

SECTION

9

ORAL COMMUNICATION



ORAL LANGUAGE

Conversation

INTRODUCTION

Dear Learner, you are warmly welcomed to this section of the Intervention English lesson. It has always been interesting learning English language, hasn't it? Great! In the last section, the lesson covered Listening comprehension. In that lesson, we learned how to respond correctly to text read or heard using clues or cues to make predictions of ideas to help develop our oral skills. In this section, we are going to learn how to exchange ideas through oral communication. This lesson will help you develop your fluency skills in oral communication to promote the use of appropriate words or language in conversation. When this is achieved, you will be able to use English language to interact with friends and others confidently. Make sure you follow the lesson carefully and perform all the activities in the lesson to help you make progress.

By the end of the lesson, you as the student will be able to;

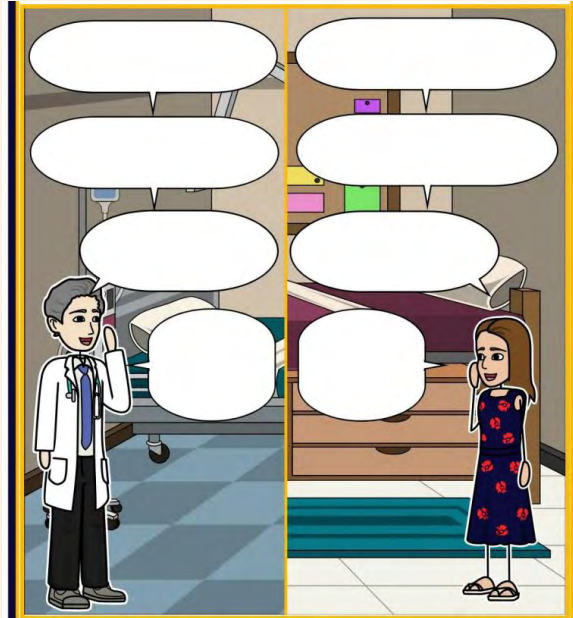
Exchange ideas through oral communication

Key Ideas

- Oral communication is the use of spoken words or language to convey an idea.
- Conversation refers to a talk between two or more people to exchange ideas.
- Discussion involves talking about something to exchange ideas.
- Ideas are opinions or thoughts or what we think about a given topic or situation.

Activity 9.1

1. With a friend, think of a conversation between a doctor and a patient using the dialogue bubble below.



2. What do you think the conversation will be about? Share your ideas with your friend. Do listen to the ideas of your friend. You will learn more about patients and doctors.

ORAL COMMUNICATION



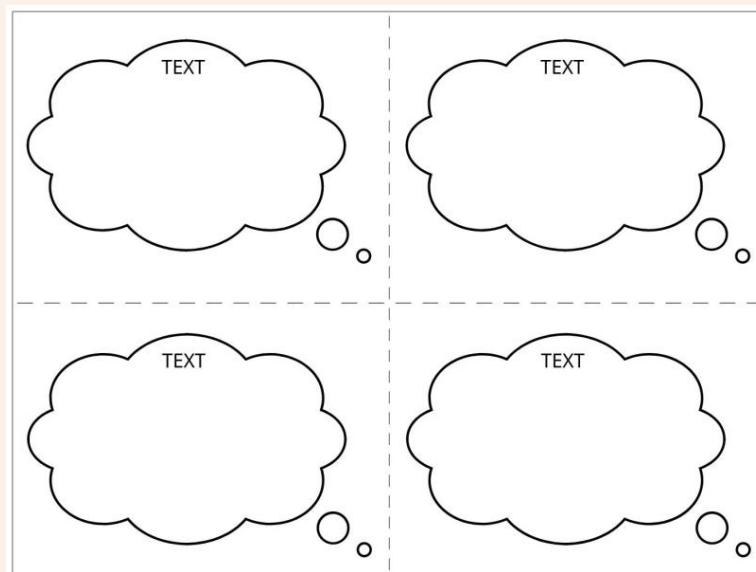
Fig 9.1: Some pictures showing oral communication situations

Oral communication is the process of verbally transferring or conveying a message or an idea from one individual or group to another. That is, it is the action of expressing ideas by word of mouth or spoken words. Oral communication allows you to exchange your ideas with other people or friends. It helps you express your ideas, emotions, and feelings in a conversation. As a learner, you need to interact with others to share ideas in order to learn from them. Sharing ideas with your

friends or classmates makes you learn effectively. Your friends or classmates will always bring their ideas to group discussions on particular topics. For instance, if your discussion is about causes of environmental pollution, everyone in the group will think through the topic, connect the topic to what they know already and produce ideas to explain the topic.

Activity 9.2

Pair with your friend or classmate and share ideas on why reading is important to a student. Use the thought bubble below.



It was fun, right?

Other situations where oral communication can be used include debate, dialogue, explaining ideas on topics during lessons, asking for permission or direction, general class discussions and in study groups. By sharing ideas with others in a group, you learn from them what you do not know or something new to add to your knowledge.

Now, work together with your friends or classmates to perform

Activity 9.3. Remember to participate fully in the activity. Good luck.

Activity 9.3

1. Observe the pictures below with your friends or classmates and answer the questions below it.



- a. What do the pictures portray or show?
- b. Think of three causes of what you observe in the pictures, and share them with your friend.
- c. Individually, share how you feel about the pictures with your friends or classmates.

Thumbs up! Continue to work hard. You are now going to learn some steps or strategies that will help you participate effectively in oral communication with others.

Steps or Strategies for Effective Oral Communication

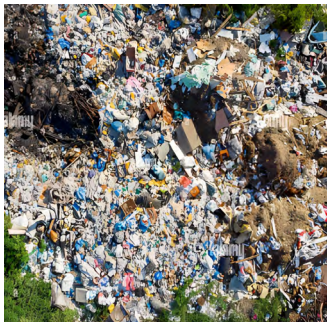
As stated earlier, in oral communication, you discuss or share ideas with your friends or classmates on given topics or issues. As such, you will need some steps or strategies to follow to make the discussions useful to you as learners. Therefore, the following steps or strategies will help you to participate effectively in oral communication, and promote learning with your friends or classmates.

1. State your objectives or purpose for the discussion and set simple rules to guide your behaviours.
2. Use simple and plain language to express your ideas and make sure you go straight to your point.
3. Respect the ideas or opinions of others and avoid using offensive words.
4. Speak up for others to hear you (remember to be confident).
5. Pay close attention to what others say and let them know you are listening.

6. Provide feedback to show you understand what others are saying.
7. Practise reflective listening skills by paraphrasing or restating what others have said and then ask open-ended and specific questions.

Great! What you must know is that in oral communication, you only talk to share ideas and learn from others. You are now going to read a text with your friends or classmates and discuss the questions after it. Make sure to participate fully by applying the steps you have just learned.

The Narrative



The environment has been created for the survival of all living things and it is the duty of human beings to do everything possible to protect it. The health of every living thing, including human beings depends on a healthy environment. Despite the usefulness of the environment to us, majority of our activities end up polluting the land, the air, and the water bodies. We destroy farmlands through illegal mining activities such as gold and bauxite extraction as well as sand winning. Also, some companies dump industrial wastes into water bodies while some illegal miners operate on or near river bodies with chemicals such as mercury which is harmful to human life. Other companies also release poisonous substances into the air to cause air pollution. Moreover, some insensitive people indiscriminately litter the environment with plastic materials. All these activities contribute to environmental pollution.

One may ask, why do we have to be bothered by human practices which affect our environment? Oh, yes! We must show concern for our environment because it defines our continuous existence. If our environment is destroyed, it will affect our existence. Lives will be lost, people will fall sick, productivity will be low, and government will have to spend more revenue on health facilities than other sectors or areas of the economy. Even though people are interested in the money they are making through the destruction of the environment, they will equally end up spending all their incomes on treatment if they become sick.

The way forward is to protect our environment against harmful practices of human beings. We can do this by making strict laws to punish offenders and regulating all mining activities in the country. Recycling of plastic waste materials can also help protect the environment. Additionally, public education can help make our environment safe. We need to change our attitudes towards nature and be active citizens to help make our environment safe for all.

Activity 9.4

1. Identify and discuss with your friends or classmates the three types of environmental pollution stated in the passage.

2. Pair with your friend or classmate to identify and discuss the causes of environmental pollution.

3. From the text, share with your friend or classmate the effects of environmental pollution.

4. In pairs, interview each other on the practical solutions to environmental pollution. Sample questions to guide you:

- a. What is environmental pollution?

- b. Which human activities cause environmental pollution?
 - c. How can we solve the problem of environmental pollution?
5. Through role play, demonstrate the causes of environmental pollution in your society with your classmates or friends.

Bravo! You are doing well. Let us look at how we can use sequence cards and arrange them to create a story. Do you remember sequence of events discussed in Section 8 of our lessons? You are expected to apply the idea of sequence of events in this lesson.

Story Sequence Cards

The cards below illustrate the story of Lamishi. You are to discuss each of the cards with your friend or classmate, arrange the cards in the correct order or sequentially.

Lamishi started cultivating crops such as maize, cassava, and later included vegetables like okro, garden eggs and tomatoes.

Gradually, she kept expanding her farm each year with the little savings from the produce

Eight years later, she started harvesting cocoa on her 50 acre land which she bought with the money prize.

She also owned 40 acres of palm plantation, 30 acres of cassava farm, 30 acres of tomato farm and many others, including 300 cattle.

The prize money received from the Best Farmer Awards at the municipal level was invested into acquiring more lands.

Lamishi then added cash crops such as cocoa and coffee to her farming activities.

Before graduating from the university, Lamishi became the best farmer of the Suhum Municipal Assembly.

She was honoured on the day, but said it was just a first step into her dream.

She saved with the Agricultural Development Bank. The bank after realising Lamishi's dream, supported her financially to expand her farm in order to earn more income.

Lamishi realised she was at her best and therefore applied for the regional farmers' award and won it.

She worked harder and three years later, she became the National Best Farmer in Ghana.

Her name was on every television and radio as she was celebrated nationwide. Her school mates heard in the news that Lamishi had worked hard to achieve her dream. However, most of them were still struggling to get employment after graduating from various universities in Ghana. Truly, all dreams are possible.

Soon after, she asked her grandfather to release some farm lands to her. Her grandfather, Mr. Azundem gave her 60 acres of land as a gift because of her dream

Lamishi gained admission to the University of Ghana to pursue a course in Agricultural Science.

At the University, she read more on Mechanical Agriculture. This was to help her use modern farming technology in future.

After Junior High School, Lamishi chose to study Agricultural Science at the Islamic Girls' Senior High School, Suhum.

She was the best student in her class and left school as the overall best student after writing the West African Secondary School Certificate Examination.

Lamishi was not affected by the mockery of her friends.

She was motivated by the fact that Ghana needed to produce more food to cut down on importation

One afternoon at School, Lamishi told her class teacher Mr. Sulhini that she would one day become the best farmer in Ghana. Her friends laughed at her.

They didnt understand Lamishi's dream because she was a girl and should be dreaming of becoming a nurse and not a farmer.

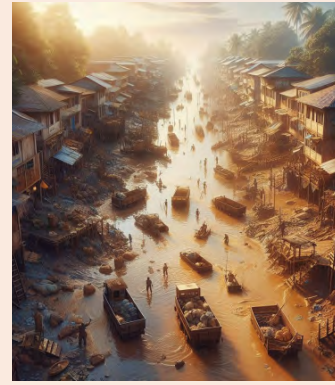
Activity 9.5

1. Discuss the story cards with your classmate or friend and rearrange them to tell the story of Lamishi to your class or siblings.

You are indeed an amazing learner! Keep working hard. Make sure you complete the review questions. Continue to read about ways to improve your oral communication.

REVIEW QUESTIONS

1. Discuss ways through which human beings degrade the environment.
2. Observe the given sequence card based on environmental degradation below and create a short story for presentation.



3. Dramatise the causes of environmental pollution in our society.
4. As a project work, create your sequence cards to tell a story of how we can prevent environmental degradation.
5. Students' varied project work.

EXTENDED READING

1. Click on any of the links below to read more on words and vocabularies:

- a. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://study.com/academy/lesson/oral-communication-definition-types-advantages.html%23::~text%3DOral%2520communication%2520is%2520the%2520process,Telephone%2520conversations&ved=2ahUKEwia6eze8oWHAxXTWEEAHYhsBYsQFnoECBgQAw&usg=AOvVaw36Sr_PREavN4l8UmaGfqL8
- b. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://uk.indeed.com/career-advice/career-development/oral-communication&ved=2ahUKEwia6eze8oWHAxXTWEEAHYhsBYsQFnoECFEQAQ&usg=AOvVaw3RFRapONyyczF_rnAZMqae
- c. <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://learnenglish.britishcouncil.org/skills/speaking&ved=2ahUKEwjCsuT584WHAxWRWEEAHYZWALcQFnoECC4QAQ&usg=AOvVaw3JXoazcFM0P8z1Hadg6kx5>

2. Picture Reference Links:

- a. <https://www.shutterstock.com/editorial/image-editorial/M5T7Md2dM3j6YbxdMTA3MDc=/sanwoma-town-on-estuary-gold-mining-polluted-440nw-13507023e.jpg>
- b. <https://c8.alamy.com/comp/2CT9EK7/land-pollution-with-plastic-bottles-and-bags-open-storage-of-solid-waste-garbage-aerial-top-view-2CT9EK7.jpg>
- c. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRQ9Z0QlrLcfROT3VgdZf1sBNbVmO6EZREzPg&s>
- d. <https://www.thenatureofcities.com/TNOC/wp-content/uploads/2023/05/Wallee3-1111x560.jpg>
- e. https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT3YduCmLv9jo3HpxY2bmeXKF0xpFmmke0_g&s
- f. https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ_cxo13vX4RnpgAv7RygQmJwIsoBqCJkHitW8kDlQMhlvGqHjLF1gtyS6c1NG72P6sAQ&usqp=CAU
- g. https://lot.dhl.com/wp-content/uploads/2020/07/Article-Key-Image_565017595.jpg

- h. <https://www.graphic.com.gh/images/2021/dec/15/CAMFED.png>
 - i. <https://borgenproject.org/wp-content/uploads/Fighting-Poverty-in-Ghana.jpg>
 - j. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSCfv2WlbzzjpGyYyL27Ss10Pz6apBmlyjshrrhizEQQFJZ9xNE-r5PI8d2KWWIJPYKA&usqp=CAU>
 - k. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTxIskj0ET3940CFUJKgdfyMpxpFr--HSfTTA&s>
 - l. <https://i0.wp.com/www.happyghana.com/wp-content/uploads/2023/07/PARLIAMENT-N-750x375-1-750x375-1.jpg>
3. MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production
 4. Intervention English Teacher Manual Week 11

GLOSSARY

1. **Paraphrase:** It is the act of putting what you have read or ideas in a given text into your own words. That is, rewording the ideas or opinions from a text read or heard.
2. **Open-ended Questions:** These are questions which require the person answering to provide or give more than a single answer. The questions do **not** need a ‘yes’ or ‘no.’ These questions are normally asked with the words ‘why,’ ‘how’ or ‘what.’
3. **Environmental Pollution:** This refers to all human activities which pollutes the surroundings (such as the land, air, and water).
4. **Environmental Degradation:** It is the process by which the quality of the natural environment is gradually destroyed through activities of human beings. This affects quality of life of human beings.

ACKNOWLEDGEMENTS



Ghana Education
Service (GES)



List of Contributors

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|-----------------------|---------------------------|
| Benjamin Ornon Akrono | Islamic Girls SHS, Suhum |
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