

<i>900 exercises for vocational communication</i>	Notes for teachers	A / 34
<i>General aim</i>	A: ORAL TECHNIQUE	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	3: ADOPT A BEHAVIOUR THAT CORRESPONDS TO THE SITUATION	
<i>Operational aim</i>	4: Join in a group and speak in front of a familiar audience to control stress and ‘stage fright’.	
<i>Pre-requirements</i>	A / 11 , A / 31, A / 32 and A / 33	
<i>Number of exercises</i>		
<i>Comments</i>		

Module A / 33 gave one possible method for relieving ‘stage fright’ and stress you can feel when you do something that is important for you or in front of an audience likely to judge you.

In this module, we are going to work on speaking in front of an audience that has become quite familiar, as it is the group of learners.

By way of introduction, the teacher can ask the learners what they remember of the relaxation method in module A / 33.

Each learner will then try to get into relaxed conditions, either in the classroom for those who wish, or in other rooms for those who prefer to be on their own.

Reading a text in front of the group

A volunteer learner will stand up in front of the group and read one of the suggested texts – any one, as long as it has at least 15 lines.

They will try to look at their audience regularly, without favouring one particular person or just one part of the group. At least every two or three sentences, the learner must look at the audience while finishing the sentences from memory, which requires knowing how to anticipate what you are reading. Of course, the learner will already have read the text two or three times to himself beforehand and will therefore know the meaning well.

If the learners find it difficult to anticipate when they read, they can work on this exercise separately using the easiest of the texts given.

Each learner in turn must read a text in front of the audience. The teacher lets the learners choose which text they prefer to read. The texts proposed on the following pages are of different levels of difficulty. The teacher can help the learners to choose a text according to how well they read.

Those learners who have difficulty reading can read just part of a text, but they must do it as well as possible to gain the interest of the audience, and they must look at the members of the group as much as possible.

While they read, the learners must make sure that they:

- do not read too quickly
- use intonation to try to make it interesting for the audience (vary the tone of voice so that it is not too monotonous, accentuate the most important words, show punctuation while they read, especially question marks, exclamation marks and dashes.
- articulate too much rather than not enough
- look at the audience every 2 or 3 sentences.

The first texts show when to look at the audience. The learners can make their own indications for the text they have chosen, if it does not already have them.

Text No.1

This text is shown with indications telling you when to look at the audience.

You are presenting the news on television. You are reading the main headlines.

Good evening ladies and gentlemen.



Here are the headlines for Thursday the 24th of May:



This morning in the House of Commons, employment was the main subject of debate.
There is a new white paper under discussion to help the unemployed.



The actor Joseph Fielding died last night aged 82.
We'll be looking back at his life and career.



The price of oil has gone up again. We'll be taking a look at the consequences all over Europe.



Middle East: a bomb nearly went off in a market in the centre of Baghdad.



And finally, the new film by William Mitchell has been released: "The Road to Success".
The director is with us in the studio.



The other texts are on the following pages

Text No. 2

This text is shown with indications telling you when to look at the audience.

You are a journalist, live from the island of Madeira where a huge concert is taking place.

During the news on television, the presenter, Susan Mackie, asked you this question:

“Dan, you’ve been at the site since this morning. How are the preparations for the concert coming along?”

In the best possible conditions, Sue.



It’s 4pm local time and quite a large crowd has gathered since yesterday evening around the giant stage.



It’s very hot. almost 30 degrees. The audience is very varied: young people mainly, but also men and women in their forties to sixties.



They are all settling down very calmly and peacefully. They are picnicking, chatting, playing the guitar, the flute, the tam-tam. The atmosphere is amazing.



They are patiently waiting for the concert, which is due to start at 8pm. It will be transmitted live all over Europe.



The other texts are on the following pages

Text No. 3

This text is shown with indications telling you when to look at the audience.

You are the presenter of a television game.

You are reminding the viewers of the rules before welcoming the contestants.

You must smile, be very bright, communicative and enthusiastic!

Ladies and gentlemen in the audience! And of course our contestants! Good evening!



We are here again in this lovely studio for our wonderful new game “TRICK QUESTIONS”.

May I remind you of the rules of the game?



Each pair of contestants will be asked questions.



They have the choice of three possibilities:

- they can answer the question



- they say it's a “trick question” and they don't answer



- they don't think it's a “trick question” but they don't know the answer. In that case, they have 3 jokers to ask for help from you, the audience.



Now that we all know the rules, let's welcome our new contestants!



The other texts are on the following pages

Text No. 4

This text is shown with indications telling you when to look at the audience.

You are going to get some children to play a game. First you explain the rules to them very clearly.

Now, are you ready?



Everybody?



Caroline, put down your game boy and listen. I'm going to tell you how to play the game.



Paula, dear, could you give a piece of paper, from the pile here, and some crayons to each person?



Done? Not quite? Pat, could you come and sit down please?



Right, now, listen carefully. I'm going to tell you exactly what you have to draw, as we go along.



For example, I might tell you to draw a house in the middle of the page. Then a path going from the house down to the bottom of the page. Then some flowers along the path. Then a cat on the roof of the house. Then a big cloud hiding the sun... etc.



And what do you think will happen? Nobody will have the same picture! You'll see, it's great fun.
Right, are you ready? Really ready? Completely ready?



Then I'll begin!



The other texts are on the following pages

Text No. 5

*You are practising to be an actor.
You must say the same sentence in different ways,
exaggerating the tone and your facial and bodily expressions.*

Look at your audience after each sentence.

Normal like a banal piece of information:

“The young bride slipped and fell into the river.”

Comic, like the punch-line of a joke. You have almost got the giggles:

“The young bride slipped! And she fell into the river!!! »

Moved, as if to say that the accident could have been serious and that the bride was your best friend:

“The young bride slipped... and fell into the river.”

Dramatic. You imply that the poor bride died after her fall.

“The young bride slipped and fell into the river.”

Horrified: as if you were describing what you have just seen to a journalist:

“The young bride! She slipped! And she fell into the river!”

Sad. You are thinking about your problems, and that must show.

“The young bride slipped and fell into the river...”

Very angry. You paid for the dress, and it was very expensive!

“The young bride slipped and fell into the river!!!”

The other texts are on the following pages

Text No. 6

For its listening library for blind people, the Town Hall has asked you to read some texts from novels that will be recorded and put onto CDs. You are therefore going to read this passage from a novel by Anna Sewell (“Black Beauty”) in front of the group, taking care:

- *not to hesitate or mumble*
- *to use intonation*
- *to adapt your voice and your intonation to the different speakers in the text (there are 4 different characters: the mother, the father, the son and the horse – the narrator)*
- *not to read too quickly*

The parents have just bought a horse, and are showing it to their son. They are choosing a name for the horse.

“He is exactly what John said, my dear. A pleasanter creature I never wish to mount. What shall we call him?”

“Would you like Ebony?” she said; “he is as black as ebony.”

“No, not Ebony.”

“Will you call him Blackbird like your uncle’s old horse?”

“No, he is far handsomer than old Blackbird ever was.”

“Yes,” she said, “he really is quite a beauty. And he has such a sweet, good-tempered face and such a fine, intelligent eye. What do you say to calling him Black Beauty?”

“Black Beauty – why yes, I think that is a very good name. If you like, it shall be so.” And that is how I got my name.

When John went into the stable, he told James that master and mistress had chosen a good sensible English name for me that meant something.

The other texts are on the following pages

Text No. 7

You are an election candidate and you are making a speech in front of an important assembly. You have to convince your audience to vote for you. Don't forget to look at your audience.

Ladies and Gentlemen.

We are not here to criticise our present government.

However, can we really remain untouched by what is happening around us, what affects us personally?

It is therefore high time we said out loud, we have had:

ENOUGH of unemployment!

ENOUGH of taxes that are used for causes that we don't want, but not for causes we do!

ENOUGH of the pollution that is suffocating our towns and villages!

ENOUGH of promises that are never kept!

ENOUGH of the exploitation of man by man!

And ENOUGH of the exploitation of women!

I promise to use our taxes for better, more worthwhile causes

I promise to replace oil with green energy, that comes from our countryside

I promise to give everyone the chance of a job in more equitable conditions

I promise to create a ministry to work against sexual, racial and social discrimination

And finally, I promise to build with you, in our own country, a world more just, in which everyone will have a reason to be happy.

AND I WILL KEEP MY PROMISES. I give you my word!

So on the 18th of April, do not hesitate: **VOTE FOR ME!**

The other texts are on the following pages

Text No. 8

This inspirational poem is by Rudyard Kipling (1865-1936), the author of *The Jungle Book* and *The Just-So Stories*.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting.
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream – and not make dreams your master,
If you can think – and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a man, my son!

The last text is on the next page

Text No. 9

Do you use your “left brain” or your “right brain”? To find out, listen carefully to what I am about to explain.

One part of our brain is called the neo-cortex. It is a mass of grey matter. That is why we often call the thinking part of our brain: “grey matter”.

The neo-cortex is divided into two halves, commonly known as the left hemisphere and the right hemisphere or “left brain and right brain”.

We know now, thanks to the works of Roger Sperry, that our brain has two modes of thought:

- the verbal mode which belongs to the left hemisphere
- and the non-verbal mode, represented in the right hemisphere.

Our education system, and indeed science in general, appeals almost exclusively to the verbal mode of our brain: speaking, reading, writing, calculating and analysing are the functions ensured by the left hemisphere. It's the rational, logical, scientific side.

Conversely, the right brain tends to perceive the world and other people in a global, instantaneous, intuitive, visual, synthetic, expressive, and emotive fashion. It finds solutions through sudden, global intuition.

The left brain breaks everything up into different elements; conversely, the right brain considers everything as a whole and systematically looks for links, analogies or resemblances.

This has been proved to be true by many laboratory tests, carried out both on healthy subject and chez sick people with lesions in one or other side of the brain. For example, a person whose right brain is affected no longer recognises people, or the streets in his hometown. The person whose left brain is affected can only speak with difficulty and has to rely on the intonation or the melody of the sentence to find his words.

So, are you “right-brained” or “left-brained”?

Speaking in front of a group

The learners will take it in turns to speak in front of the group for about 5 minutes.
The speaking time may vary according to the level of each learner. While the speaker is talking, the group will write down anything worth noting in the table below, both positive and negative points.

The speaker' looks	
The speaker's facial expressions	
The speaker's elocution	
Interest shown in what the speaker says	
Others	

The instructions continue on the next page

The “learner-speaker” is free to move as he likes. He can walk about amongst the group in the room, use the board or any other object in the room if he wishes, or even call on other learners or the teacher.

The subject of his talk is free. However, for those who don't have any ideas, the teacher can suggest the following subjects, or any other subject of his choosing. This can be:

- a hobby, a passion (DIY, gardening, a collection, a sport, etc.)
- the portrait of someone he knows (physical and moral)
- the summary and commentary of a television programme, a book or a film.
- the description and commentary of one or more photographs (brought in by the learner), or a work of art.
- the account of an event in the learner's life
- etc.