

Technical English for Engineers
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Lecture – 24
Reading: Understanding text organization

Let us practice some of grammar and usage now. Although, today the basic focus, please, pay attention to this is going to be reading and understanding the organization of a text; how a text is organized and some inferences. So, we will do today a greater analysis, a more in depth analysis of how a text is organized. So, before we do all that, since we, in our last class we stopped at word formation and vocabulary building. I wanted you to practice little bit of grammar and which is also associated with vocabulary and word formation.

So, let us talk about some kind of usage and some common mistakes that we often make. Now, I want you to take down three expressions; cold temperature, a young age and cheap prices. I repeat; cold temperature, a young age and cheap prices. Do you find anything wrong with these expressions? My next question, do you use them in your everyday communication? If you are doing, then this is a mistake and it is basically called mistakes of category. Some people may also call it redundant words. It is not exactly that, but it is definitely a mistake of category.

Now, remember when you say cold temperature, you have to remember that temperature is a number. It is just a number. We use certain numbers like zero degree, two degrees, four degrees. Temperature cannot be hot and cold, a day may be hot and cold. So, you could say it is a hot day or a cold day, or we can even say very less temperature, a fall or decline in temperature. But, these cold temperature, such kinds of words they do not collocate.

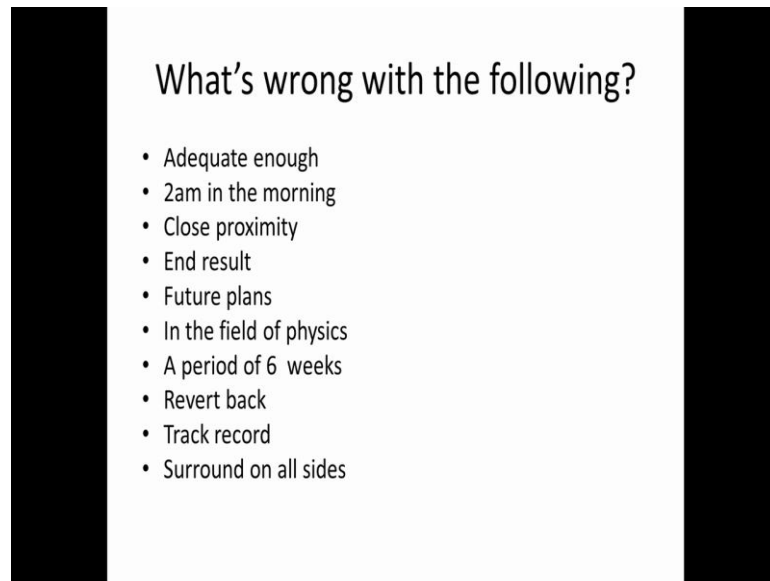
So, you have already done some amount of collocation in one of our previous classes. So, please remember that. Again, things are cheap, you know, inexpensive things, but not prices. So, we do not say cheap cost, you cannot say expensive cost but you can say these are cheap things; inexpensive objects, inexpensive furniture, inexpensive clothes.

We do not say cheap prices or high prices. Prices are prices. So, rather say low temperature and low prices. And, what happens to young age? A person is young and old, not age. Age is again a number. We can also say an early age, but we do not say old age, young age.

Another mistake that I often find in particularly in the right thing of some of our students is the overuse of contractions. You know what are contractions? Can't, won't, shan't, that's, that'll like that is, it's, they're; t h e y and then an apostrophe and re. What is the wrong with that? After all we do speak that way. So, what do you think could be wrong with that? The idea is that in formal communication, we need to avoid as much as we can the use of contractions.

And, also is important to avoid the use of the word etc. or etcetera, is an overused word and it really does not have any purpose in good writing. It just makes it look quite shabby and inelegant. So, do not use contractions, and do not overuse the use of the word etcetera. And, sometimes people even say etcetera, etcetera. You must avoid using this, although it is perfectly to use these terms in your oral expressions, in your spoken English. But not in, again let me make the distinction very clear; not in formal writing, not in report writing, not for a report that you would like to give to your boss, not for an S O P kind of a document which you want if perhaps you are trying to apply for a fellowship abroad or something more competitive, avoid the use of this. These are the basic things, basic mistakes that you should avoid.

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What's wrong with the following?

- Adequate enough
- 2am in the morning
- Close proximity
- End result
- Future plans
- In the field of physics
- A period of 6 weeks
- Revert back
- Track record
- Surround on all sides

Let me now move on to another exercise or rather the first exercise of the day. And, I want you to look at this slide and tell me, what is wrong with the following. What is wrong with the following? Adequate enough, 2 am in the morning, please read the slide, close proximity, end result, future plans, in the field of physics, a period of 6 weeks, revert back, track record, surround on all sides?

Again mistakes of category, we do not need some of the words. They are; they may be redundant, they are extras. You either say adequate or you say enough, not adequate enough. You say two a m and the meaning is quite clear. It has; if it is a m, it has to be in the morning. You do not need to further elaborate it. Close proximity; I am in proximity or I am close, but you do not have to use **both words altogether**, both words together. End result; it is a very common mistake to use. End result, do not use it together. Any one word is enough. So, you can say in the end or the result of it or resultant, resultantly. So, there are both these words would suffice independently, not together.

Future plans; of course, I am making plans. And, of course when you make plans it cannot be; it is understood that is for the future. So, you do not have to use the word future here. In the field of Physics; someone has won the Nobel in the field of Physics, you just have to say in Physics, in Economics, in English, literature. A period of 6 weeks;

6 weeks should be enough, not a period. Revert back; return back, mistakes of prepositions. You just have to say I am going to revert to you. I am going to return the book to you. Do not say return back. Track record; he has a good record. You do not have to use the word track here. And, surround on all sides; you just say surround. I was surrounded by opponents. We do not have to say all sides. Surrounded by sea, but you do not have to say by all sides.

So, now what have we been doing? We have been looking at some examples of words, which merely repeat some of meaning, which is already present in another word. So, we do not have to repeat these words in good writing. So, let us consider some more examples. For example, a new invention; it is invention, it is new. A prior experience; so, experience should be enough. Repeat again; repeat, just repeat. You do not have to say again. Particular interest; very commonly used expression. Many of us use that without realizing that. Just using the word interest is enough. True fact; if it is fact, it has to be true. Usual custom; if it is custom, it is usual; likewise. I would like to now draw your attention to some reading. And, here look at the slide.

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Reading

Enid Blyton (1897-1968), an English novelist, specialised herself in children's literature right from the beginning of her career. She taught for a few years before dedicating herself completely to writing. The publication of the first volume of the popular *Famous Fives* series, written between 1942 and 1963, made her famous worldwide, especially in France, which continues to publish the 21 books of the Bibliothèque Rose series since 1954. She tells the story of a group of four kids, and their dog, who are in charge of solving police enigmas. Later on, between 1942 and 1963, the *Secret Seven*, made up of fifteen stories, also encountered much success. Her books, translated into more than fifty languages, have sold over 400 million copies. She has been accused of writing without style and of portraying an over-simplified world, but it has to be said that her works have allowed many young children to become interested in reading. Enid Blyton wants to reinforce children's talent for reading while allowing them to discover the world around them, thanks to exciting stories that are full of twists and turns.

Source: <http://fresques.ina.fr/europe-des-cultures-en/fiche-media/Europe00023/enid-blyton-children-s-author.html>

Look at this passage. I will read out the passage for you and then we will do some exercises based on it. **This is just a warm up reading.** Today, we have to do lot of such

similar exercises.

Enid Blyton, an English novelist, specialized herself in children's literature right from the beginning of her career. She taught for a few years before dedicating herself completely to writing. The publication of the first volume of the popular Famous Five series, written between 1942 and 1963 made her famous worldwide, especially in France, which continues to publish the 21 books of in the Bibliotheque **Rose series** since 1954. She tells **a the** story of a group of four kids **and** their dog, who are in charge of solving police enigmas. Later on, between 1942 and 1963, the Secret Seven, made up of fifteen stories also encountered much success. Her books translated into more than fifty languages, have sold over 400 million copies. She has been accused of writing without style and of portraying an over simplified world, but it has to be said that her works have allowed many young children to become interested in reading. Enid Blyton wants to reinforce children's talent for reading, while allowing them to discover the world around them. Thanks to exciting stories that are full of twists and turns.

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Exercise

- i. Rewrite the sentence using 'because' *She has been accused of writing without style and of portraying an over-simplified world.*
- ii. What does the word 'which' in line 6 refer to?
- iii. In line 13, what does the word 'but' signal?
- iv. What is the main idea of the passage?

Please look at the exercises now and try to solve it. First question. Rewrite the sentence using the word 'because'. And, you have to rewrite this; she has been accused of writing without style and of portraying an over-simplified world. So, rewrite this particular

sentences starting it with 'because' and then use the remaining part from the passage given.

Again, look at some referential words. Referential words are those that indicate what has already been said before. For example, my mother is a doctor. She practices in Chennai. Who does she refer to? She refers to my mother. So, there are certain kind of pronouns, demonstrative pronouns; this, that, who, which, where, which are used in lieu of the noun or pronoun that has been already referred to. So, those are referential words.

So, question is what does the word 'which' in line 6 refer to? And, in line thirteen what does the word 'but' signal? This happened, that happened consequently, this happened, but this thing did not happen. So, what does the word 'but' signify or signal. And, lastly what is the main idea of the passage? I would like you to do this exercise in pairs, before we move on to more complex reading.

Now, let us talk about understanding the organization of a text or understanding text organization. How do we organize text? We organize text by paying attention to certain signal words; but, consequently, as a result, in the end, resultantly, which, who, in contrast, along with, as well as, consequently. So, these are the words that signal something. So, because these words are there, this is the way that text would follow. You have to do some prediction, in other words. Now, here is a slide for you.

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Understanding Text Organization

- and his ability to clearly conceptualise, describe and bring to fruition his vision
- Jobs was not always an easy boss to work for.
- and the second largest manufacturer of home computers in the US
- He represented a belief in premium design and craftsmanship that produced a seemingly endless array of highly acclaimed technical products.
- Their [first personalcomputer](#), the Apple I, sold for \$666.66

Please, look at this line. I am giving you a passage on Steve Jobs. And, I want you to use these sentences and expressions taken from the text and fill these sentences and expressions, wherever appropriate. The text has some blanks. You have to use these expressions and fill in those lengthy gaps. You have to do some prediction now. How texts are organized?

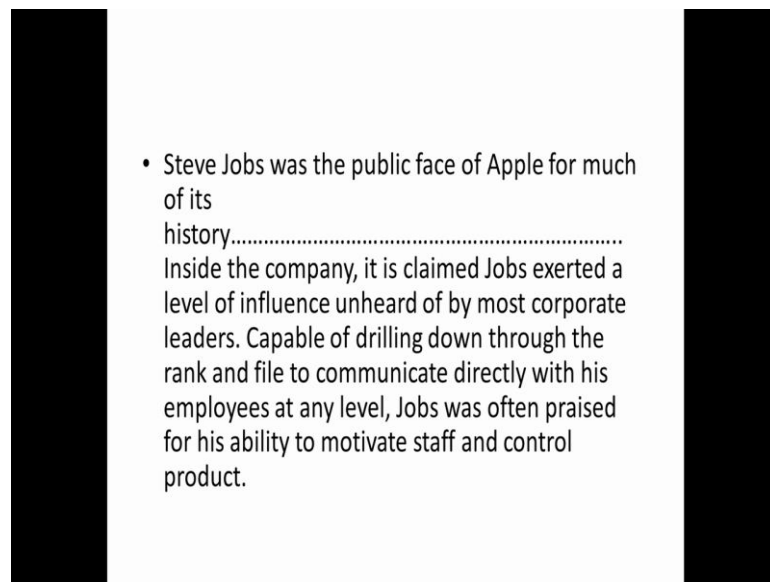
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Understanding Text Organization

- In 1976, Steve Jobs and Steve Wozniak co-founded Apple Computer, designing and building personal computers in the Jobs' family garage.
..... Jobs and Wozniak continued to design and release improved versions of their computers building Apple Computer into a commercial enterprise. Within five years Apple Computer had grown to become the largest private manufacturer of personal computers,.....

Please, look at the text. Now, I will read for you the slide for you. In 1976, Steve Jobs and Steve Wozniak co-founded Apple Computer, designing and building personal computers in the Job's family garage. Here is a big blank. Not just a word, but you have to think what fits best in this blank. Jobs and Wozniak continue to design and release improved versions of their computer's building Apple Computer into a commercial enterprise. Within five years, Apple Computer had grown to become the largest private manufacturer of personal computers. Again, there is a gap. Fill it in.

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We continue. Steve Job was the public face of Apple for much of its history, and there is a blank. Inside the company, it is claimed Jobs exerted a level of influence unheard of by most corporate leaders. Capable of drilling down through the rank and file to communicate directly with his employees at any level, Jobs was often praised for his ability to motivate staff and control product.

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.....Former [Apple staff](#) have referred to him as obsessive, paranoid and tyrannical. He was known to be caustic in his criticism and many Apple staff found his meddling in the minutiae of product design infuriating. But many also praised his ability to spot opportunities for new products that other people missed.....

<http://www.macworld.co.uk/feature/apple/apple-icons-steve-jobs-apple-3493961/>

And, the last blank Former Apple staff have referred to him as obsessive, paranoid and tyrannical. He was known to be caustic in his criticism and many Apple staff found his meddling in the minutiae of product design infuriating. But many also praised his ability to spot opportunities for new products that other people missed. How do you fill in the blanks? Now, take few moments and then I will give you the answers.

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Understanding Text Organization

- In 1976, Steve Jobs and Steve Wozniak co-founded Apple Computer, designing and building personal computers in the Jobs' family garage. Jobs and Wozniak continued to design and release improved versions of their computers building Apple Computer into a commercial enterprise. Within five years Apple Computer had grown to become the largest private manufacturer of personal computers,.....

Let us look at the first one. And, the first could be; you see **that they** **we** are talking about the early stages, early growth in Steve Jobs and another Steve's partnership. And then, there is, we are told that how they started manufacturing, designing, building in the family garage.

What should follow? The answer is right here. Their first personal computer, look at the fifth bullet point, the Apple one, sold for so many dollars. And then, we move on because you are still in the early stages. Therefore, their first apple computer; within five years, Apple Computer had grown to become the largest private manufacturer of personal computers.

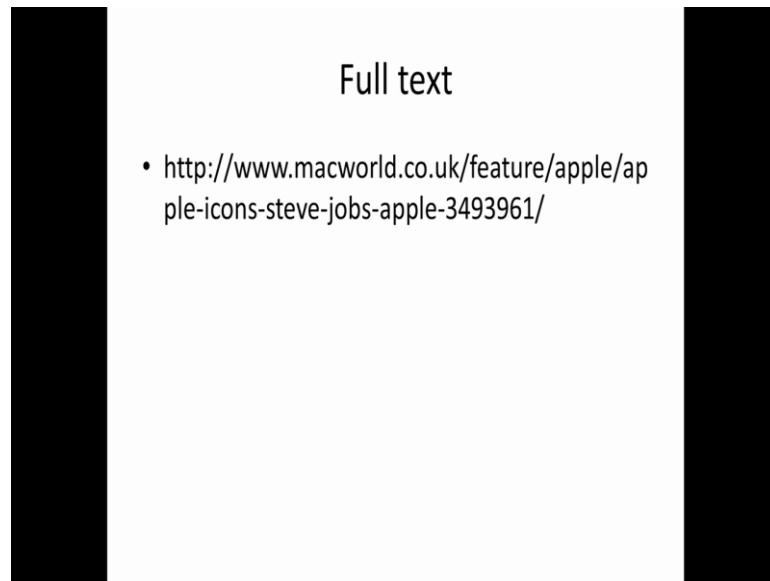
Largest, and then there should be the third bullet point and the second largest manufacturer of home computers in the US. You see largest, private and the second largest of home computers in the US.

Now, let us look at this blank. Steve Jobs was the public face of Apple for much of its history. Inside the company, it is claimed Jobs exerted. So, what is the best answer here? Look at the fourth bullet point. He represented a belief in the premium design, etcetera, to see how well it fits.

Now, let us look at the next blank. And then, there is a reference to that, Jobs was not always an easy boss to work for. Therefore, this is followed by Former Apple staff have referred to him as obsessive, paranoid and tyrannical. He was not an easy person. But in spite of all these, many also praise his ability to spot opportunities for new projects that other people missed and then, and his ability to clearly conceptualize, describe and bring to fruition his vision; the first bullet point.

So, I hope you understand the signal words. If people are referring to him as obsessive, naturally the earlier sentence has got to be something negative. But, there is a con, you know, there is a contrast here in the last line; but, many also praises. For what? So, there has to be something positive. So, look for that. So, these are the signal terms.

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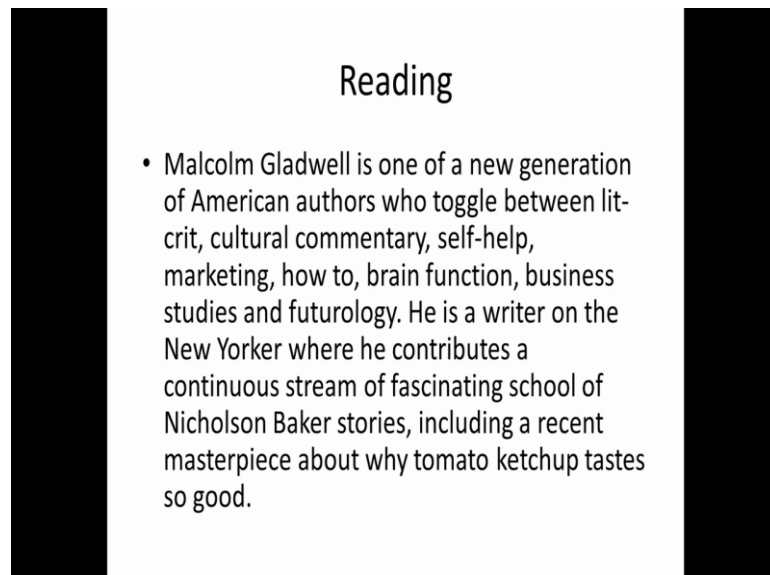
A slide with a white background and two black vertical bars on the left and right sides. The title 'Full text' is centered at the top. Below it is a bulleted list with one item: a URL.

Full text

- <http://www.macworld.co.uk/feature/apple/apple-icons-steve-jobs-apple-3493961/>

And, the full text of this passage is available on this link. Now, let us move on to do another exercise.

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A slide with a white background and two black vertical bars on the left and right sides. The title 'Reading' is centered at the top. Below it is a bulleted list with one item: a paragraph about Malcolm Gladwell.

Reading

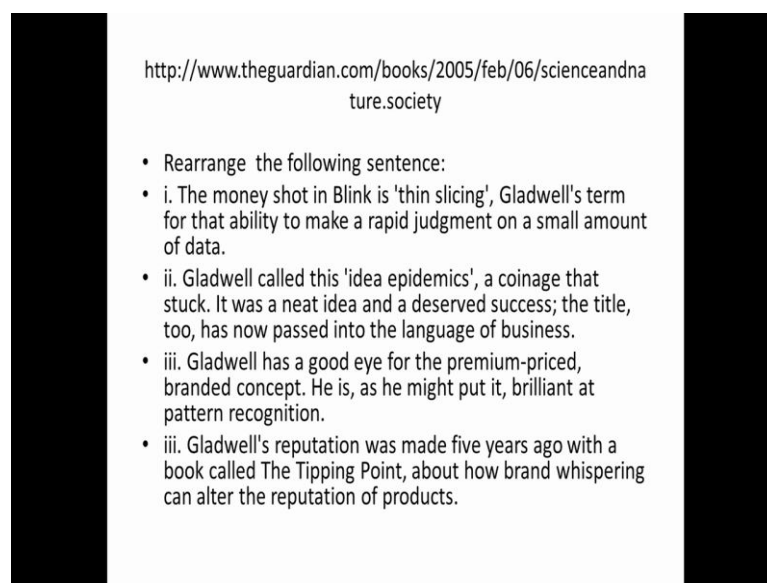
- Malcolm Gladwell is one of a new generation of American authors who toggle between lit-crit, cultural commentary, self-help, marketing, how to, brain function, business studies and futurology. He is a writer on the New Yorker where he contributes a continuous stream of fascinating school of Nicholson Baker stories, including a recent masterpiece about why tomato ketchup tastes so good.

Please, look at this slide. This is about Malcolm Gladwell, who is the author of Blink. Malcolm Gladwell is one of a new generation of American authors, who toggle between

lit-crit, cultural commentary, self-help, marketing, how to, brain function, business studies and futurology. He is a writer on the New Yorker where he contributes a continuous stream of fascinating school of Nicholson Baker stories, including a recent masterpiece about why tomato ketchup tastes so good.

There are so many newly coined words here. Please, look at the slide again; cultural commentary, self-help, how to, brain function, futurology, toggle, new generation. Please, look up all these words in your dictionary. A very recent edition of any dictionary would tell you the meanings and usage of these words. You can also go to any online dictionary that are very quick on the uptake. Now, I want you to look at the second paragraph of this passage.

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<http://www.theguardian.com/books/2005/feb/06/scienceandnature.society>

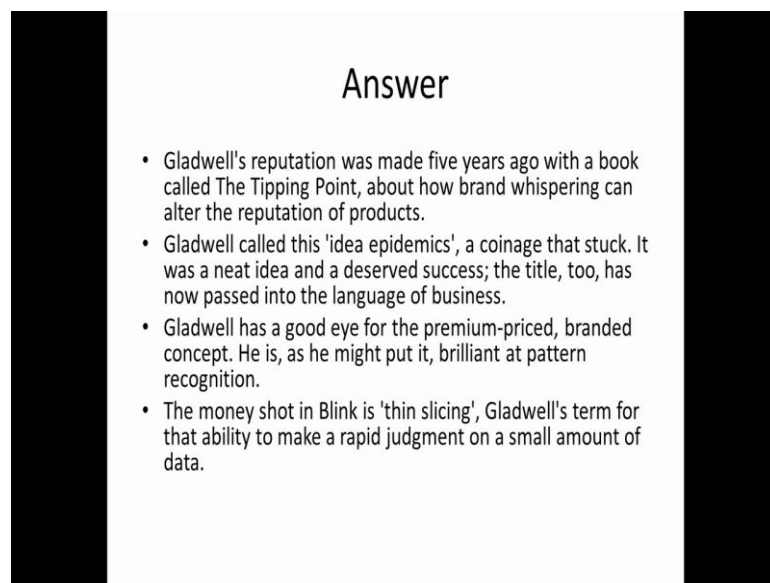
- Rearrange the following sentence:
- i. The money shot in Blink is 'thin slicing', Gladwell's term for that ability to make a rapid judgment on a small amount of data.
- ii. Gladwell called this 'idea epidemics', a coinage that stuck. It was a neat idea and a deserved success; the title, too, has now passed into the language of business.
- iii. Gladwell has a good eye for the premium-priced, branded concept. He is, as he might put it, brilliant at pattern recognition.
- iii. Gladwell's reputation was made five years ago with a book called The Tipping Point, about how brand whispering can alter the reputation of products.

And, your exercise is to rearrange the following sentences. You have to rewrite, rearrange. These are all jumbled sentences. The money shot in Blink is 'thin slicing', Gladwell's term for that ability to make a rapid judgment on a small amount of data. Gladwell called this 'idea epidemics', a coinage that is stuck. It was a neat idea and a deserve success; the title, too, has now passed into the language of business. Gladwell has a good eye for the premium-priced, branded concept. He is, as he might put it, brilliant at pattern recognition. Gladwell's reputation was made five years ago with a

book called the Tipping Point, about how brand whispering can alter the reputation of products.

Now, you have already seen the first slide. This is the second slide. This is the second paragraph. Please rearrange and let us see a more coherent paragraph that makes better meaning, better sense.

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The slide is titled "Answer" and contains four bullet points. The text is as follows:

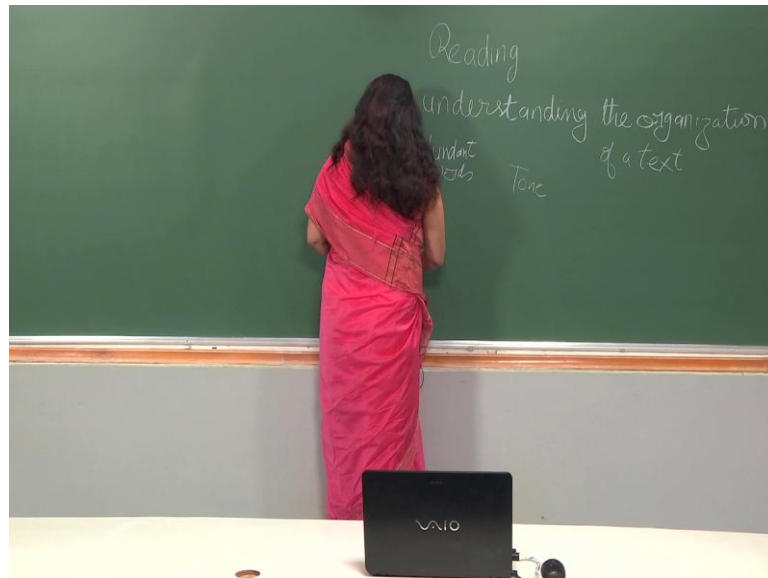
- Gladwell's reputation was made five years ago with a book called The Tipping Point, about how brand whispering can alter the reputation of products.
- Gladwell called this 'idea epidemics', a coinage that stuck. It was a neat idea and a deserved success; the title, too, has now passed into the language of business.
- Gladwell has a good eye for the premium-priced, branded concept. He is, as he might put it, brilliant at pattern recognition.
- The money shot in Blink is 'thin slicing', Gladwell's term for that ability to make a rapid judgment on a small amount of data.

And, here is the answer. First bullet point; Gladwell's reputation was made five years ago. Second one starts with Gladwell called this 'idea epidemics'. Next, Gladwell has a good eye for the premium price. The money shot in blink is 'thin slicing'. Gladwell's term for that ability to make a rapid judgment because as we are already told he is good; he is good at branding concepts. So therefore, again going back to Blink and the money shot in Blink. Money shot is something that made something, a big success; you can have money shot in the film. Money shot in; Spielberg's Jaws is the shot, where the shark makes its first appearance. So, things like that.

We are going to do now another exercise in reading. Before we do that, I would like you to practice some speaking. And, let us call it pre-reading exercises. It is a warm up to your next passage. So, I am going to give you a topic. You have to describe your favorite

building. Describe your favorite building and try to talk at length about where that building is? What happens in that building or what are the uses of that building? And why do you like that building?

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Again before I move on to that passage, I would like to talk to you about something called Tone; tone of a written communication passage or a tone of a passage. Tone; **tone.** I know that tone also has some scientific connotations. But, here we are talking about something more language related. So, what is tone? Tone, when you shout at someone you say it is an angry tone, but what about written communication? Tone in written communication? Now in written communication, tone suggests the attitude of the writer and it can be recognized by the choice of words and phrases. Sometimes, tone can be extremely compassionate. Sometimes, it could be extremely exuberant and laudatory. The passage that you just read about Enid Blyton, what is the tone of that passage?

Finally, what is the main idea? There is a question of main idea of that passage. Main passage is that she may not have had great style, but she has influenced people, inspired people to read more and therefore she being such a hugely popular author, she has inspired many people to read. And, it is evident by the number, the huge number of translations that her books have inspired.

So tone is, obviously it is an admiring tone. The writer, the author of that Enid Blyton passage is definitely full of admiration for the late author. Again, Steve Jobs also, it may be critical at times, but it gives the very balanced overview. So, again this; it is written in laudatory terms. So, again tone can be compassionate, it can be humorous, it can be ironical, saying something, but meaning something else. It can be angry. So, that is the way we describe or understand, try to understand tone; is difficult. But, it will come with practice. So, the next passage that we are going to do among other things, try to identify the tone of the writer. Here it goes.

(Refer Slide Time: 27:35)

Reading: The John Hancock Centre

- An iconic presence in a city of architectural icons, the John Hancock Center rises boldly from the mid-American prairie to cast a cultural shadow much larger than the one it gets from the sun. It is a staple of movies, television newscasts, t-shirts, corporate logos and children's drawings. The John Hancock Center is photographed, idealized, and simplified into its various components and used for all things Chicago. It is visible everywhere, both visually, and in branding for all sorts of products and companies in the city and suburbs. But once you get beyond a 50-mile radius, the Hancock's identity begins to fade and become confused with its taller, younger, possibly even better-looking sibling, the Sears Tower.

The passage is about the John Hancock Centre. It is a building. An iconic presence in a city of architectural icons, the John Hancock Center rises boldly from the mid-American prairie to cast a cultural shadow much larger than the one it gets from the sun. It is a staple of movies, television newscasts, t-shirts, corporate logos and children's drawings. The John Hancock Center is photographed, idealized and simplified into its various components and used for all things Chicago. It is visible everywhere, both visually and in branding for all sorts of products and companies in the city and suburbs. But once you get beyond a 50-mile radius, the Hancock's identity begins to fade and become confused with its taller, younger, possibly even better-looking sibling, the Sears Tower.

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- It's not surprising that the majority of Americans confuse the Hancock Center and the Sears Tower. Both were erected at roughly the same time. Both are black monoliths. And both are located in hard core fly-over territory. In fact, many tourists are surprised to learn that Chicago has not one, but four supertowers with a fifth under construction. When it comes to scraping the sky, New York and Los Angeles simply can't compete with Chicago. In its simplest form, the John Hancock Center is four vertical beams connected by a series of cross braces forming a square tube. It's perfectly comprehensible to even the most casual observer and the reason you can sometimes see it scrawled on sidewalks in children's chalk doodles. A simple rectangle filled with X's topped by two sticks representing the building's antennae is an almost universal symbol of Chicago for millions of people.

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Exercise: Match the words with their meanings

i. Iconic	conspicuously
ii. Boldly (here)	essential, inevitable
iii. Staple	extremely significant
iv. Monolith	written carelessly
v. Scrawled	Single massive structure/rock

Here is your exercise, based on this section. I would like you to match the words with their meanings. The passage, as you might have recognized is extremely rich in vocabulary. So, please read on. Iconic, boldly; I have boldly in this sense, in the context of this passage. Staple, monolith, scrawled. Please, take a moment. Look at the possible meanings on the other side.

So, let us solve it. Iconic is extremely significant; an iconic tower, an iconic building, an iconic person, an iconic star. That is the way we use the word. We do not go around using this word very carelessly. It has to be; it has to refer to something of extreme importance. Boldly conspicuously; the tower boldly rises. Staple; staple is inevitable. Salt is a staple part of our diet. The very significant, extremely essential, without which you just cannot do. Monolith is a single massive structure, rock or any piece of metal and scrawled is you write carelessly often in handwriting which is not too legible, is scrawled across.

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Exercise

- What does the author mean by the statements.....
 - i. to cast a cultural shadow much larger than the one it gets from the sun
 - ii. It's perfectly comprehensible to even the most casual observer and the reason you can sometimes see it scrawled on sidewalks in childrens' chalk doodles
- Work in pairs: Imagine a situation where you have seen or heard or read about a major building. Talk to your friend about it.

Now, let us move on to this exercise. Please, take a look at this slide and answer the questions given. What does the author mean by the following statements? To cast a cultural shadow much larger than the one it gets from the sun; second, it is perfectly comprehensible to even the most casual observer and the reason you can sometime see it scrawled on sidewalks in children's chalk doodles. Please, work in pairs and solve this exercise. And, the next question is you have to imagine a situation where you have seen or heard about or read even about major building. Talk to your friend about it, make some comparisons. In your language, try to bring as much vocabulary that deals with comparisons; taller, shorter, better looking, things like that.

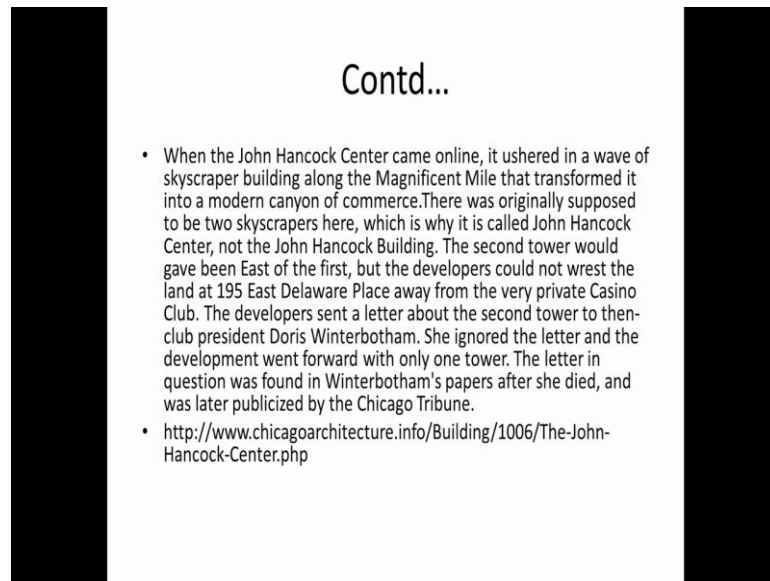
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Contd....

- The John Hancock Center doesn't fuss with setbacks like other tall structures. Its broad shoulders carry its massive girth all the way to the top. But that's not to say it's a box. The tower tapers as it gets higher, an unnecessary use of forced perspective in a skyscraper that is already one of the biggest in the world. The effect is that the glass and steel obelisk appears even taller than it really is. The construction of the Hancock Center was a game-changer for Chicago's North Side. Before 1969, North Michigan Avenue was lined with fairly uniform and elegant mid- and low-rise buildings that some compared to the look and feel of Paris.

Let us move on. It is a same passage. Please, look at the slide. The John Hancock Center does not fuss with setbacks like other tall structures. Its broad shoulders carry its massive girth all the way to the top. But, that is not to say it is a box. The tower tapers as it gets higher, an unnecessary use of forced perspective in a skyscraper that is already one of the biggest in the world. The effect is that the glass and steel obelisk appears even taller than it really is. The construction of the Hancock Center was a game-changer for Chicago's North side. Before 1969, North Michigan Avenue was lined with fairly uniform and elegant mid- and low- rise buildings that some compared to the look and feel of Paris.

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Next slide; when the John Hancock center came online, it ushered in a wave of skyscraper building along the magnificent mile that transformed it into a modern canyon of commerce. There was originally supposed to be two skyscrapers here, which is why it is called John Hancock center, not the John Hancock building. The second tower would have been East of the first, but the developers could not wrest the land at 195 East Delaware Place away from the very private Casino Club. The developers sent a letter about the second tower to then-club president Doris Winterbotham. She ignored the letter and the development went forward with only one tower. The letter in question was found in Winterbotham's papers after she died, and was later publicized by the Chicago Tribune.

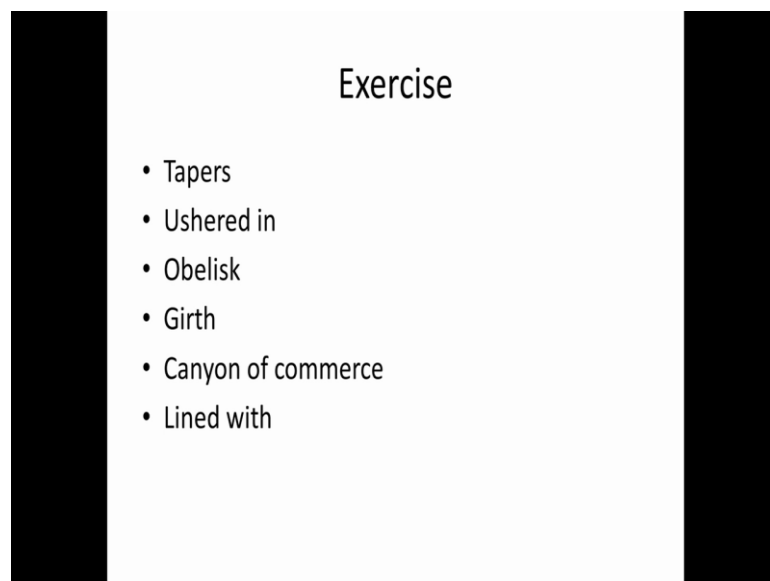
I would like you to explain the following. First, its broad shoulders carry its massive girth all the way to the top. He is talking about the center. And, see how he is almost personifying the center. Personifying is using or imposing human attributes on something which is so clearly an inanimate object, a building. But, building is tall and it has broad shoulders and it carries its girth well, its weight well.

Second sentence that I would like you to elaborate and explain and discuss with your friends; the construction of the Hancock Center was a game changer for Chicago's North

side. What could it mean? And, last question. **And the last question?** **W**hat is the tone of the writer? He is talking about a very important building a center but not in a usual descriptive way. It is not a flat tone. Look at some of the expressions here. Let me take you back here. Do not fuss with the setbacks like other tall structures, a very chatty informal tone but giving you a lot of information. Again, let us look at it; an unnecessary use of force perspective in a skyscraper that is already one of the biggest in the world.

Look at the next slide. Modern canyon of commerce, so, the language is at time quite informal, quite friendly. At the same time, here it does not display as if the writer is over odd by the building, which is such a monumental piece of a work of architecture, right in the middle of the city. Let us look at another slide and this is another exercise for you.

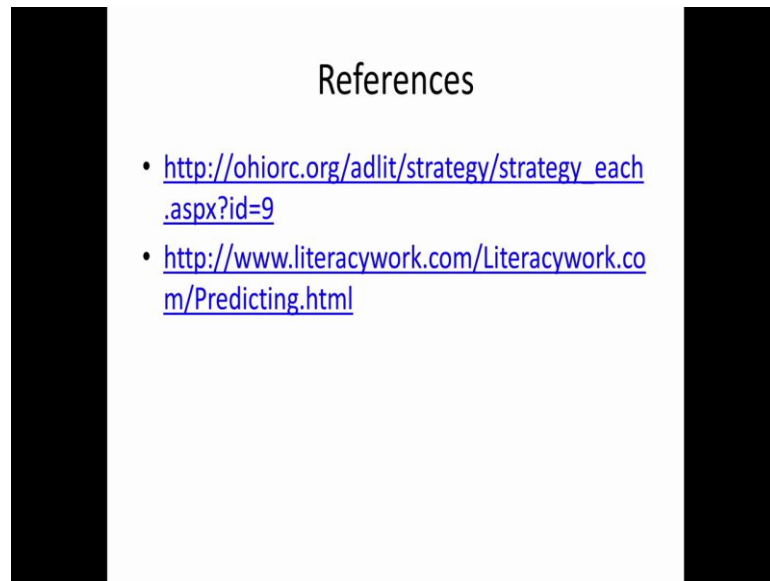
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The slide features a white background with two vertical black bars on the left and right sides. In the center, the word "Exercise" is written in a black, sans-serif font. Below it, a bulleted list of six words is displayed in a smaller black, sans-serif font. The words are: "Tapers", "Ushered in", "Obelisk", "Girth", "Canyon of commerce", and "Lined with".

Use these words in sentences of your own. Of course, first use a dictionary and find their meanings, in case you are not very clear about the meanings. So tapers, ushered in, obelisk, girth, canyon of commerce, lined with; make sentences using these expressions.

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Please, look at this particular slide. And this, there, here are some references. You can use them and improve your reading abilities.

So, thank you very much. That is the end of the class today.

Tags

Reading English, English for Engineers, English words, English Exercise, Exercises in English, Grammar usage, English Grammar, vocabulary, words and phrases, spoken communication, written communication, English writing, English speaking, scientific English, report writing, CV, formal letter, Speech-Preposition, Noun Phrases, Countable and uncountable nouns, singular, plural, Modals and Voice, Tenses, Effective Speaking

Essay writing, word categories, word formation, formal tone, paragraph writing, tone in writing, speaking tone, signal words, Letter writing, understanding essays, Mechanics of Essays, publishable essays, nouns, pronouns, verbs, adverbs, adjectives, propositions, determiners, linking words, 'be' form, linking words, reading, listening, sentence, Subject, Verb, Object, Articles, comparatives, passive voice, Dictionary skills,

Presentation, Punctuation, collocation