



DAS INNOVATIVE

English Language Writing skills

The Effective Writing Toolkit

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English Language Writing Skills

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DEDICATION

This book is dedicated to:

My Wife-Shulammite Danso

And Daughters

Danso Ama Serwaa

Danso Afia Marfowaa

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Writing this book has been a journey of learning, growth, and immense support, and I am deeply grateful to those who have contributed to its completion.

First and foremost, I would like to express my profound gratitude to my family for their unwavering support and encouragement throughout this process. To my brother (**Amos Acheampong**) and Friends (**Emmanuel Hanson and Eric Kissiedu**) who motivated me to write this book.

I would also like to acknowledge my colleagues and friends who offered their time and wisdom, reading early drafts and providing thoughtful feedback. Your encouragement and constructive criticism were instrumental in refining my ideas and improving my writing.

Lastly, to my readers, thank you for your interest and trust in this book. It is my hope that it offers you valuable insights and inspiration.

This book would not have been possible without the help of JEHOVAH GOD

Thank you all.

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TOUR OF THE BOOK

In Ghana, teaching English as a subject is getting tougher for both teachers and pupils, particularly when it comes to writing essays. Majority of learners struggle to define and develop essay points. Also, most students struggle to elaborate on their ideas in order to meet essay requirements. Both educators and students struggle to produce and teach the kinds of essays that are required for exams.

Many pupils are not creative or inventive enough to advance in their writing. This book is the nation's answer to its writing woes.

Learners are the target audience for this book. The book is organized to cover every material required for successful creative writing.

The book serves as a teaching and learning toolkit for writing. This book is designed for the progressive learning abilities of learners. The book starts with effective word formation and sentence structures. After the basic materials, the book will cover the building structures of writing. Next, we will apply the various ingredients of writing to create the various forms of composition.

Finally, we have comprehension and summary tips that will help students learn.

We have indicated some sections for teachers' instructions and group studies.

This book is to train the writing skills of students. Knowing the effective writing skills can equip students towards the future as good writers.

The book is written interactively as a self-tuition aid. Also, there is action box or corner which will make students learn, practice and rehearse aiming at achieving reduction in failure of the brain during the examination.

It is my conviction that any student that stays glued to this book will unearth his or her talents.

SECTION - ONE

BUILDING BLOCKS OF WRITING

Welcome to this section. This section of the book will prepare us to learning the basic ingredients for writing. The section will deal with;

- ✓ Phonetics (oral skills)-word formation
- ✓ Punctuations
- ✓ Sentences formation and applications

Let us begin with the oral skills-word formation of section one

CHAPTER - ONE

ORAL SKILLS-WORD FORMATION

Producing Pure Vowel Sounds (Short Vowels, long and centering) in Context

Short vowels are vowel sounds that are typically shorter in duration and are produced without a noticeable change in the position of the tongue or lips. These sounds are common in English and are often found in words with a single vowel followed by one or more consonants.

Short Vowel Sounds and Examples:

1. /æ/ - as in **cat, hat, bat**

Example: The cat sat on the mat.

2. /ɛ/ - as in **bed, men, pen**

Example: The men left the tent early.

3. /ɪ/ - as in **sit, hit, fish**

Example: He will sit in the big chair.

4. /ʊ/ - as in **dog, hot, not**

Example: The dog is not in the house.

5. /ʌ/ - as in **cup, run, sun**

Example: She drank a cup of hot tea.

In Context

When teaching or practicing short vowels, it's essential to focus on words that are commonly used in everyday speech. For instance, you could practice with sentences like:

"The sun is up." (focusing on /ʌ/ sound)

"He hit the red ball." (focusing on /ɪ/ and /ɛ/ sounds)

Producing Pure Vowel Sounds (Long Vowels) in Context

Long vowels are vowel sounds that are pronounced for a longer duration compared to short vowels. They are typically associated with words where the vowel says its name, and they often appear in words where a vowel is followed by a consonant and an 'e' (e.g., cake, bike) or in vowel digraphs (e.g., rain, boat).

Long Vowel Sounds and Examples:

1. /eɪ/ - as in cake, rain, plane

Example: The plane flew high in the sky.

2. /i:/ - as in tree, meat, week

Example: The tree is green and tall.

3. /oo/ - as in boat, goat, home

Example: The boat sailed to the shore.

4. /u:/ - as in moon, food, blue

Example: The moon is full tonight.

5. /ɑ:/ - as in car, star, far

Example: The car is parked near the bar.

6. /ɔ:/- as in law, saw, thought, door, more, ball, etc.

Example: He saw a movie at the theater.

7. /ɜ:/ as in her, bird, fur, turn, nurse

Example: The bird is singing in the tree.

In Context:

When practicing long vowels, consider using sentences like:

"She baked a cake." (focusing on /eɪ/ sound)

"The goat is on the boat." (focusing on /oʊ/ sound)

Group Collaborative Study Dialogue on Producing Pure Vowel Sounds

Sarah: Hi everyone! Today, we're going to practice producing pure vowel sounds, especially short vowels, long vowels, and centering vowels. Let's start with short vowels. Who remembers some examples?

John: I do! The short vowels include sounds like /æ/ as in "cat," /ɛ/ as in "bed," and /ɪ/ as in "sit."

Emma: Yeah! And there's also /ɒ/ as in "dog" and /ʌ/ as in "cup." These are short because they're quicker and don't stretch the sound, right?

David: Exactly! Let's practice with some sentences. I'll start. "The cat sat on the mat."

Here, we focus on the /æ/ sound in "cat" and "sat."

Sarah: Good! I'll go next: "The men left the tent early."

We can hear the /ɛ/ sound in "men" and "left."

John: I've got one: "He will sit in the big chair." This one has the /ɪ/ sound in "sit" and "big."

Emma: Great examples! How about this one: "The dog is not in the house."

We can hear the /ɒ/ sound in "dog" and "not."

David: I'll add one more: "She drank a cup of hot tea."

Here we're focusing on the /ʌ/ sound in "cup" and "drank."

Sarah: Now let's move on to long vowel sounds. These vowels stretch out longer and sometimes say the letter's name. For example, /eɪ/ as in "cake" or /i:/ as in "tree." John, would you like to start?

John: Sure! Here's my sentence: "The plane flew high in the sky."

That sentence has the /eɪ/ sound in "plane."

Emma: Nice one! I'll try: "The tree is green and tall." Here, we hear the /i:/ sound in "tree."

David: I have one too: "The boat sailed to the shore." That uses the /oʊ/ sound in "boat" and "shore."

Sarah: Here's mine: "The moon is full tonight." The /u:/ sound is in "moon."

John: Good! Let me try another one: "The car is parked near the bar." Here we have the /ɑ:/ sound in "car" and "bar."

Emma: Lastly, let's try centering vowels, like /ɜ:/ as in "bird." Here's a sentence to start us off: "The bird is singing in the tree." We hear the /ɜ:/ sound in "bird."

David: I'll go next: "The nurse gave her patient some medicine." You can hear the /ɜ:/ sound in "nurse" and "her."

Sarah: Great job, everyone! This was a good way to practice vowel sounds in context. The more we practice, the better we get at recognizing and producing them correctly.

John: Definitely! It's helpful to hear the sounds in everyday words, so we can use them naturally in conversation.

Exercise 1

Identifying Short Vowel Sounds in Sentences

Read each sentence carefully. Underline the word that contains the short vowel sound specified in parentheses.

1. The cat slept on the soft mat. (/æ/)
2. The men ate lunch in the park. (/ε/)
3. She will sit by the warm fire. (/ɪ/)
4. The dog ran around the big yard. (/ɒ/)
5. He drank a cup of tea by the window. (/ʌ/)

Exercise 2: Matching Short Vowel Sounds

Match each word with the correct short vowel sound.

Word	Vowel sounds
Hat	/ɪ/
Bed	/ɒ/
Fish	/æ/
Hot	/ʌ/
Sun	/ε/

Exercise 3

Filling in the Blanks with Short Vowel Words

Fill in the blanks with a word that contains the short vowel sound provided.

1. The _____ (cat) sat on the _____ (mat). (/æ/)
2. He felt very _____ (hot) in the sun. (/ɒ/)
3. The _____ (sun) is shining brightly. (/ʌ/)
4. She has a new _____ (pen) for school. (/ɛ/)
5. Please _____ (sit) in your chair. (/ɪ/)

Exercise 4: Identifying Long Vowel Sounds in Sentences

Read each sentence and circle the word that contains the long vowel sound specified in parentheses.

1. The cake is delicious. (/eɪ/)
2. He saw the moon at night. (/u:/)
3. The car is driving on the road. (/ɑ:/)
4. The boat is sailing on the lake. (/oʊ/)
5. The bird flew into the tree. (/ɜ:/)

Exercise 5: Completing Sentences with Long Vowel Words

Complete each sentence with a word that contains the specified long vowel sound.

1. The _____ (plane) flew over the mountains. (/eɪ/)
2. She ate a piece of _____ (meat) for dinner. (/i:/)
3. The _____ (goat) climbed up the hill. (/oʊ/)
4. The _____ (star) twinkled in the sky. (/ɑ:/)

5. He wore a _____ (blue) shirt to the party. (/u:/)

Exercise 6: Sentence Construction with Long Vowel Sounds

Create a sentence using each of the following long vowel sounds.

1. /eɪ/ - _____

2. /i:/ - _____

3. /oo/ - _____

4. /ɑ:/ - _____

5. /u:/ - _____

Exercise 7: Mixed Vowel Sounds Practice

Identify whether the underlined word in each sentence has a short or long vowel sound.

Write "Short" or "Long" next to each sentence.

1. The tree is tall. (_____)

2. The cup is on the table. (_____)

3. He hit the ball. (_____)

4. The car is red. (_____)

5. The dog is in the yard. (_____)

Producing Diphthongs in Context (Centring and Closing)

Diphthongs are complex vowel sounds that begin with one vowel sound and glide into another within the same syllable. In English, there are two main types of diphthongs: centring diphthongs and closing diphthongs.

Centring Diphthongs

Centring diphthongs glide towards the /ə/ sound. They are centring since /ə/ is a central vowel.

1. /ɪə/ - as in fear, near, dear

Example: She has a fear of heights.

2. /eə/ - as in hair, bear, care

Example: The bear is in the forest.

3. /ʊə/ - as in tour, sure, cure

Example: They went on a tour of the city.

In Context:

"He is near the chair." (focusing on /ɪə/ and /eə/ sounds)

"Are you sure this is pure?" (focusing on /ʊə/ sound)

Closing Diphthongs:

Closing diphthongs glide towards the /ɪ/ or /ʊ/ sounds.

1. /eɪ/ - as in play, day, stay

Example: The children love to play outside.

2. /aɪ/ - as in fly, high, my

Example: The kite flew high in the sky.

3. /ɔɪ/ - as in boy, toy, coin

Example: The boy found a toy on the floor.

4. /aʊ/ - as in cow, now, house

Example: The cow is in the barn now.

5. /oo/- as in go, no, slow

- Example: Please go slow on the road.

In Context:

"The boy has a toy." (focusing on /ɔɪ/ sound)

"She stayed all day." (focusing on /eɪ/ sound)

Group Collaborative Study Dialogue on Producing Diphthongs in Context

Yaw: Hi everyone! Today, we're diving into diphthongs, which are vowel sounds that glide from one vowel to another within the same syllable. We have two main types to look at: centring diphthongs and closing diphthongs. Let's start with centring diphthongs. Ama, can you explain what centring diphthongs are and give us some examples?

Ama: Sure! Centring diphthongs glide towards the /ə/ sound, which is a central vowel in the mouth. Some examples include /ɪə/ as in the words "here," "cheer," and "peer," /eə/ as in "tear," "wear," and "scare," and /ʊə/ as in "sure," "mature," and "tour."

Kwasi: So, with centring diphthongs, we start with one vowel and move towards the /ə/ sound. Like in "here," where the sound starts with /ɪ/ and glides to /ə/, right?

Ama: Exactly! And the same goes for "tear," where it starts with /e/ and moves to /ə/. It's a smooth transition towards the central sound.

Yaa: How do we recognize these in sentences? Could you give an example?

Yaw: Of course! We could use sentences like "The deer is near the pier," which focuses on the /ɪə/ sound, or "They care about their rare plant," which highlights the /eə/ sound.

Kwasi: That makes sense. So, whenever we hear that glide towards /ə/ in words, we know we're dealing with a centring diphthong. Now, what about closing diphthongs?

Yaa: Closing diphthongs are different because they glide towards either the /ɪ/ or /ʊ/ sounds. Some examples are /eɪ/ as in "cake," "late," and "face," /aɪ/ as in "light," "tie," and "cry," /ɔɪ/ as in "coin," "foil," and "joy," /aʊ/ as in "cloud," "out," and "shout," and /oʊ/ as in "go," "no," and "show."

Ama: So, in words like "cake" and "cloud," the sound starts with one vowel and moves towards either /ɪ/ or /ʊ/ at the end. Is that correct?

Yaa: Yes! For example, in "cake," the /eɪ/ sound starts with /e/ and then glides towards /ɪ/. In "cloud," the /aʊ/ sound starts with /a/ and glides towards /ʊ/.

Yaw: I like how these diphthongs give a dynamic quality to words. How about using them in context? We might say, "The rain came late," which uses the /eɪ/ sound, or "The boy found joy in the toy," which focuses on the /ɔɪ/ sound.

Kwasi: It's interesting to see how these sounds blend together within the same syllable. Practicing with different sentences really helps us get a feel for how they work in natural speech.

Ama: Exactly! It's all about getting that smooth transition from one vowel sound to another. The more we practice, the easier it becomes to recognize and pronounce these diphthongs correctly.

Yaw: That's the key! Let's keep working on these diphthongs, both centring and closing, to sharpen our pronunciation. It's all about mastering that glide.

Yaa: Definitely. Understanding these diphthongs is going to help a lot with our overall fluency in English.

Kwasi: I'm with you! Let's continue practicing together until we're confident with these sounds.

Exercise 1: Identifying Centring Diphthongs in Sentences

Read each sentence and underline the word that contains the centring diphthong specified in parentheses.

1. She is always near when you need her. (/ɪə/)
2. The bear walked through the forest. (/eə/)
3. They went on a tour of the museum. (/ʊə/)
4. He is sure that this medicine will cure the illness. (/ʊə/)
5. The child showed no fear when climbing the tree. (/ɪə/)

Exercise 2: Filling in the Blanks with Centring Diphthong Words

Fill in the blanks with a word that contains the specified centring diphthong.

1. The _____ (bear) caught a fish in the river. (/eə/)
2. She has a _____ (fear) of spiders. (/ɪə/)
3. Are you _____ (sure) you want to go? (/ʊə/)
4. The _____ (tour) guide explained the history of the castle. (/ʊə/)
5. The sky was _____ (clear) after the storm. (/ɪə/)

Exercise 3: Identifying Closing Diphthongs in Sentences

Read each sentence and circle the word that contains the closing diphthong specified in parentheses.

1. The children will play in the park. (/eɪ/)
2. The boy found a coin on the ground. (/ɔɪ/)
3. The kite flew high in the sky. (/aɪ/)
4. The cow is eating grass in the field. (/aʊ/)
5. She said no and walked away slowly. (/oʊ/)

Exercise 4: Sentence Completion with Closing Diphthong Words

Complete each sentence with a word that contains the specified closing diphthong.

1. The _____ (day) was warm and sunny. (/eɪ/)
2. My _____ (toy) broke yesterday. (/ɔɪ/)
3. The _____ (fly) buzzed around the room. (/aɪ/)
4. The _____ (cow) is grazing in the pasture. (/aʊ/)
5. We will _____ (go) to the store later. (/oʊ/)

Exercise 5: Sentence Construction with Diphthongs

Create a sentence using each of the following diphthong sounds.

1. /ɪə/ - _____
2. /eə/ - _____
3. /ʊə/ - _____
4. /aɪ/ - _____
5. /oʊ/ - _____

Exercise 6: Diphthong Sound Identification

Identify whether the underlined word in each sentence contains a centring diphthong or a closing diphthong. Write "Centring" or "Closing" next to each sentence.

1. The bear walked through the woods. (_____)
2. She found a toy under the bed. (_____)
3. He is sure about his decision. (_____)
4. The day was filled with sunshine. (_____)
5. The boy climbed high up the tree. (_____)

Producing Consonant Sounds in Context (Plosives)

Plosives are consonant sounds produced when the airflow is stopped completely for a brief moment before being released, creating a burst of sound.

There are six plosives in English: /p/, /b/, /t/, /d/, /k/, and /g/.

/p/ is a voiceless plosive produced by stopping the airflow with both lips and then releasing it.

Examples: pat, pen, cup

/t/ is a voiceless plosive produced by stopping the airflow at the alveolar ridge (the bumpy area behind the upper front teeth).

Examples: top, cat, but

/g/ is a voiced plosive produced by stopping the airflow at the back of the mouth with the tongue against the soft palate (velum).

Examples: goat, bag, dog

Distinguishing Between Voiced and Voiceless Plosives in Context (e.g., /b/ and /p/)

Voiced plosives involve vocal cord vibration when the plosive sound is produced.

/b/ is voiced, produced with both lips.

Examples: bat, cab, rub

/d/ is voiced, produced at the alveolar ridge.

Examples: dog, mad, sad

Voiceless plosives do not involve vocal cord vibration.

/p/ is voiceless, produced with both lips.

Examples: pat, tap, cup

/t/ is voiceless, produced at the alveolar ridge.

Examples: top, hat, cat

Using Plosives in Connected Speech

In connected speech, plosives may be pronounced (a small burst of air follows the release of the sound) or unaspirated (no burst of air).

Aspirated Plosives in Connected Speech

Aspirated plosives are consonant sounds produced with a strong burst of air after the release of the plosive. In English, the plosives /p/, /t/, and /k/ are commonly aspirated when they occur at the beginning of a stressed syllable. The aspiration is what distinguishes them from their unaspirated counterparts.

In connected speech, the occurrence of aspiration may vary depending on the context:

1. At the Beginning of Stressed Words:

"Please pass the pepper."

✓ The /p/ in "please," "pass," and "pepper" are all aspirated.

This makes the pronunciation [p^hli:z p^hæs ðə p^hεpər].

2. Within a Sentence, Following a Stressed Syllable:

"The kite is high."

- ✓ The /k/ in "kite" is aspirated, heard as [k^hait].

But if the word "kite" follows a strong syllable like in "big kite," the aspiration is less pronounced in connected speech.

3. After a Voiceless Consonant in Consonant Clusters:

"Spot the difference."

- ✓ The /p/ in "spot" might have a very light or no aspiration because it follows the /s/ sound. The word is heard as [spɒt].

"Train the dog."

- ✓ The /t/ in "train" is often aspirated, heard as [t^hreɪn].

4. In Fast or Casual Speech:

Aspiration might be reduced in fast or casual speech, especially in unstressed syllables or words:

"He's top of the class."

- ✓ The /t/ in "top" is less aspirated compared to when "top" is said in isolation.
- Unaspirated: Stop it! (The /t/ in stop is less pronounced when followed by the /i/ in it.)

Unaspirated Plosives in Connected Speech

Unaspirated plosives are sounds produced by completely blocking the airflow in the vocal tract and then releasing it with little to no burst of air. Unaspirated plosives are consonant sounds produced with minimal or no burst of air following the release of the plosive. In English, the plosives /p/, /t/, and /k/ are often unaspirated in specific contexts, distinguishing them from their aspirated counterparts.

Contexts for Unaspirated Plosives:

1. In Consonant Clusters:

After /s/:

"Spot the difference."

- ✓ The /p/ in **spot** is unaspirated because it follows the /s/ sound. The word is pronounced [spɒt].

"School starts next week."

- ✓ The /k/ in **school** is unaspirated due to its position after /s/.

The word is pronounced [sku:l].

2. In Fast or Casual Speech:

When Following a Voiceless Consonant:

"He skipped the step."

- ✓ The /p/ in **skipped** is unaspirated because it follows the /s/ sound in **skipped**.

The phrase is pronounced [skɪpt].

"You can stop now."

- ✓ The /p/ in **stop** is less aspirated due to the rapid flow of speech.

The word is pronounced [stɒp].

3. Within Connected Speech

Following a Stress or Emphasis:

"I'll take that book."

- ✓ The /t/ in **take** may be unaspirated because of the influence of the surrounding stressed syllables. The phrase is pronounced [aɪl teɪk ðæt bʊk].

"The cat's paw."

- ✓ The /p/ in **paw** is unaspirated due to its connection with the possessive **cat's**. The phrase is pronounced [ðə kæt pə:].

4. In Specific Phonetic Environments:

In Non-Stressed Syllables:

"The small pin."

- ✓ The /p/ in **pin** is unaspirated as it follows the /l/ in **small**. The phrase is pronounced [ðə smɔ:l pɪn].

"Please pass the pen."

- ✓ The /p/ in **pass** and **pen** might be unaspirated in rapid speech. The phrase is pronounced [pli

Group Collaborative Study Dialogue on Producing Consonant Sounds in Context (Plosives)

Ata: Hey everyone, today we're focusing on plosives and their usage in different contexts. Plosives are sounds made by completely blocking and then releasing airflow. We have six main plosives: /p/, /b/, /t/, /d/, /k/, and /g/. Mansa, could you start by explaining the voiceless plosives?

Mansa: Of course! Voiceless plosives are produced without vibrating the vocal cords. They include /p/, /t/, and /k/. For /p/, we block the airflow with both lips and then release it. Examples include "pan," "pat," and "park." For /t/, we stop the airflow at the alveolar ridge, just behind the upper front teeth. Examples are "top," "bat," and "hat." Finally, /k/ is made by stopping the airflow at the back of the mouth with the tongue against the soft palate. Examples are "cap," "kit," and "cane."

Es: That's right. Now for the voiced plosives: /b/, /d/, and /g/. These are produced with vocal cord vibration. For /b/, we use both lips and include vocal cord vibration. Examples are "book," "butter," and "bake." For /d/, we stop the airflow at the alveolar ridge with vocal cord vibration. Examples include "dog," "mud," and "date." And for /g/, we stop the airflow at the back of the mouth and use vocal cords. Examples are "game," "go," and "gig."

Appiah: Excellent! Let's now distinguish between voiced and voiceless plosives in context. For instance, in the sentence "The big cat," the /k/ in "cat" is voiceless, while the /g/ in "big" is voiced. Similarly, in "The old book," the /b/ in "book" is voiced, while the /p/ in "pen" is voiceless.

Ata: Great examples! Next, let's look at how plosives work in connected speech. Aspirated plosives are pronounced with a strong burst of air. For example, in "Peter Piper picked a peck of pickled peppers," the /p/ sounds are aspirated, with a noticeable burst of air. Another example is "Keep calm and carry on," where the /k/ in "keep" is aspirated.

Mansa: And for unaspirated plosives, there's minimal or no burst of air. For instance, in "Stop that clock," the /p/ in "stop" is unaspirated due to its position after /s/. Similarly, in "Red cars," the /k/ in "cars" is unaspirated because it follows the /s/ sound.

Esi: Exactly! Aspiration can also vary with speech speed and stress. For example, in "I'll make the cake," the /k/ in "cake" might be less aspirated when said quickly. Similarly, in "She kept quiet," the /t/ in "kept" is often unaspirated due to its rapid pronunciation.

Appiah: Yes, and understanding these details helps with better pronunciation and listening skills. Paying attention to the context will make it easier to produce and recognize these plosives accurately.

Ata: Absolutely. Let's continue practicing these sounds in different contexts to get more comfortable with their variations.

Mansa: Definitely. Thanks for the great discussion today!

Esi: This was really useful. Looking forward to our next session.

Appiah: Agreed. See you all next time!

EXERCISES

Exercise 1

Read the following sentences and identify whether the highlighted plosive sound is voiced or voiceless.

1. The **bat** flew across the sky. (Is /b/ voiced or voiceless?)
2. She found a **cat** under the table. (Is /t/ voiced or voiceless?)
3. The **dog** barked loudly. (Is /g/ voiced or voiceless?)
4. He put the **cup** on the counter. (Is /p/ voiced or voiceless?)
5. The kite*soared in the wind. (Is /k/ voiced or voiceless?)

Exercise 2: Filling in the Blanks with Plosives

Complete the sentences below by filling in the blanks with words containing the appropriate plosive sounds. Choose words from the word bank.

[top, bag, pat, kite, cab]

1. The _____ flew high in the sky.
2. She took a _____ to the store.
3. He placed the groceries in the _____.
4. The _____ of the mountain is covered in snow.
5. The mother gave her child a gentle _____ on the back.

PRODUCING CONSONANT SOUNDS IN CONTEXT (FRICATIVES)

Fricatives are consonant sounds produced by forcing air through a narrow gap, causing friction. English has several fricatives, such as /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, and /ʒ/.

1. Listen to and Identify Fricatives in Context (e.g., /f/, /v/, /θ/, /ð/):

/f/ is a voiceless fricative produced by forcing air through a narrow gap between the upper teeth and lower lip.

Examples: fish, fan, cuff

/v/ is a voiced fricative produced in a similar manner to /f/ but with vocal cord vibration.

Examples: van, vest, love

/θ/ is a voiceless fricative produced by forcing air between the tongue and upper teeth.

Examples: think, bath, earth

/ð/ is a voiced fricative produced similarly to /θ/ but with vocal cord vibration.

Examples: this, that, father

2. Distinguish Between Voiced and Voiceless Fricatives in Context

(e.g., /f/ and /v/)

Voiced fricatives involve vocal cord vibration during the production of the sound.

/v/ is voiced, produced with the lower lip and upper teeth.

Examples: van, vase, live

Voiceless fricatives do not involve vocal cord vibration during the production of the sound.

/f/ is voiceless, produced with the lower lip and upper teeth.

Examples: fan, fit, half

3. Use Fricatives in Connected Speech

In connected speech, fricatives often blend smoothly with adjacent sounds.

Example: He has a fine view. (The /v/ in view follows smoothly from the /f/ in fine.)

Producing Consonant Sounds in Context (Nasals and Affricates)

Nasals are consonant sounds produced by blocking airflow in the mouth and allowing it to pass through the nose.

The primary nasal sounds in English are /m/, /n/, and /ŋ/.

Affricates are complex sounds that begin as plosives and release into fricatives. The primary affricates in English are /tʃ/ (as in church) and /dʒ/ (as in judge).

1. Distinguish Between Nasal Sounds in Context (e.g., /m/, /n/)

/m/ is produced by closing both lips and allowing air to escape through the nose.

Examples: man, moon, come

/n/ is produced by placing the tongue against the alveolar ridge and allowing air to escape through the nose.

Examples: nose, net, can

/ŋ/ is produced by placing the back of the tongue against the velum (soft palate) and allowing air to escape through the nose.

Examples: song, ring, king

2. Distinguish Between Affricates in Context (e.g., /tʃ/ and /dʒ/)

/tʃ/ is a voiceless affricate produced by stopping the airflow with the tongue at the alveolar ridge, then releasing it into a fricative sound.

Examples: chair, chip, watch

/dʒ/ is a voiced affricate produced similarly to **/tʃ/** but with vocal cord vibration.

Examples: judge, jump, large

3. Listen to Nasals and Affricates in Context (e.g., /m/, /tʃ/)

Example: The monkey ate a bunch of bananas. (Nasals **/m/** in monkey and bananas, affricate **/tʃ/** in bunch.)

4. Use Nasals and Affricates in Connected Speech

Nasals often blend with adjacent sounds, particularly when followed by plosives or fricatives.

Example: Can you come now? (The **/n/** in can blends into the **/j/** in you.)

Affricates maintain their distinct sound but may influence the length and intonation of nearby vowels.

Example: He will watch the match. (The affricates **/tʃ/** in watch and match create a rhythm in the sentence.)

Group Collaborative Study Dialogue on Producing Consonant Sounds in Context (Fricatives, Nasals, and Affricates)

Ata: Hi everyone! Today we're diving into fricatives, nasals, and affricates. Fricatives are produced by forcing air through a narrow gap, creating friction. There are a few types of fricatives, including /f/, /v/, /θ/, and /ð/. Mansa, can you start by explaining the voiceless fricatives?

Mansa: Sure, Ata! Voiceless fricatives include /f/ and /θ/. For /f/, you force air through a narrow gap between the upper teeth and lower lip. Examples include "fish," "flame," and "fist." For /θ/, you push air between the tongue and the upper teeth. Examples are "think," "bath," and "north."

Esi: Great start! Now, for the voiced fricatives. We have /v/ and /ð/. The /v/ sound is produced similarly to /f/ but with vocal cord vibration. Examples are "vase," "voice," and "save." For /ð/, you also push air between the tongue and the upper teeth but with vocal cord vibration. Examples include "this," "mother," and "brother."

Appiah: That's correct. To distinguish between voiced and voiceless fricatives in context, consider these examples: In "The fast van," the /f/ in "fast" is voiceless, while the /v/ in "van" is voiced. Similarly, in "That thin line," the /θ/ in "thin" is voiceless, and the /ð/ in "that" is voiced.

Ata: Perfect! Moving on to how fricatives work in connected speech. In phrases like "He loves the view," the /v/ in "view" smoothly follows the /f/ in "loves," blending together. Another example is "The soft voice," where the /v/ in "voice" follows the /f/ in "soft" without a noticeable pause.

Mansa: Nice examples! Now, let's talk about nasals and affricates. Nasals are made by blocking airflow in the mouth and letting it pass through the nose. For instance, /m/ is made by closing both lips, as in "moon," "some," and "ham." For /n/, you block the airflow with the tongue against the alveolar ridge, like in "net," "nine," and "pen." The /ŋ/ sound, produced by blocking airflow with the back of the tongue against the velum, can be heard in "song," "long," and "wing."

Esi: Exactly! And for affricates, /tʃ/ and /dʒ/, which start as plosives and release into fricatives. For /tʃ/, the airflow is stopped at the alveolar ridge and then released into a fricative sound. Examples include "cheese," "chip," and "watch." For /dʒ/, it's the same process but with vocal cord vibration, found in "judge," "juice," and "bridge."

Appiah: Great work! Let's listen to these sounds in context. In "The green mangoes," the /ŋ/ in "mangoes" and /m/ in "green" are nasals. Similarly, in "She enjoys chess," the /tʃ/ in "chess" and the /dʒ/ in "enjoys" are affricates.

Ata: Perfect examples! Finally, let's consider how these sounds blend in connected speech. Nasals often blend smoothly, as in "Can anyone help?" where the /n/ in "can" blends into the /a/ in "anyone." Affricates, like in "Watch the big match," keep their distinct sound but influence the rhythm, with /tʃ/ in "watch" and /tʃ/ in "match" creating a rhythmic pattern.

Mansa: Exactly. This blending and rhythm are crucial for natural-sounding speech. It helps us become more fluent and accurate in our pronunciation.

Esi: This was really informative. I think understanding these sounds better will definitely improve our pronunciation.

Appiah: Agreed! Thanks for the great discussion. Let's practice these concepts more to get comfortable with them.

Ata: Definitely! Looking forward to our next study session. See you all soon!

Exercise 1

1. Listen to the following words and identify the fricative sound in each word. Write down the sound you hear.

Word List: - Fish- Van - Think - This- Ship- Measure

For each word, identify whether the fricative is voiced or voiceless.

2. Sort the following words into two categories: voiced fricatives and voiceless fricatives.

Word List: - Fan - Vase - Live - Half - Zip - Safe

Write the words under the correct category.

3. Practice pronouncing the following minimal pairs, paying attention to the difference between voiced and voiceless fricatives.

Word Pairs: - Fan / Van - Thigh / Thy - Sip / Zip - Safe / Save

Say each pair out loud and notice the difference in vocal cord vibration.

4. Practice reading the following sentences, focusing on the smooth blending of fricative sounds with adjacent sounds.

1. She found a shiny shell.
2. The vase is very valuable.
3. They think it's a tough path.
4. His voice is soft but strong.

Producing /r/ and /l/ Sounds in Different Positions in Words

The /r/ and /l/ sounds are important phonemes in English that can significantly alter the meaning of words. The ability to produce these sounds accurately in different positions within words is crucial for clear communication.

Positions in Words

Beginning: The sound appears at the start of the word.

Examples:

/r/: red, run, rabbit

/l/: light, leaf, lemon

Middle: The sound is located within the word, between the initial and final sounds.

Examples:

/r/: carrot, mirror, around

/l/: yellow, balloon, pillow

End: The sound occurs at the end of the word.

Examples:

/r/: car, star, door

/l/: ball, hill, cool

Listening and Producing Sounds

Activity 1: Sound Identification

Students listen to a series of words and identify whether they hear the /r/ or /l/ sound and its position in the word.

Examples: road (beginning), pearl (middle), bell (end).

Activity 2: Sound Reproduction

Practice pronouncing words with /r/ and /l/ sounds in all positions. Emphasize clear articulation.

Examples: lake, rose, car, light, rabbit, pillow.

Distinguishing Between /r/ and /l/ Sounds

Activity 3: Minimal Pairs Practice

Use pairs of words that differ only by the /r/ and /l/ sounds to help students distinguish between them.

Examples: right/light, lead/read, crow/close.

Have students listen to and repeat these pairs, focusing on the differences.

Activity 4: Tongue Placement Exercises

Teach students the correct tongue placement for /r/ (tongue curled slightly back) and /l/ (tongue touching the roof of the mouth just behind the teeth).

Practice with a mirror to ensure correct articulation.

Group Collaborative Study Dialogue on Producing /r/ and /l/ Sounds in Different Positions in Words

Ata: Hi everyone! Today, we're focusing on the /r/ and /l/ sounds. These sounds can really change the meaning of words, so it's important to practice them in different positions within words. Mansa, could you start by describing where we can find /r/ and /l/ in words?

Mansa: Sure, Ata! For the /r/ sound, we can find it at the beginning, middle, and end of words. For example, at the beginning, we have "rose," "robot," and "river." In the middle, you'll hear it in "happy," "fire," and "artist." At the end, it's in "car," "flower," and "sugar."

Esi: Great examples, Mansa. For the /l/ sound, at the beginning, you might have "lamp," "lemon," and "ladder." In the middle, examples include "apple," "candle," and "jungle." And at the end, you can find it in "ball," "feel," and "seal."

Appiah: Excellent. Now let's move on to Activity 1: Sound Identification. We'll listen to words and determine if we hear the /r/ or /l/ sound and where it is in the word. For instance, "rose" has the /r/ sound at the beginning, "artist" has it in the middle, and "seal" has /l/ at the end.

Ata: Great! For Activity 2, Sound Reproduction, we'll practice saying words with /r/ and /l/ sounds in various positions. For example, "flower" and "river" for the /r/ sound at the end and beginning, and "apple" and "candle" for the /l/ sound in the middle. Let's focus on clear pronunciation.

Mansa: Moving to Activity 3: Minimal Pairs Practice. We'll use pairs of words that only differ by the /r/ and /l/ sounds. For example, "pride" vs. "plaid," "brick" vs. "blick," and "rally" vs. "lolly." Let's listen carefully and repeat these pairs to get the distinction right.

Esi: Sounds good. For Activity 4: Tongue Placement Exercises, we'll practice the correct tongue placement for /r/ and /l/. For /r/, the tongue should be slightly curled back, and for /l/, it should touch the roof of the mouth just behind the upper front teeth. Using a mirror can help us see if we're doing it correctly.

Appiah: Absolutely. Getting the tongue placement right is crucial for clear pronunciation. Let's start with the Sound Identification activity, then move on to pronunciation practice, and finally, work on distinguishing between /r/ and /l/ with minimal pairs.

Ata: Perfect! I'm looking forward to practicing these sounds and improving our clarity.

Mansa: Me too! This will definitely help us with our speech and pronunciation.

Esi: Yes, let's make sure we pay attention to each sound and its position.

Appiah: Agreed. Let's dive in and start practicing!

Exercises

Activity 1: Sound Identification

Students will identify whether they hear the /r/ or /l/ sound and its position in the word (beginning, middle, or end).

1. Instructions:

- The teacher says a series of words aloud.
 - Students listen carefully and identify if the word contains the /r/ or /l/ sound.
 - Students also determine if the sound occurs at the beginning, middle, or end of the word.
3. - Listen to the following words: rabbit, hill, pillow, red, leaf, mirror.
- Write down if the word has an /r/ or /l/ sound and whether it appears at the beginning, middle, or end.

Activity 2: Sound Reproduction

Students will practice pronouncing words with /r/ and /l/ sounds in all positions, focusing on clear articulation.

1. Instructions:

- The teacher provides words with /r/ and /l/ sounds in different positions.
- Students take turns repeating each word, paying special attention to the clarity of the sound

PRODUCING CONSONANT CLUSTERS IN CONTEXT

Consonant clusters are groups of two or more consonants pronounced together without intervening vowels. These clusters can be challenging, especially in connected speech, but mastering them is essential for fluent speech.

Common Consonant Clusters

Examples of Clusters

Beginning: pl (plan), pr(pray), cr (crab), cl(clap), tr(trap), sm(smile), sp(spot), spl (split), spr(spring), gh(ghost)

Middle: lk(milk), mp(jump), st (faster)

End: st(first), nd(friend), ld (cold)

Listening and Producing Clusters

Activity 1: Listening to Texts

Read or play a text that contains multiple examples of consonant clusters.

Have students identify and repeat the clusters they hear.

Examples: “The spider spun a splendid web.” (clusters: sp, spl).

Activity 2: Cluster Practice

Focus on one or two clusters at a time. Practice saying words with these clusters slowly, then gradually increase speed.

Examples: pr (print, press), cl(class, clip), tr (train, trick).

Producing Clusters in Connected Speech

Activity 3: Sentence Creation

Ask students to create sentences using words with consonant clusters.

Example: “Please plan to clap at the play.”

Activity 4: Storytelling:

Encourage students to tell short stories or describe pictures, emphasizing accurate production of consonant clusters.

Example: “The brave prince climbed the tall tower to save the trapped princess.”

Group Collaborative Study Dialogue on Producing Consonant Clusters in Context

Ata: Hi everyone! Today's focus is on consonant clusters. These are groups of consonants that appear together in words without vowels in between. It can be tricky, but it's really important for fluent speech. Mansa, can you tell us about some common consonant clusters?

Mansa: Of course! Consonant clusters can appear at the beginning, middle, and end of words. For example, at the beginning we have clusters like "pl" in "plan," "pr" in "pray," and "sp" in "spot." In the middle, we might have clusters like "mp" in "jump" and "st" in "faster." At the end, we see clusters like "st" in "first" and "nd" in "friend."

Esi: That's a great overview, Mansa. For Activity 1, let's listen to a text with lots of consonant clusters. Here's a sentence: "The spider spun a splendid web." Can anyone pick out the clusters?

Appiah: Yes, I hear "sp" in "spider" and "spl" in "splendid." Let's practice repeating these clusters. It helps us get familiar with their sound and placement in words.

Ata: Excellent. For Activity 2, let's focus on practicing some clusters. We'll start with "pr" and "cl." Let's say "print" and "press" slowly, then speed up. After that, we'll try "class" and "clip."

Mansa: Good plan. Moving to Activity 3, we'll create sentences using these clusters. For example, "Please plan to clap at the play." This will help us use the clusters in context.

Esi: For Activity 4, how about storytelling? We can tell short stories or describe pictures while focusing on accurate cluster production. For instance, "The brave prince climbed the tall tower to save the trapped princess."

Appiah: Sounds fun! Storytelling will really help us practice these clusters in a more natural way. Let's make sure we emphasize the clusters clearly while speaking.

Ata: I agree! Let's start with listening to the text, then practice the clusters with the given words. After that, we'll create our sentences and share stories. Ready to begin?

Mansa: Ready! Let's dive in and get those clusters sounding great.

Esi: Let's do it! This will definitely help with our fluency.

Appiah: Absolutely. Let's get started!

Exercise

Exercise 1: Cluster Identification and Production

Objective: Help students identify and pronounce consonant clusters in context.

1. Read the following sentences aloud to the students:

- "The crane planted a tree near the cliff."
- "The small spider sprung from the clock."
- "She clicked on the trendy product."

2. Ask students to listen carefully and identify the consonant clusters in each sentence.

3. After identifying the clusters, have students repeat the sentences, focusing on clear pronunciation of the clusters.

Exercise 2: Cluster Speed Practice

1. Write the following words on the board: train, clip, prince, spring, jump, milk.

2. Practice pronouncing these words slowly with the students, breaking down the consonant clusters.

3. Gradually increase the speed at which the words are pronounced, encouraging students to maintain accuracy even as the pace increases.

4. For a challenge, have students say two words together, e.g., "train-clip," "prince-spring," and so on.

PRODUCING MONO-SYLLABIC AND DI-SYLLABIC WORDS WITH

ACCURATE STRESS IN SPEECH

Accurate stress on mono-syllabic and di-syllabic words is crucial for clear and natural-sounding speech. Stress patterns can also change the meaning of words in some cases.

Mono-Syllabic Words: Words with one syllable.

Examples: cat, dog, light, rain, play.

Stress Practice: - Emphasize the whole word since it consists of only one syllable.

Practice with different emotions to show how stress can vary: Yes! No? Stop.

Di-Syllabic Words: -Words with two syllables, where one syllable is usually stressed more than the other.

Examples:

- ✓ TRAv-el(travel)
- ✓ VIS-it (visit)
- ✓ TA-ble (table)
- ✓ STU-dent (student)

Listening and Producing Words:

Activity 1: Stress Identification: - Have students listen to words and identify which syllable is stressed.

Examples: 'teacher (first syllable), a'round* (second syllable).

Activity 2: Repetition and Practice: - Practice pronouncing words with correct stress patterns.

Example: 'present (noun - first syllable stressed) vs. pre'sent (verb - second syllable stressed).

Writing and Using Di-Syllabic Words:

Activity 3: Writing Practice: - Give students a list of di-syllabic words and have them write sentences using these words.

Example: I will travel to the city tomorrow.

Activity 4: Dialogue Creation: - Have students create short dialogues or conversations that include mono- and di-syllabic words.

Example: "Can you visit my house today?" "Yes, I will travel there soon."

Activity 5: Stress Shifting in Context: - Demonstrate how stress shifting can change meaning or emphasize different aspects of the message.

Example: "He wants a present." vs. "He wants to present something."

Group Collaborative Study Dialogue on Producing Mono-Syllabic and Di-Syllabic Words with Accurate Stress in Speech

Kwame: Hello team! Today, we're working on stress in mono-syllabic and di-syllabic words. Proper stress helps us speak clearly and naturally. Let's start with mono-syllabic words. Ada, can you give us some examples?

Ada: Sure! Examples of mono-syllabic words include "sun," "tree," "book," "blue," and "fish." Since these words have only one syllable, the stress is naturally on the entire word.

Kwesi: That's right. We can practice by saying these words with different emotions. For instance, "Stop!" with urgency versus "Stop" in a calm tone.

Kwame: Good idea, Kwesi! Now, let's move on to di-syllabic words. These have two syllables, and one syllable is usually stressed more than the other. For example, "COM-puter" and "WIN-dow."

Ada: For Activity 1, we'll listen to some di-syllabic words and identify which syllable is stressed. For example, in "wonderful," the first syllable is stressed, while in "beside," the second syllable is stressed.

Kwesi: Perfect! For Activity 2, we'll practice pronouncing words with correct stress patterns. Take "record" as an example. When it's a noun, the stress is on the first syllable: 'RE-cord.' When it's a verb, the stress is on the second syllable: re'CORD.'

Kwame: Exactly. For Activity 3, let's write sentences using di-syllabic words. For instance, "The computer is on the desk."

Ada: And for Activity 4, we'll create short dialogues with both mono-syllabic and di-syllabic words. Here's a sample: "Did you see the book?" "Yes, I read it on the computer."

Kwesi: For Activity 5, we'll explore how shifting stress can alter meaning. For example, "He likes the record" versus "He will record the video." Stressing different syllables emphasizes different parts of the message.

Kwame: That's right! Let's start by identifying stress in di-syllabic words and practice pronouncing them. After that, we'll work on writing sentences and creating dialogues. Ready?

Ada: Ready! Let's start with identifying stress in di-syllabic words.

Kwesi: I'm ready too. Let's practice the dialogues and see how stress changes meaning.

Kwame: Great! Let's focus on clear pronunciation and correct stress.

Ada: Let's get started!

Kwesi: Here we go!

Exercises

Activity 1: Stress Identification

Students will listen to words and identify which syllable is stressed in di-syllabic words.

1. Instructions:

- The teacher pronounces words, and students will indicate which syllable is stressed.
- For mono-syllabic words, the entire word is stressed.
- For di-syllabic words, students must identify if the first or second syllable is stressed.

3. Worksheet Exercise:

- Listen to the teacher pronounce these words: student, visit, dog, rabbit, answer.
- Write down whether the stress is on the first syllable, second syllable, or on the whole word.

CHAPTER - TWO

PUNCTUATIONS

Punctuation is a critical component of writing that ensures clarity and precision in communication. By using punctuation marks correctly, writers can convey their messages more effectively. This will help readers understand the intended meaning of sentences and the essay as a whole. Punctuation helps organize and structure sentences, indicating pauses, ends, and connections between ideas. Mastery of punctuation rules is essential for anyone looking to improve their writing skills and create clear, coherent, and engaging texts. This lesson will explore the various punctuation marks, their purposes, and the rules for their proper use.

- ***Study and Learning Outline***

- ✓ Understand the purpose and importance of punctuation in writing.
- ✓ Learn and apply the rules for using commas, full stops, question marks, exclamation marks, semicolons, colons, hyphens, dashes, apostrophes, quotation marks, and parentheses.

We are starting with ***commas***

COMMAS

Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences. Commas are used to separate three or more words, phrases, or clauses in a series.

EXAMPLE: Practice will be held before school, in the afternoon, and at night.

Commas are used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence).

EXAMPLE: If your friends enjoy Chinese food, they will love this restaurant.

Commas are used to set off introductory words, introductory adverbial, participial, or infinitive phrases, and longer introductory prepositional phrases.

EXAMPLE: Incidentally, I was not late this morning. (word)

Hoping for a bigger fish, Rob spent three more hours fishing. (phrase)

Commas are used between independent clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, so*).

EXAMPLE: My dog had fleas, so we gave him a bath.

Commas set off nonessential phrases or clauses.

EXAMPLE: The man, I think, had a funny laugh.

Commas set off an appositive (a word or phrase that renames a noun).

EXAMPLE: Tanya, Debbie's sister, gave a brilliant speech last night.

The next punctuation is full stop/period. Let us delve into full stop/period.

FULL STOP

Full stop is end of sentence punctuation which is used to let the reader know when a thought is finished.

A statement (or declarative sentence) is followed by a period.

EXAMPLE: Kumasi is the home of Prempeh College.

Our next punctuation is question mark.

QUESTION MARK

A direct question (or interrogative sentence) is followed by a question mark.

EXAMPLE: When did Joe buy a red shirt?

Do not use a question mark after a declarative sentence that contains an indirect question.

EXAMPLE: Marie wants to know when Joe bought a red shirt.

EXCLAMATION

An exclamatory sentence is followed by an exclamation point.

EXAMPLE: What a good movie!

Use exclamation marks sparingly because they can unnecessarily exaggerate sentences.

EXAMPLE: Monet was the most influential painter of his time! (*Most* emphasizes *influential painter*; therefore, an exclamation point is not needed.)

SEMI-COLON

Semicolons are used to separate clauses or phrases that are related and that receive equal emphasis.

Semicolons join independent clauses in a compound sentence if no coordinating conjunction is used.

EXAMPLE: Michael seemed preoccupied; he answered our questions abruptly.

Semicolons are used before a conjunctive adverb (transition word) that joins the clauses of a compound sentence.

EXAMPLE: The emergency room was crowded; however, Warren was helped immediately.

Semicolons help avoid confusion in lists where there are already commas.

EXAMPLE: We travelled to London, England; Paris, France; Berlin, Germany; and Sofia, Bulgaria.

COLONS

Colons follow independent clauses and are used to call attention to the information that comes after. Colons come after the independent clause and before the word, phrase, sentence, quotation, or list it is introducing.

EXAMPLE: Joe has only one thing on his mind: girls. (Word)

Joe has only one thing on his mind: the girl next door. (phrase)

Joe has only one thing on his mind: he wants to go out with Linda. (clause)

Joe has several things on his mind: his finals, his job, and Linda. (list)

Never use a colon after a verb that directly introduces a list.

INCORRECT: The things on Joe's mind are: finals, work, and Linda.

CORRECT: The things on Joe's mind are finals, work, and Linda.

HYPHENS

Hyphens are used to form compound words or join word units. They are used to join prefixes, suffixes, and letters to words. Use hyphens with compound numbers from twenty-one to ninety-nine and with fractions used as modifiers.

EXAMPLE: forty-two applicants

two-thirds majority (*two-thirds* is an adjective modifying *majority*)

three-fourths empty (*three-fourths* is an adverb modifying *empty*)

two thirds of the voters (*two thirds* is not being used as an adjective here because *thirds* is a noun being modified by *two*)

Use hyphens in a compound adjective only when it comes before the word it modifies. However, some compound adjectives are always hyphenated, such as *well-balanced*. Look up compound adjectives in the dictionary if you are unsure whether or not to hyphenate them.

EXAMPLE: a well-liked author an author who is well liked

A world-renowned composer a composer who is world renowned

Use a hyphen with the prefixes *ex-*, *self-*, and *all-*; with the suffix *-elect*; and with all prefixes before a proper noun or proper adjective.

DASHES

Dashes connect groups of words to other groups of words in order to emphasize a point or show that the information is unessential. Usually the dash separates words in the middle of a sentence from the rest of the sentence, or it leads to material at the end of the sentence. In the middle of a sentence, a dash can put special emphasis on a group of words or make them stand out from the rest of the sentence.

EXAMPLE: Linda Simpson's prescription for the economy, lower interest rates, higher employment, and less government spending, was rejected by the president's Administration.

BECOMES: Linda Simpson's prescription for the economy—lower interest rates, higher employment, and less government spending—was rejected by the president's administration.

The dash can also be used to attach material to the end of a sentence when there is a clear break in the continuity of the sentence or when an explanation is being introduced.

EXAMPLE: The president will be unable to win enough votes for another term of office—unless, of course, he can reduce unemployment and the deficit soon.

EXAMPLE: It was a close call—the sudden gust of wind pushed the helicopter to within inches of the power line.

APOSTROPHE

Apostrophes are used to show possession or to indicate where a letter has been omitted to form a contraction.

To show possession, add an apostrophe and an -s to singular nouns or indefinite pronouns that end in *one* or *body*.

EXAMPLE: Susan's wrench, anyone's problem

Add only an apostrophe for plural possessive nouns ending in -s.

EXAMPLE: my parents' car, the musicians' instruments

Add an apostrophe and an -s for plural possessive nouns that do not end in -s.

EXAMPLE: the men's department, my children's toys

Add an apostrophe and an -s for singular possessive nouns that end in -s.

EXAMPLE: Chris's cookbook, the business's system

Do not use an apostrophe with possessive personal pronouns including *yours*, *his*, *hers*, *its*, *ours*, *their*, and *whose*.

Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.

EXAMPLE: I am= I'm ,I have = I've

who is = who's, let us = let's

cannot = can't he is, she is, it is = he's, she's, it's

you are = you're they are = they're

Avoid confusing *it's* with *its*. *It's* is a contraction for *it is*; *its* is a possessive pronoun.

QUOTATION MARK

Quotation marks are used to show the beginning and end of a quotation or a title of a short work.

Quotation marks enclose the exact words of a person (direct quotation).

EXAMPLE: Megan said, "Kurt has a red hat."

Do not use quotation marks around a paraphrase (using your own words to express the author's ideas) or a summary of the author's words.

EXAMPLE: Megan said that Kurt's hat was red.

Quotation marks set off the titles of magazine articles, poems, reports, and chapters within a book.

(Titles of books, magazines, plays, and other whole publications should be underlined or italicized.)

EXAMPLE: "The Talk of the Town" is a regular feature in *Time* magazine.

QUOTATION MARKS WITH OTHER PUNCTUATION

Place periods and commas inside quotation marks.

EXAMPLE: Aida said, "Aaron has a blue shirt."

Place semicolons and colons outside quotation marks.

EXAMPLE: He calls me his "teddy bear"; I'm not a bear.

Place question marks or exclamation points inside the quotation marks if they punctuate the quotation only.

EXAMPLE: "Are we too late?" she asked.

Place question marks or exclamation points outside the quotation marks if they punctuate the entire sentence.

EXAMPLE: Why did she say, "We are too late"?

PARENTHESES

Elements inside parentheses are related to the sentence but are nonessential.

Parentheses set off additions or expressions that are not necessary to the sentence. They tend to de-emphasize what they set off.

EXAMPLE: We visited several European countries (England, France, Spain) on our trip last year.

Parentheses enclose figures within a sentence.

EXAMPLE: Grades will be based on (1) participation, (2) in-class writing, and (3) exams.

When the group inside the parentheses forms a complete sentence but is inserted inside a larger sentence, no period is needed. However, if a question mark or exclamation point is needed, it may be used.

EXAMPLE: The snow (she saw it as she passed the window) was now falling heavily.

When parentheses are used to enclose an independent sentence, the end punctuation belongs inside the Parentheses.

Collaborative work in class on Detailed Punctuation Rules

Jenna: So, guys, we're starting with punctuation today, right? I went through the notes, and it's packed with information.

Michael: Yep. Punctuation is essential for clear communication. We need to understand its importance and learn how to use it properly.

Lena: Definitely. The notes explain that punctuation helps organize and structure sentences, indicating pauses, ends, and connections between ideas. Let's start with commas.

Jenna: Sure. Commas are used to separate parts of a sentence and tell readers to pause. For example, "Practice will be held before school, in the afternoon, and at night." It separates items in a series.

Michael: Commas after introductory clauses or phrases are important too. Like, "If your friends enjoy Chinese food, they will love this restaurant." It sets the stage for the main clause.

Lena: And they set off nonessential phrases. For instance, "The man, I think, had a funny laugh." The phrase "I think" is extra information but doesn't change the main meaning.

Jenna: Exactly. Moving on to full stops, they end sentences and indicate a complete thought. Like, "Kumasi is the home of Prempeh College."

Michael: Full stops are pretty straightforward. Question marks follow direct questions, like "When did Joe buy a red shirt?" But not after indirect questions, like "Marie wants to know when Joe bought a red shirt."

Lena: Exclamation marks indicate strong emotion or emphasis, like "What a good movie!" But we should use them sparingly to avoid exaggeration.

Jenna: Semicolons are used to separate related independent clauses without conjunctions, like "Michael seemed preoccupied; he answered our questions abruptly." They also help avoid confusion in complex lists, like "We travelled to London, England; Paris, France; Berlin, Germany; and Sofia, Bulgaria."

Michael: Colons introduce lists or explanations, like "Joe has several things on his mind: his finals, his job, and Linda." But we shouldn't use them directly after a verb.

Lena: Hyphens join compound words or modifiers, like "forty-two applicants" or "a well-liked author." They're essential for clarity in writing.

Jenna: Dashes emphasize or connect groups of words, like "Linda Simpson's prescription for the economy—lower interest rates, higher employment, and less government spending—was rejected by the president's administration." They help in adding emphasis or additional information.

Michael: Apostrophes show possession or contractions, like "Susan's wrench" or "I'm." They're also used for plural possessive nouns, like "my parents' car."

Lena: Quotation marks enclose direct speech or titles, like "Megan said, 'Kurt has a red hat.'" They help in distinguishing the exact words of a speaker.

Jenna: Parentheses add nonessential information or enclose figures within a sentence, like "We visited several European countries (England, France, Spain) on our trip last year."

Michael: Punctuation is truly a toolkit for clear writing. We need to practice these rules to improve our writing skills.

Lena: Agreed. Let's keep studying and practicing to master all these punctuation marks!

Exercises

The following sentences contain punctuation errors. Identify the mistakes and rewrite the sentences with the correct punctuation.

1. The students enjoyed the field trip to the zoo they saw lions tigers and bears.
2. Sarah asked why are you late to the meeting.
3. John's backpack, which was left at school was found in the lost-and-found box.
4. "Im going to the store" said Emily do you need anything.
5. The movie was great but the ending was disappointing.

Exercise 2:

Choose the correct punctuation mark (comma, full stop, question mark, exclamation mark, semicolon, colon, dash, apostrophe, or quotation marks) to complete each sentence.

1. My brother forgot to do his homework ___ he didn't get to play video games.
 - a) .
 - b) ;
 - c) ,
2. Can you believe we won the championship___
 - a) ?
 - b) !
 - c) .
3. The teacher asked ___Why didn't you complete the assignment___
 - a) ,
 - b) ""
 - c) ""

4. He packed three things for the trip___ a map, a flashlight, and a water bottle.

a) :

b) ;

c) ,

5. She couldn't find her keys ___ they were in her purse all along.

a) .

b) ;

c) :

Exercise 3

Write your own sentences using the following punctuation marks. Make sure to use each punctuation mark correctly.

1. Comma (,)

2. Semicolon (;)

3. Apostrophe (')

4. Quotation marks (" ")

5. Parentheses ()

Exercise 4

Read the following paragraph and insert the missing punctuation marks (*full stops, commas, question marks, exclamation points, colons, semicolons, hyphens, dashes, apostrophes, quotation marks, and parentheses*) where needed.

My friend Sarah and I went to the park yesterday we had a wonderful time together The weather was perfect sunny with a gentle breeze as we strolled through the park we saw children playing on the swings and couples walking their dogs I asked Sarah Did you bring the picnic basket She smiled and said Of course I did We found a nice spot under a tree and enjoyed our lunch sandwiches fruit and juice After lunch we decided to play frisbee Suddenly a dog came running towards us it wanted to join in the fun We threw the frisbee and the dog chased after it bringing it back to us every time We couldnt stop laughing It was a perfect day

Exercise 4:

The following paragraph contains incorrect punctuation usage. Rewrite the paragraph with the correct punctuation.

Linda said I have never been to France but I would love to go someday I heard that Paris is beautiful in the springtime with the flowers blooming and the weather warming up My brother went there last year and he said that the Eiffel Tower was amazing He also mentioned that the food was delicious especially the croissants and cheese I hope to visit France next summer after I finish my exams

CHAPTER - THREE

SENTENCE STRUCTURE AND FORMATION

One of the ingredients of good writing is the variation of sentence structure and the application of punctuation marks in a way to accurately communicate the message of the writer. This section is devoted to the structure of the sentences in English and their formation.

Learning and study objectives

This lesson will help us to;

- Understand the meaning and composition of a sentence
- The forms and types of sentences
- Write sentences clearly in a paragraph.

We are starting with the basic structure of a sentence. But, before we check the structure of a sentence, we need to know the meaning of a sentence.

What is a sentence?

A sentence is a group of words that express a complete thought. It typically contains a subject and a predicate and takes a statement, question, command, or exclamation. Sentences are fundamental to communication as they allow us to convey ideas clearly and effectively.

Sentence = subject + verb + object

- The subject is the performer of action in the sentence or the headword or the theme of the sentence. The subject is a noun or pronoun.
- The object is the receiver of action in the sentence.

Examples: Kofi runs the race.

Kofi = subject

Runs = verb

The race = object

In essay writing, you must make it a point of writing complete sentences to develop your points. You have to use linking verbs or words as connectors to link sentences to form a paragraph. Let us look at the basic forms of a sentence.

Basic forms of Sentences

1. **Declarative Sentence:** Makes a statement and ends with a full stop.

- Example: The sun sets in the west.

2. **Interrogative Sentence:** Asks a question and ends with a question mark.

- Example: What time does the meeting start?

3. **Imperative Sentence:** Gives a command or request and ends with a period or exclamation mark.

- Example: Please close the door.

4. **Exclamatory Sentence:** Expresses strong emotion and ends with an exclamation mark.

- Example: What a beautiful day!

For us to understand the basic forms of sentences, let us check the passage below.

Passage Using Different Types of Sentences

On a bright summer morning, Sarah decided to visit the park. She thought it would be a perfect day to relax and read her favourite book. As she walked down the path, she noticed the vibrant flowers in full bloom. "What a stunning view!" she exclaimed. She found a cozy spot under a large oak tree and settled down with her book.

"Do you come here often?" a voice interrupted her thoughts. Sarah looked up to see a friendly face smiling at her. "Yes, I do," she replied, "It's my favourite place to unwind." The stranger introduced himself as John. They chatted for a while about their favorite books and hobbies. Suddenly, John said, "Let's take a walk around the park!" Sarah agreed, happy to have made a new friend.

As they strolled, they came across a group of children playing. "Watch out!" a boy shouted as a ball flew towards them. John caught the ball and tossed it back with a smile. "Be careful next time," he said, waving to the children.

After a pleasant afternoon, Sarah and John parted ways. Sarah thought about how a simple trip to the park had turned into a delightful adventure. "What a wonderful day this has been," she mused as she walked home.

Now that we checked the passage, let us breakdown the simple sentences forms.

Breakdown of Sentences in the Passage

- **Declarative Sentences:**

1. Sarah decided to visit the park.
2. She thought it would be a perfect day to relax and read her favorite book.
3. She found a cozy spot under a large oak tree and settled down with her book.

- **Interrogative Sentences:**

1. Do you come here often?
2. What time does the meeting start? (Example outside the passage)

- **Imperative Sentences**

1. Please close the door. (Example outside the passage)
2. Let's take a walk around the park!
3. Be careful next time.

- **Exclamatory Sentences**

1. What a stunning view!
2. Watch out!
3. What a wonderful day this has been.

Types of Sentences Based on Structure

1. Simple Sentences: A simple sentence consists of a single independent clause(main). It has a subject and a predicate and expresses a complete thought.

- **Examples**

- a) The cat sleeps.
- b) She reads every day.
- c) They went to the park.

Let us check the next type of sentence structure.

2. Compound Sentences: A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so), a semicolon, or a colon.

Examples:

- a) She wanted to go for a walk, but it started to rain.
- b) The sun set, and the stars appeared.
- c) I finished my homework; now I can watch TV.

We are going to look at the last type of sentence structure.

4. Complex Sentences: A complex sentence consists of one independent clause and at least one dependent (subordinate) clause. The dependent clause is connected to the independent clause using subordinating conjunctions (because, since, after, although, when, etc.).

Examples:

- a) Although it was raining, they went for a hike.
- b) She reads a book whenever she has free time.
- c) Because he studied hard, he passed the exam.

Now that we know the types of sentence structure, let us use them in a passage

Passage Using Different Types of Sentences

On a sunny afternoon, Mia decided to go for a bike ride. She packed a small bag with water and snacks. When she reached the park, she saw her friend Jake, who was jogging. They greeted each other happily. Mia rode her bike around the park while Jake continued his run. After a while, they took a break under a shady tree. "It's a beautiful day," Mia said, and Jake nodded in agreement. As they chatted, they made plans to meet again the next weekend. Although the ride was tiring, Mia felt refreshed. She was glad she had decided to spend the day outdoors instead of staying home. By the time she got home, she was tired but happy. She knew that days like these were the ones she would remember fondly.

Breakdown of Sentences in the Passage

Simple Sentences:

- a. Mia decided to go for a bike ride.
- b. She packed a small bag with water and snacks.
- c. They greeted each other happily.

Compound Sentences:

- a. Mia rode her bike around the park while Jake continued his run.
- b. "It's a beautiful day," Mia said, and Jake nodded in agreement.
- c. By the time she got home, she was tired but happy.

Complex Sentences:

- a) When she reached the park, she saw her friend Jake, who was jogging.
- b) Although the ride was tiring, Mia felt refreshed.
- c) She was glad she had decided to spend the day outdoors instead of staying home.
- d) She knew that days like these were the ones she would remember fondly.

Classroom Collaborative Studies

Group Leader or Teacher: Alright, class, today we are going to study sentence structure and formation. Understanding this is key to good writing. We'll discuss the meaning and composition of a sentence, the forms and types of sentences, and how to write sentences clearly in a paragraph. Let's start by defining what a sentence is. Who can tell me?

Student 1: A sentence is a group of words that express a complete thought. It typically contains a subject and a predicate.

Group Leader: Correct! A sentence allows us to convey ideas clearly and effectively. The basic structure of a sentence is subject + verb + object. Can someone give me an example?

Student 2: Sure! "Kofi runs the race." In this sentence, Kofi is the subject, runs is the verb, and the race is the object.

Group Leader: Exactly. The subject is the performer of the action, and the object is the receiver of the action. Now, let's look at the basic forms of sentences. What are the four types of sentences based on their purpose?

Student 3: The four types are declarative, interrogative, imperative, and exclamatory sentences.

Group Leader: That's right. Let's break them down. Who can give an example of a declarative sentence?

Student 4: "The sun sets in the west."

Group Leader: Good. And an interrogative sentence?

Student 5: "What time does the meeting start?"

Group Leader: Perfect. How about an imperative sentence?

Student 6: "Please close the door."

Group Leader: Excellent. Finally, an exclamatory sentence?

Student 7: "What a beautiful day!"

Group Leader: Great job! Let's look at a passage that uses different types of sentences to see how they work together.

Student 1: (On a crisp autumn afternoon, Emma decided to go for a walk in the woods. She thought it would be a perfect way to enjoy the changing colors of the leaves. As she walked along the trail, she spotted a family of deer grazing nearby. "What a peaceful scene!" she whispered. She continued her walk, taking in the sights and sounds of nature.

"Do you often come here?" a voice called out. Emma turned to see an elderly man with a kind smile. "Yes, I do," she replied, "It's my favorite place to unwind." The man introduced himself as Mr. Thompson. They talked about their love for nature and shared stories of their walks in the woods. Suddenly, Mr. Thompson said, "Let's walk together for a bit!" Emma agreed, glad to have some company.

As they strolled, they saw a group of children building a fort with fallen branches. "Watch out!" a girl shouted as a branch fell. Mr. Thompson quickly moved the branch aside and smiled at the children. "Be careful next time," he said kindly.

After a pleasant walk, Emma and Mr. Thompson parted ways. Emma felt grateful for the unexpected companionship. "What a delightful day this has been," she thought as she headed home.)

Group Leader: Great reading! Now let's break down the sentences in the passage. Can someone identify the declarative sentences?

Student 2:

1. Emma decided to go for a walk in the woods.
2. She thought it would be a perfect way to enjoy the changing colors of the leaves.
3. She continued her walk, taking in the sights and sounds of nature.

Group Leader: Well done. How about the interrogative sentences?

Student 3:

1. Do you often come here?
2. What time does the meeting start? (Example outside the passage)

Group Leader: Good. Next, let's identify the imperative sentences.

Student 4:

1. Please close the door. (Example outside the passage)
2. Let's walk together for a bit!
3. Be careful next time.

Group Leader: Correct. Finally, the exclamatory sentences?

Student 5:

1. What a peaceful scene!
2. Watch out!
3. What a delightful day this has been.

Group Leader: Excellent work, everyone. We now understand the basic forms of sentences. Let's move on to the types of sentences based on their structure. Who can explain a simple sentence?

Student 1: A simple sentence consists of a single independent clause with a subject and a predicate. It expresses a complete thought, like "The cat sleeps."

Group Leader: Right. And a compound sentence?

Student 2: A compound sentence has two or more independent clauses joined by a coordinating conjunction or a semicolon, like "She wanted to go for a walk, but it started to rain."

Group Leader: Good. Finally, can someone explain a complex sentence?

Student 3: A complex sentence includes one independent clause and at least one dependent clause connected by subordinating conjunctions, such as "Although it was raining, they went for a hike."

Group Leader: Fantastic job! Let's wrap up by writing a short paragraph using different types of sentences.

Student 4: On a sunny afternoon, Mia decided to go for a bike ride. She packed a small bag with water and snacks. When she reached the park, she saw her friend Jake, who was jogging. They greeted each other happily. Mia rode her bike around the park while Jake continued his run. After a while, they took a break under a shady tree. "It's a beautiful day," Mia said, and Jake nodded in agreement. As they chatted, they made plans to meet again the next weekend. Although the ride was tiring, Mia felt refreshed. She was glad she had decided to spend the day outdoors instead of staying home. By the time she got home, she was tired but happy. She knew that days like these were the ones she would remember fondly.

Group Leader: Excellent! You've used a variety of sentence types and structures. This will make your writing more engaging and effective. Well done, everyone!

Exercises

Exercise 1

Read the following sentences and identify whether each is a *simple, compound, or complex sentence*.

1. She loves reading books during her free time.
2. The cat jumped onto the counter, but it quickly jumped back down.
3. When the sun set, the sky turned a brilliant shade of orange.
4. Sarah bought a new dress for the party.
5. Because it was raining, the soccer game was postponed, and everyone went home early.

Exercise 3:

Combine the following pairs of simple sentences to form compound sentences. Use coordinating conjunctions (for, and, nor, but, or, yet, so).

1. She studied hard for the exam. She passed with flying colors.
2. The car broke down. We called a mechanic.
3. I was tired. I stayed up late to finish my project.
4. The cake was delicious. Everyone asked for seconds.
5. The weather was perfect. We decided to go on a picnic.

Exercise 3:

Use the following independent and dependent clauses to form complex sentences. Add subordinating conjunctions (because, since, after, although, when, etc.) where needed.

1. (Independent) I missed the bus. (Dependent) I was late for work.
2. (Independent) She enjoys painting. (Dependent) She has free time.
3. (Independent) They went home. (Dependent) The movie ended.
4. (Independent) I will call you. (Dependent) I get there.
5. (Independent) He is always tired. (Dependent) He works late at night.

Exercise 4:

Rewrite the following sentences to improve clarity and sentence structure. Consider breaking up long sentences or combining short sentences where appropriate.

1. The meeting, which was supposed to start at 9, was delayed because of technical issues, so we had to wait for 30 minutes before it finally began, and by then, everyone was frustrated.
2. My brother went to the store, and he bought apples, bananas, oranges, and then he went home.
3. I was walking down the street, and I saw a dog, and then it started raining, so I ran home.
4. She wanted to go to the concert, but she didn't have enough money, so she stayed home.
5. The park was closed, and the weather was bad, so we decided to stay inside, and we watched a movie instead.

SECTION -TWO

BUILDING THE STRUCTURES OF WRITING

Welcome to the second section of the book. This section will help us to;

- Learn the parts of an essay(paper)
- Identify the parts and structure of paragraphs
- Identify and learn the types of paragraphs
- Learn the applications of the types of paragraphs

Let us start the section now!

CHAPTER - FOUR

PARTS OF ESSAY(WRITING)

Writing as used here does not mean handwriting, but it means writing of essays or stories that are meant to instruct, inform or give knowledge. But we will limit writing in this book to mean essay. Essay can be letters, arguments, speeches, descriptive, narrative, stories, etc. Essays are like human beings; we were not created and formed like football where our parts are joined. The human body includes the head, the body and the legs. Likewise, any piece of writing has the head, the body, and the legs joined. For us to understand and write well organized essays we need to go into details the meaning of parts of an essay and how to write each part.

Parts of an Essay

The essay is made up three parts joined. The parts of the essay or paper are;

- a. The introduction (head)
- b. The body
- c. The conclusion

Let us go into details the parts of an essay. We are starting with the introduction.

Introduction of an essay

Introducing any essay is the summary or the shortened version of the whole essay. This means that, the introduction must have the information that the essay will contain in a brief form. For us to understand the introduction, we need to go into details the parts of the introduction and treat each of the parts into detail

Parts of an introduction of an essay

Introduction of an essay must have at least three parts. The three must be in the introduction.

The parts of the introduction are;

1. The topic
2. The sub-topics
3. The readiness

Let us deal with the parts one after the other.

The Topic of an essay

The topic of an essay is the one which the question ask you write about it. It can be found in the question or you can choose it yourself. Here are examples of essay topics

1. Explain the causes of teenage pregnancy

Topic: the causes of teenage pregnancy

2. Write a letter to the headmaster of your school informing him on at least three problems in your school.

Topic: the problems in my school.

The next part of an introduction is sub-topics/points.

Sub-topics or points

The sub-topics are the points or answers that make the topic to be true. They are answers to question given in the examination to write an essay on it.

Here are examples of sub-topics/points.

THE CAUSE OF TEENAGE PREGNANCY

Points/sub-topics

1. Inadequate parental care.
2. Poverty
3. Peer influence

The question is; how do we write sub-topics for an essay? Let us look at how to write sub-topics.

Writing sub-topics or points of an essay

To write sub-topics/points or answers to introduce an essay, the following steps must be adhered.

1. Prepare the background of the sub-points.
2. Bring out the sub-topics/ points.

Preparing the background for sub-topics in the introduction

Make mention that, there are several of such points of the topic of the essay.

Note: points must always be a noun phrase or a noun

Writing Points or Sub-Points in Essays Using Nouns or Noun Phrases

In essays writing, using clear and concise points or sub-points is essential for organising ideas effectively. Nouns and noun phrases can be powerful tools in achieving this. A noun phrase typically consists of a noun and its modifiers (e.g., articles, adjectives, or other descriptive words) and serves as a key component of your writing. Below are guidelines and exercises to help you practice using nouns or noun phrases to construct points or sub-points in your essays.

Guidelines for Writing Points Using Nouns or Noun Phrases

1. **Identify the Main Idea:** Determine the main idea you want to express in each paragraph or section of your essay. This idea will often be the focus of your noun phrase.
2. **Use Specific Nouns:** Choose specific nouns that accurately represent the concept or subject you are discussing. For example, instead of writing "thing," use "innovation" or "technology."
3. **Expand with Noun Phrases:** Add modifiers to your noun to create a noun phrase. This can include adjectives, articles, possessives, or even other nouns.
 - Example: "The importance of education" (noun phrase) vs. "Education" (noun)
4. **Keep It Concise:** Ensure that your noun phrases are clear and concise, avoiding unnecessary words that do not add value to your point.
5. **Maintain Consistency:** When writing sub-points, try to maintain a consistent structure in your noun phrases. This helps in keeping your essay well-organized and easy to follow.

Examples of Points and Sub-topics Using Nouns or Noun Phrases

1. Topic: The role of technology in modern education
 - Sub-topic 1: The impact of digital learning tools
 - Sub-topic 2: accessibility of online resources
 - Sub-topic 3: integration of AI in personalized learning
2. Topic: Environmental conservation efforts
 - Sub-topic 1: The preservation of endangered species
 - Sub-topic 2: The reduction of carbon emissions
 - Sub-topic 3: The promotion of sustainable agriculture
3. Topic: Challenges in the healthcare system
 - Sub-topic 1: The shortage of medical professionals
 - Sub-topic 2: The high cost of healthcare services
 - Sub-topic 3: The need for mental health awareness

Do not do these in points creation:

Using subjects (personal nouns and pronouns) to start points

Main point: the causes of teenage pregnancy in Ghana

1. The girls are poor (correct: poverty/financial problem)
2. They are influenced by their friends (correct: peer influence/peer pressure/influence by friends)
3. They are influenced by the media (Correct: influence by the media/the media)

Do not use negations in writing points

Main point: problems in my school

1. No library (correct: lack of library)
2. No toilet (correct: lack of toilet)
3. No computers (correct: lack of computers)
4. Number of teachers are few (Correct: inadequate teachers)

Forming Nouns from Verbs

In English, many verbs can be transformed into nouns by changing the word's form, adding a suffix, or making slight alterations. These nouns are often referred to as "derived nouns" and can be used to name the action, process, result, or state associated with the verb. *These nouns are the best for creating points in essays.* Below are some common methods and examples of forming nouns from verbs.

1. Adding Suffixes

One of the most common ways to form a noun from a verb is by adding a suffix. Here are some of the most frequently used suffixes:

-ment: This suffix often denotes the result of an action.

- ✓ Verb: Achieve → Noun: Achievement
- ✓ Verb: Establish → Noun: Establishment

-tion or -sion: These suffixes usually indicate the action or process.

- ✓ Verb: Create → Noun: Creation
- ✓ Verb: Decide → Noun: Decision

-ance or -ence: These suffixes often describe a state or quality.

- ✓ Verb: Perform → Noun: Performance
- ✓ Verb: Exist → Noun: Existence

-ing: The gerund form of a verb can act as a noun, indicating the action or process.

- ✓ Verb: Run → Noun: Running
- ✓ Verb: Paint → Noun: Painting

-al: This suffix can indicate an action or process.

- ✓ Verb: Approve → Noun: Approval
- ✓ Verb: Arrive → Noun: Arrival

-er or -or: These suffixes often denote a person or thing that performs an action.

- ✓ Verb: Teach → Noun: Teacher
- ✓ Verb: Act → Noun: Actor

Using Prefix in points creation

A prefix is a group of letters added to the beginning of a word to change its meaning. While suffixes are added to the end of a word, prefixes are added to the start.

Examples of prefixes:

- **Un:** Often means "not" or "the opposite of"

- ✓ Happy → Unhappy
- ✓ Lock → Unlock

- **Re:** Means "again" or "back"

- ✓ Do → Redo
- ✓ Turn → Return

- **Dis:** Indicates "not" or "the reverse of"

✓ Appear → Disappear

✓ Agree → Disagree

- **Pre:** Means "before"

✓ View → Preview

✓ Pay → Prepay

- **Mis:** Means "wrong" or "badly"

✓ Understand → Misunderstand

✓ Lead → Mislead

Illustrative example of sub-points in essay

There are several causes of teenage pregnancies in the country. The causes of teenage pregnancies in the country are; inadequate parental care, poverty and peer influence.

Another question then arises, if we know how to write points in the introduction, then how do we write the topic in the introduction? Well, let us check it now.

Writing the topic in the introduction

The topic must be the first sentence of the introduction. We will defer this till we get to composition part.

Explain the causes of fire outbreak

1. Guide students to write three points on the above question using the note as a guide
2. Let the learners prepare the background for the points
3. Guide them to write the points using the notes
4. Make them rehearse by reading to the class.

ACTION CORNER

1. Read the introduction of essays five times.
2. Sit quietly.
3. Run through it without looking at the book.
4. If you are able to remember and recall them.
5. Write down your main points.
6. Write the topic and subtopics on the causes of bushfire (assignment).

COLLABORATIVE STUDY ON PARTS OF AN ESSAY

Emily: Welcome to the group study. Today we are learning the parts of an essay

Alex: An essay composed of three main parts: the introduction, the body, and the conclusion. Today, we'll focus on the introduction.

John: Sounds good. So, the introduction is like a summary of the whole essay, right?

Sarah: Exactly. The introduction should briefly include all the main points that will be covered in the essay. It's made up of three essential parts: the topic, the sub-topics, and the readiness. Let's break these down one by one.

Emily: I'll start with the topic. The topic is what the essay is about, usually derived from the essay question. For example:

1. For the question, "**Explain the effects of global warming,**" the topic would be "**the effects of global warming.**"
2. For the question, "Write a letter to the mayor detailing the issues in your community," the topic would be "**the issues in my community.**"

Alex: Great examples, Emily. Next, we have the sub-topics or points. These are the main ideas that support the topic and provide answers to the question. For instance, in an essay on the effects of global warming, the sub-topics could be:

1. Rising sea levels
2. Increased frequency of extreme weather events
3. Loss of biodiversity

Liam: Got it. So, how do we write these sub-topics in the introduction?

Emily: Good question. To write sub-topics in the introduction, follow these steps:

1. Prepare the background for the sub-points.

2. Clearly list the sub-topics.

Sarah: For example, you could start with: "Global warming has a wide range of significant effects on our planet. The primary effects include rising sea levels, increased frequency of extreme weather events, and loss of biodiversity."

John: That makes sense. Now, how do we write the topic in the introduction?

Sarah: The topic should be the first sentence of the introduction. Let's look at a couple of detailed introductions for practice.

Alex: Sure. Here's one for the topic "the effects of global warming":

"Global warming is a pressing environmental issue that has numerous effects on our planet. The main effects of global warming include rising sea levels, increased frequency of extreme weather events, and loss of biodiversity."

Liam: And here's one for "the issues in my community":

"In my community, there are several pressing issues that need immediate attention. The main issues include inadequate public transportation, poor waste management, and lack of recreational facilities."

Emily: Great examples, Alex and Liam. It's clear how the topic is introduced first, followed by the sub-topics that will be discussed in detail in the body of the essay.

John: This is really helpful. I think I'm ready to start writing my own essay introductions now.

Sarah: Awesome! Let's review and discuss our own essay introductions in the next session. Happy writing, everyone!

Emily: Don't forget to prepare your introductions for our next meeting. See you all then!

Exercises

Exercise 1:

For each of the following topics, write two sub-points that further develop the idea. Use nouns or noun phrases to keep your points focused and clear.

Topic 1: The influence of social media on youth

-Sub-topic 1: _____

- Sub-topic 2: _____

Topic 2: The benefits of a healthy diet

- Sub-topic 1: _____

- Sub-topic 2: _____

Topic 3: The significance of cultural diversity

- Sub-topic 1: _____

- Sub-Point 2: _____

Exercise 2: Expanding Nouns into Noun Phrases

Expand the following nouns into noun phrases that could serve as main points or sub-points in an essay.

1. Innovation → _____

2. Globalization → _____

3. Healthcare → _____

4. Education → _____

5. Sustainability → _____

CHAPTER - FIVE

FEATURES OF A PARAGRAPH

This part of the section will help us to;

- Learn the meaning of a paragraph as the main tool for writing
- Learn the features of a good paragraph

Let us start this part now!

To write a good essay, the essay must be well organized in a logical and coherent manner. The presentations of the main body of an essay must flow leading to the main events in the essay be it to instruct or advise. The most effective tool to achieve this is paragraphing. To write a good and flowing essay we must have full understanding of paragraphing skills.

Paragraphs are the fundamental building blocks of any piece of writing. They help to organize thoughts and ideas, making the content easier to read and understand. In this section, we will explore what paragraphs are, their components, and how to construct effective paragraphs. We will also include interactive activities to reinforce these concepts.

Understanding Paragraphs

What is a paragraph? Most students understand paragraph to be the gaps we leave in between essays to make each point different from one another to achieve proper organizations and presentations. Well, if you have this notion, you have done well.

A paragraph is a group of sentences that focus on a single idea or topic. It usually starts with an indentation or a line break and is meant to give readers a clear and concise way to follow the writer's thoughts. Each paragraph should contribute to the overall argument or narrative of the essay.

A paragraph of an essay is part of an essay (mini- essay) with one central theme/topic/idea/point. In other words, a paragraph is a series of sentences that explains only one point /theme. This means a paragraph should talk about only a point/idea.

In a broader sense, a paragraph can be a whole book. Examples are the Bible, science book, story book, etc. They are paragraphs because they talk of one topic or idea/theme. Strictly, we are dealing with a mini -essay paragraphs or point paragraphs which concentrate on the development of one point.

Meaning of paragraph

A paragraph is a group of related sentences which develop one main idea called topic sentence or controlling idea. The Paragraph has three main parts; an introduction, a body of a paragraph and a conclusion.

It has the topic sentence and a few supporting sentences and a conclusion. For us to understand and write a good paragraph, we must show the features of a good paragraph which will be a guide when we are writing an essay.

The Features of a good paragraph

For us to understand and write paragraphs in a well-organized manner, we need to understand the features of a good paragraph.

The signs or features of a good paragraph are;

- a. Paragraph unity.
- b. Paragraph coherency.
- c. Paragraph completeness.
- d. Paragraph consistency.

Let us go into details the various features of a good paragraph.

Paragraph unity

A paragraph unity means the entire paragraph focuses or throws light to a single idea/point. The details of the point are made by supporting the point with detail claims. What you have to learn here is that the sentences in a paragraph must be in unity (oneness) or agreement with the point of the paragraph. No single sentence should be different in explaining the point. They must agree to explain the point of the paragraph be in length or breadth. The next feature is paragraph coherency. Let us start.

Paragraph unity in action

The effect of drug abuse

Drug abuse has far-reaching effects that impact individuals and society in multiple ways. Physically, it can lead to severe health problems such as heart disease, liver damage, and weakened immune systems. Mentally, drug abuse often causes issues like depression, anxiety, and cognitive impairments, which can severely diminish quality of life. Socially, it disrupts relationships, leading to isolation and conflicts with family and friends. Economically, the consequences are significant, with individuals often losing their jobs or being unable to maintain steady employment, which places a burden on social services and healthcare systems. In summary, the effects of drug abuse are profound and multifaceted, affecting health, mental well-being, social relationships, and economic stability.

- *Let us check how paragraph unity was used in the passage above.*

The unity in the paragraph on the effects of drug abuse is achieved by consistently focusing on the central theme/topic/point: the numerous impacts of drug abuse. Every sentence in the paragraph supports this main idea by discussing a specific aspect of the effects of drug abuse:

Identification of unity in the paragraph

1. Physical Effects: "Physically, it can lead to severe health problems such as heart disease, liver damage, and weakened immune systems."
2. Mental Effects: "Mentally, drug abuse often causes issues like depression, anxiety, and cognitive impairments, which can severely diminish quality of life."
3. Social Effects: "Socially, it disrupts relationships, leading to isolation and conflicts with family and friends."
4. Economic Effects: "Economically, the consequences are significant, with individuals often losing their jobs or being unable to maintain steady employment, which places a burden on social services and healthcare systems."

Each sentence relates directly to the central idea of the effects of drug abuse, ensuring that the paragraph remains focused and unified.

We are now going to consider paragraph coherency. Let us start now!

Paragraph coherency

A coherency in a paragraph means a flow of thoughts and ideas among the sentences in the paragraph. This means every sentence in the paragraph must explain the preceding sentence. To achieve this, good transitions are used. This makes the presentations of the explanation of the point, logical, orderly, and chronological.

Paragraph coherency in action

Bush fires are primarily caused by a combination of natural and human factors. One major natural cause is lightning strikes, which can ignite dry vegetation during thunderstorms. Human activities, however, contribute significantly to the occurrence of bush fires. For instance, unattended campfires or discarded cigarette butts can easily spark flames in dry, grassy areas. Agricultural practices, such as slash-and-burn farming, also play a role, as controlled fires sometimes spread beyond intended boundaries. Additionally, equipment malfunctions, like sparks from machinery or power lines, can lead to unintended fires. The

common thread among these causes is the presence of dry, combustible material, which is often exacerbated by prolonged periods of drought and high temperatures. Understanding these causes highlights the importance of fire safety measures and responsible behavior in preventing bush fires.

Identification of coherency in the paragraph

The coherency in the paragraph on the causes of bush fires is achieved through the logical flow of ideas and the use of transition words that connect different causes smoothly. Here's how it maintains coherency:

1. **Logical Flow:** The paragraph starts by introducing the main idea: the causes of bush fires. It then categorizes these causes into natural and human factors, which are logically connected.

2. Transition Words and Phrases:

- "One major natural cause is lightning strikes..." transitions to the first cause.
- "Human activities, however, contribute significantly..." smoothly introduces human factors.
- "For instance, unattended campfires or discarded cigarette butts..." provides specific examples.
- "Agricultural practices, such as slash-and-burn farming, also play a role..." introduces another human factor.
- "Additionally, equipment malfunctions, like sparks from machinery or power lines, can lead to unintended fires..." adds further examples.
- "The common thread among these causes is the presence of dry, combustible material..." connects the various causes under a common factor.
- "Understanding these causes highlights the importance of fire safety measures and responsible behavior in preventing bush fires."

These elements ensure that each sentence flows logically into the next, maintaining a clear and coherent discussion on the causes of bush fires.

Our next paragraph feature is completeness. Let us check that one now!

Paragraph completeness

The completeness of a paragraph means the supporting details of the topic sentence must explain and lead to the end of the events in the paragraph as demanded by the question of the essay. A paragraph is not a talk show where listeners are left in suspense to entice them to arouse their interest for the preceding week's show. A paragraph creates a problem, explains in full the details of the problem, be it in length or breadth with a detail chart or statistics leading to the effects of the problem and provides a solution to the problem. It is the matter of creating and destroying.

Paragraph completeness in action

One significant cause of poverty in Ghana is the lack of access to quality education. Many children, particularly in rural areas, are unable to attend school due to factors such as high costs, inadequate infrastructure, and insufficient teaching resources. This educational disparity leads to a cycle of poverty, as individuals without education struggle to secure well-paying jobs or develop the skills needed for entrepreneurship. Moreover, the lack of education hampers economic growth and development, as a poorly educated workforce is less productive and innovative. Without addressing the educational deficiencies, large segments of the population remain trapped in poverty, unable to improve their socio-economic status. Investing in education, therefore, is crucial for breaking this cycle and fostering long-term economic prosperity in Ghana.

Let us identify the completeness in the paragraph above.

Identification of paragraph completeness in the passage above

The paragraph completeness in the passage on one cause of poverty in Ghana is demonstrated by fully addressing the topic with a clear main idea, supporting details, and a concluding statement. Here's how it achieves completeness:

1. Clear Main Idea: The paragraph begins with a clear statement of the main cause of poverty in Ghana: "One significant cause of poverty in Ghana is the lack of access to quality education."

2. Supporting Details:

- It explains why many children are unable to attend school: "Many children, particularly in rural areas, are unable to attend school due to factors such as high costs, inadequate infrastructure, and insufficient teaching resources."
- It describes the consequences of this educational disparity: "This educational disparity leads to a cycle of poverty, as individuals without education struggle to secure well-paying jobs or develop the skills needed for entrepreneurship."
- It further elaborates on the broader impact on economic growth and workforce productivity: "Moreover, the lack of education hampers economic growth and development, as a poorly educated workforce is less productive and innovative."

3. Concluding Statement: The paragraph concludes by emphasizing the importance of addressing the issue: "Without addressing the educational deficiencies, large segments of the population remain trapped in poverty, unable to improve their socio-economic status. Investing in education, therefore, is crucial for breaking this cycle and fostering long-term economic prosperity in Ghana."

By introducing the main cause, providing detailed explanations and examples, and summarizing the significance of the issue, the paragraph is complete and effectively conveys its message.

Paragraph consistency

A paragraph is said to be consistent when the topic sentence and the whole details of the development of the topic sentence agree together. That is, the developer explains the full details of the topic sentence without deviating to any other point.

Paragraph consistency in action

The main cause of illegal mining in Ghana is the high level of unemployment and poverty. Many people, particularly in rural areas, turn to illegal mining as a means of survival due to the lack of job opportunities and economic instability. With limited access to formal employment, individuals are often driven to engage in "galamsey," a local term for illegal mining, despite its dangerous and environmentally destructive nature. The promise of quick financial gain from extracting valuable minerals like gold becomes an attractive option for those struggling to make ends meet. This persistent economic hardship, compounded by insufficient regulatory enforcement and corruption, allows illegal mining activities to flourish. To address this issue, it is essential to create sustainable job opportunities and strengthen regulatory frameworks to deter illegal mining practices effectively.

Identification paragraph consistency

The paragraph consistency in the passage on the main cause of illegal mining in Ghana is achieved through a unified focus on a single cause (unemployment and poverty) and the logical progression of related ideas. Here is how it maintains consistency:

1. **Unified Focus:** The paragraph consistency focuses on the central cause of illegal mining: high unemployment and poverty.

- "The main cause of illegal mining in Ghana is the high level of unemployment and poverty."

2. Supporting Details: Each sentence logically supports and elaborates on this main idea.

- "Many people, particularly in rural areas, turn to illegal mining as a means of survival due to the lack of job opportunities and economic instability."
- "With limited access to formal employment, individuals are often driven to engage in 'galamsey,' a local term for illegal mining, despite its dangerous and environmentally destructive nature."
- "The promise of quick financial gain from extracting valuable minerals like gold becomes an attractive option for those struggling to make ends meet."
- "This persistent economic hardship, compounded by insufficient regulatory enforcement and corruption, allows illegal mining activities to flourish."

3. Logical Progression: The ideas flow logically from one sentence to the next, building on the central theme.

- The paragraph starts with the cause (unemployment and poverty), explains the resulting behavior (turning to illegal mining), describes the motivation (quick financial gain), and concludes with the broader context (economic hardship and lack of regulation).

4. Conclusion and Solution: The paragraph wraps up with a consistent conclusion that ties back to the main cause and suggests a solution.

- "To address this issue, it is essential to create sustainable job opportunities and strengthen regulatory frameworks to deter illegal mining practices effectively."

By maintaining a clear focus on unemployment and poverty as the main cause, and ensuring that all sentences support and elaborate on this theme, the paragraph achieves consistency.

Collaborative study on Effective Paragraphing Skills

Teacher: Good morning, class. Today, we're going to discuss effective paragraphing skills. Can anyone tell me why paragraphing is important in writing?

Student 1: It helps organize our thoughts and makes the content easier to read and understand.

Teacher: Exactly. Paragraphs are the fundamental building blocks of any piece of writing. They help to organize thoughts and ideas, making the content clearer. Let's explore what paragraphs are, their components, and how to construct effective paragraphs. We'll also do some interactive activities. First, what is a paragraph?

Student 2: A paragraph is a group of sentences that focus on a single idea or topic.

Teacher: Correct. It usually starts with an indentation or a line break and is meant to give readers a clear and concise way to follow the writer's thoughts. Each paragraph should contribute to the overall argument or narrative of the piece. Now, can anyone tell me the components of a good paragraph?

Student 3: It has a topic sentence, supporting sentences, and a conclusion.

Teacher: Right. For a paragraph to be effective, it needs to be well-organized and have certain features. These include paragraph unity, coherency, completeness, and consistency. Let's start with paragraph unity. What does it mean for a paragraph to have unity?

Student 4: It means that all the sentences in the paragraph focus on a single idea or point.

Teacher: Exactly. All the sentences should be in agreement with the point of the paragraph. For example, in the paragraph about the effects of drug abuse, each sentence supports the main idea that drug abuse has far-reaching effects on individuals and society. Now, let's move on to paragraph coherency. What is coherency?

Student 5: Coherency means the flow of thoughts and ideas among the sentences in the paragraph.

Teacher: Yes, it means every sentence in the paragraph must logically follow from the preceding sentence. This can be achieved using good transitions. For instance, in the paragraph about the causes of bush fires, transitions like "One major natural cause," "Human activities, however," and "Additionally" help maintain a logical and orderly flow of ideas. Now, who can explain what paragraph completeness is?

Student 6: A paragraph is complete when it has supporting details that fully explain the topic sentence and lead to the end of the paragraph's idea.

Teacher: Perfect. A complete paragraph leaves no loose ends and fully develops the main idea. In the example about the cause of poverty in Ghana, the paragraph explains the lack of access to quality education, its effects, and concludes with a solution. Lastly, let's discuss paragraph consistency. What does it mean for a paragraph to be consistent?

Student 7: It means the topic sentence and the supporting details all agree and stay focused on one main idea.

Teacher: Exactly. In the paragraph about illegal mining in Ghana, every sentence supports the central idea of unemployment and poverty being the main cause. This ensures the paragraph stays focused and doesn't deviate from the main point. Now, let's practice writing a paragraph together. Choose a topic and apply these principles to ensure it has unity, coherency, completeness, and consistency.

Exercises

Exercise 1

Read the following paragraphs and identify which feature of a good paragraph (unity, coherency, completeness, consistency) is being highlighted.

Paragraph 1

Pollution has become a significant environmental issue. Air pollution from vehicles and factories releases harmful gases into the atmosphere, leading to respiratory problems. Water pollution, caused by industrial waste and plastic, contaminates rivers and oceans, affecting marine life. Soil pollution, due to pesticides and chemicals, depletes nutrients and harms plants. The combined effect of these types of pollution is a deteriorating environment that endangers human health and biodiversity.

Feature: _____

Paragraph 2

The internet has revolutionised communication. It allows instant messaging, video calls, and emails, making it easier to connect with people globally. Social media platforms like Facebook and Twitter provide spaces for sharing ideas and staying updated on news. Additionally, the internet serves as a vast repository of information, enabling access to knowledge and resources that were previously difficult to obtain. As a result, the internet has become an indispensable tool in modern life.

Feature: _____

Paragraph 3:

Regular exercise is essential for maintaining good health. It strengthens the heart, improves circulation, and boosts energy levels. Exercise also helps in managing weight, reducing the risk of chronic diseases like diabetes and hypertension. Moreover, physical activity has mental health benefits, including reducing stress, anxiety, and depression. By incorporating regular exercise into your routine, you can enhance both your physical and mental well-being.

Feature:_____

PARAGRAPH TRANSITIONS

Transitional words or phrases order, time, cause or other relation of the idea in a paragraph. These show the reader, the course of the event in the paragraphs or essays are changing. They can be useful at the beginning, at the middle and the end of a paragraph to shift in direction and achieve coherency. They are chains joining the various paragraphs to form one essay.

Some basic transitions

1. For raising the first point.

First of all, firstly, in the first place, to begin with, etc.

2. For additional points.

Also, in addition, besides, moreover, equally important, furthermore, not only that but, etc.

3. For the last point.

Finally, lastly, last, etc.

4. Conclusion.

To crown it all, to conclude, in conclusion, in the nutshell, etc.

5. For comparison.

In the same way, likewise, similarly, etc.

6. Concession.

Granted, naturally, of course, etc.

7. For contrast/differences.

Although, at the same time, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise

8. Emphasis.

Certainly, indeed, in fact, of course, etc.

9. Example

For example, for instance, in fact, namely, to illustrate, etc.

10. Time sequence

After a while, afterward, again, also, at last, at that time, next, shortly, soon, while, thereafter, eventually, besides, before, no sooner than, not long after, immediately, immediately after, etc.

11. Result

As a result, the result is that,

Let us check cohesive devices in paragraph writing.

Cohesive Devices in paragraph

Cohesive devices are words and phrases that link sentences and paragraphs together, creating a smooth and logical flow of ideas. Some common cohesive devices include:

- **Pronouns:** words used in place of a noun. Examples are; he, she, they, it, this, that, these, those
- **Conjunctions:** they are connectors for joining sentences. Examples are; and, but, or, so, because, although, however
- **Repetition of Words:** Using the same word or synonyms to create continuity
- **Logical Connectors:** firstly, secondly, moreover, in addition, however, consequently

Using Compound Sentences to achieve cohesion

Compound sentences combine two independent clauses using conjunctions. They help in expressing related ideas in one sentence. Common conjunctions used in compound sentences include:

1. **Nor:** She doesn't like apples, nor does she like oranges.
2. **Or:** We can go to the park, or we can stay home.
3. **So:** He was tired, so he went to bed early.
4. **Then:** We finished our homework, then we watched TV.

5. **Yet:** She studied hard, yet she didn't pass the exam.

Creating Complex Sentences for cohesion

Complex sentences contain an independent clause and one or more dependent clauses. These sentences add depth to our writing by providing additional information. The following subordinating conjunctions help in forming complex sentences:

Time Clauses

1. **When:** Call me when you arrive.
2. **Before:** Before you leave, turn off the lights.
3. **After:** We went home after the movie ended.
4. **Since:** Since it started raining, we stayed indoors.
5. **While:** She read a book while waiting for the bus.
6. **As:** As he was speaking, the crowd grew silent.
7. **Until:** Wait here until I come back.

Conditional Clauses

1. **If:** If it rains, we will cancel the picnic.
2. **Unless:** You won't succeed unless you work hard.

Purpose Clauses

1. **In order to:** He studied hard in order to pass the exam.
2. **So that:** She saved money so that she could buy a car.

Reason Clauses

1. **Because:** He left early because he was tired.
2. **Since:** Since it was late, we decided to go home.
3. **As:** As she was hungry, she ate an apple.

Result Clauses

So that: The storm was so severe that the power went out.

Concessive Clauses

1. Although: Although it was cold, we went swimming.
2. Though: Though he tried hard, he couldn't solve the problem.
3. While: While I agree with you, I think we need more evidence.

Place Clauses

1. Where: This is the place where we met.
2. Wherever: Follow your dreams wherever they take you.

Clauses of Manner

1. As: Do it as I showed you.
2. Like: She sings like an angel.
3. The way: He solved the problem the way he always does.

Group Collaborative Learning on Cohesive Devices in Paragraphs

Teacher: Good morning, everyone! Today, we're going to discuss cohesive devices in writing. Does anyone know what cohesive devices are?

Student 1: Are they the words and phrases that link sentences and paragraphs together?

Teacher: Exactly! Cohesive devices help create a smooth and logical flow of ideas. Let's start with pronouns. Can anyone give an example of a pronoun used in a sentence?

Student 2: He went to the store to buy groceries.

Teacher: Great! "He" is a pronoun that replaces a noun. Now, let's talk about conjunctions. Who can tell me a sentence using a conjunction?

Student 3: We can go to the park, or we can stay home.

Teacher: Perfect! "Or" is a conjunction that joins two independent clauses. Can someone else give another example?

Student 4: She was tired, so she went to bed early.

Teacher: Excellent! "So" is used to show the result of the first clause. Now, let's look at repetition of words. Why is it important in writing?

Student 1: It creates continuity and helps the reader understand the main idea better.

Teacher: Exactly. Repetition helps reinforce the message. Can anyone give an example of a logical connector?

Student 2: Firstly, we need to gather all the materials. Secondly, we should start the experiment.

Teacher: Very good! Logical connectors like "firstly" and "secondly" help in organizing our ideas. Now, let's move on to compound sentences. Who can give me a sentence using "nor"?

Student 3: She doesn't like apples, nor does she like oranges.

Teacher: Excellent! How about a sentence with "yet"?

Student 4: She studied hard, yet she didn't pass the exam.

Teacher: Great example! Now, let's talk about complex sentences. Who can give me a sentence using a time clause with "before"?

Student 1: Before you leave, turn off the lights.

Teacher: Perfect! How about a conditional clause with "if"?

Student 2: If it rains, we will cancel the picnic.

Teacher: Good job! Let's try a purpose clause with "so that."

Student 3: She saved money so that she could buy a car.

Teacher: Excellent! How about a reason clause with "because"?

Student 4: He left early because he was tired.

Teacher: Great! Let's move on to result clauses. Can someone use "so that" in a sentence?

Student 1: The storm was so severe that the power went out.

Teacher: Perfect! Lastly, let's discuss concessive clauses. Who can give me a sentence with "although"?

Student 2: Although it was cold, we went swimming.

Teacher: Excellent! Now, let's see a place clause with "where."

Student 3: This is the place where we met.

Teacher: Great! And finally, a clause of manner with "as."

Student 4: Do it as I showed you.

Teacher: Perfect, everyone! You've all done a fantastic job. Cohesive devices are essential for clear and effective writing. Keep practicing using them in your paragraphs. Thank you for your participation!

Students: Thank you!

Exercises

Exercise 1

Fill in the blanks with appropriate transitional words or phrases from the list provided.

Finally, in addition, for example, Nevertheless, as a result, Meanwhile

1. The research was extensive; _____, it provided valuable insights into the issue.
2. The team worked late into the night. They managed to complete the project on time.
3. The study shows that proper nutrition is essential for overall health.
4. The experiment was successful. _____, further tests are needed to confirm the results.
5. She excelled in her studies. She was also active in extracurricular activities.
6. The storm caused significant damage. _____, many homes were left without power.

Exercise 2

Rewrite the following paragraph by adding appropriate cohesive devices (pronouns, conjunctions, repetition of words, etc.) to make it more coherent.

James loves playing football. James also enjoys watching football on TV. James's favourite team is the Falcons. James goes to their matches every weekend. The Falcons are a great team. James admires the way they play. James hopes to join the Falcons one day.

Exercise 3

Combine the following pairs of sentences into one compound sentence using appropriate conjunctions (and, but, or, so, yet).

1. She studied hard. She didn't pass the exam.
2. We can order pizza. We can cook dinner at home.
3. I wanted to go for a walk. It started raining.
4. He was tired. He went to bed early.
5. The store was closed. We decided to go to a café instead.

Exercise 4

Combine the following pairs of sentences into complex sentences using subordinating conjunctions (because, although, when, if, etc.).

1. She was late for work. The bus was delayed.
2. I will call you. I arrive at the hotel.
3. He didn't finish his homework. He was tired.
4. The students passed the exam. They studied hard.
5. We can start the meeting. Everyone arrives.

ACTION CORNER

1. Read the introduction paragraphs for five times.
2. Sit quietly.
3. Run through it without looking at the book.
4. If you are able to remember and recall them.
5. Write down your main points.
6. Write the features of a paragraph (assignment).

Teacher's/instructor's activities

1. Guide students to identify and learn the features of a paragraph.
2. Prepare a paragraph and ask students to identify the features.

CHAPTER - SIX

PARTS OF A PARAGRAPH

Study/learning objectives

This chapter will help us;

- i. Identify and learn to write topic sentence/main idea
- ii. Identify and learn supporting details
- iii. Learn the meaning and parts of a paragraph
- iv. Learn to write a paragraph

Identifying the main parts of a paragraph

Before we start learning and writing the various parts of a paragraph, we need to check sample paragraphs and identify the main parts. Let us check the paragraphs below.

Paragraph 1:

Bees are essential to our environment because they play a crucial role in pollination. Pollination is the process where pollen is transferred from one flower to another, allowing plants to produce fruits and seeds. Without bees, many plants would not be able to reproduce. This would lead to fewer fruits and vegetables for us to eat. Additionally, bees help maintain biodiversity by enabling a wide variety of plants to thrive. Therefore, protecting bees is important for the health of our environment.

We will now check the content of the paragraph.

Main Idea: Bees are essential to our environment because they play a crucial role in pollination.

Supporting Details:

- i. Pollination helps plants produce fruits and seeds.
- ii. Without bees, many plants would not be able to reproduce.
- iii. This would lead to fewer fruits and vegetables for us to eat.
- iv. Bees help maintain biodiversity by enabling a wide variety of plants to thrive.
- v. Protecting bees is important for the health of our environment.

Paragraph 2:

Recycling is a simple yet powerful way to protect our planet. When we recycle, we turn used materials like paper, plastic, and metal into new products, reducing the need to use fresh resources. This process saves energy and reduces pollution because it takes less energy to recycle materials than to create new ones from scratch. Recycling also helps reduce the amount of waste that ends up in landfills, where it can take hundreds of years to decompose. By recycling, we can help keep our planet clean and sustainable for future generations.

Let us check the content of the paragraph

Main Idea: Recycling is a simple yet powerful way to protect our planet.

Supporting Details:

- i. Recycling turns used materials into new products, reducing the need for fresh resources.
- ii. The process saves energy and reduces pollution.
- iii. It takes less energy to recycle than to create new products from scratch.
- iv. Recycling reduces the amount of waste that ends up in landfills.
- v. By recycling, we help keep our planet clean and sustainable.

Paragraph 3:

Exercise is important for maintaining a healthy lifestyle. Regular physical activity strengthens our muscles and bones, helping us stay strong as we grow older. It also improves our heart and lung health, making it easier to do everyday activities without getting tired. Exercise can even boost our mood by releasing chemicals in the brain that make us feel happier. Furthermore, staying active can help us maintain a healthy weight, reducing the risk of diseases like diabetes and heart disease. Making time for exercise every day is a key part of staying healthy.

Now, let us check the paragraph above.

Main Idea: Exercise is important for maintaining a healthy lifestyle.

Supporting Details:

- i. Regular physical activity strengthens muscles and bones.
- ii. It improves heart and lung health.
- iii. Exercise boosts mood by releasing chemicals that make us feel happier.
- iv. Staying active helps maintain a healthy weight.
- v. Exercise reduces the risk of diseases like diabetes and heart disease.

Paragraph 4:

Reading books can open up a world of imagination and knowledge. When we read stories, we are transported to different places and times, allowing us to experience adventures we may never have in real life. Reading also helps us learn new words and ideas, expanding our vocabulary and understanding of the world. Books can teach us valuable lessons, inspire creativity, and even help us solve problems by showing us different ways to think. Whether for fun or learning, reading is a wonderful way to explore new worlds and ideas.

Main Idea: Reading books can open up a world of imagination and knowledge.

Supporting Details:

- i. Reading stories transports us to different places and times.
- ii. It helps us learn new words and ideas.
- iii. Books teach valuable lessons and inspire creativity.
- iv. Reading can help solve problems by showing different ways to think.
- v. Whether for fun or learning, reading is a way to explore new worlds and ideas.

For us to get full understanding of identifying the main idea and the supporting details, let us do some exercises.

Exercises

Read each paragraph carefully. Then answer the questions that follow.

Paragraph 1:

Trees are vital to our planet because they produce oxygen, which is essential for all living creatures. Through the process of photosynthesis, trees absorb carbon dioxide and release oxygen back into the air. This process not only helps to clean the air but also provides the oxygen we need to breathe. In addition to producing oxygen, trees offer shade and shelter for many animals. They also prevent soil erosion by holding the soil together with their roots.

Questions:

1. What is the main idea of this paragraph?
2. List three supporting details that explain why trees are important.

Paragraph 2:

Wearing a helmet when riding a bicycle is one of the most important things you can do to stay safe. Helmets protect your head in case you fall or have an accident. Even a small fall can cause a serious injury if you hit your head on the ground. Helmets are designed to absorb the impact and reduce the chance of a head injury. Besides protecting your head, wearing a helmet can also set a good example for others and encourage them to ride safely.

Questions:

1. What is the main idea of this paragraph?
2. List two reasons why wearing a helmet is important.

Paragraph 3:

The ocean is home to a wide variety of marine life, from tiny plankton to massive whales. Coral reefs, often called the "rainforests of the sea," provide shelter and food for many species of fish and other sea creatures. The ocean also plays a crucial role in regulating the Earth's climate by absorbing heat from the sun. Additionally, oceans produce more than half of the oxygen we breathe and are an essential source of food for people around the world.

Questions:

1. What is the main idea of this paragraph?
2. List three ways the ocean is important to the Earth.

Paragraph 4:

Practicing kindness can make a big difference in someone's day. Whether it's holding the door open for someone, giving a compliment, or helping a friend with their homework, small acts of kindness can have a powerful impact. Kindness not only makes others feel good but also boosts your own mood. Studies have shown that being kind can reduce stress and improve your overall well-being. The more we practice kindness, the more it spreads, creating a positive atmosphere for everyone.

Questions:

1. What is the main idea of this paragraph?
2. List two benefits of practicing kindness.

Learning the parts of a paragraph and writing them

A paragraph as well defined earlier is a mini -essay. Therefore, the parts of a paragraph may be grouped into introduction, main body and conclusion.

Introduction of a paragraph

The introduction of a paragraph is *called the topic sentence*. At our level, the topic sentence is the first sentence of the paragraph. The topic sentence is the sentence that states the point to be explained in an essay. Any point or answer to be explained in a paragraph must be in a complete sentence with a full stop. The topic sentence is the controlling idea of the entire paragraph. It is from this that the main body of the paragraph is developed. It summarizes the whole paragraph.

- **Illustrative example of introducing a paragraph**

1. The first cause of teenage pregnancy in the country is inadequate parental care.
2. Moreover, poverty causes teenage pregnancy in the country.
3. Finally, peer influence causes teenage pregnancy in the country.

Note: topic sentence must be in a complete sentence with a full stop.

The content of the body of a paragraph

The body of a paragraph consist of the following parts;

1. Major supporting sentence.
2. Minor supporting sentences (supporting details).
 - Results.
 - Examples or instances.
 - Effects/consequences.
 - Solution/resolution.

The above is most effective for formal writings/Expository.

Note: not all essays need to follow all the parts of the body of a paragraph but similar manner.

Let us go through all the parts of the paragraph.

The major supporting sentence

The major supporting sentence is the second sentence of the whole paragraph. It comes after the topic sentence. It explains, previews, and highlights the topic sentence by saying something new about the topic sentence. It explains the first sentence/topic sentence in another tone. The main job of the major supporting sentence is to state the topic sentence in a simpler tone. We make use of *synonyms (nearest in meaning)*

Inadequate parental careparents do not take enough care

Lack of science laboratory.....no science laboratory

Poor roads.....bad road

Poverty.....do not have money/insufficient money

Carbohydrates.....energy giving foods

Foreign exchange.....funds/money from abroad, etc.

Illustrative example

At this point, we are combining the topic sentence and major supporting sentence

The first cause of teenage pregnancy is inadequate parental care. Some parents do not take good care of their children.

Note that, the second sentence just says the first in another way; stating another word or phrase in place of the point. Also, we always start sentences with a noun or pronoun. We normally use the subject of the essay topic to start the sentence.

Avoid generalization, be specific.

Example

1. Many Ghanaians do not speak good English.
2. Some Ghanaians do not speak good English

Do not begin sentences with words; **like, since, because, when**, etc.

The next part of a paragraph body is the minor supporting sentences.

Minor supporting sentences

They are sentences after the major supporting sentence. They are the supporting details to buttress the content or **the claim** of the topic sentence and the major supporting sentence. So, they explain the major supporting sentence directly, and indirectly the topic sentence. The meaning is that, they should add more meaning to the major supporting sentence, but should not shift from explaining the topic sentence and the topic of the essay.

What we should remember is that, each sentence must explain the one that comes after it. Second sentence must explain the first; the third must explain the second and so on.

The Illustrative example Minor supporting sentences

We are still using the teenage pregnancy example.

The first cause of teenage pregnancy is inadequate parental care. Some parents do not take good care of their children. The parents do not offer their children with food, accommodation and cloth. Not only that, but also, the parents do not offer moral training to their children. These can be explained by the fact that the parents are too busy with their work due economic hardships in the country.

HINT

What you need to do is to always add more to the sentence constructed earlier.

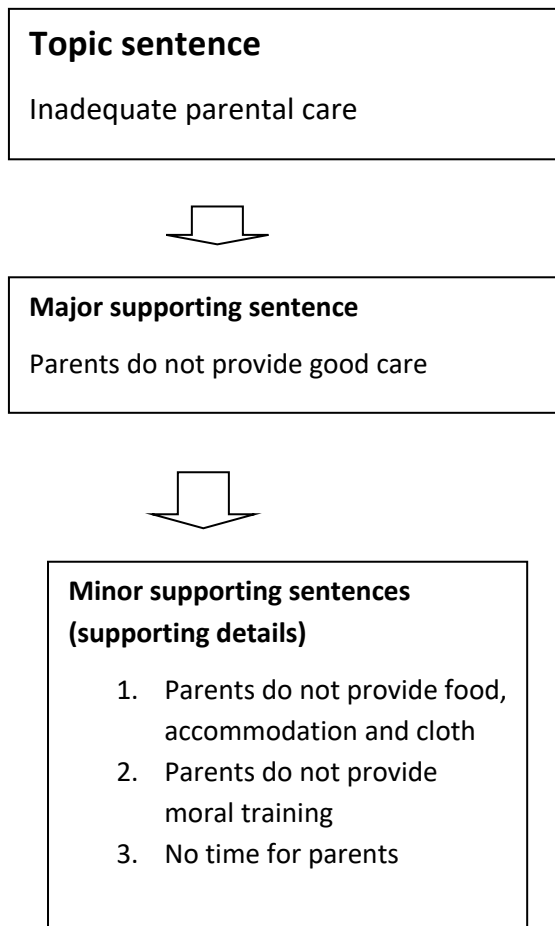
*So, look at the sentence constructed and ask questions like how? What happened? And then? The answers to the questions; **how, what next, what happened, why**; are the details to support your point in paragraphing.*

The main notion of the minor supporting sentences is to bring more light to the major sentence and the topic sentence by expanding the point to be clear by giving enough and convincing evidence and stating reasons.

The process of doing it

- ✓ Make sure each sentence will bring more details to the other.
- ✓ Any statement made should be proven with more facts by explaining the “**hows**” and “**whys**” of the point.
- ✓ Provide reasons for the facts being causes, effects, solution, and descriptive, and narrative.

PARAGRAPHING CHART



At this point we give concrete instances or examples of the claims

Exercise: Understanding and Writing Paragraphs

Read the following instructions carefully and complete the tasks.

The first cause of teenage pregnancy in the country is inadequate parental care. Many parents are unable to provide proper guidance and supervision to their children, leaving them vulnerable to making poor decisions. For instance, some parents work long hours and are not around to monitor their children's activities. As a result, teenagers may seek attention and affection from the wrong sources, leading to risky behavior. This lack of parental care often leaves teenagers unprepared to handle the challenges of relationships, increasing the likelihood of pregnancy.

Questions:

- i. What is the topic sentence of the paragraph?
- ii. What is the major supporting sentence?
- iii. List the minor supporting sentences.
- iv. Identify the result mentioned in the paragraph.
- v. Provide an example or instance given in the paragraph.

Exercise 2

Write a well-structured paragraph following the steps below. Use the example provided in Part 1 as a guide;

- i. The importance of education in society.
- ii. The impact of social media on teenagers.
- iii. The benefits of a healthy diet.

Our next job is to add more details into our paragraph development.

Instances or examples

We use instances or examples to show that our **claim** exists in reality. So, we provide the instances to make our claim to be true by stating occasions that make the case exist. Instances or examples can be provided at any point, be it details, cause, effects, solution, descriptive/narrative, etc.

Steps

- ✓ Use transitions like, for instance, to illustrate, for example, etc.
- ✓ Make sure the instances link to the proof of your claim or the topic.
- ✓ Be it causes, reasons, effects, or solutions, the use of facts and figures is vital at this point.

Illustrative example

We are still using the teenage pregnancy

The first cause of teenage pregnancy is inadequate parental care. Some parents do not take good care of their children. The parents do not offer their children food, accommodation, or clothing. Not only that, but the parents also do not give moral training to their children. These can be explained by the fact that the parents are too busy with their work due to the economic hardships in the country. For instance, the majority of children in the country do not get food to eat for the whole day or a place to sleep as they sleep on the street, such as Kejetia and Nkrumah Circle.

Results

With all the detailed explanations so far, they are all explaining the topic sentence by reviewing more facts of the topic sentence. But they have not caused the topic/question to be true. So, no matter the details provided on the topic or the claim, it cannot make the question true by not showing the result. So, ask a question such as: and so, what?

How to do it

Link the explanations to the topic. For example, you link the explanation of inadequate parental care to teenage pregnancy in the country.

Illustrative example

The result is that the children may go out in search of their daily needs, exposing them to boy-girl relationships to get money for their needs.

Consequences

It is where you state how the explanation causes the topic. What we are saying is that teenage pregnancy must occur (the processes must be shown).

How to do it

1. Use transition words like, in effect, consequently,
2. State how the result of the action in your explanation causes the topic.
3. Show the negative or positive effects of the topic.

How to do it

Look at the topic sentence

- ✓ If a problem, causes, effects take the definite solution or what the authorities must do.
- ✓ If not a problem, cause or effect emphasizes the topic sentence as your stance.

Example

Causes, effects,

Parents are therefore advised to offer adequate care for their children as this would help prevent teenage pregnancies.

No causes, effects

The country must do all they can to make sure agriculture would be given enough support to ensure adequate provision of food in our country.

Remember: make your stance on the topic by emphasizing on the topic sentence or provide a solution to the claim/topic.

Illustrative example

The effect is that the children, especially the girls, would engage in premarital sex, leading to teenage pregnancy. Again, some of the girls may die prematurely through illegal abortion.

The next is to show the solution.

Solution

Give a solution to the problem raised if possible. (Note: not all essays demand solutions.) If the question demands no solution, go straight to the conclusion.

How to write the solution to a point or problem

Look at the topic sentence and give a positive statement of the claim.

Illustrative example

The first cause of teenage pregnancy is inadequate parental care. -----
----- Parents should offer adequate care to their children.

Conclusion of a paragraph

The conclusion of a paragraph is a definite remark you have to make to make your point or claim stand. We do this by re-emphasizing our points or stating our definite stance. A concluding sentence wraps up the paragraph, often restating the main idea or providing a transition to the next paragraph. It helps to signal the end of the paragraph and reinforce the main point

How to do it

Look at the topic sentence.

1. If a problem, causes, or effects take the definite solution or what the authorities must do.
2. If not a problem, cause or effect emphasises the topic sentence as your stance.

Example

Causes, effects,

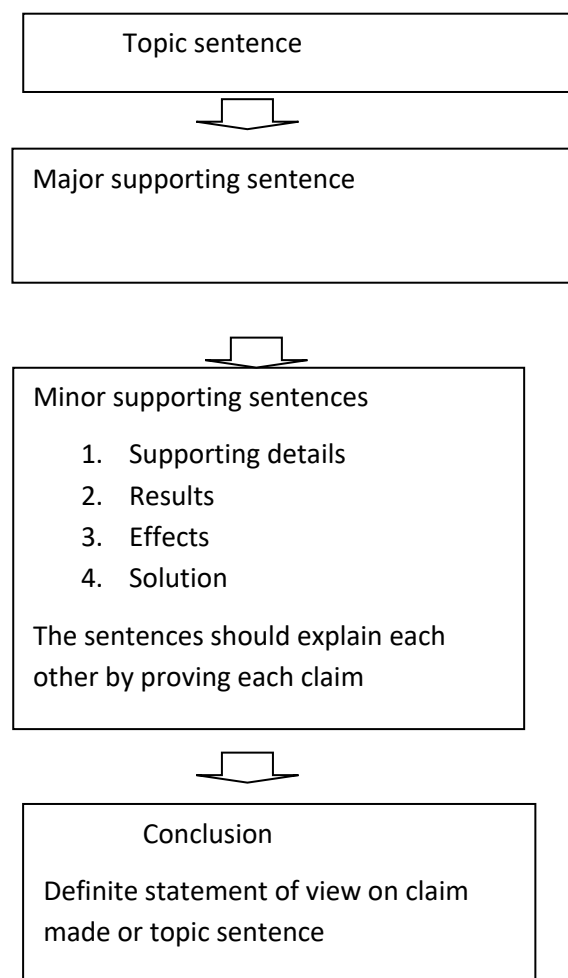
Parents are therefore advised to offer adequate care for their children, as this would help prevent teenage pregnancies.

No causes, effects

The country must do all they can to make sure agriculture is given enough support to ensure adequate provision of food in our country.

Remember: Make your stance on the topic by emphasising the topic sentence or providing a solution to the claim/topic.

Putting together



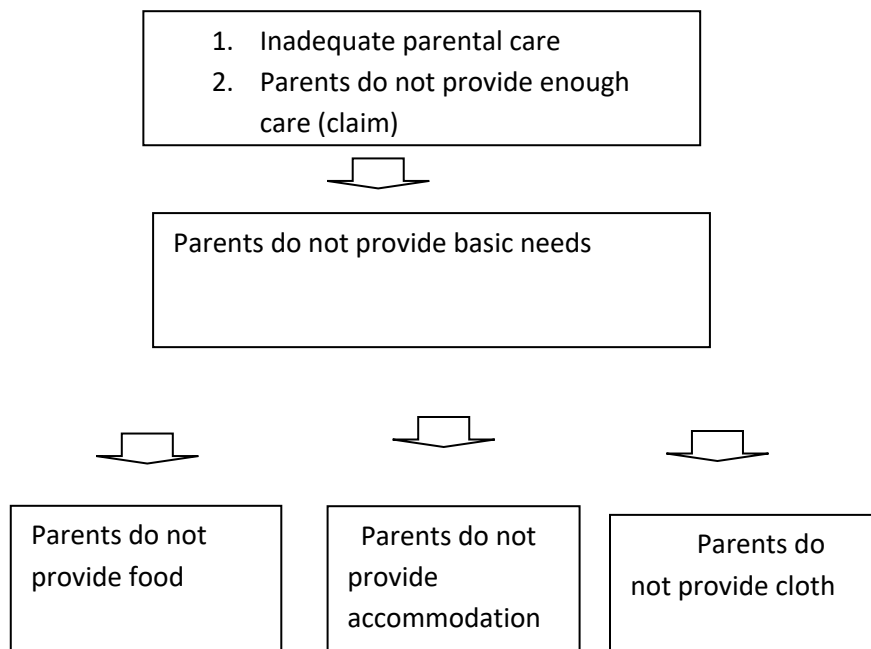
BEHIND THE DOORS OF SUPPORTING DETAILS

The supporting details of the point we are writing in essays must answer the question 'hows' and 'whys' of the claim you are making.

The hows

The 'hows' represent the evidence that makes your claim exist, being causes, effects, solutions, descriptive, and narrative. Provide a line of evidence towards your claim; how extend is your claim? Let us look at some of the ways of proving our claims.

1.

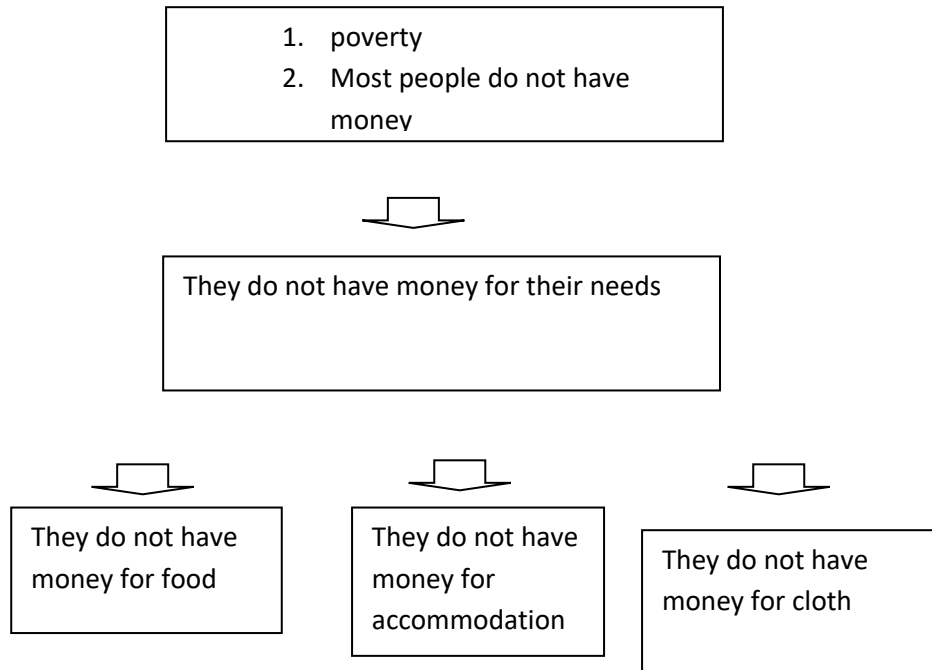


The topic sentence is *inadequate parental care*. Second is the major supporting sentence. The third is one of the minor supporting sentences, and the rest are the supporting details explaining the 'hows' of the claim.

The "why" of your claim?', it states the reasons for the supporting details or claim.

How to do it: This can be explained by the fact that parents do not have time for their children. Not only is that, but also the parents are poor to cater for their wards.

2.

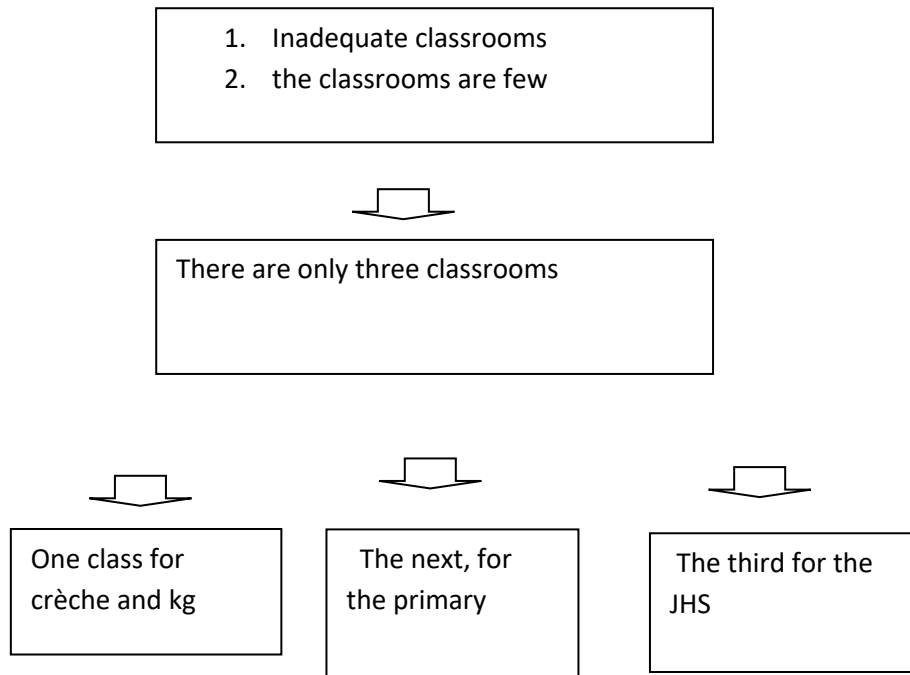


The topic of the of the sentence is *poverty*. Second is the major supporting sentence. The third is one of the minor supporting sentences, and the rest are the supporting details explaining the ‘hows’ of the claim.

“The why of your claim”, it just states the reasons for the supporting details or claim.

How to do it: This can be explained by the fact that parents are not used to earning money for their children’s needs. Not only that, but also, the economic hardships in the country do not guarantee the parents’ money to cater for their wards.

3.



The topic sentence is *inadequate classrooms*. Second is the major supporting sentence. The third is one of the minor supporting sentences, and the rest are the supporting details explaining the ‘hows’ of the claim.

“The why of your claim”, it states the reasons for the supporting details or claim.

How to do it: This can be explained by the fact that the school does not have enough money to build more classrooms. Not only that, but the parents are unable to pay their fees.

A model/Generic paragraph

The first cause of teenage pregnancy in the country is inadequate parental care. Some parents do not take good care of their children. The parents do not offer their children food, accommodation, and clothing. Not only that, but parents do not offer moral training to their children. These can be explained by the fact that the parents are too busy with their work due to economic hardships in the country. For instance, the majority of children in the country do not get food to eat for the whole day or a place to sleep as they sleep on the street, such as Kejetia and Nkrumah Circle. The effect is that the children, especially the girls, would engage in premarital sex, leading to teenage pregnancy. Again, some of the girls may die prematurely through illegal abortion. Parents should provide adequate care for their children. Parents are therefore advised to offer adequate care for their children, as this helps prevent the cause of teenage pregnancy.

Group Work Dialogue for Brainstorming and Planning a Composition

Teacher: Alright, class, today we're going to work in groups to write about issues in our immediate environment. Each group will select a topic, brainstorm ideas, and then plan and organize your composition. Let's get started!

Teacher: Please form groups of four. **[Students form groups.]**

Teacher: Each member of your group should suggest a topic related to an environmental issue in our local area. You'll then discuss these topics within your group and select one to focus on.

[Students start suggesting topics.]

Student A: How about we write about the littering problem in our local park?

Student B: I think pollution in our nearby river is also a big issue.

Student C: What about traffic congestion near the school? It's causing a lot of problems.

Student D: We could also discuss the shortage of recycling bins in our neighborhood.

Student A: Let's discuss these topics.

Student B: I like the idea of the pollution in the river. It's something we see happening a lot.

Student C: I agree. The littering problem in the park is also important, but pollution might have more immediate effects.

Student D: Okay, so it sounds like we're leaning towards pollution in the river.

Student A: Yes, let's choose that. Pollution in the river it is.

Teacher: Great! Write your selected topic on the board for everyone to see.

[Groups write their chosen topics on the board.]

Teacher: Now that you have your topic, let's move on to planning your composition. First, you need to identify and discuss the purpose, audience, and context of your piece.

Student B: Our purpose is to inform the community about the impact of river pollution.

Student C: Our audience will be the local residents and the town council.

Student D: The context is the increasing pollution in the river affecting local wildlife and possibly our drinking water.

Teacher: Excellent! Now use graphic organizers to help you organize your ideas. You can use mind maps, T-charts, or flowcharts.

[Students use graphic organizers to plan their composition.]

Student A: Let's create a mind map to organize our ideas. We'll start with the main issue in the center: Pollution in the River.

Student B: We can branch out into causes of pollution, effects on wildlife, and solutions.

Student C: For the causes, we can include things like industrial waste, littering, and runoff from farms.

Student D: Under effects, we'll write about the impact on fish and other wildlife, and how it might affect our water supply.

Student A: And for solutions, we can suggest increasing recycling efforts, better waste management, and community clean-up programs.

Teacher: Great job! Now each group will present their planned composition to the class. Share your topic, purpose, audience, and the main points from your graphic organizer.

[Groups present their work to the class.]

Teacher: After each presentation, I'd like the class to provide feedback. Think about what was clear and what could be improved.

[Class provides feedback on each presentation.]

Teacher: Thank you for the feedback. Now, use this feedback to revise your plans and prepare your final composition.

Student B: We'll revise our ideas based on the feedback we received.

Student C: Let's make sure we're clear on our proposed solutions.

Student D: We should also make our examples more specific to our local area.

Teacher: Perfect! Once your composition is ready, you'll submit your final draft. Great work, everyone!

Group Study Draft on Pollution in Our Local River

Pollution in our local river has become a serious problem that affects not only the environment but also the health of our community.

The first cause of pollution in our river is industrial waste. Factories near the river often dispose of their waste directly into the water, introducing harmful chemicals and toxins. For example, the local textile factory has been found discharging dyes and chemicals, which turn the river water an unnatural color. Fish and other aquatic animals are particularly affected, with many showing signs of illness and deformities. For example, fish caught from the river often have sores and unusual growths.

Another significant cause is littering by people who visit the river. Many visitors leave behind plastic bottles, food wrappers, and other trash. For instance, after a weekend, the riverbank is covered with discarded items like plastic bags and cans. As a result, the pollution threatens our drinking water supply, as the river is a source of water for many households

Additionally, agricultural runoff from nearby farms contributes to pollution. Fertilizers and pesticides used in farming wash into the river with rainwater, causing chemical contamination. This runoff has been observed after heavy rains, when the river carries a noticeable amount of muddy, polluted water. Contaminated water can cause various health issues, including gastrointestinal problems and long-term diseases. There have been reports of people suffering from stomachaches and infections due to drinking water from the river. To address the issue of river pollution, several measures can be taken. First, stricter regulations should be enforced on industrial waste disposal to ensure factories do not dump harmful substances into the river. For example, the government could implement regular inspections and impose fines for violations. Second, increasing the availability of recycling bins and promoting proper waste disposal can help reduce littering. Campaigns to educate the public about the importance of keeping the river clean would be beneficial. Finally, better management of agricultural runoff through the use of eco-friendly practices, such as planting buffer zones and using less harmful pesticides, can prevent further contamination. By taking these actions, we can improve the quality of the river and safeguard both the environment and our community's health.

Collaborative study

Teacher: Now that we have understood clearly the features of a good paragraph, let us focus on the parts of a paragraph. A paragraph, as we defined earlier, is a mini-essay. Therefore, the parts of a paragraph may be grouped into the introduction, main body, and conclusion.

Student 1: I remember that the introduction of a paragraph is called the topic sentence. It's the first sentence of the paragraph and states the main point, right?

Teacher: Exactly. The topic sentence is the controlling idea of the entire paragraph. It summarizes the whole paragraph. Let's look at some examples.

Student 2: One example could be: The first cause of teenage pregnancy in the country is inadequate parental care.

Student 3: Or: Moreover, poverty causes teenage pregnancy in the country.

Teacher: Great examples. Now, let's move to the body of the paragraph. What parts make up the body of a paragraph?

Student 4: The body of a paragraph includes major supporting sentences and minor supporting sentences. These parts provide the details and evidence for the topic sentence.

Teacher: Correct. The major supporting sentence is the second sentence in the paragraph. It explains or highlights the topic sentence. Can someone give an example using one of the topic sentences we discussed?

Student 5: Sure. If the topic sentence is The first cause of teenage pregnancy is inadequate parental care, the major supporting sentence could be Some parents do not take good care of their children.

Student 6: So, the major supporting sentence just restates the topic sentence in another way, right?

Teacher: Exactly. Now, let's discuss minor supporting sentences. These sentences provide more details and support the major supporting sentence. Can anyone continue the example?

Student 7: The parents do not offer their children food, accommodation, and clothing. They also do not provide moral training. These can be explained by the fact that parents are too busy with their work due to economic hardships in the country.

Student 8: And we can add examples, right? For instance, many children in the country do not get food to eat for the whole day and sleep on the streets like at Kejetia and Nkrumah Circle.

Teacher: Perfect. Now, what about results and consequences? Why are they important?

Student 9: They show the impact of the points we're making. For example, the result of inadequate parental care is that children may go out in search of their daily needs, exposing them to boy-girl relationships to get money.

Student 10: And the consequence is that girls might engage in premarital sex leading to teenage pregnancy. Some might even die prematurely through illegal abortions.

Teacher: Exactly. Lastly, let's talk about the conclusion. How do we conclude a paragraph?

Student 11: We wrap up the paragraph by restating the main idea or providing a solution. For example, Parents should provide adequate care for their children to prevent teenage pregnancy.

Student 12: Or, Parents are therefore advised to offer adequate care for their children as this helps prevent teenage pregnancy.

Teacher: Great job, everyone. You've all understood the parts of a paragraph very well. Remember to always support your topic sentence with clear, detailed, and logical explanations and examples.

ACTION CORNER

- ✓ Read the parts of paragraph five times.
- ✓ Sit quietly.
- ✓ Run through it without looking at the book.
- ✓ If you are able to remember and recall them.
- ✓ Write down your main points.
- ✓ Write a paragraph on any topic of your choice.

Teacher's/instructor's activities

- ✓ Guide students to identify and learn the parts of a paragraph.
- ✓ Prepare a paragraph and ask students to identify the features.

Exercises

Read the following sentences and identify the instance or example used to support the claim.

1. Drinking plenty of water is essential for good health.

For example, staying hydrated can help prevent headaches and improve concentration.

What instance is used to support the claim?

2. Regular exercise can improve mental health.

For instance, studies have shown that people who exercise regularly are less likely to suffer from depression.

What instance is used to support the claim?

3. Learning a second language can enhance career opportunities.

Sentence: For instance, many multinational companies prefer candidates who are bilingual.

What instance is used to support the claim?

Exercise 2:

Read the following claims and add an appropriate instance or example to support each one.

1. Reading regularly can improve vocabulary.

Sentence: For instance, _____.

2. Volunteering can increase a person's sense of community.

Sentence: For example, _____.

3. Online learning provides flexibility for students.

Sentence: To illustrate, _____.

Exercise 3

Write a paragraph that supports the given topic sentence. Include at least one instance or example to make your claim more convincing.

1. The lack of clean drinking water is a significant problem in many developing countries.

2. Social media can negatively impact mental health, especially among teenagers.

3. Recycling is an effective way to reduce environmental pollution.

Exercise 4

Complete the sentences below by linking the explanation to the claim using an instance or example.

1. Firstly, poor time management can lead to stress.

Many students who struggle with balancing their studies and extracurricular activities often find themselves overwhelmed.

2. Also, inadequate infrastructure hinders economic development.

Roads in rural areas are often in poor condition, making transportation difficult.

To illustrate, _____

3. Again, regular physical activity is crucial for maintaining good health.

People who engage in regular exercise are less likely to develop chronic diseases.

For instance, _____

Exercise 5

Write three paragraphs on: the effects of drug abuse in Ghana

CHAPTER - SEVEN

TYPES OF PARAGRAPHS

In writing, different types of paragraphs serve various purposes. Understanding these types helps you choose the right structure and style for your writing tasks. This chapter explores four main types of paragraphs: **descriptive, narrative, expository, and persuasive.** We will look at their unique characteristics, provide examples, and include exercises to practice writing each type.

IDENTIFYING TYPES OF TEXT

Let us read the text below

1. The playground was full of children laughing and playing. The swings soared high into the sky as kids pumped their legs back and forth. Nearby, the slide was busy with children climbing up the ladder and whooshing down with big smiles on their faces. The bright green grass felt soft underfoot, and the warm sun made everything shine with a golden glow. It was a perfect day to be outside.

Main Idea: The lively scene at the playground.

Mode of Writing: Descriptive

Purpose: To describe the joyful atmosphere of a playground.

Audience: learners/public

2. One sunny afternoon, Maya found a tiny kitten hiding under a bush in her backyard. The kitten was shivering and looked scared. Maya gently picked it up and brought it inside. She gave it some milk and a warm blanket to sleep on. Over time, the kitten became happy and playful, and Maya decided to keep it as her pet. She named it Whiskers, and they became best friends.

Main Idea: Maya finds and cares for a kitten.

Mode of Writing: Narrative

Purpose: To tell a simple, heartwarming story about finding a pet.

Audience: Learner/public

3. Recycling should be part of every school's routine. When students recycle, they help reduce waste and protect the environment. Recycling paper, plastic, and cans saves resources and keeps our planet cleaner. It also teaches students the importance of taking care of the Earth. Some might think recycling is too much work, but the benefits for our world are worth the extra effort.

Main Idea: Why recycling should be done in schools.

Mode of Writing: Argumentative

Purpose: To persuade students to understand the importance of recycling.

Audience: Learners/public

4. A rainbow happens when sunlight passes through rain droplets in the sky. The light bends, then splits into different colors, creating a beautiful arc across the sky. The colors of a rainbow are red, orange, yellow, green, blue, indigo, and violet. You usually see rainbows after it rains when the sun starts shining again. Learning about rainbows helps us understand more about how light works.

Main Idea: How rainbows are formed.

Mode of Writing: Expository

Purpose: To explain the process of how rainbows are made.

Audience: Learners/public.

Now let us put our identification into practice.

Exercise on the identification of the types of text

Read each paragraph carefully, then answer the questions that follow.

Paragraph 1:

The playground was full of children laughing and playing. The swings soared high into the sky as kids pumped their legs back and forth. Nearby, the slide was busy with children climbing up the ladder and whooshing down with big smiles on their faces. The bright green grass felt soft underfoot, and the warm sun made everything shine with a golden glow. It was a perfect day to be outside.

- i. What is the main idea of this paragraph?
- ii. What is the mode of writing?
- iii. What is the purpose of this paragraph?
- iv. Who is the audience for this paragraph?

Paragraph 2:

One sunny afternoon, Maya found a tiny kitten hiding under a bush in her backyard. The kitten was shivering and looked scared. Maya gently picked it up and brought it inside. She gave it some milk and a warm blanket to sleep on. Over time, the kitten became happy and playful, and Maya decided to keep it as her pet. She named it Whiskers, and they became best friends.

- i. What is the main idea of this paragraph?
- ii. What is the mode of writing?
- iii. What is the purpose of this paragraph?
- iv. Who is the audience for this paragraph?

Paragraph 3:

Recycling should be part of every school's routine. When students recycle, they help reduce waste and protect the environment. Recycling paper, plastic, and cans saves resources and keeps our planet cleaner. It also teaches students the importance of taking care of the Earth. Some might think recycling is too much work, but the benefits for our world are worth the extra effort.

1. What is the main idea of this paragraph?
2. What is the mode of writing?
3. What is the purpose of this paragraph?
4. Who is the audience for this paragraph?

Paragraph 4:

A rainbow happens when sunlight passes through rain droplets in the sky. The light bends, then splits into different colors, creating a beautiful arc across the sky. The colors of a rainbow are red, orange, yellow, green, blue, indigo, and violet. You usually see rainbows after it rains when the sun starts shining again. Learning about rainbows helps us understand more about how light works.

- i. What is the main idea of this paragraph?
- ii. What is the mode of writing?
- iii. What is the purpose of this paragraph?
- iv. Who is the audience for this paragraph?

We are now we are set to learn and write the types of paragraphs.

Descriptive Paragraphs

Descriptive paragraphs provide detailed information about a person, place, thing, or event. They use sensory details—sight, sound, smell, taste, and touch—to create a vivid picture in the reader’s mind. Descriptive writing paints a picture in the reader's mind using vivid details and sensory information. It is essential for creating compelling narratives, informative reports, and engaging essays. Descriptive writing helps readers visualize the scenes, characters, and experiences the writer describes.

Objectives

By the end of this lesson, students will be able to:

- ✓ Understand the purpose of descriptive writing
- ✓ Identify the key elements of a descriptive paragraph
- ✓ Use sensory details to enhance their descriptions
- ✓ Organize their descriptions effectively
- ✓ Write their own descriptive paragraphs

Characteristics of Descriptive Paragraphs

- Use of sensory details
- Strong use of adjectives and adverbs
- Focus on creating a vivid image

Key Elements of a Descriptive Paragraph

Topic Sentence of a descriptive paragraph

The topic sentence is the first sentence in a descriptive paragraph and states the main idea of that paragraph. It acts as a guide for the reader, providing a preview of what the paragraph will discuss. A well-crafted topic sentence should be clear, concise, and specific, setting the tone and direction for the rest of the paragraph.

Example of topic Sentence-soccer

Soccer is an exciting sport enjoyed by millions around the world.

Major Supporting Sentence

The major supporting sentence directly supports the topic sentence by providing a specific reason, fact, or piece of evidence that reinforces the main idea. These sentences serve to develop the paragraph's main idea, offering more detail and helping to clarify the topic for the reader.

Example of Major Supporting Sentence-soccer

The game is not only physically demanding but also requires strategic thinking and teamwork.

Supporting Details

Supporting details elaborate on the major supporting sentence, providing additional information, examples, or explanations that further develop the main idea. These details help to paint a vivid picture in the reader's mind and enhance their understanding of the topic. These can include facts, examples, descriptions, and explanations.

Example of Supporting Details

Players must constantly run, pass, and communicate effectively to outsmart their opponents. For instance, a midfielder needs to control the ball, look for open teammates, and decide whether to pass or advance. The thrill of scoring a goal after a series of precise passes and swift movements creates an electrifying atmosphere in the stadium.

Examples of descriptive paragraph - Ghana's History

Topic Sentence:

Ghana's history is rich with cultural heritage and significant events that have shaped its present.

Major Supporting Sentence

From ancient kingdoms to modern independence, Ghana has a storied past that reflects its resilience and diversity.

Supporting Details:

The ancient Ghana Empire, known for its wealth and trade in gold, laid the foundation for the region's prosperity. During the colonial era, Ghana, then called the Gold Coast, experienced significant changes under British rule. The struggle for independence, led by figures like Kwame Nkrumah, culminated in Ghana becoming the first sub-Saharan African country to gain independence in 1957.

How to Cook Rice and Stew

Topic Sentence:

Cooking rice and stew is a straightforward process that results in a delicious and satisfying meal.

Major Supporting Sentence:

The key to perfect rice and stew lies in selecting quality ingredients and following a few simple steps.

Supporting Details:

To cook rice, rinse it thoroughly, add it to a pot with water, and bring it to a boil. Once boiling, reduce the heat and let it simmer until the water is absorbed and the rice is tender. For the stew, sauté onions, garlic, and ginger in oil until fragrant. Add diced tomatoes, vegetables, and your choice of protein, such as chicken or beef. Season with salt, pepper, and spices like cumin or paprika. Let the stew simmer until the flavors meld together and the protein is cooked through. Serve the stew over the fluffy rice for a comforting and flavorful dish.

Examples of descriptive paragraphs

Example 1:

"The beach at sunset is a breathtaking sight. The sky transforms into a canvas of orange, pink, and purple hues as the sun dips below the horizon. Gentle waves lap against the shore, creating a soothing rhythm. The cool breeze carries the scent of saltwater and the faint cry of seagulls in the distance. Soft, golden sand feels warm underfoot, and tiny crabs scuttle across the beach, leaving delicate trails behind. The entire scene is a perfect blend of tranquility and beauty."

Example 2:

"Walking into my grandmother's kitchen is like stepping back in time. The aroma of freshly baked bread fills the air, mingling with the scent of herbs from the garden outside. A large, wooden table dominates the center of the room, covered with a checkered cloth and a bowl of ripe, red apples. Copper pots and pans hang from hooks above the stove, gleaming in the afternoon sunlight. The walls are adorned with old family photos, each telling a story of its own. Every corner of the kitchen exudes warmth and love, a true reflection of my grandmother herself."

By combining a clear topic sentence with major supporting sentences and rich supporting details, writers can craft engaging and vivid descriptive paragraphs that effectively convey their intended message.

These examples illustrate how a topic sentence sets the stage, major supporting sentences provide the main points, and supporting details offer depth and richness to the descriptive paragraphs.

2. Sensory devices are literary tools that appeal to the five senses: sight, sound, smell, taste, and touch. Utilizing these devices in descriptive writing helps to create vivid, immersive experiences for the reader. Here's a detailed look at how each sensory device can be employed:

1. Sight (Visual Imagery)-Describes how things look. We use adjectives to provide detailed descriptions of color, shape, size, and appearance. It helps readers visualize the scene or object describing. Anything which is visual must be described using sight sensory devices.

Example of sight devices in descriptive paragraph

Football pitch

The football pitch stretched out in a perfect rectangle; a vibrant expanse of emerald green grass meticulously trimmed to an even length. The crisp white lines marking the boundaries and sections of the field stood in stark contrast against the lush turf, creating a precise and orderly pattern. At each end, the goalposts, painted a gleaming white, rose up with a sturdy yet elegant presence, their nets hanging loosely like delicate lace waiting to catch the ball. Surrounding the pitch, the stands were a blur of colors as spectators in jerseys of various hues filled the seats, their anticipation palpable in the air. The bright overhead lights cast a brilliant glow, illuminating every corner of the field and making the colors even more vivid. As the players moved, their kits, a mix of vibrant reds and blues, created a dynamic tapestry

of motion against the green backdrop, making the entire scene a captivating spectacle of visual harmony.

Identification of sight devices in the passage

In the passage, the sensory devices related to sight (visual imagery) are as follows:

- **Vibrant expanse of emerald green grass:** Detailed description of color and appearance.
- **Crisp white lines:** Contrasting colors providing a clear visual image.
- **Stark contrast against the lush turf:** Visual contrast between colors and textures.
- **Goalposts, painted a gleaming white:** Description of color and visual quality (gleaming).
- **Nets hanging loosely like delicate lace:** Visual metaphor comparing the nets to lace.
- **Blur of colors as spectators in jerseys of various hues:** Describes the visual mix of colors in the stands.
- **Bright overhead lights cast a brilliant glow:** Visual imagery of the lighting and its effect.
- **Illuminating every corner of the field:** Description of the light's reach and effect on visibility.
- **Kits, a mix of vibrant reds and blues:** Detailed description of the players' uniforms in terms of color.
- **Dynamic tapestry of motion against the green backdrop:** Visual metaphor describing the movement and color contrast.

Sound (Auditory Imagery) - Describes how things sound. We use literary devices such onomatopoeia as well as adjectives, and descriptive phrases. Using these devices help readers hear what the writer is describing. Let us look at some examples.

Auditory devices in action

How car works

As the engine roared to life with a deep, throaty roar, the sound echoed through the garage, echoing off the walls. The steady hum of the engine settled into a rhythmic purr, a low, soothing sound that hinted at the power within. As the car rolled forward, the tires crunched over the gravel driveway, creating a satisfying, gritty noise. The gentle whirl of the cooling fan kicked in, blending with the faint hiss of the exhaust. When the driver shifted gears, a subtle, metallic click resonated, followed by the smooth, ascending whine of the transmission. The wind whooshed past the windows, creating a gentle, airy whisper as the car gained speed. Each turn of the wheel was accompanied by the soft, rubbery squeak of the tires gripping the asphalt, while the suspension emitted a muted, cushioned thud over bumps and dips. The brakes engaged with a precise, sharp squeal, bringing the vehicle to a halt with a final, satisfying sigh.

Identification of auditory devices in the passage

In the passage, the sound (auditory) devices are as follows:

- **Roared to life with a deep, throaty roar:** Describes the loud, aggressive sound of the engine starting.
- **Sound echoed through the garage:** Describes the reverberating sound.
- **Echoing off the walls:** Further emphasizes the echoing sound.
- **Steady hum of the engine:** Describes the consistent, low sound.
- **Rhythmic purr:** Describes the soothing, steady sound of the engine.
- **Tires crunched over the gravel driveway:** Describes the gritty noise of tires on gravel.
- **Gentle whirl of the cooling fan:** Describes the soft, continuous sound.

- **Faint hiss of the exhaust:** Describes the quiet, sibilant sound.
- **Subtle, metallic click:** Describes the precise sound of shifting gears.
- **Smooth, ascending whine of the transmission:** Describes the increasing pitch of the transmission sound.
- **Wind whooshed past the windows:** Describes the airy, rushing sound.
- **Gentle, airy whisper:** Further describes the sound of wind.
- **Soft, rubbery squeak of the tires:** Describes the sound of tires gripping the road.
- **Muted, cushioned thud over bumps:** Describes the dull, soft sound of the suspension.
- **Precise, sharp squeal of the brakes:** Describes the distinct sound of brakes engaging.
- **Final, satisfying sigh:** Describes the concluding sound of the car stopping.

3. Smell (Olfactory Imagery): Describes how things smell in descriptive paragraph. We use adjectives and comparisons to familiar scents. In descriptive paragraphs we evoke memories and emotions linked to specific smells.

Smell (olfactory imagery) devices in action

Makola Market is a sensory feast, its air thick with the rich, diverse scents of a bustling marketplace. As you navigate the crowded aisles, the pungent aroma of freshly caught fish mingles with the earthy scent of ripe tomatoes piled high in crates. The sweet, alcoholic scent of tropical fruits like mangoes and pineapples wafts through the air, blending with the spicy, smoky scent of grilled kebabs sizzling on open grills. Near the spice vendors, the air is dense with the exotic, heady mix of ground cinnamon, nutmeg, and cloves, evoking a sense of warmth and nostalgia. The scent of freshly baked bread and pastries, still warm from the ovens, offers a comforting contrast to the sharper smells of dried herbs and medicinal plants. Intermittent bursts of floral notes from bouquets of vibrant flowers add a delicate touch to

the olfactory tapestry. Each breath you take in Makola Market is a vivid journey through a landscape of aromas, each scent telling a story of culture, tradition, and the vibrant life of the market.

Identification smell devices in the passage

In the passage, the smell (olfactory) devices are as follows:

- Rich, diverse scents: General description of the variety of smells in the market.
- Pungent aroma of freshly caught fish: Describes the strong, distinctive smell of fish.
- Earthy scent of ripe tomatoes: Describes the natural, robust smell of tomatoes.
- Sweet, intoxicating fragrance of tropical fruits like mangoes and pineapples: Describes the pleasant and alluring smell of tropical fruits.
- Spicy, smoky scent of grilled kebabs: Describes the enticing smell of grilled meat.
- Exotic, heady mix of ground cinnamon, nutmeg, and cloves: Describes the strong, warm, and somewhat overwhelming smell of spices.
- Scent of freshly baked bread and pastries: Describes the comforting and inviting smell of baked goods.
- Sharper smells of dried herbs and medicinal plants: Describes the strong and distinct smell of herbs.
- Floral notes from bouquets of vibrant flowers: Describes the light and pleasant smell of flowers.
- Vivid journey through a landscape of aromas: Metaphorical description of the variety and intensity of smells in the market.

4. Taste (Gustatory Imagery): - Describes how things taste in descriptive writings. We use adjectives and comparisons to show taste in descriptive paragraphs. Using descriptive devices help readers imagine the flavour and sensation of tasting the described item.

Taste devices in action in descriptive paragraph

Eating pie is a delightful experience that engages a taste of flavours and textures. As you take a bite, the buttery, flaky crust crumbles delicately on your tongue, creating a perfect base for the luscious filling. Whether it's a tangy burst of apple, a rich, spiced pumpkin, or the sweet, juicy berries, each flavor unfolds and mingles, offering a harmonious balance that tantalizes your taste buds. The aroma of the freshly baked pie enhances the experience, invoking memories of comfort and home. Every bite is a sensory journey, making the act of eating pie a truly gratifying indulgence.

Identification of taste devices in the passage

In the passage above, the taste devices used are:

- ✓ Buttery, flaky crust - Describes the texture and flavor of the crust.
- ✓ Luscious filling - Conveys a rich and appealing taste of the pie's filling.
- ✓ Tangy burst of apple - Highlights the sharp, refreshing flavor of apple.
- ✓ Rich, spiced pumpkin - Describes a deep, seasoned flavor of pumpkin.
- ✓ Sweet, juicy berries - Emphasizes the sugary and moist quality of berries.
- ✓ Tantalizes your taste buds - Indicates the excitement and stimulation of the sense of taste.
- ✓ Aroma of the freshly baked pie - Though related to smell, it enhances the perception of taste by creating a fuller sensory experience.

5. Touch (Tactile Imagery): Describes how things feel. We use adjectives to describe texture and sensation. Using touch devices help readers physically feel the described experience/object.

Touch devices in action

Describing a school table

A school table is a sturdy, rectangular piece of furniture designed to provide a comfortable workspace for students. Typically made of durable wood or laminate, its smooth surface offers ample room for books, notebooks, and other school supplies. The edges are often rounded for safety, and the table sits atop metal or wooden legs that provide stability and support. Some school tables have additional features such as storage compartments or adjustable heights to accommodate different needs. The design is usually functional and straightforward, focusing on durability and ease of use to withstand the daily wear and tear of a classroom environment.

Identification of touch devices in the passage above

In the passage above, the touch devices are:

- Smooth, cool surface of the wooden tabletop, which describes the texture and sensation of the table's top.
- Edges, slightly rounded and polished-, indicating a gentle and safe feel against fingers.
- Metal legs, cold and firm-, describing the texture and temperature of the table's legs.
- Slightly worn patches- on the surface, providing a rough contrast to the smooth finish.
- Faint ridges and grooves-where pencils have left marks, detailing the surface's texture from use.

By using sensory details, writers can create more engaging and immersive descriptive paragraphs that allow readers to experience the scene with all their senses.

3. Figurative Language: Includes metaphors, similes, and personification to add depth to descriptions. Figurative language enhances descriptive paragraphing by adding depth and vividness through metaphors, similes, and personification. These techniques go beyond literal descriptions to evoke emotions and create more engaging imagery.

1. Metaphors: These imply comparisons without using "like" or "as," suggesting that one thing is another. For instance, describing a school table as a "silent witness" to countless hours of study and creativity turns it into a symbol of academic growth and perseverance. This metaphor adds a layer of meaning, portraying the table as more than just a piece of furniture but as an integral part of the learning journey.

2. Similes: These make comparisons using "like" or "as" to create relatable and imaginative descriptions. Saying a school table is "as sturdy as a fortress" helps readers visualize its strength and reliability. Similes make descriptions more vivid and relatable by connecting them to familiar concepts or experiences.

3. Personification: This technique attributes human qualities to inanimate objects, making them come alive in the reader's mind. Describing a school table as "welcoming students with open arms" imbues it with a friendly, supportive character. This personification adds warmth and personality to the table, making it seem more inviting and integral to the school experience.

Figurative language in action

Rainfall

Rainfall descends from the sky like a gentle curtain, softly draping the earth in its soothing embrace. Each drop is a tiny dancer, pirouetting through the air before landing with a whisper on the ground. The rain's rhythmic patter is a lullaby that lulls the world into a tranquil slumber, while the clouds above brood like a protective blanket, hiding the sun's fierce gaze. As the rain dances on rooftops and splashes in puddles, it breathes life into the

parched earth, awakening it from its dusty slumber and painting the landscape in vivid shades of green.

Identification of figurative language used

1. Simile: "Rainfall descends from the sky like a gentle curtain" compares rainfall to a curtain.
2. Personification: "Each drop is a tiny dancer" and "the rain's rhythmic patter is a lullaby" give human characteristics to rain.
3. Simile: "The clouds above brood like a protective blanket" compares clouds to a blanket.
4. Personification: "The rain breathes life into the parched earth" attributes the human ability to breathe to rain.

Organized Structure of descriptive paragraphs

An organized structure is crucial for a descriptive paragraph as it helps present details in a clear and coherent manner. Here's how to achieve effective organization:

Spatial Order

Spatial order arranges details based on their physical location or layout. This method is particularly useful when describing a scene, room, or any environment where the position of objects is important. It helps the reader visualize the arrangement of elements in space.

Describe items from the left side to the right side of the scene.

Example: "On the left side of the garden, vibrant tulips bloom, while on the right, a stone pathway leads to a charming gazebo."

Describe elements from the top of the scene down to the bottom.

Example: "The chandelier hangs from the ceiling, its crystals catching the light, and below, the polished marble floors gleam underfoot."

Describe items starting from those closest to the observer and extending outward.

Example: "In the foreground, a large oak tree casts a shadow over the lawn, while in the distance, rolling hills are bathed in golden sunlight."

Chronological Order

Chronological order arranges details according to the sequence of events or the passage of time. This approach is useful for describing processes, events, or changes over time.

- Describe events in the order they occur.

Example: "First, the sun rises, casting a warm glow over the landscape. Then, the birds begin to sing, and finally, the town awakens with the bustle of morning activities."

- Detail steps in a process or procedure.

Example: "To make a cake, start by mixing the dry ingredients. Next, add the wet ingredients and stir until smooth. Finally, pour the batter into a pan and bake until golden brown."

Order of Importance

Order of importance arranges details based on their significance or impact. This approach highlights the most striking or central features first, gradually providing additional details.

- Present the most important or eye-catching details before moving to less significant aspects.

- **Example:** "The grand piano, with its gleaming black surface, dominates the room. Surrounding it are comfortable armchairs and a low coffee table."

- Follow the main features with additional information that enhances the description.

- **Example:** "The grand piano, with its gleaming black surface, dominates the room. The walls are adorned with vintage framed photographs, and a soft rug lies beneath the piano, adding warmth to the space."

Tips for Implementing an Organized Structure

- Create a mental map: Visualize the scene or process to determine the best order for presenting details.
- Use transitions: Employ transitional words and phrases (e.g., "first," "next," "to the right") to guide the reader through the description.
- Stay consistent: Stick to the chosen method of organization throughout the paragraph to maintain clarity.

An organized structure helps ensure that the description is easy to follow and effectively communicates the intended image or process to the reader.

Concluding Sentence of a descriptive paragraph

The concluding sentence wraps up the descriptive paragraph by summarizing the main points or offering a final thought. It provides closure to the description and reinforces the overall impression left by the paragraph. Here's how to craft an effective concluding sentence:

Purpose of the Concluding Sentence

1. Summarize the Description:

- Reiterate the key details or main features described in the paragraph to reinforce the overall picture.

- **Example:** "In summary, the cozy library, with its rich mahogany shelves, soft armchairs, and the gentle hum of the heater, offers a perfect retreat for any avid reader."

- Offer a Final Thought:

Provide a reflective or evaluative comment that gives the reader a final insight into the subject.

- **Example:** "Ultimately, the library's timeless charm and quiet atmosphere make it a sanctuary for anyone seeking solace in a good book."

Crafting the Concluding Sentence

1. Restate Key Points:

- Highlight the most important aspects of the description.

- **Example:** "The garden's vibrant flowers, gentle breeze, and soothing water feature combine to create a tranquil and inviting outdoor space."

2. Emphasize the Overall Impact:

- Convey the overall effect or feeling that the description aims to evoke.

- **Example:** "With its striking views and serene environment, the mountaintop retreat offers an unparalleled escape from the hustle and bustle of everyday life."

3. Connect to the Main Idea:

- Link back to the topic sentence or central theme of the paragraph to create a cohesive narrative.

- **Example:** "Reflecting on the grandeur of the old mansion, it's clear that its historical elegance and architectural splendor continue to captivate all who visit."

4. Keep it Concise:

- Ensure the concluding sentence is brief and to the point, avoiding unnecessary repetition.
 - **Example:** "In conclusion, the park's lush greenery and tranquil ponds make it a cherished spot for relaxation and reflection."

Group study descriptive paragraphs

Teacher: Good morning, everyone. Today, we're going to talk about descriptive paragraphs. Can anyone tell me what makes a descriptive paragraph special?

Student 1: I think it's the details. Descriptive paragraphs use lots of details to paint a picture in the reader's mind.

Teacher: Exactly! Descriptive writing is all about creating a vivid picture using sensory details. What are some examples of sensory details we might use?

Student 2: Sight, sound, smell, taste, and touch.

Teacher: That's right. Each of these senses helps to create a more immersive experience for the reader. Let's break it down a bit. First, what's a topic sentence in a descriptive paragraph?

Student 3: It's the first sentence that tells the main idea of the paragraph.

Teacher: Correct. The topic sentence sets the stage for what the paragraph will be about. For example, if we're writing about a soccer game, our topic sentence might be, "Soccer is an exciting sport enjoyed by millions around the world." What would the major supporting sentence do?

Student 4: It provides a reason or fact that supports the topic sentence.

Teacher: Exactly! In our soccer example, a major supporting sentence could be, "The game is not only physically demanding but also requires strategic thinking and teamwork." Now, what do supporting details do?

Student 5: They give more information and examples to further explain the main idea.

Teacher: Yes. Supporting details help to paint a complete picture. For instance, describing how players run, pass, and communicate adds depth to our paragraph about soccer. Let's look at another example. How about describing Ghana's history?

Student 6: The topic sentence might be, “Ghana’s history is rich with cultural heritage and significant events that have shaped its present.”

Teacher: Perfect! The major supporting sentence could be, “From ancient kingdoms to modern independence, Ghana has a storied past that reflects its resilience and diversity.” And what about the supporting details?

Student 7: They would elaborate on the major supporting sentence. For example, describing the ancient Ghana Empire, the colonial era, and the struggle for independence.

Teacher: Exactly! Now, let’s talk about how to use sensory details effectively. How do sensory details enhance descriptive writing?

Student 8: They make the descriptions more vivid and help the reader to really experience what’s being described.

Teacher: Right. For instance, if we describe the smell of a market, mentioning the rich, diverse scents of fish, tomatoes, fruits, and spices helps the reader imagine being there. What about taste? How could we use taste in a description?

Student 9: We could describe how something tastes, like saying a pie has a buttery, flaky crust and a sweet, juicy filling.

Teacher: Great example! And what about touch? How might we describe the feel of a school table?

Student 10: We could talk about the smooth, cool surface of the table and the sturdy metal legs.

Teacher: Excellent. Finally, let’s touch on figurative language. How does it add to descriptive writing?

Student 11: It adds depth and makes descriptions more engaging by using metaphors, similes, and personification.

Teacher: Exactly. For example, saying “rainfall descends from the sky like a gentle curtain” adds a poetic touch to the description of rain. How about we all try writing a descriptive paragraph using these elements?

Student 12: Sounds fun! We could describe our favorite places using all these techniques.

Teacher: Wonderful idea. Let’s start writing and share our paragraphs with the group later. Remember to include sensory details, a clear topic sentence, supporting sentences, and some figurative language.

Student 13: I’m excited to see everyone’s descriptions!

Teacher: Me too. Let’s get started!

ACTION CORNER

- Read the descriptive paragraph five times.
- Sit quietly.
- Run through it without looking at the book.
- If you are able to remember and recall them.
- Write down your main points.
- Write a descriptive paragraph on any topic.

Teacher’s/instructors’ activities

- Guide students to identify and learn descriptive paragraph
- Prepare a descriptive paragraph and make students exercise on them

Exercises

Exercise 1

Read the following paragraphs carefully. Identify the topic sentence, major supporting sentence, and supporting details.

Paragraph A:

The park in the morning is a tranquil oasis in the bustling city. The sun peeks through the leaves, casting dappled shadows on the soft grass. Birds chirp melodiously from the treetops, their songs blending with the distant hum of city traffic. The scent of blooming flowers fills the air, and a gentle breeze carries the earthy smell of dew-covered soil. Benches are scattered along the winding paths, where early risers sit quietly, sipping coffee and enjoying the peaceful surroundings.

Paragraph B:

My grandmother's garden is a riot of colour and fragrance. Rows of vibrant marigolds line the pathway, their orange and yellow petals glowing in the sunlight. The sweet scent of roses mingles with the earthy aroma of freshly turned soil. Butterflies flit from flower to flower, their delicate wings adding a touch of elegance to the scene. The garden is a sanctuary of calm, a place where time seems to slow down and the beauty of nature takes centre stage.

Exercise 2:

Below are some sentences from descriptive paragraphs. Your task is to add sensory details (sight, sound, smell, taste, touch) to make the descriptions more vivid and engaging.

1. Topic Sentence: The library was quiet.

Supporting details: The library was enveloped in a hushed silence, the only sounds being the soft rustle of pages turning and the occasional creak of a chair as someone shifted position.

2. Topic Sentence: The cake was delicious.

Supporting details: The cake was a moist, chocolate delight, its rich flavour melting in my mouth as the subtle hint of vanilla lingered on my tongue.

Exercise 3:

Write a descriptive paragraph using the given topic. Be sure to include a clear topic sentence, a major supporting sentence, and rich supporting details that appeal to the senses.

1. Topic: A Rainy Day

Hint: Describe the sounds of raindrops hitting different surfaces, the smell of wet earth, the sight of water droplets clinging to leaves, the feeling of cool rain on your skin, and the taste of the fresh, damp air.

2. Topic: A Busy Marketplace

Hint: Describe the vibrant colours of stalls, the mingling scents of spices, the sound of vendors calling out to customers, the feel of different textures as you pick up items, and the taste of a fresh snack from a street vendor.

CHAPTER - EIGHT

NARRATIVE PARAGRAPHS

Narrative paragraphs tell a story or recount an event. They follow a chronological order and often include elements like characters, setting, and plot.

1. Topic Sentence: The topic sentence introduces the main idea or focus of the paragraph. It sets the stage for the story or event that will be described.

-Example: "Last summer, I had an unforgettable adventure at the Kwahu ridge."

2. Major Supporting Sentence: The major supporting sentence provides a key detail or event that supports the topic sentence. It helps to develop the main idea further.

Example: "We hiked down the mountains, which offered breathtaking views and challenging terrain."

3. Minor Supporting Sentences (Supporting Details):

Minor supporting sentences add more information and details to the major supporting sentence. They provide specific examples, descriptions, or events that enhance the narrative.

Example 1: "The trail was steep and narrow, with sharp turns that revealed new, stunning vistas at every corner."

Example 2: "We encountered a variety of wildlife along the way, including mule deer and colorful lizards basking in the sun."

Example 3: "As we descended further, the temperature increased, making our water breaks all the more refreshing."

4. Concluding Sentence: The concluding sentence wraps up the paragraph by summarizing the experience or reflecting on the event. It brings closure to the narrative.

Example: "By the time we reached the bottom, we were exhausted but exhilarated, having completed one of the most challenging and rewarding hikes of our lives."

Example Narrative Paragraph with Identified Parts

Last summer, I had an unforgettable adventure at the Kwahu ridge. **(Topic Sentence)** We hiked down the mountains, which offered breathtaking views and challenging terrain. **(Major Supporting Sentence)** The trail was steep and narrow, with sharp turns that revealed new, stunning vistas at every corner. **(Minor Supporting Sentence 1)** We encountered a variety of wildlife along the way, including mule deer and colorful lizards basking in the sun. **(Minor Supporting Sentence 2).** As we descended further, the temperature increased, making our water breaks all the more refreshing. **(Minor Supporting Sentence 3)** By the time we reached the bottom, we were exhausted but exhilarated, having completed one of the most challenging and rewarding hikes of our lives. **(Concluding Sentence)**

Characteristics of Narrative Paragraphs

1. Chronological Order: Chronological order means arranging events in the sequence they occurred in time. It helps readers follow the story easily by presenting events in a logical and sequential manner. Narratives often start with a clear beginning, followed by a middle that develops the story, and concludes with an end. **For example,** a narrative about a day at the beach might start with waking up in the morning, describe activities at the beach during the day, and end with returning home in the evening.

Example: "First, they packed their bags in the morning. Then, they drove to the beach. In the afternoon, they enjoyed swimming and building sandcastles. Finally, they returned home tired but happy in the evening."

2. Elements of a narrative paragraph

Characters: Characters are the people, animals, or beings in a story. Any time you introduce a character, write the background information and the present situation.

Examples:

Visiting the Village of Nkwanta

Nestled in the green hills of the Eastern Region, the village of Nkwanta is a place where time seems to have stood still. This charming settlement, with its thatched-roof cottages and narrow, winding paths, offers a glimpse into a simpler way of life. As you arrive, the sight of vibrant green fields stretching out under the clear blue sky greets you, and the gentle murmur of the nearby river creates a serene soundtrack.

Nkwanta is a village rich in history and culture. The residents, known for their warmth and hospitality, are predominantly farmers who cultivate cocoa, plantains, and maize. The village square, adorned with a centuries-old baobab tree, serves as the community's heartbeat, where elders share stories of the past and children play in the shade. The air is filled with the sweet scent of blooming hibiscus flowers and the distant clucking of chickens roaming freely.

Presently, Nkwanta is experiencing a blend of tradition and modernity. While many homes still rely on traditional methods of cooking and farming, there are signs of gradual change. A new school building, constructed with the help of a local NGO, stands proudly at the edge of the village, symbolizing the community's hope for a brighter future. Solar panels dot the rooftops, providing electricity to a handful of households, and a newly installed borehole ensures that fresh, clean water is accessible to all.

Note: the character in the passage is Nkwanta. After mentioning Nkwanta, the passage went on to give background information both past and present.

Role: They are essential as they carry out actions and experience events that drive the plot.

We create roles for each of the characters in the narrative paragraphs.

Development of narrative paragraphs

Good narratives provide details about characters' appearances, actions, thoughts, and feelings to make them relatable and vivid.

Note: the development takes the same as the descriptive paragraphing format. The only thing about narrative paragraphing is that, it must be past tense in tone

Example: "Jenny, a curious 10-year-old girl with curly hair, was excited about her first trip to the beach."

Setting:

The setting is the time and place where the story occurs. It provides the backdrop against which the story unfolds, creating context and atmosphere. Describing the setting can include the location, weather, time of day, and mood.

Example: "It was a bright, sunny day at the sandy shores of Malibu Beach, with the sound of waves crashing against the rocks."

Plot: The plot is the sequence of events and actions that make up the story. A typical plot includes an introduction, rising action, climax, falling action, and resolution.

- **Conflict and Resolution:** Plots often involve a central conflict or problem that characters must face and resolve.

Example: "Jenny lost her favorite toy in the sand, leading to a frantic search. After much effort, she finally found it buried under a pile of seashells, making her day even more memorable."

Use of Transitional Words and Phrases: Transitional words and phrases guide readers through the sequence of events, ensuring smooth and coherent flow.

Types of Transitions

- **Time Transitions**

Indicate when events happen (e.g., first, next, then, after, finally).

- **Place Transitions**

Indicate where events happen (e.g., nearby, above, below, beside).

- **Cause-and-Effect Transitions**

Show the relationship between events (e.g., because, therefore, as a result).

Example: "First, they set up their beach umbrella. Next, they spread out their towels and sunscreen. Then, they ran towards the water. After swimming, they played a game of beach volleyball. Finally, they relaxed and watched the sunset."

Example of the Role of a Character in a Narrative Paragraph

Walking through the bustling market of Nkwanta, I encountered Ama, the village herbalist known for her wisdom and kindness. Ama, with her greying hair neatly tied back and her hands stained from years of working with medicinal plants, moved gracefully between the stalls, greeting everyone with a warm smile. Her presence was magnetic, and people often sought her advice on everything from health issues to personal dilemmas. As she guided me through the market, explaining the uses of various herbs and their significance in local traditions, it became clear that Ama was not just a healer but also a keeper of the village's heritage. Her stories, filled with knowledge passed down through generations, painted a vivid picture of Nkwanta's rich cultural tapestry. Through her character, I gained a deeper understanding of the village's history and the strong sense of community that bound its people together.

In this example;

- **-Setting and Context:** The bustling market of Nkwanta.
- **-Introducing Character:** Ama, the village herbalist.
- **Creating Mood and Atmosphere:** Ama's wisdom and kindness create a warm and respectful atmosphere.
- **Providing Background Information:** Ama's long history as a herbalist and her role in the community.
- **Sense of Progression:** The narrative progresses as Ama guides the narrator through the market, explaining the herbs and traditions.
- **Highlighting Conflict and Resolution:** Implied through Ama's role in solving health issues and personal dilemmas for the villagers.

Exercises

Exercise 1

Write a narrative paragraph following the structure outlined below. Use the given topic sentence as the starting point, then add supporting sentences to build the narrative, and conclude with a strong closing sentence.

Topic Sentence: "Last weekend, I experienced an exciting adventure at the forest reserve."

Major Supporting Sentence: Provide a key detail or event that supports the topic sentence.

Minor Supporting Sentences: Add more information and details to the major supporting sentence. Include at least three minor supporting sentences.

Concluding Sentence: Wrap up the paragraph by summarising the experience or reflecting on the event.

Exercise 2

Read the following paragraph and identify each part (topic sentence, major supporting sentence, minor supporting sentences, concluding sentence).

Paragraph:

"Yesterday, I visited my grandparents' farm in the countryside. The day started with a beautiful sunrise that painted the sky in shades of orange and pink. We spent the morning harvesting vegetables, pulling out fresh carrots, and gathering ripe tomatoes. The scent of the earth mixed with the sweet fragrance of the crops filled the air, making the experience even more enjoyable. After a hearty lunch under the shade of a big oak tree, we fed the chickens and collected eggs from the coop. By the end of the day, I felt a deep sense of satisfaction, knowing I had helped my grandparents with their daily chores."

Instructions:

1. Underline the topic sentence.
2. Circle the major supporting sentence.
3. Highlight the minor supporting sentences.
4. Put a box around the concluding sentence.

Exercise 3:

Imagine you are writing a story about a character named Kofi who goes on an adventure in the mountains. Write a descriptive setting for the narrative paragraph that includes the time, place, weather, and mood.

1. Describe the time of day.
2. Describe the place where the adventure happens.
3. Mention the weather during the adventure.
4. Set the mood for the adventure.

Exercise 4:

Create a short narrative paragraph about a character named Ama, a village storyteller. Describe her appearance, role in the community, and how she impacts the lives of the villagers.

1. Introduce Ama's appearance.
2. Explain her role in the village.
3. Describe how Ama's stories influence the villagers.

Exercise 5

Write a narrative paragraph that includes a conflict and its resolution. Your paragraph should introduce the main character, describe the conflict they face, and explain how the conflict is resolved.

1. Introduce the main character and setting.
2. Describe the conflict or problem.
3. Explain how the conflict is resolved.
4. Conclude with the character's reflection on the experience.

CHAPTER - NINE

EXPOSITORY PARAGRAPHS

Expository paragraphs provide information or explain a topic. They are factual and objective, focusing on delivering clear and concise information to the reader.

Characteristics of Expository Paragraphs

1. Clear and Concise Information: Expository paragraphs aim to inform or explain a topic by presenting facts, details, and information in a straightforward manner without unnecessary details or embellishments. Clarity and conciseness ensure that the reader can easily understand the information being presented. This helps avoid confusion and keeps the reader focused on the main points.

- **Avoid Jargon:** Use simple and precise language that is accessible to the target audience.
- **Focus on Facts:** Present information directly related to the topic without digressions.
- **Be Specific:** Use concrete examples, statistics, and evidence to support the information provided.

Example: Instead of saying, "Many people suffer from dehydration," a clear and concise statement would be, "According to the World Health Organization, approximately 1 in 10 people worldwide suffer from dehydration due to inadequate water intake."

2. Objective Tone: An objective tone in expository writing means presenting information impartially without showing personal bias, emotions, or opinions. Maintaining an objective tone ensures credibility and allows the reader to form their own opinions based on the information provided. It helps in presenting facts and evidence in a balanced and fair manner.

- **Avoid Subjectivity:** Refrain from using personal pronouns and subjective language (e.g., "I think," "In my opinion").
- **Use Neutral Language:** Stick to factual and neutral language that conveys information without influencing the reader's perspective.
- **Present Multiple Sides:** Where applicable, present different viewpoints or aspects of a topic to provide a comprehensive understanding.

Example: "Research indicates that regular physical exercise reduces the risk of chronic diseases such as heart disease, diabetes, and obesity" is an objective statement, whereas "I believe everyone should exercise because it's good for you" is subjective.

3. Logical Order: Logical order refers to organizing information in a structured and coherent manner so that each idea flows naturally into the next. This can include chronological order, order of importance, cause and effect, or comparison and contrast. A logical structure helps readers follow the argument or explanation easily, making the information more accessible and understandable. It ensures that each point builds upon the previous one.

- **Chronological Order:** Use when explaining a sequence of events or steps in a process (e.g., historical events, procedures).
- **Order of Importance:** Present ideas from most to least important or vice versa, depending on the emphasis desired.
- **Cause and Effect:** Show how one event or situation leads to another, clarifying relationships between ideas.
- **Comparison and Contrast:** Highlight similarities and differences between two or more subjects.

Example: In a paragraph explaining the process of photosynthesis, you might start with the absorption of sunlight by chlorophyll, followed by the conversion of carbon dioxide and water into glucose and oxygen, and conclude with the storage of energy in the plant.

Example of an Expository Paragraph

"Photosynthesis is the process by which green plants make their food. It occurs in the chloroplasts of plant cells, where chlorophyll absorbs sunlight. The light energy is used to convert carbon dioxide and water into glucose and oxygen. The glucose is used by the plant for energy and growth, while the oxygen is released into the atmosphere. This process is essential for the survival of plants and the production of oxygen for other living organisms."

Exercise

Write an expository paragraphs on ;

- a. Three importance of food
- b. Three benefits of festivals
- c. Ways of protecting water bodies in the country

CHAPTER - TEN

PERSUASIVE PARAGRAPH

Persuasive paragraphs aim to convince the reader of a particular point of view or to take a specific action. They use logic, reasoning, and emotional appeals to persuade the reader.

Characteristics of Persuasive Paragraphs

1. Clear Argument or Stance

A persuasive paragraph should clearly present the writer's argument or stance on a specific issue. This is often summarized in the topic sentence, which sets the tone and direction for the rest of the paragraph.

Example: "Implementing free SHS will ensure easily accessibility for greater educative minds in the country"

2. Logical Reasoning and Evidence: Logical reasoning involves using a rational and systematic approach to argue the point. Evidence includes facts, statistics, quotes from experts, examples, and other reliable information that support the argument. Together, they make the argument more convincing.

Example: "Studies conducted by the University of Ghana found that employees working four days a week showed a 25% increase in productivity. Additionally, companies like MTN reported a 40% boost in productivity after implementing a similar schedule."

3. Emotional Appeals: Emotional appeals aim to connect with the audience on a personal level, evoking emotions such as empathy, excitement, anger, or hope. This technique can be powerful in persuasion because it helps to engage the reader's feelings and values.

Example: "Imagine the positive impact on your mental health and family life with an extra day off each week. More time to relax, pursue hobbies, and spend with loved ones can lead to happier, more fulfilled employees."

Persuasive paragraphs

Example 1:

"School uniforms should be mandatory for all students. Uniforms create a sense of equality among students, reducing peer pressure and bullying based on clothing choices. They also promote a sense of school pride and unity. Moreover, uniforms save time and money for families, as parents do not have to worry about buying a variety of outfits. Therefore, implementing a uniform policy can lead to a more focused and cohesive school environment."

Example 2:

"Homework is essential for reinforcing what students learn in class. It provides an opportunity for students to practice and apply new concepts, ensuring better understanding and retention. Additionally, homework helps develop important skills such as time management, responsibility, and self-discipline. By completing assignments independently, students become more confident in their abilities. Therefore, homework should remain a crucial part of the educational process."

Identifying Paragraph Types

Read the following paragraphs and identify whether they are descriptive, narrative, expository, or persuasive.

1. "The library is a quiet sanctuary filled with rows of books. The scent of old paper and ink fills the air. The soft rustling of pages and the gentle hum of the air conditioner are the only sounds breaking the silence."
2. "Exercise is crucial for maintaining a healthy lifestyle. It helps to improve cardiovascular health, strengthen muscles, and boost mental well-being. Regular physical activity can also help in weight management and reduce the risk of chronic diseases."
3. "Last weekend, we went to the amusement park. The rides were thrilling, and the atmosphere was electric with laughter and screams of excitement. We spent the entire day enjoying the attractions, eating cotton candy, and taking pictures."
4. "Recycling should be mandatory in all communities. It reduces waste in landfills, conserves natural resources, and protects the environment. By recycling, we can significantly decrease pollution and save energy. Therefore, everyone should make an effort to recycle."

Exercises

Exercise 1:

Read the following persuasive paragraphs and identify the following elements:

1. Topic Sentence (which presents the argument or stance)
2. Logical Reasoning and Evidence
3. Emotional Appeals

Paragraph 1:

"Adopting a plant-based diet can significantly improve your health. Numerous studies have shown that reducing meat consumption lowers the risk of heart disease, diabetes, and certain cancers. Additionally, plant-based diets are rich in essential nutrients like fibre, vitamins, and antioxidants. Imagine the energy you'll have by eating clean, wholesome foods and knowing you're contributing to a more sustainable planet."

Paragraph 2:

"Social media platforms should implement stricter regulations to protect users' privacy. Data breaches and misuse of personal information have become alarmingly common. Research from cybersecurity experts reveals that many companies fail to adequately safeguard their users' data. Think about how much of your life is shared online—shouldn't you have the right to control who sees it?"

Exercise 2:

Write a persuasive paragraph on one of the following topics. Make sure to include a clear topic sentence, logical reasoning with evidence, and at least one emotional appeal.

1. "Why schools should have longer recess periods."
2. "The benefits of having a pet in the household."
3. "Why recycling should be mandatory in all households."

Exercise 3

Read the following paragraphs and identify whether they are descriptive, narrative, expository, or persuasive.

1. "A balanced diet is essential for maintaining good health. It provides the body with the necessary nutrients, vitamins, and minerals needed to function properly. By eating a variety of foods, you can ensure that your body gets everything it needs to stay healthy."
2. "Teachers should reduce the amount of homework assigned to students. Excessive homework can lead to burnout and reduce students' interest in learning. Moreover, students need time after school to relax, pursue hobbies, and spend time with their families."
3. "The park was serene and peaceful, with tall trees providing shade and a gentle breeze rustling the leaves. Birds chirped melodiously as they flitted from branch to branch."
4. "Yesterday, I went to the Zoo with my family. We saw lions, giraffes, and elephants, and even got to feed the giraffes. It was an exciting and memorable day for all of us."

CHAPTER - ELEVEN

ADVANCED PARAGRAPH STRUCTURES

We've discussed the basics of paragraph writing, including topic sentences, supporting details, and cohesive devices. Now, it's time to delve into more advanced structures that can enhance the clarity, coherence, and impact of your writing. This chapter will cover the use of topic and concluding sentences, the PEEL (Point, Evidence, Explanation, Link) structure, and how to incorporate various paragraph types within an essay.

The Role of Topic Sentences

A topic sentence introduces the main idea of a paragraph, setting the stage for the supporting sentences that follow. In advanced writing, topic sentences can do more than just state the main idea—they can also:

- Indicate the direction of the paragraph.
- Make a claim or argument that the rest of the paragraph will support.
- Transition smoothly from the previous paragraph.

Examples of Effective Topic Sentences

1. Indicating Direction:

"One of the most significant benefits of renewable energy is its potential to reduce greenhouse gas emissions."

2. Making a Claim:

"Despite its many benefits, social media can negatively impact mental health by increasing feelings of loneliness and anxiety."

3. Transitioning:

"Building on the previous discussion about climate change, it is crucial to explore the economic impacts of environmental policies."

Crafting Concluding Sentences

Concluding sentences bring a paragraph to a close by:

- Summarizing the main idea.
- Reinforcing the paragraph's key points.
- Providing a transition to the next paragraph.

Examples of Effective Concluding Sentences:

1. Summarizing:

"In summary, exercise not only improves physical health but also enhances mental well-being."

2. Reinforcing:

"Thus, the evidence clearly shows that renewable energy is a viable solution for reducing environmental impact."

3. Transitioning:

"Having examined the benefits of a healthy diet, it is now essential to consider the role of regular exercise in maintaining overall health."

The PEEL Structure

The PEEL structure is an effective method for organizing paragraphs, particularly in analytical or argumentative writing. PEEL stands for:

- -Point: State your main point or argument.
- -Evidence: Provide evidence to support your point.

- **Explanation:** Explain how the evidence supports your point.
- **Link:** Link the paragraph to the next point or the overall argument.

Example of a PEEL Paragraph

Point:

"Renewable energy sources, such as solar and wind power, are essential for sustainable development."

Evidence:

"A study by the International Renewable Energy Agency (IRENA) found that renewable energy could supply 80% of the world's electricity by 2050."

Explanation:

"This significant potential for renewable energy demonstrates its ability to meet global energy demands while reducing reliance on fossil fuels, which are major contributors to climate change."

Link:

"Therefore, investing in renewable energy infrastructure is a critical step towards achieving long-term sustainability."

WRITING COMPLEX PARAGRAPHS WITH MIXED AND PERIODIC STRUCTURES

Complex paragraphs go beyond simple structures by incorporating advanced strategies that enhance clarity, flow, and impact. Writing complex paragraphs involves:

Purposeful Organization: Deciding where to place the topic sentence.

Transitional Devices: Using words or phrases that connect ideas smoothly and guide the reader through the text.

Variety in Structure: Mixing different paragraph types to create interest and emphasize key points.

Two effective paragraph structures that utilize these strategies are;

mixed paragraphs and periodic paragraphs. Let us discuss the two paragraphs.

We are starting with mixed paragraphs.

Mixed Paragraphs: A mixed paragraph is one where the topic sentence (the main idea of the paragraph or point) is placed in the middle rather than at the beginning or end. This structure can create a buildup of details or ideas that lead naturally to the central point. It allows for a smooth introduction of context or supporting details before revealing the main idea.

Strategies for Writing Mixed Paragraphs

1. Start with Context or Details: Begin the paragraph with background information, descriptive details, or examples that set the stage for the main idea.

2. Introduce the Topic Sentence: Place the topic sentence in the middle after sufficient context has been provided. This helps the reader connect the dots and understand the significance of the details presented earlier.

Use Transitional Devices: Use transitions to smoothly connect the opening details to the topic sentence. Words like “In the midst of,” “As a result,” or “Thus” can be effective.

Conclude with Supporting Information: After stating the main idea, further elaborate on it by providing additional details, examples, or consequences that reinforce the topic sentence. At this point, let us take examples.

Example 1

The early morning air was filled with the soft chirping of birds and the gentle rustling of leaves, a peaceful beginning to what would soon become a bustling day. As the sun began to rise higher, its warm rays started to filter through the trees, casting long shadows on the ground. **In the midst of this serene setting, the town square slowly came to life, with vendors setting up their stalls and children running around in playful abandon.** Gradually, the quiet was replaced by the sounds of laughter, conversation, and the clatter of goods being arranged. By midday, the once silent square was transformed into a vibrant hub of activity, a place where the community gathered to exchange not just goods but stories and smiles as well.

Example 2

In many communities across Ghana, the struggles of daily life are evident, with families often facing financial hardships that limit their access to basic necessities. Many young girls are forced to leave school early to help their families make ends meet. Unfortunately, this lack of education and opportunity leaves them vulnerable to exploitation. **As a result, poverty causes teenage pregnancy in Ghana as many girls see relationships with older men as a means to financial security.** These men often provide money or gifts in exchange for the girls' affection, leading to early pregnancies. As a result, the cycle of poverty continues, with these young mothers unable to provide better opportunities for their own children, perpetuating the issue across generations.

Example 3

In many neighbourhoods in Ghana, children grow up without positive role models to guide them through the challenges of adolescence. Without strong examples to follow, they often turn to peers or older individuals who may not have their best interests at heart. **The lack of role models causes drug abuse in Ghana as young people imitate the behaviors they see around them, believing it to be a way to gain acceptance or escape their struggles.** Without guidance from responsible adults, they are more likely to experiment with harmful substances, leading to addiction and other serious consequences. This absence of positive influence leaves them vulnerable to making poor choices, which can have lasting impacts on their futures.

Periodic Paragraphs: A periodic paragraph is one where the topic sentence is placed at the end. The paragraph builds up to this main idea, creating suspense or emphasizing the conclusion. This structure can be used to create a dramatic effect or to emphasize the importance of the main idea by making it the climax of the paragraph.

Strategies for Writing Periodic Paragraphs

Begin with Build-up: Start with a series of details, descriptions, or arguments that gradually build up to the main point. These can be observations, experiences, or supporting evidence.

Maintain Flow with Transitions: Use transitional devices such as “After,” “Despite,” “Even though,” or “As a result” to ensure the flow of ideas and to guide the reader towards the concluding point.

Conclude with the Topic Sentence: End the paragraph with the topic sentence to create a strong impact. The reader should feel that the paragraph naturally culminates in this final statement.

Emphasize with a Strong Finish: The topic sentence at the end should be concise and impactful, summarizing the ideas presented earlier while also providing a clear and powerful conclusion.

Example

After hours of driving along winding roads, through dense forests, and over steep hills, we finally reached the top of the mountain. The journey had been long and arduous, with every turn revealing another challenge—a fallen tree blocking the path, a sudden downpour making the road slick and treacherous. Yet, as we stepped out of the car and looked out over the vast expanse of land below, a sense of accomplishment washed over us. The difficulties of the trip seemed to melt away as we took in the breathtaking view, realizing that every struggle had been worth it. **Standing there, with the cool breeze brushing against our faces and the world spread out before us, it was clear that this was the destination we had been striving for.**

Example 2: Poverty causes teenage pregnancy in Ghana

In many communities across Ghana, families struggle with severe financial hardships, forcing young girls to abandon their education and seek ways to contribute to their households. Deprived of the opportunity to stay in school, these girls are left vulnerable, lacking both the knowledge and the skills necessary to pursue a brighter future. In their search for financial support, many of them become involved in relationships with older men who offer money, gifts, or other forms of assistance in exchange for their affection. Over time, these relationships often lead to unintended pregnancies, further complicating the lives of these young girls, who are now burdened with the responsibilities of motherhood while still children themselves. **It becomes evident that poverty is a significant driver of teenage pregnancy in Ghana, perpetuating a cycle of disadvantage that spans generations.**

Example 3: Lack of role models causes drug abuse in Ghana

In many neighborhoods throughout Ghana, children grow up in environments where positive role models are scarce or entirely absent, leaving them without the guidance they need to navigate the complexities of adolescence. As they enter their teenage years, they often find themselves searching for someone to look up to, someone who can provide them with direction and purpose. In the absence of such figures, they may turn to peers or older individuals who do not have their best interests at heart, seeking acceptance and a sense of belonging. These influences often lead them down a dangerous path, where they begin to experiment with drugs as a way to cope with their challenges or to fit in with a certain crowd. This lack of positive influence leaves them vulnerable to substance abuse, which can quickly spiral into addiction, derailing their lives and futures. **Ultimately, it is the absence of strong role models that contributes significantly to the problem of drug abuse among the youth in Ghana.**

THE USE OF STATISTICS AND GRAPHS IN ESSAYS

Statistics are facts and figures that explain claims. They are important as they make claims that are verifiably true. The use of statistics is important for argumentative essays and speeches.

Sources of statistics

Where you took your figures to expand your claim or topic sentence is important as they allow your claim to be verified.

Note

- Some essays are so factual that you can't use any figures. Examples are essays in social studies.
- Some essays are there to show creativity. You can use your own statistics and source.

Sources of statistics

Headmaster's office, library, popular books, search engines (internet), government departments, statistical departments, personally researched.

When and where to use statistics

In paragraph writing where you want to prove the weight or the intensity of the claim, being the effects, result, instances, causes, or solution, we can insert statistics. Also, if not caused, effect, or solution, you can still use statistics to buttress your claim or point. But the question is, where should we use statistics? It should be where most of our supporting details are, and we need further details to make readers aware of the intensity of the issue at hand.

How to use statistics

- ✓ State the source first, or write the statistics before the source.
- ✓ Link the statistics to your essay.

Illustrative example

- ✓ According to the Ministry of Health's report 2010, 10,000 teenage girls died every year due to illegal abortion.
- ✓ About 10,000 teenage girls die due to illegal abortions (source: Ministry of Health Report 2010).
- ✓ According to the headmaster's report of the Basic Education Certificate Examination 2009, out of 120 candidates the school presented, only 50 passed all six subjects, representing 2%.

Note: date of statistics is important.

Link the statistics to the essay

After stating the statistics, we must move on with the essay or paragraph development. How do we do that?

How to do it

- ✓ Make an inference or reference to the statistics.
- ✓ Forecast the trend or possible outcome of the statistics or record.

Illustrative example

- ✓ From the above statistics or record, the school performance is poor. Therefore, the authorities must do anything possible to change the likely occurrence of this weak performance.
- ✓ This shows that teenage pregnancy is increasing every year. This means that if care is not taken, I am afraid the figures above will double next year.

So always make inferences or references to the statistics by stating the meaning and predicting the future doom of the statistics.

We have been able to use statistics. What about tables?

The use of tables in essays

A table makes reading and explanations easier. When we have so many statistics to talk about, we use tables to represent those long records or statistics.

How to use the table

Steps

- ✓ Make a table with columns and rows, representing items, periods, and their corresponding figures.
- ✓ Provide the source of the information in the table.
- ✓ Linked paragraph to the table.

Illustrative example

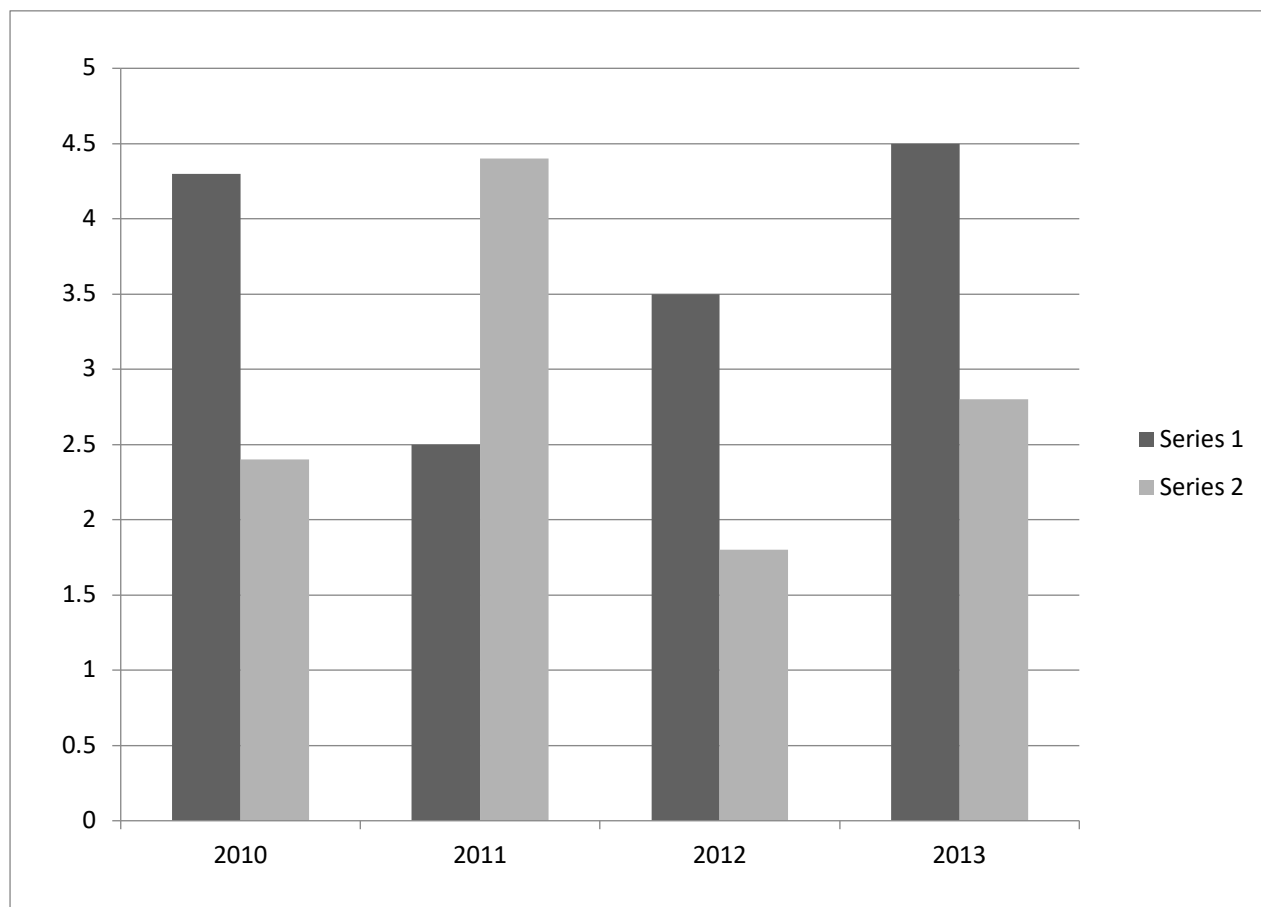
The table below shows the performance of the school in the recent BECE since 2010.

<i>Year</i>	<i>Number candidates</i>	<i>of Passed</i>	<i>Failed</i>
2010	100	20	80
2011	120	30	90
2012	200	10	190
2013	180	5	170
2014	170	2	168
2015	150	1	149

Source: headmaster's BECE records.

From the table above, the school performances are poor, as the average passed for the periods is less than 10%. This performance, I am afraid, if not checked, would translate to the coming year.

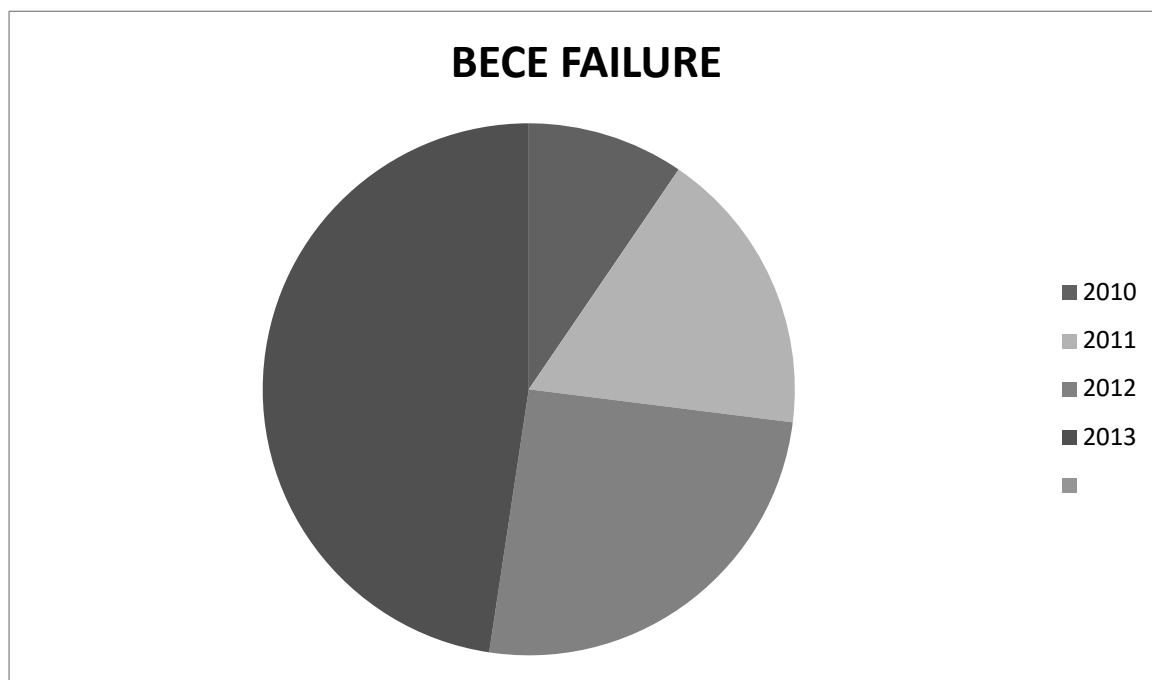
THE USE OF GRAPH IN ESSAY



The bar graph above shows the performances of boys and girls in the school from 2010 to 2013. Series 1 represents females, and series 2 represents males.

From the graph above, the school performances are poor, as the average passed for the periods is less than 10% for both boys and girls. This performance, I am afraid, if not checked, would translate to the coming year.

PIE CHART



The pie chart above shows the BECE failure rate in the school from 2010 to 2013.

From the graph above, the school's performances are very poor, as the average pass in the period keeps on decreasing with increasing failure rate. This performance, I am afraid, if not checked, would translate to the coming year.

Note: The graph is just creativity to show that your essay is of facts.

ACTION CORNER

- ✓ Read the body of paragraphs five times.
- ✓ Sit quietly.
- ✓ Run through it without the book.
- ✓ If you are able to remember and recall them,
- ✓ Write down your main points.
- ✓ Write a paragraph on any point (assignment).

Teacher's instructor's activities

- ✓ Guide students to identify and learn the parts of a paragraph.
- ✓ Guide them to prepare a paragraph.
- ✓ Make students rehearse by reading it in front of the class.
- ✓ Explain the importance of festivals in the country
- ✓ Guide students, developed three paragraphs.

Exercises

Exercise 1

Part A:

Read the following sentences. Decide whether each one would make an effective topic sentence for a paragraph. If it would, explain why. If it wouldn't, rewrite it to make it effective.

1. "Technology is everywhere in our lives."
2. "One of the main reasons why deforestation is occurring at an alarming rate is due to the expansion of agricultural land."
3. "Many people enjoy reading books."

Part B:

Given the topic sentences below, write an appropriate concluding sentence that summarises, reinforces, or transitions to the next paragraph.

1. Topic Sentence: "Online education offers a flexible and accessible alternative to traditional classroom learning."
2. Topic Sentence: "The rise of electric vehicles is a crucial step towards reducing global carbon emissions."

Exercise 2:

Read the following prompts and write a paragraph using the PEEL structure. Ensure each paragraph includes a clear point, evidence, explanation, and link.

1. **Prompt:** "Discuss the impact of climate change on global food security."
2. **Prompt:** "Explain why digital literacy is essential in today's job market."

Exercise 3:

Given the scenarios below, write a mixed paragraph where the topic sentence is placed in the middle of the paragraph. Begin with context or details, introduce the topic sentence, and then provide supporting information.

1. **Scenario:** A small village in the mountains that relies on a single river for all its water needs is facing severe drought.
2. **Scenario:** A local community in Ghana has recently started a recycling program to reduce waste and promote environmental sustainability.

Exercise 4:

Write a periodic paragraph for the topics below, placing the topic sentence at the end. Build up to the main idea with details, descriptions, or arguments.

1. **Topic:** The challenges and rewards of volunteering in a remote area.
2. **Topic:** The influence of social media on political opinions.

Exercise 5:

Part A: Incorporating Statistics

Use the statistics provided below to write a paragraph. Make sure to correctly cite the source, link the statistics to your argument, and make an inference or prediction based on the data.

1. Statistic: "According to the World Health Organisation, over 1.3 million people die in road traffic crashes every year."
2. Statistic: "The United Nations reports that by 2050, 68% of the world's population is projected to live in urban areas."

Part B: Creating a Paragraph with Tables

Imagine you are writing an essay on the economic impact of a pandemic on small businesses. Create a table with fictional data (e.g., number of businesses closed, percentage of revenue loss) and write a paragraph explaining the data in the table.

Exercise 6

Write a comprehensive paragraph for the following prompt using a combination of the techniques discussed (e.g., topic and concluding sentences, PEEL structure, mixed or periodic structure, use of statistics).

Prompt: "Analyse the effects of training on employee productivity and job satisfaction."

SECTION -THREE

COMPOSITION

This section will help us to;

- ✓ Apply paragraphing skills in creating essays
- ✓ Identify formal and informal essays
- ✓ Write formal essays
- ✓ Write informal essays

CHAPTER - TWELVE

FORMAL LETTERS

The composition in English language can be grouped into formal writing (essays) and informal writing (essays).

We have the tools for writing. It is time to go into details of the types of essays.

The formal essays use formal language. There are no rooms for informal languages such as slang and idiomatic expressions. They are for respecting audiences or readers. These formal essays include

1. Formal letters.
2. Articles.
3. Speech writing.
4. Argumentative writing
5. Etc.

We are starting with a formal letter.

FORMAL LETTERS

Formal letters are written to people who are officials. They hold positions in offices. Examples are the president, headmaster, ministers, assemblymen, etc.

Identification of formal letter

Formal letters are identified by the people we are writing them to. If the person holds any office, then such a letter is a formal letter. To write a formal letter, we need to know the features of it. Let us look at the features of formal letters.

Features or format

Sender's address

Date

Recipient address

Salutation

Heading/topic

Body

- Introduction
- Main body
- Conclusion
- Subscription
- Signature, Full name and position if possible

Let us understand some of the features.

Address of the letter

The address (SENDERS AND RECEIPIENTS) can be blocked or slanted.

Slanted

Dome D/A JHS

P O Box 5

Dome-Accra

Blocked

Dome D/A JHS

P O Box 5

Dome Accra

The address can be punctuated or punctuated.

Punctuated

Dome D/A JHS,

P O Box 5,

Dome Accra.

Unpunctuated

Dome D/A JHS

P O Box 5

Dome Accra

Note: address must be institutional not the name of the writer.

Date of the letter

The date can be written math or English, but should not be mixed.

Examples

Wrong

5/May/2005

25thMay, 2015

25-may-2005

Correct

5/05/005

25th May, 2005.

25-05-2005

Date and address

The date of the letter should come after the sender's address. You should not leave any lines before you write the date. The sender's address together with the date should appear on the right-hand side of the letter or the paper.

Example

Dome D/A JHS,
P O Box 5,
Dome- Accra
25th May, 2005.

Recipient address

The recipient address is the address of the person you are writing the letter to. You have to create a recipient address. Do not write the name of the person, but the title and institution. It should be on the left-hand side of the letter.

Example

The Assemblyman,
P O Box 5,
Dome-Accra.

It should be on the next line after the sender's address with date.

Salutation

The salutation always takes Dear Sir for a man and Dear Madam for a woman. If you don't know the gender, just write Dear Sir/Madam. It can be just Sir, Madam, as the salutation.

The heading or topic

The heading is from the question. What you are asked to write. It should be only capitals or capitalized and underlined.

The Body of Formal Letters

• Introduction of Formal Letters

Formal letters are letters written to people in their offices or high positions. For example, president, ministers, headmaster, etc. With this in mind, the introduction to a formal letter must be brief, as the readers have little time to read lengthy introductions. Stay glued to the story, please! Well, let us move forward.

The steps to write the introduction of formal letters will go a long way to help us.

Steps in introducing formal letters

- Use a formal expression to introduce the topic of the essay.
- Prepare the background for the sub-topics.
- Bring out the sub-topics.
- Show readiness.

Thanks for following the lesson. Well, let us try and understand each of the steps in detail.

Here are the details of the steps.

Using a formal expression to bring the topic

The formal expressions are formal statements in permission; we ask or write to bring out our concern or topic to the office we are writing the letter. Do you know examples of the formal expressions? If you know, you have done well. But if you don't have knowledge of any formal expression, relax; after this part, you will be equipped with a lot of formal expressions.

Here are some of the formal expressions.

1. I wish to draw your attention to:
2. I would like to bring to your notice-----
3. I wish to inform you of-----
4. I write to inform you of-----
5. I wish to inform you that -----

I hope you are wondering why we don't use an example. An example will help.

Illustrative example of the topic in introducing formal letters

The Causes of Teenage Pregnancy in The Country

I wish to draw your attention to the causes of teenage pregnancy in the country.

Let us move on to the second step.

Preparing the background for the points

Just state that there are several of the points of the essay. Also, state that some of the points of the topic are: an example will help us, isn't it? I hope it will.

Illustrative example

1. There are several causes of teenage pregnancy in the country.
2. There are several effects of road accidents in the country.
3. There are several reasons to have a canteen in the school.

Etc.

Bring the points and show readiness.

State that some of the points are; then you bring out your points. Let us look at examples.

Examples

1. The causes of teenage pregnancy are inadequate parental care, poverty, and peer influence.
2. The effects of road accidents in the country are loss of lives, loss of government property, and poverty among families.

Readiness

Just state that the details of the points are below. Check the examples below.

Examples

1. The details of the causes of teenage pregnancy in the country are below.
2. Below are the details of the effects of road accidents in the country.

Illustrative Example of Introduction of Formal Letter

I wish to draw your attention to the causes of teenage pregnancy in the country. There are several causes of teenage pregnancy in the country. Some of the causes of teenage pregnancy in the country are inadequate parental care, poverty, and peer influence. Below are the details of the causes of teenage pregnancy in the country.

Application Letter

I wish to apply for employment as a salesboy in your establishment. I am a boy of seventeen years old who has completed junior high school in King's Heart School at Dome, Accra.

Letter To The Editor

Permit me space in your esteemed newspaper to bring to the attention of the public the causes of teenage pregnancy in the country. There are several causes of teenage pregnancy in the country. Some of the causes of teenage pregnancy in the country are inadequate parental care, poverty, and peer influence. Below are the details of the causes of teenage pregnancy in the country.

Exercises

Exercise 1

Read the sentences below and underline the formal expression used to introduce the topic.

If no formal expression is used, rewrite the sentence to include one.

1. I want to tell you about the causes of teenage pregnancy.
2. I wish to inform you of the recent changes in the school timetable.
3. I would like to bring to your notice the issues we face with the school's cafeteria.
4. The purpose of this letter is to inform you about the upcoming community event.
5. I write to inform you that our neighbourhood needs better waste management services.

Exercise 2

Write formal letter introductions using the correct formal expression.

The need for a school library

The importance of regular exercise

The benefits of recycling in our community

Exercise 3

Read the following introductions and identify the key components: formal expression, background preparation, sub-topics, and readiness. Label each sentence with its corresponding component.

1. I wish to draw your attention to the increase in road accidents in our town. There are several reasons for this increase, including poor road conditions, reckless driving, and lack of traffic enforcement. Below are the details of these causes.

2. I wish to apply for the position of receptionist in your company. I am a 21-year-old graduate of Sunshine High School with a certificate in customer service. I am eager to contribute to your team.
3. Permit me space in your newspaper to address the issue of waste management in the city. There are various factors contributing to the problem, such as insufficient garbage bins, irregular waste collection, and public littering. Below are the details of these factors.

Exercise 4

Write the introduction for a formal letter based on the following prompts. Use the structure of formal expression, background preparation, sub-topics, and readiness.

Prompt 1:

You are writing a letter to the headmaster of your school to request the introduction of new extracurricular activities.

Prompt 2:

You are applying for the role of a volunteer at a local community centre.

Prompt 3:

You want to bring to the attention of the local government the issue of poor sanitation in your area.

Developing paragraphs in formal letter writing

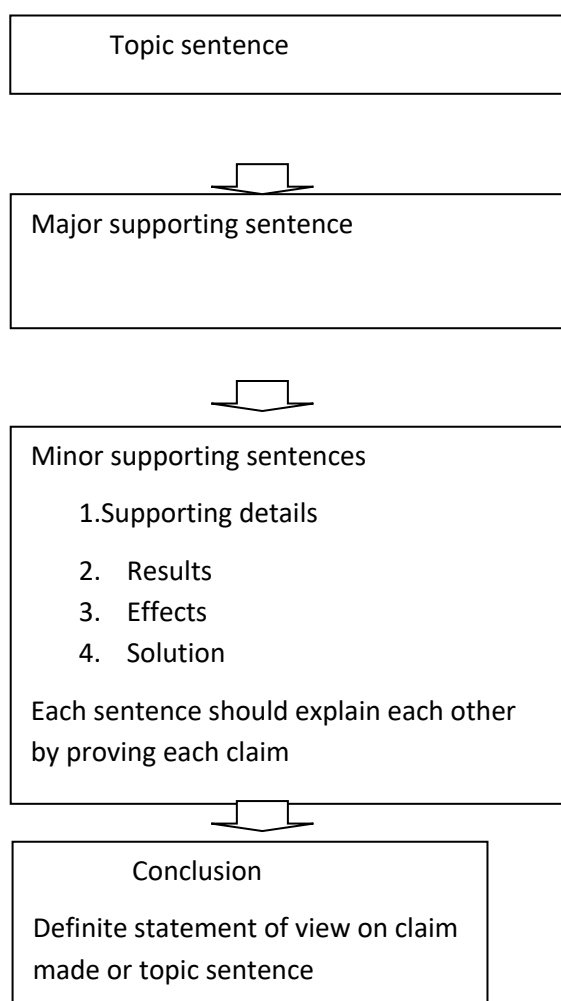
We use expository paragraphs in writing the paragraphs in formal letters.

The expressions should be formal; no room for colloquial expressions, slang, and jargon.

Summary

1. Use transitions to introduce the points and proof the claim of the points by following step 2

2. Put together



A model paragraph

Model 1

Sir, the first cause of teenage pregnancy is inadequate parental care. These parents do not take good care of their children. Those parents do not provide their children with food, accommodation, and clothing. Not only that, but parents do not offer moral training to their children. These can be explained by the fact that the parents are too busy with their work due to economic hardships in the country. For instance, the majority of children in the country do not get food to eat for the whole day or a place to sleep as they sleep on the street, such as Kejetia and Nkrumah Circle. The result is that the children would go out in search of their needs, leading to boy-girl relationships. The effect is that the children, especially the girls, would engage in premarital sex, leading to teenage pregnancy. Again, some of the girls may die prematurely through illegal abortion. Parents should offer adequate care to their children. Parents are advised to offer adequate care to their children, as this would help prevent the cause of teenage pregnancy.

Model 2

Sir, one significant problem facing our school is the overcrowded classrooms. The classrooms in our school are congested. With an average of 80 to 90 students per class, individual attention from teachers is scarce, making it difficult to address each student's unique needs and learning pace. This situation also creates a noisy and chaotic environment, reducing the overall effectiveness of instruction and leading to increased stress for both students and teachers. Additionally, the limited physical space in classrooms constrains movement and group activities, which are essential for interactive and collaborative learning. Overcrowded classrooms thus pose a considerable challenge to maintaining high educational standards and fostering a supportive learning atmosphere.

Conclusion of formal letter

We use transitions: to conclude, in conclusion, to crown it, in the nutshell, etc.

Steps:

1. Summarize the whole points in the essay.
2. Give a definite stand or comment on the essay or the topic.

We use transitions like to conclude, in conclusion, to crown it all, in a nutshell, etc.

Illustrative Example

1. To conclude, I hope my suggestions on the causes of teenage pregnancy will be taken into consideration.
2. In a nutshell, we have noticed that the causes of teenage pregnancy are inadequate parental care, poverty, and peer influence. I hope the remedies suggested will be taken into consideration.

Subscription of a formal letter

Always use yours faithfully with commas. You then apply your signature and full name.

Example

Yours faithfully,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the end.

(Daniel Abankaka)

Sample Formal Letters

Question: write a letter to the assemblyman in your community, informing him on at least three problems facing your school.

Dome D/A JHS,

P. O. Box 5,

Dome- Accra.

25th May, 2005

The Assemblyman,

P. O. Box 5,

Dome-Accra.

Dear Sir,

THE PROBLEMS FACING MY SCHOOL

I wish to draw your attention to the problems facing my school. There are several problems facing my school. These problems facing my school are inadequate teaching staff, inadequate classrooms, and a lack of toilets. Below are the details of the problems facing my school.

The first problem facing my school is inadequate teaching staff. These teachers in the school are not enough to teach the subjects. My school has only three teachers teaching the subjects. They are the mathematics teacher who teaches BDT and Twi too, the English language teacher who teaches Social Studies and Religious and Moral Education also, and finally the science teacher who teaches French and ICT. As a result, the teachers cannot complete the entire syllabus before the BECE. The effect is that the majority of the BECE candidates the school presented failed each year. Headmaster's BECE performance record shows that the past three years the school had not gotten 10% passed. The evidence was clear, as last year the school presented 120 candidates and only two passed. From the above pattern, the

consequences are that the school's performance, if not checked, would lead to shutting the school as the students are leaving. Please, sir, I would appeal to the authorities to provide the school with adequate teaching staff.

In addition, there are inadequate classrooms in my school. The classrooms in the school are few to accommodate the students. There are only four classrooms in the school to accommodate 500 students who need nine classrooms. For instance, students attend classes now under trees. As a result, classes are halted during the rainy season; lessons are not delivered. The syllabuses are not completed in the school. In effect, there are always poor performances of the school during the BECE, leading to parents withdrawing their wards from the school. The BECE performance report of the school, according to the headmaster, shows that last year the school presented 120 students for the BECE and only 2 got aggregate 30, the rest failed.

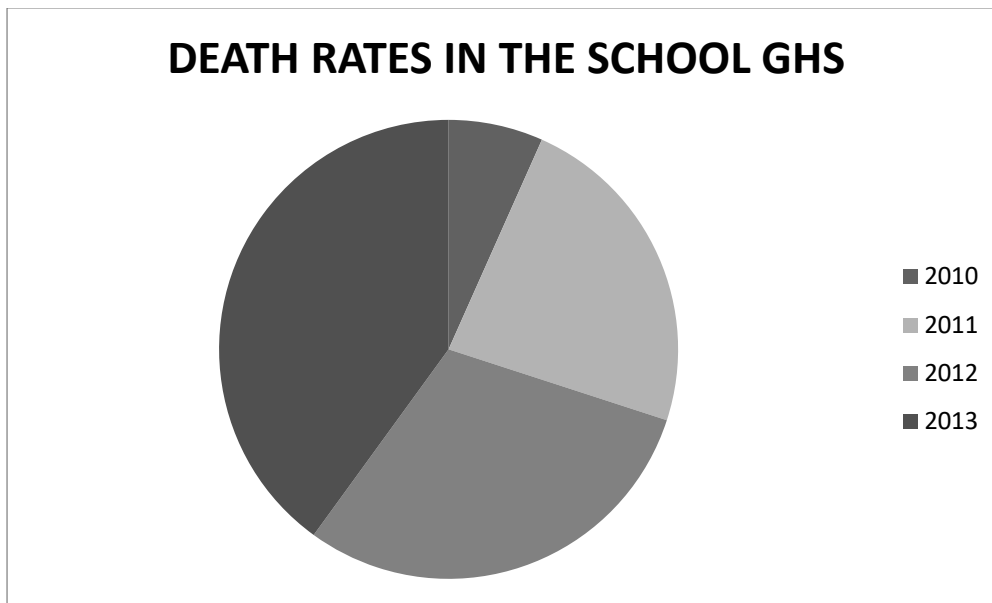
The table below shows recent BECE since 2010.

<i>Year</i>	<i>Number of candidates</i>	<i>Passed</i>	<i>Failed</i>
2010	100	20	80
2011	120	30	90
2012	200	10	190
2013	180	5	170
2014	170	2	168
2015	150	1	149

Source: headmaster's BECE records.

From the table above, the school performances are very poor, as the average passed for the periods is less than 10%. This, I am afraid, if not checked, can lead to worse grades next batch. This can be remedied by building more classrooms for the school. Please, sir, I would be happy if you helped prompt the right authorities to build more classrooms for the school.

Finally, my school lacks toilets. There is no toilet in the school. Pupils and teachers in the school visit the toilet in the bushes around the school. These bushes are homes for dangerous reptiles such as snakes. As a result, snakes bite the pupils. For instance, last week, one of the Form 1 students was bitten by a snake and died. Again, the odour from the bushes is causing diseases such as cholera in the school. According to Dome District Hospital, last month, our school recorded 100 cholera cases and 15 deaths.



The pie chart above shows that the death rate in the school is increasing. This, I am afraid, if not checked, will be worse in the next year. Parents are withdrawing their children from the school. This can be solved by providing us with toilets. Please, sir, I would be happy if you could mobilize more funds for our toilet.

In a nutshell, we have noticed that the problems in the school are inadequate teaching staff, inadequate classrooms, and a lack of toilets. I hope the remedies suggested will be taken into consideration.

Yours faithfully,



(Daniel Abankaka)

2. Write a letter to the head of Examination body of your country, stating at least three causes of examination malpractices in the country.

Das Experimental School,

P. O. Box AN 8581,

Accra -North.

25th May, 2024.

Chief of WAEC,

P. O. BOX 5

Accra -Ghana

Dear Sir,

CAUSES OF EXAMINATION MALPRACTICES IN GHANA

I am writing to bring to your attention the causes of examination malpractice in Ghana. There are several causes of examination malpractices in the country. Some of the causes of examination malpractice in the country are inadequate preparation, societal pressure, lack of strict enforcement, corruption, inadequate supervision, and insufficient resources. The details of the causes of examination malpractices in the country are below.

Sir, firstly, inadequate preparation among students is a significant cause of examination malpractices. Many students do not devote enough time to studying and understanding the material, often due to poor study habits or a lack of access to necessary learning resources. As a result, they resort to cheating as a means to pass their exams. This issue is worsened by the inadequate support systems in place, such as tutoring and after-school programs, which could help students better prepare for their exams. In effect, students will cheat in examinations, leading them to inculcate the practice of dishonesty and corruption. Sir, we can solve this by outlines plans for students to study in advance towards their exams.

Also, sir, societal pressure plays a crucial role in encouraging examination malpractices. In Ghana, there is immense pressure on students to perform well in their exams, often driven by the expectations of parents, teachers, and the community. This pressure can lead students to prioritize exam results over actual learning, making them more likely to engage in dishonest practices to meet these high expectations. The emphasis on grades rather than knowledge acquisition creates a culture where cheating is seen as a necessary means to an end. As a result, students go a long way to seek help in the form of sending foreign materials like mobile phones into the examination hall. Consequently, some of these students get their exam results cancelled, which led them into emotional and psychological pain. Sir, we can remedy this by making parents prioritize their children learning to unearth their potentials rather than exams.

Again, the lack of strict enforcement of examination regulations contributes to the prevalence of malpractices. While there are rules and policies in place to deter cheating, they are not always consistently enforced. This inconsistency allows students to exploit loopholes and engage in dishonest behavior without fear of significant consequences. Strengthening the enforcement mechanisms and ensuring that violators are appropriately punished is crucial to deterring examination malpractice. As a result, students would not be deterred from cheating during examinations. Consequently, the students will pass their exams without learning and will not be equipped for the future. Sir, we have to implement strict examination rules and regulations to deter them from cheating.

Finally, sir, corruption within the examination system itself is a significant factor. Instances of exam officials accepting bribes to alter grades or provide exam answers to students have been reported. Also, some of the examination supervisors allow schools to get the questions and supply answers to them. They then dictate the answers to them. Some even photocopy answers and send them to the examination hall. This corruption undermines the credibility

of the entire examination process and creates an environment where malpractice can flourish. Addressing this issue requires strict oversight and accountability measures to ensure that all stakeholders act with integrity.

In conclusion, tackling examination malpractices in Ghana requires a multi-faceted approach that addresses the root causes of the problem. By improving student preparation, reducing societal pressure, enforcing regulations consistently, and combating corruption, we can create an environment where academic integrity is upheld. I urge you to consider these factors and work towards implementing policies that will strengthen the integrity of our examination system.

Yours faithfully,

signed

Atayolo Sampson

Write a letter to the ministry of Education, stating at least three ways of examination malpractices in the country.

Das Experimental School,

P. O. Box AN 8581,

Accra - North.

25th May, 2024.

The Minister of Education,

P. O. Box M45,

Accra - Ghana.

Dear Sir,

EFFECTS OF EXAMINATION MALPRACTICES IN GHANA

I wish to draw your attention to the effects of examination malpractices in Ghana. This issue poses significant challenges to the educational system and has far-reaching consequences for the country. The effects of examination malpractices in Ghana include the erosion of academic integrity, the production of incompetent graduates, and the loss of public trust in the education system. Below are the details of these effects.

Firstly, sir, examination malpractices undermine academic integrity. Students who engage in dishonest practices during exams would have the value of their qualifications compromised. This leads to a situation where grades no longer reflect true knowledge or ability. Consequently, the integrity of the educational system is questioned, and genuine students who have worked hard are unfairly disadvantaged. This erosion of academic standards results in a workforce that is not truly competent, affecting various sectors of the economy. Sir, solving this would require strict sanctions on students who cheat.

Secondly, sir, examination malpractices lead to the production of incompetent graduates. Students cheat their way through exams; they miss out on the learning process that is

essential for their personal and professional development. As a result, these individuals enter the workforce without the necessary skills and knowledge to perform effectively. This incompetence not only affects their career prospects but also impacts the organizations that hire them, leading to reduced productivity and efficiency. Addressing this issue is crucial for ensuring that our graduates are well-equipped to contribute meaningfully to society.

Lastly, sir, examination malpractices erode public trust in the education system. As instances of cheating and corruption are reported, it diminishes the credibility of the educational institutions involved. Parents, employers, and the broader community lose confidence in the ability of the education system to produce qualified and competent individuals. This loss of trust can have long-term consequences, including reduced enrollment in educational programs and a lack of support for educational initiatives. Restoring public trust requires stringent measures to prevent and penalize examination malpractices, thereby ensuring that the education system is viewed as fair and credible.

In conclusion, sir, addressing examination malpractices in Ghana is essential for maintaining academic integrity, producing competent graduates, and restoring public trust in the education system. I urge the Ministry of Education to implement comprehensive policies and measures to combat this issue effectively. By doing so, we can ensure that our educational system upholds the highest standards of excellence and integrity.

Yours faithfully,

signed

Atayolo Sampson

Write a letter to the Ghana education services, stating at least three ways of improving academic performance of schools in the country

Dome D/A JHS,
P. O. Box 5,
Dome-Accra.
3rd August, 2024

The Director,
Ghana Education Service,
P. O. Box M45,
Accra.
Dear Sir,

WAYS TO IMPROVE ACADEMIC PERFORMANCE IN SCHOOLS

I wish to draw your attention to ways of improving the academic performance of schools in the country. There are several ways of improving the academic performance of schools in the country. Some of the ways of improving the academic performance of schools in Ghana are the provision of adequate teaching resources and training, the improvement of school infrastructure, and enhancing student support services. The details of ways to improve the academic performance of schools in the country are below.

Firstly, sir, the provision of adequate teaching resources and training would improve the academic performance of schools in the country. Many schools lack sufficient textbooks, teaching aids, and modern technology like computers and projectors. This inadequacy hampers effective teaching and learning. Therefore, schools must be provided with resources such as computers, projectors, and smart boards to make teaching and learning efficient. Additionally, teachers should receive regular professional development training to stay updated with the latest educational methodologies and tools. For example, in our school, the availability of only a few outdated textbooks limits students' ability to research and understand topics comprehensively. Therefore, ensuring every school is well-equipped with modern educational resources and providing continuous teacher training can greatly enhance academic outcomes.

Secondly, sir, improving schools' infrastructure is crucial to improving academic performance in schools in the country. Many schools operate with inadequate classrooms, leading to overcrowded environments that are not conducive to learning. Our school, for instance, has only four classrooms for 500 students, forcing many to study under trees, which disrupts classes during bad weather. Building more classrooms and ensuring they are well-ventilated and furnished can create a better learning environment, thus improving student concentration and performance.

Lastly, sir, enhancing student support services can make a significant difference in improving academic performance in schools. Providing guidance and counselling services helps address the emotional and psychological needs of students, which are often overlooked but critical for academic success. Implementing after-school programs for additional tutoring, offering health services, and ensuring students have access to nutritious meals can also support their overall well-being and academic performance. For example, establishing a school feeding program can help improve attendance and concentration, as well-nourished students are better learners.

In summary, the academic performance in our schools can be improved by providing adequate teaching resources and training, enhancing infrastructure, and bolstering student support services. These steps, if taken, will lead to a more effective and holistic educational environment, benefiting both students and teachers.

Yours faithfully,

signed

(Daniel Abankaka)

APPLICATION LETTER (FORMAL LETTERS)

Application letters are written to seek for employment in a company or job avenues.

Features of application letters

1. Senders address
2. Recipient address
3. Salutation
4. Heading/title
5. Body
 - a. Introduction
 - b. Main body
 - c. Conclusion
6. Subscription
7. Signature
8. Full name

Steps in writing the introduction

Introduction (paragraph one)

- ✓ State the job seeking for in the first sentence of the introduction. Make sure you state the reference or source of your information about the vacancy. If there is no source of information, go ahead without the source or reference.
- ✓ State your gender (male or female), age, last school attended, and highest qualification attained.

Main body

Steps

1. Paragraph two should be detailed of educational background, qualifications and grades got.
2. Paragraph three should be position held in school, jobs undertook and awards received
3. Paragraph four should contain capabilities or abilities, interest, probations and references.

Conclusion (last paragraph)

State the expectations after the receipt of the letter.

Illustrative example

You have completed JHS and you are seeking for employment as a sales boy or girl. Write application for employment as a sales boy or girl.

King's Heart School,

P O Box TA 570,

Taifa-Accra.

25th June, 2015.

Dasland Ghana Stores

P O Box AN 8581

Accra-North

Dear Sir/Madam,

APPLICATION FOR EMPLOYMENT AS A SALES BOY

Regarding the advertisement in the Daily Graphic dated, 15th June, 2015, I wish to apply for employment as a sales boy in your reputable firm (company). I am a young boy of seventeen years who has completed junior high school in King's Heart School at Dome-Accra in 2014.

I started JHS in the year 2011 at King's Heart School at Dome. I completed in June 2014 with six ones in the total aggregate in the BECE. Below are the details of my results.

Subjects	Grade	Interpretations
English language	1	Highest
Social studies	1	Highest
Mathematics	1	Highest
Integrated Science	1	Highest
BDT	1	Highest
Twi	2	Higher
ICT	2	Higher
R/M/E	1	Highest

In the school, I held the post as class prefect from one to two. I became a school prefect in Form 3. During my regime, I helped the school set up King's Heart School bookshop, which

offers books for sale to other students in my community. Also, I helped the school set up a farm, which fed the entire school for one year. After BECE, I worked as a salesboy in Dartey stores in Dome. I was the best sales boy and worker in the 2014 financial year. Through my initiatives, Dartey stores made a profit of 200%.

My capabilities are many. I am an energetic boy who can work for as long as 10 hours a day. I can work with or without supervision. I am an honest, truthful, and trustworthy boy who can take care of anything. I have knowledge in ICT such as Word, Excel, PowerPoint, and graphic design to improve your company.

Please, sir, I would work on probation if you wish so. I may wish to mention Mr. Samuel Sampan of telephone number 05001324567 and Mr. Owusu Marfo of telephone number 02089902838 as my referees in case more information is needed for me.

I expect an immediate reply from you. You can reach me at my telephone number, 0303002020. I hope my application will be accepted.

Yours faithfully,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Danso shulanapa.

LETTER TO THE EDITOR

NOTE: A letter to the editor is the same as a normal formal letter. The only thing is the introduction, which differs. The rest is the same as a normal formal letter.

Write a letter for publication to the editor of any of the national newspapers of the country, stating at least three negative effects of the use of social media by students of the country.

Das Experimental School,

P.O. Box AN 8581,

Accra -North.

May 25, 2024.

The Editor,

Daily Graphic Newspaper,

P. O. Box 742,

Accra, Ghana.

Dear Sir/Madam,

Negative Effects of Social Media Usage on Students in the Country

I am writing to seek space in your esteemed newspaper to discuss the three negative effects of social media usage among students in the country. While social media offers many benefits, it also presents significant challenges that need addressing to ensure the well-being and academic success of our students. Some of the negative effects of the use of social media on students in this country are reduced academic performance, mental health issues, and

moral degeneration. The details of the negative effects of social media on students in the country are below.

Firstly, social media reduces the academic performance of students in the country.

Social media has become a major distraction for students, diverting their attention from their studies. The constant notifications, messages, and the urge to check updates can significantly reduce the time students spend on academic activities. Prolonged use of social media can lead to procrastination, resulting in incomplete assignments and poor preparation for exams. Studies have shown that excessive use of social media correlates with lower grades and decreased academic achievement.

As a result, students could lag behind in their learning process. Consequently, these students could fail their final exams, leading to a school drop and its relative effects. Parents must be encouraged to check on their children and guide them to use social media appropriately to enhance academic performance in schools in the country.

Also, mental health issues are a negative effect of the use of social media by students in the country. The pressure to maintain a certain image online and the comparison with others can lead to mental health issues among students. Social media platforms often portray an idealised version of life, causing students to feel inadequate and anxious about their own lives. This can lead to feelings of depression, anxiety, and low self-esteem. Cyberbullying is another serious issue that affects students' mental health, leading to severe emotional distress and, in some cases, tragic outcomes. As a result, students would not be able to concentrate in life. Consequently, some of the students may turn to drug addiction to overcome their stress, leading to death and madness. Parents must help their children balance the use of social media to prevent the issue of mental health.

Finally, moral degeneration is an effect of the use of social media by students in the country. The content shared on social media can influence students' values and behaviour negatively.

Exposure to inappropriate content, such as violence, explicit material, and substance abuse, can soothe students and lead to moral degeneration. Moreover, the secrecy of social media platforms can encourage unethical behaviour, such as lying, cheating, and spreading false information. This erosion of moral values can have long-term detrimental effects on students' character and societal norms. To remedy this, schools must teach culture and moral studies to help students stick to their positive values in the country.

In conclusion, while social media has its advantages, it is crucial to recognise and address the negative effects it can have on students. Parents, educators, and policymakers must work together to create awareness and implement strategies to mitigate these adverse impacts, ensuring that our students can thrive academically, mentally, and morally in this digital age.

Yours faithfully,

Signed

Atayolo Sampson

Formal Email Writing

Writing a formal email is an essential skill in professional and academic environments. Unlike casual or personal emails, formal emails require a certain level of etiquette and structure to ensure that the message is clear, respectful, and professional.

Components of a Formal Email Writing

1. **Subject Line:** The subject line should be concise and informative, giving the recipient a clear idea of the email's purpose.
 - **Example:** "Meeting Request for Project Update" or "Application for Marketing Manager Position."
2. **Salutation:** The salutation should be polite and formal. Use "Dear," followed by the recipient's title and last name.
 - **Example:** "Dear Mr. Smith," or "Dear Dr. Johnson, Dear Sir/Madam."
3. **Introduction:** Start with a brief introduction, stating the purpose of the email.
 - **Example:** "I hope this email finds you well. I am writing to enquire about the status of my application."
4. **Body:** The body of the email should be well-organised and to the point. Use paragraphs to separate different points or topics. Ensure clarity and brevity without sacrificing necessary details. We use expository paragraphs.
 - **Example:** "I am writing to follow up on our meeting scheduled for next week. Please let me know if you need any additional information or if the proposed agenda needs any adjustments."
5. **Closing:** Summarise the email and indicate any expected actions or responses.
 - **Example:** "I look forward to your response. Thank you for your time and consideration."

6. **Sign-off:** Use a polite closing phrase followed by your name.

- **Example:** "Sincerely" or "Best regards."

7. **Signature:** Include your full name, title, and contact information.

- **Example:**

Kwame Doe

Marketing Manager

XYZ Corporation

(123) 456-7890

janedoe@xyz.com

Sample formal email writing

Write a formal email to recommend your teacher for the best teachers' award in your country.

Recommendation for Mr. Kwasi Nti for the Best Teacher Award

Dear Ghana Teachers Award Scheme,

I hope this email finds you well. I am writing to enthusiastically recommend Mr. Kwasi Nti for the prestigious Best Teacher Award. As a former student and witness to Mr. Nti's exceptional dedication and remarkable teaching abilities, I am confident that he epitomises the qualities that this award seeks to recognize. I would like to highlight four key aspects of Mr. Nti's contributions that make him an ideal candidate for this honour.

First, a reason for the recommendation is innovative teaching methods. Mr. Nti consistently employs innovative and effective teaching methods that cater to diverse learning styles. He integrates technology seamlessly into the curriculum, making lessons more engaging and interactive. Through the use of multimedia presentations, online resources, and hands-on activities, Mr. Nti ensures that every student remains actively involved and motivated to learn.

Again, Mr. Nti is committed to student success in the school. Mr. Nti demonstrates an unwavering commitment to the success of his students. He takes the time to understand each student's strengths and weaknesses, providing personalised guidance and support. Mr. Nti's open-door policy encourages students to seek help and advice, fostering a supportive learning environment. This dedication has resulted in significant improvements in student performance and confidence.

Also, Mr. Nti has impacted the community positively. Beyond the classroom, Mr. Nti plays a vital role in enhancing the school community. He organises extracurricular activities, clubs,

and events that promote student involvement and personal growth. Mr. Nti's efforts in building a sense of community and belonging among students and staff have contributed to a positive and inclusive school culture.

Finally, a reason for the recommendation is professional development and leadership. Mr. Nti is committed to continuous professional development and is a leader among peers. He actively participates in workshops, conferences, and training sessions to stay abreast of the latest educational trends and best practices. Moreover, Mr. Nti often shares his knowledge and expertise with colleagues, mentoring new teachers and contributing to the overall improvement of teaching standards within the school.

In conclusion, Mr. Nti's innovative teaching methods, commitment to student success, positive impact on the school community, and dedication to professional development make him an outstanding candidate for the Best Teacher Award. I am confident that Mr. Nti will continue to inspire and make a profound difference in the lives of students and the educational community at large.

Thank you for considering this recommendation. Please do not hesitate to contact me if you require any further information.

Warm regards,

Kwame Abanga

abanga@gmail.com

[School prefect /Student of Mr. Nti]

ACTION CORNER

- ✓ Read formal letters five times.
- ✓ Sit quietly
- ✓ Run through it without looking at the book.
- ✓ If you are able to remember and recall them;
- ✓ Write down your main points.
- ✓ Write informal letter on any topic (assignment).

Instructors' Guide

1. Guide students to identify the points of the following essay questions.
2. Guide students to learn the features of formal letters.

Write a letter to the Assemblyman in your community on;

- Problems in your school
- Reasons for examination failure
- Reasons for examination mal-practices
- Reasons/need for school farm
- Reasons/need for school feeding program
- Reasons/need for ICT
- Effects of social media
- Causes of poor sanitation
- Ways of ensuring good sanitation
- Causes of road accident
- Effects of road accidents
- Ways of controlling road accidents
- Problems in your community
- Criminal activities of youths
- Ways of ensuring peace in the community
- Acts that constitute indiscipline
- Ways of ensuring discipline
- Causes of floods in the cities
- Effects of floods in the cities
- Cause and effects of fire outbreak
- Causes and effects of road accidents

- Measures to control armed robbery
- Importance of reading /library
- Measures to Control of criminal activities of youths in the country
- Importance of living in the cities
- Importance of living in the villages
- The dangers of living in the cities
- The dangers of living in the villages
- The benefits of modern technology
- Benefits of staying in Ghana
- Dangers of going abroad
- Benefits of learning trade or vocation after school.
- Causes of bribery and corruption
- Effects of bribery and corruption
- Importance of schooling
- Importance of reading
- Importance of electricity
- Effects of power outage
- Effects of water shortage

CHAPTER - THIRTEEN

ARTICLE WRITING

Articles are types of essays written to inform the public or readers on pertinent (important) issues of societal interest. Most of the articles are featured in posters, magazines, newspapers, social media pages (Facebook, WhatsApp), etc.

Feature/format

1. Title
2. Body
3. Introduction
4. Main body
5. Conclusion
6. Name and address of the writer. Let us go through the features of articles into details.

The heading/topic

The titles of articles are obtained from the question given in the examination. The topic/heading should be in capital letters, neatly underlined.

Example of heading

THE CAUSES OF TEENAGE PREGNANCY IN THE COUNTRY

THE BODY OF AN ARTICLE

The body of an article can be divided into an introduction, main body, and conclusion.

Let us start with the introduction.

Introduction to an Article Writing

The introduction of an article is the summary of the entire article you are about to write.

Methods of writing an introduction to an article

There are two ways of writing the introduction of an article.

1. Definition of the topic method
2. General background method

The definition method

Under this method, the topic of the day must be defined before you proceed to write your introduction. Here are the steps.

- Define the topic.
- Highlight the woes of the topic
- Bring out your sub-topics
- Show readiness

Let us look at the steps in detail.

The definition of the topic

The definition of the topic is the meaning of the topic given to you to write an article. It can be a dictionary meaning or meaning perceived by a group of people. Here, it is important to define the topic well and, if possible, provide the source of your definition.

Note: The wrong definition will make the whole article void, so be careful to define with precision. If you think you can't define the topic with precision, do not use this method. Please, do you understand? I guess you are getting something.

Example of definition of topic

According to the Oxford dictionary, teenage pregnancy occurs between the ages of thirteen and nineteen years among girls. Teenage pregnancy can also occur among girls below the age of thirteen as far as nine, depending on the development of adolescent reproductive features.

Highlight the woes of the public on the topic

The woes are the outcry of the people on the topic.

So, bring out the woes/lamentations of the public on the topic. Thus, maybe what people were saying about the energy crisis in the country (dumsor dumsor). Let us look at an example.

Example of woes/lamentations of the public on the topic

The recent increase in the number of teenage pregnancies has generated a lot of public debate in the media.

Prepare the background for the points.

Just state that there are several points of the topic. Also, state that some of the points of the essay are with a semicolon. An example will help us, won't it? I hope it will.

Illustrative example

- There are several causes of teenage pregnancy in the country.
- There are several effects of road accidents in the country.
- There are several reasons to have a canteen in the school.

Bringing the points and showing readiness

State that some of the ‘points of topic are’, then bring out your points. Let us look at examples.

Examples

1. Some of the causes of teenage pregnancy are inadequate parental care, poverty, and peer influence.
2. Some of the effects of road accidents in the country are loss of lives, loss of government revenue, and poverty among families.

Readiness

Just state that the details of the topic are below. Check the examples below.

Examples

1. Below are the details of the causes of teenage pregnancy in the country.
2. Below are the details of the effects of road accidents in the country.

Illustrative example, definition method

THE CAUSES OF TEENAGE PREGNANCY IN THE COUNTRY

According to the Oxford dictionary, teenage pregnancy occurs between the ages of thirteen and nineteen years among girls. Teenage pregnancy can also occur among girls below the age of thirteen as well as nine, depending on the development of adolescent reproductive features. Recently, the numbers of teenage pregnancies in the country have increased. The high rate of teenage pregnancies in the country can be attributed to several factors. Some of the causes of teenage pregnancies in the country are inadequate parental care, poverty, and peer influence. Below are the details of the causes of teenage pregnancy in the country.

Let us go into the general impression/background method.

General impression/background method

Welcome. Under this method, you give the general impression of the topic. What the people are saying on the topic (the negatives) and link it to your introduction. We are going to treat the steps. Here are the steps.

Steps

1. Show how the public perceives the topic or laments/cries over the topic.
2. Show concern about joining the talk to bring out the topic.
3. Bring out the sub-topics.
4. Show readiness.

Let us go into the details of the steps. Here we go.

The woes of the public on the topic

The woes are the outcry of the people on the topic. So bring out the woes and lamentations of the public on the topic. Thus, maybe what people were saying about the energy crisis in the country (dumsor dumsor). Let us look at an example.

Example of woes/lamentations of the public on the topic

The recent increase in the number of teenage pregnancies has generated public debate, especially in the media.

Introducing intentions of joining the talk

At this point, show your concern about joining the discussion. It is just like a talk show on TV or radio. The callers express their intentions of joining the talk after lamenting what is on the show.

Here is an example.

Example of concern or intention to join the discussion

As a concerned citizen, I would like to express my view on the causes of teenage pregnancy in the country.

Preparing the background for the points

Just state that there are several points of the topic. Also, state that some of the points of the topic are; an example will help us, isn't it? I hope it will.

Illustrative example

1. There are several causes of teenage pregnancy in the country.
2. There are several effects of road accidents in the country.
3. There are several reasons to have a canteen in the school, etc.

Bringing the points and showing readiness

State that some of the 'topics are', then bring out your points. Let us look at examples.

Examples

1. Some of the causes of teenage pregnancy are inadequate parental care, poverty, and peer influence.
2. Some of the effects of road accidents in the country are loss of lives, loss of government revenue, and poverty among families.

Readiness

Just state that below are the details of the topic. Check the examples.

Examples

1. Below are the details of the causes of teenage pregnancy in the country.
2. Below are the details of the effects of road accidents in the country.

Illustrated example, general impression method

THE CAUSES OF TEENAGE PREGNANCY IN THE COUNTRY

A recent increase in the number of teenage pregnancies in the country has generated public debate in the media. As a citizen, I would like to express my view on the causes of teenage pregnancies in the country. There are several causes of teenage pregnancies in the country. The causes of teenage pregnancies in the country are inadequate parental care, poverty, and peer influence. Below are the details of the causes of teenage pregnancy in the country.

Note: the second method is the best since the first method needs definition and is difficult to come by. Failure to define the topic deviates from the whole essay. So please learn and use the second method.

The Main Body

The main body of an article is the presentation and explanations of points in paragraphs. So, the notes on paragraphing skills will be essential at this point. We use expository paragraphs in writing formal articles. But make use of opinion languages.

Examples of opinion languages and expressions.

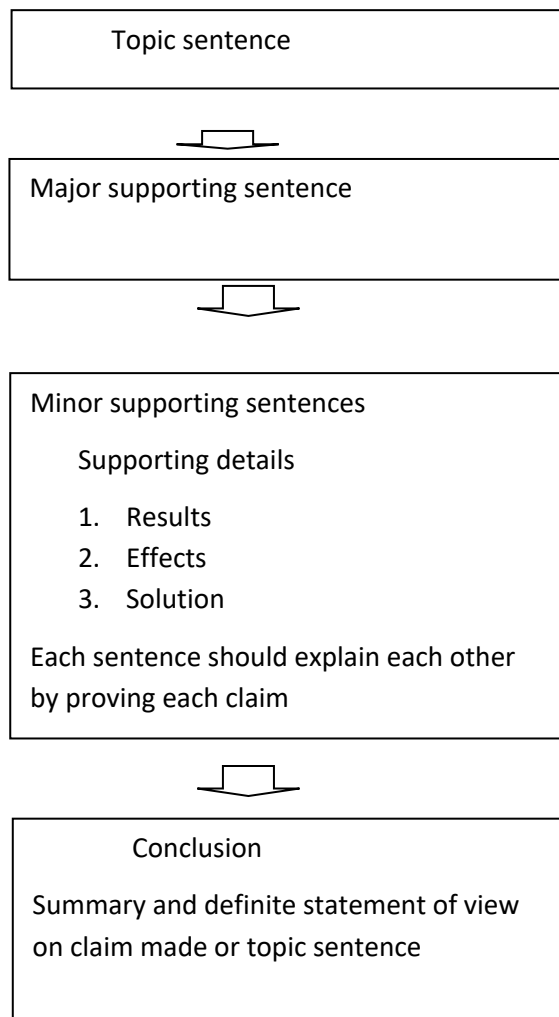
- In my opinion
- My opinion
- In my view
- I suggest
- My view is that
- I think

We use these expressions to open a paragraph or offer a suggestion. The expression must be formal; no room for slang, jargon, or colloquial expressions

Summary

1. Use transitions to introduce the points and proof the claim of the points by following step 2.

2. Putting together



A model paragraph

I believe the first cause of teenage pregnancy in the country is inadequate parental care. Parents do not take good care of their children. Those parents do not offer their children food, accommodation, and clothing. Not only that, but parents do not offer moral training to their children. This is so due to economic hardships in the country. For instance, the majority of children in the country do not get food to eat for the whole day or a place to sleep as they sleep on the street, such as Kejetia and Nkrumah Circle. The result is that the children would go out in search of their needs, leading to boy-girl relationships. The effect is that the children, especially the girls, would engage in premarital sex, leading to teenage pregnancy. Again, the girls may die prematurely through illegal abortion. I think parents should offer adequate care to their children. Parents are advised to offer adequate care to their children, as this would help prevent teenage pregnancy.

Conclusion of Article

The conclusion to the article is like a formal letter. The only difference is that the article is not conversational.

Illustrative examples

1. In conclusion, I hope that more vigilance will be taken to curb this social problem in the country.
2. In a nutshell, it is now obvious that the causes of teenage pregnancy are inadequate parental care, poverty, and peer influence. I hope that more vigilance will be taken to curb this social problem in the country.

Sample Articles

Question: Write an article for publication in any of the national newspapers on the causes of teenage pregnancy in the country.

THE CAUSES OF TEENAGE PREGNANCY IN THE COUNTRY

The recent increase in the number of teenage pregnancies in the country has generated a lot of public debate in the media. As a citizen, I would like to express my view on the causes of teenage pregnancy in the country. There are several causes of teenage pregnancy in the country. The causes of teenage pregnancies in the country are inadequate parental care, poverty, and peer influence. Below are the details of the causes of teenage pregnancy in the country.

I believe a major cause of teenage pregnancy in the country is inadequate parental care. Parents do not take good care of their children. Most parents in the country do not offer their children food, accommodation, and clothing. In addition, parents do not give their children moral training. They are always busy with their work due to the economic hardships in the country. As a result, most children take care of themselves. An option for the children, especially the teenage girls, is to beg or extort money from men for sex. The effect is that the girls may get pregnant through premarital sex, consequently leading to untimely death through illegal abortion. The way forward is for parents to offer adequate care. I think this can be achieved if the government offers encouragement to parents to take adequate care of their children.

In addition, in my opinion, poverty is a cause of teenage pregnancy in the country. The poverty levels of families in the country are high. Many families in the country cannot get money to give their children's basic needs, such as food, clothing, and accommodation. This can be explained by the fact that the economic hardships in the country do not let parents get gainful employment. As a result, the children, in most cases, are encouraged by parents

to engage in work to aid their family. These parents go along the way by pushing their girl child into prostitution and early marriage to support the family. The effect is that these girls would get pregnant in their teens, leading to school dropout and its social effects. For instance, according to the GES annual report, last year about 10,000 JHS girls dropped out of school due to teenage pregnancy. If the rate of teenage pregnancy in the country does not reduce by drastic measures such as school feeding programs, I am afraid our population would be more than double every year. I suggest that the government must do all it can to help reduce poverty levels in the country and reduce teenage pregnancy.

Finally, I think peer influence causes teenage pregnancy. Young people are influenced by their peers. These teenagers listen to the advice of their peers to engage in acts that can lead them into danger. Most of the time, peers are fond of items such as phones and computers that their friend used. These friends with these items may have engaged in premarital sex for them. But they would lure their friends to engage in these acts to get their luxury. The result may be engaging in premarital sex with the teenage girls to get the items leading into teenage pregnancy. The effect is that the teenage girls would end up being single parents for the rest of their lives. Young people should be very mindful of the people they associate with. I hope that parents will keep a close eye on their children to help them choose good friends for the association.

To crown it, teenage pregnancy as one of the social problems in the country could be controlled as we pinned out the causes. I hope that the whole country will take bold steps to tackle teenage pregnancy.

Atagaga Siagaga

Dome D/A JHS.

Write an article for publication on the measures to control the menace of armed robbery in Ghana.

MEASURES TO CONTROL ARMED ROBBERIES IN GHANA

Armed robbery has emerged as one of the most pressing issues threatening the safety and security of citizens in Ghana. This surge in criminal activity not only instills fear among the populace but also undermines economic stability and development. To effectively address this menace, a multi-faceted approach involving law enforcement, community engagement, and socio-economic interventions is crucial. The government, along with relevant stakeholders, must intensify efforts to curb this growing threat to national security.

First and foremost, I think enhancing the capabilities of law enforcement agencies is essential in controlling armed robbery in Ghana. The police force must be equipped with modern tools and technology to effectively combat armed robbery. This includes increasing the number of patrols, establishing rapid response units, and employing surveillance technologies such as CCTV cameras in strategic locations. Additionally, training programs should be implemented to ensure that officers are well-prepared to handle high-risk situations and employ non-lethal methods when possible. As a result, communities would be more secured, and criminals would find it difficult to operate. In effect, armed robbery would reduce peace and security in the country. I suggest the government must do all it can to maintain a high level of law enforcement in the country.

In addition, I believe community policing plays a pivotal role in deterring armed robbery. By fostering strong relationships between the police and local communities, trust and cooperation can be strengthened. Community members are often the first to notice suspicious activities and can provide valuable information to law enforcement. Establishing neighbourhood watch programs and encouraging citizens to report crimes anonymously can significantly enhance the effectiveness of crime prevention efforts. As a result, there would

be awareness creation in the communities of the country. Consequently, armed robbers can easily be identified for arrest. This would create a safe and secure place for economic activities in the country. The people in the country must be encouraged to be vigilant to help control armed robbery in the country.

Again, in my opinion, addressing the root causes of armed robbery is another critical aspect of this fight. High unemployment rates and poverty are significant factors that drive individuals towards criminal activities. The government must implement comprehensive socio-economic policies aimed at job creation and poverty alleviation. Vocational training programs, entrepreneurship initiatives, and microfinance schemes can provide alternative means of livelihood for those at risk of turning to crime. Doing these will equip the youths to get gainful employment to be able to generate income. Consequently, armed robbery would be reduced as people would be able to gather for their families through decent jobs. The government must undertake more policies that would empower the youths of the country.

Finally, I suggest public awareness campaigns are crucial in educating citizens about the dangers of armed robbery and the importance of community vigilance. These campaigns should highlight the consequences of engaging in criminal activities and promote the benefits of lawful behavior. Educational institutions, religious organisations, and the media can play significant roles in disseminating these messages and fostering a culture of peace and security. The authorities are therefore urged to intensify public awareness creation to be able to solve the menace of armed robbery in the country.

In conclusion, combating the menace of armed robbery in Ghana requires a holistic approach that encompasses strengthening law enforcement, fostering community policing, addressing socio-economic factors, and raising public awareness. By implementing these strategies, the government and society can work together to create a safer environment, ensuring that citizens can live and thrive without fear of crime. The success of these efforts

will not only enhance security but also contribute to the overall development and prosperity of the nation.

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The need for internet access in schools in the country

In today's digital age, internet access in schools is no longer a luxury but a fundamental necessity. It plays a crucial role in enhancing the quality of education, equipping students with essential skills, and bridging the educational divide between urban and rural areas. Ensuring that all schools in Ghana have reliable internet access is imperative for preparing the next generation for a technology-driven world. This article explores the vital need for internet connectivity in educational institutions and the benefits it brings to students, teachers, and the broader society.

First, internet access significantly enhances the quality of education by providing students and teachers with access to a vast array of resources. Online educational materials, research papers, and interactive learning tools can enrich the curriculum and make learning more engaging and effective. Teachers can also benefit from professional development courses available online, helping them to stay updated with the latest teaching methodologies and technologies.

Second, integrating internet resources in schools helps in developing digital literacy among students. In a world where digital skills are increasingly important for employment and daily life, early exposure to technology is crucial. Students learn to use search engines, online databases, and various software applications, which prepares them for higher education and

the job market. This digital proficiency is essential for the overall development of students, making them competitive in a globalised economy.

Third, internet access in schools can bridge the educational gap between urban and rural areas. Many rural schools in Ghana lack adequate resources and qualified teachers, leading to disparities in educational outcomes. Internet connectivity can provide these schools with access to online courses, virtual classrooms, and educational videos, ensuring that all students, regardless of their location, have equal opportunities to excel. This can contribute to more equitable education and reduce regional disparities.

Moreover, the internet facilitates collaboration and communication between students and teachers, both locally and globally. Online platforms enable students to participate in virtual exchange programs, collaborate on projects with peers from different parts of the world, and gain exposure to diverse perspectives. Teachers can also connect with educators globally, share best practices, and collaborate on research projects. This interconnectedness enhances the educational experience and fosters a global mindset among students.

In conclusion, providing internet access in schools is imperative for the advancement of education in Ghana. It enhances the quality of education, develops digital literacy, bridges the educational divide, and fosters global collaboration. The government must prioritise investments in infrastructure to ensure that all schools have reliable internet connectivity. By doing so, Ghana can prepare its students for the demands of the 21st century, ensuring that they are well-equipped to contribute to the nation's development and compete on a global stage.

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THE IMPORTANCE OF LIVING IN GHANA

The trend of Ghanaians seeking opportunities abroad, often referred to as the 'brain drain', poses a significant challenge to the country's development. However, there are compelling reasons to stay and invest in Ghana. The nation boasts a stable political environment, a growing economy, and an abundance of natural resources. This article highlights the benefits of staying in Ghana, emphasising how individuals can contribute to national development and enjoy a fulfilling life in their homeland.

Firstly, Ghana offers a stable political environment, which is crucial for personal and professional growth. The country's democratic governance and rule of law create a conducive atmosphere for business operations and investment. Citizens can engage in entrepreneurial activities, knowing that their rights and properties are protected. This stability also attracts foreign investors, creating more job opportunities and boosting the economy.

Secondly, Ghana's growing economy presents numerous opportunities for individuals to thrive. The country has made significant strides in various sectors, including agriculture, mining, and services. By staying in Ghana, citizens can take advantage of these opportunities, contributing to economic growth and reaping the benefits. The government has also implemented policies to support small and medium-sized enterprises (SMEs), providing a favourable environment for entrepreneurship and innovation.

Thirdly, the abundance of natural resources in Ghana offers a wealth of opportunities for sustainable development. The country is rich in minerals, oil, and agricultural resources, which can be harnessed for economic growth. By staying and investing in Ghana, individuals can participate in the sustainable exploitation of these resources, ensuring that the benefits are shared among all citizens. This approach not only promotes economic development but also ensures environmental sustainability.

Moreover, staying in Ghana allows individuals to contribute to national development and create a positive impact. By leveraging their skills and talents, citizens can help address the country's challenges and drive progress. Engaging in community development projects, participating in governance, and supporting local businesses are ways in which individuals can make a difference. This sense of contribution and belonging fosters national pride and unity.

In conclusion, staying in Ghana offers numerous benefits, including a stable political environment, a growing economy, abundant natural resources, and the opportunity to contribute to national development. By choosing to stay and invest in their homeland, Ghanaians can help build a prosperous and self-reliant nation. The government's support for entrepreneurship and sustainable development further enhances these prospects. Embracing the opportunities within Ghana can lead to a fulfilling and impactful life, ensuring that the country continues to thrive.

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THE DEVASTATING EFFECTS OF ROAD ACCIDENTS IN GHANA

Road accidents have become a major public health concern in Ghana, claiming numerous lives and causing severe injuries every year. The consequences of these accidents extend beyond the immediate victims, affecting families, communities, and the nation at large. This article examines the devastating effects of road accidents in Ghana and highlights the urgent need for comprehensive measures to address this pressing issue.

Firstly, road accidents result in a significant loss of lives, which is a profound tragedy for the affected families. The sudden and often violent nature of these accidents leaves families devastated, coping with the loss of loved ones. The emotional trauma inflicted on the families of victims is immense, and the psychological impact can be long-lasting. Furthermore, the loss of breadwinners places financial strain on families, leading to economic hardships. The government should therefore prioritise educating the public on road safety.

Secondly, road accidents cause severe injuries that often result in permanent disabilities. Survivors of road accidents may suffer from physical impairments that limit their ability to work and lead a normal life. The medical costs associated with treating these injuries are substantial, placing a financial burden on families and the healthcare system. Rehabilitation and long-term care for accident victims also strain the resources of the health sector. The public is advised to be more vigilant on the use of roads in the country.

In addition, road accidents have broader economic implications for the nation. The loss of productive members of society and the associated medical expenses lead to significant economic losses. The costs of emergency response, medical treatment, and rehabilitation services divert resources from other critical areas of development. Additionally, road accidents contribute to traffic congestion, reducing overall productivity and efficiency. The government can solve this by constructing good roads in the country.

Moreover, road accidents undermine public confidence in the safety of the transportation system. Fear of accidents can discourage people from using certain roads or travelling by specific modes of transportation. This reluctance to travel can hinder economic activities, especially in areas dependent on tourism and trade. Restoring public confidence requires comprehensive measures to improve road safety and reduce the incidence of accidents. The law enforcement agencies can help reduce the cases of road accidents in the country.

In conclusion, the effects of road accidents in Ghana are far-reaching and devastating. The loss of lives, severe injuries, economic implications, and erosion of public confidence underscore the urgent need for action. The government must enforce stricter traffic regulations, improve road infrastructure, and conduct comprehensive road safety education campaigns. Public awareness initiatives emphasising safe driving practices are also crucial. By addressing these issues, Ghana can reduce the incidence of road accidents and their devastating effects, ensuring a safer and more prosperous future for all citizens.

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Sample Questions

1. Guide students to identify the points of the following essay questions.
2. Guides students to learn the features of an article

Write an article for publication on;

- The reasons for examination failure in the country
- Reasons for examination mal-practices
- Effects of examination mal-practices
- Forms of examination mal-practices
- Reasons/need for school farm
- Reasons/need for school feeding program
- Reasons/need for ICT
- Effects of social media in the country
- Causes of poor sanitation
- Ways of ensuring good sanitation
- Causes of road accident
- Effects of road accidents
- Ways of controlling road accidents
- Problems in your community
- Criminal activities of youths
- Ways of ensuring peace in the community
- Acts that constitute indiscipline
- Ways of ensuring discipline
- Causes of floods in the cities
- Effects of floods in the cities
- Cause and effects of fire outbreak

- Causes and effects of road accidents
- Measures to control armed robbery
- Importance of reading /library
- Measures to Control of criminal activities of youths in the country
- The importance of living in the cities
- The Importance of living in the villages
- The dangers of living in the cities
- The dangers of living in the villages
- The benefits of modern technology
- The Benefits of staying in Ghana
- The dangers of going abroad
- The benefits of learning trade or vocation after school.
- The ways to keep the environment clean
- The importance of the national sanitation day

INFORMAL ARTICLE WRITING

Introduction to Informal Article Writing

Informal article writing is a style of writing that is more casual and conversational compared to formal writing. It allows for personal opinions, narratives, and a relaxed tone, making it suitable for blogs, personal essays, and magazine articles aimed at general audiences. This style is effective in engaging readers and making the content relatable and enjoyable.

Key Characteristics of Informal Article Writing

1. **Conversational Tone:** The writing should sound like a conversation with the reader. Use personal pronouns such as "I," "we," and "you."
2. **Simple Language:** Avoid complex vocabulary and jargon. Use simple and straightforward language that is easy to understand.
3. **Personal Touch:** Share personal experiences, opinions, and anecdotes to make the article more engaging and relatable.
4. **Humour and Emotion:** Incorporate humour, emotions, and rhetorical questions to connect with readers on an emotional level.
5. **Flexible Structure:** Unlike formal articles, informal articles can have a flexible structure. The introduction, body, and conclusion can be blended more naturally.
6. **Use of Contractions:** Contractions like "don't," "can't," and "it's" are common in informal writing to maintain a conversational tone.
7. **Colloquial Expressions:** Use idioms, slang, and colloquial expressions to make the writing feel natural and authentic.

Structure of an Informal Article

1. Introduction:

Hook: Start with an interesting hook to grab the reader's attention. This could be a question, a surprising fact, or an anecdote.

Purpose: Briefly introduce the topic and explain what the article will cover.

Examples

The Canteen

Ever notice how the school canteen is the heart of social life on campus? It's where we all gather, not just to grab a bite but to catch up with friends, share laughs, and sometimes even finish last-minute homework. From the enticing aroma of freshly baked pizza to the chatter of students, the canteen is a bustling hub that brings everyone together. Let's take a closer look at what makes our school canteen such a lively and essential part of our daily routine.

The library

Walking into the school library always feels like entering a different world. It's a place where time slows down, and the quiet hum of students absorbed in their books creates a peaceful atmosphere. Whether you're diving into a fantasy novel, researching for a project, or just looking for a quiet place to think, the library offers a haven of knowledge and calm. Let's explore the unique charm and significance of our school library and why it's more than just a room full of books.

The Computer Lab

The school computer lab is a tech-savvy student's dream come true. Rows of computers, the soft hum of processors, and the click-clack of keyboards set the scene for learning new skills and exploring the digital world. From coding and creating presentations to browsing the internet for research, the computer lab is where we harness the power of technology. Join

me as we delve into the exciting and dynamic environment of our school's computer lab and discover why it's a cornerstone of modern education.

The Science Lab

The school science lab is where the magic happens—literally. It's a place of curiosity, experimentation, and discovery. With shelves lined with mysterious chemicals, Bunsen burners at the ready, and microscopes waiting to reveal hidden worlds, the science lab invites us to become young scientists. Whether it's dissecting a frog or concocting a chemical reaction, this lab is where we get hands-on with our learning. Let's explore the wonders and excitement of our school science lab and see why it's a favourite spot for budding scientists.

The main body

Subheadings: Use subheadings to break up the text and make it easier to read.

Paragraphs: Keep paragraphs short and focused on a single idea or point.

Personal Stories and Examples: Incorporate personal stories, examples, and opinions to illustrate points. We use both expository, narrative, descriptive, and persuasive paragraphs.

Engagement: Ask rhetorical questions and invite readers to think about their own experiences related to the topic.

Conclusion:

Summary: Summarise the main points discussed in the article.

Closing Thoughts: End with a memorable closing thought, call to action, or a question to encourage reader interaction.

Sample informal articles

The Canteen

Ever notice how the school canteen is the heart of social life on campus? It's where we all gather, not just to grab a bite but to catch up with friends, share laughs, and sometimes even finish last-minute homework. From the enticing aroma of freshly baked pizza to the chatter of students, the canteen is a bustling hub that brings everyone together. Let's take a closer look at what makes our school canteen such a lively and essential part of our daily routine.

The school canteen is more than just a place to eat; it's the social heartbeat of the school. Each day, it transforms into a lively hub where students congregate to share stories, laugh over jokes, and bond over their favourite snacks. The clatter of trays, the murmur of conversations, and the aroma of various foods create a vibrant atmosphere that is both energising and comforting. Whether it's the rush to grab a seat with friends or the anticipation of tasting the day's special, the canteen is always buzzing with activity.

One of the most appealing aspects of the canteen is its variety. From healthy salads and fresh fruits to indulgent treats and hot meals, there's something to satisfy every craving. The sight of friends sharing pizza, debating over the best dessert, or simply enjoying their lunch break together highlights the canteen's role in fostering community spirit. It's not just a place to fill our stomachs but a space where friendships are strengthened and memories are made.

The canteen is also a melting pot of different cultures and tastes. Students from diverse backgrounds bring their unique food preferences, creating a culinary mosaic that reflects the school's multicultural environment. This diversity in food options not only broadens our culinary horizons but also promotes cultural exchange and understanding. It's fascinating to see how food can bring people together, transcending barriers and fostering a sense of unity.

Beyond the food and chatter, the canteen also serves as a sanctuary for those in need of a break from the classroom. It's where students can relax, unwind, and recharge before

heading back to their studies. The canteen staff, with their friendly smiles and quick service, contribute significantly to this welcoming environment. In essence, the school canteen is a microcosm of the school's social life, a place where the daily grind of academia pauses for moments of connection and joy.

In conclusion, the school canteen is much more than a place to eat; it is the epicentre of social interaction, cultural exchange, and relaxation. Its vibrant atmosphere, diverse food options, and role in community building make it an indispensable part of the school experience. Whether we are sharing a meal with friends or taking a break from our studies, the canteen remains a cherished space where memories are made and bonds are strengthened.

Kwame Ato

Basic 9B

The library

Walking into the school library always feels like entering a different world. It's a place where time slows down, and the quiet hum of students absorbed in their books creates a peaceful atmosphere. Whether you're diving into a fantasy novel, researching for a project, or just looking for a quiet place to think, the library offers a haven of knowledge and calm. Let's explore the unique charm and significance of our school library and why it's more than just a room full of books.

The school library is a sanctuary for students seeking knowledge and solace. The quiet ambiance, filled with the soft rustle of pages and the focused whispers of students, creates a serene and inviting atmosphere. This tranquility is perfect for deep concentration, allowing students to immerse themselves in their studies or the captivating worlds of fiction. The library stands as a testament to the power of reading and learning in a peaceful environment.

The library's collection caters to a wide range of interests and academic needs. From encyclopaedias and reference materials to fiction, non-fiction, and periodicals, there's a treasure trove of information waiting to be discovered. It's common to see students engrossed in research for a project, preparing for exams, or simply enjoying a good book. The presence of study areas and computer stations adds to the library's appeal, making it a multifunctional space that supports various forms of learning.

Librarians play a crucial role in maintaining this haven of knowledge. Their expertise and willingness to help guide students in finding the right resources enhance the library's value. They often recommend books, assist with research, and organise events that promote reading and literacy. The library, with its peaceful environment and wealth of resources, stands as a pillar of academic support and personal growth within the school.

Beyond its academic utility, the library is a place where curiosity is nurtured and imaginations are ignited. Students can explore new interests, discover different perspectives,

and embark on intellectual adventures without leaving the school grounds. The library's role in fostering a love for reading and learning cannot be overstated; it is a space where minds are expanded and futures are shaped.

In conclusion, the school library is a vital part of the educational experience, offering a serene environment for study and exploration. Its vast collection, dedicated staff, and role in fostering curiosity and learning make it an indispensable resource. More than just a room full of books, the library is a gateway to endless possibilities, a place where students can expand their knowledge and feed their imagination.

Kwame Ato

Basic 9B

The Computer Lab

The school computer lab is a tech-savvy student's dream come true. Rows of computers, the soft hum of processors, and the click-clack of keyboards set the scene for learning new skills and exploring the digital world. From coding and creating presentations to browsing the internet for research, the computer lab is where we harness the power of technology. Join me as we delve into the exciting and dynamic environment of our school's computer lab and discover why it's a cornerstone of modern education.

The school computer lab is a hub of technological exploration and learning. The moment you walk in, you're greeted by the sight of neatly arranged computers, each one a portal to a world of information and creativity. The constant hum of processors and the rhythmic tapping of keyboards create an atmosphere of productivity and innovation. It's a space where students can delve into coding, design graphics, or simply browse the internet for research and educational purposes.

One of the most exciting aspects of the computer lab is the range of activities it supports. From programming and creating presentations to learning about cybersecurity and digital ethics, the lab offers a comprehensive tech education. Students often work on group projects, explore new software, and develop digital skills that are crucial in today's technology-driven world. The hands-on experience gained here is invaluable, bridging the gap between theoretical knowledge and practical application.

Teachers and lab assistants are always on hand to provide guidance and support, making the computer lab an inclusive learning environment. They help troubleshoot technical issues, offer advice on projects, and introduce students to new tools and resources. This collaborative and supportive atmosphere encourages experimentation and fosters a love for technology. The computer lab is not just a place to complete assignments; it's a dynamic space where students can unleash their creativity and curiosity.

The computer lab also plays a pivotal role in preparing students for the future. In a world where digital literacy is becoming increasingly important, the skills learnt in the computer lab are essential. From understanding the basics of coding to navigating complex software, students gain competencies that will serve them well in higher education and the workforce. The lab is a bridge to the digital world, equipping students with the tools they need to succeed in the modern era.

In conclusion, the school computer lab is a dynamic and essential part of the educational experience. Its role in fostering technological skills, creativity, and innovation is invaluable. With its supportive environment and comprehensive resources, the computer lab prepares students for a future where digital proficiency is key. It is a space where learning meets technology and where students can explore and create without limits.

Kwame Ato

Basic 9B

The Science Lab

The school science lab is where the magic happens—literally. It's a place of curiosity, experimentation, and discovery. With shelves lined with mysterious chemicals, Bunsen burners at the ready, and microscopes waiting to reveal hidden worlds, the science lab invites us to become young scientists. Whether it's dissecting a frog or concocting a chemical reaction, this lab is where we get hands-on with our learning. Let's explore the wonders and excitement of our school science lab and see why it's a favourite spot for budding scientists.

The science lab is where theoretical concepts come to life through hands-on experiments and discoveries. Walking into the lab, you're met with an array of scientific instruments and materials, from test tubes and microscopes to chemical reagents and anatomical models. The lab's environment, with its distinct smell of chemicals and the sight of students in lab coats, is both exciting and slightly mysterious. It's a place where curiosity is encouraged, and scientific inquiry is at the forefront.

Experiments conducted in the science lab are designed to deepen understanding of various scientific principles. Whether it's observing chemical reactions, dissecting specimens, or measuring physical properties, these activities allow students to engage directly with the material they study in textbooks. This hands-on approach not only reinforces theoretical knowledge but also develops critical thinking and problem-solving skills. The sense of accomplishment that comes from successfully conducting an experiment is unparalleled.

The guidance of science teachers and lab technicians is essential in this environment. They ensure safety protocols are followed and provide expert insights that enhance the learning experience. Their passion for science is often infectious, inspiring students to explore and ask questions. The science lab, with its blend of rigorous academic work and practical experimentation, is a space where young scientists can thrive and where the wonders of the natural world are explored and understood.

Beyond the experiments, the science lab fosters a spirit of collaboration and teamwork. Group projects and lab partners create opportunities for students to work together, share ideas, and learn from one another. This collaborative environment mirrors the real-world scientific community, where teamwork and communication are key to discovery and innovation. The science lab thus not only educates but also prepares students for future scientific endeavours.

In conclusion, the school science lab is a cornerstone of experiential learning, offering students the chance to engage with science in an interactive and exciting way. Its role in transforming theoretical knowledge into practical understanding is crucial for fostering a love of science and developing essential skills. With its focus on exploration, experimentation, and collaboration, the science lab stands as a vibrant space where the magic of discovery happens every day.

Kwame Ato

Basic 9B

WRITING A REJOINDER FOR PUBLICATION

A **rejoinder** is a formal response to a statement, article, or opinion piece that has been published, usually addressing inaccuracies, misrepresentations, or differing opinions. Writing a rejoinder for publication involves a structured format that includes specific elements such as addresses, dates, references, and the recipient's information.

Structure of a Rejoinder

A rejoinder generally follows a formal letter/article format and consists of the following parts:

- Own Address (Sender's Address)
- Date
- Reference
- Recipient's Address
- Salutation
- Body of the Rejoinder
- Closing

Own Address (Sender's Address)

The sender's address provides the recipient with a point of contact for any further communication. This should be the first item at the top of the page.

Write the address on the top left side of the page. Each line of the address should be on a separate line.

Example:

12 Oak Street,
Accra,
Ghana.

Date

The date shows when the rejoinder was written. It helps in keeping a record and provides context for the response. The date should be placed directly below the sender's address after skipping one line. Use a standard date format such as "20th August 2024" or "August 20, 2024."

Example

12 Oak Street,

Accra,

Ghana.

20th August, 2024

Reference

The reference refers to the specific article, statement, or issue being addressed in the rejoinder. This makes it clear what your response is about.

The reference should be clearly labelled and placed after the date, following one skipped line. It typically begins with "Re:" or "Reference:".

Example:

Response to the article titled "**The State of Education in Ghana,**" published in The Daily Times on 15th August 2024.

Recipient's Address

The recipient's address specifies who the rejoinder is being sent to. This could be the editor of a newspaper, the author of the original article, or another relevant party.

The recipient's address is placed below the reference after skipping one line.

Each part of the recipient's address should be on a separate line, similar to the sender's address.

Example:

The Editor,

The Daily Times,

45 Independence Avenue,

Accra,

Ghana.

Salutation

The salutation is a polite greeting that addresses the recipient. Use a formal salutation such as "Dear Sir/Madam" or "Dear Editor." It is placed after the recipient's address, following one skipped line.

Body of the Rejoinder

The body of the rejoinder is where you present your arguments, clarifications, or corrections. This is the most important part of the rejoinder.

The body should be clear, concise, and organised into paragraphs. Each paragraph should focus on a specific point or issue.

Content: The body typically includes:

1. **Introduction:** A brief introduction stating the purpose of the rejoinder.
2. **Main Points:** Address the specific issues or inaccuracies in the original article.
Provide evidence or reasoning to support your points.
3. **Conclusion:** Summarise your main points and state what you hope to achieve with the rejoinder (e.g., correction, clarification, or further discussion).

Sample body of a rejoinder

I am writing to address several inaccuracies in the article titled “The State of Education in Ghana,” published in The Daily Times on 15th August 2024. While the article raises some valid concerns, it overlooks important facts that provide a more balanced view of the situation.

Firstly, the claim that rural schools lack access to qualified teachers is misleading. According to the Ministry of Education’s latest report, over 70% of rural schools have seen an increase in teacher recruitment, with many newly qualified teachers choosing to work in these areas.

Furthermore, the article’s assertion that educational funding has decreased is incorrect. In fact, the national budget for education has increased by 15% this year, with a significant portion allocated to infrastructure development in underprivileged areas.

I hope that by addressing these points, the public will have a more accurate understanding of the current state of education in Ghana. I trust that this rejoinder will be published to provide a balanced perspective.

Closing

The closing is a polite way to end the letter, showing respect and professionalism.

Use a formal closing such as “Yours faithfully,” followed by your name. Skip one line after the last paragraph of the body before the closing.

Example:

Yours faithfully,

Kwame Asante

Sample Rejoinder

Das Standard School
P.O. Box 5,
Accra,
Ghana.
20th August 2024

The Editor,
The Daily Times,
45 Independence Avenue,
Accra,
Ghana.

Dear editor,

Reference: Response to the article titled “The State of Education in Ghana,” published in The Daily Times on 15th August 2024.

I am writing to address several inaccuracies in the article titled “The State of Education in Ghana,” published in The Daily Times on 15th August 2024. While the article raises some valid concerns, it overlooks important facts that provide a more balanced view of the situation.

Firstly, the claim that rural schools lack access to qualified teachers is misleading. According to the Ministry of Education’s latest report, over 70% of rural schools have seen an increase in teacher recruitment, with many newly qualified teachers choosing to work in these areas.

Furthermore, the article’s assertion that educational funding has decreased is incorrect. In fact, the national budget for education has increased by 15% this year, with a significant portion allocated to infrastructure development in underprivileged areas.

I hope that by addressing these points, the public will have a more accurate understanding of the current state of education in Ghana. I trust that this rejoinder will be published to provide a balanced perspective.

Yours faithfully,

Kwame Asante

Das Standard School
P. O. Box 5,
Accra,
Ghana.
20th August 2024

The Editor,
The Daily Times,
45 Independence Avenue,
Accra,
Ghana.

Dear Editor,

Reference: Response to the article titled “The indiscipline acts of the Damu community,”
published in The Daily Times on 15th August 2024.

I am writing to address the article recently published in the Daily Graphic, which harshly criticised our community for what was described as "indiscipline acts." While we recognise that no community is without its challenges, the tone of the article was unnecessarily mocking and dismissive. It is crucial to provide a more balanced perspective on the situation, as the article failed to reflect the true character and efforts of our community.

Firstly, it is important to acknowledge that our community is not indifferent to the issues of indiscipline. On the contrary, we have been actively working to address these concerns through various initiatives. We have organised community meetings, launched educational programs, and collaborated closely with local authorities to promote better behaviour and accountability among our members. These efforts are starting to show positive results, and it is disheartening that the article chose to ignore these important strides.

Moreover, our community is built on strong values of respect, unity, and mutual support. While there may be instances of indiscipline, they do not define who we are. The vast majority of our members are committed to upholding these values and work hard to contribute positively to the growth and development of our community. By focussing solely

on the negative aspects, the article unfairly painted our entire community with a broad brush, disregarding the many law-abiding and hard-working citizens who strive to make our community a better place.

It is also essential to highlight that the generalisation made in the article was both misleading and harmful. Not everyone in our community engages in or condones indiscipline, and it is unfair to suggest otherwise. The article's failure to acknowledge the diversity within our community and the positive efforts being made perpetuates a false narrative that only serves to undermine the progress we are working so hard to achieve.

Finally, while we appreciate constructive criticism as a tool for improvement, the mocking tone of the article was far from constructive. Instead of ridiculing our community, a more helpful approach would have been to offer practical suggestions or to highlight successful examples from other communities that we could learn from. Mockery does not inspire change; it only breeds resentment and division. We hope that future discussions about our community will be framed in a way that is respectful and constructive, allowing us to address our challenges in a more meaningful way.

In conclusion, we acknowledge that our community, like any other, has room for improvement. We are committed to making those improvements, and we take pride in the progress we have already made. However, we also believe that we deserve to be treated with dignity and respect. We hope that this rejoinder provides a clearer understanding of our situation and that future articles will reflect a more balanced and fair portrayal of our community.

Thank you for allowing us the opportunity to respond.

Yours faithfully,
Kwame Asa
Community member
Damu

CHAPTER FOURTEEN

WRITING AND DELIVERING NEWS PRESENTATIONS

The goal of a news presentation is to inform the audience about current events, issues, or topics in a clear, concise, and engaging manner. Tailor your language, tone, and content based on your audience's demographics (e.g., age, interests, knowledge level).

Ensure all information is accurate and up-to-date. Use credible sources and double-check facts to avoid misinformation. Present a balanced view by covering multiple perspectives, especially on controversial topics.

Structure of a News Presentation

1. **Headline:** The headline is the most crucial part of the news presentation. It should be catchy, concise, and summarize the main point of the story.
2. **Lead (Introduction):** The lead should hook the audience immediately. It typically includes the most critical information (who, what, when, where, why, and how).
3. **Body:** The body provides detailed information, including background, context, quotes, statistics, and the implications of the news. It follows the inverted pyramid structure, where the most important details come first.
4. **Conclusion:** The conclusion should summarize the key points, possibly include a call to action, or provide a look ahead at what might happen next.

Writing Style

- ✓ **Clarity:** Use simple, direct language. Avoid jargon or overly complex sentences.
- ✓ **Conciseness:** Be brief but informative. News presentations are often time-bound, so every word counts.
- ✓ **Tone:** Maintain a neutral, objective tone. Avoid showing bias or personal opinions.

Incorporating Quotes and Soundbites

- ✓ **Relevance:** Include quotes from relevant and credible sources to support your story.
- ✓ **Brevity:** Keep quotes short and impactful, focusing on the most important points.

Let us check the examples below.

Climate Change Impact

Context: Reporting on the impact of climate change on coastal cities.

Relevance: "Dr. Jane Smith, a leading climate scientist at the University of Oxford, emphasized the urgency of the situation, stating, 'We are approaching a tipping point where the damage will be beyond repair.'"

Brevity: "As Dr. Smith warned, 'The damage could soon be beyond repair if we don't act now.'"

Public Health Crisis

Context: Covering a public health crisis, such as a new disease outbreak.

Relevance: "Dr. Maria Gonzalez from the World Health Organization urged caution, saying, 'We need to act quickly to prevent this from becoming a global pandemic.'"

Brevity: "'We must act quickly,' warned Dr. Maria Gonzalez of the WHO."

Visual and Audio Aids

Visuals: Use visuals such as images, charts, or videos to enhance the story. Ensure they are clear, relevant, and add value.

Audio: If applicable, incorporate soundbites, music, or ambient sounds to make the presentation more engaging.

Delivering a News Presentation

1. Preparation

Practice: Rehearse multiple times to become familiar with the content and improve delivery. Practice in front of a mirror or record yourself to observe body language and tone.

Timing: Time your presentation to ensure it fits within the allocated time slot.

Equipment Check: Ensure that all technical equipment (microphones, projectors, etc.) is working correctly before the presentation.

2. Delivery Techniques:

Voice Modulation: Vary your pitch, pace, and volume to maintain audience interest. Emphasize key points by changing your tone.

Eye Contact: Maintain eye contact with the audience to engage them and build a connection.

Body Language: Use confident body language. Stand straight, use hand gestures for emphasis, and avoid fidgeting.

Pacing: Speak at a moderate pace—not too fast to be unclear, nor too slow to lose the audience's attention.

Pauses: Use pauses effectively to let key points sink in and to give yourself a moment to breathe.

3. Engagement Strategies

Rhetorical Questions: Ask rhetorical questions to engage the audience and encourage them to think about the topic.

Interactive Elements: If appropriate, involve the audience through Q&A sessions, polls, or discussions.

4. Handling Q&A:

Preparedness: Anticipate possible questions and prepare your answers.

Listening: Listen carefully to the questions asked. Take a moment to think before responding.

Clarity: Answer clearly and concisely. If you don't know the answer, it's okay to admit it and offer to find out more information later.

5. Ending the Presentation:

Summary: Briefly recap the main points of the presentation.

Closing Statement: End with a strong closing statement, such as a thought-provoking quote or a call to action.

Thank the Audience: Always thank your audience for their time and attention.

Sample News Presentation Script

Topic: The Impact of Climate Change on Coastal Cities

Headline: "Rising Tides: Coastal Cities Under Threat from Climate Change"

Lead/Introduction

"Good evening. Coastal cities around the world are facing an unprecedented threat from climate change. Rising sea levels and increasing storm intensity are putting millions of lives and billions of dollars at risk. Tonight, we explore how climate change is impacting these vulnerable regions and what is being done to mitigate the effects."

Body:

"According to a recent report by the UN agency on Climate Change, sea levels could rise by up to one meter by the end of the century, potentially submerging low-lying areas and displacing millions of people. Cities like Miami, New York, and Mumbai are already experiencing the effects of rising tides.

The primary cause of sea level rise is the melting of polar ice caps, accelerated by global warming. Experts warn that if greenhouse gas emissions are not curbed, the situation could become irreversible. Dr. Jane Smith, a climate scientist at the University of Oxford, states, 'We are approaching a tipping point where the damage will be beyond repair.'

In addition to rising sea levels, coastal cities are also more vulnerable to hurricanes and typhoons, which have become more frequent and severe due to climate change. Last year, Hurricane Ida caused extensive damage along the Gulf Coast, highlighting the urgent need for stronger infrastructure and better preparedness.

Local governments are taking steps to protect their cities. For example, New York City has invested in a \$10 billion plan to build sea walls and elevate critical infrastructure. However, experts argue that these measures may not be enough if global temperatures continue to rise."

Conclusion:

"The fight against climate change is not just about reducing emissions; it's about safeguarding our future. Coastal cities are on the front lines of this battle, and what happens next will depend on the actions we take today. The time for action is now."

Topic: The Devastating Effects of Illegal Mining in Ghana

Headline: "Galamsey: Ghana's Natural Treasures at Risk from Illegal Mining"

Lead/Introduction:

"Good evening. Illegal mining, known locally as 'galamsey,' is wreaking havoc across Ghana. This illicit activity is destroying the environment, polluting water bodies, and threatening the livelihoods of thousands of people. Tonight, we delve into the impact of illegal mining on our nation and explore the efforts being made to combat this growing crisis."

Body:

"According to the Ministry of Environment, illegal mining has led to the severe contamination of major rivers, including the Ankobra, Pra, and Birim, with toxic chemicals like mercury and cyanide. These pollutants not only devastate aquatic life but also endanger the health of communities that rely on these rivers for drinking water and farming.

The destruction caused by illegal mining is not limited to water pollution. Vast areas of forest are being cleared, leading to deforestation and loss of biodiversity. Dr. Kwame Ofori, an environmental scientist from the University of Ghana, warns, 'If we do not take immediate action, the ecological damage will be irreversible, and future generations will suffer the consequences.'

In addition to the environmental toll, illegal mining is also fueling social conflict. Armed groups often control mining sites, leading to violent clashes and lawlessness. The economic allure of gold draws many young people into this dangerous activity, risking their lives in poorly maintained pits that frequently collapse.

The Ghanaian government has intensified its crackdown on illegal mining with the introduction of Operation Vanguard, a joint military and police task force. This initiative has resulted in the arrest of hundreds of illegal miners and the confiscation of mining equipment.

However, despite these efforts, illegal mining continues to thrive, driven by high gold prices and poverty in rural areas.

Local communities are also stepping up to fight against galamsey. In some regions, chiefs and residents have formed committees to monitor and report illegal mining activities. 'We must protect our land for our children. Galamsey is not the answer,' says Nana Kwame Amponsah, a chief in the Ashanti Region.

However, experts believe that enforcement alone is not enough. Sustainable alternatives must be provided to those who depend on illegal mining for survival. Programs focused on reforestation, sustainable agriculture, and legal small-scale mining are being proposed as long-term solutions to this complex issue."

Conclusion:

"The battle against illegal mining in Ghana is about more than enforcing the law—it's about securing our environment and future. The time has come for a united effort to end galamsey and promote sustainable development. The actions we take today will determine the legacy we leave for future generations."

CHAPTER - FIFTEEN

AN ADVERTISEMENT CREATION

Persuasive advertisement writing involves crafting messages that aim to convince an audience to take a specific action, such as purchasing a product, using a service, or adopting a particular viewpoint. This type of writing combines creative and persuasive techniques to engage and influence potential customers.

Key Elements of Persuasive Advertisement Writing

1. Clear Objective

Define the purpose of the advertisement. What action do you want the audience to take? This could be making a purchase, subscribing to a service, or supporting a cause.

Example: The purpose of this advertisement is to encourage readers to subscribe to our premium fitness app. We want the audience to take advantage of our 7-day free trial and sign up for a monthly subscription to achieve their fitness goals.

2. Target Audience

Understand who the advertisement is aimed at. Consider factors such as age, gender, interests, and needs. Tailor the message to resonate with this specific group.

Example: Our advertisement is aimed at young adults aged 18-35 who are interested in fitness and health. They are tech-savvy, enjoy trying new fitness trends, and are looking for convenient ways to stay in shape. The message will highlight the app's innovative features and the convenience of working out at home.

3. Compelling Headline

Craft a catchy and attention-grabbing headline. It should be concise, intriguing, and convey the main benefit or unique selling proposition (USP) of the product or service.

Example: Transform Your Body in Just 30 Days with Our Premium Fitness App!

4. Engaging Content

Use persuasive language to maintain the audience's interest. The content should be clear, concise, and focused on the benefits and features of the product or service.

Highlight the problem and present the product/service as the solution.

Use storytelling to create an emotional connection with the audience.

Example: Do you struggle to find time for the gym? Our premium fitness app offers personalised workout plans that fit into your busy schedule. Imagine achieving your fitness goals without leaving the comfort of your home. Meet Sarah, a busy professional who transformed her body using our app. "I lost 15 pounds in 2 months and feel more confident than ever!" Our app provides step-by-step video tutorials, real-time progress tracking, and a supportive community to keep you motivated.

5. Unique Selling Proposition (USP)

Clearly state what makes the product or service unique compared to competitors. This could be a special feature, exceptional quality, or a unique benefit.

Example: Our fitness app is the only one that offers real-time feedback from certified personal trainers. Unlike other apps, we provide personalised workout plans tailored to your specific fitness level and goals.

6. Benefits Over Features

Emphasise the benefits of the product or service rather than just listing features. Explain how it can improve the audience's life or solve a problem they have.

Examples: Achieve your fitness goals faster with our app's personalised workout plans. The app offers a variety of workout routines designed by certified trainers.

7. Emotional Appeal

Use emotional triggers to connect with the audience. This could include happiness, fear, excitement, or a sense of urgency.

Examples: Imagine the joy of fitting into your favourite jeans again or feeling confident in your swimsuit. Our app not only helps you lose weight but also boosts your self-esteem and overall happiness. Don't let another day go by without feeling your best.

8. Social Proof

Include testimonials, reviews, or endorsements from satisfied customers or experts. Social proof builds credibility and trust.

Example: "After trying several fitness apps, this one is by far the best. I lost 20 pounds in 3 months!" Jane D.

"Highly recommend this app! The trainers are amazing, and the community support is incredible." Mark S.

Rated 4.8/5 by over 10,000 users.

9. Call to Action (CTA)

Clearly instruct the audience on what to do next. Use strong, action-orientated language such as "Buy Now," "Sign Up Today," or "Learn More."

Example: Download the app now and start your 7-day free trial! Don't miss out on the chance to transform your body and boost your confidence. Sign up today!

10. Visual Elements

Incorporate images, videos, or graphics that complement the text and enhance the message. Visuals can capture attention and convey information quickly.

11. Consistency and Cohesion

Ensure that all elements of the advertisement (headline, content, visuals, and CTA) work together cohesively. The overall message should be clear and consistent.

users.

Structure of a Persuasive Advertising Essay

• Introduction

The introduction of a persuasive advertisement sets the stage for the rest of the content. Its primary goal is to grab the audience's attention and create interest in what is being offered.

1. **Headline:** Craft a compelling and catchy headline that draws immediate attention.

It should be concise and convey the main benefit or unique selling proposition (USP).

Example: "Unlock Your Fitness Potential with Our Revolutionary App!"

2. **Hook:** Start with an engaging opening sentence or question that resonates with the audience's needs or desires.

Example: "Are you tired of feeling sluggish and out of shape?"

3. **Introduction to the Product/Service:** Briefly introduce the product or service and hint at the benefits it offers.

Example: "Our fitness app is designed to transform your workout routine and help you achieve your health goals faster than ever."

- **Sample introduction**

Transform your home cooking with Our Premium Kitchen Gadgets!

Do you dream of effortlessly preparing gourmet meals in your own kitchen? Our innovative kitchen gadgets are designed to make cooking easier, faster, and more enjoyable. Whether you're a seasoned chef or just starting out, our products will help you create delicious dishes that impress your family and friends. Say goodbye to kitchen frustrations and hello to culinary delight with our top-of-the-line tools!

The Main Body

The main body of a persuasive advertisement provides detailed information about the product or service, focussing on its benefits, features, and what sets it apart from competitors.

1. **Highlight the problem:** Clearly identify a common problem or pain point that the audience experiences.

Example: "Finding time to go to the gym can be challenging with a busy schedule."

2. **Present the solution:** Explain how the product or service solves the problem or meets the need.

Example: "Our app offers personalised workout plans that you can do at home, saving you time and hassle."

3. **Benefits Over Features** Emphasise the benefits that the audience will gain rather than just listing features.

Example: "Achieve your fitness goals faster with tailored workouts that fit your lifestyle."

4. **Unique Selling Proposition (USP): Highlight** what makes the product or service unique compared to competitors.

Example: "Unlike other fitness apps, we provide real-time feedback from certified trainers.

5. **Engaging Content:** Use persuasive language, storytelling, and emotional appeal to keep the audience interested.

Example: "Imagine feeling more confident and energetic every day. Meet Sarah, a busy professional who transformed her life using our app."

6. **Social Proof:** Include testimonials, reviews, or endorsements to build credibility and trust.

Example: "‘I lost 20 pounds in 3 months thanks to this app!’ – Jane D., 4.8/5 rating by over 10,000 users."

Conclusion

The conclusion of a persuasive advertisement should reinforce the key message and motivate the audience to take action. It often includes a strong call to action and may reiterate the main benefits.

1. **Recap Key Benefits:** Summarise the main benefits and reinforce why the audience should choose this product or service.

Example: "Transform your body, save time, and get expert guidance—all from the comfort of your home."

2. **Call to Action (CTA):** Clearly instruct the audience on what to do next using strong, action-orientated language.

Example: "Download the app now and start your 7-day free trial!"

3. **Sense of Urgency:** Create a sense of urgency to encourage immediate action.

Example: "Don't miss out—limited time offer!"

Sample persuasive advertisement

Question: Write a persuasive advertisement for your school seeking new admissions in the next academic year.

DISCOVER EXCELLENCE AT BRIGHT FUTURE ACADEMY: ENROL FOR THE UPCOMING ACADEMIC YEAR

Are you searching for a school that provides a nurturing environment where your child can thrive academically, socially, and personally? Look no further than Bright Future Academy, where we are dedicated to fostering a love for learning and helping each student reach their full potential. As we prepare for the upcoming academic year, we invite you to join our vibrant community and experience the difference that a quality education can make.

At Bright Future Academy, we understand that every child is unique. Our personalised approach to education ensures that each student receives the attention and support they need to excel. Our dedicated team of educators employs innovative teaching methods and a well-rounded curriculum to cater to diverse learning styles and interests. From engaging classroom activities to enriching extracurricular programs, we provide an environment where students can explore their passions and develop essential skills for their future.

Our state-of-the-art facilities are designed to enhance the learning experience. With modern classrooms, advanced technology, and extensive resources, your child will benefit from an environment that supports their educational journey. We also offer a variety of extracurricular activities, including sports, arts, and academic clubs, to help students build confidence, teamwork, and leadership skills.

But don't just take our word for it—our community of parents and students speaks volumes about the positive impact Bright Future Academy has had. "Enrolling my child in Bright Future Academy was the best decision we've ever made. The supportive environment and dedicated teachers have truly made a difference in our child's growth," says one satisfied

parent. Our students consistently achieve academic excellence, and many have gone on to attend prestigious universities and succeed in their chosen fields.

As we look forward to the next academic year, we are excited to welcome new families into our community. We encourage you to schedule a visit to our campus to see firsthand what makes Bright Future Academy special. Meet our teachers, explore our facilities, and learn more about how we can support your child's educational journey.

Don't miss this opportunity to provide your child with an exceptional education and a bright future. Enrolment for the upcoming academic year is now open. Contact us today to schedule a tour or to learn more about our admissions process. Join Bright Future Academy, where every child's potential is celebrated and excellence is achieved.

Discover the difference a Bright Future can make for your child—enroll now and set the stage for success!

Question: Write a persuasive advertisement to showcase the tourist sites in Ghana to people abroad.

DISCOVER THE WONDERS OF GHANA: YOUR ULTIMATE TRAVEL

DESTINATION AWAITS!

Are you ready to embark on an unforgettable journey to one of Africa's most vibrant and diverse destinations? Ghana, with its rich history, stunning landscapes, and warm hospitality, invites you to experience a travel adventure like no other. From breathtaking natural beauty to culturally immersive experiences, Ghana offers something for every traveler. Pack your bags and prepare to explore the incredible tourist sites that make Ghana a must-visit destination!

Start your journey with a visit to the iconic Cape Coast Castle, a poignant reminder of Ghana's historical role in the transatlantic slave trade. Explore its well-preserved dungeons and learn about the resilience and spirit of the Ghanaian people. Just a short distance away, the Elmina Castle stands as another historical marvel, offering a deep dive into the country's rich past.

For nature enthusiasts, Ghana's landscape is a paradise waiting to be discovered. Venture into the lush rainforests of Kakum National Park, where you can walk among the treetops on the famous canopy walkway and marvel at the diverse flora and fauna. If you prefer serene beaches, the pristine shores of Labadi Beach in Accra offer a perfect spot to relax and soak up the sun while enjoying the rhythmic sounds of traditional drumming.

Ghana's vibrant culture is showcased in its bustling markets and lively festivals. Visit the colourful Makola Market in Accra to experience the hustle and bustle of local commerce and sample delicious Ghanaian street food. Join in the excitement of the annual Chale Wote Street Art Festival, where artists, musicians, and performers come together to celebrate creativity and culture.

Immerse yourself in the traditional lifestyle of the Ashanti people by visiting the Ashanti Traditional Kingdom in Kumasi. Explore the rich heritage of the Ashanti culture, from the magnificent Manhyia Palace to the historic Kejetia Market, one of the largest in West Africa. Ghana is also renowned for its friendly and welcoming people. From the moment you arrive, you will be embraced by the warmth and generosity of the Ghanaian spirit. Enjoy traditional Ghanaian hospitality and make lasting memories with locals who are eager to share their culture and stories with you.

Don't miss the chance to experience the magic of Ghana. Whether you're exploring historical landmarks, indulging in natural wonders, or immersing yourself in vibrant cultural experiences, Ghana promises a journey that will captivate and inspire. Book your trip today and discover why Ghana is hailed as one of Africa's top travel destinations.

Pack your bags, and let Ghana enchant you with its beauty, history, and warmth. Your adventure of a lifetime starts here—come and see why Ghana is the ultimate travel destination!

Question: Your teacher had written an English textbook; write a persuasive advertisement for your teacher to sell his/her book.

UNLOCK THE SECRETS TO MASTERING ENGLISH WITH "FLUENT FOUNDATIONS: YOUR COMPREHENSIVE GUIDE TO ENGLISH MASTERY!"

Are you struggling to achieve fluency in English or seeking to enhance your language skills? Look no further! Introducing "Fluent Foundations: Your Comprehensive Guide to English Mastery," a groundbreaking textbook written by our esteemed teacher, Mr. Kamkam. This book is designed to transform your English proficiency and boost your confidence in both written and spoken communication.

"Fluent Foundations" is not just another English textbook—it's a carefully crafted resource that combines innovative teaching methods with practical exercises to cater to learners of all levels. Whether you're a student, a professional, or a language enthusiast, this book offers a structured approach to mastering English, tailored to meet your unique needs and goals.

The content of "Fluent Foundations" has been expertly crafted by Mr. Kamkam, a seasoned educator with years of experience in teaching English. The book provides clear explanations, engaging activities, and insightful tips to enhance your language skills. Each chapter is designed to build on previous knowledge, making learning enjoyable and effective.

From fundamental grammar rules to advanced vocabulary and idiomatic expressions, "Fluent Foundations" covers all essential aspects of the English language. You'll find detailed chapters on writing, reading comprehension, and speaking skills, ensuring a comprehensive learning experience. The book's practical approach helps you apply what you've learnt in real-life contexts, from crafting persuasive essays to engaging in meaningful conversations.

One of the standout features of "Fluent Foundations" is its interactive exercises. The book includes a variety of practice activities, quizzes, and real-world scenarios to reinforce

learning and build confidence. These exercises are designed to help you apply your new knowledge effectively and track your progress.

The user-friendly format of the book makes it easy to follow and stay motivated. Each chapter is organised logically, allowing you to easily grasp and apply new concepts. In addition, "Fluent Foundations" offers supportive resources, including supplementary exercises, audio recordings, and interactive tools to further enhance your learning experience.

Don't miss the chance to elevate your English skills with a textbook that has been meticulously designed to guide you towards mastery. "Fluent Foundations: Your Comprehensive Guide to English Mastery" is your key to unlocking the full potential of the English language and achieving your personal and professional goals.

Order your copy today and take the first step towards becoming a fluent English speaker! Contact +2337777777 to purchase "Fluent Foundations" and start your journey to English excellence.

Transform your English, transform your future—get your copy of "Fluent Foundations" now and experience the difference expert guidance can make!

Exercises

Imagine that you are an advertisement presenter. Write an advertisement on the topics below to persuade the public to them.

- a. Sale of a house
- b. Exhibition of your school's artwork
- c. The sale of your computer
- d. The sale of a car

CHAPTER - SIXTEEN

FORMAL SPEECH WRITING

A speech, talk, or public talk (discourse) is a piece of writing to be delivered before an audience or gathering of listeners. Therefore, it must have audience contact (meaning we must involve audience during the delivery of the talk). Example: preaching, nation address by the head of state, etc.

Format /features

1. Topic/heading
2. Body
3. Introduction
4. Main body
5. Conclusion

Topic/heading

The heading of a speech must contain the speaker, date, occasion, time, place, and venue.

Illustrative example

A SPEECH DELIVERED BY KOFI AMPA ON THE CAUSES OF TEENAGE PREGNANCY IN THE SCHOOL AT 2:00 PM ON THE 25TH MAY 2015. DURING THE 26TH SPEECH AND PRIZE GIVEN DAY CELEBRATION AT THE SCHOOL'S PARK IN AMEMASE

Introduction to Speech Writing

The introduction of a speech is the summary of the whole speech. It contains the topic, sub-topics, and readiness. Also, the audience or the gathering must focus on the speech or the talk. Therefore, the introduction should have some of the tools for stimulating attention and interest to prevent the audience from dozing.

Here are the steps in writing an introduction to speech writing.

Steps

1. Address the house or the gathering.
2. Show respect for the opportunity given to speak.
3. Welcome the guests.
4. State the purpose of the occasion.
5. Bring out sub-topics.
6. Show readiness.

For us to understand the above well, let us know the various steps well too.

Address the house or the gathering.

The address of the house is the greeting of the gathering (dignitaries) present at the occasion, starting from the chairman to ladies and gentlemen. An example will help us. Here is an example.

Example of address of the house

Mr. Chairman, The Headmaster, Invited Guest, Parents, Chiefs, Ladies and Gentlemen.

Note: capitalise each of the names of the dignitaries or the gathering. Let us go to the next step.

Showing an appreciation of the chance given to you to speak

We thank the gathering for the opportunity given. Here is an example.

Example

I believe it's a great honour to be given this opportunity to deliver a speech on the causes of teenage pregnancy during this occasion.

Next, we welcome the guests. Let us see how we do that.

Welcome guests to the occasion.

Here too, we welcome the gathering of those attending the occasion. An example will help us. Let us see an example.

Example

May I use this opportunity to welcome you to this grand occasion, 'Akwaaba'?

The next is to mention the importance (reasons) of the occasion or the gathering. Here is an example.

Example

This is the time for both past and immediate students of the school to meet to deliberate on important topics such as the causes of teenage pregnancy in our community.

Bring the points and readiness.

State that some of the 'points of the topic are', then bring out your points. Let us look at examples.

Examples

1. The causes of teenage pregnancy are inadequate parental care, poverty, and peer influence.
2. The effects of road accidents in the country are loss of lives, loss of government revenue, and poverty among families.

Readiness

Just state, below are the details of the points. Check the examples.

Examples

1. The details of the causes of teenage pregnancy in the country are below.
2. The details of the effects of road accidents in the country are below.

Illustrative example of introduction of speech

Mr. Chairman, The Headmaster, Invited Guest, Parents, Chiefs, Ladies, and Gentlemen. I believe it is a great honour to be given this opportunity this morning to deliver a speech on the causes of teenage pregnancy on this occasion. I may use this opportunity to welcome you all to this grand occasion. 'Akwaaba!' This is the time for both past and immediate students of the school to meet to deliberate on important topics such as the causes of teenage pregnancy. These causes of teenage pregnancy are inadequate parental care, poverty, and peer influence. My speech would show details of the causes.

The main body of a speech

The main body of a speech or talk must have audience contact by using rhetorical questions (a question that demands no answer). The body should be presented in a well-organised and coherent paragraph with the use of good transitions.

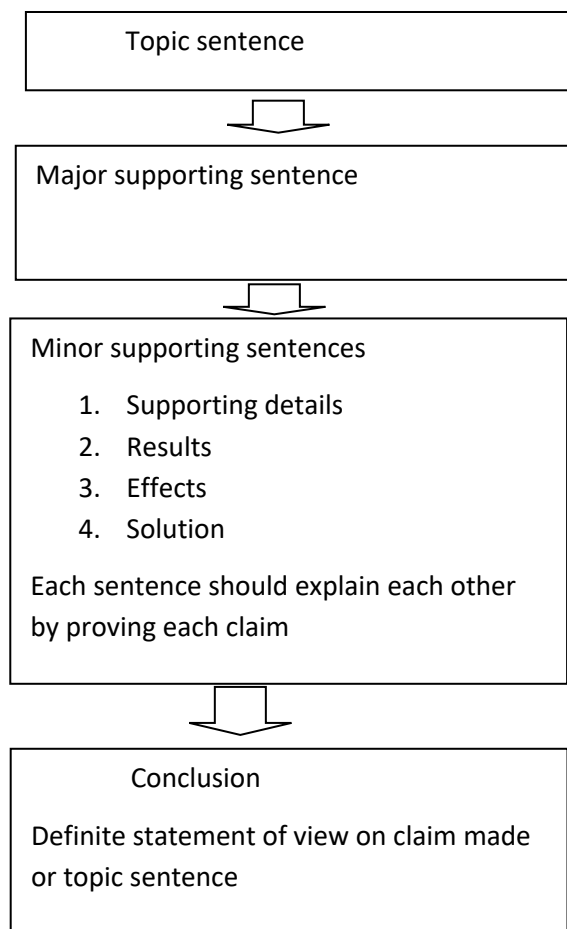
Therefore, the notes in the paragraph will be essential at this point. We make use of expository paragraphs.

We use idiomatic expressions and rhetorical questions carefully. Also, always maintain audience contact.

Summary

1. Use transitions to introduce the points and proof the claim of the points by following steps.

2. Putting together



Conclusion of speech

Steps

1. Address the house.
2. Write your conclusion.
3. Thank the guest.

Illustrative example

Mr. Chairman, The Headmaster, Invited Guest, Parents, Chiefs, Ladies and Gentlemen, to crown it all, it is now evident that, if we have to rally behind the headmaster, the school will bounce back in terms of its performance.

Thank you

A model Speech Writing

Question: Write a speech to be delivered during the speech and prize-giving day celebration of your school on the causes of teenage pregnancy in your school.

A SPEECH DELIVERED BY KOFI AMPA ON THE CAUSES OF TEENAGE PREGNANCY IN THE SCHOOL AT 2:00 PM ON THE 25TH MAY 2015 DURING THE 26TH SPEECH AND PRIZE GIVEN DAY CELEBRATION AT THE SCHOOL PARK IN AMENASE

Mr. Chairman, The minister of education, youth, and sports, The Headmaster, Staff, Chiefs, Invited Guests, Fellow Students, Ladies and Gentlemen. I consider it a great honour to be called upon this afternoon to deliver a speech on the causes of teenage pregnancy in our school during this grand occasion. I may use this opportunity to welcome you all to this occasion. Welcome all! This occasion is the time for both past and immediate students of the school to deliberate on pressing issues such as the causes of teenage pregnancy. There are several causes of teenage pregnancy in the school. The causes of teenage pregnancy in the school are inadequate parental care, broken homes, and poverty. My speech would detail the causes.

Mr. Chairman, the first cause of teenage pregnancy in our dear school is inadequate parental care. The parents in the community do not take good care of their children. Am I not telling the truth? Tell me. Parents go to the extent of not providing their children food and clothing, and the most shocking of all is a place to sleep. What should these children do? Tell me! The only choice for them is to leave home to go search for their basic needs. As a result, they would use all manners of ways, including premarital sex, for money. I hope we all know what will happen next. The children, especially the teenage girls, would get pregnant, leading to unexpected death through illegal abortion. So, parents should take it as a must and take good

care of their children. I appeal to authorities here to put measures in place to help control teenage pregnancy in the school.

Mr. Chairman, another cause of teenage pregnancy in the school is poverty. As the saying goes, poverty is madness. Would anyone here overrule the adage? I hope not a single one of you would do that. Poverty makes parents powerless to look after their children, as we are all aware. Parents desperate to move out of poverty push their children, especially teenage girls, to associate with men to get them money. I hope you know what that money can do. That money will release stress from parents about poverty, but replacing it with teenage pregnancy and its related effects is impossible to erase once imprinted. As we have government officials here, it is their duty to help improve the economy of the country to help reduce poverty levels to prevent teenage pregnancy in the country. We all pray that a time will come where poverty will be reduced to help moderate the rate of teenage pregnancy in the school.

Mr. Chairman, the final cause of teenage pregnancy is broken homes. Families are separated nowadays. These broken families cannot take care of their children as the families become single parents. As a result, the children cannot figure out which parent to go to for their basic needs. Let me ask, how many of your parents here are divorced? We cannot make our children, especially the girls, get pregnant! The effect of the children looking for their needs due to broken homes is to enter into premarital sex for money due to child neglect. So, everyone here must do all they could not to separate as a family but do all they could to stick together.

Mr. Chairman, The Minister of Education, Youth, and Sports, The Headmaster, Staff, Chiefs, Invited Guests, Fellow Students, Ladies and Gentlemen. From the above speech, we hope to do our part to make sure our children are protected to reduce teenage pregnancy in the school and the community.

Thank you

A SPEECH DELIVERED BY MR. KOLO ON THE WAYS TO PRESERVE THE FOREST IN GHANA DURING ANNUAL GREEN DAY IN AMOH JHS

Mr. Chairman, distinguished guests, esteemed teachers, fellow students, and Ladies and Gentlemen. Good morning to you all. It is with great pleasure that I stand before you today on this momentous occasion—our school's annual green day. This day holds special significance as we gather to celebrate the beauty of our environment and to reflect on our collective responsibility to protect it, particularly our precious forests in Ghana.

Mr. Chairman, as we are all aware, Ghana's forests are not just a source of natural beauty; they are the lifeblood of our nation, providing essential resources, preserving biodiversity, and contributing significantly to our economy. However, these forests are under severe threat due to various human activities. It is, therefore, incumbent upon us to explore and implement strategies to ensure their preservation.

Distinguished Guests, one of the most critical steps we can take is to promote reforestation efforts. Replanting trees in areas where forests have been depleted is an effective way to restore balance to our ecosystems. By involving ourselves in tree-planting initiatives, we contribute directly to the recovery of our forests and the sustenance of our environment.

Esteemed teachers, another crucial measure is the support of sustainable logging practices. While logging is necessary for economic reasons, it must be conducted in a manner that does not deplete our forest resources irreparably. By advocating for responsible and regulated logging, we can ensure that our forests continue to thrive.

Fellow students, it is vital that we educate ourselves and others about the importance of forest conservation. Through education and awareness, we can foster a generation that values and actively works to protect our natural environment. Let us commit to being the ambassadors of this cause in our homes and communities.

Ladies and gentlemen, reducing our demand for forest resources is also key to preserving our forests. By embracing alternative energy sources and sustainable agricultural practices, we can lessen the pressure on our forests and contribute to their long-term survival.

In conclusion, Mr. Chairman, distinguished guests, esteemed teachers, fellow students, and Ladies and Gentlemen, I urge you all to take to heart the importance of preserving our forests. Let today be a turning point—a day when we resolve to act with greater care and commitment towards the environment. The future of Ghana's forests, and indeed our own future, depends on the actions we take today. Together, we can ensure that our forests continue to be a source of life, beauty, and prosperity for generations to come.

Thank you.

A SPEECH DELIVERED BY MR. KOLO ON THE IMPORTANCE OF CULTURE DURING ANNUAL CULTURAL DAY IN DAS EXPERIMENTAL SCHOOL

Mr. Chairman, Distinguished guests, esteemed teachers, fellow students, ladies and gentlemen. Good morning. It is a great honour to stand before you on this special occasion of our school's Culture Day celebration. Today, we gather to celebrate the rich and diverse cultural heritage that defines us as a nation. Culture is not just the expression of our history and traditions; it is the very soul of our identity as Ghanaians. As we reflect on the importance of culture to our country, I would like to highlight four key points, each with its significant results and effects.

Firstly, culture preserves our history and heritage. The traditions, customs, and practices passed down from generation to generation keep our history alive. Through festivals, rituals, and storytelling, we maintain a connection to our ancestors and the values they upheld. This preservation of history fosters a sense of pride and belonging among citizens. When people feel connected to their past, they develop a strong sense of identity, which in turn strengthens national unity. As a result, cultural preservation helps to maintain the social fabric of the nation, ensuring that we do not lose sight of who we are and where we come from.

Again, culture promotes national unity and social cohesion. Ghana is a country rich in ethnic diversity, with over 70 ethnic groups, each with its own unique customs and languages. Despite this diversity, our shared cultural practices, such as traditional dances, music, and festivals, bring us together as one people. These cultural expressions create a sense of common identity and mutual respect among different communities. The effect of this unity is a more peaceful and harmonious society, where people from different backgrounds can live and work together in harmony. In a world often divided by differences, culture serves as a powerful unifying force that binds us together as one nation.

Moreover, culture contributes to the economy through tourism. Ghana's vibrant culture attracts tourists from around the world, eager to experience our festivals, visit historical sites, and witness traditional performances. The tourism industry, fuelled by cultural attractions, generates significant revenue for the country. This influx of tourists creates jobs, supports local businesses, and promotes the development of infrastructure. The result is not only economic growth but also the preservation of cultural sites and practices, as they become valuable assets that must be maintained and promoted. Thus, culture plays a crucial role in the economic development of our country.

Finally, culture fosters creativity and innovation. Our cultural heritage is a wellspring of inspiration for artists, musicians, writers, and designers. By drawing on traditional motifs, stories, and practices, these creative professionals produce works that resonate with people both locally and globally. The effect of this cultural creativity is the promotion of Ghanaian arts and crafts on the world stage, enhancing our country's reputation and influence. Moreover, the fusion of traditional and modern elements leads to innovation, where new ideas and products are developed, contributing to the growth of our creative industries. Culture therefore drives both artistic expression and economic innovation.

In conclusion, Mr. Chairman, distinguished guests, esteemed teachers, fellow students, and Ladies and Gentlemen, the importance of culture to our country cannot be overstated. It preserves our history, promotes unity, boosts our economy, and fosters creativity. As we celebrate Culture Day today, let us recognise the vital role that culture plays in shaping our nation and commit ourselves to preserving and promoting our cultural heritage for future generations. Culture is not just our past; it is our present and our future.

Thank you.

A SPEECH DELIVERED BY MR. KOLO ON THE NEED FOR CREATIVE ARTS IN SCHOOLS DURING ANNUAL GREEN DAY IN AMOH JHS

Mr. Chairman, Distinguished Guests, Esteemed Teachers, Fellow Students, and Ladies and Gentlemen. Good morning. It is a privilege to speak to you today on the importance of creative arts in our schools. As we gather to celebrate the diversity and richness of education, it is crucial that we emphasise the need for creative arts as an integral part of our school curriculum. Creative arts, encompassing visual arts, music, dance, drama, and more, are not merely extracurricular activities; they are essential for the holistic development of students and the progress of our nation. Today, I will share with you four key reasons why creative arts are vital in our schools, along with the significant results and effects of their inclusion.

Firstly, creative arts enhance critical thinking and problem-solving skills. Engaging in creative activities encourages students to think outside the box, to explore different perspectives, and to come up with innovative solutions to challenges. Whether it is through painting, composing music, or performing a play, students learn to analyse situations, make decisions, and express their ideas in unique ways. The result of this creative engagement is the development of sharp critical thinking skills that are transferable to other academic subjects and real-life situations. As a result, students become more adept at problem-solving, which is an invaluable skill in today's rapidly changing world.

Secondly, creative arts foster emotional expression and mental well-being. The arts provide students with a safe and constructive outlet to express their emotions, thoughts, and experiences. Whether through dance, music, or visual arts, students can channel their feelings into creative works, helping them to process emotions and reduce stress. The effect of this emotional expression is a significant improvement in mental well-being, leading to happier, more balanced students. In a world where mental health challenges are increasingly

prevalent, the creative arts serve as a vital tool for emotional regulation and mental health support.

Additionally, the creative arts promote cultural awareness and appreciation. Through the study and practice of various art forms, students gain a deeper understanding and appreciation of their own culture as well as the cultures of others. They learn about the history, traditions, and values embedded in different artistic expressions, fostering respect for diversity and multiculturalism. The result of this cultural education is a more inclusive and tolerant society, where individuals appreciate and celebrate the differences that make our world vibrant. In a country as diverse as Ghana, the creative arts play a crucial role in building cultural bridges and promoting social harmony.

Finally, creative arts encourage collaboration and teamwork. Many creative projects require students to work together, whether it's putting on a play, creating a group mural, or performing in a band. These collaborative experiences teach students the value of teamwork, communication, and collective effort. The effect of this collaboration is the development of strong interpersonal skills that are essential in both academic and professional settings. Students who learn to work well with others in creative settings carry these skills into other areas of their lives, making them more effective leaders and team members in the future.

In conclusion, Mr. Chairman, distinguished guests, esteemed teachers, fellow students, and ladies and gentlemen, the need for creative arts in our schools is undeniable. Creative arts enhance critical thinking, support emotional well-being, promote cultural awareness, and encourage collaboration. By integrating creative arts into our educational system, we are not only nurturing well-rounded individuals but also preparing our students to become innovative, empathetic, and culturally aware citizens. Let us advocate for and support the inclusion of creative arts in our schools, recognising that they are not just a complement to academic education but a cornerstone of holistic development.

Thank you.

Teacher's and instructor's activities -Exercises

Guide students to write a formal speech on the following topics;

- a. The problems in your school
- b. The misuse of mobile phones
- c. Causes of examination mal-practices
- d. Reasons for low performance of your school
- e. Causes of teenage pregnancy
- f. Ways of ensuring discipline in the school
- g. Ways of ensuring good sanitation in your school
- h. The need to own a school farm
- i. The need for sports
- j. Problems in your community
- k. Ways of staying away from diseases
- l. The effects of social media

INFORMAL SPEECH WRITING

Informal speech writing is a more relaxed and conversational form of speech, typically used in casual settings or when addressing a familiar audience, such as friends, family, or peers. Despite its relaxed tone, an informal speech should still be well-organised and clear to effectively communicate your message. Below are key elements to consider when writing an informal speech:

1. Understanding the Audience

Audience Familiarity: Informal speeches are often delivered to an audience you know well, such as classmates, friends, or community members. The familiarity allows for a more personal and casual tone.

Tone and Language: Use language that resonates with the audience. You can incorporate slang, colloquial expressions, and humour that you know the audience will understand and appreciate.

Relatability: Address topics that are relevant and interesting to the audience. This helps in maintaining their attention and engagement throughout the speech.

2. Choosing the Right Topic

Personal Experience: Informal speeches often draw on personal experiences or anecdotes. Choose a topic that allows you to share stories or insights that the audience can relate to or find amusing.

Current Events or Trends: You can also discuss something that is currently trending or relevant to your audience, such as a recent event in the community or a popular topic in the media.

Interests and Hobbies: Another approach is to focus on shared interests or hobbies, which can create a sense of camaraderie and connection with your audience.

3. Structure of the Speech

Introduction: Begin with a friendly greeting or a casual opening line to set the tone. You might start with a joke, a question, or a light-hearted comment.

Body: The body of the speech should be organised around a few key points or stories. Each point can be developed with anecdotes, examples, or observations. Unlike formal speeches, the body can be more flexible and less rigid in structure.

Conclusion: End with a casual closing statement. This could be a summary of what you've discussed, a final thought, or simply a light-hearted remark. You might also use this space to thank the audience or acknowledge someone in the crowd.

4. Language and style

Conversational Tone: The tone should be relaxed and conversational. Imagine you're speaking directly to a friend. Use contractions, everyday language, and even incomplete sentences if it feels natural.

Humour and Wit: Humour is a common element in informal speeches. It helps to keep the atmosphere light and enjoyable. However, ensure the humour is appropriate and doesn't alienate or offend anyone in the audience.

Personal Pronouns: Use personal pronouns like "I," "you," "we," and "us" to make the speech feel more personal and direct. This creates a sense of connection between you and the audience.

5. Engagement with the Audience

Interactive Elements: Engage the audience by asking rhetorical questions, inviting them to share their opinions, or even encouraging a little bit of participation. This can make the speech more dynamic and interactive.

Eye Contact and Body Language: Maintain eye contact and use open, friendly body language. Even though the setting is informal, how you present yourself can significantly impact how your message is received.

Adaptability: Be prepared to adapt your speech on the spot based on the audience's reactions. If they respond well to a particular joke or comment, you might decide to explore that topic a bit further.

6. Length of the Speech

Brevity: Informal speeches are usually shorter than formal ones. The key is to keep it concise and to the point. Avoid dragging on for too long, as the relaxed setting often demands a quicker pace.

Pacing: Ensure that your speech flows naturally. While you don't need to adhere to strict timing, be mindful of not lingering too long on any single point.

7. Use of visual aids or props

Optional: While not necessary, you can use visual aids or props to enhance your speech. For example, if you're telling a story, you might show a relevant photo or item. However, these should be used sparingly and only if they add value to your speech.

8. Practice and Delivery

Practice: Even though the speech is informal, practicing beforehand can help you feel more comfortable and ensure that your thoughts are organised.

Spontaneity: Allow room for spontaneity during your delivery. Informal speeches benefit from a natural, off-the-cuff style, so it's okay to stray from your script if something comes to mind that suits the moment.

Confidence: Speak with confidence and enthusiasm. Your comfort and ease will encourage the audience to relax and enjoy the speech.

9. Common Pitfalls to Avoid

Overusing Slang: While casual language is acceptable, overusing slang or jargon can make the speech hard to follow, especially if not everyone in the audience understands the terms.

Going Off-Topic: It's easy to get sidetracked in an informal setting. Ensure that while your speech is relaxed, it still remains focused on the main points you want to convey.

Lack of Structure: Even in an informal speech, having some structure is important. Without it, your speech can feel disorganised and difficult to follow.

Conclusion

Informal speech writing is about connecting with your audience in a personal, relaxed manner. By using a conversational tone, sharing relevant stories, and maintaining a clear structure, you can create an engaging and memorable speech that resonates with your audience. The key is to be authentic, relatable, and to ensure that your speech, while casual, still communicates your message effectively.

Sample Informal Speech Writing

Write an informal speech during the inauguration of school prefects in your school on the ways of making your school a better place.

A SPEECH DELIVERED BY MADSTER ADOLE ON THE WAYS OF MAKING THE SCHOOL BETTER DURING THE INAUGRATION OF THE NEW PREFECTS

Hey everyone,

First off, I want to say how awesome it is to see all of us here together as school prefects. We're a team, and it's pretty cool that we have the chance to make a real difference in our school. Today, I want to talk about something that's on all our minds—how we can make our school a better place for everyone.

Let's start with the basics—respect. I think we all know that creating a positive environment starts with how we treat each other. It's easy to get caught up in our own groups or focus only on our responsibilities, but let's remember that we're all in this together. Whether it's a simple 'good morning' in the hallways or lending a hand to someone who needs it, small acts of kindness can have a huge impact. When we show respect, others will follow, and soon enough, we'll have a school where everyone feels valued and included.

Next up, let's talk about communication. As prefects, we're the bridge between the students and the teachers. If we want to make things better, we need to keep those lines of communication open. Let's encourage our classmates to speak up if they have ideas or concerns. And on our end, let's make sure we're approachable. Sometimes, it's just about being a good listener. When students know they can come to us, we're already halfway to solving any problem.

Now, I know we all have different strengths and ideas, and that's a good thing! But to really make a difference, we need to work together. Let's collaborate on projects that can improve

our school, whether it's organising clean-up days, setting up study groups, or planning events that bring everyone together. When we combine our talents and ideas, we can achieve so much more than we could individually. Plus, working together makes the whole process a lot more fun.

Lastly, let's lead by example. We're in a unique position where others look up to us. If we show that we're committed to making the school better—by being punctual, respectful, and proactive—others will naturally follow our lead. Let's set the tone for what we want our school to be and inspire others to join us in this mission.

In closing, I just want to say that we have a real opportunity here. We're not just representing the student body; we're shaping the culture of our school. So let's make the most of it. Let's be the kind of leaders that others look up to, and let's make our school a place where everyone feels proud to belong.

Thanks for being here, and let's make this happen!

Your classmates are displaying an act of indiscipline. As a class prefect, write a speech to be delivered, stating why they should be disciplined.

A SPEECH DELIVERED BY MASTER AWELE IN BASIC 9B ON DISCIPLINE OF OUR MATES

Good morning, classmates,

I hope everyone is doing well today. I want to take a moment to talk about something that's really important for us as a class—discipline. I've noticed some behaviours lately that I think we all need to address, and I'm not here to point fingers, but to remind us why discipline matters so much, both for our success as a class and for each of us individually.

First of all, let's talk about respect. Discipline is all about showing respect—not just to our teachers and school staff, but to each other as well. When we follow the rules, we're showing that we respect the efforts our teachers put in to help us learn. Disruptions in class don't just affect the person causing them; they affect everyone's ability to focus and do their best. Let's be honest—we all want to succeed, and respecting our classroom environment is a key part of that.

Secondly, discipline helps us achieve our goals. We all have dreams and ambitions, whether it's passing our exams, getting into a good school, or just learning something new every day. Discipline is the foundation that helps us reach these goals. When we stay focused, do our homework, and listen during lessons, we're setting ourselves up for success. On the other hand, if we let indiscipline take over, we're only holding ourselves back. It's like trying to run a race with one foot tied to the ground.

Another important point is the impact we have on others. As classmates, we influence each other more than we might realize. If we see someone breaking the rules, it becomes easier for others to follow suit. But the opposite is also true—if we see someone working hard, staying disciplined, and following the rules, it encourages the rest of us to do the same. We

can either bring each other down or lift each other up. I think we all know which choice is better for us in the long run.

Lastly, discipline prepares us for the future. The habits we form now will stick with us as we move on in life. Whether it's in higher education, in the workplace, or in our personal lives, discipline will always be a valuable skill. Employers and universities look for people who can stay focused, meet deadlines, and handle responsibility. By practicing discipline now, we're building the skills we'll need to succeed later on.

So, my message today is simple. Discipline isn't about being strict for the sake of it. It's about respecting ourselves, each other, and the opportunities we have here in school. It's about making sure we're all on the path to success and not letting distractions or bad habits hold us back. Let's commit to being more disciplined, not just for the sake of following rules but for our own growth and future.

Thank you for listening, and let's work together to make our class the best it can be.

Teacher's and instructor's activities-Exercises

Guide students to write informal speech on the following topics;

- a) How to maintain the computer lab of your school
- b) Littering in your school
- c) Indecent dressing in your school
- d) Proper ways of learning in your school

CHAPTER – SEVENTEEN

DEBATE WRITING

Debate is part of an argument in a speech form intended to persuade the audience to vote for or favour our side of the argument.

Format/ features

Debate writing should follow the format below.

1. Heading
2. Body
3. Introduction
4. Main body
5. Conclusion

Heading

The heading is the motion before the house to debate before the audience or the house. It must be in capital or capitalise and underlined.

Introduction to debate writing

A debate is a speech written to be delivered in a persuasive manner (argument) before the audience to support your side of the argument. Therefore, the speech must be persuasive enough to change the heads (minds) of listeners.

Let us look at the steps for writing the introduction to the debate.

Steps

1. Address the house.
2. Take your stand on the motion or the topic.
3. State two of your opponent's points and refute them.
4. Bring out your points.
5. Show readiness.

We are going into details about the steps above. We are starting now.

Addressing the house or the gathering

The address of the house is the greeting of the gathering (dignitaries) present at the occasion, starting from the chairman to ladies and gentlemen. An example will help us. Here is an example.

Example of address of the house

Mr. Chairman, Panel of Judges, The Headmaster, Invited Guest, Timekeepers, Co-Debaters, Parents, Chiefs, Ladies and Gentlemen.

Note: capitalise each of the names of the dignitaries or the gathering. Let us go to the next step.

Taking a stance in motion

The motion in the debate is the topic to be debated upon. State whether you support the topic or are against it.

Don't you think an example would help us? Let us look at an example.

Example

The motion before the house is that; *farmers contribute more to the economy than teachers.*

I speak for the motion.

The next is to state some of the points of your opponent and refute them.

Stating the points of the opponent and refuting them

Here state two of your opponent's points and refute them. Below is an example.

Example

My fellow student said teachers contribute to the economy in that teachers help to train labourers for the country. Again, he argued that teachers offer revenue to the government by paying direct taxes. What a falsehood! (Fallacy or misguided judgment). However, Mr. Chairman, teachers do not train labourers for the country but rather teach only theoretical aspects. Also, teachers' contributions to the tax revenue to the economy are insignificant.

Bringing the points and showing readiness

State that some of the 'points of the topic are', then bring out your points. Let us look at examples.

Examples

- These causes of teenage pregnancy are inadequate parental care, poverty, and peer influence.
- These are the effects of road accidents in the country: loss of lives, loss of government revenue, and poverty among families.

Readiness

Just state that below are the details of the points. Check the examples below.

Examples

1. Below are the details of the causes of teenage pregnancy in the country.
2. Below are the details of the effects of road accidents in the country.

Illustrative example of introduction of debate

Mr. Chairman, Panel of Judges, Invited Guests, Time Keepers, Co-debaters, Fellow Students, Ladies and Gentlemen. The motion before the house is that '*farmers contribute more to the economy than teachers*'. I speak for the motion. My fellow student said teachers contribute to the economy in that teachers help to train labourers for the country. Again, he argued that teachers offer revenue to the government by paying direct taxes. What a falsehood! (Fallacy or misguided judgement).

However, Mr. Chairman, teachers do not train Labours for the country but rather teach only theoretical aspects. Also, teachers' contributions to the tax revenue to the economy are insignificant. There are several reasons farmers contribute more to the economy than teachers. These contributions of farmers to the economy are the provision of food, the provision of raw materials, and foreign exchange to the country. Below are the details of the importance.

The body of debate

The main body of debate must be a speech or talk. But, since the debate's aim is to persuade, the use of statistics is important. The points must be presented in a well-coordinated paragraph. The paragraphing skills would help us a lot. So learn the writing skills well.

Each point explained should be contrasted to the other side of the debate; prove your side of the debate whereby you keep on negating the other side you are not supporting in the same paragraph. You can appreciate the facts of your opponent, but make your claim and evidence outweigh that of your opponent.

Contrasting transitions for negating our opponent's points or claims

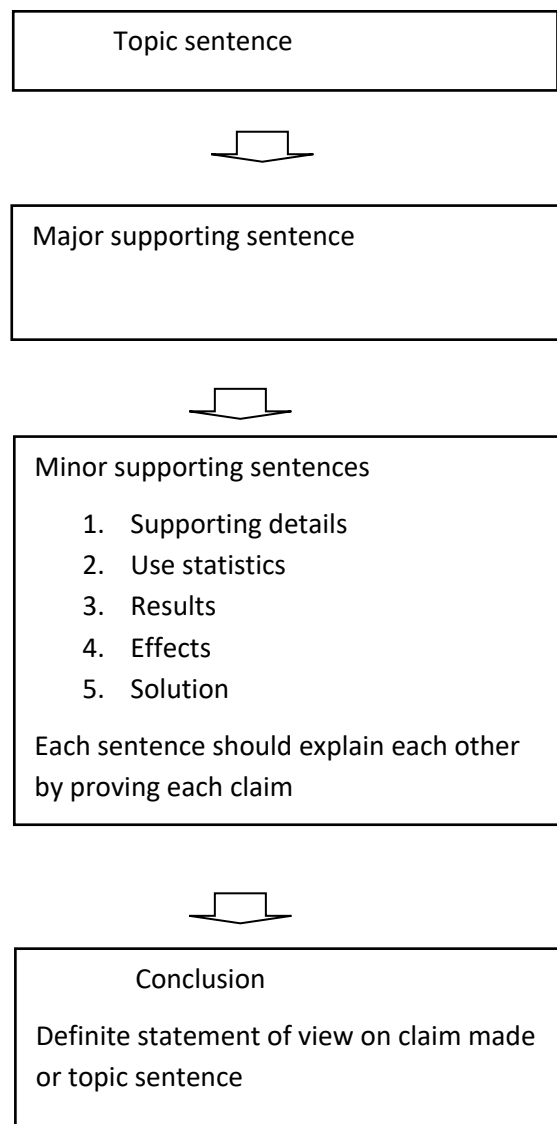
Although, at the same time, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise. We can use any of the above.

The main body

Summary

1. Use transitions to introduce the points and proof the claim of the points by following step 2

2. Putting together



Using statistics in debate

Statistics are facts and figures that explain claims. They are important as they make claims to be verifiably true. The use of statistics is important for argumentative essays **and speeches.**

Conclusion of debate

Steps

1. Address the house.
2. Ask for more votes.
3. Conclude
4. Thank the house

Illustrative example

Mr. Chairman, Panel of Judges, Invited Guest, Timekeepers, Co-debators, Fellow Students, Ladies and Gentlemen. From my proofs and arguments, it is now clear that farmers contribute more to the economy than teachers. I therefore ask for more votes. I hope all of you will undeniably support my view.

Thank you.

Sample debate

Question: Write for or against the motion before the house's boarding school system is better than the day school system'.

BOARDING SCHOOL SYSTEM IS BETTER THAN DAY SCHOOL SYSTEM

Mr. Chairman, Panel of judges, Invited guests, timekeepers, co-debtors, fellow students, ladies and gentlemen. The motion before the house is that the 'boarding school system is better than the day school system'. I speak for the motion. The first speaker argued that the dayschool system is cheaper than the boarding school system in terms of school fee payment. He further stated that, under the dayschool system, students got good nutrition in their diet since their parents cooked for them. What a falsehood! However, Mr. Chairman, day school is expensive in that students spend a lot of money on transport and feeding compared to their counterparts, who only pay feeding fees. Also, day students do not eat a well-balanced diet since their parents are not nutritionists compared with well-trained mothers at the boarding schools. There are several reasons boarding school is far better than day school. The reasons are improvement in academic performance, better unity in the country, and improvement of the values of students.

Mr. Chairman, Ladies and gentlemen, the first reason the boarding school system is better than the day school system is that boarding school helps to improve the academic performance of students. Performances of students in boarding schools are far better than in day schools. Boarding school students get a lot of time for their studies without disturbances. This can be explained by the fact that there is a well-planned arrangement for students to learn every day that is supervised by the school authorities. The contrast is the day school. Day students do not learn by supervision. Also, day students do not have well laid out plans for studies as they are disturbed by parents to buy or pick something for them. Not forgetting the entertainments in the house. The entertainments are used in the house

without barriers, unlike boarding schools. The effect is that students in the boarding houses could learn and improve their performance compared to their fellow students in the day school, who always perform poorly as they cannot complete the entire syllabus. For instance, last year's WAEC result showed that, out of the 100 best schools in the final exams, only 2 were day schools. They were in the 99th and 100th positions, respectively. Forgoing facts suggest that everybody must send their wards to boarding school.

Mr. Chairman, ladies and gentlemen, boarding schools make better unity among students in the country. Students from the breadth and length of the country meet in our boarding schools. These students come from different tribes with different cultural backgrounds, such as languages, dressing, etc. As the students mingle with each other, they can learn to respect each other's cultural values. These would assimilate into them, as they would come and appreciate the need for the whole country to live as one people with a common goal. This would pave the way for peace to prevail in the country. Unlike their fellow day students that virtually travel and mingle with people from different cultural background making them, accustomed to only one cultural view which can lead to relegation of other people's culture to the background. This, if not well checked, can inflame cultural or ethnic tensions, leading to disruption of peace and unity in the country. I would therefore appeal to you to send your ward to boarding school to help Ghana support the peace and unity we are enjoying.

Mr. Chairman, ladies and gentlemen, boarding school improves the moral values of students. Students in the boarding schools get higher moral standards than their fellow students in day schools. Students in the boarding schools are prohibited from using a device that could promote immoral values, such as phones, computers, cars, etc. This reduces the rate of boy-girl relationships, which can lead to teenage pregnancy and its related problems. In contrast, day students do not have any barrier to the use of any device that promotes immorality. They are free to use the phone, computer, and others. The effect is the view of

phonographic materials leading to poor moral standards and their related effects. For instance, according to the Ghana Health Service and Ghana Education Report on Death of Final Year Students in 2005, about 80% of students who get pregnant while schooling commit illegal abortions and either die or get infections. I hope no one would want his ward to go through illegal abortion and die. We should all send our children to boarding school to improve the moral standards of our children.

Mr. Chairman, Panel of judges, invited guest, timekeepers, co-debtors, fellow students, ladies and gentlemen, to crown it, it is now obvious that boarding schools are far better than day schools based on my valid and conclusive argument presented. I would therefore ask for your votes.

Thank you.

Debate Against the Motion: Free Supply of Textbooks is Better than Free Education

Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, the motion before the house today is that "Free Supply of Textbooks is Better than Free Education." I stand here to speak against the motion.

Mr. Chairman, the first speaker for the motion, argued that the free supply of textbooks ensures that all students have access to the same learning materials, thereby levelling the playing field in education. He further stated that textbooks are essential for students' academic success, and providing them freely would alleviate the financial burden on parents. What an oversight! While textbooks are indeed important, they are only one component of a comprehensive education system. Without free access to education itself, textbooks alone cannot achieve the desired impact.

Mr. Chairman, Ladies and Gentlemen, the first reason free education is far better than merely supplying free textbooks is that education encompasses much more than just textbooks. Free education provides students with access to teachers, classrooms, extracurricular activities, and a holistic learning environment. Textbooks are just tools; without qualified teachers to guide students through the material, those textbooks are useless. Free education ensures that all children, regardless of their background, have the opportunity to attend school, receive guidance from teachers, and benefit from a complete educational experience. This is what truly levels the playing field, not just handing out books. Furthermore, Mr. Chairman, free education addresses the root of inequality in our society. Providing textbooks without ensuring free access to schools does nothing for the millions of children who are unable to attend school due to financial constraints. Free education removes these barriers, allowing every child to participate in the learning process. Education is a fundamental right, and by offering it freely, we ensure that every child has the

opportunity to learn, grow, and contribute to society. Without free education, the supply of textbooks would be like giving a thirsty person a straw without water—useless and ineffective.

Mr. Chairman, Ladies and Gentlemen, the third point is the long-term impact on the nation. A country's future depends on the education of its youth. Free education promotes literacy, reduces poverty, and drives economic growth. When education is free, more children are likely to attend school, stay longer, and graduate with the skills needed to contribute to the workforce. This leads to a more educated and skilled population, which in turn strengthens the economy and promotes social stability. Free textbooks alone cannot achieve this—they are merely a supplement to the broader goal of universal education.

Moreover, Mr. Chairman, free education helps in shaping well-rounded individuals who contribute positively to society. It offers not just academic knowledge but also social skills, ethical values, and civic responsibility. Schools provide a structured environment where students learn to interact with their peers, respect authority, and develop a sense of community. This aspect of education is crucial for the development of responsible citizens who can lead the country in the future. Textbooks alone cannot impart these life lessons.

In conclusion, Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, it is clear that free education is far superior to the mere supply of free textbooks. Education is the foundation upon which our future is built, and it must be accessible to all, not just those who can afford it. Free education ensures that every child has the chance to learn, grow, and succeed, while free textbooks alone cannot provide the full spectrum of benefits that come with a complete education. Therefore, I strongly urge you to reject the motion that a free supply of textbooks is better than free education.

Thank you.

Debate Against the Motion: Students Should Not Be Allowed to Use Social Media

Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, the motion before the house today is that "Students should not be allowed to use social media." I stand here to speak against the motion.

Mr. Chairman, the first speaker for the motion, argued that social media is a distraction, leading students away from their studies, and can expose them to harmful content. He further stated that social media can lead to cyberbullying and negatively affect students' mental health. While these concerns are valid, outright banning students from using social media is not the solution. Instead, we should focus on educating students on responsible use of social media and recognising its potential benefits.

Mr. Chairman, Ladies and Gentlemen, the first reason students should be allowed to use social media is that it serves as an important tool for communication and collaboration. In today's digital age, social media platforms like WhatsApp, Facebook, and Instagram are not just for entertainment—they are vital communication channels. Students can use these platforms to share information, collaborate on projects, and stay connected with their peers and teachers. For instance, study groups and class discussions can take place on social media, making learning more interactive and accessible. Banning students from these platforms would limit their ability to communicate effectively and could hinder collaborative learning.

Secondly, Mr. Chairman, social media can enhance learning by providing access to a vast amount of educational content. Platforms like YouTube, LinkedIn, and Twitter offer educational videos, articles, and discussions on a wide range of topics. Students can follow educators, scientists, and experts in various fields to stay updated on the latest developments. This access to information outside of the traditional classroom can help students deepen their understanding of subjects, stay informed about current events, and

even learn new skills. Banning social media would deprive students of these valuable learning resources and limit their educational opportunities.

Furthermore, Mr. Chairman, social media plays a significant role in developing digital literacy, a critical skill in today's world. As we move deeper into the digital age, the ability to navigate online spaces safely and effectively is becoming increasingly important. By allowing students to use social media, we give them the opportunity to develop digital literacy skills such as understanding online etiquette, recognising credible sources, and protecting their privacy. These are essential skills that students will need in their future careers and personal lives. Rather than banning social media, we should focus on teaching students how to use it responsibly.

Moreover, Mr. Chairman, Ladies and Gentlemen, social media can be a platform for students to express themselves creatively and build a positive digital footprint. Whether it's through writing blogs, creating videos, or sharing their artwork, social media allows students to showcase their talents and interests to a wider audience. It can also be a platform for them to engage in social causes and advocate for issues they care about. This can help students build confidence, develop their personal brand, and even open doors to future opportunities. Banning social media would stifle this creative expression and limit students' ability to build a positive online presence.

In conclusion, Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, it is evident that students should be allowed to use social media. While there are risks associated with social media, these can be mitigated through education and responsible use. The benefits of communication, enhanced learning, digital literacy, and creative expression far outweigh the potential drawbacks. Therefore, I strongly urge you to reject the motion that students should not be allowed to use social media.

Thank you.

Debate for the Motion: Learning a Vocation Is Better Than Secular Education

Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, the motion before the house today is that "Learning a vocation is better than secular education." I stand here to speak in favour of the motion.

Mr. Chairman, the first speaker against the motion, argued that secular education provides a broad knowledge base and opens up opportunities in various fields. While this is true, the reality is that in our rapidly changing world, specialised skills and practical knowledge often outweigh general academic education. Vocation-based learning equips students with specific skills that are directly applicable in the job market, leading to more immediate employment and self-sufficiency.

Mr. Chairman, Ladies and Gentlemen, the first reason learning a vocation is better than secular education is that it provides practical, hands-on skills that are in high demand. Vocation-based training focusses on teaching students' specific trades and professions, such as carpentry, plumbing, electrical work, or culinary arts. These are essential skills that are always needed in society, regardless of economic conditions. Students who learn a vocation can enter the workforce immediately upon completion of their training, often with less debt and more job security than those who pursue traditional academic paths. This direct pathway to employment is a significant advantage of vocational education.

Secondly, Mr. Chairman, vocational education often leads to entrepreneurship and self-employment, which can be more lucrative and fulfilling than traditional employment. Many people who learn a trade go on to start their own businesses, whether it's opening a mechanic shop, starting a construction company, or running a catering service. These entrepreneurs create jobs not only for themselves but also for others in their communities. Secular education, on the other hand, often prepares students for corporate or government jobs, which may not provide the same level of financial independence or job satisfaction. Learning

a vocation empowers individuals to take control of their careers and become their own bosses.

Furthermore, Mr. Chairman, vocational education is more adaptable to the needs of the economy and society. As technology advances and industries evolve, the demand for certain skills changes. Vocational programs can be quickly updated to reflect these changes, ensuring that students are learning relevant, up-to-date skills. Secular education, with its broad and often outdated curriculum, is slower to adapt to these shifts. This means that students who pursue vocational training are more likely to find work in growing industries, while those with a traditional education may struggle to find jobs in a competitive market.

Moreover, Mr. Chairman, Ladies and Gentlemen, vocational education can lead to more meaningful and fulfilling careers. Many people find satisfaction in working with their hands, creating something tangible, and seeing the direct results of their labor. Whether it's building a home, repairing a vehicle, or preparing a gourmet meal, vocational work provides a sense of accomplishment that is often missing in desk jobs. Secular education, by contrast, can lead to careers that are more abstract and less personally rewarding. Learning a vocation allows individuals to pursue work that aligns with their passions and strengths, leading to a more satisfying and purposeful life.

In conclusion, Mr. Chairman, Panel of Judges, Invited Guests, Timekeepers, Co-debaters, Fellow Students, Ladies and Gentlemen, it is clear that learning a vocation is better than secular education. The practical skills, entrepreneurial opportunities, adaptability, and personal fulfillment that come with vocational training make it a superior option for many students. While secular education has its place, vocational education provides a more direct, effective, and satisfying path to success. Therefore, I strongly urge you to support the motion that learning a vocation is better than secular education.

Thank you.

Teacher's/ instructor's activities-Exercises

1. Guide students to learn the features of a debate
2. Guide students to write and read a debate on the following motions:
 - a. Living in the village is better than the cities
 - b. staying in the home country is better than abroad
 - c. learning trade/vocation after JHS is better than grammar education
 - d. posting letters are better than sending e-mails
 - e. Public schools are better than private schools
 - f. All boys who go to café are internet fraudsters
 - g. Extra classes must be banned
 - h. Caning in school must be encouraged
 - i. Using a common national language is better than using an official language
 - j. The use of Ghanaian language in school must be abolished
 - k. The independence celebration must be abolished
 - l. Independence for the country is meaningless

CHAPTER - EIGHTEEN

ARGUMENTATIVE ESSAYS

An argumentative essay is a type of writing where the author takes a position on a particular issue or topic and presents evidence to support this stance while also considering opposing viewpoints. The goal is to persuade the reader to accept the author's perspective through logical reasoning and well-supported arguments.

Structure of an Argumentative Essay

A standard argumentative essay typically follows a five-paragraph structure:

1. Introduction

- **Hook:** Start with an engaging opening sentence to capture the reader's attention. This could be a quote, a rhetorical question, a fact, or a brief anecdote.
- **Background Information:** Provide context to the topic by explaining any relevant information the reader needs to understand the issue.
- **Stating the motion and stance:** Clearly state your position on the topic. This is the central argument that you will defend throughout the essay. It should be specific and debatable.

Sample introduction

A TEACHER AND A FARMER

In society, various professions contribute uniquely to the well-being and progress of humanity. Among them, the roles of teachers and farmers stand out as fundamental pillars. While teachers shape minds and impart knowledge, it is the farmer who sustains life by providing the essential resources that nourish us. Without the tireless efforts of farmers, the foundation upon which education and society rest would falter. Therefore, when considering who holds more importance between a teacher and a farmer, the argument leans in favour of the farmer. The essential role of farmers in securing food and sustaining human life underscores their unparalleled significance in the survival and growth of communities.

Television and Mobile Phone

In the modern era, technology has become an integral part of our daily lives, with mobile phones and televisions standing out as two of the most prevalent devices. While both have significantly impacted how we access information, communicate, and entertain ourselves, the relevance of these technologies varies. With the rapid advancement in mobile technology, the mobile phone has emerged as more relevant than the television. Its unparalleled versatility, portability, and ability to connect people globally make it an indispensable tool in our fast-paced world, surpassing the traditional role of television in many aspects of daily life.

2. Body Paragraphs

Topic Sentence: Each paragraph should begin with a topic sentence that introduces the main idea of that paragraph.

Claim: Make a claim that supports your stance. A claim is an assertion or point that you will argue in support of your stance.

Evidence: Provide evidence to support your claim. This can include facts, statistics, expert opinions, examples, and research findings. Make sure your evidence is credible and directly related to your claim.

Examples of claims and evidence

Mobile phones are more relevant than televisions in today's society because they offer greater access to information and communication. According to a 2023 report by the Das Research Centre, 85% of adults globally own a smartphone, and 70% of them use it as their primary source for news and information. In contrast, only 40% rely on television as their main source of information. Additionally, the International Telecommunication Union (ITU) found that mobile internet usage increased by 50% over the past five years, while traditional television viewership has declined by 15%. These statistics highlight the growing reliance on mobile phones for immediate and diverse access to information, underscoring their relevance in modern society.

Explanation: Explain how the evidence supports your claim. Connect the dots for the reader, showing how the evidence backs up your argument.

Counterargument: Address a counterargument or an opposing viewpoint. Acknowledge its validity, but then refute it by showing why your argument is stronger.

Conclusion Sentence: Wrap up the paragraph by reinforcing how the claim supports the stance.

3. Conclusion

Restate the stance: Begin the conclusion by restating your stance in different words to reinforce your argument.

Summarise Main Points: Briefly summarise the main points made in the body paragraphs, emphasising how they support your thesis.

Call to Action/Final Thought: End with a strong closing statement. This could be a call to action, a prediction, a question, or a reflection on the broader implications of the issue.

Sample paragraphs

Mobile Phones and Television

The relevance of mobile phones in today's world extends far beyond mere communication; they have become indispensable tools for accessing information, managing tasks, and staying connected. For instance, a study conducted by the Pew Research Centre in 2023 revealed that 90% of smartphone users rely on their devices to stay informed, whether through news apps, social media, or real-time alerts. Moreover, mobile phones have revolutionised industries by enabling remote work, online banking, and telemedicine, especially during the COVID-19 pandemic. The versatility of mobile phones allows users to seamlessly switch between work, personal life, and leisure, making them far more relevant in the modern era compared to traditional devices like televisions, which are limited to passive consumption of content.

A farmer and a teacher

Farmers play a critical role in society, as they are the backbone of food production and sustainability. Without farmers, the global population would face severe food shortages, leading to widespread hunger and economic instability. According to the Food and Agriculture Organisation (FAO), nearly 60% of the world's population relies on agriculture for their livelihood, highlighting the importance of farmers in both feeding communities and supporting economies. Furthermore, farmers contribute to environmental stewardship by implementing sustainable practices such as crop rotation, conservation tillage, and organic farming. These practices not only ensure a stable food supply but also protect natural resources for future generations. The essential role of farmers in maintaining food security and promoting environmental sustainability underscores their irreplaceable importance in the global community.

Writing Tips for an Argumentative Essay

Be clear and concise. Avoid overly complex sentences and jargon. Your argument should be easy to follow.

Maintain a Formal Tone: An argumentative essay should be written in a formal, academic tone. Avoid slang, colloquial expressions, and first-person language unless instructed otherwise.

Use Transition Words: Transition words and phrases like “however,” “on the other hand,” “furthermore,” “consequently,” and “therefore” help to connect ideas and improve the flow of your essay.

Stay Objective: Focus on logic and reason rather than emotion. Avoid making unsupported claims or relying on emotional appeals.

Revise and Edit: After writing your essay, take the time to revise and edit. Check for logical consistency, clarity, grammar, and punctuation errors.

Sample argumentative essays

The Farmer vs. the Teacher

In every community, different jobs play important roles in helping people live better lives. Among these jobs, the roles of farmers and teachers are especially crucial. Farmers grow the food we eat, while teachers help us learn and gain knowledge. Both are very important, but when we think about what is most necessary for life, the farmer stands out as more important. Without farmers, there would be no food, and without food, people cannot survive, which makes all other things, including education, less important.

To see why farmers are so important, we need to understand what they do. Farmers are responsible for growing and producing the food that everyone needs to live. According to the Food and Agriculture Organisation (FAO), over 60% of people around the world depend directly on farming to make a living. Every person relies on the food that farmers grow. If there were no farmers, societies would face serious problems like hunger and lack of food. This would make it hard for people to live healthy lives. Because farmers provide the food that keeps us alive, their work is essential for the survival of people everywhere.

In addition to growing food, farmers also take care of the environment. They use farming methods that protect the land, water, and air. For example, they rotate crops and use organic farming to keep the soil healthy. These practices help prevent climate change and protect the environment for future generations. The United Nations Environment Programme (UNEP) says that sustainable farming is very important for keeping the environment safe. Farmers' work in protecting natural resources is crucial for making sure that the planet stays healthy and that future generations can continue to live on it.

On the other hand, teachers have an important role in helping students learn and develop. Education is key to personal growth and the progress of society. Teachers inspire students, teach them important values, and give them the knowledge they need to succeed in life. A

well-educated population is important for a country to grow, innovate, and stay strong. Teachers also help people improve their lives by giving them the skills they need to find better jobs and escape poverty. The impact of teachers on individuals and society is significant.

However, education cannot happen if people's basic needs, like food, are not met. No one can learn properly if they are hungry or if there are no farmers to grow the food they need. A strong educational system relies on people having enough to eat and being healthy enough to go to school. This means that the work of farmers is the foundation that allows education to happen. Without farmers, there would be no students who are healthy enough to learn, and schools would not function properly.

In conclusion, while both farmers and teachers are important, the work of farmers is more basic and necessary. Producing food is the most important need for humans, and without it, nothing else, including education, would be possible. Farmers not only make sure that people have enough to eat, but they also help protect the environment for the future. While teachers help students learn and grow, their work depends on the essential contributions of farmers. Therefore, when we think about the most important job in society, the farmer plays the most vital role.

Mobile Phone vs. Television

In today's world, technology plays a huge role in our daily lives, and two of the most common devices are mobile phones and televisions. Both of these devices have changed the way we communicate, access information, and entertain ourselves. However, when we think about which one is more important, the mobile phone clearly stands out. The mobile phone's ability to connect us to the world, provide instant information, and offer multiple functions makes it more important than the television.

Mobile phones are incredibly versatile devices that have become essential tools for almost everyone. Unlike televisions, which are mostly used for watching shows and news, mobile phones can do much more. With a mobile phone, people can make calls, send messages, browse the internet, use social media, take photos, and even work remotely. According to a study by the Pew Research Centre, over 85% of adults globally own a smartphone, and many of them use it as their main source of information and communication. The ability to carry a mobile phone anywhere and access a wide range of information and services makes it more important in our fast-paced, modern world.

In contrast, while televisions are still popular for entertainment and news, their use is more limited compared to mobile phones. Televisions are usually fixed in one place and are mainly used for watching programs at home. They don't offer the same level of interaction or convenience as mobile phones. Moreover, with the rise of streaming services and mobile apps, many people now watch their favourite shows on their phones instead of on a TV. This shift shows how mobile phones are taking over many of the roles that televisions used to play.

In conclusion, while both mobile phones and televisions are important, mobile phones have become more essential in our daily lives. Their ability to connect us to the world, provide instant access to information, and offer various functions makes them more important than

televisions. As technology continues to evolve, mobile phones will likely remain the more important device, helping us stay connected and informed in an ever-changing world.

A Teacher vs. a Doctor

In any society, both teachers and doctors play crucial roles in the well-being and development of individuals and communities. Teachers are responsible for educating and shaping the minds of future generations, while doctors ensure the health and survival of people by diagnosing and treating illnesses. Both professions are vital, but when considering their overall impact on society, the teacher may be seen as more important. This is because teachers lay the foundation for all other professions, including that of a doctor, by imparting knowledge and fostering the skills necessary for individuals to pursue their careers.

Teachers play a fundamental role in the development of society by educating children and young adults and preparing them for the future. Without teachers, there would be no doctors, engineers, scientists, or any other professionals because it is teachers who equip students with the basic knowledge and critical thinking skills needed to succeed in any field. Teachers inspire curiosity, encourage learning, and help students develop their potential. They do more than just teach academic subjects; they also instill values, discipline, and a sense of responsibility, which are essential qualities for any successful professional. In this way, teachers have a far-reaching impact, as they shape the minds of those who will go on to contribute to society in various important ways.

On the other hand, doctors are essential for maintaining the health and well-being of individuals and communities. They diagnose and treat illnesses, save lives, and improve the quality of life for people around the world. The work of doctors is critical because good health is a fundamental need for everyone. Without doctors, many people would suffer from untreated illnesses, and life expectancy would be much lower. However, while doctors are

vital in maintaining health, their ability to practice medicine is made possible by the education and training they receive, which is provided by teachers. Without teachers, there would be no doctors to care for the sick, as medical knowledge is passed down and expanded through education.

In conclusion, while both teachers and doctors are indispensable to society, teachers hold a more foundational role. They are the ones who provide the education that allows individuals to become doctors and professionals in other fields. Teachers help build the foundation of knowledge and skills upon which all other professions are built. While doctors save lives and improve health, it is teachers who help create doctors in the first place, making them arguably more important in the grand scheme of things.

Whiteboard vs. Smartboard

In classrooms around the world, teachers use various tools to help students learn effectively. Two of the most common tools are the whiteboard and the smartboard. Both have their strengths, but when it comes to enhancing modern education, the smartboard stands out as more important. The smartboard's interactive features, ability to integrate with technology, and versatility make it a more valuable tool in today's learning environment.

The whiteboard has been a staple in classrooms for many years. It is simple to use, allowing teachers to write notes, draw diagrams, and explain concepts in a clear, visual way. Whiteboards are effective for quick explanations and are easy to clean and maintain. However, they have limitations. A whiteboard only allows for basic writing and drawing, which means that more complex lessons or interactive activities are harder to conduct. Additionally, whiteboards do not support digital content or multimedia, which are becoming increasingly important in education.

In contrast, smartboards offer a wide range of features that go beyond the capabilities of a traditional whiteboard. Smartboards are interactive, allowing teachers and students to engage directly with the content on the screen. Teachers can display videos, images, and other multimedia to make lessons more engaging and dynamic. Smartboards can also connect to the internet, giving teachers access to endless resources and tools to enhance their lessons. This integration of technology not only makes learning more interactive but also helps prepare students for a world where digital literacy is essential.

In conclusion, while the whiteboard is a reliable and useful tool in education, the smartboard is more important in today's classrooms. Its ability to support interactive learning, integrate digital resources, and provide a more engaging experience makes it a crucial tool for modern education. As technology continues to play a larger role in how we learn, the smartboard will

likely remain an essential part of the classroom, helping students develop the skills they need for the future.

Village life vs. city life

The debate between village life and city life has been ongoing for generations. Both have their unique advantages and challenges, making it difficult to determine which is better. However, when considering aspects like environment, community, pace of life, and opportunities, village life emerges as the more desirable option for those seeking a peaceful and fulfilling lifestyle.

First, the environment in villages is generally more natural and less polluted than in cities. Villages are surrounded by greenery, fresh air, and open spaces, which contribute to better physical and mental health. In contrast, cities often suffer from high levels of pollution, noise, and overcrowding, leading to stress and health problems. The peaceful and clean environment in villages provides a healthier and more relaxed way of living.

Second, village life fosters a strong sense of community. In villages, people know each other well and are more likely to help one another in times of need. This sense of togetherness creates a supportive and close-knit community where individuals feel more connected and secure. In cities, however, people often live in close proximity but are more isolated and focused on their own lives. The fast-paced city life can make it difficult to build deep relationships, leading to a sense of loneliness.

Third, the slower pace of life in villages allows for a more balanced and less stressful lifestyle. In villages, people have more time to enjoy simple pleasures, such as spending time with family, working on hobbies, or appreciating nature. City life, on the other hand, is often fast-paced and hectic, with long work hours and constant hustle and bustle. This can lead to burnout and a lack of time for relaxation and self-care.

Finally, while cities offer more job opportunities and access to services, the opportunities in villages are growing as well, especially with the rise of remote work and digital technology. Many people are now able to work from anywhere, making village life more viable for those who want the benefits of a rural environment without sacrificing their careers. Additionally, the lower cost of living in villages allows people to enjoy a higher quality of life on a smaller budget.

In conclusion, while city life offers certain conveniences and opportunities, village life provides a healthier environment, a stronger sense of community, a slower and more balanced pace of life, and emerging opportunities that make it a better choice for those seeking a fulfilling lifestyle. As technology continues to bridge the gap between rural and urban areas, village life is becoming an increasingly attractive option for many.

Exercises

Write argumentative essay on the following topics

1. Should school uniforms be mandatory in all public schools?
2. Is social media more harmful than beneficial to society?
3. Should the death penalty be abolished worldwide?
4. Is climate change the most pressing issue facing the world today?
5. Should illegal mining be allowed in Ghana?
6. free supply of textbooks should be encouraged rather than free education

CHAPTER – NINETEEN

MINUTES WRITING

Minutes are the official written record of a meeting or event. They serve as a summary of what was discussed, decided, and assigned during the meeting. Well-written minutes provide a clear, concise, and accurate account of the meeting, helping participants to remember decisions and actions and keeping a record for future reference.

Purpose of Meeting Minutes

- **Documentation:** Provide a record of decisions and discussions.
- **Reference:** Offer a basis for future meetings and actions.
- **Accountability:** Ensure that actions are followed up and completed.
- **Transparency:** Maintain a clear record for stakeholders.

Types of Minutes

Formal Minutes: Detailed, comprehensive records typically used in corporate or formal settings.

Informal Minutes: Brief notes, often used in less formal settings or internal meetings.

Key Components of Meeting Minutes

- **Heading:** Includes the meeting's name, date, time, and location.
- **Attendees:** List of participants, including any absentees.
- **Approval of Previous Minutes:** Notes on the approval or amendments of previous minutes.
- **Agenda Items:** Detailed record of discussions on each agenda item.
- **Decisions Made:** Any resolutions or decisions taken during the meeting.
- **Actions Required:** Assignments of tasks or responsibilities with deadlines.
- **Next Meeting:** Date and time of the next meeting, if applicable.
- **Adjournment:** Time the meeting was concluded.

Structure of Meeting Minutes

1. Heading

- Meeting Title
- Date
- Time
- Location

2. Attendance

- List of Attendees (Name and position, if relevant)
- Absentees (if relevant)

3. Approval of Previous Minutes

Summary of any corrections or amendments to the previous minutes.

4. **Agenda Items**

- Item 1: [Agenda Topic]
- Discussion: Summary of discussions.
- Decision: Any decisions made.
- Action Items: Who is responsible for what and the deadline.

Item 2: Agenda Topic

- Discussion: Summary of discussions.
- Decision: Any decisions made.
- Action Items: Who is responsible for what and the deadline.

5. **Other Business**

Any other relevant topics or discussions not on the agenda.

6. **Next Meeting**

Date, time, and location of the next meeting.

7. **Adjournment**

The meeting was adjourned.

Tips for Writing Effective Minutes

Be Clear and Concise: Use simple and straightforward language. Avoid unnecessary details.

Use a Structured Format: Follow a consistent structure to make it easier to read and refer to.

Record Key Points: Focus on decisions, actions, and significant discussions.

Use Active Voice: Be direct and clear about who is responsible for actions.

Review and revise: Proofread minutes for accuracy before distribution.

Common Mistakes to Avoid

Inaccuracy: Ensure all details are correct and reflect the meeting accurately.

Overloading with Information: Avoid including irrelevant details or lengthy narratives.

Neglecting Action Items: Clearly state actions, responsible persons, and deadlines.

Poor Formatting: Use headings, bullet points, and a clear structure to enhance readability.

Conclusion

Effective minutes are crucial for maintaining clear communication, ensuring accountability, and providing a reliable record of meetings. By adhering to a structured format and focussing on key elements, you can produce accurate and useful minutes that benefit all stakeholders involved.

Sample minutes writing

Minutes of the Annual PTA Meeting

Date: August 5, 2024

Time: 6:00 PM–8:00 PM

Location: School Auditorium

Attendees:

Mr. John Mensah, PTA President

Ms. Sarah Awudu, PTA Vice President

Mrs. Emily Davis, PTA Secretary

Mr. Mark Wire, PTA Treasurer

Mrs. Adamu Mensah, Principal

Mr. Tom Harris, teacher representative

Ms. Rachel Adams, Parent Representative

Other parents and guardians

Absentees:

Ms. Helen Clark, PTA Fundraising Chair (excused)

1. Approval of Previous Minutes

The minutes of the last PTA meeting held on June 12, 2024, were reviewed. A motion to approve the minutes was made by Mr. Mark Wilson and seconded by Ms. Sarah Johnson. The minutes were approved unanimously.

2. Welcome and Opening Remarks

Mr. John Smith, PTA President, welcomed all attendees and provided an overview of the meeting's theme: "Making the School a Better Place." He emphasised the importance of collaboration between parents, teachers, and school administration to enhance the learning environment.

3. Agenda Items

3.1. Presentation by Principal Laura Brown

Principal Laura Brown presented an overview of current school initiatives aimed at improving the school environment. Key points included:

Implementation of a new student wellness program.

Plans for upgrading the library and technology resources.

Initiatives to foster a more inclusive and supportive school culture.

3.2. Discussion on Enhancing School Facilities

Discussion: Ms. Rachel Adams proposed a project to revamp the school playground and create additional outdoor learning spaces.

Decision: The PTA agreed to form a committee to explore funding options and design plans for the playground upgrade. The committee will include Ms. Rachel Adams, Mrs. Emily Davis, and Mr. Mark Wilson.

3.3. Parent Volunteer Program

Discussion: Mr. Tom Harris suggested increasing parent volunteer opportunities to support classroom activities and school events.

Decision: The PTA agreed to develop a parent volunteer sign-up program. Volunteers will be recruited through a survey to be distributed via email and the school website.

3.4. Fundraising for School Improvements

Discussion: Mr. Mark Wilson proposed a fundraising event to support school improvement projects, including the playground upgrade and technology resources.

Decision: A fundraising committee will be established to plan and organise the event. The committee will consist of Mr. Mark Wilson, Ms. Sarah Johnson, and interested parents.

4. Other Matters

Discussion: Mrs. Laura Brown suggested a community forum to gather additional input from parents and students about potential school improvements.

Decision: The PTA will host a community forum on September 15, 2024, to solicit feedback and ideas.

5. Next Meeting

The next PTA meeting will be held on November 7, 2024, at 6:00 PM in the school auditorium. The focus will be on reviewing progress on the playground project and discussing the upcoming fundraising event.

6. Adjournment

The meeting was adjourned at 8:00 PM. A motion to adjourn was made by Ms. Sarah Johnson and seconded by Mr. Tom Harris. The motion was passed unanimously.

Minutes Prepared By:

Mrs. Emily Davis, PTA Secretary

Minutes Approved By:

Mr. John Smith, PTA President

CHAPTER – TWENTY

INFORMAL LETTERS & DIALOGUE

Informal letters are letters written to people who are very close to us. They can be our close friends, relatives (family members), and pen pals and close relatives.

Language: the language of the letter must be informal. It is in these essays that we use slang, idiomatic expressions, and all manners of expressions to enrich our letter. It must be conversational. Take it like a phone call to a close friend.

Features of an informal letter

1. Senders address
2. Date
3. Salutation
4. Body
5. Introduction
6. Main body
7. Conclusion
8. Subscription
9. First name

Let us go into details about the features and format of informal letters.

Senders address

It is the address of the writer, one writing the letter.

Content

1. Name of institution
2. Post office number
3. Town of Post Office

We are going to the date; I guess you are following. Let us look at the date.

Date of the letter

The date is the day, month, and year by which you are writing the letter. The date can be in math or English, but it cannot be both. Also, the date could be punctuated or unpunctuated, slanted, or blocked.

Example of address and date

Dome, D/A JHS.

P.O. Box 5,

Dome-Accra.

25 May, 2015.

The next feature of an informal letter is the salutation.

Salutation

The salutation is the opening greeting of the letter, just like making a phone call. The first thing you may say during a phone call will be hello, hi, sweetie, dearest, and many more. However, informal letters take informal salutations followed by the first name or title of the recipient (the one receiving the letter).

Examples

Hello Asia,

Hi Sammy,

My dear uncle,

Hello brother Ato,

My dearest friend Ako,

Introduction of informal letter

The introduction of informal letters must arouse interest for readers to proceed. Therefore, informal introductory expressions must be used here.

We can divide the introduction into two.

1. A happy moment
2. Sad moment

A happy moment

There are times in our lives that need celebrations. This must be shown in the introduction.

Here are the steps for writing it.

Steps

1. Start with a happy expression
2. Ask for condition
3. Show aim of the letter

Illustrative example

My feet scarcely seemed to touch the ground when I heard that you came first in your school last term. What a performance! Keep it up. How are you doing? I hope you are okay there. The reason for writing you this letter is to inform you of my preparations for my USA visit to Uncle Antobam.

We can use some of the expressions below to introduce our informal letter.

1. I was on cloud nine when you won a scholarship.
2. My heart sank when I saw your joyful letter stating your visit to the USA.
3. I was over the moon when I saw my results of the BECE.
4. I was walking in the air when I heard your USA visit.

Sad moment

We are writing on topics with sad events such as death, accident, sickness, or any bad news.

Steps

1. Start with a sad expression
2. Ask condition
3. Write the aim of writing the letter.

Illustrative example

My blood ran cold when I heard about your accident last week. Thank God you escaped swiftly. How are you? I hope you are fine over there. The reason for the letter is to...

Some of the sad expressions

1. I couldn't stand the pace of the shock of the death of your mom last month. What a shock!
2. I was on the edge of my seat when I saw my house in flames.
3. My heart was in my mouth when I heard the accident on the same road you travelled.
4. My heart missed a beat when the armed robbers stormed our house yesterday.
5. I jumped out of my skin when I saw the big snake...

It is time for us to go into the main body of the informal letter.

The main body of an informal letter

The main body of an informal letter must be conversational. Therefore, the content must be rich in slang and informal expressions such as idioms and dialogue.

Content of main body of informal letter

1. Idiomatic expression
2. Slang
3. Dialogue

We are going into the details of the content above.

Idiomatic Expressions

A hot potato

Speak on an issue (mostly current) that many people are talking about and which is usually disputed.

A penny for your thoughts

A way of asking what someone is thinking.

Actions speak louder than words.

People's intentions can be judged better by what they do than by what they say.

Add insult to injury

To further a loss with mockery or indignity; to worsen an unfavourable situation.

An arm and a leg

Very expensive or costly. A large amount of money.

At the drop of a hat

Meaning: without any hesitation; instantly.

Back to the drawing board

When an attempt fails and it's time to start all over.

Ball is in your court.

It is up to you to make the next decision or step.

Barking up the wrong tree

Looking in the wrong place. Accusing the wrong person

Be glad to see the back of

Be happy when a person leaves.

Beat around the bush

Avoiding the main topic. Not speaking directly about the issue.

Best of both worlds

Meaning: All the advantages.

Best thing since sliced bread

A good invention or innovation. A good idea or plan.

Bite off more than you can chew.

To take on a task that is way too big.

Blessing in disguise

Something good that isn't recognised at first.

Burn the midnight oil

To work late into the night, alluding to the time before electric lighting.

Can't judge a book by its cover

You cannot judge something primarily based on appearance.

Caught between two stools

When someone finds it difficult to choose between two alternatives.

Costs an arm and a leg

This idiom is used when something is very expensive.

Cross that bridge when you come to it.

Deal with a problem if and when it becomes necessary, not before.

Cry over spilt milk.

When you complain about a loss from the past.

Curiosity killed the cat.

Being inquisitive can lead you into an unpleasant situation.

Cut corners

When something is done badly to save money.

Cut the mustard [possibly derived from "cut the muster"].

To succeed; to come up to expectations; adequate enough to compete or participate

Devil's Advocate

To present a counterargument

Don't count your chickens before the eggs have hatched.

This idiom is used to express, "Don't make plans for something that might not happen."

Don't give up the day job.

You are not very good at something. You could definitely not do it professionally.

Don't put all your eggs in one basket.

Do not put all your resources in one possibility.

Drastic times call for drastic measures.

When you are extremely desperate, you need to take drastic actions.

Elvis has left the building.

The show has come to an end. It's all over.

Every cloud has a silver lining.

Be optimistic; even difficult times will lead to better days.

Far cry from

Very different from.

Feel a bit under the weather

Meaning: Feeling slightly ill.

Give the benefit of the doubt.

Believe someone's statement without proof.

Hear it on the grapevine.

This idiom means 'to hear rumours' about something or someone.

Hit the nail on the head.

Do or say something exactly right.

Hit the sack, sheets, or hay

To go to bed.

In the heat of the moment

Overwhelmed by what is happening in the moment.

It takes two to tango.

Actions or communications need more than one person.

Jump on the bandwagon.

Join a popular trend or activity.

Keep something at bay.

Keep something away.

Kill two birds with one stone.

This idiom means to accomplish two different things at the same time.

Last straw

The final problem in a series of problems.

Let sleeping dogs lie.

Meaning: do not disturb a situation as it is, since it would result in trouble or complications.

Let the cat out of the bag.

To share information that was previously concealed

Make a long story short.

Come to the point—leave out details

Method to my madness

An assertion that, despite one's approach seeming random, there actually is structure to it.

Miss the boat

This idiom is used to say that someone missed his or her chance.

Not a spark of decency

Meaning: No manners

Not playing with a full deck

Someone who lacks intelligence.

Off one's rocker

Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile.

On the ball

When someone understands the situation well.

Once in a blue moon

Meaning: Happens very rarely.

Picture paints a thousand words.

A visual presentation is far more descriptive than words.

Piece of cake

A job, task, or other activity that is easy or simple.

Put wool over other people's eyes.

This means to deceive someone into thinking well of them.

See eye to eye

This idiom is used to say that two (or more people) agree on something.

Sit on the fence.

This is used when someone does not want to choose or make a decision.

Speak of the devil!

This expression is used when the person you have just been talking about arrives.

Steal someone's thunder

To take the credit for something someone else did.

Take it with a grain of salt.

This means not to take what someone says too seriously.

Taste of your own medicine

Means that something happens to you, or is done to you, that you have done to someone else.

To hear something straight from the horse's mouth

To hear something from the authoritative source.

Whole nine yards

Everything . All of it.

Wouldn't be caught dead

Would never like to do something

Your guess is as good as mine.

To have no idea, do not know the answer to a question

Slangs

Slangs are shortcuts of words.

Examples of slang

Cannot - ----- can't

Are not ----- aren't

Have Not ----- haven't

They are ----- they're

They have ----- they've

There are ----- there're

Etc.

Let us start a dialogue.

Dialogue

A dialogue is a conversation between two or more people. The conversation is recorded as it took place between the parties. It can be between two or more people. However, we would only use conversation between the two people (simple dialogues).

Now, let us look at the features of simple dialogue.

Features of a dialogue

Simple dialogue can be treated as an essay in and of itself. Therefore, the features will be similar to an essay.

1. Introduction
2. The body (content)
3. Conclusion

We are looking at the introduction.

Introduction of dialogue

The steps to follow with the introduction of a dialogue are:

Prepare the background for the dialogue. What we mean is that you should give a brief story about the dialogue before you start.

An example of the introduction of a dialogue

Last week, I went to uncle Adumatta's house for my school fees, and he refused to give me the fees. This was the conversation that took place between us.

The content or body of dialogue

Here you provide the names of the speakers and whatever they say in turn. You can even include actions and gestures they make.

Illustrative example

Me: (opening the door) Good morning, uncle.

Uncle: (frowning, the face) What is good about this morning? (Murmuring something)

Me: Uncle, please ----- I have been sacked from school due to school fees.

Uncle: And so what do you want me to do?

Me: Please, uncle, I want to see if you could help me pay the fees.

Uncle: I don't have any money on me. You know I have six children, and they are all in high school. Please go to your dead father for the fees (pointing to the cemetery).

Me: But, uncle, my father left us in your hands.

Uncle: Hei! Hei! Don't start (standing up).

Me: (becoming sad) Thank you, uncle. I then left the house.

Conclusion of dialogue

When you want to conclude a dialogue, always end with the outcome of the dialogue.

Example

So, Kofi, you see, what uncle Adumatta did to me! He refused to pay my fees. I am now a dropout.

The main body

The body must be presented in well-organised paragraphs. So knowledge in writing skills is needed here. Also, create a conversation platform by involving the reader through the mention of the name of the person to whom you are writing the letter. You can use questions that demand no answer too (rhetorical question).

Conclusion of an informal letter

For us to spend more time on the introduction of informal letters, we have to shift some of the family issues to the conclusion.

Steps

1. Bring ends greetings
2. Family gossip
3. End with goodbye.

Illustrative example

I will end here with many greetings to your family. Ooh, it slips my mind. Uncle Atta has been rounded up by the police for stealing Auntie Akua's goat. What a disgrace to the family! Also, your friend Atoyo is now mad for smoking wee. I hope you can help cure him. I will hear from you soon.

Subscription and first name

The subscription is like signing out after a chat online. Here, you conclude your letter with greetings. Normally, we use yours sincerely, your friend, yours ever, etc. You then write your first name.

Yours sincerely,

Bright.

NOTE: There is a semi-formal letter, which is an informal letter but needs formal language due to the status of the receiver. Examples are letters to your class teacher, parent, etc.

A model informal letter

Question: Write a letter to your friend informing him or her about three reasons why he or she should not quit school.

Dome D/A JHS,
P.O. Box 5
Dome-Accra.
26 June 2006.

Hello Maa,

My heart missed a beat when I heard you want to quit school. EI! What a bad idea! My friend, how are you? I hope you will change your decision. The reason for writing you this letter is to inform you of the reasons why you shouldn't quit school. Some of the reasons why you shouldn't quit schooling are that you will get support from me to complete the school, the school can help you to acquire a job in the future, and the schooling will help you to support your family financially.

Akos, you will get support from me to complete your school, so you shouldn't quit. I've now obtained a job that can support us in terms of paying your term fees. This will help you to be able to pay your fees at ease without absenting yourself from school again. I will even give you pocket money each day. Ah, what are friends for? It is time for me to repay all the good things you did for me when my only grandfather, who had one foot in the grave, joined the great grave of multitudes. Hmm, concerning your weakness in mathematics and English language, I will personally plan and teach you to overcome the difficulties. I hope you know that I am good at that. This will make the school a bed of roses to attend since you will find learning difficult subjects at ease. So, Akos, never ever let that thought of you quitting the school come to mind again. You now have a solution.

Akos, continuing schooling will help you secure jobs with a higher salary in the future. Currently, the minimum wage for workers in the country is 7 Ghana Cedi. This means that,

averagely, workers pay stands at 210 Ghana Cedi a month. In contrast to this, many people in the country are paid less than the minimum wage due to their low level of education. The higher you attain in education, the higher your salary, and the lower your level of education, the lower your pay or salary. So Akosuah, how can you live in the present situation and spend less than 7 Ghana Cedi a day for food, rent, and other expenses? Doing that means you will be living from hand to mouth. You cannot, my friend! Now it is the time to tackle the bull by the horns! You have to strive and continue your schooling so as to be able to obtain jobs as well as a high salary. Ako, you don't have any reason to quit the school.

Finally, Akosuah, the school will help you to support your family financially. It has been just a stone throw since your uncle, who supports the whole family, kicked the bucket. Now, you will definitely become the breadwinner of the family. Sorry to remind you of your sadness. I want you to know that the school will help you a lot to be financially sound to be able to look after your family. Not only that, but you are going to get married one day, and you need a financially sound atmosphere to look after your family. All these can be possible only if you tackle the bull by the horns and continue schooling. What do you think? I am undeniably sure that you will not quit the school as you want to care for your family.

I end here with many greetings to your family, especially your parents. Aha! It slips my mind. oo; the police have rounded up uncle Attah for killing Kofi Ako for stealing his pin. Hmm, what a brutal act! I hope you will take my advice into consideration. I will hear from you soon.

Yours sincerely,

Bright

A model informal letter with dialogue

Question: Write a letter to your uncle who stays in the city informing him of at least three reasons why you need his support in your schooling.

Dome D/A JHS,

P O Box 5

Dome-Accra.

26th June, 2006.

Hello Uncle Bob,

I couldn't believe my eyes when it turned out that my parents were not capable of paying my fees. What a shock! Hmm, uncle, I hope you are fine. The reason for writing you this letter is to inform you why I need support from you for my schooling.

Uncle, I need you to pay my fees since I cannot pay. For the past three terms, I haven't been to school due to non-payment of fees. I have been sacked, and I tried all the possible means for the fees; however, all efforts have proved a failure. I've been weeding people's farms for the past three months, but they haven't paid me to enable me to pay my fees. Last week, I went to Uncle Ato for my fees, and to my total surprise, he sacked me. This was what went on in his house.

Me: (knocking door) Uncle, good morning?

Uncle Ato: What do you want in my house?

Me: uncle I wanted to know if you can help pay my fees.

Uncle Ato: Help who to pay what?

Me: Pay my fees, please.

Uncle Ato: If you don't want trouble, kindly leave my house before I call the dogs to eat you!

Me: Oh, uncle! Hmm. Thank you. (Leaving the house)

So you see, Uncle Ato never helped me. Now you are all my hope. The reason is that you are in the city, and maybe you can get me some money since cities are believed to be richer than the villages. Please, uncle, my schooling depends on you now by paying my fees.

Again, uncle, your support will help me complete the school. Failing to pay my fees means I will be a dropout. I hope you know the consequences of being a dropout. It means I will not be able to get a good job that will earn me decent money. This will eventually lead to my inability to care for my parents and myself. The end result is poverty that will circulate in my family. Oh, uncle, do your best to remedy me from this situation.

Finally, uncle, helping me will save me from joining bad associations. For the past five months, I haven't stayed in the house, but friends have influenced me a lot. Now, I follow them to smoke, drink, and many more. I know you don't want me to remain a smoker and the rest of the indecent acts, so help me. I have come to my senses and realise that the only solution to my current problem is going back to school.

I end here with many greetings, especially to your wife. Uncle, it slips my mind that the police have rounded up Kofi Ankan for stealing Auntie Attala's goat. What a shame to the family!. I expect a reply from you soon. Goodbye.

Yours sincerely,

Samuel.

Write a letter to your friend abroad, stating at least three reasons why you don't want to relocate abroad.

Dome D/A JHS,
P.O. Box 5,
Dome-Accra.
26th June 2006.

Hello Fred,

I hope this letter finds you in good health and spirits! I've been thinking a lot lately, especially after our last conversation where you mentioned your thoughts about relocating abroad. While I understand the appeal, I wanted to share with you four reasons why I've decided not to move abroad myself.

First and foremost, Fred, I'm deeply attached to our family and the rich cultural heritage we have here. The thought of being far away from them makes me feel like I'd be losing a part of myself. Our traditions, the festivals, and even the simple everyday interactions with our loved ones are irreplaceable. I feel a strong sense of belonging here that I fear I might not find elsewhere.

Secondly, the cost of living abroad can be overwhelming. You know how we sometimes hear about the high expenses in other countries—rent, food, transportation. I'm worried that moving abroad might lead to more financial stress rather than relief. I'd rather stay here, where I have a clearer understanding of the cost of living and can manage my finances better.

Another reason is the career opportunities available right here at home. It might surprise you, but there are plenty of opportunities here if you know where to look. I believe that with determination and the right connections, I can build a successful career here without the uncertainties of adapting to a new job market abroad.

Lastly, Fred, I'm concerned about the challenges of adapting to a new environment. The thought of being in a place where I might struggle with the language, the weather, or even the social norms is daunting. I've heard stories of people feeling isolated and homesick, and that's not something I want to experience. I'd rather stay where I'm comfortable and where I have a support system in place.

I hope you understand my reasons, and I'm really interested to hear what you think about all this. Moving abroad is a big decision, and I wanted to share my thoughts in case they resonate with you.

Send my warm regards to your family. I look forward to hearing from you soon, Fred. Let's keep the conversation going!

Yours sincerely,

Bright.

Write a letter to your parent, stating at least three reasons why you want to learn trade rather than further schooling.

Dome D/A JHS,

P.O. Box 5,

Dome-Accra.

26th June 2006.

Dear Mom and Dad,

I hope you are both doing well. I've been thinking a lot lately about my future, and I wanted to share something important with you. After much thought and consideration, I've decided that I would like to learn a trade instead of furthering my education at this point.

One of the main reasons is that I feel a strong desire to start working with my hands and gaining practical skills. I've always been interested in things like carpentry, plumbing, or even electrical work, and I believe that learning a trade will allow me to pursue something I'm passionate about while also providing me with the opportunity to start earning a living sooner.

Another reason is that I believe a trade will give me a sense of independence and stability. With a solid trade under my belt, I can start my own business or find work relatively easily, which will allow me to support myself and contribute to the family. The idea of having a skill that is always in demand gives me a lot of confidence in this path.

I've also noticed that there is a growing demand for skilled tradespeople, and I feel that by learning a trade, I can secure a stable and fulfilling career. While further schooling offers its own advantages, I think that for me, the hands-on experience and immediate application of skills in a trade would be more beneficial.

Lastly, I'm eager to start contributing financially and helping out with the family expenses. I know how hard you both work, and I want to be able to relieve some of that burden. Learning a trade will allow me to do that sooner rather than later.

I hope you both understand my decision and can support me in this. I'm really excited about the possibilities that lie ahead, and I believe this is the best path for me right now. I'm open to discussing this further if you have any concerns or thoughts.

Thank you for always being there for me. I look forward to hearing your thoughts on this.

Your son,
Pele

Write a letter to your friend who wants to join you in your school, explaining at least four reasons why your school is best for him or her.

Dome D/A JHS,
P.O. Box 5,
Dome-Accra.
26th June 2006.

Hello Sam,

I hope you're doing well! I was really excited when you mentioned that you're thinking about joining me at my school. I think it's a great idea, and I wanted to share with you some detailed reasons why I believe this school would be the best fit for you.

First of all, the quality of teaching here is exceptional. The teachers are not only highly qualified, but they genuinely care about the success of every student. For instance, Mr. Mensah, our mathematics teacher, has a way of breaking down complex concepts into simple, understandable parts. He often stays after school to offer extra help to students who need it, which I've found really helpful. Similarly, Mrs. Adjei, our English teacher, is passionate about literature and makes even the most challenging texts interesting. She encourages us to think critically and express our ideas, which has really boosted my confidence in class discussions. The supportive nature of the teachers makes learning a lot less stressful and more engaging.

Secondly, our school offers a wide variety of extracurricular activities that cater to different interests. Whether you're into sports, the arts, or academics, there's something for everyone. For example, I'm part of the football team, and the camaraderie we share is fantastic. We train regularly and compete with other schools, which has helped me stay fit and develop teamwork skills. There's also an art club that allows students to explore their creativity through painting, drawing, and even sculpture. If you're more academically inclined, the debate club is an excellent place to sharpen your public speaking and critical thinking skills. These activities are not just fun; they also help in developing leadership and social skills that are valuable in everyday life.

Another reason why our school stands out is the strong sense of community among students. When I first joined, I was a bit nervous about fitting in, but everyone was so welcoming that I quickly felt at home. The students here are friendly and inclusive, which creates a positive and supportive atmosphere. We often organise group study sessions, where everyone chips in to help each other out, especially before exams. This sense of belonging and teamwork makes school life much more enjoyable. Plus, the friendships you build here are likely to last a lifetime.

Lastly, the school's facilities are top-notch, which really enhances the learning experience. Our classrooms are equipped with modern technology like projectors and computers, making lessons more interactive and easier to understand. We have a well-stocked library that has a wide range of books, from textbooks to novels, which is great for both studying and leisure reading. The computer lab is another highlight—it's always available for research and assignments, and there's always a teacher around to help if you run into any problems. The science labs are fully equipped too, allowing us to conduct experiments that bring our lessons to life. And if you're into sports, you'll love our large sports field, where we have everything from football to athletics.

In summary, the combination of excellent teaching, diverse extracurricular activities, a strong community, and modern facilities makes our school an outstanding place to learn and grow. I'm confident that you would thrive here, both academically and socially. Plus, we could spend more time together, which would be awesome!

I really hope you decide to join me. If you have any questions or want to know more about anything, feel free to ask. I can't wait to show you around!

Looking forward to seeing you soon!

Yours sincerely,

Efi.

Write a letter to your friend in another community describing the local festival in your community.

Dome D/A JHS,
P.O. Box 5,
Dome-Accra.
26th June 2006.

Hello Bob,

I hope you're doing well! I've been meaning to write to you about something really exciting that just happened in our community—our annual local festival! It was such a vibrant and colourful event, and I think you would have loved being here to experience it. I wanted to share all the details with you so you can get a sense of how we celebrate.

The preparations for the festival began weeks in advance. Everyone in the community was involved in one way or another. The streets were cleaned, houses were repainted, and decorations were put up all around town. We had beautiful banners, colourful flags, and traditional symbols hanging from every corner. The excitement in the air was contagious—people were singing, drumming, and dancing as they prepared for the big day.

The festival itself started with a grand durbar of chiefs. Early in the morning, the local chiefs and elders, dressed in their finest traditional attire, gathered at the community center. The chiefs wore elaborate kente cloths, adorned with gold jewellery, and were carried in palanquins, accompanied by drummers and horn blowers. It was an awe-inspiring sight! The whole community gathered to witness this, and it felt like we were all part of something truly special. There were traditional drumming and dancing performances, which were incredible to watch. The dancers, with their energetic moves and colourful costumes, really brought our cultural heritage to life.

After the durbar, we had a procession through the streets. This is one of my favourite parts of the festival. Everyone, young and old, joins in, wearing traditional clothes and playing different musical instruments. The procession is led by the Asafo companies (traditional warrior groups), who perform various rituals to cleanse the town and pray for protection in the coming year. As we marched through the streets, people sang, danced, and cheered, creating a joyous and lively atmosphere. The sound of the drums and the rhythm of the dance filled the air—it was impossible not to get caught up in the celebration!

In the afternoon, we had a variety of activities, including traditional games and competitions. There were tug-of-war matches, sack races, and even a cooking competition where people showcased their best traditional dishes. The aroma of different local foods filled the air, and I got to taste so many delicious meals. My favourite was the fufu with light soup—nothing beats the taste of home-cooked food during the festival! The sense of togetherness was amazing, as everyone shared meals, laughed, and enjoyed the festivities.

As the sun began to set, we all gathered around the central square for the evening bonfire. This is another highlight of the festival. The elders told stories about our ancestors and the history of the community, passing down important lessons to the younger generation. The fire crackled and lit up the night sky, creating a warm and magical atmosphere. We sang traditional songs and danced around the fire, celebrating our culture and heritage. The night ended with fireworks, lighting up the sky in a dazzling display of colours.

I wish you could have been here to experience all of this with me. The festival is not just about the celebrations but also about coming together as a community, honouring our traditions, and remembering where we come from. It's a time when we feel connected to our roots and to each other.

I hope you can visit next year so we can enjoy the festival together. It's something you really have to see for yourself to truly appreciate. I'm already looking forward to it, and I know it will be even better with you here!

Take care, and I hope to hear from you soon.

Yours sincerely,

Dan.

Teacher's/instructor's activities-Exercises

1. Guide student to learn, write and read the notes on informal letters.
2. Write a letter your friend on the following topics;
 - a. A place of interest you visited
 - b. A recent family celebration you had
 - c. The benefits of staying in Ghana
 - d. Thing that will make your community develop
 - e. Why your school is good for learning
 - f. Why your school is not good for learning
 - g. The mal-treatment from your step parent
 - h. Reporting a bad behavior of your relative or friend
 - i. How to stay in a city
 - j. How to learn
 - k. Bad attitudes of mates in school
 - l. Forms of examination mal-practices
 - m. What you will do after the BECE to await your result
 - n. How to manage your money

CHAPTER – TWENTY ONE

REPORT WRITING

Report writing is a type of essay that recounts an event. It gives a detailed outcome of an event or occasion. We write reports to narrate what happened in an event or incident.

Structure of a report

Introduction

The introduction of a report summarises the whole report. It contains all the facts in the report you are about to write. The introduction of an incident report serves to explain the significance of documenting incidents. It emphasises the importance of providing a clear and factual account of unexpected events to ensure proper investigation, accountability, and prevention of future occurrences.

Key Elements

The introduction should highlight the essential components of an incident report, such as:

Date, Time, and Location: Establishes when and where the incident occurred. **People Involved:** Identifies the individuals involved, including witnesses.

Incident Description: Offers a brief overview of the event.

Importance of Objectivity: Emphasise the need for objectivity in the report, avoiding personal opinions or assumptions, and sticking to the facts as observed.

Relevance: The introduction should underscore how incident reports play a crucial role in enhancing safety procedures, guiding organisational responses, and providing a record for future reference.

Clarity and Accuracy: Stress the importance of writing clearly and accurately to ensure that the report can be easily understood and effectively used by those reviewing it.

Sample introduction of report

Armed Robbery Report

On the evening of August 12, 2024, at approximately 8:15 PM, I witnessed an armed robbery at the Das Mall located at 123 Main Street of Adum. As I was approaching the mall, I observed two masked individuals, both armed with handguns, forcefully entering the premises. They threatened the cashier and demanded money from the register. The incident took place swiftly, and I was positioned at a safe distance, allowing me to observe the unfolding events without being detected by the assailants. This report aims to provide a detailed account of the robbery as witnessed, including the sequence of events, descriptions of the suspects, and any other relevant observations.

Sports Competition Report

On August 10, 2024, our school (Das Standard School) hosted its annual sports competition, bringing together students from all grades to participate in various athletic events. The competition took place on the school's sports field and included activities such as track and field races, soccer matches, and relay races. The event was well-attended by students, staff, and parents and showcased the enthusiasm, teamwork, and sportsmanship of our students. This report will provide an overview of the day's events, highlight key performances, and discuss areas for improvement for future competitions.

The main body

When writing the body of an incident report, it is essential to be clear, concise, and detailed. The body of the report provides a factual and chronological account of what occurred during the incident, including observations, actions taken, and the individuals involved. Below are detailed notes on how to structure and write the body of an incident report effectively:

1. Chronological Sequence

Start with the beginning: Begin by describing what led up to the incident. Mention the date, time, and location of the event, and describe the environment or situation that was present before the incident occurred.

Progress through the timeline: Provide a step-by-step account of the incident as it unfolded. Ensure that the sequence of events is presented logically and clearly, from the initiation of the incident to its conclusion.

Include specific times: If possible, include specific times for key events to establish a clear timeline. This helps in reconstructing the events accurately.

2. Factual and Objective Reporting

Stick to the facts: Avoid speculation, assumptions, or subjective opinions. Only include information that you observed directly or that was reported to you by reliable witnesses.

Use clear and straightforward language: Avoid jargon, technical terms, or ambiguous language. The report should be easily understandable by anyone who reads it.

Include relevant details: Provide specific details such as names of individuals involved, descriptions of any vehicles, equipment, or objects, and any other relevant information that would help in understanding the incident.

3. Inclusion of observations

Describe what you saw: Include a detailed description of your observations during and after the incident. For example, describe the appearance, behaviour, or actions of the individuals involved, the condition of the environment, or any physical evidence present.

Document any injuries or damages: If there were injuries or property damages, provide a clear description, including the extent of injuries or the nature of the damage. Be specific about the location, nature, and severity of any harm.

4. Actions Taken

Document immediate actions: Record any actions you or others took during the incident, such as calling for medical assistance, attempting to de-escalate a situation, or securing the area. Specify who took these actions and what the outcomes were.

Follow-up actions: Mention any follow-up actions taken after the incident, such as reporting to authorities, conducting an investigation, or notifying relevant personnel. Include any steps taken to prevent recurrence or address the consequences of the incident.

5. Involvement of Other Parties

Identify witnesses: List the names and contact information of any witnesses to the incident. Include a summary of their statements if they provided any.

Involvement of authorities or emergency services: If law enforcement, medical personnel, or other authorities were involved, include their names, badge numbers, and actions they took. If reports were filed by these entities, mention them.

6. Documentation of Evidence

Describe physical evidence: Note any physical evidence relevant to the incident, such as photographs, videos, documents, or objects. Include details on how and where the evidence was collected or stored.

Attach relevant documents: If you have additional documents like statements, photographs, or video recordings, reference them in the body and attach them to the report.

7. Use of Direct Quotes

Include direct quotes when relevant: If someone made a significant statement during the incident, include their exact words within quotation marks. This provides an accurate representation of what was said and by whom.

Identify the speaker: Clearly identify the person who made the statement and the context in which it was said.

8. Clarity and accuracy

Avoid ambiguity: Make sure that each sentence is clear and unambiguous. If a detail is unclear or unknown, state that explicitly rather than making assumptions.

Check for accuracy: Before finalising the report, double-check all names, dates, times, and details for accuracy. Ensure that the report accurately reflects the events as they occurred.

9. Use of Active Voice

Write in the active voice: Writing in the active voice makes the report more direct and easier to understand. For example, instead of writing "The door was broken by the individual," write "The individual broke the door."

10. Consistency and completeness

Be consistent in terminology: Use consistent terminology throughout the report, especially when referring to people, places, and objects.

Ensure completeness: Review the report to ensure that all relevant details have been included and that there are no gaps in the narrative.

11. Review and edit

Proofread for errors: After completing the report, review it for spelling, grammar, and punctuation errors. Ensure that the report is polished and professional.

Seek feedback if necessary. If possible, have a colleague or supervisor review the report to ensure it meets organisational standards and is complete.

Main Body of the Sports Competition Report

The annual sports competition at Das Standard School, held on August 10, 2024, was a lively and engaging event, bringing together students from all grades to compete in a variety of athletic activities. The day began with an opening ceremony at 8:00 AM, where the headmaster, Mr. Kwame Adjei, delivered a motivational speech, emphasising the importance of sportsmanship, teamwork, and determination. Following the ceremony, students from each grade, categorised by age groups, eagerly took to the field to showcase their athletic skills.

The event featured a diverse range of activities, including track and field races, soccer matches, and relay races. The track and field events, which included 100m, 200m, and 400m sprints, long jumps, and shot put, saw intense competition. The 100-meter sprint was particularly exciting, with Sarah Mensah of Grade 6 emerging as the fastest runner, clocking in at 13.5 seconds. In the long jump, Kwame Asante from Grade 8 set a new school record with a leap of 5.2 meters.

Soccer matches were another highlight of the day, with students divided into teams representing their respective grades. The final match, a showdown between the Grade 8 and Grade 9 teams, was closely contested. After a thrilling game, Grade 9 emerged victorious with a 3-2 score, thanks to an outstanding performance by their captain, Emmanuel Osei, who scored two goals.

Relay races, a favourite among the students, were held in the afternoon. The 4x100m relay saw fierce competition, with Grade 7 narrowly defeating Grade 6 by just a fraction of a second. The teamwork and coordination displayed by all participating teams were commendable, reflecting the practice and dedication they had put into preparing for the event.

Several students delivered standout performances throughout the day. Sarah Mensah, who won the 100m sprint, was also the top performer in the 200m race, finishing in 27.8 seconds. Her exceptional speed and determination made her a crowd favorite. Kwame Asante's record-breaking long jump was another highlight, demonstrating his athletic prowess and earning him the title of 'Athlete of the Day.'

In the soccer matches, Emmanuel Osei's leadership and skill were evident as he led his team to victory. His ability to strategise and motivate his teammates was instrumental in their success. The Grade 7 relay team, consisting of Ama Serwaa, Michael Oppong, Rita Boateng, and Daniel Tetteh, also deserves special mention for their seamless baton exchanges and synchronised running, which secured them first place in the 4x100m relay.

While the sports competition was largely successful, a few areas were identified for improvement in future events.

First, there was some confusion regarding the scheduling of events, particularly the overlapping of the track and field events with the soccer matches. This led to delays and some participants missing their events. For future competitions, a more structured and clearly

communicated schedule should be implemented to ensure smooth transitions between activities.

Secondly, the provision of refreshments for the participants was inadequate, leading to some students feeling fatigued during the latter part of the day. It is recommended that additional water stations and healthy snacks be made available to ensure that all participants remain hydrated and energised.

Lastly, while the overall participation was high, there was a noticeable lack of involvement from students in the lower grades in certain activities, particularly the field events. Encouraging more inclusivity and offering practice sessions for younger students in the lead-up to the competition could help increase their confidence and participation.

Conclusion of incident report writing

The conclusion of an incident report serves as a summary and wrap-up of the documented events. It should summarise the key points of the report and provide recommendations or follow-up actions, if applicable.

1. Summarise the key points.

Restate the Incident: Briefly summarise the incident, highlighting the main facts. Include the date, time, location, and a concise description of what happened. This helps in restating the context of the report.

Key Observations: Recap the critical observations and findings from the incident, including any significant actions taken or outcomes. This summary reinforces the core details of the incident.

2. State the impact.

Effects on Individuals: Mention any immediate or long-term effects on individuals involved, such as injuries, psychological impact, or changes in behaviour.

Effects on Property or Operations: Highlight any damage to property, disruption of operations, or financial implications resulting from the incident.

3. Discuss Actions Taken

Immediate Actions: Summarise the actions taken immediately after the incident, such as first aid administered, emergency services contacted, or containment measures implemented.

Follow-Up Actions: Outline any follow-up actions that were or will be taken, such as repairs, further investigations, or meetings to discuss the incident.

4. Recommendations for Improvement

Preventive Measures: Offer recommendations for preventing similar incidents in the future. This could include changes in procedures, additional training for staff, or the implementation of new safety measures.

Policy Changes: Suggest any policy changes or updates that could help address the issues highlighted by the incident.

5. Closure and Sign-Off

Final Statement: Conclude with a final statement that reiterates the importance of addressing the incident and any ongoing commitments to safety and improvement.

Signature and Date: End with the name, position, and signature of the person completing the report, along with the date of completion.

Example Conclusion for an Incident Report

In summary, the incident that occurred on August 10, 2024, involved a significant injury to a student during the annual sports competition. The prompt response by first aid personnel and the subsequent medical attention provided ensured that the student's condition was stabilized. The incident caused temporary disruption to the event and highlighted a need for improved safety measures.

The immediate actions taken, including the provision of first aid and notification of emergency services, were appropriate and timely. However, to prevent similar incidents in the future, it is recommended that we review and enhance our safety protocols for athletic events, including better crowd control and more comprehensive first aid training for staff.

This report concludes with a commitment to enhancing our safety measures and ensuring the well-being of all participants in future events.

signed

Adamu Shasha

Form 3B, class prefect

16th July, 2024

Sample report writing

Incident Report: Armed Robbery at Das Mall

Date of Report: August 12, 2024

Time of Incident: Approximately 8:15 PM

Location: Das Mall, 123 Main Street, Adum

The Reporter: Karikari Abinkyi

On the evening of August 12, 2024, at approximately 8:15 PM, I witnessed an armed robbery at Das Mall, located at 123 Main Street, Adum. As I was approaching the mall from the east side of Main Street, I noticed two individuals acting suspiciously near the entrance. Both were wearing dark clothing and had their faces concealed with masks. Their hurried manner and the fact that they were armed with handguns immediately raised my concern. I observed the entire incident from a safe distance, which allowed me to remain unnoticed by the assailants.

The suspects forcefully entered the mall through the main entrance, which was unlocked at the time. Inside, a few customers were shopping, and the cashier was stationed at the counter. Upon entering, the suspects swiftly moved towards the cashier, brandishing their weapons. They threatened her and demanded that she hand over the money from the register. The cashier, visibly terrified, complied without hesitation, placing the cash into a bag that one of the suspects had brought with him. The entire interaction was quick, lasting no more than three to four minutes, giving no opportunity for the cashier or customers to call for help or react in any way.

After obtaining the money, the suspects exited the mall through the same entrance and fled on foot, heading westward on Main Street. I did not observe any getaway vehicles, which suggests that they either continued on foot or had a vehicle parked at a distance. The two

suspects were described as follows: the first was a male, approximately 6 feet tall, with a medium build, dressed in a black hoodie, dark jeans, and black gloves. He wore a black ski mask and carried a black handgun. The second suspect was also male, about 5 feet 8 inches tall with a slender build, wearing a dark green jacket, black pants, and black gloves. He had a black balaclava over his face and carried a silver handgun.

There were a few customers inside the mall during the robbery, but they remained still and did not interfere with the suspects. The cashier complied with the suspects' demands, which likely prevented any escalation of violence. It is important to note that there appeared to be no visible security personnel on site at the time, and the suspects encountered no barriers or alarms that might have slowed them down.

Immediately after the suspects fled, I called the local police and reported the incident, providing them with the details of the robbery, including descriptions of the suspects and the direction in which they fled. I remained at the scene until the police arrived, approximately 10 minutes later, to provide them with a full account of what I had witnessed.

In conclusion, the armed robbery at Das Mall on August 12, 2024, was a swift and coordinated act by two masked individuals. Fortunately, no one was physically harmed during the incident, but the lack of security measures at the mall allowed the suspects to carry out their crime without resistance. It is recommended that the mall increase its security presence, install surveillance cameras, and provide additional training for staff on handling such situations to prevent future incidents.

Signed

Karikari Abinkyi

Citizen

12th August, 2024

Sports Competition Report: Das Standard School

Date of Report: August 12, 2024

Event Date: August 10, 2024

Location: Das Standard School Sports Field

Reporting Officer: Adongo Kwaku

On August 10, 2024, Das Standard School successfully hosted its annual sports competition, which brought together students from all grades to participate in a variety of athletic events. The event took place on the school's sports field and featured activities such as track and field races, soccer matches, and relay races. The competition was well-attended, with a large turnout of students, staff, and parents who came to support and cheer for the participants. The day was marked by a strong display of enthusiasm, teamwork, and sportsmanship, making it a memorable occasion for all involved.

The sports competition began at 8:00 AM with an opening ceremony led by the headmaster, Mr. Kwame Adjei. In his speech, Mr. Adjei emphasised the importance of sportsmanship, teamwork, and determination, setting a positive tone for the day's events. Students from various grades participated in a range of activities, including 100m, 200m, and 400m sprints, long jumps, shot put, inter-grade soccer tournaments, and the highly anticipated 4x100m relay races. The event was well-organised, and the schedule allowed for smooth transitions between activities, keeping participants and spectators engaged throughout the day.

Among the highlights of the competition were the outstanding performances in track and field events. Sarah Mensah of Grade 6 won the 100-meter sprint with an impressive time of 13.5 seconds, showcasing her speed and determination. Kwame Asante from Grade 8 set a

new school record in the long jump, achieving a distance of 5.2 meters, much to the delight of his peers and teachers. In the soccer matches, the final game between Grade 8 and Grade 9 was closely contested, with Grade 9 emerging victorious with a 3-2 win, led by their captain, Emmanuel Osei. The relay races also provided excitement, with Grade 7 narrowly defeating Grade 6 in the 4x100m relay, demonstrating excellent teamwork and coordination.

Despite the success of the event, there were a few areas identified for improvement. Some confusion arose due to overlapping schedules between track and field events and soccer matches, causing minor delays. A more structured and clearly communicated schedule would help prevent such issues in future competitions. Additionally, the provision of refreshments for participants was inadequate, leading to fatigue among some students. It is recommended that more water stations and healthy snacks be made available at future events to ensure participants remain energised and hydrated. Finally, there was a noticeable lack of participation from students in lower grades in field events. Offering practice sessions and encouraging younger students to participate could improve inclusivity and ensure that all students have the opportunity to showcase their abilities.

In conclusion, the 2024 annual sports competition at Das Standard School was a resounding success, highlighting the enthusiasm, talent, and sportsmanship of our students. The event provided an excellent platform for students to display their athletic abilities and fostered a sense of community among participants, staff, and parents. With some minor adjustments in scheduling, better provision of refreshments, and increased inclusivity, future competitions have the potential to be even more successful and enjoyable for everyone involved.

signed

Adongo Kwaku

Form 3B

10th August 2024.

Your teachers left you and the prefects in charge of the school as they went for a meeting. Write a report to the headmaster, explaining what transpired when they were away.

Report to the Headmaster: Events During Teacher's Meeting

Date of Report: August 12, 2024

To: Mr. Kwame Adjei, Headmaster

From: Fred Amuzu, Senior Prefect

Subject: Report on School Activities During Teachers' Meeting

I am writing to provide you with a detailed account of the events that transpired at Das Standard School while you and the other teachers attended the meeting on August 12, 2024. As instructed, the prefects and I were left in charge of maintaining order and ensuring that all students continued with their academic and extracurricular activities smoothly in your absence.

Upon your departure at 10:00 AM, the prefects and I conducted a quick check to ensure that all classrooms were in session, and that students were engaged in their studies. The majority of the classes were focused and attentive, with students either working on their assignments or preparing for upcoming tests. However, a few students in Grade 8 were found to be chatting and not adhering to the study plan set by their teacher. I promptly addressed this by reminding them of their responsibilities and the importance of using their time wisely. The students complied and returned to their work without further issue.

During the mid-morning break at 11:00 AM, we supervised the playground to ensure that students were playing safely and that no incidents occurred. The break proceeded without any major issues, and students enjoyed their time on the field and in the common areas.

Prefects were stationed at various points around the school to monitor activities, and we managed to prevent any potential disruptions by being present and approachable.

One noteworthy incident occurred during the break. A student from Grade 5, Ama Boateng, tripped while running and sustained a minor scrape on her knee. The situation was handled swiftly; one of the prefects escorted her to the infirmary, where the school nurse attended to her injury. Ama was given first aid and returned to class shortly afterward, feeling much better.

After the break, the prefects and I made rounds to each classroom to ensure that all students were settled and continuing with their studies. We found that some students in Grade 9 were having difficulty with a math problem and had begun discussing it among themselves. To maintain order and prevent the discussion from becoming too loud, I asked them to continue their discussion quietly and offered to help them if needed. This helped them stay on task without disturbing others.

During lunchtime, we ensured that all students lined up orderly in the cafeteria and that everyone received their meals without any issues. We also monitored the cafeteria to prevent any food fights or disruptive behavior. The lunchtime period was orderly, and students behaved respectfully towards each other.

In the afternoon, the prefects supervised the various extracurricular activities. The students in the music club practiced for their upcoming performance, while the sports teams held their regular training sessions. All activities were conducted without any disruptions, and students were enthusiastic and engaged.

Before the end of the school day, we gathered all students in their respective classrooms and ensured that they tidy up their workspaces before leaving. We also took the opportunity to remind them of any homework assignments and upcoming tests, as instructed by their teachers.

In conclusion, the day proceeded smoothly with only minor issues that were quickly resolved. The prefects and I ensured that order was maintained throughout the day and that students remained focused on their academic and extracurricular activities. We are pleased to report that the school maintained good order during your absence, and we look forward to your feedback on how we handled our responsibilities.

Thank you for entrusting us with this responsibility.

Signed

Fred Amuzu

Senior Prefect

Date: August 12, 2024

You witnessed a fight between two of your classmates. Your headteacher has you write a report to him. Write your report.

Report on the Fight Between Classmates

Date of Report: August 12, 2024

To: Mr. Kwame Adjei, Headteacher

From: Atoyo Emmanuel, Student, Basic 9

Subject: Report on the Fight Between Classmates

I am writing to provide a detailed account of the incident involving a physical altercation between two of my classmates, Kwame Mensah and Kofi Asare, which occurred on August 12, 2024, during the lunch break.

The incident took place at approximately 12:30 PM in the schoolyard near the basketball court. I was sitting nearby with some other students when I noticed a heated argument between Kwame and Kofi. Initially, the argument seemed to be about a disagreement over a basketball game they had just finished playing. Both were accusing each other of unfair play and making unsportsmanlike comments. The situation escalated quickly as their voices grew louder, and they began exchanging insults.

Despite the presence of several other students who tried to calm them down, Kwame and Kofi continued to argue. At one point, Kofi shoved Kwame, who responded by pushing him back. This led to a physical fight, with both students throwing punches at each other. The fight lasted for about two minutes before some of our classmates and I intervened to separate them. We managed to pull them apart and prevent further physical contact.

During the altercation, both Kwame and Kofi sustained minor injuries. Kwame had a small cut on his lip, and Kofi had a bruise on his cheek. After the fight was stopped, I escorted both students to the school infirmary, where the nurse treated their injuries.

I immediately reported the incident to our class teacher, who then informed you of what had happened. Both Kwame and Kofi were visibly upset and regretted their actions after they were separated and calmed down. They explained that the argument had started over a misunderstanding during the game and that neither had intended for it to escalate into a physical fight.

In conclusion, the fight between Kwame Mensah and Kofi Asare was the result of a disagreement over a basketball game that quickly escalated into a physical altercation. Both students have expressed regret for their actions and have been treated for their minor injuries. I recommend that they be counselled to resolve their differences amicably and to prevent such incidents from occurring in the future.

Thank you for your attention to this matter.

Signed

Atoyo Emmanuel

Basic 9

Date: August 12, 2024

You were left in charge of a lower class to supervise an examination in which cheating occurred. Write a report to the head of examination in your school.

Cheating Incident During Examination

Date of Report: August 12, 2024

To: Mrs. Ama Owusu, Head of Examinations

From: Agama Kwakuru, Student Supervisor

Subject: Report on Cheating Incident During Lower Class Examination

I am writing to bring to your attention an incident of cheating that occurred during the examination I was supervising on August 12, 2024, in Class 5B. As per your instructions, I was left in charge of overseeing the students during their English Language examination, which took place from 10:00 AM to 12:00 PM.

The examination began smoothly, with all students seated and ready to start. I distributed the exam papers and ensured that the students were aware of the rules, including the prohibition against talking or using unauthorised materials during the exam. I then positioned myself at the front of the classroom, where I could monitor the students effectively.

Approximately 30 minutes into the examination, I noticed some unusual behaviour from one of the students, Emmanuel Tetteh, who was seated in the second row. He appeared to be fidgeting and glancing frequently at his lap. Upon closer observation, I realised that he was referring to a small piece of paper hidden under his exam sheet. The paper contained notes related to the exam questions. I immediately approached him, confiscated the cheat sheet, and instructed him to continue with his examination without further incident.

Shortly after dealing with Emmanuel's case, I noticed another student, Ama Serwaa, seated at the back of the classroom, trying to communicate with the student next to her. Upon closer

inspection, I saw that she had written answers on the inside of her eraser cover, which she was using to share information with her classmate. I promptly intervened, took away the eraser, and warned both students involved.

After these incidents, I continued to monitor the class closely, ensuring that no further cheating occurred. The rest of the examination proceeded without any additional disruptions.

Once the examination ended, I gathered the confiscated items and immediately reported the incidents to the class teacher, who advised me to document the occurrences in this report and submit it to you for further action.

In conclusion, two students, Emmanuel Tetteh and Ama Serwaa, were caught cheating during the English Language examination in Class 5B. Both students used unauthorised materials to gain an unfair advantage. I took immediate action to stop the cheating and ensured that the examination continued smoothly thereafter. I recommend that appropriate disciplinary measures be taken to address these incidents and prevent future occurrences.

Thank you for your attention to this matter.

Signed

Agama Kwakuru

Student Supervisor

Date: August 12, 2024

Exercises

1. Your school embarked on cultural festival in another town. Write a report for the event
2. Your school had a sports competition. Write a report on the event
3. Write a report on a recent fire outbreak in your community
4. You witnessed a robbery scene. Write a report to the police
5. You recently had a debate competition. Write a report on it

CHAPTER – TWENTY TWO

DESCRIPTIVE, NARRATIVE AND STORY WRITING

Narration is the attempt to give a description of a past event. Therefore, the tone of the narration must be in the past tense. It can be a process, event, or incident. Descriptive essays deal with the description of an event in the present and present continuous tense. It can also be in the in the simple future tense. It involves giving a vivid account of people, places, events, etc. in such a way that the reader will understand it with the five senses—touch, hear, sight, and taste.

Features of descriptive writing (essay)

1. Heading
2. Body
3. Introduction
4. Main body
5. Conclusion

To be able to describe well, we need to know some expressions used in description essays and informal essays.

Some common expressions

Happiness (joy)

1. Floating in the air

Esi was floating in the air when he heard that she would be going to the USA.

2. Hardly contain oneself with joy.

I could hardly contain myself with joy when heard the news of my result.

3. Saturated with happiness

They were saturated with happiness the last time I saw them.

4. The whole world on one side

The whole world was on her side after the graduation.

5. Tears of joy streamed down one cheek.

Tears of joy streamed down my cheeks when I heard the news.

6. Feet scarcely seem to touch the ground.

My feet scarcely seemed to touch the ground when I saw you coming.

Shock/frightened

1. Terror seized someone

Terror seized us all when I saw the man.

2. Paralysed with fear

Paralysed with fear, he couldn't command his legs to run.

3. Shock robbed someone of speech.

When I saw my father, shock robbed my speech; I couldn't speak.

4. Blood drains from one's face

When he saw the tragic accident, his blood drained from his face.

5. Scream one's head off

She screamed her heart out when she saw the corpse.

6. A haze of fear surrounds someone.

A haze of fear surrounded her when she saw the thief

7. A wave of fear rushes through someone

She felt a wave of fear rush through her after seeing the tiger.

Sad moment

1. Tears well up one's eye and begin rolling.

Upon hearing the news, she stood still, and then tears welled up her eyes and began rolling.

2. Brink of tears

She was on the brink of tears after the funeral.

3. The whole world collapsing upon someone

He felt the whole world was collapsing upon him after the accident.

4. Cry one's heart out.

He cried his heart out on hearing the tragic news.

5. Kneeling, clutching one's heart in despair

She fell to her knees, clutching her head in despair after the total failure in the BECE.

Expression of anger

1. To turn red with fury

He turned red with fury for seeing the thief.

2. Blood boil

Thomas was so angry that his blood boiled.

3. An angry frown creases one's forehead.

An angry frown creased her forehead after the insults from the mother.

Introduction to Narrative Essays

Narration is the attempt to give a description of past events. Therefore, the tone of the narration must be in the past tense.

Introduction of narration/descriptive essay

Events or stories occurred at the right place and time. Again, parties are involved, and the activities of the parties matter. Some events are divided into performances of events. Therefore, the various parts and stages must be mentioned in the introduction.

Content of the introduction

1. Background information
2. Date, time
3. People present
4. Process of events

Background information

- Make mention of having attended or experienced some events/incidents like that nature.
- Shift attention to the brief background, meaning, history, and content.
- Shift attention to the parts or processes of the description.

Example

I have witnessed several car accidents in my life. Car accidents occur either with two cars colliding or a car veering off its path on the road, and more. They result in death, injury, and many damages. The car accident that occurs at the Asempanaye near Asaman was the most fearful event I have witnessed in my life.

Date/time/place

The date and time of the event or the incident, together with the place where the event or the incident took place, are vital when it comes to narration.

Example

I have witnessed several car accidents in my life. Car accidents occur either with two cars colliding or a car veering off its path on the road, and more. They result in death, injury, and many damages. The car accident that occurred at Asempanaye near Asaman was the most fearful event I have witnessed in my life. The car accident occurred on the 25th of June, 2009, at exactly 1.00pm.

A fight between two people

Most people fight for various reasons. Some precisely fight for superiority, avengement, and many more. Kwaku Aboso was a strong-built man in stature. He is mostly feared by all in the community due to his troublesome character. Kwasi Ampa, on the other hand, was a calm, gentle, slim man who is respected in the entire community. In fact, he had never fought in

public before. On Tuesday, 25th December, 2007 at exactly 2.00pm, a fight occurred between Kwaku Aboso and Kwasi Ampa over a lady they wanted to marry.

The parties involved

Mention the parties or objects involved in the event or the incident.

I have witnessed several car accidents in my life. However, the car accident that occurs at the Asempanaye near Asaman was the most fearful event I have witnessed in my life. The car accident occurred on June 25th, 2009, at exactly 1 p.m. on the Accra-Kumasi highway. It occurred between a VIP passenger bus heading towards Kumasi and a KIA truck full of charcoal heading to Accra.

Introduction to a descriptive essay

A descriptive essay is similar to a narrative. Descriptive is to give account of present events or the habitual way of doing something.

Introduction to a descriptive essay

- Give background information.
- Give the process of the event using time, date, place, and parties if any.

Illustrative example

There are a lot of traditional festivals in Ghana. Some of the traditional festivals include Homowo, Fetu, Odwira, and many more. The traditional festival I would like to talk about is the Addaekese of the Ashanti. The Addaekese is celebrated by the Ashanti's of Ghana. It is celebrated on the 42nd day of the 9th Awukudae festival of the Akan calendar. During this festive celebration, a lot of activities are arranged to mark the occasion. Some of the activities are general cleaning, purification of stools, and more.

Main body of descriptive and narrative essay

The content of a description must be logically arranged in a good and coherent paragraph. We use narrative and descriptive paragraphing. Refer to the narrative and descriptive paragraphing.

Conclusion to descriptive and narrative essays

To conclude, any descriptive or narrative essay summarises the whole essay. I mean summarising the steps or pattern of the description. You can end with the benefits.

Illustrative example

Football match

In conclusion, a football match is played over two halves of 45 minutes each, with teams competing to score goals by advancing the ball into their opponent's net. Players must use a combination of skill, strategy, and teamwork while adhering to the rules of the game, which are enforced by a referee. The match is intense and fast-paced, with both teams striving to outscore each other within the allotted time. At the end of the match, the team with the most goals is declared the winner, though a draw can also be the outcome if both teams score an equal number of goals. The dynamic nature of football, combined with its blend of physical prowess and tactical planning, makes it one of the most exciting and popular sports worldwide.

To conclude, the above are reasons for celebrating festivals.

The best teacher

In conclusion, Mr. Kofi Mensah is more than just a teacher; he is a mentor who inspires and motivates his students to reach their full potential. His passion for teaching, coupled with his genuine care for each student's success, makes him an unforgettable and deeply influential figure in my education.

Sample descriptive essay

How football is played

Games are numerous in this world. Some of the games include soccer, volleyball, tennis, and many more. However, my best game is soccer (football). A football match is played between two teams, each consisting of eleven players, on a rectangular field with a goal at each end. The objective of the game is to score more goals than the opposing team within the match's duration, typically two halves of 45 minutes each, with a 15-minute break at halftime.

The match begins with a kickoff from the centre of the field, with one team starting by passing the ball to a teammate. Players move the ball around the field using their feet, head, and body (excluding hands and arms) while trying to advance towards the opponent's goal. The goalkeeper is the only player allowed to use their hands, but only within the penalty area surrounding their goal.

Teams employ various strategies and formations to maintain possession, defend against attacks, and create scoring opportunities. Players must work together, passing the ball, dribbling, and positioning themselves effectively to outflank the opposing team. When a player successfully kicks the ball into the opposing team's goal, a point is awarded, and the match continues with a kickoff from the team that conceded the goal.

The game is governed by a set of rules known as the Laws of the Game, which are enforced by the referee. Fouls, such as illegal tackles or handballs, can result in free kicks, penalties, or yellow/red cards depending on the severity of the offense. The match ends after the allotted time, and the team with the most goals is declared the winner. In some cases, if the score is tied, the match may go into extra time or be decided by a penalty shootout, depending on the competition's rules.

At the end of the game, the supporters of the winners are left with a lot of joy, singing and praising prayers, while the losing team becomes sad and angry about the players and rages a lot of insults at them.

My school

Greenfield Academy is located in the heart of Accra, Ghana, nestled in a peaceful and easily accessible neighborhood. The school, surrounded by lush greenery, offers a calm and conducive environment for learning. It was founded by Dr. Kwame Mensah, an educationist and philanthropist who envisioned creating an institution that would provide high-quality education while fostering creativity and critical thinking in students. Greenfield Academy officially opened its doors on September 15, 2005, and has since grown into one of the leading educational institutions in the region. The school is organised into several departments, each specialising in a specific area of education.

The Primary School Department caters to students from kindergarten to grade 6, focussing on building a strong foundation in core subjects like mathematics, English, science, and social studies, while also introducing students to the arts, music, and physical education. The Junior High School Department serves students in grades 7 to 9, offering a more advanced curriculum that prepares them for secondary education, with subjects including mathematics, integrated science, English language, social studies, French, and ICT. For students in grades 10 to 12, the Senior High School Department provides a range of subjects in various streams such as General Science, General Arts, Business, and Visual Arts, with a strong emphasis on preparing students for national exams and university entrance.

Additionally, the Administrative Department oversees the day-to-day operations of the school, while the Guidance and Counselling Department offers academic and personal counselling to help students make informed decisions about their futures.

The campus of Greenfield Academy is well-planned, featuring modern infrastructure that supports both academic and extracurricular activities.

The Main Building is a three-story structure that houses most of the classrooms, along with the administrative offices and staff room.

The Science Block contains well-equipped laboratories for biology, chemistry, and physics, enabling students to engage in hands-on learning through experiments. The school also boasts a spacious library with a vast collection of books, journals, and digital resources, providing a quiet space for study and research. The Computer Lab is equipped with the latest technology, allowing students access to computers and the internet for ICT lessons and research.

In addition to academic facilities, Greenfield Academy has a large auditorium where assemblies, performances, and school events are held. The auditorium is equipped with a stage, sound system, and seating for the entire school. The Sports Complex includes a soccer field, basketball court, volleyball court, and a gymnasium, providing ample opportunities for physical education and sports activities. The school also has an art studio, a creative space where students can explore the visual arts, including painting, drawing, and sculpture.

Greenfield Academy prides itself on its inclusive and supportive community. The school values academic excellence, creativity, critical thinking, and character development. Students are encouraged to participate in extracurricular activities, including clubs, sports, and community service, to develop well-rounded skills. Over the years, the school has won several awards in academic competitions, sports, and the arts and has produced graduates who have gone on to excel in various fields, both locally and internationally.

My best teacher is Mr. Kofi Mensah, who teaches English. He is not just a teacher, but a mentor and a role model to all of us. Mr. Mensah has a unique way of making every lesson interesting and engaging. His passion for the subject is evident in the way he explains even

the most complex topics, breaking them down into simple, understandable parts. He always incorporates stories, examples, and humour into his lessons, which makes learning fun and memorable.

What sets Mr. Mensah apart is his dedication to his students. He genuinely cares about our progress and is always willing to go the extra mile to help us understand the material. Whether it's staying after class to answer questions or providing additional resources, he ensures that no one is left behind. He is patient and understanding, never making anyone feel bad for not grasping something right away. Instead, he encourages us to keep trying and helps us find ways to improve.

Beyond academics, Mr. Mensah is also a great listener. He takes the time to get to know each of his students personally and is always available when we need advice or someone to talk to. He inspires us to be confident, work hard, and believe in ourselves. His positive attitude and enthusiasm are contagious, and he has a way of making us all feel valued and capable.

In addition to being an excellent teacher, Mr. Mensah is actively involved in school activities. He organises debates, writing contests, and reading clubs, all of which help to foster a love for English and literature among students. His influence extends beyond the classroom, as he helps us develop important life skills like critical thinking, effective communication, and teamwork.

Overall, Mr. Mensah is the kind of teacher who leaves a lasting impact on his students. He not only teaches us English but also inspires us to be better people. His dedication, kindness, and passion for teaching make him the best teacher I've ever had.

Rice and Stew

Rice and tomato stew is a popular and delicious meal enjoyed in many parts of the world. The preparation of this dish is straightforward and requires just a few ingredients and steps to achieve a flavourful and satisfying result.

To start with the rice, you need to rinse about two cups of rice under cold water. This step is important as it helps to remove excess starch, ensuring that the rice does not become too sticky when cooked. Once rinsed, bring four cups of water to a boil in a pot. You can add a teaspoon of salt and a tablespoon of vegetable oil if desired, as this helps enhance the flavour and texture of the rice. Add the rinsed rice to the boiling water, then reduce the heat to low. Cover the pot with a lid and allow the rice to simmer for about 15-20 minutes, or until the water is fully absorbed and the rice is tender. After cooking, fluff the rice with a fork and set it aside.

The tomato stew, which complements the rice, starts with heating about a quarter cup of vegetable oil in a large pan or pot over medium heat. Once the oil is hot, add one chopped onion and sauté until it becomes soft and translucent. This creates a flavourful base for the stew. Next, add two cloves of minced garlic and a one-inch piece of minced ginger. Cook these aromatics for another minute until they release their fragrance, enhancing the depth of flavour in the stew.

Afterward, stir in two tablespoons of tomato paste. Cooking the tomato paste for about 3-5 minutes helps to reduce its acidity and enrich the stew's flavor. Once the paste has cooked, add four large tomatoes that have been either blended or chopped. At this point, you can also include chopped bell pepper and scotch bonnet pepper if you prefer some heat in your stew. Allow the tomato mixture to cook on medium heat, stirring occasionally, until it thickens and the raw taste of the tomatoes has disappeared. This process usually takes around 15–20 minutes.

Season the stew by adding a teaspoon of curry powder, a teaspoon of thyme, salt to taste, and seasoning cubes or powder if you prefer. Stir well to combine all the ingredients. If the stew is too thick, you can add some water or stock to achieve your desired consistency. At this stage, if you have pre-cooked or fried protein such as chicken, fish, or beef, add it to the stew and let it simmer for about 10 minutes. This allows the protein to absorb the rich flavours of the stew. Finally, taste the stew and adjust the seasoning if necessary, letting it simmer for a few more minutes to ensure all the flavours are well integrated.

Once everything is ready, serve the hot, fluffy rice with a generous portion of the tomato stew either on top or on the side. The dish can be garnished with chopped parsley or green onions for an added touch of freshness. This rice and tomato stew combination is a hearty and comforting meal that can be enjoyed on its own or paired with your favourite side dishes.

My day as a student

As a student, my typical day is structured and filled with various activities, ensuring a productive and balanced routine. My day usually begins early, around 6:30 a.m. After waking up, I freshen up and have a nutritious breakfast to fuel my day. Once I'm ready, I make sure to pack all my school materials, including books, notebooks, and any assignments that are due.

By 7:30 AM, I head to school. The school day kicks off with a morning assembly where announcements are made, and sometimes there's a brief period for reflection or a motivational talk. Classes start soon after, and my day is divided into several periods focussing on different subjects like mathematics, science, English, and social studies. Each class typically lasts between 45 minutes and an hour. During breaks between classes, I catch up with friends, review notes, or prepare for upcoming lessons. Lunch is a social time where I enjoy a meal with my classmates and take a short break to recharge.

After regular school hours, which end around 3:00 PM, I often participate in extracurricular activities. These could include sports practice, music lessons, or club meetings, depending on the day. Engaging in these activities allows me to pursue interests outside the academic curriculum and develop new skills.

Once I return home around 5:00 PM, I dedicate time to completing homework and studying. This usually involves reviewing the day's lessons, working on assignments, and preparing for upcoming tests or projects. I aim to stay focused and organised to manage my time effectively and avoid last-minute cramming.

In the evening, I take a break to relax and unwind. This might include reading a book, watching a favourite TV show, or spending time with family. I also use this time to prepare for the next day by organising my school bag and setting goals for any tasks that need to be completed.

By around 10:00 PM, I start winding down for bed. I review any notes or materials for the next day's classes and then get ready for sleep. Ensuring a good night's rest is crucial for staying refreshed and ready to tackle the next day's challenges.

In conclusion, a typical day as a student involves a blend of academic responsibilities, extracurricular activities, and personal time. Adhering to this routine helps me manage my time effectively and supports both my academic and personal growth.

Sample narrative essay

Lost in the forest

As I ventured into the forest, the towering trees and dense foliage seemed enchanting at first. The path was well-trodden, and I felt confident that I could navigate through the area. However, as I wandered deeper, the forest began to change. The trees grew thicker, and the trail became less distinct. I realised that I had strayed off the main path and was now surrounded by unfamiliar terrain.

The sun started to set, casting long shadows and dimming the light. My initial sense of adventure turned into worry as I struggled to find my way back. The forest, once full of intriguing sounds and sights, now felt intimidating and disorienting. I tried retracing my steps, but the more I walked, the more confused I became. Panic began to set in as I realised I was truly lost.

With the sky growing darker and the temperature dropping, I knew I needed to stay calm and find a way to signal for help. I found a small clearing and decided to make a signal fire, hoping that the smoke would attract attention. Gathering dry leaves and branches, I managed to get a small blaze going. While keeping the fire under control, I shouted for help, hoping someone might hear me.

Back at home, my family had grown increasingly concerned when I didn't return at the expected time. They contacted the local authorities, and a search party was organized. Equipped with flashlights and tracking equipment, the search team scoured the forest. They followed the trail of the smoke from my fire, which had become a crucial indicator of my location.

As the search team approached the clearing where I had set up the fire, I saw their flashlights cutting through the darkness. Relieved and exhausted, I waved my arms and shouted. The searchers quickly reached me and provided the warmth and reassurance I desperately needed. They guided me out of the forest, and after a careful walk back to safety, I was reunited with my family.

In conclusion, getting lost in the forest was a harrowing experience, but staying calm and using available resources to signal for help ultimately led to my safe rescue. The ordeal underscored the importance of preparedness and remaining composed in challenging situations.

Armed robbers stormed my house

One evening, as I was settling down for the night, a sudden, violent noise shattered the calm. The doorbell rang repeatedly, followed by a loud banging on the front door. My heart raced as I peered through the peephole, only to see masked figures aggressively attempting to force their way in. Realising that it was an armed robbery in progress, I quickly retreated to a safe spot and dialled emergency services.

As I hid in a small, secure room, I could hear the robbers' voices growing louder and more threatening. They had successfully broken into the house and were aggressively demanding valuables. The sound of heavy footsteps and the clattering of objects suggested that they were ransacking the rooms, searching for anything of value.

The minutes felt like hours as I anxiously waited for the arrival of the police. The robbers, who were clearly agitated and desperate, continued to search through drawers, cabinets, and personal belongings, all while shouting instructions at each other. The tension in the house was palpable, and I could only hope that the police would arrive before things escalated further.

Finally, the distant sound of sirens pierced through the chaos. The robbers seemed to realise that their time was running out. As the police arrived, the robbers fled the scene, abandoning their search and escaping into the night. The officers quickly secured the house, and I emerged from my hiding spot, shaken but unharmed.

The police conducted a thorough investigation, taking statements and examining the scene for evidence. Although the experience was frightening and traumatic, I was grateful for the prompt response of the authorities and relieved that no one was injured. The incident served as a stark reminder of the importance of being prepared and staying calm in the face of danger.

In conclusion, the armed robbery was a terrifying ordeal, but the swift action of the emergency services and remaining calm during the crisis played a crucial role in ensuring everyone's safety.

An excursion journey

During a recent excursion, I had the opportunity to visit several fascinating places that left a lasting impression. The day began early as our group gathered at school, filled with excitement and anticipation. We boarded the bus, and as we travelled to our destinations, the landscape outside the window changed, heightening our curiosity about what awaited us.

Our first stop was a historic museum renowned for its extensive collection of artefacts from ancient civilizations. As we walked through the museum's grand halls, we marvelled at exhibits showcasing intricate pottery, ancient tools, and beautiful sculptures. The museum guides provided insightful explanations about the items, giving us a deeper understanding of the cultures and histories they represented. We also enjoyed interactive displays that allowed us to experience aspects of historical life in a hands-on way.

Next, we visited a botanical garden, which was a refreshing change of pace. The garden was a lush, green oasis filled with vibrant flowers, exotic plants, and serene water features. We took a guided tour through themed sections of the garden, each with its own unique flora. The guide explained the importance of conservation and the role of each plant in the ecosystem. We also had time to stroll through the garden, taking in the beauty and tranquilly of our surroundings.

After a delightful lunch at a nearby park, we proceeded to our final destination: an interactive science center. This centre was designed to engage visitors with a range of hands-on exhibits and experiments. We explored different scientific concepts through fun and educational activities, such as interactive physics demonstrations and virtual reality experiences. It was both entertaining and enlightening, allowing us to see science in action and understand complex principles in an accessible way.

As the day came to an end, we returned to the bus, tired but exhilarated from the day's adventures. The excursion had not only been educational but also a lot of fun. It was a wonderful experience to explore new places, learn about history, nature, and science, and bond with classmates outside the classroom setting.

In conclusion, the excursion was a memorable and enriching experience. Visiting the museum, botanical garden, and science centre provided a perfect blend of education and enjoyment, making the day both informative and unforgettable.

My First Day at the National Theatre

It was a bright Saturday morning when I experienced my first visit to the National Theatre. My school had organised a special trip for us, and I could barely contain my excitement as the bus drove through the busy streets of the city. The sun was shining, and the sky was clear blue, which made everything seem even more vibrant and full of life. When we finally arrived at the National Theatre, I was amazed by the size and beauty of the building. The tall columns at the entrance and the grand steps leading up to the doors made me feel like I was about to enter a magical place.

As we walked inside, I was greeted by a rush of cool air and the soft hum of voices echoing through the grand lobby. The walls were decorated with beautiful paintings and posters of famous plays that had been performed there. My classmates and I were given programs, and I eagerly flipped through mine, trying to imagine what the play would be like. We were going to watch a famous play called *The Lion and the Jewel* by Wole Soyinka, and I couldn't wait to see it come to life on stage.

Soon, we were guided to our seats in the large auditorium. The seats were so comfortable, and as I looked around, I could see hundreds of people filling the room, all chatting excitedly. When the lights dimmed, a hush fell over the audience, and I felt my heart beat faster. The curtain slowly rose, and the stage was bathed in light, revealing the actors in their colourful costumes. The play began with music and dancing, and I was immediately drawn into the story. The actors were so talented, and their voices filled the entire theatre. It was like watching a storybook come to life right before my eyes.

The play ended with loud applause, and I clapped as hard as I could, feeling a mix of emotions—happiness, excitement, and a bit of sadness that it was over. As we walked out of the theatre, I couldn't stop talking about my favourite parts with my friends. The experience

had been even better than I had imagined. Outside, we took a group photo in front of the theatre to remember our special day.

On the bus ride home, I thought about how much I had enjoyed my first day at the National Theatre. It was an experience I would never forget, and I knew that I wanted to come back someday to watch another play. The theatre had opened up a whole new world of stories and performances for me, and I couldn't wait to explore it further.

My Trip to Kwamekrom

My family and I visited Kwamekrom, our community, in December of last year. I was rather excited, as it had been a while since our last visit. Early in the morning, as we drove out of the city, the bustling streets gradually gave way to the broad, tranquil countryside. I could see green fields and tall trees extending on both sides of the road, and the air felt cleaner. I was eager to see Kwamekrom again because I knew we were getting closer to it. The enormous baobab tree at the village's entrance caught my attention as soon as we arrived in Kwamekrom.

It was just as I remembered, standing tall and proud. The roads were lined with palm trees, and the houses, with their mud walls and thatched roofs, looked so cosy and welcoming. As we walked to my grandparents' house, I saw colourful flowers blooming in their garden and ripe mangoes hanging from the trees. Everything felt calm and beautiful, so different from the noise of the city.

My grandparents were so happy to see us. They gave us big hugs, and we spent the afternoon sitting together, listening to stories about the village. Later, my cousins and I explored Kwamekrom. We visited the river where everyone gets water, and I dipped my feet into the cool, clear water. We also went to the market, where women were selling fresh fruits and vegetables. The village was so peaceful, and I felt very connected to it.

As the sun began to set, casting a warm, golden light over the village, I knew our visit was almost over. We had a delicious dinner with my grandparents, enjoying jollof rice and grilled fish. We laughed, sang songs, and shared stories, making the evening really special. The next morning, it was time to go. I felt a little sad as we packed our bags, but I knew I would always remember this trip.

My trip to Kwamekrom reminded me of the simple joys of life and how important family is. It was a wonderful visit, and I promised myself that I would come back again soon.

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Teacher's/Instructor's activities

1. Guide students to learn, write, and read the notes on descriptive and narrative essays.
2. Guides students to identify points and to write essays on the following
3. A recent celebration
4. An excursion
5. A lost in the forest
6. A dream that you had
7. An armed robbery in your house
8. A festival attended
9. The food you like best
10. The sad moment in your life
11. Happiest moment in your life
12. The day you lost your money
13. The day your mother was sick
14. Your best personality/role model
15. Your best school
16. A market scene
17. A story you have read

STORY WRITING

Story writing is an aspect of both narrative and descriptive writing. However, story writing takes some particular trend. There are three types of story writing that occur in English exams.

1. A story for a particular heading or topic
2. A story to end in a particular way
3. A story to start in a particular way

A story for a particular heading/topic

If a particular topic has been given for you to write a story on, then you must write the story for the content to show the meaning of the topic. If the topic is an idiom or adage, explain it before you start the story.

Features of story writing

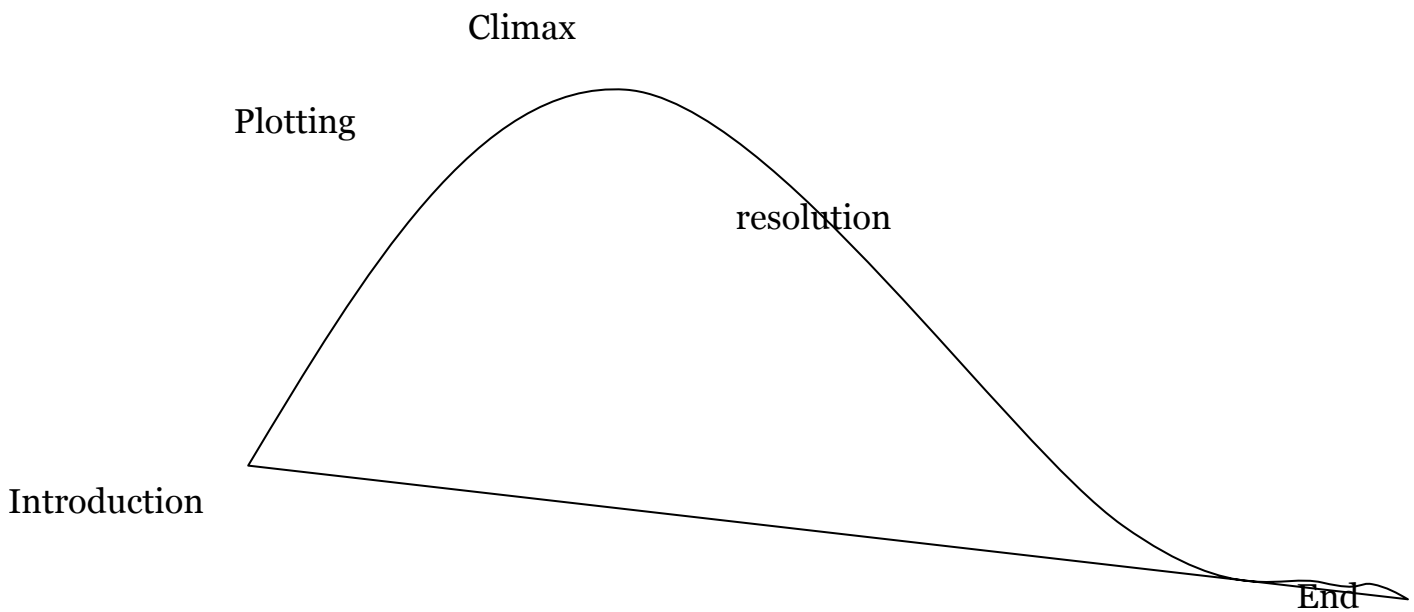
To write a story, some formats or features must be followed. Here are the common features or formats of story writing.

Features of story writing

1. Introduction
2. Body
3. Plotting
4. Climax
5. Resolution and ending

The content of the story can be illustrated by using the diagram below.

Diagram of the body of a story



From the above illustrated diagram, every story needs to start slowly and gather information enough for the development of the main event in the story leading to the full peak of the events in the story (climax). After that, the speed of the story then reduces and falls to the ending.

We are going to discuss the various features in detail. Let us start with an introduction and plotting.

Introduction of Story

The introduction of a story is made up of the following parts:.

1. Setting of the story
2. Main characters
3. The spark-up event for the plotting

The setting of a story

The setting is the atmosphere (place) where the story took place, including date if possible. It can be a village, town, city, political, forest, etc., so you have to describe the set-up of the place of the story.

The main characters and the spark-up event for plotting

This is where you introduce the main characters and the side of issues, plans, or plots to set the scene rolling.

The main characters

The characters are the people that the story is built around. At times, the characters can be the protagonist (main character) and antagonist (opposing character).

How do we introduce them in the introduction of the story? Here is an example.

Introducing setting and characters

Asempanaye, a farming community in the mist of Assango Forest, boasts of about 50 inhabitants. The people are mainly cocoa farmers. ***It is in this village that Adamada and Akosuasa live.*** The Adamada's parents were into cocoa farming, while Akosuasa's parents were into animal farming.

The spark-up event for the plotting of the event in the story

The spark-up event for plotting any story is the rational, or the reasons behind the topic of the story. What happened for the story to develop into that line or for the action to start that way? So, mention what happened to the buildup of the main event in the story. These clues will help you in the plotting of stories.

1. Spark -up event for plotting a sad story from a happy beginning.
2. Spark-up event for plotting a happy story from a sad beginning.

Examples will help a lot. Here is an example. example.

Example of a spark-up event for plotting

There are roughly fifty people living in Asempanaye, a farming settlement hidden in the Assango Forest. Most of the populace farms cocoa. Adamada and Akosuasa are residents of this village. While the parents of Akosuasa are involved in animal husbandry, those of the Adamada are involved in cocoa growing. Friendship bonded the two. Up to the unexpected, the community has always taken a keen interest in their friendship. takes place.

Story that ends in a particular way

Such stories must have the same introduction, in that it must end with the given phrase in the question.

Story to start in a given way

Such stories must begin with the phrase. You should explain that phrase and link it to the story.

Example

The adage all that glitters is not gold, which means appearances are sometimes deceptive, is true for many people. However, it became much more evident for Adamada, who lived in...

Sample introduction to story

Write a story to begin with. We became friends to date.

We remained friends to this day. Assango and I experienced this. Assango's parents were cocoa growers, but I stayed with my uncle, the chief hunter. The two families' animosity was thought to have started after my uncle mistook Assango's grandfather's body during a hunting trip. But something occurred, and we ended up becoming friends.

The next part of the story is about the main developments and events in the story.

The body of a story

Plotting

Stories have a main event—what you intend to achieve in the story. Therefore, much information must be gathered that will lead to an actual event in the story to be clear. This means that, whatever news that story needs to present, there must be enough evidence here to show that the event is unfolding. The question is how we develop the events in a story. Here are some clues.

1. Sad stories can be developed from a happy beginning
2. Happy stories can be developed from the sad beginning

The plotting of a story should be in paragraphs and adequately fixed to the main event in the story. The introduction of any character in the story should actually achieve the story line of the main event. So, briefly So, briefly describe the background of the new character and his role. Please, any claim made should be proven by using paragraphing skills and time sequence transitions.

Let us look at an example. example.

Example

Boko was, in fact, living on a bed of roses during the early years of his existence. The parents possessed immense wealth; the father, as the town chief, owned and maintained the entire area filled with properties and natural resources, earning millions of Ghana Cedis from mining in the Bodwesango land. Furthermore, the father practiced law at Adede and Associates, a respectable business. These were all, in fact, several indications of the family's wealth. Along with the aforementioned, the mother was a well-known businesswoman that supplies all the towns in the neighbourhood with clothing of all kinds. She even supplies clothing of all kinds to businesses abroad.

Because of their wealth, the family did everything in their power to ensure Boko's success in life and the future. He occasionally received pocket money valued at one million Ghana Cedis. He had everything that his heart could wish for. These were all indications of Boko's impending success.

Shortly after graduating from high school, -----

Climax (peak of events in a story)

The climax is where the actual event in a story occurred, be it a sad or happy event. The climax shows how the main character rose or fell in the story. Again, the climax shows the role played by the opposing character or idea (antagonist) in determining the rise or fall of the main character (protagonist). Not forgetting the connections that the rise or fall of the principal character helps in the main event in the story to be totally unfold. Take stories as mysteries that a prophet is about to unfold. For the climax to be effective, the story must show signs of the five senses—touching, hearing, smell, taste, and seeing—by relating the narration to actual objects that can appear to appeal to the senses. The description or the narration should show evidence of sight, smell, hearing, and touch by using effects such as literary devices.

We can employ the following to achieve the humour in the story:.

1. The use of exclamation
2. The use of effects and suspense
3. The use of dialogue
4. The use of figures of speech

Illustrated example of climax

Boko's parents discovered shortly after he graduated from high school that his first day of classes coincided with his last graduation. He received pocket money, school fees, and other benefits during this time. He did not attend school and lived with his mates in a leased flat. He learnt how to smoke and drink from his companions. Typically, they visit bars, partake in various criminal activities, consume alcohol, and smoke. Boko was badly impacted by this; his language became harsh and vulgar, and his thinking became warped. Following this, his friends forced him to start selling cocaine. The parents were completely unaware of all of this.

Boko feigned illness on the day of the graduation and made arrangements with the physician to be admitted to the hospital, so he was unable to attend. He was admitted to the hospital for two weeks before returning home. The parents recognised that their only son's attitude wasn't typical at this point. His language is coarse and abrasive. After a month, Boko was taken into custody by the police and returned to his parents for drug possession.

Resolution of events in a story

This part of the story is where the events or the problems created in the story are given attention to be solved. There should be evident plans to solve the problem in the story, either ending up victorious or failing. Therefore, the tone of the story must be low to show the fall of the event. At this point, it can be both the main and the opposing characters in the story resolving their differences.

Illustrated example of the resolution of the story

A few days later, Boko was brought before the court and remanded in prison. The parents tried everything they could, but their wealth could not buy the law of the country. Boko was sentenced to five years in prison with hard work. After serving five years in prison, he was released. When he returned home, he discovered that his mother had passed away as a result of his actions. He resolved to turn a new leaf. Two years later, he was able to repair all of the harm he created. He married, and they contributed to increase the father's wealth.

The end (conclusion of story)

It is in this part that the event in the story ends. When we say ends, it means we discover the main problem; we either solved or unsolved it in the resolution of the story. This is the final part of the events in the story, plus the writer's remarks or advice on the lessons the story achieved. Make sure to follow instructions; stories that need to begin in a particular way must be treated as such, or any other.

Illustrative example

At last, Boko's father joined his ancestors, and he was made the chief of the town! All these happened as a result of his total comeback. So, the elders even forgave him and overlooked his prison sentence. He became a well-notable chief, and his kingdom prospered in all his days. So, we, as people, must not let our past shortcomings and mistakes hinder our progress.

Sample model story

Question: Write a story with the saying, “People must not let their past shortcomings and mistakes be a hindrance to their progress”

Boko was living on a bed of roses during his early years. The parents were immensely wealthy; the father was the town's head, the owner and custodian of the entire area full of properties and mineral mining resources in Bodwesango, which earned millions of Ghana Cedi. In addition, the father worked as a lawyer at Adede and Associates, a well-known firm. All of these were marks of wealth for the family. Not only that, but the mother was a successful entrepreneur who sold clothing of various kinds across the region. She supplies various kinds of clothing to companies outside the country. The family, because to their wealth, did everything possible to help Boko succeed in life and in the future. He would sometimes collect pocket money worth a million Ghana cedis. He was not deprived of anything pleasing to the heart.

All of them were evidence of Boko's enormous achievement in life.

Not long after graduating from high school, the parents discovered that Boko's first day of school coincided with the last day of graduation. Throughout, he received pocket money, school fees, and other benefits. He was living in a leased flat with his mates and did not attend school. His friends showed him how to smoke and drink. They usually go to the pub, drink, smoke and participate in a variety of unlawful actions.

This had a terrible impact on Boko, as his thinking became warped, and he spoke harshly and profanely. Following this, his friends forced him to sell cocaine. All of this happened without the parents' full awareness.

Boko feigned to be unwell on graduation day and coordinated with the doctor to have him admitted to the hospital, so he couldn't attend. After two weeks in the hospital, he was finally discharged. At this time, the parents understood that their only son's behaviour was

abnormal. He speaks rudely and profanely. After one month, the authorities arrested Boko and returned him to his parents for possessing narcotics.

A few days later, Boko was brought before the court and remanded to prison. The parents tried everything they could, but their wealth could not buy the law of the country. Boko was sentenced to five years in prison with hard work. After serving five years in prison, he was released. When he returned home, he discovered that his mother had passed away as a result of his actions. He resolved to turn a new leaf. Two years later, he was able to repair all of the harm he created. He married, and they contributed to increase the father's riches.

They finally became friends.

In the bustling town of Greenfield, two neighbouring families lived on opposite sides of Oak Street. The Johnsons, a lively family with three energetic children, lived in a large, cheerful house with a sprawling garden. On the other side lived the Smiths, a quiet, reclusive family who kept to themselves and preferred a more secluded lifestyle.

One summer, a community fair was organised, and everyone in Greenfield was excited. The Johnsons, known for their enthusiasm for such events, decided to set up a food stall, while the Smiths chose to remain at home, avoiding the commotion.

As the fair began, the Johnsons' stall became one of the most popular attractions. Their delicious homemade pies and friendly demeanour drew crowds of visitors. The Smiths, from their window, observed the lively activity across the street and felt a mix of curiosity and unease about the bustling event.

As the day went on, the Smiths' young son, Tim, who was usually quite shy, became intrigued by the festivities. He watched with fascination as children played games, adults chatted, and the Johnsons' stall buzzed with activity. Despite his parents' reluctance, Tim decided to venture out to see the fair for himself.

When Tim arrived at Johnson's stall, he was warmly welcomed by the children, who offered him a slice of pie. Hesitant at first, Tim took a bite and was pleasantly surprised by how delicious it was. The Johnsons noticed his shy demeanour and made an effort to include him in the fun, inviting him to join their games and activities.

Tim's initial hesitation began to fade as he engaged with the Johnsons. He found himself laughing, playing, and enjoying the fair like never before. The Johnsons, in turn, were delighted to have him there and appreciated his quiet, polite nature.

Seeing their son so happy, the Smiths decided to join the fair, though they still kept a low profile. They were touched by the warm welcome the Johnsons had extended to Tim and began to understand that their initial apprehensions were unfounded.

The day ended with the two families sharing a meal together at the Johnson's stall. They exchanged stories, laughed over shared experiences, and realised how much they had in common. By the end of the evening, the atmosphere between the two families had transformed from distant and wary to warm and friendly.

In conclusion, despite their initial differences and hesitations, the Johnsons and the Smiths found common ground and developed a genuine friendship through shared experiences and open-heartedness. They later became friends, enjoying each other's company and strengthening the bond between their families.

Had I known is always at last

In a small village nestled between rolling hills, there was a young man named Liam who dreamed of adventure and wealth. Though he had a modest job as a blacksmith, he spent much of his time daydreaming about striking it rich and living a life of luxury.

One day, while working in his forge, Liam overheard a traveler speaking about a hidden treasure buried deep within the forest on the edge of the village. The traveler described it as a vast fortune, and Liam's heart raced with excitement. Driven by the promise of riches, Liam decided to embark on a quest to find this treasure, hoping it would transform his life.

Ignoring the advice of his friends and family, who urged him to be cautious and to think through his plans, Liam set off into the forest with nothing more than a map and a few supplies. The map was old and faded, but Liam was determined. He spent days navigating through dense foliage, crossing treacherous streams, and braving wild animals, all the while focussing on the glimmer of the treasure he hoped to find.

As the days turned into weeks, Liam's journey became increasingly arduous. He faced many challenges and obstacles, including harsh weather conditions and scarcity of food. Despite these difficulties, his resolve remained unshaken. He pressed on, driven by the thought of the treasure that lay ahead.

Eventually, Liam arrived at the spot marked on the map. Exhausted and weary, he began to dig fervently, only to find an old chest buried beneath the ground. With great anticipation, he opened the chest, only to discover that it was filled with old, rusted tools and broken trinkets—worthless relics of a bygone era.

Disheartened and physically drained, Liam realised that he had wasted precious time and energy in search of something that was not what he had hoped for. He trudged back to the village, feeling defeated and reflecting on the journey. It was then that he understood the

true value of what he had left behind—the simple yet fulfilling life he once had and the people who cared about him.

When he returned to his village, he was greeted with compassion and understanding from those he had initially dismissed. They welcomed him back with open arms, and Liam began to appreciate the life he had previously taken for granted.

In conclusion, Liam's quest for treasure taught him a valuable lesson: the saying "Had I known is always at last" rang true. He realised that seeking something outside oneself often leads to the realisation that the true value lies in appreciating what one already possesses.

Divided We Fall, Together We Stand

In a small town nestled in the hills, there lived a close-knit community. The town, called Kuniva, had always been known for its friendly neighbours and strong sense of unity. People helped each other in times of need, celebrated each other's successes, and came together to overcome challenges. However, as time passed, that unity began to fray.

It all started when a new factory was built on the outskirts of town. The factory promised jobs and prosperity, but it also brought pollution and noise. Some residents welcomed the factory, believing it would bring economic growth, while others feared it would ruin the town's peaceful environment. The once-close neighbours began to take sides, with arguments breaking out in the town square, at church meetings, and even at family dinners.

The division grew deeper when the town council proposed building a new road that would cut through a part of the town to make way for more businesses. Those in favour argued it would bring more opportunities, while those against it worried it would destroy the town's charm. Old friends became distant, and families started avoiding each other. The once vibrant community became a place of tension and distrust.

As the arguments escalated, people began to withdraw into their own lives, focussing on their own problems and avoiding those who held different opinions. The local businesses, which had always supported each other, stopped collaborating. The community events that once brought joy to everyone were cancelled due to a lack of participation. Kuniva was no longer living up to its name.

Then, one winter, disaster struck. A massive thunderstorm hit the town, the likes of which hadn't been seen in decades. Roads were blocked, power lines were down, and many people were trapped in their homes without heat or food. The factory had to shut down, and the town was cut off from the outside world.

In the face of this crisis, something remarkable happened. Despite their differences, the people of Kuniva began to come together. It started with a few neighbours shovelling snow to clear a path to each other's homes. Soon, others joined in, helping to dig out cars, deliver food and medicine, and check on the elderly and vulnerable.

The town's only grocery store, which had been struggling due to the division, opened its doors and offered free supplies to those in need. The church, where people had argued just weeks before, became a shelter for those who had lost power. Local farmers brought in their produce, and volunteers prepared meals for those who couldn't cook.

As the days passed, the town's spirit of unity was rekindled. People who hadn't spoken to each other in months were now working side by side, helping to restore power, clear roads, and rebuild what the storm had damaged. The arguments about the factory and the road seemed trivial in the face of the shared struggle.

In the evenings, when the work was done, the townspeople gathered in the church hall, warming themselves by the fire and sharing stories. They realised that despite their differences, they all wanted the same thing—a safe, thriving community where everyone could live in peace.

When the land dried up and life began to return to normal, the people of Harmonyville made a decision. They would address their disagreements through dialogue, not division. The town council held a series of meetings where everyone was invited to speak. Instead of arguing, they listened to each other's concerns and worked together to find solutions that balanced progress with preserving the town's character.

Over time, Kuniva became even stronger than before. The new road was built, but in a way that minimised disruption to the town. The factory implemented stricter environmental controls, ensuring that it brought economic benefits without harming the community. And

most importantly, the people of Harmonyville never forgot the lesson they had learnt during the storm.

They realised that their strength came from their unity. Divided, they had been vulnerable to conflict and disaster, but together, they had overcome the greatest challenges. The town once again lived up to its name, a place where people stood by each other, no matter what.

And so, Kuniva thrived, not just because of its businesses or its natural beauty, but because of the people who had learnt that together they could weather any storm.

The Seed That Blossomed

In the small village of Anidaso, nestled among lush green forests and bordered by a winding river, life moved to the rhythm of nature and tradition. The villagers lived in modest mud houses with thatched roofs, and the sounds of drumming and singing often filled the air, especially during the lively market days and festivals that brought the community together.

Ama, a young girl with a gentle heart and a strong will, arrived in Anidaso with little more than a bundle of old clothes and the hope for a better life. She had lost both her parents at a young age and had been raised by her grandmother until her recent passing. With no other family to turn to, Ama was sent to live with her Uncle Kofi and Auntie Esi, who had promised to take her in.

But from the moment Ama set foot in their home, it became clear that Auntie Esi saw her as nothing more than an extra pair of hands. Every morning before the sun rose, Ama was up fetching water from the river, sweeping the compound, and preparing breakfast. She was never allowed to eat with the family; instead, she ate the leftovers after everyone else had finished. While her cousins, Kojo and Afia, enjoyed new clothes and toys, Ama was left with their worn-out handme-downs.

Despite the harsh treatment, Ama remained humble and diligent. She excelled in school, even though Auntie Esi often tried to keep her home to do more chores. Her teachers noticed her intelligence and praised her in class, which only fuelled Auntie Esi's resentment. But Ama never let the bitterness of her situation dampen her spirit.

One day, as Ama was returning from the river, she encountered Nana Yaa, the village herbalist. Nana Yaa had heard of Ama's plight and was impressed by her resilience. She began teaching Ama about herbs and healing, seeing great potential in the young girl. Ama

eagerly absorbed the knowledge, and soon she was helping villagers with minor ailments under Nana Yaa's guidance.

Years passed, and Ama grew into a beautiful and intelligent young woman. Her hard work paid off when she earned a scholarship to study medicine in the city, thanks to the support of her teachers and Nana Yaa. Auntie Esi was furious when she heard the news, but Ama was determined to pursue her dreams.

In the city, Ama thrived. She graduated at the top of her class and soon became a renowned doctor. She never forgot the kindness of those who had helped her along the way, especially Nana Yaa, and she regularly returned to Anidaso to offer free medical care to the villagers.

Back in Anidaso, life was not as kind to Kojo and Afia. Having been pampered all their lives, they struggled to find their footing. Kojo failed to secure steady work and relied heavily on his parents, while Afia, though clever, lacked the discipline needed to succeed in her endeavors. Auntie Esi and Uncle Kofi, who had once looked down on Ama, now found themselves in a difficult situation.

One day, Auntie Esi fell seriously ill. The local doctors were unable to help, and the family was desperate. Uncle Kofi, remembering Ama and swallowing his pride, sent for her. When Ama arrived, she found her aunt weak and frail, a shadow of the stern woman who had once mistreated her.

Despite everything, Ama cared for Auntie Esi with the same dedication she showed her patients. She brought her back to health, not out of obligation but out of compassion. Auntie Esi, moved by Ama's kindness, wept and apologised for the years of mistreatment.

Ama forgave her aunt and, from that day forward, made sure her uncle's family was well cared for. She provided for Kojo and Afia, helping them find their way in life, and she took care of Auntie Esi and Uncle Kofi in their old age. The villagers of Anidaso marvelled at how

the girl who was once mistreated had become the saviour of the very family that had wronged her.

Ama's story became a legend in Anidaso, a tale of resilience, forgiveness, and the power of kindness. Elder Kwame, the village elder, often recited it to the young ones, reminding them that the seeds of good deeds, though sown in adversity, always blossom in the end.

Teacher's/instructor's activities

1. Guide students to learn, write and read stories
2. Guide students to write the following stories
 - a. To illustrate two heads are better than one
 - b. All that glitters is gold
 - c. Hard work pays
 - d. Make hay while sun shines
 - e. Those living glass houses shouldn't throw stone
3. Write a story to end
 - a. We became friends
 - b. Finally we parted
 - c. The end matters

CHAPTER TWENTY-THREE

CREATIVE/IMAGINATIVE WRITING

Creative writing is a broad and imaginative form of writing that goes beyond traditional storytelling or formal writing. It allows you to express your thoughts, emotions, and ideas in a unique and artistic way. Whether you're crafting a short story, a poem, or a piece of descriptive prose, creative writing encourages originality and creativity.

Aspects of creative/imaginative writing

1. Imagination and Creativity

Imagination and creativity are the engines that drive creative writing. This is where the writer's mind ventures beyond the ordinary, breaking free from the constraints of reality. In creative writing, you can invent entire worlds with their own unique rules, landscapes, and histories. Whether it's a fantastical kingdom filled with mythical creatures or a futuristic society governed by advanced technology, the possibilities are limitless.

Creativity allows you to explore themes that may not have a place in conventional writing. For instance, you might delve into the concept of time travel, the nature of consciousness, or the idea of parallel universes. Additionally, creativity in writing gives you the freedom to play with language itself. You can experiment with new forms of expression, inventing words, using unconventional grammar, or structuring your narrative in a way that challenges traditional formats. This is where poetic prose, stream-of-consciousness writing, and nonlinear storytelling come into play, allowing your imagination to flow without bounds.

2. Personal Voice and Style:

Your personal voice and style are what make your writing uniquely yours. This is your distinctive way of expressing thoughts, ideas, and emotions, and it reflects your personality, experiences, and worldview. Voice is how you "speak" on the page; it could be formal or informal, humorous or serious, reflective or direct. Style, on the other hand, is the technical aspect of your writing—how you use language, structure your sentences, and choose your words.

In creative writing, your voice might emerge through the use of humour, satire, or irony, making your work stand out. For example, a writer might use a playful, whimsical voice that resonates with both children and adults. Your style might be lush and descriptive, with vivid imagery and elaborate metaphors, or it could be sparse and minimalist, focussing on the bare essentials of storytelling. Regardless of the approach, the most important thing is authenticity—your true voice shining through, making your work instantly recognisable.

3. Character Development:

Characters are the soul of your story. Developing well-rounded, believable characters involves giving them depth and complexity, making them feel like real people with their own personalities, flaws, and motivations. A character's background, experiences, and relationships all contribute to who they are and how they behave within your narrative.

Good character development means showing growth or change over time. For example, a timid, unsure protagonist might evolve into a confident leader by the story's end, or a seemingly villainous character could reveal a softer, more sympathetic side.

Dialogue, internal monologues, and interactions with other characters are essential tools for revealing character traits and development. Additionally, giving your characters unique voices and behaviours helps differentiate them and make them memorable to readers.

4. Setting and atmosphere:

The setting of your story is much more than just the physical location where the events take place; it's a key element that helps create the mood and atmosphere. Whether your story unfolds in a bustling metropolis, a remote mountain village, or a desolate alien landscape, the setting provides context and influences the behaviour of your characters.

An effective setting immerses readers in the world you've created. For example, a dark, stormy night can evoke feelings of fear and tension, while a sunny beach might bring about a sense of relaxation and joy. Descriptive details such as the scent of rain, the sound of waves crashing against the shore, or the feel of cold wind on the skin help build a vivid and immersive atmosphere. Additionally, the setting can reflect the inner state of the characters, such as a crumbling house mirroring a character's deteriorating mental state.

5. Plot and Structure:

The plot is the sequence of events that make up your story, and structure refers to how these events are organized. Even in creative writing, where experimentation is encouraged, a well-crafted plot with a clear beginning, middle, and end is essential to keeping readers engaged. The plot typically involves a conflict or problem that the characters must resolve, driving the narrative forward.

However, creative writing allows for a variety of structural approaches. You might use a linear structure, where events unfold chronologically, or you might experiment with a nonlinear structure, where flashbacks, flash-forwards, or multiple perspectives reveal the story in a more fragmented way. Some stories might be cyclical, ending where they began, or might feature parallel narratives that eventually converge. Regardless of the structure, the key is to maintain coherence and ensure that the plot remains compelling and logical within the world you've created.

6. Emotion and theme:

Emotion and theme are the heart and soul of creative writing. Themes are the underlying messages or ideas that your story explores, while emotion is what drives the characters and connects them to the reader. Common themes in creative writing include love, loss, betrayal, redemption, and the human condition. These themes resonate because they touch on universal experiences and truths.

Emotion is what makes these themes come alive. Whether it's the anguish of unrequited love, the thrill of adventure, or the sorrow of saying goodbye, evoking strong emotions in your readers makes your story impactful and memorable. Through the use of powerful dialogue, internal conflict, and emotionally charged scenes, you can create a deep emotional connection with your audience. This connection ensures that your themes are not just abstract ideas but lived experiences that resonate on a personal level.

7. Descriptive Language:

Descriptive language is what brings your creative writing to life, making the world you've imagined tangible and vivid for your readers. It involves the use of sensory details—sights, sounds, smells, tastes, and textures—to create a rich, immersive experience. When you describe a character's appearance, the setting, or even a simple object, you are painting a picture in the reader's mind.

Metaphors, similes, and other literary devices are often employed to enhance descriptions, creating layers of meaning and deepening the reader's understanding. For example, describing a character's eyes as "cold as ice" not only tells us about the colour or temperature but also suggests something about the character's personality. Strong descriptive language can evoke emotions, set the mood, and provide clues about the story's deeper themes, making your writing more compelling and memorable.

Steps to Writing Creative Writing

1. **Start with an Idea:** Every piece of creative writing begins with an idea. It could be a character, a setting, a situation, or even just a single image or phrase that sparks your imagination. Jot down any ideas that come to mind and choose the one that excites you the most.

2. **Develop a Plot or Structure:**

Once you have an idea, think about how you want to develop it. If you're writing a story, consider the plot—what happens at the beginning, middle, and end? For poetry, think about the structure—will it be free verse, a sonnet, or something entirely else? If it's an essay, outline the main points you want to explore.

3. **Create Characters:** If your creative writing involves storytelling, characters are crucial. Develop your characters by giving them distinct personalities, backgrounds, and motivations. Ask yourself what drives them, what they fear, and how they relate to the world around them.

Example:

Title: The Brave Little Inventor

1. **Character Name: Kwasi Asa**

2. **Personality:** Kwasi Asa is an imaginative and curious 12-year-old boy who loves to tinker with gadgets and create new inventions. He's always bubbling with ideas and is incredibly determined, never giving up until he finds a solution to any problem. He's also a bit stubborn and doesn't always listen to advice, preferring to figure things out on his own. However, he has a kind heart and is always willing to help others, even if it means taking risks.

3. **Background:** Kwasi Asa comes from a small town where his family owns a repair shop. His father is a skilled mechanic, and his mother is an engineer. Growing up surrounded by tools and machines, Leo developed a passion for inventing from a young age. Despite his talent, Kwasi has always felt overshadowed by his older brother, Appiah, who is a prodigy and has already created several successful inventions. This has made Kwasi eager to prove himself and step out of his brother's shadow.
4. **Motivations:** Kwasi's primary motivation is to create something remarkable that will make his family proud and show the world that he's more than just Max's little brother. He dreams of inventing something that will change people's lives. He also wants to gain the respect of the townspeople, who often see him as just a "little kid with big dreams."
5. **Fears:** Kwasi's biggest fear is failure, especially in front of his family and the town. He worries that if he doesn't succeed, he'll never be able to escape his brother's shadow. He also fears letting others down, particularly when they're counting on him to fix something or solve a problem.
6. **How He Relates to the World:** Kwasi views the world as a place full of possibilities and challenges waiting to be solved. He sees every problem as an opportunity to invent something new. However, he sometimes struggles with understanding other people's emotions, especially when they don't share his enthusiasm for inventing. This can lead to misunderstandings or frustration when others don't immediately see the value in his ideas.

Illustrative Example in the Story:

In the story, Kwasi discovers an ancient, broken-down robot in his father's repair shop. While everyone else sees it as a pile of junk, Kwasi sees potential. He decides to fix the robot, believing it could help the town with its heavy lifting and construction work.

Throughout the story, Kwasi faces various challenges—parts that don't fit, power sources that don't work, and even a moment when the robot goes haywire and almost destroys the shop. Despite these setbacks, Kwasi's determination keeps him going. He spends sleepless nights working on the robot, driven by his desire to prove himself.

At one point, Kwasi's fear of failure overwhelms him when the townspeople express doubts about his project. Feeling disheartened, he considers giving up. However, a conversation with his brother Max, who reveals his own struggles with self-doubt, inspires Kwasi to push forward.

In the end, Kwasi successfully repairs the robot, and it becomes a vital part of the town's daily life, helping with construction and heavy tasks. The townspeople, including his family, are impressed by his achievement, and Leo finally steps out of his brother's shadow, earning respect and recognition for his unique talents.

5. **Write with Emotion and Theme:** As you write, focus on the emotions you want to convey and the themes you want to explore. Whether it's love, loss, fear, or joy, connect with your readers on an emotional level. The theme is the underlying message or idea you want your writing to express.
6. **Use descriptive language:** creative writing is all about showing, not telling. Use vivid, sensory descriptions to immerse your readers in your world. Metaphors, similes, and other literary devices can help you create powerful images and convey deeper meanings.

7. **Experiment with Style and Voice:** Your style and voice are what make your writing unique. Experiment with different ways of expressing yourself—through humour, irony, poetic language, or a distinctive narrative voice. Find what feels natural to you and let it shine through in your writing.
8. **Revise and Edit:** Creative writing often requires multiple drafts. Once you've written your first draft, take a step back and review it with fresh eyes. Look for areas where the plot might need tightening, characters could be more developed, or language could be more vivid. Don't be afraid to cut out what doesn't work and rewrite until your piece feels polished.

Example of Creative Writing: A Short Story

The Silent Forest

The forest was silent that night—more silent than it had ever been. The usual rustling of leaves, the occasional hoot of an owl, and the distant babble of the creek were all absent, as if the world itself had decided to hold its breath.

Lena stood at the edge of the clearing, her heart pounding in her chest. She had heard the stories—everyone in the village had. The Silent Forest, they called it, a place where people disappeared without a trace, where the trees whispered secrets too terrible to speak aloud.

But Lena wasn't afraid. Not really. She had something the others didn't—a reason to be there. Her brother, Jacob, had vanished into these woods a year ago, and she was determined to find him, or at least discover what had happened.

The moon cast an eerie light on the path ahead, illuminating the twisted roots and gnarled branches that seemed to reach out for her as she walked. Every step was a struggle, the silence pressing in on her from all sides. She could feel the weight of it—heavy and oppressive, like a thick fog that dulled her senses.

She clutched the amulet around her neck, a simple pendant of polished wood, carved by Jacob himself. He had given it to her just before he left, promising he would return before the next full moon. But he hadn't. And now, as she ventured deeper into the forest, the amulet felt warm against her skin, as if guiding her forward.

The trees closed in around her, their trunks thick and dark, their branches intertwined to form a canopy that blotted out the sky. She could no longer see the moon, only the dim outline of the path before her, winding deeper into the heart of the forest.

And then she heard it—a faint, almost imperceptible sound, like the echo of a distant voice. It was coming from somewhere ahead, pulling her onward. She quickened her pace, the

amulet growing warmer with every step, until she reached a small clearing bathed in an otherworldly light.

In the centre of the clearing stood a single tree, unlike any Lena had ever seen. Its bark was silver, glowing softly in the darkness, and its branches were laden with shimmering leaves that rustled gently in the still air. At its base lay a figure, curled up as if in sleep.

“Jacob!” Lena cried, rushing forward. But as she reached out to touch him, the figure stirred, and she realised with a shock that it wasn’t her brother. It was a girl, her face pale and gaunt, her eyes wide with fear.

“Help me,” the girl whispered, her voice barely audible. “The forest... it took him... it’s trying to take me too.” Lena kneeled beside her, wrapping her arms around the trembling figure. “Who are you? What happened to my brother?” But before the girl could answer, the ground beneath them began to shake, and the trees around the clearing shuddered as if waking from a long sleep. The silence was broken by a low, rumbling growl that seemed to come from the very earth itself. “The forest doesn’t let anyone leave,” the girl said, her voice trembling. “It keeps us... it keeps us all.”

As the growl grew louder, Lena knew she had to make a choice—to save the girl or to search for her brother. But the amulet in her hand pulsed with warmth, and she felt a surge of determination. She would not leave without him. Gripping the amulet tightly, she faced the forest, ready to confront whatever darkness lay within.

The Ember of Shadows

Long ago, in a world where the skies blazed with the colours of dawn and twilight lingered for days, there existed two neighbouring kingdoms: Ebirawura, the Land of Eternal Light, and Adinkra, the Realm of Perpetual Night. These kingdoms, though different in nature, had coexisted in a delicate balance for centuries, with the sun perpetually shining on Ebirawura and the stars eternally twinkling above Adinkra.

The rulers of these lands, King Badu of Ebirawura and Queen Adoma of Adinkra, were wise and just, maintaining peace through an ancient pact. This pact, forged at the base of Mount Kwahu, a sacred mountain revered by both kingdoms, decreed that neither light nor darkness would ever cross the great Veil of Nyame—the mystical boundary that separated their realms. As long as this veil remained intact, peace would reign, and the worlds of light and shadow would stay in harmony.

But as the years turned into centuries, the memory of this pact began to fade among the people, and with it, the understanding of its importance. In Ebirawura, a young prince named Kwame, curious and restless, grew weary of the endless sunlight. He longed to see the stars, to know what lay beyond the veil. In Adinkra, a warrior princess named Ama grew tired of the endless night, dreaming of feeling the warmth of the sun on her skin.

One fateful day, as Kwame wandered near the edge of Ebirawura, he discovered an ancient scroll hidden in a forgotten library. It spoke of the Veil's origins and hinted at a way to cross it. Driven by his desire to experience the unknown, Kwame gathered his most trusted companions, including his loyal friend Kofi, and set out on a secret journey to pierce the veil.

At the same time, Ama, having heard whispers of the same ancient secret, embarked on her own quest with a band of Adinkra warriors, including her brave cousin Afia. Her goal was to bring a piece of the sun's warmth back to Adinkra, to share its light with her people.

As the two groups ventured closer to the Veil, the once-peaceful boundary began to quiver. The magic that held it in place was ancient, but it was not invincible. When Kwame and Ama finally met at the Veil's edge, their eyes filled with wonder and fear, the fabric of reality itself trembled.

In that moment, the veil shattered, and with it, the delicate balance between light and darkness. The sun's rays pierced the eternal night of Adinkra, and the darkness flooded into Ebirawura, dimming the ever-bright skies. The two worlds collided in a clash of elements, and the consequences were immediate and catastrophic.

As the light and darkness mingled, neither kingdom was willing to yield. In Ebirawura, the people feared the encroaching darkness, believing it to be a curse brought by the Adinkrans. In Adinkra, the sudden light was seen as an invasion, a threat to their way of life. Rumours spread like wildfire, fuelled by fear and mistrust.

The rulers, Badu and Adoma, tried to restore order, but it was too late. The people demanded action, and soon, armies were assembled on both sides of the now-broken Veil. What had started as a quest for knowledge and exploration spiralled into a full-blown conflict, with neither side willing to back down.

The war that followed was unlike any the world had ever seen. The forces of light and darkness clashed in battles that raged across both kingdoms. The once-beautiful lands were scarred by fire and shadow, and the air was thick with the cries of the fallen. The sun and stars, once the protectors of their respective realms, now seemed distant and uncaring as the conflict raged on.

But as the war dragged on, both sides began to realise the true cost of their actions. Kwame and Ama, once driven by curiosity and a desire for change, now stood at the centre of a conflict that had spiralled out of control. They saw the devastation their actions had caused, and, in a moment of shared sorrow, they met once more at the edge of the battlefield.

With heavy hearts, they vowed to restore the balance they had broken, to mend the Veil of Nyame that they had shattered. Together, they journeyed to the sacred Mount Kwahu, where the original pact had been forged. There, with the last remnants of their kingdoms' magic, they wove a new Veil, stronger than before. It would not only separate the realms of light and darkness but also create a space where both could coexist, a twilight zone where day and night danced together in harmony.

As the Veil was restored, the war came to an end. The kingdoms of Ebirawura and Adinkra, weary from the conflict, laid down their arms. The lessons learnt from the war were hard, but they were not forgotten. The new Veil served as a reminder that the pursuit of knowledge and change must be tempered with respect for the balance of the world.

In time, the lands healed, and the twilight zone became a place where the people of both kingdoms could meet and share their worlds with one another. Kwame and Ama, once the unwitting harbingers of war, became the architects of a new era of peace and understanding. And so, the war that had started with the breaking of the Veil of Nyame ended not in conquest or defeat but in the creation of a new world where light and darkness could exist side by side, each respecting the other's place in the grand tapestry of existence.

The World of Harmony

Once upon a time, there was a magical place called Harmaland. This world was perfect in every way, and everything lived together in peace and joy.

In Harmaland, the sky was always a beautiful mix of colours—bright blue, soft pink, and golden yellow. The mountains were tall and covered in snow, while the valleys were filled with colourful flowers that never wilted. Clear, sparkling rivers flowed gently, singing a lovely song as they moved.

The people who lived in Harmony Land were called ****Light Beings****. They weren't like us but were glowing, colourful lights. They didn't talk with words but shared their feelings through a magical music that everyone could understand.

Every morning, the Light Beings would gather in the Centre of Light, a special place where the sun and moon shone together in a soft, warm light. They would say thank you to the nature around them, and in return, nature would give them happiness and new ideas.

In the Harmony Gardens, there were plants that could grow any fruit or flower the Light Beings wished for. The gardens always provided everything they needed, so no one ever went hungry or felt sad.

The world was guided by the Council of Peace, a group of wise light beings chosen by everyone. They made decisions by talking and listening to each other, making sure that everything stayed fair and balanced.

Children in Harmaland learnt by exploring and playing. They would discover new things in nature, make beautiful art, and listen to amazing stories. Learning was fun and magical! Time in Harmaland moved slowly, giving everyone plenty of time to enjoy their day. The Light Beings worked together and celebrated their differences while being united as one big family.

In Harmaland, the stars in the sky were like tiny lights that reminded everyone of the endless possibilities and dreams they had. It was a place where everything was in perfect harmony, and every moment was filled with happiness and wonder.

And so, Harmony Land remained a magical place where everything and everyone lived in perfect peace, making it the most beautiful world anyone could imagine.

A Journey to the Centre of the Earth

It all began on a quiet, foggy morning. The old library, with its jumble of dusty shelves and forgotten volumes, held an air of mystery that beckoned to adventurous souls. As I was exploring the labyrinthine aisles, I stumbled upon a hidden compartment behind a worn oak bookshelf. Inside, resting on a bed of ancient, brittle parchment, was an old, leather-bound book. Its cover, embossed with intricate, mysterious symbols, seemed to glow faintly in the dim light of the library.

The book contained more than just tales of old; it harboured a map and detailed instructions for a journey to the centre of the Earth. My heart raced with excitement as I realised that this was no ordinary book. It was an invitation to embark on an extraordinary adventure—one that promised to unveil the secrets lying beneath the surface of our world. With a sense of awe and anticipation, I decided to accept the challenge.

Equipped with the map and the book's cryptic instructions, I set off towards a remote location known only to a few. The journey led me to a hidden cave, obscured from view by a cascading waterfall. With a deep breath and a sense of wonder, I pushed aside the curtain of water and stepped into the darkness of the cave. Thus began my descent into the unknown.

The cave was a labyrinth of twisting tunnels and glowing mineral deposits. As I ventured deeper, the walls sparkled with rare, iridescent minerals, and bioluminescent fungi cast an otherworldly glow, illuminating the path ahead. The temperature rose steadily, and I could feel the ground beneath me vibrating with a rhythmic pulse. It was as if the Earth itself was alive and beckoning me closer to its heart.

Hours passed as I navigated through shimmering crystal caverns and treacherous passages. Just when fatigue began to set in, I stumbled upon an astonishing sight—an underground world that defied all imagination. The landscape was dotted with giant, colourful mushrooms, their enormous caps forming a vibrant canopy overhead. Rivers of molten lava

flowed gently through the valley, their fiery tongues casting a warm, golden light. Strange, luminescent creatures flitted about, their soft glow creating a mesmerising dance of light and shadow.

In this magical realm, I encountered the Luminants, a friendly race of glowing beings who inhabited this subterranean paradise. Their appearance was both ethereal and graceful, with shimmering bodies that seemed to merge with the surrounding luminescence. They welcomed me with open arms and shared their knowledge of this incredible world. Their voices were soft and melodic, and their eyes sparkled with wisdom and curiosity.

The Luminants guided me through their breathtaking environment, revealing the secrets of their existence and their deep connection to the Earth's core. They explained that their energy came from a central, pulsating core—an immense source of power that sustained life aboveground. As we journeyed closer to the core, the environment transformed dramatically. We entered a vast chamber where the core glowed with an intense, pulsating light. The core was surrounded by swirling, iridescent energy, radiating a warmth that was both comforting and awe-inspiring.

The Luminants conveyed that this energy was the very lifeblood of our planet, a force that kept the Earth vibrant and dynamic. Standing before the core, I was struck by its immense beauty and the profound realisation of its importance. It was a humbling experience, understanding how this hidden source of energy supported all life on the surface.

As a token of their friendship and to commemorate our shared adventure, the Luminants presented me with a special crystal. The crystal contained a fragment of the core's energy, its surface shimmering with an otherworldly light. It was a symbol of the bond we had formed and a reminder of the extraordinary journey I had undertaken.

Reluctantly, it was time to return to the surface. The Luminants guided me back through the winding tunnels and the glowing cave, their warm, radiant smiles bidding me farewell. As I

emerged from the cave, the world above seemed different—more vibrant and full of wonder. The crystal from the core sparkled in my hand, a tangible reminder of the hidden marvels that lay beneath the Earth's surface.

Looking up at the stars, I felt a profound sense of connection to the world and its mysteries. The journey had revealed not only the secrets of the Earth's core but also deepened my appreciation for the wonders of our planet. It was an adventure that had transformed my understanding of the natural world and left me with an enduring sense of awe and curiosity.

The deepest voyage had shown me that the world is far more magical and mysterious than I had ever imagined. The journey to the centre of the Earth had been an extraordinary adventure, one that I would carry with me forever.

Creative writing exercises

Title: **The Enchanted Forest Expedition**

Instructions:

Imagine you have discovered a hidden forest filled with enchantment and wonder. This forest is home to mystical creatures, ancient trees, and magical secrets. Your task is to write a story about your expedition into this enchanted forest.

Guidelines:

1. **Introduction:** - Describe how you stumbled upon the forest. Was it through a hidden path, a magical artefact, or an ancient legend? Introduce the forest and its unique features. What sets it apart from ordinary forests?
2. **Main Adventure:** Detail your journey through the forest. What fascinating places did you encounter? Think about glowing plants, talking animals, or hidden groves. Meet some magical beings or characters along the way. How do they interact with you, and what are their special abilities? Share any obstacles or thrilling moments you experienced. How did you tackle them?
3. **Conclusion:** - Describe how your expedition concludes. Do you uncover a mystical artefact or gain valuable insight? Reflect on how you feel as you leave the forest. Will you return, or is this the end of your adventure?

SECTION FOUR

CHAPTER – TWENTY FOUR

ANSWERING COMPREHENSION

A comprehension test involves giving a passage for students to answer questions on the passage. For us to prepare for any comprehension paper, we must know the content of the question.

Note: careful study of comprehension passages review that questions are arranged based on the paragraph of the comprehension passage. This can be explained by the fact that the answer to the first question can be found in the first paragraph, and so on. With this in mind, I do not agree with the traditional way of answering comprehension questions where students are to read the entire comprehension passage for some number of times.

The intuition behind my claim is that in learning (reading), students perceive information in a passage they receive in their sensory memory. The sensory memory, however, can only hold information for a short period of time and fades if not rehearsed. Examinations are not times for rehearsals. To overcome this, my predictions are that the following newly developed and tested steps for answering the comprehension test below must be followed.

Predicted/newly and tested steps in answering comprehension questions

1. Read the first question for the demand of the question.
2. Read the first paragraph to the second, locate the answer, and underline the answer in the passage.
3. Write your answer and check grammatical errors.
4. Repeat the steps in (1, 2, and 3) for the rest of the questions.

Importance of the steps

1. Reading can take time and may eat into all your time, thereby making you unable to write the answer that is necessary. Using this method, you can answer some of the questions before time runs out.
2. It makes you have ample time to answer fully what you can answer and earn the full marks.

At this point, the rules for answering comprehension passages will go a long way to help us.

Some guided rules for answering comprehension passages.

1. The answer need not be in sentence form.
2. Do not repeat questions when answering questions.

Eg., state the reason why the boy died.

Answer 1: The reason why the boy died is through motor accidents (not necessary).

Answer 2: The boy died through motor accidents (necessary).

3. Answers must only be taken from the passage.
4. Words to be used to replace words in a passage must adequately fit its meaning, tense, etc.
5. Always check grammatical mistakes.

Contents of comprehension

- Content questions
- Inference or views of writer/logical conclusion question
- Words, meaning, and expressional meaning.

Content questions

These are the parts of the question where the answers are straightforwardly located in the passage. You just read and pick the answer to the question of the passage.

Logical questions/inference

These types of questions involve students drawing conclusions depending on the circumstances of the passage. Some are characters of writers or people in the passage. You cannot find the answer from the passage, but we use the circumstances surrounding the passage to conclude on the answer, be it a character or view on anything. If the question demands characters or behaviour or attitude on something, we normally use friendly, unfriendly, harsh, good, bad, etc.

Words and meaning

Provide words that can be adequately fixed in the passage. Make sure it is having the same meaning, tense, and part of speech is in terms of a noun, adjective, adverb, etc. Also, any word or phrase to be used to replace any expression in the passage should adequately fix the passage.

Always use the words in the place you have to replace in the passage before you choose the word to be an answer.

Illustrated comprehension tests

Illegal mining, commonly referred to as "galamsey," has become a **significant** issue in Ghana, with far-reaching **consequences** on the environment, economy, and society. This practice involves mining for gold without proper authorisation or adherence to environmental regulations. The negative impact of illegal mining is evident in the destruction of farmlands, **deforestation**, and pollution of water bodies, which are vital sources of drinking water for many communities. Additionally, illegal mining activities have led to the loss of **biodiversity**, as forests and rivers are destroyed to make way for mining operations.

The economic consequences are also severe. Although illegal mining provides income for many individuals in the short term, it has long-term detrimental effects on the nation's economy. The destruction of farmlands results in **decreased** agricultural productivity, leading to food insecurity. Moreover, the government loses significant revenue that could have been generated from properly regulated mining activities. This **revenue** loss further hampers national development and the provision of essential services.

Socially, illegal mining has led to the displacement of communities and the disruption of social structures. Many people are forced to leave their homes as their lands are taken over by illegal miners. The influx of miners into rural areas also leads to an increase in social vices such as crime and substance abuse. Additionally, the hazardous conditions in illegal mining sites have resulted in numerous accidents and fatalities, creating a public health crisis.

In conclusion, while illegal mining might seem profitable in the short term, its long-term effects are overwhelmingly negative. The destruction of the environment, loss of economic potential, and disruption of social cohesion are issues that require **urgent** attention. It is imperative for the government and all stakeholders to work together to combat illegal mining and promote sustainable development practices.

Questions:

- (a) What are the main consequences of illegal mining mentioned in the passage?
- (b) Why is illegal mining considered detrimental to Ghana's economy?
- (c) Explain the following expressions in your own words:
 - i. deforestation
 - ii. biodiversity
- (d) How does illegal mining affect social structures according to the passage?
- (e) What is the long-term impact of illegal mining on Ghana?
- (f) What type of text is the passage above portraying?
- (g) For each of the following words, give another word or a phrase that means the same and can fit into the passage:
 - i. significant
 - ii. consequences
 - iii. decreased
 - iv. revenue
 - v. urgent

Answers:

(a) The main consequences of illegal mining mentioned in the passage are environmental destruction (such as the destruction of farmlands, deforestation, and pollution of water bodies), economic losses (including decreased agricultural productivity and loss of government revenue), and social issues (such as displacement of communities and an increase in social vices).

(b) Illegal mining is considered detrimental to Ghana's economy because it leads to the destruction of farmlands, which decreases agricultural productivity and causes food insecurity. Additionally, the government loses significant revenue that could have been earned from regulated mining activities, which hampers national development.

(c)

1. Deforestation: The process of clearing forests, often leading to the loss of trees and natural habitats.
2. Biodiversity: The variety of plant and animal life in a particular habitat, which can be negatively affected by human activities like illegal mining.

(d) Illegal mining affects social structures by displacing communities, forcing people to leave their homes as their lands are taken over by miners. It also disrupts social cohesion and leads to an increase in social vices like crime and substance abuse.

(e) The long-term impact of illegal mining on Ghana includes environmental degradation, economic losses, and social disruption, all of which hinder sustainable development.

(f) The passage is portraying an expository text, as it explains the effects of illegal mining on different aspects of society.

(g)

1. Significant: Important
2. Consequences: Effects
3. Decreased: Reduced
4. Revenue: Income
5. Urgent: Immediate

Comprehension Passage 2

Ghana's educational system has faced numerous challenges over the years, **significantly** affecting the quality of education provided to students. One of the primary issues is the lack of **adequate infrastructure**. Many schools, especially in rural areas, operate in **dilapidated** buildings with limited or no access to basic amenities like electricity and clean water. These poor conditions make it difficult for students to focus on their studies and for teachers to deliver effective lessons.

Another major challenge is the shortage of qualified teachers. Many schools are understaffed, and in some cases, untrained teachers are employed to fill the gaps. This shortage affects the quality of instruction, as students are often taught by individuals who lack the necessary expertise. Additionally, schools often use **outdated curriculum** and do not equip students with the skills needed to thrive in the modern world. This **mismatch** between the curriculum and the demands of the job market results in graduates who struggle to find employment.

The situation is further **exacerbated** by the limited resources available for teaching and learning. Many schools lack essential learning materials such as textbooks, laboratory equipment, and computers. Without these resources, students are unable to gain practical experience or deepen their understanding of theoretical concepts. The large class sizes in

many schools also pose a significant challenge, as teachers are unable to give individual attention to students, leading to poor academic performance.

In conclusion, the challenges facing Ghana's educational system are numerous and complex. Without urgent **intervention** to address these issues, the future of many students remains uncertain. It is **imperative** for the government and other stakeholders to prioritise education and invest in the necessary resources to improve the system.

Questions:

- (a) What are the main challenges of Ghana's educational system mentioned in the passage?
- (b) How does the shortage of qualified teachers affect students' education?
- (c) Explain the following expressions in your own words:
 - i. adequate infrastructure
 - ii. outdated curriculum
- (d) How do large class sizes impact academic performance according to the passage?
- (e) What is the long-term consequence of not addressing the challenges in Ghana's educational system?
- (f) What type of text is the passage above portraying?
- (g) For each of the following words, give another word or a phrase that means the same and can fit into the passage:
 - i. dilapidated
 - ii. mismatch
 - iii. exacerbated
 - iv. intervention
 - v. imperative

Comprehension Passage 3

Market day in a village is always a **vibrant** and bustling affair, filled with the sights, sounds, and smells of daily life. Early in the morning, **vendors** from nearby villages begin to arrive, setting up their stalls and displaying their goods. The market square quickly transforms into a colourful scene, with stalls overflowing with fresh produce, handmade crafts, clothing, and a variety of other items.

The market is not just a place for buying and selling; it is also a social hub where people come to catch up with friends and neighbours. As you walk through the market, you can hear the lively chatter of people **bargaining** for better prices, sharing news, and exchanging pleasantries. The air is filled with the aroma of freshly cooked food, and you can find vendors selling everything from hot, steaming porridge to fried plantains and grilled fish.

For many villagers, market day is the **highlight** of the week. It is a time when they can sell their farm produce and handmade goods, earning money to support their families. The market also brings the community together, reinforcing social bonds and fostering a sense of unity. Children run around playing games, while elders sit under trees, sharing stories and advice.

In the afternoon, as the sun begins to set, the market **gradually** quiets down. Vendors pack up their remaining goods, and the market square slowly empties. However, the memories of the day linger, and everyone looks forward to the next market day, when the village will once again come alive with activity.

Questions:

(a) What are the main activities that take place during a market day in a village according to the passage?

(b) How does the market day contribute to the social life of the villagers?

(c) Explain the following expressions in your own words:

i. bustling affair

ii. reinforcing social bonds

(d) What is the significance of market day for the villagers, particularly for those selling goods?

(e) Describe the atmosphere of the market as the day comes to an end.

(f) What type of text is the passage above portraying?

(g) For each of the following words, give another word or a phrase that means the same and can fit into the passage:

i. vibrant

ii. bargaining

iii. highlight

iv. gradually

v. vendors

Comprehension Passage 4

In Ghana, there has been an ongoing debate about the language of **instruction** in schools. While English has been the official medium of instruction for decades, many educationists and linguists argue that using local languages as the primary medium of instruction could greatly benefit students, particularly in the early years of education.

One of the main arguments for using local languages is that it enhances understanding. When children are taught a language, they are familiar with, they **grasp** concepts more quickly and can relate the lessons to their everyday experiences. This solid **foundation** in their early education can lead to better academic performance as they progress through school.

Furthermore, teaching in local languages helps to preserve and promote Ghana's rich cultural **heritage**. Language is a key component of culture, and when students are educated in their mother tongues, they develop a stronger connection to their cultural identity. This not only boosts their self-esteem but also fosters a sense of pride in their heritage.

Another important reason for using local languages in education is that it promotes inclusivity. In a country as linguistically diverse as Ghana, not all students come from homes where English is spoken. For these children, being taught in English from the **outset** can be a significant **barrier** to learning. By using local languages, schools can ensure that all students have an equal opportunity to succeed, regardless of their linguistic background.

In conclusion, while English remains an important global language, there is a strong case for incorporating local languages into the education system in Ghana. By doing so, we can enhance understanding, preserve cultural heritage, and promote inclusivity, ultimately leading to a more equitable and effective educational system.

Questions:

(a) What are the main reasons for using local languages as the medium of instruction in Ghanaian schools, according to the passage?

(b) How does teaching in local languages benefit students in their early years of education?

(c) Explain the following expressions in your own words:

i. enhances understanding

ii. linguistic background

(d) How does the use of local languages in education contribute to preserving Ghana's cultural heritage?

(e) What is the impact of using local languages on inclusivity in education?

(f) What type of text is the passage above portraying?

(g) For each of the following words, give another word or a phrase that means the same and can fit into the passage:

i. instruction

ii. grasp

iii. heritage

iv. barrier

v. onset

Passage 5:

In Ghana, road accidents have become a growing concern, resulting in numerous **injuries** and deaths each year. One major cause of these accidents is reckless driving, with many drivers ignoring traffic **regulations**, including speed limits and overtaking restrictions. Poorly maintained roads and vehicles also contribute significantly to the **frequency** of accidents, especially in both urban and rural areas.

The impact of road accidents extends beyond the immediate loss of life and injury. **Survivors** often suffer from long-term disabilities, affecting their livelihoods and placing additional pressure on healthcare facilities. Moreover, frequent accidents disrupt transportation systems and lead to costly repairs for damaged infrastructure and vehicles.

To address the issue of road accidents, the government of Ghana has implemented several measures. Road safety campaigns are being conducted to educate the public on responsible driving, while the Motor Traffic and Transport Department (MTTD) has intensified patrols to enforce traffic laws. Additionally, there are efforts to improve road conditions and ensure vehicles undergo regular **maintenance**.

Questions:

- a) What are the main causes of road accidents in Ghana, according to the passage?
- b) How do road accidents affect survivors and society at large?
- c) How is the government addressing the issue of road accidents in Ghana?
- d) Explain the following expressions in your own words:
 - i. reckless driving
 - ii. road safety
- e) What is the impact of road accidents on Ghana's economy?
- f) . What type of text is the passage above portraying?

g). For each of the following words, give another word or phrase that means the same and can fit into the passage:

i. regulations

ii. survivors

iii. maintenance

iv. injuries

v. frequency

Passage 6

Poverty continues to be a major issue in Ghana, despite improvements in the economy. Many people, especially in rural areas, find it difficult to meet basic needs such as food, shelter, and healthcare. Unemployment, particularly among the youth, remains a key factor contributing to the high poverty levels, leaving many young people without **stable income**.

The effects of poverty are extensive, limiting access to **essential** services such as education and healthcare. Children from poor families are often forced to drop out of school, which **diminishes** their future opportunities.

Additionally, the lack of healthcare leads to the spread of **preventable** diseases, worsening the economic situation for affected families.

To **combat** poverty, the government has introduced various **social intervention programs**. These include initiatives like the Livelihood Empowerment Against Poverty (LEAP) program, which provides financial aid to the most **vulnerable**. There are also efforts to improve education and promote entrepreneurship to help people generate income and escape poverty.

Questions:

- a. What are the main causes of poverty in Ghana, according to the passage?
- b. How does poverty affect access to education and healthcare?
- c. What measures has the government taken to reduce poverty in Ghana?
- d. Explain the following expressions in your own words:
 - i. social intervention programs
 - ii. stable income
- e. How does poverty perpetuate itself across generations?
- f. What is the attitude of the writer?
- g. For each of the following words, give another word or phrase that means the same and can fit into the passage:
 - i. essential
 - ii. diminishes
 - iii. vulnerable
 - iv. preventable
 - v. combat

Passage 7:

In Ghana, several diseases such as malaria, cholera, and typhoid are prevalent, especially in communities with poor sanitation. Lack of access to clean water and proper waste disposal creates ideal conditions for these diseases to spread. For instance, **stagnant** water serves as breeding grounds for mosquitoes, leading to the high incidence of malaria, while contaminated water sources contribute to cholera and typhoid outbreaks.

These diseases place a heavy **burden** on both individuals and the healthcare system. Many people, particularly children and the elderly, suffer **severe** complications, and the cost of treatment further **strains** families financially. The frequent outbreaks also stretch healthcare resources, making it difficult to manage other health concerns.

In response to these challenges, the government and health organizations have **launched** various public health campaigns. These include promoting hygiene practices, distributing treated mosquito nets, and improving water and sanitation infrastructure to prevent the spread of diseases. Vaccination programs for diseases like typhoid are also being expanded to reduce infection rates.

Questions:

- a. What are the main causes of diseases in Ghanaian communities, according to the passage?
- b. How do these diseases affect individuals and the healthcare system?
- c. What measures are being taken to prevent the spread of diseases in Ghana?
- d. Explain the following expressions in your own words:
 - i. poor sanitation
 - ii. public health campaigns
- e. What are the economic consequences of frequent disease outbreaks in Ghana?

- f. What type of text is the passage above portraying?
- g. For each of the following words, give another word or phrase that means the same and can fit into the passage:
- i. stagnant
 - ii. burden
 - iii. severe
 - iv. strains
 - v. launched

Passage 8:

River pollution in Ghana has become a critical environmental **issue**, particularly due to illegal mining activities and improper waste disposal. Small-scale miners, commonly referred to as "galamsey," use harmful chemicals like mercury and cyanide, which contaminate water bodies. In addition, factories often discharge untreated industrial waste into rivers, further degrading the quality of the water.

The consequences of river pollution are severe. Polluted rivers **pose** health risks to communities that rely on them for drinking water, fishing, and agriculture. Moreover, aquatic life is threatened, disrupting the ecosystem and affecting **livelihoods** that depend on the natural resources from these rivers.

To address the issue of river pollution, the government has embarked on initiatives to clamp down on illegal mining and strengthen **regulations** for industries that pollute water bodies. Environmental agencies are also **monitoring** water quality, while public education **campaigns** encourage communities to adopt better waste management practices.

Questions

- a) What are the main causes of river pollution in Ghana, according to the passage?
- b) How does river pollution affect communities and ecosystems?
- c) What actions are being taken by the government to reduce river pollution in Ghana?
- d) Explain the following expressions in your own words:
 - i. illegal mining
 - ii. untreated waste
- e) How does river pollution threaten the livelihoods of affected communities?
- f) What is the attitude of the writer?

e) For each of the following words, give another word or phrase that means the same and can fit into the passage:

i. monitoring

ii. issue

iii. livelihoods

iv. campaigns

vi. regulations

SECTION FIVE

CHAPTER – TWENTY FIVE

ANSWERING SUMMARY

The summary is the shortened version of a given text. At our level, students are asked to write a sentence summary. Therefore, the summary is the shortened version of a given text in a sentence form. **The topic sentence** of a paragraph is the summary of the paragraph. Therefore, in summary, we are looking for topic sentences or points in a passage.

What then is a sentence?

A sentence is the composition of words to make a complete meaning. It is made up of a noun + verb + noun or subject + action + object.

The noun is everything.

The verb is any action.

Subject, as used here, is the topic/theme of the question.

The object as used here is the answer in the passage.

So, summary answers must be in simple sentences only but must contain all the information in the paragraph without adding or subtracting anything from it.

Example of summary answers

The causes of teenage pregnancy

1. Teenage pregnancy is caused by poverty
or Poverty causes teenage pregnancy
2. Teenage pregnancy is caused by the media
or The media causes teenage pregnancy

Note: The summary must be free from any colouring words such as adjectives, adverbs, idioms, phrases, etc.

All we must note is that the summary must be a noun (pronoun) + action + noun. Anything apart from this is wrong.

For example, after a football match, if anyone asks you what happened, are you going to run a commentary from pre-match to post-match, or will you first say any of the following?

1. Kotoko scored hearts.
2. Real Madrid beats Chelsea.
3. Heats drew with the Olympics.

Like the above, they summarise the whole matches. The two teams, the outcome.

Note: The number of scores is not needed in the summary in that it is an adverb. So noun (Kotoko) + (scored) + Hearts (noun).

What you can figure out in reality for you to understand summary to be your own is to take it as the first answer people give when they are asked a question in a formal way. All answers to summary are the topic sentence, which is mostly the first sentence of the paragraph. Whatever the position of the topic sentences, are answers to the summary? What will you tell anyone when he asks you to tell him what you are reading? If you will be able to tell the person in one sentence, then that is the summary you are doing.

Steps in answering summary questions

1. Read the first question for the demand of the question.
2. Read the first paragraph to the second, locate the answer by looking for the topic sentence, find the answer of the summary, and underline the answer in the passage.
3. Write your answer in complete sentence form with a full stop.

4. Number the sentence.
5. Check grammatical errors
6. Repeat the steps in (1, 2, 3, 4, and 5) for the rest of the questions.

The dos and don'ts in the summary

1. There shouldn't be any colouring, word, or phrase in any summary answer.

E.g., the black Nigerian girl came here.

Summary: The girl came here.

Black and Nigerian are all colouring words.

2. Answers should be in a complete sentence.
3. The answer must summarise the whole passage.
4. Do not do the wholesale lifting, as you will score zero.
5. Use your own words as far as possible; however, you can use words in the passage, but you shouldn't lift all the answers from the passage.
6. Check grammatical errors.

Key Points On Summary Writing

Summary writing is an essential skill that helps students grasp the main ideas of a text and express them concisely in their own words.

A summary is a shorter version of a longer text. It includes only the most important ideas or points, leaving out details that are not essential. The goal is to condense the information while maintaining the meaning of the original text.

Key Points:

- ✓ A summary should be **shorter** than the original text.
- ✓ It should focus on the **main ideas**.
- ✓ It is written in your **own words** (paraphrasing).
- ✓ It should not include **opinions or interpretations**—just the facts.

Steps for Writing a Summary

Read the Text Carefully: Before writing a summary, students should carefully read the text to understand the main ideas and details. Encourage students to read more than once if needed.

Identify the Main Idea: Ask students to identify **the main idea or topic of the text**. This is the key point that the text is talking about. You can guide students to ask themselves:

- ✓ What is the text mostly about?
- ✓ What message is the author trying to convey?

Identify Supporting Details: Once students understand the main idea, they need to find the most important **supporting details** that help explain or develop the main idea. These details usually include:

- ✓ Who or what the text is about (characters or subjects).
- ✓ The main events, facts, or ideas.
- ✓ Where and when important events occur (for stories or history-related texts).

Eliminate Unnecessary Information: In a summary, it is important to leave out unnecessary details such as:

- ✓ Examples or illustrations.
- ✓ Descriptions that don't change the meaning.
- ✓ Minor or background information that isn't essential.

Write the Summary in Your Own Words: Students should write their summary using **paraphrasing**. This means they should not copy sentences from the text directly. Encourage them to use their own language while keeping the meaning of the text.

Keep It Concise: Summaries are meant to be short. A good guideline for students is to aim for about **one-third or even one-quarter** of the original text's length. Every sentence in the summary should be relevant to the main point.

Check for Clarity: After writing the summary, students should:

- ✓ Re-read it to ensure it makes sense.
- ✓ Check if they included all the key points.
- ✓ Make sure the summary **flows logically** and avoids repetition.

Tips for Effective Summary Writing

Focus on the Main Idea: Teach students to focus on the most important point the author is making and to avoid adding their own opinions.

Use Simple and Clear Language: Encourage students to use simple sentences and vocabulary to ensure that their summary is easy to understand.

Avoid Personal Opinions: A summary should not include the student's feelings or thoughts about the text. It should be a neutral retelling of the main ideas.

Common Challenges and How to Overcome Them

Including Too Many Details

It is difficult to decide which details are important. We can do this by:

- ✓ underlining or highlighting key points.
- ✓ to asking: “Is this detail necessary to understand the main idea?”

Copying Instead of Paraphrasing (re-stating in own words)

To avoid copying directly from the text we need to:

- ✓ read and then put the text aside before writing.
- ✓ reword sentences by changing the structure and using synonyms(nearest in meaning)

Making the Summary Too Short or Too Long

We may write too short summaries that miss important information or too long ones that include unnecessary details. We must:

- ✓ Provide clear length guidelines (e.g., 4-6 sentences for a passage, or 1-2 sentences per paragraph).
- ✓ Show examples of both **too detailed and concise** summaries for comparison.

Examples of Summary Writing

Example 1:

There was a little girl named Anna who loved to paint. Every day after school, she would sit by the window and paint pictures of the trees and flowers outside. One day, her mother entered her painting into a contest. Anna won first prize, and her painting was displayed in a big art gallery. She was very happy.

Summary:

Anna loved to paint pictures of nature, and her mother entered her painting into a contest. She won first prize, and her painting was shown in an art gallery.

Example 2: Informational Text Summary

The African elephant is the largest land animal. It can weigh up to 12,000 pounds and live up to 70 years. Elephants are known for their long trunks, which they use to grab food, drink water, and communicate with other elephants. They are herbivores, meaning they only eat plants, and they can eat up to 300 pounds of food a day.

Summary:

The African elephant is the largest land animal, weighing up to 12,000 pounds and living up to 70 years. They use their trunks to eat, drink, and communicate, and they are herbivores, eating up to 300 pounds of plants daily

Example 3

The cocoa industry is a cornerstone of Ghana's economy, playing a significant role in the country's development and the livelihood of millions of its citizens. Ghana is the second-largest producer of cocoa beans globally, after Côte d'Ivoire, and cocoa accounts for a substantial portion of the country's export revenues. The industry employs millions of farmers, traders, and workers who are directly or indirectly involved in the cultivation, processing, and export of cocoa. The rich soils of Ghana, particularly in regions like Ashanti, Western, and Brong-Ahafo, provide an ideal environment for growing high-quality cocoa beans that are in demand worldwide.

The cocoa industry in Ghana faces several challenges, including ageing farms, pests and diseases, and the effects of climate change. Many of the cocoa trees in Ghana are over 30 years old, resulting in declining productivity. Additionally, pests such as capsids and diseases like the black pod continue to affect cocoa yields. Climate change also poses a significant threat as changes in rainfall patterns and rising temperatures affect the growth and yield of cocoa trees. These challenges have led to fluctuations in cocoa production, impacting the livelihoods of farmers and the country's economy.

To sustain and grow the cocoa industry, various solutions are being implemented. The government, through the Ghana Cocoa Board (COCOBOD), has initiated programs to rehabilitate old farms by replacing ageing trees with new, disease-resistant varieties. COCOBOD also provides farmers with training on modern farming techniques and offers subsidised fertilisers and pesticides. Additionally, efforts are being made to diversify income for cocoa farmers by promoting the cultivation of other crops alongside cocoa. Addressing the issue of child labour, improving infrastructure, and ensuring fair prices for farmers are also critical to the sustainability of Ghana's cocoa industry.

1. In two sentences, one for each state, two benefits of the cocoa industry to Ghana

2. In three sentences, one for each state, three challenges facing the cocoa industry in Ghana.
3. In three sentences, one for each, state three solutions implemented by the government of Ghana to sustain the cocoa industry.

Answers

1. (i) The cocoa industry offers employment to people.
(ii) The cocoa industry generates foreign exchange.
2. (i) A challenge of the cocoa industry is pests and diseases.
(ii) Climate change is a challenge for the cocoa industry.
(iii) A challenge of the cocoa industry is depleted cocoa farms.
3. (i) The government has rehabilitated depleted farms.
(ii) The government has introduced disease-resistant variations of cocoa.
(iii) The government has offered subsidies on agricultural inputs for farmers.

Passage 4:

Corruption is a significant issue in Ghana, affecting various sectors of the economy and public life. It undermines economic growth, weakens public institutions, and erodes trust in government. Corruption in Ghana takes many forms, including bribery, embezzlement of public funds, and nepotism. The problem is pervasive, impacting everything from small-scale business transactions to large government contracts. The consequences of corruption are far-reaching, leading to inefficiency in public services, increased poverty, and social inequality.

Several factors contribute to the persistence of corruption in Ghana. Weak enforcement of anti-corruption laws, political interference, and the lack of accountability among public officials are major challenges. Many anti-corruption agencies lack the resources and independence needed to effectively combat corruption. Additionally, corruption is deeply entrenched in many sectors, making it difficult to eradicate.

To address corruption, the government of Ghana has implemented various measures. Anti-corruption agencies like the Commission on Human Rights and Administrative Justice (CHRAJ) and the Economic and Organised Crime Office (EOCO) have been established to investigate and prosecute corrupt practices. The government has also introduced stricter laws and regulations aimed at punishing corrupt officials. Public awareness campaigns are being carried out to educate citizens on the dangers of corruption and encourage them to report corrupt activities.

i. In two sentences, one for each, state two benefits of addressing corruption in Ghana.

1. Addressing corruption can improve economic growth.
2. Fighting corruption can increase public trust in the government.

ii. **In three sentences, one for each, state three challenges of fighting corruption in Ghana.**

1. A challenge in fighting corruption is weak enforcement of laws.
2. Political interference often hinders anti-corruption efforts.
3. Corruption is deeply rooted in various sectors, making it difficult to eradicate.

iii. **In three sentences, one for each, state three solutions the government of Ghana has implemented to combat corruption.**

1. The government has established anti-corruption agencies.
2. The government has strengthened laws to punish corrupt officials.
3. Public awareness campaigns have been launched to fight corruption.

Passage 5:

Ghana, a country located in West Africa, has a rapidly growing population. As of recent estimates, the population of Ghana is over 31 million people, making it one of the most populous countries in Africa. The population growth rate in Ghana is relatively high, driven by a combination of high birth rates and declining mortality rates due to improvements in healthcare. The population is unevenly distributed across the country, with the majority of people living in the southern regions, particularly in urban areas like Accra and Kumasi. The youthful nature of Ghana's population is notable, with a significant proportion under the age of 25, which presents both opportunities and challenges for the nation's development.

Ghana's growing population brings several challenges. Rapid urbanisation has led to overcrowded cities, putting pressure on infrastructure, housing, and public services. The increase in population also strains the education and healthcare systems, making it difficult for the government to provide adequate services for all citizens. Additionally, unemployment and underemployment are significant issues, especially among the youth, which can lead to social unrest if not addressed.

To manage the challenges posed by a growing population, the government of Ghana has implemented various strategies. Family planning programs have been introduced to help control the birth rate. Efforts to improve infrastructure in both urban and rural areas are ongoing, including investments in transportation, housing, and public services. The government is also focussing on improving education and skills training to better prepare the youth for employment, thereby addressing the issue of unemployment and underemployment.

1. In two sentences, one for each, state two characteristics of the population of Ghana.
2. In three sentences, one for each, state three challenges posed by the growing population in Ghana.
3. In three sentences, one for each, state three solutions implemented by the government of Ghana to manage the population growth.

Passage 6:

Road accidents in Ghana have become a major public concern, leading to countless deaths and injuries each year. One of the primary causes of these accidents is reckless driving, with many drivers disregarding traffic regulations such as speed limits and overtaking restrictions. Additionally, poorly maintained roads and vehicles contribute significantly to the rising number of accidents. Commercial drivers, often in a rush to maximize profits, are particularly notorious for speeding and neglecting road safety measures.

The consequences of road accidents in Ghana extend beyond the immediate loss of life. Many survivors are left with permanent disabilities, placing a heavy burden on families and the healthcare system. The frequent road accidents also have economic impacts, as productive members of society are often lost or incapacitated, and vehicles and infrastructure are damaged, requiring costly repairs.

To combat the high rate of road accidents, the government has intensified road safety campaigns and enforcement of traffic regulations. The Motor Traffic and Transport Department (MTTD) of the Ghana Police Service has increased road patrols to ensure compliance with speed limits and other traffic laws. Additionally, there are ongoing efforts to improve road infrastructure and ensure that vehicles on the roads are properly maintained.

1. In two sentences, one for each, state two causes of road accidents in Ghana.
2. In three sentences, one for each, state three consequences of road accidents in Ghana.
3. In three sentences, one for each, state three measures the government is taking to reduce road accidents in Ghana.

Passage 7:

Poverty remains a significant challenge in Ghana, despite the country's growing economy. Many Ghanaians, particularly those in rural areas, struggle to afford basic necessities like food, shelter, and healthcare. High levels of unemployment, especially among the youth, contribute to the persistence of poverty, as many young people are unable to secure jobs that provide a sustainable income.

The effects of poverty are far-reaching, affecting access to education, healthcare, and other essential services. Children from poor households are more likely to drop out of school, limiting their future employment prospects and perpetuating the cycle of poverty. Poor access to healthcare services also increases the likelihood of preventable diseases, further weakening families economically.

The government of Ghana has introduced various programs aimed at reducing poverty. These include initiatives to promote entrepreneurship and skills development, especially among the youth, as well as social intervention programs like the Livelihood Empowerment Against Poverty (LEAP) program, which provides financial support to the most vulnerable. In addition, the government is working to improve access to education and healthcare to uplift poor communities.

1. In two sentences, one for each, state two causes of poverty in Ghana.
2. In three sentences, one for each, state three effects of poverty in Ghana.
3. In three sentences, one for each, state three solutions implemented by the government to reduce poverty in Ghana.

Passage 8:

In many communities across Ghana, diseases such as malaria, cholera, and typhoid remain prevalent. These diseases are often linked to poor sanitation practices, with many communities lacking access to clean water and proper waste disposal systems. Stagnant water and open drains create breeding grounds for mosquitoes, which spread malaria, while contaminated water sources lead to cholera and typhoid outbreaks.

The impact of these diseases is devastating, particularly for children and the elderly, who are more vulnerable to infection. Malaria is a leading cause of illness and death in Ghana, with thousands of people affected annually. Cholera and typhoid also result in significant morbidity and mortality, especially during the rainy season when water sources become more easily contaminated.

To address the high prevalence of diseases, the government and various health organizations have implemented several public health initiatives. These include campaigns to promote good hygiene practices, the distribution of treated mosquito nets to prevent malaria, and efforts to improve water and sanitation infrastructure. Vaccination programs have also been introduced to combat preventable diseases like typhoid.

1. In two sentences, one for each, state two causes of diseases in Ghanaian communities.
2. In three sentences, one for each, state three effects of these diseases on communities.
3. In three sentences, one for each, state three measures taken to prevent diseases in Ghana.

Passage 9:

River pollution is an increasing problem in Ghana, with many rivers contaminated by industrial waste, mining activities, and improper waste disposal. One of the most severe sources of pollution is illegal small-scale mining, known as "galamsey," which introduces harmful chemicals like mercury and cyanide into water bodies. Industrial plants and factories also discharge untreated waste into rivers, further degrading water quality.

The consequences of river pollution are far-reaching. Polluted water poses a severe health risk to communities that rely on rivers for drinking water, fishing, and agriculture. Additionally, river ecosystems are being destroyed, leading to the loss of biodiversity and damaging livelihoods that depend on fishing and farming.

To tackle river pollution, the Ghanaian government has launched campaigns against illegal mining and imposed stricter regulations on industries that pollute water bodies. Environmental protection agencies are also conducting regular monitoring of water quality, while community education programs encourage proper waste disposal and environmental conservation.

1. In two sentences, one for each, state two causes of river pollution in Ghana.
2. In three sentences, one for each, state three effects of river pollution on communities.
3. In three sentences, one for each, state three measures being taken to reduce river pollution in Ghana.

Passage 10:

Indiscipline in schools has become a significant issue in Ghana, with students increasingly disregarding school rules and engaging in disruptive behavior. Factors such as poor parental supervision, inadequate enforcement of discipline by teachers, and the influence of social media are contributing to the rise in indiscipline. Truancy, disrespect towards teachers, and cheating in exams are common forms of misconduct observed in schools.

The effects of indiscipline in schools are profound, as it negatively impacts the learning environment. Students who disrupt classes prevent others from learning, while truancy leads to poor academic performance and high dropout rates. Additionally, the culture of disrespect erodes the authority of teachers, making it harder to maintain order and foster a positive learning environment.

To combat indiscipline in schools, the government and educational authorities have introduced stricter disciplinary policies, with sanctions for students who break rules. Teachers are also being trained to adopt more effective classroom management techniques. Furthermore, there is a focus on increasing parental involvement in students' education to ensure proper behavior both at home and in school.

1. In two sentences, one for each, state two causes of indiscipline in schools in Ghana.
2. In three sentences, one for each, state three effects of indiscipline in schools.
3. In three sentences, one for each, state three measures the government is taking to address indiscipline in schools in Ghana.