

In the Name of God

New Shortcut to Discussion BOOK

Teach & Learn English Through Discussion

Written, Compiled, and Edited by

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Introduction

The present book consists of 20 units for free discussion. Each unit includes 4 sections: short stories, questions, vocabulary notes, and culture notes. The number of questions and notes is not fixed, and it varies among the units, because we did not want to restrict the scope of the topics for the sake of unity. 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 omit some special questions or add some other questions and notes for their own classes, depending on the age, sex, education, and the cultural background of their students, provided that they keep these changes quite personal and don't change the original format of the book.

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

All units start with short stories, questions, and vocabulary notes followed by 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 structures and sentences. To produce speech out of these raw materials, they need the vocabulary items and examples which follow the questions. Culture notes are mainly for 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 could not find 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, abstract, and simplistic. They don't delve into every-day issues and problems meticulously and in detail. Some of them don't contain any questions, and thus present a text which is not so challenging on its own. Some others pose certain problems which are totally alien to Iranian culture and mind-set. We tried to base our work on careful needs-analysis of Iranian adult EFL learners, and scrupulous investigation of Iranian cultural obsessions.