

Preface

In recent years, online videos have become an integral part of daily life for many university students. Within this context, it is becoming increasingly vital that such media be used in education to excite student interest in various global topics and events, as well as to further facilitate the development of comprehension and communication skills. The three books in this series aim to provide students with next-generation texts that utilize authentic videos to integrate and enhance the four skills of English, thereby honing students' skills in both organizing and transmitting information in English.

The *INTEGRITY* series consists of three books, organized according to proficiency level as measured by TOEIC® Test: the Beginner Level is designed for the TOEIC 300–400 range, the Intermediate Level for TOEIC 400–500, and the Advanced Level for TOEIC 500–600.

As this series utilizes videos to promote deeper learning, special emphasis was placed on the selection of the videos. Across the series, several common topics were covered, including social media, AI and modern life, environmental issues, human rights issues, urban issues, gender, and life and mental health, all of which are sure to stimulate the intellectual curiosity of university students.

In addition, the series adopts a “deep-dive” approach in which each topic is carefully examined in increasing depth and from multiple perspectives. This is achieved through four phases: “Motivating Students to Learn,” “Comprehension & Deeper Understanding,” “Internalization & Integration,” and “Output.” The series is designed to first spark interest in each topic and facilitate relatively effortless content comprehension. By having students experience various topics through English, the texts provide knowledge and simultaneously facilitate critical thinking, thus vitalizing students' learning and thinking processes through both tasks and the materials themselves. At the end of each unit, students are given an opportunity to express their thoughts and opinions on the topic in English.

The writing and editing team hopes that this series will equip students with the well-balanced command of English necessary to thrive in future society.

Finally, we would like to express our sincere appreciation to the editorial team at Kinseido for their efforts in making this series possible.

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Unit Structure

Through the following four phases, students will be able to study a single topic from multiple perspectives and deepen their knowledge and understanding of that topic.

PHASE 1

Motivating Students to Learn

1. **Getting into the Topic**

This section is designed to activate background knowledge surrounding the topic covered in the unit. It includes fill-in-the-blank and multiple-choice questions based on visual information. The information in this section is used to assist the video viewing in the subsequent section.

2. **1st Viewing**

In this section, students view a video produced by *the Guardian*—one of the world’s leading media outlets—and answer multiple-choice questions. The videos are edited to be approximately 1.5 to 2 minutes in length.

Note: the aim is to use both visual and auditory input to understand the main ideas and key information of the video, not to pick up every detail.

PHASE 2

Comprehension & Deeper Understanding

1. **Vocabulary**

Students learn key vocabulary that appears in the subsequent Reading section in a matching task. Definitions are written in simple English.

The following dictionaries were referenced for the English definitions:

Oxford Learner’s Dictionary / Cambridge Dictionary / Longman Dictionary of Contemporary English / Merriam-Webster Learner’s Dictionary / Collins Online Dictionary

2. **Reading**

Students read a passage of approximately 250 words written in plain English. As the text includes background information and simplified explanations of the video clip viewed in Phase 1, students gain a deeper understanding of the topic.

3. **Summary**

Students read and fill in the blanks in a short summary of the reading passage aimed to allow students to confirm their understanding of the main points.

PHASE 3

Internalization & Integration

2nd Viewing

The video from Phase 1 is shown again and students answer multiple-choice questions that require more detailed information. Students should try to make connections with what has been learned so far. Students are sure to notice that their understanding of the video is much deeper than in the 1st Viewing.

PHASE 4

Output

Output Task

Once students are able to “own” their new knowledge, they can move on to output. After responding to personal questions related to the topic, students engage in tasks such as sharing their responses with a partner or drafting a presentation about the topic. In the final presentation step, the checklist provided should be used as a reference for how to present while keeping the listener in mind.



All videos have been produced by *the Guardian*.

The Guardian, which began as a weekly paper called *the Manchester Guardian* in 1821, is now one of the UK's most popular daily newspapers. It is most recognized for its investigative journalism and coverage of various social issues. In addition, its vast foreign correspondence allows it to provide stories not only domestically from the UK, but also from locations across the globe. The Guardian Media Group is like the Robin Hood of journalism, devoted to integrity and “giving a voice to the powerless and holding power to account.”

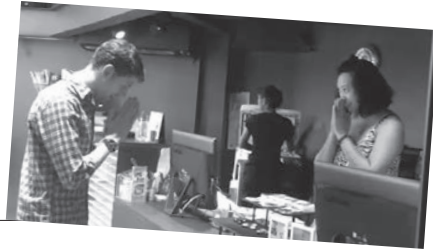
Beginner Contents

UNIT 1

Travel / Asia

TIME 1:34

9 Unique Travel Experiences



UNIT 2

Climate Change / Humor

TIME 1:02

15 Our Future Under Water?



UNIT 3

Japanese Culture / Food

TIME 3:30

21 A DIY-Sushi Party with Friends



UNIT 4

Life with Animals / Australia

TIME 2:36

27 Naughty but Lovely: Australia's Cockatoos



UNIT 5

Journalism / Job

TIME 2:07

33 How to Become a Good Journalist



UNIT 6

Poverty / British Society

TIME 2:03

39 Universal Credit: Helping or Hurting the Poor?

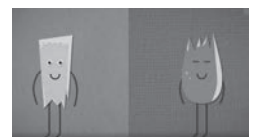


UNIT 7

Clean Energy

TIME 1:31

45 Cooling is Heating?



UNIT 8

Fashion / Social Media

TIME 1:55

51 Fashion's Resale Revolution



UNIT 9

Recycling / New York City

TIME 2:20

57 Finding Treasures in the Trash



UNIT 10

Climate Change / Social Movement

TIME 1:57

63 Climate Protesters Going to Prison



UNIT 11

Lifestyle / Home

TIME 2:07

69 The Changing Meaning of "Home"



UNIT 12

Women's Rights / Childbirth

TIME 1:03

75 Women Still Dying in Pregnancy



UNIT 13

Human Rights / Race

TIME 1:40

81 Struggles to Gain the Right to Vote



UNIT 14

Lifestyle / After Retirement

TIME 2:35

87 Feeling Alive Throughout Life



Appendix

93 Vocabulary List

UNIT 1

Unique Travel Experiences



Do you like traveling abroad? If so, why? Is it because you like to eat ethnic food, or because you like to learn about other countries' cultures? There are a lot of ways you can enjoy traveling abroad.



PHASE 1

1 Getting into the Topic

Read the information about two unique, unusual places to stay in Asia and fill in the blanks with the appropriate words from below.



☑ Hotel Gracery (Tokyo, Japan)

Stay in the special Godzilla-¹() Room! A huge sculpture of Godzilla's hand on the wall makes you ²() like he's just behind of you.

☑ Sook Station (Bangkok, Thailand)

Want to experience ³() in prison? Here, everything is prison-¹()—from the black-and-white clothes, to the ⁴() on the window and the bunk bed!



feel

life

themed

bars

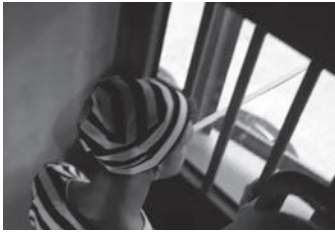
2 1st Viewing

online video

Watch the video and choose the best answers to the following questions.



1. Who is this person?
 - a. A criminal
 - b. A journalist
 - c. A prisoner



2. Where is this?
 - a. A hostel
 - b. A prison
 - c. A restaurant

PHASE 2

1 Vocabulary

Match the words with their definitions.

1. **correspondent**

a. to make someone officially stay or live in one place

2. **hostel**

b. a place where people, especially young people, can stay at low prices when they are traveling

3. **outskirts**

c. the outer parts of a town or city

4. **bunk bed**

d. a person who works for a newspaper, television station, etc., to report on a particular subject from another country

5. **detain**

e. one of two beds connected together, one on top of the other

Read the following passage.



Experiencing Prison Life

When traveling, what kind of place do you want to stay at? A luxury hotel with an ocean view? A business hotel with all the latest equipment? These are definitely popular choices. Recently, however, more tourists have started to choose something more interesting and unusual.

5 Oliver Holmes, the Southeast Asia correspondent for *the Guardian*, reports about such a place in Thailand. "... This isn't a story about press freedom. I'm in a prison, but it's a prison you pay for," he says as he reports from Sook Station, which is a prison-themed hostel on the outskirts of Bangkok.

10 When guests check in to this unusual hostel, they are given a black-and-white uniform instead of pajamas. "I'm gonna go [and] put these on. ... [They're] quite thick. It's thirty degrees outside in the tropical weather. But they'll do," Holmes reports. Every corner of this hostel has the prison theme. In the guest rooms, for example, there are steel bar sliding doors and bars on the windows just like a real prison. "[It] blacks out completely," Holmes says as he raised the blind on the window. There are 15 also bunk beds and pillows with covers in the black-and-white prison theme.

Of course, the hostel provides comforts such as air conditioning and Wi-Fi in the rooms as well. However, other than that, the entire hostel feels like a real prison. Holmes enjoys his unusual stay, but there is one thing he is a little worried about: he might wake up in the middle of the night and feel like he's really been detained. He 20 may yell, "Let me out!"

(268 words)

Notes

- ℓ 5 **the Guardian**: a leading newspaper company in the UK
- ℓ 6 **press freedom**: the right of the media to publish news or opinions without being controlled by the government
- ℓ 8 **Bangkok**: the capital city of Thailand

3 Summary

Fill in the blanks and complete the summary of the reading.

Oliver Holmes, a correspondent for *the Guardian*, reports on his stay at “a prison (**h**)” on the (**o**) of Bangkok. Like other regular hostels, it provides (**b**) beds, pillows, and Wi-Fi. However, the clothes provided are in the black-and-white prison theme, and steel bar sliding doors and (**b**) on the windows make the guests feel like they are really (**d**) in a prison.

PHASE 3

2nd Viewing

online video

Watch the video again and choose the best answers to the following questions.

- How much do you have to pay for this prison hostel?
 - A lot of money
 - Nothing
 - Oliver doesn't mention the price.
- How does Oliver like the thick prison clothes?
 - It's very hot outside, so he doesn't want to wear the clothes.
 - He thinks that the clothes will work although it's hot outside.
 - He doesn't say anything about the clothes.
- Oliver says, “I'm a little bit worried that I'm gonna wake up in the night.” What is he worried will happen?
 - The beds and pillows will not be very comfortable.
 - The hostel will shut off the Wi-Fi.
 - He will think he is in a real prison.



PHASE 4

Output Task (Writing / Speaking)

Step 1 Answer the following questions.

- a. Pretend you are the correspondent for a newspaper and want to report on a place for travelers to stay. What place would you recommend? What kind of place is it?

e.g., I would recommend a Japanese *ryokan* in (place).

.....

.....

- b. Explain why you would recommend that place.

e.g., If you stay at a *ryokan*, you can experience real Japanese culture—you can wear a *yukata*, a casual *kimono*, and enjoy bathing in a spacious communal bath.

.....

.....

.....

- c. Add another appealing point about that place.

e.g., Also, *ryokan* stays usually include delicious meals featuring seasonal local specialties.

.....

.....

Step 2 Put your answers from Step 1 a–c into a report on the place that you would recommend someone to stay.

a. Hello. I'm _____, the East Asia correspondent for *the Sakura Times*. I'm
(Your name)

here in Japan. I'm at _____ located in _____.
a ryokan Kyoto

I'm gonna tell you about it.

b. If you stay at _____, _____ you can experience real Japanese culture—you can
a ryokan

_____ wear a *yukata*, a casual *kimono*, and enjoy bathing in a spacious communal bath

c. Also, _____
ryokan stays usually includes delicious meals featuring seasonal local specialties

So if you're planning a trip to Japan, be sure to check out _____!
Japanese ryokan

Step 3 Practice the report that you made in Step 2. Then, present the report to the class.

Checklist for the Presentation

Use this checklist to evaluate one of your classmate's presentations.



	Good					Bad
1. The speaker speaks clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5	4	3	2	1	
2. The speaker speaks in correct sentence forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5	4	3	2	1	
3. The speaker gives clear reasons for his/her recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5	4	3	2	1	
4. The speaker makes eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5	4	3	2	1	