

English for University Students

Razieh Ganjali

Fakhri alsadat Pourhoseini

Maryam Radfar

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Ganjali, Razieh

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/ Razieh Ganjali, Fakhri alsadat Pourhoseini, Maryam Radfar

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انتشارات کتابدار توس است

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Introduction

The present book is written to primarily help beginning students in all non-English disciplines extend their reading comprehension ability, vocabulary, and grammatical skills. The book initiates students to some English texts. The materials are designed and presented in an innovative way. That is, while the students are involved in reading comprehension activity, they are indirectly learning a grammatical point. This grammatical point is introduced in the relevant grammar section. The grammatical points are based on common basic structures which are most needed for the students.

This book consists of twelve units each of which incorporates a reading selection, a word study and a grammar part. The selections are graded, for example, unit three is of a lower readability score than is unit four. Thus, the order of the presentation of the materials in this book should be observed.

Each unit of the book consists of topic preview, key words, reading text, word study, grammar part, and exercises.

Topic preview: The opening page of each unit includes a picture and discussion questions that draw students closer and closer to an idea of what the reading is about. The pre-reading questions are served as means of activating students' background knowledge as well as generating interest and perhaps enthusiasm for the content of the selected readings.

Key words: The presentation of vocabulary items is also different from that of traditional books. Up to ten new words and key words are introduced and exemplified at the beginning of each unit. The American pronunciation is also available for the students and teachers. All of the new vocabulary items are employed several times in the Unit and appear several times in the succeeding units- in the texts and the other exercises.

Reading Text: The readings in this book are of high interest and content-rich. Some of them pertain to Iranian cultures and costumes and some contain a relevant short story. These familiar topics should, we hope, activate the readers' background knowledge to recreate the writers' intended meaning. The style of writing makes the information easily digestible, and the language is carefully controlled at each level to make the texts just challenging enough, but easily accessible. There is not any instance of passive voice, present perfect, past perfect, and future tense all through the texts or even in the exercises. Accompanying each reading is pre- and post-reading activities. They are designed to provide a balance of reading comprehension, vocabulary, and reading skill development. Many activities also provide opportunities for student discussion and a chance for students to connect the topics of the readings to their own lives and experiences.

Word Study: In this part of the units, more common English suffixes and prefixes are introduced along with some related vocabulary building explanations. Also an exercise is followed to make students familiar with the application of the mentioned affixes. Most of the words presented as examples or used in the exercise are chosen from the reading selections to expand students' vocabulary.

Grammar Part: The materials are sequentially arranged beginning with the simpler and developing into the more difficult. The first few Units have short, simple sentences and the sentences become longer and more difficult as the Units progress. The grammatical item is first presented through a pattern and then is supplemented by examples and illustrations. Needless to say, the variety of grammatical items included in each Unit hinders student boredom and the simplicity of the language makes it understandable even to the weakest students.

Besides, by teaching the grammar structures in sequence, students will benefit from the presentation, practice, and recycling of the structures.

Exercises: Exercises in this book enjoy a special variety. They are divided up into some sections: comprehension exercises, vocabulary exercises, word study exercises, and grammar exercises. At the end of each two units, some multiple-choice tests on grammar are presented.

The way the sections are presented is just a recommendation. But it is assumed to be in a way that puts students at more ease and comfort during the learning process. However, some students/teachers may prefer to do the vocabulary first and then go to the comprehension section. They may also prefer to skip some exercises altogether because they may find them «too elementary». This shows the modular approach we have taken in designing the materials.

The authors hope that instructors would benefit from the innovations employed in this book to facilitate their teaching. However, we would like to encourage all teachers not to hesitate commenting on possible flaws on this book. We welcome constructive suggestions for any improvements in later editions.

Razieh Ganjali

Maryam Radfar

Fakhri alsadat pourhoseini