

Technical English for Engineers
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Lecture- 19
Punctuation (Continued)

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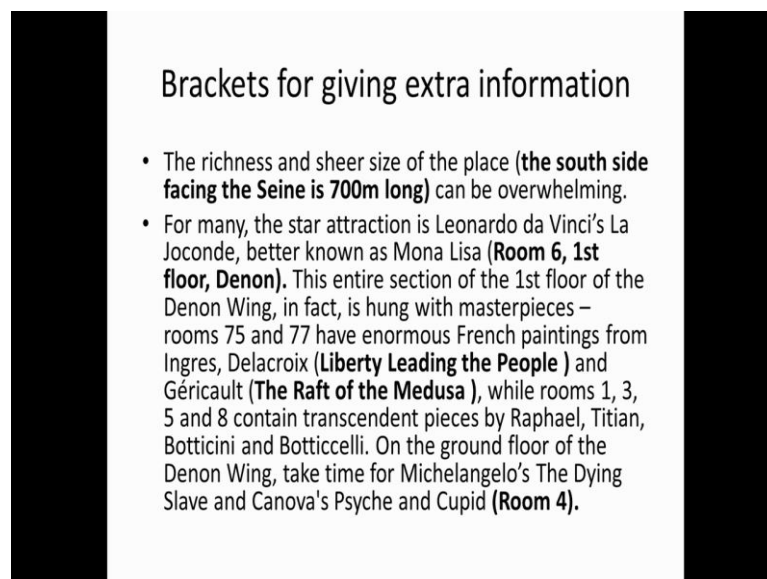
Welcome friends, to another part of our topics where we have been learning elements of punctuation. So, today, we are going to look at brackets, ellipsis, capital letters, paragraphing, abbreviations and numbers. As you may recall, we have already done quite a bit of punctuations in our earlier classes. Now, we are going to look at something else all together.

Now, coming to brackets, what are brackets? There are two types of brackets round and square; square is more formal and **it** is less frequently used; most of the time we use round brackets. The basic function of brackets is to separate the bracketed material **that a value material** which it is written in brackets, and to separate it from the material that is surrounds it, for example, Albert Einstein, so what was his dates (1879 to 1955) So, here what is the role of the brackets, it is giving some extra information, a brief history of time, in brackets you write the year of its publication 1988. Now, what is the difference

between using brackets and commas, you may ask because comma also after all separates the material that is given in the main clause. So, words and clauses set off in brackets are less closely integrated with the surroundings than materials set off by comma.

Now, if you will take a sentence like the cement comma rather than form up in the holes and act as counter weight comma sand into the clay beneath the structure causing the tower to lean over even more. Now what are we doing here, we have separated in by a pair of commas, a clause rather than form up in the wholes and act as a counter weight is giving some extra information of what happened in the making of **Leaning Tower of Pisa** that is in Italy. So, and it is giving some extra information about a cement. You cannot bracket it. Bracket is always less closely integrated with the material. Here, it is giving very relevant extra information.

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Brackets for giving extra information

- The richness and sheer size of the place **(the south side facing the Seine is 700m long)** can be overwhelming.
- For many, the star attraction is Leonardo da Vinci's La Joconde, better known as Mona Lisa **(Room 6, 1st floor, Denon)**. This entire section of the 1st floor of the Denon Wing, in fact, is hung with masterpieces – rooms 75 and 77 have enormous French paintings from Ingres, Delacroix **(Liberty Leading the People)** and Géricault **(The Raft of the Medusa)**, while rooms 1, 3, 5 and 8 contain transcendent pieces by Raphael, Titian, Botticini and Botticelli. On the ground floor of the Denon Wing, take time for Michelangelo's The Dying Slave and Canova's Psyche and Cupid **(Room 4)**.

Let us now look at this particular text, where I have given you some examples of where and when to use brackets. So, brackets for giving extra information; please look at the slides and read on. The richness and sheer size of the place **(in bracket - the south side facing the seine is 700 meters long)** can be overwhelming.

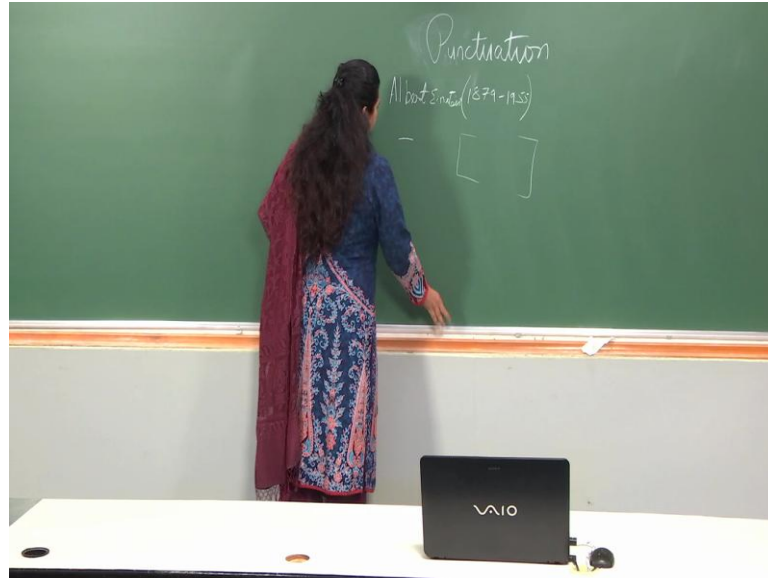
For many, the star attraction is **the Leonardo** da Vinci's La Joconde, better known as Mona Lisa and where is it placed (Room 6, 1st floor, Denon) So, giving some extra information, a definitely not information about Mona Lisa. This entire section of the first floor of the Denon Wing, in fact, is hung with masterpieces - room 75 and 77 have enormous French paintings from Ingres, Delacroix (Liberty Leading the People) and Gericault (The Raft of the Medusa), while rooms 1, 3, 5 and 8 contain transcendent pieces by Raphael, Titian, Botticini and Botticelli. On the ground floor of the Denon Wing, take time for Michelangelo's The Dying Slave and Canova's Psyche and Cupid (Room 4) So, this is the use of bracket.

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- If the contrast between the set-off material and the surrounding text is particularly abrupt, writers often use dashes rather than brackets and commas.

Now, if the contrast is between the set-off material and the surrounding **text** and it is particularly abrupt, writers often use dashes.

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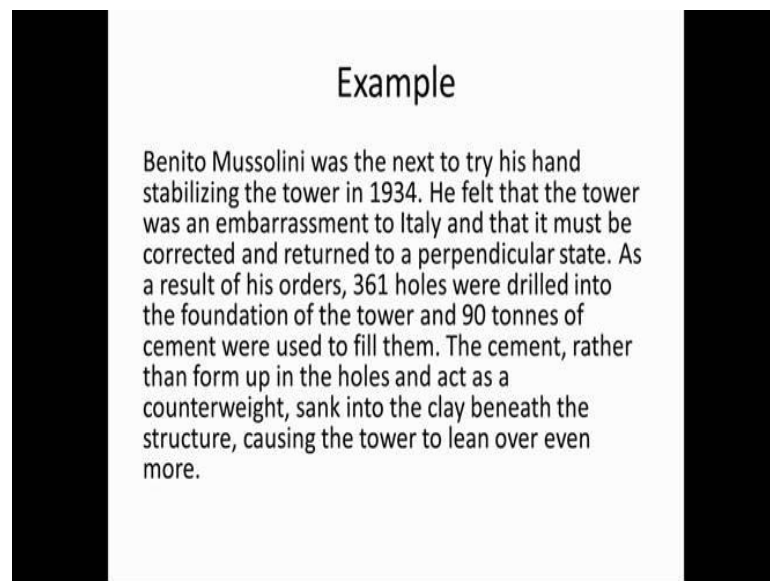
So, when the contrast is abrupt, we use a dash. Brackets just serve to give extra information. Square brackets are more technical more formal and less used, less frequently used. Many people put square brackets to enclose comment or explanations in material written by someone else or you have to set them off from round brackets. So, brackets, within brackets that is also commonly used. The main thing is to remember is to be very consistent in your style.

If you are using round brackets, throughout use round brackets; if it square brackets then square brackets, but generally it is more advisable to use round brackets, and use square brackets only once you have the full command over punctuations. A square bracket also encloses words inserted into a text instead of the words original^y there. So, in academic writing, you will often find that writers ^{often} insert their own thoughts in the quoted text, so there they use a square bracket, it a very clear indicator or indicative that this is not written originally by the author.

Let us move on to talk about another punctuation mark that is an ellipsis. Generally three dots is punctuation device usually mark by three dots in succession. They are typically use three at a time to indicate the omission of words in a quoted passage for example, you can say the people petition and then three dots eventually the minister agreed, we are

due to lack of time and space, we are at the moment eliminating much of the things that happened in between. The people petition may be there was a protest, they got arrested, there were cases; however, the minister eventually agrees, that is more important. So, ellipsis indicate something that happen in between, but right now we do not have the time and space to mark it.

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Now, suppose you are writing an essay and want to quote from a lengthy passage, we use ellipsis there. Now look at this text look at this example. I will read the slide for you. Benito Mussolini was the next to try his hand stabilizing the tower in 1934. He felt that the tower was an embarrassment to Italy and that it must be corrected and returned to a perpendicular state. As a result of his orders, 361 holes were drilled into the foundation of the tower and 90 tonnes of cement were used to fill them. The cement, rather than form up in the holes and act as a counterweight, sank into the clay beneath the structure, causing the tower to lean over even more. Look at the passage.

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- Benito Mussolini was the next to try his hand stabilizing the tower in 1934...The cement ... sank into the clay beneath the structure, causing the tower to lean over even more.

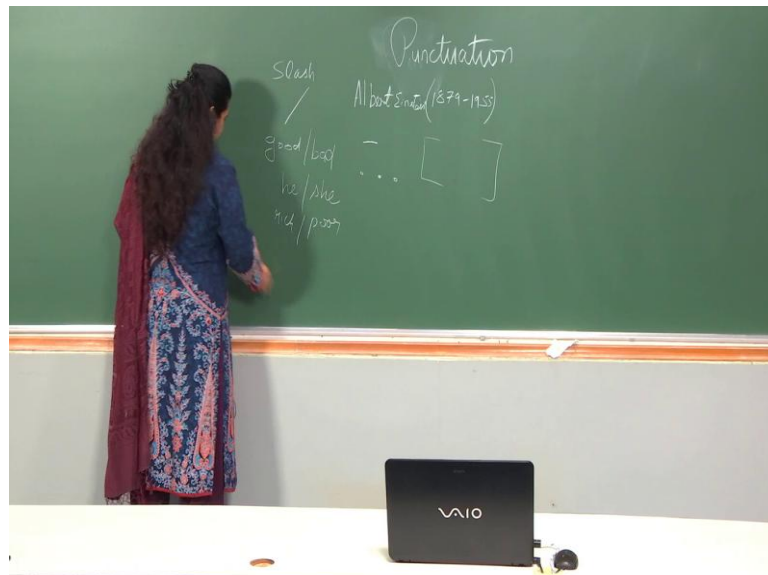
And then here is an example. Benito Mussolini was the next to try his hand stabilizing the tower in 1934... (ellipsis) The cement... (ellipsis) sank into the clay beneath the structure, causing the tower to lean over even more. So, now, what have we done, given you two most significant bits of information using ellipsis. Benito Mussolini tried to stabilize the tower; however, whatever he did it cause the tower to lean over even more **that is so**. In between whatever happened, **happened**, we do not have the time in space to tell you everything, but this was an action and that was the reaction.

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Now, another very often a commonly used punctuation mark is the slash, he or she. So, we do not want to use or he/she, rich/poor, you use a slash.

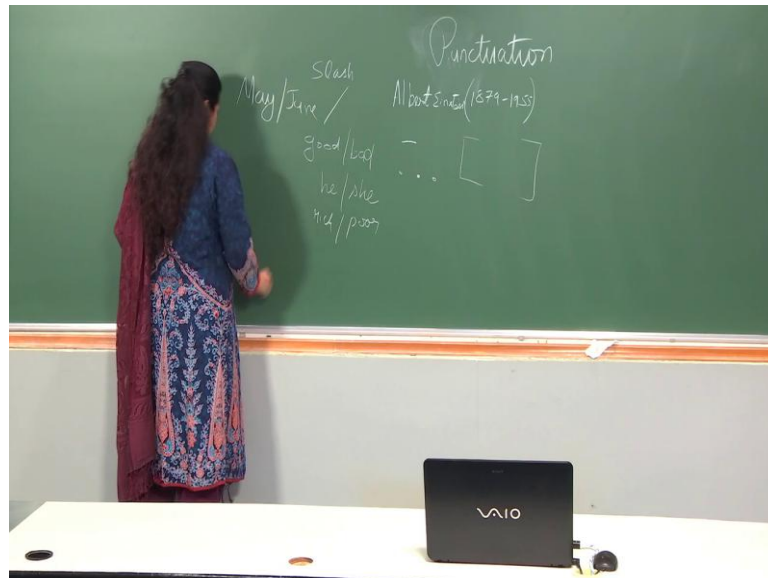
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Up/down, good/bad. Two opposites are used generally expressed; the slash is used to express alternatives. We also use the slash as you know to express fractions one by four

to indicate, also sub sections in legal document for example, section a bar, a slash 74. We also use a slash to represent the word per - p e r eighty kilometers and slash hour that is per hour. We also sometimes use a slash to indicate time.

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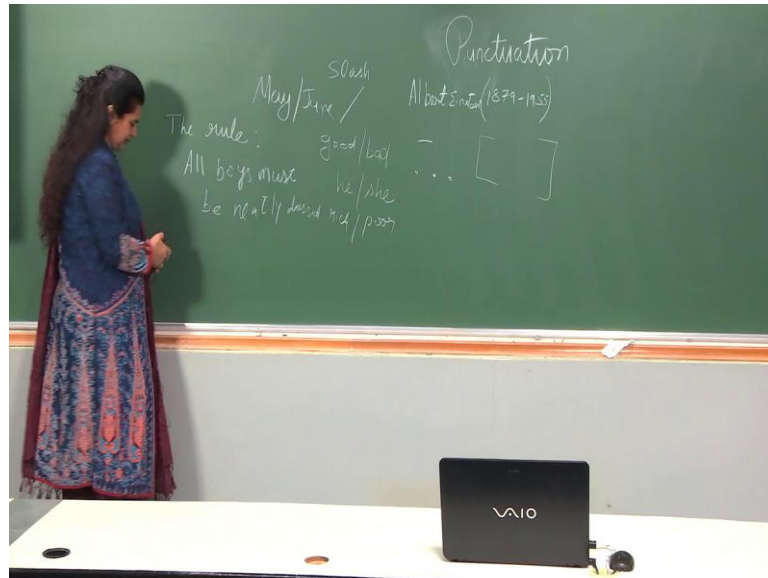


You know this my vacations will be during period May/June to indicate them. May/June are the hottest months. Sometimes the hottest month could be May; sometime the hottest month could be June. Let us talk about where to use the capital letters now. So, as you know all personal nouns, they use capital. So, , the Himalayas so a Himalayas comes a famous mountain terrain rain, the Rockies, the Andes, the river Nile, so n is in capital. So, first words of a sentence, you begin a sentence with capital and then after full stop when you begin a fresh sentence it is always in capital. Unless and until you are a poet or a creative writer, in all other circumstances this is the way you have to follow.

The famous American poet, E.E Cummings would use lower capital cases throughout lower case not lower capital sorry, he would not use capital letters he would use lowercases throughout all his poems are written in lower cases. But then a poet can take such kinds of liberty in language for those who are more interested in academic form of language, we write journal papers academic papers, so we have to follow the rules. The pronoun - I, I am talking, I am teaching, I am writing. So, this takes this is always in a

capital form.

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After colon if the clause represents a rule and here is a colon all boys must be or must come neatly dressed. So, after colon if it is a rule, a school has prescribed the rule, so that begins also with a capital letter. Remember proper nouns, organizations, names of countries, continents, rivers, mountains, regions, religions, titles of books, titles of movies, days like Tuesday, Wednesday, Thursday; months – January, February, March; events - the first World War, the second World War, so W's in capital, The Great Depression, G and D in capital; the Age of Enlightenment, so A and E capital; the Age of Reason, A and E capital. Romantics, when we are talking about poets, the age of the poets such as a **Barren** **Byron**, Milton, **Barren**, Wordsworth and **Cellarage** **Coleridge** **then** **and** also Shelly.. So, here we are using romantics with capital R, the Middle Age is Jurassic Age, so J and A capital; Middle Age is M and A capital when you are is denoting or suggesting events, the Space Age.

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Capital letters

"The Leaning Tower of Pisa was closed for construction in 1990 and was then reopened once it was safe for everyone to tour. From start to finish, the leaning tower of Pisa took over 800 years to be constructed- probably the longest construction time in the world!"

Now, look at the sentence. Capital letters, how it is used. "The Leaning Tower of Pisa **is the complete name** was closed for construction in 1990 and was then reopened once it was safe for everyone to tour. From start to finish, the leaning tower of Pisa took over 800 years to be constructed-probably the longest construction in the world!" what is so wrong with it; at one point, it does not use the capital letters Leaning and Tower. So, this is an error that many of us make. The complete it has to be done repeatedly, this is the way the Tower should be written in all capital letters.

Italics, when do we use italics, now italics is the very ornamental kind of a punctuation device, we use it to emphasize, most importantly we use it to emphasize a point. It is almost like when you speak and you say I have seen it with my own eyes, I have seen it with my own eyes you can underline it you can italicize, so seen is important, so most of the time it is used to express emphasis and is used to catch someone's attention. Book titles are always used in italics, *A Brief History of Time, The Age of Innocence, Wings of Fire, The Wings of Dove*, all these book titles are always in italics; titles of magazines, *Nature, National Geographic, Discoveries*. So, these are always in italics. Foreign language words and expressions such as **is defacto [FL] 17 09**, these are always used in italics. For emphasis as I have already said so what. So, would you please stop that noise? So, please it is an italics because I want you to emphasize on that I am

emphasizing on that because I want you to pay attention to that, so, so much about italics.

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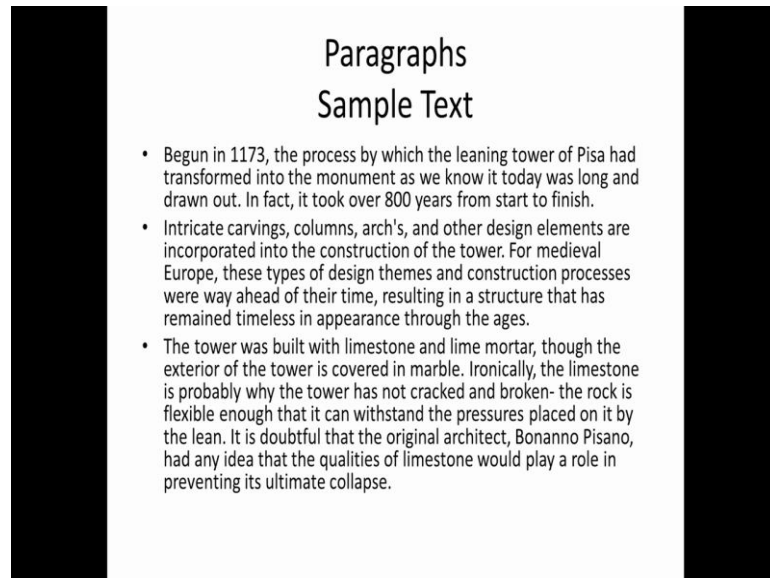


And let us move on to do because we are now discussing how to write the mechanics of writing. So, an important aspect of any report, any SOP, and any kind of a journal paper that you want to write any assignment is a paragraph. A paragraph is a distinct division of a piece of writing. It expresses some thought or information relevant to the whole piece of writing. A paragraph always begins with a new line and when you are typing, there has to be a space between the preceding paragraph and what you are writing to indicate space. Most paragraph contain at least three sentences, generally in academic and scientific and technical writing, we do not accept single sentences as paragraphs. Many of us are in the habit using one line, two lines as paragraphs, but that is not very appropriate. Again, it can be used for creative kind of writing for more colorful way of writing, but not for formal and impersonal kind of writing.

A paragraph should have a new topic and it should be developed accordingly. There cannot be two new topics and unrelated topics in a single paragraph. So, same paragraph can never have two topics, two different topics. If you are speaking for something, is wearing a uniform a good practice or emphasizing schools insisting on or emphasizing

on wearing uniforms is good or bad thing. So, you have to give some paragraphs about the pluses - the positives and some for negatives, so that would be another paragraph. And then your own opinion if you have one then that should be another, but you cannot mix up everything.

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Paragraphs Sample Text

- Begun in 1173, the process by which the leaning tower of Pisa had transformed into the monument as we know it today was long and drawn out. In fact, it took over 800 years from start to finish.
- Intricate carvings, columns, arch's, and other design elements are incorporated into the construction of the tower. For medieval Europe, these types of design themes and construction processes were way ahead of their time, resulting in a structure that has remained timeless in appearance through the ages.
- The tower was built with limestone and lime mortar, though the exterior of the tower is covered in marble. Ironically, the limestone is probably why the tower has not cracked and broken- the rock is flexible enough that it can withstand the pressures placed on it by the lean. It is doubtful that the original architect, Bonanno Pisano, had any idea that the qualities of limestone would play a role in preventing its ultimate collapse.

Look at this sample and here is an example of paragraphing. I will read it out for you. Begun in 1173 or 1173, the process by which the leaning tower of Pisa had transformed into the monument as we know it today was long and drawn out. In fact, it took over 800 years from start to finish.

Second paragraph: Intricate carvings, columns, arch's, and other design elements are incorporated into the construction of the tower. Here is a mistake arch's; you it has to be in the apostrophe should go, so here is a mistake. For medieval Europe, these types of design themes and construction processes were way ahead of the time, resulting in a structure that has remained timeless in appearance through the ages.

The tower was built with limestone and lime mortar, though the exterior of the tower is covered in marble. Ironically, the limestone is probably why the tower has not cracked and broken 'dash', now look at the way dash is used the rock is flexible enough that it

can withstand the pressures placed on it by the lean. It is doubtful that the original architect, the Pisano, had any idea that the qualities of limestone would play a role in preventing its ultimate collapse.

Now, the first para talks about the year of construction. Second - how it is, and then third what went into the construction. So, second is the elements, the carvings, the columns, the arch's and design elements, so the elements are the second paragraph that is the main topic. And third was the material used for construction. You cannot mix up everything in one single paragraph. There has to be a break.

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Rewrite the following using paragraphs

- Few art galleries are as prized or daunting as the Musée du Louvre, Paris' pièce de résistance no first-time visitor to the city can resist. This is, after all, one of the world's largest and most diverse museums. Showcase to 35,000 works of art – from Mesopotamian, Egyptian, and Greek antiquities to masterpieces by artists such as da Vinci, Michelangelo, and Rembrandt – it would take nine months to glance at every piece, rendering advance planning essential. Today the palace rambles over four floors, up and down innumerable staircases, and through three wings: the Sully Wing creates the four sides of the Cour Carrée (literally 'square courtyard') at the eastern end of the complex; Denon Wing stretches 800m along the Seine to the south; and northern Richelieu Wing skirts rue de Rivoli. Long before its modern incarnation, the vast Palais du Louvre originally served as a fortress constructed by Philippe-Auguste in the 12th century (medieval remnants are still visible on the lower ground floor, Sully); it was rebuilt in the mid-16th century as a royal residence in the Renaissance style. The Revolutionary Convention turned it into a national museum in 1793. The paintings, sculptures and artefacts on display in the Louvre Museum have been amassed by subsequent French governments. Among them are works of art and artisanship from all over Europe and priceless collections of antiquities. The Louvre's raison d'être is essentially to present Western art (primarily French and Italian, but also Dutch and Spanish) from the Middle Ages to about 1848 (at which point the Musée d'Orsay takes over), as well as works from ancient civilisations that formed the starting point for Western art.
- <http://www.lonelyplanet.com/france/paris/sights/museums-galleries/musee-du-louvre#ixzz3v07Q0xyR>

Now, here I am giving you a paragraph, a single paragraph. And you have to mark, where how you can break the paragraph, what are the right places, where you can break this very lengthy passage into separate paragraphs. Look at it.

Few art galleries are as prized or daunting as the Musée du Louvre, Paris's piece de resistance no first-time visited to the city can resist. This is, after all, one of the world's largest and most diverse museums. Showcase to 35,000 works of art - from Mesopotamian, Egyptian, and Greek antiquities to masterpieces by artist such as da Vinci, Michelangelo, and Rembrandt - it would take nine months to glance at every

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So, few art galleries etcetera, and let us go on to rendering advanced planning essential. So, in the first passage, we have paragraph we have just introduced the Louvre to you. Now, second para, today the palace and then we are talking about the length, and breadth, and the enormity, the size, the magnitude of it. And the third paragraph could be, a nice break would be the paintings sculptures and art effects on display have been amassed. So, this is the way every topic, every paragraph has a single independent topic.

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Rearrange the jumbled paras

1. The Guggenheim Foundation's relationship to architecture and promotion of architectural investigations of new museum forms stem from its unique history. In 1969, Peggy Guggenheim decided to bequeath her art collection and palazzo on the Grand Canal in Venice to the foundation established by her uncle thirty-two years earlier; she died a decade later, and the Guggenheim was immediately transformed from a New York-only institution into a binational entity that would only continue to grow.

2. When Solomon R. Guggenheim gave Frank Lloyd Wright the commission for a museum in New York, it led to one of the 20th-century's greatest works of architecture, a building that has become as famous as the art collection it was designed to display. The critic Paul Goldberger has written that before Wright's Guggenheim, "there really were only two common models for museum design—the beaux-arts palace and the International Style pavilion—and Wright managed, in one fell swoop, to explode them both." Wright's building, continues Goldberger, "made it socially and culturally acceptable for an architect to design a highly expressive, intensely personal museum. In this sense almost every museum of our time is a child of the Guggenheim."

3. "Highly expressive" and "intensely personal" perfectly describe Frank Gehry's design for the Guggenheim Museum in Spain, which opened in 1997 and quickly became one of the most famous buildings in the world. With its swirling forms and its facade of titanium, glass, and limestone, Gehry's Guggenheim dances gracefully between architecture and sculpture. Taken together, the Wright and Gehry museums have come to represent the unique character of the Guggenheim in the popular mind. This has led some observers to speak of a Guggenheim "brand" that is inextricably linked to architecture, not just art.

Now, here I am giving you another exercise. Rearrange the jumbled paras, which paragraph. So, you all you have to do is quickly go through it, and give me the answer whether first should come, last, or whether second should come first, so how to just rearrange the jumbled paras. I am not asking to rearrange the jumbled sentences.

And the answer is the first is the second paragraph, when Solomon R Guggenheim gave Frank Lloyd Wright the commission look at the slide. So, second para goes first it is the background. Next comes “Highly expressive” that is the third one, and “Intensely personal” perfectly describe Frank Gehry’s design. And then third para is the first para goes at the end the Guggenheim foundation’s relationship to architecture and promotion of architecture investigation this goes at the end.

Just look at the way these things make sense. Second paragraph is the introduction; number three is your second paragraph; the second paragraph is the actually your first paragraph is the introduction. The third paragraph, the number three is your second paragraph where it talks about the design and then the last one that is number one the Guggenheim etcetera, etcetera, etcetera it talks about how it all happened and the modern museum which the way we know it today. The correct answer would be two, three, one.

Let us move on to another feature of punctuation that is abbreviation. We often use it and we use it very frequently specially in our informal letters and emails, and sometimes even in our spoken English. It is very common to use abbreviated words. We do this in order to be more understandable and also because most of us feel comfortable using the short and abbreviated forms. Generally, we use a full stop after an abbreviation such as Dr., so that is doctor; Prof., full stop, so professor. So, here, but sometimes we also do not use, it does not make much of a difference one is British; one is American way, but both are acceptable.

Informal writing; however, we avoid abbreviations unless we use a standard acceptable use. So, let us talk about plural in abbreviation. So, sentences such as Prof. Jones, if we use Prof. Johnson and Prof. David are here, so both are correct we are using **P**rofessor in front of both these names, but if is a **P**rofessors Johnson and David where here, this is also correct and this is one way to use plurals in abbreviations. So, we can we say **P**r o f

s – Profs. Johnson and David where here and it is correct. So, the rule is if the abbreviation contains more than one full stop, we use the plural s, for example, M.P.s, so there is more than one full stop.

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So, we use the plural s as for example M. Ps, l.bws, but if we there is only one full stop we say Drs so and so, Profs so and so, Capts so and so. So look at the difference, two full stops, and this is the way s is used a plural l.bws more than two full stops, and that is this is the way. We would not say M.P's as in this will become a possessive form right, this is incorrect, this is not a plural. Other kinds of abbreviations are we often use our models and auxiliaries can and should and may and we say shall, shan't, and can't, and won't which is all very good. These words take an apostrophe to represent the missing letters, but they are more informal in nature, informal and scientific writing it is advisable to avoid these contracted forms.

Numbers are again important area of punctuations. When should a number be expressed in words and when in figures. So, when because you see figures, give the impression of being very precise and accurate. They are also more formal. Numbers expressed in words suggest a sense of approximation; they are more formal. Rule is that we spell out numbers from 1 to 10, we write in the spellings, so o n e, t w o - two between one and ten

we spell them out, but over that we use figures for all numbers about ten. For example, about 120 students attended the class, so 1 2 0; we do not say one hundred and twenty, do not give that. If a sentence or paragraph contains related numbers and some are above 10 and some below the practice varies and large number of more than a million can be expressed all in figures.

So, thank you very much and we will be continuing with our other classes. Hope you are benefiting from the course so far.

Thank and good day to you.

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