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.

Early Winter 2022

Osamu Takeuchi (Series Supervisor)
Tomoko Yabukoshi
Yukie Shinhara
Brent Cotsworth

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 fill-in-the-blank and multiple-choice questions 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 multiple-choice questions. The videos are edited to be approximately 2 to 3 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 / The Dictionary by Merriam-Webster / Collins Online Dictionary / Oxford Advanced Learner's Dictionary / Oxford Learner's Dictionary of Academic English

2. *Reading*

Students read a passage of approximately 350 words written in 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. The text includes supplemental information, as well as background information not contained in the video to facilitate deeper consideration of the topic.

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 fill-in-the-blank 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. Subsequently, students explain what they have researched or express their own ideas either by discussing in pairs or by drafting a presentation. In the final presentation step, the checklist provided should be used as a reference for how to present while keeping the listener in mind. Only one unit (Unit 4) uses an interaction-based "consultation" session format instead of a presentation, asking students to work in pairs and give each other advice about their personal problems.

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."

Intermediate Contents

UNIT 1 *Alternative Meat* TIME 2:52

9 **The Future of the Meat Market**

UNIT 2 *Zero Emissions* TIME 3:02

15 **The Road to a Carbon-Free World**

UNIT 3 *Health / Social Media* TIME 2:17

21 **The Meaning of a Healthy Lifestyle**

UNIT 4 *Life Counseling / Job Hunting* TIME 2:50

27 **Keys to a Successful Job Interview**

UNIT 5 *Life with Animals / Health* TIME 2:50

33 **The Healing Power of Animals**

UNIT 6 *Poverty / Australia* TIME 2:39

39 **Measures to Help Job Seekers**

UNIT 7 *Nature / Life* TIME 3:00

45 **Uncovering the Secrets of Water**

UNIT 8 *Health / British Society* TIME 1:55

51 The Strategy to Prevent Obesity

UNIT 9 *Sports / Technology* TIME 2:38

57 Heated Debate on VAR

UNIT 10 *Food Waste / Education* TIME 2:30

63 Lively Learning about Food Waste

UNIT 11 *Homeless Issues / City* TIME 3:12

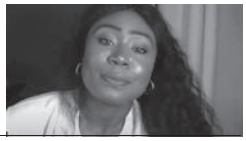
69 Inside an Underground Homeless Community

UNIT 12 *Women's Rights / AI* TIME 2:44

75 Women's Rights and AI Development

UNIT 13 *Race / Culture* TIME 2:56

81 Fighting Hair Discrimination and Racism

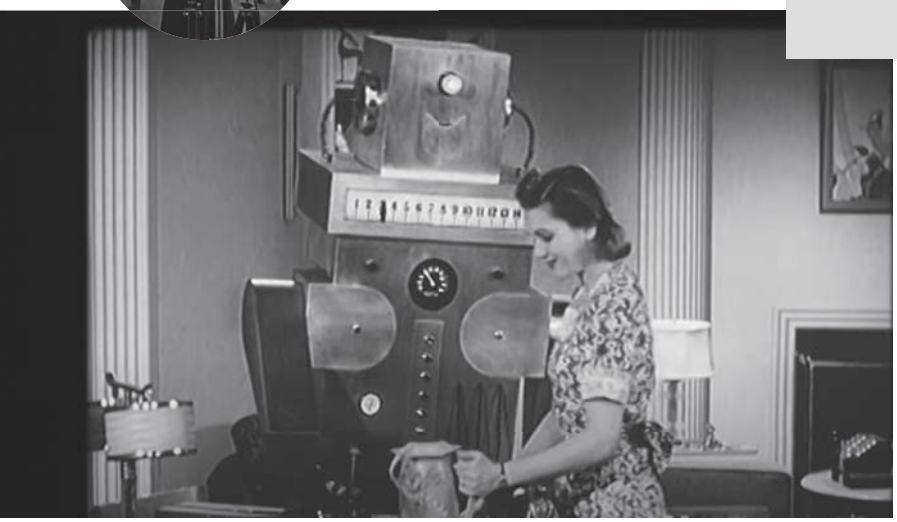


UNIT 14 *Lifestyle* TIME 3:21

87 Ways to Get Out of Busyness Trap

UNIT 12

Women's Rights and AI Development



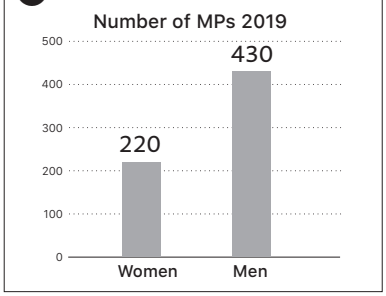
Artificial intelligence (AI) makes our lives more efficient. However, it could also be a threat to humankind, particularly women. In the video, Jeanette Winterson, a British writer, reads an extract from her book, in which she describes women's history and raises an important question: Where will women be in the future?

PHASE 1

1 Getting into the Topic

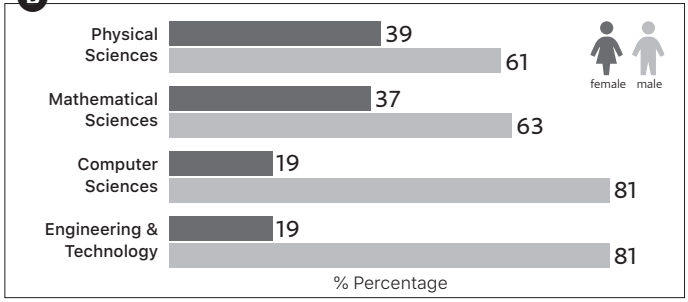
Figure A shows the number of male/female MPs (Members of Parliament) in the UK, and Figure B shows the proportion of male/female students in four science and technology fields at the UK universities. Answer the following questions.

A



Source: Institute for Government analysis of parliament.uk.data

B



Source: 2017 STEM Women Limited

1. Look at Figure A. What percentage of the MPs are women as of 2019? About _____%

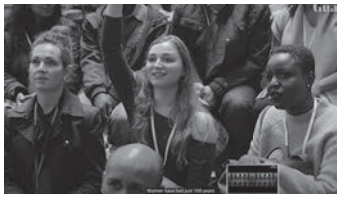
2. Look at Figure B. Name two fields where the percentage of male students are more than twice that of female students.

_____ _____

2 1st Viewing

online video

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



1. Which AI products are mainly introduced in the video?

a. Self-driving cars

b. Security cameras

c. Robots

2. What events are being held on the street?

a. Women's music festivals

b. Women's marches

c. Both **a** and **b**

PHASE 2

1 Vocabulary

Match the words with their definitions.

1. entrepreneur [ ]	**a.**	having more power or influence than other things
2. pose [ ]	**b.**	to totally change the way of something
3. dominance [ ]	**c.**	the intentional act of not including someone/something
4. revolutionize [ ]	**d.**	doing the same thing again and again
5. repetitive [ ]	**e.**	treated as less important or lower rank
6. exclusion [ ]	**f.**	a person who builds a fortune by starting or running businesses
7. inferior [ ]	**g.**	to create a problem or difficulty

2 Reading

DL 13 CD 13

Read the following passage.

Where Will Women Be in the Future?

In 1903, the Women's Social and Political Union (WSPU), known as the Suffragettes, was founded in Manchester, the UK. They had been fighting to win the rights to vote. In
3 1928, women aged 21 and over achieved the same voting rights as men. Now, women have

become players in various fields. They are lawyers, doctors, scientists, journalists, artists, economists, entrepreneurs, astronauts, and politicians. Two hundred eight women MPs were elected at the 2017 General Election in the UK. Based on these facts, it looked like the women's rights movement had been completed, at least in the Western world. However, Jeanette Winterson, a British writer, expressed her concern in her book, *Courage Calls to Courage Everywhere*, that there would be the threat to women posed by the future dominance of AI.

Ms. Winterson mentioned that AI could be the best thing to happen to humans. For example, AI robot "Sophia," created by Hanson Robotics, can promote products, provide customer services, and so on. According to the writer, robots are tools and could revolutionize the world of work. They do repetitive jobs instead of humans. On the other hand, the writer also stated that AI could be the worst thing to happen to women. It looks like computer science remains a male-dominated field. The writer indicated that women accounted for only about 18% of computer science graduates. She warned that the future dominance of AI could be a threat to women and that we should not allow the future to become a new exclusion zone for women.

Women in the 21st century are still active in the women's rights movement. On January 21, 2017, the day after the former US president Donald Trump took office, hundreds of thousands of women gathered in Washington, D.C. to defend women's rights. The protests also took place throughout the US and other countries for gender equality, civil rights, and so on. Ms. Winterson claimed that women were not inferior and that they belonged in the world. The writer called for women to "Speak it. Write it. Read it. Make it visible. Let it be heard," and "Let courage call to courage everywhere."

356 words

Notes

ℓ 1 **suffragette:** a woman who was involved in the campaign for women's rights to vote

ℓ 5 **MP:** the abbreviation for 'Member of Parliament' (a person elected to represent the people of a particular area in the country)

ℓ 12 **Hanson Robotics:** a Hong Kong-based humanoid robotics company

3 Organizer

Fill in each blank and complete the organizer based on the information from the reading.

Women's Rights Movement

Past

- The foundation of [1] _____ _____ in the UK, 1903
- Voting rights for women aged [2] _____ and over in 1928

Present & Future

- Women's participation in the workplace and politics
  - e.g., 208 women [3] _____

The threat to women posed by the future dominance of [4] _____

[4] _____—The BEST thing to happen to humankind?
e.g., AI Robot "[5] _____"

[4] _____—The [6] _____ thing to happen to women?
e.g., computer science
- a [7] _____-dominated field

- Women's march in the US and other countries
- *"Let courage call to courage everywhere"* (by Jeanette Winterson)

PHASE 3

2nd Viewing

online video

Watch the video again and complete the answers to the following questions.

1. How many women MPs were there a hundred years ago?
There were _____ women MPs.

2. What does the speaker say about the low rate (i.e., 18%) of female computer science graduates?
She says, "this is nothing to do with women's hard-wired aptitude for _____ or _____."

3. What does the speaker suggest about the word "history?"
She suggests that "history" should include _____ - _____ .

PHASE 4

Output Task (Writing / Speaking)

AI makes our lives easier, but it could also be a danger to us. Write down your thoughts about advantages OR disadvantages of AI applications. Then, share your thoughts with a partner and make a presentation in class.

Step 1 Write a short paragraph (about 30 words) describing advantages OR disadvantages of AI applications with examples.

Advantages	AI applications _____ _____. For example, _____ _____ _____. *e.g., AI applications can be helpful for our daily lives. For example, Amazon Alexa, a voice-controlled digital or virtual assistant program that uses AI technology, can help us in the kitchen, finding recipes and giving us voice-guided directions.*
Disadvantages	AI applications _____ _____. For example, _____ _____ _____. *e.g., AI applications would lead to unemployment. For example, Fukoku Mutual Life Insurance, a Japanese insurance company, replaced employees with an AI system that can calculate insurance payouts.*

Step 2 Share your thoughts with your partner. Write down the advantages OR disadvantages mentioned by your partner.

My partner says that one [advantage / disadvantage] of AI applications is _____

_____ . He/She explains that _____

_____

_____ .

I [agree / disagree] with his/her opinion.

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 in correct sentence forms.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
2.	The speaker explains an advantage or disadvantage of AI applications clearly.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
3.	The speaker explains his/her partner's view with an example.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
4.	The speaker makes eye contact with the audience.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1