

# **Perfect passages**

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## **Introduction**

Nobody denies that reading comprehension is a basic, useful and active skill, which is fundamentally necessary for the foreign language learners. Almost all experienced educators agree that teaching, in general, and reading comprehension, in particular, require a correlation between teachers, students and materials. I suppose much has been said and written how to teach reading effectively but less has been done about the quality of the reading books so far. This book is a suggestion for the dear professors who are concerned with teaching reading comprehension. Since no two teachers and no two teaching situations are the same, teachers are free to use any method which best suited to their teaching style and learning styles of their students.

## **Vocabulary**

Since vocabulary is the foundation of any language and has an interconnecting relationship with the reading comprehension, each chapter begins with the key words of incoming passages. In front of each word, the meaning and the usage of the key words have been given. These key words have been also bolded in the reading passages to catch the attention of the readers. Students are needed to guess the meaning of some other key words that has not been provided in the charts.

## **Text**

One of the fundamental purposes of this book is to meet the needs of the students through selection of reading passages which are authentic, interesting, communicative, and engaging. It may be one step in the right direction to motivate readers to read more. The topics chosen originate from the ideas of the college students in different fields of studies. Attempts have been made to use different varieties of funny and enjoyable passages to create positive attitude. The first ten chapters have been designed so that they can be taught to pre-university students. The rest of the chapters seem to be more suitable for general English.

## **Exercises**

The book also includes exercises like True/False, open ended, fill in the blanks, matching, and multiple-choice questions. Thanks to variety, one of the exercises in some chapters is independent of the present passage. Professors are suggested to wait and allow students to solve the exercises in order to check their comprehension.

## **Proverbs and idioms**

As an English teacher, I have discovered that the students were curious to learn some proverbs and idioms during the process of language learning. So, at the end of each chapter, students are exposed to a proverb (an old saying) and an idiom (a number of words when taken together have a different meaning from the individual meanings of each word).

I owe much to all who contributed to the preparation of this book. However, I myself am responsible for all inevitable errors that you may find in this book. By the way, I strongly appreciate any constructive comment and criticism from the professors, teachers and learners to improve the quality of the book in later editions.