

About This Book

The Units in this book follow a similar structure, introducing the language and related ideas and building on them step by step. This gradual, student centered approach promotes the informed sharing of facts and opinions that is the essence of true discussion. The eight pages in each Unit offer language input, sample language, output opportunities and reflection, all presented in a dynamic “5Es” structure (**Engage, Explore, Explain, Extend, Evaluate**) of the type used for inquiry-based learning. This approach is particularly effective for promoting autonomy, confidence, intrinsic motivation, creativity and inquiry, and is therefore suggested as a viable methodological paradigm when using *Active English Discussion 2*.

Teachers should not feel the need to require every student to complete every activity. There is sufficient learning content in each Unit to provide meaningful learning for the less proficient students and also to challenge and extend the most advanced students. A possible overview (one or two lessons per Unit, depending on the time available) is offered here:

Engage

Page 1: Pre-reading. Students read the instructions and perform interactive, schema-setting activities. The aim is to activate minds and bodies, focus on the main topic of the Unit, and engage students in the learning process. Teachers participate in the activities, model language where appropriate and monitor fluency and proficiency.

Explore

Page 2: Topic-reading. The reading passage offers input language, key words and information about the topic of the Unit. By presenting interesting facts and opinions, it shows students the sort of informative text they can find by themselves when they want to discover more about any given subject. Further reading passages are available on the website (www.pearson.co.kr/) and students can be encouraged to bring these to class if they wish to find their own texts and explain them to each other. A matching activity (**Match the Words**) is included at the bottom of the page as a means of checking or acquiring key vocabulary.

Page 3: While-reading: Comprehension and Extension. Students explore the topic further through a number of activities (**Comprehension Check, Think for Yourself, and Background Information**). Once again, teacher intervention is not necessary, since students are monitoring and extending their learning. Instead, this is an opportunity for the teacher to talk with students one-on-one, providing individual attention, feedback and counseling.

Explain

Page 4: Post-reading: Discussion. Building on the previous activities, students are now ready to discuss the topic and express their ideas and experiences. They are aided in this by the **Conversation Strategies** section at the bottom of the page, which provides useful conversation gambits. In addition, the Teacher’s Guide offers further phrases and idioms.

Page 5: Role-Play: Dialogue. In addition to modeling informal discussion on the main topic, this page looks at new language (**Key Words and Expressions**), while the **Dialogue Quiz** invites students to explain the dialog. Students read through and perform the dialogs. However, the 5E process can also move on to the next stage (**Extend**) here, with students writing and performing their own dialogs. This can be in preparation for (or as an alternative to) the more extended role-play activities which occur on pages 6-7 in Units 1 to 4, 9, 11, 15, and 17.