



State of Libya  
Ministry of Education  
Curricula and Educational Research Centre

21<sup>st</sup> CENTURY

# English for Libya

Secondary 1

الدرس الثالث

المدرسة الليبية بفرنسا - تور

العام الدراسي

1441 / 1442 هـ

2020 / 2021 م

**Garnet**  
EDUCATION

## Lesson 7: Arabic and English

C21  
SKILLS

**A** Adam is going to give a talk on Arabic in his English class. Read his notes and decide what they mean.

### ARABIC TODAY

- ~420 m. people
- 5<sup>th</sup> lang. in the world
- One of official langs. of UN

### TYPES OF ARABIC

People from different countries maybe don't understand each other dialects (e.g. Moroccan)  
Modern Standard Arabic in books/newspapers  
on radio/TV, in mosques all over the world

### HISTORY

Arabic: from Semitic family. Most Semitic langs. dead.  
spread across Europe (Science, Maths, etc.) into  
French, Spanish and English, esp. 800 yrs ago

### THE HOLY QUR'AN

- Pure lang. of Holy Q. is very similar to Modern Arabic
- helped Arabic survive for 1400 yrs.



**B**   Listen and check your ideas. What does the teacher ask Adam?

**C** Adam is doing some research about English. Read the article. Then do Exercises A to D on pages 15 and 16 of the Workbook.

Why are there so many words with similar meanings in English? Why do we have two words – sick and ill – that look very different but both mean not very well? Why is a reply also an answer? And why are there weddings and marriages in English? The answer lies in the history of Britain.

Old English was a very different language from the English we know today. It included words brought to England by Anglo-Saxons and Vikings. The Anglo-Saxons brought their language with them in the 5<sup>th</sup> century. The Vikings invaded in the 9<sup>th</sup> century and brought more words. This mixture of languages was first written down in the 10<sup>th</sup> century.

The same thing happened after 1066, when the Normans invaded Britain. They brought the French language and this added more words to the mixture (close for shut, desire for wish and liberty for freedom).

Over time, the pairs of words – or synonyms – started to have very small differences in meaning. In fact, it is almost impossible to find two words that mean exactly the same thing. One word in a pair of synonyms is usually more formal or more specific than the other. The example sentences in dictionaries will help you decide if you can use either word, or if you must choose one.





# Grammar and Functions

## UNIT 1

### ■ Present simple (page 9, 36)

#### Form

Regular verbs

	+	-
I/You	work	do not work
He/She/It	works	does not work
We/You/They	work	do not work

Question

Do	I/you	work?
Does	he/she/it	work?
Do	we/you/they	work?

To be

	+	-
I	am	am not
You	are	are not
He/She/It	is	is not
We/You/They	are	are not

Question

Am	I?
Are	you?
Is	he/she/it?
Are	we/you/they?

#### Use

Use the present simple to talk about facts and habits.

- I'm a student.
- The university isn't far from my house.
- Are you Libyan? Yes, I am.
- When is the library open?
- I sometimes practise English with my friends.
- We don't go to the self-access centre every day.
- Do you like English? Yes, I do.
- How do you learn vocabulary?

### ■ Present continuous (page 10)

#### Form

Make the present continuous with *am/are/is + present participle*.

	+	-
I	am working	am not working
You	are working	are not working
He/She/It	is working	is not working
We/You/They	are working	are not working

Question

Am	I	working?
Are	you	working?
Is	he/she/it	working?
Are	we/you/they	working?

#### Use

Use the present continuous to talk about something happening now or around now.

- We are studying the rainforest in school at the moment.
- It's not raining now.
- What are you writing your report about?

Use the present continuous to talk about changing situations.

- The number of people who have computers is going up.
- Mobile phones aren't getting more expensive. Prices are going down!
- Is your English getting better? Yes, it is.

Use the present continuous to talk about planned future events.

- We are having dinner with my uncle at 8.00.
- What are you doing at the weekend?

! You can't use the present continuous with some verbs. For example: *be, like, know, see, understand*.

- Do you understand the problem now?
- I see him. He is over there.

## ■ Indirect questions (page 13)

### Form

Indirect questions start with a polite phrase.

- *Could you tell me where the dictionaries are?*
- *Can you tell me if you are open tomorrow?*

The verb in an indirect question doesn't have the same form as in a direct question. It is like an affirmative sentence:

**Direct question:** *How much does it cost?*

**Indirect question:** *Can you tell me how much it costs?*

If a question can be answered yes or no, use *if* in the indirect question.

**Direct question:**

- *Do you have language software?*
- *Is it time to go?*

**Indirect question:**

- *Can you tell me if you have language software?*
- *Could you tell me if it's time to go?*

### Use

Use indirect questions when you don't know someone well, or you want to be very polite.