

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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ACTIVE AND PASSIVE VOICE

- In grammar, voice indicates the relation of the subject to the action of the verb.
 - When the verb is in the active voice,
 - the subject acts
 - When the verb is in the passive voice,
 - the subject is acted upon
 - When a verb expresses an action performed by its subject, the verb is said to be in the active voice
 - When a verb expresses an action performed upon its subject or the subject is the result of the action, the verb is said to be in the passive voice

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ACTIVE AND PASSIVE VOICE

- Nearly all verbs that take objects (transitive verbs) can be used in the passive voice.
- ACTIVE VOICE
 - {Ali bought the computer.}
 - [Subject Verb Object]
- PASSIVE VOICE
 - {The computer was bought by Ali.}
 - [Subject Verb]
 - {The computer was bought.}
 - [Subject Verb]

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ACTIVE AND PASSIVE VOICE

- PASSIVE VOICE
 - {Things are seen by the normal human eye in three dimensions: length, width, and depth.}
- ACTIVE VOICE
 - {The human eye sees things in three dimensions: length, width, and depth.}
- Notice how much stronger and more forceful the active sentence is.
- Always use the active voice unless you have a good reason to use the passive.

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ACTIVE AND PASSIVE VOICE

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ACTIVE AND PASSIVE VOICE

• The Retained Object

- Transitive verbs in the active voice often have indirect as well as direct objects.
 - When ever this happens, either object can become the subject of the passive sentence.
- S V IO DO
- {Ali gave the professor three writing assignments.} [ACTIVE]
- {The professor was given three writing assignments.} [PASSIVE]
 - [the indirect object, professor, becomes the subject, and the direct object, assignments, is kept as a complement]
- {Three writing assignments were given to the professor.} [PASSIVE]
 - [The indirect object is retained. An object that continues to function as a complement in a passive construction is called a retained object]
- In the two passive sentences, one of the objects becomes the subject and the other remains as a complement of the verb.

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Use of the Passive Voice

- Choosing between the active and passive voice in writing is a matter of style, not correctness.
 - However, in most circumstances the passive voice is less forceful than the active voice, and a string of passive verbs often produces an awkward paragraph.
- AWKWARD PASSIVE
 - {Last week, the article was written by Ali, and the essay was corrected by the professor.}
- ACTIVE
 - {Last week, Ali wrote the article, and the professor corrected the essay.}

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Use of the Passive Voice

- Use the passive voice sparingly.
- Avoid weak and awkward passives.
- In the interest of variety,
 - avoid long passages in which all the verbs are passive.
- Although this rule is generally true,
 - there are few situations where the passive voice is particularly useful

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Use of the Passive Voice

- Use the passive voice to express an action in which the actor is unknown
 - {An anonymous paper was sent to the journal.}
- Use the passive voice to express an action in which it is desirable not to disclose the actor
 - {The printer has been returned to the department.}
- Sometimes the passive voice is more convenient, and just as appropriate, as the active voice.

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Use of the Passive Voice

- There are instances when the passive voice is effective or even necessary.
- For reasons of tact and diplomacy, you might need to use the passive voice to avoid identifying the doer of the action.
 - [fact: skill and sensitivity in dealing with others or with difficult issues]
 - In the following examples, the use of the passive voice is completely acceptable and more natural.
 - {The student who was standing near the entrance was asked to close the door.}
 - {The first sentence was eliminated from the paragraph.}

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Use of the Passive Voice

- The use of the passive voice, is quite common in technical writing;
 - however, it is better to use the active voice more than the passive.
 - You should be aware of the correct moment in which it is more convenient to use the passive voice;
 - eg., when you want to emphasize the object receiving the action.
 - {Disk damage may be caused by some viruses.}
 - [The passive voice emphasizes disk damage.]
 - {Some viruses may cause disk damage.}
 - [The active voice emphasizes viruses.]

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Use of the Passive Voice

- Be aware, however, that
 - inappropriate use of the passive voice can cause you to omit the agent when knowledge of the agent may be vital.
- Such is often the case in giving instructions.
 - {All doors to this building will be locked by 6 P.M.}
 - [This may not produce locked doors until rewritten in the active voice.]
 - {The night janitor will lock all doors to this building by 6P.M.} [janitor: a caretaker or doorkeeper of a building]

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Use of the Passive Voice

- Use the passive voice only when you have a good reason.
- The active voice is the natural voice,
 - the one in which people usually speak and write, and its use is less likely to lead to ambiguity.
 - {I discovered} is shorter and less likely to be ambiguous than {it was discovered}.
 - When you write {Experiments were conducted,} the reader cannot tell whether you or some other scientist conducted {the experiments}.

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COORDINATION AND SUBORDINATION EMPHASIS AND RELATIONSHIP OF IDEAS

- A **conjunction** connects **words, phrases, or clauses** and can also indicate the relationship between the elements it connects.
- In only one single sentence we often find that it contains one or more ideas which may be equal or unequal in importance.
- When the ideas are equal, they are called **coordinate ideas**.
 - **COORDINATE IDEAS**
 - {Ali studies Electronics. Veli studies Computing.}

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COORDINATE IDEAS

- Example sentences in previous slides may be joined into a compound sentence that
 - shows the relationship between the two ideas
- When this is done in such a way that the equality of the ideas is maintained, we call the clauses in the new sentence **coordinate clauses**.
 - {Ali studies Electronics, and Veli studies Computing.}
 - [ideas added together]
 - {Ali studies Electronics, but Veli studies Computing.}
 - [ideas contrasted]

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COORDINATE IDEAS

- In previous examples, the connecting words **and** and **but** give the sentences a different meaning.
- Conjunctions that connect ideas of equal importance are called **coordinating conjunctions**.
 - We can say that a **coordinating conjunction** joins two sentence elements that have identical functions.
- The coordinating conjunctions are:
 - **and, but, or, for, nor, yet, and so.**
 - Use a coordinating conjunction to concede that an opposite or balancing fact is true.

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COORDINATE IDEAS

- Connectives may show other kinds of relationships between coordinate clauses.
 - {Ali may study Mechanics, or he may study Mechatronics.}
 - [alternative ideas expressed]
 - {Veli speaks English and Turkish fluently; accordingly, he has been appointed as an interpreter at the next conference.}
 - [result expressed]

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COORDINATE IDEAS

- There are other connectives that may be used to link coordinate ideas,
 - e.g. (*exempli gratia*), **yet, however, likewise, therefore, still, either.....or, furthermore.**
 - **These connectives are transitional words and expressions that can be conveniently grouped according to the kind of relation they express.**
- Their importance lies in the fact that the reader will be able to follow the writer's thought easily.

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COORDINATE IDEAS

- **To link similar ideas or add an idea to one already stated**

| | | |
|-------------------|------------------|---------------------|
| again | for example | in the same fashion |
| also | for instance | likewise |
| and | further | moreover |
| another | furthermore | of course |
| besides | in addition | similarly |
| equally important | in a like manner | too |

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COORDINATE IDEAS

- **To link ideas that are dissimilar or apparently contradictory**

| | | |
|------------|-----------------|-------------------|
| although | however | on the other hand |
| and yet | in spite of | otherwise |
| as if | instead | provided that |
| but | nevertheless | still |
| conversely | on the contrary | yet |

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COORDINATE IDEAS

- **To indicate cause, purpose, or result**

| | | |
|--------------|-----------------|-----------|
| as | for | so |
| as a result | for this reason | then |
| because | hence | therefore |
| consequently | since | thus |

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COORDINATE IDEAS

- **To indicate time or position**

| | | |
|---------------------|------------|------------|
| above | before | meanwhile |
| across | beyond | next |
| afterward | eventually | presently |
| around | finally | thereafter |
| at once | first | thereupon |
| at the present time | here | |

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COORDINATE IDEAS

- **To indicate an example or a summary of ideas**

| | | |
|----------------|---------------|----------------|
| as a result | in any event | in other words |
| as I have said | in brief | in short |
| for example | in conclusion | on the whole |
| for instance | in fact | to sum up |
| in any case | | |

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SUBORDINATE IDEAS

- Including two unequal ideas in a single sentence is quite common .
 - In order to do this, we introduce the secondary statement with a subordinating conjunction.
 - {Ali and Banu usually disagree.}
 - {He always respects her opinions.}
 - To make the 2nd sentence secondary to the 1st, place a subordinating conjunction in front of it and join the two sentences.
 - {Ali and Banu usually disagree, although he always respects her opinions.}

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SUBORDINATE IDEAS

- The position of the clauses may be changed without changing the relationship of the ideas
 - {Although he always respects her opinions, Ali and Banu often disagree.}
 - Both these sentences focus attention on the fact that Ali and Banu often disagree, and subordinate the fact that Ali always respects her opinions.
 - If you wish to focus attention on Ali's respect for Banu's opinions, that can be done following the same process, i.e., the statement to be made secondary or subordinate is introduced with the subordinating conjunction.

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SUBORDINATE IDEAS

- {Although Ali and Banu usually disagree, he always respects her opinions.}
- {Ali always respects Banu's opinions, although he and she usually disagree.}
- In the sentences that follow, note how one idea is subordinated to the other.
 - {When the professor finally came, students crowded into the classroom.}
 - {Can, who has been absent, may have to study harder.}
 - {Since smoking is not allowed in the office, smokers have to go outside.}
- When you are writing you have to know how to subordinate ideas by putting them into adverb clauses or adjective clauses.

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SUBORDINATE IDEAS

- **Adverb Clauses**
- Subordinate adverb clauses may tell **time**, **cause** or **reason**, **purpose** or **result**, or **condition**.
 - These meanings are expressed by the subordinating conjunctions that introduce the clauses.
- It is convenient that you should learn the following subordinating conjunctions which introduce subordinate adverb clauses effectively:

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SUBORDINATE IDEAS

- Subordinating conjunctions used to express **time**
 - after; until; as; when; before; whenever; since; while
- Subordinating conjunctions used to express **cause** or **reason**
 - as; because; since; whereas
- Subordinating conjunctions used to express **condition**
 - although; even though; unless; if; provided that; while
- When subordinating, you have to make clear the relationship between subordinate adverb clauses and independent clauses by selecting subordinating conjunctions that express the relationship exactly.

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SUBORDINATE IDEAS

- **Adjective Clauses**
 - may be used to indicate the relative importance of ideas
 - modifies a noun or a pronoun.
- Suppose that you would like to combine the following ideas in one sentence :
 - {MAM is located in Gebze.}
 - {It was built as a research centre for technological development.}

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SUBORDINATE IDEAS

- If you wish to emphasize the **location in Gebze**, you will put the information in the first sentence in the main clause and the information in the second sentence in the subordinate clause.
 - {MAM, which was built as a research centre for technological development, **is located in Gebze.**}
- If you wish to emphasize the **purpose for which it was built**, you will make this fact your main clause and place the location in the subordinate clause.
 - {MAM, which is located in Gebze, **was built as a research centre for technological development.**}

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SUBORDINATE IDEAS

- Adjective clause usually begin with **who, whom, whose, which, that, when, or where**.
 - Notice how the subordinate ideas are stated in the subordinate clauses in the following sentences:
 - {The lecture, **which began at 6 o'clock**, finished at 8 o'clock.}
 - {Everyone **who attended** was very pleased.}
 - {They went to the cafeteria, **where coffee was being served.**}
- When subordinating,
 - you should make clear the relative emphasis of ideas in an independent clause and a subordinate adjective clause
 - by placing the idea you wish to emphasize in the independent clause and subordinate ideas in subordinate clauses.

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Faulty Coordination

- a common error that happens when two ideas of **unequal importance** are connected by a coordinate conjunction.
 - **FAULTY COORDINATION**
 - {The professor was a man from ITU, and he administered a test to the group.}
 - **APPOSITIVE**
 - {The professor, a man from ITU, administered a test to the group.}
 - **FAULTY COORDINATION**
 - {The mathematics professor explained the new formula, and he made it look quite simple.}
 - **SUBORDINATE CLAUSE**
 - {As he explained the new formula, the professor made it look quite simple.}
 - **MODIFYING PHRASE**
 - {Explaining the new formula, the professor made it look quite simple.}

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Faulty Coordination

- You should correct faulty coordination
 - by placing ideas of lesser emphasis in a subordinate position.
- Any idea may be given less emphasis
 - by being expressed in
 - a subordinate clause,
 - a modifying phrase, or
 - an appositive.

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CLEAR REFERENCE PRONOUNS AND ANTECEDENTS

- Ambiguity in writing
 - a common problem which happens when the use of pronouns has no clear antecedents.
 - A word or passage is ambiguous when it can be interpreted in two or more ways yet provides the reader with no certain basis for choosing among the alternatives
- A pronoun has no definite meaning in itself
 - its meaning becomes clear only when the reader knows what word it stands for
 - This word is called the **antecedent** of the pronoun

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CLEAR REFERENCE PRONOUNS AND ANTECEDENTS

- Ambiguous sentence
 - {The professor told Ali that he needed to work harder.}
 - [The pronoun **he** has no clear meaning in the sentence. Although the context suggests that it is Ali who needs to work harder, we cannot be completely sure]
 - The moment we know that **he** stands for **Ali**, the pronoun has a definite meaning.
- Clear sentence(s)
 - {The professor said, “Ali, you need to work harder”}.
 - {The professor said that Ali needed to work harder.}

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CLEAR REFERENCE PRONOUNS AND ANTECEDENTS

- Example sentences with the pronouns and their antecedents.
 - {The Headmaster asked **Ali** to work on Sunday, but **he** refused.}
 - {The electronics professor gave the **students** a problem that **they** couldn't solve.}
 - After reading the **first paragraph**, **Can** said, “**This** is well written.”

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AMBIGUOUS REFERENCE

➤ You should avoid ambiguous reference

- Such reference occurs when a pronoun refers to two antecedents.
- When this happens, the reader does not know at once which antecedent is meant.
- **AMBIGUOUS**
 - {Banu smiled at Fatma when she received her diploma.}
 - [In this sentence we cannot possibly know whether Banu or Fatma received a diploma]
- **CLEAR**
 - {When Banu received a diploma, she smiled at Fatma.}

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AMBIGUOUS REFERENCE

- **AMBIGUOUS**
 - {The Head of the Administration explained to the secretary the meaning of the regulation he had just read.}
 - [Who read it?]
- **CLEAR**
 - {After reading the regulation, the Head of the Administration explained its meaning to the secretary.}
- Ambiguous reference may be corrected in several ways.
 - The purpose is always to make your meaning clear.

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GENERAL REFERENCE

➤ You should avoid general reference

- This happens when a pronoun refers confusingly to an idea that is vaguely expressed
 - The antecedent is expressed in terms that are too general to be clear.
 - Pronouns commonly used in this way are **which**, **this**, **that**, and **it**
- **GENERAL**
 - {More than 20 percent of those who apply for a postgraduate degree fail to pass the admission test, which is a shame.}

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GENERAL REFERENCE

- **CLEAR**
 - {It is a shame that more than 20 percent of those who apply for a postgraduate degree fail to pass the admission test.}
- In the following example, the pronoun **this** does not have a clear antecedent.
 - **GENERAL**
 - {In the educational area EEF specializes in technical careers, in Electronics, Communications, Computing, and Control. **This** makes for a balanced academic programme.}
 - **CLEAR**
 - {Emphasizing all these careers makes for a balanced academic programme.}

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GENERAL REFERENCE

- In the following example, the pronoun **it** does not have a clear antecedent.
 - A definite noun makes the meaning clear.
 - **GENERAL**
 - {Ali and Can gathered insufficient information for the article they were going to write about. They were confused about the topic they had chosen. Meanwhile, at school, everybody was turning in their papers. Eventually, **it** caused Ali and Can to fail.}
 - **CLEAR**
 - {All these conditions eventually caused Ali and Can to fail.}

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WEAK REFERENCE

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➤ You should avoid weak reference.

- This occurs when the antecedent has not been expressed but exists only in the writer's mind.
- **WEAK**
 - {Banu is quite interested in engineering, but she doesn't believe **they** can solve all the problems.}
 - [In this sentence the antecedent for the pronoun **they** should be the noun]
- **BETTER**
 - {Banu is quite interested in engineering, but she doesn't believe that **engineers** can solve all the problems.}

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INDEFINITE USE OF PRONOUNS

➤ In formal writing, avoid indefinite use of the pronouns **it**, **they**, and **you**

- Although the indefinite use of these pronouns in sentences like the following may occur in ordinary conversation, such use is not acceptable in most writing;
 - especially in formal writing like scientific writing.
- **INDEFINITE**
 - {In the article **it** is said that the device was damaged.}
- **BETTER**
 - {The article reported that the device was damaged.}

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INDEFINITE USE OF PRONOUNS

- **INDEFINITE**
 - {In some books **you** are always meeting difficult words.}
- **BETTER**
 - {In some books, the vocabulary is quite difficult.}
- **INDEFINITE**
 - {In this computing book **they** explain the conceptual approach to software.}
- **BETTER**
 - {This computing book explains the conceptual approach to software.}

[In the first of each of these pairs of sentences, the pronouns **it**, **you**, and **they** have no clear antecedents.]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- In grammar, agreement means the correspondence in form between different elements of a sentence to indicate **number**, **person**, **gender**, and **case**.
- A subject and its verb must agree in number.
 - {The **design** is acceptable.}
 - [The singular subject, **design**, requires the singular verb, **is**.]
 - {The **new products** are going into production soon.}
 - [The plural subject, **products**, requires the plural verb, **are**.]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- A subject and its verb must agree in person.
 - {**I am** the designer.}
 - [The first-person singular subject, **I**, requires the first-person singular verb, **am**.]
 - {**They are** the designers.}
 - [The third-person plural subject, **they**, requires the third-person plural verb, **are**.]
- A pronoun and its antecedent must agree in person, number, gender, and case.
- Every pronoun must have an antecedent,
 - a noun to which it refers.

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- Good writing is not only clear to the reader but also correct in form.
- People appreciate things stated in such a way as to reveal a mind that is well organized and trained in appropriate habits of thinking.
- In order to accomplish this, a disciplined writer should be able to express ideas of equal importance in parallel form.

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

➤ Express parallel ideas in the same grammatical form

- You should be able to use three kinds of parallel structure:
 - coordinate, compared or contrasted, and correlative.
- Coordinated ideas are of equal rank and are connected by
 - and, but, or, or nor,
 - which are called coordinate conjunctions.

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- In order to obtain a proper coordination,
 - a noun is paired with another noun,
 - a phrase is paired with another phrase,
 - a clause is paired with a clause,
 - an infinitive is paired with an infinitive,
 - a word ending in -ing is paired with another word ending in -ing.
- The principle of pairing one part of the speech with another or one kind of construction with another must be taken into account.

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

– POOR

- {On Saturdays Ali likes playing foot-ball and to swim.}
 - [gerund paired with an infinitive]

– BETTER

- {On Saturdays Ali likes playing foot-ball and swimming.}
 - [gerund paired with a gerund]

– BETTER

- {On Saturdays Ali likes to play foot-ball and to swim.}
 - [infinitive paired with an infinitive]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

– POOR

- {Head Office offered an increase of scholarships and that the registering arrangements would be shortened.}
 - [noun paired with a noun clause]

– BETTER

- {Head Office offered that scholarships would be increased and that the registering arrangements would be shortened.}
 - [noun clause paired with a noun clause]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

➤ Ideas that are compared or contrasted should be parallel.

– POOR

- {Ali likes computational research more than to supervise a large laboratory.}
 - [noun contrasted with an infinitive]

– BETTER

- {Ali likes computational research more than supervision of a large laboratory.}
 - [noun contrasted with noun]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

– POOR

- {To write clearly is as important to me as proofreading carefully.}
 - [infinitive contrasted with a gerund]

– BETTER {Writing clearly is as important to me as proofreading carefully.}

- [gerund contrasted with a gerund]

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- Correlative constructions are formed with the correlative conjunctions
 - both.... and, either..... or, neither.....nor, not only.....but (also)
- They should be expressed in parallel form.
 - POOR
 - {Ali both experienced the difficulty of writing an essay and the satisfaction of publishing an article. }
 - BETTER
 - {Ali experienced both the difficulty of writing an essay and the satisfaction of publishing an article. }

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PARALLEL STRUCTURE, MATCHING IDEA TO FORM

- **In parallel constructions repeat an article, a preposition, or a pronoun whenever necessary to make the meaning clear**
 - AMBIGUOUS
 - {After the lecture we were introduced to the president and master of ceremonies. }
 - [Does this mean that the same person held both jobs?]
 - CLEAR
 - {After the lecture we were introduced to the president and to the master of ceremonies. }
 - [These are two individuals.]

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