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ENGLISH

12

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Հումանիտար հոսք

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Unit 1 Modern world: Globalization



The United Nations Building

The bank HSBC operates across the globe

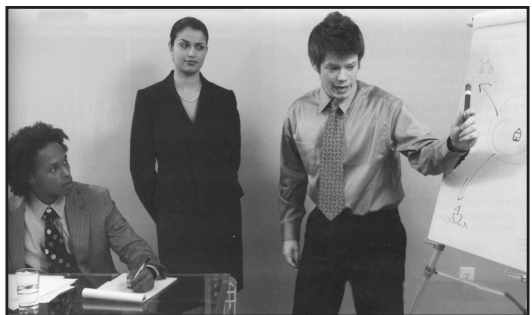
Highway in the USA

Before you read

1. What does the term *globalization* mean?
2. What is *economic globalization*?
3. What is meant by *political* or *cultural globalization*?
4. What is Global Information System (GIS)?
5. Do you know the terms *consumer society*? *consumerism*? How do you understand them?

Globalization is among the most frequently used words in this century. There is a lot of talk today about it. What exactly is globalization? To some extent, the term means whatever people want it to mean. In fact, globalization covers much of what is going on in the fields of economics and finance, politics and culture.

On the whole, in economics, the term usually refers to the fact that the world has become one market, with a free exchange of goods and capital. In the middle of the twentieth century global expansion of US and European multinational companies and corporations takes place. Furthermore, politics also becomes globalized, creating co-operation between countries.

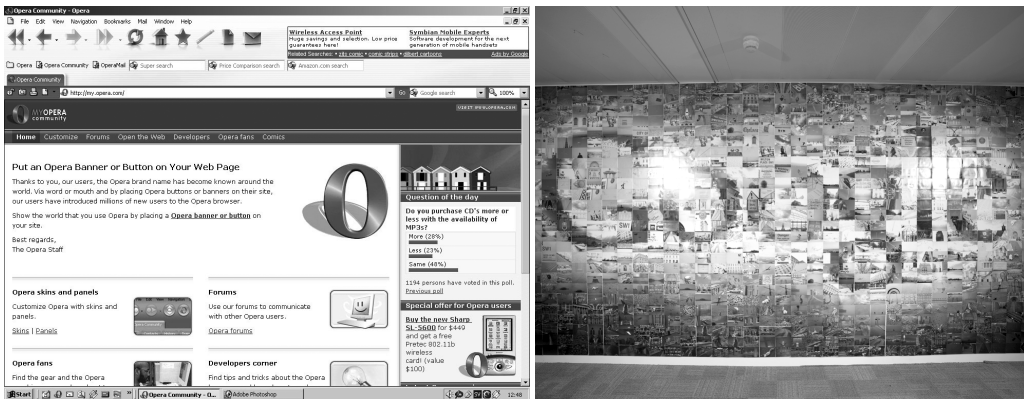


Above all, globalization refers to the development of a Global Information System, global telecommunications infrastructure, using such technologies as the Internet, communication satellites, submarine fiber optic cable, and wireless

telephones. TV and the Internet, development and growth of international transport have created a unified world in which information can be exchanged very rapidly So, the term is understood as a technological change as well. A global economy is only possible as a result of modern information technology.

Globalization also includes increase in the number of standards applied globally; e.g., copyright laws, patents and world trade agreements.

Scientists also speak about cultural diffusion (cultural globalization) which has a great influence on different cultures around the world. Worldwide export of western culture went through the new mass media: film, radio and television, and recorded music.



Culture is also what people eat, how they dress, beliefs they hold, and activities they practise.

Food. One classic culture aspect is food. Someone in America can be eating Japanese noodles for lunch while someone in Sydney, Australia is eating classic Italian meatballs. America is known for its burgers and fries. Fast food, which the English call Great American disaster, has become a global way of eating. McDonald's company is just one example of food causing cultural influence on the global scale.

Worldwide fads¹ such as You Tube, Orkut, Face book, and My Space.

Worldwide sporting events such as FIFA, World Cup, etc.

Pop culture. Another common practice brought about by globalization is the usage of different symbols in tattoos, Chinese for one. The Chinese tattoos are popular with today's youth despite the lack of their acceptance in China.

The Internet breaks down cultural boundaries across the world by enabling easy, immediate communication between people anywhere in a variety of digital forms and media. The Internet is associated with the process of cultural globalization because it allows interaction and communication between people with very different lifestyles and from very different cultures. Photo sharing websites allow interaction even where language would otherwise be a barrier.

Globalization causes greater international travel and tourism due to the improved means of communication. At the same time we witness greater immigration, including illegal immigration.

¹ fad – a temporary fashion, notion, especially followed by a group

Globalization is also growth of cross-cultural contacts, the desire to increase one's standard of living and enjoy foreign products and ideas, adopt new technology and practices, and participate in a "world culture". Some scientists point to consumerism and loss of languages.

Comprehension

Answer the questions.

1. Is it easier to live in a globalized world?
2. What is the positive outcome of globalization?
3. What are the negative consequences of globalization?
4. What signs of globalization can you trace in Armenia?
5. What are the positive/negative effects of increasing international tourism?

Focus on Phonetics

Read the phrases paying attention to the intonation of parenthetical sentences.

1. *To some extent*, the term means whatever people want it to mean.
2. *In fact*, globalization covers much of what is going on in those fields.
3. *On the whole*, in economics, the term usually refers to the fact that the world has become one market.
4. *Furthermore*, politics also becomes globalized.
5. *Above all*, globalization refers to the development of a global information system.

FACT FILE

- China has become the world's largest exporter surpassing Germany.
- In 2007 China had 415,000 millionaires, India had 123,000.
- In 2008 four Indians were among the world's top 10 richest.
- India is home of almost every well known IT company around the globe.
- 1% of adults alone owned 40% of global wealth in the year 2000.

Work on Words

globalization *n* the idea that the world is developing a single economy and culture as a result of improved communication and the influence of large companies. **global** *a* including or affecting the whole world: *The global economy has become unstable.* **global warming** the increase in the temperature of the earth caused partly by carbon dioxide in the atmosphere. **globe** *n* a round object that has a map of the world on it; a round object; **the globe**, the world. **globalize** *v* to make sth become generally accepted all over the world; to make a business begin operating all over the world.

consumer n [kən'sju:mə]	someone who buys and uses goods and services: <i>The technology means better service for consumers.</i> consumer goods: <i>We should complain about faulty consumer goods.</i> consume v to use a supply of something such as time, energy or fuel: <i>My car consumes a lot of petrol.</i> consumption n the use of sth such as energy or fuel or the quantity of sth that people use or buy: <i>We have reduced our energy consumption by 10%.</i>
refer v [rɪ'fə:]	1. (to) to describe sth or be about sth: <i>These notes refer to the latest data in economics.</i> 2. to mention sth or sb: <i>She referred to the subject several times during her speech.</i> reference n: <i>A reference book is a book that contains facts and information.</i>
expand v [ɪk'spænd]	to become larger or to make sth larger: <i>The population of the globe is expanding rapidly.</i> expand on sth to talk or write about sth adding more details or information. expansion n the action of expanding: <i>Recently we have faced the expansion of the electronics industry.</i>
apply v [ə'plai]	1. to make a formal request: apply for a job/grant/passport/visa: <i>You should apply immediately, in person or by letter.</i> 2. to put or spread sth onto sth: <i>Apply the glue to both sides.</i> 3. to operate in a particular situation: <i>You'll have to apply force here.</i> application n: 1. a formal request to do sth: <i>Our application has been accepted.</i> 2. a particular use: <i>the application of new methods to industry.</i>
diversity n [daɪ'və:səti]	the fact that very different people or things exist within a group or place: <i>ethnic or cultural diversity.</i> <i>They expressed a wide diversity of opinions.</i> diverse a very different from each other: <i>They were people from diverse cultures.</i>
encounter v [ɪn'kaʊntə]	1. to meet someone or see something for the first time: <i>He is the strangest person I have ever encountered.</i> 2. to deal with something, especially a problem: <i>We encountered a problem during the experiment.</i>
to a certain / some extent	partly, not completely: <i>To a certain extent, we are all responsible for what has happened.</i> to a large/great extent mainly:

Phrasal verbs with BREAK

- break down** to go wrong, stop working: *The machine has broken down and needs repairing.*
- break into sth/in** to go into the building by force (often to steal sth): *Somebody broke in last night and stole our stereo.*
- break out** to begin suddenly (of wars, fires, diseases, quarrels): *A fire broke out during the night.*
- break up** to end the school term; finish a relationship: *The school broke up in December because of the flu.*

1. Translate into Armenian.

1. The fireman had to break into the room to save the children.
2. The burglars broke in and stole the TV and video.
3. My car's broken down, so I came by taxi.
4. Schools break up at the end of June for the summer holidays.
5. My brother and I broke up before I went to America.

2. Put in *up, in, down, into, out*.

1. She may be late for work today. Her car broke ... on the freeway.
2. Somebody broke ... Mary's apartment while she was at the theatre.
3. Have you heard the news? Julie has broken ... with Tim,
4. The students are always very happy when school breaks ... for the holidays.
5. A flu epidemic breaks ... regularly every year.
6. The burglars broke ... through the back door.

3. Translate into Armenian.

1. We have greatly expanded our foreign trade in recent years.
2. Metals expand when they are heated.
3. We are expanding the program to provide more student places.
4. There are plans to expand the national park.
5. This paragraph refers to the events of last year.
6. We will soon have consumed all our natural resources.
7. This food is not fit for human consumption.
8. Try to avoid making any reference to his illness.
9. The book is full of references to places I know.
10. Her interests are diverse.

4. Match the words and their explanations.

- | | |
|------------------------|-------------------------------|
| 1. expand | a. to make a formal request |
| 2. apply | b. partly not completely |
| 3. consume | c. meet sb for the first time |
| 4. to a certain extent | d. to become larger |
| 5. encounter | e. to use |

5. a. Use the words from the *globe-family*

1. The anti-globalists are also against the ... of Western culture.
2. The ... is in crisis now.
3. We must take a ... view of the children's needs.
4. We have hopes that soon we will be able to make our company truly
5. What is ... warming? The slow increase in the temperature of the Earth.
6. They received information from all parts of the
7. Eight million people ... are infected with this virus.
8. Pollution is a threat to the ... environment.
9. I dream of travelling all around the

globe
global
globalized
globalization
globally

b. Use the words from the *consume*-family.

1. The technology means better service for
2. We have reduced our energy ... by 10 %.
3. The new light bulbs ... less electricity.

consume
consumption
consumer

Focus on Words

COLLECTING WORDS

a. Describing economy

economic: policy/affairs/cooperation/development/reform/activity

economy: booming/thriving/developing

crisis: (pl. crises) financial/political/economic/domestic, slump

recession: enter into a deep recession/a slow-down/depression

growth: stable growth, growth by 8% yearly

boom: progress/a rapid advance/upsurge/a sharp rise/on the rise

market: the main market for sth, a stock market, to increase the share of the market, to be on market, housing market boom, facing increased competition on the market

infrastructure: the Internet, communication satellites, submarine fiber optic cable, wireless telephones

ARRANGING WORDS

a. Match the following business and economic terms.

eg. supply and demand

A

1. *supply*
2. boom
3. imports
4. profit
5. takeovers
6. income
7. mortgages
8. creditors
9. assets
10. consumer

B

- a. loss
- b. exports
- c. liabilities
- d. mergers
- e. loans
- f. debtors
- g. expenditure
- h. *demand*
- i. slump
- j. bust

b. Arranging the words into two groups

- a) trade and commerce
- b) banking

benefit, supply, consume, demand, trade, commerce, produce, loans, debt, credit, expenditure, profit, income, takeovers, import, export, liabilities, mergers, assets

WORDS IN USE

a. Insert the words.

economic integration, global economy, benefited, economic growth, global, global power, according to them

Some analysts say the world is going through a period of deglobalization after years of increasing (1) Although there is little doubt that the (2) ... has grown enormously in the last 50 years, there are many critics of globalization who point out that while business has become (3) ..., there are still winners and losers: consequently the richer nations grow richer, and the poorer nations grow poorer. They believe that this growth has only (4) ... certain countries and that others have suffered as a result. It is argued that international trade has been one of the main causes of world (5) ... over the past half century, (6) ... as a result of the (7) ... of large corporations and international financial institutions, many countries no longer control their own economics.

b. Choose the correct word.

1. We took out a personal *debt/ loan* to pay for our holiday,
2. Can you *lend/borrow* me ten dollars until tomorrow?
3. The *principal/principle* reason for the company's failure was the recession.
4. Please keep the management informed of any changes as they *arise/rise*.
5. I prefer a *digital/figure* watch to a mechanical one.
6. To a certain extent, he was the *cause/course* of the quarrel.

c. Describe the economic situation in your country.

LISTENING

Barry Hunt, a specialist in economics is being interviewed. The interviewer asks him questions on the consequences of globalization. Listen to the dialogue and write them down.

Every Cloud Has Its Silver Lining

Interviewer: There is a lot of talk today about negative effects of globalization. People think that it increases inequality and causes environmental problems. It spreads some of the worst infectious diseases known to humans ...?

Barry Hunt: In a way it is true. Modern means of transportation allow more people and products to travel around the world and, thus, they open the airways to the transcontinental movement of diseases. One example of this is AIDS¹. ...?

Interviewer: Yes, brain drain. Opportunities in richer countries drive talent away leading to brain drains. ...?

¹ AIDS – ՁԻԱՐՅ – ձեռքբերովի իմունային անբավարարության համախտանիշ

Barry Hunt: But the countries which host them give them better conditions to work and create.

Interviewer: Yes, that's right. But this process doesn't leave any chances for other countries to create their own science and drains the field. Thank you. ...?

A flood of consumer goods such as televisions, radios, bicycles, and textiles into the United States, Europe, and Japan has caused the economic expansion of Asian tiger economies in recent decades. However, Chinese textile and clothing exports have recently encountered criticism from Europe, the United States and some African countries. ...?

Barry Hunt: Yes, in South Africa, some 300,000 textile workers have lost their jobs due to the influx of Chinese goods. A total of 3.2 million – one in six US factory jobs – have disappeared since the start of 2000.

Interviewer: Some journalists write about deglobalization in connection with the recession. ...?

Barry Hunt: It is still early to speak about it. The coming years will show the basic tendencies of the century.

Focus on Writing

In academic and professional writing to make the presentation accurate numbers – ratios, decimals, percentages, and degrees – are amply used, e.g.

1:5 – a ratio of one to five

62% – sixty-two per cent

0.7 – nought point seven

$\frac{1}{4}$ – a quarter $\frac{3}{4}$ three quarters

6.05 – six point zero five

-5C – five degrees Celsius (centigrade) below zero, or minus five degrees Celsius (centigrade)

Read the following numbers.

1:4, 0.5, 2/6, 1/8, 4.06, -30, 46%

PRESENTATION

Read the text and state who the author blames for the crisis.

Boom and Bust

There are a lot of arguments today who is to blame for the global crisis, the wreckage of financial institutions. The accusations are flying. Who is blamed most frequently?

- The arrogant investment bankers who took huge risks with loans and credit as long as they were taking home enormous bonuses.

- Mortgage - lenders who lent money without checking whether the people are creditworthy.
- Politicians who allowed debts to build up unchecked.
- Homebuyers who took loans they could never pay.
- Maybe all of them contributed to the collapse, and, unless they stop pointing the finger at each other and focus on the serious business of recognising our collective responsibility, we will find ourselves repeating the same mistake.
 - There are disturbing parallels between recent developments and the past events.
 - Like the current crisis the Depression¹ was preceded by a housing boom, a long period of cheap credit and a stock market crash. But there are signs of falling back into old habits.

Project Work

What globalisation processes do these pictures represent? Choose one of the problems illustrated by the picture, work on it and report it to the class.



Silk way



Fashion



Anti-globalization meeting



Can you understand the tattoo?

¹ The Depression – a period of economic crisis during the late 1920s and early 1930s in the UK, US and some other countries. (Մեծ ճգնաժամ)

HOW MUCH DO YOU REMEMBER?

Vocabulary Check

1. Match the words and their explanations.

- | | |
|-----------------|--|
| 1. overcome | a. get free, get away |
| 2. independence | b. travel about the country to examine it |
| 3. settle | c. make one's home in |
| 4. escape | d. succeed in solving a problem |
| 5. gradually | e. difficult or impossible to bear |
| 6. join | f. the state of being independent |
| 7. destroy | g. find out |
| 8. unbearable | h. say or guess what is going to take place |
| 9. slave | i. create sth new |
| 10. explore | j. come into the company of |
| 11. discover | k. a person who belongs to sb and serves him/her |
| 12. invent | l. ruin |
| 13. predict | m. little by little |

Grammar Check

2. Choose the correct answer.

- Harry is not very good at mountain climbing as he is afraid of ...
a. high b. heights c. highness d. hight
- Rachel is mad ... the Eurovision Song Contest.
a. from b. against c. about d. for
- Grandma ... a lot of pleasure from gardening.
a. does b. gets c. has d. makes
- Our new coach is popular ... the whole team.
a. with b. by c. for d. to
- I'm not siding ... her because she's not right.
a. from b. with c. to d. for

3. Here are some proverbs. Put *a*, *an* or *the* in the gaps where necessary.

- You can lead ... horse to ... water, but you can't make it drink.
- ... people living in ... glass houses shouldn't throw ... stones.
- It's ... last straw that breaks ... camel's back.
- ... early bird catches ... worm.
- Many hands make ... light work.
- ... time and ... tide wait for no man.
- ... time flies like ... arrow.
- ... rolling stone gathers no moss.
- ... streets of ... London are paved with ... gold.
- ... watched pot never boils.

4. Match each sentence on the left with one of the descriptions on the right.

- | | |
|---|---|
| 1. I've read <i>The Gentleman's Thief</i> . | a. several actions completed in the past |
| 2. I've read it several times. | b. an action completed recently |
| 3. I've only just read it. | c. an action completed at some time in the past |
| 4. He's been writing his autobiography. | a. a recently finished action |
| 5. He's just been playing tennis. | b. an action repeated over a period up to now |
| 6. He's been playing tennis for years. | c. a project that probably isn't completed yet |
| 7. I've only been really frightened once. | a. a state at some time in the past |
| 8. I've only been frightened several times. | b. a state continuing up to now |
| 9. I've been frightened since. | c. a state repeated on occasions in the past |

5. a. Match the meanings and the structures.

Obligation

- She let us...
- She told us not to ...
- We were supposed to ... (but in fact ...)

Prohibition

- She made us ...
- We had to ...

Permission

- She told us to ...
- We were allowed to ...
- We were meant to ... (but in fact ...)

b. Why do the last two structures say *but in fact*?

c. Make up sentences with these structures.

6. Find the odd words.

The man woke up and looked around him. There was nobody there: the strange creatures had been gone. He realized that he was being alone again, and had been returned to his room by the little green men. He tried to remember what had happened, but it was very vague in his mind. He will had been reading a book in his bed, as he always had did before sleeping, when suddenly they have appeared at the window. 'Perhaps I dreamt it all,' he thought. 'I've been being working very hard lately. I must have a rest. So he had consulted a doctor. 'I haven't never had a holiday for years,' he told the doctor, 'Perhaps that's the problem.'

7. Translate into English

1. Նա պատրաստ էր հաղթահարելու բոլոր դժվարությունները:
2. Եթե ուզում ես անկախ լինել ծնողներից, պետք է աշխատանք գտնես:
3. Ջոնսոնները բնակություն հաստատեցին այս երկրում 200 տարի առաջ:
4. Ոչ ոք չի կարող ապրել նման անտանելի պայմաններում:
5. Դու գիտես, որ Յամլետը իր գյուտի համար մրցանակ է ստացել:
6. Գիտնականները վերջերս ձկների նոր տեսակ են հայտնաբերել:
7. Երկրաշարժի ժամանակ հազարավոր շինություններ փլվեցին:
8. Ռադիոյով հաղորդեցին, որ նավաստիները խուսափել են վտանգից:

Unit 2 Work Trends



Before you read

Before looking for a job, you should think carefully what the most important things for you in a job is.

1. Is it money? recognition? something interesting? adventurous?
2. Are you ready to take risks, undergo stressful and dangerous situations if the job is interesting for you?
3. Do you believe that advances are possible without great commitment?

Read the text and answer the questions.

Career prospects

The type of work that people do is constantly changing as man develops and modifies his way of living. In fact, in only ten years major changes have been seen in the workforce in various sectors of economy. They reflect changes in the technology and lifestyle.

There is an evident increase of workforce in the service sector which includes the retail trade, tourist-related services such as hotels as well as transport, communications, finance, property, research and development, education and health care connected with it.

The largest developments were seen in the new information and communication technologies, which have grown rapidly since 1990. The developments in ICTs¹ have had a huge influence on jobs in all sectors, as computer technology has greatly affected the way in which work is done. The means of production, distribution and communication have all been transformed in a very short time. It is considered that one in twenty new jobs will be in ICTs in the future. Economists predict that these tendencies will continue. Fewer people will be employed in industry and agriculture.

Nearly all researchers agree that there will be a great breakthrough in medicine.

Due to the market becoming worldwide, companies in various industries have to upgrade their products and use technology and skillfully prepared workforce in order to face increased competition.

¹ ICT – information and communication technologies

YOUR TURN

1. Have the work trends changed during the last decade?
2. Do you think work in industry and agriculture will change?
3. What occupations will be most popular in Armenia in the coming years?

Useful language

go up /down
increase considerably/decrease noticeably
grow rapidly/drop slightly /decline steadily
rise dramatically/fall substantially
level out/become stable/reach a peak
change/alter/modify/remains unchanged/turn into
jobless, the unemployed, want advertisement, lay off.

Work on Words

- recognition n** respect for sth: *Van Gogh gained world-wide recognition only after his death.* **recognizable a:** *He is hardly recognizable in these clothes.*
[ˌrekəg'nɪʃn] **beyond recognition**
- trend n** sth that becomes gradually popular: *Today we see a trend towards more violent films.*
[trend]
- modify v** to change sth slightly in order to improve it: *The model of the car has been modified.* **modification n:** *The word 'modification' means the process of slightly changing something.*
[ˈmɒdɪˌfaɪ]
- major a** important, large or great: *Air pollution is one of the major problems facing our planet.* **majority n:** *The majority of our employees are women.* **major in v** specialise in: *She majored in languages.*
[ˈmeɪdʒə]
- reflect v** *The moon was reflected in the water.* **reflection n:** *She looked at her reflection in the mirror.*
[rɪˈflekt]

Words not to be confused:

- a. affect v** 1. to change or influence sth, often in a negative way: *Did the newspapers really affect the outcome of the election?* 2. to have a strong effect on someone's emotions: *She had been deeply affected by her friend's behaviour.*
[əˈfekt]
- effect v** to make sth happen: *They effected the result they wanted.* **n** a change that is produced in one person or thing by another: *Any change in your lifestyle may have an effect on your health.*
[ɪˈfekt]
- b. physician n** a doctor: *He was one of the best physicians in that hospital.*
[fɪˈzɪʃn]
- physicist n** a scientist: *Several physicists from our laboratory took part in that experiment.*
[ˈfɪzɪsɪst]

1. Translate into Armenian.

1. We discussed the latest trends in popular music.
2. She always wears something trendy.
3. The majority of teachers today are women.
4. The castle was reflected in the waters of the lake.
5. Our major problem is to create jobs for the youth.
6. The new modification of the equipment proved effective.
7. In spite of his great talent he didn't gain recognition during his life time.

2. Insert the words from *Words not to be confused*.

1. The disease seriously ... many different organs.
2. By giving up smoking they ... a cure.
3. He was known in the city as an experienced All his patients were fond of him.
4. The Curies were a family of famous Their discoveries in radiation made a revolution in physics.
5. The work was ... by the chief of the laboratory.
6. The new tax will have little ... on ordinary people.

3. Use the words from the *effect*-family.

1. This new medicine is highly ... against the flu.
2. Nobody expected that the treatment would have such a positive
3. The system delivers services more
4. This is a very ... way of controlling the project.
5. This device doesn't work, it is

effect
effective
ineffective
effectively

4. Use the words from the *recognise*-family.

1. She looked at me without
2. I think I will ... the house from your description.
3. The new hat changed him
4. He ... your voice at once.
5. Many countries refuse to ... the country's independence.
6. His work gained international
7. She was a ... writer.

recognize
recognized
recognition
unrecognizable
beyond recognition

DISCUSSION POINT

Before you read

1. Have you already decided what you are going to do in the future?
2. Are you going to work after leaving school or do you want to continue your education?
3. What are your ambitions?

Read the text and answer the questions.

What are you cut out for?

Armen and his classmates are school leavers. Soon they will have to decide about their future.

Armen is good at sciences. He has won prizes in maths and physics. He can deal with people. He will make a good manager.

Nara can't wait to leave school. She doesn't really mind what kind of work she will do. She is fond of cooking and could make a good cook.

David hasn't made his decision yet. He is clever with hands, he likes modelling handiwork. He is often surrounded by children and he gets on with them very well.

Robert wants to become an army officer. He does a lot of exercise, goes in for karate and reads books about outstanding generals.

Ann Malian is interviewing them. "What are you going to do after school?"

Armen: Well, first I'm going to have a few days' rest after my final exams. In July I'm going to enter Yerevan State University to major in business and management.

David: I'm not sure what I'm to do yet. I think I could make a good teacher. I know they don't earn enough, but I think school needs men. And I like working with kids.

Ann Malian: And a question to you, Mr. Manassian. What professions would you advise your pupils to choose?

Mr. Manassian: I'm not a career officer. In some foreign countries schools have career officers who help pupils make up their minds about the right career. Maybe, a bank clerk? Very popular with the youth today. They will be cashing cheques, taking money from the customers. Clerks may specialize in different fields — investment, credits, foreign business, accounting, taxes ... A good clerk today should know a lot, at least computers, telex, etc. This job helps you feel sure about your future, but it isn't very romantic, is it? If you want a romantic job and you have rich imagination you may become a film director or start a career on TV. All TV professions are very popular with young people today. Well, if a girl has a pleasant appearance and she has nothing against flying, she may become a stewardess. The stewardess flies round the world in modern jets and enjoys the exciting places she visits. It's thrilling, but it's a hard job. Maybe, some of my pupils will go into home business. Others think that in a few years the country will be in need of good engineers and are planning to go to Engineering University.

Wherever they work or study, I wish them success in all their plans and dreams.

YOUR TURN

1. What do you look for in a job?
2. What do you enjoy most about jobs?
3. What do you dislike most?
4. Is it good to change jobs frequently?
5. What sort of boss would you like to work with?

Focus on Phonetics

Pronounce the following words. Consult a dictionary before reading them.

florist, chemist, architect, physician, physicist, butcher, mechanic, plumber, colonel, lieutenant, clerk, employee, playwright, journalist, lawyer, psychologist, astronaut

Focus on Words

COLLECTING WORDS

- Job:* a dangerous/risky/full-time/part-time job
- Work:* dull/useful /creative/interesting /responsible/seasonal work; work on sth/hard at sth; *out of work:* unemployed/jobless/lay off, night shift
- Chances:* a chance of good holidays/to travel/to make a career/to be promoted/of a good pay/of pension/of great responsibility.
- Conditions:* comfortable working conditions/short hours of work/freedom.
- Working in a firm:* a. boss, executive director, manager, administrator, employer, employee, secretary, clerk, skilled/unskilled worker, labourer, receptionist; safety/security/personnel/public relations officer b. specialise in/major in, employ, fire/dismiss/sack, promote, get a transfer, to work nine-to-five
- Papers:* signed, sealed, delivered, typed, printed, sent by e-mail

ARRANGING WORDS

- a. Which of the verbs below can be used with the words *work*, *a living*, *a job*? Consult a dictionary if necessary.

get, do, find, look for, earn, apply for, make, do for, offer, take up, give up, take on.

- b. Choose three adjectives to describe the features needed most for each of the jobs below. Use a dictionary if necessary.

- | | | |
|----------------------------|-------------|-------------|
| 1. A teacher has to be ... | reliable | resourceful |
| 2. A writer ... | patient | efficient |
| 3. A nurse ... | attractive | creative |
| 4. A model ... | intelligent | kind |
| 5. A hairdresser ... | friendly | smart |
| 6. An engineer ... | practical | hardworking |

- c. What occupation can you name in the field of science, medicine, business, art and trade?

WORDS IN USE

a. Which occupations should be paid more in your opinion? Why?

bus driver	factory worker	minister	pilot
company director	farm worker	nurse	engineer
dustman	army general	professor	school teacher

b. Match the idioms with their explanation.

- | | |
|--------------------------------|--|
| 1. a dream ticket | a. to try to survive |
| 2. keep one's head above water | b. bringing success |
| 3. pull strings | c. doing unimportant things while there are serious problems |
| 4. fiddle while Rome burns | d. use influential friends in order to obtain |
| 5. play second | e. refers to official rules and bureaucratic paperwork |
| 6. red tape | f. to be second in importance |
| 7. win-win | g. do different types of tasks, play a variety of roles. |
| 8. wear many hats | h. a situation from which all parties benefit |

c. Insert the idioms from Ex. b.

1. His latest invention turned out to be a real
2. Clinton and Obama teaming up for the general election would be a ... for many Democrats.
3. David found a job easily - his Dad just....
4. After a lot of hard work, we finally managed
5. Our company is small so the employees need to be flexible and accept to....
6. There were smiles all round when the contract was signed - it was a ... situation.

d. Are similar expressions used in Armenian?

a cash cow	sth which is a regular source of income.
donkey work	unpleasant, boring parts of a job.
eager beaver	hardworking, enthusiastic.
a lame duck	a person or organization that is in difficulty
monkey business	dishonest business.
ostrich strategy	trying not to notice an obvious problem in the hope that it will disappear itself.

e. What do we call a man who

- always takes work home from the office?
- never goes to bed before one o'clock at night?
- works all Sunday?

/workaholic/

WRITE ON

a. Organising the text

The ideal English text is easy to read and understand. Even scientific texts are usually written in plain English words. So try to keep your sentences plain, clear and well structured.

When writing in English, keep the following rules in mind:

- exclude irrelevant information
- organise the ideas in a logical order
- divide the text into paragraphs
- use simple language
- keep subordinate clauses short
- prefer verbs to nouns (not: The meaning of this is that ..., but: This means that ...)
- avoid slang and techy language
- make your texts interesting by using various types of clauses

b. Organizing ideas

- sequencing*: firstly ...
- contrast*: in spite of ...
- examples*: for instance ...
- endings*: to conclude, to sum up, finally...

c. Defining purpose: the purpose of the essay is to describe /to persuade/ to discuss/to explain/ to analyse/ to compare/ to evaluate

Choose a job which you would like to do and write a paragraph about the reasons why you would like to do it. Follow the patterns below.

The main reason for wanting/choosing to be a ... is because, firstly, Another good reason is that Besides Finally ...

Use the hints

travel	working conditions
your colleagues	money
meeting people	holidays
variety	the hours

FACT FILE

- In Denmark teachers are among the best paid workers.
- In Japan teachers earn far less than factory workers.
- A New York dustman makes three times as much as an Indian army general.
- A German bus driver gets twice the pay of the British bus driver.
- In China university professors earn as much as ministers.
- Chinese journalists are the worst paid in the world.
- US lawyers are paid more than people of other professions.

Focus on Function

Applying for a job

Before applying for a job, you should check that you meet the requirements. These are usually specified in terms of previous experience, qualifications and personality. To show that you are a suitable candidate for the post, it is usual to enclose a curriculum vitae with your letter of application. There are many computer programs that will help you produce a well designed and professional-looking curriculum vitae.



If you make the right impression, you will be invited to an interview; otherwise you will probably receive a letter saying: “we regret to inform you that your application has been unsuccessful.” The successful applicant will probably be given a contract of employment which will contain the job description and the terms and conditions. You show your acceptance of these by signing the contract.

On your first day of work, you may be invited to join a trade union. If so, you will probably be introduced to your shop steward, the trade union official who will represent you and your colleagues in negotiations with management. Sooner or later, you will meet your boss. The person who you report to, could also be called a line manager or director. In factories, workers often take their orders from a team-leader or foreman, who is an intermediary between the employer and the employees.

A Letter of Application

Jobs in Britain Work International

Britain’s job agency, requires young people to work in holiday villages in Scotland and the north of England. Must speak some English.

If you are interested write to Jim Smith, Edinburgh.

Ann Balayan is interested in the job in Scotland. Use her notes to complete her letter of application.

Personal information	Document
Age:	19 years old
Nationality:	Armenian
Knowledge of English:	have studied English for 3 years
Work experience:	secretary
Reasons for going to Britain:	have never been before, want to practise my English.

Focus on Grammar

PREPOSITIONS

1. Put the verbs into groups, according to what prepositions they are followed by.

for, of, in, to, about, at, on, with

remind, think, warn, worry, congratulate, send, arrive,
travel, laugh, run, listen, succeed, dream, invest.

2. Choose the right preposition.

1. If I were you, I'd think twice *before/through/on* accepting their invitation.
2. Ben asked to excuse him *on/while/for* not being able to get in touch with me.
3. Lorna intended to help him *on/while/through* lending him some money.
4. Bob left for Moscow *without/for/through* seeing his friend.
5. I am sorry *for/of/about* having broken my promise.

3. Correct the mistakes.

1. My boss trusts in me.
2. I was working very hard during 20 years.
3. When did the scientists arrive to the country?
4. How much did you spend for petrol?
5. She congratulated me with my birthday.
6. She enjoys to read adventure books.
7. When begins the race?
8. Who does play the piano?

MIXED TENSES

4. Choose the right verb form.

Winston Plummer was a great artist who had a wonderful career. He (1) ... lots of prizes before he was twenty. By the age of twenty-five (2) ... his own exhibition. He (3) ... the subject of TV documentary by the time he was thirty.

1. a. is winning b. wins c. has won d. won
2. a. has had b. had had c. would have d. will have
3. became b. has become c. had become d. become

a. Firemen (4) ... the forest fire for nearly three weeks before they could get it under control. A short time before, great trees (5) ... the countryside for miles around. Now smoke (6) ... up from the warm ground over the desolate hills. Winter was coming on and threatened the surrounding villages with destruction, for heavy rain would not only wash away the soil, but (7) ... serious floods as well.

4. a. have been fighting b. had been fighting c. had been fought d. were fighting
5. a. have covered b. had covered c. cover d. was covering

6. a. is still rising b. was still rising c. were still rising d. was still risen
 7. a will also cause b. would be causing c. would cause d. would have caused

REPORTED SPEECH

5. Translate into English.

1. Նա այնքան ցածրաձայն էր խոսում, որ ես հազիվ էի կարողանում լսել նրան:
2. Նա չգիտեր, որ իրեն չէին հրավիրել այդ երեկույթին:
3. Աննային հարցրեցին, թե ինչ պաղպաղակ է սիրում:
4. Մերին ասաց, որ երիտասարդ դաշնակահարը շատ խորը տպավորություն է գործել իր վրա:
5. Նա խնդրեց ինձ չբացել պատուհանը, քանի որ մրսած էր:
6. Նա հարցրեց ինձ, արդյո՞ք ես երևանում եմ լինելու ամռանը:
7. Նա հարցրեց ինձ, արդյո՞ք կարելի է վստահել Դավիթին:
8. Նա ասաց, որ վաղը կվերադարձնի գիրքը:

ODD WORD OUT

6. Find the odd word.

1. I realized about the bus was out of control when I was speaking to the students on the microphone.
 a. about b. the c. out d. on
2. Alexander Graham's mother was more deaf, so all his life he wanted to help his mother to hear and speak.
 a. more b. so c. his d. to
3. Peter is looking for a better job because he doesn't earn it much.
 a. for b. job c. he d. it
4. When did the article arrived, the editor read the first sentence and then refused to publish it.
 a. did b. the c. then d. it
5. When Daniel came in from the fields, his wife told him what had happened.
 a. in b. from c. his d. what

CORRECTING MISTAKES

7. Correct the mistakes if there are any.

1. Next year I will be to taking the second part of the university entrance exams.
2. I hope to get good marks at the end of this year because that will make the second part of the exams easier: I will not be going out much until I've finished with all these exams.
3. Anyway, in five years' time, I hope I will have to got my degree and be looking for a job.
4. I don't know what a job I will be doing for the rest of my life, but I think I will be doing something to do with drawing.

5. I've been to attending art classes, and I also think it's something I would enjoy.
6. Perhaps something to do with architecture would be nice. I think I will have left the home by then and be living in a flat of my own.
7. In ten years' time, I will have gone travelled to a lot of different countries.
8. I will have been to the England at least once because I'm planning to do a summer course to improve my English.

TEXT COMPREHENSION

8. In which texts A-D can you find answers to the questions 1-4?

Which place

1. was a famous novel created in?
2. was home to the man who became a national symbol?
3. was a good start for a famous business?
4. can be visited by kids every day?

A. Troy is an industrial city. In the early 1800s Samuel Wilson lived there. He was a thin man with a big hat, which had many stars on it. His clothes had the colours of the US flag, and he later began to symbolize the US. Where did 'Uncle Sam' come from? During the war of 1812 he was a meat packer and supplied the army with beef which he stamped with the letters to show that the meat belonged to the US government. But people connected it with Uncle Sam and jokingly called it 'Uncle Sam's Beef'.

B. In 1779 General Sullivan defeated the Indians at a decisive battle, and nine years later the first settlers built their cabins on the place that is now known as Elmira. Mark Twain married Olivia Langdon, who lived in Elmira, and spent many summers there. The world-famous *The Adventures of Huckleberry Finn* and others of his classic works were written in this place.

C. Central Park contains wooded and landscape grounds, lakes, two outdoor skating rinks where figure skating competitions take place, a swimming pool and fields for playing different games. Among the attractions is the Children's Zoo which contains small animals. It is open daily 10.00–16.30.

D. This small town was home to F.W.Woolworth, a well-known businessman, who during a country fair in 1878 tested the idea of selling things which all cost five cents. It was a great success, and now Woolworth stores are well-known in many countries.

Unit 3 Success Story



1. Who are the men in the pictures?
2. What do you know about them? (See p. 165.)

Read the text and guess who it is about.

How to become a billionaire

He is the owner of Microsoft, a huge computer software company. The headquarters of the company is in Seattle, Washington. He lives in an enormous house on the shore of Lake Seattle. The house is very high-tech and has some interesting features. When people visit the house, they receive a special wrist band. This is a security device. Security workers can always say their whereabouts. The wrist band also contains information about their favourite music and paintings. When visitors walk into a room, they hear their favourite music and see their favourite paintings. If he wants to talk to them, a computer in the room will flash their name on the screen.

The creator of Basic, Windows and Flight Simulator, he is the richest man in America. Of course, that wealth is largely the result of Microsoft's astronomical share price. He himself draws a salary around \$300,000. He is a one-man band: he works 15-hour days and loses his temper easily. He is addicted to competition, and to winning. He enjoys poker and fast cars.

He started early. By the time he was 16, he had already set up a company, and was making money from computing. When the first PC¹ appeared on the cover of *Popular Computer* in January 1975, he then 19, phoned the manufacturer. He claimed he was ready to do business. Working night and day, he and a friend managed to run a programme. It was a task so difficult that many claimed it was impossible. The coding certainly required a high level of ingenuity. He never forgot how his Basic was

¹ PC – personal computer

immediately pirated by computer companies all over the world. He became a very sharp businessman indeed, unwilling to give anyone a free ride.

He wears T-shirts and anoraks, eats pizzas and reads sci-fi (science fiction). Journalists say people like him shall inherit the earth. (See p. 165.)

YOUR TURN

1. What brought the man to success?
2. What other success stories do you know?

Focus on Words

Going up the success stairs

COLLECTING WORDS

a. What do you do before starting?

to be in two minds,
to decide on ...
to make a decision
to give up the idea

I want/am eager to
to take risks
to realize myself
my ambition is ...

b. What can the results of your effort be?

to make progress
to fail
to improve
to achieve the goal

ARRANGING WORDS

Arrange success words to help you remember them.

starting up - on the top of success

WORDS IN USE

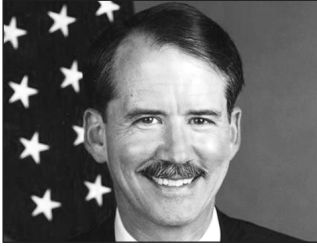
Tell a story about how you managed to overcome yourself. Use the following words.

tried hard, to make efforts, did my best, couldn't help thinking, it took me much effort, to fail, to manage/succeed in doing something, to be disappointed

DISCUSSION POINT

Society becomes more pragmatic. A winner is considered to be a person who is prosperous. What is your idea of a winner? If a family is not well-off, but they are bringing up children in love and harmony, are they losers or winners? If a man leaves a settled life and goes away to fight for a cause, after his dream, is he a winner or a loser?

The diplomat who ‘cracked’



John Marshall Evans, a career US diplomat with extensive experience in Central and Eastern Europe, was sworn in as ambassador to Armenia in August 2004. In February 2005, Evans made a trip to California, the capital state of the Armenian diaspora. At three different meetings with Armenian-American groups, when asked about Washington’s lack of official recognition of the 1915-23 Armenian genocide as a “genocide,” Evans said some variation of the following: “I will today call it the Armenian Genocide. “Since this deviated from State Department guidelines, Evans was eventually asked to resign. Now he is preparing a book about his “intellectual journey” that led him “rock the boat” of US policy.

Express your opinion on John Evans’s comments.

John Evans: *I never in 35 years had encountered a US policy that I could not at least live with. Certainly not one in my own area of responsibility.*

Journalist: *So it was less than people were saying, “Stop knocking on this door”; it was more of just like, “Oh, I’ve got to go fill up my water glass now”?*

John Evans: *Well, it was sort of “Now’s not the time.” But there never – given the realities – there never would be a good time to face this issue, if one does the traditional calculations. Well, Turkey is 72 million, Armenia is 3 million. This is a formula for it to go on for 500 years.*

Read and retell the text.

Nobel Prize

People like Martin Luther King Jr, Nelson Mandela, Aung San Suu Kyi, Kofi Annan, and Mother Teresa have become famous all around the world. They are all winners of the Nobel Peace Prize. But none of them would have received their prize and the recognition it brings if it had not been for one Swedish man, Alfred Nobel.



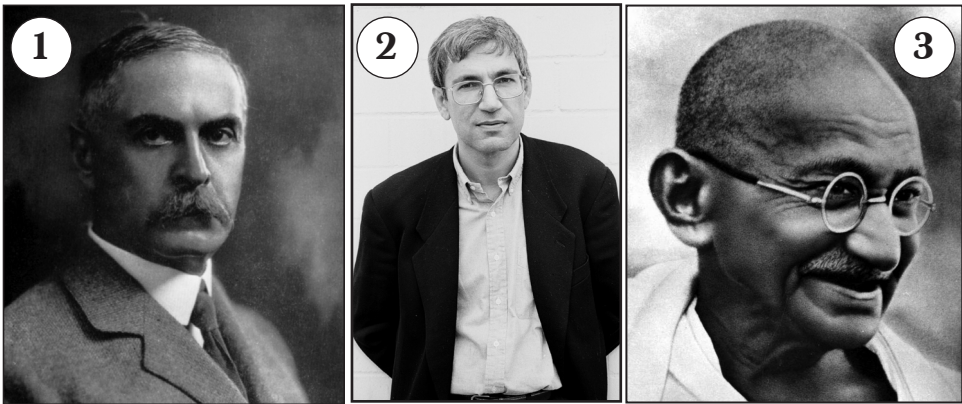
a. When Alfred joined the Nobel family company, it had been developing explosives for many years. Alfred’s father, Immanuel, had started the family fortune by working for the Russian army to produce landmines and seamines, which are bombs that are put under the ground or in the sea, and explode when people move over them. But the family made even more money by manufacturing nitro-glycerin, which was an effective but very dangerous explosive. One day Alfred arrived home to find that his 20-year-old brother Emil had been killed in a nitro-glycerin explosion. The reason was dynamite, which became an immediate success all over the world.

Alfred Nobel always wanted dynamite to be used for peaceful means. And when it was used to blast a path for the Panama Canal in 1914, he couldn’t have been happier.

Unfortunately, in the same year, the First World War started, and, when it ended four years later, dynamite had been used to take away the lives of thousands of young men. To see his invention being used in this way made him very sad.

Sometime later Alfred's older brother Ludwig died. One newspaper accidentally printed Alfred's obituary instead of his brother's. The obituary described Alfred as a man who had become rich by inventing a weapon of mass destruction. When Alfred read this review of his life, he was very unhappy and decided to do something about it. He decided that he would use the great fortune that he had made to reward people who had been working to promote good in society. The Nobel Prize was awarded to the person who had done the most in science, literature etc. In 1997 the Nobel Peace Prize went to an American called Jody Williams for her efforts to get landmines banned. Perhaps now, Alfred Nobel will rest more easily in his grave.

b. The famous Nobel Prize winners



1. Karl Landsteiner (1868 –1943) was an American biologist and physician of Austrian origin. He is noted for having first distinguished the main blood groups, having developed the modern system of classification of blood groups. Having identified the Rhesus factor, in 1937 he enabled physicians to transfuse blood without endangering the patient's life. He also discovered the polio virus with Erwin Popper. In 1930 he received the Nobel Prize in Physiology or Medicine.

2. The Nobel Prize in Literature 2006 was awarded to Orhan Pamuk. He devoted his works to a new discovery of the past of his country. His novel *Snow* is about a Turkish poet who has been in Germany since he was 12. On return he finds himself in the city of Kars. Walking under the slow and ceaseless snow, street by street, store by store, he tries to get to know the melancholic soul of the city, its people and its past.

3. Who is this man? (See p. 165)

Read the article to discuss the issue.

Sunday, October 14, 2007

Orhan Pamuk: Armenian Genocide is a Moral Issue

By Khatchig Mouradian
The Armenian Weekly
Oct. 12, 2007

Answering a question from the audience during his book reading organized by the Harvard Bookstore on October 12, Turkish novelist and Nobel laureate Orhan Pamuk said that the Armenian genocide is a moral issue that needs to be discussed freely in Turkey.

The question read, “What do you think about the Armenian Genocide Resolution in the US Congress?” Pamuk said, “I was expecting this question.” Interrupted by laughter from the audience, Pamuk continued, “Don’t worry, I’ll get out of it.”

“For me, it’s a moral issue, it’s a personal issue,” he went on to say. “For me it’s an issue of free speech, which we don’t totally have in Turkey. ... The Turkish people should be able to freely discuss this issue.”

Pamuk added, “I basically think it is upsetting that this issue is getting to be an arm-twisting issue between states rather than a moral or free speech issue in Turkey”.

Pamuk was in Cambridge to read from his newly published book *Other Colors: Essays and a Story*. In 2005, he was charged with “insulting Turkishness” under Turkey’s notorious Article 301 for saying in an interview with a Swiss magazine that “Thirty thousand Kurds and a million Armenians were killed in these lands and nobody dares to talk about it.”

YOU TURN

1. Where did you learn about the Armenian Genocide from?
2. What famous personalities contributed to the recognition of the Genocide?
3. Do you think that moral victory in this question is won by the Armenians?

Reading Life

Lord of the Flies

by William Golding

Background

Lord of the Flies is a novel by Nobel Prize-winning author William Golding. Published in 1954, *Lord of the Flies* was Golding’s first novel. It is about a conflict between groupthink and individuality, between rational and emotional reactions, and between morality and immorality. As the novel progresses, you see how these play out, and how different people feel the influence of the choice between them.



Context

A plane carrying English schoolboys, including a choir, crashes and leaves all the boys as survivors on a desert island. How will they manage without adults? Ralph and his fat friend Piggy, Jack Merridew and the other boys, struggle for survival and then for domination. The book portrays how they fall into savagery; left to themselves far from modern civilization, the well-educated children fall to a primitive state. Two dominant boys come up during the meeting: Ralph, and Jack Merridew, a redhead who is the head of a choir group that was among the survivors. Ralph is voted chief, losing only the votes of Jack’s fellow choirboys. Ralph asserts two goals: have fun, and work toward rescue by maintaining a constant fire signal. They create the fire with Piggy’s glasses, and, for a time, the boys work together.

Read the text in pairs.

Merridew turned to Ralph. ‘Aren’t there any grown-ups?’ ‘No.’

Merridew sat down on a trunk and looked around the circle.

‘Then we’ll have to look after ourselves.’ Secure on the other side of Ralph, Piggy spoke timidly.

‘That’s why Ralph made a meeting. So as we can decide what to do.’

Jack spoke.

‘We’ve got to decide about being rescued.’

There was a buzz. One of the small boys, Henry, said that he wanted to go home.

‘Shut up,’ said Ralph absently. He lifted the conch. ‘Seems to me we ought to have a chief to decide things.’

‘A chief! A chief!’

‘I ought to be chief,’ said Jack with simple arrogance, ‘because I’m chapter chorister and head boy. I can sing C sharp.’

Another buzz.

‘Well then,’ said Jack, ‘I...’

He hesitated. The dark boy, Roger, stirred at last and spoke up.

‘Let’s have a vote.’ ‘Yes!’

‘Vote for a chief!’ ‘Let’s vote...!’

This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamour changed from the general wish for a chief to an election by Ralph himself. None of the boys could have found good reason for this; what intelligence had been shown was traceable to Piggy while the most obvious leader was Jack. But there was a stillness about Ralph that marked him out: there was his size, and attractive appearance; and most obscurely, yet most powerfully, there was the conch.

‘Him with the shell.’

‘Ralph! Ralph!’

‘Let him be the chief with the trumpet-thing.’

Ralph raised his hand for silence.

‘All right. Who wants Jack for chief?’

With dreary obedience the choir raised their hands.

‘Who wants me?’

Every hand outside the choir except Piggy’s was raised immediately. Then Piggy, too, raised his hand grudgingly into the air.

Ralph counted.

‘I’m chief, then.’

The circle of boys broke into applause. Even the choir applauded; and the freckles on Jack’s face disappeared under a blush of mortification. He started up, then changed his mind and sat down again while the air rang. Ralph looked at him, eager to offer something.

‘The choir belongs to you, of course.’

Read the short summary of the story. Would you be interested in reading the

book? Why (not)?

Ralph, Jack, and a black-haired boy named Simon soon become the supreme trio among the children. Piggy, the most sensible of the bunch, is outcast by his fellow “biguns” (the older boys) and is laughed at by all. Simon, is busy with the project of constructing shelters and feels an instinctive need to protect the younger boys. They hunt animals to survive. But soon they turned from hunters into the hunted and some of them are cruelly killed. Simon is a character who represents peace and tranquility and positivity. He is very in-tune with the island, likes listening to its sounds. He also has an extreme disgust to the pig’s head, the “Lord of the Flies,” which haunts Simon in his dreams. Simon’s death represents the loss of truth and common sense.

“What’s grownups goin’ to think?”¹ asks Jack as if he is not so much mourning the boys’ deaths as he is mourning the loss of values, ethics, discipline, and decorum that caused those deaths, and eventually, his death too.

Work on Words

maintain v [meɪn'teɪn] **1.** to make sth stay the same: *Maintaining your weight through exercise and healthy eating is important.* **Syn:** *keep* **2.** to continue to communicate with sb: *maintain contact/relations/links: He maintains close relations with his friends.* **3.** to make sure that something stays at the same level, rate, or standard. **4.** to make regular repairs to a building, roads, etc. so that it stays in good condition: *The boat was well maintained.* **5.** to continue to say that something is true, even if other people do not believe you: *The company maintains that the medicine is safe. She maintains that she is not guilty.* **Syn:** *assert* **6.** to provide sb with money and other things that they need in order to live: *He was earning barely enough to maintain himself.*

stir v [stɜː] **1.** to move or be moved slightly because of the wind: *The white curtains stirred gently in the summer breeze.* **2.** to move food or drink around in a dish or pan using a spoon or other object: *stir well /thoroughly. Stir the sauce gently over a low heat. Add the cream and stir thoroughly.* **3.** to excite: *The story stirred the boy’s imagination.* **4.** to make sb feel upset or angry: *stir anger/hatred/fears. The murder stirred a lot of ill feeling in the community. The latest economic figures stirred fears of growing crisis.* **5.** to make sb enthusiastic about sth: *stir hopes/excitement/interest. Seeing George stirred old memories in me.* **6.** (Br. informal) to say things on purpose in order to cause trouble: *Stop stirring!*

clamour n ['klæmə] **1.** a request for sth by a lot of people: *There is a lot of clamour for a ban of genetically modified food.* **2.** a very loud noise made by a lot of people or things: *I couldn’t hear anything above the clamour of the crowd.*

¹ What’s grownups goin’ to think? (ɦuʊʅg.) = What are grown ups going to think?

timid a	shy and easily frightened: <i>as timid as a rabbit</i> . timidly adv.
disgust n [ˈtɪmɪd] [dɪsˈɡʌst]	(at) strong dislike for sth/sb that one feels is not right or sth that looks, smells, etc. unpleasant: <i>The idea of smoking fills me with disgust</i> . disgust v: <i>We were shocked and disgusted by their style of living.</i>

Phrasal verbs with SET

set about	start doing sth: <i>We set about cleaning the flat and had it done before lunchtime.</i>
set aside	reserve for later use: <i>The workers set aside some money for their lunchtime.</i>
set back	1. slow down the progress: <i>A change of government would set back the process of health reform.</i> 2. cost: <i>The car repairs set me back eight hundred pounds.</i>
set in	change season noticeably: <i>Spring has set in: it's getting warmer day by day.</i>
set off	begin a journey, a trip: <i>They set off early in the morning.</i>
set out	begin (a journey, etc.): <i>They set out early in the morning.</i>
set up	1. start business or an organisation: <i>They set up a new computer selling company.</i> 2. prepare equipment, software etc for use: <i>The technician set up the computer network perfectly.</i> 3. erect

1. Insert the words from *Work on Words*.

1. The old house ... unpleasant memories in him.
2. A feeling of excitementin her.
3. Feeling that she was guilty she looked at him ...
4. He was laid off and had to think how ... himself.
5. A sense of hope began ... in him on hearing the news.
6. A gentle breeze ...the leaves.
7. The house is large and difficult to
8. It ... me to see him beat his wife.

2. Decide if the phrasal verbs are understood properly.

1. If you have just set off on a trip, it means you have just finished it.
2. If you have set up a company, it means that you have closed your company down.
3. If you set up home, it means that you have become homeless.
4. If your journey is set back, it means that it takes you longer than you expected.
5. If some bad weather has set in, it means the bad weather has started and become permanent.
6. If you set aside some money, it means that you spend it.
7. If you set about doing something, it means you have finished doing it.

3. Choose the correct word.

1. They set *in/back/on/out/off/up* on their trip around India last week.
2. Soon after they'd got married, they set *in/back/on/out/off/up* home in Leeds.
3. It's been snowing for two days now; winter has set *in/on/out/off/up*.
4. A house like that would set you *in/back/on/out/off/up* at least a million pounds.

5. She set *in/back/on/out/off/up* her own company 10 years ago.
6. The journey was set *in/back/on/out/off/up* because of the nasty weather.

4. Find synonyms in the text to the words given below.

noise, peaceful, keep, defend, shy, stillness, hate, assert, create

DISCUSSION POINT

Growing into a man

1. What is the man's job?
2. Does this job attract you? Why? Why not?
3. Life in the army is difficult, isn't it? Do you train to join it?

Monday, 25 December

I feel really excited! Here I am at last! In the Commandos Training Centre! There are thirty of us. Today was really difficult. It began with exercises. They made us do eighty-five sit-ups in two minutes, forty jumpy jumps in a minute, and run 300 metres in forty-one seconds ... and that was just the start. Then it was the famous Tarsan course – climbing ropes high in the air. If we fell off, they made us do it again, and again and again ...

Wednesday, 8 February

There are only nineteen of us now. Today was even worse than yesterday or the day before. They made us crawl the whole day. They timed us, and because we didn't crawl fast enough, they made us do it again. I don't think I want to be a Commando any more. I just want to sleep and sleep.

I feel so tired – they make us get up at 6.00 a.m. and they only let us have a ten-minute break in the morning, and an hour for lunch.

Still I think it's useful experience and I hope to pull through.

Saturday, 8 May

Already six months are behind. It's difficult to believe it because at the beginning it seemed so long. Looking back I can say that I've learned a lot. I've become stronger, I know what is real friend's support. I'm glad that I can easily control myself to obey instructions. That was the greatest problem at the beginning. I'm turning into a man.

Match the words from column A with the words from column B.

- | | | | |
|-------------|---------------|--------------|---------------------------------|
| A. 1. crawl | B. a. cold | A. 5. useful | B. e. support |
| 2. sleeping | b. experience | 6. real | f. instructions |
| 3. climb | c. ropes | 7. obey | g. on one's hands
and knees. |
| 4. freezing | d. bags | | |

WRITE ON

Write a description of a situation using linking words.

Example: When you do your military service, you join the army for two years.
Firstly, you must stop your studies. *Then* you have to leave your family.

What's more – you aren't supposed to go home very often. *And worst of all*, you aren't allowed to sleep long and have long hair.

PRESENTATION

Read and answer the questions.

Working Habits

Learning power. Thinking about how you learn is an important skill. Some work better when they are alone while others work well as part of a team.

There are people who can't finish their work if they think it is not perfect. They don't know where to stop. At the same time some can't stop working. They are called workaholics.

It is important to learn to concentrate. Some are keen on trying when a task is difficult while others give in and do not continue their work.

Don't try to learn things by fits and starts. It won't work. Work slowly and carefully and with readiness. Plan your learning thoroughly, it will help you to cope with the work more easily. Never forget to reflect on learning to see if you could do it better.

Don't be narrow-minded. Try to see different sides and different views. It will help you to get a more global view of the things and events.

Have you ever tried to memorise something to train your brain? It is much easier to remember if you make links with what you know. It is useful to see things in your mind's eye. It is much easier to learn things

if you draw a diagram,

if you make some associations,

if you imagine a picture to go with the word.

We all learn in different ways. Some people are visual learners – they prefer reading, looking at pictures or watching TV. Some people are auditory learners – they prefer listening to teachers, cassettes etc. And some learners prefer moving around the room, touching things, etc. while learning.

Most people are a combination of all three types of learners. We learn by watching, listening and moving around.

YOUR TURN

1. Where do you work best?
2. What helps you to be creative?
3. When do you work?
4. Do you like to work to music or in silence?
5. What are your favourite learning strategies?
6. Do you prefer to work alone? with your friends? in a team?
7. Do you concentrate easily?
8. Are you a hard worker? a perfectionist?
9. Do you work carefully? thoroughly?
10. When do you prefer to work?
11. How do you get the information you need?

Useful language

surf the Internet
look up in the encyclopedia
consult a dictionary

Focus on Grammar

MULTIPLE CHOICE

1. Choose the right form.

1. Kathy and Linda are *like/alike/the same* in several ways.
2. This *is the oldest / the older / the eldest* city in England.
3. Which bus *is going/ goes/ does go* to the railway station?
4. Jane always *hasn't to/is to/has to* hurry, because she always gets up so late.
5. Please *fill/ give/get* in the application form.
6. We have *less/at least/ fewer* flowers than they do.
7. She says she has found a much *good/the best/better* job at the Hilton hotel.
8. I began to enjoy my new job *more/most/much* when I got used to it.
9. We haven't visited them *for/ - /since* last summer.
10. Ben doesn't work on Saturdays. His wife doesn't work, *either/neither/too*.

MIXED TENSES

2. Choose the right verb form.

Sandy had a bad year, particularly after she (1) ... her job in the summer. She (2) ... both physically and mentally. She (3) ... forward to her holidays. She (4) ... a hotel in a quiet place because she (5) ... to relax. She couldn't stand crowded tourist resorts. It (6) ... to be the holiday of her lifetime. But it wasn't. Her plane (7) ... for seven hours. When she (8) ... at the hotel, she found out that her room (9) The hotel owners (10) ... her another accommodation. She (11) ... the offer, though it was in a noisy resort.

1. a. lost b. has lost c. had lost d. was lost
2. a. was exhausted b. exhausted c. was being exhausted d. exhausted
3. a. looks b. is looking c. was looking d. look
4. a. has booked b. booked c. book d. had booked
5. a. wanted b. wants c. has wanted d. to want
6. a. suppose b. was supposed c. is supposed d. supposed
7. a. was delayed b. delayed c. delays d. is delayed
8. a. would arrive b. will arrive c. arrives d. arrived
9. a. has been double booked b. had been double booked
c. was double booked d. had double booked
10. a. offered b. offers c. had offered d. did offer
11. a. had to accept b. did to accept c. have to accept d. accepted

INFINITIVE OR ING-FORM?

3. Put in the verbs in brackets in the ing-form or the infinitive.

1. We decided (buy) a new car.
2. I'm hoping (see) Lisa.

3. I dream about (build) a big house.
4. My parents wanted me (be) home at 11 o'clock.
5. Avoid (make) silly mistakes.
6. Do you know what (do) if there's a fire in the shop?
7. I enjoy (write) picture postcards.
8. He'd like (fly) an aeroplane.
9. Peter gave up (smoke).

SYNTAX

4. Match the parts of the sentences.

- | | |
|----------------------------------|-------------------------|
| 1. You must learn to walk | a. to walk to work. |
| 2. If you want a thing done well | b. half done. |
| 3. Well begun is | c. do it yourself. |
| 4. Everybody's business is | d. makes a good ending. |
| 5. A good beginning | e. nobody's business. |
| 6. We must learn | f. before you can run. |

SENTENCE CONNECTORS

Explanation: Joining two similar thoughts

Sentence connectors are used to express relationships between ideas and to combine sentences.

To connect two similar thoughts the connectors *and*, *but*, *for*, *nor/neither*, *or/ either...or*, *so* are used.

e.g. I took a taxi, *and* she drove away.

She wanted to go late, *but* I wanted to go on time.

He didn't want any help, *nor/neither* did he ask for it.

Either she must work hard, *or* she will fail the exam. = She must work hard, *or* she will fail the exam.

They had to go, *so* they called a friend to take them.

5. Join the sentences using *and*, *but*, *so*, *yet*, *nor/neither*.

1. I heard the news about a fire on the radio. I was shocked.
2. They say it was caused by an exploding computer. I didn't understand how.
3. The fire chief called in all his men. He pulled them back.
4. The building became covered with flames. They stood by.
5. They needed to examine everything. They did not think it was an accident.
6. The police could not find the source of the fire. The fire chief could not, either.
7. Maybe, someone set the fire. Maybe, someone caused the fire accidentally.
8. The fire chief wanted to close the case. The police needed to keep it open.

CORRECTING MISTAKES

6. Make all necessary changes to get correct sentences.

1. I and my co-workers have a new project to work on.

2. I hope my daughter will remain in school until she will finish her degree.
3. I was unable to see anything. I couldn't see my feet neither my hands.
4. Because I needed to miss a meeting, so I phoned the secretary.
5. Jake stood up, came toward me, and speaking so softly that I couldn't hear him.
6. Having broken his legs in the accident, the doctors had to reset both of them.
7. Upon I found out that my friend was in a car accident. I am very distressed.
8. The room was very cold, for that I turned on the heater.
9. She doesn't like being in buses. Because they are always dirty.
10. I always check my fuel level after to start the car.
11. Because I needed to miss a board meeting, so I notified the speaker.

GAPPED TEXT

7. Fill a, b, c, d into the numbered gaps of the following text.

- a. And if nothing you like comes out of it, then come back and be an actor or dancer.
- b. After that it's back to England to start a new term of dance classes.
- c. Being fully equipped with all this stuff beforehand makes it easier when you go for auditions.
- d. When it comes to coping with stress, I find that exercise helps me to cope with my problems, so I stay in good shape mentally as well.



I asked John Prince, a famous dancer and choreographer, how he got started and what requirements there are. “Well, to be a professional dancer it's useful to have had acting lessons or some background in drama. If you want to succeed in musical theatre you have to have a good singing voice as well. When you approach an agent, you should take a portfolio with your CV, your statistics sheet and some good photos and reviews of past performances. You'll need dance clothes, ballet shoes, tap shoes, and even roller skates depending on what kind of show you are going to go for.” (1) ...

“Of course, you need to be extremely fit if you want to be a professional dancer. I dance or move about for about six hours a day. There are great health benefits to being a dancer. I can eat a lot of pasta without gaining weight because dancing increases your metabolism so much.” (2) ...

John has a very busy schedule in the next few months. He took time out to speak to me today from the making of a pop video to a record. “I am going to be working on a video for another well known band – but that's top secret. Next month I'll be touring Spain in a production of a musical. (3) ...

I feel I've been lucky; many people hit problems breaking into the arts. It can be a vicious circle really. My advice to people who want to get into the arts would be to go out into the world, and try everything else first. (4) ...

Check up 1

Commucation Check

1. Read the text and choose the correct answer.

Helen was a very successful businesswoman. She had always liked nice clothes, and when she had left school she had gone and worked in a shop which sold them, not far from her home. After a few experiments she showed that she was very successful at designing the sort of things that women want to buy, so after a few years the owner of the shop, who was an oldish lady, offered to make her a partner. "It's something I should have done long ago," she told Helen with a smile.

Helen was very pleased, of course, and, when the old lady retired, Helen bought her share and became the sole owner of the shop. Now she had her independence.

Ever since she had started in the shop, she had had to travel around to see what attractive things her rivals in the clothes trade were producing, to attend fashion shows and so on. She had always stayed at small cheap hotels, because she dared not spend too much money when she was saving up to buy a shop of her own.

But when she at last became the owner of the shop, and it was making good profits, she found that she had plenty of money, and she felt she should now stay in the best hotels whenever she travelled. 'Then the people who buy good clothes can see that your business is successful,' she said to herself, 'and therefore more of them think they should buy the clothes you make.'

So when she had to go to the next fashion show, which was in Rome, she stayed at a very good hotel. She had a nice big room with beautiful furniture in which she could entertain customers, and there were also fine public rooms where she could, to her great pride, hold small fashion shows of her own. The room service was excellent, and so was the dining-room, which had a band every evening for dancing. Helen had never before dared to stay in such a splendid place.

She could see from the bills she signed for everything that the prices in the hotel were high, but she was rather surprised when just before she left, she was given a bill of several pages, written on beautiful headed paper.

1. Why did the lady who owned the shop offer to make Helen a partner?
 - a. Because it was something she should have done long before.
 - b. Because she was too old and needed a partner.
 - c. Because Helen was a clever business woman.
 - d. Because Helen was a very successful designer.
2. Helen had to travel around:
 - a. to hold fashion shows of her own.
 - b. to look for new customers.
 - c. to find out what her competitors were doing.
 - d. to make new contracts.



3. Why did Helen start to stay at the best hotels?
 - a. Because she was a famous fashion designer.
 - b. To attend fashion shows.
 - c. Because she liked comfort and pleasure.
 - d. To attract rich customers.

4. In what other ways did a big hotel help her business?
 - a. She could sell her clothes there.
 - b. She could show rich customers that her clothes were fashionable.
 - c. People could see her collection of clothes.
 - d. She could have meals in the room and dance everywhere.

5. What surprised Helen when she was given a bill?

a. The high prices.	c. The cheap paper.
b. The length of the bill.	d. The hotel service.

6. The word 'sole' means

a. the only.	b. only.	c. alone.	d. lonely.
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7. The verb 'retire' means

a. die	b. leave office	c. give up	d. promote
--------	-----------------	------------	------------

8. The word 'profit' means

a. earnings	b. savings	c. behaviour	d. salary
-------------	------------	--------------	-----------

Vocabulary Check

2. Odd word out.

- | | | |
|----------------------|----------------|---------------|
| 1. a. an application | b. a post | c. a vacancy |
| 2. a. an employee | b. an employer | c. a worker |
| 3. a. a department | b. a division | c. a district |
| 4. a. wages | b. salary | c. pay |

3. Name the jobs.

a person who

1. rescues people from burning buildings and helps put out fires
2. works in a hospital and helps doctors
3. defends people's rights in the court
4. takes people's orders in a restaurant and serves them food
5. works in a police station and maintains public order
6. works in a hospital and treats patients
7. answers phone calls and does office work for his/her boss
8. reports news on TV, radio or newspaper
9. plays a role in a movie
10. manages the affairs of a company or business
11. does business

Grammar Check

4. Use the verbs in the right tense form.

This (be) a true anecdote about Albert Einstein, and his theory of relativity.

After having propounded his famous theory, Albert Einstein (1) ... (tour) the various Universities in the United States, delivering lectures wherever he (2) ... (go). He (3) ... always (accompany) by his faithful driver, Harry, who (4) ... (listen to) each of these lectures while he (5) ... (sit) in the back row! One fine day, after Einstein (6) ... (finish) a lecture and (7) ... (come out) of the auditorium into his vehicle, Harry (8) ... (address) him and (9) ... (say), "Professor Einstein, (10) ... (hear) your lecture on Relativity so many times, that if I (11) ... ever (give) the opportunity, I (12) ... (be) able to deliver it to perfection myself!"

"Very well," (13) ... (reply) Einstein, "I (14) ... (go) to Dartmouth next week, and I (15) ... (meet) some young scientists there. They (16) ... (know) me. You (17) ... (deliver) the lecture as Einstein, and I (18) ... (take) your place as Harry!"

And so it (19) ... (go) to be. Harry (20) ... (deliver) the lecture to perfection, without a word out of place, while Einstein (21) ... (relax) in the back row playing "driver". He (22) ... (enjoy) a snooze for a change.

After Harry (23) ... (give) the lecture, while he (24) ... (go out) from the podium, however, one of the research assistants (25) ... (stop) him, and (26) ... (begin) to ask him questions on the theory of relativity that (27) ... (involve) a lot of complex calculations.. Harry (28) ... (reply) to the assistant, "The answer to this question (29) ... (be) very simple! In fact, it's so simple, that I (30) ... (let) my driver answer it!"

5. Which of the following questions are grammatically correct?

- Which is the best question for the following sentence?
They have to book accommodation tomorrow.
 - What time do they have to book accommodation?
 - Where do they have to book accommodation tomorrow?
 - Who do they book accommodation for tomorrow?
 - Who has to book accommodation tomorrow?
- Which is the best question for the following sentence?
Yes. Otherwise we shall miss the train.
 - When do we have to take a taxi?
 - Why do we have to take a taxi?
 - Do we have to take a taxi?
 - Shall we miss the train?
- Which is the best ending for the following question?
They could hardly unlock the safe, ...
 - could they?
 - couldn't they?
 - did they?
 - didn't they?
- Which is the best question for the underlined part of the sentence?
He had a lot of trouble since he couldn't conduct himself.
 - When did he have a lot of trouble?
 - How long did he have a lot of trouble?
 - Since when has he had a lot of trouble?
 - Why did he have a lot of trouble?

Unit 4 Communication



Before you read

1. Have you ever had to negotiate with a friend or a noisy neighbour?
2. Are you afraid of negotiating? Do you try to avoid it?
3. When you negotiate, do you concede at once?
4. Do you think of negotiating only as winning or losing? Do you try to win at all costs?
5. Which do you think are the most important points in negotiating?

Read the text and state whether there are points you disagree with

A win-win negotiation

First and foremost: Be polite, be persistent, and keep your focus.

Be informed: Find out everything about the other side. Preparation and planning is highly important.

Clarify your priorities. Be ready to concede less important points. Keep your negotiation strategies simple and flexible. Plan ahead what you are willing to give up. Know your bottom – when you stop negotiating and turn down the offer.

Be positive. Stress the need for the agreement from the outset. Engage in constructive arguments. Try to put yourself in the other party's shoes.

Style of negotiating. If you are negotiating in a foreign country be prepared to fit in with their style of negotiating. Learn about the customs, values and practices of the people you are going to negotiate with. If you are making no progress on a very difficult point, suggest you come back to it later. Identify who the decision-maker is.

Focus on issues not emotions. Be assertive not aggressive. Control your emotions when negotiating. Don't give yourself away. Hide short tempers and frustration. Never

walk out in a rage. Never show fear or anger. As soon as emotion enters into negotiation you are likely to lose.

Be the best listener you can be. Listen to the tone of voice as well as the words. Watch out for body language. It might indicate a shift in position. If you make a concession, you should point it out. You should show it is a great loss to you.

Closing. After you've closed the deal, don't go on talking. Stand up. Shake hands and leave.

Work on Words

communication n [kə,mju:nɪ'keɪʃn]	the act of communicating: <i>The main means of communications are roads and railways, telephone and telegraph, radio and TV.</i>
communicate v [kə'mju:nikeɪt]	<i>I am so busy now that I have to communicate with my friends only by phone.</i> communicator n.
negotiate v [nɪ'gəʊʃieɪt]	to try to reach an agreement by discussing something in a formal way, especially in a business or political situation: <i>The two sides showed their willingness to negotiate. negotiate sth with sb: The airline is negotiating a new contract with the union.</i> negotiation n: <i>We've reached a broad agreement, but the details are subject to negotiation.</i>
concede v [kən'si:d]	to admit that sth is true: <i>Matt conceded that he had probably made a mistake.</i>
vital a ['vaɪtəl]	very important, necessary or essential: <i>play a vital role: He played a vital role in setting up that business.</i>
clarify v ['klærɪfaɪ]	to explain something more clearly so that it is easier to understand: <i>Could you clarify your remark? It is important to clarify what the change will mean.</i>
flexible a ['fleksəbl]	able to make changes or deal with a situation that is changing: <i>Her working hours are flexible.</i>
at all costs	by all means: <i>She was determined to win at any cost.</i>
priority n [praɪ'ɒrəɪtɪ]	sth important, that must be done first, needs more attention than anything else: <i>top/high/main/immediate priority: Health insurance will be our top priority. Safety must be given the highest priority.</i>
assertive a [ə'sɜ:tɪv]	behave in a confident way: <i>He spoke in an assertive tone.</i>
fit in	1. to be correct, suitable or sensible in relation to sth: <i>His explanation didn't fit in with what I saw.</i> 2. to belong to a group, to be accepted by a group of people because you are similar to them: <i>I tried to fit in, but they were all younger than I was.</i>
temper n ['tempə]	a particular, emotional state or mood. <i>keep one's temper with: It's important to keep your temper with the children. have a short temper, in a good /bad/terrible temper, to get/fly into a temper, a fit of temper.</i>

first and foremost the main point or the most important reason for something: *He was first and foremost a teacher who was fond of his profession.*
[fɜːst ənd fɔː'moʊst]

1. Insert words from the vocabulary making necessary changes.

1. It was a question of ... importance.
2. It is ... to act at once.
3. We must give top ... to housing.
4. He lost his ... with me .
5. I don't think he will ... well with us.
6. Can you ... me ...?
7. He has been in a bad ... all morning
8. All ... with the north has been stopped by snowstorm.
9. It's high time you learnt to control your
10. The heart performs a ... bodily function.
11. It is absolutely ... that this should be kept a secret.

2. Make up sentences with the following expressions: *first and foremost, at all costs, fit in.*

Word-building

1. Make nouns from the following verbs by using the suffixes *-tion* and *-sion*.

negotiate, admit, clarify, indicate, decide, permit.

PHRASAL VERBS

2. Find the phrasal verbs in the text which mean

- | | | |
|-----------------------|----------------------|------------------------------|
| 1. get information | 4. refuse | 7. be careful |
| 2. show your feelings | 5. continue | 8. return |
| 3. let go | 6. rise to your feet | 9. work well with the others |

3. Answer the following questions.

1. Have you ever turned any job down?
2. Have you ever filled in a form and then regretted it?
3. What is the best thing you have set up?
4. Have you ever found out an important secret?
5. Do you fit in well with your classmates?
6. How do you react to have your mistakes pointed out to you?
7. Have you ever given anything up?
8. Do you know when to stop or do you tend to go on talking?

4. Use the words from the *commucate*-family.

1. How do dolphins ... ?
2. She is a very ... person.
3. We ... with each other via e-mail.
4. She has no ... with her family.
5. There was a breakdown in

communication
communicate
communicative

Focus on Function

Read the text and say how you behave in similar situations.

Admitting we are wrong

Most people have trouble admitting their own faults though they are glad to point out everyone else's. This can be useful. After all, it's usually when someone tells us we have done something wrong that we learn something about ourselves. What we have to do is to take a deep breath, and face up to what we have done. When it comes to understanding ourselves, we're not on our own. Everyone we know lends us a helping hand!

Of course, doing the wrong thing is easy, but it's what we do about our mistakes that counts. Naturally we all believe that we have done nothing wrong at all. As we try to justify our actions, our explanations get more and more complicated. We try to convince the listener that we are telling the truth, but it's no use. There is no chance at all that they will believe us. And the truth is that it is ourselves we have deceived, not them. That's the point I'm trying to make. Don't get in the habit of deceiving yourself. What is difficult is honestly admitting that we are wrong – especially to ourselves.

Here are some ways of admitting that you were wrong.

- Forgive me, I meant well.
- I have been too aggressive.
- I was carrying it too far.
- I'm afraid I didn't stick to the facts.
- I'm afraid I was wrong.
- It didn't do me credit.
- I shouldn't have said it.

a. Make use of the expressions given above in the mini- dialogues.

1. A. I think you gave way to your emotions yesterday.
B.
2. A. I think you are misleading us on purpose .
B.

b. Make up your own mini-dialogue.

c. Read the text and discuss the proverbs.

There may be some truth in the expression “*Never judge a book by its cover*» which reminds us that appearances can deceive us, but there is another expression “*You never get a second chance to make your first impression*” which often comes to our mind when we see people who are overdressed. If you are going to wear outrageous clothes, you’ve got to be prepared for the reaction of others. It may not be positive: you may be stared at or even insulted. On the other hand, you may be complimented on your style. Situation is very important in this case. At a job interview, for instance, you should probably try to please your potential employers more than be interested in showing off your clothes.

DISCUSSION POINT

Read the two pieces of conversation and discuss the opinions of the speakers.

Educating dad



– My brother and I have been educating Dad about pop music. I enjoyed taking Dad to see the concert. He had a great time, but I think he was a bit jealous of the singer’s hair and his shape. The thing about my dad is that he’s not a cool dad, but he’s a lot less stuffy than most people of his age. My dad is a conductor. He wants to organise a youth orchestra and invite gifted musicians from all over the world.

– I liked being at the concert with my sons. I think it was impossible not to be caught up in the atmosphere. For someone who is nearly 60 he is incredibly athletic and balletic. He is full of energy.

– Generally, it is interesting how attitudes to culture have changed. My parents and my school wanted me to appreciate culture, but it was always high culture – classical music, literature, theatre, etc. If you listened to *Rolling Stones*, but not to Shuman, you were considered lagging behind. It is much healthier today. You can pick and mix. And have a more diverse cultural experience.

YOUR TURN

1. Are these pieces of conversation familiar to you?
2. Have musical tastes changed over the years?
3. Which instrument has the nicest sound in your opinion?
4. Do you listen only to pop or classical music as well?
5. Is there any music/song you associate with particular events or people in your life?
6. Are any singers/musicians from your country popular abroad?

7. What do you know about famous musical contests?
8. Which is your favourite pop group? Give your reasons why.

System of a Down

Known for their explosive, power rock, *System of a Down*, often shortened to *System*, is an Armenian-American rock band from Southern California. They are considered by many to be one of the best rock bands in the world. They enjoyed their biggest success during the late 2000. *System of a Down* has been nominated for four Grammy Awards, and won the award in 2006 for Best Hard Rock Performance for the song “B.Y.O.B.”

The band was formed in 1994. It consists of Serj Tankian (lead vocals, keyboards, rhythm guitar), Daron Malakian (guitar, vocals), Shavo Odadjian (bass, background vocals) and John Dolmayan (drums). They are widely known for their outspoken views expressed in many of their songs confronting the Armenian Genocide of 1915 as well as the ongoing War on Terrorism.

Lyrics to A Lonely Day

by System Of A Down

Such a lonely day
And it's mine
The most loneliest day of my life.

Such a lonely day
Should be banned.
This day that I can't stand.

The most loneliest day of my life.
The most loneliest day of my life.

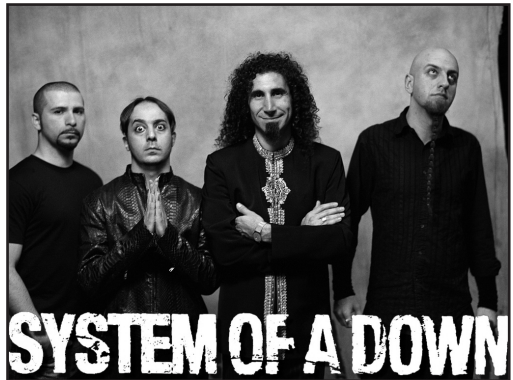
Such a lonely day
Shouldn't exist
A day that I'll never miss.

Such a lonely day
And it's mine.
The most loneliest day of my life.

And if you go, I wanna go with you.
And if you die, I wanna die with you.

Take your hand and walk away.

The most loneliest day of my life.
The most loneliest day of my life.
The most loneliest day of my life.
Life.



Such a lonely day
And it's mine.
A day that I'm glad I survived.

Focus on Function

The language of conversation

a. Grice's maxims. Conversation is for people who are involved in it. That's why we often can't understand other people's conversations, if we, suppose, listen to them on the bus. The participants can often understand each other because of shared background information or from non-verbal behaviour.

Grice claimed that basically there are four maxims, or rules, of conversation: we should be true, brief, relevant and clear.

Real conversation is characterised by

- | | |
|--------------------------|------------------|
| a. repeated sentences, | e. false starts, |
| b. short utterances, | f. pauses, |
| c. elliptical sentences, | g. hesitations, |
| d. exclamations, | h. imprecision. |

b. Formal/informal speech.

Conversation may be formal and informal. Formal speech has a greater degree of control on the speech.

e.g. Due to a period of heavy rainfall and dense fog, the road had become dangerous and visibility restricted. Consequently, there was a crash, in which he was injured. (formal)

Well, there was a lot of rain and it was foggy, too. That's why the road was slippery and he couldn't see well. So he had a crash and got hurt. (informal)

The speakers may have a particular accent or dialect. But perhaps this isn't important if the speakers can understand each other. So, go ahead.

c. Gender speak. Scientists say that men and women speak differently. Men are always trying to compete with each other, even in conversation: one tells a story, then another tries to tell a more interesting story, then a third bloke tries to beat them all and tell the best story of all. According to their data, the way women talk is much more collaborative: they support each other. There might be some differences between the way men and women speak, but conversation is basically a co-operative activity, it doesn't matter whether you're a man or a woman. If we don't co-operate, conversation can't happen. This is best seen in the way we take turns.

d. Hedging and boosting.

The English often avoid making statements that are too strong, for example, when they present ideas about something that we are still working on. In these situations they use expressions like

- this seems to be
- this appears to be
- this is believed to be
- this is thought to be.

This technique is called *hedging*.

When we do want to make a more direct statement, we can use a technique called *boosting*. Instead of *this is* we can say *this is undoubtedly/definitely*

The structures are common in written texts.

a. Find cases of hedging and boosting in the exercise.

1. It can, undoubtedly, be found in our area.
2. We appear to use them in our everyday life.
3. Seems to help a lot in such cases.

b. Read the dialogue and act it out.

A: Sorry, does anyone know why these films are called soap operas?

B: Sorry, what?

A: Yeah, soap operas. Does anyone know why they're called that?

B: Right ... mmm ... that question is a bit out of the blue ... I don't want to get off track here ... but does anyone know the answer?

A: I heard it's because when they first started in America, they were sponsored by soap manufacturers.

A: Sorry, can I butt in here?

B: Go ahead, please.

Go on

A: ...

B: ...

Name a few features of conversational English.

Focus on Words

COLLECTING WORDS

a. Everyday words

take your time, relax, take it easy, I didn't mean that,...

b. These words are often used by children. Do you know them?

bunny, bye-byes, doggie, tummy-ache, All gone!, granny, piggy-wig, pussy, honey, din-dins

WORDS IN USE

Formal or informal?

In the reading-room

1. Well, this reading room's getting a bit crowded these days. I mean, it's a bit on the small side anyway so on a rainy day you get all these people in sort of sheltering from the rain. Some of them have even nowhere to sit, believe it or not.

At a Police Registration

- I understand I'm supposed to register.
- Has your employer arranged for an extension?
- Yes. I've been given three months.
- Could I see your registration book, please?

(M.Ockenden. Situational Dialogues)

Reading Life

A CUP OF TEA

by *Katherine Mansfield*

Read the text and answer the questions.

Katherine Mansfield, an outstanding English short-story writer of the 20th century, was born in New Zealand in 1888 and died in 1923. She is the author of a number of excellent short stories which deal with human nature and psychology.

At the age of eighteen she decided to become a professional writer. Her first short stories appeared in Melbourne in 1907, but literary fame came to her in London after the publication of a collection of short stories called "In a German Pension".

Katherine Mansfield took a great interest in Russian literature, particularly in the works of Chekhov. In fact, she considered herself to be a pupil of the great Russian writer.



Rosemary Fell was not exactly beautiful. She was young, brilliant, extremely modern, well-dressed and amazingly well-read in the newest of the new books. Rosemary had been married two years, and her husband was very fond of her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street.

One winter afternoon she went into a small shop to look at a little box which the shopman had been keeping for her. He had shown it to nobody as yet so that she might be the first to see it.

"Charming!" Rosemary admired the box. But how much would he charge her for it? For a moment the shopman did not seem to hear. The lady could certainly afford a high price. Then his words reached her, "Twenty-eight guineas, madam."

"Twenty-eight guineas." Rosemary gave no sign. Even if one is rich ... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll ..." The shopman bowed. He would be willing, of course, to keep it for her for ever.

Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad. At that very moment a young girl, thin, dark, appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

“Speak to me?” Rosemary turned. She saw a little creature, no older than herself who shivered as though she had just come out of the water.

“Madam,” came the voice, “would you let me have the price of a cup of tea?”

“A cup of tea?” There was something simple, sincere in that voice; it couldn’t be the voice of a beggar.

“Then have you no money at all?” asked Rosemary. “None, madam”, came the answer.

“How unusual!” Rosemary looked at the girl closer.

And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: “I simply took her home with me.” And she stepped forward and said to the girl beside her: “Come home to tea with me.”

The girl gave a start. “You’re — you’re not taking me to the police station?” There was pain in her voice.

“The police station!” Rosemary laughed out. “Why should I be so cruel? No, I only want to make you warm and to hear — anything you care to tell me. Come along.”

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

“There!” cried Rosemary, as they reached her beautiful big bedroom. ‘Come and sit down’, she said, pulling her big chair up to the fire. “Come and get warm. You look so terribly cold.”

“I daren’t, madam,” hesitated the girl.

“Oh, please,” — Rosemary ran forward — “you mustn’t be frightened, you mustn’t, really.” And gently she half pushed the thin figure into the chair.

There was a whisper that sounded like “Very good, madam,” and the worn hat was taken off.

“And let me help you off with your coat, too,” said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull.

Then she said quickly, but so lightly and strangely: “I’m very sorry, madam, but I’m going to faint. I shall fall, madam, if I don’t have something.”

“Good heavens, how thoughtless I am!” Rosemary rushed to the bell.



“Tea! Tea at once! And some brandy immediately.”

The maid was gone and the girl almost burst into tears. She forgot to be shy, forgot everything except that they were both women, and cried out: “I can’t go on any longer like this. I can’t stand it. I wish I were dead. I really can’t stand it!”

“You won’t have to. I’ll look after you. I’ll arrange something. Do stop crying. Please.”

The other did stop just in time for Rosemary to get up before the tea came.

And really the effect of that slight meal was amazing. When the tea-table was carried away, a new girl, a light creature with dark lips and deep eyes lay back in the big chair.

At that moment the door-handle turned.

“Rosemary, can I come in?” It was Philip, her husband.

“Of course.”

He came in. “Oh, I’m so sorry,” he said, as if apologizing, and stopped and stared.

“It’s quite all right,” said Rosemary, smiling. “This is my friend, Miss —”

“Smith, madam,” said the figure in the chair.

“Smith,” said Rosemary. “We are going to have a little talk.”

Philip smiled his charming smile. “As a matter of fact,” he said, “I wanted you to come into the library for a moment. Will Miss Smith excuse us?”

The big eyes were raised to him, but Rosemary answered for her: “Of course, she will”, and they went out of the room together.

“I say,” said Philip, when they were alone. “Explain, who is she? What does it all mean?”

Rosemary, laughing, leaned against the door and said: “I picked her up in the street. Really. She asked me for the price of a cup of tea, and I brought her home with me.”

“Congratulations!” Philip sounded as though he were joking. “But what on earth are you going to do with her?”

“Be nice to her”, said Rosemary quickly, “look after her. I don’t know how. We haven’t talked yet. Just show her — treat her — make her feel —”

“But,” said Philip slowly, and he cut the end of a cigar, “she’s so extremely pretty. She can’t be more than twenty.”

“Pretty?” Rosemary was so surprised that she blushed. “Do you think so? I — I hadn’t thought about it.”

“Good Lord!” Philip took a match. “She’s absolutely lovely. Look again, my child. But let me know if Miss Smith is going to dine with us!”

“You absurd creature!” said Rosemary, and she went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Comprehension

1. Describe the main characters: Rosemary, her husband, their guest.
2. Do you think Rosemary was a deep personality?
3. How would you behave in her place?
4. What does the expression 'Hungry people are easily led' mean?
5. Why did her husband praise the guest?
6. Do you have a liking to Miss Smith? to the young couple?
7. What do you think is the end of the story?

WRITE ON

Before writing an essay you should:

- find out whether the writer is positive or negative
- distinguish between facts and opinions
- find arguments for and against

To make your essay better you can make use of the following words and expressions:

Reporting opinions: suggest, believe, argue, claim, maintain

Expressing certainty and uncertainty: it is certain/clear/probable/possible/likely/unlikely, undoubtedly, probably, possibly

Adding information: moreover, what is more, as well as, in addition, furthermore

Now write an essay "Why should people speak English?"

Focus on Grammar

MIXED TENSES

1. Choose the right verb form.

Today's children (1) ... tomorrow's civilization. Bringing a child into the world is a little bit like dropping one into a tiger's cage. Children can't handle their environment, they have no real resources. They (2) ... love and help to make it.

There are almost as many theories on how to raise a child or not raise him as there are parents. Some try to raise children the way they ((3) ... themselves, others attempt to do exactly the opposite, many (4) ... to an idea that children should just be let grow on their own.

A child is a like a blank slate. If you write the wrong things on it, it (5) ... the wrong things. But, unlike a slate, a child can begin to do the writing; the child (6) ... to write what (7) ... already.

- | | | | |
|------------------------|----------------|---------------------|----------------|
| 1. a. have become | b. had become | c. would become | d. will become |
| 2. a. are needing | b. have needed | c. need | d. needed |
| 3. a. had been raised | b. had raised | c. raised | d. were raised |
| 4. a. were held | b. hold | c. held | d. are held |
| 5. a. will say | b. would say | c. is saying | d. said |
| 6. a. has tended | b. tends | c. would tend | d. tended |
| 7. a. has been written | b. is written | c. had been written | d. was written |

2. Match each sentence on the left with its meaning on the right.

1. We tried to push the car.	a. We pushed it, but it wouldn't start.
2. We tried pushing the car.	b. We tried, but we couldn't move it.
3. I mean to be punctual.	a. That would mean I have to be in time.
4. It means being punctual.	b. I'm sorry. I intend to be in time.
5. I've forgotten to buy the ring.	a. I can't remember the event at all.
6. I've forgotten buying the ring.	b. Oh, no! I haven't bought it!
7. Do you remember going?	a. Have you forgotten the event?
8. Did you remember to go?	b. Did you go?
9. I regret to say, 'I do'.	a. I wish I hadn't said it.
10. I regret saying, 'I do'.	b. I don't really want to say it, but ...

3. Choose the right completion.

Young Canadian writers often came to the famous humorist Stephen Leacock to ask him to tell them the secret of his success, so that they **(1)** ... become famous too. **(2)** ... most of these young people had little or no talent, but all of them had high hopes. **(3)** ... answer to their question, Leacock **(4)** ... - tell them: "It isn't at all difficult to write funny stories. All you need is a pen and paper; you sit down and write whatever comes into your head."

And when the future author agreed **(5)** ... him, he continued, "Yes, it isn't difficult to write. **(6)** ... only difficulty is to make something come into your head."

- | | | | |
|--------------|-----------|-----------|------------|
| 1. a. had to | b. could | c. should | d. can |
| 2. a. the | b. a | c. - | d. an |
| 3. a. in | b. for | c. at | d. with |
| 4. a. could | b. had to | c. should | d. used to |
| 5. a. for | b. with | c. to | d. without |
| 6. a. an | b. a | c. the | d. - |

JOINING SENTENCES

Explanation: Stating a Contrast

The connectors stating a contrast are *while*, *whereas*, *on the one hand*, *on the other hand*, *however*. They can be used before or between two clauses.

e.g. *While/Whereas* I am fond of tennis, Benny is fond of football.

A comma separates the two clauses (except for *however* and *in contrast*).

e.g. I am fond of tennis, *while/whereas* Benny is fond of football.

I am fond of tennis. *However/In contrast*, Benny is fond of football.

4. Choose the correct connector.

1. I have two friends, Steven and Julia. One has a very clear idea about the future, *while/though* the other is clueless¹.
2. Steven is very good at mathematics, *whereas/although* Julia is good at languages.
3. Julia wants to spend the next six years getting her master's degree *in contrast to/in contrast* Steven who only thinks as far as the next weekend.
4. *While/on the other hand* Steven is a "people" person, Julia likes to be by herself.
5. On the one hand, Steven is very organized and neat. *Whereas/on the other hand* Julia is disorganized and drops her things everywhere.
6. *While/in contrast* Steven is not clear about what he wants to do now, he may have a better idea in a couple of years.

5. Make up your own sentences using connectors.

Explanation: Emphatic use of 'do'

The emphatic forms of a verb are often used to give greater emphasis to the idea expressed by the verb. The auxiliaries *do, does and did* are used to give this additional emphasis in affirmative sentences (only in the present tense and the past tense) and in imperative sentences.

e.g. *You do look nice today!* = You **look** nice today!

Do come in. = **Come in!**

6. Make the sentences emphatic.

- | | |
|------------------------------------|--------------------------------------|
| 1. Paul has a new girl friend. | 6. Come in! |
| 2. My parents missed their flight. | 7. She thinks you are wrong. |
| 3. You got into serious trouble. | 8. Your brother needs a new satchel. |
| 4. Have another glass of water! | 9. Sit down! |
| 5. You knew a lot about pets. | |

ODD WORDS OUT

7. Find the odd words.

1. In Mediterranean countries good friends they often greet each other by hugging.
2. I wish I had known about this custom when I first have went to Greece.
3. In the US we say 'hello' and shake hands when we meet the people for the first time.
4. When I got to Athens airport, the local manager of our company he met me, his hands outstretched.
5. I thought, 'Heavens! He's going to go to kiss me! Or is he just going to hug me?'
6. He was a too large man with a big moustache.
7. Walking forward, I shut my eyes and held out my arms, but I wished I had had also moved my head either left or right.
8. If I had, we would not have got ended up banging each other's noses!

1. clueless - has no idea

GAPPED TEXT

8. Fill a, b, c into the numbered gaps of the following text.

- the distance between us and another person when speaking, hand and facial gestures, and how long eye contact is maintained with another person – or if it is.
- Other differences are topics of conversation and business customs that have been deemed appropriate.
- what topics are appropriate for discussion, and how hand or facial gestures might be interpreted.

Studying other cultures. In observing other cultures, the differences are striking: the way business cards are exchanged, the way people greet each other, dress, negotiate and resolve conflict, and even the way visual information is seen and perceived, (1) ... When North Americans look at the moon, they traditionally see a face in the dark spots – the man in the moon. When people in India and parts of China look at the moon, they traditionally see a rabbit; Australians see a cat; Fiji Islanders see a rat”. Also, nonverbal communication is different. (2) ...

Communicating effectively. Many employees and students do not have the opportunity to develop relationships with people from other cultures before they are required to communicate with them. Even if we do not have the opportunity to study other cultures in depth, some of the most important concepts to know are the differences between high- and low-context cultures, collectivism and individualism, reserved and expressive cultures, (3) ...

9. Translate into English.

- Գոյություն ունեն հաղորդակցման տարբեր միջոցներ: Մենք կարող ենք հաղորդակցվել իրար հետ հեռախոսով կամ համացանցով:
- Փորձեք խուսափել վտանգից: Մյուս կողմից, կարիք չկա չափազանց զգույշ լինել:
- Պետք է ինքնատիրապետումը կորցնել: Ավելի լավ է պարզել իրավիճակը:
- Զգիտե՛ս՝ ինչու է նա այդքան վատ տրամադրության մեջ:
- Դժվար է բանակցություններ վարել, երբ մարդիկ իրար չեն վստահում:

The end of the story (p. 51)

A CUP OF TEA (the end of the story)

Half an hour later Philip was still in the library, when Rosemary came in.

“I only wanted to tell you,” said she, and she leaned against the door again, “Miss Smith won’t dine with us tonight.”

Philip put down the paper. “Oh, what’s happened? Previous engagement?”

Rosemary came over and sat down on his knee. “She insisted on going,” she said, “so I gave the poor little thing a present of money. I couldn’t keep her against her will, could I?” she added softly.

There was a pause.

Then Rosemary said dreamily: “I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?”

“You can, little wasteful one,” said he. “You know I can’t deny you anything.”

But that was not really what Rosemary wanted to say.

“Philip,” she whispered, “am I pretty?”

Unit 5 A Better Place to Live in



*Now ask the beast and they will teach you,
And the birds of air and they will tell you,
And the fish of the sea shall declare unto you
Who among these does not know
that the hand of the Lord has done this?!
In whose hand is the life of every living thing.*

Before you read

1. What is meant by *environmental challenges*?
2. Can you guess what *deforestation* is?
3. Can you guess what *biosphere* is?
4. What is meant by *a thriving economy*?
5. What is a *sweatshop*?

Read the text and discuss it.

Challenges of the XXI

Global challenges are many and diverse. Besides economic there are many environmental challenges. Among them – climate change, air pollution and deforestation, over-fishing of the ocean, the spread of invasive species, food and water problems. They are being met very slowly.

Air-pollution. Since many factories are built in developing countries, globalism and free trade increase pollution. On the other hand, economic development requires a “dirty” industrial stage. It is argued that developing countries should also be given a chance to increase their standard of living.

Deforestation. The removal of forest to make way for cattle ranching was the leading cause of deforestation in the Brazilian Amazon since the mid 1960s. One of the reasons of deforestation is the logging industry. At present rates, tropical rainforests in Indonesia will be logged out in 10 years.

Consumption. The World Watch Institute said the booming economies of China and India are shaping the global biosphere. Thriving economies such as China and India are quickly becoming large oil consumers. State of the World 2006 report said the two countries' high economic growth causes severe pollution. The world's ecological capacity cannot satisfy the ambitions of China, India, and Japan, Europe and the United States as well as the rest of the world in a sustainable way.

The international trade of endangered species. The use of parts of endangered species (such as seahorses, rhinoceros horns, and tiger bones and claws, etc) has resulted in a black market of poachers who hunt restricted animals. Madagascar is home to at least 150, 000 living species found nowhere else in the world. What will become of it?

Sweatshops. There are factories set up in the poor countries where employees agree to work for low wages. Sweat shops are widely used by sports shoe manufacturers, such as Nike. Poorer countries suffer disadvantages. Several agencies have been set up worldwide to focus on anti-sweatshop issues, specifically, forced labor exploitation of foreign impoverished work, child labour, as well as the right to decent working conditions.

The problems may be solved only with international cooperation. In 1999, 156 countries signed the Kyoto protocol, part of a United Nations agreement on climate change, which came into force in 2005. They agreed to reduce their emissions of CO₂ and other greenhouse gases, although so far, some countries, such as the USA and Australia, haven't taken any action.

Focus on Words

COLLECTING WORDS

What ecological problems can you name?

nouns: drought, famine, earthquake, fires, floods, hurricanes, volcanoes, war, terrorism, hostilities, prisoner of war, development of the events, disasters

adjectives: natural/ man-made, predicted/unpredicted

verbs: destroy, pollute, cut down, waste, contaminate, recycle, protect, throw away, save, conserve, sustain, maintain, keep alive, in existence, damage, kill important people, agree to the demand, break out, end, take/release hostages, hijack, plant bombs

ARRANGING WORDS

- a. Arrange the words connected with the ecological problems a. environmental problems b. urban problems c. meeting the challenges.

Overcrowding of cities, radiation, the leading cause of greenhouse effect, the removal of tropical rain forests, acid rain, destruction of rain forests, source of deforestation, cattle ranching/logging out, ecological capacity, severe pollution, pollution-free, black market of poachers, maintain, the trade of endangered species, on the verge of extinction, sustain, hide a reality of, hunt restricted animals, open sea fisheries, a state of collapse, the use of child/forced labour, decent working conditions, increased exploitation of foreign workers/immigrants, wastes, reuse, recycle, disaster/capacity/balance of the community, hide the reality of, shape the global biosphere, ecosystem, eco-friendly

b. Odd words out.

What brings about pollution?

emission of gases, litter, transport, sprays, oil wastes, farming, hunting, urban design, unemployment, too much green, pollutants

c. Match the words

- | | |
|----------------|----------------|
| 1. population | a. factories |
| 2. agriculture | b. inhabitants |
| 3. employment | c. farming |
| 4. household | d. jobs |
| 5. rubbish | e. wastes |
| 6. industry | f. plan |
| 7. urban | |
| 8. design | |

WORDS IN USE

a. What are these photos about?



b. Finish the sentences giving your reason. Use the connectives *because/as a result (of), because of, due to.*

- | | |
|------------------------------------|-----------------------------------|
| 1. The wolf disappears | 5. The tigers are in danger |
| 2. The elephant is hunted | 6. The snakes are caught |
| 3. The crocodiles are killed | 7. The rivers become dead |
| 4. The whales are found dead | |

c. Divide the text into paragraphs.

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable. Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect. The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction¹. If nothing is done about it, one day nothing will be able to live in the seas. Air pollution is a very serious problem. In Cairo just breathing the air is life threatening – equivalent to smoking two packs of cigarettes a day. The same holds true for Mexico City. Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains. An even greater environmental threat is nuclear power stations. People are beginning to realise that environmental problems are not somebody else's. They join and support various international organizations and green parties.

d. Say a few words about the energy problems in your country.

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

e. *In the 16th century Donne, a famous writer of his time, wrote a meditation, which was to become widely cited in this century. Why?*

Meditation XVII

Read and answer the question.

No man is an island, entire of itself, every man is a piece of the continent, a maine; if a clod² be washed away by the sea, Europe is the less, as well as if a promontorie³ were, as well as if a manor⁴ of thy friends or of thine⁵ own were; any man's death diminishes me, because I am involved in mankind. And therefore never send to know for whom the bell tolls; it tolls for thee⁶.



John Donne

1 on the brink of extinction – վերացման եզրին

2 clod – soil

3 promontory – a narrow area of high land that sticks out into the sea

4 manor – a large house

5 thine (old use) – your

6 thee (old use) – you

FACT FILE

- In the 2000s, much of the world entered into a deep recession. Up to 45% of global wealth has been destroyed by the global financial crisis in little less than a year and a half.
- China has seen oil consumption grow by 8% yearly since 2002, doubling from 1996–2006.
- In 2007, China has overtaken the United States as the world's biggest producer of COD. In 2003, 29% of open sea fisheries were in a state of collapse.
- Eight million tons of oil are thrown into the oceans every year.
- Every year Americans use enough paper to build a 12-foot high wall from Los Angeles to New York.

Focus on Phonetics

Read the words. Mind the shift of stress in column 2.

- a. drought ['draʊt]
flood ['flʌd]
hurricane ['hʌrɪkən]
famine ['fæmɪ:n]
earthquake ['ə:θkweɪk]
- b. environment [ɪn'vaɪərənmənt] – environmental [ɪn,vaɪərən'mentəl]
contaminate [kən'tæmɪneɪt] – contamination [kən,tæmɪ'neɪʃn]
forest ['fɒrɪst] – deforestation [dɪˌfɒrɪ'steɪʃn]
danger ['deɪndʒə] – endangered [ɪn'deɪndʒəd]
consume [kən'sju:m] – consumption [kən'sʌmpʃn]

LISTENING

Listen to the text “The arguments about climate change” and do the exercise.

Comprehension

1. What are the basic arguments concerning the climate change?
2. What ideas or programs are suggested to slow down the process?

Example:

Bicycles are pollution-free and silent, and take up very little parking space.

WRITE ON

Write a passage about pollution in industrial centres. Use connectives expressing contrary outcome to show opposing opinions.

Read the text and retell it.

The Elements

Volcanoes. A dormant volcano is a volcano that has been quiet for hundreds of years. However there is always a danger that a DV may suddenly erupt. A volcano may

be extinct if it stopped erupting. An erupting volcano is a dramatic sight. It spews hot molten rock/magma/. Volcanoes often occur in mountain ranges on land, but they can also form on ocean floors, rising above the sea level. There are many volcanoes surrounding the Pacific ocean that is known as the ring of fire. Some islands are the top of volcanoes. The Hawaiian Islands are examples of this. Volcanoes are caused by disturbances in the Earth's crust. There are about 500 active volcanoes in the world.

The earthquake. An earthquake often comes like a thief in the night without warning. It is necessary, therefore, to invent instruments that do not sleep.

Tsunamis. A tsunami cannot be precisely predicted. And the Japanese earthquake followed by tsunami proved it once more. But everything happens. In 2004, ten-year-old Tilly Smith of Surrey, England, was with her parents and sister in Thailand and having learned about tsunamis



recently in school, told her family that a tsunami might be imminent. Her parents warned others minutes before the wave arrived, saving dozens of lives. She credited her geography teacher, Andrew Kearney, who said that warning computer models can predict tsunami arrival and predicted arrival times are usually within minutes of the actual time.

Hurricanes. Hurricanes are very big storms. They usually form in the warm waters of the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico. Hurricanes also form in other parts of the world, but they have different names. In the Pacific Ocean, near Japan, China, and the Philippines, they are called 'typhoons'.

The centre of the storm is called an eye. Hurricanes rotate anti-clockwise around it. They move across the warm oceans and grow bigger and stronger. They bring forth heavy rains, strong winds and huge waves at sea. Most of them stay at sea but occasionally they may come onto the land causing a lot of damage to buildings, trees and cars.

Hurricanes are measured by categories – from 1 to 5. A category 5 hurricane is the strongest. All hurricanes have names, men's or women's. The first storm of the season usually begins with the letter A, for example Andrew. In the Atlantic hurricane season is in the summer and autumn when the sea is very warm.

Floods. As we all know, water is absolutely necessary for life on Earth. Yet too much water in the wrong place can bring death and destruction. Floods have been part of human history for thousands of years. In recent centuries there have been extraordinary floods, especially in India, Bangladesh, China and the United States. There are two major causes of floods in these countries: great rivers (for example, the Mississippi and the Ganges), and sea-storms whose tidal waves wash sea water all over the coast.

FACT FILE

A tsunami is a series of very long water waves in oceans or seas. They sometimes reach great heights and may be extremely destructive. The original Japanese term literally translates as “harbour wave.” Tsunamis are a frequent occurrence in Japan. Casualties can be high because the waves move faster than humans can run. The Greek historian Thucydides was the first to relate tsunami to submarine earthquakes, but understanding of tsunami’s nature remained slim until the 20th century and is the subject of ongoing research. About 80% of tsunamis occur in the Pacific Ocean, but are possible wherever there are large bodies of water, including lakes.

Focus on Grammar

ARTICLES

1. Insert articles where necessary

1. Population means ... number of ... people living in ... particular area.
2. ... population of ... world does not stay ... same.
3. At ... moment it is growing at ... increasing rate.
4. In ... fact, ... scientists believe that ... world population will increase until 2020, and then stop growing.
5. However, .. things are not ... same in ... all parts of ... world.
6. At ... present in many Western industrial countries ... population is falling.
7. This happens because ... families are small, and ... health conditions are good.
8. In ... developing countries, on ... other hand, ... population is rising sharply.
9. In ... Ghana, for ... example, most families have several children.
10. They earn ... money and look after their parents in old age.

IT OR THERE?

2. Fill in *it* or *there* in each space.

Tropical forests grow near the Equator where ... is warm and wet. ... are only two seasons, rainy and dry. ... is normally 20-25°C in a tropical forest, and ... is only a drop of about 5°C in the colder months. ... is a lot of rain. ... is poor soil, and ... is difficult for plants on the forest floor to develop as tall trees (25-30 metres) block the light. ... are many plants, birds, animals and insects.

In temperate forests, ... are four seasons with a cold winter. ... is impossible for the trees to grow all the year round in a temperate forest, and ... is a growing season of only 140-200 days. As ... is cooler and drier here, trees are smaller, ... is more light in these forests, and ... is common to find many animals and birds. Again, ... is a range of forest types depending on the annual rainfall.

MIXED TENSES

3. Choose the right option.

Man (1) ... to make his life easier for many centuries. In doing so, he (2) ... machines and instruments. They (3) ... and polluting the world we live in.

In this world around us there are two things that do not belong to any country: air and ocean water. People (4) ... about the air and the water used by everyone. One of the most important pollution problems (5) ... in the oceans. Many ships sail in the ocean water – fishing ships, some ships carrying people, some transporting oil. If a ship (6) ... some of the oil in the water or trash from the ships (7) ... into the ocean, the water (8) ... dirty. Many fish (9) ... in the sea, others (10) ... contaminated.

The second important problem is air pollution. Cars and factories pollute the air we use. It also destroys the ozone layer which protects the Earth from the dangerous light of the Sun. If we want our children (11) ... in the same world we live in, or in a better and healthier world, we must learn to protect the water, the air and the earth from pollution.

- | | | | |
|-------------------------|------------------|----------------------|--------------|
| 1. a. had better trying | b. tries | c. has been trying | d. is trying |
| 2. a. invented | b. will invent | c. would invent | d. invent |
| 3. a. worked | b. have worked | c. have been working | d. work |
| 4. a. concerned | b. are concerned | c. are concerning | d. concern |
| 5. a. is | b. are | c. have been | d. are being |
| 6. a. is losing | b. have lost | c. had lost | d. loses |
| 7. a. put | b. are but | c. is put | d. to put |
| 8. a. becomes | b. have become | c. will be becoming | d. become |
| 9. a. will die | b. is dying | c. are dying | d. dies |
| 10. a. will get | b. is getting | c. are getting | d. gets |
| 11. a. to live | b. to be living | c. to have lived | d. live |

CONNECTING SENTENCES

Explanation: Contrary outcome

The connectors expressing contrary outcome are *even though, though, although, in spite of the fact (that), regardless of the fact (that)* and *but still, yet, but, even so, nevertheless*.

When used *before the situation clause*, each of these connectors occurs with a pair of independent clauses. It introduces the situation clause.

e.g. *Even though/Though/Although/In spite of the fact (that)/Regardless of the fact (that)* I am not good at tennis, I decided to take part in the school competition.

When used *before the contrary clause*, each of the connectors occurs between a pair of independent clauses and introduces the clause with contrary outcome (idea, opinion or action).

e.g. I am not good at tennis, *but/but still/yet/nevertheless/even so* I decided to take part in the school competition.

4. Choose the correct connector.

1. *Although/In spite of/yet* my uncle is rich, I am not.
2. *In spite of/even* my success, I am not satisfied.
3. He wore shorts *though/but still/nevertheless* it was snowing.
4. Let's walk to work *despite the fact/however* that our car has been repaired.

5. Jack isn't guilty *in spite of the fact/whereas* he knew what the others were planning.
6. The government wouldn't raise taxes, *yet/nevertheless/in spite of* it needed money to pay its bills.

TROUBLE SPOT

- Some connectors have got similar meanings, but are followed by different structures. *Despite* and *in spite of* are followed by a *noun phrase* or an *-ing*-form.
e.g.: We did not wear coats *despite* the cold weather.
I tried to look happy *in spite of* feeling terrible.
Even though and *although* are followed by a clause.
My car constantly needs repairs *even though* it's new.
My cousin and I aren't very close *although* we're the same age.

5. Choose the correct connective. There may be two or more variants.

1. We're studying now ... there's an interesting film on TV.
 2. I'd like to talk to you ... I know you're busy.
 3. ... her efforts, she failed the exam.
 4. ... we were having difficulties, we felt optimistic.
 5. We didn't win the game ... all our hard work.
 6. ... it rained a lot, we enjoyed our holiday.
 7. ... the traffic, they arrived in time.
 8. ... I was really tired, I couldn't sleep.
- *even* is used to emphasise sth exceptional or extraordinary: He cooks, *even* bakes, for all his friends.
even though is used to show unexpected outcome: He cooks and bakes *even though* he doesn't have much time.
even if means without condition, in any case: I'll help you *even if* I don't have time.

6. Choose *even*, *even if* or *even though*.

1. Her chocolate cake is amazing ... it has no butter in it.
2. I would like to walk to work ... it is raining. (It is raining.)
3. I like to walk to work ... it is raining. (It may or may not be raining.)
4. ... he doesn't say so, he loves you. (He may or may not say so.)
5. ... he doesn't say so, he loves you. (He doesn't say, still he loves you.)

CORRECTING MISTAKES

7. Correct the mistakes.

1. Nowadays, the floods seem to be more and more common.
2. It must have something to do with changes in the climate.
3. It may be that we are going to have to long periods of dry weather followed by brief but heavy rainfall.
4. We must start getting use to floods, whereas in the past they were rare.
5. Floods they can occur anywhere in the world, it seems.

6. There were floods recently in the African countries such as Mozambique, and last year it was to Mexico. Next time, it could be a European city like Venice or Athens that will suffer.
7. The sad thing is that floods needn't to be disastrous.
8. The damage they do is because of we are not prepared.

ASKING QUESTIONS

8. Read the text and make up questions for each paragraph.

There are five billion people on the planet. They live on the snow and ice of the Poles¹ in the jungles and deserts. They have climbed the highest mountains and walked on the sea bed. The man visited space and even walked on the moon.

There is one thing above all that makes people and animals different. We can talk. Many of us love to talk and even more than that, we can write what we say and think in writing thus communicating through time. The man has a sense of past and future, not just present.

Of all animals the man is the most powerful. In many ways animals can do things better than man. Dogs can smell and hear better, cats can see in the dark, birds can fly thousands of miles away and find their way back. But we are different. No other animal plays football, tells jokes, builds cathedrals, writes music ... We are the only species that can change the world. We are the only species that can choose either to look after the world, or destroy it. To improve his life man has often changed the surrounding world. But his activities become more and more destructive. The earth and the air, rivers and seas are damaged by man's activities.

High above the earth there is a thin ozone layer which protects the earth from the sun's ultra-violet rays. Today this layer is damaged by chemicals used by us. The thinning of the layer is very dangerous for animals, plants and human beings.

Billion years ago life began in the oceans. They cover more than 70 % of the earth surface. But we know so little about it. The pollution of water is very harmful for the oceans because the oil and the waste thrown into water change their ecology. If the oceans suffer so much from pollution, you can imagine what happens to seas, rivers and lakes. Industrial wastes have already made many of them lifeless.

Project Work

1. Do you feel responsible for what is going on in Armenia?
2. Can you give examples of violations of ecology?
3. Have you ever been to Khosrov forest reserve? Do you know anything about its history?
4. What disappearing species do you know in Armenia?
5. Is the climate changing in Armenia?



1. the Poles [poulz] – փութնութի

Unit 6 Consumerism



Before you read

1. What is it that makes us choose the things we buy?
2. Do we usually shop with our head or our heart?
3. Do you understand the expression *Keeping up with the Joneses*?

The Dazzling Dream

Consumers are puppets of the marketing industry? Consumerism has become a problem. We are engaged in chronic purchasing of new goods and services, with little, or no, attention to whether we need them or not. We mostly do not care whether they are durable, what is the origin of the product or the environmental consequences of manufacture.

We have become dazzled by the dreams created by sophisticated marketing that sells consumerism. Advertising agencies dazzle us. They make us buy heaps of things we forgot about in a few days. The worst side of all this is that consumerism hides from us our true, innate dreams for connectedness, fulfilment, family, community and spirituality.

We are being manipulated, but we deny that manipulation, thinking we really need the goods and services we buy.

Consumerism robs us of precious time. Time is exchanged for money to buy things that there usually is less and less time to enjoy. We spend our time working for 'things' and in the little time we have to relax, spend that time in front of the television where we watch dull filler programs inserted in between commercials whose purpose is to create more desire for more things.

Television does not exist to entertain us. It exists to sell to us. The job of people who program television is to capture the public's attention and hold it long enough to advertise a product.

The most marketed-to generation in history. We are probably all aware of the manipulation of our children's desires by advertising and marketing companies.

Today's children and teenagers have become the most marketed-to generation in history. They have spending power – their own income is enormous. They influence their parents' buying decisions – they use many tactics to badger or guilt-trip their parents into purchasing goods and services. The advertising companies manage to convince young people they are hungry, bored, ugly and unpopular, and they need to spend money to change this. Behind this is the fact that children want desperately to fit in, to be like everyone else. Parents yield to their children's demands for consumer goods and services because of the trend to smaller family size and dual incomes.

Branding is a concept that started in the mid 1980s. It has led to some of the most wealthy and powerful multinational corporations of all time. Advertising companies aim to plant the seeds of brand recognition in very young children, because if successful, these seeds will grow into lifetime preferences, attitudes and purchasing decisions. It has been shown that babies as young as six months of age can form mental images of corporate logos and mascots.

Schools are no longer free from commercialism and consumerism by sponsoring educational materials, supplying schools with technology. Some people are trying to resist this.

Since consumerism began, various individuals and groups have consciously sought an alternative lifestyle, such as the "simple living", "eco-conscious standards", enoughism.

Comprehension

1. Answer the questions.

1. Do you agree with the expression that *consumers are puppets of the marketing industry*?
2. What is meant by sophisticated marketing?
3. What is meant by branding?
4. Do you believe that the idea of *simple living* will become a reality?

2. Comment on the given expressions.

He who buys what he does not need steals from himself.

Unknown Author

There is enough on earth for everybody's need, but not for everyone's greed.

Mahatma Gandhi

Life in America is exclusively economic in structure lacking depth.

Oswald Spengler

Focus on Function

When talking we try to be persuasive; at the same time we should be cautious not to sound aggressive. Below are a few phrases that can help us to cope with it.

Showing caution:

I suggest/believe/argue/claim/maintain

Will it really work?

I'm not too keen on this idea.

Persuading

I think the facts speak for themselves.

I'm sure you'd agree to that.

Read the dialogue in pairs and do the exercises.

A leading marketing consultant, Robert Allen, sheds light on the present day purchasing habits. He is rather categoric. Express caution and persuasion in the reasoning of the speakers.

- A:** It's often said that people decide what to buy emotionally, and then use logic to justify their decision. But is this actually true?
- B:** Yes, it is. We all make our decisions based on emotion, not logic. Logic supports our emotions and is used to justify our decisions after we've made them. It plays a part, but the product that people can't get excited about won't sell. Likewise, the ad that doesn't provoke emotion won't work.
- A:** But can a product be sold on emotion alone?
- B:** Yes, but this happens most commonly with children. Does anyone truthfully need shoes that light up at each step? The answer's no, unless you're a kid and all your friends have got them. They've become much better at justifying their purchases.
- A:** Can a product be sold purely on logic alone?
- B:** Surprisingly, the answer is yes, but only if it's a mass-produced product like petrol, rice or airline seats.
- A:** So what does all this mean for advertisers?
- B:** Well, the answer is surprisingly simple. You need to figure out what your customers are emotional about: what they love, and what they hate, what keeps them awake at night. If you appeal to those emotions you will surely be on to a winner.

Work on Words

Words not to be confused:

1. solid – firm - tight

- solid a** [ˈsɒlɪd] 1. strong enough not to break or damage easily: *the solid stone walls of the church.* 2. with no pauses or interruptions: *It rained for a solid week.*
- firm a** [fɜːm] 1. solid but not hard, not soft: *a firm mattress.* 2. definite and not changing: *Have you set a firm date for the meeting?.* 3. showing that you are in control of a situation: *The party needs firm leadership.*
- tight a** [taɪt] 1. fitting closely around your body or part of your body. *a tight shirt/dress, keep the window tightly closed.* **Ant. loose.** 2. holding sth/sb or fastening sth very firmly: *Baxter kept a tight grip on the prisoner's arm.* 3. you have only just enough of it: *a tight budget.* **tight adv.** very firmly: *She held on tight to the handrail.*

2. stuff – staff

- stuff n** [stʌf] 1. objects or things: *By the time we got to the sale all the good stuff was gone.* 2. a material or a substance; *The costumes were made of thin stuff.*
- staff n** [stɑːf] (sing. U.) the people who work for a particular company, organization, or institution: *She joined the staff in 2002.*

1. Insert the words from **Words not to be confused.**

1. I spent all my life doing really boring
2. What's all this ... on my desk?

3. Peter became a very valued member of the
4. The ... have worked very hard.
5. He is a ... believer in discipline for the children.
6. They were passing by a ... wall of rock.
7. Inside the room he saw a few pieces of old ... furniture.
8. The knot was ... and he couldn't undo it.

IDIOMS WITH KEEP

2. Do you guess what the idioms mean? If not, look up in the dictionary to translate them.

keep up with sb

keep a close eye on

keep an open mind

keep your fingers crossed

Make up sentences with the given idioms.

DISCUSSION POINT

SHOP TILL YOU DROP

Before you read

1. Are you fond of shopping?
2. Where do you shop?
3. What are your shopping habits?
4. Do you use a shopping list?

Window shopping. Do you sometimes go browsing shops with no intention to buy anything, possibly just to pass the time between other activities, or to plan a later purchase? The English call it window shopping.

Some people avoid shopping because shoppers sometimes have to wait in long lines to buy popular products. It takes time and energy to find something you need at a reasonable price. Unlike these, some shoppers have an uncontrollable wish to shop. They are called shopaholics. During holiday seasons, like Christmas, a lot of people get “shop-till-you-drop” fever.



Some shoppers have an uncontrollable wish to shop. They are called shopaholics. During holiday seasons, like Christmas, a lot of people get “shop-till-you-drop” fever.

Where to shop? In every city there are commercial zones. These are usually downtowns. *Shopping centres* are a collection of stores such as shopping malls, town squares, flea markets and bazaars.

Stores sell a selected set of goods or services. They can be from cheap to pricey.

Retail shops specialize in the selling of goods related to a theme include bookstores, boutiques, candy shops, gift shops, hardware stores, hobby stores, pet stores, pharmacies, supermarkets.

Other stores such as big-box stores, hypermarkets, convenience stores, department stores, general stores, dollar sell a wider variety of products not related to each others.

In *antique shops*, the public can find goods that are older and harder to find.

Second-hand. Some shops sell second-hand goods. In case of nonprofit shops, the public donates goods to these shops, commonly known as *thrift stores* in the USA or charity shop in the UK. College students are known to resell books back through college textbook bookstore. In give-away shops goods can be taken for free.

Many shops are part of a shopping centre that carry the same trademark (company name) and logo using the same branding. They sell the same products but in different places.

Shopping time. Some businesses have shopping hours, but some are open round-the-clock.

Did you know?

It was 1878 in Dayton, Ohio saloon owner James Ritty was not a happy man. He suspected that members of his staff were stealing from his business by taking customer cash and pocketing it. Unfortunately, Ritty had no way of proving that shoplifting is becoming a problem. The next year he did. With the help of his brother, Ritty invented and patented the first mechanical cash register.

Focus on Words

COLLECTING WORDS

Types of shops: shopping malls/centres/hubs/stores/a chain of stores/retail/ book/ department stores/big box stores/pharmacies/boutiques/ ready-made clothes/stationary shop/second-hand/give away/non-profit/antique/pawn/ corner shop/candy/ gift/

markets: flea market/supermarket/hypermarket/bazaar

price: go up/down; cheap/expensive/inexpensive/costly/profitable/reasonable/
high/sky high; trademark/logo/brand

people: customer/shopper/shop assistant

shopping: home shopping/go shopping/do the shopping/shopping list

goods: a variety of goods; buy/purchase goods; discount/sale/on sale; size, quality

ARRANGING WORDS

What can you buy in food stores?

confectionary, dairy, grocery, greengrocery, bakery

WORDS IN USE

a. Where will you buy

clothes? food? household things? socks? toys? presents?

b. Insert the words:

pressures of commerce, the latest fashion,
electronic communication, fads, ipods

- The tendency of young people today to give in to the (1) ... and industry, and to buy (2) ... companies want them to buy, is saddening. Whether it is mobile phones, MP3 players, (3) ... or, dare I say it, the Internet – aren't all these things just crazies that cost a lot of money and are bad for young people today? When we were young, things used to be different. We had time for each other, we would go for walks and enjoy nature, and we would spend hours reading good books. How is the world going to develop if the only things young people are interested in are (4) ... and (5) ...?

All I can say is that I'm deeply concerned, and I hope teachers are aware of the dangers of technology and the modern world, and influence children to turn more towards the things that really matter!

LISTENING

Listen to the text “A bargain is a bargain” and find the answers to the questions.

1. Do you understand the title of the text?
2. What is a psychological price?
3. Why is it called so?
4. What is meant by *haggling*?

PRESENTATION

Food security

The gradual change in diet among newly prosperous population is the most important factor underpinning the rise in global food prices. From 1950 to 1984, as the Green Revolution transformed agriculture around the world, grain production increased by over 250%. The world population has grown by about 4 billion since the beginning of the Green Revolution and most believe that, without the Revolution, there would be greater famine and malnutrition than the UN presently documents (approximately 850 million people suffering from chronic malnutrition in 2005).



It is becoming increasingly difficult to maintain food security in a world beset by a confluence of “peak” phenomena, namely peak oil, peak water, peak phosphorus, peak

grain and peak fish. The journal *Science* published a four-year study in November 2010, which predicted that, at prevailing trends, the world would run out of wild-caught seafood in 2048. With all the degrading processing going on it may happen earlier.

YOUR TURN

1. Which is the best way to maintain food security?
2. Do you agree with the data published in the *Science*?

Focus on Words

COLLECTING WORDS

Words to do with nutrition

diet, go on a diet, malnutrition, maintain food security, food chain, harmful/wholesome food, obese, obesity

WORDS IN USE

Read the text and speak about life expectancy in different countries.

1. What does life expectancy depend on?
2. While answering make use of the words and expressions which
 - a. Add information
 - b. Generalize information
 - c. Sum up information

As a country develops, the inhabitants usually become wealthier- and healthier. In Japan the average life expectancy at birth for men is 77. 6. years and for women – 84. 6years. On the other hand, in a developing country like Botswana, it is just 37 for men and 36 for women.

However in developed countries, lifestyle and diet are changing People have busier lives, they are more likely to suffer from stress. They do not have time to prepare proper meals. And they eat fast food instead, which contains a higher proportion of salt, sugar and fat. They do not walk so much and some do not do any physical activity at all. As a result, the percentage of people with heart diseases increases. Another disease that has become common is diabetes. To avoid it young people should try not to gain weight. They should watch what they eat. and avoid foods high in fats and sugars, exercise regularly by jogging, swimming or doing aerobics. If people change to healthier lifestyle, we may be able to stop diabetes in the future.

FACT FILE

- McDonalds, an American company, has 31, 000 locations worldwide.
- In 2008, there were over 922 million international tourist arrivals, with a growth of 1. 9% as compared to 2007.

Focus on Phonetics

Read the song and say what it is about. What are the author's dreams and wishes?

New Year! It is the time when we ring out the old year and welcome the present year with open arms, with eyes filled with new dreams. With another year approaching, it's time again to prepare for New Year celebrations to your friends, loved ones and all those eagerly awaiting the coming year ... Embrace them in your festivities and show how much you care. Happy New Year!

Happy New Year

No more champagne
And the fireworks are through
Here we are, me and you
Feeling lost and feeling blue
It's the end of the party
And the morning seems so grey
So unlike yesterday
Now's the time for us to say...



Refrain:

Happy New Year
Happy New Year
May we all have a vision now and then
Of a world where every neighbour is a friend
Happy new year Happy New Year
May we all have our hopes, our will to try
If we don't, we might as well lie down and die

1. Mark the stresses before singing.

2. Pronounce the diphthongs in the words

grey - say
lay - say

try - die
arrive - thrive

time - find
line - nine

decade
eighty

Focus on Grammar

REVISION: NOUN NUMBER

Do you remember?

- Some nouns in English are used only in the plural and take a plural verb: *jeans, trousers, shorts, tights, pajamas, glasses, scissors.*
- Some nouns are used only in the singular and take a singular verb: *news, information, advice, money, equipment, work.*
- The nouns *people* and *police* take only a plural verb.

- Some nouns ending in **-ics** are singular: *athletics, economics, electronics, gymnastics, mathematics, physics, politics*.
- Some nouns have the same form for both the singular and the plural: *deer, sheep*.

1. Choose the right word.

1. Gymnastics *is/are* my favorite sport.
2. The trousers Mother bought for me *doesn't/don't* fit me.
3. The police *is/are* looking for the man who broke into our house.
4. You gave me *a/-* very good advice.
5. Where *is/are* the money? - *It/they is/are* on the table.
6. Mathematics *was/were* my best subject at school.
7. Where *is/are* my glasses? - *It/They is/are* on the bookshelf.
8. I need *a pair of/a* jeans.

2. Correct the sentences.

1. Does the police know how the accident happen?
2. Three years is a long time to be without a job.
3. There were three sheeps in the field.
4. There were interesting informations on TV today.
5. People in this country is very friendly.
6. I am not interested in politics, I find them boring.
7. She bought two trousers for her son.
8. I have few work to do.

Explanation: Noun number

- Some few nouns have two different forms in the plural. But the two forms may have different meanings.

cloth	cloths (pieces of cloth): <i>Woollen cloth is often more expensive than other cloths.</i> clothes (items of clothing): <i>I have to buy some winter clothes.</i>
fish	fish (a number of): <i>There are a lot of fish in the lake.</i> fishes (of different kinds): <i>You can order different fishes in this restaurant.</i>
custom	customs (սովորույթ): <i>Every country has its customs.</i> customs (մաքսատուրք), the Customs (մաքսատուն)
colour	colours (the flag that indicates nationality): <i>The country's colours were raised in a special ceremony.</i> colours (material used by artists, paint): <i>The badges come in twenty different colours.</i>

- Some nouns have different meanings in the singular and in the plural:
good (օգուտ) - goods (ապրանք)
force (strength) - forces (զինված ուժեր)
wood (փայտ) - wood/woods (անտառ)

3. Choose the right word.

1. We went fishing, but we didn't catch many *fish/fishes*.
2. Yellow is my favourite *colour/colours*.
3. How long will it take us to get through the *custom/Customs/customs*.
4. The portrait was painted in water *colour/colours*.
5. My brother has joined the Air *force/Forces*.
6. He got rid of his bad habit only by *force/forces* of will.

ARTICLES

4. Insert articles where necessary.

New ways to shop

Fairs and markets have ... long history that started when man felt ... need to exchange ... goods. People would shop for... goods at ... weekly market in nearby towns. Then ... shops began to be opened. Shops became specialized, e.g. ... bakery, ... butchery, ... grocery and others. Then ... supermarkets appeared. There have been three major phases in ... trading world in the last 100 years. In ... way, these link up into ... full circle.

1. Customers are served by ... shop assistant. Shops may deliver ... goods to ... customers' homes.
2. Customers select goods, take them off ... shelves using self service and deliver their own goods.
3. Customers select goods via ... internet. ... goods are delivered to their homes. This is called ... home shopping.

The last ten years have been a wild time on ... Internet, especially when it comes to online shopping. ... consumer can make purchases through online shopping, shopping channels, mail order etc. People have access to ... lot of information about a particular product which can be looked at and discussed at any given time. Online shopping allows ... buyer to save ... time.

MIXED TENSES

5. Fill in the correct tense forms.

A man is asking people in the street about his company's new washing powder, Dreamwash. Here is one of these conversations.

A: Excuse me, Madam. Have you been to Parkers' Supermarket today?

B: Yes, I ... (be) there at about ten o'clock this morning. Why?

A: ... you (buy) any washing powder when you were there?

B: Yes, I ... (buy) my usual powder. Why ... you (want) to know?

A: I'd like to talk to you about our new washing powder *Dreamwash*. ... (see) it this week?

B: Oh, yes, I ... (notice) it in a lot of stores this week. I ... (see) a funny advertisement on TV this week. It ... (show) a lady who was doing the washing at Buckingham Palace in London. I ... (buy) it and I ... (like) it.

A: What about you, Madam? ... you (buy) it too?

C: I ... (use) it on Monday this week – but I never ... (buy) it again. I ... (feel) disappointed with the results. I ... (try) a few new washing powders this year. In March this year I ... (try) *Superwave* and the clothes ... (not look) very clean. Then I ... (buy) *Bio-White*. It ... (make) everything white, even the coloured things. So I ... (have) enough of new powders for one year.

A: Thank you.

CONNECTING SENTENCES

Explanation: Indicating Cause (Reason)

To indicate reason sentences can be connected by *because/since/because of/due to/on account of/owing to*.

Because and *since* are followed by a clause:

e. g. He left his wallet at home *because he was careless*.

Because of/due to/on account of/owing to are followed by a noun or –ing form:

e. g. *Because of his carelessness/ because of his being careless* he left his wallet at home.

6. Choose the right connective.

1. We stopped playing tennis *because of /because* the rain.
2. It was all *because of /because* her that we got into trouble.
3. We had to hurry indoors *because of /since* it was raining.
4. I am late *owing to /because* of the traffic.
5. We didn't arrive until seven o'clock *because of /because* the traffic was terrible.

WORD ORDER

7. Choose the best answer. There may be one or two correct answers.

1. With transitive phrasal verbs, if the object is a noun we can put it:
 - a. between the verb and the particle,
 - b. after the particle,
 - c. before the verb.
2. With transitive phrasal verbs, if the object is a pronoun we can put it:
 - a. between the verb and the particle,
 - b. after the particle,
 - c. before the verb.

8. Correct the mistakes.

1. She made me a good offer, but I've turned down it.
2. Unfortunately it was a secret which found out I had.
3. Nobody believed he would be up would smoking give able to.
4. The chairman wants the meeting in the morning so I've ten set up o'clock ten it.

Unit 7 Scientific Progress: Benefit or Disaster?



Before you read

1. What is meant by the Industrial Age? the Information Age?
2. What does global telecommunication network mean?
3. When did the mobile phones receive high speed connections?
4. Are you sceptical or positive of the claims made by scientists about their discoveries?
5. Do you believe their claims that their new developments are safe?

Read the text and do the exercises.

The Age of Computer

Smaller, faster and smarter. Progress in science and technology sometimes gives name to the century such as, for instance, the Industrial Age. Not surprisingly, the 21st century is already being described as the Information Age, or the Computer Age, since communication and information technologies are widespread – in our homes, workplaces, and universities. Many of us have access to the mobile phone, television, the Internet, the global telecommunication network. These forms of communication seem very modern, and yet the Information Age has a long and fascinating history.

Car-sized to pocket-sized computers. From 1950 on, the development of computers has been extremely rapid.

In 1958, the integrated circuit or ‘chip’ was invented and computers started decreasing in size.

In 1962, the first computer game, *Spacewar*, was sold, and computers became more popular.

In 1969 ARPANET, the original Internet was launched.

In 1971 the first microprocessor was developed.

In 1981 the IBM PC (personal computer) was introduced. The PC revolution had begun. Since then, computers have become smaller, faster, and smarter.

Mobile telephone. The development of the mobile phone has been rapid and astonishing.

Perhaps surprisingly, it was the work on radio waves that was to have the biggest effect on the development of the telephone. The new era of phones worked by using radio waves which transmitted a radio signal to a transmission centre and then to the receiver. As they did not need to be attached to electrical wires, phones could be portable for the first time.

The first mobile phones were those developed in the 1980s. Much larger and heavier than today's mobile phones, these had a limited range as the transmission networks were still being established.

In the 90s the mobile truly entered the digital era. The Short Message Service (SMS) was added. Texting was born. After that mobile phones get access to certain websites.

In 2000 a whole new generation of phones was launched. These were based on completely new protocols which enabled high-speed connections. The phones with the Internet access of 144b (bits) per second were replaced by those as fast as 2Mb (megabits) per second.

Multi-functions. It is the fast connection that has allowed mobile phones to become multi-functional. It allows the phones to be used as mini-computers. Some have M-Commerce (Mobile Commerce) systems to allow the user to access, organize, and operate financial transactions such as making payments or selling stocks and shares. Many modern phones have the Global Positioning System (GPS), which enables users to know their exact position and to get directions to places they want to go.

However, for many people it is the entertainment that mobiles provide that makes them so attractive. Users can play games, take pictures or make short films, listen to MP3 recordings, watch films, and tune into TV programmes in real time. The phones can also act as a modem, allowing owners to access their emails at any time.

In 2010 a new generation of mobiles was launched. It is believed that the connection speed will rise to 100Mb per second. Other developments include the production of tiny wrist phones, holophones¹, and remote-control of a car via your phone.

There is a great variety of mobiles today. You can go and pick up the one you want.

Voice-controlled technology. Already some people have installed voice-controlled technology. They use mobile-phones technology in their homes. They use mobile phones "to tell" their lights to switch on or to order their television to turn off.

However, in the future more and more of us will be using this technology to control our heating, our lighting and security in our homes. Perhaps one day we will be able to "tell" our ovens to cook our dinners!

1. Holophones give three-dimensional moving images of the owners

Comprehension

TRUE OR FALSE?

1. All scientific discoveries were made for the benefit of mankind.
2. Humanity needs more discoveries in the sphere of medicine.
3. It is better to make a discovery working alone.
4. Team work gives better results.
5. The most important discovery made in the past was the discovery of the wheel.

Work on Words

- launch v** [lɔ:ntʃ] 1. to put sb/sth into action, to start sth: *launch a campaign/an attack*. 2. to put sth into motion, the act of sending a space vehicle, missile or other object into space, to send sth on its course: *launch a missile/rocket a satellite into orbit*.
- access n** [ˈækses] 1. (to sth) a means of approaching or entering a place; a way in: *The only access to the farmhouse is across the fields*. 2. (to sth/sb) the opportunity or right to use sth or approach sb: *gain/get access to information*. *Students must have access to a good library*. *Journalists were denied access to the president*.
- smart a** [smɑ:t] 1. clean, tidy and well dressed; wearing quite formal clothes: *You look very smart in your new suit*. 2. (of clothes, etc.) clean, attractive and looking new: *a smart dress/suit, a smart car*. 3. of people or their actions, etc., having or showing intelligence; clever: *the smartest student in your class/a smart answer/idea*. 3. connected with rich, fashionable people: *smart hotels/shops*.
- attach v** [ə'tæʃ] 1. (sth to sth) to fasten or join sth to sth: *attach a label to each piece of luggage. a house with a garage attached*. 2. attach sth to sth to believe there is value, importance or truth, etc. in sth: *Do you attach any significance to what he said?*
- claim v** [kleim] 1. to say that something is true, even though there is no definite proof: *He claims he saw the criminal with his own eyes. to claim to do sth. The company claims to produce more cars than any other company all over the world*. 2. to say that something is yours, especially as a right: *Henry VII claimed the English throne after defeating Richard III. claim victory/credit*.

Phrasal verbs with PICK

- pick at** to take only little of food without appetite: *The child just picked at the food*.
- pick on** bother, annoy, criticize or make fun of someone: *My friends always pick on me because I don't sing well*.
- pick out** choose: *She picked out the books she wanted to take and left*.
- pick up** 1. learn quickly: *She picked up Spanish in six months*. 2. collect on your way or bring to the same destination: *Can you pick up some friends on your way to the party?* 3. to lift sth by using your hands: *She picked the children's clothes up from the floor*.

1. Insert the missing words (see Work on Words).

1. Sandy's looking very ... today.
2. He has made a few ... investments lately.
3. Only a small number of our students have ... to the Internet.
4. He ... he was not guilty.
5. The company ... to represent more than ten firms.
6. Has anyone ... the wallet I handed in yesterday?
7. Some groups still have difficulty gaining ... to health care.
8. The day of ... the space shuttle was already fixed.
9. Oxford street is one of the ... shopping areas in London.

2. Match the two parts of the sentences.

- | | |
|-------------------------------|---|
| 1. If you pick on someone, | a. you take hold of it and lift it up |
| 2. If you pick out something, | b. you give them a lift. |
| 3. If you pick up something, | c. you repeatedly treat them badly or criticize them. |
| 4. If you pick someone up, | d. you choose or select it. |
| | e. you easily acquire a new habit. |

3. Choose the correct adverb.

1. Ken picked *at/out/on/up* the best fruit at the supermarket.
2. The kids pick *at/out/on/up* Trent because he is different.
3. Could you pick me *at/out/on/up* at 6 o'clock?
4. She picked *at/out/on/up* a long black dress to wear.
5. Pick *at/out/on/up* your toys please.
6. I picked *at/out/on/up* lots of new English words during my holiday in the USA.

Focus on Words

COLLECTING WORDS

a. Words to do with technology

Verbs: download, send e-mail, search, surf, browse, attach, open, close, copy, delete, enter, print, save, end, undo, personalize, minimize, underline, insert, draw table, zoom, paste, select, highlight, format, convert, launch, activate, install, load, unload

Nouns: font, bullets, page layout, cursor, spacing, view, mouse, memory, keyboard, scanner, printer, monitor, access, modem

Adjective: digital, personal, mobile

b. Do you know the following abbreviations?

VDU, USB PORT, CPU, IBM, PC

(See p. 165)

WORDS IN USE

a. Insert these words.

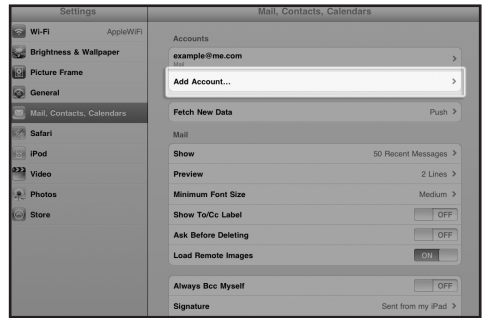
CPU, central processing unit, the computer memory, USB ports, memory key, software, monitor, keyboard

Searching the Internet efficiently

A computer is made up of several main parts. Obviously, the most important is the (1) ..., or (2) This is the part that houses (3) ... and processing chips, in other words, the computer's brain. Most CPUs now have a CD and/or DVD burner, that is a device for recording onto a CD or DVD, already built into the unit. They also have (4) ..., that is to say, sockets where you plug in other devices, e.g. your scanner or (5) Most CPUs have (6) ..., i.e. computer programs already loaded when you buy the computer, but many people like to add other programs to personalize their computer. Other necessary parts of any computer system are the (7) ..., or the screen, the mouse and the (8)

b. Put the instructions for sending an e-mail in the correct order.

- attach your documents to the message
- click on the e-mail icon
- connect to the Internet
- click on *write mail*
- log off
- send the message
- type the address.
- write your message.



c. Match the two parts of the sentences.

- | | |
|-----------------------------|---------------------------------------|
| 1. Before you send an email | to attach the picture to the document |
| 2. If you make a mistake | into two columns. |
| 3. It is very easy | you need to connect to the Internet. |
| 4. You can divide the text | you can always undo it. |
| 5. Please attach your CV | to your application form |

d. Match the titles with the passages.

- An exciting idea about time travel
- The world is growing older
- Life in front of the computer screen
- Prisons in space
- Star wars: fact or fiction
- The advantages of new energy sources
- The end of English lessons

- A. It might not be long before the sun, the wind and the sea become our main sources of energy. We will live in a cleaner, healthier world. May be it will be a safer one too.
- B. Research scientists will find cures for most of the world's diseases in the next 50 years. We will all live longer and, by the year 2020, there will be more than one billion people over 60 years. How will this change our society and how will we pay for the elderly?
- C. The 21st century will be the century of the Internet for business, education, shopping and even to make friends.
- D. In the US and the UK, prisons are almost full and crime is increasing every day. Soon there won't be enough room for them. Space stations may be the answer.
- E. Learning a foreign language may soon be a thing of the past. There will be new developments in automatic translation machines.
- F. A hundred years ago many scientists said that space travel was impossible. Now they say they will never be able to travel in time. Super string theory suggests they might be wrong.
- G. American military scientists are developing new laser technology that may change the world forever. Laser guns on military satellites will be unstoppable and the future for the smaller countries of the world is extremely frightening.

LISTENING

Listen to the text “Technology: good or bad?” and say which are the three advantages and disadvantages of mobile phones named by the author?

Focus on Phonetics

Mark the stress in the following words. Find the odd words.

- a. device, damage, destroy
- b. activate, communicate, graduate
- c. improve, insert, inner
- d. mobile, combine, connect
- e. attach, access, agree

Focus on Function

Generalisation: *in general, generally, there is a tendency, tend to*

1. Insert the words expressing generalisation.

- 1. ***Friends United*** is a popular website. It has seven million members. People visit the site because they want to find out about old friends. After visiting the site many people organise reunions with their old friends.
- 2. ***Wikipedia*** is the first online encyclopedia. Before Wikipedia, it was taken for granted that encyclopedias were written by experts. In other words, before the reader had no control over the content. Wikipedia has changed all that, as anyone is allowed to edit and add content. The idea has certainly caught on and, for millions

of people, it answers a vital need. Wikipedia's founders insist that, on the whole, the information on the site is no less accurate than in more traditional reference books.

3. We were discussing the future in class today. Some people were wondering whether we would have to live in space when we destroy our planet. I explained that the answer lies in technology. Scientists intend to develop forms of energy that will not damage the environment. The problems caused as a result of technology will be solved by technology.



4. In 2001, an American millionaire, Dennis Tito, became the world's first space tourist. He paid 20 million dollars to fly to the International space station. A year later, the South African businessman, Mark Shuttleworth, followed him. Will our turn come?

2. Read the sentences and organise them into a text. Show that these changes are likely to happen. Insert words expressing generalization.

1. Nearly all researchers agree that wireless technology will have developed.
2. Scientists will have invented earrings which take our pulses, and glasses on which we watch videos.
3. Instead of watches, we'll be wearing gadgets which will combine the functions of a phone, camera, MP3 player and computer.
4. In the home, household equipment will have improved – there'll be fridges which read the use-by date on milk cartons and order new milk when necessary.
5. On the road, we won't have got rid of cars, but we will have keyless electric cars which we can talk to.

Focus on Words

COLLECTING WORDS

Words to do with science

Nouns: aim/cause/reason/attempt/nature/experiment/research/technology

Verbs: carry out/come up with/fulfill/work out/turn into/cause/consider/discuss/explain/observe/introduce/initiate/calculate/estimate/measure

Adjectives: typical/average/physical/true/accurate/false/outdated

WORDS IN USE

Insert the words:

analyzed, antibiotic, completely, discovered, disease. experiment, maths

Sometimes scientific discoveries were made by accident. Two famous examples of this are gravity and penicillin. Isaac Newton, who first used **(1)** ... to describe gravity, was sitting in his garden when he saw an apple fall – some say it fell on his head! This made him think about why, and he realized he could explain it using mathematics.

Alexander Fleming **(2)** ... penicillin, which was the first **(3)** It **(4)** ... changed medicine. He was working in the laboratory when he saw that something started growing on one of his **(5)** He **(6)** ... it and realized that it could be very useful in fighting a **(7)** Sometimes luck can be a big help!

Reading Life

Read the text and do the exercise.

Context

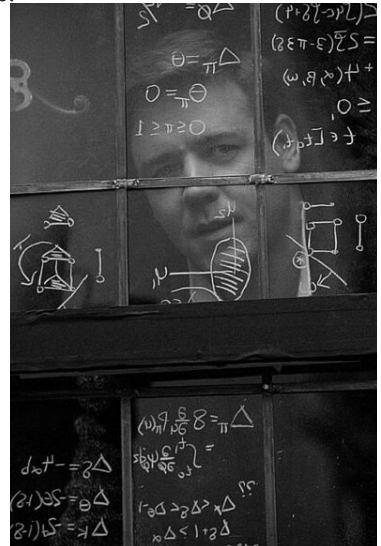
A Beautiful Mind is a biography of Nobel Prize-winner economist and mathematician John Forbes Nash, Jr. The book is a detailed description of many aspects of Nash's life, and a close examination of his personality and motivations. Starting with his childhood, the book covers Nash's years at Princeton and MIT, his work for the RAND Corporation, his family and his struggle with the disease that tortured him throughout his life.

Nash enrolled as a graduate student at Princeton in 1948 and almost immediately stood out as an odd duck. He devoted himself to finding something unique, a mathematical theorem that would be completely original. He met and eventually married a graduate student, Alicia. As his disease progressed, he painfully watched the burden and loss his condition brought on his wife and friends. Yet he created the theory of games for which he was awarded the "Nobel Prize in Economics" in 1994.

The book won the 1998 National Book Critics Circle Award for biography, was nominated for the Pulitzer Prize for biography. It also appeared on the New York Times' bestseller list for biography.

It is particularly notable for describing Nash's genius as well as his struggle with his mental illness.

It inspired the 2001 film by the same name. The well-acted film is both a moving love story and a revealing look at mental illness. The mathematics in the film were well-praised by the mathematics community, including the real John Nash.



A Beautiful Mind

by Sylvia Nasar

JOHN FORBES NASH, JR. a mathematical genius, inventor of a theory of rational behavior, visionary of the thinking machine - had been sitting with his visitor, also a mathematician, for nearly half an hour.

It was late on a weekday afternoon in the spring of 1959, and, though it was only May, uncomfortably warm. Nash was slumped in an armchair in one corner of the

hospital lounge, carelessly dressed in a nylon shirt that hung limply over his unbelted trousers. His powerful frame was slack as a rag doll's, his fine features expressionless.

He had been staring dully at a spot immediately in front of the left foot of Harvard professor George Mackey, hardly moving except to brush his long dark hair away from his forehead in a repetitive motion. His visitor sat upright, oppressed by the silence, acutely conscious that the doors to the room were locked. Mackey finally could contain himself no longer. His voice was slightly irritated, but he tried to be gentle. "How could you," began Mackey, "how could you, a mathematician, a man devoted to reason and logical proof... how could you believe that extraterrestrials are sending you messages? How could you believe that you are being recruited by aliens from outer space to save the world? How could you. ..?" Nash looked up at last and fixed Mackey with a stare as cool and dispassionate as that of any bird or snake.

"Because," Nash said slowly in his soft, reasonable southern drawl, as if talking to himself, "the ideas I had about supernatural beings came to me the same way that my mathematical ideas did. So I took them seriously."

The young genius from Bluefield, West Virginia – handsome, arrogant, and highly eccentric burst onto the mathematical scene in 1948. Over the next decade, a decade as notable for its supreme faith in human rationality as for its dark anxieties about mankind's survival, Nash proved himself, in the words of the outstanding geometer Mikhail Gromov, "the most remarkable mathematician of the second half of the century." Games of strategy, economic reality, computer architecture, the shape of the universe, the geometry of imaginary spaces, the mystery of prime numbers - all engaged his imagination. His ideas were of the deep and wholly unexpected kind that pushes scientific thinking in new directions.

"Geniuses", the mathematician Paul Halmos wrote, "are of two kinds: the ones who are just like all of us, but very much more so, and the ones who, apparently, have an extra human spark. We can all run, and some of us can run the mile in less than four minutes; but there is nothing that most of us can do that compares with the creation of the great theories".

Nash's genius was of that mysterious variety more often associated with music and art than with the oldest of all sciences. It wasn't merely that his mind worked faster, that his memory could keep more, or that his power of concentration was greater. The flashes of intuition were nonrational. Nash saw the vision first, constructing proofs long afterward. But even after he would try to explain some astonishing result, the actual route he had taken remained a mystery to others who tried to follow his reasoning.

Comprehension

1. Find the passage which proves that Nash was attractive.
2. Find the passage where he accepts the existence of aliens.
3. Find the passage which describes Nash's interests.

TECHNOLOGY QUIZ

1. How many pieces of technology do you have with you, on your person, in your bag?
2. How do you feel when you have to use a new piece of technology, e.g. a photocopier, car, camera etc?
 - a. excited
 - b. indifferent
 - c. anxious
3. You have a new electronic gadget. Do you:
 - a. read the instructions carefully before using it?
 - b. learn how to use it by trial and error?
 - c. get someone to show you how it works?
4. Which of the following do you have?
 - a. a mobile phone
 - b. an MP3 player
 - c. a sat nav
 - d. a palmtop
 - e. a blog
 - f. your own website
5. Do you take photos with:
 - a. a digital camera?
 - b. a disposable camera?
 - c. a camera phone?
6. How do you feel about online shopping/banking?
 - a. It's great.
 - b. I do it sometimes, but the security worries me.
 - c. I don't do it.
7. Do you read 'e-books'?
 - a. Yes, now and again.
 - b. Yes, all the time.
 - c. No, I prefer to hold a real book.

Focus on Grammar

ADJECTIVES

1. Choose the correct form.

When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are **(1)**... to Earth. However, they are still a long way off, and a journey to Mars would be about nine months, **(2)** ... than a journey to the Moon (about three days). Even if your future spaceship was **(3)** ... the simple space probes we have now, it would still take you a couple of years to get to Jupiter, which is **(4)** ... the Earth – more than 1,300 times, in fact. Jupiter is a giant ball of gas and the

atmospheric pressure is **(5)** ... it is on the Earth. If you could land there, you would be **(6)** ... – more than twice as much. The whole planet is **(7)** ... the Earth as well, and scientists think that the centre of the planet may be as hot as 10,000°C. Interestingly, the day on Jupiter is **(8)** ..., and only lasts about ten hours, but a year on Jupiter lasts for 11 Earth years. So when you came back, you would be **(9)** ... when you set out!

- | | | |
|-----------------------|----------------------|--------------------------|
| 1. a. a lot nearer | b. nearer than | c. less near than |
| 2. a. more longer | b. as long as | c. much longer |
| 3. a. more fast | b. a lot faster than | c. not as fast as |
| 4. a. as big as | b. less big than | c. very much bigger than |
| 5. a. just as great | b. less great | c. a lot greater than |
| 6. a. more than heavy | b. less heavy | c. much heavier |
| 7. a. as hot as | b. a lot hotter than | c. hotter |
| 8. a lot shorter | b. shorter than | c. less short |
| 9. more old | b. older | c. much older than |

MIXED TENSES

2. Choose the right verb form.

One day in the year 1895, when the German physicist Wilhelm Konrad von Roentgen **(1)** ... in his laboratory, he **(2)** ... the radiation was passing through objects that were opaque to ordinary light. He named his discovery *X-stralen*, which **(3)** ... into English as X-rays.

- | | | | |
|---------------------|---------------------|---------------------|-------------------|
| 1. a. experimented | b. is experimenting | c. was experiencing | d. experiments |
| 2. a. was finding | b. found | c. had found | d. finds |
| 3. a. is translated | b. translates | c. translated | d. had translated |

I **(4)** ... from the University several years ago and I have got a degree in Economics. Before that I **(5)** ... graphics and worked in an advertising agency for a short time. Now I **(6)** ... for Oxfam, which campaigns against hunger in the world and **(7)** ... to help countries.

- | | | | |
|--------------------------|------------------|-----------------|------------------|
| 4. a. have graduated | b. had graduated | c. graduated | d. was graduated |
| 5. a. would have studied | b. studied | c. was studying | d. have studied |
| 6. a. was worked | b. have worked | c. would work | d. work |
| 7. a. is tried | b. was trying | c. has tried | d. tries |

Scientists have put a date on Armageddon. It **(8)** ... on September 21, 2030, when the Earth is in danger of being hit by an asteroid. The newly discovered threat to global civilization **(9)** ... 2000 SG3444 and it could strike our planet with a force 100 times greater than that released by an atom bomb that **(10)** ... Hiroshima in 1945, astronomers **(11)** This announcement **(12)** ... yesterday on the Internet by the International Astronomical Union.

- | | | | |
|-----------------------|--------------------|-------------------|-------------------|
| 8. a. occurred | b. would occur | c. will occur | d. occurs |
| 9. a. had been called | b. is called | c. called | d. will be called |
| 10. a. has destroyed | b. had destroyed | c. will destroy | d. destroyed |
| 11. a. had calculated | b. have calculated | c. will calculate | d. calculate |
| 12. a. made | b. had been made | c. was made | d. is made |

INFINITIVE OR ING-FORM

3. Complete the text with the ing-form or to-infinitive of the verbs in brackets.

John Stuart decided (cross) Australia from south to north in 1859. He wanted (win) a prize offered by the South Australian government. This meant (travel) across mountains and desert for 3,000 kilometres. He and his three companions kept (ride) for eight months before reaching the centre of the continent. What had they expected (find)? So far they had only succeeded in (discover) a huge desert. On this expedition Stuart failed (reach) the coast and turned back ill and short of food. He tried (complete) the journey the next year, but failed again. Finally in 1861 he managed (arrive) at the northern coast, near the modern city of Darwin. Ever since he has been famous for (cross) the continent, though sadly he died after his return to Adelaide.

CORRECTING MISTAKES

4. Correct the mistakes.

- MSF it stands for *Medicins Sons Frontiers* which in English can be translated as ‘Doctors without Frontiers’.
- This charity works all over the world, where it does do two things.
- Firstly, it tries to provide medical help where this is needed, regardless of race, gender, religion or politics.
- Secondly, it does aims to let people who know about global problems, such as poverty, which occur in many different parts of the world.
- MSF doctors who work in emergency situations in more than eighty countries.
- Doctors always go where they needed most.
- They help countries whose too poor to support medical services over a long time.



JOINING SENTENCES

Explanation: Emphasizing qualities and characteristics

To emphasise qualities and characteristics *so... that* and *such ... that* are used.

So is used to modify an adjective or adverb:

e.g. The meteor storm was *so* beautiful that we watched it all night.

Such is used before an adjective + uncountable or plural noun or before an adjective + singular count noun.

e.g. It was *such* a quick meteor *that* it passed by in one night.

5. Select the phrase that best completes the sentence.

1. There were a lot of clouds in the sky. I couldn't see much.
There were *such many/so many* clouds in the sky that I couldn't see much.
2. It was a cloudy night. I couldn't see much.
It was *such a/so* cloudy night that I couldn't see much.
3. The meteor particles are small. They burn up before they reach the earth.
The meteor particles are *so/such* small that they burn up before they reach the earth.
4. The meteor storm is a big threat to satellites. They are being moved out of the way.
The meteor storm is *so big threat/such a big threat* to satellites that they are being moved out of the way.
5. The meteor particles move fast. They become bullets in space.
The meteor particles move *so/such* fast that they become bullets in space.
This meteor shower is *such a/so* rare occurrence that it only comes every 33 years.

6. Join the sentences using *so...that* or *such ... that*.

1. This meteor shower is a rare occurrence. It only comes every 33 years.
2. The comet has a large wake. It passes through the Earth's upper atmosphere.
3. The shooting stars appear frequently. You can see two or three a minute.
4. Scientists consider this a unique opportunity. They fly in aircrafts to study it.
5. These observations will reveal important information. Scientists will be studying results for years.

EMPHASIS

Explanation: Cleft Sentences

A declarative sentence can be reformulated in different ways depending on what piece of information is most important.

e.g. *David studied English at Oxford.*

It was David who studied English at Oxford.

It was English that David studied at Oxford.

It was at Oxford that David studied English.

This kind of sentences are called *cleft sentences* because the original sentence has been divided (or "cleft") into two clauses. The pattern of cleft sentences is:

It + to be + focus word + clause

7. Make up cleft sentences choosing different focus words.

1. The word 'robot' came into general use only after 1923.
2. Nowadays human organs are easily transplanted in many hospitals.
3. Professor Jerald Lellison has recently made a scientific study of lying.

Check up 2

Comprehension Check

1. Read the text and choose the correct answer.

One of the greatest advances in modern technology has been the invention of computers. They help us, fascinate us and occasionally scare us. The latest fear concerns children and computers. Some experts claim that brothers and sisters are starting to play more with computers than with one another, and that computers are distancing children from their parents.

Walking round a toy shop you find a home computer game to satisfy any child's violent imagination. Adult computer addicts are familiar figures: pale people who sit in front of green screens hour after hour. This is their choice. But the idea of a child living in front of a flashing green screen is somehow less acceptable. Canadian child psychologist Jams-Norton explains: these are children with few friends, afraid of making conversation. They are children who are usually allowed to do what they want. They cannot concentrate for long periods of time except in front of the screen. 'If the computer games they play are violent,' she adds, 'they become indifferent to violence faster than they would through watching violent videos.'

A frightening picture starts to appear. Janis-Norton sees a good number of troubled children. They usually persuade their parents to buy them a computer by saying it will help their education. Computers, after all, are a central part of education today. Some educationalists enthusiastically look forward to the day when every child will have a personal computer in the classroom and the class teacher will be nothing but a technician. With the current lack of teachers someone may soon decide it makes good economic sense. Janis-Norton disapproves of such an attitude, it is relationships with the teacher and the other pupils that make you learn.

We may be at a sort of crossroads. It is a question of whether we use the machines wisely or stupidly in bringing up children. 'The computer,' says the child psychologist, 'is only a surface problem, but the real problem is not computers. It is parents who have forgotten how to be parents, or don't have the confidence. I wish they'd start noticing and worrying about what is happening a bit sooner'.

1. People are worried that children's dependence on computers may result in
 - a. serious learning difficulties.
 - b. serious problems with health.
 - c. families having communication problems.
 - d. permanent anxieties.
2. The idea of computer-dependent adults is acceptable because
 - a. they can control their imagination easily.
 - b. they are old enough to make their own decisions.
 - c. they cannot stop looking at the flashing screen.
 - d. they don't only use the computers for games.

3. Computer-dependent children
 - a. concentrate on the screen for short periods only.
 - b. become violent or aggressive.
 - c. find it hard to communicate with other children.
 - d. stammer more often than other children.
4. Some experts believe that in the future
 - a. every teacher will have a PC in the classroom.
 - b. it will be too expensive to give each schoolchild a computer.
 - c. children will be educated at home using computers.
 - d. most teaching will be done by computers.
5. What is the real problem behind children's dependence on computers, according to the child psychologist?
 - a. Children's learning can be slowed down.
 - b. Parents do not participate in their children's education.
 - c. Children regard computers as toys not tools.
 - d. Parents do not have confidence when using computers.

Vocabulary Check

2. Use the words given in capitals to form a word that fits in the dotted space.

Healthy eating is ... the key to general well-being. Our bodies are made up of what we eat, so our ... cannot possibly escape the effects of bad diet. Sweets, chocolate and cake are fine, but trouble arises when people just can't leave them alone. Make a careful ... when it comes to dessert, and favour cafes that offer a good ... of fruit to round off the meal. A ... in your sugar intake may well hurt at first, but you'll feel better for it.

DOUBT
FIT
CHOOSE
SELECT
REDUCE

Grammar Check

3. Complete the text with *many*, *much*, *few*, *lots (of)*, *none* and *little*.

... people nowadays try to follow a healthy diet, although not ... experts agree about what this is. In fact, ... of people assume that diet is something connected with losing weight. Diet simply refers to the kind of food and how ... of it we eat. There are very ... foods that we can describe as completely 'unhealthy' and not ... foods have zero nutritional value. However, if you eat ... of chocolate and fried food and take ... exercise, then your diet would probably be described as 'unhealthy'. ... experts recommend that we all eat ... of fruit and vegetables and eat very ... fatty food. People are surprised when they discover how ... fat there is in popular fast foods such as burgers and pizzas, or how ... calories there are in soft drinks. Unfortunately ... of us can resist this kind of food, and there are not ... people who are prepared to give up chocolate or chips. There is no easy answer to the question 'What is a healthy diet?'

However, if we eat ... of different kinds of food, drink ... of water, and make sure we take ... of exercise, then we will be going in the right direction. After all, ... of us are perfect!

4. Choose the right verb form.

No one slept that night in Pandy Warra. The villagers (1) ... themselves in blankets and sat on the hillside waiting for the dawn. When daylight came, they all walked round the village looking at the damage. They were lucky. The mango tree (2) ... onto an empty piece of ground. None of the houses (3) ... badly. No one had been injured. Some of the men repaired the damage that (4) ... to the houses. Others cut up the mango tree. They made a huge pile of logs which (5) ... for firewood next winter.

1. a) wrapped b) were wrapped c) were wrapping d) would wrap
2. a) had been fallen b) was falling c) had fallen d) fell
3. a) had damaged b) has been damaged c) damaged d) was damaged
4. a) had don b) had been done c) would be done d) was doing
5. a) had been used b) was used c) would use d) would be used

When people think about movies, they usually (6) ... of Hollywood. However, many of the earliest tools relating to motion pictures (7) ... American inventions. It (8) ... thanks to the efforts of inventors from several countries that we (9) ... movies today.

6. a) are thinking b) think c) thought d) will think
7. a) is not b) will not be c) has not been d) were not
8. a) was b) has been c) were d) will be
9. a) could enjoy b) could have enjoyed c) can enjoy d) can be enjoying

5. Which of the following questions are grammatically correct?

1. Which is the best ending for the following question?

They scarcely talk to each other any more ...

- a. don't they? c. do they?
- b. won't they? d. didn't they?

2. Which is the best question for the underlined part of the sentence?

We have done all the translation without a dictionary.

- a. Who of us have done all the translation without a dictionary?
- b. Which of us have done all the translation without a dictionary?
- c. Who have done all the translation without a dictionary?
- d. Who has done all the translation without a dictionary?

6. Which of the sentences is the best choice for the reported speech?

1. "Don't do your lessons here," said the teacher.
 - a. The teacher forbade us not to do our lessons there.
 - b. The teacher told us to do our lessons there.
 - c. The teacher asked us not to do our lessons her.
 - d. The teacher told us not to do our lessons there.

2. He said, "Will you help me with this essay please? I have to hand it in tomorrow."
 - a. He told me to help him with that essay as he would have to hand it in the next day.
 - b. He asked if I would help him with that essay as he would have to hand it in the tomorrow.
 - c. He asked me to help him with that essay as he had to hand it in the next day.
 - d. He asked me to help him with that essay as he had to hand it in tomorrow.

7. Choose the right completion.

1. Yesterday I quarreled with my boss about ... I am terribly sorry.

a) who	b) which	c) that	d) whom
--------	----------	---------	---------
2. I decided to quit politics ... I might have a great career in it.

a) because	b) though	c) since	d) whenever
------------	-----------	----------	-------------
3. I am really anxious about this situation, ..., I hope we can find a solution.

a) ever since	b) because of	c) although	d) however
---------------	---------------	-------------	------------
4. ... various changes during the centuries, the cathedral remained largely unaltered.

a) Despite	b) Despite of	c) In spite	d) Although
------------	---------------	-------------	-------------

8. Find the odd word.

1. The shop offers clothes not only for lonely women who can drop \$800 on a skirt, but also for shoppers who can't afford such prices.

a) not	b) lonely	c) also	d) such
--------	-----------	---------	---------
2. Most fast food it is said to be unhealthy, but I am not sure that's true.

a) most	b) it	c) said	d) not
---------	-------	---------	--------
3. She got used to live in a large Victorian house in south-east London with her mother.

a) got	b) used	c) live	d) her
--------	---------	---------	--------
4. The Internet has been described as the greatest invention that ever made.

a) been	b) as	c) that	d) ever
---------	-------	---------	---------
5. They always travel business class, so they can't be having short of money.

a) always	b) class	c) so	d) having
-----------	----------	-------	-----------

9. Complete the text with one of the following words: *because, for example (2), such as, instead, however, so, although (3), also (2), since, while (2).*

Wind power is another way of producing electricity. (1) ... wind power produces just 0.4% of the world's electricity, many countries are building wind farms, (2) ... this has many advantages over other methods. Compared to a power station using oil or coal, (3) ... , a wind farm produces no air pollution and the wind itself will never run out.

(4) ..., a wind farm only works well when it is built in the right place. Wind plants generate electricity only when the wind blows, (5) ... if there is no wind, there is no electricity. On the other hand, (6) ... there are many advantages, there are (7) ... some problems, (8) .. noise and the way the turbines spoil the look of the countryside. (9) ...

wind farms are often built on mountains or near the sea, the people who visit these places often feel that they have been spoiled by the wind turbines. One solution to this problem may be to avoid building the farms on land, and where possible to build them on the man-made islands out at sea **(10)** ... , **(11)** ... this is a solution for countries with long coastlines, it is obviously not the answer anywhere.

(12) ... visitors to the areas with wind farms usually complain of the noise and the spoiled view, people who live nearby get used to wind farms. They may **(13)** ... be problems with wildlife. Birds, **(14)** ... are often killed by the turbines. **(15)** ... there are problems with wind farms, they are clearly better for the environment than most other forms of power stations.

10. Fill a, b, c into the numbered gaps of the following text.

- a. Thai women would interpret a loud voice as anger, and too many facial or hand gestures might be a signal that someone wasn't quite right in the head.
- b. Because they come from a very expressive culture, they will respond better to a louder tone, and more expressive gestures.
- c. People from these cultures do not make lots of noise in public, nor do they use many hand gestures when speaking.

Many cultures are quiet and reserved. **(1)** ... Others wave their arms. Students who seem apathetic in a classroom may not be apathetic, but may have been taught to sit still and not to speak in such a formal setting as the classroom. On the other hand, students in some parts of the United States have even been taught that it is acceptable to challenge the teacher's opinions during classes, which is a huge contrast. Richard Gesteland observed that in an attempt to set up a business office in Thailand for a US company the interviews with the men were going fine, but the women were not responding to him well at all. He asked for help from the human resources consultant, who "began talking around the issue politely." The advisor let Gesteland know that he was talking too loudly, using too many animated facial expressions and hand gestures. **(2)** ... Likewise, trying to negotiate in a quiet, calm way with people from Egypt, might lead them to the conclusion that what is being said is really not important. **(3)** ...

Unit 8 Multiculturalism



Monument to Multiculturalism by Francesco Pirelli in Toronto, Canada. Four identical sculptures are located in Buffalo City, South Africa; Changchun, China; Sarajevo, Bosnia, and Sydney, Australia.

Before you read

1. Does globalization tell on modern music/architecture/?
2. Do you understand what multiculturalism/monoculture means?
3. Which is closer to you: Eastern or Western culture?
4. What features of globalization do you see in big cities?
5. Do you like modern architecture?
6. Who is your favourite architect?

Read the text and say which point of view is more convincing.

The term *globalization* is also used to describe cross-cultural contacts. Today countries in different parts of the world share entertainment, food and, in some respects, similar attitudes to life losing their identity. Some consider such “imported” culture a danger. They are worried that it may assimilate the local culture, as a result of which the world loses its diversity. There are different movements which protest against globalization in culture. They give new importance to the defense of local uniqueness, individuality, and identity, but, according to analysts, without success yet.

Multiculturalism is the appreciation, acceptance or promotion of multiple ethnic cultures. The policy of multiculturalism is often contrasted with the concepts of assimilationism and social integration.

Multiculturalism was adopted as official policy in several Western nations from the 1970s, for reasons that varied from country to country. The great cities of the

Western world are increasingly made of a mosaic of cultures. Some express a point of view that multiculturalism promotes peace and understanding between peoples through culture. A third position gaining popularity is that multiculturalism is a new form of monoculture in which no differences exist and everyone just shift between various lifestyles in terms of music, cloth and other aspects within one single culture. The global domination of American culture at the expense of traditional diversity goes on.

B. One of the spheres where cross-cultural contacts are most apparent is architecture. In every city today you will find high-rise houses made of stone, steel and glass. Some of them are virtual pieces of modern architecture while many of them make the city faceless. Such high rise houses were considered to be a solution to the housing problem. But life proved that many of them are not comfortable places to live in. They are located in congested, noisy areas and lack playgrounds.



C. Modern cities have other problems as well – pollution, traffic jams, ghettos¹, etc. The heads of the city are trying to find ways out of these problems.

Since the introduction of the motor car at the beginning of the century, our roads have become more and more congested and our cities increasingly polluted. In Mexico City, for example, where there are over two million cars, children are used to smog. It is said that the damage caused to children’s lungs is the same as that from smoking two packets of cigarettes a day.

Seen from up the air, such cities as London and Los Angeles appear to be covered in the haze of pollution.

Car manufacturers and city planners are now working hard to try and control the number of vehicles and improve the way they run to make them less polluting. One major advance has been the development of the electric car. Using batteries, these vehicles are able to move quietly around.

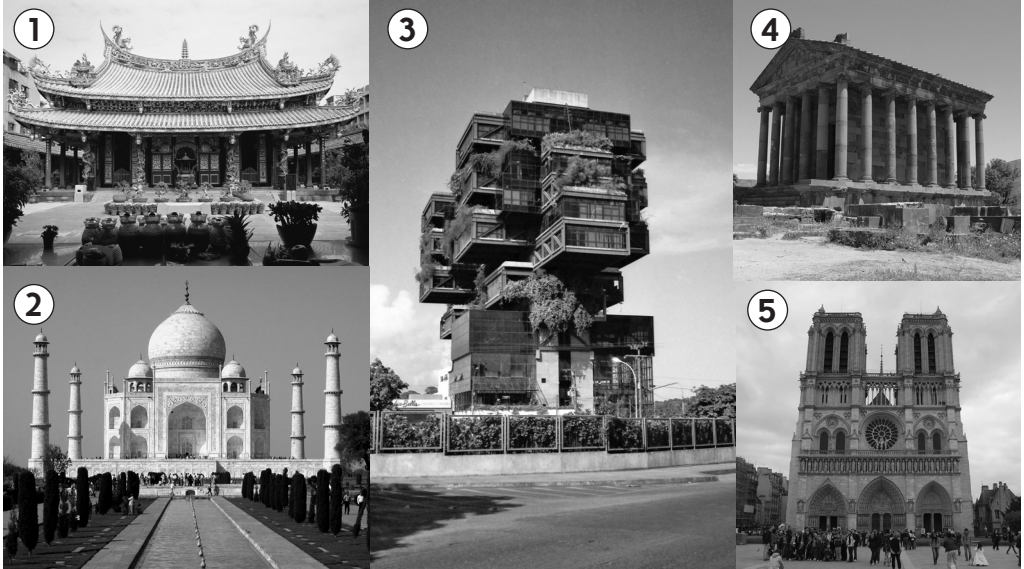
Cities are trying to introduce new traffic laws. London had the worst traffic in the UK and was one of the worst cities in Europe. Drivers spent 50% of their time in traffic jams. and pollution was terrible. In 2003, the mayor of London made a new law to help reduce traffic. It costs 8 pounds a day to drive in central London. More people use public transport and bicycles now in London because of this law. Traffic is bad ... but not too bad.

¹ ghetto – գետտո (բաղաբի աղբատ հետևախորշ)

Focus on Words

COLLECTING WORDS

a. What styles do these pictures represent? (See p. 165)



b. Describing architectural structures

nouns: high-rise buildings, skyscraper, bungalow, hut, cabin, mansion, detached/semi-detached apartment houses, dwelling, town-house, castle, tower, dome, cathedral, church, cloister

verbs: look out on/command a lovely view; put up/erect/knock down

adjective: spacious, monumental, magnificent, wooden, brick, stone

location: located in a fashionable/overpopulated area/in the slums/downtown/uptown/in a tree-shaded/ sunny area

WORDS IN USE

Insert the words:

glass and steel, have a panoramic view, viewing platform, skyscraper

THE BANK of CHINA TOWER is situated in Hong Kong. The design was made by Ieoh Ming Pei. It is (1) a ... with 70 floors. It is 367 metres high. The style of the building is modern and it symbolizes strength and growth. It is made of (2) There is a small (3) ..., which is open to the public. The platform is on the 42nd floor, so visitors can (4) ... of the whole city. It is one of the tallest buildings in Hong Kong and is used for offices.

Did you know?

The Maya were the first people in America to build big cities. These cities, which lay deep in the jungle, were full of huge pyramids, temples and palaces. The walls were covered with plaster and sometimes painted red. This colour was especially important to the Maya, for religious reasons. Walls were sometimes decorated with paintings of Gods and hieroglyphs.

Read the text and then try to find some more information about other masterpieces of modern architecture.

The Three Most Futuristic Cities

There are different ways of looking at the future; Some predict a bleak uncertain future or even gloomy and horrible events. But most of us would prefer to see a bright and spectacular image. Some cities are working hard towards that great future and definitely deserve our admiration.

The top three cities that are usually named as the most futuristic cities of today are Tokyo, Hong Kong and Dubai.

Tokyo

Ultra modern, with busy streets and skyscrapers that puncture the sky, Tokyo is one of the most futuristic cities on earth. The Japanese make extensive use of technological advances. They boast the fastest railway system in the world; their Bullet train can move up to 300 mph¹. Even anime² has used this city to depict the future.



1 mph – miles per hour

2 anime [ˈænimɛɪ] – a Japanese style of motion-picture animation

Hong Kong

With skyscrapers that defy description, and neon lights flashing everywhere, Hong Kong is the next among the futuristic cities in the world. It makes use of a tram network with a smart card system to make travel from different points in the city faster and more efficient, whether public or private. The beauty of the city and the unique skyline are hard to match, even the roads network looks out of this world. With one of the worlds best airports, built 16 miles out to sea and buildings which will definitely make you wonder which century you are in, Hong Kong is an amazing place to be.



Dubai

Dubai is a city that doesn't do anything on a small scale. They are currently in the process of building the first underwater hotel, and the houses at their marina are not only modern, but the design of the structures looks like something straight out of the Waterworld. Add the unusually shaped buildings and busy city life, and you can definitely picture the future cities.



LISTENING

Listen to the text “Can you name?” and say what it is about. What other differences in European and Oriental art do you know?

PRESENTATION

World Religions

Before you read

1. Do you know world’s religions, their founders and Holy books?
2. What are the main Christian holidays?

Although there are countless religions, each different from the other, they all serve the same purpose. Each answers questions which all humans seem to be programmed to ask: Why are we here? What happens when I die? How shall I live my life?

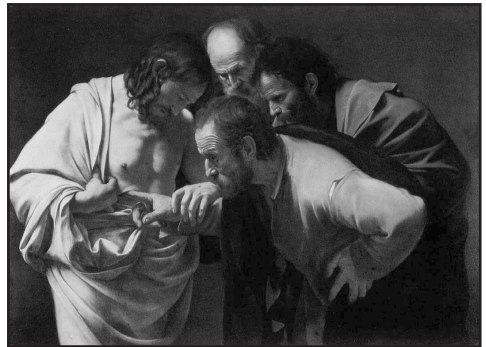
Religion helps us to transmit our values from one generation to another, and influences the way we interact with the natural environment. It teaches us how to see ourselves in the light of the universe and gives purpose and meaning to life.

A huge number of people all over the world profess some religion – Christianity, Islam, Buddhism, Judaism or some other. They find answers to the most difficult questions. A civilized modern man treats other people’s beliefs with respect, rejecting those which destroy them or take them away from the real world. With our global society, it is likely that in your lifetime you will meet people from every corner of the planet. Understanding the religious beliefs of these people is one of the many steps which mankind must take in order to prosper together in peace someday.

The major religious traditions are Christianity, Islam, Judaism and Buddhism.

Christianity is the World’s biggest religion. It has about 2.2 billion followers worldwide. All Christians believe that God revealed himself in Jesus Christ, that Christ was crucified and resurrected. He came to the earth to teach love to people.

The most important Christian Festivals are Lent, Easter and Christmas. There are three main branches of Christianity - the Catholic Church, the Church of England and the Orthodox Church. The Christian place of worship is a church, also a chapel and a cathedral. Churches are usually beautifully decorated. Christian worship involves praising God in music, speech and readings from scripture. The Bible, the Christian holy book, is divided into the Old and New Testaments.



Islam is the second most popular religion in the world. Islam began in Arabia and was revealed to humanity by a holy man born in Mecca to whom God told many things

which are recorded in the Koran, the holy book of Islam, translated as “the word of God”. Those who follow Islam are called Muslims. They believe that there is only one God called Allah. The Muslim building for worship is called a mosque. Very often mosques have a minaret, from which Muslims are called to prayer. Mosques have bare walls and very little furniture. The main Muslim holiday is Ramadan, the ninth month of the Islamic Lunar calendar. During Ramadan all Muslims across the world do not eat during the hours of daylight.

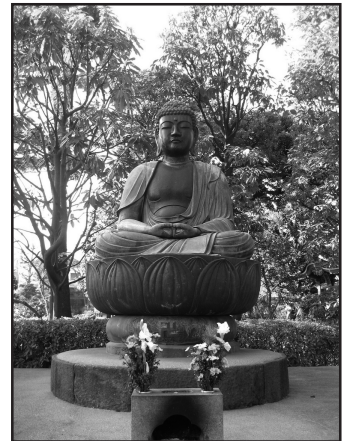


Judaism, which has only about 12 million followers, is around 3500 years old and is the oldest of the world’s four great religions. The founder of Judaism is Abraham who is considered as the father of Jewish people. Jews see him as a symbol of trusting and obeying. Moses is also an important figure in Judaism as he gave the Jews the Torah, the Holy Book. Moses was the leader of Jews who freed them from slavery in Egypt. Jews believe in a single God that created the universe.

Jews worship in synagogues. In most cases worship takes place in Hebrew [‘hi:bru:]. The Jewish spiritual leaders are called rabbis. The most important day of the week is the Sabbath which is a day made holy. During the Sabbath, people do nothing that might be counted as work. Passover, the main Jewish Festival, is the time when Jewish people remember how they left Egypt. It is a major eight-day festival. Throughout the festival they eat matzah (unleavened bread).



Buddhism began in India and is based on the teaching of the Buddha. The religion is 2,500 years old and is followed by 350 million Buddhists worldwide. Buddhism is the main religion in many Asian countries. Buddhism is not centred on the relationship between humanity and God. The founder of Buddhism is Siddhartha Gautama. He was born around the year 580 B.C. in Nepal. He was born into a royal family, but he abandoned his title when he saw the life of his people. He became a homeless holy man known as the Buddha or “awakened one”. Statues of Buddha include a lot of symbols. Buddha is often seen with a round mark on his forehead which is his third eye (a symbol to show that he can see things ordinary people cannot see). Buddhists



worship at home or at a temple. Buddhists try to teach how to reach Nirvana, the most enlightened state one can achieve, a state without suffering, by following the Buddha’s teaching and by meditating. Meditation means training the mind to empty it of all thoughts. When this happens what is important comes clear.

1. Match the names of the religions with the facts about them.

a. Christianity b. Islam c. Judaism d. Buddhism

1. The followers of this religion do not believe that the world was created by God.
2. This religion is the youngest of the four.
3. This religion has more followers than the others.
4. According to this religious teaching people can achieve happiness on earth.
5. A key concept of this religion says that one of their holy men sacrificed his life for them.

Answer the questions about the four major religions.

1. Who is the founder of Christianity? Where was he born? How did he die?
2. What parts does the Bible consist of?
3. What are the main Christian holidays?
4. What is the Muslim Holy Book called?
5. What is a mosque and what is a minaret?
6. Who is Abraham and who is Moses?
7. Who created the universe according to Judaism?
8. Is Buddha a god? What do we know about him?
9. What is Nirvana? Why do people try to reach it?

Work on Words

awe n [ɔ:] a feeling of great respect and admiration, often mixed with fear: *She looked at him in awe.*

betray v [brɪ'treɪ] to be disloyal or unfaithful to sb/sth. *to betray someone's trust/secret; to betray one's beliefs or principles: She had betrayed all her principles.*

confirm v [kən'fɜ:m] to say or prove that something is true: *Please, bring your passport to confirm your identity. to confirm sb's suspicions/fears. to confirm sb in their belief/view/determination: The documents confirmed my suspicions.*

deny v [dɪ'naɪ] 1. to declare untrue, refuse to accept as a fact: *He didn't deny that he had met them. There is no denying that (it's very clear that). There is no denying to the fact that they are involved in the crime.* 2. to refuse to give or allow: *They were denied permission.*

execute v ['eksɪkjʊ:t] 1. to kill someone as a punishment for a crime: *The murderer was executed.* 2. to complete something that you have agreed or planned to do, to do sth difficult, to create a work of art: *The work must be executed on time.*

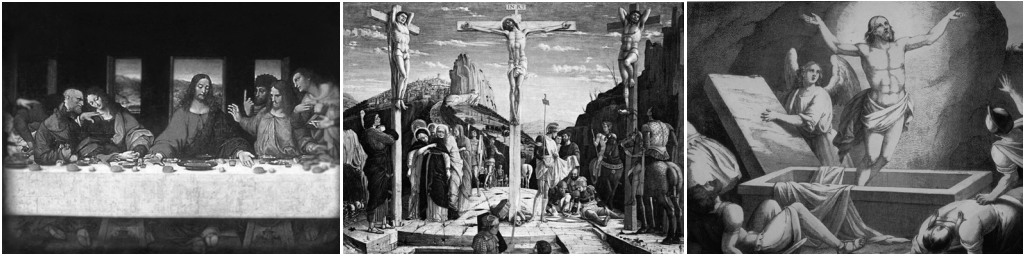
menace n ['menəs] someone or something that is dangerous: *This part of the city is a menace to children.*

trial n ['traɪəl] 1. hearing and judging a person or case in a court: *The murder trial lasted six weeks. to be/go on trial: He is on trial for robbery.* 2. an act or period of testing: *I took the car on trial, but I didn't like it, so I took it back.* 3. an annoying, difficult thing. *to be a trial to sb. That child is a real trial to his parents.*

1. Rewrite the sentences using words from *Work on Words*.

1. It was only a harmless remark: I didn't mean to hurt you.
2. The poor man was put to death by order of the King.
3. When he spoke, his voice was full of threat.
4. Give your new Ford a test.
5. He was a traitor to his own brother giving him away to the enemy.
6. The child looked at the great king with wonder and fear.
7. The law court decided that he should be subjected to life imprisonment.
8. The government didn't admit selling guns to terrorists.
9. Terrorists are a great danger to society.

Look at these three pictures and say what they depict. (See p. 165)



2. A lot of popular sayings that we use in our speech come from the Bible.

Read a few of them and explain what they mean.

1. You cannot serve God and Mammon¹.
2. The spirit is willing, but the flesh is weak.
3. Sow the wind and reap the whirlwind.
4. Spare the rod and spoil the child.
5. Wash the hands.

Reading Life: Myths and Legends

What We Need Is A Hero

epic is a lengthy narrative poem about heroic deeds and events significant to a nation. Scientists argue that classical epics were mainly in oral poetic form.

Read the text and answer the questions.

1. What is an epic poem?
2. What is it about?
3. What famous epic poems do you know?
4. What Armenian epic poem do you know?

1. Mammon ['mæmən] many considered as a god

Background

Beowulf is a narrative heroic epic of unknown author, dating from between the 8th and the early 11th centuries, set in Denmark and Sweden. Many of its characters belong to the Germanic tradition preserved through the oral traditions of the minstrels. It is the greatest poem in Old English, the story of loyalty, battle and glory.



Context

King Hrothgar, builds the Danes a great hall called Heorot. However, the noise disturbs and enrages the monstrous Grendel, who attacks the mead hall and kills nearly all of the people there; Heorot is invaded by Grendel, a half-human monster who is hated by God. The Danes are helpless against these attacks until the hero Beowulf arrives by ship to aid them. Beowulf battles the monster, and mortally wounds Grendel by breaking his arm off. Grendel crawls back to his cave and later dies in his mother's arms.

Grendel's mother then comes to revenge for her son. Beowulf and Hrothgar chase her to a lake, where Beowulf fights Grendel's mother in her hall at the bottom of the lake. Beowulf almost loses, but with the aid of God he eventually wins the battle. He is lavishly rewarded and returns to his own land.

The poem then jumps fifty years into the future when Beowulf is in old age and king of the Geats. He then fights his last battle against a dragon that is guardian of a cursed treasure. He tries to fight the dragon alone, but can only defeat it with the aid of a younger relative, Wiglaf. The dragon is killed in the final battle. Beowulf is fatally wounded, and the old king passes away while gazing on the cursed treasure. The death of Beowulf marks the decline of the Geats. The poem ends in mourning for both Beowulf and his nation.

They returned from the sea, joyful and happy. They talked about the fame of Beowulf that in the entire world there was not a braver warrior, than him. Then a famous bard composed a song about the killing of Grendel. Thus many songs and stories helped to spread Beowulf's fame everywhere.

Now the king with his warriors and thanes entered the great banquet hall. The king greeted Beowulf and embraced him and said;

“We have suffered a lot from Grendel. Now that you, Beowulf, the best of men, have done what all of us could not do, I wish to take you into my heart as a son. I have already vowed that whatever you wish you will have. Your family will live forever because of the deed you have performed.”

Beowulf was glad to hear such words from Hrothgar and embraced the king. Now Hrothgar gave the order to clean the beautiful banquet hall, for almost every thing in it except the ceiling was broken and destroyed. When the hall was again clean, there was a great feast; Beowulf sat between the two sons of Hrothgar, at the head of the table near the king and the queen. The king and the queen gave many precious gifts to Beowulf, beautiful horses and weapons and armour with precious jewels. Hrothgar did not forget Beowulf's warriors either, and gave each of them a valuable reward for his

loyalty and courage. He did not forget the warrior killed by Grendel and gave a lot of gold to Beowulf for the man's wife and children. The feasting stopped for a few moments to honour the memory of that warrior.

They did not leave the hall when it became dark, for now they had nothing to fear. There was music and singing and feasting far into the night. At dawn when Hrothgar and the queen went to their own court he left a strong guard of warriors at the hall. They cleared away all the benches and tables and made beds on the floor for all. At the head of each bed was each warrior's shield and armour and weapons. They were ready for battle at any moment; but everything was peaceful for the first time in many years and everybody slept well.

In two days Beowulf prepared to return to his native land with his warriors. There he became the king of his people when his father died, and ruled the kingdom of the Goths for many years. During that time he performed many great deeds.

Comprehension

1. **Describe** Grendel, Hrothgar, Beowulf.
2. **Find synonyms in the text to the following words:**
devoted, may be, powerful, help, braveness, important, valuable, soldier, whole.
3. **Retell the text using the new words.**

Work on Words

revenge n [rɪ'vendʒ] punish sb because they have hurt you or sb else: *He wanted revenge for the trouble she and her family had caused. take revenge on: The villagers decided to take revenge on the enemy. have one's revenge on: He was determined to have his revenge on her one day.*

significant a [sɪg'nɪfɪkənt] 1. very large: *A significant number of people didn't vote.* 2. very important: *He was one of the most significant musicians of the century. significance: I do not think that this case is really of great significance. I didn't realise the true significance of this event. Ant.: insignificant*

preserve v [prɪ'zə:v] 1. to take care of sth not to harm or destroy it: *We work to preserve historic buildings. She is well preserved. All his paintings were preserved.* 2. to keep food fresh for a long time: *She liked to preserve veg for winter.*

aid n [eɪd] 1. help that a government or organization gives to people who need it: *financial aid: She came quickly to his aid. The work would be impossible without the aid of the computer. On hearing about the earthquake they collected money in aid of the people. food/humanitarian/medical aid.* 2. a thing that helps: *hearing and teaching aids*

dawn n [dɔ:n] the time of the day when light first appears. *at dawn: We must start at dawn. He works from dawn till dusk. Dawn broke over the small town. Syn. daybreak*

wound v
[wu:nd]
vow n
[vaʊ]

*He was wounded in the leg. **wound n:** The surgeon said that the wound was not very serious.*
a solemn promise: She made a vow never to speak to him again. make a vow. They made a vow to revenge on their sister.

Words not to be confused

clean to remove the dirt: *At the moment Paul is cleaning his car. She has cleaned the house from top to bottom. I was cleaning all morning. **clean up** to make a place completely clean: Let's start cleaning up the place.*

clear away 1. empty a place: *The muddy water slowly cleared away.* 2 improve (weather). **clear up:** *If the weather clears up the clouds or rain go away.* 3. remove: **clear sth away** to remove sth in order to make the place tidy: *A young woman cleared away the empty cups. **clear up** solve a problem or a mystery: Nobody expected that the mystery would be cleared up so soon.*

1. Insert clear away, clear up, clean.

1. The sky ... after the storm.
2. It was a fine day once the mist ...
3. Please, ... the mess in her room.
4. She the dishes and sat down to work.
5. She spent all day cooking and
6. This floor ... easily.
7. They ... the place before they left.

2. Insert the words.

invaders, deals with, defence, finally, composed, widely known, popularity, entire.

Armenian folk epic (1) ... the adventures of the king David of Sasun in his (2) ... against (3) ... from Egypt and Persia. The epic was based on oral tradition that presumably dates from the 8th to the 10th centuries; it was (4) ... from the 16th through the 19th century and was (5) ... written down in 1873. It is (6) ... in poetic and arranged into rhyme groups. David of Sasun is actually the name of only one of the four acts, but due to the (7) ... of the character, the (8) ... epic is known to the public as David of Sasun. The epic's full name is *Sasna Tsrer* (The Daredevils of Sasun).



The statue of David of Sasun in Fresno, California
The statue of David of Sasun in Yerevan

WRITE ON

Give a short summary of the story.

Begin like this:

Beowulf, a hero of the Geats, comes to the aid of Hrothgar, the king of the Danes, whose great hall, Heorot, is attacked by the monster Grendel. Beowulf kills both Grendel and Grendel's mother, the latter with a magical sword.

LISTENING

Listen to the text “Celebrating Diversity” about tolerance and discuss it.

DISCUSSION POINT

1. What is the main idea of the two passages below?
2. Do you agree with those standpoints?
3. What is lack of respect for foreign countries based on?
4. Are you tolerant in your behavior, views, beliefs, etc.?

A. Education universalizes the human spirit. You cannot be universalized if you are only in one world, the world of your ethnic group, the world of your neighborhood, the world of your religion, or the world of your family. The word ‘university’ is related to this idea. Our lives become richer when we understand and appreciate many worlds.

B. If you gain a new language, you gain a new world. I believe that the reverse is also true: if you lose a language, you lose a world. When our spirit is universalized, we can cross boundaries and feel comfortable in other worlds. We can teach and learn from others in a mutually supportive effort .

FACT FILE

Britain is a country of rich diversity. As of 2008, 40% of London's total population was from an ethnic minority group. The latest official figures show that in 2008, 590,000 people arrived to live in the UK. There are more than 200 million migrants around the world today.

Focus on Function

Remembering the details

The details are usually introduced with the words

interestingly, surprisingly, remarkably, moreover, according to, priots, in contrast, however, etc.

Scan the text and try to remember as much information as you can.

On the other hand

If you want a quick insight into someone's abilities, throw a ball and see which hand they catch it with. Left handedness is relatively uncommon, accounting for less

than 10 percent of the population. However, Chris McManus in the book *Right Hand, Left Hand* argues that left-handers as a group have up to now produced an above average number of high achievers. **Interestingly**, five out of the last seven US presidents have been left-handed. Research by Dr. Alan Searleman of St. Lawrence University has shown that left-handed people are intellectually more gifted, with more of them having IQs of over 140 compared to their right-handed counterparts moreover, they are also more creative, successful and eloquent, with vocabularies up to a third wider. **This is perhaps why** there are more left-handers in creative professions such as music, art and writing. So called “lefties” are also often better at sport. Left-handed college graduates in the US have also been found to be 26 percent richer. Perhaps **surprisingly**, left-handedness is three times more common in males than in females.

So what differentiates them? Left-handers’ brains are said to be structured differently. One theory is that they process information via “visual simultaneous” methods, where several threads of thoughts can be processed at the same time, making it easier for them to multitask and solve problems for right handers. The latter, **according to the theory**, process information using analysis, breaking problems down into pieces and analyzing them one at a time. Left handers use synthesis, which means they solve a problem by looking at it as a whole.

In spite of all their talents and skills, historically, left-handed people have often faced prejudice and discrimination. The origins of the word *left* have negative connotations in many languages.

Schools in many societies forced children to use their right hands, which seriously affected their development. **In contrast**, ‘right’ is a synonym for correct and proper, and can stand for authority and justice in English and in many other European languages.

In the final analysis, **however**, it may be that left is, in fact, better than right!

1. Study the combinations with the word *hand*. Can you guess their meaning?

- | | |
|-----------------------|------------------|
| 1. hold sb’s hand | 5. hand-to-mouth |
| 2. shake hands | 6. hand out |
| 3. give a hand | 7. hand over |
| 4. close/near at hand | 8. hand in |

2. Translate into Armenian:

1. He sat by the bed and **held** her **hand**. 2. The two men introduced themselves and **shook hands**. 3. Would you like **a hand with** the cleaning up? 4. I always keep my calculator **close at hand**. 5. It was a **hand-to-mouth** existence. 6. Can you **give me a hand** with these boxes? 7. She was **handing out** drinks. 8. Would you **hand** these papers **out** for me. 9. He **handed** the car keys **over** to Stella. 10. All essays must **be handed in** by Tuesday. 11. She was **in safe hands** with my parents. 12. The company is now **in safe hands**.

Focus on Grammar

REVISION

Conditional sentences

1. Translate into Armenian.

1. I'll ask Tom if I see him today.
2. We would go to the party if we had time tomorrow.
3. She would pass her exam next month if she worked harder.
4. She would be happy if she met him at the party next Sunday.
5. We'll go nowhere tomorrow if it rains.
6. If she knew his phone number, she would call him next week.
7. If Jack London had not learned life from his own experience, he could not have written his great works.
8. Had the science of radio not been developed so rapidly, we should not have got such remarkable changes in the technique today.
9. Had he been a young man, he would have taken part in the expedition.
10. If you had applied this method, you would have got better results.

2. Choose the correct answer.

1. If it rains, the boys *won't play/wouldn't play/would not have played* hockey.
2. If he *grow/grew/had grown* his own vegetables, he wouldn't have to buy them.
3. Would you go out more often if you *don't have/didn't have/hadn't had* to do so much in the house?
4. She wouldn't have yawned the whole day if she *doesn't stay up/didn't stay up/hadn't stayed up* late last night.
5. *We would have helped/would help/will help* John if we'd known about his problems.
6. If they *use/used/had used* new batteries, their camera would have worked properly.
7. If I went anywhere, it *will be/would be/would have been* New Zealand.

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

1. If Peter ... (have) more money, he ... (buy) a new car.
2. What ... (you do) if you ... (see) an accident?
3. Where ... (you live) if you ... (have) a choice?
4. If Caroline ... (arrive) late for the meeting, her boss ... (be) angry.
5. If his parents ... (come) to visit him, John ... (bring) them to the theatre.
6. Where ... (you go) if you ... (can take) a week's holiday?
7. If Julie ... (speak) better English, she ... (find) a better job.
8. If Paul's boss ... (invite) him to lunch, he ... (accept).
9. If I ... (lose) my wallet, I ... (report) it to the police.
10. What ... (happen) if you ... (miss) your flight?

MULTIPLE CHOICE

4. Fill in the blanks with the best choice.

Living in a big city has (1) ... advantages and disadvantages, but many people think of the disadvantages first. For example, it is often difficult to find good housing in (2) ... large city. Apartments are expensive, and there are very few houses available in safe locations. Employment is another problem. Jobs are hard to find in many cities. Transportation is also difficult. Bicycles (3) ... be dangerous, buses are not always (4) ... time.

City living has also some advantages, however. Shopping is much better in a city. There are restaurants and grocery stores with food from (5) ... part of the world. And, of course, entertainment is one of the biggest advantages of (6) ... city life. There are art galleries, museums, clubs, plays, concerts and shows for everyone's taste.

- | | | | | |
|----|---------|-----------|-------------|----------|
| 1. | a. each | b. both | c. by | d. an |
| 2. | a. the | b. - | c. a | d. an |
| 3. | a. must | b. should | c. ought to | d. can |
| 4. | a. at | b. - | c. on | d. by |
| 5. | a. many | b. much | c. some | d. every |
| 6. | a. an | b. - | c. the | d. a |

JOINING SENTENCES

Explanation: Using transition words to introduce an effect (result)

Using transitional words and phrases helps read papers more smoothly. They provide logical organization and understandability and improve the connections and transitions between thoughts.

Transition words always occur between two independent clauses.

Transition words are *consequently, as a result, therefore, as a consequence, for this reason, thus, furthermore, moreover*.

e. g. Computer chess games are getting cheaper all the time. *Consequently/as a result/therefore/etc.* their quality is improving.

REMEMBER:

- *Consequently* and *thus* are more formal.
- Put a comma after these if they are at the beginning of a sentence.
e.g. The cell phone is thin and light. Therefore, it is very convenient to carry about.
- Use a comma before and after the transitional word/phrase in the middle of a clause.
e.g. I have all the tools I need, thus, I will be able to fix the car.

5. Choose the connector indicating cause or result.

1. Schools for girls were built *consequently/because* girls had a chance to learn about health and life skills.

2. *Consequently/because* girls learned about health skills, they improved the sanitation¹ of their villages.
3. Girls were given school uniforms *since/therefore* they needed to feel that they were a valued part of the school.
4. The girls felt proud to have a uniform. *Since/Therefore* they were more likely to attend school everyday.
5. After graduation, the girls were more likely to start small businesses *on account of/as a result* their mathematic and accounting skills.
6. Some graduates became valued business owners *on account of/as* a result they were invited to serve on business councils.
7. Due *to/Thus*, their community status², they were able to vote on improving water and sanitation.
8. Health conditions improved in villages. *Since/Thus* more babies and children survived.

GAPPED TEXT

6. Fill a-f into the numbered gaps of the following text.

An odd place to live

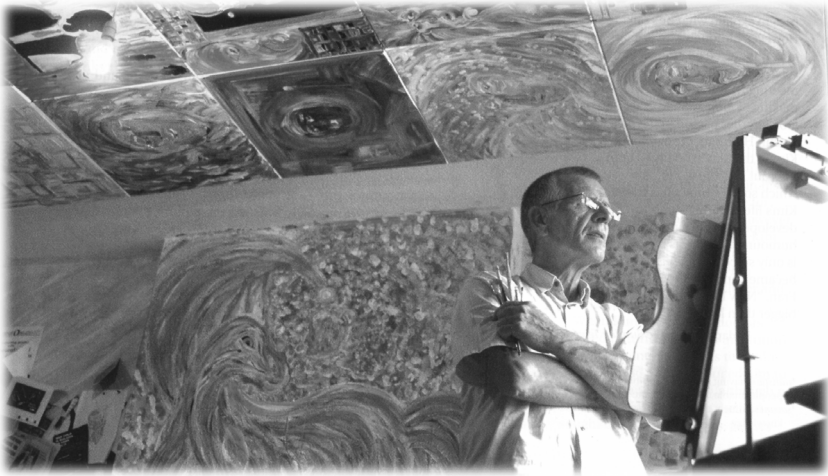
- a. but extensive railway systems exist underground so why not huge cities?
- b. but architects make great efforts to mimic conditions above ground.
- c. but even being buried just for your working hours may not seem attractive.
- d. but is there an alternative to building up?
- e. but a special shower system can create the impression of rain.
- f. but technical difficulties cannot be overcome.

Everyone needs somewhere to live and work, and humans will construct buildings almost anywhere, using even ice or mud as materials if nothing else is available. In the industrialised world, the problem is not finding materials for building, but limited space and the high price of land. The solution in most big cities is to build skyscrapers high into the air **(1)** ... Some architects have proposed turning skyscrapers on their heads and building down into the ground. This may seem an unusual concept **(2)** Such places could accommodate 100,000 people without using up valuable surface land. The underground city is technically feasible, but there is a massive psychological barrier to be overcome. Will people be able to deal with living away from the sun and sky? The underground 'city' could be restricted to places of entertainment and office buildings **(3)** Some such buildings do exist. In Minneapolis, USA, there is a building which is 95 per cent underground **(4)** This is achieved by an elaborate system of mirrors. Living underground means you do not know what the weather is like **(5)** For example, the Asahi television centre in Tokyo is 20 metres below the surface **(6)** It seems that subterranean workers miss real weather even when it is bad!

1. sanitation n – the protection of public health by removing and treating waste, dirty water etc.

2. status (n.) – the social or professional rank or position

Unit 9 A Feeling of Style



Literary skills

A. Literature creates images which are more real than real people; it interprets life through the author's eyes with the help of his experience and vision. You read literature to see some events in a new way. Few remember the name of Selkirk today but you can hardly find a person who is not acquainted with the story of Robinson Crusoe. For years people believed that Sherlock Holmes was a real person and sent letters to Baker Street. Moreover, when Conan Doyle decided to stop writing the series with Sherlock Holmes and wrote a story where Holmes disappears in an accident, his readers addressed the queen asking her to help revive their favourite hero.

B. Artistic works include *prose, poetry and drama*. Prose is represented by fiction and non-fiction. Fiction includes novels and short stories; non-fiction includes essays, letters, autobiographies, speeches and newspapers. Poetry may be lyrical, dramatic, epic and narrative. Drama can also be different: it may be a tragedy, a comedy, a melodrama, etc. Stories may be historical, detective stories, thrillers, science fiction, humorous stories and others. Romances tell of love and adventure. Today horror stories have become very popular.

A piece of literature is written in a certain style, by which we mean the *purpose of a written work, tone, mood, imagery, the language and so on*. The message that the writer wants to get across to the reader is called *the theme*.

Writers of fiction use different literary elements in their work including

a. setting - *time and place where the story takes place. Setting can be written in the form of narration or description. A description creates picture with words. You try to picture how it looks. A description will add important details to a piece of writing. It can create a very specific unique picture in the reader's mind. A good description helps the reader see, hear, taste and touch what is being described. In other words a description often appeals to senses making the picture more vivid. In narration events are told in a straightforward manner.*

b. natural orders

c. exposition/the introduction, body, the conclusion, climax

d. plot - a sequence of events. The plot centers round a problem/conflict

e. the characters (the main character); the speech of the characters may be presented in the form of a monologue or a dialogue

f. summary of the book

g. the story line: love/adventure/emergency/embarrassing situation; reasons for likes/dislikes/ disappointment; the plot - dull/interesting/ confusing/thrilling, etc.

h. describing a piece of literature

books: an adventure book, a novel, a drama, a short story, poetry, prose, poem, biography, memories, fantasy, science fiction, detective story, modern/classical/ancient literature

description: to open up, depict, describe, true to life, picture, illustrate, design, write about, portray, reveal

author: poet, dramatist, playwright, story-teller; prolific/distinguished/brilliant/well-known

volume: page, chapter, publish, edit, edition, character, hero, heroine.

i. The purpose of the essay is to describe, persuade, discuss, explain, analyse, compare, evaluate.

Read style tips for narratives and write a short story about your childhood.

1. Use the opening paragraph to get the reader's attention.
2. Do not just report the facts, but describe the setting of the story, and add in some details that make it easier for the reader to imagine what the situation was like.
3. In the following two or three paragraphs, describe how the story unfolds.
4. Use adjectives and adverbs to make your narration more imaginative. Use varied vocabulary and sentence structure.
5. Don't forget to help the reader understand the protagonists' emotions.
6. To create tension, change the rhythm of the language by sometimes using long sentences and sometimes very short ones. (But make sure that your sentences are not too long!)
7. Look at the extract underlined in the story as an example.
8. In the final paragraph, round off the story. Say what the experience meant to you personally.

Focus on Function

1. Writing a review

Reviewing Dickens

Rising to greatness from the middle class Dickens embodies the spirit of the Industrial Age. And he reflected it from the debtors' prison to the gentlemen's club on

the Strand. Dickens is oddly in peace with his books, endlessly observing, laughing, imitating, gushing and talking, dandified and garish of task.

Reviewing Ackroyd

“I was trying to understand the Englishness of Dickens and of the English themselves”, says Ackroyd. He sets up to do a serious task to describe the London of Charles Dickens, the great, grimy, overcrowded, stinking and endlessly fascinating city on which the Victorian ‘men of property’ began to put law and order.

2. Speak about your favourite painter, composer, writer, etc using the words *after years, later, soon afterwards, meanwhile, since.*

Reading Life: Drama

The language of drama

If the characters in plays and films spoke like we do in conversation, it would be a terrible mess. The audience wouldn't be able to make any sense of it. And it would be almost impossible for the actors to pull it off. Loads of characters all talking at the same time? What many modern dramatists are trying to do is to get close to natural speech, but without the whole thing degenerating into a mess. It's an approximation to everyday talk.

Harold Pinter is a good example of a dramatist who has got a great ear for dialogue. He is one of the most original writers to have emerged from the new wave of dramatists who gave fresh life to the British theatre in the late fifties and early sixties of the XX century. Many consider him to be one of the best modern British playwrights. He is famous for his “meaningful” pauses which abound in his

dialogue. There is a lot of repetition too. It seems often illogical as in conversation. The language of Pinter's drama is often called the language of the bus stop, the cafe and the living-room. But Pinter also shapes it, crafts it. It's got a rhythm. It's a kind of poetry.

Pinter's plays are often power struggles, fights over territory. The characters use language as a weapon. They often have battles with each other, linguistic battles. You don't know what the characters are thinking. But you have a feeling they are about to explode into violence.



Why do modern dramatists want to use this demotic language - real speech ? What are they trying to achieve? If they use it, the audience identifies itself with the situations and characters.

Focus on Words

COLLECTING WORDS

Language of drama

How was it said?

- a. shout/shriek/thunder/whisper/stutter/stammer/roar/exclaim/
swear/ mutter/sneer/grumble/scream/moan/howl.
- b. with a laugh/a giggle/a chuckle/a snigger

Read the play and act it out.

A Request Stop

By Harold Pinter

A queue at a Request Bus Stop. A WOMAN at the head, with a SMALL MAN in a raincoat next to her, two other WOMEN and a MAN.

WOMAN (to SMALL MAN): I beg your pardon, what did you say?

Pause.

All I asked you was if I could get a bus from here to Shepherds Bush.

Pause.

Nobody asked you to start making insinuations.

Pause.

Who do you think you are?

Pause.

Huh. I know your sort, I know your type. Don't worry, I know all about people like you.

Pause.

We can all tell where you come from. They're putting your sort inside every day of the week.

Pause.

All I've got to do, is report you, and you'd be standing in the dock in next to no time. One of my best friends is a plain clothes detective.

Pause.

I know all about it. Standing there as if butter wouldn't melt in your mouth. Meet you in a dark alley it'd be... another story. (To the others, who stare into space.) You heard what this man said to me. All I asked him was if I could get a bus from here to Shepherds Bush. (To him.) I've got witnesses, don't you worry about that.



Pause.

Impertinence.

Pause.

Ask a man a civil question he treats you like a three penny bit. (To him.) I've got better things to do, my lad, I can assure you. I'm not going to stand here and be insulted on a public highway. Anyone can tell you're a foreigner. I was born just around the corner. Anyone can tell you're just up from the country for a bit of a luck. I know your sort.

Pause.

She goes to a LADY.

Excuse me lady. I'm thinking of taking this man up to the magistrate's court, you heard him make that crack, would you like to be a witness?

The LADY steps into the road.

LADY: Taxi...

(She disappears.)

WOMAN: We know what sort she is. (Back to position.) I was the first in this queue.

Pause.

Born just round the corner. Born and bred. These people from the country haven't the faintest idea of how to behave. Peruvians. You're bloody lucky. I don't put you on a charge. You ask a straightforward question –

The others suddenly thrust out their arms at a passing bus. They run off, and the woman, alone, clicks her teeth and mutters. A man walks from the right to the stop, and waits. She looks at him out of the corner of her eye. At length she speaks shyly, hesitantly, with a slight smile.

Excuse me. Do you know if I can get a bus from here ... to Marble Arch?

Comprehension

1. What is the play about?
2. Where was the old woman going?
3. What point is the climax of the story?
4. What is the message of the story?
5. What devices does the playwright use to achieve his aim?

Literary skills

Dialoguing

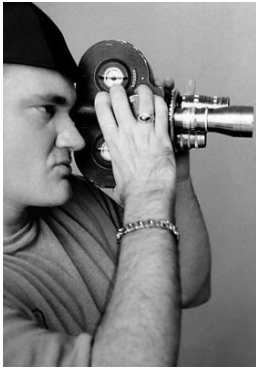
1. Have you seen Tarantino's films?
2. Which of them did you like?
3. Did you appreciate his dialogues. If not, why?

a. As you have seen, drama is mostly a dialogue. The latter is also used in a novel, in a story, in film scripts, etc. This is called a prepared, or crafted, dialogue. It makes a conversation alive.

Writing a dialogue is a very creative process. If it is not done well it turns a book or a film into something dull and banal, or, on the contrary, it can make them bright and interesting.

Dialoguing may be unprepared as in every day talk and prepared. Dialoguing helps people understand each other.

b. Quentin Tarantino is also famous for his dialogues. There is a kind of poetry about the language of his dialogues too. What is so good about *Pulp Fiction* is that it



works on multiple levels. On the surface, it can be appreciated as a funny, sometimes scary, often thrilling look at a group of low-lives straight out of a crime novel. However, upon closer examination, there is a lot more going on in Quentin Tarantino's film. The theme of sinning and atonement is always present in his narration. There is always a three story structure, but you feel like you've seen one story about a community of characters.

It's no surprise that the film came out of nowhere to win the Palme d'Or at the 1994 Cannes Film Festival and an Academy Award for Best Original Screenplay. Tarantino's film came along at just the right time: American cinema had become boring and safe. *Pulp Fiction* took age old conventions and gave them a unique spin that made the gangster genre. It was fresh, exciting, and new.

Focus on Grammar

REVISION: CONNECTIVES

1. Choose the best answer.

- Karen is rich; ____, her cousin Kate is poor.
a. therefore b. however c. otherwise
- You'd better take a taxi. ____, you'll arrive late.
a. Consequently b. Furthermore c. Otherwise
- I enjoy reading this new magazine. ____, it has good articles.
a. Moreover b. Nevertheless c. However
- Jack wasn't tired. ____, he took a nap.
a. Otherwise b. Hence c. Nevertheless
- The kids didn't study. ____, they failed the course.
a. Therefore b. Nevertheless c. Otherwise
- The weather was terrible. ____, we decided to delay our trip.
a. Furthermore b. Besides c. Therefore

EMPHASIS

Explanation: Inversion

Inversion is a change in normal word order. In inverted sentences the verb comes before the subject. Inversion is used:

- to make questions: *Does he? Can you speak English?*
- after *so, neither, nor*: *So do I. Neither must you. Nor will she.*
- In conditional sentences: *Had I known this fact before, I wouldn't have come*

here. = *If I had known this fact before, I wouldn't have come here.*

Such inversion is called *grammatical*.

Inversion is also used to attract the attention to a particular word. Such inversion is called *dramatic*, or *emphatic*.

a. It is used after adverbials with the negative or restrictive meaning

- never: *Never did she say she would come.*
- rarely: *Rarely did he pay anyone a compliment.*
- seldom: *Seldom have I seen such a beautiful view.*
- no sooner ... than: *No sooner had I shut the door than I realized that I had left my key inside.*
- hardly ... when: *Hardly had I begun to speak when I was interrupted.*
- scarcely ... when: *Scarcely had we started our meal when the phone rang.*
- only after, only when, only later, only then, only: *Only after the meeting did I realize the importance of the subject.*
- on no condition, under no circumstances, on no account, at no time, in no way: *Under no circumstances can we accept these documents. At no time did she say she would come!*
- not until: *Not until he stopped to rest did Jack realize that he was wounded.*
- not only ... but also: *Not only did he lose all his money, but he also found himself in debt.*
- little: *Little did anyone know what had happened.*

b. With the constructions so ... that, such ... that:

e.g. *Such was the popularity of the soap opera, that I forgot to do my homework.*

So much did she love John that she would not give him up.

2. Choose the correct option.

1. In no circumstances *would I accept/I would accept* this!
2. Nowhere else *you will find/will you find* such nice people!
3. Only in the USA *I have seen /have I seen* such high buildings!
4. Not only *he is handsome/is he handsome*, but he is also rich!
5. No sooner *had I thrown him /I had thrown* him out than he tried to come in again!
6. Rarely *will you see/you will see* him in the library!
7. Never in my life *will I talk/I will talk* to her again!
8. On no account *must you repeat/ must you repeat* this!

3. Rewrite the sentences using inversion.

1. I had hardly begun to apologize when the door closed.
2. I have seldom heard such a talented singer.
3. If John had known that she liked curry, he would have brought her to an Indian restaurant.
4. The artist rarely paid any attention to his agent's advice.
5. He had never felt so depressed.

6. The shop can in no way be held responsible for customers' lost property.
7. The couple had no sooner arrived than the priest started the ceremony.
8. Tom only understood the meaning of the comment when he saw his wife's face.
9. She never at any time said that she was allergic to cats.
10. The restaurant cannot accept animals under any circumstances.

4. Change the italicized parts of sentences using inversion.

What is the soul? From Plato onwards many answers have been given to this question. *There has hardly been a word* more often used than this one. *The popularity of the word is so great* that many expressions appeared in the language with this word. We use expressions 'body and soul', 'heart and soul'. 'My soul is dark,' said Byron. Christianity says that the soul is created by God. But many people think it is the personality that is in you, your thoughts, your feeling, and your experiences. 'Even your physical injuries,' says Maugham, 'have something to do with your soul. My soul will have been quite different *if I had not stammered or if I had been four inches taller.*' We all know that our lives would have been different *if we hadn't met a certain person at a particular moment.* We speak a lot about the soul, *but we can say little about it for sure.*

Explanation: Fronting

Fronting involves using inverted word order after adverbials *here, there, back, out, up down, on, off* followed by a verb. These sentences are often exclamation.

e.g. Here comes the winner!

There goes all our money!

Inversion and fronting are used in

- Everyday English: *Here comes John. Late again! Awful this weather!*
- In literature:
- In speeches: *Up goes the ball!*

5. Finish the sentences.

1. In came 2. Out he walked 3. Down he fell 4. Off he ran 5. Up went

TEXT COMPREHENSION

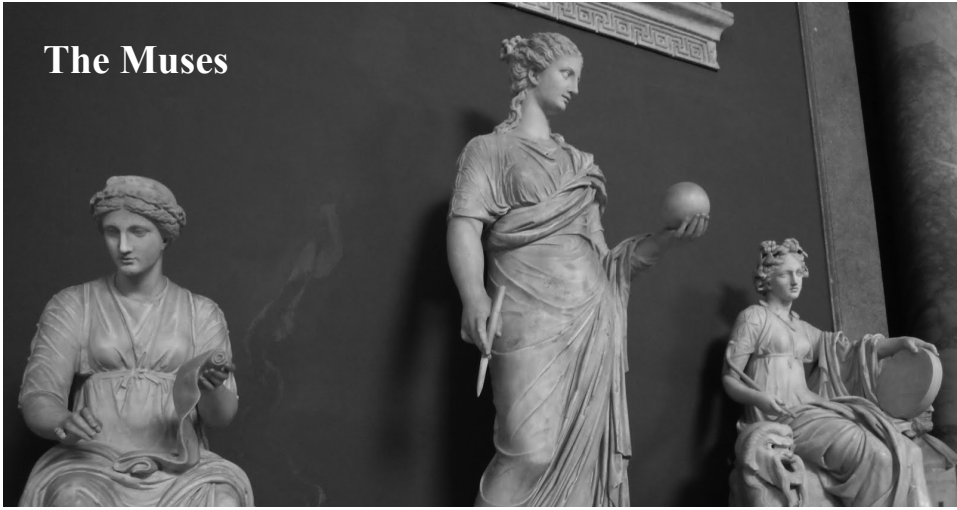
6. a. Put these sentences in the correct order to make a conversation.

1. Oh, I see. And what about Thursday? Are you working then?
2. Are you very busy next week?
3. Would you like to have Chinese, Indian or Italian food?
4. Would you like to come for a meal with me next Wednesday or Thursday?
5. Let's have Chinese.
6. No, I'm not. That would be great.
7. I'm quite busy. Why?
8. Yes, I'd love to, but I can't on Wednesday. I'm working that evening.

b. Write the conversation in reported speech.

Unit 10 Inspiration and Creation

The Muses



DISCUSSION POINT

1. Where is creativity born?
2. How do we find our best ideas, our greatest expressions of imagination?
3. What does it mean to be creative?
4. Is creativity connected with profession or some special interest or both?

A. A creative person usually has a number of intellectual habits, such as openness, new ideas, autonomy, expertise, a wish to explore and make discoveries. Creativity involves the production of something new in any field. A focus on place considers the best circumstances in which creativity will flourish; including freedom to act, access to resources. In *The Act of Creation*, Arthur Koestler lists three types of creative individual – the *Artist*, the *Sage* and the *Jester*. Creativity in Western culture was originally seen as a matter of divine inspiration. In Greek culture, for instance, Muses were seen as mediating inspiration from the Gods.

The traditional Western view of creativity can be contrasted with the traditional Eastern view. For Buddhists, creation was at most a kind of discovery, and the idea of creation “from nothing” had no place in this philosophy and religion.

B. From artists and authors to politicians and journalists we often ask:

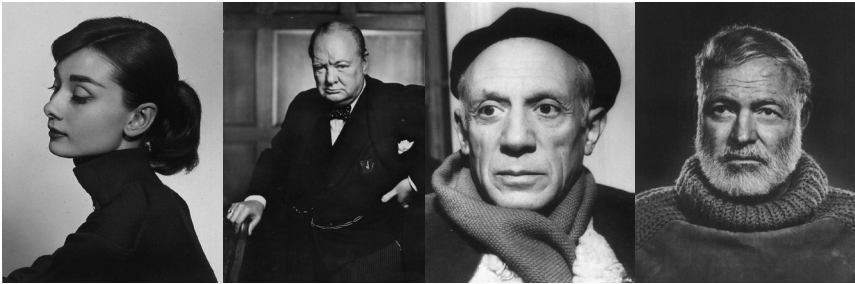
What’s your inspiration? What prompted you to create it? There’s a kind of mystery in how a man opens new ways, paves new paths in different areas, be it architecture or poetry, or genetics. Even a deep insight into the creations fails sometimes to give a satisfying answer to the question.

Joseph (his Armenian name was Hovsep) Karsh (1908 – 2002) was a Canadian



photographer of Armenian origin and one of the most famous portrait photographers of all time. He was born in Mardin, a city in the eastern Ottoman Empire (present Turkey). He grew up during the Armenian Genocide. (“I saw relatives massacred; my sister died of starvation as we were driven from village to village.”)

After the family immigrated to Canada, the boy got interested in photography. His uncle saw great potential in his nephew and sent him to Boston, Massachusetts, United States to study photography. Karsh returned to Canada four years later, eager to make his mark. He established a studio and soon Karsh’s work attracted the attention of varied celebrities, but his place in history was sealed on 30 December, 1941 when he photographed Winston Churchill. The image of Churchill brought Karsh international prominence, and is claimed to be the most reproduced photographic portrait in history. The image captured Churchill and the Britain of the time perfectly — daring and unconquerable. Churchill later said to him, “You can even make a roaring lion stand still to be photographed.” In 1967, Karsh was made an Officer of the Order of Canada. Karsh had a gift for capturing the essence of his subject in the instant of his portrait.



Odri Hepbern Winston Churchill Pablo Picasso Ernest Hemingway

“Within every man and woman a secret is hidden, and as a photographer it is my task to reveal it if I can.”

“My chief joy is to photograph the great in heart, in mind, and in spirit, whether they be famous or humble.”

Of the 100 most notable people of the century, named by the International Who’s Who [2000], Karsh had photographed 51 among them Albert Einstein, Princess Elizabeth, Earnest Hemingway. His work is in permanent collections of the National Gallery of Canada, New York’s Museum of Modern Art and Metropolitan Museum of Art, National Portrait Gallery in London, the National Portrait Gallery of Australia and many others.

Read the text and answer the questions.

There is much more than just clicking

There are various types like still photography, digital photography. If you love photography, then a career as a freelance photographer is well worth considering. If you could do something very well, do it for a living. Freelance photography as a special interest is a great option and many people are now getting into freelance photography from home.

Freelance photography involves getting paid for your photos! You can work as a photographer, be your own boss, and sell your photos online or offline. Sometimes you might work on assignment for big companies or magazines, and you might even get some all expenses paid trips. Freelance photography is an enjoying and satisfying hobby.

Freelance photography is something you can either do full-time or part-time. It is really up to you how many hours you put into it. Many freelance photographers stay working in a regular job while they get started. This allows them to build up their freelance photography business and portfolio, and start earning some income from their photos, before making the decision to work full-time in freelance photography. You can get interested in portrait or landscape photography, computer photography, etc. It depends on your taste.

Comprehension

1. Do you find photography an interesting activity? Why? Why not?
2. What kind of photography do you know?
3. Do you like fashion photography?
4. Do you often look into your family album?
5. Do you know any famous photographer?

WRITE ON

1. How many paragraphs are there in the text above?
2. Why was the text divided in that way?
3. Write a few words about exotic unusual interests. Are they useful, harmful or both?

Focus on Words

COLLECTING WORDS

What are the advantages of special interests?

ARRANGING WORDS

The lists of special interests are different, depending on factors like *age, sex, region, family background, education or personality.*

fashion	cosmetics	astrology	yoga	cooking	travelling
sewing	dancing	sport	computers	movies	chess
driving	riding	motorbikes	climbing		reading
fishing	sculpture	gardening			

Add some more.

Group the words in Ex. 2 into three columns according to sex:

taken up a. by both boys and girls, b. by boys, c. by girls

WORDS IN USE

a. Insert the words.

garden decorations, create models, taking up something, making models, take up, take into consideration, afford, likely.

It depends on personality

A choleric¹ person could never take up a hobby like ..., as he or she would not have the patience necessary. An unusual hobby is to make ... from stone and cement, with glass patterns. They are easy to be made and they are not very expensive, as when we ... a hobby, we must also ... whether we can ... it. You can ... from glass, ceramics, metal or any other material which may look good in your garden.

Family background is also important in.... For example, in a family where one of the members is an artist or sportsperson, it is very ... that their children will have the same hobbies or interests.

Actually, life is great and you can make a special interest out of the most insignificant thing, with a little imagination, and it will help you have a positive thinking, and you even might consider you a happy person.

b. Complete the dialogue.

Tigran: Are you coming to the photo club today?
Armen: ...
Tigran: Why did you decide to give it up?
Armen: ...
Tigran: Don't you think it's dangerous?
Armen: ...

If your photo album is thin and has only one photo and of a poor quality what is it?
(your passport.)

Read the text and do the exercise.

It is thought that leisure in a way defines the identities of young people. The society undoubtedly needs to think more creatively about how to support their activities.

Some young people seem to have less and less leisure time: their days are taken up completely with work and study. Others have too much leisure, in that they have dropped out of school and the labour market. Some have retreated into the privacy of their bedrooms to play games against machines and generally to develop an individualised leisure experience. Others are all too visible – hanging around on the street, enjoying collective leisure.

One thing is certain – to there is very little of organised leisure and young people decide on their own how to use their time. How can young people's self-determined leisure be supported? Solitary leisure playing computer games might be fine for some, but for others it might reinforce their loneliness. Exploration on the Internet may be risky without some guidance. This is considered “intended leisure”.

There is an idea that needs more attention. It is to do with the design of public space and requires the involvement of planning and architecture instead of spiking every place where noisy skateboarders might gather. It is necessary to develop city centres so that the energy and skills of young skateboarders become part of the positive landscape. This is “enabled” leisure.

1. choleric խոլերիկ, դյուրաբորբոք

It is often argued that leisure is the weak link in the chain of socialising, when compared with family, school and work yet young people make the most of it in plenty of ways.

Answer the questions.

1. Do you agree that leisure speaks about the identity of young people?
2. What is meant by these kinds of leisure?

self-determined, intended, collective, individualised, enabled, solitary, obstructed, organized

PRESENTATION

Literary Skills

The literal meaning of a word you find in the dictionary is the denotation of a word.

But the words besides denoting a concrete thing, action or concept may also have an emotional meaning, i.e. they may express the speaker's attitude. This type of meaning is the *connotation* of a word, e.g. the words *man* and *gentleman* have similar denotation, but the connotations are different. The word *gentleman* means a man who is in some way more formal, more polite and has good manners.

Connotative meaning comes from people's experiences both personal and universal, e.g. for most people the significance of the word "home" is very personal and is different to different people, it might mean untidiness, lack of privacy to some; to the others it brings the feeling of love or security or good food and relaxation.

When you consider what words suggest, you form pictures and sense impressions in your imagination. Such pictures or sense impressions are called images. Through *images*, or *imagery*, writers present what can be seen, heard, touched, tasted, smelled or what can be felt inside (joy, pain, fear etc.).

The language which suggests new associations, emotions, and is concise and bright is known as *figurative language*. Figurative language has connotations and helps to express ideas more vividly.

Figures of speech, the devices used in figurative language, are the result of the creativeness of our mind. Figures of speech do not change the meaning, but add emotiveness to the utterance. One of the most widely used figures of speech is metaphor.

Metaphor is a trope in which a word or a phrase is associated with a particular concept or object on the principle of identification, e.g.

*The fog comes
on little cat feet.
It sits looking over
harbor and city.*

Since ancient times writers, poets, orators have created a great amount of metaphors, some of which have become well-known while others remained on the pages of books. The metaphors or tropes that after a definite period of time become well-recognizable and fixed in the dictionaries are called **language metaphors**, e.g. *She is the apple of his eye.*

There are also **speech metaphors** which are fresh as they establish striking associations between two phenomena. They are always quite individual.

In the following lines the poets and writers create images based on similarities:

*Morning is
a new sheet of paper
for you to write on.
(Eve Merriam)*

There is a kind of metaphor called **personification** in which human characteristics are given to a non-human force of object. It is widely used in poetry and prose, e.g.

*I bring fresh showers for the thirsting flowers,
From the seas and the streams.
(P. B. Shelley)*

Very often in order to characterize somebody or something the speaker uses such sayings as *free as a bird, dead as a doornail*.

They are language similes. *Simile*, like metaphor helps readers visualize ideas on the principle of similarity and includes the words “like” or “as”. Similes are common in everyday speech and some are used so often that they become lifeless, e.g. *George shook like a leaf in a storm*.

Simile differs from mere comparison because in the comparison two concepts/things compared belong to the same class, e.g. *He is as clever as his father*.

The difference between simile and metaphor leads some scholars to the belief that metaphor is more emotional and more expressive.

Do you know what the difference between “green years” and “green trees” is?

The first is a *poetic epithet* and the second is a simple attribute. The former creates an image while the latter indicates one of the properties of the thing spoken about.

Epithet expresses a characteristic of an object, both existing and imaginary, e.g. *The glow of an angry sunset*. Its basic feature is its emotiveness and subjectivity as its unusual characteristic of the object. In the majority of examples epithet is expressed by adjectives or qualitative adverbs modifying nouns or verbs, (e.g. *sleepless bay, triumphant look*).

1. Read the following words and write beside each the first word you associate with it:

breeze, moon, war, tender, sun

**2. Is your vocabulary rich? Can you express your thought exactly?
What other motion verbs do you know?**

He drove/cycled/sailed/walked/rode/crawled/crept/marched/strolled/rushed/
dashed/slid/bent/tiptoeed/hopped/limped/pranced/shuffled/jumped/leapt...

- | | | |
|-----------------------|--------------------|--------------------|
| 1. The soldiers | 3. The ship | 5. The snake |
| 2. The kid | 4. The horse | 6. The mouse |

- 3. Many literary characters and titles of books have gained general connotations. Read the titles of the books and say what connotations they have for you.**

Othello, Don Juan, Mary Poppins

4. Simile or metaphor?

1. Life shifts like the seasons.
2. Rain rattled on the window panes.
3. The days melt away like snowflakes.
4. Strong as an ox he is.
5. Why are you silent like silk?
6. Afternoon shadows stretched long and thin.
7. The cinema is clearly a culture revolution.

5. Think of a situation that is difficult for you, for example, one that makes you feel nervous or angry. Draw a metaphor of

- a. how you feel in a situation
- b. how you would like to feel in a situation

1. Happiness is like
2. Fear is like
3. I ran out of the house like
4. The sun was setting over the sea like
5. She entered noiselessly like

Reading life: poetry

Hobbies may be different. Some people are fond of poetry and make it a lifelong hobby.

Do you like poetry?

Have you ever read Byron's poems?

Learn the poem and recite it to the class.

My Native Land

By George Gordon Byron

Adieu! Adieu my native shore
Fades o'er the waters blue,
The night winds sigh, the breakers roar,
And shrieks the wild sea-mew.

Yon¹ sun that sets upon the sea
We follow in his flight,
Farewell awhile to him and thee²
My native land – Good night!

1. yon adv (old use) - in the place or direction shown; over there

2. thee - you

WRITE ON

Write Byron's biography using suggestions and facts given below. Use the Internet sources to find the necessary facts.

Early life
Early career
Personal life
First travels to the East
Later years
Political career
Life abroad
The Armenians in Venice
In Italy and Greece
Poetic works
Byronic hero
Character and description
Physical description
Fondness for animals
Lasting influence



6th Baron Byron

Byron and the Armenians

In 1816, Byron visited the headquarters of Mekhitarist Order on Saint Lazarus Island where he got acquainted with Armenian culture. He learned the Armenian language, and attended many seminars about language and history. He wrote *English Grammar and Armenian* in 1817, and *Armenian Grammar and English* in 1819, where he included quotations from classical and modern Armenian. Byron also participated in writing the *English-Armenian dictionary* and wrote the preface in which he explained the relationship of the Armenians with the Turks, and the struggle of the Armenians for liberation. His two main translations are the *Epistle of Paul to the Corinthians*, two chapters of Movses Khorenatsi's *History of Armenia* and sections of Nerses of Lambron's *Orations*. He may be credited with the birth of Armenology and its propagation. His profound lyricism and courage inspired many Armenian poets, such as Ghevond Alishan, Smbat Shahaziz, Hovhannes Tumanyan and others.

Focus on Function

Learning habits

1. Different people learn best at different times of the day.
2. Some tests show that quiet people learn best in the morning, lively people learn best in the afternoon.
3. Remember that you don't learn well if you are tired or worried. You learn better if you study a little at a time, not all at once.
4. Think about when and how you personally learn best.
5. Try to study only at your good learning time and do so for a short time, but often.
6. Yet, sometimes the advice doesn't work.

What can you say about your learning habits?

Focus on Grammar

PRONOUNS

1. Choose the correct option.

Nowadays (1) ... us spend a lot of time watching DVDs or going to the cinema, but so far there is (2) ... sign that we have stopped reading books. It sometimes seems that (3) ... child in the world has read a Harry Porter book, and (4) ... people on the beach, and not only older people, seem to be reading something. Obviously it is possible to enjoy (5) ... books and films, but books do seem to have a number of advantages. With new DVDs costing around € 30 (6) ..., it is clearly cheaper to read. (7) ... you need to enjoy a book is a comfortable chair, after all. Films show you all the action in colour, but for many people (8) ... of the special effects in a film is as good as the pictures in their own imagination. And the (9) ... experience of reading a good book can be a lot more rewarding. Of course, films can be great too, but in the end, (10) ... of us has to decide how we would rather spend our time.

- | | | | |
|-----|------------|------------|------------|
| 1. | a. every | b. most of | c. all |
| 2. | a. no | b. none | c. neither |
| 3. | a. whole | b. every | c. all |
| 4. | a. most of | b. all | c. most |
| 5. | a. both | b. neither | c. every |
| 6. | a. every | b. all | c. each |
| 7. | Either | b. All | c. None |
| 8. | a. all | b. none | c. every |
| 9. | a. whole | b. most | c. both |
| 10. | a. none | b. all | c. each |

WORD BUILDING

2. Fill in the blanks with the word that best fits each space.

Superman is the best-known hero of the US comic books. He was created by the writer Jerry Siegel and the artist Joseph Shuster, and first appeared in 1938. The (1) ... began in newspapers a year later and has been used for (2) ..., radio and television programmes and several films. Superman has (3) ... powers, including great strength and the (4) ... to fly. He uses these powers to fight evil and (5) He only appears when he is needed. For the rest of the time he is Clark Kent, a rather dull and timid journalist. His girlfriend is Lois Lane, but she is in love with the Superman, not knowing his other (6) One of Superman's (7) ... enemies is Lex Luther. The only thing that can harm Superman is green mineral called kryptonite which makes him lose all his powers.

- | | | | | |
|----|---------------|-------------------|------------------|------------------|
| 1. | a. character | b. characteristic | c. characterized | d. characterless |
| 2. | a. novelties | b. novels | c. novelists | d. novelistic |
| 3. | a. specially | b. specialist | c. special | d. especially |
| 4. | a. disability | b. able | c. ability | d. capability |

- | | | | | |
|----|--------------|-------------------|-----------------|-------------|
| 5. | a. danger | b. dangerously | c. dangerous | d. endanger |
| 6. | a. identity | b. identification | c. unidentified | d. identify |
| 7. | a. regularly | b. irregularity | c. irregular | d. regular |

TRANSLATION

3. Translate into English.

- Եթե ազատ լինեմ, հաճույթով ձեզ հետ թատրոն կգամ:
- Չնարավորություն լինել, արձակուրդս Իտալիայում կանցկացնեի:
- Ինձ անմիջապես տեղեկացրու, երբ Սուսաննան գա: Բան ունեմ նրան ասելու:
- Ինչու՞ նա թո խորհուրդին չհետևեց: Չէ որ դու միշտ լավ խորհուրդներ ես տալիս:
- Ինձ այդ երգի ոչ բառերը դուր եկան, ոչ էլ երաժշտությունը:
- Մեզ առաջարկեցին պատկերասրահ գնալ, բայց մենք հրաժարվեցինք, քանի որ կարևոր հանդիպում ունեինք:

MULTIPLE CHOICE

4. Choose the right completion.

- ... than he began to feel drowsy.
 - He had no sooner drunk the coffee
 - He no sooner had drunk the coffee
 - No sooner had he drunk the coffee.
 - He had drunk the coffee no sooner
- If you'd turned left at the station, you ... it straightaway.
 - would have found
 - had found
 - should have found
 - would find
- ..., when the lights went out.
 - The performance hardly had begun
 - Hardly had the performance begun
 - Hardly ever the performance had begun
 - Hardly the performance had begun
- ... he would have signed his name in the corner.
 - If he painted that picture,
 - If he paints that picture,
 - If he had painted that picture,
 - If he would have painted that picture,

Literary Skills

1. Verbal irony¹ in everyday speech is easily recognized because the listener has the speaker's tone of the voice and facial expression to aid him, e.g.

"What a nice guy you are", Tom said as his brother ate the last slice of Tom's birthday cake.

When reading, one must be alert to a writer's use of irony or the point may be missed entirely.

Verbal irony is frequently used as a device of **satire**².

2. Very often in order to be expressive or exciting the writer or speaker exaggerates

1 irony – [aɪ'əni] – հեզևանք

2 satire – ['sætəɪə] – երգիծանք

some facts or concepts. The deliberate exaggeration of the quantitative or qualitative aspect of the mentioned object is expressed in the **hyperbole**¹, e.g.

She has a nose that's at least three inches too long.

When we describe our admiration or anger and say “I would gladly see this film a hundred times”, we use language hyperboles, which have lost their originality and are only the signals of our roused emotions. Hyperbole is used also for a humorous effect. It creates vivid, lasting mental pictures in readers' minds.

Find cases of irony and hyperbole in the following sentences.

1. She was all angles and bones.
2. The problem is as clear as mud.
3. Oh, it's the topic of the age.
4. The girls were dressed to kill.

Reading life: short stories

Before you read

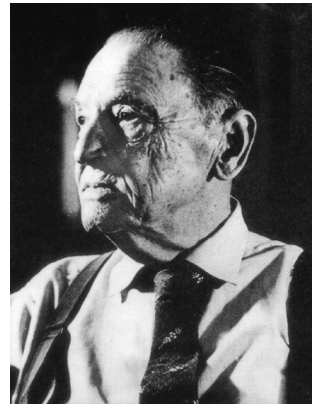
1. Have you ever liked or disliked writers for their mastery of the language?
2. Are you able to express what you like in the piece of literature you are reading?
3. Find cases of irony and hyperbole in the text.

The Kite

by Somerset Maugham

Background

William Somerset Maugham [mɔːm] (25 January 1874 – 16 December 1965) was an English playwright, novelist and short story writer. He was among the most popular writers of his era. His short stories always have a very interesting plot and show his great life experience, love for sharp mind. His stories are also popular because of his subtle humour.



Context

Herbert was an only child. They doted on him. Mrs. Sunbury brought him up carefully. She taught him to sit up at the table and not to put his elbow on it, and she taught him how to use his fork and knife like a little gentleman. She taught him to stretch out his little finger when he took his tea-cup to drink out of it and when he asked why, she said:

“Never you mind.”²

In due course Herbert grew old enough to go to school. Mrs. Sunbury was anxious because she had never let him play with other children in the street. She didn't like the idea of Herbert being thrown into contact with a lot of rough boys at school.

Herbert got on very well at school. He was a good worker and far from stupid, and his reports were excellent ...

1 hyperbole – [haɪ'pɔːbəlɪ] – չափազանցություն

2. never you mind - կարևոր չէ՝ ինչու

Read the text and answer the questions.

On Herbert's twenty-first birthday Mrs. Sunbury gave him a kite. It wasn't by any means the first one she had given him. That was when he was seven years old. Flying kites had become a passion with Herbert since then, and as he grew older, his mother bought him larger and larger kites. He grew very clever at catching the winds and could do things with his kite you would never have thought possible. Mr. Sunbury took up flying kite with enthusiasm as well.

Saturday afternoon became a great day for them. The first thing they did in the morning was to look up at the sky to see if it was flying weather. They liked best of all a gusty day, with uncertain winds, for that gave them the best chance to exercise their skill. All through the week in the evenings, they talked about it. They discussed the performances of other flyers, as boxers or football players discuss their rivals. Their ambition was to have a bigger kite than anyone else and a kite that would go higher...

Then an unfortunate thing happened. Herbert began to go out every evening. Mrs. Sunbury didn't like it much, but Mr. Sunbury reasoned with her. After all the boy was twenty two, and it must be dull for him to stay at home all the time.

Herbert had fallen in love. One day he asked a young lady, Betty Bevan, to come in to tea. Mrs. Sunbury arranged the tea very stylishly. She put a tea-cloth on a little table in the sitting room, which they never used. She got out the tea service, which they never used either, and she baked a cake and cut thin bread-and-butter.

Mrs. Sunbury took an instant dislike to Betty Bevan, but she had made up her mind to behave like a lady, and if she didn't know how to behave like a lady nobody did, so that at first things went well.

At tea Mrs. Sunbury talked about the weather. She had the satisfaction of seeing that Betty was getting more and more ill at ease¹. Then she cut the cake and pressed a large piece on her guest. Betty took a bite at it and when she put it on her saucer it fell to the ground.

"Oh, I am sorry," said the girl as she picked it up.

"It doesn't matter. I'll cut you another piece," said Mrs. Sunbury.

"Oh, don't bother, I am not particular. The floor's clean."

"I hope so," said Mrs. Sunbury with acid smile, "but I wouldn't dream of letting you eat a piece of cake that's been on the floor. Bring it here, Herbert, and I'll give Miss Bevan some more."

"I don't want any more, Mrs. Sunbury, I don't really."

"I'm sorry you don't like my cake. I made it specially for you." She took a bite. "It tastes all right to me."

"It's not that, Mrs. Sunbury, it's a beautiful cake, it's only that I'm not hungry."

She refused to have more tea and Mrs. Sunbury saw she was glad to get rid of the cup.

Comprehension

1. What special interest did Herbert have? How did he feel about it?
2. What can you say about Herbert? Mrs. Sunbury? Betty?
3. Can you find cases of irony in the text?
4. What do you think will be the end of the story?

1. ill at ease անհանգիստ, կաշկանդված, անհարմար

Unit 11 Off the Hot



Before you read

1. What is *mass media*?
2. What is the main aim of a news report?
3. What language is used in a news report?

Watch and Listen

The main aim of a news report is to pass on information to the reader. Before a journalist starts, he makes sure he has all the necessary facts at his disposal. Then he concentrates on how he can best present them in a way which will hold the reader's interest.

A good report starts with a quick summary of the story. It presents the most important information. It should keep the reader in suspense: make him want to read on to find out more about the story. Then the report should go over the background to the story adding more details to the facts presented in the opening paragraph.

Finally, a news report needs a good headline – something to attract the reader's eye and make them want to read it.

The choice of vocabulary, grammatical style and punctuation depends on its purpose and expected audience.

Most news reports ask to be taken seriously, therefore quite formal language is normally used when writing them. However, this is not always the case. Some newspapers are famous for using informal language in order to make their reports more sensational. Before you start writing, think of your audience and ask yourself what style of writing they would appreciate most.

When you are writing you think who is going to read the work and why you are writing it. Then it is decided what the overall style should be, for example, literary, academic, formal, informal, etc.

Focus on Words

1. Arrange the words to do with the media.

broadsheet, tabloid, journalism, circulation figures, deadline, coverage, popular press, pose a question, privacy, ratings wars, reliable source, current affairs, take an interview, break the news, feature story, libel laws, anchor, columnist, correspondent, editor, paparazzi, producer, publicist, publisher, reporter, face a problem, hold a meeting, find a solution.

WORDS IN USE

2. Insert words from the given vocabulary.

1. The ... press always sells more than the broadsheets.
2. Some broadsheets have increased their circulation ... by changing their format to a smaller size.
3. It is essential to read and learn about current... if you want to do the job properly.
4. It is not easy for newspapers to print untrue stories because of the ... laws.
5. Reality TV gets huge viewing figures and usually wins the

3. Match the words with their explanation.

- | | |
|-------------------|---|
| 1. journalist | a. the person responsible for the total operation of the newspaper |
| 2. breaking news | b. a writer employed by the paper |
| 3. editorial | c. a critical report of, e.g., a new book, movie, TV show, performance |
| 4. publisher | d. the newspaper industry |
| 5. review | e. an article based on current events and facts of immediate interest |
| 6. news story | f. a reporter who gathers information and writes articles for publication |
| 7. press | g. messages paid for by the advertiser |
| 8. circulation | h. a news event in progress |
| 9. feature story | i. number of copies sold (subscription and newsstand) |
| 10. advertisement | j. any kind of written material |
| 11. copy | k. article expressing the opinion of, e.g., a journalist, a reader |
| 12. staff writer | l. a special interest article; the basic purpose is something other than news |

Focus on Writing

1. Style tips for formal writing

Use the full forms of verbs: e.g. *is not* rather than *isn't*, etc.

Use a wide range of grammatical structures if you can. Be as impressive as possible!

Use formal register: (e. g. *furthermore* / *however* / *naturally* / *a further opportunity* / *enormous experience* / *we have no objection to...* / *We would be delighted to...* .

Avoid the use of phrasal verbs, use *discover* rather than *find out*.

Criticizing, avoid bold statements and use hedging words like *tend* / *may* / *seem* / *appear*:

Instead of *He didn't realize this*, you can say *He appears not to have realized this*.

Use boosting devices to make your own points stronger, e.g. *It is undoubtedly the case that...* / *This is unquestionably...* .

2. Write an article in a newspaper about the problems journalists meet with doing their job.

3. Avoiding repetition

To avoid sounding repetitive try not to use the same words too often. Use a synonym.

Finally/eventually/at last/at large/lastly

Replace the words in bold in the paragraph with synonyms. Use a dictionary to help you.

Smart cards that is credit cards, mobile phone, SIM cards and so on, which contain a very small computer microprocessor, have their origins in the 1970s. A Frenchman, Roland Moreno, manufactured a circuit that could store electronic data. Since then, this idea has grown into a multi-billion-dollar business.

4. Match the linking words with their synonyms.

- | | |
|----------------------|-----------------------|
| 1. finally | a. but |
| 2. firstly | b. for instance |
| 3. for example | c. in contrast |
| 4. however | d. in the first place |
| 5. in conclusion | e. lastly |
| 6. on the other hand | f. to conclude |



Read the text and answer the questions.

Nature or nurture?

The best journalists are writers with an extensive knowledge of English and a solid training in how to write. Are journalists born or made? While the basics can be taught, first there has to be an intense curiosity about the world and a love of the written word. Journalists are creatures of nature not nurture. The profession develops from instinct, from a peculiar way of seeing and describing the world. Journalism is expressed in the written or spoken word, but I have never regarded that as its essence. The technical skill is that of creating clear and succinct sentences. This can be taught and should be part of any core curriculum. I had a ferocious Irish sub-editor. He would score through superfluous words, underline bad grammar and mercilessly spike articles, leaning back in his chair, removing his glasses and asking the classic question of any journalism teacher: ‘Now, what is it you are really trying to tell me?’

I absorbed his maxims like mother’s milk. Never begin a paragraph with ‘it’. Make every paragraph a single idea. Nouns and verbs are the workhorses of a sentence, never qualifiers. Delete every adjective and adverb from your story and reinsert only those that appear essential. Never use sloppy words such as *supply*, *problem*, *accommodate* and *interesting* and try to use concrete, not abstract nouns. The best punctuation is a full stop.

That training was a privilege greater than anything I acquired at school or university, it was the toolkit for a career, always to be kept oiled and polished. I used to

ask aspiring journalists whether they kept a diary. What was their instinctive response to meeting an exciting person or visiting a beautiful place, to any highly charged emotion? Did they try to communicate their experience through the written word? It is the best indicator I know of a natural reporter.

The qualities essential to journalism thus extend far beyond an ability to write. They are those of curiosity, an independent mind, native cunning and an eagerness to communicate, summed up in the gift to narrate. Such is the raw material on which the story depends and without which there is nothing to say. There can be a story without journalism, but no journalism without a story.

Simon Jenkins. The Guardian

Comprehension

1. What qualifications and training do you think are needed for a career in journalism?
2. Which parts of speech did the writer's subeditor like and which did he not like?
3. Where did the writer learn how to write clear English?
4. What do the best journalists do when they meet an exciting person or visit a beautiful place?
5. What are the most important qualities for journalism?
6. What is more important: a story or journalism?
7. In what way is the work of journalists dangerous?
8. What well-known journalists do you know?

Focus on Function

REVISION

1. Match the sentences on the left with their functions on the right.

- | | |
|---|---------------------|
| 1. No, I won't help you. | a. a refusal |
| 2. I won't be late. | b. a recommendation |
| 3. My father has won over fifty competitions. | c. a warning |
| 4. You're going to get ill if you don't put on a hat. | d. a promise |
| 5. It's not true that I work too hard. | e. a denial |
| 6. Try this new dish. It's delicious. | f. advice |
| 7. I think you should take a break sometimes. | g. encouragement |
| 8. Come on, Steve. You can do it. Jump. | h. a claim |

2. Referring to what people have said.

While speaking or writing the speaker refers to what people said to be sure that he she understood what was said correctly. You usually say it in the following way:

- As you said ...
- What he said about ...
- If I understood you correctly you were saying ...
- If I could just pick upon something that you said ...

- You claimed that ...
- With regard to your argument ...

3. Refer to what Davis Brown, a TV journalis said and express the opposite opinion.

1. In times of crisis, television is our electronic hearth and our national touchstone.
2. Television is a medium that entertains as well as informs.
3. Television makes us laugh and makes us cry.
4. Love it or hate it – television has an undeniable influence on our lives.

4. Make a broadcast talk on TV with your friends. Start like this: Welcome! Join the conversation and let’s “Talk TV.”

All the King’s Men

by Robert Pen Warren

Context

Robert Penn Warren (April 24, 1905 – September 15, 1989) was an American poet, novelist, and literary critic and was one of the founders of New Criticism. He received the 1947 Pulitzer Prize for his novel *All the King’s Men* (1946) and the Pulitzer Prize for Poetry in 1958 and 1979. He is the only person to have won Pulitzer Prizes for both fiction and poetry.



All the King’s Men was first published in 1946. It is rated the 36th greatest novel of the 20th century.

Willie Stark

Background

All the King’s Men portrays the dramatic political career of governor Willie Stark, a cynical populist in the American South during the 1930s. The novel is narrated by Jack Burden, a political reporter who comes to work as Governor Stark’s right-hand man. Stark’s career is interwoven with Jack Burden’s life story.



Stark undergoes a radical change from an idealistic lawyer and a weak candidate into a charismatic powerful governor. In achieving the office Stark builds an enormous political machine based on intimidation, patronage and corruption. His approach to politics earns him many enemies, but does not detract from those who respond to his fiery populist manner.

There is a scene, in which Willie Stark explains why he will win a political dispute: "One thing I understand and you don't," he says to his younger adversary, "is how to make the mare go. I can make the mare go." The novel's narrator is Jack Burden, a former student of history, newspaper columnist, and personal aide to Governor Willie Stark. Judge Irwin is an elderly gentleman whom Jack has known since childhood, a man who is essentially a father-figure to him. Willie Stark assigns Jack the task of finding something from Irwin's past with which Irwin can be blackmailed. Jack investigates thoroughly and finds what he is looking for: an incident many years ago when Judge Irwin took a bribe to dismiss a lawsuit against a fuel company, resulting in the personal destruction of a man named Mortimer Littlepaugh. Jack presents the incriminating evidence to Irwin, and before he has a chance to use it against him, Irwin commits suicide. Only at this point does Jack learn from his mother that Irwin was his father.

Read the text and discuss it.

In about ten minutes the Judge came down. "Hello, Jack," he was saying, in the voice I had always known, "damned glad you came by. How long you been in the house? It's a long time since I've seen you, Jack."

"Yes," I agreed, "it is."

It had been a long time. The last time had been in the middle of the night. With the Boss. And in the silence after my remark I knew that he was remembering, too. He was remembering, but after he had said it. "Well, it is a long time," he said as he settled himself, as though he had remembered nothing, "but don't let it be as long next time. Aren't you ever coming to see the old fellow? We old ones like a little attention."

He smiled, and there wasn't anything I could say into the face of that smile.

"A touch of gin and tonic never hurt anybody. Not you and me, anyway."

"No, thanks," I said.

He looked down at me, the faintest shade of disappointment on his face.

"What's on your mind?"

"Nothing much," I said.

I looked across at him, and didn't want it to be true. With all my heart, I discovered, I didn't want it to be true. And I had the sudden thought that I might have his drink of gin and tonic, and talk with him and never tell him, and go back to town and tell the Boss that I was convinced it was not true.

But I had to know the truth. For the truth is a terrible thing. So I looked across at Judge Irwin, and liked him suddenly in a way I hadn't liked him in years, his old shoulders were so straight and the dog-toothed smile so true. But I knew I had to know.

I moved to his chair, and laid the envelope on his lap. He looked at the envelope, without touching it. Then he looked up at me, a hard straight look out of the yellow agates, with no question in them. Then, without saying a word, he opened the envelope and read the papers there. The light was bad, but he did not lean forward. He held the

papers, one by one, up to his face. He read them very deliberately. Then he laid the last, deliberately, on his lap.

“I guess you know the next move,” I said.

“I guess so. Your employer is trying to put pressure on me. To blackmail me.”

“Pressure is a prettier word,” I averred¹.

“I don’t care much about pretty words any more. Does Stark know it?”

“No, he doesn’t,” I replied. “I told him I wouldn’t tell him till I’d seen you. I had to be sure, you see, Judge.”

“Maybe you’ll never tell him, anyway. I could stop you.”

“How?”

“I could just –” he began, “I could just say to you – I could just tell you something –.” He stopped, then suddenly rose to his feet, spilling the papers off his knees. “But I won’t,” he said cheerfully, and smiled directly at me.

I stooped to pick up the papers, and he watched me from his height.

“Judge,” I said, “I’ll be back tomorrow. You think it over, and make up your mind tomorrow.”

“Sure, sure. You come back. But my mind is made up.”

I walked down the hall without saying good-bye.

I took my shower and lay down on my bed and went to sleep.

I came out of the sleep and popped straight up in the bed. I was wide awake. The sound that had awakened me was still ringing in my ears. I knew that it had been a scream. Then it came again. A bright, beautiful, silvery soprano scream.

I jumped off the bed and started for the door, grabbed a robe, and ran out. There was a noise down the hall from my mother’s room, a sound like moaning. The door was open and I ran in.

She was sitting on the edge of her bed staring at me with wide, wild eyes, and moaning in a spaced, automatic fashion. I went toward her. She pointed her finger at me and cried out, “You did it, you did, you killed him!”

“What?” I demanded, “what?”

“You killed him!”

“Killed who?”

“You killed him!” She began to laugh hysterically.

I was holding her by the shoulders now, shaking her, trying to make her stop laughing, but she kept clawing and pushing at me.

“Shut up, shut up!” I commanded, and she suddenly stared at me as though just discovering my presence.

Then, not loud now but with intensity, she said, “You killed him, you killed him.” “Killed who?” I demanded, shaking her.

“Your father,” she said, “your father and oh! you killed him.”

That was how I found out.

¹ I aver [əˈvɜː] – to state the truth of something strongly

Check up 3

Comprehension Check

1. Read the text and choose the right answer to the questions.

Most countries in the world now welcome tourists because of the money they bring in. Many countries make great efforts to encourage tourism, and many also depend on what they earn from it to keep their economies going.

One of the big problems for the nation wishing to attract a lot of tourists is the cost for building hotels for them. Building big hotels swallows up a lot of money, and many of the countries that need the tourists are poor. What they spend on building has to be borrowed from foreign banks. And sometimes the money they can afford to borrow produces only chains of ugly hotels wherever their beauty spots that are supposed to attract the tourists.

Another problem is that more and more international companies are building hotels all over the world, so that the profits from a hotel often do not stay in the country in which it has been built.

And there is also the question of training staff: teaching them foreign languages, how to cook the kind of food that foreign tourists expect, and so on. In many countries special colleges and courses have been set up for this.

Crime can also be a problem. Seeing tourists who seem to be much richer than themselves, the local inhabitants are often tempted to steal from them. Sometimes tourists resist and get killed, and then other tourists refuse to come to the country.

But an even greater problem in many countries is the effect that the sight of the tourists has on the local population. A man who lives in a very small house, owns almost nothing, works very hard for his living and has very strong rules about modesty in dress and not drinking alcohol sees foreign tourists rejoicing in what to him is great luxury, owning radios, wearing very few clothes and drinking a lot of beer. These tourists may be ordinary workers back home, but to the poor inhabitants they seem very rich. And, of course, he either feels envy for them or thinks them shameless.

Tourists, too, often feel shocked by different customs and habits that they see around them. They refuse the local food, and insist on having only what they eat back home.

1. Why are tourists usually welcome to any country?
 - a. Because local inhabitants are pleased to receive them.
 - b. Because local inhabitants have an opportunity to earn their living.
 - c. Because local inhabitants can easily rob them.
 - d. Because there are a lot of attractions in their country.,
2. What could happen to some countries if tourism stopped?
 - a. Their economies would be ruined.
 - b. It would keep their economies going.

- c. It would narrow their mind.
 - d. It would decrease the crime rate.
3. Why do countries sometimes spoil their beauty spots?
 - a. Because they want to attract tourists.
 - b. Because they are too poor to build beautiful hotels on them.
 - c. Because they have to sell them to borrow money from foreign banks.
 - d. Because they want to pay their debts.
 4. When are tourists sometimes killed?
 - a. When they break the law.
 - b. When they steal from the local people.
 - c. When they are much richer than the local inhabitants.
 - d. When they resist.
 5. Why do local people often envy tourists?
 - a. Because tourists are local people.
 - b. Because tourists wear very few but expensive clothes and drink a lot.
 - c. Because tourists own radios.
 - d. Because tourists seem rich to local people.
 6. Where do the profits from some big hotels go?
 - a. Abroad.
 - b. Into the country in which they have been built.
 - c. To train staff.
 - d. To the local inhabitants.
 7. The pronoun *it* in Paragraph 3 refers to
 - a. problem
 - b. country
 - c. tourism
 - d. hotel
 8. The word ‘staff’ in Paragraph 4 means
 - a. a group of people gathered together.
 - b. a group of people working together.
 - c. a group of people taught together.
 - d. a group of people rejoicing together.

Vocabulary Check

2. Read the text and choose the correct word.

Scientists are making new **(1)** ... about universe all the time. Every day, we read about new **(2)** ... that they say will have a huge **(3)** ... on our everyday lives. In a few years’ time, everyone will **(4)** ... a mobile phone, have an e-mail **(5)** ... and know how to surf the internet. The jobs of people like postmen and even teachers will **(6)** ... change completely or disappear. Most of **(7)** ... will be computer-based. One of the most basic **(8)** ... for getting a job now is to be able to use a computer. In the future, if you can’t use a computer, you will be **(9)**

- | | | | |
|----------------------|----------------|---------------|----------------|
| 1. a. discoveries | b. creations | c. inventions | d. journeys |
| 2. a. techniques | b. finds | c. inventions | d. facts |
| 3. a. result | b. difference | c. change | d. effect |
| 4. a. hold | b. own | c. take | d. owe |
| 5. a. computer | b. letter | c. address | d. direction |
| 6. a. neither | b. also | c. not | d. either |
| 7. a. lessons | b. classrooms | c. studying | d. education |
| 8. a. qualifications | b. experiences | c. training | d. occupations |
| 9. a. illegal | b. illiterate | c. illegible | d. illogical |

3. Odd word out. There may be more than one answer. Give your reasons.

- | | | |
|----------------------|--------------------|-----------------------------|
| 1. a. green | b. efficient | c. environmentally friendly |
| 2. a. to conserve | b. to save | c. to protect |
| 3. a. nuclear energy | b. oil pollution | c. radioactive waste |
| 4. a. an oil rig | b. a power station | c. a recycling plant |
| 5. a. traffic jams | b. motorway tolls | c. park and ride schemes |

4. Complete the chart where possible.

ho?????	adj	verb	adv
anger			
		narrate	
		create	
	amazing		
		please	
person			
	successful		
			eventually

Grammar Check

5. Choose the correct verb form.

People appear (1) ... in different ways. some people expect (2) ... mistakes in their studies and are capable of (3) ... from their mistakes. They don't mind (4) ... by their teacher and indeed often ask (5) ... corrected.

Others, however, dislike (6) ... mistakes. They try to avoid (7) ... anything which they might do badly. They would rather (8)... something in small steps and be sure they have got it right. From attempt to do a task based on the subject they don't feel they have finished (9) ... yet.

- | | | | |
|------------------|--------------------|-----------------|----------------------|
| 1. a. learning | b. to learn | c. learn | d. having learned |
| 2. a. making | b. to make | c. make | d. having made |
| 3. a. benefiting | b. to benefit | c. benefit | d. to have benefited |
| 4. a. corrected | b. being corrected | c. to correct | d. to be corrected |
| 5. a. being | b. been | c. to have been | d. to be |
| 6. a. making | b. to make | c. to be making | d. make |
| 7. a. doing | b. to do | c. having done | d. to have done |
| 8. a. to perfect | b. perfecting | c. perfect | d. be perfected |
| 9. a. explore | b. to explore | c. exploring | d. being explore |

6. Choose the right connective.

- You must buy the tickets; ____, we won't be able to see that play.
a. otherwise b. although c. besides
- The neighbourhood isn't very interesting. I like the house, ____.
a. moreover b. thus c. though
- We live in the same building; ____, we hardly see each other.
a. however b. therefore c. furthermore
- He didn't earn enough money. ____, his wife decided to get a job.
a. Moreover b. Therefore c. Although
- That house isn't big enough for us, and, ____, it's too expensive.
a. furthermore b. hence c. although
- We have plenty of money and workers; ____, we hope to finish the house remodeling soon.
a. nevertheless b. unless c. thus
- She's extremely rich; ____, she's not snobbish.
a. hence b. however c. otherwise
- It was a windy and rainy night. ____, I decided to go out.
a. nevertheless b. otherwise c. hence

7. Insert articles where necessary.

Do you ever watch ... news and think, "I could do that?" Are you ... kind of person who reads two (or three, or four) newspapers before ... breakfast?

If so, ... trip to ...Newseum is definitely in order.

... Newseum in Washington, DC is ... six-level, high-tech and interactive museum tracing ... history of ... news reporting from ... 16th century to ... present day. It is located between ... White House and ... U.S. Capitol and adjacent to the Smithsonian museums on the National Mall.

... Newseum offers ... visitors 15 theaters, 14 major galleries, two state-of-the-art broadcast studios and a 4-D time-travel experience. ... exhibition galleries explore ... news history, ... electronic news, ... photojournalism, ... world news and how ... media have covered ...major historical events.

8. Read the story and add as many adjectives and adverbs as possible.

Lear had three daughters. He decided to divide his kingdom between his daughters and give up his power. Then the king went to stay with his daughters – Goneril and Regan. Soon they grew tired of him. Cordelia, his youngest daughter, was in France. So Lear was left alone and homeless, out in the open air, wandering through the fields in a storm. Cordelia came to save his father but she was killed by his enemies. When Cordelia died, Lear died of a broken heart.

Gapped Text

9. Fill A-D into the numbered gaps of the following text.

- A. A peculiar feature of the American radio is soap opera. It is a sentimental serial drama that describes domestic problems and which is for housewives. Soap opera is usually broadcast every day.
- B. Millions of Americans in their free time read newspapers. The English word ‘newspaper’ does not really describe everything that you can read in this kind of publication. Newspapers include not only stories about recent events (news), but opinions, advertising, and other non-news items.
- C. For example, you can take a TV course in history, political economy, management, banking and in many other subjects, or learn a foreign language by TV. Educational TV films and programs are shown in schools and colleges as a part of the curriculum.
- D. Now there are about 2,600 newspapers published in the USA. *The New York Times*, *the Washington Post*, and *the Los Angeles Times* are three of the most important daily papers that describe foreign and domestic news.

The most popular sources of entertainment and information are the press, radio, TV, and movies. The press plays an important part in the life of society. **(1)** ... The first American newspaper was called *Public Occurrences Both Foreign and Domestic*. This paper was first published in Boston in 1690. **(2)** ...

The radio does not interfere with your activities. You can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio one can hear music, plays, news, and different commentary and discussions called ‘forums’. At a forum several authorities exchange views on social, economic and political problems. **(3)** ... Most people find soap opera boring. There are a lot of games on the radio. They are called ‘panel games’. Radio brings also cultural and educational programs. Many programs are made up of classical music. Television is a ‘chewing gum for ears and eyes’. There are many serials on TV in the USA. They appeared in the 1950s. TV games attract a large audience, too. During TV quiz programs TV viewers answer different questions. There is a lot of education on television. **(4)** ...

Ծանոթություն՝

1. Past Simple և Past Progressive ժամանակաձևերը օգտագործիր արտահայտելու երկու միաժամանակ կատարվող գործողություն, որոնցից մեկը ընթացքի մեջ է. օրինակ՝ Tom burnt his hand when he was cooking the dinner. While I was working in the garden I hurt my back.

Table 3: Past Simple or Present Perfect

	PAST SIMPLE	PRESENT PERFECT
գործածություն	<p>Օգտագործիր, երբ խոսքը գնում է անցյալում տեղի ունեցած գործողության մասին, որը ներկայի հետ կապ չունի:</p>	<p>Օգտագործիր արտահայտելու ներկա ժամանակակետից առաջ ավարտված գործողություն, որը սակայն կապված է ներկայի հետ իր հետևանքով:</p>
	<p>Yesterday “երեկ”, ... ago “առաջ”, the other day “օրերս, անցյալ օրը”, last week “անցյալ շաբաթ”, just now “հենց նոր” և այլն:</p>	<p>ever “երբևէ”, never “երբեք”, yet “դեռևս”, so far “դեռևս”, already “արդեն”, lately “վերջերս”, since... (գործողության սկիզբը ցույց տալու համար), for (ժամանակահատված ցույց տալու համար), նաև մակբայների հետ, որոնք արտահայտում են դեռ չսպառված ժամանակ), today “այսօր”, this year “այս տարի” և այլն:</p>
Հաստատական	I/you/he/she/it/we/they <i>did</i> .	I/you/we/they <i>have done</i> . He/she/it <i>has done</i> .
Ժխտական	I/you/he/she/it/we/they <i>did not</i> (didn't) <i>do</i> .	I/you/we/they <i>have not</i> (haven't) <i>done</i> . He/she/it <i>has not</i> (hasn't) <i>done</i> .
Հարցական	<i>Did</i> I/you/he/she/it/we/they <i>do</i> ?	<i>Have</i> I/you/we/they <i>done</i> ? <i>Has</i> he/she/it <i>done</i> ?

Ծանոթություն՝

1. *When* հարցական դերանունով սկսվող հարցերում օգտագործիր Past Simple.
When *did* you *see* him?
2. Նոր տեղեկություն տալու համար օգտագործիր Present Perfect ժամանակաձևը, խոսքը շարունակելիս, երբ բեզ հետաքրքրում են գործողության ընթացքի հետ կապված տարբեր պարագաներ՝ Past Simple ժամանակաձևը. օրինակ՝– Oh! *I've cut* my finger. – How *did* you *do* that? – *I cut* it with a knife.

Table 4: Present Perfect or Present Perfect Progressive

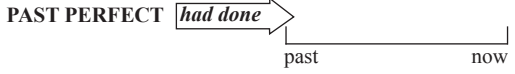
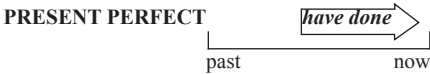
PRESENT PERFECT	PRESENT PERFECT PROGRESSIVE
<p>Օգտագործիր ավարտված, բայց իր հետևանքով ներկայի հետ կապված գործողությունն արտահայտելու համար:</p>	<p>Օգտագործիր անցյալում սկսված և մինչև խոսելու պահը տևող գործողությունն արտահայտելու համար:</p>
<p>ever, never, yet, so far, already, lately, recently, since ..., today, this week</p>	<p>for (five weeks), since ..., all week, lately, recently</p>

Table 5: Past Simple or Past Perfect

	PAST SIMPLE	PAST PERFECT
գործածություն	<p>Օգտագործիր անցյալում տեղի ունեցած գործողությունը կամ վիճակը արտահայտելու համար:</p>	<p>Օգտագործիր անցյալ ժամանակակետից առաջ ավարտված գործողությունն արտահայտելու համար:</p>

	Yesterday “երեկ”, ... ago “առաջ”, the other day “օրերս, անցյալ օրը”, last week “անցյալ շաբաթ”, just now “հենց նոր” և այլն:	Անցյալ ժամանակակետը կարող է նշվել մեկ այլ գործողությամբ՝ արտահայտված ա) Past Indefinite ժամանակաձևով. օրինակ՝ They had walked for some minutes when it started to rain. բ) պարագայական կապակցությամբ. օրինակ՝ He had finished his work by 5 o'clock yesterday .
Հաստատական	I/you/he/she/it/we/they did .	I/you/he/she/it/we/they had done .
Ժխտական	I/you/he/she/it/we/they didn't do .	I/you/he/she/it/we/they had not (hadn't) done .
Հարցական	Did I/you/he/she/it/we/they do ?	Had I/you/he/she/it/we/they done ?

Ծանոթություն՝ Համեմատիք



I'm not hungry. I **have** just **had** lunch.
The room is untidy. She **hasn't cleaned** it for days.

We weren't hungry. We **had** just **had** dinner.
The room was untidy. She **hadn't cleaned** it for days.

Table 6: Past Perfect or Past Perfect Progressive

PAST PERFECT	PAST PERFECT PROGRESSIVE
<p>Օգտագործիր անցյալ ժամանակակետից առաջ ավարտված գործողությունն արտահայտելու համար:</p>	<p>Օգտագործիր անցյալում սկսված և մինչև անցյալի մեկ այլ պահը տևող գործողությունն արտահայտելու համար</p>
<p>Անցյալ ժամանակակետը կարող է նշվել մեկ այլ գործողությամբ՝ արտահայտված ա) ժամանակաձևով. օրինակ՝ When I came, he had already finished his work. բ) պարագայական կապակցությամբ. օրինակ՝ He had finished his work by 7 o'clock yesterday.</p>	

Table 7: How to Express Future Actions

<i>to be going to</i>	PRESENT PROGRESSIVE	FUTURE SIMPLE Shall/will do	PRESENT SIMPLE
<p>Օգտագործիր նախօրոք պլանավորված, որոշված գործողությունն արտահայտելու համար: I am going to do = I have decided to do. <i>Օրինակ՝</i> We're going to have a party this Sunday.</p>	<p>Օգտագործիր նախօրոք պլանավորված գործողությունն արտահայտելու համար: <i>Օրինակ՝</i> He is leaving on Monday.</p>	<p>Օգտագործիր, երբ որոշումը կատարվելիք գործողության մասին ընդունվում է խոստելու պահին: <i>Օրինակ՝</i> – Let's have a party! – That's a great idea. We 'll invite a lot of guests.</p>	<p>Օգտագործիր ապառնի գործածությունն արտահայտելու համար ժամանակի և պայմանի երկրորդական նախադասություններում when, before, after, as soon as, till, until, if, in case շաղկապներից հետո: <i>Օրինակ՝</i> I'll see you when I'm back. He will start as soon as she sends him a telegram. If you come earlier, we'll go for a walk.</p>

Table 8: Tense Chart

Ժամանակ	Ձև	Ցույց է տալիս	Օրինակներ	Ցուցիչներ
Present Simple	V Vs	ա) կանոնավոր կերպով կատարվող գործողություն. բ) փաստ ներկա ժամանակում. գ) ներկա ժամանակում իրար հաջորդող գործողություններ. դ) մոտ ապագայում կատարվելիք, ըստ կարգացուցակի պլանավորված՝ գործողություն. ե) ապառնի գործողություն ժամանակի և պայման երկրորդական նախադասություններում:	I usually get up at 7. Ես սովորաբար վեր եմ կենում ժամը 7-ին: He lives in Yerevan. Նա ապրում է Երևանում: In the morning I get up, put on my clothes and go to the bathroom. Hurry up! The film begins at 5. Շտապի՛ր: Կինոնկարը սկսվում է ժամը 5-ին: I'll see him when he comes back. Ես կտեսնեմ նրան, երբ նա վերադառնա:	often seldom sometimes always every year (month, etc.) on Sundays never when, before, while, after, as soon as, till, until, if, in case.
Present Progressive	am/are/ is Ving	ա) խոսելու պահին ընթացքի մեջ գտնվող գործողություն. բ) գործողություն, որն ընդգրկում է ներկայի ավելի մեծ ժամանակամիջոց, քան խոսալու պահը. գ) անձի որոշումից բխող՝ մոտ ապագայում տեղի ունենալիք որոշակի գործողություն:	It's raining now. Անձրև է գալիս: Where are they living now? Որտե՞ղ են նրանք այժմ ապրում: I'm meeting Helen tonight. Ես այսօր երեկոյան հանդիպում եմ Հելենին:	now at this moment at present ապառնի ժամանակը նշվում է պարագայի միջոցով
Present Perfect	have/has + V3	Ներկա ժամանակակետից առաջ ավարտված գործողություն, որը սակայն կապված է ներկայի հետ իր հետևանքով:	I have read this novel. Ես կարդացել եմ այս վեպը (հետևանք՝ գիտեմ բովանդակությունը):	just – հենց նոր yet – դեռ already – արդեն lately – վերջերս ever – երբևէ never – երբեք since – (սկիզբը) for – գործողության ժամանակամիջոցը ցույց տալու համար (անավարտ ժամանակամիջոց) today – այսօր this morning – այս առավոտ, և այլն:
Present Perfect Progressive	have/has been Ving	գործողություն, որը սկսվել է անցյալում և տևում է մինչև այժմ:	They have been talking for the last hour. What have you been doing?	for ... weeks, etc since (Friday) all week lately recently
Past Simple	V2	ա) գործողություն կամ վիճակ, որը տեղի էր ունեցել անցյալում. բ) անցյալում իրար հաջորդող մի շարք գործողություններ:	I received his letter last week. Ես ստացա նրա նամակը անցյալ շաբաթ: She took off her coat and put it on the chair. Նա հանեց վերադրկուն և դրեց այն աթոռին:	ago – (սրանից) առաջ yesterday – երեկ the other day – օրերս, անցյալ օրը last week – անցյալ շաբաթ և այլն:
Past Progressive	was/were +Ving	ա) գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի պահին. բ) գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի ժամանակահատվածում:	She was still sleeping at 11 o'clock. Նա ժամը 11-ին դեռ քնած էր: She was talking to her teacher when I saw her. Նա խոսում էր իր դասատուի հետ, երբ ես տեսա նրան: They were playing football from 5 till 7 in the evening. Նրանք ֆուտբոլ էին խաղում երեկոյան 5-ից մինչև 7-ը:	Պարագայական կապակցություն, Past Indefinite ձևով արտահայտված գործողություն

Past Perfect	had + V3	Անցյալ ժամանակակետից առաջ ավարտված գործողություն:	He had travelled a lot before he went to Africa. Նա շատ էր ճամփորդել նախքան Աֆրիկա գնալը: She had passed her exams by the end of June. Նա հասնել էր քննությունները մինչև հունիսի վերջը:	Past Indefinite ձևով արտահայտված գործողություն պարագայական կապակցություն
Past Perfect Progressive	Had been Ving	գործողություն, որը սկսվել է անցյալում և տևում է մինչև անցյալի մեկ այլ պահը:	They had been talking for an hour before Andy came. How long had you been studying English before you entered the university?	for ... weeks, etc all week by 5 o' clock
Future Simple	shall/will +V	ա) ապառնի գործողություն. բ) իրար հաջորդող ապառնի գործողություններ:	I'll let you know in two days. Ես բեզ կտեղեկացնեմ 2 օրից: I'll take a walk and on my way back I'll buy you a newspaper. Ես զբոսանքի եմ գնալու և վերադառնալիս լրագիր կգնեմ բեզ համար:	tomorrow – վաղը next week – հաջորդ շաբաթ next year – հաջորդ տարի in (two) days – (երկու) օրից

Table 9: The verb Tense Forms in Active Voice

(Բայի ժամանակային ձևերը չեզոք սեռում)

կերպ ժամանակ	նախ. տեսակ	SIMPLE <i>Պարզ</i>	PROGRESSIVE <i>Շարունակական</i>	PERFECT <i>Վաղակատար</i>
Present	հաստատական	I/you/we/they do. He/she/it does.	I am doing. You/we/they are doing. He/she/it is doing.	I/you/we/they have done. He/she/it has done.
	ժխտական	I/you/we/they do not do. He/she/it does not do.	I am not doing. You/we/they are not doing. He/she/it is not doing.	I/you/we/they have not done. He/she/it has not done.
	հարցական	Do I/you/we/they do? Does he/she/it do?	Am I doing? Are you/we/they doing? Is he/she/it doing?	Have I/you/we/they done? Has he/she/it done?
Past	հաստատական	I/you/he/she/it/we/they did.	I/he/she was doing? You/we/they were doing.	I/you/he/she/it/we/they had done.
	ժխտական	I/you/he/she/it/we/they did not do.	I/he/she/it was not doing. You/we/they were not doing.	I/you/he/she/is/we/they had not done.
	հարցական	Did I/you/he/she/it/we/they do?	Was I/he/she/it doing? Were you/we/they doing?	Had I/you/he/she/it/we/they done?
Future	հաստատական	I/we shall do. You/he/she/it/they will do.	I/we shall be doing. You/he/she/it/they will be doing.	I/we shall have done. You/he/she/it/they will have done.
	ժխտական	I/we shall not do. You/he/she/it/they will not do.	I/we shall not be doing. You/he/she/it/they will not be doing.	I/we shall not have done. You/he/she/it/they will not have done.
	հարցական	Shall I/we do? Will you/he/she/it/we/they do?	Shall I/we be doing? Will you/he/she/it/they be doing?	Shall I/we have done? Will you/he/she/it/they have done?

Table 10: The Verb Tense Forms in Passive Voice

(Բայի ժամանակաձևերը կրավորական սեռում)

ժամանակ	կրավորական սեռ	Օրինակ
noun + be in the correct form + participle II (by/with + noun)		
Present simple	am/is/are + participle II	The letter is written.
Present progressive	am/is/are + Ving + participle II	The letter is being written.
Present perfect	has/have been + participleII	The letter has been written.

Past simple	was/were + participle II	The letter was written.
Past progressive	was/were + Ving + participle II	The letter was being written.
Past perfect	had been + participle II	The letter had been written.
Future simple	will be + participle II	The letter will be written.
Modal	modal + be + participle II	The letter must be written

Ճանաչություն

- Կրավորական սեռը օգտագործվում է այն դեպքում, երբ գործողություն կատարող անձը հայտնի չէ կամ կարևոր չէ. օրինակ՝ This house was built in the XIV century. Այս տունը կառուցվել է 19-րդ դարում:
- Կրավորական սեռը անգլերենում ավելի լայն կիրառություն ունի, քան հայերենում: Հայերենում կրավորական կառույցի ենթակա է լինում համապատասխան ներգործական կառույցի ուղիղ խնդիրը: Անգլերենում կրավորական կառույցի ենթակա կարող են լինել ներգործական կառույցի ուղիղ, անտղղակի և Նախդրավոր խնդիրները:

Active	I gave a book to each of the boys.
Passive	A book was given to each of the boys. Մեկական գիրք տրվեց տղաներից յուրաքանչյուրին: Each of the boys was given a book. Տղաներից յուրաքանչյուրին տրվեց մեկական գիրք:
Active	They spoke much of him.
Passive	He was much spoken of. Նրա մասին շատ էին խոսում:

- Անգլերենի կրավորական սեռի ձևերը թարգմանվում են հայերեն կրավորական սեռի բայերով (կրավորական կառույցներով) կամ անորոշ-դիմավոր Նախադասության ներգործական սեռի բայով. օրինակ՝ The letter was sent in the morning. Նամակը ուղարկվեց առավոտյան: Նամակն ուղարկեցին առավոտյան:

Table 11: Infinitive or -ing

Verbs normally followed by the infinitive form:	afford, agree, appear, arrange, ask, attempt, care, choose, claim, come, dare, decide, demand, deserve, determine, elect, expect, fail, get, hate, help, hesitate, hope, hurry, intend, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, say, seem, tend, threaten, want, wish
Verbs normally followed by the gerund form:-	acknowledge, admit, adore, appreciate, avoid, celebrate, confess, delay, deny, describe, detest, discuss, dislike, endure, enjoy, fancy, finish, imagine, involve, keep, justify, mention, mind, miss, omit, postpone, practice, quit, recommend, regret, report, resume, risk, suggest, tolerate, understand
Verbs followed by the gerund or infinitive form with no change in meaning	begin, continue, hate, like, love, neglect, prefer, start
Verbs followed by the gerund and infinitive with a change in meaning	forget to do: I forgot to feed the cat. (The cat is hungry.) forget doing: I forgot feeding the cat. (I forgot that I had fed the cat.) regret to do: I regret to tell you that your flight is delayed. (I'm sorry but I must say that your flight is delayed.) regret doing: I regret telling him the truth. (I regret that I told him the truth.) remember to do: I remember to buy some bread. (I remember that I must buy some bread.) remember doing: I remember buying some bread. (I remember that I bought some bread.) stop to do: We stopped to drink some water. (We stopped in order to drink some water.) stop doing: They stopped laughing at once. try to do: He tried to climb the tree, but he fell down. (He made an effort to climb the tree, but failed.) try doing: I can't find Carol anywhere. – Try phoning her mother. (Phone her mother as an experiment.)

Table 12: Modal Verbs (Եղանակավոր բայեր)

			Գործածություն	Օրինակներ
Can	Present	can do cannot (can't) do can ... do?	1. Ֆիզիկական կամ մտավոր կարողություն 2. Կասկած, զարմանք 3. Թույլտվություն ստանալու խնդրանք	I can speak English. Ես կարող եմ խոսել անգլերեն:
	Past	could do could not (couldn't) do could ... do?		Can it be true? Կարող է դա ճիշտ լինել:
	Future	համարժեք՝ to be able to shall/will be able to shall/will not be able to do Shall/will ... be able to do?		Can I leave my case here? Կարելի է պայուսակս այստեղ թողնել:
May	Present	may do may not do may ... do?	1. Ելթադրություն 2. Թույլտվություն	He may come soon. Նա կարող է շուտով գալ: That may not be true. Յնարավոր չէ, որ դա ճիշտ լինի:
	Past	might do might not do might ... do?		You may smoke here. Կարող եք ծխել այստեղ: May I smoke here? Yes, you may/Do, please. (No, you mustn't. /No, you can't. Ոչ, չի կարելի)
	Future	համարժեք՝ to be allowed to shall/will be allowed to do shall/will not be allowed to do shall/will ... be allowed to		
Must	Present	must	1. Պարտականություն, անհրաժեշտություն 2. Արգելում, արգելք	You must do as you're told. Պետք է անես՝ ինչպես քեզ ասում են:
	Past	համարժեք՝ to have to had to do, didn't have to do did ... have to do?		You mustn't do that. Չպետք է անես դա:
	Future	shall/will have to do shall/will not have to do. shall/will ... have to do?		
Should	Present	should do should not (shouldn't) do should ... do?	խորհուրդ	You should eat more fruit. Պետք է ավելի շատ միրգ ուտես:
Need	Present	need do need not do need ... do?		You needn't come today, we have already done the work. Կարիք չկա, որ դու գաս, մենք արդեն կատարել ենք աշխատանքը:

Ծանոթություն՝

- Մոդալ բայերից հետո "to" մասնիկը չի օգտագործվում, մինչդեռ համարժեքների հետ այն պարտադիր է:
- Մոդալ բայերին և նրանց համարժեքներին հաջորդում են բայի անորոշ ձևերը:
- Համեմատիր՝ Ես պետք է գնամ: Նա պետք է գա:
I must go. He should come.

Table 13: Conditionals

Տեսակը	Գործածություն	Օրինակ
Zero conditional: certainty if + present simple, present simple	Ընդհանուր կամ գիտական փաստեր և սահմանումներ	If you <i>heat</i> ice, it <i>melts</i> . Եթե սառույցը տաքացվի, այն կհալվի:
Conditional I: real possibility if + a present tense, will do	Իրական կամ հավանական պայմաններ ներկայում կամ ապագայում և նրանց հետևանքները ներկայում կամ ապագայում	If I <i>am</i> free tomorrow, I <i>will</i> go to the theatre. Եթե վաղը ազատ լինեմ, կգնամ թատրոն:
Conditional II: unreal possibility or dream if +past simple/continuous, would do	Անհնարին, անհավանական կամ ենթադրական պայմաններ ներկայում կամ ապագայում և նրանց արդյունքները ներկայում կամ ապագայում	If I <i>had</i> time tomorrow, I <i>would</i> go to the cinema. Եթե վաղը ժամանակ ունենայի, կգնայի թատրոն:
Conditional III if + past perfect, would have done	Ենթադրական պայմանները անցյալում և նրանց հնարավոր արդյունքները անցյալում	If I <i>had had</i> time yesterday, I <i>would have</i> gone to the theatre. Եթե երեկ ժամանակ ունենայի, կգնայի թատրոն:

Table 14: Nouns (Գոյական)

A Number (Թիվ)

Ձև	Օրինակներ
1. [ɪz] – սուլական կամ շչական հնչյուններից հետո	nose– noses, bridge– bridges, place–places, village–villages Ծանոթություն՝ house [s] – houses [ɪz]
2. [z] – ձայնավորներից և ձայնեղ (բացի կետ 1-ում նշած) բաղաձայներից հետո	boy – boys, piano – pianos, sea – seas, bed – beds, photo – photos, pen – pens.
3. [s] – խուլ (բացի կետ 1-ում նշած) բաղաձայներից հետո	look – looks, hat – hats, lamp – lamps, cap – caps.
4. [z]. – f/-fe տառերով հիմք ունեցող բառերում	wife – wives, life – lives, knife – knives, wolf – wolves. Ծանոթություն՝ 1.– f/-fe → ves. 2. roof, proof, belief կազմում են հոգնակի ձևերը -s վերջավորությամբ:
5. ձայնափոխություն	man – men, woman – women, foot – feet, tooth – teeth, goose – geese, mouse – mice
6. ձայնափոխություն -en վերջավորությամբ	child – children
7. -en վերջավորություն	ox – oxen
8. նույն ձևը եզակի և հոգնակի թվերի համար	Sheep, deer, fish, fruit, swim Ծանոթություն՝ fish, fruit բառերը ունեն fishes, fruits հոգնակի ձևերը, որոնք գործածվում են երբ խոսքը գնում է տարբեր ձևերի և մրգերի մասին:

B Հետևյալ գոյականները գործածվում են՝

միայն եզակի	միայն հոգնակի
money, bread, weather, advice, information, hair, knowledge, furniture, paper, news, permission, work Օրինակ՝ Is there any news? Where is the money? – It is on the table. Հասեմաստիր՝ խորհուրդ - խորհուրդներ advice - pieces of advice	trousers, jeans, shorts, glasses Օրինակ՝ I need a pair of jeans. Where are my glasses? They are on the table.

- Ծանոթություն՝
- public, people (մարդիկ), police գոյականները ունենալով միայն եզակի թվի ձև առնում են հոգնակի ստորոգյալ
 - Օրինակ՝ The police have arrested a lot of people.
 - Family, team, group, government, army, people (ազգ) գոյականները օգտագործվում են եզակի ձևով ստորոգյալով, եթե նշանակում են ամբողջություն, և հոգնակի, եթե խմբի անհատները դիտվում են առանձին-առանձին:
 - Օրինակ՝ His family is well known in the town. The family are having dinner.

C Ստացական հոլով:

Անգլերենի ստացական հոլովը ցույց է տալիս պատկանելիություն կամ ստացականություն:

Գործածություն	Ստացական հոլով
Հիմնականում ստացական հոլով ունեն շնչավոր գոյականները:	the girl’s eyes, the man’s hat the girls’ eyes, the men’s hats.
Ստացական հոլով կարող են ունենալ մայրցամաքների, երկրների, քաղաքների անունները և world, country, city, ship գոյականները:	Europe’s countries, Great Britain’s government, the world’s peoples, the ship’s captain.
Ստացական հոլով կարող են ունենալ ժամանակ և տարածություն ցույց տվող գոյականները:	a month’s absence, a mile’s distance.

Table 15: The Article (Հոդ)

DEFINITE	INDEFINITE	NO ARTICLE
<p>1. գոյականներից առաջ, որպես խոսողին և լսողին հայտնի առարկա՝ Where is the pen?</p> <p>2. գոյականներից առաջ, որոնք հանդես են գալիս տեղի պարագա՝ It was very hot in the forest.</p> <p>3. անհաշվելի գոյականների հետ, երբ իմաստը կոնկրետացված է՝ Where is the milk?</p> <p>4. one of, some of, many of, each of, most of, նաև all, both բառերից և արտահայտություններից հետո՝ Most of the students are foreigners. I've read all the newspapers.</p> <p>5. գոյականներից առաջ, որոնք ունեն որոշիչ՝ արտահայտված ածականի գերադրական աստիճանով կամ same, following, next, last բառերից առաջ՝ The last week of this month was very difficult.</p> <p>6. առանձնացվող առարկա արտահայտող գոյականները՝ This is the house that Jack built.</p> <p>7. եգակի առարկա ցույց տվող առարկաների հետ՝ The sun rises in the east.</p> <p>8. գոյականացված ածականների հետ՝ the rich, the poor, the young.</p> <p>9. գոյականներից առաջ, որոնք ցույց են տալիս ամբողջ դասակարգը՝ The dog is a friend of man.</p> <p>10. անձնական անուններից առաջ, որոնք ցույց են տալիս ամբողջ ընտանիքը՝ The Johnsons returned from Paris last week.</p> <p>11. որոշ աշխարհագրական անվանումների հետ. ա) որոշ երկրների և տարածաշրջանների հետ՝ the United States, the Ukraine, the Far East. բ) օվկիանոսների, ծովերի, գետերի և լեռնաշղթաների հետ՝ the Atlantic Ocean, the Black Sea, the Volga, the Alps. գ) աշխարհի չորս մասերի հետ՝ the South, the North.</p> <p>12. ազգությունն ցույց տվող գոյականակերտ ածականների հետ՝ the Italians, the Chinese, բայց մի սերկայացուցիչը՝ an Italian, a Chinese.</p>	<p>1. ցույց տալու առարկայի նման առարկաների որևէ խմբին պատկանելը՝ She has got a son and a daughter.</p> <p>2. վերացական գոյականների հետ, բառիմաստի փոփոխության դեպքում՝ paper (թուղթ) - a paper (թերթ)</p> <p>3. ժամանակ ցույց տվող հաշվելի գոյականների հետ՝ He will come in a month.</p> <p>4. բացականչական նախադասություններում՝ what բառից հետո՝ What a lovely day!</p> <p>5. հաշվելի գոյականների հետ such, quite, rather, բառերից հետո՝ He is quite a clever man.</p> <p>6. a little, a few բառակապակցությունների հետ՝</p>	<p>1. վերացական հասկացությունն ցույց տվող անհաշվելի գոյականների հետ, երբ նրանք արտահայտում են ընդհանուր հասկացություն՝ Snow is white.</p> <p>2. անձնական անուններից առաջ՝ Paris is the capital of France.</p> <p>3. mother, father, aunt, uncle, grandmother, baby, nurse գոյականների հետ, երբ նրանք գործածվում են տվյալ ընտանիքի անդամների կողմից որպես հատուկ անուն՝ Father is out but Mother is in the kitchen.</p> <p>4. advice, information, money, hair, fruit սահմանափակող որոշիչ չունեցող գոյականներից առաջ՝ I need advice but not help.</p> <p>5. որոշ մակբայական արտահայտությունների հետ՝ in time, at home, at night, by tram, by train, by heart, by day, from year to year, from head to foot etc.</p> <p>6. breakfast, lunch, dinner, supper բառերի հետ՝ to have lunch, to have breakfast, to have dinner, but a nice lunch.</p>

Table 16 Pronouns (Դերանուններ)

Անձնական (Personal)	Ուղղական հոլով I we you you he she they It	Օբյեկտային հոլով me us you you him her them it
Ստացական (Possessive)	Որպես ածական my our your your his her their Its	Որպես գոյական mine ours yours yours his hers theirs its
Օրինակ՝	My house is large, but yours is larger.	
Ցուցական (Demonstrative)	this – these that – those	such same (միշտ օգտագործվում է որոշիչ հոդով)
Օրինակ՝	Don't ask me such questions.	

Անդրադարձ (Reflexive)	myself yourself himself herself itself Օրինակ՝ Ծանոթություն՝ Օրինակ՝	ourselves yourselves themselves She cooked herself a big dinner. Նա իր համար լավ ճաշ պատրաստեց: Մի օգտագործիր feel, meet, relax բայերից հետո: Do you feel nervous? What time shall we meet?		
Շեշտող (Emphatic)	myself yourself himself herself itself Օրինակ՝	ourselves yourselves themselves They themselves often cooked the dinner. Նրանք իրենք էին հաճախ ճաշ պատրաստում:		
Փոխադարձ (Reciprocal)	Ուղղական հոլով each other one another Օրինակ՝	Ստացական հոլով each other's one another's Tom and Ann looked at each other. Թոմը և Աննան իրար նայեցին: They had forgotten one another's names. Նրանք մոռացել էին մեկ-մեկու անունները:		
Չարցական (Interrogative)	who (whom) whose what which how Օրինակ՝	why when where how much (անհաշվելի գոյականների հետ) how many (հաշվելի գոյականների հետ) Who is he? He is Mr. Smith. What is he? He is a doctor. What time is it?		
Կապակցական (Conjunctive)	կապակցում են երկրորդական նախադասությունը գլխավոր նախադասության հետ who (whom) whose what which Օրինակ՝ Ծանոթություն՝ 1. Who (whom) գործածվում է մարդկանց (երբեմն կենդանիների) վերաբերյալ: 2. Which՝ անշունչ առարկաների, վերացական հասկացությունների վերաբերյալ: 3. That՝ թե մարդկանց և կենդանիների, թե անշունչ առարկաների վերաբերյալ:	that how how many how much why when where		
Անորոշ (Indefinite)	some someone somebody something	any anyone anybody anything	հաշվելի many few a few a great many a lot of	անհաշվելի much little a little a great deal of lots of

Որոշյալ (Defining)	all each every everyone everybody everything	either both other another
Ժխտական (Negative)	nobody no one none	neither nothing nowhere

Ծանոթություն՝ 1. every ածական դերանունը տարբերվում է each դերանունից նրանով, որ սրա գործածության ժամանակ ուշադրությունը կենտրոնանում է ոչ թե մասի կամ անհատի, այլ ամբողջի վրա:
Օրինակ՝ Each house in this town had a garden.
Այս քաղաքի յուրաքանչյուր տունը այգի ուներ:
Every boy in the class passed the exam.
Դասարանի բոլոր տղաները հանձնեցին քննությունը:
2. Every, everybody, everything դերանունները համաձայնվում են բայ-ստորոգյալի եզակի ձևի հետ:

Ծանոթություն՝ Այս դերանունները համաձայնվում են բայ-ստորոգյալի եզակի ձևի հետ:

Table 17: Degrees of Comparison of Adjectives

(Ածականների համեմատության աստիճանները)

Աստիճան		Ծանոթություն
Դրական (Positive)	good, simple, interesting Օրինակ՝ He is a good chess player. The book is very interesting.	Գործածվում են հետևյալ շղկապները՝ ա) հավասարություն՝ as ... as այնքան ... որքան My room is as comfortable as yours. բ) անհավասարություն՝ not so ... as ..., not as ...as ոչ այնքան ... որքան My room is not so comfortable as yours.
Բաղդատական (Comparative) A-er, more +A.	-er ա) միավանկ ածականները young – younger wise – wiser hot – hotter բ) -y, -ow, -er, -le վերջածանց ունեցող երկվանկ ածականները dirty – dirtier narrow – narrower clever – cleverer simple – simpler more գ) բազմավանկ ածականները interesting – more interesting beautiful – more beautiful	1. Գործածվում են հետևյալ շղկապները ա) անհավասարություն արտահայտելու համար՝ less ... than ոչ այնքան ... որքան Օրինակ՝ John is less clever than his brother. բ) գերազանցություն արտահայտելու համար՝ than քան Օրինակ՝ She is taller than her sister. 2. ուժեղացնող ածականների հետ՝ much, still, far Օրինակ՝ This book is much more interesting. Այս գիրքը շատ ավելի հետաքրքիր է: 3. the A comp ... the A comp ... որքան ... այնքան ... Օրինակ՝ The warmer the weather the better I feel. Որքան ավելի լավն է եղանակը, այնքան ես ավելի լավ եմ զգում: դ) անկանոն ձևեր good – better – the best bad – worse – the worst little – less – the least much more – the most many ե) երկուական ձևեր far – farther – the farthest (տարածության վերաբերյալ) further – the furthest – հետագա (ժամանակի և տարածության վերաբերյալ) near – nearer – the nearest – մոտակա (տարածության վերաբերյալ) the next – հաջորդ (տարածության վերաբերյալ) late – later (ավելի ուշ) – the latest (ժամանակի վերաբերյալ) latter (հիշատակվածներից) վերջինը – the last (հաջորդականություն) old – older – the oldest – (տարիքի մասին խոսելիս) elder – the eldest – ավագ (ընտանիքի անդամների վերաբերյալ)

<p>Գերադրական (Superlative) A-est most +A.</p>	<p>-est ա) միավանկ ածականներ young – the youngest wise – the wisest hot – the hottest</p> <p>բ) -y, -ow, -er, -le վերջածանց ունեցող երկվանկ ածականները dirty – the dirtiest narrow – the narrowest clever – the cleverest simple – the simplest</p> <p>գ) բազմավանկ ածականները interesting – (the) most interesting beautiful – (the) most beautiful</p>	<p>1. Գերադրական աստիճանով դրված ածական որոշի առկայության դեպքում գոյականն օգտագործվում է որոշիչ հոդով: Օրինակ՝ This is the most useful information I have got today. 2. a հոդը ցույց է տալիս հատկանիշի բարձր աստիճանը: Օրինակ՝ It is a most difficult task.</p>
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Table 18: Numeral (Թվական անուն)

<p>բանական (cardinal) ա) տարեթվեր առանց year բառի բ) սենյակների, տրանսպորտի համարները և այլն</p>	<p>1,500,000 citizens (one million five hundred thousand) a seventeen-year-old girl twenty students in a group 235 - two hundred and thirty-five in 1996, in 1725 (nineteen ninety-six, seventeen twenty- five) bus 44, on page 55, Room 7. telephone number 53-47-09 (five three four seven o nine)</p>
<p>դասական (ordinal) ա) ամսաթվերը</p>	<p>the seventh, the sixteenth, the twenty-fifth of March on the 9th of May</p>
<p>կոտորակներ ա) հասարակ բ) տասնորդական</p>	<p>1/2 a/one half 1/3 a/one third 3/4 three quarters 2/3 two thirds 0.5 nought point five 2.5 two point five</p>

Table 19: Syntax (Շարահյուսություն)

**Բարդ նախադասություն
The Compound Sentence (Բարդ համադասական նախադասություն)**

Կապակցող բառերը	Օրինակ
<p>Շաղկապներ and, or, but և այլն</p>	<p>He was leaving, and everybody seemed sorry.</p>
<p>Մակբայներ otherwise, yet, nevertheless, else</p>	<p>Don't do it, otherwise you'll be punished. There was no news, nevertheless she went on hoping.</p>

Table 20: The complex Sentence

(Բարդ ստորադասական նախադասություն)

Երկրորդական նախադասություն	Կապակցող բառ	Օրինակ
Ենթակա (Subject Clause)	չաղկապ that, if, whether դերանուն who, what մակբայ when, where, how, why	That he was not right was quite clear. What he says is not true. How to do it is a problem.
Ստորոգելիական վերադիր (Predicative Clause)	չաղկապ that, if, whether դերանուն what մակբայ where, when, why, how	My idea is that things are getting better. This is what I think. That is where I went.
Խնդիր (Object Clause)	չաղկապ that, if, whether դերանուն who, what մակբայ where, when, how, why	She said (that) she would help me. I'll do what I am told. I wonder why she is late.
Ժամանակի պարագա (Adverbial Clause of Time)	չաղկապ when, while, as, till, until, as soon as, as long as, since, after, before	While there is life, there is hope. Let's wait till they come.
Տեղի պարագա (Adverbial Clause of Place)	չաղկապ where	I found my books where I had left them.
Պայմանի (Adverbial Clause of Condition)	չաղկապ if, unless, in case	I'll come if I have time. They'll go alone unless you come.
Պատճառի պարագա (Adverbial Clause of Cause)	չաղկապ as, because, since և այլն	As it was cold, she stayed at home. I didn't join them because I was tired.
Չիջական (Adverbial Clause of Concession)	չաղկապ though, although	Though it was very late, he went on working.
Յետևանքի (Adverbial Clause of Result)	չաղկապ so that, that	I was so tired that I couldn't watch TV.
Ձևի (Adverbial Clause of Manner)	չաղկապ as	Do as I do.
Յամեմատության (Adverbial Clause of Comparison)	չաղկապ than, as	You know her better than I do. She works as carefully as she does quickly.

The Sequence of Tenses

(ժամանակների համաձայնեցում)

1. Ինչ է ժամանակների համաձայնեցումը: Ժամանակների համաձայնեցումը որոշ երկրորդական նախադասությունների բայ ստորոգյալի ժամանակաձևի կախվածությունն է գլխավոր նախադասության ստորոգյալի ժամանակաձևից:
2. Որտեղ է կիրառվում ժամանակների համաձայնեցումը: Բարդ ստորադասական նախադասությունների խնդիր երկրորդական նախադասություններում:
3. Ո՞ր դեպքում է գործում ժամանակների համաձայնեցումը: Երբ գլխավոր նախադասության բայստորոգյալը որևէ անցյալ ժամանակով է գործածվում:

Table 21: ժամանակների համաձայնեցման կանոնները

Պայման	Կանոն	Օրինակ	Թարգմանության
1. Եթե գլխավոր և երկրորդական բայստորոգյալները համաժամանակ են:	Օգտագործիր խնդիր երկրորդական նախադասության բայ-ստորոգյալը Past Indefinite կամ Past Progressive ձևով:	Ann said she didn't know English. I thought he was laughing at me. She knew I couldn't swim. He said (that) he had to ring him up.	Վնասն ասաց, որ չգիտի անգլերեն: Ես մտածեցի, որ նա ծիծաղում է ինձ վրա: Նա գիտեր, որ ես լողալ չեմ կարող: Նա ասաց, որ պետք է զանգահարի նրան:
2. Եթե խնդիր երկրորդական նախադասության գործողությունը նախորդում է գլխավոր նախադասության գործողությանը:	Օգտագործիր երկրորդական նախադասության բայ-ստորոգյալը Past Perfect ձևով:	He said he had sent the letter. I knew that her sister had written her new book.	Նա ասաց, որ նամակը ուժարկել է: Ես գիտեի, որ նրա քույրը նոր գիրք է գրել: (ներկա վաղակատար)

3. Եթե խնդիր երկրորդական նախադասության գործողությունը արտահայտում է մի գործողություն, որը հաջորդում է գլխավոր նախադասության գործողությանը:	Օգտագործիր Future-in-the-Past ձևերից մեկը:	I knew he would arrive soon. She thought I should wait for her.	Ես գիտեի, որ նա շուտով կժամանի: (ենթադրական ապառնի) Նա կարծում էր, որ ես նրան սպասելու եմ: (սահմանական ապառնի)
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Ծանոթություն՝ Եթե խնդիր երկրորդական նախադասությունը արտահայտում է հանրահայտ ճշմարտություն ժամանակների համաձայնեցումը չի կիրառվում:
Օրինակ՝ Everybody knew that the Earth goes round the Sun.
Բոլորը գիտեին, որ Երկիրը պտտվում է Արևի շուրջ:

Reported Speech

(Անուղղակի խոսք)

Անուղղակի խոսքից անուղղակի խոսքի անցնելիս սովորաբար անհրաժեշտ է կատարել հետևյալ փոփոխությունները՝

Ներմուծվող բայեր	Բայի ժամանակաձևեր	Դերանուններ	Մակբայներն ու պարագայական կառուցվածքներ	Բառերի շարադասություն
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Չամենատիր՝ Direct Jane said to Tom: "I am going home now."
Indirect Jane told Tom she was going home then.

Այդ փոփոխությունները հիմնականում կախված են նախադասության տիպից՝ արդյոք այն պատմողական, հարցական թե՛ հրամայական նախադասություն է:

Բայի ժամանակաձևերի փոփոխություններ

Անուղղակի խոսքում խնդիր երկրորդական նախադասություններում կիրառվում է բայի ժամանակների համաձայնեցման կանոնը, եթե գլխավոր նախադասության բայ-ստորոգյալը դրված է անցյալ ժամանակաձևով: Այդ դեպքում խնդիր երկրորդական նախադասության բայի ժամանակաձևը փոխվում է հետևյալ կերպ.

Table 22

Present Indefinite: He said: "I like my new house."	Past Indefinite: He said (that) he liked his new house.
Present Progressive: He said: "I'm studying."	Past Progressive: He said he was studying.
Present Perfect: She said: "I've seen this film."	Past Perfect: She said she had seen that film.
Past Indefinite: He said: "I knew her well."	Past Perfect: He said he had known her well.
Future Indefinite: He said: "I'll see you later."	Future-in-the-Past: He said that he would see him later.

Այս դեպքում փոփոխության են ենթարկվում նաև մակբայները, որոշ դերանունները և պարագայական կառուցվածքները:

Table 23

this these here now today yesterday the day before yesterday tomorrow the day after tomorrow next week (month) last week a year ago two years ago	that those there then, at that moment, at that time that day the day before two days before the next day, the following day two days later the following week (etc.) the previous week a year before, the previous year two years before
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Table 24: Ներմուծվող բայերի փոփոխությունները

	Փոփոխությունները		
	պատմողական նախ.	հարցական նախ.	հրամայական նախ.
<i>say/says/said</i>	<i>say/says/said (that)</i> Օրինակ՝ She said, “I grow plants in the house.” She said (that) she grew plants in the house.	<i>ask/asks/asked (if, WH-)</i> Օրինակ՝ She said, “Are you busy?” She asked if I was busy. He said, “What’s your name?” He asked what my name was.	<i>tell/tells/told smb.</i> Օրինակ՝ He said, “Close the door.” He told me to close the door. She said to Jack, “Please wait for me.” She asked Jack to wait for her.
<i>say/says/said to smb</i>	<i>tell/tells/told smb.</i> Օրինակ՝ Ann said to me, “We are going to have a party.” Ann told me (that) they were going to have a party.	<i>ask/asks/asked smb</i> Օրինակ՝ She said to me, “Do you know about it?” She asked me if I knew about it.	<i>Ծանոթություն՝</i> Անուղղակի խոսքում խնդրի առկայությունը պարտադիր է:

Table 25: Շարադասության փոփոխություններ

Ենթակա-ստորոգյալ շարադասությունը փոփոխության է ենթարկվում միայն հարցական նախադասություններում: Անուղղակի հարցում այն դառնում է ուղիղ:

1. Անուղղակի ընդհանուր հարցը կապակցվում է գլխավոր նախադասությանը if կամ whether շարկապով:	He said, “Do you know Bill?” He asked if (whether) I knew Bill. “Did you see this film?” she asked him. She asked him if (whether) he had seen that film.
2. Անուղղակի հատուկ հարցը կապակցվում է այն դերանունով կամ մակբայով, որով սկսվում է ուղղակի հարցը:	She asked, “Where were you yesterday?” She asked where I had been the day before. He said, “Where is the post-office?” He asked where the post-office was.

Table 26: Հրամայական նախադասություններ անուղղակի խոսքում

Հրամանը և խնդրանքը անուղղակի խոսքում արտահայտվում են ինֆինիտիվով: Կառույցի ժխտական ձևը կազմվում է ինֆինիտիֆից առաջ **not** մասնիկը ավելացնելով:

<i>հաստատական</i>	<i>ժխտական</i>
I said, “Close the door, John.” I told John to close the door. He said, “John, tell me the truth, please.” He asked John to tell him the truth.	Mother said, “Don’t speak so loudly!” Mother told me not to speak so loudly. Ann said, “Tim, don’t be late, please.” Ann asked Tim not to be late.

Ծանոթություն՝
Օրինակ՝
Ուղիղ խնդրի օգտագործումը անուղղակի խոսքում պարտադիր է:
He said “Help me.”
He told us to help him.

PHRASAL VERBS

be back վերադառնալ
be in տանը՝ տեղում լինել
be on կատարվել
be out տեղում՝ տանը չլինել

break down 1. շարքվել 2. թուլանալ 3. անհաջողություն կրել

break into smth/ in ներխուժել

break out բռնկվել (պատերազմի, համաճարակի և այլնի մասին)

break up արձակուրդի ժամանակ փակվել (ուսումնական հաստատության մասին). ~ with sb կապերը խզել մեկի հետ

bring back վերադառնալ, վերադարձնել:

bring down իջեցնել գները, վշտացնել

bring together միավորել:

bring up դաստիարակել երեխաներին

call up գանգահարել

clear up պարզվել (եղանակի մասին)

cheer up քաջալերել, ոգևորել

come about տեղի ունենալ

come across անսպասելիորեն հանդիպել կամ գտնել.

come back վերադառնալ, ոգևորել

come from ծագել, ծնվել, սերվել

come into ժառանգել

come on 1. շտապիր, գնա՛ք, շարունակե՛ք. 2. հայտնվել

come out հրատարակվել.

come to ուշքի գալ

come up (to) մոտենալ

come upon smb: մոթքով անցնել

get along/on (with) հաշտ ապրել

get off իջնել, ցած իջնել (ծիուց, տրամվայից, ավտոբուսից, գնացքից)

get on նստել /ծի, նավ, ավտոբուս, տրամվայ, գնացք/

get through (with) ավարտել

get up անկողնուց վեր կենալ, ոտքի կանգնել

give back վերադարձնել, ետ տալ

give in զիճել, տեղի տալ, անձնատուր լինել

give up ձեռք բաշել, հրաժարվել

give up (doing sth) վերջ տալ (սովորությանը)

grow on like something that you didn't like at first: գնալով ավելի ու ավելի հավանել

grow out of գերաճել, սահմաններից, շրջանակներից դուրս գալ

grow up մեծանալ (երեխաների մասին)

hand in անձամբ հանձնել (հանձնարարությունը և այլն)

hand on ուղարկել, տալ ուրիշին

hand out բաժանել, բաշխել

keep away զգուշանալ, հեռու մնալ

keep on doing sth smth շարունակել որևէ բան անել

keep sb from doing sth թույլ չտալ որևէ բան անել

keep sth from sb գաղտնի պահել, չասել

keep up թույլ չտալ գնալ քնելու

keep up with someone ետ չմնալ, համաքայլ ընթանալ

let in ներս մտնել

let down լքել, հիասթափություն պատճառել

look after խնամել, հոգ տանել

look for փնտրել

look forward to ակնկալել, կանխավայելել

look up փնտրել բառարանու, ինտերնետային կայքում և այլն

Look out! Չգուշացիր:

pick at կոցել, հագիվ ուտել

pick on ծանծրացնել, քննադատել

pick out ընտրել

pick up 1. արագ սովորել. 2. բարձրացնել (գետնից), վերցնել, ետևից գնալ, բերելու՝ աննելու գնալ

pull back նահանջել

pull down 1. քանդել. 2. վիհատեցնել

pull off հաջողությամբ ինչ-որ բան անել

pull on 1. արագ հագնել

pull through հաղթահարել

pull up կանգնեցնել

pull oneself together զգաստանալ

put down գրի առնել

put away հավաքել, թաքցնել

put off հետաձգել

put on հագնել

put up կառուցել

set about ձեռնարկել, նախաձեռնել, սկսել

set aside պահել, ետ գցել, խնայել

set back 1. առաջընթացին խանգարել, ետ գցել, շարժումը կասեցնել

set in գալ, կայունանալ, հաստատվել (եղանակի, սեզոնի մասին)

set off 1. ճանապարհորդության մեկնել

set out մեկնել, ճանապարհ ընկնել

set up 1. հիմնել, հիմնադրել, գործ սկսել. 2. նախապատրաստել օգտագործման համար: 3. կառուցել

step aside մի կողմ քաշվել

take after նմանվել մեկին, մեկին նման լինել

take in 1. հասկանալ. 2. խաբել

take for մեկի տեղը ընդունել, սխալվել

take off 1. զգեստը հանել 2. օդ բարձրանալ

take on աշխատանքի ընդուն(վ)ել

take to հավկել, տարվել մի բանով

take up 1. շարունակել 2. ձեռնարկել

turn away մերժել

turn (a)round շրջվել

turn down 1. պակասեցնել, նվազեցնել. 2. մերժել

turn on բաց անել (ծորակը), միացնել (լույսը), միացնել (հոսանքը)

turn off անջատել

turn into վեռած(վ)ել

turn over շրջ(վ)ել

turn out 1. անջատել 2. արտադրել 3. պարզվել

turn up 1. բարձրացնել. 2. հանկարծակի գալ, հայտնվել

List of Irregular Verbs

INDEFINITE	PAST PARTICIPLE	PAST	
be	was/were	been	լինել
beat	beat	beaten	ծեծել, խփել
become	became	become	դառնալ
begin	began	begun	սկսել, սկսվել
bleed	bled	bled	արյունահոսել
blow	blew	blown	փչել
break	broke	broken	կոտրել, կոտրվել
bring	brought	brought	բերել
build	built	built	կառուցել
burn	burnt	burnt	այրել, այրվել
burst	burst	burst	պայթել
buy	bought	bought	գնել
catch	caught	caught	բռնել, հասնել
choose	chose	chosen	ընտրել
come	came	come	գալ
cost	cost	cost	արժենալ
creep	crept	crept	սողալ
cut	cut	cut	կտրել
do	did	done	անել
dig	dug	dug	փորել
draw	drew	drawn	Նկարել, քաշել
dream	dreamt	dreamt	երագել, Ննջալ
drink	drank	drunk	խմել
drive	drove	driven	վարել մեքենա
eat	ate	eaten	ուտել
fall	fell	fallen	ընկնել
feed	fed	fed	կերակրել
feel	felt	felt	զգալ
fight	fought	fought	պայքարել
find	found	found	գտնել
fit	fit	fit	համապատասխանել, իսկ չափին՝ հարմար լինել
fly	flew	flown	թռչել
forget	forgot	forgotten	մոռանալ
forgive	forgave	forgiven	Ներել
freeze	froze	frozen	սառեցնել, սառչել
get	got	got	ստանալ
give	gave	given	տալ
go	went	gone	գնալ
grow	grew	grown	աճել, մեծանալ
hang	hung	hung	կախել
have	had	had	ունենալ
hear	heard	heard	լսել
hide	hid	hidden	թաքցնել, թաքնվել
hit	hit	hit	հարվածել, նշանին խփել
hold	held	held	բռնել
hurt	hurt	hurt	ցավացնել, ցավ պատճառել
keep	kept	kept	պահել
kneel	knelt	knelt	ծնկի գալ, ծնկաչոք լինել
know	knew	known	մանալ, գիտենալ, ճանաչել
lay	laid	laid	դնել
lead	led	led	առաջնորդել, ղեկավարել
lean	leant	leant	թեքվել, կռանալ, հենվել
learn	learnt	learnt	սովորեցնել
leave	left	left	թողնել
lend	lent	lent	պարտքով տալ
let	let	let	թույլ տալ

lie	lay	lain	պանկել
light	lit	lit	լուսավորել
lose	lost	lost	կորցնել
make	made	made	անել, արտադրել
mean	meant	meant	իմաստ ունենալ, մտադրվել
meet	met	met	դիմավորել, հանդիպել
mistake	mistook	mistaken	սխալվել
pay	paid	paid	վճառել
prove	proved	proven	ապացուցել
put	put	put	դնել
quit	quit	quit	լքել
read	read	read	կարդալ
ride	rode	ridden	զնալ (որևէ փոխադրամիջոցով)
ring	rang	rung	զնգալ, զանգ տալ
rise	rose	risen	բարձրանալ
run	ran	run	վազել
say	said	said	խոսել
see	saw	seen	տեսնել
seek	sought	sought	փնտրել
sell	sold	sold	վաճառել
send	sent	sent	ուղարկել
set	set	set	դնել
sew	sewed	sewn	կարել
shake	shook	shaken	թափահարել, ցնցել
show	showed	shown	ցույց տալ
shrink	shrank	shrunk	սեղմվել
shut	shut	shut	փակել, փակվել
sing	sang	sung	երգել
sink	sank	sunk	սուզվել
sit	sat	sat	սստել
sleep	slept	slept	քնել
slide	slid	slid	սահել
sow	sowed	sown	ցանել
speak	spoke	spoken	խոսել
spell	spelt	spelt	հեզել
spend	spent	spent	ծախսել
spill	spilt	spilt	թափել (հեղուկ), թափվել
spoil	spoilt	spoilt	փչացնել
spread	spread	spread	փռել
spring	sprang	sprung	ցատկել
stand	stood	stood	կանգնած լինել
steal	stole	stolen	զողանալ
stick	stuck	stuck	խրել, ծակել, սոսնձել
sting	stung	stung	խայթել
sweep	swept	swept	ավլել, մաքրել
swell	swelled	swollen	ուռչել, այտուցվել
swim	swam	swum	լողալ
swing	swung	swung	ճոճ(վ)ել, օրոր(վ)ել
take	took	taken	վերցնել
teach	taught	taught	սովորեցնել
tear	tore	torn	պատռել
tell	told	told	պատմել
think	thought	thought	մտածել
throw	threw	thrown	նետել, գցել
understand	understood	understood	հասկանալ
wake	woke	woken	արթնանալ
wear	wore	worn	կրել (զգեստ)
weep	wept	wept	լացել
wet	wet	wet	թրչել
win	won	won	շահել
wind	wound	wound	պտտվել, պտույտ տալ
write	wrote	written	գրել

KEY TO LISTENING

UNIT 1

to page 9

Every Cloud Has Its Silver Lining

1. What is your opinion concerning it?
2. Yet it is very beneficial for the countries they emigrate to, but harmful for the countries they leave. Don't you agree?
3. I'd like to ask one more question.
4. What do you think about these tendencies as an expert? It tells on home economics of many countries, doesn't it?
5. Is the state of things really changing? Do you see opposing tendencies?

UNIT 5

to page 60

The arguments about climate change

Climate change is happening. At the moment scientists agree that the world's climate has become warmer over the past 50 years, but they disagree about the causes.

Some believe that human activities have caused climate change. They argue that for 1,000 or 2,000 years before 1850 when records began, the temperature was more or less stable. Short warm or cold periods occurred during that time, but the climate always returned to the same level. However, since the industrial Revolution, human beings have burned more and more fossil fuels, such as coal and oil. In 1800 the atmosphere contained around 280 parts per million of carbon dioxide (CO₂). Since then there has been an increase of about 31%. This extra carbon dioxide has raised the world's temperature because of the greenhouse effect.

Other scientists disagree that human activities over the past 50 years have caused global warming. They point out that volcanoes and other natural processes have always released CO₂ into the atmosphere, and that human activity has contributed a rise in CO₂ of only three per cent.

Some criticize the idea that humans are warming the planet. They believe that the warming currently observed around the world is part of a 1,500-year cycle in solar energy. They think that we are currently on an upswing, getting warmer after the Little Ice Age, but in a few hundred years will be on the downswing, and getting colder again. They say that efforts to slow down the current warming by reducing emissions of greenhouse gases are at best pointless, or at worst economically damaging.

According to the report of the UN Intergovernmental Panel on Climate Change it is greenhouse gas that has caused most warming. Warming by 2100 will probably be between about 1.5°C and 6°C. So, which scientists are telling us the truth?

UNIT 6

to page 71

A bargain is a bargain

In western countries, retail prices are often so-called *psychological prices* or *odd prices*: a little less than a round number, e.g. \$ 6.95. In Chinese societies, prices are generally either a round number or sometimes some lucky number. This creates price points. Often prices are fixed and displayed on signs or labels. Alternatively, there can be price discrimination for a variety of reasons. The retailer charges higher prices to some customers and lower prices to others. For example, a customer may have to pay more if the seller determines that he or she is willing to. The retailer may conclude this due to the customer's wealth, carelessness, lack of knowledge, or eagerness to buy. Price discrimination can lead to a bargaining situation often called *haggling*, a negotiation about the price.

UNIT 7

to page 82

Technology: good or bad?

All discoveries and innovations have their benefits and shortcomings.

Mobile phones are now part of our daily life. Most people find them essential and could not manage without them. However, there are also some drawbacks to owning and using a mobile phone. There are three main advantages to having mobile phones. Firstly, there is the convenience of being able to make and receive a phone call at any time and in any place. Secondly, they are essential for keeping in touch with family and friends. Parents worried about their children can always ring them to check they are safe, and children can let their family know if they are going to be late home. Finally, mobile phones can save lives. For example, if there is an accident, help can be called immediately, wherever the accident takes place.

On the other hand, there are significant problems with the use of mobile phones. In the first place, using mobile phones can cause accidents, for instance, when people are driving and using their phone at the same time. In addition, the loud use of mobile phones in public places such as cinemas is rude and can be very irritating for other people. Lastly, there has been an increase in street crime directly related to mobile phones. People have been attacked and their phones stolen from them.

In conclusion, I believe that, despite the disadvantages, mobile phones are essential to modern life and that the advantages to owning one are far greater.

UNIT 8

to page 100

Can you name?

The word ‘carpet’ was used until the 19th century for any cover made of a thick material, such as a table cover or wall hanging. Since the introduction of machine-made products, it has been used almost exclusively for a floor covering. Both in Great Britain and in the United States the word ‘rug’ is often used for a partial floor covering as distinguished from carpet, which frequently is tacked to the floor and usually covers it wall to wall. In reference to hand-made carpets, however, the names ‘carpet’ and ‘rug’ are used interchangeably. Hand-made carpets are works of art as well as functional objects. Indeed, many oriental carpets have reached such supreme heights of artistic expression that they have always been regarded in the East as objects of exceptional beauty and luxury in the same way as masterpieces of painting have been in the West.

to page 107

Celebrating Diversity

Look around and you will see that our society is very diverse. Diversity enriches our lives. Cultural diversity brings together the resources and talents of many people for the shared benefit of all. Sadly, the differences among us have historically formed the basis of fear, mistrust, and even violence.

Yet consider how dull life would be if we all looked alike, thought alike, and acted alike! By learning to recognize our similarities and appreciate our differences, together we can overcome prejudice and intolerance and work towards a more peaceful and productive world.

People may fear diversity simply because they are accustomed to the way things used to be and change makes them uncomfortable. Others may somehow feel threatened because they see increased participation immigrants in the workplace. This process seems a challenge to their own power. However, these fears can often be countered through education.

Unlike assimilation - where everyone’s differences are lost in a giant melting pot - multiculturalism suggests the idea that maintaining our different cultural identities can enrich us and our communities.

Multiculturalism celebrates diversity by allowing us to value our individual heritages and beliefs while respecting those of others. Respect for each others’ cultural values and belief systems is an intrinsic part of cultural diversity. Lack of respect is often based on ignorance or misinformation. If you do not understand another’s values, lifestyle, or beliefs, it is much easier to belittle them. And this is the beginning of prejudice and intolerance.

KEY

to page 25

1. Mark Zuckerberg, the creator of Social network.
2. Lionel Messi, FC Barcelona player, the first Barca player to become a UNICEF ambassador
3. Sergei Khachatryan, a famous violinist
4. The answer to the text *How to become a billionaire*: Bill Gates.

to page 28

3. Mahatma Gandhi

to page 80

VDU – visual display unit

USB PORT – universal serial bus to connect mice, keyboards, printers, etc.

CPU – central processing unit, carries out the instructions of a CP

IBM – a famous international corporation International Business Machines

PC – personal computer

to page 97

1. Chinese architecture: The Palace of the Emperor, Beijing, China
2. Indian architecture: Taj Mahal, Agra, India
3. Modern architecture: The House of Commerce, Brazil
4. Classical architecture: The Parthenon, Athens, Greece
5. Gothic architecture: The Cathedral of Rheims, France

to page 103

1. The Last Supper
2. The Crucifixion
3. The Resurrection

VOCABULARY 1

A

abolish [ə'bi:ʃ] *v* վերացնել, ոչնչացնել
abound [ə'baʊnd] *v* առատ, հարուստ լինել
(in, with)
absorb [əb'zɔ:b] *v* կլանել
absurd [əb'sɜ:d] *a* անհեթեթ, անմիտ.
ծիծաղելի
academic [ˌækə'demɪk] *a* ակադեմիական
accent ['æksənt] *n* արտասանություն
accept [ək'sept] *v* ընդունել
acceptance [ək'septəns] *n* հավանություն,
ընդունումը
access ['ækses] *n* մուտք, մոտենալու հնարավորություն
accidentally [ˌæksɪ'dentəlɪ] *adv* պատահաբար
according to [ə'kɔ:diŋ] *prep* համաձայն, ըստ
accounting [ə'kaʊntɪŋ] *n* հաշվապահություն
accurate ['ækjərət] *a* ճշգրիտ, ճշտապահ
accusation *n* [ˌækjuz'eɪʃn] *n* մեղադրանք
accustomed [ə'kʌstəmd] *a* սովոր (to)
achieve [ə'tʃi:v] *v* հասնել մի բանի, ձեռք բերել
acknowledge [ək'nɒlɪdʒ] *v* ճանաչել, ընդունել
action ['ækʃən] *n* գործողություն
activate ['æktɪveɪt] *v* ակտիվացնել
activity [æk'tɪvɪtɪ] *n* գործունեություն
actually [ˌæktʃʊəlɪ] *adv* փաստորեն
addict ['ædɪkt] *n* թմբամոլ
addition [ə'dɪʃn] *n* in ~ (to) ի լրումն, բացի այդ
address [ə'dres] *n* հասցե. *v* հասցեագրել
administrative [əd'mɪnɪstrətɪv] *a* վարչական
admit [əd'mɪt] *v* ընդունել
admire [əd'maɪə] *v* հիանալ
adopt [əd'dɒpt] *v* ընդունել, որդեգրել
adult ['ædʌlt] *n* մեծահասակ
advance [əd'vɑ:ns] *n* առաջխաղացում
advantage [əd'vɑ:tɪdʒ] *n* առավելություն
adventure [əd'ventʃə] *n* արկած
adventurous [əd'ventʃərəs] *a* արկածախնդիր
advertise ['ædvətaɪz] *v* հայտարարություն տալ, գովազդել

advise [əd'vaɪz] *v* խորհուրդ տալ
affect [ə'fekt] *v* ներգործել, ազդել
afford [ə'fɔ:d] *v* ի վիճակի լինել, միջոցներ ունենալ
agency ['eɪdʒənsɪ] *n* գործակալություն
aggressive [əg'resɪv] *a* հարձակողական
agree [ə'grɪ:] *v* համաձայնվել որևէ բանի (to), մեկի հետ (with)
agreement [əg'rɪ:mənt] *n* համաձայնություն. համաձայնագիր
agriculture [ˌægrɪ'kʌltʃə] *n* գյուղատնտեսություն
ahead [ə'hed] *adv* նախապես
aid [eɪd] *n* օգնություն. *v* օգնել
alien ['eɪlɪən] *n* օտարերկրացի, այլմուրակային
alter [ɔ:l'tɜ:] *v* փոխ(վ)ել, վերափոխել
alternative [ɔ:l'tɜ:nətɪv] *adv* այլընտրանքային
although ['ɔ:lðəʊ] *conj* չնայած
amazement [ə'meɪzmənt] *n* զարմանք
amazingly [ə'meɪzɪŋlɪ] *adv* զարմանալիորեն
ambassador [æm'bæsədə] *n* դեսպան
amply ['æmplɪ] *adv* առատորեն
analyst ['ænəlɪst] *n* վերլուծող
analyze ['ænəlaɪz] *v* վերլուծել
analysis [ə'nælɪsɪs] *n* վերլուծություն
anger ['æŋgə] *n* բարկություն, զայրույթ
annoy [ə'nɔɪ] *v* ճանճրացնել, ջղայնացնել
antique [æn'tɪ:k] *a* անտիկ, հնադարյան
anxious ['æŋkʃəs] *a* մտահոգ, հուզված
apologize [ə'pɒlədʒaɪz] *v* ներողություն խնդրել
apparent [ə'peərənt] *a* ակնհայտ
appeal [ə'pi:l] *v* դիմել, հրապարել
appearance [ə'piərəns] *n* հայտնվելը, երևալը. արտաքին տեսք
appetite ['æpɪtaɪt] *n* ախորժակ
applaud [ə'plɔ:d] *v* ծափահարել
applause [ə'plɔ:z] *n* ծափահարություն
applicant ['æplɪkənt] *n* հավակնորդ
application [ˌæplɪ'keɪʃn] *n* դիմում
applied [ə'plaɪd] *a* կիրառական
apply [ə'plai] *v* կիրառել
appreciate [ə'pri:ʃieɪt] *v* գնահատել
appreciation [ə'pri:ʃi'eɪʃn] *n* գնահատելը (բարձր)

approach [ə'prəʊtʃ] *v* մոտենալ
 approximation [ə,prɒksɪ'meɪʃn] *n* մոտավոր
 գումար՝ թիվ
 area ['eəriə] *n* շրջան
 argument ['ɑ:ɡjuz:mənt] *n* վեճ. փաստարկ
 arise [a'raɪz] *v* (arose, arisen) ծագել,
 հայտնվել
 army ['ɑ:mɪ] *n* բանակ
 arrange [ə'reɪndʒ] *v* կարգավորել,
 պայմանավորվել
 arrogance ['ærəɡəns] *n* գոռոզություն
 arrogant ['ærəɡənt] *a* գոռոզ
 artificial [,ɑ:tɪ'fɪʃl] *a* արհեստական
 artistic [ɑ:'tɪstɪk] *a* գեղարվեստական
 aspect ['æspekt] *n* տեսակետ
 assert [ə'sɔ:t] *n* հաստատել, հայտարարել
 assertive [ə'sɔ:tɪv] *a* հաստատական. հաս-
 տատական
 assimilation [ə,sɪmɪ'leɪʃn] *n* նմանեցում.
 սաիմիլյացիա
 assignment [ə'saɪnmənt] *n* նմանակում.
 վերագրելը
 assimilate [ə'sɪmɪleɪt] *v* ձուլ(վ)ել
 assistant [ə'sɪstənt] *n* sales ~ վաճառող
 associate [ə'souʃɪeɪt] *v* զուգակցել. միացնել
 association [ə,souʃɪ'eɪʃn] *n* զուգակցում.
 միացում
 assure [ə'ʃʊə] *v* հավաստիացնել
 astonishing [ə'stɒnɪʃɪŋ] *a* զարմանալի,
 ապշեցուցիչ
 astronaut ['æstrɒnɔ:t] *n* տիեզերագնաց
 astronomical [,æstrə'nɒmɪkl] *a* աստղագի-
 տական
 athletic [æθ'letɪk] *a* մարմնամարզական,
 սպորտիկ
 atmosphere ['ætməsfɪə] *n* մթնոլորտ
 atonement [ə'təʊnmənt] *n* քավություն,
 հատուցում
 attach [ə'tætʃ] *v* կցել, փակցնել
 attention [ə'tenʃn] *n* ուշադրություն
 attitude ['ætɪtjʊ:d] *n* վերաբերմունք
 attract [ə'trækt] *v* գրավել
 attractive [ə'træktɪv] *a* գրավիչ
 audience ['ɔ:diəns] *n* ունկնդիրներ, հանդի-
 սականներ
 auditory ['ɔ:dɪtrɪ] *a* խողական
 author ['ɔ:θə] *n* հեղինակ

authority [ɔ:'θɒrətɪ] *n* իշխանություն. հեղի-
 նակություն
 autobiography [,ɔ:təbaɪ'ɒɡrəfi] *n* ինքնա-
 կենսագրություն
 autonomy [ɔ:'tɒnəmi] *n* ինքնավարություն
 average ['ævərɪdʒ] *a* միջին
 avoid [ə'vɔɪd] *v* խուսափել
 award [ə'wɔ:d] *v* պարգևել. *n* պարգև
 awe [ɔ:] *n* ակնածանք, երկյուղանք

B

background ['bækgraʊnd] *n* նախադրյալ
 badger ['bædʒə] *v* հետապնդել, հալածել
 balanced ['bælənst] *a* հավասարակշռված
 ban [bæn] *v* արգելել. օրենքից դուրս
 հայտարարել
 band [bænd] *n* խումբ. նվագախումբ. բանդա
 banker ['bæŋkə] *n* բանկիր
 barely ['beəli] *adv* պարզապես, ուղղակի.
 հազիվ թե
 barrier ['bæriə] *n* խոչընդոտ
 basic ['beɪsɪk] *a* հիմնական
 basically ['beɪsɪkəlɪ] *adv* հիմնականում
 basis ['beɪsɪs] *n* հիմք
 battery ['bætəri] *n* մարտկոց
 bazaar [bə'zɑ:] *n* արևելյան շուկա,
 բարեգործական վաճառք
 beat [bi:t] *v* խփել, ծեծել. հաղթել
 beaver ['bi:və] *n* երեսկալ
 beggar ['begə] *n* մուրացկան
 behavior [bi'heɪvɪə] *n* վարք. վարքագիծ
 behind [bi'haɪnd] *adv prep*
 belief [bi'li:f] *n* հավատ. համոզմունք
 believe [bi'li:v] *v* հավատալ. կարծել
 belittle [bi'ɪtlɪ] *v* նվազեցնել
 bell [bel] *n* զանգ
 belong [bi'ɒŋ] *v* (to) պատկանել
 benefit ['benɪfɪt] *n* օգուտ, շահ. *v* օգուտ
 քաղել, շահ ստանալ
 besides [bi'saɪdʒ] *adv* բացի այդ
 betray [bi'treɪ] *v* մատնել, դավաճանել
 Bible ['baɪbl] *n* Աստվածաշունչ
 biosphere ['baɪəʊsfɪə] *n* բիոսֆերա
 blame [bleɪm] *v* մեղադրել
 blast [blɑ:st] *n* պոռթկում, օդի հոսանք. *v*
 պայթեցնել. փչացնել
 blood [blʌd] *n* արյուն

blow [bləʊ] *v* (blew, blown) փչել, քշել (քամու մասին)
 blush [blʌʃ] *v* կարմրել, շիկնել
 boast [bəʊst] *v* պարծենալ, գլուխը գովել (of, about, that)
 bomb [bɒm] *n* ռումբ. *v* ռմբակոծել
 bonus ['bɒnəs] *n* դրամական պարգև, շահութաբաժին
 boom [bu:m] *n* բում (առևտրի, արդյունաբերության մեջ). *v* 1. թնդալ. 2. աճել
 boost [bu:st] *v* աղմուկ բարձրացնել, գովազդել
 borrow ['bɒrəʊ] *v* փող առնել, պարտք վերցնել (of, from)
 boss [bɒs] *n* տեր, ձեռնարկատեր
 bother ['bɒðə] *v* անհանգստացնել
 boundary ['baʊndrɪ] *n* սահման
 bow [bəʊ] *v* կռահալ. խոնարհվել, բարևել
 brain [breɪn] *n* ուղեղ
 brand [brænd] *n* գործարանային ապրանքանիշ
 break [breɪk] *n* կտր(վ)ել
 breakthrough ['breɪkθru:] *n* ճեղքում
 breath [breθ] *n* շունչ
 breathe [bri:ð] *v* շնչել
 breeze [bri:z] *n* թեթև քամի, զեփյուռ. նորություն
 brief [brɪ:f] *a* կարճ, սեղմ, համառոտ
 brilliant ['brɪljənt] *a* փայլուն. կարկառուն
 bring up [brɪŋ] *v* դաստիարակել
 browse [braʊz] *v* ասքի անցկացնել
 Buddhist ['bʊdɪst] *n* բուդդայական
 bunch [bʌntʃ] *n* փունջ, կապուկ
 buoy [bɔɪ] *n* խութանշան, բակեն
 burden ['bɜ:dn] *n* բեռ, ծանրություն
 burglar ['bɜ:glə] *n* գող, կողոպտիչ
 burst [bɜ:st] *v* ~ *out laughing* պռռթկալ. ~ *into tears* հեծկլալ
 bust [bʌst] *n* կիսարձան, կիսանդրի
 butcher ['bʊtʃə] *n* մսագործ, մսավաճառ
 butt [bʌt] *v* ~ *in* մեջ ընկնել
 buzz [bʌz] *v* բզբզալ, դզզալ

C

calculation [ˌkælkjʊˈleɪʃn] *n* հաշվում. հաշվարկում
 camera ['kæmərə] *n* լուսանկարչական ապարատ

candidate ['kændɪdət] *n* թեկնածու
 capital ['kæpɪtɪ] *n* կապիտալ. *a* հիմնական. գլխավոր. գերազանց
 capture ['kæptʃə] *v* գրավել, գերել
 career [kə'riə] *n* կարիերա
 carpenter ['kɑ:pɪntə] *n* ստաղծագործ, հյուսն
 cash [kæʃ] *v* կանխիկ դրամով վճարել
 castle ['kɑ:sl] *n* ամրոց
 casualty ['kæzjʊəlɪtɪ] *n* դժբախտ պատահար
 catch [kætʃ] *v* (caught, caught) ~ *on* հասկանալ (հմաստը). տարածվել
 cathedral [kə'θi:drəl] *n* մայր տաճար
 cattle ['kætl] *n* խոշոր եղջյուրավոր անասուն
 cause [kɔ:z] *n* 1. պատճառ. 2. առիթ. *v* պատճառել, ստիպել
 ceaseless ['si:sɪsɪs] *a* անդադար, անընդհատ
 celebrate ['selɪbreɪt] *v* տոնել
 celebrity [sɪ'lebrɪtɪ] *n* նշանավոր մարդ
 certain ['sɜ:tɪn] *a* որոշակի. որոշ. մի, ինչ-որ
 challenge ['tʃælɪndʒ] *n* մրցահրավեր, մարտահրավեր
 chance [tʃɑ:ns] *n* առիթ
 change [tʃeɪdʒ] *n* փոփոխում. փոխանակում. *v* փոխ(վ)ել
 chapel ['tʃæpl] *n* մատուռ
 chapter ['tʃæptə] *n* գլուխ (գրքի)
 character ['kærəktə] *n* բնավորություն. բնույթ. կերպար
 characterize ['kærəktəraɪz] *v* բնութագրել
 charge [tʃɑ:dʒ] *v* մեկի վրա պատասխանատվություն դնել (with). զին նշանակել (for). մեղադրել
 charming ['tʃɑ:mɪŋ] *a* սքանչելի, հիանալի
 cheque [tʃek] *n* կարոն
 chief [tʃi:f] *a* գլխավոր
 choir ['kwaɪə] *n* երգչախումբ
 choose [tʃu:z] *v* (chose, chosen) ընտրել
 chorister ['kɔ:rɪstə] *n* խմբերգիչ
 Christian ['krɪstʃən] *n* քրիստոնյա. *a* քրիստոնեական
 Christianity [ˌkrɪstɪ'æni:tɪ] *n* քրիստոնեություն
 chronic ['krɒnɪk] *a* քրոնիկական
 circle ['sɜ:kɪl] *n* շրջան, շրջանակ. *v* պտտվել
 circuit ['sɜ:kɪt] *n* շրջապտույտ
 circumstance ['sɜ:kəmstəns] *n* հանգամանք, պարագա

civil ['sɪvɪl] *a* քաղաքցիական. բարեկիրթ
civilization [ˌsɪvɪlaɪ'zeɪʃn] *n* քաղաքակրթություն
civilize ['sɪvɪlaɪz] *v* քաղաքակրթել
claim [kleɪm] *n* պահաջ. պնդում. *v* պահանջել. պնդել
clamour ['klæmə] *n* աղմուկ. *v* աղմուկով պահանջել
clarify ['klærɪfaɪ] *v* պարզել, պարզաբանել
clash [klæʃ] *n* բախում. աղմուկ. *v* աղմկել. աղմուկով պահանջել
classic ['klæsɪk] *a* դասական
claw [klɔː] *n* ճանկ. ճանկերով թաթ
clear [klɪə] *a* պարզ, պայծառ, մաքուր. *v* մաքրել
clerk [kɪɑːk] *n* գրասենյակային ծառայող
click [klɪk] *v* չիկացնել
climate ['klaɪmɪt] *n* կլիմա
climax ['klaɪmæks] *n* գագաթնակետ
climb [klaɪm] *v* մագլցել
collaborate [kə'læbəreɪt] *v* համագործակցել
collapse [kə'læps] *n* փլուզում. անկում. *v* փլուզալ. ուժասպառ լինել
colleague ['kɒlɪːg] *n* աշխատակից
collective [kə'lektɪv] *a* միացյալ
collision [kə'lɪʒn] *n* ընդհարում, բախում
collocation [ˌkɒlə'teɪʃn] *n* բառակապակցություն
colonel ['kɔːnəl] *n* գնդապետ
combination [ˌkɒmbɪ'neɪʃn] *n* կապակցություն
combine [kəm'baɪn] *v* միավորել, կապակցել
comedy ['kɒmədɪ] *n* կատակերգություն
commendation [ˌkɒmen'deɪʃn] *n* գովասանք
comment ['kɒment] *v* մեկնաբանել (on)
commercial [kə'mɔːʃl] *a* առևտրային
commitment [kə'mɪtmənt] *n* ձերբակալում. դատի տալ
common ['kɒmən] *a* ընդհանուր, համայնական, հասարակ
communicate [kə,mjuːnɪkeɪt] *v* հաղորդակցվել
communication [kə,mjuːnɪ'keɪʃn] *n* հաղորդակցում
communicator [kə,mjuːnɪ'keɪtə] *n* հաղորդակցվող անձ
community [kə'mjuːnɪtɪ] *n* համայնք

company ['kʌmpəni] *n* ընկերություն, միացություն
compare [kəm'peə] *v* համեմատել
compete [kəm'piːt] *v* մրցել (with)
competition [ˌkɒmpɪ'tɪʃn] *n* մրցում
complain [kəm'pleɪn] *v* զանգատվել, դժգոհել about
complaint [kəm'pleɪnt] *n* զանգատ, դժգոհություն
completely [kəm'pliːtli] *adv* կատարելապես, լիովին, ամբողջովին
complicated [ˌkɒmplɪ'keɪtɪd] *a* բարդ, խճճված
compliment ['kɒmplɪmənt] *n* հաճոյախոսություն
compose [kəm'pəʊz] *v* կազմել, հորինել
concede [kən'sɪːd] *v* զիջել, համաձայնվել
concentrate ['kɒnsəntreɪt] *v* կենտրոնանալ (on)
concept ['kɒnsept] *n* հասկացություն. գաղափար
concession [kən'seɪʃn] *n* զիջում
conch [kɒntʃ] *n* խեցի, խխունջ
conclude [kən'kluːd] *v* եզրակացնել
conclusion [kən'kluːʒn] *n* եզրակացություն
condition [kən'dɪʃn] *n* պայման, վիճակ, դրություն
conference ['kɒnfərəns] *n* կոնֆերանս, համագումար
confirm [kən'fɔːm] *v* հաստատել
conflict ['kɒnflɪkt] *n* ընդհարում. *v* բախման մեջ լինել, պայքարել
confluence ['kɒnflʊəns] *n* միախառնում
confront [kən'frʌnt] *v* դեմառդեմ կանգնել. դիմադրել
confuse [kən'fjuːz] *v* խառնել, շփոթել, շփոթեցնել
congested [kən'dʒestɪd] *a* գերբեռնված
congratulation [kən,grætʃu'leɪʃn] *n* շնորհավորանք
connect [kə'nekt] *v* միացնել, միանալ կապ(վ)ել
connection [kə'nekfən] *n* կապ, միացում, կցում
connotation [ˌkɒnə'teɪʃn] *n* լրացուցիչ իմաստ
consciously ['kɒnʃəsli] *adv* գիտակցաբար

consequence ['kɒnsɪkwəns] *n* հետևանք
 consequently ['kɒnsɪkwəntli] *adv* հետևա-
 բար, ուստի, որպես հետևանք
 consider [kən'sɪdə] *v* համարել, մտածել,
 կարծել, նկատի ունենալ
 constant ['kɒnstənt] *a* հաստատուն, մնա-
 յուն, անփոփոխ
 constantly ['kɒnstəntli] *adv* մշտապես, շա-
 բունակ, հաճախակի
 construct [kən'strækt] *v* կառուցել, շինել,
 ստեղծել
 constructive [kən'stræktɪv] *a* կառուցողա-
 կան, ստեղծարար
 consultant [kən'sʌltənt] *n* խորհրդատու
 consume [kən'sju:m] *v* սպառել
 consumer [kən'sju:mə] *n* սպառող
 consumerism [kən'sju:mərizm] *n* սպառ-
 դականություն
 consumption [kən'sʌmpʃn] *n* սպառում,
 ծախսում
 contact ['kɒntækt] *n* շփում, կոնտակտ. *v*
 շփվել, հիվել. կապ հաստատել
 contain [kən'teɪn] *v* պարունակել
 content ['kɒntent] *n* գոհունակություն.
 [kən'tent] *a* գոհ (with)
 contest ['kɒntest] *n* մրցում, մրցույթ
 continue [kən'tɪnju:] *v* շարունակել
 contract ['kɒntrækt] *n* պայմանագիր. *v*
 [kən'trækt] պայմագիր կնքել
 contrast ['kɒntrɑ:st] *n* հակադրություն, *in* ~
 ի հակադրություն
 contribute [kən'trɪbjʊ:t] *v* նպաստել, օժան-
 դակել (to)
 control [kən'trəʊl] *n* հսկողություն. *v* հսկել
 convention [kən'venʃn] *n* համաձայնագիր
 convince [kən'vɪns] *v* համոզել, հավաստի-
 ազնել
 convincing [kən'vɪnsɪŋ] *a* համոզիչ
 cooperation [kəʊ,ɒpə'reɪʃn] *n* համագոր-
 ծակցություն
 cooperative [kəʊ'ɒpərətɪv] *a* համատեղ,
 միատեղ
 cope [kəʊp] *v* գլուխ բերել, հաղթահարել
 (with)
 copyright ['kɒprɪraɪt] *n* հեղինակային իրա-
 վունք
 corn [kɔ:n] *n* հացահատիկ, եգիպտացորեն

corporate ['kɔ:pəɾət] *a* կորպորատիվ, ընդ-
 հանուր
 corporation [,kɔ:pə'reɪʃn] *n* կորպորացիա,
 ընկերություն
 cost [kɒst] *n* արժեք. *at all ~ s* ամեն գնով
 count [kaʊnt] *v* հաշվի առնել, նշանակու-
 թյուն ունենալ
 counter ['kaʊntə] *n* վաճառատեղան
 counterpart ['kaʊntəpɑ:t] *n* երկնմանակ
 couple ['kʌpl] *n* զույգ
 courage ['kʌrɪdʒ] *n* խիզախություն
 course [kɔ:s] *n* ուղի
 courses ['kɔ:sɪs] *n* դասընթաց
 court [kɔ:t] *n* բակ. դատարան. խա-
 դահրապարակ
 cover ['kʌvə] *n* ծածկոց. գրքի կազմ. ճեղք
 crack [kræk] *v* ճաքել, ջարդել
 craft [krɑ:ft] *n* արհեստ
 crash [kræʃ] *n* վթար, խորտակում. *v* վթարի
 ենթարկվել, խորտակվել
 crawl [krɔ:l] *v* սողալ
 cream [kri:m] *n* սերուցք. կրեմ
 create [kri:'eɪt] *v* ստեղծել
 creative [kri:'eɪtɪv] *a* ստեղծարար,
 ստեղծագործական
 creature ['kri:tʃə] *n* արարած, էակ
 credit ['kredɪt] *n* հավատ. *v* վստահել
 creditor ['kredɪtə] *n* վարկատու
 crime [kraɪm] *n* հանցագործություն
 criminal ['krɪmɪnəl] *n* հանցագործ
 crisis ['kraɪsɪs] *n* ճգնաժամ
 critic ['krɪtɪk] *n* քննադատ
 criticism ['krɪtɪsɪzəm] *n* քննադատություն
 criticize ['krɪtɪsaɪz] *v* քննադատել
 cross-cultural [,krɒs'kʌltʃərəl] *a* միջմշակու-
 թային
 crucifixion [,kru:sɪ'fɪkʃn] *n* խաչում
 crucify ['kru:sɪfaɪ] *v* խաչել
 cruelly ['kru:əli] *adv* դաժանորեն
 crust [krʌst] *n* կեղև
 cultural ['kʌltʃərəl] *a* մշակութային
 culture ['kʌltʃə] *n* մշակույթ
 cure [kjʊə] *n* դեղ, դեղամիջոց. *v* բուժել
 current ['kʌrənt] *a* հոսող. ընթացիկ
 curriculum vitae [kə,rɪkʊlə'm'vɪtaɪ] *n*
 կրճատ կենսագրություն
 curse [kɔ:s] *v* հայհոյել, անիծել

customer ['kʌstəmə] *n* հաճախորդ
cut out [kʌt aʊt] *v* ~ *for* ստեղծված լինել
ուլյալ աշխատանքի համար

D

damage ['dæmɪdʒ] *n* վնաս. *v* վնասել
dandified ['dændɪfaɪd] *a* պճնագարդ
dangerous ['deɪndʒərəs] *a* վտանգավոր
dare [deə] *v* համարձակվել
daring ['deərɪŋ] *a* խիզախ, համարձակ
data ['deɪtə] *n* տվյալներ, փաստեր
dawn [daʊn] *n* լուսաբաց, արշալույս
dazzle ['dæzl] *v* շլացնել, ապշեցնել
deal [di:l] *n* գործարք. *v* առևտուր անել
(with). գործ ունենալ
death [deθ] *n* մահ
debt [det] *n* պարտք
debtor ['detə] *n* պարտապան
decade [di'keɪd] *n* տասնամյակ
deceive [di'si:v] *v* խաբել
decent ['di:sənt] *a* պատշաճ. համեստ
decimal ['desɪml] *a* տասնորդական
decision [di'si:ʒn] *n* որոշում
decline [di'klaɪn] *n* անկում
decorum [di'kɔ:rəm] *n* արտաքին վայել-
չություն, վարվելակարգ
decrease [di'kri:s] *v* նվազել
deed [di:d] *n* գործ, արարք
deeply ['di:pli] *adv* խորապես
defeat [di'fi:t] *v* հաղթել, պարտության
մատնել
defence [di'fens] *v* պաշտպանություն
defend [di'fend] *v* պաշտպանել
deforestation [di,fɔrɪ'steɪʃn] *n* անտառահա-
տում
defy [di'fai] *v* չհնազանդվել, արհամարհել
degenerate [di'dʒenəreɪt] *v* այլասերվել
degree [di'ɡri:] *n* աստիճան
delicate ['delɪkət] *a* նուրբ. նրբազգաց
deliver [di'lɪvə] *v* առաքել
demand [di'mɑ:nd] *v* պահանջել
dense [dense] *a* խիտ
dentist ['dentɪst] *n* ատամնաբույժ
deny [di'naɪ] *v* հարթել, ժխտել
depict [di'pɪkt] *v* պատկերել. նկարագրել
depression [di'preʃn] *n* ճնշվածություն. լճա-
ցում

describe [di'skraɪb] *v* նկարագրել
description [di'skrɪpʃn] *n* նկարագրություն
desert ['dezət] *n* անապատ
deserve [[di'zə:v] *v* արժանի լինել
design [di'zaɪn] *n* նախագծել. նկարել
desire [di'zaɪə] *n* ցանկություն. *v* ցանկա-
նալ
despite [di'spaɪt] *prep* ~ (sth) չնայած
destination [,destɪ'neɪʃn] *n* նպատակատեղ
destroy [di'strɔɪ] *v* քանդել, ոչնչացնել
destruction [di'strʌkʃn] *n* կործանում, ավե-
րում
destructive [di'strʌktɪv] *a* կործանիչ, ավերիչ
detail ['di:teɪl] *n* մանրամասնություն
detailed ['di:teɪld] *a* մանրամասն
determined [di'tə:mɪnd] *a* վճռական
devastate ['devəsteɪt] *v* ավերել, ամայացնել
develop [di'veləp] *v* զարգանալ,
զարգացնել
development [di'veləpmənt] *n* զարգացում
deviate ['di:vɪet] *v* շեղվել, թեքվել
device [di'vaɪs] *n* հարմարանք, սարք
diagram ['daɪəgræm] *n* դիագրամ, սխեմա
dialect ['daɪəlekt] *n* բարբառ
diaspora [daɪ'æspərə] *n* սփյուռք
different ['dɪfrənt] *a* տարբեր
differentiate [,dɪfə'renʃɪet] *v* տարբեր(վ)ել
diffusion [di'fju:ʒn] *n* տարածում
digital ['dɪdʒɪtl] *a* թվային
diplomat ['dɪpləmət] *n* դիվանագետ
direction [di'rekʃn] *n* ուղղություն
director [di'rektə] *n* ղեկավար, տնօրեն.
ռեժիսոր
disadvantage [,dɪsəd'vɑ:ntɪdʒ] *n* անբարե-
նպաստ պայման
disappear [,dɪsə'piə] *v* անհայտանալ
disappointed [,dɪsə'pɔɪntɪd] *a* հիասթափ-
ված, վշտացած
disaster [di'zɑ:stə] *n* աղետ
discipline [di'sɪplɪn] *n* կարգապահություն
discovery [di'skʌvəri] *n* հայտնաբերում
discrimination [di'skrɪmɪ'neɪʃn] *n* դիսկրի-
մինացիա, խտրականություն
disease [di'zi:z] *n* հիվանդություն
disgust [dis'gʌst] *n* զզվանք, զարշանք. *v*
զզվեցնել
distinguish [di'stɪŋwɪʃ] *v* տարբեր(վ)ել

distribution [ˌdɪstrɪˈbjʊːʃn] *n* բաշխում
 disturb [dɪˈstɜːb] *v* անհանգստացնել
 disturbance [dɪˈstɜːbəns] *n* անհանգստություն
 diverse [daɪˈvɜːs] *a* տարբեր, ուրիշ, այլ
 diversity [daɪˈvɜːsɪtɪ] *n* բազմազանություն
 divine [dɪˈvaɪn] *a* սբանջելի, հրաշալի
 dominant [ˈdɒmɪnənt] *a* իշխող
 domination [ˌdɒmɪˈneɪʃn] *n* տիրապետություն, իշխանություն
 donate [dɒnˈeɪt] *v* նվիրել, նվիրաբերել
 dormant [ˈdɔːmənt] *a* անջացող, քնած
 double [ˈdʌbl] *v* կրկնապատկ(վ)ել
 doubt [daʊt] *n* կասկած. *v* կասկածել
 dragon [ˈdræɡən] *n* դրակոն
 drain [dreɪn] *v* ցամաքեցնել, չորացնել
 drama [ˈdrɑːmə] *n* դրամա
 dramatic [drəˈmætɪk] *a* դրամատիկական
 dramatist [ˈdræmətɪst] *n* թատերագիր
 draw [draʊ] *v* (drew, drawn) քաշել, ձգել
 drawback [ˈdrɔːbæk] *n* թերություն
 dream [driːm] *n* երազ. *v* երազել
 dreary [ˈdriəri] *a* մռայլ, տաղտկալի, տխուր
 dual [ˈdjuːəl] *a* երկակի, կրկնակի
 due to [ˈdjuːtə] *a* շնորհիվ, պատճառով
 durable [ˈdjʊərəbl] *a* ամուր, պինդ, դիմացկուն
 dusk [dʌsk] *n* մթնշաղ
 dustman [ˈdʌstmən] *n* աղբահան
 dynamite [ˈdaɪnəmaɪt] *n* դինամիտ

E

eager [ˈiːɡə] *a* մեծ ցանկություն ունեցող
 earn [ɜːn] *v* վաստակել
 earnings [ˈɜːnɪŋz] *n* վաստակ, վաստակած փող
 earring [ˈiəriŋ] *n* ականջի օղ
 economics [ˌiːkəˈnɒmɪks] *n* տնտեսագիտություն
 economist [iːˈkɒnəməst] *n* տնտեսագետ
 economy [iˈkɒnəmi] *n* տնտեսություն
 edit [ˈedɪt] *v* խմբագրել
 education [ˌedʒuːˈkeɪʃn] *n* կրթություն
 educate [ˈedʒʊkeɪt] *v* կրթել
 effect [ɪˈfekt] *n* արդյունք, հետևանք
 effective [ɪˈfektɪv] *a* ազդու, տպավորիչ
 efficient [ɪˈfɪʃənt] *a* ազդող, ներգործող

effort [ˈefət] *n* ջանք
 elbow [ˈelboʊ] *n* արմունկ
 elderly [ˈeldəli] *n* տարեց, հասակն առած
 election [ɪˈleɪʃn] *n* ընտրություն
 electronics [ˌɪlekˈtrɒnɪks] *n* էլեկտրոնիկա
 eloquent [ˈeləkwənt] *a* պերճախոս
 embarrass [ɪmˈbærəs] *v* շփոթեցնել
 embody [ɪmˈbɒdi] *v* մարմնավորել
 embrace [ɪmˈbreɪs] *v* գրկել, գրկախառնվել
 emerge [ɪˈmɜːdʒ] *v* երևան գալ, հայտնվել
 emergency [ɪˈmɜːdʒənsɪ] *n* անակնկալ դեպք, վթար
 emission [ɪˈmɪʃn] *n* տարածում. թողարկում
 emit [ɪˈmɪt] *v* արձակել. թողարկել
 emotion [ɪˈmoʊʃn] *n* հույզ, հուզմունք
 emotional [ɪˈmoʊʃənl] *a* հուզիչ, հուզվող
 employ [ɪmˈplɔɪ] *v* վարձել
 employee [ˌɛmplɔɪˈiː] *n* ծառայող
 employer [ɪmˈplɔɪə] *n* վարձող, աշխատանք տվող
 employment [ɪmˈplɔɪmənt] *n* աշխատանք, զբաղմունք
 enable [ɪˈneɪbl] *v* հնարավորություն տալ
 enchant [ɪnˈtʃɑːnt] *v* հմայել, դյուլթել
 enclose [ɪnˈkloʊz] *v* շրջապատել
 encounter [ɪnˈkaʊntə] *v* անսպասելի հանդիպել, բախվել
 endanger [ɪnˈdeɪndʒə] *v* վտանգի ենթարկել
 energy [ˈenədʒɪ] *n* էներգիա, ուժ, կորով
 engagement [ɪnˈɡeɪdʒmənt] *n* հանդիպում, նշանադրություն
 enjoy [ɪnˈdʒɔɪ] *v* բավականություն, հաճույք ստանալ
 enlighten [ɪnˈlaɪtn] *v* լուսավորել
 enormous [ɪˈnɔːməs] *a* հսկայական
 enough [ɪˈnʌf] *a* բավական. *adv* բավականաչափ
 enrage [ɪnˈreɪdʒ] *v* կատաղեցնել
 enrich [ɪnˈrɪʃ] *v* հարստացնել
 enterprise [ˈentəpraɪz] *n* ձեռնարկություն
 enthusiastic [ɪnˌθjuːzɪˈæstɪk] *a* խանդավառ
 entire [ɪnˈtaɪə] *a* լրիվ, ամբողջական
 environment [ɪnˈvaɪərənmənt] *n* շրջակա միջավայր
 epic [ˈepɪk] *n* էպիկական պոեմ
 equipment [ɪˈkwɪpmənt] *n* սարքավորում

equivalent [ɪ'kwɪvələnt] *a* համարժեք
 era [ɪ'ɪərə] *n* դարաշրջան
 erect [ɪ'rekt] *a* ուղիղ. *v* բարձրացնել
 error ['erə] *n* սխալ
 erupt [ɪ'rʌpt] *v* ժայթքել
 especially [ɪ'speʃəlɪ] *adv* հատկապես
 essay ['eseɪ] *n* ակնարկ
 essence ['esns] *n* էություն
 essential [ɪ'senʃəl] *a* էական, հիմնական
 ethics ['eθɪks] *n* էթիկա, բարոյականություն
 ethnic [ɪ'θnɪk] *a* էթնիկական
 evaluate [ɪ'væljʊeɪt] *v* գնահատակել
 even [ɪ:vən] *a* հավասար, հարթ. *n* ույնիսկ
 event [ɪ'vent] *n* դեպք, իրադարձություն
 eventually [ɪ'ventʃʊəlɪ] *adv* վերջիվերջո
 evidence ['evɪdəns] *n* վկայություն, փաստ
 evident ['evɪdənt] *a* հայտնի, ակնհայտ
 evil [ɪ:vɪl] *n* չարիք. *a* չար, վնասակար
 except [ɪk'sept] *prep* բացառությամբ
 exchange [ɪks'tʃeɪndʒ] *v* փոխանակել. մանրել (փողը)
 excitement [ɪk'saɪtmənt] *n* հուզում, հուզմունք
 exclude [ɪk'sklu:d] *v* բացառել
 excuse [ɪk'skju:z] *v* ներել
 execute ['eksɪkjʊ:t] *v* կատարել. մահապատժի ենթարկել
 exile ['eksaɪl] *v* արտաքսել, արսորել
 exist [ɪg'zɪst] *v* գոյություն ունենալ
 existence [ɪg'zɪstəns] *n* գոյություն, կյանք
 expand [ɪk'spænd] *v* ընդարձակ(վ)ել, տարած(վ)ել
 expansion [ɪk'spæʃn] *n* տարածում, ընդլայնում
 expect [ɪk'spekt] *v* սպասել, ակնկալել
 expense [ɪk'spens] *n* զին, արժեք. *at the ~ of* ինչ-որ բանի գնով
 expenditure [ɪk'spendɪtʃə] *n* ծախս
 experience [ɪk'spɪəriəns] *n* կյանքի փորձ. դեպք. *v* ճաշակել, զգալ, ապրել
 experienced [ɪk'spɪəriənst] *a* փորձառու
 experiment [ɪk'sperɪmənt] *n* փորձ, գիտափորձ
 expertise ['ekspətaɪz] *v* փորձագիտություն անցկացնել
 explain [ɪk'spleɪn] *v* բացատրել
 explode [ɪk'spləʊd] *v* պայթ(եցն)ել

exploitation [ɪ'eksplɔɪ'teɪʃn] *n* շահագործում
 explosion [ɪk'spləʊzɪʃn] *n* պայթյուն
 explosive [ɪk'spləʊsɪv] *n* պայթուցիկ նյութ
 export [ek'spɔ:t] *v* արտահանել
 exporter [ek'spɔ:tɪə] *n* արտահանող
 exposition [ɪ'kspə'zɪʃn] *n* նկարագրություն
 express [ɪk'spres] *v* արտահայտել
 expression [ɪk'spreʃn] *n* արտահայտություն
 extend [ɪk'stend] *v* տարած(վ)ել
 extensive [ɪk'stensɪv] *a* ընդհարձակ, լայնատարած
 extent [ɪk'stent] *n* to a certain/some ~ որոշ չափով
 extraordinary [ɪk'strɔ:dnəri] *a* արտասովոր, անսովոր
 extreme [ɪk'stri:m] *n* ծայրահեղություն

F

face [feɪs] *v* համարձակորեն դիմավորել
 fact [fækt] *n* փաստ
 fail [feɪl] *v* ձախողվել
 failure ['feɪljə] *n* ձախողում
 faint [feɪnt] *v* ուշաթափ լինել
 fair [feə] *a* հիանալի. ազնիվ
 fall [fɔ:l] *v* (fell, fallen) ընկնել
 false [fɔ:ls] *a* սուտ, կեղծ
 familiar [fə'mɪliə] *a* ծանոթ
 famine ['fæmɪn] *n* սով
 famous ['feɪməs] *a* հայտնի
 fantasy ['fæntəsi] *n* ֆանտազիա
 farce [fɑ:s] *n* զավեշտախաղ
 fascinating [ˌfæʃɪ'neɪtɪŋ] *n* հրապուրիչ, հմայիչ
 fasten ['fɑ:sn] *v* ամրացնել
 fatal ['feɪtəl] *a* ճակատագրական
 fault [fɔ:lt] *n* սխալ, վրիպում
 faulty ['fɔ:ltɪ] *a* սխալ
 favourite ['feɪvərɪt] *a* սիրելի, սիրած
 fear [fɪə] *n* ահ, վախ, երկյուղ. *v* վախենալ
 feature ['fɪ:tʃə] *n* առանձնահատկություն
 feeling ['fɪ:ɪŋ] *n* զգացմունք
 female ['fɪ:meɪl] *n* կին
 fertilizer ['fɜ:təlaɪzə] *n* պարարտանյութ
 fiction ['fɪkʃn] *n* արձակ գրականություն
 fiddle ['fɪdl] *n* ջութակ
 field [fɪ:ld] *n* դաշտ, բնագավառ
 figure ['fɪgə] *n* թիվ, թվանշան

finally ['faɪnəli] *adv* վերջնականապես, վերջապես
 finances [faɪ'nænsɪz] *n* ֆինանսներ
 financial [faɪ'nænsɪəl] *a* ֆինանսական
 fire [faɪə] *n* հրդեհ
 firm [fɜ:m] *a* ամուր. վճռական
 first [fɜ:st] *adj* առաջին. ~ *and foremost* նախ և առաջ
 firstly ['fɜ:stli] *adv* նախ և առաջ
 fishery ['fɪʃəri] *n* ձկնորսարան. ձկնորսություն
 fit [fɪt] *n* նուպա. *by ~ s and starts* ընդհատումներով
 flash [flæʃ] *v* առկայծել, փայլատակել
 flesh [fleʃ] *n* միս, մարմին
 flexible ['fleksəbl] *a* ճկուն, դյուրաթեք
 flood [flʌd] *n* ջրհեղեղ
 florist ['flɒrɪst] *n* ծաղկավաճառ
 flourish ['flaʊrɪʃ] *v* ծաղկել, բարգավաճել
 fly [flaɪ] *v* (flew, flown) թռչել
 focus ['fəʊkəs] *v* կենտրոնանալ (on)
 force [fɔ:s] *n* ուժ, զորություն
 foreign ['fɔ:riŋ] *a* օտարերկրյա
 foreman ['fɔ:mən] *n* վարպետ, աշխղեկ
 forever [fə'revə] *adv* ընդմիջտ
 forgive [fə'gɪv] (forgave, forgiven) *v* ներել
 formal ['fɔ:ml] *a* ձևական, պաշտոնական
 formula ['fɔ:mjʊlə] *n* բանաձև
 fortune ['fɔ:tʃən] *n* բախտ
 freckle ['frekl] *n* պեպեն
 freelance ['fri:lə:ns] *a* արտահաստիքային
 freezing ['fri:zɪŋ] *n* սառչում, *a* շատ սառը
 frequently ['fri:kwəntli] *adv* հաճախ
 frighten ['fraɪtŋ] *v* վախեցնել
 fruitless [fru:tles] *a* անպտուղ, ասպարդյուն
 frustration [frʌ'streɪʃn] *n* խափանում
 fuel ['fju:əl] *n* վառելիք, վառելիանյութ
 function ['fʌŋkʃn] *n* գործառնություն
 furthermore [ˌfɜ:ðə'mɔ:z] *adv* բացի այդ

G

gadget ['gædʒɪt] *n* սարք, գործիք
 gain [geɪn] *v* ստանալ, վաստակել
 gallery ['gæləri] *n* պատկերասրահ
 garish ['geəriʃ] *a* վառ. աղաղակող, աքթակող
 general ['dʒenrəl] *a* ընդհանուր

generalization [ˌdʒenrəlaɪ'zeɪʃn] *n* ընդհանրացում
 generally ['dʒenrəli] *adv* ընդհանրապես
 generation [ˌdʒenə'reɪʃn] *n* սերունդ
 genocide ['dʒenəsəɪd] *n* ցեղասպանություն
 gentle ['dʒentl] *a* մեղմ, քնքուշ, հեզ
 giant ['dʒaɪənt] *n* ածղահա
 gifted ['gɪftɪd] *a* տաղանդավոր, շնորհալի
 global ['gloʊbl] *a* գլոբալ
 globalization [ˌgloʊbəlaɪ'zeɪʃn] *n* գլոբալացում
 globalize ['gloʊbəlaɪz] *v* գլոբալացնել
 globe [gləʊb] *n* գունդ, գլոբուս. *the ~* երկրագունդ
 glue [glu:] *n* սոսիս
 goal [gəʊl] *n* նպատակ, նպատակակետ
 goods [gudz] *n* ապրանք
 governor ['gʌvənə] *n* նահանգապետ, կառավարիչ
 gradually ['grædʒʊəli] *adv* հետզհետե
 graduate ['grædʒʊeɪt] *v* ավարտել (ուսումնական հաստատություն) (from)
 grant [grɑ:nt] *v* թույլ տալ, նվիրել
 grave [ɡreɪv] *n* գերեզման
 greed [ɡri:d] *n* ազառություն
 greenhouse ['ɡri:nhaʊs] *n* ջերմոց
 grimy ['ɡraɪmi] *a* կեղտոտ, թուխ, սևուկ
 grow [ɡrəʊ] *v* (grew, grown) աճել, դառնալ
 growl [ɡrəʊl] *v* գոռոզ, փնթփնթալ
 grown-up ['ɡrəʊn ʌp] *n* մեծահասակ
 growth [ɡrəʊθ] *n* աճ
 grudgingly ['ɡrʌdʒɪŋli] *adv* դժկամությամբ
 guideline ['ɡaɪdlaɪn] *n* հրահանգ
 guilty ['ɡɪlti] *a* մեղավոր
 guinea ['ɡɪni] *n* գինեա (հին անգլիական ոսկեդրամ)
 gun [ɡʌn] *n* հրացան, ատրճանակ
 gush [ɡʌʃ] *v* թափվել

H

haggle ['hægl] *v* վիճել (about, over)
 hairdresser ['heədresə] *n* վարսավոր
 half [hɑ:f] *n* կես
 handiwork ['hændɪwɜ:k] *n* ձեռքի աշխատանք
 hard [hɑ:d] *a* պինդ, կարծր, սաստիկ, ծանր

hardly ['hɑ:dli] *adv* հազիվ, հազիվ թե
hardware ['hɑ:dweə] *n* երկաթեղեն
hardworking [,hɑ:d'wɔ:kɪŋ] *a* ջանասեր
harmony ['hɑ:məni] *n* ներդաշնակություն
hate [heit] *v* սուտել
hatred ['heitrid] *n* սուտելություն
haunt [haʊnt] *v* հետապնդել, հալածել
haze [heiz] *n* մշուշ, թեթև մառախուղ
headquarters ['hedkwɔ:təz] *n* շտաբ, գլխավոր վարչություն
health [helθ] *n* առողջություն
heat [hi:t] *n* տաքություն, շոգ. *v* տաքանալ, տաքացնել
hedge [hedʒ] *v* խոչընդոտ ստեղծել
heritage ['heritidʒ] *n* ժառանգություն
hesitate ['heziteit] *v* երկմտել, վարանել
hesitation [,hezɪ'teɪʃn] *n* տատանում, անվճռականություն
hide [haɪd] *v* (hid, hidden) թաքցնել
hieroglyph ['haɪərɔglɪf] *n* հիերոգլիֆ
high-tech [haɪtek] *a* բարձր տեխնոլոգիաների
hoax [həʊks] *n* խաբեություն
holy ['həʊli] *a* սուրբ. անարատ, անբիծ
honour ['ɒnə] *n* պատիվ, փառք, հարգանք. *v* հարգել, պատվել, մեծարել
hope [həʊp] *n* հույս
horn [hɔ:n] *n* կոստոշ
host [həʊst] *n* տան տեր. *v* հյուրընկալել
hostilities [hɒ'stɪlɪtɪz] *n* ռազմական գործողություններ
household ['haʊshəʊld] *a* տան, տնային, ընտանեկան
however [haʊ'evə] *adv* բայց, այնուամենայնիվ
huge [hju:dʒ] *a* հսկայական
human ['hju:mən] *a* մարդկային
humanity [hju:'mænɪti] *n* մարդկություն
humble ['hʌmbəl] *a* համեստ, հասարակ
hunt [hʌnt] *v* որս անել
hurricane ['hʌrɪkən] *n* փոթորիկ, սրբիկ

I

icon ['aɪkɒn] *n* պատկեր
idea [aɪ'diə] *n* միտք, գաղափար
identify [aɪ'dentɪfaɪ] *v* ճանաչել, ինքնությունը հաստատել

identity [aɪ'dentɪti] *n* ինքնություն
ignorance ['ɪgnərəns] *n* անտեղյակություն, սովորություն
illegal [ɪ'li:ɡəl] *a* ապօրինի
illogical [ɪ'lɒdʒɪkl] *a* անտրամաբանական
image ['ɪmɪdʒ] *n* պատկեր
imagery ['ɪmɪdʒəri] *n* արտահայտչական միջոցներ
imagination [ɪ,mædʒɪ'neɪʃn] *n* երևակայություն
imagine [ɪ'mædʒɪn] *v* պատկերացնել, կարծել
immediate [ɪ'mi:diət] *a* անհետաձգելի
immediately [ɪ'mi:diətli] *adv* անհապաղ
immigration [ɪ,mɪ'grɛɪʃn] *n* ներգաղթ
imminent [ɪ'mɪnənt] *a* սպառնացող, մոտեցող
immorality [ɪ,mə'ræli:ti] *n* անբարոյականություն
impact ['ɪmpækt] *n* ազդեցություն
impend [ɪm'pend] *v* վրա հասնել, սպառնալ
impertinence [ɪm'pɜ:tɪnəns] *n* հանդգնություն
import [ɪm'pɔ:t] *v* ներմուծել
importance [ɪm'pɔ:tns] *n* կարևորություն
important [ɪm'pɔ:tnt] *a* կարևոր
importation [ɪ,ɪmpɔ:'teɪʃn] *n* ներմուծում
impoverish [ɪm'pɒvəriʃ] *v* աղքատացնել
imprecision [ɪ,ɪmpri'sɪʒn] *n* անճշտություն
impression [ɪm'preʃn] *n* սպավորություն
improve [ɪm'pru:v] *v* բարելավ(վ)ել
include [ɪn'klu:d] *v* պարունակել, ներառել
income ['ɪnkəm] *n* եկամուտ
increase [ɪn'kri:s] *v* աճել. ['ɪŋkri:s] *n* աճ
incredible [ɪn'kredəblɪ] *a* անհավատալի
independence [ɪ,ɪndɪ'pendəns] *n* անկախություն
indicate ['ɪndɪkeɪt] *a* մատնանշել, նշանակել
individual [ɪ,ɪndɪ'vɪdʒəʊl] *a* անհատական
individuality [ɪ,ɪndɪ'vɪdʒə'æləti] *n* անհատականություն
industrial [ɪn'dʌstriəl] *a* արդյունաբերական
industry ['ɪndʌstri] *n* արդյունաբերություն
inequality [ɪ,ɪnɪ'kɒləti] *n* անհավասարություն

infected [ɪn'fektɪd] *a* վարակած
infectious [ɪn'fekʃəs] *a* վարակիչ
influence [ɪnflʊəns] *n* ազդեցություն (on). *v*
ազդել
influx [ɪnflʌks] *n* ներհոսում
inform [ɪn'fɔ:m] *v* տեղեկացնել
informal [ɪn'fɔ:ml] *a* ոչ պաշտոնական
information [ɪn'fɔ'meɪʃn] *n* տեղեկություն
ingenuity [ɪn'dʒɪ'nju:əti] *n* ճարտարամտու-
թյուն
inherit [ɪn'herɪt] *v* ժառանգել
injure [ɪndʒə] *v* վնաս հասցնել
innate [ɪ'neɪt] *a* բնածին
inner [ɪ'nə] *a* ներքին
insight [ɪn'saɪt] *n* խորթափանցություն
(into)
insinuation [ɪn,sɪnjʊ'eɪʃn] *n* զրպարտում,
շողոքորթություն
insist [ɪn'sɪst] *v* (on) պնդել
inspiration [ɪn'spə'reɪʃn] *n* ներշնչում, ոգե-
շնչում
inspire [ɪn'spaɪə] *v* ներշնչել, ոգեշնչել
install [ɪn'stɔ:ɪl] *v* տեղավոր(վ)ել
instant [ɪn'stənt] *a* անհապաղ
instead [ɪn'sted] *adv* փոխարեն (of)
instinctive [ɪn'stɪŋktɪv] *a* բնագրական,
բնագրային
institution [ɪn'stɪ'tju:ʃn] *n* հիմնարկ
instruction [ɪn'strʌkʃn] *n* հրահանգավորում
instrument [ɪn'strʊmənt] *n* գործիք
insult [ɪn'sʌlt] *n* վիրավորանք
intellectual [ɪntə'lektʃʊəl] *a* ինտելեկտուալ,
մտավոր
intelligence [ɪn'telɪdʒəns] *n* խելք, մտավոր
կարողություն
intelligent [ɪn'telɪdʒənt] *a* խելացի
interaction [ɪntər'ækʃn] *n* փոխազդեցու-
թյուն
interest [ɪn'trɪst] *n* հետաքրքրություն, շահ
interlace [ɪntə'leɪs] *v* միահյուս(վ)ել
intermediary [ɪntə'mɪ:diəri] *n* միջնորդ
international [ɪntə'næʃnəl] *a* միջազգային
interpret [ɪn'tə:prɪt] *v* բանավոր թարգմա-
նել
interpreter [ɪn'tə:prɪtə] *n* թարգմանիչ (բա-
նավոր)
interrupt [ɪntə'rʌpt] *v* ընդհատել

interview [ɪntə'vju:] *n* հարցազրույց
intolerance [ɪn'tɒləərəns] *n* անհանդուրժ-
ողություն
intonation [ɪntə'neɪʃn] *n* հնչերանգ
intrinsic [ɪn'trɪnsɪk] *a* ներքին, ներհատուկ
introduce [ɪn'trə'dju:s] *v* ներմուծել, ծանո-
թացնել
introduction [ɪn'trə'dʌkʃn] *n* ներածություն,
ներմուծում
invasive [ɪn'veɪsɪv] *a* ներխուժող, զավթ-
ողական
invention [ɪn'venʃn] *n* գյուտ
inversion [ɪn'vɜ:ʃn] *n* շրջուն շարադասու-
թյուն
invert [ɪn'vɜ:t] *v* շուռ տալ, տեղերը փոխել
investment [ɪn'vestmənt] *n* ներդրում
involve [ɪn'vɒlv] *v* ներգրավել (in)
Islam [ɪz'lɑ:m] *n* իսլամ
island [aɪlənd] *n* կղզի
issue [ɪ'ʃu:] *n* վիճելի հարց

J

jealous ['dʒeləs] *a* խանդոտ, նախանձ
jet [dʒet] *n* ռեակտիվ ինքնաթիռ
Jew [dʒu:] *n* հրեա
Jewish ['dʒu:ɪʃ] *a* եբրայերեն, եբրայեցի
journalist ['dʒɜ:nəɪst] *n* լրագրող
Judaism ['dʒu:deɪɪzəm] *n* հուդայիզմ
judge [dʒʌdʒ] *n* դատավոր
jungle ['dʒʌŋɡl] *n* ջունգլի
justice ['dʒʌstɪs] *n* արդարություն
justify ['dʒʌstɪfaɪ] *v* արդարացնել

K

keen [ki:n] *a* եռանդուն
keep [ki:p] *v* (kept, kept) պահել
keyboard ['ki:bɔ:d] *n* ստեղնաշար
kind [kaɪnd] *n* տեսակ

L

label ['leɪbl] *n* պիտակ
laboratory [lə'bɒrətəri] *n* լաբորատորիա
labour ['leɪbə] *n* աշխատանք
lack [læk] *n* պակաս. *v* կարիք ունենալ
lag behind ['læɡ bɪhaɪnd] *v* ետ մնալ
landmine ['lændmaɪn] *n* ականառումք
laugh (at) [lɑ:f] *v* ծիծաղել

launch [lɔ:ntʃ] *v* արձակել (հրթիռ)
 laureate ['lɔ:riət] *n* դափնեկիր
 laser ['leɪzə] *n* լազեր
 lavishly [lævɪʃli] *adv* շռայլորեն
 law [lɔ:] *n* օրենք
 lawyer ['lɔ:jə] *n* փաստաբան, իրավաբան
 lead [li:d] *v* (led, led) առաջնորդել
 leader ['li:də] *n* առաջնորդ
 lean [li:n] *v* ~ *against* հենվել
 least [li:st] *a* *at* ~ առնվազն
 legislator ['ledʒɪsleɪtə] *n* օրենսգիր
 lend [lend] *v* (lent, lent) պարտքով տալ
 liability [,laɪə'bɪləti] *n* պատասխանատվություն
 lie [laɪ] *v* (lay, lain) պառկել
 lieutenant [lef'tenənt] *n* լեյտենանտ
 lifestyle ['laɪfstɑɪl] *n* ապրելաճ
 likely ['laɪkli] *adv* հավանական
 link [lɪŋk] *n* կապ, կապակցող օղակ
 loan [ləʊn] *v* փոխառություն տալ
 local ['ləʊkl] տեղական
 locate [ləʊ'keɪt] *v* տեղավորել
 logging industry ['lɒgɪŋ'ɪndəstrɪ] փայտա-
 մշակության արդյունաբերություն
 lord [lɔ:d] *n* լորդ, տեր
 lose [lu:z] *v* (lost, lost) կորցնել
 loser ['lu:zə] *n* տանուկ տված մարդ
 loss [lɒs] *n* կորուստ
 loyalty ['lɔ:ləltɪ] *n* հավատարմություն
 lung [lʌŋ] *n* թոք
 lyrical ['lɪrɪkl] *a* քնարական

M

magma ['mægmə] *n* մագմա, հրահեղուկ
 զանգված
 magnitude ['mægnɪtju:d] *n* մեծություն,
 կարևորություն
 maid [meɪd] *n* աղախին
 mainly ['meɪnli] *adv* գլխավորապես
 maintain [meɪn'teɪn] *v* պահել, պահպանել
 major ['meɪdʒə] *a* մեծ, գլխավոր. *v*
 մասնագիտանալ. ~ (in)
 majority [mə'dʒɔ:ɪtɪ] *n* մեծամասնություն
 make [meɪk] *v* դառնալ
 male [meɪl] *n* տղամարդ, արու
 malnutrition [,mælnjʊ:'trɪʃn] *n* թերասնունդ
 manage ['mænɪdʒ] *v* ղեկավարել, գլուխ
 հանել

management ['mænɪdʒmənt] *n* կառավա-
 րում
 manipulate [mæ'nɒpjʊleɪt] *v* հմտորեն վա-
 րել, բանեցնել
 mankind [mæn'kaɪnd] *n* մարդկություն
 manufacture [,mænjʊ'fæktʃə] *v* արտադրել
 marine [mə'ri:n] *n* ծովային
 mark [mɑ:k] *v* նշել. ~ *out* առանձնացնել
 market ['mɑ:kt] *n* շուկա
 mascot ['mæskət] *n* թալիսման
 massacre ['mæskə] *n* կոտորած
 massive ['mæsɪv] *a* վիթխարի
 mass media ['mæs 'mɪ:diə] *n* լրատվական
 միջոցներ
 maxim ['mæksɪm] *n* իմաստալից խոսք
 mean [mi:n] *v* նշանակել, նկատի ունենալ
 means [mi:nz] *n* միջոց, միջոցներ
 meanwhile ['mi:nwaɪl] *adv* միաժամանակ
 measure ['meʒə] *n* չափում. *v* չափել
 meatball ['mi:tbo:l] *n* կոլոլակ
 mechanic [mi'kænik] *n* արհեստավոր
 mechanical [mi'kænikl] *a* մեխանիկական
 mediate ['mi:diət] *v* միջնորդել
 medicine ['medsɪn] *n* բժշկություն, դեղ
 melancholic [,melə'nkɒlɪk] *a* մելանաղձոտ
 melodrama [,melə'drɑ:mə] *n* մելոդրամա
 memorise ['meməraɪz] *v* մտքում պահել,
 հավերժացնել
 memory ['meməri] *n* հիշողություն
 menace ['menəs] *n* սպառնալիք
 mention ['menʃn] *v* հիշատակել, նշել
 merge [mɜ:dʒ] *v* միախառնել
 metal ['metl] *n* մետաղ
 method ['meθəd] *n* մեթոդ
 mighty ['maɪti] *a* ուժեղ, հզոր
 migrant ['maɪgrənt] *n* վերաբնակիչ,
 գաղթական
 military ['mɪlɪtri] *a* ռազմական
 millionaire [,mɪlɪə'neə] *n* միլիոնատեր
 minaret [,mɪnə'ret] *n* մինարեթ
 mind [maɪnd] *n* խելք, կարծիք
 minister ['mɪnɪstə] *n* նախարար, քահանա
 minority [maɪ'nɒrɪtɪ] *n* փոքրամասնություն
 mirror ['mɪrə] *n* հայելի
 mislead [,mɪs'li:d] *v* (misled) սխալ առա-
 ջնորդել
 missile ['mɪsaɪl] *n* հրթիռ

mistrust [mɪs'trʌst] կասկած
 mix [mɪks] v խառնել
 model ['mɒdl] n կաղապար
 modern ['mɒdn] a ժամանակակից
 modification [ˌmɒdɪfɪ'keɪʃn] n փոփոխություն
 modify ['mɒdɪfaɪ] v ձևափոխել
 molten ['mɒltn] a ձուլած, հալած
 monologue ['mɒnɒləʒ] n մենախոսություն
 monster ['mɒnstə] n հրեշ
 mood [muːd] n տրամադրություն
 mosaic [moʊ'zeɪk] n խճանկար
 mosque [mɒsk] n մզկիթ
 motivation [ˌmoʊtɪ'veɪʃn] n շարժառիթ
 moral ['mɒrəl] n բարոյախոսություն. a բարոյական
 morality [mɒ'rælətɪ] n բարոյախոսություն
 moreover [mɔː'rəʊvə] adv բացի այդ, դեռ ավելին
 mortgage ['mɔːtɡɪdʒ] n գրավ, գրավագիր
 mortification [ˌmɔːtɪfɪ'keɪʃn] n նվաստացում
 mostly ['moʊstli] adv գլխավորապես
 mourning ['mɔːnɪŋ] n սուգ, ողբ
 movement ['muːvmənt] n շարժում
 multiculturalism [ˌmʌltɪ'kʌltʃərəlɪzəm] n բազմամշակույթ
 multinational [ˌmʌltɪ'næʃnl] a բազմազգ
 multiple ['mʌltɪpl] a բազմաթիվ
 murder ['mɜːdə] n սպանություն
 musician [mjuː'zɪʃn] n երաժիշտ
 Muslim ['mʊzli:m] n մահմեդական
 mutter ['mʌtə] v փնթփնթալ
 mutually ['mjuːtʃʊəli] adv փոխադարձ կերպով

N

narration [nə'reɪʃn] n պատմում
 narrative ['nærətɪv] n պատմվածք, պատմություն
 narrow-minded ['nærəʊ'maɪndɪd] a նեղմիտ, սահմանափակ
 nearly ['niəli] adv գրեթե, համարյա
 necessary ['nesəsəri] a անհրաժեշտ
 necessity [nɪ'sesəti] n անհրաժեշտություն
 need [niːd] n կարիք
 negative ['negatɪv] a բացասական
 negotiate [nɪ'gəʊʃɪət] v բանակցություններ վարել

negotiation [nɪ'gəʊʃɪ'eɪʃn] n բանակցություններ
 network ['netwɜːk] n համակարգչային ցանց
 neutral ['njuːtrəl] a չեզոք
 nominate ['nɒmɪneɪt] v առաջարկել
 non-verbal [ˌnɒn'vɜːbəl] a խոսքով չարտահայտված
 notable ['nəʊtəbl] a նշանավոր, ակնավոր
 noticeably ['nəʊtɪsəblɪ] adv նկատելի
 notorious [nəʊ'tɔːriəs] a տիրաառչակ
 novelist ['nɒvəlɪst] n վիպասան
 number ['nʌmbə] v համարակալել
 nurse [nɜːs] n դայակ

O

obedience [ə'biːdɪəns] n հնազանդություն
 obey [ə'beɪ] v հնազանդվել, ենթարկվել
 obituary [ə'bitʃʊəri] n մահախոսական ճառ
 object ['ɒbjekt] n առարկա
 obscurely [əb'skjuːəli] adv աննկատելի
 observe [əb'zəːv] v նկատել, զննել, ասել
 obvious ['ɒbvɪəs] a բացահայտ, ակնհայտ
 occupation [ˌɒkjʊ'peɪʃn] n զբաղմունք
 occur [ə'kɜː] v տեղի ունենալ, պատահել
 occurrence [ə'kɜːrəns] n պատահար, դեպք
 oddly ['ɒdli] adv տարօրինակ կերպով
 offer ['ɒfə] n առաջարկ
 officer ['ɒfɪsə] n սպա
 official [ə'fɪʃl] a պաշտոնական
 once [wʌns] adv at ~ անիջապես
 operate ['ɒpəreɪt] v գործել, օգտագործել
 opinion [ə'pɪnɪən] v n կարծիք
 option ['ɒpʃn] n ընտրություն
 orbit ['ɔːbɪt] n (մոլորակի) ուղեծիր
 order ['ɔːdə] n հրաման, պատվեր
 ordinary ['ɔːdnəri] a սովորական
 organ ['ɔːgən] n մարմին
 organization [ˌɔːgənaɪ'zeɪʃn] n կազմակերպություն
 organize ['ɔːgənaɪz] v կազմակերպել
 origin ['ɔːrɪdʒɪn] n ծագում
 original [ə'ɪrɪdʒənl] a յուրօրինակ
 ostrich ['ɒstrɪtʃ] n ջայլամ
 otherwise ['ʌðəwaɪz] adv այլապես
 outcast ['aʊtkɑːst] a արքայալ, անտուն
 outcome ['aʊtkʌm] n արդյունք, հետևանք

outrageous [aʊt'reɪdʒəs] *a* կատաղի, մոլեգին
outset ['aʊtset] *n* մեկնում, սկիզբ
outspoken [ˌaʊt'spʊkən] *a* անկեղծ ասված
outstanding [ˌaʊt'stændɪŋ] *a* կարկառուն
overtake [ˌoʊvə'teɪk] *v* բռնել, մեկի հետևից
հասնել
own [oʊn] *a* սեփական. *v* սեփականության
մեջ ունենալ

P

pack [pæk] *n* տուփ
packet ['pækɪt] *n* կապոց
paragraph ['pærəgrɑ:f] *n* պարբերություն
parallel ['pærəleɪl] *n* զուգահեռ
parenthetical [ˌpærən'thetɪk] *a* միջանկյալ
participant [pɑ:'tɪsɪpənt] *n* մասնակից
participate [pɑ:'tɪsɪpeɪt] *v* մասնակցել
participation [ˌpɑ:tɪsɪ'peɪʃn] *n* մասնակցու-
թյուն
particular [pə'tɪkjʊlə] *a* հատուկ, որոշյալ
partly ['pɑ:tlɪ] *adv* մասամբ
party ['pɑ:ti] *n* մասնակից
passport ['pɑ:spɔ:t] *n* անձնագիր
patch [pætʃ] *v* կարկատել
patent ['peɪtənt] *n* արտոնագիր, վկայական.
v արտոնագիր տալ կամ ստանալ
path [pɑ:θ] *n* արահետ
patient [peɪʃənt] *n* բուժվող հիվանդ
pause [pɔ:z] *n* դադար. *v* դադար տալ
pave [peɪv] *n* քարել, սալարկել
pay [peɪ] *v* վճարել
payment ['peɪmənt] *n* վճարում
peace [pi:s] *n* խաղաղություն
peaceful [pi:sfʌl] *a* խաղաղ
percentage [pə'sentɪdʒ] *n* տոկոսային հա-
րաբերություն
perfect ['pɜ:fɪkt] *a* կատարյալ, հիմնալի
perfectly ['pɜ:fɪktli] *adv* կատարելապես
period ['piəriəd] *n* ժամանակաշրջան
permanent ['pɜ:mənənt] *a* մշտական
persistent [pə'sɪstənt] *a* համառ
person ['pɜ:sn] *n* անձ, մարդ
personal ['pɜ:sənl] *a* անձնական
personality [ˌpɜ:sə'nælɪti] *n* անձնավորու-
թյուն, անհատականություն
persuade [pə'sweɪd] *v* համոզել
peruvian [pə'ru:vɪən] *n* պերուացի

petrol ['petrəl] *n* բենզին
pharmacy ['fɑ:məsi] *n* դեղատուն
phenomena [fɪ'nɒmɪnə] *n* երևույթներ
photocopier ['fəʊtəʊkɒpiə] *n* քսերոքս
photographer [fə'tɒgrəfə] *n* լուսանկարիչ
phrase [freɪz] *n* արտահայտություն
physician [fɪ'zɪʃn] *n* բժիշկ
physicist ['fɪzɪsɪst] *n* ֆիզիկոս
physics ['fɪzɪks] *n* ֆիզիկա
pilot ['paɪlət] *n* օդաչու
plain [pleɪn] *a* պարզ, հասարակ
planet ['plænɪt] *n* մոլորակ
plant [plɑ:nt] *n* բույս. *v* սնկել
plaster ['plɑ:stə] *n* սվաղ, ծեփ
platform ['plætfɔ:m] *n* կառավարչատույժ
playwright ['pleɪraɪt] *n* թատերագիր
pleasant ['plezənt] *a* հաճելի
please [pli:z] *v* գոհացնել
plumber ['plʌmə] *n* ջրմուղագործ
poacher ['pəʊtʃə] *n* որսագող
poetry ['pəʊɪtri] *n* պոեզիա
point [pɔɪnt] *v* նշել (to). ~ *out* մատնանշել,
poison ['pɔɪzn] *n* թույն. *v* թունավորել
policy ['pɒlɪsi] *n* քաղաքականություն
politician [ˌpɒlɪ'tɪʃn] *n* քաղաքական գործիչ
politics ['pɒlɪtɪks] *n* քաղաքական գործիչ
գուցե քաղաքականություն
pollute [pə'lu:t] *v* կեղտոտել
pollution [pə'lu:ʃn] *n* աղտոտում
popular ['pɒpjʊlə] *a* հանրաճանաչ
population [ˌpɒpjʊ'leɪʃn] *n* բնակչություն
portable ['pɔ:təbl] *a* տեղափոխելի
portrait ['pɔ:trɪt] *n* դիմանկար
portray ['pɔ:treɪ] *v* նկարագրել, պատկերել
position [pə'zɪʃn] *n* դիրք
positive ['pɒzɪtɪv] *a* դրական
possible ['pɒsəbl] *a* հնարավոր
post [pəʊst] *n* դիրք, պաշտոն
postpone [pə'spəʊn] *v* հետաձգել
potential [pə'tenʃl] *a* հնարավոր
power [paʊə] *n* ուժ, կարողություն
powerfully ['paʊəfəli] *adv* հզոր կերպով
practical ['præktɪkəl] *a* գործնական
practice ['præktɪs] *n* պրակտիկա, վարժու-
թյուն
practise ['præktɪs] *v* կիրառել, վարժություն
կատարել

pragmatic [prəg'mætɪk] *a* գործարանական
 praise [preɪz] *v* գովել
 prayer ['preɪə] *n* աղոթք
 precede [pri'si:d] *n* նախորդել
 precious ['preʃəs] *a* թանկարժեք
 precisely [pri'saɪsli] *adv* ճշգրտորեն
 predict [pri'dɪkt] *v* գուշակել, կանխագուշակել
 prefer [pri'fə:] *v* նախընտրել
 preference ['prefrəns] *n* նախապատվություն
 prejudice ['predʒʊdɪs] *n* նախապաշարմունք
 preparation [,prepə'reɪʃn] *n* պատրաստում
 prepare [pri'peɪə] *v* պատրաստ(վ)ել
 presentation [,prezn'teɪʃn] *n* ներկայացնել
 preserve [pri'zə:v] *v* պահել, պահպանել
 prevailing [pri'veɪlɪŋ] *a* գերիշխող, գերակշռող
 prevent [pri'vent] *v* կանխել, խանգարել
 previous ['pri:vɪəs] *a* նախորդ
 primitive ['prɪmɪtɪv] *a* պրիմիտիվ, հասարակ
 prince [prɪns] *n* իշխան
 principal ['prɪnsəpl] *n* պետ, տնօրեն
 principle ['prɪnsəpl] *n* գլխավոր, հիմնական.
n սկզբունք
 print [prɪnt] *v* տպել
 prior ['praɪə] *a* (to) նախորդող
 priority [praɪ'ɔrɪtɪ] *n* առաջնահերթություն
 prize ['praɪz] *n* մրցանակ
 probable ['prɒbəbl] *a* հավանական
 probably ['prɒbəblɪ] *adv* հավանաբար
 problem ['prɒbləm] *n* պրոբլեմ
 process ['prəʊses] *n* ընթացք. [prə'ses] *v*
 տեխնոլոգիական պրոցեսի ենթարկել
 produce ['prɒdʒu:s] *n* արտադրանք.
 [prə'dʒu:s] *v* արտադրել
 product ['prɒdʌkt] *n* արտադրանք, ապրանք
 production [prə'dʌkʃn] *n* արտադրություն
 productive [prə'dʌktɪv] *a* արտադրողական,
 արդյունավետ
 profession [prə'feʃn] *n* մասնագիտություն
 professional [prə'feʃnəl] *a* արհեստավարժ
 profit ['prɒfɪt] *n* եկամուտ, հասույթ
 progress ['prəʊgres] *n* առաջադիմություն

project ['prɒdʒekt] *n* նախագիծ, առաջարկ.
v նախագծել
 prologue ['prɒləʊg] *n* նախաբան
 prominence ['prɒmɪnəns] *n* աչքի ընկնող
 դիրք
 promote [prə'məʊt] *v* առաջ քաշել
 promotion [prə'məʊʃn] *n* աշակցություն
 prompt [prɒmpt] *v* հուշել
 proof [pru:f] *n* ապացույց
 property ['prɒpərtɪ] *n* սեփականություն,
 ունեցվածք
 prose [prəʊz] *n* արձակ
 prospect ['prɒspekt] *n* հեռանկար
 prosperous ['prɒsperəs] *a* ծաղկուն, բարգավաճ
 protagonist [prə'tæɡənist] *n* գլխավոր
 հերոս
 protect [prə'tekt] *v* պաշտպանել
 protest ['prəʊtest] *n* բողոք. *v* [prə'test]
 բողոքել
 protocol ['prəʊtəkɒl] *n* արձանագրություն
 prosper ['prɒsper] *v* բարգավաճել
 prove [pru:v] *v* ապացուցել
 provide [prə'vaɪd] *v* ապահովել, մատակարարել
 provoke [prə'vəʊk] *v* դրդել (to, into)
 psychologist [saɪ'kɒlədʒɪst] *n* հոգեբան
 psychology [saɪ'kɒlədʒɪ] *n* հոգեբանություն
 publish ['pʌblɪʃ] *v* հրատարակել
 pull [pʊl] *v* ձգել. ~ *through* հաղթահարել
 puncture ['pʌŋktʃə] *v* ծակել
 purchase ['pɜ:tʃəs] *v* գնել
 push [pʊʃ] *v* հրել
 puppet ['pʌpɪt] *n* խաղատիկնիկ
 purpose ['pɜ:pəs] *n* նպատակ. *on* ~ միտում-
 նավոր
 pyramid ['pɪrəmɪd] *n* բուրգ

Q

qualification [,kwɒlɪfɪ'keɪʃn] *n* որակավորում
 quantity ['kwɒntɪtɪ] *n* քանակ
 quarrel ['kwɒrəl] *n* վեճ, կռիվ. *v* վիճել, կռվել
 queue [kju:] *n* հերթ

R

rabbit ['ræbɪt] *n* ճագար
 race [reɪs] *n* մրցավազք

radiation [ˌreɪdɪ'eɪʃn] *n* ռադիացիա
rage [ˈreɪdʒ] *n* կատաղություն, ցասում
rainfall [ˈreɪnfɔ:l] *n* տեղատարափ անձրև
range [reɪndʒ] *n* դիապազոն
rapid [ˈræpɪd] *adv* արագ
rate [reɪt] *n* արագություն
ratio [ˈreɪʃɪoʊ] *n* պարեն, մթերք. հարաբերություն
rational [ˈræʃnəl] *a* խելացի, բանական
reaction [rɪˈækʃn] *n* հակազդեցություն
real [rɪəl] *a* իսկական, իրական
realise [ˈrɪəlaɪz] *v* հասկանալ, իրականացնել
reap [ri:p] *v* քաղել
reason [ˈri:zn] *n* պատճառ, հիմք. *v* դատել, կշռադատել
receive [rɪˈsi:v] *v* ստանալ
recent [ˈri:sənt] *a* վերջերս պատահած
recently [ˈri:səntli] *adv* վերջերս, ոչ վաղուց
recession [rɪˈseʃn] *n* խորացում, անջատում
recognizable [ˌrɛkəgˈnaɪzəbl] *a* ճանաչելի
recognize [ˈrɛkəgnaɪz] *v* ճանաչել
recognition [ˌrɛkəgˈnɪʃn] *n* ճանաչում
record [ˈrekɔ:d] *n* գրառում
reduce [rɪˈdju:s] *v* նվազեցնել
refer [rɪˈfɛ:z] *v* հղել, վերագրել (to)
reference [ˈrefrəns] *n* մեջբերում, հիշատակում. *~ book* տեղեկատու
reflect [rɪˈflekt] *v* արտացոլել
reflection [rɪˈflekʃn] *n* արտացոլում
refuse [rɪˈfju:z] *v* մերժել, հրաժարվել
register [ˈredʒɪstə] *v* գրանցվել
regret [rɪˈgret] *v* ավստասալ
regular [ˈregjʊlə] *a* կանոնավոր
reject [rɪˈdʒekt] *v* մերժել
relate [rɪˈleɪt] *v* վերաբերել
relation [rɪˈleɪʃn] *n* հարաբերություն
relationship [rɪˈleɪʃnʃɪp] *n* հարաբերություն
relatively [ˈrelətɪvli] *adv* համեմատաբար
relevant [ˈreləvənt] *a* տեղին, գործին վերաբերող
reliable [rɪˈlaɪəbl] *a* հուսալի, ամուր
religion [rɪˈlɪdʒən] *n* կրոն
remark [rɪˈmɑ:k] *n* դիտողություն, նշում
remind [rɪˈmaɪnd] (of, about) *v* հիշեցնել
removal [rɪˈmu:vl] *n* հեռացում, հեռացնելը
repairs [rɪˈpeəz] *n* վերանորոգում

repeat [rɪˈpi:t] *v* կրկնել
repetitive [rɪˈpetɪtɪv] *a* ճանճրալի, անվերջ կրկնվող
replete [rɪˈpli:t] *v* լցված, լիքը, լեցուն
report [rɪˈpɔ:t] *v* պատմել, հաշվետուություն տալ (to)
reporter [rɪˈpɔ:tə] *n* լրագրող
represent [ˌreprɪˈzent] *v* ներկայացնել
request [rɪˈkwest] *n* խնդրանք. *v* խնդրել
require [rɪˈkwaɪə] *v* պահանջել, կարիք ունենալ
requirement [rɪˈkwaɪəmənt] *n* պահանջ. meet the ~s
rescue [ˈreskju:] *v* փրկել. *n* փրկություն
research [rɪˈsə:tʃ] *n* հետազոտություն. *v* հետազոտել
researcher [rɪˈsə:tʃə] *n* հետազոտող
resemble [rɪˈzembl] *v* հիշեցնել
reserve [rɪˈzɜ:v] *v* պաշար պահել, մթերել
resign [rɪˈzaɪn] *v* հրաժարական տալ
resolution [ˌrezəˈlu:ʃn] *n* որոշում, վճռակա- նություն
resourceful [rɪˈsɔ:sfl] *a* ճարպիկ
resources [rɪˈsɔ:sɪz] *n* միջոցներ
respect [rɪˈspekt] *n* հարգանք (for)
responsible [rɪˈspɒnsəbl] *a* պատասխանա- տու (for)
rest [rest] *n* the ~ of մնացածը
restrict [rɪˈstrɪkt] *v* սահմանափակել
result [rɪˈzʌlt] *n* արդյունք. *v* առաջանալ, հետևանք լինել
retail [ˈri:teɪl] *n* մանրածախ առևտուր
reveal [rɪˈvi:l] *v* բացահայտել
revenge [rɪˈvendʒ] *n* վրեժ. *v* վրեժ լուծել (on)
reverse [rɪˈvɜ:s] *a* հակառակ, հակադիր
review [rɪˈvju:] *n* ակնարկ, գրախոսություն
revive [rɪˈvaɪv] *v* վերակենդանացնել
revolution [ˌrevəˈlu:ʃn] *n* հեղափոխություն
reward [rɪˈwɔ:d] *n* պարգև. *v* պարգևատրել
rhinoceros [raɪˈnɒsərəs] *n* ռնգեղջյուր
ride [raɪd] *v* (rode, ridden) գնալ (ծիով, հեծանվով)
right [raɪt] *n* իրավունք
rise [raɪz] (rose, risen) *v* բարձրանալ, աճել
risk [rɪsk] *n* ռիսկ, վտանգ. *v* ռիսկի դիմել
rock [rɒk] *v* ճոճել, ցնցել

rod [rɒd] *n* ճիպոն
romantic [rəʊ'mæntɪk] *a* ռոմանտիկ
room [ru:m] *n* տեղ
rope [rəʊp] *n* պարան
rotate [rəʊ'teɪt] *v* պտտել
round [raʊnd] *a* կլոր

S

sacrifice ['sækrɪfaɪs] *v* զոհաբերել
safe [seɪf] *a* անվնաս, անվտանգ
sailor ['seɪlə] *n* նավաստի
salary ['sæləri] *n* աշխատավարձ
salesman ['seɪlzmən] *n* վաճառող
same [seɪm] *a* նույն
satellite ['sætəlaɪt] *n* արբանյակ
sauce [sɔ:s] *n* սոուս, համեմունք
savagery ['sævɪdʒəri] *n* վայրենություն,
դաժանություն
scale [skeɪl] *n* չափացույց. *on a large ~* մեծ
մասշտաբով
scary ['skeəri] *a* վախկոտ
sceptical ['skeptɪkl] *a* սկեպտիկ
science ['saɪəns] *n* գիտություն
scientist ['saɪəntɪst] *n* գիտնական
screen [skri:n] *n* էկրան
scripture ['skrɪptʃə] *n* Սուրբ գիրք
seamine ['si:məɪn] *n* ծովային ական
sector ['sektə] *n* հատված, մաս
secure [sɪ'kjuə] *a* անվտանգ
security [sɪ'kjuəɪrɪ] *n* անվտանգություն
seed [si:d] *n* սերմ
seek [si:k] (*sought, sought*) *v* փնտրել
sense [sens] *n* զգացում, խելք. *common ~*
բանականություն
sensible ['sensəbl] *a* խելացի, բանական
sensor ['sensə] *n* սենսոր
sentence ['sentəns] *n* 1. նախադասություն.
2. դատավճիռ
sequence ['si:kwəns] *n* հերթականություն
seriously ['sɪrɪəslɪ] *a* լուրջ
service ['sɜ:vɪs] *n* ծառայություն
set [set] (*set, set*) *v* դնել, սկսել. *~ apart*
առանձնացնել
setting ['setɪŋ] *n* միջավայր, դեկորացիաներ
settle ['setl] *v* լուծել. բնակություն հաստա-
տել, ապրել
several ['sevrəl] *adj* մի քանի

shape [ʃeɪp] *n* ձև. *v* ձևավոր(վ)ել
share [ʃeə] *n* մաս, բաժին. *v* բաժանել
shelter ['ʃeltə] *v* պատսպարել
shift [ʃɪft] *v* տեղափոխ(վ)ել
shiver ['ʃɪvə] *v* դողալ
shock [ʃɒk] *v* ցնցել
show [ʃəʊ] *n* ցույց տալ. *~ off* իրեն երևա-
կայել
shy [ʃaɪ] *a* ամաչկոտ, քաշվող
side [saɪd] *v* մեկի կողմը բռնել (*with*)
sign [saɪn] *n* նշան. *v* ստորագրել, նշան
անել
signal ['sɪgnəl] *n* ազդանշան
significance [sɪg'nɪfɪkəns] *n* կարևորություն
significant [sɪg'nɪfɪkənt] *a* կարևոր
silence ['saɪləns] *n* լռություն
similar ['sɪmɪlə] *a* նման, միանման
similarity [ˌsɪmɪ'lærɪtɪ] *n* նմանություն
simultaneous [ˌsɪmlɪ'teɪnɪəs] *a* միաժամա-
նակյա, միաժամանակ
synagogue ['sɪnəgɒg] *n* սինագոգա
since [sɪns] *adv* որոշ ժամանակից սկսած.
քանի որ
sincere [sɪn'sɪə] *a* անկեղծ
sinning ['sɪnɪŋ] *n* մեղք գործելը
single ['sɪŋl] *a* մի, միակ
situation [ˌsɪtʃu'eɪʃn] *n* իրավիճակ
size [saɪz] *n* չափ, չափս
skillfully ['skɪlfəlɪ] *adv* հմտորեն
slightly ['slaɪtlɪ] *adv* թեթևակի
slippery ['slɪpəri] *a* սլան, սայթաքուն
slump [slʌmp] *v* անկում ապրել, ընկնել
smart [smɑ:t] *a* խելոք, խելացի. շքեղ
social ['səʊʃl] *a* հասարակական
socialize ['səʊʃəlaɪz] *v* հանրայնացնել
society [sə'saɪətɪ] *n* հասարակություն
software ['sɒftweə] *n* ծրագրային ապահո-
վում
soul [səʊl] *n* հոգի
solemn ['sɒləm] *a* հանդիսավոր
solid ['sɒlɪd] *n* պինդ մարմին
solution [sə'lju:ʃn] *n* լուծում
solve [sɒlv] *v* լուծել
sophisticated [sə'fɪstɪkətɪd] *a* փորձառու
source [sɔ:s] *n* աղբյուր
sow [səʊ] *v* ցանել, շաղ տալ, սերմանալ
space ['speɪs] *n* տարածություն. տիեզերք

spare [spɛə] *v* խնայել
 special ['speʃl] *a* հատուկ
 specialise ['speʃəlaɪz] *v* մասնագիտանալ (*in*)
 specialist ['speʃəlɪst] *n* մասնագետ
 species ['spi:ʃi:z] *n* *կենս.* տեսակ
 specific [spə'sɪfɪk] *a* հատուկ
 specify ['spesɪfaɪ] *v* մատնանշել
 spectacular [spek'tækjʊlə] *a* տպավորիչ
 speech [spi:tʃ] *n* ճառ
 spew [spju:] *v* ժայթթել, դուրս հորդել
 sphere [sfɪə] *n* սապարեզ
 spin [spɪn] *v* պտտ(եցն)ել
 spirit ['spɪrɪt] *n* ոգի, ոգևորություն
 spiritual [spɪ'rɪtʃʊəl] *a* հոգևոր
 spirituality [ˌspɪrɪtʃʊ'ælətɪ] *n* ոգեշնչվածու-
 թյուն
 sponsor ['spɒnsə] *v* հովանավորել
 sportsman ['spɔ:tsmən] *n* մարզիկ
 spread [spred] *v* (*spread, spread*) տարած(վ)ել
 stable ['steɪbl] *a* կայուն
 staff [stɑ:f] *n* անձնակազմ
 stage [steɪdʒ] *n* փուլ
 stand [stænd] *v* հանդուրժել
 standard ['stændəd] *n* ստանդարտ, նորմա
 standpoint ['stændpɔɪnt] *n* տեսակետ
 stare [steə] *v* ապշած հայացքով նայել
 starvation [stɑ:'veɪʃn] *n* բաղոց
 state [steɪt] *n* վիճակ
 step [step] *n* քայլ
 stewardess [ˌstjuəd'es] *n* ուղևորորդուհի
 stick [stɪk] *n* փայտ *v* սոսնձել
 still [stɪl] *a* հանգիստ, խաղաղ
 stillness ['stɪlnɪs] *n* լռություն
 stink [stɪŋk] *v* վատ հոտ արձակել
 stir [stɜ:] *v* խառնել
 stock [stɒk] *n* արժեթուղթ
 strategy ['strætədʒɪ] *n* ռազմավարություն
 stress [stres] *n* շեշտ. լարում. *v* շեշտել
 stressful ['stresfl] *a* ստրեսային
 structure ['strʌktʃə] *v* կառուցվածք
 struggle ['strʌgl] *n* պայքար. *v* պայքարել
 stuff [stʌf] *n* նյութ
 stuffy ['stʌfɪ] *a* տոթ, հեղձուկ
 style [stɑɪl] *n* ոճ
 subject ['sʌbdʒɪkt] *n* թեմա, առարկա. *a* են-
 թակա *v* [səb'dʒekt] ենթարկել
 submarine [ˌsʌbmə'ri:n] *n* սուզանավ

substance ['sʌbstəns] *n* նյութ
 succeed [sək'sɪd] *v* հաջողության հասնել (*in*
doing sth)
 success [sək'ses] *n* հաջողություն
 suffer ['sʌfə] *v* տառապել, տանջվել
 suggest [sə'dʒest] *v* առաջարկել
 suitable ['sju:təbl] *a* հարմար, համապա-
 տասխան
 sum [sʌm] *v* ~ *up* ամփոփել
 summarise ['sʌməraɪz] *n* ամփոփել
 summary ['sʌməri] *n* համառոտ շարադրանք
 supply [sə'plaɪ] *v* մատակարարել
 support [sə'pɔ:t] *n* աջակցություն. *v* աջակցել
 suppose [sə'pəʊz] *v* ենթադրել, կարծել
 supreme [su:'pri:m] *a* գերագույն
 sure [ʃʊə] *a* համոզված
 surface ['sə:frɪs] *n* մակերես
 surpass [sə'pɑ:s] *v* գերազանցել
 surround [sə'raʊnd] *v* շրջապատել
 survival [sə'vaɪvl] *n* կենդանի մնալը
 survive [sə'vaɪv] *v* կենդանի մնալ, ապրել
 survivor [sə'vaɪvə] *n* կենդանի մնացող
 sustainable [sə'steɪnəbl] *a* կայուն
 swear [swɛə] *v* երդվել
 sweatshop ['swetʃɒp] *n* աշխատանքի քրտնա-
 քամ եղանակ գործադրող ձեռնարկություն
 symbol ['sɪmbəl] *n* խորհրդանիշ
 synthesis ['sɪnθəsɪs] *n* սինթեզ
 system ['sɪstəm] *n* համակարգ

T

take [teɪk] (*took, taken*) *v* վերցնել. ~ *away*
 վերցնել-տանել, ~ *part in* մասնակցել.
 takeover [ˌteɪk'əʊvə] *n* պաշտոն ընդունելը,
 օրինակ վերցնելը
 talent ['tælənt] *n* տաղանդ
 tattoo [tə'tu:] *n* դաշվածք
 tax [tæks] *n* հարկ
 team [ti:m] *n* թիմ
 technician [tek'nɪʃn] *n* տեխնիկ
 technique [tek'nɪ:k] *n* տեխնիկա (կատար-
 ման)
 technological [ˌtek'nɒlədʒɪkəl] *a* տեխնոլոգի-
 ական
 technology [tek'nɒlədʒɪ] *n* տեխնոլոգիա
 telex ['teleks] *n* տելեքս
 temperature [ˈtempərɪtʃə] *n* տաքություն

tend [tend] *v* հակվել
 tendency ['tendənsɪ] *n* միտում
 term [tɜ:m] *n* տերմին. կիսամյակ
 testament ['testəmənt] *n* կտակարան
 textile ['tekstail] *n* տեքստիլ
 theme [θi:m] *n* թեմա
 thoroughly ['θɔ:lθəli] *adv* կատարելապես
 thread [θred] *n* թել
 threat [θret] *n* սպառնալիք
 threaten ['θretn] *v* սպառնալ
 thrive [θraiv] *v* ծաղկել, բարգավաճել
 through [θru:] *prep* միջով, միջոցով
 thrust [θrʌst] *v* խցկել
 thus [ðʌs] *adv* այսպիսով
 tidal ['taɪdl] *a* մակընթացության և տեղատվության
 tight [taɪt] *a* ամուր կպած
 time [taɪm] *v* ժամանակ նշանակել
 timid ['tɪmɪd] *a* երկչոտ, վախկոտ
 tiny ['taɪni] *a* մանրիկ
 tolerance ['tɒləərəns] *n* հանդուրժողականություն
 tolerant ['tɒləərənt] *a* հանդուրժող
 tone [təʊn] *n* տոն
 total ['təʊtl] *a* ամբողջ, լիակատար
 totally ['təʊtəli] *adv* ամբողջովին
 touch [tʌtʃ] *v* դիպչել
 tourism ['tʊərɪzəm] *n* զբոսաշրջիկություն
 trace [treɪs] *v* հետքերով գնալ կամ գտնել
 track [træk] *n* հետք
 trade [treɪd] *n* առևտուր. ~ *union* արհմիություն
 traditional [trə'dɪʃənl] *a* ավանդական
 tragedy ['trædʒədɪ] *n* ողբերգություն
 train [treɪn] *v* մարզ(վ)ել
 traitor ['treɪtə] *n* դավաճան
 tranquility [træŋ'kwɪlɪti] *n* հանգստություն
 transaction [trænz'ækʃn] *n* կատարում
 transcontinental [,trænz'kɒntɪ'nentl] *a* միջմայրցամաքային
 transform [træns'fɔ:m] *v* փոխակերպել
 transfuse [træns'fju:z] *v* համակել
 translator [trænz'leɪtə] *n* թարգմանիչ
 transmit [trænz'mɪt] *v* հաղորդել, ուղարկել
 transport ['træns'pɔ:t] *n* տրանսպորտ
 transportation [,træns'pɔ:'teɪʃn] *n* փոխադրում

treat [tri:t] *v* վարվել
 treatment ['tri:tmənt] *n* վերաբերմունք. բուժում
 trend [trend] *n* միտում
 trendy ['trendɪ] *a* նորածն
 trial ['traɪəl] *n* փորձարկում. դատ
 tropical ['trɒpɪkl] *a* արևադարձային
 trouble ['trʌbl] *n* անախորժություն
 true [tru:] *a* ճիշտ, հավատարիմ. իսկական
 trumpet ['trʌmpɪt] *n* շեփոր
 trunk [trʌŋk] *n* բուն (ծառի)
 tune [tju:n] *v* ~ *into* համապատասխանեցնել
 turn [tɜ:n] *n* հերթ *v* շրջ(վ)ել. ~ *out* *v* պարզվել
 twice [twɑ:ɪs] *adv* երկու անգամ, կրկնապատիկ
 twist [twɪst] *v* ոլոր(վ)ել

U

undergo [,ʌndə'gəʊ] *v* ենթարկվել
 undoubtedly [ʌn'daʊtɪdli] *adv* անկասկած
 unfold [ʌn'fəʊld] *v*
 unfortunately [ʌn'fɔ:tʃənətli] *adv* դժբախտաբար
 unified ['ju:nɪfaɪd] *v* միավորել
 uninhabitable [,ʌnɪn'hæbɪtəbl] *a* անբնակելի
 uniqueness [ju:'ni:knɪs] *n* եզակիություն
 universalise [,ju:nɪ'vɜ:səlaɪz] *v*
 universe ['ju:nɪvɜ:s] *n* տիեզերք
 unlike [,ʌn'laɪk] *a* ի տարբերություն
 unlikely [,ʌn'laɪklɪ] *adv* անհավանական
 unrecognisable [,ʌnrekəg'nəɪzəbl] *a* անճանաչելի
 unstable [,ʌn'steɪbl] *a* անկայուն
 unveil [,ʌn'veɪl] *v* մերկացնել
 update [,ʌp'deɪt] *v* ժամանակակից դարձնել
 upgrade [,ʌp'greɪd] *v* բարելավել
 upset [,ʌp'set] *v* հուզել, վշտացնել
 usage ['ju:zɪdʒ] *n* օգտագործում
 use [ju:s] *n* օգտագործում, օգուտ. *v* օգտագործել
 useful ['ju:sfl] *a* օգտակար
 utterance ['ʌtərəns] *n* արտահայտություն

V

value ['vælju:] *n* արժեք
 variation [,veəri'eɪʃn] *n* փոփոխություն

variety [və'raɪətɪ] *n* բազմազանություն
various ['vɛəriəs] *a* տարբեր, զանազան
vehicle ['vi:ɪkl] *n* փոխադրամիջոց
vent [vent] *v* արտահայտել, ցույց տալ
via [vaɪə] միջոցով
view [vju:] *n* տեսարան
violence ['vaɪələns] *n* բռնություն
violent ['vaɪələnt] *a* ուժեղ, բռնի
virtual ['vɜ:tʃʊəl] *a* վիրտուալ, երևակայա-
կան
visa ['vi:zə] *n* վիզա
visibility [,vɪzɪ'bɪlətɪ] *n* տեսանելիություն
vision ['vɪʒn] *n* տեսողություն
visual ['vɪʒʊəl] *a* տեսողական
vital ['vaɪtəl] *a* կենսական, էական
vitality [vaɪ'tælətɪ] *n* կենսունակություն
voice [vɔɪs] *n* ձայն
volcano [vɒl'keɪnoʊ] *n* հրաբուխ
vote [voʊt] *v* քվեարկել
vow [vaʊ] *n* երդում

W

warn [wɔ:n] *v* զգուշացնել
warrior ['wɒrɪə] *n* ռազմիկ, զինվոր
way [weɪ] *n* ճանապարհ. in a ~
wealth [welθ] *n* հարստություն
weapon ['wepən] *n* զենք
wear [weə] *v* (wore, worn) հագնել
website ['websaɪt] *n* կայք

weight [weɪt] *n* քաշ
well-off [ˌwel'ɒf] *a* ունևոր
western ['westən] *a* արևմտյան
whale [weɪl] *n* կետ
wheel [wi:l] *n* անիվ
whereabouts [ˌweərə'baʊts] *n* գտնվելու տե-
ղը
whole [hoʊl] *a* ամբողջ. on the ~
willingness ['wɪlɪŋnɪs] *n* պատրաստակա-
մություն
win [wɪn] *v* (won, won) հաղթել
winner ['wɪnə] *n* հաղթող
wireless ['waɪəles] *a* անլար, անթել
wish [wɪʃ] *v* ցանկանալ. մախթել
witness ['wɪtnɪs] *n* վկա
wonder ['wʌndə] *n* զարմանք. հրաշք *v*
զարմանալ. ուզենալ իմանալ
workforce ['wɜ:kfɔ:s] *n* աշխատուժ
world [wɜ:ld] *n* աշխարհ
worldwide ['wɜ:ldwaɪd] *a* ամբողջ աշխար-
հով մեկ տարածված
worship ['wɜ:ʃɪp] *v* երկրպագել
wound [waʊnd] *n* վերք. *v* վիրավորել
wreckage ['rekɪdʒ] *n* փլատակներ
wrist [rɪst] *n* դաստակ

Y

yield [jɪ:ld] *v* զիջել (to)
youth [ju:θ] *n* երիտասարդություն

VOCABULARY 2

UNIT 1

MODERN WORLD: GLOBALIZATION

economic policy/affairs/cooperation/
development/reform/activity [ˌiːkəˈnɒmɪk
ˈpɒləsi/əˈfeɪz/kou,ɒpəˈreɪʃn/diˈveləpmə
nt/riˈfɔ:m/æktɪvɪtɪ] տնտեսական քաղա-
քանություն/գործեր/համագործակ-
ցություն/գարգացում/քարտեփոխում/
գործունեություն

booming/thriving/ developing economy
[ˈbuːmɪŋ/ˈθraɪvɪŋ/diˈveləpɪŋ/ɪˈkɒnəmi]
արագ աճող/ծաղկուն/գարգացող տնտե-
սություն

financial/political/economic/domestic crisis
[faɪˈnænsɪəl/pəˈlɪtɪkəl/ˌiːkəˈnɒmɪk/dəˈmestɪk
kraɪsɪs] ֆինանսական/քաղաքական/
տնտեսական/ներքին ճգնաժամ

slump [slʌmp] տնտեսական ճգնաժամ
recession [riˈseɪʃn] անկում
enter into a deep recession խոր անկում
սպրել
slow-down n դանդաղում
depression [diˈpreʃn] դեպրեսիա, անկում,
լճացում
stable growth [ˈsteɪbəl grəʊθ] կայուն աճ
growth by 8% yearly [grəʊθ baɪ ʃiːə ɪt
pəˈsent] աճ տարեկան 8 տոկոսով
boom բում
progress [ˈprɒʊgres] առաջընթաց
rapid advance [ˈræpɪd ədˈvɑːns] արագ
առաջընթաց
upsurge [ˈʌpsəːdʒ] վերելք
sharp rise կտրուկ աճ
be on the rise սրընթաց վերելք սպրել
the main market (for sth) հիմնական շուկա
stock market ֆոնդային շուկա
to increase the share of the market [ˈɪnˈkriːs
ðə ˈʃeɪ ˈmɑːkɪt] մեծացնել մասնաբաժնի
շուկան
to be on market շուկայում լինել
housing market boom բնակարանային
շուկայի բում

facing increased competition [ˈfeɪsɪŋ
ɪnˈkriːsɪŋ ˌkɒmpəˈtɪʃn] աճող նրցակցու-
թյան առաջ կանգնել
infrastructure [ˈɪnfɪəstrʌktʃə] ենթա-
կառուցվածքներ
communication satellites [kə,mjʊːnɪˈkeɪʃn
ˈsætələɪts] կապի արբանյակներ
submarine [ˌsʌbməˈriːn] սուզանավ
fiber optic cable [faɪbəˈɒptɪk ˈkeɪbl]
օպտիկամանրաթելային սալոխային
wireless telephones [ˈwaɪələs ˈtelɪfəʊn]
անլար հեռախոսներ

UNIT 2

WORK TRENDS

dangerous/risky, full-time/part-time job
վտանգավոր, լրիվ/կես դրույքով աշխա-
տանք
dull/useful/creative/interesting/responsible/
seasonal work ձանձրալի/օգտակար/
ստեղծագործական/ հետաքրքիր/ պա-
տասխանատու/սեզոնային աշխատանք
out of work/unemployed/jobless գործա-
զուրկ
lay off [ˈleɪɒf] հարկադրված գործա-
զրկություն, արտադրության ժամանա-
կավոր ընդհատում
night shift գիշերային հերթափոխ
a chance of good holidays/to travel/to make
a career/to be promoted/of a good pay/of
pension/of great
responsibility լավ արձակուրդի/ճանա-
պարհորդելու/կարիերա անելու/առաջ
գնալու/լավ վճարի/ կենսաթոշակի/մեծ
պատասխանատվության հնարավորու-
թյուն
comfortable working conditions հարմարա-
վետ աշխատանքային պայմաններ
boss տեր, ձեռնարկատեր
executive director [ɪɡˈzekjʊtɪv dɪˈrektə]
գործադիր տնօրեն
manager մենեջեր
administrator [ədˈmɪnɪstreɪtə] ադմինիստ-
րատոր
employer [ɪmˈplɔɪə] գործատու
employee [ˌemplɔɪˈiː] ծառայող
secretary քարտուղար
clerk [kɪːk] գործակատար

skilled/unskilled worker փորձառու/անփորձ աշխատող
 labourer ['leɪbərə] բանվոր
 receptionist [rɪ'sepʃənɪst] ընդունարանի աշխատող
 safety/security/personnel [ˌpəːsə'neɪl]/
 public relations officer անվտանգության /
 պաշտպանության / կադրերի / հասարակայնության հետ կապերի ծառայող
 specialise in/major in մասնագիտանալ
 employ վարձել
 fire/dismiss/sack հեռացնել/ազատել աշխատանքից
 promote նպաստել
 get a transfer ['trænsfəː] տեղափոխվել
 to work nine-to-five աշխատել իննից հինգը
 sign/seal/deliver/type/print/sent by e-mail ստորագրել/կնքել/առաքել/մեքենագրել/տպել/ուղարկել
 paper փաստաթուղթ

UNIT 3

SUCCESS STORY

to take risks ռիսկի դիմել
 to make a [dɪ'sɪʒn] որոշում կայացնել, ռիսկի դիմել
 to realize oneself կայանալ
 to give up the idea [aɪ'dɪə] հրաժարվել մտքից
 ambition [æm'bɪʃn] ցանկություն
 to fail ձախող(վ)ել
 to improve բարելավ(վ)ել
 to achieve the goal [ə'tʃiːv ðə 'ɡoʊl] հասնել նպատակին
 on the top of success հաջողության գագաթնակետին

UNIT 4

COMMUNICATION

take your time մի՛ շտապիր
 relax [rɪ'læks] հանգստանալ
 take it easy մի՛ հուզվիր
 I didn't mean that ես դա նկատի չունեի
 bunny = rabbit (children's talk) նապր (նապաստակ)
 bye-byes ցտեսություն

doggie = dog շնիկ
 tummy-ache = stomach ache ստամոքսի ցավ
 Granny տատիկ
 piggy-wig խոզուկ
 pussy փիսիկ
 honey սիրելիս

UNIT 5

A BETTER PLACE TO LIVE IN

drought [draʊt] երաշտ
 famine ['fæmɪn] սով
 earthquake ['ɜːθkweɪk] երկրաշարժ
 fire [faɪə] հրդեհ
 flood [flʌd] ջրհեղեղ
 hurricane ['hʌrɪkən] փոթորիկ, մրրիկ
 volcano [vɒl'keɪnoʊ] հրաբուխ
 war [wɔː] պատերազմ
 terrorism ['terərɪzəm] ահաբեկչություն
 prisoner ['prɪzənə] of war պատերազմի զերի
 development of the events իրադարձությունների զարգացում
 natural disaster ['nætʃərəl dɪ'zɑːstə] բնական աղետ
 man-made տեխնածին
 predicted/unpredicted կանխատեսելի/անկանխատեսելի
 destroy ոչնչացնել, քանդել, կործանել
 pollute կեղտոտել
 cut down կրճատել
 waste [weɪst] ռ թափոններ, v անտեղի ծախսել, վատնել
 contaminate [kən'tæmɪneɪt] ապականել
 recycle [ˌrɪː'saɪkl] վերամշակել
 protect պաշտպանել
 throw away շարտել
 conserve պահածոյացնել, պահել, պահպանել
 sustain/maintain [sə'steɪn/meɪn'teɪn] պահել, պահպանել
 keep alive կենդանի պահել
 in existence [ɪg'zɪstəns] գոյություն ունեցող
 damage ['dæmɪdʒ] վնաս, վնասել
 agree to the demand [dɪ'mɑːnd] պահանջին համաձայնվել
 break out սկսվել

take/release hostages [rɪ'li:s 'hɒstɪdʒɪz]
վերցնել/ազատ արձակել պատանդներին
hijack ['haɪdʒæk] առևանգել

UNIT 6

CONSUMERISM

shopping mall/centre [mɔ:l] առևտրի
կենտրոն

a chain of stores խանութների ցանց
retail/bookshop մանրածախ խանութ/
գրախանութ

department store հանրախանութ
pharmacy ['fɑ:məsɪ] դեղատուն
boutique [bu:ti:k] նորաձև իրերի փոքր
խանութ

ready-made clothes պատրաստի հագուստ
stationary shop գրենական պիտույքների
խանութ

second-hand/antique/corner/candy/gift shop
երկրորդ ձեռքի/հնաոճ իրերի/անկյունի/
քաղցրավենիքի/նվերների խանութ
give away/non-profit շահույթ
չհետապնդող խանութ

pawnshop ['pɔ:nʃɒp] գրավատուն
flea market [fli:] հին/օգտագործված
իրերի շուկա

supermarket/hypermarket ['sju:pəma:kɪt]
['haɪpəma:kɪt] սուպերմարկետ/
հիպերմարկետ

bazaar [bə'zɑ:] շուկա, բարեգործական
շուկա

go up/down բարձրանալ/իջնել
cheap/expensive/inexpensive/costly/
profitable ['prɒfɪtəbl]/reasonable ['ri:zənə
bl]/ high/sky high price էժան/ թանկ/նշ
թանկ/ծախսատար/շահավետ/ողջամիտ/
բարձր/շատ բարձր գին
trademark [treɪdmɑ:k] /logo/brand
ապրանքանիշ/ապրանքանշան/
ապրանքանիշ

customer/shopper ['kʌstəmə] [ʃɒpə]
հաճախորդ/գնորդ

shop assistant վաճառող
home shopping տնից գնումներ
կատարելը (սովորաբար էլեկտրոնային
փոստով)

go shopping գնալ գնումներ անելու
do the shopping գնումներ կատարել

shopping list գնումների ցուցակ
a variety of goods [və'raɪətɪ əv ɡʊdʒ]
ապրանքների բազմազանություն
buy/purchase goods ['pɔ:tʃəz] ապրանք
գնել

discount ['dɪskaʊnt] զեղջ
on sale վաճառքում

size չափս

quality ['kwɒlətɪ] որակ

go on a diet ['daɪət] անցնել դիետայի
malnutrition [,mælnju:'trɪʃn] թերասնում
maintain food security [sɪ'kju:rɪtɪ]
ապահովել սննդի անվտանգություն

food chain սննդի շղթա
harmful/wholesome food [hɑ:mfʊl]
['hoʊlsəm] վնասակար/առողջարար
սնունդ

obese [oʊ'bi:s] գեր
obesity [oʊ'bi:sətɪ] գիրություն

UNIT 7

SCIENTIFIC PROGRESS: BENEFIT OR DISASTER

download ['daʊnloʊd] բեռնել
send e-mail էլեկտրոնային փոստով
ուղարկել

search փնտրել

surf [sɜ:f] որոնել

browse [braʊz] աչքի անցկացնել

attach [ə'tætʃ] կցել

copy [kɒpi] արտագրել

delete ջնջել

enter մտնել

print տպել

save հիշել

undo անվավեր համարել

personalize անձնավորել

minimize նվազեցնել

underline ընդգծել

insert մտցնել

draw a table կազմել աղյուսակ

zoom [zu:m] (in/out) մեծացնել/
փոքրացնել

paste [peɪst] արտագրածը տեղադրել

select [sɪ'lekt] ընտրել

highlight ['haɪlaɪt] գունավորել

format ['fɔ:mæt] ձևաչափել

convert [kən'vɔ:t] փոխակերպել
 launch ['lɔ:ntʃ] սկսել
 activate ['æktɪveɪt] ակտիվացնել
 install [ɪn'stɔ:l] տեղադրել (ծրագիր)
 load/unload [ləʊd] բեռնել/բեռնաթափել
 font [fɒnt] տառատեսակ
 bullet ['bʊlɪt] կետ
 page layout ['peɪdʒ 'leɪaʊt] էջի նախագիծ
 cursor ['kɜ:sə] կուրսոր
 spacing ստղաչափ
 mouse մկնիկ
 memory հիշողություն
 keyboard ['ki:bɔ:d] ստեղնաշար
 scanner ['skænə] սկաներ
 printer ['prɪntə] տպիչ
 monitor ['mɒnɪtə] մոնիտոր
 access ['ækses] օգտվելու հնարավորու-
 թյուն
 modem ['mɒdəm] մոդեմ
 digital ['dɪdʒɪtəl] թվային
 personal անձնական
 mobile շարժական

UNIT 8

MULTICULTURALISM

aim [eɪm] նպատակ
 cause/reason [kɔ:z]/['ri:zn] պատճառ
 attempt [ə'tempt] փորձ
 nature ['neɪtʃə] բնություն
 experiment [ɪk'sperɪmənt] գիտափորձ
 research ուսումնասիրություն,
 հետազոտություն
 technology [tek'nɒlədʒɪ] տեխնոլոգիա
 carry out իրագործել
 come up with հասնել
 fulfill կատարել
 work out մշակել
 turn into դառնալ
 cause v պատճառ դառնալ
 consider համարել
 discuss քննարկել
 explain բացատրել (to smb)
 observe [əb'zə:v] նկատել
 introduce [ɪntrədʒu:s] ներմուծել
 initiate [ɪ'nɪʃɪeɪt] նախաձեռնել
 calculate ['kælkjuleɪt] հաշվարկել
 estimate ['estɪmeɪt] գնահատել

measure ['meɪʒə] չափել
 typical ['tɪpɪkəl] տիպիկ
 average ['ævərɪdʒ] միջին
 accurate ['ækjərət] ճշգրիտ
 false [fɔ:ls] a սխալ
 high-rise buildings բարձրահարկ շենքեր
 skyscraper ['skaɪskreɪpə] երկնաքեր
 bungalow ['bʌŋgələʊ] միահարկ տուն
 hut [hʌt] բարաք
 cabin ['kæbɪn] խրճիթ
 mansion ['mænʃn] մեծ առանձնատուն
 detached/semi-detached apartment houses
 առանձնացված/կիսաբաժան բնակելի
 տներ
 dwelling ['dwelɪŋ] կացարան, բնակարան
 town-house սեփական տուն քաղաքում
 castle ['kɑ:sl] ամրոց
 tower ['taʊə] աշտարակ
 dome [dəʊm] երկնակամար
 cathedral [kə'thi:drəl] մայր տաճար
 church [tʃɜ:tʃ] եկեղեցի
 cloister ['klɔɪstə] մենաստան
 look out on/command a lovely view նայել/
 դարձած լինել գեղեցիկ տեսարանի
 put up/ erect կառուցել
 knock down քանդել
 spacious [speɪʃəs] ընդարձակ
 monumental/magnificent [,mɒnɪjʊ'mentl]/
 [mæg'nɒfɪsnt] հոյակապ
 wooden ['wʊdɪn] /brick/stone house
 փայտե/աղյուսե/քարե տուն
 location [ləʊ'keɪʃn] գտնվելու վայրը
 located in a fashionable/overpopulated/in a
 tree-shaded/sunny area նորաձև/
 գերբնակված/ստվերոտ/արևոտ վայրում
 գտնվող
 in the slums/downtown/uptown
 ետնախորշերում/կենտրոնում/քաղաքի
 վերին թաղամասում գտնվող

UNIT 9

A FEELING OF STYLE

shout [ʃaʊt] գոռալ
 shriek [ʃri:k] ճչալ
 thunder [θʌndə] գոռալ
 whisper ['wɪspə] շշնջալ
 stutter/stammer ['stʌtə/'stæmə] կակազել

roar [rɔː] մռնչալ, գոռոռալ, բղավել
 exclaim [ɪks'kleɪm] բացականչել
 swear [swɛə] (swore, sworn) երդվել.
 հայհոյել
 mutter ['mʌtə] փնթփնթալ
 sneer [sniə] ծանակել, ծաղրել
 grumble ['grʌmbəl] մոթմոթալ
 scream [skri:m] ճչալ
 moan [moʊn] տնքալ
 howl [haʊl] ոռնալ
 with a laugh/a giggle/a chuckle/a snigger
 [lʌf/'gɪgl/'tʃʌkl/'sniɡə] ծիծաղով/
 հռիռոցով/բրբիռով/ քնծիծաղով

UNIT 10

INSPIRATION AND CREATION

fashion նորաձևություն
 cosmetics [kɒz'metiks] կոսմետիկա
 astrology [ə'strɒlədʒi] աստղաբանություն
 yoga ['jɔʊgə] յոգա
 magic մոգություն
 cooking խոհարարություն
 travelling ճանապարհորդող
 sewing [səʊɪŋ] կարելը, կար
 dancing պարեր
 art
 sport սպորտ
 computers համակարգիչներ
 movies կինոնկարներ
 chess շախմատ
 driving մեքենա վարելը
 riding ձիավարություն
 motorbikes մոտոցիկլ
 climbing ալպինիզմ
 reading ընթերցանություն
 fishing ձկնորսություն
 sculpture քանդակագործություն
 gardening այգեգործություն

UNIT 11

OFF THE HOT

the media ['mi:diə] լրատվական միջոցներ
 broadsheet ['brɔ:dʃi:t]/tabloid ['tæblɔɪd] լայնածավալ/փոքրածավալ (տաբլոիդ)
 journalism ['dʒɔ:nɒlɪzəm] լրագրություն
 circulation figures [ˌsə:kjʊ'leɪʃn fɪɡəz] շրջանառության ցուցանիշներ
 deadline վերջնաժամկետ
 coverage ['kʌv(ə)rɪdʒ] լուսաբանում (մասնալուծում, ռադիոյով և այլն)
 popular press հանրաճանաչ մամուլ
 pose a question հարցադրում անել
 privacy ['praɪvəsi] գաղտնիությունը
 ratings wars վարկանիշների պատերազմներ
 reliable source [ri'laɪəb'l'sɔ:s] հավաստի աղբյուր
 current affairs ['kʌrənt ə'feɪz] ընթացիկ գործեր
 take an interview հարցազրույց վերցնել
 break the news հաղորդել նորություններ
 feature story սկնարկ
 libel law ['laɪbl 'lɔ:z] օրենք զրպարտանքի մասին
 anchor ['æŋkə] ծրագիր վարող
 columnist [kɒləmnɪst]]մամուլի տեսաբան
 correspondent/publicist [ˌkɒrɪ'spɒndənt]/ ['pʌblɪsɪst] թղթակից
 editor խմբագիր
 paparazzi [ˌpæpə'rætsɪ] պապարացի
 producer արտադրող
 publisher հրատարակիչ
 face a problem հիմնահարցի առաջ կանգնել
 reporter լրագրող
 hold a meeting կազմակերպել ժողով
 find a solution գտնել լուծում

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ՍԵՂԱ ԲԱՂԴԱՍԱՐՅԱՆ, ՍԵՂԱ ԳՅՈՒՐՋԱՅԱՆՑ

ԱՆԳԼԵՐԵՆ

12

Ավագ դպրոցի 12-րդ դասարանի դասագիրք

հումանիտար հոսք

Խմբագիր՝ Ա. Լազարյան

Շապիկի ձևավորումը՝ Արտակ Բաղդասարյան

Համակարգչային մուտքագրում՝ Ս. Այվազյան

Համակարգչային էջկապ՝ Մ. Աբրահամյան

«ՄԱՆՄԱՐ» ՓԲԸ

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