

G. GASPARYAN

ENGLISH

5

5-րդ դասարանի դասագիրք

Երևան



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REVISION REVISION REVISION

What is your name?
What's your name?
How old are you?
How old are you?
Where are you from?
Where do you come from?
What nationality are you?
What do you do?
What are you?

My name is Jane.
My name's Jane.
I am thirteen years old.
I'm thirteen.
I'm from the USA.
I come from the USA.
I'm American.
I'm a schoolboy.
I'm a schoolboy.

Mind

Where are you from?
Where do you come from?
What nationality are you?
What do you do?
What are you?

I am from the USA.
I come from the USA.
I am American.
I am a schoolboy.
I am a schoolboy.



1. Interview your friends according to the dialogue. Work in pairs.



A. Hello! What's your name?

A. My name is Ann.

A. Thank you. Your name is nice, too.

A. I'm eleven years old.
And how old are you?

A. No. I'm not English. I'm American.
I'm from Boston. And what about you?

A. Are you a student?

A. I'm a student, too.

A. Thanks. It's nice to meet
you, too. See you later.

B. Hello! My name is Bob.
What's your name?

B. Nice name. I like it very much.

B. How old are you?

B. I'm thirteen. Are you English?

B. I'm English. I am from Chester.

B. Yes. I'm a student.
What do you do?

B. It's nice to meet you.

B. See you soon.

Revise the pronouns you know.

	Personal	Possessive	Objective
SINGULAR	I	my	me
	you	your	you
	he	his	him
	she	her	her
	it	its	it
PLURAL	we	our	us
	you	your	you
	they	their	them

Read aloud.



Remember what you can.

This is a woman.

Her name is Mrs. Brown.
 She is English.
 She comes from London.
 She speaks English.
 She is a housewife.
 She is forty-four.



Her name is Mrs. Peters.
 She is English.
 She comes from London.
 She speaks English.
 She works in a hospital.
 She is a nurse.
 She is twenty-three.

This is a man.

His name is Mr. Wales.
 He is English.
 He comes from Chester.
 He speaks English.
 He works in a department store.
 He is a shopkeeper.
 He is fifty-six.

His name is Mr. Donald.
 He is Scottish.
 He comes from Glasgow.
 He speaks English.
 He works in a school.
 He is a teacher.
 He is thirty-six.

2. Check what you remember. Complete the dialogue according to the model. Work in pairs.



What's her name?
 What nationality is she?
 Where does she come from?
 What language does she speak?

Her name is Mrs. Peters.
 She is English.
 She comes from London.
 She speaks English.



Where does she work?
 What does she do?
 How old is she?

3. Describe the people according to the model.



Mr. Lipson / English / Liverpool / baker / 33

1. This is Mr. Lipson.
2. He is English.
3. He is from Liverpool.
4. He is a baker.
5. He is thirty-three.

1. Mr. Jackson / English / York / driver / 38
2. Miss Parr / American / Boston / teacher / 21
3. Mrs. Brown / English / Chester / nurse / 51
4. Miss Nicole / French / Paris / actress / 22
5. Mr. Richio / Italian / Rome / baker / 40

4. Fill in the blanks. Speak about your family.

What about you?

My name is I'm from I'm I speak
I study at school. I'm a I'm ... years old.

**What about your family? Your father, mother, brothers and sisters.
What are their names? What do they do? How old are they?**

5. Write two stories. Match the words in the boxes.

Name: John Smith
Age: 21
Eyes: blue
Hair: brown
Profession: grocer
Country: England

Name: Mary Green
Age: 30
Eyes: grey
Hair: blonde
Profession: teacher
Country: USA

	This is my	brother mother sister		Her His	name is	John Bob Mary
He She	is	21 30 13	years old	His Her	eyes are	grey blue brown
Her His	hair is	brown blonde grey		He She	is a	postman grocer teacher
He She	is from	France USA England		He She	is	English French American

Read aloud.

Remember what you can.



This is Bob. He is English. He is from Chester. He is a schoolboy. He is thirteen. Every morning Bob wakes up at seven o'clock. He gets out of bed. His brother wakes up and gets out of bed, too. They wash their faces. They clean their teeth. They put on their clothes. They comb their hair. They eat their breakfast. They say good-bye to their mother and go to school.

Mind

to wake up

to get up

to get out of



Check up

6. True or false? Work according to the model.



1. This is Jane.
2. Bob is American.
3. He is from Chester.
4. He is a student.
5. He is eight years old.
6. Every morning Bob gets up at six o'clock.
7. He gets out of bed. His brother wakes up, but he doesn't get out of bed.
8. They wash their faces, but they don't clean their teeth.
9. They put on their clothes.
10. They don't comb their hair.
11. They say good-bye to their mother and go to the cinema.



This is Jane.
No, it isn't Jane.
It is Bob.

7. Ask and answer questions according to the model. Work in pairs.



Is this Bob?
Does he wake up at seven o'clock?

Yes, this is Bob.
Yes, he does. He wakes up at seven o'clock.



8. Interview your friends according to the model. Work in pairs.



Do you get up early?
When do you get up?
When does your father (brother, mother, sister) get up?

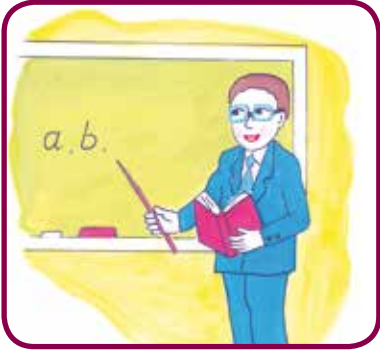
Yes, I get up early.
I get up at 6 o'clock.

He gets up at 6, too.



What do you (your family) usually do in the morning?

9. Match the words in the boxes.



Mr. King **gets stays goes** up early every morning.

He **gets stays starts** work at 8 o'clock. He is a teacher.

At 12 o'clock he **goes does has** lunch. He **starts stops gets to** work at 4.30 and **starts stops gets to**

home. His wife **looks sees meets** him at the door. Mr. King **puts on takes off washes** his coat, has

his **breakfast dinner tea** and then **waits gets sits** in the living-room and **looks reads sees** the

newspapers. He usually **sees goes stays** to bed early.

10. Write a story. "My Friend Peter is a lazy boy."

Use the words and word combinations to describe Peter's day.

- get up early stay in bed late
- have breakfast often go to school
- never go for a walk always clean the house
- usually do homework watch TV

Do you remember?

To be

I am

You are

We are

You are

He

She

It

is

They are

*We use the verb **to be** with simple present.*

I **am** a schoolgirl.

*We use the verb **to be** with continuous forms.*

The children **are** playing in the garden.

11. Fill in the blanks with **am, is, are**.

1. The window ... open.
2. Cats ... small animals.
3. I ... in the classroom.
4. We ... pupils.
5. The baby ... in bed.
6. You ... a teacher.
7. Tom and Jimmy ... friends.
8. They ... at school now.
9. Our family ... in the dining-room.
10. He ... in the playground.

12. Answer the questions according to the model using the verbs in brackets.



What is the girl doing?
She is **reading** a book (read).

1. What are the boys doing?
They football (play).
2. What is the teacher doing?
He the blackboard (clean).
3. What are the cats doing?
They on the tree (sit).
4. What is the man doing?
He an apple (eat).
5. What are the children doing?
They in the garden (work).
6. What is the boy doing?
He an exercise (write).

13. Write a story "Kate is always busy."

Look at her calendar and complete the sentences.

SEPTEMBER

<i>Su</i>	<i>Mo</i>	<i>Tu</i>	<i>Wd</i>	<i>Th</i>	<i>Fr</i>	<i>Sa</i>
		1 dance class	2 clean the room	3 French class	4 wash the clothes	5 super-market
6	7 piano lesson	8	9 dentist	10	11	12 dinner Jack + Bob
13 family day	14 piano lesson	15 dance class	16	17	18 Tom's birthday	19
20	21 piano lesson	22 dentist	23	24	25	26 cinema
27	28 piano class	29 dance class	30 New York	31		

1. On Tuesday 15th and 29th she is going to _____
2. On Wednesday 9th she _____
3. On Thursday 3rd _____
4. On Friday 18th it is _____
5. On Saturday 26th _____
6. On Sunday 13th _____
7. On Mondays she usually _____
8. On Tuesdays she usually _____
9. _____
10. _____

REMEMBER

Where are you?
Are you busy?
What are you doing?



I am in the classroom.
Yes, I'm busy.
I'm reading a book.

Read aloud.

Remember what you can.



A BUSY DAY

Everybody in River Street is very busy today. Mrs. Anderson is in the kitchen. She is cleaning her kitchen. Mr. and Mrs. Thomas are in the living-room. They are painting the walls. Mr. Black is in the bedroom. He is doing his morning exercises. Tommy is in his room. He is feeding his dog. Mr. and Mrs. Lane are in the garden. They are washing their car.

I am busy, too. I'm in my sitting-room. I'm washing my windows. I'm also looking at my neighbours. It's a very busy day for all my neighbours.

Mind

to paint

to feed

a neighbour



Check up

14. True or false?



1. Mrs. Anderson is in her kitchen.
2. Mr. and Mrs. Thomas are washing their car.
3. Mrs. Black is feeding her dog.
4. Tommy is eating.
5. Mr. and Mrs. Lane are painting their kitchen.
6. I'm washing my windows.

15. Ask and answer questions according to the model. Work in pairs.



- A.** Where is Mrs. Anderson?
A. What is she doing?

- B.** She is in the kitchen.
B. She is cleaning her kitchen.



16. Look at the pictures. Ask and answer questions according to the model.



**Are you busy?
What are you doing?**

**Yes, I am busy.
I am reading a book.**



**1. Tom and Jane
brushing their teeth**



**2. Michael
feeding his cat**



**3. Nick and Judy
doing their homework**



**4. Mary
painting the walls**



**5. they
playing football**



**6. You
brushing my hair**



**7. You
doing my morning
exercises**



**8. Linda
washing her clothes**

17. Complete the sentences according to the model using the verbs in brackets.

1. I a letter. (write)
2. The doctor a car. (drive)
3. The girls home from school. (come)
4. The teacher an English lesson. (give)
5. We in the classroom. (sit)
6. I the books into my bag. (put)
7. The woman her hair. (wash)
8. The girl to school. (run)



The boy is playing tennis. (play)

18. Ask and answer questions according to the model. Use the words in boxes.



Paul
kitchen
having breakfast

Where is Paul?
He is in the kitchen.
What's he doing?
He is having breakfast.

you
bedroom
sleeping

Tom and Mary
park
playing

Gloria
night club
dancing

Harry
garden
singing

Betty
park
having lunch

Mr. and Mrs. Smith
dining-room
having dinner

you
library
studying English

Tommy
classroom
studying Maths

you
living-room
playing cards

Miss Jackson
bar
drinking coffee

19. Complete the sentences according to the model.



The student is cleaning the blackboard.
He is not cleaning the floor.

1. The woman ... opening the window.
She the door.
2. The man ... cleaning the car.
He the room.
3. The boy ... eating an apple.
He an egg.
4. The boy ... going to school.
He home.
5. The woman ... writing a letter.
She an exercise.
6. The student ... sitting in the classroom.
He in the bedroom.

20. Ask and answer questions about the stories according to the model. Work in pairs.



A. What is Mr. Jones doing?

B. He is reading.

A. Does he always read when he is not busy?

B. Yes, he does. He always reads when he is not busy.



21. Choose the correct form of the verb.

1. Mary (hurry, hurries) to school every morning.
2. We (speak, speaks) English very well.
3. The man (live, lives) in a big house.
4. I (drink, drinks) milk every morning.
5. My father (read, reads) newspapers every morning.
6. My father (give, gives) Bob money every week.
7. Cats (eat, eats) mice.
8. A teacher (work, works) hard.
9. I (clean, cleans) my teeth every morning.
10. The shopkeeper (open, opens) his shop at nine o'clock.

22. Complete the questions according to the model. Begin the questions with where. The answers are given below.

... .. your friend ... ?

He sits at the back of the class.

... .. you ... English?

We learn English at school.

... .. the rich man ... his money?

He keeps it in a bank.

... .. the children ... ?

They play in the playground.



**Where does your friend live?
He lives in London.**

23. Complete the sentences using the Simple Present or the Present Continuous.

1. I wash my hands every day but I my hands now.
2. I clean my teeth every morning but I my teeth now.
3. I put on my clothes in the morning but I my clothes now.
4. I drink water every day but I water now.
5. I buy bread every day but I bread now.
6. I learn history at school but I history now.
7. I ... in the playground but I playing now.
8. I go home after school but I home now.
9. I ... to the radio every day but I listening now.
10. I do my homework in the evening but I my homework now.
11. I sleep at night but I now.
12. I eat apples every day but I apples now.

UNIT 1 A

REVISION

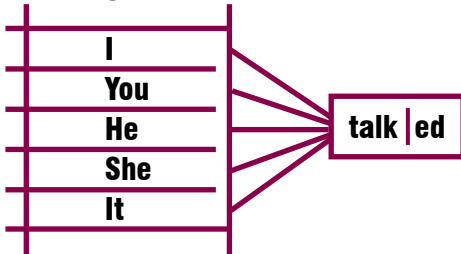
Practise grammar

DO YOU REMEMBER THE SIMPLE PAST?

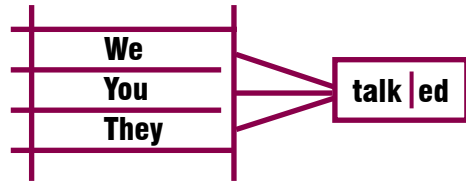
Regular verbs:

Simple Past = talk + ed

Singular



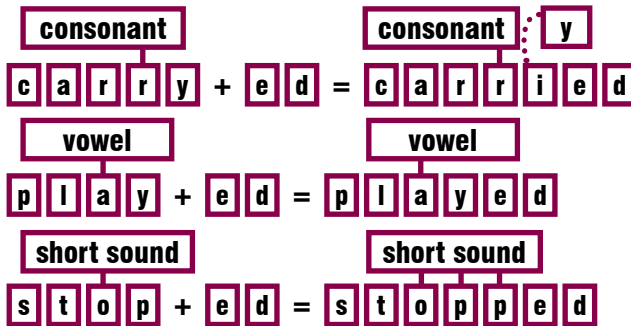
Plural



Affirmative		He	talk	ed					
Interrogative	Did	he	talk	ed	?	Yes,	he	did	
Negative	He	did	not	talk	ed	No,	he	did	not

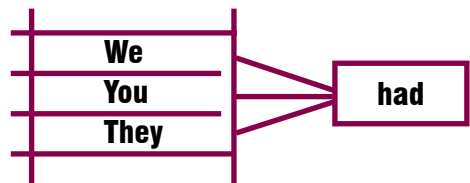
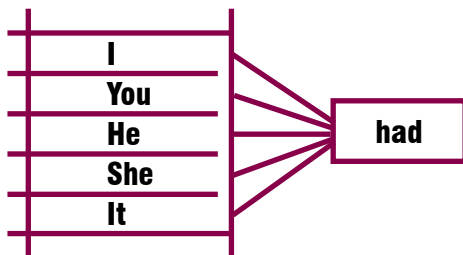
Read aloud.

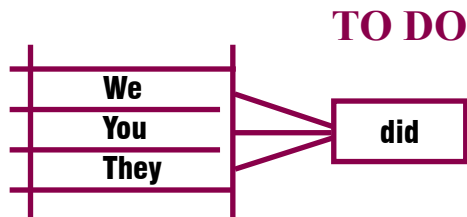
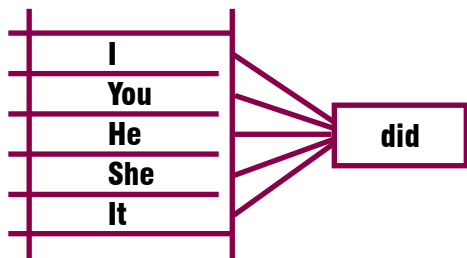
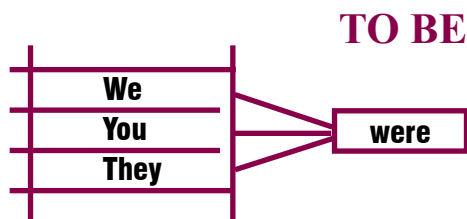
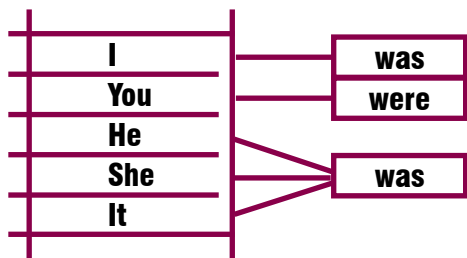
-ed	=	t	walked, looked, knocked, thanked
-ed	=	d	smiled, opened, closed, cleaned
-ed	=	id	pointed, visited, decided, painted



IRREGULAR VERBS:

TO HAVE





was not	=	wasn't
were not	=	weren't

did not	=	didn't
had not	=	hadn't

More Irregular verbs:

go – went
come – came
eat – ate
give – gave

wear – wore
stand – stood
draw – drew
take – took

get – got
write – wrote
read – read
buy – bought

sit – sat
say – said
see – saw
sing – sang

1. Read aloud. Ask and answer questions according to the model below. Work in pairs.



YESTERDAY

John looked through the window. He knocked at the door. Mary opened the door.

John walked into the classroom. Mary closed the door.



The teacher pointed to the blackboard. John cleaned the blackboard. The teacher smiled. John walked back to his place.



Did John look through the window?
Yes, he did. He looked through the window.

2. Change the verbs in the sentences into the Simple Past.



He washes his car.

He washed his car.

Usually:

Yesterday:

1. She cleans the windows.
2. He closes the doors.
3. They answer in class.
4. I cook the meals.
5. The children play in the garden.
6. We write letters.
7. She sings songs.
8. She drinks milk.
9. He listens to the radio.

3. Change the verbs into the Simple Present.

- | | | | |
|-----------|------------|----------|------------|
| 1. dried | 4. wrote | 7. drank | 10. ate |
| 2. sat | 5. came | 8. said | 11. gave |
| 3. stayed | 6. brought | 9. went | 12. opened |

4. Complete the sentences using the Simple Past.



The girls walked to the station. (walk)

1. Our friends ... to our house. (come)
2. After tea they ... in the garden. (sit)
3. We ... to the cinema yesterday. (go)
4. They ... dinner at 4 o'clock. (have)
5. The boys ... in the playground. (play)
6. We ... to France last summer. (go)
7. They ... their windows in the morning. (wash)
8. He ... a letter to his friend (write).

5. Ask and answer questions according to the model using the sentences above. Work in pairs. (Give short answers.)



Did the girls walk to the station?
Yes, they did.

6. Give negative answers to the questions according to the model.



Did Jane Brown live in Chester?
No, she did not. She didn't live in Chester.

- | | |
|--|--|
| 1. Did you go to school yesterday? | 5. Did she walk in the park yesterday? |
| 2. Did John have dinner at 4 o'clock? | 6. Did Tom and Kavin play football? |
| 3. Did you do your homework yesterday? | 7. Did you get up early yesterday? |
| 4. Did Mr. Grey sing at the concert? | 8. Did Mary clean the blackboard? |
| | 9. Did the teacher close the door? |

7. Change the verbs into the Simple Past and put them in the right boxes.

follow
jump
sleep
wash

hear
listen
come
work

know
run
forget
stand

Regular verbs	Irregular verbs
follow - followed	fly - flew

8. Choose the correct verbs from the boxes and fill in the blanks with the Simple Past. The number after each sentence tells you the box to look in.

1

eat – ate
 fall – fell
 send – sent

2

sleep – slept
 come – came
 give – gave
 throw – threw

3

be – was/were
 draw – drew
 meet – met

1. He was tired and ... for 9 hours last night.(2)
2. The boy ... a stone and broke the window.(2)
3. Jack's father ... him a watch on his birthday.(2)
4. She ... a letter to her brother in London.(1)
5. The children were hungry and ... all the cake.(1)
6. The teacher ... a picture on the blackboard.(3)
7. He opened the door and ... into the room.(2)
8. The boy ... down and broke his leg.(1)
9. Mary ... ill and stayed in bed.(3)
10. I ... my friend and was late for the class.(3)

UNIT 1 B

Practise speaking

Every day

I work every day.
I play in the park every day.
I eat apples every day.

Yesterday

I worked yesterday.
I played in the park yesterday.
I ate apples yesterday.

Look at the pictures and say what you did yesterday.



look at



clean



play



listen to



smile



work



shout



brush



study



talk on the telephone



cry



paint



cook



watch



dance



sing

Mind the new expressions

on foot
by bus
by car

at the front of
in the middle of

to go on with
at the back of



Read aloud.



Remember what you can.

YESTERDAY

Mary went to school by bus. John went to school by car. Peter went to school on foot. Mary wore a yellow dress. John wore a green shirt. Peter wore blue trousers.

They all got to school at half past eight.

Mary sat at the front of the class. John sat in the middle of the class. Peter sat at the back of the class.

Miss Lee came into the classroom. Mary stood up. John stood up. Peter stood up.



Miss Lee said, "Sit down, please." Mary, John and Peter sat down. The class started.

At ten o'clock the class was over and the children went to the garden. Mary ate an apple. John ate a cake. Peter ate an orange.

At a quarter past ten they went back to the classroom. Miss Hall came in. They stood up. Then they sat down and went on with their classes.

The children went home at one o'clock.



Check up

1. Ask and answer questions according to the model using the text above. Work in pairs.



- A. How did Mary go to school?
B.
A. What did Mary wear?
B.
A.?
B.



2. Answer the questions according to the model. Work in pairs.



**A. Did Mary go to school by car?
B. No, she didn't go to school by car.
She went to school by bus.**



1. Did John wear blue trousers?
2. Did Peter go to school at nine o'clock?
3. Did Mary sit at the front of the class?
4. Miss Lee came into the classroom. Did John sit down?
5. Miss Lee said, "Sit down, please". Did Peter stand up?
6. Did Mary go to the garden at half past ten?
7. Did Peter eat an apple?
8. Did John go back to the classroom at ten o'clock?
9. Did Peter go home at half past twelve?

3. Ask and answer the questions according to the model. Work in pairs.



**Did you have apples for breakfast?
No, I didn't. I had a piece of cake for breakfast.
Did you come to school by bus today?
Yes, I did. I came to school by bus.**



1. Did you get to school at eight o'clock in the morning?
2. Did you sit at the back of the class yesterday?
3. Did you write on the blackboard yesterday?
4. Did you go to the playground yesterday?
5. Did you eat an apple last night?
6. Did you see a cat in the yard yesterday?
7. Did you buy a balloon last week?

4. Complete the sentences.

Make them interrogative and give short answers according to the model.



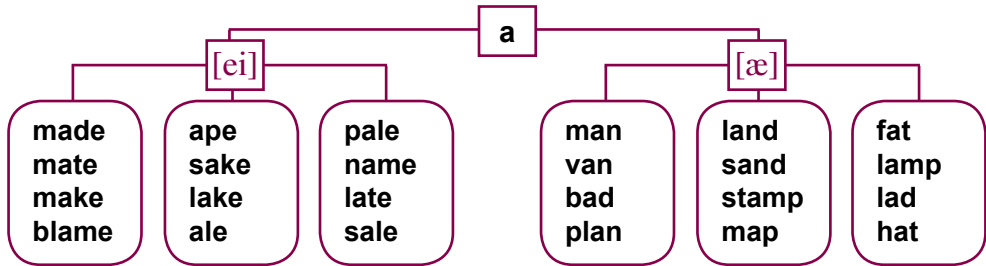
**Yesterday I washed my face.
Did I wash my face yesterday? – Yes, I did.
Did I wash my feet yesterday? – No, I didn't.
I washed my face yesterday.**

1. Yesterday I wore
2. Last night I ate
3. Last week I went
4. Yesterday morning Mr. Brown came
5. Last night John saw
6. Last year Mrs. Smith worked
7. Yesterday we wrote
8. Yesterday he cleaned

UNIT 1 C

Practise reading

Practise the sound.



Study the words

again **a bus stop** **to wait (for)** **to have a shower** **to leave (for)**
a lot of **lots of** **on time** **to get to** **to be angry**

LATE FOR SCHOOL

John usually gets up at 7 o'clock. He does his morning exercises for twenty minutes, has a shower, has breakfast and leaves for school at 8 o'clock. He usually gets there at half past eight.

But this morning he didn't get up at 7 o'clock. He got up at 6 o'clock. He had a lot of time to get ready. He didn't do his morning exercises for twenty minutes.

He did his morning exercises for only five minutes. He didn't have a shower.

He washed his face and hands only. He didn't have breakfast. He only had tea.

He didn't leave for school at 8 o'clock. He left for school at 7 o'clock. He ran out of the house an hour early because he didn't want to be late for classes. He walked to the bus stop. There were lots of people waiting. The first bus was full. He waited thirty minutes for the next bus.

So John didn't get to school on time. He got there forty-five minutes late and his teacher was angry again. Poor John! He really tried to get to school on time this morning.

Check up

1. Answer the questions.

1. When does John usually get up?
2. What does he usually do when he gets up?
3. When does he leave for school?
4. When does John usually get to school?
5. When did he get up this morning?
6. Did he do his morning exercises for twenty minutes?
7. Did he have a shower?
8. Did John have breakfast this morning?
9. When did he leave for school this morning?
10. Did John walk to the bus stop?
11. How long did he wait for the bus?
12. Did John get to school on time?

2. Complete the sentences with words and expressions from the text.

1. Every morning I get up at 8 o'clock, do my , have a ... and have my
2. Mr. Johnson usually ... to his office on time. He ... for his office at half past eight.
3. This morning Mary ... a bus but she ... 30 minutes for the bus.
4. She didn't ... to school because she waited thirty minutes for the bus.
5. He got to school twenty minutes ... and his teacher was ... again. Bob really ... to get to school this morning.
6. Mr. Smith got up early and of the house this morning.

3. Fill in the blanks.

Usually

1. John ... at 7 o'clock.
2. He ... his morning exercises for... minutes.
3. He ... a shower and ... his breakfast.
4. He ... for school at 8.

This morning

1. He his morning exercises for twenty minutes.
2. He ... his morning exercises for only ... minutes. He a shower.
3. He ... his face and hands only.
4. He breakfast.
5. He only ... tea.
6. He school at ... o'clock.
7. He to school on time.

4. Write about yourself and tell your friends:

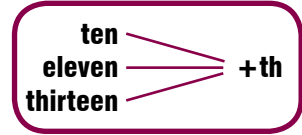
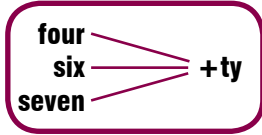
What you usually do every morning.
What you did yesterday morning.

UNIT 2 A

REVISION

Practise grammar

DO YOU REMEMBER THE NUMERALS?



Cardinal numerals	Ordinal numerals
4 four	+ th = the fourth
5 five	+ th = the fifth
6 six	+ th = the sixth
7 seven	+ th = the seventh
8 eight	+ th = the eighth
9 nine	+ th = the ninth
10 ten	+ th = the tenth
11 eleven	+ th = the eleventh
12 twelve	+ th = the twelfth
13 thirteen	+ th = the thirteenth
20 twenty	+ th = the twentieth
30 thirty	+ th = the thirtieth
40 forty	+ th = the fortieth
44 forty-four	+ th = the forty-fourth
50 fifty	+ th = the fiftieth

Don't forget

to use **the** before ordinal numerals.

How to read a date.

June 9th, 1993 = June ninth, nineteen ninety-three.

Remember these symbols.

+ plus

- minus

x multiply (by)

: divide (by)

= is equal (to)

1. Read the numbers. Make the cardinal numerals ordinal.

A. 3, 13, 33, 40, 14, 8, 1, 11, 55,
6, 10, 21, 88, 90, 4, 7, 19, 18.

B. 100, 103, 1 000 000, 1 838, 343, 10 003, 1 000, 88 600.

2. Change the numerals according to the model.



Lesson 1 – the first lesson

Lesson 2; Part 13; Page 338; Book 4; Lesson 49; Part 21;
Page 80; Lesson 31; Book 6; Part 44; Page 100; Lesson 8.

3. Do the sums.

a. $18 + 3 =$

b. $3 + 13 =$

c. $4 \times 4 =$

d. $38 - 18 =$

e. $15 : 5 =$

f. $1000 + 30 =$

g. $14 - 6 =$

h. $60 : 10 =$

i. $100 - 60 =$

4. Make three sentences using the comparative and superlative degrees of the adjectives in brackets.



There are three women in the room. (beautiful)

1. The first woman is beautiful.

2. The second woman is more beautiful.

3. The third woman is the most beautiful.

1. There are three questions on the blackboard. (difficult)

2. There are three books on the shelf. (useful)

3. There are three students in the classroom. (careful)

4. There are three hats on the table. (big)

5. Fill in the missing letters.

f o r

t i r d

n i n t

l e v e t h

t e n t e t h

h n d r d

t e l t h

UNIT 2 B

Practise reading

Practise the sound.

Diagram illustrating the sound [i:] and its corresponding vowel pairs:

- ee
- ea
- [i:]

Words grouped by sound:

- feet, need, feel
- need, sleep, keep
- feed, deed, sleeve
- meat, bead, zeal
- neat, east, sea
- lead, leave, pea

Study the words

pretty forest bowl soup either way
to pick to taste to climb to fall asleep

THE THREE BEARS

(Part one)

Once upon a time there lived a little girl. Her name was Hilda. She had very pretty golden hair. She lived with her grandparents near the forest.

One day she went to the forest to pick flowers for her grandmother. She picked some pretty flowers. When Hilda wanted to go home, she couldn't find the way. She walked on and on and at last she saw a house. She went into the house. There was nobody there. She saw three



chairs at the table. She sat down on the biggest chair, but it was very big for her. The smaller chair was big for her, too. Hilda sat down on the smallest chair. She liked it best. Then she saw three bowls of soup on the table. She tasted some of the soup in the big blue bowl, but she did not like it. She tasted some of the soup in the smaller red bowl, but she did not like it, either.

Then Hilda took some soup from the smallest yellow bowl. She liked it and ate all the soup from the bowl. Then Hilda saw three beds. She

climbed into the biggest bed. It was too big for her. She did not sleep there. Hilda did not like the smaller bed, either. She got into the smallest bed. She liked it very much. She was very tired and soon fell asleep. It was the house of three bears.

(to be continued)



Check up

1. True or false.



1. The girl's name was Hilda.
2. Hilda lived with her parents.
3. One day she went to a shop to buy flowers for her grandmother.
4. Hilda couldn't find the way back.
5. She saw a school in the forest.
6. There were five chairs in the house.
7. Hilda saw three bowls on the table.
8. She ate all the soup from the biggest bowl.
9. Hilda liked the smallest bed very much.

2. Answer the questions.

1. What was the girl's name?
2. Where did she live?
3. Who did she live with?
4. Where did Hilda go one day?
5. What did she see in the forest?
6. Which chair did she like best?
7. Which bowl did she eat the soup from?
8. Which bed did Hilda fall asleep in?
9. Whose house was it?

3. Choose the correct word.

1. Once upon a time there lived a little (boy, girl)
2. She lived with her ... near the forest. (parents, grandparents)
3. One day she went to the ... to pick flowers. (city, forest)
4. She walked on and on and at last she saw a (house, school)
5. She liked the ... chair. (biggest, smallest)
6. She ate the soup from the ... bowl. (smallest, biggest)
7. Hilda did not like the ... bed. (biggest, smallest)
8. It was the house of ... bears. (three, five)

4. Write the missing letters.

s o _ p

a s l _ e p

f a l _

b o _ l

e _ t h e r

p r e t _ y

t _ s t e

c l i m _

p i _ k

f _ r _ s t

5. Complete the sentences.

1. Once upon a time there lived a ... girl.
2. She had very ... golden hair.
3. She lived with her ... near the forest.
4. She ... some pretty flowers.
5. Hilda liked the ... chair best.
6. She ate all the soup from the ... bowl.
7. She did not want to sleep in the ... bed.
8. Hilda was very tired and soon

6. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. near, lived, with, she, forest, grandparents, her, the.
2. flowers, she, some, picked, pretty.
3. her, was, for, big, chair, very, the.
4. the, tasted, blue, bowl, big, in, she, soup, some, the, of.
5. climbed, bed, into, she, the biggest.
6. very, fell asleep, she, soon, and, was, tired.
7. of, three, house, was, it, the, bears the.

7. Find all the adjectives in the text and copy the sentences where they are used.

8. Find all the verbs in the text and change them into the simple present.

lived* – *lives

was* – *is

UNIT 2 C

Practise speaking

Do you remember?

Members of the family are:

Parents:	Father, Mother
Grandparents:	grandfather, grandmother
Children:	daughter, son

husband	wife	sister	brother
cousin		Aunt	Uncle

More words about the family:

first name	second name	surname
parents-in-law	Father-in-law	Mother-in-law
sister-in-law	brother-in-law	nephew niece
grandchildren	granddaughter	grandson

Read aloud.



Remember what you can.

I am Betty Smith. Betty is my first name. Smith is my second name or my surname. This is Jimmy Brown. Jimmy is his first name and Brown is his second name.

Jimmy is the son of my father's sister. She is my Aunt. Her first name is Jane. Her second name is Brown. She and my Father are my grandparents' daughter and son.

My Mother is my grandparents' daughter-in-law. My Mother is my Aunt's sister-in-law and Aunt Jane is my Mother's sister-in-law too. Her husband is my Uncle. His first name is Fred. His second name is Brown. He is Jimmy's Father and my Father's and Mother's brother-in-law. My Father's and his sister's parents are his and my Mother's parents-in-law. They are their Father-in-law and Mother-in-law.

My Aunt and Uncle have also a daughter. Her name is Carol. Jimmy and Carol are the grandchildren of my Father's parents. Jimmy is my

Father's and Mother's nephew and Carol is their niece. They both are my cousins and I am their cousin too.

These are all members of our large family.

1. True or false?



1. Smith is my first name and Betty is my second name.
2. Jimmy Brown is my Father.
3. Jimmy is my grandparents' son-in-law.
4. Fred Brown is my Mother's brother-in-law.
5. Fred's wife is my Father's sister-in-law.
6. My Father's parents are Aunt Jane's parents-in-law.
7. My Uncle Fred's children are my cousins.
8. Carol and Jimmy are my father's grandchildren.
9. Carol is my Mother's niece and Jimmy is her nephew.

2. Answer the questions.

1. Who is Jimmy Brown?
2. Whose nephew is Jimmy?
3. Who is Jimmy's sister?
4. Whose grandchildren are Jimmy and Carol?
5. What is Jimmy's and Carol's surname?
6. Whose niece is Carol?
7. Whose name is Fred?
8. Whose brother-in-law is Fred?
9. Whose sister-in-law is Betty's Aunt Jane?

3. Ask and answer questions according to the model. Work in pairs.



A. Is your family big?
B. My family is not very big.
A. How many people are there in your family?



- B.** There are ... people in my family.
They are
- A.** How many cousins do you have?
B. I have ... cousins.
- A.** How many aunts and uncles do you have?
B. I have ... aunts and ... uncles.
- A.**

4. Write a story about your large family. Discuss it with your friends. Work in pairs.

UNIT 3 A

REVISION

Practise grammar

DO YOU REMEMBER THE DIFFERENCE?

this
these

that
those

This (singular) **These** (plural)

are used for things that are near you.

That (singular) **Those** (plural)

are used for things that are far away from you.

This car is old.
These cars are old.

That car is new.
Those cars are new.

1. Make the following words plural.

- | | |
|---------------|---------------|
| 1. this door | 5. that boy |
| 2. this apple | 6. that girl |
| 3. this book | 7. that man |
| 4. this pen | 8. that child |

2. Make the following words singular.

- | | |
|------------------|------------------|
| 1. these windows | 5. those flowers |
| 2. these dogs | 6. those desks |
| 3. these cats | 7. those tables |
| 4. these doors | 8. those chairs. |

3. Fill in the blanks with **this** or **these**.

- | | |
|------------------------------------|---------------------------------------|
| 1. I like ... flower. | 7. Jimmy plays with ... dog. |
| 2. I like ... flowers. | 8. We don't see ... pictures well. |
| 3. He reads ... book. | 9. Mary likes ... dress. |
| 4. He reads ... books. | 10. He writes ... exercises. |
| 5. Do you like shoes? | 11. She puts ... plates on the table. |
| 6. I don't want to eat ... apples. | 12. They like to play with ... toys. |

4. Fill in the blanks with **that** or **those**.

1. He is speaking to ... boy.
2. He is speaking to ... boys.
3. She is opening ... window.

4. Will you give me ... pen?
5. They bought ... books yesterday.
6. ... boys were sitting under the tree.

5. Fill in the blanks with this or that.

1. ... is my room here, and ... is my brother's room over there.
2. ... is Ann's book on my desk, and ... is Jill's book on your desk.
3. ... is Jack's desk here, and ... is Jimmy's desk over there.
4. ... book over there is interesting, but ... book is not interesting.
5. ... room here is large, but ... room over there is larger.
6. ... man over there is tall, but ... man here is not tall.

6. Fill in the blanks with these or those.

1. ... flowers here are red, and ... flowers there are blue.
2. ... questions on this text are difficult, and ... questions on that text are not difficult.
3. I like ... dresses over there, but I don't like ... dresses here.
4. I want to put on ... shoes. I don't want to put on ... shoes.
5. ... windows in this room are open, but ... windows in that room are not open.

7. Noun Race.

You need a pencil and a piece of paper. When your teacher says "Go!" write down all the nouns which name things you see in the classroom. When your teacher says "Stop!" count how many nouns you have in your list. Who has the most?



**Just a
smile**

DINNER IN LONDON

An Englishman was having his lunch in a London restaurant. The waiter brought him his soup and looking out of the window said,

"It looks like rain, sir."

"Yes," answered the man taking a spoonful of soup," and it tastes like rain, too."

UNIT 3 B

Practise reading

Study the words

empty to cry to look at to look for just at the moment to pull
to be afraid (of) to get (be) frightened

THE THREE BEARS

(Part two)



The bears came back. They went to the table. Father Bear pulled out his big chair and sat down on it. Mother Bear sat down on her chair. Baby Bear pulled out his chair and sat down on it.

Father Bear began to eat soup from his blue bowl. Mother Bear began to eat soup from her red bowl. Baby Bear wanted to eat from his yellow bowl, but it was empty. There was no soup in it. "Who ate my soup?" cried Baby Bear.

Father Bear and Mother Bear looked at Baby Bear's bowl. Father Bear said, "Somebody came into our house. We must look for him and find him." He looked at his bed. There was nobody there. Mother Bear looked at her bed. There was nobody there, either. Baby Bear looked at his bed. He saw the pretty little girl and called his parents. They came and saw Hilda. Just at that moment Hilda opened her eyes. When she saw the three bears she was so frightened that she jumped out of the bed and ran away. She did not say "Thank you for the nice soup," she did not say "Good-bye," she just ran away.

Check up

1. Answer the questions.

1. What did the bears do when they came back?
2. What did they eat?
3. What did Baby Bear see when he wanted to eat some soup?
4. What did Father Bear say when he looked at Baby Bear's bowl?
5. What did Baby Bear see when he looked at his bed?
6. What did Hilda do when she saw the bears?

2. Choose the correct word.

1. Father Bear pulled out his big ... and sat down on it. (chair, bed)
2. Mother Bear began to eat her soup from the ... bowl. (blue, red)
3. Baby Bear wanted to ... from his yellow bowl. (eat, drink)
4. We must look for him and ... him. (find, beat)
5. He saw a pretty little ... and called his parents. (kitten, girl)
6. She jumped out of the bed and (ran away, kissed the bears)
7. Hilda was afraid of the (monkeys, bears)

3. Write the missing letters.

p u i

n o b o y

e m p y

l o k

y l l o w

a f r i d

4. Complete the sentences.

1. Father Bear ... out his big chair and sat down on it.
2. Mother Bear ... to eat her soup from the red bowl.
3. Baby Bear wanted to eat from the yellow bowl but it was
4. "We must him and find him," said Father Bear.
5. He saw a ... little girl and called his parents.
6. Hilda was ... of the bears.

5. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. her, on, Mother Bear, down, chair, sat.
2. soup, began, blue, from, bowl, Father Bear, his, to eat, the.
3. saw, little, his, girl, the pretty, he, and, parents, called.
4. jumped, she, out of, bed, and, the, away, ran.
5. was, bears, Hilda, afraid, of, the.

UNIT 3 C

Practise speaking

DO YOU KNOW?

Usually children look like their parents. Very often they look like their grandparents. Children may have blue eyes, if their parents or grandparents have blue eyes. They may have brown hair if their parents or grandparents have brown hair. Sometimes the children in a family look like each other. Sometimes they look different.



Mind the expressions

to be like

to look like

to look different

to be different

to look alike



Read aloud.

Remember what you can.



My brother and I look very different. I have brown eyes and he has blue eyes. We both have brown hair, but I have short hair and he has long hair. I am tall and thin, he is short and fat.

As you can see, I don't look like my brother. We look very different.

Mrs. Smith and her sister are very different. Mrs. Smith is a teacher and her sister is an actress. Mrs. Smith lives in Chicago. She has a small house.

Her sister lives in Boston. She has a large apartment.

Mrs. Smith is married. Her sister is not married, she is single. At the weekends Mrs. Smith usually stays at home with her family. Her sister doesn't like to stay at home at the weekend, she always goes to parties.

Check up

1. True or false?



1. My brother and I look like each other.
2. I have blue eyes and he has brown eyes.
3. We both have brown hair.
4. I have short hair and he has long hair.
5. I am short and fat.

2. Answer the questions.

1. Are Mrs. Smith and her sister different?
2. What does Mrs. Smith do?
3. What does her sister do?
4. Where does Mrs. Smith live?
5. Who is married? Who is single?
6. Where does her sister live?
7. What does Mrs. Smith do at the weekend?
8. What does her sister do at the weekend?

3. Ask and answer questions according to the model. Work in pairs.



- A. Who in your family do you look like?
B. I look like
A. Who don't you look like?
B. I don't look like



4. Explain why you and this person look alike or look different.

5. Compare yourself with another student in your class. Explain how you and he/she are different.

6. Play a game in groups.

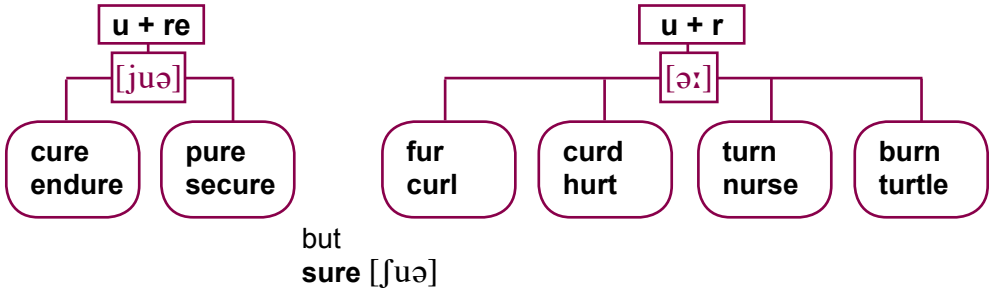
One group thinks of two boys/girls in class, compares them and puts down the information. The other group asks up to ten questions to find out who they are.

The answers are "Yes" or "No".

UNIT 4 A

Practise grammar

Practise the sounds.



Study the words

palace a fountain ugly strange to hop air to fall to look down
to let a frog promise to keep promise to turn white

THE FROG PRINCE

(Part one)

There was once a young and very beautiful princess. Her name was Nadia. One morning she was near a fountain in the garden of her father's palace. She had a small golden ball. She played with her ball. Suddenly she threw the ball so high in the air that she could not catch it and it fell in the water of the fountain.

Nadia looked for her small golden ball, but she could not find it. She began to cry and said, "I shall give anything to have my golden ball again!"

"Will you?" said a voice from the fountain. Nadia looked down and saw a frog in the water.

"Of course I shall," cried Nadia, "but what can you do, ugly frog?" "I shall bring your golden ball. But then you will let me live with you, eat from a golden plate, and sleep on your bed." "Very well," Nadia said to the frog.

"Bring me my golden ball and I shall do what you want." The frog was happy. It brought the golden ball and Nadia ran away. Soon she forgot about her promise.

The next day when Nadia was having supper she heard a strange noise – tap, tap, tap, tap – and a voice said, "Open the door. You must keep your promise."



Nadia turned white. It was the frog's voice. "You must keep your promise", the King said. "Go and open the door." The poor princess opened the door and the frog hopped into the room.

(to be continued)

Check up

1. True or false?



1. There was once a very old and ugly princess.
2. When Nadia looked down, she saw a frog in the water.
3. The frog wanted to eat from a golden plate and sleep on Nadia's bed.
4. The frog didn't bring the golden ball and Nadia felt unhappy.
5. Three days later Nadia heard a strange noise.
6. The princess did not open the door and went to bed.

2. Answer the questions.

1. Who was Nadia?
2. What did she do in the garden?
3. What happened to the ball?
4. What did Nadia say?
5. What did she see in the water?
6. What did the frog ask Nadia?
7. What did Nadia promise?
8. What did Nadia hear the next day?

3. Complete the sentences.

1. There was once a young and beautiful
2. One morning she was near a ... in the garden.
3. Nadia looked down and saw a ... in the water.
4. "What can you do ... frog?"
5. The next day she heard a ... noise.
6. She opened the door and the frog ... into the room.

4. Choose the correct word.

1. There was once a young and ... princess. (ugly, beautiful)
2. She had a small ... ball. (golden, red)
3. Nadia played with her (ball, cat)
4. The ball fell into the water of the (fountain, river)
5. She saw an ugly ... in the water. (frog, bear)
6. You will let me ... with you. (play, live)
7. Nadia heard a strange (sound, noise)
8. She opened the door and the frog ... into the room. (ran, hopped)

5. Write sentences using the words below. Don't forget to begin your sentences with capital letters.

1. golden, princess, had, ball, small, a, the.
2. the, water, it, of, fell, fountain, into, the.
3. frog, saw, in, she, water, the, a.
4. noise, heard, strange, she, a.
5. was, ugly, it, frog, the.
6. the, into, hopped, room, frog, the.

6. Write the missing letters.

p r n e s

s t r n e

f o u n t a n

f r g

b e u t f l

u l y

y o u g

g o d n

p r m s e

n o s

a n t i n g

UNIT 4 B

REVISION

Practise grammar

DO YOU REMEMBER THE VERB CAN?

The infinitive which comes after can is without to.

I can speak English well.

It does not take -s in the third person singular:

He can read.

I can read.

You can read.

He can read.

We can read.

You can read.

They can read.

Its past is could:

I could read.

You could read.

He could read.

We could read.

You could read.

They could read.

Its interrogative is:

Can I read?

Can you read?

Can he read?

Can we read?

Can you read?

Can they read?

Its negative is:

I can not read.

You can not read.

He can not read.

We can not read.

You can not read.

They can not read.

Its short forms are:

Can not = can't [kʌnt]

Could not = couldn't [kʊdnt]

1. A. Make the following sentences interrogative.

1. I can walk in the forest.
2. You can read English books.
3. He can write the dictation.
4. She can eat the cake.
5. We can sing these songs.
6. They can speak English.

B. Make the same sentences negative.

C. Use the same sentences in the past.

2. Complete the sentences. Use can or cannot.

1. A little child ... carry a big table.
2. Birds ... fly but bears ... fly.
3. My teacher ... speak English well.
4. We ... wash without water.
5. A rich man ... buy many dresses.
6. A poor woman ... buy a car.



3. Answer the questions.

- | | |
|----------------------------|---------------------------|
| 1. Can dogs fly? | 6. Can people buy houses? |
| 2. Can you run? | 7. Can you eat sweets? |
| 3. Can boys play football? | 8. Can tigers write? |
| 4. Can tables run? | 9. Can lions fly? |
| 5. Can you fly? | 10. Can women cook? |

4. Make questions using the words below. Don't forget to begin your sentences with capital letters.

1. board, can, all, students, the, see, the?
2. and, write, baby, read, can, a?
3. can, on, your, head, stand, you?
4. students, can, learn, English, where?
5. the, you, see, bears, can, where, and, lions?
6. teacher, can, when, have, holiday, a?

5. Ask and answer questions according to the model. Work in pairs.

A: Can you sing?
B: No, I can't. But I can dance.



UNIT 4 C

Practise speaking

1. Complete the answers to the questions according to the model.



Can you speak Italian?
No, I can't.
But I speak English.

- | | |
|--------------------------------|----------------------------|
| 1. Can Mary swim? | No, she But ... ski. |
| 2. Can William play the piano? | ... the violin. |
| 3. Can Jane sell sweets? | ... buy sweets. |
| 4. Can Betty write? | ... read. |
| 5. Can you sing? | ... dance. |
| 6. Can they drive a car? | ... a bicycle. |
| 7. Can Bob play tennis? | ... football. |
| 8. Can you bake a cake? | ... eat it. |

2. Ask and answer questions according to the model. Work in pairs.



A: Tom, can you go to the cinema with me on Friday?
B: I'm sorry. I can't. I must go to the dentist.
A: ..., can you ... with me on ...?
B: I'm sorry. I can't. I must



A. Use these phrases in your questions.

to go to a football match
to have lunch
to have dinner
to go to a party
to do shopping
to go to a dance
to go to the theatre

B. Use these phrases in your answers.

to go to the doctor
to go to school
to do my homework
to visit my friend
to help my brother
to visit my grandmother
to clean the house

3. Complete the sentences according to the model.



Can Jack drive a car?
Yes, he can. He is a driver.

1. Can Ann sing? ... a singer.
2. Can Mary teach? ... a teacher.
3. Can they read and write? ... students.
4. Can you bake bread? ... a baker.
5. Can Eleonor dance? ... a dancer.

4. Ask and answer questions according to the model. Work in pairs.



Herbert is sad. He is having a party today.
But his friends can't come to his party. They are busy.



A. Can Mike come to Herbert's party?
B. No, he can't. He must go to the doctor.

- | | |
|--|--|
| 1. ... Peggy ... ?
... do her homework? | 4. ... Henry ... ?
... help his father. |
| 2. ... George and Mary ... ?
... go shopping. | 5. ... Nancy ... ?
... go to the dentist. |
| 3. ... Linda ... ? | 6. ... Carl and Tim ... ? |

**5. Interview your friend and put down what he/she can do well.
Work in pairs.**



A. Mary, can you sing the second act of the play?
B. No, I can't sing well.
Mary can't sing well.

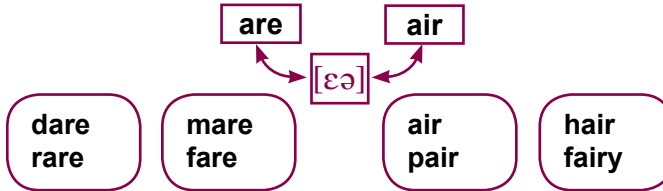
Just a rhyme

Sam, Sam,
The dirty man,
washed his face in a frying-pan,
Combed his hair with the back of a chair,
And danced with a toothache in the air.

UNIT 5 A

Practise reading

Practise the sound.



Study the words

next to a fairy pillow to shiver cruel to wake up
to be troubled by to marry a stair (stairs)

THE FROG PRINCE

(Part two)

The frog said to Nadia, "I must sit next to you. Put me on this chair." Nadia did so. Then the frog said, "Now put a golden plate near me. I must eat out of it." The frog ate the food and said again, "Now I am tired. Take me to your room. I want to sleep."

Nadia shivered when she touched the frog, but she took the frog to her room and put it on her snow-white pillow. Soon the frog fell asleep. It woke up early in the morning, hopped off pillow and went out of the palace.

Nadia didn't sleep all night. Now she was happy. "I shall not be troubled by it again," she thought.

But when the night came the princess heard the same noise on the stairs and the same tap at the door. The same voice said, "Open the door, you must keep your promise!"

When Nadia opened the door the frog hopped into the room.

Again it sat next to Nadia, again it ate out of a golden plate and again it slept on her snow-white pillow. Early in the morning the frog hopped out of the palace.



On the third night the frog came once more. The next morning when Nadia looked at her pillow she didn't see the ugly cold frog. There was a most handsome prince there!

The prince said "A cruel fairy changed me into a frog and I could only become a prince again when a princess let me eat from a golden plate and sleep on her pillow for three days. Dear princess, you were so kind to me. You let me eat with you and sleep on your pillow, and I want to marry you and to take you to my father's palace." And he did so and they were happy all their life.

"Don't forget"

*You must never use to after let.
Let me see this picture.*

Check up

1. Answer the questions.

1. What was the first thing the frog asked for?
2. What was the second thing it asked for?
3. What was the third thing the frog asked the princess to do?
4. Where did the frog sleep?
5. What happened early in the morning?
6. How many times did the frog come to the palace?
7. What did Nadia find after the third visit?

2. Complete the sentences.

1. The frog said to Nadia, "I must sit you."
2. Nadia ... when she touched the frog.
3. The frog slept on Nadia's
4. Nadia didn't sleep all night. She thought "I shall not be ... by it again."
5. Early in the morning the frog ... out of the palace.
6. The prince said to Nadia, "... changed me into a frog."

3. Choose the correct word.

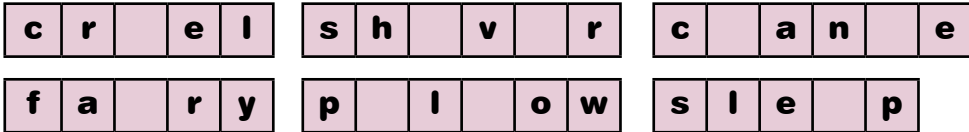
1. The frog said, "I must sit ... you." (in front of, next to)
2. Nadia shivered when she ... the frog. (touched, looked at)
3. In the morning the frog hopped off ... and went out of the palace. (the table, the pillow)
4. Nadia thought, "I ... troubled by it again. (shall be, shall not be)
5. On the third morning Nadia saw ... on her pillow. (an ugly frog, a handsome prince)
6. A ... fairy changed the prince into a frog. (kind, cruel)

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. next, sit, must, I, you, to.
2. touched, Nadia, frog, when, shivered, she, the.
3. slept, frog, on, pillow, Nadia's, the.
4. changed, into, cruel, fairy, frog, a, him, a.

5. Write the missing letter.



**6. Copy the words. Underline all the nouns. (There are 12 of them).
Make up sentences using these nouns.**

round	table	me	sit
fountain	apple	ugly	promise
house	cruel	fairy	shiver
town	beautiful	happy	frog
mouse	little	lazy	trouble
now	pillow	easy	princess

GEORGE WASHINGTON AND HIS SECRETARY

George Washington, the first president of the United States of America, had a secretary who was always late.

One morning when the secretary came late as usual, he saw that Washington was already in his office and was working. The secretary wanted to give an excuse. So he said, "I'm very sorry to be late, but my watch is wrong." Washington replied quietly, "Yes, you must get another watch, and if that does not help, I must get another secretary."

Just a rhyme

As I was going along, along, along,
A-singing a comical song, song, song.
The lane that I went was so long, long, long,
And the song that I sang was as long, long, long.
And so I went singing along.

UNIT 5 B

REVISION

Practise grammar

DO YOU REMEMBER THE VERB **MUST**?

The infinitive which comes after **must is without to.**

I must go there right now.

It does not take **-s in the third person singular.**

He must go to bed early.

It has no past and future forms.

Its interrogative is:

Must I go?

Must you go?

Must he go?

Must we go?

Must you go?

Must they go?

Its negative is:

I must not go.

You must not go.

He must not go.

We must not go.

You must not go.

They must not go.

Its short form is:

Must not = mustn't [ˈmʌsnt]

1. Complete the sentences.

Use **must** or **must not**.

1. You ... play in the garden.
2. You ... play on the road.
3. Schoolchildren ... bring their books to school every day.
4. Schoolchildren ... write on the walls of the classroom.
5. Little children ... go to bed early.
6. Little children ... go to bed late.

2. Use **must** or **must not** before the verbs in brackets.

1. I (clean) my teeth every morning.
2. We (come) to school late.
3. You (help) our friends.
4. Children (sleep) in the classroom.
5. We (do) our homework at home.
6. You (work) hard to learn English well.

3. Make the sentences interrogative.

1. Mary must clean her room.
2. Kate must write her exercise.
3. She must cook the dinner.
4. They must go to school at 8 o'clock.
5. I must get up at 7 o'clock.
6. I must go home early.
7. They must go to school by bus.
8. You must read the text once more.

4. Make the sentences negative.

1. You must translate the text.
2. I must tell you about him.
3. He must visit his friend.
4. They must bring the books.
5. He must buy a new coat.

5. Make questions using the words below.

Don't forget to begin your sentences with capital letters.

1. bed, I, now, go, must, to?
2. we, board, must, words, write, the, on, the?
3. buy, Jill, must, book, a, new?
4. my, teeth, must, every, I, why, clean, day?
5. must, where, we, dictation, write, the?



**Just a
smile**

Mother: You understand me, John, you must not eat any more tonight.

It is dangerous to sleep on a full stomach!

John: Never mind about that, mother dear. I can sleep on my back!

UNIT 5 C

Practise speaking

1. Ask and answer questions with **must** according to the model.
Work in pairs. Use the phrases below.



A. Must I come here today?
B. Yes, you must.



to do this exercise
to read the poem
to open the window

to ask a question
to clean the board
to bring chalk

2. Complete the sentences according to the model. Work in pairs.



A. Must he study English or Latin?
B. I think he must study English.
A. Why?
B. English is more useful.



- A. ... I buy this book or that book?
B. ... that book.
A. Why?
B. ... more interesting.
- A. ... I put on this dress or that dress?
B. ... this dress.
A. Why?
B. ... more beautiful.
- A. ... I buy the red or the green coat?
B. ... the red coat.
A. Why?
B. ... prettier.
- A. ... I buy these gloves or those gloves?
B. ... those gloves.
A. Why?
B. ... warmer.

Read aloud.



Remember what you can.

IT ISN'T EASY TO BE A SON

I try to be a good son, but my parents never like what I do.

They think that I must wear nicer clothes, my room must be cleaner, my hair must be shorter, my friends must be more polite when they visit us.

You know it isn't easy to be a son.

IT ISN'T EASY TO BE PARENTS

We try to be good parents, but our children never like what we do.

They think that we must wear nicer clothes and we must listen to more interesting music, we must be more friendly when their friends visit us and we must understand them when they come home late. You know it isn't easy to be parents.

Check up

1. True or false?



1. It is easy to be a son.
2. It isn't easy to be parents.
3. The sons must wear old clothes.
4. The parents must not wear nice clothes.
5. The sons must be polite.
6. The parents must not be friendly.

2. What about you?

1. Is it easy to be a son/daughter?
2. What must you do to be a good son/daughter?
3. What clothes must you wear?
4. Must your room be clean?
5. Must your friends be polite?
6. Must your parents wear nice clothes?
7. Must they listen to more interesting music?
8. Must your parents be more friendly when your friends visit you?
9. Is it easy to be parents?

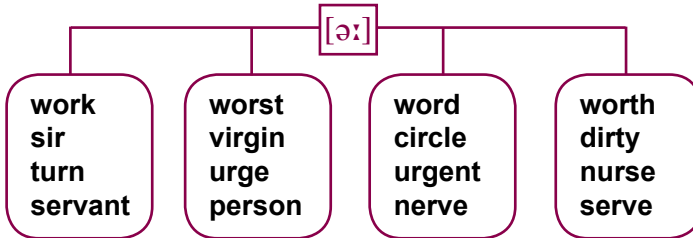
3. Interview your parents using the questions above.

Write down their answers and discuss them in the class.

UNIT 6 A

Practise reading

Practise the sound

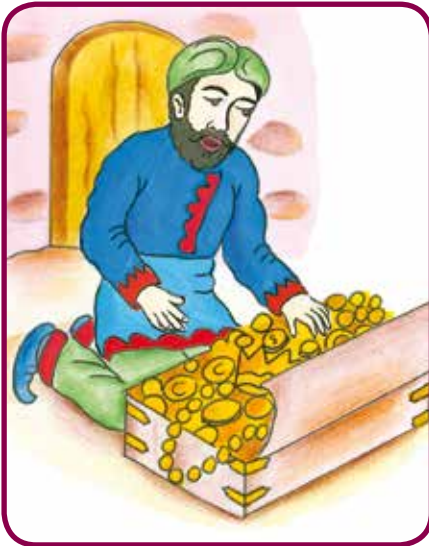


Study the words

a thief ago wood a wood magic a hill heavy scales
jewels to shut to steal to come out to go away to wait (for)
to be honest to be (get) angry to weigh to kill to feel sad

ALI BABA AND THE FORTY THIEVES

(Part one)



Do you know about Ali Baba? He lived many years ago, in Persia. He was a poor man. Every day he took his three horses to the forest and collected wood. Then he sold the wood.

One day when he was in the wood he saw forty men on horses. He climbed a tree and watched. The men were like thieves. They had heavy bags of gold. They stopped in front of a big hill and the Captain said, "Open Sesame!". Sesame was a magic word. A door opened in the hill. The men went in and the door shut. Ali Baba waited for a long time. Then the men came out and went away. Ali Baba climbed down

and went to the door. "Open Sesame!" he said. The door opened and he went in. There were a lot of golden coins and jewels there. "These men are not honest" said Ali Baba. "They are thieves. They steal these coins and jewels."

He filled some bags with coins and said, "Shut Sesame!". The door shut and Ali Baba took the gold home.

“Look at all the gold,” he said to his wife. “We cannot count it. Go to my brother Cassim and bring his scales.”

When Ali Baba’s wife asked for the scales Cassim’s wife thought, “Why does she want the scales? What does she want to weigh? I can put some butter on the scales and see what they weigh.”

When Ali Baba’s wife took the scales back there was a piece of gold on them. Cassim’s wife showed it to her husband. He went to Ali Baba and asked him about the gold. Ali Baba told him about the door and magic word.

Cassim took ten horses, put big boxes on them and went to the hill.

“Open Sesame!” he said and the door opened. Cassim filled his boxes with gold and jewels. But when he wanted to go out he forgot the magic word.

Then the thieves came back. When they saw Cassim they got very angry and killed him.

That night Ali Baba went to look for Cassim. When he found him he felt very sad. And he took Cassim’s body away.

That day the thieves came back and could not find Cassim’s body. “Somebody knows our secret,” they said. “We must find him and kill him.”

(to be continued)

Check up

1. True or false?



1. Ali Baba was a rich man who lived in Persia.
2. The door opened when the Captain said the magic word.
3. Ali Baba wanted some scales to weigh the gold.
4. Ali Baba gave some gold coins to Cassim.
5. Cassim forgot the magic word.
6. The thieves got very angry and killed Cassim.
7. The thieves came back and found Cassim’s body there.



2. Answer the questions.

1. Where did Ali Baba live?
2. What did he do every day?
3. What did he see one day in the forest?
4. What did Ali Baba do when the men went away?
5. What did he do with the gold?
6. What did Cassim’s wife put on the scales? Why?
7. What happened to Cassim?
8. What did the thieves decide to do? Why?

3. Complete the sentences.

1. Sesame was a ... word.
2. The men went in and the door
3. Ali Baba thought, "These men are not They are thieves."
4. "We cannot count the gold. We must ... it," Ali Baba said.
5. He said to his wife, "Go to my brother Cassim and bring his"
6. The thieves ... and ... Cassim.
7. The thieves ... back and ... Cassim's body there.

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. said, word, Captain, magic, the, the.
2. the, and, men, door, went, in, shut, the.
3. are, these, honest, men, not.
4. must, gold, weigh, we, the.
5. his, brought, wife, scales, the.

5. Choose the correct word.

1. Sesame was a ... word. (magic, common)
2. The men went in and the door (opened, shut)
3. The Captain and his men ... honest. (were not, were)
4. Ali Baba's wife went to Cassim to bring his (gold, scales)
5. Ali Baba wanted the scales to ... the gold. (weigh, count)

6. Write the missing letters.

w	a		t
---	---	--	---

m	a	i	c
---	---	---	---

	o	n		s	t
--	---	---	--	---	---

w		i		h
---	--	---	--	---

s	h		t
---	---	--	---

	e	w		i	s
--	---	---	--	---	---



Just a rhyme

Doodle, doodle do,
The princess lost her shoe.
Her highness hopped,
The fiddler stopped
Not knowing what to do.

UNIT 6 B

REVISION

Practise grammar

DO YOU REMEMBER THE VERB **MAY**?

The infinitive which comes after **may is without to.**

You may play here.

It does not take **-s in the third person singular.**

He may have lunch at school.

Its past is **might:**

I might go.

You might go.

He might go.

We might go.

You might go.

They might go.

It has no future form.

Its interrogative is:

May I go?

May you go?

May he go?

May we go?

May you go?

May they go?

Its negative is:

I may not go.

You may not go.

He may not go.

We may not go.

You may not go.

They may not go.

1. A. Complete the sentences. Use **may or **may not**.**

1. The text is very difficult, you ... use the dictionary.
2. The weather is fine, you ... go for a walk.
3. Nick is ill, he ... go to school.
4. You ... do your exercises in the evening.
5. It is raining, you ... go to the park.

B. Use the same sentences in the past.

2. Make the sentences interrogative.

1. I may visit my friend in the evening.
2. We may go to a party today.
3. I may do my homework after dinner.

4. We may play football after classes.
5. I may stay at home.
6. We may go to the park after lunch.

3. Make the sentences negative.

1. You may watch TV after supper.
2. You may visit your friend after classes.
3. You may stay at school after lunch.
4. You may go for a walk when it rains.
5. You may open the window.
6. You may sing in this room, the baby is sleeping.

**4. Write questions using the words below.
Don't forget to begin your sentences with capital letters.**

1. this, put on, I, dress, may.
2. come, this, evening, you, may, I, to.
3. may, here, I, play.
4. for a walk, I, Jack, go, may, with.
5. use, I, your, may, pen.
6. open, I, may, window, the.

5. Use may or may not before the verbs in brackets.

1. You (to stay) here. It is very cold in the room.
2. You (to ask) a question. I shall answer it.
3. You (to speak) at the lesson.
4. You (to go for a walk). It is raining now.
5. You (to watch) TV. You must do your homework.

6. Ask and answer questions according to the model. Use the phrases below. Work in pairs.



A. May I open the window?
B. Yes, you may.
No, you may not.



- | | |
|----------------------|---------------------------|
| 1. to close the door | 4. to come later |
| 2. to take this book | 5. to answer his question |
| 3. to wait for you | 6. to come to see you |

UNIT 6 C

Practise speaking

Read aloud.



Remember what you can.

TOMMY IS ILL TODAY

Tommy will not go to school today. He must not go to school tomorrow. He must stay at home, he has a cold. But his mother says he may get up because his temperature is not high.

Tommy's mother says that he may read a book or play with his dog Jimmy. But he may not go out. He may not open the window and look out of it. He may eat fruit but he may not eat ice-cream. In the evening Tommy may watch TV, but he may not stay long. He must go to bed early.

Check up

1. Ask and answer questions according to the model. Work in pairs.



- A. Is Tommy ill today?
B. Yes, he is.
A. May he go to school?
B. No, he may not go to school.



2. You will not go to school today because you are ill.

Write a note to your teacher. Use the text as a model.



Dear Mr./Mrs./Miss _____
I am sorry. I shall not come to school today. I am ill.
I may not come to school tomorrow, too. I have _____

I hope I shall come soon.

Sincerely _____

3. A question for discussion. Split into groups and try to find out why Tommy is ill.

2. A. Fill in the blanks with shall or will.

1. Jack ... be twenty years old next year.
2. I ... get up early tomorrow.
3. The mother ... take her baby to the zoo tomorrow.
4. We ... have a holiday next week.
5. Mary ... put on her new dress tomorrow.
6. I ... do my homework in the evening.
7. We ... go home after school today.
8. I ... see my mother in the evening.
9. The children ... go to bed early tonight.
10. I ... come to school by bus tomorrow.
11. Jack's father ... buy a car this year.
12. Mary ... stay at home tomorrow.
13. The pupils ... have new books next year.
14. He ... be very busy tomorrow.
15. The boys ... play football tomorrow.
16. The shopkeeper ... open his shop early tomorrow.



B. Make the sentences interrogative.

C. Make the sentences negative.

3. Complete the sentences according to the model.

Will the dinner be ready soon?

1. Yes, ... in a few minutes.

Will Miss Blake come back soon?

2. Yes, ... in half an hour.

Will you be here soon?

3. Yes, ... in ten minutes.

Will the concert begin soon?

4. Yes, ... at six o'clock.

Will Mrs. Smith be at home soon?

5. Yes, ... in an hour.

Will you be back soon?

6. Yes, ... in a week.

Will Frank get out of prison soon?

7. Yes, ... in three months.



**Will the train arrive soon?
Yes, it will. It will arrive soon.**

4. Make these sentences interrogative and negative according to the model.



They will write on the chalkboard.
 Will they write on the blackboard?
 No, they won't. They will not write on the blackboard.

1. The children will play in the garden.
2. The students will have lunch at the cafe.
3. I shall sleep at the hotel tonight.
4. Jack's father will buy a house in London.
5. Mary's father will take her to the zoo.
6. Tom will meet his friends in the park.

5. Write these sentences in the Simple Future according to the model.



Yesterday I had a lot of apples.
 Tomorrow I shall have a lot of apples.

1. Last summer they went to Boston.
 Next summer
2. Yesterday he played the pipe.
 Tomorrow
3. Last year we spent our holidays in London.
 Next year
4. Yesterday he visited his grandmother.
 Tomorrow
5. Last year we moved to a new house.
 Next year
6. Yesterday they picked a lot of flowers.
 Tomorrow

6. Complete the sentences in box A using the words from box B.

A	B
<ol style="list-style-type: none"> 1. The girl did not go to school 2. The man will buy a car 3. We went to London 4. Mary will wash the car 5. I bought a house 6. They will move to a new house 	<p>soon. last summer. tommorow. yesterday. next year. last year.</p>

UNIT 7 B

Practise speaking

Read aloud.



Remember what you can.

SAMMY'S EGG

Somebody gave Sammy an egg. He was very happy. "I shall not eat this egg," he thought. "I shall keep it in my pocket. It will be warm there. Soon it will become a chicken. The chicken will become a hen. The hen will lay some eggs. The eggs will become chickens and they will become hens. The hens will lay some eggs. I shall sell the eggs. I shall be a rich man. I shall have many bags of gold. I shall live in a big house. The house will have gold doors and windows. It will be very big."



Check up

1. True or false?



1. Sammy found an egg in the grass.
2. He thought, "I shall eat it."
3. The egg will never become a chicken.
4. The hen will lay eggs.
5. Sammy will be a rich man.
6. Sammy's house will be small.

2. Answer the questions.

1. Why was Sammy happy?
2. What did Sammy think?
3. Why did he want to keep the egg in his pocket?
4. What will Sammy have?
5. Where will Sammy live?
6. Why won't Sammy be rich?

REMEMBER

If you are planning to do something in future you use:
to be going to...

Tommy is **going to** visit his grandmother next Sunday.

3. Look at Kate's calendar. Ask and answer questions. Work in pairs.

- A. What is Kate going to do on Sunday, May 13?
B. On Sunday, May 13 Kate is going to wash the windows.
A. What is Kate going to do on ... ?
B. _____

MAY

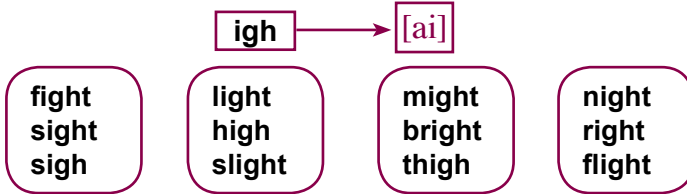
<i>Su</i>	<i>Mo</i>	<i>Tu</i>	<i>Wd</i>	<i>Th</i>	<i>Fr</i>	<i>Sa</i>
		1 tennis	2	3	4 party at school	5
6 Mr. Smith meeting	7	8	9	10 wash the car	11	12 dinner Jack+Bob
13 wash the windows	14	15	16 work in the garden	17	18 clean the kitchen	19
20	21	22 dentist	23	24	25 Jane's birthday	26
27	28	29	30 New York	31		

4. Write a story "Kate will be busy next month." Use her calendar.

UNIT 7 C

Practise reading

Practise the sound.



Study the words

a cross a jar to be (get) tired a servant certainly to go down oil
to send to pour truth to die to boil a lid to hurt to be pleased

ALI BABA AND THE FORTY THIEVES

(Part two)

Two days later the Captain sent two of the thieves to the town.

“Did anybody die two days ago?” they asked.

“Yes,” one man said, “Cassim died two days ago. Ali Baba brought him home.” “Aha,” said the thieves. “Now we can find the man who knows our secret. We shall put a cross on the door of Ali Baba’s house. Then our Captain will kill Ali Baba.”

When Ali Baba’s servant saw the cross on the door he got frightened. “Somebody wants to hurt Ali Baba,” he thought. “I shall put a cross on all the doors in our town.”

That night the Captain and his men came to the town to kill Ali Baba. They could not find his house because there were crosses on all the doors in the town. The Captain was very angry. The next day the Captain went to the town and found Ali Baba’s house. Then he went back to the thieves. He told them to get twenty horses. Then he put two big oil jars on each horse and told the thieves to climb into the oil jars.

When they came to Ali Baba’s house the Captain said, “I am very tired. May I stay here for one night?” “Certainly,” said Ali Baba. He did not know that it was the Captain.

They put the oil jars in the yard and went into the house. Soon the lamp went down. “Bring some oil for the lamp,” Ali Baba told his servant. He went out and took off the lid of the first jar. There was not any oil there. There was a thief!

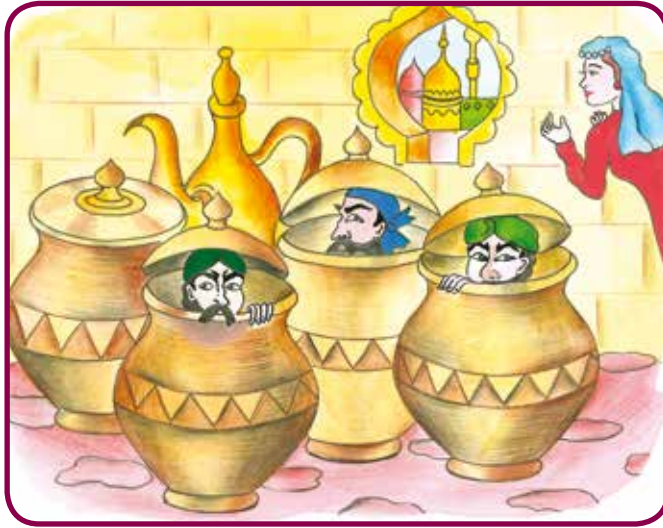
“Is it time to kill Ali Baba, Captain?’ he asked.

“No, it isn’t”, said the servant in the Captain’s voice.

He went to the other thirty-nine jars. There were thieves in all the jars. He boiled some oil and poured it into the jars and killed all the thieves.

The next morning the Captain came to call his thieves. But when he saw the jars he ran away.

The servant told Ali Baba the truth. Ali Baba was very pleased and he gave him a bag of gold.



Check up

1. True or false?



1. The Captain sent forty thieves to the town.
2. When Ali Baba’s servant saw the cross on the door he got frightened.
3. That night the Captain and his men came to the town to thank Ali Baba.
4. The Captain was very angry when he saw crosses on all the doors.
5. He told his men to pour some oil into the jars.
6. There were thieves in all the jars.

2. Answer the questions.

1. When did the Captain send the two men to the town?
2. What did the two men do?
3. Who saw the cross on the door?
4. Why was the Captain angry?
5. Why did Ali Baba let the Captain stay with him?
6. Why did the servant boil the oil and pour it into the jars?

3. Choose the correct word.

1. The Captain put ... oil jars on each horse. (three, two)
2. He ... thieves into the jars. (put, poured)
3. The servant boiled some (lids, oil)
4. He poured the ... into the jars. (oil, water)
5. The servant killed (Ali Baba, the thieves)
6. Ali Baba was ... and he gave the servant a bag of gold.
(pleased, unhappy)

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. put, oil, on, Captain, horse, each, jars, two, the.
2. jars, told, oil, into, he, to, thieves, the, climb, the.
3. servant, lids, Ali Baba's, of, off, jars, the, took, the.
4. poured, into, she, jars, oil, the.

5. Complete the sentences.

1. The Captain put two oil ... on each horse.
2. The Captain didn't pour ... into the jars.
3. The servant took off the ... of the first jar.
4. He ... some oil and poured it into the first jar.
5. Then he ... oil into other thirty-nine jars.
6. Ali Baba was ... and he gave his servant a bag of gold.

6. Write the missing letters.

o l

b i l

j a

h r t

p o l

t r t

p l a s d



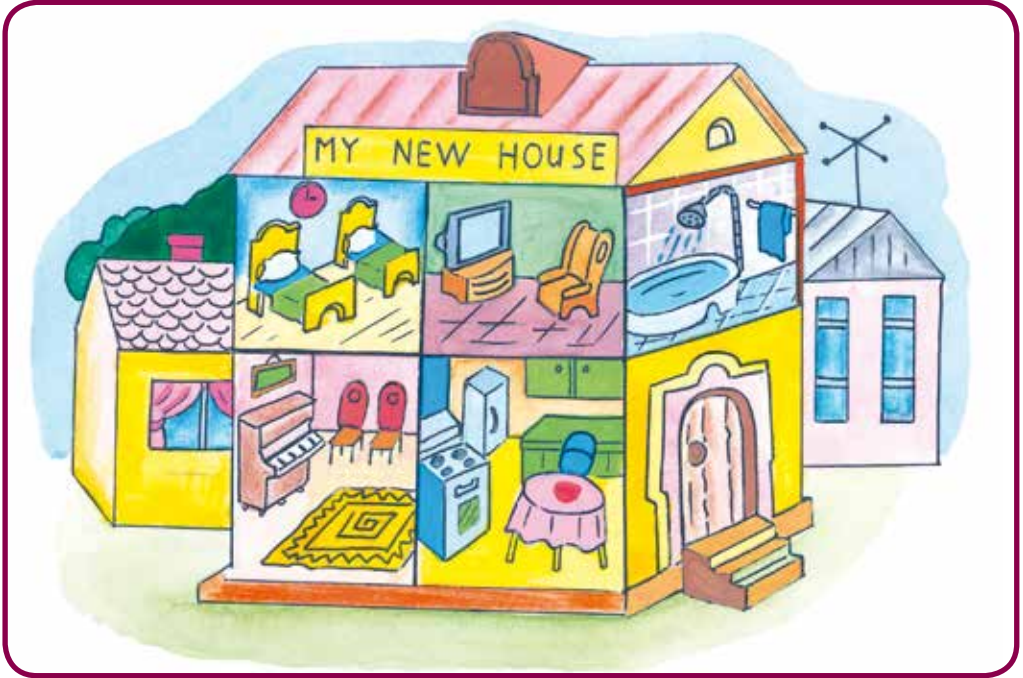
Just a smile

- I want to have a lot of money and buy an elephant.
- Why on earth do you need an elephant?
- I don't. I just need the money.

UNIT 8 A

Practise speaking

THIS WILL BE MY HOUSE



This will be my living-room. This will be my bathroom. This will be my bedroom. This will be my dining-room. This will be my kitchen. These will be my stairs.

This week I shall move to a new house. I like my new house. It is not very large. I shall have a living-room, a dining-room, a bedroom, a kitchen and a bathroom.

1. Describe the picture.

What will you have in your house?

1. I shall have a sofa, in my living-room.
2. There will be a table, in my dining-room.
3. I shall have a bed, in my bedroom.
4. There will be a shower, in my bathroom.
5. I shall have a stove, in my kitchen.

Study the new words

More about the house:

a front door a back door stairs a garage a dressing-table a night table
a sideboard toilet articles a basin a tap a sink a stove to move

2. **Look at the picture and complete the text below.**
Use all the words you know about the house.

THIS WILL BE MY NEW HOUSE

This week I shall move to a new house. I like my new house. It is not very large. I shall have a living-room, a bedroom, a kitchen and a bathroom.

This will be my living-room. It will be on the floor. I shall have a sofa, in my living-room.

This will be my dining-room. It will be on the floor. There will be a table, in my dining-room.

This will be my bedroom. It will be on the floor. I shall have a bed, in my bedroom.

This will be my bathroom. It will be on the floor. There will be a shower, in my bathroom.

This will be my kitchen. It will be on the floor. I shall have a stove, in my kitchen.

3. **You are moving to a new house and have some things to take there. Make a list of these things and tell your friends what you will take with you and where you will put them.**

4. **Write a story using the picture and the words in the lesson.**

My sister is moving to a new house.
I shall help her to move her things...



Just a smile

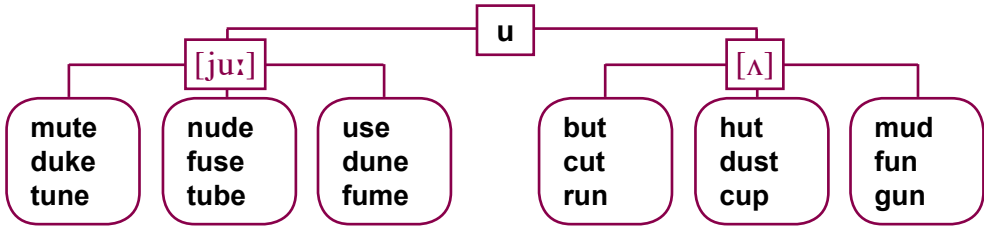
Husband: The suitcase is not heavy at all. There is no need to take a taxi.

Wife: Certainly, there is no need to take a taxi, because the taxi takes you.

UNIT 8 B

Practise reading

Practise the sounds.



Study the words

another happy unhappy a rat a pipe a piper noise
a stranger a governor to bite (p. t. bit) to kill

THE PIPER

(Part one)



This is another story that is not true. You will not find it in your history books. The story is about a city in Germany. The people who lived in the city were very unhappy. Because there were a lot of rats in the houses. They were very big rats. They bit dogs and little babies and killed cats.

They ate all the food. They made a lot of noise.

One day the Governor of the city asked all the people to come to a meeting.

They talked for a long time but they didn't know what to do. Suddenly the door opened and a tall stranger came in. He wore a long coat. Half of the coat was red and half was yellow.

"I can play my pipe and all the rats will run away. Will you pay a thousand pieces of gold for that?"

"A thousand pieces?" said the Governor. "We'll give you fifty thousand."

(to be continued)

Mind the numbers

a hundred = 1 00

a thousand = 1 000

a million = 1 000 000



Check up

1. Answer the questions.

1. What is the story about?
2. Why were the people unhappy?
3. What did the rats do to the dogs?
4. What did the rats do with the food?
5. Why did the people talk about the rats?
6. What happened at the meeting?
7. What colour was the stranger's coat?
8. What happens when the stranger plays his pipe?
9. How much money did the stranger want?
10. How much money did the Governor promise to give?

2. Complete the sentences.

1. The people of that city were very
2. There were a lot of ... in the houses.
3. The rats made noise.
4. The door opened and a tall ... came in.
5. He ... a long coat.
6. He had a
7. "I can play my ...," he said.
8. The ... promised fifty thousand pieces of gold.

3. Write the missing letters.

a t

g v e n o r

o t

b t e

p i e

s r a n g r

c o t

t o s a n d

h a f

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. there, rats, a lot of, in the houses, were.
2. the, door, a tall stranger, opened, and, came in.
3. a pipe, had, the stranger.
4. will, away, the rats, run.
5. can, my, I, play, pipe.
6. promised, the Governor, to give, fifty, pieces, of gold, thousand.

5. Find all the verbs in the text.

Write them in the correct boxes.

Simple present	Simple past	Simple future

UNIT 8 C

Practise grammar

1. Make all the nouns plural.

horse	day	bar	head
dog	shop	boy	sword
car	eye	girl	needle
tree	nose	finger	button

2. Make all the nouns singular.

nouns	windows	cats	flowers
names	buildings	towns	pens
things	strangers	flats	papers
classes	neighbours	gardens	books

3. Find all the nouns. Write them in the correct boxes.

1. The boys are playing in the yard.
2. My books are in my bag.
3. I have ten fingers on my hands.
4. There are pictures on the walls of the rooms.
5. There is an apple on this plate.
6. There are three windows in this room.
7. The windows have bars.
8. Open your books and read the exercise.
9. The man sang lots of songs.
10. The girl had a headache.
11. I saw lots of children in the garden.
12. The students are in the classroom.

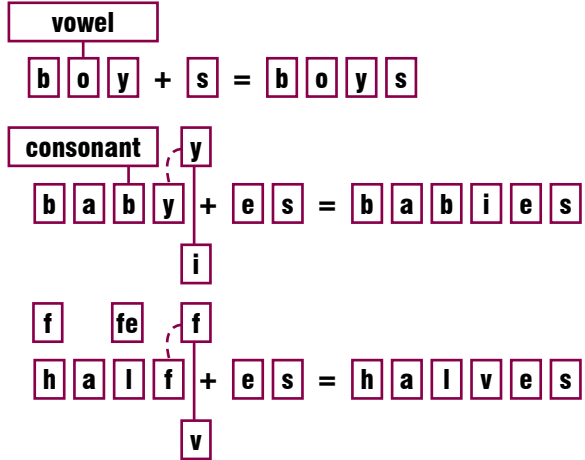
SINGULAR	PLURAL

4. Choose the correct word.

1. The ... are playing in the park. (child, children)
2. How many ... do you have (book, books)
3. There are many ... in your garden. (tree, trees)
4. I like this (story, stories)
5. This is a very big (house, houses)
6. The ... are writing in their copy-books. (student, students)
7. There is a ... in your classroom. (blackboard, blackboards)
8. Mr. Smith has three (son, sons)
9. He has one (cat, cats)



"Don't forget"



Irregular plural

Singular	Plural
man	men
woman	women
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice

5. Make up short dialogues according to the model. Work in pairs.



window
bedroom

A. How many windows are there in your bedroom?
B. There are three windows in my bedroom.



child
garden

desk
classroom

floor
building

man
hall

bathroom
flat

chair
room

UNIT 9 A

Practise reading

Practise the sound.

Diagram illustrating the sound [ɔ:] and its variations:

- o+re
- o+r
- [ɔ:]

Words grouped by sound:

- more, core, sore
- shore, store, bore
- score, fore, tore
- nor, fork, born
- north, port, sport
- cord, sort, lord

Study the words

a lip a bank too a joke to raise to drown
to promise to keep one's promise

THE PIPER

(Part two)



The Piper went out and raised the pipe to his lips. He began to play. When the rats heard the music they came out of the houses. They all ran after the piper. He went down the street. When he came to the bank of river he stopped. But the rats did not stop. They went into the river one after the other and drowned there.

The Piper went to the Governor and said, "All the rats drowned in the river. Please give the fifty thousand pieces of gold that you promised." "Fifty thousand pieces of gold is too much," said the Governor. "I did not promise you fifty thousand. That was a joke. I shall give you fifty."

The Piper was angry. "But you do not keep your promise. I shall play my pipe again. Then you'll be sorry."

"We are not afraid of you!" said the Governor. "All the rats drowned. They will not come back again!"

"You will see," said the Piper.

He went out and raised the pipe to his lips.

(to be continued)

Check up

1. True or false?



1. The Piper went out and began to work in the garden.
2. The rats heard the music and came out of the houses.
3. The Piper went to the forest.
4. The rats listened to the music and went back to the houses.
5. "Please give the fifty thousand pieces of gold that you promised," said the Piper.
6. "I shall give you fifty thousand pieces of gold," said the Governor.

2. Answer the questions.

1. What did the rats do when they heard the Piper's music?
2. Where did the Piper take the rats?
3. What happened when they came to the river?
4. What did the Piper do when all the rats drowned?
5. Why was the Piper angry?
6. Why wasn't the Governor afraid of the Piper?

3. Complete the sentences.

1. The Piper raised the pipe to his
2. The ... ran after the Piper.
3. The rats went into the river and ... there.
4. The Piper went back to the
5. The Governor didn't keep his
6. The Piper went out and ... the pipe to his lips.

4. Write sentences using the words below. Don't forget to begin your sentences with capital letters.

1. to, his, lips, the pipe, the Piper, raised.
2. came, out, the rats, of the houses.
3. not, the rats, stop, did.
4. to, the Governor, the Piper, went.
5. drowned, in the river, all, the, rats.
6. too, much, pieces, of gold, is, thousand, fifty.

5. Write the missing letters.

b	a		k
---	---	--	---

d	o		n
---	---	--	---

p		p	e
---	--	---	---

r	a		s	e
---	---	--	---	---

a	n		r	y
---	---	--	---	---

p		a	y
---	--	---	---

l		p
---	--	---

d	r		w	n
---	---	--	---	---

a		t	e	r
---	--	---	---	---

UNIT 9 B

Practise speaking

What will you do tomorrow?
I shall go to see my grandmother.



tomorrow morning
tomorrow afternoon
tomorrow evening
tomorrow night

What will Tom do tomorrow?
He will wash his car tomorrow.



1. Ask and answer questions according to the model. Work in pairs.



Bob
go to school
tomorrow morning



A. What will Bob do tomorrow morning?
B. Bob will go to school tomorrow morning.

Mary
clean the house
tomorrow afternoon

Bob and Dan
play football
tomorrow

you
work in the garden
tomorrow afternoon

Tom
do his homework
tomorrow evening

you
write a letter to Mary
tomorrow

Henry
listen to the radio
tomorrow evening

REMEMBER

this week

next week

this month

next month

this year

next year

this Sunday

next Sunday

2. Complete the sentences using the phrases above.

A. When will you wash your car?

B. I _____ .

A. When will Jack go to see his grandmother?

B. Jack _____ .

A. When will Mary cut her hair?

B. Mary _____ .

A. When will you go to Boston?

B. I _____ .

A. When will Mr. Smith water the flowers?

B. Mr. Smith _____ .

A. When will you write a letter to Jane?

B. I _____ .

3. Ask and answer questions according to the model. Work in pairs.



A. What will you do this morning?
B. I shall go to school this morning.



tomorrow morning
next month
this Saturday

tonight
this summer
next week-end

4. What will you do next weekend? Write about your plans. Start with Friday evening. The questions will help you.

1. What time will you get home from school on Friday?
2. Where will you have dinner?
3. What will you do after dinner?
4. When will you go to bed?
5. What time will you get up on Saturday?
6. Where will you have breakfast?
7. What will you do after breakfast?
8. What will you do in the afternoon?
9. What will you do in the evening?
10. What about Sunday?

UNIT 9 C

Practise grammar

REMEMBER

Proper nouns are:

Names of places:

England, America, Paris,
France, London, Boston

Names of people:

Jack, Bob, Mike, Ann, Jane,
Mary, Jill, Susan

The days of the week:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday

The months of the year:

January, February, March, April, May, June, July, August,
September, October, November, December

1. Read the sentences.

Find the proper nouns.

1. John came to our house on Friday.
2. Mary will go to school in September.
3. Maggie went to England.
4. London is the capital of England.
5. Moscow is in Russia.
6. Boston is a big city in the USA.

2. Write these sentences putting in the correct capital letters.

1. henry lives in london.
2. york is a fine city.
3. my brother's name is george.
4. we went to york by bus.
5. william shakespeare is a great english poet.
6. paris is the capital of france.



- 3. In this short story all the proper nouns begin with small letters. Rewrite the text putting capital letters at the beginning of the proper nouns.**

A VISIT TO LONDON

Last tuesday henry brown took his sons george, richard and fred to see london.

They live not far from london in a small town called greenfield. They went by train. When the train arrived, mr. brown opened the door and the boys jumped in. When the train stopped at a station on the way an old lady came in.

She had a bag with her name and address on it: mrs. smith, 13 northway road chester. She had a little dog. Its name was micky.

After ten minutes they came to victoria station.

Mr. brown said, "Come on boys, we shall take a bus now." They took a bus and mr. brown said, "We shall cross the river thames and go to the hotel in fleet street. We shall have lunch there."

Common nouns	Proper nouns

- 4. Write the sentences using capital letters for the proper nouns.**

1. My friend bob will go to france in april.
2. The shops in london are not open on sunday.
3. It is very hot in africa in august.
4. The plane is flying from boston to paris.
5. My friend jack is an englishman.
6. Her sister mary lives in america.

- 5. Read the sentences. Find the nouns. Write them in the correct boxes.**

1. The Queen of England lives in London.
2. The River Thames is in England.
3. My friend Ali is an Arab.
4. There are many Englishmen in India.
5. It is very cold in Russia in January.
6. The capital of France is Paris.

Common nouns	Proper nouns

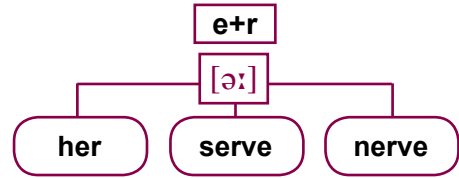
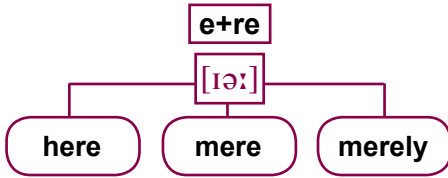
- 6. Write new words by taking away one letter from the following words:**

noise	three	read
chair	when	farm
bring	coat	one

UNIT 10 A

Practise reading

Practise the sounds.



Study the words

wonderful

at first

mountain

towards

inside

to move

to reach

to feel (be) happy

THE PIPER

(Part three)



The Piper began to play again. When the children heard the wonderful sound, they came out of the houses, and ran after the Piper. At first he took the children to the river. All the people were very frightened. "The children will fall into the river, like the rats," they said. The Governor and the people could not move or speak.

But the Piper turned towards a mountain. The Governor said, "When he climbs that mountain,

he will stop playing his pipe. Then our children will come back."

"Yes," said all the people and they felt happy again.

But when the Piper reached the mountain, he did not climb it. A great hole opened in the mountain. The Piper and all the children went inside. They sang songs and laughed. The hole closed and the people of the city never saw their children again.

That was how the Piper punished the people because they did not keep their promise.

CHECK UP

1. Answer the questions.

1. Who came out of the houses when the Piper began to play?
2. Where did the Piper go at first?
3. Were the people frightened?
4. How did the people feel when the Piper turned towards the mountain?
5. Did he try to climb the mountain?
6. Who went inside the mountain?
7. Did the people see their children again?

2. Complete the sentences.

1. When the children heard the ... sound, they came out of the houses.
2. All the people were very
3. The Piper turned towards a
4. When the Piper ... the mountain he did not climb it.
5. A great ... opened in the mountain.
6. The Piper and all the children went
7. That was how the Piper ... the people.
8. The people did not keep their

3. Choose the correct word.

1. The ... began to play again.(Piper, Governor)
2. When the children heard the wonderful sound they came ... the houses.
(into, out of)
3. All the people were very (happy, frightened)
4. At first the Piper took the children to the (mountain, river)
5. The Piper and all the children went (inside, out)
6. The hole ... and the people of the city never saw their children again.
(opened, closed)
7. That was how the Piper ... the people. (punished, thanked)

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. the houses, came out, the children, of
2. took, at first, the Piper, to the river, the children
3. frightened, the people, very, were
4. the mountain, reached, he, did not, it, when, climb, the Piper
5. opened, inside, hole, of the mountain, a great
6. inside, all the children, and, went, the Piper

UNIT 10 B

Practise speaking

Remember the new words

twins

a party

each other

to be lucky

to attend

to get together

Read aloud.

Remember what you can.



GOOD FRIENDS

My sister and I are twins. We are very lucky. We have many good friends.

Our friends Tom and Dick are brothers. Bob is twelve and Dick is ten. We see Bob and Dick in the park. They are good football players. I always play football with them. They are our good friends. We like Bob and Dick very much.

Our friend Dan is a nice boy. He always gets excellent marks in all subjects. He likes to tell us stories about animals. He is an interesting boy. He is our good friend. We like Dan very much.

Our friend Greta can sing very well. She always sings at school parties.

We like her songs. Greta is a very good friend. We like her very much.

We all attend the same school. We see each other every day.

Check up

1. True or false?



1. My sister and I are very lucky.
2. Tom and Dick are friends.
3. Tom and Dick are good football players.
4. Dan always gets bad marks.
5. Dan always tells us stories about interesting people.
6. Greta is a good singer.
7. Greta never sings at school parties.

2. Complete the sentences.

1. Our friend Greta can ... very well. She always ... at school ...
We like her
2. Bob and Dick are We see them in the They are good
3. Dan is a good He always gets ... marks in all
4. We are very

3. Talk about your best friends. The questions will help you.

1. What are their names?
2. Where do they live?
3. What do they do?
4. When do you meet your friends?
5. What do you do together?

4. Write a story about your best friend.

Discuss the story with your friends. The questions will help you.

1. What is his/her name?
2. Where is he/she from?
3. What nationality is he/she?
4. How old is he/she?
5. What does he/she do?
6. What about his/her family?
7. What does he/she like?
8. What do you speak about when you meet?
9. What do you do when you get together?



**Just a
smile**

Out of the Dog's Plate

V.: Why is your dog looking at me so closely?

H.: Maybe it's because you are eating out of his plate.

Teacher: Tommy, your hands are very dirty. What would you say if I came to school with dirty hands?

Tommy: I'd be too polite to mention it.

UNIT 10 C

REVISION

Practise grammar

PRONOUNS

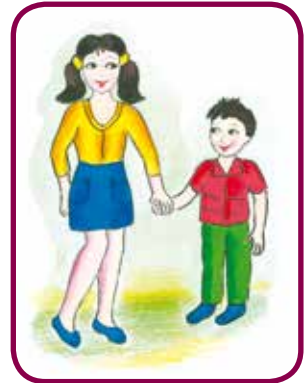
Do you remember?

I	me	my
you	you	your
he	him	his
she	her	her
it	it	its

we	us	our
you	you	your
they	them	their

1. Find all the pronouns.

1. He is in the street.
2. She is at home.
3. They are brother and sister.
4. We know them very well.
5. They stayed with us last year.
6. I like him.
7. She is thirteen years old.
8. They have a dog. It is called Jack.
9. Tell me about your best friend.



2. Find the proper nouns and change them into pronouns.

1. John is a boy.
2. Maggie is a girl.
3. John and Maggie met the teacher.
4. My sister and I like Maggie.
5. Mr. Smith wrote a letter to John.
6. Tom saw Mary.
7. The teacher gave John a book.
8. Mary spoke to Tom.



3. Fill in the blanks with I, you, he, she, it, we, they.

1. The window is open. ... is not shut.
2. The policeman is standing in the street. ... is a tall man.
3. The pencils are in the box. ... are red.
4. Mrs. Smith is at home now. ... is cooking.
5. The birds are on the tree. ... are singing.
6. The children are in the garden. ... are playing.
7. The woman is rich. ... lives in a big house.
8. The girl is in the room. ... is sleeping now.

4. Fill in the blanks with me, you, him, her, it, us, them.

1. We study English. The teacher is teaching ... English.
2. The teacher has a lot of books. He puts ... on the table.
3. He is sitting near the girl and looking at
4. I am a student and my teacher is teaching ... English.
5. The boy is eating an apple. He is eating ... in the garden.
6. I shall do my homework with Tom. I must help
7. Jack is sitting in front of Mary. He is not sitting behind
8. Bob is helping his mother. He always helps ... when he is free.

5. Use possessive pronouns instead of possessive nouns.

1. The King's palace is very beautiful.
2. Jane's sister doesn't go to school.
3. The girl's mother is cooking in the kitchen.
4. The students' books are on the desks.
5. The lady's car is in the park.
6. They are sitting in the teacher's room.

6. Read the text. Find, recopy all the pronouns and read them aloud.

John Brown said that he was hungry. Mary Brown said that she was hungry, too. When Mrs. Brown heard them, she brought them a cake. They thanked her for it and ate it. Then John said, "Thank you, I am not hungry now." And Mary said, "Thank you, I am not hungry now."

Mrs. Brown said, "Did you like it? "

And they said together, "We liked it very much."



UNIT 11 A

Practise grammar

DO YOU KNOW THE DIFFERENCE?

some any no not any

some - you use **some** in affirmative sentences:

*Yesterday he bought **some** books at the bookshop.*

any - you use **any** in interrogative sentences:

*Did you buy **any** books at the bookshop?*

not any - you use **not any** in negative sentences:

*I have **not any** milk in my glass.*

no - you can use **no** in negative sentences. It is used for emphasis, and usually expresses surprise.

*I went to the library, but there were **no** books on the shelves!*

REMEMBER

If you have **no** in the sentence the verb must be affirmative.

But

If the verb is negative you must use **any**.

1. Make the following sentences interrogative.

1. Jack has some English books.
2. We ate some fruit after dinner.
3. There are some trees in our garden.
4. I can see some cars in the street.
5. He wrote some words on the blackboard.
6. She put some plates on the table.



2. Make the following sentences negative.

1. There are some books on the shelf.
2. I can see some pictures on the wall.
3. There were some students in the classroom.
4. There is some bread on the table.
5. Tom bought some presents for his cousins.
6. The postman brought some letters for me.

3. Fill in the blanks with some or any.

1. There is ... water in the glass.
2. Is there ... milk in the bottle?
3. I haven't ... English books at home.
4. They received ... letters yesterday.
5. There are ... children in the park.
6. Are there ... trees in your garden?



4. Make the following sentences negative according to the model.



**We have three classes today.
We do not have any classes today.**

1. I have many English books.
2. We have a house in the village.
3. They have a History class today.
4. Little Bess has many dolls.
5. Mr. Brown has many children.
6. We have pictures of London.



5. Answer the following questions.

1. Are there any books on your desk?
2. Do you have any apples in your left hand?
3. Are there any boys in the classroom?
4. Do you have any books about policemen?
5. Did you receive any letters yesterday?
6. Did you see any cars under the window?
7. Is there any snow in the street?
8. Did you do any exercises yesterday?



Just a smile

Teacher: How many fingers have you?

Bobbie: Ten.

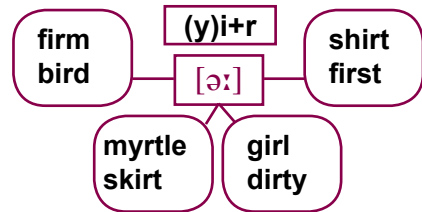
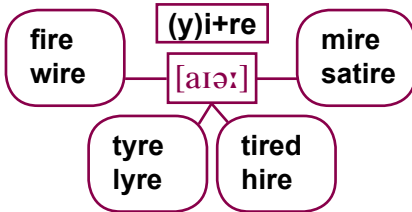
Teacher: Well, if four were missing, what would you have then?

Bobbie: No music lessons.

UNIT 11 B

Practise reading

Practise the sounds.



Study the words

a branch joy a candle useful frosty to be proud
to reply to chop down to decorate with to light (p. t. lit)
a fir tree an oak tree a pine tree a birch tree

THE CHRISTMAS TREE



Once upon a time there was a little fir tree in a forest in Norway. It was a very small tree and it did not grow. The other trees near it were so high and had such big branches that the poor little fir tree could not grow into a big high tree.

There were oak trees, pine trees, and birches around the little fir tree.

They were all very useful to people. But the little tree was not useful to anybody and it became very sad.

One day the fir tree asked the other trees, "Do you know how a small fir tree could be useful?" Some of the trees were too proud to answer such a little tree.

But the birch tree was a kind tree and it said, "You could be a Christmas tree, but that is all." "What is a Christmas tree?" asked the little tree.

“I don’t know,” replied the birch tree, “but once a year, in winter, men come and look at all the little fir trees and choose the prettiest for a Christmas tree. They chop it down but I don’t know what they do with it.”

“I could be useful to some people”, thought the little fir tree. It was happy now and waited for Christmas Day.

At last that frosty winter day came. A boy with an axe walked through the forest. He stopped in front of the little fir tree, then he chopped it down and took it home.

“This will be the Christmas tree,” he told his brothers.

The next day the boys put it in a big room and decorated it with balloons, paper bells and golden balls. Their mother put some candles on the branches of the tree and lit them.

“It’s the most beautiful Christmas tree!” cried one of the boys. All the family gathered around the tree. They joined hands and began to sing songs and dance. They all were happy. But the little Christmas tree was the happiest.

“I hope I shall not drop any of these beautiful things which the children put on me. I shall give joy and happiness to them. I am happy because I am useful now,” thought the little Christmas tree.



Check up

1. True or false?



1. Once upon a time there was a big fir tree in a nice forest in England.
2. The oak trees, the pine trees and the birches were useful to people.
3. The little fir tree was useful too, and it was very happy.
4. On a hot summer day a boy chopped down the little fir tree.

2. Answer the questions.

1. In which country did the fir tree grow?
2. Why couldn't the small tree grow?
3. Why was the fir tree sad?
4. What did it ask the other trees?
5. Why didn't most of the trees answer the fir tree?

6. What did the birch tree tell the little fir tree?
7. When did the men chop down the prettiest fir trees?
8. Why was the little fir tree happy?
9. What happened one frosty winter day?
10. How was the little fir tree decorated?
11. What did the children's mother put on it?
12. What did one of the children say?
13. What did all the family do?
14. Why was the little fir tree the happiest?

3. Write sentences using the words below. Don't forget to begin your sentences with capital letters.

1. was, forest, once, a, in Norway, fir tree, there, in little, a.
2. people, useful, I, be, to, some, could.
3. was, the, little, very, Christmas tree, happy.
4. beautiful, shall, any, drop, I, not, of, things, these.

4. Choose the correct word.

1. The fir tree was the ... tree in the forest. (biggest, smallest)
2. The fir tree was very ... because it could not grow. (sad, happy)
3. Mother put some ... on the branches of the fir tree. (paper bells, candles)
4. The family ... round the Christmas tree. (ate, danced)

5. Complete the sentences.

1. There were ... trees, ... trees and ... around the little fir tree.
2. All the trees had very big
3. The boy ... the little fir tree and took it home.
4. At last the ... winter day came.

6. Write the missing letters.

d	o	p
---	---	---

b	r	n	c	h
---	---	---	---	---

f	r	o	t	y
---	---	---	---	---

c	n	d	l	e
---	---	---	---	---

7. Copy the words and underline the names of trees or parts of trees.

fir		chair		pine		leaf
golden		branch		candle		house
birch		water		table		oak

UNIT 11 C

Practise speaking

Study the new words

a shop
trouble

a gift
a raincoat

to do shopping
to have trouble

Read aloud.

Remember what you can.



CHRISTMAS SHOPPING



Mrs. Johnson is doing her Christmas shopping. She is looking for Christmas gifts for her family, but she is having a lot of trouble.

She is looking for a brown bag for her husband, but all the bags are black. She is looking for a blue tie for her brother, but all the ties are red. She is looking for a white dress for her daughter, but all the dresses are yellow. She is looking for a grey raincoat for her father, but all the raincoats are brown. She is looking for a green hat for her mother, but all the hats are white. She is looking for white shirts for her cousins, but all the shirts are blue.

Poor Mrs. Johnson is very unhappy. She is looking for special gifts for all the people in her family, but she is having a lot of trouble.

Good luck with your Christmas shopping, Mrs. Johnson!

Check up

1. Answer the questions.

1. Do you go shopping on Christmas Day?
2. Do you make special gifts for your family?
3. Who does Christmas shopping in your family?
4. Is it easy to find Christmas gifts in your country?

2. **Mrs. Johnson is in a department store.**
Make up a dialogue according to the model.



- A. Excuse me. I'm looking for a brown bag for my husband.
B. I'm sorry. All our bags are black.

3. **What about you?**

1. Did you do Christmas shopping?
2. Where did you do your shopping?
3. What Christmas gifts did you make for your family?
4. What Christmas gifts did you buy?

4. **Make up a short story using the pictures.**

THE NEW YEAR TREE



5. Complete the sentences.

Let's have a Christmas party!

I shall go to a Christmas party on I must be ready. I shall dress as a I must buy some things:

Nobody will recognise me!

It will be a dinner party. I shall make

Help me with my shopping list:

6. Read the following notice. Check it against the list below.

We shall hold a Christmas party at Silver Creek School on Tuesday, December 23, at 4 o'clock.

Everyone is welcome. Don't be late.

Check-list for writing notices.

1. Name the event.
2. Say where you want to hold it.
3. Say when you hold it.
4. Say who is invited.
5. Add any other information.

7. Write a notice to put on your classroom board for one of the following events:

1. A Christmas party
2. A birthday party

8. Mother will buy Christmas cards this week. Make a list like the one below of the names and addresses of five friends to whom you will send cards.

Name	Street	Post Office	City
Maria Miller	140 First Avenue	North Bay	Chicago

UNIT 12 A

Practise speaking

Study the new words

a customer a salesman a department store money a saleswoman
gloves shop-assistant to like best to be popular

1. **Read the dialogue between a salesman and a customer. Act it in the class. Work in pairs.**



- A. Can I help you?
B. Yes, please. I'm looking for a pair of gloves.
A. Here is a nice pair of gloves.
B. But these are green gloves!
A. That's OK. Green gloves are very popular this year.

2. **Complete the following dialogue. Use the names of the things below. Work in pairs.**



- A. Can I help you?
B. Yes, please. I'm looking for
A. Here is
B. But it is
A. That's OK. are very popular this year.

hat
umbrella
dress
bag

jacket
blouse
shirt
skirt

gloves
shoes
stockings
trousers

REMEMBER

That's OK. Green gloves are very popular this year.

Read aloud.

Remember what you can.



SHOPPING

Tom and Mike went to a big department store to do some shopping. Tom wanted to buy some Christmas gifts for his family.

First they went to look at shirts. Tom wanted to buy a shirt for his father. He looked at the shirts but did not like any of them, the colours were very bright. Better shirts were on sale on the first floor.

Then they went to buy gloves for Tom's mother. Tom wanted a pair of yellow gloves. The shop assistant showed him some pairs and Tom bought the pair which he liked best.

Then the boys bought a nice doll for Tom's sister Jane. There was one more thing Tom wanted to buy but he had no money for it. So Tom and Mike went home.

Check up

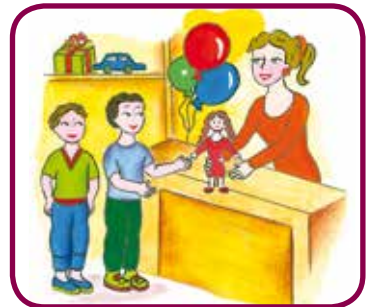
3. True or false?



1. Tom and Mike went to a big department store to play football.
2. Tom wanted to buy Christmas gifts for his friends.
3. He wanted to buy a shirt for his father.
4. The shirts were in dark colours.
5. Tom bought a pair of shoes for his mother.
6. Tom didn't like the gloves which he bought.
7. The boys bought a red ball for Tom's sister.
8. Tom couldn't buy one more thing because he had no money for it.
9. The boys took the gifts to school.

4. Answer the questions.

1. Where did the boys go?
2. What did Tom want to buy?
3. Who did he buy Christmas gifts for?
4. Were the shirts nice?
5. Did Tom buy gloves?
6. What colour were the gloves?
7. What did the boys buy for Tom's sister Jane?

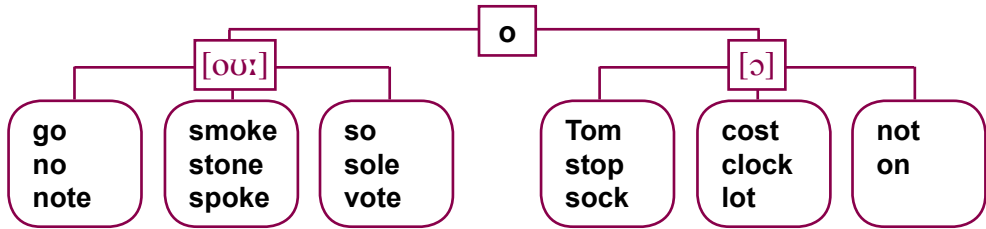


5. Write a short story about your last visit to a shop. Use the text "Shopping" as a model. Discuss the story with your friends.

UNIT 12 B

Practise your reading

Practise the sound.



Study the words

to rush

to let in

pea

mattress

THE PRINCESS AND THE PEA



Years and years ago a prince was not happy. “What I want is a princess”, he said. “A real princess”.

He looked and looked for a real princess. He looked at this princess and that. No one was a real princess. One night snow was falling fast. The prince looked out. Suddenly he saw someone. He rushed to let her in.

“What do you want?” he said.

“I am a real princess”, she said. “Let me in out of this snow”.

“You ... a princess! You don’t look like a princess to me”.

The prince said to his mother, “Can she be a princess – a real one?”

“We’ll see”, said his mother.

She rushed to a bed and put a pea in it. On top of the pea she put one ... two ... twenty mattresses!

“You can sleep in here”.

She helped the princess climb up on the big bed.

“What is it?” said the princess. “Can’t you sleep?” “Oh, that bed!” said the princess. “Something is in it – something big”. “I can’t sleep”.

“At last! A real princess!”

Only a real princess can feel a little pea with twenty mattresses on it”, laughed the prince. He was a happy, happy prince.

Check up

1. True or false?



1. Years and years ago a prince was very happy.
2. He wanted a lot of gold.
3. One night he saw someone when he looked out of the window.
4. The prince let the girl in.
5. The queen rushed to the bed and put an apple in it.
6. On top of the apple she put three mattresses.
7. It was a real princess.

2. Answer the questions.

1. What did the prince want?
2. Whom did he see?
3. What did she say?
4. What did the prince's mother do?
5. Who helped the princess climb up on the big bed?
6. What happened then?
7. Was the prince happy? Why?

3. Complete the sentences using the text.

1. Years and years ago ...
2. "What I want is a ..."
3. One night ...
4. Suddenly he ...
5. I am a ...
6. She rushed to a bed and ...
7. On top of the pea she put ...
8. "You can ..."
9. I can't sleep and I am ...
10. Only a real princess can feel ...
11. He was a happy ...

4. Fill in the missing letters.

m a t r s e s

s o m t h i n g

p r i n e s

p a

r s h

5. Write down the opposite of the words.

real	happy	fast	little
	in	climb up	
night		put	big
			laugh

UNIT 12 C

Practise grammar

DO YOU KNOW THE DIFFERENCE?

lots of = many
a lot of = much, many
few = a small number
little = not much

Countable nouns

lots of	(affirmative)	There are lots of books on the shelves.
many	(interrogative)	Are there many books on the shelves.
	(negative)	There are not many books on the shelves.
few	(affirmative)	There are few books on the shelves.

Uncountable nouns

a lot of	(affirmative)	There is a lot of water in that glass.
much	(interrogative)	Is there much water in that glass?
	(negative)	There is not much water in that glass.
little	(affirmative)	There is little water in that glass.

1. Fill in the blanks with **lots of** or **a lot of**.

1. I can see ... pictures on the wall.
2. There are ... boys in the yard.
3. I have ... bread in my bag.
4. There are ... books in my bag.
5. I have ... milk in my glass.
6. There is ... ink in my ink-pot.



2. Fill in the blanks with **few**, **not many** or **not much**.

1. There are ... students in the classroom.
2. There is ... water in the glass.
3. There is ... paper in the box.
4. I see ... eggs in the bowl.
5. There are ... apples on the plate.
6. There is ... food on the table.



3. Make 12 sentences.

There	is	a lot of lots of	fruit money paper apples pencils books	on the table.
	are	few little not many not much		

4. Make 6 sentences.

There is	lots of	water girls men	but there isn't	many	bread boys women
There are	a lot of	pens ink cats	but there aren't	much	pencils paper dogs

5. How many correct sentences can you make?

There	is	lots of a lot of	desks chairs books milk water chalk paper money	in the room in the jar
	are	few little not many not much		

6. Use lots of, a lot of, few, little with the following nouns:

lots of, a lot of

milk	chair
bread	salt
butter	desk
car	water
table	book

few, little

desk	boy
fruit	chalk
cat	shelf
paper	money
dog	tea

UNIT 13 A

Practise grammar

PREPOSITIONS

1. **Read the sentences aloud. Find all the prepositions that are new to you and learn them.**

- on (place) There is a book **on** the table.
on (time) We shall meet **on** Monday.
in (place) The pen is **in** my bag.
in (time) He was born **in** 1981. His birthday is in May.
at (place) I met him **at** the station.
at (time) I get up **at** 8 o'clock.
down He ran **down** the street.
up The cat climbed **up** the tree.
out of They went **out of** the room.
into He went **into** the house.
above There is a bookshelf **above** my table.
under The cat is **under** the table.
with I shall go there **with** my friend.
without We can't eat soup **without** spoons.
for This book is **for** my brother.
of The name **of** the dog is Jack.
before I shall do my homework **before** supper.
after They will play football **after** school.
in front of There is a small garden **in front of** my house.
behind The blackboard is **behind** the teacher's table.
beside He came into the room and sat **beside** Mary.
between There is a picture **between** the windows.
about I shall tell you **about** my best friend.
around They gathered **around** the table.
by He sat **by** the fire.
through He went **through** the field.
near There is a shop **near** the house.
far from Jack lives **far from** our house.
to He goes **to** school every day.
from He has dinner when he comes home **from** school.



2. Read the rhymes aloud. Pay attention to the prepositions. Find all of them.

<p>Cross patch, lift the latch, Sit by the fire and spin. Take a cup, And drink it up, Then call your neighbours in.</p>	<p>Upon my word and honour! As I was going to Stonor. I met a pig. Without a wig. Upon my word and honour!</p>
<p>Tit-tat-toe, My first go. Three jolly butcher-boys. All in a row: Stick one up, Stick one down, Stick one in the old man's crown.</p>	<p>Baa, baa, black sheep, Have you any wool? "Yes, sir, yes, sir, Three bags full: One for my master, And one for my dame, And one for the littel boy Who lives down the lane."</p>
<p>One, two, three, four. Mary at the cottage door: Five, six, seven, eight. Eating cherries off a plate.</p>	<p>The lion and the unicorn Were fighting for the crown: The lion beat the unicorn All round the rown.</p>
<p>Little Jack Horner, Sat in a corner, Eating a Christmas pie: He put in his thumb, And pulled out a plum. And said. "What a good boy am I."</p>	<p>Some gave them white bread. And some gave them brown: Some gave them plum-cake. And drummed them out od town.</p>
<p>Two legs sat upon three legs. With one leg in his lap: In comes four legs. Runs away with one leg. Up jumps two legs. Catches up three legs. Throws it after four legs. And makes him bring back one leg.</p>	<p>One leg is a leg of mutton; two legs is a man; three legs is a stool; four legs is a dog.</p>

3. Read the sentences and find all the prepositions.

1. She gave him a basket of red apples.
2. She gave him an apple for his lunch.
3. Last night I went to the cinema.
4. At three o'clock he came home.
5. John sits near his friend.
6. I put the plate on the table.
7. I talked to Jim's father.
8. He stayed with us.



4. Fill in the blanks with prepositions.

1. Mr. Smith goes ... bed at ten o'clock.
2. Jim sat ... the fire.
3. She went away ... school.
4. Jane sat ... the chair.
5. I have a cake ... you.
6. I walked ... the shop.
7. We finish school ... four o'clock.
8. We sat ... a high tree.
9. Father told me a story ... a dog.
10. The boys jumped ... the river.



5. Choose the correct preposition.

1. She gave him a cup ... tea. (of, by, with)
2. We want to sit ... a tree. (in, for, under)
3. Jack climbed ... the tree. (through, up, between)
4. The boy walked ... the tree. (in, out, to)
5. Tom washed his hands ... soap. (with, in, before)
6. The old man slept ... dinner. (after, with, out)

6. Copy the sentences and draw a line under the prepositions.

1. Yesterday I went to the cinema with my friend.
2. I saw a box under the tree.
3. At twelve o'clock I go home for lunch.
4. I shall talk to my teacher.
5. Classes begin at eight o'clock.
6. I jumped through the window.

UNIT 13 B

Practise reading

Study the words

village flour sugar to bake to be ready an oven
to smell (p.t. smelt) a wolf to catch (p.t. caught)

THE BISCUIT BOY

Many years ago there lived an old man and an old woman in a village. One morning the old woman said, "We have flour, sugar, milk, and butter at home. I'll bake a cake for my old man." So the old woman took some flour, sugar, milk and butter and made a cake which was like a little boy. She put it in the oven in the kitchen. Some time later Biscuit Boy was ready.



She took the Biscuit Boy out of the oven, put it on a plate on the table and called the old man. He came, looked at the Biscuit Boy and said, "I am very hungry. I shall eat this Biscuit Boy now."

When the Biscuit Boy heard the old man's words he jumped off the plate and ran away. The old man and the old woman called, "Stop, Biscuit Boy, stop!" They ran after him, but could not catch him.

The Biscuit Boy ran and shouted, "I am not a boy. I am a Biscuit Boy."



Soon the Biscuit Boy met a big grey wolf. The Biscuit Boy did not stop. He ran and sang "I am not a boy. I am not a toy. I am a Biscuit Boy. You cannot catch me. I ran away from an old man. I ran away from an old woman. And I can run away from you."

The big grey wolf ran after the Biscuit Boy but it could not catch him.

(to be continued)

Check up

1. Answer the questions.

1. What did the old woman say one morning?
2. What did she use to make a cake?
3. What did the old man say when he smelt the cake?
4. What did the Biscuit Boy do?
5. What did the Biscuit Boy shout?
6. What did the Biscuit Boy say to the wolf?
7. What did the wolf do?

2. Complete the sentences.

1. An old man and an old woman lived in a ... many years ago.
2. One morning the old woman said, "We have ..., sugar, milk and butter at home."
3. The old woman said, "I shall ... a cake for my old man."
4. She made a cake and put it in the ... in the kitchen.
5. The old man ... the Biscuit Boy and said, "I shall eat"
6. They ran after the Biscuit Boy but could not ... him.
7. The Biscuit Boy sang, "... ."

3. Write the missing letters.

b **k** **e**

c **a** **c** **h**

o **e** **n**

a **a** **y**

v **l** **l** **a** **g** **e**

s **e** **l** **l**

j **m** **p**

b **i** **s** **c** **i** **t**

f **l** **o** **r**

4. Write sentences using the words below. Don't forget to begin your sentences with capital letters.

1. flour, took, woman, some, the, milk, old, sugar, butter, and, cake, and, made, a.
2. my, shall, bake, man, a cake, for, I, old.
3. the oven, out, the Biscuit Boy, she, of, took.
4. eat, now, I, this, Biscuit Boy, shall.

5. Choose the correct word.

1. Many years ago there lived an old man and an old woman in a (town, village)
2. I shall bake a ... for my old man. (bread, cake)
3. She took the Biscuit Boy out of the (cupboard, oven)
4. The old man ... the Biscuit Boy and said, "I am hungry and I shall eat it now". (smelt, ate)

6. Find all the sentences with prepositions in the text, copy them and underline the prepositions.

7. Find all the verbs in the simple past in the text. Change them to the simple future.

8. Find all the nouns in the text. Make them plural.

9. Make as many words as you can using only the letters in the word **strange.**

great, ..., ..., ..., ..., ...,

Just a rhyme

Girls and boys, come out to play,
The moon doth shine as bright as day.
Leave your supper, and leave your sleep,
And come with your playfellows into the street.

Come with a whoop, come with a call
Come with a good will or not at all.
Up the ladder and down the wall,
A halfpenny roll will serve us all.
You'll find milk and I'll find flour,
And we'll have a pudding in half an hour.

UNIT 13 C

Practise speaking

Study the new words

to mix to rub a bowl a cupful a tin inside

Read aloud.



Remember what you can.

HOW TO MAKE A CAKE

When mother makes a cake I help her.

First she takes a bowl and puts a cupful of sugar and a cupful of butter in it. Then she takes two eggs and mixes them into the sugar and butter. Next she takes a cupful of flour and mixes it in well. Sometimes she puts some fruit in, too. Then she puts it all into a cake tin. She rubs some butter on the inside of the tin first. She bakes the cake for three quarters of an hour (45minutes). When the cake is ready we all help her to eat it. Mother makes very good cakes.



Now try to make a cake like this. You will like it.
Help your mother!

Check up

1. True or false?



1. When I make a cake mother helps me.
2. Mother puts a spoonful of sugar in the bowl.
3. Then she takes an egg and eats it.
4. She rubs some butter on the outside of the tin.
5. I make very good cakes.
6. When the cake is ready we do not eat it.
7. Mother makes very good cakes.

2. Complete the sentences.

1. When mother ... a cake I ... her.
2. First she takes a ... and puts a ... of ... in it.
3. Then she ... two eggs and ... them into the ... and
4. She puts it all into a cake
5. She ... some butter on the ... of the tin.
6. She ... the cake for 45 minutes.
7. When the cake we all help her to eat it.

3. Use this box to write down new words from Unit 13 (B, C). Write your own example sentences and read them aloud.

<u>a village</u>	<u>Tom's grandmother lives in a village.</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Ask your mother to help you to write "How to make a cake". Use the new words.



**Reading
for fun**

THE BOY AND THE CAKES

A train stopped at a small station. A passenger looked out of the window and saw a woman who was selling cakes.

The man wanted to buy a cake, but the woman was not standing near the carriage.

He called a boy who was walking on the platform near the carriage and asked him, "How much is the cake?"

"Three pence, sir," answered the boy.

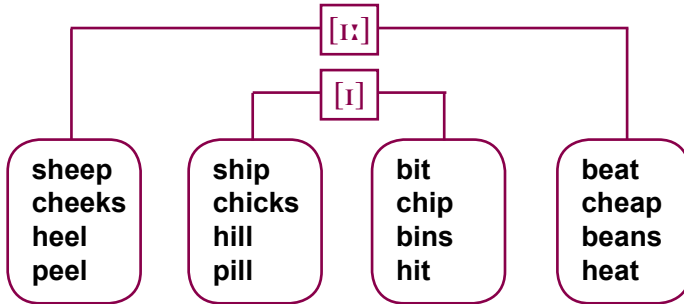
The man gave him six pence and said, "Bring me a cake, and with the other three pence buy one for yourself."

Some time later the boy came back. He was eating a cake. He gave the man threepence change and said, "There was only one cake, sir."

UNIT 14 A

Practise reading

Practise the sounds.



Study the words

a bear a hill nobody again to be (feel) well
Do you remember the animals? If there are new names for you in the list, learn them.

a lion a tiger a wolf a bear a fox a hare
a monkey a cat a mouse a dog

THE BISCUIT BOY

The Biscuit Boy ran very fast. Soon he met a big brown bear on a hill. "Stop, Biscuit Boy!" said the big brown bear. The Biscuit Boy ran and sang, "I am not a boy. I am not a toy. You cannot catch me. I am the Biscuit Boy. I ran away from an old man. I ran away from an old woman. I ran away from a big grey wolf. And I can run away from you!" The bear ran after the Biscuit Boy but it could not catch him.

The Biscuit Boy ran down the hill and soon he met a fox under a tree.

The fox said, "Good day, who are you? What song do you sing? Come here and sing for me."

The Biscuit Boy stopped, looked at the fox and sang, "I am not a boy. I am not a toy. I am the Biscuit Boy. You cannot catch me. I ran away from an old man. I ran away from an old woman. I ran away from a big, grey wolf. I ran away from a big brown bear. And I can run away from you!"

The fox said, "I didn't have breakfast today and I am not well now. I shall not run after you. And I did not hear what you sang. Will you jump on my nose and sing your song in my ear?"

The Biscuit Boy jumped on the fox's nose. The fox laughed and the Biscuit Boy fell down into the fox's mouth. And nobody saw the Biscuit Boy again!

Check up

1. Answer the questions.

1. What did the Biscuit Boy say to the bear?
2. Could the bear catch the Biscuit Boy?
3. Who did the Biscuit Boy meet under a tree?
4. What did the fox say to the Biscuit Boy?
5. What did the Biscuit Boy do?
6. What happened to the Biscuit Boy?
7. Do you think that the fox was clever?

2. Complete the sentences.

1. Soon he met a big brown ... on the hill.
2. The bear ran after the Biscuit Boy, but it ... not catch him.
3. The Biscuit Boy ran down the ... and met a fox under a
4. "Come here and ... for me," said the fox.
5. "Will you jump on my ... and sing your song in my ...?"
6. The Biscuit Boy ... on the fox's nose.
7. The fox ... and the Biscuit Boy ... down into its mouth.

3. Write the missing letters.

b e r

b r o n

h i l

s n g

n s e

l a g h

m o t h

n o b d y

a g a n

4. Choose the correct word.

1. The Biscuit Boy met a big ... on the hill. (fox, bear)
2. I ran away from a big (wolf, tiger)
3. The bear ... catch the Biscuit Boy. (could, couldn't)
4. The Biscuit Boy met a fox ... a tree. (on, under)
5. The Biscuit Boy jumped on the fox's ... (nose, ear)

5. Write sentences using the words below. Don't forget to begin your sentences with capital letters.

1. away, an, ran, old, I, from, man.
2. could, the, him, bear, catch, not.
3. here, me, and, come, for, sing.
4. today, breakfast, not, I, did, have.
5. hear, you, not, I, what, did, sang.

UNIT 14 B

Practise your speaking

REMEMBER

How do you feel today?

I feel great!
I feel fine!
I feel OK!

I'm glad to hear that.

I have a headache.
Not so well.
I feel terrible.

I'm sorry to hear that.
What's the matter?
What's wrong?
What happened?



I have (a) headache.



I have (a) toothache.



I have (an) earache.



I have (a) stomachache.



I have (a) cold.



I have (a) backache.

1. Make up short dialogues according to the model. Work in pairs.



A. How do you feel today?
B.
A. I'm glad to hear that.

A. How do you feel today?
B.
A. What's the matter?
B. I have
A. I'm sorry to hear that.



2. Make up short dialogues according to the model. Work in pairs.



Jane,
earache

- A. How does Jane feel?
B. Not so good.
A. What's the matter?
B. She has an earache.

1. David,
stomachache

2. George,
headache

3. You,
toothache

4. Mary,
backache

5. Fred,
cold

6. Barbara,
earache

7. Mrs. Smith,
headache

8. You,
backache

9. Walter,
stomachache

3. Practise the dialogue with your friends.

- A. Hello, Doctor Brown.
B. Hello, Bob. How are you?
A. I don't feel very well today.
B. I'm sorry to hear that. What's the matter?
A. I have a bad headache.
B. Do you work hard?
A. Yes, Doctor, I do.
B. Do you have little rest?
A. Yes, I think so.
B. Now you must stay in bed and have a good rest.

Read aloud.

Remember what you can.



ARTHUR IS VERY ANGRY

Arthur is very angry. He has a bad headache because he cannot sleep. It's late at night. He is sitting on his bed and he is looking at the clock. His neighbours are making much noise and Arthur is very angry.

The people in Apartment 2 are dancing. The man in Apartment 3 is singing. The woman in Apartment 4 is playing the piano. The dog in Apartment 6 is barking.

It's very late and Arthur is tired and angry. He has a bad headache and he cannot sleep.

**4. Ask and answer questions according to the model.
Work in pairs.**



A. What's the man in Apartment 3 doing?
B. He is singing.
A.?



5. Choose the correct answer.

1. Arthur's neighbours are
 - a. sleeping
 - b. making much noise
2. The man in Apartment 4 is
 - a. singing
 - b. washing the windows
3. The people in Apartment 2 are
 - a. playing the piano
 - b. dancing
4. The woman in Apartment 4 is
 - a. listening to the radio
 - b. playing the piano
5. The dog in Apartment 6 is
 - a. eating
 - b. barking
6. Arthur is
 - a. happy
 - b. angry

6. Choose the correct words.

1. Yesterday (is, was, are, were) a holiday. Today (is, was, are, were) not a holiday.
2. Today Mary (has, have, had) an apple. Yesterday she (has, have, had) an orange.
3. Today the children (is, was, are, were) in the classroom. Yesterday they (is, was, are, were) not in the classroom. Today I (has, have, had) breakfast at half past nine. I (has, have, had) breakfast at half past eight every day.

REMEMBER

to have a headache

to have a toothache

to have an earache

to have a stomachache

to have a backache

to have a cold

7. Make up your own sentences using the expressions above.

UNIT 14 C

REVISION

Practise grammar

THE SIMPLE PRESENT IN AFFIRMATIVE SENTENCES

1. Fill in the blanks with the correct form of the verb.

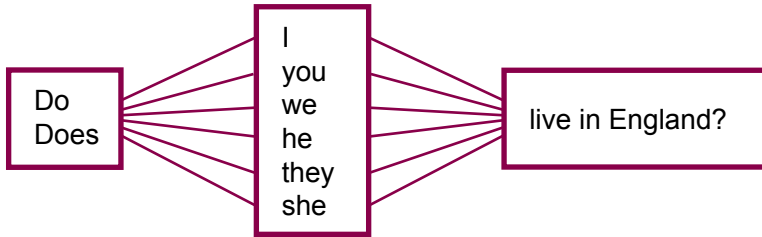
1. They (like) to play games.
2. I (like) to play games.
3. He (like) to play games.
4. She (like) to play games.
5. We (like) to play games.
6. They (talk) and (laugh) a lot.
7. I (talk) and (laugh) a lot.
8. He (talk) and (laugh) a lot.
9. She (talk) and (laugh) a lot.
10. We (talk) and (laugh) a lot.
11. They (spend) a lot of time together.
12. We (spend) a lot of time together.
13. We (be) good friends.
14. They (be) good friends.
15. I (be) a good friend.
16. He (be) a good friend.

THE SIMPLE PRESENT IN INTERROGATIVE SENTENCES

2. Fill in the blanks with the correct form of the verb to do.

1. you like to talk?
2. he like to talk?
3. she like to talk?
4. she laugh a lot?
5. you laugh a lot?
6. they laugh a lot?
7. you play Scrabble?
8. he play Scrabble?
9. they play Scrabble?
10. she play Scrabble?

3. Make questions with the correct form of the verb to do.



4. Make the following sentences interrogative.

1. Jim and John are friends.
2. They play football every day.
3. Helen and Susan are school friends.
4. They play Scrabble at school.
5. Jim, John, Susan and Helen are neighbours.
6. They meet every day.



THE SIMPLE PRESENT IN NEGATIVE SENTENCES

5. Make the following sentences negative.

1. Men usually talk too much.
2. Women usually talk very little.
3. I like milk and my brother likes tea.
4. We spend a lot of time at the library.
5. They are friends.
6. He is a student.
7. I am a dressmaker.
8. We live in England.
9. They play Scrabble.

6. Put the verb in the correct form.

1. Jane tea very often. (not/drink)
2. Bob to Britain this summer. (not/go)
3. His father an engineer. (not/be)
4. I the piano very well. (not/play)
5. Ann German. (not/speak)
6. He a bus. (not/drive)

UNIT 15 A

Practise grammar

DEGREES OF COMPARISON

one-syllable adjectives

Positive	-er Comparative	-est Superlative
long	longer	longest
young	younger	youngest
tall	taller	tallest

two-syllable adjectives ending in -er, -y, -ow, -le.

Positive	-er Comparative	-est Superlative
clever	cleverer	cleverest
happy	happier	happiest
narrow	narrower	narrowest
simple	simpler	simplest

three or more syllable adjectives

Positive	more Comparative	most Superlative
interesting	more interesting	most interesting
beautiful	more beautiful	most beautiful
careful	more careful	most careful

REMEMBER

Irregular adjectives

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
many	more	most
much	more	most
little	less	least

Pay attention to the following changes.

hot
cloudy

hotter
cloudier

hottest
cloudiest

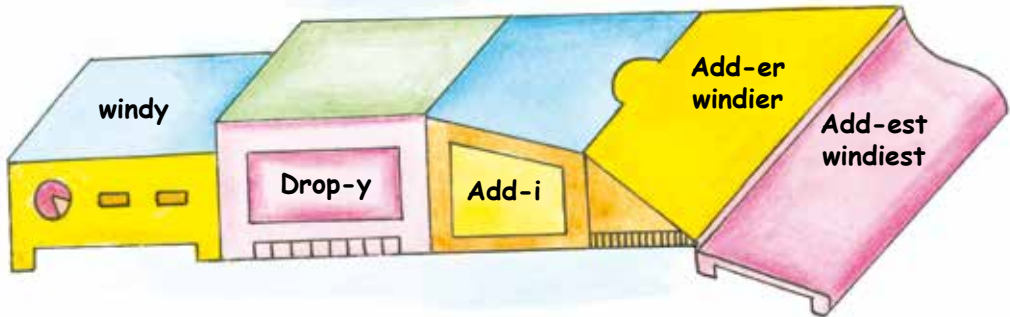
1. The Suffix Machine is set to add -er and -est. Put the words below into the machine and write the words that come out.

1. early
5. friendly

2. lovely
6. empty

3. lively
7. angry

4. windy
8. heavy



2. Copy the following adjectives. Make up as many sentences as you can using these adjectives.

beautiful
difficult
careful
interesting

more beautiful
more difficult
more careful
more interesting

most beautiful
most difficult
most careful
most interesting

clever
easy
jolly
good
bad
many
much
little

cleverer
easier
jollier
better
worse
more
more
less

cleverest
easiest
jolliest
best
worst
most
most
least

3. Write the correct **-er** or **-est** form of one of the following words with each group of words below:

hard high sharp warm large

- | | | |
|-----------------------|----------------------|-----------------------|
| 1. room in the house | 3. of the two knives | 5. word in the list |
| 2. marks in the class | 4. of the two trees | 6. climate in England |

Don't forget to use **the before the superlative.**

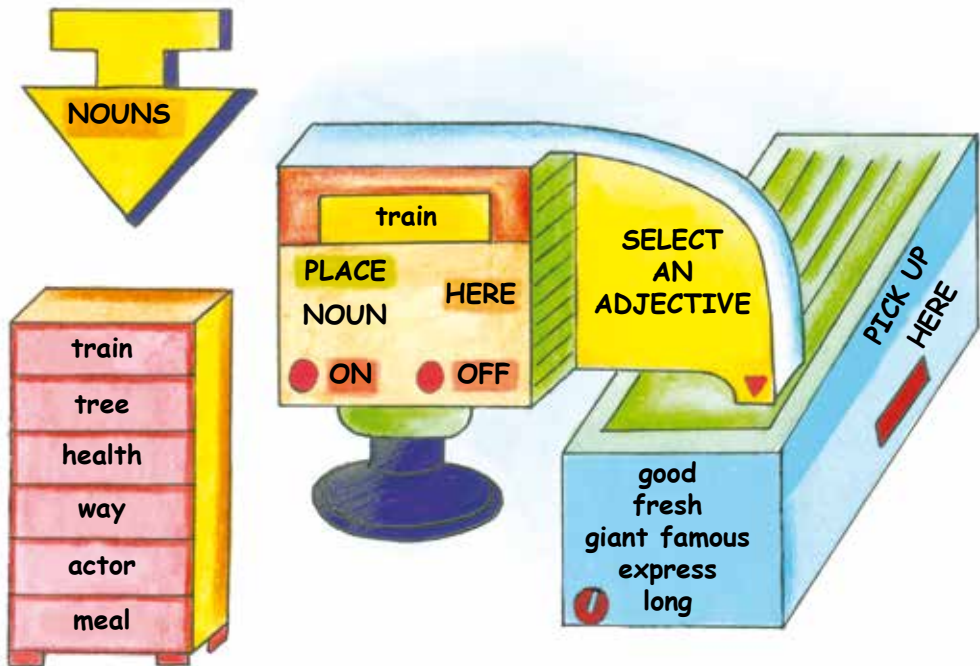
4. For each adjective below write a noun that the adjective may describe.

large	angry	right	true
stormy	happy	busy	lazy

5. For each noun below write an adjective that may describe it.

room	season	box
book	game	girl
sportsman	picture	city
dress	friend	man

6. Turn on the Adjective Machine and add an adjective to each noun. Use each pair of words in a sentence.



7. Copy these sentences and underline the adjectives.

1. Mr. Smith is older than Mrs. Smith.
2. Betty is taller than Jack.
3. The red bag is heavier than the green bag.
4. Spring is the best season of the year.
5. Winter is the worst season of the year.
6. This book is the most interesting of all.
7. Bob is more careful than Jim.
8. Mary has a beautiful dress.



8. Choose the correct form of the adjectives in brackets.

1. I met my ... friend yesterday. (better, best)
2. This picture is ... than that picture. (more beautiful, most beautiful)
3. This book is ... than that book. (more useful, most useful)
4. He is the ... sportsman in our country. (stronger, strongest)
5. Summer is ... than spring. (hotter, hottest)
6. Winter is the ... season of the year. (colder, coldest)

REMEMBER

to compare different things we use **than**

9. Fill in the blanks with the following adjectives.

better worst smaller stronger hottest
bigger higher coldest longer biggest

1. The mouse is ... than the cat.
2. The road is ... than the street.
3. The city is ... than the village.
4. The mountain is ... than the hill.
5. Winter is the ... season of the year.
6. Summer is the ... season of the year.
7. The lion is ... than the monkey.
8. Cake is ... than bread.
9. The bear is one of the ... animals.
10. Lazy Jill is the ... girl in the class at reading.



UNIT 15 B

Practise speaking

Study the new words

a person friendly polite clever a neighbour to agree

Read aloud.

Remember what you can.



THE NICEST PERSON

Mr. and Mrs. Jackson are very proud of their daughter Linda. She is a very nice person. She is friendly. She is polite, she is clever. She is also very pretty.

Mr. and Mrs. Jackson's friends and neighbours like Linda very much. They say that she is the nicest person they know. They think that she is the friendliest, the most polite and the cleverest girl that they know. They also say that she is the prettiest. Mr. and Mrs. Jackson agree. They think that Linda is a wonderful girl, and they are proud of their daughter.



Check up

1. True or false?



1. Mr. and Mrs. Jackson have a son Tom by name.
2. Linda is very polite and friendly but she is not clever.
3. Her parents' friends like her very much.
4. They think she is the most polite and prettiest girl that they know.
5. Mr. and Mrs. Jackson don't agree with their neighbours.

2. Answer the questions.

1. Who are Mr. and Mrs. Jackson proud of?
2. What person is Linda?
3. Do Mr. and Mrs. Jackson's friends like Linda?
4. What do their friends and neighbours say about Linda?

5. Is Linda the most polite and the cleverest girl, they know?
6. Do they think that Linda is the prettiest person?
7. Do they say that Linda is a wonderful girl?

**3. The neighbours are talking about Linda.
Complete the dialogue using the text. Work in pairs.**



A. You know, I think Linda is very nice.
B. I agree. She is the nicest girl that I know.

A.
B.
A.
B.



4. What about you? Talk about the nicest person you know.

5. Act a dialogue according to the model, using the words in the boxes.



A. I think you will like my new flat.
B. But I liked your old flat. It was large.
A. That's right. But my new flat is larger.



bicycle fast	kitchen light	sofa nice
house beautiful	TV set big	car comfortable

6. Act a dialogue according to the model, using the words in the boxes.



A. I think your friend Margaret is very interesting.
B. Of course she is. She is the most interesting person I know.



a person = a man, a woman, or a child

your brother friendly	your sister Nancy pretty	your aunt Lucy cold
Larry lazy	your neighbour noisy	this story funny

7. Talk about all the members of your family. Compare them. The questions will help you.

1. Who is taller/the tallest?
2. Who is older/the oldest?
3. Who is younger/the youngest?
4. Who is cleverer/the cleverest?

8. Write a story about the nicest person you know. The questions will help you.

1. Who is he/she?
2. What does he/she do?
3. How does he/she look like?
4. Is he/she a kind person?
5. Is he/she a clever person?
6. Why is he/she the nicest person?

Just a rhyme

"Pussy-cat, pussy-cat, where have you been?"

"I've been to London to look at the Queen."

"Pussy-cat, pussy-cat, what did you do there?"

"I frightened a little mouse under her chair."

UNIT 15 C

Practise reading

Study the words

food	hunger	to die of hunger	appetite	matter
What is the matter?	weak	wise strong	delicious	to taste
to bow	to be sure (of)	to get thinner	to step	

THE BEST FOOD IN THE WORLD

(Part one)

Once there lived a King who had one son. The prince was ill. He was tired of eating. The delicious food in his father's house did not taste good to him.

The Queen looked at her son and said, "The Prince does not eat his food. I am afraid he will die of hunger. Look at him, how weak he is."

One morning the King called all his servants and said, "My son has lost his appetite. He is ill. He will die of hunger. Go, find the Wise Man of the village. I am sure he will help us."

The King's servants went away to find the Wise Man of the village. Soon they came back with an old man with long white hair.

The Wise Man bowed to the King and asked, "O, King, what can I do for you?" The King told the Wise Man what the matter was, "The Prince was once strong and fat, and now, he is getting thinner every day. He does not eat his food. We are afraid he will die of hunger."

"O, King", answered the Wise Man, "do not think about your son. Let the young Prince find the best food in the world. Then his appetite will come back and he will be strong again."

Then he stepped back, bowed to the King and walked out of the King's house.



Check up

1. True or false?



1. The Prince was happy. He liked the food in his father's house.
2. The Queen looked at her son and said, "Look at him, how strong he is."
3. The King bowed to the Wise Man.
4. The Wise Man said, "Do not let your son find the best food in the world."
5. His appetite will come back and he will be strong again.

2. Answer the questions.

1. Why was the Prince ill?
2. What did the Queen say?
3. What did the King say to his servants?
4. Where did the servants go?
5. With whom did they come back?
6. What did the King tell the Wise Man?
7. What did the Wise Man say?
8. What did the Wise Man do, before he went out of the King's house?

3. Complete the sentences.

1. No ... food of his father's house tasted good to him.
2. The Prince does not eat his food. I am afraid he will
3. The King said, "My son has lost his He is"
4. Go and find the Wise Man of the village. I he will help us.
5. The Wise Man ... before the King.
6. "Then his ... will come back, and he will be strong again."
7. Then the Wise Man ... back, bowed to the King and walked out of the King's house.

4. Write sentences using the words below.

Don't forget to begin your sentences with capital letters.

1. him, the, delicious, taste, good, did not, food, house, his, father's, to, in.
2. called, his, one, the King, morning, all, servants.
3. bowed, the King, the Wise Man, to.
4. the best, let, food, find, the young Prince, in the world.
5. stepped, back, then, and, bowed, he, the King, before.

5. Write the missing letters.

p r i n e

a p e t i t e e

w s e

d e l i i o u s

l s e

w a k

t s t e

h o s e

h n g e r

**6. Find all the adjectives in the text.
Write them in the correct boxes.**

Positive	Comparative	Superlative

7. Noun Race.

You must have a pencil and a piece of paper. When your teacher says "Go!", write down all the nouns in the text. When your teacher says "Stop!", count how many nouns you have in your list. Who has the most?

Just a rhyme

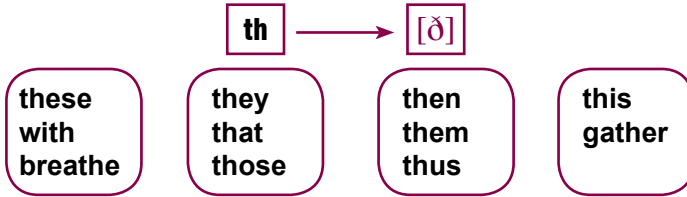
Johnny is over the ocean,
Johnny is over the sea,
If you can catch Johnny
You can catch me.

Johnny over the ocean,
Johnny over the sea,
You may catch Johnny,
But you can't catch me.

UNIT 16 A

Practise reading

Practise the sound.



Study the words

to be sick of to pass either to invite a cook brown bread

THE BEST FOOD IN THE WORLD

(Part two)

The days passed, but the Prince's appetite did not come back. The King invited the best cooks. But the Prince did not like their food either. He cried, "I am sick of food. Nothing tastes good". And the Prince became thinner every day.

One day the Prince looked into the mirror and said, "Oh!

How thin I am! If I do not eat I shall die of hunger. I must find the best food in the world". He ran out of the King's house to find that food.

He came to a forest. Then he saw a boy. This boy was strong and happy. The Prince thought, "This boy is poor but he is strong and happy. I think he eats the best food in the world".

"Hello", shouted the Prince, "have you the best food in the world?"

"Yes, I have," said the boy. "And I can give you some if you help me." Then the boy asked the Prince to cut down some trees. The Prince never cut down a tree. But he tried, and he cut down many trees. Then the boy took something out of his bag. He broke it into two pieces and gave the larger piece to the Prince.





“This is the best food in the world. Did you work and get tired before having any meals?” asked the boy. Then the Prince understood what the best food in the world was.

He went home and said to the King and the Queen, “I found the best food in the world.” And he took a piece of brown bread out of his pocket.

Check up

1. True or false?



1. The Prince became thinner every day.
2. The Prince saw a little girl in the forest.
3. The boy was ill and unhappy.
4. The boy asked the Prince to play with him.
5. The Prince cut down many trees.
6. The Prince could not find the best food in the world.

2. Answer the questions.

1. What happened to the Prince?
2. What did the Prince say when he looked in the mirror?
3. Why did he run out of the house?
4. Who did he meet in the forest?
5. What did the Prince think about the boy?
6. What did the boy say to the Prince?
7. What did the boy give to the Prince?
8. What did the Prince understand?

3. Complete the sentences.

1. The Prince cried, “I of food.”
2. The Prince looked in the mirror and said, “Oh! How thin I am! Now I must ... the best food in the world.”
3. The boy asked the Prince to help him the trees.
4. The Prince had never cut down a tree, but he ... and cut down many trees.
5. The boy took something out of his
6. The Prince ... what the best food in the world was.
7. He took a piece of brown ... out of his pocket.

**4. Write sentences using the words below.
Don't forget to begin your sentences with capital letters.**

1. passed, appetite, days, come, not, the Prince's, but, did, back, the.
2. in, day, mirror, one, the Prince, looked, the.
3. poor, but, happy, this, he, boy, strong, is, and, is.
4. asked, to help, cut, down, then, the Prince, some trees, boy, him, to, the.
5. world, understood, the, in, food, Prince, best, was, the, what, the.

5. Write the missing letters.

f o d

s i c

b r e d

b o

u n d e s t n d

e t e r

s t p

m i r o

s r n g

**6. Find all the adjectives in the text.
Write them in the correct boxes.**

Positive	Comparative	Superlative

7. Find all the verbs in the text and write them in the correct boxes.

Simple present	Simple past	Simple future

UNIT 16 B

REVISION

Practise grammar

THE SIMPLE PAST IN AFFIRMATIVE SENTENCES

1. *Fill in the blanks with the correct form of the verb.*

1. Yesterday she ... (make) an apple pie.
2. Yesterday I ... (make) an apple pie.
3. Yesterday they ... (make) an apple pie.
4. This morning she ... (bake) a pie.
5. This morning I ... (bake) a pie.
6. This morning we ... (bake) a pie.
7. She ... (use) apples.
8. We ... (use) apples.
9. I ... (use) apples.
10. They ... (use) apples.

THE SIMPLE PAST IN INTERROGATIVE SENTENCES

2. *Fill in the blanks with the correct form of the verb to do.*

1. ... she make a pie?
2. ... you make a pie?
3. ... they make a pie?
4. ... you bake the pie in the oven?
5. ... she bake the pie in the oven?
6. ... they bake the pie in the oven?
7. ... you use apples?
8. ... they use apples?
9. ... she use apples?

3. *Copy the sentences. Draw a line under the verbs in the simple present and two lines under the verbs in the simple past.*

1. Children love their mother and father.
2. Tom saw a picture on the wall.
3. It often rains in England.
4. The baker bakes bread for us.
5. They bought a new toy for the baby.
6. Jill laughs a lot.

4. Copy the sentences. Draw a line under the verbs in the simple future and two lines under the verbs in the simple past.

1. I shall write a letter tomorrow.
2. My brother played with his cat.
3. We shall play football after school.
4. The dog saw a cat in the tree.
5. John will visit his friend.
6. You brought your books yesterday.

THE SIMPLE PAST IN NEGATIVE SENTENCES

5. Make the sentences negative according to the model.

1. They enjoyed the party.
2. Tom got up at 8 o'clock.
3. It was warm yesterday.
4. Kate wrote a letter to her friend.
5. Jill rang him up an hour ago.
6. I helped my Mother to bake the cake.
7. She liked to cook.
8. They made a pie for his birthday party.



I liked the story a lot.
I did not like the story.

6. Ask and answer questions according to the model. Work in pairs.



- A. What did you do yesterday?
B. I went to the cinema.
A. Was the film interesting?
B. No, it was not interesting.
A. Did you like it?
B. No, I didn't like it.



7. Split into two groups. One group writes a short story "We had a party yesterday." The other group asks questions and finds out how the first one described the party.

You may talk about anything you did yesterday.
Make your questions and answers interesting and lively.

8. Write a short story: "Yesterday I went to"

UNIT 16 C

Practise speaking

REMEMBER

Excuse me...
Pardon...

I am sorry...
I beg your pardon...

1. Practise the dialogue.

- A. I'm sorry I'm late.
- B. What happened? Did you get up late?
- A. No, I didn't get up late.
- B. Did you miss the bus?
- A. No, I didn't miss the bus.
- B. Well, why are you late?
- A. I lost my bag.

2. Complete the dialogue. Work in pairs.

- A. I'm sorry I'm late.
- B. What happened? Did?
- A. No
- B. Did?
- A. No
- B. Well, why are you late?
- A.
- B. Excuse me.



Read aloud.

MARY'S TERRIBLE DAY

Mary went to her friend's birthday party yesterday. She got up late today. She missed the bus. So she walked to school. She was late for the class. Her teacher was angry. "I'm sorry I got up late today", – she said. "Excuse me!"

3. Complete the conversation using the text above.

- | | |
|--|--|
| A. Hi Mary! Did you have a good day today? | A. Why ... you late for the class? |
| B. No I didn't. I had a terrible day. | B. Because..... |
| A. What happened? | A. Why |
| B. My teacher shouted at me. | B. Because..... |
| A. Why did your teacher shout at you? | A. Why |
| B. Because I was late for the class. | B. Because I went to a party last night. |

4. Answer the questions according to the model.



Did you sleep well last night?
 Yes, I did. I was tired.
 Did Roger sleep well last night?
 No, he didn't. He wasn't tired.

- | | |
|--|--|
| 1. Did Tom have a big breakfast today?
Yes, hungry. | 4. Did Jane have a big breakfast today?
No, hungry. |
| 2. Did Susan miss the train?
Yes, late. | 5. Did Sally miss the train?
No, late. |
| 3. Did Jack put on his coat yesterday?
Yes, cold. | 6. Did Mary put on his coat yesterday?
No, cold. |

5. Richard is speaking about the last night's party. What happened? Fill in the blanks with was, were.

Yesterday ... Mary's birthday. There ... many people at her birthday party. There ... much food there. The music ... very loud. I ... not at the party. I ... ill yesterday. But my girl-friend Sylvia ... there. She ... happy and had a good time. All the people ... happy there. But I ... not happy, because I ... at home and didn't go to the party.

6. Richard's girl-friend is visiting him. He asks her questions about the party. What does he say? The answers will help you to find the questions.

- | | |
|----------|--|
| 1.? | 35 people. |
| 2.? | Monica sang. |
| 3.? | I danced with Paul. |
| 4.? | Yes, there was much food there. |
| 5.? | Yes, it was very loud. |
| 6.? | Yes, they were very happy. |
| 7.? | Next week there is another party. You can come then. |

Check up

7. **What about you? Answer the questions. Work in pairs.**

Did you go to a party last night?
What did you do last night?

Did you get up late today?
What time did you get up?

How did you get to class today?
Did you come on time?



8. **Make up a dialogue according to the model. Work in pairs.**



A. Where will you spend your holidays?
B. I shall open my holidays at the seaside.
A. Will you spend your holidays with your parents?
B. Yes, I shall spend my holidays with my parents.



A. How will you?
B. We shall
A.?
B.

9. **Write a short story about your coming holidays. Discuss it with your friends. Work in pairs.**

*Do not forget English!
Practise it every now and then!
Holidays are here again!
Have nice holidays!*

GRAMMAR GUIDE

The noun

THE FORMATION OF THE PLURAL

Գոյականների հոգնակի թիվը կազմվում է **-s** վերջավորությամբ, իսկ **s, ss, x, ch, sh** վերջավորությունն ունեցող գոյականներին ավելացվում է **-es**, որն արտասանվում է [ɪz]:

-s վերջավորությունը արտասանվում է՝
[s] խուլ բաղաձայններից հետո.

books
cups
cats
hats

[z] ձայնեղ բաղաձայններից և ձայնավորներից հետո.

bags	boys
balls	ties
pens	toys
birds	days

Եթե գոյականն ավարտվում է՝

բաղաձայն + y

y տառը փոխվում է i տառի և վերջում ավելացվում է **-es**.

a country	countries
a city	cities
a baby	babies
a story	stories

ձայնավոր + y

վերջում ավելացվում է միայն **-s**. boy – boys toy – toys

f-ով կամ fe-ով

f տառը փոխվում է v տառի և վերջում ավելանում է **-es**.

a leaf	-	leaves
a shelf	-	shelves
a wife	-	wives
a knife	-	knives

Մի խումբ գոյականների հոգնակին կազմվում է արմատի ձայնավորի փոփոխությամբ՝ առանց որևէ վերջավորության:

a man – men

a mouse – mice

a woman – women

a tooth – teeth

a foot – feet

a goose – geese

THE FORMATION OF THE POSSESSIVE CASE OF THE NOUNS

1. Ստացական հոլովը (Possessive Case) ցույց է տալիս պատկանելություն: Գոյականների եզակի ստացականը կազմվում է հիմքին **-’s** ավելացնելով.

the boy’s book – տղայի գիրքը

the girl’s doll – աղջկա տիկնիկը

the baby’s toy – երեխայի խաղալիքը

the man’s hat – մարդու գլխարկը

2. Գոյականների հոգնակի ստացականը կազմելիս ավելացվում է միայն **-’**.

the boys’ books – տղաների գրքերը

the girls’ dolls – աղջիկների տիկնիկները

the babies’ toys – երեխաների խաղալիքները

the teachers’ room – ուսուցիչների սենյակը

3. Եթե գոյականների հոգնակին կազմվում է արմատի ձայնավորի փոփոխությամբ, ստացական հոլովը կազմվում է այնպես, ինչպես եզակի թվում՝ **-’s** ավելացնելով.

the men’s hats – տղամարդկանց գլխարկները

the women’s eyes – կանանց աչքերը

the children’s pens – երեխաների գրիչները

The adjective

THE DEGREES OF COMPARISON

1. Միավանկ և որոշ երկվանկ ածականների համեմատական աստիճանը (Comparative Degree) կազմվում է բառի հիմքին **-er**, իսկ գերադրական աստիճանը՝ (Superlative Degree) **-est** վերջավորությունն ավելացնելով.

long - longer - the longest
big - bigger - the biggest
strong - stronger - the strongest
happy - happier - the happiest

2. Բազմավանկ ածականների համեմատական աստիճանը կազմվում է **more**, իսկ գերադրական աստիճանը՝ **most** բառերի օգնությամբ.

difficult - more difficult - the most difficult
beautiful - more beautiful - the most beautiful
interesting - more interesting - the most interesting
active - more active - the most active

3. Որոշ ածականների համեմատության աստիճանները կազմվում են այլ արմատից.

good - better - the best
bad - worse - the worst
little - less - the least
much → more - the most
many →
far - farther - the farthest

4. Ածականները գերադրական աստիճանում օգտագործվում են **the** որոշիչ հոդի հետ:

The article

The Indefinite Article

a/an

“a” անորոշ հոդը դրվում է բաղաձայնով սկսվող անորոշ գոյականից առաջ

- a man – տղամարդ
- a book – գիրք
- a pen – գրիչ
- a dog – շուն

“an” անորոշ հոդը դրվում է ձայնավորով սկսվող անորոշ գոյականից առաջ.

- an apple – խնձոր
- an egg – ձու
- an inkpot – թանաքաման
- an aunt – մորաքույր

The Definite Article

the

Երբ գոյականը հայտնի կամ ծանոթ է, նրանից առաջ գրվում է “the” որոշիչ հոդը.

- the table – սեղանը
- the dog – շունը
- the boy – տղան
- the girl – աղջիկը

The Pronoun

Personal Pronouns				Possessive Pronouns	
I	We	Me	Us	My	Our
You	You	You	You	Your	Your
He		Him		His	
She	They	Her	Them	Her	Their
It		It		Its	

DEMONSTRATIVE PRONOUNS

Singular	Plural
this մոտիկ գտնվող առարկայի համար	these
that հեռվում գտնվող առարկայի համար	those

INDEFINITE PRONOUNS

Affirmative Form	Interrogative Form	Negative Form
some somebody someone something	any anybody anyone anything	no, not any nobody no one nothing

The Numeral

Cardinal Numerals	Ordinal Numerals	
1 one	the first	1 st
2 two	the second	2 nd
3 three	the third	3 rd
4 four	the fourth	4 th
5 five	the fifth	5 th
6 six	the sixth	6 th
7 seven	the seventh	7 th
8 eight	the eighth	8 th
9 nine	the ninth	9 th
10 ten	the tenth	10 th
11 eleven	the eleventh	11 th
12 twelve	the twelfth	12 th
13 thirteen	the thirteenth	13 th
14 fourteen	the fourteenth	14 th
15 fifteen	the fifteenth	15 th
16 sixteen	the sixteenth	16 th
17 seventeen	the seventeenth	17 th
18 eighteen	the eighteenth	18 th
19 nineteen	the nineteenth	19 th
20 twenty	the twentieth	20 th
21 twenty-one	the twenty-first	21 st
22 twenty-two	the twenty-second	22 nd
30 thirty	the thirtieth	30 th
40 forty	the fortieth	40 th
50 fifty	the fiftieth	50 th
60 sixty	the sixtieth	60 th
70 seventy	the seventieth	70 th
80 eighty	the eightieth	80 th
90 ninety	the ninetieth	90 th
100 one hundred	the one hundredth	100 th
123 one hundred and twenty-three	the one hundred and twenty-third	123 rd
1000 one thousand	the one thousandth	1000 th

The verb

The Indefinite Tenses

THE PRESENT INDEFINITE TENSE

To Be

Affirmative		Interrogative	
I am You are He is She is It is	We are You are They are	Am I? Are you? Is he? Is she? Is it?	Are we? Are you? Are they?

Negative	
I am not You are not He is not She is not It is not	We are not You are not They are not

To Have

Affirmative		Interrogative	
I have You have He has She has It has	We have You have They have	Have I? / Do I have? Have you? / Do you have? Has he? / Does he have? Has she? / Does she have? Has it? / Does it have?	Have we? / Do we have? Have you? / Do you have? Have they? / Do they have?

Negative

I have not / I do not have
You have not / You do not have
He has not / He does not have
She has not / She does not have
It has not / It does not have

We have not / We do not have
You have not / You do not have
They have not / They do not have

To Do

Affirmative

I do
You do
He does
She does
It does

We do
You do
They do

Interrogative

Do I do?
Do you do?
Does he do?
Does she do?
Does it do?

Do we do?
Do you do?
Do they do?

Negative

I do not do
You do not do
He does not do
She does not do
It does not do

We do not do
You do not do
They do not do

To Work

Affirmative

I work
You work
He works
She works
It works

We work
You work
They work

Interrogative

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?

Do we work?
Do you work?
Do they work?

Negative

I do not work
 You do work
 He, She, It does not work

We do not work
 You do not work
 They do not work

Present Indefinite ժամանակաձևում 3-րդ դեմքի եզակիում բայի արմատին ավելանում է **-s** կամ **-es** վերջավորությունը, որն արտասանվում է գոյականի հոգնակիի կազմության օրենքներով:

THE PAST INDEFINITE TENSE

To Be

Affirmative		Interrogative	
I was You were He was She was It was	We were You were They were	Was I? Were you? Was he? Was she? Was it?	Were we? Were you? Were they?

Negative

I was not
 You were not
 He was not
 She was not
 It was not

We were not
 You were not

 They were not

To Have

Affirmative		Interrogative	
I had You had He had She had It had	We had You had They had	Had I? / Did I have? Had you? / Did you have? Had he? / Did he have? Had she? / Did she have? Had it? / Did it have?	Had we? / Did we have? Had you? / Did you have? Had they? / Did they have?

Negative	
I had not / I did not have You had not / You did not have He had not / He did not have She had not / She did not have It had not / It did not have	We had not / We did not have You had not / You did not have They had not / They did not have

To Do

Affirmative		Interrogative	
I did You did He did She did It did	We did You did They did	Did I do? Did you do? Did he do? Did she do? Did it do?	Did we do? Did you do? Did they do?

Negative	
I did not do You did not do He did not do She did not do It did not do	We did not do You did not do They did not do

To Work

Affirmative		Interrogative	
I worked You worked He worked She worked It worked	We worked You worked They worked	Did I work? Did you work? Did he work? Did she work? Did it work?	Did we work? Did you work? Did they work?

Negative	
I did not work You did not work He did not work She did not work It did not work	We did not work You did not work They did not work

Կանոնավոր բայերի (Regular verbs) **Past Indefinite** ժամանակը կազմվում է **-ed** վերջավորության օգնությամբ, որն արտասանվում է՝

[t] խուլ բաղաձայնից հետո

worked
helped
jumped
stopped

[d] ձայնեղ բաղաձայններից հետո

called
played
happened
enjoyed

[id] t և d բաղաձայններից հետո

wanted
shouted
counted
needed

THE FUTURE INDEFINITE TENSE

Affirmative

I shall work
You will work
He will work
She will work
It will work

We shall work
You will work

They will work

Interrogative

Shall I work?
Will you work?
Will he work?
Will she work?
Will it work?

Shall we work?
Will you work?

Will they work?

Negative

I shall not work
You will not work
He will not work
She will not work
It will not work

We shall not work
You will not work

They will not work

Անորոշ ապառնի ժամանակաձևը (The Future Indefinite Tense) կազմվում է **shall** (I դեմք) և **will** (II և III դեմքեր) օժանդակ բայերի և իմաստային բայի ինֆինիթիվի (առանց **to** մասնիկի) օգնությամբ:

THE PRESENT CONTINUOUS TENSE

Ներկա շարունակական ժամանակաձևը (The Present Continuous) ցույց է տալիս խոսելու պահին ընթացքի մեջ գտնվող գործողություն: Այն կազմվում է **to be** օժանդակ բայից և իմաստային բայի արմատից **-ing** վերջավորություն ավելացնելու օգնությամբ:

Affirmative

I am working.
You are working.
He is working.
She is working.
It is working.

We are working.
You are working.

They are working.

Interrogative

Am I working?
Are you working?
Is he working?
Is she working?
Is it working?

Are we working?
Are you working?

Are they working?

Negative

I am not working.
You are not working.
He is not working.
She is not working.
It is not working.

We are not working.
You are not working.

They are not working.

MODAL VERBS

Can/Could

Affirmative

I **can/could** work.
You **can/could** work.
He **can/could** work.
She **can/could** work.
It **can/could** work.

We **can/could** work.
You **can/could** work.
They **can/could** work.

Interrogative

Can/Could I work?
Can/Could you work?
Can/Could he work?
Can/Could she work?
Can/Could it work?

Can/Could we work?
Can/Could you work?

Can/Could they work?

Negative

I **cannot/couldn't** work.
You **cannot/couldn't** work.
He **cannot/couldn't** work.
She **cannot/couldn't** work.
It **cannot/couldn't** work.

We **cannot/couldn't** work.
You **cannot/couldn't** work.
They **cannot/couldn't** work.

May/Might

Affirmative

I **may/might** speak.
You **may/might** speak.
He **may/might** speak.
She **may/might** speak.
It **may/might** speak.

We **may/might** speak.
You **may/might** speak.
They **may/might** speak.

Interrogative

May/might I speak?
May/might you speak?
May/might he speak?
May/might she speak?
May/might it speak?

May/might we speak?
May/might you speak?
May/might they speak?

Negative

I **may/might not** speak.
You **may/might not** speak.
He **may/might not** speak.
She **may/might not** speak.
It **may/might not** speak.

We **may/might not** speak.
You **may/might not** speak.
They **may/might not** speak.

Must

Affirmative

I **must** eat.
You **must** eat.
He **must** eat.
She **must** eat.
It **must** eat.

We **must** eat.
You **must** eat.
They **must** eat.

Interrogative

Must I eat?
Must you eat?
Must he eat?
Must she eat?
Must it eat?

Must we eat?
Must you eat?
Must they eat?

Negative

I **must not** eat.
You **must not** eat.
He **must not** eat.
She **must not** eat.
It **must not** eat.

We **must not** eat.
You **must not** eat.
They **must not** eat.

THE LIST OF IRREGULAR VERBS

Infinitive	Past Tense	Translation
to be	was/were	լինել
to begin	began	սկսել
to break	broke	ջարդել
to bring	brought	բերել
to build	built	կառուցել
to buy	bought	գնել
to catch	caught	բռնել
to choose	chose	ընտրել
to come	came	գալ
to cut	cut	կտրել
to do	did	անել, կատարել
to draw	drew	նկարել
to drink	drank	խմել
to drive	drove	վարել
to eat	ate	ուտել
to fall	fell	ընկնել
to feel	felt	զգալ
to fight	fought	կռվել
to fly	flew	թռչել
to forget	forgot	մոռանալ
to get	got	ստանալ
to give	gave	տալ
to go	went	գնալ
to have	had	ունենալ
to hear	heard	լսել
to know	knew	իմանալ, ճանաչել
to lay	laid	դնել
to learn	learnt	սովորել
to leave	left	թողնել
to lose	lost	կորցնել
to make	made	անել
to meet	met	հանդիպել
to put	put	դնել (հազնել)
to read	read	կարդալ
to ring	rang	հնչել (զանգահարել)

Infinitive	Past Tense	Translation
to run	ran	վազել (փախչել)
to say	said	ասել
to see	saw	տեսնել
to sell	sold	վաճառել
to send	sent	ուղարկել
to show	showed	ցույց տալ
to shut	shut	փակել, ծածկել
to sing	sang	երգել
to sit	sat	նստել
to sleep	slept	քնել
to speak	spoke	խոսել
to spend	spent	անցկացնել, ծախսել
to stand	stood	կանգնել
to swim	swam	լողանալ
to take	took	վերցնել
to teach	taught	դասավանդել
to tell	told	պատմել, ասել
to think	thought	մտածել
to understand	understood	հասկանալ
to wear	wore	հագնել

VOCABULARY

Aa

a *art.* [ə] – *քեր.* անորոշ հոդ
about *prep.* [ə'baʊt] – մասին
above *adv.* [ə'baʊv] – վերևում, վերը
according *adv.* [ə'kɔ:dɪŋ] – համապատասխանաբար, համաձայն
acrobat *n.* ['ækrəbæt] – ակրոբատ
act *v.* [ækt] – կատարել
action *n.* ['æksjən] – գործողություն
actor *n.* ['æktə] – դերասան
add *v.* [æd] – ավելացնել
adjective *n.* ['ædʒɪktɪv] – *քեր.* ածական
affirmative *a.* [ə'fɜ:mətɪv] – հաստատական, դրական
after *prep.* [ɑ:ftə] – հետո
afternoon *n.* [ɑ:ftənu:n] – կեսօրից հետո
 Good afternoon – բարի օր, բարև ձեզ
 In the afternoon – ցերեկը, կեսօրից հետո
again *adv.* [ə'geɪn, ə'gen] – նորից, կրկին
age *n.* [eɪdʒ] – հասակ
air *n.* [eə] – օդ, մթնոլորտ
airport *n.* ['eəpɔ:t] – օդանավակայան
alive *a.* [ə'laɪv] – ողջ, կենդանի
all *n.* [ɔ:l] – բոլորը, ամենը
 all right – շատ լավ, լավ
 It's all right – Ամեն ինչ լավ է, խնդրեմ
aloud *adv.* [ə'laʊd] – բարձրաձայն, բարձր
alphabet *n.* ['ælfəbet] – այբուբեն
always *adv.* [ɔ:lweɪz] – միշտ
ambulance *n.* ['æmbjʊləns] – շտապօգնություն
an *art.* [ən] – *քեր.* անորոշ հոդ
and *conj.* [ənd, ænd] – և, ու
animal *n.* ['ænɪməl] – կենդանի
answer *n.* ['ɑ:nsə] – պատասխան
 v. – պատասխանել
ant *n.* [ænt] – մրջյուն
any *pron.* [eni] – որևէ (ժխտական և հարցական նախադասություններում) մի (հաստատական նախադասություններում)
anyone *pron.* ['eniwʌn] – որևէ մեկը, ինչ-որ մեկը
anything *pron.* ['eniθɪŋ] – որևէ բան (ժխտական և հարցական նախադասություններում), ամեն ինչ, ամեն բան (հաստատական նախադասություններում)
apology *n.* [ə'pɒlədʒi] – ներողություն
appearance *n.* [ə'piərəns] – արտաքին տեսք
appetite *n.* ['æpɪtaɪt] – ախորժակ
apple *n.* ['æpl] – խնձոր
April *n.* ['eɪprəl] – ապրիլ
apricot *n.* ['eɪprɪkət] – ծիրան
arm *n.* [ɑ:m] – բազուկ, թև
armchair *n.* [ɑ:m'tʃeə] – բազկաթոռ

around *adv.* [ə'raʊnd] – շուրջը, մոտակայքում
arrow *n.* ['ærou] – նետ
art *n.* [ɑ:t] – արվեստ
article *n.* ['ɑ:tɪkl] – *քեր.* հոդ
artist *n.* ['ɑ:tɪst] – դերասան
as *adv.* [əz, æz] – ինչպես, որպես
 conj. – երբ, քանի որ
 as ... as – այնպես ինչպես
ask *v.* [ɑ:sk] – հարցնել, խնդրել
at *prep.* [ət, æt] – մոտ
 at home – տանը
 at school – դպրոցում
 at five o'clock – ժամը հինգին
 at the lesson – դասին
 at the window – պատուհանի մոտ
attention *n.* [ə'tenʃn] – ուշադրություն
August *n.* ['ɔ:gəst] – օգոստոս
aunt *n.* [ɑ:nt] – հորաքույր, մորաքույր
autumn *n.* ['ɔ:təm] – աշուն
away *a.* [ə'weɪ] – հեռավորության
 adv. – արտահայտում է հեռացում տվյալ առարկայից
axe *n.* [æks] – կացին

Bb

baby *n.* ['beɪbi] – երեխա
back *n.* [bæk] – մեջք, հետև, ետ, հետ
backwards *adv.* ['bækwədz] – ետ, դեպի ետ
bad *a.* [bæd] – վատ
bag *n.* [bæg] – պայուսակ, տոպրակ
baker *n.* ['beɪkə] – հացթուխ
ball *n.* [bɔ:l] – գնդակ
balloon *n.* [bə'lʊ:n] – փուչիկ
band *n.* [bænd] – ժապավեն, գոտի, նվագախումբ
bar *n.* [bɑ:] – ձող, սալիկ, վաճառատեղան
bare *a.* [beə] – մերկ, դատարկ
basin *n.* [beɪsɪn] – լվացարան, ավազան
basket *n.* ['bɑ:skɪt] – զանրյուղ
basketball *n.* – բասկետբոլ
bath *n.* ['bɑ:θ] – լոգարան, լոգանք
bathroom *n.* ['bɑ:θrʊm] – լողասենյակ
be *v.* [bi:] – լինել, գտնվել
beach *n.* [bi:tʃ] – ծովափ
bear *n.* ['beə] – առջ
beard *n.* [brəd] – մորուք
beautiful *a.* ['bju:tɪfʊl] – գեղեցիկ
because *conj.* [bi'kɔz] – որովհետև, քանի որ
become *v.* [bi'kʌm] – դառնալ
bed *n.* [bed] – մահճակալ, անկողին
 to go to bed – անկողին մտնել
bedroom *n.* ['bedrʊm] – ննջասենյակ
bee *n.* [bi:] – մեղու

before *prep.* [bi 'fɔ:] – առաջ, առջևում, մինչև
begin *v.* [bi 'ɡɪn] – սկսել, սկսվել
bell *n.* [bel] – զանգ, զանգակ
belong *v.* [bi 'lɒŋ] – պատկանել, վերաբերել
below *adv.* [bi 'ləʊ] – ստորև, ներքևում
bench *n.* [bentʃ] – նստարան
big *a.* [bɪɡ] – մեծ
bicycle *n.* [ˈbaɪsɪkl] – հեծանիվ
bird *n.* [bɜ:d] – թռչուն
biscuit *n.* [ˈbɪskɪt] – թխվածքաբլիթ
bite *v.* [baɪt] – կծել
black *a.* [blæk] – սև
blackboard *n.* [blækbɔ:d] – գրատախտակ
blank *n.* [blæŋk] – դատարկ տեղ, բաց տեղ
bloom *v.* [blu:m] – ծաղկել
blond *a.* [blɔnd] – շիկահեր
blouse *n.* [ˈblauz] – կանացի վերնաշապիկ
blow *v.* [bləʊ] – փչել
blue *a.* [blu:] – կապույտ
body *n.* [ˈbɔdi] – մարմին, իրան
boil *v.* [bɔɪl] – եռալ, եռացնել
book *n.* [bʊk] – գիրք
bookcase *n.* [ˈbʊkkeɪs] – գրապահարան
bone *n.* [ˈbəʊn] – ոսկոր
boot *n.* [bu:t] – կոշիկ
bottle *n.* [ˈbɔtl] – շիշ
bow *v.* [ˈbəʊ] – խոնարհվել, գլուխ տալ
bowl *n.* [ˈbəʊl] – զավաթ, թաս, ծաղկաման
box *n.* [bɒks] – արկղ, տուփ
boy *n.* [bɔɪ] – տղա
boyfriend *n.* [ˈbɔɪfrend] – տղա ընկեր
bracket *n.* [ˈbrækt] – փակագիծ
branch *n.* [brɑ:ntʃ] – ճյուղ
brave *a.* [breɪv] – քաջ
bread *n.* [bred] – հաց
break *v.* [breɪk] – կոտրել, ջարդել
breakfast *n.* [ˈbrekfəst] – նախաճաշ
to have breakfast – նախաճաշել
bridge *n.* [brɪdʒ] – կամուրջ
bright *a.* [braɪt] – պայծառ, վառ
bring *v.* [brɪŋ] – բերել, հասցնել
broom *n.* [bru:m] – ցախավել, ավել
brother *n.* [ˈbrʌðə] – եղբայր
brown *a.* [braʊn] – դարչնագույն
brush *n.* [brʌʃ] – խոզանակ, վրձին
build *v.* [bɪld] – կառուցել
bus *n.* [bʌs] – ավտոբուս
bush *n.* [bʊʃ] – թուփ, թփուտ
busy *a.* [ˈbɪzi] – զբաղված
to be busy – զբաղված լինել
but *conj.* [bʌt] – բայց, իսկ, սակայն, այլ
butcher *n.* [ˈbʊtʃə] – մսագործ, մսավաճառ
butter *n.* [ˈbʌtə] – կարագ
button *n.* [ˈbʌtn] – կոճակ
buy *v.* [baɪ] – գնել

C c

cabbage *n.* [ˈkæbɪdʒ] – կաղամբ
cage *n.* [keɪdʒ] – վանդակ
cake *n.* [keɪk] – թխվածք
calendar *n.* [ˈkælɪndə] – օրացույց
call *v.* [kɔ:l] – կանչել, անվանել
can *v.* [kæn] – կարողանալ /եղանակավորող բայ/
candle *n.* [kændl] – մոմ
cap *n.* [kæp] – գլխարկ, գդակ
capital *n.* [kæpɪtl] – մայրաքաղաք
capital letter – մեծատառ
car *n.* [kɑ:] – ավտոմեքենա
card *n.* [kɑ:d] – խաղաթուղթ, թղթախաղ /pl./
careful *a.* [ˈkɛəfʊl] – հոգատար, ուշադիր
carpenter *n.* [ˈkɑ:pɪntə] – հյուսն
carpet *n.* [ˈkɑ:pɪt] – գորգ
carriage *n.* [ˈkæərɪdʒ] – կառք
carrot *n.* [ˈkærət] – գազար
carry *v.* [ˈkæəri] – կրել, տանել
cart *n.* [kɑ:t] – սայլ
case *n.* [keɪs] – քեր. դեմք, հոլով
cat *n.* [kæt] – կատու
catch *v.* [kætʃ] – բռնել
ceiling *n.* [ˈsi:lɪŋ] – առաստաղ
chair *n.* [tʃeə] – աթոռ
chalk *n.* [tʃɔ:k] – կավիճ
chalkboard *n.* [ˈtʃɔ:kbɔ:d] – գրատախտակ
change *v.* [tʃeɪndʒ] – փոխել
chart *n.* [tʃɑ:t] – արդուսակ
cheap *a.* [tʃi:p] – էժան
check *v.* [tʃek] – ստուգում, ստուգել
cheek *n.* [tʃi:k] – այտ, թուշ
cheese *n.* [tʃi:z] – պանիր
cherry *n.* [ˈtʃeri] – բալ, կեռաս
chess *n.* [tʃes] – շախմատ
chest *n.* [tʃest] – մեծ արկղ, կրծքավանդակ
chick *n.* [tʃɪk] – ճուտ
chicken *n.* [ˈtʃɪkɪn] – ճուտ, հավի միս
child *n.* [tʃaɪld] – երեխա
chimney *n.* [ˈtʃɪmni:] – ծխնելույզ
chocolate *n.* [ˈtʃɔ:kəleɪt] – շոկոլադ
chop *v.* [tʃɔp] – կոտրել փայտ
Christmas *n.* [ˈkrɪsməs] – Ծննդյան տոներ
church *n.* [tʃɜ:tʃ] – եկեղեցի
cinema *n.* [ˈsɪnəmə] – կինոթատրոն, կինո
circle *n.* [sə:kl] – շրջան, խմբակ
circus *n.* [ˈsɜ:kəs] – կրկես
city *n.* [ˈsɪti] – քաղաք
class *n.* [klɑ:s] – դասարան
classroom *n.* [ˈkla:srʊm] – դասասենյակ
clean *a.* [kli:n] – մաքուր, մաքրել
clever *a.* [ˈklevə] – խելացի
climb *v.* [klaɪm] – մագլցել
clock *n.* [klɒk] – ժամացույց
close *a.* [kloʊs] – մոտիկ
v. – փակել

closed *a.* [klaʊzd] – փակ
 clothes *n.* [klaʊðs] – հագուստ
 cloud *n.* [klaʊd] – ամպ
 clown *n.* [klaʊn] – ծաղրածու
 clue *n.* [klu:] – բանալի (զաղտնիքը բացելու)
 coach *n.* [kəʊtʃ] – ծածկակառք
 coat *n.* [kəʊt] – վերարկու
 cock *n.* [kɒk] – աքաղաղ
 coffee *n.* [ˈkɒfi] – սուրճ
 coin *n.* [kɔɪn] – մետաղադրամ
 cold *a.* [kəʊld] – ցուրտ
 collect *v.* [kəˈlekt] – հավաքել
 colour *n.* [ˈkʌlə] – գույն
 comb *n.* [kəʊm] – սանր, սանրել
 come *v.* [kʌm] – գալ, մոտենալ
 to come back – վերադառնալ
 to come in – ներս մտնել
 to come up – բարձրանալ
 comfortable *a.* [ˈkɒmfətəbl] – հարմար, հարմարավետ
 common *a.* [ˈkɒmən] – *քեր.* հասարակ
 comparative *a.* [kəmˈpærətɪv] – *քեր.* բաղդատական
 comparison *n.* [kəmˈpærɪsn] – համեմատություն
 complete *v.* [kəmˈpli:t] – լրացնել, ավարտել
 computer *n.* [kəmˈpjʊ:tə] – համակարգիչ
 conjugate *v.* [ˈkɒndʒuɡeɪt] – *քեր.* խոնարհել
 content *n.* [ˈkɒntent] – բովանդակություն (pl.)
 cook *n., v.* [kʊk] – խոհարար, եփել
 copy-book *n.* [ˈkɒpɪbʊk] – տետր
 corn *n.* [kɔ:n] – հացահատիկ
 correct *a.* [kəˈrekt] – ճիշտ, ստույգ
 v. – ուղղել, ճշտել
 corresponding *a.* [kɔ:risˈpɒndɪŋ] – համապատասխան
 cosy *a.* [ˈkəʊzi] – հարմար
 count *v.* [kaʊnt] – հաշվել, համարել
 countable *a.* [ˈkaʊntəbl] – հաշվելի
 country *n.* [ˈkʌntri] – երկիր, գյուղ
 cousin *n.* [kʌzn] – զարմիկ, զարմուհի
 cow *n.* [kaʊ] – կով
 cream *n.* [kri:m] – սերուցք
 crocodile *n.* [ˈkrɒkədaɪl] – կոկորդիլոս
 cross *n.* [krɒs] – խաչ
 v. կտրել-անցնել
 crown *n.* [ˈkraʊn] – թագ
 cruel *a.* [ˈkruəl] – դաժան
 cry *n.* [krai] – ճիչ
 v. ճչալ, լաց լինել
 cup *n.* [kʌp] – գավաթ
 cupboard *n.* [ˈkʌbəd] – սպասքապահարան
 curtain *n.* [kɜ:tɪn] – վարագույր
 cushion *n.* [ˈkʊʃən] – բարձ
 customer *n.* [ˈkʌstəmə] – գնորդ
 cut *v.* [kʌt] – կտրել

D d

Dad *n.* [dæd] – հայրիկ
 Daddy *n.* [ˈdædi] – հայրիկ
 dance *v.* [da:ns] – պարել
 dancer *n.* [ˈda:nsə] – պարող
 dark *a.* [da:k] – մուգ, մութ
 daughter *n.* [ˈdɔ:tə] – դուստր
 day *n.* [deɪ] – օր, ցերեկ
 dead *a.* [ded] – մեռած
 December *n.* [diˈsembə] – դեկտեմբեր
 definite *a.* [ˈdefɪnɪt] – *քեր.* որոշակի, որոշիչ
 degree *n.* [diˈɡri:] – աստիճան
 delicious *a.* [diˈlɪʃəs] – համեղ
 dentist *n.* [ˈdentɪst] – ատամնաբույժ
 department store *n.* [diˈpɑ:təmənt stɔ:] – հանրախանութ
 desk *n.* [desk] – գրասեղան
 dialogue *n.* [ˈdaɪəlɔɡ] – երկխոսություն
 diet *n.* [ˈdaɪət] – կերակուր, սնունդ, ուտելիք
 different *a.* [ˈdɪfərənt] – տարբեր
 difficult *a.* [ˈdɪfɪkəlɪt] – դժվար
 dig *v.* [dɪɡ] – փորել
 dining-room *n.* [ˈdaɪnɪŋru:m] – ճաշասենյակ
 dinner *n.* [ˈdɪnə] – ճաշ
 to have dinner – ճաշել
 direct *a.* [dɪˈrekt] – ուղիղ
 dirty *a.* [ˈdɜ:tɪ] – կեղտոտ
 dish *n.* [dɪʃ] – աման, պնակ, ամանեղեն
 do *v.* [du:] – անել, կատարել
 to do lessons – դասերը պատրաստել
 to do morning exercises – առավոտյան մարզանք անել
 doctor *n.* [ˈdɒktə] – բժիշկ
 dog *n.* [dɒɡ] – շուն
 doll *n.* [dɒl] – տիկնիկ
 donkey *n.* [ˈdɒŋki:] – ավանակ
 door *n.* [dɔ:r] – դուռ
 down *adv.* [daʊn] – ներքև, ներքևում, տակը
 downstairs *adv.* [ˈdaʊnstɛəz] – ներքև, ցած
 draw *v.* [drɔ:] – գծել, նկարել, քաշել, ձգել
 drawer *n.* [ˈdrɔ:ə] – զորոց
 drawing *n.* [ˈdrɔ:ɪŋ] – գծանկար, նկարչություն
 dress *n.* [dres] – զգեստ
 drink *n.* [drɪŋk] – խմիչք
 v. – խմել
 drive *v.* [draɪv] – վարել (մեքենա)
 driver *n.* [ˈdraɪvə] – վարորդ
 drown *v.* [draʊn] – խեղդվել
 dry *a.* [draɪ] – չոր
 v. – չորացնել
 duck *n.* [dʌk] – բադ
 duster *n.* [ˈdʌstə] – ջնջոց
 duty *n.* [ˈdju:tɪ] – հերթապահություն, պարտականություն
 on duty – հերթապահ

E e

each *pron.* [i:tʃ] – յուրաքանչյուր, ամեն մի
ear *n.* [ɪə] – ականջ
early *a., adv.* [ˈɔ:lɪ] – վաղ
earth *n.* [ɜ:θ] – հող, գետին
easy *a.* [ˈi:zi] – հեշտ
eat *v.* [i:t] – ուտել
egg *n.* [eg] – ձու
eight *num.* [eɪt] – ութ
eighteen *num.* [ˈeɪˈti:n] – տասնութ
eighty *num.* [ˈeɪtɪ] – ութսուն
elbow *n.* [ˈelbɔʊ] – արմուճկ
elephant *n.* [ˈelɪfənt] – փիղ
eleven *num.* [ɪˈlevn] – տասնմեկ
empty *a.* [emptɪ] – դատարկ
 v. – դատարկել
end *v.* [end] – վերջանալ
engine *n.* [ˈendʒɪn] – մեքենա, շարժիչ
engineer *n.* [endʒɪˈnɪə] – ինժեներ (ճարտարագետ)
envelope *n.* [ˈenvɪləʊp] – ծրար
evening *n.* [ˈi:vnɪŋ] – երեկո
 Good evening – Բարի երեկո
every *a.* [ˈevri] – յուրաքանչյուր, ամեն մի
everyday *a.* [ˈevrɪˈdeɪ] – ամենօրյա, առօրյա
everyone *pron.* [ˈevrɪwʌn] – ամեն մեկը
excuse *v.* [ɪksˈkju:z] – ներել
 n. – ներում
 Excuse me, – Ներեցեք:
exercise *n.* [ˈeksəsaɪz] – վարժություն, մարզանք
 to do morning exercises – առավոտյան
 մարզանք անել
exercise-book *n.* [ˈeksəsaɪzbu:k] – վարժություն-
 ների տետր
expression *n.* [ɪksˈpreʃn] – արտահայտություն
eye *n.* [aɪ] – աչք

F f

face *n.* [feɪs] – դեմք
factory *n.* [ˈfæktəri] – ֆաբրիկա, գործարան
fair *a.* [feə] – շիկափեր, խարոյաշ
fairy *n.* [ˈfeəri] – հեքիաթային փերի
fall *v.* [fɔ:l] – ընկնել
false *a.* [fɔ:ls] – սխալ, սուտ, կեղծ
family *n.* [ˈfæmɪli] – ընտանիք
far *a., adv.* [fa:] – հեռավոր, հեռու
far away [fɑ:əˈweɪ] – հեռու, հեռավոր
farm *n.* [fɑ:m] – ֆերմա, ագարակ
farmer *n.* [ˈfɑ:mə] – ֆերմեր, ագարակատեր
fast *a.* [fa:st] – արագ
fat *a.* [fæt] – գեղ, ճարպ
father *n.* [ˈfa:ðə] – հայր
favourite *a.* [ˈfeɪvərɪt] – սիրելի, սիրեցյալ
February *n.* [ˈfebruəri] – փետրվար
feed *v.* [fi:d] – կերակրել
fence *n.* [fens] – պարիսպ
few *a.* [fju:] – քիչ
field *n.* [fi:ld] – դաշտ
fight *v.* [faɪt] – կռիվ, կռվել
fifteen *num.* [ˈfɪfˈti:n] – տասնհինգ
fifty *num.* [ˈfɪftɪ] – հիսուն
fill *v.* [fɪl] – լրացնել, լցնել
find *v.* [faɪnd] – գտնել, հայտնաբերել
 to find out – պարզել, իմանալ
fine *n.* [faɪn] – հիանալի, սքանչելի
finger *n.* [ˈfɪŋɡə] – մատ
finish *v.* [ˈfɪnɪʃ] – վավարտել, վերջացնել
fire *n.* [ˈfaɪə] – կրակ, վառել
 by the fire – վառարանի մոտ
first *num.* [ˈfɜ:st] – առաջին
fish *n.* [fɪʃ] – ձուկ
five *num.* [faɪv] – հինգ
flag *n.* [flæɡ] – դրոշ
flat *n.* [flæt] – բնակարան
floor *n.* [flɔ:] – հատակ, հարկ
flour *n.* [ˈflaʊə] – ալյուր
flower *n.* [ˈflaʊə] – ծաղիկ
flu *n.* [flu:] – գրիպ (խոսակցական)
fly *v.* [flaɪ] – թռչել, ճանճ
food *n.* [fu:d] – կերակուր, սնունդ
foot *n.* [fʊt] – ոտք
football *n.* [ˈfʊtbɔ:l] – ֆուտբոլ
for *prep.* [fə, fɔ:] – համար, փոխարեն
forget *v.* [fəˈget] – մոռանալ
fork *n.* [fɔ:k] – պատառաքաղ
forest *n.* [ˈfɔ:rist] – անտառ
form *n.* [fɔ:m] – ձև, դասարան
forty *num.* [ˈfɔ:ti] – քառասուն
fountain *n.* [ˈfaʊntɪn] – շատրվան
four *n.* [fɔ:] – չորս
fourteen *num.* [ˈfɔ:ˈti:n] – տասնչորս
fox *n.* [fɔks] – աղվես
free *a.* [fri:] – ազատ
Friday *n.* [ˈfraɪdɪ] – ուրբաթ
friend *n.* [frend] – ընկեր, բարեկամ
frighten *v.* [fraɪtɪn] – վախեցնել, վախենալ
frog *n.* [frɔ:ŋ] – գորտ
front *n.* [frʌnt] – առջև
 in front of – առջևում, առջևից, դիմացից
frost *n.* [frɔ:st] – սառնամանիք
frosty *a.* [ˈfrɔ:stɪ] – ցուրտ, սառնամանիքային
fruit *n.* [fru:t] – միրգ
fry *v.* [fraɪ] – տապակել
frying pan *n.* [ˈfraɪŋpæn] – թավա
full *a.* [fʊl] – լի, լիքը
fun *n.* [fʌn] – ուրախություն, զվարճանք, կատակ, խաղ
funny *a.* [ˈfʌni] – զվարճալի, ծիծաղելի
future *n.* [ˈfju:tʃə] – ապագա, *քեր.* ապառնի
 ժամանակ

G g

game *n.* [geɪm] – խաղ
garage *n.* [ˈgærɑːʒ] – ավտոտնակ
garden *n.* [gɑːdn] – պարտեզ
gate *n.* [geɪt] – դարպաս
gather *v.* [ˈgæðə] – հավաքել
gay *a.* [geɪ] – ուրախ, զվարթ
get *v.* [get] – ստանալ, ձեռք բերել
to get through – հաղթահարել, գլուխ բերել
to get up – անկողնուց վեր կենալ
ghost *n.* [ɡəʊst] – ուրվական
giant *a.* [ˈdʒaɪənt] – հսկա
giraffe *n.* [dʒɪˈrɑːf] – ընձուղղ
girl *n.* [gɜːl] – աղջիկ
give *v.* [ɡɪv] – տալ
glad *a.* [glæd] – ուրախ, գոհ
glass *n.* [glɑːs] – բաժակ, ապակի
globe *n.* [ɡləʊb] – գլոբուս
glove *n.* [ɡlʌv] – ձեռնոց
glue *n., v.* [ɡluː] – սոսինձ, սոսնձել
go *v.* [ɡoʊ] – գնալ
to go out – դուրս գալ
goat *n.* [ɡəʊt] – այծ
gold *n.* [ɡəʊld] – ոսկի
golden *a.* [ˈɡəʊldən] – ոսկեգույն, ոսկե
good *a.* [ɡʊd] – լավ
goose *n.* [ɡuːs] – սառ
governor *n.* [ˈɡʌvənə] – նահանգապետ
grammar *n.* [ˈɡræmə] – քերականություն
grandchild *n.* [ˈɡræntʃaɪld] – թոռ
grandfather *n.* [ˈɡrænfɑːðə] – պապ
grandmother *n.* [ˈɡrænmʌðə] – տատ
grandparents *n.* [ˈɡrændpeərənts] – տատն ու պապը
grape *n.* [ɡreɪp] – խաղող
grass *n.* [ɡrɑːs] – խոտ
gratitude *n.* [ˈɡrætɪtjuːd] – երախտագիտություն
great *a.* [ɡreɪt] – մեծ
green *a.* [ɡriːn] – կանաչ
greet *v.* [ɡriːt] – ողջունել, բարևել
greeting *n.* [ˈɡriːtɪŋ] – ողջույն, ողջունում
grey *a.* [ɡreɪ] – գորշ, մոխրագույն
grocer *n.* [ˈɡrəʊsə] – նպարավաճառ
grocery *n.* [ˈɡrəʊsəri] – նպարեղենի խանութ
ground *n.* [ɡraʊnd] – գետին, հող
group *n.* [ɡruːp] – խումբ
grow *v.* [ɡrəʊ] – աճել, բուսնել, մշակել
guess *v.* [ɡes] – կռահել, գուշակել, ենթադրել
guitar *n.* [ɡɪˈtɑː] – կիթառ
gun *n.* [ɡʌn] – հրացան, ատրճանակ
gymnastics *n.* [dʒɪmˈnæstɪks] – մարմնամարզություն

H h

hair *n.* [heə] – մազ
half *n.* [hɑːf] – կես
hall *n.* [hɔːl] – սրահ
ham *n.* [hæm] – խոզապուխտ
hammer *n.* [ˈhæmə] – մուրճ
hand *n.* [hænd] – ձեռք
handkerchief *n.* [ˈhæŋkətʃɪf] – թաշկինակ
handsome *a.* [ˈhænsəm] – զեղեցիկ, բարեստես
happen *v.* [ˈhæpən] – պատահել
happy *a.* [ˈhæpi] – երջանիկ
hard *a.* [hɑːd] – ծանր, դժվար
hat *n.* [hæt] – գլխարկ
have *v.* [hæv, həv] – ունենալ
hay *n.* [heɪ] – չոր խոտ, հարդ
he *p.* [hiː] – նա (փոխարինում է արական գոյականին)
head *n.* [hed] – գլուխ
health *n.* [helθ] – առողջություն
hear *v.* [hɪə] – լսել
heat *n.* [hiːt] – տաքություն, շոգ
help *v.* [help] – օգնել
hen *n.* [hen] – հավ
her *p.* [hɜː] – նրա (վերաբերում է իգական սեռին)
here *adv.* [hɪə] – այստեղ, ահա
hide *v.* [haɪd] – թաքնվել, թաքցնել
high *a.* [haɪ] – բարձր
hill *n.* [hɪl] – բլուր
him *p.* [hɪm] – նրան (վերաբերում է արական սեռին)
his *p.* [hɪz] – նրա (վերաբերում է արական սեռին)
History *n.* [ˈhɪstəri] – պատմություն
hobby *n.* [ˈhɒbi] – սիրելի զբաղմունք
hockey *n.* [ˈhɒki] – հոկեյ
hold *v.* [həʊld] – բռնել
hole *n.* [həʊl] – անցք
holiday *n.* [ˈhɒlədeɪ] – տոն, արձակուրդ
home *n.* [həʊm] – տուն
at home – տանը
hop *v.* [hɒp] – թռչկոտել
hope *v.* [həʊp] – հուսալ, հույս ունենալ
horse *n.* [hɔːs] – ձի
hospital *n.* [ˈhɒspɪtəl] – հիվանդանոց
hot *a.* [hɒt] – տաք, շոգ
hotel *n.* [həʊˈtɛl] – հյուրանոց
house *n.* [haʊs] – տուն
how *adv.* [haʊ] – ինչպե՞ս, ի՞նչ ձևով
hundred *num.* [ˈhʌndrəd] – հարյուր
hungry *a.* [ˈhʌŋɡri] – քաղցած
to be hungry – սոված լինել
hunter *n.* [ˈhʌntə] – որսորդ
hurry *v.* [ˈhʌri] – շտապել
hurt *v.* [hɜːt] – ցավեցնել, վիրավորել
husband *n.* [ˈhʌzbənd] – ամուսին
hut *n.* [hʌt] – խրճիթ

I i

I *p.* [ai] – ես
ice n. [aɪs] – սառույց
ice-cream n. [ˈaɪskri:m] – պաղպաղակ
icy a. [ˈaɪsɪ] – սառցե, սառցապատ
in prep. [ɪn] – մեջ
indefinite a. [ɪnˈdefɪnɪt] – անորոշ
index n. [ˈɪndeks] – ցուցիչ, սլաք
 index finger – ցուցամատ
ink n. [ɪŋk] – թանաք
instead adv. [ɪnˈsted] – փոխարեն
interesting a. [ˈɪntrɪstɪŋ] – հետաքրքիր
interrogative a. [ɪntəˈrɒɡətɪv] – հարցական
interview v. [ˈɪntəvju:] – զրուցել, հարցազրույց
 ունենալ
into prep. [ɪntə, ɪntu] – ներս, մեջ
iron n., v. [ˈaɪən] – երկաթ. արդուկ, արդուկել
irregular a. [ɪˈregjʊlə] – քեր. անկանոն
island n. [ˈaɪlənd] – կղզի
it p. [ɪt] – սա, դա, այն
its p. [ɪts] – դրա, նրա

J j

jack *n.* [ˈdʒækɪt] – ժակետ
jam n. [dʒæm] – ջեմ, մուրաբա
January n. [ˈdʒænjʊəri] – հունվար
jar n. [dʒɑ:] – սափոր
jeans n. [dʒi:nz] – բամբ. գործ., հագուստ
jewels n. [ˈdʒu:əlz] – ակնեղեն
job n. [dʒɔb] – աշխատանք, զբաղմունք
join v. [dʒɔɪn] – միացնել, կցել, միանալ
joy n. [dʒɔɪ] – զվարճություն, ուրախություն
judge n., v. [dʒʌdʒ] – դատավոր, դատել
judo n. [ˈdʒu:ɔ] – ծյուղոր
jug n. [dʒʌg] – կուժ, սափոր
juggler n. [ˈdʒʌɡlɜ:] – ձեռնածու
July n. [dʒu:ˈlaɪ] – հուլիս
jump v. [dʒʌmp] – ցատկել
June n. [dʒun] – հունիս
just adv. [dʒʌst] – հենց, հիմա, ուղղակի

K k

kangaroo n. [kæŋɡəˈru:] – կենգուրու
kettle n. [ˈketl] – թեյաման
key n. [ki:] – բանալի
king n. [kɪŋ] – թագավոր
kitchen n. [ˈkɪtʃən] – խոհանոց
kitten n. [ˈkɪtən] – կատվի ծագ
kill v. [kɪl] – սպանել
knee n. [ni:] – ծունկ
knife n. [naɪf] – դանակ
knit v. [nɪt] – գործել, հյուսել
knock n., v. [nɔk] – հարված, թակել
know v. [nou] – իմանալ, ճանաչել

L l

lady n. [ˈleɪdi] – տիկին, տիրուհի
lace n. [leɪs] – բարակ երիզ, ժանյակ
ladder n. [ˈlædə] – սանդուղք
lake n. [leɪk] – լիճ
lamp n. [læmp] – լամպ
lantern n. [ˈlæntən] – լապտեր
large a. [lɑ:dʒ] – մեծ, ընդարձակ
last a. [lɑ:st] – վերջին
late a. [leɪt] – ուշ
 to be late – ուշանալ
laugh v. [lɑ:f] – ծիծաղել
lay v. [leɪ] – դնել
 to lay the table – սեղան գցել
lazy a. [ˈleɪzi] – ծուլ, ալարկոտ
leader n. [ˈli:ɔ] – առաջնորդ
leaf n. [li:f] – տերև
learn v. [lɜ:n] – սովորել
leave v. [li:v] – ծեղկնել, թողնել
left a. [left] – ձախ
leg n. [leg] – ոտք, սրունք
lemon n. [ˈlemən] – կիտրոն
lesson n. [lesn] – դաս
 to do lessons – դասերը պատրաստել
let v. [let] – թույլատրել
letter n. [ˈletə] – տառ, նամակ
lid n. [lɪd] – կափարիչ
lie v. [laɪ] – պառկել, գտնվել, լինել
lift v. [lɪft] – բարձրացնել
light n. [laɪt] – լույս
like a., v. [laɪk] – նման, սիրել
line n. [laɪn] – գիծ
lion n. [ˈlaɪən] – առյուծ
lip n. [lɪp] – շրթունք
list n. [lɪst] – ցուցակ, ցանկ
listen v. [lɪsn] – լսել
little a. [lɪtl] – փոքրիկ, ոչ մեծ, պստիկ
 little finger – ճկույթ
live v. [lɪv] – ապրել
living-room n. [ˈlɪvɪŋru:m] – հյուրասենյակ
loaf n. [ləuf] – բրքոն, հաց
log n. [lɔg] – գերան, կոճղ
long a. [lɔŋ] – երկար
look v. [lʊk] – նայել
 to look after – խնամել, հոգ տանել
 to look up – վեր նայել, փնտրել
 look for – փնտրել
lorry n. [ˈlɔri] – բեռնատար մեքենա
lose v. [lu:z] – կորցնել
lots of, a lot of adv. – շատ, մեծ քանակությամբ
loud a. [laʊd] – բարձրաձայն, բարձր, հնչեղ
love v. [lʌv] – սիրել
low a. [ləʊ] – ցածր
luck n. [lʌk] – բախտ
lunch n. [lʌntʃ] – կեսօրյա նախաճաշ
 to have lunch – կեսօրին նախաճաշել

M m

macaroni *n.* [mækə'rouni] – մակարոն
machine *n.* [mæ'ʃi:n] – մեքենա, սարք
magic *a.* [mædʒɪk] – կախարդական
magician *n.* [mæ'dʒɪʃən] – կախարդ
make *v.* [meɪk] – պատրաստել
to make the bed – անկողինը հարդարել
to make up – կզգմել, լրացնել
man *n.* [mæn] – տղամարդ, մարդ
many *a.* [ˈmeni] – շատ
map *n.* [mæp] – քարտեզ
marble *n.* [mɑ:bl] – մարմար
March *n.* [mɑ:tʃ] – մարտ
market *n.* [ˈmɑ:kɪt] – շուկա
marry *v.* [mæri] – ամուսնանալ, ամուսնացնել
mask *n.* [mɑ:sk] – դիմակ
match *n.* [mætʃ] – լուցկի, մրցում
May *n.* [meɪ] – մայիս
may *v.* [meɪ] – կարենալ, թույլտվություն ունենալ
me *p.* [mi:] – իմն, ես (խոսակցական)
meal *n.* [mi:l] – ուտելիք, կերակուր, նախաճաշ, ճաշ, ընթրիք
to have meals – սնունդ ընդունել, ուտել
meat *n.* [mi:t] – միս
medicine *n.* [ˈmedsɪn] – դեղ
meet *v.* [mi:t] – հանդիպել, դիմավորել, ծանոթանալ
meeting *n.* [ˈmi:tɪŋ] – հանդիպում, ծանոթություն
melon *n.* [ˈmelən] – սեխ
melt *v.* [melt] – հալել, հալվել
member *n.* [ˈmembə] – անդամ
merry *a.* [ˈmerɪ] – ուրախ, զվարթ
mess *n.* [mes] – խառնաշփոթություն, անկարգություն
message *n.* [ˈmesɪdʒ] – հաղորդագրություն, զեկույց, նամակ
mew *v.* [mi:'au] – մլավել
midday *n.* [ˈmɪdɪeɪ] – կեսօր
middle *a.* [ˈmɪdl] – միջին, միջակ, մեջտեղի
middle finger *n.* – միջամատ
midnight *n.* [ˈmɪdnɑɪt] – կեսգիշեր
mile *n.* [maɪl] – մղոն
milk *n.* [mɪlk] – կաթ
mind *v.* [maɪnd] – հիշել, չմոռանալ, ուշադրություն դարձնել
minus *n.* [ˈmaɪnəs] – հանման նշան, մինուս
minute *n.* [ˈmɪnɪt] – րոպե
mirror *n.* [ˈmɪrə] – հայելի
miss *v.* [mɪs] – բաց թողնել, կարոտել
mist *n.* [mɪst] – մշուշ, մառախուղ
mistake *n.* [mɪs'teɪk] – սխալ
mix *v.* [mɪks] – խառնել
modal *a.* [ˈmɒdl] – *քեր.* եղանակավորող
model *n.* [ˈmɒdl] – օրինակ, նմուշ
Monday *n.* [ˈmɒndaɪ] – երկուշաբթի

money *n.* [ˈmʌni] – դրամ, փող
monkey *n.* [ˈmʌŋki] – կապիկ
monster *n.* [ˈmɒnstə] – հրեշ
month *n.* [mʌnθ] – ամիս
moon *n.* [mu:n] – լուսին
morning *n.* [ˈmɔ:niŋ] – առավոտ
mother *n.* [ˈmʌðə] – մայրիկ
motor *n.* [ˈməʊtə] – շարժիչ
mountain *n.* [ˈmaʊntɪn] – սար, լեռ
mouse *n.* [maʊs] – մուկ
mousetrap *n.* [ˈmaʊstræp] – մկան թակարդ
mouth *n.* [maʊθ] – բերան
much *a.* [mʌtʃ] – շատ
mud *n.* [mʌd] – ցելխ
mushroom *n.* [ˈmʌʃru:m] – սունկ
music *n.* [ˈmjuzɪk] – երաժշտություն
must *v.* [mʌst] – պետք է, պարտավոր (եմ, ես, ենք, եք, եք) եղանակավորող բայ
my *p.* [maɪ] – իմ

N n

nail *n.* [neɪl] – մեխ, եղունգ
name *n., v.* [neɪm] – անուն, անվանել
nature *n.* [ˈneɪtʃə] – բնություն
near *a.* [nɪə] – մոտիկ
neat *a.* [ni:t] – կոկիկ, մաքուր
neck *n.* [nek] – պարանոց
needle *n.* [ni:dl] – ասեղ
negative *a.* [ˈnegətɪv] – ժխտական, բացասական
neighbour *n.* [ˈneɪbə] – հարևան
nephew *n.* [ˈnevju:] – եղբոր կամ քրոջ որդի
nest *n.* [nest] – բույն
net *n.* [net] – ցանց, ուռկան
never *adv.* [ˈnevə] – երբեք
new *a.* [nju:] – նոր
newspaper *n.* [ˈnju:spetə] – թերթ, լրագիր
next *a.* [nekst] – հաջորդ, եկող
nice *a.* [naɪs] – գեղեցիկ
niece *n.* [ni:s] – եղբոր կամ քրոջ դուստր
night *n.* [naɪt] – գիշեր
nine *num.* [naɪn] – ինը
nineteen *num.* [ˈnaɪn'ti:n] – տասնինը
ninety *num.* [ˈnaɪntɪ] – իննսուն
no *a., part.* [nou] – ոչ մի, ոչ
noisy *a.* [ˈnoɪzi] – աղմկոտ
nose *n.* [nouz] – քիթ
not *adv.* [nɒt] – ոչ
note *n.* [nəʊt] – նշում, գրառում
notebook *n.* [ˈnəʊtbʊk] – ծոցատետր
noun *n.* [naʊn] – *քեր.* գոյական անուն
November *n.* [noʊ'vembə] – նոյեմբեր
number *n.* [ˈnʌmbə] – թիվ, համար
nurse *n.* [nɜ:s] – բուժքույր, դայակ
nut *n.* [nʌt] – ընկույզ

O o

oak n. [ouk] – կաղնի
object n. [ˈɔbdʒɪkt] – առարկա
objective a. [ɔbˈdʒektɪv] – *քեր.* օբյեկտային հղով
October n. [ɔkˈtoubə] – հոկտեմբեր
of prep. [əv, ɔv] – ցույց է տալիս պատկանելություն, թարգմանվում է հայերենի սեռական հղովով
office n. [ˈɔfɪs] – գրասենյակ, հիմնարկ
often adv. [ɔːfn] – հաճախ
oil n. [ɔɪl] – յուղ, նավթ
OK n. [ˈouˈkeɪ] – հավանություն (խոսակցական)
old a. [ould] – հին
omelette n. [ˈɔmlɪt] – ձվածեղ
on p. [ɔn] – վրա
one num. [wʌn] – մեկ
one another pron. [wʌnəˈnʌθə] – միմյանց
onion n. [ˈʌnʒən] – սոխ
only adv. [ˈoʊnli] – միայն, միմիայն
open v. [ˈoʊpən] – բացել
opera n. [ˈɔpərə] – օպերա
or conj. [ɔː] – կամ
orange n. [ˈɔrɪndʒ] – նարինջ
orchard n. [ˈɔːtʃəd] – պտղատու այգի
order n. [ˈɔːdə] – կարգ, հաջորդականություն
other a. [ˈʌðə] – ուրիշ, այլ, մյուս
our pron. [ˈaʊə] – մեր
out prep. [aʊt] – դուրս
over prep. [ˈoʊvə] – վերևում
to be over – վերջանալ
owl n. [aʊl] – թռչուն
ox n. [ɔks] – ցուլ, եգ

P p

paddle v. [pædl] – թիավարել
paint v. [peɪnt] – ներկել, նկարել
painter n. [ˈpeɪntə] – նկարիչ
palace n. [ˈpælɪs] – պալատ
pale a. [peɪl] – գունատ, դժգույն
pansy n. [ˈpænzɪ] – եռագույն մանուշակ
paper n. [ˈpeɪpə] – թուղթ
parcel n. [pɑːsl] – ծանրոց
parent n. [pæərənt] – ծնող
park n. [pɑːk] – զբոսայգի
parrot n. [ˈpærət] – թռչունակ
part n. [pɑːt] – մաս, մարմնի մաս
parting n. [ˈpɑːtɪŋ] – հրաժեշտ
past n. [pɑːst] – *քեր.* անցյալ ժամանակ
path n. [pɑːθ] – արահետ
paw n. [pɔː] – թաթ
pay v. [peɪ] – դարձնել (ուշադրություն)
peach n. [piːtʃ] – դեղձ
pear n. [peə] – տանձ
pen n. [pen] – գրիչ
pencil n. [ˈpensl] – մատիտ
people n. [ˈpiːpl] – մարդիկ, ժողովուրդ
pepper n. [ˈpepə] – պղպեղ
perform v. [pəˈfɔːm] – ներկայացնել
perhaps adv. [pəˈhæps] – հավանաբար
person n. [pɜːsn] – դեմք
personal a. [ˈpɜːsnəl] – անձնական
pet n. [pet] – սիրելի, երես տված (մարդ կամ կենդանի)
photograph n. [ˈfəʊtəɡrɑːf] – լուսանկար
piano n. [ˈpiːnəʊ] – դաշնամուր
pick v. [pɪk] – քաղել, հավաքել
picture n. [ˈpɪktʃəː] – նկար
pie n. [paɪ] – կարկանդակ
pig n. [pɪɡ] – խոզ
pillow n. [ˈpɪləʊ] – բարձ
pilot n. [ˈpaɪlət] – օդաչու
pink a. [pɪŋk] – վարդագույն
pipe n. [paɪp] – խողովակ, շվի
plane n. [pleɪn] – ինքնաթիռ
plaster n. [ˈplɑːstə] – սվաղ, ծեփ
plate n. [pleɪt] – ափսե
play v. [pleɪ] – խաղալ, նվագել
please v. [pliːz] – խնդրել, ցանկանալ, խնդրեմ, բարի եղեք
plum n. [plʌm] – սալոր
plural a. [ˈpluərəl] – հոգնակի թիվ
plus n. [plʌs] – գումարման նշան, պլյուս
pocket n. [ˈpɒkɪt] – գրպան
pole n. [pəʊl] – ձող, սյուն, բևեռ
policeman n. [pəˈliːsmən] – ոստիկան
polish n., v. [ˈpɒlɪʃ] – քսուք, փայլացնել
polite a. [pəˈlaɪt] – քաղաքավարի
pool n. [puːl] – լճակ, ավազան
poor a. [pʊə] – աղքատ
popcorn n. [ˈpɒpkɔːn] – ադիբուդի
positive n., a. [ˈpɒzətɪv] – *քեր.* դրական
possessive a. [ˈpɒzəsɪv] – ստացական
postman n. [ˈpəʊstmən] – փոստատար
potato n. [pəˈteɪtəʊ] – կարտոֆիլ
pour v. [pɔː] – լցնել
practice n. [ˈpræktɪs] – վարժանք, վարժություն
preposition n. [prepəˈzɪʃn] – *քեր.* նախդիր
present n. [ˈprezənt] – ներկա, նվեր
pretty a. [ˈprɪti] – գրավիչ, սիրունիկ, հաճելի
prince n. [prɪns] – արքայազն
princess n. [ˈprɪnsɪz] – արքայադուստր
prison n. [ˈprɪzn] – բանտ
profession n. [preɪˈfeʃn] – մասնագիտություն, արհեստ
promise v. [ˈprɒmɪs] – խոստանալ
pronoun n. [ˈprəʊnaʊn] – *քեր.* դերանուն
pronounce v. [preɪˈnaʊns] – արտասանել
proud a. [praʊd] – հպարտ
pudding n. [ˈpʊdɪŋ] – քաղցր ճաշատեսակ
pull v. [pul] – ձգել, քաշել

pumpkin *n.* [ˈpʌmpkɪn] – դդում
punish *v.* [ˈpʌnɪʃ] – պատժել
pupil *n.* [ˈpjuːpl] – աշակերտ, սովորող
puppy *n.* [ˈpʌpɪ] – շան ձագ
push *v.* [pʊʃ] – հրել
pussy *n.* [ˈpʊsi] – փիսիկ, փափկամազ
put *v.* [pʊt] – տեղավորել, դնել
to put on – հագնել

Q q

queen *n.* [kwɪːn] – թագուհի
question *n.* [kwɛstʃən] – հարց
quilt *n.* [kwɪlt] – վերմակ

R r

rabbit *n.* [ˈræbɪt] – ճագար
radio *n.* [ˈreɪdiəʊ] – ռադիո
rage *n.* [reɪdʒ] – զայրույթ, կատաղություն
rain *n.* [reɪn] – անձրև
rainbow *n.* [ˈreɪnbəʊ] – ծիածան
raincoat *n.* [ˈreɪnkəʊt] – անձրևանոց
raise *v.* [reɪz] – բարձրացնել
rat *n.* [ræt] – առնետ
raven *n.* [reɪvən] – ագռավ
reach *v.* [ri:tʃ] – հասնել
read *v.* [ri:d] – կարդալ, ընթերցել
reading *n.* [ˈriːdɪŋ] – ընթերցում, ընթերցանություն
ready *a.* [ˈredɪ] – պատրաստ, առձեռն
to be ready – պատրաստ լինել
receive *v.* [rɪˈsiːv] – ստանալ
recognize *v.* [rəˈkɒɡnaɪz] – ճանաչել
recopy *v.* [rɪˈkɒpi] – ընդօրինակել, արտագրել
record player *v.* [ˈrekɔːdpleɪə] – ձայնագրիչ
red *a.* [red] – կարմիր
refrigerator *n.* [rɪˈfrɪdʒəreɪtə] – սառնարան
regular *a.* [ˈregjʊlə] – *քեր.* կանոնավոր
remember *v.* [rɪˈmembə] – հիշել, մտաբերել
repeat *v.* [rɪˈpiːt] – կրկնել
reply *v.* [rɪpˈlaɪ] – պատասխան
retell *v.* [rɪˈtel] – վերապատմել
revise *v.* [rɪˈvaɪz] – ստուգել և ուղղել, վերանայել
rhyme *n.* [raɪm] – հանգավոր բանաստեղծություն
ribbon *n.* [ˈrɪbən] – ժապավեն
rice *n.* [raɪs] – բրինձ
rich *a.* [rɪtʃ] – հարուստ
riding *n.* [ˈraɪdɪŋ] – ձիավարություն
right *a.* [raɪt] – աջ, ճիշտ
ring *n.* [rɪŋ] – մատանի
ring finger – մատանեմատ
river *n.* [ˈrɪvə] – գետ
road *n.* [rəʊd] – ճանապարհ, ուղի
roll *v.* [rɔːl] – փաթաթել, գլորել
roof *n.* [ruːf] – տանիք

room *n.* [ruːm] – սենյակ
rope *n.* [rəʊp] – պարան
rose *n.* [rəʊz] – վարդ
round *a., adv.* [raʊnd] – շուրջը, կլոր
rub *v.* [rʌb] – շփել
rubber *n.* [ˈrʌbə] – ռետին
ruler *n.* [ˈruːlə] – քանոն
run *v.* [rʌn] – վազել

S s

sad *a.* [sæd] – տխուր
safe *a.* [seɪf] – ապահով
sail *v.* [seɪl] – լողալ, գնալ (նավի մասին)
sailor *n.* [ˈseɪlə] – նավաստի
salad *n.* [ˈsæləd] – սալաթ
sale *n.* [seɪl] – վաճառք
salesman *n.* [ˈseɪlzmən] – վաճառող
salt *n.* [sɔːlt] – աղ
same *a.* [seɪm] – նույն, միևնույն
sandwich *n.* [ˈsænwɪdʒ] – սենդվիչ
Saturday *n.* [ˈsætədi] – շաբաթ (օրը)
sauce *n.* [sɔːs] – սոուս
saucer *n.* [ˈsɔːsə] – կաթսա
saucer *n.* [ˈsɔːsə] – պնակ
sausage *n.* [ˈsɔːsɪdʒ] – երշիկ
saw *n.* [sɔː] – սղոց
say *v.* [seɪ] – ասել
scale *n.* [skeɪl] – կշեռք
scarf *n.* [skɑːf] – շարֆ
school *n.* [skuːl] – դպրոց
schoolbag *n.* [ˈskuːlbæg] – դպրոցական պայուսակ
schoolboy *n.* [ˈskuːlbɔɪ] – աշակերտ
schoolchild *n.* [ˈskuːlɪtʃaɪld] – դպրոցական
schoolgirl *n.* [ˈskuːlɹɔːl] – աշակերտուհի
scissors *n.* [ˈsiːzəz] – մկրատ
screw *n.* [skruː] – պտուտակ
sea *n.* [siː] – ծով
season *n.* [ˈsiːzən] – տարվա եղանակ
secret *n.* [ˈsiːkriːt] – գաղտնիք
secretary *n.* [ˈsekrətəri] – քարտուղար, քարտուղարուհի
see *v.* [siː] – տեսնել
seed *n.* [siːd] – սերմ
sell *v.* [sel] – վաճառել
sentence *n.* [ˈsentəns] – նախադասություն
September *n.* [səpˈtembə] – սեպտեմբեր
servant *n.* [ˈsɜːvənt] – ծառա
seven *num.* [sevn] – յոթ
seventeen *num.* [ˈsevnˈtiːn] – տասնյոթ
seventy *num.* [ˈsevntɪ] – յոթանասուն
sew *v.* [sou] – կարել
shall *v.* [ʃəl, ʃæl] – ապառնի ժամանակի 1-ին դեմքի օժանդակ բայ
shape *n.* [ʃeɪp] – ձև
share *v.* [ˈʃeə] – կիսել

sharp *a.* [ʃa:p] – սուր
sheep *n.* [ʃi:p] – նա (փոխարինում է իգական սեռի գոյականին)
sheep *n.* [ʃi:p] – ոչխար
sheet *n.* [ʃi:t] – սավան
shelf *n.* [ʃelf] – դարակ
shield *n.* [ʃi:ld] – վահան
shine *v.* [ʃaɪn] – փայլել, շողալ, շաղշողալ
ship *n.* [ʃɪp] – նավ
shirt *n.* [ʃə:t] – վերնաշապիկ
shiver *n., v.* [ʃɪvə] – դող, դողալ
shoe *n.* [ʃu:] – կոշիկ
shop *n.* [ʃɒp] – խանութ
shop-assistant *n.* [ʃɒp,əsɪstənt] – գործակա-տար
shopkeeper *n.* [ʃɒpkɪ:pə] – խանութպան
short *a.* [ʃɔ:t] – կարճ
shorts *n.* [ʃɔ:ts] – կարճ անդրավարտիք
shoulder *n.* [ˈʃouldə] – ուս
shout *v.* [ʃaʊt] – բացականչել
show *v.* [ʃəʊ] – ցույց տալ, ցուցադրել
shower *n.* [ˈʃaʊə] – ցնցուղ
shut *v.* [ʃʌt] – փակել
sick *a.* [sɪk] – հիվանդ
silver *n.* [ˈsɪlvə] – արծաթ
simple *a.* [sɪmpl] – պարզ
sing *v.* [sɪŋ] – երգել
singer *n.* [ˈsɪŋə] – երգիչ, երգչուհի
singular *a.* [ˈsɪŋɡjʊlə] – *բեր.* եզակի թիվ
sister *n.* [ˈsɪstə] – քույր
sit *v.* [sɪt] – նստել
to sit down – նստել
sitting-room *n.* [ˈsɪtɪŋru:m] – հյուրասենյակ, ընդունարան
six *num.* [sɪks] – վեց
sixteen *num.* [ˈsɪksʰti:n] – տասնվեց
sixty *num.* [ˈsɪksʰti] – վաթսուն
size *n.* [saɪz] – չափ, մեծություն, չափս
skate *v.* [skeɪt] – չմուշկոկ սահել
ski *v.* [ski:] – դահուկոկ սահել
skip *v.* [skɪp] – ցատկոտել
skirt *n.* [skɜ:t] – կիսաշրջազգեստ
sky *n.* [skaɪ] – երկինք
sleep *v.* [sli:p] – քնել
sleepyhead *a.* [ˈsli:pɪhed] – քնկոտ, ծուլ
slide *v.* [slaɪd] – սահել
slipper *n.* [ˈslɪpə] – հողաթափ
slow *a.* [sləʊ] – դանդաղ
small *a.* [smɔ:l] – փոքր
smart *a.* [smɑ:t] – խելացի
smell *n.* [smel] – հոտ
smile *n.* [smaɪl] – ժպիտ
smoke *v., n.* [sməʊk] – ծխել, ծուխ
snail *n.* [sneɪl] – խխունջ
snake *n.* [sneɪk] – օձ
snap *v.* [snæp] – շրխկացնել

snow *n.* [snəʊ] – ձյուն
snowball *n.* [ˈsnəʊbɔ:l] – ձնագնդի
snow-man *n.* [ˈsnəʊmən] – ձնեմարդ
so *adv.* [səʊ] – այնքան, այդպես, այսպես, այնպես
soap *n.* [səʊp] – օճառ
sock *n.* [sɒk] – կիսագուլպա
sofa *n.* [ˈsəʊfə] – բազմոց
soft *a.* [sɒft] – փափուկ
soldier *n.* [ˈsəʊldʒə] – զինվոր
somebody *pron.* [ˈsʌmbədi] – որևէ մեկը, ինչ-որ մեկը
someone *pron.* [ˈsʌmwʌn] – որևէ մեկը, ինչ-որ մեկը
something *pron.* [ˈsʌmθɪŋ] – որևէ բան, մի բան
sometimes *adv.* [ˈsʌmtaɪmz] – երբեմն, ժամա-նակ առ ժամանակ
son *n.* [sʌn] – որդի
soon *adv.* [su:n] – շուտով
sorry *a.* [sɔ:ri] – ցավով, ափսոսանքով լի
sound *n.* [saʊnd] – հնչյուն
soup *n.* [su:p] – ապուր
space *n.* [speɪs] – տարածություն, տեղ
speak *v.* [spi:k] – խոսել
special *a.* [ˈspeʃəl] – հատուկ, առանձին
spend *v.* [spend] – ծախսել, հատկացնել, անցկացնել
spice *n.* [speɪs] – համեմունք
split *v.* [splɪt] – բաժանել (խմբերի)
spoon *n.* [spu:n] – գդալ
sport *n.* [spɔ:t] – սպորտ
spring *n.* [sprɪŋ] – գարուն
square *n., a.* [skweə] – հրապարակ, քառա-կուսի
squirrel *n.* [ˈskwɪrəl] – սկյուռ
stairs *n.* [steɪz] – աստիճաններ
stand *v.* [stænd] – կանգնել
to stand up – կանգնել, ոտքի ելնել
star *n.* [stɑ:] – աստղ
start *v.* [stɑ:t] – սկսվել, մեկնել
station *n.* [ˈsteɪʃən] – կայարան
stay *v.* [steɪ] – մնալ
steal *v.* [sti:l] – գողանալ
step *n.* [step] – քայլ
stick *n.* [stɪk] – փայտիկ
still *a.* [stɪl] – հանգիստ, հանդարտ, անաղմուկ
stocking *n.* [ˈstɒkɪŋ] – գուլպա
stone *n.* [stəʊn] – քար
story *n.* [ˈstɔ:ri] – պատմվածք, պատմություն
stove *n.* [stəʊv] – վառարան
strange *n.* [ˈstreɪndʒ] – տարօրինակ
stream *n.* [stri:m] – հոսանք
street *n.* [stri:t] – փողոց
strike *v.* [straɪk] – խփել, հարվածել
student *n.* [ˈstju:dənt] – ուսանող, ուսանողուհի

study *n.* [ˈstʌdi] – գիտություն, ուսումնասիրություն
 v. – սովորել, ուսումնասիրել
 subject *n.* [ˈsʌbʒɪkt] – առարկա, թեմա
 sudden *a.* [ˈsʌdn] – հանկարծ
 suddenly *adv.* [ˈsʌdnli] – հանկարծակի
 sugar *n.* [ˈʃʊɡə] – շաքար
 suitcase *n.* [ˈsju:tkeɪs] – ճամպրուկ
 summer *n.* [ˈsʌmə] – ամառ
 sums *n.* [sʌmz] – թվաբանական գործողություն
 sun *n.* [sʌn] – արև
 Sunday *n.* [ˈsʌndi] – կիրակի
 superlative [sju:ˈpɜ:lətɪv] – *քեր.* գերադրական
 supper *n.* [ˈsʌpə] – ընթրիք
 to have supper – ընթրել
 sweater *n.* [ˈswetə] – սվիտեր
 sweet *a.* [swi:t] – քաղցր
 swim *v.* [swɪm] – լողալ
 swimming *n.* [ˈswɪmɪŋ] – լող
 switch *v.* [swɪtʃ] – թափահարել
 to switch on – միացնել
 to switch off – անջատել
 sword *n.* [sɔ:d] – թուր

Tt

table *n.* [teɪbl] – սեղան
 tail *n.* [teɪl] – պոչ
 take *v.* [teɪk] – վերցնել
 talk *v.* [tɔ:k] – զրուցել
 tall *a.* [tɔ:l] – բարձր, բարձրահասակ
 tap *n.* [tæp] – թեթև թխկոց
 taste *n.* [teɪst] – համ
 tasty *a.* [ˈteɪsti] – համեղ
 tea *n.* [ti:] – թեյ
 teacher *n.* [ˈti:tʃə] – ուսուցիչ
 teaspoon *n.* [ˈti:spu:n] – թեյի գդակ
 telephone *n.* [ˈtelɪfoun] – հեռախոս
 tell *v.* [tel] – պատմել, ասել, հայտնել
 ten *num.* [ten] – տասը
 tense *n.* [tens] – *քեր.* ժամանակ
 terrible *a.* [ˈterɪbl] – սարսափելի
 text *n.* [tekst] – տեքստ, նյութ
 than *conj.* [ðæn, ðən] – քան
 thank *v.* [θæŋk] – շնորհակալություն հայտնել
 that *p.* [ðæt] – այդ, այն
 the *art.* [ðə, ði, ði:] – *քեր.* որոշիչ հոդ
 there *adv.* [ðeə] – այնտեղ
 these *p.* [ði:z] – սրանք
 they *p.* [ðeɪ] – նրանք, դրանք
 thick *a.* [θɪk] – հաստ
 thief *n.* [θi:f] – գող
 thin *a.* [θɪn] – բարակ, նիհար
 thing *n.* [θɪŋ] – իր, առարկա
 think *v.* [θɪŋk] – մտածել
 thirteen *num.* [ˈθɜ:ˈti:n] – տասներեք

thirty *num.* [ˈθɜ:ti] – երեսուն
 this *p.* [ðɪs] – սա, այս
 those *p.* [ðəʊz] – դրանք
 thread *n.* [θred] – թել
 three *num.* [θri:] – երեք
 through *prep.* [θru:] – միջով, միջոցով
 throw *v.* [θrou] – նետել
 thumb *n.* [θʌm] – քթամատ
 Thursday *n.* [ˈθɜ:zdi] – հինգշաբթի
 tie *n.* [taɪ] – փողկապ
 tiger *n.* [ˈtaɪgə] – վագր
 time *n.* [taɪm] – ժամանակ
 timetable *n.* [ˈtaɪmteɪbl] – դասատախտակ, չվացուցակ
 tired *a.* [ˈtaɪəd] – հոգնած
 toast *n.* [təʊst] – բոված-կարմրացրած հացի կտոր
 today *adv.* [təˈdeɪ] – այսօր
 toe *n.* [tu:] – ոտքի մատ
 together *adv.* [təˈgeðə] – միասին
 toilet *n.* [ˈtɔɪlɪt] – գուգարան
 tomato *n.* [təˈmɑ:təʊ] – պոմիդոր, լոլիկ
 tomorrow *adv.* [təˈmɔ:ru] – վաղը
 tone *n.* [tu:n] – տոն, ձայն, աստիճան
 tongue *n.* [tʌŋ] – լեզու
 too *adv.* [tu:] – չափազանց, նույնպես, նաև
 tooth *n.* [tu:θ] – ատամ
 toothbrush *n.* [ˈtu:θbrʌʃ] – ատամի խոզանակ
 toothpaste *n.* [ˈtu:θpeɪst] – ատամի մածուկ
 towel *n.* [ˈtauəl] – սրբիչ
 town *n.* [taʊn] – քաղաք
 toy *n.* [tɔɪ] – խաղալիք
 train *n.* [treɪn] – գնացք
 trained *a.* [treɪnd] – սովորած, մարզված
 tray *n.* [treɪ] – սկուտեղ
 tree *n.* [tri:] – ծառ
 trouble *n.* [ˈtrʌbl] – անհանգստություն
 trousers *n.* [ˈtraʊzəz] – շալվար
 true *a.* [tru:] – ճիշտ, ճշգրիտ, ճշմարիտ
 try *v.* [traɪ] – փորձել
 Tuesday *n.* [ˈtju:zdi] – երեքշաբթի
 tulip *n.* [ˈtju:lɪp] – վարդակակաչ
 tune *n.* [tju:n] – եղանակ, մեղեդի, ձայն
 turkey *n.* [ˈtɜ:kɪ] – հնդկահավ
 turn *v.* [tɜ:n] – շրջել
 in turn – հերթով, հաջորդաբար
 TV-set *n.* [ˈtɪvɪset] – հեռուստացույց
 twelve *num.* [twelv] – տասներկու
 twenty *num.* [ˈtwenti] – քսան
 two *num.* [tu:] – երկու

Uu

ugly *a.* [ˈʌɡli] – գարշելի, տգեղ
 umbrella *n.* [ˈʌmbrelə] – հովանոց
 uncle *n.* [ˈʌŋkl] – քեռի, հորեղբայր
 uncountable *a.* [ˈʌnˈkaʊntəbl] – անհաշվելի

under *prep.* [ˈʌndə] – տակ
underline *v.* [ˈʌndəlaɪn] – ընդգծել
unhappy *a.* [ʌn ˈhæpi] – դժբախտ
unicorn *n.* [ˈjuːnɪkɔːn] – միեղջյուր
unit *n.* [ˈjuːnɪt] – բաժին, դաս, միավոր
unknown *a.* [ʌn ˈnoʊn] – անծանոթ
up *prep.* [ʌp] – ի վեր, դեպի վեր
upstairs *adv.* [ˈʌpstɛəz] – վերին
us *p.* [ʌs] – մեզ
use *v.* [juːz] – օգտագործել, կիրառել
usually *a.* [ˈjuːʒuəli] – սովորաբար

V v

van *n.* [væn] – վագոն, ֆուրգոն
vase *n.* [vaːz, veɪz] – ծաղկաման
vegetable *n.* [ˈvedʒɪtəbl̩] – բանջար, բանջարե-
ղեն
verb *v.* [vɜːb] – *քեր.* բայ
very *adv.* [veri] – շատ, սաստիկ
village *n.* [ˈvɪlɪdʒ] – գյուղ
visit *v.* [ˈvɪzɪt] – այցելություն, այց
vocabulary *n.* [vɒˈkæbjʊləri] – բառարան,
բառացանկ
voice *n.* [vɔɪs] – ձայն
volleyball *n.* [ˈvɒləbɔːl] – վոլեյբոլ

W w

wait *v.* [weɪt] – սպասել
walk *v.* [wɔːk] – քայլել
to go for a walk – գրոսնել
wall *n.* [wɔːl] – պատ
want *v.* [wɔnt] – ցանկանալ, ուզենալ
wardrobe *n.* [ˈwɔːdrɒb] – զգեստապահարան
warm *a.* [wɔrm] – տաք
wash *v.* [wɔʃ] – լվանալ
watch *n.* [wɔtʃ] – դիտել, ձեռքի ժամացույց
water *n.* [ˈwɔːtə] – ջուր, ջրել
watermelon *n.* [ˈwɔːtəmelən] – ձմերուկ
wave *v.* [weɪv] – թափահարել, ձեռքով նշան
անել, ծածանվել, ալեկոծվել
way *n.* [weɪ] – ճանապարհ, ուղի
we *p.* [wiː] – մենք
weak *a.* [wiːk] – թույլ
wear *v.* [weə] – հագնել, կրել
weather *n.* [ˈweðə] – եղանակ
Wednesday *n.* [ˈwenzdi] – չորեքշաբթի
week *n.* [wiːk] – շաբաթ
weekend *n.* [ˈwiːk ˈend] – շաբաթվա վերջին օր,
նշ աշխատանքային (ազատ) օրերը
weigh *v.* [weɪ] – կշռել
welcome *v.* [ˈwelkəm] – ողջունել
well *adv.* [wel] – լավ
wet *v.* [wet] – խոնավ
what *p.* [wɔːt] – ի՞նչ
where *p.* [weə] – որտե՞ղ, ու՞ր

which *p.* [wɪtʃ] – ո՞ր, ո՞րը
whistle *v.* [wɪsl̩] – սուլել
white *a.* [waɪt] – սպիտակ
who *p.* [huː] – ո՞վ
whole *a.* [houl] – ամբողջ
whom *p.* [huːm] – ու՞մ, որի՞ն
whose *p.* [huːz] – ու՞մ, ո՞րի, որո՞նց
why *p.* [waɪ] – ինչու՞
wife *n.* [waɪf] – կին (ամուսնացած)
win *v.* [wɪn] – հաղթել
wind *n.* [wɪnd] – քամի
window *n.* [ˈwɪndəʊ] – պատուհան
wine *n.* [waɪn] – գինի
wing *n.* [wɪŋ] – թև
winter *n.* [ˈwɪntə] – ձմեռ
wise *a.* [waɪz] – իմաստուն
with *prep.* [wɪð] – հետ, այսինչով
wolf *n.* [wʊlf] – գայլ
woman *n.* [ˈwʊmən] – կին
wood *n.* [wud] – փայտ, անտառ
wool *n.* [wuːl] – բուրդ
word *n.* [wɜːd] – բառ
work *v.* [wɜːk] – աշխատել
worker *n.* [ˈwɜːkə] – բանվոր
world *n.* [wɜːld] – աշխարհ, երկիր, երկրա-
գունդ
write *v.* [raɪt] – գրել
wrong *a.* [rɔŋ] – սխալ

X x

X-mas tree *n.* [ˈkrɪsmæstriː] – Ծննդյան տոնա-
ծառ
xylophone *n.* [ˈzaɪləfəʊn] – քսիլոֆոն

Y y

yard *n.* [jɑːd] – բակ
yarn *n.* [jɑːn] – մանվածք, մանած թել
year *n.* [jɜː] – տարի
yellow *a.* [ˈjeləʊ] – դեղին
yes *part.* [jes] – այո
yesterday *adv.* [ˈjestəːdi] – երեկ
yoghurt *n.* [ˈjɔʊgət] – մածոն
you *p.* [juː] – դուք, դու
young *a.* [jʌŋ] – երիտասարդ, պատանի
your *p.* [jɔː] – ձեր, քո

Z z

zebra *n.* [ˈziːbrə] – զեբր
zipper *n.* [ˈzɪpə] – կայծակաճարմանը
Zoo *n.* [zuː] – կենդանաբանական այգի

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Գայանե Գասպարյան

Անգլերեն լեզու

դասագիրք հանրակրթական
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Նկարիչ՝ Արմենուհի Եղիազարյան

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