

UNIVERSITÀ
DEGLI STUDI DI TRIESTE

LINGUA INGLESE PARI A LIVELLO B2

Dipartimento di Ingegneria e Architettura

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Lesson 3-4

- Let's review consonants
 - Tricky vowels
 - English morphology
- Syntax, word order: multiple adjectives
 - Phrasal verbs, tag questions
 - Semantics: false friends

Practice with multiple-choice questions

Phonetics (sound units)

English consonants (23-26?)

The Consonants of English

	Bilabial		Labio-dental		Dental		Alveolar		Palato-alveolar (Post-alveolar)		Palatal		Velar		Glottal	
Unvoiced (-V) Voiced (+V)	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Stops (Plosives)	p	b					t	d					k	g	ʔ ¹	←
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ					h	←
Affricates									tʃ	dʒ						
Nasals		m						n						ŋ	←	
Lateral (approximants)								l								
Approximants		w ²						r			j		w ²			

We are going to concentrate on the sounds unfamiliar to the Italian speaker. They are indicated by the red arrow.

Pronunciation drill 1

- th---: **th**igh, thought, think, throat, thrust, etc.
- ---th: seven**th**, birth, bath, math, myth, tooth, teeth, mouth, badmouth, etc.
- --th--: ba**th**room, toothpaste; healthy, athlete, ether, nothing, anything, something, etc.

Pronunciation drill 2

- h---: **h**ere, house, ham, have, etc.,
- --h--: bee**h**ive, behave, behavior, doghouse, dollhouse, downhill/uphill, forehand, fishhook, etc.
- --h: None?

Pronunciation drill 3

- pit Pete
- hill heel heal
- bit beat
- chip cheap
- dip deep
- sit seat
- lick leak
- pick peak

Pronunciation drill 4

Just try it:

- through
- thought
- though
- tough
- thorough
- throughout

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 **thin** (magro)
you may get **sin**
(peccato) or **tin** (latta)
- h > h̥
- instead of I **hate** (io odio) you may get I **ate** (Io mangiai)

Mispronunciation of *th* may result in words that are completely different!

[θ]

- thin tin sin
- thinker tinker sinker
- thigh tie sigh
- thug tug sug
- thrust trust
- thanks tanks

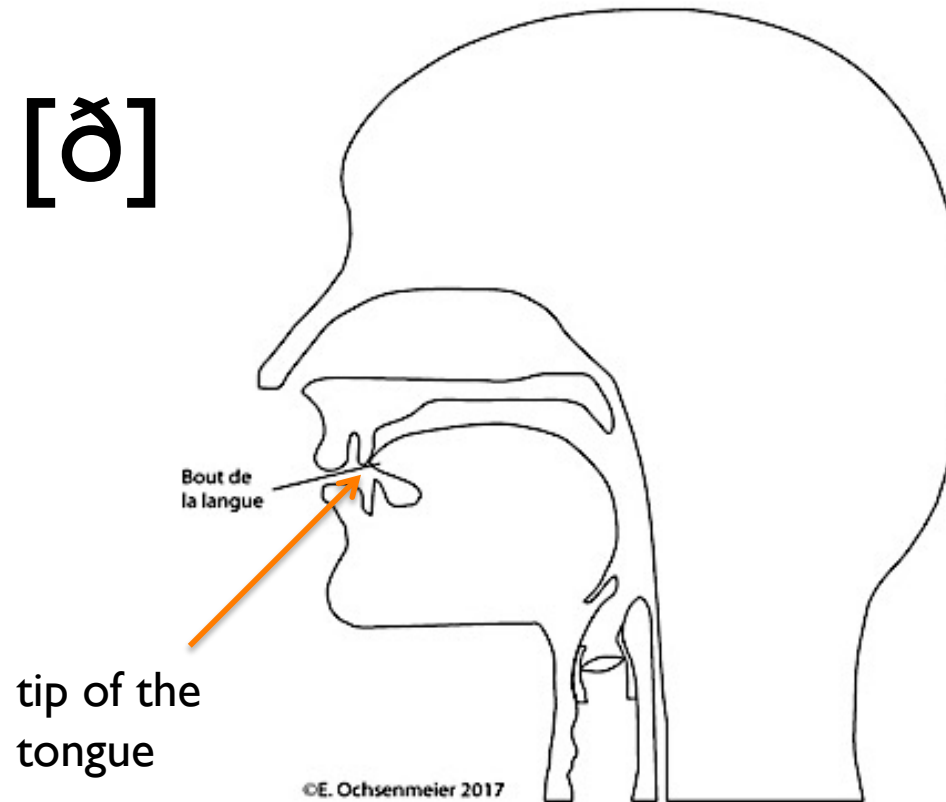
[ð]

- this 'tis
- that tat sat
- they
- them tem
- those toes
- these tease

Difference between [θ] (as in thin) and [ð] (as in this, that, these, those, etc.)

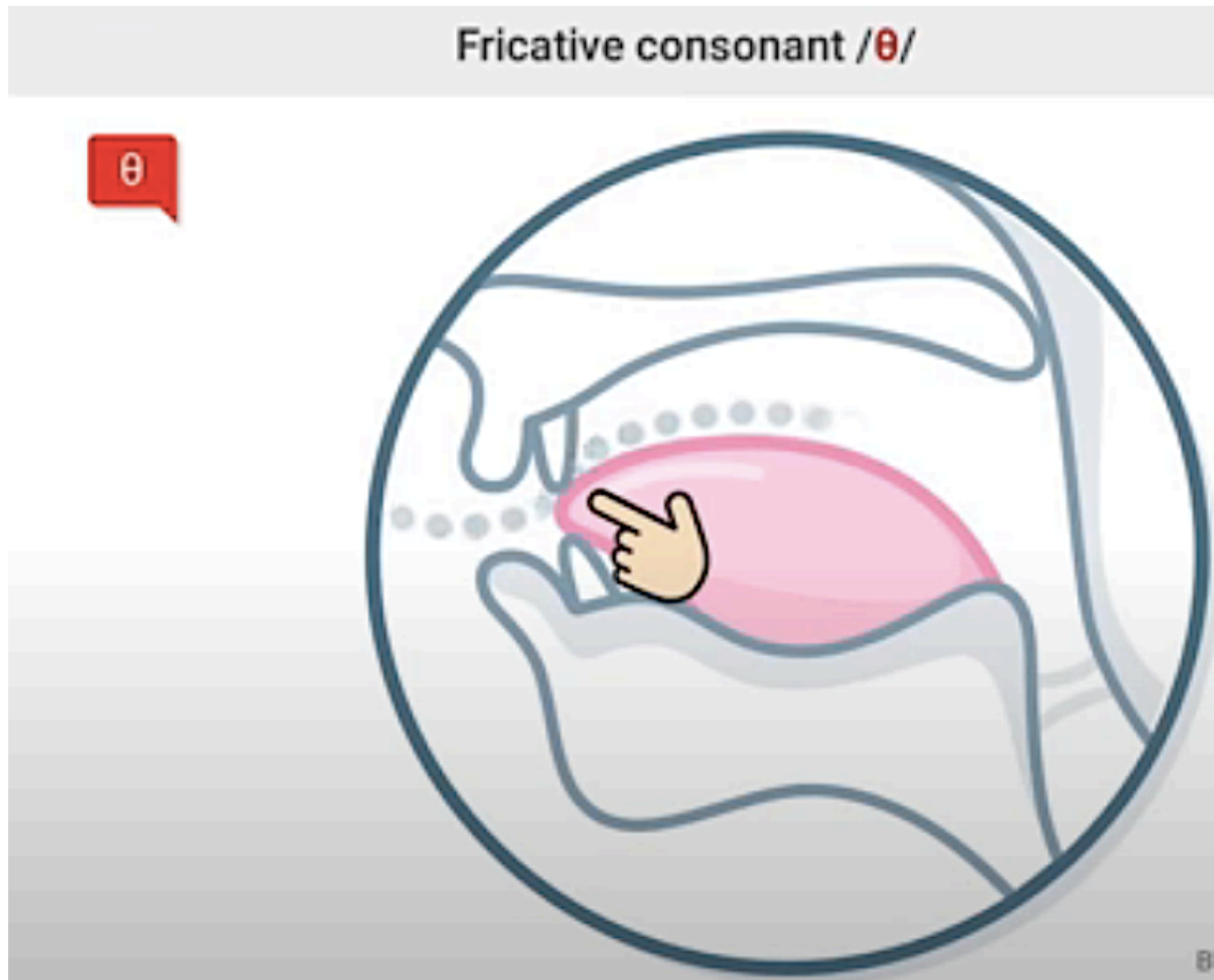
[ð]

[θ]

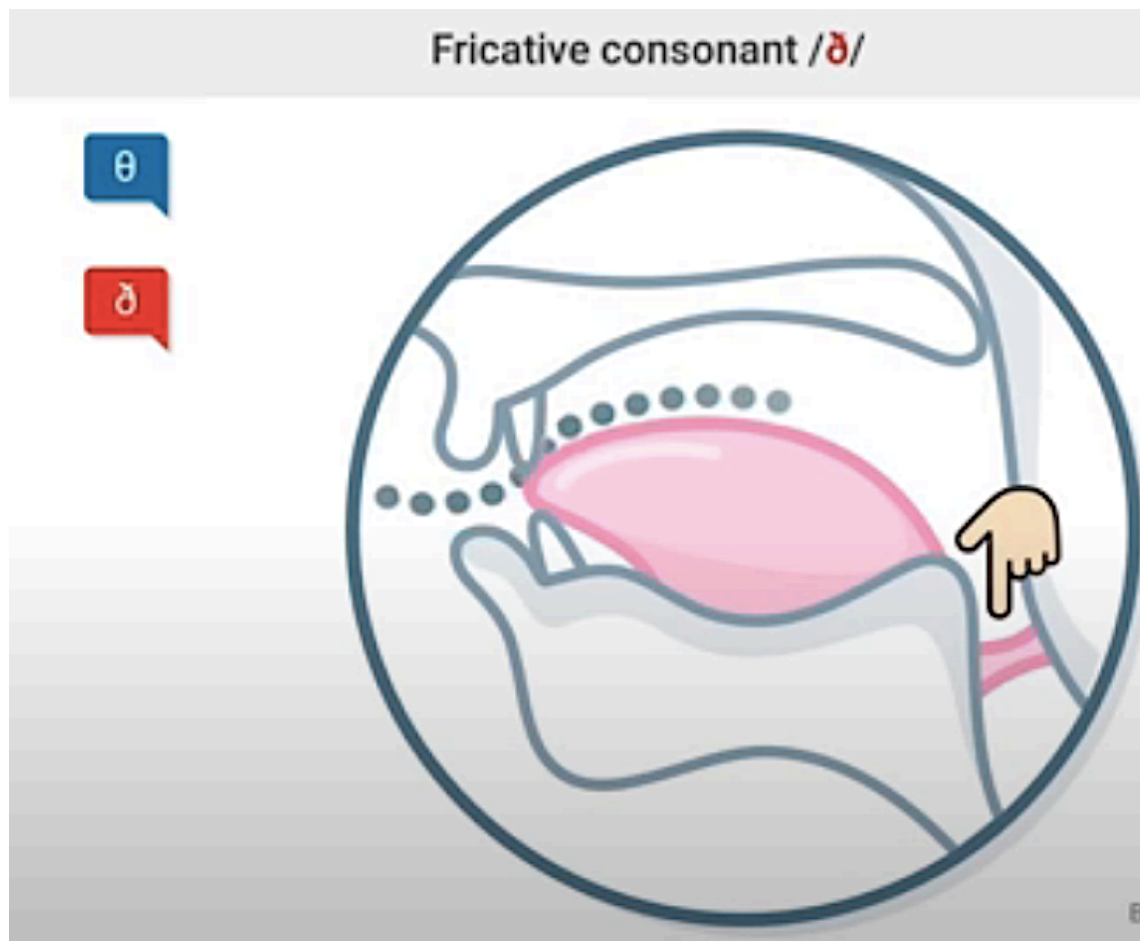


This two sounds have the same place of articulation: between the teeth. Their difference is in the vibration of the vocal cords. When pronouncing the [θ] sound (as in **thin**), the vocal cords do not vibrate. When pronouncing de [ð] sound (as in **this**), instead, the vocal cords do vibrate.

Sounds American Channel YouTube. Position of the tongue for the [θ] sound



Sounds American Channel YouTube. Vibration of vocal cords for the [ð] sound in English



th letters = two different sounds

[θ]

- thin
- thinker
- thigh
- thug
- thrust
- thanks

[ð]

- this, that
- they, them
- those
- this, these
- weather

r and r-less dialects (rhotic/non rhotic)

Rhotic

Pronounce the **r sound** at the end of words:

- Scotland
- Ireland
- Canada
- America
- South west, North west England
- Caribbean

butter = bʌtər

Non rhotic

Do not pronounce the **r sound** at the end of words:

England: East and central

England: Received Pronunciation

Australia

South Africa

America: African American English Vernacular (AAEV) and Boston area

butter = bʌtə

Exercise: go to the link <https://www.britannica.com/topic/Received-Pronunciation>
Listen carefully and try to get a grasp of the concept “received pronunciation”.

WordReference.com display

The screenshot shows the WordReference.com interface for the word 'status'. The page header is 'WordReference.com | Online Language Dictionaries'. On the left, under 'Ver También:', there is a list of related words: statistician, statistics, stative, stator, stats, statuary, statue, statuesque, statuette, stature, and status. The main content area displays the word 'status' with a 'LISTEN:' button. Below it, the pronunciation is shown as 'UK: * /'steɪtəs/ | US: /'steɪtəs/'. A dropdown menu for 'ACCENTS' is open, listing: US, UK, UK-RP (selected with a checkmark), UK-YORKSHIRE, IRISH, SCOTTISH, US SOUTHERN, and JAMAICAN. Below the accents menu, there is a 'PLAYBACK RATE' section with options for 100%, 50%, and 25%. At the bottom of the main content area, there are tabs for 'WordReference' and 'Collins'. The word 'Inflections of 'status' (n): n' is partially visible below the tabs.

UK - RP:

United
Kingdom
Received
Pronunciation

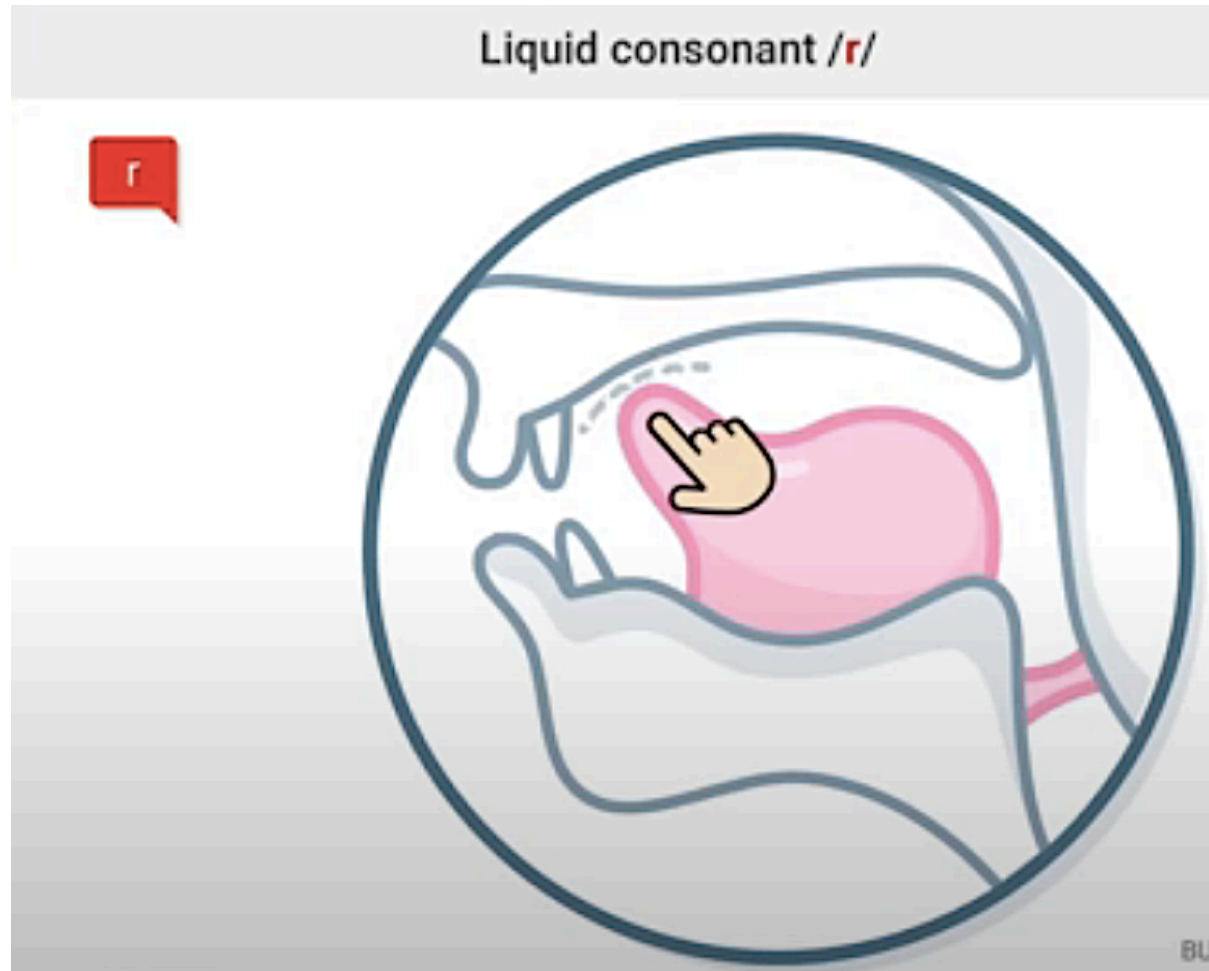
Received pronunciation: The British library

Variously referred to as the ‘Queen’s English’, ‘BBC English’ or ‘Oxford English’, Received Pronunciation, or RP for short, is the accent usually described as typically British. Find out more about its origins and its current status in the UK.

RP: a social accent of English

Received Pronunciation, or **RP** for short, is the instantly recognisable accent often described as ‘typically British’. Popular terms for this accent, such as ‘the Queen’s English’, ‘Oxford English’ or ‘BBC English’ are all a little misleading. The Queen, for instance, speaks an almost unique form of English, while the English we hear at Oxford University or on the BBC is no longer restricted to one type of accent. RP is an **accent**, not a **dialect**, since all RP speakers speak Standard English. In other words, they avoid non-standard grammatical constructions and localised vocabulary characteristic of regional dialects. RP is also regionally non-specific, that is it does not contain any clues about a speaker’s geographic background. But it does reveal a great deal about their social and/or educational background.

Sounds American Channel YouTube. Pronunciation of /r/



Observe the tip of the tongue: it does **NOT** touch the palate

American and British /r/ sounds

Disclaimer: The following video has been used for pedagogical purposes only

Link to the video:

<https://www.youtube.com/watch?v=hWjcoajXRVg&t=6s>



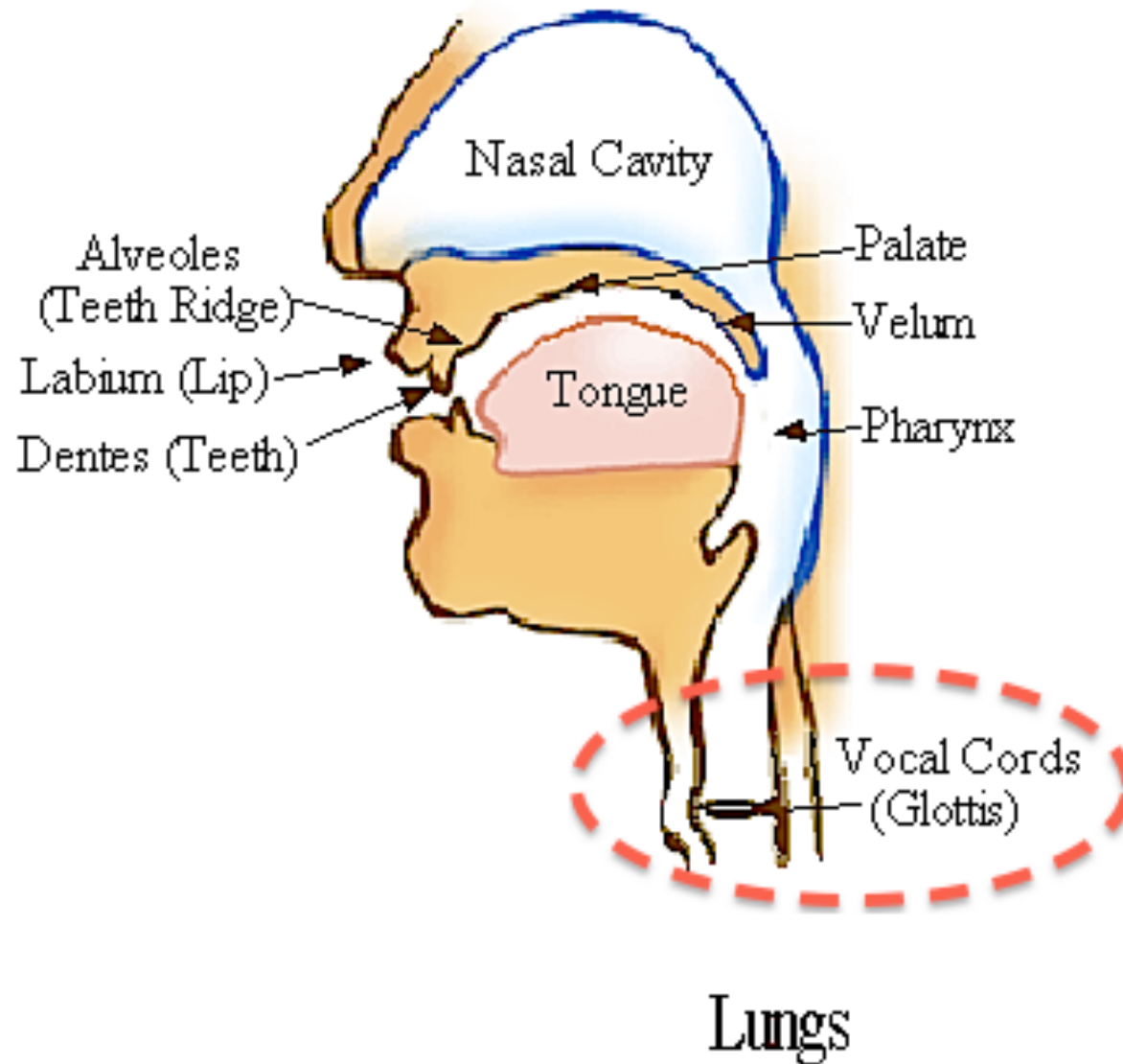
Exercise: Listen to the differences between American and British /r/ sounds

The terrible /h/

Attention Italians: failing to pronounce [h] may result in different words than the ones we intended to communicate

- ham
- heart
- hair
- hate
- his
- hi
- heat
- home
- heater
- am
- art
- air
- eight / ate
- is
- eye
- eat
- Om
- eater

/h/ point of “articulation”

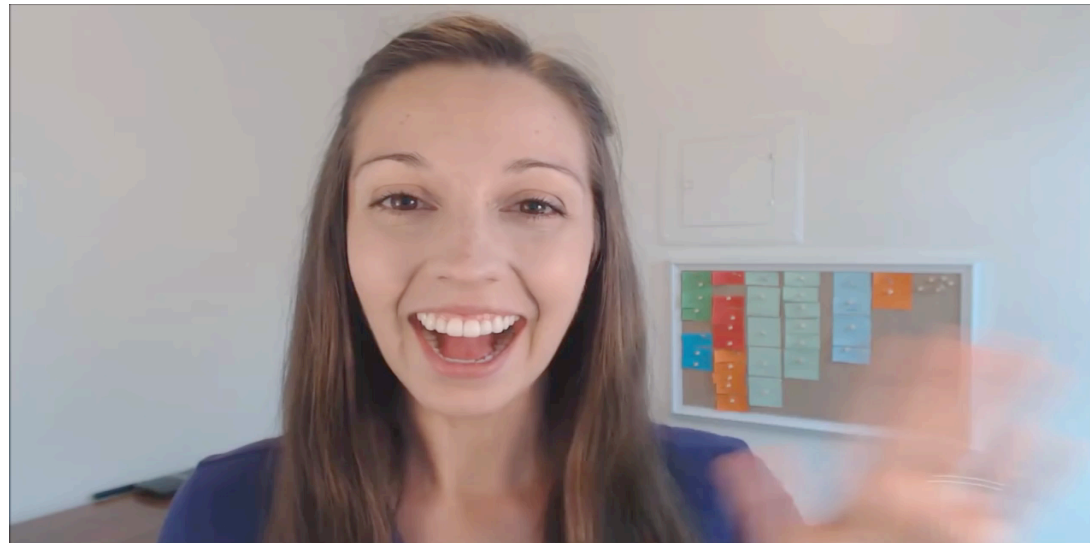


the lovely /h/

Disclaimer: The following video has been used for pedagogical purposes only

Link: <https://www.youtube.com/watch?v=5Do3FEh5ngw&t=3s>

Exercise: Watch the video and practice your [h] sound: Don't be afraid to exaggerate!



Alveolar nasal **n** and velar nasal **ng**

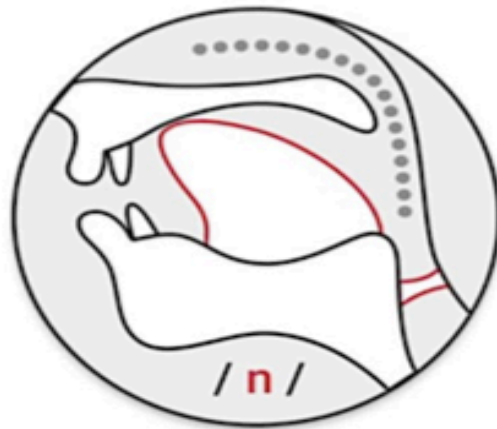
- thin thing
- ran rang
- ton tongue
- ban bang
- win wing

Note that even though the –ng spelling has two letters, the pronunciation corresponds to just ONE sound.

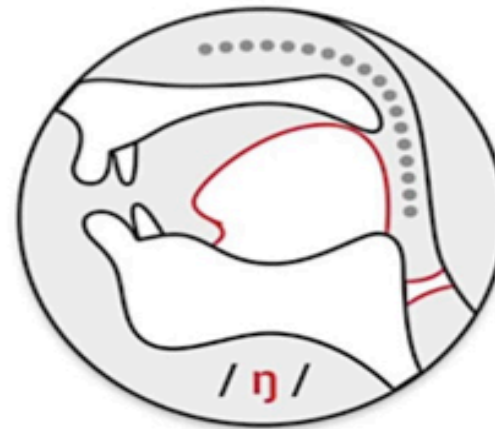
Tongue position for n/ng

Tongue position

Consonant Sounds / **n** / and / **ŋ** / Key Distinction



as in "thin" / θɪ**n** /



as in "thing" / θɪ**ŋ** /

[n] versus [ŋ]

Link: <https://www.youtube.com/watch?v=-RfiBn9qPIM&t=6s>

Exercise: Watch and practice.

Important: [n] in English and Italian are practically the same sound. [ŋ], however, **does not appear in Italian at the end of words**, but we find ŋ sounds inside words like *angoscia*, for example.

The /ŋ/ Sound
Pronunciation and Examples

Single Consonants
Voiced

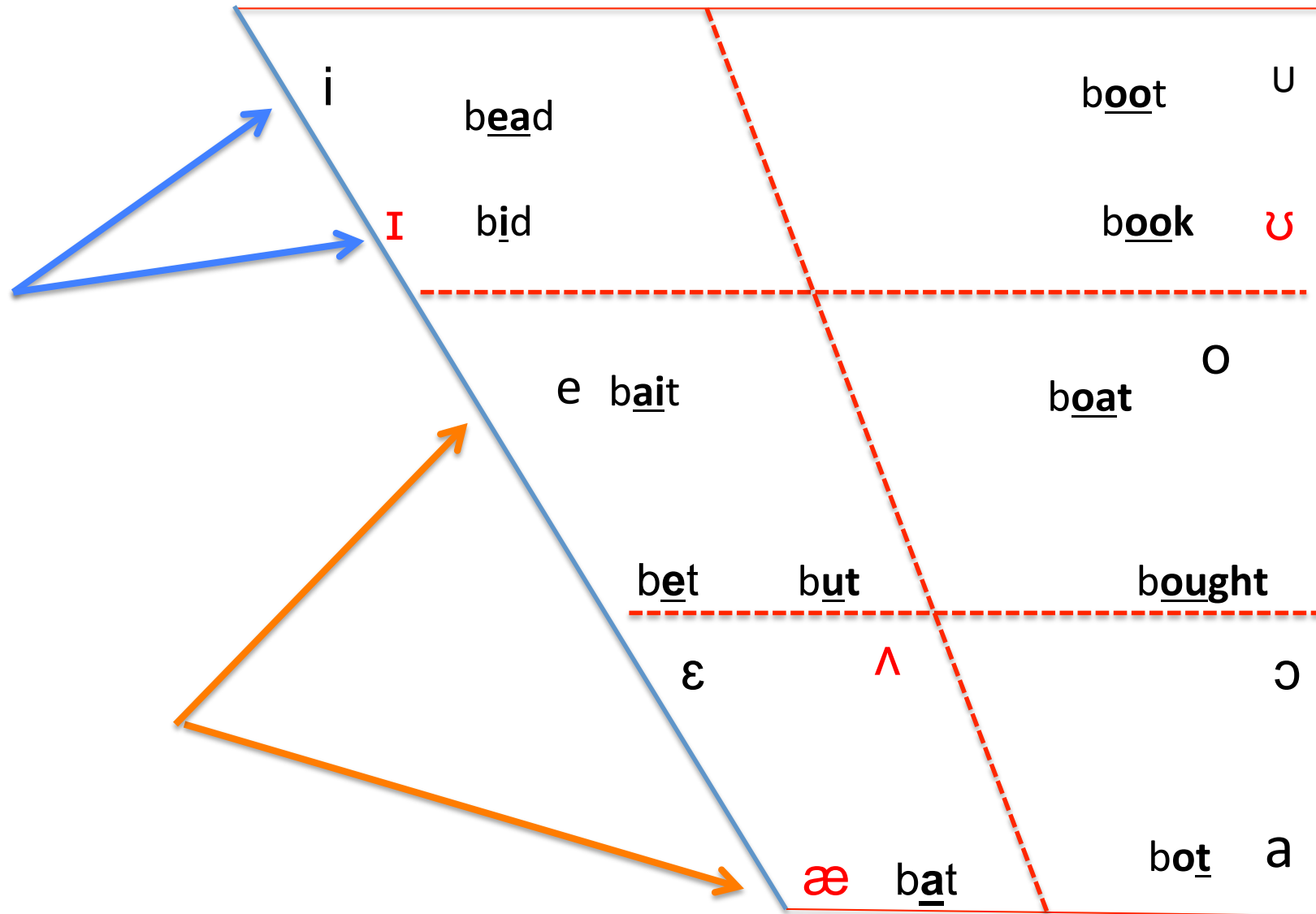
building b i l d i ŋ
feeling f i : l i ŋ

A man in a dark suit and tie stands on the right side of the frame. The background is a solid blue color. The text and boxes are overlaid on the left and center.

English Vowel System



English and Italian vowels (simplified)



[æ]

- bad *cattivo*
- lad *ragazzo*
- flash *lambo, luce della macchina fotografica*
- pat *dare una pacca*
- cattle *bestiame*
- band *gruppo musicale*
- mash *miscuglio*
- bag *borsa*
- man *uomo*
- land *terra*
- tamper *daneggiare*

[ɛ]

- bed *letto*
- led *passato di lead*
- flesh *carne, carnagione*
- pet *animale domestico*
- kettle *bollitore*
- bend *piegare / piegarsi*
- mesh *maglia, rete*
- beg *supplicare*
- men *uomini*
- lend *prestare*
- temper *umore*

a [æ] and e [ɛ] more examples

Don't confuse [i] and [ɪ]!

[i]

- bead *perlina*
- peace *pace*
- piece *pezzo*
- sheet *lenzuolo, foglio*

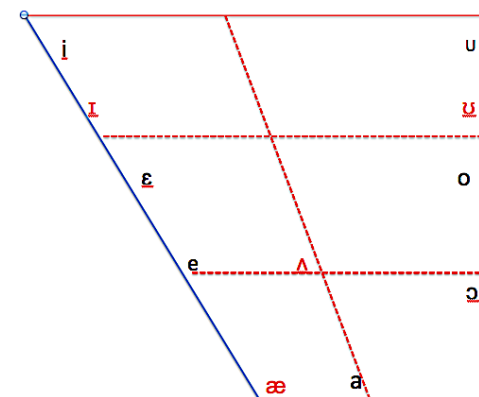
- sheep *pecora*
- keep *conservare*
- seat *sedersi*
- read *leggere*
- beach *spiaggia*
- eat *mangiare*
- leap *balzo*

[ɪ]

- bid *offrire*
- piss *pischiare*
- piss *pischiare*
- shit *cacca*

- ship *nave*
- kip *pennichella*

- sit *essere seduto*
- rid *liberare da*
- bitch *cagna, puttana*
- it *lo, la, quello, etc.*
- lip *labbro*



Consulting pronunciation in Wordreference.com

English-Italian

flash LISTEN: UK

UK: * /'flæʃ/ | US: /flæʃ/ , (flash)

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WordReference Collins WR Reverse (40)

In questa pagina: flash, flashbulb

'flash' è un termine alternativo per 'flashbulb'. Lo troverai in una o più linee sottostanti.

WordReference English-Italiano Dictionary © 2020:

English-Italian

bad LISTEN: US

UK: * /'bæd/ | US: /bæd/ , (bad)

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Inflections of 'bad' (adj):
worse: adj comparative
worst: adj superlative

WordReference Collins WR Reverse (100)

English-Italian

flesh LISTEN: US

UK: * /'fleʃ/ | US: /fleʃ/ , (flesh)

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WordReference Collins WR Reverse (18)

In questa pagina: flesh, flesh color

WordReference English-Italiano Dictionary © 2020:

English-Italian

bed LISTEN: UK-RP

UK: * 'BEd': /,bi:'ɛd/; 'bed': /'bɛd/ | US: /bɛd/ , (bed)

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Inflections of 'bed' (v): (⇒ conjugate)
beds: v 3rd person singular
bedding: v pres p
bedded: v past
bedded: v past p

WordReference Collins WR Reverse (98)

Practice your vowels



The link to this video is at the end of the presentation

Disclaimer: This video has been used for pedagogical purposes only

BBC Weather YouTube

<https://www.youtube.com/watch?v=HSHNkT-V7LY>

Exercise: Open the link above. Try to recognise the vowel sounds



NBC Weather Report YouTube

Exercise: Open the link above. Try to recognise the American-English vowel sounds.
Try to compare with the British-English vowel sounds



Practice the following sentences with your intelligent assistant, or try to dictate them using translate.google.com

1. You are such a bad lad! (That doesn't sound good)
2. My camera has a very bad flash (I found this on the web)
3. I'd like to pat that man (Do you? Got it)
4. That's a real bad rock band (I don't know what you mean by....)
5. I'm using such a bad bag (I found this on the web)
6. He was a very bad man (I'm sorry)
7. They bought a large piece of bad land (I'm sorry)

Note: In parenthesis the answers I got from Siri.

Practice with multiple-choice tests and quizzes

Read carefully the following text.

The history of England before the Norman Conquest is poorly documented, but what stands out is the tenacity of the Anglo-Saxons in surviving a succession of invasions. They united most of what is now England from the 9th to the mid-11th century, only to be overthrown by the Normans in 1066. For two centuries Norman French became the language of the court and the ruling nobility; yet English prevailed and by 1362 had reestablished itself as an official language. Church Latin, as well as a residue of Norman French, was incorporated into the language during this period. It was subsequently enriched by the Latin and Greek of the educated scholars of the Renaissance.

Based on the previous content, select the choice that is true.

The text wants to draw attention to:

- a) The resilient character of Anglo-Saxon people
- b) The polyglot quality of the English language
- c) The adoption of French by the Anglo-Saxons before 1066
- c) The capacity of Anglo-Saxons to unite people

Note: A full version of the exam will be found in the materials uploaded to Moodle2

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)

CONGIUNTIVO	
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
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
	Presente: 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.

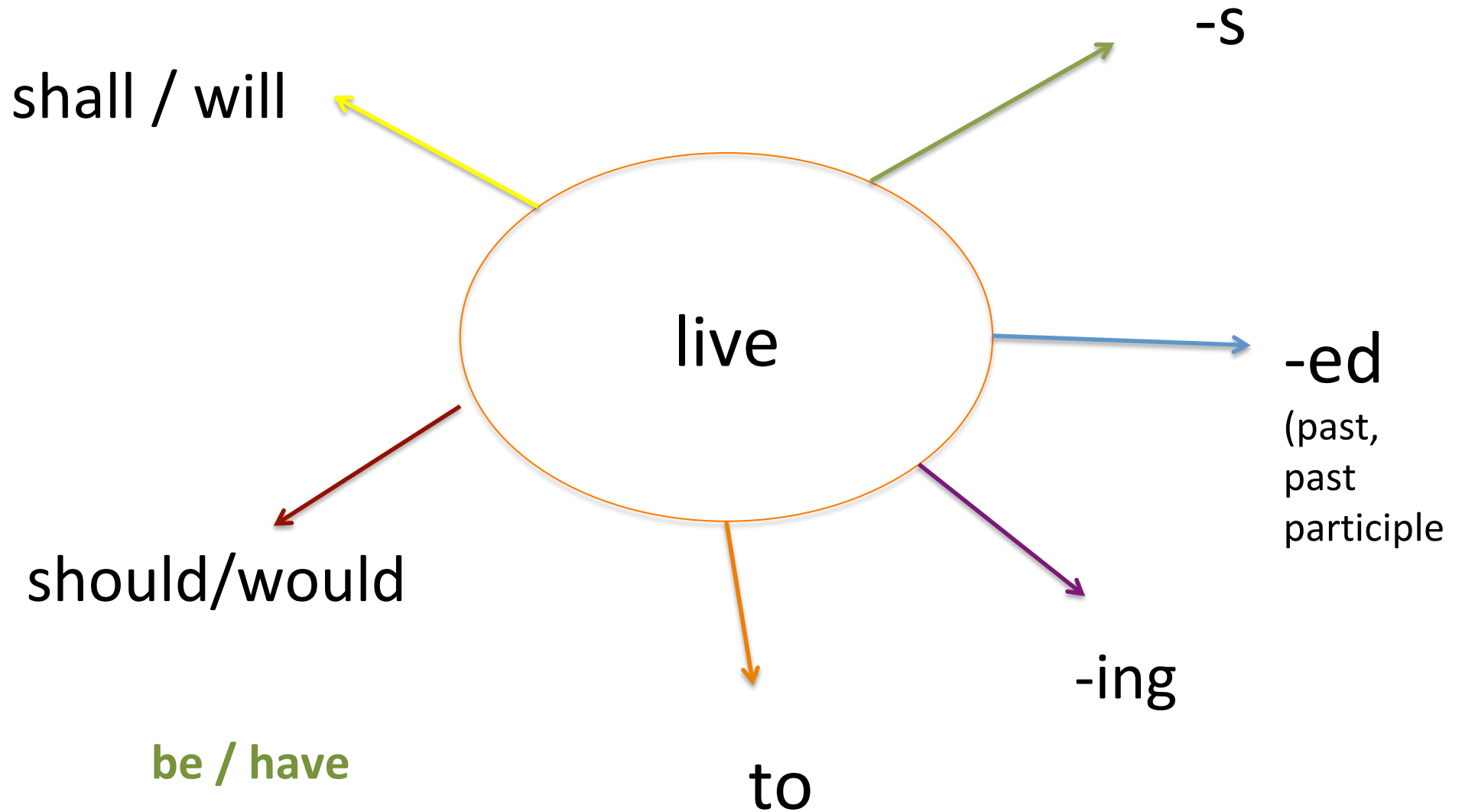
2a. **If** we start studying at eight in the evening, we will have finished by ten.

-ing

will

-ed

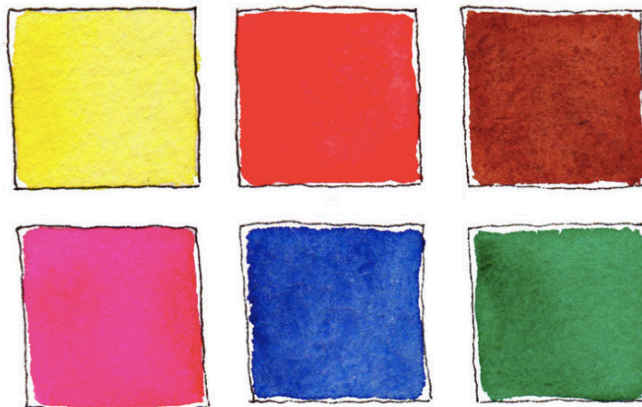
English verb has a less complicated morphology



Italian palette



English palette






Inglese-Italiano ▾

Vedere Anche:

- [litterer](#)
- [little](#)
- [little by little](#)
- [Little League](#)
- [littoral](#)
- [liturgical](#)
- [liturgist](#)
- [liturgy](#)
- [livability](#)
- [livable](#)
- [live](#)
- [live in](#)
- [live off](#)
- [live on](#)
- [live out](#)
- [live up to](#)
- [live wire](#)
- [live-in](#)

live

 LISTEN: ▾

UK: * *verb: /lɪv/, adjective: /laɪv/ [+more]*

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Inflections of 'live' (adj):

- liver:** adj comparative
- livest:** adj superlative

Inflections of 'live' (v): (⇒ conjugate)

- lives:** v 3rd person singular
- living:** v pres p
- lived:** v past
- lived:** v past p

WordReference
Collins
WR Reverse (85)

WordReference English-Italiano Dictionary © 2023:

Exercise: Identify and analyze the verbal forms in the following article (following page).
Source: BBC 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

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.

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 (3rd 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

Agreement: singular or plural?

- A herd of hungry and restless elephants _____ walking under the tree shadows.

(is, was, has been) ?

- This swarm of flies _____ bothering the dinner guests with its incessant noise.

- 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.

If constructions (I)

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*

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:



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

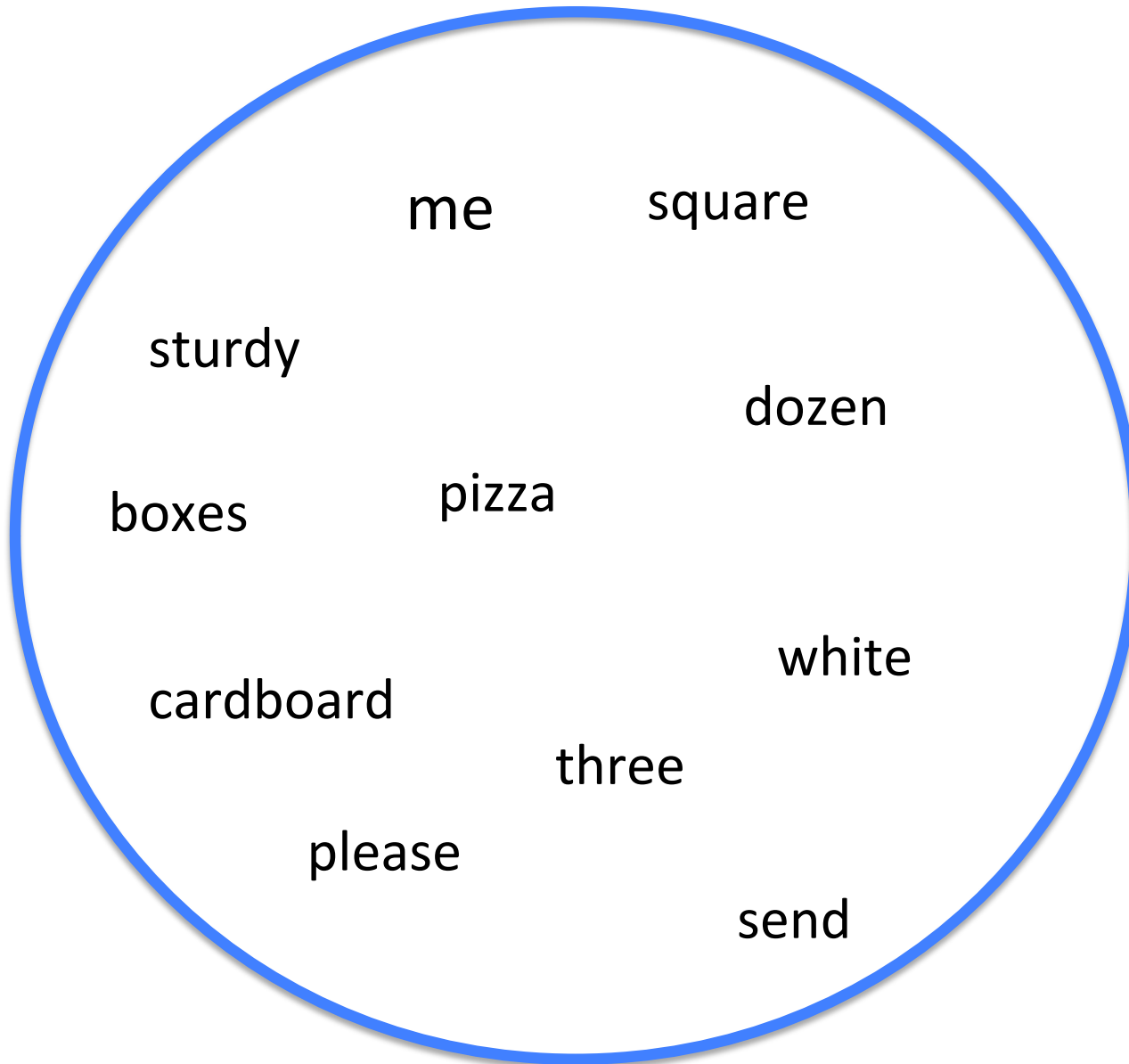
1. Quantity : *2, 100, etc.*
2. General opinion : *good, beautiful, stunning, etc.*
3. Size : *small, tall, big, etc.*
4. Age : *ten-year-old, prehistoric, etc.*
5. Shape : *oval, round, square, etc.*
6. Colour : *white, green, red, etc.*
7. Origin : *Chinese, German, Italian, etc.*
8. Material : *leather,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

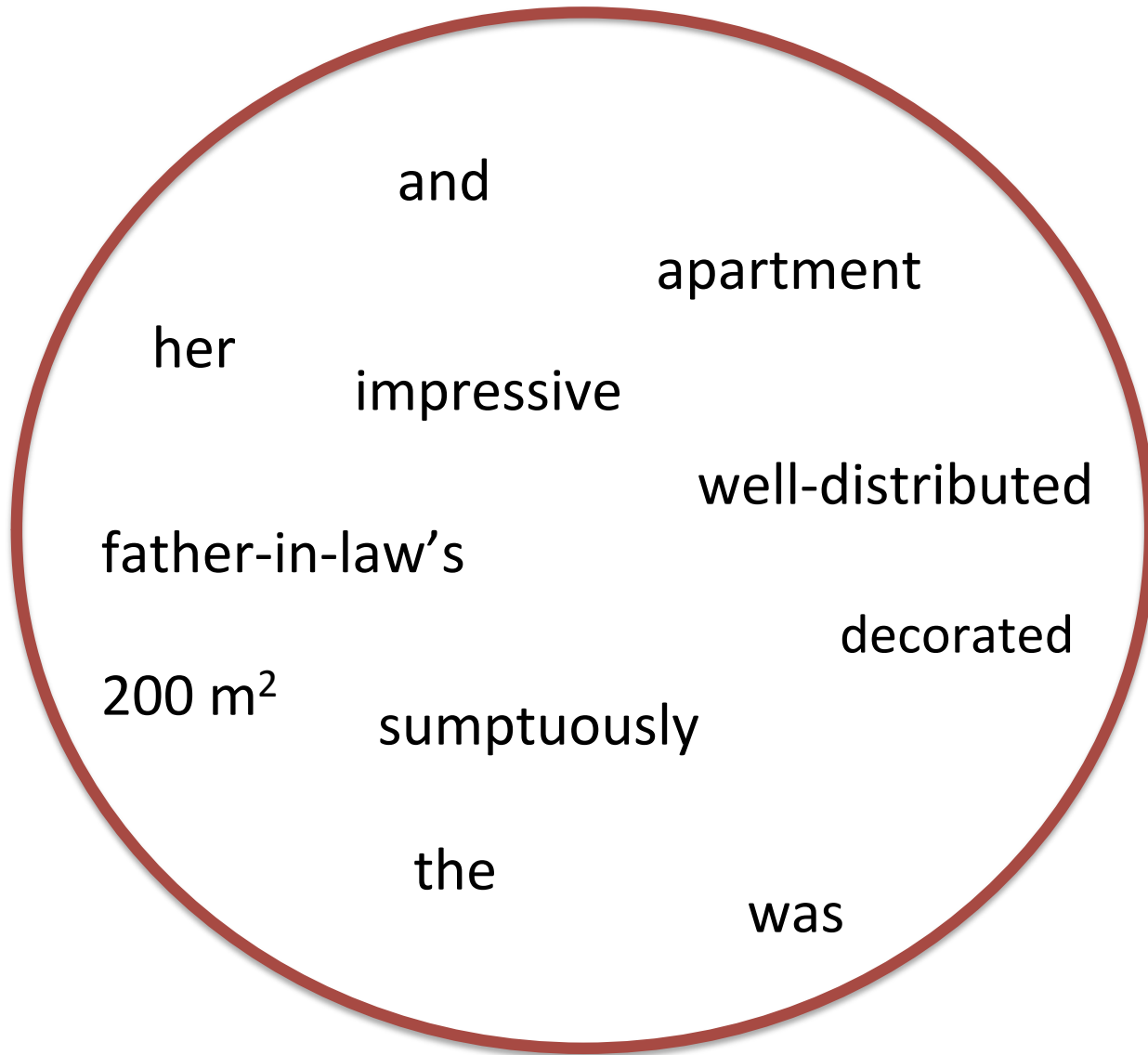
What about kilo, pound, ton?



- 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)

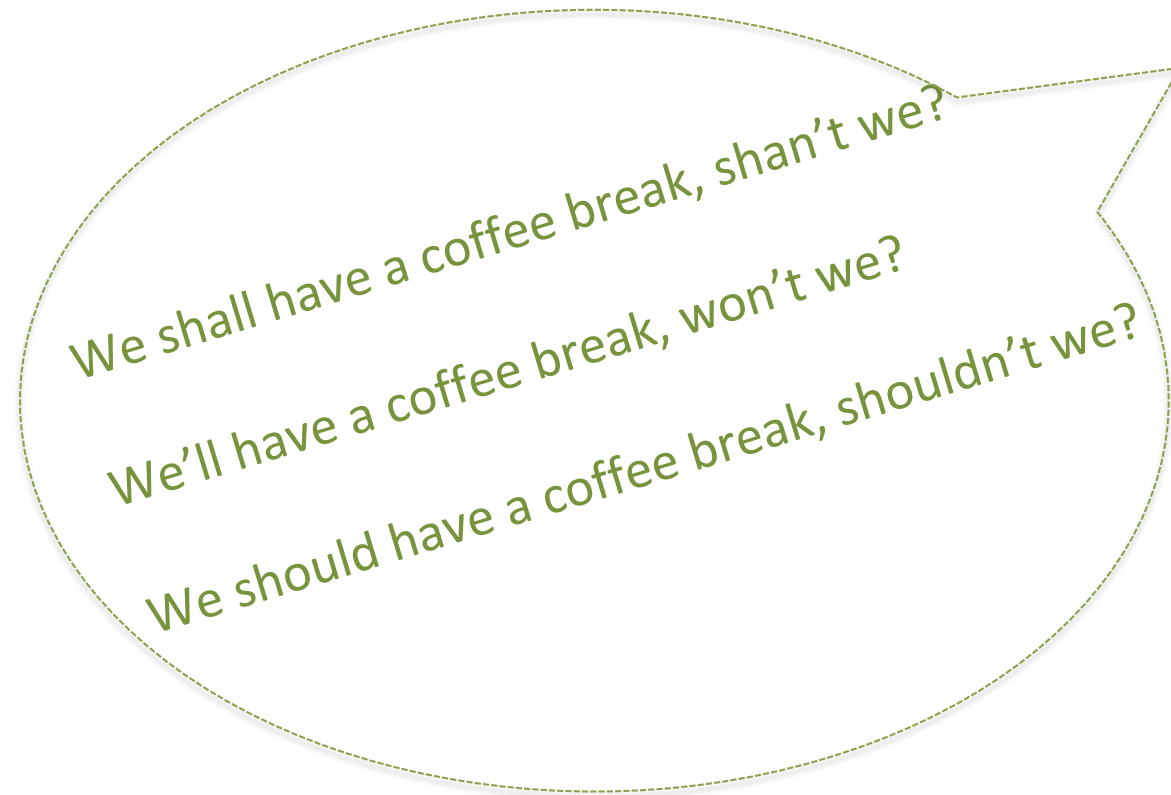
Solutions to the multiple adjective exercise

- She was an interesting, tall, thin, old, black-haired Spanish lady. (57)
- Please, send me three dozen, sturdy, square, white, cardboard pizza boxes. (58)
- Panettone is a round, Italian, bread-like, Christmas cake. (60)
- The impressive 200 m², well-distributed and sumptuously decorated apartment was her father-in-law's. (61)

Lesson 4

- General review

Morphology: word order, if questions,
tag questions, contractions
phrasal verbs, false friends



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

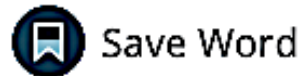
what'll - what will
What'll - what shall
what're - what are
what's - what is
what's - what has
what've - what have
where's - where is
where's - where has
who'd - who had
who'd - who would
who'll - who will
who'll - who shall
who're - who are
who's - who is
who's - who has
who've - who have
won't - will 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.

Common false friends



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

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

Categorize 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**



▲ Stan Lee greets the audience with customary ebullience at a tribute event honouring his work in California in 2017. Photograph: Chris Pizzello/Invision/AP

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.

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.

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, 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

Exercise!

Try to solve the following multiple choice test in 30 minutes or less.

Brake a leg!

1. The history of the English language started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders —mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.

Select the true option

- a) The Germanic tribes invaded Britain crossing the English Channel from what today is Netherlands and northern Belgium.
- b) The Celtic speakers were displaced north and east by the Germanic invaders.
- c) The modern name England derives from the name of the Saxons' tribe.
- d) The invasion of Angles, Saxons and Jutes took place from 401-500 AD.

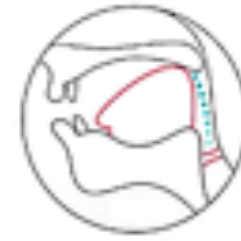
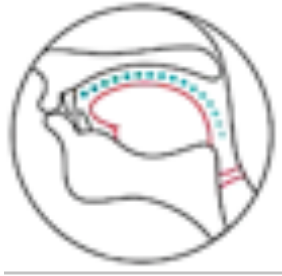
2. In the late fifteenth century, [Early Modern English](#) as a literary medium was unfixed in structure and vocabulary in comparison to [Greek](#), [Hebrew](#) and [Latin](#), and was in a constant state of flux. When [William Shakespeare](#) began writing his plays, the English language was rapidly absorbing words from other languages due to wars, exploration, diplomacy and colonization. By the age of Elizabeth, [English](#) had become widely used with the expansion of philosophy, theology and physical sciences, but many writers lacked the vocabulary to express such ideas. To accommodate this, writers such as [Edmund Spenser](#), [Sir Philip Sidney](#), [Christopher Marlowe](#) and William Shakespeare expressed new ideas and distinctions by inventing, borrowing or adopting a word or a phrase from another language, known as [neologising](#). Scholars estimate that, between the years 1500 and 2018, nouns, verbs and modifiers of Latin, Greek and modern Romance languages added 30,000 new words to the English language.

Select **the false option**

- a) William Shakespeare was a polyglot who was proficient in different languages such as Greek, Hebrew and Latin.
- b) English language enhanced its vocabulary through the expansion of philosophy, theology and physics.
- c) In the late fifteenth century, Early Modern English was as well structured as Greek, Hebrew and Latin.
- d) Many writers such as Shakespeare enriched the English vocabulary by creating words to accommodate new concepts.

3.

Observe the following figures and identify the one that represents the final sound of the first syllable in the word **anger**.



i.

ii.

iii.

iv

4.

Examine the following list of words. Afterwards, identify the sequence in which all the words have a silent /h/ at the beginning.

(a) home, (b) himself, (c) heir, (d) homage, (e) huge, (f) honorable, (g) hobby, (h) harass, (i) hourly (j) honest.

- a) heir, huge, honorable, harass.
- b) home, heir, huge, hobby.
- c) heir, honorable, hourly, honest.
- d) heir, homage, hobby, honest.

5.

The verbal morphology in English is quite simple. For example, in the indicative mode there are only two tenses that can be differentiated by the presence of a suffix: present (-s), and preterit (-ed/ -en). The simple future tense, instead, has to resort to an additional word called an auxiliary (shall/will).

According to the above over-simplified rule, fill in the gap in the following sentence with one of the following verbal forms: **loved**, **loves**, **loving**.

**That girl with the green backpack that wears big sunglasses
_____ to pull pranks on her classmates.**

6.

In English, a noun can be preceded by several adjectives, which must be expressed in the following order: quantity, general opinion, size, age, shape, colour, origin, material and purpose.

According to this rule, select the sentence with the appropriate order of adjectives:

- a) He recited a soothing, 15th century, Arabic, breathtaking poem
- b) He recited a 15th century, Arabic, breathtaking, soothing poem
- c) He recited a breathtaking, soothing, 15th century, Arabic poem
- d) He recited a breathtaking, 15th century, Arabic, soothing poem

7.

Read the following sentence:

Mary Ann bumped into Peter in the cafeteria and when he asked her how she had done at English, she told him: “If I hadn’t studied so hard for the last two weeks, I’d have failed the quiz”.

In the following, select the sentence that explains Mary Ann’s performance in English:

- a) Mary Ann is going to take an English quiz which she hopes to pass because she has studied hard for the last two weeks
- b) Mary Ann made an effort to study for the past two weeks and she managed to pass the English quiz.
- c) Mary Ann struggled with English for the last two weeks, but at the end she failed the quiz.
- d) Mary Ann didn’t study so hard for the last two weeks; nevertheless she managed to pass the quiz.

8.

According to the definition of false friends, select the best meaning for the following sentence:

Peter was getting tired of Michael's cavalier attitude towards the female members of the hiking club.

- a) Michael was extremely polite towards women in the hiking club and Peter was getting tired of that.
- b) Peter was jealous of Michael's courteous behavior towards the girls in the hiking club.
- c) Michael used to show contempt towards women in the hiking club and Peter was losing his patience.
- d) Peter was not happy about Michael's excessive attention towards their female partners in the club.

9.

In the following sentences fill up the gaps inserting the appropriate question tag.
Punctuation will be as follows: **all correct: 2 points. Two-three of them correct: 1 point.**

Mark and Anne didn't attend to the meeting, _____

Peter will go with me to the concert, _____

You should buy new clothes soon, _____

Your dog made a mess in the room again, _____

10.

Read the following sentences and mark them as correct (√) or incorrect (X) using the blank space at the end.

Scores: **all correct, 2 points. Two-three of them correct, 1 point.**

a) Could you tell me when leaves the new train for London? _____

b) Can you tell me how far the station from my new neighborhood is?

c) Do you know why were Tom and Andrea late for the meeting yesterday?

d) Do you know when starts the sales presentation for the new product?
