**ALC- Voice Characteristics**

**Pronunciation-**

To properly say the sounds of a word.

Example: To say ‘preform’ rather than ‘perform’ would be to ‘mispronounce’ the word.

**Enunciation-**

How clearly words are spoken.

Example: To stutter or to mumble would mean there was poor ‘enunciation’.

*Say the following aloud, being very careful to say each syllable very clearly and precisely:*

* *feb - you - air - eee*

*Now do the same for this:*

* *feb - rue - air - eee*

*Your enunciation was good with both, though your pronunciation was only correct for the second. Notice the difference?*

**Pitch-**

How high or low the sound is of any spoken word.

\*Some voices have a larger range of pitch than others, or a dominant high or low pitch.

Example: Women tend to have a higher voice ‘pitch’ than men because they have shorter vocal chords (which determine one’s pitch).

**Pace (Speed)-**

The speed in which words are spoken.

Example: If words are not spoken at a natural ‘pace’, the listener may not be able to comprehend what is being said.

**Tone-**

The manner, characteristics or mood in which one speaks. Tone is established through pace, pitch, enunciation etc. combined.

Example: One could speak with an abrupt, nervous or sarcastic tone.

**Volume-**

How quiet or loud a voice is when speaking.

**Accent-**

A distinctive mode of pronunciation of a language, esp. one associated with a particular nation, locality, or social class.

**Diction-**

The specific words chosen by the speaker.

**PRACTICE**

Pronunciation

Enunciation

Pitch

Pace

Tone

Volume

Diction

Accent

1) John spoke about the alliances of WW2 during his portion of the presentation. Unfortunately, Halle in the back row could not hear what John said. John needs to improve his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while speaking.

2) Martha was not excited about discussing hip hop because she listens to classical music. When she did speak, her voice sounded ‘bored’ and she made it clear that she was uninterested in her topic. Martha needs to improve the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of her voice while presenting.

3) Kassi had tons of information about her topic, yet she was so nervous while speaking to her class that she began to stutter. Kassi’s stuttering affected her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of key words.

4) William let his group create the law presentation and he accepted a script rather than writing one himself. Unfortunately William was not familiar with the terms associated with his topic. While presenting he said “affidavid” rather than “affidavit”. William needs to improve his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) Janet was so excited about reciting her speech to the class. At home when she timed it the length was 2 minutes, but while speaking to the class the length was only 1 and a half minutes. Janet’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became a problem during her presentation.

6) Vanessa had to play a male character in the presentation. To reinforce the fact that she had changed her identify she tried to change her voice by speaking lower. Vanessa was using the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of her voice for a dramatic effect.

7) Tyler is a very intelligent 5th grader who has a large vocabulary. The words that Tyler says are often not understood by his peers. His speech is affected by his use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8) Jake thinks his grandmother speaks ‘funny’ because she grew up in the UK. She once asked him to join her for “a spo’ o’ tea.” When Jake said that he could not join her, he heard her mumble something about “rubbish”. He was laughing at the sound of her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.