

Panorama

General English

for

University Students

Mohammad Abdollahi-Guilani (PhD)

Puyan Taheri (PhD)



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mazdabooks2015@gmail.com



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Introduction

One of the requirements that all students are supposed to meet is to study General English at university. In this course, they are to read different texts and review their background English knowledge and at the same time be prepared for the more sophisticated course i.e. ESP.

Taking these ideas into consideration, the book *Panorama* has been designed to help non-English majors brush up their English knowledge and build up some new reading, vocabulary and grammar capacities.

Accompanied by audio tracks, *Panorama* is composed of 10 short passages each of which deals with different topics ranging from literature to business and scientific issues.

To facilitate the learning of the reading part, some vocabulary items have been highlighted within the passage and glosses have been provided at the footnote. Each definition includes phonetic transcription, and parts of speech as well as the meaning.

Following the reading passages, there are two types of reading comprehension questions: Wh-questions and True/False/Not Given statements. Then there is another type of reading question which focuses on identifying suitable headings for the paragraphs.

One of the major factors in learning a language is having a wide command of vocabulary. This book has purposefully zoomed in on providing a wide variety of words to the readers so that their lexicon can be broadened for further study in the future. For this cause, there are fill-in-the-gap vocabulary and word-formation exercises. Explanations are given in Appendix A.

Another issue in learning vocabulary and hence a language is being able to produce language as naturally as possible. So here comes collocation. Collocation means the coming of two or three words most frequently used together. It is widely believed that when language learners are exposed to chunks of words, rather than individual items, their brain will become more competent in committing the words to memory and then they will be able to produce groups of words together. This can save their time in thinking and at the same time making their language production more natural, fluent and native-like. Therefore, each lesson offers a short list of collocations with exercises. Explanations are available in Appendix B.

Phrasal verbs are verbs which consist of a base verb and a parti-

cle/ preposition. One of the features of daily English conversation is the use of phrasal verbs. When they are at school, Iranian learners meet at most 20 phrasal verbs although their learned verbs may be far below this number. To provide access to more such verbs, each lesson has a short exercise on phrasal verbs. A short list of phrasal verbs can be found in Appendix C.

Grammar is important as it guides language learners how to place their ideas in the correct order so that they can be sufficiently comprehensible. For this cause, six types of grammatical structure with exercises have been introduced throughout the book and the explanations are given in Appendix D.

One essential technique language learners are supposed to acquire is paraphrasing. This technique strengthens learners' variety of structures and improves their writing skill. At the end of each unit, there is an exercise in which summarization of the passage is required. In Appendix E, different methods of paraphrasing are elaborated on and exemplified.

The last two parts of the book are a list of irregular verbs with their pronunciation and a list of common words which are absolutely essential to learn when reading English texts, looking up words in dictionaries and moving forward with language.

It is hoped this book can pave the road for students to practice and learn English more efficiently.

Comments and suggestions are warmly welcomed.

Mohammad Abdollahi-Guilani (PhD)
Puyan Taheri (PhD)