The purpose of the present study is to determine the effectiveness of Form Four English language textbooks in preparing students for tertiary reading in English. The data is in the form of reading comprehension passages from the selected English language textbook. In this study, reading instructional design in the English language textbook is analyzed in terms of types and the length of passages with regards to grade-level. Using the data acquired from the review of this mandated textbook, the author argues that the reading of comprehension and instructional design in English language in the national Form Four English language textbook as part of the English language reading curriculum only partially prepares the upper secondary students in meeting the demand of reading in English at the tertiary level.