

## Using Your Voice

### Before you watch

#### A

This activity introduces the topic of using your voice effectively when giving a talk.

Students discuss the qualities they admire in voices they hear on the radio or other media.

#### B

Have students try to convey emotions by saying sentences in different ways. This may require a little bit of acting (and practice). If students are unclear about how to express different emotions, they can think of different situations and how they would respond. For "It's time to go," they might be at a boring party, eager to take an airplane, or unhappy about a situation and want to leave.

### Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, and ask students to download it to watch on their own devices.

#### A

This activity is designed to check students' comprehension of main ideas. Tell students to view the video and focus on the general understanding of effective voice practices. Ask students to work individually or in pairs to determine whether each statement is true or false. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

#### Key:

1. T, 2. F, 3. F, 4. T, 5. T

#### B

Have students watch the video again and listen for details. Ask students to work individually or in pairs to select the correct option. Monitor and support. Check answers with the class.

#### Key:

1. slow down
2. speak clearly
3. slight pause
4. distracting
5. variety

#### C

This activity requires students to use the concepts and vocabulary from the video in the context of conversation. Ask students to work individually or in pairs to complete the conversation. Monitor and support. Check answers with the class.

#### Key:

1. mumbling
2. lacks
3. follow
4. absorb
5. lost
6. emotion

### Digital skills focus

#### A

This activity offers tips on successful audio quality for online talks. Emphasize that audio quality will vary depending on each listener's device, but a speaker should try to make their audio as clear and noise-free as possible. This includes testing audio prior to the talk, minimizing room noise, and possibly purchasing a high-quality microphone. Ask students to work individually or in pairs to match the sentence beginnings and endings. Monitor and support. Check answers with the class.

#### Key:

1. b
2. g
3. a
4. d
5. e
6. f
7. c

## Language focus

### A

This activity has two purposes. The text serves as advice for effective voice practice, and it focuses students' attention on some techniques they can use to complete the Digital Communicative Task.

Tell the students to fill in the gaps to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

If you are teaching an online class, set a timer for the individual practise so you don't disturb students by asking them if they've finished.

### Key:

1. a tremendous impact
2. expressive
3. slowly and clearly
4. slow down
5. to pause
6. emotional impact
7. variety with your voice
8. let the pitch rise
9. slight pause
10. vary your pitch

### B

This activity is designed to focus students' attention on verb collocations (words commonly used together). Encourage students to watch the video again or use a dictionary, as needed, to find the phrase.

### Key:

1. take
2. follow
3. insert
4. show
5. change up
6. lose
7. absorb

### C

This activity gives students the opportunity to practise the suggestions for effective voice practice in this lesson. In pairs or groups, have students prepare to speak about a topic for one minute. Encourage students to select

something they feel strongly about and allow their voice to embody their passion or beliefs. They should speak to their group and get feedback from the members using the checklist of tips for effective voice practice.

For online classes, use break rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

### Key

Student's own answers

## Digital communicative task

### A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Students will give a talk individually, but can be paired for the preparation part of the activity. They should choose a topic for a talk (2-3 minutes in length). They should rehearse the talk with their partner as the audience. The first rehearsal should focus on issues of clear speech. For the second rehearsal, students should vary their pitch and volume. Finally, have students rehearse their talk with expression and confidence. Students should refer to the Effective Voice Practice Checklist to make sure they are incorporating all of the tips. Allow time for pairs to give feedback to each other using the checklist.

Students can do their planning and rehearsal in a breakout room. Encourage students to record themselves and watch back. They should check their voice work against the Voice Practice checklist.

### B

Students present their talk in the online class while you record the session or they make a video of their talk and show it during the online session or post it to a discussion board. Encourage audience members to give feedback to the speakers using the Effective Voice Practice Checklist. Allow time for the audience to give feedback to the speakers, either spoken or written, on a discussion board.

Ask each speaker to reflect on his/her rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded talk.