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## Preface

This book is intended for university students who need to read more efficiently, and is designed to be used in Reading and Comprehension (1). Students who study English as their second language or foreign language are required to master the skills necessary for a better comprehension. Efficiency in using dictionaries, guessing meaning, reading faster, and dependence on the self rather than the teacher or the mother tongue are among the desired needs. In addition, such students must be able to retrieve the information stated in the passage, distinguish the main idea from the subsidiary information, and understand the implications of grammatical structures. And what makes their task more complicated is the fact that it must be carried out automatically and without conscious attention to the words and structures of the passage.

To assist the students, the present book has adopted a new paradigm and has relied on the literature dealing with teaching reading to foreign or second language learners. The wide variety of materials presented provides some diversified reading approaches for the students to follow, and gives them the opportunity to read about some topics of their own interest. Moreover, the sequencing of the lessons is in such a way as to ensure a progression from simple to more complex passages.

Authenticity has been another criterion for the selection of the materials. By authenticity it is meant that the message communicated by the text is authentic and resembles real-life situations, because it has an authentic purpose and it conforms to authentic language use.

Length has also been influential as a criterion for inclusion of the passages. All the passages in this book are relatively short, leaving longer for books 2 and 3. Short texts will not tax students' short-term memory, enabling them to concentrate on the form and content of the message simultaneously.

In addition to the 14 lessons that form the backbone of this book, there are 10 reading passages which can be used as homework, or, if necessary, read in class. There is also an appendix that gives a list of some prefixes, suffixes, and roots, along with their meanings and some sample words. The vocabulary items and exercises included in this section can be regarded as a supplement, giving students access to some of the most common words in the English lexicon.

To reinforce learning, the editors have relied on a spiral approach, reintroducing the presented structures and vocabulary items in subsequent lessons. Automatic control of such features of language comes through extended exposure, and the present book has tried to provide such an opportunity for readers. In addition, the fact that a structure or a vocabulary item presented in a unit may come up in subsequent lessons will make the students read meticulously, paying more attention to the linguistics.

I should thank two of my M.A. students who helped me revise the book, Mr. Tatar and Mr. Seyyed Rezaei. I also should thank Miss Toosi for her suggestions and corrections.

### **To the Teacher**

The selection and inclusion of the passages in this book have been based on a careful analysis of the conceptual and linguistic content of the texts, and the sequence in which they are presented is in such a way to ensure a progressive movement from simple to difficult.

However, teachers, based on their experience, and the need of their students, can be selective in the order of the presentation of specific units.

Though sequentially ordered, the book allows for eclecticism, provided that it is well planned and sophisticated. Such teachers can regard the present order tentative and rely on their own logic for the presentation of the material in any other way.