

3

Voice power

A

DISCUSS

- 1 Have you heard of Vocal Intelligence? What do you think it might mean?
- 2 Work with a partner. What are the five most important things you need to be able to do to use your voice effectively in a presentation? Complete the mind map below:



VIEW

(00:00–02:37) Now watch Mark talking about how to use the power of your voice. How do his ideas compare with yours?

RECALL

- 1 What does Mark say the word ‘personality’ literally means?
- 2 How does pausing help both the presenter and the audience?
- 3 What two kinds of words are usually stressed in spoken English and why?

REFLECT

Which vocal areas do you think *you* most need to work on?

B

DISCUSS

To be or, er, not to be?
That is, er, you know, like,
the question.

Why doesn't Hamlet speak like this?
Do you know any presenters who do?
Who's the worst?

VIEW

(02:38–03:23) If you use filler too frequently, it could distract your audience. Watch a presenter reporting on the participant feedback from a sales training seminar and count the number of times he ums and ers in just 30 seconds!

RECALL

Tick some of the other things the presenter you have just watched did. Watch again if you need to.

- | | | |
|---|--|------------------------------------|
| repeated himself ☐ | stretched words out ☐ | stuttered ☐ |
| broke off mid-sentence ☐ | mispronounced words ☐ | hesitated ☐ |

REFLECT

- 1 What effect does the presenter's over-use of filler have?
- 2 What two things could the presenter have done instead of using filler?
- 3 What's the difference between pausing and hesitating?



PRESENT

Work with a partner. Each of you should deliver one of the following two extracts from a presentation about redesigning a company's staff induction programme. Remember to pause at the end of each line, stress underlined words and make your intonation go up and down with the arrows. Record yourselves if you can.

PRESENTER 1

OK. ↘

as you know, ↗

for the last three months ↗

we've been rethinking ↗

the staff induction programme. ↘

We started out with the name

'Induction programme'. ↘

Induction programme. ↘

Well, ↗

what does that say to you? ↘

Yeah, right. ↘

What it says to us ↗

– you're about to be sucked into the machine! ↘

PRESENTER 2

Well, ↘

isn't a welcome really what we're trying to provide anyway? ↘

Why are we making people's first weeks at the company a bore ↘

with all the health and safety regulations ↗

and legal forms to fill in ↗

when we should be making them welcome? ↘

Why not a party, ↘

a well-chosen gift, ↘

a couple of long lunches with the boss, ↘

who, let's not forget, ↗

is the number one reason ↗

why most people quit their jobs! ↘

VIEW

(03:24–04:32) Now watch the extracts you've just worked on. How does the presenter's performance compare with yours?

REFLECT

- 1 How does the amount you say before you pause affect how you sound? What's the ideal: long utterances, short utterances or a combination of the two?
- 2 What can you learn from the presenter you have just watched? Could *he* learn anything from *you*?