

# READING IN THE CONTENT AREAS & DRILLS ON SLASH SENTENCES

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READING IN THE CONTENT AREAS  
&Drills on Slash Sentences  
ISBN 975-8792-37-7

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1. Baskı: Eylül 2004

Kapak Tasarımı  
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Baskı  
Cantekin Matbaası  
Tel: 384 34 35

Pegem A Yayıncılık Tic.Ltd.Şti.  
Adakale Sokak 4/B Yenişehir-ANKARA  
Tel: 0(312) 4306750-51  
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## **FOREWORD**

No course book is written prior to making a needs analysis. And it is apparent that, by and large, all writers have similar if not the same view point toward teaching a foreign language, in our case English, to students of different nationalities.

In countries where the native language is not English, students confront many problems upon entering an institution of higher education where the medium of instruction is English. Students, especially those who had no background whatsoever before entering the university, are those most liable to meet the hardships. Attending an English Program for a year or two before pursuing with the degree program is beyond being sufficient. They barely learn what we language teachers label as 'General English' but how are they to cope with the courses in their field. This is where ESP (English for Specific Purposes) comes to the forefront. These courses which teach English through texts based on the related field of study help students take the right approach toward a clear understanding of their course material.

In short this book has arisen out of a necessity observed by the writer during her years as the Director of the English Language School and the chairperson of the English Department. "Necessity is the mother of invention," the proverb says. It can be applied to academic book writers as well by reverting it to "observing the needs is the path to writing"

I would hereby like to thank my son Teo for all his moral support and help with the typing.

I hope all students will find the book beneficial and reap the benefits of it in their classes and in life.

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## INTRODUCTION

*Reading in the Content Area: Business, Economics, Banking and CIS* is prepared as a course book to be used in the Freshman Year English programs of universities where English is the medium of instruction. The book aims to help students read extracts related to their major field of study. Thus they get a better understanding of how to approach a topic, how to go through it, and in the end come up with an overall idea. Under the guidance of the instructor, the student learns vocabulary, reinforces his grammar skills: also develops his ability of comprehending a passage, and finally writing his own views on a similar if not a completely different topic.

The first fourteen chapters consist of the same format: pre-reading, reading and post-reading activities. Pre-reading section consists of vocabulary that needs to be known by all students and warm-up skills which introduce the reader to the reading passage; then comes the passage which is generally not longer than a full page at times even shorter. This is followed by reading activities which comprise exercises on vocabulary, grammatical usage, sentence structures, and comprehension check. The last but not least section is called post-reading activities as in this part students are asked to relate their past knowledge to the subject under discussion, to try and find the main idea, and finally to write an essay on a designated topic which is either parallel in structure to the reading passage or similar in content yet applied to a different area.

In chapter fifteen, five reading passages are given which can be used independently or as a supplement, and are at the complete discretion of the instructor. The purpose of including these chapters in the book was to save the instructor from looking for extra reading material to be assigned as homework or to be used as a kind of in-class activity.

It is again at the instructor's discretion to use all the activities in the first fourteen chapters in the book. Some could be given as homework or be quickly reviewed in class just as a means of brushing up the students' memories.

Although the passages are related to specific fields of study, they are chosen carefully so as not to bore students or to be a burden to them. The passages are easy to read and also of interest to even the common reader.

The aim has been to help students learn English through a medium that is not absolutely alien to them. If a student feels himself part of the work, he feels more confident and eager to learn. Trust and faith in oneself is the key to success. That is why English for Specific Purposes has become a pattern of instruction. Students learn recalling past knowledge. A thorough analysis of a subject related to their interests will enhance their English in all directions. At a time when English is the only key to all knowledge on the 'information highway', students should concentrate on English more than they ever did in the past. Primary goal should be foreign language acquisition.

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