

ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ. СПЕЦИАЛЬНЫЕ ВОПРОСЫ.

(SPECIAL QUESTIONS)

Специальный вопрос задается с целью получить **полный ответ на конкретный вопрос**.

Специальный вопрос **начинается с вопросительного слова (или группы слов)**, за которыми следуют вспомогательный глагол, подлежащее и сказуемое.

Специальный вопрос **произносится с понижающей интонацией**.

Вопрос.сл	Вспом.гл	Подл.	Сказуемое	Допол	Обст-во
What	<u>Если есть</u>	Сущ.	<u>В</u>		At the
What	<u>to be:</u>	Прил.	<u>предлож.</u>		lesson
time?	Am/is/are	Ving	<u>C to be:</u>		Yesterday
Where	Was/were	(=отглагол.сущ:	сущ, прил,		Every day
When	<u>Если есть</u>	Reading -	Ving		Last year
Why	<u>глагол</u>	чтение	(=процесс,		Tomorrow,
Whom	<u>(действие):</u>	Swimming -	делающий		etc.
Which	Do/does	плавание)	что-то:		
How old	Did		reading -		
How long	<u>Другие</u>		читающий		
How often	<u>случаи:</u>		playing -		
How many	Can		играющий)		
How much	Must				
What kind	Should				
of...	Would				
What	Could				
color..	Have/has				
Whose	Had				
	will				

К каждому члену предложения можно поставить специальный вопрос:

The teacher read an interesting story to the students yesterday.

When did the teacher read an interesting story to the students?

ВОПРОСЫ К ПОДЛЕЖАЩЕМУ.

Вопросы к подлежащему начинаются с вопросительных слов **Who? (Кто?), What? (Что?)** В этом случае вопросительные вопросы **одновременно** являются и **подлежащим** (их можно заменить **he, she, it**). Вспомогательный глагол (do, did) не употребляется. **Сказуемое** в таких вопросах выражено всегда глаголом в **3-м лице ед.числа**.

Who is reading this book?

Who gives you English books?

Who plays in the garden?

PRACTICE

Exercise 1. Put special questions to the underlined words.

1. My mom runs the house perfectly.
2. Mr. Short is a nice man.
3. John and Mike are playing tennis.
4. They run for the bus every morning.
5. Luisa has got a very interesting job.
6. I have dinner at 7 o'clock in the evening.
7. These are my postcards.
8. Columbus discovered America in 1492.
9. They were at the disco last night.
10. This pair of trousers cost seven dollars.

Simple present Wh-questions and statements



What do you do ?	I'm a student, and I have a part-time job.	I/You	He/She
Where do you work ?	I work at/in a restaurant.	work	works
Where do you go to school?	I go to the University of Texas.	take	takes
How do you like your school?	I like it very much.	study	studies
Where does Andrea work ?	She works for Thomas Cook Travel.	teach	teaches
What does she do ?	She's a guide. She takes people on tours.	do	does
Where does Jason go to school?	He goes to New York University.	go	goes
How does he like it?	He loves it.	have	has

A Complete these conversations. Then practice with a partner.

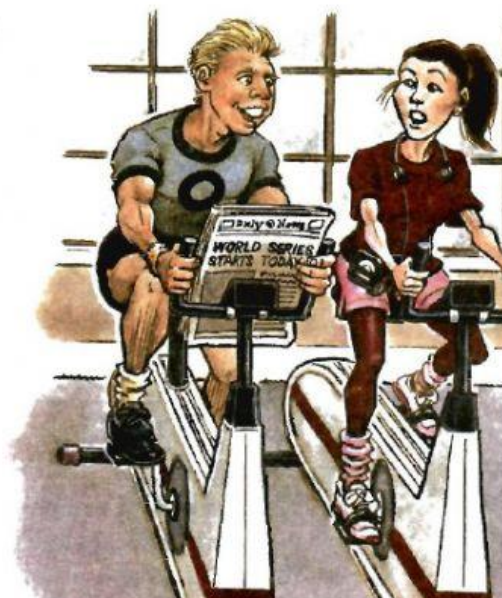
- A: What you ?
 B: I'm a student. I study business.
 A: And do you to school?
 B: I to Jefferson College.
 A: do you like your classes?
 B: I them a lot.
- A: What Kanya do?
 B: She's a teacher. She mathematics
 at a school in Bangkok.
 A: And what about Somsak? Where he work?
 B: He for an electronics company.
 A: does he do, exactly?
 B: He's a salesman. He computer equipment.



CONVERSATION Daily schedules

A Listen and practice.

- Daniel: How do you spend your day, Helen?
 Helen: Well, on weekdays I get up around ten.
 Then I read the paper for an hour and
 have lunch at about noon.
 Daniel: Really? What time do you go to work?
 Helen: I start work at three.
 Daniel: And when do you get home at night?
 Helen: I get home pretty late, around midnight.
 Daniel: So what do you do, exactly?
 Helen: I'm a TV announcer. Don't you recognize
 me? I do the weather report on KNTV!
 Daniel: Gee, I'm sorry. I don't watch TV.



Listen to the conversation (start from minute 3:06)

Now listen to Daniel describe his day (start with minute 4:02)

Fill in the chart. Translate the special questions and answer them.

Во сколько он встает?	
Во сколько он начинает работать?	
До какого времени он учится?	
Чем он занимается?	
Почему ему нравится его работа?	

8 **PRONUNCIATION** *Unstressed words*

A  Listen and practice. The prepositions in these sentences (*around, for, and at*) are not stressed.

I get **ú**p around **tén**.
I read the **pá**per for an **hó**ur.
I have **lún**ch at about **noón**.