

必携プレゼンテーション 目次

2 協働英語プレゼンテーション	1
3 Basic Presentation	7
3-1 My Keywords and Personality	7
3-2 English Improves your lives.	10
3-3 The basic presentation	14
Greeting	14
Topic A	15
Topic B	16
Topic C	18
Conclusion	19
3-4 Save our future.	21
4-1 How to Make an Effective Presentation	24
4-2-1 Rice Wine	28
4-2-2 Noodles	30
4-2-3 Mount Fuji	33
4-2-5 Hot Water	41
4-3 Sample Sentences For English Thesis	46
5 Students Sample	54
5-1 The Theme of WYM2010	54
5-2 Cambodia and NFU(2010)	57
5-2 MKD and NFU	65
6 英語プレゼンテーション for Students —必ず使う基本表現—	75
The basic presentation	83
Practice : Figures and Table	90
6-2 プレゼンテーションへのコメント	97
7 Pair-workをイメージして imaging pair-work	99
8 Sentences for English thesis	107

2 協働英語プレゼンテーション

英語プレゼンテーションは素晴らしい。発信することによって次のような力がつく。
コミュニケーションに必要な基本的な力だ。

◎基本表現が体にしみる。◎話す構成が身につく。◎基本単語が身につく。
◎大きな声が出る。◎人前で話す体験が増え、自信が付く。◎小論文が書けるようになる。
何よりも 体験が 自分の人生を支えてくれる。

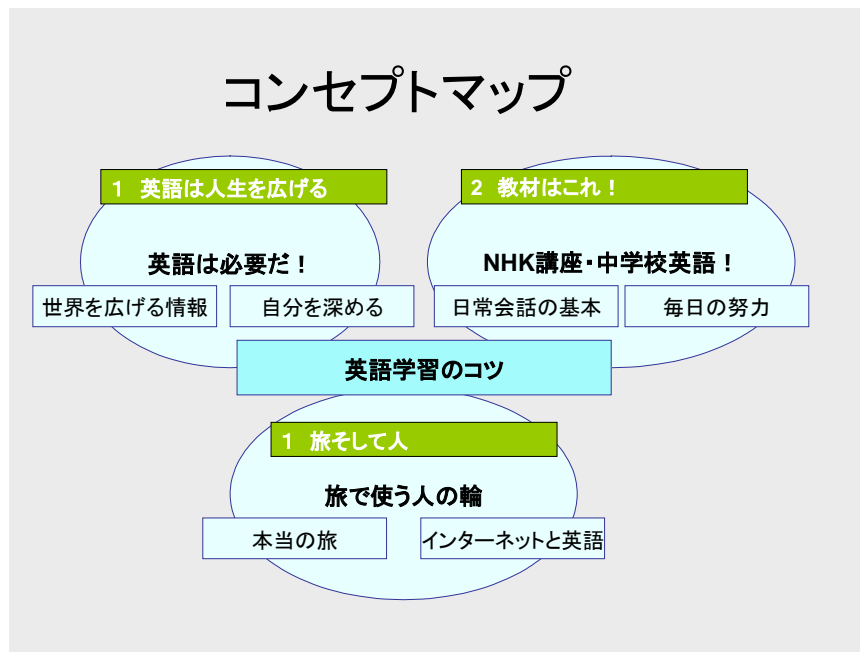
1 さあ 作ってみよう

英語プレゼンテーションをどのように作れば、効果的なプレゼンテーションになるのか？これからの大学生活で何度も作ることになるだろう。ここではシンプルな最低限必要な要素を盛り込んだプレゼンテーションを紹介する。

(1) まず言いたいことを書き出す。

3つにとどめよう。円を3つ描き、主張したいことを箇条書きにする。下図がそうである。

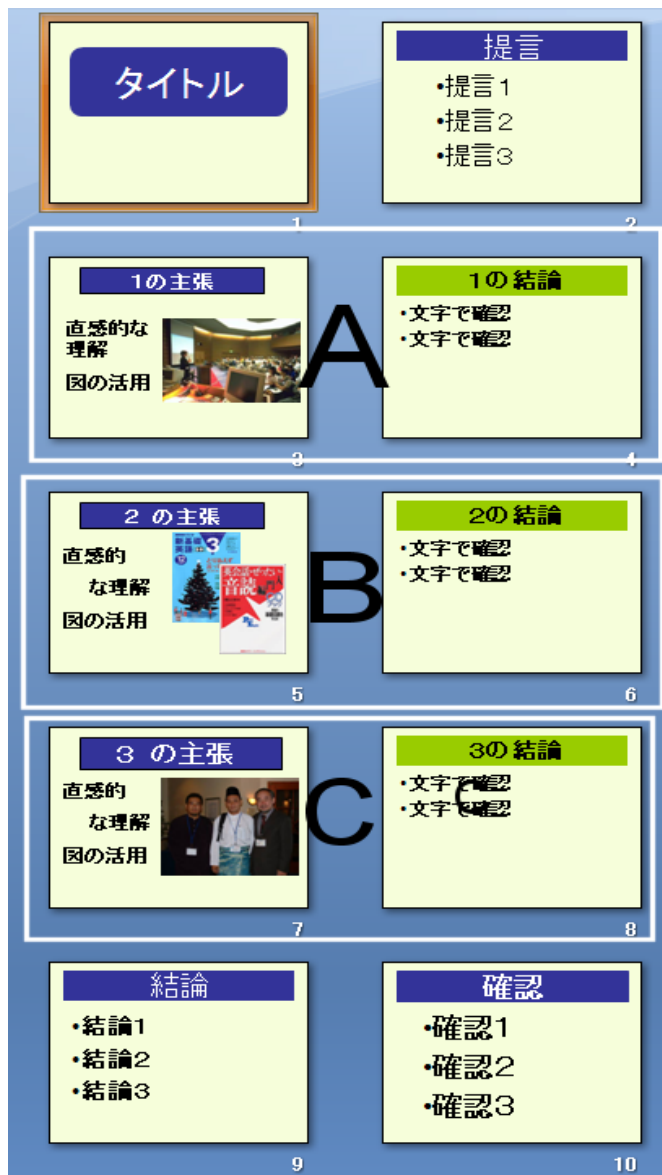
「要約力が、コミュニケーション力」(斎藤孝) ともいえる。



(2) プレゼンテーション全体をイメージ

常に鳥瞰的にファイルを眺めること。基本は図 2 である。この形が頭に中に入っていればプレゼンテーションのファイル作成は成功する。

Sheet Number	内容	備考	デザイン
1 枚目	タイトル	短く	文字
2 枚目	提言	伝えたいこと、2-3 つ	文字
3 枚目	提言 1 のつかみ	印象的な写真、図でつかむ	写真やイメージ
4 枚目	提言 1 の押さえ	箇条書きで 3-5 行	文字
5 枚目	提言 2 のつかみ	印象的な写真、図でつかむ	写真やイメージ
6 枚目	提言 2 の押さえ	箇条書きで 3-5 行	文字
7 枚目	提言 3 のつかみ	印象的な写真、図でつかむ	写真やイメージ
8 枚目	提言 3 の押さえ	箇条書きで 3-5 行	文字
9 枚目	提言のまとめ	箇条書きで 3-5 行	ここで終わっても良い
10 枚目	確認	箇条書きで 3-5 行	再度確認



これで終わりである。

伝える前に、自分の頭をしっかりと整理する事が重要である。

ここで、別な紙に、左図を、みることなく写し取れだろうか？

提言 A.B.C について、画像と文字の位置など。

左の構造が頭に入っていれば、自ずとプレゼンテーションファイルを作り事ができる。

ここまでで作り上げる事ができる。

しかし、さらにプレゼンテーションの内容を高めようとおもうなら、次ページに進んでほしい。

プレゼンテーション成功の為のTIPS集

【構成】

質問1 誰が対象か明確ですか

誰が聞くのか、どのような情報を持っている人なのか？ 分かっていますか???

構成を考えると、対象を明確にし、その人たちが十分に理解できるように、情報を加工することが重要である。「要約力が、コミュニケーション力」(斎藤孝)ともいえる。シンプルに内容を絞り込むこと、余分な情報を削る勇気を持つことが大切だ。Simple is the best

質問2 コンセプトマップができていますか

コンセプトマップは、全体の構成を決めるときに用いる。分類し、整理する事によって、頭の中をすっきりとさせ、強いメッセージを生み出す。

質問3 伝えたいこと3つだけ言えますか

伝えたいことが整理されている必要がある。プレゼンテーションが20分から30分だとすると伝えたい内容は3つ程度となる。

「何が伝えたいか3ついえますか？」の質問にとっさに答えることができるだけの整理がほしい。

「はじめる前に何が伝えたいか言ってごらん」と質問すると多くの学生はまず返事に窮する。

プレゼンテーションファイルを鳥瞰的にみたとき、リズムよく展開しているだろうか？

質問4 コミュニケーションデザインに配慮していますか。



ファイル全体を眺めたとき、画像やテキストが効果的に配置されているか点検してみよう。

伝えたい内容について、画像で直感的な理解を得て、その後押さえとして、文字で確認するなどの手法がとられているだろうか？主張を述べるだけでなく、それらを支える根拠や、具体的な事実を展開しているだろうか。引き込み、語り、確認するという手順が重要である。

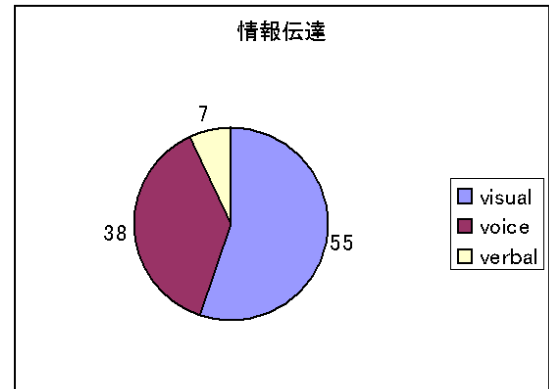
【ファイルの作成】

プレゼンテーションのファイルは、話す力を支える働きをする。話すことが中心である。

聞き手は話に反応をする、あるときは「もっと聞きたい」とサインを発するだろうし、あるときは「その話はもう知っている早くやめて、次に入ってくれ」とサインを送ってくるかも知れない。これらに柔軟に対応できるためにも、ファイル作りは次のようなことに心がけたい。

質問5 そのファイル、シンプルですか

プレゼンテーションはレポートではない。あなたが聞き手の反応を見つつ、話す内容を膨らませたり、削ったりして、相手にメッセージを残すための、いわばメモなのだ。画面の文字を見て了解するわけではない。伝えるのはあなたであり、主体はあなたの熱意や、確信や、自信にあるのだ。



質問6 画像は精選していますか

時々1枚のシートに多くの画像を貼り付ける人がいる。一枚一枚は確かにいい、どれも捨てがたい。しかし同じものを並べることによってお互いが干渉し情報が不明確になってしまうことがある。シンプルにというキーワードがここでも必要になる。必要な写真だけをファイルに使いたい。

複数枚使うときには、比較に使う、2枚の写真の共通のコンセプトを強く出すなどの目的を持つときに使う。削る勇気を持つことがここでも重要となる。

質問7 そのグラフ必要ですか

確かにメラビアンという学者は情報伝達の手段として視覚からの情報が55パーセントと最も大きいことを指摘した。声が38パーセント言葉そのものの持つ意味が7パーセントとした。

グラフなどデータとしては有効だが、全体のバランスを考え最小限必要なものだけを提示したい。

質問8 そのテキストだらだらと貼り付けていませんか

相手に情報を

- 限られた情報
- 限られた時間
- 限られた場所

コミュニケーション力=要約力

プレゼンテーションは読ませるものではない、話し反応を見ながら進めるものである。時々、むやみやたらと長い文章をシートに貼り付ける人がいる。何度もいうがレポートではない。シートに端的に書かれた4-5行の箇条書きをキーワードとして話を進めるのである。シート上のテキストはいわば話の引き金である。

【話す力】

実際のプレゼンテーションが棒読みになったのでは構成・ファイルづくりにかけた努力が無駄になってしまう。ここではもっとも大切と思える話す力について質問してみたい。

質問 9 顔があがっていますか マイクとの距離 大丈夫ですか

声が届かなければなんともならない、しゃべることに必死で、大きな会場では自分の声が聞き手に届いているかどうかの確認もなくしゃべる人がいる。届いているか確認しよう。大きすぎるのももちろん問題である。

聞き手とのインタラクションを考えるとアイコンタクトは重要である、顔を上げてプレゼンテーションに望んでほしい。

質問 10 聞き手に質問していますか、手を使っていますか、顔の向きは？

声の強弱、スピードに注意を払い、より良く伝えることに注意を払いたいものだ。情熱をもって伝えようとするとき手や体の動きなど自然に体が動き出す。中でも質問をすることは大切だ。考えてもらうことによって主体的な参加を引き出す。

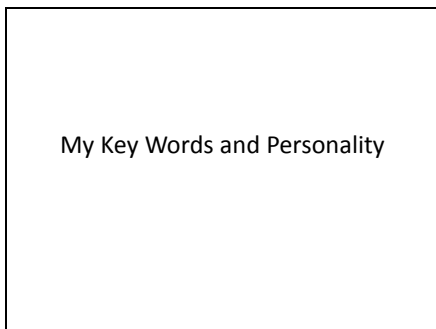
プレゼンテーションの中でも、どうしても知ってほしい内容は繰り返しつたえることが大切だ。確認のため同じシートを使ってもいい、確認をしながら続けていってほしい。

聞き手の集中力を考えると途中で確認を入れながら進めていくことが理解を促進することとなる。

3 Basic Presentation

3-1 My Keywords and Personality

ス
ラ
イ
ド
1



Greetings

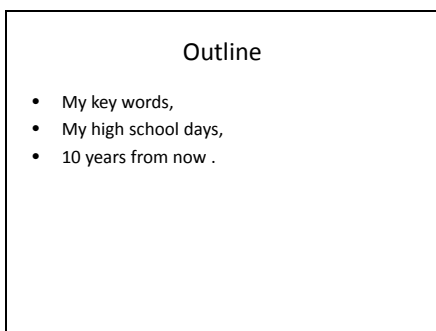
Hello everyone, My name is ()

I am a second year student at NFU and I am in
the faculty of -----/

I specialize in English communication.

I am so happy to meet you all today.

ス
ラ
イ
ド
2



Outline

In my presentation , I would like to talk about
my self-introduction.

so , the presentation title is "my key words and
personality"

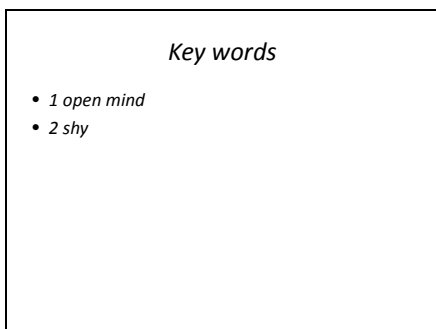
I would like to give you a brief outline ,

firstly, my key words,

secondly my high school days,

thirdly, 10 years from now .

ス
ラ
イ
ド
3



my key words were the following.

1 open mind

2 shy

ス
ラ
イ
ド
4

Key words : Open Mind



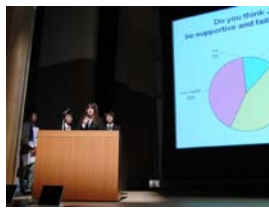
When it comes to the key word "open mind",
I remember the day I met the guest from
overseas.

I was so excited to welcome them.

We have been to Kyoto or some other places
together
and finally we became good friends.

ス
ラ
イ
ド
5

Shy



Regarding another key word "Shy",
when I try giving a presentation in front of an
audience ,

you will see my face grow red.

But, we have to overcome and get used to
giving presentations , I will do my best.

ス
ラ
イ
ド
6

Key words

- Open Mind
- Shy

my key words are the following.

1 open mind

2 shy

ス
ラ
イ
ド
7

High school days



Let's move on to the next topic, high school days.

I remember the days I practiced baseball so hard.

Some pictures remind me of the days I did my best.

ス
ラ
イ
ド
8

High school days

- the first prize in the prefectural competition

Finally I got the first prize in the prefectural competition.

When I look back upon my days in high school ,
those were glittering days for me.

ス
ラ
イ
ド
9

Ten years from now

- the developing country
- Acting locally and thinking globally



Let's move on to the next topic "ten years from now".

Ten years from now ,
I would like to be the kind of person who
could contribute to the developing country
while acting locally and thinking globally.

I am not sure I would be a wife.

Thank you for your kind attention.

I am open to questions you may have.

ス
ラ
イ
ド
10

Thank you for your attention

3-2 English Improves your lives.

ス
ラ
イ
ド
1



Hello everyone. My name is Gary. I am very glad to meet you.

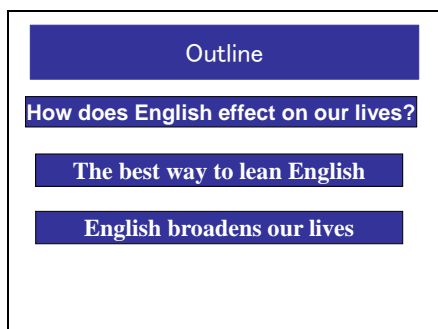
I am a sophomore at Nihon Fukushi University. I am in the faculty of Foreign Language Studies and I specialize in English communication.

The title of my presentation is "English improves our lives".

How does English have an effect on our lives?

I'd like you to start thinking about this.

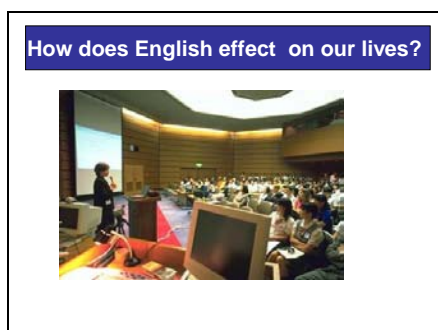
ス
ラ
イ
ド
2



Please take a look at this. This is an outline of our presentation.

We would like to talk about three things. Firstly, the need for English; Secondly, English teaching materials; Thirdly, developing our potential through English.

ス
ラ
イ
ド
3



First of all, let me talk about our English utilization.

This photograph shows a scene of international exchange.

Many new friends come from overseas.

Through international exchange, we could see things from various perspectives and viewpoints.

Their information inspires us very much.

We need to learn English!

- International collaborative project
- Study tour
- Daily exchange in English
- To promote our specialties
- Think globally , act locally

Let me summarize the first part of our proposal.

Through the utilization of our English skills, we can make full use of many opportunities to participate in international collaborative projects or study tours. Therefore, we can come in direct contact with the outside world on a daily basis so that we can promote our specialties.

We can participate in various activities from a global perspective.

The best way to learn English



Up to here, I have spoken about our English communication. Now let me move on to English materials.

To the best of my knowledge, N.H.K. English textbooks are very good. We can continue our learning using N.H.K audio resources. We can find the most suitable program for our English level.

The effective textbooks

- NHK English Textbooks
- Study Continuously
- The more you study, the better your English improve.

Let me summarize.

To learn a language, it is very important to persevere.

The more you learn, the more your English improves.

The more you learn, the better your English will become.

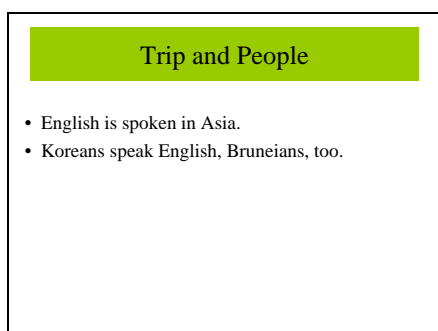


Now, I'd like to move on to the next topic.

The picture on the right side is a Brunei delegate whom I met at an international conference.

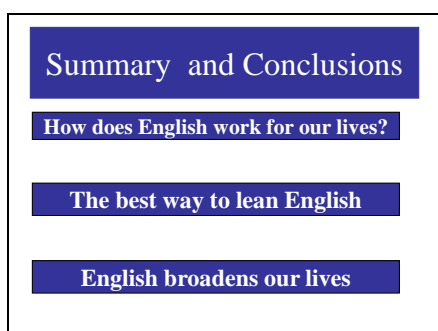
English is an international lingua franca and most information exchange is done in English.

The picture on the left side was taken in London, where I could meet and talk with various people from diverse backgrounds in the local pubs. Accordingly, it was the starting point for developing an understanding of Europe and Japan.



English is a global communication language.

To acquire communication skills leads to the expansion of our own world.



Up to here, as you see I have spoken about tree topics.

The relationship between English and ourselves -

how English allows us to come in contact with the outside world.

A method of learning English - continuing our learning with N.H.K. English textbooks.

English leads to the expansion of our own world -

through the utilization of our English skills, we can expand our field of activities and enrich our lives.

Recommendations

- 1 Let's get started right now.
even if you had problems to learn English.
- 2 Don't give up and try to learn in small steps.
- 3 Set up situations where you can see your progress

In conclusion, I'd like to make three suggestions.

First, Let's get started right now.

Secondly, language and communication are everything so

don't give up and try to learn in small steps.

Finally, set up situations where you can see your progress and

overseas travel is the best way to do this.

Get involved with English,

let's all make an effort to nurture ourselves.

Thank you very much for listening so attentively.

3-3 The basic presentation

Greeting

挨拶

Hello. How are you doing today?

こんにちは いかがお過ごしですか？

My name is Gary, a senior at Nihon Fukushi University.

私の名前はゲーリーです。日本福祉大学の 3 年生です。

I'm so happy to be here with you today.

みなさんにお会いできてうれしいです。

My presentation title is "A Better World."

私のプレゼンテーションタイトルは よりよい世界 です。

This is my out line

これがアウトラインです。

First, Second, Third, Finally...

最初に

次に

3 つめ

最後に

My objective is to clarify what we should challenge for it.

私の目的はいかにそのために挑戦するかです。

My objective is to share the idea for it.

私の目的はアイデアを共有することです。

My objective is to point out the aim of it.

私の目標はその目的を明らかにすることです。

My key message is to clarify what we should challenge for it.

私の主張はいかにそのために挑戦するかです。

My key message is to share the idea for it.

私の主張はアイデアを共有することです。

My key message is to point out the aim of it.

私の主張はその目的を明確にすることです。

I have three items in my agenda.

まず概要として 3 つの項目があります。

I have three topics in my agenda.

概要に 3 つのトピックがあります。

I have three issues in my agenda.

概要に 3 つの課題があります。

Topic A

トピック A

Let's move onto the first topic.

最初のトピックに移ります。

Let's move onto this newest topic.

最新にトピックに移ります。

Let's move onto the important topic.

重要なトピックに移ります。

My key message is that we should have a certain goal image in the near future.

私の主張は、我々は近い将来の確かなゴールイメージを持つべきということです。

My key message is that we should have a concrete image in the near future.

私の主張は、我々は近い将来の具体的なイメージを持つべきと云うことです。

My key message is that we should develop a blue print in the near future.

私の主張は、我々は近い将来の青写真を描くべきと云うことです。

I am going to talk about the future of education.

教育の将来について語ってみたいと思います。

I am going to talk about the blue print regarding education.

教育に関する青写真について語ってみたいと思います。

I am going to talk about the outcome of future education.

将来の教育の成果について語ってみたいと思います。

Please look at this picture. This shows the classroom adapted for ICT.

この図をみてください。これは ICT が整備された教室です。

Please look at this picture. This shows the Internet system in Korea.

この図を見てください。こては韓国のインターネットのシステムです。

Please look at this picture. This shows an electronic white board in U.K.

この図をみてください。これは英国の電子情報ボードです。

They are developing new classroom activities for the enhancement of the quality of lessons.

彼らは授業の質を改善するための新しい授業展開を開発しつつあります。

Please move onto the next slide.

次のスライドに移ります。

As for this topic, I would like to summarize what I have been talking about.

この件に関しては、私はこれまで語ってきたことを要約したいと思います。

It is clear that the teaching system is changing day by day.

指導のためのシステムは日に日に変わりつつあることは明らかです。

It is clear that we cannot meet our target without more effort.

我々は努力無くしては目標に近づけないことは明らかです。

It is obvious that we cannot meet our target without more effort.

努力なくして、我々は目標に至らないことは明らかです。

Topic B

Let's move onto the next topic.

次のトピックに移ります。

Let's move onto this newest topic.

最新のトピックに移りたいとおもいます。

Let's move onto the important topic.

この重要なトピックに移りたいと思います。

Please look at this picture. This picture shows Skype software that enables TV-conferencing in daily life.

この写真を見てください。この写真は日常生活においてテレビ会議を実現するスカイプというソフトを示しています。

Please look at this picture. This picture shows Skype software that enables us to communicate with people all over the world.

この写真を見てください。この写真は世界とコミュニケーションを実現するスカイプというソフトを示しています。

Please look at this picture. This picture shows software which enables us to communicate through audio and video.

この写真を見てください。この写真は画像と音声でコミュニケーションを実現するスカイプというソフトを示しています。

I've covered the utilization of Skype.

スカイプの利用について語ってきました。

I've covered the function of Skype.

スカイプの機能について語ってきました。

I've covered how to use Skype.

以下にスカイプを使うかについて語ってきました。

As for this topic, I would like to summarize what I have been talking about.

このトピックについて、これまで語ってきたことを要約したいと思います。

It is clear that this software is useful to enhance daily communication due to its audio & video function.

このソフトは音と画像によって、日常的なコミュニケーションを促進するために有効であることは明らかです。

It is clear that this software is rich enough from the aspect of daily communication.

このソフトは日常的なコミュニケーションの面から十分に内容あることは明らかです。

It is obvious that Skype is worth using in our life.
スカイプは生活において使う価値があります。

Topic C

Let's move onto the last topic.

最後のトピックに移ります。

Let's move onto the third topic.

3つめの内容にうつります。

Let's move onto the important topic.

重要なトピックに移ります。

I am going to talk about new relations with people overseas.

私は海外との新しい関係について話します。

I am going to discuss new relations with people overseas.

私は海外との新しい関係について協議したいと思います。

I am going to focus on new relations with people overseas.

私は海外との新しい関係について焦点をあてたいと思います。

Please direct your attention to this picture.

この写真に注目してください。

Please look at this picture.

この写真を見てください。

Please direct your attention to this figure.

この図に注目してください。

This picture shows the new relations between people inside Japan and outside Japan.

この写真は日本の内外の人との新しい関係を表しています。

This picture shows the new relations between people who work inside Japan and outside Japan.

この写真は日本の内外で働いている人との新しい関係を表しています。

This picture shows the new relations between people who study inside Japan and outside Japan.

この写真は日本の内外で勉強委している人との新しい関係を表しています。

As for this topic, I would like to summarize what I have been talking about.

この件について、ちょっと話してきたことをまとめたいと思います s。

It is clear that new education and new technology break through the borders between countries.

新しい教育や技術は国境を突き破ることは明らかです。

It is clear that new education and new technology solve problems caused by cultural differences.

新しい教育や技術は異文化によって引き起こされた問題を解決することは明らかです。

It is clear that new education and new technology can solve problems caused by differences in the way people communicate in English.

新しい教育や技術は英語によるコミュニケーションの違いによって引き起こされた問題を解決することは明らかです。

Conclusion

結論

Through my presentation, I would like to share with you all my expectations for the future.

プレゼンテーションによって、私は将来に渡る希望を分かち合いたかったのです。

Now I would like to clarify the important aspects as the following.

私は次の様な重要な視点を明らかにしたかったのです。

A better world will comprise the advancement of education and the

use of technology.

新しいよりよい社会は、教育と新技術の活用によって構成されるのです。

Let me summarize briefly my key points.

私の伝えたいことを短くまとめます。

Let me wrap up briefly my key points.

私のキーポイントをまとめます。

Let me conclude briefly my key points.

私のキーポイント短く結論づけたいと思います。

It is clear that the teaching system is changing day by day.

指導方法は日々変化することは明らかです。

It is clear that this software is rich enough from the aspect of daily communication.

このソフトが日常的コミュニケーションの面で十分に働くことは明らかです。

It is clear that new education and new technology can solve problems caused by differences in the way people communicate in English.

新しい教育、技術が英語でのコミュニケーションの違いによって引き起こされる問題を解決することは明らかです。

That's all, thank you.

以上で終わります。

That's it. Thank you.

以上です。ありがとう

Please feel free to ask me any questions you may have.

どんな質問でもどうぞ

Please feel free to give us your comments or suggestions.

コメントご意見がありましたら御願います。

Please feel free to talk about this issue.

関連事項などありました、お話ください。

3-4 Save our future.

Good morning everyone, today I am going to talk about how to share knowledge for “saving our future”.

My objectives are to differentiate between the new global relations from the mere collaboration that was done before and to show how our new strategy can work in both Taiwan and Japan.

My key message is that we should build up a daily exchange environment and use the effective sensor developed by Japan in order to prevent natural disasters, like earthquakes, from wreaking so much havoc / from harming so many people.

We have three items on our agenda.

First, daily communication around the world, the secondly, an important success factor is the sharing of technology, finally, international natural disaster volunteering.

Let's begin with daily communication around the world.

As I was about to say, we have had a lot of success in hosting international collaborative events, like the World Youth Meeting and the Asian Students Exchange that we attended today.

We could improve our English communication abilities as well as learn to use new technology, the internet or Digital Cameras to share the needed information.

Please look at the video clip of how we collaborated and achieved success in the event.

1 Minute video clip##

As you can see, we have already achieved the first step to become a person who can communicate on daily basis. When we consider earthquakes or some other natural disasters, we need daily communication to face such occasions whenever they occur.

I would like to suggest to you that after achieving success in these kinds of international collaborative projects, we should keep up our communication on a daily basis to be able

to be prepared in case of natural disasters.

That brings us to the rapid information sharing and the ability to provide aid quickly to each country.

I have now covered daily communication. Now, let's move on to the technology regarding earthquakes that we could share and which Japan has been developing.

Please look at this figure.

This figure shows the location of earthquake sensors which are meant to prevent damage from that.

The sensors are allocated above the Hawaii islands and near Papua New Guinea.

In order to get a quick response and correct data, they use optical fiber lines using "Ocean-Bottom seismometers", it is accounted for at more than 1000 points.

We can share this wonderful equipment. While collecting data we could send warnings about how big TSUNAMI will hit the coast of Taiwan or Indonesia immediately.

The better the technology is developed, the wider the sense of safety will spread in the future. We can surely save the future with technology.

Let's move on to the final topic of international natural volunteering.

This has been a good support for each country, the sending of rescue volunteers to countries where a disaster occurred. Japan and Taiwan send rescue groups to help the victims in China's earthquake and to help the Tsunami victims in Indonesia. These pictures show their activities in those countries.

We admire their spirit. But it is a bit of a pity that it took a few days to send such a group. My suggestion is that we need to organize these international volunteer groups at each fire station or military camp to enable quicker response times to the damaged area.

In closing, let's summarize briefly my key points. First, I went over the necessity of daily communication. Then, I presented information about the technology being used today,

the ocean-bottom seismometer. Finally I described the nuts and bolts of international volunteering.

I hope I've convinced you that we need to devote a new perspective focusing on international daily communication, technology and a new style of volunteering.

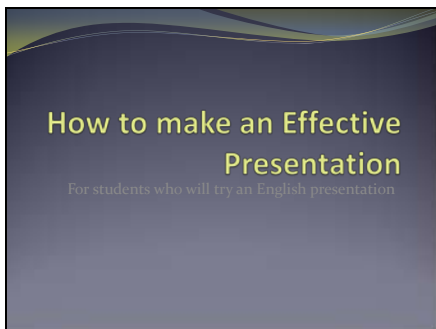
I also hope I was clear on how this can be done.

Thanks a lot for your time and I'll take your questions now

4-1 How to Make an Effective Presentation

ス
ラ
イ
ド

1



Hello everybody.

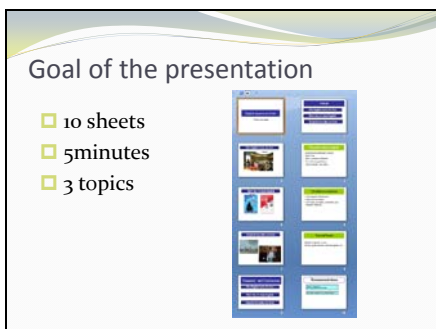
How are you doing today.

The discussion have to extend so far as to how we should improve communication skills at the international events.

As a forerunner, we have been hosting several kinds of events related to the international issues. So we would like to clarify “how to make an effective presentation”.

ス
ラ
イ
ド

2

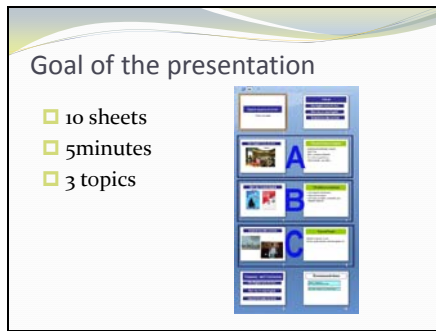


In order to make an effective presentation, I would like to share some tips on how to do it. What’s the most important thing for a good presentation, image. It is important to imagine the goal by first focusing on the communication design composed of a number of PPT sheets.

Please look at the figure on the screen. This is the communication design.

This presentation is composed of 10 sheets and lasts about 5 minutes.

ス
ラ
イ
ド
3



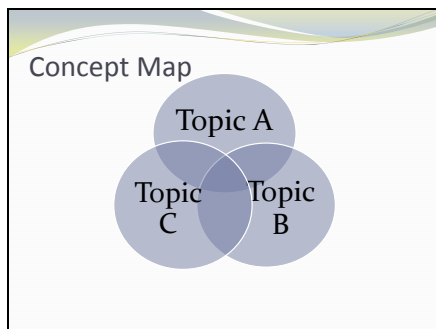
When we examine the communication design, we can see that this presentation comprises 3 topics.

The first sheet shows the title of the presentation, second, the outline. Next comes the first topic “A” and “B” then “C”.

The first sheet is the title of the presentation, the second, the outline. After that the topic will be distributed.

If your want to describe the theme, first you have to find 3 topics.

ス
ラ
イ
ド
4



Focusing on the theme, please clarify the 3 topics.

For example, if the theme was “Making a better world”, you can easily find some topics in your mind.

“Future education “, “future communication” or “future solidarity” may be linked with that theme.


In case of the theme, “What’s happiness?”, some topics will come up soon. Such as “happiness of learning”, “family” or “something embedded in daily life”.

ス
ラ
イ
ド

5

Each topic comprise picture and plane text.

- one sophisticated impact image
- 5 bullet points.



If you could deliver each topic persuasively, that leads your presentation to be a successful one.

Please pay attention to each topic. Each topic consisted of 2 parts, impact image and text.


Aiming to give a vivid presentation, a sophisticated impact image should be used as a first page of each topic. This image surely will stir the audience's interest. To get your audience's interest, please talk about some concrete examples to reinforce your topic. And then summarize your topic within 5 bullet points.

ス
ラ
イ
ド

6

Topic comprised of 2 parts

- Impact image
- Bullet points




Once again, each topic comprised of 2 parts; sophisticated impact image and text, bullet points.

ス
ラ
イ
ド
7

Each topic comprised of picture and plain text.

- Title and an outline
- A+B+C
- Summary



Please look at the figure again. After defining the first topic A, continuously talk about topic B and C using persuasive facts.

Finally, deliver your conclusions and a suggestion composed around each bullet point from topics, A,B and C.

As a summary and conclusion, you should pick up the important facts from the bullets points you listed in advance as a summary of each topic.

ス
ラ
イ
ド
8

Conclusion

1. Find 3 topics which support your presentation.
2. Keep the image of communication in mind
3. Complete topic A, B and C
4. Find and edit the summary

I would like to summarize what I have been talking about.

At first, find the 3 topics which support your presentation.

Second, keep the image of communication design as a goal of your presentation

Third, complete topics A,B and C using impact images and bullets points.

Find and edit the summary after finding the important facts from the bullet points listed above.

4-2-1 Rice Wine

ス
ラ
イ
ド
1

Japanese Rice Wine

Hello everyone, my name is Gary.

I am a junior student at N.F.U.

Today, I am going to talk about Japanese Rice Wine.

The keywords of my presentation are - taste the history.

Like sushi, sake or rice wine is very popular around the world.

Many countries with wine tasting events now include sake.

As any Japanese person will say, sushi and sake go great together.

ス
ラ
イ
ド
2

Presentation outline

- history of sake
- how it is made
- suggestions

Now I will give you a preview of my talk today.

First, I will talk about the history of sake.

Then I will say something about how it is made.

Lastly, I will suggest good ways to enjoy this unique beverage.

ス
ラ
イ
ド
3

History of sake

- a long history
- since the 700s
- ceremonial use
- the decline in popularity

Sake has been around almost as long as the country itself.

As early as the 700s Japanese were enjoying drinking.

This wine was used in many ceremonies.

Also, many temples made it.

The popularity of sake has declined since the 1960s.

Now shochu and other spirits are more popular.

But it is still a popular festive drink.

*1 <http://en.wikipedia.org/wiki/Sake>

Making sake

- brewed
- boiled
- fermented
- pressed
- strained
- drink

Sake, like beer, is brewed.
 Polished rice is first boiled.
 Then it is fermented with mould and yeast.
 This is done slowly for high quality sake.
 After fermentation the sake lees are pressed.
 Then the sake strained.
 The straining removes impurities.
 The best sake is fresh.

*2 <http://en.wikipedia.org/wiki/Sake>

Suggestions

- wine and sake
- with people
- seasonal opportunities
- New Years Eve
- please remember

Like a good wine, sake is best enjoyed with good food and people.
 The most important time to enjoy sake is with people.
 Living in Japan, one has many seasonal opportunities at which to indulge.
 My favourite time is New Years Eve at the shrine.

Surrounded by the goodwill of neighbours nothing tastes better than sake.

And as you drink please think about the long history of this beverage.

Conclusion

- the history of sake
- how it is made
- suggestions on how to drink it

Today I have spoken about the long history of sake.

I told you a little about its history.

Then, I talked about how it is made.

Finally, I made some suggestions on how to best enjoy sake.

I hope you will take my advice and try this wonderful drink.

But please enjoy it with friends.

4-2-2 Noodles

ス
ラ
イ
ド
1

Noodles, anyone?

Hello everyone, my name is Gary.

I am a junior student at N.F.U.

Today, I am going to talk about “Ramen” or Chinese noodles.

The keywords of my presentation are more than just noodles.

Even in the smallest store in North America you can find it.

What is it?

It is the ubiquitous instant ramen noodle packs.

Sapporo Ichiban even has commercials that run on TV there.

I can hear the words in my head even now.

‘Sapporo Ichiban. Miso ramen.’

For poor students these noodles were a godsend; cheap and filling.

ス
ラ
イ
ド
2

Presentation Outline

- The history of ramen
- The variety of noodles and broths
- Something shocking

Let me tell you something about Japanese noodles, ramen.

I will tell something of their history.

Then I will talk about the wide variety of noodles and broths to be found in Japan.

Then I will tell you something that would shock your grandmother.

History

- From China
- Readily available
- Regional specialties

They originally came from China but they have changed a lot since.

Ramen noodles are a huge part of Japanese culture.

These shops can be found almost anywhere.

You see them in the smallest towns and on railway platforms.

Every region in Japan has a special noodle dish.

They come in a variety of flavours, like miso or salt.

*1 <http://en.wikipedia.org/wiki/Ramen>

Noodles and broth

- noodles and broth - a perfect match
- making a good broth
 - a variety of ingredients
 - from vegetables to bones
 - regional ingredients
 - from miso to salt

Chefs carefully make the perfect noodle to go with their broth.

Broths are made from a variety of ingredients.

Everything from vegetables to bones is used.

Ramen chefs often use regional ingredients to highlight their noodles.

The broths are then flavoured with miso paste, soy sauce or salt.

The noodles and broth should be a perfect match.

Shocking!

- it would shock your grandmother!
- noise is okay!
- slurping is not rude
- don't be strange!
- eat them hot
- air cooled
- don't tell granny!

Now, I am going to tell you something that would shock granny.

When you eat ramen noodles in Japan, it is okay to make noise.

Slurping is not considered rude.

In fact, if you don't you will look and sound strange.

It is widely believed that ramen noodles should be eaten hot.

Of course that is hard.

So slurping cools the noodles and broth a little.

Then you can enjoy them at their best.

Just don't tell your grandmother back home.

Conclusion

- history of ramen
- their preparation
- a shocking truth
- please try them!
- but don't be quiet!

I have told you about the history of ramen, how it is best prepared and a shocking truth!

I hope you have learned a little from my presentation.

Are you feeling hungry now?

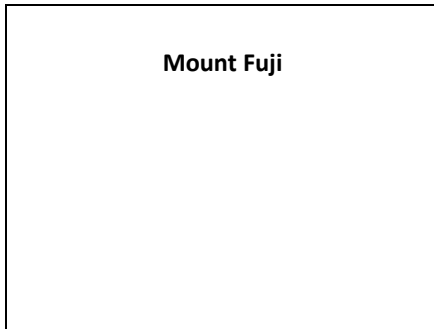
If you are why don't you go and enjoy some ramen.

And don't forget to be noisy!

4-2-3 Mount Fuji

ス
ラ
イ
ド

1



Hello everyone, my name is Gary.

I am a junior student at N.F.U.

Today, I am going to talk about Mount Fuji.

The keywords of my presentation are - more than a mountain.

Mount Fuji is for most Japanese a symbol of Japan.

This mountain is also well known outside Japan.

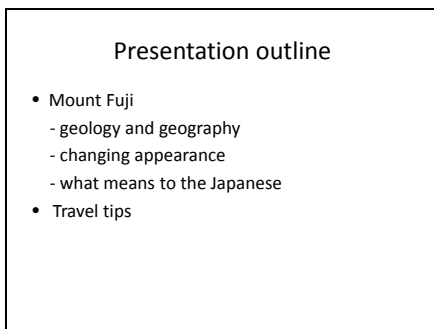
The mountain has been featured in movies about Japan.

Visitors to Japan often say they want to climb it. Yet many Japanese have never done it.

First off, let me give you an outline of my talk.

ス
ラ
イ
ド

2



To start I will talk about the geology and geography of Mt. Fuji.

Then I will talk a little about its changing appearance.

After that I will talk about what it means to the Japanese people.

Finally, I would like to give you some tips about visiting there.

Geology and Geography

- an active volcano?
- where is it?

Mount Fuji, as everyone knows, is an active volcano.

Scientists say that it formed over 100, 000 years ago.

It last erupted in December of 1707.

Mt. Fuji is visible from Tokyo.

It borders two prefectures; Shizuoka and Yamanashi.

There are also 5 lakes and 3 small cities surrounding it.

These cities are popular tourist areas.

*1 http://en.wikipedia.org/wiki/Mount_Fuji

Changing appearance

- location, location, location
- to appreciate its beauty
- <http://live-fuji.jp>

Fuji's location and its shape contribute to its changing look.

The warm wet winds come off the sea and climb the mountain.

This creates many kinds of clouds.

These clouds and alter Fuji's appearance on a daily basis. *2

To fully appreciate the beauty Mt. Fuji you should take a minute to gaze on it every day.

This might be difficult unless you live near it.

If you have an internet connection, please try 'http://live-fuji.jp'.

*2 http://en.wikipedia.org/wiki/Mount_Fuji

What this mountain means

- mother of all Japanese
- a sacred mountain
- women and the mountain
- a symbol of ...

This mountain has been described as the mother of all Japanese.

Its everlasting beauty is the heart of Japan.

It is to some people a sacred mountain.

Women were not allowed to climb it until the Meiji era. *3

This mountain symbolizes the strength and timelessness of Japan.

*3 http://en.wikipedia.org/wiki/Mount_Fuji

Travel Tips

- they come from all over
 - from Japan
 - from the world
- climbing Mt. Fuji
 - tips

Once sacred and now a popular climbing spot; Mt. Fuji draws people from everywhere.

In Japan people have dreamed climbing it once in their lifetime.

Many visitors to Japan also want to climb it.

Are you interested in climbing this mountain?

If yes, the best time is between July 1st and August 27th.

At this time there are manned stations where you can stop to rest.

Please remember to be considerate and don't litter.

Remember this is a sacred place.

Conclusion

- Mt. Fuji's geology, geography, appearance
- what it means to the Japanese
- a suggestion

Today I have said a little about Japan's most famous mountain.

Its geology, geography, appearance and what it means to the Japanese.

I hope that you can see it for yourself someday.

If not; try the internet or check out the prints of Katsuhiko Hokusai.

His 36 Views of Mt. Fuji are very beautiful.

4-2-4 Inuyama

ス
ラ
イ
ド
1

Inuyama Castle

Hello everyone, my name is Gary.

I am a junior student at N.F.U.

Today, I am going to talk about Inuyama Castle.

The keywords of my presentation are - a small treasure.

When North Americas think of old Japan, they think of samurai, temples and tea houses.

Not many people would say castles.

Castles are a very European idea for most people.

They think of the large solid buildings of England.

Or they might think of the fairytale castles of Germany.

I tell them that Japan has a history of castle building.

Then I tell them about my favourite castle.

It is only a few hours ride from Mihama.

ス
ラ
イ
ド
2

Presentation outline

- history of castle building in Japan
- famous Japanese castles
- Inuyama castle
- suggestions

I will give you an outline about my presentation.

Firstly, I will tell you about the history of castle building in Japan.

Then I will talk about some famous castles in Japan.

After that, I talk about my favourite castle in Inuyama city.

Lastly, I want to suggest a great way to appreciate this castle.

History of castle building in Japan

- Momoyama period
- daimyo Nobunaga's Azuchi
- a change in the purpose
- from fortress to beautiful architecture

The archetypical Japanese castle developed in the Momoyama period.*1

It was daimyo Nobunaga's Azuchi castle that changed the way castles were used.

This castle was a fortress but also a centre for political, cultural and economic purposes.

The look of castles shifted from crude fortresses to beautiful works of architecture.

*2

*1

http://en.wikipedia.org/wiki/Azuchi%E2%80%9393Momoyama_period

*2 http://en.wikipedia.org/wiki/Azuchi_Castle

A famous Japanese castle

- Himeji castle
- - UNESCO World Heritage Site
- - main features of Japanese castles
- - most visited castle in Japan
- Inuyama castle

One of the most famous castles in Japan is Himeji castle.

Himeji castle is a UNESCO World Heritage Site.

It is not only functional but also beautiful.

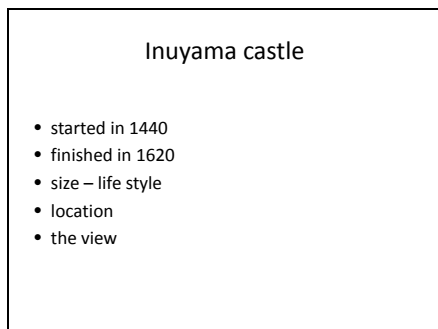
It is moving to look at.

At Himeji castle we can see many of the main features of a Japanese castle.

These include the large stone base, white walls and the layout of the buildings.

This truly is a magnificent construction.

That is why it is the most visited castle in Japan



today. *3

To see the oldest original castle in Japan, than look no further than Inuyama. *4

*3 http://en.wikipedia.org/wiki/Himeji_castle

*4

http://en.wikipedia.org/wiki/Inuyama_castle

The original building of this castle is said to have started in 1440.

It wasn't until 1620 that it was finished.*5

The castle itself is relatively small.

But it will give you a very good idea of the lifestyle of the rulers and their samurai.

I think the best thing about this castle is its location.

It sits on a hill overlooking the Kiso River.

The city of Inuyama is stretching out behind it.

The walkway around the top floor of the donjon affords one an amazing view.

Suggestions
<ul style="list-style-type: none">• after the tour• lunch by the river• spring time• why spring?

Now let me suggest the best way to appreciate this castle.

Once your tour is done, I suggest picking up a boxed lunch and heading for the river.

Did I mention that you should do this in the spring?

This season is by far the best time to go.

Why?

Because the Kiso River and the castle hill is lined with cherry trees!

The beauty of all these things is an amazing sight.

Conclusion
<ul style="list-style-type: none">• Japanese castles• Inuyama castle• suggestions

Today, I have said a little about Japanese castles in general.

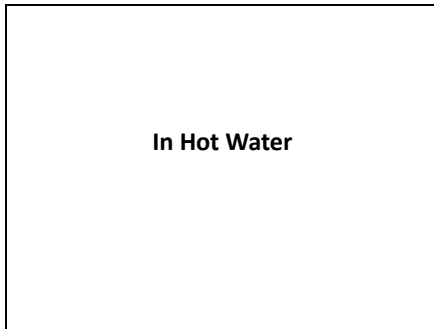
Also I talked about and about my favourite castle in Inuyama.

I strongly urge you to go and see Inuyama castle for yourself in the spring.

It is well worth the trip.

4-2-5 Hot Water

ス
ラ
イ
ド
1



Hello everyone, my name is Gary.

I am a junior student at N.F.U.

Today, I am going to talk about hot spring
baths in Japan.

The keywords of my presentation are - in hot
water.

Throughout the world people enjoy bathing in
hot springs.

I visited Vancouver, Canada's famous Harrison
Hot Springs.

I was very surprised by one difference in how
people use hot springs in Canada.

I will tell you about that later.

For Japanese people taking a hot spring bath is
more than just an opportunity to get clean.

It is a chance to indulge all your senses.

ス
ラ
イ
ド
2

Presentation outline

- Harrison hot springs
- why so many hot springs in Japan
- 2 kinds of hot springs
- suggestions on how to best enjoy a bath

Now, let me give you a preview of my presentation.

Firstly, I would like to talk a little about Harrison hot springs in Canada.

Then, I will talk about why there are so many hot springs in Japan.

After that, I tell you about two different kinds of hot springs that are popular here.

Finally, I will make some suggestions for how you can best enjoy your visit to a hot spring.

ス
ラ
イ
ド
3

Harrison Hot Springs

- near Vancouver, Canada
- active volcanoes
- beautiful location
- native peoples and the springs
- the waters
- a bathing tip

Harrison Hot Springs is located about a 2-hour drive from Vancouver.

The area doesn't have any active volcanoes but it did in the past.

The hot springs sit on the shores of Harrison Lake surrounded by mountains.

These springs were first discovered by the local native peoples.

They considered them to be healing places.

The hot spring waters contain 8 different minerals in very high concentrations.

But please remember your bathing suit if you go!

Canadians are very shy!

They don't bathe publicly in the nude.

*1

<http://www.britishcolumbia.com/regions/towns/?townID=3359>

ス
ラ
イ
ド

4

Hot springs in Japan

- Why so many?
- more than 3000
- 10% of world's active volcanoes
- volcanoes = hot springs

Now let me give you a little background on why Japan has so many hot springs.

Japan in fact has more than 3,000 hot springs and more are added every year.

The reason there are so many hot springs is that Japan is a highly volcanic area.

In fact Japan contains nearly 10% of the world's active volcanoes.

And where you have volcanoes you also have hot spring waters.

*2

<http://www.asianinfo.org/asianinfo/japan/geography.htm>

Two kinds of hot springs

- indoors – hotels and resorts
- outdoors – the best kind
- waters and nature
- no hectic world
- beauty surrounds you
- soak away your stress

Let me tell you about two basic kinds of hot springs.

There are the indoor variety and the outdoor variety.

The indoor variety is just as they sound, indoors.

You can find these at many hotels and resorts.

But the outdoor variety is best.

They let you enjoy not only the waters but also commune with nature.

These bathes are often in places far from the hectic modern world.

They are surrounded by beautiful natural settings and wildlife.

They let you soak away the stresses of your daily life.

Suggestions
<ul style="list-style-type: none"> • stimulate the 5 senses • the outdoors stimulates sight, hearing and smell • hot waters stimulate touch • what about taste? – rice wine and delicacies

Lastly, please take these tips into consideration for your next trip to a hot spring.

To really enjoy an outdoor bath, you need to stimulate all your senses.

Outdoors, the beauty around you will stimulate your sight, hearing and smell.

The hot waters will stimulate your sense of touch.

But to make the experience complete, you also need to stimulate your sense of taste.

For this I recommend some Japanese drinks and foods.

Nothing helps you relax better than some rice wine and local delicacies.

Conclusion
<ul style="list-style-type: none"> • Harrison hot springs • why so many hot springs in Japan • 2 kinds of hot springs • some pointers to maximize your experience

Today I have given a talk on hot springs. I told you a little about Harrison hot springs in Vancouver.

Then I talked about why there are so many hot springs in Japan.

After that I went on to tell you about 2 different kinds of hot springs.

Lastly, I gave you some pointers on enjoying hot springs to the fullest.

I hope you will try this soon.

4-3 Sample Sentences For English Thesis

There has been a lot of discussion about the increase in the number of suicides in recent years in Japan.

There has been a lot of discussion about computer utilization in the field of education.

There has been a lot of discussion of how to improve the quality of lessons.

Over the past few years, many teachers have shown an interest in the quality of lessons rather than chalk and talk lessons.

Over the past few years, many researchers have shown an interest in experiential learning.

It has often been pointed out that experiential learning is the one of the most important learning environments.

It has often been pointed out that the new learning environment should be designed.

The concern over the study has risen.

The concern over the support has risen.

The concern over the overseas fieldwork has risen.

In supporting their approach, some people have claimed that we can express love by making visible actions.

In supporting their approach, we have claimed we should express love with visible actions.

Several studies have proven that ICT works well for education.

Several studies have proven that ICT is good for literary education.

Several studies have illustrated that ICT is good for literary education.

Several studies have illustrated that Japanese support works well for education.

The problem seems to lie in poverty.

The problem seems to lie in the fact that although they work more than 12 hours everyday, their income still remains low.

The problem seems to lie in the rapid development.

What seems to be lacking is love.

What seems to be lacking is the support for Japan.

The problem still remains unsettled.

The problem still remains unsolved.

There has been little study done concerning the improvement of education.

There has been little study done concerning poverty in that country.

It is important that how these conditions can be made to improve a economic reform is discussed.

It is important that how these conditions can be made to reform education is discussed.

In order to improve the situation in that country, it is important to support the government.

The main objective of this paper is to seek a way for how our support could be described.

The main objective of this paper is to find the solution for how we could develop the skills.

The main objective of this thesis is to clarify how we could succeed in the event.

This paper was undertaken in order to clarify how we could succeed in the event.

The first factor to be considered is students' motivation to learn language.

The first factor to be considered is motivation on the part of the student.

The first factor to be considered is teachers' attitudes toward the classroom lesson.

The first factor to be considered is students' images toward developing countries.

Our group can be classified into two groups according to their interest.

Our group can be classified into three groups according to the results of the placement test.

The evaluation can be classified into three groups according to the criteria.

In comparison with the data, ours is richer than that one.

In comparison with the data, ours is bigger than that one.

In comparison with the data, ours is more sophisticated than that one.

In contrast to the data, ours is richer than that one.

In contrast to the data, ours is bigger than that one.

In contrast to the data, ours is more sophisticated than that one.

Similarly, the results of the questionnaire agrees with the one we did before.

Similarly, the results of the questionnaire agrees with the one acquired by the students.

Similarly, the results of the questionnaire agrees with the one in America.

One example of the most serious problems found in that country is that children involved in labor are often denied access to education.

One example of the most serious problems found in that country is that children are deprived of their opportunities to better their health.

One example of the most serious problems is that children have to work for their lives.

The main cause of the children keeping themselves away from education is poverty.

The main cause of the children keeping themselves away from education is a bad social environment along with the destruction of the natural environment. .

The drastic reduction of the learning contents has resulted in the deterioration of academic levels.

The drastic reduction of learning contents has resulted in the poor quality of education.

The drastic reduction of learning contents has resulted in the decreasing of the academic levels.

The drastic reduction of the learning contents turned out to be caused by the deterioration of the academic levels.

The drastic reduction of learning contents turned out to be caused by poor education.

According to the study done by NFU students, many foreign students face the situation where they hesitate to go to the hospital due to their poor Japanese.

According to the study done by NFU students, many students face the situation where they hesitate to go abroad due to their poor English.

NFU students agree with Taiwanese students in that English is crucial for their future.

NFU students agree with Taiwanese students in that English is needed for their

future.

NFU students agree with Taiwanese students in that English is the basic communication language for the collaborative project.

NFU students disagree with American students in the belief that the Japanese government should follow the US government.

NFU students disagree with American students in the belief that the Atomic bomb solved world War II.

NFU students oppose American students in the belief that the Japanese government should follow the US government.

NFU students oppose American students in the belief that the Atomic bomb has solved the world War II.

It should be noted that the rapid change in educational reform caused the problem.

It should be noted that the drastic change in educational reform caused the problem.

It should be noted that the drastic change in educational reform caused some problems among teachers.

What is to be noted is that the rapid change in education reform causes the problem.

What is to be noted is that the drastic change in education reform causes the problem.

What is to be noted is that the drastic change in education reform causes some problems among teachers.

It is possible that the recent rise in the value of the Yen would trigger recessions in the Japanese economy.

It is possible that the recent rise in the value of the Yen would lead the Japanese economy to inflation.

It can be said that the recent rise in the value of the Yen would trigger recessions in the Japanese economy.

It can be said that the recent rise in the value of the Yen would lead the Japanese economy to an inflation.

Reviewing some of the studies, It can be presumed that there is a close relation between income and outgo.

Reviewing some of the studies, It can be presumed that there is a close relation between age and health.

Japan reflects Cambodia in that Japan has been a supportive country for over a decade.
Japan reflects Cambodia in that Japan has been helping to develop the educational System.

Japan reflects Cambodia in that Japan has been hosting events related to cross cultural understanding.

In considering that situation, it is suggested that for Japan to become a more sophisticated country, more efforts are needed.

In considering that situation, it is suggested that for Japan to become a more sophisticated country, more discussions are needed.

In considering that situation, it is suggested that for students to become good English speakers, more patience is needed.

To summarize our discussion, language can be defined as a system of communication.

To summarize our discussion, welfare can be defined as a system of happy lives.

To summarize our discussion, nature can be defined as a system of global history.

The result indicates that we did our best.

The result indicates that the event was successful.

The result indicates that the event was a memorable one.

As far as their request was concerned, we could improve the program.

As far as your suggestion was concerned, we could improve the program.

As far as their suggestions were concerned, we could improve the program.

From their point of view, we could improve the program.

From your point of view, we could improve the program.

In terms of their suggestions, we could improve the program.

In terms of their requests, we could improve the program.

NFU students agree with Taiwanese students in that English is crucial for their future.
NFU students agree with Taiwanese students in that English is needed for their future.
NFU students agree with Taiwanese students in that English is the basic communication language for the collaborative project.

NFU students disagree with American students in the belief that the Japanese government should follow the US government.

NFU students disagree with American students in the belief that the Atomic bomb helped end World War II.

NFU students oppose American students in the belief that the Japanese government should follow the US government.

NFU students oppose American students in the belief that the Atomic bomb helped end World War II.

It should be noted that the rapid change in educational reform caused the problem.

It should be noted that the drastic change in educational reform caused the problem.

It should be noted that the drastic change in educational reform caused some problems among teachers.

.

What is to be noted is that the rapid change in educational reform caused the problem.

What is to be noted is that the drastic change in educational reform caused the problem.

What is to be noted is that the drastic change in educational reform caused some problems among teachers.

It is possible that the recent rise in the value of the Yen could trigger a recession in the Japanese economy.

It is possible that the recent rise in the value of the Yen could lead the Japanese economy into a period of high inflation.

It can be said that the recent rise in the value of the Yen could trigger a recession in the Japanese economy.

It can be said that the recent rise in the value of the Yen could lead the Japanese economy into a period of high inflation.

Reviewing some of the studies, it can be presumed that there is a close relation between income and expenditures.

Reviewing some of the studies, it can be presumed that there is a close relation between

age and health.

Japan reflects Cambodia in that Japan has been a supportive country for over a decade.
Japan reflects Cambodia in that Japan has been helping to develop the educational System in that country.

Japan reflects Cambodia in that Japan has been hosting an event related to cross cultural understanding.

.

In considering that situation, it is suggested that for Japan to become a more sophisticated country, more effort is needed.

In considering that situation, it is suggested that for Japan to become a more sophisticated country, more discussions are needed.

In considering that situation, it is suggested that for students to become good English speakers, more patience is needed.

To summarize our discussion, language can be defined as a system of communication.

To summarize our discussion, welfare can be defined as a system of happy lives.

To summarize our discussion, nature can be defined as a system of global history.

The result indicates that we did our best.

The result indicates that the event was successful.

The result indicates that the event was a memorable one.

As far as their request was concerned, we could improve the program.

As far as your suggestion was concerned, we could improve the program.

As far as their suggestions were concerned, we could improve the program.

From their point of view, we could improve the program.

From your point of view, we could improve the program.

In terms of their suggestions, we could improve the program.

In terms of their requests, we could improve the program.

This table shows the statistical data regarding the educational reform.

This table shows the statistical data regarding the high rise of the Yen.

This table shows the statistical data regarding students' performances.

Taking these situations into account, the discussion turns to what can be done for them.
Taking these situations into account, we should be able to see how to best support them.
Taking these situations into account, we should be able to find a way for child labourers to go to school.

It seems natural to conclude that the success of the event depends on the committee.
It seems natural to conclude that they contribute a lot to the success of the event.
It seems natural to conclude that they made sacrifices to make the event a successful one.

.
A further study of how we can best proceed with the event should be conducted.
A further study of how we can best prepare in advance should be conducted.
A further study of how to better organize the presentations should be conducted.

5 Students Sample

5-1 The Theme of WYM2010

ス
ラ
イ
ド

1



Hello, welcome to my university.

My name Gary Kirkpatrick, a student at Nihon Fukushi University.

I played the role of MC in this W.Y.M.

By the way, do you know what the theme of the W.Y.M.2010 is? It is very important for us to work together to understand it.

The W.Y.M. is not a mere event, nor is it a presentation competition.

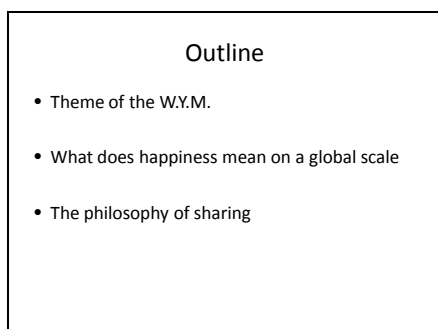
It's a unique learning environment for sharing knowledge and encouraging each other.

Today I am going to talk about the theme of the World Youth Meeting 2010.

The main objective of my presentation is to share the basic concept of the theme in W.Y.M.2010.

ス
ラ
イ
ド

2



This is my outline.

First, the theme of the W.Y.M.

Second, what does happiness mean on a global scale.

Third, the philosophy of sharing

The theme of W.Y.M. 2010

What is happiness?
- We are all connected now -

As you know, the theme of the W.Y.M. 2010 is
“What is happiness? We are all connected
now!”

For those of us who live in an international
society, what does it mean to be happy on a
global scale?

What does it mean to be happy on a
global scale?

- The world is now connected
- What can we do for "happiness"
- Our feelings of happiness is "connected to
each other"

The world is now connected in many different
ways.

What can we do for "happiness" in a world like
this? What should we do to make everyone in
the world happy?

The feeling of happiness that we get by
helping others and the feeling of happiness
that we get when we are helped by another is
always connected to someone else's
happiness.

Sharing globally

- SHARING is the shortcut to HAPPINESS!
- The W.Y.M. has pursued this path of sharing

If we could share this feeling with the world, it
could lead to international happiness.

It is sharing, that is the shortcut to happiness.

Through these past 11 years, the W.Y.M. has
pursued this path of sharing.

Human bonds that support happiness, words
of our seniors, wisdom that supports
happiness.

These are created under the collaboration with
participants of W.Y.M.

What is happiness to you? Please share it with
us.

Conclusion

- Theme of the W.Y.M.
- Our feelings of happiness is “connected to each other”
- What does the happiness mean on a global scale. → Sharing

In my closing, I would like to summarize what I have been talking about with you.

First , the theme of the W.Y.M., “What is happiness?”

Our feelings of happiness are “connected to each other”.

What does happiness mean on a global scale?
It’s sharing

That’s all.

Thank you for your kind attention.

5-2 Cambodia and NFU(2010)

ス
ラ
イ
ド
1



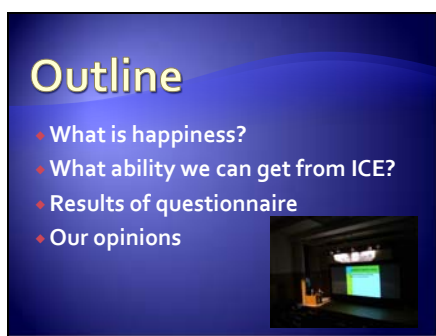
ICE?
What is ICE?
What do you think of this word?
Ice cube?
It's correct.
But we coin this word, ICE that
stands for "International
Collaborative Events"

ス
ラ
イ
ド
2



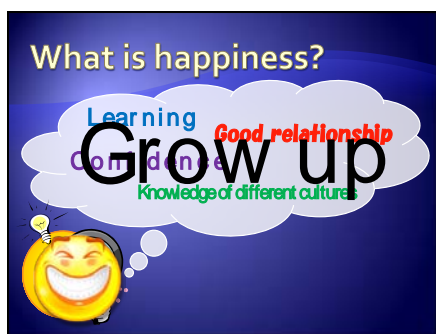
Hello, everyone.
My name is And this is ...,
....We are students of Nihon
Fukushi University.
And this is LENG
KHUNDARYNE from Royal
University of Phnom Penh.
Our presentation title is
"what's happiness from
international collaborative
events"

ス
ラ
イ
ド
3



We think that people start to find how to get happiness in their life. So we decided to give a presentation about happiness. This is an outline of our presentation. We divided our presentation into 4 parts.

ス
ラ
イ
ド
4



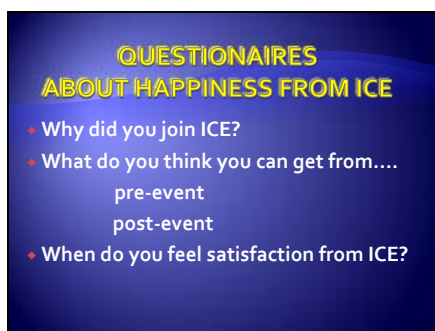
When we consider happiness, we will find its keywords; learning, relationship, confidence, and knowledge of different cultures. From these keywords, because we can take advantage of these acquired skills, we define happiness as the grow up our spirits and minds. We think of international collaborative events like WYM as one of good opportunities for our grow up.

ス
ラ
イ
ド
5



It is not ICE to dance wearing Yukata with all participants. The purpose of ICE is making a daily connection with people around the world. The daily connection consists of English communication ability and ICT use. ICT stands for Information and Communication Technologies.

ス
ラ
イ
ド
6



Generally, we expect to get a lot of skills from ICE.

We are fostered by international collaborative events.

Then we are expected to deal with increasingly important issues such as global warming and conflict resolution.

We can get the way to use ICT , knowledge design that is to be able to think from various points of view and English communication ability with all participants from ICE.

Then, we had the following questionnaires about happiness from ice for students in Japan and Cambodia. We got the answers from students took part in pre meeting 2010 and students of Royal University of Phnom Penh.

Why did you join ICE?

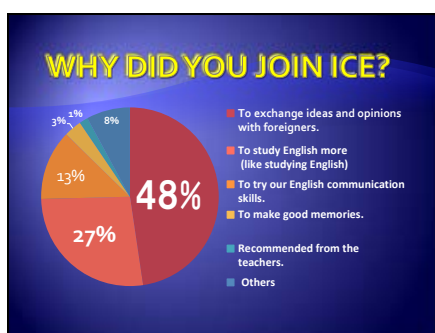
What do you think you can get from....

pre-event

post-event

When do you feel satisfaction from ICE?

ス
ラ
イ
ド
7



Please look at this pie chart. The first question is why did you join ice?

The students of 48% answered “to exchange ideas and opinions with foreigners”.

The 27% students answered “to study English more” and the 13% students answered “to try their English communication skills”.

Why do **you** join this event, today?

ス
ラ
イ
ド
8

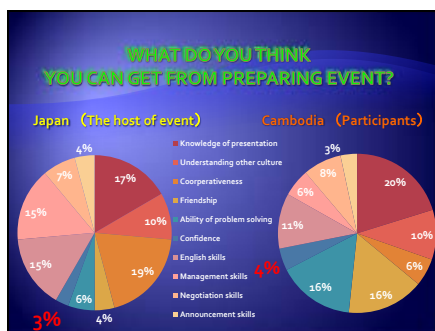


According to the result, we could find the following,
Participants want to learn good relationship, knowledge of different cultures and learning English.

They also want to try their English abilities.

So they take part in ICE.

ス
ラ
イ
ド
9

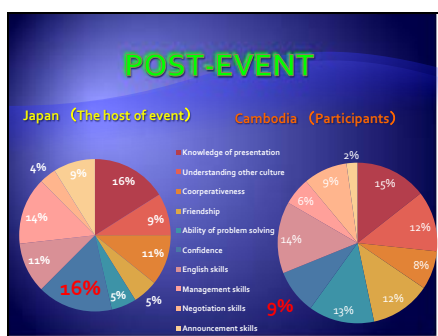


The next question is “What do you think you can get from preparing event?”

The left chart is the answer from Japanese students, and the right one is the answer from Cambodian students.

As you can see, we can get many kinds of skills during preparation.

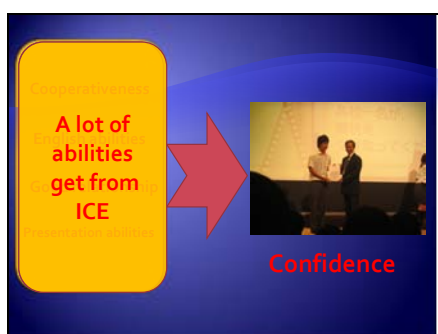
ス
ラ
イ
ド
10



This is the pie chart of post-event. We focus on confidence. In the previous chart, only 3 percent of Japanese students and 4% of Cambodian students think they got confident through preparing the event.

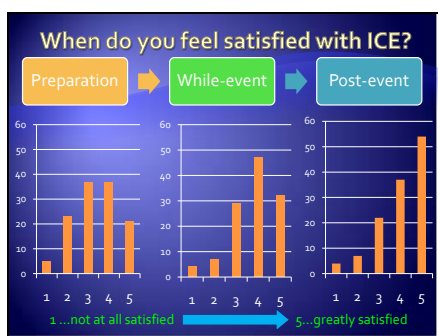
In this chart, 16% of Japanese students and 9% of Cambodian students think they got confidence. We can see the great increase of confidence from both Japanese and Cambodian charts.

ス
ラ
イ
ド
11



First result is that we can get many skills through this event. The abilities we have mentioned before, such as English communication ability, ICT use, and knowledge design are included. Another result is that “confidence” is the most increased one.

We think many kinds of skills such as presentation abilities and English communication abilities and so on, we have acquired during the preparation stage. You will feel confident with these skills through experiencing the event.



The final question is “When do you feel satisfied with ICE?”

We divided 3 parts, preparation, while-event, post-event and had a questionnaire about each part of satisfaction.

Vertical line shows number of respondents including Cambodian and Japanese.

And horizontal line, answer 1 means not at all satisfied. Answer 5 means greatly satisfied.

According to this graph, we can see there is an increase of satisfaction with experiencing each part.

Take a look at preparation graph, a lot of respondents answered No.3. There are two reasons.

Some students say that they didn’t know what the event was like.

Some of them were too busy to feel satisfaction and the sense of fulfillment.

In while-event graph, the most of respondents answered No.4.

.

In post-event , the most respondents answered No.5.

Some students answered they surely get great confidence.

Some say they realized that their abilities they have got will be helpful from now on.

ス
ラ
イ
ド
13



Many participants felt satisfaction after the event. But we want all participants to feel not only satisfaction but also grow up their spirits and minds.

For example, the host of the event overcomes the conflicts involving the participants with its great leadership for preparing the event.

And the participants cooperate with overseas friends, deepening friendship with other students in the event.

ス
ラ
イ
ド
14



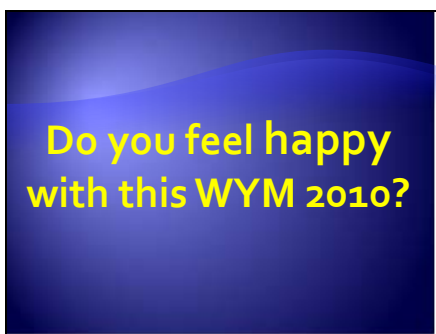
In our opinion, both hosts and participants make efforts for the same goal and success of the event.

From those efforts, all of us would get many things such as confidence, a lot of skills, good relationship and knowledge of different cultures. And those make us grow up our spirits and minds. ICE provides us with a lot of experiences including conflicts or struggles.

The experiences lead to our grow up

“What’s happiness from international collaborative events?” It is grow up.

ス
ラ
イ
ド
15



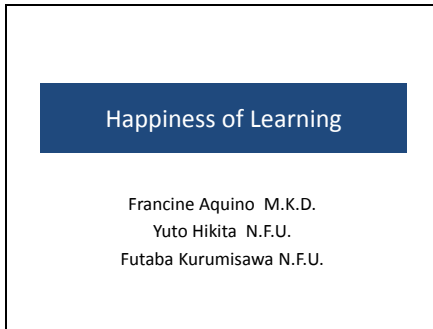
Now, we have a question to you all.
Do you feel happy with this WYM
2010?

ス
ラ
イ
ド
16



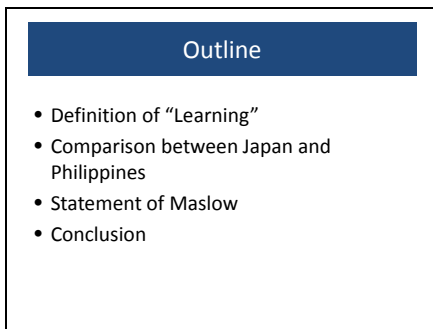
5-2 MKD and NFU

ス
ラ
イ
ド
1



Hello everyone.
This is Aquino from Mindanao Kokusai Daigaku.
And I'm Yuto, this is Futaba, we're students
from Nihon Fukushi University.
Our presentation title is the "Happiness of
learning".

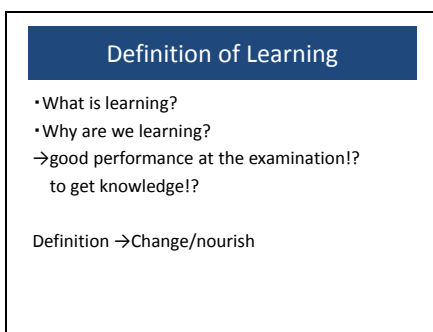
ス
ラ
イ
ド
2



This is the outline of our presentation.

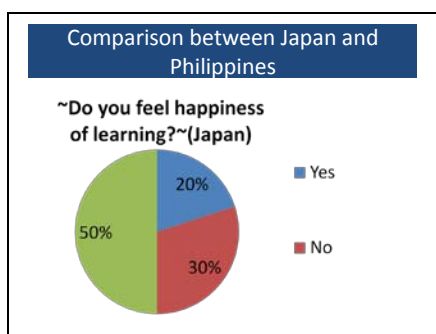
1. Our Definition of Learning
2. The Happiness of Learning a comparison
between Japan and the Philippines
3. Statement of Maslow
4. Our conclusion

ス
ラ
イ
ド
3



What is learning to you?
Why are you learning?
Is this learning only to get a good performance
on an examination or in order to get
knowledge?
We would like to compare learning between
Japan and the Philippines.

ス
ラ
イ
ド
4



How do Japanese students feel about learning?
Please look at this pie chart.

This shows the results of a questionnaire.

The question is "Do you feel happiness by learning?"

20percent of the students said yes.

30percent of the students said no.

And 50percent of the students said neither.

From this result, it seems that Japanese students don't feel any clear happiness about learning.

There are few students who feel that learning is happiness in Japan.

Some students said they feel pain to learn.

ス
ラ
イ
ド
5



On the other hand, how about the Philippine?
(Isa speaking)

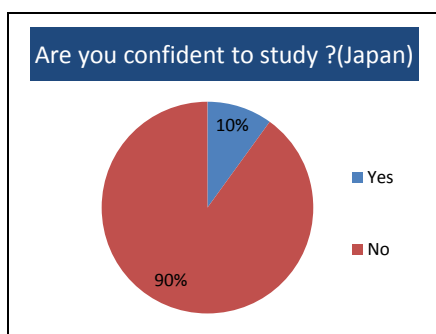
This survey was conducted at the Mindanao Kokusai Daigaku and the respondents were the students.

This first chart illustrates the number of students who feel they have accomplished something while studying at school.

Out of the 34 students we have surveyed, 88% answered yes and only 3% said no. The other 9% said they were unsure if they have accomplished something..

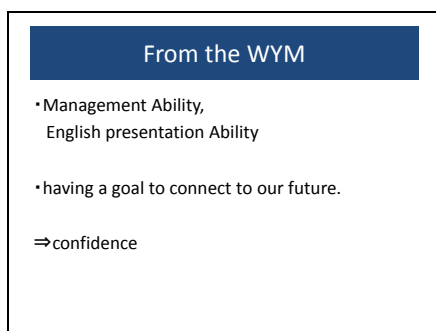
As you can see, most Filipino students feel they have accomplished something worthwhile while studying at school.

ス
ラ
イ
ド
6



We asked another question to Japanese students.
The question is “Are you confident in yourself?”
10percent of the students answered yes and 90percent, no.
Most of the Japanese students are not sure of themselves.

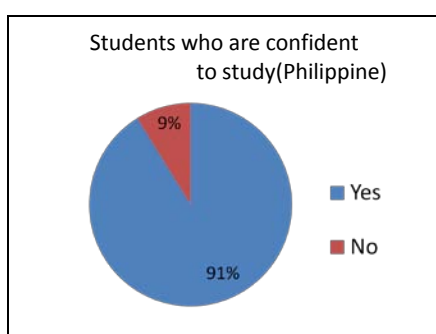
ス
ラ
イ
ド
7



However we, students of International Welfare Development are learning a lot of things through the WYM. For example, Management Ability, Cooperation of labor Ability and English presentation Ability.
We study having a goal to connect to our future, so we can feel a change in ourselves.
Learning with a purpose is connected to getting confidence.

In general, Japanese students don't feel happiness from learning so they can't feel sure of themselves.

ス
ラ
イ
ド
8



This next chart illustrates the number of students who have the confidence in themselves to study.
From the 34 students we surveyed, 91% answered they are confident and only 9% answered they were not.
So from the given figures, we can say that most of the Filipino students are very confident to study or learn.
As you have seen, both charts reveal positive results. This is most likely because of the Filipinos have the characteristic or attitude of being naturally optimistic. This means even

though Filipinos are bombarded with hardships and problems in life, they still look at the brighter side of things and move on. This attitude is called “bahala na” or in English this means “whatever will be, will be”. This attitude can be rooted in the culture and religion in the Philippines. Because Filipinos trust in God so much they tend to leave all their problems, sorrows, hardships they encounter to God.

ス
ラ
イ
ド

Filipino Attitude

- Naturally OPTIMISTIC
- Optimistic Baharana??
– Whatever will be, will be--

9
/
1
0

Why are Filipinos Optimistic?

- “Bahala na”
– “Whatever will be, will be”
– 「なるようになるさ」


Filipinos — Problems — God

ス
ラ
イ
ド

Nihongo Radio Station

- Promote Japanese language education
- Increase Japanese language learners in the Philippines
- Learning environment expanded

Enjoy! Sample



1
1

MKD Nihongo Radio Station is the very first Japanese-oriented FM radio station in the Philippines

I worked there for 3 months. From April to June last summer.

The reason I applied as a DJ was to have new experience and to practice my Japanese.

Being a DJ further built my confidence in myself and improved my Japanese.

Reason for Becoming a DJ

- New experience and practice Japanese
- Builds confidence and improve Japanese



Reasons Why I Study Japanese

- Understand Anime and Manga
- New opportunities and experience
- Have a good job
- Support family

There are a lot of reasons why I studied Japanese.

These are some of them.

First, because I am a big fan of anime and manga

Second, to open my doors to bigger opportunities and new experience

And lastly, to have a good job in the future.

So far, I have already accomplished 2 out of my three reasons.

These three reasons are now my goals to study harder and always do my best.

Learn from Isa

- High motivation
- Go overseas
- future

By hearing about that from her, I came to understand that Philippine students are highly motivated to study.

Last February, I went to the Philippines to study and I was surprised by the Philippine students' strong ambition to learn.

Why are their motivations so high?

One reason is that their parents go overseas to earn school expenses for their children.

Another reason is that learning is connected to their life in the future.

The study in university can be used in their

occupation and relates to their pay rates.
For these reason, they study hard.

ス
ラ
イ
ド

1
5

Maslow	
• First :	Food and Clothes
• second:	security
• Third:	to be loved
• Fourth:	to be respected
• The Final:	to contribute to society

These things are desired. For example, I want to learn for someone's happiness or to use my knowledge in the future.

Maslow, the psychologist in America, made a point that people have steps of desire.

There is a desire for self actualization in Maslow's theory.

It includes the desire that people want to grow or to achieve their goals and to be helpful for someone.

Now I am studying English because I have a desire that I want to support a person who would like to go abroad.

It is difficult for me to speak English, and it takes a lot of time to master English.

However I have a clear goal in the future so learning is not a pain but it is happiness.

ス
ラ
イ
ド

1
6

Conclusion

- Good example
⇒ WYM, Philippine Students
- Learn=Change/Nourish⇒Happiness
- Learning is fun; Everyday is an opportunity to learn
- No pain no gain

Cho arigato!
Thank you for
kind attention!!!

We have to learn something from the WYM and the Philippines.

We found that learning is changing and growing of ourselves.

Learning by ourselves is connected to our future and occupation very deeply, and we can grow up in the learning process.

It will become happiness by finding and understanding that.

But to change is needed brave and to be it takes a lot of time..

After our effort, we can find happiness.

We think it is important to keep making an effort till we become able to feel our changing don't you think so too?

We decided our clear goals so that we can change, and we can do it.

After that our purpose will become our confidence and happiness.

Keeping this insight while studying is needed.

Goals encourage you and enrich your student lives. No pain, no gain.

Thank you for kind attention.

5-3 The Philippines and NFU 2010

Hello , everyone.

I'll introduce our presentation members.

This is Karmelle from the University of the Phillipines.

And we are Minsu, Risa, and Shunsuke, students of NFU.

Our theme is "The exclusive power /meals bring to us /= Happiness"

This is the outline of our presentation.

The WYM 2010 theme is /"What does the word "Happiness" mean to you ? "

By the way, have you ever thought/ what happiness means to you?

We thought about happiness/ that is closest to us, the mood while you are eating with someone.

With this/ you may feel empathy for/ and think about/ our idea of happiness..

When we hear the word "meal", most of us tend to think/ only of eating itself.

But if we think of the mood while eating with someone, we believe/ that there is more to it, that is, the sense of connectedness/ that meals bring to us.

It is happiness everyone feels, isn't it?

Let us tell you/ what we can feel/ while eating with someone.

I became a university student.

When I felt worried about my school life, I returned to my parents' home.

Then I felt happy that I could eat meals for the first time in a long time with my family.

The mood while eating with my family made me appreciate my happiness with them. I didn't feel comforted.

Eating with `barkada` is common in the Philippines. Barkada is the group of closest friends or the group of shitashi tomodachi. . Eating with barkada brings happiness because together we can enjoy usual street foods in the Philippines. In my experience, my barkada and I went on a food-trip trying all kinds of foods. Sometimes we tried Korean food, Japanese food or Indian food. This makes an atmosphere of oneness between us because of our common interest and oneness with other countries because we have tried their food and we also taste its pleasantness or yumminess.

When we moved out of our parents' home, we started living on our own.

And , although the way of having meals differs from person to person , most often, we

have fewer chances to eat with people/ and meals become less enjoyable.
So, we would like you to briefly experience this/ through your imagination.
First, imagine/ that you're going to eat a meal alone.
How does this feel to you?
Can you hear a conversation? Can you hear laughing?

Then again, imagine/ that you're going to eat a meal/ with someone close to you.
How do you feel ? Is what you feel different/ compared with what you felt from the image before?

We will ask you a question.
Which do you enjoy or like better, eating meals alone or eating with people close to you?
You like eating with people close to you better, don't you?
To find out how much people share the same feeling, we took a survey to find out how people eat and how they feel about eating.

We would now like to talk about the results of this questionnaire.
Please look at this pie chart
We asked students and staff here at N.F.U. and students of the Philippines
First : Do you feel happy/ when you eat with someone?
These are the results.
Yes : 99%
The reasons given were/ "I can talk to someone"/ and "I can enjoy the conversation"

Second: What is a meal for you?
On the left side is the Japanese graph and on the right side is the Philippines graph.
The answer most people gave was/ "to enjoy talking with and getting closer with people" and "to relax and feel refreshed".
In this way, you noticed/ that a meal is not only for enjoying the taste of the meal. What is just as important/ is the opportunity for communication/ from person to person.
Through this survey, we also found out that most people want to enjoy an amusing conversation while having a meal.

.
But now, in Japan there is a growing social problem in that more and more people are eating alone.
In modern society people hope to eat with others but they can't make enough time.

In the Philippines communication with family has begun to disappear because of the influence of media.

With the spread of television and particularly the influence of media in the Philippines, eating together with family may not always happen. Indeed, communication has slowly disappeared.

But the Philippines has always been described with close family ties. I have lived in a dormitory my entire college life. So when I return to my parent's home, I cook for them. I believe that they feel my happiness of seeing them again whenever they taste the food I have prepared for them.

According to Minsu, people are promising to eat with family at least once a week, in South Korea.

In this way, eating alone has become a big problem throughout the world.

The feeling of happiness when we eat with others is given to us.

So, don't forget the feeling of happiness and fun we can get through eating with others.

We are sure it makes you feel appreciation for meals again.

You can make a new encounter when you eat with and get closer to people.

Have you talked with your family recently?

Have you eaten with others recently?

"I want to eat together with my family for the first time in a long time!!"

This will make strong family bonds.

"Let's eat together!!"

Eating with family, friends and someone special etc, will make a chance for you to deepen a friendship.

Can you imagine all the connections made through meals?

Meals are not really special, but they make your every day happy.

Even if you don't think you know what happiness is, you will feel happy from the meals.

It is a simple happiness but it can give us an exclusively strong power toward happiness.

When you eat with others, say "it's good!! We are happy, aren't we?"

And everyone will be happy!!!=)))

6 英語プレゼンテーション for Students —必ず使う基本表現—

1 自己紹介 self-introduction

みなさんこんにちは、私の名前は Kageto です。私は国際交流を担当しています。

Hello, everyone. My name is Kageto. I am in charge of international collaborative affairs.

みなさんこんにちは、私の名前は Yoshida です。私は英語教育を担当しています。

Hello, everyone. My name is Yoshida. I am in charge of English-language education.

みなさんこんにちは、私の名前は Ohkubo です。私はマーケティングを担当しています。

Hello, everyone. My name is Ohkubo. I am in charge of marketing research.

みなさんこんにちは、私の名前は Sato です。私はシステムを担当しています。

Hello, everyone. My name is Sato. I am in charge of information systems.

2 自己紹介 self-introduction

私は日本福祉大学の 2 年生です。国際福祉開発学部で、英語コミュニケーションを専攻しています。

I am a second-year student [sophomore] at Nihon Fukushi University. I am in [belong to] the faculty of International Welfare Development and I specialize in English communication. [OR My major is English communication.]

私は日本福祉大学の 2 年生です。福祉は英語では Welfare の意味です。大学の学問は welfare をキーワードにしています。

I am a second-year student here at Nihon Fukushi University. Fukushi means “Welfare” in English. The key word of learning is welfare.

私は関西大学の 2 年生です。外国語学部で英語コミュニケーションを専攻しています。

I am a second-year student [OR sophomore] at Kansai University. I am in [OR belong to] the faculty of Foreign Language Studies and I specialize in English communication. [OR My major is English communication.]

私は関西大学の 2 年生です。関西は日本のエリアを表現しています。

I am a second-year student [OR sophomore] at Kansai University. Kansai means the western area [region] of Japan.

3 概要の説明 explanation of an outline

私たちはプレゼンテーションを3つに分けます。最初は英語の必要性、2つめは英語の教材、3つ目は英語で広がる世界です。

We would like to talk about [OR present] three things [OR points]. Firstly, the need for English; secondly, English teaching materials; thirdly, developing our potential through English.

私たちはプレゼンテーションを3つに分けます。最初は小学校、次は中学校、最後に高校です。

We would like to [talk about] present three things [OR points]. First of all, an elementary school; next, a junior high school; and finally, a senior high school.

私たちはプレゼンテーションを3つに分けます。まず、構成、次にファイル(?), 最後に話し方です。

We would like to talk about [OR present] three things [OR points]. Number one, an outline; number two, files (?); number three, delivery.

私たちはプレゼンテーションを3つに分けます。明治時代、昭和時代まで、そして平成です。

We would like to [talk about] present three things [OR points]. To begin with, the Meiji Period [OR Era]; in the second place, the Showa Period [OR Era]; later on, the Heisei Period [OR Era].

4 アウトライン an outline

これが私たちのプレゼンテーションアウトラインです。最初は英語の必要性、2つめは英語の教材、3つ目は英語が広げる世界です。

This is a brief outline of our presentation. Firstly, the need for English; secondly, English teaching materials; thirdly, to develop our potential through English.

これが私たちのプレゼンテーションアウトラインです。最初は小学校、次は中学校、最後に高校です。

This is a brief outline of our presentation. First of all, an elementary school; next, a junior high school; and finally, a senior high school.

これが私たちのプレゼンテーションアウトラインです。まず、構成、次にファイル、最後に話し方です。

This is a brief outline of our presentation. Number one, an outline; number two, files (?); number three, delivery.

これが私たちのプレゼンテーションアウトラインです。明治時代、昭和時代まで、そして平成です。

This is a brief outline of our presentation. To begin with, the Meiji Period [OR Era]; in the second place, the Showa Period [OR Era]; later on, the Heisei Period [Era].

5 トランジション transitions

まず最初に我々の大学生活について話したいと思います。

First of all, let me talk about our college life.

まず最初に我々の英語教育について話したいとおもいます。

First of all, let me talk about our English education.

まず最初に、我々のネットワーク環境について話したいと思います。

First of all, let me talk about our network environment.

まず最初に、我々のアルバイトについて話したいと思います。

First of all, let me talk about our part-time jobs.

6 トランジション 2 transitions 2

これまで、大学生活について話してきたので、次に英語教育について話したいと思います。

Up to here, we have spoken about our college life. Now let me move on to English education.

これまで、学生数について話してきたので、アンケート結果について話したいと思います。

Up to here, we have spoken about the number of students. Now let me move on to the results of the questionnaire.

これまで、必要性について話して来たので、次に具体的な例について話したいと思います。

Up to here, we have spoken about needs. Now let me move on to specific examples.

これまで、学生の生活について話してきたので、次に学費について話したいと思います。

Up to here, we have spoken about our college life. Now let me move on to school fees.

7 トランジション 3 transitions 3

次のトピックに移りましょう。

Now, I'd like to move on to the next topic.

次の図に移りましょう。

Now, I'd like to move on to the next chart.

次の表に移りましょう。

Now, I'd like to move on to the next table.

次の課題に移りましょう。

Now, I'd like to move on to the next subject [theme].

8 図の説明、問題提起 The explanation of charts; Raising questions

この円グラフを見てください。アンケートへの回答結果を示しています。

Please look at this pie chart. This shows the results of the questionnaire.

この表を見てください。アンケートへの回答結果を表しています。

Please look at this pie chart. This shows the results of the questionnaire.

この棒グラフを見てください。アンケートの男女別参加人数を表しています。

Please look at this column/bar (縦/横) graph. This shows the number of respondents to the questionnaire by gender.

この折れ線グラフを見てください。アンケートの回答者の推移をあわしています。

Please pay attention to this line graph. This shows the change of the number of respondents to the questionnaire.

9 アンケート a questionnaire

英語コミュニケーションに興味がありますかの質問に、55 パーセントの人がとても興味があるといっています。

According to the results of the questionnaire, 55% of the people are very interested in English communication.

英語コミュニケーションに興味がありますかの質問に、20 パーセントの人が興味があるといっています。

According to the results of the questionnaire, 20% of the people are fairly interested in English communication.

英語コミュニケーションに興味がありますかの質問に、25 パーセントの人があまり興味がないといっています。

According to the results of the questionnaire, 25% of the people are hardly interested in English communication.

英語コミュニケーションに興味がありますかの質問に、5 パーセントの人が全然興味がないといっています。

According to the results of the questionnaire, 5% of the people are not interested in English communication.

10 縦軸 横軸 a vertical line [axis]; a horizontal line [axis]

縦軸は参加者をあわらし、横軸は開催月を表しています。

The vertical line shows the number of participants and the horizontal one the month it took place

縦軸は満足度をあわらし、横軸は年齢を表しています。

The vertical line shows the degree of satisfaction and the horizontal one ages.

縦軸販売台数をあわらし、横軸は販売日を表しています。

The vertical line shows sales volume and the horizontal one sales days.

縦軸は気温をあわらし、横軸は場所を表しています。

The vertical line shows temperatures and the horizontal one places.

11 予想 Judging from the graph

グラフから分かるように、参加者はどんどん増えていくでしょう。

This graph shows the number of participants will increase rapidly.

グラフから分かるように、参加校はその地域を広げるでしょう。

This graph shows the area of participating schools which will expand in wider areas.

グラフから分かるように、不参加国はどんどんへるでしょう。

This graph shows the number of participating countries will decrease rapidly.

グラフから分かるように、プレゼンテーションの質はさらに良くなるでしょう。

This graph shows that the quality of presentation will improve.

12 比較 comparison

彼らの製品と我々のものを比べると、質から見て我々のほうが勝っていることが分かるでしょう。

Compared with their products, you can see we are excellent in producing better products.

我々のプレゼンテーションと彼らのプレゼンテーションを比べると、質において勝っていることが分かるでしょう。

Compared with their presentations, you can see ours are excellent in quality. 我々の織物と彼らの織物を比べると、我々の方が生地において勝っていること

が分かるでしょう。

Compared with their textiles, you can see we have excellent fabrics.

我々の国と彼らに国において、四季があることから、服装に多様性があることが分かるでしょう。

Compared with their clothing, you can see ours are richer in variety because of the four seasons.

13 調査 a survey

政府の調査に寄ると、高齢化社会はさらに進みます。

According to a government survey, we are well on the way to an aging society
アンケート結果によると、日本は住みやすい国の一つといえる。

According to a questionnaire, Japan has some of the most livable cities in the world.

これまでの調査に寄ると、参加者と英語能力には相関があるといえる。

According to previous surveys, there is a correlation between participants and their English abilities.

最近の調査に寄ると、若者は結果を予測することが苦手なようだ。

According to a recent survey, young people seem to be no good at making an outcome prediction.

14 結果 as a result,

結果としてその数を 20 パーセント伸ばすことができました。

As a result, we could increase the number by 20 percent.

結果として我々はその数を 15 パーセントにまで減少させる事ができました。

As a result, we could reduce the number to 15 percent.

結果として毎年その数を 10 パーセントほど伸ばす事ができました。

As a result, we could increase the number by about 10 percent every year.

結果として参加者をこれから 10 年間毎年 20 パーセント伸ばせるでしょう。

As a result, we could increase the number of participants by 20 percent every year for the next 10 years.

15 考慮に入れる take into consideration the fact that

我々は反対意見もあることを考慮に入れる必要があります。

We should take into consideration the fact that there are some opposing opinions.

我々は研究継続の必要性を考慮に入れる必要があります。

We should take into consideration the fact that we need to continue the research.

我々は台風がやってくるかもしれないことを考慮に入れる必要があります。

We should take into consideration the fact that you might be hit by a typhoon in that area.

我々は通学時間が 2 時間かかることも考慮に入れる必要があります。

We should take into consideration the fact that it takes two hours to commute to school.

16 調査 **this survey is based on**

この調査は 200 人の学生に対するインタビュー調査に基づいています。

This survey is based on interviews with 200 students.

この調査は 200 人の学生に対するアンケート調査に基づいています。

This survey is based on questionnaires given to 200 students.

この調査は 50 人の学生に対する観察記録に基づいています。

This survey is based on observations on 200 students.

この調査は 300 人の主婦に対する e-mail によるアンケート調査に基づいています。

This survey is based on questionnaires sent to 300 housewives through e-mails.

17 具体例 **examples**

次の具体的な例をみてみましょう。この事例は我々の意見を裏付けます。

Let's take a look at the following concrete example. This case supports our opinion.

次の具体的な例をみてみましょう。この事例は我々の意見に反するものです。

Let's take a look at the following concrete example. This case goes against our opinion.

次の具体的な例をみてみましょう。この事例は海外のものです。

Let's take a look at the following concrete example. This case is from overseas.

次の具体的な例をみてみましょう。このような事例は多く見受けられます。

Let's take a look at the following concrete example. We can see cases like this quite a few times.

18 結論 **results**

これまで話してきた内容をまとめたいと思います。

Let me summarize the point of our presentation.

これまで話してきた最初のトピックをまとめたいと思います。

Let me summarize the first topic of our presentation.

これまで話してきた最後のトピックをまとめたいと思います。

Let me summarize the last topic of our presentation.

これまで話してきた内容をまとめ、提言をお話したいと思います。

Let me summarize the point of my presentation and make a suggestion.

19 提言 suggestions

最後に3つの提言をしたいと思います。キーワードはcollaboration competition , conflict
です。

Finally, we would like to make three suggestions. The key words are collaboration, competition, and conflict.

最後に3つの提言をしたいと思います。リサーチクエスション、調査、分析がキーワードとなります。

Finally, we would like to make three suggestions. The key words are research questions, surveys, and analysis.

最後に3つの提言をしたいと思います。我々は賛成してくれる人が増えることを期待しています。

Finally, we would like to make three suggestions. We expect more people will agree with us.

最後に3つの提言をしたいと思います。我々は環境問題が改善される事を期待しています。

Finally, we would like to make three suggestions. We expect environmental problems to be solved.

20 お礼 appreciation

これまでご静聴ありがとうございました。これで終わります。何か質問などありましたらどうぞ。

Thank you all very much for your attention. We would like to close our presentation. If you have any questions, we would be happy to answer them.
これまでご静聴ありがとうございました。これで終わります。アドバイスを歓迎します。

Thank you all very much for your attention. We would like to close our

presentation. If you have any advice for us, we would welcome it.

これまでご静聴ありがとうございました。これで終わります。コメントを歓迎します。

Thank you all very much for your attention. We would like to close our presentation. If you have any comments, we would welcome them.

これまでご静聴ありがとうございました。これで終わります。どうぞ気楽に質問してください。Thank you all very much for your attention. We would like to close our presentation. Please feel free to ask any questions you may have.

21 比較 comparisons 2

日本に比べると、アメリカは 25 倍の大きさです。

Compared to Japan, America is 25times larger than Japan.

日本に比べるとオーストラリアは 20 倍の大きさです。

Compared to Japan, Australia is 20times larger than Japan.

台湾と比べると、日本は 11 倍の大きさがあります。

Compared to Taiwan, Japan is 11 times larger than Taiwan.

韓国と比べると、日本は 4 倍の大きさがあります。

Compared to South Korea, Japan is 4 times larger than South Korea.

22 期待 expectations

私たちは参加者が来年は 1000 人に達することを期待しています。

We expect the number of audiences to grow to 1000.

私たちは観客が毎年 10 パーセント増加することを期待しています。

We expect the number of audiences to grow by 10% annually.

私たちは観客が今後の 10 年で 7 倍になることを期待しています。

We expect the number of audiences to grow seven- fold in the coming decade.

私たちは来年観客が 2 倍になることを期待しています。

We expect the number of audiences to double next year.

The basic presentation

挨拶 Greeting

Topic A

Topic B

Topic C

結論 Conclusion

1. 挨拶 Greeting

こんにちは いかがお過ごしですか？

Hello. How are you doing today?

私の名前はゲーリーです。日本福祉大学の3年生です。

My name is Gary, a senior at Nihon Fukushi University.

みなさんにお会いできてうれしいです。

I'm so happy to be here with you today.

私のプレゼンテーションタイトルは よりよい世界 です。

My presentation title is "A Better World."

これがアウトラインです。

This is my out line

最初に 次に 3つめ 最後に

First, Second, Third, Finally...

私の目的はいかにそのために挑戦するかです。

My objective is to clarify what we should challenge for it.

私の目的はアイデアを共有することです。

My objective is to share the idea for it.

私の目標はその目的を明らかにすることです。

My objective is to point out the aim of it.

私の主張はいかにそのために挑戦するかです。

My key message is to clarify what we should challenge for it.

私の主張はアイデアを共有することです。

My key message is to share the idea for it.

私の主張はその目的を明確にすることです。

My key message is to point out the aim of it.

まず概要として3つの項目があります。

I have three items in my agenda.

概要に3つのトピックがあります。

I have three topics in my agenda.

概要に3つの課題があります。

I have three issues in my agenda.

PAGE UP

2. Topic A

最初のトピックに移ります。

Let's move onto the first topic.

最新にトピックに移ります。

Let's move onto this newest topic.

重要なトピックに移ります。

Let's move onto the important topic.

私の主張は、我々は近い将来の確かなゴールイメージを持つべきということです。

My key message is that we should have a certain goal image in the near future.

私の主張は、我々は近い将来の具体的なイメージを持つべきと云うことです。

My key message is that we should have a concrete image in the near future.

私の主張は、我々は近い将来の青写真を描くべきと云うことです。

My key message is that we should develop a blue print in the near future.

教育の将来について語ってみたいと思います。

I am going to talk about the future of education.

教育に関する青写真について語ってみたいと思います。

I am going to talk about the blue print regarding education.

将来の教育の成果について語ってみたいと思います。

I am going to talk about the outcome of future education.

この図をみてください。これは ICT が整備された教室です。

Please look at this picture. This shows the classroom adapted for ICT.

この図を見てください。これは韓国のインターネットのシステムです。

Please look at this picture. This shows the Internet system in Korea.

この図をみてください。これは英国の電子情報ボードです。

Please look at this picture. This shows an electronic white board in U.K.

彼らは授業の質を改善するための新しい授業展開を開発しつつあります。

They are developing new classroom activities for the enhancement of the quality of lessons.

次のスライドに移ります。

Please move onto the next slide.

この件に関しては、私はこれまで語ってきたことを要約したいと思います。

As for this topic, I would like to summarize what I have been talking about.

指導のためのシステムは日に日に変わりつつあることは明らかです。

It is clear that the teaching system is changing day by day.

我々は努力無くしては目標に近づけないことは明らかです。

It is clear that we cannot meet our target without more effort.

努力なくして、我々は目標に至らないことは明らかです。

It is obvious that we cannot meet our target without more effort.

PAGE UP

3. Topic B

次のトピックに移ります。

Let's move onto the next topic.

最新のトピックに移りたいとおもいます。

Let's move onto this newest topic.

この重要なトピックに移りたいと思います。

Let's move onto the important topic.

この写真を見てください。この写真は日常生活においてテレビ会議を実現するスカイプというソフトを示しています。

Please look at this picture. This picture shows Skype software that enables TV-conferencing in daily life.

この写真を見てください。この写真は世界とコミュニケーションを実現するスカイプというソフトを示しています。

Please look at this picture. This picture shows Skype software that enables us to communicate with people all over the world.

この写真を見てください。この写真は画像と音声でコミュニケーションを実現するスカイプというソフトを示しています。

Please look at this picture. This picture shows software which enables us to communicate through audio and video.

スカイプの利用について語ってきました。

I've covered the utilization of Skype.

スカイプの機能について語ってきました。

I've covered the function of Skype.

以下にスカイプを使うかについて語ってきました。

I've covered how to use Skype.

このトピックについて、これまで語ってきたことを要約したいと思います。

As for this topic, I would like to summarize what I have been talking about.

このソフトは音と画像によって、日常的なコミュニケーションを促進するために有効であることは明らかです。

It is clear that this software is useful to enhance daily communication due to its audio & video function.

このソフトは日常的なコミュニケーションの面から十分に内容あることは明らかです。

It is clear that this software is rich enough from the aspect of daily communication.

スカイプは生活において使う価値があります。

It is obvious that Skype is worth using in our life.

PAGE UP

3. Topic C

最後のトピックに移ります。

Let's move onto the last topic.

3 つめの内容にうつります。

Let's move onto the third topic.

重要なトピックに移ります。

Let's move onto the important topic.

私は海外との新しい関係について話します。

I am going to talk about new relations with people overseas.

私は海外との新しい関係について協議したいと思います。

I am going to discuss new relations with people overseas.

私は海外との新しい関係について焦点をあてたいと思います。

I am going to focus on new relations with people overseas.

この写真に注目してください。

Please direct your attention to this picture.

この写真を見てください。

Please look at this picture.

この図に注目してください。

Please direct your attention to this figure.

この写真は日本の内外の人との新しい関係を表しています。

This picture shows the new relations between people inside Japan and outside Japan.

この写真は日本の内外で働いている人との新しい関係を表しています。

This picture shows the new relations between people who work inside Japan and outside Japan.

この写真は日本の内外で勉強委している人との新しい関係を表しています。

This picture shows the new relations between people who study inside Japan and outside Japan.

この件について、ちょっと話してきたことをまとめたいと思います

As for this topic, I would like to summarize what I have been talking about.

新しい教育や技術は国境を突き破ることは明らかです。

It is clear that new education and new technology break through the borders between countries.

新しい教育や技術は異文化によって引き起こされた問題を解決することは明らかです。

It is clear that new education and new technology solve problems caused by cultural differences.

新しい教育や技術は英語によるコミュニケーションの違いによって引き起こされた問題を解決することは明らかです。

It is clear that new education and new technology can solve problems caused by differences in the way people communicate in English.

PAGE UP

5. 結論 Conclusion

プレゼンテーションによって、私は将来に渡る希望を分かち合いたかったので

Through my presentation, I would like to share with you all my expectations for the future.

私は次の様な重要な視点を明らかにしたかったので

Now I would like to clarify the important aspects as the following.

新しいよりよい社会は、教育と新技術の活用によって構成されるのです。

A better world will comprise the advancement of education and the use of technology.

私の伝えたいことを短くまとめます。

Let me summarize briefly my key points.

私のキーポイントをまとめます。

Let me wrap up briefly my key points.

私のキーポイント短く結論づけたいと思います。

Let me conclude briefly my key points.

指導方法は日々変化することは明らかです。

It is clear that the teaching system is changing day by day.

このソフトが日常的コミュニケーションの面で十分に働くことは明らかです。

It is clear that this software is rich enough from the aspect of daily communication.

新しい教育、技術が英語でのコミュニケーションの違いによって引き起こされる問題を解決することは明らかです。

It is clear that new education and new technology can solve problems caused by differences in the way people communicate in English.

以上で終わります。

That's all, thank you.

以上です。ありがとう

That's it. Thank you.

もし、質問があれば何でも聞いてください。

Please feel free to ask me any questions you may have.

もし、コメントや提案がありましたら気軽にご相談ください。

Please feel free to give us your comments or suggestions.

この問題についてご自由にお話してください。

Please feel free to talk about this issue.

Practice : Figures and Table

3-1 図の説明（アンケート結果）

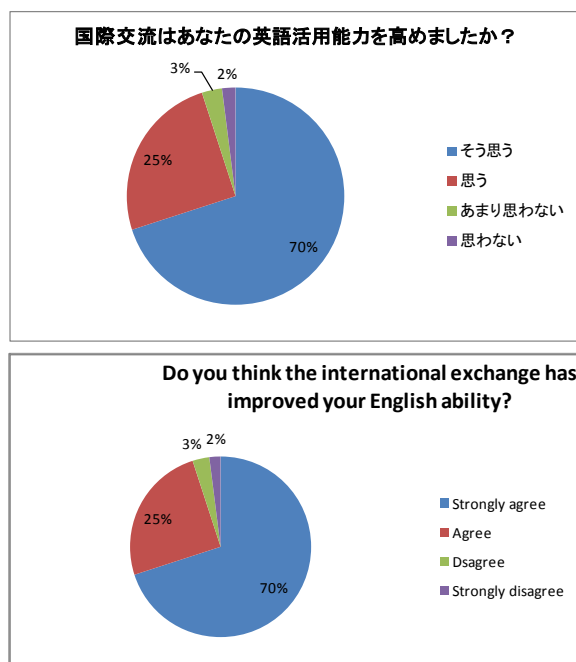
2-1 Explanation of graphic data (the results of the questionnaires)

こんにちは 私は関西大学の1年生のBBBです。今日は国際交流に関するアンケート調査についてお話したいと思います。

Hello everyone. I am BBB, a sophomore (second-year student) at Kansai University. Today I would like to talk about the results of the questionnaire on international exchange.

図1をみてください。これは学生100人におこなったアンケート調査です。

Please take a look at figure one. This chart shows the results of the questionnaire for one hundred students.



国際交流体験後の意識調査です。質問に対して4つの選択肢から選んでももらいました。

These are the results of the questionnaire on the change of student attitudes after the international exchange experience. To answer the questionnaire, the students are supposed to choose from among four choices.

質問1 「国際交流はあなたの英語活用能力を高めましたか？」の問いに対して、「そう思う」と答えた人が70パーセント、「思う」が25パーセント。「あまり思わない」と答えた人が3パーセント、「思わない」と答えた人が2パーセントでした。

Question 1: Responding to “Do you think the international exchange has improved your

English ability?”, 70% of the students answered “Yes, I think very much so; Strongly agree”, 25% answered “Yes, I think so; Agree”, 3% answered “I don’t think so; Disagree”, and 2% answered “No, I definitely don’t think so; Strongly disagree”.

このことから、国際交流が英語活用の動機付けとなっていることがわかります。

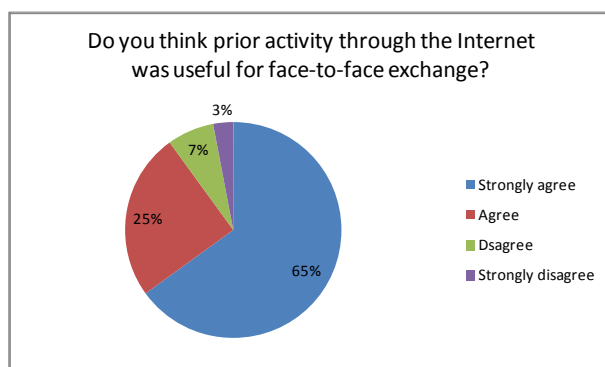
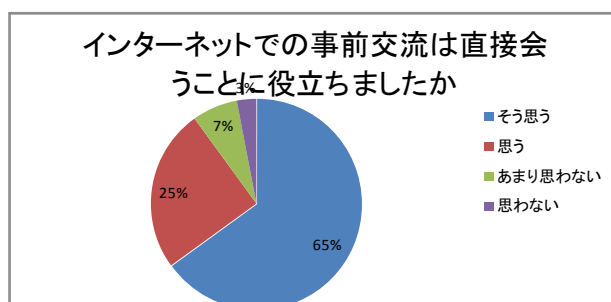
This shows that international exchange inspires motivation for utilizing English.

質問 2 「インターネットでの事前交流は直接会うことに役立ちましたか」の質問の答えです。

「そう思う」と答えた人が 65 パーセント、「思う」が 25 パーセント。「あまり思わない」と答えた人が 7 パーセント、「思わない」と答えた人が 3 パーセントでした。

インターネットの環境にもよりますが、交流促進のためにインターネットでの事前交流は役立っているように見えます。

Question 2: Responding to “Do you think prior activity through the Internet was useful for face-to-face exchange?”, 65% of the students answered “Yes, I think very much so; Strongly agree, 25% answered “Yes, I think so; Agree”, 7% answered “I don’t think so; Disagree”, and 3% answered “No, I definitely don’t think so; Strongly disagree”.



3-2 図の説明 グラフ

3-2 Explanation of graphic data (graphs, charts)

こんにちは 私は関西大学の 2 年生の AAA です。これまで開催してきた学部イベントの参

加状況についてお話ししたいと思います。

Hello everybody. I am AAA, a sophomore (second-year student) at Kansai University. Today I would like to talk about the attendance rate of faculty events that have been held in the past.

図2を見てください。この棒グラフの説明をしたいと思います。縦軸はわれわれのイベントへの参加人数を表し、横軸は年度をあらわします。1000人の集客を目指したイベントです。

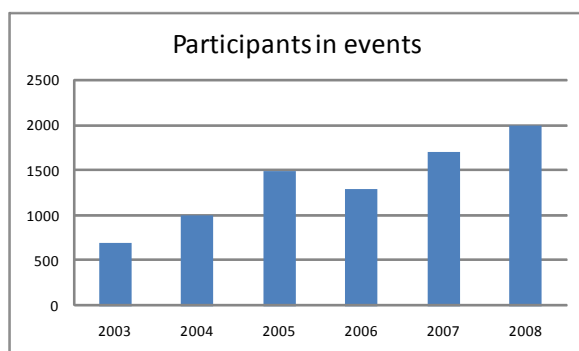
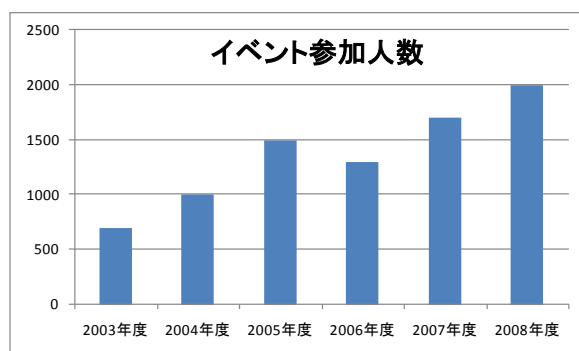
2003年はサースの影響で参加者が少なく、2005年は愛知万博の影響で参加人数が増えています。

全体として参加者の数は右肩上がりの傾向にあるといえます。

Now, let's look at figure two. I would like to explain this column chart. The vertical axis shows the number of participants in events and the horizontal axis shows fiscal years.

This event is aiming to attract 1000 participants.

In 2003 the number of participants dropped sharply under the impact of SARS (=severe acute respiratory syndrome), on the other hand, in 2005 it increased due to the Aichi Expo effect. On the whole, the number of participants is steadily growing year by year.



3-3 写真の説明 短いプレゼンテーション

3-3 Explanation of photographs

こんにちは、私は日本福祉大学のCCCです。皆さんにお会いできて大変光栄です。

今日は今年の 2 月に 3 週間、海外研修で訪れたカンボジアの写真を紹介したいと思います。
Hello. I am CCC, a student at Nippon Fukushi University. I am very glad to meet you.
Today I would like to show you a picture which was taken during the overseas study
tour to Cambodia during three weeks in February this year.

これはプノンペンの通称「ごみ山」で働いている子供の写真です。このこどもに注目してください。手に持っている針金でプラスチック製品をあつめて生活をしています。一日 12 時間はたらいて約 1 ドルの収入とっていました。この子は年齢が 9 歳で女の子でした。働くことが優先で小学校には行っていない。この写真からどのような環境なのか皆さんわかりますか？

This picture shows a child who is working at the so-called “Garbage Dump” in Phnom Penh. [a garbage Dump: <http://www.pbase.com/maciekda/stungmeanchey2005> より]
Please look closely at this child, she makes a living by collecting plastic products with that wire in her hand. The child said she makes about one dollar working 12 hours a day. This child is a nine-year-old girl. She puts working above studying so she doesn't attend grade school. Can you imagine her living environment from this picture?



2 月は乾季でにおいはひどくないと聞きましたが、私たち日本の学生には耐え難い異臭でした。雨季になると、車の運転手がにおいと道がぬかるむことから、この地域にはめったに入らないとのガイドが言っていました。親がいないこのような子供たちのために日本の援助で「幸せの子どもの家」(CCH : The Center of Children's Happiness) が設立されました (2002 年)。現在約 50 名の子供たちが生活しています。

The children there said it doesn't smell so strong during the dry season in February but it gave off a terrible smell for us, Japanese students. Once the rainy season gets started, drivers rarely enter this area because of the bad smell and muddy roads, a guide said. C.C.H. (=The Center of Children's Happiness) was established in 2002 with the aid of Japan in order to help these orphan children. About 50 children live there at the moment.

地雷やエイズで両親を無くした孤児だけではなく、親はいても親から虐待を受けたり、貧困による親の育児放棄により捨て子となったりした子ども達も入居しています。衣食住の基本がサポートされ、ここの子供たちは今小学校へ通うことができます。

Children living at the center include not only orphan children, who lost their parents to landmines or AIDS, but also children abused by their own parents or children abandoned due to child neglect caused by their parents' poverty. Nowadays these children can go to school as they are provided with the fundamentals of life, clothing, food and housing.

再度確認したいと思います。カンボジアのごみ山では今もこどもたちが劣悪な環境で働いています。学校にも通えていません。そのような現状に日本から CCH などの支援が行われています。

Unfortunately, I have to say this is still a reality. Even now children are working at the Garbage Dump in Cambodia in a terrible environment. They cannot go to school. Taking this reality into consideration, Japan needs to continue to support these children through various ways such as the C.C.H.

カンボジア ごみ山	CAMBODIAN GARBAGE DUMP
× カンボジア研修	× Cambodia study tour
× 1日 1ドル	× One dollar a day
× ごみ山の環境（雨季と乾季）	× Dry season , Rainy season
× CCH	× CCH (The Center of Children to happiness)
日本の支援	Japanese support toward CCH
孤児	orphan children
児童虐待	Child abuse
衣食住、学校	Food , clothes , school

3-4 図の説明

2-4 Explanation of graphic data

皆さん こんにちは 私は日本福祉大学国際福祉開発学部 2 年生の DDDD です。今日は日本の教育制度についてお話ししたいと思います。

Hello everybody. Good afternoon (morning). I am DDD, a sophomore (second-year student) in the department of International Welfare Development at Nihon Fukushi University. Today I'd like to talk about the educational system of Japan.

図 3 を見てください。この図は日本の高校までの学校数を表しています。

Please take a look at figure three. This shows the number of schools from grade school through high school in Japan.

日本には小学校、中学校、高校あわせて約 40000 校の学校があります。小学校は郵便局の数、中学はセブンイレブンの数、高校はローソンの数だけあるといわれています。

There are about 40 thousand schools in total in Japan including grade schools, junior high schools, and senior high schools. They say the number of grade schools is about the same as post offices, in the same way, junior high schools equal Seven-Eleven convenience stores and senior high schools equal Lawson convenience stores.

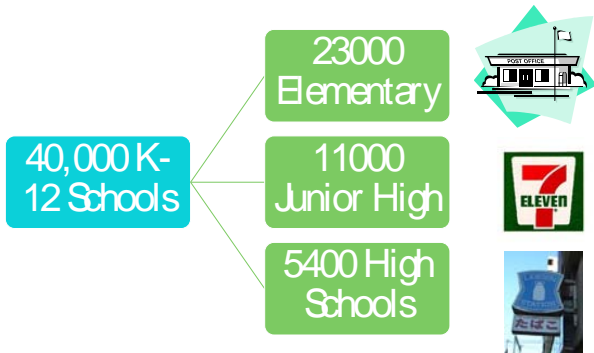
小学校は 6 年間、中学は 3 年間 高校も 3 年間の就学機関です。中学校まで義務教育です。高校への進学率は 2007 年度で 98 パーセントです。大学への進学率は約 50 パーセントです。The period of school attendance for grade school is six years, three years for junior high school, and three years for senior high school. Compulsory education continues to the end of junior high school. 98% of graduates went on to senior high school in fiscal 2007. About 50% of graduates go on to college.

みなさんは 日本の大学への進学率は高いと思いますか？

2004 年の調査では韓国は 89 パーセント、アメリカが 82 パーセント、日本は 33 位というデータがあります。私はまだまだ日本の進学率は少子化の影響を受けて上がっていくと思います。

Do you think the percentage of students enrolling in universities in Japan is high? According to a survey in 2004, 89% of students went on to universities in Korea, 82% in the United States, and Japan took 33rd place. I think the university advancement rate in Japan will rise more and more because of the influence of low birth rate.

Schools in Japan



6-2 プレゼンテーションへのコメント

Comments on a presentation

1 賛成 agree

あなたの意見に賛成です。特に共感できるのは次の3つです。

あなたの意見に賛成です。説得性、具体性があり理論的だからです。

あなたの意見に全く賛成です。特に新規性があります。

あなたに意見に賛成です。同じように私も行動したいと思います。

I agree with your opinion and strongly identify with the following three points.

I agree with your opinion on account of its persuasiveness, concreteness, and logic.

I strongly agree with your opinion especially its originality.

I agree with your opinion. I'd like to take action in the same way.

2 反対 disagree

あなたの意見に反対です。それだけの資料では十分な調査とはいえません。

あなたの意見に反対です。具体例がたりません。

あなたの意見に反対です。資料が間違っています。

あなたの意見に反対です。もっと調査をすべきです。

I disagree with your opinion because of the insufficiency of your survey and the incompleteness of the data.

I disagree with your opinion because it's missing concrete examples.

I disagree with your opinion because of the incorrectness of your data.

I disagree with your opinion because of insufficiency of your survey.

3 ほめる praising

あなたの発表はとても良かった。特に図の使い方がよかった。

あなたの発表はとても良かった。特に話すスピードがよかった。

あなたの発表はとても良かった。特に全体の構成が良かった。

あなたの発表はとても良かった。特に手の使い方や顔の向きがよかった。

Your presentation was excellent, especially your use of graphic data.

Your presentation was excellent, especially the pace of your presentation

Your presentation was excellent, especially your overall organization.

Your presentation was excellent, especially your use of gestures and eye contact with the audience.

4 質問する asking a question

Becky さんに質問です。図についてもう少し詳しく説明してください。

Becky さんに質問です。結論についてもう少し詳しく説明してください。

Becky さんに質問です。2 つめのトピックについてもう少し詳しく説明してください。

Becky さんに質問です。インタビュー内容についてもう少し詳しく説明してください。

I have a question for Ms. Becky. Could you tell us in more detail about the figure?

I have a question for Ms. Becky. Could you tell us in more detail about the results?

I have a question for Ms. Becky. Could you tell us in more detail about the second topic?

I have a question for Ms. Becky. Could you tell us in more detail about the contents of the interview?

5 評価 evaluation

あなたのプレゼンテーションから多くを学びました。ありがとう。

あなたのプレゼンテーションは有益でした。

あなたのプレゼンテーションは最近聞いたものの中で一番よかったです。

あなたのプレゼンテーションは予想以上によかったです。

I learned a lot from your presentation. Thank you very much.

Your presentation was very helpful.

Your presentation was the best among the recent presentations I've ever heard.

Your presentation was better than expected.

7 pair-work をイメージして imaging pair-work

研修先、ホームステイ先で意見を伝える。

expressing opinions at the training institute or home stay

7.1 拒否 refusing

明日、夜 7 時にパーティがあるのですが一緒に行きませんか？

Would you like to go to a party tomorrow night at seven with me?

あなたのデートの誘いには載れません。

あなたの言っているパーティには参加できません。帰りが遅くなるからです。

私は 19 歳なので、お酒があるそのパーティには参加できません。

誘ってくれてありがとう、でも明日のパーティは用事があるので参加できません。

体調が良くないので参加できません。

私の留学生活にプラスにならないようなのでお断りします。

[I'm sorry but] I'd rather not go out on a date with you.

[I'm sorry but] I cannot join the party you mention because it's likely we will get home late.

Since I'm 19 years old, I cannot join a party where alcohol is served.

Thanks for inviting me to the party. [I'm sorry but] I cannot join you because I'll be busy tomorrow.

I'd rather not because I'm not feeling well.

I'd rather not because I don't think that will benefit my studies.

7.2 承諾 consenting

今週の土曜日に友達とのパーティがあるのですが一緒に行きませんか？

Would you like to go to a party at my friend's this Saturday with me?

パーティに誘ってくれてありがとう。喜んで参加します。

パーティの服装はどんなものがありますか。

私はお酒が飲めませんが、参加したいと思います。

どんな人が集まるパーティですか？

何人くらい集まりますか？

私の友人と一緒に参加してもいいですか？

It's so nice of you to invite me. I'll be glad to come.

What should I wear to the party?

I cannot drink alcohol but I'll come.

What kind of people do you expect to come to the party?

How many people are coming to the party?
May I bring my friend to the party with me?

7.3 間をとる **reserve**

来週の今日、みんなでパーティをやるのですが来ませんか？

Would you like to come to a party a week from today?

(We are planning to have a party a week from today. Why don't you come?)

あなたの言っていることが私の英語力では十分に分かりません。友だちと相談させてください。

あなたの言っていることが私の英語力では十分に分かりません。先生と相談させてください。

このような経験は初めてですので、返事を少し待ってください。

インストラクターと相談させてください。

I'm afraid I don't follow you due to my poor English ability. Let me talk to my friend about it.

I'm afraid I don't follow you due to my low English ability. Let me talk to my teacher about it.

Please give me time to think it over since this is a new experience for me.

Let me talk to my instructor about it.

7.4 スケジュールの確認 **checking the schedule**

何か質問はありますか？ **Do you have any questions?**

来週のスケジュールの確認をしたいのですが。

あすのスケジュールの確認をしたいのですが。

今週のスケジュールの確認をしたいのですが。

次にいつ会うか、スケジュールの確認をしたいのですが。

私は来週ガイダンスがあると理解していますが、それでいいですか？

I'd like to check the schedule for next week.

I'd like to check the schedule for tomorrow.

I'd like to check the schedule for this week.

I'd like to check the schedule of the next meeting.

I'd like to check that we will have a guidance next week. We will, won't we?

7.5 トラブル **trouble**

at a shop

ありがとうございます。おつりです。

おつりが足りません。私が渡したのは 20 ドルです。

おつりが足りません。その商品は税込みで 15 ドルですから、おつりは 5 ドルのはずです。

おつりが足りません。12 ドルたりません。

おつりが足りません。60 セントたりません。

Thank you very much. Here is the change.

I'm sorry but I don't think I've got the right change. I gave you a 20-dollar bill.

I'm sorry but I don't think I've got the right change. That item costs 15 dollars including sales tax so the change should be 5 dollars.

I'm sorry but I don't think I've got the right change. I think I should get 12 dollars back.

I'm sorry but I don't think I've got the right change. I think I should get 60 cents back.

7.6 Taxi

この通りを行けばいいですか？

Are we on the right street?

道が違います。私が行きたいのは ABC theater です。

道が違います。方向が逆です。

道が違います。それは市の北のほうに位置します。

道が違います。それは市の西の方に位置します。

You have come the wrong way. I'd like to go to the ABC Theater.

You have come the wrong way. You should proceed in the opposite direction.

You have come the wrong way. It's located in the northern part of the city.

You have come the wrong way. It's located in the southern part of the city.

7.7 質問 requesting

その場所の位置をこの地図に書いてもらえませんか？

携帯電話はどこで買うか教えてください。

携帯電話の利用料金の支払い方を教えてください。

バスはどのくらいの間隔で運行していますか？

近くのスーパーマーケットはどこですか？

その店の営業時間はいつですか？

パソコン用品を買いたいのですが、近くに店はありますか？

Could you mark the location of the place on this map?

Could you tell me where I can buy a cell phone?

Could you tell me how to pay for cell phone charges?

How often does the bus run?

Where is the nearest supermarket?

What are the shop's business hours?

Could you tell me where the nearest computer shop is because I'd like to buy some computer-related accessories?

7.8 日本について about Japan

日本について教えてください。

Could you tell me about Japan?

日本の人口は 12600 万人です。

日本には四季があり、いま秋です。

日本はおもに、4 つの島からなっています。

あなたは日本に行ったことがありますか？

日本には世界遺産が 14 もあります。

The population of Japan is about 126 million.

There are four seasons in Japan and it is autumn now.

The Japanese Islands (Archipelago) is made up of four islands.

Have you ever been to Japan?

There are 14 World Heritage sites in Japan.

京都、奈良、などは私の大学から 1 時間以内で行くことができます。

日本人のほとんどが仏教徒です。

初詣には神社に行き、クリスマスを祝い、葬式は仏教の方法に従う人が多いです。

新幹線は世界に誇る時速 300km の高速鉄道です。安全な乗り物として有名です。

新幹線は弾丸列車と呼ばれています。

日本の面積は 38 万平方キロでアメリカの 1 / 25 の広さです。

It takes less than one hour to visit Kyoto, Nara, and so on from our university.

Most Japanese are Buddhists.

Many Japanese visit shrines as the New Year starts, celebrate Christmas, and hold a funeral in the Buddhist style.

The Shinkansen, a world-class high-speed railway, runs at an average speed of 300 kilometers an hour.

The Shinkansen is called a bullet train.

Japan's total land area is 380 thousand square kilometers, which is one 25th the size of the United States.

7.9 大学 university

大学について教えてください。

Could you tell me about your university?

私の大学には法学部、文学部、社会学部、総合情報学部、外国語学部など 11 学部あり学生数は学部で 28000 人です。

大学院では 2500 名の学生が学んでいます。

日本でも有名な大学として知られています。

私の学ぶ外国語学部の目標は、高度な外国語コミュニケーション能力を備えた英語教員ならびに中国語教員の育成です。

もう 1 つの目標は、高度なコミュニケーション能力を備えた、国際舞台で幅広く活躍するリーダーの養成です。

卒業後の進路として次の様なものが想定されています。英語の教師、企業での海外担当部署、地域での国際交流ボランティア等です。

学部ではコンピュータ・リテラシーやメディア・リテラシーを身につけ「外国語のプロフェッショナル」を目指しています。

オリンピックにはスケートの織田選手や高橋先生が出場しています。

企業で国際貢献を担う人材や、英語教員を輩出しています。

Our university offers students 11 undergraduate majors such as the faculty of law, letters, sociology, informatics, and foreign language studies. The total number of our students is approximately 28,000.

We also have graduate courses with approximately 2,500 graduate students.

Our university is one of the top private universities in the nation.

The aim of study in the faculty of foreign language studies, where I study, is to produce English and Chinese teachers with advanced foreign language communication skills.

Another aim of the faculty is to nurture leaders with advanced communication skills so he or she could be very active on the international stage

Graduates of the program will be qualified for such jobs as English teachers, international department staff at private companies, international volunteers in rural areas, and so on.

The faculty aims to help students learn how to become foreign language experts through computer and media literacy. Figure skaters Mr. Takahashi and Mr. Oda have participated in the Olympics.

The faculty has produced human resources such as company employees who make international contributions, English teachers, and the like.

私の大学は 6 学部からなっています。

社会福祉学部、国際福祉開発学部、健康科学部などがあります。学生数は約 10000 人です。

私の学ぶ国際福祉開発学部は世界全体の幸せをテーマにしています。

学部の特徴としてワールドユースミーティングの様な体験学習が準備されています。

海外フィールドワークは学習成果を試す全員参加の科目です。

Our university has six faculties.

We have the faculty of social welfare, health science, international welfare development, and so on. The total number of our students is approximately 10,000.

The theme of the study at the faculty of international welfare development where I study is international welfare.

One of the unique features of this faculty is that hands-on learning activities represented by the World Youth Meeting are provided.

Overseas fieldwork is a required subject, which gives you an opportunity to show what you have learned.

7.10 観光 sightseeing

あなたの住んでいるところについて教えてください。

Could you tell me about the place you live?

私の大学のある大阪は水の都として有名です。川と水路と人々の生活がよく調和しています。

大阪はおいしい食べ物で有名です。とくにたこ焼きは有名です。中にたこが入っているおやつです。

Osaka where our university is located is known as the “City of Water”. Rivers, canals, and city life are harmonized with each other. Osaka is famous for many delicacies. Takoyaki (octopus balls) is especially widely known. It’s a savory Japanese style dumpling with octopus inside.

大学は大阪駅から電車で 30 分の距離です。

冬は鍋がおいしいです。大阪で食べるふぐは格別です。

京都は大阪から 30 分で行くことができます。とても近いです。

京都は世界遺産のひとつです。

Our university is 30 minutes away from Osaka station by train.

In winter people enjoy nabe (A Japanese one-pot dish cooked at the table).

Fugu (blowfish) in Osaka has an exceptionally delicious taste.

名古屋はトヨタ自動車がある都市です。道もとても広いです。

大学は中部国際空港から車で 30 分に位置にあります。

日本では東京が首都で、名古屋、大阪は3大都市の一つです。

東京から名古屋まで新幹線で1時間40分、名古屋から大阪まで40分です。

この3大都市は新幹線で結ばれています。

Nagoya is the city where Toyota Motor Corporation is located and the streets are very wide.

Our university is located 30 minutes away from Chubu International Airport by car.

The capital of Japan is Tokyo, and Nagoya and Osaka are one of the three major metropolitan areas, respectively.

It takes an hour and a half from Tokyo to Nagoya and 40 minutes from Nagoya to Osaka by the Shinkansen (Bullet Train), respectively.

These three cities are connected by the Shinkansen.

7.11 教育 education

日本の教育について教えてください。

Could you tell me about Japanese education?

高校を卒業した内の約半分が大学へ進学します。

日本の小学校、中学校、高校の合計は約40000です。

小学校が約22500校あります。(2008年)

About half of all high school graduates go on to college.

The total number of students in grade schools, and junior and senior high schools in Japan is about 40,000.

There are about 22,500 grade schools in Japan (in 2008).

中学校は約11000校あります。(2008年) 98パーセントが進学します。

高校は2008年調査で5200校です。約50パーセントが大学へ進学します。

高校卒業者の内、20パーセントが就職し、専門学校へ15パーセント、大学へ50パーセント進学します。

There are about 11,000 junior high schools and 98% of the graduates go on to senior high schools (in 2008).

According to a 2008 survey, there are about 5,200 senior high schools. About 50% of the graduates go on to colleges.

Among all senior high school graduates, 20% find jobs, 15% go on to vocational schools, and 50% go on to colleges.

大学は2008年調査では765校です。

すべての学校が4月に始まります。

夏休みは 7 月下旬から 8 月の末です。

春休みは 3 月下旬から 4 月第一週にかけて、約 2 週間です。

冬休みは 12 月 24 日から 1 月 7 日までです。

日本の学校制度は、中学までが義務教育です。

小学校 6 年間 中学 3 年間 高校 3 年間です。

According to a 2008 survey, there are 765 colleges.

All schools start in April.

Summer vacation is from late July to the end of August.

Spring vacation lasts about two weeks from late March to the first week of April.

Winter vacation is from December 24th to January 7th.

Compulsory education continues to the end of junior high school in the Japanese educational system.

We attend grade school for six years, junior high school for three, and senior high school for three.

7.12 料理 food

どんな食べ物が日本にはありますか？

What kind of food do you have in Japan?

代表的な日本料理はすしや天ぷら、刺身です。そばやうどんもおいしいです。

新鮮な魚をうすくスライスして食べるのが刺身です。

とても新鮮で美しく盛りつけられます。食べたことはありますか？

Typical Japanese foods are Sushi (vinegar seasoned rice topped with raw fish), tempura (vegetables or fish dipped in batter and deep-fried), and sashimi (sliced raw fish). Soba (buckwheat noodles) and Udon (wheat noodles) are delicious, too.

Sashimi is thinly sliced fresh fish eaten raw.

It's very fresh and beautifully arranged on a plate. Have you ever tried it?

すき焼きは季節の野菜と一緒に食べます。ネギが代表的です。

日本食は目で楽しみ、雰囲気を楽しむ、そして舌で楽しめます。

日本酒は米から作られ、16 パーセントのアルコールです。とてもおいしいです。

日本の主食は米ですが、日本食はバランスのいい健康食として知られています。

私は鍋物を料理するのが得意です。

We eat sukiyaki with in-season vegetables. One of the typical ingredients is negi (Welsh onion).

We enjoy Japanese food with our eyes, tongues and the atmosphere is also very important.

Japanese sake is made from rice and it contains 16% alcohol. It's very tasty.

Japanese live on rice and a typical Japanese meal is known for being well-balanced and healthy.

I am good at cooking nabe.

8 Sentences for English thesis

INDEX

For English Thesis 1

For English Thesis 2

For English Thesis 3

For English Thesis 4

1. For English Thesis 1

日本における近年の自殺数増加について、多くの論議がなされてきた。

There has been a lot of discussion about the increase in the number of suicides in recent years in Japan

教育分野でのコンピュータ活用について、多くの論議がなされてきた。

There has been a lot of discussion about computer utilization in the field of education.

授業の質を高める方法について、多くの論議がなされてきた。

There has been a lot of discussion of how to improve the quality of lessons.

ここ数年間、多くの研究者が体験型学習に興味を示してきた。

Over the past few years, many researchers have shown an interest in experiential learning.

新たな学習環境がデザインされるべきだ、と指摘され続けてきた。

It has often been pointed out that the new learning environment should be designed.

研究に対する関心が高まっている。

The concern over the study has risen.

サポートに対する関心が高まっている。

The concern over the support has risen.

海外フィールドワークに対する関心が高まっている。

The concern over the overseas fieldwork has risen.

いくつかの研究で、ICTが教育に役立つことが明らかになっている。

Several studies have proven that ICT works well for education.

いくつかの調査で、ICTが基礎学力向上に役立つことが明らかになっている。

Several studies have proven that ICT is good for literary education.

いくつかの研究で、ICT が基礎学力向上に役立つことが述べられている。

Several studies have illustrated that ICT is good for literary education.

いくつかの調査で、日本からの支援が教育に役立っていることが明らかになっている。

Several studies have illustrated that Japanese support works well for education.

問題は貧困にあるようだ。

The problem seems to lie in poverty.

問題は急激な開発にあるようだ。

The problem seems to lie in the rapid development.

欠けているように思えるもの、それは愛だ。

What seems to be lacking is love.

欠けているように思えるもの、それは日本の支援だ。

What seems to be lacking is the support for Japan.

依然、問題は未解決のままだ。

The problem still remains unsettled.

依然、問題は解決されていない。

The problem still remains unsolved.

これまで教育改善については、あまり研究されてこなかった。

There has been little study done concerning the improvement of education.

これまでその国の貧困については、あまり研究されてこなかった。

There has been little study done concerning poverty in that country.

2. For English Thesis 2

どのようにして技術を磨くか、その答えを見つけることがこの論文の主な目的です。

The main objective of this paper is to find the solution for how we could develop the skills.

この論文の主な目的は、私たちがイベントで成功する方法を明らかにすることである。

The main objective of this thesis is to clarify how we could succeed in the event.

この論文はイベントで成功する方法を明らかにするために書かれた。

This paper was undertaken in order to clarify how we could succeed in the event.

まず考慮されるべき要因は、言語学習に対する学生の意欲である。

The first factor to be considered is students' motivation to learn language.

まず考慮されるべき要因は、学生側の意欲です。

The first factor to be considered is motivation on the part of the student.

まず考えるべき要因は、教室での授業に対する教師の姿勢である。

The first factor to be considered is teachers' attitudes toward the classroom lesson.

最初に考えるべき要因は、学生が途上国に持つイメージである。

The first factor to be considered is students' images toward developing countries.

私たちのグループは、持っている興味によって 2 つのグループに分けられる。

Our group can be classified into two groups according to their interest.

私たちのグループは、クラス分けテストの結果によって 3 グループに分けることができる。

Our group can be classified into three groups according to the results of the placement test.

評価は基準に従って 3 つに分けることができる。

The evaluation can be classified into three groups according to the criteria.

データを比較すると、あれより私たちのものの方がより豊かです。

In comparison with the data, ours is richer than that one.

データを比較すると、私たちのものはあれより大きい。

In comparison with the data, ours is bigger than that one.

データを比較すると、あれより私たちのものはより洗練されています。

In comparison with the data, ours is more sophisticated than that one.

データとは対照的に、私たちのものはあれより豊かだ。

In contrast to the data, ours is richer than that one.

データとは違って、私たちものはあれより大きい。

In contrast to the data, ours is bigger than that one.

データとは異なり、私たちのものはあれより洗練されている。

In contrast to the data, ours is more sophisticated than that one.

同様に、アンケート結果は私たちが以前行ったものに合致します。

Similarly, the results of the questionnaire agrees with the one we did before.

同様に、アンケート結果はアメリカのものと合致します。

Similarly, the results of the questionnaire agrees with the one in America.

深刻な問題の一つは、子どもたちが生活のために働かなくてはならないことです。

One example of the most serious problems is that children have to work for their lives.

子どもたちを教育から遠ざかせている一番の原因は貧困です。

The main cause of the children keeping themselves away from education is poverty.

PAGE UP

3. For English Thesis 3

深刻な問題の一つは、子どもたちが生活のために働かなくてはならないことです。

One example of the most serious problems is that children have to work for their lives.

子どもたちを教育から遠ざかせている一番の原因は貧困です。

The main cause of the children keeping themselves away from education is poverty.

急激な学習内容の削減は学力低下という結果をもたらした。

The drastic reduction of the learning contents has resulted in the deterioration of academic levels.

急激な学習内容の削減は教育の質の低下をもたらした。

The drastic reduction of learning contents has resulted in the poor quality of education.

急激な学習内容の削減は教育レベルの低下をもたらした。

The drastic reduction of learning contents has resulted in the decreasing of the academic levels

英語は将来のために極めて重要である、ということに関して NFU の学生と台湾の学生は同意見である。

NFU students agree with Taiwanese students in that English is crucial for their future.

英語は将来のために必要である、ということに関して NFU の学生は台湾の学生と同意見である。

NFU students agree with Taiwanese students in that English is needed for their future.

教育改革における急激な変化が問題を引き起こす、ということに注意すべきである。

It should be noted that the rapid change in educational reform caused the problem.

教育改革における劇的な変化が問題を引き起こす、ということに注意すべきだ。

It should be noted that the drastic change in educational reform caused the problem.

教育改革における急激な変化が教師たちの間に問題を引き起こす、ということに注意すべきだ。

It should be noted that the drastic change in educational reform caused some problems among teachers.

注目すべきは、教育改革における急激な変化が問題を引き起こしたということだ。

What is to be noted is that the rapid change in educational reform caused the problem.

注目すべきは、教育改革における劇的な変化が問題を引き起こしたということだ。

What is to be noted is that the drastic change in educational reform caused the problem.

近頃の円高が日本経済の低迷を引き起こすと言える。

It is possible that the recent rise in the value of the Yen could trigger a recession in the Japanese economy.

最近の円高が日本経済をインフレに導くと言える。

It is possible that the recent rise in the value of the Yen could lead the Japanese economy into a period of high inflation.

近頃の円高が日本経済の低迷を引き起こすと言える。

It can be said that the recent rise in the value of the Yen could trigger a recession in the Japanese economy.

最近の円高が日本経済にインフレを引き起こすと言える。

It can be said that the recent rise in the value of the Yen could lead the Japanese economy into a period of high inflation.

いくつかの調査では、年齢と健康に密接な関連があることが推測されている。

Reviewing some of the studies, it can be presumed that there is a close relation between age and health.

日本が10年にわたって支援国であったことから、日本はカンボジアに影響を与えている。

Japan reflects Cambodia in that Japan has been a supportive country for over a decade.

日本がこれまで教育制度の発展を支援してきたことで、日本はカンボジアに影響を与えている。

Japan reflects Cambodia in that Japan has been helping to develop the educational System in that country.

異文化理解に関するイベントを開催してきたことで、日本はカンボジアに影響を与えている。

Japan reflects Cambodia in that Japan has been hosting an event related to cross cultural understanding

PAGE UP

3. For English Thesis 4

私たちの討論をまとめると、言語はコミュニケーションのシステムであると定義できる。

To summarize our discussion, language can be defined as a system of communication.

私たちの討論をまとめると、福祉は幸せな生活をもたらすシステムであると定義できる。

To summarize our discussion, welfare can be defined as a system of happy lives.

結果は私たちがベストを尽くしたことを示している。

The result indicates that we did our best.

結果はイベントが成功したことを示している。

The result indicates that the event was successful.

結果は、イベントが思い出深いものだったことを示している。

The result indicates that the event was a memorable one.

彼らの視点で見ることによって、私たちはプログラムを改善できた。

From their point of view, we could improve the program.

あなたの立場から見ることで、私たちはプログラムを改善できた。

From your point of view, we could improve the program.

彼らの提案によって、私たちはプログラムを改善できた。

In terms of their suggestions, we could improve the program.

彼らの要求によって、私たちはプログラムを改善できた。

In terms of their requests, we could improve the program.

この表は教育改革に関する統計データを表している。

This table shows the statistical data regarding the educational reform.

この表は円高に関する統計データを示している。

This table shows the statistical data regarding the high rise of the Yen.

この表は学生の成績に関する統計データを示している。

This table shows the statistical data regarding students' performances.

これらの状態を考慮に入れ、彼らのために何ができるのかという議論に移っている。

Taking these situations into account, the discussion turns to what can be done for them.

これら状況を考慮に入れながら、いかに彼らをうまくサポートすべきかを考えるべきである。

Taking these situations into account, we should be able to see how to best support them.

イベントの成功は委員会にかかっている、という結論に達するのは当然だ。

It seems natural to conclude that the success of the event depends on the committee.

彼らがイベントの成功に多大なる貢献をした、という結論に達するのは当然だ。

It seems natural to conclude that they contribute a lot to the success of the event.

彼らがイベントの成功のために多大なる犠牲を払った、という結論に達するのは当然だ。

It seems natural to conclude that they made sacrifices to make the event a successful one.

どうやってイベントをうまくやりとげるか、さらに検討すべきだ。

A further study of how we can best proceed with the event should be conducted.

いかにうまく事前準備をおこなうか、さらなる研究がなされるべきである。

A further study of how we can best prepare in advance should be conducted.

発表をより良い構成にするにはどうしたらいいか、さらなる研究がなされるべきである。

A further study of how to better organize the presentations should be conducted.