

1 F38V.4

*In the Name of God,
the Beneficent,
the Merciful.*

Joy Reading Climb

Mesajid Mirzaii

JUNGLE PUBLICATIONS

Mirzaii, Mostafa - ۱۳۶۶ - مصطفی، میرزایی :	سرشناسه
Joy Reading: Climb / Mostafa Mirzaii :	عنوان و نام پدیدآور
تهران: جنگل، جاودانه، ۱۳۹۵	مشخصات نشر
۱۳۶ ص.	مشخصات ظاهری
۹۷۸-۶۰۰-۳۱۶-۵۶۱-۸ :	شابک
وضعیت فهرست‌نویسی : فیپا	
یادداشت : انگلیسی.	
جوی ریدینگ کلایم	آوانویسی عنوان
زبان انگلیسی - راهنمای آموزشی - - خارجیان	موضوع
English Language - Study and Teaching - Foreign Speakers :	موضوع
خواندن - - استنباط	موضوع
Reading Comprehension :	موضوع
خواندن - - استنباط - مسائل، تمرین‌ها و غیره	موضوع
Reading Comprehension - Problems, Exercises, etc. :	موضوع
PE ۱۱۲۸/م ۸۷۳۴/ج ۹۸ ۳۹۸ :	رده‌بندی کنگره
۴۲۸/ ۴ :	رده‌بندی دیویی
۴۲۸ ۳۸۰۹ :	شماره کتابشناسی ملی



عنوان کتاب: Joy Reading: Climb

تألیف: مصطفی میرزایی

ناشر: انتشارات جنگل، جاودانه

ناظر فنی: امین لشکری

نوبت و سال چاپ: اول، ۱۳۹۵

قطع و تیراژ: رقعی، ۱۰۰۰ نسخه

قیمت: ۸۰۰۰۰ ریال

شابک: ۹۷۸-۶۰۰-۳۱۶-۵۶۱-۸

email: info@junglepup.org

تلفن: ۰۲۱-۶۶۴۹۰۳۸۲-۶۶۴۹۰۴۶۵

<http://www.junglepup.org>

۰۳۱-۳۳۲۰۵۰۶۷-۳۳۲۰۳۸۰۰-۹

«حق چاپ برای مؤلف محفوظ است»

Preface

The ability to read in English is an essential skill which English as a foreign or second language (EFL/ESL) learners attempt to master as they improve their command of the language. Through a broad categorization, English language teaching (ELT) professionals classify reading activities into two groups: the first group comprises activities which help enhance the very skill of reading; the second group, in turn, features activities which, either implicitly or explicitly, employ the skill of reading to develop other language skills or components. Whereas the latter group of activities are widely known as *reinforcement reading*, the former group is referred to as *reading for reading*.

Examples of reinforcement reading activities include grammar-oriented consciousness-raising tasks, vocabulary-focused comprehension exercises, reading-mediated pronunciation or spelling enhancement exercises, speaking- or listening-related tasks, and writing-oriented consciousness-raising tasks. On the other hand, activities constituting reading for reading, as the title suggests, encompass those exercises or tasks which aim at developing fluency and accuracy in reading, as well as those which better the ability to read for gist; the ability to read for specific information; the ability to locate details in a passage; and the ability to make

inferences relying on the information given in a written text.

The majority of reading books available on the market incorporate inauthentic passages, that is, texts written for pedagogic purposes, and as such they do not exploit the great potential of literary texts for language learning purposes. Moreover, the majority of these books do not expose language learners to what they may encounter in real-life situations. Further, of the reading books authored to date, only a marginal minority pay equal attention to enhancing both reading subskills and language components. *Joy Reading: Climb* is, unlike most other books of its kind, a rich reader of famous stories accompanied by follow-up exercises of various types.

Joy Reading: Climb is a collection of ten short stories. Preceded by two warm-up activities, each story is an engaging narrative that is specifically appropriate for EFL/ESL learners studying English at the pre-intermediate or intermediate levels of language proficiency. To guarantee full understanding of the narratives, learners can do the exercises which follow the stories. These exercises primarily focus on reading comprehension and vocabulary development. They also give language learners the opportunity to discuss a number of questions directly related to the theme of the narrative they have read. Additionally, learners get a chance of reflecting on several aspects of the narrative at hand, as well as on the areas in which they have improved their language-related knowledge and ability. Given its rich content, this book is suitable for

use in all ELT classrooms. However, as the book adopts a flexible approach to reading, it also serves the language learning purposes of those learners who wish to enhance their command of English through self-study.

Mostafa Mirzaii

August 2016

www.ketab.ir

Notes to the Instructor/Student

Purpose and Approach of the Book

The dual purpose of this book is to help EFL/ESL students improve their reading comprehension and boost their vocabulary knowledge. The book features ten short stories that are accompanied by various sections introduced below.

Level of the Book

Joy Reading: Climb is appropriate for pre-intermediate to intermediate students. As the stories are arranged according to difficulty, it is recommended that the sequence suggested by the book be followed. Noteworthy is the fact that difficulty was determined with reference to the complexity of structures, number and richness of vocabulary, and length of the story in question.

Format and Procedure

The book comprises ten short stories. Before each story come Warm-up Activities. Each story, in turn, is followed by five sections: Reading Comprehension, True or False, Vocabulary, Discussion Time, and Reflection Time. Additionally, the book includes two quizzes that appear at the end of Story Five and Story Ten. There is also a test that comes at the end of the book. The final component with which the book closes is a glossary of vocabulary items. A

brief explanation of the above-mentioned sections and components is provided below.

Warm-up Activities

These activities mainly attempt to familiarize the reader with the challenging vocabulary items used in the stories. These activities are thought to reduce linguistic burdens, thereby increasing comprehension and learning.

Stories

Each story is an engaging narrative that deals with interesting issues common people face in their everyday lives. The commonness and familiarity of the issues notwithstanding, these compelling narratives are crafted so artistically that they cause the reader to find himself/herself profoundly engrossed in the storyline.

Reading Comprehension

Immediately following each story, reading comprehension questions aim to give the reader the opportunity to check their understanding of different aspects of the story they have just read.

True or False

Similar to Reading Comprehension, this section is aimed to provide the reader a chance to make sure they have understood the story well enough. To this aim, true/false statements referring to various parts and aspects of the story are presented to the reader.

Vocabulary

This section seeks to help the reader examine their knowledge

of the key words used in the story. Following each item, a space is provided. If the reader does not know the target word, they look up the word in a dictionary and copy the dictionary definition and example sentences for that very word. However, if the reader knows the word but cannot correctly use the word in a sentence, they only copy example sentences in the space provided. Obviously enough, if the reader happens to both know the word and be able to correctly use it in a sentence, they leave the space blank and move on to the next item.

Discussion Time

Discussion Time supplies the reader with a few thought-provoking questions that are, in some cases, conducive to critical thinking. As such, this section encourages the reader to move beyond the storyline and to think about things that might have, to this point, gone unnoticed. If the reader uses the book on a self-study basis and so does not have anybody around to discuss the questions with, they can simply think about the questions, come up with reasonable answers, and write them down in the spaces provided.

Reflection Time

The final section, Reflection Time, pursues a two-fold purpose. As its first purpose, this section, having a conceptual focus, involves the reader in reflecting on the moral(s), theme(s), and/or climax(es) of the story. Having a language-related focus, the second purpose has to do with engaging the reader in reflecting on the new vocabulary and/or structures they have come across and learnt while reading the story.

Vocabulary Quizzes

Appearing at the end of Story Five and Story Ten, these two quizzes give the reader the chance to further recycle and review the new words present in the five stories each quiz represents.

Vocabulary Test

The test, following Quiz Two, intends to help the reader examine their newly gained knowledge of the words they have encountered in all the stories that figure in this book.

Glossary

The glossary is an alphabetically ordered list of all the words present in the stories and believed to be new to readers given their intended levels of language proficiency. Note should be taken of the fact that the words all come with a code (e.g., S3, S9, etc.). The code indicates the story in which that word appears.

Contents

Preface

Notes to the Instructor/Student

Sand and Stone	1
The Farmer and the Sparrows	11
Shake it off and Take a Step up	21
Be Deaf to Negativity	31
The Town on the Map (by Donne Byrne)	41
Vocabulary Quiz 1	51
Hell and Heaven	55
Self-confidence or Money?	65
The Nails and the Wooden Door	77
What Goes Around, Comes Around!	87
Hope (by Mostafa Mirzaei)	99
Vocabulary Quiz 2	111
Vocabulary Test	115
Glossary	119