

GENERAL ENGLISH

Reading with confidence
Reading and Vocabulary Development

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Preface

All praise is due to Allah, the Lord of the Worlds, and peace and greetings be upon our Master and Prophet, Ab-al Qassem al-Mustafa Muhammad and upon his immaculate, pure and chosen household, especially the one remaining with Allah on earth.

This book per se is neither comprehensive nor complete. We realize that possessing a rich treasury of words brings material gains as well as confidence in one's ability to read texts or communicate and to be accepted as a mature person. Preparation of this book follows two main reasons; On the one hand, we just feel the need in cadets of Farabi University to have a reading book on general to avoid wasting their time in bookstores, asking them to buy different reading books; moreover, their time is precious enough to the author of this work to provide them with a collection of reading materials from different books that meet their needs in reading versatile passages; on the other hand, the present book contains some Islamic subjects viz Imam Khomeini, Islamic Revolution, and so on while other reading books have already been published, lack such issues. We are to make cadets familiar with Islamic subjects in a language other than their mother tongue. Although we prepared this book exactly to the need of cadets of Farabi University, it can also be used as a course in General English for the B.A. students of other universities.

Knowledge of vocabulary and mastering the usage of them in sentences (parts of speech) requires exposure to original texts and exercises. Vocabulary learned individually will be forgotten in the blink of an eye. If you however learn them in the text and then do a wide variety of relevant exercises, you will remember them forever. The purpose of the book is to enhance students' reading comprehension ability by increasing their vocabulary, improving their comprehension, and knowledge of parts of speech, and to help students increase their reservoir of vocabulary needed in reading books currently common in all fields of study; it is not though for the enhancement of the knowledge of grammatical points; in other words we focus the cadets' attention merely on vocabulary and reading comprehension and not strengthening the power of grammar; some grammatical points, however are added to the final lessons of part one.

To The Teacher

The present book consists of 19 chapters. Lessons are selected from among many original texts and are specially designed for the *cadets of Farabi University* in B.A. level. The level of difficulty in this book is tried to be hierarchical; in other words, readings become nearly longer and more complex as the chapters progress. Hard words are not glossed to let the reader look the word up in dictionary. You will discover the pleasure of recognition and understanding when you come across these challenging subjects. The highly specialized subjects from lesson 1 to 19 are to taught as the *General English course* for cadets.

Reading actively and extensively is an excellent way for students to increase their vocabulary base. Considering this we pay careful attention to developing students' vocabulary-building skills in each chapter of *Reading With Confidence, First Edition*. The exercises on part one (*General English*) focus mainly on the enrichment of students' vocabulary, synonyms and antonyms; Since most of students are not familiar with the function and usage of word formation which is definitely and highly recommended in both reading and speaking, exercises part two of the present book title (*Word Formation I to V*) are presented after the very last lesson, nearly all the most important word families are gathered in one place as a reservoir for both teachers and students to be wholly or selectively practiced in the class or learned personally by students. One advantage of this part is that students can copy and go the exercises freely.

General Approaches to Reading Instruction

The following principles have guided the development of *Reading with Confidence*:

Exposing students to a variety of text types and genres helps them develop more effective reading skills. Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English. Some lessons are selected from among many Islamic texts to help students become familiar with these subjects in a language other than their own.

Systematic presentation and recycling of vocabulary. One of the primary tasks of beginning students is developing a useful and personally relevant vocabulary base. In *reading with confidence* some major and new words are introduced in each lesson. These words appear in boldface type. All of the new vocabulary items are used several times in the lesson, and then are systematically recycled throughout the text.

Students become engaged with a selection when they are asked to respond personally to the comprehension questions asked by the teacher. Comprehension questions help students see if they have understood the information in a reading.

Readers sharpen their reading, vocabulary-building, and language skills when these are tied directly to the content and language of each reading passage. This book introduces students to reading skills such as vocabulary-building strategies such as learning word forms which are collected at the end of the book to help avoid distracting students and present them with a collection of word families to be easily used or copy and go.

Knowing a plenty of words help students read professionally. Various Vocabulary exercises directly related to the content of the reading passage help students enhance their vocabulary and be better readers.

Focus on grammatical structure. Lesson one to four are based on simple sentences using present tense, past tense, continuous form and future with *will*. *Subject, object, possessive, and reflexive pronouns are used.* Connectors such as *but, so, and, or, because, when* are also used. So longer sentences are used which are simple to understand though.

Pedagogical design. The central goal of the present book is to help students develop the critical reading skills they will need for academic, personal, and career purpose.

Numbered lines. For easy reference, paragraphs of each reading passage are numbered.

Chapter Overview

Organization of Reading with Confidence

Reading with confidence is organized in 27 chapters. Each lesson packed with exercises and activities.

- **Opening page.** The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and some compelling quotations.

Teaching suggestions: ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the questions, answer them in their own words. Finally, ask what connection there might be between the image and the questions.

- **“Before you read” Questions.** These pre-reading questions provide a motivation for reading the text. This part is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic.

Teaching suggestions: make sure that students understand the purpose of the *before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

- **Context Clues.** A context clue exercise at the beginning of lesson thirteen to eighteen introduces some of the vocabulary for the following lesson. This section is designed to pre-teach particularly important vocabulary items.

- **Reading passages.** The readings become increasingly long and/or more complex as the chapters progress. 19 chapters organized in a way that passages are suitable to be taught as General English course for cadets in B.A.

- **Teaching suggestions:** encourage cadets to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful exercise.

- **Vocabulary.** The first exercise has sentences taken directly from the text. All new words are included. This is for practice in reading the

sentences again and writing the new words to get more familiar with the new words.

- **Vocabulary, New context.** This exercise gives further practice with new words in a different context but with the same meaning.

Teaching suggestions: encourage students to ask any questions they have about the practices. Encourage them to keep a vocabulary notebook. Present various ways in which they can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

- **Vocabulary Comprehension.** In this exercise new words in the text are given with their equivalent definition in English. Students should find the correct definition best elaborate the word given in column A.
- **Comprehension.** These are true/false, or multiple choice exercises to measure students' understanding of the text.
- **Sentence Scramble.** It draws attention to the importance of word order in English. Words are presented in random order, and students are asked to make a meaningful sentence out of these words.
- **Synonym / Antonym.** Vocabulary is extended through a study of word similarities / contrasts in a meaningful context.
- **Word Forms.** Part two of the book entitled *Word formation* can be practiced in the class selectively by the teacher. Vocabulary is developed through a study of word families.
- **Teaching suggestions:** ask students to check their dictionaries to find the meaning and part of speech plus the pronunciation of the word families given. Explain the usage and importance of these word families to them. Encourage them to write or tell more sentences with the words.

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