

Preface

One major goal of ELT, especially in our country, is to prepare the learners so as to they will be able to read English texts which are directly related to their fields of study. The need to master enough and right English to succeed in learning special subjects in textbooks has led to substantial developments in the field of ESP/EAP. To respond to the increasing demands of university students, special courses in which the content and the aims of the course are in proportion to the particular needs of the learners are urgently needed. Obviously, a major challenge is to select and develop appropriate materials for EAP courses. *English for the Students of Engineering Drawing* is designed as an attempt to meet the requirements of those Iranian students majoring in the field of engineering graphics and engineering design and drawing. The book tries to make these students familiar with English texts selected from their own discipline to help them get prepared to use original technical English references during their higher levels of education and during their future career as drafters, designers, technologists, drafting technicians, graphists, or any other technical person who uses the language of engineering drawing.

In selecting or designing materials for EAP courses in Iran, the main focus is on reading. It is supposed that the learners are already well familiar with English structure to be able to understand and analyze at least an ordinary English text. Yet, this book has not been treated only as a reading book; as will be seen below, other lingual skills such as speaking and writing, and also some grammatical points, word formation exercises etc. have been considered, too. The materials of the present textbook are selected

from the students' own discipline; so the students have no problem perceiving the concepts. The book contains 14 units, each of which is devoted to a broader discussion within the domain of engineering drawing. The arrangement of the materials into the 14 units was not necessarily in terms of their level of difficulty; rather, a topic-oriented approach was followed, i.e. the consideration was mostly on the relevance of the materials to the intended topic. Although the book is intended for a two-credit course, the teacher may eclectically choose some units based on time availability, the level of the students, etc.

Each unit has been divided into five different sections: **Pre-Reading Activities, Intensive Reading, Language Practices, Extensive Reading, and Translation Activities**. At the beginning of each unit a very brief account of the topic of the unit is given in a box so that the students could have a general view of it. *Pre-reading Activities* activate students' knowledge of the topic and arouse their interest and curiosity to help them interact with the text actively and prepare them for new vocabulary. These activities include three parts. First, the significant and new words of the text are isolated and explained: following this, the students are asked to complete some sentences using these words to consolidate their acquisition. (These words are bold in the text). Through the second vocabulary exercise, a list of words relevant to the topic of the text is given and the students are asked to use the words to complete the sentences which follow the list. (In later units, this part is replaced with a cloze task). By doing these exercises the learners are equipped with linguistic pre-requisite knowledge for smooth reading the text. To create a meaningful interaction between the ideas they have on the topic and those they will face after reading the text, in the last pre-reading activity the learners are asked to discuss a few questions before reading the text. It is recommended that the students should be encouraged to do this part and after reading the passage again refer back to the questions to compare their answers.

Through *Good Readers Habits* which comes before the main reading passage, the learners become familiar with some techniques and strategies in reading a text. In each unit some useful points are mentioned briefly in boxes which can help the learners develop good reading skills.

In *Intensive Reading* the learners, who already have a very general idea of the topic and are equipped with enough preparatory relevant vocabulary, are exposed to the main technical text. Following it, there are three types of post-reading activities. Besides *true/false* questions and a few multiple choices, the learners are encouraged to do some meaningful activities which reflect their deep understanding and analysis of the text.

The third section deals with *Language Practices* in four parts. First, there is a word formation exercise to improve the linguistic competence of the students and to enrich their knowledge of word forms and word families. The second part contains either a multiple choice or a cloze task exercise relevant to the topic of the unit. Then the students are asked to identify the logical sequence of some sentences and ideas to make a logical and meaningful paragraph. The last part, *Using an English Dictionary*, gives some information about an English dictionary and the way the learners can use it; it also encourages the learners to do certain study skill exercises.

In *Extensive Reading* the students are provided with additional reading relevant to the theme of the unit. This is an outside reading which the students read on their own and then do some comprehension activities.

Since one goal of EAP courses in Iran is to improve the students' ability to translate English texts into Persian, some translation and equivalent selection activities are provided in the last part of the unit.