

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

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

Had better

Had better is used to express **advice**

Had better = should = ought to

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

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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:

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

- 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:

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

Cause

Expressing causes: we use:

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

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

- The audience cheered as it was a good play.

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

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

- I had to ask for help because of the difficult of the question.

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 ↳ dis agree		Moral ↳ im moral
Legal ↳ il legal		Fair ↳ un fair
Direct ↳ in direct		Responsible ↳ ir responsible

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 ↳ Stupid**ity**

- The suffix “**y**” is added to a noun to form an adjective.

Spice ↳ Spic**y**

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).

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

- { *many* / *few* } for countable nouns.
- { *much* / *little* } for uncountable nouns.
- { *a lot of* / *some* } for countable & uncountable nouns(both).

{ *sufficient* / *appropriate* } = *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: { *too much* → *uncountable nouns* / *too many* → *countable nouns* }

An insufficient amount: { *too little* → *uncountable nouns* / *too few* → *countable nouns* }

Used for & Used to

{ *used to* / *used for* } 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...? → Height
- How long...? → Height
- How high...? → Height
- How far...? → Distance
- How fast...? → Speed
- How deep...? → Depth
- How wide...? → Width
- How much...? → Weight

Content & structure (function) words

Sentences contain two kind of word:

Content words: are necessary and contain the 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: { Content words are **stressed**. / Structure words are **not stressed**. }

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

Summary of English language lessons

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** she 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.

Summary of English language lessons

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 + $\begin{cases} to \\ so\ as\ to \\ in\ order\ to \end{cases}$ + stem.

Examples:

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

There are also negative forms:

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

Examples:

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

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

Example:

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

Note:

- The Present purpose: we use these models

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

- The past purpose:

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

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

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

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

Examples:

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

Note:

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

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

Formation of plural

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

Boy \rightarrow Boys
 Girl \rightarrow Girls
 Book \rightarrow books

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

Brush \rightarrow brushes
 Kiss \rightarrow kisses
 Match \rightarrow matches

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

Hero \rightarrow heroes
 Potato \rightarrow potatoes
 Volcano \rightarrow volcanoes

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

Dynamo \rightarrow dynamos
 Piano \rightarrow pianos
 Photo \rightarrow photos
 Logo \rightarrow logos
 Kilo \rightarrow 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: { *myself*
yourself
himself
herself
ourselves
yourselves
themselves

Example: He is a self-educated person.

He is educated himself.

Expressing like & dislike:

- { *enjoy*
dislike
don't mind
avoid } + Gerund (verb + "ing").
- { *like*
love
hate
can't stand
prefere } + 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 a indirect question, you have to read between the lines to find the answer.

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.

But: 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, ical, ence, ate, ent**” are all stressed on the **3rd syllable** from the end.

Eg: competence, identical, democracy.

f. Word with prefix “**in, im, il, ir, un, dis, mis**” are stressed on **the root**.

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.

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 |iz| after: |s; z; ʃ; t ʃ; 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; t ʃ; s|
- "s" is pronounced |ɪd| after: |t; d|
- "s" is pronounced |d| after:
 - Vowels: prayed.
 - Nasals sounds: cleaned.
 - Voiced sounds: traveled.

Active & Passive Voice

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

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** + $\left\{ \begin{array}{l} \text{verb} + \text{ing} \\ \text{or} \\ \text{to} + \text{stem} \end{array} \right.$

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:**

-	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 too 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?