



# **SIDE BY SIDE**

# **Italian**

# **English**

# **GRAMMAR**

Paola Nanni-Tate

and C. Frederick Farrell Jr.

- Italian and English Grammar on Facing Pages Enables Comparison and Contrast

- Quick Check Sections Summarize Key Ideas

- Easy-to-Follow Question and Answer Format Aids Mastery

- Exercise Section Tests and Reviews Your Knowledge



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&  
English  
GRAMMAR**

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# English

## GRAMMAR

**Paola Nanni-Tate and  
C. Frederick Farrell Jr., PhD**



New York Chicago San Francisco Lisbon London Madrid Mexico City  
Milan New Delhi San Juan Seoul Singapore Sydney Toronto

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# Preface

*Side by Side Italian & English Grammar* presents the essential elements of Italian grammar—usually covered in a high school program or in the first year of college Italian—“side by side” with their English counterparts. This comparative/contrastive approach allows students to build on what they already know, as they see the ways in which English and Italian are similar, and to avoid potential trouble spots.

*Side by Side Italian & English Grammar* has been used in both high school and college Italian classes, and even in some English classes for a few students who were having trouble in understanding their English grammar text. Its vocabulary is, for the most part, limited to the 1,500 most frequently used Italian words.

This book has been used as

1. a reference book for beginning students, for whom the standard works are too complex to be useful. This allows students a means for independent inquiry.
2. a means of quick review of material forgotten over the summer or material missed because of illness.
3. a means of helping a student in a new school catch up with the class.
4. a means of organizing or summarizing material presented in the primary text, especially for students whose learning style favors an “organized approach.”
5. a means of providing a common background for talking about language with students who have studied English in different ways, so that their study of Italian will show them something about how language works, one of the expectations of many college language requirements.
6. an alternative method of explaining grammatical points in both English and Italian to relieve the classroom teacher of the task.

Special features of the book that students will find useful include

1. a standard format that introduces each part of speech and answers the most common questions about it.
2. Quick Check charts that allow students to express themselves with more confidence, since they can independently check their sentences against a model.
3. appendices that identify and summarize trouble spots, such as the differences between the forms of the interrogative pronouns and adjectives.
4. an exercise section that tests understanding of the main grammatical areas covered in the book.

We hope that this text will provide ways for students to increase their independent work and to adapt material to their own learning styles and situations.

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# Introduction

The purpose of this book is to help you learn Italian more easily.

Many students have had trouble with foreign languages because they have not looked carefully enough, or critically enough, at their own. Struggles with your own language took place at such an early age that you have forgotten the times when it seemed difficult. Now it seems perfectly natural to you, and it is hard to adapt to different ways of expressing ideas.

The material in this book has been classified and arranged to show you English and your new language “side by side.” You may be surprised at how many grammatical elements are similar in the two languages.

Information that is the same for both English and Italian is usually not repeated on facing pages. If you find that a section is omitted for the Italian, look to your left and find it on the English page. The English meaning of an Italian example is usually on the left-hand page, too.

## Why grammar?

People can speak, read, or write their native language, at least to a reasonable degree, without studying formal grammar (the rules governing how we say, change, and arrange words to express our ideas). Just by being around other speakers, we hear millions of examples, and the patterns we hear become a part of us. Even babies start with correct basic patterns (subject-verb-object), even though words may be missing or incorrect: “Me wants cookie!”

Knowledge of grammar helps a great deal, though, in testing new and more complex words or patterns and in analyzing one’s writing to discover where a sentence went wrong or how it could be more effective. Sometimes, “It sounds right (or wrong)” won’t help.

All of the explanations in this book reflect standard English or Italian. You may sometimes think, “I don’t say that!” The important word here is “say.” We often ignore some rules in conversation, or even in informal writing such as friendly letters. When you are writing an important paper or giving a speech, however, you may want to use the standard form in order to make the best possible impression. You will also find that knowing grammar will help you in your study of language.

In learning a foreign language, grammar is necessary because it tells you how to choose the right word—or the right form of a word that you are using for the first time. It is not the way that you acquired your native language as a child, but it is an efficient way for adults who want to express more complex ideas and do not want to make any more mistakes than absolutely necessary.

Grammar saves you time and prevents many mistakes by guiding you in your choices.

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# Introducing languages

# A short history of English

What we now know as England was settled in the fifth and sixth centuries A.D. by Germanic tribes like the Angles, the Saxons, and the Jutes—all speaking related, but distinct, dialects. Later, in the ninth century, Scandinavian invaders came, bringing their languages, which also contributed to English. Political power determined the centers of learning, which contained the literature of continental Europe, written in Latin, as well as contributions of the inhabitants of Britain. By the ninth century, the primary center was in Wessex, due to the Viking invasions in the north, and so the West Saxon dialect became standard as Old English. It was heavily inflected, with endings on nouns to show many cases and on verbs to show time and person.

This was the language current in 1066, when William the Conqueror, from the province of Normandy in what is now France, won the battle of Hastings and became ruler of England. The natives knew no French; William and his followers did not speak Old English. For a long time, each group continued to speak its own language, but gradually they merged. Since the governing group spoke French, we often find that words for work, home, and ordinary things come from Old English, while words for leisure or artistic goods come from French.

Wamba, the jester in Sir Walter Scott's *Ivanhoe*, made a joke about this, saying that cows and pigs were Anglo-Saxon while the peasants took care of them, but became French (beef and pork) when they were ready to be eaten. In the same way, "house" looks and sounds like the German word *Haus*, but "mansion" looks like the French word for "house," *maison*.

English often uses several words with a similar meaning, with the more elegant word frequently being of French origin. For example, instead of "give," we may say "donate," which is like the French *donner*; instead of "mean," we may say "signify," from French *signifier*.

Latin, the language of the church and therefore of learning in general throughout all Europe, also had an influence on English. Around 1500, English absorbed about 25 percent of known Latin vocabulary. English, therefore, is basically a Germanic language, but one to which large portions of French and Latin were added.

Since the French also borrowed from Latin in the Renaissance, the languages have many words in common, but they are not the everyday words. Compare the following.

| GERMANIC ROOT<br>(COMMON) | FRENCH ROOT<br>(ELEGANT) | LATIN ROOT<br>(LEARNED) |
|---------------------------|--------------------------|-------------------------|
| ask                       | <i>question</i>          | <i>interrogate</i>      |
| goodness                  | <i>virtue</i>            | <i>probity</i>          |
| better                    | <i>improve</i>           | <i>ameliorate</i>       |
| rider                     | <i>cavalier</i>          | <i>equestrian</i>       |

# A short history of Italian

Italian is one of the Romance languages, like Spanish, French, and others that have developed from Latin and are the direct offspring of the Latin spoken by the Romans and by the people under their dominion. Of all the major Romance languages, Italian bears the closest resemblance to Latin.

As Italian evolved, many dialects sprang up. The multiplicity of these dialects presented a peculiar difficulty in the evolution of a form of Italian that would be widely accepted and that would reflect the cultural unity of the Italian peninsula. For several centuries, Italian writers published their work in their native dialects, producing a number of competing regional schools of literature.

Modern Italian developed from the Florentine dialect, which began to predominate in the fourteenth century because of the geographic centrality of Tuscany on the Italian peninsula, as well as the dominant commercial position of Florence. Slowly, the Florentine dialect began to be used by educated people, and by the second half of the sixteenth century, it was adopted as the common written language for the entire country. Florentine culture had produced the three literary artists who best represent Italian culture through the late Middle Ages to the early Renaissance: Dante, Petrarca, and Boccaccio.

By the nineteenth century, the language spoken by educated Tuscans spread and became the language of the new nation. The unification of Italy in 1861 had a large impact—not only politically, but also socially, economically, and culturally. With mandatory schooling, the literacy of the country increased, and many citizens abandoned their native dialect in favor of the national language.

All languages change, and the trend is to inflect them less and less. Distinctions that seem unnecessary or difficult may die out. Some languages retain such distinctions, and others—over time—abandon them. For example, in Latin and German, every noun had gender, number, and case, which indicated its function (that is, how it was used in the sentence). German still has all three as very important elements, while Italian and other Romance languages no longer show case in nouns.

In English, we pay little attention to grammatical gender, but nouns still have number (singular and plural) and one extra case (the possessive), while pronouns also have an objective case (*him/her*, as opposed to *he/she*). The functions of other cases are expressed by word order and prepositions. Italian no longer has cases for nouns, but it does have grammatical gender and number. Italian adjectives also have different endings, reflecting the gender and number of the nouns they modify.

Let's compare Latin, Italian, and English forms in the present tense conjugation of the verb "to have."

| LATIN        | MODERN ITALIAN |                   | MODERN ENGLISH     |                   |
|--------------|----------------|-------------------|--------------------|-------------------|
| <i>habeo</i> | <i>habemus</i> | <i>io ho</i>      | <i>noi abbiamo</i> | <i>I have</i>     |
| <i>habes</i> | <i>habetis</i> | <i>tu hai</i>     | <i>voi avete</i>   | <i>you have</i>   |
| <i>habet</i> | <i>habent</i>  | <i>lui/lei ha</i> | <i>loro hanno</i>  | <i>he/she has</i> |

You will notice that there are both differences and similarities in the conjugations. The Latin endings are so distinctive that it is not necessary to indicate the subject of the verb. This is also true of modern languages like Spanish and Italian. In English, the subject must always be expressed, whether it is a noun or a pronoun.

*H* is often not pronounced in many European languages, and never in Italian.

Modern English is the least inflected of the modern languages referenced here, French is next, then Italian, Spanish, and German.

The Italian alphabet consists of 21 letters, five of which are vowels, plus the letters *j*, *k*, *w*, *x*, and *y*, which are used only in Italian words of foreign origin.



# Parts of speech

# Introducing the parts of speech

Both English and Italian words are categorized by parts of speech. You may have learned these in elementary school without understanding their usefulness. They are important, because different rules apply to the different categories. In your own language, you do this naturally, unless the word is new to you. You know to say *one horse*, *two horses*, adding an *-s* to make the noun *horse* plural. You do not try to apply a noun's rule to a verb and say *I am*, *we ams*; instead, you say *we are*. People learning a foreign language sometimes use the wrong set of rules, however, because all of the forms are new, so nothing "sounds wrong." To avoid this kind of mistake, learn the part of speech when you learn a new vocabulary word.

Parts of speech help you identify words, so that even if a word is used in several ways (and this happens in both English and Italian), you can determine the Italian equivalent. For instance, *that* can be

1. a conjunction.

*I know **that** Mary is coming.  
Io so **che** Maria viene.*

2. a demonstrative adjective.

***That** person is impossible.  
**Quella** persona è impossibile.*

3. a pronoun.

*I didn't know **that**.  
Non sapevo **quello**.*

When you know the parts of speech, the fact that a word is used several ways in English won't cause you to choose the wrong one in Italian.

Following is a list of the parts of speech. The parts are described (1) in traditional definitions, (2) by the forms that identify them, and (3) by their functions (as structural linguists think of them).

## Nouns

1. Names or words standing for persons, places, things, or abstract concepts

*John  
man  
Rome  
city  
table  
justice*

2. Words that become plural by adding *-s* or *-es* (in addition to a few other ways)

*book ~ books  
fox ~ foxes  
child ~ children*

3. Words that function as subjects, objects, or complements

*John is here.  
She read the book.  
There is Mary.*

## Pronouns

1. Words that substitute for nouns

*John is already here. Have you seen **him**?*

2. Words that are used when no noun is identified

*It is raining.  
They say . . .  
You never know.*

3. Words that serve the same function as nouns

*He is here.  
He loves her.  
There it is.*

## Adjectives

1. Words that modify, limit, or qualify a noun or pronoun

*dumb*

*red*

*serious*

*happy*

2. Words that may be inflected (may change form) or may be preceded by *more* or *most* to make comparisons

*dumb ~ dumber ~ dumbest*

*serious ~ more serious ~ most serious*

## Adverbs

1. Words that modify verbs, adjectives, or other adverbs by telling how, when, where, or how much

*We'll come soon.*

*It's really big.*

*They do it very well.*

2. Words that can show comparison between verbs (as adjectives do for nouns)

*soon ~ sooner ~ soonest*

*rapidly ~ more rapidly ~ most rapidly*

## Conjunctions

1. Coordinating conjunctions (for example, *and*, *but*, and *so*) connect words, phrases, or clauses that are grammatically equivalent.

*John and Mary*

*on the table, but under a napkin*

*I had no money, so I stayed at home.*

2. Subordinating conjunctions (for example, *if*, *because*, and *when*) connect subordinate clauses to the main clause of a sentence.

*When you see it, you will believe me.*

## Interjections

1. Exclamations

*Hey!*

*Wow!*

2. Words that can be used alone or in sentences

*Darn!*

*Oh, Mary, is it true?*

## Prepositions

1. Words that express place, time, and other circumstances and show the relationship between two elements in a sentence

*at*

*for*

*in*

*of*

*on*

*to*

2. Words that are not inflected (never change form)

3. Words that have a noun or pronoun as their object

*in a minute*

*of a sort*

*on it*

These groups are called prepositional phrases.

## Verbs

1. Words that express action, existence, or state of being

*speak*

*learn*

*run*

*be*

*have*

*feel*

2. Words that may be inflected to show person (*I am ~ he is*), time (*I sing ~ I sang*), voice (*I write ~ it is written*), and mood (*if I am here ~ if I were you*)

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# Nouns



# Introducing nouns

**Definition** See page 6.

**Forms** English nouns are considered to have gender, number, and case.

**GENDER** Masculine or feminine gender is used only for someone or something that is male or female.

*man  
woman  
bull  
tigress*

All other nouns are neuter. Gender makes no difference in English except when there are two forms for one noun (for example, *actor* and *actress*) or when the nouns are replaced by pronouns (for example, *he*, *she*, *it*).

**NUMBER** Most nouns add *-s* or *-es* to the singular form to form the plural.

*train ~ trains  
box ~ boxes*

Some nouns have irregular plural forms.

*mouse ~ mice  
man ~ men  
child ~ children*

**CASE** There is only one extra case in English: the possessive, or genitive. It is formed by adding *'s* to a singular noun or *'* to a plural noun ending in *-s*.

*Mary's book  
the book's cover  
the books' covers*

The possessive case can often be ignored, and *of* used instead, although this form is less common when a person is involved.

*Kant's theories → the theories of Kant  
the book's pages → the pages of the book*

Nouns are often preceded by determiners (see page 16).

*a book, the book, my book, two books*

**Uses** The three most common uses of nouns are as subjects, objects, and complements (see page 14).

|                           |   |
|---------------------------|---|
| SUBJECT                   | <i>Mrs. Pellegrini is Italian.</i>                        |
| APPOSITIVE                | <i>Mrs. Pellegrini, an Italian woman, is visiting us.</i> |
| DIRECT OBJECT OF A VERB   | <i>He has a pencil.</i>                                   |
| INDIRECT OBJECT OF A VERB | <i>She gave the hat to Paul.</i>                          |
| OBJECT OF A PREPOSITION   | <i>We are in the room.</i>                                |
| COMPLEMENT                | <i>It is a valuable book.</i>                             |
| ADJECTIVE                 | <i>I have my history textbook.</i>                        |

CONTINUED ON PAGE 12 ➤

**Definition** See page 6.

**Forms** Italian nouns are considered to have gender and number, but not case.

**GENDER** All nouns in Italian are either masculine or feminine; there are no neuter nouns. When you learn an Italian noun, you must also learn whether it is masculine or feminine.

The gender of nouns is very important in Italian, since their determiners and the adjectives accompanying them must be of the same gender. If a noun is preceded by *il*, *lo*, *un*, or *uno*, it is masculine; *la* and *una* designate a feminine noun. *L'* and *un'* are used before a word beginning with a vowel or *h* to make it easier to say. *L'* and *un'* do not tell you which gender the word is.

**NUMBER** An Italian noun that ends in *-o* or *-e* changes this ending to *-i* to form the plural. A noun ending in *-a* changes this ending to *-e* to form the plural. Plural nouns also require a plural article. *I* is the plural for *il*, *gli* is the plural for *lo*, and *le* is the plural for *la*.

|                     |              |
|---------------------|--------------|
| <i>il maestro</i>   | the teacher  |
| <i>i maestri</i>    | the teachers |
| <i>lo studente</i>  | the student  |
| <i>gli studenti</i> | the students |
| <i>la casa</i>      | the home     |
| <i>le case</i>      | the homes    |
| <i>una penna</i>    | a pen        |

Several common nouns are exceptions to these rules.

Family nouns do not change in the plural; instead, they are preceded by the plural article *i* (for example, *i Pellegrini*).

**CASE** Italian nouns do not have different cases. Possession is indicated by the preposition *di*, plus an article if one is needed.

|                            |
|----------------------------|
| <i>le teorie di Kant</i>   |
| <i>le pagine del libro</i> |

Italian nouns are often preceded by determiners (see page 17).

*un libro, il libro, il mio libri, due libri*

**Uses** Nouns are used in the same way in Italian and English. Compare the following sentences with the English sentences on the opposite page.

*La signora Pellegrini è italiana.*

*La signora Pellegrini, una donna italiana, viene a visitarci.*

*Lui ha una matita.*

*Lei ha dato il cappello a Paolo.*

*Siamo nella camera.*

*È un libro prezioso.*

*Ho il mio testo di storia.*

Rarely is an Italian noun used alone as an adjective; a phrase, usually with *di*, *da*, or *in*, is used.

CONTINUED ON PAGE 13 ➤



## Introducing nouns (continued)

**Types** There are several ways to classify nouns. Following are two important ones.

### 1. Common vs. proper

**Common nouns** are applied to a class of individuals. They begin with a lowercase letter.

*student*

*country*

*cat*

*language*

**Proper nouns** name a specific individual within a class. They begin with a capital letter.

*Miss Jones*

*Italy*

*Kitty*

*English*

### 2. Countable vs. mass

**Countable nouns** can be counted.

*one pencil*

*two sharks*

*three engineers*

**Mass nouns** cannot be separated into individuals—they cannot be counted.

*salt*

*weather*

*sadness*

**Types** Italian nouns may be classified as follows.

1. Common vs. proper

For the most part, Italian is the same as English in this classification, but there are a few important differences. Nouns for languages, days of the week, and months are common nouns in Italian and do not require a capital letter.

|                  |         |
|------------------|---------|
| <i>l'inglese</i> | English |
| <i>lunedì</i>    | Monday  |
| <i>ottobre</i>   | October |

2. Countable vs. mass

This classification follows the same principle in Italian as in English. However, mass nouns like *la gente* and *il pubblico* are treated as singular. In addition, nouns of this classification frequently require a partitive construction in Italian (see page 18).

# Introducing subjects and objects

## Subjects

Subjects are most frequently nouns or pronouns. The subject of a verb is the person or thing that *is* something or *is doing* something.

*Mary and I are here.*

*John speaks Italian.*

*Are they (the textbooks) arriving today?*



### QUICK CHECK

Ask yourself: *Who* is here? *Who* speaks Italian? *What* is arriving?

Answer: the subject

In normal word order, the subject comes before the verb. The subject is usually, but not always, the first word in a sentence or clause.

## Subject complements

Subject complements are words or phrases that define, or complete an idea about, the subject.

*Mr. White is a professor.*

*Jeanne and Alice are Americans.*

## Direct objects

Some systems of grammar refer to direct objects as “object complements.” The name matters less than the ability to recognize their important function. Direct objects are usually nouns or pronouns that directly receive the verb’s action. In normal word order, the direct object comes after the verb.

*Mary likes John. She likes him.*

*The professor is giving a test. He is giving it.*



### QUICK CHECK

Ask yourself: *Who* is liked? *What* is being given?

Answer: the direct object

## Indirect objects

Indirect objects are usually nouns or pronouns that are indirectly affected by the verb’s action. They indicate *to whom* or *for whom* something is done.

*Speak to me!*

Verbs of communication often have implied direct objects, as in *Tell me (the news)*. These objects are sometimes expressed in other languages.

**COMBINATIONS** Some verbs (for example, *give*, *tell*, and *buy*) can have more than one object. In addition to a direct object, there can be an indirect object. Counting the subject, there can be three nouns or pronouns with different functions, even in a short sentence.

*Robert gives the book to Alice.*

SUBJECT DIRECT OBJECT INDIRECT OBJECT

*Robert gives Alice the book.*

SUBJECT INDIRECT OBJECT DIRECT OBJECT

*He gives it to her.*

SUBJECT DIRECT OBJECT INDIRECT OBJECT

Notice that the two possible word orders have no effect on which object is direct and which is indirect. The word order in English simply determines whether or not the word *to* is used.



### QUICK CHECK

To analyze the sentences above, ask yourself: *Who* gives?

Answer: *Robert* or *he* (the subject)

*Who* or *what* is given?

Answer: *the book* or *it* (the direct object)

*To/for whom / to/for what* is it given?

Answer: *Alice* or *her* (the indirect object)

## Objects of prepositions

All prepositions must have objects (see page 7). These objects come immediately after the preposition.

*on the table ~ on it  
after Peter ~ after him*

In questions and relative clauses in English (see page 76), this rule is often ignored, and the preposition is used alone at the end of the sentence.

*To whom did you give it?  
→ Whom did you give it to?*

The first sentence is considered standard English. Italian uses the same patterns as standard English.

## Problems with direct and indirect objects

English and Italian verbs with the same meaning usually take the same kind of object, but not always. The exceptions must be learned as vocabulary items. See the chart below for examples.

### Comparison of objects in English and Italian

| DIRECT OBJECT IN ENGLISH   | INDIRECT OBJECT IN ITALIAN  |
|--|---|
| He <b>obeys</b> his parents.<br>He <b>phones</b> Ann.<br>I am <b>answering</b> the letter.<br>Mary always <b>asks</b> John.  | <i>Lui ubbidisce ai suoi genitori.<br/>Lui telefona a Anna.<br/>Io rispondo alla lettera.<br/>Maria chiede sempre a Giovanni.</i> |
| OBJECT OF A PREPOSITION IN ENGLISH   | DIRECT OBJECT IN ITALIAN  |
| Irene <b>is looking at</b> the book.<br>Monica <b>is looking for</b> the book.<br>Michael <b>is waiting for</b> the train.<br>The student <b>listens to</b> the radio. | <i>Irene guarda il libro.<br/>Monica cerca il libro.<br/>Michele aspetta il treno.<br/>Lo studente ascolta la radio.</i>          |



## Introducing determiners

**Definition** Determiners are words that introduce nouns and their adjectives. They usually come first in a noun phrase.

*the red book  
a tall boy  
each window  
several students*

**Types** Many kinds of words can serve as determiners: definite articles, indefinite articles, partitives, numbers, and general words like *each*, *either*, and *several*. Some types of adjectives (possessives, demonstratives, and interrogatives) can also be determiners; these are discussed in Chapter 5.

**Forms** The **definite article** is always written *the*, but it is pronounced like *thee* before words beginning with a vowel or silent *h* (*the book* vs. *the apple*, *the hour*). The **indefinite article** is *a* or *an* in the singular, *some* in the plural. *An* is used before words beginning with a vowel or silent *h*. Other forms of determiners do not change their spelling or pronunciation.

**Uses** **DEFINITE ARTICLES** *The* indicates a specific noun.

*The book* (the one you wanted) *is on the table*.

**INDEFINITE ARTICLES** *A/an* refers to any individual in a class.

I see *a boy* (not a specific one).

**OTHER DETERMINERS** The use of other determiners is governed by their meaning.

*some boys  
few boys  
several boys  
eight boys*

**Forms** **DEFINITE ARTICLES** The form of the Italian definite article depends on the gender and number of its noun and on whether the noun begins with a consonant or vowel.

|                    | BEFORE A CONSONANT    | BEFORE A VOWEL    | BEFORE Z OR S + CONSONANT |
|--------------------|-----------------------|-------------------|---------------------------|
| MASCULINE SINGULAR | <i>il giorno</i>      | <i>l'ufficio</i>  | <i>lo studente</i>        |
| MASCULINE PLURAL   | <i>i giorni</i>       | <i>gli uffici</i> | <i>gli studenti</i>       |
| FEMININE SINGULAR  | <i>la televisione</i> | <i>l'amica</i>    |                           |
| FEMININE PLURAL    | <i>le televisioni</i> | <i>le amiche</i>  |                           |

These forms can also be combined with the prepositions *a*, *da*, *di*, *in*, and *su* (see page 75).

**INDEFINITE ARTICLES** The indefinite article agrees with its noun in gender, just as the definite article does. If the noun is feminine and begins with a vowel, the indefinite article is *un'*. Indefinite articles are used only with singular nouns.

|                    | BEFORE A CONSONANT     | BEFORE A VOWEL  | BEFORE Z OR S + CONSONANT |
|--------------------|------------------------|-----------------|---------------------------|
| MASCULINE SINGULAR | <i>un giorno</i>       | <i>un amico</i> | <i>uno studente</i>       |
| FEMININE SINGULAR  | <i>una televisione</i> | <i>un'amica</i> |                           |

**PARTITIVES** Partitives are normally formed by the preposition *di* plus the appropriate definite article.

|                       |                 |
|-----------------------|-----------------|
| <i>del pane</i>       | (some) bread    |
| <i>dello zucchero</i> | (some) sugar    |
| <i>della frutta</i>   | (some) fruit    |
| <i>dell'acqua</i>     | (some) water    |
| <i>dei bambini</i>    | (some) children |
| <i>delle case</i>     | (some) houses   |

Note that after an expression including *di*, the article is not added.

|                             |                        |
|-----------------------------|------------------------|
| <i>Ho bisogno di soldi.</i> | I need (some) money.   |
| <i>Ho bisogno di amici.</i> | I need (some) friends. |

**OTHER DETERMINERS** Every determiner must be learned as a separate vocabulary item. Some determiners change their spelling for gender or number; be sure to check as you learn new words.

|                                  |                  |
|----------------------------------|------------------|
| <i>ogni</i>                      | each, every; all |
| <i>tutto/tutta/tutti/tutte</i>   | every; all       |
| <i>ciascun/ciascuno/ciascuna</i> | each, every      |

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**Uses** Definite articles are used

1. before a specific noun, as in English.
2. before a noun used in a general sense.

*Io detesto la televisione.*

I hate television (generally speaking).

*I film di guerra sono spaventosi.*

War movies (in general) are frightening.

3. before many kinds of nouns that take no article in English.

LANGUAGES

*l'inglese*

QUALITIES

*la bellezza*

COUNTRIES

*l'Italia*

TITLES

*il generale*

MODIFIED PROPER NAMES

*la vecchia Roma, la piccola Isabella*

After certain verbs, such as *parlare* and *studiare*, the article is generally omitted.

*Stefano parla italiano.*

*Marcella studia francese.*

**Indefinite articles** are used

1. for the number “one.”

*un bambino*

*una bambina*

2. for any member of a group or category.

*Paolo ha un buon professore.*

**Partitives** are used to express part of a whole. English, which does not make this distinction, usually places no determiner before the noun.

*I soldi sono utili.*

Money (in general) is useful.

*Io ho dei soldi.*

I have (some) money.

Since English typically uses the single word *money* in these cases, we have to stop and think. Do we mean *all* money or money *in general* (and therefore use only the definite article in Italian), or do we mean just *some* money (what we have today, for example), in which case we use the partitive? Following are additional examples.

*Mi piace il gelato. Il gelato è buono.*

I like ice cream. (All) ice cream is good.

Much as I like it, however, I can consume only a *part* of this whole quantity.

*Vorrei del gelato, per piacere.*

I'd like some ice cream, please.

The definite article is used to refer to a group as a whole.

*Gli studenti all'università sono intelligenti.*

(All) students at the university are intelligent.

But it is not used to refer to a *part* of a group.

*Ci sono degli studenti nella classe.*

There are students in the classroom.

**OTHER DETERMINERS** Most other Italian determiners are used as they are in English. Many, however, change form to agree with the noun in gender and number. Differences are noted in dictionaries and vocabulary lists. See Appendix D.



# Pronouns

**Definition** See page 6.

**Forms** Like nouns, English pronouns have gender, number, and case, but further distinctions can be made. They also show person.

**PERSON** English distinguishes three persons. **First person** is the one who is speaking (*I, me, we, us*). **Second person** is the one being spoken to (*you*). **Third person** is the one being spoken about (*he, him, she, her, it, they, them*). Both pronouns and verbs are listed according to person.

**GENDER** Some, but not all, pronouns can be distinguished by gender. *I* can refer to either a man or a woman. *She*, however, is always feminine, *he* is always masculine, and *it*, even if it refers to an animal, is always neuter.

**NUMBER** Each of the three persons may be either singular or plural.

**CASE** Pronouns show more cases than nouns: the subjective (for example, *I* and *she*), the possessive (for example, *my/mine* and *her/hers*), and the objective (*me* and *her*). These are discussed below, under Uses.

**Uses** Personal pronouns have the same functions as nouns.

1. Subject

*She is here.*

2. Direct object

*I like them.*

3. Indirect object

*I am giving him the book.*

4. Object of a preposition

*The question is hard for me.*

5. Complement

*It is she who is speaking.*

**Types** There are several types of pronouns.

1. Personal (page 22)

2. Possessive (page 26)

3. Reflexive/reciprocal (page 28)

4. Disjunctive (page 30)

5. Relative (page 32)

6. Demonstrative (page 36)

7. Interrogative (page 38)

# Italian Introducing pronouns

Definitions, forms, and uses are the same for Italian and English pronouns. However, there are two important differences to be aware of.

1. In Italian, the personal pronoun for “you” has two forms in the singular—the familiar (*tu*) and the formal (*Lei*). The plural forms are *voi* and *Loro*, respectively.

*Tu* is the familiar form of “you” and is generally used to address the following.

- A member of your family
- A close friend
- A fellow student or colleague
- A small child
- An inferior (sometimes as an insult)
- An animal
- God

*Lei* is universally recognized as the polite or formal way to say “you.” It is used to address anyone who does not fall into one of the categories listed above. It is used to address both males and females, whether meeting people for the first time, addressing older people, or in business situations. In writing, *Lei* is capitalized. If you are uncertain about which form of “you” to use, use *Lei* first, then follow the lead of the native speaker, or wait until the person asks you to use the informal pronoun *tu*.

*Voi* is the plural form corresponding to *tu* and is used to address a group of people with whom you have a friendly relationship.

*Loro* is the plural form of *Lei*. It is used to address both males and females, as well as a group that includes both males and females. It is also used to address a group of people you do not know well. In writing, *Loro* is capitalized.

In contemporary Italian, *voi* is used as the plural of both *tu* and *Lei*; *Loro* is generally reserved for very formal situations.

2. There is no neuter gender in Italian; *il*, *lo* replaces masculine things as well as people, and *la* replaces feminine ones. In the plural, *i* and *gli* are used both for groups of masculine people or things and for mixed groups; *le* is used only for all-feminine groups.

## Subject pronouns (see page 14)

|               | SINGULAR                             | PLURAL      |
|---------------|--------------------------------------|-------------|
| FIRST PERSON  | <i>I</i>                             | <i>we</i>   |
| SECOND PERSON | <i>you</i>                           | <i>you</i>  |
| THIRD PERSON  | <i>he, she, it, one</i> (indefinite) | <i>they</i> |

*John gives a present.* → ***He*** gives it. (third-person singular)

*Mary and I arrive.* → ***We*** arrive. (first-person plural)

## Direct object pronouns (see page 14)

|               | SINGULAR                 | PLURAL      |
|---------------|--------------------------|-------------|
| FIRST PERSON  | <i>me</i>                | <i>us</i>   |
| SECOND PERSON | <i>you</i>               | <i>you</i>  |
| THIRD PERSON  | <i>him, her, it, one</i> | <i>them</i> |

*He sees **me**, and I see **you**.*

*You will find **them**.*

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**Subject pronouns** (see page 14)

In Italian, a subject pronoun must always be of the same gender and number as the noun that it replaces.

|               | SINGULAR                                     | PLURAL            |
|---------------|--|-------------------|
| FIRST PERSON  | <i>io</i>                                    | <i>noi</i>        |
| SECOND PERSON | <i>tu</i>                                    | <i>voi</i>        |
| THIRD PERSON  | <i>lui</i> (m.), <i>lei</i> (f.), <i>Lei</i> | <i>loro, Loro</i> |

Note the lowercase *i* of *io* in the first-person singular.

**Direct object pronouns** (see page 14)

|               | SINGULAR                                  | PLURAL  |
|---------------|---|---|
| FIRST PERSON  | <i>mi</i>                                 | <i>ci</i>                                     |
| SECOND PERSON | <i>ti</i>                                 | <i>vi</i>                                     |
| THIRD PERSON  | <i>lo</i> (m.), <i>la</i> (f.), <i>La</i> | <i>li</i> (m.), <i>le</i> (f.), <i>Li, Le</i> |

*Lui mi vede, e io ti vedo.*

*Tu le troverai.*

The final vowel of a singular form may elide (be dropped) before a vowel or *h*.

*Lui m'ama.*

He loves me.

*Lui l'ha vista.*

He saw her.

Note that it is possible, but not necessary, to elide singular direct object pronouns in such cases.

*Mi ama, non mi ama.*

He loves me, he loves me not.

OR *M'ama, non m'ama.*

**POSITION** Except in infinitive constructions and affirmative commands, an object pronoun in Italian is placed directly before the conjugated verb of which it is the object.

*Lui mi vede. Io ti vedo.*

He sees me. I see you.

*Cerco il libro.*

I am looking for the book.

→ *Lo cerco.*

I am looking for it.

*Maria compra i libri.*

Mary buys the books.

→ *Maria li compra.*

Mary buys them.

The object pronoun is also placed directly before the verb in a question or in a negative sentence.

*Hai i biglietti?*

Do you have the tickets?

→ *Li hai?*

Do you have them?

*Non ho i biglietti.*

I don't have the tickets.

→ *Non li ho.*

I don't have them.

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## Indirect object pronouns (see page 14)

|               | SINGULAR                                   | PLURAL                        |
|---------------|--|-------------------------------|
| FIRST PERSON  | ( <i>to/for</i> ) <i>me</i>                | ( <i>to/for</i> ) <i>us</i>   |
| SECOND PERSON | ( <i>to/for</i> ) <i>you</i>               | ( <i>to/for</i> ) <i>you</i>  |
| THIRD PERSON  | ( <i>to/for</i> ) <i>him, her, it, one</i> | ( <i>to/for</i> ) <i>them</i> |

*They send the letter to us.*

*He writes her a letter.*

*I bought a dress for her.*

*I got them a ticket.*

## Objects of prepositions (see page 15)

After a preposition, English uses the same form of the pronoun as for direct objects.

Be careful with compound pronoun subjects or objects. These remain in the same case as that for a single subject or object.

*I am Italian. She and I are Italian.*

*This is between us. This is between you and me.*

*Give it to them. Give it to him and her.*

**WORD ORDER** When there are two pronoun objects in English, the direct object comes before the indirect object.

*He shows it to them.*

When a noun and a pronoun are used together, word order can vary.

*He shows the book to them.*

DIRECT OBJECT      INDIRECT OBJECT

*He shows them the book.*

INDIRECT OBJECT      DIRECT OBJECT

# Italian Personal pronouns (continued)

The only exceptions are infinitive constructions and affirmative commands. The pronoun follows these verb forms and is attached to them. In negative commands, the pronoun remains before the verb or is attached to it.

|   |                               |
|---|-------------------------------|
| <i>Pietro vuole leggere il libro.</i>             | Peter wants to read the book. |
| → <i>Pietro lo vuole leggere.</i>                 | Peter wants to read it.       |
| OR <i>Pietro vuole leggerlo.</i>                  |                               |
| <i>Dai il libro a Maria.</i>                      | Give the book to Mary.        |
| → <i>Dallo a Maria.</i>                           | Give it to Mary.              |
| <i>Non lo dare a Maria. OR Non darlo a Maria.</i> | Don't give it to Mary.        |

For more information about pronouns with commands, see page 115.

## Indirect object pronouns (see page 14)

The Italian indirect object is often used where English would use a preposition plus object.

|               | SINGULAR                                   | PLURAL                           |
|---------------|--|----------------------------------|
| FIRST PERSON  | <i>mi</i>                                  | <i>ci</i>                        |
| SECOND PERSON | <i>ti</i>                                  | <i>vi</i>                        |
| THIRD PERSON  | <i>gli</i> (m.), <i>le</i> (f.), <i>Le</i> | <i>gli</i> (m., f.), <i>Loro</i> |

Indirect object pronouns are placed before the verb, just as direct object pronouns are.

|                                    |                               |
|------------------------------------|-------------------------------|
| <i>Le ho comprato una giacca.</i>  | I bought her a jacket.        |
|                                    | OR I bought a jacket for her. |
| <i>Lei gli scrive una lettera.</i> | She writes him a letter.      |
| <i>Non mi mandano una lettera.</i> | They do not send me a letter. |

## Objects of prepositions (see page 15)

Most prepositions require the disjunctive pronouns in Italian (see page 31). However, there is a pronoun that replaces both a preposition and its object.

*Ne* replaces *di* plus a noun or pronoun.

|                                 |                      |
|---------------------------------|----------------------|
| <i>Lui ha bisogno di soldi.</i> | He needs some money. |
| → <i>Lui ne ha bisogno.</i>     | He needs some.       |
| <i>Ne ha?</i>                   | Do you have some?    |

**WORD ORDER** Some Italian verbs often have more than one pronoun object.

|                          |                     |
|--------------------------|---------------------|
| <i>Lui ce lo mostra.</i> | He shows it to us.  |
| <i>Lei me la dà.</i>     | She gives it to me. |

Note that *mi*, *ti*, *ci*, and *vi* (and the reflexive pronoun *si*) become *me*, *te*, *ce*, and *ve* (and *se*), respectively, when they precede a direct object pronoun.

When there are two pronouns before the verb, the word order is as follows.

|  |                         |
|--|-------------------------|
| <i>Pietro ci compra il libro.</i>          | Peter buys us the book. |
| <i>Pietro ce lo compra.</i>                | Peter buys it for us.   |
| SUBJECT INDIRECT OBJECT DIRECT OBJECT VERB |                         |

When used before *lo*, *la*, *li*, or *le*, the indirect object pronouns *gli*, *le*, and *Le* become *glie* and the combination is written as one word.

|                              |                        |
|------------------------------|------------------------|
| <i>Pietro glielo compra.</i> | Peter buys it for him. |
|------------------------------|------------------------|

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## Possessive pronouns

**Definition** A possessive pronoun replaces a possessive adjective (or a noun in the possessive) plus a noun.

*It's my book.* → *It's mine.*

*It's Anne's car.* → *It's hers.*

**Forms** Possessive pronouns have person and number; in the third-person singular, they also have gender. They do not have case, that is, they have the same form no matter what function they perform in a sentence.

|               | SINGULAR                     | PLURAL        |
|---------------|------------------------------|---------------|
| FIRST PERSON  | <i>mine</i>                  | <i>ours</i>   |
| SECOND PERSON | <i>yours</i>                 | <i>yours</i>  |
| THIRD PERSON  | <i>his, hers, its, one's</i> | <i>theirs</i> |

If you know the person, gender, and number of the possessor (*Mary* in the example below), there is only one choice for the pronoun (in this example, *hers*).

*You have your book; where is Mary's book (her book)?*

To avoid repeating *book*, it is replaced along with the possessive noun or adjective in front of it. Since *Mary's* (or *her*) is third-person singular feminine, *hers* is the correct pronoun.

*You have your book; where is hers?*

# Italian Personal pronouns (continued)

When the verb is reflexive, the word order is as follows.

|                                   |                  |                            |
|-----------------------------------|------------------|----------------------------|
| <i>Pietro si mette la maglia.</i> |                  | Peter puts on the sweater. |
| <i>Pietro se la mette.</i>        |                  | He puts it on.             |
| SUBJECT                           | REFLEXIVE OBJECT | DIRECT OBJECT VERB         |

In an affirmative command, objects *follow* the verb and are attached to it. The indirect object comes before the direct object, regardless of person.

|                   |                 |
|-------------------|-----------------|
| <i>Portamelo!</i> | Bring it to me! |
| <i>Diglielo!</i>  | Tell it to him! |

## QUICK CHECK

### NORMAL WORD ORDER FOR DOUBLE OBJECT PRONOUNS

|           |             |                  |      |
|-----------|-------------|------------------|------|
| SUBJECT + | <i>me</i> + | <i>lo (l')</i> + | VERB |
|           | <i>te</i>   | <i>la (l')</i>   |      |
|           | <i>gli</i>  | <i>li</i>        |      |
|           | <i>ce</i>   | <i>le</i>        |      |
|           | <i>ve</i>   |                  |      |
|           | <i>gli</i>  |                  |      |

# Italian Possessive pronouns

### Forms

In Italian, possessive pronouns have person and number as in English, but they also have gender changes for the singular and plural forms. “Person” means the possessor, while gender and number are determined by what is owned.

|                          |             |                               |               |
|--------------------------|-------------|-------------------------------|---------------|
| <i>il libro di Maria</i> | Mary's book | <i>le camicie di Giovanni</i> | John's shirts |
| <i>il suo libro</i>      | her book    | <i>le sue camicie</i>         | his shirts    |
| <i>il suo</i>            | hers        | <i>le sue</i>                 | his           |

Even though *Maria* is female, the possessive pronoun is masculine singular (*il suo libro, il suo*), because *libro* is masculine. Likewise, although *Giovanni* is male, *camicie* is feminine plural and therefore requires a feminine plural pronoun (*le sue camicie, le sue*).

|               | SINGULAR                              | PLURAL   |
|---------------|---------------------------------------|--|
| FIRST PERSON  | <i>il mio, la mia, i miei, le mie</i> | <i>il nostro, la nostra, i nostri, le nostre</i> |
| SECOND PERSON | <i>il tuo, la tua, i tuoi, le tue</i> | <i>il vostro, la vostra, i vostri, le vostre</i> |
| THIRD PERSON  | <i>il suo, la sua, i suoi, le sue</i> | <i>il loro, la loro, i loro, le loro</i>         |

1. The possessive pronouns have the same forms as the possessive adjectives (see page 53).

In Italian, the phrases are expressed as follows.

|                      |                  |
|----------------------|------------------|
| <i>una mia amica</i> | a friend of mine |
| <i>un tuo libro</i>  | a book of yours  |

2. With the exception of *loro*, the possessive pronouns are not preceded by the definite article if the verb *essere* is used.

|                                  |                        |
|----------------------------------|------------------------|
| <i>Sono vostri questi libri?</i> | Are these your books?  |
| <i>No, sono suoi.</i>            | No, they are his.      |
| <i>È tua questa rivista?</i>     | Is this your magazine? |
| <i>Si, è mia.</i>                | Yes, it is mine.       |

**Definition** Reflexive pronouns are pronoun objects or complements that refer to the same person(s) or thing(s) as another element in the sentence, usually the subject.

| Forms         | SINGULAR                                 | PLURAL            | RECIPROCAL                    |
|---------------|--|-------------------|-------------------------------|
| FIRST PERSON  | <i>myself</i>                            | <i>ourselves</i>  | <i>each other/one another</i> |
| SECOND PERSON | <i>yourself</i>                          | <i>yourselves</i> | <i>each other/one another</i> |
| THIRD PERSON  | <i>himself, herself, itself, oneself</i> | <i>themselves</i> | <i>each other/one another</i> |

**Uses** Reflexive pronouns are used as objects of verbs and prepositions.

**Types** A reflexive pronoun is normally used only when the subject acts directly on himself/herself or does something for himself/herself directly.

*Paul cut himself.*

*I told myself it didn't matter.*

Occasionally, reflexive pronouns are used idiomatically.

*They always enjoy themselves.*

For mutual or reciprocal action, *each other* or *one another* is used. This expression does not change form.

*They congratulated each other.*

*You two saw each other last night.*

Reflexive/reciprocal pronouns can function as direct or indirect object pronouns.

*They saw each other.*

*We talked to each other yesterday.*

In English, reflexive and reciprocal objects are often omitted.

*We talked yesterday. (To each other is understood.)*

Sometimes, a construction is used that requires no object.

*Paul got hurt. (Hurt himself is understood.)*

However, consider the following sentence.

*We washed this morning.*

If you have not heard the rest of the conversation, the meaning is ambiguous. The sentence may have either of the following meanings.

*We washed ourselves (got washed).*

*We washed our clothes (did the laundry).*

**Forms** The forms of Italian reflexive/reciprocal pronouns are the same as the forms of the direct and indirect object pronouns, except for the third person.

|               | SINGULAR      | PLURAL    |
|---------------|---------------|-----------|
| FIRST PERSON  | <i>mi, m'</i> | <i>ci</i> |
| SECOND PERSON | <i>ti, t'</i> | <i>vi</i> |
| THIRD PERSON  | <i>si</i>     | <i>si</i> |

Reflexive/reciprocal pronouns are placed in the same position in a sentence as object pronouns.

**Uses** These pronouns are used as objects (either direct or indirect) of the verb (see page 14). They can be either reflexive or reciprocal, meaning either “self” or “each other.”

*Si parlano.*

They are talking to themselves.

OR They are talking to each other.

If the meaning is not clear, *stesso/stessa/stessi/stesse* can be added to the reflexive pronoun to indicate a reflexive function. *L’uno all’altro / l’una all’altra* can be used to indicate a reciprocal function.

Reflexive/reciprocal pronouns can function as both direct and indirect object pronouns.

*Mi lavo il viso.* (*mi* = indirect object) I wash my face.

*Mi lavo.* (*mi* = direct object) I wash myself.

Many more reflexive verbs are used in Italian than in English, because transitive verbs must have objects in Italian.

*Laviamo la macchina.*

We wash the car.

*Ci laviamo.*

We wash ourselves.

Many Italian reflexive verbs are not translated with English reflexive pronouns.

*Noi ci fermiamo.* We stop.

Some Italian verbs can be used either reflexively or nonreflexively.

*Mi vesto.* I get dressed.

*Vesto mio figlio.* I dress my son.

**Definition**

A disjunctive pronoun is not attached to a verb. (*Disjunctive* means “not joined.”) It is used alone or as an extra word to give special emphasis or to intensify an impression.

**Forms  
and uses**

The form of a disjunctive pronoun depends on its use.

1. Used alone, the disjunctive pronoun is in the subjective case (if required) in formal English, and in the objective case for informal use.

*Who's there? I.* (formal; *I am* is understood)

*Me.* (informal)

2. As an intensifier, the reflexive pronoun is normally used.

*I'll do it myself!*

*He told me so himself.*

3. Sometimes, we merely raise our voices for emphasis.

**You do it!**

# Italian Disjunctive pronouns

**Forms** When used alone, disjunctive pronouns have the same forms as the subject pronouns, but as objects of prepositions, they have the following forms.

|               | SINGULAR                             | PLURAL            |
|---------------|--------------------------------------|-------------------|
| FIRST PERSON  | <i>me</i>                            | <i>noi</i>        |
| SECOND PERSON | <i>te</i>                            | <i>voi</i>        |
| THIRD PERSON  | <i>lui, lei, Lei, sé</i> (reflexive) | <i>loro, Loro</i> |

**Uses** Disjunctive pronouns may be used

1. alone.

*Chi è? Io!*

Who is it? Me!

2. as a complement after *sei*.

*Sei tu!*

It is you!

3. with *stesso* for emphasis.

*Me l'ha detto lui stesso.*

He told me so himself.

4. after prepositions and conjunctions.

*Ognuno per sé.*

Every man for himself.

*Paolo è più grande di te.*

Paul is bigger than you.

5. with the preposition *da* ("by") + personal pronoun (= "on one's own," "(by) oneself").

*Vuoi una mano?*

Can I help you?

*No, grazie. Faccio da me.*

No, thanks. I'll do it (by) myself.

In this expression, *sé* is interchangeable with *solo/sola/soli/sole* ("alone").

*Luisa è una bambina che vuole fare*

Luisa is a girl who wants to do

*tutto da sé / da sola.*

everything herself/alone.

**Definition** Relative pronouns begin a relative clause. They refer to a noun, called the antecedent, and usually come directly after that noun.

**Forms** Relative pronouns have the following forms in English.

|        | SUBJECT           | OBJECT            | POSSESSIVE                       | INDIRECT OBJECT/PREPOSITIONAL OBJECT   |
|--------|-------------------|-------------------|----------------------------------|--|
| PERSON | <i>who/that</i>   | <i>whom/that</i>  | <i>whose</i>                     | <i>to/by whom</i>  |
| THING  | <i>which/that</i> | <i>which/that</i> | <i>whose/</i><br><i>of which</i> | <i>to/by which</i><br><i>where</i> (for place prepositions)<br><i>when</i> (for time prepositions) |

The correct pronoun is determined by the following factors.

1. Whether the antecedent is a person or a thing
2. The function of the pronoun in the clause
3. For subjects and objects, whether the clause is restrictive or nonrestrictive

A **restrictive clause** defines the noun. *That* is used, and the clause is not set off by commas.

*The book **that** you just read is world-renowned.*

Without the clause, you would not know which book is meant. It is an essential definition.

A **nonrestrictive clause** describes the noun, rather than defines it. It is not necessary to form a complete sentence. *Who*, *whom*, or *which* is used, and the clause is set off by commas.

I promessi sposi, *which* the class is going to read, is famous.

The relative clause could be eliminated, and the sentence would still make sense. It is a nonessential description.

**Uses** Relative pronouns have several uses.

1. They introduce clauses that give additional information about the antecedent.
2. They allow you to join two short sentences to make your writing smoother and to avoid repetition.

*Mrs. Pellegrini came yesterday. Mrs. Pellegrini is an expert pianist.*

→ *Mrs. Pellegrini, who is an expert pianist, came yesterday.*

3. They can be subjects, direct objects, indirect objects, possessives, or objects of a preposition in the relative clause.
4. They are inflected only for case, not for person or number. Their form depends on their function in the clause.

The function of the antecedent in the main clause has no effect on the form of the relative pronoun.

**Forms** Relative pronouns have the following forms in Italian.

| SUBJECT    | OBJECT     | PREPOSITIONAL OBJECT |
|------------|------------|----------------------|
| <i>che</i> | <i>che</i> | <i>cui</i>           |

*Il quale* may be used instead of *che*. It is used to distinguish gender and number in sentences where there are two nouns to which the relative pronoun could refer. *Il quale* must agree in gender and number with its antecedent.

Unlike English, Italian does not use different pronouns to distinguish between restrictive and nonrestrictive clauses.

*Il libro che avete letto* è famoso.

The book that you have read is famous.

I promessi sposi, *che la classe leggerà, è una novella famosa.*

*I promessi sposi*, which the class is going to read, is a famous novel.

Relative pronouns are often omitted in English.

That's the man I saw yesterday.

In the sentence above, the relative pronoun “whom” is omitted.

Italian does not allow this.

*È l'uomo che ho visto ieri.*

All relative pronouns must have antecedents. If there isn't one, *il* is supplied.

*Non è venuto, il che mi ha sorpreso.*

He didn't come, which surprised me.

A relative pronoun can take any form of the verb in its clause. This is also true of English, but many people do not follow this practice.

*Sono io che sono ansioso.*

It is I who am anxious.

*Siamo noi che veniamo.*

We are the ones who are coming.

This can cause problems, because relative pronouns (in English and Italian) often look the same as interrogative pronouns (for example, “who?” and “what?”), which always take a verb in the third person.

*Chi è ansioso? Io.*

Who is worried? I am.

*Chi arriva? Noi.*

Who is coming? We are.

*Mr. Smith is an excellent cook.*  
 SUBJECT                    COMPLEMENT

*Mr. Smith made these pies.*  
 SUBJECT                    DIRECT OBJECT

1. Find the repeated element. → *Mr. Smith*
2. Identify the function of the repeated element in the second sentence, which will become the relative clause. → the subject
3. Choose the relative pronoun. → *who* (person, subject)
4. Copy the first sentence through the antecedent. → *Mr. Smith . . .*
5. Put in the correct relative pronoun, in this case, *who*. → *Mr. Smith, who . . .*
6. Copy the rest of the second sentence (now a relative clause). → *Mr. Smith, who made these pies . . .*
7. Copy the rest of the first sentence. → *Mr. Smith, who made these pies, is an excellent cook.*

Other examples follow.

*The ten books are on the table. I am reading them.*

*The ten books **that** I am reading are on the table.*

*That* is used because it

1. is the object of *am reading* in the clause (no commas).
2. refers to a thing.
3. is restrictive (defines which ten books).

*Mr. Jones died today. I saw him yesterday.*

*Mr. Jones, **whom** I saw yesterday, died today.*

*Whom* is used because it

1. is the object of *I saw* (with commas).
2. refers to a person.
3. is nonrestrictive. (You already know who Mr. Jones is. This merely gives an extra fact about him.)

*The student is asleep. I am speaking to that student.*

*The student **to whom** I am speaking is asleep.*

*To whom* is used because it

1. is the indirect object (no commas).
2. refers to a person.
3. is restrictive (defines which student).

*The old house is falling down. I lived in that house as a child.*

*The old house **where** (in which) I lived as a child is falling down.*

*Where* is used because it

1. replaces a place preposition plus noun object (no commas).
2. refers to a thing. (*In which* is also correct.)

*The woman lives in New York. I took her coat.*

*The woman **whose** coat I took lives in New York.*

*Whose* is used because it

1. is possessive (no commas).
2. refers to a person.
3. is restrictive (defines which woman).

The important considerations are function in the clause and word order.

*M. Lucchini è un cuoco eccellente.*

SUBJECT

COMPLEMENT

*M. Lucchini ha fatto questa torta.*

SUBJECT

DIRECT OBJECT

1. Find the repeated element. → *M. Lucchini*
2. Identify the function of the repeated element in the second sentence, which will become the relative clause. → the subject
3. Choose the relative pronoun. → *che*
4. Copy the first sentence through the antecedent. → *M. Lucchini...*
5. Put in the relative pronoun (with preposition, if any) to replace the second *M. Lucchini*. → *M. Lucchini, che...*
6. Copy the rest of the second sentence (now a relative clause). → *M. Lucchini, che ha fatto questa torta,...*
7. Copy the rest of the first sentence. → *M. Lucchini, che ha fatto questa torta, è un cuoco eccellente.*

Try this with other sentences. Follow the same steps until they feel natural.

*I libri sono sulla tavola. Li ho già letti.*

*I libri che ho già letto sono sulla tavola.*

*Il signor Pellegrini è morto oggi. L'ho visto ieri.*

*Il signor Pellegrini, che ho visto ieri, è morto oggi.*

*Lo studente si è addormentato. Io parlo a questo studente.*

*Lo studente a cui parlo si è addormentato.*

*La vecchia casa è stata demolita. Io vivevo in questa casa quando ero giovane.*

*La vecchia casa nella quale vivevo quando ero giovane, è stata demolita.*

*La donna vive a New York. Io ho preso la giacca di questa donna.*

*La donna, la cui giacca ho preso, vive a New York.*

This may seem complicated, requiring a lot of thought. That is because people usually use many short sentences when speaking. Relative clauses are used mainly to vary written style—when you have time to think, cross something out, and write it in a different way.

**Definition** Demonstrative pronouns point out someone or something.

**Forms** There are four forms of the demonstrative pronoun in English.

| SINGULAR          | PLURAL       |
|-------------------|--------------|
| <i>this (one)</i> | <i>these</i> |
| <i>that (one)</i> | <i>those</i> |

**Uses** These pronouns distinguish only between what is near (*this, these*) and far (*that, those*) and between singular and plural. No changes are made for gender or case.

*I can't decide which of the chairs to buy.*

***This one*** is lovely, but ***that one*** is comfortable.

***This*** is lovely, but ***that*** is comfortable.

**Forms** There are two demonstrative pronouns in Italian: *questo* (“this”) and *quello* (“that”). Each of these pronouns has special forms for gender and number.

|           | SINGULAR      | PLURAL        |
|-----------|---------------|---------------|
| MASCULINE | <i>questo</i> | <i>questi</i> |
|           | <i>quello</i> | <i>quelli</i> |
| FEMININE  | <i>questa</i> | <i>queste</i> |
|           | <i>quella</i> | <i>quelle</i> |

**Uses** Demonstrative pronouns replace a demonstrative adjective plus its noun.

*quel signore* → ***quello***  
*questa signora* → ***questa***  
*quei signori* → ***quelli***  
*queste signore* → ***queste***

For emphasis, *questo* and *quello* may be followed by *qui* or *lì*, respectively.

*Quale vuoi? Questo qui o quello lì?* Which one do you want? This one or that one?

The pronoun *quello/quella/quelli/quelle* may be followed by the preposition *di* to express possession.

*I figli di Maria stanno studiando,* Mary's kids are studying,  
*quegli di Silvia guardano la televisione.* Silvia's are watching television.

The pronoun *quello/quella/quelli/quelle* may also be followed by a relative clause.

*Lui è quello che amo.* He is the one (that) I love.



### QUICK CHECK

| DEMONSTRATIVE ADJECTIVE + NOUN → DEMONSTRATIVE PRONOUN |   |   |
|--|---|---|
|  | SINGULAR  | PLURAL  |
| MASCULINE  | <i>questo libro</i> → <b><i>questo</i></b>                | <i>questi libri</i> → <b><i>questi</i></b>                |
|  | <i>quel libro, quello studente</i> → <b><i>quello</i></b> | <i>quei libri, quegli studenti</i> → <b><i>quelli</i></b> |
| FEMININE   | <i>questa casa</i> → <b><i>questa</i></b>                 | <i>queste case</i> → <b><i>queste</i></b>                 |
|  | <i>quella casa</i> → <b><i>quella</i></b>                 | <i>quelle case</i> → <b><i>quelle</i></b>                 |

Notice that the masculine singular demonstrative pronoun is *quello* and the masculine plural is *quelli*, regardless of the initial consonant(s) of the noun being replaced.

**Definition** Interrogative pronouns ask a question.

**Forms** Interrogative pronouns have different forms for people and things. The pronoun referring to people, *who*, is also inflected for case.

|         | PEOPLE       | THINGS        |
|---------|--------------|---------------|
| SUBJECT | <i>who?</i>  | <i>which?</i> |
| OBJECT  | <i>whom?</i> | <i>which?</i> |

No change is made for number. *Who?/whom?* and *what?* can refer to one or more than one.

**Uses** The interrogative pronouns in English are used in the following ways.

1. Person as subject

***Who* is coming?** *John.* OR *The Smiths.*

2. Thing as subject

***What* is going on?** *A riot.*

3. Person as direct object

***Whom* did you see?** *John.*

4. Thing as direct object

***What* are you doing?** *My homework.*

5. Person as indirect object\*

***To whom* are you speaking?** *To Mary.*

6. Person as object of a preposition

***With whom* are you going?** *With John.*

7. Thing as object of a preposition

***What* are you thinking ***about***?** *About the music.*

As an interrogative pronoun, *which?* relates to choice. It can simply be *which?*, used in the singular or plural, or *which one(s)?*

*Here are two books. Which (one) do you want?*

*There are many good shops in town. Which (ones) do you like best?*

---

\**To* or *for* signals the indirect object. (To review the indirect object, see page 14.)



# Italian Interrogative pronouns

**Forms** Interrogative pronouns are confusing in both English and Italian because the same word can be used for different purposes.

|        | SUBJECT                    | DIRECT OBJECT               | OBJECT OF A PREPOSITION             |
|--------|----------------------------|-----------------------------|-------------------------------------|
| PERSON | <i>chi?</i>                | <i>chi?</i>                 | <i>chi?</i>                         |
|        | <b><i>Chi è?</i></b>       | <b><i>Chi guardate?</i></b> | <b><i>A chi parlate?</i></b>        |
| THING  | <i>che?</i>                | <i>che?</i>                 | <i>che?</i>                         |
|        | <b><i>Che succede?</i></b> | <b><i>Che fate?</i></b>     | <b><i>Di che avete bisogno?</i></b> |

In formal English, many speakers distinguish between *who?* (subject) and *whom?* (object). Italian does not make this distinction.

In Italian, *chi?* and *che?* can be both subjects and objects of a verb, as well as objects of a preposition.

Unlike in English, an Italian question never ends with a preposition.

Most question words are invariable. However, *quale?* ("which?") and *quanto/quenti* ("how much? / how many?") agree in gender and number with the nouns they replace. The different forms do not change for the three grammatical functions listed above. For the distinction between *che?* and *quale?*, see Appendix A.

*Che?, cosa?, and che cosa?* are interchangeable for "what?"

**Uses** The interrogative pronouns in Italian are used in the following ways.

1. Person as subject

***Chi arriva? Chi è che arriva?*** *Maria, Giovanni e Paolo.*

2. Thing as subject

***Che succede?*** *Niente.*

3. Person as direct object

***Chi avete visto?*** *Maria e Giovanni.*

4. Thing as direct object

***Che cosa fate?*** *Leggo la rivista.*

5. Person as indirect object

***A chi parlavi?*** *A Maria.*

6. Person as object of a preposition

***Con chi andate al cinema?*** *Con gli amici.*

7. Thing as object of a preposition

***A che cosa pensi?*** *Al mio lavoro.*

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# Italian Interrogative pronouns (continued)

## Choice interrogatives

Another kind of interrogative pronoun relates to choice: *Which one(s)?* These forms agree in number with the noun they replace.

SINGULAR      PLURAL

*quale*      *quali*

These interrogatives offer a choice between possibilities.

*Ho tre riviste. Quale preferisci?*      I have three magazines. Which one do you want?

*Ci sono molti negozi nella piazza.  
Quali preferite?*      There are many shops in the square.  
Which ones do you prefer?



# Adjectives



# Introducing adjectives

**Definition** See page 7.

**Forms** Some English adjectives are invariable, while others change form. These changes depend on adjective type. The types are discussed separately below.

**Uses** Adjectives are primarily used as

1. modifiers of nouns or pronouns.
2. complements of either the subject or an object.

An adjective's function determines its position in a sentence.

1. As a modifier, an adjective usually comes before the noun or pronoun that it modifies.

*Buy that small white house.*

ADJECTIVES                  NOUN

*Buy the blue one.*

ADJECTIVE PRONOUN

2. As a modifier of an indefinite pronoun, an adjective follows the pronoun.

*Something terrible is happening.*

INDEFINITE PRONOUN ADJECTIVE

3. As a subject complement, an adjective follows the verb *to be* or the linking verb and describes the subject.

*Mrs. Pellegrini is happy.*

FORM OF *to be* ADJECTIVE

*They seem pleased.*

LINKING VERB ADJECTIVE

4. As an object complement, an adjective follows the direct object noun or pronoun.

*That made the exam hard.*

NOUN ADJECTIVE

*We considered him crazy.*

PRONOUN ADJECTIVE

**Types** Each of the following adjective types is discussed separately below.

1. Descriptive (page 44)
2. Proper (a kind of descriptive adjective) (page 50)
3. Limiting (includes demonstratives, possessives, interrogatives, indefinites, numbers, and determiners) (page 50)

**Forms** An adjective in Italian agrees in gender and number with the noun it modifies. If an adjective describes a mixed group of nouns (masculine and feminine), the adjective is masculine plural.

**Uses** As in English, Italian adjectives are used as modifiers and complements, but their position in a sentence is different (see page 47).



## Descriptive adjectives

**Definition** Descriptive adjectives describe a noun or pronoun.

**Forms** Many of these adjectives may be inflected to show comparison.

# Italian Descriptive adjectives

**Forms** Many descriptive adjectives in Italian end in *-o* in the masculine singular and *-a* in the feminine singular. The plural is created by changing the *-o* to *-i* and the *-a* to *-e*. The masculine singular form is the one listed first in vocabulary lists and dictionaries.

|           | SINGULAR     | PLURAL       |
|-----------|--------------|--------------|
| MASCULINE | <i>buono</i> | <i>buoni</i> |
| FEMININE  | <i>buona</i> | <i>buone</i> |

However, there are several groups of adjectives that use other endings or have irregular forms.

1. Most descriptive adjectives that do not end in *-o/-a* in the singular have the same form for both the masculine and feminine forms—one ending in *-e*. The plural is formed by changing the *-e* of the singular form to *-i*. Examples follow.

| SINGULAR            | PLURAL              | ENGLISH EQUIVALENT |
|---------------------|---------------------|--------------------|
| <i>facile</i>       | <i>facili</i>       | easy               |
| <i>feroce</i>       | <i>feroci</i>       | ferocious          |
| <i>grande</i>       | <i>grandi</i>       | big, large         |
| <i>intelligente</i> | <i>intelligenti</i> | intelligent        |

2. Adjectives that end in *-ista* have the same form for the masculine and feminine singular, but two forms for the plural.

|                    |                                   |                           |
|--------------------|-----------------------------------|---------------------------|
| MASCULINE SINGULAR | <i>Il signore è ottimista.</i>    | The man is an optimist.   |
| MASCULINE PLURAL   | <i>I signori sono ottimisti.</i>  | Men are optimistic.       |
| FEMININE SINGULAR  | <i>La signora è ottimista.</i>    | The woman is an optimist. |
| FEMININE PLURAL    | <i>Le signore sono ottimiste.</i> | Women are optimistic.     |

3. Adjectives that end in *-one* have four different forms.

|                    |                                  |                  |
|--------------------|----------------------------------|------------------|
| MASCULINE SINGULAR | <i>un ragazzo chiacchierone</i>  | a talkative boy  |
| MASCULINE PLURAL   | <i>i ragazzi chiacchieroni</i>   | talkative boys   |
| FEMININE SINGULAR  | <i>una ragazza chiacchierona</i> | a talkative girl |
| FEMININE PLURAL    | <i>le ragazze chiacchierone</i>  | talkative girls  |

4. Adjectives that end in *-o* and indicate a geographical division are treated the same way as regular adjectives ending in *-o*. They have four forms (*-o/-a/-i/-e*). If a geographical adjective ends in *-e* in the masculine and feminine singular forms, the ending changes to *-i* in the plural. These adjectives follow the noun they modify. None of them is capitalized in Italian.

| MASCULINE                   |                 | FEMININE            |                 |
|-----------------------------|-----------------|---------------------|-----------------|
| SINGULAR                    | PLURAL          | SINGULAR            | PLURAL          |
| <i>italiano</i>             | <i>italiani</i> | <i>italiana</i>     | <i>italiane</i> |
| <i>spagnolo</i>             | <i>spagnoli</i> | <i>spagnola</i>     | <i>spagnole</i> |
| <i>francese</i>             | <i>francesi</i> | <i>francese</i>     | <i>francesi</i> |
| <i>inglese</i>              | <i>inglesi</i>  | <i>inglese</i>      | <i>inglesi</i>  |
| <i>il ragazzo messicano</i> |                 | the Mexican boy     |                 |
| <i>la ragazza messicana</i> |                 | the Mexican girl    |                 |
| <i>l'uomo norvegese</i>     |                 | the Norwegian man   |                 |
| <i>la donna norvegese</i>   |                 | the Norwegian woman |                 |

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# Italian Descriptive adjectives (continued)

5. Adjectives ending in *-io* in the singular change *-io* to *-i* in the plural.

|                         |               |
|-------------------------|---------------|
| <i>il libro vecchio</i> | the old book  |
| <i>i libri vecchi</i>   | the old books |

6. A few adjectives are invariable and have only one form for both genders and numbers. Examples follow.

|                |      |
|----------------|------|
| <i>pari</i>    | even |
| <i>dispari</i> | odd  |

7. Some adjectives ending in *-co* or *-go* in the masculine singular have a masculine plural ending in *-ci* or *-gi*. The feminine singular ending *-ca* changes to *-che* in the plural.

|                 |                 |           |
|-----------------|-----------------|-----------|
| <i>pacifico</i> | <i>pacifici</i> | peaceable |
| <i>pacifica</i> | <i>pacifche</i> |           |

Other adjectives ending in *-co* or *-go* add *h* in the masculine plural too.

|               |                |       |
|---------------|----------------|-------|
| <i>bianco</i> | <i>bianchi</i> | white |
| <i>bianca</i> | <i>bianche</i> |       |

|              |               |     |
|--------------|---------------|-----|
| <i>largo</i> | <i>larghi</i> | big |
| <i>larga</i> | <i>larghe</i> |     |

8. The adjectives of colors that derive from nouns are invariable.

|              |        |  |                                 |
|--------------|--------|--|---------------------------------|
| <i>rosa</i>  | pink   | <i>Dov'è il vestito rosa?</i>            | Where is the pink dress?        |
| <i>viola</i> | purple | <i>Il muro della sua camera è viola.</i> | The wall in her room is purple. |
| <i>blu</i>   | blue   | <i>Lui ha una giacca blu.</i>            | He has a blue jacket.           |

9. Some indefinite adjectives are invariable and modify only singular nouns.

|                  |       |                        |              |
|------------------|-------|------------------------|--------------|
| <i>ogni</i>      | every | <i>ogni settimana</i>  | every week   |
| <i>qualche</i>   | some  | <i>qualche nuvola</i>  | a few clouds |
| <i>qualsiasi</i> | any   | <i>qualsiasi penna</i> | any pen      |

10. Adjectives ending in a stressed vowel are invariable.

|              |       |
|--------------|-------|
| <i>indù</i>  | Hindu |
| <i>bantù</i> | Bantu |

11. A few adjectives drop their final vowel when they precede a noun.

|                                    | BEFORE<br>THE NOUN | AFTER<br>THE NOUN | EXAMPLES                              |
|------------------------------------|--------------------|-------------------|---------------------------------------|
| MASCULINE SINGULAR                 | <i>buon</i>        |                   | <i>un buon ragazzo, un buon amico</i> |
| FEMININE SINGULAR                  | <i>buona</i>       |                   | <i>una buona ragazza</i>              |
|                                    | <i>buon'</i>       |                   | <i>una buon'amica</i>                 |
| MASCULINE AND<br>FEMININE SINGULAR | <i>grand'</i>      | <i>grande</i>     | <i>un grand'uomo, un uomo grande</i>  |
|                                    | <i>gran</i>        | <i>grande</i>     | <i>una gran casa, una casa grande</i> |
| MASCULINE SINGULAR                 | <i>questo</i>      |                   | <i>questo libro</i>                   |
|                                    | <i>quest'</i>      |                   | <i>quest'uomo</i>                     |
| FEMININE SINGULAR                  | <i>questa</i>      |                   | <i>questa macchina</i>                |
|                                    | <i>quest'</i>      |                   | <i>a quest'ora</i>                    |
| MASCULINE SINGULAR                 | <i>san</i>         |                   | <i>San Giuseppe</i>                   |
|                                    | <i>sant'</i>       | <i>santo</i>      | <i>un sant'uomo, un uomo santo</i>    |

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# Italian Descriptive adjectives (continued)

The adjective *grande* becomes *gran* before most singular nouns of either gender. Its meaning then becomes “great” rather than “big.”

- The adjective *bello* (“beautiful, handsome, nice”) and *quello* (“that”) also have shortened forms that are similar to those of the definite articles.

|                    | BEFORE A CONSONANT                     | BEFORE A VOWEL                           | BEFORE Z OR S + CONSONANT                |
|--------------------|--|--|--|
| MASCULINE SINGULAR | <i>bel giorno</i><br>beautiful day     | <i>bell'uomo</i><br>handsome man         | <i>bello studente</i><br>nice student    |
| MASCULINE PLURAL   | <i>bei capelli</i><br>beautiful hair   | <i>begli occhi</i><br>beautiful eyes     | <i>begli studenti</i><br>nice students   |
| FEMININE SINGULAR  | <i>bella macchina</i><br>beautiful car | <i>bell'amica</i><br>beautiful friend    |  |
| FEMININE PLURAL    | <i>belle case</i><br>beautiful homes   | <i>belle amiche</i><br>beautiful friends |  |
| MASCULINE SINGULAR | <i>quel ragazzo</i><br>that boy        | <i>quell'uomo</i><br>that man            | <i>quello scalino</i><br>that step       |
| MASCULINE PLURAL   | <i>quei signori</i><br>those gentlemen | <i>quegli uomini</i><br>those men        | <i>quegli studenti</i><br>those students |
| FEMININE SINGULAR  | <i>quella strada</i><br>that road      | <i>quell'oca</i><br>that goose           |  |
| FEMININE PLURAL    | <i>quelle case</i><br>those homes      | <i>quelle amiche</i><br>those friends    |  |

Note that *bello* retains its full form when it follows the noun it modifies or the verb *essere*.

*Un ragazzo bello non è sempre interessante.* A handsome boy is not always interesting.

**WORD ORDER** Normally, a descriptive adjective in Italian follows the noun it modifies. First, you say what you are talking about (for example, *una casa*), then you describe it (for example, *una casa bianca*).

Some adjectives, however, can be placed either before or after the noun. If an adjective is meant literally, it tends to follow the noun; if its meaning is figurative, it precedes the noun.

|                          |                     |
|--------------------------|---------------------|
| <i>un grand'uomo</i>     | a great man         |
| <i>un uomo grande</i>    | a tall man          |
| <i>un'antica chiesa</i>  | a former church     |
| <i>una chiesa antica</i> | an old church       |
| <i>un povero uomo</i>    | a poor man          |
| <i>un uomo povero</i>    | a man with no money |
| <i>una vecchia amica</i> | an old friend       |
| <i>un'amica vecchia</i>  | a friend who is old |
| <i>una cara amica</i>    | a dear friend       |
| <i>una giacca cara</i>   | an expensive jacket |

When two descriptive adjectives appear together, the one most closely associated with the noun comes first.

*l'arte italiana moderna*      modern Italian art

**Definition** The three degrees of comparison are positive, comparative, and superlative.

**Forms** English forms comparisons in the following ways.

1. Regular comparisons add *-er* and *-est* to short adjectives, sometimes with a minor change in spelling.

*short ~ shorter ~ shortest*

*pretty ~ prettier ~ prettiest*

2. Longer adjectives are compared by using *more* and *most*, or the negatives *less* and *least*.

*determined ~ more determined ~ most determined*

*obvious ~ less obvious ~ least obvious*

3. Some adjectives have irregular comparisons.

*good ~ better ~ best*

*bad ~ worse ~ worst*

4. Adjectives that cannot be compared include absolutes, which are by definition superlative. Uniqueness and perfection cannot be brought to a higher degree.

*unique*

*perfect*

5. When a comparison is made, several words may introduce the second element: *than*, *in*, and *of all*.

COMPARATIVE *He is taller than I (am).*

SUPERLATIVE *He is the tallest boy in the class. He is the tallest of all my students.*

If an adjective is already in the comparative, *more* is not added. Greater contrast may be expressed by words like *much*.

*much smaller*

*much more difficult*

**Forms** Italian forms comparisons in the following ways.

1. Regular Italian adjectives form the comparative with *più* ("more"), *tanto* ("as" in the sense of equal), or *meno* ("less") plus the adjective.

*grande ~ più grande ~ tanto grande ~ meno grande*

2. Superlatives are formed with the definite article plus the comparative (for example, *il più grande* and *la meno piccola*).

The adjective remains in the same position, whether it is positive, comparative, or superlative.

*È una casa grande.*

*È una casa più grande.*

*È la casa più grande del villaggio. È la più grande.*

3. The most common irregular comparisons are the following.

*buono ~ meglio ~ il migliore*

better ~ the best

*cattivo ~ peggio ~ il peggiore*

worse ~ the worst

*grande ~ maggiore (OR più grande) ~ il maggiore*

greater, bigger ~ the greatest

*piccolo ~ minore (OR più piccolo) ~ il minore*

smaller ~ the smallest

4. Adjectives that cannot be compared include absolute adjectives, which are by definition superlative.

*unico*

*perfetto*

Since uniqueness and perfection cannot be brought to a higher degree, *il/la/i/le più* cannot be used with them.

5. When a comparison is made between two elements, *di* or *che* is used to link them.

COMPARATIVE *Giovanna è più grande di Maria.*

COMPARATIVE *Giovanna è più bella che intelligente.*

SUPERLATIVE *Maria è la più bella della sua famiglia.*

*Più... di* and *meno... di* are used to compare one quality shared by two people or things. When the comparison is between two qualities possessed by a single subject, *che* is used instead of *di*.



### QUICK CHECK

#### COMPARATIVE CONSTRUCTION WITH (1) *gli uomini*, (2) *le donne*, AND (3) *sono grandi*

NOUN 1 + VERB + COMPARATIVE + ADJECTIVE + *di/quanto* + NOUN 2

*Gli uomini sono più/meno grandi delle donne.*

*Gli uomini sono tanto grandi quanto le donne.*

#### SUPERLATIVE CONSTRUCTION WITH (1) *Giovanna*, (2) *la classe*, AND (3) *è più brava*

NOUN 1 + VERB + SUPERLATIVE + ADJECTIVE + *di* + NOUN 2

*Giovanna è la più brava della classe.*

Following are the key elements in comparative and superlative constructions.

1. Word order (see the **Quick Check** above)
2. Verb (agreement with the subject)
3. Adjective (agreement with the noun, noun phrase, or pronoun it describes)



## Proper adjectives

**Definition** A proper adjective is a descriptive adjective formed from a proper noun (see page 12).

| NOUN               | ADJECTIVE            |
|--------------------|----------------------|
| <i>Rome</i>        | <i>Roman</i>         |
| <i>Shakespeare</i> | <i>Shakespearean</i> |

**Forms** In English, both proper nouns and their adjectives are capitalized. Sometimes, their forms are indistinguishable.

| NOUN               | ADJECTIVE                 |
|--------------------|---------------------------|
| <i>the Italian</i> | <i>the Italian people</i> |



## Limiting adjectives

**Definition** A limiting adjective does not add to your knowledge of a noun; instead, it directs you toward the right one by limiting the choices. The following examples show the types of limiting adjectives.

|                |  |
|----------------|--|
| DEMONSTRATIVE  | <i>this chapter</i> (not another one)    |
| POSSESSIVE     | <i>his book</i> (not hers)               |
| INTERROGATIVE  | <i>whose coat?</i> (its specific owner)  |
| INDEFINITE     | <i>some people</i> (but not others)      |
| ORDINAL NUMBER | <i>the second lesson</i> (not the first) |

Each of these types of limiting adjectives are discussed separately.



## Demonstrative adjectives

**Definition** Demonstrative adjectives point out which of a group is/are the one(s) that you are referring to.

**Forms** These adjectives have the same forms as the demonstrative pronouns (see page 36) and distinguish in the same way between near and far and between singular and plural.

|      | SINGULAR    | PLURAL       |
|------|-------------|--------------|
| NEAR | <i>this</i> | <i>these</i> |
| FAR  | <i>that</i> | <i>those</i> |

There is no agreement in person, gender, or case. The demonstrative adjective precedes its noun.

*This woman is talking to that man.*

*These little boys hate those dogs.*



## Proper adjectives

**Forms** In Italian, proper adjectives are formed from proper nouns, but they are not capitalized.

| NOUN            | ADJECTIVE              |
|-----------------|------------------------|
| <i>i Romani</i> | <i>la gente romana</i> |



## Limiting adjectives

See the discussion on the opposite page.



## Demonstrative adjectives

**Forms** A demonstrative adjective agrees with the noun it modifies in gender and number.

| MASCULINE           |                     | FEMININE      |               | ENGLISH EQUIVALENT |
|---------------------|---------------------|---------------|---------------|--------------------|
| SINGULAR            | PLURAL              | SINGULAR      | PLURAL        |                    |
| <i>questo</i>       | <i>questi</i>       | <i>questa</i> | <i>queste</i> | this/these         |
| <i>quel, quello</i> | <i>quei, quegli</i> | <i>quella</i> | <i>quelle</i> | that/those         |

**Uses** The near/far distinction made in English does not arise in Italian unless there is a possibility of confusion. Then, *qui* or *là* is added to the *questo/questa* or *quello/quella* phrase, respectively.

*Questa casa qui è molto grande.  
Quella macchina là è vecchia.*

This house (over here) is really big.  
That car (over there) is old.

**Definition** Possessive adjectives modify a noun by telling to whom or what it belongs.

**Forms** These adjectives indicate the person, number, and gender (in the third-person singular) of the *possessor*.

|               | SINGULAR                    | PLURAL       |
|---------------|-----------------------------|--------------|
| FIRST PERSON  | <i>my</i>                   | <i>our</i>   |
| SECOND PERSON | <i>your</i>                 | <i>your</i>  |
| THIRD PERSON  | <i>his, her, its, one's</i> | <i>their</i> |

The adjectives do not tell anything about the person or thing that is possessed.

*Mr. Pellegrini's son* → ***his son*** (third-person singular masculine)

*Mrs. Pellegrini's son* → ***her son*** (third-person singular feminine)

*the Pellegrinis' son* → ***their son*** (third-person plural)

**Uses** The possessive adjective is always used with the noun.

*my mother*

*our child*

*your turn*

If the noun is omitted, a possessive pronoun must be used (for example, *mine*, *ours*, or *yours*) (see page 26).

# Italian Possessive adjectives

**Definition** Italian possessives are adjectives, so they agree in gender and number with the noun they modify, *not* with the possessor.

**Forms** Italian possessive adjectives have the following forms.

|                 | MASCULINE        |                 | FEMININE         |                  | ENGLISH EQUIVALENT |
|-----------------|------------------|-----------------|------------------|------------------|--------------------|
|                 | SINGULAR         | PLURAL          | SINGULAR         | PLURAL           |                    |
| <b>SINGULAR</b> |                  |                 |                  |                  |                    |
| FIRST PERSON    | <i>il mio</i>    | <i>i miei</i>   | <i>la mia</i>    | <i>le mie</i>    | my                 |
| SECOND PERSON   | <i>il tuo</i>    | <i>i tuoi</i>   | <i>la tua</i>    | <i>le tue</i>    | your (sing.)       |
| THIRD PERSON    | <i>il suo</i>    | <i>i suoi</i>   | <i>la sua</i>    | <i>le sue</i>    | his, her, its      |
| <b>PLURAL</b>   |                  |                 |                  |                  |                    |
| FIRST PERSON    | <i>il nostro</i> | <i>i nostri</i> | <i>la nostra</i> | <i>le nostre</i> | our                |
| SECOND PERSON   | <i>il vostro</i> | <i>i vostri</i> | <i>la vostra</i> | <i>le vostre</i> | your (pl.)         |
| THIRD PERSON    | <i>il loro</i>   | <i>i loro</i>   | <i>la loro</i>   | <i>le loro</i>   | their              |

This is quite different from English. *Il suo cappotto* can mean either “his coat” or “her coat.” The masculine form *il suo* is used, because *cappotto* is masculine. For instance, Mary can say the following.

*Ecco il mio cappotto, la mia sciarpa e i miei guanti.*

Here are my coat, my scarf, and my gloves.

The possessive adjectives do not indicate Mary’s gender, but they do indicate the genders and numbers of the three items that she possesses.

Possessive adjectives in Italian are normally preceded by a definite article. The definite article is not used, however, when the noun refers to a family member and is singular and unmodified.

*Mio fratello si chiama Franco.  
Suo padre viaggia molto.*

My brother’s name is Frank.  
Her father travels a lot.

If the noun refers to more than one relative, or if the possessive adjective *il/la loro* (“their”) is used, or if the noun is modified by another adjective, the definite article is always used.

*I nostri zii sono molto anziani.*

Our uncles are very old.

Several idiomatic phrases in Italian do not take the definite article with the possessive adjective; in these phrases, the possessive adjective is placed after the noun.

*casa mia, casa tua, etc.  
è colpa mia, è colpa tua, etc.  
piacere mio*

my house, your house, etc.  
it is my fault, it is your fault, etc.  
my pleasure

**Definition** Interrogative adjectives ask a question about limitation.

**Forms** These adjectives have case in English.

1. Subject and object cases: *which?* *what?*
2. Possessive case: *whose?*

These forms are invariable.

**Uses** Interrogative adjectives are used

1. to ask a question.

|            |   |
|------------|---|
| SUBJECT    | <b>What</b> assignment is for today?          |
| OBJECT     | <b>Which</b> class do you have at 10 o'clock? |
| POSSESSIVE | <b>Whose</b> coat is this?                    |

2. in an exclamation.

**What** a pretty house!

**What** a job!

**Forms** In Italian, the interrogative adjective is inflected for gender and number. It agrees with the noun it modifies.

| MASCULINE      |                | FEMININE       |                | ENGLISH EQUIVALENT  |
|----------------|----------------|----------------|----------------|---------------------|
| SINGULAR       | PLURAL         | SINGULAR       | PLURAL         |                     |
| <i>che?</i>    | <i>che?</i>    | <i>che?</i>    | <i>che?</i>    | what?               |
| <i>quale?</i>  | <i>quali?</i>  | <i>quale?</i>  | <i>quali?</i>  | which? what?        |
| <i>quanto?</i> | <i>quanti?</i> | <i>quanta?</i> | <i>quante?</i> | how much? how many? |

As can be seen from this chart, the adjective *che?* has only one form and therefore does not distinguish between singular and plural or between genders. These adjectives present little difficulty for the learner of Italian as long as they appear directly before the noun. However, when they are separated by the verb, it is sometimes more difficult for English speakers to recognize them as adjectives.

While the forms of the adjective *quale?* distinguish between singular and plural, the same forms are used for both genders.

The form of *quanto?* reflects both gender and number.

**Uses** Interrogative adjectives are used

1. to ask a question.

*Quanti libri hai?*

*Che ora è?*

*Che compito abbiamo per domani?*

*Qual'è il giornale d'oggi?*

How many books do you have?

What time is it?

What homework do we have for tomorrow?

Which one is today's newspaper?

2. in an exclamation.

*Che bella casa hai!*

What a beautiful house you have!

## English Indefinite adjectives

**Definition** Indefinite adjectives refer to nouns or pronouns that are not defined more specifically.

*Some students learn fast.*

*Any girl will tell you.*

*Both lectures are at 10 o'clock.*

*Each/Every class has its value.*

*I want another pen.*

*Such behavior is terrible.*

**Forms** These adjectives are invariable, that is, they do not change their form. Some, however, may be used only with singular nouns (for example, *each*, *every*, *another*), some only with plural nouns (for example, *both*, *other*), and some with either singular or plural nouns (for example, *some*: *some coffee*, *some people*).

## English Other limiting adjectives

### Ordinal numbers

These numbers indicate the order in which things come. *One*, *two*, and *three* (and all numbers ending in *one*, *two*, and *three*, except *eleven*, *twelve*, and *thirteen*) have irregular ordinals.

*first, second, third*

All other ordinal numbers are formed by adding *-th*.

*fourth, ninth, sixteenth*

### Determiners

Determiners are often classified as adjectives (see page 16).

## English Other adjectival forms

Many other kinds of words—even though they are not adjectives themselves—may be used as adjectives (that is, to describe a noun or pronoun).

|                      |   |
|----------------------|---|
| NOUN                 | <i>a conference room</i>                  |
| PRESENT PARTICIPLE   | <i>running water</i>                      |
| PAST PARTICIPLE      | <i>the closed windows</i>                 |
| PREPOSITIONAL PHRASE | <i>the poster on the wall</i>             |
| RELATIVE CLAUSE      | <i>the coat that I bought</i>             |
| INFINITIVE           | <i>I wonder what to do.</i>               |
| ADVERBIAL PHRASE     | <i>The students come from all around.</i> |

# Italian Indefinite adjectives

**Definition** Italian indefinite adjectives are similar to those in English.

**Forms** An indefinite adjective agrees with its noun in gender and number, just as descriptive adjectives do.

|   |  |
|---|--|
| <i>Alcuni studenti imparano rapidamente.</i>        | Some students learn quickly.             |
| <i>Vorrei un'altra penna.</i>                       | I would like another pen.                |
| <i>Ogni essere umano è degno di rispetto.</i>       | Every human being deserves respect.      |
| <i>Qualche donna te lo dirà.</i>                    | Some woman will tell you.                |
| <i>Tutto il giornale è pieno di brutte notizie.</i> | The whole newspaper is full of bad news. |

The singular *tutto* means “the whole.” The plural *tutti/tutte* means “all the . . .”. Both forms are followed by the definite article.

|   |   |
|---|---|
| <i>Ogni sera preparo tutto il programma per il giorno dopo.</i> | Each evening, I prepare the whole schedule for the following day. |
| <i>Ho comprato tutte le riviste italiane che ho trovato.</i>    | I bought all the Italian magazines I found.                       |

# Italian Other limiting adjectives

## Ordinal numbers

Ordinal numbers are essentially vocabulary items in Italian and need to be learned as such. They agree in gender and number with the noun they modify.

*primo presidente*  
*prima attrice*  
*quinto piano*  
*decima lezione*

## Determiners

See page 17.

# Italian Other adjectival forms

|                      |  |
|----------------------|--|
| NOUN PHRASE          | <i>la sala delle conferenze</i>                |
| PRESENT PARTICIPLE   | <i>l'acqua corrente</i>                        |
| PAST PARTICIPLE      | <i>le finestre chiuse</i>                      |
| PREPOSITIONAL PHRASE | <i>l'orologio da muro</i>                      |
| RELATIVE CLAUSE      | <i>il cappotto che comprai</i>                 |
| INFINITIVE           | <i>Non so che fare.</i>                        |
| ADVERBIAL PHRASE     | <i>Gli studenti vengono da tutte le parti.</i> |

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# Adverbs

## English Introducing adverbs

**Definition**

**Forms** Most English adverbs formed from descriptive adjectives add *-ly* to the adjective.

*active ~ actively*  
*slow ~ slowly*

1. Like adjectives, adverbs may be inflected to show comparison.

| POSITIVE        | COMPARATIVE          | SUPERLATIVE           |
|-----------------|----------------------|-----------------------|
| <i>actively</i> | <i>more actively</i> | <i>most actively</i>  |
| <i>actively</i> | <i>less actively</i> | <i>least actively</i> |

The comparative is used to show the similarity or difference between how two people or things do something, or the degree of difference in qualifying an adjective or adverb. The superlative compares more than two people or things. There must also be a word to link the two points of comparison.

|             |   |
|-------------|---|
| POSITIVE    | <i>I walk slowly.</i>                       |
| COMPARATIVE | <i>John walks more slowly than I do.</i>    |
| SUPERLATIVE | <i>Monica walks the most slowly of all.</i> |

2. Like adjectives, some adverbs not ending in *-ly* may take *-er* and *-est* in comparisons.

*He runs fast, but I run faster.  
Mary runs the **fastest** of all.*

3. Some adverbs form their comparison irregularly.

| POSITIVE     | COMPARATIVE   | SUPERLATIVE  |
|--------------|---------------|--------------|
| <i>well</i>  | <i>better</i> | <i>best</i>  |
| <i>badly</i> | <i>worse</i>  | <i>worst</i> |

**Uses** English adverbs are used in the following ways.

1. Adverbs answer the questions *how*, *when*, *where*, or *how much* about a verb, an adjective, or another adverb. Sometimes, a phrase takes the place of a single adverb.

*Yesterday he came here and very quickly told the story.*

*This morning he went there by car.*

WHEN WHERE HOW

CONTINUED ON PAGE 62 ➤

# Italian Introducing adverbs

**Forms** Most Italian adverbs formed from descriptive adjectives add *-mente* to the feminine form of the adjective. Most of these are adverbs of manner.

*attiva* → ***attivamente***  
*lenta* → ***lentamente***

1. Adverbs, unlike adjectives, have only one form.
2. Some of the most common Italian adverbs do not end in *-mente* and must be learned as vocabulary items.

*andare forte*      *to go fast*  
*parlare chiaro*      *to speak clearly*

3. Like adjectives, adverbs may be inflected to show comparison.

| POSITIVE           | COMPARATIVE                     | SUPERLATIVE                |
|--------------------|---------------------------------|----------------------------|
| <i>attivamente</i> | <i>più attivamente</i>          | <i>il più attivamente</i>  |
|                    | <i>tanto attivamente quanto</i> |                            |
|                    | <i>così attivamente come</i>    |                            |
|                    | <i>meno attivamente</i>         | <i>il meno attivamente</i> |

The words used to link the two elements being compared are the same as for adjectives.  
(See the **Quick Check** on page 49.)

|             |   |
|-------------|---|
| POSITIVE    | <i>Giovanni legge rapidamente.</i>                  |
| COMPARATIVE | <i>Giovanni legge più rapidamente di Pietro.</i>    |
| SUPERLATIVE | <i>Giovanni cammina il più lentamente di tutti.</i> |

Two adverbs—meaning “well” and “badly”—form their comparisons irregularly.

| POSITIVE    | COMPARATIVE   | SUPERLATIVE      |
|-------------|---------------|------------------|
| <i>bene</i> | <i>meglio</i> | <i>il meglio</i> |
| <i>male</i> | <i>peggio</i> | <i>il peggio</i> |

Another pair of adverbs that form their comparisons irregularly mean “much” and “(a) little.”

|              |               |                |
|--------------|---------------|----------------|
| <i>molto</i> | <i>di più</i> | <i>il più</i>  |
| <i>poco</i>  | <i>meno</i>   | <i>il meno</i> |

4. To make comparisons using verbs, *tanto come* is used after the verb.

*Francesco non parla tanto come suo padre.*      Francesco doesn’t talk as much as his father does.

**Uses** Italian adverbs are used in the following ways.

1. See the English uses on the opposite page.

*Ieri è venuto qui e molto infretta ha raccontato la storia.*  
WHEN            WHERE    HOW MUCH    HOW

CONTINUED ON PAGE 63 ➤

2. **Negatives.** Some adverbs make a sentence negative. These include words like *not*, *nowhere*, and *never*. In standard English, two negative words in one sentence express a positive, not a negative, idea.

*He doesn't have no friends, but he has too few.*

The first clause used alone and intended as a negative is not standard English. Not only are negative adverbs included here, but negative nouns and adjectives as well.

3. **Questions.** Another group of adverbs introduces questions: *when?* *where?* *how?* and *why?* The majority of adverbs answer these questions with respect to the verb, but the interrogative words themselves are adverbs too.

*When does he arrive?*

*How do you know that?*

Many adverbs can also be used as subordinating conjunctions in English (see page 66).

*We are going to the movies when we finish our work.*

### Adjectives vs. adverbs

To choose the correct word, it is essential to ask yourself the following questions.

1. Am I *describing someone/something?* → adjective
2. Am I *describing how/when/where/why something is done?* → adverb

*The poem is good, and the poet reads it well.*

NOUN      ADJECTIVE      VERB      ADVERB

*The play is bad, and it's badly performed.*

NOUN      ADJECTIVE      ADVERB      VERB

This is especially important for verbs of mental or emotional state and for sensory verbs, which can be followed by either an adjective or an adverb. One of the most common examples is the following.

*I feel bad.* (= I am sick/unhappy/etc.)

*I feel badly.* (= My hands are not sensitive.)

# Italian Introducing adverbs (continued)

## 2. Negatives

- a. The negative word *non* in Italian is an adverb and may come before
- a conjugated verb.  
*Non parlo inglese.* I don't speak English.
  - *avere, essere, and stare* when they are used as auxiliary verbs in compound tenses.  
*Non ho visto la maestra.* I didn't see the teacher.  
*Non stiamo lavorando molto.* We're not working much.
  - an object pronoun that precedes a verb.  
*Non mi piace quello.* I don't like that.

- b. Other common negative adverbs that accompany verbs follow.

|                          |                   |
|--------------------------|-------------------|
| <i>non... mai</i>        | never             |
| <i>non... più</i>        | no longer         |
| <i>non... per niente</i> | not at all        |
| <i>non... nessuno</i>    | no one            |
| <i>non... né... né</i>   | neither . . . nor |

|   |                                       |
|---|---------------------------------------|
| <i>Non vedo nessuno.</i>                    | I don't see anybody.                  |
| <i>Non ho né tempo né denaro.</i>           | I have neither time nor money.        |
| <i>Non parlo né a Giovanni né a Pietro.</i> | I speak neither to John nor to Peter. |
| <i>Non leggo né parlo giapponese.</i>       | I neither read nor speak Japanese.    |

*Mai, più, per niente, and nessuno* may precede the verb; in this case, *non* is omitted. If these words follow the verb, *non* must precede it.

*Nessuno mi ama.* No one loves me.

OR *Non mi ama nessuno.*

*Mai parlo inglese in Italia.* I never speak English in Italy.

OR *Non parlo mai l'inglese in Italia.*

## 3. Questions

*Quando venite? Veniamo domani.*

When are you coming? We're coming tomorrow.

*Dove sono le forbici? Sono nel cassetto.*

Where are the scissors? They're in the drawer.

*Come ti chiami? Mi chiamo Giovanni.*

What's your name? My name is John.

Many adverbs can also be used as subordinating conjunctions in Italian (see page 67).

*Mi riposo quando finisco il mio lavoro.* I'll rest when I finish my work.

## Adjectives vs. adverbs

*La poesia è bella, e il poeta l'ha letta bene.*

NOUN ADJECTIVE VERB ADVERB

*Il libro è noioso, e tutti lo leggono malvolentieri.*

NOUN ADJECTIVE VERB ADVERB

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# Conjunctions



# Introducing conjunctions

**Definition** See page 7.

**Forms** Conjunctions are function words; they are invariable.

**Types** All conjunctions are linking words, but the linked elements and their relationship with each other determine which of the three principal types a conjunction belongs to: coordinating, subordinating, or adverbial.

**Uses** English conjunctions are used as follows.

1. A **coordinating conjunction** links two equal elements that have the same grammatical construction. The two elements may be single words, phrases, or entire clauses.

|                     |                                     |
|---------------------|-------------------------------------|
| NOUNS               | <i>John and Mary</i>                |
| INFINITIVES         | <i>to be or not to be</i>           |
| INDEPENDENT CLAUSES | <i>We came, but he wasn't home.</i> |

Correlatives, which occur in pairs, are a subgroup of coordinating conjunctions.

*Both John and Mary are in the class.*

*Either we go now or we don't go at all.*

2. A **subordinating conjunction** joins unequal elements. One element is subordinated to the other. The conjunction introduces the subordinate clause (the one that cannot stand alone as a sentence).

|          |  |
|----------|--|
| CONTRAST | <i>Although he wants to be on time, he is late.</i>  |
| TIME     | <i>We speak Italian when our friends come over.</i>  |
| CAUSE    | <i>Because this course is easy, we all get "A's.</i> |

Notice that the main idea of the sentence is in the main (independent) clause. The subordinate clause tells about the time, way, cause, or conditions involved and may show a contrast. Notice also that the main clause need not come first. You could reverse the order of the clauses in each example above without changing the meaning of the sentence.

There is also a subgroup of correlative subordinating conjunctions (for example, *if . . . then* and *so . . . that*).

*This course is so hard that many students have complained.*

3. An **adverbial conjunction** is sometimes called a “conjunctive adverb.” Grammarians are not sure whether they are really adverbs or conjunctions. Words and phrases like *therefore, perhaps, also, for example, as a result, and in other words* fall into this category.

**Uses** Italian conjunctions are used as follows.

### 1. Coordinating conjunctions

NOUNS

*Giovanni e Maria*

INFINITIVES

*essere o non essere*

INDEPENDENT CLAUSES

*Noi siamo venuti, ma non era a casa.*

Correlative conjunctions are a subgroup of coordinating conjunctions.

*Sia Giovanni sia Maria sono nella classe.*

*O andiamo adesso o non andiamo più.*

### 2. Subordinating conjunctions

CONTRAST *Benché lui voglia essere puntuale, è in ritardo.*

TIME *Parliamo italiano quando vengono i nostri amici.*

CAUSE *Dato che questo corso è facile, abbiamo tutti "A".*

Correlative conjunctions are a subgroup of subordinating conjunctions.

*Questo corso è così difficile che molti studenti si sono lamentati.*

### 3. Adverbial conjunctions

*dunque, può essere, per esempio, etc.*

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# Interjections



## Introducing interjections

**Definition** See page 7.

**Forms** Interjections are normally invariable exclamations.

**Uses** As an exclamation, an interjection is often merely a sound meant to convey emotion (for example, *ow!*). It has no grammatical connection with the other words in the sentence and is set off by commas.

# Italian Introducing interjections

Interjections present no problems for the learner of Italian; they are simply vocabulary items followed by an exclamation point. Following are some common ones.

*Ahi!*

*Ahimè!*

*Aiuto!*

*Beh!*

*Boh!*

*Ohi!*

*Suvvia!*

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# Prepositions

Prepositions in any language are very tricky words. Most of them have basic meanings, but when they are used in phrasal verb constructions, that meaning can change. A phrasal verb is a combination of a verb plus (usually) a preposition that has a meaning different from the combined meanings of the words. You may think, for example, that you know what *up* means, but consider the following sentence.

*First he cut the tree down, then he cut it up.*

People learning English would be confused by that sentence, and it is not an isolated example. Take the case of a friend telephoning John's house early in the morning and asking for him. John's wife might reply as follows.

*He'll be down as soon as he's up.*

In other words, after learning a preposition and its basic meanings, one must be alert to how it is used in phrasal verb constructions. Often, the meanings of a single preposition will spread over several pages of a dictionary.

**Definition**

See page 7.

**Forms**

A preposition is a function word; it is invariable. It can be a single word or a group of words (for example, *by* and *in spite of*).

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**Forms** An Italian preposition can be one or several words; examples are *con* (“with”), *vicino a* (“near”), and *lontano da* (“far from”).

A one-to-one equivalence between English and Italian prepositions is rare. They are capricious in both languages.

Prepositions are invariable, except when they combine with the definitive article. In Italian, five of the most commonly used prepositions—*a* (“at, to”), *da* (“from, by”), *di* (“of, about, from”), *in* (“in, into”), and *su* (“on”)—combine with the definite article to form a contraction.

|                        |   |                                      |
|------------------------|---|--------------------------------------|
| <i>a + il → al</i>     | <i>Luigi va <b>al</b> cinema.</i>                 | Louis goes to the movies.            |
| <i>da + lo → dallo</i> | <i>I giocatori ritornano <b>dallo</b> stadio.</i> | The players return from the stadium. |
| <i>di + la → della</i> | <i>La casa <b>della</b> mia amica è bella.</i>    | My friend’s house is beautiful.      |
| <i>in + il → nel</i>   | <i>I libri sono <b>nel</b> cassetto.</i>          | The books are in the drawer.         |
| <i>su + il → sul</i>   | <i>Luccelino è <b>sul</b> tetto.</i>              | The bird is on the roof.             |

Note that the prepositions *di* and *in* change to *de* and *ne*, respectively, when they combine with the definite article.

The following chart shows the most common prepositional contractions.

|           | MASCULINE SINGULAR                             | MASCULINE PLURAL                               | FEMININE SINGULAR      | FEMININE PLURAL        |
|-----------|--|--|------------------------|------------------------|
| <i>a</i>  | <i>a + il → al</i><br><i>a + lo → allo</i>     | <i>a + i → ai</i><br><i>a + gli → agli</i>     | <i>a + la → alla</i>   | <i>a + le → alle</i>   |
| <i>da</i> | <i>da + il → dal</i><br><i>da + lo → dallo</i> | <i>da + i → dai</i><br><i>da + gli → dagli</i> | <i>da + la → dalla</i> | <i>da + le → dalle</i> |
| <i>di</i> | <i>di + il → del</i><br><i>di + lo → dello</i> | <i>di + i → dei</i><br><i>di + gli → degli</i> | <i>di + la → della</i> | <i>di + le → delle</i> |
| <i>in</i> | <i>in + il → nel</i><br><i>in + lo → nello</i> | <i>in + i → nei</i><br><i>in + gli → negli</i> | <i>in + la → nella</i> | <i>in + le → nelle</i> |
| <i>su</i> | <i>su + il → sul</i><br><i>su + lo → sullo</i> | <i>su + i → sui</i><br><i>su + gli → sugli</i> | <i>su + la → sulla</i> | <i>su + le → sulle</i> |

Other prepositions, such as *con* (“with”), *per* (“for”), and *tra* and *fra* (“among, between”) do not combine with the definite article.

CONTINUED ON PAGE 77 ➤

**Uses** A preposition links a noun or pronoun (its object) to other words in the sentence and shows the object's relationship to them. In formal English, a preposition is followed immediately by its object.

*to the store*

*about the subject*

In informal English, a preposition is often placed at the end of the clause or sentence, especially in questions and relative clauses.

*What is she waiting for?*

INSTEAD OF **For what** is she waiting?

*This is the one that he is referring to.*

INSTEAD OF *This is the one to which he is referring.*

**Uses** In English, many verbs are followed by prepositions that change the meaning of the verb. Italian often distinguishes these meanings with different verbs.

|                 |                     |
|-----------------|---------------------|
| <i>cercare</i>  | to look <b>for</b>  |
| <i>guardare</i> | to look <b>at</b>   |
| <i>indagare</i> | to look <b>into</b> |

At times, an English verb may be followed by a preposition when it has an object noun, but not when used alone. In Italian, such verbs are never followed by a preposition.

|         |  |
|---------|--|
| ITALIAN | <i>Ascolta la radio! Ascoltalo! Ascolta!</i> |
| ENGLISH | Listen to the radio! Listen to it! Listen!   |

In English, a preposition comes before its object in formal speech and writing, but not always in informal speech. In Italian (and many other languages), it must always do so.

|                              |   |
|------------------------------|---|
| INFORMAL ENGLISH             | Who are you going to the movies <b>with</b> ? |
| FORMAL ENGLISH               | <b>With</b> whom are you going to the movies? |
| ITALIAN (INFORMAL OR FORMAL) | <b>Con chi</b> vai al cinema?                 |

Because the same English word may be translated by more than one Italian word, it is necessary to know the word's function in a sentence. For example, the English word *before* may be

1. a conjunction followed by a subject and verb ("before someone did something") = *prima di*.
2. a preposition expressing location ("before the bank") = *davanti a*.
3. a preposition expressing time ("before 3 o'clock") = *prima di*.

### Special problems with prepositions

1. It is important to distinguish between Italian prepositions that express the same word in English.

|                  |             |
|------------------|-------------|
| <i>sopra a</i>   | on          |
| <i>in cima a</i> | on (top of) |

2. Geographical names require specific prepositions to express "to," "in," and "from."

|            | <i>to/in</i>                           | <i>from</i>                  |                                 |
|------------|--|------------------------------|---------------------------------|
| COUNTRIES  | <i>in</i> <i>Io vado in Italia.</i>    | <i>da</i> + definite article | <i>Vengo dal Brasile.</i>       |
| CONTINENTS | <i>in</i> <i>Io vado in Africa.</i>    | <i>da</i> + definite article | <i>Veniamo dal Sud America.</i> |
| STATES*    | <i>in</i> <i>Vivono in California.</i> | <i>da</i> + definite article | <i>Viene dalla California.</i>  |
| PROVINCES  | <i>in</i> <i>Andate in Toscana.</i>    | <i>da</i> + definite article | <i>Venite dalla Toscana.</i>    |
| CITIES†    | <i>a</i> <i>Andiamo a Roma.</i>        | <i>da</i>                    | <i>Viene da Roma.</i>           |

\*The states of the United States are masculine except for a few well-known ones: *la California*, *la Florida*, *la Pennsylvania*, *la Carolina del Nord*, *la Carolina del Sud*, and *l'Arizona*.

†If the name of the city contains a definite article, the article remains.

*il Cairo*

*La Paz*

3. Conjugated verbs are often followed by infinitives. If two verbs are used to express a single thought, the *first* determines whether a preposition (and which one) is used to introduce the infinitive that follows. There can even be more than two infinitives in a string.

Following is a list of verbs and the prepositions they take when followed by an infinitive. In idiomatic expressions, the English preposition may or may not be equivalent to the Italian preposition.

|                      |  |   |
|----------------------|--|---|
| <i>andare a</i>      | <i>Vado a vederlo domani.</i>                                  | I'm going to see him tomorrow.              |
| <i>cominciare a</i>  | <i>La giovane cominciò a ridere.</i>                           | The young woman began to laugh.             |
| <i>imparare a</i>    | <i>Io ho imparato a guidare la macchina questa estate.</i>     | I learned to drive the car this summer.     |
| <i>insegnare a</i>   | <i>L'insegnante mi ha insegnato a parlare bene l'italiano.</i> | My teacher taught me to speak Italian well. |
| <i>mandare a</i>     | <i>Mia madre mi ha mandato a comprare la verdura.</i>          | My mother sent me to buy some vegetables.   |
| <i>venire a</i>      | <i>Vengo a vederlo domani.</i>                                 | I'm coming to see him tomorrow.             |
| <i> fingere di</i>   | <i>I bambini fingevano di dormire.</i>                         | The children were pretending to be asleep.  |
| <i>promettere di</i> | <i>Lui ha promesso di venire.</i>                              | He promised to come.                        |
| <i>sperare di</i>    | <i>Speriamo di vederti presto.</i>                             | We hope to see you soon.                    |

A compound verb usually requires the same preposition as the basic verb.

|   |                                      |
|---|--------------------------------------|
| <i>Io ricomincio a studiare l'italiano.</i> | I'm starting to study Italian again. |
| <i>Mi riprometto di studiare.</i>           | I intend to study.                   |

4. Some adjectives are followed by a preposition before an infinitive, just as some verbs are. The Italian and English prepositions in these constructions often do not "match."

|                 |   |  |
|-----------------|---|--|
| <i>ultimo a</i> | <i>Maria è sempre l'ultima a finire.</i>          | Mary is always the last one to finish. |
| <i>lento a</i>  | <i>Io sono molto lenta a imparare la chimica.</i> | I am very slow at learning chemistry.  |

5. Verbs may also require a particular preposition before a noun or a pronoun object.

|                  |                                     |                                     |
|------------------|-------------------------------------|-------------------------------------|
| <i>dare su</i>   | <i>La finestra dà sulla piazza.</i> | The window looks out on the square. |
| <i>ridere di</i> | <i>Ha riso di tutti noi.</i>        | He laughed at all of us.            |



# Verbs

# Introducing verbs

**Definition** See page 7.

**Forms** English has fewer inflected verb forms than any continental European language. Many English verbs have only four forms (for example, *talk*, *talks*, *talked*, *talking*); some have five forms (for example, *sing*, *sings*, *sang*, *sung*, *singing*).

In some systems of grammar, it is said that, technically, English has only two tenses—present and past—and that other temporal concepts are expressed by periphrastic verbal constructions. This means that English uses helping verbs and other expressions to convey temporal differences. Verbs are presented here in a more traditional way, because it will help you see the parallels between English and Italian constructions. Following are the principal parts of an English verb.

| INFINITIVE  | SIMPLE PAST   | PAST PARTICIPLE | PRESENT PARTICIPLE |
|-------------|---------------|-----------------|--------------------|
| <i>talk</i> | <i>talked</i> | <i>talked</i>   | <i>talking</i>     |
| <i>sing</i> | <i>sang</i>   | <i>sung</i>     | <i>singing</i>     |

Some words used to identify verb forms are **conjugation**, **tense**, **voice**, **transitive**, **intransitive**, and **mood**.

## Conjugation

This word has two meanings.

1. In Latin and in modern Romance languages, verbs are classified into groups, or conjugations, by their infinitive endings. English and German have only *regular* and *irregular* (sometimes called *weak* and *strong*) verbs. Weak verbs take a regular ending to form the past (for example, *talk* ~ *talked* and *follow* ~ *followed*). Strong verbs often change the vowel in their past forms, and some past forms may look completely different from their infinitives (for example, *sing* ~ *sang* and *go* ~ *went*).
2. Conjugation also refers to a list, by person, of each form in a given tense. Latin has six forms in each tense. Following are the present-tense forms of *amare* (“to love”).

|               | SINGULAR            | PLURAL            |
|---------------|---------------------|-------------------|
| FIRST PERSON  | <i>amo</i>          | <i>amamus</i>     |
|               | I love              | we love           |
| SECOND PERSON | <i>amas</i>         | <i>amatis</i>     |
|               | you (singular) love | you (plural) love |
| THIRD PERSON  | <i>amat</i>         | <i>amant</i>      |
|               | he/she loves        | they love         |

Since each form is different, it is not necessary to use a pronoun subject: The verb ending tells you who the subject is. The same is true for Spanish and Italian today.

In English, verbs can be conjugated but usually are not, because there is only one inflected ending: -s is added to the third-person singular of the simple present tense.

|               | SINGULAR             | PLURAL            |
|---------------|----------------------|-------------------|
| FIRST PERSON  | <i>I speak</i>       | <i>we speak</i>   |
| SECOND PERSON | <i>you speak</i>     | <i>you speak</i>  |
| THIRD PERSON  | <i>he/she speaks</i> | <i>they speak</i> |

A noun or pronoun is required with every verb form, because otherwise it would not be known who or what the subject is.

## Tense

This word comes from Latin *tempus* via French *temps*, meaning “time.” The tense tells *when* something happened, *how long* it lasted, and whether it is *completed*.

## Voice

English has two voices: active and passive. **Active voice** means that the subject is or is doing something.

*Mary is happy.*

*Mary reads the newspaper.*

In these examples, *Mary* is the subject.

**Passive voice** means that the subject is acted on by an agent. The verb tells what happens to the subject.

*The newspaper is read by Mary.*

In this example, *newspaper* is the subject.

## Transitive verbs

These verbs require an object to express a complete meaning.

*Mr. White surprised a burglar.*

In this example, the verb *surprised* is transitive, because it takes an object, *burglar*. If we omitted the object, the sentence would not make sense; it would be incomplete.

## Intransitive verbs

These verbs do not require an object.

*Paul sat down*

Here, the verb *sat* is intransitive, because it has no object; *down* is an adverb

English has many verbs that can be either transitive or intransitive

|                    |                   |                  |               |
|--------------------|-------------------|------------------|---------------|
| Peter              | <b>eats</b>       | dinner           | at 7 o'clock. |
| <i>The butcher</i> | <b>weighs</b>     | <i>the meat.</i> |               |
| SUBJECT            | TRANSITIVE VERB   | DIRECT OBJECT    |               |
| Peter              | <b>eats</b>       | at 7 o'clock.    |               |
| <i>The butcher</i> | <b>weighs</b>     | a lot.           |               |
| SUBJECT            | INTRANSITIVE VERB |                  |               |

Mood

This grammatical concept indicates the mood, or attitude, of the speaker. Is the speaker stating a fact? Giving an order? Offering a possibility that has not happened yet? Making a recommendation? Three moods are used to express these ideas: indicative, imperative, and subjunctive. The indicative is by far the most common mood. The other two are used in special circumstances and are discussed later in this chapter.

# english Introducing questions

**Forms** There are four ways to ask a question in English.

1. Place a question mark after a statement and raise the pitch of your voice at the end of the statement when saying it aloud.

*Anne is here already?*

*That's Mark's idea?*

2. Add a “tag,” repeating the verb or auxiliary verb as a negative question. In English, the specific tag depends on the subject and the verb.

*Peter is happy, isn't he?*

*Anna finished studying, didn't she?*

3. Invert the subject and an auxiliary or modal verb or the verb *to be*.

PRESENT

*Do you have any brothers?*

PRESENT PROGRESSIVE

*Is Peter buying his books?*

PRESENT

*Does Peter buy his books?*

PRESENT PERFECT

*Has Peter bought his books?*

PRESENT

*May I see you this evening?*

PRESENT

*Is Robert here today?*

4. Use an interrogative word.

*Where is the library?*

*When does the library open?*

# Italian Introducing questions

**Forms** There are four ways to ask a question in Italian.

1. Place a question mark after a statement and raise the pitch of your voice at the end of the statement when saying it aloud. This method is usually limited to conversations (oral and written).

*Anna è già qui?  
È un'idea di Marco?*

2. Place *non è vero?*, *vero?*, or *no?* after a statement with which you expect the hearer or reader to agree.

*Pietro è contento, non è vero?  
Anna ha finito di studiare, vero?*

3. Invert the subject and verb. If an object noun or adverb is present, the subject is placed at the end of the question. You do not need an auxiliary verb to form a question, as you do in English.

|                                 |                           |
|---------------------------------|---------------------------|
| <i>Suona il piano Giovanni?</i> | Does John play the piano? |
| <i>Canta bene Maria?</i>        | Does Mary sing well?      |

Inversion is not used, however, with *io*.

4. Begin the sentence with an interrogative word.

|                                      |                             |
|--------------------------------------|-----------------------------|
| <i>Dove è Maria?</i>                 | Where is Mary?              |
| <i>Dove sono le scarpe?</i>          | Where are the shoes?        |
| <i>Quando venite?</i>                | When are you coming?        |
| <i>A che ora apre la biblioteca?</i> | When does the library open? |

These rules apply to a simple tense (one in which the verb is expressed by one word). In compound tenses (those that use two or more words to form the verb), the auxiliary verb is treated in the same way as in simple tenses.

|                                     |                          |
|-------------------------------------|--------------------------|
| <i>Pietro ha comprato il libro?</i> | Did Peter buy the book?  |
| <i>Con chi hai parlato?</i>         | With whom did you speak? |

## Word order

**WITH NEGATIVES** A single negative word precedes the conjugated verb. If there is a double negative, the first negative word precedes the conjugated verb and the second immediately follows it.

*Tu non hai mai visto Parigi?* Have you never been to Paris?

**WITH PRONOUN OBJECTS** As with statements, pronoun objects go directly before the verb in questions. A negative word precedes the object pronoun.

*Non lo avete visto?* Didn't you see him?

**WITH OTHER KINDS OF QUESTIONS** When you use intonation, *è vero?*, or *non è vero?* to ask a question, the word order is the same as for a statement. See the examples above.

# Introducing verbals

**Definition** Verbals are forms of the verb that are not finite, that is, do not agree with a subject and do not function as the predicate of a sentence. There are five types of verbals: present infinitive, past infinitive, gerund, present participle, and past participle.



## Present infinitives

**Definition** The present infinitive is the basic form of the verb, as it appears in a dictionary.

**Forms** The infinitive is often identified by the word *to* preceding it. However, *to* is omitted in many infinitive constructions, especially after verbs like *can* and *let*. Compare the following sentences, both of which contain the infinitive *swim*.

*I know how to swim.*

*I can swim.*

**Uses** In addition to completing the verb, as in the above examples, an infinitive may serve as the subject or object of a sentence, as an adjective, or as an adverb.

SUBJECT      **To err** is human.

OBJECT      *He hopes to come* soon.

ADJECTIVE      English is the subject **to study**.

ADVERB      **To tell** the truth, I don't believe her.

Infinitives may also have their own direct objects and other modifiers.

*I am able to do that                  easily.*

DIRECT OBJECT ADVERB



## Past infinitives

**Forms** The past infinitive is formed with the present infinitive of the auxiliary verb plus the past participle of the main verb.

*to go* (present infinitive) → *to have gone* (past infinitive)

**Uses** The past infinitive is used in the same ways as the present infinitive.

**To have quit** is terrible.

## Italian Present infinitives

**Forms** Italian verbs are grouped in three conjugations by the ending of their infinitives: *-are*, *-ere*, and *-ire*.

**Uses** The Italian infinitive may be used in several ways.

SUBJECT/COMPLEMENT

*Vedere è credere.*

OBJECT

*Lui spera di arrivare presto.*

ADJECTIVE

*L'inglese è la materia da studiare.*

ADVERB

*A dire il vero, io non la credo.*

Infinitives may have objects (either nouns or pronouns) and be negated or otherwise modified.

DIRECT OBJECT

*Vado a vedere il museo.*

DIRECT AND INDIRECT OBJECT

*Vado a leggere la rivista a mio zio.*

*Vado a leggergliela.*

ADVERB

*Voglio capire meglio la fisica.*

NEGATIVE

*Preferisco non arrivare troppo tardi.*

## Italian Past infinitives

**Forms** Past infinitives are formed as in English, with the present infinitive of the auxiliary (*avere* or *essere*, depending on the verb) plus the past participle of the main verb.

PRESENT INFINITIVE

PAST INFINITIVE

*studiare*

*avere studiato*

*vendere*

*avere venduto*

*dormire*

*avere dormito*

*andare*

*essere andato*

**Uses** The past infinitive is used like the present infinitive, but it expresses past time.

*Dopo aver mangiato, è andato  
a dormire.*

After eating (having eaten), he went to sleep. OR After he ate, he went to sleep.

The past infinitive must be used with the preposition *dopo*.

*Dopo aver mangiato, è partito.*

After eating (having eaten), he left.  
OR After he ate, he left.

# English Gerunds

**Definition** Gerunds are often called verbal nouns.

**Forms** The English gerund is formed by adding *-ing* to the infinitive form of the verb.

*sing* → *singing*

*run* → *running*

*bite* → *biting*

**Uses** Gerunds have the same functions as other nouns (see page 10).

SUBJECT    ***Walking*** is good for you.

OBJECT    *I like singing.*

Gerunds may also have objects and modifiers.

***Making money***              *quickly* is many people's goal.

DIRECT OBJECT ADVERB

# English Participles

**Definition** Participles are verbal adjectives that constitute the third and fourth principal parts of a verb.

**Forms** English has two participles.

1. **Present participles** (the fourth principal part) end in *-ing*.

*singing*

*talking*

*managing*

2. **Past participles** (the third principal part) end in *-ed* or *-n* for regular verbs.

*tried*

*gathered*

*concentrated*

*given*

To determine the past participle of an irregular verb, say, “Today I go; yesterday I went; I have gone; I am going.” The form used after “I have” is the past participle. In the dictionary, the principal parts are given for every irregular verb.

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## Italian Gerunds

Italian has no gerund; the infinitive is used as the verbal noun (see examples in the Present infinitives section (page 85)).

*Guadagnare soldi rapidamente, è il fine di molte persone.*

## Italian Participles

**Forms** Italian has two participles.

1. **Present participles** are invariable, that is, they do not change for gender or number.

Most verbs whose infinitives end in *-are* add *-ando* to the stem of the infinitive (after dropping *-are*).

*parlare*      *parlando*

Verbs whose infinitive ends in *-ere* or *-ire* add *-endo* to the stem of the infinitive (after dropping *-ere* and *-ire*).

*vendere*      *vendendo*  
*sentire*      *sentendo*

Some common verbs have irregular present participles.

*bere*      *bevendo*  
*dire*      *dicendo*  
*fare*      *facendo*

2. **Past participles** have different endings for the different conjugations. Drop the infinitive ending *-are*, *-ere*, or *-ire* and add *-ato*, *-uto*, or *-ito* to the stem of the verb.

*parlare*      *parlato*  
*vedere*      *veduto*  
*sentire*      *sentito*

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# English Participles (continued)

**Uses** The two types of participles have the same basic uses.

1. As part of a compound verb (one consisting of two or more words)

PRESENT PROGRESSIVE *He is talking.*

PAST PERFECT *They have given.*

2. As an adjective

a *talking doll*

a *proven fact*

3. In an absolute phrase modifying a noun

*Walking along the street, he met Robin.*

*Seen from the front, the building was even more imposing.*

In the two examples above, *he is walking* and *the building was seen*.

# Italian Participles (continued)

A number of Italian verbs have irregular past participles; following are some of the most common.

|                  |                 |
|------------------|-----------------|
| <i>accendere</i> | <i> acceso</i>  |
| <i>aprire</i>    | <i> aperto</i>  |
| <i>bere</i>      | <i> bevuto</i>  |
| <i>chiudere</i>  | <i> chiuso</i>  |
| <i>cuocere</i>   | <i> cotto</i>   |
| <i>dire</i>      | <i> detto</i>   |
| <i>essere</i>    | <i> stato</i>   |
| <i>fare</i>      | <i> fatto</i>   |
| <i>leggere</i>   | <i> letto</i>   |
| <i>mettere</i>   | <i> messo</i>   |
| <i>morire</i>    | <i> morto</i>   |
| <i>nascere</i>   | <i> nato</i>    |
| <i>porre</i>     | <i> posto</i>   |
| <i>prendere</i>  | <i> preso</i>   |
| <i>scrivere</i>  | <i> scritto</i> |
| <i>spegnere</i>  | <i> spento</i>  |

**Uses** A present participle is used

1. with *stare* to form the progressive tenses.

*Maria sta cantando.*  
*Giovanni stava spiegando.*

Mary is singing.  
John was explaining.

2. in a subordinate clause whose subject is the same as that of the main clause.

*Conoscendo molto bene la città,*  
*Elena ha fatto da guida.*

Knowing the city very well,  
Elena served as a guide.

Some nouns and adjectives with endings resembling that of the present participle were once verbals. These may be used as nouns or adjectives.

|                  |           |
|------------------|-----------|
| <i>cantante</i>  | singer    |
| <i>ambulante</i> | walking   |
| <i>seguente</i>  | following |

A past participle is used

1. with *avere* and *essere* to form the perfect tenses.

*Edoardo ha finito il suo lavoro.*  
*Maria ebbe terminato il lavoro.*  
*Giovanni è ritornato dal lavoro tardi.*

Edward finished his work.  
Mary had finished the job.  
John returned late from work.

2. as an adjective.

|                          |                   |
|--------------------------|-------------------|
| <i>il libro aperto</i>   | the open book     |
| <i>la Terra Promessa</i> | the Promised Land |
| <i>il Mar Morto</i>      | the Dead Sea      |
| <i>un fatto provato</i>  | a proven fact     |

3. as a noun.

*il primo venuto*  
*i sopravvissuti*

the first (person) to arrive  
the survivors

# Indicative mood

The verbs on pages 90–113 are all in the indicative mood. It is the one used for stating facts and for making assertions as though they were facts.

## English Present tense

**Definition** The present tense is defined by its uses (see page 92).

**Forms** There are three present tenses in English: simple present, present progressive, and present emphatic.

1. **Simple present.** There is only one inflected form in the simple present: the third-person singular, which adds -s to the basic verb form.

|               | SINGULAR            | PLURAL           |
|---------------|---------------------|------------------|
| FIRST PERSON  | <i>I sing</i>       | <i>we sing</i>   |
| SECOND PERSON | <i>you sing</i>     | <i>you sing</i>  |
| THIRD PERSON  | <i>he/she sings</i> | <i>they sing</i> |

2. **Present progressive.** This tense is formed with the present tense of *to be* plus the present participle.

|               | SINGULAR                 | PLURAL                  |
|---------------|--------------------------|-------------------------|
| FIRST PERSON  | <i>I am singing</i>      | <i>we are singing</i>   |
| SECOND PERSON | <i>you are singing</i>   | <i>you are singing</i>  |
| THIRD PERSON  | <i>he/she is singing</i> | <i>they are singing</i> |

3. **Present emphatic.** This tense is formed with the present tense of *to do* plus the infinitive.

|               | SINGULAR                | PLURAL              |
|---------------|-------------------------|---------------------|
| FIRST PERSON  | <i>I do sing</i>        | <i>we do sing</i>   |
| SECOND PERSON | <i>you do sing</i>      | <i>you do sing</i>  |
| THIRD PERSON  | <i>he/she does sing</i> | <i>they do sing</i> |

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## Present tense

### Forms

Unlike English, Italian has only two forms of the present tense: the simple present and the present progressive. The simple present form *parlo* may be translated as “I speak,” “I am speaking,” or “I do speak.” The present progressive is used only to stress the fact that the action is going on now: *sto parlando* (“I am speaking (at this very moment)”).

- 1. Regular -are verbs.** To form the simple present tense, drop the infinitive ending (-are) and add -o, -i, -a; -iamo, -ate, -ano.

|               | SINGULAR     | PLURAL          |
|---------------|--------------|-----------------|
| FIRST PERSON  | <i>parlo</i> | <i>parliamo</i> |
| SECOND PERSON | <i>parli</i> | <i>parlate</i>  |
| THIRD PERSON  | <i>parla</i> | <i>parlano</i>  |

To form the present progressive tense, use the present tense of *stare* and the present participle.

|               | SINGULAR             | PLURAL                 |
|---------------|----------------------|------------------------|
| FIRST PERSON  | <i>sto parlando</i>  | <i>stiamo parlando</i> |
| SECOND PERSON | <i>stai parlando</i> | <i>state parlando</i>  |
| THIRD PERSON  | <i>sta parlando</i>  | <i>stanno parlando</i> |

The present participles of *essere* and *stare* are never used in the progressive tenses.

- 2. Regular -ere verbs.** Drop the infinitive ending (-ere) and add o, -i, -e; -iamo, -ete, -ono.

|               | SINGULAR    | PLURAL         |
|---------------|-------------|----------------|
| FIRST PERSON  | <i>vedo</i> | <i>vediamo</i> |
| SECOND PERSON | <i>vedi</i> | <i>vedete</i>  |
| THIRD PERSON  | <i>vede</i> | <i>vedono</i>  |

- 3. Regular -ire verbs (sentire type).** Drop the infinitive ending (-ire) and add o, -i, -e; -iamo, -ite, -ono.

|               | SINGULAR     | PLURAL          |
|---------------|--------------|-----------------|
| FIRST PERSON  | <i>sento</i> | <i>sentiamo</i> |
| SECOND PERSON | <i>senti</i> | <i>sentite</i>  |
| THIRD PERSON  | <i>sente</i> | <i>sentono</i>  |

- 4. Regular -ire verbs (finire/capire type).** Drop the infinitive ending (-ire), add -isc to the three singular and the third-person plural stems, and add the regular -ire endings.

|               | SINGULAR       | PLURAL           |
|---------------|----------------|------------------|
| FIRST PERSON  | <i>finisco</i> | <i>finiamo</i>   |
| SECOND PERSON | <i>finisci</i> | <i>finite</i>    |
| THIRD PERSON  | <i>finisce</i> | <i>finiscono</i> |

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**Uses** The **simple present** is used for

1. an action or state occurring in the present.

*They speak Chinese.*

2. an habitual action that is still true.

*I always study in the evening.*

3. existing facts and eternal truths.

*Paris is the capital of France.*

*I think, therefore I am.* (René Descartes)

The **present progressive** is used to

1. stress the continuing nature of the verb's action in either a statement or a question.

*I am still trying!*

*Are you going to the library now?*

2. make a future action seem more immediate.

*We are reading this book next week.*

*I am going to the show tomorrow.*

The **present emphatic** is used to

1. add emphasis or contradict.

*I do want to do well.*

*They do not do that!*

2. form questions or negative statements.

*Do you go to the lake in the summer?*

*I do not know what you are talking about.*

## 5. Stem-changing verbs. A few Italian verbs change their present tense stems.

|               |  |
|---------------|--|
| <i>andare</i> | <i>vado, vai, va; andiamo, andate, vanno</i>           |
| <i>avere</i>  | <i>ho, hai, ha; abbiamo, avete, hanno</i>              |
| <i>essere</i> | <i>sono, sei, è; siamo, siete, sono</i>                |
| <i>fare</i>   | <i>faccio, fai, fa; facciamo, fate, fanno</i>          |
| <i>morire</i> | <i>muoio, muori, muore; moriamo, morite, muoiono</i>   |
| <i>potere</i> | <i>posso, puoi, può; possiamo, potete, possono</i>     |
| <i>volere</i> | <i>voglio, vuoi, vuole; vogliamo, volete, vogliono</i> |

## 6. Verbs with orthographic (spelling) changes. Verbs in this group require a spelling change in the written language to reflect the need to keep the same final consonant sound throughout the present tense.

- a. Verbs ending in *-care* and *-gare* add *h* before endings with *e* or *i* to maintain the hard sound of the *c* or *g*.

|                |  |
|----------------|--|
| <i>giocare</i> | <i>gioco, giochi, gioca; giochiamo, giocate, giocano</i> |
| <i>pagare</i>  | <i>pago, paghi, paga; paghiamo, pagate, pagano</i>       |

- b. Verbs ending in *-ciare* and *-giare* drop the *i* before endings with *e* or *i*.

|                 |   |
|-----------------|---|
| <i>mangiare</i> | <i>mangio, mangi (NOT mangii), mangia; mangiamo, mangiate, mangiano</i> |
|-----------------|---|

- c. Verbs ending in *-iare* drop the *i* of the stem if it is not in the accented syllable.

|                 |   |
|-----------------|---|
| <i>studiare</i> | <i>studio, studi (NOT studii), studia; studiamo, studiate, studiano</i> |
| <i>avviare</i>  | <i>avvio, avvii (NOT avvi), avvia; avviamo, avviate, avviano</i>        |

**Uses**

- All of the uses listed for the three present tenses in English are filled by this one tense in Italian. To emphasize that one is in the act of doing something, the present progressive is used.
- Italian also uses the present tense with *da* to express an action that began in the past and is still going on in the present.

*Aspetto la lettera da due settimane.*

I have been waiting for the letter for two weeks. (I began waiting two weeks ago, and I am still waiting.)

*Studio l'italiano da due mesi.*

I have been studying Italian for two months (and I am still studying it).

**Definition** The past tense describes actions or states in the past.

**Forms** There are three past tenses, each corresponding to one of the three present tenses discussed in the previous section. (For perfect tenses, see pages 102–111.)

1. The **simple past** is the second principal part of the verb (see page 80). It is not inflected; all of the forms are the same. The simple past of weak verbs ends in *-ed* (for example, *talked* and *wished*). Strong verbs have irregular past forms.

|               | SINGULAR           | PLURAL           |
|---------------|--------------------|------------------|
| FIRST PERSON  | <i>I sang</i>      | <i>we sang</i>   |
| SECOND PERSON | <i>you sang</i>    | <i>you sang</i>  |
| THIRD PERSON  | <i>he/she sang</i> | <i>they sang</i> |

2. The **past progressive** is formed with the simple past of the verb *to be* plus the present participle of the main verb.

|               | SINGULAR                  | PLURAL                   |
|---------------|---------------------------|--------------------------|
| FIRST PERSON  | <i>I was singing</i>      | <i>we were singing</i>   |
| SECOND PERSON | <i>you were singing</i>   | <i>you were singing</i>  |
| THIRD PERSON  | <i>he/she was singing</i> | <i>they were singing</i> |

3. The **past emphatic** is formed with the simple past of the verb *to do* plus the infinitive.

|               | SINGULAR               | PLURAL               |
|---------------|------------------------|----------------------|
| FIRST PERSON  | <i>I did sing</i>      | <i>we did sing</i>   |
| SECOND PERSON | <i>you did sing</i>    | <i>you did sing</i>  |
| THIRD PERSON  | <i>he/she did sing</i> | <i>they did sing</i> |

**Uses** The three past tenses closely parallel the three present tenses in usage, except that the action takes place in the past. The simple past states a fact, the past progressive emphasizes the duration or continuation of an action at a given moment in the past, and the past emphatic stresses a statement and is used to form negatives and questions.

### Other past forms

Other expressions provide special past meanings.

1. Immediate past action: *to have just* plus the past participle

*Mary has just arrived this minute.*

2. Habitual past action: *used to* or *would* plus the infinitive

*I used to go to the movies every week.*

*For a long time, I would see them every day.*

3. Repeated past action: *kept (on)* plus the present participle

*He kept (on) doing it.*

**Forms** The imperfect tense is formed with the verb stem plus special endings. The stem is formed by dropping the *-re* of the infinitive and adding the same endings to all three conjugations.

| <i>parlare</i>   | <i>vedere</i>   | <i>sentire</i>   |
|------------------|-----------------|------------------|
| <i>parlavo</i>   | <i>vedevo</i>   | <i>sentivo</i>   |
| <i>parlavi</i>   | <i>vedevi</i>   | <i>sentivi</i>   |
| <i>parlava</i>   | <i>vedeva</i>   | <i>sentiva</i>   |
| <i>parlavamo</i> | <i>vedevamo</i> | <i>sentivamo</i> |
| <i>parlavate</i> | <i>vedevate</i> | <i>sentivate</i> |
| <i>parlavano</i> | <i>vedevano</i> | <i>sentivano</i> |

*Essere* is the only verb that is irregular in the imperfect. The stem is *er-*, and the endings are regular.

|               |   |
|---------------|---|
| <i>essere</i> | <i>ero, eri, era; eravamo, eravate, erano</i> |
|---------------|---|

The **imperfect progressive** tense is formed with the imperfect of *stare* plus the present participle.

| <i>parlare</i>          | <i>vedere</i>          | <i>sentire</i>          |
|-------------------------|------------------------|-------------------------|
| <i>stavo parlando</i>   | <i>stavo vedendo</i>   | <i>stavo sentendo</i>   |
| <i>stavi parlando</i>   | <i>stavi vedendo</i>   | <i>stavi sentendo</i>   |
| <i>stava parlando</i>   | <i>stava vedendo</i>   | <i>stava sentendo</i>   |
| <i>stavamo parlando</i> | <i>stavamo vedendo</i> | <i>stavamo sentendo</i> |
| <i>stavate parlando</i> | <i>stavate vedendo</i> | <i>stavate sentendo</i> |
| <i>stavano parlando</i> | <i>stavano vedendo</i> | <i>stavano sentendo</i> |

**Uses** The Italian imperfect tense is used for

1. description: What you are describing is more important than the action or the background against which the action takes place. See the English “used to” construction.
2. habitual action: See the English “used to / would” construction.
3. duration, or continuing action: See the English past progressive.
4. repeated action: See the English “kept (on)” construction.

The imperfect tense is used on the basis of these principles, not on a one-to-one correspondence with English tenses or idioms. The imperfect is used many times when the simple past tense is used in English.

|                  |                                |                                    |
|------------------|--------------------------------|------------------------------------|
| DESCRIPTION      | <i>Era lunedì e pioveva.</i>   | It was Monday, and it was raining. |
| HABITUAL ACTION/ | <i>Andavo in quella scuola</i> | I went to that school when I was   |
| DESCRIPTION      | <i>quando ero piccolo.</i>     | a child.                           |
| DURATION         | <i>Leggeva tutte le sere.</i>  | He read every evening.             |

### Other past tenses

Other tenses that describe past time are the preterite (see page 97); the present perfect (see page 103); the past perfect (see page 107); the preterite perfect (see page 107); the future perfect (see page 109); the perfect conditional (see page 111); the imperfect subjunctive (see page 120); the present perfect subjunctive (see page 121); and the past perfect subjunctive (see page 121).

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# Italian Imperfect tense (continued)

Compare the imperfect with the preterite tense, which is used for completed actions.

## PRETERITE VS. IMPERFECT

| PRETERITE  | IMPERFECT   |
|--|---|
| Event happened once  | Event happened often (repeated/habitual)  |
| Finished and completed event   | Continuing, unfinished event  |
| Series of distinct events  | Description   |
| <i>Maria lesse il libro in due settimane.</i>                              | <i>Maria leggeva sempre fino a tardi.</i>   |
| <i>Il telefono suonò...</i>  | <i>mentre Maria dormiva.</i>  |
| <i>Luigi andò a Roma, cercò un albergo<br/>e vi stette per due giorni.</i> | <i>Maria era una ragazza italiana che<br/>viveva a Roma, ma passava le vacanze<br/>in Svizzera.</i> |

## Other past forms

For “used to” or “would” (in the sense of “used to”) + an infinitive, use the imperfect tense of the verb.

*Quando ero giovane, **andavo** al cinema tutte le domeniche.*

When I was young, I used to / would go to the movies every Sunday.

**Forms** The preterite tense is formed by dropping the infinitive endings and adding special endings to the stem.

| <i>parlare</i>   | <i>vendere</i>   | <i>sentire</i>   |
|------------------|------------------|------------------|
| <i>parlai</i>    | <i>vendei</i>    | <i>sentii</i>    |
| <i>parlasti</i>  | <i>vendesti</i>  | <i>sentisti</i>  |
| <i>parlò</i>     | <i>vendé</i>     | <i>sentì</i>     |
| <i>parlammo</i>  | <i>vendemmo</i>  | <i>sentimmo</i>  |
| <i>parlaste</i>  | <i>vendeste</i>  | <i>sentiste</i>  |
| <i>parlarono</i> | <i>venderono</i> | <i>sentirono</i> |

A number of verbs have irregular preterite forms. Following are the most common.

|                  |   |
|------------------|---|
| <i>bere</i>      | <i>bevvi, bevesti, bevve; bevemmo, beveste, bevvero</i>                   |
| <i>chiedere</i>  | <i>chiesi, chiedesti, chiese; chiedemmo, chiedeste, chiesero</i>          |
| <i>chiudere</i>  | <i>chiusi, chiudesti, chiuse; chiudemmo, chiudeste, chiusero</i>          |
| <i>conoscere</i> | <i>conobbi, conoscesti, conobbe; conoscemmo, conosceste, conobbero</i>    |
| <i>dire</i>      | <i>dissi, dcesti, disse; dicemmo, diceste, dissero</i>                    |
| <i>dovere</i>    | <i>dovetti, dovesti, dovette; dovemmo, doveste, dovettero</i>             |
| <i>fare</i>      | <i>feci, facesti, fece; facemmo, faceste, fecero</i>                      |
| <i>leggere</i>   | <i>lessi, leggesti, lesse; leggemmo, leggreste, lessero</i>               |
| <i>nascere</i>   | <i>nacqui, nascesti, nacque; nascemmo, nasceste, nacquero</i>             |
| <i>sapere</i>    | <i>seppi, sapesti, seppe; sapemmo, sapeste, seppero</i>                   |
| <i>scendere</i>  | <i>scesi, scendesti, scese; scendemmo, scendeste, scesero</i>             |
| <i>spiegare</i>  | <i>spensi, spiegasti, spense; spiegemmo, spiegreste, spensero</i>         |
| <i>stare</i>     | <i>stetti, stesti, stette; stemmo, steste, stettero</i>                   |
| <i>tradurre</i>  | <i>tradussi, traducessi, tradusse; traducemmo, traduceste, tradussero</i> |
| <i>vedere</i>    | <i>vidi, vedesti, vide; vedemmo, vedeste, video</i>                       |
| <i>venire</i>    | <i>vanni, venisti, venne; venimmo, veniste, vennero</i>                   |
| <i>vincere</i>   | <i>vinsi, vincesti, vinse; vincemmo, vincente, vinsero</i>                |
| <i>vivere</i>    | <i>vissi, vivesti, visse; vivemmo, viveste, vissero</i>                   |
| <i>volere</i>    | <i>volfi, volesti, volle; volemmo, voleste, vollero</i>                   |

Verbs ending in *-durre* (for example, *condurre* and *produrre*) follow the preterite pattern of *tradurre*.

**Uses** The preterite is approximately equivalent to the simple past in English. It expresses a completed action in the past. (See the chart on page 96 for its uses contrasted with those of the imperfect.)

**Definition** The future tense describes events that have not yet taken place.

**Forms** There are only two tenses for future time: the future and the future progressive. Both are compound tenses, that is, they require more than one word to form them.

1. The **future tense** is formed by using the auxiliary verb *will* plus the infinitive of the main verb.

|               | SINGULAR                | PLURAL                |
|---------------|-------------------------|-----------------------|
| FIRST PERSON  | <i>I will sing</i>      | <i>we will sing</i>   |
| SECOND PERSON | <i>you will sing</i>    | <i>you will sing</i>  |
| THIRD PERSON  | <i>he/she will sing</i> | <i>they will sing</i> |

2. The **future progressive tense** is formed with the future of *to be* plus the present participle. It therefore requires three words.

|               | SINGULAR                      | PLURAL                      |
|---------------|-------------------------------|-----------------------------|
| FIRST PERSON  | <i>I will be singing</i>      | <i>we will be singing</i>   |
| SECOND PERSON | <i>you will be singing</i>    | <i>you will be singing</i>  |
| THIRD PERSON  | <i>he/she will be singing</i> | <i>they will be singing</i> |

#### NOTES

1. There are no irregular future tense forms in English.
2. *Will* is often contracted to '*'ll*'.

*We'll do it tomorrow.*

*You'll be studying that next week.*

**Uses** The distinction between the future and future progressive tenses is the same as that between the corresponding present tenses (see page 92). They are used

1. to express an action or state that will happen or exist in the future.
2. in Type 1 conditional sentences, where the *if*-clause is in the present. (See the **Quick Check** on page 110.)

*If you study, you will succeed.*

#### Other future forms

Another way to express future action is an idiomatic use of *to go* plus the infinitive of the main verb.

*I am going to sing tomorrow.*

**Forms** There is only one future tense in Italian. It is formed with a stem plus special endings. The stem is the full infinitive without the final *e*. In the first conjugation, the *a* of the infinitive ending changes to *e* in the future. The endings are *-ò, ai, -à; -emo, -ete, -anno*.

**NOTES**

1. The endings are the same for all verbs, even irregular ones. Any irregularities are in the stem.
2. There is an accent in the first- and third-person singular endings.
3. Future stems, both regular and irregular, always end in *r*.

| <i>parlare</i>    | <i>perdere</i>    | <i>dormire</i>    | <i>essere</i>  | <i>stare</i>    |
|-------------------|-------------------|-------------------|----------------|-----------------|
| <i>parlerò</i>    | <i>perderò</i>    | <i>dormirò</i>    | <i>sarò</i>    | <i>starò</i>    |
| <i>parlerai</i>   | <i>perderai</i>   | <i>dormirai</i>   | <i>sarai</i>   | <i>starai</i>   |
| <i>parlerà</i>    | <i>perderà</i>    | <i>dormirà</i>    | <i>sarà</i>    | <i>starà</i>    |
| <i>parleremo</i>  | <i>perderemo</i>  | <i>dormiremo</i>  | <i>saremo</i>  | <i>staremo</i>  |
| <i>parlerete</i>  | <i>perderete</i>  | <i>dormirete</i>  | <i>sarete</i>  | <i>starete</i>  |
| <i>parleranno</i> | <i>perderanno</i> | <i>dormiranno</i> | <i>saranno</i> | <i>staranno</i> |

4. A number of verbs have irregular stems in the future, even though their endings are regular. These stems are also used to form the conditional tense (see page 101).

|               |              |               |              |
|---------------|--------------|---------------|--------------|
| <i>andare</i> | <i>andr-</i> | <i>porre</i>  | <i>porr-</i> |
| <i>avere</i>  | <i>avr-</i>  | <i>sapere</i> | <i>sapr-</i> |
| <i>bere</i>   | <i>berr-</i> | <i>tenere</i> | <i>terr-</i> |
| <i>cadere</i> | <i>cadr-</i> | <i>vedere</i> | <i>vedr-</i> |
| <i>dovere</i> | <i>dovr-</i> | <i>venire</i> | <i>verr-</i> |
| <i>essere</i> | <i>sar-</i>  | <i>volere</i> | <i>vorr-</i> |
| <i>fare</i>   | <i>far-</i>  |               |              |

**Uses** The future tense in Italian is used

1. to express an action or state that will happen or exist.

*Luisa arriverà in gennaio.*

2. in Type 1 conditional sentences, where the *se*-clause is in the present. (See the **Quick Check** on page 111.)

*Se studiate, riuscirete bene.*

3. as a command for the future (like English).

*Discuterai la tesi mercoledì.*

You will present your thesis on Wednesday.

4. to indicate possibility.

*Chi sarà? Sarà tua sorella.*

I wonder who that is? It must be your sister.

5. to convey the future from a past perspective.

*Domenica Giovanna ha detto: "Va bene, verrò da voi lunedì."*

*Martedì Roberto ha detto: "Giovanna ha detto che sarebbe venuta da noi lunedì."*

In the second sentence, *sarebbe venuta* is in the perfect conditional tense.

**Definition** Many grammarians do not consider the conditional to be a true tense, but rather a mood. We consider it a tense here, however, since this analysis will make its parallels with Italian obvious.

**Forms** The **conditional tense** is formed with the auxiliary verb *would* plus the infinitive of the main verb.

|               | SINGULAR                 | PLURAL                 |
|---------------|--------------------------|------------------------|
| FIRST PERSON  | <i>I would sing</i>      | <i>we would sing</i>   |
| SECOND PERSON | <i>you would sing</i>    | <i>you would sing</i>  |
| THIRD PERSON  | <i>he/she would sing</i> | <i>they would sing</i> |

The **conditional progressive tense** is formed with the conditional of the verb *to be* plus the present participle. It therefore requires three words.

|               | SINGULAR                       | PLURAL                       |
|---------------|--------------------------------|------------------------------|
| FIRST PERSON  | <i>I would be singing</i>      | <i>we would be singing</i>   |
| SECOND PERSON | <i>you would be singing</i>    | <i>you would be singing</i>  |
| THIRD PERSON  | <i>he/she would be singing</i> | <i>they would be singing</i> |

*Would* is often contracted to *'d*.

*I'd go if you did.*

**Uses** The conditional is used

1. in Type 2 conditional sentences (*If* CONDITION, (*then*) RESULT.). (See the **Quick Check** on page 110.)

*If I were rich, (then) I would go to Europe every year.*

2. to convey the future from a past perspective.

FUTURE      *On Sunday, John said, "OK, I will see you on Monday."*

CONDITIONAL    *On Tuesday, Robert says, "John said that he would see us on Monday."*

**Definition** In Italian, the conditional is often considered a mood rather than a tense, since it expresses speculation, not facts. This distinction, however, has no practical effect on its forms or uses.

**Forms** The conditional tense uses the same stem as the future for all regular and irregular verbs (see page 99). Add the conditional endings to the future stem: *-ei, -esti, -ebbe; -emmo, -este, -ebbero*.

| <i>parlare</i>      | <i>perdere</i>      | <i>dormire</i>      |
|---------------------|---------------------|---------------------|
| <i>parlerei</i>     | <i>perderei</i>     | <i>dormirei</i>     |
| <i>parleresti</i>   | <i>perderesti</i>   | <i>dormiresti</i>   |
| <i>parlerebbe</i>   | <i>perderebbe</i>   | <i>dormirebbe</i>   |
| <i>parleremmo</i>   | <i>perderemmo</i>   | <i>dormiremmo</i>   |
| <i>parlereste</i>   | <i>perdereste</i>   | <i>dormireste</i>   |
| <i>parlerebbero</i> | <i>perderebbero</i> | <i>dormirebbero</i> |

**Uses** Like the English conditional, the conditional in Italian is used

1. in Type 2 conditional sentences (*Se CONDITION [imperfect subjunctive], RESULT [conditional].*). (See the **Quick Check** on page 111.)

*Se io fossi ricco, **andrei** in Europa tutti gli anni.*

2. to convey the future from a past perspective.

*Paolo dice, “Bene, studierò domani.”*

*Andrea dice, “Paolo ha detto che **studierebbe** domani.”*

3. to express probability.

*Sarebbero molto contenti.*

4. to make a polite request.

*Vorrei un caffè, per favore.*

# English Perfect (compound) tenses

**Definition** The perfect tenses express

1. the time of the action or state.
2. the fact that it is completed.

“Perfect” in this sense comes from Latin *perfectus*, meaning “finished” or “completed.” If something has been perfected, it needs no further work. “Perfect” here, then, does not mean “ideal.”

**Types** There are four perfect tenses corresponding to each of the tenses already discussed: present, past, future, and conditional.

## English Present perfect tense

**Forms** The present perfect tense is formed with the present tense of the verb *to have* plus the past participle of the main verb.

|               | SINGULAR               | PLURAL                |
|---------------|------------------------|-----------------------|
| FIRST PERSON  | <i>I have sung</i>     | <i>we have sung</i>   |
| SECOND PERSON | <i>you have sung</i>   | <i>you have sung</i>  |
| THIRD PERSON  | <i>he/she has sung</i> | <i>they have sung</i> |

**Uses** This tense indicates that from the point of view of the present time, the action has been completed. Compare the following sentences.

*I saw that movie yesterday.*  
*I have seen that movie.*

The first sentence, using *saw*, stresses a *past* action—what I did yesterday. The second stresses that I am currently experienced with that movie: I now know what it is about, that is, I *have* (present) *seen* (completed, finished with) that movie.

An idiomatic use of this tense is associated with the words *for* and *since*.

*I have tried for three hours to phone him.*  
*I have tried since five o'clock to phone him.*

In the first sentence, the present perfect tense implies that there is a momentary lull, but the three hours of trying have lasted up to the present.

## Italian Perfect (compound) tenses

**Forms** All perfect tenses in the active voice are formed with a single auxiliary and the past participle of the main verb. (See pages 87 and 89 for participle formation.)

**Types** In Italian, there is a perfect tense that corresponds to each of the simple (one-word) tenses. These perfect tenses are used much as their English counterparts.

## Italian Present perfect tense

**Forms** The present perfect tense is formed with the present tense of the auxiliary verb plus the past participle of the main verb.

**AUXILIARIES** Italian, like German and French, has two possible auxiliary verbs. In fact, English had a second form at one time (*The hour is come*), but it is now considered obsolete.

*Avere* is used with a large majority of verbs. *Essere* is used

1. with a small group of verbs—all intransitive, all expressing motion or change. Verbs formed by adding a prefix to these verbs also use *essere* (for example, *divenire* and *rivenire* (<*venire*)).
2. with verbs that are used reflexively or reciprocally.

*Noi ci siamo incontrati al ristorante.* We met at the restaurant.

*Loro si sono divertiti al parco.* They had fun at the park.

*Avere* is used with sentences that have a direct object (where the verb is transitive).

| parlare                | vendere                | finire                | andare                     |
|------------------------|------------------------|-----------------------|----------------------------|
| <i>ho parlato</i>      | <i>ho venduto</i>      | <i>ho finito</i>      | <i>sono andato/andata</i>  |
| <i>hai parlato</i>     | <i>hai venduto</i>     | <i>hai finito</i>     | <i>sei andato/andata</i>   |
| <i>ha parlato</i>      | <i>ha venduto</i>      | <i>ha finito</i>      | <i>è andato/andata</i>     |
| <i>abbiamo parlato</i> | <i>abbiamo venduto</i> | <i>abbiamo finito</i> | <i>siamo andati/andate</i> |
| <i>avete parlato</i>   | <i>avete venduto</i>   | <i>avete finito</i>   | <i>siete andati/andate</i> |
| <i>hanno parlato</i>   | <i>hanno venduto</i>   | <i>hanno finito</i>   | <i>sono andati/andate</i>  |

**AGREEMENT OF THE PAST PARTICIPLE** When a past participle is used as an adjective, it agrees with the noun it modifies, as expected.

*l'italiano parlato* spoken Italian  
*oggetti perduti* lost and found

CONTINUED ON PAGE 105 ➤

**Definition** All progressive tenses emphasize duration, and all are conjugated with the auxiliary verb *to be* plus the present participle of the main verb.

**Forms** The present perfect progressive tense in English uses *to be* in the present perfect with the main verb expressed by its present participle.

|               | SINGULAR                       | PLURAL                        |
|---------------|--------------------------------|-------------------------------|
| FIRST PERSON  | <i>I have been singing</i>     | <i>we have been singing</i>   |
| SECOND PERSON | <i>you have been singing</i>   | <i>you have been singing</i>  |
| THIRD PERSON  | <i>he/she has been singing</i> | <i>they have been singing</i> |

**Uses** Like other progressive tenses, the present perfect progressive tense emphasizes duration. Consider the following sentences.

*I have tried since five o'clock to phone him.*

*I have been trying for three hours to phone him.*

The second sentence stresses how long the three hours have seemed to me.

# Italian Present perfect tense (continued)

When used as part of a perfect tense, the past participle follows one of two rules for agreement.

1. The past participles of intransitive verbs conjugated with *essere* agree with the subject.

*Lei è morta, noi siamo venuti.* She died, and we came.

2. All other past participles agree with the direct object if it comes before the verb.

*Questa è la casa che mi piace. L'hanno comprata i miei amici.* This is the house I like. My friends bought it.



## QUICK CHECK

The following rules apply to all perfect (compound) tenses, not just the present perfect.

### USE OF THE CORRECT AUXILIARY

**essere:** intransitive verbs of motion or change

**essere:** verbs used reflexively or reciprocally

**avere:** all other verbs

### AGREEMENT OF THE PAST PARTICIPLE

Rule 1: agrees with the subject

Rule 1: agrees with the subject

Rule 2: agrees with the direct object if the object comes before the verb

**WORD ORDER** The auxiliary verb—the one that is conjugated—typically fills the same position in the sentence that a simple-tense verb would hold, and the past participle is placed at the end.



## QUICK CHECK

*Giovanni lo dice.*

*Giovanni non lo dice.*

*Te lo dice?*

*Non glielo dice.*

*Giovanni l'ha detto.*

*Giovanni non l'ha detto.*

*Te l'ha detto?*

*Non gliel'ha detto.*

**Uses** The present perfect in Italian refers to an action completed in the past; the imperfect is used for other situations.

Compare the present perfect with the preterite.

### PRETERITE

Action completed in the remote past

*Io andai a visitare il museo.*

*Tu venisti dall'America.*

*Noi studiammo la filosofia.*

### PRESENT PERFECT

Action completed in the recent past

*Ieri sono andata a visitare il museo.*

*Sei venuta dall'America.*

*Noi abbiamo studiato la filosofia.*

The preterite is used more in southern Italy than in the northern part of the country.



## Past perfect (pluperfect) tense

**Definition** The past perfect tense indicates that some action (or state) was completed before some other past action (or state).

**Forms** The past perfect tense is formed with the simple past tense of the auxiliary verb *to have* plus the past participle of the main verb.

|               | SINGULAR               | PLURAL               |
|---------------|------------------------|----------------------|
| FIRST PERSON  | <i>I had sung</i>      | <i>we had sung</i>   |
| SECOND PERSON | <i>you had sung</i>    | <i>you had sung</i>  |
| THIRD PERSON  | <i>he/she had sung</i> | <i>they had sung</i> |

These forms are often contracted to *I'd*, *you'd*, and so on.

*I'd returned the book before you asked for it.*

**Uses** Think of the past time sequence in terms of “yesterday” (past) and “last week” (further in the past).

*Mary had finished her homework before I began to talk to her.*

PAST PERFECT: last week

PAST: yesterday



## Past perfect progressive tense

**Definition** This tense shares characteristics with others that have been introduced. It is

1. past (in terms of time).
2. perfect (in the sense of “completed”).
3. progressive (with stress on duration).

**Forms** The past perfect progressive tense is formed with the past perfect tense of the verb *to be* plus the present participle of the main verb.

|               | SINGULAR                       | PLURAL                       |
|---------------|--------------------------------|------------------------------|
| FIRST PERSON  | <i>I had been singing</i>      | <i>we had been singing</i>   |
| SECOND PERSON | <i>you had been singing</i>    | <i>you had been singing</i>  |
| THIRD PERSON  | <i>he/she had been singing</i> | <i>they had been singing</i> |

**Uses** This tense expresses an action (or state) that had been continuing just before another past action (or state).

*I had been waiting for three weeks when the letter arrived.*

That is, the wait started three weeks before the letter arrived.

# Italian Past perfect (pluperfect) tense

**Forms** The past perfect tense in Italian is formed with the imperfect tense of the auxiliary (*avere* or *essere*) plus the past participle of the main verb.

| <i>parlare</i>         | <i>andare</i>                |
|------------------------|------------------------------|
| <i>avevo parlato</i>   | <i>ero andato/andata</i>     |
| <i>avevi parlato</i>   | <i>eri andato/andata</i>     |
| <i>aveva parlato</i>   | <i>era andato/andata</i>     |
| <i>avevamo parlato</i> | <i>eravamo andati/andate</i> |
| <i>avevate parlato</i> | <i>eravate andati/andate</i> |
| <i>avevano parlato</i> | <i>erano andati/andate</i>   |

**Uses** Just as in English, the past perfect tense in Italian refers to an action or state completed further in the past than some other past action or state.

*Maria aveva finito il suo lavoro, quindi ho potuto parlarle.*

PAST PERFECT: last week

PRESENT PERFECT: yesterday

# Italian Preterite perfect tense

**Forms** The preterite perfect tense is formed with the preterite of the auxiliary *avere* plus the past participle of the verb.

| <i>parlare</i>        |
|-----------------------|
| <i>ebbi parlato</i>   |
| <i>avesti parlato</i> |
| <i>ebbe parlato</i>   |
| <i>avemmo parlato</i> |
| <i>aveste parlato</i> |
| <i>ebbero parlato</i> |

**Uses** The preterite perfect tense is now used primarily in literature. The forms are given here, because you may encounter this tense in reading. The meanings are the same as for the past perfect, which is used in everyday speech and writing.



## Future perfect tense

**Definition** This tense expresses an action that will be completed at some time in the future.

**Forms** The future perfect tense is formed with the future tense of the auxiliary *to have* plus the past participle of the main verb.

|               | SINGULAR                     | PLURAL                     |
|---------------|------------------------------|----------------------------|
| FIRST PERSON  | <i>I will have sung</i>      | <i>we will have sung</i>   |
| SECOND PERSON | <i>you will have sung</i>    | <i>you will have sung</i>  |
| THIRD PERSON  | <i>he/she will have sung</i> | <i>they will have sung</i> |

These forms are often contracted in speech to *I'll've*, *you'll've*, and so on.

**Uses** This tense is used to express future completion.

*I will have finished the book before the professor gives an exam.*  
FUTURE PERFECT PRESENT

In the second clause, the present tense is used in English, even though the verb refers to an action in the future; the professor is not giving an exam now.



## Future perfect progressive tense

**Definition** This tense expresses an action or state that will be continued and then completed in the future.

**Forms** The future perfect progressive tense is formed with the future perfect tense of the auxiliary *to be* plus the present participle of the main verb.

|               | SINGULAR                             | PLURAL                             |
|---------------|--------------------------------------|------------------------------------|
| FIRST PERSON  | <i>I will have been singing</i>      | <i>we will have been singing</i>   |
| SECOND PERSON | <i>you will have been singing</i>    | <i>you will have been singing</i>  |
| THIRD PERSON  | <i>he/she will have been singing</i> | <i>they will have been singing</i> |

**Uses** This tense is used to emphasize the duration of an action whose beginning point is not specified but whose completion (at least provisionally) will be in the future.

*I will have been studying English for 16 years when I graduate.*  
FUTURE PERFECT PROGRESSIVE PRESENT

Although graduation is in the future, English uses the present tense. The sentence does not indicate when the speaker will graduate, nor when he or she began to study English. The important point is the relationship between the verbs in the two clauses; 16 years of study will be completed at the moment in the future when I graduate.

**Forms** The future perfect tense is formed with the auxiliary in the future tense plus the past participle of the main verb.

| <i>parlare</i>         | <i>andare</i>                |
|------------------------|------------------------------|
| <i>avrò parlato</i>    | <i>sarò andato/andata</i>    |
| <i>avrai parlato</i>   | <i>sarai andato/andata</i>   |
| <i>avrà parlato</i>    | <i>sarà andato/andata</i>    |
| <i>avremo parlato</i>  | <i>saremo andati/andate</i>  |
| <i>avrete parlato</i>  | <i>sarete andati/andate</i>  |
| <i>avranno parlato</i> | <i>saranno andati/andate</i> |

**Uses** The future perfect tense is used

1. as in English.
2. to express a future completed action in sentences with *quando*, *allorché*, and *dopo che*, even if English uses the present tense (see page 92).

*Quando voi verrete, io **avrò terminato**  
il mio lavoro.*

When you come (sometime in the future), I will have finished my work.

*Quando l'**avrete terminato**, ne parleremo.*

When you have finished it (sometime in the future), we will discuss it.



## Perfect conditional tense

**Forms** This tense is formed with the conditional tense of *to have* plus the past participle of the main verb.

|               | SINGULAR                      | PLURAL                      |
|---------------|-------------------------------|-----------------------------|
| FIRST PERSON  | <i>I would have sung</i>      | <i>we would have sung</i>   |
| SECOND PERSON | <i>you would have sung</i>    | <i>you would have sung</i>  |
| THIRD PERSON  | <i>he/she would have sung</i> | <i>they would have sung</i> |

These forms are often contracted in speech to *I'd've*, *you'd've*, and so on.

*I'd've come if I'd known.*

**Uses** This tense is used primarily in the result clauses of Type 3 conditional sentences (see the **Quick Check** below).

*He would have seen the film if he had known that it was so good.*

*We would have come if we had known about it.*

PERFECT CONDITIONAL

PAST PERFECT

The *'d* in English can be a contraction of both *had* and *would*. This can cause some confusion unless the meaning of a sentence is analyzed.

*If he'd said he needed it, I'd have given it to him.*

PLUPERFECT

PERFECT CONDITIONAL



### QUICK CHECK

#### THE THREE MOST COMMON TYPES OF CONDITIONAL SENTENCES IN ENGLISH

| <i>if</i> -CLAUSE                | RESULT CLAUSE              | <i>if</i> -CLAUSE | RESULT CLAUSE       |
|----------------------------------|----------------------------|-------------------|---------------------|
| 1. <i>If you are ready,</i>      | <i>we will go.</i>         | PRESENT           | FUTURE              |
| 2. <i>If you were ready,</i>     | <i>we would go.</i>        | SUBJUNCTIVE       | CONDITIONAL         |
| 3. <i>If you had been ready,</i> | <i>we would have gone.</i> | PLUPERFECT        | PERFECT CONDITIONAL |



## Perfect conditional progressive tense

**Forms** This tense is formed with the perfect conditional tense of the auxiliary *to be* plus the present participle of the main verb.

|               | SINGULAR                              | PLURAL                              |
|---------------|---------------------------------------|-------------------------------------|
| FIRST PERSON  | <i>I would have been singing</i>      | <i>we would have been singing</i>   |
| SECOND PERSON | <i>you would have been singing</i>    | <i>you would have been singing</i>  |
| THIRD PERSON  | <i>he/she would have been singing</i> | <i>they would have been singing</i> |

**Uses** The perfect conditional progressive tense is used in the same way as the perfect conditional, except that the idea of duration is added.

*I would not have been sleeping when you arrived, if I had known you were coming.*

PERFECT CONDITIONAL PROGRESSIVE

PAST PERFECT

**Forms** This tense is formed with the conditional of the auxiliary plus the past participle of the main verb.

|                          |                                |
|--------------------------|--------------------------------|
| <i>parlare</i>           | <i>andare</i>                  |
| <i>avrei parlato</i>     | <i>sarei andato/andata</i>     |
| <i>avresti parlato</i>   | <i>saresti andato/andata</i>   |
| <i>avrebbe parlato</i>   | <i>sarebbe andato/andata</i>   |
| <i>avremmo parlato</i>   | <i>saremmo andati/andate</i>   |
| <i>avreste parlato</i>   | <i>sareste andati/andate</i>   |
| <i>avrebbero parlato</i> | <i>sarebbero andati/andate</i> |

**Uses** In Italian, the perfect conditional tense is used, as in English, primarily for Type 3 conditional sentences (see the **Quick Check** below).

*Lui avrebbe visto il film se avesse saputo che era così bello.*

PERFECT CONDITIONAL PLUPERFECT SUBJUNCTIVE



### QUICK CHECK

#### THE THREE TYPES OF CONDITIONAL SENTENCES IN ITALIAN

| SE-CLAUSE   | RESULT CLAUSE              | SE-CLAUSE                 | RESULT CLAUSE          |
|---|----------------------------|---------------------------|------------------------|
| 1. <i>Se sei pronto,</i>                                      | <i>andremo al cinema.</i>  | PRESENT                   | FUTURE                 |
| 2. <i>Se tu fossi pronto,</i>                                 | <i>andremmo al cinema.</i> | IMPERFECT<br>SUBJUNCTIVE  | PRESENT<br>CONDITIONAL |
| 3. <i>Se tu fossi stato pronto, saremmo andati al cinema.</i> |                            | PLUPERFECT<br>SUBJUNCTIVE | PERFECT<br>CONDITIONAL |

# English Passive voice

**Definition** The passive voice is used when the subject receives the action of the verb.

|               |                |                   |                    |
|---------------|----------------|-------------------|--------------------|
| ACTIVE VOICE  | <b>The dog</b> | <i>bit</i>        | <b>Susie.</b>      |
| SUBJECT       | ACTIVE VERB    | DIRECT OBJECT     |                    |
| PASSIVE VOICE | <b>Susie</b>   | <i>was bitten</i> | <i>by the dog.</i> |
| SUBJECT       | PASSIVE VERB   | AGENT             |                    |

Notice that the direct object of the active verb becomes the subject of the passive verb. The active verb's subject is placed after the passive verb in a prepositional phrase and is called the agent. It is not always expressed, as in the colloquial *John got caught*; for such a sentence, it is either not important or not known by whom or what John was caught.

**Forms** The passive voice is formed with *to be* or *to get* plus the past participle of the main verb.

Only transitive verbs (ones that have a direct object) can be made passive.

|                     |         |   |
|---------------------|---------|---|
| PRESENT             | ACTIVE  | <i>John catches the ball.</i>                                   |
|                     | PASSIVE | <i>The ball is caught by John.</i>                              |
| PAST                | ACTIVE  | <i>The man read the book.</i>                                   |
|                     | PASSIVE | <i>The book was read by the man.</i>                            |
| FUTURE              | ACTIVE  | <i>Mrs. Smith will lead the discussion.</i>                     |
|                     | PASSIVE | <i>The discussion will be led by Mrs. Smith.</i>                |
| PERFECT CONDITIONAL | ACTIVE  | <i>The class would have finished the job, but . . .</i>         |
|                     | PASSIVE | <i>The job would have been finished by the class, but . . .</i> |

All the perfect and progressive tenses of the passive voice are formed in the same way. Some forms can be very long and are seldom used; an example of the passive future perfect progressive follows.

*The work will have been being done at 3 P.M.*

# Italian Passive voice

**Forms** The passive voice in Italian is formed with the verb *essere* (sometimes with the verb *stare*) plus the past participle of the main verb acting like an adjective, that is, agreeing with the subject in gender and number.

The passive voice is used in all tenses, including the subjunctive mood. In Italian, the agent in a passive construction is preceded by the preposition **da**.

|                 |         |                                       |
|-----------------|---------|---------------------------------------|
| PRESENT         | ACTIVE  | <i>Maria prende la palla.</i>         |
|                 | PASSIVE | <i>La palla è presa da Maria.</i>     |
| PRESENT PERFECT | ACTIVE  | <i>Lui ha letto il libro.</i>         |
|                 | PASSIVE | <i>Il libro è stato letto da lui.</i> |

In Italian, the passive voice in all tenses is formed with the appropriate tense of *essere* (or *stare*) plus the past participle of the main verb.

**Uses** Italians prefer the active voice to the passive. (English teachers often suggest using the passive voice as a way of improving one's writing, and authors sometimes even tend to use less vivid language when writing in the passive.) Compare the following English sentences.

|         |  |
|---------|--|
| PASSIVE | <i>Our receiver was tackled by their defensive end.</i>        |
| ACTIVE  | <i>Their defensive end slammed our receiver to the ground.</i> |
| PASSIVE | <i>This abstract was painted by Pablo Picasso.</i>             |
| ACTIVE  | <i>Pablo Picasso created this colorful abstract.</i>           |

If speakers of English are less than enthusiastic about the passive, the Italians actively dislike it. As a result, it is seldom used. There are a number of ways to avoid the passive voice in Italian.

1. Turn the sentence around.

NOT *Il libro fu letto dalla classe.*  
BUT *La classe lesse il libro.*

2. Use the reflexive.

NOT *Qui è parlato l'italiano.*  
BUT *Qui si parla l'italiano.*

**Definition** The imperative mood is the mood used to give commands.

**Forms** The forms of the English imperative are very similar to those of the present indicative, with a few exceptions.

The second-person imperative (both singular and plural) has only one form: *Sing!*

For the first-person plural, the auxiliary verb *let* is used.

*Let's sing!*

For the third-person (singular and plural), the auxiliary verbs *let*, *have*, and *make* are used.

*Let her sing!*

*Have them come in!*

*Make him stop!*

No subject is expressed in an imperative sentence.

**IRREGULAR IMPERATIVES** English has only one irregular imperative: for the verb *to be*. Compare the following sentences.

| INDICATIVE           | IMPERATIVE             |
|----------------------|------------------------|
| <i>You are good.</i> | <i>Be good!</i>        |
| <i>We are quiet.</i> | <i>Let's be quiet!</i> |

**Forms** The imperative mood in Italian has three types of commands: the familiar (*tu* and *voi*), the formal (*Lei* and *Loro*), and the first-person plural (*noi*).

**AFFIRMATIVE COMMANDS** These forms are similar to those of the present tense, except that the *tu* form of -are verbs ends in -a instead of -i.

|                 | parlare          | scrivere          | dormire          | finire          |
|-----------------|------------------|-------------------|------------------|-----------------|
| <i>tu</i> FORM  | <i>parla!</i>    | <i>scrivi!</i>    | <i>dormi!</i>    | <i>finisci!</i> |
| <i>noi</i> FORM | <i>parliamo!</i> | <i>scriviamo!</i> | <i>dormiamo!</i> | <i>finiamo!</i> |
| <i>voi</i> FORM | <i>parlate!</i>  | <i>scrivete!</i>  | <i>dormite!</i>  | <i>finite!</i>  |

The first-person plural is typically a suggestion or an urgent request rather than a command.

**NEGATIVE COMMANDS** To form the negative command, place *non* before the affirmative command for the *voi* form; for the *tu* form, place *non* before the infinitive.

|                 | parlare             | scrivere             | dormire             | finire             |
|-----------------|---------------------|----------------------|---------------------|--------------------|
| <i>tu</i> FORM  | <i>non parlare!</i> | <i>non scrivere!</i> | <i>non dormire!</i> | <i>non finire!</i> |
| <i>voi</i> FORM | <i>non finite!</i>  | <i>non scrivete!</i> | <i>non dormite!</i> | <i>non finite!</i> |

**FORMAL COMMANDS** For the third-person formal command, the subjunctive mood is used (see pages 117–118). The notion “I want” is understood.

|                  | parlare         | scrivere         | dormire         | finire            |
|------------------|-----------------|------------------|-----------------|-------------------|
| <i>Lei</i> FORM  | <i>parli!</i>   | <i>scriva!</i>   | <i>dorma!</i>   | <i>finisca!</i>   |
| <i>Loro</i> FORM | <i>parlino!</i> | <i>scrivano!</i> | <i>dormano!</i> | <i>finiscano!</i> |

*Che entri!* Let her enter! (= I want her to enter.)

*Che entrino!* Let them enter! (= I want them to enter.)

**IRREGULAR IMPERATIVES** A few Italian verbs have irregular forms in the imperative mood.

|               | <i>tu</i> FORM      | <i>voi</i> FORM |
|---------------|---------------------|-----------------|
| <i>andare</i> | <i>va' OR vai</i>   |                 |
| <i>avere</i>  | <i>abbi</i>         | <i>abbiate</i>  |
| <i>dare</i>   | <i>da' OR dai</i>   |                 |
| <i>dire</i>   | <i>di'</i>          |                 |
| <i>essere</i> | <i>sii</i>          | <i>siate</i>    |
| <i>stare</i>  | <i>sta' OR stai</i> |                 |

**WORD ORDER** In affirmative commands, pronoun objects follow the verb and are attached to it. The indirect object always precedes the direct object (see page 25).

*Dammelo!* Give it to me!

*Dimmelo!* Tell (it to) me!

The negative formal command is formed by placing *non* before the affirmative command form.

*Non parli!* Don't speak!

*Non scrivano!* Don't write!

Objects and reflexive pronouns precede the *Lei* and *Loro* forms.

*Mi scriva!* Write me!

*Si sveglino!* Wake up!

**Definition** The subjunctive is the mood that expresses what may be true.

**Forms** The **present subjunctive** (or the auxiliary verb in a compound tense) has the same form for all persons: the basic (infinitive) form of the verb. It is different from the indicative only for

1. the third-person singular.

*that he take*

*that she have*

2. the verb *to be*.

PRESENT    *that I be, that he be*

PAST        *that I were, that she were*

**Uses** The subjunctive is rarely used in English. For that reason, it tends to be disregarded except in certain fixed expressions. Nevertheless, it does have some specific uses that are important in formal English.

1. In contrary-to-fact conditions

*If I were you ...*

*"If this be madness, yet there is method in it." (Hamlet)*

2. After verbs like *wish, suppose, insist, urge, demand, ask, recommend, and suggest*

*I wish that he were able to come.*

*They insisted that we be present.*

*I recommend that she learn the subjunctive.*

3. After some impersonal expressions, such as *it is necessary* and *it is important*

*It is necessary that Mary see its importance.*

*It is important that he avoid errors.*

4. In certain fixed expressions

*So be it!*

*Long live the Queen!*

*Heaven forbid!*

*Far be it from me to suggest that!*

Most of these fixed expressions express a third-person imperative; the idea "I wish that" is implied, but not expressed.

Except for the fixed expressions, English speakers tend to use an alternative expression whenever possible, usually with modal verbs (auxiliaries), to avoid the subjunctive in conversation and informal writing. Compare the following sentences with the examples above.

*I wish that he could come.*

*I told her that she must learn the subjunctive.*

*It is important for him to avoid errors.*

*Mary needs to see its importance.*

The subjunctive mood in Italian has four tenses: present, imperfect, present perfect, and past perfect.

### Present subjunctive

#### Forms

The present subjunctive is formed by dropping the *-o* of the first-person singular of the present tense and adding the appropriate endings from the chart below.

Verbs that end in *-care* or *-gare* add *h* in all forms of the present subjunctive.

The dominant vowel of the *-are* verbs becomes *i*, while the dominant vowel of both the *-ere* and *-ire* verbs becomes *a*.

| <i>parlare</i>           | <i>vedere</i>           | <i>sentire</i>           |
|--------------------------|-------------------------|--------------------------|
| <i>che io parli</i>      | <i>che io veda</i>      | <i>che io senta</i>      |
| <i>che tu parli</i>      | <i>che tu veda</i>      | <i>che tu senta</i>      |
| <i>che lui/lei parli</i> | <i>che lui/lei veda</i> | <i>che lui/lei senta</i> |
| <i>che noi parliamo</i>  | <i>che noi vediamo</i>  | <i>che noi sentiamo</i>  |
| <i>che voi parliate</i>  | <i>che voi vediate</i>  | <i>che voi sentiate</i>  |
| <i>che loro parlino</i>  | <i>che loro vedano</i>  | <i>che loro sentano</i>  |

*Che* is placed before the subjunctive forms above to show that these forms are used only in subordinate clauses (even if the main clause is not expressed).

It is important to use the personal pronouns for the three persons of the singular if the subject is unclear.

Several verbs whose *io* form ends in *-go* change the stem for the *noi* and *voi* forms in the present indicative.

|                  |                       |
|------------------|-----------------------|
| <i>cogliere</i>  | <b><i>colgo</i></b>   |
| <i>porre</i>     | <b><i>pongo</i></b>   |
| <i>rimanere</i>  | <b><i>rimango</i></b> |
| <i>salire</i>    | <b><i>salgo</i></b>   |
| <i>scegliere</i> | <b><i>scelgo</i></b>  |
| <i>spiegare</i>  | <b><i>spengo</i></b>  |
| <i>tenere</i>    | <b><i>tengo</i></b>   |
| <i>venire</i>    | <b><i>vengo</i></b>   |

The stems of these verbs also change in the present subjunctive.

| INFINITIVE    | <i>io</i> STEM      | <i>noi/voi</i> STEM                     |
|---------------|---------------------|---|
| <i>porre</i>  | <i>che io ponga</i> | <i>che noi poniamo, che voi poniate</i> |
| <i>venire</i> | <i>che io venga</i> | <i>che noi veniamo, che voi veniate</i> |

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# Italian Subjunctive mood (continued)

**IRREGULAR SUBJUNCTIVES** Some common verbs are irregular in the present subjunctive.

| INFINITIVE    | IRREGULAR STEMS + ENDINGS                                   |
|---------------|---|
| <i>andare</i> | <i>vada, vada, vada; andiamo, andiate, vadano</i>           |
| <i>avere</i>  | <i>abbia, abbia, abbia; abbiamo, abbiate, abbiano</i>       |
| <i>dare</i>   | <i>dia, dia, dia; diamo, diate, diano</i>                   |
| <i>dire</i>   | <i>dica, dica, dica; diciamo, diciate, dicano</i>           |
| <i>dovere</i> | <i>debba, debba, debba; dobbiamo, dobbiate, debbano</i>     |
| <i>essere</i> | <i>sia, sia, sia; siamo, siate, siano</i>                   |
| <i>potere</i> | <i>possa, possa, possa; possiamo, possiate, possano</i>     |
| <i>sapere</i> | <i>sappia, sappia, sappia; sappiamo, sappiate, sappiano</i> |
| <i>stare</i>  | <i>stia, stia, stia; stiamo, stiate, stiano</i>             |
| <i>uscire</i> | <i>esca, esca, esca; usciamo, usciate, escano</i>           |
| <i>volere</i> | <i>voglia, voglia, voglia; vogliamo, vogliate, vogliano</i> |

**Uses** In theory, the subjunctive is used to express that something is

1. potentially (but not actually) true.
2. colored by emotion (which often distorts facts).
3. an attitude about something (rather than an actual fact).
4. doubtful, probably nonexistent, or simply untrue.

In practice, there are certain words and expressions that require the subjunctive. Theory may help an Italian learner remember which ones require the subjunctive, but theory must yield to practice. If an expression requires the subjunctive, it must be used, whether or not one believes that it accords with theory.

The subjunctive is used principally

1. after verbs and expressions conveying the subject's emotional reactions.

*Sono contento che...*

*Temiamo che...*

*Mi sorprende che...*

2. after verbs such as *volere*, *supporre*, *esigere*, and *credere* when there is a change of subject.

*Spero che tu venga.*

If the subject of the two clauses is the same, the infinitive is used.

*Spero di venire.*

3. after impersonal expressions when uncertainty is conveyed. Compare the sentences in the two columns of the following list.

| FOLLOWED BY A SUBJUNCTIVE VERB                   | FOLLOWED BY AN INDICATIVE VERB              |
|--|---|
| <i>Dubito che mio padre venga.</i>               | <i>Sono certo che mio padre viene oggi.</i> |
| <i>È possibile che io non venga.</i>             | <i>È vero che lei ha chiamato.</i>          |
| <i>È incredibile che loro vincano.</i>           | <i>È certo che loro hanno studiato.</i>     |
| <i>È importante che loro studino l'italiano.</i> | <i>È sicuro che lei mi crede.</i>           |
| <i>È bene che tu vada dal dottore.</i>           | <i>So che la bambina vuole la mamma.</i>    |
| <i>È necessario che tu compri una macchina.</i>  |   |
| <i>È improbabile che piova nel deserto.</i>      |   |
| <i>È meglio che tu stia a letto.</i>             |   |
| <i>È giusto che aspettino il loro turno.</i>     |   |

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# Italian Subjunctive mood (continued)

4. after conjunctions expressing the following ideas.

|                 |                              |
|-----------------|------------------------------|
| CONCESSION      | <i>dunque, benché</i>        |
| PURPOSE         | <i>purché, affinché</i>      |
| INDEFINITE TIME | <i>finché, prima che</i>     |
| NEGATION        | <i>senza che, a meno che</i> |

5. after superlatives (because of the possibility of exaggeration). Compare the following sentences.

*È la poesia più bella che io conosca.  
È il ragazzo più alto che conosco.*

The first sentence expresses an opinion, the second expresses a fact; the subjunctive and indicative signal how a statement is meant to be understood. Some native Italian speakers do not make this distinction and use the subjunctive in every case.

6. after relative pronouns referring to an indefinite antecedent.

*Vorrei parlare con qualcuno che conosca bene la città.*

7. after certain verbs (especially *pensare* and *credere*) in the negative and interrogative. (Asking what someone thinks, or saying what someone does not believe, implies doubt about the actual situation.) The negative-interrogative often takes the indicative because a positive response is expected.

*Credi che il professore sia ammalato?  
Non credo che il professore sia ammalato.  
Non credi che il professore sia (or è) ammalato?*

8. in third-person commands (see page 115).

9. in certain fixed expressions.

*Viva il re!* Long live the king!  
*Che Dio ti benedica!* God bless you!

To remember the principal uses of the subjunctive in Italian, the mnemonic “NEEDS PAWS” may be used.

Necessity  
Emotion  
Exaggeration  
Demanding  
Seeming  
Possibility  
Asking  
Wishing  
Supposing

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# Italian Subjunctive mood (continued)

**HOW TO AVOID THE SUBJUNCTIVE IN ITALIAN** The subjunctive is used only in subordinate clauses (even if the main clause is not expressed) and only when the subjects of the two clauses are different. If the subject is the same, the subjunctive is avoided by using

1. the infinitive. Compare the following sentences.

*Io sono contento che voi **siate** qui.*

*Io sono contento di **essere** qui.*

2. a modal verb. Compare the following sentences.

*È necessario che io **vada**.*

*Devo andare.*

## Imperfect subjunctive

### Forms

The imperfect subjunctive of all regular verbs and almost all irregular verbs is formed by dropping the -vo of the first-person singular of the imperfect indicative and adding the tense endings.

| parlare                     | vedere                     | sentire                     | finire                     |
|-----------------------------|----------------------------|-----------------------------|----------------------------|
| <i>che io parlassi</i>      | <i>che io vedessi</i>      | <i>che io sentissi</i>      | <i>che io finissi</i>      |
| <i>che tu parlassi</i>      | <i>che tu vedessi</i>      | <i>che tu sentissi</i>      | <i>che tu finissi</i>      |
| <i>che lui/lei parlasse</i> | <i>che lui/lei vedesse</i> | <i>che lui/lei sentisse</i> | <i>che lui/lei finisse</i> |
| <i>che noi parlassimo</i>   | <i>che noi vedessimo</i>   | <i>che noi sentissimo</i>   | <i>che noi finissimo</i>   |
| <i>che voi parlaste</i>     | <i>che voi vedeste</i>     | <i>che voi sentiste</i>     | <i>che voi finiste</i>     |
| <i>che loro parlassero</i>  | <i>che loro vedessero</i>  | <i>che loro sentissero</i>  | <i>che loro finissero</i>  |

**IRREGULAR VERBS** Verbs with irregular forms in the imperfect subjunctive follow.

*dare dessi, dessi, desse; dessimo, deste, dessero*

*dire dicessi, dicessi, dicesse; dicesimo, diceste, dicessero*

*essere fossi, fossi, fosse; fossimo, foste, fossero*

*fare facessi, facessi, facesse; facessimo, faceste, facessero*

*stare stessi, stessi, stesse; stessimo, steste, stessero*

### Uses

The imperfect subjunctive is used in subordinate clauses where

1. the verb in the main clause requires a subjunctive in the past.

*Gli studenti **temevano** che il professore  
fosse ammalato.*

The students were afraid that the  
professor was sick.

2. the verb in the main clause is in the present conditional and requires a subjunctive.

*Maria vorrebbe che io **venissi** a casa sua.*

Mary would like me to come to her  
house.

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# Italian Subjunctive mood (continued)

## Present perfect subjunctive

### Forms

The present perfect subjunctive is formed with the present subjunctive of the auxiliary *avere* or *essere* plus the past participle of the main verb.

| parlare                          | venire                               |
|----------------------------------|--------------------------------------|
| <i>che io abbia parlato</i>      | <i>che io sia venuto/venuta</i>      |
| <i>che tu abbia parlato</i>      | <i>che tu sia venuto/venuta</i>      |
| <i>che lui/lei abbia parlato</i> | <i>che lui/lei sia venuto/venuta</i> |
| <i>che noi abbiamo parlato</i>   | <i>che noi siamo venuti/venute</i>   |
| <i>che voi abbiate parlato</i>   | <i>che voi siate venuti/venute</i>   |
| <i>che loro abbiano parlato</i>  | <i>che loro siano venuti/venute</i>  |

### Uses

The present perfect subjunctive is used in subordinate clauses that express an action that has taken place or may have taken place when that verb is governed by a verb or other expression that requires a subjunctive.

|   |   |
|---|---|
| <i>Spero che il professore abbia preparato un esame facile.</i> | I hope the professor has prepared an easy exam. |
| <i>Benché abbia piovuto molto, il terreno è arido.</i>          | Even though it rained a lot, the soil is dry.   |

## Past perfect subjunctive

### Forms

The past perfect (pluperfect) subjunctive is formed with the imperfect subjunctive of the auxiliary verb *avere* or *essere* and the past participle of the main verb.

| parlare                           | andare                                 |
|-----------------------------------|--|
| <i>che io avessi parlato</i>      | <i>che io fossi andato/andata</i>      |
| <i>che tu avessi parlato</i>      | <i>che tu fossi andato/andata</i>      |
| <i>che lui/lei avesse parlato</i> | <i>che lui/lei fosse andato/andata</i> |
| <i>che noi avessimo parlato</i>   | <i>che noi fossimo andati/andate</i>   |
| <i>che voi aveste parlato</i>     | <i>che voi foste andati/andate</i>     |
| <i>che loro avessero parlato</i>  | <i>che loro fossero andati/andate</i>  |

### Uses

The past perfect subjunctive is used in subordinate clauses in which the action has occurred prior to the action of the verb in the main clause.

|   |   |
|---|---|
| <i>Temevano che Maria fosse partita.</i>          | They were afraid Mary had left.             |
| <i>Non sapevo che avessero comprato una casa.</i> | I didn't know that they had bought a house. |

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# Italian Subjunctive mood (continued)

## Se-clause and the subjunctive

To express a contrary-to-fact statement in the present or future, the imperfect subjunctive is used in the *se*-clause itself. The conditional is generally used in the main clause to express a conclusion.

*Se avessi i soldi, viaggerei.* If I had the money, I would travel.

To express a contrary-to-fact statement in the past, the perfect subjunctive is used in the *se*-clause and the conditional is used in the main clause. The conditional and present subjunctive are never used in the *se*-clause; only the imperfect and the past perfect subjunctive are used there.

*Se lei mi scrivesse, le risponderei.* If she wrote me, I would answer.

*Se tu mi avessi scritto, ti avrei risposto.* If you had written me, I would have answered you.

*Se* + the imperfect subjunctive is used in exclamations to express wishes that may never materialize.

*Se avessi tempo!* If only I had time!

*Se sapessi dove!* If only I knew where he is!

If the hypothesis is not contrary to fact, the indicative is used in the *se*-clause.

*Se vengono, te lo dico.* If they come, I will tell you.

*Se lui arriva presto, veniamo a teatro con voi.* If he arrives soon, we'll go to the theater with you.

# Exercises

The following exercises, grouped by part of speech, test your grasp of key grammatical aspects of Italian. As a reminder of the similarities and differences between Italian and English, a cross-reference is provided at the end of each exercise to the relevant grammar points discussed in this book. An answer key is provided after the appendices.

## Nouns

**A** Add the correct definite article before each of the following Italian nouns.

1. \_\_\_\_\_ classe
2. \_\_\_\_\_ libro
3. \_\_\_\_\_ acqua
4. \_\_\_\_\_ tavola
5. \_\_\_\_\_ cucchiaio
6. \_\_\_\_\_ zaino
7. \_\_\_\_\_ sport
8. \_\_\_\_\_ zii
9. \_\_\_\_\_ ombra
10. \_\_\_\_\_ ombre

◀ For more help, see Introducing determiners, page 17.

**B** Complete each of the following sentences with the correct form of the definite or indefinite article.

1. Hai sete? Ecco \_\_\_\_\_ bicchiere d'acqua.
2. C'è \_\_\_\_\_ buon ristorante qui vicino?
3. Sì, \_\_\_\_\_ ristoranti in questa città sono molto buoni.
4. Compro \_\_\_\_\_ verdure per questa sera.
5. E io, compro \_\_\_\_\_ pesce.
6. Non compri \_\_\_\_\_ fagiolini?
7. Non dimenticare di comprare \_\_\_\_\_ dolce.

8. C'è \_\_\_\_\_ ristorante italiano qui vicino?
9. \_\_\_\_\_ ristoranti italiani qui vicino, sono chiusi.
10. In quel ristorante c'è \_\_\_\_\_ brava cuoca.

◀ For more help, see Introducing determiners, page 17.

## Pronouns

**A** List all subject pronouns that can be used with each of the following present tense verb forms.

1. parliamo \_\_\_\_\_
2. scrivo \_\_\_\_\_
3. vende \_\_\_\_\_
4. state \_\_\_\_\_
5. posso \_\_\_\_\_
6. crede \_\_\_\_\_
7. pongono \_\_\_\_\_
8. correte \_\_\_\_\_
9. facciamo \_\_\_\_\_
10. vivono \_\_\_\_\_

◀ For more help, see Personal pronouns, page 23.

**B** Complete each of the following exchanges with the correct direct object pronoun.

1. —Conosci quella ragazza?  
—Sì, \_\_\_\_\_ conosco bene.
2. —Inviti tutti gli amici alla festa?  
—Non so se \_\_\_\_\_ invito.
3. —Sai dove sono i ristoranti italiani in questa città?  
—No. Non \_\_\_\_\_ so.
4. —Hai sentito quella canzone?  
—Sì, \_\_\_\_\_ ho sentita, ma non mi piace.
5. —Hai chiuso la porta e le finestre prima di uscire?  
—Sì, \_\_\_\_\_ ho chiuse.
6. —Volete vedere quel film?  
—Sì, \_\_\_\_\_ vogliamo vedere. OR —Sì, vogliamo veder\_\_\_\_\_.

◀ For more help, see Direct object pronouns, pages 23 and 25.

**C** Rewrite each of the following sentences, replacing the italicized phrase with the correct indirect object pronoun.

1. Lei porta i regali *ai nipoti*.

---

2. Compro il vestito *a mia figlia*.

---

3. Vado a insegnare la matematica *alla ragazza*.

---

4. Spiegate *a tutti noi* dove sarà la festa.

---

5. Devo telefonare *a mia madre*.

---

6. Mando una cartolina *alla mia amica*.

---

7. Lavo la biancheria *di mio nipote*.

---

8. Compriamo la verdura *per la vecchia signora*.

---

9. Portiamo la frutta *a voi*.

---

10. Io non parlo *a quell'uomo*.

---

◀ For more help, see Indirect object pronouns, page 25.

**D** Rewrite each of the following sentences, replacing the italicized words with the correct direct and indirect object pronouns.

1. *Ti* porto la torta.

---

2. Compriamo *i libri* per nostra nipote.

---

3. Tu compri *i gioielli* a tua cugina.

---

4. Lei dà *la mano* a noi.

---

5. Il padre legge *il libro alla bambina*.

---

6. Maria *mi* prepara *la cena* tutte le sere.

---

7. Lui *ti* ha rotto *il bicchiere*.

---

8. Lei dice *quello che è successo al suo amico*.

---

9. Dico *a mio marito il risultato della partita*.

---

10. I ragazzi *vi* raccontano *le bugie*.

---

◀ For more help, see Direct object pronouns, pages 23 and 25, and Indirect object pronouns, pages 25 and 27.

**E** Complete each of the following sentences with the correct form of the disjunctive pronoun.

1. A \_\_\_\_\_ non piace questo ristorante. (me)

2. Io vado al cinema con \_\_\_\_\_. (him)

3. Io andrò in Italia con \_\_\_\_\_. (her)

4. Io penso spesso a \_\_\_\_\_. (them)

5. Ho visto soltanto \_\_\_\_\_. (you [sing.])

6. Non ho visto che \_\_\_\_\_. (you [sing.])

7. Noi pensiamo a \_\_\_\_\_. (him)

8. Fra \_\_\_\_\_ e \_\_\_\_\_ c'è di mezzo il mare. (me, you)

◀ For more help, see Disjunctive pronouns, page 31.

**F** Complete each of the following Italian sentences so that they match the English sentences in meaning.

1. I like my bicycle, but he prefers his.

A me piace la mia bicicletta, ma lui preferisce la \_\_\_\_\_.

2. This house is older than ours.

Questa casa è più vecchia della \_\_\_\_\_.

3. These books aren't Mary's, they're mine.

Questi libri non sono di Maria, sono i \_\_\_\_\_.

4. She needs a pencil, because she has lost hers.

Lei ha bisogno di una matita perché ha perso la \_\_\_\_\_.

5. Our dog is bigger than theirs.

Il nostro cane è più grande del \_\_\_\_\_.

6. I like your class, it is better than mine.

Mi piace la tua classe, è migliore della \_\_\_\_\_.

7. My daughter doesn't want this ring. I will give it to yours.

Mia figlia non vuole questo anello. Lo darò alla \_\_\_\_\_.

8. I brought my tennis balls, and you brought yours.

Io ho portato le mie palle da tennis e tu hai portato le \_\_\_\_\_.

◀ For more help, see Possessive pronouns, page 27.

**G** Select the correct relative pronoun to complete each of the following sentences.

1. Vedo l'articolo \_\_\_\_\_ hai scritto.

- a. che
- b. chi
- c. cui
- d. il quale

2. Vorrei conoscere il collega con \_\_\_\_\_ lavorerò.

- a. che
- b. il quale
- c. cui
- d. chi

3. Questi sono i bambini per i \_\_\_\_\_ ho comprato i giocattoli.

- a. quali
- b. che
- c. quale
- d. cui

4. Ti voglio mostrare il lavoro \_\_\_\_\_ ho fatto.

- a. chi
- b. che
- c. il quale
- d. cui

5. L'ingegnere \_\_\_\_\_ voi conoscete è molto intelligente.

- a. cui
- b. il quale
- c. chi
- d. che

6. Lo scrittore il \_\_\_\_\_ libro hai letto è molto famoso.
  - a. che
  - b. quale
  - c. cui
  - d. chi
7. Non capiamo \_\_\_\_\_ vuole.
  - a. chi
  - b. il quale
  - c. a cui
  - d. di cui

◀ For more help, see Relative pronouns, page 33.

## Adjectives

**A** Complete the following lists with the missing forms of the adjective.

1. a. un libro \_\_\_\_\_  
b. una storia \_\_\_\_\_  
c. libri interessanti  
d. storie \_\_\_\_\_
2. a. una casa bianca  
b. un fiore \_\_\_\_\_  
c. fiori \_\_\_\_\_  
d. case \_\_\_\_\_
3. a. un ristorante italiano  
b. una ricetta \_\_\_\_\_  
c. dei ristoranti \_\_\_\_\_  
d. delle ricette \_\_\_\_\_
4. a. un pacco leggero  
b. una valigia \_\_\_\_\_  
c. dei pacchi \_\_\_\_\_  
d. delle valigie \_\_\_\_\_
5. a. un monumento nazionale  
b. uno sport \_\_\_\_\_  
c. dei monumenti \_\_\_\_\_  
d. degli sport \_\_\_\_\_

6. a. una donna \_\_\_\_\_  
b. un uomo \_\_\_\_\_  
c. delle donne *gioziali*  
d. degli uomini \_\_\_\_\_
  
7. a. un bambino \_\_\_\_\_  
b. una donna *felice*  
c. dei bambini \_\_\_\_\_  
d. delle donne \_\_\_\_\_

◀ For more help, see Descriptive adjectives, pages 45–47.

**B** Complete each of the following sentences with the correct form of bello/a.

1. Voi avete un \_\_\_\_\_ appartamento.
2. È un \_\_\_\_\_ libro.
3. Mi piacciono le \_\_\_\_\_ macchine.
4. Sono dei \_\_\_\_\_ bambini.
5. Ci sono delle \_\_\_\_\_ case in questo vicinato.
6. Lei ha dei \_\_\_\_\_ occhi.
7. I miei amici hanno un \_\_\_\_\_ orto.
8. Tu hai una \_\_\_\_\_ amica.
9. Lei è una \_\_\_\_\_ ragazza.
10. Isabella ha uno \_\_\_\_\_ scoiattolino.

◀ For more help, see Descriptive adjectives, page 47.

**C** Translate the following sentences into Italian.

1. Giovanni is more intelligent than Marco.

---

2. My sister is less happy than my brother.

---

3. It is the best book in the library.

---

4. The subway is faster than the bus.

---

5. My course is less interesting than theirs.

---

6. This car is as beautiful as yours (pl.).
- 

7. Your car is not as fast as mine.
- 

8. She is more beautiful than intelligent.
- 

9. You (formal pl.) are very educated.
- 

10. You (fem.) are the best student of the class.
- 

◀ For more help, see Comparison of adjectives, page 49.

**D** Translate the following phrases into Italian.

1. her book \_\_\_\_\_

2. my house \_\_\_\_\_

3. their garden \_\_\_\_\_

4. my program \_\_\_\_\_

5. his life \_\_\_\_\_

6. her work \_\_\_\_\_

7. your (sing.) homework \_\_\_\_\_

8. his suit \_\_\_\_\_

9. her suit \_\_\_\_\_

◀ For more help, see Possessive adjectives, page 53.

## Adverbs

**A** Write the adverb that corresponds to each of the following adjectives.

1. facile \_\_\_\_\_

2. rapido \_\_\_\_\_

3. lento \_\_\_\_\_

4. certo \_\_\_\_\_

5. felice \_\_\_\_\_

6. vago \_\_\_\_\_

7. chiaro \_\_\_\_\_
8. meraviglioso \_\_\_\_\_
9. serio \_\_\_\_\_
10. feroce \_\_\_\_\_

◀ For more help, see Introducing adverbs, page 61.

## Prepositions

**A** Add the correct preposition before each of the following geographical names.

1. Hanno una casa \_\_\_\_\_ California.
2. Questa estate andremo \_\_\_\_\_ Italia.
3. Ho trovato un lavoro \_\_\_\_\_ Roma.
4. I suoi amici sono \_\_\_\_\_ Canada.
5. Sono \_\_\_\_\_ Montreal.
6. Ho uno zio \_\_\_\_\_ Stati Uniti.
7. Lavora \_\_\_\_\_ Chicago.
8. Non so quando ritornerà \_\_\_\_\_ Europa.
9. Questa estate vado \_\_\_\_\_ Sicilia.
10. I miei amici si sposano \_\_\_\_\_ isole Hawaii.

◀ For more help, see Introducing prepositions, page 77.

**B** Add the correct contracted preposition in each of the following sentences.

1. La casa \_\_\_\_\_ nonna è bella, ma vecchia.
2. Lavoro vicino \_\_\_\_\_ metropolitana.
3. Ha dimenticato i libri \_\_\_\_\_ macchina.
4. Oggi ho male \_\_\_\_\_ stomaco.
5. Questa è la casa \_\_\_\_\_ zii.
6. La vita \_\_\_\_\_ senzatetto è molto dura.
7. Ritorna \_\_\_\_\_ lavoro molto tardi.
8. Deve lavorare \_\_\_\_\_ otto di mattina fino \_\_\_\_\_ sette di sera.
9. Il nido \_\_\_\_\_ scoiattolo è \_\_\_\_\_ alberi.
10. Ci sono molti bambini \_\_\_\_\_ mio quartiere.

◀ For more help, see Introducing prepositions, page 75.

## Verbs

**A** Complete the following chart with the present and past participles of each infinitive.

| INFINITIVE   | PRESENT PARTICIPLE | PAST PARTICIPLE |
|--------------|--------------------|-----------------|
| 1. camminare | _____              | _____           |
| 2. scegliere | _____              | _____           |
| 3. avere     | _____              | _____           |
| 4. leggere   | _____              | _____           |
| 5. arrivare  | _____              | _____           |
| 6. essere    | _____              | _____           |
| 7. pulire    | _____              | _____           |
| 8. comprare  | _____              | _____           |
| 9. scendere  | _____              | _____           |
| 10. sapere   | _____              | _____           |
| 11. bere     | _____              | _____           |
| 12. dire     | _____              | _____           |
| 13. nascere  | _____              | _____           |
| 14. vedere   | _____              | _____           |
| 15. fare     | _____              | _____           |

◀ For more help, see Participle, pages 87 and 89.

**B** Complete each of the following sentences with the correct present tense form of the verb in parentheses.

1. (camminare) Lui \_\_\_\_\_ velocemente.
2. (scegliere) Noi \_\_\_\_\_ dei regali per il suo compleanno.
3. (finire) Lei non \_\_\_\_\_ mai il suo lavoro.
4. (cantare) Tu \_\_\_\_\_ bene.
5. (vendere) Chi \_\_\_\_\_ questi libri?
6. (guardare) Voi \_\_\_\_\_ molti film.
7. (fare) Loro non \_\_\_\_\_ mai niente.
8. (imparare) I bambini \_\_\_\_\_ molto velocemente.
9. (arrivare) Se voi \_\_\_\_\_ presto, possiamo andare al parco.

10. (partire) Il treno \_\_\_\_\_ in orario.
11. (chiudere) Lui \_\_\_\_\_ sempre le finestre.
12. (salire) La bambina \_\_\_\_\_ sempre sul tavolo.
13. (scendere) Loro \_\_\_\_\_ le scale di corsa.
14. (spingere) La mamma \_\_\_\_\_ la carrozzina.
15. (piovere) Nella giungla \_\_\_\_\_ sempre.

◀ For more help, see Present tense, pages 91 and 93.

**C** Rewrite the following sentences, using the imperfect tense.

1. Lui parla con la sua fidanzata.

---

2. Lei prende un caffè tutte le mattine.

---

3. Il bambino dorme.

---

4. Noi siamo stanchi.

---

5. Tu vendi la casa.

---

6. Loro lavorano in un ufficio grande.

---

7. Studiamo la lezione di piano.

---

8. Lui deve partire presto.

---

9. Voi mangiate all'una.

---

10. Tu scrivi una lettera.

---

◀ For more help, see Imperfect tense, pages 95–96.

**D** Complete each of the following sentences with the correct future tense form of the verb(s) in parentheses.

1. (andare) Lui \_\_\_\_\_ in Italia.
2. (avere) Io \_\_\_\_\_ molto da fare.
3. (partire) A che ora \_\_\_\_\_ tu?
4. (mandare) Io ti \_\_\_\_\_ un regalo.
5. (essere) Loro \_\_\_\_\_ molto felici di vederti.
6. (aspettare) Voi mi \_\_\_\_\_ vero?
7. (acquistare, essere) Lei \_\_\_\_\_ le scarpe quando \_\_\_\_\_ in Italia.
8. (cadere) Noi non \_\_\_\_\_ sul ghiaccio.
9. (uscire) A che ora \_\_\_\_\_ voi?
10. (raccogliere) Questa estate noi \_\_\_\_\_ le ciliegie.

◀ For more help, see Future tense, page 99.

**E** Complete each of the following sentences with the correct conditional form of the verb in parentheses.

1. (andare) Se io avessi l'occasione, \_\_\_\_\_ ad imparare a sciare.
2. (parlare) Loro \_\_\_\_\_ l'italiano se l'avessero studiato.
3. (fare) Lei \_\_\_\_\_ la torta se tu glielo chiedessi.
4. (fare) Se avessimo tempo, ti \_\_\_\_\_ una visita.
5. (volere) Dicono che \_\_\_\_\_ andare al cinema con noi, se andiamo di sera.
6. (aprire) Se fosse caldo, io \_\_\_\_\_ le finestre.
7. (togliere) Se avessi caldo, mi \_\_\_\_\_ la giacca.
8. (ballare) Io \_\_\_\_\_ se ci fosse la musica.
9. (rispondere) Lei pensa che lui \_\_\_\_\_ se tu lo chiamassi.
10. (scegliere) Io \_\_\_\_\_ un buon avvocato se avessi i soldi.

◀ For more help, see Conditional tense, page 101.

**F** Complete each of the following sentences with the correct present perfect form of the verb in parentheses.

1. (servire) Io \_\_\_\_\_ un pasto delizioso.
2. (entrare) Lei \_\_\_\_\_ in classe.

3. (prendere) Noi \_\_\_\_\_ un caffè al bar vicino a casa.
4. (nascere) Il primo nipotino di Carolina \_\_\_\_\_ in luglio.
5. (fare) Noi \_\_\_\_\_ colazione in campagna.
6. (ritornare) Tu \_\_\_\_\_ a casa troppo tardi.
7. (camminare) Voi \_\_\_\_\_ per un'ora.
8. (lavarsi) I signori si \_\_\_\_\_ le mani prima di mangiare.
9. (finire) I ragazzi \_\_\_\_\_ la partita.
10. (arrivare) I nonni \_\_\_\_\_ la settimana scorsa.

◀ For more help, see Present perfect tense, pages 103 and 105.

**G** Complete each of the following sentences with the correct present subjunctive form of the verb in parentheses.

1. (dormire) Penso che tu \_\_\_\_\_ troppo poco.
2. (aspettare) Non credo che lei ti \_\_\_\_\_.
3. (prendere) Voglio che voi \_\_\_\_\_ un caffè.
4. (venire) È possibile che lei \_\_\_\_\_ con il suo amico.
5. (piovere) È probabile che domani \_\_\_\_\_.
6. (ritornare) Penso che lui \_\_\_\_\_ a casa.
7. (sapere) Non è possibile che lui \_\_\_\_\_ la verità.
8. (passare) Desideriamo che voi \_\_\_\_\_ da casa nostra dopo il lavoro.
9. (piovere) Spero che domani non \_\_\_\_\_.
10. (stare) Desideriamo che voi \_\_\_\_\_ da noi quando venite in America.

◀ For more help, see Present subjunctive, pages 117–119.

**H** Complete each of the following sentences with the correct imperfect subjunctive form of the verb in parentheses.

1. (venire) Non era molto probabile che loro \_\_\_\_\_ da noi.
2. (sapere) Credevamo che voi lo \_\_\_\_\_.
3. (studiare) Era necessario che lui \_\_\_\_\_ di più.
4. (cantare) Vorrei che lui \_\_\_\_\_ per noi.
5. (essere) Speravo che la casa \_\_\_\_\_ più moderna.
6. (decidere) Hanno insistito perché lei \_\_\_\_\_ di operarsi.
7. (volere) Non sapeva che cosa io \_\_\_\_\_.

8. (ritornare) Vorremmo che voi \_\_\_\_\_.
9. (saltare) Non volevo che loro \_\_\_\_\_ sul divano.
10. (ritornare) Lei sperava che noi \_\_\_\_\_ a casa presto.

◀ For more help, see Imperfect subjunctive, page 120.

**I** Complete each of the following sentences with the correct present perfect or past perfect subjunctive form of the verb in parentheses.

1. (andare) Non sapevo che loro \_\_\_\_\_ in vacanza con voi.
2. (sapere) Se lo \_\_\_\_\_, saremmo venuti.
3. (rispondere) Speravo che lui \_\_\_\_\_ già alla tua lettera.
4. (arrivare) Spero che loro \_\_\_\_\_ in orario.
5. (mandare) Mi sarebbe piaciuto che lui \_\_\_\_\_ le fotografie della bambina.
6. (arrivare) Speravamo che loro \_\_\_\_\_.
7. (mettere) Credevo che loro \_\_\_\_\_ le cinture di sicurezza.
8. (riparare) Pensavamo che lui \_\_\_\_\_ la finestra.
9. (comprare) Spero che tu \_\_\_\_\_ una bicicletta nuova.
10. (prendere) Lui credeva che tu \_\_\_\_\_ la patente l'anno scorso.

◀ For more help, see Present perfect subjunctive, page 121, and Past perfect subjunctive, page 121.

**J** Complete each of the following sentences with the correct subjunctive form of the verb in parentheses.

1. (volere) Io credo che voi \_\_\_\_\_ andare a dormire presto.
2. (essere) Lui pensava che lei \_\_\_\_\_ già in macchina.
3. (venire) Loro vorrebbero che io \_\_\_\_\_ in ufficio presto.
4. (portare) È possibile che lei mi \_\_\_\_\_ il libro di cui ho bisogno?
5. (arrivare) Era impossibile che tu \_\_\_\_\_ così presto.
6. (avere mangiato) Penso che voi \_\_\_\_\_ in treno.
7. (avere mangiato) Credevo che voi \_\_\_\_\_ in treno.
8. (avere comprato) Noi pensavamo che voi \_\_\_\_\_ un altro cane.
9. (avere) Verremmo in Italia se \_\_\_\_\_ una casa.

10. (conoscere) Sarei puntuale se \_\_\_\_\_ la strada.
11. (essere) Mangeresti la frutta se \_\_\_\_\_ matura.
12. (avere cotto) Avresti mangiato la pasta se io l'\_\_\_\_\_.

◀ *For more help, see Subjunctive mood, pages 117–122.*

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## APPENDIX A

# Interrogative pronouns and adjectives—a comparison

### Interrogative pronouns *chi?*, *che?*, *quale?*, *quanto?*

*Chi?* means “who?” *Che?* means “what?” *Quale?/quali?* means “which?” or “which ones?” *Quanto?/quanta?/quanti?/quante?* means “how much?” or “how many?”

**Che / Che cosa leggi?**

What are you reading?

**Quale/Quali di questi libri vuoi leggere?**

Which of these books do you want to read?

With the verb *essere*, *chi?*, *che?*, and *quale?/quali?* ask for information.

**Chi è questa ragazza?**

Who is this girl?

**Chi di voi è italiano?**

Who among you is Italian?

**Che è un mango?**

What is a mango?

**Quale è il tuo libro?**

Which one is your book?

**Quale è la ragazza nuova?**

Which one is the new girl?

*Cui* is an invariable relative pronoun. It is often preceded by a preposition or a definite article.

*La signora a cui parlo è americana.*

The woman to whom I am speaking is American.

*La città da cui vengo è grande.*

The city I come from is large.

*Le persone con cui viaggio sono interessanti.*

The people I am traveling with are interesting.

*La signora di cui ti ho parlato è molto gentile.*

The woman I told you about is very kind.

*Il signore per cui lavoro è molto intelligente.*

The man I work for is very intelligent.

*Conosco la signora il cui figlio lavora qui.*

I know the woman whose son works here.

### Interrogative adjectives *che?*, *quale?*, *quanto?*

When *che?*, *quale?/quali?*, and *quanto?/quanta?/quanti?/quante?* accompany a noun, they function as adjectives, even though they have the same form as the interrogative pronouns.

**Che libro leggi?**

What book are you reading?

**Quale libro preferisci?**

Which book do you prefer?

**Quanti giornali compravi?**

How many newspapers do you buy?

*Che?* implies an unlimited choice, while *quale?* implies a limited one.

***Che libri ti piacciono?***

What books do you like?

***Quale libro preferisci? Questo o quello?***

Which book do you prefer? This one  
or that one?

With the verb *essere*, *quale?/quali?* asks for information about the noun.

***Quali sono i titoli dei tuoi libri preferiti?***

What are the titles of your favorite  
books?

## APPENDIX B

# The pronouns *ci* and *ne*

### *Ci*

The pronoun *ci* refers to objects or places and usually replaces a prepositional phrase.

*Quando andate in Italia? Ci andiamo questa estate.*

When will you go to Italy? We'll go there this summer.

*Con chi vai dal dottore? Ci vado con mio marito.*

With whom will you go to the doctor? I will go with my husband.

*Ci* can mean “to it/them,” “in it/them,” or “on it/them” when the place is already known.

*Andate al cinema? Sì, ci andiamo oggi.*

Will you go to the movies? Yes, we'll go today.

*Ci* is used in many idiomatic expressions, such as *crederci*, *esserci*, *metterci*, *pensarci*, and *entrarci*.

*Prima di decidere dove andare, devi pensarci bene.*

Before deciding where to go, you must think about it.

### *Ne*

The pronoun *ne* refers to people, places, or things previously mentioned in a sentence. It replaces *di* + noun and means “some,” “any,” “of it/them,” etc.

*Maria compra delle paste. Maria ne compra alcune.*

Mary buys some pastries. Mary buys a few of them.

*Ne* replaces nouns accompanied by a number, as well as expressions of capacity, such as *molto*, *troppo*, and *un chilogrammo*.

*Quanti figli hai? Ne ho due.*

How many kids do you have? I have two.

*Ne* replaces *di* + infinitive in expressions with *avere bisogno di*, *avere paura di*, and *avere voglia di*.

*Hanno bisogno di prendere dei soldi? Sì, ne hanno bisogno.*

Do they need to get some money? Yes, they do.

*Ne* is placed before the conjugated verb, as are direct and indirect object pronouns.

*Luisa ne vuole due.*

Luisa wants two of them.

*Ne* may also be attached to an infinitive.

*Carla vuole mangiarne.*

Carla wants to eat some of them.

In compound tenses, *ne* usually agrees with the past participle only when it replaces a partitive noun. When *ne* is used with numbers, there is no agreement.

*Ho comprato delle banane. Ne ho comprate un kilo.*

I bought a few bananas. I bought a kilo.

*Hai letto dei libri interessanti? Si, ne ho letto due o tre.*

Did you read any interesting books?  
Yes, I have read two or three.

# APPENDIX C

## Commands

### Familiar commands

|                 |                   |                  |                 |
|-----------------|-------------------|------------------|-----------------|
| <i>parla!</i>   | <i>scrivi!</i>    | <i>senti!</i>    | <i>finisci!</i> |
| <i>parlamo!</i> | <i>scriviamo!</i> | <i>sentiamo!</i> | <i>finiamo!</i> |
| <i>parlate!</i> | <i>scrivete!</i>  | <i>sentite!</i>  | <i>finite!</i>  |

### Negative familiar commands

|                      |                       |                      |                     |
|----------------------|-----------------------|----------------------|---------------------|
| <i>non parlare!</i>  | <i>non scrivere!</i>  | <i>non sentire!</i>  | <i>non finire!</i>  |
| <i>non parliamo!</i> | <i>non scriviamo!</i> | <i>non sentiamo!</i> | <i>non finiamo!</i> |
| <i>non parlate!</i>  | <i>non scrivete!</i>  | <i>non sentite!</i>  | <i>non finite!</i>  |

### Formal commands

|                      |                       |                      |                        |
|----------------------|-----------------------|----------------------|------------------------|
| <i>Lei parli!</i>    | <i>Lei scriva!</i>    | <i>Lei senta!</i>    | <i>Lei finisca!</i>    |
| <i>Loro parlino!</i> | <i>Loro scrivano!</i> | <i>Loro sentano!</i> | <i>Loro finiscano!</i> |

Negative formal commands are formed by placing *non* before the verb.

### Irregular commands

| INFINITIVE    | INFORMAL COMMAND    | SINGULAR FORMAL COMMAND | PLURAL FORMAL COMMAND |
|---------------|---------------------|-------------------------|-----------------------|
| <i>andare</i> | <i>va' OR vai</i>   | <i>vada</i>             | <i>vadano</i>         |
| <i>avere</i>  | <i>abbi</i>         | <i>abbia</i>            | <i>abbiano</i>        |
| <i>bere</i>   | <i>bevi</i>         | <i>beva</i>             | <i>bevano</i>         |
| <i>dare</i>   | <i>da' OR dai</i>   | <i>dia</i>              | <i>diano</i>          |
| <i>dire</i>   | <i>di'</i>          | <i>dica</i>             | <i>dicano</i>         |
| <i>essere</i> | <i>sii</i>          | <i>sia</i>              | <i>siano</i>          |
| <i>fare</i>   | <i>fa' OR fai</i>   | <i>faccia</i>           | <i>facciano</i>       |
| <i>stare</i>  | <i>sta' OR stai</i> | <i>stia</i>             | <i>stiano</i>         |
| <i>temere</i> | <i>temi</i>         | <i>tema</i>             | <i>temano</i>         |
| <i>venire</i> | <i>vieni</i>        | <i>venga</i>            | <i>vengano</i>        |

# APPENDIX D

## Determiners

### DETERMINERS FOR WORDS BEGINNING WITH A CONSONANT

| MASCULINE                                |  | FEMININE                              |                                       |
|--|--|---------------------------------------|---------------------------------------|
| SINGULAR                                 | PLURAL                                   | SINGULAR                              | PLURAL                                |
| <i>il caffè, un caffè</i>                | <i>i caffè, i libri</i>                  | <i>la chiesa,<br/>una chiesa</i>      | <i>le chiese, le case</i>             |
| <i>lo zio, lo stagno</i>                 | <i>gli zii, gli stagni</i>               |                                       |                                       |
| <i>il mio caffè,<br/>il tuo libro</i>    | <i>i miei caffè,<br/>i tuoi libri</i>    | <i>la mia chiesa,<br/>la tua casa</i> | <i>le mie chiese,<br/>le tue case</i> |
|  | <i>tre caffè, tre tavoli</i>             |                                       | <i>tre chiese, tre case</i>           |
| <i>questo caffè</i>                      | <i>questi libri</i>                      | <i>questa casa</i>                    | <i>queste signore</i>                 |
| <i>quel fiore</i>                        | <i>quei fiori</i>                        | <i>quella gatta</i>                   | <i>quelle piante</i>                  |
| <i>quello zaino,<br/>quello studente</i> | <i>quegli zaini,<br/>quegli studenti</i> |                                       |                                       |
| <i>qualche caffè</i>                     |  | <i>qualche casa</i>                   |                                       |
| <i>del caffè, del pane</i>               | <i>dei panini, dei fiori</i>             | <i>della frutta</i>                   | <i>delle patate</i>                   |

### DETERMINERS FOR WORDS BEGINNING WITH A VOWEL OR *h*

| MASCULINE                          |                                      | FEMININE                            |  |
|------------------------------------|--------------------------------------|-------------------------------------|--|
| SINGULAR                           | PLURAL                               | SINGULAR                            | PLURAL                                 |
| <i>l'orto, l'hotel</i>             | <i>gli orti, gli hotel</i>           | <i>l'amica, l'acqua</i>             | <i>le amiche, le acque</i>             |
| <i>un orto, un hotel</i>           |                                      | <i>un'amica, un'oca</i>             |  |
| <i>quest'orto,<br/>quest'amico</i> | <i>questi orti,<br/>questi amici</i> | <i>quest'amica,<br/>quest'acqua</i> | <i>queste amiche,<br/>queste acque</i> |

No determiner is required

1. after some prepositions, for example, *senza* (*senza dubbio*).
2. when a noun of nationality, profession, or religion is used as an adjective, for example, *è americano*.
3. when one noun is used to describe another, for example, *un professore d'arte, una festa di famiglia*.
4. when a proper name is used in possession, for example, *l'amico di Enrico*.
5. in a partitive construction under certain circumstances (see page 17).

## APPENDIX E

# Expressions with *avere* and *fare*

### Avere

The verb *avere* is used in many idiomatic expressions in Italian. Before nouns and adjectives, the infinitive *avere* may be shortened to *aver*.

|  |   |
|--|---|
| <i>avere/aver _____ anni</i>   | to be _____ years old   |
| <i>aver caldo/freddo/fame/sete</i>                                     | to be warm/cold/hungry/thirsty                                  |
| <i>avere sonno</i>   | to be sleepy  |
| <i>aver mal (di) testa/denti</i>                                       | to have a headache/toothache                                    |
| <i>aver fretta</i>   | to be in a hurry  |
| <i>aver paura (di)</i>   | to be afraid (of)   |
| <i>aver voglia (di)</i>  | to feel like  |
| <i>aver bisogno di</i>   | to need   |
| <b><i>Abbiamo caldo, abbiamo bisogno dell'aria condizionata.</i></b>   | We are warm, we need the air conditioning.                      |
| <b><i>Hanno voglia di andare a vedere un bel film.</i></b>             | They feel like going to see a good movie.                       |
| <b><i>Lei ha fame, ma non può mangiare perché ha mal di denti.</i></b> | She is hungry, but she cannot eat, because she has a toothache. |

### Fare

The verb *fare* is used in many idiomatic expressions in Italian. The infinitive of *fare* is often shortened to *far* before a consonant.

|  |  |
|--|--|
| <i>fare attenzione</i>                           | to pay attention   |
| <i>fare il bagno</i>                             | to take a bath   |
| <i>fare bel/brutto tempo</i>                     | to be good/bad weather                                     |
| <i>fare benzina</i>                              | to get gas   |
| <i>fare colazione</i>                            | to have breakfast  |
| <i>fare una domanda</i>                          | to ask a question  |
| <i>fare una fotografia</i>                       | to take a picture  |
| <i>fare presto</i>                               | to hurry up  |
| <i>fare un regalo</i>                            | to give a gift   |
| <i>fare la spesa</i>                             | to get groceries   |
| <i>fare un viaggio</i>                           | to take a trip   |
| <i>Lui non capisce perché non fa attenzione.</i> | He does not understand, because he does not pay attention. |
| <i>Lei fa il bagno tutte le sere.</i>            | She takes a bath every night.                              |
| <i>Quando viaggio, faccio tante fotografie.</i>  | When I travel, I take a lot of pictures.                   |
| <i>Mi piace fare un regalo alle mie amiche.</i>  | I like giving presents to my friends.                      |

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# Answer key

## Nouns

- A** 1. la 2. il 3. l' (la) 4. la 5. il 6. lo 7. lo 8. gli 9. l' (la) 10. le  
**B** 1. un 2. un 3. i 4. le 5. il 6. i 7. il 8. un 9. I 10. una

## Pronouns

- A** 1. noi 2. io 3. lui, lei 4. voi 5. io 6. lui, lei 7. loro 8. voi 9. noi 10. loro  
**B** 1. la 2. li 3. lo 4. l' (la) 5. le 6. lo, lo  
**C** 1. Lei gli porta i regali. 2. Le compro il vestito. 3. Vado a insegnarle la matematica.  
4. Spiegateci dove sarà la festa. 5. Le devo telefonare. 6. Le mando una cartolina.  
7. Gli lavo la biancheria. 8. Le compriamo la verdura. 9. Vi portiamo la frutta.  
10. Io non gli parlo.  
**D** 1. Te la porto. 2. Glieli compriamo. 3. Tu glieli compri. 4. Lei ce la dà.  
5. Il padre glielo legge. 6. Maria me la prepara tutte le sere. 7. Lui te l'ha rotto.  
8. Lei glielo dice. 9. Glielo dico. 10. I ragazzi ve le raccontano.  
**E** 1. me 2. lui 3. lei 4. loro 5. te 6. te 7. lui 8. me, te  
**F** 1. sua 2. nostra 3. miei 4. sua 5. loro 6. mia 7. tua 8. tue  
**G** 1. a 2. c 3. a 4. b 5. d 6. c 7. a

## Adjectives

- A** 1a. interessante 1b. interessante 1d. interessanti 2b. bianco 2c. bianchi  
2d. bianche 3b. italiana 3c. italiani 3d. italiane 4b. leggera 4c. leggeri  
4d. leggere 5b. nazionale 5c. nazionali 5d. nazionali 6a. gioviale 6b. gioviale  
6d. giovali 7a. felice 7c. felici 7d. felici  
**B** 1. bell' (bello) 2. bel 3. belle 4. bei 5. belle 6. begli 7. bell' (bello)  
8. bell' (bella) 9. bella 10. bello  
**C** 1. Giovanni è più intelligente di Marco. 2. Mia sorella è meno felice di mio fratello.  
3. È il miglior libro nella biblioteca. 4. La metropolitana è più veloce dell'autobus.  
5. Il mio corso è meno interessante del loro. 6. Questa macchina è tanto bella quanto  
la vostra. 7. La tua macchina non è tanto veloce quanto la mia. 8. Lei è più bella che  
intelligente. 9. Loro sono molto istruiti. 10. Tu sei la migliore studente della classe.

- D** 1. il suo libro 2. la mia casa 3. il loro giardino 4. il mio programma 5. la sua vita  
 6. il suo lavoro 7. il tuo compito 8. il suo vestito 9. il suo vestito

## Adverbs

- A** 1. facilmente 2. rapidamente 3. lentamente 4. certamente 5. felicemente  
 6. vagamente 7. chiaramente 8. meravigliosamente 9. seriamente 10. ferocemente

## Prepositions

- A** 1. in 2. in 3. a 4. in 5. a 6. negli 7. a 8. in 9. in 10. alle

- B** 1. della 2. alla 3. nella 4. allo 5. degli 6. dei 7. dal 8. dalle, alle 9. dello, sugli  
 10. nel

## Verbs

- A** 1. camminando, camminato 2. scegliendo, scelto 3. avendo, avuto 4. leggendo, letto  
 5. arrivando, arrivato 6. essendo, stato 7. pulendo, pulito 8. comprando, comprato  
 9. scendendo, sceso 10. sapendo, saputo 11. bevendo, bevuto 12. dicendo, detto  
 13. nascendo, nato 14. vedendo, visto 15. facendo, fatto

- B** 1. cammina 2. scegliamo 3. finisce 4. canti 5. vende 6. guardate 7. fanno  
 8. imparano 9. arrivate 10. parte 11. chiude 12. sale 13. scendono 14. spinge  
 15. piove

- C** 1. Lui parlava con la sua fidanzata. 2. Lei prendeva un caffè tutte le mattine.  
 3. Il bambino dormiva. 4. Noi eravamo stanchi. 5. Tu vendevi la casa.  
 6. Loro lavoravano in un ufficio grande. 7. Studiavamo la lezione di piano.  
 8. Lui doveva partire presto. 9. Voi mangiavate all'una. 10. Tu scrivevi una lettera.

- D** 1. andrà 2. avrò 3. partirai 4. manderò 5. saranno 6. aspetterete  
 7. acquisterà, sarà 8. cadremo 9. uscirete 10. raccoglieremo

- E** 1. andrei 2. parlerebbero 3. farebbe 4. farei 5. vorrebbero 6. aprirei  
 7. toglierei 8. ballerei 9. risponderebbe 10. sceglierrei

- F** 1. ho servito 2. è entrata 3. abbiamo preso 4. è nato 5. abbiamo fatto  
 6. sei ritornato 7. avete camminato 8. sono lavati 9. hanno finito 10. sono arrivati

- G** 1. dorma 2. aspetti 3. prendiate 4. venga 5. piova 6. ritorni 7. sappia  
 8. passate 9. piova 10. stiate

- H** 1. venissero 2. sapeste 3. studiasse 4. cantasse 5. fosse 6. decidesse 7. volessi  
 8. ritornaste 9. saltassero 10. ritornassimo

- I** 1. fossero andati 2. avessimo saputo 3. avesse risposto 4. siano arrivati  
 5. avesse mandato 6. fossero arrivati 7. avessero messo 8. avesse riparato  
 9. abbia comprato 10. avessi preso

- J** 1. vogliate 2. fosse 3. venissi 4. porti 5. arrivassi 6. abbiate mangiato  
 7. aveste mangiato 8. aveste comprato 9. avessimo 10. conoscessi 11. fosse  
 12. avessi cotta