



State of Libya  
Ministry of Education  
Curriculum and Educational Research Centre

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**English for Libya**

**Secondary 2**

Scientific Section  
(القسم العلمي)

الدرس الثالث

المدرسة اليبية بفرنسا - تور

العام الدراسي

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**Garnet**  
EDUCATION





**A** Listen and mark the sentences true (T), false (F) or don't know (DK).

- |  |                          |                                |                          |
|--|--------------------------|--------------------------------|--------------------------|
| 1 Khalid wants Martin to come to supper. | <input type="checkbox"/> | 4 Khalid's mother never cooks. | <input type="checkbox"/> |
| 2 Martin speaks good Arabic.             | <input type="checkbox"/> | 5 Martin has never met Hasan.  | <input type="checkbox"/> |
| 3 Martin is staying with Khalid.         | <input type="checkbox"/> | 6 Khalid has been to England.  | <input type="checkbox"/> |

**B** Now do Exercise A on page 10 of the Workbook.

**C** Look at the sentences from the conversation then read the Functional Grammar box and add more examples.

- |   |   |
|---|---|
| 1 But it's Ramadan, <b>isn't it?</b>          | 4 You aren't busy, <b>are you?</b>      |
| 2 You're fasting, <b>aren't you?</b>          | 5 You haven't met him, <b>have you?</b> |
| 3 It's called <i>iftar</i> , <b>isn't it?</b> |   |



Checking information: Question tags

**Question tags** are statements followed by abbreviated questions asking for confirmation.

He locks the door every evening, **doesn't he?**

You locked the door, **didn't you?**

You're coming later, **aren't you?**

She is invited to the party, **isn't she?**

**Can you add more examples?**

p.99

**D** Now do Exercises B to D on page 10 of the Workbook.

## Lesson 6: What have they been doing?



**A** What have they all been doing? Listen and complete the table.

Name	Activity
<input type="checkbox"/> Huda	She's been taking photos.
<input type="checkbox"/> Adam	
<input type="checkbox"/> Anne Marie	
<input type="checkbox"/> Rob & Mark	
<input type="checkbox"/> Issa	
<input type="checkbox"/> Nadia	

**B** Match the names from the table to the people in the picture.



Talking about time: *For* and *since*

Match each sentence to the statement that best describes it.

- He's been talking on the phone *for ten minutes*.
- They've been living here *since July*.
- He's been talking on the phone *since four o'clock*.
- They've been living here *for six months*.

**a** We use *for* when we're talking about a period of time.

**b** We use *since* when we talk about when something started.

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**C** Now do Exercises A to C on pages 11 and 12 of the Workbook.



## UNIT 5

### ■ Modals *can/can't, must/mustn't, should/shouldn't* + infinitive (page 53)

#### Use

These modal verbs can all be used in the affirmative to express permission and in the negative to express prohibition. *Must* is the strongest and is used in formal written instructions. *Should* is the weakest.

#### Affirmative

- *We can use the computer lab in school hours.*  
(We are allowed to.)
- *There must be a teacher in the lab when we use it.*  
(It's a rule.)
- *We should sign our names in a book in the lab.*  
(It's a rule, but we don't always obey it.)

#### Negative

- *You can't take food into the library. (It's not allowed.)*
- *You mustn't touch this machinery. (It's a rule.)*
- *We shouldn't walk on the grass. (It's a good idea not to.)*

#### Questions

- *Can't we take food into the library?*  
*Can we not take food into the library?*
- *Shouldn't we walk on the grass?*  
*Should we not walk on the grass?*

Note:

(1) Don't use *mustn't* in questions, except in question tags:

- *He must tidy his room, mustn't he?*

(2) The past tense of *can* is *could*:

- *We couldn't eat our sandwiches in the library.*

(3) *Must* has no past tense. Use *didn't have to*:

- *He didn't have to tidy his room because his sister had done it.*

## ■ **have to + infinitive** (page 54)

### Use

Use *have to + infinitive* to say that something is necessary:

- *I have to get up early tomorrow. My plane leaves at six in the morning.*

### Form

- *I have to eat more vegetables.* (Present simple)
- *My father had to go to the doctor yesterday.* (Past simple)
- *We won't have to go to school tomorrow.* (Future)
- *I didn't have to pay for my ticket.* (Past simple)
- *I have never had to go to hospital.* (Past perfect)

### Questions

- *Do you have to work tonight?*
- *Did you have to wear a uniform at your primary school?*
- *Will you have to see the doctor again?*
- *Have you ever had to call an ambulance?*

Note: *must* and *have to* are very similar in meaning.

- *You have to answer all the questions in the test.*
- *You must answer all the questions in the test.*

## ■ **mustn't and don't have to** (Workbook, page 61)

### Use

*Mustn't* means *not allowed*.

*Don't have to* means *not necessary*.

- *You mustn't leave.* (You are not allowed to leave.)

- *You don't have to leave.* (You can leave or you can stay. It's up to you.)

Note: To talk about necessity in the past, use *didn't have to*.

- *I didn't have to get up at five yesterday morning.*

## ■ **had better** (page 55)

### Use

Use *had better* to give strong advice or to tell people (including ourselves) what to do:

- *I have to be at the airport by ten, so I'd better leave now.*
- *You'd better add some salt to this soup. It's rather tasteless.*

The negative is *had better not*:

- *"I feel terrible."*
- *"You'd better not go to work today."*

Note: *had better* is similar in meaning to *should*. Use *should* to give general advice or an opinion. Use *had better* to give advice in a particular situation:

- *We should meet more often.* (general opinion)
- *We'd better meet at 11 o'clock outside the station.* (opinion about a particular situation)

## ■ **Second conditional** (page 56)

### Form

Make the second conditional with *if + the past simple* in the conditional clause and *would/could/might + infinitive* in the main clause:

- *If I had a lot of money, I'd buy a bigger house.*
- *I'd buy a bigger house if I had a lot of money.*

Note: There is a comma at the end of the *if* clause when it comes first, but not when it comes second in the sentence.

### Use

Use the second conditional to talk about situations that are not real at the moment or situations that are not likely in the future:

- *If I had wings, I'd fly all over the world.*  
*He'd be much fitter if he stopped smoking.*
- *If we had a swimming pool, I could learn to swim.*

## ■ Asking for and giving advice or opinions (page 58)

Use *should* to ask for advice or an opinion:

- *Should I go to Egypt to study?*
- *What do you think I should do?*

Use any of these to give advice:

*should*

- *I think you should study at home.*

*Imperative*

- *Go to Egypt if you think you'll enjoy it.*

*Why don't you ...?*

- *Why don't you study in Libya?*

*If I were you, I would ...*

- *If I were you, I would study at home.*

Note: *If I were you* is more common than *If I was you*.

## ■ Present and future wishes (page 59)

### Form

To make wishes for the present, use *wish* + the past simple:

- *He wishes he knew more people in this town.* (He doesn't know many.)
- *I wish I had more friends.* (I haven't many.)
- *We all wish we were richer.* (We aren't rich.)
- *I wish I could speak lots of languages.* (I can't speak any/many.)

To make wishes for the future, use *wish* + *would/could* + infinitive.

- *I wish it would get cooler.* (but it won't)
- *Sultan wishes his brother would help him.* (but he won't)

## ■ Regrets (page 61)

### Form

Use *wish* + the past perfect:

- *I wish I hadn't been so selfish.*
- *She wishes she had worked harder for her exams.*

### Use

Regrets are wishes about the past.

- *I wish I had gone to Egypt last year.*

## UNIT 6

## ■ Reported speech (page 68)

There are four main types of reported speech:

- Reported statements with *say/tell*
- Reported questions
- Reported commands
- Reporting with other verbs

## ■ Reported statements with *say/tell* (page 68)

### Form

When reporting someone's actual words, change the verb tenses and the pronouns. The main reporting verbs are *say* and *tell*. In these examples, *said* can be replaced by *told (me)*. *That* can be omitted in these examples:

Present simple > Past simple

- Tariq: 'I know all about it.'
- Tariq said (that) he knew all about it.

Present continuous > Past continuous

- Mariam: 'I am enjoying myself.'
- Mariam said (that) she was enjoying herself.

Present perfect > Past perfect

- Sara: 'My father has bought me a new computer.'
- Sara said (that) her father had bought her a new computer.



### Present perfect continuous > Past perfect continuous

- Ahmed: 'I have been playing tennis.'
- Ahmed said (that) he had been playing tennis.

### Past simple > Past perfect

- Salwa: 'You didn't phone me.'
- Salwa said (that) I had not phoned her.

### Past continuous > Past perfect continuous

- Nour: 'I was waiting outside.'
- Nour said (that) she had been waiting outside.

### will > would

- 'We will have to get to the match early. It will be easy for us to get there by bus.'
- They said (that) they would have to get to the match early and (that) it would be easy for them to get there by bus.

### Pronoun changes

I > he or she

me > him/her

we > they

us > them

you > I or we

Note: Different pronoun changes may be necessary. It depends on the number of speakers and the situation.

## ■ Reported questions (page 71)

### Form

Change the verb tenses and pronouns as you do when reporting statements.

Questions become statements when they are reported:

- 'Where is the stadium?'  
She asked where the stadium was.
- 'What do they want?'  
He asked me what they wanted.
- 'How much have you spent?'  
They asked us how much we had spent.
- 'Why are you still here?'  
She asked me why I was still there.

With yes/no questions, use the words *if* or *whether* after the reporting verb:

- 'Is there any bread?'

He asked if there was any bread.

- 'Do you like Indian music?'  
She asked whether we liked Indian music.

## ■ Reported commands and requests (page 74)

### Form

Use *tell/ask* + object + (not) + *to* + infinitive:

- 'Get off the grass.'  
He told us to get off the grass.
- 'Do the washing-up now.'  
She told him to do the washing-up.
- 'Please don't stay out too long.'  
She asked me not to stay out too long.

Note: The verb *tell* is always followed by a direct object.

- You told me that you wouldn't be late.
- I told Salim that the party was on Saturday.