

HANDOUT for ELT WORKSHOP by dr Małgorzata Fabiszak

(please print out and bring to the workshop on 25th May 2007)

Alan Maley. 2000. *The Language Teachers Voice*. Oxford: Macmillan – Heinemann.

Chapter 2: Voicework in class.

Work on words

My name

Say your own name in as many different ways as possible:

- tasting it syllable by syllable,
- speaking it like a question,
- speaking it as fast as possible
- making it sound as musical as possible
- whispering it like a secret
- answering the question *What's your name?* in different ways:
 - o as if answering when the teacher calls the roll
 - o as if giving it when asked by a police officer
 - o speaking it proudly and defiantly
 - o speaking it as if it was a precious gift for someone special.

Speaking in numbers

Pair work. Students are allowed to use numbers from 1-10 only. Using the numbers as if they were real words, they have a conversation. For example:

A: One three five nine two?

B: Nine two. Nine two!

A: Six four eight?

B: Four eight ten!

You may give some context to the students:

A is angry about something, B is apologizing

A is a passenger on an aircraft, B is a flight attendant.

A and B are in a car arguing about which road to take.

Option: Use 'rrr' sound or 'mmm' sound or vowel sounds instead of numbers.

How many words

Find as many different ways of saying the words below as possible:

Really
Extraordinary
Goodness
Strange
Nice
Incredible

Right
Agreed
Definitely
Quite
Unfortunate
Pity

Make short dialogues using some or all of these words with the pronunciation you deem appropriate.

Mini-dialogues

Prepare some minimal dialogues like these:

A: Who?
B: You.
A: Me?
B: Yes!

A: Time?
B: Sorry.
A: Problem?
B: Not really.

A: Tea?
B: Thanks.
A: Here.
B: It's cold.

A: Nice?
B: Very.
A: Exciting?
B: Wow!

Try reading them in as many different ways as you can. You can develop the activity by asking the students to extend each line of the dialogue by adding a few more words to make the context explicit.

Sentence lengthening

Students work in pairs. They take turns in reading the sentences from the shortest to the longest.

They lived together.

They lived together for a long time.

They lived together for a long time before he found out.

They lived together for a long time before he found out that she had deceived him.

They lived together for a long time before he found out that she had deceived him by lying.

They lived together for a long time before he found out that she had deceived him by lying about her age.

They lived together for a long time before he found out that she had deceived him by lying about her age, her friends, her income and her past.

They lived together for a long time in what seemed like perfect happiness until one day he accidentally discovered that she had systematically deceived him over and over again by lying about (among other things) her age, her friendships, her income and even her criminal past.

They lived together for a long time in what seemed like perfect happiness until one day last December he accidentally discovered that she had

systematically deceived him over and over again by lying about (among other things) her age, her friendships, her income, her family background and even her criminal past.

Having practised speaking you can change it into a grammar awareness raising exercise. Ask the students to develop other 'stem sentences in a similar way.

E.g. He likes swimming.

All-purpose phrases

Prepare a list of common phrases like the ones below. It helps if they are associated with a particular context or mood. Each student is given one of the phrases and must learn it by heart. They then mix and move saying these phrases to other students, who reply with theirs.

List 1

Come on!
We're in a hurry.
It is time to go.
Why all the rush?
What's the problem?
There is plenty of time.
We'll be late.
You're making me nervous.
What time do we have to be there?
For goodness' sake!

List 2

It's so quiet.
Where's everyone?
There's no one around.
It feels strange.
What's happening?
I'm scared.
Let's get out of here.
Come on!
It's creepy in here.
What was that noise?

Chants

Depending on the proficiency level of the students, you can either just give them a theme (silence, sleep, water, childhood, money, football, music, the English weather) or give them a theme and a number of shortish lines as in the example below. Students work in groups of five, and practice speaking the lines in any order. They can either do this by sharing the lines among them (two each) or by speaking the lines in chorus at the same time. They should speak the lines in a measured, calm voice, so that the chant washes over the listeners leaving the feeling of peace and warmth.

*Theme: Friendship
Warmth and understanding.
A shoulder to cry on.
Sharing good times – and bad.
Always there; ready to help.
Laughter together.*

*No need for words.
Perfect understanding.
Trust in each other.
Sharing secrets.
So reassuring.*

There's a rat in the fridge

Prepare a set of conversational gambits like those below. The important things that many of them can form adjacency pairs. E.g.

A: Have you ever had a mystical experience?

Could be responded to:

B: Do you know who I am?

B: It depends what you mean.

B: Who cares?

Students are all given a different sentence to work with. They should learn it so they can speak it rather than read it aloud. They then circulate, saying their sentence to each person they meet. If the person's sentence 'fits'; they have a mini dialogue already. At the end of a session the students report on the sentences they found fitting.

There is a rat in the fridge.

Do you know who I am?

I'm sorry. You can't go in there.

That's just not possible.

Have you ever had a mystical experience?

I refuse to believe it.

Sorry, I can't help you.

You didn't tell me you were married.

Would you like me to take it out for you?

Well, what difference does it make?

My tie is in the waste bin.

Well, there must be a reason for that.

It depends what you mean.

Who cares?

We're are closed. Sorry.

I've got a thorn in y finger.

What's it doing in there?

You should be ashamed of yourself!

Making the text speak

The object of the activity is for students working in groups, to prepare a performance of the text which is maximally interesting to listen to. They can use:

- varying voices in terms of volume, speed (including pausing), rhythmic pattering, pitch levels, intensity and mood.
- varying the number of voices speaking at any one time: solo, two or more students at a time

Allow at least half an hour for preparation. The performance and the evaluation.

The responsibility
By Peter Appleton.

*I m the man who gives the word,
If it should come to use the bomb.*

*I am the man who spreads the
word
From him to them, if it should
come.*

*I am the man who gets the word
From him who spreads the word
for him.*

*I am the man who drops the
Bomb
If ordered by the one who's heard
From him who merely spreads
the word
The first one give, if it should
come.*

*I am the man who loads the Bomb
That he must drop should orders
come
From him who gets the word
passed on
By one who waits to hear from
him.*

*I am the man who makes the
Bomb
That he must load for him to drop
If told by one who gets the word
From one who passes it from him.*

*I am the man who fills the till,
Who pays the tax, who foots the
bill
That guarantees the Bomb he
makes
For him to load for him to drop
If orders come from one who gets
The word passed on to him by
one
Who waits to hear it fro the man
Who gives the word to use the
Bomb.
I am the man behind it all;
I am the one responsible.*