

Beginning

I have been asked to talk to you [today, about...
[this evening
[this afternoon

I have been invited here to talk to you about...

I am very pleased to be here with you today to talk (to you) about...

Mr. Chairman, Ladies and Gentlemen...

Ms. (miz) Chairwoman, Ladies and Gentlemen...

Beginning a paragraph or a topic

Firstly...

First...

Let me give you some examples of...

Furthermore...

I would also like to draw your attention to...

I would also like to mention...

Another important aspect/point is...

Agreeing

Yes, I agree with you (completely).

Yes, I think you are right.

Yes, I think so, too.

Absolutely.

Asking for agreement

Do you agree with me?

Don't say:

Don't you think so?

I'm OK

Isn't that what you think, too?

I'm agree

Disagreeing (politely)

I am afraid I cannot agree with you (on that point).

I see the problem somewhat differently from you.

I am not sure I agree with you.

To a certain [extent, yes, but...
[degree

I don't see the problem the way you do.

I agree in principle, but...

You may be right, but...

Disagreeing (strongly)

No, I cannot agree with you (on that point).
(on that one).

Absolutely not.

No, that is not the way I see the problem...

No, you are wrong...

No, you haven't got it right, there...

Giving your opinion

As far as I see it...

In my opinion...

I think (that)...

It seems to me (that)...

I (strongly) believe (that)...

Personally, I believe (that)...

What I think is that...

Asking for opinions

What's your position?

What do you think about...?

What is your view on...?

How do you feel about...?

How do you see that?

Asking for explanations

I wonder if you could tell me [about...?
[what you think of...?

Could you please explain what you mean by...?

Could you please tell me more about...?

Could you give me some more examples of...?

Would you mind telling me about...?

Would you mind if I asked you about...?

Evasive action

This question may not interest everyone:
Could we meet and talk about it one to one?

It depends what you mean by...

I'm afraid I cannot give you a definitive answer at the moment.

Now, that's a very tricky question.

I'm not sure I see what you mean.

What a good question?

I'd rather not comment (on that) at the moment.

Well, it all depends on what side you're looking at...

Looking for your words

Now, how can I put that?

Let me explain that differently.

In other words...

What I mean is...

I'm sorry, I'm looking for the right word...

Making a point

The point is...

Well let's look at this way...

What I'd like to say is...

Let me point out that...

It should be noted that...

Challenging a point

I see what you mean but...

That's all very well, but...

But you seem to have forgotten that...

No, it simply isn't true that...

Coming back over a point

In other words...

Let me put that differently...

Or, to put it differently...

Being persuasive

I think we all agree (on that point) don't we?

It goes without saying that...

And of course...

Obviously...

Clearly...

Interrupting

I'm sorry to interrupt, but...

Before you go on, may I say that...

Excuse me, but...

I'd like to add...

Changing the point

This raises another question...

Perhaps we could move on...

By the way...

Another point that (that) we should discuss is...

Closing the discussion

We seem to have covered everything. Thank you, Ladies and gentlemen.

Good, now perhaps we can leave it there for today.

Well, if there are no more questions, perhaps we could leave it there.

It's getting late; perhaps we could stop there for today.

If there are any more questions I'd be very pleased to answer them.

Organizing for the Listeners

- + Draft a one-sentence purpose statement that you can modify to use in the introduction of your presentation.

EXAMPLE

This presentation introduces computer-assisted design (CAD) to apprentice drafters by demonstrating the CAD software and beginning the training with a simulation program.

- + Use an appropriate organization and tell the audience how you're organizing the information. Help listeners differentiate main points and subordinate points.

EXAMPLE

I will give a time line of the steps to eliminate the asbestos problem.

- + Preview what the presentation covers.

EXAMPLE

First I'll summarize design changes in this component. Then I will identify problems these changes have caused and explain the steps we've taken to eliminate them.

- + Include clear transitions to mark movement from one topic to the next or to indicate a shift in perspective.

EXAMPLE

Now that I've identified the few disadvantages of the continuous assembly line, I will discuss the significant benefits this change in the procedure could bring.

- + Include periodic summaries of what you've covered so far.

EXAMPLE

So far I've explained three common methods to eliminate exposed asbestos areas in your facility.

- + Signal particularly important points. Follow up with an example for each point.

EXAMPLE

The most severe health problems occur in two high-risk groups: infants and elderly. Let me compare infant mortality in this country with infant mortality in other industrialized nations. [specific example] Now let me show that our country doesn't fare any better when we compare our geriatric care with that in other industrialized nations.

- + Provide a conclusion that reviews the major points and indicates preferred action of the audience.

EXAMPLE

As you can see on the transparency, we have covered the key points dealing with possible contamination of local wells. With this information, you should be able to justify your request for more frequent state inspection.

Assessing Presentation Skills

Physical Environment

- + Is the presentation area set up before the presenter begins?
- + Is the presentation area arranged so that everyone in the audience has a clear view?

Content

- + Is the information accurate and verifiable?
- + Is the information adapted to the audience?
- + Are the supporting details and examples relevant and appropriate?

Professional Demeanor

- + Does the presenter appear well prepared?
- + Does the presenter appear poised and confident?
- + Does the presenter handle notes unobtrusively?
- + Does the presenter adhere to the time limits?
- + Is the presenter dressed appropriately for the situation?
- + Does the presenter provide helpful handout material?

Organization for the Audience

- + Does the presenter identify the purpose of the presentation?
- + Does the presenter make the opening interesting?
- + Does the presenter preview and review periodically?
- + Are the main points in the presentation clearly identified?
- + Is the information logically organized?
- + Does the presenter provide clear transitions between the ideas?
- + Does the presenter use effective examples?
- + Does the presenter provide an appealing, appropriate conclusion?

Visual Support

- + Are the visuals used in the presentation sufficiently large to enable everyone in the audience to see them?
- + Are the visuals appropriate in type/style and professional in appearance?
- + In a demonstration, does the presenter speak clearly while demonstrating the procedure with knowledge and confidence?

Presentation Style

- + Is the presenter's voice pleasant and professional?
- + Is the presenter's body language appropriate?
- + Does the presenter speak with sufficient volume for the size of the room?
- + Is the presenter's inflection varied? pronunciation correct? pacing appropriate?
- + Does the presenter make direct eye contact with the audience?
- + Does the presenter respond directly to audience questions?