

Summary of English language lessons

Condition

You can take my car providing that you don't damage it.

(Main clause)

(Subordinate clause)

The meaning:

I will lend you my car on condition that you don't damage it.

Verb in Future + $\left\{ \begin{array}{l} \text{providing that} \\ \text{provided that} \\ \text{as long as} \\ \text{so long as} \\ \text{but only if} \\ \text{only if} \end{array} \right. + \text{verb in present simple}$

Wishes

Present wish: (wish, past simple)

Example: I wish I spoke Italian. (I don't speak Italian.)

Present wish expresses an imaginary situation impossible to happen.

If only = wish

Past wish: (wish, past perfect)

Example: I wish I hadn't eaten so much. (I ate a lot.)

Past wish expresses a regret about a situation happened in the past.

Future wish: (wish, would + stem (a verb without "to"))

Example: I wish I could stop smoking.

Can = could

(You are smoking at the moment and it is annoying me.)

Future wish expresses impatience, annoyance or dissatisfaction with a present action.

Wish = $\left\{ \begin{array}{l} \text{If only} \\ \text{It's time} \\ \text{It's hightime} \\ \text{It's about time} \end{array} \right. + \text{verb in past simple}$

Had better

Had better is used to express advice

Had better = should = ought to

Had better + stem (a verb without "to")

Example: you had better work hard to pass your final exam.

Negative form:

Had better not +stem (a verb without "to").

Example: you look tired, you had better not go to school today.

Result

Expressing results we use:

$\left\{ \begin{array}{l} \text{so + adj + that} \\ \text{a noun} \\ \text{such + phrase + that} \end{array} \right.$

- Subject + verb + so + adjective + that + the rest of the sentence.

Example: copies of brand are so cheap that some consumers don't hesitate to buy them.

- Subject + verb + such + a noun phrase + that + the rest of the sentence.

Example: It was such a good film that I watched it twice.

We can express results using other link word:

$\left\{ \begin{array}{l} \text{as a result} \\ \text{Consequently} \\ \text{as a consequence} \\ \text{so} \\ \text{thus} \\ \text{therefore} \end{array} \right.$

Cause

Expressing causes: we use:

- Sentence + $\left\{ \begin{array}{l} \text{because} \\ \text{since} \\ \text{as} \end{array} \right. + \text{subject + verb ...}$

Example: - He succeeded in his exam because he had worked hard.

- The audience cheered as it was a good play.

- Sentence + $\left\{ \begin{array}{l} \text{because of} \\ \text{due to} \\ \text{for} \\ \text{owing to} \end{array} \right. + \text{noun phrase.}$

Example: - She succeeded in his exam because of her **hard work.**

- I had to ask for help because of the difficulty **level IN QUESTIONS.**

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Modals

These modals express:

- *Must* → Strong obligation
- *Mustn't* → Prohibition "forbidden"
- *Have to* → Necessity
- *don't have to*
needn't → Lack (absence) of obligation
- *don't need to*
Had better
should → Advice
- *ought to*
- *could*
might → Remote possibility (15%)
- *may*
can → Possibility (50%)
- *It's probably that*
It will probably → Probability (80%)
- *will certainly* → Certainty (100%)

The "ing" form:

- As a past of verb called participle.

Examples: I'm waiting, I'm playing.

- As a noun or gerund.

Example: The eating of GMF's might harmful.

- As an adjective.

Example: This book is more interesting than that one.

Stative (state) & action verb

A state verb: is a verb which describes a states (has not a well defined beginning & the end)

Examples: like, agree, believe, dislike, deserve, love, enjoy, prefer, hate, dread, and mind.

- A state verb is usually use in the present form
- A state verb can't be progressive (Continuous form ("ing" form)).

An action verb: is a verb which describes an action or an event (has a specific beginning & the end).

Examples: go, stop, come, start, achieve, write, win, Describe, Search, and Replace.

- An action verb can be used in simple and continuous form ("ing" form) (progressive)

Prefix & suffix

Prefix: it comes before the word and changes its meaning.

Opposites

Agree	→ disagree	Moral	→ immoral
Legal	→ illegal	Fair	→ unfair
Direct	→ indirect	Responsible	→ irresponsible

Suffix: it comes after the word and changes its form to an adjective, an adverb, a noun, a verb.

Example:

- The suffix "ty" is added to an adjective to form a noun.

Stupid → Stupidity

- The suffix "y" is added to a noun to form an adjective.

Spice → Spicy

Conditionals

We have four types of conditionals:

Type zero: T₀

If + Verb in present simple, Verb in present simple.

Eg: If you heat water, it boils.

- T₀ is used to describe a general or scientific truth.

Type one: T₁

If + Verb in present simple, verb in future (will + stem)

Eg: If she works hard, she will go to university.

- The situation in T₁ is possible to happen.

Type two: T₂

If + Verb in past simple, would + stem

Eg: If I were you, I would buy a car.

- The situation in T₂ is impossible to happen (an imaginary situation).

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Type three: T₃

If + Verb in past perfect, would have + past participle

Eg: If I had read the question well, I would have taken the best mark.

- The situation in T₃ is a regret about an event that had happened in the past

Quantifiers

- $\begin{cases} \text{many} \\ \text{few} \end{cases}$ for countable nouns.
- $\begin{cases} \text{much} \\ \text{little} \end{cases}$ for uncountable nouns.
- $\begin{cases} \text{a lot of} \\ \text{some} \end{cases}$ for countable & uncountable nouns(both).

$\begin{cases} \text{sufficient} \\ \text{appropriate} \end{cases}$ = enough (It's the right quantity).

insufficient = not enough (It isn't the right quantity).

The excessive and the insufficient of something:

An excessive amount: $\begin{cases} \text{too much} \rightarrow \text{uncountable nouns} \\ \text{too many} \rightarrow \text{countable nouns} \end{cases}$

An insufficient amount: $\begin{cases} \text{too little} \rightarrow \text{uncountable nouns} \\ \text{too few} \rightarrow \text{countable nouns} \end{cases}$

Used for & Used to

$\begin{cases} \text{used to} \\ \text{used for} \end{cases}$ are verbs used to describe purpose and function of objects

- Used to + stem (a verb without "to")
Eg: It's used to cut wood.
- Used for + verb+ing (gerund)
Eg: It's used for cutting wood.

How...?

How: is a word question used for ask about dimension and size of objects.

- How tall...? \rightarrow Height
- How long...? \rightarrow Height
- How high...? \rightarrow Height
- How far...? \rightarrow Distance
- How fast...? \rightarrow Speed
- How deep...? \rightarrow Depth
- How wide...? \rightarrow Width
- How much...? \rightarrow Weight

Content & structure (function) words

Sentences contain two kind of word:

Content words: are necessary and contain **A** meaning.

- Main verb (play, go, work...).
- Nouns.
- Adjectives (serious, nice...).
- Adverbs (carefully, quickly...).
- Demonstratives pronouns (this, that...).
- Negative auxiliaries (wasn't, couldn't...).
- Yes, No (auxiliary) questions.
- Wh questions.

Structure (function) words: they make the sentences correct grammatically.

- Pronouns (I, he, they...).
- Prepositions (on, the, at, to, under...).
- Articles (a, an, the).
- Conjunctions (but, and, because...).
- Auxiliary verbs (is, are, do, have, can...).

Note: $\begin{cases} \text{Content words are stressed.} \\ \text{Structure words are not stressed.} \end{cases}$

Comparatives & superlatives

Comparatives

We must have two elements to compare.

- Superiority

Short adjectives: adjectives of one syllable

Adj + er + than (Eg: she is taller than me.)

Long adjectives: adjectives of two or more syllables

More + adj + than (Eg: meat is more expensive than chicken.)

- Equality

As + adj + as (she is as intelligent as her brother.)

- Inferiority:

Less + adj + than (he is less intelligent than me.)

Not as + adj + as (our garden is not as large as yours.)

Not so + adj + as

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Superlatives:

We compare one element to a group or a whole.

- Superiority:

Short adjectives: adjectives of one syllable

The + Adj + est. (Eg: Uranus is the biggest planet in the solar system.)

Long adjectives: adjectives of two or more syllables

The most + adj. (Eg: English is the most important language in the world.)

- Inferiority:

The least + adj. (Eg: the cat is the least dangerous animal.)

<u>Adjectives</u>	↔	<u>Comparatives</u>	↔	<u>Superlatives</u>
Well/good	↔	Better	↔	The best
Bad	↔	Worse	↔	The worst
Far	↔	Farther	↔	The farthest
Many	↔	More	↔	The most
Much	↔	More	↔	The most
Little	↔	Less	↔	The least

Similarity & difference

Expressing Similarity:

We use these expressions: like, the same as, such as, both, similar to, too.

Examples:

- She is intelligent like her brother.
- Both ~~U~~ and her brother are intelligent.
- She is intelligent the same as (such as) her brother.
- She is similar to her brother, they are intelligent.
- She is intelligent, her brother too.

Expressing difference:

We use these expressions: unlike, whereas, while, but, different from, in contrast to.

Examples:

- Unlike Algeria, U.S.A is a developed country.
- Algeria is different from U.S.A.
- U.S.A is a developed country but (while, whereas) Algeria is not.
- U.S.A is a developed country in contrast to Algeria.

Unless

Unless: expresses warning.

Unless = If ... not

- Unless + an affirmative verb

Unless + verb present, Future (will + stem).

(Will not = won't)

Example: Unless you revise your lessons, you won't pass your exam.

The real meaning: If you don't revise your lessons, you won't pass your exam.

Articles

Indefinite articles:

a: is used before consonants (sound).

an: is used before vowels (sound).

- We use it before countable nouns that are unknown:

Eg: a table, a car, a house.

- We use it before names of profession (jobs).

Eg: a doctor, a painter.

- We use it before measurement.

Eg: a liter, an hour.

Definite articles: (the)

- We use it before adjectives to specify the category of people.

Eg: the homeless, the poor, the jobless, the rich.

- We use it before an object that is the only one.

Eg: the moon, the earth, the pyramids.

- When we talk about institutions.

Eg: the radio, the bank, the television.

- When we refer to a class of animals.

Eg: the tiger is a dangerous animal.

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Zero articles: (∅) no article is used.

- Before uncountable nouns. (money, oil ...)
- Before abstract nouns. (Peace, happiness...)
- Before names of people & places.
- Before plural nouns.

Purpose (goal)

Expressing purpose:

We can express purpose using a number of conjunctive phrases: to, so as to, in order to, so that, in order that.

- Subject + verb + $\begin{cases} \text{to} \\ \text{so as to} \\ \text{in order to} \end{cases}$ + stem.

Examples:

- John went to the station to meet his parents.
- I study in order to succeed.

There are also negative forms:

- Subject + verb + $\begin{cases} \text{not to} \\ \text{so as not to} \\ \text{in order not to} \end{cases}$ + stem.

Examples:

The soldiers moved at night, so as not to alarm the villagers.

- $\begin{cases} \text{so that} \\ \text{in order that} \end{cases}$ + Subject + verb (model).

Example:

I leave the window open so that the cat can get out.

Note:

- The Present purpose: we use these models

- $\begin{cases} \text{so that} \\ \text{in order that} \end{cases}$ + Subject + $\begin{cases} \text{will} \\ \text{can} \\ \text{may} \end{cases}$ + stem.

- The past purpose:

- $\begin{cases} \text{so that} \\ \text{in order that} \end{cases}$ + Subject + $\begin{cases} \text{would} \\ \text{could} \\ \text{might} \end{cases}$ + stem.

Example:

We took an umbrella so that we wouldn't get wet.

Concession

Expressing concession:

We can express concession using a number of conjunctive phrases: although, even though, though, despite, in spite of.

- $\begin{cases} \text{although} \\ \text{even though} \\ \text{though} \end{cases}$ + Subject + verb ...

Examples: Although it rained a lot, we enjoyed our holiday.

- $\begin{cases} \text{in spite of} \\ \text{despite} \end{cases}$ + A Noun phrase or a Gerund.

Examples:

- In spite of being ill, she went to school.
- Despite her illness, she went to school.

Note:

- $\begin{cases} \text{despite the fact that} \\ \text{in spite of the fact that} \end{cases}$ + Subject + verb...

Examples: we enjoyed our holiday despite the fact that it rained a lot.

Formation of plural

- The plural of most nouns is formed by ending "s"

Boy → Boys
Girl → Girls
Book → books

- Nouns ending in "s, ch, sh, x, z" we add "es"

Brush → brushes
class → classes
Match → matches

- Most nouns ending in "o" also form their plural by adding "es" to the singular.

Hero → heroes
Potato → potatoes
Volcano → volcanoes

- Note that a few nouns ending in "o" merely add "s".

Dynamo → dynamos
Piano → pianos
Photo → photos
Logo → logos
Kilo → kilos

Summary of English language lessons

- Nouns ending in a consonant "y":

- Before "y" a consonant, we change "y" into "ies"

Lady ↪ ladies
City ↪ cities

- Before "y" a vowel, we add "s"

boy ↪ boys

- Nouns ending in "f" or "fe", we form their plural by changing "f" or "fe" into "ves".

Wife ↪ wives
Leaf ↪ leaves
Half ↪ halves

Except some nouns like:

Chief ↪ Chiefs
Gulf ↪ Gulfs
Safe ↪ Safes
Proof ↪ Proofs

Invariable nouns ending in "s" or "es":

News, Series, species, Billiards, Dominoes

Some nouns form their plural by mutation:

Foot ↪ feet
Tooth ↪ teeth
Goose ↪ geese
Man ↪ men
Ox ↪ oxen
Child ↪ children

Silent letter

A silent letter is a letter which is written and not pronounced.

- k before n at the beginning. ↪ Knife
- p before s at the beginning. ↪ Psychology
- b before t at the end. ↪ Dept
- b after m at the end. ↪ Lamb
- l before d ↪ Should
- l before f ↪ Half
- l before k ↪ Walk
- s before l ↪ Island
- w before r at the beginning ↪ Write
- t in the middle of some words ↪ Castle
- d in the middle of some words ↪ Wednesday
- g before n at the end ↪ Foreign
- n after m at the end ↪ Autumn
- h at the beginning ↪ Honest
- gh ↪ High
- r before consonant ↪ Bird
- h before the sounds |k; d; t| ↪ Ask him

Word formation

We can form verbs by adding the suffix "en" to some adjectives.

- Wide + en ↪ widen.
- Bright + en ↪ brighten.
- Short + en ↪ shorten.

The prefix "self" is added to some adjectives

Self refer to: $\left\{ \begin{array}{l} \text{myself} \\ \text{yourself} \\ \text{himself} \\ \text{herself} \\ \text{ourselves} \\ \text{yourselves} \\ \text{themselves} \end{array} \right.$

Example: He is a self-educated person.

He is educated himself.

Expressing like & dislike:

- $\left\{ \begin{array}{l} \text{enjoy} \\ \text{dislike} \\ \text{don't mind} \\ \text{avoid} \end{array} \right. + \text{Gerund (verb + "ing").}$
- $\left\{ \begin{array}{l} \text{like} \\ \text{love} \\ \text{hate} \\ \text{can't stand} \\ \text{prefere} \end{array} \right. + \text{Gerund or to + stem (infinitive).}$
- It is better + to + stem.
- Would rather + stem (a verb without "to").

Each other & one another

Compound pronoun, they express reciprocity.

Each other: is used to refer to two persons only.

Eg: Women kiss each other.

One another: is used to refer to more than two (a group)

Eg: players hug one another when they score.

Type of questions

We have two types of questions:

- Reference question: is a direct question.
- Inference question: is an indirect question, you have to read between the lines to find the answer.

Summary of English language lessons

Stress

Definition:

Stress is an extra force used when pronouncing a particular word or syllable.

- A prefix is not stressed
- A suffix is not stressed
- |ə| schwa is never stressed

a. A word of one syllable has stress on the first letter.

Eg: hot, teach, got, take.

b. A word of two syllables:

- A noun has stress on the 1st syllable.

Eg: teacher, actor, English.

- An adjective has stress on the 1st syllable.

Eg: happy, sunny, stupid.

- A adverb has stress on the 1st syllable.

Eg: under, over, always, never, after.

- A verb has stress on the 2nd syllable.

Eg: correct, present.

c. Most word of three syllables words: nouns, verbs, adjectives, adverbs are stressed on 1st syllable.

Eg: difficult, consider, photograph.

Bt: remember, together, advisor.

- Nouns ending by "ion" are stressed on the syllable before the last.

Eg: addition, solution.

d. Words ending in "ic" are stressed on the 2nd syllable from the end.

Eg: graphic, sympathetic.

e. Word ending in " {
cy
thy
ty
phy
gy } " are all stressed on the 3rd
ical
ence
ate
ent
syllable from the end.

Eg: competence, identical, democracy.

f. Word with prefix " {
in
im
il
ir } " are stressed on the root.
un
dis
mis

Eg: impossible, disagree, mislead, irrregular, illegal.

g. Word with suffixes like: ee, eer, ese are stressed on the suffix itself.

Eg: trainee, engineer, Japanese.

h. Word with the following suffixes are stressed on the syllable before them.

- | | | |
|-------|-------|--------|
| - Ish | - Ive | - Ian |
| - Ity | - Ia | - Ient |
| - Aty | - Ial | - Ious |

Eg: university, society, expensive.

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Phonetics

The final "s":

The final "s" is pronounced in different ways, according to the "Sound" before:

- "s" is pronounced [s] after: [p; t; k; f; θ]
- "s" is pronounced [ɪz] after: [s; z; ʃ; tʃ; Dʒ]
- "s" is pronounced, [z] after:
 - Vowels: goes.
 - Nasals sounds: cleans.
 - Voiced sounds: drives.

The final "ed":

The final "ed" is pronounced in different ways, according to the "Sound" before:

- "s" is pronounced [t] after: [p; k; f; θ; ʃ; tʃ; s]
- "s" is pronounced [ɪd] after: [t; d]
- "s" is pronounced [d] after:
 - Vowels: prayed.
 - Nasals sounds: cleaned.
 - Voiced sounds: traveled.

Active & Passive Voice

Form of Passive:

- Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.
- Sometimes a statement in passive is more polite than active voice

Form of Passive:

Subject (the Object in active) + finite form of to be + Past Participle (3rd column of irregular verbs) + Object (the Subject in active).

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (to be + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Examples:

Simple Present: Rita writes a letter.

- A letter is written by Rita.

Simple Past: Rita wrote a letter.

- A letter was written by Rita.

Present Perfect: Rita has written a letter.

- A letter has been written by Rita.

Future simple: Rita will write a letter.

- A letter will be written by Rita.

Modals: Rita can write a letter.

- A letter can be written by Rita.

Present Progressive (Continuous): Rita is writing a letter.

- A letter is being written by Rita.

Past Progressive (Continuous): Rita was writing a letter.

- A letter was being written by Rita.

Past Perfect: Rita had written a letter.

- A letter had been written by Rita.

Future perfect: Rita will have written a letter.

- A letter will have been written by Rita.

Conditional simple: Rita would write a letter.

- A letter would be written by Rita.

Conditional perfect: Rita would have written a letter.

- A letter would have been written by Rita.

Pronouns

- | | |
|--------|--------|
| - I | - Me |
| - She | - Her |
| - He | - His |
| - It | - It |
| - You | - You |
| - We | - Us |
| - They | - Them |

Summary of English language lessons

Direct & reported speech

When we report we a statement, we use one of these main verbs: say, tell, announce, declare, order, ask, and wanted to know.

- Rule one:

When the main verb is in the present tense, the future or present perfect:

We can report without any change of tense.

Eg: Paul says: "I am trying to get a taxi."

→ Paul says that he is trying to get taxi.

- Rule two:

When the main verb is in the past:

We have to change the tense of the verbs used in the statement.

Present simple: "I play football".

To Simple Past: He said that he played football

Past simple: "I played football".

To Past Perfect: He said that he had played football

Present Perfect: "I have played football".

To Past Perfect: He said that he had played football

Present Continuous: "I am playing football".

To Past Continuous: He said that he was playing football

Past Continuous: "I was playing football".

To Past perfect continuous: He said that he had been playing football.

Past Perfect: "I had played football".

To Past Perfect: He said that he had played football.

Present perfect continuous: "I have been playing football."

To Past perfect continuous: He said that he had been playing football.

Other changes:

Modals:

<u>Direct</u>	<u>Reported</u>
- Will	- Would
- Can	- Could
- Must	- Had to
- May	- Might
- Should	- Should
- Ought to	- Ought to

Time and place reference:

<u>Direct</u>	<u>Reported</u>
- Now.	- Then.
- Today.	- That day.
- Tonight.	- That night.
- Here.	- There.
- This.	- That.
- These.	- Those.
- This week.	- That week.
- Tomorrow.	- The day after.
- Tomorrow.	- The next (following) day.
- Next week.	- The week after.
- Next week.	- The following week.
- Yesterday.	- The day before.
- Yesterday.	- The previous day.
- Last week.	- The week before.
- Last week.	- The previous week.
- 2 week ago.	- 2 week before.

Reporting question:

When we report a question we use: asked, questioned, wanted to know.

There is no question mark "?"

- "Wh" question:

"Wh" question are reported with the question word.

The verb has the form of normal statement.

Note: we do not use: do, does, did in the reported.

Eg: "Where are you going?"

→ I asked her where she was going.

Summary of English language lessons

- Auxiliary question (Yes/No):

When we report an auxiliary question we use: If.

We omit (delete): do, does, did.

The verb has the form of normal statement.

Eg: "Do you like hamburgers?"

→ He asked me if I like hamburgers.

Reported other forms of speech:

Commands or request:

Subject + $\left\{ \begin{array}{l} \text{told + to + stem} \\ \text{ordered + to + stem} \\ \text{asked + to + stem} \end{array} \right.$

Eg: "stop writing" → he told them to stop writing.

"Please wait" → I asked her to wait.

Advice: when we find in direct speech: $\left\{ \begin{array}{l} \text{should} \\ \text{ought to} \\ \text{had better} \\ \text{If I were} \\ \text{why don't you} \end{array} \right.$

The reported: are: subject + advised + to + stem.

Eg: "I wouldn't buy that car if I were you."

→ I advised him not to buy that car.

Suggestion: when we find in direct speech: $\left\{ \begin{array}{l} \text{Let's} \\ \text{How about} \\ \text{What about} \end{array} \right.$

The reported: are: subject + suggested + $\left\{ \begin{array}{l} \text{verb + ing} \\ \text{or} \\ \text{to + stem} \end{array} \right.$

Eg: "Let's go to the theatre."

→ He suggested going to the theatre.

Agreement: subject + agreed + to + stem.

Eg: "Ok, I'll give you a lift."

→ He agreed to give me a lift.

Apologize: subject + apologized for + verb + ing (gerund).

Eg: "I am sorry for being late."

→ I apologized for being late.

Congratulation: subject + congratulated on + verb + ing.

Eg: "well done, you've passed your exam."

→ She congratulated her on passing her exam.

Denying: subject + denied + verb + ing.

Eg: Alice said: "No, I didn't take it! I was there."

→ Alice denied taking it.

Inviting: subject + invited + to + stem.

Eg: "would you like to come to the cinema, Jane?"

→ They invited Jane to come to the cinema.

Offering: subject + offered + to + stem.

Eg: "Shall I carry your case, Pam?"

→ He offered to carry Pam's case.

Promising: subject + promised + to + stem.

Eg: "I'll be at home by eight."

→ He promised to be at home by eight.

Summary of commends statement

- Told + to + stem.
- Ordered + to + stem.
- Asked + to + stem.
- Advised + to + stem.
- Apologized for + verb + ing.
- Congratulated on + verb + ing.
- Denied + verb + ing.
- Suggested + verb + ing.
- Suggested + to + stem.
- Agreed + to + stem.
- Invited + to + stem.
- Offered + to + stem.
- Promised + to + stem.

Summary of English language lessons

How to ask a question

"Wh" question:

Wh + Auxiliary + Subject + Verb?

- If the auxiliary exist we don't change the tense of the verb.
- If the auxiliary doesn't exist we use the infinitive of the verb.

Example:

The lion eats the meats. (Subject, verb, object)

- What eats the meats? (subject) (we replace the subject by "Wh")
- What does the lion do? (verb)
- What does the lion eat? (Object)

WH Question Words:

- Who: subject person.
a) His mother prepares the lunch.
b) Who prepares the lunch?
- What:
 - { Subject (thing / animal)
 - { Verb
 - { Object (thing / animal)
a) The lion eats the meats.
b) What does the lion eat?
- Whom: Object person.
a) She phoned to her friend.
b) Whom did she phone to?
- When: Time (Last, next, yesterday, tomorrow).
a) She will have an exam next week.
b) When will she have an exam?
- Where: Place.
a) She is leaving to Paris.
b) Where is she leaving?
- Why: Cause (reason).
a) They move to new house because the first one is 100 old.
b) Why do they move to new house?
- What ... for: purpose, goal (to, in order to, so as to).
a) They are working hard to succeed
b) What are they working hard for?

- Whose: possession

Whose + noun + aux + subject + verb?

- a) The pen is mine.
- b) Whose pen is it?

- Which: choice

Which + noun + aux + subject + verb?

- a) They took the blue Jacket.
- b) Which jacket did they take?

- How: manner

- a) She feels better now.
- b) How does she feel now?

- How often: (Always, Usually, Often, Sometimes, Never).

- a) He sometimes visits his friend.
- b) How often does he visit his friend?

- How long: period of time (duration).

- a) The exam lasted two hours.
- b) How long did the exam last?

- How many: countable nouns (numbers).

- a) Three pupils got a good mark.
- b) How many pupils got a good mark?

- a) They will visit four towns in the country.
- b) How many towns will they visit?

- How much: uncountable nouns (quantity).

- a) He put some sugar in the cup.
- b) How much sugar did he put in the cup?

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