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# **GENERAL ENGLISH FOR UNIVERSITY STUDENTS**

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## Preface

Providing a reference book for general English in the academic setting of Iran has always been a challenge both culturally and educationally. On the one hand, the issue of cultural hegemony and subsequent identity change of the young learners has always been a big concern among authorities (political and educational) as the books available on the market might not be suitable for the Iranian- Islamic context. On the other hand, the available books on the market do not seem to be in accordance with the pressing need of the freshman students who are going to experience a semester-long course of general English to which just three hours a week has been dedicated.

The present book consisting of twenty lessons on various topics has the potential to make the learning-teaching process enjoyable for both teachers and learners. The before-you-read section of each lesson consisting of parts A and B is designed to pave the way for warm-up activities. The questions posed in the Part A of before reading of each lesson provide the grounds for the students to be mentally focused on the topic. Then, the Part B which makes the students skim the text before they match the words with their proper definition is unique in its own as it admires the students to see the words in the reading context instead of presenting the words in a de-contextualized word bank. This can be regarded as a functional practice as it grants a high degree of familiarity with the text to the students through frequent skimming.

The after-you-read tasks, which consist of four parts (A, B, C & D), are also useful for the students. In part A, following the tenets of interactive perspectives to reading, the students are provided with several questions (both global and local) which can be a good asset in providing an opportunity for the learners to be familiar with different types of questions, including but not limited to main idea, reference, inference, etc. which tap into different knowledge levels of the students, more specifically enabling them in recognizing facts, concepts, and procedures.

In Part B of the after-you-read tasks, students find the opportunity to apply the new words in a new context, which is provided for them in form of sentences. This fill-in-

the-blank exercise grants the students the opportunity to have some reflections, which can be constructive in better remembering of the presented words.

Regarding Part C of after-you-read exercises, which deals with the definitions of some of the words, the learners face some definitions of already-taught words so that they consolidate the meaning of the new words.

In part D, students become familiar with different content forms of some of the words (verb, adverb, noun, adjective), then they apply them in the follow-up exercise which is in the form of fill-in-the-blanks. This can be a good exercise in that it gradually gives the students a good picture of where the location of the four main content forms of the words is in the sentence.

To pave the way for those who are not good at grammar, basic grammatical rules and the required explanations in Persian are presented in Appendix 1.

Finally, an essential word list along with their Persian equivalents is given in Appendix 2.