

KYOTO UNIVERSITY LISTENING FOR ACADEMIC PURPOSES

Supplementary lesson material from *Reallyenglish.com*



Leading the Global Education Debate 2

based on a talk by Professor David Block of the University of London.

Watch the original here: <http://www.youtube.com/watch?v=uhvO8K6QA58>

Vocabulary development

Look at the text introducing this part of the talk. Can you remember the words we highlighted in the online lesson?

"Global English," as a product, is **packaged** and presented fairly universally. English language books **tend** these days not to focus on one form of English, such as British English, with the emphasis being placed on making them more marketable everywhere. This is partly done through **branding**, which is used to make the books more desirable.

While celebrity branding is very common, it is interesting that celebrities can be transformed to be "all things to all people" and that, in some cases, language is often an insignificant part of the celebrity's overall **appeal**.

A **fundamental** aspect of "selling" is cosmopolitanism, of which three forms will be discussed. First, there is the form referred to as "cosmopolitanism-lite." This is exemplified by tourists who travel abroad but only enjoy the trip if the destination is only **vaguely** foreign. The **superficiality** of "cosmopolitanism-lite" contrasts with the more high-minded nature of "cultural cosmopolitanism." This concerns individuals who wish to learn about other cultures and to expand self-awareness of their **prejudice**. It is also an integral element of the inter-cultural education **agenda**. Finally, there is the form which is the **domain** of the middle classes who travel to "consume" other cultures through exploring such things as their cuisine, places of interest, and arts.

Read the text and then check you remember the meaning of the words (see below). Try thinking of a new example sentence for each word.

Listening skills development

This talk had good examples of the following skills, among others:

1. Distinguishing facts and opinions

It's important to know if what a speaker is saying is a fact or just their opinion. This is not always clear, but listen out for expressions like: *To my mind...*, *As I see it...*, *Personally speaking...*, *In my opinion...*, *I feel...*. These are all ways of saying this is an *opinion* rather than universally accepted fact.

2. Distinguishing main ideas from supporting information 1

When taking notes, you only need to listen out for the most important points. Often a speaker will give examples of an idea to help you understand their point, but you probably won't need to make a note of these. Listen out for phrases like: *such as...*, *for example...*, *A good example is...*, or: *for instance...*.

3. Clarifying key ideas and concepts

If you are uncertain how the speaker is using a particular term, listen out for expressions like *X is understood to be...*, *X can be defined as...*, *by X, I mean...*. These are all ways a speaker can use to make you aware of a specific definition.

Vocabulary development

package

verb

to try to make something, such as a product or an idea, seem attractive or interesting;

noun: package

Example sentence:

Some products are packaged in such a way as to make them more appealing to men than women.

tend

verb

to regularly behave in a certain way or have a particular characteristic;

noun: tendency

Example sentence:

In today's education system, teachers tend to assess a student's performance on exam results.

branding

noun

the use of certain methods, such as design, to make people recognize, remember, and like a product

Example sentence:

Branding is responsible for making products like Coca-Cola and Nike household names.

appeal

noun

the qualities that something has that make people like or want it;

verb: appeal, adjective: appealing

Example sentence:

I think the main appeal of these biscuits lies in the fact that they're both cheap and tasty.

fundamental

adjective

essential to the existence, development, or success of something;

adverb: fundamentally

Example sentence:

Donations are fundamental to the charity's continued success.

vaguely

adverb

roughly, approximately, to some extent;

adjective: vague

Example sentence:

Our physics professor looks vaguely like Albert Einstein!

superficiality

noun

the quality of being incomplete, shallow, or insignificant;

adjective: superficial

Example sentence:

Her work has been criticized for the superficiality of the research.

prejudice

noun

unreasonable belief and opinion formed before gaining knowledge or experience of a subject; adjective: prejudiced

Example sentence:

She's normally very open-minded, so her prejudice against foreign is really out of character.

agenda

noun

aim, plan, or set of intentions

Example sentence:

The politician has his own agenda and it has nothing to do with improving the lives of the poor.

domain

noun

an activity or interest which is considered to belong to, or be controlled by, a particular person or group

Example sentence:

Up until the late 19th century, traveling for pleasure was the domain of the wealthy.

Try to find another talk online about this topic and see if the speaker makes any of the same points, or uses any of this vocabulary.