Processes and procedures are frequently discussed in academic classrooms. Unit 3 introduces process speeches and highlights their chronological dimension. For their final presentation, students are asked to explain a process in their field of studies to a general academic audience within the time constraints given by the instructor. During the introduction to the unit the instructor may wish to give students a few minutes to write down some processes in their area of studies and share them with the class or their group. This activity gives the instructor a better idea of who does not clearly understand what the process is. It also gives students the opportunity to begin to evaluate possible speech topics.

For those instructors who have skipped unit 2, unit 3 can be begun without going over material from unit 2. The instructor can choose relevant sections from unit 2, such as Statements of Purpose on page 36 to discuss along the way. Some information is recycled in this unit. See page 13 in the Notes for Unit 2.

**Task 1** uses a simple transparency to begin a brief discussion on tasks a speaker needs to carry out when planning a process speech—evaluating a topic for a specific audience, deciding what information to include, mapping out the steps, introducing key terminology, and designing an effective visual. This activity is meant to be done quickly in a large group but can also be done in pairs or small groups.

The unit 3 discussion on **Introductions to Process Speeches** is divided in two parts. The first half of the section discusses rhetorical questions and includes a very brief task, **task 2**, in which students identify the rhetorical questions in an introduction. Students often open their speeches with “Today I’d like to talk about . . .” Rhetorical questions offer a more appealing alternative to this somewhat uninteresting formulaic structure. (Also see activity 1 under Additional Activities below) Further discussion on speech openers is continued in unit 4. The second half of the section emphasizes the importance of background information in a speech introduction. At this point, instructors who have skipped unit 2 may wish to discuss material from unit 2, such as **Statements of Purpose** (p. 36) and **Organization Indicator Statements** (p. 37). When teaching this section, instructors should emphasize the importance of having a carefully designed introduction. If crucial information is omitted or if the introduction is not well organized, the audience may not be able to follow the speech. In **task 3**, students summarize
helpful introduction strategies used in the Rankine speech and suggest rhetorical questions that the speaker could have begun with.

In task 4, small- or large-group discussion of the Rankine Cycle speech continues. The task highlights the use of linking words (let’s and time connectors), verb tense, and voice. Discussion sections on each of these topics follow task 4. However, since these sections include no activities, the information might best be taught by interweaving it into the discussion of task 4. (Also see activity 3 under Additional Activities below.)

Organizing the Process: Linking Words, which covers the expression Let’s and time connectors, is designed to highlight the chronological dimension of processes. Both are a means of transitioning from one step to another. Let’s can also be used to announce a return to the process after digressing, for example, to define a word or answer a question.

Tense, voice, imperatives, and modals are important considerations in process speeches. These sections contain guidelines for students as they plan their speeches.

Tense. Generally present tense is used to explain a process. However, if presenters wish to explain a specific process that they designed or participated in, then they may wish to use past tense (and we or I).

Voice. The use of voice is not always clear cut. However, the unit provides some general guidelines for when to choose passive or active voice.

The imperative. The imperative or command form is frequently used when explaining a process that involves instructions. While many times giving academic instructions occurs in an informal context in a dialogue, it is useful for speakers who work in hands-on activities, such as in clinics, labs, studios, or museums, to give an instructional speech. A nice example of an instructional speech is found in the Supplementary Materials section of this unit, beginning on page 85. Suggestions for instructional speech tasks are also listed. Note that you can accompany the imperative. Sometimes you followed by a verb is considered a statement rather than a command.

Task 5 contains two examples of processes from MICASE. The first, an oceanography lecture, describes a natural process and thus contains verbs in the active voice. However, notice that the speaker uses will in the last sentence. The second is an office hour discussion in statistics in which the instructor is giving students instructions on how to do a calculation. The instructor mainly uses imperative, you + imperative (command) or you + verb (statement). Notice that the speaker also uses gonna (You’re gonna subtract off ten instead of subtracting off zero.) Both will and gonna can also be used to introduce the next step.
In **Task 6** students are asked to eliminate unnecessary modals. While students are not expected to eliminate all modals from their speeches (see task 5), they are encouraged to use present tense as a more effective way of explaining standard, predictable, or recurring processes. This task is meant to be done quickly. In the first three examples in task 6, the modals can likely be eliminated. However, in the last example, the speaker may wish to include the modal *must* to emphasize the necessity of the housing council’s approval. In instructions speeches, such as the one on pages 85–86 of the **Supplementary Materials**, modals may be more common because they are being used to guide, instruct, correct, stress, admonish, etc.

**Task 7** is meant to reinforce material presented in the unit. It can be omitted if time is short or if students appear to have a good grasp of the material. Students are instructed to use their own pictures. If this task is done one or two days before final presentations, speakers will still have the opportunity to make improvements on their presentations.

Instructors may wish to ask students to complete the table in **task 8, Preparing Your Presentation**, in preparation for their speech. Completion of this table helps reassure the instructor that the students have chosen an appropriate topic and have gone through a planning process.

In this unit the instructor can review **Checking for Understanding** (see unit 3, p. 72) and discuss the importance of **Asking for Questions** from the audience. Until this point, some or even most speakers may have had little or no verbal contact with the audience. One of their goals should be to successfully interact with the audience several times during their presentation. **Task 9** motivates presenters to think about different types of questions they can ask to elicit questions from the audience. This exercise can be done quickly in a large group to save time.

(Also see activity 2 under **Additional Activities** below.)

Unit 3 contains a list of **Tips on Using the Overhead Projector and the Blackboard**. These can be presented by the instructor any time during the first part of the course. Squeaky chalk, time constraints, and other issues merit discussion. Instructors who have access to computer projection equipment (an LCD player) may wish to go over the information in the box titled **Should I use computer projection (an LCD player) instead of an overhead projector?** (Also see activity 4 under **Additional Activities** below.)

**Task 10** lists instructions for the final presentation. Instructors may alter the instructions as they see fit. The task also contains a checksheet for speakers to use to evaluate their visual aid. If students bring their visuals to class before making their transparencies, group members can assess each other’s visuals using the second checksheet.

Evaluation forms are provided. Instructions for using them are found on the forms in units 1 and 2 of the text and in **Notes for Unit 1** above.
**Supplementary Materials**

**Pronunciation: Intonation** focuses on the importance of intonation in speech-giving. If unit 2 was omitted, it is important to cover **Pronunciation: Stress** in that unit before going on to unit 3 pronunciation activities.

Ironclad rules don’t always exist in the area of intonation. For example, students generally learn that yes-no questions end with rising intonation. However, this is not always the case. Depending on the circumstances, they can also end with falling intonation.

The focus of this pronunciation section is on rising-falling intonation before pauses. In spoken English there isn’t a neat equivalent to the written period. Native speakers do not always come to a full stop at the end of a sentence but instead link sentences together. In these cases, speakers do not need to drop their intonation to low level but can return to mid level. However, when speakers do come to a full stop (pause stop) at the end of a sentence or clause, intonation generally falls to low level.

Several intonation problems nonnative speakers have that can lead to decreased intelligibility are

1. The overuse of rising intonation when stressing key words
2. The use of rising intonation on the wrong word or the wrong syllable
3. An exaggerated rise in intonation
4. Failure to drop to low level at a complete stop.

Two tasks, **tasks 11 and 12**, are provided. Additional tasks can be created by the instructor.

This unit does not attempt to discuss the many ways that intonation works together with stress, vowel elongation, and pausing to create a variety of different styles and meanings. Instructors may wish to include further discussion on this topic.

Under **Giving an Instructions Speech**, **task 13** contains a process speech with instructions, **How to Help Someone Who Is Choking**. This speech can be used in place of the **Rankine Cycle**, with some minor modifications. It contains

1. A well-developed introduction
2. The use of let’s and time transitions
3. The use of imperative and you
4. Audience interaction
5. Modal use
6. Effective use of cleft sentences

If the speech is not used in class, students who plan to give an instructional speech (**task 14**) should be encouraged to read it before planning their speech.
Instructors who work with undergraduates may wish to have their students present an instructional speech on a university procedure (task 15), such as the steps involved in using the student health service or finding a job at the career planning and placement service. Or students can first present this as an impromptu speech to a small group and then plan a more formal presentation (task 10) to give to the class.

**Additional Activities**

1. Show a series of processes on transparencies to the class. Ask students to suggest opening rhetorical questions for each.

2. Ask students to write down several ways their professors check for understanding or ask for questions.

3. Have students listen to a process speech and then discuss what they noticed about it. If you like, give them guidelines of what to listen for (e.g., voice, tense, rhetorical questions, what the speaker included in the introduction, when the speaker defined terms, the use of let’s).

4. Using computer projection, show the students how a process speech can be improved using such features as color, sound, movement, etc.

**Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors**

During the first week of classes, most faculty members give an informal overview of their course. TAs/GSIs may find it useful to prepare a short, informal presentation in which they give an overview of a hypothetical course in their department. They should be encouraged to treat the overview as a process speech and use chronological order as their main organizational strategy. The presentation would include a discussion of the units covered in the course and the material in each unit, including quizzes and exams (e.g., *We’ll begin the semester by talking about . . . Then we’ll . . . You’ll have a midterm on materials covered up to this point. During the second half of the course, we’ll turn to the book on . . .*).

TAs/GSIs whose jobs will involve giving instructions or discussing procedures for students to follow may wish to give an instructions speech for their final presentation. See pages 85–86.

**Checking for Understanding** on page 72 of the text and **Asking for Questions** on page 73 focus on listener-speaker interaction and thus contain important materials for TAs/GSIs. The section on blackboard use on page 74 can be emphasized if TAs/GSIs are assigned to a class in which they are expected to do blackboard work.
Using the Unit with Native Speakers

Native speakers benefit from material in this unit, especially the use of rhetorical questions, organizing and presenting background information, the use of "let’s," the distinction between instructional and more formal speeches, asking for questions, and information on using the blackboard, the OHP, and computer projection, as needed. Pronunciation work can be eliminated.