

Reading Comprehension (II)

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Preface

Reading Comprehension (II) has been written for EFL learners majoring in English and the adults who are willing to sharpen their reading skills for academic, vocational and personal purposes. The selected texts are intended to emphasize reading practice and the development of reading speed. The passages, therefore, cover a wide range of attractive and challenging topics to expose the reader to different content areas. They have been carefully selected from the available original sources, and we have made no attempt to make any adaptations to the texts. It is interesting to point out that the selection of the texts has, to a large extent, been informed by the suggestions and advice of the EFL teachers and students.

As it was implied above, the first main goal of the book is to help the reader get more proficiency in reading comprehension and reading speed. To this end, the book introduces students to a wide range of appropriate text types, including fiction and non-fiction. The lessons are carefully graded according to readability and are incremental in difficulty, enabling the reader to become efficient and independent. This is in line with the theory that proficient reading calls for the coordination of a number of skills and depends on the reader's ability to draw on the proper skill(s) to work out each reading problem. As efficient readers are

ready to develop expectations about the information they will encounter in the passage they read, some preview questions appear at the beginning of each reading, encouraging the reader to brainstorm prior knowledge about the topic. They will also help the reader make predictions about the text to improve reading comprehension of the text. Moreover, two review sections have been provided for the reader to rehearse some of the work in the form of different activities to expand on the meaning and use of the key words they got exposed to before. This seems necessary as empirical evidence shows that learner needs more than five exposures to a word before acquiring it.

Another main goal of the book is to help students to extend their repository of vocabulary without being forced to memorize long list of words. To this end, the second passage of each lesson involves an original short story. In each story, there exist some boldfaced words to which the readers are required to pay special attention. The context in which the boldfaced words occur enables the reader to guess the meanings of these words. Finally, different types of vocabulary exercises are provided after each story for more practice of the target words and consolidation of their meanings.