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**MODULE 7 PRESENTATION SKILLS**

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## **UNIT 6 Speech**

### Task sheet

<b>The aim of the lesson:</b>	<ol style="list-style-type: none"><li>1) Introduce the key aspects of speech: voice-related features such as volume, pitch and intonation, pace and pause</li><li>2) Highlight the importance and techniques of breathing</li><li>3) Observe their significance and added value in presentation</li><li>4) Practice reading out a text effectively</li></ol>
<b>Language level:</b>	B2 and up

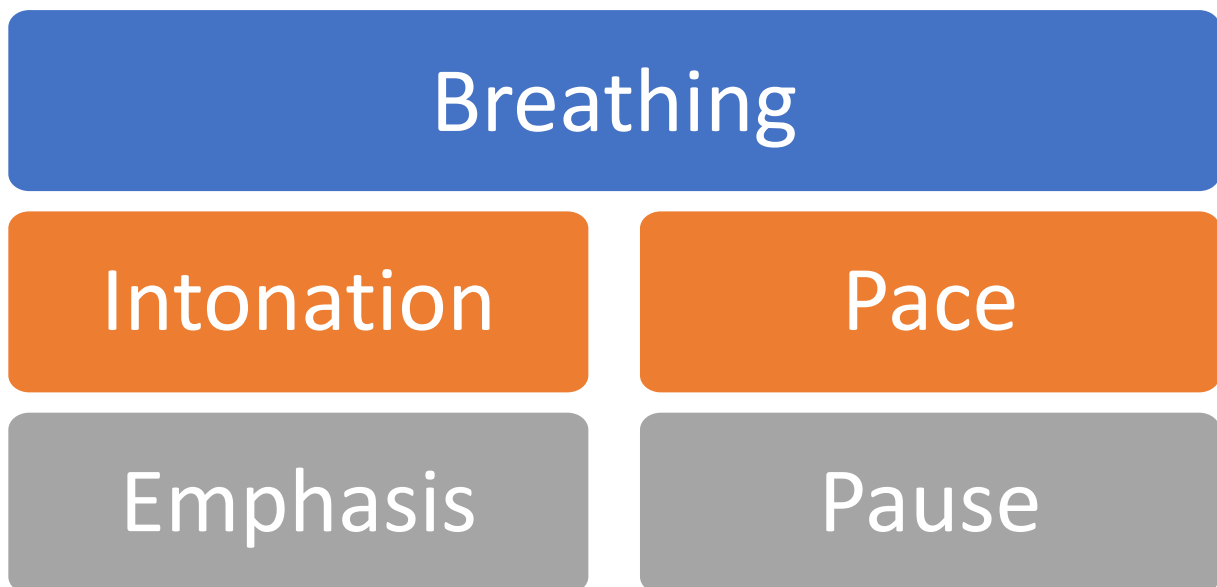


## TASK 1 “My voice is me” (Imre Montágh)

As the communication expert, Julian Treasure points out, the human voice is the most wonderful instrument that we all play to communicate with our environment and also influence it. Indeed, our voice is a reflection of our personality: the way we speak indicates our emotions (angry, enthusiastic, anxious, etc.) and attitudes (confident, doubtful, critical, supportive, uncertain, etc.), as well as the way in which we position ourselves in a given contextual hierarchy (dominant, equal, submissive, etc.). Many of these emotional – attitudinal factors surface in our speech quite instinctively, that is, we might not recognise what our voice communicates and how. However, by exploring the interacting components of our speech, we can learn to control them, and optimise the messages that we send.

Of these interacting components of speech, we shall examine the ones summarised in figure 1:

Figure 1 Components of speech



- **Breathing** is a key issue in public speaking. The **chest breathing** we use in everyday life, in non-stress situations, is not effective in public speaking as it does not provide enough air to say longer stretches of text without being interrupted by taking a breath. Instead, **abdominal breathing** should be used, which can easily be acquired with some practice.
- **Intonation** refers to “the rise and fall of the voice in speaking” (Oxford Languages Online Dictionary). It is a useful signposting device indicating the end of a section or an idea to be continued, a question or a conclusion to end out talk with.
- **Pace** is the speed of speech, which can also guide the audience for instance, to distinguish key ideas (slowing down) from less important details (speeding up).
- **Emphasis** is the stress given to a word or phrase to signal particular importance.
- Finally, **pause** is a small interval of silence in speech. Speakers either use it intentionally to enhance the effectiveness of speech and to have some time to recollect ideas, or it might also be caused by unintentional hesitation or looking for words.

## TASK 2 Breathing

Proper breathing provides

- 1) the volume (strength or power of voice, loudness) necessary to talk to people in, or even outside public distance<sup>1</sup>,
- 2) the right pitch (how high or low your voice is), which does not strain your vocal cords even during a longer speech,
- 3) and the air capacity to be able to say longer stretches of language without taking a breath.

### TASK 2/A How to breathe properly?

Watch the following short training video to learn about effective breathing. Answer the questions.

**Source**

Salvatore Sorce 5 Public speaking tips (from 5:17)

<https://www.youtube.com/watch?v=Sy1PcX1uR98>

1. Indicate on the picture<sup>2</sup> which part of the body moves in chest breathing and abdominal breathing, and how. Use arrows.

2. How long is a deep breath? How many seconds does it minimally take to inhale and exhale?

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3. What kind of breathing technique can help ease bodily tension?

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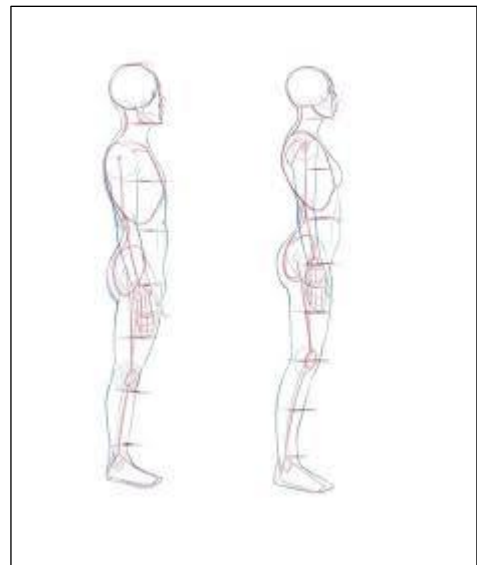
.....

4. How can you exercise your vocal cords and give resonance to your voice?

.....

5. What exercise is offered to explore your range of voice?

.....



<sup>1</sup> In the study of proxemics, **public distance** is defined as the physical distance maintained between an individual and others in certain formal or professional contexts such as public speaking or performance, typically defined as greater than 12 feet (approx. 3.7 metres). (Oxford English and Spanish Dictionary at [https://www.lexico.com/definition/public\\_distance](https://www.lexico.com/definition/public_distance)).

<sup>2</sup> Source of image: <https://yurielkaim.com/belly-breathing/>

## TASK 2/B Practice

Practice abdominal breathing as instructed above. Read out the following short text a couple of times paying special attention to your breathing, taking a deep breath ONLY at the end of the sentences (these places are indicated with double slashes //).

Internal corporate communication is a management activity which serves multiple functions and demands principled planning and organisation. // Beyond its basic information-transfer tasks, it shapes company morale, and influences the employees' mood, relationships, and quality of work, as well as the status and acceptance of the management. // However, the precondition for maintaining effective communication is for companies to adapt their messages to the changes of the technical and socio-cultural environment, and company profile and size. // As a respondent in our survey remarked, the greatest hindrance of development is „favouring traditional, sector- or process-specific operational methods instead of up-to-date, non-sector-specific quality management processes”. //

The survey clearly demonstrated that traditional written forms of communication are being replaced by interactive, informal online genres on the one hand, and unofficial oral forms of communication, on the other hand. // While these forms of communication allow for immediate and unfiltered information exchange, the resulting redundancy of (often unreliable or contradictory) information causes problems. // Consequently, employees continue to require more intensive, official oral interaction and straightforward written information. // It is responding to such staff needs and the changing conditions of the company that results in value-oriented communication management.

(Adapted from Magnuczné Godó, Á. (2016). Internal corporate communication: Practice, effectiveness, problems and solutions. *Alkalmazott Nyelvészeti Közlemények*, 11(1), 82.)

## TASK 3 Pace and pause

By combining pace and pause, we can guide the audience's attention to distinguish between the important parts and illustrative details elaborating on the main point. Slowing down at the key information and having a short pause can create interest and expectation, getting the audience ready to receive the message with full attention.

### TASK 3/A Examine patterns of pace and pause

Watch a short extract from a motivational talk by Jim Collins. Examine his strategies to vary his pace and apply pauses. Why listening to him, read the transcript of his talk and

- indicate where he takes a pause (x – short, but noticeable pause, X – longer, emphatic pause, XX – very long pause creating tension and expectation),
- underline the parts where he slows down to focus attention, and
- underline the fastest part of the speech.

#### Source

[Jim Collins Have you found your hedgehog – your personal hedgehog?](#)

[Question #5: Have you found your hedgehog -- your personal hedgehog? - YouTube](#)

I'd like you to imagine living in the intersection of three circles. Top circle, man, you are passionate about it and you love to do it. When you wake up in the morning, you think to yourself, I so hope I get a long life because there's nothing I'd rather be doing than what I am doing. Second, now the circle changes from best in the world to what you are encoded for, what you are made for, what you are constructed for, what you were put here for. Now, this is very different from what you might be good at. Let me illustrate the difference in my own experience. When I went off to college, I thought I was going to be a mathematician because I was one of these kids who was good at math. So, I majored in mathematical sciences. But along the way I met those who are genetically encoded for math. I had to find a different Hedgehog. Now imagine the third circle. You have an economic engine. You can make a living and you can fund your BHAGs. Now imagine if you have all three of those. You're passionate about it and love to do it; and, man, you are constructed, you are made for it, you were put here to do it; and you have an economic engine to make a living and fund your BHAGs. You have found a Hedgehog. And when you lead out of your Hedgehog, that is part of the wellspring of the incredible, irrational endurance to persist.

### TASK 3/B Identify the functions of pace and pause

Now consider the purpose of these pause and pace strategies, and answer the questions.

1. What different functions are fulfilled by the shorter and longer pauses? Point out a function for all three types of pauses you have indicated.

.....  
.....  
.....

2. What information is highlighted with the slower segments of the talk?

.....  
.....  
.....

3. What is the function of the fastest passage in the text?

.....  
.....

### TASK 3/C Practice

Practice reading out Jim Collins's speech by focusing on slowing down and speeding up, and having a pause at the places you have indicated.

## TASK 4 Emphasis

Emphasis is in close connection with pace and pause in that it helps focus attention on key content by adding extra volume and stress. However, while slower pace might underline the importance of text segments of varying lengths, emphasis means stressing single key words.

### TASK 4/A Examine examples of emphasis

Bellow you can see the extract from Jim Collins's speech from TASK 3, with pace and pauses indicated. Watch the video again, and circle the words that receive special emphasis.

I'd like you to imagine living in the intersection **x1** of three circles. **x2** Top circle, **x3** man, you are passionate about it and you love to do it. When you wake up in the morning, you think to yourself, I so hope I get a long life because there's nothing I'd rather be doing than what I am doing. **x4** Second **x5**, now the circle changes from best in the world to **x6** what you are encoded for **X7**, what you are made for **X8**, what you are constructed for **X9**, what you were put here for. Now, this is very different from what you might be good at. **X10** Let me illustrate the difference in my own **x11** experience. When I went off to college, I thought I was going to be a mathematician **x12** because I was one of these kids who was **x13** good at math. So, I majored in mathematical sciences. But along the way **x14** I met those who are genetically encoded for math **XX15**. I had to find a different Hedgehog. **XX16** Now imagine the third circle. **x** You have an economic engine **XX17**. You can make a living and you can fund your BHAGs **X18**. Now imagine if you have all three of those. You're passionate about it and love to do it; and, man, you are constructed, you are made for it, you were put here to do it; and you have an economic engine to make a living and fund your BHAGs. You have found a Hedgehog. And when you lead out of your Hedgehog, that is part of the wellspring of the incredible, x19 irrational **x20** endurance to persist.

### TASK 4/B Analyse the functions of emphatic key words

Examine the words you have circled. What two major functions do they fulfil? Give examples for each.

Function	Example

## TASK 5 Intonation

The last aspect of voice we shall discuss is intonation: the rise and fall of the voice creating the rhythm of speaking. Rising intonation is an effective tool to create interest and expectation, just as pace and pause discussed in TASK 3, but it can also indicate the end of a unit (e.g., within a longer sentence) to be continued, or a question we might or might not expect an answer for. In contrast, falling intonation indicates closing: the end of a sentence, paragraph, or the whole talk. This last one is especially important: when concluding, use confident falling intonation at the end of your last sentence to leave no doubt about ending the speech.

### TASK 5/A Examine examples of intonation

Observe intonation in Jim Collins's speech. Focus on the end of sentences first, and indicate whether he uses rising ( ↑ ) or falling ( ↓ ) intonation. Then, indicate where you can hear rising intonation within the sentences. If there is a pause within or at the end of the sentence, but the intonation remains even (neither falls nor rises), use a →.

I'd like you to imagine living in the intersection **x1** of three circles. **x2** Top circle, **x3** man, you are passionate about it and you love to do it. When you wake up in the morning, you think to yourself, I [so hope] I get a long life because there's nothing I'd rather be doing than [what] [I am] [doing]. **x4** Second **x5**, now the circle changes from best in the world to **x6** what you are [encoded] for **X7**, what you are [made] for **X8**, what you are [constructed] for **X9**, what you were [put here] for. Now, this is [very different] from what you might be [good at] **X10** Let me illustrate the difference in my [own] [x11] experience. When I went off to college, I thought I was going to be a mathematician **x12** because I was one of these kids who was **x13** [good] at [math]. So, I majored in mathematical sciences. But along the way **x14** I met those who are [genetically encoded] for math **XX15**. I had to find a [different] Hedgehog. **XX16** Now imagine the third circle ↓. **x** You have an economic engine ↑ **XX17**. You can make a living ↑ and you can fund your BHAGs **X18**. Now imagine if you have all three of those. You're passionate about it and love to do it; and, man, you are constructed, you are made for it, you were put here to do it; and you have an economic engine to make a living and fund your BHAGs. You have found a Hedgehog. And when you lead out of your Hedgehog, [that] is part of the wellspring of the [incredible], **x19** [irrational] [x20] [endurance] to persist ↓.



### Task 5/B Analyse the functions intonation

Make some observations related to intonation. Give examples and determine the function of different types of intonation in the text.

Intonation type	Example	Function
Rising ↑		
Falling ↓		
Even →		

## TASK 6 Bringing it all together

Practice reading out the extract from Jim Collins's talk focusing on the features we have examined. Start by focusing your attention on 1-2 features at a time, practice them separately, then try to bring it all together.

You might try the same exercise with the text in TASK 1. First, indicate the functional aspects of speech in it, then practice reading it out.

I'd like you to imagine living in the intersection **x1** of three circles. ↓ **x2** Top circle ↑, **x3** man, you are passionate about it ↑ and you love to do it. ↓ When you wake up in the morning ↑, you think to yourself ↑, I [so hope] I get a long life ↓ because there's nothing I'd rather be doing than [what] [I am] [doing]. ↓ **x4** Second ↓ **x5**, now the circle changes from best in the world to **x6** what you are [encoded] for ↓ **x7**, what you are [made] for ↓ **x8**, what you are [constructed] for ↓ **x9**, what you were [put here] for. ↓ Now, this is [very different] from what you might be [good at] ↓ **x10** Let me illustrate the difference in my [own] x11 experience. → When I went off to college ↓, I thought I was going to be a mathematician ↓ **x12** because I was one of these kids who was **x13** [good] at [math] ↓. So, I majored in mathematical sciences ↑. But along the way ↑ **x14** I met those ↑ who are [genetically encoded] for math ↓ **XX15**. I had to find a [different] Hedgehog. ↓ **XX16** Now imagine the third circle ↓. **x** You have an economic engine ↑ **XX17**. You can make a living ↑ and you can fund your BHAGs **X18** ↓. Now imagine if you have all three of those ↓. You're passionate about it → and love to do it →; and, man, you are constructed →, you are made for it →, you were put here to do it →; and you have an economic engine to make a living and fund your BHAGs →. You have found a Hedgehog ↓. And when you lead out of your Hedgehog ↑, [that] is part of the wellspring ↑ of the [incredible] ↑, **x19** [irrational] ↑ **x20** [endurance] ↑ to persist ↓.

## **In sum**

- **Key speech functions include breathing, pace and pause, intonation and emphasis.**
- **Speech functions can be used**
  - a) **to guide the audience's attention to focus on important details,**
  - b) **distinguish between key points and elaboration, and**
  - c) **signpost when an idea is to be continued or finished.**
- **Pause also sends messages. Make sure you do not fill the pauses with meaningless fillers.**
- **Abdominal breathing is of key importance to be able**
  - a) **to section our speech meaningfully,**
  - b) **to have the volume necessary for talking to people in and outside public distance, and**
  - c) **to have the air capacity to manipulate our voice.**

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## MODULE 7 PRESENTATION SKILLS

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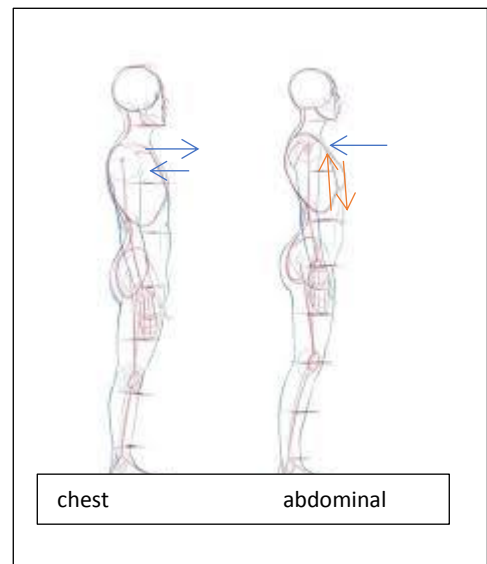
# UNIT 6 Speech

## Key

### TASK 2 BREATHING

#### TASK 2/A How to breathe properly?

1. Indicate on the picture which part of the body moves in chest breathing and abdominal breathing, and how. Use arrows.
2. 10 sec. inhale – 10 sec. exhale
3. Take a deep, long breath and pressing your stomach muscles, give out strong *ssh* sounds.
4. Take a deep abdominal breath, and sound the word “sing” for as long as you are exhaling.
5. Same as above, but experiment with using a higher and lower pitch when sounding the word “sing”.



## TASK 3 Pace and pause

### TASK 3/A Examine patterns of pace and pause

I'd like you to imagine living in the intersection **x1** of three circles. **x2** Top circle, **x3** man, you are passionate about it and you love to do it. When you wake up in the morning, you think to yourself, I so hope I get a long life because there's nothing I'd rather be doing than what I am doing. **x4** Second **x5**, now the circle changes from best in the world to **x6** what you are encoded for **X7**, what you are made for **X8**, what you are constructed for **X9**, what you were put here for. Now, this is very different from what you might be good at. **X10** Let me illustrate the difference in my own **x11** experience. When I went off to college, I thought I was going to be a mathematician **x12** because I was one of these kids who was **x13** good at math. So, I majored in mathematical sciences. But along the way **x14** I met those who are genetically encoded for math **XX15**. I had to find a different Hedgehog. **XX16** Now imagine the third circle. **x** You have an economic engine **XX17**. You can make a living and you can fund your BHAGs **X18**. Now imagine if you have all three of those. You're passionate about it and love to do it; and, man, you are constructed, you are made for it, you were put here to do it; and you have an economic engine to make a living and fund your BHAGs. You have found a Hedgehog. And when you lead out of your Hedgehog, that is part of the wellspring of the incredible, x19 irrational x20 endurance to persist.

### TASK 3/B Identify the functions of pace and pause

1. The shorter pauses tend to indicate focus on shorter key ideas (e.g., 11, 13, 19, 20) or signposting phrases (e.g. 1, 2, 3, 4, 5).

Longer emphatic pauses introduce longer stretches of key content (e.g., 6, 7, 8, 9), while the longest pauses in the text highlighted a dramatic turning point, where the speaker expected the audience to react (15 -16), and a key sentence leading up to the main idea (17).

2. Signposting elements, key words, phrases and sentences.

3. Summary of key ideas and accumulation of tension, leading to the conclusion.

## TASK 4 Emphasis

### TASK 4/A Examine examples of emphasis

I'd like you to imagine living in the intersection **x1** of three circles. **x2** Top circle, **x3** man, you are passionate about it and you love to do it. When you wake up in the morning, you think to yourself, I **[so hope]** I get a long life because there's nothing I'd rather be doing than **[what] [I am] [doing]**. **x4** Second **x5**, now the circle changes from best in the world to **x6** what you are **[encoded]** for **X7**, what you are **[made]** for **X8**, what you are **[constructed]** for **X9**, what you were **[put here]** for. Now, this is **[very different]** from what you might be **[good at]** **X10** Let me illustrate the difference in my **[own]** **x11** experience. When I went off to college, I thought I was going to be a mathematician **x12** because I was one of these kids who was **x13** **[good]** at **[math]**. So, I majored in mathematical sciences. But along the way **x14** I met those who are **[genetically encoded]** for math **XX15**. I had to find a **[different]** Hedgehog. **XX16** Now imagine the third circle. **x** You have an economic engine **XX17**. You can make a living and you can fund your BHAGs **X18**. Now imagine if you have all three of those. You're passionate about it and love to do it; and, man, you are constructed, you are made for it, you were put here to do it; and you have an economic engine to make a living and fund your BHAGs. You have found a Hedgehog. And when you lead out of your Hedgehog, [that] is part of the wellspring of the **[incredible]**, **x19** **[irrational]** **x20** **[endurance]** to persist.

### TASK 4/B Examine the functions of emphatic key words

Function	Example
Signal key ideas of sentences	made, good, math, different
Signal key ideas of the whole text	incredible, irrational, endurance

## TASK 5 Intonation

### TASK 5/A Examine examples of intonation

(Suggested answers)

I'd like you to imagine living in the intersection **x1** of three circles. ↓ **x2** Top circle ↑, **x3** man, you are passionate about it ↑ and you love to do it. ↓ When you wake up in the morning ↑, you think to yourself ↑, I [so hope] I get a long life ↓ because there's nothing I'd rather be doing than [what] [I am] [doing]. ↓ **x4** Second ↓ **x5**, now the circle changes from best in the world to **x6** what you are [encoded] for ↓ **x7**, what you are [made] for ↓ **x8**, what you are [constructed] for ↓ **x9**, what you were [put here] for. ↓ Now, this is [very different] from what you might be [good at] ↓ **x10** Let me illustrate the difference in my [own] [x11] experience. → When I went off to college ↓, I thought I was going to be a mathematician ↓ **x12** because I was one of these kids who was **x13** [good] at [math] ↓. So, I majored in mathematical sciences ↑. But along the way ↑ **x14** I met those ↑ who are [genetically encoded] for math ↓ **XX15**. I had to find a [different] Hedgehog. ↓ **XX16** Now imagine the third circle ↓. **x** You have an economic engine ↑ **XX17**. You can make a living ↑ and you can fund your BHAGs **X18** ↓. Now imagine if you have all three of those ↓. You're passionate about it → and love to do it →; and, man, you are constructed →, you are made for it →, you were put here to do it →; and you have an economic engine to make a living and fund your BHAGs →. You have found a Hedgehog ↓. And when you lead out of your Hedgehog ↑, [that] is part of the wellspring ↑ of the [incredible] ↑, **x19** [irrational] ↑ **x20** [endurance] ↑ to persist ↓.

### TASK 5/B Analyse the functions intonation

Intonation type	Example	Function
<b>Rising ↑</b>	Top circle ↑ you are passionate about it ↑ You have an economic engine ↑  <u>the [incredible] ↑,</u>	Highlight signposting element End of clause within sentence End of sentence: idea to be continued Emphasising key term
<b>Falling ↓</b>	<u>what you are [encoded] for</u> ↓  <u>I had to find a [different] Hedgehog.</u> ↓ I thought I was going to be a mathematician ↓	Emphasising key idea in a list of clauses (each clause is a key unit in its own right) Closing sentence End of subsection in the middle of a longer sentence
<b>Even →</b>	<u>You're passionate about it → and love to do it →;</u>	List

Let me illustrate the difference in my  
[own ]x11 experience. →

Idea to be elaborated on in the  
next sentence