

New Light
in
General English Learning

A General English Course for University Students

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Preface

New Light in General English Learning is a textbook for different general English courses. It promotes the development of the reading comprehension and grammar in a variety of ways and enables learners to proceed smoothly from one lesson to another.

Its design is primarily based on academic levels. A needs analysis was run to select proper points in terms of intended learners' interest and their proficiency level.

The Lesson Plan

The book is divided into two main parts and the full contents can be seen on pages I, II, III and IV. These pages also act as a mini summary of the entire book.

Part (1) consists 10 units. Each unit are divided into five main parts, as described below:

- Each unit starts with a *reading passage*. Each reading passage is followed by *reading comprehension* activities made up of multiple-choice questions to develop students' reading skills such as skimming, scanning, making inferences, and finding main ideas.

- Vocabulary skills* begin with key relevant examples and root-related tests in order to measure students' understanding of the vocabulary items which appear in the text. This part aims at the appropriate use of vocabulary items.

- Language functions*, this part in each unit express the various language functions (e.g. greeting, asking for permission, expressing sadness, and expressing enthusiasm) fundamentals for general proficiency. It helps students master the basic aspects of language functions practically through exercises. Students are highly encouraged to perform the exercises offered in this part in order to fully consolidate their communication ability.

- Language focus* parts of this book introduce basic concepts of grammatical points essential for students at this level of study.

- Time to learn proverbs* is the last part in each unit. This part provides some proverbs followed by an example for each.

The proverbs given are among the most popular proverbs used in daily communication in American and British English contexts.

Part (2) provides the selected grammar reviews which is organized into 14 parts. Each part consists of two stages: a particular *tense* and *exercises*. At the first stage students have the opportunity to get familiar with a particular tense and at the second stage they have the chance of measuring their

understanding by doing a sequence of exercises. The writer also provides keys to those exercises.

In the end, the author would like to emphasize that the job is not devoid of flaws, so I would highly appreciate it if ELT practitioners would send their comments on any aspects of the textbook to: z.fallahrafie@gmail.com.

www.ketab.ir

Zahra Fallah Rafie
February, 2018
Karaj

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