drumming.
3. ***Damba Festival:*** Celebrated by the Dagombas, Gonjas, and Nanumbas in the Northern Region to commemorate the birth and naming of Prophet Muhammad.
4. ***Akwanbɔ Festival:*** Celebrated by the people of Ajumako, Breman Esiam, Enyan Abaasa among others to clear paths to rivers, farms and other communal places and also honour the ancestors.

5. ***Asafotufiami Festival:*** Celebrated by the people of Ada of the Greater Accra Region to commemorate the wars fought by their ancestors during their migration period from Ile Ife to their present home.
6. ***Kloyosikplemi Festival:*** Celebrated by the people of Yilo Krobo to commemorate their migration journey from the Kloyomi (the Krobo mountain) to their present home.

Figure 7.1: Costumes used during traditional festivals in Ghana

https://www.bing.com/images/search?q=costumes%20used%20during%20traditional%20festivals%20in%20ghana&form=IQFRBA&id=4D1A4C7240DB8BE90DB09A10069383A874BE09F7&first=1&disoverlay=1

Activity 7.1 The Concept of Festivals

1. Organise yourself into groups of four. Observe the images in ***Figure 7.1*** and do the following
   - **a.** Discuss the various occasions in which these costumes can be used. Compare your findings with the outcomes of other groups in the class.
   - **b.** Name any items of clothing or outfits you can identify from the photos, using their traditional names.

c. Specify which traditional festival celebrations they can be associated with

2. Share your answer with your classmates and identify any similarities in your answers
3. Write down any three facts that you have learnt so far in this section about festivals.
4. Present your answer to your group members for comparison.
5. Make a list of any different answer(s) you have noticed from other group members for discussion among yourselves.

Activity 7.2 Significance of Festivals

1. In pairs, identify any four benefits your communities get anytime they celebrate a festival. Think about *cultural, social, educational,* and *financial* benefits.
2. Present your answers to the class for discussion.

Activity 7.3 Identification of Different Festivals

1. Watch the videos below

   a. Video 1: https://youtu.be/WQFG8l5Heaw?t=44

   b. Video 2: https://youtu.be/F84fAhOa_70

   c. **Video 3: https://youtu.be/olvez_a7EXc**

2. In a group of four, determine the name of each of the festivals in the videos and write down the people who celebrate them. Look for clues such as the clothes that the people are wearing, the ceremonial objects that you can see and the rituals that are being enacted. Refer back to the information at the start of the section if you need help. Discuss your findings with another group.

3. Describe the costume(s) that the people wear during the celebration of a traditional festival in your community. You should talk about the clothing items, colours, accessories, and their significance in your answer. Compare your observations with those of another colleague close to you.
4. In a group of four, describe any other costumes in the videos and identify the people who wear them for their celebration. You should talk about the clothing items, colours, accessories, and their significance in your answer. If you aren't sure about the significance of an element of the costume, you could research online. Share your answers in your group and with other groups in the class.
5. Note down any other symbols found in the videos and state which ethnic groups use them. If you aren't sure of the traditional name for the symbol, describe it. In your group, discuss, research, and write down the meaning of the symbols and present your findings for class discussion.

Checkpoint Task

Review what you have learnt so far about traditional festivals with a classmate. What do you understand by a 'traditional' festival? What types of festivals have you studied?

How festivals in different parts of Ghana are celebrated

Different ethnic groups have different ways of celebrating their festivals. The following are some of the specific features of some of the festivals celebrated in Ghana.

The Homowo Festival

It is celebrated by the Ga people in Accra, Ghana. The celebration is held in August or September every year. Some of the key activities include; a ban on making noise, preparation and sharing of traditional dishes, poetry recital, drumming and dancing.

The Odwira Festival

Odwira festival is celebrated at the time of a bumper harvest of foods (normally yam) by the people Akropong-Akuapim, Aburi, Larteh, and Mamfe. The celebration comes happens in September or October every year. The celebration is marked by a lot of performances from Monday to Saturday. Like any other festival, Odwira Festival is celebrated with merry making.

Note

The translator should provide a detailed account on how Odwira is celebrated.

Asogli Yam Festival

The Yam Festival by the people of Asogli is celebrated every September to thank the gods and ancestors for a good yam harvest. Various activities take place before, during and after the celebration. Some of the activities may include: spiritual cleansing, offering of yam to the gods, etc. Like any other festivals, merry making, drumming, and dancing accompany the celebration of the Yam Festival.

Akwasidae Festival

This festival is observed by the Ashanti people every six weeks to honour ancestors, including traditional drumming, dancing, and offering food and drinks.

Hogbetsotso Festival

Usually celebrated in November to remember the migration of the forefathers from Notsie, the present-day Togo. Key activities preceding the celebration include the official launch, "Nugbidodo and Glimetoto", spiritual cleansing, and fundraising. This celebration is marked by a lot of myths known as 'Amlimatsitsi'.

Note

The translators should provide a step-by-step account on the celebration of the festivals where applicable

Trial Question

In a group of three, list any three activities that are common to the celebration of any four different traditional festivals that you have discussed previously. Do this by naming the festivals you are comparing.

Comparison of festival celebrations in Ghana

Here, you will see some example comparisons between specific traditional festivals. There are a wide range of traditional festivals in Ghana so many more comparisons could be made!

Homowo and Yam Festivals

1. **Homowo**

   Ga people of the Greater Accra Region celebrate it. Homowo means 'hooting at hunger' and it is a festival celebrated to remember a period of famine that was overcome through the hard work of the people.

2. **Yam Festival**

   Similarly, Yam Festival is also celebrated by Asogli to thank the gods and ancestors for a good yam harvest.

   The Homowo and Yam festivals are celebrated purposely because of a bumper harvest of food. In contrast, Yam Festival is celebrated in September while Homowo is generally marked in August

Activities carried out

Almost every celebration is celebrated by rituals, drumming, dancing, singing, and offerings to ancestors and deities.

Fetu Afahyɛ and Odwira festival

1. **Fetu Afahyɛ**

   A one-week celebration by the Oguaa people of Cape Coast. The purpose is to commemorate the Oguaa people's history, culture, and unity. The activities include; rituals, drumming, dancing, singing, and making of sacrifices to the Oguaa deities.

2. **Odwira festival**

   Celebrated by Akan people of Ghana, particularly in the Akropong-Akuapem traditional area. It is a time for purification, renewal, and thanksgiving, marked by colourful masquerades, traditional music, and a grand durbar of chiefs. The festival also involves cleansing sacred stools and honouring ancestors.

Differences

1. Specificity: Odwira is celebrated by a broader Akan group, while Fetu Afahyɛ is specific to the Oguaa people of Cape Coast.
2. Historical context: Odwira has historical roots in the Akan kingdoms, while Fetu Afahyɛ is deeply connected to the Oguaa people's history and culture.
3. Rituals and practices: While both festivals involve rituals and cultural practices, the specific customs and traditions differ.

Key Similarities

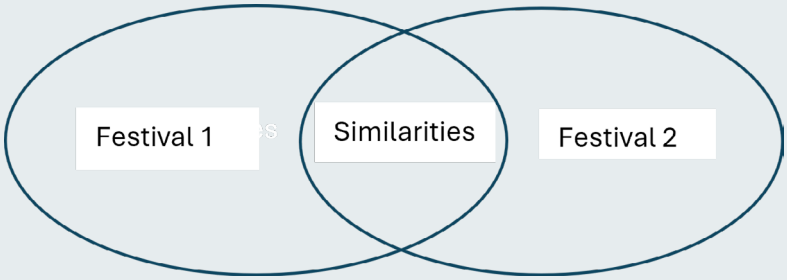
In almost all the traditional celebrations are done to thank and honour the Ancestors, deities and other gods. There are performances such as prayers, drumming, dancing and merry making.

Key differences

The key differences have to do with ethnicity, differences in the names of music and dance, as well as the differences in the periods of the celebrations.

Activity 7.4 Comparing Festivals

1. Choose one festival in your community and one festival from another community as discussed above.
2. Create a list of similarities and differences between the festivals (you could do this in a Venn diagram, see below):



3. Use your list or diagram to write a three-paragraph description on the similarities and differences between the two festivals.

Explore some of the useful phrases below to help structure your essay:

Similarities	Differences
Similarly...	In contrast...
Equally...	However,...
In the same way	On the other hand,...
Just as... so does....	Alternatively...
Both... and...	Whereas...
Also...	Conversely...

Activity 7.5 Significance of Traditional Festivals

The chief and the people of your community celebrate their festivals every other year.

1. In pairs, discuss and note down any three social amenities you have seen created or improved in your community in the past two years. A social amenity could be a school, youth or community centre, medical centre, road or transport network, or sanitation facilities (including water pumps and drainage systems). Compare your answers to others and add to your list if necessary.
2. Individually, investigate the benefits that the nation can get from the celebration of all the traditional festivals in Ghana. Plan and research your answer, referring not only to your own experience but to that of others, too. Present your findings to the class for class discussion.

EXTENDED READING

- Nukunya, G.K. (2007). *Tradition and Change in Ghana: An Introduction to Sociology*. Ghana University Press.
- Tumasi, K.D. & Adade, C. (2019). *Social studies in scope for JSH 1-3*. Kinddeh

REVIEW QUESTIONS

1. **a.** During the celebration of traditional festivals, note five items that are used to perform some rituals.

   b. Write down any 3 symbols used during a festival in your community.

   c. State any two symbolic items from another festival of your choice and indicate the name of the festival.

2. **a.** State the importance of the items you have identified in 1a, b and c to the celebration of the festivals. Why are they used?

   b. Who uses the items?

   c. When are the items used?

3. Prepare an argument for or against. Critique at least one counter argument.

   "It is young people's responsibility to engage with traditional festivals to keep their heritage alive."

SECTION

8 DEATH AND FUNERAL RITES

CULTURAL PRACTICES AND GOVERNANCE

Cultural Practice

INTRODUCTION

This section discusses the concept of death. It further explores the causes of death, types of death as well as ways of preventing death. The learner will also be introduced to funeral rites, types of funerals, importance of funerals rites and funeral rites in contemporary times. There will also be a comparison of funeral rites performance across the cultures. The understanding and knowledge of death and funeral rites will give insight to learners about these rites in their culture and other cultures as well. You will understand and appreciate the death and funeral rites of other cultures as compared to your own culture. You will learn tolerance, unity and preservation by the time this section is completed. This section has a lot in common with history and social studies subjects.

KEY IDEAS

- Changes in recent times have affected funeral rites such as coffin style, shroud design, attire for the funeral, etc.
- Death is when a person is living no more, and life has ended for the person.
- Funeral rites differ from culture to culture.
- The importance of funerals includes celebrating the life of the deceased, connecting family and friends, a place for sharing grief and shock, and closing the chapter of the deceased.
- Rituals and rites performed when one passes way or is deceased are funeral rites.
- The types of death are natural death which is death that are not caused by external factors but due to old age and unnatural death which are caused by external factors such as accidents, poisoning among others.

DEATH

Concept of Death

Death marks the moment of life when your physical body stops working to survive. Death is the end of life. Death is the absence of life. It is the end of life of a person or animal. In short, death is when one stops living due to the organs stopping functioning.

Some Causes of Death

1. ***Old age:*** When people grow very old, they die naturally.
2. ***Accidents:*** Accidents, such car accidents, drowing, falling from a height such as a tree, building can end people's lives.
3. Diseases: Diseases such as HIV/AIDS, diabetes, malaria, cholera, hypertension and many others can take people's lives if they are not well treated.
4. ***Curses:*** Curses and bad medicine (mpaamba na *eduto* in Mfantse) can take people's lives.
5. ***Natural disaster:*** Natural disasters such as fire outbreaks, rainstorms, and buildings collapsing on people, among others, can cause death.
6. ***Suicide:*** People can take their own life by committing suicide.
7. S***pirits/witchcraft:*** It is believed that deities can take the lives of people when they offend them or when they bring bad luck on the community by breaking a taboo. Witches can also cause death to people (Teachers to explain how these happen within the culture) .

Types of Death

There are two types of death, namely natural and unnatural death.

Natural Death

Natural death refers to death that occurs from a disease or the body's natural ageing process, rather than from external factors like accidents, violence, or poisoning. It implies that the death was not hastened or caused by external intervention. In short, it is death that occurs from natural causes such as old age or disease.

Unnatural Death

Thinking Question

Apart from natural death, there could be some external factors that can cause death. Discuss some of these factors and share your findings with your group members.

Now, go through what is below to add to your findings.

Unnatural death is the death that does not occur naturally but is caused mainly by external factors. The following are some of the examples:

1. ***Homicidal death:*** This is when one is killed by a person or a group of persons. The killing of a person may be referred to as murder if the person is killed intentionally, but it is referred to as manslaughter when the killing of the person was unintentional or by accident.
2. ***Accidental death:*** This is death that results from unexpected accidents such as car accidents, heavy falls, unexpected contagious disease, drowning, etc. This is when the death is not intended.
3. ***Suicidal death:*** This happens when a person takes their own life, often because of severe emotional or mental distress, such as depression or feeling overwhelmed by difficult life circumstances. Suicide is a serious mental health issue and is preventable with appropriate care and support.

   If you or someone you know is feeling overwhelmed, hopeless, or having thoughts of suicide, it is important to seek help immediately. Speak to a trusted adult, school counsellor/ Guidance and Counselling Coordinator, teacher, or health professional. Remember that such feelings can be treated, and support is available.

4. ***Poisoning:*** This is a result of taking poison or taking an overdose of medicine. This can be either accidental or intentional.

Effects of death

Death is sometimes seen as a way of escape from illness, but it has some effects on those left behind.

The effects are as follows

1. **Economic Effects and Financial Burden**

   When there is a loss of a person, it results in expenditure. This is as a result of the organisation of the funeral and burial rites, payment of bills, among others. When the death involves an adult of working age, it can also mean that the family suffers from a reduced income. This brings financial and economic burden on the family of the deceased.

2. **Emotional effects**

   Psychologically, individuals experience a range of emotions, including shock, denial, sadness, and anxiety. Death causes grief and bereavement to the family.

3. **Social effects and isolation**

   Loneliness and withdrawal from social activities are common among people who have lost a loved one. Sometimes those who live alone face social isolation and have little or no support. Families left behind may suffer due to a lack of support, as opposed to when the deceased was alive and was providing for all their needs.

4. **Physical health decline**

   The stress and emotional toll of death may show some physical symptoms of skin colour change, fatigue, sleep disturbances, physical pain and loss of appetite. It may also have a serious impact on those who are vulnerable or already have pre-existing or underlying ailments.

5. **Trauma, mental health and other psychological effects**

   Death, particularly sudden or traumatic death, can lead to psychological trauma, anxiety, depression, and other mental health issues.

6. **Loss of human resources**

   Death affects manpower as resources are reduced. Human labour is lost, especially when unnatural death occurs among children and youth who are the future generation of the nation.

7. **Spiritual Effects**

   Sudden death or unnatural death may cause one to question his or faith or the Supreme Being in whom the person believes.

Some Ways of Preventing Death

Thinking question

Go through the link on death prevention and share your findings in your group. Discuss with the whole class.

https://www.google.com/search?sca_esv=a324f93b4d046afe&q=How+to+reduce+death+rate+in+a+country&sa=X&ved=2ahUKEwj_pbr-

In addition to what you found in the reading, below are some ways to prevent death.

Lifestyle Changes

1. ***Healthy diet:*** We must watch what we eat. It is important to eat a balanced diet rich in fruits, vegetables, whole grains, and lean proteins. This boosts the immune system and prevents some diseases.

2. ***Regular exercise:*** We should engage in regular physical activity, such as walking, running, or other sports. A sedentary life may not allow the blood flow well, which may be risky to one's health.
3. ***Not smoking:*** Smoking is harmful to the body, and therefore, one must avoid or quit smoking or tobacco products. It affects vital parts of the body, which may lead to loss of life.
4. ***Limited alcohol consumption:*** It is best to avoid alcohol intake, but if one decides to drink, it should at least be in moderation. drinking in moderation.

Preventive Care

1. **Regular health check-ups**

   Scheduling regular health check-ups and screenings can help with early detection of diseases and prevention. The check-ups may detect any ailment, and this can be treated at an early stage before it becomes too severe.

2. **Vaccinations**

   Required and necessary vaccinations should be taken seriously at every point in our lives. Staying up-to-date on recommended vaccinations and taking the right medications can prolong a person's life. For instance, children are vaccinated against polio, cholera, etc., at periodic times to boost their health.

3. **Disease management**

   Certain diseases are chronic, and medications are used to manage them. Managing these chronic conditions, such as diabetes or hypertension, with the right amount of medication can prolong a person's life.

Safety Precautions

1. ***Wearing seatbelts:*** Putting on seatbelts while driving or riding in vehicles enhances safety.
2. ***Helmet use:*** Wearing helmets while cycling or engaging in other high-risk activities is a preventative measure against unnatural death. With a helmet on, we can prevent serious damage to the head or skull after a fall from a bicycle or motorbike.
3. ***Fall prevention:*** It is important to take steps to prevent falls, such as installing handrails, using non-slip mats, mopping water off slippery tiles, avoiding walking in muddy places, etc.
4. ***Traffic rules:*** Obeying traffic rules when driving or crossing the road can prevent accidents and death. This means road users must adhere to traffic rules.

Mental Health

1. ***Stress management:*** Try to reduce stress, which may affect one mentally, by engaging in stress-reducing activities, such as meditation.
2. ***Mental health support:*** Seeking support from mental health professionals or support groups if you find yourself struggling would prevent some deaths.
3. ***Avoiding accidents and disasters:*** Taking steps to prevent fires, such as installing smoke detectors and keeping flammable materials away from heat sources.
4. Staying away from deviant behaviours such as fraud, drunkenness, and not flirting with people's spouses. These behaviours may affect your mental state. Decline in mental health may result in depression, which may lead to loss of life. Obeying the elderly and adhering to societal taboos will prevent mental challenges for a person.

Activity 8.1 Death

1. Organise yourself into groups of three to five people. In your group, explain the concept of death. Share your findings with another group.
2. Discuss with your group some deviant behaviours found in your community and how they can be prevented in the community in which you live. Remind yourself by looking at the information above if you are not sure.
3. Discuss some ailments that can cause death and suggest some preventive measures for those diseases. Use the table below to organise your answers. The first one has been done for you as an example.

Disease	Preventative Measure
Polio	Vaccination Awareness campaign for vaccination

4. Share your ideas with the class and draw up a comprehensive list.
5. In pairs, discuss the effects of death. How would you support a friend or family member through the death of a loved one?

COMPARISON OF FUNERAL CELEBRATIONS AMONG CULTURES OF GHANA

Starter Activity

Watch the videos from the given links and share your views on the funeral ceremonies that you have seen with the whole class.

https://www.tiktok.com/@ep_usheringagency video/7530623979745266950?is_from_webapp=1&sender_device=pc.

https://www.bbc.co.uk/news/av/ world-africa-40716576

Funerals and Funeral rites

Funerals are the socially accepted ways by which members of society pay tribute to and part ways with the dead. Funerals are events which engage the living to help the deceased transition peacefully to the ancestral world. Funeral rites are the various ceremonies and rites which have a beginning, middle and end that are performed to honour and remember the deceased and to support the living in their grief. These rites vary from culture to culture and from religion to religion. The rites have specific rules that guide the funeral rite ceremony, such as the role of the participants, specific rites to be performed at specific times and on specific days, etc., to celebrate the life of the dead.

Types of Funerals

Follow the link: https://www.purecremation.co.uk/articles/types-of-funeral-services

In pairs, discuss what you read.

There are funeral types that are defined based on customs or religion. The four that may be considered are:

1. Traditional funerals
2. Direct funerals
3. Graveside/Committal funeral service
4. Direct cremation

Different cultures have different types of funerals and different rites performed at funerals.

Note

Translator should input the types specific to the culture of the people

Importance of Funerals

Follow the links as a group and discuss the findings on the importance of funerals with other groups and the class.

https://www.batesville.com/for-families/ why-a-funeral/.

Now go through what is below to add to the information discussed.

Funerals are seen as significant celebrations among many cultures. Some of the significances of funerals are below.

1. They help to celebrate the life, story and legacy of the deceased. During the funeral ceremony, the life of the deceased is narrated in form of dirges, biographies and tributes. It is an opportunity to show how they impacted their world and the people within it. This story influences others to do good or change their lifestyle.
2. A funeral ceremony helps to counter the initial effects of grief, shock, and disbelief. Funerals help to stimulate healthy healing after the loss of a loved one. Through honouring and celebrating a loved one at their funeral, people have the opportunity to express their feelings for the deceased.
3. Funerals provide a safe place to grieve and share feelings and emotions. It also allows people to express grief together, which reaffirms the importance of your family connections at a difficult time.
4. Funerals are a way to connect family and friends. It is a place to reconnect and bond with each other on a deeper level, forming a support system at a time when you need it. During the funeral ceremony, families come together to organise a befitting burial, and all are involved. This gives opportunity for families and friends to unite to say a good farewell to the deceased.
5. Funerals provide a means to close the chapter on a person's life on earth. The rites performed to bid the deceased farewell inform the community that the person is no longer a living being. It confirms that you have left for the ancestral world.

Comparison Between Types of Funeral Rites in Cultures

Due to societies having different cultures, types of funeral rites vary from society to society.

Watch the funeral rites of the Dagbamba people of the Northern region and discuss with the whole class.

https://youtu.be/dpjH7llH3WU

Thinking question

In a group of four people, discuss the differences seen in the video with a funeral you may have witnessed in your community. Consider the way people are dressed, the singing, music or dancing (if any), the ceremonies or rituals performed and anything else that you think relevant. Present to the class.

Some Funeral Rites of Some Cultures in Ghana

Note

Teacher/Translator should discuss the specific culture before comparing it with other cultures.

The Bono People of Ghana Funeral Rites

Pre-burial

A funeral rite (Ayie) is performed for people who die a natural death. Unnatural death is related to Atofowuo. It is a taboo to hold a funeral rite for someone who dies Atofowuo, which includes dying of abortion and suicide. Also, funerals are not held for babies and firstborn children. It is believed that funeral rites for a firstborn child would result in the death of other children of the parents.

When someone dies, their close relatives abstain from food. They resume their normal eating habits only after the funeral. The period of fasting is called 'Mmuadadie'. During 'Mmuadadie' only kola nuts are eaten, with a bit of the kola nuts displayed on the lips like lip gloss to indicate the state of the mourner. That is expressed in Twi as 'abese no'.

Before the advent of Western practices of embalming a dead body, certain plants and leaves were used to preserve the body of the dead. When someone dies, a drink is sent to the palace to inform the king/chief that one of his people

has left for the ancestral world as in other cultures of Ghana. In the Akan world, it is a taboo to say a king or chief has died. The acceptable expression is "He has gone to the village," and many other expressions. It is also not permissible to announce the death of a king/chief ahead of the official announcement from the palace.

One week (eight days as per the Akan calendar) after the death has occurred, the family converges in the family house to observe a rite in remembrance of the deceased. It is at that meeting that the date for the burial and final funeral rites is determined. Drinks are sent to kings or chiefs to officially inform them of the funeral arrangements.

During burial

On the day of burial, the body is laid in state. Shortly before it is unveiled for public viewing, women burst into wailing. Normally, the deceased is dressed to reflect their status and profession. While the body is lying in state, people file past it to pay their last respects.

Before the body is put in the coffin, the deceased's firstborn child is invited to bid farewell. Once the coffin is shut, it is not to be opened again. The Akan believe in life after death. In this respect, when a dead body is put in a grave, gifts in the form of money are added. That is to enable them to buy water on their way. In line with this belief, in the past, kings/chiefs were not buried alone. Some people accompanied them.

It is the responsibility of children to buy a coffin for their parents. Digging of graves is normally done by the 'mmamma' (the youth whose paternal parents hail from the deceased's family). At the graveside, the abusuapanyini pours libation before the coffin is lowered into the grave. Normally, the spouse is barred from going to the cemetery. Back home from the cemetery, everyone is supposed to wash their hands at the entrance to ward off bad omens before entering the house.

At the funeral grounds, close relatives sit in the front row to receive sympathisers who go round to shake hands with them. When the visitors assume their seats, a linguist goes and asks of their mission. The visitors would normally say the same mission. That is, "when the deceased passed, relatives came to inform us. As today has been set aside for the final funeral rites, we are here to mourn with the family." The linguist would go back and relay the message to the family members. After the sympathisers have made a cash donation, which is normally announced to the gathering, they are led to an adjoining house for food and drinks. In the past, food was not served.

A notable feature at a funeral is a flamboyant display of items by the deceased's in–laws. This is normally in the form of clothing and household items. The in-laws normally arrive at the funeral grounds with young ladies carrying the

items on their heads while the announcer introduces the in–laws one after the other.

Post-burial

A funeral normally ends at 6:00 pm. The family meets at the family house after the funeral to render accounts . If the books reveal a debt, it is shared among the family members to pay.

Mfantse People of Ghana Funeral Rites

Dɛtseyi/Fundahɔ

In the olden days, when somebody died, they first informed the chief of the town or community. Afterwards, the members of the community and the family were also informed. The dead used to be preserved for a while so that the family could prepare. By way of preserving the dead, they could drain the fluid from their bodies. Sometimes, they poured hard liquor into the deceased intestines to preserve them. They also used traditional spices such as cloves to embalm the dead. It is the duty of the children to bath the dead, but elderly women of the family can also do it. However, the eldest child has to sprinkle water on them before the other children offer support. The deceased's hair is shaved, and the nails are cut. Boiled water is used to bathe the deceased three times. Before the deceased is bathed, the family brings sponges, towels, soap, powder and other items used to bathe. After bathing, they dress them and put them in bed. Different groups of people are usually present to keep watch until the next morning, when they have to bury them.

Items used to bury the dead: Mfantse people believe that death is a journey and that the dead is only going to continue their life in the ancestral world. As a result, they provide all the things that a traveller might need. It is the children who provide the casket for the burial. Mat, bedspread, pillow, clothes, and money are provided. Other loved ones bring the deceased the items that they wish to bid the dead farewell with. This could be given money, a scarf, or rings. These items are put in the casket to accompany the dead.

Burial

After performing these rites, a libation is made, and the deceased is put in the casket for burial. The men in the household carry the deceased to the cemetery while the other members follow them to bury them. After the burial, they return home. A durbar is organised for people to sit, receive donations and exchange royalties.

Eyipa Anaa Sikasa

Funerals used to be organised forty days after death on Saturdays and Thursdays, although now long stays in mortuaries are kept shorter by families due to some limitations set by mortuaries. sometimes. Tables are mounted to receive

donations. The funeral begins around 1:00 pm. When the set date for the funeral is due, canopies are erected or in communities that have community centres arrange the place to host the people who come to the funeral grounds. Families put on black or red. Some walk barefoot. Some women shave their hair. There are songs amidst drumming. The bereaved usually sit in front of the gathering. The well-wishers are welcomed with greetings and drinks. After they are offered the drink, they give their donation. The organisers of the funeral show appreciation by going back to greet them. At around 6:00 pm, the funeral is dissolved. The next morning, they gather again to receive further donations. Sometimes, certain items are exhibited for well-wishers. If the deceased left behind a wife, she is put through the widowhood rites. Eyipa, or Sikasa, is when the funeral is performed, after the dead are already buried.

Contemporary Issues with Funeral Celebrations

Watch the video again and compare it with the funeral rites in your community. Discuss the contemporary objects added to the ceremony.

https://www.bbc.co.uk/news/av/world-africa-40716576

Modern funeral trends amongst cultures in Ghana reflect a dynamic blend of traditional and contemporary practices. Here are some contemporary trends:

Increased Extravagance: Family and loved ones in recent times want to organise funerals that will be the talk of the town. It is seen as giving the dead a befitting funeral and farewell. Funerals, therefore, have become more elaborate and expensive, showcasing family wealth and social status. This is evident in the shroud, the cloth choice for the funeral, the food choice, the coffin type and even the venue. This shift is driven by the desire to honour the deceased with grandeur and to affirm the family's position in society.

Incorporation of Modern Technology: Formerly, loved ones and family were expected to be present at the premises for the funeral rites, but technology has transformed funeral practices, with services like live streaming, digital invitations, and social media announcements becoming increasingly popular. This allows more people to participate in funeral celebrations remotely. Furthermore, some family members (particularly the younger generation) film the whole funeral rites ceremony.

Blending of traditional and Christian practices: The influence of religion has affected the funeral ceremonies in recent times. There is a growing trend of combining traditional funeral rites in Ghanaian societies with Christian beliefs and practices, such as burial services in churches, wake keeping, etc. This blend reflects the complex cultural and religious identity of many Ghanaians.

Commercialisation of funeral services: In recent times, there have been a lot of funeral homes established to organise the whole funeral on behalf of the family. This has made the funeral industry become a significant economic sector, with businesses offering specialised services like catering, decoration, music, coffin design, dirges and funfairs. This commercialisation has both positive and negative impacts on funeral practices. The positive side is that they ease the organisational pressure on family members; however, this comes with huge cost.

Emphasis on artistic expression: Decorations and attire worn to funerals have become platforms for artistic expression. Funeral ceremonies exhibit artistic expression, which is evident in traditional drum music, dance, highlife music, poetic oratory, and visual arts. These elements celebrate the life and legacy of the deceased.

Changing roles of family and community: Traditional roles of members from the deceased's family, such as the people who have to bear the coffin and the use of the family house for laying in state, among others, have evolved recently. While the dynamics of family and community involvement are evolving, with changing expectations around participation and financial contributions, funerals continue to play a vital role in reinforcing social ties and community solidarity.

Activity 8.2 Funerals and Funeral Rites

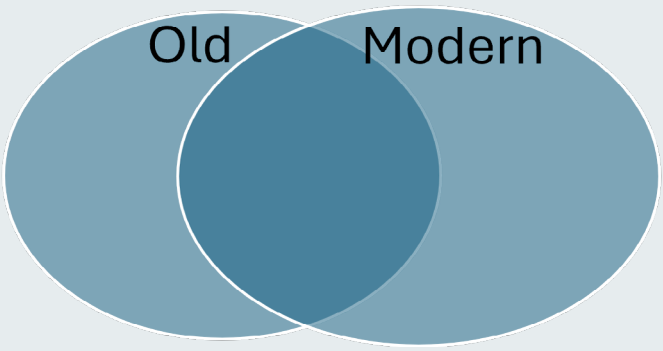
1. Discuss with a funeral rites and funeral rituals with an elder in your community, enquiring about details on all processes from the beginning until the end of the funeral rites.
2. Use these questions as a guide for your discussion and be sure to note down important details from their responses.
   - **a.** Who informs the family that the person has died?
   - **b.** How long after the person has died is the funeral organised for?
   - **c.** Who takes responsibility for organising the funeral?
   - **d.** How is the body prepared for the funeral?
   - **e.** Tell me about symbolic objects that the person might be buried with.
   - **f.** What do people normally wear to a funeral?
   - **g.** What rituals take place before or during the burial or cremation?
   - **h.** What rituals take place after the burial or cremation?
   - **i.** How long does a funeral last?
   - **j.** How long does the mourning period last?

k. How have funeral rites changed in the last 20 years?

3. Share your conversation with your group, and once you have compiled information from each member, create a presentation for the whole class.
4. Go online and search for the funeral rites of a chief, priest (or any important personality in the community), pregnant women and children. Observe all the details of the funeral ceremony, such as the decoration, the venue, the attire worn, the coffin used, the rites performed, etc. and present your findings to the class.
5. Get into a group of five to six people, dramatise the performance of one part of the funeral rites from your own or a different Ghanaian culture based on the videos you have seen and the reading from this section. This could be before, during or after the burial or cremation and should last about two minutes. Remember that funerals are a means of showing respect to the deceased, so this must be performed respectfully.

Activity 8.3 Funeral Ceremonies

Compare the modern funeral rites with the old funeral rites, highlighting the differences and similarities of the ceremony. You might find it useful to organise your ideas in a Venn diagram. Read and add to the example below.



EXTENDED READING

- Read for further information on the importance of funeral rites. https://travelghanawithbwo.com/funerals-in-ghana-culture/

- Read to learn about funeral customs in Ghana https://www.exponentialeducationprogram.org/single-post/2016/02/23/funeral-customs-in-ghana

- Read for further understanding of funerals in Ghana. https://www.coeurdexocolat.com/funerals-in-ghana

- Read for further knowledge on the funeral rites of other cultures. https://www.modernghana.com/news/610241/funerals-performances-and-customary-transformations-in-the-u.html

- Observe the video on Ewe funeral rites performance for further understanding of other cultures.
  a. https://youtu.be/kBg4woPBOd0
  b. https://www.youtube.com/watch?v=kBg4woPBOd0

REVIEW QUESTIONS

1. Discuss in pairs the concept of death and define the concept of death in your portfolio.
2. Outline and discuss three ways in which death affects society.
3. Examine some of the causes of unnatural death in your society.
4. Outline some of the importance of funeral rites in your community. Compare them and justify which is most important to you.
5. Compare and contrast some differences observed during funeral rites in modern times in your community. with funeral rites previously. Analyse the positive and negative impacts of these changes.

SECTION

9 SONGS

LITERATURE OF THE GHANAIAN LANGUAGE

Oral literature

INTRODUCTION

This section discusses songs of the Ghanaian language. We shall focus on both work songs and contemporary Ghanaian highlife songs in a Ghanaian language. This first part will focus on the types and importance of work songs. The second part focuses on the types, structure and importance of highlife songs. It will also consider the appreciation of highlife songs. The learner will acquire the knowledge and skills to be able to create their own songs (work or highlife).

KEY IDEAS

- Highlife is a very popular type of song in Ghana.
- Song is any form of vocal composition by human beings.
- A work song is a song related to a particular profession or vocation

WORK SONGS

Explanation of Songs

Songs are indispensable in human life, particularly that of an African. A song can be explained as a musical composition performed by the human voice. The voice often carries the melody using patterns of sound and silence. Songs have features of poetry. They contain literary devices and have rhymes. Songs are written in lines and stanzas or verses. These lines are sometimes repeated throughout the song. Words in songs often have a deeper meaning and are stressed or emphasised for special effect.

Starter questions

1. ***What type of music do you like? Why? How does it make you feel?***

2. ***Do you think that the melody or the lyrics are more important in a good song?***
3. ***What motivates you when you are working?***

Work song

Songs are part of every facet of life in Ghanaian traditional societies. Some songs accompany every stage of the life cycle. Similarly, some songs accompany traditional vocations or work. These songs are called work songs. A work song refers to a piece of music closely connected to a form of work, either one sung while performing a task or one linked to a task, or even a protest song.

Work songs are songs used during labour, such as farming, fishing, weaving, carving, trading and blacksmithing to urge the workers on to work faster, harder and longer.

Note

Since work songs, their types and examples are culture-specific, translators/teachers should translate/teach what pertains in the culture.

Types of Work Songs

The type of work song is based on the traditional vocation for which the song is meant. For example, fishing-related songs are solely meant for the fishing vocation, while plant or crop-related songs are for the farming vocation. The following is an example of a hunting song among the Twi people and a fishing song, Sisiw Mbo, among the Mfantse people.

Example of Hunting Song (Twi)

Dedeedee Kwaade 3x

Agya Bɔfoɔ wo nkwan yɛ me dɛ

Nanso w'atade mu yɛ me tumm

Example of Work (Fishing) Song Among the Mfantse

Sisiw Mbo

Sisiw mbo, tabon mbo 2x

Iyi yɛ adze a wɔyɛ a?

Iyi yɛ adze a wɔyɛ a aa?

Ɔfar nye kwan tabon a

Ɔkwan kɔ n'ekyir o!

Sisiw mbo, tabon mbo 2x

Mbowa Ho Na Erogor

Mbowa ho na erogor

Buo oo!

Mbowa ho na erogor

Yaw Foso

Bombodu

Mbowa ho na erogor?

Importance of Work Songs

From the explanations of work songs, the following are some of their important aspects.

1. They energise the workers and facilitate the early completion of work.
2. The words in the songs motivate the workers to work hard.
3. It is a way of advertising the kind of work.
4. Work songs are used to give advice.
5. Work songs are used to praise the workers as well as to cast insinuations on others.
6. Work songs are used to combat fear and to scare bad people from attacking workers.

Activity 9.1 Work Songs Appreciation

Examine the video of a traditional song https://www.youtube.com/watch?v=dGRhOQalBDI. (Kente Weaving Song)

1. Get into a group of three people and discuss the type of song examined in the video. What vocation is it for?
2. How does the song make you feel? Do you think the song achieves its purpose? Why (not)?
3. Analyse the lyrics of the work song you have just listened to in pairs. Think about lyrics which represent the theme, the structure (length

of lines, verses, etc.), rhyme, literary devices (repetition, metaphors, similes, etc.)

Akyinkyinakyinkyin ama mahu nneɛma,

Akyinkyinakyinkyin ama mate nsɛmma:

Asante Bonwire Kente nwene deɛ,

Manhu bi da o:

Kwame nim adeɛ yɔ Ne kente nwono na abɔ me gye Ne nsa; ne nan,

n\'asadua saa nie:

Kro, kro, krohikro, Hi, hi, hi, hi, Krohikro hi krokrokro,

Hi, hi, hi, hi, Krohikro

"Na ɛyɛ me dɛ o, Na ɛyɛ me dɛ o,

Na abɔ me gye koraa,

Na ɛyɛ me dɛ o, Na abɔ me gye koraa:

Note

Translators should replace the video with an appropriate one in their Ghanaian language]

Activity 9.2 Composition of Work Songs

Organise yourself into groups of four people. Compose a work song commonly sung in your community and do the following:

1. Write out the lyrics of the composed song.
2. Share the lyrics with the whole class for a discussion.
3. Sing your composed work song for a whole-class discussion.

Activity 9.3 Protest Songs

1. Watch the video and listen to the protest song.
   https://www.youtube.com/watch?v=M_4wrRpJvvY
2. What issue is the artist addressing in this song?
3. What differences do you notice between protest and work songs?

Note

Translators can find a more appropriate example in the language of study.

HIGHLIFE SONGS

You have learnt about other literary genres already in your previous studies in year one. How would you explain that the process of appreciating highlife songs follows the same pattern as other literary genres?

Concept of highlife songs

Highlife is one of the most popular Ghanaian music genres. Highlife is Ghanaian music which encompasses multiple local fusions of African metre and western jazz melodies, which originated along the coastal cities of present-day Ghana in the 19th century. Highlife was associated with the local African aristocracy during the colonial period, and was played by numerous bands including the Jazz Kings, Cape Coast Sugar Babies and Accra Orchestra along Ghana's coast. It is a genre that has an international appeal.

Forms/Types of Highlife

1. **Palm-wine music**

   This form, also known as maringa in Sierra Leone, was one style that originated in coastal locations in the 1920s among the West African Kru people of Sierra Leone and Liberia when local musicians began using portable instruments brought by traders usually from Portugal. They fused it with local string and percussion instruments. Therefore, the instruments for the music were a combination of local and Portuguese instruments. This music was played in low-class palm-wine bars at ports where sailors, dock workers, and working-class locals would drink and listen to the music. In Ghana, popular artists associated with palm-wine songs include Agya Koo Nimo and, very recently, Kwan Pa Group.

2. **Brass-band highlife**

   This is a style of highlife that resembles western brass band in European forts across West Africa. This genre has been very popular in Ghana since the 1970s, and in recent times it has been known as Soloku. Some of the popular early bands include Asiakwa Brass Band. We can find brass band groups in several communities, including some Senior High Schools in Ghana. It is also very common among the security services in Ghana,

particularly the military, Immigration Service, Fire Service, and the Police Service. The military would use local musicians in their brass band regiments and teach them linear marching songs. The fusion of linear marching music with polyrhythmic local music created a danceable style called *adaha*, as well as a style with cheaper, local instruments called *konkoma*. It is worth mentioning that in contemporary Ghana, brass band is played at almost every occasion, including at funerals, churches, carnivals, etc.

3. **Dance and guitar band highlife**

This is a genre of highlife music which originated in West African countries of Ghana, Nigeria, and Sierra Leone in the 1800s, but got its name in the 1920s. The musicians of dance and guitar band highlife incorporated foreign influences such as foxtrot and calypso with Ghanaian rhythms at the beginning of the genre. Dance band highlife is more rooted in urban settings. Among the popular pioneer band groups are Jazz Kings, Cape Coast Sugar Babies, Accra Orchestra, Tempos, etc. These are smaller professional dance bands. Guitar band highlife featured smaller bands and, at least initially, was most common in rural areas. They used stringed instruments like the seprewa and the guitar. They also used the D*agomba* style, borrowed from Kru sailors from Liberia, to create highlife's two-finger picking style. Guitar band highlife also featured singing, drums and claves. Among the popular pioneer musicians were Yeboah Mensah, E.T. Mensah, E.K. Nyame, etc. The Osibisa Band later on took it to the global stage, making it very popular.

4. **Burger highlife**

This highlife music was created by Ghanaians who were living in Germany in the 1980s. It is believed that this type got its name 'Burger highlife' because the largest communities of Ghanaians then resided in Hamburg. It combined the genre with funk, disco, and synth-pop. The music became associated with migrants who would travel between Germany and Ghana. It would be defined by its use of modern technologies; by the late 1990s, productions used solely electronic instruments. Some of the pioneers of Burger Highlife are George Darko, Lee Duodu, Ben Brako, Amakye Dede, Pat Thomas, Paapa Yankson, Lumba Brothers, Rex Gyamfi, Bessa Simmons, Charles Amoah, etc. In recent times, other popular musicians include Dada K.D., Ofori Amponsah, Kwabena Kwabena, Kwame Eugene, etc.

5. **Gospel highlife**

Gospel highlife blurs the lines between religion and pop culture. This genre is similar to Burger Highlife, but its inspiration comes from Charismatic Christianity and Pentecostalism and is one of the most popular forms of

Highlife in Ghana and Nigeria. Among the pioneers of gospel highlife music in Ghana are Prof. Kofi Abraham, Bro. Asiamah, Wofa Asumani, etc. Contemporary popular gospel highlife singers include Tagoe Sisters, Jane and Bernice, Yaw Sarpong, Elder Mireku, Sarpong McAbraham, Obaapa Christy, Diana Asamoah, Esther Smith, etc.

Structure of Contemporary Highlife Songs

Songs always have structures they follow, and highlife is not an exception. The following are typically the structures that contemporary highlife follows

Instrumentation

One prominent characteristic of contemporary highlife is its instrumentation. The following are the key instruments often used:

1. ***Guitar:*** Often the primary melodic instrument.
2. ***Horns:*** Trumpets, saxophones, and trombones add harmony and depth.
3. ***Drums:*** Traditional African drums or Western-style drum kits provide rhythm.
4. ***Keyboards:*** Synthesisers or pianos add texture and melody.

Musical Structure

Highlife songs have a musical structure as follows

1. ***Call-and-response:*** This is a common pattern in highlife songs, where one musician sings or plays a phrase, and others respond.
2. ***Melodic patterns:*** As a characteristic of highlife music, it often features catchy, repetitive melodic patterns.
3. ***Harmony:*** One key feature of highlife music is its rich harmonies and chord progressions, which add depth to the music.
4. ***Rhythmic complexity:*** One common feature of highlife music is that it often features complex polyrhythms (two or more rhythms simultaneously) and syncopation (displacing beats to make them stronger or weaker).

Song Structure

In terms of the structure, highlife songs normally observe the following

1. ***Introduction:*** An instrumental introduction sets the tone and rhythm.
2. ***Verse:*** The singer tells a story or conveys a message.
3. ***Chorus:*** A catchy, repetitive refrain summarises the main theme.
4. ***Bridge:*** An instrumental or vocal section adds variety and contrast.

Lyrical Themes

Highlife songs have themes that run through the songs. The following are some of the major themes observed about highlife songs:

1. ***Love and relationships:*** Many highlife songs focus on the themes of love, romance, and relationships.
2. ***Social commentary:*** Highlife music often addresses social issues, such as politics, poverty, and inequality.

Cultural Heritage

One key feature of highlife songs is that they may be used to project and celebrate Ghanaian culture, traditions, and history.

Importance of contemporary Ghanaian highlife

1. Ghanaian highlife music serves as a living testament to the country's ability to honour its past while embracing the future.
2. It captivates hearts and showcases the rich cultural heritage that defines this nation.
3. It provides cultural identity: Highlife music is a symbol of Ghanaian cultural identity and heritage as it originated in the early 19th century, blending traditional Akan music with Western instruments and styles.
4. Historical heritage: Historically, highlife songs can tell Ghana's history, including its colonial past and struggle for independence.
5. Highlife music often addresses social issues, such as love, politics, greed, corruption, and social justice.
6. Highlife music brings people together, fostering a sense of community and social bonding.
7. Highlife remains a popular music genre in Ghana, entertaining people of all ages and social classes.
8. Highlife has influenced other Ghanaian music genres, such as Afrobeat and Hiplife, thereby expanding the genres of music in Ghana.
9. Highlife music helps transmit and preserve Ghanaian cultural traditions and values.

Remember that to formally appreciate a song, you should follow a similar process to when you appreciate any other text. Focus on the elements of the song (melody, rhythm, harmony, lyrics, instrumentation, vocals) and how they make you feel.

Activity 9.4 Appreciation of Highlife Music

1. In your group, each group should examine one of the following music videos and do the following:

   a. https://www.youtube.com/watch?v=5CvswP72K8U.

   b. https://www.youtube.com/watch?v=0Wt3aj5U7Jc.

   c. https://www.youtube.com/watch?v=GXSMwWJkm1w.

   d. https://www.youtube.com/watch?v=UHJhjq1n5Mc&list=PLC28DC0B82679D078&index=2.

   e. https://www.youtube.com/watch?v=nOs6ncXg7x0.

2. Identify the music genre/type of Highlife using the description above.

3. Analyse the lyrics and the structure of the song by asking yourself the following questions:
   a. What was your initial reaction to the song? What emotions did it evoke? Do you connect with its themes?
   b. What specific lyrical phrases or musical elements (melody, instrumentation) caught your attention?
   c. Identify the use of literary devices in the lyrics (metaphors, similes, etc.).
   d. How does the song's rhythm, rhyme, and structure (verse/chorus) work with the lyrics?
   e. What is the central message or story being told? Does it fit with the lyrical themes found in most Highlife music?
   f. How does the music (instrumentation, melody, tempo, mood) enhance or interact with the lyrics? e.g. sad lyrics might be juxtaposed with a lively melody, what effect does this have?

g. How does the song's context (time period, cultural background, artist's intent) influence its meaning?

4. Share your response with the whole class for discussion.

Activity 9.5 Discussing preferences

Which of the five songs that you have just studied do you prefer? Justify your answer by referencing elements of the instrumentation, lyrics, rhythm, or melody.

Activity 9.6 Song Composition (This Project Activity Will Take 4 Weeks)

1. Organise yourself into groups of four people. Each group should do the following:

   a. Compose a highlife song of any of the types studied. Use some of the tips below.

      i. Decide on a theme

      ii. Decide a genre – burger, gospel, dance, brass band, palm wine?

      iii. Work on a catchy melody or beat. If you do not have access to instruments, try tapping out the beat on your table or chair.

      iv. Create a memorable chorus. When writing lyrics, people often start with the chorus, as this is the bit that most people remember.

   b. Write out the lyrics of the composed song and share the lyrics with the whole class.

2. Sing your composed songs for a whole class discussion.

Activity 9.7 Debate on Ghanaian Highlife Music

Organise yourself into groups of four people (try to collaborate with people that you have not worked with before) and discuss the motion.

"Highlife music is Ghana's greatest cultural export."

1. Decide to argue either for or against the motion above in your groups.

2. Note down the views shared in your group.

3. Create an opening argument (it should last between one and two minutes).
4. After listening to the opening arguments, debate further the supplementary points that you shared earlier in your groups.
5. Present a concluding statement.
6. Your teacher or the debate mediator will decide who made the most convincing argument!

Use these expressions to structure your debate.

1. *Introducing Your Arguments*

   Firstly...

   To begin with...

2. *Expressing Opinion*

   I strongly believe that...,

   In my opinion...

   As far as I am concerned...

3. *Agreeing*

   That's a very important point.

   I couldn't agree with you more.

   I recognise that..., but we also have to consider that...

4. *Disagreeing respectfully*

   I see your point, but I believe that...

   I'm afraid I can't quite agree with your point.

   I beg to differ.

   That's an interesting argument. However, I think we should also consider...

5. *Concluding Your Speech*

   To conclude, I'd like to say that...

   In conclusion...

   To sum up...

   Let me summarise our position in this debate.

EXTENDED READING

- https://bandonthewall.org/2022/02/palm-wine-music/.
- https://en.wikipedia.org/wiki/Highlife.

REVIEW QUESTIONS

1. Explain the concept of Ghanaian highlife music in your language of study.
2. Compare two types of contemporary Ghanaian highlife music.
3. Discuss three significances of highlife music in Ghana and assess which you think is the most important and why.
4. Explain the concept of a work song in your language of study.
5. Compare two work songs in your language of study.

Discuss three impacts of work songs in your community, which is the most notable in your opinion and why?

SECTION

10 POETRY

LITERATURE OF THE GHANAIAN LANGUAGE

Literature of a Ghanaian Language

INTRODUCTION

In this final section of Year Three, you will be introduced to the written literature of your Ghanaian language of study. You will then be specifically discussing the concepts of poetry and elements in the poetry of the written literature. The knowledge you will acquire will help you to understand the elements found in poems and use the skills gained to appreciate a given poem from the selected poems effectively. This section is essential for you because it will equip you not only in the context of written literature appreciation in the Ghanaian language studies but also establishes links with discussions and appreciation of poems in related subjects such as English Language, especially literature in English and other subjects. The section will again equip you with extended knowledge and functional understanding of poetry appreciation using the elements of a poem.

KEY IDEAS

- Poetry is the use of imaginative language to communicate ideas or emotions.
- There are basic features of a poem known as elements.
- The use of figurative language provides deeper meaning to words in a poem.

POEM

Why is studying poetry important?

Can you recite a few lines of the Ghanaian national anthem? It is a good example of a poem.

Any piece of writing that uses rhythmic and figurative language creatively and imaginatively to express feelings, thoughts, and ideas or to tell a story creatively, is called a poem. The writer (poet) often (but not always) arranges the lines in

a structured manner to form stanzas. Poems usually use some features such as: Metaphor, simile, imagery, rhyme, etc.

Poetry

Poetry is a powerful form of self-expression and communication, allowing writers to convey complex thoughts and emotions uniquely and artistically. Poems often employ various literary devices, such as Metaphor, simile, imagery, rhyme and rhythm.

Starter Task

To revise your knowledge from year two, answer the following questions. Then check your answers against the information below:

1. What is a poem?
2. What is a stanza?
3. Does a poem have to rhyme? Why is the rhyme scheme significant?
4. What is the difference between a metaphor and a simile?
5. What is meant by 'imagery' when describing poems?

Characteristics of Poems

1. Expressive language
2. Emotional resonance
3. Condensed meaning (conveying a wealth of information, emotion, or imagery using a minimal number of words)
4. Often uses figurative language

Elements of Poetry

These are the basic features that help to expose the real meaning of the poem to the readers. The elements are as follows:

1. **Theme**

   This is the underlying ideas, messages, or concepts that a poem or literary work explores. It can be about life, society, human nature, love, death, freedom, praise or about any other topics.

2. **Imagery**

   Imagery is the use of language to create clear images in the minds of the reader. They often use the senses and can include the descriptions of sights, sounds, smells, tastes, and textures.

3. **Diction**

   Diction is the choice of words and language used in creating a poem. The poet carefully selects words and language to craft a unique and expressive voice that engages readers and conveys their intended meaning. To send the intended meaning, the poet can employ the use of the following:

   a. **Word selection:** The poet's choice of specific words to convey meaning and tone.

   b. **Tone:** This is the way the poet feels about what s/he is writing. It is the overall attitude or feeling the poet conveyed through the words. The way the poet arranges the words can also reveal the tone.

   c. **Language style:** The language the poets used can also convey the intended meaning. The language can be formal, informal, poetic, or conversational/colloquial.

4. **Figurative Language**

   Figurative language is the use of language in a non-literal way to create imagery, evoke emotions or express ideas. Examples include metaphor, simile, imagery, symbolism, and more.

   a. **Simile:** This is the poetic device that compares two unlike things with common characters in a poem by the use of 'like or as''. The choir sang **like** a bird; The choir sings as sweetly **as** a bird.

   b. **Metaphor:** A metaphor is a device that compare two unlike things by saying one thing **is** another. This is done to create a new meaning. Example; The world **is** a stage; S/he **is** a lion in the fight.

5. **Rhyme**

   Many poems have rhymes which are the repetition of similar sounds at the end of words. When two or more words sound the same at the end, it is said that the words rhyme. Sometimes rhymes occur in the middle of the words. Writers often use rhymes in poetry to create a musical quality or rhythm. Rhymes can add structure, pattern, and musicality to a poem.

Note

Translators should explain other literary devices applicable in their Ghanaian language of study

Structure of Poems

The structure of a poem is the way in which the poem is organised or arranged. It includes the arrangement of the lines, the stanzas, the rhymes and the rhythm.

The structure of a poem can contribute to its overall meaning, tone, and impact on the reader. Poets often explore the use of different structures to convey their ideas and emotions in a unique and expressive way. These structures can include:

Form

The overall shape and pattern of the poem, such as a sonnet (poem of 14 lines), free verse (a poem with no separation of stanzas or fixed rhyme)

Stanza

The grouping of lines into a section or unit, which can have a specific rhyme scheme or metre. Writers separate one stanza from another by the creation of space between them.

Lines

The line in a poem is the single row of individual words that form a unit of the poem, which can vary in length and rhythm. The line can form a complete sentence; it can be a phrase or even a few words.

Rhyme Scheme

The rhyme in a poem is the pattern of rhymes used in the poem, such as end rhymes or internal rhymes.

Metre

The pattern of stressed and unstressed syllables in the poem, which can create a specific rhythm. For example, the word metre itself has me-tre; one stressed and one unstressed syllable. Po-e-try has three syllables, two stressed and one unstressed. Groups of stressed and unstressed syllables are known as 'feet' in a poem.

Line Breaks

This refers to the places in poems where one line ends and another line starts. This is necessary in poems because it affects the pace and flow of the poem. Line breaks also serve as pauses when punctuation marks are not used.

Activity 10.1 Concept of Poetry

Read the poem below and complete the following activities in a group of three people.

Wash your hands and brush your teeth,

And keep the germs far beneath.

Take a bath and comb your hair,

Show the world you truly care.

Clean clothes fresh from lines or rack,

Keep the dirt and smell way back.

Trim your nails and scrub your feet,

Hygiene makes your health complete.

1. State the number of stanza(s) in the poem. Compare your answer with the answers of other groups in the class.
2. Note down the various themes that can be found in the poem and present your findings for class discussion.
3. In which lines do you observe rhyming? On your own, write the words that rhyme and discuss your answer with your group members.

Activity 10.2 Identification of Literary Devices

1. Organise yourself into groups of four people and take it in turns to recite the poem below. .

   The mirror whispers every day,

   "Clean your worries, wash decay."

   Your hands are soldiers in the fight,

   Against the germs that hides from the light.

   With soap that sings a soapy song,

   They scrub the wrongs where dirt belongs.

   Sweat is a storm, your skin the sky,

   But baths bring back the sun to dry.

   A tidy look, a fragrant breeze,

   Will put your heart and mind at ease.

   So daily rituals, small and true,

   Are poems your body reads from you.

   Pay close attention to rhyme and metre (you might want to read the poem individually first before reciting to the group).

2. Listen carefully to each member of your group and provide feedback on what went well and what they could improve.
3. Find examples of the following from the poem:

a. Metaphor
b. simile
c. personification
d. symbolism

4. Explain how you were able to identify examples of the literary devices above – what features were you looking for? For example, to identify a simile, I was looking for the construction 'as...as'.

Activity 10.3 Composition of Poem

1. In your groups, compose a two-stanza poem of no less than 200 words, on a theme of your choice.
2. Include the following literary devices in your poem :
   a. simile
   b. Metaphor
   c. personification
   d. imagery
3. Exchange your poem with that of another group. Each group should study the poem that they have been given and state the following:
   a. The theme in the poem.
   b. State any three literary devices used with examples.

POETRY APPRECIATION

Poetry appreciation is the process of recognising, understanding, and enjoying the qualities of poetry, such as its language, imagery, rhythm, and structure.

The following are the steps to follow in appreciating poems.

1. **Read the Poem**
   Read the selected poem multiple times to understand its content, tone (the mood or feeling it conveys and/or the formality of the register used), and language.
2. **Identify the Theme**
   Determine the theme of the poem. The theme of the poem could be; peace, love, perseverance, death, sadness amongst others.

3. **Analyse Imagery and Figurative Language**

   Identify and analyse the use of imagery (sensory details), metaphor, simile, personification, symbolism, etc.

4. **Examine the Structure of the poem**

   The important things to consider under the structure of a poem is as follow:

   a. The number of stanzas that a particular poem is made up of.

   b. Look for the rhyme scheme. Use the letters 'A, B, C, D... to differentiate between rhymes. See the example below:

   Stars (by Sara Teasdale)

   And a heaven full of stars ***A***

   Over my head ***B***

   White and topaz ***C***

   And misty red ***B***

   c. Consider metre through the stressed and unstressed syllables. See the example below:

   Double / **dou**ble / **toil** and / **trou**ble;

   Fire / **burn** and / **caul**dron / **bub**ble.

   Act IV, Scene 1 Macbeth, William Shakespeare

   Here, you can see that the stressed (in bold) and unstressed syllables follow a pattern. What rhythmic quality does this pattern give to the extract?

   d. Line breaks.

5. **Evaluate Language and Tone (Diction)**

   a. Determine the style of language used whether formal, informal or persuasive.

   b. The tone (attitude/emotion conveyed)- make sure you give examples!

6. **Identify Literary Devices**

   Look for literary devices such as:

   Alliteration: the repetition of same consonant sounds at the beginning of two or more closely placed words.

   Assonance: the repetition of two or more nearby vowel sounds in a line.

Similes, and other figurative language used in the poem.

7. **Interpret Meaning**

   Consider the following:

   a. Literal meaning: This is basic or surface meaning.

   b. Figurative meaning: This is the deeper or non-literal meaning that goes beyond the surface-level meaning of the individual words or phrases in the poem.

   c. Author's purpose: The author's purpose is the main reason or the intent with which the poet composed the poem. The purpose could be to create awareness about a current issue, to advise the youth, etc.

8. **Evaluate Emotional Resonance**

   Determine how the poem makes you feel and why.

9. **Consider Context**

   Discuss the following:

   a. ***Historical context:*** This is when the poem was written or, if it is describing a past event or imagining a future world, when it is based. Remember that even if the poem is not describing a contemporary issue from when it was written, the historical context may still be relevant as it will influence the author's choices.

   b. ***Cultural context:*** The cultural context of a poem can be the belief systems, language background, traditional societal norms or even the social groups from which of the poem is created.

   c. ***Author's background:*** This is the writer's (poet's) experiences, profession, and lifestyle. The background of the poet affects the diction and other choices.

10. **Synthesise Your Understanding**

    Combine your observations on the poem with your knowledge of the facts surrounding the context to gain a deeper understanding of the poem.

Activity 10.4 Concept Map

Source: https://www.scribd.com/document/668420064/mind-map

Create a concept map similar to the one above to aid poetry appreciation. Try to include all the elements that you think are important to mention in a good poetry appreciation and give examples if you can.

Activity 10.5 Appreciation of a Poem

Organise yourself into groups of three people and choose any selected poem in your recommended poetry book (ask your teacher if you aren't sure). Complete the following tasks:

1. Read the poem two or three times together.
2. Indicate the themes of the poem. If you have different opinions, discuss and give examples until you come to an agreement on the main theme.
3. Note at least three literary devices found in the poem. What effect do these devices have on the tone or rhythm of the poem? What emotions do they evoke in the reader?
4. Present your findings to the class for discussion.

Revision of the Concept of *a* Poem

Do you remember the definition of a poem? What elements should you consider when appreciating a poem? Refer back to your work on the previous two areas.

Appreciating A Poem

Factors to Consider When Appreciating Poetry

Below are some steps to appreciate a poem.

1. ***Identify the theme:*** The central idea or message the poet conveys.
2. ***Look for the imagery:*** The use of sensory details to create vivid pictures.
3. ***Find out about the tone of the poet:*** The poet's attitude or emotional stance towards the subject.
4. ***The language used:*** The poet's choice of words, syntax, and style.
5. ***Look for the literary/Poetic Devices:*** This includes figurative language such as metaphors, simile, personification, and symbolism, as well as other devices such as alliteration, onomatopoeias etc.
6. ***Structure:*** The organisation of the poem, including stanza formation and line breaks.
7. ***Rhyme and Metre:*** The use of rhyme and metre to create musicality. This could also include the lack of rhyme or rhythm.
8. ***Context:*** The historical, cultural, and personal context in which the poem was written.
9. ***Emotional Resonance:*** The poem's ability to evoke emotions and connect with the reader.
10. ***Poet's Purpose:*** The poet's intention and message. Has the poet's intended message become more or less strong or relevant over time?
11. ***Symbolism:*** The use of objects, colours, or other elements to represent abstract ideas.
12. ***Allusion:*** References to other texts, myths, or historical events.
13. ***Irony:*** The often-comical use of contrast between what is expected and what actually happens.
14. ***Sound Devices:*** Techniques such as alliteration, assonance, and consonance.

By considering these factors, readers can gain a deeper understanding and appreciation of the poem's meaning, themes, and literary craftsmanship.

Activity 10.6 Revision of the Concept of Poem

1. On your own, explain the concept of a poem.
2. Share your answer with a classmate, identifying and discussing any similarities or differences that you may have in your definitions.
3. In your groups, discuss your understanding of the following:
   a. Literary Devices
   b. Personification
   c. Alliteration
   d. Simile
4. Share your response with the whole class for discussion.

Activity 10.7 Composition of Poem (A 2-Week Project Activity)

1. Read the following selection of short poems for inspiration, then, in pairs, compose a fourteen-line poem (it is up to you to decide on line length and how to organise the stanzas) on one of the following themes
   a. humility
   b. tolerance
   c. leadership
   d. honesty

For Every Hill I've Had to Climb (L. E. Thayer)

For every hill I've had to climb,

For every stone that bruised my feet,

For all the blood and sweat and grime,

For blinding storms and burning heat My heart sings a grateful song —

These were the things that made me strong!

For all the heartaches and the tears,

For all the anguish and the pain,

For gloomy days and fruitless years,

And for the hopes that lived in vain,

I do give thanks, for now I know

These were the things that helped me grow!

'Tis not the softer things of life

Which stimulate man's will to strive;

But bleak adversity and strife

Do most to keep man's will alive.

O'er rose-strewn paths the weaklings creep,

But brave hearts dare to climb the steep.

Tolerance *(Thomas Hardy)*

'It is a foolish thing,' said I,

'To bear with such, and pass it by;

Yet so I do, I know not why!'

And at each clash I would surmise

That if I had acted otherwise
I might have saved me many sighs.

But now the only happiness
In looking back that I possess -

Whose lack would leave me comfortless —

Is to remember I refrained

From masteries I might have gained,

And for my tolerance was disdained;

For see, a tomb. And if it were
I had bent and broke, I should not dare

To linger in the shadows there.

2. Present your poem composed for a class discussion. When reciting your poem, think carefully about the metre (stressed and unstressed syllables) and the pauses you need to include as line breaks.
3. Each group should analyse the language (especially figurative language, but could just be their choice of adjectives, for example) and other literary devices (alliteration, rhyme, metre, if you feel confident) used by other groups. What tone does it give the poem? Compare and contrast the tone and language used in other poems with your own.

EXTENDED READING

- Abadzivor, P. K. (2017), *Numenyaduwo Kple nyadu ŋlɔɖiawo*: Kokomlemle. Media Graphics Press Ltd.
- Agyekum, K. (2013). *Introduction to Literature*. Accra: Adwinsa Publication Ltd.

REVIEW QUESTIONS

1. What is your understanding of the following in your language of study?
   a. Poetry
   b. Stanza
   c. Poetic Device
   d. Symbolism
2. Discuss any three (3) factors to consider when selecting a theme for a poem.

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GLOSSARY

Alphabetism: The forming of new words using the initial letters of words which are spelt out but not pronounced.

Assimilation: A process whereby a sound becomes like one nearby.

Backformation: This is creating new words by removing an assumed or supposed affix from an existing word.

Blends: This is also known as a portmanteau or blended word, which is formed by combining two separate words with different meanings to form a new one.

Clipping: This is reducing a word to form a new one, yet the meaning does not change.

Colloquial language: Everyday, casual language.

Compound: This is the combination of two different words to create a new one, which often has different meanings from the two words joined.

Contemporary: It refers to something that is happening around recent times.

Cremation: it is the process of burning a deceased person at high temperatures, typically in a crematorium, reducing it to ashes and bone fragments.

Cue: It is a hint or a prompt that tells someone to do something.

Dependent clause: A group of words with a subject and verb that cannot stand alone as a sentence.

Dialect: It is a form or a variety of a language that is spoken by a social group or in a particular region.

Direct funeral: It is a funeral arrangement where the deceased is cremated shortly after death without a funeral service.

Epenthesis: When sounds are added to words (often to ease pronunciation or break up consonant clusters)

Figurative language: Language that uses words or expressions with a meaning that is different from the literal interpretation

Foreign Invaders: People or groups from another country who enter a different land by force, usually to take control, conquer territory, or impose their rule.

Funeral: A ceremony or service held to honour, remember, and bid farewell to a deceased person.

Hero: A person who is brave, admirable, and often does something courageous or selfless to help others.

Highlife song: It is a popular music genre that has a fusion of local and Western appeal.

Independent clause: A group of words with a subject and a verb that can stand alone as a sentence.

Main idea: The central theme of the paragraph

Metathesis: When the order of sounds in a word is rearranged.

Metre: the rhythmic structure of a line, determined by the pattern of stressed and unstressed syllables

Poet: A person who writes poems

Predicate: The part of the clause or sentence containing a verb that states something about the subject.

Register: the different styles of language used in various social situations, contexts, or for specific purposes.

Rhyme: correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry

Rites: These are rituals, ceremonies, or practices associated with specific events, traditions, or cultural practices.

Scanning: It refers to a rapid search of a text for specific information such as keywords, phrases, dates, names, answers to a specific question, etc.

Sentence: It typically consists of a group of words that are grammatically related and carry a meaningful message.

Shroud: A piece of fabric or attire used to wrap or clothe a deceased person for burial or cremation.

Skimming: This refers to a quick glancing through a text to get a general idea of its content, main ideas and structure.

Song: It refers to any composition which is vocal in nature.

Subject: The person, place or thing that does or is in the state described by the verb.

Supporting sentences: The sentences that provide examples and additional information about the main idea as outlined by the topic sentence.

Syllable structure: The organisation of syllables (units of sound) within a word.

Syllable: a unit of pronunciation having one vowel sound

Topic sentence: The sentence (usually but not always at the start of a paragraph) that outlines the main idea.

Translation: It refers to the process of converting a text from one language to another.

Work song: It refers to a song that is associated with a particular traditional vocation or profession, sung by a group of people.

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

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

[Scan the QR Code to visit the website]

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