

Presentations

(Peter Sylvestre Visiting Professor in Korea University)

A. Key Concepts

1. Purpose

Presentations are commonly used in the corporate world to fulfill a variety of objectives. A few examples of business purposes are:

Transmitting information

Training personnel

Persuading management, employees, customers, investors, regulators, etc.

Motivating personnel

Selling ideas and products

Mitigating unfavorable news (damage control)

As a result, applicants are increasingly required to give short presentations during interviews. Whatever the purpose, *presentation content (message and ideas) must remain focused on its objective*. A presentation that loses its focus is a failure, no matter how well executed.

Presentations perform a specific communication function that other media (brochures, videos, advertisement) cannot do, namely:

Enable direct contact between presenter and audience

Enable the speaker to assess audience reaction instantaneously

Overcome audience skepticism/objections directly

Demonstrate interactively in real time how products work

Enable use of all forms of multimedia for full effect

2. Structure

The essence of a presentation is interacting and connecting with the audience. Any presentation that does not engage the audience is a failure. Therefore, the presenter must consider two major aspects: Content (message) and delivery (style).

Content

Relate message to audience demographics (audience age, education and interest)

Clarify objective of presentation

Make organization clear and easy-to-follow (see B: Language)

Delivery

Interact with the audience- "maintain eye contact"

Do not read or memorize-both reduce eye contact and interaction with the audience

Use attention getters

End with a "bang" (positive, strong and memorable point or image)

B. Language Functions

Table 13-A

Introducing the Subject	Summarizing/Concluding
<i>I /We</i> represent (name of organization) Today, <i>I/We</i> will talk about (subject)	Let's summarize briefly what we've looked at. To summarize the main points. Let's highlight what we've <i>learned/seen</i> etc In conclusion,

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Table 13-B

Introducing the First Item Ordering

I'd like to start <i>by/with</i>	<i>First of all,/ Then,/ Next, /After that/ /Finally, To start with,/ Later,/ To conclude</i>
Let's begin <i>by/with</i>	
First of all, I'll	
I'll begin <i>by/with</i>	
Starting with	

Table 13-C

Giving Examples	Analyzing
For example,	Let's analyze this in more detail. Where does that lead us? Let's examine the implications of this. In real terms, this means
A good example of this is	
This can be <i>seen/understood</i> in the following example.	
To illustrate this point,	
By way of analogy,	

Table 13-D

Finishing one item	Starting Another Item
<p>Well, I've told you about</p> <p>That's all I have to say about</p> <p>We've looked at</p> <p>So much for</p>	<p>Now, I'll move on to</p> <p>Let me now turn to</p> <p>Next, I'll talk about</p> <p>Turning to,</p> <p>I'd like now to discuss</p>

Table 13-E

Introducing other presenters
<p>That concludes my talk on (topic). Now, (name), (title), will talk on (topic).</p> <p>Ex: That concludes my explanation of our product's hardware features. Now, Mr Kim, senior programmer, will explain the software's flexibility.</p>

Table 13-F

Handling Questions

I/We will take questions now/at the end.

Please hold any questions until *later/the end*.

I'll come back/return to your question in a few minutes/later/at the end.

I/We will examine/take up this question in a few minutes/later/at the end.

C. Preparing a Presentation

1. Content (Message)

Assess Objective & Audience

Determine the objective (motivation, persuasion, etc.)

Assess the audience (age, education, interests, size, ethnicity, etc.)

Conceptualize message

Organize Message

- Introduction

Who are you?

What is the purpose of your presentation?

Why should the audience listen to you?

List of topics to be covered

- Content

Keep content simple (a presentation is not a good media for detail)

Follow a logical order (use expressions in Section B)

Focus on ideas

Avoid formulas (except for simple ones), technical details or complex data

-Conclusion

Recap 2-3 high points of the presentation

Focus on purpose of presentation

End on a positive note

Practice

DO NOT practice from a prepared script (you will sound "wooden")

DO practice using visual aids. You will sound more natural & authentic

DO practice timing, gestures, posture, etc

Make sure your equipment functions on the day

DO NOT rely on your technology. Have a back-up plan in case your technology fails

Visual Aids

Emphasize visual impact to convey message & retain audience attention

Keep visual aids simple: use only 2-3 points per slide (at most 15-20 words)

Make visual aids (slides, posters, etc) readable (use large font)

Conveying results Graphs, not tables

2. Delivery (Style)

Keep to your objective

If your object is to train, persuade, inform, etc., make sure that the objective is met.

Keep your message relevant.

Consider KISS (Keeping It Short and Simple)

End on a high note that reinforces your objective.

Engage the Audience

Get the audience's attention before starting. Ask warm-up questions, present an amazing fact or statistic, tell a short anecdote (quick story) or show an object.

Speak to the audience, Speak audibly, speak intelligibly

Establish and maintain eye contact.

DO NOT read or memorize as that breaks eye contact.

Monitor Body Language & Gestures

Act and move confidently. DO NOT remain rigid. DO NOT pace frantically.

Keep hands away from your face. DO NOT touch your hair, etc.

DO NOT fold your arms across your chest (it conveys defensiveness).

Face the audience, not the board or screen.

Monitor Voice & Tone

Keep your tone consistent with your message. If your goal is motivation, be positive and friendly.

Physical Appearance

Monitor all aspects of grooming (hair, nail, etc.)

Ensure that attire is professional, ironed and color -coordinated (matched)

Place

Room size

Acoustics

Seating arrangement

Facilities (screen, Internet, sound system)

Presenting Data

A. Key Concepts

Sound data is essential for sound analysis and decision-making. As a result, arguments and reasoning are strengthened when supported by facts. From these obvious points flows the obvious conclusion: effective business communication skills require an ability to describe and data. This unit will emphasize the language of expressing data, particularly graphs and tables.

1. Explaining Graphs

The very nature of business is dynamic. In fact, organizations that remain static quickly leave their industry. Thus, the ability to describe trends (direction and magnitude) is absolutely essential in business communication. Given the nature of business, trends frequently appear in presentations in the form of graphs. As trends are commonly reflected in graphs and as both use the same terminology, this unit will emphasize the verbs necessary to describe trends.

Describe both direction (up, down or static) and magnitude (how much up or down).

Use time expressions as well (if relevant).

Consider verb tense carefully. Use the correct tense for past (past), cyclical or routine (simple present), current (present progressive) and future (future). Other helpful tenses are past progressive and conditional.

Section B-4 for a more complete explanation.

2. Verbalizing Tables

Business data, such as daily foreign exchange (forex) rates and stock prices, is frequently presented in table (columns and rows) format. Fortunately for non-native English speakers, well-constructed tables have embedded grammar. Tables can read horizontally or vertically to form sentences.

For easy-to-read tables:

Create a hierarchy of headers and detail

Ensure that the same hierarchical level form the same part of speech (nouns, verbs, etc.), i.e. parallel construction

These techniques are explained and demonstrated in greater detail in Section B.4

B. Language Functions for Graphs

1. Direction and Magnitude

A. Direction Only (verbs)

Table 14-1

Up	Down
climb increase rise (rose/risen)	contract decline decrease drop fall (fell/fallen) shrink slump

B. Magnitude (adverbs)

Table 14-2

Little	Average	Great
gradually slightly slowly	moderately steadily	considerably dramatically quickly rapidly sharply significantly swiftly

C. Direction & Magnitude (Verbs)

Table 14-3

Rise	Fall	Volatility	Stability
boom (m)	collapse (m)		(to be) flat
rocket/skyrocket (m)	dip (s)	fluctuate	level off
soar (m)	plummet (m)	(between)	remain
	plunge (m)	swing (swung)	stay
slight (s) or massive (m)	slight (s) or massive (m)		

2. Reversal of Direction

Recovery	
bounce	
rebound	
recover	

3. Rate of Change Verbs

Table 14-3

SlowerFaster

decelerate	accelerate
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4. Verb Tense

Cyclical Trends: Simple present

Each spring, the volume of work at the Sam-il Accounting firm soars.

Present trend: Present Continuous Korean industry is undergoing accelerating structural change.

Specific point/period in the past: Past From January 1997 to January 1998, the Korean won plunged from 880 to the dollar to over 2,000.

Completion of action by a certain date: Past Perfect (Pluperfect) By 1997, Korean corporate debt had skyrocketed.

Future trends: Future Korea will increasingly face trade pressure from China.

Uncertainty: Modal or Conditional China may become Korea's greatest trading partner by late 2004.

If this trend continues, Korea could be drawn into China's economic orbit.

5. Expressions

Table 14-5

Time (T) Expressions/Prepositions
From $T1$ to $T2$, Ex: From 1992 to 1996,
Before
Between $T1$ and $T2$, Between 1992 and 1996,
During

After ,
 At/On/In T1,

Table 14-6

Expressions combining time (T) and quantity (Q)
<p>From T1 to T2, <i>subject + verb</i> from Q1 to Q2.</p> <p>From 1992 to 1996, Korean economic growth increased from ? to ?</p> <p><i>Subject + verb</i> from Q1 in T1 to Q2 in T2.</p> <p>The won plummeted from 880 in October 1997 to 2000 in January 1998.</p>
<p>From T1 to T2, <i>subject + verb + preposition + Q1 + conjunction + Q2</i>.</p> <p>From January 1998 to May 2004, the KOSPI wildly fluctuated between 240 and 950.</p>

C. Language Functions for Tables

Well-constructed tables have embedded grammar. For example, Table 14-?, which could be a visual aid for a presentation on Samsung products, is comprised of nouns and adjectives. The table is also created using *parallel construction* (similar grammar for corresponding words, i.e., adjective + noun: Home, Office and Street E-innovators).

With such parallel features, tables can read horizontally or vertically to form sentences.

Simply use the higher text line as the subject of the sentence and the lower text lines as the object (s) of the sentence. For example, consider Table 14-7.

Table 14-7

Samsung Electronics Product Lines

Home E-nnovators

Office E-nnovators

Street E-nnovators

TV/HDTV

Sharp & clear image

DVD Player

Clear resonance

Sturdy construction

VCR

Smooth tracking

Digital Camcorder

Compact features

Notebooks

Small size

Compact keyboard

Desktops

Powerful OS

Lightweight construction

Monitors

Compact size

HD image

Semiconductors

Flawless performance

Efficient operation

Mobile	
	Compact dimensions
	Stylish design
Wireless	
	Reliable connection
	Clear sound
PDA	
	High capacity (10 gb)

The presenter could present the table as follows (table text is *italicized*):

"I will now discuss *Samsung Electronics Product Lines*. It has three basic *product lines*: *Home, Office* and *Street E-nnovators*. We produce four *Home E-nnovators*: *TV/HDTV, DVD players, VCRs* and *digital camcorders*." Our *TV/HDTV* gives a

very *sharp image*. The *DVD players* offer *clear resonance*. The *VCR* line has *smooth tracking* and the *digital camcorder* has *compact features*.

Useful sentences for presentation at The 27th World Congress of Biomedical Laboratory Science

(가)

Part 1. 가

1.

On behalf of the Executive Committee of the Korean Society for Medical Technologists, I **declare open the 27th World Congress of Biomedical Laboratory Science**.

I hereby **declare open the 27th World Congress of IFBLS**.

I would like to **open the microbiology session** by providing everyone **with the ground rules**.

~

It is (indeed) a great pleasure to open the 27th World Congress of

IFBLS.(international federation of biomedical laboratory science)

It is (indeed) a great privilege to open ~

It is a great honor (for me) to open ~

I consider it a great pleasure to open~

I am delighted to open ~

I am honored to open ~

I have the pleasure of opening~

* ~

I would like to call the microbiology session to order.

It is an honor for me to give the opening address at this 2006 World Congress of IFBLS

I would like to open this session by providing everyone with the ground rules.

*... , ... 가 .

We are now convening the microbiology session.

It is a unique honor and privilege to have the opportunity of speaking at the opening ceremony of the 2006 World congress of IFBLS.

~

Welcome to the 27th World congress of IFBLS.

On behalf of the Executive Committee of KAMT, I welcome you all to the 27th World congress of IFBLS.

~가 ...

I would like [wish] to **welcome** all of you **to the 2006 World congress of IFBLS.**

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I am pleased[delighted, honored] to welcome you all to **the 27th World Congress of IFBLS.**

It is a great please[privilege, honor](for me) to welcome ~

~

I'd like to **extend a warm-hearted[cordial] welcome to** you all gathered here to participate in **the 27th World Congress of IFBLS.**

I would like to thank all of you **for being here** (with us) this morning.

I would like to thank all of you **for your presence** here this morning.

~

I would like to thank all the participants **for taking the time to** be here with us today.

It is my great honor and privilege to welcome you all to our beautiful city, **Seoul**, and especially to thank you **for taking the time out from your very busy lives to** be with us today.

(travel [come] long [for, great] distances)

I'd like to express my special appreciation to those who **have traveled for distances** to participate in this **Hematology Session.**

~ ... (I wish~.../ I wish ... to ~)

I wish you a pleasant and rewarding stay here in Seoul.

I wish all participants of the World Congress of IFBLS a pleasant stay in Seoul.

2.

Housekeeping

Just one housekeeping rule.

There is a limit of ten minutes for each speaker.

We are not running late or behind schedule, but please keep to your time limit so that we can give audience an opportunity to ask questions.

A little bit of housekeeping to do before we wrap up our session.

I'd like to remind you all that the Microbiology Session tomorrow will start at 9:30 a.m. right here in the same hall.

We're going to get started again now, if you could take your seats.

If everyone would come in and take their seats, we would like to get started.

If you'll take your seats, we can get started.

Logistics

For those of you **standing in the rear**, there are some seats available here in front.

Please **come forward and be seated**.

Before we begin, we have got a lot of people sitting in the back.

If somebody has an empty seat next to them, would you please raise your hand.

So you people in the back, if you want to move up and sit at a table just sit next to one of those raised arms.

The closing ceremony will be held here immediately.

Will all participants please **remain seated**?

Ladies and gentlemen, please stay on here for the closing ceremony which will follow immediately.

Ladies and gentlemen, will you please **be quite and be seated**.

Be quite, everyone.

Please **be seated**. I'd like to open the afternoon session.

3.

~ ... **(Moderating [To moderate]~ is ...)**

Moderating this session **is** Mr. Jang, so, now allow me to present to you Mr. Jang.

So, please welcome Mr. Wattenberg.

To moderate our session on this issue **is** John Merline.

So with no further ado I will turn this session over to him.

It's my pleasure to **introduce the moderator of** the Hematology Session.....

So, will you please join me in welcoming Mr. Park?

To kick off the opening ceremony, we have Chairman Namsoo Park with us to give his opening address.

Now, I'd like to invite Dr. Peterson to give her keynote speech.

~ **(turn the podium [session, floor, microphone] over to ~)**

With that I will **turn the session over to** Michael Dorf.

~ **(introduce to you~/ present to you ~)**

Our next speaker has also come a great distance to be here.

He's going to be talking about the precautionary principle...

It is my distinct pleasure to **introduce to you** Alfred Beckerman.

4.

Good morning, ladies and gentlemen.

I'd like **to welcome you all to** the Biochemistry Session.

My name is Steve Peterson, professor of sociology, George Washington University,
U.S.A.

Good afternoon. Welcome to the first portion of Session 1 of the Conference.

I'm Dr. Chanyoung Kim from the Korea Development Institute.

5.

~ (speak for~)

I'm going to make some opening remarks at this point in time.

And then we will hear from the speakers in the order in which they were introduced.

The speakers are going to **speak for** either 10 or 12 minutes.

And we hope if we have enough time at the end, we will be able to have questions, written questions brought up from the audience, and we'll have the speakers answer them.

The speakers will each **speak for** approximately 18 to 20 minutes.

~ [] (give [deliver] his or her presentation[talk] in~)

The format we're going to use today is basically as follows.

To begin with, each speaker will **give his or her presentation in** twenty minutes.

Afterwards, we'll get into a question and answer session.

~ (make a ~presentation)

First, just a few ground rules. Each speaker will **make a 15 minute presentation**, and I will enforce that with an iron fist.

After that, we will open the floor to any questions.

6.

Thank you, Dr. Spencer.

If you'll **give** him **a round of applause**.

Thank you, Dr. Lambert for that very good presentation.

Please join me in **giving** him **a warm round of applause**.

7.

Thank you, Dr. Park for your **thought-provoking presentation**.

Thank you, Prof. Brown, for your **informative and insightful speech**.

Thank you, Mr. Millon, for your **instructive presentation**.

Thank you, Dr. Adams.

Thank you particularly for finishing within the time limit.

I also would like to thank you for keeping to the allotted time.

Thank you very much.

That was extremely informative and educational, and I personally am very excited about the potential that you and your colleagues are in the process of developing. We'll look forward to more on this in the future.

8.

~

(open the floor for[to]~)

I'd like to **open the floor for** discussion.

All right.

Now I'd like to **open the floor to** take questions and comments from the audience.

~

(open it up for~)

Now, we'll **open it up for** questions from the audience.

We're now ready to entertain questions or comments from the floor.

All right. Now, we'll turn to the audience for questions.

Now, we'll proceed to the Q&A session.

Since we're running behind schedule, we'll take only two short questions.

(identify oneself)

Now we can open it up for questions. we have, I think, about 10 minutes.

And as courtesy for our speakers, I'd appreciate it if you'd **identify yourself**

before you ask questions.

We will open it up for questions we can allot about five minutes to questions.

Are there going to be questions from the audience?

Please **identify yourself**.

(tell us [give us, state] your name and affiliation)

May I ask you to **tell us your name and your affiliation** when you take the floor?

For those of you who want to raise questions, please make your way to the nearest microphone and **give us your names and affiliations** before you ask questions.

(introduce yourself)

Can you **introduce yourself** and tell us a little bit about yourself?

Sir! We can't hear you well.

Could you use the microphone?

Also, I'd appreciate it if you **introduce yourself** briefly.

If you have questions after the speakers, Carol is going around collecting.

So if you flag her, she will get them.

If you have questions for the speakers, please write them down in the question forms that are provided to you in your packets.

They are the yellow sheets marked "Q&A".

Hand your questions to one of our staff as they come up and down the aisles.

If you have questions, you can more come up to **one of the microphones** which are in the aisles.

I'll open it up for any of your comments or questions to the speakers.

If you have any questions or comments. I'd like to invite you **to come to one of the microphones** in the aisles.

Now, we have about five minutes for questions.

I would ask people if they can use the microphone.

Yes, please !

Yes, ma'am ! /Yes, sir!

Yes, Dr. Lambert! / Yes, Mr. Han!

Yes. Go ahead, Mrs. Sommer.

Yes, the gentleman at the back

Yes. You have the floor, Dr. Yang.

Yes, I recognize the gentleman halfway back to my left.

And after him, the lady in the front to my right.

Are there any questions?

If you have questions or comments, please raise your hand.

Anyone in the audience have any questions or comments?

Any other questions?

Do I hear any more questions in the room?

Have we run out of questions?

We still **have a couple of minutes for questions** before we break.

We still have time **to entertain one or two more questions.**

We have plenty of time for discussion. So, please don't hesitate to get up.

Prof. Chang. Do you have any comments you would like to make on this question?

가

Are there any questions?

Well, **in that case**, I have one for Dr. Bruce.

Are there any questions?

If there aren't, then, I'd like to ask a question.

The floor is now open for questions or comments from the audience.

Any questions?

If not, I'd like to ask a question myself.

Could we **get** the microphones **turned up**?

There is some noise coming from the outside that makes it difficult for the people up here to hear the questions.

Can we **have** the microphone **turned down** a little. It's echoing.

That microphone **doesn't seem to be working**.

Would you mind coming to the front and **using the microphone** here?

Would you please **speak into the microphone**?

We are **running behind schedule**.

So, I hope you'll **make your comments brief**.

I'd appreciate it if you'd keep your comments brief and to the point.

We are running late.

So, I'm going to ask you to please **respond somewhat briefly**.

Since **we're pressed for time**, please **make your remarks brief**.

9.

It's time to take a break.

We'll **reconvene** after 15 minutes, at 11:20

We'll **take a break** now, and then we'll come back about 3:20

So if we could reconvene in about 10 minutes, at 10:40

Ladies and gentlemen, I suggest that we take a recess at this point.

We'll **take a 10-minute break** and **resume** at 3:30

We'll now **recess for a coffee break** and resume our discussions at 3:15 p.m.

Part 3. 가

.

~ ?

What was the cause of the panic that swept the stock markets in Asia?

What caused the panic that gripped the stock markets in Asia?

~ ?; ~ ?

What is responsible for delay in the development of the product?

What is accountable for the mistake that almost cost us the entire project?

~ ?; ~ ?

To what do you ascribe the recent change in Pyongyang's attitude toward the proposed four-party talks?

To what do you attribute the recent surge in the popularity of minivans on the auto market?

What are the things that forced Yugoslavia **to** succumb the demands of the United Nations?

What are the things that induced North Korea **to** agree to hold high-level talks with the South?

What motivated you **to** look into the matter?

What are the things that inspired you **to** look at the situation from different angles?

~ 가 ?(Is there any reason to believe[suspect] that~?)

Is there any reason to believe that your model will yield more accurate predictions than the others?

Is there any reason to suspect that the US dollar will lose its value against other major international currencies in the near future?

~ [] 가 ?

Do you have reason to believe that the situation in the Middle East will settle in the near future?

Do you have any reason to conclude that Asia is headed for another financial crisis?

~ [,] ?

What is your reason for arguing that corruption permeates international business transactions?

What is your reason for suggesting that this will hamper social and economic development?

~ [, ,] ?

What is the basis for suggesting that other countries will follow suit?

What are the grounds for believing that the U.S. economy will pick up steam in the second half?

~ ?

Have you tested your productivity model in smaller firms as well?

Have you considered the possibility of human errors?

~ ?

Did you by any chance read Dr. Rose's article on aphasia published in "Language and Brain" in 1997?

Did you happen to discuss this problem with other researchers?

~ 가 ?

Have you had a chance to compare your test results with those of other studies?

Did you have the opportunity to retry the test under harsher conditions?

~ ... [] ?

Do you see any relation between high blood pressure **and** the disease?

Is there any connection between the pullout of U.S. troops from the region **and** the G-8 summit meeting in Paris?

~ ... [] ?

What correlation is there between population growth **and** environmental degradation?

What interrelationship is there between exposure to sunlight **and** the toxicity of the material?

~ ... 가 ?

How does the situation in the Middle East **relate to** the U.S. role in the world?

How do these test results **relate to** what we know about cancer?

~ ... 가 ?

How does age **correlate with** crime?

How do social classes **correlate with** language change?

~ ... 가 ?

How does this **tie in with** the Korean government's engagement policy toward the North?

How does this **fit into** your overall scheme for quality assurance?

~ ... 가 ?

What does this **have to do with** management innovation?

What do these findings **have to do with** global warming?

~ ... ?

What's the difference between quality management **and** process management?

~ ... ?

How does quality management **differ from** process management?

How does quality management **compare with** process management?

~ ... ?

How do you differentiate quality management **from** process management?

~ ... ?

How different is quality management **from** process management?

~ ... ?

Can you make a distinction between quality management **and** process management?

가 ()

(USA 121 Hospital)

1. Speaker

1.1.

I'd like to talk today about "MRSA"

I am going to present "The Difference.....".

The topic of my presentation is "MRSA between.....

The subject of my paper is " " .

1.2.

Firstly or First of all

Secondly or then , next

Finally or lastly , last of all

1.3.

Vitros 250 was used to get all the data

Tests were analyzed by using Vitros 250

The data used on my paper for comparison study was analyzed by Florescent

Method using Vitros 250.

Abbott AxSYM System was used as the analyzer.

I used Vitros 750 to get all the data.

For this comparison study, three instruments were used: vitros 250, Vitros 950
and AxSYM.

The data used in the comparison study came from the Vitros 250 and AxSYM
and was analyzed by Flourecent Immuno assay Method (FPIA).

These results were compared to the results obtained from the Vitros 950
analyzer.

1.3.

I'd glad to answer any questions at the end of my talk.

If you have any questions, please feel free at the end of my speech.

There will be time for discussion at the end.

Are there any question?

If I understand you correctly, you are saying.

I am sorry, but I didn't quite catch that.

Could you go over that again.

1.4.

In conclusion

Thank you for your attention

Thank you for listening

IFBLS2006 - KAMT

. Please E-mail to Chin.Sin@Kor.amedd.army.mil