

Critical Thinking through Authentic Video
Expanding



CEFR
A2-B1

世界を巡る映像で学ぶ総合英語〈準中級〉
Horizons

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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-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 early units have videos, texts and activities that are at the A2+, while later units, are at the B1 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!

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Introduction to Activities in a Typical Unit:

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: 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.

4. **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.

5. **VIDEO: After Watching**

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

6. **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.

7. **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.

8. **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.

9. **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.

10. **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.








11. **WRITING**

This writing activity encourages 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.

12. **OPTIONAL PROJECTS: Individual and Group**

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.

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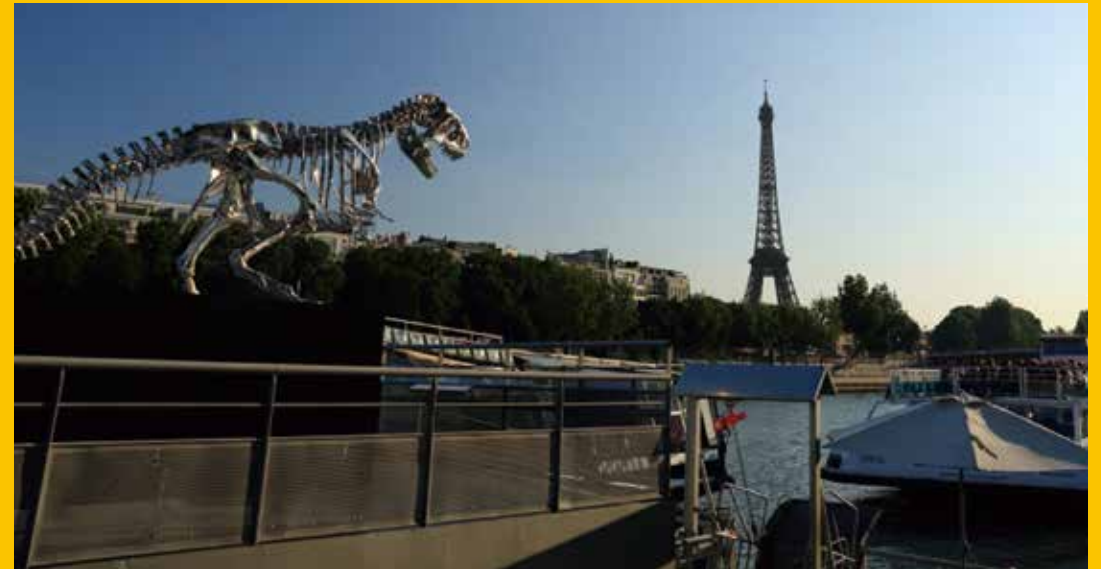
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Unit 1

Holidays at Home

<Free Time>



Learning Goals	Vocabulary from the Video
Speaking Skills: <ul style="list-style-type: none">● discussion● planning Writing Skills: <ul style="list-style-type: none">● postcards	Holidays Places in town

WARM UP: Talk about it

Work with a partner and answer the questions below.

1. Have you ever been to Paris?
2. Which tourist attractions would you like to visit there?

VOCABULARY: Matching

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

- | | | |
|-----------------|-----|---|
| 1. seaside | ___ | a. the area by and around the sea; bay; beach |
| 2. tourist | ___ | b. a person who is travelling |
| 3. sight-seeing | ___ | c. visiting places of interest |
| 4. seafront | ___ | d. the coast, the seashore |
| 5. palace | ___ | e. an impressive building where a ruler lives |
| 6. pier | ___ | f. a platform going from the shore into the sea |
| 7. fairground | ___ | g. an outdoor area where a fair is held |
| 8. aquarium | ___ | h. a tank of water where water creatures live |

VIDEO: Before Watching

Write 5 places tourists can visit in your town. Then compare your answers with a partner.

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



VIDEO: Sequencing

Activity 1:

Watch the video and order the places that Ellie visits on the map (1-7). The first one has been done for you.



Activity 2:


1. Brighton is a famous British seaside town.
2. Ellie takes a map, sun cream and _____.
3. At the shops Ellie buys _____.
4. Ellie enjoys a nice cup of _____.
5. At Brighton pier Ellie goes on a fairground _____.
6. Ellie has a traditional dinner of fish and _____ at the beach.

VIDEO: After Watching

Speaking

1. Imagine Ellie is coming to your hometown. What activities do you think she would enjoy? Work in groups and discuss.

2. Complete the table and then share your ideas with the rest of the class.

	Friday	Saturday	Sunday
Morning			
Afternoon			
Evening			

DISCUSSION

Make a small group and discuss the following questions.

1. What's the most interesting place you've ever visited?
2. If you could go anywhere in the world, where would you go? Why?

WRITING: Critical Thinking

Why do you think that so many people like to travel to new and exotic places? Write a short essay with your opinion and bring it to class next time.

QUOTABLE QUOTES: Warm up

"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes."

By Marcel Proust



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

VOICE DICTION: Video Shadowing

Start the video at 1:57 and play one sentence by Ellie.

1. Fill in the blank with the missing words
I'm so ()! I love () life.
2. Watch the scenes 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 essay one by one. Then ...

- Choose the essay(s) with the most interesting ideas.
- Prepare to present those to the class in English.

WRITING

Now imagine you are Ellie. Write a postcard about her holiday in your town.



OPTIONAL PROJECTS: Individual and Group

Speaking

Show learners an example of a holiday brochure. Put them in small groups and have them research a holiday destination of their choice. They'll need to research the following information:

- Location
- Cost
- Festivals
- Other
- Population
- Landmarks
- Food
- Climate
- Attractions
- Transport

Show learners an example of a holiday brochure. Put them in small groups and have them research a holiday destination of their choice. They'll need to research the following information:

CEFR GOALS SELF- EVALUATION	
I can have a discussion in English with others.	1--2--3--4--5
I can work together to plan things with others.	1--2--3--4--5
I can understand the vocabulary of holiday(s).	1--2--3--4--5
I can understand the vocabulary of places in town.	1--2--3--4--5

Unit 2

Soccer in Soweto

<Sports & Culture>



Learning Goals	Vocabulary from the Video
Speaking Skills: ● discussion ● comparing pictures Writing Skills: ● a letter	Football Sounds and Music

WARM UP: Talk about it

Work with a partner and answer the questions below.

1. Have you ever been to or watched a soccer game?
2. Which famous players or teams do you like best?

VOCABULARY: Matching

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

- 1. vuvuzelas ___ a. a long horn blown by fans in South Africa
- 2. stadium ___ b. a place where professional sports are played
- 3. match ___ c. a sports contest between two teams
- 4. half-time ___ d. a break taken when half the game is completed
- 5. tricks ___ e. a skillful act done for entertainment
- 6. noise ___ f. a loud sound
- 7. show ___ g. an entertaining performance for other people
- 8. champion ___ h. the winner of a contest

VIDEO: Before Watching

1. Complete the sentence.
I enjoy watching _____.
2. Walk around the class and find other people who like watching the same sport as you.

VIDEO: While Watching

Activity 1:



- a. Watch the video and complete the sentence.
Young people in Soweto love football and _____.

Activity 2:

a) Watch the video again and circle true (T) or false (F).

1	Soccer City is the biggest football stadium in Africa.	T	F
2	South Africa won the World Cup in 2010.	T	F
3	The fans play musical instruments to make a lot of noise.	T	F
4	People sit down and watch the match quietly.	T	F
5	Dan Magness is a famous British footballer.	T	F
6	In Soweto, freestyle is similar to dancing.	T	F
7	At school, children sing and dance before playing football.	T	F

VIDEO: After Watching

Speaking

- a. Which parts of the body do the freestylers use? Write or draw.



- b. Discuss your favorite tricks. Use these words to help ...
 - I like the trick he does with his ...
 - He goes like this! (use gestures to help you describe the trick)

DISCUSSION

Make a small group and discuss the following questions.

1. Are there other sports you like watching tricks in?
2. Use the internet to find videos you like and show to your group.
3. Discuss the trick videos, choose the best one, then present to another group or to the class.

WRITING: Critical Thinking

Which athlete most inspires or excites you? Why? Write a short essay with your opinion and bring it to class next time.

QUOTABLE QUOTES:

"I never tried to hide the fact that my only goal is to be the best"

By Cristiano Ronaldo



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

VOICE DICTION: Video Shadowing

Start the video at 1:25 and play two sentences by Dan.

1. Fill in the blank with the missing words

I've just performed a nearly () show in front of () 90,000 people. What a ()!

2. Watch the scenes 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 essay one by one. Then ...

- Choose the essay(s) with the most interesting ideas.
- Prepare to present those to the class in English.

WRITING

Read the fact file about Dan from the video.

Name <i>DAN MAGNESS</i>	
Sport <i>Football Freestyle</i>	
age <i>35</i>	
Nationality <i>British</i>	
Hometown <i>Guildford, UK</i>	
Achievements and trophies <i>He was the first person to keep a football in the air for 24 hours. He walked for 11 days while kicking a football up in the air from London to Manchester!</i>	Other information <i>He is now a TV presenter. He does tricks at lots of sports events.</i>

Choose a famous sports star. Find Information, then complete the fact file. When you are finished, display your fact file for other students to read.

Name	
Sport	
age	
Nationality	
Hometown	
Achievements and trophies	Other information

OPTIONAL PROJECTS: Individual and Group

Work in small groups and research about the sport of soccer in Japan, for example Japan's performance in the Olympics, World Cup, or top men's and women's teams. Each group choose a different topic and begin to gather data and pictures. Then work collaboratively to make a poster containing the information and use it to give a 2-minute presentation to the rest of the class.

CEFR GOALS SELF- EVALUATION	
I can have discussions in English.	1--2--3--4--5
I can create compare pictures in English.	1--2--3--4--5
I can understand the vocabulary of football.	1--2--3--4--5
I can understand the vocabulary of sounds and music.	1--2--3--4--5
I can talk about Japanese soccer.	1--2--3--4--5

Unit 3

Hannah's Van

<Life>



Learning Goals	Vocabulary from the Video
Speaking Skills: ● discussion	At home Free time activities
Writing Skills: ● an article	

WARM UP: Talk about it

RVs (recreational vehicles) are very comfortable to ride in. They are a very popular way to travel across America and can be rented almost anywhere.

Work with a partner and answer the questions below.

1. Have you ever been in or seen an RV before? What did you think?
2. Would you like to travel in an RV someday? Why or why not?