

Agree or Not?

**An Oral Practice Book
for the Students of English**

Second edition

www.ketab.ir

Safaei Asl N.



سرشناسه: صفائی اصل، نادر، ۱۳۴۹-
Safaeiasl, Nader
عنوان و نام پدیدآور: Agree or Not?: An Oral Practice Book for the Students of English/ Safaei Asl N.

وضعیت ویراست: ویراست دوم،
مشخصات نشر: تهران: رهنما، ۱۳۹۰ = ۲۰۱۱ م.
مشخصات ظاهری: ۱۲۱ ص.
شابک: ۹۷۸-۹۶۴-۳۶۷-۴۸۳-۰
یادداشت: انگلیسی.
آوانویسی عنوان: اگری ار نات...
موضوع: زبان انگلیسی - - راهنمای آموزشی - - خارجیان
موضوع: زبان انگلیسی - - مکالمه و جمله سازی
رده بندی کنگره: ۱۳۹۰ الف ۷۳ ص ۱۱۲۸ PE
رده بندی دیویی: ۴۲۸/۲۴
شماره کتابشناسی ملی: ۲۴۶۰۸۱

All rights reserved. No part of this book may be reproduced in any form or by any means without the permission, in writing, from the Publisher.

RAHNAMA PRESS

Copyright © 2011

No. 112, Shohadaye Zhandarmerie St. (Moshtagh St.), Between Farvardin & Fakhre Razi, Enghelab Ave., Oppo. Tehran University, Tehran, Iran.

P.O. Box: 13145/1845 - Tel: (021) 66416604 & 66400927

E-mail: info@rahnamapress.com

http://www.rahnamapress.com

رهنما

Agree or Not?: مؤلف: نادر صفائی اصل، لیتوگرافی: رهنما، چاپ: چاپخانه نقره قمار، چاپ اول از ویراست دوم: تابستان ۱۳۹۰، تیراژ: ۳۰۰۰ نسخه، ناشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خیابان فروردین، نیش خیابان شهید زاندارمری، پلاک ۱۱۲، تلفن: ۶۶۴۰۰۹۲۷، ۶۶۴۱۶۶۰۴، ۶۶۴۸۱۶۶۲، فاکس: ۶۶۴۶۷۲۲۴، فروشگاه رهنما، سعادت آباد، خیابان علامه طباطبائی جنوبی، بین ۴۰ و ۴۲ شرقی پلاک ۲۹، تلفن: ۸۸۶۹۴۱۰۲، آدرس فروشگاه شماره ۴: خیابان پیروزی نیش خیابان سوم نیروی هوایی، تلفن: ۷۷۴۸۲۵۰۵، نمایشگاه کتاب رهنما، مقابل دانشگاه تهران پاساژ فروزنده، تلفن: ۶۶۹۵۰۹۵۷، شابک: ۹۷۸-۹۶۴-۳۶۷-۴۸۳-۰

حق چاپ برای مؤلف محفوظ است

قیمت: ۲۵۰۰۰ ریال

Contents	page
Introduction	1
1. Marriage puts an end to men's freedom.	7
2. Countries must close their gates to tourism.	10
3. Elections are organized to betray people's trust.	13
4. Fame does not always work to our advantage.	16
5. Beauty is only skin -deep.	19
6. Computer is no more needed in the families.	22
7. Are we happier than our forefathers?	25
8. Women's monarchy will open a Pandora's Box.	28
9. When in Rome, do as the Romans do.	31
10. Teenagers think their parents are their enemies.	34
11. Plastic surgery changes your life and helps you go far.	37
12. Turn off the TV in commercial break.	40
13. Fatalism: We have not been given any power to decide.	43
14. Is it really dangerous to have every thing?	46
15. Total freedom is the end of humanity.	49
16. Honesty is not always the best policy.	52
17. Drug addicts should be treated as patients not as criminals.	55
18. To leave or not to leave; that is the question.	58
19. Life would be quite inconceivable without king telly.	61
20. The old never occupy our homes. Don't discard them.	64
21. Women are happier than men.	67
22. Life without love is fifty without five. How ridiculous!	70
23. The world would be much safer without politicians.	73
24. Money brings every thing save true happiness.	76
25. Clothes do make the man.	79

26. Solitude is the ideal form of life.	82
27. Technology has brought us nothing but calamity.	85
28. Stand aloof! Don't turn a hair to what happens to others.	88
29. Life ends at retirement.	91
30. Euthanasia is the only way to save the dying patients.	94
31. Keeping up with the Joneses is killing us.	97
32. If only God wouldn't create us.	100
Additional topics	103
Glossary of idioms and phrasal verbs	107

www.ketab.ir

Introduction:

1. Basic objectives

Developing both fluency and accuracy in oral proficiency in larger units of language such as discussions and debates can be possible by exposing the students to rather authentic conditions. Language learners need to acquire the ability to argue and persuade their interlocutors, classmates or even their audience in lectures. As likely as not, they find themselves in debates and discussions. Their limited abilities gained through attending conversation classes help them produce short grammatical sentences. These short sentences need to be organized within larger units.

This book intends to provide upper-intermediate and also advanced students who are studying English as their second or foreign language with approximately argumentative and deliberately provocative essays. It attempts to motivate them by any means, even by putting their nerves on edge, intending to spark off debates in conversation classes, which can eventually lead to their gaining an acceptable and promising proficiency in spoken English. Once the learners have done all with the step by step acquisition of linguistic elements, now it is time for them to put that knowledge into practice.

The essays are replete with a range of idioms, phrasal verbs, and proverbs. This deliberate and conscious decision seeks to give them a contextual value. The topics for discussions have been meticulously chosen to satisfy learners with a variety of interests and tastes. The abridged ideas in the counter-argument part try to pave the way for the students to practice their ability in idea development. It should be noted that students are not expected to come up with a fixed conclusion since the arguments are open-ended.

2. Book layout

This book consists of thirty two debatable and provocative essays supporting a specific proposition. Each essay is followed by twenty key sentences written to oppose the author's opinion. Students are required to develop these short ideas to strongly stand against what is being backed up. A list of one hundred and three additional

topics allows teachers to provide their students with opinion gap activities which eventually contribute to their additional oral proficiency. It also makes a topic bank available for the teachers in conversation classes. A glossary of idioms and phrasal verbs puts the finishing touch to the book. This part intends to help the learners not to waste their time thumbing the dictionary pages for the new idioms or phrasal verbs.

3. How to use this book

It is basically up to the teacher to utilize any technique which better suits his or her purpose. But a fixed routine might best serve the book's aims. The following are only some of the suggested techniques:

- a. Teachers are required to invite their students to have a pre-reading activity before they attend the class. As they come to class, they will be equipped with a needed background knowledge helping them to take in the whole message and also actively take part in group discussions.
- b. To check the students' pre-reading, teachers can ask some general questions based on the essays.
- c. For the next step teachers can read the texts aloud so that they may provide the students with the clarification of the linguistic complexity wherever needed. Input must be comprehensible for the learners.
- d. Students should be asked to take either 'for' side or 'against' one, to support or to oppose the author's opinion. This can better be responsive if half of the class stands 'for' and the other half 'against'.
- e. Teachers can take a leading role to set the scene for the class discussion by giving the class a brief introduction on the issue and also a monitoring role to come to the scene if the debate happens to come to a halt and also to prevent the discussion from digression. Teachers can also provide the students with some fruitful insights to help the learners to move smoothly during discussion. Before the sands run out, teachers can wrap