

Active
English
DISCUSSION

1

Preface

Welcome to the second book in this series. Building on the same ideas as in Book 1, *Active English Discussion 2* continues to promote English discussion skills through problem-solving, critical thinking, deduction, inference, reasoning and summarizing. Each Unit develops the vocabulary, phrases and techniques needed for discussion and debate, helping the learners share the ideas, beliefs and values that are important to them, in a cooperative learning environment that focuses on group-work, creativity and mutual respect. Along with an integrated approach (all 4 skills), this helps them to express their ideas and opinions simply and clearly, using persuasion, suggestion, agreement and negotiation.

Because of this, the eight pages in each Unit follow a similar structure, building the language, ideas and discussion skills step by step. This gradual, student-centered approach promotes the informed sharing of facts and opinions that is the essence of true discussion:

- Page 1: Pre-reading.** Students activate the reading schema, exploring the topic together before reading, discussing, debating, or making role-plays about it. These activities are mostly interactive, preparing students for group-work.
- Page 2: Topic-reading.** This section presents a reading passage about the topic of the Unit, introducing key vocabulary and concepts. Students can listen to this passage on the CD-Rom accompanying the book. Further follow-up reading passages are offered on the website.
- **Match the Words:** Key words from the passage are presented in a matching format, encouraging students to extend or confirm their store of vocabulary.
- Page 3: While-reading: Comprehension and Extension.** Students check and expand their knowledge and understanding.
- **Comprehension Check:** These questions help students to review the reading passage in greater detail.
 - **Think for Yourself:** These questions invite students to creatively explore the issues in the reading passage.
 - **Background Information:** Further information useful for discussion and debate is offered here. This can motivate students to find more facts and figures by themselves.
- Page 4: Post-reading: Discussion.** Students have sufficient vocabulary and information by now to express their opinions on questions related to the topic of the Unit. However, a useful sub-section is added at the bottom of the page:
- **Conversation Strategies:** These gambits offer helpful idioms and phrases to be used in the discussion.

Page 5: Role-Play: Dialogue. Students listen to the dialogue on the CD-Rom and then take on the roles of the characters, exploring the main topic in a conversational, informal manner, before making their own role-plays.

- **Key Words and Expressions:** Idioms and expressions from the dialogue are highlighted and explained.
- **Dialogue Quiz:** These quizzes invite students to discover more about the ideas in the dialogue.

Page 6: Getting Ready. In preparation for the role-plays or debates which appear on page 7 of each Unit, students think of ideas for their role or their side of the debate, using various methods, including brainstorming and outlining. Appropriate phrases and idioms are introduced to help students acquire the language of role-plays and debates.

Page 7: Let's Debate!/Role-play! Groups now perform their role-play or hold a mini-debate, with two teams and a timekeeper/chairperson. They are now combining information, opinions, key expressions and persuasion strategies, either in real-life role-play or in reasoned debate.

- **Opinion Samples:** These show how students can make role-play dialogues or debate arguments using the phrases from page 6. These samples are either on this or the following page.

Page 8: Reflection and Puzzle Page. The final page of each Unit offers students a chance to reflect on and review their learning. These activities take various forms in each Unit. In some, students are encouraged to reflect on their performance and achievement through self-assessments, surveys, or questionnaires. In others, Opinion Samples are followed by puzzles or riddles related to the topic of the Unit, encouraging students to engage in challenging, but creatively rewarding problem-solving.

- **Online Follow-up Activities.** For teachers and students who want to do access reading, listening, viewing and other activities, suggested links to suitable online resources can be found on www.pearson.co.kr/.

In conclusion, I'd like to welcome you to this revised and expanded version of *Active English Discussion 2* and thank you for taking the time to read this preface. I sincerely hope it will provide endless opportunities for holistic development of discussion and debating skills, along with collaboration, respect, and the polite expression of opinions and ideas.

Health and peace

Andrew Finch
June 2016

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Contents

Who's Who?

Family and Friends

- We're going to meet six people in this book.
 - They will talk about the topics in each unit.
 - Can you find out who they are?
- Write their names in the empty spaces.



This is Helen's mother-in-law. She is called _____.



Helen's husband is called _____.



_____ is Michael's wife.



Kim _____ is Jenny's friend.



Jenny's brother, _____, is Seung-min's friend.



_____ is Helen's daughter and Ji-hye's friend.



This is Kevin's friend, Park _____.

*You can check the names in the Answer Section at the back of the book.

1 Names

Brainstorming Me

- What do you know about your name? What does it mean?
- What are the most popular names in your country?

Task 1

Us 2

- Look at this table. Talk about it with your partner.
- Can you guess the top boys' and girls' names in the USA, the UK and Korea?
- Write ①, ②, ③, ④, ⑤ next to the names.

The answers are in the Answer Key at the back of the book.

Most Popular Baby Names in 2015					
USA		UK		Korea	
girls	boys	girls	boys	girls	boys
Amelia	③ Jack	Amelia	Charlie	Ji-u	Ju-won
Emily	Jacob	④ Emily	Harry	Min-seo	Min-jun
Lily	Muhammad	Isla	② Jack	Seo-hyeon	Seo-jun
① Olivia	Noah	Olivia	Jacob	Seo-yeon	Si-u
Sophia	Oliver	Poppy	Oliver	Seo-yun	Ye-jun

Here are some of these names and their meanings:

Noah	→ Comfort, rest	Olivia	→ Olive, peace
Harry	→ Army commander	Sophia	→ Wisdom
Charlie	→ Manly	Isla	→ Island
Muhammad	→ Praised	Emily	→ Industrious

Task 2

- Ask people about their names.

All

Name: Meaning:	Name: Meaning:	Name: Meaning:
Name: Meaning:	Name: Meaning:	Name: Meaning:

What's your name?

How do you spell it?

I think it means ...

I don't know.

I'm not sure.

What does it mean?

What's in a name?

Track 1

- Listen to Track 1 on the CD-Rom.
- Read this passage about 'names' together.
- While you read, match the words and phrases at the bottom of the page.
- Then answer the questions on the next page.

Us Groups

Do you think your name affects your personality? If you were called Kevin, would you be kind, gentle, and handsome, just like the meaning of your name? Or if you were called Jenny, would you be like a fair spirit or a white wave?



Imagine you are choosing a name for your baby. What name will you choose, and how will you choose it? Do you want a fashionable or a traditional name for your baby? Will you search on the Internet for the most popular baby names? Each culture has its favorite names and naming-customs, so here are some from around the world.

Mongolian names have beautiful sounds and meanings, such as *Bayaarm*: "Mother of Joy." If you watch the movie *Dancing with Wolves* (1990), you will see that North American Indian names like *Chilam* (Snow Bird) and *Demothi* (Talks while Walking) describe what the mother saw when the baby was born. Eskimo babies are named by the elders, while in Russia long ago, you could tell someone's occupation and family relationship from their name. For example, "portnoi" means "tailor" and "ova" means "daughter." So "Portnova" means "Daughter of the Tailor."



Many people believe the stars and planets are important influences, so they look for astrological baby names, based on the Zodiac sign of the baby's day of birth. All in all, there are many things to think about when naming your child.

Match the words and phrases on the left to the definitions on the right.

- | | | |
|--------------|---|---|
| culture | • | a job, career |
| custom | • | a large object which goes round the sun |
| elder | • | a pattern of life passed from one generation to another |
| occupation | • | a person who makes and repairs clothes |
| relationship | • | a senior, respected, aged person |
| tailor | • | connection between people |
| astrology | • | help to change, affect |
| planet | • | the arts, beliefs, and behaviors of a society |
| influence | • | telling the future from the study of stars and planets |

There are more reading passages at www.inkbooks.co.kr

Comprehension Check

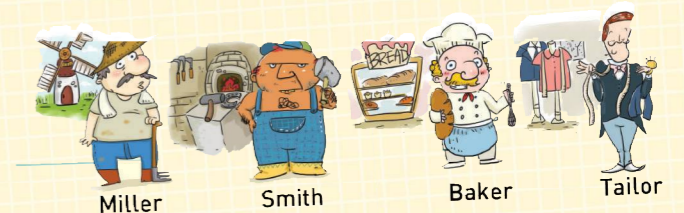
1. Do people in different cultures use the same names?
2. Where is Mongolia?
 South America Asia Africa Europe
3. How do American Indian women choose their babies' names?
4. If *Pastukh* means 'shepherd,' what does *Pastukhova* mean?
5. What is the difference between the Western Zodiac and the Oriental Zodiac?
6. Why do people think of the stars and planets when choosing a baby's name?
7. This passage explains the best method of giving a name to a baby. True False

Think for Yourself

- How was your name chosen? Who chose it?
- If you could change your name, what would you choose?
 - What would it mean?
 - Why would you choose it?

Hello my name is

Background Information



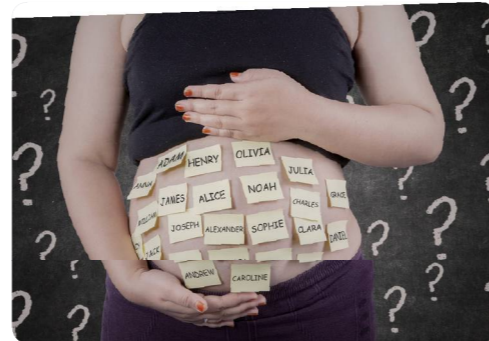
Did you know?

- In Ethiopia, your father's first name becomes your last name. For example, If your father is called Birhanu Tesfay, your name could be Demesie Birhanu, and your child could be called Bein Demesie.
- In Wales, people used to be called by their occupations. For example: Evans the Bread (Baker) and Jones the Milk (Milkman).
- In England and the USA, many family names still refer to the ancestors' occupations. For example: Albert Miller, George Smith, Terry Baker, Alice Taylor and John Nobleman.
- The names of the royal princes (Harry, George, and William) ranked 3rd, 7th and 10th as baby names in the UK in 2015.
- In Portugal, people can have two, three or more family names. For example: José Eduardo Santos Tavares Melo Silva. (given names) (mother's names) (father's family names).

Discussion Us Groups

- Talk to each other about these questions.
- Use the Conversation Strategies at the bottom of the page.

- 1 Are you proud of your name?**
 - ▶ Why? Why not? Support your opinion.
- 2 Does your name affect your personality?**
 - ▶ Please explain.
- 3 Is it OK to 'Westernize' your name?**
 - ▶ (e.g. Ji-hye Kim instead of Kim Ji-hye)
- 4 Is it OK to have a western nickname?**
- 5 What name would you give to your son or daughter?**
 - ▶ How would you choose the name?
- 6 Would you let your elders choose your child's name?**
 - ▶ Why? Why not? Support your opinion.
- 7 Why do you think people change their names?**
 - ▶ Can you think of any famous people who changed their names?
 - ▶ Would you like to change your name?
 - ▶ Why? Why not?
- 8 What do you think about astrology?**
 - ▶ Would you ask a name-maker to name your child?
 - ▶ Why? Why not? Support your opinion.



Dialogue Us 2

- Listen to Track 2 on the CD-Rom.
- Read the dialogue with your partner.
- Perform the dialogue together.
- Change roles. Perform the dialogue again.

- Ji-hye** Hi, Kevin. What are you reading?
- Kevin** Well, ... do you know what a biography is, Ji-hye?
- Ji-hye** Let me think. Isn't it the story of someone's life?
- Kevin** Yes, it is. This one is about Muhammed Ali, the heavyweight boxer.
- Ji-hye** He threw his Olympic Gold Medal into a river, didn't he?
- Kevin** That's right. He's a legend in his time.
- Ji-hye** He wasn't always called Muhammed Ali, though, was he?
- Kevin** No. He changed his name from Cassius Clay.
- Ji-hye** Is that the man who said "I have a dream"?
- Kevin** No. That was Martin Luther King.
- Ji-hye** Oh, yes. Why did Cassius change his name?
- Kevin** He became a Muslim, so he wanted to make a new start.
- Ji-hye** That explains it. I've heard that he was a man of peace.

Track 2

Key Words and Expressions

biography
a book about the life of a famous person

a legend in his/her time
someone who is very famous during his/her lifetime

make a new start
begin a new life, leaving the old one behind

"That explains it."
"I understand." "That makes sense."

man of peace
a person whose whole life is about peace

Tag questions
"didn't he?" "was he?"

Conversation Strategies

Asking for Information:

Excuse me ...

Can I ask a question?

Do you know ...?

Can you tell me ...?

I'd like to know ...

Pardon me for asking, but ...

Making sure:

What did you say?

Pardon?

How do you spell it?

What does it mean?

Can you say that again?

One more time, please.

Dialogue Quiz

1. What is the difference between an autobiography and a biography?
2. What was Muhammed Ali's original name?
3. Why did he change his name?
4. Why did he throw his gold medal into a river?
5. Which river was it?



Let's Make a Role-play! Us Groups

Track 3 to 6

Situation: There are four people in your family: Grandfather, mother, father, and daughter. Very soon there will be a new addition: a newborn baby. You are going to discuss how to choose a new name for him or her.

- 1 Choose your role (grandfather, mother, father or daughter).
- 2 Read your role-card and the opinion sample.
- 3 Think about what you will say in the role-play.
- 4 Write your ideas on the mind-map on the next page.

Grandfather: You want to go to a fortune-teller. Here is your opinion sample:

Why not let the stars and planets decide the baby's name? There are many things in life that we can't understand, but that doesn't mean they're wrong. Our ancestors were in tune with nature and the seasons. They could forecast the weather, even without satellites. I want to ask an astrologer to choose a lucky name, just like my ancestors did.



Mother: You want to name the baby yourself. Here is your opinion sample:

Elders and fortune tellers know about tradition and customs, but they're not up-to-date. They don't understand how quickly the world is changing. A traditional name can sound old-fashioned now, so I want to search the Internet for baby names. I will look at baby sites and find names that are most popular in my country.



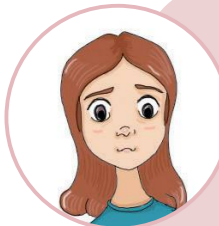
Father: You want to choose a traditional name. Here is your opinion sample:

My father chose my name, so I want to choose my son's name. He will carry on my bloodline, so he needs a traditional name that has been in the family for generations. I will ask my father for advice. He knows all the most respected names in our family. I don't like these modern, trendy names. They go out of date very quickly.



Daughter: You want to choose a fashionable name. Here is your opinion sample:

I want to give the baby a wonderful, fashionable name. If it is a girl we can name it after a famous singer. Or if it is a boy, we can name it after a famous footballer or baseball player. I also think children should choose their names when they grow up. Till then, they can be called "son of ..." or "daughter of ..." as in Russia and other countries.



My Mind-map Me

- Fill in the mind-map with your ideas for the role-play.

My opinion:

Great names for boys:

Baby names

Great names for girls:

Let's begin!

- Use these phrases when you perform your role play.

That's true.

I agree with you.

You have a good point.

That's an idea!

I don't agree with you.

I don't agree, because...

You may be right, but ...

That's a great idea!

I don't think that's a very good idea.

Can I make a suggestion?

I can't agree with you.

What do you think?

When you have finished, complete this final statement about your discussion:

We have agreed that if the baby is a boy it will be called _____.

On the other hand, if the baby is a girl, it will be called _____.

Signed: 1. _____ 2. _____ 3. _____ 4. _____