

Unit 1

Listening

1.1 Extract 1

Mohammed OK. My name's Mohammed. I'm going to tell you about my experience of the pre-session course I took here at the university. I studied a three-month course in Academic Reading and Writing. So, firstly, I'm going to talk about my experience of the course itself ... and then tell you something about how the course was helpful for me in my degree.

Julia So I'm here today to tell you about my time on the Bachelor's degree in Business Studies, the BSc. in Business Studies. I started my degree two years ago, and I'm now starting my final year, so I think I have quite a lot of experience that could be helpful to you. I've divided my presentation into three main parts: getting good marks, work experience, and the dissertation.

Luke Hello. Good afternoon. My name's Luke. I have to say it's a bit strange being back here, but it's nice to be back too. I actually completed my Master's in Food Science two years ago, but I was really pleased when I was asked to come back and share my experience with you. Just to give you a brief overview: first, I'll talk about the academic and professional skills you get on the programme, and then I'll talk about how to get the best support while you're here.

1.2 Extract 2

At the beginning I wasn't too happy about having to take an English course. I studied English at school for ten years, and I just wanted to get on with studying my degree. You know, I felt I knew all that was needed to know and that I'll be fine. But now, looking back, I'm really pleased that I took the course. There are big differences between the English classes I had at school and the classes I took here.

Firstly, academic reading. In school reading was mainly to start a discussion or to learn vocabulary or grammar. We didn't have to do much with the actual text. To give you an idea of what I mean, in academic situations you're always reading for a reason – for example, to write an essay, to give a presentation, to prepare for a test. So you need to learn how to use the information in the texts in these kinds of assessments. You also need to understand the writer's opinion, so you can use it to support your argument. Then, also, you have so much more reading to do, and it can be difficult to decide what you need to read and what makes a good source.

You know, this course really helps you to deal with these challenges. So to go back to what I was saying earlier, the reading needs to be used in the writing, and this is the other big area the course helped me with. I learnt useful things like how to summarize, how to paraphrase, how to reference work correctly in my writing ... all really useful stuff. At the time I didn't think it was that important, but then one time I lost 10 per cent of my mark because of poor referencing, so ... well, yeah, then I realized how important it was.

1.3 Extract 3

Probably the main thing you'll all want to know is, how can I get really good marks? As you know, the university gives degrees in four classifications. And really, to get the top classifications, you have to be able to

demonstrate your critical thinking skills. So you have to learn to challenge ideas and not just accept everything that you read, or that you're told. It's almost impossible to get a good mark unless you do this – and for me that was the biggest difference from school. And also, you need to pay attention to your feedback you get from your tutor. Don't just look at the mark – look at the comments and see the areas your teachers want you to improve.

OK, let's move on and talk about work experience. It may seem a bit early to be talking about this now, at the start of your degree, but actually you do need to start thinking about it. As you all know, there are lots of people graduating from university every year, so you need to make yourself look different from everybody else. One way to do this is to get work experience – it shows that you not only know the theory, but that you can also ... you know, function in the real world.

OK. Lastly, it's important to start thinking about your dissertation, as early as possible. The dissertation counts for 30 per cent of your mark on this course, and you have to research it for a whole academic year. So it needs to be something that you're really interested in. It also needs to be an area that's not too broad – nine months isn't that long, so you know, ... keep it focused. Your dissertation is a real test of your academic abilities and it will probably decide the degree classification you get. So it's never too early to start thinking about it.

1.4 Extract 4

The main reason I chose to study Food Science here is because of the support you get as a student ... and the skills development. Obviously it's important to know your subject well, but once you leave you may have to work in a lot of different professional contexts.

So two things that are really important to learn and improve are your writing and your presenting skills. These will help you get better marks in your course modules, but also they're really important when you start working. In a lot of jobs, you'll have to report things like research findings, or results of tests and experiments ... er, that can be in writing or in a presentation.

There are important rules about what's expected of you as a student, as a professional, in terms of skill. And this course can really help you develop those skills. I know that for many of you, this course is probably a career change. It is for nearly 30 per cent of students every year. It can be difficult, because you may have been an expert in another field in the past, I don't know, accounting or something. But now you're not an expert and you aren't used to being a student any more. Another 30 per cent of you probably come from different educational systems. This course is very international, and the tutors all know that it can be difficult to understand the expectations of a new system. But for both of these groups, I think this course provides really excellent support so, you know, make use of it if you need it.

So, to sum up, I would say don't just learn your subjects – develop other skills and don't worry if you're finding it hard. There's lots of help and support available.

1.5

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idea of what I mean, in academic situations you're always reading for a reason – for example, to write an essay, to give a presentation, to prepare for a test.

- 2 ... This course really helps you to deal with these challenges. So to go back to what I was saying earlier, the reading needs to be used in the writing, and this is the other big area the course helped me with.
- 3 And also, you need to pay attention to your feedback you get from your tutor. Don't just look at the mark – look at the comments and see the areas your teachers want you to improve.
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- 4 As you all know, there are lots of people graduating from university every year so you need to make yourself look different from everybody else.
- 5 So, to sum up, I would say don't just learn your subjects – develop other skills and don't worry if you're finding it hard. There's lots of help and support available.

Speaking

1.6

Hi. My name's Ryo Hashimoto. Well, today I'd like to talk to you about my recent educational experience, and my aims for the future.

OK, so first let me tell you about where I've been studying. My first main aim was to get into a very good university in my home country, which is Japan. So I applied to Keio University in Tokyo, which is the capital of Japan, as you know.

So ... that was my first choice, and I studied very hard, you know, late every evening, and most weekends. In Japan it's very competitive and you have to study very hard if you want to succeed. And ... I'm pleased to say that I was offered a place at the university to study economics.

What I would really like to do is work in a large international company, like NTT, for example, or Mizuho Bank. And actually, this is my message to you today. Work hard and you can achieve success – anything you want, really.

OK, I'm making that sound, you know, quite easy. But in reality, it's not so simple, of course.

And this brings me on to my second main point. As I said, I was accepted by Keio University, but I needed to improve my English. In fact, I still need to improve my English, especially my writing. So before I was allowed to start my course at the Department of Economics, I had to improve my TOEFL score. And that's my second main aim – to improve my TOEFL score as well as my English.

Why is this important? Well, there are about thirty courses offered in English at Keio in Japan, but I would also like to study abroad, at one of the university's partner schools. They have a programme with the University of California, but they only accept a small number of students every year. My level of English was OK, but it was still below the entrance level for studying in California.

Anyway, what I want to say is, after I was accepted at Keio University, I still had to finish off my high school studies. I tried to do this by taking extra classes at *juku*. *Jukus* are private schools, where you can go after school

and you pay for extra classes – in any subject, really. But for me it was English.

Unfortunately, that took up a lot of extra time, and of course I also had to concentrate on my main academic subjects. So ... that didn't really work out for me.

Well, the end of my story is – I still haven't reached my target level yet. That's why I'm here.

I'd like to finish my presentation by saying again, 'work hard, and you can achieve success'. I know I haven't achieved my main ambitions yet, but I know that I will reach my goals and I will enter the Economics Department at Keio University next academic year. And go on to study abroad.

So ... that's all. Thank you very much for listening.

Unit 2

Listening

2.1 Extract 1

So, as you would've seen from the lecture schedule, we're going to be looking first at the United Nations, or the 'UN' as it's usually known. Obviously, the UN is an international organization, and it operates in most countries around the world.

The UN is involved in a wide range of activities, but its main mission is to promote peace and security around the world. So, the aim of this lecture is really to give you an understanding of the UN from a number of different perspectives.

Now, as the name suggests, the United Nations is one of only a very few organizations with a truly global reach, from almost every perspective – political, economic, military, humanitarian, and so on. Historically, the UN can trace its development back to the two World Wars which took place in the 20th century, and we need to understand something about this historical background.

I'd like to begin with an overview of the structure of the UN, how it's organized, and after that we can move on to look at the purpose of the UN – in other words, what it's for and why we need it. And finally, we'll take a brief look at the history of the organization, and how such a historical institution remains relevant today.

2.2 Extract 2

OK, so let's start by looking at the structure of the United Nations. Now, the first point to note is the UN is made up of a group of international institutions. The best known of these is the central organization – the central United Nations system. Now, most of you will recognize the UN headquarters in New York.

... There are five main organs of the UN, five main divisions, if you like. But in this lecture we're going to look at only four of them – the Security Council, the General Assembly, the Secretariat, and the Economic and Social Council. We'll talk about the role of the International Court of Justice when we look at international law, later on in this semester.

So, firstly, as the name suggests, the purpose of the Security Council is to focus on security. It has five permanent member countries, and its main responsibility, essentially, is to maintain international peace and security. It has the power to issue directives and, if necessary, to send in peace-keeping forces to help reduce the risk of war in problem areas of the world. So the Security Council is the one organ which has some

military power. But the other organs of the UN really don't have that kind of power.

OK, so turning to the General Assembly – this is like the 'parliament' of the United Nations, the political arm, if you like. In political terms it carries a lot of weight. All the UN member states are represented in the General Assembly, and each member state has one vote. They vote on important matters related to international peace and security, and many other issues as well.

But whatever the General Assembly decides – on any issue – is basically a recommendation, it is not a binding decision. So this means they can't force any state, any country, to do anything. However, the General Assembly's recommendations are important. They are important indications of world opinion, and they represent the moral authority of the community of nations. And because of this the UN has moral authority. The General Assembly tries to ensure the governments of its member states treat their people well, that they behave in an ethical way, in other words.

Moving on now to the Secretariat. This is essentially administrative. It's led by the Secretary-General, who is normally a global figure of some importance – think of recent Secretary-Generals like Kofi Annan or Ban Ki-moon. As well as having an administrative role, the Secretariat carries out research. But it's mainly bureaucratic, and it doesn't have that much obvious political power. The Secretary-General, though, does have an important diplomatic role.

OK. The next organ is the Economic and Social Council – abbreviated to ECOSOC. ECOSOC is responsible for overseeing the activities of a large number of other institutions within the United Nations. It operates with the authority of the General Assembly, and its main purpose is to coordinate the economic and social work of the UN.

ECOSOC also oversees a large number of other institutions, such as the World Health Organization. They have their own budgets and their own heads, and so on ... so financially and politically speaking, these institutions are independent. And they're big financial institutions – for example, the WHO budget for 2012–13 was approximately 2.5 billion dollars.

2.3 Extract 3

OK, now I'd like to talk about the history of the organization. So the United Nations was established just after the end of the Second World War, on the 24th of October, 1945. Historically, it was set up to replace the League of Nations, which itself was established just after the First World War, in 1919.

The aim of the League of Nations was to ensure that future wars were impossible. Now obviously, it failed in that objective, and a key reason why it failed was that it had no real power. Similarly, a key aim of the UN has always been to promote world peace. But unlike the League of Nations, it has the legitimacy to do so. In other words, it has the legal authority, the legal power, to carry out that objective.

OK, so the UN started out in 1945 with 51 member countries. Today, nearly every state in the world is a member of the UN. And what's important about the UN, and one reason why it's more successful than the League of Nations, is that it has the UN Security Council. So, from a legal and a military perspective, the UN is much more powerful.

Now, as I suggested earlier, the Security Council gives the UN significant potential military power and reach. It's one of the UN's most important organs. The Security Council was initially made up of 11 states. After 1965 it had 15 states, and these include the five permanent members – China, France, Russia, the UK, and the United States. The other ten members are non-permanent members.

Now, as far as geography is concerned, the UN Security Council appears to cover a lot of the globe. But if you think about it, all of these countries are in the northern hemisphere. No southern hemisphere countries are represented permanently on the Security Council – no African, no Latin American countries, no countries from the South Pacific regions.

Speaking

2.4 Extract 1

- A So, erm, Dan ... I mean, what do you think? Should governments be the ones who are responsible for managing pollution?
- B Well, from my point of view, yes, they should. Definitely. Because it's a global problem – it affects everyone. But ... you don't think so?
- A Well, no ... no, I think it's more about, um, individual responsibility. Individuals and companies ... well, they all need to take responsibility for their own actions ... you know, whatever they do that contributes to carbon emissions, or whatever.
- B But why?
- A Well, look, it just makes sense to me that the people who cause the pollution should be more responsible.
- B Well, I think it makes more sense for governments to do it if ...

2.5 Extract 2

- C Right, so what perspectives might there be on this topic? Apart from the environmental perspective, obviously.
- D Well, I think just in that statement you've clearly got three groups. The government is the political perspective. Individuals, the general public – that's the social perspective. And then companies would have a commercial perspective.
- C Yeah, yeah, that's right. OK, well ... so what political perspective might there be on this idea?
- D Well, politically you'd want some control on who managed it ... and also how.
- C Mm ... Politically speaking, the responsibility would probably be put back onto companies and people, wouldn't it? I mean, for example, by creating new laws.
- D Exactly, yes ... so I would say from a political perspective it would become the responsibility of companies and individuals and not the government – through the creation of new laws.
- C Yeah, I agree with that. OK, how about socially, the social perspective? I mean, don't people think that they pay their taxes, so basically the government should take care of it?
- D That's true, but I think a lot of people are also quite green, you know. They're quite ... environmentally-minded.
- C Yes, but they still expect the government to have a role. I think socially speaking it's difficult to have just one perspective ... you know, because everyone's different. I would say most people would see this as mainly the government's role, but not only the government's role.