

Facoltà di Scienze Economiche, Giuridiche e Politiche

CdL Economia e Gestione Aziendale

UNIT 4

a.a. 2014/2015



Outline

Review of Lesson 3: a/an; the; this, these, that, those; Wh- words (*what/which/when/where/how/who/why?*);

Review of Units 2-3: pp. 26-27, 38-39

New Input:

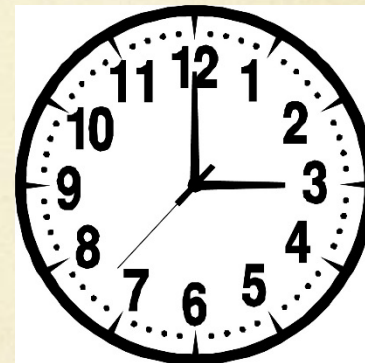
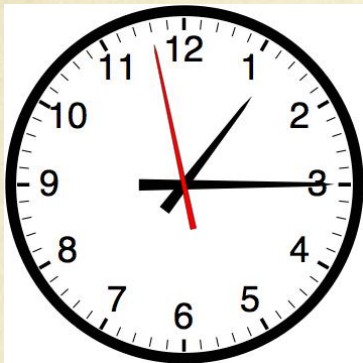
Unit 3

- Telling the time
- Prepositions of time
- Plural nouns,

Unit 4

- Can/can't
- Like + v-ing
- Object pronouns
- Possessive pronouns

WHAT TIME IS IT?



READING COMPREHENSION p. 30

Telling the time: what time is it?

- **It's + time:** *it's half past seven* (BrE)
- vs. *it's seven thirty* (AmE) (7.30)
- Also: *What's the time?*
- **At** is used to introduce when:
- I get up **AT** 7 o'clock
- *It's five PAST nine* (9.05),
- *it's twenty-five TO ten* (9.35)

Prepositions of time

IN	AT
<p>In + part of the day (in the morning, in the afternoon, in the evening)</p> <p>In + year (in 1983)</p> <p>In + month (in September)</p> <p>In + the + seasons (in the winter)</p>	<p>At + night, at + midnight, at + midday</p> <p>At + lunchtime</p> <p>At + the weekend</p> <p>At + hour (at 3 o'clock)</p> <p>At + holiday (at Christmas, at Easter, at new Year)</p>
ON	/
<p>On + date (on July 17th, on March 13th 1972)</p> <p>On + week day (on Monday)</p> <p>On + week day + part of the day (on Tuesday morning)</p> <p>On + my birthday</p> <p>On + Christmas Day, on + Easter Day</p>	<p>Next</p> <p>Last</p> <p>Tomorrow</p> <p>Today</p>

SUBJ.	FREQ. ADVERB	VERB	
I	Always	get up	+ in/at/on (time) + in the morning + at 1.00pm + on Christmas
YOU	Often	have lunch	
SHE /	usually	take a shower	
HE / IT	Sometimes	do my homework	
WE	Seldom	go to work	
THEY	Never	go out with friends	
	Hardly ever	go jogging have dinner go to bed	

Gli avverbi di frequenza vanno **tra** il soggetto e il verbo.

Solo con il verbo **to be** l'avverbio va dopo:

✓ I **am ALWAYS** tired in the evenings

PLURAL NOUNS

In order to make the plural of a noun, we need to add an **-s** to the word end

Examples:

- ✘ door – doors
- ✘ window – windows
- ✘ girl – girls
- ✘ car – cars
- ✘ book – books

However,

- Nouns ending with ch, sh, s, x, add **-es**:

*watch**es**, success**es**, church**es**, box**es**, lash**es***

- Nouns ending in **-y** preceded by a consonant go through a morphological change when adding **-es**:

*count**ri**es, diction**ari**es, butter**fl**ies*

BUT *key**s**, boy**s***

Il plurale dei sostantivi

- Il plurale si forma generalmente aggiungendo una **-s** al sostantivo.

boy → boys window → windows

- Si aggiunge **-es** se il sostantivo termina in **-s, -ss, -sh, -ch, -x, -z**.

glass → glasses dish → dishes sandwich → sandwiches

box → boxes buzz → buzzes

- I sostantivi in **-y preceduta da consonante** hanno il plurale in **-ies** (la *y* finale cade).

lady → ladies secretary → secretaries

- Hanno il plurale in **-es** anche alcuni sostantivi in **-o**. Quelli elencati di seguito sono i più comuni.

potato → potatoes tomato → tomatoes hero → heroes echo → echoes

- Sostantivi in **-o** di origine straniera o abbreviazioni hanno generalmente il plurale regolare in **-s**. *

piano → pianos radio → radios photo → photos

Plural of nouns

Pronuncia di *-(e)s*

– Il suffisso *-(e)s* del plurale si pronuncia:

[s] dopo i suoni: /p/ /t/ /k/ /f/ /θ/

cups [kʌps], *books* [bʊks]

[ɪz] dopo i suoni: /s/ /z/ /ks/ /ʃ/ /tʃ/ /ʒ/ /dʒ/

boxes ['bɒksɪz], *matches* ['mætʃɪz]

[z] in tutti gli altri casi

eggs [egz], *potatoes* [pə'teɪtəʊz]

– In alcune parole il suono finale /θ/ diventa /ð/ al plurale:

bath → *baths* [bɑ:ðz], *mouth* → *mouths* [maʊðz], *path* → *paths* [pɑ:ðz]

– Notate inoltre la pronuncia di *house* [haus] → *houses* ['haʊzɪz]

I seguenti sostantivi che terminano in *-f*, *-fe* hanno il plurale in *-ves*:

calf	calves	vitello/i	scarf	scarves (o scarfs)	sciarpa/e
half	halves	metà	shelf	shelves	scaffale/i
knife	knives	coltello/i	thief	thieves	ladro/i
leaf	leaves	foglia/e	wife	wives	moglie/i
life	lives	vita/e	wolf	wolves	lupo/i
loaf	loaves	pagnotta/e			

Altri sostantivi in *-f* hanno il plurale regolare: *cliff* → *cliffs*, *chief* → *chiefs*, *roof* → *roofs*, *handkerchief* → *handkerchiefs*...

Irregular plurals

○ person/people*, man/men, woman/women, child/children**, tooth/teeth, foot/feet

* The regular form **persons** is mainly found in public notices, for example to indicate the number of people allowed in an elevator (BrE, lift)

** **kid** (plural: kids) is informal both for children and teenagers

○ Some nouns, especially those referring to animals, have **a single form**, both for the singular and the plural: **sheep/sheep, fish/fish**

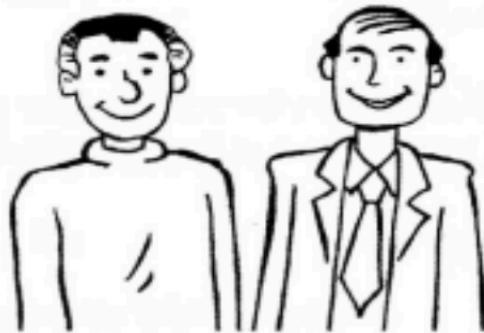
IRREGULAR PLURAL OF NOUNS

PLURALI IRREGOLARI

<i>singolari</i>	<i>plurali</i>	
Man /	men	Uomo/uomini
woman	women	Donna/donne
child	children	Bambino/a / bambini/e
person	people	Persona/gente
mouse	mice	Topo/topi
tooth	teeth	Dente/denti
foot	feet	Piede/piedi
goose	geese	Oca/oche
ox	oxen	Bue/buoi
louse	lice	Pidocchio/pidocchi

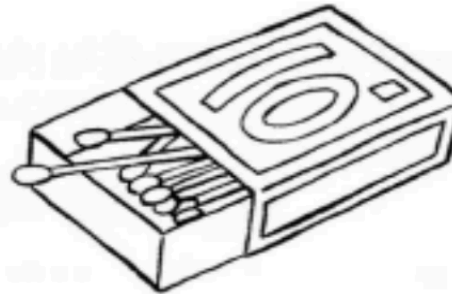
1 Cosa mostrano queste vignette?

1

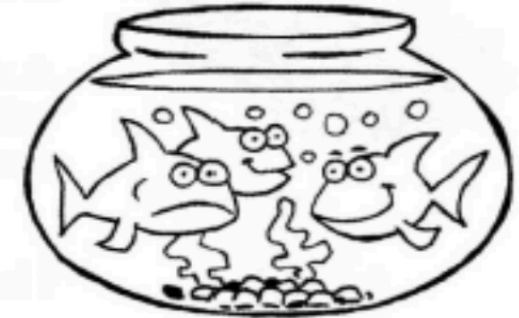


Men

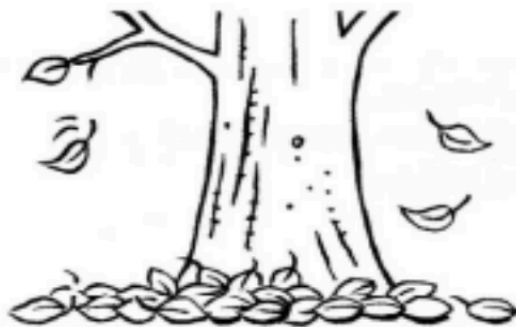
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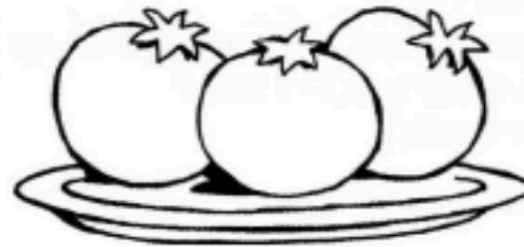
3



4



5



6



2. A box of matches 3. A bowl of fish
4. many leaves 5. three tomatoes 6. four children

Scrivi il plurale

1. river	_____s	8. radio	_____
2. bay	_____	9. mouse	_____e
3. glass	_____s	10. fox	_____s
4. watch	_____s	11. wife	_____s
5. life	_____	12. page	_____s
6. tooth	_____n	13. sheep	_____p
7. country	_____s	14. boy	_____

1. river	river s	8. radio	radios
2. bay	bays	9. mouse	mice
3. glass	glasses	10. fox	foxes
4. watch	watches	11. wife	wives
5. life	lives	12. page	pages
6. tooth	teet h	13. sheep	shee p
7. country	countries	14. boy	boys

IN OGNUNA DI QUESTE FRASI C'È UN ERRORE. TROVALO E CORREGGILO

1 There are lots of persons at the bus stop.

people

2 Can you give me some informations?

3 Cats and wolfes are mammals.

4 A lot of his friends are womans.

5 My foots hurt. My shoes are too small.

6 Don't play with knives. It's dangerous.

IN OGNUNA DI QUESTE FRASI C'È UN ERRORE. TROVALO E CORREGGILO

- 1 There are lots of persons at the bus stop. people
- 2 Can you give me some informations? a piece of information
- 3 Cats and wolfes are mammals. wolves
- 4 A lot of his friends are womans. women
- 5 My foots hurt. My shoes are too small. feet
- 6 Don't play with knives. It's dangerous. knives

Can/can't ...a modal auxiliary verb

CAN

= ABILITY

I **can** play the piano

(I know how to play the piano)

CAN

= POSSIBILITY

I **can** come to the party

(I have the possibility to come to the party)

CAN

= REQUEST

Can you help me?

(a third meaning found in questions asking for something)

Can/can't...

- **Can't** from **cannot** a contracted form
- **Can**
 - never changes,
 - does not add the -s for the third person singular,
 - is followed by the verb in the base form (infinitive without to):

I can play soccer NOT I can to play soccer

Can/can't

Affirmative:	I/you/he/she/it/we/they can <u>run</u>
Negative:	I/you/he/she/it/we/they cannot/ can't <u>run</u>
Interrogative:	Can I/you/he/she/it/we/they <u>run</u> ?
Interrogative negative:	Can't I/you/he/she/it/we/they <u>run</u>

EX. 4.5 part a, part b, p. 41

4A

a Complete the sentences with *can* or *can't*.

I can sing but I can't dance.

1 We _____ play tennis on Saturday. I'm free.

2 **A** _____ I smoke here?

B No, it's a no-smoking restaurant.

3 I'm sorry. I _____ remember your name.

4 I _____ speak French but not German.

5 _____ you help me? This case is very heavy.

6 I _____ see you tonight. I'm very busy.

7 Sorry? I _____ hear you.

8 Look! We _____ buy some milk in that shop.

4A

a Complete the sentences with *can* or *can't*.

I can sing but I can't dance.

1 We CAN play tennis on Saturday. I'm free.

2 A CAN I smoke here?

B No, it's a no-smoking restaurant.

3 I'm sorry. I CAN'T remember your name.

4 I CAN speak French but not German.

5 CAN you help me? This case is very heavy.

6 I CAN'T see you tonight. I'm very busy.

7 Sorry? I CAN'T hear you.

8 Look! We CAN buy some milk in that shop.

Like + v-ing

- VERBS EXPRESSING EMOTIONS:
like, enjoy, love, hate, don't mind + V.-ing
- I love reading books,
- I like playing football,
- I enjoy watching crime stories,
- I hate driving in the rain,
- I don't mind wearing those shoes
- The same for: start, begin, end, finish, stop

Gerund: V-ing

- talk – *talking*,
- dream – *dreaming*,
- study – *studying*,
- stay – *staying*,
- love – *loving* (the **-e** disappears),
- drive – *driving*

p. 129 Grammar Bank

4B

a Write the *-ing* form of the verbs in the chart.

write run talk play have sit get
cook make swim study phone

work working	live living	shop shopping
	<i>writing</i>	

p. 129 Grammar Bank

4B

a Write the *-ing* form of the verbs in the chart.

write run talk play have sit get
cook make swim study phone

work working	live living	shop shopping
Talking	<i>writing</i>	running
Playing	having	Sitting
cooking	making	getting
studying	swimming	
	phoning	

Object pronouns

- replace nouns
- go **after** the verb or a preposition (with, at, of, from, to ...):

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	ME
YOU	YOU
HE	HIM
SHE	HER
IT	IT
WE	US
YOU	YOU
THEY	THEM

I call **her**, I go with **them**

p. 129 Grammar Bank

4C

a Complete the sentences with an object pronoun (*me, you, etc.*)

I love you.

- 1 He's in love with _____ but she doesn't love _____.
- 2 It's a good film. Do you want to see _____?
- 3 You speak very quickly. I can't understand _____.
- 4 We have a problem. Can you help _____?
- 5 I try to talk to _____ but she doesn't listen to _____.
- 6 They're nice people. Do you know _____?

p. 129 Grammar Bank

4C

a Complete the sentences with an object pronoun (*me, you, etc.*)

I love you.

1 He's in love with HER but she doesn't love HIM.

2 It's a good film. Do you want to see IT?

3 You speak very quickly. I can't understand YOU.

4 We have a problem. Can you help US?

5 I try to talk to HER but she doesn't listen to ME.

6 They're nice people. Do you know THEM?

Possessive pronouns

- indicate possession and
- substitute a possessive adjective followed by a noun

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
MY	MINE
YOUR	YOURS
HIS	HIS
HER	HERS
ITS	ITS
OUR	OURS
YOUR	YOURS
THEIR	THEIRS

This is **my** book and that's **yours**

4D

a Look at the pictures. Complete the sentences with *mine*, *yours*, etc.

1 It's mine.

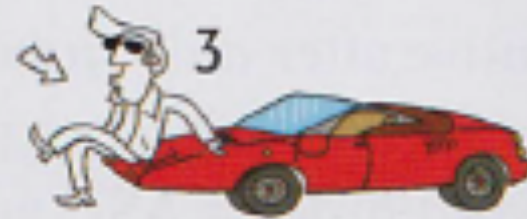
2 It's _____.

3 It's _____.

4 It's _____.

5 It's _____.

6 Is it _____?



p. 129 Grammar Bank

4D

a Look at the pictures. Complete the sentences with *mine*, *yours*, etc.

1 It's mine.

2 It's THEIRS.

3 It's HIS.

4 It's HERS.

5 It's HERS.

6 Is it YOURS?



It breaks ... heart 'couse I know
you're the one for ...
Don't ...feel sad,
there never was a story, obviously
....'ll never be, oh

and ... would never know
I would never show
What ... feel, what I need from ..., no
and ... would never know
... would never show
What I feel, what I need from ...

With every smile comes ... reality, irony
You won't find out what has been killing ...
Can't you see ... ?
can't ...see?

and ... would never know
I would never show
What ... feel, what ... need from ..., no

and You would never know

... would never show
What ... feel, what ... need from ... , no, no
... would never know
I would never show
What ... feel, what I need from ..., no, no

No no ...'ll never know
No no no ...'ll never know
No no no, love ..., love me, love ..., love me, no

and ... would never know
I would never show
What ... feel, what ... need from ..., no, no
... would never know
... would never show
What ... feel, what ... feel, what ... feel

what ... need, what ... need from ..., no

homework

- Exercise p. 49
- Describe one of your friends and send the writing to marongiuma@unica.it