

English

for the Students of

Engineering

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کلیه حقوق اعم از چاپ و تکثیر، نسخه‌برداری، ترجمه و جز اینها برای «سمت» محفوظ است (نقل مطالب با ذکر مآخذ بلامانع است). همچنین انتشار تمرینهای کتاب به هر شیوای ممنوع است.

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سخن «سمت»

یکی از اهداف مهم انقلاب فرهنگی، ایجاد دگرگونی اساسی در محتوا و شیوه تدوین کتب درسی دانشگاهها، بخصوص در زمینه علوم انسانی بوده است. به همین جهت شورای عالی انقلاب فرهنگی در تاریخ ۶۳/۱۲/۷ تأسیس «سازمان مطالعه و تدوین کتب علوم انسانی دانشگاهها» را که به اختصار «سمت» نامیده می‌شود، تصویب کرد تا اختصاصاً به این مهم بپردازد.

این سازمان با توجه به نیاز دانشجویان، در فرصتی خاص، علاوه بر تدوین متون آموزش زبان خارجی در مرحله عمومی، نیمه تخصصی و تخصصی برای علوم انسانی، در محدوده خاصی به تدوین کتب آموزش زبان تخصصی سایر رشته‌ها پرداخت که کتاب حاضر یکی از آنهاست.

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M. Haghani (2006)

Preface

The aim of the English for the Students of Engineering is to develop in students an ability to handle the kind of written English that they will be concerned with as an integral part of their specialist subject. My purpose is to make students aware of the way English is used in actual written communication, and thereby to help them develop techniques of reading and, to some extent, to provide them with a guide for their own writing.

The book is based on the belief that intermediate and advanced students who are studying English as a necessary part of their specialist studies need a distinctive type of textbook: one which reflects the nature of the learning problems encountered at this stage.

In writing this book, two basic assumptions have been made. Firstly, it is assumed that the students have had a good deal of instruction in grammar and that they have a considerable dormant competence in English. The book is directed at activating this competence, and extending it, by leading the students to relate their previously acquired linguistic knowledge to meaningful realizations of the language system in passages of immediate relevance to subjects of their interest. Secondly, it is assumed that students already have a basic knowledge of engineering materials. The aim is not to teach subject matter but to develop in the reader an understanding of how this subject matter is expressed through English. It should be emphasized that this book is not designed to teach either language in isolation or subject matter in isolation but the manner in which both combine in meaningful communication. I believe that by relating content and expression in this way, the subject matter takes on new interest and the linguistic difficulties are reduced.

M. Haghani (2006)

Introduction

Guide to the Book

The book contains 15 units each of which is divided into three parts:

1. Pre-reading,
2. Reading & Comprehension, and
3. Homework.

1. *Pre-reading*

The exercises in this section activate the learner's prior knowledge and arouse his/her interests. Meanwhile he/she learns how to guess the probable meanings of unfamiliar words using contextual clues and affixation rather than look them up in the dictionary. (Dictionaries should not be used in class at all.)

2. *Reading and Comprehension*

This section begins with a reading passage within which are inserted a number of comprehension checks in the form of multiple choices. These checks are inserted within the reading passage itself to encourage the learner to think about what he/she reads as he/she reads and to pay close attention to what is actually expressed in the passage. Once the learner realizes that his/her understanding is going to be systematically checked, he/she is likely to read more attentively for meaning and to treat his/her reading not simply as a language exercise relevant only to the English class but as a technique for acquiring information which will be useful in a wider field of study.

There are also three forms of comprehension checks at the end covering