

Getting Ready for Speech

Audio script

5/2/02

Getting Ready for Speech

A Beginner's Guide to Public Speaking

By Charles LeBeau and David Harrington

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Unit one

Self-Introduction

Unit one

Page 2

Model

Listen to the three self-introduction speeches. Complete the tables.

The first one is done for you.

Listening 1

Hello Everyone!

My name is Suzie Chang.

I was born in San Francisco.

I'm studying art.

In my free time, I enjoy drawing and painting.

Someday, I hope to study at the Art Institute of Chicago.

Thank you!

Listening 2

Good morning!

I'm Taro Suzuki.

I'm from Miyazaki, Kyushu.

At school, I'm good at English, but I'm not very good at science.

I like listening to music, particularly jazz.

In this class, I would like to improve my TOEFL score and in the future, I want to be an elementary school teacher.

Thanks for listening.

Listening 3

Hi!

My name is Marcus Jeffery James Alexander III, but you can call me Mark.

My hometown is Dallas, Texas.

My favorite subject is history.

My hobby is collecting guitars.

My dream is to go to law school and become a lawyer.

Thank you for your attention.

Unit one

Page 7

Language Practice

Look at the pictures on page 7 and listen to the prompts.

Create a sentence.

Example:

Look at picture one.

Listen to the prompt

Prompt: Born in

(Bell & Pause for Student Answer)

Now make a full sentence using the prompt “born in” and the picture of “New York.”

Choral Response: I was born in New York.

Now listen to the correct answer.

Answer – I was born in New York.

Now repeat as a group.

Everyone –

Choral Response: I was born in New York

Let's Try.

Picture 1

Prompt: Born in

(Bell & Pause for Student Answer)

Answer – I was born in New York.

Everyone—

Choral Response: I was born in New York

Picture 2

Prompt: From

(Bell & Pause for Student Answer)

*Answer—*I'm from Moscow.

Everyone—

Choral Response: I'm from Moscow.

Picture 3

Prompt: hometown

(Bell & Pause for Student Answer)

*Answer—*My hometown is Hong Kong.

Everyone—

Choral Response: My hometown is Hong Kong.

Picture 4

Prompt: Chemistry

(Bell & Pause for Student Answer)

*Answer—*I'm studying chemistry.

Everyone—

Choral Response: I'm studying chemistry.

Picture 5

Prompt: good at

(Bell & Pause for Student Answer)

*Answer—*I'm good at music.

Everyone—

Choral Response: I'm good at music.

Picture 6

Prompt: favorite subject

(Bell & Pause for Student Answer)

*Answer—*My favorite subject is math.

Everyone—

Choral Response: My favorite subject is math.

Picture 7

Prompt: Like

(Bell & Pause for Student Answer)

*Answer—*I like lifting weights.

Everyone—

Choral Response: I like lifting weights.

Picture 8

Prompt: hobby

(Bell & Pause for Student Answer)

*Answer—*My hobby is building model airplanes.

Everyone—

Choral Response: My hobby is building model airplanes.

Picture 9

Prompt: Like to

(Bell & Pause for Student Answer)

*Answer—*like to read.

Everyone—

Choral Response: I like to read.

Unit two

Introducing someone

Unit two

Page 18

Model

Listen to speakers introducing Max Kandinsky, Ben Springer and Ken Sato.

Complete the tables.

Listening 1

(Suzie Chang introducing)

Hello everyone!

This is our teacher, Max Kandinsky.

He tells me his favorite subject is art.

He is originally from New York.

But, he now lives over in Oakland.

He says New York is known for the diversity of people and cultures.

On the weekends, he usually visits museums and libraries.

He hopes to go to Florence, Italy during summer vacation.

Please give him a warm welcome.

Listening 2

(Marcus introducing)

Good afternoon.

This is my friend, Ben Springer.

He likes studying Chinese.

He was raised in Seattle.

And he still lives there.

He says that Seattle is famous for three companies, Microsoft, Boeing, and Starbucks.

On Saturdays and Sundays, he sometimes plays tennis or goes out with friends.

During his next vacation, he would like to visit his parents in New Orleans.

Let's welcome him.

Listening 3

(Naomi Parks introducing)

Good morning, everyone.

This is our classmate, Ken Sato.

His favorite subject is math.

He grew up in Kumamoto.

But he now lives here in L.A.

He says that Kumamoto has a beautiful and historic castle.

On his days off, he always sleeps late, and he usually goes shopping in the afternoon.

This summer, he wants to travel around Hokkaido (Europe) by motorcycle.

Let's give him a warm welcome.

Unit two

Page 21

Language Practice

Look at the pictures on page 21 and listen to the prompts.

Create a sentence.

Example:

Prompt: Shopping/ always

(Bell & Pause for Student Answer)

Choral Response: He always goes shopping.

Answer – He always goes shopping.

Everyone –

Choral Response: He always goes shopping.

Let's Try

Picture 1

Prompt: Shopping/ always

(Bell & Pause for Student Answer)

Answer – He always goes shopping.

Everyone –

Choral Response: He always goes shopping.

Picture 2

Prompt: Tennis/ usually

(Bell & Pause for Student Answer)

Answer – She usually plays tennis.

Everyone –

Choral Response: She usually plays tennis.

Picture 3

Prompt: Karate/ sometimes

(Bell & Pause for Student Answer)

Answer – He sometimes practices karate.

Everyone –

Choral Response: He sometimes practices karate.

Picture 4

Prompt: Fishing/ always

(Bell & Pause for Student Answer)

Answer – They always go fishing.

Everyone –

Choral Response: They always go fishing.

Picture 5

Prompt: Computer games/ usually

(Bell & Pause for Student Answer)

Answer – She usually plays computer games.

Everyone –

Choral Response: She usually plays computer games.

Picture 6

Prompt: TV/sometimes

(Bell & Pause for Student Answer)

Answer – He sometimes watches TV.

Everyone –

Choral Response: He sometimes watches TV.

Picture 7

Prompt: Rollerblading/always

(Bell & Pause for Student Answer)

Answer – They always go rollerblading.

Everyone –

Choral Response: They always go rollerblading.

Picture 8

Prompt: Piano/usually

(Bell & Pause for Student Answer)

Answer – He usually plays piano.

Everyone –

Choral Response: He usually plays piano.

Picture 9

Prompt: Cookies/sometimes

(Bell & Pause for Student Answer)

Answer – She sometimes bakes cookies.

Everyone –

Choral Response: She sometimes bakes cookies.

Unit three

Demonstration

Unit 3

Pages 30 and 31

Model

Listening One

Listen to this demonstration speech. Number the pictures in the storyboard in the proper order. The first one is done for you.

Hello everyone!

Welcome to your first rock guitar lesson!

Today, I am going to demonstrate how to connect your electric guitar to your amplifier.

There are five main steps.

First, turn on your amplifier.

Next, while waiting for your amplifier to warm up, plug the guitar cord into the bottom of the guitar.

Then, make sure that the volume control is turned to zero.

After that, plug the other end of the guitar cord into the amplifier.

Finally, adjust the volume, treble and bass controls on the amp and on the guitar.

Now, you are ready to play.

That is how you connect your electric guitar to your amplifier.

Thank you.

Listening two

Listen to this demonstration speech. Number the pictures in the storyboard in the proper order

Welcome to the Volkswagen showroom!

Today, I'm going to show you how to drive the famous VW Beetle.

There are five steps.

First, push in the clutch with your left foot.

The clutch is located on the floor to the left of the brake pedal.

The second step is to put the key in the ignition, turn it to the right, and start the car.

Third, release the emergency brake.

Fourth, shift into 1st gear by moving the gearshift to the upper left position. In the fifth step, move your right foot from the brake to the accelerator.

Let out the clutch with your left foot while pushing down on the accelerator with your right foot.

Remember to let the clutch out slowly.

Now you are driving!
That is how you drive the famous Volkswagen Beetle.
Thank you.

Unit three
Page 33
Language Practice

Look at page 33 and listen to the prompts.
Create a sentence.

Example:

Prompt: turn off

(Bell & Pause for Student Answer)

Choral Response: First, turn off the lights.

Answer—First, turn off the lights.

Everyone—

Choral Response: First, turn off the lights.

Let's Try.

To watch a video

Prompt: turn off.

(Bell & Pause for Student Answer)

Answer—First, turn off the lights.

Everyone—

Choral Response: First, turn off the lights.

Prompt: turn on

(Bell & Pause for Student Answer)

Answer—Next, turn on the VCR.

Everyone—

Choral Response: Next, turn on the VCR..

Prompt: adjust.

(Bell & Pause for Student Answer)

Answer—Finally, adjust the volume.

Everyone—

Choral Response: Finally, adjust the volume.

To call the police

Prompt: a pay phone.

(Bell & Pause for Student Answer)

Answer – First, find a pay phone.

Everyone –

Choral Response: First, find a pay phone.

Prompt: the receiver.

(Bell & Pause for Student Answer)

Answer – Second, lift the receiver.

Everyone –

Choral Response: Second, lift the receiver.

Prompt: 911.

(Bell & Pause for Student Answer)

Answer – Third, press 911.

Everyone –

Choral Response: Third, press 911.

To make tea.

Prompt: in the teapot.

(Bell & Pause for Student Answer)

Answer – In the first step, put the tea in the teapot.

Everyone –

Choral Response: In the first step, put the tea in the teapot.

Prompt: with hot water.

(Bell & Pause for Student Answer)

Answer – In the second step, fill the teapot with hot water.

Everyone –

Choral Response: In the second step, fill the teapot with hot water.

Prompt: set for three minutes.

(Bell & Pause for Student Answer)

Answer – In the third step, let the teapot set for three minutes.

Everyone –

Choral Response: In the third step, let the teapot set for three minutes.

Prompt: into the tea cups.

(Bell & Pause for Student Answer)

Answer – Finally, pour the tea into the tea cups.

Everyone –

Choral Response: Finally, pour the tea into the tea cups.

Unit four

Layout Speech

Unit 4

Pages 44 and 45

Model

Listening 1

Listen and label the parts of the electronic drum kit.

The first one is done for you.

Welcome to The Roland Electronic Drum Clinic.

Take a seat there on the drummer's throne in front of you.

Before we start, I'd like to explain the layout of your electronic drum kit.

The kit is separated into drums and cymbals.

The white circular pads are the drums and the black pads are the cymbals.

Beginning on the left side and moving to the right, the high-hat cymbal and pedal are on the far left.

Right in front of you is the snare drum.

The bass drum is located in front of your right foot beneath the snare drum.

Above the snare drum are two tom-toms.

On the left, above the tom-toms, is the crash cymbal.

To the right of that cymbal is the ride cymbal.

The floor tom-tom is located on the lower right side.

Oh! And the square box on the far-left side is the control panel.

Now, we are ready to play!

Unit 4

Listening 2

Listen and label the parts of the map of Sophia University.

Welcome visitors.

My name is Professor Sorenson.

I'm from the English department here at Sofia University.

Today, I'd like to tell you about the layout of the campus.

The campus is divided into four areas by two streets.

One street runs from north to south and the other runs east to west.

Let's start on the north side and move south.

First, Saint Ignatius Church is located in the northwest corner.

The parking lot is located on the west side of the campus, to the south of the church.

The main gate is also located on the west side of the campus.

The cafeteria and bookstore are to the east of the parking lot, next to the east gate.

The horseshoe shaped building across from the cafeteria is the S.J. House. Many of our professors live there.

Building 1 and most of the classrooms are to the south of the main gate.

The building that looks like a donut, at the southern end of the campus, is the computer center.

Across the street from the computer center is the Central Library.

Behind the library is Krupp Hall, which is used by the Faculty of Science and Technology.

The Sophia sports grounds are located along the west side across the street from the main gate.

Finally, there are some tennis courts at the northern end of the sports grounds.

Thank you for your attention.

Unit four

Page 47

Language Practice

Look at the picture on page 47.
Listen and answer the questions.
Example:

Prompt: Where are the frozen foods?

After the tone answer the question with a full sentence.

(Bell & Pause for Student Answer)

Choral Response: The frozen foods are in the back right corner.

Now listen to the correct answer.

Answer – The frozen foods are in the back right corner.

Now repeat.

Everyone –

Choral Response: The frozen foods are in the back right corner.

Let's Try.

Number 1

Prompt: Where are the frozen foods?

(Bell & Pause for Student Answer)

Answer – The frozen foods are in the back right corner.

Everyone –

Choral Response: The frozen foods are in the back right corner.

Number 2

Prompt: Where is the meat section?

(Bell & Pause for Student Answer)

Answer – The meat section is in the back.

Speaker 1: Everyone –

Choral Response: The meat section is in the back.

Number 3

Prompt: Where is the produce section?

(Bell & Pause for Student Answer)

Answer – The produce section is along the left wall.

Everyone –

Choral Response: The produce section is along the left wall.

Number 4

Prompt: Where is bakery?

(Bell & Pause for Student Answer)

Answer – The bakery is in the front left corner.

Everyone –

Choral Response: The bakery is in the front left corner.

Number 5

Prompt: Where are the cashiers?

(Bell & Pause for Student Answer)

Answer—The cashiers are in the front.

Everyone—

Choral Response: The cashiers are in the front.

Unit 5

Book and Movie and Reviews

Pages 58 through 61

Model

Listening One

Gone with the Wind.

*Listen and complete the outline for the movie review.
Check the best ending for each point.*

Hello everyone.

I'd like to report on the classic movie "Gone with the Wind."

In 1939 *Gone With the Wind* won 10 Academy awards.

The movie can be divided into 3 parts.

Part 1 takes place before the American Civil War, Part 2 takes place during the war, and Part 3 is after the war.

In the first part of the movie, the hero, Rhett Butler, meets beautiful Scarlett O'Hara.

Rhett falls in love with Scarlett, but Scarlett is in love with Ashley and Ashley is in love with Melanie.

In the second part of the movie, Ashley goes off to war, Melanie has a baby, and Rhett rescues Scarlett, Melanie, and Melanie's baby from the burning city of Atlanta.

In the last part of the movie, Scarlett marries Rhett, but she still loves Ashley.

She and Rhett have a child but the child dies in an awful horseback riding accident.

In the final scene, Scarlett suddenly realizes that she loves Rhett, but it is too late.

Rhett leaves her.

In my opinion this is a much better drama than the 3 hour movie about a sinking ship.

Thank you for your attention.

Listening Two

The Little Prince

Listen and complete the outline for the book review. Check the best ending for each point.

Good afternoon.

I'd like to summarize the popular book, "The Little Prince." It went on sale in 1943.

It has sold over 50 million copies in more than 100 languages.

The Little Prince can be divided into 4 sections.

The first part describes the little prince's life on his home planet.

The little prince lives alone on a tiny planet the size of a house.

There are no other children and no adults.

His only friend is a small beautiful rose.

One day, he decides to leave his planet.

The second part of the book covers the little prince's journey to Earth.

He visits 6 small planets and meets 6 adults.

The little prince decides that adults are very strange and do not understand life at all.

The third part of the book talks about his adventures on Earth.

He finds a wise fox.

The fox teaches him to see with his heart, not with his head.

In the final part, a yellow snake helps him to return to his home planet.

I think that the words in this book are very simple, but the message is not.

I recommend reading this book slowly and carefully.

Thank you.

Unit five
Page 63
Language Practice

Look at the story of *The Wizard of Oz* on page 63 and listen to the verb prompts.

Create sentences to tell the story.

Example:

Prompt: takes

(Bell & Pause for Student Answer)

Choral Response: A tornado takes Dorothy's house to the Land of Oz.

Answer – A tornado takes Dorothy's house to the Land of Oz

Everyone –

Choral Response: A tornado takes Dorothy's house to the Land of Oz

Let's Try.

Picture 1

Prompt: takes

(Bell & Pause for Student Answer)

Answer – A tornado takes Dorothy's house to the Land of Oz

Everyone –

Choral Response: A tornado takes Dorothy's house to the Land of Oz.

Picture 2

Prompt: meets

(Bell & Pause for Student Answer)

Answer – Dorothy meets three friends.

Everyone –

Choral Response: Dorothy meets three friends.

Picture 3

Prompt: go to

(Bell & Pause for Student Answer)

Answer – Dorothy and her three friends go to the Emerald City.

Everyone –

Choral Response: Dorothy and her three friends go to the Emerald City.

Picture 4

Prompt: meet

(Bell & Pause for Student Answer)

Answer – Dorothy and her three friends meet the Wizard of Oz.

Everyone –

Choral Response: Dorothy and her three friends meet the Wizard of Oz.

Picture 5

Prompt: fight

(Bell & Pause for Student Answer)

Answer – Dorothy and her three friends fight the Wicked Witch.

Everyone –

Choral Response: Dorothy and her three friends fight the Wicked Witch.

Picture 6

Prompt: kills

(Bell & Pause for Student Answer)

Answer – Dorothy kills the Wicked Witch.

Everyone –

Choral Response: Dorothy kills the Wicked Witch.

Picture 7

Prompt: return to

(Bell & Pause for Student Answer)

Answer – Dorothy and her three friends return to the Emerald City.

Everyone –

Choral Response: Dorothy and her three friends return to the Emerald City.

Picture 8

Prompt: take Dorothy

(Bell & Pause for Student Answer)

Answer – The ruby slippers take Dorothy home.

Everyone –

Choral Response: The ruby slippers take Dorothy home.

Picture 9

Prompt: realizes

(Bell & Pause for Student Answer)

Answer – Dorothy realizes “There’s no place like home.”

Everyone—

Choral Response: Dorothy realizes “There’s no place like home.”

Unit 5

Delivery

Page 64

Listen to the following pairs of sentences.

Make a check next to the sentence that has emphasis.

The first one is done for you.

(same voices as model, underlined words are emphasized)

1.

A: I’d like to report on the classic movie “Gone with the Wind.”

B: I’d like to report on the classic movie “Gone with the Wind.”

2.

A: In the first part of the movie, the hero, Rhett Butler, meets beautiful Scarlett O’Hara.

B: In the first part of the movie, the hero, Rhett Butler, meets beautiful Scarlett O’Hara.

3.

A: There are no other children and no adults.

B: There are no other children and no adults.

4.

A: The fox teaches him to see with his heart, not with his head.

B: The fox teaches him to see with his heart, not with his head.

Listen to the following sentences and circle the numbers above the words that are emphasized.

The first one is done for you

1. In the first part of the movie, the hero, Rhett Butler, meets beautiful Scarlett O’Hara.

2. *Rhett* falls in love with *Scarlet*, but *Scarlett* is in love with *Ashley* and *Ashley* is in love with *Melanie*.

3. She and *Rhett* have a child *but* the child dies in an *awful* horseback riding accident.

4. The little prince lives alone on a *tiny* planet the size of a house.

5. The little prince decides that adults are *very* strange and do *not* understand life at all.

6. I think that the *words* in this book are very simple, but the *message* is not.

Unit 5

Page 65

Listen and Repeat with emphasis.

1.

I do *not* recommend this book

2.

He falls *madly* in love with Hiromi.

3.

Jack *doesn't* like Japan and he *doesn't* like Japanese baseball.

4.

This is the *fastest* selling book in history.

5.

In the *final* event...

6.

In the *first* part of the movie...

7.

You *must* read the book!

8.

The Dragons *beat* the Giants.

Unit 6
Show and Tell

Page 74
Model

Listening 1

Good morning everyone.
This is a postcard of the Golden Gate Bridge.
I bought it in San Francisco last May.
The weather in San Francisco was great!
The sun shone - - - every day.
We rented bicycles and rode across the bridge.
The bridge is almost two miles long
and the towers are - - - 746 feet tall.
The Golden Gate Bridge was built during the Great Depression.
It was started in January 1933 and it was completed in May 1937.
Over 160 - - - thousand miles of wire cable were used to construct the
bridge.
Eleven workers were killed during the construction of the bridge.
The bridge was designed by chief engineer, Joseph Strauss.
Over 4- - - hundred bridges were built by him all over the world.
In conclusion, the Golden Gate Bridge was a - - - great engineering
success.
Today, it is a majestic landmark of San Francisco.
Thank you for your attention.

Page 75
Model

Listening 2

Hi everyone.
This is a photograph of me at Crater Lake National Park.

It was taken by my father about 6 years ago.
We camped out and slept in a tent.

One night we heard a big bear in our camp site.

We were very quiet and finally - - - it left.

Crater Lake is the deepest lake in the United States.

It is 1, - - - 932 feet deep

and it is about 6 miles across.

The lake was formed over 7,000 years ago when a volcano exploded.

This explosion was heard, - - - and reported by the native Americans in the area.

Over 5000 square miles were covered with - - - 6 inches of ash.

In conclusion, Crater Lake shows us the beauty of nature- - - and its incredible power.

Unit 6

Page 77

Language Focus

Listen and create a sentence.

Example:

Prompt: feet high

(Bell)

Students say: It is 776 feet high.

Answer—It is 776 feet high.

Everyone—

Choral Response: It is 776 feet high.

Let's Try

Fact File 1—Tokyo Tower

1.

Prompt: feet high

(Bell)

Answer—It is 776 feet high.

Speaker 1: *Everyone*—

Choral Response: It is 776 feet high.

2.

Prompt: weighs

(Bell)

Answer—It weighs 4,000 tons

Speaker 1: *Everyone*—

Choral Response: It weighs 4,000 tons

3.

Prompt: was finished

(Bell)

Answer—It was finished in 1958

Speaker 1: *Everyone*—

Choral Response: It was finished in 1958

4.

Prompt: were used
(Bell)

Answer—28,000 liters of paint were used.

Speaker 1: Everyone—

Choral Response: 28,000 liters of paint were used.

Fact File 2—Petronas Twin Towers

1.

Prompt: high
(Bell)

Answer—It is 451.9 meters high.

Speaker 1: Everyone—

Choral Response: It is 451.9 meters high.

2.

Prompt: cost
(Bell)

Answer—It cost 1.2 billion US dollars

Speaker 1: Everyone—

Choral Response: It cost 1.2 billion US dollars

3.

Prompt: was started
(Bell)

Answer—It was started in 1993

Speaker 1: Everyone—

Choral Response: It was started in 1993

4.

2.

Prompt: was finished
(Bell)

Answer—It was finished in 1996

Speaker 1: Everyone—

Choral Response: It was finished in 1996.

Fact File 3—Starry Night

1.

Prompt: was painted by
(Bell)

Answer—It was painted by Vincent van Gough.

Speaker 1: Everyone—

Choral Response: It was painted by Vincent van Gough.

2.

Prompt: was painted in
(Bell)

Answer—It was painted in 1889.

Speaker 1: Everyone—

Choral Response: It was painted in 1889.

3..

Prompt: is displayed in
(Bell)

Answer—It is displayed in the Museum of Modern Art in New York

Speaker 1: Everyone—

Choral Response: It is displayed in the Museum of Modern Art in
New York

4.

Prompt: was acquired in
(Bell)

Answer—It was acquired in 1941.

Speaker 1: Everyone—

Choral Response: It was acquired in 1941.

Unit 6

Page 78

Delivery

*In unit 5 you learned to stress important words to show emphasis.
Another way to emphasize an important word is to pause before the word.*

*Listen and circle the words that are emphasized either by stress or by a
pause.*

The first one is done for you.

The weather in San Francisco was great!

2. The sun shone - - - every day.

3. The bridge is almost two miles long and the towers are - - - 746 feet tall.

4. Over 160 - - - thousand miles of wire cable were used to construct the bridge.

5. Over 4- - - hundred bridges were built by him all over the world.

6. In conclusion, the Golden Gate Bridge was a - - - great engineering success.

Find the pause. Circle the number where you hear the pause. The first one is done for you.

2. The sun shone - - - every day.

The bridge is almost two miles long and the towers are - - - 746 feet tall.

3. Over 160 - - - thousand miles of wire cable were used to construct the bridge.

4. Over 4- - - hundred bridges were built by him all over the world.

5. In conclusion, the Golden Gate Bridge was a - - - great engineering success.

6. We were very quiet and finally - - - it left.

7. It is 1, - - - 932 feet deep and it is about 6 miles across.

8. This explosion was heard, - - - and reported by the native Americans in the area.

9. Over 5000 square miles were covered with - - - 6 inches of ash.

10. In conclusion, Crater Lake shows us the beauty of nature- - - and its incredible power.

Unit 6
Page 79
Delivery Practice

Now you try it. Listen and Repeat. Put in the pauses.

1.
This is a photograph of the Eiffel Tower.
2.
It weighs seven thousand three hundred metric tons.
3.
It was built in only 26 months and 3 days.
4.
This is a photograph of me in front of Big Ben in London.
5.
In London, I rode on the famous double decker buses.
6.
The clock tower was completed in 1859.

Unit 7
Experiences and Accomplishments

Unit 7
Presenting and Accepting awards

Unit 7
Page 74
Model

Listening 1
Listen to the following Award Presentation and Award Acceptance speeches.
Check the best answers. The first one is done for you.

(Award Presentation)

This morning I would like you to welcome Jody Williams.
Jody is the coordinator of the International Campaign to Ban Landmines.

She won the 1997 Nobel Prize for Peace.

She has spoken at the United Nations and at the European Parliament.

You may be surprised to learn that Jody is also an English teacher.
She received a Masters Degree in teaching English from the School for International Training in 1984.

She has taught English in Mexico, the UK, and Washington DC.
Please welcome, Jody Williams.

Jody: thank you, thank you

Jody, on behalf of this school I would like to present you with this certificate for your excellent work to ban landmines.

(Acceptance Speech)

Thank you, ladies and gentlemen.

I am truly honored to receive this certificate.

I'd like to thank everyone at the School for International Training for their inspiration.

I hope you will continue to support the Campaign To Ban Landmines.

Again, this certificate means a lot to me.

Thank you very much.

Listening 2

*Listen to the following Award Presentation and Award Acceptance speeches.
Check the best answers.*

(Award Presentation)

Today, we would like to honor, our classmate, Ms. Reiko Okano.
She is a member of the school golf team.
She recently made a hole in one.
She participated in the All Japan High School Golf Tournament last month.
She has played golf in Hawaii, Guam, and Korea.
What is amazing is that she has played golf for only 2 years.
Let's give her a warm welcome.
Ms. Okano, it is my great pleasure to give you this award for excellence in golf.

(Acceptance Speech)

Thank you very much, everyone.
I am really grateful for this award.
I'd like to thank my golf coach for all his help.
I will try my best to improve my golf game in the future.
Once again, this is a great honor.
Thank you.