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 +

providing that
providing that
as long as
so long as
but only if
only if

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 =

If only
It’s time
It’s high time
It’s about time

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.

Result

Expressing results we use:

- 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:

- as a result
- Consequently
- as a consequence
- so
- thus
- therefore

Cause

Expressing causes: we use:

- Sentence +

  because
  since
  as

  + subject + verb ...

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

  - The audience cheered as it was a good play.

- Sentence +

  because of
  due to
  for
  owing to

  + 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
- **Had better should ought to** ⟷ Advice
- **could** / **might** ⟷ Remote possibility (15%)
- **may** ⟷ Possibility (50%)
- **It’s probably that** / **It will probably** ⟷ Probability (80%)
- **will certainly** ⟷ Certainty (100%)

#### The “ing” form:

- As a past of a 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.

### 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.

- 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).

### 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)
Summary of English language lessons

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 for countable nouns.
- few
- much for uncountable nouns.
- little
- a lot of
- some for countable & uncountable nouns both.

sufficient
appropriate = enough (It’s the right quantity).
insufficient = not enouth (It isn’t the right quantity).

The excessive and the insufficient of something:
An excessive amount:
{too much \(\rightarrow\) uncountable nouns
too many \(\rightarrow\) countable nouns
An insufficient amount:
{too little \(\rightarrow\) uncountable nouns
too few \(\rightarrow\) 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…? \(\rightarrow\) 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 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
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.)

<table>
<thead>
<tr>
<th>Adjectives (Well/good)</th>
<th>Comparatives (Better)</th>
<th>Superlatives (The best)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well/good</td>
<td>Better</td>
<td>The best</td>
</tr>
<tr>
<td>Bad</td>
<td>Worse</td>
<td>The worst</td>
</tr>
<tr>
<td>Far</td>
<td>Farther</td>
<td>The farthest</td>
</tr>
<tr>
<td>Many</td>
<td>More</td>
<td>The most</td>
</tr>
<tr>
<td>Much</td>
<td>More</td>
<td>The most</td>
</tr>
<tr>
<td>Little</td>
<td>Less</td>
<td>The least</td>
</tr>
</tbody>
</table>

**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: (Ø) 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 conjunctional phrases: to, so as to, in order to, so that, in order that.

- Subject + verb + \{ \begin{align*}
&\text{to} \\
&\text{so as to} \\
&\text{in order to}
\end{align*} + 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{align*}
&\text{not to} \\
&\text{so as not to} \\
&\text{in order not to}
\end{align*} + stem.

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

Concession

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

- \{ \begin{align*}
&\text{although} \\
&\text{even though}
\end{align*} + Subject + verb …
- \{ \begin{align*}
&\text{in spite of} \\
&\text{despite} + \text{A Noun phrase or a Gerund.}
\end{align*}

Examples:
- Although it rained a lot, we enjoyed our holiday.
- In spite of being ill, she went to school.
- Despite her illness, she went to school.

Note:
- \{ \begin{align*}
&\text{despite the fact that} \\
&\text{in spite of the fact that}
\end{align*} + 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:

- + Gerund (verb + “ing”).
- don’t mind
- avoid
- like
- love
- hate
- can’t stand
- prefer

- 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
- \( \text{schwa} \) is never stressed

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

   \textbf{Eg:} hot, teach, got, take.

b. A word of two syllables:
   - A noun has stress on the 1st syllable.
     \textbf{Eg:} teacher, actor, English.
   - An adjective has stress on the 1st syllable.
     \textbf{Eg:} happy, sunny, stupid.
   - A adverb has stress on the 1st syllable.
     \textbf{Eg:} under, over, always, never, after.
   - A verb has stress on the 2nd syllable.
     \textbf{Eg:} correct, present.

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

   \textbf{Eg:} difficult, consider, photograph.

   \textbf{But:} remember, together, advisor.

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

     \textbf{Eg:} addition, solution.

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

     \textbf{Eg:} graphic, sympathetic.

e. Word ending in “cy”, “thy”, “ty”, “phy” are all stressed on the 3rd syllable from the end.

     \textbf{Eg:} competence, identical, democracy.

f. Word with prefix “ir” are stressed on the root.

     \textbf{Eg:} impossible, disagree, mislead, irregular, illegal.

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

     \textbf{Eg:} trainee, engineer, Japanese.

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

   - Ish
   - Ity
   - Aty

   \textbf{Eg:} university, society, expensive.
Summary of English language lessons

**Phonetics**

The final “s”:
The final “s” is pronounced in different ways, according the “Sound” before:

- “s” is pronounced [s] after: [p; t; k; f; θ]
- “s” is pronounced [z] after: [s; z; ʃ; t ʃ; Dζ]
- “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 the “Sound” before:

- “s” is pronounced [t] after: [p; k; ɹ; ʃ; t ʃ; s]
- “s” is pronounced [id] 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 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:**

<table>
<thead>
<tr>
<th>Direct</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Will</td>
<td>- Would</td>
</tr>
<tr>
<td>- Can</td>
<td>- Could</td>
</tr>
<tr>
<td>- Must</td>
<td>- Had to</td>
</tr>
<tr>
<td>- May</td>
<td>- Might</td>
</tr>
<tr>
<td>- Should</td>
<td>- Should</td>
</tr>
<tr>
<td>- Ought to</td>
<td>- Ought to</td>
</tr>
</tbody>
</table>

**Time and place reference:**

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

**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 + \{ told + to + stem
ordered + to + stem
asked + to + stem \}

**Eg:** “stop writing” → he told them to stop writing.

“Please wait” → I asked her to wait.

**Advice:** when we find in direct speech:

\{ should
ought to
had better
If I were
why don’t you \}

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:

\{ Let’s
How about
What about \}

The reported: are: subject + suggested + \{ verb + ing
or
or
to + stem \}

**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 commend 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 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?