

A General English
Reading For University
Students

(IIIEXTREME)

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فروش در کلیه ی کتابفروشیها و مراکز معتبر پخش کتاب در سراسر ایران

هر گونه ترجمه و یا تهیه پاسخنامه بدون اجازه کتبی ناشر ممنوع است و در صورت مشاهده

متخلفین تحت پیگرد قانونی قرار می گیرند.

Introduction

Over the past three decades or so, the number of studies concerned with SLA has increased exponentially, but still the mystery of language acquisition has remained unsolved. As researchers learn more about learning in general, linguists change their views of language, and language educators alter their perspectives on language teaching. As a result, since language teachers seek to provide the most effective classroom activities, a process of continuous modification takes place.

As language teachers, our main concern is to lead our students step by step closer and closer to a stage where they can, as accurately as possible, simulate and compare with a native speaker of the English language. To do so there are certain urgent bases that we will have to establish and accept as the theoretical foundations of our practice. We will primarily need to find ample answers to a number of questions: What is language? What is learning? How does learning take place? How are languages learned? And many more. Once we have found satisfactory answers to all these queries, we can safely build our teaching procedures and corresponding techniques on sound and secure footings.

To find out how languages are learned, one needs to further probe into the theories of learning. Learning is one of the most complex aspects of human's mental activities.

Researchers are slowly uncovering new information to solve this riddle: the nature of language acquisition.

Authors,

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Phonetic Symbols

Vowels

i:	See	/sɪ:/	aɪ	five	/faɪv/
ʌ	Cup	/kʌp/	ɒ	got	/gɒt/
ɪ	happy	/'hæpi/	aʊ	now	/naʊ/
ɜ:	Bird	/bɜ:d/	ɔ:	saw	/sɔ:/
ɪ	Sit	/sɪt/	ɔɪ	boy	/bɔɪ/
aʊ	about	/ə'baʊt/	ʊ	put	/[pʊt/
e	Ten	/ten/	ɪə	near	/nɪə(r)/
eɪ	Say	/seɪ/	ʊ	situation	/,sɪtu'eɪʃn/
s	Cat	/kæt/	eə	hair	/heə(r)/
əʊ	Go	/gəʊ/	u:	too	/tu:/
ɑ:	father	/'fɑ:ð ə(r)/	ʊə	pure	/piʊə(r)/

Consonants

p	pen	/pen/	tʃ	chain	/tʃeɪn/
s	So	/səʊ/	n	no	/nəʊ/
b	Bad	/bæd/	dʒ	jam	/dʒæm/
z	Zoo	/zu:/	ŋ	sing	/sɪŋ/
t	Tea	/ti:/	f	fall	/fɔ:l/
ʃ	Shoe	/ʃu:/	l	leg	/leg/
d	Did	/dɪd/	v	van	/væn/
ʒ	vision	/'vɪʒn/	r	red	/red/
k	Cat	/kæt/	θ	thin	/θɪn/
h	Hat	/hæt/	j	yes	/jes/
g	Got	/gɒt/	ð	this	/ðɪs/
m	Man	/mæn/	w	wet	/wet/

(') shows the strong stress: it is in front of the part of the word that you say most strongly, for example because /br'kɒz/

(,) shows a weaker stress. Some words have a part that is said with a weaker stress as well as a strong stress, for example ok /,əʊ'keɪ/.

(r) at the end of a word means that in British English you say this sound only when the next word begins with a vowel: In American English, you always pronounce this 'r'.

Some words, for example at and must, have two pronunciations. We give the usual pronunciation first. The second pronunciation must be used when the word is stressed, and is also often used when the word is at the end of a sentence. For example:

This book is for /f ə(r)/ Lisa. Who is this book for? /fɔ:(r)/

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