

ВЫСШАЯ ШКОЛА ЭКОНОМИКИ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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English for Asian Studies Coursebook



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Английский язык уже давно проник во все сферы человеческой деятельности и стал инструментом интеграции в глобальное общество. Изучение английского языка признано необходимостью в большинстве стран мира. Однако если в школе упор делается на освоение курса «General English», то при обучении английскому языку в вузе на первый план выходят овладение академическими навыками и навыки профессионального общения. Эти два аспекта и легли в основу данного учебного пособия, которое охватывает первую часть практического курса «Английский для востоковедов» ('English for Asian Studies'). Курс построен на принципах коммуникативного подхода к изучению английского языка и включает четыре вида речевой деятельности: прослушивание (Listening), чтение (Reading), говорение (Speaking), письмо (Writing), а также изучение грамматики и вокабуляра. Основной целью учебного пособия является развитие у студентов как академических навыков (написание эссе, аннотаций, тезисов, выступление с презентацией, участие в круглых столах и дебатах), так и навыков в сфере английского для специальных целей (овладение англоязычной терминологией будущей специальности, знакомство с культурологическими, экономическими, историческими, политическими реалиями изучаемого региона). Пособие «Английский для востоковедов» основано на аутентичном англоязычном материале, посвященном странам Восточно-Азиатского региона, и состоит из шести частей (Units): Unit 1. Анимэ (Япония); Unit 2. Бренды (Китай); Unit 3. Образование (Корея); Unit 4. Искусство (Дальний Восток); Unit 5. Инновационные технологии (Япония); Unit 6. Азиатский образ жизни (Дальний Восток).

Учебное пособие рассчитано на студентов бакалавриата отделения востоковедения и предусматривает наличие у студентов уровня коммуникативной компетенции на английском языке в диапазоне B2+ — C1.

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UNIT 1

IT'S ANIMEAZING! Japanese Modern Culture

LEAD-IN 1

- Do you like watching cartoons? Why/Why not?
- Do you have your favourite ones?

TASK 1.1. *Work on your own. Find a pair for each cartoon character. Match characters in A with those in B. Then compare the answers with a partner.*

Column A	Column B
1. Homer	A. Bart
2. Peter	B. Kenny McCormick
3. Eric Cartman	C. Jerry
4. Ash Ketchum	D. Butt-Head
5. Beavis	E. Lois
6. Lisa	F. Pikachu
7. Wolf	G. Marge
8. Tom	H. Hare

TASK 1.2. *Can you name the titles of cartoons where these characters appear? Are these cartoons popular in your country?*

TASK 1.3. *Think of three reasons why grown-ups like watching cartoons and animated films?*

- _____
- _____
- _____



READING. Skimming and Scanning

Skimming is high-speed reading that can save you lots of time. You skim to get the general sense of a passage or a book. You should read only the words that will help you get the sense of the text.

Read the first sentences or paragraphs quite carefully. The beginning often contains general information about the rest of the text. If the text is long, you might also read the second paragraph. Sometimes the first paragraph is only an introduction and the second paragraph contains the main idea.

You should usually read the last paragraph more carefully. The author often summarizes the main idea at the end.

TASK 1.4. *Read the title and the subheading of the newspaper article. What do you expect to read in the article?*

Skim the whole passage. Which of these best describes the writer's purpose?

- a) to give a brief history of anime
- b) to compare Japanese and American animation
- c) to understand the phenomenon of anime

Scanning is very high-speed reading. When you scan, you have a question in mind. You do not read every word, only the words that answer your question. You look for specific words or word combinations. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

Scanning is a skill that you often use in daily life. For example, you might scan the list of names in a telephone directory in order to find a phone number.

TASK 1.5. *Scan the whole passage and find as many anime titles as you can.*

Animation. For children's eyes only?

Japanese animated films have become country's stylish export products

¹The increasingly impressive animation coming up from the USA (in films like "Kung-Fu Panda" and "Minions") is, quite literally, child's play compared to the

full-length animated films that have been streaming out Japan since 1980s. Nothing could be farther from the touching world of Bambi, where formulaic characters and storylines are never allowed to scare children or hurt their feelings, than Japan's edgy, provocative, documentary-like "*anime*". The former is eye-candy for kids; the latter is a breathtaking adventure for people of all ages willing to explore the outer limits of their fears and longings.

²Not long ago, *anime* had little impact on world's film industry and was hardly known by anyone outside Japanese Islands. Nevertheless, such animation masterpieces like "Nausicaa of the Valley of the Winds" by Hayao Miyazaki, Gisaburo Sugii's "Night on the Galactic Railroad", and "Akira" by Katsuhiro Otomo's have inspired a younger generation of film makers in the West. Luc Besson, the authoritative French director of "The Big Blue", ranks Mr Otomo's nervy "Akira" alongside the very best live-action films from the cult Japanese director Akira Kurosawa.

³After the appearance of such professional groups as Studio Ghibli, Production I.G. and others, Japanese anime has gained some popularity among wider audience. Much of the merit goes to Disney's art-film unit, Miramax, for translating Mr Miyazaki's "Princess Mononoke" — the biggest domestic box-office success of all time in Japan. The film shows a medieval people with their greediness and recklessness against the forces of nature in an epic collision that leaves both sides in ruin.

⁴In the USA, "Princess Mononoke" got rave reviews but rather modest receipts. Families, anticipating a classical Disney story, might well have been confused by the film's mature topics. Despite quite limited success and ambiguous reception, American film distributors had another attempt with Mr Miyazaki's work "Laputa, Castle in the Sky" (1986). The anime, which plot is loosely based on a passage from "Gulliver's Travels", didn't seem so impenetrable for US audience and was a way better welcomed than its predecessor.

⁵Fifty years ago Japanese live-action films, full of imagery and psychological insights, amazed and captured the West. Films such as "Rashomon" (1951) and "Seven Samurai" (1954) by Mr Kurosawa, and "Tokyo Story" (1953) by Yasujiro Ozu "set new standards for film makers everywhere. Now it is time for avant-garde animators to pick up the baton of Japanese film industry and probably to increase its fame. And it seems to happen rather soon.

⁶Why should this be so? Cost is certainly part of the answer. Hollywood industry is now relying on special effects that demand enormous expense. Avatar, Pirates of the Caribbean (At World's End), Spider-Man 3 are blatant examples. Being con-

siderably cheaper, anime represents a way of creating first-rate films avoiding huge spending on actors' fee and 3D technology.

⁷Manga, the Japanese comic books, is another factor that contributed to the popularization of anime. They appeared in early 1970's and fairly soon have become omnipresent. A number of successful full-length animations, among them Mr Miyazaki's "Nausicaa", have been originated from popular *manga* stories.

⁸But can we approve the Japanese preference for two-dimensional cartoons over live action films with just these two factors? Or is there something else behind the scenes? The author Kenji Sato argues that shortly after "Princess Mononoke" was released — the Japanese moviegoers' flight to *anime* has become a part of the ethnic self-denial that has suffused Japanese society, particularly since the end of the Second World War.

⁹The trend of modernisation and westernisation, that was once spread in Japan, resulted in the rejection of its own history and traditions and sought to become *Nihonjin-banare* (de-Japanised) — a generally complimentary term implying that one looks and acts more like a westerner than the average. As Mr Sato points out, a typical feature of *anime* as well as *manga* is the way that the characters (the females especially) are drawn with a blend of Japanese and Caucasian features. "In short," says Mr Sato, "the characters of *anime* show the Japanese as they would like to see themselves."

TASK 1.6. Now read the article once again and answer the questions.

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information

TIP! Before you start reading, underline key words in questions 1–5.

1. Japanese anime directors had a great influence on Western counterparts.
2. "Princess Mononoke" enjoyed a commercial success in the USA.
3. In Japan there is severe competition between anime and manga industries.
4. Drawing an anime is less expensive than shooting a live-action film.
5. According to Kenji Sato anime heroes show real characters of Japanese people.



VOCABULARY. Definitions and Synonyms

TASK 1.7. Find the underlined words in the text. Match them to the definitions below.

1. _____ a report in a newspaper or magazine that praises something such as a film or show in a very enthusiastic way.
2. _____ containing or made from ideas or expressions that have been used many times before and are therefore not very new or interesting.
3. _____ the events in a book, film etc.
4. _____ impossible to understand.
5. _____ something that has been replaced by another thing.
6. _____ secretly rather than publicly.
7. _____ the number of tickets a film, play, or performer has sold in order to show how successful they are.
8. _____ making you feel emotional or sympathetic, for example by being sad.

TASK 1.8. Fill in the gaps in sentences using the notions from Task 1.4.

1. The performance earned them _____ from critics.
2. Kim Jong-un's _____, as North Korea's leader, was his father Kim Jong-il.
3. Children love jokes and riddles that are heavily _____.
4. Hatchiko is a very _____ story that teaches us about loyalty and faithfulness.
5. With the _____ revenue of almost \$86 million, 'Pokemon: The First Movie' is commercially the most successful anime.
6. The language of this document would be _____ to anyone except a specialist.
7. The people who worked _____ are the real heroes of this project.
8. I don't want to give anything away because the _____ is so good!

TASK 1.9. Choose *THREE* out of eight notions in Task 1.4 and write down the sentences of your own.

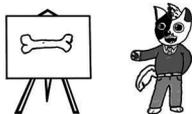


SPEAKING. Roundtable Discussion

In small groups discuss these questions.

- Do you agree with the statement that ‘animate films may well appear more alive that flesh-and-blood reality of live action films’?
- Is anime popular in your country? Why/Why not?
- In your opinion what makes anime popular worldwide?

Extra Practice: Work in pairs. **Student A** → p. 105. **Student B** → p. 106. Follow the instructions.



PRESENTATION SKILLS. Starting your Presentation

LEAD-IN 2

In small groups discuss the following issues.

- Think of the situations when people are asked to make a presentation.
- Why are presentations in such great demand now?
- What main principles of designing a presentation do you already know?

TASK 2.1. Five typical stages of an academic oral presentation are listed in the box below, but their order has been mixed up. Decide the order in which these different stages should occur and then write them in the spaces provided.

The body	The chance for discussion introduction	The overview The conclusion	The general
----------	---	--------------------------------	-------------

STAGE 1. _____

STAGE 2. _____

STAGE 3. _____

STAGE 4. _____

STAGE 5. _____

TASK 2.2. Match the following descriptions of what happens at each different stage.

- a) The speaker talks about the presentation topic in detail.
- b) The speaker lets the audience know that he/she is going to finish the presentation.
- c) The speaker greets the audience and introduces him/herself.
- d) The speaker gives the audience the opportunity to ask questions.
- e) The speaker tells the audience what the topic of the presentation will be.



TASK 2.3. Listen to the opening of two quite different oral presentations. Take notes of what should be included into the general introduction.

Which of the openings is rather informal? How can you tell?



WRITING. How to do a Review?

LEAD-IN 3

Work in small groups and discuss these questions.

- Do you have your favourite anime?*
- How do you decide what anime to watch?
- Do you read anime reviews? Do you find it useful/handy?

* Alternatively you can talk about films.

TASK 3.1. Read bloggers' comments on the question: "Who Enjoys Writing Anime Reviews?" What challenges do they face while writing a review?

Loki_li

I like writing them, and I love it when people say their helpful. Though admittedly I'm always writing from my point of view, with fangirl-glasses on (I can't take them off!) so I get why for some people my reviews are not helpful.

MountainMew

I enjoy writing reviews, but I find it very time-consuming. To review an anime in depth requires a lot of studying and rewatching, and I just don't have time for that. I also have a lot of trouble writing my thoughts down coherently, and I'm not very knowledgeable about film and animation anyway. But I'd still like to give unprofessional reviewing a shot sometime.

Moonhawk81

I do write reviews for shows which I really enjoy. If I really disliked a show, writing a review is just a painful re-hash, so I don't. Kinda like why I've never attended one of my high school reunions...

GOLDEN RULES OF REVIEW WRITING

Simple Strategies and Helpful Tips for Writing Online Reviews

TASK 3.2. *Read and discuss the rules of reviewing given by an experienced anime and manga on-line columnist.*

- **Grab the reader's attention.**

This is pretty basic journalism, but with many bloggers subscribing to the “stream of consciousness” school of writing, this principle does get forgotten sometimes.

Remember, no one, **NO ONE** is required to read your review from the first sentence to the last. This is especially true when you write for the Web. Web readers tend to skim and click away if your article isn't interesting, meanders or takes forever to get to the point.

Your first paragraphs should provide the title of the anime, the director, give a hint of what kind of story it is (e.g. literary genre (fantasy, sci-fi, drama, comedy), audience-specific genre, the overall mood/type of story this is), and give some idea of what you'll be talking about for the next 8–10 paragraphs.

- **Give a brief summary. No spoilers.**

A summary of the plot is an essential part of a review — but it shouldn't be most of your review. The summary provides context for your comments, and should include the essential elements of the story. It should not contain every plot twist, and it should definitely not include spoilers.

The purpose of a review is to help readers decide whether or not they want to watch the show themselves. If you give away all the good parts in your review, there's no reason for them to do so. You may hint that impactful moments may occur, but avoid going out and saying, “X dies.”

A general rule of thumb is that the summary of the story should be no more than 2 paragraphs, or for longer reviews, no more than 1/4 of the review.

- **Include some details.**

Back up your assessment with descriptions of scenes, characters, and technical elements in order to give your opinions merit.

Did the anime have especially interesting character design? Were there any voice actors of note, and how were their performances? Was there a memorable musical

score? Did the anime provoke public interest? Was the animation choppy? Include these details as justification for your review grade.

- **Express your opinion clearly.**

Readers should have some idea whether a show is worth watching or not after reading your review. Don't be wishy-washy in your reviews — either you liked it or you didn't. If it bored you, that's an opinion. If you're saying that some generic reader with lower standards than you might like it, you're avoiding your responsibility as a reviewer. A review is an opinion piece, not a straight news story — you don't have to be “objective” or “neutral.”

No need to add “I think” or “In my opinion,” either. It's redundant — this is your review, isn't it? — and it weakens the statement.

- **Not everyone knows Japanese.**

Besides learning how to “read backwards,” a reader who is new to anime will also be confronted with a variety of Japanese (and non-Japanese) terminology. You may have been reading manga and watching anime for years and may know how to speak and read Japanese, but remember that some of your readers might not.

You don't have to “talk down” to your audience by explaining every manga-specific word or phrase, especially if your blog is geared to the “elite fan in the know.” Avoid typing Japanese characters as it looks bizarre. Generally speaking, it is a good practice to explain any foreign word or acronym upon first mention. If you use a word your reader doesn't understand, they may well surf away from your site to look up the meaning elsewhere.

- **Describe the audience reception.**

If you're able to get audience reactions to the show, it can enhance your opinion. If you're watching the show online or as a DVD release, find out what other reviewers have been saying. You can also browse forums to see if the show has been highly anticipated by fans.

If you're watching the anime in an exclusive showing (for example, the limited *Madoka Magica* U.S. release), try and gauge the reactions of your fellow audience members. Is the theater crowded or did hardly anybody show up? Did people applaud? These observations can add persuasive details to your review that support your assessment.

- **Give it a grade.**

Some reviewers HATE standardized scores (e.g. numbers/grades/stars/percentages/rotten tomatoes), but many readers appreciate scores, because they provide a quick summary of the review to come.

Make sure the grade is on an easy-to-recognize scale, so readers can instantly gauge whether it's a positive or negative score. For instance, you can use a 5-star rating system, with 5 stars saved for excellent, ground-breaking work, 0 stars for totally abysmal anime and 3 stars being the “average” rating for an anime that most readers can watch and enjoy.

Whether you use a rating system and how you manage it are up to you, but if you give everything a high grade, you've rendered your grading system meaningless.



VOCABULARY. Synonyms

TASK 3.3. Find the words/collocations in the text with the same meaning.

- a) to twist (in *Grab the reader's attention*)
- b) crucial (in *Give a brief summary*)
- c) soundtrack (in *Include some details*)
- d) vague (in *Express your opinion clearly*)
- e) excessive (in *Express your opinion clearly*)
- f) to measure (in *Describe the audience reception*)
- j) to appear (in *Describe the audience reception*)
- h) terrible (in *Give it a grade*)

USEFUL WORDS and Expressions FOR REVIEW WRITING

award (n.)	interpretation (n.)	risqué (adj.)
be miscast	keep somebody	rolling in the aisles
bomb (v.)	on the edge of the seat	send shivers down
bring the house down	leading light	someone's spine
crowd-puller	masterpiece (n.)	steal the show
disjointed (adj.)	memorable(adj.)	take centre stage
do a hatchet job on	moving (adj.)	treading the boards
far-fetched (adj.)	overrated (adj.)	typecast (n.; v.)
gripping (adj.)	pick holes in	understated (adj.)
hackneyed (adj.)	portrayal of smb	up-and-coming (adj.)
harrowing (adj.)	page-turner	wade through
heavy going	play to the gallery	wait in the wings
impenetrable (adj.)	rendition (n.)	

TASK 3.4. *In your opinion, what is the crucial rule? Exchange opinions with your partner giving reasons for your choice. In small groups rank the rules according to their importance.*

TASK 3.5. *Read the review on a new film by Hayao Miyazaki and find the implementation of 'golden rules' and fill in the table below.*

The Wind Rises

Farewell warning from pacifist director

¹Hayao Miyazaki's first film for grown-ups, "Kaze Tachinu" ("The Wind Rises"), is a dismal investigation of love, responsibility and death. Best known for producing delicate fantasy works for kids such as "Princess Mononoke" and "Spirited Away" has now turned to the true story of an aeroplane-maker whose promising career fell on the days of the Second World War.

²The title itself is an allusion to a Paul Valéry poem "Le Cimetière marin" ("The Graveyard by the Sea"): "The wind is rising! We must try to live." The wind is an omen

for the disasters — both natural and man-made — that makes the film's settings: the 1923 Kanto devastating earthquake and Japan's imperial war, ten years later.

³Based on the true story, the film is saturated with the fantasies, which is peculiar to Mr Miyazaki's previous works. It abounds in dreams. At first, a ten-year-old boy Jiro Horikoshi imagines flying above his provincial home, only to be awakened by bombs that fall from a giant aerial warship. By the end of the film, he is wandering around the ruined countryside of wartime Japan, which is partly a consequence of his childhood dreams of flight.

⁴Being a pilot is closed to Jiro due to his eyesight, but he decides to go to school to be an engineer and design those "beautiful dreams" for others to fly. The character of Jiro is based on the real Japanese designer of the Mitsubishi A6M Zero. At that time the Zero represented a revolution in technology and was known as the world's best aerial fighter plane. The Zero enjoyed a terrifying reputation across the war's Pacific theatre and was used during the attack on Pearl Harbour in 1941.

⁵Jiro's love of flying is a pure and undefiled thing shown in subtle and delicate aerial scenes. The storyline of budding love between Jiro and his fiancée, Naoko, is also depicted metaphorically through the soaring flight of paper aeroplanes. His love story is touching and terrible, sweet and funny, and during a walk in a torrential downpour, struggling under an umbrella together, Naoko says to him, suddenly, "Life is wonderful, isn't it?" The question remains unanswered.

⁶Mr Miyazaki was born in the same year the Imperial Japanese Navy attacked the Pearl Harbour. First seen as a pure coincidence, with years the fact has become emblematic, as pacifism, so common for Miyazaki's generation, runs through all his works. The world in his movies is shown from children's innocent eyes, whose hearts have no room for ignorance, disdain and injustice, and whose actions should lead humanity to peace and harmony, not to war and hatred.

⁷Some critics and admirers doubted the director's choice of the storyline. Jiro, a weapons-maker, definitely stands out of the crowd of Miyazaki's pacifistic characters. However, the guru denies any kind of discrepancies and considers the story to be mainly about an engineering genius, who cannot be blamed for the outbreak of war.

'Golden Rule'	Paragraph(s)	Example
<i>Grab the readers' attention</i>	#1	<ul style="list-style-type: none"> • <i>The director's name: Hayao Miyazaki</i> • Audience-specific genre: his first film for grown-ups • Mood of the story: a dismal investigation of love, responsibility and death

'Golden Rule'	Paragraph(s)	Example



TASK 3.6. Listen to the final part of the review and answer the questions.

- What was Mr Miyazaki “disgusted” by?
- How did conservatives react to Mr Miyazaki’s article?
- Which film festival will “The Win Rises” appear at?
- Have you noticed the use of any other review rules?

LEAD-IN 4

Answer these questions.

- What difficulties do people face while learning a foreign language?
- In your opinion what is the best way to learn a new language?
- Do you think it is possible to learn a foreign language from scratch by watching films or cartoons? Why?/Why not?



LISTENING. For Details

You are going to listen to the interview with a man who runs a website for anime fans. Before you listen, please match two notions with their corresponding definitions.

- | | |
|---------------------|--|
| 1. Sub anime | a) refers to editing out the original dialogue of a foreign TV show or movie and replacing it with a dialogue of a different language. In the anime world, the “dub” refers to the English language version of an anime. |
| 2. Dub anime | b) is anime in the original Japanese dialogue with subtitles in another language (usually English). |

TASK 4.1. Listen to the first part of the interview with Ken Cannon who runs a website <www.japanesethroughanime.com> and choose the correct letter A, B or C.

- How old was Ken when he got the interest to anime?
 - 16
 - 17
 - 18
- Social anxiety means
 - disability to study at public schools
 - intense fear in social situations
 - constant changes in mood
- After becoming fascinated by anime Ken got into
 - Japanese theatre
 - Japanese drama
 - Japanese live-action films

4. First anime that Ken watched was

- a) sub
- b) dub
- c) silent

TASK 4.2. Listen to the second part of the interview and complete the flow chart below. Write **NOT MORE THAN THREE WORDS**.

Ken used computer programmes such as (0) 'RosettaStone' and 'Pimsleur' to learn some basic Japanese.



After doing computer courses Ken started looking for (1) _____ of Japanese



The idea of teaching oneself Japanese seemed to be rather (2) _____



While watching Naruto anime show, Ken decided to make a list of (3) _____



To complete the task Ken addressed to (4) _____



Ken's list initially comprised (5) _____ words

CLOSING UP QUESTION: Have you kept notes of new words in your own personal vocabulary?



SPEAKING. Roundtable Discussion

- Have you ever tried learning a foreign language by watching TV series, shows or cartoons in a language you want to acquire?
- Can you think of pros and cons of the method proposed by Ken Cannon?
- What other unconventional approaches to the second language acquisition do you know?
- Can unconventional methods of learning languages be useful?



ACADEMIC SKILLS. Structuring a paragraph

LEAD-IN 5

Work in pairs and answer the questions below.

- What is a paragraph?
- What is the normal length of a paragraph?
- Is there a standard structure for paragraphs?

TASK 5.1. *Read the definition of a paragraph and check your ideas in Lead-in 5.*

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: e.g. “Define anime by style¹, and give one example of it from the reading you have done for this class.”

A paragraph may also be one part of a longer piece of writing such as an essay or a book.

All paragraphs have a **topic sentence** and **supporting sentences**, and some paragraphs also have a **concluding sentence**.

The **topic sentence** states the main idea of the paragraph. Although the topic sentence is the most general sentence of the paragraph it not only names the topic of the paragraph, but also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called **the controlling idea**.

¹ A style of animation originating in Japan that is characterized by stark colorful graphics depicting vibrant characters in action-filled plots often with fantastic or futuristic themes.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

TASK 5.2. Read the paragraph taken from student's thesis on Contemporary Japanese Animation and underline the parts of the paragraph mentioned Task 5.1.

Reasons to study anime within its Japanese and global contexts should by now be obvious. For those interested in Japanese culture, anime is a richly fascinating contemporary Japanese art form. It has a distinctive narrative and visual aesthetic that both harks back to traditional Japanese culture and moves forward to the cutting edge of art and media. However, being a genuinely global phenomenon anime is worth investigating for another reason as well. Commercially, it is beginning to play a significant role in the transnational entertainment economy, not only as an important part of the Japanese export market, but also as a growing part of the non-Japanese commercial world. For example, the world's largest online retailer Amazon.com now has a special anime section offering anime-related paraphernalia such as toys, shirts emblazoned with personages, etc. In conclusion, one can say that investigating anime as a cultural force seems to be more fascinating than inquiring into its commercial aspects, as it brings insight into the wider issue of the relationship between global and local cultures at the beginning of the twenty-first century.

Writing technique questions

- What is the topic of the paragraph?
- What two main reasons to study anime does the writer point out?
- What example does the writer use to support the second reason?

TASK 5.3. Circle the topic of the sentence and underline the controlling idea. The example is given.

TOPIC

Reasons to study anime

CONTROLLING IDEA

within its Japanese and global contexts should by now be obvious

1. The animation industry's connection with television was also crucial in relation to its ability to attract talented people.
2. The representation of sumo in the mass media has reflected its ups and downs.

3. Japanese television super-heroes fall into a quite limited number of categories.
4. Karaoke's role as a means by which a man can influence allies and rally political support has been confirmed.
5. It is also interesting to note that there seem to be relatively few manga concerning middle-aged women or mothers in contemporary Japan.

TASK 5.4. *Write a topic sentence for three of these topics.*

- Japanese longevity
- Haiku poetry
- Sushi and Maki
- Kabuki theatre
- Karaoke
- Martial Arts

Topic _____

Topic sentence _____

Topic _____

Topic sentence _____

Topic _____

Topic sentence _____

TASK 5.5. *In this exercise you are given a topic sentence and a controlling idea. Develop the topic to a paragraph long writing with supporting sentences including example from your background knowledge.*

Images from anime and its related medium of manga (graphic novels) are omnipresent throughout Japan _____

TASK 5.6. Write an answer to the question 'Is anime popular in your country?' Your answer should contain a controlling idea, supporting sentences and a concluding sentence.



NOTES

UNIT 2

BRANDS AND TRENDS: Chinese Consumer Market

LEAD-IN 1

- Make a list of your favorite brands.
- What makes you choose these brands?

1. Look at the brand names. Can you recognize the brands?²

2. Which type of products do they represent? Match the product categories a-e to the pictures:

a) apparel; b) cars; c) oil & gas; d) food & dairy; e) technology x2.

Lenovo

ANTA

YILI

1.

2.

3.

SINOPEC

Tencent

BYD

4.

5.

6.

Closing up questions

- Are some brands from the lead-in internationally recognized? Why? Why not?
- Can you name other Chinese Brands? Can you call them international brands?

² BrandZ™ (Millward Brown's brand equity database) made a list of 100 Top valuable Chinese brands in 2014. Which of the brands mentioned above is the closest to the top? Rank the others.



VOCABULARY. Key Terms of Branding

TASK 1.1. Here are some words and phrases from the Reading. Read the sentences. Circle the answer that matches the meaning of each bold word or phrase best.

1. Why have Chinese companies failed to build their own brands **overseas** and use the names of acquired global companies instead?

- a) worldwide
- b) abroad
- c) offshore

2. As early as the 1990s, Chinese companies like sports drink maker Jianlibao attempted to enter international markets and become a global **beverage** brand like Coca Cola or Pepsi.

- a) leader
- b) product
- c) drink

3. Li Ning, known by many as “China’s Nike”, also failed in its first attempt to **expand** overseas.

- a) increase
- b) export
- c) sell

4. Our North America operations did not have a **sufficient** marketing budget to make the necessary investments to promote Jianlibao within the United States.

- a) effective
- b) adequate
- c) expected

5. Li Ning was undoubtedly one of the top Chinese brands domestically, and it too had global **aspirations**.

- a) awards
- b) recognitions
- c) plans

6. Overseas investment failed because the company didn't adequately present the **heritage** of Li Ning as a major Chinese brand founded by a famous Olympian.

- a) legacy
- b) strength
- c) glory

7. Li Ning could not beat globally established **competitors** like Nike and Adidas.

- a) market players
- b) global companies
- c) commercial rivals

8. E-commerce allows Digital Li Ning to shape consumers' **perception** of the brand throughout the entire buying process.

- a) decision
- b) reaction
- c) opinion

9. Lenovo has been best known for its **acquisition** of IBM's PC division and Thinkpad brand in 2005.

- a) legal charge
- b) familiarity
- c) purchase

10. The fact remains that for many Chinese companies, their high-speed business growth **outpaces** the growth of their brands.

- a) totally excludes
- b) develops faster
- c) moves forward



READING. For Main Ideas

You are going to read an article about the attempts Chinese brands have made to become global.

Before reading try to answer the question below:

- Why so few Chinese brands have become famous outside China?

Write down your ideas:

TASK 2.1. *Skim the text. Annotate the text by underlining the main ideas for each section of the text. Then write a sentence summarizing each main idea.*

1. Opening
2. Jianlibao
3. Li Ning
4. Lenovo

Chinese Brands for Domestic Use Only

⁰Chinese companies are increasing their authority around the world and buy foreign technology, talented managers and, increasingly, international brands

¹Why have Chinese companies failed to build their own brands overseas and use the names of acquired global companies instead? According to China's Ministry of Commerce, in January of 2012, China's foreign investment totaled nearly \$4.4bn.

²Yet, despite this tremendous amount of overseas investment, surprisingly not one mainland Chinese company appeared on the annual list of the world's top 100 brands that year. As early as the 1990s, Chinese companies like sports drink maker Jianlibao attempted to enter international markets and become a global beverage brand like Coca Cola or Pepsi. Li Ning, known by many as "China's Nike", also failed in its first attempt to expand overseas. Then there are the exceptions like Chinese personal computer and electronics company Lenovo, who have built a globally recognised brand.

³The stories of these three Chinese firms help to analyse potential strategies for other Chinese companies seeking global brand recognition.

Jianlibao

⁴Jianlibao used to be the most popular beverage in China. During the 1990s the sports drink maker expanded into more than a dozen international markets. According to Jack Shea, Jianlibao's ex vice-president of marketing and sales for North America, "The company's fatal flaw was that while it produced a good-tasting beverage, its brand name prevented it from being able to connect with the average American consumer."

⁵Unlike Jianlibao, Coca Cola has managed to adapt its brand name to Chinese market successfully: kekou kele sounds similar to the original and means *delicious happiness* making it quite appealing to Chinese customers. Mr Shea admits that alongside with other factors "North America operations did not make sufficient investments in marketing to advertise Jianlibao in the United States."



⁶Developing business abroad the company lost its domestic market share to competitors like Coca Cola. Instead of returning its focus on the Chinese market, Jianlibao began competing with Coca Cola on price. Provided that Jianlibao's sports drink was more expensive to produce, the firm found itself in a rather unfavourable position when competing with Coke both in China and abroad.

⁷Having a quality product the company lacked international experience, an appealing brand name, and sufficient marketing investments to set up successful operations overseas.

Li Ning

⁸Li Ning, a Chinese athletic apparel company, also faced difficulties when it first attempted to expand internationally.

⁹Li Ning, the company's founder, is one of the most famous athletes in China, the one to light the torch during the opening ceremony of the 2008 Beijing Olympic Games. His company was undoubtedly one of the top Chinese brands domestically, and it too had global aspirations. Having opened its first overseas office in the USA shortly after the Olympics, it had to shut it down after a few years. Craig Heisner, vice-president of digital operations, believes that they failed because the company "didn't adequately present the heritage of Li Ning as a major Chinese brand founded by a famous Olympian" and then could not beat globally established competitors like Nike and Adidas. People have a strong brand loyalty for these major lifestyle brands, and Li Ning was not one of them.

¹⁰Yet, Li Ning has had a second chance to develop business abroad going digital in a joint-venture with Chicago-based Acquity Group. Digital Li Ning is an e-commerce store without any retail outlets. According to Heisner, this business model "gives more control over how products are positioned." E-commerce allows Digital Li Ning to shape consumers' perception of the brand throughout the entire buying process.

Lenovo

¹¹"We are a global company with roots in China. Because of our acquisitions over the years, we are actually 'from' many different places," says David Roman, chief marketing officer of Lenovo. It is a huge PC company, best known for its acquisition of IBM's PC division and Thinkpad brand in 2005.

¹²Several factors have supported the international success and worldwide recognition of the brand. One of the crucial factors is evidently its organizational structure.

According to Mr Roman “it fosters the effective development overseas and stimulates marketing of Lenovo brand in the local contexts of the markets we work in.” The managerial and administrative functions are distributed between Beijing, Paris and Raleigh, North Carolina.

¹³One more key to success is the target audience. In case of Lenovo it is the youth — customers aged 18–34. It is evident that consumers in this demographic segment have a lot in common throughout different cultures. These similarities are supported by their willingness to connect with each other and openness to new experience. The final factor contributing to the company success is its management team which includes technology directors from more than six countries.

¹⁴Looking at the examples of Jianlibao and Li Ning, it becomes evident that aspirations of many Chinese companies to copy Lenovo’s international brand popularity are futile without adequate attention to brand promotion and marketing. It is true for many Chinese businesses that their rapid growth outpaces the development of their brands.



TASK 2.2. Match each detail with the relevant company.

Companies

1. Jianlibao: _____. 2. Li Ning: _____. 3. Lenovo: _____.

Details

- a) This company purchased other well-known brands.
- b) This company is producing soft drinks.
- c) It became successful selling goods through the Internet.
- d) This company did not adapt its brand to the consumer’s market.
- e) The international team of directors manages it.
- f) It failed the chance to use the name of a famous person to its benefit.
- j) The main target audience for this company are young people.
- h) The North American subsidiary of this company did not invest sufficiently into advertising.

- i) It adapts its marketing strategies to the context of the country it operates in.
- j) An Olympic champion set this company up.
- k) It lost its influence in the local market.

TASK 2.3. Which of these sentences in Task 2.2 could be used as evidence supporting the main ideas of the text. Match the details to the main ideas in the table below. Go back to the text find supporting statements and match them with main ideas.

Jianlibao	
Li Ning	
Lenovo	



SPEAKING. Roundtable Discussion

Discuss the questions in a group.

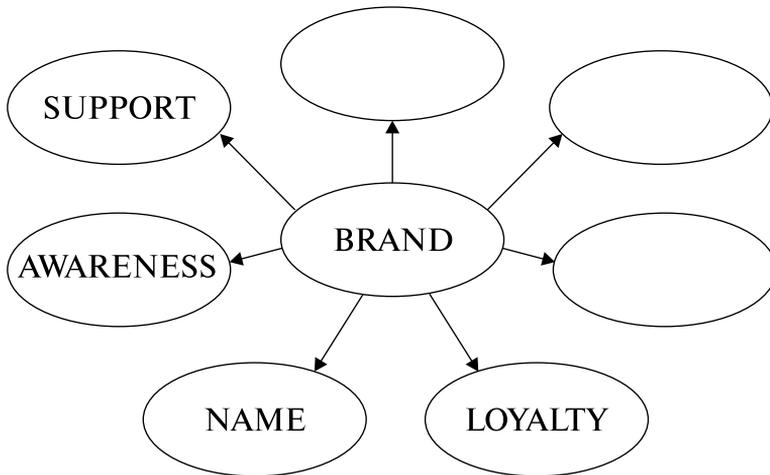
1. Do you believe that going global is beneficial for Chinese companies?
2. Could you think of other factors contributing to brand success apart from the ones mentioned in the text?
3. What other factors may hinder Chinese brands from competing with global corporations?



VOCABULARY. Mind Maps

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added.

TASK 3.1. *Mind maps could be useful for expanding your vocabulary. Look at the mind map below, complete it with the words and phrases from the text.*



Make a mind map for a word of your choice related to brands and products. You may use your own source and an English-English dictionary. Share your ideas in your group.



WRITING. Supporting Sentences

INFORMATION BOX

Supporting sentences follow your topic sentence, and develop the main ideas.

Supporting sentences can have several functions:

- *defining*
- *showing cause and effect*
- *comparing and contrasting*

These sentences may use a range of devices to develop the central topic:

- *Examples*
- *Quotations*
- *Statistics*
- *Explanations*
- *Analysis/mathematical calculations*
- *Comparisons*

Carefully chosen relevant evidence makes the central idea more convincing and strengthens the paragraph unity

TASK 4.1. Go back to the text from *READING*. Decide what types of evidence the author uses in each of the sections.

TASK 4.2. Look at the draft outline of an essay. The author of the essay holds the opinion that China can produce its own luxury brands. Answer the question after each section.

China can produce its own luxury brand

Given that Chinese consumers are now the largest luxury consumption group in the world, it is interesting to consider the potential for the growing market to produce its own domestic luxury brands.

1. What evidence could the writer add to this section of the essay? Tick (✓) all appropriate answers.

- a) The number of Chinese consumers accounts for a quarter of luxury consumption worldwide, surpassing Japan.
- b) The luxury goods industry is worth roughly £12 billion.
- c) Peng Liyuan, Chinese first lady, wearing a coat by a local designer.
- d) Shang Xia, a Chinese luxury brand, currently has 35% of non-Chinese customers.

China has stepped up from being the world's factory.

2. What evidence could the writer add to this section of the essay? Tick (✓) all appropriate answers.

- a) There is the general consensus that only cheap, substandard imitations could be produced in China.
- b) South China in particular is no longer the mass-produced low-cost center.
- c) Vera Wang and Dolce&Gabbana has closed subsidiaries in China to protest violation of copyright by Chinese manufacturers.
- d) Historically, China boasted quality and craftsmanship, rare, high-quality silk, ceramic, porcelain and cashmere, attracting Western merchants.

For China to cultivate its own luxury brands, it is necessary to consider its national mentality.

3. What evidence could the writer add to this section of the essay? Tick (✓) all appropriate answers.

- a) The rising number of Chinese fashion designers demonstrates that the country is not scarce of innovative collections.
- b) Status lies behind the psychology of a Chinese consumer.
- c) The view of Chinese society primarily stems from having been repressed in the past, therefore now associating the allure and the glamour of owning world-renowned French and Italian products, to define their economic rise.
- d) Within a family-orientated society, luxury has a way of negating the need for being of privileged family heritage.

TASK 4.3. Add one more piece of evidence to each of the sections.



NOTES



LISTENING. For Details and Examples

You are going to listen to a talk about Chinese consumers.

Before you listen, write down FIVE research questions using wh-words about things you want to learn about Chinese consumers.

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 5.1. Listen to the first part of the talk. Complete the gaps by the facts from the talk. Write **NOT MORE THAN THREE WORDS AND/OR A NUMBER**.

e.g. The emergence of the American consumer — (0) the 1950s–1960s.

China has overtaken (1) _____ and makes (2) \$ _____ in private consumption.

(3) _____ made the biggest contribution to China's growth last year and private consumption share fell to 36% between (4) _____ and _____.

Reasons underlying the growth of consumerism in China:

- Chinese government supports the desire to consume;
- Increasing (5) _____ encourages households to save less on that;
- Higher (6) _____ discourage thrift;
- (7) _____ and (8) an _____ population contribute to the shift from saving to consumption;
- China's official statistics understates consumption, e.g.

(9) _____

Extra Practice: go on p. 108 and follow the instructions.

TASK 5.2. Read the statements. Listen to the second part of the talk (4:10'–8:15'). Write T (true) or (F) false. Correct the false statements.

1. Chinese consumers are inclined to buy luxury goods _____.
2. Consumers with small wages cannot afford luxury goods _____.
3. Chinese consumers rarely spend extra on staples _____.
4. People from rural areas follow the global news and trends _____.
5. International on-line media sources are widely used in China _____.
6. Japanese consumers do not share the attitude of Chinese customers to foreign brands _____.
7. Western brands are losing their grounds to the Chinese producers in sectors related to baby food, biscuits and cars _____.
8. Brand switching is widespread on the Chinese consumer market _____.
9. Top 5 brands in several categories lost their position within a year _____.
10. Companies that entered the Chinese market first continue to enjoy the high esteem of the local consumers _____.



SPEAKING. Roundtable Discussion

Discuss the questions in a group.

1. How are Chinese consumers different from the Western ones?
2. Do you believe Chinese consumers will be setting trends in the global marketing in the near future? Why?
3. What should global corporations do to appeal to Chinese consumers?

Use expressions in *Language Focus 2, p. 115*.



ACADEMIC SKILLS. Organising Lecture Notes

After you listen to a lecture, it is useful to organise your notes. This makes it easier to understand and remember the information and write papers or speak in seminars using the notes.

There are various ways to record information from a lecture.

Lecture organizational pattern

Question and answer
Problem and solution
Advantages and disadvantages
Theories or opinions then supporting information

Method of note-taking

Headings and notes
Two-column table (= t-chart)

Classification and definition	Tree diagram/spidergram
Comparison and contrast	Table
Cause and effect	Spidergram
Sequence of events	timeline or flowchart
Stages of a process	flowchart (or circle)

TASK 6.1. Listen to Tim Leberect, Chief Marketing Officer of global design and innovation firm Frog, talk about 3 possible ways to efficiently control a brand. Make notes using a T-chart.

<https://www.ted.com/talks/tim_leberect_3_ways_to_usefully_lose_control_of_your_reputation>

Ways to control a brand	Effects and examples
1	
2	
3	

Closing up questions: Which of the ways seems most efficient to your mind? Why? Discuss this point with your partner. Which method will work in the Chinese context?



SPEAKING. Negotiating

TASK 7.1. *Work in groups of three. You are board of directors of a tea manufacturing company. Hold a meeting to discuss ways of improving your overseas expansion. Use the agenda below or create one for your company. Use the vocabulary for discussion from **Language Focus 3, p. 116.***

Agenda: improving international brand awareness
1. Western customers do not demonstrate a strong brand loyalty.
2. Staff in your foreign shops is not aware of the cultural traditions of the company.
3. Local management team lacks international experience.
4. On-line orders are plummeting.



CASE STUDY. Chinese Brands Going Global

LEAD-IN 2

In small groups discuss these questions.

- What is a case study?
- Why is it so widely used in Business studies?
- Where else can this method of analysis be used?

Background



Huawei has enjoyed tremendous success over the past few years, becoming a key global player in the telecom sector. Net profit for 2013 was 21bn yuan (\$3.38bn; £2bn), compared with 15.6bn yuan the year before.

Huawei said the growth was due to strong demand from China, as the country expands its 4G mobile network technology.

China accounted for one-third of the company's total revenue.

“Thanks to the favourable global macroeconomic and industry environment, as well as the effective execution of our company strategy, Huawei basically achieved our business targets for 2013,” said Huawei current chief executive Eric Xu in a statement.

The company says it expects revenue will grow by 10% this year, and is hoping for global sales of \$70bn by 2018.

TASK 8.1. Listen to the interview given by Huawei Vice-President of international Media Affairs Roland Sladek's to BBC Global Business radio program (13:40'–20:00') <<http://www.bbc.co.uk/programmes/p0119jmd>>.

1. What are the origins of the company?
2. What is its core business?
3. Who are the target audience of the company?

Discussion

- What are the strengths of Huawei?
- Would you/your company consider using products and/or services of Huawei?
- What issues do you think Huawei needs to consider to achieve its aspirations?
- What are your initial thoughts on the ways of promoting the brand globally?

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Unit 6

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Компьютерная верстка: *Н.Е. Пузанова*
Художник *Д.И. Семёнов*
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