

<i>900 exercises in vocational communication</i>	Teacher's notes	A / 11
<i>General aim</i>	A: ORAL COMMUNICATION	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	1: BE HEARD BY THE OTHER PERSON	
<i>Operational aim</i>	1: Voice control: <ul style="list-style-type: none"> - volume, intensity - delivery, fluency - articulation - intonation 	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>		
<i>Comments</i>		

When do we need to control the volume (or intensity) of our voices?

Just as you adjust the volume of a radio or a television according to the circumstances, you must be able to control the volume of your voice.

Questions to ask the group:

1. All together, find verbs indicating the volume of the voice, from the softest sound to the loudest.

Example:

murmur
whisper
converse
raise your voice
shout
speak
chat
exclaim
yell
etc.

2. Find situations in which you must adjust the volume of your voice. Use the verbs you found in 1.

Examples:

To whisper because a baby is sleeping in the room

To murmur because people are studying in the same room or the next room

To shout because you are on the side of a busy road

To yell to try to be heard by a person on the other end of the street

etc.

WORK ON WHISPERING

1. Here is a sentence. Have it read or repeated in whispers

“I’ll call you tomorrow morning before leaving for work. Will you be in around 8 am?”

Point out that the voice goes up for a question.

_____ / 

“Will you be in / around 8 am?”

Have the group find other examples.

2. Here is a sentence that is more difficult phonetically. Have it read or repeated in whispers.

“She showed me her snapshots of her stay in the Seychelles.”

3. Here is an exclamatory sentence for which we usually raise the voice. Have it read or repeated in whispers.

“Stop that! What are you doing! You’re going to ruin it all!”

Have the group find other examples.

WORK ON VOICE RANGE

To make a very loud sound come out of your mouth, you have to practise certain techniques. Here is one of them.

- 1) Breathe while inflating your abdomen (hand on stomach) as if it were being filled with air.
- 2) Hold your breath for a moment and concentrate, remembering that the sound you are going to make must come up very quickly from the abdomen, go up through the chest and come out through the forehead..
- 3) Shout "Ahhh" forcing all the air out. The hand on your stomach must press lightly until the abdomen is hollowed by the air coming out.

WARNING: the sound must come out naturally, without forcing, without having a sore throat, or a tightening of the vocal chords.

- 4) Shout all the numbers from “1” to “10”, one by one, using the same technique.
- 5) Shout all the numbers from “11” to “20”, one by one, using the same technique. (Careful: most of them have 2 syllables which have to be well articulated and perfectly audible.)

WORK ON VOICE RANGE (continued)

- Each learner leaves the room, one by one, and stands in the corridor a few metres from the wall separating the corridor from the room. The other learners and the teacher, stay in the room.
- The learner who is outside the room must shout a sentence of his/her choice (it must be at least ten words long) carrying his voice as in the previous exercise. He/she then comes back into the room.
- The people listening in the room must then say the sentence they heard and the learner will confirm whether or not it is what he/she said in the corridor. Repeat the exercise with the same learner if his/her sentence was heard wrongly.

WORK ON DELIVERY AND FLUENCY

This exercise consists in talking neither too fast nor too slowly and with a very steady delivery.

- Do not “rush” the words or the parts of sentences
- Articulate well, so that all the words of the message are clearly heard

Have the learners read – or repeat from memory – the following sentences (The separation slashes represent the “breathing pauses”).:

1. I would like to remind you / that the meeting / is at 6 o'clock.
2. Would you like / to come to the cinema / with me/ tomorrow?
3. John told me /that his sister / is in hospital.
4. I think / that Geoff's sister / has written to them.
5. Next summer / we are going / to the south of France.

The learners can also make up their own sentences and find the breathing pauses themselves, They can then read them aloud.

WORK ON DELIVERY AND FLUENCY (continued)

THIS EXERCISE IS FOR LEARNERS WHO CAN READ WELL

Have the learners read the following groups of sentences, they must practise reading neither too quickly nor too slowly and remain as steady as possible. (The separation slashes represent the “breathing pauses”).

1. Mr Bingley / slammed his door / shut. / The key was inside./ Mr Bingley / could not get back / into his house.

2. Jack / had a little dog / named Dodo. / He walked him round the park /every day / and he took good care of him. / One day, / the dog ran away. / Jack looked for it everywhere, / put posters up with the dog’s picture / hoping someone would find it / and bring it back to him.

3. Please find enclosed / a photocopy of the document / you asked me to send./ I look forward to hearing from you./Yours sincerely.

4. How do you do. / I’m Timothy Wilson, / a company accountant. My office is the last one, / on the right, / at the end of the corridor. / Generally, / I go out / between 12 and 1.

WORK ON DELIVERY AND FLUENCY (continued)

This exercise consists in talking neither too fast nor too slowly and with a very steady delivery.

- Do not “rush” the words or the parts of sentences
- Articulate enough so that all the words of the message are clearly heard

LEARNERS ON LEVEL 1

This exercise is for learners who have difficulty reading even a simple text. The teacher will simply ask each learner to introduce him/herself as follows:

- My name is _____
- I live _____ in _____
- My phone number is: _____
- I work as a _____ at _____

THE OTHER LEVELS OF THE EXERCISE ARE ON THE FOLLOWING PAGE

Learners of levels 1, 2 and 3 who can read easily

Imagine that you are reading (or telling) a fairy story to a child before she goes to sleep. The child must understand what you read. So, articulate well, read fairly slowly with breathing pauses. Take turns to read the beginning of Perrault's fairy tale called "Puss in Boots" (the real version is followed by a version in simplified English):

Text in the real version:

There was a miller whose only inheritance to his three sons was his mill, his donkey, and his cat. The division was soon made. They hired neither a clerk nor an attorney, for they would have eaten up all the poor patrimony. The eldest took the mill, the second the donkey, and the youngest nothing but the cat.

The poor young fellow was quite comfortless for having received so little. "My brothers," said he, "may make a handsome living by joining their shares together; but, for my part, after I have eaten up my cat, and made myself a muff from his skin, I must then die of hunger."

Text in simplified English

A miller had three sons. When he died, each son received part of the inheritance. It was easy to share out as the miller had left very little. They did not call on a lawyer, as his fees would have eaten up the tiny fortune left by the father. The oldest son got the mill, the second got the donkey and the youngest got nothing but the cat. He was miserable: "My brothers", he thought, "will be able to earn their living in well by working together. But when I have eaten my cat, I will very probably starve to death."

WORK ON ARTICULATION

Good articulation in a spoken message is essential to the comprehension of the person listening.

EXERCISE 1

Pronounce the following sentence, adjusting the volume of the voice; the delivery must be regular, and articulated as well as possible.

The door slammed shut because of a sudden draught.

EXERCISE 2

Same exercise but the sentence presents more difficulties because of the similar sounds it contains.

This person still seems so sleepy.

EXERCISE 3

Same exercise with similar vowels.

He wondered, as he munched on a bunch of grapes, crunching the pips between his teeth, how much fun it would be if he won the match.

EXERCISE 4

Same exercise with similar consonants.

Vivian felt very funny, but the feeling was fleeting.

EXERCISE FOR LEARNERS WHO CAN READ EASILY

Here is a dialogue between a person who is hard of hearing and another person who is doing his/her best to be heard and understood. Sketches 2 and 3 follow on from sketch 1.

For each sketch, two learners will each play a role. (Both the characters are speaking quite loudly).

Fred, who has hearing difficulties, and Jim, his friend, are in a crowded pub.

SKETCH No.1

- Jim : - Hello there Fred. It's crowded in here. Let me get the first one
- Fred : - Worst one? No, I've seen worst than this in here!
- Jim : - Hang on. I'll try and get to the bar. Pint of bitter for you?
- Fred : - Out of bitter already? You're right, it is crowded.
- Jim : - No they're not out of bitter. Don't worry.
- Fred : - I'll go and grab a table shall I?
- Jim : - Yes, you do that; I'll be as quick as I can.
- Fred : - Oh no, not out of a can. I don't like canned beer.
- Jim : - No, draught it is
- Fred : - Oh, it's not draughty over there.
- Jim : - Do you want anything to eat?
- Fred : - Yes, that's right. I'll get us a seat.

SKETCHES 2 AND 3 ARE ON THE NEXT PAGE

SKETCH No.2

- Fred : - So how's the house hunting going?
- Jim : - Terrible. My wife's going bananas!
- Fred : - In your pyjamas? You won't find anything that way.
- Jim : - No, we're going mad. It seems hopeless
- Fred : - You'll find something soon.
- Jim : - I hope so. We can't stay where we are much longer.
- Fred : - What do you mean you can't say where you are?
- Jim : - STAY! Come on, drink up, we've got to get back to work
- Fred : - You gave me a fright there, I thought you said work! We've still got plenty of time for another drink.

SKETCH No.3

- Jim : - We'd better not have another beer. I'll settle for a cup of tea.
- Fred : - Who's up a tree? Not your cat again?
- Jim : - No, the cat's fine. Except she's got fleas.
- Fred : - Yeah, lots of cats like cheese.
- Jim : - No, not cheese. FLEAS. You know, they itch.
- Fred : - They each what? Bite? 'Course they do!
- Jim : - Are we having this drink then?
- Fred : - Sorry, can't hear you. I'm off to get the next round
- Jim : - Ok, mine's a pint then. Cheers.
- Fred : - Cheers mate!