

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. Students respond to questions such as fill-in-the-blank, multiple-choice, and scrambled-sentence while referring to visual information, such as graphs and photographs. 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 short answer questions. The videos are edited to be approximately 3 to 4 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 COBUILD Advanced Dictionary of American English / Collins Online Dictionary / Oxford Dictionary of English

2. **Reading**

Students read a passage of approximately 450 words written in English, which provides a wealth of social and cultural background information as well as other information related to the topic presented in Phase 1. The text is also relevant to various issues facing contemporary society. Students should read between the lines and strive to grasp the essence of the issues.

3. Organizer

A partially filled table, graphically representing the contents of the reading, is presented. By filling in these blanks, students review the main points of the reading while considering the structure of the English text as a whole.

PHASE 3

Internalization & Integration

2nd Viewing

The video from Phase 1 is shown again and students answer short answer 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. Students conduct a mini-research or brainstorming session on the main theme of the unit. Then, they explain what they have researched or express their own ideas in pairs. Finally, they engage in paragraph writing or presentations. Students are expected to articulate their position on a particular issue and express their opinions. Some units include interaction-based “fun activities,” such as a “Become a Something Sommelier” pair-work activity (Unit 7) or a “Dear Abby” letter-writing activity (Unit 8).



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.”

Advanced Contents

UNIT 1

Campus Life / Australia

TIME 2:58

9 Nicknames: Is It Hazing?



UNIT 2

Renewable Energy

TIME 3:55

15 The Global Shift to Renewable Energy



UNIT 3

Race / British Society

TIME 2:25

21 It's (Not) an Equal World After All



UNIT 4

Life Counseling / Relationships

TIME 3:43

27 The Search for a Perfect Partner



UNIT 5

Active Living / Traffic Safety

TIME 4:33

33 Bike Helmets: Are They Safe?



UNIT 6

Fashion / Sustainability

TIME 3:10

39 Green Fabrics: Toward a Sustainable Fashion Industry



UNIT 7

Unique Jobs / Environment

TIME 4:30

45 How Does Water Taste? Ask a Water Sommelier



UNIT 8

Modern Families

TIME 2:33

51 Emerging Forms of Family

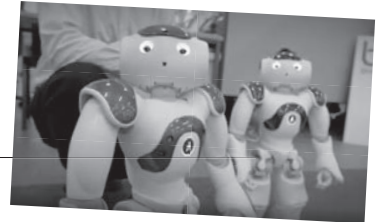


UNIT 9

AI / Robot Ethics

TIME 4:21

57 The Dark Side of Robots with Common Sense



UNIT 10

Space Junk / Sustainability

TIME 4:55

63 Mission to Make Space Exploration Sustainable



UNIT 11

Art / Advertising

TIME 3:26

69 I ♥ NY: An Enduring Legacy of Design



UNIT 12

Modern Women

TIME 3:37

75 Choosing to Be Childfree



UNIT 13

Race / Culture

TIME 5:00

81 Shedding Light on Black Cowboy History



UNIT 14

Gender Stereotypes

TIME 4:41

87 Women Finding Their Strength



UNIT 6

Green Fabrics: Toward a Sustainable Fashion Industry



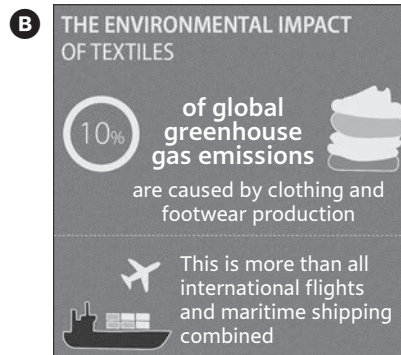
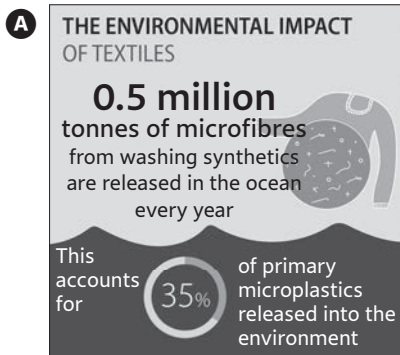
In the 21st century, mass-produced cheap clothing has become a problem. In response, scientists have been working on developing new fabrics for more sustainable fashion. Algae, a type of plant, is one source of these newly developing eco-friendly “green” fabrics.



PHASE 1

1 Getting into the Topic

Based on the two infographics about the environmental impacts of clothing, choose T (True) or F (False) for each sentence. (These infographics use UK spelling.)



Source: European Parliamentary Research Service

1. Infographic **A** shows the impact in the production process of clothing. [T / F]
2. Infographic **A** suggests that the type of material used for clothes can have a serious impact on the environment. [T / F]
3. Infographic **B** shows that the airline industry is not responsible for environmental degradation. [T / F]

2 1st Viewing

online video

Watch the video and write down the answers to the following questions.

1. What is the green substance in the lab scenes?

2. What is the presentation by Charlotte McCurdy (designer and researcher) about?



PHASE 2

1 Vocabulary

Match the words with their definitions.

- | | | |
|---------------------------|-----|--|
| 1. fashion fabric | [] | a. a type of fabric for creating clothing that meets the latest fashion trends |
| 2. synthetic | [] | b. any type of cloth made by hand or machine |
| 3. textile | [] | c. able to naturally break down without harming the environment |
| 4. barometer | [] | d. an area where waste is buried under the earth |
| 5. biodegradable | [] | e. able to take more CO ₂ out of the air than is produced |
| 6. landfill | [] | f. produced by combining different chemical substances |
| 7. carbon-negative | [] | g. a way to measure the changes in something, such as people's opinions |

2 Reading

DL 07

CD1-07

Read the following passage.

The Rise of Green Fashion

Clothes are one of the most basic parts of human life. But what are they made of? Cotton has been used in clothing for centuries and is made from naturally grown cotton plants. Another common fashion fabric, polyester, is a synthetic plastic fiber that is usually made from petroleum. It became highly popular after World War II. According to Dr. Mark Liu,

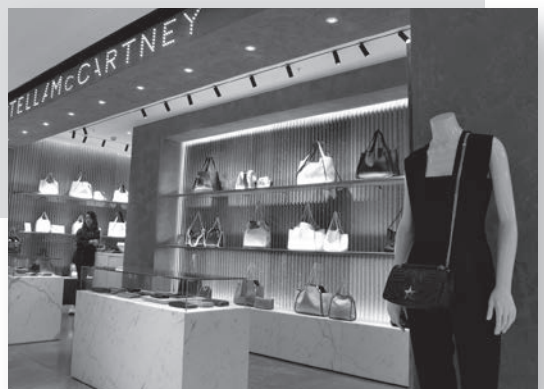
5 a fashion and textile designer, “materials have evolved with culture and society and are a barometer of the technology we have at the time.” So, what do our modern materials say about society today?

Although cotton and polyester are the two most commonly used materials for clothing, the new “fast fashion” trend has sparked a debate about whether they are good fabrics to use. From an environmental perspective, both are unsustainable. The plastics in polyester clothes are not biodegradable and contain large amounts of carbon. According to Charlotte McCurdy, fabrics like polyester that are made from fossil fuels emit carbon-dioxide (CO₂) during the production process. Meanwhile, cotton is natural, but takes a lot of time, energy, and resources to grow and make into clothes. Since “fast fashion” produces massive quantities of very cheap clothing at low prices, it requires larger amounts of fabric than ever before. Also, although so much clothing is being produced, people buy it and quickly throw it away. Many of the clothes are going to landfills and the ones that contain polyester are sitting there for years because they are not biodegradable.

The fashion industry’s impact on the environment has pushed researchers to explore and develop new and more sustainable fabrics. Dr. Mark Liu and Charlotte McCurdy are just two researchers who are making fabrics with different kinds of algae, which are a type of plant usually found in water. Dr. Liu uses microalgae (very small algae that you cannot see) and McCurdy uses macroalgae (larger visible algae, like seaweed). Dr. Liu’s microalgae fabrics are eco-friendly because, unlike cotton, they do not require a lot of space, water, or human labor and they can grow very quickly. Meanwhile, McCurdy’s macroalgae raincoat is carbon-negative because, unlike polyester, it is made from plants that are currently consuming CO₂ and releasing oxygen into the air. Both researchers have used science to develop solutions to the problems that cotton and polyester cause in fast fashion.

While researchers work to develop new fabrics, fashion and textile companies are already making clothes from new sustainable biodegradable materials. Bolt Threads, for example, has created an imitation spider silk by studying silk made from real spiders and using science to mass-produce it in yeast! They collaborated with Stella McCartney and MOMA to create a spider silk gold dress that was shown in New York in 2017. The future of fashion is not just in the design: it is in the material!

469 words




Eco-leather bags on display

3 Organizer

Complete the organizer based on the information from the reading.

Fashion Fabrics: Past and Present

Kind	Polyester fabrics	Cotton fabrics	Algae fabrics
Production (source/origin, resources used, etc.)	A synthetic plastic fiber usually made from 1 _____	Made from 2 _____ _____	2 Types of Algae: • 3 _____ • 4 _____
History (introduction, popularity, etc.)	Became highly 5 _____ after 6 _____	Used for 7 _____	Introduced by • Dr. Mark Liu • 8 _____
Features (good and bad)	Pros: Quick, easy, and cheap to produce Cons: • Emits CO ₂ • Not 9 _____	Cons: • Takes 10 _____ _____ _____ to grow and make into clothes 	Pros: Microalgae Don't require 11 _____ _____ → Can grow very quickly Macroalgae Carbon negative → Made from plants that are 12 _____ _____ _____
Result (environmental effects)	Unsustainable (goes to landfills)	Unsustainable (emits 13 _____) _____	14 _____



PHASE 3

2nd Viewing

online video

Watch the video again and write down the answers to the following questions.

1. Why is polyester bad for the environment?

2. Why does Dr. Liu compare the production process of microalgae with that of cotton?

3. Besides the algae fabrics, what sustainable fabrics are mentioned at the end of the video?



PHASE 4

Output Task (Writing / Speaking)

Do you think sustainable fabrics such as algae will replace cotton and polyester fabrics?



Step 1 Fill in the table below with the pros and cons of one sustainable fabric and one traditional fabric of your choice from the perspectives of cost, durability, impacts on the environment, etc.

	Pros	Cons
 Sustainable fabric ()		
 Traditional fabric ()		

Step 2 Find a partner and role play a conversation between a shop clerk and a customer. The shop clerk wants to sell sustainable fabric items, but the customer is not so sure about them.

➔ Be sure that the clerk explains good points of sustainable fabrics, while the customer expresses concerns about them.



You may use expressions like such as:

Clerk You can contribute to the fight against global warming by _____.
 You'll be proud to wear it because _____.
 I'm sure you'll like it because _____.
 It's true that it costs a bit of extra, but _____.

Customer What about durability? Doesn't it fray quickly?
 Is it washable? Doesn't it get torn easily?
 Isn't it a little expensive?

Step 3 Now that you have understood the pros and cons of sustainable fabrics, do you think sustainable fabrics will replace traditional fabrics? First, decide on your stance (yes or no). Then, write a suggestion for how to proceed with future fashion fabrics.

If you choose "yes"

➤ Write one suggestion for how to promote sustainable fabrics to young people.

If you choose "no"

➤ Write one suggestion for how the fashion industry should address environmental issues while continuing to use traditional fabrics.



Writing Checklist

- Clarified his/her stance on the given theme.
- Gave a clear suggestion for the future fashion fabric industry.
- Gave a concluding remark to verify his/her claim.



Useful Expressions

- I suggest who do what.
- This is effective because ...
- This can help who by how.
- In sum/conclusion, ...