

In his name, the omniscient, the omnipotent

General English Texts

For

University Students

Author:

Nasser Soltani, M.A.

(Instructor at Garmi Applied-Scientific Center)

سرشناسه	: سلطانی، ناصر، ۱۳۵۴ -
عنوان و نام پدیدآور	: General English Texts for University Students/ authors Nasser Soltani.
مشخصات نشر	: اردبیل: نشر نایاب، ۱۳۹۴=۲۰۱۵م.
مشخصات ظاهری	: ۱۴۷ ص.
شابک	: ۵-۵-۰۴۴-۸۰۶۰۰-۹۷۸-۱۲۰۰۰۰ ریال
وضعیت فهرست نویسی	: فیپا
یادداشت	: انگلیسی.
یادداشت	: چاپ دوم
آوانویسی عنوان	: جنرال انگلیش...
موضوع	: زبان انگلیسی — کتاب های قرائت (دانشگاهی)
موضوع	: زبان انگلیسی — راهنمای آموزشی (عالی)
رده بندی کتبه	: ۱۳۹۴ ج ۹ ص ۷۶/س/۱۱۲۲ PE
رده بندی دیویی	: ۴۲۸/۶۴
شماره کتابشناسی ملی	: ۳۹۹۷۰۰۶



انگلیسی عمومی برای دانشجویان

مؤلف: ناصر سلطانی

ویراستار علمی و ادبی: طیبہ زمانی تاجیک، مہناز سلطانی

ناشر: انتشارات نایاب

طراح روی جلد: حسین آقازاد

صفحه آرای: مینا معرفت اجرلو

نوبت چاپ: اول - ۱۳۹۴

لیتوگرافی: نقش و نگار

شمارگان: ۱۰۰۰

ISBN: 978-600-8044-05-5

شابک: ۵-۵-۰۴۴-۸۰۶۰۰-۹۷۸

قیمت: ۱۲۰۰۰۰ ریال

صحافی: افق

حق چاپ و نشر محفوظ است.

Preface

In the insuring decade, a number of important developments have taken place in graduate education .E-mail and Internet have much more widely used, especially in distance education. But there is no frigate like a book.

If we were able to take wing and get a bird's eye view of English Language Teaching(ELT) in classrooms, study circles, workshops, lecture theatres, and open learning centers across the world .But behind the variation I believe we would be able to discern a number of persistent concerns in the professional practice of teachers. This is because teachers are decision-makers in managing classroom processes and, whatever our educational setting, whatever its potential and its problems, our working lives are defined by the same issues. What do I set up as aims for my next lesson with this class and what kind of activities will help to achieve those aims? How do I balance its content in relation to what I see of my students' needs for English in the world outside the classroom in relation to the examinations for which we are preparing? How do I deal with this reading text in class? What amount of out-of-class work can I reasonably expect my learners to do? How can I motivate my learners to be more active? How do I make best use of a textbook I am not entirely happy with? What are my ultimate goals with this class? And can I usefully discuss and negotiate any of these things. These are just some examples. It is certainly my experience every year that teachers have the same concerns, whatever their background.

Students should be encouraged to read through the entire passage without stopping to look up unfamiliar words in a dictionary. They should be allowed to do the first reading at their own speed, no matter how slow that speed may be.(Note: As students' progress through the book and increase their knowledge of English vocabulary and structure, their reading speed naturally increases. The most important point in the first reading is to keep the anxiety level as low as possible. After the students have read through the passage once for the main ideas, they should go back and read the passage a second time. Then, they can work with a partner to look up words in a dictionary. Students should be allowed to use bilingual dictionaries if they wish.

Finally, the students should read over the passage a third time to consolidate the conceptual and linguistic information from the first two readings and to integrate new words into their contexts. This third reading can gradually be developed into a skimming activity, but we caution teachers not to emphasize speed until the students are ready for this challenge. (Note: Some students will be ready sooner than others. If it is possible, these individual differences should be noted and accommodated). As students work their way through each unit, they are able to feel the joy and power that come from learning a new language and making it their own. Their rapid progress motivates them to continue their language learning efforts on their own.

Nasser Soltani, M.A.
(NasserSoltani54@yahoo.com)

www.ketab.ir

Contents

Title	Page
1. Physical fitness.....	1
2. Computers	5
3. Seismology and seismograph.....	9
4. Importance of Discipline in Life	13
5. Are we happier than our forefathers.....	17
6. Science and Technology.....	21
7. The Internet: a Network of Networks	25
8. The Greatest Scientist of the 20 th century	29
9. Aristotle.....	33
10. Salt was more than seasoning.....	37
11. Going to the moon.....	41
12. Allergies	43
13. Why does the sky look blue?.....	45
14. Graduating with Honors.....	47
15. History of Earthquake study.....	51
16. Computers Everywhere.....	57
17. How to sleep better tonight	61
18. Getting a haircut	63
19. Crazy	67
20. Our Planet Earth.....	71
21. Nothing to sell and Nothing to buy	75
22. United Nations.....	79
23. Bacteria.....	83
24. Pollution	87
25. Amnesia.....	91
26. Fame for Adam Coleman	95
27. Charles Babbage.....	99
28. Bigfoot Creatures	103
29. The Pearl of the desert.....	107
30. Culture shock.....	111
31. The Paper shapers.....	115
32. A day in the country	119
33. Structure and written expression.....	123

34. Idioms.....	145
35. References	147

www.ketab.ir