

Mesleki İngilizce - Technical English

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• Notes:

– In the slides,

- texts enclosed by curly parenthesis, {...}, are examples.
- texts enclosed by square parenthesis, [...], are explanations related to examples.

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SENTENCE COMBINING. EMPHASIS AND VARIETY

- Avoid loading sentences with a number of thoughts carelessly tacked together
 - especially with equal importance
- Effective writing requires
 - carefully revising and rewriting
 - until you have expressed yourself in the best possible way

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SENTENCE COMBINING

- Simple sentences make complex ideas more digestible
- A complex sentence construction makes a series of simple ideas smoother and less choppy
 - [choppy: disconnected]
- short sentences are good for emphatic, memorable statements.
- Long sentences are good for detailed explanations and support.

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SENTENCE COMBINING

- There is nothing inherently wrong with a long sentence or even with a complicated one, as long as its meaning is clear and direct.
- The ultimate purpose is that
 - you can express exactly what you want to say in such a way that
 - you can feel comfortable knowing that you have achieved a fluent writing style, rich in variety and interest.
- Combine short, related sentences by inserting
 - adjectives, adverbs, and prepositional phrases.

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SENTENCE COMBINING

- Combining three sentences into one, example:
- THREE SENTENCES
 - {Ali Ak was an engineer.}
 - {He was a computer engineer.}
 - {He was an engineer during last semester.}
- ONE SENTENCE
 - {Ali Ak was a computer engineer during last semester.}

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SENTENCE COMBINING

- There may be more than one correct way to combine short related sentences:
- THREE SENTENCES
 - {The liquid evaporated.}
 - {It evaporated slowly.}
 - {It evaporated slowly in the flask.}
- ONE SENTENCE
 - {The liquid evaporated slowly in the flask.}
 - {In the flask, the liquid evaporated slowly.}
 - {In the flask, slowly, the liquid evaporated}

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SENTENCE COMBINING

- Combine closely related sentences by using participial phrases
 - participial phrases help you add concrete details to nouns and pronouns in sentences.
 - {Prepared for the TOEFL Test and having paid the fee, the PhD candidates went into the classroom.}
 - [Participial phrases Prepared for the TOEFL Test and having paid the fee describe the subject of the sentence, PhD candidates.]

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SENTENCE COMBINING

- *Participial phrases* are often a useful way to combine sentences and to express ideas concisely.
- TWO SENTENCES
 - {The students rested at the cafeteria.}
 - {The students were tired by the test.}
- ONE SENTENCE
 - {The students, tired by the test, rested at the cafeteria.}
 - [The second sentence has been turned into a *participial phrase, tired by the test*, and attached to the first sentence. Unnecessary words have been deleted]

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SENTENCE COMBINING

- Combine short, related sentences by using appositives or appositive phrases
 - Appositives and appositive phrases add definitive detail to nouns or pronouns in sentences by
 - helping to identify or explain them.
 - {Zinc, a very malleable metal, is quite ductile.}
 - [The appositive phrase , a very malleable metal, helps identify the noun zinc.]
 - malleable: capable of being shaped or formed, as by hammering or pressure
 - ductile : easily molded or shaped

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SENTENCE COMBINING

- Two sentences can be combined by using an appositive or appositive phrase.
- TWO SENTENCES
 - {Ali Ak published an article for the IEEE Journal.}
 - {Ali Ak is a regular student at YTU.}
- ONE SENTENCE
 - {Ali Ak, a regular student at YTU, published an article for The IEEE Journal.}
 - {A regular student at YTU, Ali Ak published an article for the IEEE Journal.}

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SENTENCE COMBINING

- Combine short, related sentences by using compound subjects or verbs or by writing a compound sentence.
 - Joining two subjects or two verbs by the conjunctions *and*, *but*, or *or* is common in most writing, as is the joining of two independent clauses to make a compound sentence.
 - {Ali and Veli will attend the conference.
 - [compound subject]
 - {Ali will go to the conference but will join us later.}
 - [compound verb]

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SENTENCE COMBINING

- Two subjects or two verbs may also be joined by correlative conjunctions such as
 - *either...or*
 - *neither...nor*
 - *both....and*
 - {Neither Ali nor Veli will attend the conference.}
 - {They will either attend the conference or go to class.}

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SENTENCE COMBINING

- Independent clauses are joined into a compound sentence by
 - conjunctions such as
 - *and, but, for, or*
 - other connectives such as
 - *furthermore, yet, for example, however, either...or, neither...nor*
- The relationship of the independent clauses determines which connective works best.
 - {Ali worked hard all night, but he could not finish the assignment. The assessment committee has rejected the essay; furthermore, it has refused to give Ali a second opportunity. } [Notice the use of the semicolon.]

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SENTENCE COMBINING

- Ideas in separate sentences can be combined by using the appropriate connecting word
- TWO SENTENCES
 - {Ali showed early signs of interest.}
 - {He began engineering school when he was only eighteen.}
- ONE SENTENCE
 - {Ali showed early signs of interest; for example, he began engineering school when he was only eighteen.}

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SENTENCE COMBINING

- **Combine short, related sentences into a complex sentence by putting one idea into a subordinate clause**
 - Subordination is a technique that writers use to show, by the structure of a sentence, the appropriate relationship between ideas of unequal importance by subordinating the less important ideas to the more important ideas.
 - {Beta Corporation now employs 500 people. It was founded just three years ago.} [The two ideas are equally important]
 - {Beta Corporation, which now employs 500 people, was founded just three years ago.} [The number of employees is subordinated]
 - {Beta Corporation, which was founded just three years ago, now employs 500 people.} [The founding date is subordinated]

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SENTENCE COMBINING

- ❖ Use an adjective clause to combine sentences
 - Adjective clauses, like adjectives modify nouns or pronouns.
 - {Biomedical Institute, which offers several post-graduate specialities, is in Boğaziçi.}
 - [which offers several post-graduate specialities is the adjective clause]
 - To combine sentences by using an adjective clause, you must
 - decide which idea to emphasize
 - must choose the correct relative pronoun
 - who, whom, whose, which, that, where

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SENTENCE COMBINING

- The adjective clause must always be placed next to the word or words it modifies.
- TWO SENTENCES
 - {I studied the book of Jeremy Stephens.}
 - {He worked in England with Thomas Leary.}
- ONE SENTENCE
 - {I studied the book of Jeremy Stephens, who worked in England with Thomas Leary.}

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SENTENCE COMBINING

- ❖ Use an **adverb clause** to combine sentences
 - Adverb clauses can express a relationship of time, cause, purpose, or condition between two ideas in a single sentence
 - {Ali and Veli both received high grades because they worked hard.}
 - [*Because they worked hard* gives the cause of Ali's and Veli's receiving high grades.]
 - To combine sentences by using an adverb clause,
 - you must decide which idea should become subordinate
 - you must decide which subordinating conjunction best expresses the relationship between the two ideas

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SENTENCE COMBINING

- TWO SENTENCES
 - {Professor Kaya explained the problem once more.}
 - {The students finally understood.}
- ONE SENTENCE
 - {When Professor Kaya explained the problem once more, the students finally understood.}
- TWO SENTENCES
 - {You should buy that book.}
 - {It is convenient for you.}
- ONE SENTENCE
 - {You should buy that book because it is convenient for you.}

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SENTENCE COMBINING

- ❖ Use a **noun clause** to combine sentences
- A noun clause is a subordinate clause used as a noun.
 - {Whoever borrows a book from the library, must not write on any page or mark on any part of it in any way.}
 - [noun clause used as subject]

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VARYING SENTENCE OPENINGS

- Give variety to your sentence structure by varying the beginnings.
- Begin some of your sentences with a **transposed appositive** or with a **modifier**.
 - **Appositives**
 - **SUBJECT FIRST**
 - {The Institute of Energy, engaged in energy research, is located in Gebze.}
 - **TRANSPOSSED APPOSITIVE FIRST**
 - {Engaged in energy research, the Institute of Energy is located in Gebze.}

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VARYING SENTENCE OPENINGS

- **Single-word Modifiers**
 - **SUBJECT FIRST**
 - {Many of the students' papers have been accepted lately.}
 - **SINGLE-WORD MODIFIERS FIRST**
 - {Lately, many of the students' papers have been accepted.}
- **Phrase Modifiers**
 - **SUBJECT FIRST**
 - {Many Of the students' papers were rejected at the last meeting.}
 - **PREPOSITIONAL PHRASE FIRST**
 - {At the last meeting, many of the students' papers were rejected.}

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VARYING SENTENCE OPENINGS

- **SUBJECT FIRST**
 - {The examiners worked until late to finish correcting all the papers in one week.}
- **INFINITIVE PHRASE FIRST**
 - {To finish correcting all the papers in one week, the examiners worked until late.}
- **SUBJECT FIRST**
 - {The professor examined the paper carefully and then said it needed some corrections.}
- **PARTICIPIAL PHRASE FIRST**
 - {Examining the paper carefully, the professor said it needed some corrections.}

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VARYING SENTENCE OPENINGS

– Clause Modifiers

• SUBJECT FIRST

- {The examiners accepted the paper after they had proofread the abstract.}

• CLAUSE FIRST

- {After they had proofread the abstract, the examiners accepted the paper.}

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CORRECT VERB USAGE: TENSE, VOICE, MOOD

- Most errors in the use of verbs occur when
 - you do not know the principal parts of verbs
 - you misuse the tense forms of verbs
- In order to overcome such errors, you need both
 - knowledge
 - practice.

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KINDS OF VERBS

- A verb is a word that expresses an **action** or otherwise helps to **make a statement**.
 - {Ali *thought* carefully before starting his essay.}
- A verb that tells *what is* rather than *what is done* is called a **linking verb**.
 - Such verbs act as a link or connection between the subject and one or more words in the predicate.
 - {The conference *was* long and boring.}
 - [was links conference to long and boring]
 - {This lecturer *speaks* too fast.}
 - [Speaks links lecturer to fast]

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KINDS OF VERBS

- Some verbs can be either **action** or **linking** verbs, depending on the sentence.
 - **ACTION**
 - {The technician *felt* the rugged surface of the engine.}
 - [*Felt* expresses action]
 - **LINKING**
 - {The mechanic *felt* tired that day.}
 - [*Felt* links the subject, *mechanic*, with *tired*, a word that describes the subject]

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KINDS OF VERBS

- Most often used linking verb is *be*,
 - whose forms are
 - *am, is, are, was, were,*and all verb phrases ending in
 - *be, being, been; may be, could be, has been, was being,*
etc.
- Besides being a linking verb, *be* can also be followed by an adverb or an adverb phrase.
 - {Ali *will be* there right after class.}
 - {My book *is* on the table.}

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PRINCIPAL PARTS OF VERBS

- Every verb has four basic forms called **the four principal parts**;
 - the infinitive
 - the present participle
 - the past
 - the past participle
- All other forms of a verb are derived from these **principal parts**

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PRINCIPAL PARTS OF VERBS

- Principal Parts of the verb *write*
 - **INFINITIVE**
 - write
 - **PRESENT PARTICIPLE**
 - (is) writing
 - **PAST**
 - wrote
 - **PAST PARTICIPLE**
 - (have) written
- participial forms are used with helping verbs

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PRINCIPAL PARTS OF VERBS

- auxiliary verbs (*have, be, and do*)
 - *mark the main verb for*
 - *tense, aspect and mood.*
- modal auxiliaries (*can, may, would*)
 - *never function as main verbs*
 - *add meaning but not tense to the sentence*
- Only one modal may occur in any verb phrase

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PRINCIPAL PARTS OF VERBS

- The main modal usage:
 - **can**
 - {He *can* type fast.}
 - [ability]
 - {You *can* still improve.}
 - [possibility]
 - **could**
 - {He *could* type fast before he broke his wrist.}
 - [past ability]
 - {You *could* still improve.}
 - [possibility]

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PRINCIPAL PARTS OF VERBS

- **may**
 - {He *may* show up for the meeting.}
 - [possibility]
 - {He *may* come and go as he pleases.}
 - [permission]
- **might**
 - {She *might* show up for the meeting.}
 - [possibility]
 - {*Might* I go home early today?} (very formal)
 - [permission]

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PRINCIPAL PARTS OF VERBS

- **must**
 - {We *must* finish this report by the end of the week.}
 - [necessity]
 - {You *must* see his new office.}
 - [recommendation]
 - {You *must* be hungry; you haven't eaten all day.}
 - [inference]
- **should**
 - {You *should* apologize immediately.}
 - [advisability]
 - {He *should* be here any minute.}
 - [expectation]

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PRINCIPAL PARTS OF VERBS

- **will**
 - {He *will* finish as soon as he can.}
 - [intention]
- **would**
 - {*Would* you excuse me?}
 - [permission]
 - {He *would* review his work carefully when he first started working here.}
 - [habitual past]
 - {That *would* be a good guess.}
 - [probability]

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Regular/Irregular Verbs

- All verbs are described as either
 - *regular*
 - or
 - *irregular*according to the manner in which their principal parts are formed.

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Regular Verbs

- A **regular verb** is one that forms its past and past participle by adding *-d* or *-ed* to the infinitive form

INFINITIVE	PAST	PAST PARTICIPLE
outline	outlined	(have) outlined
search	searched	(have) searched
revise	revised	(have) revised
perform	performed	(have) performed

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Irregular Verbs

- An **irregular verb** is one that forms its past and its past participle in some other way than does a regular verb, usually, but not always, by a vowel change within the verb.

INFINITIVE	PAST	PAST PARTICIPLE
write	wrote	(have) written <small>[vowel and consonant changes]</small>
bend	bent	(have) bent <small>[consonant change]</small>
drink	drank	(have) drunk <small>[vowel change]</small>
let	let	(have) let <small>[no change]</small>

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TENSE

- the grammatical term for **verb** forms that
 - indicate **time distinctions**
- There are **six tenses** in English.
- Each **tense** also has a corresponding progressive form
- Verbs indicate the **time** of an action or a statement by changes in their form
- Every form of a verb tells us something about the time of an action or statement;

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TENSE

- Tenses** [Tense: from the Latin word meaning “time”.]
 - place the action or statement in
 - the past
 - the present
 - the future
 - based on the principal parts of a verb:
 - the infinitive,
 - the present participle,
 - the past,
 - the past participle.

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TENSE

- Conjugation of the Verb Write**
 - **Present infinitive:**
 - *to write*
 - **Perfect infinitive:**
 - *to have written*
 - **Principal Parts**
 - **INFINITIVE** : write
 - **PRESENT PARTICIPLE** : writing
 - **PAST** : wrote
 - **PAST PARTICIPLE** : written

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TENSE

• Present Tense

- represents action occurring in the present, without any indication of time duration

<u>Singular</u>	<u>Plural</u>
I write	We write
You write	You write
He/She/It writes	They write

- Present progressive: I am writing, etc.

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TENSE

• Past Tense

- indicates that an action took place entirely in the past

<u>Singular</u>	<u>Plural</u>
I wrote	We wrote
You wrote	You wrote
He/She/It wrote	They wrote

- Past progressive: I was writing, etc.

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TENSE

• Future Tense

- indicates a time that will occur after the present.
 - It uses the auxiliary verb **will** (or **shall**) plus the main verb

<u>Singular</u>	<u>Plural</u>
I will (shall) write	We will (shall) write
You will write	You will write
He/She/It will write	They will write

- Future progressive: I will (shall) be writing, etc.

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TENSE

• Present Perfect Tense

- describes something from the recent past that has a bearing on the present
 - a period of time before the present but after the simple past.
 - The present perfect tense is formed by combining a form of the auxiliary verb **have** with the past participle form of the main verb.

<u>Singular</u>	<u>Plural</u>
I have written	We have written
You have written	You have written
He/She/It has written	They have written

- Present perfect progressive: I have been writing, etc.

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TENSE

• Past Perfect Tense

- indicates that one past event preceded another.
- formed by combining the auxiliary verb **had** with the past participle form of the main verb

<u>Singular</u>	<u>Plural</u>
I had written	We had written
You had written	You had written
He/She/It had written	They had written

- Past perfect progressive: I had been writing, etc.

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TENSE

• Future Perfect Tense

- indicates action that will have been completed at a future time.
- formed by linking the auxiliary verbs **will have** to the past participle form of the main verb

<u>Singular</u>	<u>Plural</u>
I will (shall) have written	We will (shall) have written
You will have written	You will have written
He/She/It will have written	They will have written

- Future perfect progressive: I will have (shall have) been writing, etc.

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TENSE

• Conjugation of the verb **be**

– Present infinitive:

- *to be*

– Perfect infinitive:

- *to have been*

– Principal Parts

- INFINITIVE : **be**
- PRESENT PARTICIPLE : **being**
- PAST : **was**
- PAST PARTICIPLE : **been**

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TENSE

• Present Tense

Singular

I am
You are
He/She/It is

Plural

We are
You are
They are

• Past Tense

Singular

I was
You were
He/She/It was

Plural

We were
You were
They were

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TENSE

• Future Tense

Singular

I will (shall) be
You will be
He/She/It will be

Plural

We will (shall) be
You will be
They will be

• Present Perfect Tense

Singular

I have been
You have been
He/She/It has been

Plural

We have been
You have been
They have been

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TENSE

• Past Perfect Tense

Singular

I had been
You had been
He/She/It had been

Plural

We had been
You had been
They had been

• Future Perfect Tense

Singular

I will (shall) have been
You will have been
He, she, it will have been

Plural

We will (shall) have been
You will have been
They will have been

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TENSE

- Each of the tenses has its own special uses
 - The names of the tenses do not in themselves explain the uses,
 - nor does a conjugation alone tell us more than the forms taken by a verb in different tenses
- It is necessary to study the following detailed explanations of each of the six tenses

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Present Tense

- used mainly
 - to express an action
 - to help make a statement about something that is occurring now, at the present time.
 - {Ali **reviews** his article.}
 - {Ali **looks pleased**.}
 - {Ali **does review** his article.} [emphatic form]
 - {Ali **does look pleased**.} [emphatic form]
 - [the verb with *do* or *did* is called the emphatic form.]

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Present Tense

- Use the progressive form to express
 - a continuing action
 - an action in progress
 - {Ali is reviewing his article.} [progressive form]
- It is used to express a future event
 - which is seen as being certain because of a timetable or calendar.
 - {What time does the class begin?}
 - {My train gets in at 11.00}
 - {The final exam takes place on June 16.}

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Present Tense

- may be used to express a customary or habitual action or state of being.
 - {I eat cereal for breakfast.}
- used to express a general truth, something that is true at all times.
 - {The earth revolves around the sun.}
 - {A rectangle is a four-sided figure having four right angles.}

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Present Tense

- used to tell of things that happened in the past when the writer wants to make the past events seem alive and vivid.
 - This use is called the *historical present*.
 - {In the last minute, the team of engineers decides to build a huge bridge and start hiring workers.}

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Past Tense

- used
 - to express an action
 - to help make a statement about something that occurred in the past and did not continue into the present
 - {He had breakfast.}
 - {She was having a test in room “B”.}

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Future Tense

- used
 - to express an action
 - to help make a statement about something that will occurred in the future
- formed with **will** or **shall**.
 - {I will rest today.}
 - {I will be traveling tomorrow.}

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Present Perfect Tense

- used mainly
 - to express an action
 - to help make a statement about something that has been completed at some indefinite time in the past
- formed with **have** or **has** and the past participle
 - {Ali has bought a computer.}
 - {They have bought a computer last week.} [nonstandart]
 - {They have bought a computer recently.} [standart]
 - {They bought a computer last week.} [past tense]

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Present Perfect Tense

- may also be used
 - to express an action
 - to help make a statement about something that began in the past and is still going on
 - {We have been here for hours.}
 - {We have been studying here for hours.}

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Past Perfect Tense

- used
 - to express an action
 - to help make a statement about something that was completed in the past and preceded some other past action or event
- formed with **had** and the past participle
 - {Ali suddenly realized that he had finished his work.}
 - [The finishing his work preceded his realizing it.]
 - {He had solved the test two hours before he left for the airport.}
 - [First he solved the test; then he left.]

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Future Perfect Tense

- used
 - to express an action
 - to help make a statement about something that will be completed in the future before some other future action or event
- formed with **will have** or **shall have** and the past participle
 - {Next school term will have begun by the time we arrive in Istanbul.}
 - {By the middle of May, Ali will have been studying at YTU for one year.}
 - [One year of studying at YTU will be completed by the future date]

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The Present Infinitive and the Perfect Infinitive

- Use the present infinitive (**to write**, etc.) to express an action that follows another action.
 - **NOT CLEAR**
 - {Ali said that he had hoped to have seen the contest on television.}
 - [What did Ali hope; to see the contest or to have seen the contest? He hoped to see the contest, since the action expressed by see follows the action expressed by had hoped.]
 - **CLEAR**
 - {Ali said that he had hoped to see the contest on television.}
- Use the perfect infinitive (**to have written**, etc.) to express an action that took place before another action.
 - {The engineers claimed to have located a huge thermal reservoir.}
 - [The perfect infinitive is correct because the action it expresses came before the time of the first verb, claimed.]

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