

### **Presentations Task:**

The instructions for the presentations are:

Use a text from your discipline or other GEM and analyse it according to these guidelines. An example is provided of what a Life Science student may answer (but without the details):

1. What is the text purpose?

For example, a lab report describes and interprets findings.

2. Who is the intended audience?

The scientific community for a published paper, and the lecturer for a lab report assignment.

3. How is the text organised/structured (what are the main sections)?

The lab report follows the IMRD structure (Introduction, Methods, Results and Discussion). You should show here the different segments and highlight the macro theme (main message/point) and the hyperthemes (the topic sentence). Break them down to find elements we saw in class (conjunctions, general nouns that refer back).

4. How are sources used? Are they used in all sections or only one? Are they author-prominent or information-prominent? Can you hypothesise why?

In a lab report the introduction refers to the literature to highlight a gap in research. The literature may then be used again in the methods (to show the type of approach taken by the researcher/student and support the decision by finding similar approaches), and in the discussion to support the writer's interpretation of the results. In a lab report, the citations tend to be information prominent, unless it is important to highlight that a specific scientist or scientific team conducted the study or generated findings that did not align with previous and similar research.

5. Look at the Toolkits below and find examples of textual cohesion and evaluative/appraising language. Describe how these features seem to be used in your selected text. The table is provided below.

Go through the table below to remind yourself of these features and find examples in your text. Where are the resources used? Are they all used? What is the purpose and function of language you have highlighted?

### **Presentation Procedure:**

Share your findings in pairs or small groups. Prepare to report a summary of your discussions to the whole class. The audience should ask questions and make notes of any differences or similarities with their own texts.

<p>Function/Purpose</p> <p>To create texts that flow logically and represent your views more persuasively.</p> <p>This is the toolkit to produce texts that flow well.</p>	<p><b>Textual cohesion</b></p> <p>Macrotheme (Thesis statement)</p> <p>Hyperthemes (Topic Sentences)</p> <ul style="list-style-type: none"> <li>• General nouns <b>problems, causes effect, impact, reasons, issue...</b></li> <li>• Nominalisation</li> <li>• Referencing pronouns and other words) <ul style="list-style-type: none"> <li><b>Shopping centres→ they→ such places</b></li> </ul> </li> <li>• Conjunction/linkers <b>however, as a result, Beyond...</b></li> </ul> <p>Thematic progression (information flow)</p> <p>A→ B B→C      A→ B A→C      A→B B1→C B2→D</p> <p>Cohesion at paragraph level :</p> <ul style="list-style-type: none"> <li>• Lexical chains <b>Hong Kong→ the SAR → The territory→ the city</b></li> <li>• Reference and Substitutions <b>Shopping centres→ they→ such places</b></li> </ul> <p>Lexical field/sets (related words): <b>computer components, printers, CPUs, memory chips, high tech equipment.</b></p>
<p>Function/Purpose</p> <p>To present your views persuasively by show caution and tentativeness when presenting arguments, by referring and commenting on sources.</p>	<p><b>Evaluation/Appraisal</b></p> <ul style="list-style-type: none"> <li>• Hedging and Modality: <ul style="list-style-type: none"> <li>○ Modals: <b>may, might, could</b></li> <li>○ Adverbs: <b>perhaps, probably</b></li> <li>○ Quantifiers: <b>some</b></li> <li>○ Verbs: <b>appear to + V/ seem to + V/ tend to + V</b></li> <li>○ Other expressions: <b>x is likely to + V/ there's a tendency for x to + V</b></li> </ul> </li> <li>• Reporting structures: <ul style="list-style-type: none"> <li>○ <b>The research report concludes [that + SV]</b></li> <li>○ <b>As Jones (2010) argues</b></li> <li>○ <b>According to Zhang (2009), ...</b></li> </ul> </li> <li>• Endorsing and distancing <ul style="list-style-type: none"> <li>○ Evaluative reporting verbs: <b>claim, suggest, demonstrate...</b></li> <li>○ Intensifying/limiting adverbs: <b>clearly, unambiguously, strongly/somewhat, to a certain extent</b></li> </ul> </li> <li>• Concessive clauses: <b>although...while...</b></li> </ul>