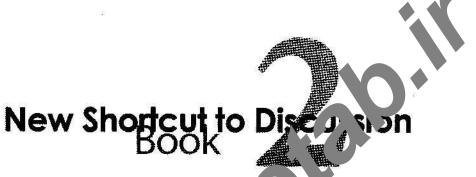
In the Name of God



Teach & Learn English Thro Isa Discussion

Writ e. Compiled, and Edited by

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Introduction

The present book consists of 20 units for free discussion. Each unit actions 4 sections: short stories, questions, vocabulary notes, and creture rates. The number of questions and notes is not fixed, and it varies among the units, accause we did not want to restrict the scope of the topics for the scope of up y. Each topic has its own specifications and poses a certain degree of challenge to the mind of the audience. Therefore, we felt no obligation to have a fixed number of questions and notes for all units. The teachers can one some special questions or add some other questions and notes for the low catalogs, depending on the age, sex, education, and the cultural background or pair students, provided that they keep these changes quite personal and done change the original format of the book.

While choosing the torics include questions, we did our best to make them as challenging and abscring a possible, but still everything depends on such factors as the age, sex, in the culture of language learners. We preserve this right for the teacher to be a impletely creative and flexible in conducting their classes. The major plants of the book and the teacher should be increasing the degree of discussible ty and the amount of student-talk.

All units start with short stories, questions, and vocabulary notes follow the questions, based on the assumption that reading the short stories and questions brings to the mind of learners a lot of ideas and potential structure and produces. To produce speech out of these raw materials, they need the calcular items and examples which follow the questions. Culture notes and minimal the sake of fun, and more familiarity with the target culture.

The idea of embarking on the present discussion project came from our private discussion classes for which we couldnessed any proper book. There are a few books for such classes available in the market, but we would like to describe them as too general, at tract and simplistic. They don't delve into every-day issues and problem the culously and in detail. Some of them don't contain any questions, and problems which is not so challenging on its own. Some other, we certain problems which are totally alien to Iranian culture and mindiscuss to base our work on careful needs-analysis of Iranian adult. Fig. learners, and scrupulous investigation of Iranian cultural obsession.