

Extend

Page 6: Getting Ready. Pages 6 and 7 focus either on debates (Units, 5 to 8, 10, 12, 14, 16, 18) or role-plays (Units 1 to 4, 9, 11, 13, 15, 17). However, the process involved is similar in both. They both require **Brainstorming**, **Outlining** and **Useful phrases**, and the early role-plays offer a means of practicing this process before taking on the more structured language and form of the debate. In line with the integrated approach of *Active English Discussion 2*, note-taking and writing are essential aspects of role-plays and debates.






Page 7: Let's Debate!/Let's Role-play! Students now perform their role-plays or debates, aided by **Debate Tips/Role-play Tips** and **Opinion Samples**. At this stage of the 5Es process, students are engaging in meaningful language performance, having learned new vocabulary and phrases in earlier sections. The focus should therefore be on creativity, imagination, logical expression of ideas and fluency. If assessment is required, it should take into account the linguistic, cognitive, affective and social growth of the students from Unit to Unit. Self-assessment and reflection are also important and are featured in the following section (page 8).

Evaluate

Page 8: Reflection and Puzzle Page. If they are to set realistic learning goals, students need to be aware of their achievements ('Where am I now?') and their learning needs ('What do I need to learn now?'). The reflection activities on this page therefore present valuable consciousness-raising opportunities. The **Time to Think** section then winds up the Unit by introducing riddles, puzzles and other activities related to the main topic, developing problem-solving skills in an enjoyable and rewarding manner. Answers to the puzzles appear in the **Answer Section** at the end of the book.

Online Follow-up Activities. In accordance with the goals of autonomy and discovery learning, the online pages (www.pearson.co.kr) for each Unit encourage students to follow-up classwork by themselves, in terms of reading, viewing, listening and other activities. The latter category presents interesting games, puzzles, quizzes, and other activities that teachers might find interesting to include in the actual lessons.

Note: Teachers are free to decide how many students should take on the activities in each Unit. However, suggestions are given in the student's book in the form of icons:

 Individuals  Pairs  Three people  Groups  Everybody

In conclusion, it is hoped that teachers will take a flexible approach to all the tasks and activities, allowing students to progress at their own speed and rewarding absolute growth rather than relative achievement. While students are working in groups, the student-centered emphasis allows the teacher to make one-on-one contact with individual students, providing feedback, counseling and (the factor most desired by students) warm-hearted interaction with a representative English speaker.