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ENGLISH

10

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UNIT 1 Back in Britain Again

How much do you remember?



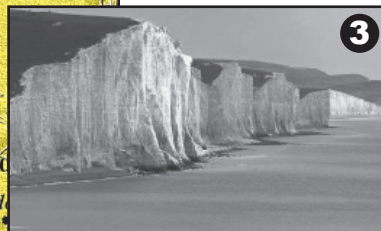
1

a. Look at the map of Great Britain and give the names of

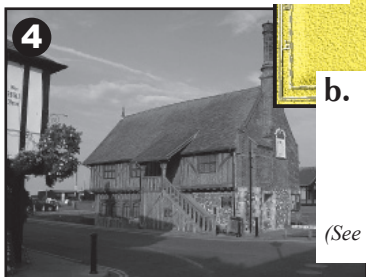
- the oceans and seas that surround it;
- the countries that it consists of;
- cities in Great Britain;
- the capital of Great Britain, England, Wales, Scotland and Northern Ireland.



2



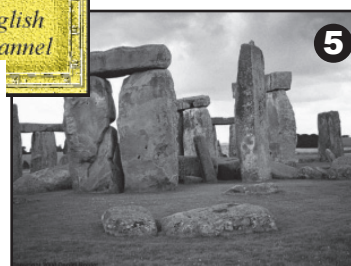
3



4

b. Ask three questions about Britain. Answer them with a partner.

(See the key to the pictures on p.151)



5

c. The highest, wettest, oldest, etc in Britain. Choose the right answer.

1. Which is the highest mountain in Scotland?
2. Which is the wettest district in Britain?
3. What is the longest river in Britain?
4. Which is the highest part of Scotland?
5. Which is the oldest university in Britain?
6. Which is the oldest part of London?
7. Which is the most famous park in London?
8. Which is the most famous building in London?

- The Houses of Parliament
- Oxford University
- The City
- Hyde Park
- The Lake District
- The Severn
- Ben Nevis
- The Highlands

d. Say a few words about different parts of Great Britain.

You may speak about their a. geographical position, b. history, c. industry, d. customs and traditions, e. famous people.

e. London landmarks. Imagine you are in London. Where will you go if you want to see...?

a performance
famous pictures
a beautiful palace
the oldest part of London
places of interest
the richest part of London
the business centre
the oldest bridge

The National Gallery
The City
Westminster Abbey
Trafalgar Square
The National Theatre
London Bridge
Buckingham Palace
Madame Tussaud's
The West End

Different Faces of London



1. Roman London, 2. Shakespeare's London, 3. Dickens's London, 4. Post-war London, 5. Modern London, 6. Stuart London.

f. Read the text and insert the missing parts. Do it orally.

the City Westminster Buckingham Palace Trafalgar Square
Lord Nelson National Gallery

Welcome to London, the capital city, one of the most beautiful European cities. It is enormous, it is old, it is modern and it is fascinating. Which is the best way to begin?

Maybe, from the oldest part, ... Here London began centuries ago. One square mile on both sides of the river Thames. It was called Londinium by the Romans, which means a lonely port. It is far from being lonely now, as you see. The busiest streets, the Stock Exchange, the Bank of England are all concentrated here.

London is packed with history. And now we are going to the west of the City to see one of the oldest buildings in London – ..., the seat of the government. You can go to the Westminster Bridge to admire a beautiful view of Westminster.

This is the royal residence – It has been the royal home ever since the days of Queen Victoria. You can see here one of the most spectacular ceremonies in London- the changing of the guards.

Street names in London invite you to walk. From Parliament Square you can go down to In front of you towering over the square is the statue of ..., hero of the battle of Trafalgar.

London, big as it is, is full of breathing spaces. This is one of the best. Office clerks come out to sit in the sun at lunch time, children play in the fountains and feed the pigeons. Do you see a long building? This is the ... which houses the richest collection of Italian painting outside Italy.



g. What are these cities famous for?

Paris, France

Acra, India

Italy, Venice

Moscow, Russia

China, Beijing

Barcelona, Spain

the Great Wall of China

the Eiffel Tower

the Magic Fountain

channels

the Taj Mahal

the Kremlin

Focus on Grammar

REVISION: TENSES IN ENGLISH

1. Name the tenses.

1. I haven't seen him for ages.
2. They are leaving for London next Monday.
3. If you don't dress warmly, you'll catch a cold.
4. After the doctor had examined the child, he gave him some medicine.

2. What tenses should be used in the following situations?

1. To talk about your habits.
2. To talk about your plans for summer.
3. To talk about your childhood.
4. To talk about the years before you went to school.

3. Use the words in brackets in the present simple or present progressive.

1. Why isn't he at the table? He (sleep) now. He always (go) to bed early.
2. Why are they in the car? They (leave) now. They usually (leave) at 7:30.
3. Why is it so noisy? The children (play) in the yard. They sometimes (play) here.
4. Why is the child so happy? He (watch) TV. He never (watch) TV so late.
5. Why is the room so untidy? We (pack) our things. We always (pack) our winter clothes in spring.

4. Sunday morning. Make sentences using the correct tense forms.

Example: *On Sunday morning Jack and Jill are always in bed until 10 o'clock. (They/always/get up/10) They always get up at 10 o'clock. Now they are in bed (they/sleep). They are sleeping.*

1. Now everybody is in bed. (Everybody/sleep)
2. Their alarm-clock is on the bedside table. (It/always/ring/at this time)
3. It is 10 o'clock. (The boys/get up/now)
4. Look! There is egg and toast on the table. (They/have breakfast/now)
5. The car is in front of the house. (They/always/go to the country/on Sundays)
6. Father is in the garden. (He/wash/the car/on Sundays)
7. Mother is in the house. (She/pack/the things)
8. The boys are happy. (They/leave/now)

5. Find the mistakes and correct them.

1. While Aram was watching planes at Zvartnots airport, the President was arriving.
2. David was coming when he was cleaning his bike.
3. When he listened to music, his record-player was stopping.
5. He washed his car when it started.
6. He was having an accident when he drove to the baker's.

6. Ask questions and find the answers.

Example: *Why didn't they hear the bell? – Perhaps they were listening to music at the time. (listen to music)*

Why didn't...

1. ... Rose open the door?
2. ... you find your dog?
3. ... Jane see Sam?
4. ... Tom have dinner?
5. ... Liz talk to you?

Perhaps/I think

- (have a bath)
- (hide under the table)
- (swim under the water)
- (translate the article)
- (bake a cake)

ARTICLES

7. Correct the sentences.

1. The sky was covered with the clouds and moon couldn't be seen.
2. Great Britain has mild climate.

3. Did you have nice weather when you were away?
4. If sky is clear, you can see stars.
5. Sun is star.
6. She liked mild climate of the country.

Focus on Function

Describing places

Describing places to people – a building, a town, a village, scenery or countryside
– you may have to answer some of the questions:

Where is it?

What does it look like?

What's interesting or remarkable about it?

What's pleasant or unpleasant about it?

How old is it?

What is it surrounded by?

a. People talking

- Where shall we meet?
- It's a little tea place called Neal's Yard.
- How do I get to the place?
- Walk straight up Neal Street, then ... third on the left. The street opens up into a very pretty yard. It's a lovely place because it's all wood panelling and so on...

b. Decide how you would answer these questions to talk about:

- the building you are in now,
- the town/village you live in,
- the countryside near the town/village you live in.

c. Home Sweet Home. Get into groups of three or four. Choose one of the areas and talk about it.

d. Describe one of the most important landmarks in your home town or countryside. What sights will you show to your guest? Why?



I won't leave my small town so as not to make it smaller.

Plutarch

Ararat valley /southern Armenia/
agricultural centre / "garden" of
Armenia /fruit trees/architectural
monuments: Garni, Echmiadzin, ruins
of Zvartnots/ nuclear power station in
Metsamor

Artsakh/green hills/lakes and rivers/
agriculture/architectural monuments:
Gandzasar



**Lori/northern Armenia/woods/
popular holiday resorts/architectural
monuments: Hakhpat, Sanahin**

**Zangezur /south-eastern
Armenia/rivers, waterfalls
/high mountains/**

architectural monuments: Gladzor, Tatev, the fortress
of Halidzor/ mining industry



WRITE ON

a. Susan Araratian was asked to write about Yerevan. This is what she wrote.

... Yerevan is my home town. I miss it wherever I go. I miss snow-peaked Ararat which I am used to seeing when I get up in the morning, the shady trees by the Opera house and the liveliness of Yeritasardakan with so many students around.

I have a few favourite corners in Yerevan but most of all I like to visit Tsitsernakaberd Memorial Park (Swallow Fortress Park) and to admire the sweeping panorama of Yerevan from its height. I enjoy long walks along the picturesque banks of the River Hrazdan.

Yerevan is a mixture of the ancient, old and new. All the periods in its architecture are interesting to me except the faceless structures which were built in Yerevan in the seventies instead of cosy small yards where people lived all their lives together sharing sorrow and joy. You could often hear the thrilling sounds of music announcing a traditional wedding.

Though Yerevan has a lot of problems, it is slowly changing for the better. It has become brighter, cleaner and more modern. I know that today it is not the most comfortable place to live in but I hope that soon the city will become a nice place to work and create in.

b. Write a passage about your favourite corner in your native city.

Focus on Phonetics

1. Try to say the tongue twister as quickly as possible.

we	wet	warm
with	weather	wise
within	when	
windy	whenever	
winter	whether	
without		

Whenever the weather is cold.
Whenever the weather is hot.
We'll weather the weather,
whatever the weather,
whether we like it or not.

2. Pronounce the following sentences. Make the first stressed word high.

1. The *English* winter is not cold.
2. The *usual* temperature is about zero.
3. The *air* is frequently damp and foggy.
4. *Spring* is a warm and beautiful season.
5. The *English* summer is usually disappointing.

What is Happening to English Weather?

Before you read

1. What do you know about English climate and weather?
2. Why do the English speak much about the weather?
3. Does the weather tell on your mood?
4. Is English weather changing? Why?
5. Is Armenian weather changing?

Read the text and do the exercises.

Changing weather

It has become hard to say anything certain about weather in any part of the world. Weather reports bring sensational news about snow in Africa, warm winters in Moscow, floods in Europe, ... subtropical rains in Armenia. Great Britain is not an exception.

Traditional English weather is rainy, damp and changeable. Thanks to the sea surrounding the small island the weather never reaches the coldest temperatures in England.

The English winter is not cold. The usual temperature is about zero. The air is frequently damp and foggy. It often rains and if it snows, the snow melts very quickly.

Spring is a warm and beautiful season. The weather in spring is, however, changeable, and even if the sky is blue and cloudless in the morning, it may rain within a short time.

The English summer is usually disappointing. Summer months are often cool with plenty of rain.

In autumn the British sometimes enjoy a few days of sunny weather called Indian summer, but on the whole, autumn is the season of foggy and windy days.

The traditional picture of English weather seems to be changing. Weather reports comment on swollen rivers, widespread floods in summer, and even severe cold. Is it just bad luck or worse?



Global warming

For thousands of years people try to create fast and safe mode of transport but the hunt for it still goes on. Motor engine made people's life faster. But has it solved the problem? Few of us will answer positively. It does save time and energy and we reach any place in the world in 24 hours but none of the modes of transport can claim absolute safety.



Transport plays an important part in economic growth and communication, but most types cause air pollution and use large amounts of land. Transport is a major use of energy, and burns most of the world's petroleum. This creates air pollution, which is a significant contributor to global warming through emission of carbon dioxide.

Traffic congestion persists in almost all big cities despite the no-drive days. Some scientists think that reducing transportation emissions globally will have significant positive effects on Earth's air quality, acid rain, smog and climate change.

Tourists' season

One of the common things that tourists comment on when visiting England is the weather, more specifically, the rain. Rain is a reality at any time. A fine morning may change into a wet afternoon, and a miserable morning may give place to a bright afternoon. This may be the reason why English weather idioms use bad weather vocabulary: "a storm in a tea cup", or "save it for a rainy day". It is always wise to take an umbrella with you.

Comprehension

1. Is English winter cold?
2. Autumn in England is foggy and windy, isn't it?
3. Is Indian summer a sunny summer?
4. Why is English weather warm?

Work on Words

comment v ['kɒmənt] give opinions (on/upon): *Everybody commented on her strange behaviour.* **comment** n: *Have you any comments to make upon my story?* **commentary** n: *He gave a commentary on the football match.*

thanks to [θæŋks tə] because of, as the result of sth: *Thanks to your help we were successful.* **Syn.** due to, owing to

bloom v [blu:m]	to have flowers: <i>The roses have been blooming all summer.</i> bloom n: the flower of a plant; in bloom flowering: <i>The tulips were in full bloom.</i>
disappoint v [ˌdɪsəˈpɔɪnt]	to fail to meet the expectations, hopes: <i>London disappointed her after all she had heard about it.</i> dissappointing adj making sb disappointed: <i>The results of the exam are disappointing.</i> disappointment n being disappointed: <i>To my great disappointment, it rained on the day of the picnic.</i>
depend v [dɪˈpend]	(on or upon) 1. need the support, help, etc in order to live, be true or succeed: <i>Children depend on their parents for food and care.</i> 2. trust, be sure of: <i>You can always depend on John to be there when he is needed.</i>
the other way round	in the opposite position, direction, order or situation: <i>She hates him and the other way round, he hates her.</i>
look forward to v [ˈfɔ:wəd]	to wait or hope for with pleasure: <i>We are looking forward to seeing you again.</i>
whole a [həʊl]	1. not injured, unbroken: <i>There isn't a whole plate all of them are broken.</i> 2. entire, complete: <i>She packed a whole wardrobe for the seaside.</i> wholly adv entirely, completely: <i>Few people are wholly bad.</i> on the whole taking everything into account: <i>There are a few mistakes in your essay, but on the whole it is not so bad.</i>

1. Translate into Armenian.

1. We waited for a whole hour, but she didn't come.
2. The flowers started blooming very late this spring.
3. They are looking forward to their journey.
4. Their marriage was much commented on.
5. It was rather chilly yesterday, but today it is the other way round, it is terribly hot.
6. On the whole, I think it's better if I don't come with you.
7. Whether you come or not depends on what Father says.
8. His grades are excellent thanks to his hard work.

2. Choose the right word from the word family.

- a.
1. I was ... to hear that the party had been cancelled.
 2. John was ... at not finding his mother at home.
 3. Her ... was obvious from her face.
 4. The weather this summer has been
 5. His failure was a great ... to his wife.
 6. I am sorry to ... you.
 7. We were ... to hear that you couldn't come.
 8. He has suffered ... in love.

disappoint
disappointment
disappointing
disappointed

- b.
1. You can ... on his honesty.
 2. He is totally ... on his parents.
 3. ... on weather the crops can be rich or poor.
 4. He suffered from alcohol

depend
dependent
depending
dependence

3. Translate into English.

Անհամբերությամբ սպասել, հիասթափություն, հակառակ, մեկնաբանություն, բացառությամբ, ծաղկել, շնորհիվ, ամբողջ, կախված լինել ինչ-որ մեկից, մեկնաբանել ինչ-որ բան, հիասթափեցնել:

Trouble spot: *all – whole*

All and whole often have the same meaning, but they are used differently.

- All the/my time – The/My whole time
- *All* exams were put off. = Every exam was put off. *Whole* exams were put off. = Some were put off completely.
- *all* milk – *the whole of the* milk.

Remember:	<i>all day / night / week long</i>
	all in all
	on the whole

4. Choose the right word.

1. Last year *the whole/all/the all/whole* town was destroyed by an earthquake.
2. *The whole/All/The all/Whole* exercises are too difficult to me.
3. It took him *the whole/all/the all/whole* day to plant *the whole/all/the all/whole* these flowers.
4. My grandmother lived in the same country house her *the whole/all/the all/whole* life.
5. Did you listen to music *the whole/all/the all/whole* night?

Focus on Words

Weather and climate

1. Collecting words. Study the groups of words and then collect more words for each group. (See Vocabulary 2, p. 171)

Verbs to describe the weather: to shine, to rain, to thunder, to drizzle, . . .

Adjectives to describe the weather: bright, dry, wet, damp, rainy, frosty, cloudless, grey,

Nouns to describe the weather: fog, shower, storm, wind, breeze, lightning, thunder...

Weather expressions and idioms: to run for shelter, to get wet through/get soaked to the skin, to clear up, it looks like rain, it's raining cats and dogs...

Climate: mild, temperate, severe, tropical, arctic, subtropical, continental

2. Arranging words

- a. The words in the box are associated with winter. Use your dictionary to check the meaning, and then put them in the correct lists.

bright frosty weather, candle,
Christmas turkey, snowfall,
baked potatoes, fog, tea,
sweater, Christmas present,
thick soup, Christmas tree,
hat, jumper, boots, frost.



b. Make a similar diagram for another season and add words of your choice.

3. Words in use

a. Insert the words given on the right.

I always watch the weather ... on television to see what tomorrow's weather will be like. In England the weather changes very often. It's very Sometimes it rains for a day or two, but after the wet weather, often with noisy ..., it is never ... for a long time. On some days the sun shines and the sky is ..., but on other days it is so ... you can't see the sun. English summers aren't usually very hot, but the ... never reaches 25°, so it's quite warm. In winter it is sometimes quite mild and pleasant but sometimes it's very cold or even The English climate isn't very good for holidays but it makes the countryside green.

changeable
forecast
freezing
dry
temperature
cloudy
thunderstorms
clear

b. Work in pair. Speak about the weather using the following questions.

1. What was the weather like yesterday?
2. What is the weather doing now?
3. What do you think the weather will be like tomorrow? in winter? in summer? in spring? in autumn?
4. Do you listen to the weather forecast? Why? Why not?

c. Read the minidiologues and make your own ones.

A: Awful this rain, isn't it? It has been raining for a week!

B: Let's hope it won't last long.

A: Fine weather we're having today!

B: Yes, the sun is shining.

d. Guess the meaning of each idiom from the context.

1. John is *a fair-weather friend*. Ever since I lost my job, he has stopped seeing me.
2. I've been feeling *under the weather* lately and have lost my appetite.
3. I can't go to the party on Saturday because I'm *snowed under* with work.
4. She has musical talent so learning to play the piano is *a breeze* for her.
5. He is a very cautious person. Every month he saves half of his salary *for a rainy day*.
6. That politician is *full of hot air*. He makes a lot of promises but never keeps them.

e. Try to match each idiom (1-6) with its definition (a-f).

- | | |
|--------------------------------------|--|
| 1. a fair-weather friend | a. sick |
| 2. under the weather | b. something really easy for a person to do |
| 3. snowed under | c. very busy |
| 4. a breeze | d. to be prepared for possible problems in the future, usually by saving money |
| 5. to save something for a rainy day | e. talking a lot but never doing what one says |
| 6. full of hot air | f. someone who doesn't help when a friend is in trouble |

LISTENING

Weather forecast

Listen to the text and answer the questions.

1. Which season does this weather report refer to?
2. What kind of day is it? – cloudy/mild/chilly/rainy
3. What is the temperature? – ten degrees/minus ten/15 below/plus fifteen
4. Tomorrow it will probably snow/rain/stay sunny/become clear.

Focus on word-building

Adjectives can be formed from nouns with the suffix -y: *frost – frosty*, *salt – salty*

1. Make up adjectives using the suffix -y and translate them.

snow, wind, sun, taste, sand, grass, hair, water, chill,
breeze, dust, shower, fog

2. Rewrite the sentences using adjectives instead of nouns.

Example: There was a storm at night. – The night was stormy.

1. This year it *rains* unusually often in summer. – This summer is very ...
2. It *snowed* a lot last winter. – ...
3. There are a lot of *clouds* in the sky. – ...
4. A strong *wind* is blowing. – ...
5. There was a lot of sand on the beach. ...

Culture Check

No conversation ever starts in England without a comment on the weather. It is almost a formality like shaking hands. “How do you do?”, “Nice day today, isn’t it?”, “Isn’t it hot today?”, “Isn’t it a beastly day?”, “Shocking weather, isn’t it?” – these remarks are often used when speaking about the weather.

UNIT 2 A Return Ticket to the Moon

Before you read

1. Is travelling popular today?
2. Why do people travel?
3. What means of transport do they use?
4. Is tourism developed in Armenia?
5. Where is it best developed, to your mind?

Read the text and answer the questions.

Modern means of communication make the world a small place. It is now possible to reach the most distant places on the planet in 24 hours. This changed man's perception of the world.

Travelling became very popular. Modern man has become a travelling man except for several people who are couch-potatoes¹ and prefer to stay where they are.

Travelling is very rewarding. It is a way of getting an exciting new view of the world. You learn a lot about new places, make new friends, get new experiences. People travel to relax, to leave behind their problems and troubles, to improve relations, etc. Working travel is also popular today. Many people travel on business, among them journalists, businessmen and politicians who spend hours in the air.

An experienced traveller prefers to go to one place. Hopping from one place to another, climbing every huge mountain gives you only a vague² image of the place. Yet you see a lot of travellers everywhere in summers rushing from one place to another just to say later "I have been there."

Most travellers prefer to reach the place by air. Flying is a thrilling thing indeed. Besides it is the quickest way. Sea travel is a holiday in itself because modern ships are floating cities let alone the fact that you enjoy the changing panoramas of the sea or the ocean. Walking tours also attract a lot of people especially those who are young because they make their own choice.

People who like adventures choose extreme tourism. Extreme tourism, or shock tourism, involves travelling to dangerous places (mountains, jungles, deserts, caves, etc.) or taking part in dangerous events. Tourist agencies suggest different exotic attractions such as ice diving in the White Sea. Moreover, some brave ones dream of travelling to space. Maybe, in the nearest future we will be asking for a return ticket to the Moon.



¹ couch-potato – ամբողջ օրը հեռուստացույց դիտող

² vague – աղյուս, անորոշ

True or False?

1. It is much easier to travel now than before. Why?
2. All travellers like to go to various places.
3. Exotic travel is as popular as sea travel.
4. Walking tours are mainly popular with young people.

Work on Words

distant adj [ˈdɪstənt]	far away, not close: <i>The station is some miles distant from the village. He is in a distant country.</i> distance n : The distance between the cities is 20 miles. in the distance : They saw a ship in the distance. at a distance of : The bridge was at a distance of two miles.
rewarding adj [rɪˈwɔːdɪŋ]	given or received in return for work, behaviour, etc. reward n something given or received in return for service, hardship: <i>We got little in reward for our hard work.</i> reward v : <i>Our work was rewarded with a good sum of money.</i>
relax v [rɪˈlæks]	to rest and become calm: <i>I worked a lot that day and needed to relax.</i> relaxation n pleasant activity which makes you become calm and less worried: <i>Yoga is one of my favourite relaxations.</i>
improve v [ɪmˈpruːv]	make or become better: <i>Your English has improved very much.</i> improvement n . improving or being improved: <i>There is need for improving your handwriting..</i>
relation n [rɪˈleɪʃn]	connection of sth or between sb: <i>The relation between smoking and heart disease is quite clear.</i>
experienced adj [ɪkˈspɪəriənst]	having much skill or knowledge: <i>He has travelled a lot – he is an experienced teacher.</i> experience n : knowledge or skill which you get over a period of time: <i>We all learn by experience.</i>
rush v [rʌʃ]	go/do quickly: <i>I rushed to the office to find a phone.</i> rush hour the time of the day when there is a lot of traffic.
attract v [əˈtrækt]	get the interest of somebody: <i>A strange noise attracted me at once.</i> attractive adj : pleasant, good-looking: <i>The bright colours of the flags were very attractive.</i> to attract sb's attention .
adventure n [ədˈventʃə]	<i>Do you like reading adventure stories?</i> adventurous adj not afraid of taking risks or trying new things: <i>Andy isn't a very adventurous cook.</i>
involve v [ɪnˈvɒlv]	include: <i>He travels a lot on business – his job involves travel.</i>
various adj [ˈveəriəs]	several different types of that thing: <i>There are various ways to answer your question.</i> Syn. different. vary v : to be different in size, volume, strength, etc.: <i>Prices vary with the seasons.</i> a variety of not being the same: <i>The shop offers a great variety of shoes.</i>
moreover [məʊˈrəʊvə]	besides, in addition: <i>The report is well written. Moreover, it's very interesting.</i>

Words not to be confused: Travel, trip, journey, voyage, tour, cruise

- Travel* is used to describe going from one place to another. It can be a verb or a noun. *Travelling* also refers to the activity of travel.
- A trip* is a short journey somewhere for a purpose, business or pleasure.
- A journey* is the distance covered in travelling from one place to another.
- A tour* is a journey during which several places are visited, especially on a holiday. It can be a noun or a verb.
- A voyage* is a long journey by sea or in space.
- A cruise* is a holiday during which you travel on a ship or boat and visit a number of places. It can be a noun or a verb.

Remember: *go on a tour to/round, go on/take a trip, make a journey.*

Phrasal verbs with *get*

- get along/on (with)** like each other:
e.g. *If two people like each other and are friendly, they get along/on.*
- get on** to step onto a bus, train, ship, etc.
e.g. *We're going to freeze out here if you don't let us get on the bus.*
- get off** to leave a means of transport such as a bus or a train:
e.g. *Don't get off the bus until it stops.*
- get through (with)** to finish, complete:
e.g. *I didn't get through studying last night until 11 o'clock,*
- get up** to get out of bed after having been asleep; to stand up or to get to one's feet:
e.g. *I got up early today to study for my exam.*

1. Translate the sentences into Armenian.

1. He shouted to attract our attention.
2. I play football for relaxation.
3. The pilot told the boys about his adventures in the Arctic.
4. The pupils rushed out of the school to play golf.
5. After work she relaxed with a cup of tea and the newspaper.
6. I like being involved in adventurous journeys.
7. We had various problems on our journey.

2. Match the words in column A with their explanations in column B.

A	B
attract	to rest
rush	an unusual or dangerous journey
relax	dangerous; risky
adventurous	hurry
adventure	professional
experienced	interest somebody

3. Fill in the gaps with the words on the left, using them in their correct form.

improve	1. Sandy beaches ... holiday makers.
distance	2. In the UK ... is measured in miles, not in kilometres.
attract	3. Julia cut all ... with her cousin.
relax	4. The thief was known to the police under ... names.
various	5. She ... with a cup of tea and the newspaper.
relations	6. His health ... day by day.

4. Choose the right word.

1. *Travel/Journey/Voyage/Trip/Tour* nowadays is faster and less expensive than before.
2. Did you have a good *travel/journey/voyage/trip/tour*? – Yes, it was quite pleasant.
3. A spaceship will take you on a *travel/journey/voyage/trip/tour* through space.
4. There is a *travel/journey/voyage/trip/tour/cruise* agency beside the bank.
5. I don't do as much *travelling travel/journey/voyage/trip/tour* as I used to now that I'm retired.
6. They *cruised/travelled/toured* all around the Mediterranean for eight weeks last summer.
7. I love to *travel/journey/voyage/trip/tour* during the summer holidays.
8. The *travel/journey/voyage/trip/tour* was long and tiring; it took us 5 hours to get there.

5. Choose the right word.

1. He got *along/on/off/through/up* the bus and showed his travel ticket.
2. If two people have a good relationship and are friendly, they get *along/off/through/up*.
3. I hate getting *along/on/off/through/up* early in the winter when it's still dark.
4. Helen got *along/on/off/through/up* the train and took a taxi.
5. When are you going to get *along/on/off/through/up* with your work?
6. I was so tired this morning that I couldn't get *along/on/off/through/up*.

Focus on Words

Words related to travelling

1. Collecting words. (See vocabulary 2 p.171). Collect as many words as you can.

a. Travel types	Transport types	Things to do
for pleasure	by sea/boat/ship/steamer	go sightseeing
on business	by air/plane	visit museums
traditional	by car/coach	make a journey
extreme	by train/railway	go on a trip
exotic
...		

b. More words to do with transport

1. modes of transport: *air, rail, road, water, cable, pipeline, and space.*
2. vehicles: *automobiles, bicycles, buses, trains, trucks, people, helicopters, and aircraft.*
3. watercraft: *a boat, a sailboat, a ship.*
4. engine: *a steam, a jet engine, a rocket, electric motor.*
5. ways: *railways, airways, waterways, canals and pipelines, seaports, warehouses, terminals, airports, passenger/cargo roads.*
6. stations: *railway/bus/fuel stations, refueling depots.*
7. infrastructure: *services, maintenance.*
8. operations:

c. *Measuring distances:* inch (2,5 cm), foot (30,48 cm), yard (91,44 cm), mile (1,609 km)

d. *British currency:* the pound sterling (GBP or £) = 100 pence (100 p)
They have both coins (1 penny, 2, 5, 10, 50 pence) and banknotes (5, 10, 20, 50 p).

Remember: *Vehicles that do not operate on land, are usually called crafts.*

2. Arranging words. Arrange the words to remember them better.

<i>Transport</i>	<i>Accommodation</i>	<i>Places to visit</i>	<i>Things to do</i>	<i>Things to take</i>
<i>car</i>	<i>hotel</i>	<i>beach</i>	<i>swimming</i>	<i>sunglasses</i>
...

luggage, motel, sweater, airplane, skiing, camp,
sightseeing, camera, climbing

Add some more words you know.

3. Words in use

a. Which one of these notices can you see in a travel agency/at the airport/in a hotel?

Find out about excursions and transport to the airport at the 24-hour reception desk

70, 000 tours to different countries

Do not leave your luggage unattended at any time

What does each notice mean?

- Make sure there is always someone with your belonging.
- You can make a booking here during the day.
- Someone is always there to give you information.

b. Look at the texts. What do they say?

1

Tomorrow – Platform 6

*Night trains
leave at 20 and 40 minutes
past the hour*

2

**PLEASE GIVE UP
YOUR SEAT TO
PEOPLE CARRYING
CHILDREN**

3

**TO ALL PASSENGERS
SMOKING IS NOT
ALLOWED IN ANY
PART OF THE TRAIN
INCLUDING THE TOILETS**

1. a. Night trains will leave later tomorrow.
b. There will be two night trains every hour tomorrow.
c. There will be more night trains from platform 6 tomorrow.
2. a. You can only use the seat if you are carrying children.
b. People carrying children are requested to be seated.
c. If somebody carrying children gets on, offer them your seat.
3. a. If you wish to smoke, go to the smoking area of the train.
b. You are requested not to smoke anywhere except in the toilets.
c. You cannot smoke anywhere while you are on the train.

c. Fill in the words.

Almost all people are fond of It is very interesting to see new places, towns and countries. People may travel either ... or There are various methods of travelling. For me there is nothing like travel ... ; it is more comfortable, convenient and far quicker than any other way. There is none of the dust and dirt of a railway or car ..., none of the trouble of changing from train to steamer and then to another train.

A very popular method of travelling is It is travelling on foot. Hitch-hiking is a very popular method of travelling with young people. But it is not so popular in our country as abroad.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop when and where you like, you do not have to buy ... or carry your

journey
travelling
by air
for pleasure
suitcases
tickets
on business
hiking

d. Work in pair. Ask and answer the questions.

1. Do you like to travel?
2. How do you like to travel?
3. Whom do you like to travel with?
4. Where do the Armenians go in summer?
5. Where do young tourists prefer to travel?

Read the text and do the exercises.

2010 Eruptions in Iceland

Have you ever thought that your holiday in Italy or your concert in London may depend on what is going on in Iceland? Until April 2010 not many people all over the world knew or were able to pronounce an odd word Eyjafjallajökull. The 2010 eruptions of Eyjafjallajökull made it famous all over the world. A sequence of volcanic events at Eyjafjöll in Iceland caused enormous problems to air travel across western and northern Europe over six days in April 2010. The eruption created



an ash cloud that led to the closure of most of Europe's airspace from 15 until 20 April 2010. Consequently, a very high proportion of flights within, to and from Europe were cancelled, creating the worst situation in the air travel since the Second World War. The ash rose to a height of approximately 9 kilometres (30, 000 ft).

The situation was critical. Thousands of people couldn't reach the place of their destination, among them the old, the sick and the kids. Conferences, meetings, major sport events, concerts and other events had to be postponed. Moreover, even the leaders of the country, government officials couldn't reach their countries in time.

It was the hardest time for air companies resulting in billions of losses. What will be the consequences of the eruption. How is it going to tell on the rail transport? Nobody can predict yet.

Comprehension

a. Choose the right answer.

1. Human-powered transport
 - a. uses human muscles
 - b. is produced by human beings
 - c. is paid for using it
2. The word *cancel* in paragraph 4 means
 - a. delay
 - b. put off
 - c. to inform that something will not take place
3. According to paragraph I
 - a. the problem of fast and safe transport has been solved in this century
 - b. it is next to impossible to solve this problem
 - c. attempts are being made to solve it

4. According to the last paragraph
 - a. In future people will move on escalators.
 - b. They will prefer to make use of personal helicopters
 - c. They will mostly stay in their own places

b. Answer the questions.

1. What will the consequences of the eruption be to your mind?
2. How is it going to tell on the rail transport?

Focus on Function

Instructions, warnings, advice

You *should/ought to* take an umbrella with you.

I don't think you *should/ought to* travel by car.

If I were you/in your position/in your shoes, I would go to Italy.

You *had better (not)* work like that.

- a. Aram woke up late. There was a sheet of paper on the table with his mother's instructions. He sighed heavily and began to read them:**

Dear Aram,

1. Don't forget to have breakfast.
2. Give the front door key to the Saroyans.

Add more things to the list.

- b. David is leaving for London. Give him instructions, warnings and advice about English weather, English character, traffic in Great Britain, places to visit, things to take.**

Focus on Grammar

REVISION: PARTS OF SPEECH

- 1. Put the words below into the correct column.**

one, the, paint, boy, almost, hate, before, love, already, friend, colourful, at, promise, land, success, well, first, it, and.

Noun	Verb	Adverb	Pronoun	Conjunction	Numeral	Article	Preposition	Adjective

ARTICLES

2. Articles with geographical names. Correct the mistakes.

1. Amason is in the South America.
2. Alps are mountains in the Europe.
3. The Bahamas are a group of islands in Atlantic Ocean.
4. The Asia is the largest continent.
5. The lake Sevan is the largest lake in the Armenia.

TENSES IN ENGLISH

Past Simple or Past perfect

3. Use the past simple or past perfect.

1. The house was very quiet when I got home. Everybody *(to go)* to bed.
2. I felt very tired when I got home so I *(to go)* straight to bed.
3. Sorry, I'm late. The car *(to break)* down on my way here.
4. There was a car by the side of the road. It *(to break)* down. So we *(to stop)* to see if we could help the driver.
5. She couldn't read because she *(to lose)* her glasses.
6. After he *(return)* home he rang up John.

4. Going to London. Choose shall/will be going to, the present progressive or future progressive tenses to express a future action.

Bob: Joe, hurry up. We *(be)* late for the ship.

Joe: I think we *(take)* a taxi. It's five minutes to four.

Bob: Look at the weather. The sea *(be)* very rough this afternoon. We *(be)* seasick, I'm afraid.

Joe: Bob, the case is very heavy. I *(help)* you to carry it.

Bob: At last we're on board. We *(leave)* in five minutes.

Joe: What you *(do)* when we get to London?

Bob: I *(visit)* Jane first. She *(take)* me round the city and *(show)* me all the sights. But these are plans.

I'm so hungry I think I *(die)* before I get to London if I don't have a bite. I *(go)* and *(see)* what I can have in the café.

Joe: I think I *(come)* with you.

Bob: In a week we *(walk)* along the streets of London.

Past Simple or Present Perfect?

5. Yesterday and today. Use the past simple or present perfect.

1. We *(eat)* a lot yesterday, but we *(not eat)* much so far today.
2. It *(snow)* a lot last winter, but it *(not snow)* so far this winter.
3. I *(play)* tennis last year, but I *(not play)* this year.

4. We often (*go*) to discos last summer, but we (*not go*) this year.
5. They (*win*) a lot of matches last season, but they (*not win*) many matches this year.

6. A letter to a friend. Correct the verb forms where necessary.

1. Lots of things happened since I last saw you.
2. Phil has found a new job two months ago.
3. Charles went to Brazil this month.
4. Jack and Jill decided to get married.
5. Susan had a baby last Monday.
6. Monica didn't give up smoking yet.
7. Have you moved to a new flat last month?
8. You have repaired your car already?
9. You had a holiday this year yet?

Dear Chris, I've written enough about us. What about you?

Come and stay with us for a fortnight. We'll be glad to see you.

With love,
ANN

Trouble spot: *has gone to* – *has been to* – *has been in*

Has/have gone to is used when someone who has gone to a place has not returned yet.

e.g. Is Tom in? – No, he *has gone to* the bank. He will be back soon.

Has/have been to refers to a place which someone has visited some time in his life. In other words, “has been to” refers to an experience.

e.g. I've been to Disneyland twice.

Has/have been in is used when the person is still in the place.

e.g. I have been in London for three years and I like it here.

7. Choose the right form. Translate the sentences into Armenian.

1. Where is Tom? Has *he gone/ been to* the bank?
2. I've been *to in* London for a month and am going to stay here till April..
3. I can't find Peter. Where *has he gone/ been to*?
4. They have been *to/in* Italy twice this year.
5. I don't believe they've ever *gone/ been to* Houston.
6. She's *gone/ been to* do some shopping. She'll be back soon.
7. *Has she gone/ been away* for long, or will she be back soon?

Present Perfect Continuous

USAGE: We use the Present Perfect Continuous tense to show that something started in the past and has continued up until now. “For five minutes”, “since Tuesday” and “how long” are all durations which can be used with the Present Perfect Continuous.

Duration from the Past Until Now

FORM: has/have been + present participle

Examples: *It has been raining heavily for two hours.*

Has it been raining heavily for two hours?

It has not been raining heavily for two hours.

Remember:

– non-continuous verbs cannot be used in present perfect continuous, the present perfect tense is used instead.

a. abstract verbs (*to be, to want, to cost, to seem, to need, to care, to contain, to owe, to exist, etc*),

b. possession verbs (*to possess, to own, to belong, etc*)

c. emotion verbs (*to like, to love, to hate, to dislike, to fear, to envy, to mind, etc*);

Example: *I have owned this house for ten years.*

– In case of the Present Perfect Progressive we are not interested whether the action is completed or not, while in case of the Present Perfect the action is completed and we are interested in its result.

Compare: My hands are dirty. *I have been repairing* the car.

The car is OK now. *I have repaired* it.

8. Translate the sentences into Armenian.

1. *I am learning* irregular verbs.
2. *I have learned* the irregular verbs from the lesson.
3. *I have been learning* irregular verbs all afternoon.
4. *I am working* at my English.
5. *I have worked* a lot today.
6. *I have been working* for the same company for twelve years.

9. Use the verbs in brackets in the present perfect continuous tense.

1. Jane (train) for the tennis competition for six months, but she doesn't still feel ready.
2. How long (learn) you Spanish?
3. She (diet) for only a couple of weeks, but she has lost 5 pounds.
4. I (drive) for a long time, but never had an accident. Touch wood.
5. Jonathan (learn) English since the age of nine.
6. We (watch) TV for 3 hours.

10. Present continuous, present perfect or present perfect continuous.

Complete the sentences below with the appropriate tenses.

1. Don't disturb me now. I (to work).
2. I (to work) hard, now I need some rest.
3. I (work) for a telephone company since last year.
4. The ground is wet. It (to rain).

5. We need an umbrella. It (to rain).
6. Jenny (learn) her geography lesson very well.
7. Maria (learn) English for two years.
8. Hello, Tom. I (look) for you all morning. Where have you been?
9. Why (you / look) at me like that? Stop it.
10. I (look) for my book everywhere, but I can't find it.

Culture Check

Why do they drive on the left in England?

The reason for this goes back to the days when people travelled by horse. Most people are right-handed, and the left is the natural side to ride on if you are on horseback and need your right hand to hold a sword in case of trouble. So why didn't the rest of the world do the same? Because of Napoleon¹. He insisted that his armies marched on the right, and as he marched through Europe, he introduced this rule wherever he went.

In fact, out of 178 countries in the world there are about 50 that drive on the left, including Japan. However, most of them are former British colonies.

Where do you prefer to stay when travelling? Why?



¹ Napoleon [nə'pɒlɪən] – Նապոլեոն

UNIT 3 *How Britain is Governed*

Before you read

1. Do you know anything about politics in Great Britain?
2. Who decides if Britain needs more nuclear power stations and how much of the taxpayers'¹ money should be spent on defence, pensions, schools?
3. Who makes decisions which are important for the whole nation?

Read the text and retell it.

The UK is a monarchy and the Queen is the head of the country, but she has no power to make political decisions. Each year she opens Parliament and reads the Queen's Speech. The programme she reads is prepared by the government – the prime minister and the other ministers in the Cabinet². But it can be accepted only if the members of Parliament agree.



The British Parliament consists of two houses, the House of Commons and the House of Lords. Both the Commons and the Lords discuss bills, but the Commons has the final word. So it is the House of Commons that turns this programme into law. The House of Commons consists of 635 Members of Parliament (MPs). The Queen reigns³ in Britain, but doesn't govern it. From time to time the British discuss whether Great Britain needs a monarchy or not. British taxpayers think that it is very expensive to keep it, but Britain is a nation of traditions and the British respect their Queen.

Every four or five years a general election is held. Voters in different areas elect the future Members of Parliament to the House of Commons in Westminster. The members of the House of Lords are not elected. They inherit their titles or are given them for special merits.

Westminster is the centre of government for the whole of Britain, i.e. England, Scotland, Wales and Northern Ireland. But local councils are responsible for education, health and some other things. The police are independent of local government.

There are three main political parties: the Labour party (left wing), the Conservative party (right wing) and the Liberal Democrats. Each party has its own political programme.

1 taxpayer ['tæks peɪə] – հարկ վճարող, հարկավճար

2 Cabinet ['kæbɪnɪt] – կառավարական կազմ, կաբինետ

3 to reign ['rein] – թագավորել

Comprehension

1. The head of the UK is
a. the Queen (or the King). b. the President. c. the Prime Minister.
2. The head of the government is
a. the Queen (or the King). b. the President. c. the Prime Minister.
3. The final decision in Parliament is made by
a. the Queen. b. the Commons. c. the Lords.
4. The seat of the government is
a. The palace of Westminster. b. Buckingham Palace. c. Windsor Castle.
5. A general election is held
a. every year. b. every two years. c. every four or five years.

Work on Words

decide [di'said] **v** be certain to do: *My sister decided to become a doctor.*
decision [di'siʒn] **n**: *His decision to become a teacher was right.* **make a decision**: *You mustn't lose time, you must make a decision.*

defence [di'fens] **n** fighting against attack: *A thick coat is a good defence against the cold. I never fight except in self-defence.* **defend** [di'fend] **v** make safe from, fight against attack: *Armenia must have a strong army to defend itself.*

govern ['gʌvn] **v** rule (a country, etc), control: *The English governed in their colonies for many years.* **government** **n**: the people who rule a country or state: *The government has decided to spend more money on education.* **governor** **n**: person who governs a state, etc: *He was elected governor of California last month.* **governess** **n** woman who teaches children in a family: *Jane Eyre worked as a governess.*

law ['lɔ:] **n** rule made by the government: *The law doesn't allow you to sell arms in Armenia. to break a law, to study law.* **lawyer** ['lɔ:jə] **n**: *He wants to become a lawyer.*

tradition [trə'diʃn] **n** *It is a tradition in their family to celebrate birthdays.* **traditional** [trə'diʃənəl] **adj**: *It was a traditional dinner party.* **traditionally** **adv**: *Every Sunday we traditionally visit our grandparents.*

respect [ri'spekt] **n** high opinion of sb: *Children always show respect for good teachers.* **respect** [ri'spekt] **v** think highly of sb: *We must respect the laws of our country.*

responsible [ri'spɒnsibl] **a (for)** *The pilot is responsible for the passengers.*

inherit [in'herit] **v** receive after somebody's death: *She inherited her mother's good looks and her father's bad temper.*

merit [merit] **n** an advantage or good quality: *We should judge her on her own merits rather than on her father's position in the company*

Phrasal verbs with **give**

give back return a borrowed or lost thing:

e.g. *Can I give the book back in two days?*

give in reluctantly stop fighting or arguing

e.g. *My boyfriend didn't want to go to the ballet, but he finally gave in.*

give up stop trying because the task is hard or can't be done:

e.g. *My maths homework was too difficult so I gave up.*

give up (doing) sth stop doing something (usually a habit):

e.g. *My father is giving up smoking in January.*

1. Translate into English.

Հարգել, որոշում, պատասխանատու, իրավաբան, կառավարել, հարգանք, որոշել, օրենք, մահանգապետ, պաշտպանություն, կառավարություն, պաշտպանել, ժառանգել, տնային դաստիարակչուհի:

2. Match the words with their meanings.

law	a group of people who govern a country
governor	to make up one's mind
defend	a rule made by the government
government	a person who governs a state or a colony
to govern	to rule a country, a state, etc
decide	to protect, make safe
to respect	to think highly

3. Fill in the spaces with the words on the right, using them in their correct forms.

The Romans were the first people to have schools opened by the It ... that children would go to school at the age of 6. Teachers were ... for teaching pupils reading, writing and arithmetic. At the age of 12 boys of rich families studied the Greek and Latin languages in grammar schools. At the age of 16 those who wanted to ... their country or enter politics went to special schools where public speaking and ... were taught.

defend
responsible
law
government
to be decided

4. Choose the word from the word family.

1. Franklin D. Roosevelt was ... of New York State before he became President of the USA.
2. In England the Queen is the head of state and the Prime Minister heads the
3. The ... body in most cities is called the city council.
4. Anna was the ... of Mr Johnson's children.
5. Britain ... India for a long time.

governed
government
governor
governess
governing

5. Choose the right word.

1. I gave *back/in/up* the money that she'd lent to me.
2. They gave *back/in/up* when the police surrounded the building.
3. She knew she'd lost the argument but she wouldn't give *back/in/up*.
4. Susan gave *back/in/up* taking sugar in tea and coffee to lose weight.
5. You should give *back/in/up* smoking it is bad for your health.

Focus on Words

Politics

1. Collecting words. (See Vocabulary 2, p171-172)

Collect as many words as possible.

- a. A government is responsible for: *taxation, roads, health, schools ... education, defence ...*
- b. Different kinds of leaders: *president, prime minister, head ... chief, commander, ...*
- c. Election words and phrases: *vote for, elect an MP, a voter ... hold an election, ...*

2. Arranging government and election words to remember them better.

Places
Ministry
...

People
candidate
...

Things to do
be in office
...

Add words

3. Words in use.

a. Fill in the words.

Monarchy is a state ruled by a ... or queen (they have ... and control). Some countries have a monarchy but the monarch is not the ruler. People who believe in this system are

Democracy is a system of government in which leaders are chosen by the people. People who believe in this system are

Dictatorship is a system of government in which one person rules the country (one person has the total power). This person is called a

power
monarchists
king
dictator
democrats



b. Make sentences matching the words in column A with those in column B.

Example: The president is the person who is the leader of the country.

- | | |
|---|--|
| <p>A. the leader of a town council
the leader of a state government in the USA
<i>the leader of an Indian tribe</i>
the leader of the country
the head of the Cabinet in the UK
a professional in politics</p> | <p>B. president
prime minister
politician
<i>chief</i>
mayor
governor</p> |
|---|--|

c. Who is who? Answer the questions using the words below.

Margaret Thatcher, Napoleon I, Tigran the Great, Winston Churchill, Peter the Great, Indira Gandhi

1. Who was the Emperor of France at the beginning of the nineteenth century?
2. Who was the prime minister of Britain during the Second World War?
3. ...



Go on asking questions using the following words:

governor, leader of the party, tsar, king, president, head of the country, Prime Minister.

d. All of these words appear in the questions and text on p. 29. Which meaning do the words have in the text?

country	1. a nation 2. opposite of town
house	1. a building for people to live in 2. a political body
power	1. strength 2. energy 3. control over people
hold	1. have in one's arm or hand 2. organise
cabinet	1. a governing group 2. a piece of furniture
head	1. a part of the body 2. a leader, a person at the top
member	1. one of a group 2. a part of the body

e. The House of Commons. Fill in the gaps using the words on the left with proper suffixes.

There are red lines running along each side of the House of Commons. Since Britain ... has two main ... parties, the Conservative Party and the Labour Party, each party can have its own side! The party which is in ..., i. e. has the most MPs ..., sits on the right. The two red lines must not be crossed, so that neither side will attack the other during a debate. The red lines are a ... tradition. In the past MPs used to carry swords and the distance between the two lines is too wide for a sword fight!

tradition
politics
govern
elect
history

Focus on Phonetics

1. Listen and repeat.

kings <i>and</i> queens	told <i>them</i>
wise <i>and</i> fair	trained <i>them</i>
an aim <i>and</i> courage	ask <i>them</i>
character <i>and</i> belief	give <i>them</i>
Scotland <i>and</i> Ireland	defended <i>them</i>

2. Watson and Holmes received a note. They read the note in different ways. Why?

Baxter says the detective was killed.

S.

Read the text and answer the questions.

ENGLAND 1642

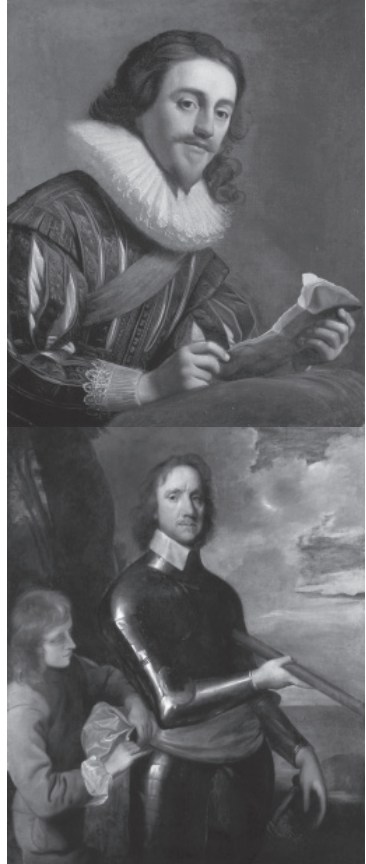
In England today Parliament is the chief power in the country, but it was not always like that. For many centuries English kings and queens were all-powerful. How did the change take place?

In the first half of the seventeenth century England was ruled by Charles I. He was a handsome man, a devoted husband, and a loving father. But as a King he was not wise and just. He believed that the King should be all-powerful. He disliked the idea of Parliament and was indifferent to its decisions. People began to realise that their freedom was in danger. When Charles I entered the House of Commons with the intention of arresting the leaders of the party that opposed him, people decided to resist¹.

In 1642 the Civil War broke out between the Royalists and the Parliamentary forces². At the beginning the Parliamentary forces were defeated because the Royalists were better trained in arms and had the support of the wealthy people. Besides, they were more attractive -they were well-mannered and cultured. The opposition had none of these accomplishments³ but they had an aim and the courage to achieve it. They were mostly Puritans, men who wanted a simpler form of religion.

Oliver Cromwell became the leader of the Parliamentary forces. He had been in Parliament and was known as a man of character who believed in his cause⁴ and in God. He chose brave honest soldiers and trained them in arms. He used to say, "Trust in God and keep your powder⁵ dry". In 1642 the King's army was defeated. Charles I was imprisoned. He was found guilty for making war with his own people and was sentenced to death⁶. He received the death sentence with a calm courage.

For ten years Cromwell governed England, Scotland and Ireland, but he was a cruel leader, especially hated in Scotland and Ireland. Yet he was respected as one of the greatest Englishmen by his countrymen for his strong will and honesty and because he brought order and peace to the country.



1 resist [ri'zist] – դիմադրել

2 forces ['fɔ:siz] – զինված ուժեր

3 accomplishment ['ækəmplɪʃmənt] – արժանիք

4 cause ['kɔ:z] – գործ

5 powder ['paʊdə] – փառոդ

6 to be sentenced to death ['deθ] – դատապարտվել մահվան

Comprehension

1. What kind of man was Charles I? What kind of king was he?
2. Why did Parliament protest against him?
3. When did the Civil War break out?
4. Who were the Royalists? Who was the opposition?
5. Who became the leader of the Parliamentarians?
6. Why was he able to defeat the Royalists?

Work on Words

- handsome** ['hænsəm] **adj** good-looking (of a man): *Ara the Beautiful was a handsome man.*
- devote** [di'vout] **v** give (one's time, attention, or self) wholly to sth or sb: *She devotes all her time to her children.* **devoted** [di'voutid] **adj**: *She is a devoted mother.* **devotion** **n**: *Jane's devotion for her children was her greatest merit.*
- honest** ['ɒnist] **adj** not lying or stealing: *An honest man doesn't steal or lie.* **honour** ['ɒnə] **n**: *He is not a responsible man —he doesn't keep his word of honour.* **honesty** **n**: *He is respected for his honesty.* **Ant. dishonest**
- defeat** [di'fi:t] **v** to win a victory over sb: *Napoleon was defeated in 1812.*
- aim** ['eim] **n** *What's your aim in life? My aim is to become a lawyer.*
- cruel** ['kruəl] **adj** *He is cruel to animals. It was cruel of you to beat the dog.* **cruelty** **n**: *She couldn't forgive him for his cruelty to animals.*
- guilty** ['gilti] **adj** *He has a guilty look.* **be guilty of**: *He is guilty of robbery.*
- character** ['kærəktə] **n** *She is a woman of strong character. What is her character like?*

1. Lady Godiva. Insert the words given on the left. Use them in their correct forms.



Lady Godiva was the beautiful wife of Leofric, the powerful Lord of Coventry. He was a ... man, a ... father, but very unjust to his people. Once upon a time, the ... governor of Coventry decided to take high taxes from the townspeople. People couldn't pay such high taxes and many were put in prison for not paying them.

respect
handsome
decision
wise
cruel
aim
devoted
honest
insist

Lady Godiva, who was a ... and ... woman, asked her husband to show pity on his own people. She ... on this every day. Once her husband promised to change his ... only if she agreed to ride naked¹ through the city. This was a joke. But Godiva's great ... was to help her people. So she agreed to do it.

All the doors and windows of the city were closed next day when Lady Godiva rode naked¹ through the city. The townspeople wanted to show their ... and love for their lady.

¹ naked ['neikid] – ʒɪpɪkɪ

2. Sometimes it is better to use a different word than to repeat the same word twice. Replace the repeated word in every sentence by one of the following words:

defeated the greatest part leader lately nearly laws

1. The economy has changed for the better *recently* because they began to control the prices *recently*.
2. The *bills* are usually discussed and later *the bills* are accepted by the House of Commons.
3. The *head* of the party in power becomes the head of the country.
4. At first the Royalists *beat* the Parliamentary forces, but later the Royalists were *beaten* by the Parliamentary forces.
5. *Most* of the Royalists were educated men while *most* of Cromwell's people were uneducated.
6. When their son was *almost* eighteen, their house was *almost* ready at last.

4. Translate into English.

Նվիրված ընկեր, ազնիվ մարդ, պարտություն կրել, նպատակ, գեղեցիկ տղամարդ, նվիրել կյանքը երեխաներին, դաժան լինել կենդանիների նկատմամբ, իմաստուն:

5. Complete the adjectives below. The words have a positive meaning.

- | | | |
|------------|------------|------------|
| 1. wise | 3. p_____l | 5. h_____t |
| 2. h_____e | 4. m_____t | 6. d_____d |

LISTENING

Listen to the dialogue and say what the voters' interests are.

Your Turn

1. Can you say how Armenia is governed?
2. Imagine you are an MP. What will be the most important job for you?

Focus on Function

Planning, expressing plans and hopes

a. People usually try to plan for the future. Here are some ways of expressing plans and hopes.

Plans and hopes

I'm planning/going to work in the garden today.
I don't think the journey will be pleasant.
I hope the politician will keep his promise.

Being pessimistic/optimistic

It will be wonderful/fine/good.
Everything will be nice/great/OK.
I'm not very sure about it.

b. People talk. “Plan little but do much, or Mr Promise-all.”

It is Sunday tomorrow. I usually sit around and do nothing on Sundays, but tomorrow...

“Tomorrow, Jane, I’m going to get up early and do lots of jobs.”

“First of all I’m going to work in the garden. I’m thinking of watering the flowers.”

“Watering the flowers?”

“Yes, I’ve also decided to wash the car.”

“I’m afraid you’re very optimistic. Will you manage so much?”

“Everything will turn out OK, Jane. Oh well, into bed!”

c. Make up sentences about people’s plans using the expressions from a.

1. Susan/be/teacher/like/work with children.
2. David/become/captain of the football team/like/be/leader.
3. Jack/ be/farmer/like/work/outside in the fresh air.
4. My family/ have/holiday/Rome/like/walk/round old cities.
5. George/become/sailor/love/the sea.

d. Say what you hope to do, plan to do, plan not to do: this evening, at the weekend, next summer

e. Talk about the plans you had to change and give reasons.

Example: I was going to play tennis but I can’t now because it’s raining.

WRITE ON

Write a passage about your plans for next summer.

Focus on Phonetics

1. Stress the words.

POLitics	GOVern	poLITical	resPECT
MINister	NATion	resPONSible	traDITion
VOter	COMmon	eLECT	inHERit
Nuclear	GOVernment	proTECT	deFEAT

2. Kassyan’s speech. Listen to the speech and act it out.

We all know | that we have problems.

We all know | that we have difficulties.

We all under stand | they cannot be overcome at once.

But we are all sure | we shall overcome them.

Just For Fun

Talleyrand, the Foreign Minister of France during the Napoleonic era, was a famous politician and diplomat. He changed sides every time power changed and never lost the game.

Once during the war between the royalists and the governmental forces Talleyrand was watching a street fight through the window. "Who is winning, Sir?" asked one of the politicians, approaching him. "We are," answered Talleyrand. "Who is 'we'?" asked the slow-minded politician. "I'll tell you tomorrow," said Talleyrand.

Focus on Grammar

REVISION: PASSIVE VOICE

1. A terrible storm. Use the verbs given below in the passive voice.

to damage, to break, to turn over, to ruin, to hit, to injure.

Example: *There was a terrible storm in the south-west of the USA last night.*

The stadium is ruined. The bridge is. ...

2. Work in pairs using the passive voice.

Example: – *I'm afraid our key was lost yesterday.*

– Who was it lost by?

– Me, but it wasn't my fault.

Follow the same pattern:

car damaged

cake eaten

window broken

letter opened

3. We promise! The leader of the party is talking about what his party will do. Finish the sentences using the future passive.

1. The government isn't doing enough to bring prices down.
Prices will be brought down.
2. Why can't they improve our life? Our life will
3. The government isn't giving more help to industry. Industry
4. The government does nothing to put the economy right.
5. Why don't they provide young people with jobs?

4. Rewrite the sentences in the passive voice.

1. People don't use this road very often. *This road isn't used very often.*
2. The criminals usually attack people on this road.
3. The thieves stole the money from an old lady.
4. Yesterday the police arrested three men.
5. This week the city council will discuss problems of crime in this part of the city.
6. They will build a new road in this district.

5. The political party in power wants to inform people about what they have already done, but the worker has stuck the posters together wrongly. Put the sentences together correctly. Translate them into Armenian.

to give the country enough electrical power
for children
for over 2000 people
Armenia has sold more salt abroad than ever
getting money we need to buy goods from other countries
5000 new flats have been built in Spitak
A new holiday home has been built
A lot of money has been invested in the nuclear power station

6. How the old village has changed! What a lot has happened in the village during the last ten years! Write sentences using the present perfect passive.

Example: A lot of private houses have been destroyed. A big factory has been built.

What else has been done during the last ten years?

(trees cut down, filling stations opened, roads made wider, etc.)

7. a. Underline the phrases which are not necessary in these statements.

1. My car has been stolen by someone.
2. We were taught by a different teacher yesterday.
3. These men have been arrested by the police.
4. Nick has been operated on at the hospital by a doctor.
5. Our window was broken by someone yesterday.

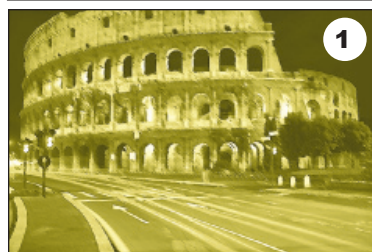
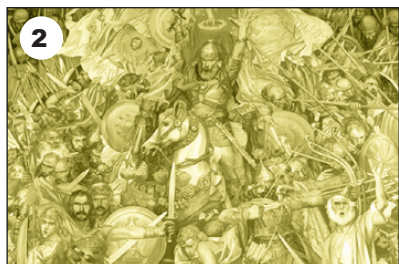
b. Make four questions to the italicised words.

8. Rewrite the sentences in the passive voice.

1. We have elected a new government.
2. They have built a new ring-road recently.
3. The city council has banned lorries from the city centre.
4. They have closed the biggest casino.
5. The central market has just moved away.
6. The new swimming-pool has opened in its place.

UNIT 4 Turning over Pages of the Past

Discussion point



1. Are you interested in history?
2. Which is the most important event in the history of Armenia?
3. Do you know any great events in the history of England, France or Russia?
4. Describe the pictures. Can you say what century, country (event, person) are shown in them?

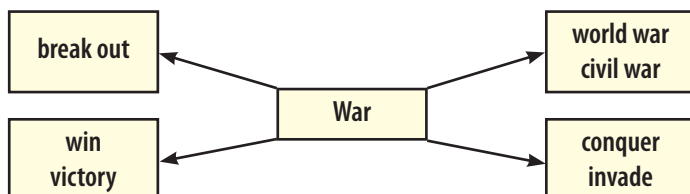
(See the answer key on p. 151)

Focus on Words

1. Collecting words. Collect words related to history.

a. happen, take place	continue	at war/at peace
	be over	fight/struggle for/against
b. time-words	in the 5 th century BC/AD	in the Middle Ages
	at the same time	in ancient times
	in the same year	nowadays
	at the turn of the century	at present
c. archaeology	finds	clean pottery
	site	dig
	records	

2. Arranging words. Arrange words related to war.



WORDS NOT TO BE CONFUSED: *Historic/historical, economic/economical*

Historic means “important in history, making history”: *a historic speech, historic times*
Historical belonging to the past: *a historical painting, historical monuments*.

e.g. *Martin Luther King made a historic speech.*

There are a lot of *historical* monuments in Armenia.

Economic means “related to the field of economics”: *an economic system, an economic crisis.*

Economical means not spending or costing much money.

e.g. The *economic* situation in the country is very serious.

This car is not very *economical*. It only does 15 kilometers to the litre.

1. Translate the sentences into Armenian.

1. The company has supplied the royal family (= provided them with something they need) for years.
2. His health *was becoming better* day by day.
3. Do you have a good supply for the train journey?
4. They threatened the shopkeeper with a gun.
5. She's been trying to pass her driving test for six years and she's finally succeeded.

2. Choose the right word.

1. Hitler *invaded/improved/supplied* Poland on September 1, 1939.
2. The policeman *threatened/invaded/improved/succeeded* to take them to court.
3. His voice sounded *threatening/successful/invading/supplying*.
4. The Romans *invaded/succeeded/supplied* Britain 2000 years ago.
5. Scientists have *invaded/improved/threatened/succeeded* in finding a new medicine.
6. You could use the money for *improving/painting/decorating* your home.
7. The old man *supplied/improved/invaded* the police with important information.

3. Translate into English

Բարեկամ, սպառնալ, մատակարարել/ապահովել, ներխուժում, սպառնալիք, պաշար, բարեկամում, ներխուժել, զավթիչ, հաջողություն ունենալ:

4. Choose the right word.

1. What *historic/historical* novels have you read lately?
2. Politicians are invariably *economical/economic* with the truth.
3. This house has great *historic/historical* interest.
4. This heater is *economical/economic* because it runs on night-time electricity.
5. The most practical and *economical/economic* way to see Brazil is by air.
6. We made the most *economic/economical* use of our time as we had only half a day.
7. Coach travel is an *economic/ economical* alternative to rail travel.
8. You are spending so much money. You mustn't be so *uneconomic/uneconomical*.
9. He made a *historic/historical* speech.

Read and retell the passage.

Before you read

1. Do you like adventure stories?
2. Do you know English writers who wrote sea stories?
3. Have you read novels by Jonathan Swift, or Daniel Defoe, or Louis Stevenson?

Seas and oceans are often present in English literature as a silent witness or as the main hero. The story of England is the story of seafaring, the story of conquered seas, brave and adventurous sailors and pirates and distant lands that fell to them. This experience was masterly described in many novels such as *Robinson Crusoe*, *Gulliver's Travel*, *Treasure Island* and many others.

Treasure Island

by Robert Louis Stevenson

*Robert Louis Stevenson (1850–1894) was a poet, a dramatist, and the author of the famous widely-read novel **Treasure Island**. A Scot by origin, he spent part of his life on the island of Samoa in the Pacific Ocean.*



When the sun went down it became rather cold. I decided to leave the ship and to return to the log-house. I jumped into the water and walked to the shore. The ship was lying on one side, with her big sail in the water. “So at last I am leaving the sea and returning to my friends,” I thought. “But I’m not returning empty-handed. There is the *Hispaniola*, and at last there are no pirates on board, and the ship is ready for our own men. So I haven’t lost any time.”

I felt very happy and began walking in the direction of the log-house through the woods, and it was almost dark. I had been walking for some time when I found myself near the place where Ben Gunn lived. I walked slower, looking to the right and to the left and round me. Soon I saw a light where, as I thought, Ben Gunn was cooking his supper before a fire. But why was he doing it so openly? If I could see the light, Silver and the pirates could see it too.

It was quite dark and I walked still slower among the trees. In the dark my friends might think I was one of the pirates and shoot me dead by mistake—a poor end of my adventures.

At last I came to the log-house. In front of it a big fire was burning, but I couldn’t see anybody near it. What did it mean? Captain Smollett didn’t let us make big fires. “Has anything happened?” I thought.

I came nearer to the log-house. At last I heard some noise in it. When I heard it I felt calm: somebody was snoring. I hate the sound of snoring, but at that moment the snoring was like music to me: my friends were snoring together so loudly and peacefully in their sleep!

But one thing was clear: their watch was too bad. Silver and his men could be near the door of the log-house as I was now.

All was dark in the house, and I could see nothing. But I could hear the snoring of the people and also a small strange sound, a sound that I couldn't understand. With my arms before me I walked into the log-house. "I'll lie down in my own place," I thought and smiled as I moved in the dark.

"Their faces will be a picture when they see me in the morning." My foot struck something – it was somebody's leg. He turned in his sleep, but didn't wake up. And suddenly a strange voice cried out in the dark.

"Pieces of eight! Pieces of eight! Pieces of eight! Pieces of eight!"

Silver's green parrot, Captain Flint! That was what the strange noise meant. So it was that bird! And her watch was much better than the watch of men. I had no time to come to myself. The men heard the voice of the parrot, and they all woke up. Then the terrible voice of John Silver cried:

"Who goes there?"

I turned to run, but it was too late.

"Bring a torch, Dick," said Silver.



True or False?

1. Jim left the ship because there were pirates there.
2. Jim's friends welcomed him when he returned.
3. Jim's friends were sleeping when he returned.
4. Jim was happy to see John Silver.

Focus on Grammar

REVISION: PASSIVE VOICE

1. Use the verbs in the passive form. Rosemary has got a good job as a secretary, but Tina doesn't work for such a good boss.

Rosemary: They *pay* me good wages where I work.

Tina: Well, I'm *not paid* good wages.

Rosemary: And they *have offered* me more money for next year.

Tina: Well, I *haven't* more money.

Rosemary: They *gave* us a week's holiday at Christmas.

Tina: Well, we

Rosemary: And the boss *sent* us a Christmas card.

Tina: Well,
Rosemary: They *have promised* us more holidays next year, too.
Tina:
Rosemary: Do you know they will *teach* me a foreign language?
Tina:
Rosemary: The boss never *asks* me to stay after five o'clock.
Tina: ... *often*
Rosemary: And they have never *told* us to work harder.
Tina:

2. Translate into English.

- Ջիմ, պարոն Սմիթն է խոսում: Արտասահմանյան հյուրերը ժամանե՞լ են:
- Այո, միստր Սմիթ:
- Նրանց ցո՞ւյց են տվել մեքենաները:
- Դեռ ոչ, բայց նրանց արդեն տրվել են փաստաթղթերը (papers):
- Որտե՞ղ են նրանք այժմ:
- Նրանց հրավիրեցին մի գավաթ սուրճի: Ավելի ուշ նրանց ցույց կտան մեքենաները (machines):
- Իսկ հեռագրերը ուղարկե՞լ են:
- Դրանք առավոտյան են ուղարկվել:
- Աշխատավորներին վճարե՞լ են:
- Ձեր գնալուց անմիջապես հետո: Ամեն ինչ արվում է՝ ինչպես մեզ ասված էր:

3. The great flood¹. Read the text and complete the questions.

The Bible tells us that when people on earth became dishonest and unjust God decided: “Man must be punished”. A great flood was sent to drown them. But there was a wise and honest man whom God decided to save. So Noah was told about the coming flood and his family were ordered to build an ark of wood. Two living things of every kind were brought into the ark. After forty days, when the rain had stopped, they left the ark, which was on Mount Ararat.

- | | | | |
|---------------|--------------|-----------------------|-------------------|
| 1. Who ... ? | 3. Why ... ? | 5. What kind of ... ? | 7. How long ... ? |
| 2. What ... ? | 4. How ... ? | 6. When ... ? | |

ARTICLES

4. Fill in the gaps with **a** or **the** where necessary.

1. We can go by ... car if you want.
2. I am not in ... hurry. I'll wait for you.
3. It's ... pleasure to do business with him.
4. I shall never forget ... time spent in London.
5. She lives on ... second floor of an old house.
6. Rome is ... capital of Italy.
7. I will meet her at ... station in ... week.

¹ flood [ˈflʌd]– ջրհեղեղ

8. He is ... very honest man.
9. I like ... tea, but I don't like ... coffee.

5. Fill in **a** or **the** where necessary.

1. San Utopics which is ... capital of Utopia is ... centre of ... government.
2. ... Utopian Parliament has 300 members.
3. Cabinet ministers are ... people who really govern ... country.
4. ... Utopia has 17 parties which are all very different.
5. Every four or five years ... general election is held.
6. ... last election which took place five years ago was won by the Democratic Party.

Past Perfect Continuous

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes", "for two weeks" and "how long" can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

Duration before something in the past or cause of something in the past

Form: had been + present participle

Example: They *had been waiting* there for more than two hours when she finally arrived.

Had they been waiting there for more than two hours when she finally arrived?

You *had not been waiting* there for more than two hours when she finally arrived.

Remember:

Non-continuous verbs (See Present Perfect Continuous) cannot be used in the Past Perfect Continuous tense, Past Perfect tense is used instead.

Compare: George *had been riding* the motorcycle for years before Tina bought it.

The motorcycle *had belonged* to George for years before Tina bought it.

6. Make up twelve sentences matching different words or phrases from each group.

I bought a new car My eyes were aching My teacher loved my report My grades were terrible I had never bought a new car I got a low grade on my report	although because	I had been working at the computer for hours. I had left my glasses at home. My old car had been running fine. I hadn't worked very hard on it. I had been studying very hard. I had slept a bit after lunch. I hadn't been taking good class lately. I had never had enough money. my parents had promised to help me.
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7. Use the verbs in brackets in the past perfect continuous tense.

1. You (read) the newspapers before the film started?
2. They (stand) on the bus stop for an hour when the bus came.
3. They only (wait) there for a few minutes when she arrived?
4. They (wait) at the station for 90 minutes when the train finally arrived.
5. How long (learn / she) English before she went to London?
6. I (walk) for a long time, when it suddenly began to snow.
7. Frank Sinatra caught the flu because he (sing) in the rain too long.
8. He (drive) less than an hour when he ran out of petrol.
9. They (cycle) all day so their legs were sore in the evening.
10. We (look for) her ring for two hours when finally we found it in the bathroom.

8. Past Perfect or Past Perfect Continuous? Complete the text with the appropriate tenses.

Sorry, I left without you yesterday. I (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were to meet, I (have) five cups of coffee and I (wait) for over an hour. I had to leave because I (arrange) to meet Kathy in front of the theatre. When I arrived at the theatre, Kathy (get, already) up the tickets and was waiting for us near the entrance. She was really angry because she (wait) for more than half an hour. She said she (give, almost) up and (go) into the theater without us. Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

Culture Check

People in Britain are generally careful about time. When you are invited to someone's house, you should either arrive on time or no later than fifteen minutes after the time arranged. If you are busy, give your hosts a ring, and apologize to them for being late.

At English parties people are expected to wear a suit and a tie. If you wish to bring a friend along, that's fine, but it is polite to ask first. When you are at the party, do not stand too close to other people. You can "break the ice" by talking about the weather. Another good topic for a conversation is work. However, people do not like talking about politics, except in a general way. You shouldn't ask them what political party they vote for.

What events do you think were the most important in the world (in Armenia)

- a. in the past millennium?
- b. in the past century?
- c. in the past decade?



Check up 1

Communication check

1. Match sentences with the functions.

1. I don't think you should work so hard.
2. Hi, Jack.
3. See you next week.
4. Lovely day, isn't it?
5. Could you lend me your bicycle?

greeting
conversation beginning
leave-taking
request
advice

Comprehension check

2. Read the text and answer the questions.

Human-powered transport remains common up till now. Using human muscles **remains popular** for reasons of cost-saving, leisure, physical exercise and environment. Animal-powered transport is still in use for the movement of people and goods. Animals **are** superior to people in their speed. They can endure hard work better than men and their carrying capacity is greater.

Mode of transport. The aircraft is the second fastest method of transport, after the rocket. Commercial jets can reach up to 875 kilometres per hour (544 mph.) Aviation is able to quickly transport people and limited amounts of cargo over longer distances, but it uses a lot of energy; for short distances helicopters can be used. Up to 500, 000 people are on planes at any time. Some say that two things are necessary for aircraft - air flow over the wings for lift and an area for landing. But aircraft also need an airport to receive maintenance, refueling, crew, cargo and passengers.



Modern high-speed rail is capable of speeds up to 350 km/h (220 mph), but this requires specially-built track. Regional and commuter trains feed cities from suburbs and surrounding areas, while intra-urban transport such as tramways, make up the backbone of a city's public transport. Container trains have become the main solution for freight.

The most common road vehicle is the automobile. Other users of roads include buses, trucks, motorcycles, bicycles and pedestrians. As of 2002, there were 590 million automobiles worldwide. Automobiles are the main source of noise and air pollution in

cities. Road transport by truck is often the initial and final stage of freight transport. They are the reasons of congestions in a modern city.

Transport by water is significantly less costly than air transport.

In the 1800s the first steam ships were developed. The steam was produced by



using wood or coal. Now most ships have an engine using a slightly refined type of petroleum called bunker fuel. Some ships, such as submarines, use nuclear power to produce the steam. Commercial **vessels**, nearly 35, 000 in number, carried 7.4 billion tons of cargo in 2007. But it isn't absolutely safe either. It is unbelievable but we face a new threat from the sea-pirates.

Cable transport is a broad mode where vehicles are pulled by cables aerial tramway, elevators, escalator and ski lifts;

Spaceflight is transport out of Earth's atmosphere into outer space by means of a spacecraft. It is used to put satellites into orbit, and conduct scientific experiments.

Answer the questions

1. The text is about
 - a. modern types of transport
 - b. aircraft
 - c. types of vehicle
 - d. types of transport
2. The meaning of the word **endure** is similar to the meaning of the word
 - a. remain
 - b. make up
 - c. bear
 - d. refuel
3. The fastest method of transport is
 - a. high-speed rail
 - b. aircraft
 - c. rocket
 - d. automobile
4. To the road vehicles belong
 - a. pedestrians and bicycles
 - b. trucks and bicycles
 - c. automobiles and pedestrians
 - d. aviation and automobiles
5. The word **vessel** can be best replaced by the word
 - a. submarine
 - b. steamer
 - c. ship
 - d. cargo

Vocabulary check

3. Odd words out.

1. sunny rainy wind cloudy
2. government firm parliament ministry
3. museum stadium art gallery theatre
4. January May Tuesday July
5. govern elect call vote

4. Choose the right word.

1. *The whole/All/The all/Whole* people deserve happiness.
2. Why are you looking so *disssapoint/dissappointed/dissapointment/disappointing*?
3. You can't *depending/dependent/depend/dependence* on his arriving on time.
4. If I were *in your job/ in your boots/ in your position*, I'd visit my friends in Spain.
5. I didn't know that your father had been an *attractive/rewarding/experienced* doctor.
6. He worked hard and *succeded/improved/respected* his English.
7. George was *honest/devoted/responsible* – he didn't tell a lie.
8. The *economic/economical* situation in the country is serious at the present.

5. Complete the sentences with *along, up, on, off, through, back, in*. Use each word only once.

1. What time does your mother get ... with her work?
2. He knows smoking isn't good for health, but he can't give it
3. Julia had to get ... the bus as she had left her text book at home.
4. I couldn't finish the crossword puzzle and had to give ... and look at the answers.
5. We were surprised to see how well our neighbours got
6. Robert had to give the book ... to Peter, though he hasn't finished it.
7. Sam helped the old lady to get ... the train.

Grammar check

6. Choose the correct pronoun.

1. This is my grandma. *He/she/it* is 85 years old!
2. Emma, did you take the photo all by *yourselves/herself/yourself*?
3. Please help me to find my book. *It/she/he* is blue.
4. My cousins haven't arrived yet. *We/They/He* are always late.
5. The lion can defend *himself/itself/herself*.
6. I have not seen my sister for a long time. I will visit *them/him/her* tomorrow.
7. Mary and Susan talk like *her/him/their* mother.
8. Princess Caroline is wearing *her/his/him* new Gucci gown.
9. Where do you keep your money? I keep *them/it/him* in the bank
10. Tim and Gerry, if you want more milk, help *yourself/ourselves/ourselves*.

7. Sir Arthur Conan Doyle, creator of the great detective.

Complete the questions, choosing answers from the box below.

Sir Arthur Conan Doyle is famous as the writer of the Sherlock Holmes detective stories. He was born in (a) ... in 1859. He went to (b) ... University and studied (c) He worked as a doctor for several years, but when he was (d) ..., he became a full-time writer. He wrote adventure stories and historical novels, but it was the the detective stories about (e) ... which made him famous. He wrote the first story in (f) ..., while he was still a doctor, and in the next twenty years he wrote (g) ... more.

Sir Arthur Conan Doyle died in (h) ... aged seventy-one.



a. Where was he born?

b. Which ...?

c. What ...?

d. How old ...?

e. Who ...?

f. When ...?

g. How many ...?

h. When ...?

1930/ 1887/Edinburgh/
Scotland/thirty-two/
medicine /fifty/ Sherlock
Holmes.

8. Present and Past Tenses Review. Use the verbs in the right forms.

A: Excuse me, which movie are you waiting for?

B: We (wait) for the new Stars Wars movie. In fact, we (wait) here for more than five hours.

A: Five hours? When did you arrive?

B: We (get) here at 6:00 o'clock this morning. More than forty people (stand, already) here waiting for tickets when we arrived.

A: I can't believe that! Are you serious?

B: Yeah, people (take) Star Wars movies seriously. In fact, this particular showing has been sold out for over a week. We (wait) in line to get a good seat in the theater.

A: When did you buy your tickets?

B: I (buy) them last week by phone. I (know) tickets would be hard to get because I (see) a news interview with a group of people standing in line to get tickets. They (wait) in line for almost a month to buy tickets for the first showing.

A: I don't believe that!

B: It's true. They (camp) out in front of Mann's Chinese Theatre in Los Angeles for about a month because they (want) to be the first people to see the movie.

9. Translate into English.

– Դու երբևէ եղե՞լ ես Մեծ Բրիտանիայում:

– Այո:

– Ե՞րբ ես գնացել այնտեղ:

– Անցյալ տարի: Մենք գնացել էինք Շոտլանդիա փառատոնի: Մենք շատ լավ ժամանակ անցկացրինք այնտեղ: Շոտլանդիան շատ գեղեցիկ երկիր է: Մենք այցելեցինք շատ տեսարժան վայրեր և ծանոթացանք շոտլանդացիների սովորույթներին: Իսկ դո՞ւք:

- Ես հաճախ եմ այցելում Անգլիա: Անցյալ տարի ես եղել եմ Լոնդոնում՝ բարեկամներին մոտ:
- Այս տարի է՞լ եք գնալու:
- Եթե մոտաքույրս հրավիրի: Այս տարի մտադիր եմ գնալ Անգլիայի հարավ-արևելքը: Ասում են, որ դա Անգլիայի ամենագեղատեսիլ վայրերից մեկն է:

10. Complete by changing the words on the right.

March 5th

Dear Daddy-Long-Legs

There is a March, so windy and changeable, and the sky is covered with heavy, black, ... clouds. The birds in the trees are making such a noise. It is an ..., calling noise. You want to close the books you are ... with and be off over the hills to race with the wind.

I have never written to you about my I passed everything with the greatest ease. I know the ... secret now. I won't be able to graduate ... because of that awful Latin and Geometry. But I don't care.

Speaking of Classics, have you ever read "Hamlet"? If you haven't, do it right off. It's ... exciting. I have heard about Shakespeare all my life, but I had no idea he ... wrote so well.

(From Daddy-Long-Legs by Jean Webster)

move

excite

bore

examine

hide

easy

perfect

real

11. Add five words to each of these groups?

adjective, adverb, conjunction, noun, preposition, verb...

Verb	Noun	Adjective	Preposition	Conjunction	Adverb
sit	hotel	green	on	although	quickly
get	film	heavy	by	after	easily
write	idea	wrong	in	when	there
belong	cow	late	at	as	fast
...

UNIT 5 Are you Fond of Art?

Read the text and do the exercise.

Some prefer to paint portraits and still life, others landscape painting. English painters were fond of painting landscapes. In fact, they often combined landscape painting with portrait painting. As for most English painting it isn't as famous as French or Italian painting, but there are still some excellent pieces of art.

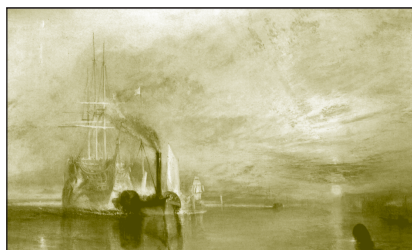


Fair Faces of England

Thomas Gainsborough (1727–1788) is a painter whose works are always easily recognised. He is famous for his portraits which are usually painted in clear tones and soft colours. The story goes that he made such a good portrait of a thief whom he had seen robbing a garden that the thief was caught at once. With his portraits Gainsborough left us a fascinating¹ face of eighteenth century England.

The Best English Sea Painter

Joseph Turner (1775–1851), the son of a barber, was a self-made man². He became known due to his talent and great energy. He began by drawing cocks and hens, but the beauty of the English seashore and the poetry of the sea always attracted him. His best pictures are devoted to the power of the sea and its changing beauty.



The Scenery of His Homeland



The landscape of his childhood had a great influence on John Constable (1776–1837).

He used to say that the beauty of the countryside had made him a painter. As a landscape painter³, John Constable was indifferent to mountains, but he never got tired of painting his native cottage farmhouses with red roofs and high chimneys, green fields, slow rivers and light fair-weather clouds.

1 fascinating[ˈfæsineɪtɪŋ] – հմայիչ

2 self-made man – հաջողության համար ինքն իրեն պարտական մարդ

3 landscape painter – բնանկարիչ, պեյզաժիստ

Comprehension

True or False?

1. Thomas Gainsborough is a modern painter.
2. He has his own style and is easily recognized.
3. Joseph Turner was a portrait painter.
4. He was a rich nobleman.
5. John Constable grew up in the mountains and was fond of painting them.

Focus on Phonetics

1. Read the words.

2. Intonation practice.

- | | |
|---|-----------|
| – Is Tim in? | it |
| – Is he coming to the pictures? | is |
| – Tim is ill. Here he is. | isn't |
| – Are you ill, Tim? | still |
| – Is it an interesting film? | picture |
| – It's about the Indians. | English |
| – It's "The Big Chief". | portrait |
| – And it begins in six minutes. | Italian |
| – If you're ill, Tim... | attracted |
| – Quick! Or we'll miss the beginning of the film! | changing |

Work on Words

- create** [kri'eit] **v** *He created good working conditions for workers in the office. How do I create a new file?* **creation** **n** 1. the act of creating sth. *The creation of new industries is a key problem for the country.* 2. something that has been created using skill or imagination: *Have you seen my latest creation?* **creative** **a** having new ideas: *Painting is a creative process.* **creator** **n**: someone who has created sth: *Who is the creator of the Armenian alphabet?*
- masterpiece** ['mɑ:stəpi:s] **n** *Raphael created many undying masterpieces.*
- decorate** ['dekəreit] **v** to make sth more attractive by putting nice things on it: *The room was decorated with flowers and balloons.* **decoration** **n**.
- recognise** ['rekəgnaiz] **v** *We didn't recognise her at once.*
- due (to)** ['dju:] **a** *The accident was due to his careless driving. He passed his exam due to his hard work.*
- influence** ['influəns] **v** *Can the stars influence the character of a person?* **influence** **n**: *He was under the influence of Byron's poetry.*
- preserve** [pri'zɜ:v] **v** *You can preserve fruit by keeping it in a cold place.*
- develop** [di'veləp] **v** *The country began to develop after the war.* **development** [di'veləpmənt] **n**: *The development of the economy is very important for our country.* **developing** [di'veləpɪŋ] **adj**: *It is a developing country and needs a lot of help.*

- shadow** ['ʃædou] **n** *He noticed the shadow of a man in the darkness.*
- spare** ['spɛɜ] **v** *It's kind of you to spare me a moment. I have no time to spare.*
spare one's efforts *I will spare no effort to become an actress.*
spare adj: *I've got two spare tickets.*
- shape** ['ʃeɪp] **n** *The shop sold boxes of all shapes and sizes.*

1. Find words and expressions in the text meaning the following:

an excellent work of art, to make sth new happen, because of, to work very hard, keep, fine weather

2. Replace the words in italics with the following words: preserve, due to, recognise, develop, influence, bright.

- The sportsman has won the game *because of* his strong character.
- When Ann entered the room, I *remembered at once that* I had seen her *before*.
- They *understood who he was* at once.
- He looked at the portrait with a *shining* smile.
- You must *keep* the eggs in a cool place *not to spoil*.
- Industry and agriculture *became better* after the war.
- You are a bad example* for the child.

3. Translate into English.

Ազդեցություն, ճանաչել, շնորհիվ, հիմնավորց, պահպանել, զարգանալ, ազդել, հիանալ, ստեղծել, գլուխգործոց, զարդարել:

Focus on Words

ART (See Vocabulary 2, p. 172)

1. Collecting words. Write down as many words as possible.

a. What professions connected with art do you know?

singer; dancer; dramatist... painter

sculptor
actor
musician

b. What words are related to the word “painting”?

painter; landscape...

colour,
modern,
shape...

2. Arrange the words in different ways to help you remember them.



3. Words in use

a. Match the words from different groups and make sentences.

Example: Monuments are created by sculptors.

b. Answer the questions.

1. Which are the main genres in paintings?
Which do you prefer?
2. Which of the two arts do you prefer:
painting or sculpture?
3. Do you know any famous sculptor?
4. Who created the monument *David of Sassoun*?

c. Read the texts and say who the painters are.

monuments	create	actor
plays	write	composer
films	take	writer
books	shoot	sculptor
poems	paint	photographer
pictures	read	director
photos	illustrate	painter
music	compose	dramatist
		poet

A Step into The World of The Sun



He was the most famous of the Kilikian masters of miniature (thirteenth century). Very little is known about this genius¹ of miniature who was not only a miniature painter, but also a talented poet, historian and a scribe². Six of his manuscripts have been preserved, but only one of them is in Armenia at present. Bright colours and excellent dynamic drawing make his works real masterpieces of miniature.

Looking at his works you can easily see what inspires his art: ancient churches and miniatures, bright colours of old carpets, the stony landscape, pyramid roofs of native dwellings, and his people, men of few words, honest and hard-working. Developing the traditions of ancient Armenian miniature-painters, he expressed himself and his time in new forms.



Many travellers who came to Armenia used to say, some with surprise, some with admiration: “We thought his colours were not natural, but his Armenia is real — the orange sun, the bright ringing colours and dark-blue shadows really exist.” His famous still lifes, landscapes and portraits – everything he painted is inspired by his talent and his great feeling for Armenia.

(See the key on p. 151)

1 genius ['dʒiːniəs] – հանճար

2 scribe ['skraɪb] – գրիչ (հնգ. արտագրող)

- d. Speak about a strong impression a particular picture made on you. Describe the picture. Use internet links if you can.

A picture can be described from the point of view of

- | | | |
|----------------|----------------|-------------------|
| a. the theme | c. the colours | e. the impression |
| b. composition | d. the details | |

WRITE ON

- a. Read the texts once more and write out the adjectives which can go with the following words.

painting	artist	church	fields
drawing	master	carpet	rivers
colours	miniature	portrait	clouds

Example: colours – bright, soft, dark-blue, ringing...

- b. Write a passage about your favourite painter.

Useful language: was born in, grew up in, was influenced by, got his education, was fond of, due to his, he became famous after, years later, among his best works are

Did you know?

He Belongs to Two Cultures



“For me to live means to work.” Ivan Aivasovsky had the right to say this because during his lifetime he painted about 6, 000 paintings, most of which were devoted to the sea. His love for the sea was endless. The pride of Russian art, widely known all over the world, he was the son of an Armenian merchant from the Crimea. In his storms and tempests, which he was so fond of painting, you can see the painter’s national character.

Focus on Function

Expressing opinion

- a Suppose you want to ask someone’s opinion or to express your own opinion.

Here are some ways of doing it.

What do you think/feel about the new...
How do you feel about Steve?

In my opinion/To my mind it’s
I think he talks too much.

b. People talk.

Hike: Everybody in Yerevan speaks about your group, Davy.

David: What's your opinion about the concert, Hike?

Hike: To my mind, you're strongly influenced by the Rolling Stones, and I don't like them very much.

David: Why don't you like them? I think, they are one of the best groups.

Hike: Tastes differ.

c. Make up short dialogues.

Example: a. *what, think, pop music.* a. *What do you think of pop music?*
b. *be, it, very good, my opinion.* b. *In my opinion it's very good.*

1. a. how, feel, the new play?
b. it, wonderful, enjoyed, it, my mind.
2. a. what, think, you, *Titanic*, the?
b. I, personally, dull, think, but, say, some, exciting.
3. a. how, feel you, American basketball?
b. fantastic, my mind.

d. Give your opinions about pop singers and pop groups. Speak about their voices, melodies, lyrics and movements.

Useful language: fantastic/great/wonderful/nice/good/interesting/exciting/all right/not bad/strange/unpleasant/out of date/dull/terrible/nonsense

e. Work in pairs.

1. Your friend wants to see a film which you have already seen. Give your opinion.
2. Your younger brother wants to play football. Give your opinion about this game.

Focus on Grammar

REVISION: MODAL VERBS

1. Poor Ann. Last Sunday Ann was invited to a party.

a. Before the party Ann's mother said:

- You must put on your coat.
- You mustn't drink cold lemonade.

Make similar sentences from the phrases given below.

do your homework, dance too much, take your umbrella,
go out into the garden...

b. At the party Susan said to her:

You can drink as much cold lemonade as you want.
You can dance as much as you want.

Make similar sentences from the phrases given below.

leave late, sit in the garden, eat ice-cream, go back on foot...

c. At the doctor's:

The doctor said to her:

You must stay in bed.

You mustn't eat ice-cream.

Make similar sentences from the phrases given below.

drink cold water / speak much /
stand before the open window / get up /...

d. So Ann had to stay in bed.

She couldn't go out.

She was allowed to watch TV.

She wasn't allowed to drink cold
water.

**Make similar sentences from
the phrases given below.**

e. Back to school:

When Ann came back to school Susan
asked her

Did you have to stay in bed?

Could you watch TV?

**Were you allowed to get up?
Make similar sentences.**

read a book / speak on the phone / paint. ..

2. Use *must*, *needn't*, *mustn't*. Look at the signs and complete the sentences.

**NO SCHOOL
MONDAY
SEPTEMBER
17**

**NEXT
TRAIN**

**SURBITON
17.20**

1. You ... drive faster than 50 k.p.h. here.
2. The children ... go to school on Monday.
3. In Armenia you ... drive on the left.
4. You ... cross the street here.
5. Everybody ... drive carefully here.
6. All cars ... turn left here.
7. It's ten past five. You ... wait long for a train to Surbiton.
8. You ... smoke here.

3. Travelling. Complete the sentences with a form of *have to*.

1. Martin ... leave from Victoria station for his trip.
... he ... leave from Victoria?
I thought he ... leave from Paddington.
2. The Browns want to fly to England.
They ... fly to London.
... they ... fly to London?
I know they ... fly to Scotland first.

3. Julia had to go by train on her last trip.
... she ... to go by train?
She wanted to go by plane.
4. ... we ... take this bus to the Zoo?
No, you This bus goes to the cinema.
5. We ... cross the river by boat if you want to get there quickly.
... we ... go by boat? Why not use this bridge.

4. Use **be allowed to**. Be careful with tenses.

I *am not allowed to* do anything. I ... (not) stay until 12 yesterday. I ... (not) watch the film I wanted to. On Monday I ... (not) buy a tennis ball. On Sunday I ... (not) go to the pop concert. I ... (not) go out with Tom. I ... (not) speak over the phone long. I ... (not) read in bed. I'm afraid in a year I ... (not) speak aloud. I ... (not) bring my friends home. I ... (not) go to the disco. Oh, Mum, answer one question, "When ... I ... think for myself?"

5. Complete the dialogues with the correct form of **be able to**.

1. Laura, ... you ... buy new stamps yesterday afternoon?
No, and I ... buy new records tomorrow, either.
2. Sam ... get to school before nine o'clock yesterday morning?
Yes, and he ... talk to Mr Hill before the lessons.
3. ... you ... win a game of chess against Pete last Sunday?
No, I didn't play well so I ... beat him.
4. ... you ... to finish the English test?
No, and I ... read it again.
5. ... your friends ... get any interesting information about sport?
Yes, and I think they ... get some more next week.
6. Hello, Liz. ... Kate ... go to the cinema yesterday?
No, and she ... go next wee either. She's very ill, I think.

6. Complete the sentences using modal verbs.

- | | |
|---------------------------------|---|
| 1. I looked very carefully. ... | 4. If you don't see well ... |
| 2. I'm afraid. ... | 5. They didn't have Coke in the shop. ... |
| 3. It's my day off, so. ... | 6. Jack is an excellent tennis player, so ... |

7. Translate into English.

- Մայրիկ, որևէ բան պե՞տք է անեն վաղը:
- Այո, դու պետք է արդուկ անեիր երեկ, բայց հիվանդ էիր և չկարողացար:
- Եթե այսօր արդուկ անեն, կարելի՞ է հետո գնամ Ամնայի ծնունդին:
- Այո, ինչու ոչ: Բայց դու չպետք է այնտեղ երկար մնաս: Դու պետք է տանը լինես ժամը 10-ին:
- Բայց ես ստիպված կլինեն դուրս գալ ժամը 9-ին: Իսկ մենք ուզում էինք գնալ դիսկո-ակումբ: Մայրիկ կարելի՞ է գնամ:
- Ոչ, չի կարելի: Ես արդեն քեզ ասացի, որ դու պետք է լինես տանը ժամը 10-ին: Լավ, արդեն ժամանակն է դեղդ խմելու, իսկ եթե չխմես, դու ի վիճակի չես լինի որևէ տեղ գնալ:

ARTICLES

8. Which is correct?

1. Listen! Can you hear *the flute* / *flute*?
2. I'm fond of *the Mozart's* / *Mozart's* music.
3. Is he fond of *the art* / *art*?
4. She plays *the violin* / *violin* beautifully.
5. He was *great* / *a great* success.
6. I often go to *the theatre/theatre*.

9. What are they?

- | | |
|---------------------------------------|---|
| 1. Van Gogh? <i>He is a painter</i> . | 5. Beethoven? |
| 2. Shakespeare? | 6. Toumanian? |
| 3. Albert Einstein? | 7. Charlie Chaplin? Marilyn Monroe? |
| 4. Elvis Presley? Ray Charles? | |

Ray Bradbury – the writer of science fiction

Before you read

1. Have you read science-fiction stories before?
2. What are science-fiction stories about?
3. Why do authors turn to science fiction stories?

Ray Bradbury (born August 22, 1920) is an American fantasy, horror, science fiction, and mystery writer. He is one of the greatest and most popular American writers of science of the twentieth century. He often said, "I don't write science fiction. Science fiction is a description of the real. Fantasy is a description of the unreal. I'm a magician".

Bradbury was always a reader and writer, throughout his youth, spending much time in the library of his home town. Libraries raised me. I don't believe in colleges and universities. Most students don't have money to go there. I couldn't go to college either, so I went to the library three days a week for 10 years.



Read the passage from the story *the Smile* by R. Bradbury and do the exercise.

Context

Here is a science fiction story about distant future.

People of the Earth move to another planet. They hate everything connected with the planet they came from. They destroy all the masterpieces that might remind of the civilization of the earth.

That day when the boy came to town they were to put an end to a *Portrait of a Woman with a Smile*. When the crowd started destroying the picture, the boy managed to tear a piece and ran away.

Without a word, sobbing, Tom ran. He ran out and down the bomb-pitted road¹, into a field across a shining stream, not looking back, his hand under his coat. At sunset he reached the small village and passed on through. By nine o'clock he came to the ruined farm house. Around back, in the part that still remained upright he heard the sound of sleeping, the family – his mother, father and brother. He slipped quietly, silently through the small door and lay down panting.

“Tom?” called his mother in the dark.

“Yes.”

“Where’ve you been?” asked his father. “In town? If I learn that you were in the town, I’ll beat you in the morning.”

Tom lay down getting his breath. All was quiet. His hand was pushed to his chest, tight, tight. He lay for half an hour in this way, eyes closed.

Then he felt something and it was a cold white light. The moon rose very high and the little square of light crept slowly over Tom’s body. Then, and only then, did his hand relax. Slowly, carefully, listening to those who slept around him, Tom drew his hand forth. He hesitated, keeping his breath for a while, and then, waiting, opened his hand on which lay a piece of painted painting.

All the world was asleep in the night. And there in his hand was the Smile. He looked at it in the white light from the midnight sky, and he thought, over to himself, quickly, the Smile, the lovely Smile.

An hour later he could still see it, even after he had carefully hidden it. He shut his eyes and the Smile was there in the darkness. And it was still there, warm and gentle when he went to sleep and the world was silent and the moon sailed up and then down the cold sky towards morning.

Comprehension question

1. Can you guess what picture they were going to destroy that day?
2. Who is the author of that picture?
3. Which part of the story describes the magical smile?
4. Why are there no commas in the last sentence, to your mind?
5. Why was the boy so excited?
6. What is the story about?
7. What does the writer warn us about?

Work on Words

Words not to be confused: Lie – Lay – Lie

lie – lay – lain –lying to be in or move into a flat or horizontal position on a surface,
e.g. *The cat just loves to lie in front of the fire.*

¹ bomb-pitted road – բոմբից քանդված ճանապարհ

lay – laid – laid – laying to put (something) in a flat or horizontal position, usually carefully or for a particular purpose,

e.g. *I'll lay your coats on the bed upstairs.*

lie – lied – lied – lying to say something which is not true in order to deceive,

e.g. *Don't trust her – she's lying.*

1. Choose the right word.

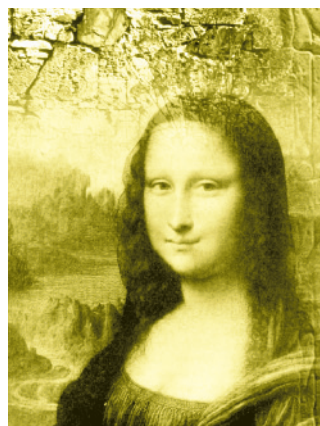
1. Are you fond of *lying/laying* in the sun?
2. Can you help me to *lie/lay* the table?
3. Have you ever *lie/lay/lied* to your parents?
4. How often do hens *lie/lay* eggs?
5. Where does this island *lie/lay*?
6. He has *lied/lain/laid* down after dinner.
7. Who *lied/lay/laid* the table yesterday?
8. She *lied/lay/laid* in the sun too long last Sunday.

2. Use the verbs in the correct form.

1. The mechanic (lie) under my car all day long.
2. He couldn't eat any more and (lay) down his knife and fork.
3. Both men (lie) to the police about what happened in the accident.
4. He (lie) awake at night, worrying.
5. We're having a new carpet (lay) in the hall next week.
6. He (lie) down on the bed and cried

LISTENING

Listen to the text and say whether the statements below are true, false or not mentioned in the text.



1. Most people do not recognize him as the painter of the *Mona Lisa*.
2. Besides all his talents Leonardo da Vinci was a very handsome man and had a very beautiful voice.
3. He was gifted in engineering as well.
4. He loved animals so much that he would buy caged animals and set them free.
5. He did a lot in the field of science.
6. His interests were not broad.

UNIT 6 The Greatest Wonder

Before you read

1. Do you think reading is important?
2. Do you prefer reading to watching TV?
3. How much time do you spend on reading?
4. Are there real book lovers among your friends?
5. What do you think people gain from reading literature?

Read the text and answer the questions.

A word about books. Man invented a number of means to cover distance – cars, planes, radio, TV, computers, spaceships, etc. But up till now there has been only one way to cover time – books. Reading is real fun, isn't it? It may be a fantastic journey into the past or the future, a true love story or a serious novel to challenge your thoughts, a detective or something funny if you like humour.



Until recently you could see a lot of people, old and young, reading in many different places, in a park or on a bus, in a plane or on a beach. It might be a magazine or a newspaper, a volume of poems or a lengthy novel. All kinds of reading stuff. But now it's a rare event. Alternative sources of information like TV or computers seem more attractive to most people. But books give us something different from them. It's a dialogue with somebody who can tell you a lot about life, people, their relations, and about this fast changing world. Books help you understand yourself better. They develop imagination, love for word and expression and awaken a wish in you to create something. It is next to impossible¹ to imagine life without books.

¹ next to impossible – almost impossible

The way we read. We read in many different ways, and at different speeds depending on the aim of reading. We sometimes look through the book to see what it is about. We may just want to get the general idea from a newspaper article, a report, or a book in a bookshop. This type of reading is called *skimming reading*.

Quick reading is also practised when we want to get a particular piece of information, such as a date or a telephone number. This is called *scanning*. We scan timetables, telephone directories, dictionaries and web pages.

But if we want to get the detailed information we read slowly and carefully. This is called *intensive¹ reading*, or *study reading*. In the latter case we check the meaning not to misunderstand something. We consult dictionaries if necessary. We take notes to remember something important, such as a mathematical quotation².

Reading fiction, a novel or a favourite poem, is also intensive reading, it needs training and special skills to understand the entire content, the beauty of the expression. You get involved in the story. It makes you laugh your head off or cry your heart out. It develops your personality.

Comprehension

Answer the questions.

1. What are the alternative sources of information?
2. Are books different from other sources of information.?
3. When do we use a.scanning, b.skimming, c.intensive reading?

Focus on Phonetics

Divide the sentences into sense groups.

1. Until recently you could see a lot of people, old and young, reading in many different places, in a park or on a bus, in a plane or on a beach.
2. It might be a magazine or a newspaper, a volume of poems or a lengthy novel.

Work on Words

- rare** [rɛɜ] **a** *He has a rare talent for managing skills. **rarely adv**: This plant is rarely met in Scotland.*
- event** [i'vent] **n** *The war between Iraq and Iran was the most important event of the year.*
- source** [sɔ:s] **n** *We need new sources of energy. **historical sources**.*
- express** [ik'spres] **v** *He expressed his thanks for their support. **expression n**: I noticed the expression of surprise on his face.*
- entire** [in'taɪə] **a** *complete, whole, unbroken: He did the entire work alone. **entirely adv** completely: The city was entirely rebuilt after the earthquake.*
- main** [meɪn] **a** *most important or largest: The main entrance to the building is on George street. **the main thing**: The main thing is that you got*

¹ intensive – մանրագնից

² quotation – մեջբերում

the job. **mainly adv.** the most important part of sth: *Our customers are mainly young mothers. **mainly because:** I didn't come mainly because I felt bad.*

deal [di:l] v (**with**) (dealt, dealt) 1. to take actions to do sth: *I spent the morning dealing with my email.* 2. to be about a subject: *Chapter 5 deals with Rome.* **deal n:** **to do/make a deal:** make an agreement/ bargain with sb. **a great deal** (of) much: *A great deal of work has already been done.*

train [trein] v to teach sb to do a particular job or activity: *They are training me to use the new machines.* to practice sth. *They are training for next week's World Club.* **trainer n** sb whose job is to train someone in a sport.

skill [skil] n the ability to do sth well as a result of experience of training: *We need somebody who is trained in this work.* **practical skills, skilled/unskilled adj:** *The best companies take skilled workers.* **skilled in:** *She is skilled in designing web sites.* **skillful a** having necessary skills.

personality [ˌpə:sə'næləti] n *He has an interesting/rich personality.*

1. Match the words with their meaning.

skill	having necessary experience and talent
rarely	to teach sb to do a particular job
event	an important happening
source	not often
deal with	the point or place from which something comes from
make a deal	talent
deal with people	take actions to do sth
skillful	abilities to do sth
train	come to an agreement to buy and sell sth

2. Change the word in italics by a word from the vocabulary.

1. Their company made great progress as they employ *experienced* engineers.
2. Part of this book *is about* South Caucasus.
3. The way you do your work often speaks about *you and your character*.
4. He has spent his *whole* life in London.
5. When they learnt about the *happening* they rushed to help their friends.
6. We needn't hurry. We have *a lot* of time.

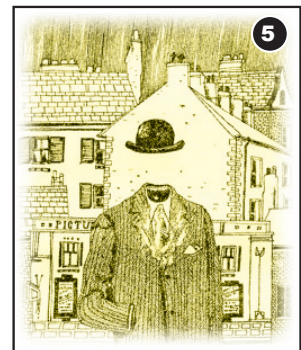
3. Complete by changing the form of the words in capital when this is necessary.

1. It was ... new to him. ENTIRE
2. The ... on his face surprised me. EXPRESS
3. He has a dynamic and outgoing ... and makes friends easily. PERSON
4. He is a good His sportsmen show good results. TRAIN
5. Have you seen his new ...? CREATE
6. He was a strange ... and couldn't get on with anybody. CREATE

Do you know English literature?

The people in the pictures are heroes and heroines from English literature

1. Who are they?
2. Which books are they from:
 - a. detective story?
 - b. a book of verse?
 - c. a novel? science fiction?
3. Have you read them?



(See the key on p. 166)

Focus on Words

LITERATURE (See Vocabulary 2, p. 172)

1. Collecting words. Collect as many words in each group as you can.

a. What kind of books are you fond of?

adventure books, a book of poems fiction/ science fiction,
 a short story a history book
 a novel a book on art
 a detective story ...

b. What can you do with a book?

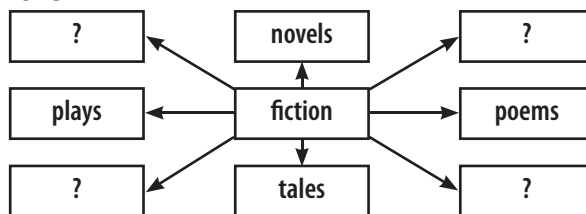
read it, translate it, publish it...

screen	perform	write	picture
stage	illustrate	consult	

c. What words do you need to describe the book?

description, setting, chapter, paragraph, line, plot,
 page title
 content ending

2. Arranging words. Arrange the words in different ways to help you remember them.



3. Words in use:

a. What kind of books are these? Who were they written by?

Example: *Wonders of the World* is a book on art. It was written by Charles Walker.

<i>Ivanhoe</i>	detective story	Hovhannes Toumanian
<i>Hamlet</i>	novel	Alexandre Dumas
<i>The Three Musketeers</i>	poem	Charlotte Bronte
<i>Stories about Sherlock Holmes</i>	tragedy	Conan Doyle
<i>War and Peace</i>	adventure book	Mark Twain
<i>Anoush</i>		William Shakespeare
<i>Jane Eyre</i>		Leo Tolstoy
<i>The Adventures of Tom Sawyer</i>		Walter Scott

b. Write 10 questions (ending in by) about books, music, films, etc.

Example: *Who was Tom Sawyer written by?*

c. **Insert the words:** novelist, widely read, educated, literary forms, achieved success, published her works, fame, personality, deals with.

Charlotte Brontë is an English ..., whose wise and humorous observations (ղիտարկումներ) of the people and manners of her times have earned her a place as one of the most ... and beloved writers in literature.

She was ... mainly through her own reading. She began to write rather early and during her lifetime she experimented with various ... and wrote several novels. At first her works brought her little Yet, her rich ... and use of free indirect speech gradually raised popular interest in her works. She ... as a writer through a romance novel *Pride and Prejudice*. The book ... with matters of upbringing, marriage, moral rightness and education. Though the book's setting is the beginning of the 19th century, it still remains at the top of lists titled "most loved books of all time".



WRITE ON

Have you ever tried to write a short review? Read the reviews below written by young people of your age and write a review about the passage you have read.

Ray Bradbury
"FAHRENHEIT 451"

This is a good science fiction story. It is about a country where people are not allowed to read. The government thinks books are harmful. The firemen in that country burn classical books instead of saving them. But some people learn them by heart. A kind of living library. They hope that somebody will need them one day. A thrilling thing.

Kim Bakshy
"THE FATE
AND THE STONE"

Some history books are boring. Too many facts. But this one wasn't like others. It's about Armenia seen through Russian eyes. Bakshi makes you understand and remember lots of things. Very poetic.



A reviewer answers the following questions:

1. What is the title of the book?
2. Who wrote it?
3. Is it a detective story?
an adventure book?
a love story?
... ?
4. What is the book about?
5. Did you like the book (story)?

Useful language

success-words: be a/achieve success, gain popular interest, to be widely read, to bring fame to, to be famous/well known for, to deserve/to be awarded a prize, to be popular with, to centre around/to be about

writer – brilliant, outstanding, helpless, gifted, contemporary, modern, talented

description – thrilling, dull, unusual, exciting, exact, skillful, humorous, poetic, classical, modern

Focus on Grammar

REVISION: ADJECTIVES

Elder, eldest are used to talk about the order of birth (of brothers, sisters, sons, daughters, etc.). They are used only with nouns.

e.g. An elder son is the older of two; an eldest son is the oldest of three or more.

Farther/farthest, further/furthest can be used for distances, further/furthest can be used with abstract nouns to mean “additional/extra”.

e.g. The sun is farther/further from the earth than the moon.

Further discussion of the problem is quite necessary.

Later refers to time: something happens later or after something else, *latter* refers to the second of two persons or things mentioned before.

Last means “the one before”, “the final element”, *latest* means the newest.

e.g. She published her latest book. She thinks it’s better than her last one.

Next comes immediately after this one, in time, order or space, nearest means “closest in time, space or position”.

e.g. The nearest post office is at the next stop.

The former refers to the first of two things or persons, *the latter* refers to the second of two persons or things. They are rather formal.

e.g. If offered tea or coffee, I’d choose the former. (I’d choose tea)

I visited London and Cambridge during the holidays. The latter is truly beautiful. (Cambridge is beautiful).

1. Choose the right form of the adjective.

1. Between good health or wealth, I choose the former over the *later/latter*.
2. The *later/latter* you begin studying, the worse your chances will be of passing the exam.
3. I have had a cold for the *last/latest* week.
4. My *elder/older* sister is three years *elder/older* than me.
5. Laura and Doris are teachers, the *former/latter* (Laura) lives in London, the former/ the latter in Leeds.
6. I shall go there *next/nearest* Friday.
7. The *next/nearest* performance will take place *next/the nearest* week.

The complex sentence

You know that sentences may be *simple* or *complex*. The combinations of two or more simple sentences which can stand alone are called *compound* sentences. There are sentences which cannot stand alone. They are called *subordinate* (dependent) clauses. They need a *principal* clause to form a sentence.

a *complex sentence* = a *principal clause* + a *subordinate clause*

• Adjective clauses (**or relative clauses**) describe a noun just like an *adjective*.

e.g. Which song? – The *new* song, the *good* song, the song *that you told me about*.

Adjective clauses begin with relative pronouns: *who, whom, whose* (for people), *that* (for people and things), *which* (for things).

- e.g.: 1. This is the book. I want it. – This is the book *which* I want.
2. This is the house. Jack built it. – This is the house *that* Jack built.
3. This is the girl. She came yesterday. – This is the girl *who* came yesterday.
4. This is the boy. His brother is a pilot. – This is the boy *whose* brother is a pilot.

- Adverb clauses, like all adverbials, express *when, where, why, and how* something occurs. A dependent clause is an adverb clause if you can replace it with an **adverb**, e.g. I'll do the laundry *later*. – "I'll do the laundry *when I'm out of clothes*."

2. Join the pairs of sentences using **who, that, which, whose, whom**.

1. Joe knows a lot of interesting facts from history. His father has a rich library.
2. I didn't recognise Sue. I hadn't seen her for two years.
3. The man has already come. He wanted to see you yesterday.
4. I enjoyed the book about American presidents. You gave it to me for my birthday.
5. Ann is speaking to the man. I don't know him.

3. Relative clauses can help you to explain the meaning better. Fill in the dialogues using **who, which, that, whose**.

1. **A:** Janet Lee is a *real New-Yorker*.
B: Sorry, what's a real New-Yorker?
A: It's somebody *whose* family has always lived in New York.
B: Oh, I see, thank you.
2. **A:** Have you seen all the important *sights*?
B: Sights? What are sights?
A: They're places ____ tourists visit.
B: Thank you very much.
3. **A:** *Selfridges* is a big *store* in the West End.
B: Sorry, what's ____?
A: It's a big shop ____ sells a lot of different things.
B: Oh, I didn't know that word.
4. **A:** There are lots of *immigrants* in New York.
B: Lots of immigrants? What ____?
A: They are people ____ home country isn't America.
B: Oh, I see, thank you.

4. Join the pairs of sentences into a complex one using **because** or **though**.

Examples: *He can read English books. He knows English well enough.*
He can read English books because he knows English well.
The boy isn't strong. But he can swim across this river.
Though the boy isn't strong, he can swim across this river.

1. It was raining. But we went for a walk.
2. I can't say the poem by heart. I don't know it well.
3. The trip was dangerous. But the ship sailed forward towards the unknown land.
4. The Indians tried to defend themselves. But they could do nothing against the white men.
5. They had to accept help from the government. They lived in bad conditions.

Read the text and do the exercises.

Romantic literature: Jane Eyre

The three Brontë sisters were all famous writers of the nineteenth century. But the most famous was the eldest sister, Charlotte. She became famous for Jane Eyre. Their younger brother Branwell was an artist. They all died tragically young.

a. Answer the questions.

How did Jane feel when she took in the tray¹?

How did the dog Pilot react when it recognised her?

How did Rochester react when he heard the dog's barking?

How did he react when he heard her voice?

b. Describe in your own words:

Jane, Rochester, the room, the dog.



Jane Returns

Jane returns to find Rochester after the fire. Rochester is blind and can't see that she has come back. Jane takes a tray from the housekeeper to take into the room for Rochester.

My heart was beating hard and fast. The tray shook in my hands. Mary opened the door for me and closed the door behind me.

The room looked gloomy². The fire was burning down in the grate³ and with his head against the high old-fashioned mantelpiece⁴, stood the blind master of the room. His old dog, Pilot, lay on one side curled up as if afraid of something. Pilot pricked his ears when I came in, then jumped up with a whine⁵ and ran towards me.

He almost knocked the tray from my hands. I set it on the table and said softly, "Lie down!" Mr Rochester turned to see what the matter was, but, as he saw nothing, he turned back and sighed.

"Give me the water, Mary," he said. I held out the half-filled glass; Pilot followed me, still excited.

"What is the matter?" Rochester asked. "Down, Pilot!" I said again. Mr Rochester checked the water on its way to his lips, and seemed to listen. He drank and put the glass down.

"It is you, Mary, isn't it?"

"Mary is in the kitchen," I answered.

He put out his hand. "Who is this? Who is this?" he asked again, trying to see with his blind eyes.

"Answer me - speak again," he ordered.

1 tray [trei] - սկուտեղ

2 gloomy ['glu:mi] - մթին, մռայլ

3 grate [greit] - բուխարու վանդակ

4 mantelpiece ['mæntlpi:s] - բուխարու երեսպատված մասը

5 whine [wain] - վնգսոտոց

Not of an Age but for All Time

The birthplace
of Shakespeare in
Stratford-upon-Avon.



The Grammar
School he went to.



The Globe" was
one of the best known
theatres of its time. Shakespeare
wrote for its company
and was one of its actors.

Queen Elizabeth I. During her reign
England became one of the most
powerful countries in
the world. A Queen with an iron
hand and a sharp mind, she was
really fond of literature and art.
Shakespeare's company often
performed for her at court.



Before you read

1. Have you read anything by William Shakespeare?
2. What do you know about him?

Read the text and do the exercise.



Romeo and Juliet, the greatest love story of all time. It's about love free of conventions and customs. Romeo and Juliet love each other deeply, but they are very young and they don't know that their families are the worst of enemies. They will go through much suffering because of that and die in the end. Yet, their love wasn't destroyed or turned into something primitive and material.. They were young and unafraid and their love won.

Hamlet, the tragedy of all time. The events take place in Elsinore, a castle in Denmark¹. It is a terrible place where Claudius killed his brother, the King of Denmark, then married his brother's widow, Hamlet's mother, and took the throne. The walls of the palace groan with the betrayal which they see and hear every day.

Hamlet is betrayed by his mother, his uncle Claudius, his

devoted friends, by beautiful Ophelia, by Laertes whom he respects and by Polonius. What should he do in this situation? Struggle for the throne? Yes, he could become a fair and powerful king. Take revenge² for his father? He will do that too – kill Claudius. What next? He is not interested in power. He is greater than that. He strives to perceive the world around, his time and more, the meaning of life.



Comprehension

True or False?

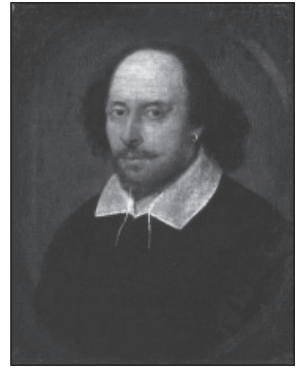
1. William Shakespeare was a detective story writer.
2. He never wrote tragedies.
3. Very little is known about Shakespeare.
4. He is a modern writer.
5. He was born in Stratford-upon-Avon.
6. He lived during the reign of Queen Victoria.
7. Hamlet is his only tragedy.
8. Shakespeare was a brilliant actor.

¹ Denmark ['denma:k] - Դանիա

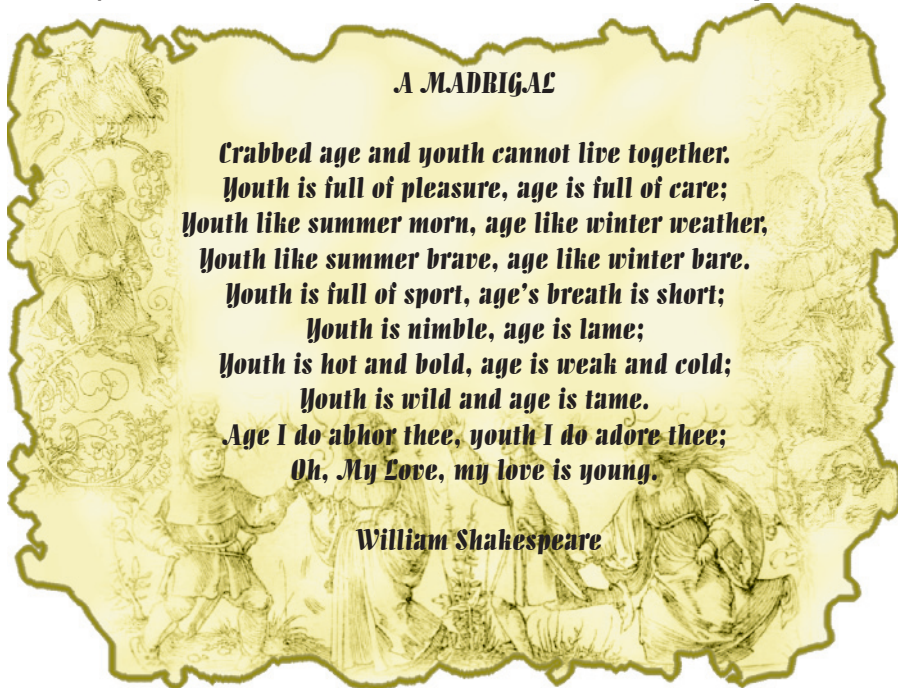
² revenge [ri'vendʒ] - վրեժ, վրեժխնդրություն

This is a list of facts about William Shakespeare. Write a passage using the information given.

Date of birth: 23 April 1564
Place of birth: Stratford-upon-Avon
Education: Stratford Grammar School
Interests: theatre, literature
Worked: actor, the *Globe* Theatre, London, dramatist
Married to: Anne Hathaway
Published: The First Folio in 1623, tragedies, historical dramas, sonnets, comedies
Year of death: 23 April 1616
Begin like this: William Shakespeare was born in 1564 ...



You may also consult websites and books about Shakespeare.



A MADRIGAL

**Crabbed age and youth cannot live together.
Youth is full of pleasure, age is full of care;
Youth like summer morn, age like winter weather,
Youth like summer brave, age like winter bare.
Youth is full of sport, age's breath is short;
Youth is nimble, age is lame;
Youth is hot and bold, age is weak and cold;
Youth is wild and age is tame.
Age I do abhor thee, youth I do adore thee;
Oh, My Love, my love is young.**

William Shakespeare

Vocabulary

crabbed [ˈkræbd] – դժգոհ
morn [ˈmɔ:n] – առավոտ, այգ
bare [ˈbeə] – մերկ
nimble [ˈnimbl] – ժիռ, ճարպիկ
lame [ˈleim] – կաղ, հաշմանդամ

bold [ˈbould] – համարձակ
tame [ˈteim] – ընտանի, հնազանդ
abhor [əbˈhɔ:] – գարշել,ատել
thee [ˈði:] – քեզ
adore [əˈdɔ:] – սպաշտել

Focus on Phonetics

1. Listen and repeat.

care
bare
stare
where

oh
cold
bold
spoke

my
wild
life
time

age
tame
lame
brave

Did you know?

Shakespeare's vocabulary has 24, 000 words.

An average English person uses about 3, 000 words.

Shakespeare was translated into Armenian by Dashtents and Masseyan.

The actor who first played his roles was Richard Burbage.

Laurence Olivier was one of the best Shakespearian actors.

Vahram Papasyan was one of the best Othellos.

All of Shakespeare's plays were collected in a single book in 1623. The book is known as *The First Folio*.



Quiz: How much do you know about Shakespeare? Name the plays in which these scenes occur (See the key on p. 151)



Trouble spot: *So – Such*

So and *such* are used to mean “this type of...” or to show extremes. These forms are often used in exclamations.

So + Adjective/adverb: The music was *so loud*! I asked them to turn it down.

He paints *so well*! I am sure he is going to become a famous artist.

So + Much / Little + Uncountable Noun: Jake earns *so much money*!

So + Many / Few + Plural Noun: I never knew you had *so many brothers*.

So + Much / Little / Often / Rarely: My sister visits us *so rarely*! I really miss her.

Such + Adjective + Uncountable Noun/Plural

e. g.: We are having *such wonderful weather* today.

Shelly has *such beautiful eyes*!

Such a/an + Adjective + Singular Countable Noun: David is *such a friendly boy*!

All these forms can be used with *that*.

e.g. The music is *so loud that* I can't sleep.

She spoke *so quickly that* I couldn't understand her.

I never knew you had *so many brothers that* you had to share a bedroom.

1. Choose the correct answer.

1. She is *such a/so/such* funny! She always makes me laugh.
2. Sarah and Ed are *such a/so/such* crazy people! I never know what they are going to do next.
3. James has *such a/so/such* much money that he could buy that Ferrari.
4. The movie was *such a/so/such* good that I saw it five times.
5. I've been to Paris *such a/so/such* many times!
6. Jerry had never seen *such a/so/such* high mountains. He thought they were splendid.
7. Fred is *such a/so/such* clown! He is always telling jokes and making people laugh.
8. It was *such a/so/such* lovely day.
9. I didn't know that it was *such a/so/such* a long way from my school.
10. How could you say *such a/so/such* horrible things to me?

2. Make up complex sentences using *so* or *such*.

Examples: *The day was very hot. I took off my coat.*

The day was so hot that I took off my coat.

It was such a hot day that I took off my coat.

1. The book was very interesting. He read it all night.
2. The Indians were given poor land. They couldn't hunt there.
3. He was a brave soldier. Everybody respected him.
4. There was a terrible storm. Many people felt sick.
5. Travelling by air is very expensive. Most people prefer travelling by train.

UNIT 7 *They Changed the World*

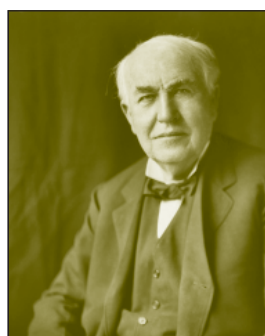
Discussion point

1. Are you interested in science? inventions?
2. Where do you usually read about them?
3. Which of the ancient inventions/discoveries surprised you most of all?
4. When and where was this invention/discovery made?

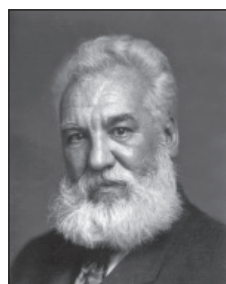
Read the text and say what scientists the story is about.

Eurica!

He once said: “I wasn’t able to get along at school – I was always at the bottom of my class.” But he managed to become one of the most famous inventors of his time. One of his first inventions was the phonograph (1877), a machine which was able to record sounds and play them back. Later he and other inventors improved its design so that it was able to record music. He also managed to invent a practical light bulb. He didn’t invent the first light bulb, but after eighteen months of hard work, he was able to produce a reliable, long-lasting bulb in 1879. No wonder that he said:



“Genius is one per cent inspiration and 99 percent perspiration.”



He invented the telephone, one of the most important inventions of the 19th century. In fact, he didn’t plan to invent a means of mass communication. He was trying to invent something to help people who suffered from deafness. When the device was ready and he began to use it, he discovered that people in different rooms could communicate with each other using the same equipment.

He was a Greek mathematician. He had a sharp mind. His famous principle is about what happens to an object when you put it in water and what happens to the water. The famous story about him is that he discovered his principle while he was sitting in the bath. In fact, it took him many years to prove it.

One day he was trying to tell Hiero, the king of Syracuse, that his gold crown was not all gold. When he put the crown in a bowl of water, it didn’t displace enough water – it wasn’t heavy enough to be gold. Hiero got awfully angry. The man who made the crown went to prison.



(See the answers on p. 151)

Your turn

1. Do you know anything else about these scientists?
2. What other scientists do you think changed our world?
3. Did any scientist from our country make a historical discovery?
4. Who was the first to invent a wheel, paper or powder?

Work on Words

once ['wʌns] **adv** 1. one time: *I have been there once. once a week: He goes to see his parents once a week. He asked me to sing the song once more.* 2. in the past: *Did you know that he was once a policeman? at once:* immediately: *go there at once.* 3. at the same time: *You are trying to do too many things at once. once or twice* a few times but not very often: *He goes hunting once or twice, not very often. once more:* again: *The concert was once again a tremendous success.*

invention [in'venʃn] **n** something that someone has made or designed for the first time: *The invention of the Internet.* **invent** **v:** *Paper was invented by the Chinese.*

wonder ['wʌndə] **n** *Nature was splendid and we were filled with feelings of wonder.* **wonderful** ['wʌndəfʊl] **adj:** *It was a wonderful picture.* **No wonder:** *No wonder he refused to help you, he was very tired.*

suffer ['sʌfə] **v** *The boy suffered very much when the dog was lost. He suffers from headaches.* **suffering** ['sʌfərɪŋ] **n:** *Tom's father couldn't see his son's sufferings and he did everything to find his dog.*

awfull ['ɔ:fəl] **a** *The cold is terrible in Siberia in winter. When the pirates disappeared he suddenly heard a terrible cry. Syn. awful, horrible, dreadful.* **awfully** ['ɔ:fəli] **adv:** *It was terribly hot in summer.*

sharp [ʃa:p] **a** *I can't cut the bread: the knife is not sharp enough. He had a sharp mind.*

1. Fill in the gaps with the words on the right.

Our geography teacher, Mr Hakopian, knows a lot about geography. He knows many ... stories about travellers. I ... how he remembers all this. He often tells me about ... of the world. ... he told me about famous sea travellers, how they struggled to reach the unknown land, how they ... from cold and hunger in the open oceans, how difficult it was to survive and win. He also told me about the great historical ... in ancient countries. I'm ... that he knows history just as well as he knows geography.

certain
event
once
wonderful
wonder n.
wonder v.
suffer

2. Complete by changing the form of the word in capitals when necessary.

1. The news was ..., nobody expected it.
2. Her room was ... dirty.
3. It is difficult to imagine the last century without the ... of the Internet.
4. The cruel boys laughed at the dog's
5. The portrait was strikingly beautiful and the picture was ... fresh.

TERROR
TERRIBLE
INVENT
SUFFER
WONDERFUL

Focus on word–building

1. Study the adjectives and the nouns.

strong – strength high – height long – length deep – depth

2. Use the right word.

1. Mr Baxter is a boxing champion. He is terribly strong. When he appears in the ring everybody says, “He isn’t ... enough to beat anybody.” But when he starts boxing everybody exclaims, “What ... !”
2. The longest river in Europe is the Volga. Its ... is 3, 531 km. The ... river in North America is the Mississippi (with the Missouri). Its ... is 6, 019 km.
3. The highest peak in Europe is Elbrus. Its ... is about 5, 620 km. The ... peak in the world is Jomolungma. Its ... is 8, 848 km.
4. The deepest lake in the world is the Baikal. Its ... is 1, 620 m. Lake Sevan is very ... in some places too. Its ... is 86 m.

Focus on Grammar

REVISION: PASSIVE VOICE

1. Put the words in brackets into the correct tense.

1. The tiger (*be shot*) last night?
2. There isn’t any food left. All of it (*be eaten*)?
3. I can’t find my car anywhere. I think it (*be stolen*).
4. Those paintings (*be sold*) next month.
5. That’s a good book. It (*be written*) by William Saroyan.

2. These sentences do not make sense. Correct them using the passive voice.

1. Cars make in Japan, Germany, Italy and many other countries.
2. Did *Hamlet* write Shakespeare?
3. The opera *Othello* composed Giuseppe Verdi.
4. Thousands of people kill in accidents every year.
5. The film *Sayat–Nova* shot Parajanov.

3. Translate the text into English using the passive voice.

Հոնկոնգ (Hong Kong)

Հոնկոնգը գտնվում է Ասիայի հարավ-արևելքում: Այն հայտնի է որպես աշխարհի ֆինանսական կենտրոններից մեկը:

Երկար ժամանակ այն պատկանում էր Մեծ Բրիտանիային և ղեկավարվում էր նահանգապետի կողմից, որին նշանակում էր Մեծ Բրիտանիայի կառավարությունը: 1997թ. Հոնկոնգը փոխանցվեց Չինաստանին:

Այստեղ խոսում են երկու լեզվով՝ չինարեն և անգլերեն:

Word order

4. Put these words in the right order.

1. he / classical / Does / really / prefer / pop / music / to?
2. Picasso / from / What / come / does / country /?
3. has / painted / picture / Who / by / been / this /?
4. humour / Bernard / their / Are / Shaw's / for / plays / famous /?
5. began / play / Mozart / very / a / to / at / early /age.

Negation in English

Remember:

- The position of the negative particle *not* depends on the tense form and type of the verb.
e.g. is not, doesn't do, mustn't go, don't have to do, etc.
- There is only one negation in English:
e.g. She didn't say anything. = She said nothing.

5. Correct the sentences.

1. Nobody said nothing to nobody.
2. Maria said nothing to nobody.
3. Mark hasn't spoken with no one about nothing.
4. Nobody hasn't telephoned me.
5. It doesn't mean nothing.
6. They not read books.
7. If you don't want to go nowhere, we'll stay at home.
8. We don't need no education.
9. He has not to go to work tomorrow.

6. Translate into English.

1. Երբ ես եկա, տանը ոչ ոք չկար:
2. Նա երբեք ոչ մի բան չի արել:
3. Դրա մասին ոչ ոք ոչինչ չգիտեր:
4. Այնքան մութ է, որ մենք ոչինչ չենք կարող տեսնել:
5. Ոչ ոք չգիտեր նրա հասցեն:

Too – Enough

Enough means “as much or many (of something) as necessary”. It comes before nouns and after adjectives, verbs and adverbs.

e.g. They have *enough books* in the house.

Too means “more than necessary”. It comes before adjectives and adverbs.

e.g. You are driving *too fast*.

Enough and *too* with adjectives can be followed by “*for someone/something*”.

e.g. The dress was big *enough* for me.

The coffee was *too* hot for me.

We can also use '*to + infinitive*' after *enough* and *too* with adjectives/adverb.

e.g. The coffee was *too* hot to drink.

He didn't work hard *enough* to pass the exam.

Remember: There is a big difference between *too* and *very*.

- *Very* expresses a fact: He speaks very quickly.
- *Too* suggests there is a problem: He speaks too quickly *for me to understand*.

7. Translate the sentences into Armenian.

1. She's not old enough to get married.
2. You're too young to have grandchildren!
3. We have enough time.
4. There isn't enough flour to make the cake.
5. It's too cold to go for a swim.
6. You put too much sugar in my coffee.
7. There is too much poverty in the world.
8. There are too many people to fit in the car.
9. She's not experienced enough for this job.
10. The dress was too small for her.

8. Choose the right word.

1. There were *too/enough* many questions to answer so I only did three.
2. The coffee was *hot enough/too hot/enough hot* to drink so I left it for a minute to cool.
3. The room wasn't *warm enough/too hot/enough warm* so I turned the heating on.
4. I didn't buy the jacket because it was *big enough/too big/enough big*.
5. The shoes were *small enough/too big/enough small* so I didn't buy them.
6. It's far *too big/small enough/enough small* to fit inside the bag.
7. I didn't get it because it was *too expensive/expensive enough/enough expensive*.
8. I haven't got *too much time/enough time/time enough* to take a holiday this year.
9. He didn't *do too much work/enough work/work enough* to pass the exam.
10. It was *far too heavy/heavy enough/enough heavy* to pick up

9. Use *very* or *too*.

1. It's ... cold today.
2. He's ... old to work.
3. I can't drink that coffee, it's ... strong.
4. Sugar is ... sweet.
5. These trainers are ... small for me.
6. The Eiffel Tower is ... high.
7. My little brother is ... young to go to school.
8. I felt ... tired to study.
9. He's ... rich, he's a millionaire

Spelling

In English there are a lot of words which sound more or less alike but have different spellings:

e.g. sea – see, piece – peace, meat – meet, etc.

10. Rewrite the text choosing the correct word.

Driving a bus is harder work (then/than) you think. No one who gets angry easily can do this job well. On a bus (one/won) day, (eye/I) paid special attention to what was happening. First a man got on with a cup of coffee in his hand. He (blew/blue) on it to cool it. It took him (a long/along) time to drink it. Then a young woman got on the bus. She sat (right/write) behind the driver and asked him a lot of questions.

A quarter of an (our/hour) later, a passenger got on and gave the driver a twenty dollar note. The driver gave the passenger a (hole/whole) bag of silver as he didn't have enough paper money. The man got angry and said he was going to (right/write) to the bus company.

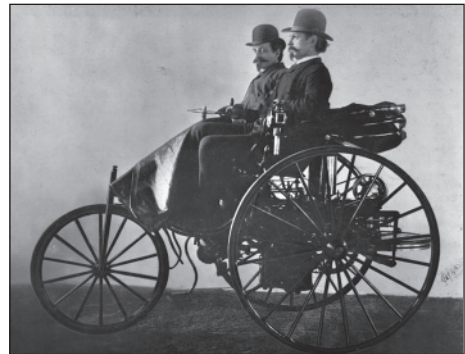
Just imagine if you had to (sea/see) such people every day (for/four) years. So I decided that work of that kind (wood/would) certainly not suit me.

Read the text and do the exercise.

Speed up!

In just one hundred years, cars have changed the world, bringing easy, convenient transport within the reach of ordinary people for the first time. There are new motor vehicles¹ for every purpose, from ambulances and racing cars to buses and jeeps. However, all these vehicles cause problems, polluting the air and using valuable oil reserves. Now the search is on for cars that use less energy and keep our air cleaner.

What was the first car? The first true motor car was a three – wheeler built by the German engineer Carl Benz in 1885. It had a small petrol engine fitted under the passenger seat and this drove the back wheels to a top speed of about 15 km/h. Benz went on to build many more cars, becoming the world's first motor-car manufacturer.



Special vehicles. Motor vehicles are easily adaptable for different purposes. They can be used to rescue people in an emergency (ambulances), harvest crops on the farm /tractors/ or build towering structures (cranes).

Racing cars. At the beginning of the 20th century, cars began to be designed for speed and special tracks were built for racing. Today, motor racing is huge-Formula one and Indianapolis 500 racing are multimillion dollar sports with amazing hi-tech cars, skilled drivers and huge support teams.

¹ vehicle ['vɪ:ɪkl] – փոխադրամիջոց

Trucks. Early trucks were small, but as engines got larger, designers made larger trucks that could transport almost anything. Long-distance trucks have big engines, but there is still room in the cabs for the drivers – sometimes there are even beds!

Manufacturers start with the same basic machinery found on cars – wheels, gears, brakes and engines – and add any specialized equipment needed to create the best machine for the job.

How fast can cars go today? By fitting jet engines to specially designed, streamline cars, Englishman Richard Noble has built faster cars than anyone else. His most recent car, Thrust SSC, set a new record in 1997, powering to an amazing 1220.86km/h-faster than the speed of sound.

Modern cars are designed to protect passengers in a crash. The passenger compartments are surrounded by metal bars to protect those inside.

A low-energy car. Today manufacturers are trying to design cars that use less energy. They have designed lightweight cars that use less petrol, as well as electric cars. However, electric cars use a lot of coal and oil, so these vehicles are not as low-energy as they seem. One day, we may ride around in solar-powered cars that are covered with light sensitive panels.



Comprehension

Choose the right answer.

1. How many wheels did the first car have?
a. two b. three c. four
2. What type of engine powered Thrust SSC ?
a. petrol engine b. diesel engine c. jet engine
3. What provides low energy?
a. hydrogen b. oil c. solar energy
4. They have designed lightweight cars as
a. they have a beautiful design
b. they use less energy
c. they are safer.
5. Which of the sentences is not correct?
a. electric cars are low-energy cars.
b. electric cars are high-energy car.
c. they are not so low-energy as they were expected to be

Work on Words

convenient adj [kən 'viniənt] Travelling by underground is fast and convenient. Ant. **inconvenient** adj. **convenience** n: Her hair was cut short for convenience. **conveniences** n: He had all modern conveniences in his house.

ordinary a ['ɔ:diənəri] not unusual or special. It was just an ordinary Saturday morning. **out of the ordinary**: I didn't notice anything out of the ordinary.

purpose n ['pɜ:pəs] an aim: The purpose of this dictionary is to help students of English. This tool can be used for various purposes. **on purpose** specially: They think the fire was started on purpose.

valuable a ['væljuəbl] The ring is not very valuable. **value** n: **of great/little value**: These documents will be of great value to future historians.

search v [sɜ:tʃ] Rescue teams are still searching through the forest hoping to find the lost children. **search** n They decided to stop the search after many days: **in search of**: Many people left their homes in search for food. **search party**

huge a [hju:dʒ] very big: There was a huge mountain in front of him.

support n [sə'pɔ:t] I was very grateful to him for his support. **in support of**: She made a speech in support of his plan. **support** v 1. agree and help: They all supported the prime minister's programme.
2. to help people when they are in a difficult situation: My friends supported me when I was ill and couldn't work.

protect v [prə'tekt] sb/sth from sth. The hat will protect your face from the sun. He was protected by the bodyguard. **protection** n: White clothes give your skin good protection from the sun.

1. Match the words

on purpose	easy for you to do, or suitable for your needs
ordinary	specially
convenient	normal, average
huge	try to find something or someone by looking carefully
support	to keep someone or something safe
protection	help given to sb in a difficult situation
search	very large, enormous.

2. Complete the sentences with the derivative of the words in capital.

1. It is ... to live a long way from the bus stop. CONVENIENT
2. There were many ... things there: jewellery, pictures, rare books, etc. VALUE
3. You will find ... here in case of attack. PROTECT.
4. I can't stay long as there are no ... here. CONVENIENT.

Focus on Grammar

REVISION: MODAL VERBS

1. Choose the right answer.

1. I *must/may/can/could* be at the meeting by 10:00. I will probably *must/be able to/ have to* take a taxi if I want to be in time.

2. You *can/can't/must/mustn't* be so rude! Why don't you sometimes try saying "please"?
3. Yesterday, I *might/had to/could/should* sit up late for my French final.
4. Ingrid received a scholarship to University. She *may not* worry at all about the cost of education.
5. Oh no! I forgot to pick Jenny up at the airport. She *should/could/must* still be there waiting for us
6. I've tried this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book *must/ought to/ has to* be wrong!

MODAL VERBS OF PROBABILITY

Modal verbs of probability are used to express an opinion of the speaker based on information that the speaker has.

- use *must + verb* when you are almost sure of the information.
e.g. The flight takes two hours. They *must be* in Spain by now. (the speaker is almost sure)
- use *might /may +the verb* to express an opinion that something is possible.
e.g. She *might come* this evening. It is quite possible.
- use *can't + verb* to express an opinion that you are almost sure the fact is NOT true.
e.g. You *can't be* serious!
- use *could + verb* to express a possibility which is one of many. This form is not as strong as *might* or *may*. It is just one of a number of possibilities.
e.g. Jane *could be* at work.

Remember:

We use *can have done/could have done/might have done* to speak about things that were possible but did not happen.

e.g. Jane *might have gone* to France. (but she didn't)

She *must have done* well on the test. (but she didn't)

Peter *could have arrived* late.

2. Translate the sentences into Armenian.

1. David has got a spare ticket for the match. He *might invite* Jessica to the match.
2. David *might have invited* Jessica to the match, but he invited Julia.
3. Nina said she would come right after work, so she *must have already arrived*.
4. He *can't be* at work now, it's 8 o'clock.
5. I didn't find John in the office yesterday. – He *can't have gone to* work. He was ill.
6. Nancy didn't want anything for her birthday, but you *must* at least *get* her some flowers.

3. Choose the right form. Translate the sentences into Armenian.

1. There has been a snowstorm in the mountains. The roads *couldn't/might not* be passable.
2. We should call Tim before going to his house; he *couldn't/might not* be there.
3. Unfortunately, James and Michelle have already made plans, so they *couldn't/might not* come with us to the exhibition at the Museum of Contemporary Art.
4. Eve wants to go to the ballet, but she *couldn't/might not* be able to get time off that evening
5. The video is gone. Doug *must take/must not have taken/must have taken* it.
6. Susan *couldn't/might not* hear the speaker because the crowd was cheering so loudly.
7. Jerry *couldn't/might not* be angry at me. I've never done anything to upset him

Focus on Function

Justifying opinions: expressing doubt, disbelief and certainty.

Match the beginning of the sentence with the end to make complete statements about inventions and discoveries.

Use the phrases

It can't have been

It must have been

It would/might have been

- | | |
|-------------------------------|---------------------------------------|
| 1. The telephone | a. was performed by Bernard in 1967. |
| 2. The first potatoes | b. were brought to Europe in 1554. |
| 3. The first radio message | c. was invented by Bell in 1876 |
| 4. The first heart transplant | d. was transmitted by Marconi in 1895 |

Discussion: Are you eco-friendly?



Tons of gases coming out of cars and the smoke rising from factories and plants pollute the air. This results in acid rains. Have you ever seen "sick" trees without leaves even in late spring? Acid rains are killing forests in Europe, Canada, the USA. In Europe nearly every species of tree is damaged by pollution: their leaves are thinning, their growth is stopped.

Energy resources are the greatest problem of this century because on the one hand petrol and gas are damaging to the environment and, on the other hand, oil and gas reserves (fossil fuel) are not so great to

keep people supplied for long. Scientists are in search of new kinds of energy that will be used in the future. They predict the use of

- solar energy (energy from the sun);
- energy from the wind;
- energy from water;
- energy from the earth;
- energy from litter.

Your turn

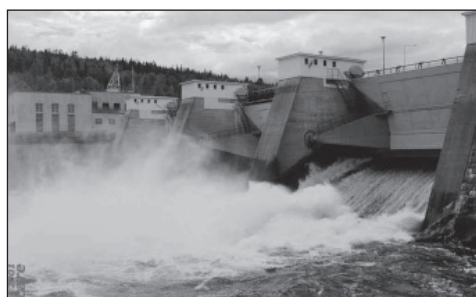
What can you say about them?

Answer the questions.

1. Which of these kinds of energy are used in our country now?
2. What other kinds of energy are used?
3. Are nuclear power stations the only way out for Armenia?
4. Which kind of energy do you think is the best for your country?
worst? most practical? least practical?

Waste not, want not

Energy and resources are ecological problems. Europeans and North Americans are all big energy users and most of them are big energy wasters too. For Armenia energy is one of the greatest problems and it is especially important to learn to conserve energy.



Read the following dialogues and see whether you do the same.

Act the dialogues out. Make up your own dialogue.

A: You always leave the light on in the kitchen.

B: Who cares?

A: I care, and you should, too. You're wasting energy.

A: Do you know that you have the radio, the TV and your hair-dryer on at the same time?

B: Do I? I didn't notice.

A: You'll notice some day when there's no more energy.

A: Would you drive me to school, Dad?

B: I think you can walk, Jerry. It's only two blocks from here.

A: But look what miserable weather it is today.

B: Put on your warm clothes then.

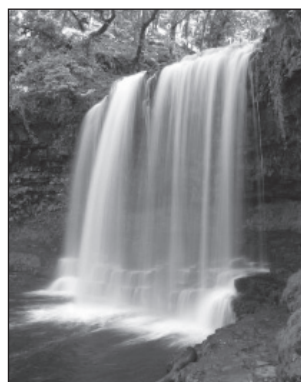
Reading popular-science text

Before you read

1. Water covers 70% of the surface of the earth .Why is there water-shortage?
2. What countries face water supply problems?
3. Can you guess what desalination is?
4. What countries use desalination?
5. Is there water shortage in countries which have much rainfall?If yes, why?
6. How can the problem of water shortage be solved?
7. What is a challenge today?

Water: more valuable than oil?

Global demand for water increases, as many countries are facing large population growth. Even in countries which have no problems with the water supply yet people are beginning to understand how precious it is as 95% of water is undrinkable. As a result, many countries are trying hard to develop ways to conserve and increase their supplies of water. One of the ways out is desalination. It is the process by which salt water is converted into drinkable fresh water. China, one of the driest countries in the world, uses different ways to convert sea water (it has a 32, 000-kilometre coastline) into fresh water.. In the United Arab Emirates (UAE) desalination has also helped to compensate for the lack of fresh water. The first desalination plant was set up in the UAE in 1960, producing 56, 250 litres of fresh water a day.



The water crisis is not only a problem of dry countries. Even in countries with relatively high rainfall, water shortage is a reality because of leakages and loss of billions of litres of water. Besides, an average daily use of water has risen to as much as 150 liters per person in recent years. To overcome this problem, the public are encouraged to use less water. The water companies are being forced to repair pipes.

The demand for water will increase in this century. At the same time the water shortage becomes more widespread due to global warming and it will become more and more difficult to solve this problem. So the water companies should unite their efforts and work very efficiently while the public should learn that water is the most valuable resource. Yet, many people take it for granted. To use it economically is a must today.

Work on Words

1. Can you guess the meaning of the words and expressions?

- a. conserve, convert, compensate
- b. process, crisis, company, resource, problem, public, economical
- c. litre, kilometre
- d. it is a must, take sth for granted

Focus on word-building

- a. **de-** /di:/ *prefix* used with many verbs, nouns and adjectives for giving a word the opposite meaning,
e.g. desalinate, destabilise, derail, decrease
- b. **en-** /in/ *prefix* used with nouns to form a verb,
e.g. encourage, enable, endanger, enrich,
- c. **-age** /idj/ *suffix* used with verbs to form a noun,
e.g. leak-leakage
marry-marriage
short-shortage
- d. **-able**, /bl / *suffix*, used with verbs to form an adjective, e.g.
e.g. drinkable
eatable

1. Make up sentences with words having the pretixes de-, en- and the suffixes -age, -able.

Focus on Synonyms

Unite

To join together to achieve a particular goal or to work together

A policy that unites people

To unite behind the queen

Join

1. To become a member of an organization or a group of similar people
To join the firm
To join the army
To join the unemployed
2. To come together with other people
To join sb for dinner
3. To connect two things (also join up)
To join the pipes together

Complete the sentences. Use *join* or *unite* in the right form.

1. Ann decided that she would us later. 2. They round that idea. 3. Mike dreams to ... the navy. 4. The victory in the war the people. 5. I hope you will ... in for dinner.

Focus on Grammar

Function word **very**

The function word *very* can be used for emphasizing that a quality exists or is true to a great degree:

It was a very good day.

Very is not used before comparative adjectives and adverbs, before *too*, or before *more /less*:

Ann is much / far better at math.

She is much / far too nice.

You spend much more than you should. There is far less money here than I need.

Very can be used before a noun:

This is the very thing for ...

That very day

1. Translate into Armenian.

1. The church looks very old.
2. He speaks very fast.
3. It was a very good film.
4. Those were his very words.
5. At the very end of the debate he agreed with me.
6. At that very moment he noticed the pistol in his hand.
7. It was far better than he had expected.

WRITE ON

Write a small passage why water is so important for men. Use signposts such as

firstly

secondly

thirdly

to sum

Focus on Words

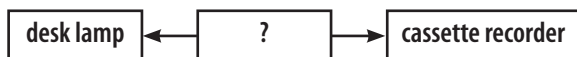
ECOLOGY (See Vocabulary 2, p. 173)

1. Collecting words. Collect as many words as possible.

- a. ecology – ecological problems
environment – environmental problems
- b. spend/use/waste
pollute/damage/conserve
- c. energy resource: oil/gas reserve
pollutants: gas, smoke
- d. cause acid rain /deforestation/thinning of the leaves /health problems

2. Arranging words.

Are you an energy waster?



3. Words in use.

a. What would you do to solve the problem of pollution in your city?

1. Increase tax on petrol.
2. Close the city centre to traffic.
3. Create special roads for bicycles.
4. Build new metro stations.
5. Use electric cars.

Continue in the same way.

b. Clean and green. Give four questions to the text.

1. In recent years people have become more sensitive towards the environment.
2. Different public organizations and unofficial movements have been established over the last few years.
3. In 1987 a *Green Peace* public commission was set up.
4. Its main aim is to combine the people's efforts for nature conservation.

c. Match each poster with pictures.

Pick it up!

Help save trees.

Poisoning by pollution? No!



Project work

d. Collect pictures from magazines and newspapers. Make your own poster slogans¹. Your slogan may be in the form of commands, questions and statements.

¹ slogan ['slougən] – կարգախոս

UNIT 8 Who are you?

Discussion point

Relating to oneself isn't easy. As you get older, you will often ask yourself: "Who am I? Do I know myself?" It will take you your lifetime to answer these questions. To know yourself better you should learn a lot about:

you and other people / parents, friends, grown-ups/

you and things

you and the surrounding world.

Life is a theatre where you perform different roles. By creating and managing your relationships you form your personal ecology. In other words by personal ecology your behaviour in different situations is meant. You develop your personality through the way you perform your front and back stage,

control your feelings and develop tolerance¹.

create and enlarge your world.

This demands special skills that must be trained throughout your life.

... I made friends with Dave a short time ago. At first I disliked him. He is very talkative and makes jokes all the time, and he has a very annoying habit of interrupting people. But when a group of punks attacked an old man, he rushed to help him. I thought, "Good for you, Dave!"...

Your turn

1. Do you think you know yourself?
2. Can you foresee how you will behave in different situations?
3. Are you tolerant? dominant? attentive? selfish?

Focus on Words

Talking about people.

(See Vocabulary 2, p. 173)



1. Collecting words. Collect as many words as possible.

a. Who is he (she), what is he (she)?

He/she is

a child, a girl, a man. ..

a doctor, a teacher. ..

a friend, a guest. ..

an adult, a boy

a secretary

a policeman

a neighbour

...

¹ tolerance – հանդուրժողականություն

b. What kind of person is he (she)?

He/she is	nice, (un)friendly, (un)kind. ..	polite, funny,
	strict, (un)fair. ..	selfish, lively,
	silly, clever, lazy. ..	boring, noisy,
		quiet, crazy,
		careful, tolerant, dominant,
		selfish,
		...

c. How does he (she) feel?

He/she feels / is	healthy, fine, glad. ..	hungry, sad,
	(un)happy, worried, tired. ..	well, nervous,
		lonely, surprised,
		annoyed
		...

2. Arranging words Arrange the words to remember them better.

a. Find more pairs like this.

child – adult strong – weak

b. Think of different ways to arrange the words in exercise 1.



3. Words in use

a. Is it correct?

Example: *A man who has good manners is ill-mannered.*

It's wrong. An ill-mannered man has bad manners.

1. A man who is not sure of himself is self-confident.
2. A man who is always polite is tactless.
3. A man who thinks only of himself is selfish.
4. A man who likes to live in a city is a suburban man.
5. A man who easily loses control of himself is very touchy.

b. Match the words and their explanations below.

honest hard-working polite
rude dishonest lazy

1. You can say this about a person who says "please" and "thank you".
2. You can say this about a person who always works much.
3. Someone who lies or steals.

4. Someone who never lies or steals.
5. Someone who doesn't like to work.
6. Someone who is not polite.

c. Feelings. Match the words with the faces. You can use a dictionary.

afraid	sad	amused	angry
serious	calm	surprised	worried



d. How do you feel when you:

wake up on a rainy day?
 walk along a dark street at night?
 find a public telephone that doesn't work?
 go to the dentist?

think about your next holiday?
 lose something expensive?
 say good-bye to someone you love?
 take off in an airplane?

e. Answer the questions:

1. How sociable are you?
2. How dominant do you want to be?
3. How attentive do you want to be?
4. What worries do you have?
5. What helps you to overcome them?
6. What is the most important thing you look for in other people?
7. What do you dislike most of all in yourself /in other people?
8. Do you have any features you would like to get rid of?

Focus on Phonetics

Intonation practice

- I saw John and Jane together.
- *Where did you see them?*
- In the town.
- *When did you see them?*
- This morning.

- *What did you do then?*
- I approached them.
- *What did you say to them?*
- I invited them to my birthday party.

Focus on Function

REVISION: CHOOSE THE BEST REPLIES TO FIT THE SITUATIONS.

1. Goodbye, dear!
 - a. Give my best wishes to your mother.
 - b. Remember me to your mother. Send my greetings to your mother.
 - c. Offer my respect to your mother.
2. Your room is a mess.
 - a. I'll arrange it up.
 - b. I'll make it up.
 - c. I'll tidy it up.
3. I'm leaving tomorrow.
 - a. The best of luck.
 - b. My best wishes.
 - c. Congratulations!
4. Has the film begun?
 - a. I don't think it.
 - b. I don't think yet.
 - c. I don't think so.
5. Do you mind if I use your telephone?
 - a. Yes, certainly.
 - b. I'm sorry but I "m waiting for the answer call".
 - c. Yes, of course.
6. I'm afraid I must be off.
 - a. What! So early.
 - b. Can't you stay a little more?
 - c. No, you can't.
7. I'm afraid I have a bad cold.
 - a. Really?
 - b. What's it like?
 - c. Get well soon.
8. Do you want a hand?
 - a. No'I don't.
 - b. Thanks very much but there's no need.
 - c. Certainly not.

Friends talk. Make up a minialogue using the reactions given in the answers.

LISTENING

Listen to the text and answer the questions.

1. What are the relations between the speakers?
2. What are they talking about?
3. Where are they?

CULTURE CHECK

The English don't like it when people show their feelings too strongly. In their opinion cultured people must be able to control their emotions. Here is an anecdote to the point.

The servant of an English lord who lived not far from the river Thames rushed into his master's room and cried out excitedly, "Sir, the Thames has overflowed its banks and..."

"Can't you keep your emotions, Jack? Leave the room, come back and tell me again what you want to say."

The servant did as he was ordered. He entered the room and said calmly, "Sir, the Thames has overflowed its banks."

"Can't you use fewer words this time?" said the lord.

The servant went out, entered again and said calmly and abruptly, "The Thames, Sir."

Read the dialogue and answer the questions.

Star Signs

Some people try to learn about themselves from life, others from books or from people whose opinion is important to them. Those who believe in astrology try to find the answers in the stars, the moon and the planets.

Friends Talk

Ann: Do you know your star sign?

Pete: I don't care about it at all. I think it's all a trick.

Ann: Why, it's fun. I think it's helpful. It helps me to understand both myself and my friends better. Oh, I like reading horoscopes.

Pete: I doubt it. Moreover, it's all wrong. Look, I'm a Cancerian, but I'm neither shy nor careful at all. The Aquarians like water but my brother hates bathing.

Ann: I don't know why your brother has such "clean habits," but horoscopes describe me and my friends very well. I'm a Sagittarian and do make impossible plans. I'm absent-minded and always lose things.

Pete: Yes, I know how many umbrellas and gloves you have lost, to say nothing of pens. My sister is a Fish and she is really dreamy and often has trouble making decisions.

Ann: But horoscopes give not only bad points, but good ones as well. Sagittarians are good friends and they are artistic.

Pete: I think it's all nonsense. Psychology¹ is a science, but astrology isn't.

¹ psychology [sai'kalədʒi] – hnqtpwgnnpjnti

Your turn

1. Do you agree with Ann or Pete?
2. Do you know your star sign?
3. Does it describe you well?
4. Which are your good (bad) points according to your horoscope?
5. Do you think astrology can help you to relate to yourself?

Useful vocabulary

I think astrology is interesting/dull/a trick/silly/fun/a waste of time.

It describes me/ my friends well/badly

It tells my good / bad points.

WRITE ON

Write a few words about your friend. Does his/her star sign describe him/her well?

Work on Words

relate [ri'leit] **v** *Mathematics is closely related to physics. relation* [ri'leiʃn] **n**: *Their relations are good.*

believe [bi'li:v] **v** *Do you believe in God? I can't believe that he is in Paris. **belief*** [bi'li:f] **n**: *Only strong belief in the victory helped our people in the war.*

dream ['dri:m] **v** *He dreamed of returning home. **dream*** **n**: *His dream was to ride on a white horse in front of her windows.*

science ['saɪəns] **n** *Mathematics is an ancient science. Engineering is a modern science. **scientist*** ['saɪəntɪst] **n**: *Einstein was one of the best scientists of the last century.*

sign ['sain] **n** *A black cat is a bad sign.*

sense ['sens] **n** *There is a lot of sense in what he says. I think he's right —it makes no sense to continue the discussion. **nonsense*** ['nʌnsəns] **n** *I have never heard a clever word from him, he is always talking nonsense.*

doubt ['daʊt] **n** *I have no doubt he will come soon, I'm sure of it. **doubt*** ['daʊt] **v**: *I never doubt his honesty.*

attention [ə'tenʃən] **n** *He paid attention to a strange man at the end of the hall. **attentive*** [ə'tentɪv] **a**: *He is very attentive to his parents.*

Phrasal verbs with **look**

look after take care of someone or something,
e.g. I have to look after my sick grandmother.

look for try to find,
e.g. If you are looking for something, you're trying to find it.

look forward to to feel pleased and excited about something that is going to happen,
e.g. If you're looking forward to something that's going to happen, you feel excited or happy about it.

look up to try to find out something by looking in a reference book or on a reference website search and find information in a reference book or database,
e.g. We can look her phone number up on the Internet.

Look out! be careful – there is danger!

e.g. If someone is in immediate danger, you can warn them by shouting “Look out!”.

1. What does the word mean?

to make something

foolish ideas, talk

to want very much

not to be sure

connected with

a mark, gesture or symbol

a lot of meaning

related to

to create

nonsense

to doubt

to dream of

sense

sign

2. Fill in the gaps with the words on the right.

My brother Jack is fond of His ... is to become a He has strong ... that he will be able to create a new theory. He doesn't ... in signs, he believes only in facts. There is a lot of ... in what he says.

What I said about my brother does not ... to me. I don't ... to mathematics, I prefer literature. When I say that maths is dull, my brother always answers, “You're talking ... !”

science
dream
scientist
relate
belief
believe
pay attention
nonsense
sense

3. Choose the right word.

1. I think I have lost my car keys. Will you help me look *after/for/forward to/up/out* them?
2. I am looking *after/for/forward to/up/out* visiting the Van Gogh Museum in Amsterdam.
3. Look *after/for/forward to/up/out*! There's a bus coming.
4. We can look her phone number *after/for/forward to/up/out* on the Internet.
5. I'm really looking *after/for/forward to/up/out* our vacation this summer.
6. I don't know this word. I guess I'll have to look it *after/for/forward to/up/out*.

4. Replace the words in italics by phrasal verbs with look.

1. I'm *trying to find* a red dress for my birthday party.
2. When my brother is out of town, I *take care of* the cats.
3. *Be careful!* That car's going to hit you!
4. I don't know the meaning of this word. I must *find it out* in the dictionary.
5. I *am excited about* the coming Christmas.
6. I *tried to find* my glasses, but I couldn't find them.

Focus on Grammar

REVISION: COMPLEX SENTENCES

1. Joining ideas. Which sentences go together? Use *while* or *when*.

Example: When I was having supper one evening, the telephone rang.

We were driving to the theatre.
He told me my car lights were on.
I was doing some shopping yesterday morning.
I broke my favourite plate.
The telephone rang.
We had an accident.
I was cleaning out an old cupboard.
I went out and turned them off.
I met my old friend Alex.
I was having supper one evening.

2. Make one sentence from two sentences using the present simple or the future simple.

*Example: You are going to leave soon. You must buy some bread before that.
You must buy some bread before you leave.*

1. You'll come to our town next month. You must come and see us then.
... when
2. I'm going to play tennis after class. Then I'll come back home.
... after
3. You are going to prepare breakfast. I'll pack the bags.
... while
4. It's getting dark. We must pitch camp.
As soon as
5. I'll be back at five. You must wait for me.
... until
6. You must do the shopping. Make a shopping list.
... before

Explanation: *If*-clauses

If-clauses can be used to express real and unreal condition. When it expresses real condition,

- both clause are in the present tense, and the if-clause expresses a certainty, a universal statement, a law of science, etc:
e.g. *If you heat water to 100 degrees Celsius, it boils. (Conditional 0)*
- the conditional clause is in the present or past tense and is used to express a potentially true condition. The result can be in the past, present, or future:
e.g. *If she took that flight yesterday, she arrived at 10pm. (Conditional 1)*

If she took that flight yesterday, she is somewhere in town today.

If she took that flight yesterday, we'll see her tomorrow.

If she takes the flight today, we'll see her tomorrow.

3. Translate the sentences into Armenian.

1. If you don't eat for a long time, you become hungry.
2. If you don't eat for a long time, you will become hungry.
3. If the sea is stormy, the waves are high.
4. If the sea is stormy, the waves will be high.
5. If you work harder at your English, you will do better at the exam.
6. If you work harder at your English, you do better at the exam.

4. Choose the right tense forms of the verbs in the brackets.

Example: Look! Your bus is coming. (hurry, catch) – If you hurry, you'll catch it.

1. Don't keep the cheese long. It ... bad if you ... the cheese long. (smell, keep)
2. Let's stay a little longer. If you ... dancing, we ... as long as you like. (enjoy, stay)
3. I'm going to visit New York next year. Well, if you ... there, you ... it. It's fantastic. (go, like)
4. This dish tastes bad. Don't worry. It ... much better if you ... some salt in it. (taste, put)
5. If I ... him this afternoon, I ... him in the evening. (not see, phone)
6. If John ... enough money, he ... a Ferrari. (not have, not buy)
7. I ... her an invitation, if I ... her address. (send, find)

5. Translate into English.

1. Եթե դու այսօր լվանաս ափսեները, ես վաղը ճաշը կեփեմ:
2. Մենք իմ սենյակը կիրակի օրը կներկենք, եթե հայրիկս ազատ լինի:
3. Կգարմանամ, եթե նա ինձ օգնի:
4. Եթե եղանակը լավ լինի, վաղը մենք լողափ կգնանք:
5. Մենք ժամանակին տեղ չենք հասնի, եթե ավտոբուս չնստենք:
6. Դու մեծ հաճույք կստանաս, եթե այցելես ցուցահանդեսը:

Presentation: Call of the Soul

Before you read.

1. Give an example of some charity from your experience
2. Have you ever thought of taking part in some charity work?
3. Will you volunteer to work in a children's home?
4. Can you name somebody who has done a lot of charity work?

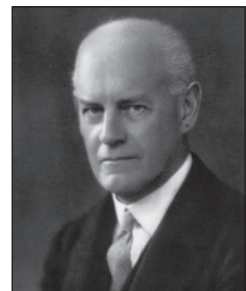
Read the text and answer the questions.

Courage

(an extract)

by John Galsworthy

At that time I was very poor, I lived on bread and tobacco, going without breakfast, lunch and dinner. I lived in a lodging-house. There used to come to that house a little Frenchman with a yellow wrinkled face; he was not old, about thirty, but his life had



been hard – no one comes to these houses if life is soft. He came to shave us, charged a penny, most of us forgot to pay him, so that in all he shaved three men for a penny. He also went to shave to the prison. In this way he earned his living. “I work like a slave,” he used to say. He hoped to save money and go back to France. We had a liking for each other. He shaved me slowly and always talked while he was working. “Yes,” the little man would say, “when I came here first, I thought I’d go back again, but now I’m not so sure. Money has wings, but it’s not to me it flies.”

I got a job as a fireman on a ship and left the place. Six months later I was back again. The first month after my return I saw the Frenchman, even yellower and more wrinkled than before. I went to the kitchen and sat down by the fire.

“You see,” he said, “I’m still here, but my comrade Pigon is dead. You remember him – the big man with black hair who had a shop not far from here. A nice fellow, a good friend to me, and married. He died suddenly of heart disease... and one fine day in October I was sitting and drinking coffee at home when suddenly comes a knock, and there is Madame Pigon! A good woman, of good family, well brought-up. She was very sad, lost I would say. She said there wasn’t a cent in the house. It appeared that Pigon was two days in the grave when the bailiffs¹ were already in the shop. “What am I to do?” said Mrs Pigon sadly.

I got my hat and went to the shop. What a scene! The bailiffs were in the shop and everywhere, everywhere, upon my word, were children. All were crying. Seven, some quite small. The bailiffs behaved well. They gave him twenty-four hours to find the money. “We don’t want to be hard on you,” they said. I turned to Mrs Pigon. “Hope always, Madam – trust in me,” I said.

I went away. All day long I thought how calm she was. Something must be done, I said to myself, but nothing came to my mind that day. I worked as I have never worked before. It was as if the little ones had got hold of my legs and were dragging at me.

And then an idea came to my mind. I finished and walked away, I was going to the Pigon’s shop. Madame was sitting at the table. My friend, I have never seen such a face – calm, but so pale, so discouraged. “An idea came to me this morning, “I said to Madame Pigon after greeting her. “Will you marry me? It would be better than nothing.” She looked at me with her black eyes and answered. “Oh, willingly.” And then, my friend, only then, she cried.”

The little Frenchman stopped and stared at me. “Hm,” I said at last, “You have courage!” He looked at me again, his eyes were troubled. “You think so?” he said at last. “I was afraid of it, even when I did it. Seven children!” Once more he looked at me. “Life is hard. What could I do? I knew her husband. Could I leave her to starve?”

Comprehension

Answer the questions.

1. What is the text about?
2. What can you say about the Frenchman? What kind of man was he?
3. Describe his feelings.

Did you know?

UNICEF -United Nations Children's Fund



It is an international organization which protects children's rights through health care and education. It operates in more than 160 countries. Its main office is in New York. It works with governments on programs for children. It also works with communities to provide clean water, and on HIV programs. UNICEF has many different projects, but it is not always easy to realise those projects. In many big cities there are children who live in rubbish dumps making houses out of pieces of cardboard and plastic. UNICEF tries to rescue the children by building and renovating old buildings. It tries to provide schools for children.

After the devastating earthquake of 1988 whole areas were destroyed in the North of Armenia and UNICEF realised a number of programs both for grown ups and children helping to overcome the aftermaths of the earthquake.

Work on words

1. I did it my way. Study the meanings of the word **way**.

1. I bought flowers *on my way* home.
2. There are many *ways* of using this word.
3. Is this *the quickest way* to the stadium?
4. You should do it *this way*.
5. She is nice *in a way*.
6. This is *the best way out* in the present situation.
7. He came *by way of* Moscow.
8. He is *on the way to* success.
9. Don't stand *in my way*.
10. Anyway, you can do it *your way*.

2. Translate into English.

1. Տան ճանապարհին ես տեսա իմ հին ընկերոջը:
2. Սա՞ է օդանավակայան տանող ճանապարհը:
3. Նրա ժպիտը ինձ դուր չի գալիս:
4. Մեր տունը կայարանից հեռու է:
5. Ի միջի ալյոց, ես Փարիզ Մոսկվայով են գնում:
6. Ինչո՞ւ ես դու ինձ միշտ խանգարում, երբ ես զբաղված եմ:

3. Make up 5 sentences of your own with the word **way**.

Focus on Grammar

REVISION: REPORTED SPEECH, STATEMENTS

1. Don't believe Sam!

Sam went out with a different girl every day last week. What did he tell the girls?

Example: You look fantastic, Janet.

On Monday he told Janet she looked fantastic.

1. I never go out with other girls, Jane.
2. Seeing you was the best moment in my life, Chris.
3. I'm crazy about you, Carol.
4. I think you're wonderful, Jill.
5. You're the best girl I've ever seen, Sue.

2. Now complete the sentences with said or told.

1. Bob ... me that he went to the theatre the day before.
2. He ... he was eager to see the performance.
3. He also ... us John Taylor was with him.
4. He ... us a theatre company from England was on tour.
5. He ... us the tickets were very expensive.
6. He ... they performed a Shakespeare play very well.
7. He ... the acting was wonderful.
8. He ... he enjoyed it very much.

3. Are you an interpreter?

A letter to the newspaper

Երիտասարդությունը շատ է փոխվել: Այսօր գրքեր չեն կարդում, չեն ուզում սովորել. նրանք չեն ուզում զբաղվել սպորտով: Անգամ չեն ուզում երաժշտություն լսել, իսկ եթե լսում են՝ սարսափելի երաժշտություն: Նրանք չեն ուզում տանը օգնել: Ինչո՞ւ են նրանք այդքան վատը:

What did Mr Grigoryan write to the newspaper?

1. He wrote that
2. He said that

Is Mr Grigorian right?

Մենք համաձայն չենք պարոն Գրիգորյանի հետ: Երիտասարդությունը, իսկապես, տարբերվում է մեզանից, բայց սխալ է ասել, որ նրանք ավելի լավն են կամ ավելի վատն են: Կյանքը բարդացել է, և նրանք այժմ անում են այն, ինչի մասին պարոն Գրիգորյանը անգամ չէր կարող երազել, երբ երիտասարդ էր: Երիտասարդությունը այսօր ապրում է XXI դարում:

What did the newspaper answer?

1. It answered
2. It reported
3. It said

Listen to the poem.

1. What is the poem about?
2. Who does Rudyard Kipling regard as a real man?

*Rudyard Kipling
(1865—1936)*

*A British poet, novelist and short-story writer.
His “Jungle Book” is famous all over the world.*

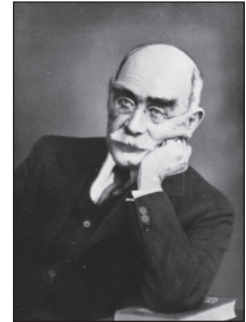
If

*If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance¹ for their doubting too;*

*If you can wait and not be tired of waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise.*

*If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch,
If neither foes² nor loving friends can hurt you,
If all men count with you, but none too much;*

*If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!*



¹ make allowance for [ə'laʊəns] – տեղ թողնել

² foes [ˈfoʊz] – թշնամիներ (հնգ.)

UNIT 9 *Love is What you Need*



Discussion point

1. Are your parents your good friends?
2. Do they understand that you are growing up and want to make your own decisions?
3. Do mothers fuss too much?
4. Do you think their care is tiresome?
5. Do you like big families?

Where do you think it was said?

“Hard days have come, children do not respect their parents...” *Ancient Babylon*

Read the text and answer the comprehension questions.

You and Grown Ups

People always talk about the problem of youth. If there is such a problem, which I doubt, I think it is older people who create it, not the young themselves.

There is only one difference between an old man and a young one. The young man has a brilliant future before him and the old man has a splendid past behind him and maybe that is where the problem is.

When I was a teenager I felt that I was just young and uncertain, that I was a new boy in a big school. I was glad to know I was a problem to somebody because then I was paid more attention to, and that is one of the things young people like.

I find young people interesting. A young person may be self-confident, sometimes tactless or selfish, ill-mannered or touchy, but they do not live yet for money or comfort and they are free. They have no devotion to material things.

I never talk to them about respect for elders: age is not a reason for respect. And I will speak with them as equals if I think they are wrong.

Fielden Hughes, Out of the Air (adapted)

Comprehension

1. What are the differences between old men and young men?
2. Name three features in young people which the author likes.
3. What are the negative features in young people mentioned in the text? Are they really negative?

Focus on Words

1. Collecting words (See Vocabulary 2, p.174).

family: nuclear/single parent/extended; family members: father/dad, mother/mom, aunt/auntie, younger/older brother/sister, stepfather/stepmother, adopted child;

nearest and dearest: niece/nephew, cousin, wife, husband;

relationships: brotherly/sisterly affection/bonds, to get on well with, to see much of each other, to spend a lot of time together, to be on friendly terms with sb, to have a lot in common with sb; to be quite different, to argue, to break up, to fall out with sb, (dis) obey sb, not to be on speaking terms, make up;

marital status: be engaged to sb, bride, bridegroom, marry sb, to be married to sb, to part/divorce with sb, widow, widower, bachelor, maiden, single, married.

2. Arranging words. What relations are they in?

3. Words in use

a. Family matters. Read the texts to discuss them.

– I'm an only child. I think it is the most dreadful fate to be growing as an only child because all grown ups around you experiment on their unfortunate first born. They find it absolutely impossible to allow their child to grow up naturally making his own mistakes and quietly learning from them. What a pleasure it is to eat unripe apples with your friends, but an only child will never have this pleasure because he can never escape from the close attention of the grown ups.

– A good family is a family where everything, good or bad is shared. Family, to my mind, is shared memory and a feeling of shelter and support. Wherever you go you always look homeward. People who were unhappy in their childhood carry those memories with them throughout their lives.

Answer the questions.

1. Are you an only child?
2. Is it good to be an only child, to your mind? If not, why?
3. Do you get on well with your brothers or sisters?
4. Do you share the housework in your family?

b. Changing families – progress or disaster?

1. Families have changed and I blame fast food. The family that eats together stays together.
2. Though we have our ups and downs we get a lot of support from our family.
3. People from abroad often say about Armenian families “your family bonds are strong, and there lies your wisdom.
4. Traditional values are important.
5. Living alone is easier.
6. Can you translate the words *bread-winner*, *go-getter*, *head of the family*
7. It's good to be an only child.

WRITE ON

I've Been Through a Bad Time.

Read this letter.

What can you say about this family?

Dear John,

There was a lot of shouting late last night. My favourite cup was broken and many other things too. I've been through a bad time and I need my sleep. Still, I don't expect them to understand each other. I'd better come to you one day and start working.

Your younger brother Pete

Write about your childhood.

Begin like this:

"It was not long ago. ..."

Read and retell the text.

Vincent and Theo

Brighter than thousand suns. When we think about bonds of brotherly love, two names often come to our minds – Theo and Vincent Van Gogh. Theo was the younger brother of Vincent Van Gogh. He was a successful art dealer. Since their childhood he was always at his side when he was needed. For years he sent him monthly financial support. When he knew that Vincent needed painting materials he sent them to him even though he was in difficult conditions himself. Theo's help allowed Vincent to devote himself entirely to painting.

He was amongst the few who understood his brother though at times it was not easy to do it because he often suffered from depression. The two brothers corresponded with each other all their life. Their letters have been collected and published into books. Most of what is known of Van Gogh's thoughts of art is written in more than 600 letters.

Theo did his best to make impressionists popular as he believed in their art and always admired it. On demand only, Theo showed Vincent's paintings, but he never sold one of them.

A symphony in blue and yellow. Van Gogh painted self-portraits, portraits, gardens, landscapes and sunflowers. Though he was a self-taught artist with little training, his painting and drawing techniques are all but academic. One of the most popular and widely known series of Van Gogh's paintings are his series *Cypresses* and *Flowering Orchards*. They are delicately sensitive, silent, quiet and unpopulated.



A life-long supporter and friend. Van Gogh lived a very dramatic life. He was not recognised during his lifetime and he was not able to sell his pictures. His depression gradually grew and on 27 July 1890, he walked into a field in the South of France and shot himself. Theo rushed to be at his side. After a few days Vincent died. He was only 37 then. Theo died at the age of 33, several months after his brother's death.

Theo always admired his elder brother as a painter. He never stopped believing in Vincent's art. The history of art has a lot to owe to Theo. We might never see many of Vincent's masterpieces if it were not for Theo's love for art.

Today, Van Gogh is widely considered as one of history's greatest painters. He produced more than 2,000 artworks. His works had a great influence on the 20th century art for its bright colours and emotional impact. Ironically, many of Van Gogh's works are among the world's most recognizable and expensive works of art today.



Work on Words

admire [əd'maɪə] **v** 1. to look at sth/sb with respect and pleasure: *We stopped to admire the view.* **admiration** **n** *He looked at her with admiration and respect.*

sensitive ['sensitiv] **a** 1. reacting quickly or strongly to sth: *Dogs have very sensitive ears.*
2. becoming upset or hurt very easily: *She is very sensitive to criticism.*

gradually ['grædjʊəli] **adv** slowly and in small stages: *Gradually he began to understand that he was not guilty.*

permit [pə'mit] **v** to allow: *The use of mobile phones is not permitted on the plane.*

Phrasal verbs with **grow**

grow out of become too old or too big for sth (clothes, habit, interest etc.):

e.g. He grew out of those shoes very quickly.

grow up become older (for children):

e.g. When Jack grows up he wants to be a fireman.

1. Complete by changing the form of the words in capitals when this is necessary.

1. The weather was ... changing for the better
2. There was an expression of ... in her eyes.
3. Her skin is very ... to sunshine.
4. You shouldn't take his car without

GRADUAL
ADMIRE
SENSE
PERMIT

2. Insert a phrasal verb with *grow*.

1. He ... in the West Country.
2. Elizabeth needs a new coat because she ... her old one.
3. He still bites his nails (եղունգներ), I hope he will soon ... this habit.
4. He seldom saw his father when he was
5. Will's foot is now so big that he ... these baseball shoes.

Focus on Grammar

REVISION: REPORTED SPEECH: GENERAL QUESTIONS

1. Translate into English.

1. Դա ո՞վ է ձեզ ասել:
2. Նրանք չէին խոսում:
3. Ես ասացի Նելիին, որ ուզում եմ տեսնել նրան:
4. Ջեյմսը ասաց ինձ, որ մի փոքր կուշանա երեկույթից:
5. Ոչ մեկին մի՛ պատմիր դրա մասին:
6. Ինչո՞ւ ձեզ ասացին, որ դա կարևոր չէ:

Remember: 1. Use a direct word order in reported questions.
2. Use *if* or *whether* if there is no question word.

2. Choose the correct sentence.

1. "Will you go to the country tomorrow?" asked Mr Brown.
 - a. Mr Brown asked would I go to the country the next day.
 - b. Mr Brown asked if I would go to the country the next day.
 - c. Mr Brown asked if would I go to the country tomorrow.
 - d. Mr Brown asked if I will go to the country tomorrow.
2. My friend said, "When are we going to Betty's birthday party?"
 - a. My friend said when were we going to Betty's birthday party.
 - b. My friend asked when were we going to Betty's birthday party.
 - c. My friend asks when were we going to Betty's birthday party.
 - d. My friend asked when we were going to Betty's birthday party.
3. "Didn't you phone me yesterday?" Christine asked.
 - a. Christine asked if he didn't phone me yesterday.
 - b. Christine asked if he hadn't phoned me the day before.
 - c. Christine asked if she didn't phone him yesterday.
 - d. Christine asked if he hasn't phoned her the day before.

Trouble spot: *Whether – If*

Both *whether* and *if* are used to introduce a yes/no question: *He asked me whether/if I felt well.*

- use only *whether* after prepositions:
e.g. *We talked about whether we should go or not.*
- use only *whether* before infinitives:
e.g. *She can't decide whether to buy the house or wait.*

Remember: – *whether* is considered more formal than *if*.

e.g. *We discussed whether he should be hired.*

– the verb *decide* generally takes *whether* rather than *if*.

e.g. *The Committee will decide whether this is a risk worth taking.*

3. Choose whether or if.

1. Let's discuss *whether/if* we should go or not.
2. They were wondering *whether/if* to come or not.
3. Let me know *whether/if* you will be able to attend the conference. (Formal)
4. Tell me *whether/if* you can come to the party or not. (Informal)
5. We talked about *whether/if* we should go there or not.

PARTICIPLES

4. Use participles instead of relative clauses.

1. Not all my friends *who were invited to the party* could come.
2. Some paintings *that belong to the Queen* were stolen from the palace.
3. Only a few paintings *that were stolen from the palace* have been found.
4. Sometimes life is very unpleasant for people *who live near airports*.
5. The window *that was broken yesterday* should be repaired.

CONJUNCTIONS

5. Insert the conjunctions:

but, as soon as, that's why, when, as a result, in spite of

My younger brother is a little walking disaster. He worries my parents all the time. He is a bright boy, – ... he is very naughty. He can't be kept inside in any weather ... all the neighbours call him "red chief." ... he is out, he climbs a lamp post, teases a dog, or break's somebody's window and ... he is bitten by a dog, falls from the lamp post and is told off by the neighbours. His legs are always injured. ... dad is at his wit's end, Grandpa says that he is a real image of his father. ... all this when he goes somewhere we all miss him very much.

Focus on Function

REACTIONS:

- a. There are many ways of showing your reaction (surprise, sympathy, disappointment, etc.). Listen and repeat.

I always travel by plane.
John has won the prize.
Jane failed at the exam.

Really? Do you?
Great! Fantastic! How nice!
How awful! What a pity! What a shame! Oh! No!

b. People talk

John: I think I've caught a cold again.

John: My throat is terribly sore.

John: I do feel terrible.

Helen: Have you?

Helen: Oh, dear. How awful.

Helen: What a pity!

c. Give your reaction to these newspaper headlines.

A NEW METRO LINE HAS BEEN OPENED IN YEREVAN THIS WEEK

Armenia won World championship in boxing

SCIENTISTS ARE SURE THAT THERE IS LIFE ON MARS

Italy was beaten 3-0 by England at Wembley

THIEVES STOLE £15, 000 FROM A BANK IN LIVERPOOL TODAY

QUIZ: Family Matters

1. Name a famous German composer of the XVIII century, whose children were also composers.
2. Whose daughter was Aphrodite?
3. What is the Curie family known for?
4. What American family produced three famous political leaders in the XX century?
5. Name two brothers, Armenians by origin, who were famous in their fields.
6. Name the family of French writers, father and son, who are famous for their adventure novels.

Check up 2

COMMUNICATION CHECK

1. a. It's a matter of opinion. Give one reason for and one reason against.

1. Children should study a foreign language at an early age.
2. There shouldn't be any university entrance exams.
3. Listening to pop music relaxes you, doesn't it?
4. Chinese is a very useful language to know.

b. Give advice on how to overcome these problems.

- | | | |
|--------------------|-------------------------|----------------------|
| 1. loneliness | 3. too little free time | 5. tasteless clothes |
| 2. a noisy brother | 4. problems with health | 6. smoking |

COMPREHENSION CHECK

2. Read the text and answer the questions choosing the best answer.

In the country of China, there is a wall that is 1, 500 miles long. It is called the Great Wall of China. It winds uphill and down, through valleys and mountains. Every inch of this 1, 500-mile wall was made by hand.

The Great Wall of China was made many, many years ago. The people of China made **it** to keep out the enemies. There are watch towers all along the way. The wall is made of bricks and earth. It is high and wide on top. People can walk along the top as if it were a road. It is said that it took ten years ⁷ to build one part of this road. No other **defence** line has ever been made as long as the Great Wall of China.

1. According to the text

- a. part of the Great Wall of China was made by hand
- b. big machines helped build the Great Wall of China
- c. the Great Wall of China was built to keep enemies away
- d. the Great Wall was build without instruments

2. We may conclude that

- a. people probably kept guard on the Great Wall
- b. the Great Wall was built to be a road for carts
- c. the Great Wall was built in ten years
- d. the Great Wall of China is made of wood

3. Which word is NOT synonymous to *defence*?

- | | | | |
|--------------|---------------|---------------|---------------|
| a. safeguard | b. dependence | c. resistance | d. protection |
|--------------|---------------|---------------|---------------|

4. The pronoun *it* in Line 5 is used instead of the word

- | | | | |
|------------|----------------------------|----------|-----------|
| a. country | b. the Great Wall of China | c. earth | d. people |
|------------|----------------------------|----------|-----------|

5. The story as a whole is about

- a. the longest defence line in the world
- b. the highest wall in the world
- c. the people of China
- d. the roads in China

VOCABULARY CHECK

3. Group the words in the box in five columns.

MUSIC	ART	LITERATURE	SCIENCE	ECOLOGY
-------	-----	------------	---------	---------

sculpture, artist, science, pollution, draw, story, colour, masterpiece, acid, rains, invention, hit, to, play, the, violin, symphony, drama, portrait, mathematician, poetry, deforestation, concert, opera, piece, of, music, writer, jazz, ecological, problems, physicist, paint, novel, biology, composer, inventor, landscape, ballet, environment

Add some more words.

4. Choose the right word.

1. I could hardly ... him as I hadn't seen him for a long time.
a. recognise b. influence c. preserve
2. His English has improved ... his hard work.
a. since b. because c. due to
3. I'm ... to visit him and see his latest drawings.
a. eager b. worried c. sorry
4. They always believed that their ... would give results.
a. argue b. struggle c. quarrel
5. His first steps in art were
a. promised b. promise c. promising
6. Rembrandt's ... on him was deep and long-lasting.
a. success b. influence c. admiration
7. Van Gogh ... greatly because his art was not accepted in his lifetime.
a. suffered b. suffer c. suffering

GRAMMAR CHECK

5. Fill in *a* or *the* if necessary.

1. It's impossible to live without ... literature.
2. He prefers ... bright colours.
3. I'm sure that love of ... art can change people.
4. What ... beautiful picture! When did you draw it?
5. ... pictures he collected during his life were presented to ... museum.
6. He is fond of books about ... Italian painting.

6. Choose the correct verb form.

1. London ... a lot since 1975.
a. will change b. have changed c. has changed d. changed e. change
2. I did my homework when I ... television.
a. watching b. watched c. was watching d. am watching
e. had been watching
3. If she asks for money, I ... her.
a. will give b. gives c. given d. give e. gave
4. The manager ... soon.
a. arrive b. arrives c. has arrive d. is arriving e. will arrive
5. She never ... late to school.
a. have come b. come c. comes d. coming e. is coming
6. I met Jane while I ... on the beach.
a. were walking b. was walking c. walking d. walked e. walk
7. She ... to London yesterday.
a. go b. gone c. had gone d. went e. will go

7. Choose the right form with the modal verb.

1. We should invite Sally to the picnic. She must *enjoy/have enjoyed* a nice day at the beach.
2. The lamp *couldn't/might not* be broken. Maybe the light bulb just burned out.
3. What beautiful flowers! Who could have sent them? - It *can/may/ must* have been David. He's the only one who sends you flowers.
4. Jerry might be angry, or he *couldn't/might not*. You never really know with him.
5. Ben *might sit/must have been sitting/must be sitting* in the garden, or perhaps he's in the yard.

8. Some of the following sentences are correct and some have mistakes in them. Tick the correct ones and correct the ones with mistakes.

1. Susan and Brian will get married on Saturday. They have invited more than 300 guests.
2. It's three minutes to eight. We are going to be late.
3. They have left home at 7 o'clock and arrived to school at 8.30.
4. He has been eating three sandwiches and he is still hungry.
5. I have to sit down. I have run for more than an hour.
6. I found that ring while I was playing in the sand with my nephew.
7. When I checked your homework I noticed that you had problems with spelling.
8. I am really angry. She is always borrowing my clothes without asking me anything!

UNIT 10 *That's What Friends are for*

Before you read

1. What are friends for?
2. What do you think are the most important features in a friend?
3. What features do you dislike most in people?
4. What does the expression *one for all & all for one* mean?
5. Do you know the story of *the Three Musketeers*? What is it about?
6. Is your friend hard work?

Read the text and discuss it.

A full-time shoulder to cry on?

You usually say about a good friend, "He is a devoted friend. He will never let me down or betray me." It's really important to rely on a friend, but devotion is not the only feature we need in friendship. If you want it to be long-lasting you should have common interests with your friends; you shouldn't be boring or tactless, selfish or touchy, greedy or cunning. With these features you remain friendless.

There has to be more to friendship. There are times in everybody's life when you need the firm but gentle shoulder of your best friend. So I endured hours listening to Kate's misery, making her tea when she first fell in love. Unfortunately it was undivided.

But soon she began to feel better. Great, I thought. I can have a night out. I was just getting ready to go out when Kate telephoned. I wouldn't be dancing that night. Kate fell down somewhere and needed more sympathy. The following week Kate failed a maths exam, and left her new coat on the bus. Sure, I provided all the support and advice over these crises. Then to cheer her up I lent her my favourite velvet jacket...and she splashed it with tomato juice. Kind and patient person that I am, there are limits to my tolerance. I'll admit that being the strong one in the friendship makes me feel great in some ways, but Kate's series of dramas leave me exhausted. What's more, when I have difficult times, Kate hardly knows about them. I started seeing other friends. I thought Kate would get the message and back off a bit. Instead she just got upset and made sulky little comments.

Well, was it the right time to end up? Kate and I go way back to primary school days. The thought of giving up our shared history is just too much to bear. Besides she is fun sometimes. I decided to take the pressure off myself, so I thought we needed straight talking. It was risky. She might feel totally rejected. So I started by telling her how much I value her. Taking deep breath I explained to her that she needed more of me than I could give her. Silence and Kate's frozen stare. Kate didn't call for days after that but when she did phone about a week later, she was the happy fun Kate I know and love.

These days Kate has a network of new friends, and the balance in our relations is getting better. No-one is saying that you should only love your friends when they're up, and cross the street to avoid them when they're down. But when you're doing all the giving and your friend just taking, it's time to weigh it up.

Discussion point

We've all got a Kate. The friend who turns up in the middle of the night desperate to talk. OK .Sometimes the only thing to do with such friendship is to end it. You may feel lots of relief in the long run. So why don't we do that?

Useful language

I think	a good	should	a. be: understanding, helpful, kind, attentive,
In my opinion	friend	shouldn't	selfish ...
If you ask me			b. have: the same interests, good taste ...
			c. keep my secrets, gossip about me, share things with me, ...

When shall we say?

- We've been through a lot together
- We need some straight talking /a heart to heart talk.
- I need a better sort of friendship.
- I've had enough of it.
- You should give me more space.

Work on Words

let down [ˈlet ˈdaʊn] v	Harry will never let you down; he always keeps his promises. They promised to help me with the car but they let me down.
betray [biˈtreɪ] v	Jesus was betrayed by Judas. The boy's face betrayed the fact that he had broken the window.
rely (on) [riˈlaɪ] v	You can rely on him, he will always help you. They can always be relied on for help. reliable adj: He is a reliable man.
calm [ˈka:m] adj	Don't make so much noise; keep calm. There was no wind, and the sea was perfectly calm. She is very calm, she never gets angry. calmly adv: He always speaks calmly.
only [ˈounli] adj	Bob is their only child. He was the only man who could do it.
gossip [ˈɡɒsɪp] n	Don't believe all the gossip you hear. gossip v: It's a bad habit to gossip about people.
feature [fi: tʃə] n	Her eyes are her best feature. The most striking feature of his character is his selfishness.

1. Translate into English.

Հանգիստ, դավաճանել, բամբասել, վստահել, դժվար պահին մեկին օգնել, մեծակ թողնել, հանգիստ խոսել, բամբասանք, միակ, բնորոշ գիծ:

2. Rewrite the sentences, paraphrasing the words in italics.

1. You can always *look to Alec for help*.
2. He always makes *promises but never keeps them*.
3. It was *not windy* in the morning.
4. She is fond of *talking about other people in their absence*.
5. The baby is *quiet*.
6. Mary *has no brothers or sisters*.

3. Fill in the gaps with the words on the left, using them in their correct form.

An emperor of India had a collection of china vases in which he took great pride. Once an officer of his broke one of them by chance. The emperor sentenced him to death at once. There was much ... in the palace about the king's ... order, but everybody remained They were afraid of the emperor. The ... man who could tell him the truth was an old brahmin¹. The king respected the noble brahmin because he could always ... him and be sure that he wouldn't ... him. The old brahmin came to the palace and said to the king, "Your majesty, I know what to do with your vases." When he was led to the place where the vases were, he struck them with his stick and broke them into pieces. "What are you doing?" shouted the king. "I'm doing my duty," said the brahmin "Each of these vases might cost the life of a human being. Now you can take only mine."

only
rely on
betray
cruel
calmly
calm
gossip

Focus on Words

1. Collecting words. Collect as many words as you can.

a. What does your friend look like?

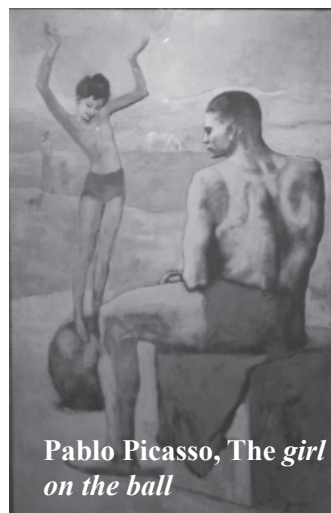
He/she is	tall, short, fat, thin, slender ...
He/she has	a thick nose, brown hair, long legs, dark eyes, a round face ...
He/she looks	nice, plain, beautiful, charming...

b. Describe the people in the picture.

2. Arranging words.

a. Find the opposite.

beautiful – ugly	boring – ?
educated – uneducated	clever – ?
polite – ?	careful – ?
tactless – ?	patient – ?



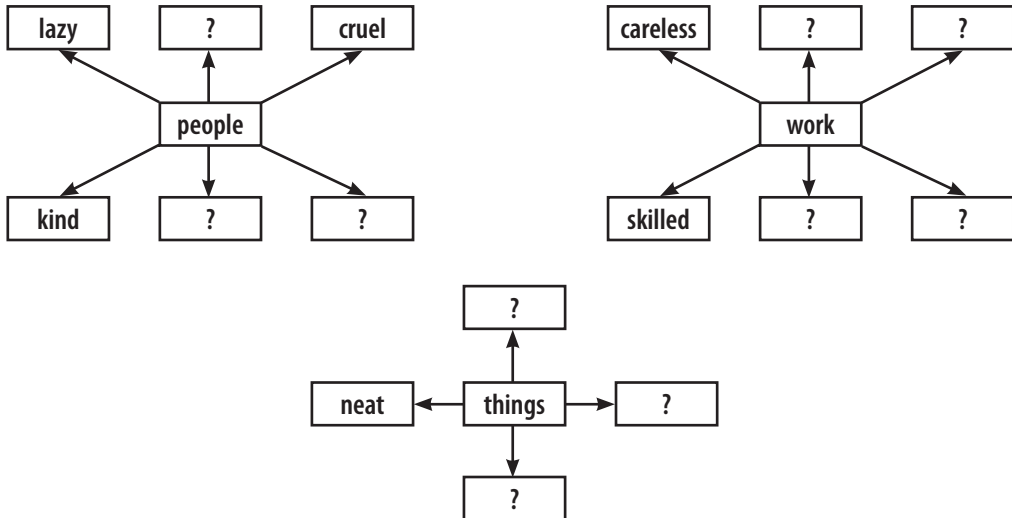
Pablo Picasso, *The girl on the ball*

¹ brahmin - բրահմին

b. Find two odd words out.

polite	clever
boring	bright
unselfish	beautiful
tactless	educated
touchy	thin

c. Arrange the words in appropriate boxes. (See Vocabulary 2, p. 173)



3. Words in use

a. Complete the sentences below.

1. When my friend's rabbit died she was very ...
2. After we'd worked there for three hours, we felt ...
3. I asked for a cup of tea because I was ...

Make similar sentences yourself.

b. Find the feature

- | | |
|---|---------------|
| 1. He always talks too much. | selfish |
| 2. He doesn't like to listen for long. | absent-minded |
| 3. He always thinks only about himself. | tidy |
| 4. He always forgets what he promised. | impatient |
| 5. He always tidies up around him. | boring |
| 6. People do not find him interesting. | talkative |
| 7. He has a great sense of humour. | touchy |
| 8. He doesn't understand jokes. | witty |
| 9. He doesn't like to work. | energetic |
| 10. He always manages a lot of things. | unkind |
| 11. He doesn't like helping people. | lazy |
| 12. He always understands things quickly. | clever |

WRITE ON

Write a passage about somebody your classmates know too. Read it out and let your friends guess who it is about.

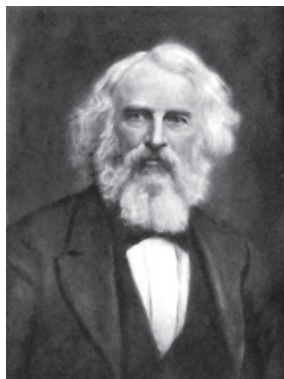
Listen to the poem and say what it is about.

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where.
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of a song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song from beginning to end,
I found again in the heart of a friend.



Henry Wadsworth Longfellow
(1807–1882), a famous American
poet, the author of *The Song of
Hiawatha*

The best way to react

1. Read the dialogues and act them out.

A: Is it true that Ann and Bob don't go out any more?

B: Ask her yourself. I don't talk about my best friend when she isn't here.

A: Sorry, I was only asking.

A: Kate, why is Jane so sad? What's the matter?

B: I told her I didn't like her hair short. She has just cut it.

A: That wasn't a very nice thing to say.

B: You're right. I'll ring her up to say I'm sorry.

A: I'm going to invite Jack to my birthday party.

B: Oh, Ann. I don't like him very much, you know. He talks too much.

A: Come on, Chris. He has such a good sense of humour. It's fun to listen to him. Let's not gossip about people so readily.

2. Finish the dialogue in your own words.

A: Hey, Greg. I thought you were my friend.

B: Sure I am, Dave. What's the matter?

A: ...

Focus on word-building

If you read the phrases below you will see that in English the same words may be different parts of speech:

Noun

some *paper*

a lot of *dust*

Verb

to *paper* the wall

to *dust* the furniture

Adjective

a *paper* bag

Adjective

hard work

Adverb

to work hard

1. Read the sentences and translate the italicised words into Armenian.

1. A: Jane, will you bring some *water*? I want to *water* the flowers.

2. B: It's a *market* day today, Robert, and we can show you our *markets*.

A: I'd also like to go to supermarket and buy a bottle of Armenian brandy for my father. He is fond of Armenian brandy.

B: Yes, it tastes good, doesn't it? We *market* it all over the world.

3. A: Bob, did you like the game yesterday?

B: You know, Sam, *the start* was promising.

They *started* with great energy but then they slowed down and lost the game.

4. A: Bob is in the village and there is no *hope* he will phone.

B: Why not?

A: His phone there doesn't work. I *hope* he will phone us when he comes back tomorrow.

5. B: Jack doesn't work very *hard*, but Ann is a *hard* worker.

Spring is their favourite season. They are fond of *spring* flowers and fresh green grass. They like to *work* in their garden. They do a lot of useful *work* there.

2. Translate into English.

1. Սովորաբար նա շատ է աշխատում պարտեզում, բայց չի հոգնում այդ աշխատանքից:

2. Նա համտես արեց տորթը, համը հրաշալի էր:

3. Երեկ գիշեր ձյուն էր եկել, և այսօր ամեն ինչ ծածկված է ձյունով:

4. Երեխաները ձնե մարդ են սարքում բակում:

5. Նա ուշանում էր և ուզում էր արագ հագնվել, բայց չէր կարող գտնել շրջագգեստը:

6. Եթե ժամանակ ունենաս, սենյակի փոշին սրբիր: Այնտեղ շատ փոշի է հավաքվել:

Focus on Grammar

Explanation: The Infinitive with or without *to*

The Infinitive is used with *to*:

- after certain verbs: agree, force, learn, teach, hope, promise, want/would like, forget, help, choose, expect, need, offer, etc: e.g. I am learning to drive a car. I would like to help you.
- after modal verbs be able, have, ought: e.g. We had to get up early yesterday.
- after question words: e.g. I don't know what to say.
- after adjectives, this includes too + adjective and adjective + enough: e.g. I'm happy to be here. The water is too cold to swim in. He was strong enough to lift it.
- in verb + object + to-infinitive: e.g. I helped my dad to clean the car.
- after the first, the last, etc: e.g. Gagarin was the first to fly in a spaceship.

The Infinitive is used without *to*:

- after auxiliary and modal verbs *can/could/may/might must/needn't/shall/should/will/would/do*: e.g. He can run very fast.
- after the expressions: had better/ would rather/ why not: e.g. Why not ask your neighbour for help?
- after the verbs *hear/notice/see/watch/feel* + *sb*: e.g. I heard Peter sing a song.
- after *let* + *object*, *make* + *object*: e.g. Sandy let her child go out alone. Mother made me clean the room.

Remember: let sb do sth = allow/permit sb to do sth

Make sb do sth = force sb to do sth

1. Use the infinitive with or without *to*.

1. They didn't allow me (to drive) the car.
2. He couldn't (to arrive) in time because of the heavy traffic.
3. He ought (to see) a doctor about that.
4. The children were forced (to go) to the camp.
5. I was unable (to translate) the text.

2. Complete the sentences using infinitive constructions.

1. My father taught me (dance / how)
2. We haven't decided yet (put / the bed / where)
3. She was explaining (use / the gadget / how)
4. I forgot to ask (pick him up / where)
5. I wondered (address / him / whether or not).

Modal Verbs

Trouble spot: *Had better* – *would rather*

Had better is used to give strong advice, or tell people what to do (including ourselves):

e.g. You'd better not turn that music up.
It's seven o'clock. I'd better put the meat in the oven.

Would rather means "would prefer to":

e.g. He would rather stay here than go home.
I'd rather not go out tonight.

3. Choose the correct form.

1. Mother: "Good morning, dear! You *had better/would rather* get up. You will be late!"
2. Peter: "Good morning ! I *had better/would rather* stay in bed."
3. Mother: "You *had better/would rather* go to the bathroom".
4. Peter: "Today, at breakfast, I *had better/would rather* eat bread, butter and honey".
5. Mother: "No, dear, you are too fat, you *had better/would rather* eat two eggs and an apple".
6. Peter: "I *had better/would rather* drink coffee with some cream".
7. Mother: "No, dear, you *had better/would rather* drink only green tea".
8. Peter: "It's raining, I *had better/would rather* go to school by bus".

4. Make sentences of your own, using an infinitive after each of the following verbs:

1. can 2. may 3. must 4. make 5. hear 6. could 7. might 8. let 9. see 10. feel

MIXED TENSES

6. Choose the correct verb form.

1. Andrew ... lunch by the time they arrived.
a) finished b) was finished c) had finished d) has finished
2. I have a terrible headache. I ... another aspirin.
a) take b) 'll take c) am taking d) will be taking
3. A cold wind ... for the last week.
a) has been blowing b) is blowing c) blows d) blew
4. We'll meet in September when she ... back.
a) will come b) will have come c) came d) comes
5. Maria ... a comic when the teacher asked her to come to the blackboard.
a) was reading b) has been reading c) read d) has read

REVISION: REPORTED SPEECH: IMPERATIVES

Remember:

1. Use the infinitive (to do / to write / not to shout / etc.) in reported speech.
2. Use *tell somebody* for orders and *ask somebody* for requests.

7. It's terrible, says Cathy. She doesn't like being at home. All day she hears her mother's instructions.

- | | |
|--|---|
| 1. Cathy, go to bed, it's late. | <i>"How terrible it is", Cathy thought.</i> |
| 2. Don't put on those jeans for school. | She always tells me to go to bed. |
| 3. Don't go on foot. It's wet today. | She always tells me not to ... |
| 4. Take the umbrella with you. It looks like rain. | She always tells me ... |
| 5. Change your hairstyle. It looks terrible. | |
| 6. Don't clean your shoes in the kitchen. | <i>Continue in your own words.</i> |

8. A real Cinderella. Ann has three brothers. They are not very helpful, and she always does something for them.

1. "Ann, I'm late. Give me my case please," says David.
2. "Take Bob to the nursery school," asks Mother.
3. "Go to the post-office and send this letter," says Father.
4. "Try to be at home when the engineer comes," asks Father.
5. "Wash the dishes before you leave," says Mother.
6. "Don't leave things in my way," orders Sam.
7. "Clean my shoes please," asks little Bobbie.

What did they tell Ann to do?

9. Driving lessons

"Bob, what did the driving instructor tell you today?"

1. He told me to fasten my seat belt.
2. He told me to look in the mirror.
3. He told me to be careful.
4. He told me to look at the street lights.
5. He told me not to forget to look in the mirror again.
6. He told me not to drive off until the road was clear.
7. He told me not to drive faster than 30 miles per hour.

Now write what the driving instructor told Bob.

10. Write the sentences in reported speech using *ask* or *tell*.

1. Mother to Sam: "Be careful when crossing the street."
2. Shop-assistant to customer: "Try this coat on please."
3. Teacher to pupil: "Start reading please."
4. Stewardess to passengers: "Don't leave your things in the plane."
5. Ann to Susan: "Don't be so rude to Sam please."

UNIT 11 My Teens

Before you read

1. What do you feel are the most pressing issues facing young adults today?
2. What is the most pressing issue in this country?
3. What causes you most trouble?

Read the text using a dictionary.

- According to opinion polls twenty-four percent of the respondents consider that the most pressing issues facing the generation are
 - a. the breakdown of the family
 - b. violence in neighborhoods and communities,
 - c. poverty
 - d. global warming.

School? Money problems, personal relationship? Fitting in?

Personal finances and school also rank as high stressors. One-third of respondents say *school* causes the most stress, followed by *money*, *personal relationships*, and *peer pressure*¹.

Talk show: High stressors

Kendra Mills: I feel the most pressing issue young adults are facing are broken families, I mean the lack of love and support, and money. I see a lot of kids who know no support, few real friends, and they float from school to the streets, looking for what they don't even know. You see, many young adults feel as if belonging to a gang fills that family void.



Stephen Hinton: I think that we have made life problems more difficult by romancing divorces and violence on the media. As a result children become more aggressive, small kids are bullied and have to go through hard days at school. We have to start working on positive relationships and responsibility.

Helen Erwin: I fully agree that negative information that floods must also be ranked among high stressors. More than often we read and hear about crime and violence in different schools, global warming and its consequences, eruptions and tornadoes and the like.

¹ peer pressure - այստեղ՝ հասակակիցների ճնշումը

Mary Collins: The biggest challenge facing many teenagers, as I see it, is to fit in. Popularity has become one of the most important things. Young adults stress about not having the newest clothing, the latest electronics, the trendiest look, and most important not being able to attract. Almost everyone wears the same clothes, talks the same and thinks the same. School and success is sort of not in their plans any longer, so a good grade on a test is no big deal to them - it is only school!

Jack Dawson: The students worry about their material wants. Almost everyone has been touched by financial crisis. But it also helps to stimulate us in the real world of life after high school.

Colleen Warner: I imagine that breakdown of the family is the most pressing concern. Children should be taught in high school more about healthy relationships, parenting, responsible living. It is time to wake up a society. Some traditions and morals need to have a fashionable comeback to change this destructive way of life. We should plan measures for change.

Michael Hinton: The biggest challenges kids face today is striking out into the world alone. It also makes me feel angry at parents for not being there 150% for their kids. If you can't afford to pay for your kid's school, fine. But at the very least be there for them emotionally and mentally. I hope morality improves. God bless every single one of them.

Discussion point

a. Answer the questions.

1. What do you think about the results of this study? Please, feel **free** to share your thoughts!
2. What way out do the teachers and young people suggest? Do you agree with it?
3. What do you think are the advantages of the younger generation?
4. What steps should your schools take to motivate and encourage students especially when their home stressors are so over-powering?

b. Read the text and say.

1. Is this a spoken text?
2. What words, phrases, structures are markers of conversation? Write them out.

Work on Words

1. Paraphrase the following sentences paying special attention to the words in italics.

1. What are the most pressing issues young adults face today?
2. Is there such a thing as "*family values*" anymore?
3. Has our society become so *ego-centric and materialistic* that selfless love has gone out the window?
4. I think that we have made life problems more difficult by *romancing divorces and violence on the media*.
5. Some traditions and morals need to have a *fashionable comeback*, to change this destructive way of life. We should plan measures for change.

Presentation:

I ENJOY LEARNING. DO YOU?

Discussion point

- 1. Do you think you arrange your day well ?
- 2. Do you waste much time?
- 3. Do you do well at school?
- 4. Do you enjoy learning?

Focus on Words

1. Arranging words. Arrange the school vocabulary you know under the headings.

Subjects	Places	Time	Things	Things to do
----------	--------	------	--------	--------------

2. Words in use.

a. Here are some words from school slang. Guess the matching pairs.

play hookey/cut class/ditch class	to be absent from class without permission
ace a test	to do something poorly, to fail something
draw a blank	a surprise quiz
blow something	to think you're better than others
brain	a very intelligent person
hit the books/do digs	to study
know-it-all	to suddenly forget
pop quiz	to get a perfect score or to do very well on a test
stuck-up	someone who annoyingly thinks he knows everything

b. Read some facts about schools in Britain.

- 1. Some schools in England are for boys and girls and some are single sex.
- 2. In the English education system, there are private schools and state schools.
- 3. Some subjects, like English and math, are compulsory until the age of sixteen in England.
- 4. The minimum leaving age in England is sixteen, but most students continue for another two years.
- 5. There is no leaving certificate in England, but many students take "A level" exams when they are eighteen.
- 6. School students in England get their exam results in the summer holidays after they leave school.

Can you compare it with the Armenian school system?

1. Are there private and state schools in Armenia?
2. Do you think they are necessary?
3. Are there leaving certificates in Armenia?

c. Read the text and give your own suggestions.

The School I'd Like to Have

A national newspaper recently organized a competition for schools called "The school I'd like." There were over 15, 000. entries full of ideas. There are some practical suggestions.

Down –to-earth suggestions.

- No uniforms so that the pupils will be able to choose what to wear.
Chill-out rooms to relax in.
- Enough computers so that the students won't need to queue for them.
- Working anti-bullying systems. Safety and comfort are clearly important for pupils.

We don't want interactive whiteboards, we want comfortable chairs!

- There will be more subjects to learn as the pupils will work on-line at home.
- There will be no examinations. /Too much of a good thing. Teacher's comment
What ideas!
- A school in a submarine with waterproof maps of the underwater world to watch and learn things about underwater kingdom.
- Private helicopters to fly students to France for a French lesson
Rockets to take children to distant places to study the solar system. No comment!

d. Read the text and do the exercise.

School problems



John Russell, a school teacher, about mobile-phones:

When one of his fifteen-year-old pupils answered his mobile phone in class, head teacher Rod Hudson knew he had to stop the invasion of this great necessity of modern life. I decided enough was enough when the two 15-year-old boys started ringing each other from different classrooms, said Mr Hudson.

I have now banned students from taking their mobiles into class.

They are a good security device if youngsters want a lift home in the dark and because some of them have free calls in the evening, it's a good way of freeing up the family telephone. Students are

allowed to take their phones into school but warned that the telephones will be taken from them if they are used in class.

Julia Fox, an English teacher:

These days there's no excuse for not knowing what's happening in the world on TV and on the radio, news programmes keep us up to date with all the important events. We read about problems on the other side of the world on the Internet as soon as they happen, and we see live pictures on the news 24 hours a day. Even personal news travels fast today. Whether we keep in touch by phone or e-mail, we're never more than a few seconds away from friends and family. The days when the only means of communication was by letter are gone forever. So the next time you're on the phone, just remember how things have changed!

Read the dialogue and make your own one using school-words. Act it out.

Teen speak

Alex: Hi! Guess what...?

Karen: What?

Alex: I lost my phone last week.

Karen: Not again!

Alex: I know, know.

Karen: So do you have a new one?

Alex: Sure. And it's really nice.

Karen: What's it like?

Alex: Small... silver... takes pix... great memory.

Karen: OK, OK.

Alex: Look.

Karen: Wow! Cool! Did it cost a bomb?

Alex: It's my birthday present.

Focus on Synonymy

fast – quick – rapid

1. able to move quickly (about means of transport), e.g. *a fast train/ car*
2. able to move quickly and do things quickly (about people and animals), e.g. *a fast/a quick learner/worker/reader*
3. done or happening in a short time, e.g. *a fast tour/journey game of tennis*
a quick look/journey/visit/movement/answer
4. doing things in a short time, being in a hurry, e.g.: *be quick, we're short of time*
5. happening much more quickly than usual. Usually before nouns, e.g. *rapid learning/progress/increase/rapid/growth/discovery/change*.

Insert the necessary word.

1. I didn't expect you to come so
2. Be careful. She runs
3. We are seeing a ... growth in the use of the Internet
4. I'm usually quite a ... reader
5. Be ... or we will reach the place only by midnight.
6. My watch is a few minutes

Do you know the answers?

Read the text and answer the questions.



Should School be Wired to the Internet?

“Yes, it’s important to the way kids learn”, say some scientists. *“All kids, not just ones from families that can buy a home computer, should grow with a mouse in their hands”.*

Today communications and information technology are changing our economy and our society, the way we live, the way

we work and the way we communicate with each other. Jobs in information technology are better paid than non-technology jobs. The computer skills become important as soon as children begin to learn. Children enjoy learning, go to school readily, develop better writing and communicate easily. I think that all children must have a chance to learn and be a success in the information age shaping the world in which they live.

“No, learn first, surf¹ later”, says David Gelernter, professor of Computer Science at Yale University, US.

Surfing is a great way to gather information and communicate. Thanks to electronic-mail and fax-machine writing has come back. But it would be wrong to net-connect every school. Our schools are in crisis. Our kids do not want to master the basic skills. The result is that our students can’t write well, lack basic math and language skills. Our teachers are scared to tell the students to sit down, shut up and learn it, drill it, memorize it because you must master it whether it is fun or not. With an Internet connection you can get information from all over the world, but too many American students have never read one Mark Twain novel or Shakespeare’s play or a serious history of the US. The glossy magazine, tens of TV channels, the videotapes, computer CDs - do they need more information? Our children already prefer pictures to words. While the Internet is full of useful information, it is also full of lies and garbage, which destroy young people today. Still, imagine a serious school with an Internet hookup in the library under serious control, would that be so bad?

Your turn

1. What are the advantages and disadvantages of
 - a. mobile-phones?
 - b. school uniforms?

¹ surf [sɜ:f] - սյւրֆինգ համացանցում աշխատել

2. How do you prefer to get information?
3. Which of the opinions do you agree with about computers?

Useful language

Computer words

Verbs: copy, paste, update, surf, search, blog, cancel, connect, print, cut...

Nouns: a monitor, a mouse, a site, a web site, a blog, a printer, a desktop ...

WRITE ON

Write a paragraph about your attitude to hi-tech.

Focus on Function

REVISION: REACTING

1. Sorry to interrupt, but I'd like to put a word in at this point.
 - a. Why are you interrupting me?
 - b. Don't interrupt me.
 - c. If you'd just let me finish.
2. I'm all for it.
 - a. I'm sorry, I didn't quite catch the idea.
 - b. I'm sorry, I didn't understand at all what you meant.
 - c. I'm sorry, I didn't understand it at all.
3. Do you want a hand?
 - a. No I don't.
 - b. Thanks very much but there's no need.
 - c. Certainly not.

Just for Fun

A Geography question

A: Mary, where is the English Channel?

B: I don't know. We can't get it on our TV.

An astronomy question

A: What do we call a star with a tail?

B: Mickey Mouse.

Presentation

RECREATION HOUR

Read the text and discuss it. Compare the lifestyle of British and Armenian teenagers.

Leisure time of British teenagers

The majority of teenagers in Great Britain spend their free time as everywhere in the world. The average young person spends about 19 hours in front of the television. According to the government report nearly three-quarter of young people have TV sets in their rooms. Besides watching TV, other activities like cinema going and sport remain popular. In Wales, the report says that some 50 percent of boys play football throughout the winter while a great number of girls also play football, although they in general prefer swimming and tennis. Listening to music is also a part of time spending. Tape-recorders, CD-players and the concerts of pop music are the subject of every day talk of teenagers. As children grow older they turn from playgardens or homes to streets where they meet and talk and start to develop their confidence. Street life includes groups of friends who meet together in the streets, squares and parks, or visit town centers to do window-shopping¹ and “see what’s going on”.



Focus on Words

HOBBIES (See Vocabulary 2, p. 173)

a. Collecting words. What are the advantages of special interests?

1. to provide us with experience,
2. to nourish us with knowledge,
3. to help escape from monotony of life,
4. to keep a balance between a daily routine or busy moments and free time,
5. to give sense to our existence...

¹ do window-shopping – խանութների ցուցափեղկերը նայել

Go on

b. This is a list of hobby ideas. Add some more:

body painting, underwater photography, exploring hypnosis, aerobics in the water, cooking zany food, making robots, stars watching, taming wild animals, exploring volcanoes and underwater caves, hobbies related to the religions of the world, travelling and exploring exotic countries.

Which of them do you prefer?

Discussion point: Dress to impress

Before you read

1. What do the clothes that you wear say about you?
2. Do you know what a dress code is?
3. Do you think young people dress well?
4. What's fashionable in your country at the moment?

Something new, something really trendy!

Where does fashion begin? When you get tired and wish a change. Change involves creating and finding new things. It feels so nice to wear something new and comfortable. So fashion involves change.

It is often said though that a new thing is long forgotten old and you don't need to see models on the catwalks, you can often see their clothes in your grandmother's wardrobe. Are ponytails an invention? Haven't you see them in the adventure stories about pirates? Pointed shoes? Look at the pictures of the European nobles in the eighteenth century. A pair of jeans with holes? In the fifteenth century rich people cut their clothes to show the different colours under the surface. Irocese? moccasins? Don't they remind you of Indians?

The manufactures encourage this appetite for change. Every year thousands of glossy magazines appear to satisfy the wish for change. Television doesn't lag behind. The British style claims to be young, fresh and innovative.

As clothes are changed with each season something must be done with them. Don't throw old clothes away. Someone may need them. They may be sold in second-hand shops or given to charity shops. Some clothes belonging to celebrities are sold in auctions and the money is used for charity. Remember that it's possible to make paper out of old clothes.



Lady Di – People’s Princess

Among the icons of elegance¹ of the last century one name shines especially bright – Lady Di. Wherever Princess Diana appeared she attracted public attention. The newspapers loved writing about Diana’s clothes and hair. When the queen opened Parliament one year, the newspapers were not very interested in the event. Diana’s clothes were more important!

In 1985, Charles and Diana went on tours to the USA. There they visited President Reagan and his wife, Nancy. President Reagan gave a big dance for the couple. Diana wore a very stylish black dress and danced with the famous actor, John Travolta. She looked very happy and she smiled with her wonderful smile, shy and caring at the same time. Everyone loved her. The newspapers wrote rave articles about Lady Di and her elegance. The tour was very successful. It was the time of “Di-Mania”.



John Travolta and Diana dancing at the White House

An icon on the world stage, Diana was noted for her sense of compassion, style, charisma, and high-profile charity work², as well as her difficult marriage to Prince Charles. From the time of her engagement to the Prince of Wales in 1981 until her death after a car accident in 1997, Diana was one of the most famous women in the world – a celebrity of her generation. During her lifetime, she was often described as the world’s most photographed woman.

Your turn

1. Do you think carefully about what you put on when you get dressed?
2. What type of clothes do you like? Sporty or romantic, casual or smart, bright or quiet?
3. Is there anybody whom you follow in your style of dressing?

Focus on Words

1. Collecting words (See Vocabulary 2, p. 174)

put on / wear / dress (up) / have on / try on / take off /

fit / suit / match / go / combine with /

design / manufacture / produce / advertise

catch on / attract / grow out of / wear out

follow a pattern: checked / striped / plain pattern

style: in style, be / go out of style, have style

taste: have / show good / bad taste, in good / bad taste

fashion: in fashion, be / go out of fashion / follow fashion / fashion show/;

trend: follow / set a trend

¹ icon of elegance – նրբագեղության կուռք

² high-profile charity work – մեծ կարևորություն ունեցող բարեգործական աշխատանք

clothes line / peg /; look /appearance / best clothes /Sunday best

current/new/ modern/ trendy / fashionable /out of dated/

hair: cut / brush sb's hair / have/get a new hairdo / hairstyle;/ have a haircut;/ let your hair down

2. Words in use

a. Choose the correct answer.

1. Could you wipe the table with a damp ____, please?
a. clothe b. clothing c. cloth d. clothes
2. That top doesn't ____ me; it's just not my style.
a. fit b. suit c. match d. go with
3. Jeans and T-shirts will never go out of ____.
a. trend b. image c. fashion d. . mode
4. I need a funny ____ for the fancy-dress party. Any ideas?
a. dress b. uniform. c. suit d. costume

b. Please, dress

- a. a musician an interpreter, a politician
- b. A TV presenter, a sports personality, a teacher

c. What time do they come from?



WRITE ON

1. Write a description of a suitable outfit to visit the following places?

- a. a bank manager
- b. a disco club
- c. a school playground

Focus on Grammar

The *-ing* form

We can use the *-ing* to form as a noun. It can be subject or object in a sentence.

e.g. Studying is good for you.

It is used:

- after certain verbs: *admit, avoid, deny, enjoy, fancy, give up, go on, mind, finish, practise, like/dislike etc.*: e.g. Do you mind *opening* the door?
- after certain verbs with prepositions: *agree with, apologize for, believe in, depend on, dream about/of, feel like, look forward to, rely on sth, succeed in, talk about/of, think of, worry about*: e.g. We are looking forward to visiting you in September.
- The *-ing* form is used after a preposition: *after, because of, before, by, instead of, without*: e.g. After having a shower, I waited for Steven.
- after certain adjectives (usually with prepositions): *afraid of, angry about/at, bad/good at, busy, clever at, interested in, proud of, crazy about, disappointed about, excited about, famous for, fond of, sorry about, worried about*: e.g. He's *afraid of* going by plane.
- after certain nouns (usually with preposition): *advantage of, chance of, choice between, danger of, doubt about, experience in, fun, hope of, point in, idea of, interest in, opportunity of, pleasure in, problem, reason for, trouble in, use, waste of money, waste of time*: e.g. I didn't like the idea of going there early in the morning.

1. Translate into Armenian.

1. In spite of studying a lot he didn't pass the exams.
2. Going to parties is fun.
3. What do you think of going there?
4. Hunting elephants is dangerous.
5. We arrived in Madrid *after* driving all night.

2. Complete the sentences using the *-ing* form.

cook	open	drive	play	wash up	read	tidy up
------	------	-------	------	---------	------	---------

1. Do you mind ... the window?
2. It's still early. Will you go on ... the book, Mum?
3. When I was a schoolboy I enjoyed ... football.
4. Have you finished ... the room?
5. Ann enjoys ..., but she hates

3. Put a suitable *-ing* form in the following:

- | | |
|--------------------------------------|-----------------------------------|
| 1. Do this without ... any mistakes. | 3. He succeeded in ... the door. |
| 2. We don't enjoy | 4. I can't prevent you from |

4. Translate the sentences into English.

1. Հայրիկս մտածում է մեքենա գնելու մասին:
2. Ես չեմ ուզում խոսել նրանց այցելության մասին:
3. Երեխաները անհամբերությամբ սպասում են ամառային արձակուրդներին:
4. Սառան միշտ խուսափում է իր կարծիքն արտահայտել:
5. Այստեղ արգելվում է ֆուտբոլ խաղալ:

5. Do you mind? Rewrite the sentences following the examples

Example: *Will you please come another day? - Do you mind coming another day?*
Would you mind coming another day?

Remember: *do you mind* and *would you mind* are polite forms.

- | | |
|---|--|
| 1. Will you please come earlier tomorrow? | 3. Take these books to the library. |
| 2. Please wait a few minutes. | 4. Will you turn the radio off? |
| | 5. Please show me your stamp collection. |

6. Make up sentences of your own, using an *-ing* form after each of the following:

avoid, finish, interested, insist, instead of, tired, worth, can't help, prevent, stop

Unreal condition (Conditional 2)

When you imagine a situation in the present or future which is not real, you use the structure *if + Past Simple*, + *would / could + verb*. These sentences are used to describe impossible or unlikely situations in the present or future.

e.g.: If I *had* more time, I *would read* the book. (I don't have time.)

Եթե ավելի շատ ժամանակ *ունենայի*, *կկարդայի* այս գիրքը:

If it *didn't rain*, we *could go* for a walk (it is raining now).

Եթե անձրև չգար, մենք *կգնայինք* զբոսանքի:

Remember: After I / he / she / it both *was* and *were* may be used.

e.g.: If I *was / were* you, I would buy that coat.

7. Translate into Armenian.

1. If I didn't go to the party, they would be hurt.
2. If you took more exercise, you would feel healthier.
3. If I went to bed now, I wouldn't sleep.
4. If it stopped raining, we could go out for a walk.
5. If he was offered the job, I think he would take it.
6. If I sold my car, I would not get much money for it.

8. Match the two parts of the sentences.

- | | |
|---------------------------|---|
| 1. If you went by a taxi, | a. I would go there. |
| 2. If I knew the answer, | b. we would have a nice garden. |
| 3. If it didn't rain, | c. I wouldn't mind travelling by train. |
| 4. If I were you, | d. you would get there in no time. |

5. If trains were comfortable and fast, e. we could save money.
6. If we didn't waste so much electricity, f. we could have lunch in the garden.
7. If we lived in the country, g. I would tell you.

9. Use the verbs in the correct forms.

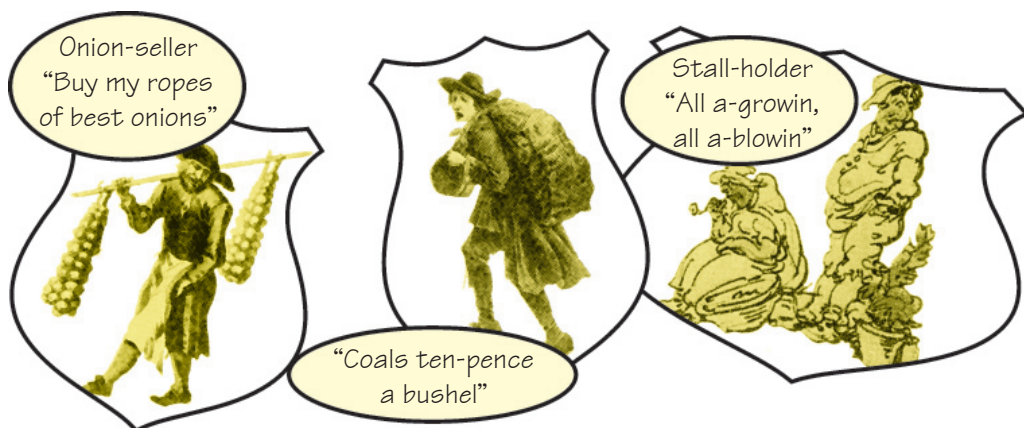
1. If you (come) earlier tomorrow, we (do) a lot of work.
2. If I (know) his phone number, I (ring) him up.
3. If my father (find) a good job, we could have a nice holiday.
4. If I (have) money, I (lend) it to you.
5. If she (finish) her work soon, we (can go) to the disco.

Read and retell the text.

London shops and markets

London is famous for Big Ben, Buckingham Palace, the River Thames and...the shops. Here is a quick guide to our favourite shopping areas. If you want big shops you should go to Oxford street. The department stores Selfridges, Debenhams, and Marks and Spencer are there. For small boutiques you can go to Kings Road or Portobello Road. Some of these shops are really expensive. Your shopping list will not be complete if you don't visit the world famous shop, Harrods.

London is famous not only for its shops, but for its markets as well. They are colourful and fascinating. There are great wholesale markets. They daily feed the city's millions. There are also street markets which are very popular. London has more than one hundred street markets. Fruit, flowers and vegetables sold in the streets give it a special charm. The Cockney accent¹ of the traders is one of the signs of London.



Even street traders, whose traditional cries were once so much a part of the London scene, have not yet disappeared from the city streets.

One of the most famous markets in London was in and around Covent Garden. For three hundred years it was London's best market for fruit, vegetables and flowers. Today the Royal Opera is situated in the street where once there was a market – the market moved away.

¹ a Cockney accent - the accent of the East End of London

Another famous market was a fish market in Billingsgate in the City. Here London fishermen brought fresh fish which was later sold by fishmongers¹.

What are the best places to go shopping in Armenia?

Just For Fun

English Humour

The English are known for their sense of humour. It is light, bright and full of irony.

In the East End in Petticoat² Lane there was a picturesque market where you could buy old clothes. It was famous for its thieves. Do you know why it was called Petticoat Lane?

Once a woman came to the market. When she was leaving the market she bought a petticoat at a low price. At home she found out that it was the very same one which she had been wearing when she came into the market. Hence³ the name.

Focus on Function: Shopping for clothes

Brush up your shopping skills! Choose the best answers.

You're in a shop. You aren't planning to buy anything. An assistant asks if you want any help. What do you say?

- a. No thanks. You can't help me.
- b. No, thank you, I'm just looking.

You see a pair of jeans, and want to see if they fit. What do you say to the assistant?

- a. Excuse me, could I try these on, please?
- b. Do you mind if I put them on?

The jeans are too tight. What do you say?

- a. Do you have a larger one?
- b. Do you have a larger size?

The assistant shows you a jacket which you can't afford. What do you say?

- a. Sorry, that's a bit too expensive for me.
- b. I wonder if you could knock \$ 20 off.

You haven't got enough money to buy something. You ask your friend politely to lend you \$5. What do you say?

- a. Give me a fiver, will you?
- b. Would you mind lending me five dollars?

1 petticoat [ˈpetikout] – տակի կիսաշրջազգեստ

2 fishmonger [ˈfiʃmɒŋgə] – ձկնավաճառ

3 hence [hens] – այստեղից էլ



UNIT 12 *Healthy Lifestyle*

Discussion point

1. Do you think you have a healthy lifestyle?
2. What do you do to feel fit?
3. Do you think young people in Armenia have a healthy lifestyle?
4. Are there many young people among your friends who smoke?
5. Why is smoking so much spoken about?
6. What do you think must be done to change the situation?
7. Would you forbid smoking in public places?
8. In what case will you see a doctor?

Focus on Words

I feel fit/well/bad/awful /unwell/out of sorts/under the weather
/look well/pale/exhausted

It's very painful

What's wrong with me?

Is there anything I can take for it?

I've got a headache, a stomach ache, a cold, a cough, the flu

I'm running a temperature.

He/She has a pain in his /her back, neck, etc.

His back, head, throat, stomach (tommy) hurts

Useful language

It's nothing to worry about.

You need a few days off/an appointment with a specialist

I'll give you a prescription

treat - treatment /cure from a disease/illness/ take medicine /drops, pills, table/
do/have an operation

doctor: surgeon, dentist, oculist, physician

Where does it hurt?

Words not to be mixed

A physician – a doctor, a physicist – a scientist working in the field of physics

Just for fun

Patient: Doc, I feel very nervous. This is the first operation I've ever had.

Doctor: Don't worry. It's my first, too.

HEALTHY EATING HABITS

*A **fussy eater** is a person who only eats some type of food. They don't like trying new food.*

Discussion point

1. Are you a fussy / heavy / poor eater, a sweet tooth / gourmand?
2. How many meals do you have a day?
3. How much junk food do you eat?
4. Do you often eat out?
5. Do you like fast food?
6. Do you often have family dinners?
7. What dairy products do you prefer?
8. What food is healthy food, to your mind?



Read the text

The body requires all of the important food groups: fats, proteins, fibre, vitamins and minerals. You should not omit any of these groups from your diet completely, but maintain a sensible balance of all five. Choose a diet which is high in fruit and vegetables and low in fats and sugar.

It has been proved that eating regular amounts of fresh fruit and vegetables reduce the risk of developing serious diseases. In some developed countries, over 50% of the population is overweight. This is in part due to an unhealthy diet, but also lack of exercise. It is easy to follow these guidelines by having fresh fruit juice for breakfast and vegetables with your main course at lunch. There is also a growing concern over the number of young people who suffer from weight problems. Some think that genetically modified foods are to blame.

Genetically modified foods¹ are foods from plants (cotton, maize, tomatoes) which have been modified in a laboratory by inserting DNA² from another organism. As a result of this process, the new plant variety will have some new quality (resistance to certain pests, improved flavour) which makes it in some cases, more valuable. A GM plant can be specially developed to suit certain conditions, and although the process produces similar results to normal plant selection, genetic modifications is quite a different way of creating new varieties of plants. The GM receives a great deal of criticism today.

Your turn

1. Do you think overweight is a problem with teenagers?
2. Do you eat healthy food?
3. Why do you think the English call fast food Great American Disaster?

¹ genetically modified foods – գենետիկ փոփոխության ենթարկված սննդամթերք

² DNA – ՂԼԹ

Focus on Words

1. Collecting words. Collect as many words as possible. (See Vocabulary 2 p. 174)

Eater: heavy/ fussy eater; a sweet tooth, a vegetarian,

Food: healthy/wholesome/harmful/junk; frozen/tinned/fresh/stewed

Eating: swallow/to taste/to bite/to chew/to champ/to drink/to sip/to devour/to gulp

Preparing food: peel/slice/chop/grind/mix/mince/cut/stuff/boil/fry/bake/roast/grill/stew/ season/barbecue/

Flavours and tastes: sweet/ bitter, sour, hot/spicy/mild, salty, sugary (having a lot of sugar), sickly (too much sugar), greasy (too much oil/fat), tasty, delicious, tasteless, moreish (to want some more of it)

2. Words in use.

a. Eating out. Read the dialogue and do the exercise.

At Pizza Paradise

Carol: Let's choose something to eat. I'm starving!

Waiter: Are you ready to order?

Carol: Yes, could I have a I pizza, please?

Ben: What's that?

Carol: It's a pizza with cheese, tomatoes, olives and garlic.

Ben: Oh, could I have that too? But I don't want any olives.

Sally: Have you got any pizzas with mushrooms?

Waiter: There's a 2 pizza - with cheese, tomatoes, mushrooms, ham. . .

Sally: No, I don't want any meat. I'm a vegetarian.

Waiter: Then why don't you have a 3 pizza? It's got mushrooms and there isn't any meat in it.

Sally: OK, I'll have that. And I'd like some garlic bread, please.

Waiter: And what would you like to drink?

Ben: Can I have a glass of water, please?

Waiter: Certainly – coming right up.

Ben: Carol. . . how much money have you got?

Carol: About £25. Why?

Ben: I haven't got any. Could I borrow some?

Carol: Honestly, you're hopeless!

Complete the sentences.

1. We know that Carol is very hungry because she says "...".
2. Ben doesn't want any ... on his pizza.
3. Sally wants some ... on her pizza.
4. Sally doesn't want any meat because she's ...
5. Sally also orders some
6. How much money has Carol got?
7. Ben wants to borrow some

c. Role play. You are in a café. Make up a dialogue using the following expressions.

Waiter:

Are you ready to order?
What would you like to eat/drink?
It's a pizza with ...
How much/many ... do you want?
Certainly.

Customer:

What's ... ?
Can/Could I have a/some ... , please?
I'd like a/some ... , please?
I don't want any
Have you got any ... ?

d. Complete the sentences.

1. The most popular Armenian dish is ... , isn't it?
2. The Armenians eat too much ... , don't they?
3. Armenian grapes are very
4. Some people say that Armenian food is Do you share this opinion?
5. Armenian first ... dishes are wholesome, aren't they?

e. You have a foreign guest and she liked Armenian spas very much. She asks you for a recipe. Explain how to cook the dish.

f. Can you guess what these words mean?

have a meal, a family dinner, a hot breakfast, eat out, working lunch, business lunch, go on a diet, high tea, overeating, undereating, run out of something, to be short of something

Focus on word-building

Over – too much

over – done
cooked
slept

under – too little

under – done
cooked
slept

1. Never to the point. Use over- and under- instead of *too much* and *too little*.

1. The kitchen is in smoke. She has again cooked the meat too much.
2. She is very pale. She has slept too little.
3. It's very stuffy here. He heats too much.
4. She has lost weight. I think she eats too little.
5. She looks very tired. She has worked too much.
6. You are always in a hurry. You cook things too little.

Focus on Grammar

REVISION: MUCH, MANY, (A) LITTLE, A LOT OF

1. Put in a lot of / much / many/ (a) few / (a) little /

1. There is ... sugar in my tea. I think it is too sweet.
2. Bring some cheese. There is ... on the table.
3. Would you like some more cake? Yes, please, but only ...
4. How ... did you pay for the food?
5. We can't make omelettes for lunch. We have ... eggs.
6. How ... books have you got in your library?
7. The bar was almost empty. There were ... people there.

2. Put in the right prepositions where necessary.

1. I'm awfully hungry. What's ... dinner this evening?
2. ... my opinion, horror films must not be shown on TV.
3. I'm very tired. Shall we go ... a walk?
4. Do you know any songs ... Rolling Stones?
5. I can't eat this cake. I'm ... a diet.

3. Complete the dialogue with *some* and *any*.

A: Adam, have we got ... eggs?

B: No, I don't think so.

A: Can you look in the fridge, please.

B: There are ... eggs here.

A: What about milk? We have run out of milk, too. We finished it last night.

B: And I suppose we haven't got ... sugar either.

4. Decide whether to use the Infinitive (with/without to) or *-ing* form.

- | | |
|--|----------------------------------|
| 1. I enjoy (go) on holiday. | 5. Ellen made me (laugh). |
| 2. He used (live) in the country. | 6. Jenny is afraid of (fly). |
| 3. She is used to (live) in the country. | 7. Bob wants (travel) to Japan. |
| 4. I am tired of (wait) so long. | 8. I cannot (give) you the bike. |

Infinitive or *-ing* form.

Some verbs can be followed by the **-ing** form *or* the **infinitive** without a big change in meaning: *begin, continue, hate, intend, like, love, prefer, propose, start*.

e.g. It started to rain. = It started raining.
I like to play tennis. = I like playing tennis.

Some verbs can be used with both the *-ing* form and the Infinitive with no difference in meaning but in two different structures:

Gerund: verb + *-ing*

Infinitive: verb + sb + to-infinitive

These verbs are

advise: They *advise walking* to town.- They *advise us to walk* to town,

allow/permit: They do not allow smoking here.- They don't allow us to smoke here.

encourage: They encourage driving a car. - They encourage me to drive a car.

The verb *recommend* is used in the following structures:

They *recommend walking* to town. - They *recommend that we walk* to town.

Some verbs have different meaning when used with the Gerund or the Infinitive.

forget doing sth – մոռանալ, որ ինչ-որ բան ես արել

forget to do sth – մոռանալ ինչ-որ բան անել

mean doing – նշանակել

mean to do sth – նկատի ունենալ/ենթադրել

remember doing sth – հիշել, որ ինչ-որ բան ես արել

remember to do sth – հիշել ինչ-որ բան անել

stop doing sth – դադարել ինչ-որ բան անելը

stop to do sth – կանգնել/կանգնեցնել ինչ-որ բան անելու համար

5. Translate the sentences into English.

1. Նա երբեք չի մոռանում փակել պատուհանները տնից դուրս գալուց առաջ:
2. Դու մոռացել ես, որ գիրքը ընկերուհուդ ես տվել:
3. Մարթան հիշեց, որ անձրևանոցը թողել է դասարանում:
4. Հիշիր, որ պետք է օգնես տատիկին՝ մաքրելու բնակարանը:
5. Դադարեցրե՛ք աղմկելը. ոչինչ չեմ լսում:
6. Մենք կանգ առանք գնումներ անելու:

6. Put the verb in brackets into *-ing* form or infinitive.

1. He offered (lend) me money.
2. I suggest (leave) him here.
3. Did you remember (book) seats for the cinema tomorrow?
4. He hates (be) kept waiting.
5. This book tells you how (win) at chess.
6. Would you like (keep) the tickets?
7. Did you advise him (go) to the police?

7. Put the verb in brackets into gerund or infinitive form.

1. He offered (lend) me money.
2. I suggest (leave) him here.
3. Did you remember (book) seats for the cinema tomorrow?
4. He hates (be) kept waiting.
5. This book tells you how (win) at chess.
6. Would you like (keep) the tickets?
7. Did you advise him (go) to the police?

REVISION: UNREAL CONDITION: CONDITIONAL 2

8. Complete the sentences.

- | | |
|---|---|
| 1. If you came in time, | 5. I would feel fit if |
| 2. If he spoke slower, | 6. She could buy more clothes if |
| 3. If I knew computer, | 7. The cake would taste better if |
| 4. You could be in time for work if | |

Check up 3

COMPREHENSION

1. Read the text and answer the questions choosing the correct answer.

1 In the last 500 years, nothing about the people – not their clothes, ideas, or
2 languages has changed as much as what they eat. The original chocolate drink
3 was made from the seed of the cocoa tree by South American Indians. The Spanish
4 introduced it to the rest of the world during the 1500's. Although it was very
5 expensive, it quickly became fashionable. In London shops where chocolate
6 drinks were served became important meeting places. Some still exist today.
7 The potato is also from the New World. Around 1600, the Spanish brought it from
8 Peru to Europe, where it soon was widely grown. Ireland became so dependent
9 on it that thousands of Irish people **starved** when the crop failed during the
10 "Potato Famine" of 1845-1846. Thousands more were forced to emigrate to
11 America.
12 There are many other foods that have travelled from South America to the Old
13 World. But some others went in the opposite direction. Brazil is now the world's
14 largest grower of coffee, and coffee is an important crop in Colombia and other
15 South American countries but it is native to Ethiopia. **It** was first made into a
16 drink by Arabs in the 1400's.
17 According to an Arabic legend, coffee was discovered when a goatherd named
18 Kaldi noticed that his goats were attracted to the red berries on a coffee bush. He
19 tried one and experienced the "wide-awake" feeling that one-third of the world's
20 population now starts the day with.

1. The text mainly discusses
 - a. the importance of coffee
 - b. Potato famine in Ireland
 - c. the history of chocolate drink
 - d. changes in what people eat
2. According to Paragraph 1
 - a. Both language and eating habits have changed a lot
 - b. American Indians made the chocolate popular all over the world
 - c. Chocolate became popular though it was far from being cheap
 - d. No chocolate drinks are served in London today
3. The word **starve** in Line 9 means
 - a. were thirsty
 - b. felt angry
 - c. felt hunger
 - d. were delighted

4. The word **it** in Line 15 refers to
 - a. Ethiopia
 - b. coffee
 - c. crop
 - d. Colombia
5. According to Paragraph 4,
 - a. goats were the first to drink coffee
 - b. one-third of the world's population drink coffee in the morning
 - c. Kaldi was the first to drink coffee
 - d. An Arabic legend tells why people like coffee

GRAMMAR CHECK

2. Put the verb in brackets into the -ing form or the infinitive.

1. It's much better (stay) at home than to go out in the rain.
2. It isn't good for you (eat) so many sweets.
3. I'm very sorry for (be) late.
4. I'm for (do) nothing till he arrives.
5. He is fond of (get up) early every day.
6. He expects you (go) with him.
7. Do you remember (post) the letter? Are you sure you've posted it?
8. Do you feel like (go) to the cinema?

3. Insert the prepositions.

1. She doesn't feel ... working on the computer.
2. She complains ... bullying.
3. He concentrates ... learning physics.
4. I am interested ... visiting the museum.
5. He is clever ... skateboarding.
6. The girl is crazy ... playing tennis.
7. I'm worried ... making mistakes.

4. Choose the correct word.

On his way (1)... school Tom met Huckleberry Finn. As always, Huckleberry Finn's clothes were old and dirty. All the mothers of (2) ... town hated him because all their children admired him and wished to be like him. He could go anywhere he liked. He didn't have to go to (3) ...school. He could go fishing or swimming when and where he wanted. He never had to wash or put (4) ...clean clothes.

1. a. at b. on c. in d. to
2. a. - b. an c. the d. a
3. the b. - c. an d. a
4. a. up b. out c. in d. on

5. Rewrite the sentences, leaving out unnecessary pronouns and making other necessary changes:

1. The prizes they were given to the boys.
2. The girl she said nothing.
3. The teacher gave us an exercise to do it.
4. He went home and he got his book.
5. The book which it is on the table is mine.
6. Students who are good at their lessons they get good marks.
7. She gave us a football to play with it.
8. The people, having seen the game, they went away.
9. The scorpion it has a sting in its tail.

6. Correct the following sentences, giving reasons for your corrections:

1. Her advices were very wise.
2. You was the first to do it.
3. The class wasn't able to agree.
4. I've many works to do this morning.
5. The thunders and lightnings frightened the little girl.
6. The poors say that riches does not make a man happy.
7. She waited at the terminal for her luggages.
8. You should go and have your hairs cut, they're too long.
9. I'm waiting for more informations about this matter.

7. Which of the options is the best choice for the reported speech?

1. Nelly asked, "Do you want to wait for Helen, Jack?"
 - a. Nelly asked to Jack if he wanted to wait for Helen.
 - b. Nelly asked Jack if he wanted to wait for Helen.
 - c. Nelly asked to Jack to wait for Helen.
 - d. Nelly asked Jack if did he want to wait for Helen.
2. The head to the employee, "Sign the document."
 - a. The head told to the employee to sign the document.
 - b. The head asked to the employee to sign the document.
 - c. The head ordered to the employee to sign the document.
 - d. The head told the employee to sign the document.
3. "I know everything about the castle, Aunt," said Bob.
 - a. Bob told his aunt that he knew everything about the castle.
 - b. Bob said to his aunt that he knew everything about the castle.
 - c. Bob told to his aunt that he knew everything about the castle.
 - d. Bob told his aunt that he had know everything about the castle.

Grammar Reference

Irregular verbs

Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
be	was, were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay (for)	paid (for)	paid (for)
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed	dreamed	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	sew	sewed	sewn
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	shine	shone	shone
feed	fed	fed	shoot	shot	shot
feel	felt	felt	show	showed	shown
fight	fought	fought	shut	shut	shut
find	found	found	sing	sang	sung
fly	flew	flown	sit	sat	sat
forget	forgot	forgotten	sleep	slept	slept
freeze	froze	frozen	smell	smelt	smelt
get	got	got	speak	spoke	spoken
give	gave	given	spend	spent	spent
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake up	woke up	woken up
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
leave	left	left	write	wrote	written

Grammar Reference

PREPOSITION COMBINATIONS

Adjective + preposition

A

ask for
accustomed to
acquainted with
afraid of
agree with
angry with/at
apologise for/to
arrive in/at
aware of

B

believe in
belong to
bored with

C

compare to/with
complain about/to
concentrate on
congratulate on
consist of
cover with
crowded with
cry at/about

D

depend on
describe to
devoted to
die of
different from
disappointed in/with
dream of/about
dressed in

E

excited about
explain to/by

F

familiar with
famous for
feel like
fight for
filled with
fond of
forgive for
friendly to/with
full of

G

get to
good at
grateful to/for
guilty of

H

happen to
hear about /of
hear from
hope for

I

insist on
interested in

K

keen on
known for

Verb + preposition

L

laugh at
leave for
listen to
live on
look at
look after
look for

M

made of/from
married to

P

pay for
pleased with
point at
polite to/of
popular with
prepare for
prefer to
protect from
provide with
proud of

R

recover from
rely on
remind of
reply to
responsible for

S

satisfied with
scared of

short of
shout at
similar to
smile at
sorry about/for
speak to/with
succeed in
suffer from
sure of
surprised at

T

take advantage of
take care of
take part in
thank for
think of/about
throw at/to
tired of/from

U

upset with
used to

V

vote for

W

wait for
worried about
write to

Listening

To page 14

Here's the weather forecast for the next twenty-four hours. Starting with southern England it'll be dry and sunny, but quite cold and windy, so dress warmly. And in the west of the country you can expect some rain in the morning and quite a strong north wind and the temperature will be lower than yesterday. Don't think you will see much of the sun, cloudy all day, I'm afraid. In Scotland and Northern Ireland there will be heavy rain and maybe some snow during this afternoon. In the mountains the temperature may drop to below zero. And that's all from me.

To page 35

Sue: I think I'm not going to vote at all.

Pat: I don't know yet. I may vote Tory. I have been told that Johnson may bring more jobs to the area. That's what we need, isn't it?

Frank: Are you going to vote for a labour candidate?

David: Hm... They are all alike. They always give a lot of promises but the prices keep going up every week

To page 61

Leonardo da Vinci (1452-1519) is one of the world's most celebrated painters. Most people recognise him as the painter of the *Mona Lisa*. Yet Leonardo da Vinci is also famous for his genius in design and engineering. He had drawn plans for tanks and airplanes long before they were dreamed of. His talent in sciences was also surprising. He made many discoveries in physics and anatomy. To improve his painting he studied a human body. He had even discovered circulation of blood long before William Harvey proved it. Leonardo's genius was ahead of his time, not only in art but in science as well.

Besides all his talents he was very attractive and sang well.

To page 95

A: Your shelf is a mess again. When are you going to tidy it up? I'm afraid I'll throw everything away one day.

B: You don't understand, mummy. It's a valuable collection of CDs.

A: If it is so valuable, why is it in such a mess? Why don't you dust it? I don't see anything interesting in these films with predictable endings and floods of blood. Why do they shoot them at all?

B: At least they are thrilling. I know for you the best films are *Gone with the Wind* and *Jane Eyre*. Should we watch only romantic stuff?

Key

page 3

1. The Royal Family.
2. Arundel Castle, South East of England.
3. The Seven Sisters, chalk cliffs of the south-east coast of England.
4. Salisbury, Stonehenge (2600 BC).
5. East Anglia.

page 39

1. Ancient Rome, Colosseum.
2. The battle of Avarair.
Vardanank, G. Khanjian.
3. Ancient Egypt, The statue of Pharaoh.
4. The French Revolution.
Liberty at the Barricades, Delacroix.
5. The UNO session, XX century.
New York, USA

page 54

1. Toros Roslin.
2. Minas Avetissian.
3. Martiros Sarian.

page 69

1. Oliver Twist by Charles Dickens.
2. Robinson Crusoe by Daniel Defoe.
3. Ivanhoe by Sir Walter Scott.
4. Alice in Wonderland by Lewis Carroll.
5. The Invisible Man by H.G. Wells.

page 74

1. Henry IV.
2. King Lear.
3. Othello.
4. Romeo and Juliet.
5. Anthony and Cleopatra.

page 76

1. Thomas Alva Edison.
2. Alexander Bell.
3. Archimedes.

page 110

1. Bach.
2. Aphrodite was Zeus's daughter.
3. The Curie family, known for their discoveries in physics.
4. The Kennedy family.
5. The Orbelian brothers.
6. Dumas father and Dumas son.

Some More Reading

Yerevan

Situated on the River Hrazdan, Yerevan, the capital of Armenia, is one of the biggest cities in Transcaucasia. It has a population of about one million inhabitants. A 3,000-year-old basalt slab kept in the open-air museum of Erebouni says that King Argishti I founded the fortress of Erebouni in 782 BC. Since those times Yerevan has seen a lot before becoming the capital of the country. Little is left from its ancient history, but even today Yerevan is a mixture of ancient, old and new.



The seat of government is the House of National Assembly. Set in a prominent place on a hill in Bagramian Street, the building overlooks a beautiful garden. Up the street there is another magnificent building with the Armenian three-colour flag flying over it. This is the official residence of the President of Armenia.

The heart of the city is Republic Square. It is built in the national style of architecture. The warm colour of tufa and the stone-carvings make the buildings very beautiful.

In the right corner of the square there stands a high building with a clock tower. It is the seat of government. On the opposite side of the square is the Foreign Office of Armenia. To the right of it are the Museum of the History of Armenia and the National Art Gallery. In front of it there is a beautiful fountain. Here people like to walk in hot summer evenings.

Republic Square is at the centre of the main avenues and streets such as Tigran the Great, Nalbandian, Abovian and other streets. This is the shopping and entertainment area of Yerevan. There are a lot of places of interest here: theatres, cinemas, the Children's Picture Gallery, etc.

The cultural centre of the city is Theatre Square where the Opera House is situated. Designed by the architect Tamanian, it is one of the best buildings in Yerevan. The Opera House overlooks a green area of parks. On this small spot round the Opera House there are monuments to those who are the pride of Armenian art, Sayat Nova and Komitas, Spendiarian and Toumanian, Saryan and Tamanian. Another place of interest is the Matenadaran, the depository of ancient manuscripts and a library.

Yerevan is situated on hills. One of them is Swallow Fortress Park, (Tsitsernakaberd). There in the late 60s a monument was built to commemorate the 50th anniversary of the genocide against the Armenians. Every year on the 24th of April young and old come to the monument to honour the memory of the victims of the genocide.

Not far from the monument in the same park you can see the pride of Yerevan, the Sports and Concert Hall. It is a modern structure in the latest style of architecture. Big sports competitions, stage shows and the like are often held here. In autumn 1996 it hosted the world Chess Olympiad.

There are a lot of interesting museums, churches and picture galleries in the centre of Yerevan and around it. Among them are the Saryan museum, the Paradjanov museum, the Toumanian museum and others.

The city centre is surrounded by residential areas such as Achapniack, Davidashen, New Nork and others. The fashionable residential areas are Aigedzor and Nork. There are a lot of beautiful houses surrounded by gardens here.

Yerevan is a city of students. There are more than twenty Institutes and Universities in Yerevan. The graduates of Yerevan State University and other Institutes work not only in RA, but in many other countries as well.

Above all, Yerevan is a very hospitable city.

Fahrenheit 451

by Ray Bradbury

They walked in the warm-cool blowing night and there was the faintest smell of fresh apricots and strawberries in the air, and he looked around and realised this was quite impossible, so late in the year. There was only the girl walking with him now, her face bright as snow in the moonlight, and he knew she was working his questions around, seeking the best answers she could possibly give.

"Well," she said, "I'm seventeen and I'm crazy. My uncle says the two always go together. When people ask your age, he said, always say seventeen. Isn't this a nice time of night to walk. I like to smell things and look at things, and sometimes stay up all night, walking, and watch the sun rise."

They walked on again in silence and finally she said, thoughtfully, "You know, I'm not afraid of you at all. So many people are. Afraid of firemen, I mean. But you are just a man, after all."

He saw himself in her eyes. Her face, turned to him now, was milk crystal with a soft and constant light in it. It was not the cold light of electricity but - what? But the strangely comfortable and gentle light of the candle. Once when he was a child, in a power-failure, his mother had found and lit a last candle and there had been an hour of comfort, and they, mother and son, alone, hoped that the power might not come on again too soon...

And then Clarisse McClellan said, "Do you mind if I ask? How long have you worked as a fireman?"

"Since I was twenty, ten years ago."

"Do you ever read any of the books you burn?"

He laughed. "That's against the law!"

"Oh, of course."

"It's fine work. Monday burn Millay, Wednesday Whitman, Friday Faulkner, burn them to ashes, then burn the ashes. That's our official slogan."

They walked still further and the girl said, "Is it true that long ago firemen put fires out instead of going to start them?"

"No, houses have always been fire-proof, take my word for it."

"Strange, I heard once that a long time ago houses used to burn by accident and they needed firemen to stop the fire."

He laughed.

She looked quickly over. "Why are you laughing?"

"I don't know."

"You laugh when I haven't been funny and you answer right off. You never stop to think what I have asked you."

He stopped walking. "You are a strange girl," he said looking at her. "Haven't you any respect?"

"I don't mean anything bad. It's just, I love to watch people too much, I guess."

"Well, doesn't this mean anything to you?" He showed the numerals 451 on his sleeve.

"Yes," she whispered. "Have you ever watched the jet-cars driving on the streets? I sometimes think drivers don't know what grass is, or flowers, because they never see them slowly," she said. "My uncle drove slowly on a highway once. He drove at forty miles an hour and they put him into prison for two days. Isn't that funny, and sad too?"

"You think too much," said Montag, uneasily.

Vocabulary1

a - adjective ['ædziktiv] ածական
adv - adverb ['ædvə:b] մակբայ
cj - conjunction [kən'dʒʌŋkʃən] կապ, շաղկապ
int - interjection [intə'dʒekʃən] ծայնարկություն
n - noun ['naun] գոյական
num - numeral ['nju:mərəl] թվական
pl - plural ['pluərəl] հոգնակի թիվ
prep - preposition ['prepə'ziʃən] նախդիր
v - verb ['və:b] բայ

A

abolish [ə'bəliʃ] v վերացնել
about [ə'baʊt] adv 1) մոտավորապես. 2) շուրջը. prep շուրջը
above [ə'bəʊv] adv վերևում, վերը. prep վրա, վեր, ավելի քան
abroad [ə'brɔ:d] adv արտասահմանում, արտասահման
abrupt [ə'brʌpt] կտրուկ
absence ['æbsəns] n բացակայություն
absent-minded [æbsənt-'maɪndɪd] a ցրված
accent ['æksənt] n շեշտ, առոգանություն, արտասանություն
accept [ək'sept] v ընդունել, համաձայնել
accident ['æksɪdənt] n դժբախտ պատահար
according to [ə'kɔ:diŋ tə] prep համաձայն, ըստ
accuracy ['ækjʊrəsi] n ճշտություն, ճշգրտություն, ճշտապահություն
accurate ['ækjʊrɪt] a ճիշտ, ճշգրիտ, ճշտապահ
achieve [ə'tʃi:v] v նվաճել, ձեռք բերել, հասնել
achievement [ə'tʃi:vmtənt] n նվաճում
across [ə'krɔ:s] adv լայնքով, մյուս կողմում
act [ækt] v կատարել (դերը), գործել
acting ['æktɪŋ] n թատր. խաղ
active ['æktɪv] a գործունյա, եռանդուն
activity [æk'tɪvɪti] n գործունեություն
add [æd] v ավելացնել
admiration ['ædmə'reɪʃn] n հիացմունք
admire [əd'maɪə] v հիանալ, սքանչանալ
adopt [əd'ɒpt] v ընդունել
adult ['ædʌlt] n չափահաս մարդ. a չափահաս
advantage [əd'vɑ:ntɪdʒ] n առավելություն
adventure [əd'ventʃə] n արկած
adventurer [əd'ventʃərə] n արկածախնդիր
advertise ['ædvətaɪz] v հայտարարություն տալ
advertisement [əd'vɑ:zɪsmənt] n գովազդ, հայտարարություն
advice [əd'vaɪs] n խորհուրդ. to follow sb's ~ հետևել մեկի խորհրդին
advise [əd'vaɪz] v խորհուրդ տալ

afraid [ə'freɪd] a predic. to be ~ (of) վախենալ
against [ə'geɪnst] prep հակառակ, դեմ, ընդդեմ
age ['eɪdʒ] n հասակ. at the ~ of 15 15 տարեկանում. for ~s շատ երկար ժամանակ
aggressive [ə'ɡresɪv] a ագրեսիվ
ago [ə'ɡəʊ] adv առաջ. long ~ վաղուց
agree [ə'ɡri:] v համաձայնվել
agriculture [æɡrɪ'kʌltʃərəl] a գյուղատնտեսական
ahead [ə'hed] a predic. adv առաջ, առջևում
aim ['eɪm] n նպատակ, մտադրություն
airport ['eəpɔ:t] n օդանավակայան
alarm-clock [ə'la:m 'klɒk] n զարթուցիչ
alive [ə'laɪv] a ողջ, կենդանի
all [ɔ:l] n բոլորը, ամենը. at ~ ընդհանրապես
allow [ə'laʊ] v թույլ տալ, իրավունք տալ
almost ['ɔ:lməʊst] adv գրեթե, համարյա
alone [ə'ləʊn] a predic. մենակ
along [ə'lɔŋ] adv ծայրից ծայր, երկայնքով
aloud [ə'laʊd] adv բարձրաձայն
already [ɔ:l'reɪdɪ] adv արդեն
also ['ɔ:lsəʊ] adv նույնպես, նաև
although [ɔ:l'ðəʊ] conj թեև, չնայած որ
always ['ɔ:lwəz] adv միշտ
ambition [æm'bɪʃn] n փառասիրություն, ձգտում
ambulance ['æmbjʊləns] n շտապ օգնություն
among [ə'mʌŋ] prep մեջ, միջև, թվում
amount [ə'maʊnt] n 1) գումար. 2) քանակ
ancient ['eɪnʃənt] n հին, հնագույն
angry ['æŋɡrɪ] a զայրացած, ջղայնացած. to be ~ with sb բարկացած լինել մեկի վրա
anniversary ['æni'vɜ:səri] n տարեդարձ
announce [ə'naʊns] v հայտարարել, տեղեկացնել
announce [ə'naʊns] v 1) հայտարարել, հայտնել, հաղորդել. 2) տեղեկացնել n **announcement**, syn. **declare**
annoy [ə'nɔɪ] v ծանծրացնել, ջղայնացնել
another [ə'nʌðə] pron ուրիշ, մի ուրիշ, ևս մեկ
answer ['ɑ:nsə] n պատասխան. v պատասխանել
appear [ə'piə] v երևալ, հայտնվել, երևալ, գալ
appoint [ə'pɔɪnt] v նշանակել, իրամանագրել
appointment [ə'pɔɪntmənt] n նշանակում, պայմանավորվածություն, ժամադրություն
approach [ə'prəʊtʃ] v մոտենալ
archaeology ['ɑ:kɪ'ɒlədʒɪ] n հնագիտություն
architect ['ɑ:kɪtekt] n ճարտարապետ
architectural [ɑ:kɪ'tektʃərəl] a ճարտարապետական
architecture ['ɑ:kɪtektʃə] n ճարտարապետություն

area ['eəriə] n 1) տարածություն, տարածք. 2) քննադավառ
argue ['a:gju:] v վիճել
aristocrat ['æristəkræt] n ազնվական
arithmetic [ərimətik] n թվաբանություն
arms ['a:mz] n զենք
army ['a:mi] n բանակ
around [ə'raund] adv, prep շուրջը, շուրջ
arrange [ə'reindʒ] v 1) կարգավորել, դասավորել. 2) պայմանավորվել
arrest [ə'rest] v ձերբակալել
arrive [ə'raiv] v գալ, ժամանել, տեղ հասնել
arrow ['ærou] n նետ
art ['a:t] n արվեստ
article ['a:tɪkl] n 1) հոդված, առարկա. 2) քեր. հոդ
artist ['a:tɪst] n 1) նկարիչ. 2) արվեստագետ
artistic [a:'tɪstɪk] a գեղարվեստական
as [æz] adv ինչպես. as... as այնպես ինչպես. ~ if կարծես թե. ~ soon ~հենց որ. ~ well նույնպես, նաև
ashamed [ə'ʃeɪmd] a to be ~ ամաչել, ամոթ զգալ
asleep [ə'sli:p] a քնած. fall ~ քնել. fast ~ խոր քնած
assemble [ə'sembl] v հավաքել
assistant [ə'sɪstənt] n օգնական
astrology [ə'strɒlədʒi] n աստղագիտություն
attack [ə'tæk] n գրոհ, հարձակում. v գրոհել, հարձակվել
attention [ə'tenʃn] n ուշադրություն. pay ~ to ուշադրություն դարձնել
attentive [ə'tentɪv] a ուշադիր, հոգատար, սիրալիր
attitude ['ætɪtju:d] n դիրքորոշում, վերաբերմունք (to)
attract [ə'trækt] v 1) ձգել, գրավել. 2) հրապուրել
attractive [ə'træktɪv] a գրավիչ
author ['ɔ:θə] n հեղինակ, գրող
authority [ɔ:'θɔ:riti] n իշխանություն, ղեկավարություն
autobiography [ɔ:təbaɪ'ɔ:grəfi] n ինքնակենսագրություն
autumn ['ɔ:təm] n աշուն
avenue ['ævinju:] n պողոտա
avoid [ə'vɔɪd] v խուսափել
awaken [ə'weɪkən] v 1) արթնացնել. 2) արթնանալ
award [ə'wɔ:d] n շնորհում, պարգև
away [ə'wei] adv հեռու. go ~ գնալ, հեռանալ. run ~ փախչել. keep ~ հեռու պահել. take ~ քշել, տանել

B

baby ['beɪbi] n մանուկ, երեխա
background ['bækgraʊnd] n ֆոն, հետին պլան. in the ~
bake [beɪk] v թխ(վ)ել
baker ['beɪkə] n հացթուխ. the ~'s հացի խանութ
ban [bæn] v արգելել
bank¹ ['bæŋk] n ափ
bank² n բանկ
banker ['bæŋkə] n բանկիր
bar [bɑ:] n սալիկ, ~ of chocolate շոկոլադե սալիկ
barber ['bɑ:bə] n վարսավիր (տղամարդկանց)
bark ['bɑ:k] v հաչալ
baron ['bærən] n բարոն
basket ['bɑ:skɪt] n զամբյուղ
bath ['bɑ:θ] n լոգատաշտակ, լոգանք. to have a ~ լոգանք ընդունել
bathe ['beɪð] v լողանալ, լողացնել
battle ['bætl] n ճակատամարտ
be [bi:] v (was/were, been) լինել, գոյություն ունենալ, գտնվել. ~ back վերադառնալ. ~ going to do something մտադրվել, պատրաստվել որևէ բան անելու. ~ on գնալ (ֆիլմի, ներկայացման մասին). ~ over վերջանալ
beast [bi:st] n կենդանի, գազան, անասուն
beastly [bi:stli] a 1) կենդանական, անասնական. 2) փխբ. խսկգ. անտանելի, զգվելի
beat ['bi:t] v (beat, beaten) ծեծել, խփել, զարկել
beautiful ['bjʊ:tɪfʊl] a գեղեցիկ
beauty ['bjʊ:ti] n գեղեցկություն, գեղեցկուհի
become [bi'kʌm] v (became, become) դառնալ
before [bi'fɔ:] adv առաջ, առջևից, անցյալում
begin [bi'ɡɪn] v (began, begun) սկս(վ)ել
beginning [bi'ɡɪnɪŋ] n սկիզբ
behave [bi'heɪv] v իրեն պահել, վարվել
behaviour [bi'heɪvə] n վարք, պահվածք
behind [bi'hænd] prep. adv հետևը, հետևից
belief [bi'li:f] n հավատ, համոզմունք
believe [bi'li:v] v հավատալ, վստահել
belong [bi'lɔŋ] v պատկանել (to)
below [bi'ləʊ] adv, prep ցածր, ներքևում
besides [bi'saɪdz] adv բացի այդ. prep. բացի
betray [bi'trei] v մատնել, դավաճանել
betrayal [bi'treɪəl] n դավաճանություն
better ['betə] a տե՛ս good. adv տե՛ս well. for the ~ դեպի լավը
between [bi'twi:n] prep միջև
bike [baɪk] n հեծանիվ
bill ['bɪl] n օրինագիծ
birthday ['bɜ:θdeɪ] n ծննդյան օր
bite ['baɪt] v (bit, bitten) կծել, խայթել
blind ['blaɪnd] a կույր

blood ['blʌd] n արյուն
bloom [blu:m] n 1) ծաղկում, փթթում. 2) ծաղկ-
ման շրջան in ~
blow ['bləʊ] v (blew, blown) փչել
board ['bɔ:d] n նավակող. on ~ նավի վրա. to
go on ~ նավ նստել
boat ['bəʊt] n նավակ, նավ
bookkeeper ['bʊkki:pə] n հաշվապահ
boots ['bu:ts] n երկարաճիտ կոշիկներ
boring [bɔ:riŋ] a ձանձրալի, տաղտկալի
both [bəʊθ] pron երկուսն էլ. ~ ... and և ... և, թե
... թե
bottle ['bɒtl] n շիշ
bottom ['bɒtəm] n հատակ
brake [breik] n արգելակ
brave [breiv] a քաջ, արի
break ['breik] (broke, broken) v կոտր(վ)ել,
ջարդ(վ)ել
breath ['breθ] n շունչ
breathe ['bri:ð] v շնչել, շունչ քաշել
bridge ['bridʒ] n կամուրջ
bright ['braɪt] a վառ, պայծառ
bring [brɪŋ] v (brought) բերել. ~ up դաստիա-
րակել
build ['bɪld] (built, built) v կառուցել
building ['bɪldɪŋ] n շենք, շինություն
bulb [bʌlb] n էլեկտրական լամպ
burn [bɜ:n] (burnt) v վառել, այրել
bury ['beri] v թաղել, հողին հանձնել
buy [baɪ] v (bought, bought) գնել
by [baɪ] prep 1) մոտ, կողքին. ~ six o'clock
մինչև ժամը վեցը. 2) միջոցով ~ train
գնացքով. ~ Dickens Դիկենսի կողմից
(գրված), Դիկենսի գրած. ~ heart անգիր

C

cabinet ['kæbɪnɪt] n 1) պահարան. 2) նախա-
րարների կաբինետ
cable ['keɪbl] n ճոպանուղի
cafe ['kæfeɪ] n սրճարան
cake ['keɪk] n կարկանդակ, տորթ
call [kɔ:l] n 1) կոչ, կանչ. 2) հեռախոսային
կանչ. 3) այցելություն. v ~ (in) on sb/at a
place անցնել, մտնել, այցելել
calm ['kɑ:m] a հանդարտ, հանգիստ, խաղաղ
calmly ['kɑ:mli] adv հանգիստ, հանդարտորեն
camp ['kæmp] n ճամբար, v ճամբար դնել. to ~
out բացօթյա ապրել
cancel ['kænsəl] v վերացնել, ոչնչացնել, չեղյալ
համարել
candidate ['kændɪdɪt] n թեկնածու
candle ['kændl] n մոմ
canvas ['kænvəs] n կտավ
canyon ['kænjən] n կիրճ, ձոր
capability ['keɪpə'bɪlɪti] n ընդունակություն

capital ['kæpɪtəl] n մայրաքաղաք
captain ['kæptən] n նավապետ, թիմի ավագ
care (about, for) v 1) հոգալ, խնամել. 2) հե-
տաքրքրվել, սիրել. n խնամք, հոգատարու-
թյուն. to take ~ (of, about) հոգալ, խնամել
career [kə'riə] n ասպարեզ, կարիերա
careful ['keəfʊl] a 1) հոգատար. 2) ուշադիր,
զգույշ
carefully ['keəfʊli] adv զգուշորեն, ուշադիր
կերպով
careless ['keəlis] adv անզգույշ, անուշադիր,
անտարբեր
cargo ['kɑ:gəʊ] n բեռ, ապրանք
carpet ['kɑ:pɪt] n գորգ
carry ['kæri] v կրել, տանել, փոխադրել. ~ out
իրականացնել
carving [kɑ:vɪŋ] n փորագրություն
case ['keɪs] n 1) դեպք in ~ of դեպքում. in any ~
ամեն դեպքում. 2) դրություն. 3) արկղ,
տուփ
castle ['kɑ:sl] n ամրոց, դղյակ
casual ['kæʒʊəl] a 1) պատահական. 2)
ամենօրյա
catch v ['kætʃ] v (caught, caught) բռնել, ձե-
րակալել
cathedral [kə'θi:drəl] n մայր տաճար
catwalk ['kætwa:k] n նորաձևության ցուցա-
հարթակ
cause ['kɔ:z] n 1) պատճառ. 2) հիմք, առիթ
celebrate ['selɪbreɪt] v տոնել
celebrity [se'lebrɪti] n հայտնի անձնավորու-
թյուն
central ['sentrəl] a կենտրոնական
centre ['sentə] n կենտրոն
century ['sentʃəri] n հարյուրամյակ, դար
certain ['sɜ:tn] a 1) որոշակի. 2) հավաս-
տիացած
certainly ['sɜ:tnli] adv անշուշտ, իհարկե
chain [tʃeɪn] n շղթա
challenge ['tʃælɪndʒ] v հրավիրել (մրցման)
champ [tʃæmp] v աղմուկով ուտել
championship ['tʃæmpɪənʃɪp] n չեմպիոնատ
chance ['tʃɑ:ns] n դեպք, առիթ. by ~ պա-
տահաբար
change ['tʃeɪndʒ] v փո(խ)վել, փոխանակել. n
փոփոխություն, փոփոխում. for a ~ զանա-
զանության համար
changeable ['tʃeɪndʒəbl] a փոփոխական
character ['kærəktə] n 1) բնավորություն 2)
բնույթ. 3) բնորոշ գիծ, առանձնահատկություն
characteristic ['kærɪktə'ristɪk] a բնորոշ, տիպիկ
charge ['tʃɑ:dʒ] v գին նշանակել
charm ['tʃɑ:m] n հմայք
charming ['tʃɑ:mɪŋ] a սքանչելի, հմայիչ,
իրաշալի

chat [tʃæt] n թեթև մտերմիկ խոսակցություն.
v զրուցել, խոսել
cheap [ˈtʃi:p] a էժանագին, էժան
check [ˈtʃek] v ստուգել
chief [ˈtʃi:f] a գլխավոր, հիմնական
childhood [ˈtʃaɪldhʊd] n մանկություն
chimney [ˈtʃɪmni] n ծխնեխոյզ
choice [ˈtʃɔɪs] n ընտրություն, ընտրում. to
make a ~ ընտրություն կատարել
choose [ˈtʃu:z] v (chose, chosen) ընտրել
church [ˈtʃɜ:tʃ] n եկեղեցի
circle [ˈsə:kl] n շրջան, շրջանակ, շրջագիծ
civil [ˈsɪvɪl] a քաղաքացիական
claim [kleɪm] v 1) պահանջել. 2) պահանջ
ներկայացնել. 3) հաստատել. 4) պնդել
classical [ˈklæsɪkəl] a դասական
clean [ˈkli:n] v մաքրել. a մաքուր, մաքրասեր
clear [kliə] a 1) պարզ, պայծառ. 2) ջիմջ. 3) մա-
քուր, հստակ
clerk [ˈkla:k] n 1) գրասենյակային աշխատող.
2) քարտուղար
clever [ˈklevə] a խելացի
climate [ˈklaɪmɪt] n կլիմա
climb [ˈklaɪm] v մագլցել, բարձրանալ
clock [ˈklɒk] n ժամացույց (պատի, սեղանի).
alarm ~ զարթուցիչ
close [ˈkloʊs] a 1) մոտիկ, մոտակա. 2) սերտ,
կիպ
clothes [ˈkloʊðz] n pl հագուստ
cloud [ˈklaʊd] n ամպ
cloudy [ˈklaʊdi] a ամպամած
clown [ˈklaʊn] n ծաղրածու
club [ˈklʌb] n ակումբ
coach [kəʊtʃ] n միջքաղաքային ավտոբուս
coast [kəʊst] n ափ, ծովափ
coat [ˈkəʊt] n 1) պիջակ. 2) վերնագգեստ
cock [ˈkɒk] n աքաղաղ
collect [kəˈlekt] v հավաքել, ժողովել
collection [kəˈlekʃən] n հավաքածու
collector [kəˈlektə] n կոլլեկցիոներ, հավա-
քորդ
college [ˈkɒlɪdʒ] n 1) քոլեջ. 2) միջնակարգ
դպրոց
colony [ˈkɒləni] n գաղութ
colourful [ˈkʌləfʊl] a գունագեղ, գունեղ
column [ˈkʌləm] a 1) սյուն. 2) սյունյակ
comb [ˈkəʊm] n սանր. v սանրվել
come [kʌm] v (came, come) գալ, մոտենալ,
ժամանել. to ~ back վերադառնալ. to ~ in
ներս մտնել. to ~ up (to) մոտենալ
comedy [ˈkɒmədi] n կատակերգություն
comfort [ˈkʌmfət] n 1) հանգստություն. 2) հան-
գիստ. 3) կոմֆորտ, դյուրահարմարություն
comfortable [ˈkʌmfətəbəl] a հարմար, բարեհար-
մար. 2) սիոփիչ

comic [ˈkɒmɪk] a կոմիկական, զավեշտական.
n կատակերգու
commander [kəˈmɑ:ndə] n հրամանատար
commemorate [kəˈmeməreɪt] v տարեդարձ
նշել
comment [ˈkɒment] v մեկնաբանել. n մեկնաբա-
նություն
common [ˈkɒmən] a հասարակ, սովորական
commutertrain [kəˈmju:tə] n մայրաքաղաքային
գնացք
compare [kəmˈpeə] v համեմատել, բաղդատել
compassion [kəmˈpæʃ(ə)n] n կարեկցանք
competition [ˌkɒmpɪˈtɪʃn] n մրցում
competitive [ˌkəmˈpetɪtɪv] a մրցակցական
complete [kəmˈpli:t] a 1) լրիվ. 2) ամբողջական,
լիավարտ. 3) կատարյալ. v 1) վերջացնել,
ավարտել. 2) համալրել
compliment [ˈkɒmplɪmənt] v լրացնել, համալրել
compose [kəmˈpəʊz] v (երաժշտություն) հո-
րինել
composer [kəmˈpəʊzə] n կոմպոզիտոր, երգա-
հան
concentrate (on) [kənsənˈtreɪt] v կենտրոնաց-
նել, կենտրոնանալ
condition [kənˈdɪʃn] n պայման
congestion [kənˈdʒestʃn] n գերբեռնվածու-
թյուն, գերբեռնվածություն, խտություն
connect [kəˈnekt] v միացնել, միանալ, կապվել
consequence [ˈkɒnsɪkwəns] n հետևանք
consider [kənˈsɪdə] v 1) համարել. 2) կարծել
consist [kənˈsɪst] v բաղկանալ, բաղկացած
լինել
contain [kənˈteɪn] v պարունակել, բովանդա-
կել
continue [kənˈtɪnju:] v շարունակել
contrast [ˈkɒntrɑ:st] n հակադրություն, հակա-
պատկեր, կոնտրաստ
contribute (to) [kənˈtrɪˈbjʊ:t] v 1) աջակցել,
նպաստել, օժանդակել. 2) նվիրաբերել
դրամ. 3) ներդրում անել. **contribution n.**
control [kənˈtrɒl] v վերահսկել
convenient [kənˈvi:niənt] a հարմար, պիտանի
convention [kənˈvenʃən] n սովորույթ, ավան-
դույթ
conversation [ˈkɒnvəˈseɪʃn] n խոսակցություն
cook [ˈkuk] n խոհարար. v եփել, պատրաս-
տել
cool [ˈku:l] n զովություն, a զով, հով, պաղ
copy [ˈkɒpi] n 1) օրինակ. 2) պատճեն. 3) նմուշ.
v արտագրել, պատճենահանել
corn [ˈkɔ:n] n հացահատիկ
corner [ˈkɔ:nə] n անկյուն
correct [kəˈrekt] a 1) ճիշտ, ուղիղ, ստույգ. 2)
լավ. v ուղղել, ճշտել
cost [ˈkɒst] n արժեք, գին. v (cost, cost) արժենալ

cosy ['kouzi] a հարմարավետ, տաքուկ
cottage ['kɒtɪdʒ] n 1) խրճիթ, հյուղակ. 2) կոտեջ
council ['kaʊnsɪl] n խորհուրդ
country-side ['kʌntrisaɪd] n գյուղական վայր
courage ['kʌrɪdʒ] n քաջություն, արիություն
course ['kɔ:s] n of ~ իհարկե
court ['kɔ:t] n 1) դատարան 2) արքունիք
count [kaʊnt] n կոմս
cover ['kʌvə] n 1) ծածկոց, շապիկ 2) կազմ (գրքի) v ծածկել, սքողել
coward ['kaʊəd] n վախկոտ, երկչոտ մարդ
craft ['kra:ft] n արհեստ, զբաղմունք
crazy ['kreɪzi] a խելագար, ցնորված, խենթ
create [kri'eɪt] v ստեղծել, ստեղծագործել, արարել
creation [kri'eɪʃn] ուստեղծում, ստեղծագործում, արարում
crime ['kraɪm] n հանցագործություն
criminal ['krɪmɪnəl] n հանցագործ
cross ['krɒs] n խաչ. v անցնել փողոցը
crowd ['kraʊd] n ամբոխ, բազմություն
crown ['kraʊn] n թագ, պսակ
cruel ['kruəl] a դաժան, անգութ, անողորմ
cruelty ['kruəlti] n դաժանություն
cry [krai] v 1) գոռալ. 2) լացել
cube ['kju:b] n խորանարդ
cultural ['kʌltʃərəl] a մշակութային
culture ['kʌltʃə] n մշակույթ
cultured ['kʌltʃəd] a բարեկիրթ
cupboard ['kʌbəd] n (ամանեղենի) պահարան
cure ['kjʊə] v բուժել, առողջացնել
curl up ['kɜ:l ʌp] v ոլորել դեպի վերև, կծկվել
currency ['kʌrənsɪ] n տարադրամ
custom ['kʌstəm] n սովորություն, սովորույթ

D

daily ['deɪli] adv ամեն օր. a ամենօրյա, առօրյա, օրական
damage ['dæmɪdʒ] v վնասել
damp ['dæmp] a խոնավ
danger ['deɪndʒə] n վտանգ, սպառնալիք
dangerous ['deɪndʒərəs] a վտանգավոր
daring ['deərɪŋ] n խիզախ, համարձակ, հանդուգն
dark ['dɑ:k] a մութ, խավար, մուգ
date [deɪt] n տարեթիվ
dead [ded] a մեռած, սատկած
death [deθ] n մահ
debt [det] n պարտք
decide [di'saɪd] v որոշել, վճռել
decision [dɪ'si:ʒn] n որոշում, վճիռ
decorate ['dekəreɪt] v զարդարել, հարդարել
deep [di:p] a խոր, խորունկ
defeat [di'fi:t] v հաղթել, պարտության մատնել

defence [di'fens] n պաշտպանություն
defend [di'fend] v պաշտպանվել
degree [di'ɡri:] n աստիճան
delicate ['delɪkət] a նուրբ
delight [di'laɪt] v հիացնել, հիանալ, սքանչանալ. n հաճույք, հիացմունք
democracy [di'mɒkrəsi] n դեմոկրատիա
democratic [di'mɒkrə'tɪk] a դեմոկրատական
denationalize [di'næʃə'nəlaɪz] v ապապետականացնել
deny [di'nai] v հերքել, ժխտել, ուրանալ
depend [di'pend] v (on) կախված լինել, կախում ունենալ
depth ['depθ] n խորություն, խորք
describe [dis'kraɪb] v նկարագրել, բնութագրել
desert ['dezət] n անապատ, ամառի տեղ
deserve [di'zə:v] v արժանի լինել, արժանանալ
design [di'zeɪn] v 1) ծրագրել. 2) ուրվագծել
destroy [dis'trɔɪ] v քանդել, կործանել, ոչնչացնել
detail [di'teɪl] n մանրամասնություն. in ~ մանրամասն
detective [dɪ'tektɪv] a դետեկտիվ
develop [di'veləp] v զարգանալ, զարգացնել
development [di'veləpmənt] n զարգացում, աճ
device [dɪvaɪs] n 1) հարմարանք, մեխանիզմ, սարք. 2) միջոց
devote [di'vout] v նվիր(վ)ել
devoted [di'voutɪd] a նվիրված, անձնվեր
devotion [di'vouʃn] n նվիրվածություն
diagram ['dɪəgræm] n դիագրամ, սխեմա
diary ['daɪəri] n 1) օրագիր. 2) օրատետր
dictator [dɪk'teɪtə] n բռնակալ
dictionary ['dɪkʃənəri] n բառարան
die ['daɪ] v մեռնել, վախճանվել
differ ['dɪfə] v տարբերվել, ջլկվել
different ['dɪfərənt] a տարբեր, ուրիշ
difficulty ['dɪfɪkəlti] n դժվարություն
dig [dɪg] v (dug, dug) փորել, քանդել
diplomat ['dɪpləmət] n դիվանագետ
direction [dɪ'rekʃn] n ուղղություն. in the ~ of ուղղությամբ
director [dɪ'rektə] n ղեկավար, տնօրեն
dirty ['dɜ:ti] a կեղտոտ, ցեխոտ
disappear [di'sə'piə] v անհայտանալ
disappoint [di'sə'pɔɪnt] v հիասթափեցնել
disaster [di'zɑ:stə] n արիալիրք, աղետ
disco ['diskoʊ] n դիսկոտեկա
discouraged [dis'kʌrɪdʒd] a հուսալքված
discover [dis'kʌvə] v հայտնաբերել, գտնել
discuss [dis'kʌs] v քննարկել, վիճարկել
discussion [dis'kʌʃən] n քննարկում, բանավեճ
disease [di'zi:z] n հիվանդություն, ախտ
dish [dɪʃ] n 1) պնակ. 2) կերակրատեսակ
dishonest [dis'ɒnɪst] a անազնիվ

dislike [dis'laik] v չսիրել, ատելություն տածել
distance ['distəns] n տարածություն, հեռավորություն. in the ~ հեռվում. from a ~ հեռվից.
 at a ~ որոշ հեռավորության վրա
distant ['distənt] a հեռավոր, հեռու. 3 miles ~ երեք մղոն հեռու
distinct [dis'tiŋkt] a պարզ, հստակ, որոշակի
divide [di'vaɪd] v 1) բաժան(վ)ել 2) անջատ(վ)ել
do [du:] v (did, done) 1) անել, կատարել. 2) հարդարել, պատճառել. to ~ one's hair մազերը հարդարել. to ~ the room սենյակը կարգի բերել. to ~ harm վնաս պատճառել. to ~ one's best ջանքերը չխնայել, ամեն ինչ անել. that'll ~ բավական է
doubt [daʊt] v կասկածել. no ~, without ~ անկասկած, անտարակույս
down-to-earth [daʊntə:əθ] a գործնական, իրատեսական
drag ['dræg] v քաշել
dramatist ['dræmətɪst] n դրամատուրգ
draw [draʊ] v (drew, drawn) 1) քաշել, ձգել. 2) նկարել
drawing ['drɔ:ɪŋ] n նկար, նկարչություն, գծագիր
dream [dri:m] n երազ, անուրջ. v (dreamt, dreamed) երազել, երազ տեսնել
drive [draɪv] v (drove, driven) վարել, քշել
driver ['draɪvə] n վարորդ
drop [drɒp] v վայր գցել
drown ['draʊn] v խորտակ(վ)ել
dry [draɪ] a 1) չոր, ցամաք 2) ցամաքած
duchess ['dʌtʃɪz] n կոմսուհի
due to ['dju: tu:] prep շնորհիվ, պատճառով
duke ['dju:k] n կոմս
dull [dʌl] a 1) բութ, հիմար, ապուշ. 2) տաղտկալի
during ['djʊərɪŋ] adv ընթացքում
dust ['dʌst] n փոշի. v փոշի մաքրել
dusty ['dʌsti] a փոշոտ, փոշով ծածկված
duty ['dju:ti] n պարտականություն
dwelling ['dwelɪŋ] n կացարան, տուն
dynamic [daɪ'næmɪk] a 1) եռանդուն, շարժուն. 2) դինամիկ

E

each ['i:tʃ] a, pron յուրաքանչյուր, ամեն մի. ~ other մեկը մյուսին, միմյանց
eager ['i:gə] a խիստ փափագող, մեծ ցանկություն ունեցող (for, about, after)
earn ['ɜ:n] v վաստակել
earth [ɜ:θ] n 1) երկիր. 2) աշխարհ, հող
earthquake ['ɜ:θkweɪk] n երկրաշարժ
east [i:st] n արևելք
economy [i'kɒnəmi] n տնտեսություն
edge ['edʒ] n ծայր, եզր

educate ['edju:keɪt] v կրթել
education ['edju'keɪʃn] n կրթություն, ուսուցում
effect [i'fekt] n 1) հետևանք. 2) ազդեցություն
efficient [i'fɪʃiənt] a 1) ազդող, ներգործող. 2) կարող, ունակ, որակյալ
egocentric ['egəʊ'sentrik] a եսակենտրոն
either ['aɪðə] a, pron 1) յուրաքանչյուրը, երկուսն էլ. 2) այս կամ այն, որևէ մեկը. ~ ... or կամ... կամ
elder ['eldə] a ավագ
elect [i'lekt] v ընտրել
else ['els] adv էլի, էլ, բացի, ուրիշ
emergency [i'mə:dʒənsi] n արտառոց դեպք, ծայրահեղ անհրաժեշտություն, վթար. in case of ~ ծայրահեղ անհրաժեշտության դեպքում
emission [i'mɪʃən] n արձակում, տարածում (ջերմության, լույսի, հոսքի)
emotion [i'məʊʃn] n հուզմունք, զգացմունք
empty ['empti] a դատարկ
encourage [ɪn'kʌrɪdʒ] v քաջալերել, խրախուսել, ոգևորել
end ['end] n վերջ, վախճան, ծայր. in the ~ վերջապես, վերջում. at the ~ of the book գրքի վերջում
endless ['endlis] a անվերջ, անսահման
endure [ɪn'dʒʊə] v համբերությամբ տանել, տոկալ, հանդուրժել
enemy ['enɪmi] n թշնամի, հակառակորդ
energetic ['enə'dʒetɪk] a եռանդուն
energy ['enədʒi] n էներգիա, եռանդ, ուժ, կորով
engine ['endʒɪn] n շարժիչ
enjoy [ɪn'dʒɔɪ] v բավականություն ստանալ, վայելել, հաճույք զգալ. ~ oneself զվարճանալ
enter ['entə] v մտնել, ներս գնալ
entertainment ['entə'teɪnmənt] n զվարճություն
entire [ɪn'taɪə] a 1) լիակատար, կատարյալ. 2) լրիվ, ամբողջական. 3) մաքուր, անխառն, անարատ. adv entirely 1) ամբողջովին, լիովին. 2) միմիայն, բացառապես
entrance ['entrəns] n մուտք, դուռ
environment [ɪn'vaɪəənmənt] n շրջակա միջավայր
equal ['i:kwəl] a հավասար, միանման
equip [i'kwɪp] v սարքավորել
equipment [i'kwɪpmənt] n սարքավորում
era ['ɪərə] n դարաշրջան
eruption [i'rʌpʃn] n իրաբխի ժայթքում
especially [ɪs'peʃəli] adv հատկապես
European ['jʊərə'pi:ən] n եվրոպացի. a եվրոպական
eve [i:v] n նախօրյակ
even ['i:vən] adv նույնիսկ
event [i'vent] n դեպք, իրադարձություն
ever ['evə] adv երբևէ, երբևիցե. for ~ ընդմիշտ

every ['evri] a յուրաքանչյուր. ~body, ~one
ամեն ոք, բոլորը
exact [ig'zækt] a ճիշտ, ճշգրիտ, ստույգ
exactly [ig'zæktli] adv ճշգրիտ
exam [ig'zæm] քննություն. entrance ~ ընդունելության քննություն
examine [ig'zæmin] v 1) քննել. 2) զննել
excellent ['eksələnt] a գերազանց, հոյակապ
except [ik'sept] prep բացի, բացառությամբ
excited [ik'saitid] a հուզված.
excitement [ik'saitmənt] n հուզմունք
exciting [ik'saitiŋ] a հուզիչ
exclaim [iks'kleim] v բացականչել
excursion [iks'kə:ʃən] n էքսկուրսիա, զբոսանք
excuse [iks'kju:z] v ներել, ներողամիտ լինել
exhaust [ig'zɔ:st] v ուժասպառ անել, հոգնեցնել, սպառել, վատնել ուժերը. n exhaustion
exhausted [ig'zɔ:stid] a ուժասպառ, տանջված, սպառված.
exhaustive [ig'zɔ:stiv] adv ուժասպառ անող, սպառիչ
exhibition ['eksi'biʃən] n ցուցահանդես
exist [ig'zist] v գոյություն ունենալ
exotic [ig'zɔ:tik] a էկզոտիկ, օտարերկրյա, տարաշխարհիկ
expect [iks'pekt] v 1) սպասել. 2) ակնկալել. 3) հույս ունենալ
expedition [expri'diʃn] n արշավ
expensive [iks'pensiv] a թանկ, թանկարժեք
experience [iks'piəriəns] n կյանքի փորձ
experiment [iks'perimənt] n փորձ, գիտափորձ
explain [iks'plein] v բացատրել (to)
explanation [eksplə'neiʃn] n բացատրություն
express [iks'pres] v արտահայտել
expression [iks'preʃn] n արտահայտություն
extremely [ik'stri:mli] adv չափազանց

F

face [feis] v երես առ երես` դեմ առ դեմ կանգնել, դեմքով դառնալ
faceless ['feislis] a անդեմ
fact [fækt] n փաստ. in ~ փաստորեն, իրականում
fail [feil] v անհաջողություն ունենալ, ձախողվել
fair [feə] n տոնավաճառ a հիանալի, գեղեցիկ
fall [fɔ:l] v (fell, fallen) ընկնել. to ~ behind հետ մնալ. to ~ down վայր ընկնել
fame ['feim] n համբավ, հռչակ, անուն, վարկ
famous ['feiməs] a հայտնի, հռչակավոր, անվանի. be ~ for հայտնի լինել
fan ['fæn] n երկրպագու
fantastic [fən'tæstik] a արտասովոր
fascinating ['fæsinetiŋ] adv հմայիչ, դյուրիթ
fast ['fa:st] a արագ, adv արագորեն

fate [feit] n բախտ, վիճակ, ճակատագիր
fault [fɔ:lt] n սխալ, մեղք
favourite ['feivərit] a սիրելի, սիրած
fear ['fiə] n ահ, վախ, երկյուղ
fearless ['fiəlis] a անվախ
feature ['fi:tʃə] n 1) pl. դիմագծեր. 2) բնորոշ գիծ
feed [fi:d] v (fed) կերակրել, սնել
feel [fi:l] v (felt) զգալ. ~ well/bad լավ/վատ զգալ
feeling ['fi:liŋ] n զգացմունք
ferry [feri] n լաստանավ
festival ['festivəl] n ֆեստիվալ, փառատոն
fetch [fetʃ] v զնալ բերել
fibre [faibə] n մանրաթել, բջջանյութ
field [fi:ld] n դաշտ, բնագավառ
fierce [fiəs] a 1) մոլեգին. 2) ուժեղ
fight [fait] n 1) մարտ, ճակատամարտ. 2) ծեծկռտոց, տուրուղմփոց, կռվել
figure ['figə] n մարդ, անձ
fill [fil] v լցնել, լցվել, լրացնել
final ['faɪnəl] a վերջին, վերջնական, վճռական
find [faɪnd] v (found) գտնել, ~out պարզել հայտնաբերել
fine [faɪn] a հիանալի, սքանչելի
fire [faɪə] n 1) կրակ, բոց. 2) հրդեհ. 3) կրակոց
fireman ['faɪəmən] n հրշեջ
first ['fɜ:st] a առաջին. ~ of all նախևառաջ
fisherman ['fiʃmən] n ձկնորս
fit [fit] v հարմարեցնել, սազեցնել, սազել. ~ in համապատասխանել, իսկը չափին հարմար լինել
fix [fiks] v ամրացնել, պնդացնել, նորոգել
flight [flait] n թռիչք
flow [flou] v հոսել, թափվել
flower ['flaʊə] n ծաղիկ. ~ bed ծաղկաթումբ
fly [flai] v (flew, flown) 1) թռչել. 2) շտապել
fog ['fɒg] n մառախուղ
foggy ['fɒgi] a մառախլապատ
follow ['fɒləʊ] v 1) հետևել. 2) հետապնդել
following ['fɒləʊɪŋ] a հետևյալ, հաջորդ
fond [fɒnd] a be ~ of սիրել
fool [fu:l] n հիմար, տխմար. v խաբել
forbid [fə'bid] v արգելել, թույլ չտալ
force [fɔ:s] n ուժ, զորություն. pl զինված ուժեր
forecast ['fɔ: kɑ:st] n եղանակի տեսություն
foreign ['fɔ:riŋ] a օտարերկրյա, օտար
forget [fə'get] v (forgot, forgotten) մոռանալ
forgive [fə'giv] v (forgave, forgiven) ներել
fortnight ['fɔ:rtneɪt] n երկու շաբաթ
fortress ['fɔ:tris] n ամրոց
forward ['fɔ:wəd] a առջևի, առաջատար, առաջադեմ
found ['faʊnd] v 1) հիմնադրել, հիմք զգել. 2) հիմնվել

fountain ['fauntin] n շատրվան
free [fri:] a 1) ազատ. 2) ձրի, անվճար
freedom ['fri:dəm] n ազատություն
freeze [fri:z] v (froze, frozen) սառեցնել, մրսել, սառչել
freight [freit] n բեռ, բեռի փոխադրում (ջրով)
frequently [fri:kwəntli] adv հաճախ
fresh ['freʃ] a 1) թարմ, դալար. 2) նոր
friendly ['frendli] a ընկերական, մտերմիկ
friendship ['frendʃɪp] n ընկերություն, բարեկամություն
frighten ['fraitn] v վախեցնել. to be ~ed վախեցած լինել
front ['frʌnt] n in ~ of առջևում
frost ['frɒst] n սառնամանիք
frosty ['frɒsti] a սառնամանիքային ցուրտ
fruit [fru:t] n միրգ
fulfil [ful'fil] v 1) իրագործել. 2) ավարտել
full ['ful] a լի, լիքը (of)
fun [fʌn] n 1) զվարճություն. 2) կատակ, խաղ. to make ~ of ծաղրել, ծեռ առնել
furniture ['fɜ:nitʃə] n կահույք
future ['fju:tʃə] a ապագա

G

gallery ['gæləri] n պատկերասրահ
game ['geim] n խաղ
gardening ['ga:dnɪŋ] n պարտիզպանություն
gate ['geit] n դարպաս, դուռ
gear [giə] n 1) մեխանիզմ, սարք. 2) շարժանիվ
general ['dʒenərəl] a ընդհանուր. in ~ ընդհանրապես
generate ['dʒenəreɪt] v 1) ծնել. 2) արտադրել
generation ['dʒenə'reiʃn] n սերունդ
generous ['dʒenərəs] a առատամեռն
geography [dʒi'ɒgrəfi] n աշխարհագրություն
geometrical [dʒiə'metrikəl] a երկրաչափական
Georgian ['dʒɔ:dʒən] n վրացի, վրացուհի
get [get] v (got) 1) ստանալ. 2) ձեռք բերել. 3) դառնալ. ~ married ամուսնանալ
give ['giv] v (gave, given) տալ, շնորհել
glad ['glæd] a pred ուրախ, գոհ. be ~ ուրախ լինել
glasses ['glɑ:sɪz] n pl ակնոց
glimpse ['glɪmps] n վայրկենական ընկալում, թուցիկ հայացք
global [gləʊbl] a գլոբալ, համընդհանուր բնույթ կրող
gloomy ['glu:mi] a աղուտ, մթին, մռայլ
glossy ['glɒsi] a փայլուն, ցկարազարդ
glove-maker ['glɒv'meɪkə] n ձեռնոցագործ
go [gəʊ] v (went, gone) 1) գնալ. 2) հեռանալ, մեկնել. ~ on շարունակել. ~ out դուրս գալ. ~ round պտտվել. ~ up բարձրանալ

god [gɒd] n աստված, աստվածություն
goods ['gudz] n, pl ապրանք
gossip ['gɒsɪp] v բամբասել. n բամբասանք
governmental ['gʌvnməntəl] n կառավարական
graduate ['grædʒueɪt] v ավարտել (from)
gratitude ['grætitju:d] n երախտագիտություն
grave ['greɪv] n գերեզման
great ['greɪt] a 1) մեծ. 2) int հրաշալի, շատ լավ
greedy ['gri:di] a ագահ
Greek ['gri:k] n հույն, հունարեն. a հունական
greet [gri:t] v ողջունել, բարևել
groan [graʊn] n տնքոց, հառաչանք. v հառաչել
ground [graʊnd] n գետին, հող
group [gru:p] n խումբ
grow [graʊ] v (grow, grown) աճել, մեծանալ, աճեցնել
grown-up ['graʊn ʌp] n մեծահասակ մարդ, չափահաս
growth [graʊθ] n աճ, զարգացում
guard ['ga:d] n պահակ
guess ['ges] n ենթադրություն. v ենթադրել
guest [gest] n հյուր
guide [gaɪd] n ուղեկցող, էքսկուրսավար
guilty ['gɪlti] a մեղավոր, հանցավոր
gum [gʌm] n մաստակ

H

habit ['hæbit] n սովորություն
hair-dresser ['heədresə] n վարսավիր (կանանց)
half ['ha:f] n կես. ~ an hour կես ժամ
handsome [hændsəm] a գեղեցիկ, վայելչակազմ
happen ['hæpən] v պատահել, տեղի ունենալ
happy ['hæpi] a երջանիկ, ուրախ
hard [hɑ:d] a դժվար, ծանր. adv ուժեղ, սաստիկ (սառնամանիք), դաժան (ծնունդ մասին)
hardly ['hɑ:dlɪ] adv հազիվ, դժվար թե
harm [hɑ:m] n վնաս, կորուստ, չարիք
harmful ['hɑ:mful] a վնասակար, վտանգավոր
harmony ['hɑ:məni] n ներդաշնակություն
hate ['heit] n ատելություն, զգվանք, գարշանք
headmaster ['hed.mɑ:stə] n տնօրեն
health [helθ] n առողջություն
healthy ['helθi] a առողջ
heart ['hɑ:t] n սիրտ. by ~ անգիդ
heavy ['hevi] a 1) ծանր. 2) հորդ (անձրև)
heir [eə] n ժառանգ
heiress ['eəris] n ժառանգորդուհի
helicopter [helɪ'kɒptə] n ուղղաթիռ
heritage [herɪtɪdʒ] n ժառանգություն
hero ['hiərəʊ] adv հերոս, դյուցազն
heroine ['herəʊɪn] n հերոսուհի
hide [haɪd] v (hid, hidden) թաքնվել, թաքցնել

high ['hai] a բարձր
highly ['haili] adv խիստ, չափազանց
historical [his'tɔrikəl] a պատմական
history ['histəri] n պատմություն
hit [hit] n հարված, զարկ. v (hit) խփել, հարվածել
hold [hould] v (held) պահել, կառչել, բռնել
honesty ['ɔnisti] n ազնվություն
honour ['ɔnə] n պատիվ, փառք, հարգանք
hook up [huk ʌp] v միացնել հոսանքի աղբյուրին ևն
hope ['houp] n հույս. v հուսալ
horoscope ['hɔrəskoup] n բախտագույց
horror ['hɔrə] n սարսափ, ահ
housekeeper ['hauski:pə] n տնտեսուհի
huge [hju:dʒ] a վիթխարի, ահագին, հսկայական
humour ['hju:mə] n հումոր
hurt [hɜ:t] v (hurt, hurt) ցավ պատճառել, ցավեցնել

I

idea [ai'diə] n միտք, գաղափար
identity [ai'dentiti] n ինքնություն, անձ
ill-mannered ['il'mænəd] adj անդաստիարակ, անբարոյաբան
illness ['ilnis] n հիվանդություն
illustrate ['iləstreit] v նկարագրողել, լուսաբանել
image ['imɪdʒ] n պատկեր, նկար
imagination [i.mædʒi'neɪʃn] n երևակայություն
imagine [i'mædʒɪn] v պատկերացնել
impatient [im'peɪʃənt] adj անհամբեր
importance [im'pɔ:təns] a կարևորություն
important [im'pɔ:tənt] a կարևոր, նշանակալից
impossible [im'pɔsɪbl] a անհնարին
impress [im'pres] v (on) ազդել, տպավորություն գործել
impression [im'preʃn] n տպավորություն. make an ~ on sb. տպավորություն գործել
imprison [im'prɪzn] v բանտարկել
improve [im'pru:v] v լավացնել, բարելավել
inch [ɪntʃ] n մատնաչափ, դյույմ
incident ['ɪnsɪdənt] n դեպք, պատահար
include [in'klu:d] v պարունակել, ներառել
including [in'klu:dɪŋ] prep ներառյալ, նույն թվում
indeed [in'di:d] adv իսկապես, իրոք
independence ['ɪndɪ'pendəns] n անկախություն
independent ['ɪndɪ'pendənt] a անկախ
industrial [in'dʌstriəl] a արդյունաբերական
industry ['ɪndəstri] n արդյունաբերություն
inferior [in'fɪəriə] a ցածրորակ, ստորակարգ
influence ['ɪnfluəns] n ազդեցություն

inform [in'fɔ:m] v տեղեկացնել
information [ɪnfə'meɪʃn] n տեղեկություն
inherit [ɪn'herɪt] v ժառանգել
injure ['ɪndʒə] v վնասել, վիրավորել
innocence ['ɪnəsəns] n անմեղություն. a innocent անմեղ
insist [ɪn'sɪst] v պնդել (on, upon)
insistence [ɪn'sɪstəns] n համառություն
inspire [ɪn'spaɪə] v ներշնչել, ոգևորել, ոգեշնչել
instead (of) [ɪn'sted] adv փոխարեն, փոխանակ
instruction [ɪn'strʌkʃn] n հրահանգ
instrument ['ɪnstɹumənt] n գործիք, սարք
intend [ɪn'tend] v մտադրվել, ծրագրել
interest ['ɪntrəst] n հետաքրքրություն, v հետաքրքրել. to be ~ed in sth մի բանով հետաքրքրվել
interesting ['ɪntrəstɪŋ] adj հետաքրքրի
interpreter [ɪn'tə:prɪtə] n թարգմանիչ (բանավոր)
interview ['ɪntəvju:] n հարցազրույց
intra-urban [ɪntrə:ʊbən] a ներքաղաքային
intrigue [ɪn'tri:g] n ինտրիգ, բանասարկություն
introduce ['ɪntrə'dju:s] v ներկայացնել (sb to sb)
invade [ɪn'veɪd] v նվաճել, ներխուժել, հարձակվել, զավթել
invasion [ɪn'veɪʒn] n նվաճում, ներխուժում, զավթում
invent [ɪn'vent] v հնարել, գյուտ անել
invisible [ɪn'vɪzɪbl] a անտեսանելի, անկարելի
invitation ['ɪnvɪ'teɪʃn] n հրավեր
invite [ɪn'vaɪt] v հրավիրել
involve [ɪn'vɔlv] v 1) պատել, ծածկել. 2) ներգրավել, ներքաշել, խառնել (որևէ գործի մեջ)
iron ['aɪən] n երկաթ. a երկաթյա
irony ['aɪəəni] n հեգեմանք, ծաղրանք
island ['aɪələnd] n կղզի

J

jacket ['dʒækit] n բաճկոն
jeans [dʒi:nz] n ջինսե տաբատ
job [dʒɔb] n աշխատանք, զբաղմունք
join [dʒɔɪn] v միանալ, միավորել
joke [dʒɔuk] n կատակ. v կատակել
journalist ['dʒɔ:ռəlist] n լրագրող
journey ['dʒɔ:ռɪ] n ճամպարհորդություն
joy [dʒɔɪ] n ուրախություն
joyful ['dʒɔɪfʊl] a ուրախ
judge ['dʒʌdʒ] n դատավոր. v դատել
juice [dʒu:s] n հյութ
jump ['dʒʌmp] v ցատկել, թռչել
jumper ['dʒʌmpə] n ջեմպեր
just [dʒʌst] adv հենց, պարզապես, հենց նոր. a արդար

K

keen [ki:n] a to be ~ on sth տարվել
keep [ki:p] v պահել, պահպանել. ~ doing sth
 շարունակել անել
kernel ['kə:nl] n հատիկ, միջուկ
key ['ki:] n բանալի
kick [kik] v քաքացի տալ. n քաքացի տալը
kind [kaind] n տեսակ. what ~ of ինչպիսի
king ['kiŋ] n թագավոր
kingdom ['kiŋdəm] n թագավորություն
knee [ni:] n ծունկ
knife ['naif] n դանակ
knit ['nit] v գործել, հյուսել (գուլպա և այլն)
knock [nɒk] v (at) թակել (at), բախել
knowledge ['nɒlɪdʒ] n գիտելիք

L

laboratory [ləbɔrətɪ] n լաբորատորիա
lack of [læk] v պակաս, պակասություն
lady ['leidi] n տիկին, լեդի
lag [læɡ] v հետ ընկնել, հետ մնալ
land ['lænd] n երկիր, ցամաք. v վայրէջք կատարել
landmark [lændma:k] ուղեցիշ
landscape ['lænskəip] n լանդշաֆտ, բնապատկեր
last ['la:st] a վերջին, վերջնական. at ~ վերջապես adv վերջին անգամ
late [leit] a, adv ուշ. ~ at night ուշ գիշերին
lately ['leitli] adv վերջերս, նորերս
latest ['leitist] a վերջին
Latin ['lætin] a լատիներեն
laugh (at) ['la:f] n ծիծաղ v ծիծաղել
laundry ['lɔ:ndri] n լվացք
law ['lɔ:] n 1) օրենք. break the ~ օրենքը խախտել. 2) իրավաբանություն
lawn [lɔ:n] n փոքր մարգագետ, սիգամարգ
lawyer ['lɔ:jə] n փաստաբան, իրավաբան
lay [lei] v (laid, laid) դնել, պառկեցնել
leading ['li:diŋ] a առաջավոր, առաջատար
leak ['li:k] n հոս, դուրս հոսելը, հոսակորուստ, ծորանք
learn ['lɜ:n] v (learnt) 1) սովորել, ուսումնասիրել. 2) տեղեկանալ, իմանալ
least [li:st] a ամենափոքր, ամեն
leave [li:v] v (left, left) թողնել, մեկնել, գնալ, հեռանալ. ~ Yerevan for Moscow երևանից մեկնել Մոսկվա
leave-taking ['li:v.teikiŋ] n հրաժեշտ տալը
lecture ['lektʃə] n դասախոսություն
legend ['ledʒənd] n լեգենդ, ավանդություն
legendary ['ledʒəndəri] a առասպելական
legislative ['ledʒɪs'leɪtɪv] a օրենսդիր, օրենսդրական
lengthy ['lenθi] a երկար, երկարատև, ձգձգված

less [les] a, adv ավելի քիչ, տես little
let [let] v (let) թույլ տալ, թույլատրել. ~ down
 հիասթափեցնել
let alone չհաշված, էլ ուր մնաց թե
lie [lai] v (lay, lain) պառկել
lie² n սուտ. v ստել
lifestyle ['laɪfstail] n կենսակերպ
light¹ [lait] n լույս. a 1) լուսավոր, բաց գույնի.
 2) թեթև, մեղմ
light² v (lit, lit) լուսավորել, վառել
like ['laɪk] v սիրել, հավանել. a նման
limit ['lɪmɪt] n սահման. within the ~ s սահմաններում. v սահմանափակել
line [laɪn] n 1) գիծ. 2) հերթ
link [lɪŋk] n կապ
list [lɪst] n ցուցակ
live [lɪv] v ապրել
lively ['laɪvli] a աշխույժ
local ['ləʊkəl] a տեղական, տեղային
log-house ['lɒɡhaʊs] n ցախատուն
lonely [ləʊnli] a մենակ, միայնակ
look [lʊk] v նայել. ~ at նայել. ~ after խնամել.
 ~ for փնտրել. ~ like նման լինել. ~ through
 աչքի անցկացնել. ~ forward to անհամբերությամբ սպասել
lorry ['lɔ:ri] n բեռնատար մեքենա
lose [lu:z] v (lost) կորցնել
loss n վնաս, կորուստ. to have a ~ կորուստ ունենալ. to be at a ~ անելանելի դրության մեջ լինել, իրեն կորցնել
loud [laʊd] a, adv բարձր, բարձրաձայն
lovely ['lʌvli] a գեղեցիկ, սքանչելի
low ['ləʊ] adj ցածր, ցած
luck [lʌk] n բախտ, հաջողություն, ճակատագիր. Good ~ հաջողություն
lyrics ['lɪrɪks] n երգի բառեր

M

mad [mæd] a խելագար, խենթ, գիծ
magazine ['mæɡəzi:n] n ամսագիր
magnificent [mæɡ'nɪfɪsnt] a հոյակապ, շքեղ
main ['meɪn] a գլխավոր
maintenance ['meɪntənəns] n 1) օգնություն, օժանդակություն, աջակցություն. 2) պահպանում, պահպանելը
make [meɪk] v (made, made) 1) անել, պատրաստել ~ dinner ճաշ պատրաստել. ~ a dress զգեստ կարել. ~ a fire կրակ վառել, խարույկ վառել. ~ friends (with) ընկերանալ. ~ sure համոզվել. ~ up one's mind որոշել. ~ a noise աղմկել. 2) ստիպել 3) դարձնել. ~ sb angry զայրացնել
manage ['mænɪdʒ] v 1) կառավարել 2) ճար գտնել. ~ with գլուխ բերել
manager ['mænɪdʒə] n կառավարիչ, վարիչ

manner ['mænə] n ձև, վարվելակերպ, վարվելաձև
manuscript ['mænjuskript] n մատյան, ձեռագիր
market ['mɑ:kɪt] n շուկա
marry ['mæri] v ամուսնանալ
marvellous ['mɑ:vɪləs] a սքանչելի, հիանալի
master ['mɑ:stə] n 1) տեր. 2) մեծ նկարիչ, վարպետ
masterpiece ['mɑ:stəpi:s] n գլուխգործոց
match ['mætʃ] v համապատասխան զույգ գտնել, համապատասխան լինել
material [mə'tiəriəl] a նյութական
matter ['mætə] n 1) նյութ. 2) ելություն, բովանդակություն. a ~ *of fact* իրականություն. as a ~ *of fact* իրականում. 3) գործ, հարց. ~ *of habit* սովորություն. What is the ~? Ի՞նչ է պատահել. v նշանակություն, կարևորություն ունենալ. it doesn't ~ դա կարևոր չէ
maybe ['meɪbi] adv հավանաբար, զուգե
mean [mi:n] v (meant, meant) նշանակել, նկատի ունենալ
meaning ['mi:nɪŋ] n նշանակություն, իմաստ
means [mi:nz] n pl միջոց, միջոցներ. by ~ of միջոցով. by all ~ անպայման. ~ *of communication* հաղորդակցության միջոցներ
medicine ['medsɪn] n դեղ, բժշկություն
meet [mi:t] v (met, met) հանդիպել, դիմավորել, ծանոթանալ
meeting ['mi:tɪŋ] n ժողով, հանդիպում
melody ['melədi] n մեղեդի
melt [melt] v հալ(վ)ել
member ['membə] n անդամ
memory ['meməri] n հիշողություն
mental ['mentl] a մտավոր
mention ['menʃən] v հիշատակել
merchant ['mɜ:tʃənt] n վաճառական
merit ['merɪt] n արժանիք, վաստակ
merry ['meri] a ուրախ, զվարթ
mess [mes] n խառնաշփոթություն. to be in a ~ տակն ու վրա՝ թափթփված լինել
metal ['metəl] n մետաղ
microscope ['maɪkrəskəʊp] n մանրադիտակ
mighty ['maɪti] a 1) ուժեղ, հզոր. 2) հուժկու
mild [maɪld] a մեղմ, հեղ
mind ['maɪnd] n հիշողություն, միտք to make up one's ~ որոշել. to change one's ~ մտադրությունը փոխել. to my ~ իմ կարծիքով. v 1) զգուշանալ. ~ out! Ձգուշացիր. 2) առարկել, դեմ լինել
mine [maɪn] n հանքահոր
miniature ['mɪnɪjətʃə] n մանրանկար
mining industry ['maɪnɪŋ ɪndəstri] n լեռնագործական արդյունաբերություն
minute ['mɪnɪt] n րոպե
mirror ['mɪrə] n հայելի

miserable ['mɪzərəbəl] a խեղճ, թշվառ, աղքատ
miss [mɪs] v 1) վրիպել. *փխք*. նպատակին չհասնել. 2) ձեռքից բաց թողնել (առիթը). 3) բաց թողնել (բառ և այլն), բացակայել (դասերից և այլն). չնկատել, աչքից փախցնել, չլսել, ուշանալ (զննքից և այլն). 4) կարոտ զգալ, կարոտել. 5) խուսափել, խույս տալ
missing ['mɪsɪŋ] a պակասող, կորած, բացակայող
misunderstand [mɪsʌndə'stænd] v սխալ հասկանալ
modern ['mɒdn] a ժամանակակից, արդի
moment ['məʊmənt] n պահ, վայրկյան
monarchy ['mɒnəkɪ] n միապետություն
monument ['mɒnjumənt] n հուշարձան
mood [mu:d] n տրամադրություն. to be in a good/bad ~ լավ/վատ տրամադրություն ունենալ
more [mɔ:] a, adv տե՛ս many, much
moreish [mɔ:riʃ] a հաճելի (սնունդ)
moreover [mɔ:ɪ'əʊvə] բացի այդ, դեռ ավելին
mostly ['məʊstli] adv մեծ մասամբ, գլխավորապես
motive ['məʊtɪv] n շարժառիթ, դրդապատճառ
mountain ['maʊntɪn] n սար, լեռ
mountainous ['maʊntɪnəs] a լեռնային
move ['mu:v] n 1) քայլ. 2) շարժում. v շարժվել. to ~ away տեղափոխվել
movement ['mu:vmənt] n շարժում, տեղափոխում
musician [mju:ˈzi:ʃn] n երաժիշտ
musketeer ['mʌski'tiə] n հրացանակիր
mystery ['mɪstəri] n գաղտնիք, առեղծված

N

name ['neɪm] n անուն. v անվանել
nation ['neɪʃn] n ազգ, ժողովուրդ
national ['næʃənəl] a 1) ազգային. 2) ժողովրդական
nationality ['næʃənəlɪti] n ազգություն
nationalize ['næʃənəlaɪz] v պետականացնել
natural ['nætʃərəl] a բնական
nature ['neɪtʃə] n բնություն
nearly ['nɪəli] adv 1) գրեթե. 2) մոտավորապես
neat ['ni:t] a կոկիկ, մաքուր
necessary ['nesəsəri] a անհրաժեշտ
need ['ni:d] n կարիք. v կարիք ունենալ
needle ['ni:dl] n ասեղ
negative ['negətɪv] adj ժխտական, բացասական
neighbour ['neɪbə] n հարևան
neither ['naɪðə] conj neither ... nor ոչ ... ոչ
next ['nekst] adj 1) հաջորդ. 2) ապագա, եկող
noble ['nəʊbl] a ազնիվ, ազնվահոգի
nod [nɒd] v գլխով անել
noise ['nɔɪz] n աղմուկ
noisy ['nɔɪzi] adj աղմկոտ
none ['nʌn] pron ոչ ոք, ոչ մեկը, ոչինչ

nonsense ['nɒnsəns] n անհեթեթություն
north [nɔ:θ] n հյուսիս, հյուսիսային
northern ['nɔ:ðən] a հյուսիսային
nothing ['nʌθɪŋ] pron ոչինչ
notice ['nəʊtɪs] v նկատել, տեսնել. n հայտա-
 րարություն
nourish [nʌrɪʃ] v սնել, կերակրել
novel [nɒvəl] n վեպ
nuclear ['nju:kliə] a ատոմային, միջուկային. ~
 power station n ատոմակայան
number ['nʌmbə] n 1) թիվ, քանակ. 2) համար
numerous ['nju:mərəs] a բազմաթիվ

O

oak ['əʊk] n կաղնի
obey [əbeɪ] v հնազանդվել, ենթարկվել
observation [əbzə'veɪʃn] n դիտում, զննում,
 հսկում
observe [əb'zə:v] v 1) դիտել, նկատել, զննել,
 ուսումնասիրել, հսկել, հետևել. 2) պահել,
 պահպանել
ocean ['əʊʃn] n օվկիանոս
offer ['ɔ:fə] n առաջարկ. v առաջարկություն
 անել, առաջարկել
officer ['ɔ:fɪsə] n սպա
oil ['ɔɪl] n նավթ
oil reserve [ɔɪl rɪ'zə:v] n նավթի պաշարներ
old ['əʊld] adj (older, elder, oldest, eldest) մեծ,
 ծեր, ավագ
old-fashioned ['əʊld 'fæʃənd] a հնաոճ
once [wʌns] adv 1) մի անգամ. 2) մի ժամանակ.
 at ~ իսկույն, անմիջապես
only ['əʊnli] adv միայն
operation ['ɔ:pəreɪʃn] n վիրահատություն
opinion [ə'pɪniən] n կարծիք. in my ~ իմ կար-
 ծիքով
opposite ['ɔ:pəzɪt] a հակառակ, հակադիր. adv
 դեմ դիմաց
optimistic ['ɔptɪ'mɪstɪk] adj լավատես
orbit ['ɔ:bit] v ուղեծիր դուրս գալ, պտտվել
order ['ɔ:də] n 1) կարգ. in ~ to որպեսզի 2)
 հրաման. v կարգադրել
ordinary ['ɔ:dɪnəri] a հասարակ, սովորական
organ ['ɔ:gən] n երգեցող
organize ['ɔ:gənaɪz] v կազմակերպել
origin ['ɔrɪdʒɪn] n ծագում, առաջացում
original [ə'rɪdʒɪnəl] a նախնական, n բնագիր
other ['ʌðə] adj այլ, ուրիշ, մյուս. pron մյուսը
outfit ['aʊtfɪt] n հանդերձանք
out-of-date ['aʊt-əv'deɪt] a հնացած, հնաձև
outside ['aʊtsaɪd] prep դուրս. adv դուրսը,
 դրսում
oval ['əʊvəl] a ձվաձև
overcome ['əʊvə'kʌm] v հաղթահարել
own [əʊn] a սեփական, անձնական

P

pack [pæk] v իրերը դասավորել, կապկպել
paint ['peɪnt] v նկարել, ներկել
pair [peə] n զույգ
palace ['pælɪs] n պալատ
pale [peɪl] a գունատ, դժգույն
panorama ['pænə'rɑ:mə] n պանորամա, համա-
 նապատկեր
pant [pænt] v հևալ
paraphrase ['pærə'frɛɪz] v բառափոխ կատարել
parrot ['pærət] n թռչակ
part [pɑ:t] n 1) մաս, բաժին. take ~ in մասնակ-
 ցել. 2) դեր. to play the ~ դեր կատարել
particular [pə'tɪkjulə] a առանձնահատուկ
particularly [pə'tɪkjuləli] adv հատկապես, մաս-
 նավորապես
pass [pɑ:s] v անցնել. ~ by մոտով անցնել
passage ['pæsɪdʒ] n հատված
passenger ['pæsɪndʒə] n 1) ուղևոր. 2) ճամփորդ
passion ['pæʃən] n բուռն զգացմունք, կիրք
passionate ['pæʃənɪt] adj ջերմ, կրակոտ
pastime ['pɑ:stɑɪm] n հաճելի ժամանց
patient ['peɪʃənt] n հիվանդ. a համբերատար
pay ['peɪ] v (paid, paid) վճարել. n աշխատա-
 վարձ
peace ['pi:s] n խաղաղություն
peak ['pi:k] n սրածայր, գագաթ, լեռնագագաթ
peasant ['peɪzənt] n գյուղացի
pedestrian [prɪ'destɪən] n հետիոտն
penny ['peni] n պեննի
pension ['penʃn] n թոշակ
perceive [pə'si:v] v 1) զգալ, զգալով իմանալ. 2)
 գիտակցել, հասկանալ, ըմբռնել, ընկալել. n
perception ընկալում
percent [pə'sent] n տոկոս
perfectly ['pə:fɪktli] adv հիմնալի կերպով
perform [pə'fɔ:m] v ներկայացնել (պիես), կա-
 տարել
performance [pə'fɔ:məns] n ներկայացում
perhaps [pə'hæps] adv թերևս, գուցե
period ['piəriəd] n ժամանակաշրջան, շրջան
permission [pə'mɪʃn] n թույլտվություն
permit [pə'mɪt] v թույլ տալ
persist [pə'sɪst] v 1) համառել (in). 2) դիմանալ,
 պահպանվել, շարունակել գոյություն ունե-
 նալ. a **persistant** 1) համառ, հաստատակամ.
 2) կայուն, դիմացկուն, կենսունակ. 3) մշտա-
 կան, մնայուն, հարատև
person ['pɜ:sn] n անձնավորություն
personal ['pɜ:sənl] a անձնական
persuade [pə'sweɪd] v համոզել
pessimistic ['pesɪ'mɪstɪk] a հոռետեսական
pet [pet] n սիրված կենդանի
petrol ['petrəl] n բենզին

Pharaoh ['fɛərou] n փարավոն
phone ['foun] n հեռախոս. v զանգահարել
photograph ['fɒtəgrɑ:f] n լուսանկար. v լուսանկարել
phrase ['freiz] n արտահայտություն, դարձվածք
picturesque ['pɪktʃəsk] a գեղատեսիլ
pilot ['pailət] n օդաչու
pirate ['paɪrət] n ծովախեց
pity ['pɪtɪ] n կարեկցանք. it's a ~ ափսոս
place ['pleɪs] n տեղ. ~s of interest / ~ of attraction տեսարժան վայրեր. take ~ տեղի ունենալ. v դնել, տեղադրել
planet ['plænit] n մոլորակ
plant [plɑ:nt] n բույս. v տնկել
platform ['plætfɔ:m] n կառամատույց
play [pleɪ] n պիես. v խաղալ
pleasant ['plezənt] a հաճելի, դուրեկան
please ['pli:z] v գոհացնել. be ~ed with գոհ լինել
pleasure ['pleʒə] n հաճույք, բավականություն. with ~ հաճույքով
plenty [plenti] n առատություն, լիություն. ~ of շատ
poetic [pəʊetɪk] a բանաստեղծական
poetry ['pəʊtri] n պոեզիա
point [pɔɪnt] n կետ, տեղ, վայր
poison ['pɔɪzən] n թույն, թունավոր նյութ
poll [pɒl] n հասարակության կարծիքի հարցում
pollution [pɒlu:ʃən] n աղտոտում. air ~ օդի աղտոտում
poor [puə] a աղքատ, խեղճ
popular ['pɒpjulə] a ճանաչված
populated ['pɒpjuleɪtɪd] a բնակեցված
population [pɒpjuleɪʃən] n բնակչություն
port [pɔ:t] n նավահանգիստ
portrait ['pɔ:trɪt] n դիմանկար
position [pə'zɪʃən] n 1) տեղ. 2) դիրք. 3) վիճակ
possible ['pɒsɪbl] a հնարավոր
postcard ['pəʊstka:d] n բացիկ
postpone [pəʊst'pəʊn] v հետաձգել
potato [pə'teɪtəʊ] n կարտոֆիլ
pour [pɔ:] v թափվել
powder ['paʊdə] n դիմապոշի
power ['paʊə] n 1) ուժ, էներգիա. 2) իշխանություն
powerful ['paʊəfʊl] a հզոր, ուժեղ
practical ['præktɪkəl] a պրակտիկ, գործնական
practise ['præktɪs] v կիրառել, գործադրել
precious ['preʃəs] a 1) թանկարժեք. 2) թանկագին. 3) ընտիր
prefer [prɪ'fɛ:] v գերադասել, նախընտրել (to)
prejudice ['predʒʊdɪs] n նախապաշարմունք
prepare [prɪ'peə] v պատրաստ(վ)ել

present ['prezənt] n նվեր. v [prɪ'zent] նվիրել
preserve [prɪ'zɜ:v] v պահպանել, պաշտպանվել
pressing issue ['presɪŋ ɪsju:] n հրատապ հարց
price ['praɪs] n գին
prick ['prɪk] v ցցել (ականջները)
pride [praɪd] n հպարտություն
primitive ['prɪmɪtɪv] a 1) պրիմիտիվ, հասարակ. 2) նախնական
principle ['prɪnsɪpl] n սկզբունք
print ['prɪnt] v տպագրել, տպել
printing press ['prɪntɪŋ 'pres] տպագրական մեքենա
prison ['prɪzn] n բանտ
prize ['praɪz] n մրցանակ
probably ['prɒbəbli] adv հավանաբար
produce [prə'dju:s] v 1) արտադրել. 2) ներկայացնել
profession [prə'feʃən] n մասնագիտություն
programme ['prəʊgræm] n ծրագիր
progress ['prəʊgres] n առաջադիմություն
promise ['prɒmɪs] n խոստում. to break one's ~ խոստումը չկատարել. to give (make) a ~ խոստանալ. to keep one's ~ խոստումը կատարել
promising ['prɒmɪʃɪŋ] a խոստումնալից
pronounce [prə'naʊns] v արտաբերել, արտասանել
pronunciation [prəˌnʌnsi'eɪʃən] n արտասանություն
proper ['prɒpə] a համապատասխան, ճիշտ
proportion [prə'pɔ:ʃən] n համաչափություն, համամասնություն, հարաբերություն
protect [prə'tekt] v պաշտպանել
proud ['praʊd] a 1) հպարտ, գոռոզ, մեծամիտ. be ~ հպարտանալ (of)
prove [pru:v] v ապացուցել
provide with [prə'vaɪd wɪθ] v 1) ապահովել, մատակարարել. 2) հայթայթել. conj providing պայմանով, հաշվի առնելով. syn **supply**
province ['prɒvɪns] n նահանգ, ծայրամաս
psychology [saɪ'kɒlədʒi] n հոգեբանություն
pub [pʌb] n զինետուն, պանդոկ
public ['pʌblɪk] n հասարակություն. a հասարակական
publish ['pʌblɪʃ] v հրատարակել
pull [pʊl] v քաշել, ձգել
punish ['pʌnɪʃ] v պատժել
purchase [pə:tʃəs] n գնում
purpose ['pʊrəs] n նպատակ
push [puʃ] v հրել
put [put] v (put) դնել. ~ on հագնել. ~ out հանգցնել (կրակը). ~ up կանգնեցնել (արձանը և այլն)
pyramid ['pɪrəmid] n բուրգ

Q

quality ['kwɒləti] n բ 1) որակ, տեսակ. high ~ բարձր որակ. of good/poor ~ լավ/վատ որակի. 2) առանձնահատկություն
quarrel ['kwɔːrəl] n վեճ, կռիվ. v վիճել, կռվել
quarter [kwɔːtə] n քառորդ
quickly ['kwikli] adv արագորեն
quiet ['kwaɪət] a հանգիստ, խաղաղ
quite [kwait] adv միանգամայն, բոլորովին

R

rag [ræg] v ծաղրել, ջղայնացնել, բարկանալ
rain ['rein] n անձրև. v անձրևել. rainy a անձրևոտ
raise ['reiz] v բարձրացնել
range of [reɪndʒ] մի շարք, շարան
rare [reə] a հազվագյուտ, հազվադեպ հանդիպող
rather ['raɪðə] adv բավականին
reach ['ri:tʃ] v տեղ հասնել, հասնել (no prep)
react [ri'ækt] v արձագանքել, վերաբերմունք ցույց տալ
reaction [ri'ækʃn] n 1) ռեակցիա. 2) հակադեցություն
readily ['redili] adv սիրով, պատրաստակամությամբ
ready ['redi] a պատրաստ. get ~ for պատրաստվել
real [riəl] a իսկական
realise ['riəlaɪz] v հասկանալ, գիտակցել. 2) իրագործել
really ['riəli] adv իսկապես, իրոք
reason ['ri:zn] n պատճառ
receive [ri'si:v] v 1) ստանալ, 2) ընդունել
recently ['ri:sntli] adv վերջերս
recognise ['rekəgnaɪz] v ճանաչել
record ['rekɔ:d] n ձայնագրակ
recreation [rekri'eɪʃn] n հանգիստ, հանգստանալը
reduce [ri'dju:s] v n նվազեցնել, պակասեցնել, թուլացնել, մեղմացնել, կրճատել. n **reduction**
reflect [ri'flekt] v արտացոլել, անդրադարձնել (լույսը)
refuel ['ri:'fu:əl] v լիցքավորել (վառելիքով)
refuse [ri'fju:z] v հրաժարվել, մերժել
region ['ri:dʒən] n շրջան
relate [ri'leit] 1) պատմել. 2) կապակցել
relation [ri'leiʃn] n 1) հարաբերություն, կապ. 2) բարեկամ
relax [ri'læks] v հանգստանալ, կարճատև դադար տալ
reliable [ri'laɪəbl] a հուսալի, վստահելի
rely [rɪ'laɪ] n (on) վստահել, հենվել մեկի վրա
remain [ri'mein] v մնալ
remark [rɪ'ma:k] n 1) դիտողություն. to make a ~ դիտողություն անել. 2) նշում. v 1) նշել, նկա-

տել, տեսնել, ուշադրություն դարձնել. 2) դիտողություն անել, արտահայտվել, կարծիք հայտնել (մի բանի մասին, օր.՝ upon)
remarkable [ri'ma:kəbl] a ուշագրավ, նշանավոր, երևելի, աչքի ընկնող
remember [ri'membə] v հիշել, մտաբերել
remind [ri'maɪnd] v հիշեցնել (of)
remove [ri'mu:v] v տեղափոխ(վ)ել
render ['rendə] v վերապատմել, վերարտադրել
rent ['rent] n վարձ. v վարձակալել
repair [ri'peə] v վերանորոգել
reply [ri'plai] n պատասխան (to). v պատասխանել
represent ['repri'zent] v ներկայացնել
reside [ri'zaɪd] v ապրել, բնակվել (որևէ տեղում in, at)
residence ['rezɪdəns] n բնակավայր. **royal** ~ արքայական նստավայր
resort [ri'zɔ:t] n health ~ առողջարան
respect [rɪ'spekt] n հարգանք, մեծարում, պատիվ. v հարգել, մեծարել
respondent [ri'spɒndənt] n հարցման ենթարկված անձ, պատասխանող
responsible [rɪ'spɒnsɪbl] a պատասխանատու. to be ~ for պատասխանատու լինել
rest ['rest] n հանգիստ. v հանգստանալ
rest ['rest] n the ~ մնացածը, մյուսները, մնացորդ
result [ri'zʌlt] n արդյունք, հետևանք. as a ~ արդյունքում
retell [ri'tel] v պատմել
return [ri'tə:n] v վերադարձնել, վերադառնալ
revenge [ri'vendʒ] n վրեժ, վրիժառություն. v վրեժ լուծել (on)
review [ri'vju:] n քննում, վերստուգում
revision [ri'vɪʒn] n վերանայում, վերստուգում
reward [ri'wɔ:d] n 1) պարգև. 2) վարձատրություն. v 1) պարգևատրել. 2) վարձատրել
rich ['riʃ] a հարուստ, ունևոր
ride ['raɪd] v (rode, ridden) գնալ (հեծանիվով, մեքենայով). n զբոսանք (մեքենայով, ձիով)
right ['raɪt] 1) a ճիշտ, ճշմարիտ. 2) n աջ կողմը. a աջ. 3) n իրավունք
ring ['rɪŋ] n 1) մատանի. 2) ռինգ
ring ['rɪŋ] v (rang, rung) հնչել (զանգի մասին), հնչեցնել
rise ['raɪz] v (rose, risen) բարձրանալ, ծագել, ելնել
risk n ['risk] n ռիսկ, վտանգ
risky ['riski] a վտանգավոր
road ['rəʊd] n ճանապարհ
rob ['rɒb] v կողոպտել, թալանել
rock ['rɒk] n ժայռ, ապառաժ, քար
role ['rəʊl] n դեր
roof ['ru:f] n տանիք, կտուր

rope ['roup] պարան
rough ['rʌf] a 1) փոթորկոտ. 2) կոպիտ, անտաշ
royal ['rɔɪəl] a թագավորական, կայսերական, արքայական
ruin ['ru:ɪn] n pl ավերակներ. v վնասել, փչացնել
rule ['ru:l] n կանոն. v կառավարել
run [rʌn] v (ran, run) վազել. to ~ out (of) դուրս վազել
rush [rʌʃ] v նետվել, սլանալ

S

safe ['seɪf] a անվնաս, չվնասված
sail ['seɪl] n առագաստ. v նավարկել
salary ['sæləri] n աշխատավարձ, ռոճիկ
salt ['sɔ:lt] n աղ
same [seɪm] pron նույն, միևնույն
satellite ['sætə.laɪt] n արբանյակ
satisfy ['sætɪsfaɪ] v բավարարել, գոհացնել
savage ['sævɪdʒ] a վայրենի, վայրագ, դաժան
save ['seɪv] v 1) փրկել, ազատել. 2) խնայել, տնտեսել
scene [si:n] n տեսարան
scenery ['si:nəri] n տեսարան
science ['saɪəns] n գիտություն
science fiction ['saɪəns.fɪkʃn] n գիտաֆանտաստիկ
scientist ['saɪəntɪst] n գիտնական
screen [skri:n] n էկրան, վարագույր. նկարահանել
sculptor ['skʌlptə] n քանդակագործ
sculpture ['skʌlptʃə] n քանդակ
sea ['si:] n ծով. ~ shore n ծովափ
search [sɜ:tʃ] v 1) փնտրել, որոնել. 2) խուզարկել. to be in ~ of փնտրտուքի մեջ լինել, որոնել
seat ['si:t] n տեղ, նստելատեղ
secret ['si:krit] n գաղտնիք. a գաղտնի
secretary ['sekrətəri] n քարտուղար
seem [si:m] v թվալ
seldom ['seldəm] adv հազվադեպ
self-confident [self.kən'fɪdənt] a ինքնավստահ
self-defence ['self dɪ'fens] n ինքնապաշտպանություն
selfish ['selfɪʃ] a եսասեր, եգոիստ
sell ['sel] v (sold, sold) վաճառել
seller ['selə] n վաճառող
send ['send] v (sent, sent) ուղարկել
sensational [sens'eɪʃənl] a սենսացիոն, շշմեցուցիչ
sense [sens] n 1) զգայություն. 2) իմաստ
sensitive ['sensɪtɪv] a զգայուն, դյուրագգաց, դյուրագրգիռ, նուրբ, հեշտ վիրավորվող
separate ['sepə'reɪt] v բաժան(վ)ել, անջատ(վ)ել
separate ['sepə'reɪt] a անջատ, տարբեր
serious ['sɪəriəs] a լուրջ

servant ['sɜ:vənt] n ծառա, սպասավոր
service ['sɜ:vɪs] n ծառայություն
settle ['setl] v 1) վճռել, լուծել, կարգավորել. 2) բնակություն հաստատել
several ['sevərəl] pron մի քանի
sew ['sou] v (sewed, sewn) կարել
sewing ['souɪŋ] n կարելը, կար անելը
shade [ʃeɪd] n ստվեր, շվաք, հով
shadow ['ʃædəʊ] v ստվեր (առարկայի)
shady ['ʃeɪdi] a ստվերոտ
shake [ʃeɪk] v (shook, shaken) թափահարել. ~ hands with sb ձեռքը սեղմել, ձեռքով բարևել
share ['ʃeə] v 1) բաժանել. 2) համատեղ ունենալ, անել. n մաս, բաժին. v բաժանել, բաշխել
sharp ['ʃɑ:p] a սուր
shave ['ʃeɪv] v սափր(վ)ել
sheet [ʃi:t] n թերթ
shine [ʃaɪn] (shone) v փայլել, շողալ
shock [ʃɔ:k] n հարված, ցնցում. v ցնցել, հուզել, շփոթեցնել
shoot ['ʃu:t] v (shot) 1) կրակել. 2) նկարահանել
short [ʃɔ:t] a կարճ, կարճատև. to be ~ of կարիք զգալ. v կարճացնել
shout [ʃaʊt] v գոռալ, աղաղակել (at)
show ['ʃəʊ] v (showed, shown) ցույց տալ, ցուցադրել
shut [ʃʌt] v (shut) փակել
shy ['ʃaɪ] a ամաչկոտ, երկչոտ
sick [sɪk] a հիվանդ
side [saɪd] n կողմ. v կողմ լինել
sigh [saɪ] n հառաչանք. v հառաչել
sight [saɪt] n տեսարան. v նկատել
sightseeing ['saɪtsi:ɪŋ] տեսարժան վայր. to go ~ զնալ տեսարժան վայրեր դիտելու
sign v ստորագրել, նշան անել, խաչակնքել. n նշան
significant [sɪg'nɪfɪkənt] a կարևոր, էական, նշանակալից, մեծ նշանակություն ունեցող. significance n
silly ['sɪli] a հիմար
similar ['sɪmɪlə] a մման, մմանատիպ
simple ['sɪmpl] a պարզ, հասարակ
since [sɪns] prep սկսած. adv այն ժամանակից ի վեր
sincerely [sɪnsɪəli] adv անկեղծորեն
single [sɪŋɡl] a մի, միակ, ամուրի, չամուսնացած
site [saɪt] n 1) տեղադրություն. 2) տեղ. 3) **հմկր.** կայք
situate ['sɪtʃueɪt] v տեղադրել, տեղավորել
situation ['sɪtʃu'eɪʃn] n դրություն
size [saɪz] n չափ, ծավալ
skin [skɪn] n մաշկ

sleep ['sli:p] v քնել
slow-minded ['sləʊmaɪndɪd] a դանդաղամիտ
smart [smɑ:t] a 1) խելոք, խելացի. 2) շքեղ, նրբագեղ
smell [smel] n հոտառություն. v հոտ առնել, հոտ ունենալ
smoke ['smouk] n ծուխ. v ծխել
snore [snɔ:] n խռնիփոց. v խռնիփացնել
snow ['snəʊ] n ձյուն. ~fall n ձյունաթափ.
 ~peaked a ձյունով ծածկված
so [səʊ] adv այսպես, այդպես, այնպես, այսպիսով
social ['səʊʃəl] a հասարակական
soft [sɒft] a փափուկ, կակուղ
solar ['səʊlə] a արեգակնային, արևային
soldier ['səʊldɪə] n զինվոր
solid ['sɒlɪd] a պինդ, ամուր
solution [sə'lu:ʃən] n լուծում
solve [səʊlv] v լուծել
soon [su:n] adv շուտով, շուտ, վաղ. as ~ as հենց որ
sore ['sɔ:] a բորբոքված (կոկորդ և այլն)
sorrow ['sɔ:rəʊ] n վիշտ, թախիծ, տխրություն
sorry ['sɔ:ri] a be ~ for sb./ about sth. խղջալ, ավստսալ I am ~ ներեցեք
sort ['sɔ:t] v տեսակավորել. n տեսակ
soul ['səʊl] n հոգի
sound ['saʊnd] n ձայն, հնչյուն
source [sɔ:s] n աղբյուր
south ['saʊθ] n հարավ. a հարավային
southern ['sʌðən] a հարավային
space [speɪs] n տարածք, տարածություն, տիեզերք
spaceship ['speɪʃɪp] n տիեզերանավ
spacious ['speɪʃəs] a ընդարձակ, լայնածավալ.
 syn. roomy
spare ['speə] a ազատ, ավելորդ (դրամի, ժամանակի մասին)
spare [speə] v 1) խնայել. not to ~ one's effort ջանք չխնայել. 2) ազատել, զերծ պահել. 3) տրամադրել ժամանակ, նվիրել ուշադրություն, հատկացնել դրամ. 4) խնայել մ տնտեսել
special ['speʃəl] a հատուկ
specialise ['speʃəlaɪz] v մասնագիտանալ
spectacular [spek'tækjʊlə] a 1) ուժեղ տպավորություն գործող, տպավորիչ, ազդու. 2) գրավիչ, հրապուրիչ
speech ['spi:tʃ] n խոսք, ճառ. make a ~ ճառ արտասանել. part of ~ խոսքի մաս
speed ['spi:d] n արագություն
spend ['spend] v (spent, spent) 1) անցկացնել ժամանակ. 2) ծախսել փող
spirit ['spɪrɪt] n 1) ոգի. 2) ոգևորություն. 3) տրամադրություն
spite ['spait] n in ~ of ճնայած, հակառակ

splendid ['splendɪd] a հոյակապ, հիանալի
spoil ['spɔɪl] v (spoilt, spoilt) փչացնել, փչանալ, նեխել
spot ['spɒt] n տեղ
spread ['spred] v (spread, spread) փռվել, տարածվել
spy ['spai] n 1) լրտես. 2) հետախույզ
square ['skweə] n 1) հրապարակ. 2) քառակուսի
stadium ['steɪdɪəm] n մարզադաշտ
stage ['steɪdʒ] n բեմ, բեմահարթակ
stamp ['stæmp] n դրոշմամիշ
stand ['stænd] (stood) v 1) կանգնել. 2) դիմանալ. 3) դիմանալ
stare ['steə] v ապշած / սևիկուն հայացքով նայել, աչքերը չռել
state ['steɪt] n 1) պետություն. 2) նահանգ
station ['steɪʃn] n կայարան. կայան. railway ~ երկաթուղու կայարան. filling ~s բենզակայան
stay ['steɪ] v մնալ
steal ['sti:l] v (stole, stolen) գողանալ
steam [sti:m] n շոգի
stick [stɪk] v (stuck) 1) խրել. 2) ծակել. 3) տսնծել
still ['stɪl] a հանգիստ adv. դեռ, այնուամենայնիվ, անշարժ
stimulate ['stɪmjuleɪt] v գրգռել, խթանել. 2) խրախուսել, քաջալերել
stone ['stəʊn] n քար
stop ['stɒp] v կանգնել, կանգնեցնել
store n խանութ. department ~ հանրախանութ
storm n ['stɔ:m] n փոթորիկ
straight ['streɪt] a, adv ուղիղ, ուղղակի
strange ['streɪndʒ] a տարօրինակ, անծանոթ
stranger ['streɪndʒə] n օտարերկրացի, անծանոթ
strength ['streŋθ] n ուժ
strike ['straɪk] v (struck, stricken) խփել, հարվածել. n գործադուլ
structure ['strʌktʃə] n կառույց, կառուցվածք
struggle ['strʌɡl] n պայքար. v պայքարել
student ['stju:dənt] n ուսանող
study [stʌdi] v սովորել, ուսումնասիրել
style [stɑɪl] n ոճ
stylish ['stɑɪlɪʃ] a պերճ, շքեղ, պճնագեղ
success [sək'ses] n հաջողություն. to be a ~ հաջողություն ունենալ
such [sʌtʃ] pron այսպիսի, այդպիսի, նման. ~ as ինչպես օրինակ
suddenly ['sʌdnli] adv հանկարծ, հանկարծակի
suffer ['sʌfə] v տառապել, տանջվել
suggest [sə'dʒest] v առաջարկել
suit [sju:t] v սազել, կոստյում

suitable ['sju:təbl] a համապատասխան, սա-
զական
sulky ['sʌlki] a մռայլ, խոժոռ, բարկացած,
վիրավորված
sunny ['sʌni] a արևոտ
support [sə'pɔ:t] n աջակցություն, օգնություն,
օժանդակություն. to give ~ to v աջակցել, սա-
տարել, օժանդակել, խրախուսել, քաջալե-
րել, ուժ տալ, խրախուսել, քաջալերել, օգնել
suppose [sə'pəʊz] v ենթադրել, կարծել
sure [ʃʊə] a վստահ, համոզված
surely ['ʃʊəli] adv անկասկած, անշուշտ
surgeon ['sɜ:dʒən] n վիրաբույժ
surprise [sə'praiz] n զարմանք. in ~ զարմանքով.
v զարմացնել. be ~ed (at) զարմանալ
surround [sə'raʊnd] v շրջապատել
survive [sə'vaɪv] v կենդանի մնալ
swam ['swæm] past տես swim
swear ['swɛə] v երդվել
sweater ['swetə] n սվիտեր
sweeping ['swi:pɪŋ] a [այն ընդգրկում ունեցող
swim [swim] v (swam, swum) լողալ
swimming-pool ['swimɪŋ' pu:l] n լողավազան
swum [swʌm] pp. տես swim

T

tact ['tækt] n տակտ, նրբազգացություն
tactful ['tæktfʊl] a տակտով, վայելուչ, նրբա-
նկատ
tactless ['tæktlis] a անտակտ, աննրբանկատ
take [teɪk] v (took, taken) վերցնել, տանել. ~
away հեռացնել. ~ off հանել (հագուստը). ~
place տեղի ունենալ. ~ part in մասնակցել. ~
up զբաղեցնել (տեղ) ~ *for granted* [teɪk fə
gra:ntɪd] v ընդունել ինչպես հարկն է
talent ['tælənt] n տաղանդ
talented ['tæləntɪd] a տաղանդավոր
talk ['tɔ:k] n խոսակցություն. n գրուցել, խոսել
talk show n հեռուստազրույց անվանի անձանց
հետ
taste ['teɪst] n համ, ճաշակ, v համտեսել,
ճաշակել, համ ունենալ
tasteful ['teɪstfʊl] adv ճաշակով
tasteless ['teɪstlis] a անհամ, անճաշակ
tasty ['teɪsti] a համեղ
tax [tæks] n հարկ, եկամտահարկ
teach ['ti:tʃ] v (taught, taught) ուսուցանել, սո-
վորեցնել
tear ['tiə] n արցունք, արտասուք
teenager ['ti:neɪdʒə] n պատանի, դեռահաս
tell ['tel] v (told, told) պատմել, ասել. ~ on
անդրադառնալ
temperature ['temprɪtʃə] n տաքություն,
ջերմություն, ջերմաստիճան
tempest ['tempɪst] n փոթորիկ

temple ['temple] n տաճար
terrible ['terɪbl] a սարսափելի, սոսկալի
test ['test] n տեստ, զրավոր աշխատանք
thanks to [θæŋks tə] շնորհիվ syn. *due to, owing to*.
then ['ðen] adv 1) այն ժամանակ. 2) հետո,
այնուհետև
thick ['θɪk] a հաստ, խիտ, թանձր
thief [θi:f] (pl. thieves) n գող
thin ['ɪn] a նիհար, բարակ
think ['θɪŋk] v (thought, thought) մտածել,
կարծել
though ['ðəʊ] conj չնայած
thought [θɔ:t] past. pp տես think. n միտք
thread ['θred] n թել
threat [θret] n սպառնալիք
threaten [θretn] v սպառնալ
thrilling ['θrɪlɪŋ] a գնցող, հուզիչ
throat ['θrəʊt] կոկորդ
throne ['θrəʊn] n գահ
through ['θru:] prep միջով, միջից
throw [θrou] v (threw, thrown) գցել, շարտել,
նետել
thrust ['θrʌst] v խոթել, խցկել, մխրճել
thus ['ðʌs] adv այսպես, այսպիսով
ticket ['tɪkɪt] n տոմս
tidy ['taɪdi] a մաքուր, կոկիկ, մաքրասեր
till ['tɪl] prep մինչև
time [taɪm] n 1) ժամանակ. from ~ to ~ ժա-
մանակ առ ժամանակ. 2) անգամ
tiny ['taɪni] a շատ փոքր, մանրիկ
tired ['taɪəd] a հոգնած. be/get ~ of հոգնել
tireless ['taɪəlis] a անխոնջ, չհոգնող
tiresome ['taɪəsəm] a հոգնացուցիչ
title [taɪtl] n 1) տիտղոս. 2) վերնագիր
toast ['təʊst] n տաքացրած հաց
tolerance ['tɒlərəns] n համբերություն
tomb ['tu:m] n գերեզման, շիրիմ
tone ['təʊn] n տոն, ձայնաստիճան, ձայն
tonight ['tənaɪt] n այսօր երեկոյան
tool ['tu:l] n գործիք
top ['tɒp] n 1) գագաթ. 2) վերին մաս
torch ['tɔ:tʃ] n ջահ, մարխ
touch ['tʌtʃ] n շոշափում, հպում. v շոշափել,
հպվել
touching ['tʌtʃɪŋ] a հուզիչ, սրտաշարժ
touchy ['tʌtʃi] a շուտ վիրավորվող, հեշտ նե-
ղացող, չափազանց զգայուն
tour ['tuə] n 1) ճամապարհորդություն. 2) շրջա-
գայություն
tourist ['tuəɪst] n զբոսաշրջիկ
towards [tə'wɔ:dz] prep դեպի, ուղղությամբ
tower ['taʊə] n աշտարակ, բերդ. v վեր խոյա-
նալ
trader ['treɪdə] n վաճառող
tradition [trə'dɪʃn] n տրադիցիա, ավանդույթ
traditional ['trə'dɪʃənəl] a ավանդական

traffic ['træfik] n երթևեկություն
tragic ['trædzik] a ողբերգական
tray ['trei] n մատուցարան, սկուտեղ
treasure ['treʒə] n զանձ
treat ['tri:t] v 1) բուժել. 2) վերաբերվել
trendy ['trendi] a նորաձև, մոդայիկ
triangle ['traɪæŋɡl] n եռանկյունի
trick ['trik] n 1) խորամանկություն, խարդախություն 2) խաղ, կատակ
trip ['trip] n ճանապարհորդություն
trouble [trʌbl] n անհանգստություն, փորձանք.
 v անհանգստացնել
trousers ['traʊzəz] n շալվար, տաբատ
truck [trʌk] n բեռնատար մեքենա
true ['tru:] a 1) ճշմարիտ, ճիշտ, 2) անկեղծ, հավատարիմ
truth [tru:q] n ճշմարտություն
try [traɪ] v փորձել, ջանալ
turn ['tɜ:n] v 1) շրջ(վ)ել. 2) դառնալ. ~ down նվազեցնել, մերժել. ~ over շրջել. ~ into վերած(վ)ել
typical ['tipikəl] a բնորոշ

U

ugly ['ʌɡli] a տգեղ, այլանդակ
umbrella [ʌm'brelə] n հովանոց
unbelievable ['ʌnbɪ'li:vəbl] a անհավատալի
uncertainty [ʌn'sɜ:nti] n անորոշություն
understand [ʌndə'stænd] v (understood, understood) հասկանալ, ըմբռնել
unexpected ['ʌnik'spektɪd] a անսպասելի
unjust ['ʌndʒʌst] a անարդար
unknown ['ʌnnoʊn] a անհայտ, չճանաչված, անծանոթ
unless [ə'les] cj եթե չ..., մինչև որ չ...
untidy [ʌn'taɪdi] a փնթի, թափափված
until [ʌntɪl] prep, cj մինչև, մինչև որ
unwell [ʌn'wel] a վատառողջ
upbringing ['ʌp.briŋɪŋ] n դաստիարակություն
upset [ʌp'set] v (upset) հուզել, վշտացնել. a վշտացած
use [ju:s] n գործածություն, օգտագործում. v [ju:z] օգտագործել
used ['ju:zd] a ~ to do sth. սովորություն ունենալ մի բան անելու
useful ['ju:sfʊl] a օգտակար, պիտանի
useless ['ju:slɪs] a անօգուտ, ապարդյուն
usual ['ju:ʒʊəl] a սովորական

V

vague [veɪɡ] a 1) անպարզ, անպարզորոշ, աղոտ. 2) մշուշապատ
valley ['væli] n հովիտ
valuable ['væljuəbl] a արժեքավոր
various ['vɛəriəs] a տարբեր, զանազան
vehicle [vɪɪkl] n փոխադրամիջոց

very ['veri] adv շատ. the ~ ճիշտ նույն
victory ['vɪktəri] n հաղթանակ, հաղթություն
view [vju:] n տեսարան, բնապատկեր. point of ~ տեսակետ
village ['vɪlɪdʒ] n գյուղ
violin ['vaɪəlɪn] ջութակ
voice [vɔɪs] n ձայն. in a low/loud ~ ցածրաձայն/բարձրաձայն
volume ['vɒljʊ:m] n ծավալ, քանակություն, տարողություն

W

wait [weit] v սպասել (for)
wake [weɪk] v (woke, woken) արթնանալ, արթնացնել
waken [ə'weɪkən] v 1) արթնացնել (զգացնումը). 2) արթնանալ
walk [wɔ:k] n զբոսանք. v զբոսնել, ոտքով գնալ. **to go for a ~** գնալ զբոսանքի
war [wɔ:] n պատերազմ, կռիվ
warn ['wɔ:n] v զգուշացնել, նախազգուշացնել
wash [wɔʃ] v լվանալ, լվացվել
waste ['weɪst] v վատնել. n մնացուկներ, թափոններ
watch [wɒtʃ] v 1) դիտել, հետևել (հայացքով). 2) հսկել, պահակություն անել. n պահակ, հսկիչ
water ['wɔ:tə] n ջուր. ~fall ջրվեժ. v ջրել
wave [weɪv] n ալիք. v 1) թափահարել. 2) տատանվել. 3) ծփալ
way ['wei] n 1) ճանապարհ. on the ~ ճանապարհին. 2) ձև, կերպ. in this ~ այսպես
weak [wi:k] a թույլ
weapon ['wepən] n զենք
wear ['weə]v (wore, worn) հագնել, կրել, մաշել
weather ['weðə] n եղանակ
wedding ['wedɪŋ] n հարսանիք
week-end ['wi:k'end] n ազատ՝ ոչ աշխատանքային ժամանակ՝ շաբաթ օրվանից մինչև կիրակի. at the ~ շաբաթ, կիրակի
weigh [wei] v կշռել
weight [weɪt] n կշիռ
well ['wel] adv (better, the best) լավ. as ~ նույնպես. as ~ as ինչպես մահ
well-known ['wel'noʊn] a հայտնի, հանրածանոթ
west [west] n արևմուտք. a արևմտյան
wet ['wet] a թաց, խոնավ
whatever [wɒt'evə] pron ինչ էլ որ
wheel [wi:l] n անիվ
whether ['weðə] cj արդյոք
while ['wai] cj մինչդեռ. n ժամանակամիջոց, պահ. after a ~ որոշ ժամանակ անց. for a ~ կարճ ժամանակով

whisper ['wɪspə] v շշուկով, փսփսալ, շշուկով
 ասել
whistle ['wɪsl] n սուլոց
whole ['həʊl] a ամբողջ, ողջ. sale a ~ մեծա-
 ծախ
wide ['waɪd] a լայն
widow ['wɪdəʊ] n այրի կին
wild ['waɪld] a վայրի
will ['wɪl] n 1) կամք. 2) կտակ
win ['wɪn] v (won, won) հաղթանակել, շահել
wind ['wɪnd] n քամի
windy ['wɪndi] a քամոտ
wing [wɪŋ] n թև
wise ['waɪz] a իմաստուն
wish ['wɪʃ] n ցանկություն. v ցանկանալ
within [wɪð'in] prep ընթացքում, սահմաննե-
 րում
without [wɪð'aut] prep առանց
witty ['wɪti] a խելացի
wonder ['wʌndə] n զարմանք, հրաշալիք,
 հրաշք. v զարմանալ
wonderful ['wʌndəfʊl] a հիանալի, սքանչելի
wood ['wʊd] n 1) անտառ. 2) փայտ

wool [wʊ:l] n բուրդ
woollen ['wʊlən] a բրդյա
word ['wɜ:d] n բառ
world ['wɜ:ld] n աշխարհ, երկիր
worry ['wʌri] v անհանգստանալ, ան-
 հանգստացնել
wrap up ['ræp ʌp] v փաթաթվել, տաք
 հագնվել
wrinkled ['rɪŋkld] a կնճռոտված
wrong ['rɔŋ] a սխալ, անարդարացի

Y

yard [jɑ:d] n բակ
yellow ['jeləʊ] a դեղին
yet ['jet] adv դեռ, դեռևս, այնուամենայնիվ
young [jʌŋ] a երիտասարդ
youth ['ju:θ] n երիտասարդություն, պատանե-
 ություն

Z

zero ['ziərou] n զրո
zoo [zu:] n կենդանաբանական այգի, գազա-
 նանց

Vocabulary 2

WEATHER AND CLIMATE

sultry/humid/chilly/dry/wretched/steady weather
 տոփ/խոնավ/զով/չոր/շատ վատ/կայուն եղանակ
 in good weather լավ եղանակին
 weather forecast եղանակի տեսություն
 The weather has settled. Եղանակը կայունացել է:
 to pour with rain հորդառատ գալ /անձրևի մասին/
 to get soaked to the skin/to get wet through մինչև
 ոսկորները թրշվել
 icicle սառցեկեղվակ
 hoarfrost եղյամ
 overcast with clouds ամպերով պատված
 to turn to slush ճրացել/շոփա դառնալ
 to burst into leaf տերևներով ծածկվել
 to come to blossom ծաղկել
 a flash of lightning կայծակի փայլատակում
 a clap of thunder ամպրոպի որոտ
 oppressive/unbearable heat անտանելի շոգ
 dew ցուր
 the rays of the sun արևի շողեր
 at sunrise/sunset արևածագին/մայրամուտին
 to be caught in the rain անձրևի տակ ընկնել
 wither թառամել

TRAVELLING

to have one's luggage registered ուղեբեռը գրանցել
 slow/express train սովորական/արագընթաց գնացք
 to book in advance նախապես գնել

to reserve ամրագրել
 the booking office տոմսարկղ
 We are all booked up. Բոլոր տոմսերը վաճառված
 են:
 compartment ճամփախցիկ
 porter բեռնակիր
 to travel light առանց ուղեբեռի ճամփորդել
 to run on time/on schedule գնալ/թռչել ըստ չվացու-
 ցակի
 a single/return ticket տոմս մի ուղղությամբ/գնալ-
 գալու տոմս
 on board a ship նավի վրա
 to go aboard նավ բարձրանալ
 to sail for նավարկել դեպի
 to be seasick ծովախտ ունենալ
 on deck տախտակամածին
 to take off օդ բարձրանալ
 to land վայրէջք կատարել
 to fly at a speed of... գնալ ... արագությամբ
 steward/stewardess նավամատուցող
 conductor ուղեկցորդ

POLITICS

-politics ['pɒlɪtiks] n քաղաքականություն
 - appoint [ə'pɔɪnt] v նշանակել
 - bill ['bɪl] n օրինագիծ, բիլ. to turn down a ~ մերժել,
 չընդունել բիլլ. ~ of rights իրավունքների բիլ
 - candidate ['kændɪdɪt] n թեկնածու

- chief ['tʃi:f] n առաջնորդ
- court [kɔ:t] n 1 դատարան. 2 արքունիք
- diplomat ['dipləmət] դիվանագետ
- elect [i'lekt] v ընտրել
- election [i'lekʃn] n ընտրություն
- elector [i'lektə] n ընտրող
- emperor ['empəɾə] n կայսր
- fight ['fait] v (for, against) պայքարել (համար, դեմ)
- govern ['gʌvn] v կառավարել, իշխել
- government n կառավարություն
- house պալատ (պարլամենտի). the House of Commons ['haus əv 'kɒmənz] Համայնքների պալատ. the House of Lords ['haus əv 'lɔ:dz] Լորդերի պալատ
- inherit [in'herit] v ժառանգել
- law ['lɔ:] n օրենք. to turn into ~ դառնալ (դարձնել) օրենք
- lead ['li:d] v առաջնորդել
- leader ['li:də] n ղեկավար
- minister [ministə] n նախարար. Cabinet of ~s նախարարների կաբինետ. prime ~ պրեմիեր-մինիստր
- monarchy ['mɒnəki] n միապետություն
- constitutional ~ սահմանադրական միապետություն
- nation ['neiʃn] n ազգ, ժողովուրդ
- national ['næʃnəl] a ազգային
- nationalist ['næʃənəlɪst] n ազգայնամոլ, նացիոնալիստ
- oppose [ə'pəʊz] v դիմադրել, հակառակվել
- opposition n ընդդիմություն
- opponent [ə'pəʊnənt] n հակառակորդ, ընդդիմախոս
- parliament ['pa:liəmənt] n պառլամենտ, խորհրդարան
- party ['pa:ti] n կուսակցություն. Liberal ~ ['libərəl 'pa:ti] Լիբերալ կուսակցություն. Conservative party [kən'sə:vətɪv] Պահպանողական կուսակցություն
- political [pə'litikl] a քաղաքական
- politician ['pɒli'tɪʃn] n քաղաքագետ
- power ['paʊə] n հզորություն, պետության. to be in ~ իշխանության գլուխ լինել
- powerful ['paʊəfʊl] a հզոր, ուժեղ
- president ['prezɪdənt] n պրեզիդենտ
- reduce [ri'dju:s] v նվազեցնել
- reign [rein] v թագավորել
- struggle ['strʌgl] v պայքարել (for, against) (համար, դեմ)
- tribe [traɪb] n ցեղ
- tax [tæx] n հարկ
- vote [vəʊt] v քվեարկել
- voter [vəʊtə] n քվեարկող, ընտրող
- wing [wɪŋ] n թև. left ~ ձախ թև. right ~ աջ թև

ART

- act [ækt] v կատարել (դերը)
- actor n դերասան
- actress n դերասանուհի. His acting was good Նա լավ էր խաղում:
- to applaud [ə'plɔ:d] ծափահարել
- artist ['a:tɪst] նկարիչ
- ballet ['bæleɪ] n բալետ
- classical ['klæsɪkəl] a դասական
- curtain ['kɜ:tən] n վարագույր
- dance ['da:ns] v պարել, պար
- dancer ['da:nsə] n պարող, պարուհի
- dancing-girl n պարուհի
- draw [drɔ:, dru:, drɔ:n] (drew, drawn) նկարել
- film [fɪlm] n կինոնկար. to shoot a ~ կինո նկարահանել. film star կինոաստղ
- hit [hit] n հաջողություն. The film was a big hit
- house [haus] n դահլիճ. The house was full Դահլիճը լիքն էր:
- masterpiece ['ma:stəpi:s] n գլուխգործոց
- miniature ['miniətʃə] n մանրանկար
- music ['mjuzɪk] n երաժշտություն. pop ~ ['pɒp] պոպ ~. folk ~ [fouk] ժողովրդական ~. classical ~ ['klæsɪkəl] դասական ~. jazz ~ [dʒæz] ջազ ~
- opera օպերա, օպերային թատրոն
- paint [peɪnt] v նկարել (ներկերով)
- painter ['peɪntə] n նկարիչ
- painting ['peɪntɪŋ] n գեղանկարչություն. battle ~ մարտական~, academic [ækə'demɪk] ~ ալկադեմիական~, modern ['mɒdən] ~ ժամանակակից.
- landscape ['lænskeɪp] ~ բնապատկեր
- perform [pə'fɔ:m] ներկայացնել
- performance [pə'fɔ:məns] n ներկայացում
- portrait ['pɔ:trɪt] n դիմանկար
- sculptor ['skʌlptə] n քանդակագործ
- sculpture ['skʌlptʃə] n քանդակ
- still-life ['stɪl laɪf] n մատյուրմորտ
- success [sək'ses] n հաջողություն. to be a ~ հաջողություն ունենալ
- theatre ['θiətə] n թատրոն. a ticket for the ~ թատրոնի տոմս

LITERATURE

- author ['ɔ:θə] n հեղինակ
- comedy ['kɒmədi] n կատակերգություն
- detective [di'tektɪv] a դետեկտիվ
- drama ['dra:mə] n դրամա
- dramatist ['dræmətɪst], playwright ['pleɪraɪt] n դրամատուրգ, թատերագիր
- fiction ['fɪkʃn] n գեղարվեստական գրականություն. science ~ գիտական ֆանտաստիկա
- illustrate ['ɪləstreɪt] v պատկերազարդել, նկարազարդել
- novel ['nɒvəl] n վեպ
- play [pleɪ] n պիես

- poem ['pouim] n բանաստեղծություն, պոեմ
- poet ['pouit] n պոետ, բանաստեղծ
- poetry ['pouitri] n պոեզիա
- publish ['pʌbliʃ] v հրատարակել
- screen ['skri:n] v էկրանավորել
- stage [steɪdʒ] v բեմադրել
- story ['stɔ:ri] n պատմվածք
- tale [teɪl] n հեքիաթ
- tragedy ['trædʒədi] n ողբերգություն

ECOLOGY

destruction of the ozone layer օզոնային շերտի քայքայում
 destruction of rain forests արևադարձային անտառների ոչնչացում
 disastrous consequences կործանարար հետևանքներ
 ecology էկոլոգիա, բնապահպանություն
 environment շրջակա միջավայր
 greenhouse effect ջերմոցային էֆֆեկտ
 nuclear-power station ատոմակայան
 overfishing/overhunting չափից շատ ձուկ որսալը/որս անելը
 overpopulation գերբնակչություն
 pollute աղտոտել
 protect nature պահպանել բնությունը
 rare species of animals/birds/fish/plants կենդանիների/թռչյունների/ձկների/բույսերի հազվադեպ տեսակներ
 upset the natural balance խախտել բնության հավասարակշռությունը
 waste disposal թափոնների օգտագործում

TALKING ABOUT PEOPLE

- hard-working ['hɑ:d'wɜ:kɪŋ] a ջանասեր, աշխատասեր
- lazy ['leɪzi] a ծուլ
- clever ['klevə] a խելացի
- bright [braɪt] a խելամիտ, ընդունակ
- intelligent [ɪn'telɪdʒənt] a խելացի, խելամիտ
- foolish ['fu:lɪʃ] a հիմար
- stupid ['stju:pɪd] a հիմար
- silly ['sɪli] a բութ, բթամիտ, հիմար
- well-bred ['wel'bred] a լավ դաստիարակված
- ill-bred ['ɪl'bred] a վատ դաստիարակված
- talkative ['tɔ:kətɪv] a զրուցասեր, շատախոս
- absent-minded ['æbsənt'maɪndɪd] a ցրված
- light-minded ['laɪt'maɪndɪd] a թեթևամիտ
- calm ['kɑ:m] a հանգիստ
- modest ['mɒdɪst] a համեստ
- reserved ['rɪzə:vɪd] a զուսպ
- serious ['sɪəriəs] a լուրջ
- polite [pə'laɪt] a քաղաքավարի
- shy [ʃaɪ] a ամաչկոտ
- stubborn ['stʌbən] a համառ

- greedy ['gri:di] a ագահ
- coward ['kauəd] a վախկոտ
- sleepy-head ['sli:pihed] a քնկոտ
- devoted [di'voutɪd] a նվիրված
- faithful ['feɪθfʊl] a հավատարիմ
- helpful ['helpfʊl] a օգուակար
- generous ['dʒenərəs] a առատաձեռն
- honest ['ɒnɪst] a ազնիվ
- just [dʒʌst] a արդար
- frank [fræŋk] a անկեղծ
- sly [slai] a խորամանկ
- cruel [kruəl] a դաժան
- touchy ['tʌtʃi] a նեղացկոտ
- to have a good sense of humour հումորի լավ զգացում ունենալ
- a man of (no) character ['kærəktə] ուժեղ (թույլ) բնավորության տեր լինել
- to be a good mixer մարդամոտ լինել
- to get along with smb հարմարվել մեկից
- to get on with smb մեկի հետ լեզու գտնել/հաշտ համերաշխ ապրել

HOBBY AND INTERESTS

- hobby ['hɒbi] n հոբի, մախասիրություն
- national ['næʃənəl] a ազգային
- wide-spread ['waɪdspreɪd] a տարածված
- rare /unusual/ ['rɛə] a հազվադեպ

Kinds of hobby

- handiwork ['hændiwɜ:k] n ձեռքի աշխատանք
- model-making ['mɒdl] n մոդելների պատրաստում
- knitting ['nɪtɪŋ] n գործք, հյուսք
- embroidery [ɪm'brɔɪdəri] n ասեղնագործություն, ձեռագործ
- needle work ['ni:dlwɜ:k] n ասեղնագործություն
- sewing ['souɪŋ] n կար անելը
- cooking ['kukiŋ] n խոհարարություն
- fishing ['fɪʃɪŋ] n ձկնորսություն
- hiking ['haɪkɪŋ] n տուրիզմ, արշավ ոտքով
- gardening ['gɑ:dnɪŋ] n այգեգործություն
- philately [fɪ'lətəli] n մամակամիշ հավաքելը
- playing the piano (the violin, the guitar) դաշնամուր (ջութակ, կիթառ) նվագելը
- dancing ['dɑ:nsɪŋ] n պար
- painting ['peɪntɪŋ] n նկարչություն
- photography [fə'tɒgrəfi] n լուսանկարչություն

Collections

- collect [kə'lekt] v հավաքել
- collection [kə'lekʃn] n հավաքածու. a ~ of stamps դրոշմանիշների ~ coins [kɔɪnz] մետաղադրամների ~. cars [kɑ:z] մեքենաների ~. soap [səʊp] օճառի ~. bugs [bʌgz] միջատների ~. butterflies ['bʌtəflaɪz] քիթեռների ~. stones [stəʊnz] քարերի ~. shells [ʃelz] խեցիների ~. postcards ['pəʊstka:dʒ] քաղցիկների ~. books [bʊks] գրքերի ~. labels

[leiblz] պիտակների ~. records ['rekɔːdz] ձայնա-
պնակների ~. badges ['bædʒɪz] նշանների ~. rich/
rare/full ~ հարուստ/հազվագյուտ/լրիվ ~
-items of collection - հավաքածուի առարկա
- album ['ælbəm] ալբոմ
What do you do with your items of collection?
- arrange [ə'reɪndʒ] v դասավորել
- rearrange ['riə'reɪndʒ] v վերադասավորել
- exchange [ɪks'tʃeɪndʒ] v փոխանակել
- enrich [ɪn'ritʃ] v հարստացնել

RELATIONS

bachelor ամուրի /տղամարդ/
bride հարս, հարսնացու
bridegroom փեսա, փեսացու
couple զույգ
divorced (with) ամուսնալուծված
engaged (to) նշանված
married (to) ամուսնացած
marry (sb) ամուսնանալ
single չամուսնացած
widow/widower այրի կին/տղամարդ
be on friendly terms with sb բարեկամական
հարաբերության մեջ լինել
not to be on speaking terms with sb մեկի հետ
խռով լինել
break up with sb կապերը խզել
get on well հաշտ/համերաշխ ապրել
make it up հարթել/վեճը/, հաշտվել

FASHION and CLOTHING

fashion նորաձևություն in/out of ~ նորաձև/
հինաձև. ~ able նորաձև
feel comfortable հարմար լինել /հագուստի,
կոշիկի մասին/
fit հագով լինել
for summer/winter wear ամառային/ձմեռային
(հագուստի, կոշիկի մասին)
large/middle/large size, of ~ մեծ/միջին/փոքր
չափսի
let out/ take in լայնացնել/նեղացնել
match համապատասխան գույն ունենալ
a pair of 37 shoes մի գույք 37 համարի կոշիկ
suit հարմար գալ
taste n ճաշակ

HEALTH

ache n ցավ, back ~ մեջքի ցավ. ear ~ ականջի
ցավ. head ~ գլխացավ. stomach ~ ստամոքսի
ցավ. v ցավել.
bleed v արյունահոսել
blood n արյուն
come round ուշքի գալ

faint v ուշաթափ լինել, գիտակցությունը կորցնել
feel sick/dizzy/հիվանդ/գլխապտույտ զգալ
give an injection սրսկել, ներարկում անել
injure sth v վնասել, վերք հասցնել
injury n վնասվածք, ջարդվածք
I've got a cold/a cough/a sore throat//sunburn/
մրսած եմ/հագում եմ/կոկորդս բորբոքված է/
արևահարված եմ
lose one's appetite ախորժակը կորցնել
put a bandage (on) վիրակապել
suffer (from) տառապել
take the temperature/the blood pressure տաքու-
թյունը/արյան ճնշումը չափել
take the medicine three times/ once/twice a day
դեղը ընդունել օրեկան երեք/մեկ/երկու անգամ
weigh and measure կշռել և չափումնել կատարել
wound n վերք. v վիրավորել, վեռք հասցնել

FOOD

Ways of preparing food

bake թխել
barbecue խորովել
boil եփել, եռալ, եռացնել
chop կոտորել, կտրտել
fry տապակել
grind աղալ
mince v աղալ (միսը) n աղացած միս
peel կլլել, կճլլել
roast տապակել, խորովել, բովել
season համեմել
slice բարակ շերտերով կտրել
stew մարմանդ կրակով եփել, շոգեխաշել
stuff լցունել, լցնել
frozen/tinned/fresh/stewed food սառեցրած/
պահածոյացված/թարմ/շոգեխաշած ուտելիք

Eating habits

be a vegetarian բուսակեր լինել
bite (bit, bitten) կծել
champ չփչացնել /ուտելիս/
chew ծամել
gulp կուլ տալ ուտելիքը/խմիչքը
healthy/wholesome/harmful/ junk food առողջու-
թյան համար օգտակար/առողջաբար/վնասա-
կար ուտելիք
hearty/poor eater շատակեր/վատ ուտող
to keep a strict diet խիստ դիետա պահել
put on/lose weight նիհարել/չաղանալ
sip կամաց-կամաց խմել
swallow կլանել
sweet tooth քաղցրակեր
taste համը տեսնել, ճաշակել
watch one's weight հետևել սեփական կշռին

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ԱՆԳԼԵՐԵՆ

10

Դասագիրք ընդհանուր և բնագիտամաթեմատիկական
հոսքերի 10-րդ դասարանի համար

Խմբագիր՝ Ա. Լազարյան

Շապիկի ձևավորումը՝ Արտակ Բաղդասարյան

Համակարգչային մուտքագրում՝ Ս. Այվազյան

Համակարգչային էջկապ՝ Մ. Աբրահամյան

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