

UNIVERSITÀ  
DEGLI STUDI DI TRIESTE

# LINGUA INGLESE PARI A LIVELLO B2

## Dipartimento di Ingegneria e Architettura

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# Lesson 4

- English morphology
  - The English and Italian verbs
  - Subject + Verb agreement
- Syntax, word order: multiple adjectives, tag questions, contractions, phrasal verbs

Semantics, the study of meaning. The case of false friends

# Any language on earth:

- Phonetics (sound) *house [h][a][u][z]*
- Morphology (word, roots) *lived < live + ed*
- 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*

# Morphology

In linguistics, morphology studies words: their structure, **their parts**.

EXAMPLE:

The following verb form in Italian:

*Cominciassimo*

Can be roughly analysed as:

**Cominc** + **iass** + **i** + **mo**

# 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)

<b>CONGIUNTIVO</b>	
<b>PRESENTE</b>	<b>PASSATO</b>
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
<b>IMPERFETTO</b>	<b>TRAPASSATO</b>
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
<b>CONDIZIONALE</b>	
<b>Presente</b>	<b>Passato</b>
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
<b>IMPERATIVO</b>	<b>INFINITO</b>
<b>PRESENTE</b>	<b>Presente:</b> vivere
—	<b>Passato:</b> avere vissuto/a/i/e
vivi	<b>PARTICIPIO</b>
viva	<b>Presente:</b> vivente
viviamo	<b>Passato:</b> vissuto/a/i/e
vivete	<b>GERUNDIO</b>
	<b>Presente:</b> vivendo

1. Se **cominciassimo** a studiare più presto, avremmo già finito il compito.
2. Se **cominciamo** a studiare alle otto di sera, alle dieci **avremo** già finito

**-ed**

**would have**

**-ed**

1a. **If** we start**ed** study**ing** earlier, we **would** have already finish**ed** the homework.

2. **Se** **cominciamo** a studiare alle otto di sera, alle dieci **avremo** già finito.

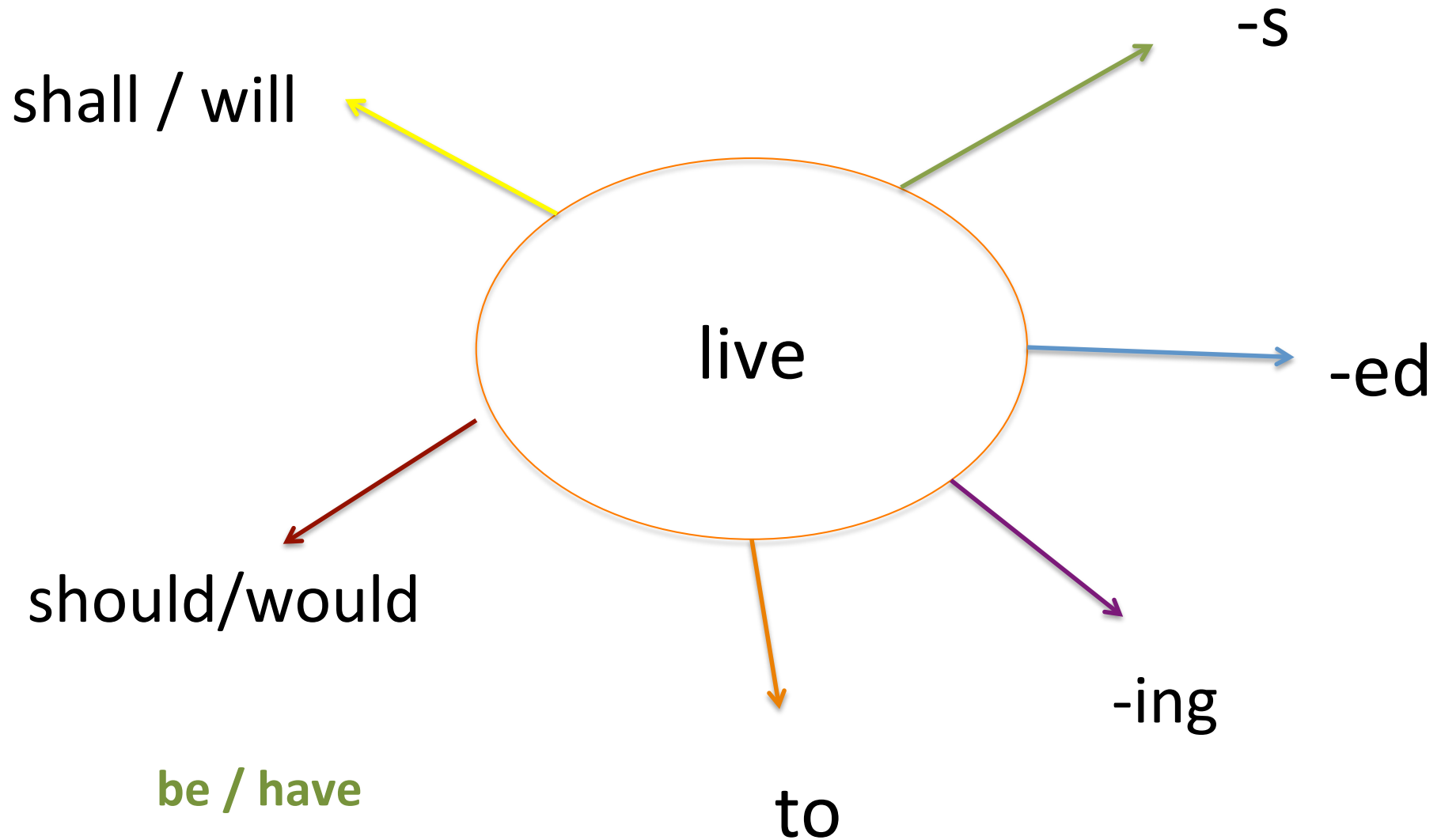
2a. **If** we start studying at eight in the evening, we will have finished by ten.

**-ing**

**will**

**-ed**

# English verb has a less complicated morphology

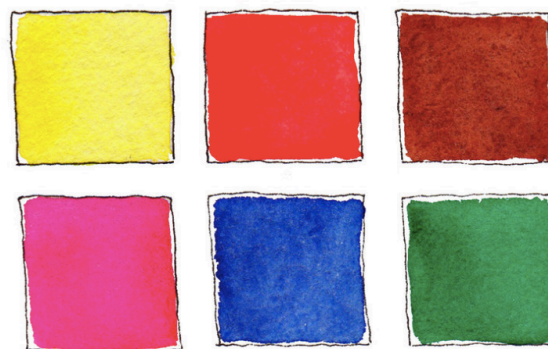




## Italian morphological 'palette'



## English morphological 'palette'



How to paint the same landscape using different resources



Reading exercise: analyse the verb forms in the following piece of news

## Philippines: Student 'anti-cheating' exam hats go viral

17 hours ago



MARY JOY MANDANE-ORTIZ

| Students were asked to innovate headwear that would block their ability to see their peers' answer papers

By James FitzGerald

BBC News

**By James FitzGerald**

BBC News

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**Images of students wearing so-called "anti-cheating hats" during college exams have gone viral on social media in the Philippines, sparking amusement.**

Students at one college in Legazpi City were asked to wear headgear that would prevent them peeking at others' papers.

Many responded by creating homemade contraptions out of cardboard, egg boxes and other recycled materials.

Their tutor told the BBC she had been looking for a "fun way" to ensure "integrity and honesty" in her classes.

Mary Joy Mandane-Ortiz, a professor of mechanical engineering at Bicol University College of Engineering, said the idea had been "really effective".

It was implemented for recent mid-term exams, which were sat by hundreds of students at the college in the third week of October.

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## Many nouns function as verbs by adding “to”

to run

to go for a run

to chat

to have a chat

salt

to salt

pepper

to pepper

water

to water

text

to text

dental floss

to dental floss

shoehorn

to shoehorn

spoon

to spoon (1)

to spoon (2)

# noun/verbs

- dental floss
- **to** dental floss



- water
- **to** water



- spoon
- **to** spoon (1)
- **to** spoon (2)



# Verb agreement

- I, you (sing and pl) we, they → study, go, eat
- she, he, it (3<sup>rd</sup> person) → 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.

# Collective nouns + singular

## Persons:

family, group, committee, board, choir

## Animals:

- herd (elephants, cows, deer)
- pack (wolves, dogs, foxes)
- school, shoal (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

- A herd (of hungry and restless elephants) is walking under the tree shadows.
- A swarm of flies has been bothering the dinner guests with its incessant noise.

# Agreement: singular or plural?

- A herd of hungry and restless elephants (is, was, has been) walking under the tree shadows.
- This swarm of flies (is, was, has been) bothering the dinner guests with its incessant noise.

# Syntax: the building of sentences

## 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/he'll pass...*

II: 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*

# 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)

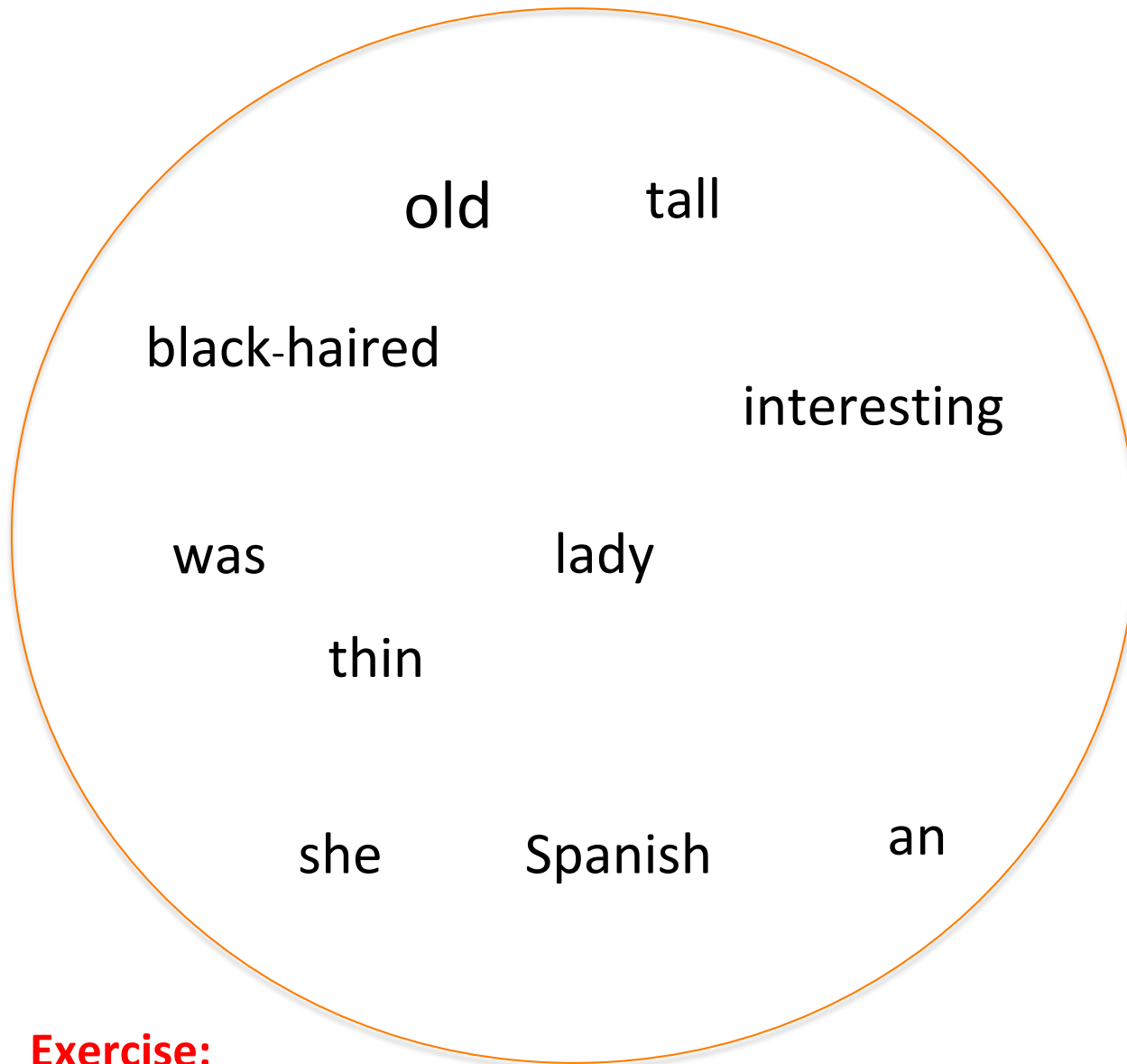
Some **adjectives** can be identified by their endings. Typical adjective endings include:

EX.

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

# Order of multiple adjectives

1. Quantity : *2, 100, etc.*
2. General opinion : *good, beautiful, stunning, etc.*
3. Size : *small, tall, big, etc.*
4. Age : *ten-year-old, prehistoric, etc.*
5. Shape : *oval, round, square, etc.*
6. Colour : *white, green, red, etc.*
7. Origin : *Chinese, German, Italian, etc.*
8. Material : *leather, wooden, satin, etc.*
9. Purpose : *study table, coffee table, etc.*

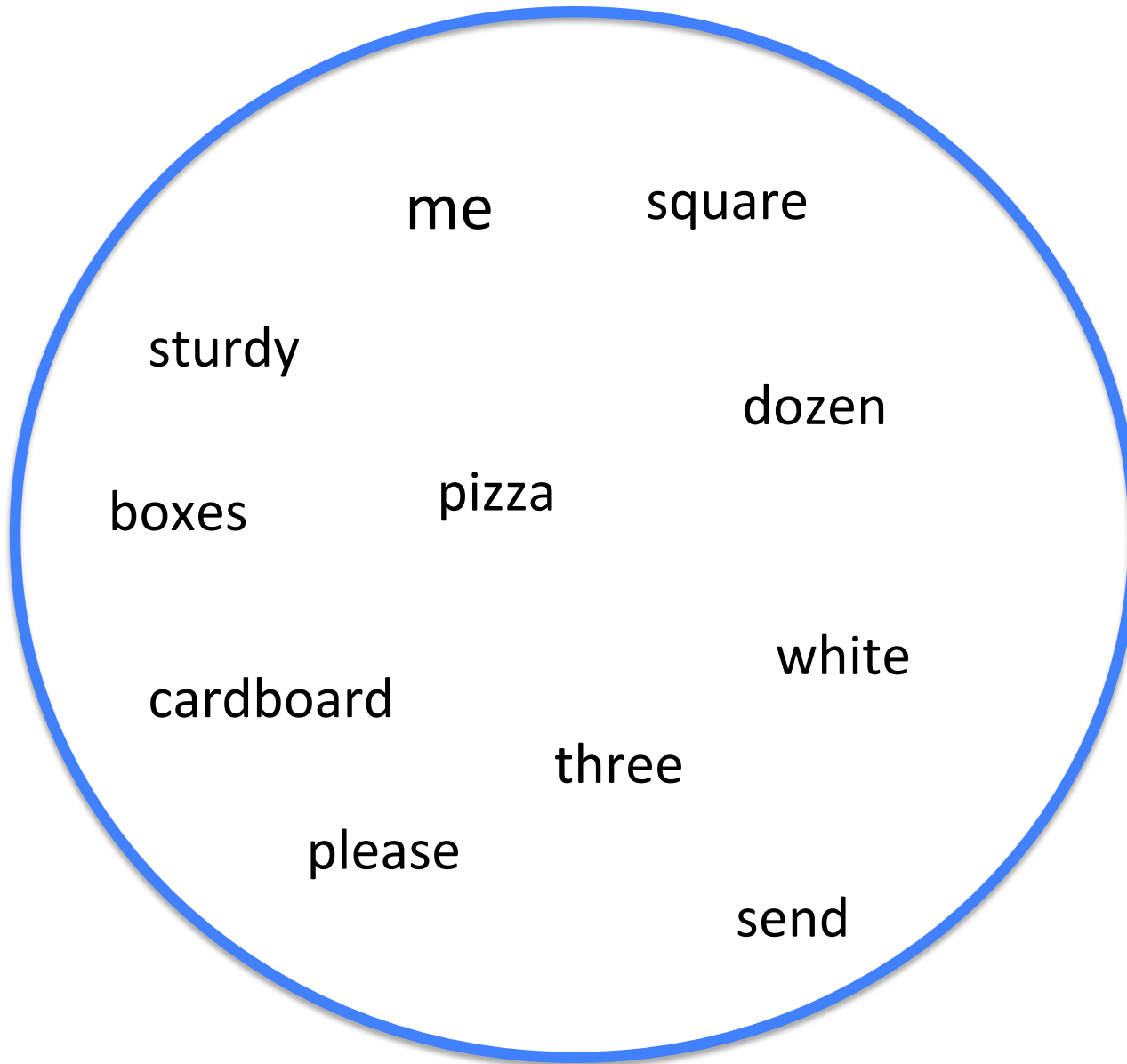


1. quantity
2. opinion
3. size
4. age
5. shape
6. colour
7. origin
8. material
9. purpose

**Exercise:**

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





1. quantity
2. opinion
3. size
4. age
5. shape
6. colour
7. origin
8. material
9. purpose

**Exercise:**

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

# 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

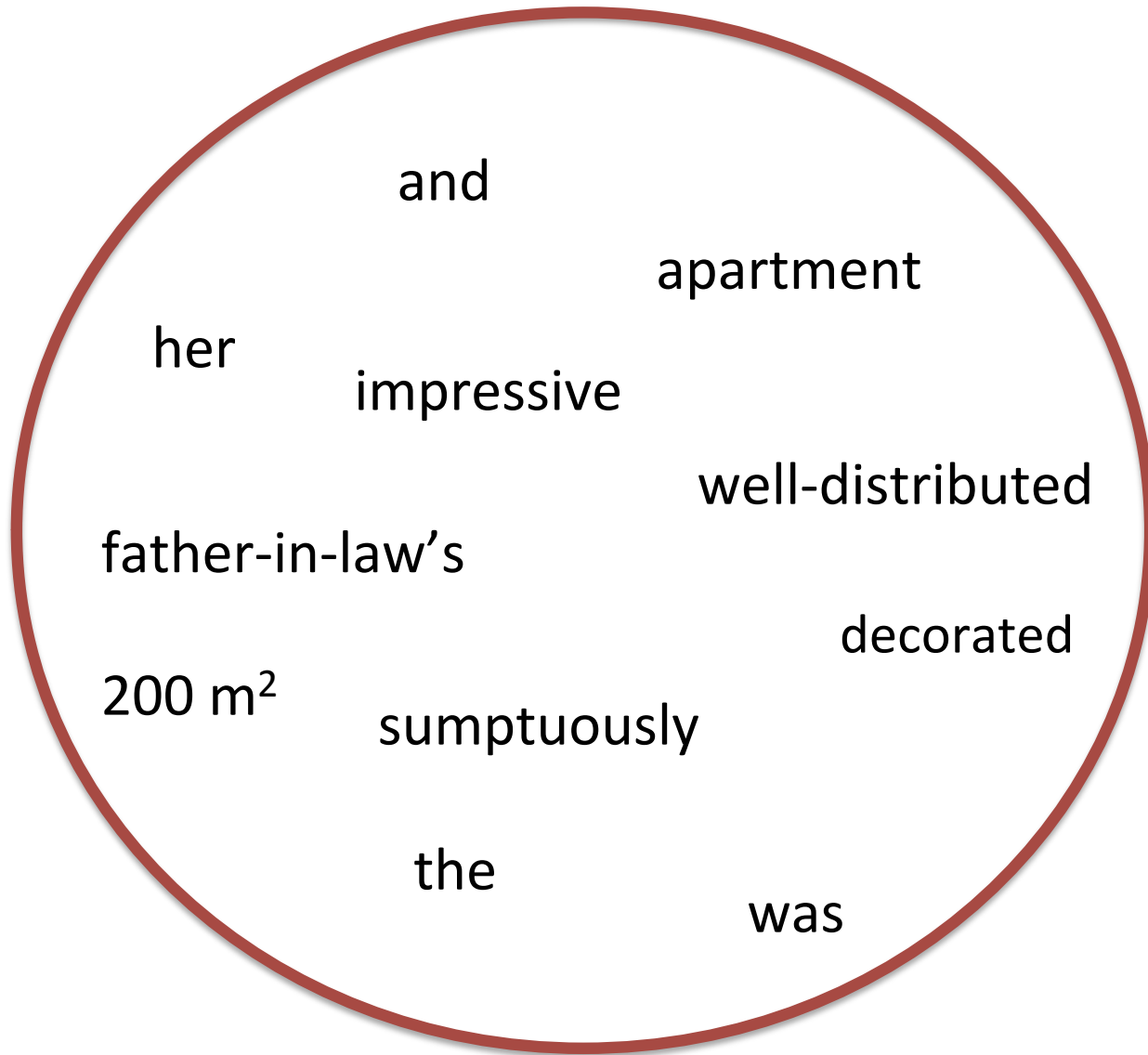
**What about kilo, pound, ton?**



- quantity
- opinion
- size
- age
- shape
- colour
- origin
- material
- purpose

**Exercise:**

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



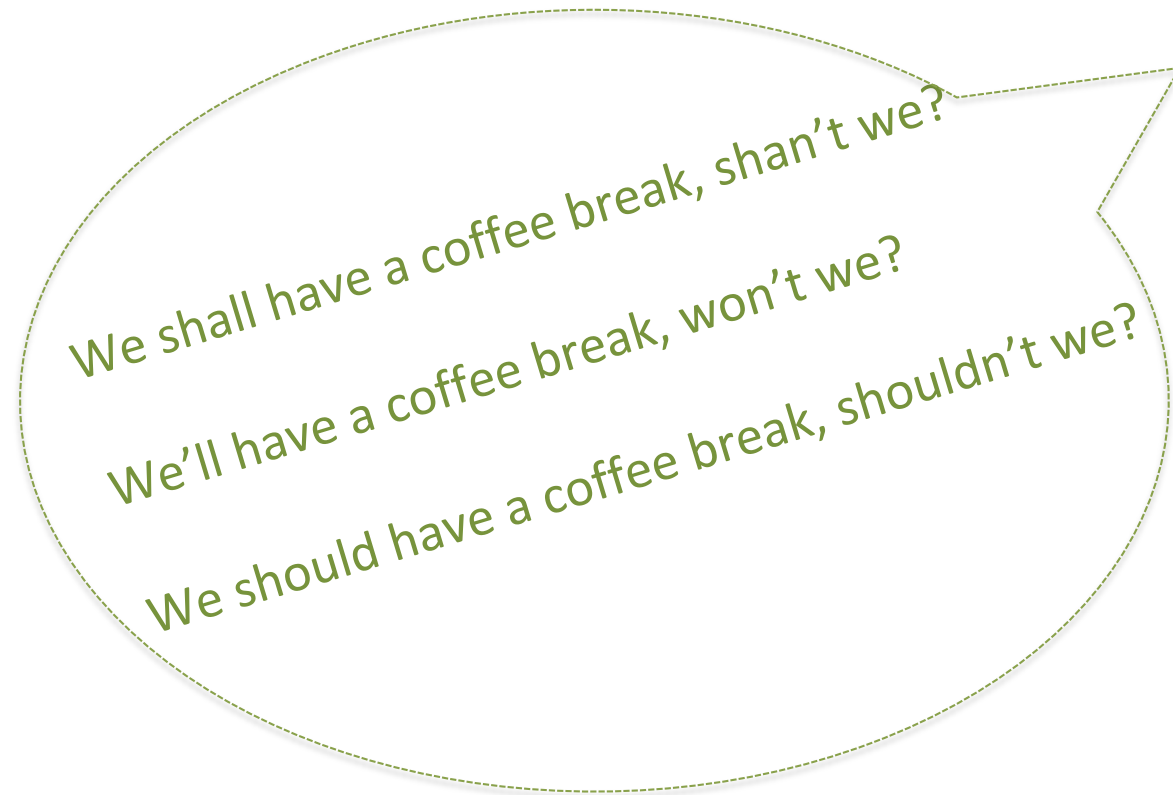
1. quantity
2. opinion
3. size
4. age
5. shape
6. colour
7. origin
8. material
9. purpose

**Exercise:**

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

## Solutions to the multiple adjective exercise

- She was an interesting, tall, thin, old, black-haired Spanish lady.
- Please, send me three dozen, sturdy, square, white, cardboard pizza boxes.
- Panettone is a round, Italian, bread-like, Christmas cake.
- The impressive 200 m<sup>2</sup>, well-distributed and sumptuously decorated apartment was her father-in-law's.



I shall not = I shan't  
I will not = I won't  
I should not = I shouldn't  
I would not = I wouldn't  
You are not = you aren't  
I shall, you will = I'll, you'll

**LIST OF  
CONTRACTIONS  
IN ENGLISH**

aren't - are 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

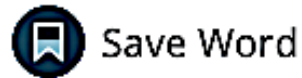
what'll - what will  
What'll - what shall  
what're - what are  
what's - what is  
what's - what has  
what've - what have  
where's - where is  
where's - where has  
who'd - who had  
who'd - who would  
who'll - who will  
who'll - who shall  
who're - who are  
who's - who is  
who's - who has  
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



# Tag questions

(Merriam Webster)

## tag question noun



### Definition of *tag question*

: a question (such as *isn't it* in "it's fine, isn't it?") added to a statement or command (as to gain the assent of or challenge the person addressed)

*also* : a sentence ending in a tag question

### Examples of *tag question* in a Sentence

#### Recent Examples on the Web

// There's something lovely about how the Brits end their sentences with *tag questions*, isn't there?

— *CBS News*, "America and England, separated by a common language," 13 May 2018



# RULE

## First sentence

## Tag question

Affirmative

Negative

Negative

Affirmative

Be forms

Be form

Have forms

Have form

Auxiliary verbs

Auxiliary form

Modal verbs

Modal form

Other verbs

Do verb

A link to every possible QT:

[https://en.wiktionary.org/wiki/Appendix:English\\_tag\\_questions#](https://en.wiktionary.org/wiki/Appendix:English_tag_questions#)

# Exercise!

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

## False friends

For historical reasons, a great amount of English vocabulary (29 %) has its origin in Old French. Since French and Italian have a common ancestor namely Latin, many words in English and Italian (and other Romance Languages as well) are similar **in their form**, but differ in meaning. These words are called in linguistics “faux-amies” or “false friends” because we may think —at first— that we know their meaning, but, in fact, we don’t. We may go into a considerable amount of confusion by assigning them the wrong meaning.

A very interesting case is the word “eventually” in English. We tend naturally to associate it with the word “eventualmente” in Italian. But both meanings are completely different and we must be aware of it.

Example:

(1) The patient in room 12A is in critical conditions, but according to the medical board, **he will eventually recover.**

If you were proposed the following options as an interpretation of (1), which one would you choose?

a) The patient in room 12A is going to recover.

b) The patient in room 12A may or may not recover.

To solve the riddle we have to remember that:

“**eventually**” in English talks about a future certainty.

on the contrary,

“**eventualmente**” in Italian, talks about a future possibility.



1) Read the following article and get a good glimpse of the false friends situation.

<http://www.lifemilan.it/en/false-friends-a-must-learn-list/>

2) From the long list provided in the article, extract the ones you use frequently. Make sure that you understand their meaning in English and, above all, that you can confidently use them in a conversation.



<b>English</b>	<b>Real meaning</b>	<b>False friend in Italian</b>	<b>Translation</b>
<b>abstemious</b>	<b>frugale</b>	<b>astemio</b>	<b>teetotal</b>
<b>accident</b>	<b>incidente</b>	<b>accidenti!, accidente</b>	<b>damn!, shock</b>
<b>actual</b>	<b>effettivo</b>	<b>attuale</b>	<b>present, current</b>
<b>actually</b>	<b>in realtà, effettivamente</b>	<b>attualmente</b>	<b>currently, now, at this moment</b>
<b>addiction</b>	<b>dipendenza, assuefazione</b>	<b>addizione</b>	<b>sum</b>
<b>to advertise</b>	<b>pubblicizzare</b>	<b>avvertire</b>	<b>to warn</b>
<b>advice</b>	<b>consiglio</b>	<b>avviso</b>	<b>warning</b>
<b>affluent</b>	<b>ricco</b>	<b>affluente</b>	<b>tributary, lake</b>
<b>to annoy</b>	<b>infastidire, seccare</b>	<b>annoiare</b>	<b>to bore</b>
<b>argument</b>	<b>discussione, litigio</b>	<b>argomento</b>	<b>topic, subject</b>
<b>to arrange</b>	<b>disporre</b>	<b>arrangiare</b>	<b>to fix up</b>
<b>ass</b>	<b>asino, sciocco, sedere</b>	<b>asso</b>	<b>ace</b>
<b>to assist</b>	<b>aiutare</b>	<b>assistere</b>	<b>attend, witness</b>
<b>to attack</b>	<b>assalire</b>	<b>attaccare</b>	<b>stick, fasten</b>

## Phrasal verbs

Why are phrasal verbs so frustrating? It's like they've been sent from the devil to destroy the morale of English language students everywhere. I mean, how can changing one little preposition or adverb affect the meaning of a verb so drastically?

No matter how much we hate them, they are important. According to two leading linguists learners will encounter, on average, one phrasal verb in every 150 words of English they are exposed to. That's a lot!

They are also essential **if you want to be fluent and sound native like**. But with thousands of phrasal verbs out there, many with multiple meanings, it's virtually impossible to remember them all.

Therefore you need to come up with ways of learning them. One common strategy is to categorise them by verb.

# Categorise by verb: take

## Definition of *take* (Entry 1 of 2)

### transitive verb

- 1** : to get into one's hands or into one's possession, power, or control: such as
  - a** : to seize or capture physically  
*// took them as prisoners*
  - b** : to get possession of (fish or game) by killing or capturing
  - c** **(1)** : to move against (an opponent's piece, as in chess) and remove from play  
**(2)** : to win in a card game  
*// able to take 12 tricks*
  - d** : to acquire by eminent domain



## Categorise by verb

### Take:

- **take** something **up** (to start doing a new activity)
- **take** something **back** (to return something to a shop)
- **take** something **off** (to remove an item of clothing)

However, this can get confusing and you'll often remember the verb but not the preposition which is not ideal.

## 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>

## Phrasal verbs in context

<https://www.theguardian.com/books/2018/nov/12/stan-lee-obituary>

### Stan Lee obituary

**The co-creator of Marvel Comics superheroes including Spider-Man and the X-Men who took them on to TV and film success**

● **Share your tributes and memories**



## Phrasal verbs in context

<https://www.theguardian.com/books/2018/nov/12/stan-lee-obituary>

1<sup>st</sup> paragraph:

*usher in*

The comic book writer Stan Lee, who has died aged 95, revolutionised his industry in the 1960s, when he created the mythic figures that are still inspiring new generations to flock to the cinema. Lee's creations - Spider-Man, the X-Men, the Fantastic Four, most of the Avengers (Hulk, Iron Man, Thor), Daredevil and Doctor Strange - helped to rescue the costumed superhero from obscurity and to usher in the silver age of American comic books.

2<sup>nd</sup>

paragraph:

*fold up*

Superhero comics had collapsed in popularity after the second world war - their golden age - and the introduction of the comics code in 1954 had outlawed crime and horror comics with any real bite. Lee, then an editor with Martin Goodman's Atlas Comics, watched the industry folding up around him but kept Atlas going with a small staff and the tales of the romantic adventuress Millie the Model and wild west gunslinger Kid Colt.

3<sup>rd</sup>

paragraph:

*churn out*

He grew tired of churning out dozens of semi-literate scripts each month, however. When he was on the point of quitting, his wife, Joan, suggested: "Before you do, why don't you do one book the way you would like to do it? The worst that happens is Martin will fire you, and so what? You want to quit anyway."

Phrasal verbs in songs  
**Get up, stand up, give up, come on**



Get up, stand up  
Stand up for your right  
Get up, stand up  
Stand up for your right  
Get up, stand up  
Stand up for your right  
Get up, stand up  
Don't give up the fight

Preacher man don't tell me  
Heaven is under the earth  
I know you don't know  
What life is really worth

He said all that glitters is gold  
Half that story ain't never been told  
So now you see the light, hey  
You stand up for your right  
Come on