

In The Name Of Allah

Reading Through Practice

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Preface

One of the main objectives of offering English courses in Iran's institutions is to provide students, particularly college students, with reading skills i.e. enabling them to read, understand, and translate English texts related to their majors. It is worth mentioning that this objective is clearly stated in the curriculum of all college courses. Achieving this objective requires that, as the first steps, the students master reading general passages *correctly* and *fluently*, thus, seriously be directed toward this and some other reading skills, sometimes undervalued in the lower study levels such as high schools and technical high schools. In short, it seems that they need to gain self-confidence in relation to reading skills.

Learning how to learn is one of the skills which seems to have been, somehow, ignored. In other word, the ordinary students, for instance, expect to be told the pronunciation of individual new vocabulary items. They expect someone to be present to tell them the correct pronunciation of the words whenever they face such issues. In this book efforts have been made to establish a different strategy in this regard. The phonetic symbols are introduced to the learners and they are taught how and where to locate the correct pronunciation of the new words. In other words the learners are led to solve their pronunciation problems themselves, thus self-sufficiency in this skill is a goal. Therefore pronunciation exercises are designed in a way that learners have to refer repeatedly to the dictionary and thus master this skill. So, the teachers are kindly requested to make students do this task, then check their work.

The same strategy has been taken into consideration in the field of learning vocabulary, synonyms, antonyms, etc. exercises have been designed in a way that the learners learn how to look the words up and do it repeatedly. In fact it is hoped that referring to a dictionary, as the most reliable reference, would be internalized by the students. In this regard efforts have been made to plan the vocabulary exercises so that they would lead students toward active rather than passive learning of words.

As the title of the book implies, the book is reading-based. The passages represent a wide range of subject matters which are not bound to any culture but expose the students to various content demands of very general reading materials. In the selection of the passages efforts have been made to choose simple-structured passages in the first lessons, so that the learners would be engaged in reading skills rather than discovering complicated grammar points and structures. Of course passages are gradually directed toward longer and more complex structures.

The materials of this textbook have been programmed and coordinated to be used with the first 10- 15 lessons of English Sentence Structure (Krohn 1971) in the first 17-week course (Pre-college English) in Tech. Voc. Colleges or other institutions. The second volume of the book which would be integrated with the second 15

lessons of E.S.S is designed for the second 17 week semester ,in the course titled General English 1 .

Having years of teaching experience in the mentioned colleges ,we have tried to reduce some of the current issues regarding English courses , specially reluctance of some students . It is not claimed ,however ,that the book has covered whatever has been necessary to be included .It is , of course ,hoped that the respected colleagues' and readers' constructive comments will help us improve the book in the future editions .

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