

Foreword

Welcome to Expanding Horizons: Critical Thinking through Authentic Video.

It has long been known that one of the most important factors in developing English language skills over time is regular, daily exposure to input in English that is both at an appropriate level, as well as of personal interest to the learner. Expanding Horizons: Critical Thinking through Authentic Video is a 4-skill book that is designed to help you improve your English skills through exposure to authentic, award-winning videos that are carefully graded to follow the CEFR framework. The first four units have videos, texts and activities that are at the B1 level, the next six units are at the B1+ level, and the final four units are at the B2 level.

Although input is an essential starting point for language learning, it is not enough – regular, daily output, too, is crucial if you want to be able to advance beyond the beginner level. Expanding Horizons addresses this by taking a strong student-centered approach, which gives lots of opportunities for you to discuss and share your ideas, experiences and opinions with other students in English, using language in ways that will encourage the development of critical thinking skills. We have tried to strike a balance between fluency-oriented writing and pair/group activities (meaning you don't have to worry about making mistakes in English), and accuracy-focused shadowing, dictation/dictogloss and vocabulary development activities that will help improve your pronunciation, listening and speaking skills.

We believe that English language learning materials as well as the learning experience itself should be interesting, easy and fun and have done our best to make Expanding Horizons exactly that. We hope that you will enjoy studying English with this book and that it will help you to expand your horizons!

Dr. Charles Browne
Dr. Yuji Tanabe



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※ Expanding Horizons【CEFR B1-B2】映像視聴ページは以下の QR コードからもご利用になれます。



1. WARM UP: Talk about it

This activity is picture-based and designed to activate your real-world knowledge on the topic of the unit.

2. VOCABULARY: Matching

This activity teaches the most important vocabulary words needed to understand the contents of the video. Definitions are given in easy English and match the meanings given in the video

3. Pushed Output Writing

This simple but challenging activity asks you to write original sentences in English using the new words you've just learned. Research shows this is a great way to help process the meaning of a word and to remember it longer.

4. VIDEO: Before Watching

This activity usually asks you to make some predictions about what you think the video might be about. It helps draw you into the video as well as activate your knowledge on the topic.

5. VIDEO: While Watching

There are several types of activities in this section, all of which can be characterized as “while-listening” activities, designed to help you to listen more actively and comprehend the video more fully.

6. VIDEO: After Watching

These are a wide range of activities in this section, all of which use the content and ideas from the videos as a jumping point into more student-centered, speaking activities that help to personalize the lesson.

7. DISCUSSION

This is a student-centered speaking activity designed to help you to think more deeply about the video, and to begin to communicate and share your ideas and opinions with others about this topic.

8. WRITING: Critical Thinking

This activity is designed to help you to think more deeply about the topic as well as to move from an input-focus (the video and readings) to a more output-focus. This is done by asking you to write your ideas on the topic, which will also help you with the speaking activities later in the unit.

9. QUOTABLE QUOTES

This picture-based activity introduces a quote, usually from a famous person, that is related to the topic of the unit. It is designed to help you to think deeply about the topic you have been studying.

10. VOICE DICTION: Video Shadowing

The dictation part of this activity gives you practice in developing your intensive listening skills while the shadowing part of the activity helps you to work on and improve your pronunciation, especially at the sentence level.

11. CRITICAL DISCUSSION

This activity builds on the writing activity given earlier in the unit, providing you with a real audience for your writing as well as a chance to discuss and think more critically about the topic at hand.

12. Vocabulary: Split-Crossword Active Review

This is a pair work activity designed not only to help you review the words in this unit but also to build the very real-world communication strategy of being able to describe words you don't know.

13. OPTIONAL PROJECTS: Individual and Group

Each unit provides an optional projects should you want to extend the lesson or dig more deeply into the topic. Often the projects culminate with presenting the results to the class in the form of a PowerPoint, a poster or some kind of presentation, while encouraging the audience to actively ask follow-up questions.

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Unit 1

5 Things You Can't Buy on High Street <Shopping>



Learning Goals	Vocabulary from the Video
Speaking Skills: ● guessing	Words related to personal belongings Words for describing objects
Writing Skills: ● classified ads	

WARM UP: Talk about it

Work with a partner and answer the questions below.

1. Have you ever bought something that was not new? What was it?
2. Have you ever been to a second-hand shop? Did you see any unusual or interesting things? Did you buy anything?

VOCABULARY: Matching

Match the words and phrases (1-8) and their definitions (a-h).

- | | | |
|--------------------|-------|--|
| 1. vintage | _____ | a. a band worn around the head |
| 2. cape | _____ | b. one of the many light, soft things on a bird's body |
| 3. feather | _____ | c. strange or unusual |
| 4. headband | _____ | d. used, not new |
| 5. knight in armor | _____ | e. an old item of high quality |
| 6. second-hand | _____ | f. a servant of the king in a protective metal suit |
| 7. weird | _____ | g. a short, sleeveless cloak |
| 8. magical | _____ | h. especially enjoyable |

Pushed Output Activity

Now try to write an original sentence using each of the words above.

- | | |
|--------------------|-------|
| 1. vintage | _____ |
| | _____ |
| 2. cape | _____ |
| | _____ |
| 3. feather | _____ |
| | _____ |
| 4. headband | _____ |
| | _____ |
| 5. knight in armor | _____ |
| | _____ |
| 6. second-hand | _____ |
| | _____ |
| 7. weird | _____ |
| | _____ |
| 8. magical | _____ |
| | _____ |

VIDEO: Before Watching

1. Think about the main shopping street in your town or city. What kinds of things can you buy there? Make a list.

_____	_____
_____	_____
_____	_____
_____	_____

VIDEO: While Watching

Activity 1:

Look at the picture from the video. What unusual things do you think Sarah finds? Watch the video and write the five items.



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

Activity 2:

Watch the video again. Read the sentences and circle the correct words.

1. Sarah is looking for everyday items/unusual objects.
2. The cape Sarah tries on is probably handmade/magic.
3. You can find things like capes and hats/sunglasses and headbands in Highstreet shops.
4. One of the strangest things Sarah found in the shop was a knight in armor/a castle.
5. The video says that a gramophone is something we use/don't use nowadays.
6. The rings are special because they are also boxes/watches.
7. The drawings of animals are more than 75/175 years old.

VIDEO: After Watching

SPEAKING

Look at the picture in Activity 1 again. Choose something in the picture but don't tell your partner. Ask and answer questions to guess your partner's item.

Below is some language to help you.

Is it made of wood?	No, it isn't.
Is it very old?	Yes, it is.
Can you wear it?	No, you can't.
Is it this statue?	Yes, it is.

DISCUSSION

Work in groups. Discuss the topics below.

- Why do you think used shops are so popular?
- If you were to run a used shop as a business, what kind of items would you focus on? Why?

Now choose someone as spokesperson for your group. Present the key points of your discussion to the class.

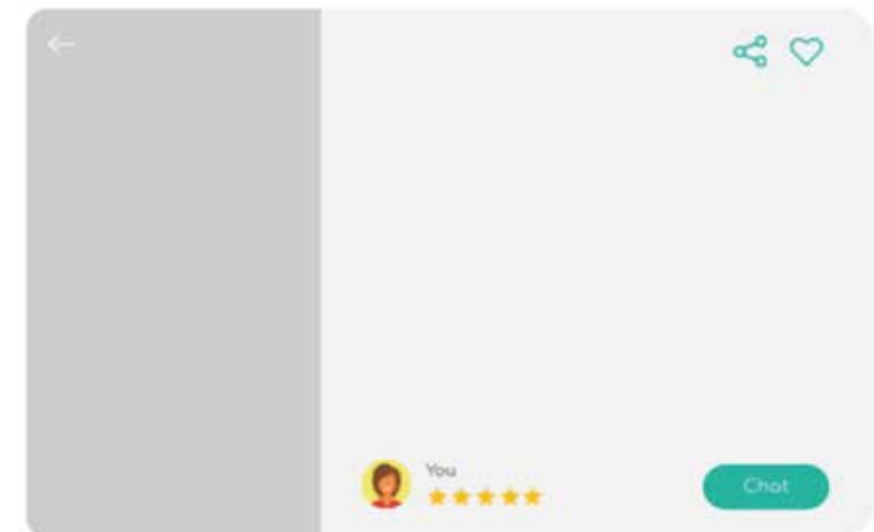
WRITING: Critical Thinking

Do you buy and sell things online? Do you know any apps or websites that help you do this? Read the advertisement below. Would you buy this item?



Now think of an item you would like to sell. Write an advertisement (ad) for the website.

- Write a heading for your ad including the price.
- Describe the item in detail.
- List its selling points.
- Point out any defects it may have.



QUOTABLE QUOTES:

“Style is the only thing you can’t buy. It’s not in a shopping bag, a label, or a price tag. It’s something reflected from our soul to the outside world—an emotion.”

By Alber Elbaz



*Alber Elbaz (1961~2021) Israeli fashion designer

Look at the quote above. Think about this unit. What do you think the quote means?

VOICE DICTION: Video Shadowing



1. Start the video at 2:37 and play. Fill in the blank with the missing words.
“These animal () are over () years old!”
2. Watch the scene and pronounce at the same time. Repeat several times until you can do it smoothly.

CRITICAL DISCUSSION

Make groups of 3-4 students. Read each ad one by one. Then ...

- Choose the ad(s) with the most interesting ideas.
- Prepare to present those to the class in English, explaining why you thought they were the most interesting.

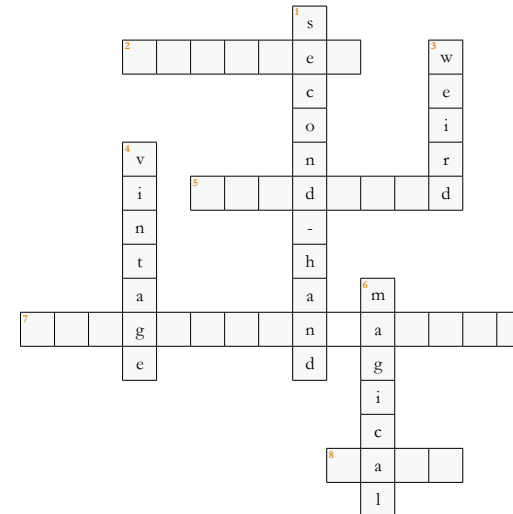
VOCABULARY: Split-Crossword Active Review

Work in pairs. Student A turn to page 121. Student B turn to page 128.

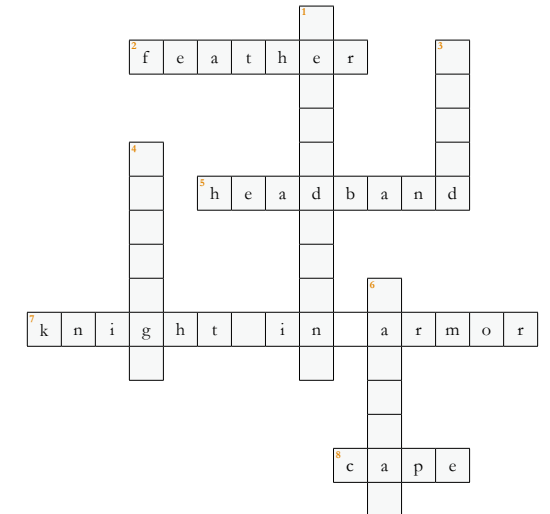
Each of you has half of today’s key words. Ask and give hints in English without saying the word and try to complete the puzzle. See the example below.

- A: Excuse me, what is 4 down?
 B: Oh, it’s a thing you drink from.
 A: Do you mean “glass”?
 B: Yes, that’s right! What is 2 across?...

Student A



Student B



Optional CLIL Project: A Sustainable Wardrobe

*CLIL: Content and Language Integrated Learning

In this project, you will explore the importance of reducing consumerism* and reusing items in the fight against the climate emergency.

*consumerism : The theory that an increasing consumption of goods is good is for economy.

- 1) Work in small groups and discuss how often you buy new clothes, shoes and other tangible* products. Then talk about if you ever buy these things second-hand, from shops like the one in the video or markets.

*tangible : if something is tangible, you can touch or feel it.

- 2) Look online for data that shows that the fashion industry can be terribly damaging to the planet due to the water pollution it causes, water consumption, waste, as well as many other ethical issues.
- 3) Research to find out more about the problems with fast fashion and try to come up with practical solutions. Discuss think about what you can do on a personal and local level.

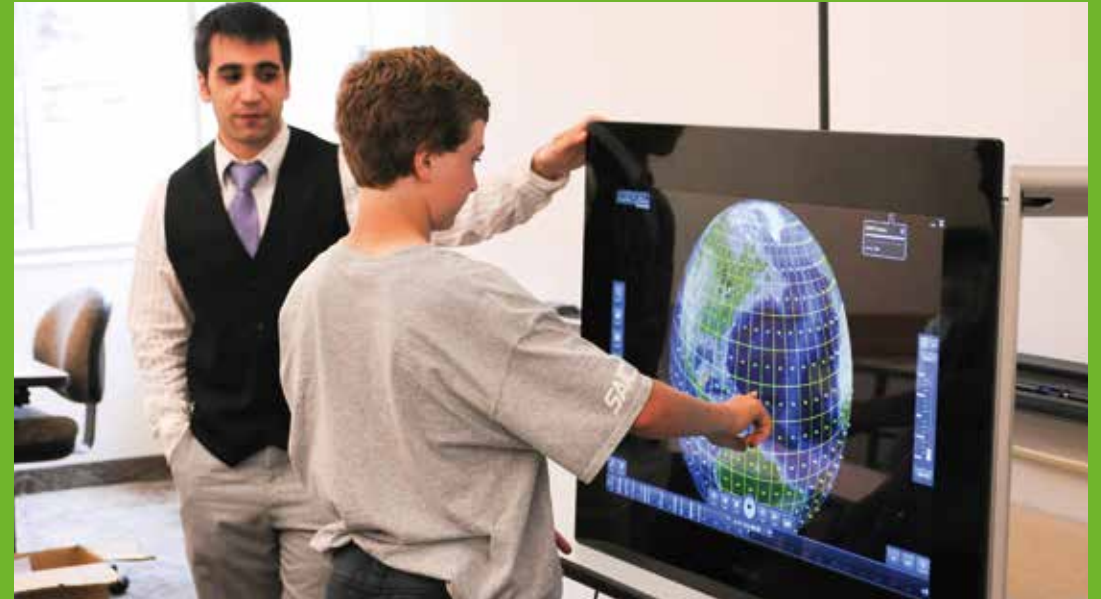
One idea could be to set up a swap shop where everyone brings in items of clothing, books, etc that they no longer want and exchange them with other students. You could write up a description of the items you bring in or give an oral presentation.

Another idea is to “upcycle” old clothes or belongings into new items, for example, an old sweater can easily be turned into a scarf and hat. You could search for ideas online and share with or demonstrate for the class.

CEFR GOALS SELF- EVALUATION	
I can use English to make guesses about things.	1--2--3--4--5
I can write a simple advertizement.	1--2--3--4--5
I can understand words related to personal belongings.	1--2--3--4--5
I can understand and use words for describing objects.	1--2--3--4--5

Unit 2

High Tech High School <School>



Learning Goals	Vocabulary from the Video
Speaking Skills: ● interviewing	Words related to education Phrasal verbs
Writing Skills: ● Writing FAQs*	

*FAQs Frequently Asked Questions

WARM UP: Talk about it

Work with a partner and answer the questions below.

1. What kind of technology was used at your high school?
2. Did it make learning more interesting? Explain.

VOCABULARY: Matching

Match the words and phrases (1-8) and their definitions (a-h).

- 1. project work ___ a. to make something
- 2. term ___ b. a public display of art or items of interest
- 3. exhibition ___ c. to discover a fact or piece of information
- 4. produce ___ d. to examine something in detail to learn about it
- 5. join in ___ e. a time period of the academic school year
- 6. give up ___ f. to stop making an effort, to admit defeat
- 7. find out ___ g. to do an activity with people
- 8. explore ___ h. work focused on completing a specific task

Pushed Output Activity

Now try to write an original sentence using each of the words above.

- 1. project work _____

- 2. term _____

- 3. exhibition _____

- 4. produce _____

- 5. join in _____

- 6. give up _____

- 7. find out _____

- 8. explore _____

VIDEO: Before Watching

1. Watch the introduction of the video up to 0:16. Write down the key words you hear.

2. Think about these things in your own school. Discuss your ideas with your partner. Then share with the class.

VIDEO: While Watching

Activity 1:

Watch the video. Write down one thing you like about High Tech High School and one thing you don't like.





Now compare your ideas with a partner.

Activity 2:

Watch the video again. Read the sentences about High Tech High School and circle T (true) or F (false). Correct the false sentences.

1	The teachers are only there to help guide the students.	T	F
2	The teachers give each group of students a project to do.	T	F
3	The play is about things the students have already learned.	T	F
4	The students will present their projects at an exhibition.	T	F
5	The students are worried that they won't finish their projects on time.	T	F
6	Not many people go to see the exhibition.	T	F
7	Students pass or fail, depending on their work for the exhibition.	T	F
8	Brian can't solve the problem with his machine.	T	F

VIDEO: After Watching

SPEAKING

You are going to interview Brian. Write 5 questions to him.

1. _____

2. _____

3. _____

4. _____

5. _____

With a partner, take turns to imagine you are Brian or the interviewer. Ask your questions and answer your partner's questions.

DISCUSSION

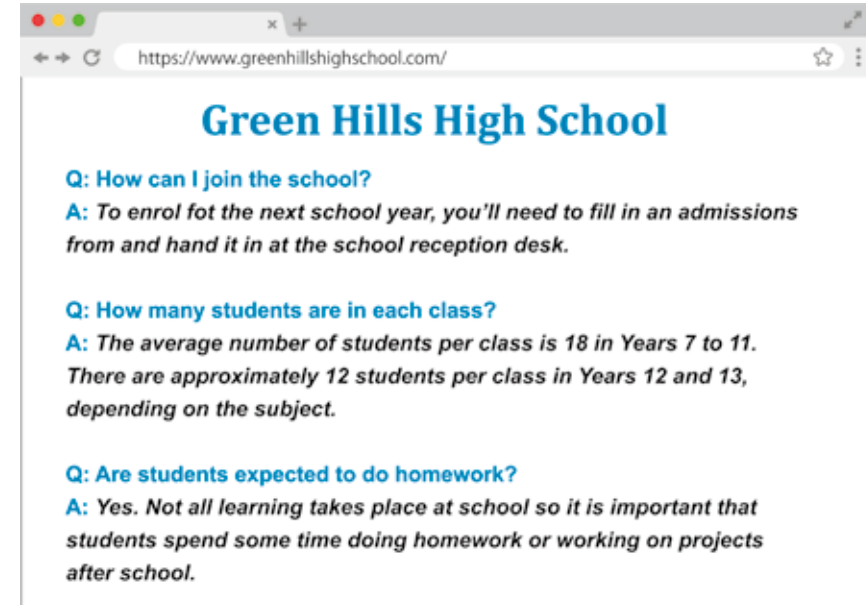
Work in groups. Discuss the topic below.

Education in Japan is mostly teacher-centered, with the teachers speaking most of the time and students just silently taking notes and memorizing what the teacher says. High Tech High School seems to take almost the opposite approach. Discuss the strengths and weaknesses of each approach. Which do you think is the better way to learn? Why?

Now choose someone as spokesperson for your group. Present the key points of your discussion to the class.

WRITING: Critical Thinking

1. Look at the FAQs of a school website.



2. With your group, write questions for the FAQ section of the High Tech High School website. Then write answers for three of the questions on the website below.

