

Forward

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-skills 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, as well as to original, high-interest readings, also carefully graded to CEFR level. The first half of the book, units 1-7 have videos, texts and activities that are at the A1 level, and the second half of the book, units 8-14, are at the low-A2 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 paired/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

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. VIDEO: Predicting

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.

4. VIDEO: Listening for Specific Information

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.

5. LISTENING: Comprehension

These are more standard comprehension-style questions designed to make sure whether or not you understand the key points of the video.

6. Dictogloss

You will work together with other students to try to reconstruct key sentences from the video before listening to check your answers.

7. Focus on Grammar

This video dictation activity is an awareness-raising activity designed to focus your attention on one of the key grammar points of the lesson, specifically as to how this grammar is used in authentic, natural English speech.

8. 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.

9. 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.

10. 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.

11. 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.

12. ROLE PLAYING: Natural Speech

This activity encourages you to communicate in natural English based on situations introduced in the video and the whole unit.

13. 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.

14. READING

This is a short original reading that relates to the topic of the unit. It is written in easy English with a controlled vocabulary, designed both to give more information and a different point of view on the topic of the unit as well as to provide an authentic context for the grammar point of the unit.

15. SPEAKING

This is a more open-ended speaking activity designed to allow you to talk about interesting ideas and topics related to the unit, but with a semi-structured pre-speaking activity to help you get started.

16. WRITING: Let's Brainstorm and Go!!








This is a paired writing activity, encouraging you to share ideas as well as to help/teach each other the language needed to complete the activity. Like the previous writing activity, this one assumes your classmates will be the audience for the writing, which should help you to focus on writing in a way that will lead to fruitful/interesting discussions.

17. OPTIONAL PROJECTS: Group and Individual

Each unit provides at least 1-2 additional, 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.

Contents

Unit 1	The Sky Lodge <Holidays>..... 9
	
Unit 2	Japanese High School Life <School>..... 15
	
Unit 3	Sloth Calendar <Nature>..... 21
	
Unit 4	The Skate Brothers <Free Time>..... 27
	
Unit 5	Picnic Snack Ideas <Food>..... 33
	
Unit 6	Volcano Adventure <Technology> 39
	
Unit 7	Crazy Rides <Inventions> 45
	

Unit 8	The Forest Guards <Future> 51
	
Unit 9	A Different Kind of Journey <Travel>..... 57
	
Unit 10	Comic Book Writer <Literature> 63
	
Unit 11	Sharing Life with 1,000 Cats <People>..... 69
	
Unit 12	Living in 1927 <History> 75
	
Unit 13	Our Clothes <Clothes>..... 81
	
Unit 14	Future Food, Growing Cities <Food> 87
	

Unit 1

The Sky Lodge <Holidays>



Learning Goals	Vocabulary and Grammar in the Video
Practical English: <ul style="list-style-type: none">● Speaking: Talking about unusual holidays● Listening: Inferring meaning from context	Vocabulary: <ul style="list-style-type: none">● Common adjectives● Routines
Critical Thinking: <ul style="list-style-type: none">● Why do people like to stay in unusual places?	Grammar: <ul style="list-style-type: none">● Simple Past● Adjectives expressing emotion

WARM UP: Talk about it

Work with a partner and answer the questions below.

- Who are the people in the picture? What do you think they are doing?
Where do you think they are?

VOCABULARY: Matching

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

- | | | |
|----------------|-----|--|
| 1. cool | ___ | a. to arrive at |
| 2. scary | ___ | b. low in temperature, but not cold, often in a way that feels pleasant |
| 3. amazing | ___ | c. to begin to sleep |
| 4. zipline | ___ | d. very good, especially in an unexpected way |
| 5. cliff | ___ | e. a strong wire going from a high place to a lower place, with a pulley hanging from it. People hold onto the pulley and travel along the wire, usually for fun |
| 6. at night | ___ | f. a mountain with a very steep side, often at the edge of the sea or a river |
| 7. fall asleep | ___ | g. after it gets dark |
| 8. get to | ___ | h. frightening |

VIDEO: Predicting

Before watching the video, try to answer the following questions.

1. What do you think The Sky Lodge Is?
-

2. Where do you think it might be?
-

Now watch the video and check your answers. Who was the closest?

VIDEO: Sequencing

Work with a partner. Look at the sentences below and discuss what you think the correct order is. Compare your answers with another pair. Then watch the video to check your answers.

- ___ You leave The Sky Lodge by zipline.
- ___ The Sky Lodge is a hotel in Peru.
- ___ You should visit The Sky Lodge if you like mountains and a good view.
- ___ Tony and Thomas can't sleep because the view from the hotel is so beautiful.
- ___ To get to The Sky Lodge, you have to climb a mountain.
- ___ In the morning, Tony and Thomas go to a different room to have breakfast.

LISTENING: Comprehension

Watch again. Circle T for True and F for False

1. Thomas and Tony are in Chile.
2. The hotel has glass walls.
3. They eat dinner outside.
4. They leave by taking ziplines.

T	F
T	F
T	F
T	F

Dictogloss

Fill in the blanks by talking with your partners. Then watch the video to check your answers.

1. They're visiting Peru, and () in a hotel that's 1,200 feet () the ground!
2. The hotel () () *The Sky Lodge*.
3. Going () () () hotel isn't easy, but it's very exciting.
4. I don't () () asleep! This is () the most () hotel stay of my life and ... I don't want to sleep!

Focus on Adjectives

Thomas describes his feelings (2:45). Listen and fill in the blanks

"This is so _____, _____ and _____."

DISCUSSION

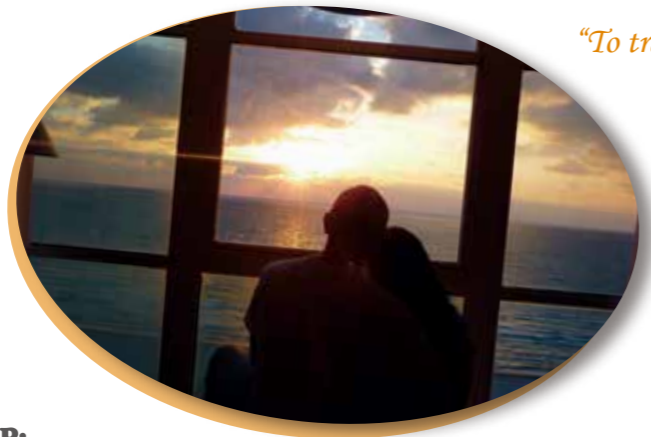
Make a small group and discuss the following questions.

1. Would you like to stay in The Sky Lodge? Why or why not?
2. Have you heard of any other unusual places to stay? Where? What is unusual about it?
3. What is the most unusual vacation you/family/friends have experienced?

WRITING: Critical Thinking

Do you like traveling? Why do you think people like to stay in places like The Sky Lodge? Write a short essay with your opinion and bring it to class next time.

Quotable Quotes:



"To travel is to live..."

WARM UP:

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

VOICE DICTION: Video Shadowing

Start the video at 0:12 and (video counter) play one sentence by the narrator.

1) Fill in the blank with the missing words.

Tony and Thomas write () ()

2) Watch the scenes and pronounce at the same time. Repeat several times until you can do it smoothly.

ROLE PLAYING: Natural Speech

Work with a partner. Watch the scenes below. Pause the video at each place. Then role play what you would say if you were Tony or Thomas in that scene. Use the language box to help you.

- 00:40 Tony about to climb the mountain
- 01:02 Tony climbing into the room
- 01:26 Tony and Thomas looking outside
- 02:03 Tony and Thomas having breakfast
- 02:20 Thomas going down on the zipline

LANGUAGE BOX

- **Wow! This is scary!**
- **I can't do it!**
- **What an amazing view!**

Critical Discussion

Make groups of 3-4 students. Read each essay one by one. For each essay:

- Write one question you would like to ask the writer
- Write one suggestion to help them improve the essay.

Now, answer some of the questions. Your teacher may ask you to rewrite and expand your essay.

READING: Awareness Raising - Simple Past

Find and correct the 10 errors in the essay below. Then listen to the CD to check your answers.

I love traveling. My parents take me to many different countries when I was young.



I see many beautiful and famous sights such as the Eiffel Tower and Louvre Museum in Paris, the Grand Canyon and the Statue of Liberty in the US and Big Ben and Buckingham Palace in London. But more enjoyable than all of these is a trip I took to Mongolia as a college student. My teacher try to teach us about poverty and social problems in

other countries. But being from such a rich and comfortable country as Japan, at first I cannot relate to what he was trying to teach us. As part of the class, we had to identify a problem in a different country and then go to that country to do volunteer work to try and help fix that problem. In this case, our class find out there was a terrible housing problem in Mongolia and we decide to go there to help build houses through a group called Habitat for Humanity. Working together with local people, in just 2 weeks my class can build 7 houses! Although it was very hard work and we didn't get to see many famous sites, I loved my trip to Mongolia because I learn many things, helped many people and made many special friendships.



SPEAKING

Think of 2 interesting places you visited. Why did you enjoy it?

Place	Reasons
Mongolia	Because we could make friends with many local people by working together with them.

Make a small group. Introduce all the places you went and vote on the most exciting one. Then choose a spokesperson to introduce it to the class.

WRITING: Let's Brainstorm and Go!!

With your partner, discuss your dream vacation. Where would you like to go? What would you like to do? After that, write it down your whole plan and use your notes to present to another pair.

Place we would like to go: _____

	Notes
Things to do	
Things to see	
Things to eat	
How to get there	
Where to stay	

OPTIONAL PROJECTS:

Choose one of the projects below. Be ready to show your results by next class.

Group Project: Tourism

Make a group. Discuss what you liked and disliked about the Sky Lodge. Then work together to design a guide for tourists, preparing them for their stay. Your guide should include ideas for what to pack, what to prepare for, and what to be excited about.

Individual Project: V-Log

Think of an exciting holiday you took. Imagine you are on the holiday and record yourself saying short vlog-style sentences describing it. (E.g. "Here I am at the top of the volcano. It's really, really hot here but the sunrise is beautiful!") Then watch the vlogs made by everyone and vote for the one that sounds most exciting.

CEFR GOALS SELF- EVALUATION	
I can talk about unusual holidays.	1-2-3-4-5
I can infer meaning from context.	1-2-3-4-5
I understand common routines.	1-2-3-4-5
I can use the simple past tense.	1-2-3-4-5
I can use adjectives expressing emotions.	1-2-3-4-5
I can clearly state my opinion about dream vacations.	1-2-3-4-5

Unit 2

Japanese High School Life <School>



Learning Goals	Vocabulary and Grammar in the Video
Practical English: <ul style="list-style-type: none"> ● Speaking: Talking about familiar topics like school life in a different context ● Listening: Inferring meaning of phrasal verbs from context Critical Thinking: <ul style="list-style-type: none"> ● Considering whether school rules are necessary 	Vocabulary: <ul style="list-style-type: none"> ● Words and phrases that are used in school ● Education Grammar: <ul style="list-style-type: none"> ● Simple past (regular and irregular) ● Time concordance

WARM UP: Talk about it

Work with a partner and answer the questions below.

- How old do you think the girl in the picture is? Where do you think she is?