Lesson 8

General review
Trial quiz

English 135IN Level B2 Based on The Common European Framework of Reference (CEFR)

B2 is one of the CEFR levels described by the Council of Europe.

The capacity to achieve most goals and express oneself on a range of topics. Examples:

- 1. Can show visitors around and give a detailed description of a place.
- 2. Can **understand the main ideas of complex text** on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- 3. Can **interact** with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible **without strain for either party.**
- 4. Can **produce clear, detailed text** on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

SYLLABUS EXPLAINED

24 hours class

- Ground linguistic concepts to learn a language
- Why learning English
- English in the world
- Phonetics
 - Italian consonant and vowel systems
 - English consonant and vowel systems

Syllabus

CONTINUATION

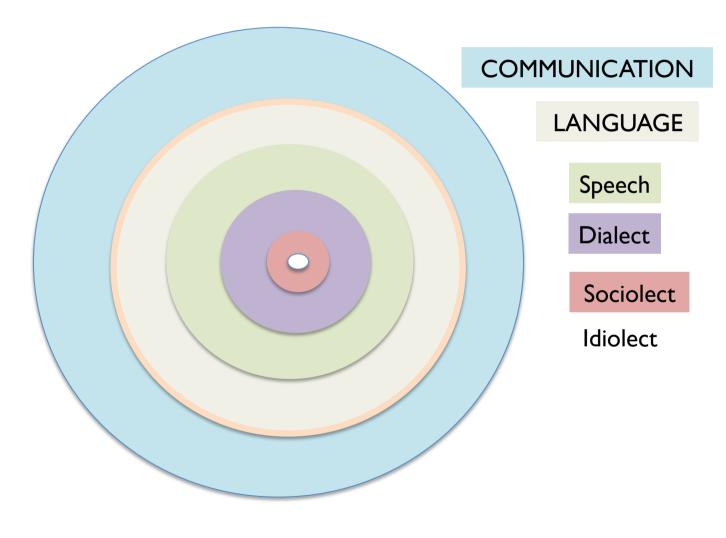
Italian specific problems with English pronunciation

Morphology:

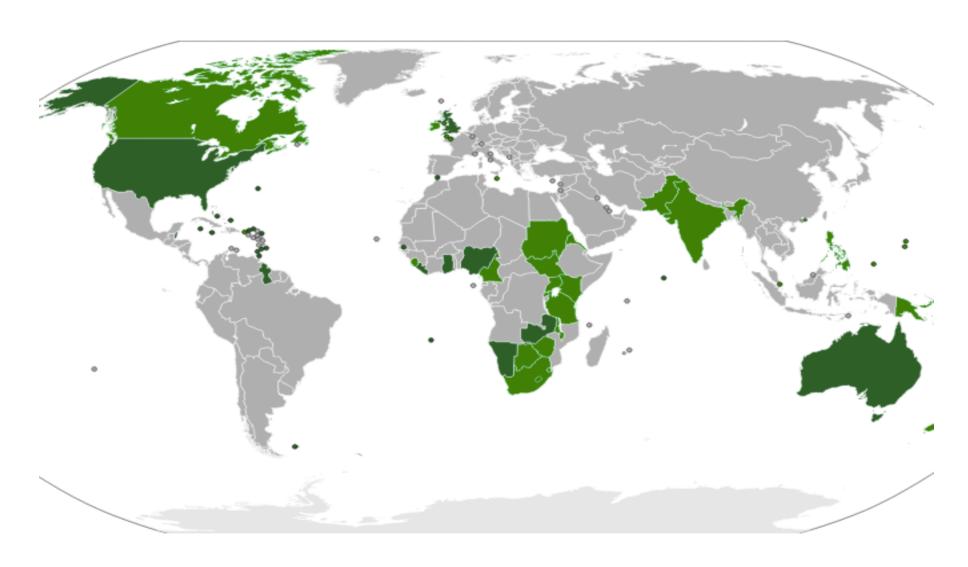
- Italian morphology
- English morphology for Italian speakers

Semantics:

Faux-amis



English



Any language on earth:



- Phonetics (sounds) house [h][a][u][z]
- Morphology (words, roots) lived < live + ed</p>
- Syntax (word order in sentences): The wolf killed the hunter / The hunter killed the wolf
- Semantics (meaning, sense): bank (of the river, clouds, switches, money, etc.)
- Pragmatics (use): thanks / any time, my pleasure

Phonetics (sound units) English consonants (23-26?)

The Consonants of English

	100	Bilabial	Labio-	dental		Dental	:	Aiveolar	Palato- alveolar	(Post- alveolar)	le le le	ralatal	2	Velar	:	Glottal	
Unvoiced (-V) Voiced (+V)	-V	+V	-V	+V	-V	+V	-v	+V	-v	+V	-V	+V	-V	+V	-V	+V	
Stops (Plosives)	р	b					t	d					k	g	7 1		←
Fricatives			f	v	θ	ð	s	z	ſ	3					h		<
Affricates					A				ťſ	ф							
Nasals		m						n						ŋ			
Lateral (approximants)					•	•		1									
Approximants		w²				>		r				j		w²			

The consonants in the table above are the consonant *phonemes* of RP (Received Pronunciation) and GA (General American), that is, the meaning-distinguishing consonant sounds (c.f. pat - bat).

Phonemes are written within slashes //, e.g. /t/. Significant variations are explained in the footnotes.

The "tricky" consonants for the Italian speaker

/p/	pin		/f/	fat	/m/	man
/t/	tin	<	/θ/	think	/n/	name
/k/	kin		/s/	sin	(ŋ/	rang
/b/	bin		/\$/	shine	(r/	run
/d/	din		/v/	van	/1/	lip
/g/	gun		/ð/	this	/y/	young
/t∫/	chin		/z/	zoo	/w/	wait
/d3/	judge		/3/	measure	/h/	hang

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Do you remember the classroom exercise with your phone? Now, you can repeat it paying special attention to the th sounds in sentences 3, 5,8 and 10.

- 1. I need to buy a new flash
- 2. I'm looking for a store to buy bed sheets
- 3. How **thin** is a sheet of paper?
- 4. How expensive is a gram of pepper?
- 5. Do you **think** Mary is a tramp?
- 6. Where does Mr. Trump lives?
- 7. Who was Luke Skywalker?
- 8. I would like to look into that
- 9. Who are Bert and Ernie?
- 10. What's the **weather** like today?

Summary of mispronunciations

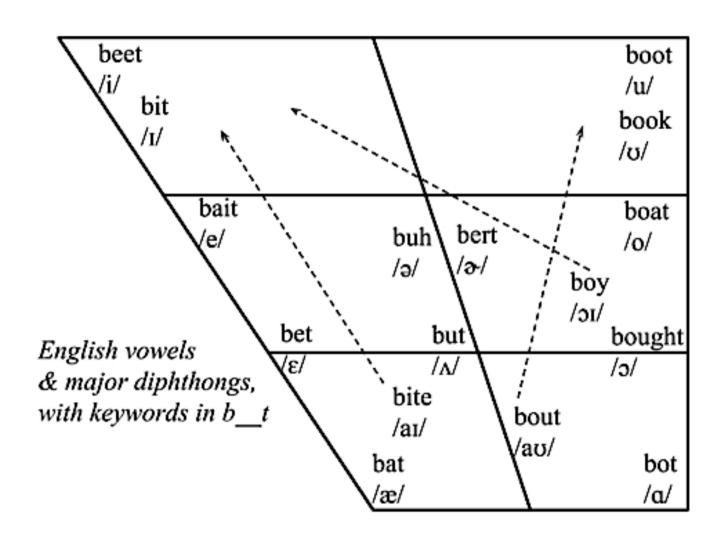
Do not affect meaning...

- r variations
- p, t, k variations
- ? (glottal stop) / t (fountain vs. faun?)

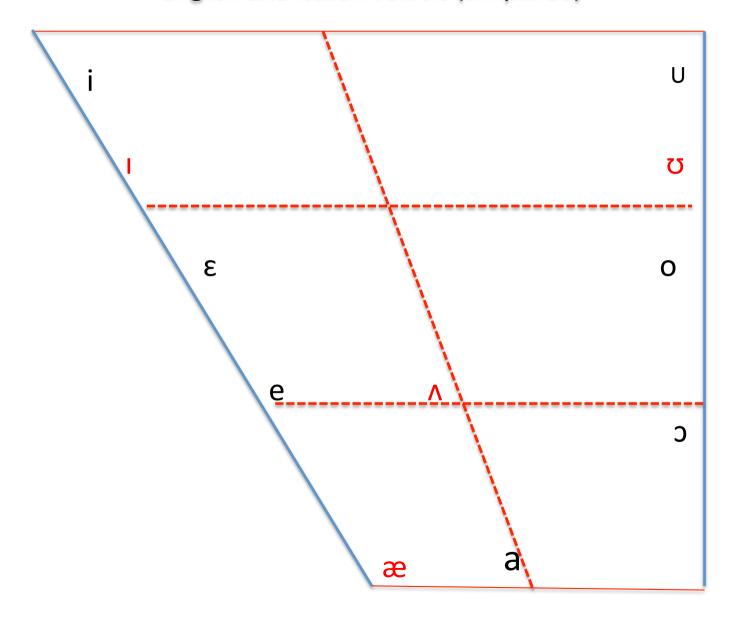
Affect meaning

- th > s, t,
 instead of <u>th</u>in (magro)
 you may get <u>sin</u>
 (peccato) or <u>tin</u> (latta)
- h > h
- instead of I hate (io odio) you may get I ate (lo mangiai)

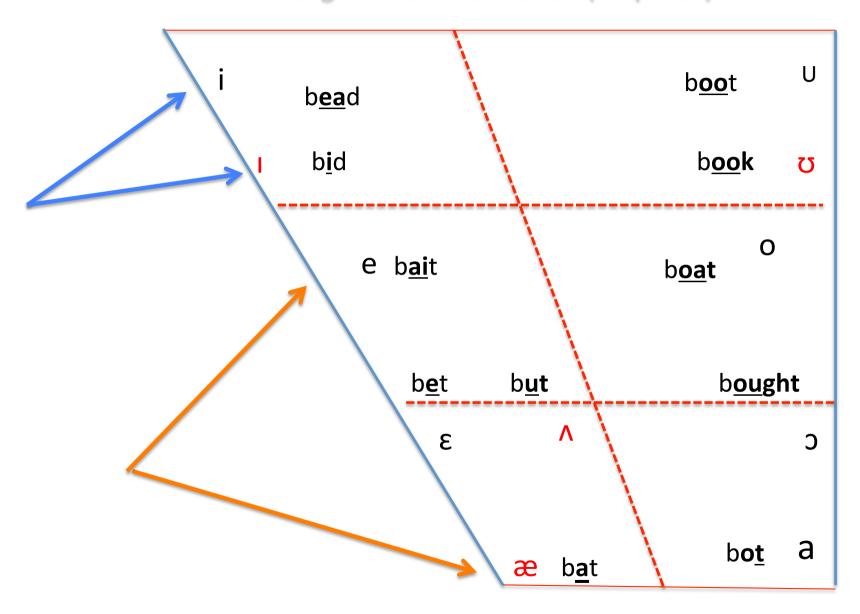
English vowels and diphthongs



English and Italian vowels (simplified)



English and Italian vowels (simplified)



Don't confuse a [æ] and e [ε]!

[æ] [3] b**a**d cattivo b**e**d letto l**a**d ragazzo led passato di lead fl**a**sh lampo, luce della fl**e**sh carne, carnaggione machina fotografica animale domestico p<u>e</u>t dare una pacca p<u>a</u>t k**e**ttle bollitore c<u>a</u>ttle bestiame piegare / piegarsi b**e**nd b**a**nd gruppo musicale m**e**sh maglia, rete m<u>a</u>sh miscuglio supplicare b**e**g b<u>ag</u> borsa uomini man uomo men

land

t<u>a</u>mper

terra

daneggiare

lend

prestare

temper umore

Don't confuse [i] and [I]!

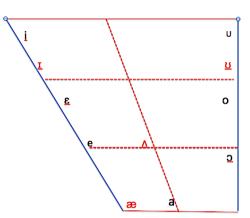
[i] [I]

•	b ea d	perl	'ina

- p**ea**ce *pace*
- p<u>ie</u>ce *pezzo*
- sh<u>ee</u>t lenzuolo, foglio
- sh<u>ee</u>p pecora
- k<u>ee</u>p conservare
- s<u>ea</u>t sedersi
- read leggere
- b<u>ea</u>ch *spiaggia*
- <u>ea</u>t mangiare
- l**ea**p balzo

- b<u>i</u>d
- p<u>i</u>ss
- p<u>i</u>ss
- sh<u>i</u>t
- sh<u>i</u>p
- k<u>i</u>p
- s<u>i</u>t
- r<u>i</u>d
- bitch
- it
- lip

- offrire
- pisciare
- pisciare
- cacca
- nave
- pennichella
- essere seduto
- *liberare* da
- cagna, puttana
- lo, la, quello, etc.
- labbro



Links to some recommended videos

Lesson 1: About the concept of linguistic dialect:

Learn cockney accent:

https://www.youtube.com/watch?v=1WvIwkL8oLc

Speak like a true Londoner:

https://www.youtube.com/watch?v=E2xQFKwmLoQ

Fiorello: Stasera pago io- dialetti

https://www.youtube.com/watch?v=nGR5FrF2XKY

More Links (cont.)

Lessons 2-3: Pronunciation of sounds especially difficult for Italian learners:

B<u>ed</u> versus b<u>ad</u> and other tricky vowels: https://www.youtube.com/watch?v=K9YZQMH8C_w

Th sounds in English as in **th**in and **th**ese: https://www.youtube.com/watch?v=76Nsqo0utJk

The **R** sound in British and American English: https://www.youtube.com/watch?v=rcsKru3nJS8

When to pronounce "H": Italian English pronunciation problems https://www.youtube.com/watch?v=5Do3FEh5ngw

How to make the glottal stop sound / ? / as in fountain: https://www.youtube.com/watch?v=edxwQK1zBxw

Vowel sounds. Improve your accent https://www.youtube.com/watch?v=69DwHUg2f7s

r sound in American English
Sound American Channel YouTube
https://www.youtube.com/watch?v=q5a2-KuHkBU

VERBS IN ITALIAN AND ENGLISH

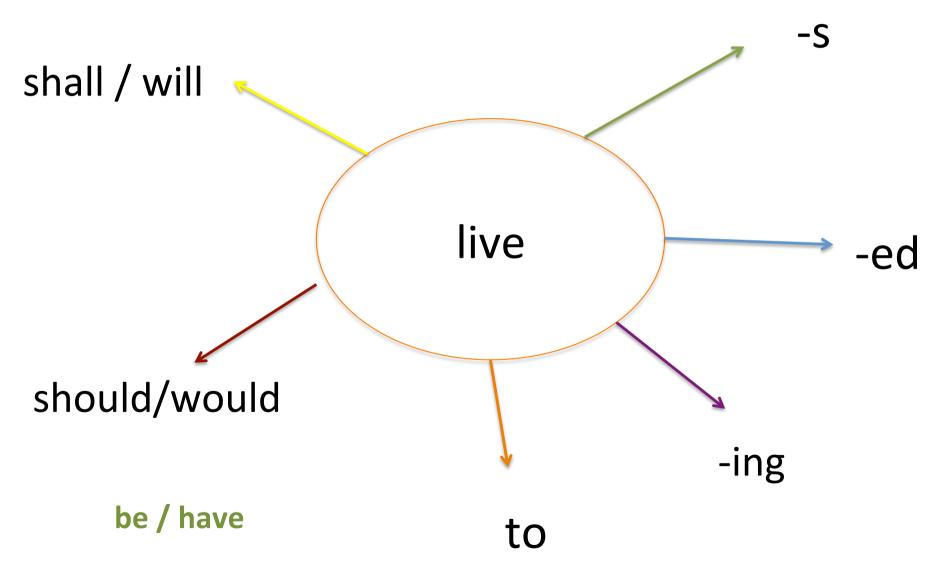
Italian verb and its complex morphology (1)

Verbi Italiani							
INDICATIVO							
PRESENTE	PASSATO PROSSIMO						
io vivo	io sono vissuto/a						
tu vivi	tu sei vissuto/a						
lui/lei vive	lui/lei è vissuto/a						
noi viviamo	noi siamo vissuti/e						
voi vivete	voi siete vissuti/e						
loro vivono	loro sono vissuti/e						
IMPERFETTO	TRAPASSATO PROSSIMO						
io vivevo	io ero vissuto/a						
tu vivevi	tu eri vissuto/a						
lui/lei viveva	lui/lei era vissuto/a						
noi vivevamo	noi eravamo vissuti/e						
voi vivevate	voi eravate vissuti/e						
loro vivevano	loro erano vissuti/e						
PASSATO REMOTO	TRAPASSATO REMOTO						
io vissi	io fui vissuto/a						
tu vivesti	tu fosti vissuto/a						
lui/lei visse	lui/lei fu vissuto/a						
noi vivemmo	noi fummo vissuti/e						
voi viveste	voi foste vissuti/e						
loro vissero	loro furono vissuti/e						
FUTURO SEMPLICE	FUTURO ANTERIORE						
io vivrò	io sarò vissuto/a						
tu vivrai	tu sarai vissuto/a						
lui/lei vivrà	lui/lei sarà vissuto/a						
noi vivremo	noi saremo vissuti/e						
voi vivrete	voi sarete vissuti/e						
loro vivranno	loro saranno vissuti/e						

Italian verb and its complex morphology (2)

	ONGIUNTIVO						
PRESENTE	PASSATO						
che io viva	che io sia vissuto/a						
che tu viva	che tu sia vissuto/a						
che lui/lei viva	che lui/lei sia vissuto/a						
che noi viviamo	che noi siamo vissuti/e						
che voi viviate	che voi siate vissuti/e						
che loro vivano	che loro siano vissuti/e						
IMPERFETTO	TRAPASSATO						
che io vivessi	che io fossi vissuto/a						
che tu vivessi	che tu fossi vissuto/a						
che lui/lei vivesse	che lui/lei fosse vissuto/a						
che noi vivessimo	che noi fossimo vissuti/e						
che voi viveste	che voi foste vissuti/e						
che loro vivessero	che loro fossero vissuti/e						
C	CONDIZIONALE						
Presente	Passato						
io vivrei	io sarei vissuto/a						
tu vivresti	tu saresti vissuto/a						
lui/lei vivrebbe	lui/lei sarebbe vissuto/a						
noi vivremmo	noi saremmo vissuti/e						
voi vivreste	voi sareste vissuti/e						
loro vivrebbero	loro sarebbero vissuti/e						
IMPERATIVO	INFINITO						
PRESENTE	Presente: vivere						
_	Passato: avere vissuto/a/i/e						
vivi	PARTICIPIO						
viva	Presente: vivente						
viviamo	Passato: vissuto/a/i/e						
vivete	GERUNDIO						
AIACIC	Presente: vivendo						

English verb has a less complicated morphology



noun/verbs

- dental floss
- to dental floss



- to water
- spoon
- to spoon (1)
- to spoon (2)















-ing forms (gerunds)

GERUNDS IN ENGLISH

Verb + Gerund	Verb + Preposition + Gerund	Be + Adjective + Preposition + Gerund
 acknowledge anticipate appreciate consider defend deny detest 	 adapt to apologize for approve of ask about believe in blame for care about 	 be accustomed to be afraid of be angry about be ashamed of be capable of be certain about be concerned with
 discuss 	complain about	 he critical of

stop + V-ing

STOP TO COPY ...

stop

DOING that!

EATING junk food!

TALKING in class!

SEEING that person!

BUYING things you don't need!

LISTENING that lousy music!

DRINKING coffee in the mornings!

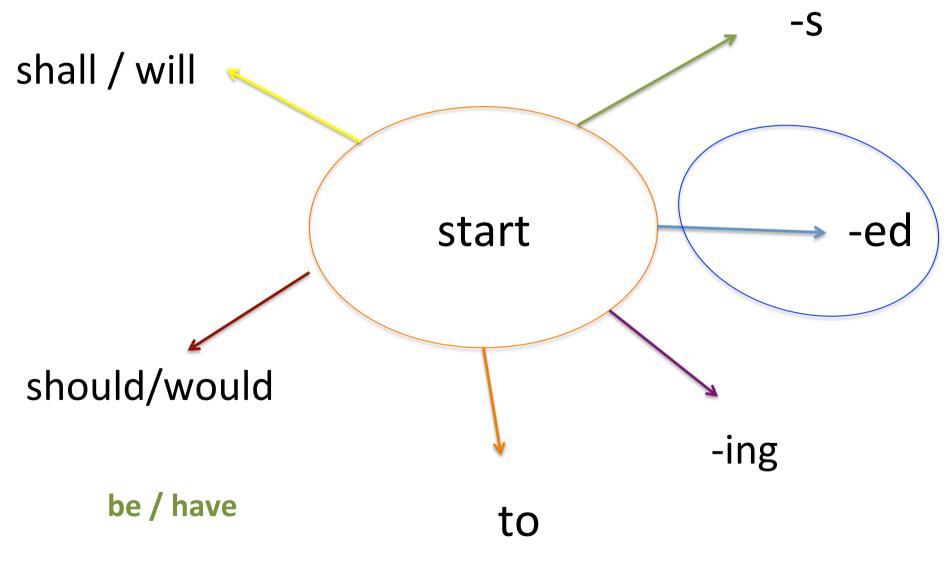
COPYING my style!

•

•

V - ing

-ed in regular verbs has different pronunciations



IRREGULAR VERBS:

REGULAR VERBS + -ed

be have	was had	been had	love learn	loved learned	
go drink run	went drank ran	gone drunk run	call close	called closed	/d/
buy write read dream	bought wrote red dreamed	bought written red dreamed/ amt	walk smash stop laugh cook	walked smashed stopped laughed cooked	[t]
			start add wait fold	started added waited folded	[id]

ADJECTIVES IN ITALIAN AND ENGLISH

Adjectives in English (1)

Adjectives behave differently in English and Italian.

In English:

- They usually go before the noun.
- •A noun can be preceded by multiple adjectives.

In order to speak, understand and write adjectives correctly we must remember **the order** in which they are placed inside the sentence.

Adjectives in English (2)

Some adjectives can be identified by their endings. Typical adjective endings include:



- -able/-ible understandable, capable, readable, incredible
- 2. -al mathematical, functional, influential, chemical
- -ful beautiful, bashful, helpful, harmful
- -ic artistic, manic, rustic, terrific
- -ive submissive, intuitive, inventive, attractive
- -less sleeveless, hopeless, groundless, restless
- -ous gorgeous, dangerous, adventurous, fabulous



Exercise:

Arrange the adjectives within the circle according to the order provided to your right (solution at the end of presentation)

SUBJECT-VERB AGREEMENT

Brushing up on verb agreement (1)

- I, you (sing and pl) we, they → study, go, eat
- she, he, it $(3^{rd} person) \rightarrow studies$, goes, eats
- IT ?

- -- object: This book (has, have) been quoted hundreds of times
- -- animal: That dog sure (love loves) a good walk.
- -- concept: The meaning of fashion (change, changes) a lot.

Verb agreement (2)

Collective nouns + singular

Persons:

family, group, committee, board, choir

Animals:

- herd (elephants, cows, deer)
- pack (wolves, dogs, foxes)
- school (fish)
- swarm (flies, bees, wasps)
- flock (birds in general)

Things:

bunch, pack, fleet, set.

Examples

a herd (of elephants, cows, deer)

mandria di elefanti

a pack (of wolves, dogs, foxes)

branco di cani

a school (of fish)

banco di pesci

a swarm (of flies, bees, wasps)

sciame, nugolo di mosche

a flock (of birds in general)

stormo di uccelli

Tricky singular/plural variation Dozen, hundred, thousand, million

I can eat two dozen donuts (kilo) two kilos of xxxx I've eaten dozens of donuts

I've lived in Paris two hundred days already
I've lived in Paris hundreds of days already

This file contains three thousand documents
This file contains thousands of documents

She had written three million words already
She had written millions of words already
What about kilo, pound, ton?

Syntax problems If constructions

i: condition possible to fulfill

If clause:

If + simple present

If I study, If she

studies ...

Main clause:

future
I will pass the test. I'll pass,
she'll pass the test...

n: condition in theory possible to fulfill

If + simple past If I studied,

would, could, might... + verb I would pass the test.

iii: condition not possible to fulfill (too late)

If + past perfect

If I had studied,

would + have + past participle

I would have passed the test

CONTRACTIONS IN ENGLISH

LIST OF CONTRACTIONS

IN ENGLISH

gren't - gre not can't - cannot couldn't - could not didn't - did not doesn't - does not don't - do not hadn't - had not hasn't - has not haven't - have not he'd - he had he'd - he would he'll - he will he'll - he shall he's - he is he's - he has I'd - I had I'd - I would I'll - I will I'll - I shall I'm - I am I've - I have



isn't - is not let's - let us mightn't - might not mustn't - must not shan't - shall not she'd - she had she'd - she would she'll - she will she'll - she shall she's - she is she's - she has shouldn't - should not that's - that is that's - that has there's - there is there's - there has they'd - they had they'd - they would they'll - they will they'll - they shall they're - they are they've - they have we'd - we had we'd - we would we're - we are we've - we have

weren't - were not

what'll - what will What'll - what shall what're - what are what's - what is what's - what has what've - what have where's - where is where's - where has who'd - who had who'd - who would who'll - who will who'll - who shall who're - who are who's - who is who's - who has who've - who have won't - will not wouldn't - would not you'd - you had you'd - you would you'll - you will you'll - you shall you're - you are you've - you have ESL COM

TAG QUESTIONS

RULE

Tag question First sentence Negative **Affirmative** Affirmative Negative Be form Be forms Have form Have forms Auxiliary form **Auxiliary verbs** Modal form Modal verbs Do verb Other verbs

A link to every possible QT:

https://en.wiktionary.org/wiki/Appendix:English_tag_questions#

Exercise

She is from a small town in Jersey, isn't she? 1. They aren't on their way already, are they? You don't like spicy food, do you? 3. David and Julie don't take Chinese classes, do they? 4. They need some new clothes, don't they You aren't from Brazil, ? 6. The weather is really bad today, _____? I'm not the person with the tickets, _____ 8. I like chocolate very much, don't !? 9. I often come home late, don't !? It was windy yesterday, wasn't it? 11. She'll come at six, won't she? He should pay his bills on time, shouldn't he? 13. The baby ate all his vegetables, _____ 14. 15. You shouldn't buy more clothes, _____ 16. Peter would go with me to the concert, _____

PHRASAL VERBS

Phrasal verbs

- Phrasal verb = verb + preposition:
- Examples:

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-go + on = go on
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- come + on = come on

-shut +up =shut up

- get + up = get up

- get + off get off

Common prepositions

about	above	after
of	off	onto
out	over	plus
since	throughout	towards
under	until	upon

Question: do you know the difference between of and off?

Phrasal verbs you should know

https://oxfordhousebcn.com/en/10-phrasal-verbs-you-should-learn-today/

- go on
- pick up
- come up
- find out
- grow up
- go back
- get off

https://www.youtube.com/watch?v=mrXt9yrZryg

DIRECT AND INDIRECT QUESTIONS

More Syntax issues:

Direct Questions

- 1. Where can I buy a ticket for the evening show?
- 2. What time is it in the United Arab Emirates?
- 3. Where can I buy interesting illustrated books for my children?
- 4. Where is the new science museum for children?
- 5. How far is the station from my new neighborhood?
- 6. When does the new train for London leave?
- 7. Why were Tom and Andrea late for the meeting yesterday?
- 8. How long will it take to travel from Los Angeles to Washington?
- 9. When does the sales presentation for the new product start?
- 10. When does the meeting for the new members in the team start?
- 11. How much will the flight to Edinburgh cost?

Indirect Questions

Do you know

Could you tell me

Do you happen to know

How...

How many...

Which...

What..

When...

- Where can I buy a ticket for the evening show? (direct style, with people you know).
- *Do you know where can I buy a ticket for the evening show? (WRONG!!!)
- Do you know where I can buy a ticket for the evening show? (in the street, with people you don't' know)

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https://www.perfect-english-grammar.com/indirectquestions.html

6/5/22

FALSE FRIENDS



→	scholar	studioso	scolaro	pupil
-	sensible	sensato, percepibile, ragionevole	sensibile	sensitive
	slip	sottoveste	slip	briefs, knickers
	spot	foruncolo, puntino	spot	advert, commercial
	stamp	francobollo	stampa	press
	suggestive	allusivo	suggestivo	evocative
*	sympathetic	compassionevole	simpatico	likeable
	taste	sapore,	tasto	key, button
	toast	pane tostato, brindisi	toast	toasted sandwich
\	trivial	banale	triviale	vulgar
—	ultimate	fondamentale	ultimo	last
,	vacancy	vuoto, posto vacante	vacanza	holiday, vacation
	verse	strofa	verso	line

Writing

FORMAL emails

Formal or work email general features

- •Email tends to be brief
- •Email is generally less formal than communication on paper
- •Email does not communicate emotions as successfully as faceto-face or even telephone conversations. The reader of your email may not be able to tell from your words if you are serious or joking, angry or just surprised.
- •Emails, especially very short emails, can sound angry, unfriendly or rude when this is not intended by the writer.

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Subject:

Exam in December

Salutation

Dear Prof. Lourdes Elizabeth Gonzalez-Valera.

Content

I'm Xxxx, a student attending the first year of Xxxxx Engineering (Master Degree).

I saw you opened an exam in December of the course "Lingua Inglese (Pari a Livello B2)" and I was wondering if I could take it, even though this course would be in the second semester for me.

Moreover, I have never been at the course and maybe you want me to attend it.

Before signoff

Many thanks in advance.

Signoff

Regards,

Signature

XXXXXX Zzzzzz

Real email example.

Analise an comment.

Writing

CVs and Resumes

RESUME	CV	
Emphasizes skills	Emphasizes academic accomplishments	
Used when applying for a position in industry, non-profit, and public sector	Used when applying for positions in academia, fellowships and grants	
Is no longer than 2 pages, with an additional page for publications and / or poster presentations if highly relevant to the job	Length depends upon experience and includes a complete list of publications, posters, and presentations	
After 1 year of industry experience, lead with work experience and place education section at or near the end, depending upon qualifications	Always begins with education and can include name of advisor and dissertation title or summary. Also used for merit/tenure review and sabbatical leave	

The ideal CV/resume must be:

- I. Quick and easy to read
- 2. Clear and concise
- 3. Pleasant to look at

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Texts we come across frequently

- Posts (blogs, whatsapp, telegram, Twitter, Instagram, Facebook, Tik tok,
- Mails
- SMS
- News
- Letters (email)

Texts we run into less often

- Letters (snail mail)
- Essays
- Reports
- Presentations
- Instructions
- Leaflets and flyers
- Papers
- Theses
- Dissertations

ADDING	SEQUENCING	ILLUSTRATING	CAUSE and
and	first, second,	for example	EFFECT
also	third (such as	because
as well as	finally	for instance	so
moreover	next	in the case of	therefore
too	meanwhile	as revealed	thus
furthermor	after	by	consequently
additionall	then	illustrated by	hence
The second of th	subsequently		
COMPARING	QUALIFYING	CONTRASTING	EMPHASISING
similarly	but <	whereas	above all
likewise	however	instead of	in particular
as with	although	alternatively	especially
like	unless	otherwise	significantly
equally	except	unlike <	indeed
in the same	apart from	on the other	notably
way	as long as	hand	740
	onzalez-Valera if	conversely	63

Connectors

or

Discourse markers

- Paper (Congress, symposium, course work)
- Thesis (Bachelor or Masters degree)
- Dissertation (Ph.D.)

Differ

- in length
- in depth

Similar:

- in style (formal)

Similar:

- in style (formal)

They do not:

- include informal or slang words
- include contractions, such as isn't and won't
- generally include phrases that use the words I,
 me, or my

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Paper

In academic publishing, a paper is an <u>academic work</u> that is usually published in an <u>academic journal</u>. It contains <u>original research results</u> or <u>reviews existing</u> <u>results</u>.

Such a paper, also called an article, will only be considered valid if it undergoes a process of peer review by one or more referees (who are academics in the same field) who check that the content of the paper is suitable for publication in the journal. A paper may undergo a series of reviews, revisions, and resubmissions before finally being accepted or rejected for publication.

Key point to remember

Before you even start to plan your paper or academic article make sure you have a copy of the journal' rules on how to structure it.

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WHAT'S IN A RESEARCH PAPER?

A complete research paper in APA style that is reporting on experimental research will typically contain:

- 1. Title page
- 2. Abstract
- 3. Introduction
- 4. Review of Literature
- 5. Methods
- 6. Findings (results) and analysis
- 7. Discussion
- 8. Limitations
- 9. Future scope
- 10. References sections

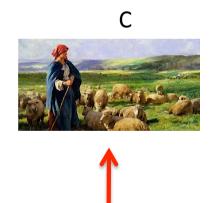
Pictorial example of abstract:

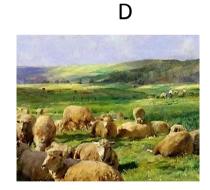
This is your article, paper, thesis or dissertation:











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This is your abstract

/5/22 Lourdes E. Gonzalez-Valera

Abstract—The message delivery ratio of mobile opportunistic networks strongly depends on the transmission time, which is closely related either to the mobility of users and to the communication properties of the mobile devices. A larger radio transmission range allows longer contact durations, improving the message dissemination. Furthermore, user mobility is a crucial factor to be considered, especially when the mobile nodes are vehicles, because of their limited freedom of movement and

background

In this paper, we evaluate the use of a sub-gigahertz wireless technology, namely LoRa (Long Range), to establish links between the mobile users in an opportunistic network in order to augment the number of contacts and their duration. We evaluate the performance of LoRa, comparing it with WiFi, using the Epidemic protocol for message diffusion with realistic vehicular traces. Through simulations, we compare the message delivery probability and the network overhead. These experiments were carried out using the ONE simulator with minor modifications to model the typical behaviour of mobile users. The results show that, in opportunistic networks, increasing the range even while reducing the available bandwidth increases the message delivery ratio.

methods

results/
conclusion

the high relative speed.

Theses and Dissertations



Planning

1. Why do I want to say it? **MOTIVATION**

2. Who is this writing for? AUDIENCE

3. What do I want to say CONTENT

Based on: HarperCollins. Writing (Collins Webster's Easy Learning). HarperCollins Publishers. 2011. Kindle Edition.

Structure

Most world universities use a multiple chapter format :

- a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance;
- b) a literature review, reviewing relevant literature and showing how this has informed the research issue;
- c) a methodology chapter, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen.
- d) a findings chapter, outlining the findings of the research itself;
- e) an analysis and discussion chapter, analysing the findings and discussing them in the context of the literature review (this chapter is often divided into two—analysis and discussion);
- f) a conclusion.

Thomas, Gary (2009) Your Research Project. Thousand Oaks: Sage.

Thanks

and...

break a leg!

