

Active  
English  
DISCUSSION

2

# 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/](http://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*  
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# 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.

\_\_\_\_\_ is Michael's wife.

Helen's husband is called \_\_\_\_\_.

Kim \_\_\_ - \_\_\_ is Jenny's friend.

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

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.

# Unit 1 Friendship

## Brainstorming Me

- How many friends do you have?
- How often do you meet your friends?
- How well do you know your friends?

### Task 1

Us 2

- Exchange books with your partner.
- Ask your partner these questions and write his/her answers.

- 1 How did you meet your best friend? \_\_\_\_\_
- 2 What do you have in common? \_\_\_\_\_
- 3 What do you like to do together? \_\_\_\_\_
- 4 How often do you meet? \_\_\_\_\_
- 5 Have you ever argued? Why? \_\_\_\_\_
- 6 What qualities are important to you in a friend? \_\_\_\_\_
- 7 Do you find it easy to make friends? Why? Why not? \_\_\_\_\_
- 8 Are you a good friend? Why? Why not? \_\_\_\_\_

### Task 2

Us 2

- Exchange books with your partner.
- Ask your partner the questions below.
- Write his/her answers in the boxes.
- Look at the [Answer section](#) and tell your partner what his/her answers mean.

### Please tell me ...

- 1) ... the first number you think of.
- 2) ... the second number that comes to mind.
- 3) ... the name of a person of the opposite gender.
- 4) ... the name of a friend or family member.
- 5) ... the name of another person (anyone).
- 6) ... the name of another person (anyone).
- 7) ... another person of the opposite gender.
- 8) ... the title of the first song you think of.
- 9) ... the title of the second song you think of.
- 10) ... the title of the third song you think of.
- 11) ... another song.


# Friendship

Track 1

- Read this passage together and listen to track 1.
- While you read, match the words and definitions at the bottom of the page.

Us Groups



Friendship goes back to the dawn of history. The earliest known written tale, The Epic of Gilgamesh (c. 2100 BCE), often seen as the first great work of literature, is about the friendship between Gilgamesh, the king of Uruk, and Enkidu, a wild man created by the gods to fight him. Homer told of the friendship of Achilles and Patroclus, in his Iliad (c. 760-710 BCE) and the Hebrew Bible describes the friendship promise made by David, King of Israel, and Jonathan. Furthermore, the philosophers Aristotle and Plato both said friendship was an important characteristic of human beings.

But what is friendship? This might seem to be a strange question at first sight. After all, we all have friends, and we know what friendships mean to us. When we look deeper into this question, however, we find that friendship has many meanings. In the most frequently used meaning, two or more people share knowledge, worth, and affection. They like being together and want whatever is best for each other. Their tastes (food, clothes, music, etc.) are usually similar, and they like doing the same activities. They are sympathetic, honest, and understanding to each other. Most of all, a good friend will give unpleasant advice if necessary, and will share hard times as well as good times. As the saying goes, 'A friend in need is a friend indeed.'



So it might be difficult to put one's finger on the exact meaning, but we can see that friendship is a basic human quality. The Roman scholar Cicero summed it up when he said, 'Life is nothing without friendship.'

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

- |                     |   |                                       |
|---------------------|---|---------------------------------------|
| at first sight      | • | character or nature                   |
| frequently          | • | define; describe                      |
| worth               | • | kind; caring; thoughtful              |
| similar             | • | like; resembling                      |
| sympathetic         | • | often                                 |
| dawn of history     | • | seeing for the first time             |
| philosopher         | • | someone who studies ideas about truth |
| characteristic      | • | special feature                       |
| put one's finger on | • | the beginning of civilization         |
| quality             | • | value; meaning                        |

## Comprehension Check

1. How many characteristics of friendship can you find in the reading passage?
2. Who was Enkidu?
3. Is friendship natural, or do we learn it?
4. What will a true friend do in difficult situations?
5. Can you find another word for 'quality' in the passage?
6. Is it easy to define 'friendship'?

## Think for Yourself

- |   |   |
|---|---|
| <input type="checkbox"/> What can you find out about Gilgamesh?                                 | <input type="checkbox"/> What does 'c.' mean in 'c. 2100 BCE'?                      |
| <input type="checkbox"/> What do you know about Achilles?<br>Check out google.co.kr or ask.com. | <input type="checkbox"/> What sort of 'unpleasant advice' would a good friend give? |
| <input type="checkbox"/> What does 'BCE' mean?<br>Check out google.co.kr or ask.com.            | <input type="checkbox"/> What is a 'fair weather friend'?                           |
|   | <input type="checkbox"/> What is a 'false friend'?                                  |

## Background Information

### Have you heard of these types of friendship?

- Pen pal, E-pal:** People become friends through writing letters or emails to each other
- Internet friendship:** People meet and become friends online
- Platonic life-partner:** Two people of either gender become extremely close friends and live together.
- Boston marriage:** Two ladies live together in friendship, without male support.
- Blood brotherhood:** Two friends swear to help each other for ever and show this by mixing some blood.

### Did you know?

- There is a city in Nebraska, USA, called Friend.
- There is a university in Kansas, USA, called Friends University.
- The 'Friends' sitcom ran from 1994 to 2004. It won an EMMY award and was one of the most popular TV series of all time. It has been shown in more than 100 countries.



# Discussion Us Groups

- Talk about the questions below.
- Use the **Conversation Strategies** at the bottom of the page.

- 1 What makes a good friend?**  
▶ Support your opinion.
- 2 'Good friends are hard to find.'**  
▶ Do you agree? Why? Why not?
- 3 What will you do for your friends?**  
▶ Will you lend money?  
▶ Will you help your friends in hard times?
- 4 Is friendship more important than honesty?**  
▶ Would you tell a lie for your friend?  
▶ Why? Why not? Support your opinion.
- 5 Would you give unpleasant advice to your friend?**  
▶ Why? Why not? Explain your ideas.
- 6 Can people from different generations be friends?**  
▶ Why? Why not? Explain your ideas.
- 7 Can people of different genders be good friends?**  
▶ Why? Why not? Explain your ideas.
- 8 Is it possible for rich and famous people to have good friends?**  
▶ Can money buy true friendship?  
▶ Why? Why not? Support your opinion.
- 9 Can parents be friends with their children?**  
▶ Why? Why not? Support your opinion.



## Conversation Strategies.

Putting things in sequence:

First of all,	To begin with,
Then,	Furthermore,
Next,	On top of that,
After that,	What's more,
Finally,	In conclusion,

# 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.

**Seung-Min** Hi, Mrs. Brown. How's it going?

**Mrs. Brown** Fine, thanks, Seung-min. How about you?

**Seung-min** Not bad. Have you seen Kevin?

**Mrs. Brown** He left about an hour ago. Didn't he tell you?

**Seung-Min** No. We were supposed to meet here.

**Mrs. Brown** He went out with his friends. I think they've gone bowling.

**Seung-Min** Oh. He must have forgotten our appointment.

**Mrs. Brown** Don't worry Seung-min. It's bound to be a misunderstanding.

**Seung-Min** If you say so, Mrs. Brown.

**Mrs. Brown** Why don't you ring him up and find out?

**Seung-Min** I'd rather not. I don't want to disturb him.

**Mrs. Brown** Don't be silly. You're one of his best friends.

**Seung-Min** I thought so too.

**Mrs. Brown** Don't worry. I'm sure there's a simple explanation.

## Key Words and Expressions

**"How's it going?"**  
"How are things?"  
"What's new?"

**"Not bad."**  
"OK" "So-so."

**"It's bound to be ..."**  
"It must be ..."

**"If you say so."**  
"I believe you."

**"Don't be silly."**  
"What are you talking about?"  
"Be reasonable."



## Dialogue Quiz

1. How does Seung-min feel at the end of this dialogue?
2. How does Mrs. Brown feel?
3. Why is Seung-min upset?
4. What advice does Mrs. Brown give him?
5. Why doesn't Seung-min want to ring Kevin?
6. What do you think will happen next?

Track 2

# Let's Make a Role-play! Us Groups

Tracks 3 to 6

- This role-play is about friendship. It is based on the Dialogue on page 13.
- You can perform this role-play or you can make your own role-play about friendship.

- 1 Choose your role (Seung-min, Kevin, Mrs. Brown or Jenny).
- 2 Read your role-card and the opinion sample on it.
- 3 These opinion samples are to help you make your role-play.
- 4 There are some more on page 16.
- 5 Think about what you will say in the role-play.
- 6 Write your ideas on the next page.

**Seung-min:** First of all, Kevin is a good friend, but he is forgetful. He gets carried away with what he is doing and forgets the time. On top of that, he forgets our appointments. I don't know what to do. I don't want to keep calling him up and reminding him. It might seem as if I don't trust him. I think we need to talk, face to face. I need to give him some friendly advice.



**Kevin:** To begin with, I like Seung-min, but he's a bit of a worrier. Yes, of course I forget a few appointments, but so what? Good friends understand each other and forgive each other. Anyway, I thought I'd invited Seung-min to come bowling with my other friends. I wanted to introduce them to him. It looks like one of us got it wrong.



**Mrs. Brown:** Oh dear! I don't like to see these misunderstandings. I know that Kevin is forgetful, but he means well. It's just that he's a little thoughtless. When he wants to do something, he doesn't think about other people. He just does it. What's more, he's hurting Seung-min, who is the best friend he's ever had. I think I'd better sit them both down and talk to them about it.



**Jenny:** Kevin is a good brother, but he can be too offhand at times. What's more, I don't like to see him taking Seung-min for granted. I'm not sure what I can do, but I'm sure something can be worked out. Perhaps I can bring up the subject next time we are all together. I'd like to help them sort this out. After all, that's what sisters are for!



You can use these ideas in your role play, or you can make your own ideas.

# My Notes Me

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

First of all: \_\_\_\_\_

Next: \_\_\_\_\_

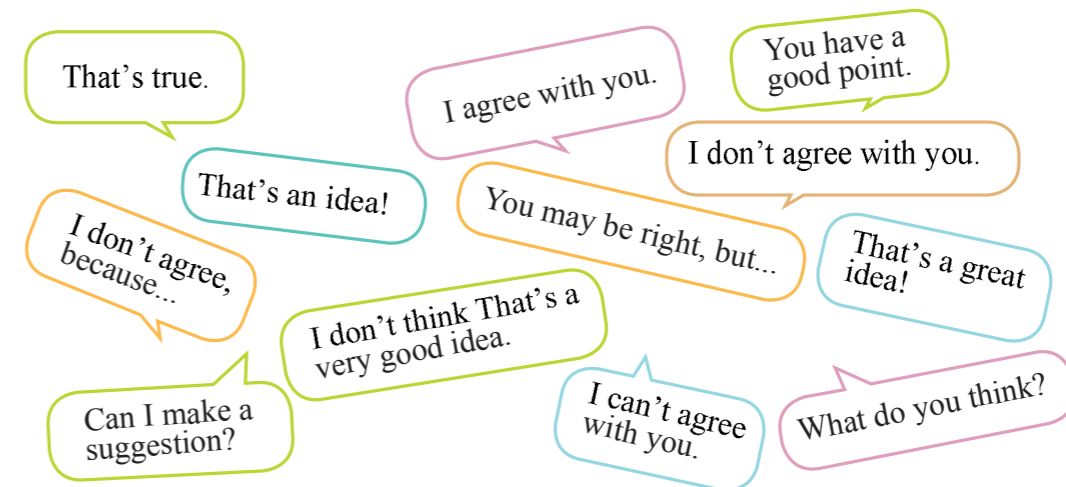
Furthermore: \_\_\_\_\_

On top of that: \_\_\_\_\_

Finally: \_\_\_\_\_

# Let's begin! Us Groups

- Use these phrases when you perform your role-play.
- There are some opinion samples on the next page.



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

We have agreed that Kevin will \_\_\_\_\_.

We have also agreed that Seung-min will \_\_\_\_\_.

Signed: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_