

Wade Through English

by

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«حق چاپ برای مؤلف محفوظ است»

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Introduction

This book is primarily designed for the students of engineering faculty to improve their reading comprehension skills besides learning certain linguistic and morphological knowledge, enabling them to build vocabularies of their own through texts and passages mainly based on the most updated scientific information obtained from various books, journals and websites.

This book is divided into two parts; the first seven units familiarize students with different reading skills such as skimming, scanning...etc, and aim to heighten their awareness of vocabulary structure including Roman & Greek roots, prefixes and suffixes. Students will have the opportunity to learn different kinds of information that a monolingual dictionary usually contains. In addition to this, two significant grammar points, assumed to be functional and practical in writing, are expounded and explicated in lessons six and seven. Reading the first seven lessons is compulsory as the majority of students are poor in reading and in vocabulary building. Learning roots and affixes enable them to be considerably independent from dictionary and encourage them to guess the approximate meaning of the new words they may come across.

Studying three lessons out of lesson 8 onwards is also required. These three units are randomly selected by the department to be studied in each semester and are definitely subject to change every academic term. The main basis of these units lies in imparting the most updated engineering and social news, findings, discoveries, and important events recently occurred in science and in our world. It is attempted to accumulate the best, newest and most exciting pieces of information perceived to be useful for all academic students.

Having taught English language over two decades in different colleges and universities, I have found out that the majority of Iranian students suffer from a very limited range of vocabulary knowledge, and are extremely poor in reading comprehension. Amazingly, despite the fact that Iranian students scarcely have listening practice, their listening ability has proved to be much better and higher than their other skills.

Moreover, it is pleasurable to state that our students are noticeably perfect in grammar, and this is partly due to the fact that they have been saturated by and over-exposed to various grammatical points during their secondary school studies. As a result, I based the bulk of practices and exercises (particularly from lesson 8 onwards) on vocabulary improvement to help them overcome their problems in reading comprehension tasks.

I would also like to appreciate the invaluable assistance of my dear colleagues, Dr. Farahnaz Liaqat and Dr. Farnaz Latif, in English Language Department in Islamic Azad University, Shahr-e-Rey branch who kindly scrutinized the whole text and adduced their comments in every stage of this production. I am pleased to declare that two-year time has been spent in preparation, revising, amending mistakes and scrutinizing every single page and every line of the present book. Therefore, your constructive remarks, opinions and ideas about this book will be warmly welcomed and will be taken into consideration for further editions and academic productions.

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