

In the Name of God

New Shortcut to Discussion Book 1

Teach & Learn English Through Discussion

Written, Compiled, and Edited by

**Hussain Havashki
Mahdi Havashki**



www.khatesefid.com

سرشناسه : هاوشکی، حسین، ۱۳۶۰
Havashki, Hussain
عنوان و نام پدیدآور : New shortcut to discussion: teach & learn English through discussion/ written, compiled, and edited by Hussain Havashki, Mahdi Havashki.
مشخصات نشر : خط سفید، ۱۳۹۳=۲۰۱۴ م.
شابک : ۹۷۸-۶۰۰-۷۳۶۱-۰۳-۰
موضوع : زبان انگلیسی -- مکالمه و جمله سازی -- راهنمای آموزشی
شناسه افزوده : هاوشکی، مهدی، ۱۳۶۲
شناسه افزوده : Havashki, Mahdi
رده بندی کنگره : PE۱۱۳۱/ه۲۹۱۳۹۲
رده بندی دیویی : ۲۴/۴۲۸
شماره کتابشناسی ملی : ۳۴۹۶۲۷۸

Writer, Compiler, and Editor: **Hussain Havashki & Mahdi Havashki**

Cover Designer: **Muhammad Jafar Jafari**

Graphic Designer: **Fatenah Jafari**

Fourth Edition: **2016**, Khate Sefid Press

Circulation: **3000**

ISBN: **978-600-7361-03-0**

Price: **80,000 R (Book+ CD)**



Central Office: No. 134, Between Farvardin & Ordibehesht, Shohadaye Jandarmeri St., Enghelab Sq., Tehran, Iran. 021-66122949

Distribution Center: Khate Sefid Bookstore, Golestan Publications Bookmarket, Daneshgah St., Mashhad, Iran. 051-38405861

Contact Us: 09105008424 SMS: 10000445  Khatesefid

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Khate Sefid Press.

Table of Contents

1. Education	19
2. Sports	28
3. Body Language	38
4. Clothes	46
5. Family	5
6. Health	6
7. Personality	68
8. Eating and Diet	73
9. Social Relationships	78
10. Free Time and Hobbies	84
11. The Media	92
12. Culture	100
13. Economics	109
14. Future	116
15. Holidays	123
16. Technology,	132
17. Travel	139
18. War	148
19. What if	157
20. IELTS Speaking Questions	160

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 originate 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 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 structures and sentences. To produce speech out of these raw materials, they need a few 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 couldn't 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 just present a text which is not so challenging on its own. Some others, note certain problems which are totally alien to Iranian culture and mindset. We tried to base our work on careful needs-analysis of Iranian adult EFL learners, and scrupulous investigation of Iranian cultural obsessions.