Giving Academic Presentations

Notes to the Instructor

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Introduction

The introduction to *Giving Academic Presentations* lists several possible groups who may benefit from using the text. Students in these diverse groups face similar problems, especially if they have done little public speaking in an academic context. For example, they may not yet recognize the importance of carefully practicing and evaluating their speech before presenting it to an audience, which may make them appear unprepared. Or they may be unfamiliar with different types of speeches and how they give rise to different organizing and connecting strategies, which may make their speech seem disorganized. They may also lack confidence speaking in an academic setting, which limits their ability to be persuasive. In addition, when faced with a number of deficiencies, novice speakers tend to concentrate on improving some skills while neglecting others. Good academic speakers use a combination of skills and strategies. Speakers who successfully organize their presentation must also talk loud enough for the audience to hear them. Presenters who carefully prepare their speech and design their visual aids still need to practice it aloud to polish their delivery. *Giving Academic Presentations* teaches a number of speech-making skills and strategies as well as provides opportunities for students to use a combination of these skills and strategies during their presentations.

The text also emphasizes the importance of audience and the need for speakers to establish and maintain a relationship with the audience. One of the primary jobs of the English instructor is to help students recognize that skills and strategies they develop as presenters can enhance their relationship with the audience. Speakers who use strategies such as providing an overview, signaling what they are going to say next, preparing for and responding to questions and criticism, clarifying information, giving examples, using humor, etc., do so as a means of improving their relationship with their listeners.

**Notes for Individual Units**

This manual gives teaching suggestions for each unit in the text. The relationship of the instructor to the text is meant to be flexible. Instructors may wish to use each unit as it is written or may delete, modify, or add materials to suit their particular needs. Notes for units 1–5 contain suggestions for additional activities.
Answers to Tasks

Answers to tasks are often given in the unit itself. Some answers are not provided but become obvious as students work their way through the unit; others are included in this manual.

Videotaping Student Speeches

In each unit, students are expected to give a final presentation. When possible, instructors should videotape their students’ speeches. At first students may be nervous in front of the camera. However, they come to see the value of being able to watch themselves on tape. They notice problems that they may not have been aware of during their speech, such as foot shuffling, a lack of linking words or signposts, overuse of pausing and repetition, an undeveloped relationship with the audience, mispronunciation of key words, and minimal gestures and eye contact. They also notice strengths or areas that they have improved in, such as a clearer response to questions from the audience, a louder voice, and a more effective organizational strategy.

Students may also notice that they are making uneven progress. This is not unusual, and there may be several explanations. For example, students may have trouble dealing with longer and more complex speeches, or they may not have prepared or practiced as well. As students watch their videos, it is useful for them to think about new problems that have arisen and why.

For those instructors who do not have access to camera equipment, audiotaping is a less effective but useful option especially if it is combined with immediate feedback from the audience and instructor. If no equipment is available, immediate feedback is crucial.

Class Size and Problems with Classroom Management

Even for ESL instructors who work with small groups of students, teaching an academic presentations class can be a demanding and time-consuming experience. Depending on the length of the speeches, the instructor may only be able to allow for four to seven presentations in a 50-minute class session with little or no feedback from the audience. One exception is the introduction speeches. Instructors may be able to handle ten to thirteen of these in an hour with little or no feedback. Feedback can add three to five minutes to the presentation time, longer if audience members participate. Instructors wishing to meet individual students may find themselves in conferences of fifteen to thirty minutes or even longer.
Instructors may wish to consider the following suggestions for designing and managing an academic presentations class.

1. The maximum optimum size for this class is generally twelve students.

2. If the class is large, instructors may wish to choose from the following options.
   - Instructors may wish to divide the group in two on speech days so that one group comes on one day and the other group comes on the other.
   - Students can be assigned group presentations. (See below.)
   - Members of the class can present their final speech to the class on a rotating basis. Those not giving their speech in class can meet in small groups outside class and present their speeches to each other. Both the speaker and group members can then submit a written critique of each performance. If possible, a videotape of the group’s speeches should also be submitted to the instructor, and the instructor can then give oral or written feedback on performances not done during class time.
   - Students can present their speeches informally in a group during class. In this case, they might not stand but would still be expected to use gestures, eye contact, a visual aid, and so on. Members of their group can evaluate one another’s performance.

3. Oral feedback in class from other students and/or the instructor is very helpful. Peers can reinforce and add to suggestions given by the instructor. Initially they may be reluctant to make comments in class, but after several opportunities they feel more comfortable critiquing a fellow student’s work. Speakers appreciate feedback from their peers, especially those who can offer specific comments about the contents of the speech.

4. Prespeech and final written evaluations are an important part of the speech-making process. Evaluation forms are included in most units along with instructions. Unit 1 contains a sample completed evaluation. If speakers have been videotaped in class, they should watch their videos, either alone or with other class members, and complete the final evaluation forms at the end of each unit. If speakers have been audiotaped, they will not be able to complete the entire evaluation by themselves but may be able to rely on in-class feedback to round out the evaluation.

5. Some instructors find it difficult to listen to the contents of a presentation and critique it at the same time. They may wish to view some or all of the
student videotapes later and write down comments on an evaluation sheet. If it is required, grading can also be done at that time.

6. Where possible, it is recommended that instructors meet with students individually or in a small group at least one to three times a semester to watch their video and give individual feedback. The instructor can highlight recurring or significant problems as well as point out the speaker’s strengths. During interviews, the speaker and instructor can discuss such weaknesses as whether the speaker has too many or too few details, needs to use more stress on key words, should reorganize material, or isn’t using connectors effectively. In some cases, the speaker’s most serious problem may be loudness or speaking too fast. By working with the instructor, some students will be able to make immediate progress. For students who think that grammar is their major problem, during conferences the instructor can point out that grammar may not be affecting the quality of the speech nearly as much as other problems, such as topic choice, organization, or lack of audience contact. However, students whose grammar problems do interfere with the quality of their presentation can be helped during conferences.

7. Students can be asked to write out at least one of their speeches before presenting it. The instructor and/or other class members can provide feedback before the presentation and then during the presentation evaluate students on how they improved their speeches. Students, however, should generally be encouraged to work from an outline, rather than a written version of their speech.

8. Instructors may find it very helpful to have students present one or two of their speeches twice—one to the instructor or a small group and again to a larger audience. That way, they can receive feedback and then improve on their speech before presenting it a second time. This generally leads to less nervousness and a better presentation.

**Group Presentations**

With the exception of unit 6, the text does not include any pair or group presentations. This is because the text was envisioned for use in classes with students from diverse academic backgrounds. Even students from the same area of studies may not have the same area of interest as their colleagues. Furthermore, group work may not be valued in their department, and students may be expected to take on the entire responsibility for their presentations. However, instructors who use the text may be able to organize group presentations, especially if their students come from the same field of studies. The following are examples of possible group presentations.
• Object speech. One student presents background information and describes the outside of the object. The other presents the inside of the object and concludes.

• Definition and process speeches (pairs). One student presents the introduction and closing and the other presents the extended definition or process.

• Problem-solution speeches (a group of four). Each student presents one of the four parts of a problem-solution speech.

• Problem-solution speeches (a group of three). One student presents the situation and problem. The second student proposes one solution and justifies it, and the third proposes and justifies another.
Notes for Unit 1

Unit 1, “Giving an Introduction Speech,” introduces students to academic speech-giving by having them make a short introduction of another member of the class. Before preparing the speech, students are asked to think about audience and purpose. For this course, the audience is the class members. They are likely current or future members of the academic community who come from a range of disciplines and/or who have diverse professional interests and experience. One purpose of both the interviews and the final speeches is for class participants to gather more information about their audience, especially their educational and professional background. This information will reveal similarities and differences among audience members that will ultimately guide speakers in preparing and delivering presentations throughout the course.

Another related purpose of the introduction speech is for class participants to get to know each other so that they can develop a comfortable relationship with their audience. This helps offset the tendency for speakers to see their audience as a somewhat distant and even hostile group of people.

A third purpose of the speech is to help the instructor become aware of the strengths and weaknesses of each of the class members. While students are not always consistent in their speech-making abilities, during the first speech the instructor can observe, among other things, a speaker’s (1) level of comfort while standing in front of the class, (2) general level of fluency, (3) specific weaknesses that may interfere with audience comprehension, and (4) ability to incorporate strategies presented in unit 1 into their speeches.

Other aims of the unit are discussed in the notes that follow.

There are a number of short tasks in unit 1. Spending too much time on them may make the lesson drag on. If class time is short, instructors can assign them for homework or, if necessary, eliminate some tasks. Suggestions on how long to spend on activities are included below.

Unit 1, as well as the other units in the text, has several paragraphs of introduction. Students need not read the introduction. The instructor can summarize it orally.

Questions found in the introduction under Sizing Up Your Audience and Clarifying Your Purpose are meant to guide instructor-led or small group discussion.
Discussion about the audience may include whether characteristics like country of origin, field of studies, and age are relevant for this speech. Students should be reminded that relevant audience characteristics may change depending on the topic of their speech. Instructors can alter discussion questions to suit the goals of a particular class—for example, if all students are from the same field of studies.

**Organizing your speech** emphasizes the need for good presenters to organize their speeches and encourages students to think about how they can order information they collect from their partner. In **task 1, Organizing an Introduction Speech**, students are expected to identify two organizational strategies—chronological order and a combination of classification and chronological order—that they can use in constructing their introduction speech. Task 1 questions can be done quickly in small groups or pairs and answers discussed with the rest of the class. Some students quickly figure out the organizational patterns of the two speeches, while others need slightly more time. Answers to the questions in this and other tasks are summarized in the unit. Students generally don’t read the answers before carrying out the task. However, those who do should be asked to refer to them for review instead.

**A First Look at Linking Words: Time Connectors** focuses on time connectors used to initiate a topic shift. **Task 2**, which can be done quickly, asks students to identify time connectors that initiate a topic shift. The term *topic shift* is used here to mean a shift from one subsection of the speech to another. In example 1, the shift is from Wei’s professional experience to his educational background. It is marked by the time connector, *In 1998.* In example 2, the topic shift is from Adrienne’s high school extracurricular activities to her work experience. It is marked by *While she was in high school.* In example 3, the shift, which is marked by *Before,* is from Marc’s studies to his professional experience. Notice that the speaker makes a shift backward in time and thus the use of *Before.* We can guess that the speaker is using both classification and chronological order to organize information, whereas the first speaker is probably using only chronological order.

Presenters will attempt to use other linking words that are not taught in this unit, such as *Now let me* (tell you something about Marc’s professional experience). This and other linking words are introduced in future units. In the meantime, instructors can give individuals feedback on the suitability of their choices. One mistake some students make in their introduction speeches is to use the linking word *about* to indicate a topic shift, as in *About Marc’s professional experience . . .* *About* is sometimes used casually in lectures to discuss a topic that the audience has shared knowledge of, such as *Oh, about the exam. It’ll be next Friday,* or *About the question you raised earlier. Let me attempt to answer it.* The phrase *as for* could be used as a more appropriate substitute (*As for Marc’s professional experience . . .*).
The box entitled **Time connectors: the following, following** discusses these two frequently used time connectors that are sometimes overlooked by nonnative speaker presenters. This section can be omitted or assigned for homework if time is short.

**Organization Indicator Statements** or discourse indicator statements are common in both academic writing and speaking. The indicator statement discussed in this section is used by the speaker to inform listeners of the number of jobs they are about to hear. In this activity, which can also be done quickly by the class as a whole, students are asked to examine the two excerpts to discover how they are the same or different. Both speakers discuss the three jobs Sonya has had, using chronological order and time connectors. However, one uses an organization indicator statement (*Following graduation, Sonya had three laboratory positions*), which is used to inform the listeners that the speaker is about to discuss Sonya's three lab jobs. In general, organizational indicator statements prepare the audience for upcoming information and give some indication of how it is organized. While speakers quickly understand how organization indicator statements are used, many do not use them in their speeches. Because of their importance, they are covered again in other sections of the text.

The speech introductions and conclusions provided in this unit under **Beginning Your Speech** and **Concluding Your Speech** are somewhat formulaic but helpful for novice presenters. Notice that the speaker in the fourth example first tells the audience what his partner is currently doing. This useful strategy first situates the partner in the present but doesn’t preclude the use of chronological order or further discussion of the position later in the presentation. The speaker can shift to the past and talk about events in the person’s life that led up to his or her present educational or job position. Before beginning this section, instructors may wish to have presenters write out an introduction to their own speech for discussion alongside the examples in the text. (Also see activity 1 under **Additional Activities** below.)

Ways to develop appealing speech introductions and closings are discussed at length in other units in the text.

While interviewing their partners, students can take notes on the chart provided in **task 3, Gathering Information**. Or they can use their own paper and note-taking system. Instructors are free to decide the best time to do these partner interviews. Some instructors may prefer that interviews take place immediately after the introduction to the unit. Others may want to discuss some of the information in the unit first in order to give students an idea of what they will be expected to do for their final presentation. Keep in mind that, in order for students to begin work on their speeches, they need to (1) understand the main goals of the assignment and (2) have information about their partner.
If interviewees are undergraduates, they may have little work or university experience. Interviewers should be encouraged to ask undergraduates questions about their participation in high school and community organizations, awards, travel, volunteer work, and short-term jobs. If all students are from the same discipline, speakers may want to focus on their partner’s professional experience and outside interests.

Additional guidelines for giving an introduction presentation are incorporated into task 4, Further Considerations. This short task can be done quickly in groups or as a class, assigned for homework, or eliminated if time is short. It involves a fabricated introductory excerpt that contains some inappropriate information (a reference to the person’s physical attributes, the use of the word lady, and the person’s address) and missing information (Carolina’s last name and the name of her country). It also contains a humorous anecdote about the person being introduced. Humor is not discussed further in the text since it is difficult to teach. However, it is worth pointing out that humor can be an invaluable public speaking tool. But the appropriateness of a humorous remark may be determined by factors such as the audience and purpose of the speech. Here, the cat story seems appropriate since the speech is informal. The listeners are likely peers of the person being introduced.

The purpose of task 5, Nervousness, is to allow students to acknowledge their main concerns about standing in front of an audience. Concerns listed here will be addressed in the text. However, students should be reassured that the more they give presentations, the more confident they will feel.

Nonverbal Behavior is a useful guide for evaluating a speaker’s distracting nonverbal behavior. Some students may want to use the lists in this section as an additional checklist when watching their tapes. It should be noted that this section emphasizes behavior that can detract from a presentation, although some tips for improving nonverbal behavior are also included. Gestures are also discussed in unit 4 on pages 115–17.

Students will be asked to assess their eye contact throughout the course. They should be encouraged to make eye contact with all members of the audience, no matter where they are sitting. (Also see activity 2 under Additional Activities below.)

Task 6, Approaches to Preparing and Delivering Your Speech, may take more time than some of the other activities in the unit. Discussion is intended to help students adopt more useful strategies and relinquish less effective ones, for example, practicing a speech from notes rather than writing it out and memorizing it, and practicing out loud rather than to oneself. This activity can also be done after the first presentation, allowing students to discuss and evaluate strategies they used in preparing and delivering their speech.
The importance of practice emphasizes the need for students to practice aloud and a lot. Students who are asked to tape their speeches with a cassette recorder before their presentations may complain at first, but generally find this to be a very useful exercise. Some less prepared students attempt to read sections of their speeches but should be discouraged from doing this. Instead, they should be encouraged to write notes on a note card.

Task 7 gives presenters specific guidelines for preparing the introduction speech. Instructors are encouraged to modify these guidelines in this and all the other units to meet the needs of their own students. In this unit, for example, students can introduce their partner to a small group or introduce themselves, rather than their partner, to the class. Except for the first speech, some students may exceed their allotted time. Instructors may have to devise strategies to deal with this potential problem.

Evaluation forms (For a prespeech evaluation and a final evaluation) are found in each unit and can be photocopied for the instructor’s convenience. Students should evaluate their speeches both before and after presenting them in class. Class members should also be encouraged to evaluate each other. Instructions for using the forms are included in units 1 and 2. A sample of a completed evaluation is included in unit 1. Instructors may also wish to use a copy of the final evaluation form for writing their own comments. A completed teacher evaluation is found in Notes for Unit 2. This activity is not meant to replace in-class discussion of student presentations.

Supplementary Materials

The unit 1 Supplementary Materials include pronunciation practice and the introduction of a guest speaker.

Some students feel that their pronunciation problems interfere with their ability to give a successful presentation. For this reason, pronunciation tasks have been included in each of the units. Instructors who do not have their own pronunciation materials may find these tasks useful. Lessons are designed to focus on typical problems students encounter when facing an audience. Pronunciation: Pausing deals with the importance of pausing and grouping words effectively. Pausing is defined and two tasks, task 8, Excerpt from an Introduction Speech, and task 9, are included for in-class or at-home practice.

Introducing Colleagues at Conferences and Seminars presents an introduction given at a conference at the University of Michigan on integrating teaching, information, and technology. Notice that this speech differs from the general introduction speech discussed earlier in unit 1 in its emphasis on classification. For the most part, information isn’t presented in chronological order. While the speaker mentions the professor’s educational background, the focus is on what the profes-
sor currently teaches, his recent awards, and his research interests and latest publication. It includes praise from the university community. The speaker also uses listing to organize information within several of the categories.

**Task 10, Introducing a Speaker at a Conference**, may be useful for Ph.D. students or graduate students planning to become graduate student instructors (teaching assistants). The length of an introduction may vary depending on the context, audience, the speaker’s position, etc.

Instructors can also create a simulation where the speakers introduce themselves as guest speakers. This type of simulation gives the speakers the opportunity to discuss their recent academic and job performance using terminology from their own field.

### Additional Activities

Some instructors may want their students to participate in shorter speech tasks before giving their final presentation. The following is a list of suggested additional activities:

1. Ask students to present the introduction of their speech to their group or the class and explain how they plan to organize the rest of the speech. How will they transition from the introduction to the body of their speech? What linking words will they use? The class can comment on the effectiveness of each introduction.

2. In class, play a videotape of an introduction speech. Videos can be collected of native and nonnative speaker introductions for use in class. Ask students to evaluate the speaker’s nonverbal behavior, including eye contact, hand gestures, and any distracting behavior. Or, after students do their presentations, ask the class as a whole to evaluate several videos specifically for nonverbal behavior.

3. Assign students to practice their speech outside of class with a partner before giving it to the entire class. The partner can use an evaluation sheet to provide feedback.

4. Plan a series of role-plays in which students must introduce themselves and provide information about their background. For example, *Tanya contacts a professor that she doesn’t know to ask him to be on her thesis committee.* Or, *Tong, a young undergrad, tries to convince her professor that she is ready to take an upper-level course by describing her background in the area.*
Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors

It is customary for faculty members to introduce themselves on the first day of class. Their introduction may include background information about their professional and academic accomplishments. This information provides evidence of their expertise (especially in the area of studies they are teaching in) and may help solidify their relationship with their students. Pre-TAs/GSIs may wish to write a questionnaire for faculty members in their department to find out what sorts of information they tell their students about themselves on the first day of class and their reasons for doing it. Using the results of the questionnaire as a guide, they can devise a first day introduction of themselves.

In unit 1, the following topics are extremely important for TAs/GSIs: friendly demeanor, good eye contact, an audible voice, and appropriate gestures. TAs/GSIs may find task 10 more challenging than task 7.

Using the Unit with Native Speakers

Strategies taught in this unit are generally beneficial to both nonnative and native speakers. Instructors of native speakers may wish to focus on topics from the following list: audience, purpose, organization, organization indicator statements, nervousness, nonverbal behavior, and approaches to preparing and delivering a speech. While most of the pronunciation tasks in the text will not be relevant to native speakers, unit 1’s **Pronunciation: Pausing** on speaking too quickly is especially useful for native speakers who are unaware that they are speaking too fast.
The reasons for including Unit 2, “Describing an Object,” in the text are explained on the first page of the unit. One problem that arises in this unit is that some students wish to choose topics that go beyond the confines of the speech task. For example, they want to present a problem-solution or process speech. One way to prevent this is to ask students bring a picture of the object they plan to describe to class so that the other class members and the instructor can help evaluate the choice before the students prepare their speeches. If the topic seems appropriate, the students can then be asked to fill in the four-part table in the unit (object, descriptive words, function(s)/purpose(s), organizational strategy/strategies) on page 42.

Another problem some instructors face is that describing an object may not be an especially useful speech task for students from areas of study that deal with more abstract concepts. Instructors are encouraged to evaluate the suitability of this unit for their particular group of students and consider one or more of the following options.

- Give some or all presenters the option of leading a tour, as suggested in the Supplementary Materials for unit 2 on page 51. Many of the same strategies for describing an object (discussed in the main part of the unit) can be incorporated into a “tour” speech.

- Allow students who cannot find a topic in their academic area to choose an object either frequently seen in a university setting or related to their personal interests. These students should, however, keep in mind that they are speaking to an academic audience and thus need to be well acquainted with the object.

- Omit unit 2. Instructors who teach fairly homogeneous groups of students from academic areas like public policy, economics, linguistics, and literature may wish to adopt this option. Important information in the unit, such as ways of expressing function or purpose and making a visual aid, can be incorporated into other units in the text. Other topics, such as formal definitions and checking for understanding, are purposefully “recycled” in upcoming units. Checking for understanding appears again in unit 3 and definitions are the focus of unit 4. The pronunciation material on stress in unit 2’s Supplementary Materials can be taught as is or can be modified.
by using the excerpt from the introduction speech on pages 20–21 instead of the excerpt of the harp speech on page 50.

Instructors are encouraged to present the information in the introduction of the unit orally and to involve students in the discussion by asking them to give examples of objects in their field of studies.

**Task 1, “Receipt” Speech**, begins with a simple speech describing a receipt. Rather than reading the speech silently to themselves, students should be asked to read it aloud with a partner or in small groups.

Students have different opinions about whether this is an interesting topic, but generally agree that the speaker has used some very good strategies for developing his speech. The questions can be discussed effectively in small groups and then as a whole class. If time is short, the small group discussion can be eliminated and the questions discussed with the whole class. Instructors can eliminate or alter questions to suit their particular situation.

When giving an “object” speech, students should be encouraged to discuss the importance of the object in a larger context. In this case, perhaps the speaker should have been given a little more time at the end of his speech to again point out the important role of receipts in society.

Before students begin **task 2**, the instructor can introduce them to four common ways to organize an object speech presented in **Organization** on page 30. **Task 2** is a useful and enjoyable small group activity in which students choose strategies for organizing “object” speeches, using either the pictures in the text or others provided by the instructor. The number of pictures assigned to a group can be determined by the instructor. During this activity, students realize that there is more than one way to order the information and that the objects themselves may reveal an effective organizational strategy. **Task 3** is a sample organizational strategy. Students can compare it to their own. This task can be done quickly or eliminated if time is short.

**Pointing with Words** discusses commonly used ways in English to introduce, name, or point to an object or its parts, including prepositions of location that describe the spatial relationship between two parts. One reason options are given is so that students will avoid repeating the same expressions over and over (e.g., and this is . . . and this is . . . and this is . . .). This section was partially based on a study of MICASE transcripts. It contains useful information that shouldn’t be skipped over, but that can be covered rather quickly.

**Nonverbal Behavior: Pointing with Your Hands** is a useful section for all students, especially for those who feel uncomfortable making hand gestures. This speech type lends itself to gesturing. Students should be strongly discouraged from using pointing devices so that they can get used to gesturing naturally. Flashlights with red beams can be especially distracting because the light bounces around. An important tip on pointing while using the overhead projector is included.
Describing an Object can be done quickly or expanded into a longer activity in which students describe the shape and other characteristics of several objects. (See activity 2 under Additional Activities below.)

The first section of Statements of Purpose briefly discusses the parts of a formal definition. Definitions in English are principally discussed in unit 4. However, since three-part definitions are common in both speech and writing, they are introduced here and again in unit 4. Speakers may find this structure useful for defining terms both in unit 2 when describing an object and in unit 3 when explaining a process. The second section, Terms that express purpose or function, serves as a reference list for this and other units. Instructors may wish to design more practice activities with these expressions. (See Additional Activities below.)

Organization Indicator Statements are included in unit 2 as a reminder to students of their important function. Here, they precede a list of parts and purposes.

Making Visual Aids is discussed at length in the unit. While many students have access to Power Point, some do not. Students who know how to use Power Point and would like to use it should be encouraged to. However, since the focus of the course is on developing, practicing, and presenting presentations, presenters should be discouraged from spending a lot of time creating attractive visuals. Presenters who take longer to make their visuals than to prepare their speeches need to reorder their priorities.

In task 4, students are asked to look at a visual aid to discuss how it was modified for use. This useful task can be done quickly. In task 5 they can make their own suggestions for modifying the two visuals. Task 5 can be omitted especially if students bring their own visuals to class for evaluation. Instructors will find it useful to have a collection of visuals of objects, both good and bad, to use during this unit, especially if they wish to design additional activities.

Making a transparency for use on an overhead projector is useful for students who do not know how to make transparencies. Some students will be able to do this on a computer printer. Students who have access to a document reader or visualizer, which can project information from a piece of paper, need not make transparencies. This should reduce the cost of the course materials.

As mentioned earlier, some students do not understand the speech task. It is important to have them complete the chart in task 6, Preparing Your Presentation, to make sure that they have chosen a suitable topic.

Task 7, the final task, is a five- to six-minute presentation in which each student describes an object from his or her area of studies. Instructions in task 7 can be modified to fit the goals of the individual instructor.
Checking for Understanding on page 43 is one of the most important parts of the unit and should not be omitted. Even after studying this section, many speakers will not check for understanding during this second speech. That is why the topic is brought up again in the next unit. By the third speech, all students should be at least minimally engaged with the audience. Other strategies for enhancing speaker-audience interaction are discussed in later units of the text.

Forms for prespeech and final evaluations are included. See the discussion of evaluation forms in Notes for Unit 1 in this manual for more information on using the evaluations. A sample of a completed instructor evaluation is found at the end of the notes for this unit.

Supplementary Materials

Unit 2 Supplementary Materials contains Pronunciation: Stress and an alternative speech task, Giving a Tour. The aim of Pronunciation: Stress is to increase students’ awareness of the importance of stress in English. Incorrect use of stress places extra demands on the audience. Two tasks, tasks 8 and 9, are provided.

Giving a Tour is similar to describing an object and potentially more interesting to new students in the audience who are unacquainted with certain areas of campus. A presenter whose field of studies doesn’t lend itself to discussing objects may prefer this option. One of two alternative tasks (task 10 or task 11) should be done before the final speech. The field trip suggested in task 11 provides a break from the normal classroom routine.

Planning Your Tour gives guidelines for preparing and giving a tour. Here, there are important references to earlier sections in the unit that should be, or have been, discussed. It should be kept in mind that Giving a Tour is not as thoroughly developed as the primary speech task. Instructors who use this alternative speech task will need to incorporate important information from the main section of the unit into their lesson plans.

In task 12, the final presentation, presenters conduct a tour for a general academic audience of a space that they have designed or an academic or public space that they are familiar with, such as a landscaped area, a library, an archeological or historical site, a museum, a language resource center, a department unit, a dental or biology laboratory, or a floor of a university clinic or hospital. Tours of ships and other large transport vessels can also be conducted. The tour leader takes the audience through the space, first presenting necessary background information about the space and then introducing the main areas within the space and their purpose or function. Preparation for the speech may require a presenter to research a particular building.
Students who are adept at language may realize that it is sometimes possible to combine the object and the speech tour by giving a tour of, say, the eye, the human brain, the inside of a machine.

Speech evaluation forms are provided.

**Additional Activities**

1. Using several pictures of objects, design an additional practice activity in which students (1) define the objects in the pictures using a three-part definition and (2) discuss the parts of the object by using terms that express purpose or function. Students can use their own pictures as practice for their final speech.

2. Using visuals of well-known objects, ask students to come up with adjectives that describe various objects and their parts. Certain adjectives can make their description more vivid.

3. Use the picture of the bone on page 40 to quickly discuss how the parts are ordered. Notice that they are not ordered from top to bottom. Students can offer possible explanations for this.

4. Pass out a collection of pictures of common objects and have each student describe his or her picture to a partner.

5. Invite a speaker to class to discuss an interesting object, such as a new invention.

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

This unit is beneficial to TAs/GSIs who do hands-on presentations of objects in a laboratory, clinic, workstation, studio, etc. Having the audience stand around the TA/GSI rather than sitting may be more realistic. Where possible, using actual objects instead of transparencies is recommended in this type of presentation.

TAs/GSIs who are likely to find themselves giving a tour of a particular area, such as a laboratory, museum, studio, natural or historical area, architectural design, computer center, or collection room, will find task 12 a good alternative to task 7.

Interaction between the TA/GSI and the student listeners should be encouraged early on. The importance of *Checking for Understanding* (see p. 43 of the text) should be emphasized throughout the course.
Using the Unit with Native Speakers

Instructors using the text with native speakers may wish to eliminate this unit for the reasons already mentioned or because they prefer to assign more challenging speech types. Appropriate topics for native speakers in this unit include organizing information, using a variety of strategies to introduce the parts of an object, the structure of formal definitions, organization indicator statements, making attractive visuals, and the importance of checking for understanding. Native speakers may not find sections on stress helpful, but should be reminded of the benefits of stress in public speaking.

### Sample Final Evaluation by the Instructor

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>OK</th>
<th>Needs Work</th>
<th>Comments (include specific problems you noticed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting?</td>
<td>✓</td>
<td></td>
<td></td>
<td>The audience seemed to enjoy your topic.</td>
</tr>
<tr>
<td>Appropriate for the audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed object in a larger context?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave a definition and some background information?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pointed out object’s importance?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>You divided the object in 2 main parts. I would have used an organization indicator statement, however. “It has 2 main sections.”</td>
</tr>
<tr>
<td>Chose an effective organizational strategy?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Used an organization indicator statement(s)?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Pointing words and spatial connectors suitable for</strong></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>Avoid repeating “This is” so many times. Use other alternatives mentioned in the unit.</td>
</tr>
<tr>
<td>Introducing the object?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Pointing out its parts?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Moving on to a subsequent part?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Relating the parts to each other?</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Gestures</strong></td>
<td></td>
<td>✓</td>
<td></td>
<td>When speakers stand close to the OHP, they have a tendency not to gesture. Try standing near the screen.</td>
</tr>
<tr>
<td>Hands were free to point at the object?</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gestures were expressive?</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>OK</th>
<th>Needs Work</th>
<th>Comments (include specific problems you noticed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly explained the purpose or function of the object and its parts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smooth?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reiterated the importance of the object?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual aid (transparency)</strong></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Nice Visual! One of your classmates suggested that you omit all labels that you don’t discuss. I agree.</td>
</tr>
<tr>
<td>Large and clear?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Properly labeled?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unnecessary writing eliminated?</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation included?</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td>Good pace. You seemed better prepared this time.</td>
</tr>
<tr>
<td>Not too fast or too slow?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smooth rather than hesitant, choppy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interaction with audience</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Don’t forget to look at the students on your right.</td>
</tr>
<tr>
<td>Friendly, approachable speaker?</td>
<td></td>
<td>✓</td>
<td></td>
<td>Check several times during your speech to make sure the audience is following.</td>
</tr>
<tr>
<td>Good eye contact (looked at all the listeners)?</td>
<td></td>
<td>✓</td>
<td></td>
<td>Try talking a little louder.</td>
</tr>
<tr>
<td>Checked to see if listeners were understanding?</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong, confident voice?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specific problems)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other comments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-developed speech.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goals for my next presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td>You might want to focus on using more hand gestures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Checking to see if audience is following.</td>
</tr>
</tbody>
</table>
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.
Notes for Unit 4

As pointed out in the introduction to unit 4, defining concepts is an important academic activity. In their final speech, students give an extended definition of a term from their field of studies. Discussing definitions with colleagues is often different from presenting a definition speech to a general academic audience. In the latter case speakers need to (1) choose a topic that is appealing to a general academic audience and (2) develop their speech in a way that a general academic audience can follow it.

The topic of task 1 was chosen in part because it defines a word (battery) that most people generally associate with a device that generates current, such as a car battery. In addition, the speaker chooses a somewhat instructional style, relying on a number of strategies to develop and maintain a relationship with the audience.

One drawback to this speech is that students sometimes attempt to imitate the speaker’s approach, which may not work well for their own speech topic. When preparing their speeches, speakers should be encouraged to consider how the concept they are going to discuss lends itself to certain types of organization and audience considerations.

If time permits, Definition of a Battery should be read aloud in pairs or small groups and questions discussed by the members of the group. If time is short, the instructor can guide a large group discussion. Adequate time should be spent on question 6 and the summary of ways the speaker maintains a relationship with the audience on p. 92.

The transparency that accompanies the Definition of a Battery speech contains a simple outline of the speech. The speaker, using a piece of paper, can cover up the parts of the outline she doesn’t wish to reveal. This prevents the audience from reading ahead. It is important to point out to students that an outline helps the speaker remember what points s/he needs to discuss. It also facilitates audience comprehension. Moreover, the audience can refer to the outline when asking questions. Speakers who have trouble remembering what they are going to say may wish to use a more detailed outline. However, too much writing may detract the audience’s attention from the speaker.

Task 2, Fillers, is a short activity using examples of common fillers from the Definition of a Battery speech. It is not uncommon to hear fillers in academic presentations. In fact, more spontaneous speakers may use a number of fillers.
One problem that some speakers face, however, is that they may overuse fillers if they are not well prepared or are not as fluent as other class members. This can interfere with the smooth flow of their presentation. One specific problem that weaker speakers have is that they say several words correctly and then repeat them. These speakers can be encouraged to avoid these repetitions by practicing more and using pauses or fillers like um and uh while they think of what they are going to say next. In this section, which was written with a nonlinguistic audience in mind, fillers are defined broadly. The goal is to encourage students to observe and evaluate their own use of fillers. Instructors who want to spend more time on fillers may wish to refer to the MICASE website for scripts of academic presentations and lectures. The class may be interested in discussing cultural differences in the use of fillers, such as the use of so or breathing in through the teeth, and how these fillers, when used in English, may interfere with audience comprehension. (Also see activity 1 under Additional Activities below.)

One of the most important sections in the unit is Developing or Extending a Definition. In this section, students are given a list of ways to extend a definition, Types of Information in an Extended Definition. In task 3 they discuss in small groups how they would extend some of the terms in the list. In Organizing extended definitions, task 4, students choose organizational strategies that can be used to arrange certain types of information. Students should be familiar with the organizational strategies listed in the exercise; however, instructors may wish to review them before students complete the exercise. This task can be done quickly.

Under Opening a Definition Speech, task 5 focuses on speech openers. In this enjoyable activity students discuss how the speakers in introductions 1–4 opened their speeches and where they introduced their definitions. It is especially useful for novice speakers who resort to Today I’d like to talk about as a means of opening their speeches. In the four examples, speakers ease themselves into the topic. Openers place the word in a context and thus make it easier for the audience to follow. They can also create rapport with the audience. Instructors should feel free to substitute for these openers others more related to their students’ area of studies.

Strategies for opening your speech lists examples of common openers in English. More can be added. Task 6 gives students hands-on practice designing an attention-getting opening for a term and choosing an organizational strategy. This exercise can be omitted or modified if time is short. Speakers can also bring in the term that they plan to define in their final presentation, write an opening for it, and discuss how they would expand it. Or, students can choose a term from the list on page 94.

Formal Definitions reviews the structure of a three-part definition. In task 7 students are asked to quickly underline the three parts of each of the definitions provided. Instructors may wish to provide their own list, especially if the students in their class are all in one field of study. At the end of task 7, there are some useful notes on three-part definitions that are worth discussing.
Task 8, Other Ways to Define a Term, provides students with common options to three-part definitions. It should be stressed that in their final presentation, speakers should give a one-sentence definition of their term before expanding it, but that there are a number of acceptable ways to do this. In task 9 students discuss the different forms used in the speech openers in task 4 on page 95. This activity can be done quickly. (Also see activity 2 under Additional Activities below.)

Defining Additional Terms, a discussion on substitutions, is included in this unit but is useful in preparing any type of speech where the speaker needs to define terms at points during the presentation. After task 10, the instructor may also wish to provide more examples.

Using Transparencies with Outlines discusses the benefits of using a transparency with a speech outline. So far, speakers may have relied heavily on pictures rather than an outline. However, in this presentation some speakers will discuss more abstract terms and therefore will not be able to provide a picture. Students should be reminded to include a title since the audience may not immediately understand the topic of the presentation.

Task 11 is an example of an outline of a definition speech on polymers. The speaker extends the definition by stating the characteristics of polymers (listing), by discussing their structures (classification), and by naming common types of polymers (classification). He also gives examples of polymers (listing?). (Also see activity 3 under Additional Activities below.)

Task 12 presents students with a number of real examples of the use of the linking word Let me in academic lectures. Let me in all these cases is used by the speaker to tell the audience what s/he plans to do next. The last example, Let me answer your question in a minute, is a helpful expression for speakers who want to postpone answering a question posed by an audience member. (Also see unit 5, task 8, page 135.) It is helpful to mention the main difference between Let me and Let’s, which is explained in the note.

Task 13 provides guidelines for the final presentation. Instructors are encouraged to modify these guidelines for their particular class.

Should you write out your speech? is introduced in this unit because some students have trouble developing definition speeches. Definition speeches can be more complex than previous speeches, especially if the speaker chooses a technical or abstract term. Choosing a topic for a general academic audience, designing an attractive opener, giving a concise one- or two-sentence definition, deciding what information to include, and organizing information are challenging tasks for novice presenters. If presenters write out their speeches, they may be able to get useful feedback from the instructor or other class members before making their presentation. (Also see activity 4 under Additional Activities below.)
Interrupting the Speaker provides some strategies from MICASE on interrupting the speaker and making suitable requests for information.

Evaluation sheets are provided in the unit.

**Supplementary Materials**

**Pronunciation: Intonation and Noun Phrases** discusses the use of high-level intonation to highlight two types of noun phrases: adjective (noun) + noun, and adjective + noun. Because no precise rules apply in all cases, general guidelines are given and some exceptions are discussed. Practice and a choice of tasks (tasks 14, 15, and 16) are provided.

The importance of gestures was touched on in unit 1. By the time students are ready to present their definition speech, they should generally be comfortable using gestures in front of an audience. For those instructors who feel additional work is needed, a section on **Gestures** is provided in the **Supplementary Materials**. In this section, students are asked to quickly evaluate their own hand gestures and suggest ways to improve them. Typical ways speakers use gestures are listed. (For a scholarly discussion of gesture classifications and additional references, see “Gesture as a Communication Strategy in Second Language Discourse,” *A Study of Learners of French and Swedish*, by Marianne Gullberg [Lund: Lund University Press, 1998].)

In **task 17** students think about various ways to use their hands to help them enhance the messages that are listed in the task. Students generally enjoy comparing different gesturing styles.

In **tasks 18** and **19**, students observe and evaluate their and others’ gestures more closely. Instructors are encouraged to include a discussion of cross-cultural differences that their students have noticed in class or in other academic settings.

Head movements are not discussed in the text. Instructors may wish to include various types of head movements in their discussion on gestures.

**Additional Activities**

1. Ask students to write down five sentences from the video or audio recording of their last speech. They should include all fillers, even those from their own language. Discuss these in class.

2. Give students a three-part definition and ask them to say the definition in several other ways, relying on **task 8** on page 98 to help them.

3. Bring a series of transparencies with outlines of definition speeches and ask students to discuss the organizational strategy (strategies) the speaker has chosen.
4. If students write out their speeches, ask them to read their speech aloud to their partner or group and get feedback before their final presentation. Or, the instructor can ask students to exchange transcripts over e-mail.

5. Play a video of a classroom lecture in which the professor defines a term. Discuss the lecture and the strategies that the professor used to introduce and expand the definition.

Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors

The unit 4 speech Definition of a Battery relies heavily on good teaching strategies and should be highlighted. The expressions let's and let me on page 102, definitions on pages 97–99 and further work on gestures on page 115 in the supplementary activities are all well worth discussing with TAs/GSIs.

After discussing the section on Interrupting the Speaker on page 104 and before final presentations, instructors may wish to assign interruption tasks to members of the audience. This exercise is helpful for TAs/GSIs who come from educational systems in which it is impolite or at least unusual for students to interrupt their instructor.

Using the Unit with Native Speakers

Making a definition speech can be challenging for native speakers. In this unit, important areas to cover with native speakers are maintaining a relationship with the audience, fillers, ways to extend definitions, preparing an opening for a definition speech, the importance of defining additional terms, and a discussion of procedural devices such as let me. Gesturing may also be a problem for some native speakers who still have fears about public speaking.
Notes for Unit 5

In the unit, students are introduced to one of the most common speech types in English—problem-solution. At stated in the introduction to the unit, speech topics can be easily adapted to conform to this structure. The typical problem-solution speech has four parts: situation, problem, solution, evaluation. However, there may not be an obvious separation between the situation and problem, or between the solution and evaluation. Some speakers may, for example, begin by stating the problem and then give additional background information. The solution section may combine an explanation of the proposed solution with some of its proven advantages.

The unit is somewhat long, but it has been designed to give instructors flexibility in planning their syllabus. For example, some sections can be omitted if time is short. Or instructors can assign two problem-solution speeches, a shorter one following discussion of the basic information in the unit and then a longer presentation after finishing the rest of the materials. Specific suggestions are found below.

Task 1 contains a problem-solution speech on a potentially uninteresting topic, Purple Loosestrife. However, the speaker sparks interest in the topic by involving the audience in the speech opening and then contrasting the plant’s beauty with its devastating effect on the environment. She presents a fast-paced list of solutions that have failed. And finally, she offers an alternative that is both simple and clever.

Many activities in the unit are built around the Purple Loosestrife speech, and thus it is difficult to omit. However, Thyroid Hormone Replacement can be easily substituted by Are Curfews a Solution to Juvenile Crime? on page 148 or another speech containing evidence to support claims.

Strategies to Signal Problems or Disadvantages and Strategies to Signal a Solution present alternative ways for the speaker to signal to the audience that s/he is moving from one part of the problem-solution speech to another. Both problems and disadvantages can be introduced using the same strategies. This section can be discussed quickly, especially with higher-level students. Instructors may wish to stress the use of the infinitive as a means of signaling a solution.

Listing presents a variety of ways that speakers can orally list information in English. While most students use listing connectors regularly, the main purpose of this section is to illustrate how one listing strategy can be more effective than another. The Purple Loosestrife speech uses several of these strategies, which the class can identify before going over common listing connectors in English.
Speaking to Persuade: Providing Evidence is relevant to students from all academic areas. However, it can be omitted, along with tasks 2 and 3, Revealing Disadvantages to Your Solution, and task 4 if instructors would like their students to present a problem-solution speech in which they are not required to give supporting evidence. (Some speakers will automatically include it.) Another option is to require two problem-solution speeches, a short one in which students aren’t expected to give supporting evidence and a second longer one that specifically requires supporting evidence. Speakers can be asked to speak on the same topic for both speeches or on two different topics. Instructors can then postpone discussion of Speaking to Persuade: Providing Evidence, tasks 2 and 3, Revealing Disadvantages to Your Solution, and task 4 until after the first speech.

Task 2 brings home the points that “respectable” evidence may vary from one academic area to another and that certain types of evidence may be used at different stages of a problem-solution presentation.

Task 3 focuses on the speech Thyroid Hormone Replacement, which is on a medical topic. Members of the audience from other fields will likely relate to the speech positively since the speaker uses a research study as evidence to support his claims. He also relies on anecdotal evidence from individuals, which is probably not as highly regarded. This speech can be substituted for the speech in the Supplementary Materials or another speech with evidence, perhaps one by a former student.

Revealing Disadvantages to Your Solution and Hedging: Qualifying Your Claims briefly discuss ways speakers can protect themselves from criticism from the audience. Tasks 4 and 5 can be expanded by the instructor. (See activity 5 under Additional Activities below.)

Until now, there has been little discussion of strategies students can use to conclude their speeches. In task 6, under Concluding Your Speech, pairs or small groups of students discuss various strategies that speakers use to conclude their speeches. Different opinions will arise as to which examples are the most effective. In some cases, two or more conclusions are on the same topic (e.g., 1–4 on polymers, 5–7 on the harp, and 9–11 on loosestrife) so that students can explain why they like one more than another. Like openers, conclusions may be somewhat conventional or more innovative. Tastes vary, but speakers should keep the main purpose of their speech in mind when designing their conclusion. (Also see activity 3 under Additional Activities below.) Not included here is a conclusion in which the speaker refers back to something that s/he said in the introduction of the speech. Instructors may wish to illustrate this common type of conclusion using one of their student’s speeches. Tips on Concluding Your Presentation contains a series of questions to encourage presenters to think about the purpose of their conclusion and how it will influence what they will say.
In task 7, under Providing an Overview or Outline Summary, students are asked to read an alternative situation section of the Purple Loosestrife speech. This alternative contains an overview of the speech, which is a simple outline of the entire speech. The characteristics of an overview are discussed and its advantages are listed. Students should be encouraged to use a speech outline for at least one of their presentations. (Also see activity 1 under Additional Activities below.)

Making a Transparency to Accompany an Overview suggests one way to include the overview outline on a transparency. Here the speaker separated it from her speech outline. This gives her the option of showing the overview outline without revealing her entire speech outline. When giving her overview, she can cover up the second half of her transparency. She could have also omitted the overview from her transparency or could have used two transparencies. (Also see activity 2 under Additional Activities below.)

Responding to Questions from the Audience is a rudimentary discussion of ways speakers can prepare for questions from the audience. In task 8, students are asked to come up with ways to avoid answering questions, such as “I’m going to answer that question in the next part of my speech” and “That’s a good question. Unfortunately there’s not enough time to answer it now.” In addition, they are asked to think about the types of questions the audience may ask (tasks 9 and 10). As part of the speech-making process, students should be expected to anticipate and prepare to handle both requests for further information and questions and comments that point out weaknesses in their proposed solution. Additional Tips on Answering Questions from the Audience offers further tips for responding to questions. (Also see activity 4 under Additional Activities below.)

Instructions for the final activity are in task 11. Instructors are encouraged to consider modifying this task to suit the needs of their students.

A list of Ways to Critique a Solution and self- and final evaluation forms are included in the unit.

Supplementary Materials

The first part of Pronunciation: Unstressed Words, Unstressed Syllables discusses unstressed words. By now students should have a good understanding of the importance of stress. However, they may still be stressing words in the sentence that convey little meaning, such as articles, forms of the verb to be, and two-letter prepositions, such as of, in, on, and at. Task 12 gives students practice saying sentences with several unstressed words. They should notice that each sentence has a different rhythm, depending on which words in the sentence are stressed and which are left unstressed.

The second part of the pronunciation section covers the use of the unstressed vowel sounds /ɪ/ and /ə/ in unstressed syllables of words. Instructors will notice...
that no time is spent on the unstressed vowel sound /ə/ in either section. This is because /i/ and /ə/ are much more frequent and thus are more likely to interfere with comprehension. Task 13 provides practice in pronouncing words with unstressed syllables. No distinction is made here between /i/ and /ə/. This is because it is often of little consequence if a speaker uses one instead of the other. Native speakers are generally unaware of which of the two sounds they are using. In certain circumstances, because the sounds are closely related, speakers may substitute one for the other.

Task 14 provides suggestions for further work with unstressed words and unstressed syllables.

The supplementary materials in Additional Work with Problem-Solution Speeches are intended to provide the instructor with extra materials or alternatives to the material in the main part of the unit. Task 15 includes a speech on Welding that can be used for homework after the Purple Loosestrife speech on page 120 is introduced. It reviews some of the main points covered in the discussion of the “Loosestrife” speech, such as strategies that signal problems and solutions and listing expressions. If the instructor is short of time or working with lower-level students, Welding is a nice example of a four-part problem-solution structure and could be assigned instead of the “Loosestrife” speech.

Task 16 contains the speech on juvenile curfews. It was included as a possible substitution for Thyroid Hormone Replacement. The questions that follow focus on the types of evidence the speaker presents to support her position on juvenile curfews. The speaker uses an interesting approach in developing her speech. In response to the problem of juvenile crime, she presents a solution that has been adopted in a number of cities, juvenile curfews. However, in her evaluation of juvenile curfews, she stresses their disadvantages. She then gives an example of another viable solution. Unlike the speaker in the Thyroid Hormone Replacement speech, she does not discuss or respond to weaknesses in her own solution. Instructors may wish to ask students what weaknesses they foresee with the solution or what further evidence the speaker may need to convince her listeners of this solution. See Revealing Disadvantages to Your Solution on page 129.

Task 17 on ways to hedge or qualify claims can be used in place of task 5 on page 130. The speaker in this case qualifies many of her statements perhaps because, even though her claims are worthy of consideration, she does not have specific evidence to back them up.

Additional Activities

1. Have students present the situation and overview of their speech to the entire class or to a small group before doing their entire presentation. This way they can receive feedback on this section of their speech and have the opportunity to revise it before their final presentation.
2. Ask students who wish to include an overview in their speech to bring their visual aid to class for evaluation.

3. Have students write a conclusion of their problem-solution speech for comments before they do their final presentation.

4. After preparing their speeches, ask speakers to submit a short list of questions that they think audience members may ask them. These questions can be distributed to the audience to ask either during or at the end of the speaker’s presentation. Some of these questions can be designed to point out weaknesses in the speaker’s presentation.

5. After students give their speeches, have them discuss two or three of the hedging strategies they used.

Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors

This unit contains a wealth of material for TAs/GSIs. The section Providing an Overview or Outline Summary on page 133 should be emphasized since instructors rely on outline summaries to tell their students what they plan to cover in class. (Some examples can be found in the MICASE transcripts on the Web.) Tasks on responding to questions from the audience (pages 135–36) prepare TAs/GSIs to better handle questions from their students.

Using suggestions in this manual on units 1–4, TAs/GSIs may wish to make a presentation in which they introduce themselves on the first day of class, give some background information about themselves, provide an overview of the course, and then tell the class what they plan to cover during the first day. Listeners can be encouraged to ask questions throughout the presentation.

Using the Unit with Native Speakers

Native speakers of English may not be familiar with the problem-solution structure as a means of organizing their oral and written academic work and thus should benefit from the discussion of problem-solution speeches in this unit. While it is unlikely that native speakers need to review the strategies that signal problems and solutions, much of the other material in the unit will be helpful to them, especially the sections on persuasion and evidence, hedging, making outline summaries, and concluding their speech. Choosing listing strategies for a particular effect may also be worth covering briefly.
Notes for Unit 6

Unit 6, “Putting It All Together,” is organized somewhat differently from the other five units in the text. The unit presents a longer speech that draws from the speech types and organizational strategies presented in other units. The final presentation task gives students the opportunity to make a longer presentation in which they can incorporate several speech types and organizational strategies. Unit 6 also continues the discussion of Taking a Position that began in unit 5 with Speaking to Persuade and introduces two new topics, Comparison and Contrast and Narration. Additional presentation ideas related to these three topics are included in the unit. Suggestions for group presentations are included for the first time in unit 6. Instructors may wish to have their students do a group presentation before making their final speech.

Task 1 begins with a long speech, Polio and the Salk Vaccine. It includes several of the speech types and organizational strategies that are covered in the text. “Polio” is structured as a problem-solution speech (see unit 5 on problems and solutions). Section 1 introduces the problem, polio, and gives an extended definition of polio (see unit 4 on definitions). In the definition, the speaker discusses the process of how polio infects humans (see unit 3 on processes). Section 2 presents historical information about polio and Jonas Salk’s discovery of the first polio vaccine (see unit 1 on introducing someone using chronological order). Section 3 reveals the controversy that arose between the American Medical Association and Salk (see unit 5 on persuasion/argumentation and listing, unit 6 on taking a position). Section 4 highlights the differences between the Salk and Sabin vaccines (see unit 6 on comparison and contrast). In sections 2 and 3, the speaker makes extensive use of narration, which is discussed more fully in this unit (see Narration).

While the “Polio” speech is long, it has the potential for an interesting discussion. Instructors may wish to

1. Assign the speech to be read for homework and then discuss the answers to the questions in task 1 in class.

2. Ask students to read the speech aloud in groups. Instead of reading the entire speech straight through, students can each read a section and then pause to discuss the purpose of the section and the organizational strategy that the speaker used.
In this unit, there is no paragraph summarizing the speech analysis. If students have uncertainties, the instructor can answer questions using information contained in the notes.

**Taking a Position**, following up on the discussion of **Speaking to Persuade** in unit 5, highlights the importance of taking a position and arguing persuasively in an academic community. Many times speakers will summarize an opponent’s position and then list their counterarguments. Listing, the focus of **task 2**, is a simple but effective organizational strategy.

Students who are assigned **task 3** present a speech in which they take a position on a controversial topic. If students work in groups, they will need to decide how to best divide the work of preparing and presenting their topic.

Under **Comparison and Contrast**, **task 4** gives students practice in using linking words or connectors that signal comparison and contrast by asking them to compare and contrast features of the two vaccines. This sentence-based activity can be done quickly in pairs.

In **task 5** students evaluate three different possible ways to organize a comparison-contrast speech. Organization Structure 1 in the table is generally considered the least effective since it only lists characteristics of each department, but leaves it to the listeners to find similarities and differences. Organization Structure 2, which organizes information into different subtopics or categories for comparison, and Organization Structure 3, which organizes by first presenting similarities and then differences between the two departments, are more effective in highlighting similarities and differences than the first structure. Organizational structure 2 may in some cases give students working in pairs the opportunity to divide the speech more equitably.

Students who give a comparison and contrast speech, **task 6**, have a choice of topics. If students present the speech with a partner, they may wish to decide which organizational structure will allow them to more evenly divide up their speech.

**Narration** is used widely in academics, especially in fields of study concerned with people, such as law, anthropology, psychology, public health, business, dentistry, social work, nursing, women’s studies, and history. While it is impossible to deal with narration in more than a superficial way because of the breadth of this topic, **task 7** attempts to show students how narratives are used by professors in spoken academic English. Students are asked to guess the speaker’s purpose in using the narrative. The stories are somewhat long and instructors may wish to assign them to be read for homework. Instructors wanting additional narratives may find examples in popular journals, such as *Scientific American*. While they are written rather than spoken, they can serve to illustrate a range of functions that narratives have.
Narratives 1 and 2 interestingly have the same overall purpose—to correct a misconception of the meaning of a term. In the botany lecture, the term is hardy; in the psychology lecture, it is evolution (natural selection). Narrative 3 is an example of the author’s claim or statement that “There’s a tendency to switch from one undesirable behavior towards another in the economic realm.” (In this example, “undesirable” behavior is defined from the American automakers’ point of view.)

Task 8 gives students who wish to tell a story in their next speech several ideas to consider.

Task 9 is the students’ final speech. In this speech, students should attempt to combine some of the text types and organizational and other strategies that they have learned in the course. See the Final Evaluation at the end of the unit.

Using the Unit with Future Teaching Assistants or Graduate Teaching Instructors

One activity in this unit that TAs/GSIs may find challenging is telling a story as part of a presentation. TAs/GSIs may wish to experiment with beginning a class lecture with a narrative that leads into the day’s topic of discussion. See task 8, page 162 for other possible topics.

Using the Unit with Native Speakers

There are many speech topics for native speakers to choose from in this unit. Narration and Taking a Position are challenging for all presenters. Giving group speeches may also very useful to speakers who are in departments where group work is common.