

Ս. Բաղդասարյան, Ս. Գյուլըջայանց

# ENGLISH

# 1 1

ԱՆԳԼԵՐԵՆ

ՀԱՆՐԱԿՐԹԱԿԱՆ ԴՊՐՈՑԻ 11-րդ ԴԱՍԱՐԱՆԻ ԴԱՍԱԳԻՐԶ

Հումանիտար հոսք

ՀԱՍՏԱՏՎԱԾ Է ՀՀ ԿՐԹՈՒԹՅԱՆ ԵՎ ԳԻՏՈՒԹՅԱՆ ՆԱԽԱՐԱՐՈՒԹՅԱՆ ԿՈՂՄԻՑ



2010

ՀՏԴ 373.167.1:802.0(075.3)  
ԳՄԴ 81.2 Անգլ գ72  
Բ 242

Բաղդասարյան Ս.  
Բ 242 Անգլերեն: Հանրակրթական դպրոցի 11-րդ դասարանի դասագիրք  
(հումանիտար հոսք) /Ս. Բաղդասարյան, Ս. Գյուրջայանց, -Եր.: ՄԱՆՄԱՐ,  
2010.-192 էջ:

ՀՏԴ 373.167.1:802.0(075.3)  
ԳՄԴ 81.2 Անգլ գ72

© Բաղդասարյան Ս., Գյուրջայանց Ս., 2010թ.  
© ՄԱՆՄԱՐ, 2010թ.  
© Դասագրքերի շրջանառու հիմնադրամ, 2010թ.

**ISBN 978-9939-62-029-9**

# Unit 1 The Rise of English

## Before you read

**Do you think the following statements are true or false?**

1. English was an important language 500 years ago.
2. It is mainly because of the United States that English has become a world language.
3. English has borrowed words from many languages.

## Read the text and see if you are right.

*The story of English is a remarkable story. Five centuries ago English didn't stretch any further than the British Isles. Only a few million people spoke English then. Today English is one of the major languages in the world spoken in different continents.*

*What are the chief reasons for this astonishing rise of English? What is the main advantage of speaking English?*

## Where does English Come from?

Two thousand years ago the people who inhabited the British Isles were the Celts. They spoke different Celtic dialects. In 55 BC Julius Caesar landed in Britain with his legions<sup>1</sup> bringing with him the language of the Romans, Latin. The Romans stayed in Britain for over one hundred years. A few Latin words adopted by the Celts are found in place names today.

After the Romans had left Britain in the fifth century, it was invaded by the Germanic tribes<sup>2</sup>, Angles, Saxons and Jutes. These people forced the Celts to leave their homes and settle in the north of Britain. Thus, gradually Anglo-Saxon became the native language of the island. You can guess how the name of the country, England, originated. From their language came such words as: *man, wife, house, father, mother, sister, brother, thing...*

In the ninth century the Vikings<sup>3</sup> began to attack the eastern part of the country. Many of them settled there. This brought a new influence on the native language. English is enriched because of their language too. The following words: *law, skin, sky, knife, take, hit, same, want, ugly, they, them, their* are examples of Viking influence.

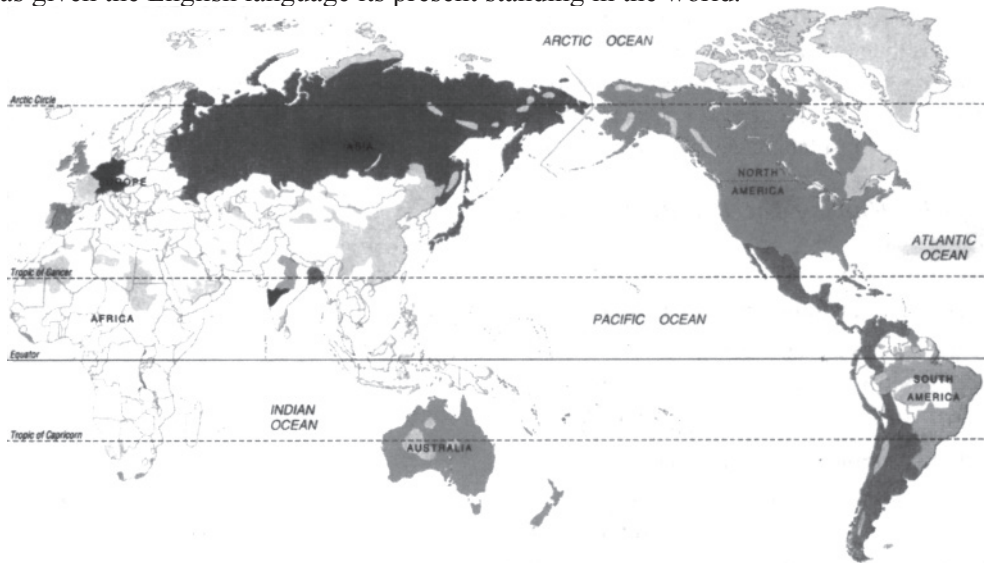
After the Normans conquered England in 1066, French became the official language of the country for nearly 300 years, but the native people spoke English. Norman French was finally given up in the fourteenth century, but many French words had been taken over by that time. At the end of the fifteenth century London English began to be used in parliament, documents, schools, poetry, etc. This is how the standard language emerged. English was never the same again after the Normans arrived. Just look at some of the words they left behind: *government, parliament, minister, officer, soldier, science, religion, lesson, judge, court, crime, defend, space, condition etc.*

1 legion ['li:dʒən] – լեգիոն

2 tribe ['traɪb] – ցեղ

3 Vikings ['vaɪkɪŋz] – վիկինգներ

The exporting of English begins with the first settlements of the English in North America in the seventeenth century. The great growth of population in the United States has given the English language its present standing in the world.



Today geographically English is the most widespread language on earth, second only to Chinese in the number of people who speak it. It is the official language of the USA, of the UK, of Australia and New Zealand, one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of second-language speakers may soon exceed the number of native speakers.

## Comprehension

Here are the answers to some questions. Work out what the questions should be.

1. A few million.
2. Because it is the mother tongue of many countries outside England.
3. They were called the Celts.
4. In the 55 BC.
5. In the fifth century.
6. After the Normans conquered England.

## Focus on Phonetics

Read the words.

- |       |        |   |
|-------|--------|---|
| -ture | [tʃə]  | a. <b>feature</b> , nature, picture, culture, sculpture, mixture, century |
| -tion | [ʃn]   | b. pronunciation, population, international, information                  |
| -sure | [ʒə]   | c. pleasure, treasure, leisure  |
| -ous  | [əs]   | d. famous, nervous, dangerous   |
| -ment | [mənt] | e. document, parliament, settlement, government.                          |

## Work on Words

- condition** [kən'diʃn] **n** *His conditions were so bad that he had to leave school and go to work. Everything was in good condition. **on condition that:** You can go out on condition that (only if) you wear a coat.*
- chief** [tʃi:f] **a** *The chief reason of her strange behaviour was her shyness. **chiefly adv Syn.: main, principal.***
- advantage** [əd'vɑ:ntidʒ] **n** *Living in a big town has many advantages such as good schools, theatres and museums. What are the advantages of travelling by train? **take advantage of. Ant.: disadvantage.***
- come from** **v** *Mashtots came from Oshakan. Where do you come from? Much of the butter in England comes from New Zealand.*
- remarkable** [ri'mɑ:kəbl] **a** *Paul is remarkable for his intelligence. Garni is a remarkable monument of ancient Armenian architecture.*
- export** [ik'spɔ:t] **v** *Armenia exports brandy to many countries. Japan exports electronic products to other countries. **Ant.: import** [im'pɔ:t] **v:** Armenia imports gas from Iran and oil from Russia.*
- space** [speis] **n** *1. an empty area: We replaced the bath with a shower to create more space. **Syn.: room.** 2. the universe: The first man who flew to space was Yuri Gagarin. Space was conquered in the middle of the twentieth century. **spacious** **a.** She liked the room: it was spacious and bright.*
- exceed** [ik'si:d] *1. to be greater in number: Wind speed exceeded 90 miles per hour. 2. go above an official limit: Drivers who exceed the speed limit will pay a fine. **exceed sb's expectations:** The result exceeded all their expectations.*

## Words not to be confused

- finally** *1. introduces the last element in a series: Then finally we went home. 2. suggests the idea of a long wait: We finally managed to have a holiday in Greece. **Syn.: eventually***
- at last** *also suggests a long wait or delay: James has passed his exam at last.*
- after all** *in spite of what was said before, contrary to what was expected: I am sorry, I can't come after all. 2. we mustn't forget that: After all, she is a big girl now.*
- in the end** *suggests that sth happens after a lot of changes, problems or uncertainty: We made different plans for the holiday, but in the end we went to Brighton again.*

### Phrasal verbs with **come**

- come about** *to happen: The flood came about as a result of the heavy winter rains.*
- come across** *to meet or find unexpectedly (= run across): I came across some old letters yesterday.*
- come from** *originate from, belong to: He comes from a poor family.*
- come on** *1. to hurry up, move rapidly: Come on, the taxi is here. 2. appear, take place: The lights came on.*
- come out** *be published: This newspaper comes out every day.*
- come up (to)** *approach: The little girl came up to me and asked the way to the post office.*

## 1. Match the words in column A with their meanings in column B.

A	B
export	for most part
come from	bring in goods from a foreign country
remarkable	have as a place of origin
import	to be much bigger than people expected
chief	something useful or helpful
advantage	most important
chiefly	deserving or attracting attention
exceed	send goods to other countries

## 2. Fill in the words on the left in their correct forms.

come from  
be good at  
advantage  
remarkable  
main  
master  
export  
import

a. Khan Massehian (1864–1937) ... a noble Armenian family in Tehran. This outstanding man was not only a professional diplomat, a statesman, a teacher and an editor, but also a ... translator. He ... languages since childhood and when he grew up he ... Persian, Turkish, Greek, Russian, French, German and English. He was the personal translator of the Shah of Iran and represented the country in London, Berlin, Tokyo and elsewhere. It is difficult to imagine how he managed to find time to devote himself to translating. He translated both Eastern and European writers into Armenian. But his ... interest was Shakespeare. Massehian successfully translated almost all Shakespeare's works. The ... of his translations was that he was able to express the great spirit of Shakespeare.

b. England is not rich in oil, iron and other natural resources. It ... them from Asia. Japan ... electronics to many countries of the world.

## 3. Insert the words finally, at last, after all, in the end.

1. After all our adventures we ... arrived home at midnight.
2. My father ... agreed to let me go on the trip.
3. ... I'd like to thank everyone for coming along this evening.
4. The question has not been decided yet ... .
5. ... he agreed that he was guilty.
6. We need to increase productivity. We need to reduce unemployment. And ..., we need to make our exports greater.
7. ...! Where have you been?
8. I left in the middle of the film. Did they get married ...?

## 4. Use a phrasal verb from the list on p. 5 to replace the words in italics.

1. Where *was* he *born*? He has such an interesting accent.
2. As I was walking slowly, she kept saying, "*Hurry up*!"
3. The deer *approached* slowly and ate directly from my hand.
4. Where *is* this magazine *published*?
5. How did *it happen* that they lost the game?
6. I *found* this word in the magazine *by chance*.

## Did you know?

When you turn on the channels of the TV, you can often say for sure whether the voices filling up your room are the voices of America or a programme from the BBC. That is because there is a great difference between the types of English spoken in different parts of the world today. This comes as a shock for many people crossing the Atlantic for the first time. They often misunderstand each other. Imagine an English lady who was asked on the first day of her visit to Australia if she came there “to die” or “not to die”. The Australian only wanted to find out when she had arrived “today” or “not today”.

### *The Americans usually say:*

subway  
gas  
gas station  
cookies  
can  
apartment  
first floor  
elevator  
fall



### *The British say:*

underground  
petrol  
petrol station/filling station  
biscuits  
tin  
flat  
ground floor  
lift  
autumn



So the Americans stand in **line (a queue)** to see a **movie (a film)**, and they go on **vacation (holiday)**, sometimes in the **fall (autumn)**. An American **does the dishes (washes up)** and then **washes up (washes his/her hands)**.

### **Just for fun**

Once an American invited his British friend to his place. He told him to put on his *vest* and *pants*. When the Englishman came to his place, the guests were surprised to see a man dressed for a game of tennis. The Englishman, who was very upset by the situation, whispered: “But you told me to put on my *vest* and *pants*!”

The fact is that *vest* and *pants* in British and American English mean different things.

**Read the text in pairs and act it out.**

## **Her Majesty the English Language**

### **Background**

*Pygmalion* was written by George Bernard Shaw and first staged in London in 1913. Years later Alan Jay Lerner adapted Shaw's *Pygmalion* to make a musical play which was turned into a film. The film was a fantastic success. It won popularity and admiration all over the world. The sets, the music, let alone the acting of Audrey Hepburn were excellent.

## Context

*The main characters are as follows:*

Henry Higgins: a professor of phonetics and a bachelor.

Colonel Pickering: his friend and colleague.

Eliza Doolittle: a Cockney flower-seller.

*At the beginning of the play we are introduced to Eliza (Liza) selling flowers in Covent Garden. As people speak, Professor Higgins is making notes of the way they talk. He at once guesses where people come from, “sometimes within two streets” by their accent. He correctly notes what area of London Liza comes from. He boasts to the crowd that he is a teacher of phonetics, and makes a bet with Pickering that in three months he could pass Liza as a duchess at an ambassador’s party!<sup>1</sup>*

## My Fair Lady

A musical by Alan Jay Lerner

Adapted from Bernard Shaw’s **Pygmalion**

Music by Frederich Loewe.

Act I, Scene 5

1 *Higgins’s study. Eliza is seated in the wing chair. Higgins is facing her; a small box of marbles<sup>2</sup> in his hand. He places them in her mouth.*

5 **Higgins:** Four ... five ... six marbles. There we are. *(He holds up a sheet of paper).*

Now I want you to read this and pronounce each word just as if the marbles were not in your mouth. “With blackest moss, the flower

10 pots were thickly crusted, one and all<sup>3</sup>.” Each word clear as a bell. *(He gives her the paper).*

**Eliza:** Pots were thickly crusted one and all ... I can’t! I can’t!

**Higgins:** I cannot understand a word. Not a  
15 word.

**Pickering:** I say<sup>4</sup> Higgins, perhaps the poem is too difficult for the girl. Why don’t you try a simpler one?

**Higgins:** Pickering! I cannot hear the girl! *(Eliza stops and takes the marbles out of her mouth)* What’s the matter? Why did you stop?

20 **Eliza:** I swallowed one.



1 he could pass Liza as a duchess at an ambassador’s party – Եւ կկարողանա Լիզային ներկայացնել որպէս դքսուհի դեսպանի երեկոյթի ժամանակ:

2 marbles [ˈma:blz] – մարմարե փոքր քարեր մանկական խաղի համար

3 With blackest moss, the flower pots were thickly crusted, one and all – a line from a poem

4 I say – լսիր, լսե՛ք



**Higgins:** Oh, don't worry, I have plenty more. Open your mouth.

(The lights go off, then come up again. Eliza, overtired and sleepy, is lying on the sofa. Pickering is half asleep in the wing chair. Higgins is seated at the desk, an ice-bag on his head).

25 **Higgins** (*tired*): The rain in Spain stays mainly in the plain.

**Eliza:** The rain in Spain stays mainly in the plain<sup>1</sup>.

**Higgins:** Don't say "Rine", say "Rain".

**Eliza:** I can't, I'm so tired. I'm so tired.

**Pickering:** Oh, for heaven's sake, Higgins. It must be three o'clock in the morning.

30 Do be reasonable.

**Higgins** (*rising*): I'm always reasonable. Eliza, if I can go on with this terrible headache, you can.

**Eliza:** I have a headache, too. I have been working since morning.

**Higgins:** Eliza, I know you are tired, I know your head aches. I know your nerves  
35 are as raw meat in a butcher's window. But think what you're trying to overcome.  
(*He sits next to her on the sofa.*) Think what you're dealing with. The majesty and  
greatness of the English language. It's the greatest treasure we have. The noblest  
feelings that ever filled the hearts of men are contained in its magic and musical  
mixture<sup>2</sup> of sounds. That's what you've set yourself to conquer, Eliza, and conquer  
40 it you will. Now, try it again.

**Eliza** (*slowly*): The rain in Spain stays mainly in the plain.

**Higgins** (*standing up*): What was that?

**Eliza:** The rain in Spain stays mainly in the plain.

**Higgins** (*rising, unbelievably*): Again.

45 **Eliza:** The rain in Spain stays mainly in the plain.

**Higgins** (*to Pickering*): I think she's got it! Think she's got it!

**Eliza:** The rain in Spain stays mainly in the plain.

**Higgins:** By George<sup>3</sup>, she's got it!

50 By George, she's got it!

(*Joy and victory*)

## Comprehension questions

1. Give a title to the passage.
2. What is the ending of the play to your mind?
3. What words do the pronouns stand for?  
them (line 3), we (line 5), this (line 7), one (line 17), its (line 38).
4. What impression do you have of: Henry Higgins, Pickering, Eliza Doolittle?

1 Eliza says [ai] instead of [ei] in all the words.

2 mixture ['mɪkstʃə] – խառնուրդ

3 By George! [baɪ dʒɔːdʒ] – սատանան տանի:

## Focus on Phonetics

1. Mind your sounds. Listen and repeat. Make the sound [ɔɪ] and [eɪ] weaker to the end in English.

haɪ	high
baɪ	buy
bɔɪ	boy
maɪt	might
laɪn	line
teɪl	tale

2. Read the phrases.

eɪ	Make haste.	ɪə	Somewhere near here.
aɪ	Time flies.	ɛə	It's late to tear your hair.
ɔɪ	Boys will be boys.	uə	For sure.
aʊ	Without doubt.	ou	No go.

## Work on Words

**face** [ˈfeɪs] **v** Turn round and face me. Which way does your house face?  
It faces south. **Syn.:** overlook, look out on.

**next to** [ˈnekst] **prep** Come and sit down next to me. During the film the man who was sitting next to me laughed all the time. **Syn.:** beside.

**noble** [ˈnəʊbl] **a** Everybody believed him because he was a noble man.  
Vardan Mamikonian remained in the history of Armenia a noble hero.

**magic** [ˈmædʒɪk] **a** Children are fond of tales where magic words can do everything. The magic sounds of music always calmed him down. Her magic eyes and golden hair attracted everybody.

**proper** [ˈprɒpə] **a** That's not a proper thing to do in public. Are you doing the job in the proper way? **properly adv:** Are you sure he behaves properly? Have you looked for your book properly?

**plain** [ˈpleɪn] **n** We watched the wide plains of Russia from the plane.

**reason** [ˈriːzn] **n** There is no reason in your decision. **reasonable** [ˈriːznəbl] **a:** You are not reasonable if you want to buy the coat at such a price.

**overcome** [ˈoʊəkʌm] **v** to succeed in solving a problem: We could see that the child was trying to overcome his fear.

1. Match the words in column A with their meaning in column B.

### A

proper  
properly  
overcome  
next to  
reasonable  
face

### B

to turn the face to, to look on  
coming immediately after  
in the right way, correctly  
having common sense  
right, correct  
to deal with a problem successfully

## 2. Fill in the words on the left making necessary changes.

face  
noble  
magic  
create  
fall

Centuries ago a famous Greek sculptor Pygmalion ... a sculpture of a young girl. It was made of marble, but he worked at it with such love and care that it looked like real. He called the girl Galatea. She had a ... appearance and there was something ... in her face. She was so beautiful that he ... in love with her. He put her in such a way that she seemed to ... him day and night. He suffered greatly and began to ask gods to make her alive. This Greek legend helped Bernard Shaw to write his famous *Pygmalion*.

## 3. Insert the words from the proper-family.

**Mother:** Ann, are you going out again? I think Davy is not a ... boy to go out with.

**Ann:** What do you have against him?

**Mother:** He never behaves ... , his clothes are never ... for the situation, his language is not ... for an educated boy.

**Ann:** Life is changing, Mother, and what didn't seem ... to your mother, was ... to you. Davy is not a bad boy, believe me. He's honest and kind.

## 4. Translate into English.

Նայել (շենքի մասին), գործ ունենալ, ճիշտ, պատշաճ, պատշաճ կերպով, կախարդական, հմայք, կողքին:

## Focus on word-building. Building adjectives

### a. from nouns:

health	music	red face
sleep Y	magic AL	blue eye ED
cloud	logic	talent

### b. from nouns and verbs:

pain	harm	reason
help FUL	hope LESS	change ABLE
care	colour	remark

## 1. Find adjectives which go with the following nouns:

weather	advice	situation
play	actor	appearance
watch	film	child

## Focus on Words. Theatre

1. Arranging words. Arrange the words connected with  
a. the theatre  
b. performance  
c. impressions of the play.

a full house, a musical, cast, clap; act well, the sets, first night, curtains, stage, direction, costumes, give a performance, to applaud, to be a success, to break into applause

## 2. Words in use

### Describing a performance



We went to see the production of *Pygmalion* last night. The *sets* were realistic, the *costumes* were wonderful. It was a good *cast*. I thought *the direction* was excellent. Martens gave a remarkable *performance*. *The house* was full. The performance was a *great success*.

**Tell your impressions of a performance.**

## Focus on Function

### Hesitating

**a. Sometimes you need to think while speaking. In such cases you can use repetition or fillers such as**

well/let me see/...er.../you know

### b. People talk

**Ann:** Miss Jane, during the holidays I was in London and ...*er*... sometimes I couldn't understand a word of English when some people spoke.

**Miss Jane:** Well, maybe you heard Cockney, Ann. London in fact is the home of Britain's most famous dialect, Cockney. *You see*, speaking in that accent is not proper for educated people. If you speak a local accent or Cockney, you will not be given good jobs.

**Ann:** Oh, yes. I've seen a film with Audrey Hepburn starring as a simple flower girl who was turned into a lady by her teacher after he had taught her good language and manners.

**Miss Jane:** *Let me see*. You're speaking about George Bernard Shaw's famous play *Pygmalion*. We can read the book or see the film if you like.

**c. Work in pairs. Discuss a popular performance which you have seen using the fillers if necessary.**

# Focus on Grammar

## REVISION:

### MIXED TENSES

#### 1. Identify the tenses and then match them with the explanation of their uses.

1. She *will be taking* the children from school, as usual.
2. A child *learns* many different kinds of skills at school.
3. Bill Gates *has become* the world's most famous computer engineer.
4. I *had been reading* the report for an hour before I went to bed.
5. By 2015 they *will have worked* at the theatre for twenty years.
6. The language course *starts* on the 25<sup>th</sup> of June.
  - a. general truth
  - b. timetable, programme
  - c. action in progress at a stated future time
  - d. changes that have happened
  - e. duration of an action started in the past and continuing up to a certain period in the past
  - f. action which will be finished before a stated future time

#### 2. Explain the difference in meaning between the sentences.

1. a. Have you read *Oliver Twist*.  
b. Have you been reading *Oliver Twist*?
2. a. We arrived at the hotel early in the morning.  
b. We had arrived at the hotel before the demonstration began.
3. a. Maria went out when George rang up.  
b. Maria had gone out when George rang up.  
c. Maria was going out when George rang up.
4. a. I had read the report before I went to bed.  
b. I had been reading the report for an hour when she came back from the theatre.
5. a. This time next summer we will be taking our entrance exams.  
b. By next July we will have passed our entrance exams.

#### 3. Match the clauses in list A with those in list B to form sentences.

##### A

1. A lot of cinemas have closed
2. He began to draw
3. It is the first time
4. Whatever she does
5. She had already returned
6. She will be travelling in Europe
7. She has been watching TV the whole day
8. He went to work in his native village

##### B

- a. while I slept.
- b. when you have finished eating.
- c. after he had graduated from college.
- d. that is why her eyes are so red.
- e. this time next year.
- f. by the time we got home.
- g. she does well.
- h. she has returned home so late.

- |                                 |                                |
|---------------------------------|--------------------------------|
| 9. Can you wash the dishes      | i. when he was still a child.  |
| 10. She was tidying up the flat | j. since video first appeared. |
| 11. Even if you leave at once   | k. you won't be there in time. |

#### 4. Choose the right verb-form.

- Who *cooks/is cooking/has been cooking/cooked* food in your family when your Mom is away?
- Where is John? – He *repairs/is repairing/has repaired/repairs* his car in the garage.
- Anna is my best friend. I *know/have known/had known/knew* her for twenty-five years.
- My son had a great time at the summer camp last year. They *did/were doing/had done/had been doing* a lot of interesting things there.
- She *cleaned/was cleaning/has cleaned/has been cleaning* the living room when she heard a strange noise in the kitchen.

#### 5. Correct the mistakes.

- By the time the police had got there, the burglars disappeared.
- When you will grow older, you will change your mind about it.
- I won't leave until you will give me some money.
- I go swimming next Sunday. Would you like to join me?
- I used to going to the cinema every Sunday.

#### 6. Translate into English.

- Ինչո՞ւ դու ինձ անցյալ տարվանից նամակ չես գրել:
- Երեկ ամբողջ օրը անձրևում էր, և ես ստիպված էի մնալ տանը:
- Որտե՞ղ է նա աշխատում:  
– Չգիտեմ, նա ինձ ոչինչ չի ասել այդ մասին:
- Առավոտվանից որևէ բան կերե՞լ ես:
- Հուսով եմ՝ չեք մոռացել Աննային:

#### 7. Which of the following questions are grammatically correct?

- Did he tell you where would be taken the tourists?
  - Did he tell you where the tourists would be taken?
  - Did he tell you where would the tourists be taken?
  - Did he tell you where would be the tourists taken?
- Do you know when Mr Brown arrived?
  - Do you know when did Mr Brown arrived?
  - Do you know when arrived Mr Brown?
  - Do you know Mr Brown when arrived?
- Do you remember how many were there reporters at the meeting yesterday?
  - Do you remember how many reporters there were at the meeting yesterday?
  - Do you remember how many reporters were there at the meeting yesterday?
  - Do you remember how many reporters yesterday were at the meeting?

## CULTURE CHECK

### Break a leg!

Each language, and often each culture, has special words you can (or even should) say in some cases.

“Break a leg!” A strange expression which means only “Good luck” among American actors. Even stranger is the German expression “Break your neck and your leg!” used when wishing good luck.

What do you say in your language if someone sneezes<sup>1</sup>? The English say “Bless you”. Sometimes the expression used in one language will sound quite strange in another. How should you react to these special phrases?

There are cases when it is useful to know the right words to say in English. Would you say anything to wish your guests a good meal? In many languages you would, but in English you wouldn't.

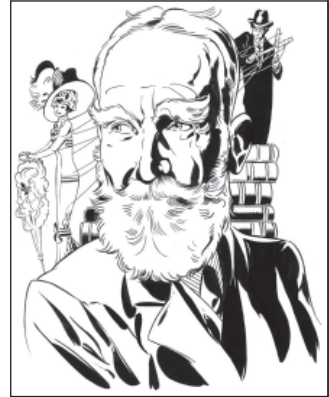
There is a famous story about a hungry American in France who said “Thank you” each time he was offered some food. He didn't know that at dinner table it meant “No, thanks”. So he finished the meal surprised and hungry.

#### Trouble spot: *Fish or ghoti?*

There is a great difference between English pronunciation and spelling.

The fact is that pronunciation has changed a lot during five hundred years, but spelling has changed very little. Compare the pronunciation of the letter **o** in these words: **over, love, lost, lose, more, woman, women:** [ou], [ʌ], [ɔ], [u:], [ɜ:], [u], [i].

Bernard Shaw, the author of *Pygmalion* insisted that the English spelling should be reformed because, as he said, only a few letters are read in one way. One of the wittiest men of his time, George Bernard Shaw asked, “How do you pronounce the word **ghoti?**” And he answered: [fi]. Compare: **enough, women, mention.**



It is clear now why the foreigners often say that the English pronounce Liverpool but write Manchester.

#### Say one of the words and get your partner to spell it. In all the words given below there are silent letters.

- foreign, right, brought, daughter, neighbour, through, though;
- knife, knit, know;
- who, whose;
- what, when;
- climb, comb, bomb;
- walk, chalk, talk, half, calm;
- island, isle.

<sup>1</sup> sneeze [sni:z] – φηρζυαυ



## Unit 2 English as a World Language

### Fact File

About 35% of the world's mail, telexes and cables are in English.

Approximately 40% of the world's radio programs are in English.

About 50% of all Internet traffic uses English.



### Before you read

1. What languages do you speak?
2. How well do you speak them?
3. What foreign languages would you like to speak?
4. Who learns your language abroad?

## Going Global

It is very important to learn foreign languages nowadays. Everybody knows their own language but to know one language more is a great advantage. If you know the language of a foreign country you can talk to its people and understand what they say. Today it is not necessary to go abroad to communicate with native speakers. We live in the era of high technologies and you can enter the Internet to have a talk with your friend from a foreign country.

There are more than 2700 languages in the world and some of them are international. English, for example is spoken not only in the British isles and the USA but also in other parts of the world.

It is the official voice of air, sea and space. It is the language of business and science, sport and culture. It is enough to mention that half of the world's scientific literature is written in English to understand how important it is to be good at English.

So if you want to contact with foreigners, to know international trade, science and art, to use this information to the benefit<sup>1</sup> of your own country, a knowledge of English obtained at school must be only a start for you. It is important to find a good way to learn. Here are some instructions for you to start with.

*Listen to the radio!*

*Watch films!*

*Read newspapers!*

*Making mistakes is natural.*

*Relax, it will be easier to speak!*

*Learn from your mistakes and have fun!*

*Don't worry about every word you don't know the meaning of! Guess it!*

**Remember:** the teacher can only help you to learn the language, but he or she can't learn it for you.

<sup>1</sup> to the benefit of [ˈbenɪfɪt] – oɒnɪn



## Your turn

Are these hints useful to you?  
Which of them do you use?  
What have you found most difficult in learning English?

## Useful language

I speak	Armenian	like a native speaker.
don't know a word of	Russian	well enough to take part in a discussion.
	Arabic	enough for shops and hotels.
	Turkish	just a little.
	Georgian	
	French	
	Spanish	
I think	grammar	is hard to learn ...
	vocabulary	is quite easy ...
	pronunciation	is the greatest problem ...
	spelling	

## Focus on Phonetics

### 1. Mind your sounds. Listen and repeat.

Armenia – Armenian	Italy – Italian	Spain – Spanish
Russia – Russian	Hungary – Hungarian	Greece – Greek
China – Chinese	Japan – Japanese	France – French

## Focus on Words. Languages

### 1. Collecting words. Collect words related to languages.

with – <b>ish</b> :	Turkish	Polish, ...
with – <b>(i)an</b> :	Russian	Italian, ...
with – <b>ese</b> :	Chinese	Vietnamese, ...
with – <b>ic</b> :	Arabic	...

**Remember:** French, Dutch, Czech, Greek.

### 2. Arrange the words associated with language in your own way.

read silently	speak a language	to master
copy out	speak with an accent	to have a good command of
speak up	to be good at	synonym
letter	a native speaker	to look up in the dictionary
alphabet	make a mistake	translate from ... into ...
look through	speak fluently	get by
pronunciation	spelling	pick up
improve	put down	

### 3. Words in use.

#### a. What language do they speak?

*Example:* *A Spaniard speaks Spanish.*

a Dane, the Arabs, an Armenian  
a Greek, a Dutchman, the Czechs

#### b. Heinrich Schliemann. Insert the words making necessary changes.

*Example:* *Holland – Dutch*  
*Portugal – Portuguese*

**polyglot** [ˈpɒlɪɡlɒt] **n** a person knowing, using many languages; comes from Greek *poly* – many and *glot* – tongue.

Heinrich Schliemann was the famous archaeologist who discovered Troy. He taught himself to speak and write English, (France), (Holland), (Spain), (Italy) and (Portugal) in two years. After that he taught himself (Russia) in six weeks; later he learnt (Sweden), (Poland), Latin, (Arabia), (Greece). He was a polyglot which meant he could speak many different languages. He is the only person who could speak 32 languages.

#### c. Learning languages. Fill in the gaps with the verbs given below.

practise	revise	accent	guess
improve	correct	listen	read

1. If you want to understand English better, you should ... to the radio.
2. He spoke with a very strong French ... so I couldn't understand him.
3. If you aren't sure about the meaning of a word, you should try to ... it.
4. If you make a grammar mistake, ... the rule in order to ... yourself.
5. If you ... your English, you will ... it.
6. If you want to know a lot of words, ... books and newspapers.

**What other reasons can you think of?**

#### d. Read the text and guess the meaning of the words from the text.

## The Confusion of Babel<sup>1</sup>

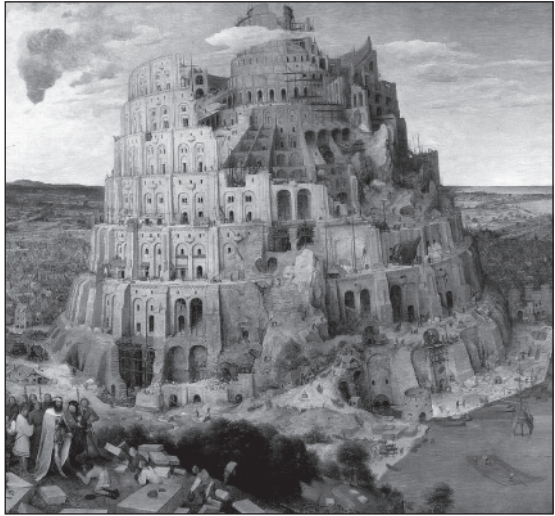
As legend has it, after the Great Flood people came to inhabit the vast plains between the rivers Tigris [ˈtaɪɡrɪs] and Euphrates [juˈfreɪtiːz]. The earth was rich there and the people prospered. Once they decided to construct a remarkable tower. They wanted it so high that it should reach up to the sky. They did this to make a name for themselves. They thought the tower would help the travellers to find their way home if they got lost

<sup>1</sup> The Confusion of Babel [kənˈfjuːʒn əv ˈbeɪbl] – Բաբելոնյան խառնաշփոթություն

in the vast plains. A high tower standing up dark against the bright sky would be easily seen. God was displeased at the idea. He got angry at the arrogance of the people and made up his mind to destroy the tower. He mixed the languages up so that the people could not understand one another. The people failed to continue the tower because there was confusion between them and they had to give up the idea.

This is how different languages appeared according to the legend.

The place they lived in was called Babel which means confusion. “Confusion of Babel” has come to mean a noisy crowded place where people do not listen to each other.



*The Tower of Babel.  
Pieter Bruegel the Elder (1563).*

### 1. What does the word mean?

- |                     |                 |               |               |
|---------------------|-----------------|---------------|---------------|
| 1. vast             | a. very large   | b. small      | c. beautiful  |
| 2. inhabit          | a. have a habit | b. inherit    | c. live in    |
| 3. construct        | a. build        | b. contain    | c. destroy    |
| 4. be displeased at | a. discuss      | b. dislike    | c. disappoint |
| 5. arrogance        | a. pride        | b. admiration | c. honesty    |

### WRITE ON

#### 1. Answer the questions below. Then find out your partner's answers.

**Are you learning English because**

**You**

**Your partner**

- |   |     |    |
|---|-----|----|
| 1. you'll be able to get a better job?            | Yes | No |
| 2. it is useful when you travel?                  |     |    |
| 3. you want to go to an English-speaking country? |     |    |
| 4. it will give you a chance to meet new people?  |     |    |
| 5. you want to enjoy English literature?          |     |    |
| 6. you want to understand the words of pop songs? |     |    |
| 7. you have to learn it at school?                |     |    |

## The answers may be:

Yes, I am. / Yes, partly. / No, not really.

**Collect answers for each question from the whole class. Then write a paragraph saying why people in your class are learning English.**

**Useful language:** all of us, most of us, some of us, a few of us, none of us.

## Why are you learning English?

If you know a foreign language, you can be a translator. You can:

- translate science books, important papers, fiction,
- dub films,
- translate conferences.

## Listen to the poem and recite it.

*from Akhtamar*

*by Hovhannes Toumanian*

*Translated by Vladimir Rogov*

On the dark island burns so bright  
A piercing luring ray,  
There's lit a beacon every night  
To guide him on his way.  
But certain villains full of spite  
Against them did conspire  
And on a hellish mirky night  
Put out the guiding fire.

The luckless lover lost his way  
And only from afar  
The wind is carrying in his way  
The moans of "Akh, Tamar!"  
And ever since, both near and far,  
They call the island "Akhtamar".



- Did you like the translation?
- Can you say what exactly you liked about it?
- Do you know any other translations of poetry?

## Did you know?

a. The five most widely spoken languages in the world are:

Chinese	845 million speakers
English	400 million speakers
Russian	265 million speakers
Spanish	329 million speakers
Hindustani	230 million speakers

**b.** There are at least 400 million people who speak English as a foreign language. English is the most widely spoken language.

English has the largest vocabulary with nearly 500,000 words and 300,000 technical terms.

The oldest written language is Egyptian, which is 5000 years old.

India has the most languages, altogether 845.

## Focus on Grammar

### REVISION:

#### MIXED TENSES

##### 1. Choose the right form.

1. Where have you been? *Have you played/Have you been playing/Did you play* tennis?
2. He asks if I *joined/shall join/would join* them tomorrow at the picnic.
3. How many pages of that book *have you read/have you been reading*?
4. Father's hands were dirty. He *had been repairing/have been repairing/repared* the car.
5. What *happened/has happened/had been happening* to you last night?
6. Somebody *has broken/broke/has been breaking* the window when I was out.

##### 2. Read the situations and make up two sentences using the words in brackets in the present perfect or the present perfect progressive tenses.

1. John started fishing two hours ago and he is still fishing.
  - a. (*fish for two hours*)
  - b. (*catch/much fish*)
2. Tom began fixing the shelves in the morning.
  - a. (*work since nine o'clock*)
  - b. (*fix/two shelves*)
3. Jane has just come from London. She is travelling round the US. She began her tour a month ago.
  - a. (*travel/for three months*)
  - b. (*visit/six countries*)
4. When Mary left college, she began painting.
  - a. (*paint/since she left college*)
  - b. (*paint/ a lot of pictures*)
5. He works in Hollywood as a director.
  - a. (*make 20 films/since 1970*)
  - b. (*make films/since 1979*)

### 3. Choose the sentence (a or b) which means the same as the first sentence.

1. We had dinner when Father came.
  - a. Father arrived and then we had dinner.
  - b. We had dinner and then Father arrived.
2. I read the book after I had seen the film.
  - a. I saw the film and then I read the book.
  - b. I read the book and then I saw the film.
3. By the time Ann came home, I had gone to bed.
  - a. I went to bed before Ann came home.
  - b. I went to bed after Ann came home.
4. The girls had tidied the flat when the guests arrived.
  - a. The guests arrived and then the girls tidied the flat.
  - b. The girls tidied the house and then the guests arrived.
5. They carried the luggage downstairs before the taxi came.
  - a. They carried the luggage downstairs and then the taxi came.
  - b. The taxi came and then they carried the luggage downstairs.

## ARTICLES

### 4. Correct the articles in the dialogue.

**Harry:** It's the lovely day, isn't it?

**Ann:** That's an good idea. I'll just have a look in a kitchen and see what we need.

**Harry:** I got a milk yesterday, so we don't need any more. We might need a bread, though.

**Ann:** Oh, and the packet of sugar. After shopping, we could go to a new market in a town centre and see what they have.

**Harry:** Right. You get a coat and I'll get a car keys.

### Correct the mistakes

### 5. Find an extra word.

1. This morning my exam results had finally came.
2. They haven't been arrived yet.
3. This was the news I have been waiting for it.
4. We could not go nowhere because of the rain.
5. When they heard the news, they started been shouting with joy.
6. We woke up at the night because of terrible noise.

### Correct choice

### 6. Choose the right word.

1. Please drive ...
  - a. careful
  - b. rudely
  - c. clearly
  - d. fast
2. He felt very ... because he didn't know anyone there.
  - a. angrily
  - b. practical
  - c. lonely
  - d. patient

3. ... any opinion, there is too much talk.  
a. In                      b. On                      c. Of                      d. To
4. Don't worry, there's ... time. We won't be late.  
a. enough                b. plenty                c. many                d. more
5. The Tower of London is one of the most ... places to visit while you are in London.  
a. dangerous            b. interesting            c. noisy                d. dirty
6. Oh no! I've just ... my watch.  
a. fallen                b. hurt                    c. broke                d. broken
7. He spoke to me so ... that I got up and left.  
a. rude                    b. rudely                c. polite                d. politely
8. Tony was very ... when he heard the bad news.  
a. impression            b. upset                c. successful            d. punctual
9. It all happened many years ... .  
a. for                      b. before                c. ago                    d. last

### Text Comprehension

#### 7. Fit paragraphs a, b, c, d into the numbered gaps in the text.

- a. They were still laughing when they arrived back in the castle. The knight never wore his wig again.
- b. He didn't want anyone to see his bald head, so he bought a beautiful, black, curly wig.
- c. He was riding along singing merrily to himself. When he passed under an oak tree, his wig caught on a branch and fell off.
- d. "How handsome I look!" he thought to himself as he was dressing in front of the mirror. Then he set off happily for the forest.

Once upon a time there was a knight who, as he grew older, lost all his hair. He became as bald as an egg.

1

One day some lords and ladies invited him to go hunting with them, so he, of course put on his beautiful wig.

2

However, a terrible thing happened.

3

How they all laughed at him! At first the poor king felt very foolish, but then he saw the funny side of the situation and started laughing, too.

4

The moral of the story is: when people laugh at you, it is best to laugh with them.



# Presentation: The Spread of English

## Before you read

### 1. Which is which?



One is an enormous land, where only twenty million people live – and the other is two long, narrow islands, with ten sheep for every person. One country has the biggest rock in all the world, and a town where everybody lives under the grounds; the other has a beach where you can seat in a pool of hot water, and lakes that are bright yellow, green and blue.



### Australia and New Zealand

1. Where is Australia/New Zealand situated?
2. What oceans are they situated on?
3. Who was Australia discovered by?
4. What is the capital of Australia/New Zealand?
5. What is the population of Australia/New Zealand?
6. Which is the largest city/the cultural capital o of Australia/New Zealand?
7. Is Australia/New Zealand a developed country?

### Read the text and answer the questions.

Australia is the world's smallest continent and sixth largest country by total area. Its population is over 22 million. It is a developed country and has excellent results in health care, quality of life, public education, economic freedom and the protection of political rights. Australian cities rank among the world's highest in quality of life.



The landscapes of the northern part of the country, with a tropical climate, consist of rainforest, woodland, grassland, swamps, and desert. Only the south-east and south-west corners of the continent have a temperate climate.

Australia's biota is rich. The koala, the kangaroo and the eucalyptus form Australian icons. Today many species are threatened by human activities.

Australia is a multicultural country. Australian actors, such as Nicole Kidman, Geoffrey Rush, Russell Crow and many others are popular all over the world. Australia has strong international teams in cricket, soccer/football, field hockey, rugby, and performs well in cycling, rowing and swimming.



New Zealand consists of two islands in the south-western Pacific Ocean (commonly called the North Island and the South Island), and numerous smaller islands. It is situated about 1250 miles southeast of Australia across the Tasman Sea. New Zealand fauna is rich in birds, a number of which became extinct after the arrival of humans. New Zealand is a developed country with a relatively high standard of living. Its cities also rank among the world's most livable. Elizabeth II, as the Queen of New Zealand, is the country's head of state but she has no real political influence, and her position is symbolic. Political power is held by the democratically elected Parliament of New Zealand under the leadership of the Prime Minister. New Zealand has a modern, developed economy. Its principal export industries are agriculture, horticulture and fishing.



*Auckland, New Zealand's most populous city*

## Work on Words

**landscape n** an area of land that is beautiful to look at: *The house is set in a* ['lændskeɪp] *beautiful landscape of rolling hills.*

**unique a** unlike anything else, being the only one of its type: *You will be* [ju:'ni:k] *given the unique opportunity to study at one of the best Universities of Europe. Each person's DNA is unique. She has a unique voice.*

**prosperous a** rich and successful: *The northern cities of the country are more* ['prɒspərəs] *prosperous as compared with the southern ones. a prosperous/country/economy/industry. **prosperity n, to prosper v***

**society n** *high/democratic/multicultural society. Society must support its* [sə'saɪətɪ] *elderly people.*

**standard of living** quality, a level of comfort and wealth: *They have/enjoy a high* ['stændəd] *standard of living.*

**consistent a** not changing in behaviour, quality, etc., following the same [kən'sɪstənt] *manner: You are not very consistent: first you agree with and then you degree without any reason.*

**quality n** 1. the quality of sth is how good or how bad it is *high/good/top/* ['kwɒlɪtɪ] *poor/low quality: The food in this shop is of the highest quality. 2. a feature of a person's character, especially positive personal /leadership qualities: What is the quality you like most of all in a person? **quality and quantity** (a certain amount of sth): They check both the quality and quantity of materials used.*

**supply v** (with) to give sb sth that is needed or useful: *Her parents supplied* [sə'plai] *her with cash while she studied. **Syn.: provide** (with)*

## Words not to be confused

**vast** [va:st] **a** very large in area, size, quantity or degree. *a vast territory/crowd*

**huge** **a** very large in size or amount: *It was a huge castle facing the sea. a huge crowd, a huge appetite, huge debts/profits: A huge crowd was standing in front of them blocking the road.*

**enormous** **a** very big: *The enormous birthday cake attracted everybody's attention. an enormous house, enormous interests*

### 1. Complete the sentences with words from the prosper-family.

- prosper                    1. The economic development gave them hope for a more ... future.  
 prosperous            2. It was a time of national ... .  
 prosperity              3. Their business continued to ... .

### 2. Insert the words changing their forms if necessary.

quality, society, vast, enormous, huge, supply

- Never forget that we live in a multicultural ... .
- Do you have the ... to become a teacher?
- She was a woman with strong leadership ... .
- The office will ... us with all the necessary information.
- They keep us ... with milk and eggs.
- The family knew he had ... debts but he didn't accept it.
- They spent an enormous ... of money on that project.
- In front of them lay a ... territory.

## Focus on Words

### 1. Arrange the words to remember them better.

<i>Quality of life</i>	<i>Economic freedom</i>	<i>Political freedom</i>
public health care	...	...
...	...	...

education, protection of political rights, human development, life expectancy, literacy, public education, peace, prosperity, ease of doing business, lack of corruption, press freedom, protection of civil liberties and political rights

### 2. Words in use

#### a. The City to Live in. Read the text and answer the questions.

- What is the city of Vancouver famous for?
- Do you know anything about the history of the city?

3. Where is it located?
4. What is the weather and climate like in Canada?

**Vancouver** is a busy port and a tourist centre. It is situated on a peninsula. It is surrounded by the Pacific Ocean on three sides. On the other side of the city are mountains. It is a multiracial town with a large population of Chinese, Indians, Philipinos and others. The city is named after a British naval captain, George Vancouver.

The climate is mild. The temperature rarely goes above 22° in summer. The winters are mild and wet. The city is famous for its scenery. It has more than 180 parks, including the famous Stanley Park. The city is surrounded by mountains and snow-capped mountains. Sports include skiing, hiking, cycling and boating. The most interesting sights – Gas town, Chinatown, English Bay, Vancouver harbour and Robson Street. It is the main shopping street. If you want to get a panoramic view of Vancouver you can go to the Lookout – a viewing platform at the top of the Harbour Centre Tower.

### Your turn

#### What makes a city a comfortable place? Speak about

- |               |                                |
|---------------|--------------------------------|
| a. transport  | f. political situation         |
| b. education  | g. air                         |
| c. safety     | h. green                       |
| d. recreation | i. economic situation and jobs |
| e. climate    |                                |

## Did you know?

### TOP TEN CITIES

- **The highest scores have**

Vancouver, *Canada*

Melbourne, *Australia*

Vienna, *Austria*

Geneva, *Switzerland*

Perth, *Australia*

Toronto, *Canada*

Calgary, *Canada*

...

- **The most difficult and dangerous conditions**

Karachi, *Pakistan*

Dhaka, *Bangladesh*

- **In the middle** – big cosmopolitan cities with their transport and crime problems. Tokyo /21/, Paris /32/, London /44/, New York /52/.

# Focus on Grammar

## REVISION

### NOUN: Possessive case

When sth belongs to, or relates to sb or sth else, we use the possessive ('s) to talk about

- animate things: *the committee's decision, the goat's milk*
- places: *London's biggest cinema*
- time: *yesterday's newspaper*
- if there is a number in the expression, use two nouns: *a forty-minute lesson*
- shops: *the butcher's*

The possessive with *of* means the same as the possessive with 's but we use it to talk about:

- expressions of quantity: *a loaf of bread*
- full containers: *a cup of coffee*
- inanimate things: *the roof of the house*

**Remember:** Don't use 's when talking about types of things: *I must buy some cat food (made for cats)*

### 1. Use the nouns in the correct form.

- On his way home he always buys newspapers and magazines from ... (*newsagent*).
- He bought ... (*bar/chocolate*) for little Annie.
- When will you give me ... (*next week/timetable*).
- On the table he noticed ... (*wine/bottle*) and (*coffee/cup*).
- Something was wrong ... (*car/door*).
- ... (*ten/minute*) wait seemed very long to him.
- There is a black file in ... (*desk/drawer*).

### Noun Number

Some words ending in **-s** can be both singular and plural

**means:** a means of transport – many means of transport

**series:** a television series – many television series

**species:** a species of birds – many species of birds

### 2. Complete the sentences using one of these words: means, series, species.

- A ... is a group of animals or plants that have the same characteristics.
- A bicycle is a ... of transport.
- The bicycle and the car are ... of transport
- She is writing a ... of articles on the ecological state of the region.
- There are a lot of American TV ... shown on Armenian TV
- When we were walking on the island we saw many ... of bird.

## MIXED TENSES

### 3. Choose the correct answer.

1. Mr Smith, could I leave at 5:30 today? I *go/am going/will go/will be going* to a concert.
2. By the time you leave, you *spend/will spend/have spent/will have spent* nine days here.
3. I *am waiting/have been waiting/was waiting/had been waiting* for you since three o'clock!
4. I went to Belgium last month. I *have never been/had never been/never was* there before.
5. He said his mother would be very upset when she *learns/would learn/learned/had learned* that he had lost his job.

### 4. Correct the tense forms.

1. The weather is awful. It's raining all day.
2. When have you arrived in this city?
3. Jane is working in the department store for the last three years.
4. By the time we had arrived, the play started.
5. She is married for the last ten years.
6. I have been written letters all day.

### 5. Translate into English.

1. Երբ երիտասարդը եկավ, հյուրերն արդեն հավաքվել էին և ինչ-որ բան էին քննարկում:
2. Նրան ոչինչ մի ասա այդ մասին, մինչև ես չզանգահարեմ նրան:
3. Ես ուրախ կլինեմ, եթե մեր թիմը հաղթի:
4. Սովորաբար ի՞նչ եք անում երեկոյան:
5. Ի՞նչ եք անում այս երեկո:
6. Ի՞նչ եք փնտրում: Որևէ բա՞ն եք կորցրել:

## Prepositions of time

**at** is used for the time of the day

**on** is used for days and dates

**in** is used for longer periods of time

**Remember:** **at**/night/midday/noon/dawn/dusk/sunset/sunrise/Christmas/  
the weekend/weekends/the moment/present/the same time **in** the  
morning(s)/the evening(s)/the afternoon(s)/a few minutes/six months  
**on** Friday morning(s)/Sunday afternoon(s)/Monday evening(s)



by direct popular vote. The president has the power to appoint the Prime Minister who selects government ministers. The highest legislative body is the parliament. Every five years general presidential and parliamentary elections are held on multicandidate basis.

The country is a member of the Commonwealth of Independent States (CIS). In 1992 it became a member of the United Nations Organisation (UNO).

**Economics.** Traditionally Armenian industry is built on manufacturing, mining (gold, silver), chemical industry and metallurgy. Electrical engines, machine tools, chemical products are the main manufactured goods.

Agriculture is the second largest sector of Armenian economy. It produces wheat, tobacco, vegetables and fruits. Armenian wines and cognac are famous all over the world.

The Armenian national currency is the dram introduced in 1993.

The government is trying to develop tourism in Armenia, because the country has beautiful nature, ancient and authentic architecture and very hospitable people.

**Population.** There are three million people living in the Republic and there are more than five million Armenians abroad: a million in Russia, a million in the US etc. Many of the Armenians living abroad try to preserve their customs and language.

**Culture and science.** Two great historical events were crucial for the development of Armenian culture: the adoption of Christianity in 301 as a state religion and the creation of the Armenian alphabet by Mesrop Mashtots in the fifth century.

The Armenians best expressed themselves in philosophy, poetry, mathematics, music and architecture. Armenian architectural structures, especially churches, monasteries and cathedrals, are austere and beautiful. They are located in places with wonderful scenery and show the great love of the Armenians for Christian God.

### **Answer the questions.**

1. What kind of country is Armenia geographically?
2. Where is it situated?
3. What are the icons of Armenia?
4. What lakes and rivers are there in Armenia?
5. Which is the highest mountain in Armenia?
6. What is the political system of the country?
7. When is the Independence Day celebrated in Armenia?
8. Is Armenia a member of UNO? WTO?
9. What famous people present the country?





# Focus on Grammar

## REVISION:

### ADJECTIVES

- Degrees of Comparison

**1. Come to Armenia! Underline five adjectives and write down their degrees of comparison.**

Armenia! Land of big smiles and friendly faces, of blue skies and magnificent mountains! One day the ancient temple of Garni, the next – the bright colours of Lake Sevan!

There is so much to see and do! Ancient culture, the beautiful architecture of cosy old churches, impressive crosstones, tasty barbecues and herbs... Once you visit Armenia, you will want to return again and again. The country has magic. The people welcome you, the mountains call you, the variety of food and drink impresses you.

And you will enjoy the exciting view of Mt. Ararat which will remind you of Noah's Ark<sup>1</sup>.



- Adjectives after verbs

When used with an adjective or participle the verbs *get*, *grow* and *turn* mean “to become”:

**be:** well, healty, angry, etc.

**get:** worried, lost, married, fired, tired, angry, ready, better, dark, etc.

**grow:** old, tall, small, etc.

**turn:** red, pale, yellow, etc.

- There are some adjectives which do not usually come before a noun:

afraid

alone

glad

ready

alive

apart

sure

unable

able

ill

sorry

well (առողջ)

<sup>1</sup> Noah's Ark [ˈnouəzˈɑ:k] – Նոյյան տապան



## 2. Choose the right word.

1. You shouldn't go there *lonely/alone*.
2. The *sick/ill* child looked pale and sad.
3. She prefers *ready/ready-made* clothes.
4. The *frightened/afraid* woman refused to go back at that late hour.
5. The *asleep/sleeping* child was the real image of his father.
6. The *glad/happy* child was playing with a new toy.
7. They were sleeping in *apart/separate* rooms.
8. The doctor says the child feels *well/good*.

## 3. Complete the sentences below.

1. My mother has been ill for a long time but now she's ... .
2. When he saw the wolf, he ... pale.
3. When he can't find what he needs, he is always ... .
4. If you are late again, I'll get ... with you.
5. It ... dark when we approached the village.
6. The autumn came and the leaves ... yellow and red.
7. They had no guide and ... in the city.

## CULTURE CHECK

### When is a question not a question?

#### *How do you do?*

Though it ends in a question mark, it is not a question but a greeting. The correct answer is to repeat the same question "*How do you do?*"

#### *How are you?*

It is not a question and when asked "*How are you?*" you shouldn't give a long description of your health. A simple "*Fine, thanks*" is all they wish to hear.

"*Could you pass the salt?*" is not a question but a request. Everybody will be surprised if you answer, "*Yes, I could.*"



# Check up 1

## COMMUNICATION CHECK

### 1.

1. Agree with the following statement.  
I don't like getting up early.
2. Ask the way to the bus station.
3. Refuse the following offer politely.  
Shall I carry the bag for you?
4. Your friend is choosing a T-shirt to buy. Advise him which one to choose.
5. Your friend is planning to go camping in the mountains. Tell him not to forget to take warm clothes.

## COMPREHENSION CHECK

### 2. Insert the sentences.

Every time you turn on your computer and connect to the Internet, there is a possibility of attacking it. It could come via an e-mail from a friend, a software program or music you download, or even from a CD-ROM you are using.

The most common source of danger is a virus, that is, a program that hides itself in documents or software, and then attacks your computer. Sometimes, these are not too serious. They may be so serious that they crash the computer. **(1)** Consequently, some companies and even government departments have had to close while they try to find and destroy a virus. **(2)** One type of virus known as a Trojan Horse is designed to get your credit card details or bank passwords. Once it has this information, it is sent to organizations that steal your money from your bank or use your credit card to buy things. Another danger is spyware. It might not do any damage, but it collects information about you, for example what you buy online or what music you download. It then sends it to commercial companies. A more common, but less dangerous, problem is spam or unwanted advertising. When it first appeared, nobody was worried about it, but now it is out of control: more than 50% of all e-mail messages in the world are junk mail, or spam. **(3)** Unfortunately, some people are now using spam to trick people and to get money from them. **(4)**

- a. Therefore, next time you are online, make sure your anti-virus program is up-to-date.
- b. This is called phishing.
- c. In other words, they stop the computer working.
- d. This can cost millions of dollars.

## VOCABULARY CHECK

**3. Find the “odd one out”. There may be more than one answer. Give your reasons.**

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1. first language | second language | native tongue |
| 2. English        | Esperanto       | Chinese       |
| 3. grammar        | vocabulary      | pronunciation |
| 4. a lesson       | a course        | a lecture     |
| 5. a dictionary   | a text-book     | a vocabulary  |

**4. Complete by changing the form of the word in capital.**

- |  |                 |
|--|-----------------|
| 1. Do you think you get a good ... at your school?                       | <b>EDUCATE</b>  |
| 2. I am not an expert. I am only a ... .                                 | <b>BEGIN</b>    |
| 3. He demanded ... in the exam hall.                                     | <b>SILENT</b>   |
| 4. Rupert is an ... at the local extreme sports centre.                  | <b>INSTRUCT</b> |
| 5. I am afraid that answer is ... . What a shame!                        | <b>CORRECT</b>  |
| 6. This is really difficult to understand. Why don't we ... it a little? | <b>SIMPLE</b>   |

## GRAMMAR CHECK

**5. Choose the correct preposition.**

1. Sue is worried *for/about on/of* her birthday party.
2. For one, she hasn't decided *about/on/in/for* the food yet.
3. Also, she's concerned *for/of/about/to* her guests having a good time.
4. She hopes they'll all be interested *in/on/about/with* meeting one another.
5. She's really looking forward *at/in/to/on* the day.

**6. Put the words in correct order to make questions.**

1. up did morning get you time what this?
2. did train last you by when travel?
3. how day times you eat many a do?
4. there is coffee home any at left?
5. you has do he think come why not?

**7. Fill in the gaps with the correct forms:**

1. I (learn) ... English for seven years now.
2. But last year I (not/work) ... hard enough, that's why my marks (not/be) ... really good then.
3. As I (pass/want) my English exam successfully next year, I (study) ... harder this term.
4. During my last summer holidays, my parents (send) ... me on a language course to London.
5. It (be) great and I (think) ... I (learn) ... a lot.
6. Before I (go) to London, I (not/enjoy) ... learning English.

7. But while I (do) ... the language course, I (meet) ... lots of young people from all over the world.
8. There I (notice) ... how important it (be) ... to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) ... before the course.
10. At the moment I (revise) ... English grammar.
11. And I (begin/already) ... to read the texts in my English textbooks again.
12. I (think) ... I (do) one unit every week.
13. My exam (be) ... on 15 May, so there (not/be) ... any time to be lost.
14. If I (pass) ... my exams successfully, I (start) ... an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) ... back to London to work there for a while.
16. As you (see/can) ..., I (become) ... a real London fan already.

### **8. Insert articles where necessary.**

... English is ... world language, and ... English spoken in ... USA or Australia differs from ... English spoken in ... Britain. There are also ... differences between ... speakers from ... Ireland, ... Scotland and ... England, and between ... different parts of the same country.

# Unit 3 Introducing the USA



## Before you read

1. What is the population of the USA?
2. Why is English spoken in the USA?
3. What nationalities live in the USA?

## Read the text and do the comprehension exercise.

### America – a Nation of Immigrants

It is difficult to say what a typical American is. The US is often called a melting pot because immigrants of many different nationalities, races and religions came to the USA throughout its history. Between 1820 and 1993 millions of people left their countries and settled in the USA.

But it hasn't been always easy for all groups of people to enter the USA because of strict immigration laws. In spite of these the country's tradition of accepting people from all over the world goes on.

Today America is an interesting mixture of people and customs. There are about 230 million Americans altogether. Let me introduce some of them.



This is Herbert Mayer from New York. He was born in the United States, but his parents came from Berlin.

Mahilia Ross is a singer. Her great-great grandparents were brought as slaves to America.



John O'Connor's great-great grandparents left Ireland and made their home in the States. He lives in Detroit, Michigan.



Sam Sung has a restaurant in Chinatown in New York. His parents came from China when he was three years old.



Sol Bukovski is a Jew. His grand parents arrived from Odessa in 1918. He is a chemist. He speaks English, but he doesn't speak Russian or Yiddish like his parents did.

Jimmy Johnson is an Indian, a member of Sioux Nation. The Indians aren't immigrants. They lived in America long before the arrival of white people.



If you look at the map of America, you will see a country whose area is only a little less than the area of Europe and Asia and this is the United States of America. This huge country, 40 times bigger than Britain, once belonged to it. The country grew from a small number of colonies on its east coast. The British were the first people from Europe who settled in this part of the world over 300 years ago.

Immigrants from Germany, France, Holland and other European countries joined them later. They spoke their own languages, but gradually English became the main language of the country as it was spoken by almost all immigrants in spite of their origin. You can understand now why English is spoken not only in the UK, but in the US as well.

## Did you know?

The flag of the USA is called "the stars and stripes". There are 13 stripes on the flag which show how many colonies formed the USA in 1776. The number of stars shows how many states there are in the USA today.



**Describe the national flag of Armenia.**

## LISTENING

**Listen to the dialogue and act it out.**

*Ask your friend where a) he/she, b) his/her parents, c) grandparents came from.*

- David:** Did you come to the US from Ireland, Chris?  
**Chris:** Yes, Davy, but long ago. My great-great-parents came here at the beginning of the century. They were farmers and they dreamed of having their own land. So they went to the south and settled there.  
**David:** It is a typical story of an Irishman in America. But you don't look like an Irishwoman.  
**Chris:** Oh, my grandma was Cuban and my Ma is Japanese.  
**David:** And your boyfriend is Italian. America really is a melting pot.  
**Chris:** Yes, so many people came and settled here.

## Your turn

### To leave or not to leave?

Armenia is a small mountainous country with no seas and good land.

Suppose you have a chance to leave. Will you stay or leave?

Explain your decision.

### Useful language

I	would like	to stay	
	prefer	to leave	because ...
You	should	live in your own country.	
	must	make your own home a good place to live in.	
		live where your roots are.	
I	want	to see foreign countries.	
	am eager	to know foreign cultures better.	
	have	to get rich.	
		a wish to succeed.	

## Work on Words

**immigrant n** a person who comes as a settler to another country: *After the second World War many German immigrants came to America.* **immigrate** ['imigreit] **v**: *During the last years many people immigrated to America.* **immigration** [,imi'greiʃn] **n**: *Immigration is never easy for people.*

**strict** ['strikt] **a** *He is a strict father. He is always strict with his children.* **strictness n**  
**because of prep** by reason of: *Because of his injured leg he couldn't walk as fast as the others.*

**in spite of** ['spait] **prep** *They went out in spite of the rain.* = It was raining, but they went out.

**huge** ['hju:dʒ] **a** very great: *After they passed through the forest they saw a huge rock.*

**settle** ['setl] **v** 1. make one's home in: *After the war they settled down in the USA.*  
2. stay for some time: *The bird settled on a branch of a big oak-tree.*  
3. decide: *Nothing is settled yet.* **settlement** ['setlmənt] **n** the act of settling: *When the sailors came to the eastern coast of America first, they saw only small Indian settlements.*

**join** ['dʒɔɪn] **v** 1. come into the company of: *I'll join you in a few minutes.* 2. connect: *The bridge joins the two banks of the river.* 3. become a member: *Aram, when will you join the army?*

**gradually** ['grædʒuəli] **adv** step by step, bit by bit, little by little: *Gradually he began to understand German better.*

**escape** [is'keip] **v** 1. get free, get away: *Make a hole and let the water escape.* 2. avoid: *You were lucky to escape punishment.*

**independence n** [,indi'pendəns] the state of being independent: *Ireland always struggled hard for its independence from Britain.* **gain independence. independent** [,indi'pendənt] **a** not relying on others, not controlled by others: *Armenia became independent in 1991.*

**Words not to be confused:** *like, be like, look like, would like, alike*

**Study the meaning of the words.**

1. I think you *look like* your mother. You have got her eyes.
2. *Would* you *like* to be an actress?
3. What kind of games *do* you *like* to play in summer?
4. What *is* your sister *like*?
5. What will the people from other planets *be like*?
6. Her two girls *are* very much *alike*.

**1. Translate into English.**

Անկախ, ներգաղթ, չնայած, ներգաղթել, անկախություն, փախչել, բնակավայր/ ավան, վճռել, լուծել, ներգաղթյալ, միանալ, ակունքի անդամ դառնալ, բնակություն հաստատել, միացնել, զինվորական ծառայության մեջ մտնել, խուսափել, հսկա, ինչ-որ բանի պատճառով:

**2. Match the words in column A with their meaning in column B.**

A	B
immigrant	step by step
join	very great
because of	not relying on; not controlled by
settle	to come to another country to live
immigrate	a person who immigrated
huge	get free, keep free from
independence	connect; become a member of
escape	by reason of
independent	the state of being independent
gradually	to make a home in

**3. Choose the correct word from the word-family. Change the word form if necessary.**

1. My uncle ... to the United States of America 10 years ago.
2. There are strict immigration limits on ... into the country.
3. There are a lot of European ... in Australia.

immigrant  
immigrate  
immigration

1. He is totally ... on his parents.
2. The boy enjoyed his ... when he began earning money.
3. Your good health may ... on healthy food and exercise.
4. If you have a car you are ... of trains and buses.

independent  
independence  
depend  
dependent

**4. Choose the right word.** *Like, be like, look like, would like, alike.*

1. What ... the concert ... ?
2. He ... his father when he was young.
3. What musical instruments ... he ... to play?
4. They ... to join us during our journey.



5. What ... the people in your country ... ?
6. They are twins. They are ... .

## Focus on word-building

### 5. Use the corresponding nouns.

1. He wanted to *immigrate*, but he didn't know the ... law.
2. The English *settled* on the eastern coast of the Atlantic Ocean. Their ... were often visited by Indians.
3. He tried to *explain* why he hadn't come, but nobody believed his ... .
4. He asked his manager to *inform* him about all the changes in the firm. "The ... must be short and regular," he said,
5. He dreamed to *educate* his children, but he had no money to pay for their ... .
6. The ship moved unsteadily. The ship made unsteady ... .

### 6. Translate into English.

1991 թվականի սեպտեմբերի 21-ին ամբողջ հանրապետությունը քվեարկեց հոգուտ անկախության: Չնայած երկիրը դեռ դժվար կացության մեջ է, ակելն ու ջահելը (young and old) մեծ հաճույքով նշում են Անկախության օրը որպես մեծ տոն: Այդ օրը ամբողջ քաղաքը զարդարված է եռագույն դրոշներով: Առավոտյան Հանրապետության հրապարակում տեղի է ունենում շքահանդես, իսկ երեկոյան կազմակերպվում են գեղեցիկ հանդեսներ: Ուշ երեկոյան տոնն ավարտվում է հրաշալի հրավառությամբ:

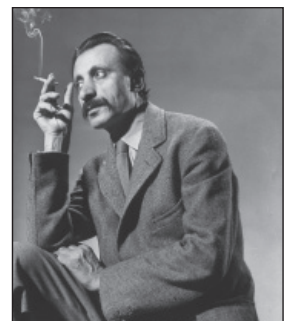
## Read and retell the text.

### Armenians in America

*Many Armenians today live and work outside their homeland. They left for other countries for different reasons. Often they were trying to escape the dangers of foreign invaders: Persian, Mongol, Turkish and others. For the last hundred years Armenians have been making a name for themselves in different lands. Their ancestors gave them the strength and the will to survive and to work successfully for the countries they now live in. Some of them became famous in their adopted countries. Thus they belong to two countries. Among well-known Armenian Americans there are some outstanding personalities who made their names in the field of business, media, arts, literature and science.*

**Archile Gorky: "My deepest emotions about my family and race always influenced my work."**

Born in Khorqom on the shore of Lake Van in 1904 Gorky (Vostanik Adoyan) lived through the genocide<sup>1</sup> before arriving at Ellis Island in 1920. His talent for painting revealed itself in the USA. He is one of the best American painters of the twentieth century. Many of his paintings reflect the memories of his youth which he never forgot. One of such paintings,



<sup>1</sup> genocide ['dʒenəsaɪd] – եղեռն

“The Artist and his Mother”, which hangs in Whitney Museum of American Art, shows pain and suffering through the large sad eyes of the people on his picture.

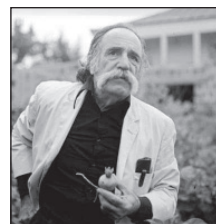
**Alan Hovhannes: “I want to create a world of endless melody which would be healthy to a spirit.”**

Alan Hovhannes began to compose at the age of seven and since then he has written more than four hundred musical works. He has written successfully for many instruments. He is often called a musical genius. Alan Hovhannes has never composed for fame. “I just want to compose and the inspiration keeps on coming,” says Hovhannes whose greatest inspirations have always come from nature, birds, mountains, whales, even the cry of a jackal. Very early he showed great interest in his Armenian roots. This revealed the world of eastern music to him. His symphonies are a mixture of western and eastern musical traditions. Alan Hovhannes accepts that Komitas had a great influence on him. His sixty-fifth symphony called *Artsakh* is devoted to the struggle of the people of Artsakh for their independence.



## William Saroyan

Throughout his life he wrote about characters who went through difficult times keeping their heads up and never losing their hopes for a better future. He was born in Fresno, California, but his parents came from Bitlis, Turkey. In his childhood he listened to his parents and other immigrants talking about the difficulties of trying to preserve their values and customs in the new land.

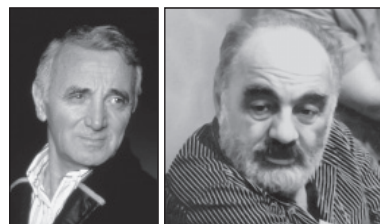


Many of these themes, events and characters appeared later in his novels, stories and plays. The greatness of William Saroyan lay in the fact that although he became part of American culture he never forgot the small mountainous country he had lost. Fame came to him with the play *The Time of Your Life*. He won the Pulitzer Prize<sup>1</sup> for it. In his book *The Human Comedy* Saroyan once again said that man is unique<sup>2</sup>. **“Every man in the world is better than someone else and not as good as someone else.”**

### Your turn

#### Who are they?

1. Do you recognise these people?
2. Who are they?
3. What are they famous for?



(See the answers on p.166)

1 the Pulitzer Prize [ˈpʊlɪtsə ˈpraɪz] – գրական մրցանակ Միացյալ Նահանգներում

2 unique [ju:ˈni:k] – միակ, եզակի, անզուգական

## WRITE ON

*Write about one of these great personalities.*

## Reading a Fable

### How to read and understand a text.

- The title.* Before you read the whole text, read the title and the first few sentences. Make predictions about the text:
- What kind of text is it?* – a story? a passage from a novel? an ad? a newspaper article?
- The topic.* What is it about?
- The information.* What information will it give?
- Writer's opinion.* You can usually find out the writer's opinion if you read carefully.
- A topic sentence.* It tells you what a paragraph is about. It is usually the first sentence in a paragraph. It is important to identify topic sentences. They help you read and understand the text more quickly.
- Meaning and context.* Many words have several meanings. Make sure you use the correct meaning. Sometimes you can guess the meaning of the word from the words around it, that is *the context*. It is also very helpful to guess what part of speech the word belongs to.
- It is wrong to learn a word alone. It is much more helpful to learn them with their friends – collocations, the words that go with it: *traffic – traffic jam, traffic lights*.
- Understanding, what words pronouns refer to, helps you catch the meaning of the whole text, connect it into one whole. Using pronouns makes the text more connected.

### Read the text and answer the questions.

## Some Advice to the American Traveller



One day my uncle Melik travelled from Fresno to New York. Before he got on the train his relative Garro paid him a visit and told him about the dangers of travel. “When you get on the train,” the old man said, “choose your seat carefully, sit down and do not look about.”

“Yes, sir,” my uncle said.

“Several moments after the

train begins to move,” the old man continued, “two men wearing uniforms will come down the aisle and ask you for your ticket. Ignore them. They will be impostors<sup>1</sup>.”

“Yes, sir,” my uncle said.

“Before you have traveled twenty miles, a pleasant young man will come up to you and offer you a cigarette. Tell him you don’t smoke.”

“Yes, sir,” my uncle said.

“On your way to the diner a very beautiful young woman will run into you on purpose and she will almost embrace you,” the old man said. “She will be extremely apologetic and attractive, and your natural wish will be to become friends with her. Don’t do this, go into the diner and eat. The woman will be an adventuress... Believe me that is the only way out of the whole trouble. I have travelled. I know what I’m talking about.

“Yes, sir,” my uncle said.

“Let’s speak no more about it,” my uncle said...

“On your way back to your compartment from the diner,” the old man continued, “you will pass through the smoker. There you will see a game of cards in progress. The players will be three middle-aged men with expensive looking rings on their fingers. They will look at you pleasantly and one of them will invite you to join the game. Tell them “I don’t speak English.”

“Yes, sir,” my uncle said.

“That is all,” my uncle said.

“Thank you very much, my uncle said...

The old man went away and the next day my uncle Melik got on the train and went to New York. The two men in uniform were not impostors, the beautiful young woman did not sit at his table in the diner, and there was no card game in progress in the smoker...

He himself offered another young man a cigarette which he accepted. In the diner my uncle went to sit at a table with a young lady. He started a poker game in the smoker, and long before the train got to New York my uncle knew everybody on the train and everybody knew him. When the train was travelling through Ohio my uncle and the young man who had accepted the cigarette sang American songs with two pretty ladies.

The journey was a very pleasant one.

When my uncle Melik came back from New York, Garro visited him again.

“I see you are looking all right,” he said, “Did you follow my instructions?”

“Yes, sir,” my uncle said.

“I am pleased,” Garro said, “that someone has profited by my experience.”

## Comprehension

### Answer the questions.

1. What advice did the old man give to Melik about his behaviour on the train?
2. Was the situation on the train similar to the one described by the old man?
3. Did the young man’s behaviour differ from the recommendations he got?
4. What conclusion did the old man make and why?
5. How can you describe a. Uncle Garro, b. the author’s Uncle Melik?

<sup>1</sup> impostor [im'pɔstə] – ինքնակոչ մարդ, խաբեբա

# Focus on Grammar

## REVISION:

### -ING or INFINITIVE

- When these expressions are followed by a verb, the verb ends in *-ing*:

it's no use/good:	It's no use trying to help him.
be a waste of time:	It's a waste of time making him learn the poem.
it is (not) worth:	This book is worth reading.
can't help:	When they heard the joke, they couldn't help laughing.
feel like:	I feel like having a good rest.

### 1. Finish the sentences using the *-ing* form or the infinitive.

- A: Is your name Jane?  
B: I'm not going to tell you my name. Jane refused...
- A: I'm Jim's brother.  
B: Really? He forgot...
- A: Can I carry your bag for you?  
B: No, thanks. I can manage. He offered...  
She could manage...
- A: Let's meet at 8 o'clock.  
B: OK, fine. He suggested...  
She agreed...
- A: I'll wait for you at the cinema.  
B: All right. They decided...

### 2. Put the verb into the correct form.

*Example: Don't forget to post the letter I gave you (post).*

- We were hungry so I suggested ... to a café (*go*).
- This film is worth ... (*see*).
- We decided ... a taxi (*take*).
- She promised not ... late (*be*).
- I feel like ... something (*eat*).
- It's a nice day. Fancy ... for a swim (*go*)?
- She was busy and refused ... for a walk (*go*).
- It's a waste of time ... to repair this TV-set (*try*).

### 3. Use the verbs in the brackets in the correct form.

## Unsafe Prison Bus

Police all over Florida are trying (find and arrest) two men who escaped from Statesville Prison yesterday. The prisoners managed (escape) from a special bus taking them back to the prison after a visit to a local museum. They wanted (kill) the driver because he refused (help) them. The failed (kill) him but during the fight he was hit on the head. "The buses used for such visits do not have the radios," said the driver. "So it was not possible (call) for help. "He suggests (put) the radios in such buses (make) them safer.

The police asked people living in the area if they had noticed anything unusual. So far only two women have been able (give) information.

• **Some verbs can be followed by -ing or Infinitive to with little or no difference in meaning:** begin, start, intend, continue, bother

*Example: It started raining. It started to rain.*

*He has finished to work. He has finished working.*

• **Some verbs can be followed by -ing or to with a difference in meaning.**

*Example: I remember doing it = I did it and now I remember it.* (Ես հիշում եմ, որ արել եմ դա:)

*I remember to do it = I remember that I have to do it.* (Ես հիշում եմ, որ պիտի անեն դա:)

*He stopped looking at me. He didn't look at me.* (Նա դադարեց ինձ նայել:)

*He stopped to look at me.* (Նա կանգ առավ, որպեսզի ինձ նայի:)

#### 4. Fill in the verbs in their correct form.

1. Please, remember (*turn off*) the TV set when you go to sleep.
2. I remember (*spend*) our holidays at the seaside. It was so exciting.
3. Remember (*ask*) John for his notes.
4. He stopped (*buy*) a newspaper.
5. She stopped (*write*) a letter, as the phone rang.

#### 5. Translate into English using Infinitive or -ing form.

1. Չմոռանաս ուղարկել նամակը:
2. Ես հիշում եմ, որ գրքերս այստեղ եմ տեսել:
3. Երբ դռան զանգը հնչեց, Աննան դադարեց կարդալ, որպեսզի դուռը բացի:
4. Ես հիշում եմ, որ ասացի նրան ողջ ճշմարտությունը:
5. Նա կանգ առավ թերթ գնելու համար:
6. Քո կարծիքով՝ արժե՞ այս գիրքը կարդալ:
7. Ես սոված չեմ, բայց սուրճ կխմեի:

## Word Order

#### 6. Put the words in correct order to make up a sentence.

1. what / difficult / typical / is / a / American / is / It / to say /.
2. to / the / She / better / to / moved / city / job / a / find /
3. enjoyed / a / She / in / Manhattan / in / agency / working / tourist /.
4. a / visiting / Living / she / in / city / enjoyed / big / museums.
5. She / living / Brooklyn / in / didn't / friend / mind / with / her.
6. twelve / It / about / to / New York / hours / takes / to / fly /.
7. keep / their / summer house / in / telling / his / They / on / stay / about /.



# Unit 4 From Sea to Shining Sea



Read the text and answer the questions.

## Between Two Oceans

The USA is the world's fourth largest country. It is a vast country situated between two oceans, the Pacific and the Atlantic. In the north the USA borders on Canada, in the south – on Mexico. It also has a sea border with Russia. The USA is one of the most beautiful countries of the world. It is a country of high mountains, waterfalls and long rivers, a country of lakes and deep woods, a country of prairies and cornfields.

You can see two highland regions and two lowland regions on the map of the USA. The highlands are: the Appalachian Mountains in the east and the Rocky Mountains in the west. Between the Rocky Mountains and the Appalachian Mountains are the central lowlands (prairies) and the eastern lowlands (the Mississippi Valley).

The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia.

In the north-west of the country is the area of the Great Lakes on the border of the USA and Canada.

The climate of the country varies greatly: from Arctic in Alaska to subtropical in the south. The climate in the central part is continental. The climate along the Pacific coast is much warmer than that of the Atlantic coast.



## Comprehension

1. Which oceans is the USA situated between?
2. Which are the two highland regions?
3. Which are the two lowland regions?
4. Name the two countries separated by the Great Lakes?
5. Which is the highest peak in the USA?
6. What is the climate of the USA like?

## Focus on Words. Geography

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

#### Describing the country

##### • Geography

*to lie in/on, to be washed by, to occupy*

*in the mountains  
on the coast  
by the seaside*

to cover the territory of  
to stretch from ... to  
to border on  
to be separated from  
to be populated by  
...  
in the valley  
at sea  
to the west of  
in the meadows  
on the island / on the continent  
at the foot of the mountains  
on the hills / the bank of the river  
in the depth of the forest

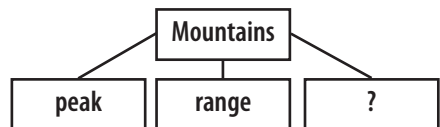
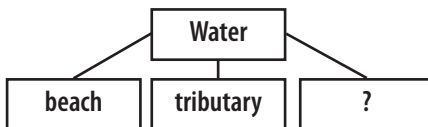
##### • Economy

*highly developed  
developing  
agricultural  
industrial country*

to produce  
main products  
light/heavy industry  
the chief industry  
to be rich in  
to export/import  
specialise in

### 2. Arranging words. Try to arrange the words in different ways to remember them better.

a.



**b. What nouns go with the adjective below?**

sandy, rocky, dangerous, deep, shallow

**c. Here are some of the industries. Can you match them to the correct category?**

**Primary industry**

Provides raw materials from the land and the sea  
agriculture textiles  
gas fishing  
banking cars

**Manufacturing industry**

Makes raw materials into finished food  
tourism  
mining  
food

**Service industry**

People provide services for others  
transport  
oil  
food

**3. Words in use**

- a. 1. Make a list of main industries in your country.  
2. Make a list of types of industry in your area.  
3. Does anyone in your family work in an industry?
- b. Imagine you want to describe a region in America to someone who has never been there. Work with a partner and write a short text. Then tell the class what you have written.

western coast/capital – Los Angeles/place of interest: Golden Gate Bridge in San Francisco/ the centre of film industry: Hollywood/grow fruit/popular holiday region.



The region of the Great Lakes/north of America/the states of Wisconsin, Michigan, etc./big cities: Chicago – shipping industry, jazz/Detroit – motor industry.



south of America/capital – Dallas/region of cactuses and cowboys/ rich in oil.



south-east of America/famous Cape Canaveral/rockets – send to space/holiday resort/ fishing industry.



### c. Tell about your country.

- a. its geographical position;
- b. its territory and population;
- c. its climate;
- d. its mineral resources;
- e. its economy.

### Just for fun

## River riddles

- Why does a river sleep a lot?
- Because it is always in bed.
- Where do you feed a river?
- At its mouth.
- Why does a river have a lot of money?
- Because it has two banks.

## Focus on Grammar

### REVISION:

### ARTICLES

#### • Geographical names with and without the

##### No article

names of countries:	<i>England, Armenia, Germany, France</i>
lakes:	<i>Lake Ontario, Lake Sevan</i>
individual mountains:	<i>Mount Ararat, Mount Everest</i>
cities:	<i>New York, Yerevan</i>
continents:	<i>Asia, Africa</i>

##### the

names of countries (with words “union”, “kingdom”, “states”):	<i>The United States of America The United Kingdom</i>
oceans/seas/rivers/canals:	<i>the Pacific Ocean, the Mississippi the Panama Canal</i>
mountain ranges:	<i>the Rocky Mountains the Appalachian Mountains</i>

#### 1. Put in *the* if necessary.

1. ... United States of America is situated in ... North America.
2. Its western coast is washed by ... Pacific Ocean, its eastern coast is washed by ... Atlantic Ocean.
3. ... Mississippi (with ... Missouri) is the longest river in ... America.
4. ... Washington is the capital of ... USA.
5. There are two highland regions in ... USA: ... Appalachian Mountains and ... Rocky Mountains.
6. ... Nile is the longest river in ... Africa.

7. We went to ... Spain for our holiday.
8. Next year we are going skiing in ... Alps.
9. ... Everest was first climbed in 1953.

## 2. Put in a or the where necessary.

Henry Hudson was ... brave soldier. He crossed ... Arctic Ocean several times. The last time he set out from ... England he went to ... North America. He explored ... strait and ... bay there and called them after his name.

Winter came and hard days began. ... sailors rose against him because they were dying of hunger. They tied ... Hudson and his little son, placed them in ... open boat and left them in the icy sea far from help without ... food and ... water. So he disappeared in ... bay he had discovered.

## 3. Here are some geography questions. Try to answer them.

1. Where is Armenia situated?
2. What country lies between Mexico and Canada?
3. Which is the longest river in the USA?
4. What is the name of the sea between Africa and Australia?
5. Where are the Rocky Mountains?
6. Which are the Great Lakes?
7. Which is the longest river in Russia?
8. Which is the largest continent?

## Work on Words

**cotton** [ˈkɒtn] **n** *He likes clothes made of cotton. She wore a nice cotton dress.*

**advertise** [ˈædvətaɪz] **v** *If you want to sell your piano, you should advertise in a newspaper. His goods sell well because he advertises them on time. **advertisement** [ədˈvɜːtɪsmənt] **n**: A good advertisement helps to sell goods. Reading newspaper advertisements helped him to find his job.*

**suit** [ˈsu:t] **v** *Does the climate suit your health? The seven-o'clock train suits us very well. Will Saturday suit you? This cotton shirt suits you perfectly. **to be suited to/for**: That man isn't suited for teaching because he is cruel. **suitable a**: These clothes are suitable for cold weather. This is a suitable place for a picnic.*

**produce** [prəˈdju:s] **v** *The fields in that part of the country produce rich crops. We must produce more food for ourselves and bring less from foreign countries. This film produced a sensation all over the country. **product** [ˈprɒdʌkt] **n**: The farm products of Holland are always good. **production** [prəˈdʌkʃn] **n**: After the war the production of goods fell.*

**mine** [maɪn] **n** ***gold mine, coal mine**. Zed is known in Armenia by its gold mine. There are a lot of coal mines in Wales. **miner n**: He has been a miner all his life. The miners protested against bad working conditions.*

**evident** [ˈevidənt] **a** *It is evident to all of you that he is not right. He looked at his three sons with evident pride. **Syn.:** obvious, apparent*

## 1. Translate into English.

Չարմար լինել, բանբակ, հայտարարություն տալ, ապրանք արտադրել, սազել, ազդարարել, արտադրանք, բանբակե, հարմար, հանք, հանքափոր:

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

### A

suit  
product  
produce  
evident  
advertise  
suitable

### B

something produced  
good, proper for  
be convenient or right for  
make grow, create  
make known to people by newspaper, radio or TV  
clear to the eye or mind

## 3. Fill in the gaps with the words below using them in proper forms.

*produce, evident, not to be suited, product, advertise, mine, cotton*

1. Armenia ... for producing cotton.
2. The main agricultural ... are fruits and vegetables.
3. Though the film was not ..., it ... a great sensation.
4. It is ... that he is disappointed with the results of his work.
5. There are a lot of coal ... in Wales.
6. We must ... more food for ourselves and import less food from other countries.
7. There are a lot of ... plantations in the South of the USA.

## 4. Make up sentences using the verbs in the passive voice:

to be situated	to be imported
to be produced	to be constructed
to be advertised	to be populated

## Read the text and answer the comprehension questions.



## The States

There are 50 states in the USA today. But at the beginning there were only 13 states. Among them were Massachusetts, Vermont, New Hampshire, Rhode Island. These states were called the New England states because the first colonists from England landed there. A key state is Massachusetts the capital of which is Boston, a place of culture and learning. These states of New England are not suited for agriculture but it is a wooded district with a great many rivers and lakes.

The Middle Atlantic states stretch from New England southwards to Washington, district of Columbia, the country's capital. The Middle Atlantic states are New Jersey, Pennsylvania and Delaware.

The advantage of this region is its position. It has important ports such as New York and Philadelphia. New York is the national leader in manufacturing, shipping industry, advertising and so on. Pennsylvania is also an important economic centre. It is the country's third largest in manufacturing, mining, farming and tourism. It produces coal, steel, textiles, chemicals. The largest city in Pennsylvania is Philadelphia. Americans

are fond of saying that Philadelphia is America's historically most important city because both the Declaration of Independence and the USA Constitution were signed here.

The South Atlantic States are Virginia and West Virginia, Carolina (North and South), Georgia, Florida.

The Central South-East states are Kentucky, Tennessee, Mississippi, Alabama.

This is the region of endless miles of land, cottages and fast growing industrial cities, where cotton and tobacco are cultivated. It is the heart of deep South, the states where race problems are most evident.

The American South-West consists of Louisiana, Arkansas, Texas, Oklahoma.

This is a land of prosperous towns, cowboys and Indians and in the western parts coyotes and cactuses.

## Comprehension questions

1. What are the New England states?
2. Why are they called the New England states?
3. What is the capital of Massachusetts?
4. What is situated in the north-east besides the New England states?
5. What is situated in the district of Columbia?
6. What are the Middle Atlantic states?
7. What is the advantage of this region?
8. What is Pennsylvania famous for?
9. Why is Philadelphia said to be America's most important city?
10. Which are the South Atlantic and Central South-East states?
11. Which are the American South-East states?

## Your turn

Look at the map of Central and South-West states. What can you say about them?





## Useful language

- |  |                |       |
|--|----------------|-------|
| 1. The state of ... is situated in ... . | is a centre of | paper |
| 2. The capital of ... is ... .           | is rich in     | gold  |
| 3. The state of ... .                    | produces       | salt  |
|  | is a region of | ...   |

## Did you know?

### America's breadbasket

For most Americans the Midwest means land, bright red barns, fat cattle and pigs, and endless fields of grain. That is why it is often called America's Breadbasket. But it is more than that. It is the breadbasket of the world. The USA exports more wheat, corn and other grain than the rest of the world does.



### Your turn

1. Name the farm products which your area produces.
2. Which farm products are produced in the Ararat valley/Shirak/Sevan?
3. Choose a product (tea/coffee/banana/grape/tomato, etc.) and find the areas in Transcaucasia (the US, the world) that are its biggest producers.

## Focus on words. Countries and nationalities

**Collecting words. Collect as many words as possible.**

Country	Population	Capital	Official language	Products
Australia	13 mln	Canberra	English	wool, meat, butter, cheese, sugar
Canada	23 mln	Ottawa	English, French	paper, wood, butter, fish, wheat
India	584 mln	New Delhi	Hindi, English	rice, tea, sugar, fruit, wood
Kenya	12 mln	Nairobi	Swahili	coffee, tea, meal, petrol, salt
...	...	...	...	...

## Did you know?

### What's in a name?

Very many names of states and cities in America come from Indian words. *Illinois* comes from the Illini Indians who lived here. It means "men." *Massachusetts* comes from an Indian word meaning "near the hills." *Michigan* is from an Indian word and means "big lake" or "place for fishing". *Missouri* is from an Indian word meaning "muddy water". *Oklahoma* comes from an Indian word that means "red people."



Some geographical names are the names of the places which the immigrants had left to come to America, and that is why in the USA you can find American Moscow, Birmingham, Plymouth, etc. Very often they name their towns and villages with the word New at the beginning, such as New Orleans which shows that many people from France came to live here, New York, New Jersey, New London (from Britain), etc.

A few of them are named after the kings and queens of England, such as Maryland for Henrietta Maria, wife of Charles I.

## Focus on Function

### Interrupting, asking for repetition and explanation

#### a. Do you know how to interrupt and ask to repeat what was said before? Here are some phrases that can help you.

The first computer was made in the USA.

*Sorry, where?/Where did you say?*

The shortest way to get to France is by air.

*Sorry, by what?/By what did you say?*

Sometimes you'd like the speaker to stop and explain something to you. Here are some ways of saying that.

*Sorry to interrupt you, but could you explain to me what you mean by...*

*Excuse me, but could you say a little more about...*

#### b. People talk. Grant's mother asks him questions. At this moment he is writing a letter to his girl-friend and he doesn't listen to her.

**Mother:** I saw Bob's mother yesterday.

**Grant:** Whom did you say?

**Mother:** Bob's mother, Grant. She says they're leaving for Brighton.

**Grant:** Where did you say?

**Mother:** Brighton. They're taking Pete with them.

**Grant:** Who?

**Mother:** Pete, I said. They're leaving in a week.

**Grant:** When did you say?

**Mother:** In a week. Don't you want to go with them?

**Grant:** You want to go with them, Mum?

**Mother:** Bob, I'm afraid something is wrong with your ears. We should go to the doctor soon.

#### c. Suppose you haven't heard the italicized words. Ask the speaker to repeat them.

1. "Hamlet" was written *by Shakespeare*. – Sorry, who?
2. I dislike *rainy* weather. – ?
3. I'm fond of *karate*. – ?
4. They stayed in *because of rain*. – ?

**d. Work in pairs. Your partner says strange things. You are surprised.  
Ask him or her to repeat.**

1. There are thousands of green men on Mars.
2. Yesterday a crocodile was seen on the bank of Lake Sevan.
3. Armenia is situated in Africa.

**Continue telling tales.**

## Focus on Grammar

### Complex Object (part 1)

#### verb + object + infinitive

Certain verbs may be followed by an object and then by an infinitive with *to*. This structure is called Complex Object.

#### The following verbs take this pattern:

advise, allow, ask, beg, command, encourage, forbid, force, hire, instruct, invite, oblige, order, permit, persuade, remind, require, teach, tell, want, warn

*Example: I told you to do it. – I told you not to do it.*

*Some verbs in English can be followed by two structures.*

#### Infinitive

I want *to see* the manager.  
Ես ուզում եմ տեսնել:

He would like *to come*.  
Նա կուզեճար գալ:

#### Object + Infinitive

I want *him to see* the manager.  
Ես ուզում եմ, որ նա տեսնի:

He would like *us to come*.  
Նա կուզեճար, որ մենք գանք:

**Remember:** Complex object is translated into Armenian by a subordinate clause.

### 1. Translate the sentences into Armenian.

1. I want my friends to sing a serenade for you.
2. I would like you to come out tonight.
3. I ask you not to be angry with me.
4. I ask you to hurry up.
5. He wants everybody to hear that he loves you.

## 2. What does the teacher want us to do? Complete the sentences using Complex Object.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. Be careful, children!      | He wants us to be careful.        |
| 2. Nick, Sam, give me a hand! | He asked Nick and Sam/them to ... |
| 3. Open the window, Jane!     | He would like Jane/her ...        |
| 4. Lock the door, John!       | He wants ...                      |
| 5. Hand in your exercise!     | ...                               |
| 6. Read the text, Ann.        |                                   |

## 3. Complete the questions. Use *do you want me to...* or *would you like me to...* with one of these words: *give, explain, stay, repeat, show, help.*

*Example: Do you want me to go alone or do you want me to come with you?*

1. Do you know how to use the dictionary or would you ... ?
2. Shall we leave or do you ... ?
3. Did you hear what I said or ... ?
4. Have you already seen the picture or ... ?
5. Have you finished the work or ... ?

## 4. Make up your own sentences using Complex Object.

Scan the text and try to remember the basic facts to answer the questions.

## California

More people live in California than in any other state – over 30 million of them. It is the biggest state after Texas and Alaska and it is a state of differences. The highest mountain in the USA outside Alaska is Mount Whitney in the east of the state; it is 4,420 metres high. And California has the lowest, driest place in the USA: Death Valley, which is 86 metres lower than the sea. It is very hot



there (56.7°C on the hottest day, in 1913) and in some years it does not rain at all. But the north of the state is quite cold and wet. This is where the great redwood trees grow – the tallest trees in the world. The biggest is 115.5 metres high. Also in the north is the Napa Valley area, where excellent wines are made. California grows more fruit and vegetables than any other state in the USA but it is also famous for its computer factories. Hewlett and Packard started their business in California, and Apple have their head offices there.

San Francisco is, many people think, one of the most beautiful cities in the world. In 1849, people came here to look for gold and they became known as “Forty-Niners”. Jeans were first made in San Francisco by Levi Strauss in those days. The city grew fast but was nearly destroyed in 1906 by an earthquake and the fire which followed it. There was another big earthquake in 1989 when 62 people died, and everyone knows that one day there will be another. But 800,000 Americans continue living in San Francisco because life there is fun.

San Francisco is also famous for the Golden Gate Bridge, which was built in 1937 and joins the city to Marin County. More than 40 million journeys are made across it every year. It is 2.7 kilometres long and 67 metres above the water.

Los Angeles is the second biggest city in the USA, with 3.8 million people. It can take hours to drive from one side to the other – and people almost always drive! The number of cars means that the city has a problem with dirty air; in some parts of the city crime is a problem too. But visitors still come to see places like Hollywood and Beverly Hills. On Hollywood Boulevard you can visit Mann’s Chinese Theatre, where film stars have left the shapes of their hands and feet in the ground. You can visit Paramount Studios in Hollywood, where the Godfather films were made, or Universal Studios outside the city, where you can feel an earthquake or see King Kong and Jurassic Park.



In Beverly Hills you can drive past the homes of famous stars.

Disneyland is the top place for tourists in California. It is in Orange County in the south of the state. If you visit Disneyland, you will meet Mickey Mouse and his friends walking around the park. You can visit the castle of Sleeping Beauty, ride on a river boat, or have an Indiana Jones or Tarzan adventure.

### **Answer the questions.**

1. Why is California considered to be an important state?
2. Is California a big state?
3. Why is it called a state of differences?
4. What are the main cities of California?
5. What are they famous for?

## Unit 5 How it Began

### Glimpses of history

#### Before you read

1. Do you know anything about the history of the USA?
2. Who discovered America?
3. Who were the native peoples in the USA?
4. Who were the first settlers in America?

#### Read the text and answer the comprehension questions.

On a fine autumn day the people of Plymouth, England, watched the white sails of a merchant's ship go away. It was the *Mayflower*. Who were the passengers of this ship? Those who sailed westwards were not sea wolves. They were young, those men and women, eager, brave and adventurous. They came from the town of Scrooby and had suffered very much for their religion (they were Puritans<sup>1</sup>). These people were ready to struggle for freedom, their religion and liberty of mind. The small group decided they must leave England to live and worship<sup>2</sup> as they wished.



Plymouth lived its usual life receiving trade from all over the world. People on board watched the native shores pass by trying to remember everything they saw.

It was a long journey into the unknown, but nobody could imagine how important for history it would be. The English called these people the Pilgrims<sup>3</sup> Fathers.

The Atlantic crossing was not an easy one. After a long sea voyage, after meeting terrible storms the ship landed in Massachusetts in early November 1620. Behind was a cold ocean, before them was a country full of wild woods and a long winter.

The settlers began to die of cold. Without the humane help of friendly Indians none of them would have lived till next spring. Only their belief gave them the strength to live. It is this strength the Americans call the spirit of the Pilgrim Fathers.

1 Puritians [ˈpjuərɪtənz] – մաքրակրոններ, պուրիտաններ

2 worship [ˈwɔːʃɪp] – երկրպագել

3 Pilgrim [ˈpɪlɡrɪm] – ուխտագնաց, ուխտավոր

The first winter in the new world was difficult for the Pilgrim Fathers. But when spring came, the Indians taught them how to grow food. They also taught the newcomers to hunt and fish. And in the autumn rich crops of corn, beans and pumpkins were harvested. The colonists had much to be thankful for and a feast was planned. The Indians who were also invited to their feast brought deer and turkeys with them.

Since then the fourth Thursday in November has been celebrated by the Americans as Thanksgiving Day. On this day, even if they live far, family members gather together. They go to church, receive guests and have Thanksgiving dinner with traditional turkey and pumpkin pie.

This day reminds them of the courage and mighty<sup>1</sup> spirit of the Pilgrim Fathers. It is a significant day for the Americans.

## Comprehension

1. The people who left Plymouth on the *Mayflower* were
  - a. pirates.
  - b. sea wolves.
  - c. religious people.
2. The English called these people
  - a. criminals.
  - b. explorers.
  - c. the pilgrims.
3. During their crossing the ocean was
  - a. calm.
  - b. stormy.
  - c. peaceful.
4. When the Pilgrims landed it was
  - a. early spring.
  - b. cold winter.
  - c. late autumn.
5. The Indians
  - a. hated them.
  - b. helped them.
  - c. were indifferent.

## Your turn

Choose your favourite holiday and describe it.

## Useful language

My favourite holiday is...

Among our holidays I like ... best of all.

We celebrate

Independence Day on the ... of ... .

New Year

at the end of ...

Easter

at the beginning of ...

Mother's Day

in autumn.

Christmas

People usually

visit, congratulate

their friends, relatives, each other.

decorate

streets, their houses, flats, fir trees.

put on

best clothes.

have

holiday dinner/traditional.

wish

good luck, health, Happy New Year.

<sup>1</sup> mighty [maiti] – powerful

## Work on Words

- humane** [ˈhju:mən] **a** *It was not humane the sick animal into the street. **The Humanities***
- receive** [riˈsi:v] **v** *When did you receive the news? He received a good education. The hotel is now open to receive guests. You will receive a warm welcome when you come to Armenia.*
- none** [ˈnʌn] **pron** *None of this money is mine. Is there anybody left? None at all. None of them has come back yet.*
- crop** [krɒp] **n** *He looked at the rich crops of corn with pride and hope.*
- harvest** [ˈhɑ:vɪst] **n** *This year's wheat harvest is very poor; we must think what to do. It was harvest time and all the people were in the fields. **harvest v:** They hope that in summer a rich crop of tomatoes will be harvested.*
- remind** [riˈmaɪnd] **v** *Please remind me to answer that letter. **remind of:** He reminds me of his father. He reminded me of our plan to go to the concert on Saturday. He reminded me of our journey together.*
- significant** **a** *1. very large: A significant number of people didn't vote. 2. very important: He is one of the most significant musicians of the century. **significance:** I do not think that this case is really of great significance. I didn't realise the true significance of this event. **Ant.: insignificant***

### Words not to be confused

- receive:** a letter, news, telegram, education, guests, patients
- accept:** a gift, an invitation, smb's apology
- admit:** into the house, to school, one's mistake
- human:** behaviour, kindness
- humane:** treatment, attitude

#### 1. Translate into English.

Ոչ ոք, հիշեցնել, արհուրթյուն, խսիել, համարձակություն, ստանալ, հաղթել, քաջություն, բերքահավաք, ոչինչ, ընդունել, ոչ մի, բերք, բերքը հավաքել, հնձել, քաղել, մարդկային:

#### 2. Find the opposites and arrange them in pairs.

receive, everybody, full, peaceful, fear, belief, live, after leave, stormy, empty, disbelief, arrive, die, courage, none, friendly, strength, before, send, weakness, after, unfriendly, before

#### 3. Match the words in column A with their explanations in column B.

- | A       | B                                 |
|---------|-----------------------------------|
| none    | accept, take, welcome             |
| harvest | not any, not one                  |
| crop    | make/help to remember             |
| remind  | agricultural plants in the fields |
| receive | cut, gather a crop                |



#### 4. Fill in the gaps with words given on the left. Use them in the correct form.

Life on the ... ships was very hard both for the passengers and the ... . The ships were small and were much ... in the stormy sea. Without ... and patience, ... of them would ever reach the land. The ... had always dangerous work to do. In any weather they had to set the ... . To make their life easier the sailors often sang old folk songs which ... them of their native land and the passengers often ... them.

sailing  
none  
sail  
courage  
remind  
sailor (2)  
join  
beat

#### 5. Fill in *admit*, *receive* or *accept* in the correct form.

1. When did you ... the papers?
2. The servant opened the door and ... me.
3. He asked her to marry him and she ... his proposal.
4. Only one hundred boys ... to the school each year.
5. You will ... a warm welcome when you come to England.

## Focus on Grammar

### Complex object: (part 2)

#### verb + object + infinitive

This structure is also used after the verbs *make*, *let*, *see* (*watch*, *notice*), *hear*

**Example:** *Hot weather makes me feel tired.*

Շոգ եղանակը հոգնեցնում է ինձ:

*The customs officer made me open my suitcase.*

Սաքսատան սպան ստիպեց, որ ես բացեմ իմ ճամպրուկը:

*Let me carry your bag for you.*

Թույլ տվեք տանել ձեր պայուսակը:

*Did you see him come out of the house?*

Դուք տեսա՞ք, ինչպես նա տնից դուրս եկավ:

*I heard him get up early in the morning.*

Ես լսեցի, որ նա անկողնուց վեր կացավ վաղ առավոտյան:

**Remember:** The Infinitive after these verbs is used without *to*.

**Example:** *Did you hear her sing?*

#### 1. Fill in the gaps using the verbs *made/didn't make/let/didn't let* in their correct forms.

David Brutian is twenty-three years old. He plays the piano in a jazz band. Music means a lot to him. But when he was a child he didn't enjoy music at all. His parents ... him attend piano lessons and they ... him practise for hours every day. Fortunately they ... him spend every evening in the school. They ... him take part in other activities and they ... him bring any classmates home. Every time the family had visitors, his parents ... him play the piano for the guests. They only ... him go out in the evenings when he went to a concert. They never ... him go to parties.

- **See sb do and see sb doing**

These two structures are a bit different. Compare:

*I saw him get into the car and drive away.* = *He got into his car and drove away. I saw it.*

*I saw her waiting for somebody.* = *She was waiting for somebody. I saw it.*

## 2. Combine the sentences into one.

1. I saw Peter. He was standing at the gate. *I saw Peter standing at the gate.*
2. I saw a car. It was approaching the cottage. I saw a car ... .
3. I watched the driver. He came out of the car. ... .
4. I heard Peter. He was speaking to the driver. ... .
5. I saw them. They got into the car. ... .
6. I saw Peter's mother. She was looking for him. ... .
7. I heard her. She called him. ... .

## 3. Translate into English.

1. Սայրիկս ինձ թույլ չի տալիս ուշ տուն վերադառնալ:
2. Ստիպիր, որ նա այս դեղը խմի:
3. Մի՛ ստիպիր ինձ երկար սպասել քեզ:
4. Ես տեսա, որ նրա ծնողները խոսում են:
5. Ոչ ոք չլսեց, թե ինչպես երեխան դուռը բացեց:

## 4. Complete the sentences using complex object (with or without to).

- |                                     |                         |
|-------------------------------------|-------------------------|
| 1. Do you want me ... ?             | 4. Would you like ... ? |
| 2. Did you hear ... ?               | 5. Who made ... ?       |
| 3. Why doesn't the doctor let ... ? | 6. He made me ... .     |

## MIXED TENSES

### 5. Thanksgiving Day. Use the correct forms of the verbs in brackets.

**A:** Hello, Cathy. It's Aram speaking.

**C:** Hello, Aram. How you (*be*)?

**A:** Thanks, fine. I (*ring*) you to find out if you're free this Thursday.

**C:** I'm afraid not. This Thursday (*be*) Thanksgiving Day.

**A:** I'm sorry, but I (*not know*) anything about it.

**C:** You ever (*hear*) about the Pilgrim Fathers?

**A:** Oh, yes. But how this day (*connect*) with the Pilgrims?

**C:** On this day they used (*have*) their harvest and called it Thanksgiving Day.

### 6. Odd word out.

1. A girl in a jeans does not look as nice as a girl in a dress.
2. The hospital where you were born there was closed down quite a while ago.
3. The film which I really want to see it is the new one with my favourite actor.
4. If for some reason you are unable to connect to the Internet, just now contact us.
5. She is quite sure that he saw his English teacher to enter the classroom.

**Read the text and do the exercise.**

## **We the People**

There was no United States of America in the early 1770 and the name of the country – the United States of America – wasn't used until 1776. Before that Americans had no Constitution, no States, no national government. They lived in thirteen colonies which stretched from the Atlantic coast to the Mississippi. They were not independent then. Great Britain was



a powerful country more than two thousand miles away across the Atlantic ocean and ruled the American colonies. It ruled the American colonies from 1607 to 1776, more than 150 years. During much of this time Great Britain was busy with problems in Europe. Leaders in the American colonies learnt to govern themselves. They had brought British customs and law to America with them.

There were many important leaders in early America, among them Benjamin Franklin and George Washington. They were founders of the country because they helped to establish its new system. They led the fight to free the country from British rule. Meanwhile the English imposed high taxes on the goods that came to North America. This made the people in America angry. “Why must we pay taxes to the government in England?” they complained, and in 1776 the War of Independence began. George Washington became the commander-in-chief of the American Army. The Americans fought with alternate success.

The English finally had to leave the country in 1783.

On 4 July, 1776 representatives from 13 American colonies signed a document which said the colonies no longer belonged to Britain. It was in fact a letter addressed to the king, George III. It became known as the Declaration of Independence. In this document the Americans declared they wouldn't obey the king. They had the right to choose their own government. Something new was under the sun, a system of government in Lincoln's words “*of the people, by the people and for the people.*” In the Declaration it was accepted that all men were created equal and God had given them certain rights and among them are life, liberty and the right of happiness.

Since then 4 July is celebrated in the USA as Independence Day.

### **True or False?**

1. The name of the country appeared in 1776.
2. The Constitution was written in the first half of the eighteenth century.
3. At first, there were more than a dozen colonies.
4. The Americans ruled Great Britain.
5. According to the Declaration men have equal rights.

## Did you know?

The US Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years. Many of these were leaders during the Revolution and later became leaders in their states. The most important delegates to the Convention were George Washington, James Madison and Benjamin Franklin. They were all for a strong national government.

### Work on Words

**found** [faund] v *St. Petersburg was founded by Peter the Great. Yerevan was founded by Argishti. **founder** n: They all respected him as the founder of that hospital.*

**complain** [kəm'plein] v *(of, about) She complained of a terrible headache. **complaint** n: Her complaints about the noise in the street get on my nerves.*

**sign** [sain] v *They signed the papers before sending them. The papers were signed by the headmaster. **signature** ['signitʃə] n: They sent the letters to the manager for signature. She was asked to put her signature to the letter.*

**address** [ə'dres] v *You shouldn't read letters addressed to other people. **address** [ə'dres] n: What's your home address? Let me know if you change your address.*

**declare** [di'kleə] v *He declared the results of the elections. He declared the meeting open. **declaration** [,deklə'reiʃən] n: Nobody expected the declaration of the war on Russia by Germany.*

**equal** ['i:kwəl] a *All people must have equal rights. **equally** adv: They knew the language equally well. **equality** n*

#### 1. Translate into English.

Բողոք, ստորագրել, հավասար, հիմնադրել, ստորագրություն, հավասարապես, հիմնադիր, հասցե, բողոքել, հասցեագրել:

#### 2. Match the words in column A with their meaning in column B.

A	B
declare	say that something is wrong
complain	declaring
sign	persons name written by himself
equal	make known clearly or formally, announce
declaration	the same in size, degree, number, etc.
signature	write one's name on a document to show that he is a writer

#### 3. Choose the right word.

1. Who was theatre *found/founded* by?
2. He *found/founded* the book interesting.
3. They intend to *find/found* a gallery of modern art in their city.
4. Shliemann was trying to *find/found* ancient Troy.
5. The city of Erebouni was *found/founded* by Argishti I.

## Focus on Function

### How to avoid being categoric?

- a. You have already learnt how to express your opinion. But while expressing your opinion try not to be categoric. Here are some ways of avoiding it.

#### Agreement

I quite agree./That's true  
You're right./That's it.  
I couldn't agree more.

#### Disagreement

I'm afraid I can't accept it.  
I understand what you mean but...  
On the whole I agree, but...  
I can't agree with you.

### b. People talk

**A:** You know, Bob, I'm tired of doing English exercises at home. I think you learn more by talking in class than by doing exercises.

**B:** *I can't agree with you.* I think that doing exercises helps to learn the language better.

**A:** I'm not sure. I think Grammar rules don't help with speaking.

**B:** *I understand what you mean,* but you can't speak without grammar.

**A:** Doing the same things many times always makes me sick.

**B:** Yes, *that's true,* but if you want to speak the language, I think you should know it well. No pains, no gains.

**A:** I don't know if you are right or not, but believe me – in fact you learn more from life than from books.

**B:** *There is some truth in what you say,* but on the whole *I can't agree* with you.

### c. Express agreement or disagreement.

1. Winter skiing is a boring sport.
2. Boxing is hard and cruel.
3. The Ararat was a good football team.
4. Television is the greatest invention of the century.
5. Folk music is primitive.
6. Monuments and works taken from Greece must be returned to the country.

## Focus on Grammar

### REVISION:

#### So/Neither do I

We use *so* to agree with affirmative statements, *neither* to agree with negative statements.

If *be* (*have, do, can, could, should, will, must, etc.*) is used in the statement, we use a form of the same verb after *so* or *neither*.

If the verb in the statement is an ordinary verb (*see, have, like, know* or *used to*), we use a form of *do* after *so* and *neither*.

**Example:** *I know English. I don't know English.*  
*So do I. Neither do I.*  
*I'm fond of reading. I am not tired.*  
*So am I. Neither am I.*

**1. Likes and dislikes. Complete the short answers with a correct verb-form.**

- |   |  |
|---|--|
| 1. Jenny doesn't like mice.<br>Neither ... Ann. | 4. Diana can't bear cats.<br>Neither ... I.      |
| 2. Ann hates snakes<br>So ... Peter.            | 5. Lily is afraid of dogs.<br>So ... her sister. |
| 3. He has visited his teacher.<br>So... they.   | 6. I dislike bees.<br>So ... I.                  |

**2. Fill in the table. What frightens you? your friend? your parents?**

deep water    being alone    heights    lightning    flying    darkness

**Example:** *I am not afraid of deep water.*  
*Neither is my friend.*  
*Neither are my parents.*

**I think so/I'm afraid**

We also make short answers with *so* (with the verbs *think, expect, hope, suppose, be afraid*). We cannot leave out *so*.

**Example:** *Do you think we'll be in time? I don't think so. (չեն կարծում)*  
*I think so. (կարծում են՝ այո) I'm afraid not. (վախեննում են՝ ոչ)*

**3. Answer the questions using I think so/I am afraid not.**

- |                                |  |
|--------------------------------|--|
| 1. Do you know John?           | 4. Does he like bananas?                         |
| 2. Do you think he knows Jane? | 5. Do you think he will manage to pass the exam? |
| 3. Is he arriving tomorrow?    |  |

**Reported Speech: introductory verbs**

- When introducing indirect statements the verbs *tell sb/say* can be replaced by other verbs:

add	assure sb	observe	protest	continue
answer	complain	point out	remark	go on
argue	explain	promise	reply	

These verbs can also be used in direct speech.

- When introducing questions the verb *ask* can be replaced by

*wonder*                      *inquire*                      *want to know*

The verbs *inquire, wonder* can also be used in direct speech.

# Unit 6 You Will Do it if You Try



There is a snow mountain  
Reaching up into the sky.  
They say you cannot climb  
It is too high.

If you take it bit by bit,  
If you take it step by step,  
You'll reach that distant peak  
In time.

## Discussion point. Taking risks

### Answer the questions.

1. What are these persons doing?
2. Do you think it is risky?
3. Would you dare to do it?
4. In what situation could you do it?

### Useful language

I'll do it if \_\_\_\_ .  
I won't do it unless \_\_\_\_ .  
It's worth taking risks if \_\_\_\_ .  
You can achieve your aim \_\_\_\_ .  
You can help a person \_\_\_\_ .

## Nothing ventured, nothing gained<sup>1</sup>

### How daring are you?

Answer the questions to find out if you enjoy taking risks.

	Yes	No
1. Would you enter a dark room if you're afraid to do it?	1	0
2. Would you start doing work which needs much effort?	1	0
3. Would you give up the work if it is risky?	0	1
4. Will you take up a risky sport like parachuting?	1	0
5. Do you get nervous when people drive slowly?	1	0
6. Do you make friends easily?	1	0
7. Do you like to be on stage?	1	0
8. Do you often wear unusual clothes?	1	0

0-3 – You do not take risks. Be careful: your life may be dull and boring.

4-5 – You're realistic about the results of risky steps you may take.

6-7 – You like taking risks. Remember to be sensible.

8 – You are a *desperado*<sup>2</sup>.

<sup>1</sup> Nothing ventured, nothing gained – ջուրը չմտնողը ձուկ չի բռնի, առանց ոտքերդ թրջելու ձուկ չես բռնի  
<sup>2</sup> desperado [ˌdespəˈra:dou] – խենթ, ոչինչից չվախեցող մարդ



## Read the text and do the exercise.

### Before you read

1. What makes some characters leap from the pages of books or films to live in our imagination?
2. How do they become such powerful archetypes (նախատիպ) that live forever through generations?
3. Do we learn something about ourselves and others when we consider why the characters speak clearly to us?
4. Who is your favourite character in fiction?
5. If you love somebody with a cupboard love<sup>1</sup>, guess what the reasons may be.

## Gone with the Wind

by Margaret Mitchell

### Background

*Gone with the Wind* is one of the greatest American novels. It is a magnificent historical romance which centres round Scarlett O'Hara, a strong southern character. The novel is a story about the South, that land of "plenty" which was gone with the winds of the Civil War when the southern states went to war with the North to defend their way of life. It was a happy way of life for them. Rich plantation owners prospered on their huge plantations cultivated by the tears and sweat of their black slaves.

### I'm Never Going to be Hungry Again

For a timeless time, she lay still, her face in the dirt, the sun beating hotly upon her, remembering things and people who were dead, remembering the way of living that was gone forever – and looking upon the dark future.

When she arose at last and saw again the black ruins of Twelve Oaks, her head was raised high and something that was youth and beauty had gone out of her face forever. What was past, was past. Those who were dead were dead. The lazy luxury of the old days was gone never to return. And as Scarlett settled the heavy basket across her arm, she had settled her own mind and her own life.

There was no going back, she was going forward.

Throughout the South for fifty years there would be bitter-eyed women who looked backward to dead times, to dead men, bearing poverty with pride because they had these memories. But Scarlett was never to look back.



<sup>1</sup> cupboard love – շահադիտական սեր

She looked at the blackened stones and, for the last time, she saw Twelve Oaks rise before her eyes as it had once stood, rich and proud. Then she started down the road toward Tara, the heavy basket cutting her hand.

She felt hunger in her empty stomach again and she said aloud: “As God is my witness<sup>1</sup>, as God is my witness, the Yankees aren’t going to beat me. I’m going to live through this and when it’s over I’m never going to be hungry again. No, nor any of my folks.”

## Comprehension

### 1. Choose the correct answer.

1. Scarlett O’Hara was  
a. strong and risky                      b. weak and lazy                      c. shy and fearful
2. She was thinking about future  
a. with hope                      b. with fear                      c. with calmness
3. Twelve Oaks stood before her  
a. rich and proud                      b. blackened and ruined                      c. new and repaired
4. The day was  
a. hasty                      b. cool                      c. hot

### Answer the questions.

1. What kind of book is the text from?
2. When do you think it might have been written?
3. What do you think the situation was?
4. Does the passage make you want to read more?

## Focus on Words

### Words of love

#### 1. Arrange the words to show the degree of feeling.

adore, admire, care for, be fond of, keen on, mad about, devoted to, feel affection for, fall for

#### 2. Words in use.

##### Read about the opinions of the readers of their favourite heroes.

She is such a strong woman. There aren’t enough of those in the fiction. She is selfish, hard and scheming and that makes her all the more real. She’s caught between two men and loves the wrong one until it’s too late. Of course she is no goddess but she is very real.

I’m not much of a reader, so I’m afraid all my fictional heroes and heroines are from movies. but I’ve got hundreds. I’ve always had a soft spot for Princess Leia in the Star Wars films.

##### Now speak about your favourite character.

---

<sup>1</sup> witness [ˈwɪtnɪs] – ʊɫɥw

## Useful language

My all-time favourite is ...  
... gets my votes.  
The author's favourite is ...

## Work on Words

**distance** [ˈdɪstəns] **n** *The house stands on a hill and can be seen from a distance of two miles. **at a distance:** He noticed a big ship at a distance. **in the distance:** He saw something strange in the distance. **no distance:** It is easy to get to the station, no distance at all. **distant (from) a:** The school is three miles distant, from our house. **Syn.:** remote.*

**dare** [ˈdeə] **v** *He didn't dare (to) go. I wonder how he dares (to) say such a thing I haven't dared to ask him such a question. **daring** [ˈdeəriŋ] **a:** He had a daring character and always made risky decisions.*

**despair** [disˈpeə] **n** *He was filled with despair when he read about her illness. After her pet's unexpected death she was in despair. **desperate a***

**forever** [fəˈevə] **adv** *After his wife's death he left the city forever. He decided to forget about it forever.*

**ruin** [ˈruːɪn] **n** *After the war they had to build a lot of buildings as the town was in ruins. **ruin** [ruːɪn] **v:** The floods in Italy ruined many valuable paintings. Our plans for camping will be ruined if it rains tomorrow. You'll ruin your future if you continue to be so foolish.*

**youth** [ˈjuːθ] **n** *A group of youths were standing at the corner of the street. When we were making a tour of Germany, we stayed in youth hostels.*

**forward** [ˈfɔːwəd] **adv** *He stepped forward to help the old lady with her suitcase. **Ant.:** backward.*

**backward** [ˈbækwəd] **adv** *Walking through the forest she looked backwards over her shoulder to see whether the children were following her. **Ant.:** forward.*

**through** [θruː] **prep** *The River Thames flows through London. The road goes through the forest. **to be through with sth.** The children are too young to sit through a long concert.*

### 1. Translate into English.

Երիտասարդություն, առաջ նայել, գնալ անտառի միջով, երիտասարդական հանրակացարան, խափանել մեկի ծրագրերը, ներս մտնել պատուհանից, հուսահատություն, համաձարկվել, համարել, կարծել, փլատակներ, կործանել մեկի ապագան:

## 2. Match the words in column A with their meaning in column B.

A	B
dare	be brave enough to
daring	brave, adventurous, risky
despair	young men and women
forever	in the direction back
through	always at all times, endlessly
forward	damage completely
to ruin	in the direction ahead
backward	serious damage
youth	from the beginning to the end,
ruin	the state of having lost hope

## 3. Find the opposites in the text.

full, forward, put down, alive, poor, finish, always, forget, northern.

## 4. Paraphrase the italicized words.

1. He *was brave enough* to tell us the whole truth.
2. Don't *lose hope*. You haven't missed all your chances yet.
3. He *was thought* to be one of the best writers of his time.
4. I will remember you *endlessly* after what you have done for me.
5. Nowadays *young men and women* have chances to get education abroad.
6. The flood seriously *damaged* the bridge.
7. I can't stay *from the beginning to the end of the* meeting.

**Words not to be confused:** *through* – *threw* – *though* – *throw* – *true* – *thorough*

## 5. Insert one of these words.

1. Who ... the chewing-gum on the floor?
2. ... it was raining, we went out for a walk.
3. They had to look ... all the newspapers to find the information they needed.
4. She ... away all my papers by mistake.
5. They didn't hope he would live ... the accident.
6. All her dreams came ... .
7. He gave her room a ... cleaning.

## Focus on word-building

### REVISION

#### 1. Fill in the words given below in their correct form.

At the age of fourteen my most loved book was the *Adventures of Tom Sawyer*, a novel by Mark Twain, one of America's greatest authors.

Twain grew up in Hannibal, Missouri, on the Mississippi River. The novel is the ... of the River in those days. Although the book was written

excite  
true  
different  
describe

over one hundred years, ago, its story is still ... today. The main characters of the book are Tom Sawyer and Huckleberry Finn. They go through many adventures: cemeteries, caves and even buried treasures.

It is ... difficult to put the book down once you are caught up by Tom's story. Tom seems as real to me as one of my friends. As the story progresses Tom's character begins to change: from that of a naughty boy to a person who is not ... to people and cares about them.

## Focus on Phonetics

Transcribe and read the words below.

through, folk, luxury, stomach, bear, tear, sweat, south, southern, war

### LISTENING

**Margaret Mitchell – the author of *Gone with the Wind***

Listen to the text and answer the questions.

1. Where was Margaret Mitchell born?
2. What was the family interested in?
3. What stories did she write?
4. When did she die?
5. Who wrote the sequel of the novel?



**Project work: America's best ever**

**1. Who are these writers? What did they write?**

Edgar Allan Poe  
Walt Whitman  
William Faulkner  
John Salinger



**2. What other American writers do you know?**

## Focus on Grammar

### REVISION:

#### COMPLEX SENTENCES

1. Fill in the gaps with the following words: *while, though, as, not only ... but also, after, that.*

***Vivien Leigh and Gone with the Wind***

*Gone with the Wind* was ... an epic portrait of the American Civil War, ... a story about people who had to live through it. It was also a romantic love story. ... Scarlett

loves the quiet gentlemanly Ashley Wilkes, the eager adventurous Rhett Butler is in love with her. ... Ashley marries his cousin Melanie and ... many adventures, Scarlett marries Rhett. ... she agrees to marry him, she does it only for money. ... their marriage is stormy, Rhett walks out on her<sup>1</sup> in the end. It was only by that time ... Scarlett realises who she really loves.



Immediately ... the book appeared it was made into a very successful film.

An English actress Vivien Leigh who starred in this film impressed everybody with her acting. Vivien Leigh's talent revealed itself in this role. ...

she won her popularity by many films, such as *Waterloo Bridge*, *Lady Hamilton* and others, this film remains one of her best. She was awarded the Oscar for *Gone with the Wind*.

## Real Condition: Conditional 0 and Conditional 1

### a. Something that is true.

#### If + present + present Conditional 0

*Example:* *If I eat too much, I get fat.*

*If you are travelling to Liverpool, change at London.*

*If you have come from Paris, collect your luggage here.*

#### If + past simple, + past simple Conditional 1

*Example:* *If the wind blew from the north, the room was cold.*

### b. Something that is possible.

#### If + present, + future Conditional 1

*Example:* *If you work hard, you will pass the exam.*

#### If + present, + imperative

*Example:* *If you park your car here, lock it.*

## 2. Translate the sentences into Armenian.

1. If I do well in the exam, my parents will buy me an MP3 player.
2. If I do well in my exam, I feel happy.
3. If people eat less, they lose weight.
4. If you eat less, you will lose weight.
5. If you go to school by bus, you must leave much earlier.
6. If you go to school by bus, you will have to leave earlier.

## 3. Make up sentences expressing real condition.

Mr and Mrs Mason from New York want to spend their holiday in England, but they can't agree about where to stay. Mrs Mason wants to stay at a hotel on the coast

<sup>1</sup> walk out on sb – լքել

while Mr Mason wants to go to a farm cottage in the countryside. They are looking through the guidebooks.

If you want a luxury home with a swimming pool, a cottage with roses round the door, a fisherman's cottage, a modern house or apartment, you can find them all in our free colour guidebook.

**Mrs Mason:** Listen, dear, *if we go* to the hotel, we *shall eat* in a restaurant.

**Mr Mason:** Yes, I know. But *if we go* to the farm, we *shall eat* good fresh farm foods.

**Mrs Mason:** Yes, but *if ...* to the hotel, we ... .

### Continue this dialogue.

### Language material

go fishing/go to the theatres

swim in the river/swim in the sea

do shopping/ride a horse

go dancing/walk in the woods.

## Focus on Function

### Story telling

When you tell a story you must show its beginning, middle and end. Here are some useful words.

**The beginning:** first, first of all, after, after that.

**The middle:** then, and then, after, after that.

**The end:** finally, at the end, at last/in the end.

**Example:** *When he got home, first he put down his case, then he took off his coat and finally he went into the dining-room and sat down in the armchair.*

## Read and retell the story about Abraham Lincoln.

### Honest Abe

*A house divided against itself cannot stand.*

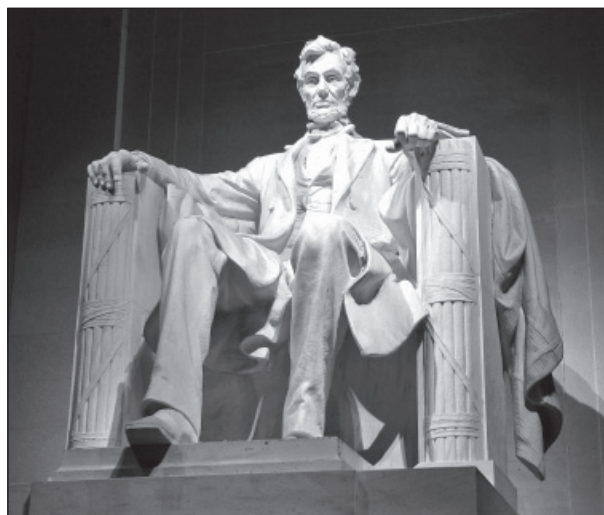
Of all the presidents in the history of the US Abraham Lincoln is probably the one that Americans remember best and with the deepest love and respect. His life is an excellent example of the American dream. He was a self-made man. Without advantage of education or birth, it was only through his will-power, genius and great energy that he reached the top of society.

He spent the first years of his life in a simple log cabin in the middle of the forest in Kentucky. At the beginning of the nineteenth century the midwest was a wild and unsettled frontier<sup>1</sup>. The family of Lincoln had to clear the woods for farmlands. "I was growing with an axe in my hand," Lincoln used to say.

<sup>1</sup> frontier [frʌn'tiə] – uuhúwɹ



As a child Lincoln didn't go to school though he was eager to study but he used every chance to read books.



When he was seventeen years old, the family moved to Springfield, Illinois, where he set up a store. He soon noticed that people liked to hear him talk. His power of speech helped him to choose his future career, politics and law.

In 1834 he was elected into the House of Representatives and he began studying to become a lawyer. In this way Abraham Lincoln began his mission to become the sixteenth president of the US. He was president of the USA during the American Civil

War between the southern and the northern American states.

Slavery was a burning question in American politics at that time. The northern states of the USA were against slavery and wanted to abolish<sup>1</sup> it. The southern states opposed them. The war was not only over abolition of slavery but also for the rights of the states to make their own choice. Lincoln knew that slavery was the greatest evil for the country. In 1862 the war began and four bitter years had passed before it ended. For the four years the Civil War president shouldered an almost unbearable burden<sup>2</sup> of defeats before he brought the country to the victory.

Lincoln's courage and belief in victory won the day<sup>3</sup>.

## Work on Words

**will** [wil] **n** *He has a strong will. He showed a strength of will that overcame difficulties.*

**set up** ['set 'ʌp] **v** *After the war he came back to his native town and set up a business.*

**slave** [sleiv] **n** *She worked like a slave to make a living. The slaves couldn't live in such conditions any more and decided to run away. **slavery** ['sleivəri] **n**: He was sold into slavery.*

**evil** ['i:vɪl] **a** *He lived an evil life and wasted all his money.*

**bear** [beə] **v** (**bore, borne**) *I can't bear his lies. John was afraid that he would not be able to bear the operation. **unbearable** [un'beərəəbl] **a**: I find his lies unbearable. The cold was unbearable. **Syn.:** tolerate*

**bitter** ['bitə] **a** *The coffee was bitter and he asked for some more sugar. He couldn't forgive her the bitter words she had said to him. Bitter tears ran down her cheeks.*

1 abolish [ə'bɒlɪʃ] – վերացնել

2 burden ['bɜ:dn] – բեռ

3 won the day – հաղթեց

**achieve** [ə'tʃi:v] *v* *He will never achieve anything because he is very lazy. He achieved success in his life because he is very hard-working. achievement* [ə'tʃi:vmənt] *n*: *He had great achievements in science because he was very talented.*

**Words not to be confused:** *first, at first, for the first time.*

**At first** is used to talk about the beginning of a situation when we are making a contrast with what happens or happened later.

**Example:** *At first they were happy, but then things went wrong.*

In other cases *first* is usually used.

**Example:** *John didn't notice the bear, I noticed it first.*

*I first met her at a party in Oxford. (= for the first time)*

**Last, at last**

**Last** is contrasted with *first*.

**Example:** *When did you last see her?*

*I am to speak last at the meeting.*

**At last** suggests *very strongly the idea of impatience resulting from a long wait.*

**Example:** *Jack has passed his exams at last.*

*When at last they found him, he was seriously ill.*

**1. Match the words with their meaning.**

will-power	a person who belongs to somebody and serves him/her
slave	stand; go through
slavery	start
evil	hard to bear; tasting like unsweetened coffee
bear	condition of being a slave
bitter	bad, harmful
set up	control over oneself
unbearable	difficult or impossible to bear

**2. Fill in the gaps with the words on the left in their correct form.**

The days in ... seemed ... . His mind was full of ... thoughts. They were in the hands of an ... man. And they didn't expect anything good from him.

Though they lived in terrible conditions his ... and courage filled everybody with hope. And he began to think of the plan to run away.

bitter  
evil  
slavery  
unbearable  
will-power

**3. Fill in the sentences with the correct form of the verbs below.**

succeed, manage, reach, achieve

- I ... very good results in the exam.
- She ... in passing her driving test.
- After long talks the two sides ... an agreement.

4. They ... the lake before dark.
5. The bakery was closed. I didn't ... to get any bread.

**4. Fill in the gaps with the correct word:** *first, at first, for the first time.*

When later he was asked if he was afraid to enter the burning house, David said, "To tell the truth, ... I got frightened, but a few minutes later I thought about what to do.

... I called the fire brigade, then I rushed into the house. When I came out with a baby in my arms, I thought I had done something real in my life ... .

**5. Fill in the gaps with the correct word:** *last, at last.*

1. When I ... saw her, she looked happy. She told me that she had found an interesting job ... .
2. Though she was ... to speak at the meeting, her speech was the best. Everybody accepted that they heard something useful ... .

## Presentation

### How much do you know about the slavery in the USA?

1. The majority of black slaves came to the USA in the ... century.
 

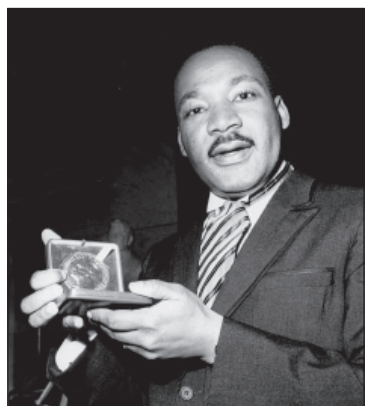
a. seventeenth	b. eighteenth	c. nineteenth
----------------	---------------	---------------
2. They worked mainly
 

a. on cotton plantations	b. on cattle farms	c. in mining
--------------------------	--------------------	--------------
3. The slaves came mainly from
 

a. Africa	b. Australia	c. Asia
-----------	--------------	---------
4. Slavery was ended after
 

a. the War of Independence	b. the Civil War	c. the First World War
----------------------------	------------------	------------------------

## Did you know?



Martin Luther King hated violence since childhood. He struggled against it throughout his life. His dream was to see the black Americans integrated<sup>1</sup> with their white compatriots. In 1964 he was awarded the Nobel Prize. He was the first to take a Negro child by the hand to the "white" school. His finest hour was in August 1963 when 200,000 black and white people gathered in Washington and listened to his famous speech "I have a dream" at the Lincoln Memorial.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

<sup>1</sup> integrate ['intigreɪt] – միացնել, ընդգրկել

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.”

**Sing with us**

## **We shall overcome**

We shall overcome.

We shall overcome.

We shall overcome some day.

Deep in my heart I do believe

We shall overcome one day.

We shall live in peace.

We shall live in peace.

We shall live in peace some day.

Cause deep in my heart I do believe

That we shall live in peace one day.

We'll walk hand in hand.

We'll walk hand in hand.

We'll walk hand in hand some day.

Deep in my heart I do believe

We'll walk hand in hand some day.

## **Focus on Grammar**

### **Trouble Spot: *Unless***

I shall not tell her about it, *unless* she asks me.

(I'll tell her about it *only if* she asks me).

Ես նրան չեմ ասի դրա մասին, եթե նա ինձ չհարցնի:

John doesn't eat fish *unless* he is very hungry.

Ջոնը ուտում է ձուկ, միայն եթե շատ սոված է:

### **1. Complete the sentences.**

1. I shall not ring her up unless ... .
2. John didn't go to bed unless ... .
3. They won't leave for the seaside unless ... .

### **Make up your own sentences.**

### **Unreal condition: Conditional 2**

When you imagine a situation which is not real, you use the structure *if + Past Simple*, + *would/could + verb*. The meaning of such sentences is present or future.

**Example:** *If I had more time, I would read the book.*

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 չզար, մենք կգնայինք զբոսանքի:

After I/he/she/it both was and were may be used.

**Example:** *If I was/were you, I would buy that coat.*

Եթե քո տեղը լինեի, կգնեի այդ վերարկուն:

## 2. 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.

## 3. 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 would mind travelling by train.  |
| 4. If I were you,                          | d. you wouldn't 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.                  |

## 4. Complete the sentences.

1. If I were beautiful, I could *take part in a beauty contest*.
2. If he had a car, ... .
3. If she were ready, ... .
4. If there were fewer cars in the city, ... .
5. I would feel fit if ... .
6. She could buy more clothes if ... .
7. The cake would taste better if ... .

## 5. Use the verbs in the correct form using Conditional 1 and 2.

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.

## Unit 7 Cities and Supercities



Cities are different and sometimes it is sufficient to see a small corner of a city to say what city it is.

**Can you recognise the cities above?**

**Answer the questions.**

1. What city has over 400 bridges?
2. Which is the sister-city of Yerevan?
3. What city is sinking?
4. What city consists of 90 islands?
5. What city was built by Peter the Great?
6. Can you name a state within a city?

**The answers are on page 83.**

### DISCUSSION POINT

## A Great Place to Live?

Tastes differ<sup>1</sup>. Some people like to live in supercities which give them better opportunities for a good job, more chances to realise themselves and a variety of entertainment. They can't imagine their life without streams of fashionable cars, lively crowds of people, impressive skyscrapes and brightly illuminated streets. Others prefer small towns and villages with much green and cosy low-rise buildings. They enjoy a quiet peaceful pace of life and they like to see faces familiar to them since their childhood.

## Focus on Words. Doing the city

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

*What can you do in the city?*

visit places of interest

make a tour (of)

wander

do the city

admire a splendid view of

go on a tour round the city

go sightseeing

keep an eye open for

...

<sup>1</sup> Tastes differ – ճաշակին ընկեր չկա:

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

Towns can be convenient places to live in because they have many facilities.

<i>Sports</i>	<i>Cultural</i>	<i>Educational</i>	<i>Catering</i>	<i>Other</i>
skating rink	theatre	schools	cafe	job centre
...	...	...	...	...

restaurant, chemist's, car park, opera house, evening classes, tennis court, library, dance hall, disco, hotel, golf course, school, swimming pool, radio station, health centre, football pitch, museum.

**Can you add anything else?**

**3. Words in use:**

**a. What kind of city is ...?**

Teheran, Oxford, Tokyo, Sochi, Gumry.

*University / cathedral / capital / seaside / supercity*

**b. Match a city (or a country) and an activity.**

Egypt	watch a bullfight
Miami	visit the pyramids
Paris	walk along Arbat street
Moscow	lie on the beach
Spain	visit cathedral
Echmiadzin	admire the palaces

**c. What are these cities famous for?**

Stratford-upon-Avon, Los Angeles, Gumry, Hollywood

*(Shakespeare's birthplace/humour/the cinema/a lot of Armenians)*

**d. What city do you want to visit? Give a few reasons why.**

**e. Match each notice with a place below.**

**Foreign exchange**

**No fishing**

**No parking please**

**Please**  
*no dogs*  
*no smoking*  
*no flash*  
*no ices*  
**Thank you**

Camping site

**Afternoon tea server**

**Please keep off the grass**

**Please do not feed  
the animals**

- a. by a lake
- b. on a road
- c. in a park
- d. in a street

- e. in a museum
- f. in a cafe
- g. in a zoo
- h. in a bank



**Read the letters where Ann Lee and Susie Ball describe their impressions of the cities they are visiting.**

Dear Ann,

Here I am at last. I've had a busy day doing the city. A lot of people warned me that New York is a dangerous, dirty city where you can't go out after dark. As for me, I love the place. Of course, it's not as clean as Plymouth, but it offers so many opportunities.

She has taken me to Manhattan and I went up to the 112<sup>th</sup> floor of the Empire State Building to have a look at the city. It was a fantastic sight. The whole city lay below. Then we walked along Broadway to Times Square. It was evening, but it seemed it was daytime. The street was shining with advertisements.

My strongest memory is of a boat trip on the Hudson River: the sight of New York at night with the skyscrapers against the dark sky takes your breath away.

Tomorrow morning I shall be visiting the Metropolitan Museum and Central Park.

Love,  
Susy

Dear Susie,

I'm writing to you from Dover. It's an old city. There are a lot of houses built still by first settlers.

People are very helpful here. They seem to know each other. If you wish, you can go to Boston every weekend. At the moment I'm settling down.

Love,  
Ann

**Your turn**

1. Do you prefer to live in a big or a small town? Why?
2. What are the advantages of a big/small town?
3. What are the disadvantages of living in a big/small town?
4. What problems do big cities face today?

**City to City**

1. The modern city of Amsterdam consists of 90 islands.
2. In Venice there are more than 400 bridges connecting different parts of the city.
3. Mexico City is sinking by 6 inches a year.
4. The Vatican which is a state within a city is situated in Rome.
5. St. Petersburg, the Venice of the North, was built by Peter the Great.
6. Cambridge is the sister-city of Yerevan.

## Work on Words

**sufficient** [sə'fiʃənt] **a** *Do we have sufficient food for ten people? **Syn.:** *enough**

**sink** [sɪŋk] **v** (*sank, sunk*) *Their ship sank during the storm. Wood does not sink in water. The sun was sinking in the west. He was **sunk in thought** and didn't notice them enter.*

**opportunity** [ɒpə'tju:niti] **n** *I had no opportunity to discuss the matter with her.*

**chance** ['tʃɑ:ns] **n** *He has no chance of winning that game. What are the chances that we shall succeed. This was the chance he didn't want to miss. **by chance:** We met by chance yesterday.*

**lively** ['laɪvli] **a** *Her story of their holidays was very lively. They had a very lively time at the party. **Syn. vivid***

**sight** [saɪt] **n** *The cherry trees in blossom are a wonderful sight. **at first sight:** He fell in love with her at first sight. You have poor sight, you should wear spectacles. At the sight of the police the robbers ran off. **Syn.:** *view**

**below** [bi'lou] **adv** *From the hill we saw the blue ocean below. The people living in the room below are very noisy. **below prep:** We shall meet a few yards below the bridge. Shall I write my name above or below the line?*

**take one's breath away** *The picture is so beautiful that it takes my breath away.*

### 1. Translate into English.

Տեսարան, ներքևում, խորտակվել, հավանականություն, աշխույժ, պատահաբար, բավականաչափ, սուզվել, զվարթ, տեսողություն, առաջին հայացքից, շանս, մտքերով տարված լինել, հնարավորություն:

### 2. Match the words in column A with their meaning in column B.

A	B
lively	go down below the water
sink	chance
below	luck
sufficient	full of life, cheerful
chance	in or to a lower place
opportunity	enough

### 3. Paraphrase the italicized words.

1. The stone the boy threw *went down the water* at once.
2. The patient seems a little more *cheerful* this morning.
3. Do you have *enough* money to buy that coat.
4. We *met* him quite *unexpectedly*.
5. I *could* go abroad and study.
6. Night temperatures can drop *lower than* 15 degrees.

## LISTENING

Listen to the text about New York and answer the questions.

1. What parts does New York consist of?
2. Why is the centre of New York called Manhattan?
3. What famous streets are there in New York?
4. Who was the Statue of Liberty presented by to America?
5. What are the famous sights in New York?

## Focus on Grammar

### REVISION:

### ARTICLES

Names with and without *the*.

#### No article

names of streets	Oxford Street, Broadway
names of roads	Cromwell Road
names of squares	Red Square, Trafalgar Square
names of churches	St.Paul's Cathedral
names of companies	Sony

#### the

names of theatres	the National Theatre
names of galleries	the National Gallery of Armenia
names of cinemas	the Moskva
names of museums	the British Museum
names of palaces	the Tower of London
names of buildings	the Houses of Parliament
names of newspapers	the Times

**Remember:** – No article is used with place names if the first word is the name of a person or a place: *Victoria Station, Westminster Palace, Hyde Park, London Zoo.*

- Some names are only used with **the**: *the Kremlin, the Acropolis, the Pentagon.*
- Names with **of** usually have **the**: *the Museum of Modern Art.*

### 1. Use *the* where necessary.

1. Capitol in Washington D.C. contains chambers and offices of US Senators and Representatives.
2. Statue of Liberty welcomes the people with the torch of liberty.
3. Eiffel Tower was designed by Alexander Eiffel in the late 1800s.
4. White House is the residence of the President of the US located in Washington D.C.
5. Hilton Hotel attracts with elegance, wealth and glamour.

- Museum of Modern Art modern works including paintings, sculptures, drawings, etc.
- Great Wall of China is the largest and most amazing landmark in the world.

**2. Where are these sights situated? Answer using articles where necessary.**

Acropolis, Kremlin, Broadway, White House, Westminster Abbey, British Museum, Hollywood

**3. Name a few streets, squares, museums, cinema-houses and theatres in Yerevan.**

**Unreal Condition: Conditional 1 and 2**

**4. Put the verbs in brackets in correct form using Conditional 2.**

- She (understand) everything, if you (explain) it to her.
- What you (do) if there (be) a fire in the building?
- Where you (to go) if you (visit) London?
- We (stay) at the hotel if it (not to cost) so much money.
- If you (invite) Bill, we (have) to invite his friends, too.

**5. Translate into English.**

- Եթե ճշմարտությունն իմանայի, կասեի ձեզ:
- Ջոնը կօգներ ձեզ, եթե ժամանակ ունենար:
- Մայրիկը կգայրանար, եթե իմանար՝ ինչ է պատահել:
- Եթե նա ավելի դանդաղ խոսեր, մենք հեշտությամբ կհասկանայինք նրան:
- Եթե նրանք մեքենա չունենային, չէին կարողանա այդքան ճանապարհորդել:

**Infinitive**

**6. Translate into Armenian.**

- It would be really useful for her to have a microwave oven.
- It is kind of you to invite us for the weekend.
- It would be wise of me to keep an eye on him.
- It's careless of him to lose the book.
- It's important for her to spend time with her children.

**7. Super. Put in the missing words in the advertisement using the infinitive.**

This year come on holiday with us.

You'll have nothing *to do*.

- No jobs *to do*.
- No meals ... .
- No dirty plates ... .
- No floors ... .
- No shopping ... .
- No clothes ... .

You'll have plenty *to do*.

- A first class hotel *to stay in*.
- Super restaurant ... .
- Wonderful shows ... .
- Miles of beaches ... .
- Lots of interesting places ... .
- A warm sea ... .

## Reported Speech

### 8. Rewrite the text using direct speech.

Willis asked Curtis and Dolson to come into his office for a minute, Curtis agreed if Willis didn't take too long. Dolson mentioned that he had a lot of work to do.

Willis told the policemen to sit down and shut the door. Willis wanted to know what they were going to do about the bank robbery. Dolson said they must arrest Warren. Willis advised them not to hurry and follow Warren a little more. Dolson said that was too dangerous because Warren could understand what was happening. Willis advised them to be more careful and to get on with the job.

*Example: Willis said to Curtis and Dolson, "Will you come into my office for a moment, please?"*

#### • Reported speech: introducing commands and requests

When introducing indirect commands the verbs *tell/say* can be replaced by *order, command*.

*Example: The officer said to the soldiers, "Turn right."  
The officer ordered/commanded the soldiers to turn right.*

When introducing indirect requests the verb *ask* can be replaced by *beg, invite, request, warn*.

*Example: "Will you open the window please?" said Mother.  
Mother asked (me) to open the window.*

### 9. Change the sentences into indirect speech using introductory verbs.

1. "Bring me some water, will you?" Sam asked his sister.
2. Anna said to Bob, "Don't speak so loudly, Granny is sleeping."
3. "Will you come to the concert with me?" Tom said to Mary.
4. She said to the children, "Go to bed at once."
5. "Close your books and look at the blackboard," the teacher said.
6. "Don't go too far," Samantha said to Emily.

## Presentation

### Urban problems

#### Read the text and translate it into Armenian.

Look around you. What do you see? What do you hear? What do you smell? If you live in a city, you hear the noise of traffic, you smell the pollution of cars and factories.

The cities grow very quickly. Those living in the countryside move to the cities. As a result, most cities are very crowded. People are driving more cars, burning more fuel, using more water and energy, eating more food, making more rubbish and producing more things than ever before. Life in the city becomes more and more difficult. The cities are running out of space. In every big city blocks of high-rise flats have been built

in large numbers to reduce the housing shortage. It was thought that it would help to solve the problem of housing in the city, but very soon it became clear that these flats in the clouds were not comfortable places for people, children especially, to live in. Many of these houses are dull and faceless.

Some governments are trying to limit growth in certain areas, as there are many jobless people in the cities. This brings to the rise of crime in big cities, but still people are crowding in the cities faster than the cities can take them. What is the answer to this problem?

**What urban problems are mentioned in the text?**

## Focus on Words. Urban problems

### 1. Collecting words. What worries people in big cities?

slums  
heavy traffic  
faceless houses  
dirty entrances  
housing shortage  
crime  
parking  
vandalism  
overcrowding  
noise  
water supply  
rubbish  
unemployment

### 2. Words in use.

**a. If I were the mayor I would ... . Complete the sentences.**

- check the advertisements in the city to have them in Armenian.
- not allow to use so many packages.
- present a programme for young people on TV on how to economize.
- ... move away the markets from the central streets.
- ... .
- ... .

### b. Read the letters to the editors.

#### Pavements for walking

*Crowded pavements are becoming the sign of the city today. In some parts of the city it is impossible to walk along the pavements. You can't use them because of the vendors<sup>1</sup> selling goods on the street. I think pavements should be kept clear as crowded pavements are dangerous for passers-by.*

<sup>1</sup> vendors ['vendə] – վեճեճիկ

## Headache for the Day

Every morning I take a minibus to get to my work. I noticed that the taxi drivers in Yerevan have certain "professional features in common". The worst of them is stopping somewhere to have a chat when you are in a hurry. Still worse is listening to loud music not bothering about the tastes of the passengers. I think that loud music or loud speaking is one of the ecological problems of the city.

**Write on. Write a letter to the editor about a problem that worries you.**

## The Jazz Age and American Dream

### Before you read

1. What is meant, to your mind, by *the American dream*?
2. The post-war generation was called *the lost generation*. Can you guess why?

**Scan the text and do the exercises.**

### The Great Gatsby – the story of lost generation.

#### Background

*Great Gatsby* presents the rise and fall of Jay Gatsby, told in a first-person narrative by Nick Carraway. Carraway reveals the story of a farmer's son turned racketeer<sup>1</sup>, named Jay Gatz. His ill-got wealth is acquired solely to help him be accepted into the sophisticated, moneyed world of the woman he loves, Daisy Fay Buchanan. These are only romantic illusions about the power of money to buy the love of Daisy-the "golden girl" of his dreams.



Fitzgerald masterly describes the indifference, cruelty and moral irresponsibility of the American society of the 1920s. America at this time experienced a cultural and lifestyle revolution. In the economic arena, the stock market boomed<sup>2</sup>, the rich spent money on parties and expensive cars. The automobile became a symbol of glamour and wealth, and profits were made, both legally and illegally. The whirlwind<sup>3</sup> of this post-World War I era is captured in Fitzgerald's *Gatsby*, whose tragic life and violent death foretell the end of that era. By the end of the novel Carraway recognizes that Gatsby is superior to the Buchanans. Gatsby's dream and reality is a the main topic of the book., the contrast between innocence and experience. The novel can be read over and over again.

1 racketeer [rækɪ'tiə] – ավազակ

2 boom [bu:m] – բնիլ

3 whirlwind ['wɜ:lwind] – հողմապտույտ



## Context

The narrator of the story rents a house on Long Island, New York, and finds himself next door to a huge mansion belonging to Jay Gatsby. Gatsby is an apparently rich and successful businessman who regularly gives lavish parties at the mansion.

There was music from my neighbour's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne<sup>1</sup> and the stars. At high tide in the afternoon I watched the guests diving from the tower of his raft, or taking the sun on the hot sand of his beach. While his two motor boats slit the water of the Sound. On weekends, his Rolls-Royce became an omnibus<sup>2</sup>, bearing parties to and from the city between nine in the morning and long past midnight, while the station wagon rushed to the station like a brisk yellow bug to meet all the trains. And on Monday eight servants, including an extra gardener, scrubbed everything cleaning the traces of the night before.

Every Friday five crates of oranges and lemons arrived from a fruiterer in New York – every Monday these same oranges and lemons left his back door in a pyramid of the remains. There was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour if a little button was pressed two hundred times by a butler's thumb.

At least once a fortnight a group of caterers<sup>3</sup> came down with everything necessary to make a Christmas tree of Gatsby's enormous garden. By seven o'clock the orchestra has arrived, no thin five-piece affair, a whole pitful of all possible instruments. The last swimmers have come in from the beach now and are dressing up stairs; the cars from New York are parked five deep in the drive, and already the halls and salons and verandas are shining with colours and hair bobbed in strange ways and shawls beyond the dreams of Castile. The party is in full swing<sup>4</sup>, floating cocktails everywhere, until the air is alive with chatter and laughter, and casual innuendo<sup>5</sup> and introductions forgotten on the spot cordial meetings between women who never knew each other's names.

## Comprehension

### 1. Read the whole and find the answers to these questions.

1. Did Gatsby give the same kind of party every weekend?
2. Were Gatsby's guests well-familiar with each other? Who were they to your mind?
3. What kind of clothes did Gatsby's guests wear?
4. The visitors were impressed by the wealth rather than by the person, weren't they?
5. Do you think the description of Gatsby's party is positive or negative?
6. What is the effect of changing the narrative from past tense to present tense in the last paragraph?
7. Is the story told in the first or third person?
8. Is the language direct or complex and rich? What is the tone of the passage?

1 champagne [ʃæmˈpeɪn] – շամպայն գինի

2 omnibus [ˈɒnɪbʌs] – հանրակառք, ավտոբուս

3 caterer [ˈkeɪtərə] n – մթերք մատակարարող

4 in full swing – ամբողջ թափով

5 innuendo [ˈɪnjuːˈendəʊ] – կողմնակի՝ չարամիտ ակնարկ

## WRITE ON

### Write a summary of the extract.

Mention the following things: the number of people, the cars, the food, the orchestra, the conversation. Do not give particular examples.

#### 1. Find in the text

something worn around the shoulders  
occupations done by people  
means of transport

#### 2. Choose the correct word from the word-family.

**exceptional** *a* unusual: The weather is exceptional for June. **exceptionally** *adv* unusually: She is an exceptionally beautiful girl. **except** *prep* but not: He gets up early every day except Sunday. **exception** *n* smth that is not included: There is no rule without exception.

1. I enjoyed all his novel with the ... of his last one.
2. She cannot make any ... , cannot excuse any of you.
3. My papers seem to be everywhere ... where they ought to be.
4. Your cake was ... tasty.
5. Everyone was invited except me.
6. I like to dance with the exception of the tango.

except  
exception  
exceptional  
exceptionally

#### 3. Write out the words which describe Scott Fitzgerald as a writer.

#### 4. Find in the text

a. the adjectives that define the following nouns: *magazine, writer, depression, scene, star, sense, classic, story*;

b. the adverbs that define the following verbs and adjectives: *think, talented, explain, regard, write*.

**Scott Fitzgerald** (September 24, 1896 – December 21, 1940) is known as the author of the Jazz Age, a name which he is said to have invented. He is widely regarded as one of the twentieth century's greatest writers. Fitzgerald was a member of the "Lost Generation" of the Twenties. He wrote about the end of this period. It was the time when the optimism and euphoria<sup>1</sup> of the years after the Great War changed into economic depression and loss of illusions. ...

Fitzgerald was exceptionally talented, he wrote easily, which partly explains why he didn't think highly of his work. Another reason of his drama was saleable magazine stories that he published to make his living.

He and his wife Zelda were shining stars in the New York social scene of the 1920.

He died young and after his death in 1920 the New York times said: *Fitzgerald was better than he knew, for in fact and in the literary sense, he invented a generation.* He finished four novels, but his most famous, celebrated classic is *The Great Gatsby*. Fitzgerald also wrote many short stories that treat problems of youth and promise along with despair and age.

<sup>1</sup> euphoria [ju'fɔ:riə] n – բարձր տրամադրություն, խանդավառություն

# Check up 2

## COMMUNICATION CHECK

### 1. React to the following situations.

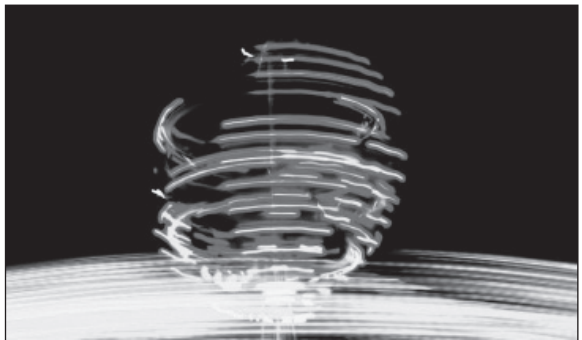
1. Your friend apologises that he can't come to your birthday party. React to his apology.
2. Your friend tells you about his holiday in England. You are in a hurry, interrupt him politely.
3. Ask your brother to answer the phone while you're out.
4. Invite your friend to look at your family photos.

## COMPREHENSION CHECK

### 2. Read the text and choose the right answer.

## Are they looking down on us this evening?

Everyone thought that Gulf Breeze in the USA was an ordinary quiet little town until 11 November 1977. Two friends, Ed Walters and Charlie Bennet reported a very strange incident from that town. Nobody believed their story, but even today, both Charlie and Ed insist that the incident really happened. In an interview given on



Florida news they told the viewers that one evening when they were walking through the park they felt that they were being watched by somebody. Then the sky went bright green and a huge shiny spaceship appeared above their heads. It began pulling them off the ground. A few seconds later they found themselves inside it. They saw strange creatures who had wrinkled skin and hands like pincers.

Such stories are oftener and oftener heard, retold and reported on newspaper and magazine pages. Nature offers another mystery from its store-house. The Information Bulletin of the American UFO<sup>1</sup> warns what people can see in the sky. It describes these objects as lights of red, orange and white colours. The objects are either oval or disc-like in shape and they disappear at great speed.

The UFOs are seen in the air, they contact with the environment, blocking car driving, living marks and so on and people often tell about their meetings with pilots of the UFOs who are called humanoids.

Is it an illusion, the creation of human mind or are they really looking down on us?

<sup>1</sup> UFO (unidentified flying object) – 200

## COMPREHENSION

1. Was the interview reported  
a. on TV?                      b. on the radio?              c. in a newspaper?
2. Did the creature  
a. visit the boys?              b. invite them into the spaceship  
c. take them inside by force?
3. The creatures looked  
a. exactly like people.      b. unusual.                      c. ordinary.
4. The UFOs are  
a. round in shape.              b. monkeys.                      c. gods.

## VOCABULARY CHECK

### 3. Odd one out

1. discover:      America, television, truth, a new plant
2. explore:        a crime, the coast, space, disease, a country
3. found:          a colony, treasure, city, money, an institute, a hospital
4. spend:          money, time, an effort, energy, homework, weekend

### 4. Choose the right word.

1. *Because/In spite* of being extremely busy she agreed to help us.
2. The police informed that two dangerous criminals had managed to *escape/settle* from prison.
3. Yesterday I *received/accepted* an invitation to their wedding, but I am too busy to *receive/accept* it.
4. I wondered why people disliked him at first *sight/view*.
5. It was quite *evident/equal* that he would be *admitted/accepted* to University.

## GRAMMAR CHECK

### 5. Put in the correct prepositions and adverbs.

1. My friend is good ... playing volleyball.
2. Edward is thinking ... selling his car.
3. They are afraid ... losing the match.
4. The girls insisted ... going out with Kerry.
5. We are looking forward ... going out at the weekend.
6. Laura dreams ... living on a small island.
7. Andrew apologized ... being late.
8. The magnificent scenery took my breath ... .

### 6. Use the infinitive with or without *to*.

1. I had better (not/smoke).
2. I forgot (do) my homework yesterday.
3. I heard them (come) late at night.

4. You won't be able (go) to the party if we don't find the keys.
5. I couldn't go to the cinema because I had (look) after my little sister.
6. Susan would rather (study) for her exam tomorrow.
7. Can you tell me how (get) to the bus stop?

**7. Choose the correct form.**

1. If I *go/went/had gone* to Leipzig, I'll visit the zoo.
2. If it *doesn't rain/didn't rain/hadn't rained*, we'd be in the garden.
3. If you *wear/wore/had been wearing* a lighter jacket, the car driver will see you earlier.
4. We *will watch/ would watch/would have watched* TV tonight if Peter hadn't bought the theatre tickets.
5. If I were a millionaire, I will live/would live/would have lived in Beverly Hills.
6. You would save energy if you *switch off/switched off/had switched off* the lights more often.
7. If we read the book, we *will understand/would understand/would have understood* the film.

## **UNIT 8** Checks and Balances



### **Before you read**

#### **Read the text and name**

- the river Washington is founded on;
- the founder of Washington;
- two places of interest in Washington;
- the highest building in Washington;
- the difference between Washington and New York.

## **Washington, DC**

Cities, like people, have their faces. They are often recognised by their landmarks. The city of Washington with its long wide avenues, shady streets, low buildings and crowds of governmental officials is unlike New York with its skyscrapers, noisy streets and the crazy pulse of a supercity.

Washington is quite a young city. It was founded in 1796 in the District of Columbia on the Potomac River and since 1800 it has been the federal capital. It is one of the few capital cities founded mainly as a seat of government. Washington was named after the first US president George Washington. He selected the place for the city, and Pierre L'Enfant, a French engineer, designed it.

In the centre of the city on Capitol Hill you can see an impressive building. It is the Capitol, the seat of the government. In this great building the Congress of the US meets to discuss and make laws. This is the highest building in Washington. There is a law in Washington against building structures higher than the Capitol. That's why you will not see skyscrapers in Washington.

Northwest of the Capitol stands the residence of the American president, the White House. It has been home of every US president since 1800. It is a beautiful mansion overlooking well-kept gardens and grounds with lawns and fountains. The mansion contains 132 rooms. The most famous room is the Oval Office, which is the president's office. Only some of these rooms are open to the public. Among them are the Green Room and the Blue Room where the ambassadors and ministers of foreign countries are received.



At every corner, in every street and square in Washington you are reminded of American history: the War of Independence and the Civil War. Magnificent memorials are built in honour of three American presidents whose names are connected with these two great events.

The monument to Jefferson stands in West Potomac Park. It is a round stone structure in the middle of which stands a full length statue of Thomas Jefferson. On the walls of the monument you can read sentences from the Declaration of Independence.

The Lincoln Memorial consists of a big marble hall with a statue of Abraham Lincoln in a large armchair. On the walls you can read famous passages from his speeches.

The Washington Monument is a white marble obelisk 169 m high. Inside the memorial there is a lift and you can ride to the top of the monument and admire the beautiful panorama of the city.

Not far from the Capitol is the library of Congress, the largest library in the States. It holds over 13 million books, including the personal papers of the US presidents.

Between the Washington Monument and the Capitol on the National Mall another famous landmark of Washington, the Smithsonian museum group, is situated. It is the world's largest museum complex with fourteen museums and the National Zoo. Among the most visited museums in this group is the National Air and Space Museum. It houses dozens of airplanes, spacecraft and rockets, and it's only in this museum that you can touch the stone brought from the Moon.

The National Gallery of Art situated in Washington is one of world's great art museums with rich collections of European and American works.

If New York is the centre of finance, shopping and entertainment, New Orleans – the city of cotton and jazz, Boston – the centre of culture and learning, Chicago – of meat markets, cattle and blues, Washington is the city of government and administration.



## COMPREHENSION

### Match the two parts of the sentences.

- |   |  |
|---|--|
| 1. The White House is the residence of  | a. the government and administration           |
| 2. Cities are recognised by             | b. the American president                      |
| 3. Washington is the city of            | c. their landmarks                             |
| 4. The Capitol is the seat of           | d. building structures higher than the Capitol |
| 5. In Washington there is a law against | e. the Congress                                |

### What's in a name? The White House

At the beginning of the nineteenth century when Britain was at war with America the British captured<sup>1</sup> the city. The Capitol and the House of the president were set on fire. Later to hide the marks of the fire the brown stone walls of the president's house were painted white and it has been the White House ever since.

## Work on Words

**shade** [ˈʃeɪd] **n** *Keep in the shade or you'll have a headache. The trees give a pleasant shade. **shady a**: It was hot and he crossed to the shady side of the street.*

**crowd** [ˈkraʊd] **n** *There were large crowds of people in the streets on Independence Day. At the station he pushed his way through the crowd. **(over) crowded a**: The bus was overcrowded and it was difficult to get off.*

**impress** [imˈpres] **v** *The book didn't impress me at all. He impressed me unpleasantly. **impression** [imˈpreʃn] **n**: What was yours first impression of the US? First impressions are often wrong. **impressive** [imˈpresɪv] **a**: The Art Gallery was very impressive. The opening of the World Chess Championship in Yerevan was impressive. **make an impression on**: New York made a great impression on me.*

**overlook** [oʊvəˈlʊk] **v** *My windows overlook a green park. Last summer we lived in a hotel overlooking the sea. **Syn.**: look out on, command a view.*

**magnificent** [mægˈnɪfɪsənt] **a** *The Opera House built in the 17<sup>th</sup> century looked magnificent. When we were in Greece, we saw many magnificent monuments there.*

**grave** [ˈɡreɪv] **n** *There are always a lot of flowers on the grave of the Unknown Soldier. The grave of William Saroyan is in one of the quiet parks in Yerevan. The grave of Mashtots is in Oshakan.*

### 1. Translate into English.

Գերեզման, ամբոխ, հոյակապ, ազդու, հուզիչ, ստվեր, շքեղ, լեփ-լեցուն, տպավորիչ, արևից պաշտպանված, ստվերոտ, մեծ տպավորություն գործել, տպավորություն:

<sup>1</sup> capture [ˈkæptʃə] – գրավել

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

### A

crowd  
found  
shady  
magnificent  
impressive  
impression  
overlook

### B

making a deep impression on the mind and feelings  
a large number of people without order  
to establish  
a strong influence  
to have a view of from above  
giving a shade from sunlight  
important-looking, splendid

## 3. Fill in the words from the *impress-family*.

Every year in March an ... Oscar ceremony takes place in Hollywood. The American Cinema Academy awards the prizes for the different nominations. The show makes a great ... because the most famous film stars and film-directors gather in the hall. Among Oscar winning films are *Brave Heart*, *Gone with the Wind*, *Schindler's List*, *Amadeus* and many others. One of the most outstanding film directors Steven Spielberg has received the greatest number of Oscars. His films ... everybody by their fantastic photography and acting of the cast.



## 4. The City of Oxford. Fill in the words on the left using them in the correct form.



Oxford was ... in the eighth century. It is a city of beautiful ... streets and ... buildings. Most of them are in the Gothic style. Oxford is famous for its University, one of the oldest in Europe. Every morning ... of students hurry to their lectures. Cornmarket is the shopping centre.

magnificent  
crowded  
shady  
crowd  
found  
grave

It is always ... with tourists who like to do their shopping here. Not far from Oxford is the ... of the world-famous British politician, Winston Churchill.

## Read the text and answer the questions.

### Checks and Balances

The United States is a federal union of fifty-one states.

The power to govern is divided between the federal government, situated in Washington, D. C., and the state governments.

The basic law from which the United States government gets its power is the Constitution.

According to the US Constitution the powers of the government are divided into three branches: the executive, headed by the president, the legislative exercised by Congress and the judicial, the Supreme Court and lower national courts. The three

branches work together to govern the country. Each branch has its own responsibilities and powers. No branch has more power than the other branches. They hold balanced powers. Each branch has duties to control the powers of the other branches. The division of powers provides the rights of individual citizens.

Congress consists of the Senate (the upper House) and the House of Representatives (the lower House).

The Senate has two senators from each state and the senators are elected for six-year terms.

The House of Representatives has 435 members, all elected every two years. The number of representatives of each state depends on the state's population.

The job of Congress is to pass laws. Before a bill becomes a law, it must be approved of by both the Houses of Congress and by the president. If the president vetoes a bill, it can still become a law if at least two-thirds of the members of each house vote for it.

The president must see that all national laws are carried out. The president is elected every four years.

The president and the Congress are elected in separate elections.

There are two main political parties in the US: the Republican and the Democratic parties.



## Comprehension questions

1. Where is the seat of the central government?
2. What branches are the powers of the government divided into?
3. Who is the executive branch headed by?
4. Who is the legislative branch exercised by?
5. Who represents the judicial branch?
6. How do the three branches work?
7. How is the president elected?
8. How many political parties are there in the US?
9. Compare the political system of the US with that in the UK.

# Focus on Words. Talking Politics

Study the words and word combinations.

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

**government:** national / local / federal / central government / the seat of the government / the head / the powers of the government;

**power:** branches of power, to get / check / divide / have the powers;

**branch:** legislative branch (Congress, Parliament, National Assembly); executive branch, (president, vice-president, prime-minister); judicial branch, (the Supreme Court, local courts);

**bill:** to sign / pass / vote for / veto / approve of / disapprove of a bill

**tax:** federal / state / city taxes; income / sales / property / excise tax; to pay / collect taxes / tax-free.

## Words in use

### a. Complete the table.

	<i>Your country</i>	<i>Britain</i>	<i>The USA</i>
Name of place where Government meets			
Number of Chambers			
Head of State			
Main Political Parties			

### b. Taxes in the USA. Fill in the gaps with the words on the left.

Taxes are the money which people must pay to finance their government. Americans often say that there are only two things a person can be sure of in life: death and taxes. Although Americans have different points of view on religions, culture and politics, they agree on one subject that ... are too high, maybe the highest in the world.

In America there are three types of taxes as there are three levels of government: federal, ... and city taxes. People who earn more than 4,000 dollars per year ... to the ... government. April 15 is not a happy day for people because they are to pay their federal ... .

The second tax is to the state government. This is an income tax and a ... tax. The third tax is for the city which is a ... tax (for the house) and an ... tax (on the cars).

excise  
pay taxes  
state  
federal  
taxes  
sales tax  
property

## CULTURE CHECK

### National Character

The Americans and the British speak the same language and still there are very many differences between them. The four British talk about their first impressions of America.

*Jack Grey from Merton College, Oxford*

The Americans are very proud of their country. They say that in the USA the buildings are taller, the cars are bigger and the girls are prettier than anywhere in the world. I think the Americans are louder, richer and noisier than any other nationality.

*Judy Evans, from a language school, in Birmingham*

The Americans like coke and hamburgers. People in the UK think British food is healthier. Clothes are cheaper in the US, but fashion design in the UK is better than design in the USA.

And women? Well, American women are very beautiful, they are taller and slimmer than British women, but to my mind, they know less about the world.

*Isabel Santos, from London University*

There are lots of good things about the USA like Hollywood, jazz and Superman. It is true that most American skyscrapers are taller than buildings in the UK, but I think that our homes are older and more beautiful than anything in the USA.

*Don Graham, from Edinburgh University*

The British prefer their way of life, which is much slower and their politics which are more careful. In my opinion, a British accent is much better than an American one. I also think that we are more polite than our American cousins!

**Name the things which were discussed by the British students.**

- |            |        |
|------------|--------|
| a. fashion | d. ... |
| b. cars    | e. ... |
| c. ...     | f. ... |

## Focus on Grammar

### Future Perfect

**You should use shall/will have done to say that something will already be complete.**

**Example:** I will not be at home at 9. I shall have left by that time. I shall have gone to school. Ես տանը չեմ լինի ժամը 9-ին: Ես մինչ այդ գնացած կլինեմ: Ես դպրոց գնացած կլինեմ:

### Compare Future Perfect with other Perfect Tenses.

*I have washed up* (Present Perfect).

Ես ափսեները լվացել եմ:

When Mother came, *I had washed* the dishes (Past Perfect).

Երբ մայրիկը եկավ, ես արդեն լվացել էի ափսեները:

When Mother comes, *I shall have washed up*. (Future Perfect)

Երբ մայրիկը գա, ես ափսեները (արդեն) լվացած կլինեմ:

### 1. Translate into Armenian.

1. Don't ring me up at 9. I'll be watching an interesting film. Ring me up after 11. I'll have watched the film.
2. Can we meet at 12 tomorrow. I'm afraid, we can't, I shall be having a meeting. Let's meet at 2. The meeting will have finished by that time.
3. By the time we get home, Mother will have laid the table.
4. We shall have packed our clothes by the time you come.

### 2. Choose the right form.

George goes to school every day. He leaves home at 8.45 and is at school at about 9.00. At 12.00 he has lunch at the canteen. Then they have lessons till 2 o'clock. He comes home at 2.30. Tomorrow he will have a usual day.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. At 8.00 he                 | 4. At 12.00 he                 |
| a. will have had breakfast.   | a. will have lunch.            |
| b. will be having breakfast.  | b. will be having lunch.       |
| c. will have breakfast.       | c. will have lunch.            |
| 2. At 8.45 he                 | 5. At 2.00 he                  |
| a. will have left the house.  | a. will have left the school.  |
| b. will be leaving the house. | b. will be leaving the school. |
| c. will leave the house.      | c. will leave the school.      |
| 3. At 8.50 he                 | 6. At 3.00 he                  |
| a. will have left the house.  | a. will have come home.        |
| b. will be leaving the house. | b. will be coming home.        |
| c. will leave the house.      | c. will come home.             |

### 3. Use the verbs in the correct form.

1. Don't come at 5 o'clock. I (have) an English lesson.
2. Phone me at 6. I (finish) dinner by then.
3. We can't meet tomorrow afternoon. I (work).
4. Will you be free at 12 tomorrow. Yes, the lessons (be over) by that time.
5. When you come, we (play) chess.
6. By the time Mother comes, I (tidy up) the flat.

**Continue in the same way.**

### Unreal condition: Conditional 3

To denote hypothetical action in the past and their results in the past Conditional 3 is used

*if + past perfect* (simple or continuous, would + have + past participle)

**Example:** *If I had listened to my parents, I wouldn't have been in so much trouble (=I didn't listen to them and was in lots of trouble.)*

**Remember:** Verbs denoting unreal condition (Conditional 2 and 3) never change in the reported speech.

**Example:** *“If I were Jane, I would have a party,” he said.  
He said if he were Jane, he would have a party.  
“If I had been Jane, I would have invited Bob,” he said.  
He said if he had been Jane, he wouldn’t have invited Bob.*

#### 4. Use the verbs in the Conditional 3 form.

1. If the weather (to be) nice yesterday, they (to play) football.
2. If we (to go) to a good restaurant last night, we (to have) a better dinner.
3. If John (to learn) more words, he (to write) a good report.
4. If the boys (to take) the bus to school this morning, they (to arrive) on time.
5. If the teacher (to explain) the homework well enough, I (not to do) it so badly.
6. If they (to wait) for another 10 minutes, they (to see) the pop star.
7. If the police (to come) earlier, the burglar (not to escape).

#### Quiz

##### Round Britain and America

1. What is the name of the famous clock in London?
2. What are the names of the rivers that pass through London and New York?
3. Give the names of two parks: one in London, one – in New York.
4. Give the name of the place where you can take a boat from England to France.
5. Give the names of two most famous British kings and queens.
6. When did the Civil War take place in England?
7. Name the main parties in the UK and the US.
8. Name two English and two American writers.
9. What is the highest mountain in the UK? in the US?
10. What are the two largest states of the US?
11. Which states are called New England?
12. Which states are the bread basket states?
13. What seas is the UK surrounded by?
14. Name the five largest lakes in the US?
15. Name one famous American/English song.
16. What countries is English spoken in?

*(See the answers on p.166)*

#### Now check your answers:

- 16–15 Very good. You are ready for a tour to London or New York.  
14–11 Quite good. You haven’t forgotten much, have you?  
10–6 Not too bad. Look up the answers you don’t know.  
5–0 Oh, dear!

#### Just for Fun

##### Law is law, even the most fantastic law

In Nebraska, USA, a barber shouldn’t eat onion between 7 a.m. and 7 p.m.

Camels shouldn’t be hunted in the state of Arizona, the USA.

The citizen of Kentucky, USA, should take a bath once a year.

In New York City there is still a law which forbids women to smoke in public.



# Unit 9 *Something New, Something Really Exciting*



**mass media** – means of communication which reach very large numbers of people: TV, radio and newspapers.

## Reading newspapers

### Before you read

1. How often do you read newspapers?
2. What do you like to read in newspapers?
3. What newspapers and magazines do you like best?
4. Do you know any British or American newspapers and magazines?

### Read and retell the text.

There are two types of newspapers: popular newspaper and quality newspaper. A popular newspaper focuses more on sensation than real news. A quality newspaper is interested in bringing real news to the readers. A popular paper is usually smaller in size than a quality paper. It has larger headlines and shorter stories. It prefers stories about film stars and violent crimes, the lifestyle of popular people and scandals, and so on. Headlines in these newspapers are usually catching to attract the attention of the readers.

There are papers which are published daily, weekly or monthly. Most of the daily newspapers must be published rain or shine<sup>1</sup>. The Sunday newspapers are usually much larger than the regular editions. Reading the Sunday newspaper is a tradition both with the Americans and the British.

American newspapers get much of their news from the US agencies, AP (Associated Press) and UPI (United Press International), British newspapers from Reuter. Almost all editors and journalists agree that news should be clearly separated from opinion about the news. But if a news story appears with a reporter's name, it means that the editors consider it to be a mixture of fact and opinion.

There are a lot of magazines and newspapers in the UK and the US. They cover all topics and interests from art and architecture to tennis, from gardening to computers.

<sup>1</sup> rain or shine [ˈreɪn ɔː ˈfaɪn] – in any weather, in any case

# Focus on Words: Newspaper words

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

### a. What can you find in a newspaper?

home	headlines
foreign	fashion
sports	letter page
business news	crosswords
features	ads
radio and TV programmes	horoscopes
reviews	articles

### b. Talking newspaper

*The newspaper says that...*

The article reports ...

The article is published

The article has come out

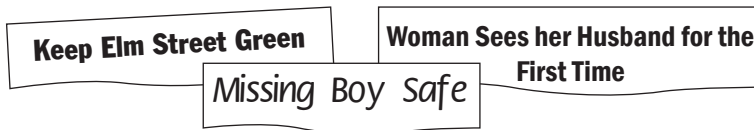
It is a daily/weekly/monthly newspaper

## 2. Words in use.

### a. Write out the words dealing with newspapers and magazines.

Most newspapers are daily (= they come out/are published every day). Some are national, some are local. Magazines are weekly and monthly (=published every week/month). Some newspapers are tabloids (=small in size). These are usually the popular press (=short articles and lots of pictures), and they often have large circulation (=numbers of readers). More serious newspapers are bigger in size. People often refer to newspapers as press.

### b. Match each headline with a news story.



\*\*\*

Six-year-old Paul Smith, missing from his home in London since yesterday, was found this morning, 900 km away, in Scotland. Paul's family moved last week from Oxford to London and Paul wanted to see his friends in Oxford. So he walked to the station and got on a train. But he got on the wrong train and when the train stopped, Paul was not in Oxford, but in Inverness, Scotland. Paul says, "I was tired and it was cold. I went to sleep on the train."

\*\*\*

Light has come into the life of Chester woman Gill Ince. After 15 years of blindness she has seen her baby daughter for the first time.

Mrs Ince has also seen for the first time her husband Bill and guide-dog Deva, her faithful companion for the last 11 years, after a bang on the head in a fall restored her sight. "I thought I was dreaming until I saw my husband, my baby and my guide-dog."

\*\*\*

Yesterday afternoon 25 members of the *Save our Park* group met the mayor to give him a petition. The spokesperson for the group, Mrs Barbara Bennett, told reporters, "This is only the beginning of our fight. We're against the city plan to build a garage in our street. We ought to save the Elm Street Park." In his statement mayor Young said that he understood the group's wish to save the park, but he continued, "The parking garage is necessary for shoppers."

c. Read the text and rearrange the paragraphs below in the correct order.

### Hijack on BA Flight

1. For passengers travelling on flight BA from London to Mexico on Tuesday, the journey which started so well turned into nightmare.
2. It is reported that at 3.40 p.m. the plane landed in Miami, but the passengers had to spend ten hours on the plane before the hijackers set them free.
3. Five minutes earlier hijackers told Captain Horley, the pilot of the British Airways jet, to fly the plane to the United States.
4. "It was a terrible flight," says 29-year-old Emily Davies. "We were having lunch when suddenly two men with guns and masks appeared and told us all to put our hands on our heads."
5. "It all happened very suddenly. A man pushed a gun in my back and told me to fly the plane to Miami. I had very little choice."

d. Speak about two US newspapers which are sold in most US cities.

**The New York Times**  
 Special Edition  
 NEW YORK, SATURDAY, JULY 4, 2009  
 IRAQ WAR ENDS  
 Troops to Return Immediately  
 Natton Sets Its Sights on Building Sane Economy  
 Maximum Wage Law Succeeds  
 Treasury Announces True Cost Tax Plan  
 Ex-Secretary Apologizes for W.M.J. Scare

**THE WALL STREET JOURNAL**  
 WEEKEND EDITION  
 SATURDAY, MAY 13, 2006  
 MOVIES  
**FESTIVAL**  
 As some critics say Cannes is taking a narrow focus, U.S. venues try a global approach  
 THE WORD: ...

*The New York Times*  
 Type Daily newspaper  
 Founded 1851  
 Language English  
 Circulation 928,000 daily  
 Official website nytimes.com

*The Wall Street Journal*  
 Daily newspaper  
 July 8, 1889  
 English  
 2,082,189 daily  
 WSJ.com

# Work on Words:

## TIME-WORDS

### 1. Study the meaning of the words. Translate them into Armenian.

<b>time</b>	all the days of the past, present and future
<b>timely</b>	taking place at the right time
<b>timeless</b>	unending
<b>time-saving</b>	saving somebody's time
<b>timetable</b>	list showing the days and hours when the work will be done

### 2. Guess the meaning of the phrases.

1. Don't worry. We won't be late. We'll get to the place *in no time*.
2. Don't *waste your time* watching TV all the time. Do something more interesting.
3. Whenever you *have time to kill* call me up and we will chat a little.
4. *From time to time* our family goes to the country to have a rest.
5. Please hand in your tests. Your *time is up*.
6. *Once upon a time* there lived a king whose name was Midas.
7. *Time and again* I have to remember my son to study before going out with his friends.

### 3. Match the words in column A with their meanings in column B.

<b>A</b>	<b>B</b>
to have a good time	show the hour (in)correctly
keep good (bad) time	don't hurry
take your time	free time
to beat time	to enjoy oneself
time off	show the time with a hand

### 4. Find the Armenian sayings for the English proverbs.

- Time will tell.  
Time works wonders.  
Time will show who is right.  
There is a time and a place for everything.

### 5. Fill in the gaps with one of the *time-words* (Study exercise 1).

1. Why do you never listen? I've told you ... to lock the front door when you go out.
2. The paintings of Van Gogh have a ... beauty.
3. John ... on a drum while the children danced.
4. The play started at 9. We had a lot of time so we decided ... by walking round the park.
5. I got to the bank just ... before they closed.
6. Did you enjoy the party? Yes, we ... there last night.
7. Do your test attentively: you have more than two hours, ... .

### Trouble Spot: *Prepositions with time-words*

this time	այս անգամ
at that time	այդ ժամանակ
at a time	միաժամանակ
at the same time	միևնույն ժամանակ
be in time for	(ինչ-որ տեղ) ժամանակին գալ
in no time	իսկույն, անմիջապես
on time	պայմանավորված ժամին

### DISCUSSION POINT

#### No matter where, no matter when

News is brought to us by journalists. You can see them everywhere with their cameras, microphones and confusing questions. They report current events from all corners of our planet. They rush to hotbeds of war<sup>1</sup> to inform us about victories and defeats, they even reveal crimes. Some try to find out the truth, while others are after scandals (paparazzi). By their reports they form public opinion. It is not for nothing<sup>2</sup> that politicians speak about information wars. Their work is very important as they leave us the records of the changing face of the world.

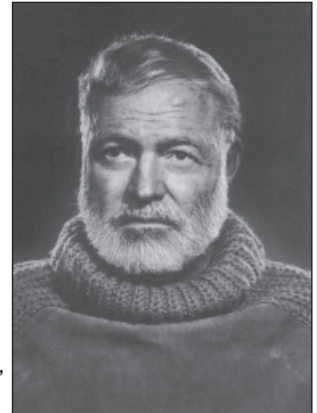
#### Your turn

1. What kind of news do you prefer listening?
2. Who is your favourite reporter? Why?
3. Are you satisfied with news reporting in Armenia? Why? Why not?

### Read the information about Earnest Hemingway and say what you have leaned about the writer.

#### A war correspondent

A man of action  
A great adventurer  
An amateur boxer  
A hunter  
A deep sea fisherman  
The victim of three car accidents and two plane crashes  
A man of four wives  
A man who valued courage, honesty, adventure and love  
Above all a brilliant writer: “*Farewell to Arms,*”  
“*For Whom the Bell Tolls,*”  
“*Fiesta,*”  
“*The Old Man and the Sea,*”  
*humorous stories.*



#### Favourite quotations

A man can't be alone.  
A man can be destroyed, but he cannot be defeated.  
What beat you, old man. Nothing I've gone too far.

<sup>1</sup> hotbeds of war – պատերազմի օջախներ

<sup>2</sup> not for nothing – իզուր չէ, որ...

**Read the text and do the exercises.**

## **In Another Country**

*by Ernest Hemingway*

1 In the autumn the war was always there, but we didn't go to it any more. It was cold in the autumn in Milan and darkness came very early. Then the electric lights came on, and it was pleasant to walk along the streets looking in the windows...

2 We were all at the hospital every afternoon, and we came to the hospital by different ways across the town... The hospital was old and very beautiful and you walked across a yard where funerals were usually starting. Behind the old hospital were the new buildings, and there we met every afternoon and were all very polite and interested in each other and sat in the machines that were helping us to get well.

3 The doctor came up to the machine where I was sitting and said: "What did you like best to do before the war? Did you go in for sports?"

I said: "Yes, football."

"Good," he said. "You will be able to play football again better than ever."

4 In the next machine was a major, who had a little hand like a child's. He winked at me when the doctor examined his hand and said: "And will I too play football, doctor?" He had been a very great fencer, and before the war the greatest fencer in Italy...

5 There were three boys of the same age I was, who came every day. They were all three from Milan, and one of them was going to be a lawyer, one was to be a painter, and one wanted to be a soldier. Sometimes after we finished with the machines, we walked back together to the café, which was next door to the Scala.

6 We all had the same medals, except the boy with the black handkerchief across the face, and he had not been at the front long enough to get any medals...

The boys at first were very polite about my medal and asked me what I had done to get it. I showed them the papers which were written in a very beautiful language and full of nice words, but which really said, if you drop all the nice words, that I had got the medal because I was an American. After that their manner changed a little though I remained their friend...

7 The major, who had been the great fencer, did not believe in bravery. So he remained a good friend, too, and we spent much time while we sat in the machines correcting my grammar! He said I spoke Italian well and we talked together very easily...

"What will you do when the war is over if it is ever?" he asked one day. "Speak grammatically!"

"I will go to the States."

"Are you married?"

"No, but I have to be."

"Then you are a fool," he said. He looked angrily, "A man must not marry."

"Why mustn't a man marry?"

"He cannot marry. He may lose everything. He must find things in his life which he cannot lose."

"But why he should lose anything?"

8 "He will lose it," the major said. He was looking at the wall. Then he looked down at the machine and took his hand out of it. He went into another room and I heard

him ask the doctor if he might use the telephone. When he came back into the room I was sitting in another machine.

“I am sorry,” he said. “You must forgive me. My wife has just died.”

“Oh,” I said feeling sick for him. “I am sorry.”

The doctor told me that the major’s wife who was very young and whom he had married when he was invalidated out of the war had died of pneumonia. She had been sick only a few days. No one expected her to die. The major did not come to the hospital for three days. Then he came at the usual hour.

## Comprehension

### 1. True or false?

1. The doctor advised the patients to drive a car.
2. Special equipment was used to help the patients get well.
3. The major asked the doctor if he might play football.
4. The major asked if he would be able to play football.
5. The author spoke Italian badly.
6. The major said the man must not marry as he hated women.

### 2. Choose the correct answer.

1. The phrasal verb *came on* (paragraph 1) means  
a. were turned on                      b. were put off                      c. were taken off
2. The word combination *get well* (paragraph 2) means  
a. recover                                  b. receive                                  c. revise
3. The word *drop* (if you *drop* all the nice words) can be best replaced by the word  
a. fall    b. leave out                                  c. cut
4. The word *their* in the last sentence of Paragraph 6 refers to  
a. papers                                      b. words                                      c. boys
5. *Speak grammatically* (paragraph 7) means  
a. know grammar rules                  b. speak correctly                      c. use grammar rules

## WRITE ON

This is a list of facts about Ernest Hemingway. Write his biography combining the given sentences. Reorder the information if necessary. Divide your text into paragraphs.

## Born of War, Love and Death

Ernest Hemingway was born in 1899. He was born in Oak Park, Illinois.

He was born in a middle-class family. His father was a doctor. He taught the boy hunting and fishing. All his life he was against the morals of his family.

He graduated from High School in 1917. He didn’t go to college. He dreamed of a life full of adventures.

He went to Kansas City. He was employed as a reporter. He was a reporter for *The Star*. *The Star* was a leading newspaper. Working for *The Star* was very useful.

He was eager to be a soldier. He had poor eyesight. He failed to become a soldier. He became an ambulance driver for the American Red Cross. He was injured in World War I. He was decorated for heroism.



He worked as a war correspondent. He reported wars in Spain, China and Europe. Many of his books were about wars.

*For Whom the Bell Tolls* was written in 1940. It was his most successful book. It was about an American soldier in the Spanish Civil War. *A Farewell to Arms* is about the cruelties of war. He won the Nobel Prize for literature in 1951.

He died in 1961.

## Focus on Grammar

### REVISION: PREPOSITIONS

#### 1. Put in the right preposition where necessary.

- Your time is ... . What's the answer?  
a. in            b. off            c. on            d. up
- I want to take some time ... from my studies to travel.  
a. in            b. off            c. on            d. up
- It's very unusual for trains to run ... time in summer.  
a. in            b. off            c. on            d. up
- He lied so many times that nobody believed him ... this time.  
a. at            b. of            c. –            d. in
- Don't worry. I'll be back ... no time.  
a. at            b. on            c. –            d. in

#### Pronouns

<b>things</b>	something	anything	everything	nothing
<b>people</b>	somebody	anybody	everybody	nobody
	someone	anyone	everyone	no one
<b>places</b>	somewhere	anywhere	everywhere	nowhere

**Somebody** and **someone**, **nobody** and **no one**, etc. mean the same.

We use **some-**, **every-** and **no-** in affirmative sentences.

*Example: The police looked for her everywhere. Someone was sitting on the sofa.*

We usually use **any-** in questions and in negative sentences.

*Example: The police couldn't find her anywhere.*

**Remember:** We can use **some-** in questions when we expect the answer "Yes".

*Example: Can you do something to help?*

We can use **any-** in affirmative sentences with the meaning "every-" for emphasis.

*Example: He was prepared to try anything to find his daughter.*

**Remember:** We can use **else** after all the words with **some-**, **any-**, **no-** and **every-** with the meaning "other" or "different".

*Example: no one else = “no other person”, somewhere else = “a different/another place.”*

**Remember:** We can use an adjective after words with **some-**, **any-**, and **no-**.

*Example: something strange, something definite, nothing new.*

## 2. Fill in the pronouns *something, nobody, everywhere, anyone, etc.*

Do you believe that there are people who can “see” what is happening ... ? Gerard Croiset from Holland could and he used his unusual ability to help the police to find missing people, ... in the world. Professor Sandelius lived with his 24-year-old daughter Carol in Topeka, in the USA. One day, ... strange happened. Carol disappeared. The police looked for her ... . First they showed photographs to ... in town, but ... knew ... about her. Then they started a nationwide search, but they couldn’t find her ... . After eight weeks there was ... that the police could do. Professor Sandelius was prepared to try ... to find his daughter. He had heard about Croiset and he contacted him. “Can you do ... to help?” he asked. “... can”.

## 3. Put in *each or every*.

1. There were four books on the table. ... book was a different colour.
2. The Olympic Games are held ... four years.
3. I understood most of what they said but not ... word.
4. In a game of tennis there are two players. ... player has a racket.
5. We had a great weekend. I enjoyed ... minute of it.
6. Car seat belts save lives. ... driver should wear one.
7. She was wearing four rings – one on ... finger.
8. There’s a train to London ... hour.

## 4. Insert the pronouns *every, everyone, all, no one, someone*.

### **TV advertisements: Are they about real life?**

In TV advertisements ... family has two children and lives in a house with a garden. ... has got a car and a mobile phone. When they drive their cars, the roads are empty.

... has got a job. No one is unemployed. ... work in a high-tech office which is full of shiny new computers. ... works in a factory.

... takes a holiday on a beach in an exotic country. They fly there in comfortable planes with smiling stewardesses, good food and lots of space for their feet. ... has a huge kitchen. ... prepares delicious meals. Children never cry. When they are ill, their parents take them to smiling doctors in white coats. ... the doctors are so amiable, smiling and smiling.

## **ARTICLES**

### **These nouns are uncountable in English**

weather	progress	traffic	hair
news	advice	luggage	scenery
information	work	furniture	rubbish

**Remember:** They do not take plural or *a* in the singular.

**Countable**

I'm looking for *a job*.  
It's *a nice day* today.  
We had a lot of *bags*.  
*These chairs* are nice.  
It was *a good suggestion*.  
There is *a hair* in my tea.  
What *a beautiful view*.

**Uncountable**

I'm looking for *work*.  
It's *nice weather* today.  
We had a lot of *luggage*.  
*This furniture* is nice.  
It was *good advice*.  
Her *hair* is long.  
What *beautiful scenery*.

**5. Choose the right word.**

1. John's father is unemployed. His father is looking for *work/a work*.
2. She gave us some good *advice/advices*.
3. Bad news *don't make/doesn't make* people happy.
4. Your hair *is/are* thinning.
5. They had much *luggage/many luggages*.
6. She is making *progress/a progress* in her English.
7. They are carrying *a new furniture/new furniture* upstairs.
8. What a beautiful *view/scenery!*

**6. Translate into English.**

1. Քո մազերը շատ գեղեցիկ են:
2. Նրա խորհուրդները երբեք չեն օգնում ինձ:
3. Այսօրվա նորությունները հետաքրքիր չէին:
4. Նրան այսօր շատ լավ նորություն են հայտնել:
5. Տեղեկությունները, որ դուք երեկ ներկայացրեցիք, սխալ են:

• **When there is only one of something we use the.**

the world	the capital	the moon
the sun	the earth	the sky

**Remember:** We use *space* without *the*.

**7. Put in the or a/an where necessary.**

1. Sun is star.
2. Moon goes round earth every twenty-seven days.
3. What is longest river in world?
4. I saw cloud in sky.
5. What's capital of Spain?
6. "Would you like to travel in space?" – "Yes, I'd love to go to Moon".
7. I lay down on grass and looked up at sky.
8. Brazil is country in South America.

# Unit 10 TV or not TV?

## DISCUSSION POINT

### A Chewing Gum to the Eye

Television brings information and entertainment to our homes. It has a great influence on young people's lives. Sitting comfortably in their own homes people all over the world watch TV and learn a lot about what is going on in any corner of the world and still many people are not positive about TV.

#### Answer the questions.

1. How important is television to you?
2. How many hours a week do you watch TV?
3. Do you watch television because you have nothing better to do?
4. What do you think about the commercials on TV?
5. What are the good or bad points of television?

#### Good points

It informs you about the world.

It may educate people.

...

#### Bad points

It stops people talking.

It's bad for health.

...

#### Useful language

Watching TV is cheap/great/fun/entertaining/informative.

TV is junk/most programmes are dull/there are better ways to spend time.

#### Interesting facts about TV

- The average child sees 20,000 thirty-second commercials in a year.
- The average child watches television 1,680 minutes in a week.
- The average American youth spends in school 900 hours a year.
- The average American youth watches television 1500 hours a year.
- The American child has seen around 11,000 murders on TV by the time he reaches 14.
- In some countries there is no TV for one or two days a week.

# Focus on Phonetics

## 1. Listen and read part of a news bulletin paying attention to pauses. Mark the rises and the falls wherever you hear them.

Hijackers | are still holding | twenty-three passengers | in a plane | at Manchester airport. || They hijacked the flight | from London to Glasgow | last Thursday. ||The passengers have been sitting in the plane | without food or water | for three days.

A demonstration | against unemployment | has been taking place | in Manchester.|| The demonstrators | have been marching through the city | for two hours. ||It is expected to finish | in front of the town hall | at 5 this evening | where left-wing members of Parliament | will address the crowd.

# Focus on Words: TV words

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

### a. Types of TV programmes

documentary



news report  
current affairs  
soap-opera  
talk show  
drama  
quiz  
film, play, clips  
crime series

music/news/sports programme  
weather forecast  
variety show  
commercials  
serial  
cartoon film

### b. Talking TV

*What's on TV tonight?*

*What time's the film on?*

Are they showing the game live?

How long does the show last?

What's your favourite programme?

Turn the TV up/down/over.

If you want to watch TV, you *plug it in*. If the programme doesn't interest you, you *switch it over* to another channel. You can use a *remote control* to do that. If you pay extra, you can receive a *satellite TV* and then have greater number of *channels*.

## 2. Words in use

### a. Look through the TV programme. Match the programmes with their types.

- |                     |           |                        |
|---------------------|-----------|------------------------|
| a. music programme  | e. film   | i. weather forecast    |
| b. news programme   | f. quiz   | j. documentary         |
| c. cartoon          | g. play   | k. gardening programme |
| d. sports programme | h. comedy |                        |

### TV

- |  |   |
|--|---|
| 1.00 Boxing from London and racing from Derby.                                   | 7.00 Disappearing forests of South America.   |
| 2.00 A new production of Shakespeare's <i>King Lear</i> at the Lyric Theatre.    | 8.00 More adventures from Disneyland with Donald Duck.  |
| 4.00 Geoff Hamilton is in his garden telling us what to do at this time of year. | 9.00 More families try to answer the questions and win prizes.  |
| 5.00 This week's top twenty with disc jockey Mike Red.                           | 10.00 Tomorrow's weather.   |
| 6.00 Northern comedian Peter Dawson entertains.                                  | 11.00 The Magnificent Seven. 1960 classic western. Starring Yul Brynner, Steve McQueen and Charles Bronson. |
| 6.45 Tomorrow's world.   |   |

### b. Say a few words about this TV programme.

#### Useful language

*At 6.45 there's tomorrow's world.*

*That's followed at 7.00 by...*

*After that you can see...*

*Then you can enjoy...*

### c. Give the name of the programme on the Armenian TV of each type listed in 2a.

### d. What do you think about Armenian TV? In pairs express your opinion about Armenian television using *too much, too many, not enough, a lot of*. Discuss.

- |                        |                      |
|------------------------|----------------------|
| Channels               | Sport                |
| Violence               | Comedies             |
| Commercials            | Soap operas          |
| American crime series  | Chat shows           |
| Educational programmes | Political programmes |

**Example:** "I think there are too many channels."

"So do I/I don't. But I think there is too much violence."

## Just for Fun

### New words for TV addict

**videot** – a video-addicted man.

**couch potato** – a person whose best pastime is watching TV sitting on the sofa.

## Focus on word-building

### Shortening

I. Shortening is a comparatively new way of word-building, but it has become highly productive. Shortening is produced in two ways.

Some words lose their beginning or their ends:

telephone – phone

doctor – doc

defence – fence

television – telly

Sometimes a word loses both its beginning and its ending.

refrigerator – fridge

influenza – flu

II. A new word may be formed from the initial letters of a word group. These are called abbreviations.

The United Nations – the UN

The British Broadcasting Corporation – the BBC

Member of Parliament – MP

Personal computer – PC

Both types of shortening are characteristic of informal speech though abbreviations are found among formal words, too.

### 1. Can you guess the meaning of these shortenings? Find the answers in the list given below.

1. Mum, where are my *PJs*? – I've put them in the wash. Take your clean *nightie*, please.
2. Fancy! They have given me a wonderful woolen *cardie* for my birthday.
3. Have you bought any *veggies* for the salad?
4. I see neither *tatties* nor *caulie* in the kitchen.
5. John is so fond of playing *footie* he can do it all day long.
6. Where are the *biscies*? I would like to have some.
7. The *vac* is in the bedroom.
8. I've lost my *lippy*.

lipstick, cardigan, vegetables, cauliflower, football, vacuum-cleaner, biscuits, potatoes, pyjamas, night-gown

### 2. Can you say what words the abbreviations stand for?

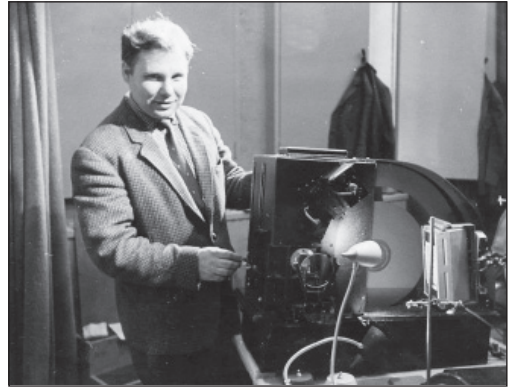
CD, WWW, USB, IC



## Did you know?

### Who invented colour TV?

A Scotsman, John Logie Baird, sent the first television picture on 25 October, 1925. The first thing on television was a cat from the office next to Baird's room in London. In 1928 he sent pictures to Paris and also produced the first colour TV picture.



## Presentation

### Before you read

1. Do you believe in the future of TV?
2. Do you know what a live programme is?
3. Where can TV be used in the future?

## The Changing Face of TV

- 1 News happens when **it** happens and when it does the whole world wants to be
- 2 informed. The quicker the better<sup>1</sup>. Ten years ago we had to wait for films about
- 3 the events that interested us. Today we can have complete real-time news the
- 4 moment **they** happen in every corner of the world in live programmes.
- 5 Television is only beginning as the most important medium in our life. In Ohio,
- 6 USA 5,000 families with cable TV can tell a computer what **they** want to watch
- 7 in the evening. In Pennsylvania old people can use TV to communicate with
- 8 people in **their** local government.
- 9 Some day it may be used together with computers to contact with banks, stores,
- 10 doctors' offices, libraries.
- 11 Education is another important part of the changing face of TV. In South
- 12 Carolina the homes of students are connected with the school by special TV with
- 13 computers. As the teacher talks on TV, **he** asks questions. The student finds the
- 14 right answer and presses one of the buttons on his TV.

## Comprehension

### 1. True or false?

1. Television has no future.
2. We can't watch events when they happen.
3. In future we shall have live programmes.
4. TV can be used for education.

<sup>1</sup> the quicker the better – որքան արագ, այնքան լավ

## 2. What words do these pronouns stand for?

1. it (line 1)
2. they (line 4)
3. they (line 6)
4. their (line 8)
5. he (line 13)

## Focus on Words: Films

### 1. Collecting words. Collect as many words as you can.

a. **Types of films:** adventure/horror/musical/documentary film, western, thriller, romantic drama, science fiction, love story, detective, cartoon

b. **Talking films.**

*Describing the film:* the name of the film, the director, the cast, the type of the film, to star in the film, film reviews, set in, shot by, the message of the film, the start, the ending, the story, the plot, the script, the photography, the leading role.

*Impressions of the film:* excellent, dull, boring, exciting, terrific, frightening, realistic, nail biting, sentimental, thrilling.

### 2. Words in use.

#### a. Complete the sentences using the words below.

interested, fascinating, bored, surprised, exciting, interesting, fascinated, surprising, successful

1. I am not ... in horror films.
2. I find nature films ... .
3. I am ... with watching television.
4. I didn't like Batman at all. I was ... that it was so successful.
5. *Star wars* was a pretty ... movie.
6. Julia Roberts is a very ... actress.
7. I am ... by his camera.
8. It is ... they don't make many westerns these days.

#### b. Choose the correct answer from the right-hand column.

##### What do we call

- |  |             |
|--|-------------|
| – a well-known cinema actor/actress?                   | subtitles   |
| – a white surface on which moving pictures are shown?  | film star   |
| – a person responsible for the production of the film? | cinema-goer |
| – a person who is fond of attending the cinema?        | screen      |
| – the written lines in silent or foreign films?        | producer    |

**c. Answer the questions.**

1. Which are your three favourite types of films?
2. What was the name of the last film you saw?
3. How do you choose films to see?
4. Who is your favourite actor/actress? Why?
5. What films are being shot in Armenia now?

**d. Give the review of the film you have recently seen.**

What is the title of the film?	Where is it set?
Who is it directed by?	When does it take place?
Who plays the leading role?	What events take place in the film?
What type of film is it?	What's your opinion of it?
What is it about?	

**Useful language**

I was really impressed by...	What struck me most was...
What I really liked was...	The best part was where...

**e. What can you do instead of watching TV?**

1. Getting out the family photo album and researching your family history.
2. Asking an older family member to tell you a story about his or her childhood.
3. Listening to...
4. Learning to...

**Go on**

**Read the dialogue and act it out.**

*A group of young people talk about Hollywood films.*

**A:** I like horror films. Some of them are thrilling. It's like a bad dream: you wake up and a comfortable feeling comes over you that it is only a dream.

**B:** I like serious films, real art, with a beautiful camera, like Tarantino's or Spielberg's films.

**C:** I like American films like *Star Wars*, something about extraterrestrials, spookies.

**B:** As for me, I don't like Hollywood films, I think many of them are too simple. They have uninteresting plot. There is too much violence and blood. To be honest, I prefer a good romantic drama.

**A:** A good thrilling police-and-thief Hollywood film is much better than endless boring serials.

**B:** I never watch horror films, because I think they have bad effect on people. But I'm afraid that violent programmes are very popular.

**Your turn**

What's your opinion about Hollywood films today?

What is your opinion about horror films and thrillers on TV?

**For**

Hollywood films are very impressive.  
 They are realistic.  
 The camera is often brilliant.  
 They are amusing.  
 There are a lot of popular actors.  
 They are thrilling.  
 Among them are some excellent films.

**Against**

They often have little to say.  
 Too much is spent on the setting and costumes.  
 Only the surface details are correct.  
 They are often banal and childish.  
 The plot is often uninteresting.  
 There is too much violence.

## Focus on Grammar

### REVISION:

#### MIXED TENSES

##### 1. A TV report. Fill in the verbs in their correct form.

Yesterday there was a bank raid in Santa Barbara, California. Robert Johnson, a reporter for the local TV station is giving this report.

Yesterday morning four men with guns ... (come) into the National Bank here in Main Street and ... (tell) the manager to give them all the money in the bank. But before the gang ... (can) get away, the police (arrived). Now, what's the situation like today? The gang ... (shut) themselves in the bank, and they ... (say) they'll kill everybody in the bank if the police try to get in.

The police ... (close) the streets around the bank, all traffic and all movement in the city centre ... (stop). Large numbers of police ... (bring) into the area by the local police chief.

The gang ... (give) food at 9 o'clock this morning. The police hope they'll give some of it to the other people in the bank. They ... (give) three meals altogether now. Very little else ... (happen) today.

#### PASSIVE VOICE

##### 2. Look at these pairs of active and passive sentences. In each pair, which do you think is the better sentence? Explain why.

1. a. We only use 11 per cent of the Earth's land for farming. But each year we use less land because rain washes the soil away.  
 b. Only 11 per cent of the Earth's land is used for farming. But each year less land is used because the soil is washed away by the rain or blown away by the wind.
2. a. The Japanese like fish and eat 3,400 million kilograms of it.  
 b. Fish is liked by the Japanese and 3,400 million kilograms of it is eaten by them each year.
3. a. At first, the Europeans didn't smoke tobacco but used it as a flower.  
 b. At first tobacco wasn't smoked by the Europeans but used as a flower.

**3. Here are some headlines from the local newspapers. Write the headlines as full sentences with the verbs in the passive.**

*Example: 20 Killed Every Day on Britain's Roads*

*Twenty people are killed on the roads in Britain every day.*

1. Shop Windows Broken after Last Saturday's Football Match
2. New Swimming-pool Built by Next Spring
3. Clerk Shot in Break Raid Yesterday – 2 Arrested Last Night
4. Town Hall Painted Next Year
5. Expensive Goods Stolen from Department Store
6. Baby Found in Bus Station Last Night

• **Passive is also used to introduce general opinion.**

*Example: It is said/reported/believed/supposed that the police are looking for the thief.*

*Ասում Հայտնում/Կարծում/Ենթադրում են, որ ոստիկանները փնտրում են գողին:*

**4. Rewrite these sentences in the passive to introduce general opinion.**

1. China makes three times as many bicycles as the USA and Japan.
2. The Romans first mined coal in the first century AD.
3. The Dutch grow about 3,000 million flowers a year.
4. An average American uses twice as much fuel as an average European.

**5. Translate the sentences into English.**

1. Հայտնում են, որ պատահարում զոհվել է երկու մարդ:
2. Կարծում են, որ գործադուլը շուտով կվերջանա:
3. Ենթադրվում է, որ ֆիլմը շատ լավն է:
4. Սպասում էին, որ նավը կժամանի ճիշտ ժամանակին:
5. Ռադիոյով հայտնել են, որ եղանակը շուտով կփոխվի դեպի լավը:

**6. Rewrite the text using the passive forms to express opinion where possible.**

**Upside-down in the Chimney**

A man who tried to break into the house on Friday got stuck in a chimney for fifty hours. The owner of the house returned after a weekend break and heard a strange noise in her chimney. She called the police who found a neighbour stuck upside down in the chimney. He had climbed onto the roof and was trying to enter the house through the chimney when he got stuck. The man claimed he had returned home drunk, lost his key and thought that was his house. After the police got him out of the chimney, they arrested him.

**SYNTAX**

**7. What to wear on TV? Connect two sentences into one using *that's why, so, because, as*.**

**Example:** *Bright, warm colours like yellow and red are more cheerful early in the morning. I don't usually wear dark colours like black or dark blue.*

- a. Bright, warm colours like yellow and red are more cheerful early in the morning *that's why/so* I don't usually wear black or dark blue.
  - b. I don't usually wear black or dark blue *because* bright, warm colours like yellow and red are more cheerful in the morning.
  - c. *As* bright, warm colours like yellow and red are more cheerful early in the morning, I don't usually wear black or dark blue.
1. There are also some technical problems with colours, which are not seen well on TV. I can't wear white colours.
  2. I have a lot of jackets in different colours. I try to wear a different colour every day.
  3. People can only see my top half. I quite often read the news in a smart jacket and... jeans!
  4. I don't like most jewellery. I don't wear a lot of it on TV.

### 8. Rewrite the paragraph, putting the relative clauses in their places.

The film *Amadeus*, (1), won nine Academy Awards in 1984. It was beautifully filmed in Prague, (2), and focused on the relations between Mozart and an intelligent but less talented composer, Antonio Salieri, (3). Tom Hulce stars as Mozart, (4). Some critics think that the part of Salieri, (5), is the key to the movie. Salieri suffers because he recognises Mozart's greatness (6). The tragedy is that Salieri helps to destroy Mozart and himself because of his great jealousy (խաւնդ).

- a. who is played by F. Murray Abraham
- b. which he can admire but cannot imitate
- c. where the buildings and streets haven't changed much for centuries
- d. which was based on Peter Shaffer's hit play
- e. whose talent as a composer drives Salieri into depression
- f. for which Abraham won an Academy Award

## Armenia in films

What film is this shot from?



### Your turn

1. What Armenian films have you seen?
2. What Armenian film do you like best? What is it about?
3. Who is *Sayat Nova* directed by?
4. Who wrote the "love" songs in the film *The First Love Song*?
5. Where was *The Tango of our Childhood* shot?

(See the answer on p.166)

# UNIT 11 *Relating to your Future*

## Before you read

1. Why is the ozone layer damaged?
2. What is meant by contamination?
3. Why are some species endangered?
4. Do you know what cities are called ghost cities?
5. What is deforestation?

People all over the world are talking and worrying about the environment. To improve his life man has often changed the surrounding world. But his activities become more and more destructive. The earth and the air, rivers and seas are damaged by man's activities.

High above the earth there is a thin ozone layer which protects the earth from the sun's ultra-violet rays. Today this layer is damaged by chemicals used by us. The thinning of the layer is very dangerous for animals, plants and human beings.

**Read the text and do the exercise.**

## **The Gulf of Mexico: The underwater contamination**

*Climate deal should be one of the biggest global decisions in human history but current global political climate is anything but suitable for big global decisions. This is because each country looks at its very own political and economic interests, and this is not the surroundings needed for global agreement. World still hasn't acknowledged how serious climate change issue is. Do world leaders really need some disaster of major proportions to start believing?*

Oil spill has formed huge ocean dead zones in Gulf of Mexico, and this is likely to cause great damage to entire ocean food chain. Scientists fear the worst, in fact they believe that almost no marine life will escape the devastating effect of these enormous dead zones. The underwater contamination will have deadly effect as clouds of crude<sup>1</sup> oil and chemical dispersants seem to be growing in size. The largest ocean dead zone is around 22 miles long, six miles wide and 3,300 feet deep. Scientists estimate that some 8300 different species of plants and animals are at risk, and some species could even go extinct, like this is the case with bluefin tuna. Since the



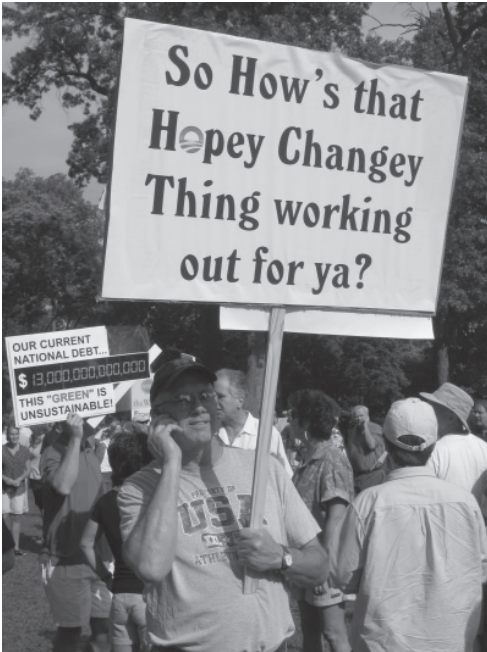
<sup>1</sup> crude [kru:d] – հուճ, անմշակ



effects of this awful oil spill will last for years. It will take a long time before the scientists will know the true toll.

This oil spill is far more serious than previous spills because with previous oil spills oil rose to the surface and was dealt with there. Many marine scientists have also issued the warnings that because this is the time when all the animals are reproducing and hatching, so final damage will likely to be much bigger than first expected.

## Going green?



Many people have already accepted the fact that climate change is the biggest environmental threat of all time but still world leaders fail to agree upon the new climate deal that would oblige countries to reduce carbon emissions<sup>1</sup>. The worst possible future climate change scenario includes frequent droughts, floods, extreme weather events, major sea level rise, and hunger across the globe. If we want to avoid such catastrophic scenario world needs to significantly reduce CO<sub>2</sub> emissions on global level. The best thing to do so would be to burn less fossil<sup>2</sup> fuels, since fossil fuels like coal and oil contribute most to the excessive levels of harmful CO<sub>2</sub> emissions.

Many will say that the solution to reduce the dependence on fossil fuels is renewable energy but renewable energy

sources like wind and solar energy have only started developing, and they will need at least a couple of decades before being able to compete with fossil fuels.

We must not also forget the fact that fossil fuel lobbies are extremely powerful, and they are anything but reluctant to use their political influence to get major political decisions going their way.

Going green for politics is still more connected with the colour of the money than helping our environment, and for many world's leaders ecology still has a very low value. When it comes to doing something for ecology and environment what have we seen in the last twenty years or so? Lots of talk, lots of promises, and very little if any real efforts to actually protect our environment from climate change.

### 1. Answer the questions.

1. Why is the Mexico Gulf oil spill more serious than others?
2. Do you think the climate is really changing?
3. What kind of movement is *Green Peace* ?

1 carbon emission ['kɑ:bən 'ɪmɪʃn] – ածխածնի արտանետում

2 fossil ['fɒsl] n – բրածո

**2. Test your pollution senses. Find examples of pollution for each of the five senses.**

Sight	Hearing	Touch	Smell	Taste
...	...	...	...	...

**3. Find out the answer in the text and finish the sentences.**

The	water air forests ozone layer earth	are is	damaged polluted	by	man's health ... ...
-----	---	-----------	---------------------	----	----------------------------

**Did you know?**

Eight million tons of oil are thrown into the oceans every year.

Madagascar is home to at least 150,000 living species found nowhere else in the world.

Every year Americans use enough paper to build a 12-foot high wall from Los Angeles to New York.

**Work on Words**

**communication** [kə,mju:ni'keɪn] **n** *The main means of communication are roads and railways, telephone and telegraph, radio and TV. All communication with the north has been stopped by snowstorm.*  
**communicate** [kə'mju:nikeit] **v**: *I am so busy now that I have to communicate with my friends only by phone.*

**destroy** [di'strɔɪ] **v** *Many houses were destroyed during the war. Gumri was destroyed by an earthquake. The forest was destroyed by fire. Don't destroy the box, it may be useful.* **destruction** **n**

**environment** [in'vaiəənmənt] **n** *Many animals are in danger because they lose their natural environment. If we want to live long, we should have healthy environment.*

**improve** [im'pru:v] **v** *He was badly ill, now his health is improving. My English is not good enough, I want to improve it. You should improve your spelling, you make many mistakes.*

**protect** [prə'tekt] **v** *Young trees must be protected from strong winds. The soldiers protected the people from the enemies on their way home. The warm coat protected him against cold and wind.*

**pollute** [pə'lu:t] **v** *The air is polluted by gases. Don't drink the water, it is polluted. This river is polluted with wastes from factories.*  
**pollution** [pə'lu:ʃən] **n**: *The pollution of the environment is the greatest problem of our time. Big factories and plants are responsible for air pollution.*

**although** [ɔ:l'dəu] **conj** *Although it was cold, he didn't want to put on his coat.*

**1. Choose nouns that go with the following verbs.**

- to destroy
- to pollute
- to improve
- to protect
- to waste
- to communicate with
- the building
- the oceans
- electricity
- energy
- the air
- the jungles
- other planets

- one's friend
- the environment
- one's health
- money
- the bridge
- time

**2. Translate the text into English.**



**Սևան**

Տիկնայք և պարոնայք:

Մեր կարևորագույն հիմնախնդիրներից մեկն է Սևանի պահպանումը: Չնայած ձեռնարկվել են որոշ միջոցառումներ Սևանը փրկելու համար, բնական միջավայրի աղտոտումը շարունակվում է:

Ամեն ինչ պետք է անել վիճակը բարելավելու համար: Բոլորս պետք է հիշենք, որ էլեկտրականությունը վատնելով՝ մենք ոչնչացնում ենք Սևանը: Իհարկե, մեր մոլորակի վրա շատ գեղեցիկ լճեր կան, բայց

մեր մայր մոլորակը կխեղճանա, եթե մենք չորացնենք Սևանը և անապատ դարձնենք նրա շրջակայքը:

**Focus on Words. Environment**

**1. Collecting words. Collect as many words as you can.**

a. What ecological problems can you name?

- overcrowding of cities
- radiation
- destruction of rain forests
- greenhouse effect
- overfishing
- ...

b. What brings about pollution?

- gases
- litter
- transport
- sprays
- oil
- ...

## Project work

**a. Energy resources are the greatest problem of the twenty-first century because petrol and gas (fossil fuel) will not last long. New kinds of energy will be used in the future. The scientists predict the use**

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

**What can you tell about them?**

**b. 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 (worst/most practical/least practical) for your country?

**c. Read the headlines from newspapers and say which of them are about ecological problems.**

Child star nominated as best actor in this year's Oscar awards.

**Police using cameras to stop high speed drivers.**

**Southern Africa desperately needs rain.**

**Animal Rights group free Zoo animals.**

## Focus on Grammar

1. Make up questions on the italicized words or members of the sentence.

### **Don't Shoot White Swans!**

*Six years ago* Armenian ornithologists (օրնիթոլոգներ) began working at a *project* “The Birds of Armenia”. Specialists in ornithology from Russia, the US and Great Britain together with Armenian scientists thoroughly studied *types of landscapes* (from 400 metres up to 3,000 metres above the sea level). After exploring the whole territory of Armenia they recorded more than 351 species of birds the majority of which are rare and endangered species. *Thirty seven species* were found in Armenia for the first time. There are about *8,000 species of birds* all over the world.

The appearance of some birds on the territory of Armenia and the disappearance of others is the result of the changes in the ecological conditions both in Armenia and outside its territory. Many of them like Caucasian blackbird (կեռնեխ) and black griffin (աւնգղ) are included in the “Red Book of Armenia.” Some of them are mentioned in the “International Red Book.”

If you don’t want to live in the world of black crows, if you want to see a flock of cranes flying in the sky, you ought to stop the hand with the gun.

## Passive Progressive

**Present Progressive Passive:** am/is/are being V<sub>III</sub>

*Example:* The walls of the room are being painted.

Սենյակի պատերն այժմ ներկում են:

**Past Progressive Passive:** was/were being V<sub>III</sub>

*Example:* A new hospital was being built in my native town when I came there.

Մի նոր հիվանդանոց էր կառուցվում իմ հայրենի քաղաքում, երբ ես եկա այնտեղ:

**Future Progressive has no progressive forms.**

### 2. Translate into Armenian.

1. The last student is being examined there.
2. A new bridge is being constructed across the river now.
3. This question is being discussed at the moment.
4. His new play was being read in the next room.
5. I hate being laughed at.

### 3. Choose the right form.

1. George *isn't being seen/hasn't been seen* anywhere this week.
2. Wait a little. Dinner *is being cooked/is cooked*.
3. A new swimming-pool *was being built/was built* in 1996.
4. The room *is being cleaned/is cleaned* now.
5. The roads *are being repaired/are repaired* to make the traffic safe.
6. The article *is being translated/is translated* now.

### 4. Write the sentences in the passive voice.

1. They often invited me to their parties.
2. People speak English all over the world.
3. They were still watching the TV programme.
4. I will never forget his words.
5. You can do this work easily.
6. No one has seen him anywhere this week.
7. The doctor is examining little John.

## Text Comprehension

5. Put the text in correct order, using linking and contrasting words.

### Dreaming Dreams

#### What are you dreaming about?

1. Some people think they can see the future through dreams.
2. Dreams show that you have a rich imagination.
3. We dream during light sleep.
4. Not all the people remember their dreams.
5. A frightening dream is called a nightmare.
6. Men don't dream as much as women.
7. Eating cheese late at night makes you dream.
8. Sometimes people invent things in their dreams.
9. Some dreams don't come true.
10. An Austrian scientist, Sigmund Freud was interested in dreams.
11. He wrote many books about dreams.

#### 6. Read the text and insert the sentences.

There are five billion people on the planet. They live on the snow and ice of the Poles<sup>1</sup>, in the jungles and deserts. They have climbed the highest mountains and walked on the sea bed. (1) We can talk. Many of us love to talk and even more than that, we can write what we say and think in writing thus communicating through time. The man has a sense of past and future, not just present.

(2) Of all animals man is the most powerful. In many ways animals can do things better than man. Dogs can smell and hear better, cats can see in the dark, birds can fly thousands of miles away and find their way back. But we are different. No other animal plays football, tells jokes, builds cathedrals, writes music.

(3) We are the only species that can choose either to look after the world or destroy it.

- a. The man visited space and even walked on the moon.
- b. There is one thing above all that makes people and animals different.
- c. We are the only species that can change the world.

---

<sup>1</sup> the Poles [poulz] – բևեռներ

## Before you read

1. What is generation M?
2. What does the word refer to?
3. What other generations do you know?
4. What time period do they belong to?
5. What does multitasking mean?

Read the text and do the exercises.

## Inside the New Generation M

The media has adopted the term “Generation M” to describe Western children and teenagers of the 21<sup>st</sup> century. Generation M is also called “Millennials”, or Generation Next or Net Generation.

A European teenage girl belonging to the Net Generation wears skinny jeans and thin-strapped vest top, both popular fashions. Music icons include Eminem and Britney Spears, along with other best-selling musicians and singers. As for books, the British *Harry Potter* series is widely regarded as the most read coming of age book, with record breaking sales across the world.



### *Communication and interaction.*

According to the Kaiser Family Foundation study, children of Generation M live in a “media saturated” environment, often consuming two or more types of media at the same. M spends an excessive amount of time devouring media, such as television, movies, music, video games and the Internet. For instance, a child might watch television at the same time as reading a novel. People born into Generation M spend, on average, six to six and a half hours per day enjoying media.

With the introduction of the Internet in 1993, a generation grew that revolves around the Web. Cell phones and iPods becomes highly associated with the generation. Internet social media websites, such as You tube, Facebook, My Space, Blogger, and Twitter, become the most used form of social communication.

Members of Generation Y are sometimes called the MTV Generation like members of the previous generation. This term can also be a catch-all term for the youth of the late 20<sup>th</sup> century. In 2001 when the prime minister of Singapore referred to the nation’s youth as “Generation M” he mentioned that it stood not only for millennium, but also for the



materialism and historical amnesia of the generation meaning that the net generation does not care for its history.

*Peter Pan Generation.* This is the way the generation is also sometimes referred to because of a trend toward living with their parents for longer than recent generations. The primary cause of this increased trend can be defined in economic terms. The current financial crisis makes any rent difficult for a generation riddled with<sup>1</sup> high unemployment levels.

Yet, a Millennial, regardless of being more exposed to Media and a wide range of subcultures, is more shy at direct interactions and generated the Goth and Emo personalities unique to their generation. It is thought that the generation is somewhat peer-oriented due to easier facilitation of communication through technology.

*The New Silent Generation.* Even the education system is lagging behind<sup>2</sup> to adapt to the changes of the Internet. “Socializing” to many members of this generation does not mean going to a diner or even leaving your home but playing video games with peers. At the same time no longer limited to the home computer, the Internet is now increasingly carried in their pockets.

The Millennial Generation, like other generations, has been shaped by the events, leaders, developments and trends of its time. As a result of innovations in technology the Millennials had access to more music on demand than any previous generation, and have forced the recording industry to adapt to new business models. So the impact of their idols on them was immediate and direct.

It has been suggested that the next generation, born from 2010, will be called “Generation Alpha”.

*Changing of the values.* Another difference between generations is that in prior generations you got married and started a career and did that immediately. What young people today are seeing is that approach has led to divorces, to people unhappy with their careers. The majority want to get married – they just want to do it right the first time, the same thing with their careers.



## Multitasking

Being able to multitask is considered to be a welcome skill by most young people. But according to a recent report young people between the ages of eight and eighteen of the so-called generation M are wasting a considerable amount of their time in fruitless efforts as they multitask.

In fact they are spending as much as 50 per cent longer than if they performed the same tasks in sequence. Some young people are juggling an even larger number of electronic devices as they study, while surfing the Internet, sending messages, answering

---

<sup>1</sup> riddled with – խճճված

<sup>2</sup> lag behind – հետ մնալ, ուշանալ

the phone, and listening to music simultaneously on their iPods or on another computer. As some new device comes along it too is added to the list rather than replacing one of the existing devices.

Other studies have shown that this is affecting the way families operate, with young people too self absorbed to talk to other family members or to eat at the family table. The electronics is also evidently having a negative impact on young people's studies and work.

When asked about the influence of modern gadgets on their work the overwhelming majority of young people give a positive answer while the reaction of the academic world was not quite positive. They think that multitasking affects later development of study skills. It results on the quality of writing, for example as the children cannot concentrate on their task. They need help with study skills. Similarly, employers complain that many young people entering the workforce need to be taught all over again, as they have become deskilled. While this may be true, at the same time, more and more is expected of young people nowadays, in fact, too much.

Some say that young generation should be praised rather than criticized as it comes to the way today's youth copes with all the stuff the older generation throws at them.



## Comprehension

### 1. Answer the questions.

1. How do young people all over the world view their lives and future?
2. Do sports celebrity influence the behavioral Generation M?
3. Do you think you belong to the generation M?
4. What general features do you see between yourself and them?
5. What advantages/disadvantages do you see?

### 2. Paraphrase the sentences using the text.

1. Generation Y use computers and other digital devices extensively.
2. Modern recording industry tries to satisfy the young people's need for music.
3. The young people may be net-connected at any time outside their houses.
4. Members of the Generation M are expert multitaskers.
5. Younger generation is more careful in questions of their marriage and career.
6. How often do you use modern gadgets?
7. Do you multitask?
  - a. often
  - b. regularly
  - c. sometimes.
8. Does it influence your study skills?
9. Do you agree with the text that too much is expected from younger generation?

## Read the text and answer the questions.

David Salinger

### Context

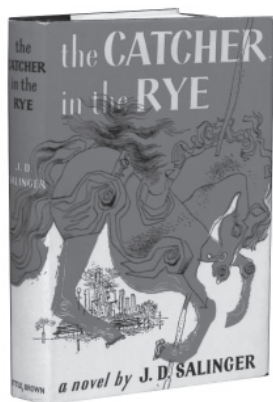
After Hemingway had read Salinger's stories he said that the young man had a "helluva talent"<sup>1</sup>. However, Salinger won the fame with his short novel "The Catcher in the Rye". In this novel Salinger used a very original form of narration: the story is told by a teenager in a funny schoolboy slang. The tone is intimate, friendly and full of kind humour. Behind this artless humor you can see a delicate boy who tries to hide his tragic attitude to life. Holden surprisingly resembles the author of the book, whom his father, a successful importer of ham and cheese sent first to Poland to learn the ham business. But a usual career was not for Salinger. Even the college programme was more than he could bear. Literature was the only subject he liked.

### Background

Just like his hero Salinger always wanted to do unconventional things.

The extract from the novel describes the talk between Holden and his sister Phoebe whom he loves. The conversation Holden has with her carries out the main idea of Salinger.

## The Catcher in the Rye<sup>2</sup>



She turned her crazy face on me. "You write any new stories?" I asked her.

"Daddy'll kill you".

"No, he won't. The worst thing he'll do, he'll send me to a goddamn military school. But I'll not be here. I'll be away, on a ranch."

"Don't make me laugh. You can't even ride a horse."

"Who can't? Sure I can. They can teach you in about two minutes."

"I suppose you failed in every subject again?" she said.

"No, I didn't. I passed in English," I said.

"Oh, God, why did you get out of school?" she asked all of a sudden. "You don't like any schools. You don't like a million things. You don't."

"I do, you are wrong. I do!" Boy, she was depressing me.

"Name one thing," she said. "You can't think of one thing you really like."

"Yes, I can. I like Allie," I said. "And I like doing what I'm doing now. Sitting here with you, and talking, and thinking..."

"Allie's dead. If somebody's dead, and in Heaven, then it isn't really..."

"I know he's dead! Don't you think I know that? I can still like him, can't I? Just

1 helluva talent – hell of a talent

2 rye [rai] – տարեկան, աշրու

because somebody is dead, you don't stop liking them, for God's sake – especially if they're about a thousand times nicer than the people you know that are alive?

“All right, name something else. Name something you'd like to be. Like a scientist. Or a lawyer or something.”

“I couldn't be a scientist. I'm no good in science.”

“Well, a lawyer – like Daddy and all.”

“Lawyers are all right – but it doesn't appeal to me,” I said.

“Daddy's going to kill you,” she said.

I wasn't listening, though. I was thinking about something else – something crazy. “You know what I'd like to be?” I said.

“What?”

“You know that song” If a body catch a body coming through the rye“? I'd like...”

“It's *If a body meets a body coming through the rye*. It's a poem by Robert Burns,” Phoebe said. She was right.

“Anyway, I imagine all little kids playing some game in a big field of rye. Thousands of little kids, and anybody is around – nobody big, I mean – except me. And I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they are running and they don't look where they're going. That is all I do all day. I'm a catcher in the rye. I know it's crazy, but that's the only thing I'd really like to be. I know it's crazy.”

Old Phoebe didn't say anything for a long time. Then, when she said something, she said, “Daddy's going to kill you.” “I don't give a damn if he does,” I said. I got up from the bed, because I wanted to phone to my English teacher.

“I'll be right back. Don't go to sleep,” I told to Phoebe. She was sitting in the bed and looking at me. She was very sad and so pretty.

### **Answer the questions.**

1. What style is the text written in?
2. What career do the parents want for Holden?
3. What does the boy want to become?
4. How will you characterize Holden from the passage?
5. Did you like the passage? Why? Why not?

## **Presentation**

### **Music from America**

#### **Before you read**

1. What kind of music do you prefer to listen to?
2. Are you fond of jazz?
3. What do you know about the history of jazz?
4. Are you all-absorbing if it is good music in its category ?

Read the text and answer the questions.

## And in Peaceful Dreams I See

All over the world people listen to American music. It began with the songs of black American slaves. Black slaves in the South sang work songs and religious songs with a shape of a call and response, something like conversing through music-one person sings, and another answers. The religious songs were called spirituals. Many of them became famous throughout the world.

When the slaves got their freedom after the Civil war, they began to tell their stories in blues, particularly in the area around the Mississippi River. The blues had the same shape: the singer sang and the guitar answered. The songs told a sad story of hard work, dangers and endurance. At the beginning of the twentieth century black people moved from the South to the North to find work. They took their music with them to cities like Chicago and Detroit. Records of the blues were very popular in the 1920s and 1930s when singers like Bessie Smith became famous.

In the 1960s Elvis Presley, who came from Mississippi was the first white singer to sing music that came from the blues.

In the 1960s "soul" was born from the old style blues. People all over the world listened.



## Jazz Fantasia

Drum on your drums,  
Batter on your  
banjos,  
sob on the long cool  
Winding saxophones.  
Go to it, O jazzmen.

*Carl Sandburg*



Jazz was born in the city of New Orleans, on the Mississippi River in the far south of the USA. It too probably began with the songs and dancing of black slaves in the 1830s.

In the 1920s Black musicians like Louis Armstrong became famous. Gradually jazz became popular across the world.

### *The Rhapsody in Blue*

George Gershwin, who made music for films and theatre, thought that jazz was an essential part of American life and he used it in his music like the Rhapsody in Blue.

### *Country music*

Country and western has its home in Nashville, Tennessee.



It started from the music of the Scottish, Irish, and English people who came to live in the Appalachian Mountains.



Country music began to be really popular in the 1920s when Jimmie Rodgers and the Carter family made the first country records.

### *Rap*

In the 1990s a new kind of music called “rap” became popular in New York. It came from black and Puerto Rican people and told of the dangerous life on the streets, where there was fighting and killing. Rappers do not sing, they talk very fast over music. Some famous rappers are Eminem, Snoop Dogg and Missy Elliott.

1. Which is your favourite English/American pop-group?
2. Do you have a good ear for music?
3. Do you like to sing? (alone? in a group? in a choir?)
4. Which is your favourite English song?
5. What music festivals do you like?

## **Discussion point**

### **Before you read**

1. Do you like duduk?
2. Are you fond of Armenian classical/folk/ jazz music?
3. How often do you listen to Komitas? Khachaturian? Terterian?

The Armenian duduk – a Masterpiece of the Intangible Heritage of Humanity. UNESCO’s 2005 proclamation.

Nothing Sounds Armenian Like a Duduk: ALMA Lecture

The Duduk: From Village Feasts to Hollywood Movies

Duduk: The Instrument That Makes Hollywood Cry

The duduk is a double reed instrument which has ancient origins, said to be from 1500 to 3000 years old. Armenian duduks are mainly made from aged apricot wood, although other regional varieties use other materials (mulberry, etc.). In Armenia the instrument is called “apricot pipe”. The particular tuning depends heavily on the region which it is played. The instrument’s body also has different lengths depending upon the range of the instrument and region. The reed (դրժգլ) is made from one or two pieces of cane. Unlike other double-reed instruments, the reed is quite wide, helping to give the duduk its unique, mournful sound.

## **A duduk mouthpiece**

According to a musical critic Dr Jonathan McCollum:

*“The duduk is actually the only truly Armenian instrument that’s survived through history, and as such is a symbol of Armenian national identity. The most important quality of the duduk is its ability to express the language mood of the Armenian language, which is often the most challenging quality to a duduk player.”*



The sound of the duduk, if not the instrument itself, has become known to a large audience through its use in popular film soundtracks. Starting with Peter Gabriel's score for Martin Scorsese's *The Last Temptation of Christ*, the Duduk's archaic and mournful sound has been employed in a variety of genres to depict such moods. Djivan Gasparian played the duduk in *Gladiator*, *Syriana*, and *Blood Diamond*, among others. The Duduk has also been used in *The Crow*, *The Passion of Christ* and even in science fiction, like *Battlestar Galactica* and *Children of Dune* TV series. The 2010 Eurovision Song Contest entry from Armenia "Apricot Stone", which finished 7<sup>th</sup> in the final, featured the duduk played by Djivan Gasparyan.

1. There is a lot of talk about harm done by subculture music in Armenia? What do you think about it?
2. What composers of Armenian origin do you know?
3. What song about Yerevan do you like ?
4. Which is your favourite Armenian song?

## Focus on word-building

**1. a) Make up as many words as possible out of the given ones using suffixes or prefixes, e.g. science – scientist – scientific.**

expect	value	divide	danger
depend	pollute	respect	science
protect	create	human	use

**b) Make up 10 sentences with some of the words.**

## Focus on Grammar

### MIXED TENSES

**1. Choose the right form.**

1. If we ... so far away we would visit you more often.  
a. don't live            b. didn't live      c. wouldn't live            d. hadn't lived
2. How long ... in hospital?  
a. would your mother be      b. is your mother  
c. has your mother been      d. were your mother
3. Yesterday I went to the station to meet Paul who ... from Moscow.  
a. came            b. was coming            c. had come      d. has come
4. Tomorrow by 5 o'clock we ... the TV set.  
a. will fix      b. will have fixed      c. will be fixing      d. would be fixing
5. By the time you came back we ... the Christmas tree.  
a. will decorate            b. will be decorating  
c. will have decorated      d. had decorated



6. You are out of breath. ... ?
  - a. Are you running
  - b. Have you been running
  - c. Had you run
  - d. were you runing
7. When ... that book?
  - a. has he borrowed
  - b. did he borrow
  - c. will he have borrowed
  - d. he borrowed
8. Where else ... ?
  - a. can this film be seen
  - b. this film can be seen
  - c. can be his film seen
  - d. this film could be seen
9. There is somebody walking behind us. I think we ... .
  - a. are being followed
  - b. are following
  - c. were followed
  - d. are followed
10. I don't want ... .
  - a. the trees cut down
  - b. the trees to be cut down
  - c. that the trees cut down
  - d. can't down the trees

## 2. Put the verbs in the brackets in their correct form.

1. How hard they (work) all this time I'm sure the film (award) the first prize.
2. Everybody (know) that he statue of Liberty (present) to the US in the 19<sup>th</sup> century by the French.
3. When I (get) to the office, I (realize) that I (lose) the key.
4. It (report) that two prisoners (escape) this week.
5. When the actor (appear) on the stage the audience (greet) him warmly.

## INFINITIVE or -ING

### 3. Fill the gaps with one of the verbs which follow the passage in either the gerund or infinitive form.

Jane's a nurse, but she's trying (1) a new job. Although she enjoys (2) people, nursing is not very well-paid, and she cannot afford (3) all her bills. She finds it impossible to live on such a low salary. Her flat needs (4), and she would like (5) a car. She managed (6) enough last year for a short holiday by (7) some money in her spare time, and this year she hopes to visit her friends in France. She has stopped (9) to the theatre, which used to be one of her greatest pleasures. She's thinking of (10) for America, where she could earn a higher salary in a private hospital, but would prefer (11) in this country if possible rather than to leave. She likes (12) her parents whenever she wants to. A friend of hers went to America after (13) university, but began (14) her friends so badly that she had to come back.

save	visit	see
look after	find	do up
pay	buy	earn
leave	be able to	stay
graduate from		miss

## SYNTAX

### 4. Finish the sentences.

1. By the year of 2020 the computers...
2. Scientists say...
3. Though he applied for the job...
4. Although he had a responsible job...
5. As she was a talented actress...
6. He was sure that...
7. I didn't know why...
8. Bill asked his friend...
9. She wanted to know when...
10. Have you any idea if...
11. Do you know what...
12. He wondered why...
13. He realized that...

## Presentation: The Changing Face of the World

### Before you read

1. Are you interested in the latest advances?
2. Do you think they are useful?

### Read the text and do the exercise.

There is nothing more expensive than timely information.

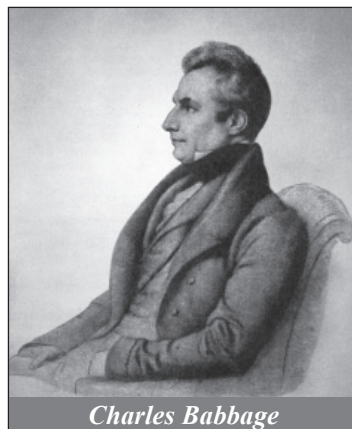
Over the past thirty years latest advances have come on us as a snow-slip in the mountains. Not long ago we were in the "stone age" of communications. Messengers were overdriving horses to bring the message to the place of its destination. Today *Messenger* brings information from space. In the eighteenth century Europe letters were delivered by post-boys and postage coaches.

The XIX century is dead! Long live the XX century. The invention of the telephone and the telegraph completely changed communication. In 1922 the BBC announced London calling. It was one of the most important inventions of the century, but today it all seems so commonplace with modern hi-techs on.

Even computers which seemed an amazing invention, now form part of our daily life.

Scientists say that their predictions are coming true quicker than they expected. Bradbury's fantastic world doesn't seem so unreal today.

*Hundreds of Times Faster.* The idea of a machine to do calculations was developed by Charles Babbage, an Englishman. In 1946 the world's first electronic computer was



Charles Babbage

designed at the University of Pennsylvania, US. Since then, computers have become smaller but much faster. Even the simplest models can work hundreds of times faster than a man. They are able to do a million operations a second.

*How clever are computers?* Computers cannot work without instructions. But they can solve many problems.

1. The computer never forgets. Just imagine if you could remember every fact read or told.
2. It works automatically.
3. Computer cannot make a mistake. Mistakes are made by people who programme them.

Without modern computers it is impossible to

- launch satellites into space;
- use the information sent by them.

## True or False?

1. Computers can work by themselves.
2. Computers work faster than men.
3. Computers can remember all the information they have.
4. Modern life is quite possible without computers.

## Focus on Words: Latest Advances

### 1. Collecting words.

#### a. What latest advances do you know?

electronic-mail (E-mail)  
the Internet  
photocopier  
answerphone  
fax-machine

#### b. What can computers do?

draw	control traffic
design clothes	catch car thieves
make phone calls	plan wars
send mail	store information

### 2. Words in use.

#### a. Name some advantages and disadvantages of hi-techs.

#### Begin like this.

*The advantages of computers are...*

**b. Match the words from column A with the words from column B.**

**A**

1. The telephone
2. The first flight to space
3. The first radio message
4. The first heart transplant
5. The American continent

**B**

- a. was performed by Barnard in 1997.
- b. was invented by Bell in 1876.
- c. was transmitted by Marconi in 1895.
- d. was discovered by Columbus in 1492.
- e. was made by Y. Gagarin in 1961.

## Work on Words

**ambition** [əm'biʃn] **n** *His ambition to become an actor came true. A boy who is full of ambition usually works hard.*

**talent** ['tælənt] **n** *He has a great talent for music. **talented** ['tæləntid] **a**: He is one of the most talented painters of his time.*

**explore** [iks'plɔ:] **n** *Columbus discovered America but he didn't explore the new continent. **explorer** [iks'plɔ:rə] **n**: Nansen, a great explorer of the Arctic Ocean, did much for the Armenian people.*

**invent** [in'vent] **v** *When was the telephone invented? He invented this machine two years ago. **invention** [in'venʃn] **n**: The computer was one of the greatest inventions of the century.*

**discovery** [dis'kʌvəri] **n** *He made wonderful scientific discoveries. He was awarded the Nobel Prize for his discovery in chemistry.*

**predict** [pri'dikt] **v** *Scientists try to predict our future. Earthquakes can't be predicted yet. **prediction** [pri'dikʃən] **n**: His predictions always came true.*

### 1. Translate into English.

Տաղանդ, ձգտում, տեմք, հետազոտել, հայտնաբերել, հայտնագործություն, գյուտ, կանխագուշակել:

### 2. What's the word for? Match the words in column A with their meaning in column B.

**A**

- invent
- discover
- explorer
- ambition
- talent
- communicate
- explore
- predict

**B**

- find out
- contact with
- create something new
- say or guess what is going to take place
- travel about the country to examine it
- person who explores places
- power to do something well
- strong wish

### 3. Fill in the words on the right using them in their correct form.

Scientists today try to predict what sort of jobs we will be doing in the future, what new ... and ... will find their way in our lives, what kind of homes we will be living in and what new ... will be used.

**The environment.** We will be certainly living in a warmer world. Damage done to the ozone layer by chemicals will continue.

**discovery**  
**explore**  
**invention**  
**predict**  
**communication**

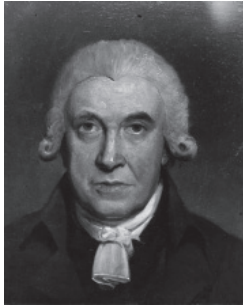
**Technology.** Many families will have personal computers which will be a million times faster and they will work like a human brain. Anyone who hasn't ... the computer will have a problem in finding a good job.

**Science.** Cloning will continue though it is difficult to ... its result.

**Society.** Rising crime and terrorism will be one of the main problems that people in the future will have to deal with.

## Focus on word-building

### 4. James Watt. Fill in the words given on the right in their correct form.



It is said that James Watt (1736–1819), a famous ... , developed his idea for the steam engine by watching a ... kettle in his mother's kitchen and seeing how the steam pushed things out! He first became interested in machines, working as an ordinary mechanic at Glasgow University, which had been founded centuries before in 1451. This interest in the steam engine turned it into one of the most ... and ... machines in the ... Revolution.

science  
boil  
power  
importance  
industry  
invent

Throughout his life, he could not stop inventing all kinds of machines. Some of these ... were still being used earlier this century.

## Work on Words

**instead** [in'sted] **prep** *If Harry is not well enough to go with you take me instead. **instead** [in'sted] **of prep:** Shall we have fish instead of meat today? I will go instead of you. We'll have tea in the garden instead of in the house.*

**suppose** [sə'pouz] **v** *Let us suppose the news is true. I suppose you are ready for the exam. What do you suppose he wanted. Will he come? – Yes, I suppose so.*

**waste** ['weist] **v** *If you do not waste your money, you will be able to come to Italy with us. Close the tap, don't waste the water. **waste n:** It's a waste of time to wait any longer. You always forget to turn off the light before leaving the house. What a waste of energy!*

**be through** ['θru:] **n** *If you are through with your work, you can come with us. Are you through with the book?*

**point** ['pɔɪnt] **v** *It's impolite to point to a person with your finger. The hour hand of the clock pointed to twelve.*

**shake** [ʃeɪk] **v** *Shake the medicine well before using it. He was shaking with cold. (shook, shaken) He shook hands with us.*

### 1. Translate into English.

Հանդարտ, փոխարենը, ենթադրել, թափահարել, հանգիստ, ցնցել, թափ տալ, բարևել (ձեռքը սեղմելով):

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

### A

still  
be through with  
waste  
instead of  
suppose  
point

### B

finish  
in place of  
take it as a fact that  
use more than it is necessary  
without movement, quiet  
show the place

## 3. Finish the sentences.

1. I suppose...
2. Instead of...
3. Don't waste...
4. The evening is still...
5. When you are through with...
6. He pointed...

## LISTENING

Listen to an extract from *The Fun they Had* by Isaac Asimov and answer the questions.

1. What kind of book did Tommy find one day?
2. What kind of books did Margie and Tommy use?
3. Why did Margie hate school?

## Scientists predict

### Before you read

1. Can you guess what life will be like for you and your children at the end of the 21<sup>st</sup> century?
2. What are people going to explore?/invent?/discover?

## There Will be Time

Arthur C. Clark is a well-known American scientist and a science fiction writer. His books include the world famous *2001. A Space Odyssey*. He is famous for his predictions because most of them came true. In 1945 he predicted the use of telecommunication satellites.

Are you good at predicting? Answer the questions giving reasons for your choice.

### 1. What do the 21<sup>st</sup> century people say is the greatest discovery of the 20<sup>th</sup> century?

- |                       |                  |            |
|-----------------------|------------------|------------|
| a. The computer       | c. Television    | e. Robots  |
| b. Splitting the atom | d. The satellite | f. Cloning |

### 2. When will an ordinary person be able to buy a ticket to the Moon?

- |            |            |
|------------|------------|
| a. by 2020 | c. by 2060 |
| b. by 2040 | d. by 3000 |

**3. Will we make contact with living beings from other worlds (extraterrestrials) of the 21<sup>st</sup> century?**

- a. Yes
- b. No

**4. Name the most common energy source in the next century.**

- a. oil
- b. coal
- c. nuclear power
- d. solar power
- e. earth power

**5. Which will be the most polluted city on earth in 2050?**

- a. Tokyo
- b. Los Angeles
- c. Rio
- d. New York
- e. Mexico City
- f. Shanghai

**6. What will a classroom of the 22<sup>st</sup> century be like?**

- a. A group of students in school listening to a human teacher.
- b. A group of students listening to robot or computer teacher.
- d. Each student at home with a computer teacher.

**7. What will be the most difficult problem in the second half of the 21<sup>st</sup> century?**

- a. Hunger in the world
- b. Nuclear weapons
- c. World population
- d. Outer space colonies
- e. Terrorism

## Focus on Function

### 1. Predicting

**a. We often predict what is going to happen in future. When predicting things and events, we say:**

**I think** it's going to rain.

Really?

**I expect/guess** he is going to come.

I've got my doubts.

**I bet** he comes.

Well, let's wait and see.

**I'm sure** he's going to sail.

You can never tell.

**b. People talk:**

**A:** Who do you think will win the next World Cup?

**B:** I think Italy will.

**C:** Really?

**A:** Who will be our next president?

**B:** Well, let's wait and see. You can never tell.



c. **Work in pairs. Just before a meeting of the school drama club started, two of the members noticed that their friend, Jan, hadn't arrived yet.**

*Alan:* Jan ..., I ... He's probably forgotten about the meeting.

*Nick:* ... . He's always late, you know. I ... arrive soon.

*Alan:* Well, ... .

d. **Make predictions about the world of tomorrow. Use examples from life on earth, life in space, life under the sea.**

Houses	Schools	Transport	Communication	Dress
We/I predict that...		will be made of...		
		will wear...		
		will communicate by...		
		will travel in...		
		will be taught by...		
		will no longer have...		

e. **Role-play.**

One of you is an optimist, the other is a pessimist. Predict

a. the result of a football match;

b. weather tomorrow;

c. the ecological situation.

### Your turn

1. What will you be in ten years' time?
2. Will you be in your native town/village?
3. Will you be married?
4. What will you be doing?
5. What is your ambition?
6. What are you dreaming of?

**Use the hints below.**

**This is what I think.**

In ten years' time I'll be ... .

I'll be having ... .

I'll be working ... . I'll be trying ... .

In my free time I'll be ... .

I'll earn ... . I'll be speaking ... .

I'll never be ... . I'll mix up with ... .

**Proverbs:** If wishes were horses, beggars might ride. Doing is better than wishing,

## 2. Expressing wish

**I'd like** is used to express wish.

*Example:* I'd like to have some ice-cream,

Ես կուզեմսոսի սաղսաղակ ուտել:

**a. Express your wish.**

<i>I'm hot...</i>	<i>I'd like to have a swim.</i>
<i>I'm tired...</i>	<i>I'd like...</i>
<i>I'm thirsty...</i>	<i>...</i>
<i>I'm worried...</i>	<i>...</i>
<i>I'm...</i>	<i>...</i>

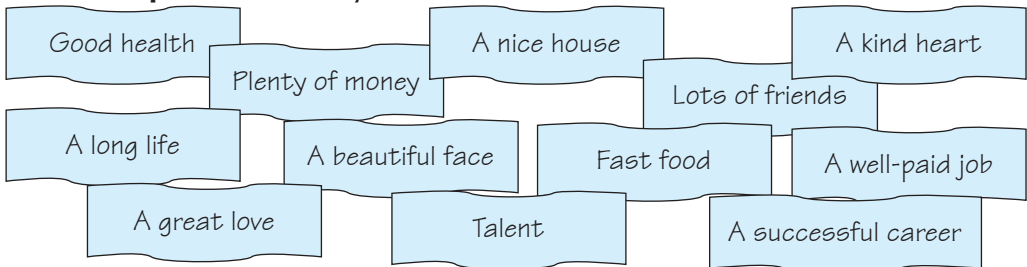
**b. In English, please.**

1. Ո՞ր կուզենայիր ամռանը զնալ:
2. Մենք կցանկանայինք վերադառնալ մյուս երկուշաբթի:
3. Ո՞վ կցանկանար միանալ մեզ:
4. Ես կցանկանայի զնել այս պայուսակը:
5. Նրանք կցանկանային մեկնել որբան կարելի է շուտ:

**Discussion point**

Imagine you are allowed to have anything you want. Choose three wishes you think are the most useful or important and three wishes which are the least important for you.

**Give explanations for your choice.**



**Focus on Grammar**

**REVISION:**

**PREPOSITIONS**

dream of/about, remind of/about, complain of/about, warn of/about, think of/about

**1. Put the verbs into groups, according to what prepositions they are followed by.**

**for      of      in      to      about      at      on      with**

remind, think, warn, worried, congratulate, send, arrive, travel, laugh, run, listen, succeed, dream.

**2. Write 3 verbs which are followed by the prepositions given below. Make up sentences.**

- 1) at      2) on      3) to      4) for      5) with

## ADJECTIVE ORDER

When there is more than one adjective before a noun, the order of the adjectives is usually:

<b>opinion</b>	lovely	excellent
<b>size</b>	big	big
<b>age</b>	old	old
<b>shape</b>	long	long
<b>colour</b>	brown	red
<b>origin</b>	Spanish	Armenian
<b>material</b>	wooden	woollen
<b>purpose</b>	walking	wall
<b>noun</b>	stick	carpet

**You usually don't use more than three adjectives.**

### 3. Put these adjectives in correct order.

1. a 30-year-old / beautiful / opera / tall / singer
2. an / English / young / interesting / teacher
3. a nice / holiday / English / square / little / white / new / cottage
4. he / leather / nice / a / brown / suitcase
5. it / nice / was / a / fairy like / little / garden
6. it / was / a / new / dark brown / modern / unusual / stick

### 4. The age of computers has just begun. Choose the correct form of the verb.

1. Computers of every kind *is/are* useful for communication.
2. Information from computers *makes/make* life easier.
3. Computers in a car can *tells/tell* whether anything is wrong.
4. A car with computers' eye *has/have* the ability to talk.
5. Rides in an amusement park may *operate/be operated* with the help of computers.
6. Many things in you kitchen may be *runs/run* by computers.
7. An airplane with several computers *is/are* easier to fly.

### 5. Finish the sentences to make them disjunctive questions.

1. Computers work automatically, don't they?
2. The computer cannot make a mistake, ...?
3. The computer was developed by Babbage, ...?
4. Computers have become smaller, ...?
5. The computer never forgets, ...?

## CONJUNCTIONS

### **either ... or, both ... and, neither ... nor, not only ... but also**

We use *either ... or* to talk about a choice between two possibilities.

**Example:** You can have *either* biscuits *or* cake.

We use *both ... and* to join two ideas,

**Example:** He is *both* a director *and* an actor.

We use *neither ... nor* to join two negative ideas.

**Example:** My father *neither* smokes *nor* drinks.

*Neither* Oliver *nor* Ted **is** very Smart.

We use *not only ... but also* to add extra information.

**Example:** He is *not only* a good actor *but also* a director.

### **6. Fill in with either ... or, neither ... nor, not only ... but, both ... and.**

1. We can tell her about his arrival ... now ... later.
2. I ... know ... care what people next door are doing.
3. I think it is ... economical ... quick to go there by bus.
4. I ... dance ... sing songs.
5. She ... plays the piano, ... the violin.

### **7. Why are they jobless? Rewrite the exercise using neither ... nor, either ... or, both ... and, not only ... but when it is possible.**

Jack and Betty are going through some difficult times. They were laid off from their jobs. They are very much worried about their future since Jack and Betty haven't been able to find another job yet. Jack couldn't expect that they would be laid-off, and neither could Betty. They are trying to find a new job. Unfortunately she hasn't been very successful and he hasn't been either. There aren't many jobs in the want advertisements and he hasn't heard about job openings. Betty hasn't heard either. Another reason why they can't find work is that they don't have good training. Besides there are certain jobs he doesn't want to take. He doesn't want to work at night. Betty agrees with him that night work is overtiring. She doesn't want to work at weekends. He is of the same opinion. Working at weekends doesn't leave you any chance to relax.

## SYNTAX

### **8. Form one sentence from each of these pairs. Use the past participle to show which event took place first.**

1. Edmund Hillary climbed Mt. Everest. He looked for new kinds of adventures (After...)
2. Martin Luter King died in 1968. He led the Civil Rights Movement. (Before...)
3. Many people worked together on the space project. The first trip to the moon was successful. (Because...)
4. Neil Armstrong stepped from the space ship. He said, "One small step for a man, one great leap for mankind." (After...)

5. Abraham Lincoln became President of the USA. He freed all the slaves. (When...)
6. Iury Gagarin flew into space in 1961. The news about the first space flight became known to the whole world. (After...)

## **REPORTED SPEECH**

### **9. On the net. Change from direct into indirect speech. Read what Steve and his mother think about the Internet.**

Computer games and the Internet are a problem to the kids and their parents today. If you talk to the kids who go on line, you hear only the good things. Their parents aren't so sure about it. Yesterday Steve Hill again argued with his mother. She said:

"I don't trust it."

"You don't know who you can meet on the Net."

"You spend too much time on line."

"It's expensive."

"You'll have problems with your health."

"It takes your way from real life."

And Steve said:

"You don't need to look cool because no one can see you."

"You can make friends with people all over the world. It doesn't matter where they live and what colour they are."

"You can learn a lot."

## DISCUSSION POINT

Sport attracts people for many reasons. For some people sport is a profession but for millions of people, both young and old, sport is a pleasant pastime or activity which they can't do without.

Sport keeps you fit. It makes you stronger. It teaches you to overcome difficulties. It helps you not to give in when the going gets hard<sup>1</sup>. It is a way of learning real support and team work.

## Your turn

1. Why is sport so popular?
2. Do you play any sport?
3. Do you ever watch sport on TV?
4. Do you support any football team?
5. Do you enjoy football (basketball, tennis)?
6. What famous sporting events do you know?

## Focus on Phonetics

### 1. Listen and repeat.

ball  
football

support  
score

sport – spot  
port – pot

cord – cod  
short – shot

### 2. Mind the sounds.

#### Sports report from Channel 4

**A:** Here's George Ball, the goalkeeper. Good morning, George.

**B:** Good morning. Are you a reporter?

**A:** Yes, I am from Channel 4. Please, tell us about the football match against York.

**B:** Well, it was terrible. We lost. The score was four to ten.

## Focus on Words

### Sports and Games

#### 1. Collecting words. Collect as many words as you can.

- a. What winter sports and games can you name?
- skiing ...
  - skating ...
  - figure skating ...
  - sledging ...

<sup>1</sup> When the going gets hard – երբ իրավիճակը դառնում է դժվարին

- b. What summer sports can you name? tennis ...  
golf ...  
cricket ...
- c. What sporting events can you name? championship ...  
competition ...  
Olympic Games ...
- d. Choose some sports or activities and fill the columns like this.

Sport	go in for	sportsman	place	things needed
football	play	footballer	football ground	ball and goal
...	...	...	...	...

## 2. Arranging words. Find two water sports, two team sports, two winter sports, two indoor sports and two motor sports.

skiing      football      windsurfing      motor racing      swimming  
volleyball      table tennis      rallying      gymnastics      skating

## 3. Words in use

### a. What do we call a person who ... ?

runs                      skis                      cycles                  plays tennis  
goes swimming      rides on a horse      boxes                  plays football

*Example: A person who runs is called runner.*

### b. Are you a sports fan? Fill in the chart.

When	Where	Name of sport	Champions	Armenian sportsmen
1980	Moscow, Russia	...	...	...
1996	..., USA			
2000	Sydney, ...			

## Work on Words

**attract** [ə'trækt] **v** *Bright colours attract babies. A strange noise attracted me at once. to attract smb's attention. He shouted to attract our attention.*

**support** [sə'pɔ:t] **v** *He had a large family to support. This bridge is weak and can't support heavy cars.*

**compete** [kəm'pi:t] **v** *to ~ in a race /for a prize/ with sb. **competition** [kəm'pɪtɪʃn] **n** He took part in a chess competition. **competitive** [kəm'petətɪv] **a** I prefer hill-climbing to competitive sports.*

**unless** [ʌn'les] **conj** *You will fail unless you work harder. I shall go for a walk in the evening unless bad weather stops me.*

**attitude** ['ætɪtju:d] **n** *What's your attitude to sport? What's your attitude to his new plans? Nobody could understand his cruel attitude to animals.*



## 1. Match the words in column A with their meaning in column B.

### A

attract  
support  
overcome  
unless  
attitude

### B

if not, except when  
way of feeling or thinking  
get the interest of somebody  
help to do something  
be too strong for something

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

1. Nobody could understand his cruel ... to the family.
2. He ... them at all.
3. The children tried to do their best ... difficulties.
4. Their mother also tried ... .
5. People tried ... Mr Wilkinson's attention to the problems of his family, but it was useless.

not to support  
attitude  
to draw  
to overcome  
not to give in

## 3. Rewrite these sentences using *unless*.

1. You will fail your exams if you don't stop playing football.
2. You will not enter college if you don't work harder.
3. You will not have time to finish your work if you don't give up your telephone conversations.
4. You will not understand what you read if you don't turn down the tape recorder.

## Sport for fun or sport for money

### Before you read

1. Is professional sport necessary? Useful?
2. Is it right that professional sportsmen earn more and more money?

*Read the passage from an article written by the famous English satirist, George Orwell The Sporting Spirit, in which he expresses his opinion of professional sports and sporting events.*

## The Sporting Spirit

I am always surprised when I hear people saying that sport creates good will between nations and that if only the common people of the world meet one another at football or cricket they will have no wish to meet on the battlefield. The history of sport is full of opposite examples. The Olympic Games of 1936 led to an outburst of hatred. In general, all sports are competitive. You play to win. The game has little meaning unless you do your best to win.

On the village green it is possible to play simply for fun and exercise. But as soon as you feel that you or some other larger group will be looked down on<sup>1</sup> if the game is lost the wildest feelings are up.

<sup>1</sup> I look down on – արհամարհել, վերևից նայել

Anyone who has played even in a school football match knows this. The worst thing is that it is not the attitude of the players, but the attitude of the fans and even nations that becomes important. They seriously believe at least for some time that running, jumping and kicking the ball are tests of national spirit.

## Comprehension

### Match the two parts of the sentences.

- |                         |   |
|-------------------------|---|
| 1. Orwell thinks that   | a. play to win.                             |
| 2. All sports           | b. sport creates good will between nations. |
| 3. Sportsmen usually    | c. sport is played for fun and exercise.    |
| 4. On the village green | d. sport leads to outbursts of hatred.      |
| 5. Some say that        | e. are competitive.                         |

## Focus on Function

### Feeling upset, cheering people up

#### a. Sometimes people feel upset and need cheering up. What will you say?

<i>Ouch!</i> I've hurt my leg!	How disappointing!	Never mind.
<i>Oh!</i> Don't worry about it!	Oh, no. What a pity!	Come on. Cheer up.
<i>Yippee!</i> The circus is coming!	I'm so unlucky.	Don't worry.
<i>Oh dear!</i> There's no juice left!	Bad luck!	It doesn't matter.

#### b. People talk: read the dialogue and act it out.

*Mrs Black has just failed her driving test.*

**Mrs Black:** What a pity! I've failed again.  
This means I'll have to spend more money on more lessons.

**Mr Black:** Come on, dear, don't look so disappointed.  
It's bad luck, that's all. Better luck next time.

#### c. React to these situations.

Your family has just arrived at your favourite café, but it is closed for repairs.

On a cold dark evening you have just arrived at the bus stop, but the last bus has already left.

#### d. Role play. Write short dialogues about these situations and act them out.

1. Aram feels disappointed because he hasn't been chosen to play in the school football team. Try to cheer him up.
2. Mr Green bought a camera but it doesn't take very good photos. He's talking to his friend about it.
3. Tim has just lost a tennis championship. His friend is cheering him up.

## Sport in the US

### Read the text and do the exercise.

In the broadest sense of the definition of sports, physical recreation of all sorts, the four most popular sports among the general population of the United States are

- a. exercise walking (90 million),
- b. exercising with equipment (53 million),
- c. swimming (52 million),
- d. camping (47 million).

The most popular competitive sport is bowling.

The Americans are also fond of fishing, bicycling, weightlifting, aerobics, hiking, billiards, basketball, golf, baseball, soccer, tennis.

Sports in the United States are an important part of the United States culture. However, the sporting culture of the US is different from that of many other countries. Compared to any other nation, the Americans prefer a unique set of sports. For example, soccer, the most popular sport in the world, is not as popular in the US as to the four most popular team sports – namely baseball, American football, basketball, and ice hockey. In addition to the difference of popular sports, they are also organized differently in the United States. There is no system of promotion and relegation like sports in Europe.

School, university sport competitions play an important role in the American sporting culture.

Baseball is the oldest of the major American team sports. Invented in the United States, baseball has now become their national sport. Professional baseball dates from 1869 and had no close rivals in popularity until the 1960s. Though baseball is no longer the most popular sport it is still referred to as the “national pastime”. Football now attracts more television viewers than baseball. The most notable American baseball player in history was Babe Ruth.

Basketball, invented by the Canadian-born James Naismith in Springfield, Massachusetts, is another popular sport, represented professionally by the National Basketball Association. Basketball is ranked second behind football as a favourite sport of the Americans. However, in regards to professional sports, NBA players have represented the United States in international competitions for many years and won several important tournaments.

Soccer known in most of the rest of the world as football, is another popular team sport played in the United States. It is the number one youth participation sport in the US today, more popular even than (American) football, baseball, basketball, or hockey, up to about the age of 13.

Ice hockey is another popular sport in the United States. Exported to the US from Canada, the sport is commonly referred to simply as “hockey”. In the US the game is most popular in regions of the country with a cold winter climate, namely New England and the Midwest. NHL is the major professional hockey league in North America.

Motor sports are also widely popular in the United States, but Americans generally ignore major international series, such as Formula One in favor of home-grown racing series. Hunting and fishing are very popular in the US, especially in rural areas. Other popular outdoors activities in the country include hiking, mountain climbing, paintball and kayaking. In winter, many Americans head to mountainous areas for skiing and snowboarding. Other widely – spread sports are golf, tennis, track and field, boxing, surfing, various extreme sports, etc.

Swimming is a major competitive sport at high school and college level, but receives little mainstream media attentions outside of the Olympics.

Skateboarding culture largely developed in the United States, which continues to hold many of the top tournaments and produce leading skateboarders.

Bowling is the most popular participation “game” sport in the United States with more than 43 million people going bowling at least once a year.

The extent in the United States to which sports are associated with secondary education is rare among nations. Millions of students participate in athletics programs operated by high schools and colleges. Student-athletes often receive scholarships to colleges in recognition of their athletic potential.

## True or False?

1. The most popular American sport is figure skating.
2. The Olympic games are not popular in America.
3. Tennis is not so popular in America as other games.
4. Sport does not play a significant role in the life of American students.
5. However, the sporting culture of the US is not different from that of many other countries.

## Focus on Grammar

### REVISION:

#### -ING FORM

1. **Betty Ward, a famous runner, has just retired after a successful career. She’s made some notes which she wants to use to write a book. Make sentences from Betty’s notes using the prepositions in brackets.**

*Example: was never satisfied – won so many races (in spite of)  
was never satisfied in spite of winning so many races.*

1. Could take part in serious competitions – trained in a very good club (after).
2. Was second in the 1500 metres – won the 800 metres (after).
3. Couldn’t catch the German girl – though broke UK record (in spite of).
4. Was left out of the team – lost my chance (for).
5. Became very ill – arrived in London (after).
6. Won the Olympic 1500 metres – saved my strength till the end (by).

## PREPOSITIONS

### 2. The football match. Put in the right prepositions.

1. Peter went ... a football match ... Saturday ... Arsenal and Manchester city. He went ... the bus stop. ... the corner and waited ... a number forty-nine bus. He got ... the bus, but it was full and he had to stand.
2. He jumped ... the bus ... the station because he had to go ... the stadium ... train. The station was ... the other side ... the road. So he walked ... the road and went ... the station.
3. He arrived ... the football ground ... half past one so he had lots ... time, because the match didn't start ... half past two. So he went ... a café and had a cup of tea ... the match.
4. Then he went ... the football ground. Arsenal won, so he was very happy ... the match when he went home. ... the evening he talked ... Alan ... the match.

## SYNTAX

### 3. Games at British schools. Fill in the relative pronouns *which, that, who, whom*. Can you leave any of them out?

1. Games is a subject ... is very important at most British schools. There are school lessons every afternoon from Monday to Friday, so there is a lot of time for games.
2. In the winter months, football or rugby are the games ... boys play at school, and hockey is the game you usually see at girls' schools.
3. In summer, cricket and tennis are the games ... are most popular.
4. Nearly all schools have teams ... play against other schools, and every year there are meetings in London at ... school teams from all over Britain play against each other. For boys and girls, ... enjoy playing games, this is fine. But there are a lot of young people for ... team games are no fun at all: boys ... have to play rugby and hate it; girls ... have to run about with a hockey stick when there are other things they like doing much better. It can be a problem.

## Text comprehension

### 4. Put these sentences in correct order to make a conversation.

- |   |   |
|---|---|
| A. Oh, I see. And what about Thursday?<br>Are you working then?             | E. Let's have Chinese.  |
| B. Are you very busy next week?   | F. No, I'm not. That would be great.  |
| C. Would you like to have Chinese,<br>Indian or Italian food?               | G. I'm quite busy. Why?   |
| D. Would you like to come for a meal with<br>me next Wednesday or Thursday? | H. Yes, I'd love to, but I can't on<br>Wednesday. I'm working that evening. |

## PUNCTUATION

### 5. Use punctuation marks where necessary.

**Ted:** Did you like the game Bill

**Bill:** Terrible

**Ted:** Well I agree with you Bill Arsenal had no chance to win The team was helpless  
Old Smith will say as usual The weather was terrible

**Bill:** Of course it was bad but they were off form

**Ted:** Ive never seen them on form They simply cant play Its the third time they have  
lost a game

**Bill:** I cant help laughing<sup>1</sup> when I watch old Smith He either falls down or passes the  
ball to somebody

**Ted:** Yes hes very slow and useless in the field He should give up sport

**Bill:** Johnson isnt any better We need new football players

**Ted:** All right Bill Lets forget about this match

---

<sup>1</sup> I can't help laughing – չեմ կարող չծիծաղել

# Check up 3

## COMMUNICATION CHECK

### 1. Read the text and answer the questions.

Imagine the scene: you and your family are relaxing after a hard day's work. You have just watched the news on TV. What are you going to watch next? Or perhaps more important, who decides what you are going to watch next? Whose finger is on the button?

Deciding what to watch on TV is a battle fought in homes all over the world. According to psychologists, it is much more serious than simply deciding between the soap opera and a sports programme, or between pop music and politics. This television conflict is part of a bigger power game which goes on in homes, even though most of the players don't realize that they are playing a game at all. Unconsciously, people begin to play the game as soon as they meet their future husband or wife. By the time the couple get married, the rules of the game are already well established. The big decisions, like where to live and which school to send the children to, are usually joint decisions. When it comes to less important things, like where to go on holiday, or what sort of car to buy, it's a different matter.

Recently some psychologists asked 400 families to put a "C-box" in their living-rooms. This is a video machine which watches you as you watch TV. They found that 80% of the time it was the man in the house who had his finger on the button, then the eldest child, then the youngest child, and only then the woman of the house.

1. Who does watching TV usually depend on?
  - a. The oldest and the most intelligent in the family.
  - b. The children who know all the programmes very well.
  - c. The person who has the chance to change the channels on TV.
2. The game may be played
  - a. to show how strong and quick you are.
  - b. to decide whose word is law in the family.
  - c. to teach the children how to treat other people.
3. According to psychologists
  - a. many families prefer games to watching TV.
  - b. deciding what to watch on TV is a serious problem in every family.
  - c. you can show your power while playing the game with your children.
4. The word **it** in Paragraph 2 refers to
  - a. battle.
  - b. deciding what to watch on TV.
  - c. TV.
5. "Unconsciously" means
  - a. knowing very well.
  - b. being unaware.
  - c. being sure.



## 2. Fill the missing sentences choosing them from the given options.

Animated, or cartoon, films have a long history. The first short animated films were made in the early years of the 20<sup>th</sup> century. (1) ... Hundreds of these drawings were used in even short films. Soon the cartoon was associated with Disney Studios. In 1928 the first Mickey Mouse films with sound were made. (2) ... The first colour cartoon was produced in 1932. The first full length feature film, *Snow White and the Seven Dwarfs*, appeared in 1937. (3) ... Most were based on children's stories, but *The Lion King* was the first Disney animated film specially written for the cinema, and without human characters.

In the 21<sup>st</sup> century, computers are used to create animation. A drawing or painting is scanned into the computer. (4) ... The operator can change the image.

Nowadays photographs are stored and altered on home computers with the same kinds of programmes. (5) ... For example, in *The Babe* real people and animals are used. The animals seem to be talking.

1. a. The first short stories were published afterwards.  
b. At this time long films were made to entertain the audience.  
c. At this time each frame of the film was a single drawing.  
d. Pictures of many scenes were made as an attempt to make a cartoon.
2. a. When shown on TV children were amazed by them.  
b. Mickey Mouse was the first film to be published.  
c. There had been made many cartoons before that.  
d. Many drawings were made by film directors.
3. a. Some cartoons followed.  
b. Most films were made by these drawings.  
c. Many famous Disney films followed.  
d. All the cartoons had a long history.
4. a. There are many famous cartoons in the world.  
b. The computer may become damaged by the image.  
c. This means that there is no image in the computer.  
d. This means that the image is stored in the computer.
5. a. Many special effects are produced in this way.  
b. Most cartoons are designed in this way.  
c. Finally images are created by computers.  
d. Nevertheless it is easy to create an image.

## VOCABULARY CHECK

### 3. Use the right derivatives from words in capital.

- |  |           |
|--|-----------|
| 1. What was your ... of the new film?                  | IMPRESS   |
| 2. Everybody knows that ... are not true to life.      | ADVERTISE |
| 3. During the World War II the ... of TV sets stopped. | PRODUCE   |
| 4. My sister knows tree languages ... well.            | EQUAL     |
| 5. When was the ... of Independence signed?            | DECLARE   |

#### 4. Group the words in the box into the columns under the headings.

Space   Computers   Environment   Emotions   Hobbies   Character   Sports

E-mail, endangered, animals, satellite, printer, pollute, launch, planet, mouse, garbage, CD, screen, Internet, ozone, layer, rocket, land, keyboard, damage, conserve, energy, rocket, selfish, athletes, modelling, greedy, angry, collector, football ground, joyful, cruel, photo, tactful, happy, cricket, knitting, worried, indifferent, film-fan, hardworking, gymnastics

### GRAMMAR CHECK

#### 5. Choose the right form.

1. She studied English and then went on ... literature.  
a. to study    b. studying    c. at study    d. study
2. We regret ... you that you have been fired.  
a. by informing    b. to inform    c. informing    d. inform
3. Tell me what ... me to do.  
a. you want    b. want    c. do you want    d. you do want.
4. ... in 1636, Harvard is one of the most famous universities in the world.  
a. Found    b. Founded    c. It was found    d. It was founded
5. She is so tall ... her friends make fun of her.  
a. so    b. than    c. that    d. as
6. If it ... tomorrow, the match ... cancelled.  
a. rains/would be    b. will rain/is    c. rains/will be    d. will rain/will be
7. If I ... a spare ticket, I ... take you to a concert.  
a. have/take    b. had/will take    c. had/would take    d. will have/will take
8. If we .. by car, we ... time.  
a. went/saved    b. had gone/ would have saved  
c. had gone/will save    d. had/will have saved

#### 6. Which of the options is the best choice for reported speech.

1. "Will you come to the party tomorrow?" Mary asked Nancy.  
a. Mary asked if Nancy would go to the party next day.  
b. Nancy asked if Mary would go to the party the following day.  
c. Mary invited Nancy to the party the next day.  
d. Mary asked Nancy would she come to party the next day.
2. Maria said to the saleswoman, "Could you show me the statues?"  
a. Maria asked the saleswoman if she could show the statues.  
b. Maria asked the saleswoman to show her the statues.  
c. Maria asked the saleswoman if could she show her the statues.  
d. Maria told the saleswoman to show her the statues.

3. "If I had the instruction book, I would know what to do," said Tom.
  - a. Tom said that if he had had the instruction book he would know what to do.
  - b. Tom said that if he had had the instruction book he would have known what to do.
  - c. Tom said that if he had the instruction book he would know what to do.
  - d. Tom told that if he had the instruction book he would know what to do.
4. He says, "I'll be there only at five."
  - a. He said he would be there only at five.
  - b. He says he will be there only at five.
  - c. He says he shall be there only at five.
  - d. He said he shall be there only at five.

### 7. Find the extra word.

1. These televisions are **all too** expensive **for to** buy this time but perhaps we will return later.
2. Rita enjoyed **to** meeting **several** members **of** Congress during her **vacation**.
3. Mary **had thoroughly** studied biology last year and now she is looking **for a** good job.
4. Doctors do **their** best to find **out** a solution to this problem but so **far** they haven't found **any**.
5. Teachers not **only** teach their subject but **also** develop their pupils' intellect, form **their** attitudes to life and **the** other people.

## Some more reading

### The Big Apple



The Big Apple, as New York city is nicknamed, is the biggest city in the USA. This supercity is the home of eight million people. It is considered to be a national leader in business, finance, manufacturing, industry, fashion and the arts.

New York is situated at the mouth of the Hudson River. It is one of the largest ports in the world. The view of New York port as the liners move slowly up the bay

is a sight that can never be forgotten. Crowded ferry-boats cross the water here and there. Not far away, the Liberty Statue, the symbol of America, is seen. It was presented to the US by France to commemorate the hundredth anniversary of American Independence.

The city consists of five boroughs: Brooklyn, the Bronx, Manhattan, Queens and Richmond. The heart of the city is Manhattan – a rocky island, thirteen miles long and two miles wide.

Manhattan is linked with the other parts of New York by numerous bridges. At the beginning of the seventeenth century only the wigwams of the Indians stood in the place where the skyscrapers of New York now reach to the clouds. In 1626 the Dutch Trade Company bought Manhattan Island from the local Indians at twenty four dollars. The Indians called the island Manhattan which in one of the Indian languages meant “They cheated us”. The Dutch founded a colony there and called it New Amsterdam. Forty years later the English captured the city and renamed it New York.

One of the most famous places in Manhattan is Wall Street as it is the financial centre of the USA and even the most important banking centre in the world. Here the New York Stock Exchange is situated.

There are other world famous streets in New York such as Park avenue, the Fifth avenue, the Seventh avenue and others. They are synonyms for wealth, entertainment and advertising. There are many fashionable shops, hotels and clubs in these streets.

New York is a very dynamic and exciting city. It has many places of interest such as the Empire State Building. Because the streets of old New York were very narrow the Americans began to build high buildings. Among them the Empire State Building was the highest (102 stories), until the twin buildings of the World Trade Centre (110 stories) were built which were destroyed as a result of the terrorist attack on September 11, 2001.

Another world famous place in New York is the United Nations Headquarters which occupy a six-block area on the East River. At the front of the buildings you can see 166 flags for the 166 member nations.

New York is the cultural capital of the US. It is a city of famous theatres most of which are situated in Broadway. In fact, Broadway is the symbol of American theatre as Hollywood is of American cinema. One part



of Broadway is sometimes called the Great White Way, because the advertisements are so bright in Broadway that they turn night into day. In general, New York is very beautifully illuminated.

The city has many world famous museums such as the Metropolitan Museum of Art, the Museum of Modern Art and the Guggenheim Museum, which has very remarkable modern architecture.

And still if you are in New York one of the best things to do is to wander round its streets, to mix with the crowd and listen to all world languages. You can stop and read graffitis on the walls, exchange a word or two with traders in the streets. But when the night comes down the best thing to do is to make a tour on a ferry-boat to admire a fantastic view of New York at night!

### **Answer the questions.**

1. What parts does New York consists of?
2. Is New York a capital city?
3. What is it famous for?
4. What is Broadway famous for?
5. Where would you like to go if you were in New York?

## Listening

To page 73

### Margaret Mitchell – the author of *Gone with the Wind*

Margaret Mitchell didn't write much, but her only novel *Gone with the Wind* became the talking point of all America immediately after it was published. Since then it is considered to be one of the most widely read novels. The novel she wrote was devoted to something she knew very well.

She was born in Atlanta, Georgia, in the family of the president of the Atlanta Historical Society. The family was interested in American history and since her childhood she heard a lot about the events of the Civil War. After graduating from college she started to work for the Atlanta Journal. In the following years she put pen to paper trying to write stories about the American Civil War. Later all these stories were united in her famous novel *Gone with the Wind*. The novel was a great success. Three years later it was made into a highly successful film.

She lived all her life in her native Atlanta enjoying the respect and love of her compatriots. She died in 1949 in a car crash.

Readers were always eager to see the sequel<sup>1</sup> of the novel or the film. In early 1990s Alexandra Ripley, a historical novelist, was chosen to do the job. The novel can hardly be compared with *Gone with the Wind*, but still it was popular with the public.

To page 144

## The Fun They Had

by Isaac Asimov

Margie wrote about it that night in her diary on page 17 May, 2155. She wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy, his grandmother told him that there was time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly<sup>2</sup> and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away!"

"Same with me," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?" "In my house." He pointed without looking, because he was busy reading. "In the attic." "What's it about?"

"School."

Margie was displeased, "School? What's there to write about school? I hate school!" Margie always hated school but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the county inspector<sup>3</sup>.

1 sequel ['si:kwəl] n – շարունակություն

2 crinkly ['krɪŋkly] – ճնճված

3 county inspector ['kaunti in'spektə] – կոմսուբյան տեսուչ

## Key

### *To page 42*

1. Charles Aznavour
2. Sergey Parajanov

### *To page 103*

1. Big Ben
2. The Thames (in London), The Hudson River, The East River (in New York)
3. Hyde Park (in London), Central Park (in New York)
4. Dover
5. Elizabeth I, Queen Victoria, Charles I, James IV
6. 1642
7. The UK:  
The Conservative Party  
The Labour Party  
The Social Democrats  
The US:  
The Democratic Party  
The Republican Party
8. The UK:  
William Shakespeare  
George Gordon Byron  
The US:  
Mark Twain  
Edgar Allan Poe
9. The UK:  
Ben Nevis  
The US:  
Mt. McKinley
10. California, Texas
11. Massachusetts, Vermont, New Hampshire, Main, Connecticut, Rhode Island.
12. Midwest states
13. The North Sea, The Irish Sea, The Strait of Dover
14. the Erie, the Superior, the Ontario, the Huron, the Michigan
15. Imagine (The Beatles), When The Saints Go Marching In (Negro Spiritual)
16. The UK, The US, Canada, Australia, New Zealand, The South African Republic, India

### *To page 123*

Armenia in films

The shot is from *Sayat Nova*

### *You turn*

3. Sergey Parajanov
4. Arno Babajanyan
5. In Gumry



## VOCABULARY 1

*a* – adjective [ˈædʒɪktɪv] ածական  
*adv* – adverb [ˈædvə:b] մակբայ  
*conj* – conjunction [kənˈdʒʌŋkʃn] և կապ  
*int* – interjection [ɪntəˈdʒɛkʃən] ձայնարկություն  
*n* noun – [ˈnaʊn] գոյական  
*num* – numeral [ˈnju:mərəl] թվական  
*pl* – plural [ˈpluərəl] հոգնակի թիվ  
*pref* – prefix [ˈpri:fiks] նախածանց  
*prep* – preposition [ˈprepəˈzɪʃn] և նախդիր  
*v* – verb [ˈvə:b] բայ

### A

*abolish* [əˈbɒlɪʃ] և վերացնել  
*abolition* [əbəˈlɪʃn] և վերացում, ոչնչացում  
*about* [əˈbaʊt] prep, adv 1) մոտավորապես. 2) շուրջը. prep շուրջը  
*abroad* [əˈbrɔ:d] adv արտասահմանում, արտասահման  
*absent-minded* [ˈæbsəntˈmaɪndɪd] a ցրված  
*absorb* [əbˈsɔ:b] և կլանել  
*abundant* [ˈbʌndənt] a առատ  
*accent* [ˈæksənt] n շեշտ, առոգանություն, արտասանություն  
*ache* [eɪk] n ցավ և ցավել  
*achieve* [əˈtʃi:v] և հասնել մի բանի, նվաճել, կատարել  
*achievement* n նվաճում  
*acknowledge* [əkˈnɔ:lɪdʒ] և ճանաչել, ընդունել  
*act* [ˈækt] և կատարել (դերը)  
*acting* [ˈæktɪŋ] n թատր. խաղ  
*action* [ˈækʃən] n գործողություն  
*activity* [əkˈtɪvɪti] n գործունեություն  
*ad* [æd] n տե՛ս advertisement  
*adapt* [əˈdæpt] և 1) հարմարեցնել. 2) փոփոխել  
*addict* [əˈdɪkt] n մոլի սիրահար  
*address* [əˈdres] n հասցե. և հասցեագրել  
*administration* [ədˌmɪnɪˈstreɪʃn] n գործերի կառավարություն, ադմինիստրացիա  
*admiration* [ədˌmɜːreɪʃn] n հիացումը  
*admire* [ədˈmaɪə] և հիանալ  
*adopt* [əˈdɔpt] և ընդունել  
*advantage* [ədˈvɑ:ntɪdʒ] n առավելություն  
*adventure* [ədˈventʃə] n արկած  
*adventurer* [ədˈventʃərə] n արկածախնդիր  
*adventurous* [ədˈventʃərəs] a 1) համարձակ. 2) վտանգավոր. 3) նախաձեռնող  
*advertise* [ˈædvə:taɪz] և գովազդել, հայտարարություն տալ

*advertisement* [ədˈvə:tɪsmənt] n գովազդ, հայտարարություն  
*advice* [ədˈvaɪs] n խորհուրդ. to follow smb's ~ հետևել մեկի խորհրդին  
*advise* [ədˈvaɪz] և խորհուրդ տալ  
*afar* [əˈfa:] adv հեռու, հեռվում, հեռվից  
*affair* [əˈfeə] n գործ  
*affect* [əˈfekt] և ներգործել, ազդել  
*agency* [ˈeɪdʒənsɪ] n գործակալություն  
*agricultural* [ˌægrɪˈkʌltʃərəl] a գյուղատնտեսական  
*agriculture* [ˌægrɪˈkʌltʃə] n գյուղատնտեսություն  
*aim* [ˈeɪm] n նպատակ, մտադրություն  
*alternate* [ɔ:lˈtə:nɪt] a ընդմիջվող, միմյանց հաջորդող  
*although* [ɔ:lˈðəʊ] conj թեև, չնայած որ  
*altogether* [ɔ:lˈtə:geðə] adv ընդհանրապես, ամբողջությամբ  
*always* [ˈɔ:lweɪz] adv միշտ  
*amateur* [ˈæmətə:] n սիրող, դիլետանտ  
*amazing* [əˈmeɪzɪŋ] a զարմանալի, ապշեցուցիչ  
*ambassador* [æmˈbæsədə] n դեսպան  
*ambition* [æmˈbɪʃn] n փառասիրություն, ծգտում  
*ambulance* [ˈæmbjʊləns] n շտապ օգնության մեքենա  
*amnesia* [æmˈne:siə] n հիշողության կորուստ  
*amusing* [əˈmju:zɪŋ] a զվարճալի  
*ancestor* [ˈænsɪstə] n նախահայր, նախնի  
*apart* [əˈpa:t] adv առանձին, հեռու  
*animate* [ˈænɪmət] a շնչավոր  
*apologize* [əˈpɒlədʒaɪz] և ներողություն խնդրել  
*apology* [əˈpɒlədʒɪ] n ներողություն  
*apparently* [əˈpærəntli] adv 1) հավանաբար. 2) ըստ երևույթին  
*appeal* [əˈpi:l] n կոչ. և դիմել, կոչ անել  
*appear* [əˈpiə] և երևալ, հայտնվել  
*appearance* [əˈpiərəns] n արտաքին  
*application* [ˌæplɪˈkeɪʃn] n դիմում, խնդրանք, խնդրագիր  
*apply* [əˈplai] և դիմել (որևէ մեկին՝ to. օգնության, տեղեկանքի և այլն՝ for)  
*appoint* [əˈpɔɪnt] և նշանակել, հրամանագրել  
*approach* [əˈprəʊtʃ] և մոտենալ (smb)  
*approve* [əˈpru:v] և հավանություն տալ  
*archaeologist* [ˈɑ:kɪˈɒlədʒɪst] n հնագետ  
*arctic* [ˈɑ:kɪk] a բևեռային, արկտիկական  
*area* [ˈeəriə] n տարածություն, տարածք  
*arena* [əˈri:nə] n ասպարեղ

*arise* [ə'raɪz] v (arose, arisen) 1) ծագել, հայտնվել. 2) բարձրանալ, վեր կենալ  
*armed* ['ɑ:mɪd] a զինված  
*army* ['ɑ:mi] n բանակ. to join the ~ բանակ գնալ  
*arrange* [ə'reɪndʒ] v 1) կարգավորել, դասավորել. 2) պայմանավորվել  
*arrogance* [ə'rɒɡəns] n գոռոզություն, ամբարտապանություն  
*art* [ɑ:t] n արվեստ  
*article* ['ɑ:tɪkl] n 1) հոդված. 2) առարկա. 3) հոդ  
*artless* ['ɑ:tɪlɪs] a պարզամիտ, հասարակ, անպաճույճ  
*as* [æz] adv ինչպես. ~ if կարծես թե. c) քանի որ  
*Asia Minor* ['eɪʃə'maɪnə] Փոքր Ասիա  
*associate* [ə'soʊʃɪət] v 1) միացնել, միանալ 2) գուգակց(վ)ել  
*astonish* [əs'tɒnɪʃ] v զարմացնել, ապշեցնել  
*astronaut* ['æstrɒnɔ:t] n տիեզերագնաց  
*atlas* ['ætləs] n աշխարհագրական ատլաս  
*atom* ['ætəm] n ատոմ. splitting of ~ ատոմի ճեղքում  
*attic* ['ætɪk] n ձեղնահարկ, վերնահարկ  
*attitude* ['ætɪtʃu:d] վերաբերմունք  
*attract* [ə'trækt] v 1) ձգել, գրավել. 2) հրապուրել  
*attractive* [ə'træktɪv] a գրավիչ  
*austere* ['ɔ:stɪə] a պարզ, խիստ (ոճի մասին)  
*author* ['ɔ:θə] n հեղինակ, գրող  
*authentic* [ɔ:'θentɪk] a իսկական, վավերական  
*authority* [ɔ:'θɔ:ɪtɪ] n իշխանություն, ղեկավարություն  
*automatically* [ɔ:təm'tɪkəli] adv մեքենայաբար  
*average* ['ævərɪdʒ] a միջին (չափի կն)  
*avoid* [ə'vɔɪd] v խուսափել, շրջանցել  
*axe* [æks] n կացիի

## B

*bachelor* ['bætʃələ] n 1) ամուրի (տղամարդ). 2) բակալավր (գիտական աստիճան)  
*backward* ['bækwəd] adv 1) ետ, դեպի ետ. 2) հակառակ ուղղությամբ  
*balanced* ['bælənst] a հավասարակշռված  
*banal* [bə'nɑ:l] a ծեծված, խիստ սովորական  
*bang* [bæŋ] n հարված v աղմուկով հարվածել  
*bank* ['bæŋk] n I ափ. II բանկ  
*banking* ['bæŋkɪŋ] n բանկային գործ  
*barber* ['bɑ:bə] n վարսավիր  
*bar* [bɑ:n] n ամբար, շտեմարան  
*basic* ['beɪsɪk] a հիմնական  
*basket* ['bɑ:skɪt] n կողով, զամբյուղ

*bathe* ['beɪð] v լողանալ, լողացնել  
*be* [bi:] v (was/were, been) լինել, գոյություն ունենալ, գտնվել. ~ on գնալ (\$իլմի, ներկայացման մասին). ~ over վերջանալ. ~ through ավարտել  
*beach* [bi:tʃ] n լողափ  
*beacon* ['bi:kən] n ազդանշանային լույս, փարոս  
*bear* [beə] n արջ  
*bear* [beə] v (bore, born) 1) կրել. 2) դիմանալ. 3) ծնել  
*beat* [bi:t] v (beat, beaten) 1) ծեծել. 2) հաղթել  
*because (of sth)* prep (ինչ-որ բանի) պատճառով  
*become* [bi'kʌm] v (became, become) դառնալ  
*bed* [bed] n հատակ (ծովի, գետի)  
*before* [bɪ'fɔ:] prep առաջ, առջևից. adv անցյալում  
*beggar* ['begə] n մուրացկան  
*begin* [bɪ'gɪn] v (began, begun) սկս(վ)ել  
*behave* [bi'heɪv] v իրեն պահել, վարվել  
*behind* [bɪ'hænd] prep, adv հետևը, հետևից  
*belief* [bɪ'li:f] n հավատ, համոզմունք  
*believe* [bɪ'li:v] v հավատալ  
*bell* [bel] n զանգ  
*belong* [bɪ'lɔŋ] v պատկանել (to)  
*below* [bɪ'ləʊ] adv ցածր, ներքևում  
*best* [best] a տե՛ս good. adv տե՛ս well  
*bet* [bet] n գրազ. make a ~ գրազ գալ  
*better* ['betə] a տե՛ս good. adv տե՛ս well. for the ~ դեպի լավը  
*between* [bɪ'twi:n] prep միջև  
*bilingual* [baɪ'liŋɡwəl] a երկլեզու  
*bill* [bil] n օրինագիծ, օրենքի նախագիծ  
*billion* ['bɪljən] n, num միլիարդ  
*birth* [bɜ:θ] n ծնունդ  
*biscuit* ['bɪskɪt] n չոր թխվածք, գալետ (*ամեր. cooky*)  
*bit* [bɪt] n կտոր, փոքր մաս. ~ by ~ քիչ-քիչ, կամաց-կամաց  
*bite* [baɪt] v (bit, bitten) կծել  
*bitter* ['bɪtə] n դառը  
*blacken* ['blækən] v 1) սևանալ. 2) սևացնել  
*blame* [bleɪm] v մեղադրել, կշտամբել  
*blindness* ['blaɪndnis] n կուրուրություն  
*block* [blɔ:k] n 1) թաղամաս. 2) բազմահարկ բնակելի շենք  
*blossom* ['blɒsəm] n 1) ծաղիկ (պտղատու ծառերի). 2) ծաղկում. v ծաղկել  
*blow* [bləʊ] v (blew, blown) փչել  
*blues* [blu:z] n ամերիկյան նեգրերի ստեղծած ջազային մեղեդիներ

**board** ['bɔ:d] n նավակող. on ~ նավի վրա. to go on ~ նավ նստել  
**boast** [bəʊst] v պարծեմալ, գլուխ գովել  
**bob** [bɒb] v մազերը կարճ կտրել  
**bomb** [bɒm] n ռումբ  
**border** ['bɔ:də] n սահման. v սահմանակից լինել  
**borrow** ['bɒrɒ] v պարտքով վերցնել  
**both** [bəʊθ] pron երկուսն էլ. ~ ... and և ... և, թե ... թե  
**both** ['bɔ:ðə] v 1) անհանգստացնել. 2) անհանգստանալ, հուզվել  
**bottle** ['bɒtl] n շիշ  
**boxer** ['bɒksə] n բռնցքամարտիկ  
**branch** [brɑ:ntʃ] n ճյուղ  
**brave** [breiv] a քաջ, արի  
**bravery** ['breivəri] n խիզախություն  
**break** [breik] n ընդմիջում  
**break** ['breik] (broke, broken) v կտր(վ)ել, քարդ(վ)ել  
**breath** ['breθ] n շունչ  
**breathe** ['bri:ð] v շնչել, շունչ քաշել  
**bridge** ['bridʒ] n կամուրջ  
**bright** ['braɪt] a 1) վառ, պայծառ. 2) խելացի  
**brightly** ['braɪtli] adv վառ կերպով, պայծառորեն  
**brilliant** ['brɪljənt] a փայլուն, հիանալի  
**bring** [brɪŋ] v բերել (brought, brought). ~ up դաստիարակել  
**brisk** [brɪsk] a աշխույժ  
**build** ['bɪld] (built) v կառուցել  
**bug** [bʌg] n միջատ, բզեզ  
**bun** [bʌn] n քաղցր, փոքրիկ բլիթ՝ չամիչով  
**burn** [bɜ:n] v (burnt) վառել, այրել  
**burning** ['bɜ:nɪŋ] a ~ question հրատապ հարց  
**bury** ['beri] v թաղել, հողին հանձնել  
**business** ['biznis] n զբաղվածություն, գործարարություն  
**butler** ['bʌtlə] n ծառայապետ  
**button** ['bʌtn] n կոճակ. v կոճկվել  
**buy** [baɪ] v (bought) գնել

## C

**cabin** ['kæbɪn] n 1) խրճիթ. 2) նավախուց  
**cable** ['keɪbl] n կաբել, մալուխ  
**cactus** ['kæktəs] n կակտուս  
**calculation** [ˌkælkjuˈleɪʃn] n հաշվարկ  
**call** [kɔ:l] n 1) կոչ, կանչ. 2) հեռախոսային կանչ. 3) այցելություն. v ~ (in) on sb/at a place անցնել, մտնել մեկի մոտ  
**calm** ['kɑ:m] a հանդարտ, հանգիստ, խաղաղ

**camel** ['kæməl] n ուղտ  
**can** [kæn] n 1) ամեր. պահածոյի տուփ. 2) պահածո  
**candidate** ['kændɪdɪt] n թեկնածու  
**canoe** [kəˈnu:ɪ] n մակույկ, նավակ  
**canyon** ['kænjən] n կիրճ, ձոր, կանյոն  
**capture** ['kæptʃə] v գերել, գրավել  
**cargo** ['kɑ:gou] (pl cargoes) բեռ (նավի)  
**care** ['keə] n խնամք. to take ~ (of, about) հոգալ, խնամել. v հետաքրքրվել, սիրել (about, for)  
**career** [kəˈrɪə] n ասպարեզ, աշխատանքային գործունեություն  
**careful** ['keəfʊl] a 1) հոգատար. 2) ուշադիր, զգույշ  
**carpenter** ['kɑ:pɪntə] n ատաղձագործ, հյուսն  
**carry** ['kæri] v կրել, տանել, փոխադրել  
**carve** [kɑ:v] v փորագրել  
**case** ['keɪs] n 1) դեպք. in any ~ ամեն դեպքում. 2) արկղ, տուփ 3) ուղեպայուսակ  
**cash** [kæʃ] n 1) փող, կանխիկ դրամ. v կանխիկ դրամով վճարել  
**cassette** [kəˈset] n ձայնահղովակ. ~ recorder ձայնագրիչ  
**casual** ['kæʒjuəl] a ոչ պաշտոնական, ամենօրյա  
**catch** ['kætʃ] v (caught) բռնել, ձերբակալել  
**catching** ['kætʃɪŋ] a գրավիչ, ձգող  
**categoric** [kætəˈɡɔ:rɪk] a կտրուկ, վճռական  
**cathedral** [kəˈθi:drəl] n մայր տաճար, տաճար  
**cattle** ['kætl] n խոշոր եղջերավոր անասուն  
**cause** ['kɔ:z] n 1) պատճառ. 2) հիմք, առիթ. v պատճառ դառնալ  
**cave** ['keɪv] n քարանձավ, քարայր  
**ceiling** ['si:lɪŋ] n առաստաղ  
**celebrate** ['selɪbreɪt] v տոնել  
**cemetery** ['semɪtri] n գերեզմանատուն  
**central** ['sentrəl] a կենտրոնական  
**centre** ['sentə] n կենտրոն  
**ceremony** ['serɪməni] n արարողություն  
**certainly** ['sɜ:tɪnli] adv անշուշտ, իհարկե  
**chain** [tʃeɪn] n շղթա  
**chance** ['tʃɑ:ns] n դեպք, առիթ. by ~ պատահաբար  
**change** [tʃeɪndʒ] n փոփոխություն. v փոխ(վ)ել  
**changeable** ['tʃeɪndʒəbl] a փոփոխական  
**channel** ['tʃænl] n հեռուստատեսության ալիք  
**character** ['kærəktə] n 1) բնավորություն. 2) գործող անձ. 3) կերպար  
**characteristic** [ˌkærɪktəˈrɪstɪk] a բնորոշ, տիպիկ  
**characterize** ['kærəktəraɪz] v բնութագրել  
**charge** ['tʃɑ:dʒ] v գին նշանակել

*charm* [ˈtʃɑ:m] n հմայք  
*charming* [ˈtʃɑ:mɪŋ] a սքանչելի, հմայիչ  
*cheque* [tʃek] n չեկ  
*cherry* [ˈtʃeri] n բալ, կեռաս  
*chief* [ˈtʃi:f] a գլխավոր, հիմնական  
*chiefly* [ˈtʃi:flɪ] adv գլխավորապես, հատկապես  
*childish* [ˈtʃaɪldɪʃ] adv մանկական  
*choose* [ˈtʃu:z] v (chose, chosen) ընտրել  
*Christmas* [ˈkrɪsməs] n Ծննդյան տոներ  
*citizen* [ˈsɪtɪzn] n 1) քաղաքացի. 2) քաղաքի բնակիչ  
*civil* [ˈsɪvɪl] a քաղաքացիական  
*civilization* [sɪvɪlaɪˈzeɪʃn] n քաղաքակրթություն  
*claim* [kleɪm] v 1) պահանջել. 2) պնդել  
*clap* [klæp] v ծափահարել, ծափ տալ  
*clerk* [ˈkla:k] n 1) կլերկ. 2) քարտուղար  
*clone* [ˈkloun] v 1) կլոնավորել (մի բջջից աճեցնել կենդանի կամ մարդ)  
*coach* [kəʊtʃ] n 1) ծածկակառք. 2) միջքաղաքային  
*coal* [ˈkəʊl] n ածուխ  
*coast* [ˈkəʊst] n ափ, ծովափ  
*coffin* [ˈkɒfɪn] n դագաղ  
*coke* [kəʊk] n կոկա-կոլա  
*colleague* [ˈkɒli:ɡ] n պաշտոնակից, գործընկեր  
*collect* [kəˈlekt] v հավաքել  
*collection* [kəˈlektʃən] n հավաքածու  
*collocation* [kəˈləkeɪʃn] n բառերի կապակցություն  
*colonel* [ˈkɒnl] n գնդապետ  
*colony* [ˈkɒləni] n գաղութ  
*combine* [kəmˈbeɪn] v միացնել, կապակցել, միավորել. 2) միանալ, միավորվել  
*come* [kʌm] v (came, come) գալ, մոտենալ, ժամանել. to ~ about պատահել, տեղի ունենալ. to ~ across պատահաբար հանդիպել. to ~ from որևէ տեղից լինել. ~ on շտապել. to ~ in ներս մտնել. to ~ out հրատարակվել. to ~ up մոտենալ  
*command* [kəˈmɑ:nd] n հրաման. v հրամայել  
*commander-in-chief* [kəˈmɑ:ndərɪn ˈtʃi:f] n գլխավոր հրամանատար  
*commemorate* [kəˈmeməreɪt] v տոն նշել, կազմակերպել ի հիշատակ  
*common* [ˈkɒmən] a հասարակ, սովորական, ընդհանուր  
*communicate* [kəˈmju:nɪkeɪt] v 1) հաղորդել (to). 2) հաղորդակցվել (with)  
*communication* [kəˈmju:nɪkeɪʃn] n 1) հաղորդում, հաղորդակցություն. 2) հաղորդակցության միջոցներ (երկաթուղի և այլ)

*companion* [kəmˈpænjən] n ընկերակից, ընկեր  
*compare* [kəmˈpeə] v համեմատել, բաղդատել  
*compartment* [kəmˈpɑ:tmənt] n 1) բաժանմունք. 2) կուպե  
*compatriot* [kəmˈpætriət] n հայրենակից  
*compete* [kəmˈpi:t] v մրցել, մայքարել  
*competition* [kəmˈpi:tɪʃn] n միացում  
*complain* [kəmˈpleɪn] n բողոք. v բողոքել  
*complete* [kəmˈpli:t] a լրիվ, ամբողջ, ամբողջական. v վերջացնել, ավարտել  
*complex* [ˈkɒmpleks] n համալիր. a բարդ  
*compose* [kəmˈpəʊz] v (երաժշտություն) հորինել  
*concentrate* [ˈkɒnsəntreɪt] v կենտրոնանալ  
*condition* [kənˈdɪʃn] n պայման. օտ ~ պայմանով, որ  
*conference* [ˈkɒnferəns] n կոնֆերանս  
*confusing* [kənˈfju:zɪŋ] a շփոթության մեջ գցող  
*congratulate* [kənˈgrætjuleɪt] v շնորհավորել  
*connect* [kəˈnekt] v միացնել, միանալ, կապ(վ)ել  
*conquer* [ˈkɒnkə] v նվաճել, տիրել  
*conserve* [kənˈsə:v] v պահել, պահպանել  
*consider* [kənˈsɪdə] v 1) համարել. 2) կարծել  
*consideration* [kənˈsɪdəˈreɪʃn] n քննում, քննարկում. take into ~ ա) քննարկել. բ) հաշվի առնել  
*consist* [kənˈsɪst] v բաղկանալ, բաղկացած լինել  
*consistent* [kənˈsɪstənt] a հետևողական, կայուն  
*conspire* [kənˈspaɪə] v դավադրություն կազմակերպել, գաղտնաբար համաձայնվել  
*constant* [ˈkɒnstənt] a կայուն, հաստատուն  
*constitution* [kənˈstɪtju:ʃn] n սահմանադրություն  
*construct* [kənˈstrʌkt] v կառուցել  
*consume* [kənˈsju:m] v սպառել, գործածել  
*contact* [ˈkɒntækt] v շփում, կոնտակտ. v [kənˈtækt] կապ հաստատել, շփվել  
*contain* [kənˈteɪn] v պարունակել, բովանդակել  
*content* [ˈkɒntənt] n 1) զոհունակություն. 2) pl բովանդակություն. a [kənˈtənt] զոհ  
*contest* [ˈkɒntest] n մրցույթ  
*continue* [kənˈtɪnju:] v շարունակ(վ)ել  
*contrast* [ˈkɒntrɑ:st] n հակադրություն, հակապատկեր, կոնտրաստ  
*control* [kənˈtrəʊl] v վերահսկել  
*convention* [kənˈvenʃn] n 1) պայմանագիր, համաձայնագիր. 2) համաժողով, համագումար  
*cookies* [ˈku:kɪz] n *ամեր*. գալետ  
*cool* [ˈku:l] n զովություն, a զով, հով, պաղ

*cope* [koup] (with) v գլուխ բերել, հաղթահարել  
*cordial* [kɔ:diəl] a սիրալիր, սրտանց  
*corn* [kɔ:n] n հացահատիկ, եգիպտացորեն  
*cornfield* [ˈkɔ:nfi:ld] n ցորենի արտ  
*cost* [kɔst] n արժեք, գին  
*cost* [kɔst] v (cost) արժենալ  
*cotton* [ˈkɔtn] n բամբակ, բամբակենի  
*couple* [ˈkʌpl] n զույգ  
*course* [ˈkɔ:s] n դասընթաց  
*cowboy* [ˈkaubɔi] n կովբարած, կովբոյ  
*cowyote* [ˈkɔiout] n դաշտագայլ  
*craft* [ˈkra:ft] n նավեր, ինքնաթիռներ  
*crane* [krein] n կռունկ  
*crash* [kræʃ] n վթար. v վթարի ենթարկվել  
*crate* [kreit] n բեռնարկղ, տարա  
*crawl* [krɔ:l] v սողալ  
*creative* [kriˈeitiv] a ստեղծարար, ստեղծագործական  
*credit* [ˈkredit] n վարկ, v վարկավորել  
*creed* [kri:d] n 1) հավատ, դավանանք. 2) հանդուճակ, հավատամք  
*crime* [ˈkraim] n հանցագործություն  
*criminal* [ˈkriminal] n հանցագործ  
*crisis* [ˈkraisis] n ճգնաժամ  
*criticise* [ˈkritisaiz] v քննադատել  
*crocodile* [ˈkrɔkədail] n կոկորդիլոս  
*crop* [krɒp] n բերք  
*cross* [ˈkrɔs] v 1) կտրել-անցնել. 2) խաչածնել  
*crow* [krau] n ագռավ  
*crowded* [ˈkraudid] a լեփ-լեցուն, լի, մարդաշատ  
*crucial* [ˈkru:ʃəl] a վճռական, էական  
*cultivate* [ˈkʌltiveit] n աճեցնել, մշակել  
*cultural* [ˈkʌltʃərəl] a մշակութային  
*current* [ˈkʌrənt] n հոսանք. a ընթացիկ  
*custom* [ˈkʌstəm] n ավանդույթ, սովորույթ  
*customer* [ˈkʌstəmə] n հաճախորդ  
*cut* [kʌt] v (cut, cut) կտրել

## D

*daily* [ˈdeili] adv ամեն օր. a ամենօրյա, առօրյա, օրական  
*damage* [ˈdæmidʒ] v վնասել  
*damn* [dæm] v անիծել. n անեծք  
*dangerous* [ˈdeɪndʒərəs] a վտանգավոր  
*dare* [deə] v համարձակվել  
*daring* [ˈdeəriŋ] a համարձակ, անահ  
*deal* [di:l] v 1) գործ ունենալ (with sb). 2) առևտրով զբաղվել  
*decide* [diˈsaɪd] v որոշել, վճռել  
*decision* [diˈsi:ʒn] n որոշում, վճիռ

*declaration* [ˌdekleɪˈreɪʃn] n 1) դեկլարացիա. 2) հայտարարություն  
*declare* [diˈkleɪə] v հռչակել, հրապարակել  
*deer* [di:ə] n (pl deer) եղջերու, եղնիկ  
*defeat* [diˈfi:t] v պարտության մատնել  
*delegate* [ˈdeliɡeɪt] n պատգամավոր  
*delicate* [ˈdelikit] a նուրբ, նրբակազմ  
*deliver* [diˈlivə] v 1) հանձնել, տալ. 2) առաքել, տեղ հասցնել  
*demand* [diˈmɑ:nd] v պահանջել. n պահանջ, կարիք  
*democracy* [diˈmɔkrəsi] n դեմոկրատիա, ժողովրդավարություն  
*democratic* [ˌdeməˈkrætɪk] a դեմոկրատական, ժողովրդավարական  
*demonstration* [ˌdemonˈstreɪʃn] n ցուցադրում  
*department* [diˈpɑ:tment] n բաժին, բաժանմունք. ~ store հանրախանութ  
*depress* [diˈpres] v ճնշել, ընկճել, սրտնեղություն պատճառել  
*description* [disˈkripʃn] n նկարագրում, նկարագրություն  
*desert* [ˈdezət] n անապատ, ամառի վայր  
*deserve* [diˈzə:v] v արժանանալ  
*design* [diˈzain] v 1) ծրագրել. 2) նկարել  
*deskill* [diːskil] v կրճատել որակյալ բանվորների  
*despair* [disˈpeə] n հուսահատություն  
*desperate* [ˈdespəɪt] a հուսահատ  
*destroy* [disˈtrɔi] v քանդել, կործանել, ոչնչացնել  
*destruction* [ˌdistɹʌkʃn] n կործանում, ավերում  
*destructive* [disˈtrʌktiv] a կործանարար, ավերիչ  
*devastate* [ˈdevəsteɪt] v ավերել, ամայացնել  
*develop* [diˈveləp] v զարգանալ, զարգացնել  
*developing* [diˈveləpiŋ] a զարգացող  
*devour* [diˈvaʊə] v լափել, ագահաբար ուտել  
*dialect* [ˈdailekt] n բարբառ  
*diary* [ˈdaɪəri] n 1) օրագիր. 2) օրատետր  
*difference* [ˈdifərəns] n տարբերություն. make no ~ մշանակություն չունենալ  
*different* [ˈdɪfərənt] a տարբեր, ուրիշ  
*difficulty* [ˈdɪfɪkəlti] n դժվարություն  
*dignity* [ˈdɪɡnɪti] n արժանապատվություն  
*diner* [ˈdaɪnə] n վագոն-ռեստորան  
*diplomat* [ˈdɪpləmət] n դիվանագետ  
*direction* [diˈrekʃn] n ուղղություն. in the ~ of ուղղությամբ  
*director* [diˈrektə] n 1) տնօրեն. 2) ռեժիսոր  
*dirt* [dɜ:t] n կեղտ, աղտոտություն, աղբ, ցեխ

*disappear* [ˌdɪsəˈpiə] v անհայտանալ  
*disappoint* [ˌdɪsəˈpɔɪnt] v հիասթափեցնել  
*diskjockey (DJ)* n երաժշտական հաղորդավար  
*discover* [ˌdɪsˈkʌvə] v հայտնաբերել, գտնել, գյուտ անել  
*discovery* [ˌdɪsˈkʌvəri] n 1) հայտնագործություն, գյուտ. 2) հայտնաբերում, բաց անելը  
*discuss* [ˌdɪsˈkʌs] v քննարկել, վիճարկել  
*disperse* [ˌdɪsˈpɜːs] v ցր(վ)ել  
*displeased* [ˌdɪsˈpliːzd] a դժգոհ  
*distant* [ˈdɪstənt] a հեռավոր, հեռու  
*district* [ˈdɪstrɪkt] n շրջան, մարզ  
*dive* [daɪv] v սուզ(վ)ել  
*divide* [dɪˈvaɪd] v 1) բաժան(վ)ել 2) անջատ(վ)ել  
*division* [dɪˈvɪʒn] n բաժանում  
*divorce* [dɪˈvɔːs] n ամուսնալուծություն  
*do* [duː] v (did, done) 1) անել, կատարել. 2) հարդարել, պատճառել. to ~ one's hair մազերը հարդարել. to ~ the room սենյակը կարգի բերել. to ~ one's best ջանքերը չխնայել, ամեն ինչ անել. that'll ~ բավական է  
*document* [ˈdɒkjʊmɛnt] n փաստաթուղթ  
*doubt* [daʊt] n կասկած. no ~, without ~ անկասկած, անտարակույս. v կասկածել  
*dozen* [ˈdɒzn] n դյուզին (տասներկու հատ)  
*draw* [drɔː] v (drew, drawn) 1) քաշել, ձգել. 2) նկարել  
*dream* [dri:m] n երազ, անուրջ. v (dreamt, dreamed) երազել, երազ տեսնել  
*drill* [drɪl] v 1) սովորեցնել, մարզել. 2) կրկնել, անգիր անել  
*drink* [ˈdrɪŋk] v (drank, drunk) խմել, ըմպել  
*drive* [draɪv] v (drove, driven) վարել (մեքենա)  
*driver* [ˈdraɪvə] n վարորդ  
*drought* [draʊt] n երաշտ  
*drown* [draʊn] v խորտակ(վ)ել  
*dub* [dʌb] v կրկնօրինակել ֆիլմ  
*dull* [dʌl] a 1) բութ, հիմար. 2) տաղտկալի  
*dustman* [ˈdʌstmən] n աղբահան, աղբահավաք  
*duty* [ˈdjuːti] n պարտք, պարտականություն  
*dynamic* [daɪnəˈæmɪk] a 1) եռանդուն. 2) դինամիկ

## E

*each* [ˈiːtʃ] a, pron յուրաքանչյուր, ամեն մի. ~ other մեկը մյուսին, միմյանց  
*eagle* [iːɡl] n արծիվ  
*earthquake* [ˈɜːθkweɪk] n երկրաշարժ  
*Easter* [iːstə] n կրոն. Ջատիկ  
*eastern* [ˈiːstən] a արևելյան  
*ecological* [iːkəˈlɒdʒɪkəl] a էկոլոգիական, բնապահպանական

*ecology* [iˈkɒlədʒi] n բնապահպանություն, էկոլոգիա  
*economic* [iːkəˈnɒmɪk] a տնտեսական  
*economical* [iːkəˈnɒmɪkəl] a տնտեսող  
*economize* [iˈkɒnəmaɪz] v տնտեսել  
*economy* [iˈkɒnəmi] n տնտեսություն  
*edition* [eˈdɪʃn] n հրատարակություն  
*editor* [ˈedɪtə] n հրատարակիչ, խմբագիր  
*efficient* [iˈfɪʃənt] a արդյունավետ, ազդու  
*effort* [ˈefət] n ջանք, ճիգ  
*either* [ˈaɪðə] a, pron 1) յուրաքանչյուրը, երկուսն էլ. 2) այս կամ այն, որևէ մեկը. ~ ... or կամ ... կամ  
*elect* [ɪˈlekt] v ընտրել  
*election* [ɪˈleɪʃən] n ընտրություն  
*electric* [ɪˈlektɪk] a էլեկտրական  
*electricity* [ɪlektˈrɪsɪti] n էլեկտրականություն  
*elegant* [ˈelɪɡənt] a նրբագեղ, պճնաշուք  
*elephant* [ˈelɪfənt] n փիղ  
*elsewhere* [ˈelsweə] adv որևէ այլ տեղ, այլուր  
*embrace* [ɪmˈbreɪs] v գրկել  
*emit* [ɪˈmɪt] v 1) արձակել (ճիչ և այլն). 2) տարածել (ջերմություն, հոտ)  
*emotion* [ɪˈməʊʃn] n հուզմունք, զգացմունք  
*employ* [ɪmˈplɔɪ] v 1) ծառայության մեջ պահել. 2) գործածել  
*end* [ˈend] n վերջ, վախճան, ծայր. in the ~ վերջում. at the ~ of the book գրքի վերջում  
*endanger* [ɪnˈdeɪndʒə] v վտանգի ենթարկել  
*endless* [ˈendlɪs] a անվերջ, անսահման  
*enemy* [ˈenɪmi] n թշնամի, հակառակորդ  
*energetic* [enəˈdʒetɪk] a եռանդուն  
*energy* [ˈenədʒi] n էներգիա, եռանդ  
*engineer* [ˌendʒɪˈniə] n ինժեներ  
*enjoy* [ɪnˈdʒɔɪ] v բավականություն ստանալ, վայելել, հաճույք զգալ. ~ oneself զվարճանալ  
*enter* [ˈentə] v 1) մտնել. 2) ընդունվել  
*entertainment* [ˈentəˈteɪnmənt] n զվարճություն  
*entrance* [ˈentrəns] n մուտք  
*environment* [ɪnˈvaɪəɪənmənt] n շրջապատ, շրջակա միջավայր  
*equal* [ˈiːkwəl] a հավասար, միանման  
*equally* [ˈiːkwəli] adv հավասարապես  
*era* [ˈɛəriə] n դարաշրջան  
*escape* [ɪsˈkeɪp] v 1) փախչել (կալանքից). 2) խուսափել (վտանգից)  
*especially* [ɪsˈpeʃəli] adv հատկապես  
*establish* [ɪsˈtæblɪʃ] v հաստատել, հիմնել, հիմնադրել  
*estimate* [estɪmeɪt] v գնահատել  
*eucalyptus* [juːkəˈlɪptəs] n էվկալիպտ, միլենի



**European** [ˌjuərəˈpi:ən] n եվրոպացի, a եվրոպական  
**even** [ˈi:vən] adv նույնիսկ  
**ever** [ˈevə] adv երբևէ, երբևիցե. for ~ ընդմիշտ  
**evident** [ˈevidənt] a հայտնի, ակնհայտ  
**evil** [i:vəl] n չարություն, չարիք. a չար, չարական  
**exam** [igˈzæm] n քննություն. entrance ~ ընդունելություն  
**examine** [igˈzæmin] v 1) քննել. 2) զննել  
**exceed** [ikˈsi:d] v գերազանցել  
**excellent** [ˈeksələnt] a գերազանց, հոյակապ  
**except** [ikˈsept] prep բացի, բացառությամբ  
**exception** [ikˈsepʃn] n բացառություն  
**exceptional** a բացառիկ  
**exchange** [iksˈtʃeɪndʒ] n փոխանակում. v փոխանակել  
**excise** [ˈeksəɪz] n ակցիզային հարկ  
**exciting** [ikˈsaɪtɪŋ] a հուզիչ  
**exercise** [ˈeksəsaɪz] v շարժվել, մարզանք անել  
**executive** [igˈzækjʊtɪv] a գործադիր  
**exhibition** [eksɪˈbɪʃən] n ցուցահանդես  
**expence** [iksˈpens] n վատնում. (pl) ծախսեր  
**experience** [ɪksˈpɪəriəns] n կյանքի փորձ. v զգալ  
**experienced** [ɪksˈpɪəriənst] a փորձառու  
**explore** [ɪksˈplɔ:ɪ] v հետազոտել, ուսումնասիրել  
**explorer** [ɪkˈsplɔ:ɪrə] n հետազոտող  
**export** [ˈeksɔ:pt] n արտահանում. v [ˈekˈspɔ:t] արտահանել  
**ex-president** [ˈeksprezɪdənt] n նախկին նախագահ  
**express** [ɪksˈpres] v արտահայտել  
**extensive** [ɪkˈstensɪv] a 1) խոշոր, մեծ. 2) խոր, մանրազնի  
**extinct** [ɪksˈtɪŋkt] a 1) հանգած, մարած. 2) մահացած, մեռած  
**extinction** [ɪksˈtɪŋkʃn] n 1) մարում, հանգում. 2) մահացնել, 2) բնաջինջ լինելը  
**extra** [ˈekstrə] a լրացուցիչ, հավելյալ  
**extract** [ˈekstrækt] n քաղվածք, հատված. [ɪksˈtrækt] v հանել, հեռացնել  
**extra-terrestrial** [ekstrəˈtɛrɪstriəl] n այլմոլորակային  
**eyesight** [ˈaɪsaɪt] n տեսողություն

## F

**fable** [ˈfeɪbl] n առակ  
**face** [feɪs] n դեմք, երես. v դեմ առ դեմ կանգնել  
**facilitation** [fæsɪlɪˈteɪʃn] n թեթևացում  
**fail** [feɪl] v անհաջողության մատնվել, ձախողվել

**fall** [fɔ:l] v (fell, fallen) ընկնել. to ~ behind ետ մնալ. to ~ down վայր ընկնել  
**false** [fɔ:ls] a սուտ, կեղծ  
**fame** [feɪm] n համբավ, անուն, հռչակ  
**fantastic** [fənˈtæstɪk] a արտասովոր  
**farewell** [ˈfeəwel] n հրաժեշտ  
**fascinate** [ˈfæsɪneɪt] v հրապուրել, հմայել  
**fashion** [ˈfæʃn] n մոդա, նորաձևություն  
**fashionable** [ˈfæʃnəbl] a նորաձև, շքեղ  
**fauna** [ˈfɔ:nə] n ֆաունա, կենդանական աշխարհ  
**feast** [fi:st] n խմջույք, քեֆ, ճաշկերույթ  
**federal** [ˈfedərəl] a ֆեդերալ  
**feed** [fi:d] v (fed) (on) կերակր(վ)ել, սն(վ)ել  
**feel** [fi:l] v (felt) 1) զգալ. ~ well/bad լավ/վատ զգալ  
**fencer** [ˈfensə] n սուսերամարտիկ  
**fetch** [fetʃ] v զնալ բերել  
**fiction** [ˈfɪkʃən] n 1) գեղարվեստական գրականություն. 2) հնարովի բան, հերյուրանք  
**fill** [fɪl] v լցնել, լցվել, լրացնել  
**final** [ˈfaɪnəl] a վերջին, վերջնական, վճռական  
**finally** [ˈfaɪnəli] adv 1) վերջնականապես. 2) վերջապես  
**finance** [ˈfaɪnæns] n pl ֆինանսներ. v ֆինանսավորել  
**find** [faɪnd] v (found) գտնել, ~ out պարզել, հայտնաբերել  
**finish** [ˈfɪnɪʃ] v վերջանալ, վերջացնել  
**fire** [faɪə] n 1) կրակ, բոց 2) հրդեհ 3) կրակոց  
**first** [ˈfɜ:st] a առաջին. ~ of all սկզբից, նախառաջ  
**flag** [flæg] n դրոշ  
**flash** [flæʃ] n բռնկում, փայլ  
**flow** [fləʊ] v հոսել, թափվել  
**fly** [flaɪ] v (flew, flown) 1) թռչել. 2) շտապել  
**focus** [ˈfəʊkəs] v կենտրոնանալ, կենտրոնացնել  
**foggy** [ˈfɒgi] a մառախլապատ  
**follow** [ˈfɒləʊ] v 1) հետևել. 2) հետապնդել  
**following** [ˈfɒləʊɪŋ] a հետևյալ, հաջորդ  
**food** [fu:d] n ուտելիք  
**foolish** [ˈfu:lɪʃ] a հիմար, տխմար, խենթ  
**foot** [fʊt] n ստորոտ (սարի)  
**force** [fɔ:s] n ուժ, զորություն. pl զինված ուժեր. v ստիպել, ուժ գործադրել  
**forever** [fəˈevə] adv ընդմիշտ, հավիտյան  
**forget** [fəˈget] (forgot, forgotten) v մոռանալ  
**forgive** [fəˈgɪv] (forgave, forgiven) մերել  
**forward** [ˈfɔ:wəd] a առջևի, առաջատար, առաջադեմ



*fossil* [ˈfɒsl] a հանածո, բրածո  
*found* [ˈfaʊnd] v 1) հիմնադրել, հիմք գցել 2) հիմնել  
*founder* [ˈfaʊndə] n հիմնադիր  
*fountain* [ˈfaʊntɪn] n շատրվան  
*freedom* [ˈfriːdəm] n ազատություն  
*freeze* [friːz] v (froze, frozen) սառեցնել, մրսել, սառնել  
*frequently* [ˈfriːkwəntli] adv հաճախ  
*friendly* [ˈfrendli] a ընկերական  
*frighten* [ˈfraɪtn] v վախեցնել. to be ~ed վախեցած լինել  
*frosty* [ˈfrɒsti] a սառնամանիքային ցուրտ  
*fuel* [ˈfjuəl] n վառելիք  
*fulfil* [fulˈfɪl] v 1) իրագործել. 2) ավարտել  
*full* [ˈfʊl] a [h, l]իք (of)  
*funeral* [ˈfjuːnərəl] n թաղում, հուղարկավորություն  
*fur* [fəː] n մորթի  
*furniture* [ˈfɜːnɪtʃə] n կահույք  
*further* [ˈfɜːðə] adv 1) ավելի հեռու. 2) հետագա. v աջակցել

## G

*gadget* [ˈgædʒɪt] n հարմարանք, սարք  
*gallery* [ˈgæləri] n պատկերասրահ  
*game* [ˈgeɪm] n խաղ  
*gangster* [ˈgæŋɡstə] n *ամեր.* գանգստեր, ավազակ  
*gap* [gæp] n 1) ճեղք, բացվածք. 2) բաց, պակասություն  
*gas* [gæz] n 1) գազ. 2) *ամեր.* բենզին  
*gee* [dʒiː] int վա՛, այ՛ թեզ (գարմանք արտահայտող)  
*general* [ˈdʒenərəl] n գեներալ. a ընդհանուր, գլխավոր  
*generally* adv ընդհանրապես  
*genius* [ˈdʒiːniəs] n հանճար  
*geographical* [dʒiːəˈgræfɪkəl] a աշխարհագրական  
*geography* [ˈdʒiːəˈgræfi] n աշխարհագրություն  
*get* [get] v (got) 1) ստանալ 2) ձեռք բերել 3) դառնալ. ~ married ամուսնանալ  
*gift* [gɪft] n նվեր, ընծա  
*giraffe* [dʒiəˈraɪf] n ընձուղտ  
*give* [ˈgɪv] v (gave, given) տալ, շնորհել  
*glamour* [ˈglæmə] n հմայք, հրապույր  
*glimpse* [glɪmps] v նշմարել, մի պահ նկատել  
*global* [ˈɡləʊbəl] a գլոբալ, համաշխարհային  
*glossy* [ˈɡlɒsi] a փայլուն, շողշողուն  
*go* [ɡəʊ] v (went, gone) 1) գնալ. 2) հեռանալ,

մեկնել. ~ on շարունակել. ~ out դուրս գալ. ~ round պտտվել. ~ up բարձրանալ  
*goal* [ˈɡəʊl] n նպատակ  
*gold* [ˈɡəʊld] n ոսկի  
*goods* [ˈɡʊdz] n, pl ապրանք  
*gorilla* [ɡəˈrɪlə] n գորիլա (կապիկ)  
*government* [ˈɡʌvnmənt] n կառավարում  
*governmental* [ˈɡʌvnˈmentəl] a կառավարական  
*graffiti* [grəˈfiːti] n գրաֆիտի՝ պատերին արված նկարներ ևն  
*grain* [ˈɡreɪn] n հացահատիկ, հատիկ  
*grape* [ˈɡreɪp] n խաղող  
*grave* [ˈɡreɪv] n գերեզման  
*Greek* [ˈɡriːk] n հույն, հունարեն. a հունական  
*greenhouse* [ˈɡriːnhaʊs] n ջերմոց  
*greet* [ɡriːt] v ողջունել, բարևել  
*grief* [ɡriːf] n վիշտ, կսկիծ, թախիծ  
*grow* [ɡrəʊ] v (grew, grown) աճել, մեծանալ  
*guess* [ˈɡes] n ենթադրություն. v ենթադրել  
*gun* [ɡʌn] n հրացան, ատրճանակ

## H

*hairdresser* [ˈheədresə] n վարսավիր  
*hairdryer* [ˈheədraɪə] n ֆեն  
*half* [ˈhaːf] n կես. ~ an hour կես ժամ  
*hamburger* [ˈhæmbəɡə] n համբուրգեր  
*hand* [hænd] n 1) ձեռք. 2) սլաք (ժամացույցի)  
*handkerchief* [ˈhæŋkətʃɪf] n թաշկինակ  
*happen* [ˈhæpən] v պատահել, տեղի ունենալ  
*hard* [hɑːd] a 1) դժվար, ծանր. 2) ուժեղ, սաստիկ (սառնամանիք), դաժան (ծնունդ մասին). adv ուժգին, թափով  
*hardly* [ˈhɑːdli] adv հազիվ, դժվար թե  
*harmful* [ˈhɑːmfʊl] a վնասակար, վտանգավոր  
*harsh* [hɑːʃ] a անդուր, դաժան  
*harvest* [ˈhɑːvɪst] n հունձ, բերքահավաք, բերք  
*hate* [ˈheit] n ատելություն. v ատել  
*have* [hæv] v (had) 1) ունենալ. 2) ստիպված լինել  
*head* [hed] v 1) գլխավորել. 2) ուղղորդել  
*headache* [ˈhedeɪk] n գլխացավ  
*headmaster* [ˈhedˈmɑːstə] n տնօրեն (դպրոցի)  
*health* [helθ] n առողջություն  
*hear* [ˈhiə] v (heard) լսել  
*heart* [ˈhɑːt] n սիրտ. by ~ անգիր  
*heaven* [ˈhevən] n 1) երկինք. 2) դրախտ. for ~'s sake ի սեր Աստծո  
*heavy* [ˈhevi] a 1) ծանր. 2) հորդ (անձրև)  
*hellish* [ˈheliʃ] a դժոխային  
*help* [ˈhelp] n օգնություն. v օգնել  
*herb* [hɜːb] n խոտ, բույս

*hero* ['hiərəu] adv հերոս, դյուցազն  
*heroism* ['herouizəm] n հերոսություն  
*hide* [haid] v (hid, hidden) թաքնվել, թաքցնել  
*highland* ['hailənd] n սարահարթ, լեռնահարթ  
*highly* ['haili] adv խիստ, չափազանց, մեծապես  
*highjack* ['haidzæk] v առևանգել (հնքնաթիռ ևն)  
*hijacker* ['haidzækə] n առևանգիչ  
*hiking* [hɑ:kɪŋ] n ոտքով շրջագայելը  
*hint* [hint] n ակնարկ. v ակնարկել  
*history* ['histəri] n պատմություն  
*hit* [hit] n հարված, զարկ. v (hit) խփել, հարվածել  
*hold* [hould] v (held) պահել, կառչել  
*hole* [houl] n անցք, ծակ, փչակ  
*holiday* ['hɒlɪdi] n արձակուրդ (*ամեր. vacation*)  
*honesty* ['ɔnɪstɪ] n ազնվություն  
*honey* ['hʌni] n մեղր  
*hope* ['hoʊp] n հույս. v հուսալ  
*hopeful* ['hoʊpfʊl] a հույսեր ներշնչող, հուսալի  
*horror* ['hɔrə] n սարսափ, ահ  
*horticulture* ['hɔ:tɪkʌltʃə] n այգեգործություն  
*hostel* ['hɒstəl] n հանրակացարան  
*house* [haus] n պալատ. v տեղավորել  
*however* [haʊ'evə] adv ինչքան էլ որ, որքան էլ որ. conj սակայն, բայց, այնուամենայնիվ  
*huge* [hju:dʒ] a վիթխարի, ահագին, հսկայական  
*human* ['hju:mən] a մարդկային. ~ being մարդկային արարած  
*humane* [hju'meɪn] a մարդասիրական  
*humorous* ['hju:mərəs] a 1) երգիծական. 2) ծիծաղաշարժ  
*hunger* ['hʌŋgə] n քաղց  
*hungry* ['hʌŋgri] a սոված  
*hurry* ['hʌri] v շտապել. hurry up շտապիր:  
*hurt* [hɜ:t] v (hurt) ցավ պատճառել, ցավեցնել

## I

*icon* ['aɪkɔn] n 1) պատկեր. 2) կուռք, պաշտամունք  
*idea* [ai'diə] n միտք, գաղափար  
*identify* [ai'dentɪfaɪ] v ճանաչել  
*idol* ['aɪdl] n կուռք  
*ignore* [ɪg'nɔ:] v անտեսել, արհամարհել  
*illness* ['ɪlnɪs] n հիվանդություն  
*illuminate* [ɪ'lju:mɪneɪt] v 1) լուսավորել. 2) պարզաբանել  
*illusion* ['ɪlu:ʒn] n պատրանք  
*illustrate* ['ɪləstreɪt] v նկարագրողել  
*imagine* [ɪ'mædʒɪn] v պատկերացնել

*immediately* [ɪ'mi:dʒətli] adv անմիջապես  
*immigrant* ['ɪmɪgrənt] n ներգաղթող  
*immigrate* ['ɪmɪgreɪt] v 1) ներգաղթել. 2) վերաբնակվել  
*impact* ['ɪmpækt] n ազդեցություն  
*import* ['ɪmpɔ:t] n ներմուծում. v [ɪm'pɔ:t] ներմուծել  
*important* [ɪm'pɔ:tənt] a կարևոր, նշանակալից  
*impress* [ɪm'pres] v ազդել, տպավորություն գործել (on)  
*impression* [ɪm'preʃn] n տպավորություն. make an ~ on smb. տպավորություն գործել  
*impressive* [ɪm'presɪv] a տպավորիչ  
*improve* [ɪm'pru:v] v բարելավ(վ)ել, կատարելազործել  
*inanimate* [ɪn'ænɪmət] a անշունչ  
*incident* ['ɪnsɪdənt] n դեպք, պատահար  
*include* [ɪn'klu:d] v պարունակել  
*income* ['ɪnklʌm] n եկամուտ  
*indeed* [ɪn'di:d] adv իսկապես  
*independence* [ɪn'dɪ'pendəns] n անկախություն  
*independent* [ɪn'dɪ'pendənt] a անկախ  
*indifferently* [ɪn'dɪfərəntli] adv անտարբեր  
*individual* [ɪn'dɪ'vɪdʒuəl] a 1) անհատական, անձնական. 2) բնորոշ, հատկանշական  
*industrial* [ɪn'dʌstriəl] a արդյունաբերական  
*industry* ['ɪndəstri] n արդյունաբերություն  
*influence* ['ɪnfluəns] n ազդեցություն  
*inform* [ɪn'fɔ:m] v տեղեկացնել  
*information* [ɪnfə'meɪʃn] n տեղեկություն  
*informative* [ɪn'fɔ:mətɪv] a տեղեկատու, բովանդակալից  
*inhabit* [ɪn'hæbɪt] v ապրել, բնակվել, բնակեցնել  
*innocence* ['ɪnəsəns] n միամտություն, անմեղություն  
*inspiration* [ɪnspə'reɪʃn] n ներշնչում, ոգեշնչում  
*instead (of)* [ɪn'sted] adv փոխարեն, փոխանակ  
*instruction* [ɪn'strʌkʃn] n հրահանգ  
*instructor* [ɪn'strʌktə] n 1) հրահանգիչ. 2) ուսուցիչ  
*instrument* ['ɪnstrumənt] n գործիք, սարք  
*intelligent* [ɪn'telɪdʒənt] a խելոք, խելացի  
*interaction* [ɪntə'rækʃn] n փոխազդեցություն  
*international* [ɪntə'næʃnəl] a միջազգային  
*interpreter* [ɪn'tə'prɪtə] n թարգմանիչ (բանավոր)  
*interrupt* [ɪntə'rʌpt] v ընդհատել  
*interview* [ɪntə'vju:] n հարցազրույց. v հարցազրույց ունենալ  
*intimate* ['ɪntɪmɪt] a 1) մտերիմ, մոտիկ. 2) լավ ծանոթ

*invade* [in'veid] v ներխուժել, զավթել  
*invader* [in'veidə] n զավթիչ  
*invent* [in'vent] v հնարել, գյուտ անել  
*invention* [in'venʃn] n 1) գյուտ. 2) հորինված բան  
*investment* [in'vestmənt] n ներդրում  
*iron* ['aɪən] n 1) երկաթ. 2) a երկաթյա  
*island* ['aɪlənd] n կղզի  
*islander* ['aɪələndə] n կղզիաբնակ, կղզեցի  
*isle* [aɪl] n կղզի  
*issue* ['ɪʃju:] v հրապարակել

## J

*jackal* ['dʒækəl] n շնագայլ, չախկալ  
*jaguar* ['dʒæɡjuə] n ամերիկյան հովազ, յագուար  
*jazz* [dʒæz] n ջազ  
*jet* [dʒet] v այստեղ՝ կապվել համակարգիչի միջոցով  
*job* [dʒɔb] n աշխատանք, զբաղմունք  
*join* ['dʒɔɪn] v 1) միանալ. 2) միացնել, միավորել  
*journalist* ['dʒəʊnəlɪst] n լրագրող  
*joyful* ['dʒɔɪfʊl] a ուրախ  
*judge* ['dʒʌdʒ] n դատավոր. v դատել  
*judicial* [dʒu:'dɪʃ(ə)l] a դատական, իրավական  
*juggle* [dʒʌɡ(ə)] v միաժամանակ մի քանի գործ անել  
*juice* [dʒu:s] n հյութ  
*jungle* ['dʒʌŋɡl] n ջունգլի  
*junk* [dʒʌŋk] a անառողջ (սնունդ), անպետք (փոստ ևն)

## K

*kangaroo* [kæŋɡə'ru:] n ագեվազ  
*keep* [ki:p] v (kept) պահել, պահպանել. ~ doing smth շարունակել անել  
*key* ['ki:] n բանալի  
*keyboard* ['ki:bɔ:d] n ստեղնաշար  
*kill* ['kil] v սպանել  
*kind* [kaɪnd] n տեսակ. what ~ of ինչպիսի  
*know* [nou] v (knew, known) գիտնալ, իմանալ  
*knowledge* ['nɔ:lɪdʒ] n գիտելիք  
*koala* [kəu'a:lə] n կոալա

## L

*land* ['lænd] n երկիր, ցամաք. v վայրէջք կատարել  
*landmark* [lændmɑ:k] n ուղեմիշ  
*landscape* [lændskeɪp] n բնատեսարան, պեյզաժ  
*last* ['lɑ:st] a վերջին, վերջնական. at ~ վերջապես. adv վերջին անգամ. v 1) տևել. 2) բավականացնել, հերիքել

*late* [leɪt] a, adv ուշ. ~ at night ուշ գիշերին  
*lately* ['leɪtli] adv վերջերս, նորերս  
*latest* ['leɪtɪst] a ամենաուշ, ամենավերջին  
*Latin* ['lætɪn] a լատիներեն  
*laugh* ['lɑ:f] v ծիծաղել (at)  
*laughter* ['lɑ:ftə] n ծիծաղ  
*launch* [lɔ:ntʃ] v արձակել (հրթիռ, տիեզերանավ)  
*lavish* [lævɪʃ] v (sth on sb) շռայլել  
*law* ['lɔ:] n օրենք. pass a ~ օրենք ընդունել  
*lawn* [lɔ:n] n փոքր մարգագետին, սիզամարգ  
*lay* [leɪ] v (laid) դնել պառկեցնել  
*layer* ['leɪə] n շերտ  
*lead* [li:d] v (led) ղեկավարել, առաջնորդել  
*leader* ['li:də] n առաջնորդ  
*leading* ['li:diŋ] a առաջավոր, առաջատար  
*leaf* [li:f] n (pl leaves) տերև  
*learn* ['lɜ:n] v (learnt) 1) սովորել, ուսումնասիրել. 2) իմանալ, տեղեկանալ  
*least* [li:st] a տե՛ս little. at ~ առնվազն, գոնե  
*leave* [li:v] v (left) 1) հեռանալ. 2) թողնել  
*leaves* [li:vz] n տե՛ս leaf հոգնակին  
*left* [left] a ձախ  
*legend* ['ledʒənd] n լեգենդ, ավանդություն  
*legislative* [ledʒɪ'sleɪtɪv] a օրենսդիր  
*leisure* ['leɪʒə] n ազատ ժամանակ, ժամանց  
*length* [leŋθ] n երկարություն  
*leopard* ['lepəd] n ընձառյուծ  
*less* [les] a, adv ավելի քիչ, տե՛ս little  
*let* [let] v (let) թույլ տալ, թույլատրել  
*level* ['levl] n մակարդակ, a հարթ  
*liberty* ['lɪbətɪ] n ազատություն. ~ of mind մտքի ազատություն  
*lie* [laɪ] l v (lay, lain) պառկել  
*lie* ll n սուտ. v ստել  
*lift* [lɪft] n վերելակ (*ամեր.* elevator)  
*limit* ['lɪmɪt] n սահման, ծայր  
*liner* ['laɪnə] n մարդատար նավ  
*lion* ['laɪən] n առյուծ  
*list* [lɪst] n ցուցակ. v ցուցակագրել  
*litter* ['lɪtə] n աղբ  
*little* ['lɪtl] a փոքրիկ, չնչին. adv քիչ  
*live* [laɪv] a 1) կենդանի. 2) ռեալ. 3) ուղիղ եթերում  
*live* [lɪv] v ապրել. ~ through տանել, ապրել  
*living* ['lɪvɪŋ] n ապրուստ. make a ~ ապրուստ հայթայթել  
*lizard* ['lɪzəd] n մողես  
*local* ['ləukəl] a տեղական, տեղային  
*log-cabin* ['lɒɡkæbɪn] n փայտե տնակ  
*logic* ['lɒdʒɪk] n տրամաբանություն

**logical** [ˈlɒdʒɪkəl] a տրամաբանական  
**look** [lʊk] v նայել (at). ~ after խնամել. ~ for փնտրել. ~ like նման լինել. ~ through աչքի անցկացնել  
**lose** [luːz] v (lost) կորցնել  
**lover** [ˈlʌvə] n սիրող, երկրպագու  
**low** [ˈloʊ] a ցածր, ցած  
**lowland** [ˈloʊlənd] n (սվրբ. pl) դաշտավայր, հարթավայր  
**luckless** [ˈlʌklɪs] a անհաջողակ, ձախտորդ  
**luring** [ˈljʊərɪŋ] a գայթակղիչ  
**luxury** [ˈlʌkʃəri] n շքեղություն  
**luxurious** [lʌˈdʒʊəriəs] a շքեղ

## M

**machine** [məˈʃiːn] n մեքենա, գործիք, մեխա-  
 ցիզմ, սարք  
**magazine** [ˈmæɡəˈziːn] n ամսագիր  
**magic** [ˈmædʒɪk] a հմայիչ, դյուբիչ  
**magnificent** [mæɡˈnɪfɪsnt] a հոյակապ, շքեղ  
**mail** [meɪl] n փոստ, փոստառաքումներ  
**main** [ˈmeɪn] a գլխավոր, հիմնական  
**mainly** [ˈmeɪnli] adv 1) գլխավորապես. 2) մեծ  
 մասամբ  
**majesty** [ˈmædʒɪsti] n Her ~ Նորին մեծություն  
**major** [ˈmeɪdʒə] a մեծ, գլխավոր, հիմնական  
**make** [meɪk] v (made) 1) անել, պատրաստել ~  
 dinner ճաշ պատրաստել. ~ a dress զգեստ  
 կարել. ~ a fire կրակ՝ խարույկ վառել. ~  
 friends (with) ընկերանալ. ~ sure համոզվել.  
 ~ up one's mind որոշել. ~ a noise աղմկել. 2)  
 ստիպել 3) դարձնել. ~ sb angry զայրացնել  
**manager** [ˈmænɪdʒə] n կառավարիչ, վարիչ  
**manner** [ˈmænə] n ձև, վարվելակերպ, վար-  
 վելաձև  
**mansion** [ˈmænʃən] n մեծ առանձնատուն  
**manufacturing** [ˈmænjʊˈfæktʃəriŋ] n 1) մշակող  
 արդյունաբերություն. 2) արտադրում  
**many** [ˈmeni] a (more, most) շատ, մեծ թվով  
**marble** [ˈmɑːbl] n մարմար. a մարմարե  
**marine** [məˈriːn] a ծովային  
**marry** [ˈmæri] v (sb) ամուսնանալ  
**marvellous** [ˈmɑːvɪləs] a սքանչելի, հրաշալի  
**mask** [mɑːsk] n դիմակ  
**material** [məˈtɪəriəl] n նյութ. a նյութական,  
 էական  
**matter** [ˈmætə] n գործ, հարց  
**maybe** [ˈmeɪbi] adv հավանաբար, գուցե  
**mayor** [ˈmeɪə] n քաղաքապետ  
**meadow** [ˈmedəʊ] n մարգագետին  
**mean** [miːn] v (meant) նշանակել

**means** [miːnz] n pl միջոց, միջոցներ. by ~ of  
 միջոցով. by all ~ անպայման  
**meant** [ment] past, pp տես mean  
**meanwhile** [ˈmiːnwaɪl] adv միևնույն ժամանակ,  
 այդ միջոցին  
**mechanical** [miˈkænikəl] a մեխանիկական  
**media** [ˈmiːdiə] n pl տես medium  
**medicine** [ˈmedsɪn] n դեղ, բժշկություն  
**medium** [ˈmiːdɪəm] n (pl media) միջոց  
**meet** [miːt] v (met) հանդիպել, դիմավորել,  
 ծանոթանալ  
**meeting** [ˈmiːtɪŋ] n ժողով, հանդիպում  
**memorial** [miˈmɔːriəl] n հուշարձան  
**memorize** [ˈmeməraɪz] v մտքում պահել, հիշել,  
 անգիր անել  
**mention** [ˈmenʃən] v հիշատակել  
**merely** [ˈmiəli] adv պարզապես, միայն, սուսկ  
**message** [ˈmesɪdʒ] n հաղորդագրություն, հա-  
 ղորդում, նամակ  
**metre** [ˈmiːtə] n մետր  
**microphone** [ˈmaɪkrəfəʊn] n լսավող  
**military** [ˈmɪlɪtəri] a զինվորական, ռազմական  
**millionaire** [ˈmɪljəˈneɪ] n մեծահարուստ, միլիո-  
 նատեր  
**mind** [ˈmaɪnd] n հիշողություն, միտք to  
 make up one's ~ որոշել. to change  
 one's ~ մտադրությունը փոխել. to my  
 ~ իմ կարծիքով. v 1) զգուշանալ. ~ out!  
 Չզուշացիր: 2) առարկել  
**mine** [maɪn] n հանքահոր, հանք  
**miner** [ˈmaɪnə] n հանքափոր  
**mineral** [ˈmɪnərəl] n հանքաքար, միներալ. a  
 հանքային  
**mining** [ˈmaɪnɪŋ] n հանքագործություն. a հան-  
 քային  
**minister** [ˈmɪnɪstə] n նախարար  
**miss** [mɪs] v 1) բացակայել. 2) չնկատել. 3) կա-  
 րոտել  
**missing** [ˈmɪsɪŋ] a պակասող, կորած, բացա-  
 կայող  
**mission** [ˈmɪʃn] n առաքելություն  
**misunderstand** [ˈmɪsʌndəˈstænd] v սխալ հաս-  
 կանալ  
**mix** [mɪks] v խառնել  
**mixture** [ˈmɪkstʃə] n խառնուրդ  
**moan** [məʊn] n հառաչանք. v հառաչել, տնքալ  
**model** [ˈmɒdl] n մոդել, կաղապար  
**modern** [ˈmɒdn] a ժամանակակից, արդի  
**moment** [ˈməʊmənt] n մոմենտ, պահ  
**monastery** [ˈmɒnəstri] n վանք  
**monster** [ˈmɒnstə] n հրեշ

**month** [ˈmʌnθ] n ամիս  
**monthly** [ˈmʌnθli] a ամսական. adv ամիսը մեկ անգամ  
**monument** [ˈmɒnjʌmənt] n հուշարձան  
**morals** [ˈmɔːrəlz] n բարոյականություն, բարքեր  
**mostly** [ˈməʊstli] adv մեծ մասամբ, գլխավորապես  
**moth** [mɔθ] n գիշերաթիթեռ, ցեց  
**motor** [ˈməʊtə] n շարժիչ  
**mountainous** [ˈmaʊntɪnəs] a լեռնային  
**move** [ˈmuːv] v շարժվել. to ~ away տեղափոխվել  
**movement** [ˈmuːvmənt] n շարժում, տեղափոխում  
**much** [mʌtʃ] a, adv (more, most) շատ  
**mulberry** [ˈmʌlbəri] n թթենի, թուփ  
**murky** [ˈmɜːki] a աղոտ, մթին, խավար  
**musician** [ˈmjuːzɪjən] n երաժիշտ  
**musketeer** [ˈmʌskiˈtiə] n հրացանակիր  
**must** [ˈmʌst] v պետք է, պարտավոր (եմ, ես, է)  
**mute** [mjuːt] a համր

## N

**name** [ˈneɪm] n անուն. v անվանել  
**narration** [nəˈreɪʃən] n պատմում, պատմվածք, պատմություն  
**national** [ˈnæʃənəl] a 1) ազգային. 2) ժողովրդական  
**nationality** [næʃəˈnælɪti] n ազգություն  
**native** [ˈneɪtɪv] a մայրենի, հայրենի  
**natural** [ˈnætʃərəl] a բնական  
**nature** [ˈneɪtʃə] n բնություն  
**naughty** [ˈnɔːti] a 1) չսող, չարածճի. 2) անվայել  
**naval** [ˈneɪvəl] n ծովային կետ  
**need** [ˈniːd] n կարիք. v կարիք ունենալ  
**neither** [ˈnaɪðə] cj neither ... nor ոչ ... ոչ  
**nerve** [nɜːv] n նյարդ  
**news** [njuːz] n նորություն, նորություններ  
**newspaper** [ˈnjuːspeɪpə] n թերթ, լրագիր  
**next** [ˈnekst] a 1) հաջորդ. 2) ապագա, եկող, կողքի  
**nickname** [ˈnɪkneɪm] n մականուն  
**nightmare** [ˈnaɪtmɛə] n մղձավանջ  
**noble** [ˈnəʊbl] a ազնիվ, վեհանձն  
**noisy** [ˈnɔɪzi] a աղմկոտ  
**nomination** [nɒmɪˈneɪʃən] n թեկնածու առաջադրելը, նոմինացիա  
**none** [ˈnʌn] pron ոչ ոք, ոչ մեկը, ոչինչ  
**normally** [ˈnɔːməli] adv սովորականի պես  
**northern** [ˈnɔːðən] a հյուսիսային

**note** [nəʊt] n գրառում. v 1) գրի առնել. 2) նկատի ունենալ, նկատել  
**notice** [ˈnəʊtɪs] v նկատել, տեսնել  
**novel** [ˈnɒvəl] n վեպ  
**nuclear** [ˈnjuːkliə] a ատոմային, միջուկային. ~ power station n ատոմակայան  
**number** [ˈnʌmbə] n 1) թիվ, քանակ. 2) համար  
**numerous** [ˈnjuːmərəs] a բազմաթիվ

## O

**obelisk** [ˈɒbəlɪsk] n օբելիսկ, կոթող  
**obey** [əˈbeɪ] v հնազանդվել, ենթարկվել  
**oblige** [əbˈlaɪdʒ] v պարտավորեցնել  
**obtain** [əbˈteɪn] v ձեռք բերել, ճարել, ստանալ  
**occupation** [ˌɔkjuˈpeɪʃən] n զբաղմունք  
**occupy** [ˈɔkjʊpaɪ] v 1) զբաղեցնել (տուն, շենք). 2) գրավել  
**ocean** [ˈoʊʃən] n օվկիանոս  
**offer** [ˈɔfə] n առաջարկ. v առաջարկություն անել  
**officer** [ˈɔfɪsə] n սպա  
**official** [əˈfɪʃəl] n պաշտոնյա  
**oil** [ˈɔɪl] n նավթ, յուղ, ձեթ  
**old** [ˈəʊld] a (older, elder, oldest, eldest) ավագ, մեծ, ծեր  
**once** [wʌns] adv 1) մի անգամ. 2) մի ժամանակ. at ~ իսկույն, անմիջապես  
**onion** [ˈɒnjən] n սոխ, գլուխ սոխ  
**only** [ˈɒnli] adv միայն  
**open** [ˈoʊpən] v բաց(վ)ել  
**opera-house** [ˈɔpərəˈhɑʊs] n օպերային թատրոն  
**operation** [ˈɔpəˈreɪʃən] n 1) գործողություն. 2) վիրահատություն  
**opportunity** [ˌɔpəˈtjuːnɪti] n հնարավորություն  
**oppose** [əˈpəʊz] v 1) դիմադրել. 2) հակադրել  
**opposite** [ˈɔpəzɪt] a հակառակ, հակադիր. adv դեմ դիմաց  
**optional** [ˈɔpʃənəl] a կամավոր կերպով ընտրած, ֆակուլտատիվ  
**order** [ˈɔːdə] n հրաման, կարգադրություն. v կարգադրել  
**organization** [ˌɔːgənaɪˈzeɪʃən] n կազմակերպություն  
**origin** [ˈɔrɪdʒɪn] n ծագում  
**other** [ˈʌðə] a այլ, ուրիշ. pron մյուսը  
**ought** [ɔːt] v մողալ բայ, արտահայտում է անհրաժեշտություն, բարոյական պարտավորություն  
**outer** [ˈaʊtə] a դրսի, արտաքին  
**outlook** [ˈaʊtlʊk] n հայացք, դիտակետ  
**out-of-date** [ˈaʊt əvˈdeɪt] a հնացած, հնաձև

*outside* [ˈaʊtsaɪd] prep դուրս. adv դուրսը, դրսում  
*outstanding* [aʊtˈstændɪŋ] a ակնառու, հայտնի  
*over-* [ˈoʊvə] pref գեր(ա), չափից ավելի  
*overcome* [ˈoʊvəˈkʌm] v հաղթահարել  
*overcrowded* [ˈoʊvəˈkraʊdɪd] a լիքը լցված, լեփ-լեցուն, մարդաշատ  
*overlook* [ˈoʊvəˈluːk] v բացվել, նայել  
*own* [oʊn] a սեփական, անձնական  
*owner* [ˈoʊnə] n տեր, սեփականատեր  
*ozone* [ˈoʊzoʊn] n օզոն

## P

*package* [ˈpækɪdʒ] n 1) ժանրոց. 2) փաթեթավորում  
*painful* [ˈpeɪnful] a ցավոտ, ցավ պատճառող  
*panda* [ˈpændə] n պանդա (բամբուկի արջ)  
*panorama* [ˌpænəˈrɑːmə] n համայնապատկեր  
*pants* [pænts] n վարտիք, փոխան (տղամարդու)  
*paragraph* [ˈpærəɡrɑːf] n հատված, պարբերություն  
*park* [pɑːk] n 1) զբոսայգի. 2) կայանատեղի v կայանատեղում կանգնեցնել (մեքենա)  
*part* [pɑːt] n 1) մաս, բաժին. take ~ in մասնակցել. 2) դեր. to play the ~ դեր կատարել  
*partly* [ˈpɑːtli] adv մասամբ  
*partner* [ˈpɑːtnə] n ընկեր (աշխատանքի, գործի with)  
*pass* [pɑːs] v անցնել. ~ by մոտով անցնել  
*passer-by* [ˈpɑːsəˈbaɪ] n (pl passers-by) անցորդ  
*patient* [ˈpeɪʃənt] n հիվանդ. a համբերատար  
*pavement* [ˈpeɪvmənt] n մայթ  
*pay* [ˈpeɪ] v (paid) վճարել. n աշխատավարձ  
*peaceful* [ˈpiːsful] a խաղաղ, հանգիստ  
*peak* [ˈpiːk] n գագաթ, լեռնագագաթ  
*peer* [pɪə] n հավասարակից, զույգ  
*peninsula* [ˌpɪˈnɪnsjələ] n թերակղզի  
*perform* [pəˈfɔːm] v ներկայացնել (պիես), կատարել  
*performance* [pəˈfɔːməns] n ներկայացում  
*perhaps* [pəˈhæps] adv թերևս, գուցե  
*personal* [ˈpɜːsənl] a անձնական  
*personality* [ˌpɜːsəˈnælɪti] n անձնավորություն  
*petition* [ˌpɪˈtɪʃn] n խնդրագիր  
*petrol* [ˈpetrəl] n բենզին  
*photography* [fəˈtɒɡrəfi] n լուսանկարչություն  
*picnic* [ˈpɪknɪk] n զբոսախնջույթ, դաշտախնջույթ  
*pierce* [ˈpɪəs] v խոցել, ծակել  
*piercing* [ˈpɪəsɪŋ] a սուր, ծակող, թափանցող  
*pigeon* [ˈpiːdʒən] n աղավնի

*pilgrim* [ˈpɪlɡrɪm] n ուխտավոր  
*pilot* [ˈpaɪlət] n օդաչու, նավատար  
*pincers* [ˈpɪnsə] n չանջ  
*place* [ˈpleɪs] n տեղ. ~s of interest, ~ of attraction տեսարժան վայրեր. take ~ տեղի ունենալ  
*plain* [pleɪn] n հարթավայր  
*plan* [ˈpleɪn] n պլան. v պլանավորել  
*plane* [ˈpleɪn] n օդանավ  
*planet* [ˈplænɪt] n մոլորակ  
*plant* [plɑːnt] n բույս. v տնկել  
*plateau* [ˈplætoʊ] n սարահարթ, բարձրավանդակ  
*play* [pleɪ] n պիես. v խաղալ  
*pleasure* [ˈpleʒə] n հաճույթ. with ~ հաճույթով  
*plot* [plɒt] n ֆաբուլա, սյուժե  
*plug* [plʌɡ] v ~ in միացնել հոսանքի աղբյուրին  
*pneumonia* [njuːˈmoʊniə] n թոքաբորբ  
*poetry* [ˈpoutri] n պոեզիա  
*point* [pɔɪnt] n կետ. ~ of view տեսակետ. v նշել, ցույց տալ  
*pole* [pəʊl] n բևեռ  
*polite* [pəˈlaɪt] a քաղաքավարի կերպով  
*politely* [pəˈlaɪtli] adv քաղաքավարի  
*pollute* [pəˈluːt] v աղտոտել  
*pollution* [pəˈluːʃn] n շրջակա միջավայրի աղտոտում  
*polyglot* [ˈpɒlɪɡlət] n շատ լեզուներ իմացող մարդ, պոլիգլոտ  
*pool* [puːl] n 1) ջրափոս. 2) լճակ  
*popular* [ˈpɒpjələ] a ճանաչված, սիրված  
*popularity* [ˌpɒpjʊˈlærɪti] n ժողովրդականություն, հանրահայտություն  
*populate* [ˈpɒpjuleɪt] v բնակեցնել  
*population* [ˌpɒpjʊˈleɪʃn] n բնակչություն  
*port* [pɔːt] n նավահանգիստ  
*positive* [ˈpɒzɪtɪv] a դրական  
*postage* [ˈpəʊstɪdʒ] n փոստային ծախսեր  
*postcard* [ˈpəʊstkaːd] n բացիկ  
*poster* [ˈpəʊstə] n պլակատ, աֆիշա, պաստառ  
*pot* [pɒt] n աման, անոթ, կաթսա  
*potential* [ˈpɒtənʃəl] n ներուժ  
*poverty* [ˈpɒvəti] n աղքատություն  
*power* [ˈpaʊə] n 1) ուժ, էներգիա. 2) իշխանություն  
*powerful* [ˈpaʊəfʊl] a հզոր, ուժեղ  
*practical* [ˈpræktɪkəl] a պրակտիկ, գործնական  
*practise* [ˈpræktɪs] v կիրառել, գործադրել  
*prairie* [ˈpreəri] n պրերիա, ընդարձակ տափաստան Հյուսիսային Ամերիկայում  
*praise* [preɪz] v գովել  
*predict* [prɪˈdɪkt] v գուշակել, կանխագուշակել



**prediction** [pri'dikʃn] n գուշակում, կանխագուշակում  
**prefer** [pri'fɜ:] v գերադասել, նախընտրել (to)  
**preserve** [pri'zɜ:v] v պահպանել, պաշտպանել  
**press** [pres] n մամուլ, լրագրություն  
**pride** ['praɪd] n պարծանք  
**primary** ['praɪməri] a հիմնական, գլխավոր  
**prince** ['prɪns] n արքայազն  
**principal** ['prɪnsɪpəl] a գլխավոր  
**printer** ['prɪntə] n տպիչ  
**prior** ['praɪə] a նախորդող, նախորդ  
**prize** ['praɪz] n մրցանակ  
**probably** ['prɒbəbli] adv հավանաբար  
**proclaim** [prə'kleɪm] v վկայել, հայտարարել  
**produce** [prə'dju:s] v արտադրել  
**producer** [prə'dju:sə] n 1) արտադրող. 2) ռեժիսոր  
**product** ['prɒdʌkt] n արտադրանք  
**production** [prə'dʌkʃən] n 1) արտադրություն. 2) արտադրանք  
**profession** [prə'feʃn] n մասնագիտություն  
**professional** [prə'feʃənəl] a մասնագիտական, արհեստավարժ  
**professor** [prə'fɜ:sə] n պրոֆեսոր  
**profit** ['prɒfɪt] n սկոպ. pl եկամուտ, օգուտ  
**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  
**promotion** [prə'mouʃn] n աջակցություն, առաջադիմություն  
**pronunciation** [prə'nʌnsi'eɪʃn] n արտասանություն  
**proper** ['prɒpə] a համապատասխան, ճիշտ, պատշաճ  
**properly** ['prɒpəli] adv ինչպես հարկն է, պատշաճորեն  
**property** ['prɒpəti] n սեփականություն  
**prosper** ['prɒspə] v բարգավաճել  
**prosperous** ['prɒspərəs] a բարգավաճ, հաջողակ  
**protect** [prə'tekt] v պաշտպանել (from)  
**protection** [prə'tekʃn] n պաշտպանություն  
**prove** [pru:v] v ապացուցել  
**provide** [prə'vaɪd] v ապահովել, մատակարարել  
**public** ['pʌblɪk] n հասարակություն. a հասարակական  
**publish** ['pʌblɪʃ] v հրատարակել  
**pulse** [pʌls] n 1) զարկերակ. 2) բաբախյուն  
**pumpkin** ['pʌmpkɪn] n դդում

**punctual** ['pʌŋktʃuəl] a ճշտապահ  
**punishment** ['pʌnɪʃmənt] n պատիժ  
**purpose** ['pʊrə:ps] n նպատակ. on ~ դիտմամբ  
**put** [put] v (put) դնել. ~ off հետաձգել. ~ on հազնել. ~ out հանգցնել (կրակը). ~ up կանգնեցնել (արձանը և այլն)

## Q

**quality** ['kwɒlɪti] n որակ  
**quarter** ['kwɔ:tə] n քառորդ (of)  
**queue** ['kju:] n (ամեր. line) հերթ  
**quiet** ['kwaɪət] a հանգիստ, խաղաղ  
**quietness** ['kwaɪətɪs] n լռություն, անդորրություն  
**quite** [kwaɪt] adv միանգամայն, բոլորովին  
**quiz** [kwɪz] n հարցում, վիկտորինա

## R

**race** [reɪs] I n վազքի մրցում. v արագ վազել. II n ռասա, ցեղ  
**radio** [reɪdiəʊ] n ռադիո  
**raise** ['reɪz] v բարձրացնել  
**raft** [ra:ft] n լաստ  
**ranch** ['rɑ:nʃ] n ռանչո, ագարակ  
**range** [reɪndʒ] n շարք, շարան. mountain ~ լեռնաշղթա  
**rank** [ræŋk] n դասել  
**rather** ['rɑ:ðə] adv բավականին  
**ray** [reɪ] n ճառագայթ  
**reach** ['ri:tʃ] v տեղ հասնել, հասնել  
**react** [ri'ækt] v արձագանքել, վերաբերմունք ցույց տալ  
**read** [ri:d] v (read [red]) կարդալ  
**readily** ['redɪli] adv սիրով, պատրաստակամությամբ  
**real** [riəl] a իսկական, իրական  
**realise** ['ri:əlaɪz] v հասկանալ. ~ oneself իրականանալ, իրականացնել  
**realistic** [riə 'lɪstɪk] a ռեալիստական, իրատեսական  
**really** ['ri:əli] adv իսկապես, իրոք  
**reason** ['ri:zən] n պատճառ  
**reasonable** ['ri:zənəbl] a 1) խելամիտ. 2) չափավոր  
**recently** ['ri:sntli] adv վերջերս  
**reduce** [ri'dju:s] v նվազեցնել, պակասեցնել, թուլացնել, կրճատել  
**reed** [ri:d] n եղեգ  
**refer** [rɪfə:] v վերագրել, վերաբերել  
**refuse** [rɪ'fju:z] v հրաժարվել, մերժել  
**region** ['ri:dʒən] n շրջան



**regular** [ˈregjʊlə] a կանոնավոր  
**relative** [ˈrelatɪv] n ազգական  
**relax** [riˈlæks] v հանգստանալ, կարճատև դադար առնել  
**relegation** [ˌreɪleɪʃn] n աստիճանագրկում  
**reliable** [riˈlaɪəbl] a հուսալի, վստահելի  
**religious** [riˈlɪdʒəs] a կրոնական, կրոնասեր  
**reluctant** [rɪˈlʌktənt] a դժկամ, անտրամադիր  
**remain** [riˈmeɪn] v մնալ  
**remark** [riˈma:k] n դիտողություն. v 1) նշել, նկատել. 2) դիտողություն անել  
**remarkable** [riˈma:kəbl] a ուշագրավ, նշանավոր, երևելի, աչքի ընկնող  
**remind** [riˈmaɪnd] v հիշեցնել (of)  
**remote** [riˈməʊt] a հեռավոր, հեռու  
**renewable** [riˈnju:əbl] a ինքնավերականգնվող (էներգիա)  
**reorder** [riˈɔ:də] v նորից կարգի բերել  
**repetition** [ˌrepɪˈtɪʃn] n կրկնություն  
**reply** [riˈplai] n պատասխան (to). v պատասխանել  
**report** [riˈpɔ:t] n զեկուցում. v զեկուցել  
**reporter** [reˈpɔ:tə] n լրագրող  
**represent** [ˌreprɪˈzent] v ներկայացնել  
**representative** [ˌreprɪˈzentətɪv] n ներկայացուցիչ  
**republic** [riˈpʌblɪk] n հանրապետություն  
**require** [riˈkwaɪə] v 1) պահանջել. 2) կարիք ունենալ  
**resemble** [riˈzembəl] n նման լինել՝ նմանվել մի բանի  
**reserve** [riˈzə:v] n արգելանոց  
**residence** [ˈrezɪdəns] n բնակավայր, նստավայր  
**resource** [riˈsɔ:s] n (pl) միջոցներ, ռեսուրսներ  
**resourceful** [riˈsɔ:sfʊl] a ճարպիկ, հնարամիտ  
**respect** [rɪsˈpekt] n հարգանք, մեծարում, պատիվ. v հարգել, մեծարել  
**responsible** [rɪsˈpɔnsɪbl] a պատասխանատու, to be ~ for պատասխանատու լինել  
**responsibility** [rɪsˈpɔnsɪˈbɪlɪtɪ] n պատասխանատվություն  
**rest** [ˈrest] n the ~ մնացածը, մյուսները  
**restore** [riˈstɔ:] v վերականգնել  
**result** [riˈzʌlt] n արդյունք, հետևանք  
**retell** [riˈtel] v պատմել  
**reveal** [riˈvi:l] v ցույց տալ, ցուցաբերել, երևան բերել  
**review** [riˈvju:] n ակնարկ. v գրախոսել  
**revision** [riˈvɪʒn] n վերանայում, վերստուգում  
**revolution** [ˌrevəˈlu:tʃn] n հեղափոխություն  
**revolve** [riˈvɔlv] v պտտվել

**rhinoceros** [raɪˈnɔsərəs] n ռնգեղջյուր  
**rice** [raɪs] n բրինձ  
**right** [ˈraɪt] n իրավունք  
**ring** [ˈrɪŋ] n 1) մատանի. 2) ռինգ  
**ring** [ˈrɪŋ] v (rang, rung) հնչել (զանգը)  
**rise** [ˈraɪz] v (rose, risen) բարձրանալ, ծագել (արևը)  
**risk** n [ˈrɪsk] n ռիսկ, վտանգ  
**rival** [ˈraɪvəl] n հակառակորդ  
**robber** [ˈrɒbə] n կողոպտիչ  
**rock** [ˈrɒk] n ժայռ, ապառաժ, քար  
**role** [ˈrəʊl] n դեր  
**root** [ru:t] n արմատ  
**rope** [ˈrəʊp] պարան  
**row** [rəʊ] v թիավարել  
**rubbish** [ˈrʌbɪʃ] n աղբ, անորակ բան, անմտություն  
**ruin** [ˈru:ɪn] n pl ավերակներ. v վնասել, փչացնել  
**rule** [ˈru:l] n կանոն. v կառավարել  
**run** [rʌn] v (ran, run) վազել  
**rural** [ˈruərəl] a գյուղական  
**rush** [rʌʃ] v նետվել, սլանալ  
**rye** [raɪ] n տարեկան, աշորա

## S

**sail** [ˈseɪl] n առագաստ. v նավարկել  
**salon** [sælən] n գեղեցկության սրահ  
**sandy** [ˈsændi] a ավազոտ  
**saturated** [ˈsætjəreɪtɪd] a հագեց(վ)ած  
**save** [ˈseɪv] I v փրկել. II v խնայել, տնտեսել (~ սր)  
**say** [seɪ] (said) v ասել (to)  
**scandal** [ˈskændəl] n սկանդալ  
**scared** [ˈskeəd] a վախեցած  
**scene** [si:n] n տեսարան  
**scenery** [ˈsi:nəri] n տեսարան, բնապատկեր  
**science** [ˈsaɪəns] n գիտություն  
**scientific** [ˌsaɪənˈtɪfɪk] a գիտական  
**scientist** [ˈsaɪəntɪst] n գիտնական  
**screen** [skri:n] n էկրան, վարագույր. v նկարահանել  
**script** [skrɪpt] n կինոֆիլմի սցենար  
**scrub** [skrʌb] v խոզանակով մաքրել  
**sculptor** [ˈskʌlptə] n քանդակագործ  
**sculpture** [ˈskʌlptʃə] n քանդակ  
**sea** [si:] n ծով. ~ shore ծովափ  
**seat** [si:t] n տեղ, նստավայր  
**secretary** [ˈsekrətəri] n քարտուղար  
**see** [si:] v (saw, seen) տեսնել, հասկանալ  
**seem** [si:m] v թվալ

*select* [sɪlekt] v ընտրել  
*sell* [sel] v (sold) վաճառել  
*senate* [ˈsenɪt] n սենատ  
*senator* [ˈsenɪtə] n սենատոր  
*send* [ˈsend] v (sent) ուղարկել  
*sensation* [senˈseɪʃn] n 1) սենսացիա. 2) զգացում  
*sense* [sens] n 1) զգայություն, զգայարան. 2) իմաստ  
*sentimental* [sentɪˈmentəl] a սենտիմենտալ, զգայուն  
*separate* [ˈsepəreɪt] v բաժան(վ)ել, անջատ(վ)ել  
*sequence* [ˈsiːkwəns] n հերթականություն  
*serial* [ˈsɪəriəl] n բազմամաս ֆիլմ  
*series* [ˈsɪəriːz] n շարք, սերիա  
*servant* [ˈsɜːvənt] n ծառա, սպասավոր  
*service* [ˈsɜːvɪs] n ծառայություն  
*set up* [ˈset ʹ ʌp] v հիմնել, սկսել (գործ)  
*settle* [ˈsetl] v 1) վճռել, լուծել, կարգավորել. 2) բնակություն հաստատել  
*settlement* [ˈsetlmənt] n 1) բնակեցում. 2) ավան, գյուղ  
*settler* [ˈsetlɪ] n նորաբնակ  
*several* [ˈsevərəl] pron մի քանի  
*shabby* [ˈʃæbi] a հնացած, խարխուլ  
*shade* [ʃeɪd] n ստվեր  
*shady* [ˈʃeɪdi] a ստվերոտ  
*shake* [ʃeɪk] v (shook, shaken) թափահարել. ~ hands with sb ձեռքը սեղմել, ձեռքով բարևել  
*shallow* [ˈʃæləʊ] a ծանծաղ, ոչ խիտ  
*shape* [ʃeɪp] n ձև. v ձև տալ կամ ստանալ  
*shine* [ʃaɪn] (shone) v փայլել, շողալ  
*ship* [ʃɪp] n նավ  
*shipping* [ˈʃɪpɪŋ] n նավաշինություն  
*shock* [ʃɔːk] n հարված, ցնցում. v ցնցել, հուզել, շփոթեցնել  
*shoot* [ˈʃuːt] v (shot) 1) կրակել. 2) նկարահանել  
*shortage* [ˈʃɔːtɪdʒ] n պակասություն, կարիք  
*shout* [ʃaʊt] v գոռալ, աղաղակել (at)  
*show* [ʃəʊ] n շոու  
*show* [ˈʃəʊ] v (showed, shown) ցույց տալ, ցուցադրել  
*sight* [saɪt] n տեսարան, տեսողություն. v նկատել  
*sightseeing* [ˈsaɪtsiːɪŋ] n տեսարժան վայրերի դիտում. go ~ գնալ տեսարժան վայրերը դիտելու  
*signature* [ˈsɪgnɪtʃə] n ստորագրություն  
*sign* [saɪn] v ստորագրել. n նշան, ցուցանակ  
*silently* [ˈsaɪləntli] adv լուռ, լռելյայն

*similar* [ˈsɪmɪlə] a նման, նմանատիպ  
*simultaneously* [sɪməlˈteɪnɪəsli] adv միաժամանակ  
*sincerely* [sɪnˈsɪəli] adv անկեղծորեն  
*sing* [sɪŋ] v (sang, sung) երգել  
*single* [sɪŋɡl] a 1) մի, միակ. 2) չամուսնացած  
*sink* [sɪŋk] v [sæŋk, sʌnk] խորտակվել, սուզվել  
*situate* [ˈsɪtʃueɪt] v տեղադրել, տեղավորել  
*skill* [skɪl] n հմտություն  
*skinny* [ˈskɪni] a չափազանց նիհար, վտիտ  
*slavery* [ˈsleɪvəri] n ստրկություն  
*sleep* [ˈsliːp] v (slept) քնել  
*sleepy* [ˈsliːpi] a քնկոտ  
*slim* [slɪm] a նրբիբան, նուրբ, վայելչակազմ  
*slit* [slɪt] v ճեղքել  
*slogan* [ˈsləʊɡən] n նշանաբան, դեվիզ  
*slum* [slʌmz] n հետնախորշ, աղքատ թաղամաս  
*smart* [smɑːt] a 1) խելոք, խելացի. 2) շքեղ, նրբագեղ  
*smell* [smel] n հոտառություն, հոտ. v հոտ առնել, հոտ ունենալ  
*smoker* [ˈsməʊkə] n ծխողների վագոն  
*snake* [sneɪk] n օձ  
*society* [səˈsaɪəti] n հասարակություն  
*softly* [ˈsɔːftli] a մեղմորեն  
*solar* [ˈsəʊlə] a արևային  
*soldier* [ˈsəʊldɪə] n զինվոր  
*solve* [sɔːlv] v լուծել  
*soon* [suːn] adv շուտով, շուտ, վաղ. as ~ as հենց որ  
*sophisticated* [səˈfɪstɪˈkeɪtɪd] adj 1) տեղեկացված, փորձառու. 2) արդիական  
*sorrowfully* [ˈsɔːrəʊfʊli] adv տխուր  
*sorry* [ˈsɔːri] a be ~ for sb/about sth խղճալ, ափսոսալ I am ~ ներեցեք  
*south* [saʊθ] n հարավ  
*southern* [ˈsaʊðən] a հարավային  
*sovereign* [ˈsɔːvɪn] a անկախ  
*space* [speɪs] n 1) տարածություն. 2) տիեզերք  
*spaceship* [ˈspeɪsʃɪp] n տիեզերանավ  
*speak* [spiːk] v (spoke, spoken) խոսել  
*specialise* [ˈspeʃəlaɪz] v մասնագիտանալ  
*spectator* [spekˈteɪtə] n հանդիսատես, ակադատես  
*species* [ˈspiːʃɪz] n pl դաս, ցեղ, տիպ  
*spend* [ˈspend] v (spent) 1) անցկացնել ժամանակ. 2) ծախսել փող  
*spender* [ˈspendə] n ծախսող՝ վատնող մարդ  
*spendthrift* [ˈspendθrɪft] n շռայլ՝ վատնող մարդ  
*spill* [spɪl] n հեղուկի շաղ տալը

*spite* ['spait] n in ~ of sth չնայած, հակառակ  
*split* ['split] v ճեղքել  
*spoil* ['spoil] v (spoil) փչացնել  
*spread* ['spred] v (spread, spread) փռվել, տարածվել  
*stadium* ['steidiəm] n մարզադաշտ  
*stamp* ['stæmp] n դրոշմանիշ  
*stand* ['stænd] v (stood, [stud]) 1) կանգնել. 2) դիմանալ  
*standard* ['stændəd] n ստանդարտ, չափօրինակ  
*standing* ['stændiŋ] n դիրք  
*star* [sta:] n 1) աստղ. v 2) թատրոնի, կինոյի աստղ լինել. 3) գլխավոր դեր կատարել  
*state* ['steit] n 1) պետություն. 2) նահանգ. 3) վիճակ  
*statement* ['steitmənt] n հաղորդում, հայտարարություն  
*statesman* ['steitsmən] n քաղաքական գործիչ  
*station* ['steiʃn] n կայարան. կայան. railway ~ երկաթուղակայան. gas/petrol ~s բենզալցակայան  
*statue* ['stætʃu:] n արձան  
*steal* ['sti:l] v (stole, stolen) գողանալ  
*steel* [sti:l] n պողպատ  
*step* [step] n քայլ. ~ by ~ քայլ առ քայլ. ~ aside մի կողմ քաշվել  
*stewardess* ['stjuədɪs] n թռիչքի ուղեկցորդուհի  
*stick* [stik] v (stuck) 1) խրել. 2) ծակել. 3) սսնձել  
*stomach* ['stʌmək] n ստամոքս  
*store* [stɔ:] v 1) մթերել, պաշար անել. 2) մատակարարել  
*straight* ['streit] a, adv ուղիղ, ուղղակի  
*stranger* ['streindʒə] n օտարերկրացի, անծանոթ  
*stream* [stri:m] n գետ, գետակ  
*stretch* [stretʃ] v ձգ(վ)ել  
*strict* [strikt] a խիստ  
*strike* ['straik] v (struck, stricken) խփել, հարվածել  
*style* [stail] n ոճ  
*subject* ['sʌbdʒɪkt] n թեմա, առարկա, նյութ (խոսակցության և այլն). *քեր.* ենթակա  
*subtropical* ['sʌb'trɔ:pɪkəl] a մերձարևադարձային  
*succeed* [sək'si:d] v հաջողության հասնել  
*success* [sək'ses] n հաջողություն. to be a ~ հաջողություն ունենալ  
*successful* [sək'sesfʌl] a հաջողակ  
*such* [sʌtʃ] pron այսպիսի, այդպիսի, մման. ~ as ինչպես օրինակ

*suddenly* ['sʌdnli] adv հանկարծ, հանկարծակի  
*suffer* ['sʌfə] v տառապել, տանջվել  
*sufficient* [sə'fiʃənt] a բավականաչափ  
*suggest* [sə'dʒest] v առաջարկել  
*superior* [sju:prɪə] a վերադաս, լավագույն  
*supply* [sə'plai] n մատակարարում, պաշար  
*support* [sə'pɔ:t] v խրախուսել, քաջալերել, աջակցել  
*suppose* [sə'pouz] v ենթադրել, կարծել  
*surface* ['sɜ:fɪs] n մակերես, մակերեևույթ  
*surprise* [sə'praiz] n զարմանք. in ~ զարմանքով. v զարմացնել. be ~ed (at) զարմանալ  
*surprisingly* [sə'praiziŋli] adv զարմանալիորեն  
*surround* [səraʊnd] v շրջապատել  
*survive* [səvaɪv] v փրկվել, կենդանի մնալ  
*swallow* ['swɔləʊ] v կուլ տալ, կլանել. n ծիծեռնակ  
*swamp* [swɔ:mɒp] n ճահիճ, ճահճուտ  
*sweat* [swet] n քրտինք  
*sweeping* ['swi:pɪŋ] a լայն ընդգրկում ունեցող  
*sweeten* ['sweɪtən] v քաղցրացնել  
*swim* [swim] v (swam, swum) լողալ  
*switch* ['switʃ] v միացնել. ~ on միացնել. ~ off անջատել. ~ over ալիքը փոխել  
*symbol* ['sɪmbəl] n խորհրդանիշ

## T

*take* [teik] v (took, taken) վերցնել, տանել. ~ away հեռացնել. ~ off հանել (հագուստը). ~ place տեղի ունենալ. ~ part in մասնակցել. ~ up զբաղեցնել (տեղ)  
*talent* ['tælənt] n տաղանդ  
*talented* ['tæləntɪd] a տաղանդավոր  
*talk* ['tɔ:k] n խոսակցություն, զրույց. v զրուցել, խոսել  
*tap* [tæp] n ծորակ  
*tax* [tæks] n հարկ. v հարկել  
*teach* ['ti:tʃ] v (taught, taught) ուսուցանել, սովորեցնել  
*tear* ['tiə] v (tore, torn) պատռել  
*tear* ['tiə] n արցունք  
*technical* ['teknɪkəl] a տեխնիկական  
*technology* [tek'nɒlədʒi] n տեխնոոգիա, տեխնիկական գիտություններ  
*telegraph* ['telɪgrɑ:f] n հեռագրություն, հեռագիր  
*telex* ['teliks] n տելեքս  
*tell* ['tel] v (told) պատմել, ասել. ~ sb off նախատել, հանդիմանել  
*temple* ['tempel] n տաճար  
*term* [tɜ:m] n 1) տերմին. 2) ~s պայմաններ

**terrible** ['terəbl] a սարսափելի, սոսկալի  
**terrific** [tə'rifik] a 1) հոյակապ. 2) մեծ, հսկայական  
**terrorism** ['terərizm] n ահաբեկչություն  
**textile** ['tekstail] n տեքստիլ, կտորեղեն  
**thankful** ['θæŋkful] a շնորհակալ, երախտապարտ  
**thief** [θi:f] n (pl thieves) գող  
**think** ['iŋk] v (thought) մտածել  
**thorough** ['θʌrə] a 1) լիակատար, կատարյալ. 2) մանրակրկիտ  
**though** ['ðou] cj չնայած  
**thought** [θɔ:t] n միտք  
**threaten** ['θretn] v սպառնալ  
**thriller** ['θrilə] n հաջողություն ունեցող նկար  
**through** ['θru:] prep միջով, միջից  
**throughout** [θru:'aut] adv 1) ամբողջ ընթացքում. 2) ամենուրեք  
**throw** ['θrou] v (threw, thrown) գցել, շարտել  
**thumb** [θʌm] n բթամատ  
**thus** ['ðʌs] adv այսպես, այսպիսով  
**tide** [taɪd] n մակընթացություն  
**tight-fisted** ['taɪt'fɪstɪd] a ժլատ, ձեռքից պինդ  
**time** [taɪm] n 1) ժամանակ. have a good ~ լավ ժամանակ անցկացնել. In no ~ չափազանց արագ. ~ is up ժամանակը սպառված է. ~ off ազատ ժամանակ. to take one's ~ չշտապել. from ~ to ~ ժամանակ առ ժամանակ. ~ and again բազմիցս, հաճախակի. once upon a ~ մի անգամ. 2) տակտ, տեմպ. to beat ~ տակտ խփել, չափ տալ. kill ~ ժամանակ սպանել. 3) անգամ  
**timeless** [taɪmlɪs] a 1) անժամանակ. 2) հավերժական  
**timely** ['taɪmlɪ] a ժամանակին արված  
**time-saving** ['taɪmseɪvɪŋ] a ժամանակ խնայող  
**tin** [tɪn] n պահածոյի տուփ  
**tolerate** ['tɒləreɪt] v համբերել, հանդուրժել  
**toll** [təʊl] v ժամկոչել, դողանջել  
**tomahawk** ['tɔ:məʊk] n տոմահավկ (կարմրամորթների մարտական տապար)  
**ton** [tʌn] n տոննա  
**tongue** [tʌŋg] n լեզու  
**tool** [tu:l] n գործիք  
**top** [tɒp] n 1) գագաթ. 2) վերին մաս  
**touch** ['tʌtʃ] n շոշափում, հպում. v շոշափել, հպվել  
**towards** [tə'wɔ:dz] prep դեպի, ուղղությամբ  
**trace** [treɪs] n հետք  
**track and field** քեթլ ատլետիկա  
**trade** ['treɪd] n առևտուր

**trader** ['treɪdə] n վաճառող  
**traffic** ['træfɪk] n երթևեկություն  
**transmission** [trænz'mɪʃn] n հաղորդում, փոխանցում  
**transmit** [trænz'mɪt] v հաղորդել  
**transplant** [trænsplɑ:nt] n փոխպատվաստում  
**treat** ['tri:t] v 1) բուժել. 2) վերաբերվել  
**tributary** ['trɪbjʊtəri] n վտակ (գետի)  
**tropical** ['trɒpɪkəl] a արևադարձային  
**trouble** [trʌbl] n անհանգստություն, փորձանք. v անհանգստացնել  
**true** ['tru:] a ճշմարիտ, ճիշտ. come ~ իրականանալ  
**truth** [tru:θ] n ճշմարտություն  
**turkey** ['tɜ:ki] n հնդկահավ  
**turn** ['tɜ:n] v 1) շրջ(վ)ել, 2) դառնալ. ~ down նվազեցնել, մերժել. ~ over շրջել. ~ into վերած(վ)ել

## U

**unable** [ʌn'eɪbl] a անկարող, անընդունակ  
**unbearable** [ʌn'beərəbl] a անտանելի  
**unbelievable** [ʌnbi'li:vəbl] a անհավատալի  
**unconventional** [ʌnkən'venʃənl] a ոչ ավանդական, արտասովոր  
**underground** [ʌndəgraʊnd] n the ~ մետրոպոլիտեն  
**understand** [ʌndə'stænd] v (understood) հասկանալ, ըմբռնել  
**understanding** [ʌndə'stændɪŋ] n ըմբռնում. a հասկացող  
**unemployment** [ʌnɪm'plɔɪmənt] n գործազրկություն  
**unique** [ju'ni:k] a եզակի  
**unite** [ju'nait] v միանալ, միացնել  
**unknown** [ʌn'nəʊn] a անհայտ, չճանաչված, անծանոթ  
**unless** [ən'les] conj եթե չ..., մինչև որ չ...  
**unlike** [ʌn'laɪk] a 1) ոչ նման, տարբեր. 2) prep ի տարբերություն  
**unpleasantly** [ʌn'plezəntli] adv տհաճությամբ  
**unreal** [ʌn'riəl] a անիրական, երևակայական  
**untidy** [ʌn'taɪdi] a փնթի, թափփված  
**unwell** [ʌn'wel] a վատառողջ  
**up** [ʌp] adv, prep վեր, վերև  
**upset** [ʌp'set] v (upset) հուզել, վշտացնել. a վշտացած  
**upside-down** [ʌpsaɪd'daʊn] a շուռ տված, տակնուվրա  
**urban** [ʌ:bən] a քաղաքային

## V

**vacation** [və'keiʃn] n աներ. արձակուրդ  
**vain** [veɪn] a 1) զուր. 2) in ~ ապարդյուն, իզուր  
**valley** ['væli] n հովիտ  
**value** ['væljʊ:] n արժեք  
**vandalism** ['vændəlɪzəm] n բարբարոսություն  
**variety** [və'raɪəti] n 1) բազմազանություն. 2)  
վարիետե (թեթև ժանրի ներկայացում)  
**various** ['veəriəs] a տարբեր, զանազան  
**vary** ['veəri] v 1) փոխ(վ)ել. 2) տարբերվել  
**vast** [vɑ:st] a լայն, ընդարձակ  
**verandah** [və'rændə] n ծածկապատշգամբ  
**very** ['veri] adv շատ. the ~ ճիշտ նույն  
**vest** [vest] n ժիլետ, բաճկոն  
**veto** ['vi:təu] n վետո, արգելք. v վետո՝ արգելք  
դնել  
**victim** ['vɪktɪm] n զոհ  
**victory** ['vɪktəri] n հաղթանակ, հաղթություն  
**view** [vju:] n տեսարան, բնապատկեր  
**villain** ['vɪləɪn] n սրիկա, անպիտան  
**volcano** [vɒl'keɪnəu] n հրաբուխ  
**voyage** ['vɔɪdʒ] n 1) (ծովային) ճանապարհոր-  
դություն. 2) թռիչք (ինքնաթիռով)

## W

**wake** [weɪk] v (woke, woken) արթնանալ, արթ-  
նացնել  
**wander** ['wɔ:ndə] v թափառել, շրջել  
**war** [wɔ:] n պատերազմ, կռիվ  
**warn** ['wɔ:n] v զգուշացնել, նախազգուշացնել  
**warrior** ['wɔ:riə] n ռազմիկ, զինվոր  
**waste** ['weɪst] n 1) մնացուկներ, թափոններ.  
2) անօգուտ, վատնում. v վատնել  
**water** ['wɔ:tə] n ջուր. ~fall ջրվեժ. v ջրել  
**way** ['wei] n 1) ճանապարհ. on the ~ ճանա-  
պարհին. 2) ձև, կերպ. in this ~ այսպես,  
այսկերպ  
**wealthy** ['welθi] a հարուստ, ունևոր  
**weapon** ['wepən] n զենք  
**wear** ['weə] v (wore, worn) հագնել, կրել,  
մաշել

**weekly** ['wi:kli] a շաբաթական  
**weight** [weɪt] n քաշ, կշիռ  
**welcome** ['welkəm] n ողջույն. v ողջունել  
**west** [west] n արևմուտք. a արևմտյան  
**western** ['westən] a արևմտյան. n կովբոյական  
ֆիլմ  
**wet** ['wet] a թաց, խոնավ  
**whale** [weɪl] n կետ (կենդանի)  
**whatever** [wət'evə] pron ինչ էլ որ  
**wheat** [wi:t] n ցորեն  
**whether** ['weðə] conj արդյոք  
**whisper** ['wɪspə] v շշուշու, փսփսալ, n շշուկ. in  
a ~ շշուկով  
**whole** ['həʊl] a ամբողջ, ողջ  
**widely** ['waɪdli] adv լայնորեն  
**widespread** ['waɪd'spreɪd] a լայնատարած  
**will** [wɪl] n կամք, կամքի ուժ  
**win** ['wɪn] v (won) հաղթանակել, շահել  
**wink** [wɪŋk] v թարթել. ~ at sb աչքով անել  
**within** [wɪð'in] prep ընթացքում, սահմաննե-  
րում  
**wonder** ['wʌndə] n զարմանք. v 1) զարմանալ.  
2) հետաքրքրվել, ցանկանալ իմանալ  
**wool** [wʊ:l] n բուրդ  
**workman** ['wɜ:ksmən] n բանվոր  
**wrapping** ['ræpɪŋ] n փաթեթավորում  
**write** [raɪt] v (wrote, written) գրել

## Y

**yard** [jɑ:d] n յարդ (մոտ 91 սմ)  
**yet** ['jet] adv դեռ, դեռևս, այնուամենայնիվ  
**yourself** [jɔ:'self] pron (yourselves) դու ինքդ,  
դուք ինքներդ  
**youth** ['ju:θ] n 1) երիտասարդություն, պատա-  
նեկություն. 2) երիտասարդ, պատանի

## Z

**zebra** ['zi:brə] n զեբր, վագրածի (կենդանի)  
**zero** ['zi:ərou] n զրո  
**zoo** [zu:] n գազանանոց

## VOCABULARY 2

### Learning languages

*alphabet* [ˈælfəbɪt] n այբուբեն  
*look through* v աչքի անցկացնել  
*speak/learn/know a foreign language* խոսել՝ սովորել՝ իմանալ օտար լեզու  
*read/write in a foreign language* կարդալ՝ գրել օտար լեզվով  
*speak like a native speaker* լեզուն կրողի նման խոսել  
*speak with an accent* խոսել օտար առոգանությամբ  
*letter* n տառ  
*revise vocabulary/grammar rules* բառարանը՝ քերականական կանոնները կրկնել  
*to practise pronunciation* արտասանական վարժություններ կատարել  
*spelling* n ուղղագրություն  
*read silently* մտքում կարդալ  
*speak up* v բարձր ու հստակ խոսել  
*put down* v գրի առնել  
*guess the meaning of the word* կռահել բառի իմաստը

*look up in the dictionary* բառարանում նայել  
*speak fluently* վարժ՝ սահուն խոսել  
*make a mistake (in)* սխալ անել  
*improve/master one's English* կատարելագործել՝ տիրապետել անգլերենին  
*have a good/bad command of English* անգլերենին լավ՝ վատ տիրապետել  
*translate from ... into* թարգմանել մի լեզվից մյուսը  
*have a dictation/reproduction/composition* թելադրություն՝ փոխադրություն՝ շարադրություն գրել  
*oral speech* բանավոր խոսք  
*orally* բանավոր  
*in written form* գրավոր  
*technical/scientific terms* [ˈteknɪkəl] [saɪənˈtɪfɪk] տեխնիկական՝ գիտական տերմիններ  
*antonym/synonym* [ˈæntənɪm] [ˈsɪnənɪm] n հականիշ՝ հոմանիշ

### Nationalities and languages

Country	nationality/language	Ազգություն/լեզու
<i>Armenia</i> [aːˈmɪnjə]	Armenian	հայ/հայերեն
<i>Russia</i> [ˈrʌʃə]	Russian	ռուս/ռուսերեն
<i>Italy</i> [ˈɪtəli]	Italian [iˈtæliən]	իտալացի/իտալերեն
<i>Hungary</i> [ˈhʌŋgəri]	Hungarian [hʌŋˈɡeəriən]	հունգարացի/հունգարերեն
<i>Georgia</i> [ˈdʒɔːdʒiə]	Georgian	վրացի/վրացերեն
<i>Mongolia</i> [mŋəˈɡɔʊljə]	Mongolian	մոնղոլ/մոնղոլերեն
<i>The USA</i> [ˈjuːesˈeɪ]	American/English	անգլիացի/անգլերեն
<i>The UK</i> [ˈjuːˈkeɪ]	Englishman/Englishwoman/English	անգլիացի/անգլերեն
<i>Scotland</i>	Scot/Scottish	շոտլանդացի/շոտլանդերեն
<i>Ireland</i> [ˈaɪələnd]	Irishman/Irishwoman/Irish [aɪrɪʃ]	իռլանդացի/իռլանդերեն
<i>Turkey</i> [ˈtʊːki]	Turk/Turkish	թուրք/թուրքերեն
<i>Poland</i> [ˈpɔʊlənd]	Pole [ˈpɔʊl] /Polish	լեհ/լեհերեն
<i>Spain</i> [speɪn]	Spaniard [ˈspænjəd] /Spanish [ˈspæniʃ]	իսպանացի/իսպաներեն
<i>Denmark</i> [ˈdenpɑːk]	Dane/Danish [ˈdeɪn, ˈdeɪniʃ]	դանիացի/դանիերեն
<i>Japan</i> [dʒəˈpæn]	Japanese [dʒæpəˈniːz]	ճապոնացի/ճապոներեն
<i>China</i> [ˈtʃaɪnə]	Chinese [ˈtʃaɪˈniːz]	չինացի/չինարեն
<i>Vietnam</i> [ˈvjetnəm]	Vietnamese [ˈvjetnəˈmiːz]	վիետնամացի/վիետնամերեն
<i>Portugal</i> [ˈpɔːtʃuɡəl]	Portuguese [ˈpɔːtʃuˈɡiːz]	պորտուգալացի/պորտուգալերեն
<i>France</i> [fraːns]	Frenchman/Frenchwoman/French	ֆրանսիացի/ֆրանսերեն
<i>Greece</i> [ˈɡriːs]	Greek	հույն/հունարեն
<i>Holland</i> [ˈhɒlənd]	Dutchman, Dutchwoman/Dutch [ˈdʌtʃ]	հոլանդացի/հոլանդերեն
<i>Sweden</i> [ˈswiːdn]	Swede/Swedish	շվեդ/շվեդերեն
<i>Egypt</i> [ˈɪdʒɪpt]	Egyptian/Arabic [iˈdʒɪpʃən]	արաբերեն



## Theatre

*stage/produce* a play պիես բեմադրել  
*act* n դեր կատարել  
*scene* n տեսարան, դրվագ  
*setting* n ղեկորացիա և զգեստներ, գեղարվեստական ձևավորում  
*cast* n դերակատարներ, գործող անձիք  
*director* n ռեժիսոր  
*costumes* n բեմահանդերձանք  
*characters of the play* պիեսի գործող անձիք  
*excellent/poor acting* գերազանց՝ վատ դերակատարում  
*play/perform/dance/sing the part of* մեկի դերը կատարել՝ պարել՝ երգել  
*leading/chief actor/actress* գլխավոր դերակատար (դերասան՝ դերասանուհի)  
*dress rehearsal* [ri'hə:sl] գլխավոր փորձ  
*first night* պրեմիերա, առաջին ներկայացում  
*The house is full.* Դահլիճը լիքն է:  
*star* v գլխավոր դեր կատարել  
*be popular/a success with the public* հանրաճանաչ լինել՝ հաջողություն ունենալ հանդիսատեսի մոտ  
*applaud* v ծափահարել  
*break into applause* սկսել ծափահարել  
*variety show* էստրադային համերգ  
*musical* երաժշտական ներկայացում  
*booking office* n տոմսարկղ  
*book a ticket for the performance beforehand* նախօրոք գնել ներկայացման տոմս  
*theatre* n թատրոն  
*opera-house* n օպերային թատրոն  
*ballet* n բալետ  
*usher* n հսկիչ, մուտքի տոմս ստուգող ծառայող  
*opera glasses* n թատերական հեռադիտակ  
*on the stage* բեմի վրա  
*behind the wings* a կուլիսներում  
*curtains* n վարագույրներ

## Reading newspapers

*popular/quality newspapers* հանրաճանաչ՝ որակով թերթեր  
*daily/weekly/monthly newspaper* օրաթերթ՝ շաբաթաթերթ՝ ամսաթերթ  
*magazine* n ամսագիր  
*publish* v հրատարակել  
*come out* v լույս տեսնել  
*edition* n հրատարակություն

*journalist* n լրագրող, ժուռնալիստ  
*reporter* n լրագրող, թղթակից  
*article* n հոդված  
*feature* n հոդված, ակնարկ  
*home/foreign/sports/business news* ներքին՝ արտաքին՝ մարզական՝ գործարարական նորություններ՝ լուրեր  
*radio/TV programme* ռադիոյի՝ հեռուստածրագիր  
*fashion/letter page* նորաձևության՝ նամակների էջ  
*review* n քննադական հոդված  
*crossword* n խաչբառ  
*horoscope* n հորոսկոպ  
*catching headline* ուշադրություն գրավող խորագիր  
*advertisement (ad)* հայտարարություն, գովազդ  
*The newspaper says that ...* Թերթում գրված է, որ ...  
*The article reports that ...* Հոդվածը տեղեկացնում է, որ ...

## Television and Cinema

*news report* n նորությունների հաղորդում  
*current affairs* ընթացիկ նորություններ  
*drama* n բեմադրություն  
*quiz* n վիկտորինա, հանելուկախաղ  
*music/news/sports programme* երաժշտական՝ նորությունների՝ սպորտային ծրագիր  
*weather forecast* եղանակի տեսություն  
*commercials* n առևտրական գովազդ  
*live programme* ծրագիր ուղիղ եթերում  
*turn the TV on/off* միացնել՝ անջատել հեռուստացույցը  
*turn it up/down* ձայնը բարձրացնել՝ իջեցնել  
*turn the TV over* փոխել ալիքը  
*press the button* սեղմել կոճակը  
*plug the TV in/out* հեռուստացույցը միացնել՝ անջատել  
*use a remote control* օգտագործել հեռակառավարման վահանակ  
*receive a satellite TV* արբանյակային հեռուստատեսություն ընդունել  
*receive a cable TV* մալուխային հեռուստատեսություն ընդունել  
*clip* n տեսահոլովակ  
*soap opera* հեռուստասերիալ  
*crime series* դետեկտիվ կինոնկարների շարք  
*adventure film* արկածային ֆիլմ



*horror film* սարսափի ֆիլմ  
*western* ամերիկյան կրվբոյների մասին ֆիլմ  
*musical* ո երաժշտական ֆիլմ  
*romantic drama* սիրային դրամա  
*love story* ֆիլմ սիրո մասին  
*documentary/cartoon* [dɒkjʊ'mentəri] [kɑ:'tu:n]  
*film* վավերագրական՝ մուլտիպլիկացիոն  
 ֆիլմ  
*shoot a film* ֆիլմ նկարահանել  
*script* ո սցենար  
*plot* ո սյուժե  
*photography* լուսանկարում  
*film star* կինոաստղ  
*subtitles* ենթագիր (կինոկադրի տակի գրած)  
*screen* ո էկրան. Վ նկարահանել, էկրանավորել  
*frightening* a վախեցնող  
*exciting* a հուզիչ  
*nail-biting* a լարվածություն առաջացնող  
*terrific* a հիանալի, հոյակապ  
*realistic* a ռեալիստական

## Geography

*lie/be situated* գտնվել  
*occupy/cover the territory of 29.000 square kilometres* գրավել 29000 կմ<sup>2</sup> տարածք  
*stretch (from ... to)* տարածվել, ձգվել (...-ից մինչև ...)  
*border (on)* սահմանակից լինել  
*be washed(by)* ողողվել  
*be separated (from)* բաժանված լինել  
*be populated by* բնակեցված լինել  
*The population is 1,5 mln.* Բնակչությունը մեկուկես միլիոն է:  
*The territory is 29.000 square kilometres.* Տարածքը 29000 կմ<sup>2</sup> է:  
*geographical position* աշխարհագրական դիրք  
*island* ո կղզի  
*mountain* ո սար, լեռ  
*at the foot of the mountain* լեռան ստորոտում  
*valley* ո հովիտ  
*meadow* ո մարգագետին  
*depth of the forest* անտառի խորք  
*beach* ո լողափ  
*tributary* ո վտակ (գետի)  
*mountain range* լեռնաշղթա  
*peak* լեռնագագաթ  
*mouth of the river* գետաբերան  
*economy* տնտեսություն

*highly developed/developing/agricultural/industrial country* բարձր զարգացած՝ զարգացող՝ գյուղատնտեսական՝ արդյունաբերական երկիր  
*raw materials* հումք  
*be rich in mineral resources* հանքային պաշարներով հարուստ լինել  
*zinc* ցինկ  
*copper* պղինձ  
*oil* նավթ  
*iron* երկաթ  
*specialise (in)* մասնագիտանալ  
*produce* արտադրել  
*textile* տեքստիլ, կտորեղեն  
*electronics* էլեկտրոնային սարքավորումներ  
*chemicals* քիմիական նյութեր  
*machinery* սարքավորումներ  
*aircraft* ինքնաթիռներ, թռչող սարք  
*shipping/mining/fishing/car industry* նավաշինական՝ հանքային՝ ձկնորսական՝ ավտոմոբիլաշինական արդյունաբերություն  
*main products* հիմնական արտադրանք  
*export* արտահանել  
*import* ներմուծել  
*farm products* գյուղատնտեսական ապրանք

## Doing the city

*go on tour round the city/make a tour of the city* էքսկուրսիա գնալ քաղաքում  
*visit places of interest (attraction)/go sightseeing* այացելել տեսարժան վայրեր  
*keep an eye open for* ուշադիր լինել, աչքը բաց պահել  
*wander* ['wɒndə] թափառել (over)  
*educational/industrial/agricultural/sporting/cultural centre* կրթական՝ արդյունաբերական՝ գյուղատնտեսական՝ սպորտի՝ մշակութային կենտրոն

## Talking Politics

*national/local/federal/central government* ազգային՝ տեղական՝ ֆեդերալ՝ կենտրոնական կառավարություն  
*the seat of the government* կառավարության նստավայր  
*the head of the government* կառավարության ղեկավար  
*the powers of the government* կառավարության լիազորությունները  
*branches of power* իշխանության ճյուղեր

*get/check/divide the powers* ստանալ՝ ստուգել՝ կիսել իշխանությունը  
*legislative branch* ['ledʒɪslətɪv] օրենսդիր ճյուղ  
*Congress* ['kɒŋɡres] կոնգրես (ԱՄՆ-ում)  
*Parliament* խորհրդարան (Մեծ Բրիտանիայի)  
*National Assembly* [ə'sembli] Ազգային ժողով (Հայաստանի)  
*executive branch* [ig'zekjʊtɪv] գործադիր ճյուղ  
*vice-president* [vaɪs ~] փոխնախագահ  
*judicial branch* [dʒu:'dʃɪəl] դատական ճյուղ  
*the Supreme Court* [sju'pri:m] Գերագույն դատարան  
*sign/pass/vote for/veto* ['vi:tou] /*approve (of)* [ə'pru:v] /*disapprove (of) (the bill)* ստորագրել՝ ընդունել՝ կողմ քվեարկել՝ վետո՝ արգելք դնել՝ հավանություն տալ՝ հավանություն չտալ (օրենքի նախագծին)  
*federal/state/city taxes* ֆեդերալ՝ նահանգային՝ քաղաքային հարկեր  
*income tax* եկամտահարկ  
*property tax* սեփականության հարկ  
*excise tax* ակցիզային հարկ  
*sales tax* առևտրի հարկ  
*pay/collect taxes* մուծել՝ հավաքել հարկերը  
*tax free* չհարկվող  
*pollute the air/the sea* աղտոտել օդը՝ ծովը  
*suffer from pollution* աղտոտումից տուժել՝ վնասվել  
*overcrowding* n գերբնակվածություն  
*radiation* [reɪdi'eɪʃən] n ճառագայթում  
*destruction of rain forests* արևադարձային անտառների կործանում  
*overfishing* n չափից շատ ձուկ որսալը  
*litter* n աղբ  
*spray* n փոշիացրած հեղուկ  
*destroy the ozone* [ou'zəʊn] *layer* օզոնի շերտը ոչնչացնել  
*waste* [weɪst] թափոններ. v վատնել  
*industrial wastes* արդյունաբերական թափոններ  
*protect* պաշտպանել  
*acid rain* թթվային անձրև  
*to damage* վնասվել, վնաս հասցնել  
*species of plants/animals* ['spi:ʃɪz] բույսերի՝ կենդանիների տեսակներ  
*endangered species* [ɪn'deɪndʒəd] վտանգի ենթարկված տեսակներ

## Latest Advances

*electronic mail (e-mail)* էլեկտրոնային փոստ  
*photocopies* ֆոտոպատճեն  
*answer phone* հոռախոսի ինքնապատասխանիչ  
*fax-machine* ֆաքս ապարատ  
*store information* ինֆորմացիա կուտակել  
*computer* [kəm'pjʊ:tə] n համակարգիչ  
*hi-techs* ['haɪ'teks] բարձր տեխնոլոգիայի սարքավորում

## Space տիեզերք

*spaceflight* թռիչք դեպի տիեզերք  
*spacecraft* n տիեզերանավ  
*spacesuit* սկաֆանդր (տիեզերագնացի համագգեստ)  
*spaceship* տիեզերանավ  
*launch* v արձակել (հրթիռ)  
*land* v վայրէջք կատարել  
*rocket* n հրթիռ  
*planet* n մոլորակ  
*cosmonaut* ['kɒzməʊt] / *astronaut* ['æstrəʊt] տիեզերագնաց  
*robot* ['rɒbət] ռոբոտ

## US Stats

*Alabama* [æləb'æmə] Ալաբամա  
*Alaska* [əlæskə] Ալյասկա  
*Arizona* [æri'zəʊnə] Արիզոնա  
*Arkansas* ['ɑ:kənsɔ:] Արկանզաս  
*California* [kæli'fɔ:njə] Կալիֆորնիա  
*Colorado* [kɒlə'rɑ:dou] Կոլորադո  
*Connecticut* [kə'netɪkət] Կոնեկտիկուտ  
*Delaware* ['deləweɪ] Դելավեր  
*District Columbia* [e']  
*Florida* ['flɔrɪdə] Ֆլորիդա  
*Georgia* ['dʒɔ:dʒə] Ջորջիա  
*Hawaii* [ha:'waɪ:] Հավայան կղզիներ  
*Idaho* ['aɪdəʊ] Այդահո  
*Illinois* [ɪli'noɪ] Իլլինոյս  
*Indiana* [ɪndi'ænə] Ինդիանա  
*Iowa* ['aɪəwə] Այովա  
*Kansas* ['kænzəs] Կանզաս  
*Kentucky* [ken'tɪki] Կենտուկի  
*Louisiana* [lu:'izi'ænə] Լուիզիանա  
*Maine* [meɪn] Մեն  
*Massachusetts* [mæsətʃu:sets] տ Մասաչուսեթս  
*Maryland* ['meərɪlənd] Մերիլենդ

*Michigan* [ˈmitʃigən] Միչիգան  
*Minnesota* [ˌmɪniˈsoutə] Մինեսոտա  
*Mississippi* [ˌmɪsiˈsɪpi] Միսսիսիպի  
*Missouri* [miˈzuəri] Միսսուրի  
*Montana* [ˌmɒntænə] Մոնտանա  
*Nebraska* [niˈbræskə] Նեբրասկա  
*Nevada* [névɑːdə] Նևադա  
*New Hampshire* [ˈnjuːˈhæmpʃɪə] Նյու Հեմպշիր  
*New Jersey* [ˈnjuːˈdʒɜːzi] Նյու Ջերսի  
*New Mexico* [ˈnjuːˈmeksikou] Նյու Մեքսիկո  
*New York* [ˈnjuːˈjɔːk] Նյու Յորք  
*North Carolina* [ˈnɔːθˌkærəˈlainə] Հյուսիսային  
Կարոլինա  
*North Dakota* [ˈnɔːθ dəˈkɒtə] Հյուսիսային  
Դակոտա  
*Ohio* [ouˈhaɪou] Օհայո  
*Oklahoma* [ˌoukləˈhoumə] Օկլահոմա

*Oregon* [ˈɔrɪgən] Օրեգոն  
*Pennsylvania* [ˌpensɪlˈveɪniə] Պենսիլվանիա  
*Rhode Island* [ˌraʊdˈaɪlənd] Ռոդ Այլենդ  
*South Carolina* [ˈsauθˌkærəˈlainə] Հարավային  
Կարոլինա  
*South Dakota* [ˈsauθ dəˈkɒtə] Հարավային  
Դակոտա  
*Tennessee* [ˌtenəˈsiː] Թենեսի  
*Texas* [ˈteksəs] Տեխաս  
*Utah* [ˈjuːtɑː] Յուտա  
*Vermont* [vəˈmɒnt] Վերմոնտ  
*Virginia* [vəˈdʒɪniə] Վիրջինիա  
*Washington* [ˈwɒʃɪŋtən] Վաշինգտոն  
*West Virginia* [ˈwest vəˈdʒɪniə] Արևմտյան  
Վիրջինիա  
*Wisconsin* [wɪsˈkɒnsɪn] Վիսկոնսին  
*Wyoming* [waiˈoumɪŋ] Վայոմինգ

# Contents

<b>Unit 1</b>	<b>The Rise of English</b> .....	<b>3</b>
<b>Unit 2</b>	<b>English as a World Language</b> .....	<b>16</b>
<b>Check up 1</b> .....		<b>34</b>
<b>Unit 3</b>	<b>Introducing the US</b> .....	<b>37</b>
<b>Unit 4</b>	<b>From Sea to Shining Sea</b> .....	<b>47</b>
<b>Unit 5</b>	<b>How it Began</b> .....	<b>59</b>
<b>Unit 6</b>	<b>You Will Do it if You Try</b> .....	<b>68</b>
<b>Unit 7</b>	<b>Cities and Supercities</b> .....	<b>81</b>
<b>Check up 2</b> .....		<b>92</b>
<b>Unit 8</b>	<b>Checks and Balances</b> .....	<b>95</b>
<b>Unit 9</b>	<b>Something New, Something</b> .....	<b>104</b>
<b>Unit 10</b>	<b>TV or not TV</b> .....	<b>114</b>
<b>Unit 11</b>	<b>Relating to your Future</b> .....	<b>124</b>
<b>Unit 12</b>	<b>The Net generation</b> .....	<b>131</b>
<b>Unit 13</b>	<b>Going to Win</b> .....	<b>152</b>
<b>Check up 3</b> .....		<b>160</b>
<b>Some more reading</b> .....		<b>163</b>
<b>Listening</b> .....		<b>165</b>
<b>Key</b> .....		<b>166</b>
<b>Vocabulary 1</b> .....		<b>167</b>
<b>Vocabulary 2</b> .....		<b>186</b>

ՍԵՂԱ ԲԱՂԴԱՍԱՐՅԱՆ, ՍԵՂԱ ԳՅՈՒՐՁԱՅԱՆՑ

## ԱՆԳԼԵՐԵՆ

11

Հանրակրթական դպրոցի 11-րդ դասարանի դասագիրք  
հումանիտար հոսք

Խմբագիր՝ Ա. Լազարյան

Շապիկի ձևավորումը՝ Արտակ Բաղդասարյան

Համակարգչային մուտքագրում՝ Ս. Այվազյան

Համակարգչային էջկապ՝ Մ. Աբրահամյան

«ՄԱՆՄԱՐ» ՓԲԸ

Երևան, Ղազար Փարպեցի 9/7, հեռ. 53-79-81, 53-79-82

E-mail: manmar@arminco.com

Տպագրված է «Տիգրան Մեծ» հրատարակչության տպարանում