

Reading media texts :

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Iran - America relations

Khodadadi , Ebrahim



دانشگاه کردستان

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Preface

Reading Media Texts: Iran-America Relations has been written to meet the requirements for a university course having the same title as the book. The underlying rationale behind designing the book has been the assumption that through media texts, its readers will be able to improve their English language proficiency via reading.

The purpose of *Reading Media Texts: Iran-America Relations* is neither to teach the so called journalistic English nor to present journalistic terms. There are a number of relevant books in the market, which accomplish this purpose. The readers, for example, might consult *Reading Journalistic English* (Tahririan, 1374), and *Meet the press* (Abbott, 1981).

The major purpose of *Reading Media Texts: Iran-America Relations* is to help its audience read and comprehend a number of original and authentic media texts that are closely related to each other in terms of one single theme. It is hoped that through reading these texts, the readers will have enough sample to study the way in which skillful and native English writers express their ideas and discuss the same topic from various points of view in the media.

The media, however, deals with various fields such as arts, business, and sports. Since covering all fields, presenting and discussing some of their representative articles would be next to impossible, *Reading Media Texts: Iran-America Relations* is limited to one field, i.e., politics. In addition to narrowing the scope of the book to one field, its theme has also been restricted to one topic, i.e., Iran-US relations, within a certain period of time, i.e., December 9, 1997 to March 18, 1998.

Reading Media Texts: Iran-America Relations consists of 23 units. The first unit introduces the media and elaborates on the nature of texts. Since this unit is pedagogic, general readers might ignore it and start from Unit Two. Similar to Unit Two, the other 21 units consist of a vocabulary section, which provides the definition and pronunciation of almost all difficult and unfamiliar words. This is followed by the reading

passage upon which a number of multiple-choice items have been constructed. These items will help the readers assess their comprehension of the text. Based on the article, a short discussion section is also developed to encourage the readers to evaluate the news and contribute to its enrichment. All units end with vocabulary exercises requiring the readers to use their receptive vocabulary knowledge in appropriate contexts.

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