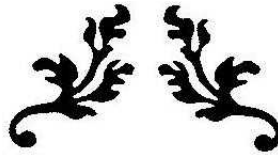


In the Name of God



ADVENTURE 1



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«حق چاپ برای مؤلفان محفوظ است»

Preface

English courses offered at academic centers are supposed to provide students with ample opportunities to improve their reading comprehension, boost their lexical knowledge, and enhance their grammatical competence. Additionally, since they are taught in academic environments, such as schools, universities, and research centers, these courses are also expected to help students familiarize and equip themselves with academic skills.

Despite these agreed-upon goals, the books, be they written or adopted by Iranian ELT (English language teaching) scholars, and the way they are taught in such English courses lack data-based, theoretically and/or pedagogically defensible underpinnings. Therefore, students investing time, money, and energy in these courses disappointedly fail to attain the necessary knowledge and skills. This Series, however, has been authored with the aim of correcting the shortcomings of the books available on the market. To this aim, it provides ELT teachers a systematic means of helping students acquire reading comprehension strategies, see the most frequently used English vocabulary in context, learn and practice the most useful grammar rules through consciousness-raising, and attain a number of highly effective academic skills.

Containing high-interest, informative passages, the present Series introduces the strategies students need to understand reading materials. Among these strategies are skimming, scanning, reading in detail, previewing and predicting, guessing meanings of new vocabulary from context, identifying chronological order, and making inferences based on the information given in a text. Students are given the chance to practice applying these strategies in order to answer comprehension questions.

This Series can also be considered unique in that it contextualizes the 2800 words constituting the New General Service List (NGSL). The NGSL is the result of an extensive corpus study by Browne, Culligan, and Phillips (2013) deriving the most frequent vocabulary from a collection of 273 million words diligently selected from the 2-billion-word Cambridge English Corpus (CEC). The creators of this list assert that the NGSL gives over 92% coverage for most general English texts, which is no doubt the highest of any general English word list derived from a corpus to date). As such, students learning English through this Series will be able to handle English texts written for general purposes with ease and confidence. In addition to this, *Adventure* also incorporates a separate section which specifically deals with helping students increase their knowledge of word-formation processes.

Another noticeable feature of the *Adventure Series* is its approach to presenting grammar rules. Grammar in this series is taught through consciousness-raising relying on input flooding and input enhancement. By having students hypothesize about grammar rules, teachers can get them actively engaged in the content, hence better learning and longer-term recall. Moreover, the wide variety of exercises, which follow the grammar presentation, is intended to help students solidify their learning and put their newly gained knowledge into practical use.

Still another highlight of the present *Series*, which is totally missing from other books of its kind, regards the particular attention it pays to academic skills students are required to be equipped with. Learning how to prepare PowerPoint files, make presentations, do online research, organize an essay, write informal, formal, and official letters/emails, format and prepare a CV/resume, do teamwork, budget their time are but some of the skills students can gain through reading the Academic Skills section of this series and doing the follow-up workshops.

A much sought-after repository of engaging lessons, this series provides a stand-alone foundation which can be used for both classroom and self-study purposes. As the content targets adults and young adults, *Adventure* can be used to teach almost all classes whose students are fifteen years of age or more.

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February 2018.

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