

How to speak that people would listen

1. Lead-in (Activity 1) 5 mins

Aims: to engage students in the context of the lesson and raise their interest.

Procedure: Draw SS' attention to the questions and ask them to discuss in pairs or in mini-groups. Conduct a content feedback. You can explain that the book is by the author whose talk you are going to watch today.

2. Listening for gist. (Activity 2) 10 mins

Aims: practice listening for gist and freer speaking. Then practice listening for detail.

Procedure: Set the task. [Play the video](#) (0:01-02:28) Then stop and give SS some time to compare the answers. Check the answers.

Key:

gossiping

judging

negativity

complaining

exaggeration

dogmatism

Play the video again and elicit more information about each bad habit.

Let SS discuss the questions in pairs.

3. Listening for specific information. (Activity 3) 7 mins

Aims: practice listening for specific information and freer speaking.

Procedure: Set the task. Play the video (2.28-4.15). Then stop and give SS some time to compare the answers. Check the answers.

Key:

H - honesty: being straight and clear.

A - authenticity: just being yourself.

I - integrity: be your word.

L - love: wishing people well.

Let SS discuss their opinion about these main cornerstones.

4. Vocabulary work. (Activity 4) 5 mins

Aims: to expand SS' vocabulary on topic and practice listening for gist.

Procedure: Ask SS to match the words and their definitions. Then play the video (04:16- 07:46) and let them check..

Key:

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

5. Listening for detail. (Activity 5) 10 mins

Aims: practice listening for detail and freer speaking.

Procedure: Draw your SS' attention to the picture and elicit what they can see and what the connection between a toolbox and speaking is.

Set the task. Play the video (04:16- 07:46). Then stop and give SS some time to compare the answers. Check the answers.

key: (as it is written in the script)

Register, for example. Now, falsetto register may not be very useful most of the time, but there's a register in between. I'm not going to get very technical about this for any of you who are voice coaches. You can locate your voice, however. So if I talk up here in my nose, you can hear the difference. If I go down here in my throat, which is where most of us speak from most of the time. But if you want weight, you need to go down here to the chest. You hear the difference? We vote for politicians with lower voices, it's true, because we associate depth with power and with authority. That's register.

Then we have **timbre**. It's the way your voice feels. Again, the research shows that we prefer voices which are rich, smooth, warm, like hot chocolate. Well if that's not you, that's not the end of the world, because you can train. Go and get a voice coach. And there are amazing things you can do with breathing, with posture, and with exercises to improve the timbre of your voice.

Then **prosody**. This is the sing-song, the meta-language that we use in order to impart meaning. It's root one for meaning in conversation. People who speak all on one note are really quite hard to listen to if they don't have any prosody at all. That's where the word "monotonic" comes from, or monotonous, monotone. Also, we have repetitive prosody now coming in, where every sentence ends as if it were a question when it's actually not a question, it's a statement? And if you repeat that one, it's actually restricting your ability to communicate through prosody, which I think is a shame, so let's try and break that habit.

Pace. I can get very excited by saying something really quickly, or I can slow right down to emphasize, and at the end of that, of course, is our old friend silence. There's nothing wrong with a bit of silence in a talk, is there? We don't have to fill it with ums and ahs. It can be very powerful.

Of course, **pitch** often goes along with pace to indicate arousal, but you can do it just with pitch. Where did you leave my keys? (Higher pitch) Where did you leave my keys? So, slightly different meaning in those two deliveries.

And finally, **volume**. (Loud) I can get really excited by using volume. Sorry about that, if I startled anybody. Or, I can have you really pay attention by getting very quiet. Some people broadcast the whole time. Try not to do that. That's called sodcasting. Imposing your sound on people around you carelessly and inconsiderately. Not nice.

6. Roleplay. (Activity 6) 10 mins

Aims: to practice what they've learned from the video in an engaging way.

Procedure: Explain the task and show some examples. Let SS work in pairs. Monitor closely and help if necessary.

If you work on-on-one, do the task with your student or change it to general discussion of the talk.

7. Sum up. 3 mins.

Praise SS for good work and give a delayed error correction feedback. Explain their homework.