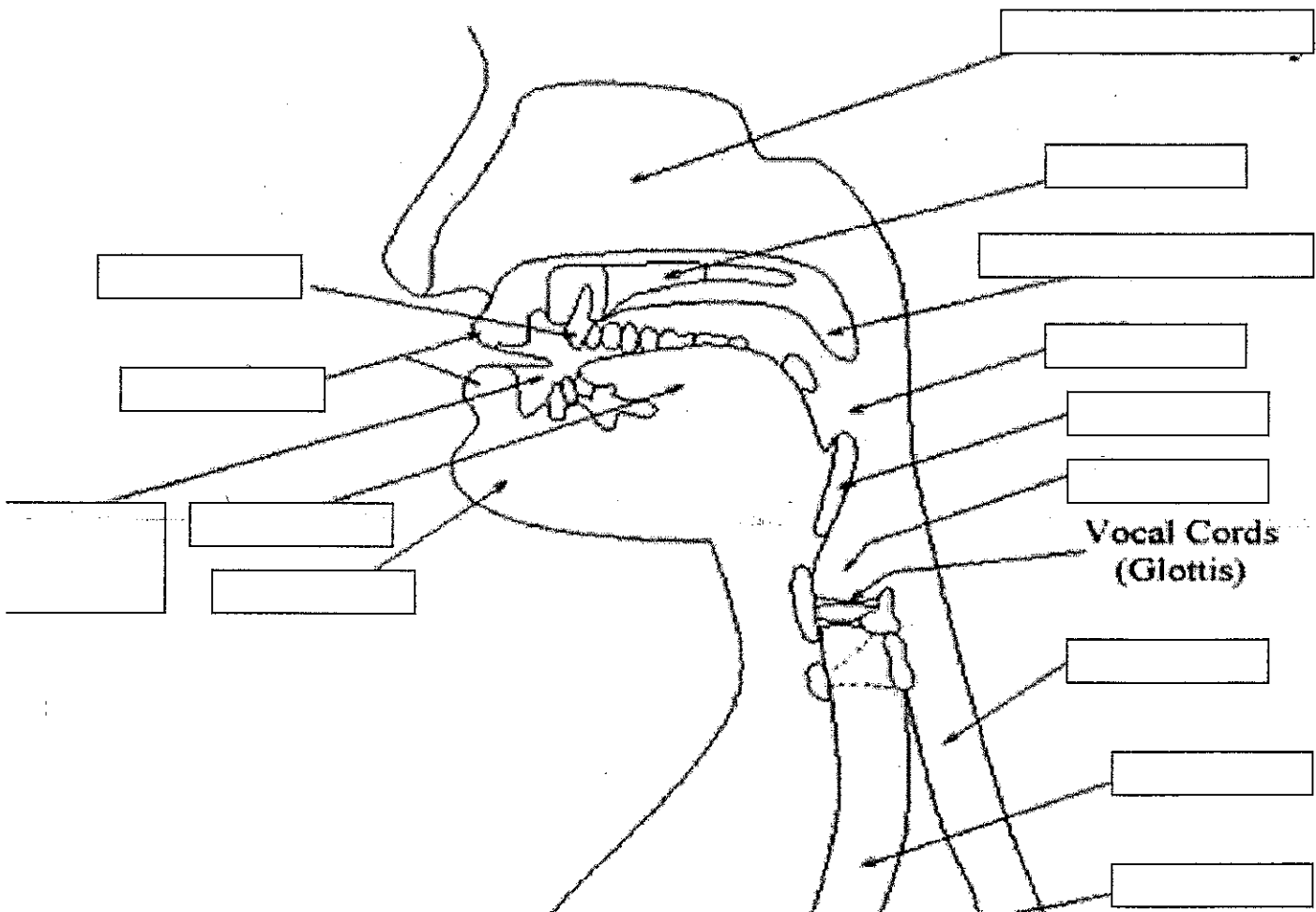
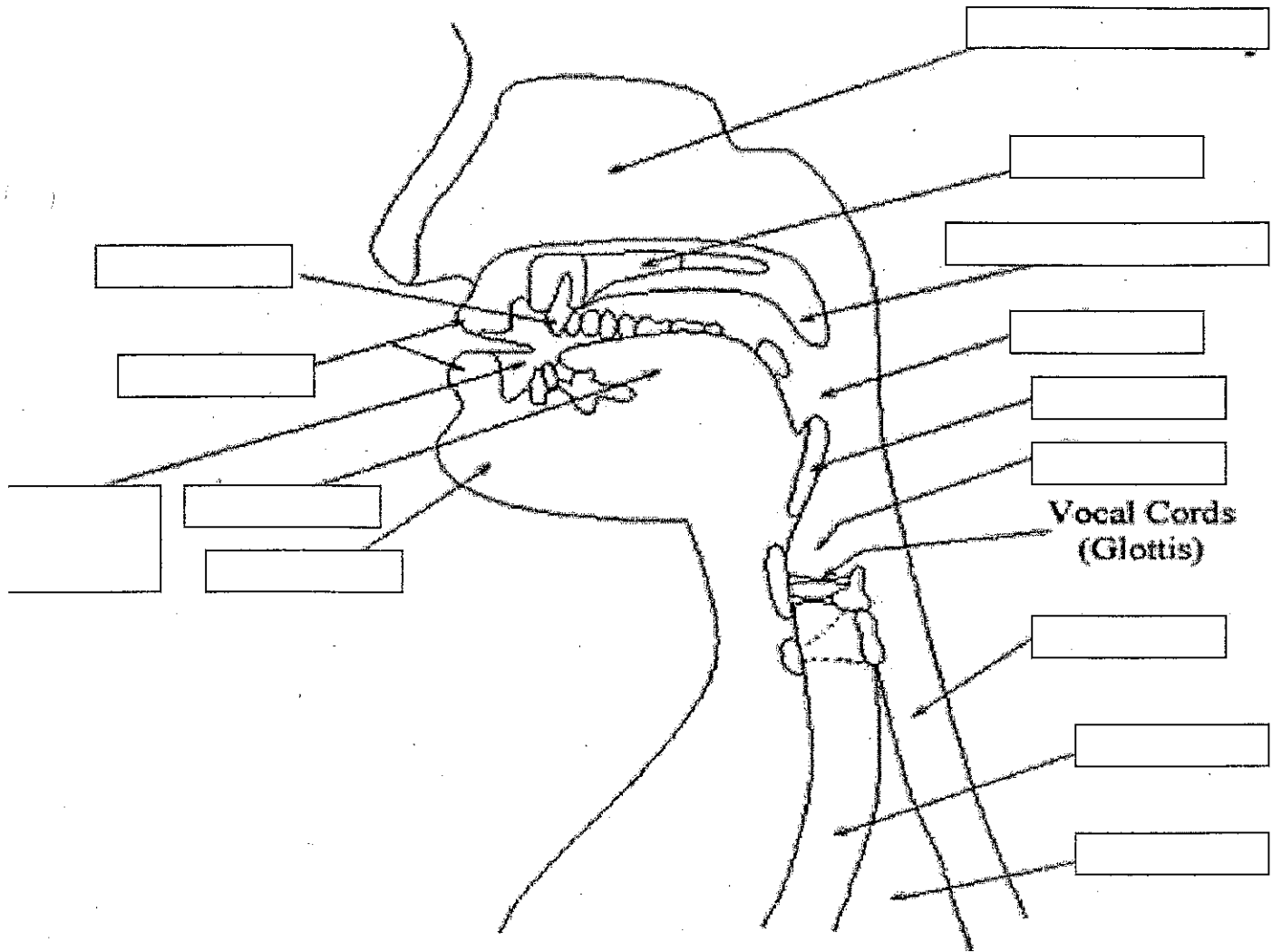


The Four Processes of Speech

1. **Respiration** - \_\_\_\_\_
  - A. \_\_\_\_\_ and \_\_\_\_\_ involved
  - B. Ways to Breathe
    1. \_\_\_\_\_ breathing
    2. \_\_\_\_\_ breathing
    3. \_\_\_\_\_ breathing
      - draws the largest amount of air into lungs
      - natural, sleep breathing
2. **Phonation** – making a \_\_\_\_\_
  - A. Created by air passing over the vocal cords and causing them to \_\_\_\_\_
  - B. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ involved
  - C. The sound created is very \_\_\_\_\_ and quiet
3. **Resonation** – the \_\_\_\_\_
  - A. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ involved
  - B. the size and shape of these spaces give us recognizably different voices
  - C. the larger the spaces, the more \_\_\_\_\_ the sound
4. **Articulation** – \_\_\_\_\_ **units and patterns**
  - A. Uses the loud sound produced by Resp., Phon., and Reso.
  - B. Includes seven articulators
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. Tongue
    4. Lower Jaw
    5. Hard Palate
    6. \_\_\_\_\_
    7. Epiglottis
  - C. Articulators work together in combination

The Four Properties of Tone

1. \_\_\_\_\_
  - A. Loudness or volume of sound produced by the voice
    1. Governed by the amount of air pushed passed the vocal cords
    2. Governed by the support of the diaphragm
    3. Governed by proper relaxation of the throat muscles
2. \_\_\_\_\_
  - A. Highness or lowness of sound
    1. Governed by the speed of the vibration
    2. Governed by the length, tension, and thickness of the vocal cords
  - B. Variations in pitch during speech - \_\_\_\_\_
    1. Types of inflections:
      1. Rising
      2. Falling
      3. Circumflex
      4. Monotone – little to no inflection
3. \_\_\_\_\_
  - A. Two parts of speech can be timed:
    1. Sound
    2. Silences
4. \_\_\_\_\_
  - A. Normal – the tone YOU most commonly use \_\_\_\_\_
  - B. Nasal – allowing more air to pass through nose \_\_\_\_\_
  - C. Oral – very light sound, no vibration \_\_\_\_\_
  - D. Guttural – throaty or gravelly \_\_\_\_\_
  - E. Aspirate – a true stage whisper \_\_\_\_\_
  - F. Orotund – rich, full and most resonant \_\_\_\_\_



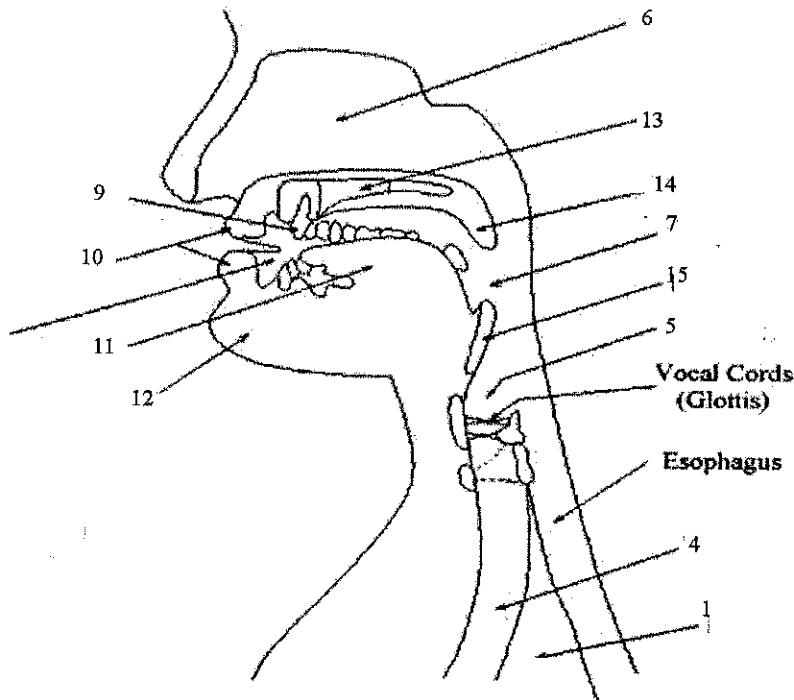
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----------	-------------
  
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_____
_____
_____
_____
_____
_____



- |                           |        |
|---------------------------|--------|
| 1. _____                  | _RESP_ |
| 2. <u>diaphragm</u>       | _RESP_ |
| 3. <u>bronchial tubes</u> | _PHON_ |
| 4. _____                  | _PHON_ |
| 5. _____                  | _PHON_ |
| 6. _____                  | _RESO_ |
| 7. _____                  | _RESO_ |
| 8. _____                  | _RESO_ |
| 9. _____                  | _ARTI_ |
| 10. _____                 | _ARTI_ |
| 11. _____                 | _ARTI_ |
| 12. _____                 | _ARTI_ |
| 13. _____                 | _ARTI_ |
| 14. _____                 | _ARTI_ |
| 15. _____                 | _ARTI_ |

With your partner, work through the following exercises. Each person must complete each activity. Check it off when you have completed it; expect to participate in a group discussion about the exercises and vocabulary.

**Exercise #1:** Read the following passage aloud, concentrating on the vowel sounds. Try to make each vowel as full and rich as possible. Sound the vowels alone several times, and then read the passage again.

Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore –  
While I nodded, nearly napping, suddenly there came a tapping,  
As of someone gently rapping, rapping at my chamber door –  
“Tis some visitor,” I muttered, “tapping at my chamber door –  
Only this and nothing more.”

**Exercise #2 (Pitch):**

- A) Count from one to ten, beginning as low as you can and going as high as you can without strain. Then reverse the count and come down. Be sure it is pitch and not loudness that you are adjusting in each count.
- B) Select a nursery rhyme of your choice. Recite it as the following: 1-a comforting parent; 2-a bored teenager; 3-a frightened child
- C) Have your partner turn their back to you. Recite the following lines several times. Vary your pitch and inflection. Have your partner discuss what they heard.
  - a. No, never. Well, hardly ever.
  - b. To be, or not to be: that is the question.
  - c. Do unto others as you would have them do unto you.
  - d. Give me liberty or give me death!

**Exercise #3:** Study the following selection. Decide what inflections will bring out the mood and inner meaning of the piece. Read the selection aloud to your partner. Get feedback, and try it again. Concentrate on improving your inflection and vocal quality.

All in a hot and copper sky,  
The bloody sun at noon,  
Right above the mast did stand  
No bigger than the moon.

**Exercise #4:** Say the sentence “I am going home” as if you were saying it to the following people: 1-a friend sitting next to you; 2-a person 10 feet away; 3-someone across the room; 4-someone in the back row of the auditorium.

**Exercise #5:** Read the following passage aloud several times, experimenting with punctuation. See how many different meanings you can convey.

“The queen my lord is dead”

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

TONGUE TWISTER LETTER \_\_\_\_\_


TONGUE TWISTER LETTER \_\_\_\_\_


NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

TONGUE TWISTER LETTER \_\_\_\_\_


TONGUE TWISTER LETTER \_\_\_\_\_


NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

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TONGUE TWISTER LETTER \_\_\_\_\_


NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

TONGUE TWISTER LETTER \_\_\_\_\_


TONGUE TWISTER LETTER \_\_\_\_\_


NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

NAMES \_\_\_\_\_  
GRADE \_\_\_\_\_

TONGUE TWISTER LETTER \_\_\_\_\_


TONGUE TWISTER LETTER \_\_\_\_\_


**Dialect & Orotund Speaking Assignment****DUE 10/18 Total Points = 30**

For this assignment you are being asked to do three things. The first is that you must select a piece of literature to read. This could be a poem, short story, lyrics to a song, a cheer, a pledge, a Bible verse, an article from a magazine, a play, etc. (Material should be suitable for school. If it's questionable, don't do it.) The literature should be one minute in length when read aloud. The second step is to prepare an American or foreign dialect in which to read your piece of literature. You will be asked to read in this dialect before the class. The class will then try to determine your dialect. Lastly, you will be asked to read your piece of literature again using an orotund tone quality. The goal here is to show that you can produce a commanding stage and/or public speaking voice.

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Name \_\_\_\_\_ Per. \_\_\_\_ Date \_\_\_\_\_

Voice Unit Test #1

**1.**Breathe using your diaphragm.

**2.**Read this sentence, starting out quietly and then getting gradually louder.

**“The quick brown fox jumped over the lazy dog.”**

**3.**Read this sentence stressing the underlined word.

**“Bobby Bibbitt bought a bat.”**

**4.**Read this sentence clearly pausing when commas occur.

**“Whether the weather be fine, or whether the weather be not, we’ll weather the weather, whatever the weather, whether we like it or not.”**

### Voice Unit Review

Please answer in complete sentences!!!

1. List the four process of speech in order.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. Name the fifteen parts of the vocal anatomy discussed in class by writing the name of each part on the line that corresponds with the Process of Speech listed.

- 1. \_\_\_\_\_ Respiration
- 2. \_\_\_\_\_ Respiration
- 3. \_\_\_\_\_ Phonation
- 4. \_\_\_\_\_ Phonation
- 5. \_\_\_\_\_ Phonation
- 6. \_\_\_\_\_ Resonation
- 7. \_\_\_\_\_ Resonation
- 8. \_\_\_\_\_ Resonation
- 9. \_\_\_\_\_ Articulation
- 10. \_\_\_\_\_ Articulation
- 11. \_\_\_\_\_ Articulation
- 12. \_\_\_\_\_ Articulation
- 13. \_\_\_\_\_ Articulation
- 14. \_\_\_\_\_ Articulation
- 15. \_\_\_\_\_ Articulation

#### WORD BANK

lungs	diaphragm	bronchial tubes	trachea
larynx	pharynx	nasal cavity	oral cavity
teeth	lips	tongue	lower jaw
hard palate	soft palate	epiglottis	uvula

3. What does the process of Phonation do to the vocal cords?

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Name \_\_\_\_\_ Period \_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

4. List and explain the three ways of making air flow into the lungs.

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5. Explain why we each have recognizably different voices.

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6. What would someone sound like if they could perform every step in the process of speech except Articulation?

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7. List the three processes of speech we still have in common with someone who speaks a language other than English.

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8. Give an example of two letters with sounds made in the same region of the mouth. (ex. "p" and "b")

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9. List the four properties of tone.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

10. Define Strength.

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11. By what is Pitch governed? (list 2)

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12. List the four types of Inflection.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

13. What two parts of our speech can be timed?

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14. List the six tone qualities and a character that might require that tone quality.

	TONE QUALITY	CHARACTER
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____

15. Why are relaxation of the throat muscles and a limber jaw important for good resonance?

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Use any of the terms below to complete your BINGO card.

One term per box!

Epiglottis

Teeth

Lips

Bronchial tubes

Trachea

Nasal cavity

Oral cavity

Lower jaw

Tongue

Larynx

Diaphragm

Lungs

Hard palate

Soft palate

Pharynx

Strength

Pitch

Inflection

Length

Tension

Thickness

Phonation

Breathing

Vibrate

Amplifier

Respiration

Articulators

Clavicle

Rib cage

Voices

Meaningful

Articulation

Diaphragmatic

Resonation

Sound

Speech

Rising

Falling

Circumflex

Monotone

Time

Quality

Normal

Nasal

Oral

Gutteral

Aspirate

Orotund

VOICE TEST ANSWER SHEET

Name \_\_\_\_\_ Class Period \_\_\_\_  
Date \_\_\_\_\_ Grade Level \_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 19. _____ | 37. _____ |
| 2. _____  | 20. _____ | 38. _____ |
| 3. _____  | 21. _____ | 39. _____ |
| 4. _____  | 22. _____ | 40. _____ |
| 5. _____  | 23. _____ | 41. _____ |
| 6. _____  | 24. _____ | 42. _____ |
| 7. _____  | 25. _____ | 43. _____ |
| 8. _____  | 26. _____ | 44. _____ |
| 9. _____  | 27. _____ | 45. _____ |
| 10. _____ | 28. _____ |           |
| 11. _____ | 29. _____ |           |
| 12. _____ | 30. _____ |           |
| 13. _____ | 31. _____ |           |
| 14. _____ | 32. _____ |           |
| 15. _____ | 33. _____ |           |
| 16. _____ | 34. _____ |           |
| 17. _____ | 35. _____ |           |
| 18. _____ | 36. _____ |           |

BONUS: Write out the words  
to your favorite vocal warm-up  
used in class.

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VOICE TEST ANSWER SHEET

Name \_\_\_\_\_ Class Period \_\_\_\_  
Date \_\_\_\_\_ Grade Level \_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 19. _____ | 37. _____ |
| 2. _____  | 20. _____ | 38. _____ |
| 3. _____  | 21. _____ | 39. _____ |
| 4. _____  | 22. _____ | 40. _____ |
| 5. _____  | 23. _____ | 41. _____ |
| 6. _____  | 24. _____ | 42. _____ |
| 7. _____  | 25. _____ | 43. _____ |
| 8. _____  | 26. _____ | 44. _____ |
| 9. _____  | 27. _____ | 45. _____ |
| 10. _____ | 28. _____ |           |
| 11. _____ | 29. _____ |           |
| 12. _____ | 30. _____ |           |
| 13. _____ | 31. _____ |           |
| 14. _____ | 32. _____ |           |
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