

Technical English for Engineers
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Lecture - 35
Everyday Usage

Hello friends. So, as we near the fag end of this course, I hope that there has been lot of learning taking place. We are also responding to all your queries and your e-mails. We are also looking into your feedback. We know that some of you have faced difficulties regarding uploading and submission of your assignments, and we have been giving you responses and suggestions and various kinds of guidelines about that also.

Now, we are going to soon have the final exams and I hope you are preparing well for your certification. Now, the thing or the topic that I wanted to discuss with you today is not going to be as specific or as focused as what I have been doing so far. So far, we have done plenty of exercises and looking at specific categories and kinds of writing and also other skills. I thought, today, **because we are anyway going to end the course very soon,** why not today's session get focused on something that you may use in everyday usage or everyday speech or writings. So, that is what we are going to talk about, Everyday Usage.

That does not mean that is not academic; all this can be very well placed in the broader scheme of things, whatever we have been doing so far. But, I just thought that there may be certain things which you may not need, as all of you are in technical fields, at least most of you are. Perhaps, you may not require specifically some things, but at least as educated users of the English language, there are certain elements that you should be very comfortable with. That is what I thought, that I will revise with you today. So, I will be revising some grammatical elements with you today that something that we have been doing so far. There will be revision; also, there will be some inclusion of couple of new things that you may not exactly need to include in your essays or paragraphs or description of experiments and processes, but nevertheless, I would suggest that get familiar with these kinds of or these aspects of the language as well.

So, I thought it wise to start with something called direct and indirect speech. Direct and Indirect speech; now, if you know what is direct speech, it is something that quotes the exact words spoken. Let me repeat, something that quotes exact words spoken. When we use direct speech in writing, you know that we place the words spoken between quotation marks.

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Now, that is what I meant, that as engineers you may not need to do too much of these. So, these are the quotation marks. And then, you should know that you are quoting someone, there cannot be change in these words. We are actually reporting something that is being said now for example, a telephone conversation or telling someone about a previous conversation, when we write; we need to do this. In novels and even in poems you must have come across these quotation marks; that means, directly quoting; there is no scope for changing even a word there.

But, indirect speech is usually used to talk about the past. So, we normally change the tense of the words spoken. Now, we do not need to use these quotation marks here. So, we say; he said that do this; otherwise, I will say, he say, he said, comma, inverted commas or quotation marks, do this, but he said, do that, you remember. So, this becomes that. So, we have to remember that reporting words are, when you use in

indirect speech, things like or words like say, tell, ask, and we may use the word that remember, to introduce the reported words. Again, we do not use inverted commas.

Suppose, I tell you, he says, "The report is good", good or bad or long or short. So, he said, but when I want to make it indirect speech, he said that and observe, no inverted comma; the report is good or bad or long or short or unreadable or badly written, whatever. Observe the way, direct becomes into indirect speech. He asked, where is Ravi a question mark. But in reported or indirect speech, you say; he asked where Ravi was. Look at the inversion also, of the 'was'. You know, where was Ravi; no, where Ravi was.

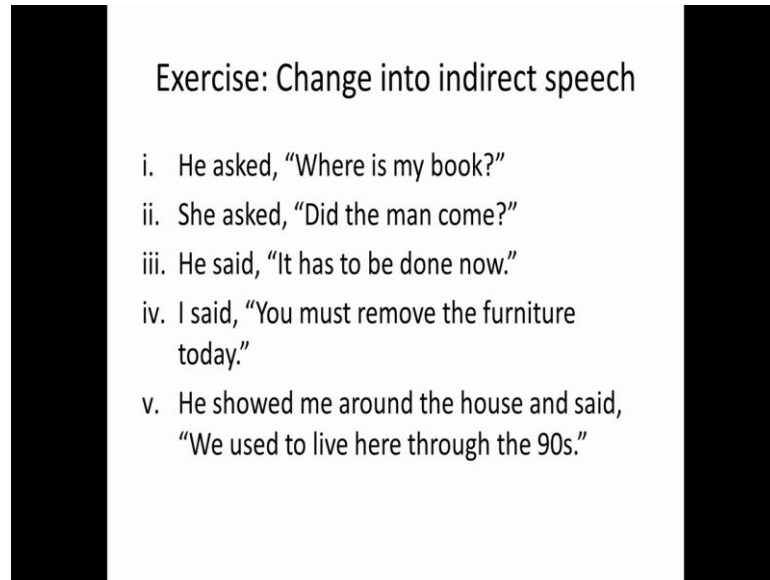
So, these are the mechanics of grammar that you need to practice and master. So, remember, while you are reporting something or changing something into, direct into indirect, this will become that; do this, he said, do that he said. Remove this beaker from here; how are you going to turn it or change it into reported or indirect speech? He told me to remove that beaker from there; that beaker; this is that; here is there; these change into those.

Remove these furniture. Remember, furniture is also one of those nouns that cannot be used with plural; however, whatever is the number of furniture around. So, furniture, like equipment, like jewelry, like scenery, it is always furniture, plural and furniture, again in singular and plural. So, there is no such thing as 'furnitures'. We may use it, but it is incorrect. Again now; so he said, remove these furniture. So, indirect, he asked me to, he told me to remove those furniture; not these furniture; we are talking about past tense now. The change now becomes then; we have already done that; and then, what happens to today? He asked me or he said.

"Make sure that the report goes today". In indirect speech, I would say, he told me to make sure that the report went that day. So, look at the change in tenses and in the pronouns. **You have to and** also adverb of time. So, yesterday, he asked me to do it yesterday. So, finish it yesterday; it should have been done yesterday; he said that the work should have been finished the day before. So, yesterday is changed into day before. These are the mechanics. It will take some time and practice. If you know all this, it is very good. However, if you do not know that know these things, please look up some

good references, some good websites that explain you in greater detail, how to change direct into indirect and vice versa, in speech.

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Exercise: Change into indirect speech

- i. He asked, "Where is my book?"
- ii. She asked, "Did the man come?"
- iii. He said, "It has to be done now."
- iv. I said, "You must remove the furniture today."
- v. He showed me around the house and said, "We used to live here through the 90s."

Now, look at this slide and this is an exercise for you. He asked, "Where is my book?" She asked, "Did the man come?" He said, "It has to be done now". I said, "You must remove the furniture today". He showed me around the house and said, "We used to live here through the nineties". So, what are we doing here? He asked that where his book was. She asked if the man came. Look at the change in tense. He said that that had to be done then or it had to be done then, has will become had, now will become then.

I said to him or I told him that he must remove or I told her that she must remove the furniture that day. He showed me around the house and said that they used to live there through the 90s; they, we becomes they used to live there, **through there. (Refer Time: 11:31)** also note the use of used to; always in the past. You do not say, I used to go for movies every day nowadays or every evening nowadays. That is wrong; used to is always in the past. It is over. Now, from there let us move on to correct some very common errors.

Please look at the slide.

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Correct the following

- I told by professor to excuse me for missing the deadline for submission.
- He said me to go.
- He is troubling his juniors.
- My tooth is paining.
- He loosed his work.
- Open the light.

I told my professor, it should be my professor, to excuse me for missing the deadline for submission. He said me to go. He is troubling his juniors. My tooth is paining. He loosed his work. Open the light. Now, do we all not, sometime or the other use these sentences? Make such kinds of mistakes and they have become so ingrained or so fossilized in us that we do not even realize and we feel terribly offended when someone corrects us.

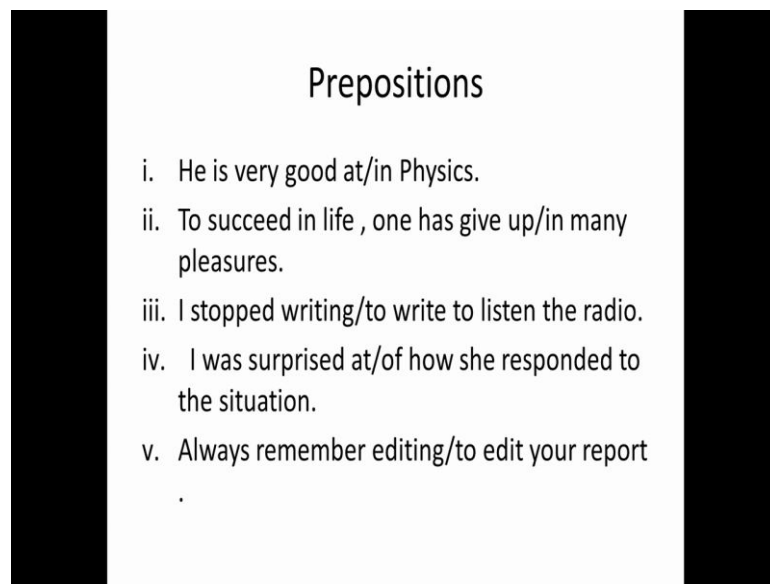
But, the fact remains that we do not use terms such as, they passed out in 1996. It has to be, they completed their studies or they graduated in 1996; do not say passed out. Passed out has a different meaning. I have earlier asked you to look it up. The meaning is lost consciousness or almost fainted. So, coming back to our exercise, please look at the slide. I told my professor. Now, you do not tell your professor; it is not very polite thing. So, I asked my professor to excuse me. So, told is asked here. He said me to go; said does not need an object like me. He said, he asked me to go; he told me to go. So, said does not go with this kind of construction. He told me to go. He asked me to go. He said go; indirect speech; that is ok. He is troubling his juniors; very common; very commonly used. Better construction would be, he is giving trouble to his juniors; he is ill-treating his juniors.

My tooth is paining. This is a problem of vocabulary, choosing the inappropriate word.

My tooth is aching. I have a terrible ache in my joints that is the way we use. He loosed his work. Now, again, loosed and choosed are very common mistakes; **loosed, choosed.** **So,** you need to revise the past tense. We have been talking about, how to use past perfect, and simple past. So, please revise all those things. I also gave you once a list of some very common verbs and how to change them into past perfect, simple past and past perfect. So, the word is, loose and choose and lose.

Now, when you say, he loosed his work, actually you mean this lose and what you are trying to say is 'he', the correct usage in the past tense is, he lost his work. This loose is, you know, you loosen your tie, it is very tight. So, it is the opposite of that this is the difference of one extra o. Open the light; again, very common misuse. You do not say open the light; you say, switch on the light or turn on the light.

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Prepositions

- i. He is very good at/in Physics.
- ii. To succeed in life , one has give up/in many pleasures.
- iii. I stopped writing/to write to listen the radio.
- iv. I was surprised at/of how she responded to the situation.
- v. Always remember editing/to edit your report

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Now, here is another slide for you to look at, another exercise. Look at these sentences. He is very good at physics or in physics. To succeed in life, one has to give up (Refer Time: 16:07) the exercises, the question is choose the better preposition in this, these sentences. He is very good at physics, in physics. To succeed in life one has to give up or in **in** many pleasures. I stopped writing - to write, **to listen,** to listen to the radio, not the radio. I was surprised at or of, how she responded to the situation. Always remember,

editing - to edit your report.

Which is their best form? He is very good at physics. You are good at something, not in. To succeed in life, one has to give up, not give in, many pleasures. I stopped writing, to listen to the radio; so stopped writing, not to write. I was surprised at how she responded to the situation. Always remember, editing your report or to edit, which is correct? Always remember, editing or to edit your report? Always remember to edit your report. This will come with more practice. So, you can always look up, something like to and -ing form, which goes where; what is the mechanics of this. Please look it up. Google, do some, your own self-study. From prepositions, let us move on to look at some tenses. Now, I am going to give you some kind of reading that I think would be useful for you in your work.

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Exercise: Simple past tense

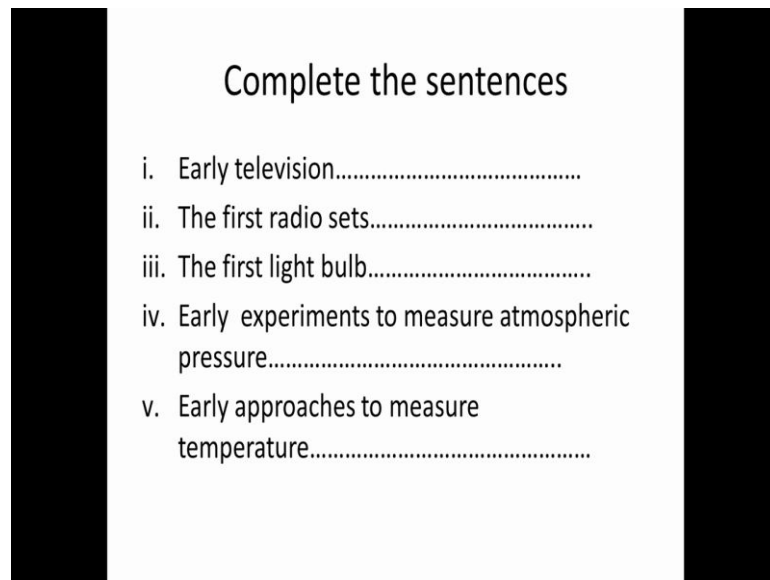
- As its name suggests, a generator generates electricity. [Michael Faraday's](#) discovery of electromagnetic induction demonstrated a way to construct a simple generator, but there was little need for such a device until commercial technologies that used electricity, such as lights, appeared. The earliest commercial uses of electricity, such as [telegraphy arc lighting systems](#), and metal electroplating used [batteries](#) as their power source. This was a very expensive way of generating electricity. In the 1860s and 1870s many inventors sought ways of using Faraday's induction principle to generate electricity mechanically. Two kinds of generators emerged. The first type was a generator of direct current (DC) electricity. The second type was a generator of alternating current (AC) electricity.

So, please look at the slide here. And, let us identify some of the simple past tenses; that is your job here; that is what I want you to do. Look at the passage. 'As its name suggests', please also look at, at 'its' there is no apostrophe. We have gone through all these things earlier. I t s, its name suggests, not it apostrophe s and that and then, it will be become it is name suggests, which is wrong.

‘As its name suggests, a generator generates electricity. Michael Faraday’s discovery of electromagnetic induction demonstrated a way to construct a simple generator, but there was little need for such a device, until commercial technologies that used electricity, such as lights, appeared. The earliest commercial uses of electricity, such as telegraphy, arc lighting systems and metal electroplating, used batteries as their power source. This was a very expensive way of generating electricity. In the 1860s and 1870s, many inventors sought ways of using Faraday’s induction principle to generate electricity mechanically. Two kinds of generators emerged. The first type was a generator of direct current (DC) electricity. The second type was a generator of alternating current (AC) electricity’.

Now, look at the way simple past has been used, throughout, in order to describe how early generators work and how they were invented and how they function. So, please pay attention to these things and identify **Five** examples of simple tense. And, let us move on to do this exercise; please look at the slide.

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Complete the sentences

- i. Early television.....
- ii. The first radio sets.....
- iii. The first light bulb.....
- iv. Early experiments to measure atmospheric pressure.....
- v. Early approaches to measure temperature.....

I want you to do some thinking on how some of the major inventions were invented and or what they looked like. So, using past tense, that is what the exercise is all about. Then, you please compare your answers with your friends and your classmates. Early television, fill in the blank; what it was, how it was or how it was; just a one line, just

one line. The first radio sets dash. The first light bulb dash. Early experiments to measure atmospheric pressure dash. Early approaches to measure temperature dash. Using past tense, complete the sentence. Now, here is another exercise, just for you to check your understanding of simple past tense; please look at the slide.

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Exercise

To achieve a solid foundation for the Brooklyn bridge, workers..... (excavate) the riverbed in massive wooden boxes called caissons. These airtight chambers(pin) to the river's floor by enormous granite blocks; pressurized air (be) pumped in to keep water and debris out.

Workers known as "sandhogs"—many of them immigrants earning about \$2 a day—.....(use) shovels and dynamite to clear away the mud and boulders at the bottom of the river. Each week, the caissons (inch) closer to the bedrock. When they(reach) a sufficient depth—44 feet on the Brooklyn side and 78 feet on the Manhattan side—they (begin) laying granite, working their way back up to the surface.

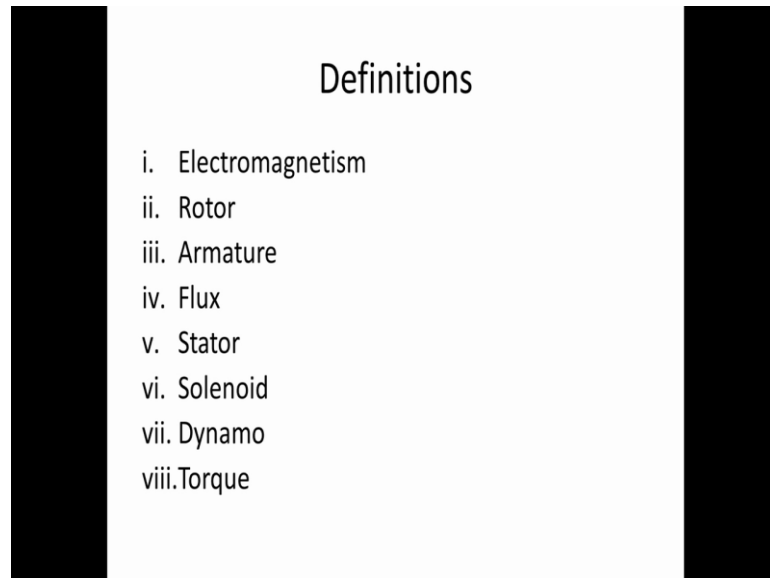
<http://www.history.com/topics/brooklyn-bridge>

To achieve a solid foundation for the Brooklyn bridge, workers dash the riverbed in massive wooden boxes called caissons. These airtight chambers dash to the river's floor by enormous granite blocks. Pressurized air dash pumped into keep water and debris out. Workers known as 'sandhogs' - many of them immigrants earning about 2 dollars a day - dash shovels and dynamite to clear away the mud and boulders at the bottom of the river. Each week the caissons dash closer to the bedrock. When they dash and using reach, make a simple past, a sufficient depth, 44 feet on the Brooklyn side and 78 feet on the Manhattan side, they dash laying granite, working their way back up to the surface.

And, what are you going to do? To achieve a solid foundation for the Brooklyn bridge, workers excavated the riverbed in massive wooden boxes called caissons. These airtight chambers were pinned to the river's floor, by enormous granite blocks. Pressurized air was pumped in to keep water and debris out. Workers known as sandhogs, many of them immigrants earning about 2 dollars a day, used shovels and dynamite to clear away the

mud and boulders at the bottom of the river. Each week, the caissons inched closer to the bedrock. When they reached a sufficient depth, 44 feet on the Brooklyn side and 78 feet on the Manhattan side, they began laying granite, working their way back up to the surface. So, please keep revising your past, simple past and other tenses.

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Now, here is another activity for you. Please take a look at the slide. I want you to write simple definitions of these: electromagnetism, rotor, armature, flux, stator, solenoid, dynamo, torque, using your dictionary or any glossary that you may prefer to use. Now, I was also talking about how to write or talk, about everyday matters. Films; all of us watch and enjoy films. So, I am giving you some sample reviews of two very popular films and then, I will give you an exercise, which is quite similar to this.

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Sample: Matrix

With enough visual bravado to sustain a steady element of, "The Matrix" makes particular virtues out of eerily inhuman lighting effects, lightning-fast virtual scene changes (as when Neo wishes for guns and thousands of them suddenly appear) and the martial arts stunts that are its single strongest selling point. As supervised by Yuen Wo Ping, these airborne sequences bring Hong Kong action style home to audiences in a mainstream American adventure with big prospects as a cult classic and with the future very much in mind.

"The Matrix" is rated R (Under 17 requires accompanying parent or adult guardian). It includes strange, unreal forms of violence and occasional gore. <http://www.nytimes.com/movie/review?res=9400E0DB1F30F932A05750C0A96F958260>

So, please look at this slide and this is sample review of the movie Matrix. Now, this is a review taken from the New York Times; excerpt taken from the New York Times. And let us see, what the reviewer has to say about this.

‘With enough visual bravado to sustain a steady element of, “The Matrix” makes particular virtues out of eerily inhuman lighting effects, lightning fast virtual scene changes, (as when Neo wishes for guns and thousands of them suddenly appear) and the martial arts stunts that are its single strongest selling point. As supervised by Yuen Wo Ping, these airborne sequences bring Hong Kong action style home to audiences in a mainstream American adventure, with big prospects as a cult classic and, with the future very much in mind. “The Matrix” is rated R (Under 17 requires accompanying parent or adult guardian). It includes strange, unreal forms of violence and occasional gore.

Look at the adjectives used; visual bravado, steady element, eerily inhuman lighting effects; all these are very advanced level terms that you can use or you should aspire to use, in your written and spoken language; single strongest selling points, airborne sequences, prospects of a cult classic. So, pay attention to the way language is used and perhaps, some of you who are interested in writing for your college magazine or even to something, you know, beyond the scope of your usual regular academics may look at

this.

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Sample: Interstellar

It is in the nature of science fiction to aspire to more, to ascend fearlessly toward the sublime. You could think of "Interstellar," which has a lot to say about gravity, as the anti-"Gravity." That movie, which would fit inside this one twice, stripped away the usual sci-fi metaphysics, presenting space travel as an occasion for quiet wonder and noisy crisis management. Mr. Nolan takes the universe and eternity itself as his subject and his canvas, brilliantly exploiting cinema's ability to shift backward and sideways in time (through flashbacks and cross cuts), even as it moves relentlessly forward.

But "Gravity" and "Interstellar" are both ultimately about the longing for home, about voyages into the unknown that become odysseys of return. And "Interstellar" may take its place in the pantheon of space movies because it answers an acute earthly need, a desire not only for adventure and novelty but also, in the end, for comfort.

http://www.nytimes.com/2014/11/05/movies/interstellar-christopher-nolans-search-for-a-new-planet.html?_r=0

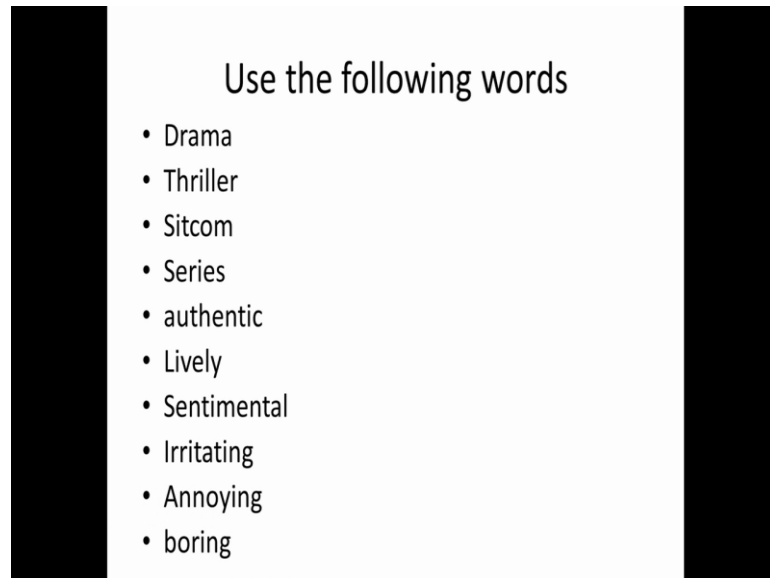
Look at this. Another example; again, New York Times excerpt, review of Interstellar. It is in the nature of science fiction to aspire to more, to ascend fearlessly towards the sublime. You could think of "Interstellar", which has a lot to say about gravity, as the anti-"Gravity." That movie, which would fit inside this one twice, it stripped away the usual sci-fi metaphysics, presenting space travel as an occasion for quiet wonder and noisy crisis management. Mr. Nolan takes the universe and eternity itself as his subject and his canvas, brilliantly exploiting cinema's ability to shift backward and sideways in time (through flashbacks and cross cuts) even as it moves relentlessly forward.

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Look at the language, look at the tone. It is a very serious tone and also, look at, some ability to understand science fiction movies and the kind of very objective review, that the reviewer I mean, you may differ from me, that it is not very objective, but a review

can never be extremely objective. Personal elements, subjective elements, always find their way into that. But, here is an example of a movie or a review that has been given lot of thought. So now your exercise is, I would like you to do some writing, write a short review of a film, which you have recently watched and look at this slide, now.

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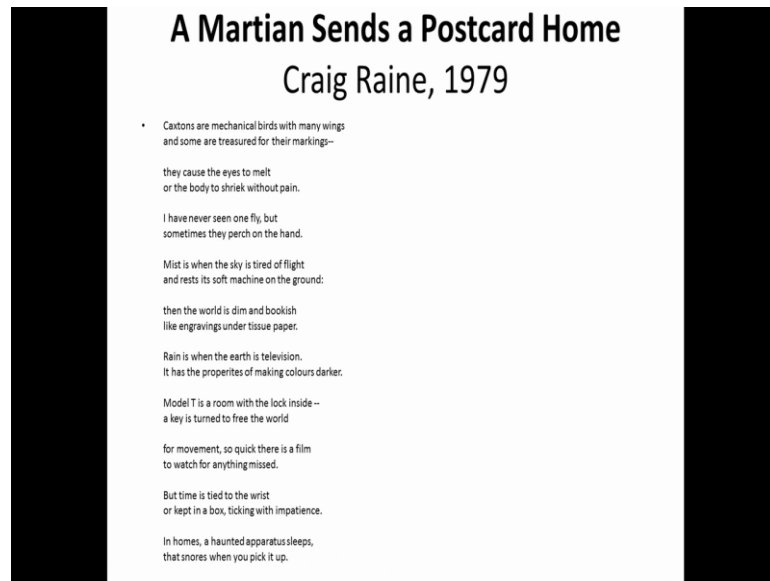
Use the following words

- Drama
- Thriller
- Sitcom
- Series
- authentic
- Lively
- Sentimental
- Irritating
- Annoying
- boring

I would like you to use some of these or try to use some or most of these words. I am very sure all these words will not fit in, but try to use and these words can bring in some amount of variety in your language; drama, thriller, sitcom, series, authentic, lively, sentimental, irritating, annoying, boring. So, try to write a review of a film, any film that you have watched and discuss your answer with your classmate.

So, before we end, I wanted you to become familiar with this very interesting poem. It is called “A Martian sends a Postcard Home”. It is by Craig Raine.

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A Martian Sends a Postcard Home
Craig Raine, 1979

- Caxtons are mechanical birds with many wings
and some are treasured for their markings--

they cause the eyes to melt
or the body to shriek without pain.

I have never seen one fly, but
sometimes they perch on the hand.

Mist is when the sky is tired of flight
and rests its soft machine on the ground:

then the world is dim and bookish
like engravings under tissue paper.

Rain is when the earth is television.
It has the properties of making colours darker.

Model T is a room with the lock inside--
a key is turned to free the world

for movement, so quick there is a film
to watch for anything missed.

But time is tied to the wrist
or kept in a box, ticking with impatience.

In homes, a haunted apparatus sleeps,
that snores when you pick it up.

Please look at the slide and let us read the poem together. And then, I will give you some exercise.

Caxton's are mechanical birds with many wings and some are treasured for their markings - they cause the eyes to melt or the body to shriek without pain. I have never seen one fly, but sometimes they perch on the hand. Mist is when the sky is tired of flight and rests its soft machine on the ground; then the world is dim and bookish, like engravings under tissue paper. Rain is when the earth is television. It has the properties of making colors darker. Model T is a room with the lock inside - a key is turned to free the world. For movement, so quick, there is a film to watch, for anything missed. But time is tied to the wrist or kept in a box, ticking with impatience. In homes, a haunted apparatus sleeps, that snores when you pick it up.

If the ghost cries, they carry it to their lips and soothe it to sleep, with sounds. And yet, they wake it up deliberately, by tickling it with a finger. Only the adults are allowed to suffer openly. Adults go to a punishment room with water, but nothing to eat. They lock the door and suffer the noises, alone. No one is exempt, but everyone's pain has a different smell. At night, when all the colors die, they hide in pairs and read about themselves, in color with their eyelids shut.

Now, I want you to do some exercise. What does the Martian say about telephone, cars and nature of human beings? There are certain things discussed, which are so familiar to us, but through a Martian or through an alien's eyes, they will, they appear something very strange. So, discuss this and then, I also want you to do some writing. I want you to write this poem in a paragraph form. The poem does not really have lot of meter or rhyme. It can be very well written in a paragraph. So, just say, what is the Martian trying to say; report it in indirect speech. So, that is your exercise. Please continue these kinds of practices. They will, eventually, help you a lot, you will find in the long run.

Thank you very much.

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, collocation, academic writing, formal tone, paragraph writing, tone in writing, speaking tone, signal words, linking words, descriptive passage, hook, layout of an essay, contractions and abbreviations, Letter writing, fossilized error, understanding essays, Mechanics of Essays, publishable essays, compound noun

Letter writing, nouns, pronouns, verbs, adverbs, adjectives, propositions, determiners, linking words, 'be' form, reading, listening, sentence, Subject, Verb, Object, Articles, comparatives, passive voice, Dictionary skills, Presentation, Punctuation, Suffix, prefix

