

LUSINE GRIGORYAN

# English 6

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# UNIT 1

## People Around Me

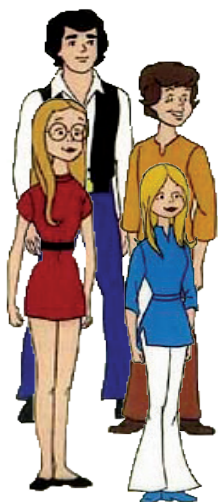
1. Group the adjectives below into two categories.

### WORD shop

*Beauty is in yourself,  
Good deeds, happy thoughts  
That repeat themselves  
In your dreams,  
In your work,  
And even in your rest.*

*adjectives describing appearance*

*adjectives describing personality*

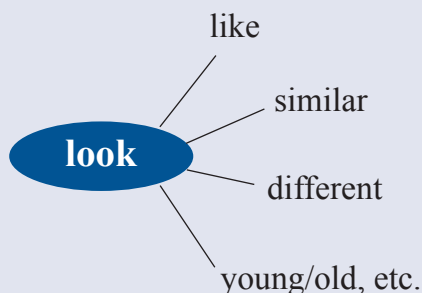


friendly  
caring  
romantic  
cheerful  
honest  
kind  
handsome  
well-dressed  
casually-dressed  
sloppy

chatty  
sensitive  
adventurous  
fun-loving  
home-loving  
good-looking  
pretty  
attractive  
beautiful

shy  
self-confident  
selfish  
sociable  
polite  
serious

*Expressions with **look** associated with appearance and personality*



## 2. Match the descriptions with the pictures.



**Nicole is 14.** She is quite attractive. She is doing well in school. She is a good dancer. She also sings very well. She is serious and self-confident.



**Jessica is 18.** She is in college in San Diego. She hopes to become a child psychologist. She is very beautiful. She is always well-dressed. She is sociable and cheerful.



**Michael is 19.** He is a dear, sweet, sensitive boy. He is very handsome and tall. He has blond hair and blue eyes. He likes to dress casually.



**Mike is 43** but looks younger. Clothes are not very important for him. He fishes most of his free time. He is kind and honest. He is a good businessman.



## 3. Listen and repeat.

**Where's the stress? Up or Down?**

- A. He's quite handsome.
- B. I think he's ugly.
- A. He's rather clever.
- B. He's rich.
- A. He knows it!
- B. He thinks you're pretty.
- A. He didn't say that.
- B. He did.



## Compound adjectives

a boy with long legs = a long-legged boy

a girl with red hair = a red-haired girl

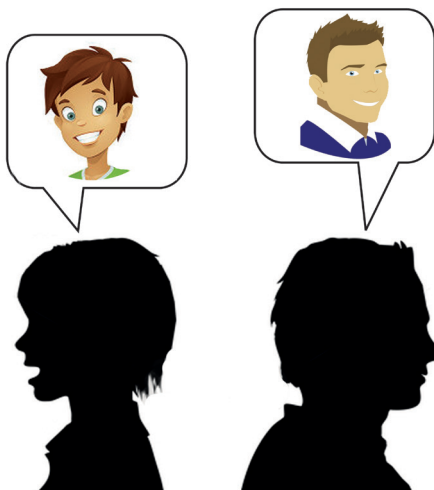
### 4. What are the compound adjectives for the descriptions below?

- a person with grey hair
- somebody with long legs
- a person with thin face
- people who write with their left hand
- somebody with broad shoulders
- a person with green eyes



### 5. Say in another way.

- a blue-eyed woman
- a grey-haired old lady
- a left-handed child
- a heavily-built person
- a broad-shouldered sportsman



6. Work with a partner. Look at everyone in the room very carefully for a couple of minutes. Then stand back to back with one of your partners and, without looking, describe each other. Keep going until everyone has had a turn.

7. In the descriptions below Harry compares himself with his brother and Jenny compares herself with her sister. Read and compare yourself with a member of your family, your classmate or any other person.

## WRITING SPOT

**My sister and I are quite similar.**

We both have fair hair and we are both left-handed. Her eyes are the same colour as mine. She sings better than I do. We were both born in May. She likes travelling but I don't. Neither of us can swim. She is a bit taller.



**Do you look like your brother?**

My brother and I look very different. I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long, straight hair. I'm tall and thin. He's short and heavy. His interests are different from mine. He looks like our father, but I look like our mother. No, I don't look like my brother. We look very different.

8. Read about Alice's family and answer the questions.

### How Old am I?

My name is Alice. I have a sister, Ann, and two brothers, Joe and Philip. Ann is twenty. Joe is six years younger than Ann and two years older than Philip. Philip is a year younger than me and eight years younger than Ann.

1. How old am I?
2. How old is Joe?
3. How old is Philip?
4. Who is the youngest in the family?
5. Who is the oldest in the family?

9. Match the opposite adjectives.

dark  
similar  
beautiful  
thin  
tall  
broad  
sad



ugly  
happy  
fat  
short  
narrow  
different  
blond

## Do you know...

- that the tallest man in the world was Robert Wadlow, an American (1918-1940)? His height was 8 feet 4.5 inches (255 cms) and he weighed 491 pounds (222 kg).
- that the smallest man in the world was Waiter Boehning, a German (1907-1955)? His height was 20.5 inches (52.7 sm).
- that the shortest men in the world and the tallest men in the world live in Africa? The shortest men are Pygmies; they live in the jungle. The tallest men are of the Watusi tribe. They are giants, more than seven feet tall (2.2 m).

**What's wrong? Use the information above to correct the sentences below. Change one word.**

1. The shortest men are giants.
2. The tallest man in the world was a German.
3. The smallest man in the world was an American.
4. The shortest men live in the forest.
5. The tallest men live in the jungle.

**Don't forget!**



### Disjunctive questions

(or tail questions, or tag questions).

*Affirmative sentence+negative tag*

\_\_\_\_\_ + \_\_\_\_\_ - -

*Negative sentence+affirmative tag*

\_\_\_\_\_ - - \_\_\_\_\_ +

e.g. You don't like tea, do you?    No, I don't.

\_\_\_\_\_ - - \_\_\_\_\_ + \_\_\_\_\_ - -

You like tea, don't you?    Yes, I do.

\_\_\_\_\_ + \_\_\_\_\_ - - \_\_\_\_\_ +

### 10. Choose the correct tail question.

1. He is short and fat, \_\_\_\_\_
2. The shortest men live in the jungle, \_\_\_\_\_
3. The tallest man was an American, \_\_\_\_\_
4. The smallest man wasn't German, \_\_\_\_\_
5. She is working hard at her English, \_\_\_\_\_

Some nouns describe things that have two parts and take a plural verb. We make them singular by adding **a pair of**.

e.g. *Joe always wears sunglasses because he thinks that they make him look cool.  
This pair of scissors isn't very sharp.*



**Watch out!**

*We have no singular!*

pants	trousers	spectacles	scissors	clothes
shorts	glasses/	jeans	panties	tights

**ARE**

### 11. Choose the correct option.

1. Look, Bobby is playing with the scissors! Take \_\_\_\_\_ away from him. \_\_\_\_\_ may cut his fingers.

- a. it, it                      b. it, they                      c. them, they

2. *Lady* I've lost my son. He was wearing \_\_\_\_\_ blue jeans and a white T-shirt.

*Policeman* Most kids are dressed like that, madam.

- a. a pair of                      b. pair of                      c. pairs of

3. Look, there is Mike, on the beach. He is wearing sunglasses. They \_\_\_\_\_ very big. And look at his shorts. \_\_\_\_\_ are so bright.

- a. are, it                      b. is, it                      c. are, they



**Watch out!**

### WE ARE SPECIAL

Adjective	Comparative	Superlative	
old (people in a family)	elder	the eldest	<i>Hob is my <b>elder</b> brother. Bill is my <b>eldest</b> son.</i>
old	older	the oldest	<i>Your teacher is <b>older</b> than my teacher.</i>

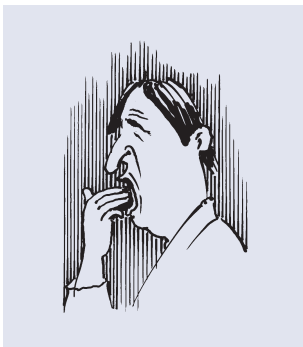
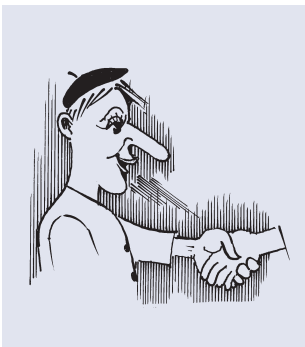
12. From the list of adjectives below choose the ones describing Petros Petrosyan. Can you think of other adjectives to describe Petros Petrosyan?

### ADJECTIVES IN ACTION



#### List of Adjectives

sleepy	doubtful
happy	mad
friendly	joyful
angry	frightened
scared*	tired



\* *scared = frightened*

# It's a long story

## Pre-reading task

13. Listen to the story about the ugly duckling and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.

- |               |                        |
|---------------|------------------------|
| 1. bet        | a. թշվառ               |
| 2. hatch      | b. նեղ, նեղվածք        |
| 3. tease      | c. չար                 |
| 4. ugly       | d. ծաղրել              |
| 5. stand      | e. արահեղ              |
| 6. tight      | f. ընկերների թռչուններ |
| 7. poultry    | g. դիմանալ             |
| 8. meadow     | h. արգել, անճոռնի      |
| 9. mean       | i. ձվից դուրս գալ      |
| 10. miserable | j. գրագ գալ            |



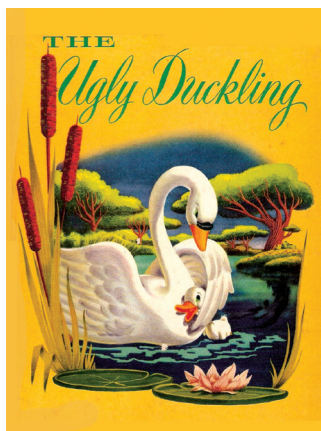
14. Choose the correct answer.

What kind of story do you think  
*The Ugly Duckling* is?

- a. a science fiction
- b. a fairy tale
- c. a novel

Which adjective do you think best  
describes the fairy tale?

- a. sad
- b. romantic
- c. happy



## The Ugly Duckling

### Part 1

*by Hans Christian Anderson*

That summer the country was particularly beautiful. There was an old farmhouse in the country. It was so nice and shady there that a mother duck decided to sit on her nest and hatch out her young ones.

At last one of the eggs cracked open, and then another and another until eight new little yellow ducklings poked out their heads and cried “Peep! Peep!”



“How big the world is!” exclaimed the ducklings. They were glad to be out of those tight little eggs, and their mother was glad to let them look around at the leaves, for she knew how good for the eyes the colour green is.

She looked around and saw that one of her eggs, the largest, had not yet hatched.

At last the big egg cracked and broke open. Out came two big feet and a head.

But it wasn't a soft little yellow head like the other ducklings. This one was big and white, with a long neck.

“He certainly doesn't look like any of my other children. I wonder how he got to be so funny-looking?” exclaimed the mother duck when she saw him.

“He's ugly!” quacked the other ducklings. “He doesn't look a bit like us. We don't want to play with him.” And they went to the pond with their mother behind them. They all swam beautifully.

“I'll bet that big ugly white brother of ours can't swim!” exclaimed one of the little yellow ducklings.

But the ugly duckling followed them down to the pond, jumped in and swam too, at least as well as any of them. “He certainly can swim, big and ugly as he is!”, exclaimed the mother duck.

The next day the mother duck decided to let her ducklings see something of the world. “Come along,” she said, “and I'll introduce you to the animals in the poultry yard across the meadow. Stay close to me now, all of you, and look out\* for the cat.”

All the creatures in the yard made fun of\* the ugly duckling. The ducks pushed him and the chickens teased him and the turkeys bit him. Even the girl who fed the poultry kicked him. And his own brothers and sisters were so mean to him that he felt just terrible.



\* *look out* - գգուշանալ

\* *make fun of* - ծաղրի առարկա դարձնել

One day, when he couldn't stand it any longer, he decided to fly away. He flew over many fields and meadows and at last came to a miserable little house. The door was open and the duckling slipped in. Inside he found a woman with a pet cat and a pet hen. The ugly duckling fell asleep at once and no one noticed him. But in the morning the cat purred and the hen clucked and the woman thought, "Maybe this is a rare duck who will lay eggs for me."

"Can you lay eggs?" the hen asked. "Can you purr?" asked the cat.

"No, I can't. I can swim," exclaimed the ugly duckling.

"You must be\* crazy," said the cat and the hen. And the poor duckling flew away.

### 15. Choose the correct answer.

#### 1. Where do the events take place?

- In the yard.
- In a country farm house.
- In the field.

#### 2. The farmhouse was

- shady and beautiful
- beautiful
- shady and ugly



#### 3. Everybody

- liked the ugly duckling.
- teased and made fun of the ugly duckling.
- made friends with the ugly duckling.

### 16. True or False?

- The ugly duckling was very happy.
- Everybody was very kind to him.
- All the creatures in the yard made fun of him.
- The ugly duckling couldn't stand teasing any longer.
- The ugly duckling flew away from his family.

T	F

### 17. Why? Because...

- Why did the mother duck decide to sit on her nest in the old farmhouse?
- Why did everybody tease the duckling?
- Why did the duckling fly away from his family?

\* must be - հարկավորաբար

**1. Choose the TRUE statement.**

- a. All proper nouns are singular.
- b. Nouns can be either singular or plural.
- c. To make a noun plural, add an -s and an apostrophe.

**2. Which group shows ONLY plural nouns?**

- a. deer, sheep, men, bicycle, glass
- b. child, sheep, years, company, teeth
- c. pianos, mice, planets, children, women

**3. He is short-sighted and wears \_\_\_\_.**

- a. spectacles/ glassess
- b. a pair of spectacle/ glass
- c. spectacle/ glass

**4. My grandfather raises a lot of \_\_\_\_ in his backyard.**

- a. sheep
- b. sheeps
- c. sheepes

**5. Your sunglasses \_\_\_\_ on the table.**

- a. is
- b. are

**6. The scissors on the table \_\_\_\_ mine.**

- a. is
- b. are

**7. - Where \_\_\_\_ my trousers?**

**- \_\_\_\_ in the bottom drawer of the wardrobe.**

- a. is, They're
- b. is, It's
- c. are, It's
- d. are, They're

**8. These scissors \_\_\_\_ blunt. Get me another pair.**

- a. is
- b. are

**9. This pair of sunglasses \_\_\_\_ really expensive.**

- a. is
- b. are

# Am I Helpful and Caring?

1. Read the article about volunteers.  
Describe the key points by asking questions.

**READING**  
**SPOT**

## A Lesson in Caring\*

My daughter and I were walking home. I didn't even notice a guy sitting inside a cardboard box next to a newsstand. But Nora did. She wasn't even four, but she pulled at my coat sleeve and said, "That man is cold, Daddy. Can we take him home?"

I don't remember my reply. But I remember a sudden heavy feeling inside me. I have always been surprised and delighted at how much my daughter notice in her world – birds in flight or children playing. But now she has noticed suffering and poverty.

A few days later, I saw an article in the newspaper about volunteers who delivered meals to elderly\* people. The volunteers went to a nearby school on a Sunday morning, picked up a food package, and delivered it to an elderly person. It was quick and easy. I signed us up.

Nora was excited about it. She could understand the importance of food, so she could easily see how valuable our job was.

When Sunday came, she was ready, but I had to make myself leave the house. The Sunday paper and my coffee were waiting at home. Still we picked up the package and phoned the elderly person.



A silver-haired woman in an old dress opened the door. She took the package and asked us in. Nora ran inside. When we went inside, I saw the apartment belonged to someone poor. The woman showed us some photos of her family and some travel souvenirs. Nora played and laughed. I had a second



\* *caring* - գրասիրություն

\* *elderly* - փառեց

cup of tea. When it came time to say goodbye, we three stood in the doorway and hugged\*. I walked home in tears. That was a chance to do something enjoyable for others and for ourselves.

Nora and I regularly serve meals to needy people and collect clothes for the homeless. And I still wonder — which of us has benefited\* more?

## Talking points

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1. Do you think people who help others are heroes? Why or why not?
2. Who do you think is a hero?
  - a. A person who saves someone from a burning building.
  - b. A parent who helps a child with a difficult homework assignment.
  - c. A person who helps you with a problem.
  - d. A person who picks up and returns something you have dropped.
  - e. A person who is always kind to people in every situation.
3. How do you think the author and his daughter benefited from the visits?

### 2. Listen, learn and discuss the poem.

#### Help

Please don't make me go to school  
I'm fed up with being the fool.  
All the children call me names.  
They won't let me play their games.

Everyone laughs at me,  
The hurt inside they cannot see.  
They pick on me now every day,  
And I just want to run away.

I've no one I can call my friend.  
I feel I want my life to end.  
I'm so sad, I cry and cry.  
For I am living a dreadful lie.

I feel I cannot tell my mum.  
All the things that they have done.  
So if you think that bullying is for you,  
Just look at the damage you can do.



\* hug - գրկախառնվել

\* benefit - օգուտ քաղել

### 3. Match the English and Armenian meanings.

- |               |                              |
|---------------|------------------------------|
| 1. fed up     | a. վնաս                      |
| 2. call names | b. վիրավորանք                |
| 3. hurt       | c. վիրավորական անուհներ դնել |
| 4. dreadful   | d. վախեցնել, սպառնալ         |
| 5. bully      | e. ծաղրել, ջղայնացնել        |
| 6. damage     | f. մինչև կոկորդը կշտացած     |
| 7. pick on    | g. սարսափելի                 |

## Talking points

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1. Is bullying a problem in your school?
2. Do you think to hurt a weaker person is a good thing?
3. Do you ever tease or bully your friends?
4. How to stop bullies?
  - a. Change schools.
  - b. Not bully the bully.
  - c. Never think you are worse than others.
  - d. Never walk alone.
  - e. Be confident.
  - f. Never bring money or expensive things to school.
  - g. Never show you are angry or depressed.
  - h. Wait till your friend stops the bully.



### 4. Listen and learn the poem about a great friend.

**A great friend is**

Tear drier,  
Present buyer,  
Bully fighter,  
Secret knower,  
Problem solver.

5. Write a paragraph **Parents' Helping Hand**.  
 Read it aloud in class and see who the  
 most helpful hand is. Who is the winner?  
 The expressions below will help you.

**do**

- housework
- dusting
- shopping
- cooking
- washing up
- laundry
- ironing

**make**

- the bed
- food
- a cup of tea
- breakfast

<b>feed</b> the pets	<b>clean</b> the room
<b>boil</b> an egg	<b>sweep</b> the floor
<b>water</b> the plants	<b>take out</b> the rubbish
	<b>look after</b> younger brother/sister

**Parents' Helping Hand**

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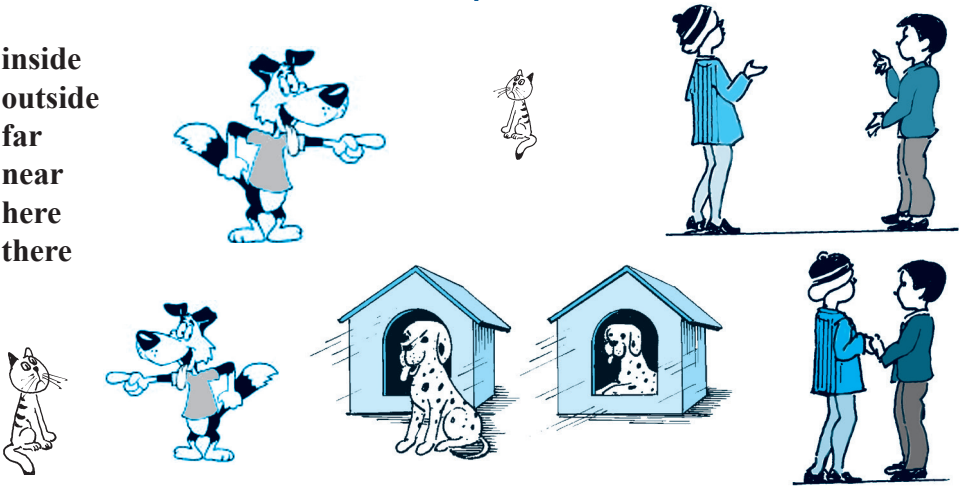
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6. Match the adverbs below with the pictures.

inside  
 outside  
 far  
 near  
 here  
 there





### 7. Summarize the story by asking questions.

## The Ugly Duckling

### Part 2

*by Hans Christian Anderson*

At last summer was over and autumn came. The duckling was miserable indeed all alone in the cold cruel world.

But one evening, just as the sun was setting, he saw a flock of handsome white swans with long graceful necks coming out of the bushes. They spread their wings and, with a strange cry, rose higher and higher.

The ugly duckling thought he had never seen such beautiful creatures before. How he admired them! But they did not notice him. They flew south, not even seeing the ugly duckling in the freezing lake.

And soon it was winter and the lake froze. What a terrible night that was for the poor creature! He almost froze to death. But early the next morning a farmer passing by broke the ice, lifted the duckling out, and took him home.

The duckling soon came to himself again. But he was so frightened that he spilled the milk all over the place, flew first into the butter tub and then into the flour-barrel. What a sight he was! The farmer's wife struck him with a stick while the children laughed and screamed trying to catch him. Luckily the door was open and he was able to slip out. He lay behind a bush in the snow and stayed there until the winter was over.

But at last it grew warm and sunny. It was spring! One day he found himself in a beautiful garden where blossoming trees bent down to the

water. Suddenly three white swans appeared swimming lightly across the water. The ugly duckling thought to himself, "They will kill me because I am so ugly. But I don't care. Better to be killed by these beautiful creatures than to be bitten by ducks and hens, or kicked by the poultry-girl, or starve in the winter."





So he dived into the water and swam to the swans. “Kill me!” cried the poor creature and bent his head down to the water. But what he saw in the clear water was his own image! For the first time he saw himself as he really was. And, to his surprise, he saw that he was not an ugly duckling, or a duckling at all. He was a swan, a beautiful white swan!

You see, a bird who comes out of a swan’s egg is a swan even if the egg happens to be hatched by a duck, and ducks think that no one is pretty except a duck. They think anyone who doesn’t look like a duck is ugly, even the most beautiful swan.

But now the “ugly duckling” knew why he had felt so much love for the beautiful swans, and he knew he was as beautiful himself as they were.

The swans recognized him too, as one of them, and they swam around him.

By and by some children came down to the lake to throw bread to the swans.

“Look!” cried the youngest. “There’s a beautiful new white swan!”, “He is the most beautiful one of all!”

Of course the swan who had been considered an ugly duckling was very happy. But he never forgot how badly he was treated only because he was different from the others.

## 8. Write out of the story all the nature describing sentences.

**WRITING**  
**SPOT**

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## Talking points

1. What do you think the main idea of the story is?
2. Why do you think everyone rejected the ugly duckling?
3. How important do you think is to understand other people’s feelings?
4. What did you like most about the story?
5. What didn’t you like about the story?
6. What feelings do you come across\* in the story?
7. Did you like the story? Why? Why not?

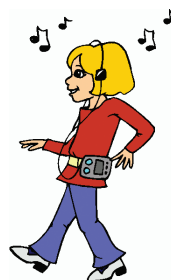
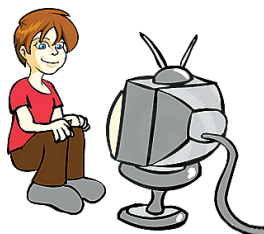
\* come across – *huuŋhuyhı*

# UNIT 2 *My Favourite Things*



## WORD shop

listen to music  
play a musical instrument  
go to the disco  
play computer games  
read books  
go dancing  
go swimming  
sing  
watch TV/video  
do sport  
draw



1. Use the adverbs in the box to tell how often you do the activities above.

always

never

usually

often

sometimes

## WORD

## KNOWLEDGE

### Confusing words

**Watch out!**



Word	Meaning	Example
<i>look</i>	look at smth/smb (նայել)	<i>look at the picture</i>
<i>see</i>	a physical action (տեսնել)	<i>see the car over there</i>
<i>watch</i>	focus on smth/smb (դիտել)	<i>watch TV</i>

## 2. Choose the correct verb: *look, see or watch*

1. You can \_\_\_\_\_ but not \_\_\_\_\_.
2. What's wrong? You really \_\_\_\_\_ unhappy.
3. Oh yes, I \_\_\_\_\_ what you mean.
4. \_\_\_\_\_ out for pickpockets.
5. Do you \_\_\_\_\_ the blond girl on the left? She is my cousin.
6. \_\_\_\_\_ you tomorrow, if nothing comes in between.
7. It \_\_\_\_\_ like rain, doesn't it?

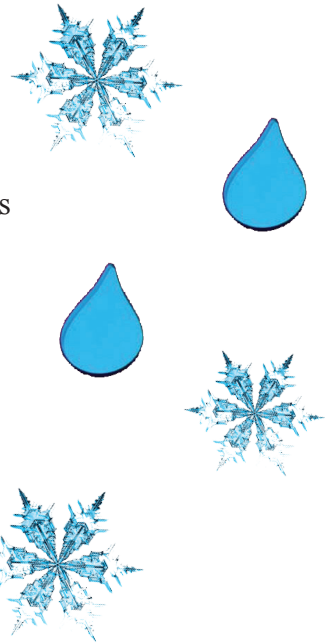
## 3. Listen and learn the song from the musical *Sound of Music*.

Raindrops on roses and whiskers on kittens  
Bright copper kettles and warm woolen mittens  
Brown paper packages tied up with strings  
These are a few of my favourite things

Cream colored ponies and crisp apple strudels  
Door bells and sleigh bells and schnitzel with noodles  
Wild geese that fly with the moon on their wings  
These are a few of my favourite things

Girls in white dresses with blue satin sashes  
Snowflakes that stay on my nose and eyelashes  
Silver white winters that melt into Springs  
These are a few of my favourite things

When the dog bites  
When the bee stings  
When I'm feeling sad  
I simply remember my favourite things  
And then I don't feel so bad.



## 4. Listen and learn the tongue twister.

A sailor went to sea  
To see what he could see,  
And all he could see  
Was sea, sea, sea.

# I LIKE LISTENING TO MUSIC

## 1. Listen to the music, learn the lyrics\* and roleplay the Do-Re-Mi from the musical\* Sound of Music.

*Music and lyrics by Richard Rodgers and Oscar Hammerstein*

Let's start at the very beginning  
A very good place to start  
When you read you begin with A-B-C  
When you sing you begin with do-re-mi

Do-re-mi, do-re-mi  
The first three notes just happen to be  
Do-re-mi, do-re-mi

**Maria** Do-re-mi-fa-so-la-ti  
(spoken) Let's see if I can make it easy

Doe, a deer, a female deer  
Ray, a drop of golden sun  
Me, a name I call myself  
Far, a long, long way to run  
Sew, a needle pulling thread  
La, a note to follow Sew  
Tea, a drink with jam and bread  
That will bring us back to Do (oh-oh-oh)

**Maria and Children:** (Repeat above verse twice)

**Maria** Do-re-mi-fa-so-la-ti-do  
So-do!

**Maria (spoken)** Now children, do-re-mi-fa-so and so on  
are only the tools we use to build a song.  
Once you have these notes in your heads,  
you can sing a million different tunes by mixing them up.  
Like this.

So Do La Fa Mi Do Re  
(spoken) Can you do that?

**Children** So Do La Fa Mi Do Re

**Maria** So Do La Ti Do Re Do

**Children** So Do La Ti Do Re Do



\* lyrics = the words of a song

\* musical = musical film

**Maria (spoken)** Now, put it all together.

**Maria and Children** So Do La Fa Mi Do Re, So Do La Ti Do Re Do

**Maria (spoken)** Good!

**Brigitta (spoken)** But it doesn't mean anything.

**Maria (spoken)** So we put in words. One word for every note. Like this.

When you know the notes to sing

You can sing most anything

**(spoken)** Together!

**Maria and Children** When you know the notes to sing

You can sing most anything

**(Repeat above verse)**

Do Re Mi Fa So La Ti Do

Do Ti La So Fa Mi Re

**Children** Do Mi Mi

Mi So So

Re Fa Fa

La Ti Ti

**(Repeat above verse 4x as Maria sings)**

**Maria** When you know the notes to sing

You can sing most anything

**Maria and Children**

**(Repeat above verse)**

Tea, a drink with jam and bread

That will bring us back to

**Maria**

**Children**

Do . . . So Do

Re . . . La Fa

Mi . . . Mi Do

Fa . . . Re

So . . . So Do

La . . . La Fa

Ti . . . La So Fa Mi Re

Ti Do - oh - oh Ti Do -- So Do



## 2. Can you match the musical instruments with their names?

**WORD**  
**shop**

drum  
guitar  
piano  
violin  
clarinet

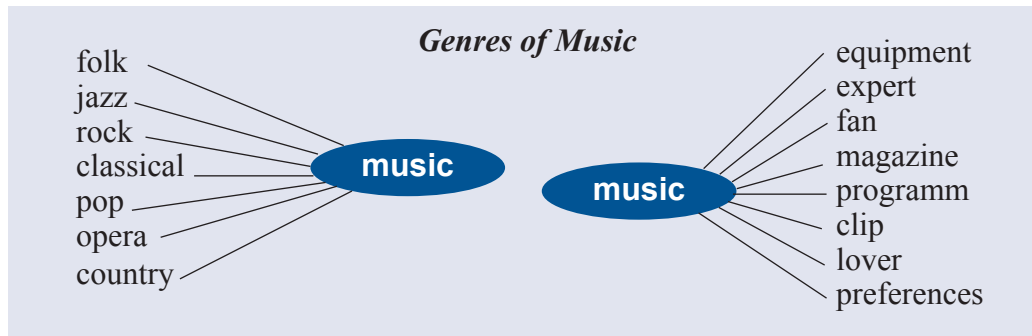
saxophone  
flute  
cello  
trumpet  
banjo



**musical**

instrument  
performance  
film = musical  
taste  
habit

*You can join two nouns and make new words*



## *Expressions associated with music*

listen to music  
enjoy music  
play music

to sound good/bad/cool\*  
watch music programmes  
be crazy about music  
play an instrument

do karaoke  
be music mad  
a piece of music

## 3. Can you find the music equipment on the snake?



\*cool = very good





## Confusing words

**Watch out!**

Word	Meaning	Example
<i>hear</i>	a physical action (լսել)	-Did you hear what I just said?
<i>listen (to)</i>	try to hear (նկնկնողով)	- Sorry, I wasn't listening.

### 4. Choose the correct verb: *hear* or *listen (to)*.

1. John! Can you \_\_\_\_\_ that sound?
2. Do you like to \_\_\_\_\_ rock music?
3. The children \_\_\_\_\_ the teacher carefully.
4. Can you speak a little louder? I can't \_\_\_\_\_ you.
5. Have you \_\_\_\_\_ of the accident in the street?
6. \_\_\_\_\_. There's someone at the door.
7. Can't you \_\_\_\_\_ the baby crying?



**Watch out!**



in a loud voice



in a low voice

### 5. What music do you like and why? Work with a partner.

The adjectives in the box below will help you to answer.

An example is provided.

*Example I like listening to classical music. It's relaxing.*

cheerful  
relaxing  
fantastic

boring  
sad  
loud

calm  
fast  
cool



6. Here is a quiz for you to find out if you are a music expert?  
 Tick ✓ the statements you agree with.

### Are You a Music Expert?

1. I can play one or more musical instruments.
2. I can read music.
3. I can remember the words of songs.
4. I have a personal stereo or an MP3 player.
5. I listen to music when I do homework.
6. I like dancing.
7. I like inventing songs.
8. I often buy cassettes or CDs.
9. I often watch music programmes on TV.
10. I often read music magazines.
11. I'm in a choir, a band or an orchestra.
12. I would like to be a famous musician or singer.



Now count the ticks ✓ and check your score.

- 0-4     You're not really a music lover.  
 5-8     You enjoy music, but you're not crazy about it.  
 9-12    You're music mad.

7. Make comparisons. The words and expressions in the box below will help you.

sing      dance      invent songs      read music      play the piano



*Remember*

### Possessive Pronouns

my	mine	<i>Your sister invents songs better than mine.</i>
you	yours	<i>My mother reads music worse than yours.</i>
his	his	
her	hers	
its	its	
our	ours	
their	theirs	

8. Today most people love playing or listening to music. People play music to relax or to entertain themselves and their friends. People also play music on special days, like birthdays, and at festivals. Choose the correct answer.

### How much do you know about music?

1. Musical instruments make

- a. noises
- b. music
- c. sounds

2. People that play music are

- a. musicians
- b. musicals
- c. players



3. A large group of people that play together is

- a. a choir
- b. an orchestra
- c. a team

4. A small group of people that play together is

- a. a band
- b. a duet
- c. a choir



5. *Folk, jazz, disco, rap, rock* are

- a. instruments
- b. equipment
- c. types of music

6. *Beethoven, Mozart, Chopin, Vivaldi, Khachaturyan* are

- a. singers
- b. violinists
- c. composers

7. A DJ is

- a. a musician
- b. a disc jockey
- c. a pianist



8. The words of a song are called

- a. the lyrics
- b. the poem
- c. the notes

## 9. Which is the odd word out?

1. piano, violin, clarinet, player, cello
2. jazz, headphones, rock, rap, disco
3. choir, orchestra, pop group, band
4. microphone, headphones, player, stereo, trumpet
5. Beethoven, Mozart, DJ, Chopin, Vivaldi, Khachaturyan



## Talking points

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1. Do you like music?
2. Do you play a musical instrument?
3. What instrument can/can't you play?
4. What instrument would you like to play?
5. What are your favourite musical instruments?
6. Can you sing or dance?
7. What's your favourite genre of music?
8. Who's your favourite singer?
9. What's your favourite song at the moment?
10. Do you think your taste in music will change in the future?
11. Is music an important part of your life?
12. What genre of music would you like to hear...?
  - at a party
  - in a supermarket
  - in a restaurant
  - at home when you're studying
  - at home when you're relaxing

## 10. Interview your classmates. Find someone who...

1. has been to a concert recently
2. plays a musical instrument
3. listens to music on mp3 player
4. downloads music from the Internet
5. takes dancing lessons
6. collects CDs or cassettes
7. reads music magazines
8. studies to music
9. wakes up to music
10. watches TV music programmes
11. likes singing in the shower



11. Complete the sentences below with the prepositions in the box.

for    before    behind    among    between    during    after

1. The note *mi* comes \_\_\_\_\_ the note *fa*.
2. We have holidays \_\_\_\_\_ New Year and Easter.
3. Nobody works \_\_\_\_\_ holidays.
4. Father bought tickets \_\_\_\_\_ the musical.
5. I found the CD \_\_\_\_\_ my school books.
6. The little boy hid \_\_\_\_\_ the piano. He didn't want to study music.
7. The letter *j* comes \_\_\_\_\_ the letter *i*.

## WRITING SPOT

12. What did you find out about your classmates? Write a report  
*Musical Tastes and Habits in my class.* You may start like this:

### Musical Tastes and Habits in My Class

*Students in my class have different/similar musical tastes and habits.*

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---

13. Choose the correct word.

1. \_\_\_\_\_! What's that noise?

- a. Hear
- b. Listen

2. I can't \_\_\_\_\_ anything.

- a. hear
- b. listen

14. Look at the pictures and write a story.  
The expressions below will help you.

## Musical Education

*drawing by H. Bidstrup*



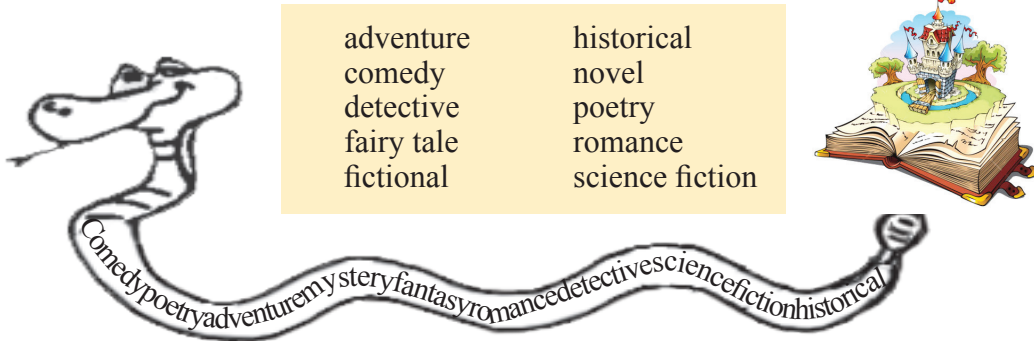
have a good ear for music - լավ խողովորյուն ունենալ  
tear (tore, torn) oneself - պոկվել, կտրվել  
make smb. do smth. - ստիպել որևէ մեկին որևէ բան անել

# I LIKE READING BOOKS

## WORD shop

### 1. Can you find the genres of books on the snake?

#### Genres of Books



## WORD KNOWLEDGE

### Confusing words



Word	Meaning	Example
<i>borrow</i>	take smth. from smb. for a limited time (սխալուք վերցնել)	<i>I'd like to borrow your book.</i>
<i>lend</i>	give smth. to smb. for a limited time (սխալուքով տալ)	<i>I can lend you my book.</i>

### 2. Choose the correct verb: *borrow* or *lend*.

1. Could you \_\_\_\_\_ me some money, please?
2. Some pupils can \_\_\_\_\_ books from their school.
3. Will you \_\_\_\_\_ me your umbrella till tomorrow?
4. You may \_\_\_\_\_ my bike, but be careful.
5. You can \_\_\_\_\_ your book to Albert.
6. Why do students \_\_\_\_\_ so much money from their parents?
7. Will your mother \_\_\_\_\_ you some money?

## 3. Listen and learn the poem.

### BOOKS



Books are cool  
Books are fun  
Books should be read  
By everyone.

Books for the young  
Books for the old  
In bookshops  
Books are bought and sold.

Picture books  
That have no words.  
Books for free  
You can borrow from library.

Books that are long  
Books that are short  
Books for girls  
Books for boys.

Books on romance  
Books with passion  
Books on the famous  
Books on fashion.

Books on war  
And outer space  
Books about the people  
Of the human race.

Horror books  
With a sting in the tale  
Books for people  
Who read in Braille.

Books that teach you  
How to cook  
Even books  
About the books.

Text books  
That are used in education  
They are filled  
With information.

If you really  
Want to succeed  
Choose the right book  
And start to read.

## WORD BUILDING

### 4. Move the Clock Hands and make compound pronouns. An example is provided.

*e.g. every + one = everyone*



**5. Read the viewpoints below. What book genre is right for you?**  
**The adjectives in the box will help you.**

interesting    fantastic    great    exciting    boring    funny    silly

*I read a lot. I like books about space and adventure. I think it's exciting to read about life on other planets.*



*My favourite books are fairy tales. They are not very long but they're interesting. I also like to read stories about wildlife. They're very exciting.*

*I like detective stories. My favourite books are stories about Sherlock Holmes. I don't like books about monsters, I think they are silly.*



## LISTENING

**SPOT**

**6. Read the summary and listen to the tale Puss in Boots. Do the crossword puzzle below. Find as many words as you can.**

*Puss in Boots is the well-known fairy-tale about a special cat and his master. The original tale was written by Charles Perrault and was first published in 1697. The talking cat helps his master. First he catches a rabbit and takes it to the king, then he manages to get some fine clothes for his master, and finally he gets a castle for his master. The king thinks that the cat's master deserves his daughter's hand, and the tale ends with a wedding.*





**7. Listen to the tale *Puss in Boots* and do the crossword puzzle. Find as many words as you can.**

C	O	A	C	H	C	A	T
A	G	B	A	M	I	L	L
U	R	E	S	P	U	S	S
G	E	L	T	H	I	E	F
H	K	O	L	R	I	D	E
T	I	N	E	K	I	N	G
H	N	G	B	O	O	T	S
I	G	M	O	U	S	E	T



**8. Read the summary of the fairy tale and ask W questions.**

## Princess and the Pea

*Story by Hans Christian Andersen*

*A prince decided to marry a real princess. He travelled around the world but did not find a real princess to marry.*

*One stormy night, a girl knocked at the door of the castle. She came into the castle out of the rain and told the queen and the prince that she was a princess. The queen prepared a special bed of twenty mattresses.*

*The queen put a hard pea under all of the mattresses to test whether the girl was really a princess.*

*The next morning the girl woke up all black and blue from a very poor sleep. She told the queen and the prince that she couldn't sleep at night. Everybody understood that the girl was a real princess. The prince and the princess got married.*



**9. Read and complete the fairy tale with the Simple Past Tense of the verbs in the box. The verb *to be* could be used several times.**

live    be    not like    have    come    get    call    spend

### Cinderella



*Once upon a time... there \_\_\_\_\_ an unhappy young girl. Unhappy she was, for her mother \_\_\_\_\_ dead and her stepmother \_\_\_\_\_ her one little bit. All the nice things \_\_\_\_\_ for her own daughters.*

*But, for the poor unhappy girl, there \_\_\_\_\_ nothing at all. No dresses, no lovely dishes, no rest and comfort. For she \_\_\_\_\_ to work hard all day, and only when evening \_\_\_\_\_ she was allowed to sit for a while by the fire, near the cinders.*

*That is how she \_\_\_\_\_ her nickname, for everybody \_\_\_\_\_ her Cinderella. Cinderella \_\_\_\_\_ long hours all alone talking to the cat. Cinderella, even with a dusty grey face from the cinders, \_\_\_\_\_ a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes were, \_\_\_\_\_ still ugly.*

**10. Meet the adorable Pooh Bear, the cute, funny, little Piglet and everyone else who live in the wood. Listen and learn the lines Winnie the Pooh, the honey loving bear, sings.**

### Winnie the Pooh

*Written by Alan A. Milne*

Isn't it funny  
How a bear likes honey?  
Buzz! Buzz! Buzz!  
I wonder why he does?

How sweet to be a cloud  
Floating in the Blue!  
Every little cloud  
Always sings aloud.

It's the tasteful thing to do  
Be it ten or twelve or two  
For anytime is food time  
When you set your clock on Pooh time

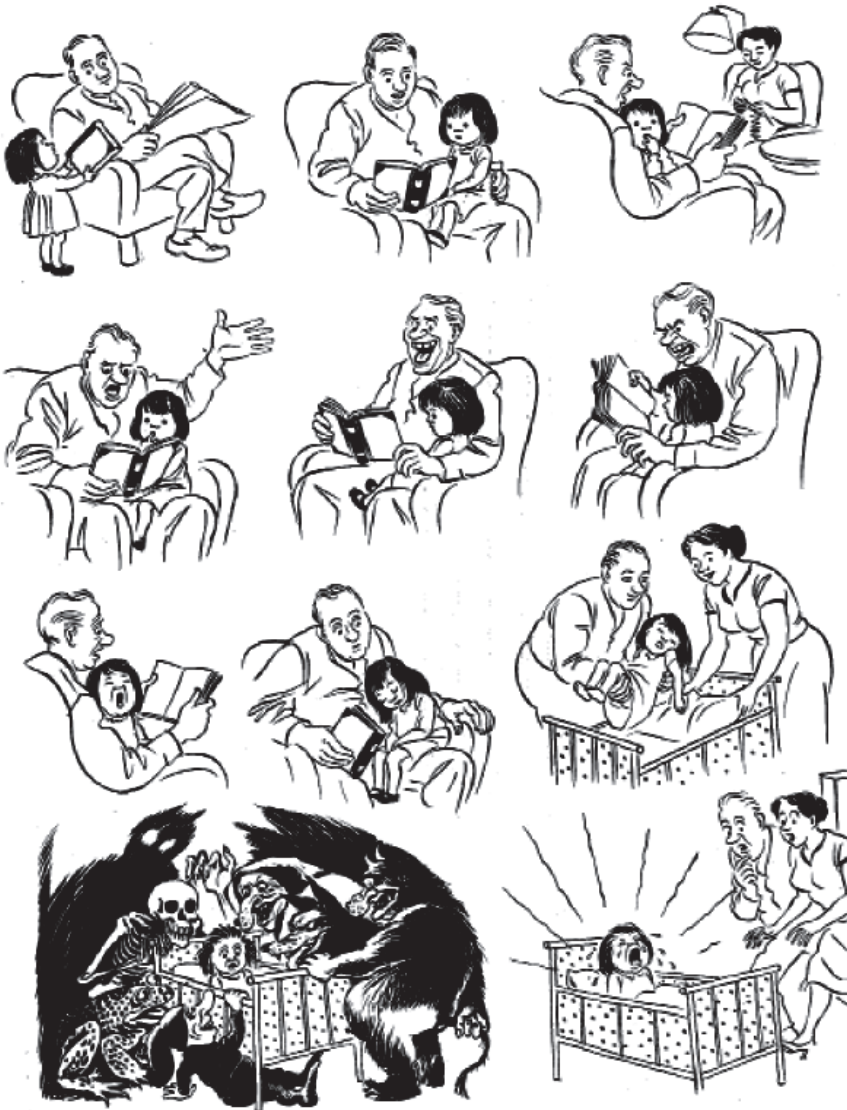
How sweet to be a cloud  
Floating in the Blue!  
It makes him very proud  
To be a little cloud.



11. Look at the pictures and write a story.  
The expressions below will help you.

## A Fairy Tale

*drawing by H. Bidstrup*



nightmare - միժապանք  
fall asleep - քուն մտնել

sit on the knees - նստել ծնկներին  
wake up - արթնանալ

## 12. Do the quiz and find out what kind of reader you are.

### Are you a bookworm ?

#### 1. How many books have you read in English?

- a. 1-3.
- b. 4-5.
- c. More than 5.

#### 2. How many books do you read in a month?

- a. None or 1.
- b. 2-4.
- c. 5 or more.

#### 3. What do you like to read most?

- a. Poems.
- b. Stories.
- c. Picture books.



#### 4. What sort of books do you like to read?

- a. Adventure.
- b. Detective.
- c. Comedy.

#### 5. Do you read stories on the web?

- a. Yes, often.
- b. No, never.
- c. Sometimes.

#### 6. When you read do you

- a. read a page then stop?
- b. read a chapter at a time?
- c. read the whole story without stopping?

#### 7. What is the storyline of a book called?

- a. The plan.
- b. The plot.
- c. The review.

#### 8. How fast can you read?

- a. Very quickly.
- b. Quite quickly but you stop at the new words.
- c. You follow the words with your finger.

**9. How do you usually feel when you have read a book?**

- Happy that you have finished it.
- You want to read the next one immediately.
- You don't feel anything.

**10. Which is your favourite book character?**

- Winnie the Pooh.
- Cinderella.
- Brave Nazar.



**Count your points.**

- |         |     |     |
|---------|-----|-----|
| 1. a=1  | b=2 | c=3 |
| 2. a=1  | b=2 | c=3 |
| 3. a=2  | b=2 | c=1 |
| 4. a=2  | b=2 | c=2 |
| 5. a=3  | b=0 | c=1 |
| 6. a=1  | b=2 | c=5 |
| 7. a=0  | b=2 | c=0 |
| 8. a=3  | b=2 | c=1 |
| 9. a=1  | b=3 | c=1 |
| 10. a=3 | b=3 | c=1 |

**Now see if you really are a bookworm.**

- 9-12** You are just beginning the reading habit. Choose interesting books and try to read some English every week. You will soon get to *bookworm* level.
- 13-23** You like reading and will probably become a bookworm very soon. You know what you like to read.
- 24 +** You are a true bookworm! You read anything and everything.

**13. Complete the sentences below with the correct word from the box.**

something	anything	everything	nothing
someone	anyone	everyone	nobody
somebody	anybody	everybody	no one
somewhere	anywhere	everywhere	nowhere

- Phil** Ouch! There is \_\_\_\_\_ in my eye!  
**Mum** Let me look. No, I can't see \_\_\_\_.
- Phil** I'm so unhappy \_\_\_\_\_ loves me.  
**Mum** I know \_\_\_\_\_ who loves you. Me.
- Mum** I lost my glasses.  
**Phil** I looked \_\_\_\_\_, but I couldn't find them.
- Phil** I'm bored. I want \_\_\_\_\_ interesting to read, or \_\_\_\_\_ interesting to talk to, or \_\_\_\_\_ interesting to go.  
**Mum** We have \_\_\_\_\_ to go today.
- Mum** Did you meet \_\_\_\_\_ nice at the party?  
**Phil** Yes, I met \_\_\_\_\_ who knows you. It was a great party. \_\_\_\_\_ loved it.

**14. Interview your partner about the book he/she has read.**  
**The questions below will help you.**

What is the title of the book?  
Who wrote it?  
What type of book is it?  
Is it a romantic novel?  
Is it a thriller?  
Is it a biography?  
Who and what is it about?  
Where does the story take place?  
When does the story take place?  
Is it popular?  
Did you enjoy it?  
What do you think about the book?



**Useful language**

*I think that ...*  
*I would recommend ...*  
*What I liked most was (the way) ....*  
*What I didn't like was ...*

## Talking points

1. Do you often read for pleasure?
2. What kind of books do you like to read?
3. When do you usually read?
4. Do you usually want to know some things about the book before you start reading it?

**15. Match the verbs with the nouns.**

tell	a video
read	a book
take	a song
listen to	a line
watch	a game
play	a story

**16. Listen and learn.**

I can't measure the pleasure  
I have in viewing  
This treasure at leisure.





## Learn how to write a book review.

1. Write the title and the writer.
2. Write three or four sentences about the story.
  - a. What is the story about?
  - b. Who are the main characters?
  - c. What do the main characters do in the story?
  - d. Who is your favourite character? Why?
3. Your opinion. Do you like the book? Why?
4. Your recommendation.

Do you recommend the book to another person?



**Watch out!**

## 17. Read the book reviews below written by some students.

**Share what you are reading. Write a review of the book you have read. Summarize the title, place, characters, problem, solution, and the moral by asking questions.**

### Aliens Ate My Homework

In the story *Aliens Ate My Homework* by Bruce Coville, a spaceship crashes and falls into a boy's room through his window. The boy's name is Rod. The aliens tell him that their ship is broken and that they need to stay with him for a while. Then one day, when Rod came home from school the aliens told him that a boy in his school named Billy Becker is a criminal alien from outer space! The aliens said that they have been searching for him for a long time but never caught him. Rod exclaims "I'm going to get him!" The end is a surprise! The illustrations are very good. The only thing I didn't like about the pictures is that they were black and white.

I like this book a lot because I like books about aliens. I would recommend this book to others because it is very interesting. I don't think girls would like to read this book because I don't think that girls like to read about aliens.



## Alice's Adventures in Wonderland

*Alice's Adventures in Wonderland* by Lewis Carroll. Have you ever imagined that you are falling and falling for miles and miles? When you finally hit the ground, you find yourself in a land of wonder and have no idea where you are or where you are going. This happens to Alice. Alice experiences many wonders.

My favourite part is when all of the crazy characters are having a tea party. It is funny because Alice gets so mad at everyone. Alice is a great character



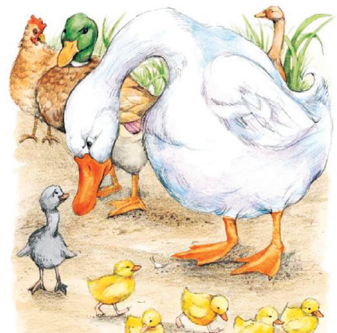
because she can grow and shrink. I think this would be fun to do myself. While I was reading this book, I felt happy because Alice met a lot of friends, I felt mad because of all the horrible things that happened and I felt sad because all Alice wanted was to go home.

I recommend this book to kids of my age and up. It is a fun and an exciting adventure story!

## The Ugly Duckling

The Ugly Duckling by Hans Christian Andersen. The Ugly Duckling was written by Hans Christian Andersen. As a boy, Andersen was often teased and laughed at because of his long nose and strange looks. He found it difficult to make friends and was awkward in company. He was almost like an ugly duckling himself.

The Ugly Duckling tells the tale of a duckling, abandoned and deserted because he was different. He was trying to make friends, but was rejected by





everyone he met. Then one day the ugly duckling comes across a number of beautiful white swans swimming on a lake. It is here that he discovers his real identity. He sees his own reflection in the water and understands that he is a beautiful swan, and has never been an ugly duckling.

I like the story because it is focusing on the feelings of sadness and happiness and shows the importance of understanding other people's feelings.

I think everybody must read the story and try to be kind to people.

## The Adventures of Tom Sawyer

The Adventures of Tom Sawyer by Mark Twain. Tom Sawyer is a young boy who always gets in trouble. He doesn't like to go to school or to church. He prefers wild adventures to any kind of work.

The story begins with Tom getting in trouble at home. His punishment was to paint



his aunt's fence. However Tom is too clever to do chores himself. He tricks

the first boy he sees by pretending that painting is something that he really enjoys doing.

I like this book because it is very adventurous. And I like the characters. I like Tom Sawyer and Huck Finn — the main characters of the book.

I would recommend this book to those who are interested in stories about adventures.



**18. Write the review of the book  
you have recently read.**

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**WRITING  
SPOT**

19. Can you match the authors with the books they have written?

*Charles Perrault*

*Rudyard Kipling*

*Mark Twain*

*Robert Louis Stevenson*

*Hans Christian Andersen*

*Arthur Conan Doyle*



20. Listen to the story about how King Alfred learnt to read and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.

- |              |                       |
|--------------|-----------------------|
| 1. claim     | a. եռանդուն           |
| 2. encourage | b. հպարտորեն          |
| 3. force     | c. պահանջել           |
| 4. master    | d. թուր               |
| 5. patiently | e. ուժ                |
| 6. proudly   | f. արժեքավոր          |
| 7. rule      | k. կրթված             |
| 8. lean      | g. փրապետել           |
| 9. sword     | h. քաջալերել          |
| 10. valuable | i. համբերապարտությամբ |
| 11. educated | j. կառավարել          |
| 12. eager    | k. հենվել             |



**Watch out!**

**so/such ... that.**

*Alfred was **so** eager to have the book **that** he worked hard all day long.*

21. Do you know any other interesting story about famous people?

### HOW KING ALFRED LEARNT TO READ

Hundreds of years ago England was ruled by a great English king, called Alfred the Great. He became king in 871 and died in 899. He was known as a just and fair ruler. That is why he has earned the title *the Great*.

Many interesting stories and legends are told about him. One of them tells how he learnt to read.

Alfred's mother, Queen Osburga, was a good and wise woman and a very kind mother to her little children. She was also very educated and clever,



and fond of reading, which was rather uncommon in those days when very few people could read or cared about it. They thought that learning was for churchmen, and that it was more useful to know how to use a sword than a pen.

One day Alfred and his brothers saw her reading a book. It was the book of old English songs. The book was written on parchment\* and the pictures were all painted by hand. It was a pretty book. As Osburga turned the pages Alfred saw the pretty pictures, so he left his play, and came to lean against his mother's knee, to look at them. All the other boys came to see the pretty book too. When Osburga saw how they all liked the book, she was very much pleased. She looked at their happy eager faces.

"Do you truly like this book?" asked Osburga.

"Oh yes, mother, we do," they all answered at once.

"Then, boys," she said, "I will give it to the one who first learns to read it."

His brothers went away and thought no more of the book, but Alfred was so eager to have the book that he worked hard all day long and patiently studied to learn to read. The strange old writing was not easy to master. So one morning he came to his mother and proudly claimed his prize. Osburga kissed him and gave him the prize, as she had promised.

All his life afterwards Alfred was fond of books, and even when he became king, he still found time not only to read, but also to write them. He started schools and encouraged people to study in them because he understood that knowledge is more valuable than force.

## 22. Choose the correct answer.

**King Alfred encouraged people to study and opened schools because he understood that**

- a. knowledge is not valuable.
- b. force is valuable.
- c. knowledge is more valuable than force.

## 23. Describe the key points of the story by asking questions.

**An example is provided below.**

*Why did King Alfred encourage people to study?*

## 24. What happened when...?

1. When England was ruled by a king named Alfred...
2. When Alfred saw his mother reading a book...
3. When his brothers thought no more of the book...
4. When Alfred understood that knowledge is more valuable than force...

\*parchment - մազադրամ

## 25. True or False.

1. England was ruled by Queen Osburga.
2. Alfred was not clever and hardworking.
3. Alfred's brothers liked reading books.
4. It was easy for Alfred to learn to read.
5. Alfred was a patient person.
6. Alfred started schools.
7. Alfred the Great didn't appreciate knowledge.

T	F

## 26. Why? because...

1. Why are many stories and legends told about Alfred the Great?
2. Why didn't the Queen give the book to her sons?
3. Why was Alfred able to claim his prize?
4. Why did Alfred encourage people to study in schools?
5. Why did people call their King, Alfred the Great?

## 27. Give the opposite of the adjectives below.

true	good
beautiful	easy
hardworking	clever
difficult	young
useful	wrong
common	fair

## 28. Match the words with their meanings.

1. able to learn quickly
2. not the same
3. always calm, showing self-control
4. something that is important or costs a lot
5. having a practical purpose, helpful
6. acquire complete knowledge or skill
7. to govern, to guide
8. a popular story, perhaps untrue
9. worry
10. just

*a. patient*

*b. different*

*c. clever*

*d. valuable*

*g. to rule*

*f. to master*

*e. useful*

*j. fair*

*i. care*

*h. legend*



# I AM A COMPUTER FAN

## WORD shop



**Watch out!**

*for the abbreviations:*

to chat  
to send a message  
the Internet  
user name  
password

abbreviation  
pen-pal (*AmE*)  
pen-friend (*BrE*)  
e-mail address  
a lap-top computer

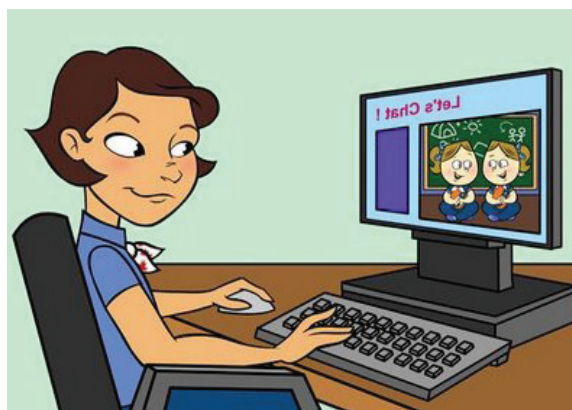
IT – Information Technology  
PC – Personal Computer

### 1. Read and discuss the article.

## Computer “Chat Friends”

Having pen-friends is fun and it is also useful. You find an address of someone of your own age and write to him or her. In your first letter, you usually tell about yourself, your family and your hometown. It is quite exciting to wait for the reply. You can practice your English while you are writing to your pen-friend. It helps you learn about different people and different cultures.

With the IT, having pen-friends is becoming less popular. Today people of all ages have chat-friends instead of pen-friends.



The verb “to chat” means to talk to someone in a friendly, informal way. Today it is possible for everybody to chat with people all over the world. The Internet is always there. Just touch the keys of your PC, enter the user name and the password, write the e-mail address and send a message.

## 2. Choose the correct answer.

### 1. An abbreviation is

- a. a long word
- b. a short sentence
- c. short form of a word, a phrase or a sentence

### 2. User name is

- a. the name you use
- b. the name you use on the Internet
- c. the name you use on the PC and the Internet

### 3. E-mail means

- a. electronic mail
- b. post office
- c. post box

## Talking points

---

- 1. Have you got a PC at home?
- 2. You need to use the Internet but you haven't got a PC at home.  
What do you do?
- 3. Have you got any chat-friends or pen friends?

## 3. Fill in the prepositions.

**for      while      with      after**

- 1. You can practice your English \_\_\_\_ you are writing to your penfriend.
- 2. Today it is possible \_\_\_\_ everybody to chat \_\_\_\_ people all over the world.
- 3. Here is the book \_\_\_\_ the map of the island.
- 4. He will go out \_\_\_\_ he downloads the music from the Internet.
- 5. The farmer's wife struck him with a stick \_\_\_\_ the children laughed at him.

### The Crazy Computer

#### Part 1

*by Sue Clarke*

**4. Read the story about George, who loves playing on his computer. Find out why his computer went crazy one day and answer the questions.**

George is in his bedroom. He is playing on his computer – again! George plays on his computer every day. His mum shouts, “George! Your dinner is ready!” but George doesn’t hear. He just plays on his computer. But George feels sad. He plays on his computer because he doesn’t have any friends. Sometimes he dreams he is playing football with lots of friends, but it never happens.

Today George is playing a computer football game. He is playing against the computer and he is winning. Suddenly the computer speaks to George.

“Hello George. What game can we play now?”

George is surprised and jumps up from his chair. He can’t believe it. Maybe he is dreaming. Then the computer speaks again.

“I am your friend, George.”

George looks at the computer with big eyes.

“You can speak!”

“Yes, of course. I can do many amazing things!”

“Can you do maths homework?”

“That’s easy!”

The computer looks at George’s book and in two seconds all the answers are on the computer screen. George writes the answers in his book.

“Great!” says George.

George’s mum arrives. She brings George a pizza.

“Here you are George! Oh good, your maths homework is finished! What a good boy!”

And she goes out of the room.

“Oh yum, I love pizza!” says the computer. An arm shoots out of the side of the computer and takes the pizza.





“Delicious!” says the computer. Another arm shoots out of the computer. And then two legs. Suddenly the computer is walking!

Let’s go for a walk,” says the computer and it goes down the stairs and out of the front door. George follows him.

“Where are we going?” asks George.

“To find a friend,” says the computer. It walks along the road, turns left and goes into the High Street. It stops outside the television shop and laughs at the televisions.

### 5. True or False?

1. George has many friends.
2. George doesn’t want to have may friends.
3. Computer did George’s homework.
4. George ate the pizza.
5. Computer is hungry because George didn’t give him pizza to eat.

T	F

### 6. What happened when...

1. When George was playing a computer football game....
2. When George finished copying the answers ...
3. When George’s mother went out of the room...
4. When the computer eat the pizza...
5. When George and the computer were walking along the road...

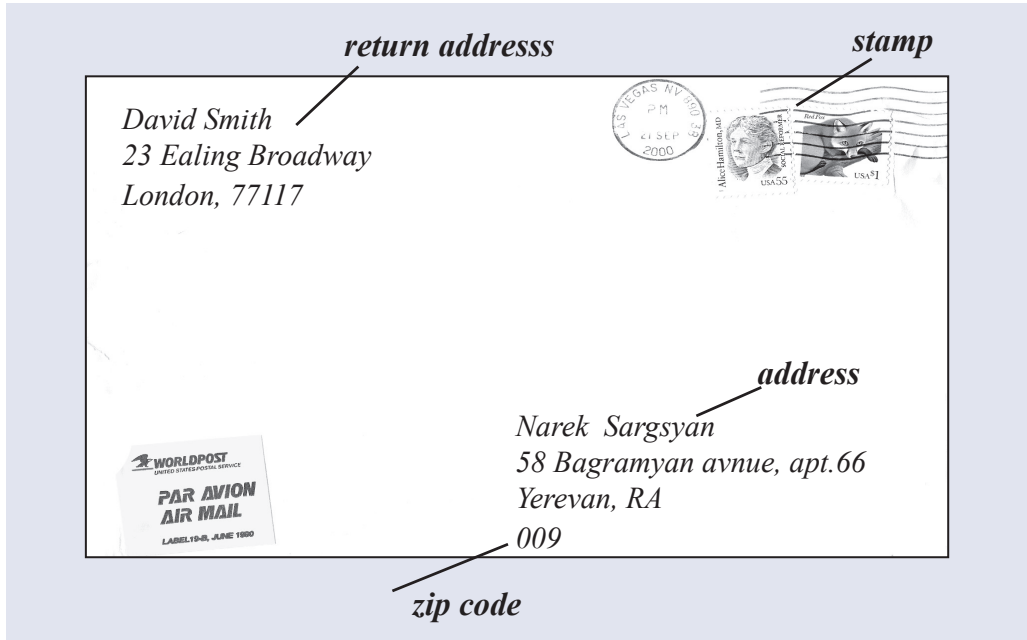
## Talking points

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1. Why do you think George doesn’t have any friends?
2. How often do you play computer games?
3. George’s dream is playing football with lots of friends. What is your dream?



## Envelope and Letter in English



Always begin writing letters in English with Dear...  
Write your address and the date at the top right corner  
and your name at the bottom left corner.

*July 7, 2013*

*Dear Narek,*

Thank you for your letter.....

.....

.....

*Best wishes,*  
*David*

**7. Below you are given an example of an informal letter. Read and learn how the letter is organized and write a similar letter to a penfriend in England.**

58 Bagramyan avenue, apt.66  
Yerevan 009  
17 January

**Dear David**

*I'm happy that we are going to be penfriends.  
I'll tell you a little about myself and I hope  
you'll do the same when you write to me.*

**Introduction**

*I live almost in the centre of Yerevan. I live  
with my parents and my younger brother  
Tigran. My father is a dentist and my mother  
is a nurse.*

**Where you live  
Who you live with  
What your family does**

*I study at school and have lots of friends.  
I like studying. I am interested in most school  
subjects. When I'm free I visit my friends or  
stay at home and watch TV or listen to music.  
At weekends I often go swimming*

**What you do  
Your hobbies and  
interests**

*At the moment I'm working very hard at my  
English because I understand how important  
it is to know a foreign language nowadays.*

**What you are doing  
at the moment**

*I'm looking forward to hearing  
from you soon.*

**Ending (you can end a  
letter with *Best wishes* or  
*Regards* or *Love* if it is a  
close friend)**

*Best wishes*

*Narek Sargsyan*

**Your name (signature)**



I would like / I'd like to do something –  
կցանկանայի որևէ բան անել  
*I'd like to travel more.*

## 8. Write a letter to a penfriend. Ask your penfriend ...

1. to tell you about the last book he / she read.
2. what he / she remembers about his / her first day at school.
3. about a country he / she would like to visit (and why).
4. if there is something he / she would like to buy one day.
5. about any pets he / she has.
6. how he / she usually spends his / her free time.
7. to tell you two or three things he / she is not very good at.
8. what sort of things make him / her happy.
9. something about himself / herself he / she would like to change.

## Talking points

---

1. Do you get any pocket money?
2. Who gives you pocket money?
3. What do you need pocket money for?
4. How do you spend your money?
5. Is it a good idea to save money?
6. What do you save money for?
7. Do you think parents should limit the time for their children to play computer games.

## 9. Listen and learn.



### Pronunciation Poem

And remember it's address.  
With an accent like possess.  
**G** in sign must silent be,  
In signature, pronounce the **g**.

**10. Read and discuss the article. Group the ideas in the article into two categories.**

*For*

*Against*

What do you think are the most popular toys today? Well children still play with some very traditional toys like toy cars, dolls and dolls houses. Teddy bears and soft toys are also very popular.

But some of today's toys are very different to those of our parents or grandparents.

Of course, one of the most popular activities today is playing computer games. Boys and girls spend a lot of time on their play stations. But it is very important not to spend all your time in your bedroom on the computer.

It's easy to get some fresh air and play outside with a ball. Get really active with a skateboard, a bike, a scooter or your own roller skates.

Many of today's toys use modern technology. You can get virtual pets

(tamagotchi) to play with and look after. May be in the future toys will also be very different to now. Perhaps you will have a toy robot or a teddy bear that speaks to you and does your homework. And there will surely be a new generation of computer games which will be even more exciting.



**11. True or False?**

1. Children today don't like traditional games.
2. Children don't play with dolls.
3. Children today still have teddy bears.
4. Our parents and grandparents played computer games.
5. You should spend all your time in your bedroom and play computer games.
6. Skateboarding is an activity that you do outside.
7. Many toys today use modern technology.

T	F

### 12. Summarize the story by asking W questions.

## The Crazy Computer

### Part 2

*by Sue Clarke*

The computer runs along the road. Its metal legs run faster and faster. It goes past the post office and the bank and into the library. In the library there are lots of books - and lots of computers. The crazy computer goes into the room full of computers. There is a boy sitting there, doing his homework.

"Hello," says the boy, "I'm Tommy."

Tommy looks at the crazy computer.

"What's this?" he cries, "a computer with arms and legs?"

"It's my computer," says George.

"He's gone crazy - eating pizza and running around!"

They look at George's computer. It is connecting to the other twenty computers in the room. The computers make lots of strange noises. Maybe they are talking to each other.

Words and strange characters flash across the screens. Coloured lights go on and off - green, blue, red, yellow. The computers go faster and faster. Suddenly one explodes, then the next, then the next... then they all explode.

George's computer is in the middle of the room. It is getting bigger and bigger. Its screen is flashing with millions of different characters and messages. It is laughing.

"Now, I have enough power!" says George's computer. "Soon I will be the only computer on Earth. I can destroy all other computers. I am the Supercomputer of the World."

Tommy looks at George. "We must stop him!" he says.

George's computer is out of control. The lights in the library are flashing on and off. People are running out of the library. They are scared.



“Quick!” says George. He grabs a stick and smashes his computer. There is a loud bang and it explodes into the air and falls to the ground in tiny pieces.

“He’s gone,” says Tommy.

Tommy and George leave the library together. Tommy lives in the next street to George.

“That’s my house,” says Tommy. “Do you want to play football in the garden?”

“Yes,” says George, smiling and smiling. “Who needs computers?”

### 13. Choose the correct adjective.

1. George had no friends but he had a computer.

The \_\_\_\_\_ went out of control.

- a. late
- b. latest
- c. latter

3. The computer is getting \_\_\_\_ and \_\_\_\_\_.

- a. big
- b. bigger
- c. biggest

2. George’s computer is the \_\_\_\_\_ model.

- a. late
- b. later
- c. latest

4. Its metal legs run \_\_\_\_\_ and \_\_\_\_\_.

- a. fast
- b. faster
- c. fastest



# UNIT 3 *A world of jobs around me*

## WORD shop

*What will I be when I grow up?  
So many jobs to choose,  
Which one's right for me?  
I'm only 11 years old,  
So I'll have to wait and see.*

### 1. Can you match the jobs with the pictures?

#### Jobs and professions

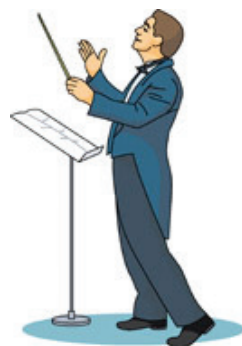
a poet  
a cook  
a judge  
a farmer  
a dressmaker  
a firefighter  
a singer  
a conductor







a tailor  
a painter  
a detective  
a policeman  
a composer  
a hairdresser  
a bullfighter



## Expressions associated with job

*to get a job*

*to have a job*

*to find a job*

*What do you do?*

I am a dancer.  
I am a dressmaker.  
I am a painter.  
I am an architect.  
I am a nurse.



## WORD BUILDING

### Suffixes and prefixes

Suffixes are often used to form different parts of speech.

read(v) – read+er= reader (n)

read+able= readable (adj)

Prefixes are often used to change the meaning.

*ir-* = *not*    *ir* + *regular*= *irregular* = *not regular*



*Remember*

**2. If you add the right suffix to the words below and change the spelling where necessary you'll get the name of a job.**

**-er/-or/-r, -ian, -ist**

*drive*

*reception*

*library*

*act*

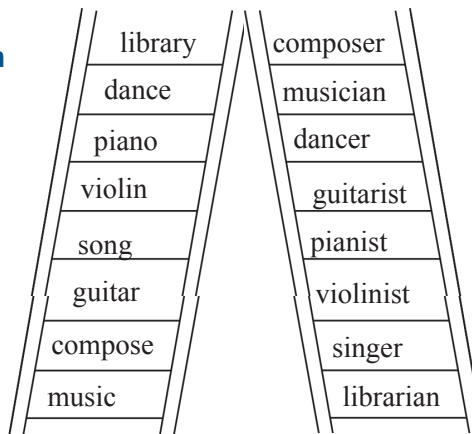
*journal*

*photograph*

*music*

*art*

**3. Match the words on the stairs with the professions.**



#### 4. Match the jobs with their descriptions.

1. a person who drives a taxi
2. a person who treats animals
3. a person who paints paintings
4. a person who sells things in a shop
5. a person who writes books
6. a person who looks after kids when parents are out
7. a person who you visit when you have a bad tooth

*a. a vet*

*b. a babysitter*

*c. a taxi-driver*

*d. a writer*

*e. a shop assistant*

*f. a dentist*

*g. a painter*

#### 5. Now put the jobs into the right column.

work inside	work outside	work regular hours	wear a uniform	earn a lot of money
----------------	-----------------	-----------------------	-------------------	------------------------

#### 6. Listen and learn the tongue twisters.



Five brave firefighters,  
Stand in a row,  
“One, two, three, four, five,”  
They go.  
The alarm goes brrrrrrring!  
They all give a shout,  
And jump on the engine  
To put the fire out.



When a doctor falls ill,  
Another doctor doctor's the doctor.  
Does the doctor doctoring the doctor,  
Doctor the doctor in his own way?  
Or does the doctor doctoring the doctor  
Doctors the doctor in the doctor's way?

**7. Interview a member of your family about their job.**  
**Here are some questions that will help you.**

1. Where do you work?
2. What time do you start and finish work?
3. What do you wear when you are at work?
4. Who do you work with?
5. What do you like most about your job?
6. What do you like least about your job?



**8. Unjumble the words in brackets to get a job.**

**JOBS**

1. Elton John is a (esgnri).
2. Jim Carrey is an (orcat).
3. William Shakespeare is an (haorut).
4. When I'm sick, I call the (trdoco).
5. Who gives the letters? It's the (topnmsa).
6. Who drives the plane? It's the (oiplt).
7. Jimmy Hendrix is a (uastgitir).
8. A primary school (reehcta) teaches in a primary school.
9. James Bond (007) is a (psy).
10. Sherlock Holmes is a private (vdeetecti).

must = necessity (անհրաժեշտություն)



**Watch out!**





**Watch out!**

## **job vs profession**

**job** = the type of work that you do

**profession** = a job that requires special training  
(certain educational degrees)  
*a doctor, a lawyer*

### **9. Choose the correct option.**

1. \_\_\_\_\_ work in hospitals and \_\_\_\_\_ help them attend patients.
  - a. Doctors, nurses
  - b. Teachers, judges
  - c. Lawyers, policemen
2. You watch them in uniforms, protecting you from criminals.
  - a. doctors
  - b. judges
  - c. policemen
3. Their only weapon to fight fire is water.
  - a. tailors
  - b. firefighters
  - c. policemen
4. \_\_\_\_\_ prepare delicious food in Restaurants and the \_\_\_\_\_ bring it to your table.
  - a. Cooks, waiters
  - b. Hairdressers, dressmakers
  - c. Waiters, cooks
5. A \_\_\_\_\_ cuts your hair when it grows.
  - a. farmer
  - b. hairdresser
  - c. waiter
6. A \_\_\_\_\_ works on a farm. He also grows vegetables and raises animals for meat, milk and eggs.
  - a. farmer
  - b. hairdresser
  - c. dressmaker
7. A \_\_\_\_\_ takes pictures.
  - a. farmer
  - b. photographer
  - c. dressmaker

# UNIT 4

## I love nature

### 1. Listen and learn.

### WORD shop



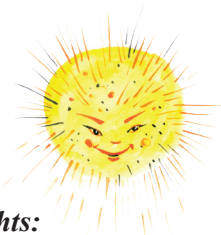
#### A Song of Seasons

*R.L.Stevenson*

Sing a song of seasons,  
Something bright in all!  
Flowers in the summer,  
Fires in the fall.

### 2. To each one of us summer brings different sights, sounds, smells, feelings and tastes. Use the suggestions below to build a list of your favourites.

### WRITING SPOT



#### *Summer sights:*

blazing sun  
fluttering butterflies  
scurrying ants at work  
dandelions in bloom

#### *Summer smells:*

freshly cut hay or grass  
flowers on the dining table



#### *Summer feelings:*

itching sunburn  
chilly water as you dive in  
the sting of a bee



#### *Summer sounds:*

buzzing of mosquitoes  
roar of a motorboat



#### *Summer tastes:*

the first watermelon of the season  
cool lemonade



3. Listen and learn the poem. Does it make you feel and hear winter sounds? Recite the poem so that to make everyone feel, see and hear all the charming sounds of winter.



## SILVER BELLS

*E. Allan Poe*

Hear the sledges with the bells  
Silver bells!  
What a world of merriment their melody foretells!  
How they tinkle, tinkle, tinkle,  
In the icy air of night!  
While the stars, that oversprinkle  
All the heavens, seem to twinkle  
With a crystalline delight.  
Keeping time, time, time  
In a sort of Runic rhyme  
To the tintinnabulation that so musically wells  
From the bells, bells, bells, bells, bells, bells, bells—  
From the jingling and the tinkling of the bells.





4. Look at the pictures and write a story.  
The words below will help you.

**WRITING**  
**SPOT**

## MARCH WEATHER

*drawing by H. Bidstrup*



to sweat [swet] — քրտնել  
shower — հորդ անձրև

to tie a scarf — շարֆ կապել  
unpredictable — անկանխատեսելի



### Pre-reading task

5. Listen to the fairy tale about the Selfish Giant and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.

- |             |               |
|-------------|---------------|
| 1. blossom  | a. պտուղ փալ  |
| 2. delicate | b. թափառել    |
| 3. delight  | c. փոշոք      |
| 4. hail     | d. սառնամանիք |
| 5. selfish  | e. շունչ      |
| 6. wander   | f. կարկուտ    |
| 7. bear     | g. ծաղկել     |
| 8. frost    | h. հաճույք    |
| 9. breath   | i. նուրբ      |
| 10. dusty   | j. եսասեր     |



6. What kind of story do you think The Selfish Giant is?

**What kind of story do you think  
*The Selfish Giant* is?**

- a. a fairy tale
- b. a science fiction
- c. a detective story
- d. a novel

**Which adjective do you think best  
describes the fairy tale?**

- a. sad
- b. romantic
- c. happy
- d. romantic

## THE SELFISH GIANT

*Part 1*

*by Oscar Wilde*

Every afternoon, as they were coming home from school, the children used to go and play in the Giant's garden.

It was a lovely large garden with soft green grass. Here and there over the grass stood beautiful flowers like stars and there were twelve peach trees that in the spring



time broke out into delicate blossoms of pink and pearl and in autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. “How happy we are here!” they cried to each other.

One day the Giant came back. When he arrived he saw the children playing in the garden.

“What are you doing here?” he cried and the children ran away.

“My own garden is my own garden,” said the Giant. “Any one can understand that, and I will allow nobody to play in it but myself.” So he built a high wall all round it and put up a noticeboard.

**TRESPASSERS\* WILL BE PROSECUTED\***

He was a very selfish giant.

Now the poor children had nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones and they did not like it. They used to wander round the high walls when their lessons were over and talk about the beautiful garden inside. “How happy we were there!” they said to each other.

Then the spring came and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not sing in it as there were no children and the trees forgot to blossom. Once a beautiful flower pushed its head out of the grass and saw the noticeboard. It was so sorry for the children that it slipped back into the ground again and went off to sleep. The only

\* trespasser — խախտում կատարող

\* prosecute — դատական կարգով հետապնդել

people who were pleased were the Snow and the Frost. “Spring has forgotten this garden,” they cried, “so we will live here all the year round.” The Snow covered up the grass and the Frost painted all the trees silver. Then they invited the North Wind to stay with them and he came. He was wrapped in furs, and he roared all day in the garden. “This is a delightful spot,” he said, “we must ask the Hail on a visit.” So the Hail came. Every day he ran round and round the garden as fast as he could go. He was dressed in grey and his breath was like ice.

**7. Choose the correct answer.**

**1. Whose garden was it?**

- a. It was the children’s garden.
- b. It was the giant’s garden.
- c. It was nobody’s garden.

**2. The children couldn’t play in the garden, because**

- a. it was the children’s garden.
- b. the Hail ran round the garden.
- c. the giant didn’t allow them to play in it.

**3. The children**

- a. could play on the road.
- b. could play in the garden.
- c. had nowhere to play.

**8. What happened when...?**

- 1. When children were coming home from school...
- 2. When one day the Giant came back to his garden...
- 3. When the spring came...
- 4. When the Snow covered up the grass and the Frost painted all the trees silver...
- 5. When the Hail came...

**9. True or False.**

- 1. The children didn’t like the Giant’s garden.
- 2. It was an ordinary garden.
- 3. Children were happy playing in the garden.
- 4. The giant was very kind to everybody.
- 5. He allowed the children to play in his garden.

T	F

## 10. Why? because...

1. Why did the children use to play in the Giant's garden?
2. Why did the Giant build a high wall around the garden?
3. Why did the Giant allow nobody to play in his garden?
4. Why did the children try to play on the dusty road full of hard stones?
5. Why didn't the birds sing in the Giant's garden any more?

## 11. Match the words with the meanings.

*a. wander*

*d. delicate*

*e. delightful*

1. the flower of a plant

2. pleasant

3. to walk without purpose

4. easily damaged

5. without regard for others

6. rain in the form of icy balls

*b. selfish*

*c. blossom*

*f. hail*

## 12. Listen and learn.



### SUMMER-TIME

*by Rosemary Garland*

Summer is the play by the stream time,  
Roll in the meadow and dream time,  
Lie on your back and chew grass time,  
Watch butterflies as they pass time,  
Try and pick daisies with toes time,  
Playing where nobody knows time.

### RAIN IN SUMMER

*H.W. Longfellow*

How beautiful is the rain!  
After the dust and heat,  
In the broad and fiery street  
In the narrow lane.  
How beautiful is the rain!



### 13. Listen and learn the poem.



## THE WIND

*Robert Louis Stevenson*

I saw you toss the kites on high,  
And blow the birds about the sky,  
And all around I heard you pass,  
Like ladies' skirts across the grass —

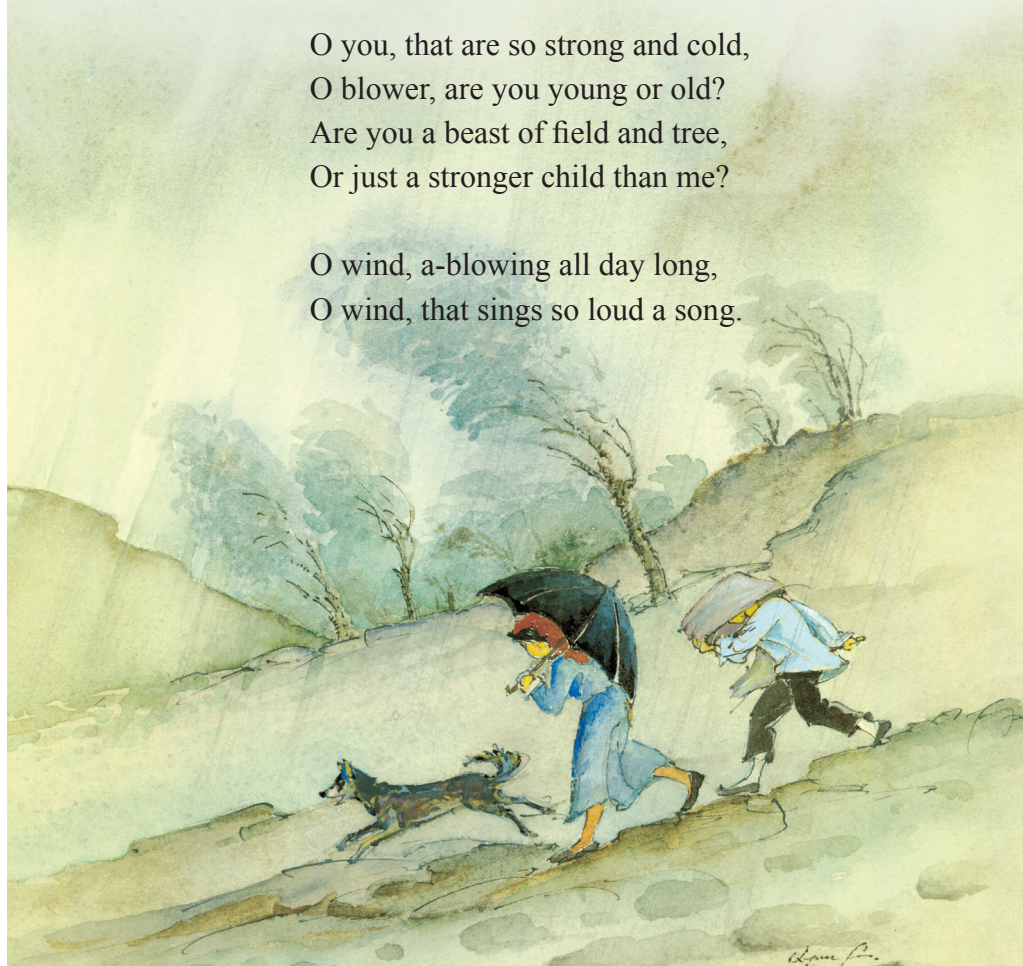
I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all —

O wind, a-blowing all day long,  
O wind, that sings so loud a song!

O wind, a-blowing all day long,  
O wind, that sings so loud a song.

O you, that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?

O wind, a-blowing all day long,  
O wind, that sings so loud a song.



**14. Listen to the fairy tale about the Selfish Giant and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.**

- |               |                  |
|---------------|------------------|
| 1. cease      | a. ծվլլոյ        |
| 2. huge       | b. արթուն        |
| 3. melt       | c. համեղ         |
| 4. sight      | d. կողքով անցնել |
| 5. awake      | e. քանդել        |
| 6. sound      | f. տեսարան       |
| 7. knock down | g. հալել         |
| 8. pass by    | h. հսկայական     |
| 9. delicious  | i. դադարել       |
| 10. twitter   | j. հնչել         |

**15. Use your imagination and describe a giant. What do you think a giant looks like?**

## THE SELFISH GIANT

### *Part 2*

“I cannot understand why Spring is so late in coming,” said the Selfish Giant as he sat at the window and looked out at his cold, white garden. “I hope there will be a change in the weather.”

But Spring never came, nor Summer. Autumn gave golden fruit to every garden, but to the Giant’s garden she gave none. “He is too selfish,” she said. So it was always winter there and the North Wind and the Hail and the Frost and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King’s musicians passing by. It was really only a little bird singing outside his window.





It seemed to him the most beautiful music in the world as it was so long since he had heard a bird sing in his garden. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open basement. "I believe Spring has come at last," said the Giant, jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. The children were sitting in the branches of the trees.

In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking through the green grass and laughing. It was a lovely scene.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said. "It is your garden now, little children," said the Giant. And he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

Every afternoon, when school was over, the children came and played with the Giant. Years went by, and the Giant grew very old and weak.

He sat in a huge armchair and watched the children at their games and admired his garden. "I have many beautiful flowers," he said; "but the children are the most beautiful flowers of all."

One winter morning he looked out of his window. He did not hate Winter now, for he knew that it was merely Spring asleep and that the flowers were resting.

## Choose the correct answer.

**The Giant was happy to see the children playing in his garden because**

- a. his heart melted when he looked out of the window and saw the most wonderful sight
- b. he grew very old and weak
- c. he saw the birds flying and twittering with delight and the flowers looking through the green grass and laughing

## 16. What happened when...?

- 1. When the Selfish Giant sat at the window and looked out at his cold white garden...
- 2. When one morning the Giant was lying awake in bed...
- 3. When the Giant jumped out of bed and looked out...
- 4. When school was over every afternoon...
- 5. When the Giant stopped being selfish...

## 17. True or False.

- 1. It has always been Spring in Giant's garden.
- 2. One morning when the Giant was lying awake in bed he heard some lovely music.
- 3. The Giant was upset when he saw children playing in his garden.
- 4. The Giant knocked down the wall around his garden.
- 5. The Giant loved all the seasons.

T	F

## 18. Why? because...

- 1. Why was Spring so late in coming to the Giant's garden?
- 2. Why did the Giant think that the king's musicians were passing by?
- 3. Why did the Giant's heart melt?
- 4. Why did the Giant knock the wall down?
- 5. Why was the Giant selfish?



## Talking points

---

1. Describe the giant's garden.
2. Describe the season you like best.
3. Are you selfish?
4. Describe any selfish person you know.
5. What do you think the idea of the story is?
6. What did you like or dislike about the story?

### 19. Match the words and expressions below with their descriptions.

1. stop working, relax

2. get bigger

3. turn into liquid

4. a board announcing something

5. view, scene

6. very large

7. move past, go by

8. stop sleeping

*a. grow*

*b. rest*

*c. noticeboard*

*d. melt*

*e. sight*

*f. pass by*

*g. huge*

*h. be awake*

### 20. Listen and learn.



#### The Spring Brings Many Charming Things.

March winds and April showers

Bring forth May flowers.

September mild, October gold

Are followed by November cold.

Spring is green,

Summer is bright

Autumn is yellow

Winter is white.

### *Goodbye Summer! Hello School!*



**When Mrs. Grigoryan's students entered the room on the first day of school they found this message on the blackboard.**

#### **WELCOME TO SCHOOL!**

*I am happy to meet all of you this morning. I hope we'll have a pleasant year together. Did you have fun at home during your holidays, or did you go away? I had a nice trip to London. Usually I don't like travelling by plane. I feel very strange when I see the land disappear beneath me. Please write and tell me about one interesting thing that you did during your holidays.*

*Mrs. Grigoryan*

\* routine - սարկուսկարդ

\* leisure - ազատ ժամանակ

1. Read what some students in Mrs. Grigoryan's class have written.

Write about what you did during the summer.

The list of ideas and examples below will help you.

visiting friends at a cottage  
fun indoors on a rainy day  
how I learned to swim

how I spent the hottest day  
sleeping out in a tent  
making a new friend

## WRITING SPOT



*I enjoyed my holidays this year. One day we went to the museum. When we came to the part where the dinosaurs were, we looked at their skeletons. Beside each one was a picture that showed how it once looked. Instead of a picture, one skeleton had a sign which said, "Out for lunch". We laughed at that.*

*On our holidays we went camping for ten days. We stayed at a camp for a whole week, only I forgot the name. We had barbecues and climbed up the mountains. I think camping is fun.*



2. Listen and learn.

### The Time-table of Lazybones Grundy

by R.L.Stevenson

Lazybones Grundy  
Must do sums for Monday.  
"And today it is Tuesday",  
Says lazybones Grundy,  
"So, I'll do it on Wednesday,  
If not – on Thursday, or even on Friday,"  
Says lazybones Grundy.



Now very soon comes Friday  
And Saturday comes,  
But lazybones Grundy  
Has no time for sums.  
"Never mind", says Grundy,  
"I'll do it on Sunday!"

3. Group the words in the box below into correct category. Example is provided.

sleeping bag	hotel	sunbathing	suitcase	toothpaste
travel agent	camera	campsite	sightseeing	toothbrush
guest house	guidebook	dictionary	camping	climbing
tour guide	flashlight	sunglasses	map	tent

### Holidays

things to take	people	activities	places to stay
<i>suitcase</i>	<i>travel agent</i>	<i>camping</i>	<i>guest house</i>

4. Write the plural of the compound nouns below.  
*Example     textbook - textbooks*



- headmaster \_\_\_\_\_
- timetable \_\_\_\_\_
- bodyguard \_\_\_\_\_
- policeman \_\_\_\_\_
- toothbrush \_\_\_\_\_
- toothpaste \_\_\_\_\_
- guest - house \_\_\_\_\_
- guidebook \_\_\_\_\_

**5. If you match the two parts of the sentences below you'll make school rules. Add your own ideas.**

- |  |                                       |
|--|---------------------------------------|
| 1. In the school library you should work       |                                       |
| 2. You may not leave the school building       |                                       |
| 3. You must switch off                         |                                       |
| 4. You must not run                            |                                       |
| 5. You should always bring the things you need |                                       |
| 6. You may only eat                            |                                       |
| 7. You must put all rubbish                    |                                       |
|  | a. and not disturb others.            |
|  | b. in the school canteen.             |
|  | c. in the corridors or on the stairs. |
|  | d. during school hours.               |
|  | e. in the litter bins.                |
|  | f. mobile phones in class.            |
|  | g. for each lesson.                   |

**6. Complete the sentences with a or the if necessary.**

1. I come to \_\_\_\_\_ school by \_\_\_\_\_ bus.
2. This morning \_\_\_\_\_ bus was late.
3. My favourite subject is \_\_\_\_\_ English.
4. I am not very good at \_\_\_\_\_ maths.
5. I was at \_\_\_\_\_ home all day yesterday.
6. We had \_\_\_\_\_ lovely holiday in Armenia last year.
7. Last Saturday we had \_\_\_\_\_ dinner at my granny's house.
8. I went to \_\_\_\_\_ bed late.

**7. Write some sentences to describe your ideal school. The modal verbs below will help you.**

## WRITING SPOT

**How do You Imagine Your Ideal School?**

*In my ideal school we must* \_\_\_\_\_  
*We mustn't* \_\_\_\_\_  
*We can* \_\_\_\_\_  
*We can't* \_\_\_\_\_  
*We have to* \_\_\_\_\_  
*We don't have to* \_\_\_\_\_



8. Lynn Faulkner is a pupil of a comprehensive school. In the letter below she describes a typical day in her school. Write a reply. Describe a typical day in your school. What tense will you use most?

### MY SCHOOL



A typical day at school starts at 8.40 a.m., with the first of the many bells ringing throughout the building. Students must then go to registration, which lasts until 9 o'clock. After registration, lessons begin. Sixth grade students must attend the subject lessons that they choose.

My first lesson on a Wednesday morning is English. During this lesson, we usually read a textbook, and then comment and discuss the language and style. After this I have two free study-periods. The courses chosen are all mixed, and occupy different amounts of time every week. Therefore students usually have a number of periods in which they may study privately. After my two free periods, I have three lessons of geography, one before morning break, and two afterwards. During a break, pupils may buy drinks, sweets, and crisps. For lunch, many pupils bring sandwiches, but hot and cold meals are available in the school canteen.

Lessons recommence at two o'clock. Most Lower Sixth pupils have social education on a Wednesday afternoon, which is held in the library, and taken by the headmaster. This lesson lasts until a quarter past three - the end of school.

9. Listen and repeat. Where's the stress?  
Up or Down?



- A. Am I late?  
B. Of course you aren't, Sue!

**10. Jenny is a schoolgirl. When she goes to school she wears a uniform. Read the description of Jenny's school uniform and write how you design your school uniform.**

Jenny is wearing a blue skirt, a white blouse and her school tie. It's blue and red. Her socks are white and her shoes are black. She is wearing her school hat too. It's a blue hat with a red and white ribbon around it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**11. How do you feel about the subjects in the box?**

- biology
- music
- cooking
- history
- maths
- poetry
- wildlife
- drawing
- literature
- physics
- chemistry
- geography

**Useful language**

- I really enjoy ...
- I'm interested in ...
- I'm not very interested in ...
- I'd like to know more about ...
- I don't know anything about ...
- I don't like ... at all.
- I hate ...



We don't usually use **will** or **shall**  
in the **if - clause** and  
**time - clause** to refer to the future.

A present or past tense is used instead.

*I'll start when I'm ready.*

*If I have enough money, I'll go to Japan.*

## 12. Read the conversation. Work with a partner. Play a similar game.

**PLEASE, DON'T ASK ME A  
DIFFICULT QUESTION.**

**Teacher** I want to ask you a  
difficult question.

**Pupil** Oh, no. Please,  
don't ask me a difficult  
question.

**Teacher** Why not?



**Pupil** If you ask me a difficult question, I'll be nervous. If I'm nervous, I'll make a mistake. If I make a mistake, the other pupils will laugh at me. If the other pupils laugh at me, I'll be embarrassed. And if I'm embarrassed, I'll cry. So please, don't ask me a difficult question.



## 13. Listen and learn the tongue twister.

If you understand, say "understand".  
If you don't understand, say "don't understand".  
But if you understand and say "don't understand".  
how do I understand that you understand. Understand!?

**We are special**  
*late, latter, last*

**Watch out!**



Adjective	Comparative	Superlative	
late (time)	later	latest ( <i>ʌlɪnəʒhli</i> )	<i>This is our <b>latest</b> classroom newspaper.</i>
late (order)	latter ( <i>ʌlɪnəʒhlu</i> )	last	<i>Bob and Tom were whitewashing the fence. The <b>latter</b> was very lazy. He was always <b>late</b>. That was the <b>last</b> day of the holidays.</i>

**14. Choose the correct word.**

- Shakespeare wrote his \_\_\_\_\_ play in 1613.
  - last
  - latest
  - latter
- Top models are always dressed in the \_\_\_\_\_ fashions.
  - last
  - latest
  - latter
- I have two sisters, Jane and Sheila. The \_\_\_\_\_ is very beautiful.
  - last
  - latest
  - latter
- Please, turn the lights out \_\_\_\_\_ you go to bed.
  - after
  - before
  - during
- I'll tell you about my holidays \_\_\_\_\_ I get back.
  - before
  - when
  - for
- \_\_\_\_\_ get up earlier in the morning, make me a cup of tea.
  - when
  - if
  - after

Common time expressions used with the past continuous:  
all day long yesterday, at this time yesterday,  
from 5 till 7 yesterday, at nine o'clock yesterday, etc.

**Watch out!**



### 15. Answer the questions.

1. What were you doing yesterday at six?
2. What were you doing yesterday from six till eight?
3. What were you doing at this time yesterday?

### 16. Use the information in the passage and compare your daily routine with Janet's.

Janet's daily routine	My daily routine
<i>Janet gets up at 7.30.</i>	<i>I get up at 7.</i>

### My Daily Routine

I am Janet. I am 11. My daily routine is always the same from Monday to Friday.



I always start my daily activities at half past seven in the morning. I get up and have a shower first. Then I go to the kitchen and have a quick breakfast with my parents and my younger brother Serge. I usually have toast and a glass of milk. After breakfast I make my bed and then go to school. When I get home after school, I often take my little dog for a walk in the park. I always do my homework in the evening. Then we all have dinner together. After dinner my brother

and I help my mother to clear the table and wash the dishes. I sometimes watch TV after dinner but my brother never does. He prefers to play computer games in his room. If I don't watch TV I read books. I always go to bed at eleven o'clock. After such a busy day I usually feel sleepy and ready to rest in my comfortable bed.



**Watch out!**

*Expressions without the*

at sunrise

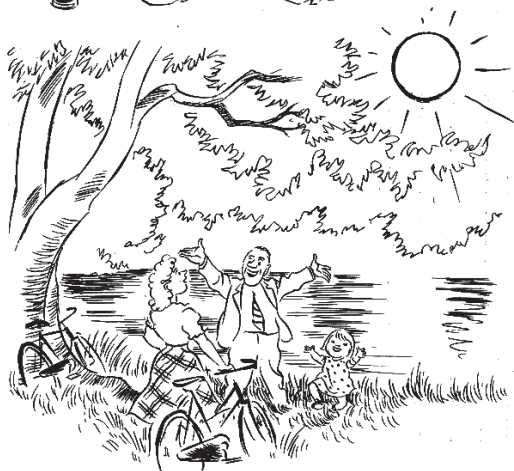
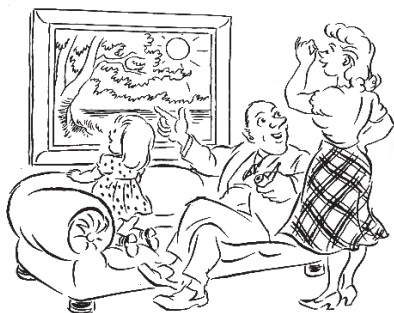
at sunset

at weekend

at home

17. Write a paragraph about how you spent your last weekend. The beginning is provided as an example.

**WRITING  
SPOT**



*drawing by H. Bidstrup*

### **Last Weekend was Different**

*We usually stay at home and watch TV at weekends. Dad usually sleeps on the sofa. Mum does the housework. But last weekend was different. We had a day out. We were very happy. It was fun to have a day out.*

18. Read how a schoolboy gets ready for another wonderful day at school. Change the meaning of the verbs in bold so that to make a logical sentence.

### I Don't Know Why...

I don't know why -

My Mum comes into my bedroom at five to eight in the morning while I'm getting ready for another wonderful day at school.

I don't know why -

My Mum yells "What-are-you-still-doing-in-bed — it's five-to-eight — and you're not up" when it's obvious I'm not up yet, but I'm preparing mentally for the difficult tasks of the day ahead... like washing my teeth and brushing my hair.

I don't know why

My Mum while cooking and making and baking and rushing, at the top of her voice, steam fuming out of her ears, thunders —

"Wash hands, face and teeth.

Put your shoes on.

Where's your school bag?

Where's your homework?

Why can't you find your pen?

Brush your hair — it's a mess.

**Comb** your teeth,

**Tie** your hair,

Finish your eggs,

**Put on** your sausage and

GO TO SCHOOL!"

I don't know why.

I mean — I was going to

do that anyway.

Right?



19. Listen and learn the tongue twister.

### Washing



by John Drinkwater

I'm tired of hearing the same thing said  
Whether I am dirty or whether I am not,  
Whether the water is cold or hot,  
Whether I like it or whether I don't,

Whether I will or whether I won't,  
Have you washed your hands, and  
washed your face?  
I seem to live in a washing place.

20. Learn the poem and if you think the commandments are wrong correct them.

# Ten Commandments

Don't wash,  
Don't comb your hair,  
Leave your clothes all over the stair.  
Be late for school,  
Don't eat your peas,  
Never say pardon, thank you or please.

Write messy homework,  
With blotches of ink.  
Leave your pet frogling in the sink.  
Let oil from your bike  
Stain your best clothes,  
And don't forget to pick your nose.



## GRAMMAR SPOT

Uncountable nouns denoting fields of study and occupation end with **S** but are usually singular and take a singular verb.

*Mathematics is his favourite subject.*

### We are special

mathematics  
economics  
phonetics  
ethics

linguistics  
politics  
physics  
gymnastics



21. What do you do *before* school and *after* school?

Before	After
--------	-------

22. Match the words in British English with the words in American English.

### British (BrE)

timetable
form
maths
favourite

### American (AmE)

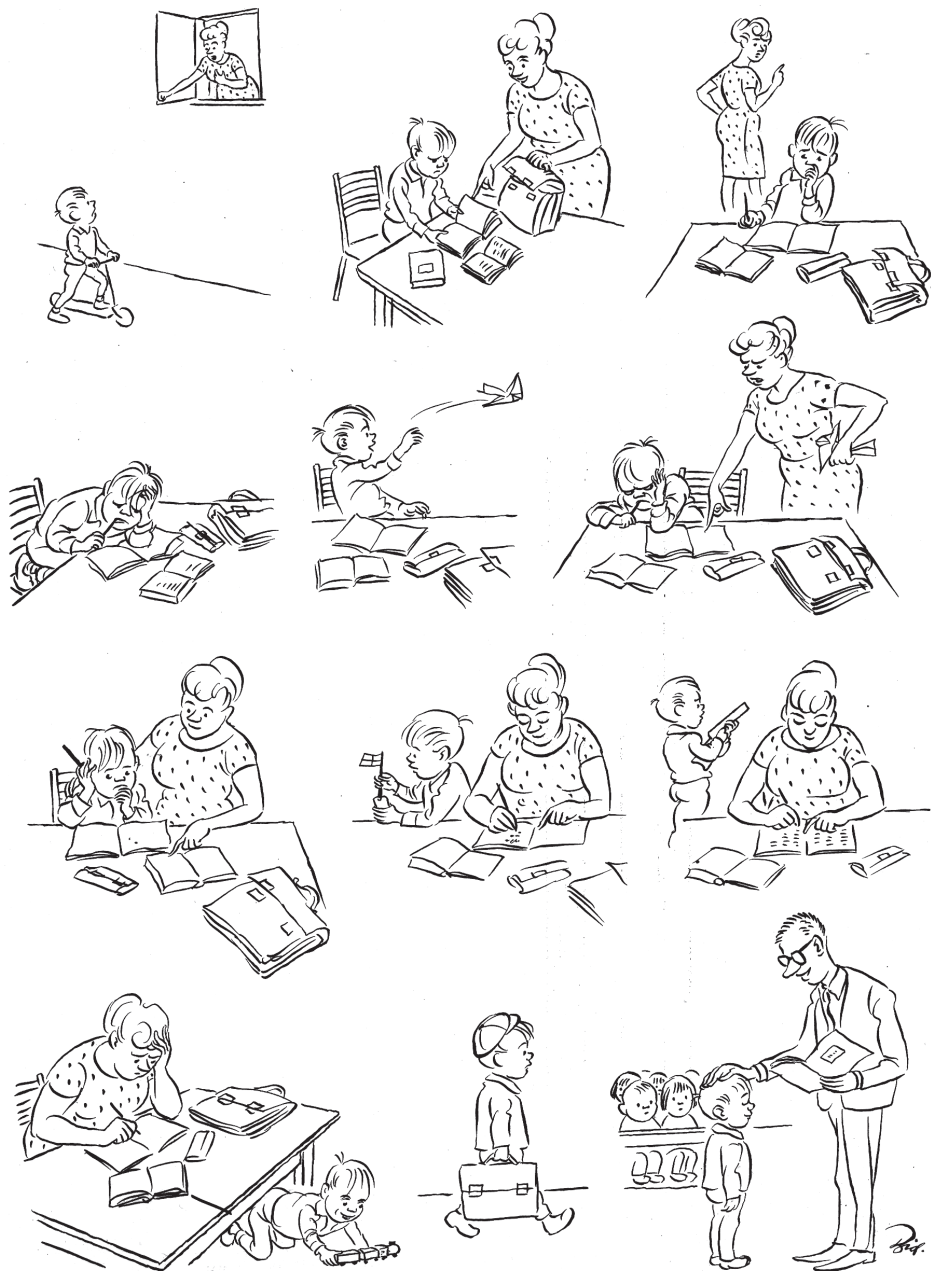
grade
math
favorite
schedule

23. Look at the pictures and write a story.

**WRITING**  
**SPOT**

## Homework

*drawing by H. Bidstrup*





### 1. Listen and learn the song.

#### LISTENING

SPOT

#### JINGLE BELLS

Dashing through the snow  
In a one-horse open sleigh  
Through the fields we go  
Laughing all the way.  
Bells on bob-tail ring  
Making spirits bright  
What fun it is to ride and sing  
A sleighing song tonight.  
Jingle bells, jingle bells  
Jingle all the way,  
Oh what fun it is to ride  
In a one-horse open sleigh,  
O Jingle bells, jingle bells  
Jingle all the way,  
Oh what fun it is to ride  
In a one-horse open sleigh.



### 2. Listen and learn the tongue twister.



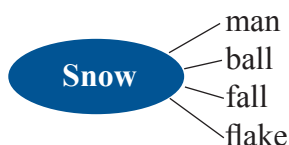
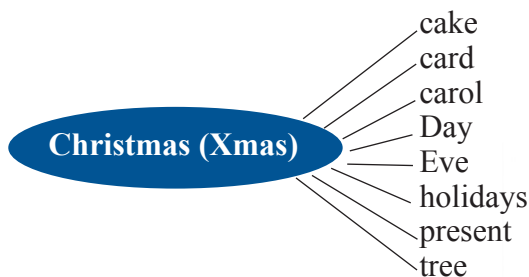
*I wish to wish the wish  
You wish to wish,  
But if you wish the wish  
The witch wishes,  
I won't wish the wish  
You wish to wish.*

**Don't  
forget!**



**WORD  
shop**

You can join two nouns and make new words.



father — **Christmas** — (Santa Claus)

### *Christmas and New Year Expressions*

*Happy New Year!*

*Happy Christmas!*

*Merry Christmas!*

*Merry Christmas and a Happy New Year!*

### **3. Can you find the Christmas words and expressions from the Word shop above for the descriptions below?**

1. a greeting card that people send to friends and family at Christmas
2. a religious song or popular hymn that people sing at Christmas
3. 25 December, the birthday of Jesus Christ
4. an imaginary being who brings presents for children on the night before Christmas Day - traditionally an old man with a red suit and white beard
5. abbreviation or informal term for Christ
6. the evening or day before Christmas Day (24 December)
7. 31 December

4. Would you like to send a greeting card to a friend? Write a nice greeting and send it.



LISTENING

SPOT

5. Listen and learn.

**Greetings**

*by Joe Wallace*

I wish you health but not with wealth  
I wish you work and worry  
I wish you what I wish myself  
A share in man's sad story.

## 6. Can you unjumble the words and write them in the squares?

becr\*eDem\*

--	--	--	--	--	--	--	--	--	--

h\*irsC\*samt\*

--	--	--	--	--	--	--	--	--	--

la\*fwnske\*

--	--	--	--	--	--	--	--	--	--

r\*olac

--	--	--	--	--	--

am\*nwons\*

--	--	--	--	--	--	--	--	--

lowflas\*n

--	--	--	--	--	--	--	--	--	--

r\*ai\*fy\*

--	--	--	--	--	--

## 7. Now put the letters with a star into the boxes below so that to make a greeting.

--	--	--	--	--

--	--	--	--	--	--	--	--	--	--



## 8. Listen and learn the tongue twister.



Twinkle, twinkle little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle, twinkle little star  
How I wonder what you are.

# LISTENING

SPOT



9. Look at the pictures and write a story.  
The expressions below will help you.

## Merry Christmas and a Happy New Year!

*drawing by H. Bidstrup*



New Year tree - տոնաձառ  
on New Year's Eve - նոր տարվա նախորդին  
to decorate - զարդարել





**Watch out!**

**on** Christmas Day  
**on** New Year's Eve  
**at** Christmas

**10. Fill in the prepositions on, at.**

1. The shops close \_\_\_\_\_ midnight.
2. I stay with my family \_\_\_\_\_ Christmas.
3. The stars shine \_\_\_\_\_ night.
4. Where will you be \_\_\_\_\_ New Year's Day?
5. Nobody usually works \_\_\_\_\_ weekends.
6. Santa visits houses \_\_\_\_\_ Christmas Eve.
7. Christmas \_\_\_\_\_ Europe is \_\_\_\_\_ December.



**11. Ani and Aren are talking about Christmas presents for their family members. Read the conversation and find the English equivalents for the Armenian expressions below. Make a similar conversation.**

մի գույգ ձեռնեցներ    մի փութի թաշկինակ    մի փութի սիգառ



We've got to think of Christmas presents.

Yes, and what a lot of presents we have to think about.

Let's make a list of names and then decide what to give them all.

The children first, I think. What about Ann?

She's getting too grown-up for toys. Let's give her a book. And what about Vardan?

He thinks about nothing but space travel nowadays. Let's buy one of those travel suits the toyshops have.

That's an excellent idea. He'll be awfully excited.

Well, we must think of the old people as well as the children. What about the parents?

I think we should buy a pair of soft leather gloves for Mother, a box of cigars for Father, flowers for aunt Mary, a box of handkerchiefs for uncle George, lipstick for Granny and a bedside reading lamp for Grandpa.

That's a really bright idea, Ani! But we've forgotten our little cousin Hayk. We might give him a football.

Yes, I hope he won't take it into the garden on Christmas morning and start kicking it about. He might kick it through the dining-room window. We shouldn't be very popular then, if they had to eat Christmas dinner with a cold wind blowing through a broken window.





# UNIT 7 *Travel and Transport*

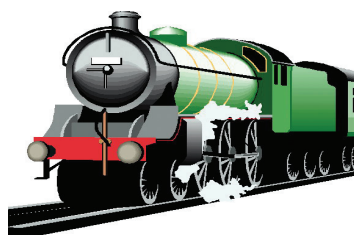
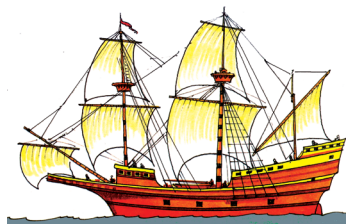
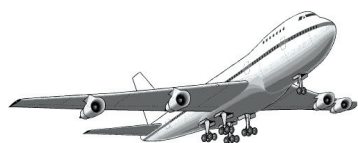
1. Match the transport related words with the pictures.

**WORD**  
shop

## Means of Transport



car	motorbike
bus	ship
helicopter	steamer
plane	tram
boat	trolleybus
train	underground
bicycle	truck
van	lorry





**Watch out!**

go/travel by car (sea, air, etc.)  
go on foot = walk

2. Look at the list of words above again and tell the class how you get to different places.

How do you get to school?

How do you go on holiday?

*I go to school by*

*I go on holiday by*

3. Find as many transport-related words as possible in the crossword below.

**WRITING  
SPOT**

B	T	R	A	M	V	T	N	V	A	N
U	N	D	E	R	G	R	O	U	N	D
S	C	A	B	E	P	O	B	I	K	E
C	O	A	C	H	L	L	F	A	R	E
F	O	O	T	O	A	L	N	T	O	Y
C	A	R	P	A	N	E	R	K	I	O
L	O	R	R	Y	E	Y	H	O	W	T
S	M	O	T	O	R	B	I	K	E	A
F	A	R	E	T	I	U	C	K	E	T
B	O	A	T	O	N	S	E	C	A	R

4. Listen and learn the tongue twister.



### Song of the Train

*by David McCord*

Clickety-clack  
Wheels on the track  
This is the way  
They begin to attack:  
Click-ety-clack,  
Click-ety-clack,  
Click-ety-clack-ety,  
Click-ety-clack.

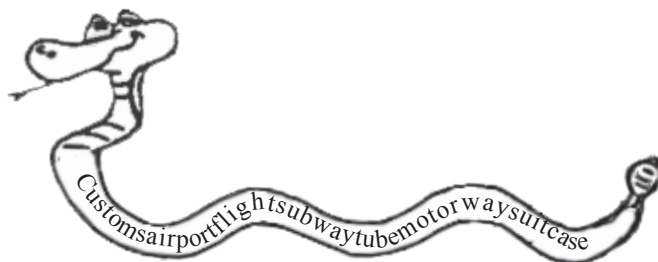
Faster and faster  
The song of the track  
Clickety-clack,  
Clickety-clack,  
Clickety, clackety,  
Clackety, clack.

## 5. Match the travel-related words with their definitions.

1. airport
2. cab
3. customs
4. fare
5. flight
6. baggage(US)/luggage(UK)
7. subway (US)/underground (UK)
8. tube (UK)
9. suitcase
10. bus stop
11. motorway(UK)/highway(US)

- a. underground urban railway system.
- b. area where passengers get on and off a bus.
- c. journey in an aircraft.
- d. wide road for fast-moving traffic.
- e. government department that collects taxes on goods imported from other countries.
- f. large area where aircraft land and take off.
- g. bags, suitcases, etc.
- h. case for carrying clothes when travelling.
- i. informal word for the underground railway system in London.
- j. taxi
- k. cost of a journey by bus, boat or taxi.

## 6. Can you find the travel words on the snake?



**Don't  
forget!**



### frequency adverbs

always

usually

often

never

**100%**

**0%**

7. Use the adverbs below to make sentences.

**How often do you...?**

always      never      usually      often      sometimes

take a taxi	_____
listen to music	_____
get angry	_____
travel by air	_____
play a musical instrument	_____
play computer games	_____

8. Match the words in British English with the words in American English.

<i>British (BrE)</i>	<i>American (AmE)</i>
highway	baggage
tube	motorway
timetable	subway
luggage	schedule



**Expressions**

*with the*

*without the*

the day after tomorrow  
the other day  
on the right  
on the left

by taxi  
by bus  
by plane  
on foot

**Don't  
forget!**



*I keep six honest serving-men  
They taught me all I know  
Their names are*

**What and Why and When and How and Where and Who.**

*Rudyard Kipling*

*How to ask*

*How to answer*

**What?**

What country are you from?  
What nationality are you?  
What do you do?  
What's going on here?  
What would you like to do?  
What's your telephone number?

I'm from Armenia.  
I'm Armenian.  
I'm a student.  
Nothing special.  
I'd like to have a rest.  
Five six double two three one.

**Where?**

Where are you from?  
Where can we meet?  
Where is the hotel?  
Where is he?

I'm from India.  
At my (your) house.  
Over there.  
He's in (out).

**When?**

When do you get up?  
When do you go to bed?

Very early.  
Very late.

**Who?**

Who is it?  
Who are you?  
Who do you want to ask?  
Who would you like to ask?

It's me.  
I'm Ashot.  
I want to ask Ann.  
I'd like to ask Armen.

**Whose?**

Whose things are these?

Mine.

**Why?**

Why didn't you come to the party?

Sorry, I couldn't come. I was busy.



## Watch out!

for the word order of the questions beginning with **who, what, when, where, why** and **how**.

question word → auxiliary → subject → verb

### 9. Put the words into correct order to make logical sentences.

Who	do	you	see	yesterday?
What	did	he	doing	now?
When	does	you	go	to bed?
Where	is	he	live	at present?
Why	are	she	telling	a lie?
How	has	you	passed	her exams?

## Remember



### Questions with **who, what** and **which**

**Who, what** and **which** can act as the subject of the sentence, then there is no need for an extra auxiliary verb.

**Who** (for people), **what** (for things), **which** + a noun.

*He works at home. Who works at home?*

*The history book is in my bag. What is in my bag?*

*Which book is in my bag? The history book is.*

### 10. Match the questions with the answers.

#### How to Answer **who** Questions.

- |                                      |   |
|--------------------------------------|---|
| 1. Who did John see?                 | a. My maths teacher has/my uncle has.         |
| 2. Who saw John?                     | b. My friends came/My friends did/No one did. |
| 3. Who is hungry?                    | c. I am/John is/We are/I'm not.               |
| 4. Who's got a Jaguar?               | d. He saw a thief in the garden.              |
| 5. Who can swim in this class?       | e. Gordon will, but his parents won't.        |
| 6. Who speaks German here?           | f. William the Conqueror did.                 |
| 7. Who came last night?              | g. No one did. He is invisible.               |
| 8. Who will go to Australia in July? | h. I can/We can/I can't.                      |
| 9. Who won the Battle of Hastings?   | i. I do/I don't.                              |

**11. Make as many correct questions as you can by choosing words from the list below. Answer the questions.**

How What	time colour tall sort much often long	do you like? far do you get up? is your hair? do you get up? do you read? is it from your house to your school? are you? of music do you like does your English lesson last? do you play computer games? is a hamburger in your school canteen? did you wake up on Sunday
-------------	---	--

**12. Complete the conversation your elder brother is having with your Dad. Use the question words in the box.**

what      when      where      why      how



Hi, Dad.

Morning, Vardan.  
\_\_\_\_\_ are you today?

Fine, thanks.

\_\_\_\_\_ time did you  
come home last night?

About 10.00.

\_\_\_\_\_ did you go?



To my friend's house.

There is a letter for you on the table.

Oh, \_\_\_\_\_ is it from?

I don't know. Open it and see.

It's from Michael. He says he's coming to Armenia soon.

\_\_\_\_\_?

Because he wants to see Armenia.

\_\_\_\_\_ is he going to stay?

Here in Yerevan, at his brother's house.

\_\_\_\_\_ is he coming?

Next Saturday.

\_\_\_\_\_ don't you write back and invite him to Sunday lunch?

OK, I will. Thanks, Dad.





# I LIKE TRAVELLING

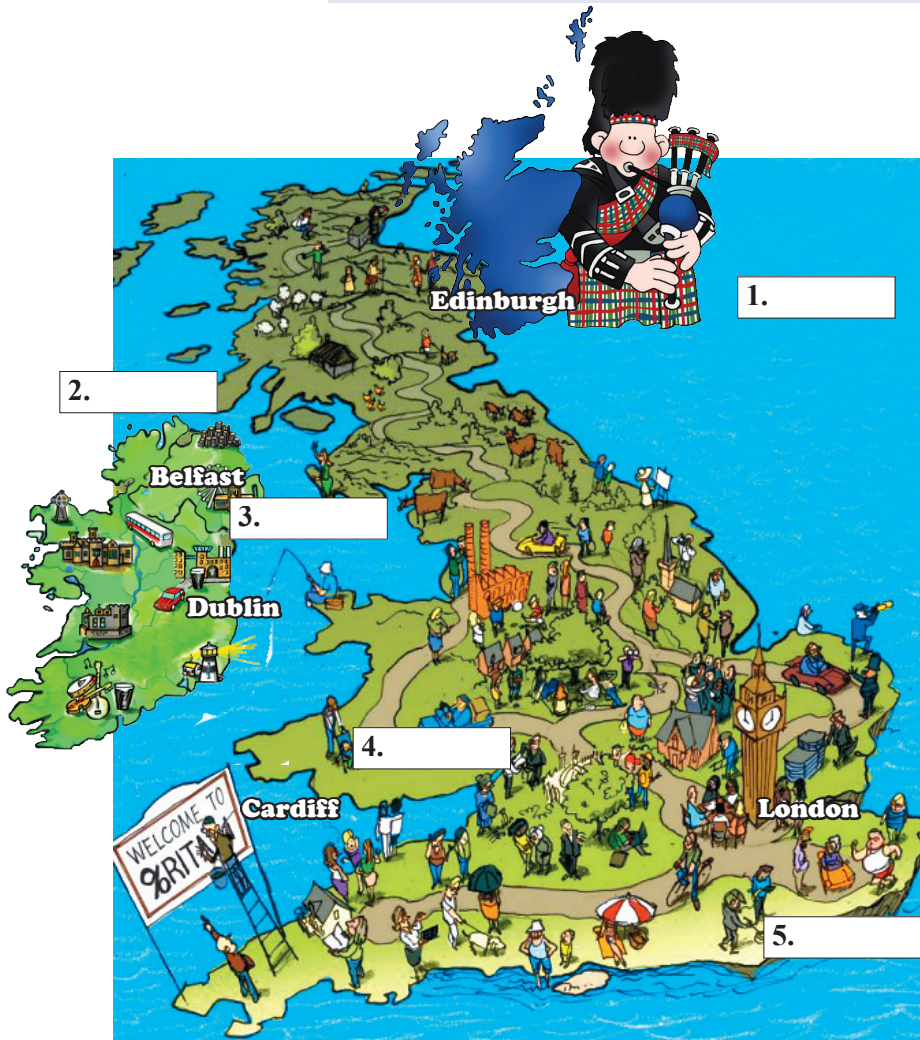
**Watch out!**

*The United Kingdom = Great Britain + Northern Ireland*

*Great Britain = England, Scotland, Wales, The Republic of Ireland*

1. Label the map with countries from the box.

Wales	England	Scotland
Northern Ireland	The Republic of Ireland	



2. Which of the five countries belong to the United Kingdom?

### 3. Match the information with the pictures.

a. Buckingham Palace is the London home of the British queen.



b. Chicago, Illinois is the home of the first skyscrapers.



c. Baker Street in London is the street where the Sherlock Holmes museum is.



d. Scotland's national instrument is the bagpipes.  
The Scottish piper is wearing a skirt called a kilt.





- e. Big Ben is the name of the big bell in the clock tower of the Houses of Parliament.



- g. Loch Ness is the most famous lake in Scotland.



- f. The Tower of London was a prison. It is a museum now. There are no prisoners here now, but there are guards. They are called “Beefeaters” and wear a traditional blue and red uniform.



- h. The United States Capitol building in Washington D.C. is where the Senate and the House of Representatives meet.



*This small country  
and its glorious people  
are a good model  
for the whole world.*

**Georgeo Amado,**  
*a Brazilian writer*

### 1. Match the information about Armenia on the maps with the headlines below.

- |                     |                       |
|---------------------|-----------------------|
| 1. Armenian Symbols | 5. Major Towns        |
| 2. Geography        | 6. Capital of Armenia |
| 3. Climate          | 7. Lake Sevan         |
| 4. Flora and Fauna  | 8. Mineral Waters     |

a.

There are 10 natural lakes on the territory of Armenia. Among them Lake Sevan is a lake of mysteries. The name Sevan is of Urartian origin – Siuna means country of lakes. Lake Sevan is the world's second largest highland fresh water lake and is 1,900 metres above sea level. The maximum depth is 99 metres. 28 rivers merge in it while only one flows out

- Hrazdan – of it.



**b.** Motto: “One Nation, One Culture”

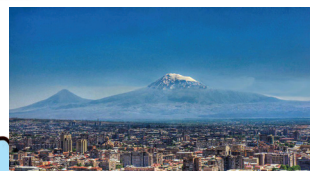
The title of the state is the Republic of Armenia.  
The flag of the Republic is tricolour. It is made of three horizontal and equal stripes of red, blue and orange.

The national coat of arms of Armenia combines new and old symbols and consists of many components: an eagle and a lion, ancient Armenian symbols, Mount Ararat, the symbol of the Armenian nation with Noah’s ark on its peak and symbols of old Armenian dynasties, the four independent Armenian kingdoms in the history of Armenia, the Arshakouniants, Artashesiants, Bagratouniants and Roubin-  
iants kingdoms.

Armenian Parliament is called National Assembly.

Holy Echmiadzin is the spiritual symbol of the nation.

Mount Ararat is everywhere,  
in the Armenian language,  
poetry, memory  
and life.



**c.**

The country  
of lakes, rivers and  
springs is also rich in  
mineral waters. In Jermuk,  
Bjni, Dilijan and other resorts you  
can treat different diseases by  
taking a bath in mineral  
waters.

*d.*

Yerevan (former names include Erebuni and Erivan) is the largest city and the 13th capital of Armenia. It is situated on the Hrazdan River, and is the administrative, cultural, and industrial centre of the country. Yerevan is a big and beautiful city and has a population of more than a million and a quarter. If you want to see the whole of Yerevan go up to the Victory park and see the whole city at the foot of gorgeous Ararat.

*e.*

The climate in Armenia is strictly continental.

Summers are dry and sunny. Springs are short, while autumns are long.

Autumn is the best season in Armenia. It is beautiful and colourful. Winters are quite cold with plenty of snow. Winter sports enthusiasts enjoy skiing down the hills of Tsakhkadzor.

Changes of weather are typical for the Armenian climate.

*f.*

The Republic of Armenia is a mountainous country between the Black Sea and the Caspian Sea in the Southern Caucasus. It borders Turkey to the west, Georgia to the north, Azerbaijan to the east, and Iran to the south.



*g.*

Walk in the streets of Armenian towns that are full of greenery. Each of them is like a garden where you can extend your hand and pick up a mulberry or a cherry, a peach or an apricot or grapes. Goris is a town-orchard. Yeghegnadzor is full of fruit trees. Dilijan with its unique and picturesque nature, gorgeous sights of Ghiumri famous for its anecdotes and jokes. The town of Artik is famous for its tufa stone, the main construction material. It has about forty colour shades. Vanadzor is famous for its chemical industry. The town of Alaverdi is the centre of copper-molybdenum industry. Each town has its legend and history.

*h.*

12% (per cent) of the Armenian territory are forests. 3200 species of different plants grow in Armenia. The Armenian fauna is also rich. Walk in the forests and see different animals and birds. Go hunting. In valleys and particularly on the shore of Sevan or on the banks of Araks you can see more than 1000 species of birds if you visit Armenia in autumn.

2. Write things that are special about Armenia.  
An example is provided below.

*Armenia is famous for tufa stone.*

3. Think of adjectives to describe Armenia.  
An example is provided below.

*Gorgeous sights of Ghiumri.*

4. Can you match the marzes of Armenia with their marz centres?

## Marzes of Armenia

After the declaration of independence new administrative territorial units – marzes (provinces) – were established in Armenia with their respective Marz centres.

<i>Marz centre</i>	<i>Marz</i>	<i>Marz centre</i>
a. Ijevan	1. Aragatsotn	b. Yeghenadzor
c. Kapan	2. Ararat	d. Ghiumri
e. Hrazdan	3. Armavir	f. Vanadzor
g. Gavar	4. Gegharkunik	h. Armavir
i. Artashat	5. Lori	j. Ashtarak
	6. Kotayk	
	7. Shirak	
	8. Siunik	
	9. Vayots Dzor	
	10. Tavoush	

5. Match the words in British English with the words in American English.

<i>British (BrE)</i>	<i>American (AmE)</i>
autumn	meter
metre	colorful
colour	center
centre	color
colourful	fall

6. Match the Holidays, Days of Commemoration and celebrations in Armenia with their dates.



*December 7*

- a. Earthquake Victims' Commemoration Day*
- b. Independence Day*
- c. Constitution Day*
- d. First Republic Day*
- e. Day of Maternity and Beauty*
- f. New Year*
- g. Christmas*
- h. Easter*
- i. Genocide Victim's Commemoration Day*

*July 5*

*September 21*

*April 12*

*May 28*



*January 1*

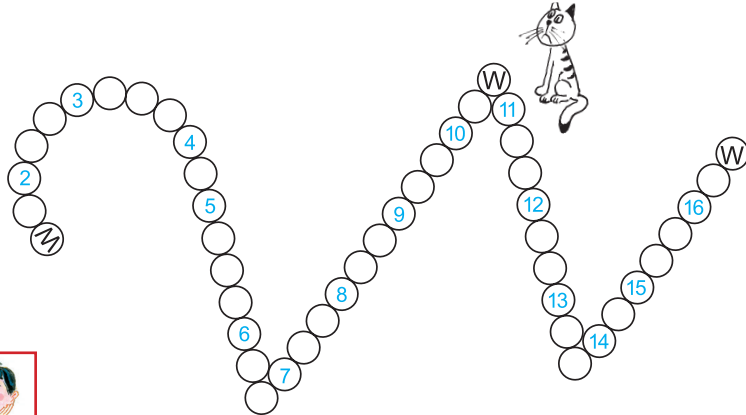
*April 7*

*April 24*

*January 6*

**7. Do the crossword puzzle. Fill in the opposite meanings of the given words.**

- |          |           |           |            |
|----------|-----------|-----------|------------|
| 1. Dry.  | 5. Big.   | 9. Bad.   | 13. Low.   |
| 2. Give. | 6. More.  | 10. Up.   | 14. Cold.  |
| 3. Late. | 7. Buy.   | 11. Far.  | 15. Thick. |
| 4. No.   | 8. Short. | 12. Poor. | 16. Old    |



**Don't forget!**



Use Present Simple when you are talking about timetables, programmes, public transport, cinemas, etc.  
*The train leaves at 10 tomorrow morning.*  
 Only the verbs below can be used in the simple present to talk about a future scheduled event.

arrive  
depart

begin  
start

close  
open

end  
finish

be  
leave

**8. Choose the correct option.**

- What time \_\_\_\_?  
 a. the film begins  
 b. does the film begin  
 c. do the film begin
- The concert this evening \_\_\_\_ at 7.30.  
 a. start  
 b. starts  
 c. will start

3. The Art Exhibition \_\_\_\_\_ in May.
- a. opens
  - b. will open
  - c. open
  - d. is opening
4. What time \_\_\_\_\_?
- a. is the music programme on
  - b. the music programme is on
  - c. does the music programme on
5. I'm so bored! What time \_\_\_\_\_?
- a. do this lesson finish?
  - b. does this lesson finish?
  - c. is this lesson finishing?
6. I think tonight's film \_\_\_\_\_
- a. start at 9:00 on channel *Armenia*
  - b. starts at 9:00 on channel *Armenia*
  - c. will start at 9:00 on channel *Armenia*
7. A policeman \_\_\_\_\_ a uniform.
- a. wear
  - b. wears
  - c. is wearing
  - d. will wear
8. A nurse \_\_\_\_\_ in a hospital.
- a. works
  - b. work
  - c. is working
  - d. will work
9. A butcher \_\_\_\_\_ meat.
- a. sells
  - b. sell
  - c. is selling
  - d. will sell
10. Do you \_\_\_\_\_ milk chocolate?
- a. likes
  - b. like
  - c. liking
  - d. be like

# UNIT 9

## Food and Health



I LIKE TASTY FOOD

**WORD**  
**shop**



*Do you live to eat....*

*....or do you eat to live?*



ice cream  
chocolate  
hamburger  
bananas  
pizza  
rice  
fish  
chips  
chicken



# 1. Do the crossword puzzle and find the food-related words.

C	F	I	S	H	C	H	I	P	S
H	A	M	B	U	R	G	E	R	O
O	S	A	L	T	P	C	O	A	C
C	H	E	E	S	E	B	U	R	G
O	N	I	O	N	P	I	Z	Z	A
L	E	M	O	N	P	I	E	B	R
A	P	P	L	E	E	C	A	K	L
T	F	R	U	I	R	I	C	E	I
E	F	R	U	I	T	E	A	B	C
C	H	I	C	K	E	N	I	C	E

*Let's cook.*

# 2. Can you find the cooking equipment words?



## WORD KNOWLEDGE

*two* - two cups of tea

*too* - He likes bananas too much.

*too* - I want an apple too.

*to* - Don't go to a restaurant.

*to* - I want to go to a cafe.

**Watch out!**



# 3. Complete the sentences with the correct meaning of two, too, to.

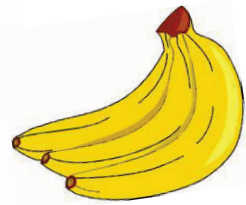
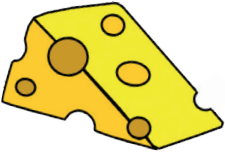
- I had \_\_\_\_\_ cups of coffee in the morning, but I think it's not good for health.
- I'd like a cup of coffee \_\_\_\_\_, if you don't mind.
- I can't drink my coffee. It's \_\_\_\_\_ hot.
- I want \_\_\_\_\_ drink a cup of tea.
- I went \_\_\_\_\_ cafe and found Ann there.
- I have \_\_\_\_\_ oranges. Bob wants \_\_\_\_\_ have \_\_\_\_\_ oranges \_\_\_\_\_.



4. Complete your shopping list with the words from the box. You'll need to use some words more than once.

How do you buy it?

box   bottle   bar   bag   bunch   can   jar   kilo   loaf   packet   tin



5. Listen and learn the tongue twister.

A box of biscuits,  
a box of mixed biscuits,  
and a biscuit mixer.



6. There are 20 spelling mistakes in the menu.  
Write the correct spelling.

## Eating Out



Starters	Main Course	Dessert*
<i>Chicken soap whith French bread Tomatoe salad Mushrooms in garlick butter</i>	<i>Beefbergers and vegetables Fish, chips and pees Chicken pie, potatos and green beens</i>	<i>Ise-cream – choclote, strauberry or coffee Fresh fruite salad and cream Aplle pie and cream Cheese and bisciuts</i>

Drinks  
Wines

Tea  
Lemonaid  
Coffee  
Koala

Servise included.



1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

7. Listen and learn the tongue twister.



I scream,  
You scream,  
We all scream  
For ice cream!

What would you like?  
Chocolate, lemon, vanilla or ....  
One is for you  
And one's for me.

\* dessert – [di'zɜ:t] n. *ηελεικρυ, σιλικιζεληελ*

8. Write the names of the fruits and vegetables below.



*Remember*

There are expressions which consist of two nouns joined by *and*  
*e.g.* fish and chips  
salt and pepper

9. Find the missing food or drink from these pairs.  
Choose from the words in the box.

bread butter fish pepper tonic

1. Salt and \_\_\_\_\_.
2. \_\_\_\_\_ and chips.
3. Bread and \_\_\_\_\_.
4. Gin and \_\_\_\_\_.
5. \_\_\_\_\_ and cheese.



10. Listen and learn the tongue twister.

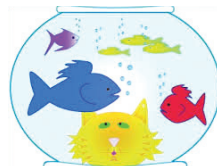


How many cookies  
Could a good cook cook  
If a good cook could cook cookies?  
A good cook could cook  
As much cookies as a good cook  
Who could cook cookies.



### One Form for Singular and Plural

Many nouns have one form  
for both singular and plural.  
*a food – food (foods, if used for different kinds of food)*  
*a fish – fish (fishes, if used for different species of fish)*



#### 11. Can you find the Armenian equivalents for the English eating and drinking idioms below?

They are as different as chalk and cheese.  
I could eat a horse.  
He was as cool as a cucumber.  
Half a loaf is better than none.  
It's no use crying over spilt milk.

#### 12. Fill in the gaps with the articles a / an / the if necessary.

- \_\_\_\_\_ bananas are yellow.
- \_\_\_\_\_ fruit is good for you.
- \_\_\_\_\_ coffee contains caffeine.
- I gave \_\_\_\_\_ banana to my younger sister.
- \_\_\_\_\_ fruit in this basket is ripe.
- \_\_\_\_\_ coffee I drank was hot.
- Pass \_\_\_\_\_ salt, please.

## LISTENING

SPOT

#### 13. Listen and learn the tongue twister.



Betty bought a bit of butter,  
But the butter Betty bought was bitter.  
Betty bought another bit of butter  
To make the bitter butter better,  
But the butter Betty bought was also bitter!

14. Listen to the tale *King of the Pumpkins*. Find as many words from the tale as you can on the crossword puzzle.



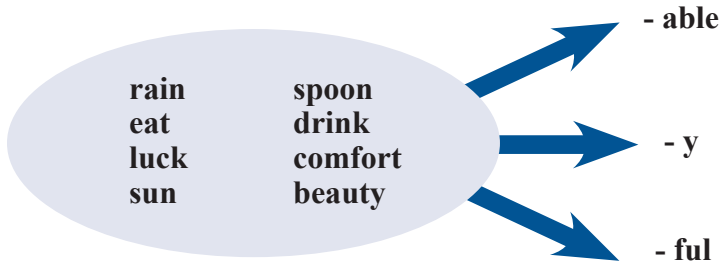
C	P	C	O	O	K	I	N	G	H
A	U	F	O	R	E	S	T	L	O
W	M	A	R	M	S	E	E	G	S
O	P	U	N	I	S	H	E	A	D
L	K	L	N	G	R	U	L	E	S
F	I	E	L	D	L	A	W	S	W
K	N	O	N	S	E	N	S	E	I
S	T	O	R	Y	K	I	D	G	T
R	U	L	E	S	B	I	G	G	S
H	I	S	T	O	R	Y	N	S	H



Audio script  
page 141

## WORD BUILDING

15. Match the suffixes with the words so that to make adjectives. Make all the necessary changes if necessary.



Expressions without **the**

at breakfast  
for breakfast  
at dinner  
at home





**Watch out!**

*run out of - չունենք,  
վերջացել է*

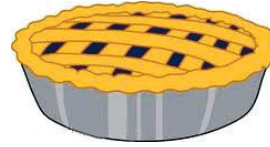


*Let's make a cake for dessert!  
Sorry, we can't. We've run out of flour.*

**16. Reply to the following. An example is provided above.**



1. Let's make sandwiches for lunch!



2. Let's make an apple pie for dessert!



3. Let's make a salad for dinner!



4. Let's have tea!



5. Let's make pizza for lunch!



12. Let's make an omelette for breakfast!



7. Let's have breakfast!



6. Let's make some fresh orange juice for breakfast!

Choose the correct option.

1. We had \_\_\_\_\_ breakfast in a cafe today.
  - a. no article
  - b. a
  - c. an
  - d. the
2. I'd like to have \_\_\_\_\_ roll and \_\_\_\_\_ tea for breakfast.
  - a. no article
  - b. a
  - c. an
  - d. the
3. I eat an egg for \_\_\_\_\_ breakfast every day.
  - a. no article
  - b. a
  - c. an
  - d. the
4. Cheese is made from \_\_\_\_\_ milk.
  - a. no article
  - b. a
  - c. an
  - d. the
5. Let's buy \_\_\_\_\_ cheese for dinner, please.
  - a. no article
  - b. a
  - c. an
  - d. the
6. Nare had eggs and a cup of tea at \_\_\_\_\_ breakfast so she wasn't very hungry at lunchtime.
  - a. no article
  - b. a
  - c. an
  - d. the
7. May I have \_\_\_\_\_ glass of juice?
  - a. no article
  - b. a
  - c. an
  - d. the



## 17. How do you boil an egg? Read and complete the recipe.

1. First, put some oil into a pan.
2. Put the pan on the cooker and boil the water.
3. Then add an egg.
4. Cook the egg for three minutes.
5. Take the egg out of the water with a spoon and put it in an egg cup.
6. Cut the top of the egg with the knife.
7. Add a little salt and eat.

### **Ingredients:**

one e\_\_  
w\_\_  
a little s\_\_

### **Equipment:**

a p\_\_  
the c\_\_  
an e\_\_ c\_\_  
a s\_\_  
a k\_\_



## 18. Do the quiz. Answer the questions below, score the points and see how well you can cook.

How to score: Yes, I can = 1 point.

No, I can't = 0 points.

<i><b>How well can you cook?</b></i>	<i><b>answers</b></i>	<i><b>points</b></i>
1. Can you boil an egg?		
2. Can you fry an egg?		
3. Can you cook spaghetti?		
4. Can you make soup?		
5. Can you make a cake?		
6. Can you make coffee?		
7. Can you make tea?		

**Now see:** 7 points – you are a super cook.

3 points – you're a good cook.

0 points – you are a very lazy person.

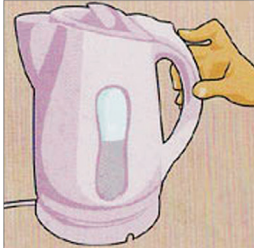
## 19. Listen and learn the tongue twister.

Mary Ann, Mary Ann,  
Make the porridge in a pan,  
Make it thick, make it thin,  
Make it any way you can.



**20. Look at the pictures below and complete the recipe of *how to make a nice cup of tea*.**

HEAT WATER



WARM TEAPOT...



EMPTY HOT WATER

TEA: ONE SPOONFUL  
PER PERSON...



+ ONE FOR THE POT!

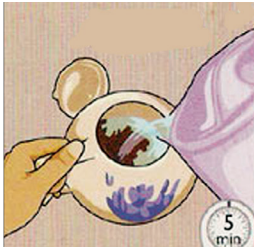
**Ingredients:**

w \_ \_ \_ \_  
t \_ \_  
m \_ \_ \_  
s \_ \_ \_

**Equipment:**

k \_ \_ \_ \_  
t \_ \_ \_ \_  
s \_ \_ \_ \_  
c \_ \_

ADD BOILING WATER



TAKE THE POT TO  
THE KETTLE

ALLOW TO BREW\*



FOR ABOUT 3 MINS

COLD MILK AND SUGAR  
TO TASTE



HAVE A NICE PIECE OF  
CAKE WITH IT!

**21. Choose the correct word.**

1. My mother is a good \_\_\_\_\_. 2. We bought a new \_\_\_\_\_ today.  
a. cook a. cook  
b. cooker b. cooker

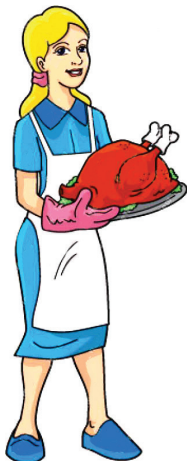


**22. Listen and learn tongue twisters.**

Polly put the kettle on,  
Polly put the kettle on,  
Polly put the kettle on,  
We'll all have tea.

\* brew - *pru:li*

23. You are going to listen to a conversation David and his mother had this morning. Have a similar conversation with your friend. Find the English equivalents for the Armenian expressions below.



Good morning.

Ի՞նչ կա նախաճաշին:  
Սովորականի պես:  
Կեր:

Morning. What's for breakfast?

The usual. Eggs, toast and cereal.  
Coffee, if you want.

I think I'll just have cereal for a change.

Help yourself. The cereal and sugar are on the table.  
The milk's in the refrigerator.



24. Food gives you energy and makes you grow. Food keeps you healthy. Let's see how healthy you are. Here is a list of food and drink. Group food and drink words below into two categories.

fruit  
cake  
water  
coffee  
meat

tea  
coke  
eggs  
fish  
bread

sweets  
beans  
diary  
nuts  
fruit juice

ice cream  
fizzy drinks  
vegetables  
chocolate  
hamburgers

Healthy food

Unhealthy food

**25. Is the food or drink you like a countable or an uncountable noun?**  
**Group the nouns below into two categories.**

Countable nouns	Uncountable nouns
-----------------	-------------------

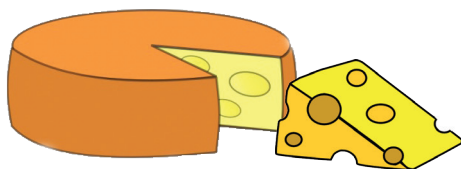
cheese  
milk  
ice cream  
bread  
butter  
salt  
soup  
sugar



cocoa  
beer  
wine  
juice  
coffee  
tea  
yogurt  
pasta



chips  
ham  
jam  
sweets  
cereals  
grapes  
fruit  
food



tomato  
egg  
banana  
apple  
biscuit  
pear

onion  
orange  
potato  
carrot  
cherry  
melon

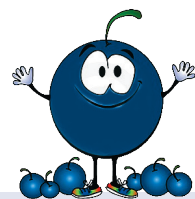
peach  
plum  
sausage  
cake  
sandwich  
peach

lemon  
pineapple  
tangerine  
grapefruit  
olive  
walnut

## Talking points

1. Do you live to eat or eat to live?
2. What do you like to drink?
3. What food do you like to eat?
4. What do you prefer, tea or coffee?
5. Do you like tea with lemon or milk?
6. How do you make tea or coffee?
7. How many times a day do you have tea or coffee?

## Do you know...

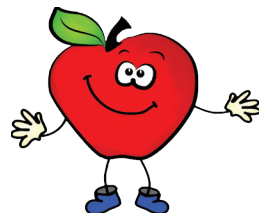


- that blueberries are perhaps the nicest of all berries? Bears like them most of all and many years ago the Indians put blueberries in their porridge and bread which they cooked over a campfire.
- that the orange, the lemon and the peach originated in China?
- that the apple tree is one of the oldest fruit trees?  
It is more than four thousand years old.
- that there are more than five thousand different kinds of pear?
- that the grapevine is one of the oldest plants?
- that an orange tree is twenty feet high, and it gives from 3 to 4 hundred oranges a year. An orange tree lives for about a hundred years. The older trees give better fruit than the younger ones.
- that the banana plant grows where there is plenty of heat and rain? Banana plants grow tall. Some of them are thirty feet high with leaves which are often ten feet long. Bananas have many uses. The ripe fruit is a very nice food. A very good flour is made from dry bananas. In hot countries people make roofs for houses from the leaves of the plant.

**What's wrong? Use the information above to correct the sentences below. Change one word.**

1. There are less than five thousand different kinds of pear.
2. The younger orange trees give better fruit than the older ones.
3. The apple tree is one of the youngest fruit trees.
4. The grapevine is one of the youngest plants.
5. The blueberries are perhaps the worst of all berries.
6. The orange, the lemon and the peach originated in India.
7. The banana plant grows where there is plenty of heat and hail.
8. In some countries people make roofs from the leaves of the berries.
9. Blueberries have many uses.
10. A very good flour is made from dry pears.

26. Make a list of foods you like to eat.  
 27. Think of cooking tips.  
 28. Which words and expressions go with **make**?  
 Which go with **do**?



### Make or Do?

<b>Make</b>	<i>a mistake homework breakfast exercises nothing friends soup</i>	<b>Do</b>

29. Play a game. One of you think of something. The others guess what the thing is by asking questions. The only answers allowed are “Yes” and “No”. Not more than twenty questions can be asked.

#### Useful questions:

Can you eat it?  
 Is it made of wood / glass / metal?  
 Is it useful?  
 Can you find it in a house / shop / car?  
 Is it liquid?  
 Is it hard / soft / heavy / light?  
 Is there one in this room / building?

30. Group the words below into six categories.

beef  
 turkey  
 strawberries  
 grapes  
 ham

chicken  
 peach  
 apricots  
 lobster  
 pork

carrots  
 plums  
 cabbage  
 crab

Meat	Vegetables	Fruit	Poultry	Fish	Seafood
------	------------	-------	---------	------	---------



**Watch out!**

### Modal Verbs

**should** = advice (խորհուրդ)

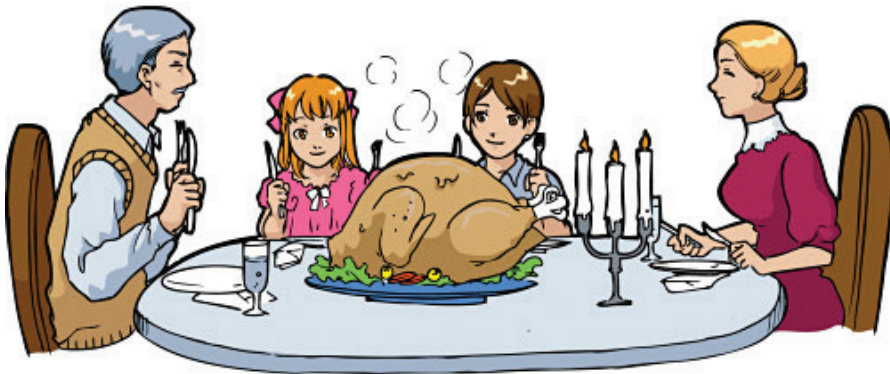
*You should cut as you eat.*

**could** = polite request (քաղաքավարի խնդրանք)

*Could you please pass the salt and pepper?*

31. Read the rules on proper table manners below. Give your own ideas. Write what you should/shouldn't do at the table.

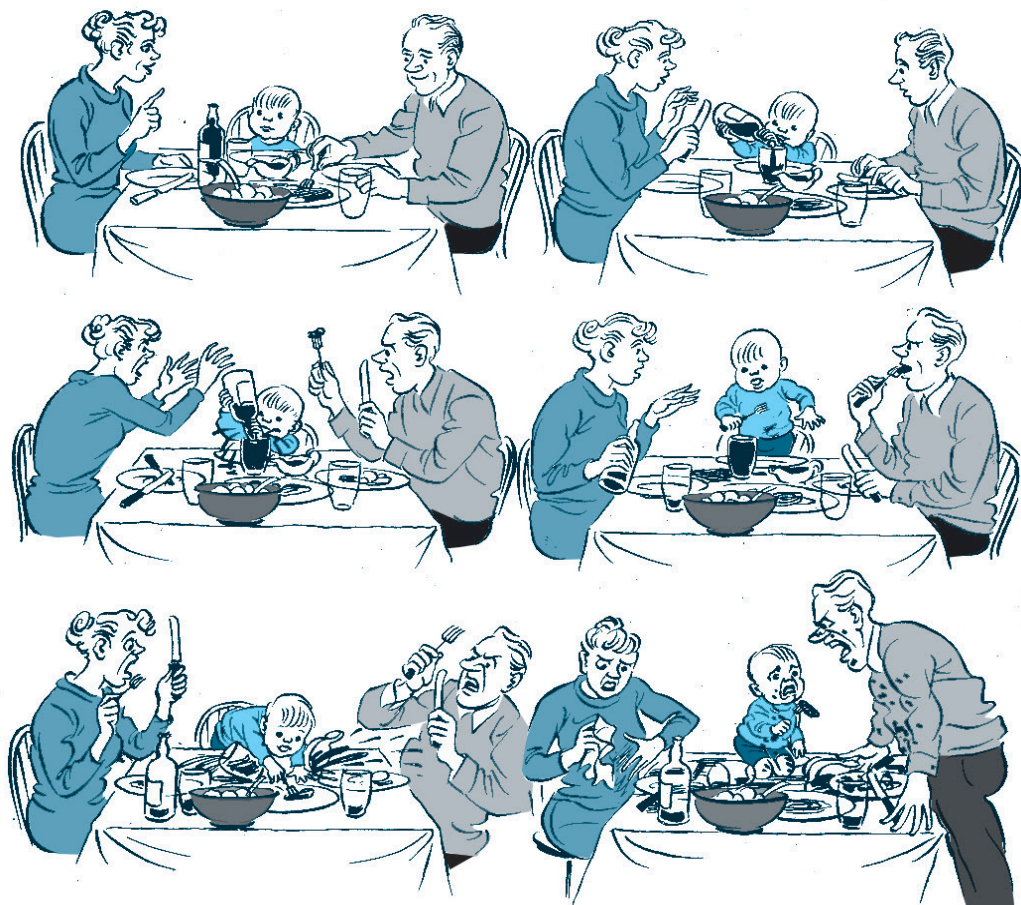
### WRITING SPOT



1. When eating take as much as you want, but eat as much as you take.
2. Do not eat too fast or too slowly, cut as you eat.
3. Take a little of every dish that is offered to you.
4. Sit up straight and face the table, do not put your elbows on the table while eating.
5. When refusing a dish simply say, "No, thank you", when accepting a dish, "Yes, please".
6. Do not leave the spoon in your cup, when drinking tea or coffee.
7. Don't lick your fingers.
8. Don't talk with your mouth full.



32. Look at the pictures and write a story.



### Pre-reading task

33. Listen to the story about King Alfred and the Cakes and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.

- |             |                        |
|-------------|------------------------|
| 1. amusing  | a. բարձրացնել          |
| 2. bow      | b. ջրհոր               |
| 3. fetch    | c. վախեցած             |
| 4. found    | d. ներում              |
| 5. raise    | e. գնալ և բերել        |
| 6. tear     | f. ապաստարան (ապաստան) |
| 7. well     | g. պարոնել             |
| 8. scared   | h. հիմնադրել           |
| 9. mercy    | i. խոնարհվել           |
| 10. shelter | j. զվարճալի            |



**besides** – also, in addition

*Besides founding schools King Alfred had to think of other things.*

**except** – to exclude

*King Alfred thought of everything except the cakes.*

34. How do you imagine kings?

*Are they kind, cruel, clever, intelligent or stupid?*

*What do they always do, sometimes do and never do?*

35. What do you think is important for kings?

- |         |               |                |
|---------|---------------|----------------|
| money   | power         | food and drink |
| clothes | children      | sport          |
| prayer  | travel        | reading        |
| wars    | entertainment |                |

### 36. What would you do if you were a king?

#### KING ALFRED AND THE CAKES



You remember King Alfred and how he learnt to read. He had to think of other things besides founding schools. He had to raise an army and go to war because enemies came from across the sea and attacked his country. There is an amusing story about him during his wars. Once the enemy was winning. Alfred's soldiers all ran away and the king was alone in a forest. It was late and Alfred was tired and hungry.

After walking for some time he came to a little cottage. He knocked at the door and asked for food and shelter for the night.

There was a poor woman in the cottage. She did not know that Alfred was the king as his clothes were torn and dirty.

She let him in and told him to sit down by the fire to warm himself. She asked him to watch her cakes, which were baking while she went to the well to fetch water. Poor Alfred had more important things to think about than the cakes and he soon forgot about them. When the woman came back her cakes were all burnt. She was very angry.

"You good-for-nothing, worthless man", she said. "You want to eat, but you cannot even watch some cakes for a quarter of an hour. Take that! And that! And that!" She began beating the poor king with a big stick.

Just then some of the enemy soldiers came to the cottage. They were looking for King Alfred to take him prisoner. When they saw the woman beating him they never dreamt that he was the king; they thought that he was her husband. So they laughed and passed on. Later some of Alfred's own soldiers found him and bowed before him. When the poor woman learnt that it was the king whom she had beaten she got scared. She knelt down for mercy.

"Do not be afraid, my good woman," said Alfred laughing. "Your strong stick saved my life. When I drive the enemy out of the country I shall remember the service you have done me." He did not forget his promise.

**Choose the correct answer.**

- 1. King Alfred was left alone in the forest because**
  - a. the enemy won
  - b. all the soldiers ran away
  - c. the enemy won and all Alfred's soldiers ran away
  
- 2. The woman didn't know that Alfred was a king as**
  - a. his clothes were torn and dirty
  - b. he asked for food and shelter
  - c. it was dark
  
- 3. The cakes were all burnt because**
  - a. the woman went to fetch water
  - b. Alfred watched them
  - c. Alfred had many important things to think about and forgot about them
  
- 4. Why didn't the enemy take Alfred prisoner?**
  - a. They thought Alfred was the woman's husband
  - b. They didn't think Alfred was a king
  - c. The woman hid him
  
- 5. King Alfred was grateful to the poor woman because**
  - a. she saved his life
  - b. he watched her cake
  - c. he drove the enemy out of the country

**37. What happened when...?**

1. When King Alfred came to a little cottage...
2. When the woman let Alfred in...
3. When the woman came back...
4. When the soldiers saw the woman beating Alfred...
5. When the poor woman learnt it was the king...
6. When Alfred drove the enemy out of the country...

38. True or False.

- 1. Once the enemy was losing.
- 2. Alfred was dressed like a king when he knocked at the door of a cottage.
- 3. The woman didn't let Alfred in.
- 4. Alfred was watching the cakes.
- 5. The cakes were very tasty and he didn't burn them.
- 6. The woman saved Alfred's life.
- 7. The soldiers thought Alfred was the woman's husband.
- 8. Alfred forgot his promise to remember the service the woman had done for him.
- 9. The woman was happy to save the king's life.
- 10. The woman smiled when she saw that her cakes were all burnt.

T	F

39. Why? because...

- 1. Why did Alfred have to raise an army and go to war?
- 2. Why was Alfred alone in the forest?
- 3. Why did he knock at the door of a little cottage?
- 4. Why didn't the woman understand that Alfred was the king?
- 5. Why did she ask him to watch her cakes?
- 6. Why did Alfred forget about the cakes?
- 7. Why was the woman angry when she came back?
- 8. Why did the soldiers go away and didn't take Alfred prisoner?
- 9. Why was the woman very much afraid?
- 10. Why was Alfred so grateful to the woman?

40. Match the words with the meanings.

a. raise

b. win

c. burn

e. dream

d. amuse

- 1. be first in a game or sport
- 2. lift up
- 3. see things when you are asleep
- 4. entertain
- 5. be on fire

SENTENCE  
BUILDING*Remember****Look at this sentence****After walking for some time he came to a little cottage.*

There are two actions in this sentence that are done by the same person:

1. Alfred had walked for some time.
2. Alfred came to a little cottage.

We may replace **he had walked** by **walking** and make one sentence out of two.

**41. Replace the coloured words by a word ending in -ing.**

1. After **he had knocked** at the door, Alfred spoke to the woman.
2. Before **she went** to the well, the woman told the king to watch her cakes.
3. While **he was thinking** about the war, Alfred forgot to watch the cakes.
4. After **he had driven** out the enemy, Alfred remembered the poor woman.
5. After **she had beaten** Alfred, the woman learnt that he was the king.

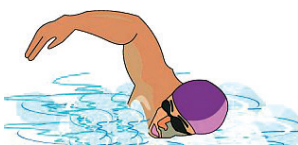
# UNIT 10

## Sport is Health

### 1. Match the words with the pictures.



basketball  
swimming  
dancing  
football  
gymnastics  
baseball  
climbing  
running  
golf  
skateboarding



*Early to bed,  
Early to rise,  
Is the way to be healthy  
And wealthy and wise.*

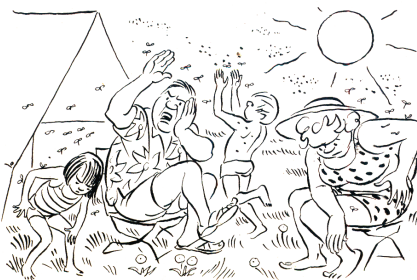
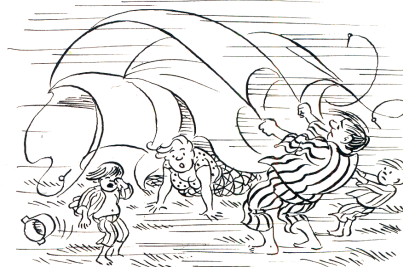
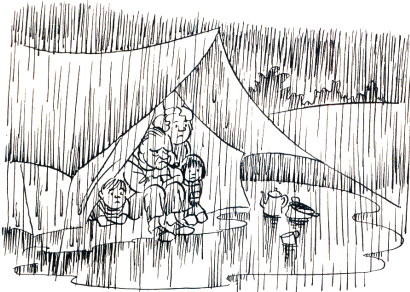
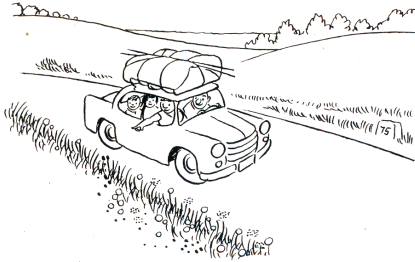


2. Look at the pictures and write a story.  
The expressions below will help you.

**WRITING**  
**SPOT**

**Camping**

*drawing by H. Bidstrup*



be on holiday - լինել արձակուրդում  
take a holiday - արձակուրդ գնալ  
plan a camping holiday - պլանավորել  
արշավ  
get sunburnt - արևահար լինել

lie in the sun - պառկել արևի փակ  
appreciate home comforts - գնահատել  
փնական պայմանները  
damp - խոնավ  
mosquitoes - մոծակներ

3. Can you find as many activities as possible.

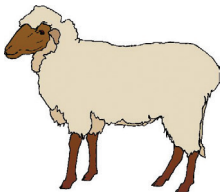
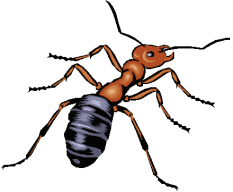
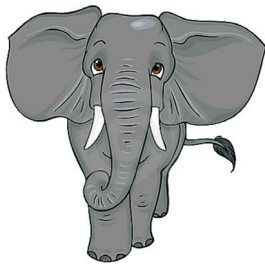
D	G	Y	M	N	A	S	T	I	C	S
M	F	E	S	W	I	M	M	I	N	G
T	C	Y	C	L	I	N	G	K	Q	Z
B	E	G	D	A	N	C	I	N	G	N
A	V	O	L	L	E	Y	B	A	L	L
S	F	O	O	T	B	A	L	L	X	M
E	F	D	C	L	I	M	B	I	N	G
B	G	O	L	F	R	U	G	B	Y	P
A	B	A	S	K	E	T	B	A	L	L
L	C	L	I	M	B	I	N	G	I	J
L	R	U	N	N	I	N	G	B	O	M

4. Take part in the competition called Zoolympics. Test your skills against those of animals. Fill in your results and win the game. Try hard and have fun!

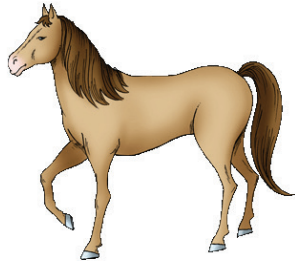
WHO IS THE WINNER?



1. How much do you weigh?  
*I weigh as much as*  
 a. an elephant  
 b. a sheep  
 c. a squirrel



2. How much can you pull?  
*I can pull as much as*  
 a. a horse  
 b. a donkey  
 c. an ant





**3. A monkey can hang on for hours.**

***I can hang for***

- a. \_\_\_ hours
- b. \_\_\_ minutes
- c. \_\_\_ seconds

**4. A serval can jump 3m to catch a bird in flight.**

***How high can you jump?***

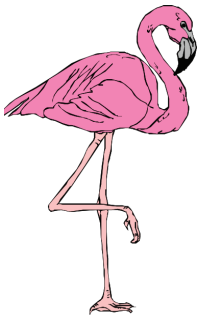
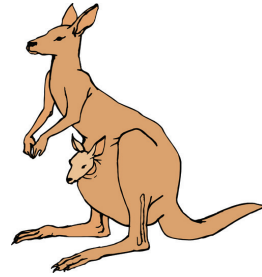
- a. \_\_\_ metres
- b. \_\_\_ centimetres
- c. \_\_\_ millimetres



**5. A kangaroo can easily jump 4 metres.**

***How long can you jump?***

- a. \_\_\_ metres
- b. \_\_\_ centimetres
- c. \_\_\_ millimetres



**6. A flamingo can stand on one leg all night.**

***How long can you stand on one leg?***

- a. all day
- b. an hour
- c. some minutes



**7. An alligator can hold its breath in the water for 6 hours 5 minutes. A sea snake can hold its breath in the water for 3 hours 33 minutes. A penguin can hold its breath in the water for 20 minutes.**

***How long can you hold your breath?***

- a. \_\_\_ hours
- b. \_\_\_ minutes
- c. \_\_\_ seconds





**8. How fast can you run?**

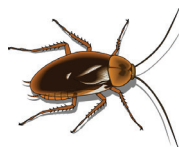
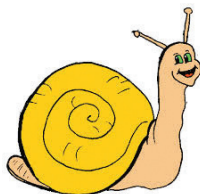
*A giraffe can run 56km/h.*

*A cockroach can run 5.4 km/h.*

*A snail can run a 0.0084 km/h.*

*I can run as fast as a*

- a. giraffe
- b. cockroach
- c. snail



**9. How loud can you shout?**

*I can shout as loud as a*

- a. rooster
- b. cuckoo
- c. mouse



**10. How much ice-cream can you eat?**

- a. 5 bowls
- b. 3 bowls
- c. 1 bowl



## 5. Listen and learn.



### The House That Jack Built

This is the house that Jack built. This is the bread That lay in the house that Jack built.	That killed the rat That ate the bread That lay in the house that Jack built.
This is the rat That ate the bread That lay in the house that Jack built.	This is the girl That milked the cow That tossed the dog That worried the cat
This is the cat That killed the rat That ate the bread That lay in the house that Jack built.	That killed the rat That ate the bread That lay in the house that Jack built.
This is the dog That worried the cat That killed the rat That ate the bread That lay in the house that Jack built.	This is the man That kissed the girl That milked the cow That tossed the dog That worried the cat That killed the rat That ate the bread That lay in the house that Jack built.
This is the cow That tossed the dog That worried the cat	





## Audio scripts

### Puss in Boots

When a poor old man died he left his only three possessions to his three sons. The oldest boy got his mill, the second got his donkey and the youngest one got his cat.

The young boy was disappointed until the cat began to speak to him and asked him to give him a bag and a pair of boots. Then the cat went and caught a rabbit, put it in the bag and took it to the King, saying that it was a present from his master, the Prince of Carabas. After that the cat caught many more animals, and each time offered them to the King with the same message.

One day the King went for a ride in his coach near the river, and the cat told the boy to go for a swim. When he was in the water the cat hid his clothes, and then went up and told the King that his master – the Prince of Carabas – was swimming when some thieves had stolen his clothes. The King gave the boy some new clothes.

The boy got into the coach with the King and his daughter, the princess, and went for a ride. The cat ran ahead and tricked all of the people to tell the King that the land they were working on belonged to the Prince of Carabas, so the King thought that the boy was very rich.

Near there was a castle owned by a horrible ogre. The cat knew all about the ogre, and went to the castle. There he asked the ogre if it was true that he could turn himself into any animal. The ogre said that it was true, and to prove it he turned himself into a lion. The cat then asked the ogre if he could also turn himself into a small animal, like a mouse. The ogre did this, and the cat then ate him.

When the King, the princess and the boy arrived at the castle the cat said that it belonged to the Prince of Carabas. The King was so impressed that he offered the boy the hand of the princess in marriage. So they were married and live happily ever after.



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### King of the Pumpkins

“Deep in the middle of the woods”, said my mother, “is the place where the King of the Pumpkins lives.”

“But pumpkins live in fields, not in forests”, I said to my mother. She wouldn’t listen to me. “I’m telling you”, she said, “the King of the Pumpkins lives in the middle of the woods, and the woods that he lives in are the woods right next to our house, the woods you can see out of the window over there”. She pointed with her hand to the woods that were, in fact, just outside the window behind our



house. “He doesn’t live in a field like the other pumpkins” continued Mother, “because he’s not an ordinary pumpkin. He’s the King Pumpkin”.

I shut up and decided to believe her, like you do when you’re a kid. Firstly I knew that it wasn’t worth arguing with my mother. She always won. Secondly, when you’re a kid, you always believe what grown-ups tell you, no matter how stupid it is. Like Santa Claus and stuff like that. Kids always believe it, even though they know it’s stupid.

Still, I decided to go and find the King of the Pumpkins, partly because I was bored, partly because I was curious, and also — of course — because I wanted to know if my mother really was talking nonsense or not.

Mother often talked nonsense, I have to say that. There was the time she told me that the moon was made of cheese. I knew that was nonsense. Then there were all the stories she told me. Stories about frogs, princesses, princes and shoes. Stories about donkeys and unicorns, gnomes and elves, magic mirrors and magic cooking pots. Stories about why the stars are exactly the way they are, why the river that runs through our town has the name that it has, stories about where the sun comes from, why the sky is so far away and why the elephant has a long trunk.

Some of these stories, I think, might have been true. I was never sure, and it was difficult to find out. This time though, with this story about the King of the Pumpkins, it was going to be easy to find out if she was telling the truth or not.

Some people used to call my mother a witch, but I knew that she wasn’t a witch. Just a bit strange perhaps. And she used to talk nonsense. Perhaps it was also because of the black cat we had. People say that witches always have black cats, and we had a black cat. But Mog wasn’t a witch’s cat. He was just a regular black cat. Mog could talk, though, I have to say that. Perhaps that isn’t so regular in a cat, now I think about it.

Anyway, I was telling you about the time I went to find the King of the Pumpkins. I set off with Mog the cat into the woods to look for the King of the Pumpkins. Even though we’d lived in that house near the woods all my life, I had never gone into the middle of the woods. This was the first time. I was glad I had Mog with me. I was a bit scared, even though I didn’t really think that the King of the Pumpkins lived there.

“Watch out for the wolves!” said Mog. “Yes...and the grandmothers too!” I joked. “Let’s not leave the path!” said Mog.

When people said my mother was a witch, I told them that witches don’t have children. “Yeah” they replied, “That’s true. But you look more like an elf than a regular kid.” I looked in the mirror to see if I looked like an elf or not. I think I looked like a regular kid, but you never can tell really.

“Do you think he’s real?” I asked Mog.

“Who, the wolf? He certainly is” replied Mog.



"No, not the wolf. I know the wolf is real" I said to Mog. Sometimes I could hear the wolf howling at night. I knew he was real. "No, not the wolf. The King of the Pumpkins. Do you think he's real?"

"Don't know" said the cat. "Guess we'll just have to find out."

We walked on into the forest. The trees got taller and taller and taller. The path got narrower and narrower and narrower.

"What does he do, then, this King of the Pumpkins?" asked Mog.

"I don't know really" I said. "I guess he just kind of is head pumpkin, boss pumpkin, he decides on pumpkin rules and pumpkin laws, and punishes people who break them."

"Oh, I see" said Mog. He was quiet for a bit, then said,

"What kind of things are pumpkin rules then?"

"Erm, how big you can grow. What colour you have to be. Stuff like that."

"You're making this up, aren't you?" asked Mog.

"Yeah," I said.

Eventually, we got to the middle of the forest. At least I think it was the middle of the forest, but it's difficult to say exactly. There was a clearing, a big space where there were no trees. In the middle of the clearing was the King of the Pumpkins.

At least, I think it was the King of the Pumpkins. It looked like a man at first. He was quite tall and had legs and arms made from sticks. He was wearing an old black coat. His head was a pumpkin. His head was the biggest pumpkin I had ever seen.

Me and Mog went up close to him. He didn't say anything.

"Is that it?" asked Mog.

"I guess so." I said.

"Disappointing" said Mog.

"Do you think he's the real King of the Pumpkins?" I asked Mog.

"Who knows?" replied the cat.

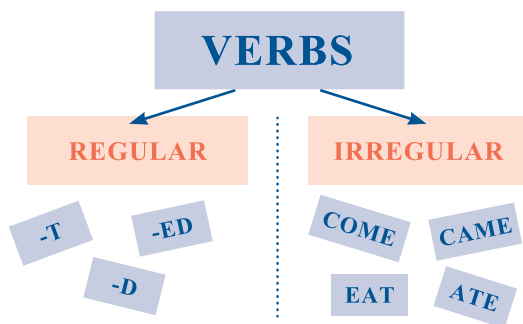
As we walked back along the path out of the forest, I started to think about what was real and what was not. Could things that were made up also be true? What was the difference between "story" and "history"? One is real and the other isn't – is that it?

"What about all those other things that Mother talks about, do you think they're real?" I asked Mog.

"Hmmm...I'm not sure" said Mog. "Those stories she tells sometimes... about why the night is black and the day is blue, about golden eggs and girls with golden hair, about why people have ten fingers, ten toes, two feet, two hands and two eyes... Sometimes I think she's crazy, and sometimes I think she might be right..."

I knew what Mog meant. I felt the same way.

"Perhaps the stories aren't true" I said, "but what they mean is."



## IRREGULAR VERBS

### Infinitive

be [bi:]  
 beat [bi:t]  
 become [bi'kʌm]  
 begin [bi'gɪn]  
 bite [baɪt]  
 blow [bləʊ]  
 break [breɪk]  
 bring [brɪŋ]  
 build [bɪld]  
 burn [bɜ:n]  
 buy [baɪ]  
 catch [kætʃ]  
 choose [tʃu:z]  
 come [kʌm]  
 cost [kɒst]  
 cut [kʌt]  
 do [du:]  
 draw [drɔ:]  
 dream [dri:m]  
 drink [drɪŋk]  
 drive [draɪv]  
 eat [i:t]  
 fall [fɔ:l]  
 feed [fi:d]  
 feel [fi:l]  
 find [faɪnd]  
 fly [flaɪ]  
 forget [fə'get]  
 get [get]  
 give [gɪv]  
 go [gou]  
 grow [grəʊ]  
 have [hæv]  
 hear [hɪə(r)]  
 hide [haɪd]  
 hit [hɪt]  
 hold [həʊld]  
 hurt [hɜ:t]

### Simple Past

was [wɒz], were [wə:]  
 beat [bi:t]  
 became [bi'keɪm]  
 began [bi'gæn]  
 bit [bɪt]  
 blew [blu:]  
 broke [brəʊk]  
 brought [brɔ:t]  
 built [bɪlt]  
 burnt [bɜ:nt]  
 bought [bɔ:t]  
 caught [kɔ:t]  
 chose [tʃəʊz]  
 came [keɪm]  
 cost [kɒst]  
 cut [kʌt]  
 did [dɪd]  
 drew [dru:]  
 dreamt [dremt]  
 drank [dræŋk]  
 drove [drəʊv]  
 ate [et]  
 fell [fel]  
 fed [fed]  
 felt [felt]  
 found [faʊnd]  
 flew [flu:]  
 forgot [fə'gɒt]  
 got [gɒt]  
 gave [geɪv]  
 went [went]  
 grew [gru:]  
 had [hæd]  
 heard [hɜ:d]  
 hid [hɪd]  
 hit [hɪt]  
 held [held]  
 hurt [hɜ:t]

### Past Participle

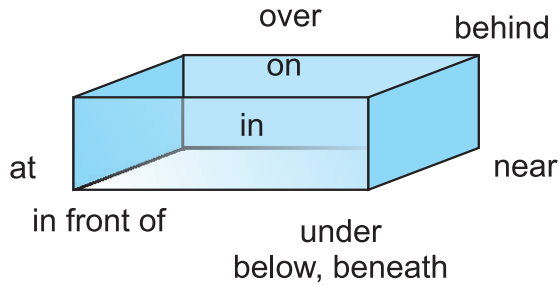
been [bi:n]  
 beaten [ˈbi:tən]  
 become [bi'kʌm]  
 begun [bi'gʌn]  
 bitten [bɪtn]  
 blown [bləʊn]  
 broken [ˈbrəʊkn]  
 brought [brɔ:t]  
 built [bɪlt]  
 burnt [bɜ:nt]  
 bought [bɔ:t]  
 caught [kɔ:t]  
 chosen [ˈtʃəʊzn]  
 come [kʌm]  
 cost [kɒst]  
 cut [kʌt]  
 done [dʌn]  
 drawn [drɔ:n]  
 dreamt [dremt]  
 drunk [drʌŋk]  
 driven [ˈdrɪvn]  
 eaten [ˈi:tən]  
 fallen [ˈfɒlən]  
 fed [fed]  
 felt [felt]  
 found [faʊnd]  
 flown [fləʊn]  
 forgotten [fə'gɒtn]  
 got [gɒt]  
 given [ˈgɪvn]  
 gone [gɒn]  
 grown [grəʊn]  
 had [hæd]  
 heard [hɜ:d]  
 hidden [ˈhɪdn]  
 hit [hɪt]  
 held [held]  
 hurt [hɜ:t]

keep [ki:p]	kept [kept]	kept [kept]
know [nəu]	knew [nju:]	known [nəun]
lead [li:d]	led [led]	led [led]
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [lein]
lose [lu:z]	lost [lɔst]	lost [lɔst]
make [meik]	made [meid]	made [meid]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
read [ri:d]	read [red]	read [red]
ride [raid]	rode [rɔud]	ridden [ˈridn]
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rəuz]	risen [ˈrizn]
run [rʌn]	ran [ræn]	run [rʌn]
say [sei]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [səuld]	sold [səuld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shake [ʃeik]	shook [ʃuk]	shaken [ˈʃeikn]
shine [ʃain]	shone [ʃɔn]	shone [ʃɔn]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəu]	showed [ʃəud]	showed / shown [ʃəun]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sit]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelt [smelt]	smelt [smelt]
speak [spi:k]	spoke [spəuk]	spoken [ˈspəukn]
spell [spel]	spelt [spelt]	spelt [spelt]
spend [spend]	spent [spent]	spent [spent]
spill [spil]	spilt [spilt]	spilt [spilt]
stand [stænd]	stood [stud]	stood [stud]
strike [straik]	struck [strʌk]	struck [strʌk]
swim [swim]	swam [swæm]	swum [swʌm]
take [teik]	took [tuk]	taken [ˈteikn]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [teə(r)]	tore [tɔ:(r)]	torn [tɔ:n]
tell [tel]	told [təuld]	told [təuld]
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəu]	threw [θru:]	thrown [θrəun]
understand [ʌndəˈstænd]	understood [ʌndəˈstud]	understood [ʌndəˈstud]
wake up [ˈweikʰʌp]	woke up [ˈwəukʰʌp]	woken up [ˈwəuknʰʌp]
wear [weə(r)]	wore [wɔ:(r)]	worn [wɔ:n]
win [win]	won [wʌn]	won [wʌn]
write [rait]	wrote [rəut]	written [ˈritn]

# PREPOSITIONS

## Prepositions of Place

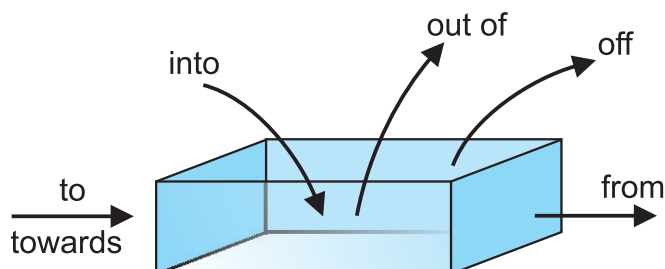
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<b>on</b>	<b>on</b> the box
<b>in</b>	<b>in</b> the box
<b>at</b>	<b>at</b> the box
<b>under</b>	
<b>below</b>	<b>under</b> the box
<b>beneath</b>	
<b>over</b>	<b>over</b> the box
<b>near</b>	<b>near</b> the box
<b>in front of</b>	<b>in front of</b> the box
<b>behind</b>	<b>behind</b> the box
<b>across</b>	<b>across</b> the street
<b>through</b>	<b>through</b> the window
<b>between</b>	<b>between</b> two windows
<b>among</b>	<b>among</b> the students

## Prepositions of Direction

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<b>to</b>	<b>to</b> the house
<b>towards</b>	<b>towards</b> the house
<b>from</b>	<b>from</b> the house
<b>into</b>	<b>into</b> the house
<b>out of</b>	<b>out of</b> the house
<b>off</b>	<b>off</b> the house

## Prepositions of Time

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<b>on</b>	<b>on</b> Saturday
	<b>on</b> the first of May
<b>in</b>	<b>in</b> March
	<b>in</b> a month
<b>at</b>	<b>at</b> 7 o'clock
<b>by</b>	<b>by</b> 3 o'clock
<b>from...till</b>	<b>from...till</b> from 3 till 5 o'clock
<b>since</b>	<b>since</b> 5 o'clock
<b>for</b>	<b>for</b> an hour
<b>during</b>	<b>during</b> the lecture
<b>before</b>	<b>before</b> the lecture
<b>after</b>	<b>after</b> the lecture
<b>till</b>	<b>till</b> June
<b>until</b>	<b>until</b> we meet
<b>between</b>	<b>between</b> one and two o'clock

# GLOSSARY

## A

**abbreviation** [əˌbriːviˈeɪʃn] *n.*  
կրճատում, հապավում  
**actor** [ˈæktə] *n.* դերասան  
**actress** [ˈæktɪs] *n.* դերասանուհի  
**address** [əˈdres] *n.* հասցե *v.*  
հասցեագրել, դիմել  
**admire** [ədˈmaɪə] *v.* հիանալ  
**adventure** [ədˈvɛntʃə] *n.* արկած,  
արկածախնդրություն  
**agree** [əˈɡriː] *v.* 1. համաձայնվել 2.  
համապատասխանել  
**alien** [ˈeɪliən] *a.* օտար, խորթ  
**alive** [əˈlaɪv] *a.* ողջ, կենդանի  
**allow** [əˈlaʊ] *v.* թույլ տալ, թույլատրել  
**amusing** [əˈmjʊzɪŋ] *a.* զվարճալի  
**angry** [ˈæŋɡri] *a.* բարկացած,  
զայրացած  
**animal** [ˈæniməl] *n.* կենդանի,  
անասուն  
**ant** [ˈænt] *n.* մրջյուն  
**anxious** [ˈæŋkʃəs] *a.* մտահոգ,  
անհանգիստ  
**apartment** [əˈpɑːtmənt] *n.* բնակարան  
**apologise** [əˈpɒlədʒaɪz] *v.* ներողություն  
խնդրել  
**appear** [əˈpiə] *v.* հայտնվել, երևալ  
**arrive** [əˈraɪv] *v.* ժամանել, գալ  
**ashamed** [əˈʃeɪmd] *a.* ամոթահար  
**astonish** [əˈstəʊnɪʃ] *v.* զարմացնել,  
սպշեցնել  
**attractive** [əˈtræktɪv] *a.* գրավիչ,  
հրապուրիչ  
**awake** [əˈweɪk] *a.* կայտառ, առույգ  
**away** [əˈweɪ] *adv.* հեռու  
**awful** [ˈɔːfʊl] *a.* սարսափելի, սոսկալի

## B

**bacon** [ˈbeɪkən] *n.* խոզապուխտ  
**bake** [beɪk] *v.* թխել

**baker** [ˈbeɪkə] *n.* հալքուխ, հալագործ  
**banana** [bəˈnɑːnə] *n.* բանան  
**bark** [bɑːk] *n.* հաշոյ *v.* հաշել  
**bean** [biːn] *n.* լոբի  
**beautiful** [ˈbjuːtɪfʊl] *a.* գեղեցիկ  
**beauty** [ˈbjuːti] *n.* 1. գեղեցկություն  
2. գեղեցկուհի  
**become** [bɪˈkʌm] *v.* դառնալ  
**bee** [biː] *n.* մեղու  
**beef** [biːf] *n.* տավարի միս  
**beer** [biə] *n.* զարեջուր  
**beet** [biːt] *n.* ճակնդեղ  
**behave** [bɪˈheɪv] *v.* պատշաճ վարք  
դրստրել  
**behaviour** [bɪˈheɪvjə] *n.* վարք,  
վարքագիծ  
**being** [ˈbiːɪŋ] *n.* էակ  
**belief** [bɪˈliːf] *n.* հավատ  
**believe** [bɪˈliːv] *v.* 1. հավատալ 2.  
կարծել, համարել, ենթադրել  
**bell** [bel] *n.* զանգ  
**belong** [bɪˈlɔŋ] *v.* պատկանել  
**below** [bɪˈləʊ] *adv.* ստորև, ներքևում  
**beneath** [bɪˈniːθ] *adv.* ներքևում, տակ  
**berry** [ˈberi] *n.* հատապտուղ  
**birthday** [ˈbɜːθdeɪ] *n.* ծննդյան օր  
**birthplace** [ˈbɜːθpleɪs] *n.* ծննդավայր  
**biscuit** [ˈbɪskɪt] *n.* թխվածքաբլիթ  
**blazing** [ˈbleɪzɪŋ] *a.* վառ, վառվող  
**blackberry** [ˈblækberɪ] *n.* մոշ  
**blossom** [ˈblɒsəm] *v.* ծաղկել  
**blow** [ˈbləʊ] *v.* (blew, blown) փչել  
**boat** [bəʊt] *n.* նավակ, նավ  
**body** [ˈbɒdi] *n.* մարմին  
**boil** [bɔɪl] *v.* եռացնել, եփել  
**bone** [bəʊn] *n.* ոսկոր  
**boring** [ˈbɔːrɪŋ] *a.* ճանճրալի,  
տաղտկալի  
**bottom** [ˈbɒtəm] *n.* հատակ, ներքևի  
մաս  
**bowl** [bəʊl] *n.* բաժ, գավաթ, աման  
**brave** [breɪv] *a.* քաջ, արի

**break** [breɪk] *v.* ջարդել, կոտրել  
**breeze** [bri:z] *n.* զեփյուռ  
**bridge** [brɪdʒ] *n.* կամուրջ  
**brief** [bri:f] *a.* սեղմ, հակիրճ, կարճ  
**bright** [braɪt] *a.* 1. պայծառ 2. փայլուն  
 3. խելամիտ, սրամիտ, աշխույժ  
**brilliant** [ˈbrɪljənt] *a.* փայլուն, աչքի  
 ընկնող, հիանալի  
**broad** [brɔ:d] *a.* լայն, ընդարձակ  
**broom** [brʊm] *n.* ավել, ցախավել  
**build** [bɪld] *v.* կառուցել  
**building** [ˈbɪldɪŋ] *n.* շենք, շինություն,  
 կառույց  
**bush** [bʊʃ] *n.* թուփ, թփուտ  
**busy** [bɪzi] *a.* 1. զբաղված  
 2. աշխույժ (փողոցի մասին)  
**butcher** [ˈbʊtʃə] *n.* մսավաճառ  
**butter** [ˈbʌtə] *n.* կարագ  
**butterfly** [ˈbʌtəflaɪ] *n.* թիթեռ  
**button** [ˈbʌtn] *n.* կոճակ  
**buy** [baɪ] *v.* գնել  
**buzz** [bʌz] *v.* բզբզալ

## C

**cabbage** [ˈkæbɪdʒ] *n.* կաղամբ  
**cake** [keɪk] *n.* տորթ  
**call** [kɔ:l] *v.* 1. կանչել 2. անվանել  
 3. զանգահարել  
**calm** [kɑ:m] *a.* հանգիստ, հանդարտ,  
 խաղաղ  
**camera** [ˈkæmərə] *n.* լուսանկարչական  
 սալարատ  
**camping** (holiday) [ˈkæmpɪŋ] *n.* արշավ  
**candle** [ˈkændl] *n.* մոմ  
**candy** [ˈkændi] *n.* 1. սառնաշաքար  
 2. *ամերիկ.* կոնֆետ, քաղցրավենիք  
**care** [keə] *n.* խնամք, հոգատարություն  
**take care of** խնամել  
**I don't care** ինձ համար միևնույն է  
**careful** [ˈkeəfʊl] *a.* 1. հոգատար,  
 ուշադիր 2. զգույշ  
**careless** [ˈkeəlis] *a.* անփույթ,  
 անուշադիր, անհոգ  
**carrot** [ˈkærət] *n.* զազար, ստեպղին  
**carry** [ˈkæri] *v.* կրել, տանել

**castle** [ˈkɑ:sl] *n.* դղյակ  
**casual** [ˈkæʒʒʊəl] *a.* անփույթ  
**catchy** [ˈkætʃi] *a.* գրավիչ  
**cease** [si:s] *v.* դադարել, դադարեցնել  
**ceiling** [ˈsi:lɪŋ] *n.* առաստաղ  
**celebrate** [ˈselibreɪt] *v.* տոնել  
**cereal** [ˈsiəriəl] *n.* վարսակածավար  
**chase** [tʃeɪs] *n.* հետապնդում, որս  
*v.* հետապնդել, որսալ  
**chat** [tʃæt] *v.* զրույցել, շաղակրատել  
**cheap** [tʃi:p] *a.* էժան, էժանագին  
**cheek** [tʃi:k] *n.* այտ  
**cheerful** [ˈtʃiəfʊl] *a.* ուրախ, գլարթ  
**cheers** [tʃiəz] *n.* ողջ լինենք (կենաց)  
**cheese** [tʃi:z] *n.* պանիր  
**cherry** [ˈtʃeri] *n.* բալ, կեռաս  
**chew** [tʃu:] *v.* ծամել  
**chewing gum** [ˈtʃu:ɪŋ ɡʌm] *n.* ծամոն  
**chop** [tʃɒp] *v.* կտրտել  
**claim** [kleɪm] *v.* պահանջել  
**climate** [ˈklaɪmɪt] *n.* կլիմա  
**climb** [klaɪm] *v.* մագլցել  
**close** [kləʊs] *a.* մոտ, մոտիկ, մտերիմ  
*v.* փակել  
**closely** [kləʊsli] *adv.* 1. սերտորեն  
 2. ուշադիր, ուշադրությամբ  
**clothes** [kləʊðz] *n.* հագուստ, զգեստ  
**cloudy** [ˈklaʊdi] *a.* ամպամած  
**coast** [kəʊst] *n.* ափ, ծովափ  
**cold** [kəʊld] *n.* 1. ցուրտ 2.  
 մրսածություն *a.* սառը, պաղ, ցուրտ  
**comb** [kəʊm] *n.* սանր  
**comfortable** [ˈkʌmfətəbl] *a.* հարմար  
**common** [ˈkɒmən] *a.* սովորական  
**conquer** [ˈkɒŋkə] *v.* հաղթել, նվաճել  
**conqueror** [ˈkɒŋkərə] *n.* հաղթող,  
 նվաճող  
**construction** [kənˈstrʌkʃən] *n.*  
 1. շինարարություն 2. կառույց, շենք  
**cook** [kʊk] *n.* խոհարար *v.* եփել,  
 պատրաստել (կերակուր)  
**cool** [ku:l] *a.* հով, զով  
**cottage** [ˈkɒtɪdʒ] *n.* խրճիթ,  
 ամառանոցային տուն  
**cover** [ˈkʌvə] *n.* 1. ծածկոց, 2. խուփ  
*v.* ծածկել



**creature** ['kri:tʃə] *n.* արարած, կենդանի էակ  
**crime** [kraim] *n.* հանցանք  
**criminal** ['krɪmɪnəl] *n.* հանցագործ  
**crow** [krəʊ] *n.* ագռավ  
**crowd** [kraʊd] *n.* ամբոխ, մարդկանց խումբ  
**crowded** ['kraʊdɪd] *a.* լիքը լցված, լեկ-լեցուն  
**cruel** [kruəl] *a.* դաժան  
**crush** [krʌʃ] *v.* ջախջախել, ոչնչացնել  
**cry** [kraɪ] *v.* 1. ճչալ, բղավել 2. լաց լինել, արտասպել  
**cucumber** ['kju:kʌmbə] *n.* վարունգ  
**cup** [kʌp] *n.* գավաթ  
**cupboard** ['kʌbəʊd] *n.* պահարան (ամանեղենի, սննդամթերքի)  
**curious** [kjʊəriəs] *a.* հետաքրքրասեր  
**cut** [kʌt] *v.* կտրել, կտրատել  
**cycle** ['saɪkl] *v.* հեծանիվ քշել

## D

**daily** ['deɪli] *a.* առօրյա, ամենօրյա, սովորաբան  
**damage** ['dæmɪdʒ] *n.* վնաս *v.* վնասել  
**damp** [dæmp] *a.* խոնավ, թաց  
**dance** [da:ns] *n., v.* 1) պար, 2) պարել  
**dandelion** ['dændɪlaɪən] *n.* խատուտիկ  
**danger** ['deɪndʒə] *n.* վտանգ  
**dangerous** ['deɪndʒərəs] *a.* վտանգավոր, սպառնալի  
**daydream** ['deɪdri:m] *v.* անրջել, երագել  
**dear** [dɪə] *a.* թանկագին, սիրելի, հարգելի  
**deceive** [di'si:v] *v.* խաբել  
**decide** [di'saɪd] *v.* որոշել, վճռել  
**decision** [di'sɪʒən] *n.* որոշում, վճիռ  
**decorate** ['dekəreɪt] *v.* զարդարել  
**deed** [di:d] *n.* գործ  
**deep** [di:p] *a.* 1. խոր 2. մուգ (գույնի մասին) 3. թավ, խուլ (ձայնի մասին)  
**delicate** ['delɪkət] *a.* նուրբ, նրբագեղ  
**delicious** [di'liʃəs] *a.* համեղ

**delight** [dɪ'laɪt] *n.* հիացմունք, հաճույք, բավականություն  
**deliver** [dɪ'lvɪə] *v.* առաքել  
**depend** [dɪ'pend] *v.* կախում ունենալ, կախված լինել  
**describe** [dɪs'kraɪb] *v.* նկարագրել  
**description** [dɪs'krɪpʃən] *n.* նկարագրություն  
**desperate** ['despəreɪt] *a.* հուսահատված, հուսալքված  
**dessert** [dɪ'zɜ:t] *n.* աղանդեր, քաղցրավենիք  
**develop** [dɪ'veləp] *v.* զարգանալ, զարգացնել  
**dictionary** ['dɪkʃənəri] *n.* բառարան  
**diet** ['daɪət] *n.* սննդառեժիմ, դիետա  
**difference** ['dɪfrəns] *n.* տարբերություն  
**different** ['dɪfrənt] *a.* տարբեր, զանազան  
**difficulty** ['dɪfɪkəlti] *n.* դժվարություն  
**disappear** [dɪsə'pɪə] *v.* անհետանալ, կորչել  
**disappointment** [dɪsə'pɔɪntmənt] *n.* հիասթափություն  
**dive** [daɪv] *v.* սուզվել  
**doubt** [daʊt] *n.* կասկած *v.* կասկածել  
**doubtful** [daʊtful] *a.* կասկածամիտ  
**dream** [dri:m] *n.* երագ, երագանք *v.* երագ տեսնել, երագել, ցանկանալ  
**drive** [draɪv] *v.* վարել (ավտոմեքենա և այլն)  
**drop** [drɒp] *n.* կաթիլ *v.* վայր գցել  
**during** ['djʊəɪŋ] *prep.* ընթացքում  
**dust** [dʌst] *n.* փոշի  
**duty** ['dʒu:ti] *n.* պարտք, պարտականություն

## E

**early** ['ɜ:li] *a., adv.* 1. վաղ առավոտյան 2. վաղաժամ, շուտ  
**earn** [ɜ:n] *v.* վաստակել  
**earth** [ɜ:θ] *n.* 1. երկիր, երկրագունդ 2. ցամաք, հող, գետին

**east** [i:st] *n.* արևելք  
**eastern** ['i:stən] *a.* արևելյան  
**easy** ['i:zi] *a.* հեշտ  
**effort** ['efət] *n.* ճիգ, փորձ  
**elderly** ['eldəli] *a.* հասակավոր,  
 տարեց  
**elf** ['elf] *n.* (*pl.* elves) թզուկ  
**encourage** [in'kʌrɪdʒ] *v.* քաջալերել,  
 խրախուսել  
**enemy** ['enɪmi] *n.* թշնամի  
**enjoy** [in'dʒɔɪ] *v.* բավականություն  
 ստանալ, զվարճանալ  
**equipment** [i'kwɪpmənt] *n.* սարք,  
 սարքավորում  
**even** ['i:vən] *a.* հարթ, հավասար  
*adv.* անգամ, նույնիսկ  
**excite** [ɪk'saɪt] *v.* գրգռել, հուզել  
**exclaim** [ɪks'kleɪm] *v.* բացականչել  
**expensive** [ɪks'pensɪv] *a.* թանկ,  
 քանկարժեք  
**expert** ['ekspə:t] *n.* գիտակ,  
 մասնագետ, փորձագետ

## F

**fair** [fɛə] *n.* տոնավաճառ  
**fairy-tale** ['fɛərɪteɪl] *n.* հեքիաթ  
**faithful** ['feɪθfʊl] *a.* հավատարիմ,  
 նվիրված  
**fall** [fɔ:l] *n.* 1. անկում 2. ջրվեժ  
 3. ամերիկ. աշուն *v.* ընկնել, իջնել  
**false** [fɔ:ls] *a.* կեղծ, արհեստական  
*n.* սուտ, սխալ  
**familiar** [fə'mɪljə] *a.* 1. ծանոթ,  
 սովորական 2. իրագեկ, տեղյակ  
**famous** ['feɪməs] *a.* հռչակավոր,  
 մեծահռչակ  
**fan** [fæn] *n.* 1. երկրպագու, սպորտի  
 մոլի սիրահար 2. հովհար  
**fantastic** [fæn'tæstɪk] *a.* հիանալի,  
 հիասքանչ  
**far (farther, farthest)** [fɑ:] *a., adv.*  
 1. հեռու 2. հեռավոր  
**far away** շատ հեռու  
**fear** [fiə] *n.* վախ

**feather** ['feðə] *n.* փետուր  
**feed** [fi:d] *v.* (**fed, fed**) սնել, կերակրել  
**feel** [fi:l] *v.* 1. զգալ 2. շոշափել  
**feeling** ['fi:liŋ] *n.* զգայում, զգայմունք  
**fence** [fens] *n.* ցանկապատ  
**fiction** ['fɪkʃn] *n.* գեղարվեստական  
 արձակ գրականություն  
**field** [fi:ld] *n.* 1. դաշտ 2. բնագավառ  
**fill** [fɪl] *v.* լցնել, լրացնել  
**find** [faɪnd] *v.* (**found, found**) գտնել  
**find out** պարզել  
**flavour** ['fleɪvə] *n.* բուրմունք, բույր  
**float** [fləʊt] *v.* լողալ (նավի մասին)  
**flour** ['flaʊə] *n.* ալյուր  
**flutter** ['flʌtə] *v.* թափահարել (թևերը)  
**fly** [flaɪ] *n.* ճանճ *v.* թռչել  
**fog** [fɒg] *n.* մառախուղ, մշուշ  
**foggy** ['fɒɡɪ] *a.* մառախլապատ,  
 մշուշապատ  
**folk song** ['fəʊksɔŋ] ժողովրդական երգ  
**follow** ['fɒləʊ] *v.* 1. հետևել 2.  
 հետապնդել 3. հաջորդել 4. բխել,  
 հետևել  
**forehead** ['fɔ:rið] *n.* ճակատ  
**foreign** ['fɔ:riŋ] *a.* 1. օտարերկրյա,  
 օտար, արտասահմանյան  
 2. արտաքին  
**found** [faʊnd] *v.* հիմնադրել  
**freckle** [frekl] *n.* պեպեկ  
**friendly** ['frendli] *a.* ընկերական,  
 բարեկամական, բարյալակամ,  
 սիրալիք  
**frightened** ['fraɪtnd] *a.* վախեցած  
**full** [fʊl] *a.* 1. լի, լիքը 2. ամբողջ, լրիվ  
**fun** [fʌn] *n.* ուրախություն,  
 զվարճություն, կատակ  
**funny** ['fʌni] *a.* զվարճալի, ծիծաղելի  
**fur** [fɜ:] *n.* մորթի  
**furniture** ['fɜ:nɪtʃə] *n.* կահույք

## G

**garbage** ['gɑ:bɪdʒ] *n.* աղբ  
**generation** [ˌdʒenə'reɪʃn] *n.* սերունդ  
**giant** ['dʒaɪənt] *a., n.* հսկա, աժդահա

**gift** [ɡɪft] *n.* 1. նվեր 2. տաղանդ, ձիրք  
**glad** [glæd] *a.* ուրախ  
**gnome** [ˈnəʊm] *n.* գետնաթգուկ, գնոմ  
**god** [ɡɒd] *n.* Աստված  
**gold** [ɡəʊld] *n.* ոսկի *a.* ոսկյա, ոսկե  
**golden** [ˈɡəʊldən] *a.* ոսկեգույն  
**good-looking** [ˈɡʊdˈlʊkɪŋ] *a.* գեղեցիկ, գեղեցկադեմ  
**good-natured** [ˈɡʊdˈneɪtʃəd] *a.* բարեհոգի, բարեհամբույր  
**graceful** [ˈɡreɪsful] *a.* նագեղի, նրբագեղ  
**grapes** [ɡreɪps] *n.* խաղող  
**grateful** [ˈɡreɪtful] *a.* երախտապարտ, շնորհակալ  
**great** [ɡreɪt] *a.* 1. մեծ 2. վեհ  
**greedy** [ˈɡriːdi] *a.* ագահ, աչքածակ  
**greeting** [ˈɡriːtɪŋ] *n.* բարև, ողջույն  
**grow** [ɡrəʊ] *v.* 1. աճել, մեծանալ  
 2. աճեցնել, մեծացնել 3. դառնալ

## H

**habit** [ˈhæbɪt] *n.* սովորություն  
**hail** [heɪl] *n.* կարկուտ  
**handsome** [ˈhænsəm] *a.* գեղեցիկ (սովորաբար՝ տղամարդու մասին)  
**handwriting** [ˈhændraɪtɪŋ] *n.* ձեռագիր  
**happy** [ˈhæpi] *a.* 1. երջանիկ 2. գոհ, ուրախ  
**hard** [hɑːd] *a.* 1. կարծր, պինդ 2. դժվար, ծանր  
**hardly** [ˈhɑːdli] *adv.* հազիվ, հազիվ թե  
**hardworking** [ˈhɑːdˈwɜːkɪŋ] *a.* աշխատասեր  
**harm** [hɑːm] *n.* վնաս *v.* վնասել  
**hatch** [hætʃ] *v.* թուխս նստել, ճտեր հանել  
**hay** [heɪ] *n.* (չոր) խոտ  
**head** [hed] *n.* գլուխ, ղեկավար, պետ *v.* գլխավորել, ղեկավարել  
**headmaster** [ˈhedˈmaːstə] *n.* դպրոցի տնօրեն  
**health** [helθ] *n.* առողջություն  
**healthy** [ˈhelθi] *a.* առողջ

**hear** [hɪə] *v.* լսել  
**heart** [hɑːt] *n.* 1. սիրտ 2. միջուկ, կորիզ  
**heaven** [hevən] *n.* երկինք, դրախտ  
**heel** [hiːl] *n.* կրունկ  
**height** [haɪt] *n.* 1. բարձրություն, հասակ 2. բարձունք  
**helicopter** [ˈhelɪkɒptə] *n.* ուղղաթիռ  
**help** [help] *n.* օգնություն *v.* օգնել  
**help yourself** հրամանեք, հյուրասիրվեք  
**hobby** [ˈhɒbi] *n.* սիրելի զբաղմունք  
**holiday** [ˈhɒlədeɪ] *n.* 1. տոն 2. արձակուրդ  
**honest** [ˈɒnɪst] *a.* 1. ազնիվ, անկեղծ 2. ճշմարտացի, ուղղամիտ  
**honey** [ˈhʌni] *n.* 1. մեղր 2. *փղբշկ.* քաղցրիկս  
**honour** [ˈɒnə] *n.* 1. պատիվ, փառք 2. բարի համբավ 3. հարգանք  
**hope** [həʊp] *n.* հույս *v.* հուսալ  
**hopeful** [ˈhəʊpful] *a.* հույսով լի  
**huge** [hjuːdʒ] *a.* հսկայական, վիթխարի  
**hungry** [ˈhʌŋɡri] *a.* քաղցած, սոված  
**hunt** [hʌnt] *n.* որս *v.* որսալ  
**hurricane** [ˈhʌrɪkən] *n.* փոթորիկ, մրրիկ

## I

**ice** [aɪs] *n.* սառույց  
**ice-cream** [ˈaɪsˈkriːm] *n.* պաղպաղակ  
**icy** [ˈaɪsi] *a.* սառցե, սառը  
**idea** [aɪˈdiə] *n.* գաղափար, մտահղացում  
**identify** [aɪˈdentɪfaɪ] *v.* ինքնությունը հաստատել, ճանաչել  
**imagine** [ɪˈmædʒɪn] *v.* երևակայել, պատկերացնել, ենթադրել  
**immediately** [ɪˈmiːdʒətli] *adv.* անմիջապես  
**important** [ɪmˈpɔːtənt] *a.* կարևոր  
**independent** [ɪnˈdɪˈpendənt] *a.* անկախ  
**influence** [ˈɪnfluəns] 1. ազդեցություն 2. *v.* ազդել  
**inform** [ɪnˈfɔːm] *v.* տեղեկացնել

**information** [ɪnfə'meɪʃn] *n.*  
 տեղեկություն, լուր, հաղորդում  
**innocent** ['ɪnəsnt] *a.* անմեղ  
**insect** ['ɪnsɛkt] *n.* միջատ  
**intelligence** [ɪn'telɪdʒəns] *n.* խելք,  
 ընդունակություն  
**intelligent** [ɪn'telɪdʒənt] *a.* խելացի  
**invitation** [ɪnvɪ'teɪʃn] *n.* հրավեր  
**invite** [ɪn'vaɪt] *v.* հրավիրել  
**island** ['aɪlənd] *n.* կղզի  
**itch** [ɪtʃ] **1. n.** քոր **2. v.** քոր գալ

## J

**jam** [dʒæm] *n.* մուրաբա, ջեմ  
**jar** [dʒɑ:] *n.* բանկա  
**jelly** ['dʒɛli] *n.* դոնդող  
**join** [dʒɔɪn] *v.* **1.** միացնել, միանալ,  
 միավորվել **2.** ընդունվել  
**joke** [dʒɔʊk] *n.* կատակ  
**journey** ['dʒɔ:ni] *n.*  
 ճանապարհորդություն,  
 ուղևորություն  
**joy** [dʒɔɪ] *n.* ուրախություն  
**juice** [dʒu:s] *n.* հյութ  
**juicy** ['dʒu:sɪ] *a.* հյութալի, հյութեղ  
**jump** [dʒʌmp] *v.* պատկել, թռչել  
**jungle** ['dʒʌŋɡl] *n.* ջունգլի  
**just** [dʒʌst] *a.* արդար *adv.* ճիշտ,  
 հենց  
**justice** ['dʒʌstɪs] *n.* արդարություն

## K

**key** [ki:] *n.* բանալի  
**kid** [kɪd] *n.* երեխա *v.* կատակել  
**kill** [kɪl] *v.* սպանել  
**kind** [kaɪnd] *n.* տեսակ *a.* բարի,  
 սիրալիր  
**kind-hearted** ['kaɪnd'hɑ:tɪd] *a.*  
 բարեսիրտ, ազնվահոգի  
**king** [kɪŋ] *n.* թագավոր, արքա  
**kingdom** ['kɪŋdəm] *n.*  
 թագավորություն  
**kiss** [kɪs] *n.* համբույր *v.* համբուրել

**kitchen** ['kɪtʃɪn] *n.* խոհանոց  
**knee** [ni:] *n.* ծունկ  
**knife** [naɪf] *n.* դանակ  
**knock** [nɒk] *n.* հարված, թխկոյ,  
 թակոյ *v.* ծեծել, թակել  
**know** [nəʊ] *v.* իմանալ, գիտենալ  
**knowledge** ['nɒlɪdʒ] *n.* գիտելիք  
**known** [naʊn] *a.* հայտնի, ծանոթ

## L

**language** ['læŋɡwɪdʒ] *n.* լեզու  
**late** [leɪt] *a.* ուշ  
**lately** ['leɪtli] *adv.* վերջերս  
**laugh** [lɑ:f] *n.* ծիծաղ *v.* ծիծաղել  
**lawyer** ['lɔ:jə] *n.* իրավաբան,  
 փաստաբան  
**lazy** ['leɪzi] *a.* ծուլ  
**lead** [li:d] *v.* առաջնորդել, ղեկավարել  
**leader** ['li:də] *n.* ղեկավար, առաջնորդ  
**leaf** [li:f] *n.* տերև  
**learn** [lɜ:n] *v.* սովորել, իմանալ  
**leather** ['leðə] *n.* կաշի  
**leisure** ['leɪʒə] *n.* ազատ ժամանակ  
**liar** ['laɪə] *n.* ստախոս  
**lick** [lɪk] *v.* լպստել, լիզել  
**lie I** [laɪ] *n.* սուտ, ստախոսություն  
 *v.* ստել  
**lie II v. (lay, lain)** պառկել  
**life** [laɪf] *n.* կյանք  
**lipstick** ['lɪpstɪk] *n.* շրթներկ  
**listen** ['lɪsn] *v.* լսել, ունկնդրել  
**lonely** ['ləʊnli] *a.* առանձին, միայնակ  
**look** [lʊk] *n.* **1.** հայացք **2.** տեսք  
 *v.* նայել  
**lose** [lu:z] *v.* կորցնել  
**loss** [lɒs] *n.* կորուստ  
**lovely** ['lʌvli] *a.* գեղեցիկ, սիրուն  
**loyal** [lɔɪəl] *a.* հավատարիմ, անձնվեր  
**luck** [lʌk] *n.* բախտ  
**luckily** ['lʌkɪli] *adv.* բարեբախտաբար  
**lucky** ['lʌki] *a.* բախտավոր  
**luggage** ['lʌɡɪdʒ] *n.* ուղեբեռ  
**lunch** [lʌntʃ] *n.* երկրորդ նախաճաշ,  
 թեթև ճաշ, ընդմիջման նախաճաշ

## M

**magic** ['mædʒɪk] *n.* կախարդական, մոգական  
**mark** [mɑ:k] *n.* գնահատական *v.* նշել  
**marriage** ['mæridʒ] *n.* ամուսնություն  
**mashed potatoes** ['mæʃt pə'tetəʊz] կարտոֆիլի պյուրե  
**master** ['mɑ:stə] *v.* տիրապետել  
**meadow** ['medəʊ] *n.* մարգագետին  
**meal** [mi:l] *n.* ուտելիք, կերակուր  
**measure** ['meʒə] *n.* չափ *v.* չափել  
**melon** ['melən] *n.* սեխ  
**melt** [melt] *v.* հալչել, հալեցնել  
**member** ['membə] *n.* անդամ  
**message** ['mesɪdʒ] *n.*  
հաղորդագրություն, տեղեկություն  
**mistake** [mis'teɪk] *n.* սխալ, սխալմունք  
**mixture** ['mɪkstʃə] *n.* խառնուրդ  
**moody** ['mu:di] *a.* տրամադրության մարդ  
**mosquito** [mɒs'ki:təʊ] *n.* մոծակ, մծեղ  
**mulberry** ['mʌlbəri] *n.* թուփ, թթենի  
**murder** ['mɜ:də] 1. *n.* սպանություն  
2. *v.* սպանել  
**mushroom** ['mʌʃrʊm] *n.* սունկ  
**mustard** ['mʌstəd] *n.* մանանեխ  
**mystery** ['mɪstəri] *n.* գաղտնիք

## N

**natural** ['nætʃrəl] *a.* բնական  
**nature** ['neɪtʃə] *n.* 1. բնություն  
2. բնավորություն, խառնվածք  
**naughty** ['nɔ:ti] *a.* չար, չարածնի  
**necessary** ['nesɪsəri] *a.* անհրաժեշտ  
**neck** [nek] *n.* վիզ, պարանոց  
**necklace** ['neɪklɪs] *n.* մանյակ  
**need** [ni:d] *n.* կարիք *v.* կարիք ունենալ  
**negative** ['negətɪv] *a.* ժխտական, բացասական  
**neighbour** ['neɪbə] *n.* հարևան  
**nerve** [nɜ:v] *n.* նյարդ, ջիղ  
**nest** [nest] *n.* բույն  
**news** [nju:z] *n.* լուր, նորություն

**newspaper** ['nju:s,peɪpə] *n.* լրագիր  
**noisy** ['nɔɪzi] *a.* աղմկոտ  
**nonsense** ['nɒnsəns] *n.* հիմարություն, դատարկաբանություն  
**noon** [nu:n] *n.* կեսօր, միջօրե  
**north** [nɔ:θ] *n.* հյուսիս  
**northern** ['nɔ:ðən] *a.* հյուսիսային

## O

**occasionally** [ɔ'keɪʒənəl] *adv.*  
պատահմամբ, պատահաբար  
**occupation** [ɔkju'peɪʃən] *n.* զբաղմունք, գործ  
**offer** ['ɔfə] *n.* առաջարկ  
*v.* առաջարկել  
**ogre** ['ɔɡrə] *n.* մարդակեր հսկա  
**olive oil** ['ɔlɪv'ɔɪl] *n.* ձիթապտղի յուղ  
**omelet(te)** ['ɔmli:t] *n.* ձվածեղ  
**omit** [ɔ'mɪt] *v.* բաց թողնել  
**onion** ['ʌnjən] *n.* սոխ  
**opinion** [ə'pɪnjən] *n.* կարծիք  
**opportunity** [ɔpə'tju:nɪti] *n.* առիթ, հնարավորություն  
**opposite** ['ɔpəzɪt] *a.* հակադիր, հանդիպակալ, դիմացի  
**orange** ['ɔrɪndʒ] *n.* նարինջ  
**origin** ['ɔrɪdʒɪn] *n.* սկիզբ, ծագում

## P

**painter** ['peɪntə] *n.* նկարիչ  
**painting** ['peɪntɪŋ] *n.* նկար, պատկեր  
**pair** [peə] *n.* զույգ  
**parcel** ['pɑ:sl] *n.* ծանրոց  
**parent** ['peərənt] *n.* ծնող  
**parrot** ['pærət] *n.* թութակ  
**parting** ['pɑ:ɪŋ] *n.* հեռացում, հրաժեշտ  
**pass** [pɑ:s] *v.* 1. անցնել 2. փոխանցել  
**passenger** ['pæsiŋdʒə] *n.* ուղևոր  
**patient** ['peɪʃənt] *n.* հիվանդ  
*a.* համբերատար  
**patiently** *adv.* համբերատար ձևով  
**pavement** ['peɪvmənt] *n.* մայր

**pay** [peɪ] *v.* վճարել  
**peace** [pi:s] *n.* խաղաղություն  
**peach** [pi:tʃ] *n.* դեղձ  
**pear** [peə] *n.* տանձ  
**peel** [pi:l] *v.* կլկել  
**pen-friend** ['penfrend] *n.*  
 մամականության ընկեր  
**pepper** ['pepə] *n.* պղպեղ  
**performance** [pə'fɔ:məns] *n.*  
 ներկայացում  
**picnic** [pɪknɪk] *n.* գրեսախնջույթ  
**pie** [paɪ] *n.* կարկանդակ  
**pineapple** ['paɪnæpl] *n.* արքայախնձոր  
**plain** [pleɪn] *n.* հարթավայր  
*a.* ուղիղ, հարթ  
**planet** ['plænit] *n.* մոլորակ  
**plant** [plɑ:nt] *1. n.* բույս *2. v.* տնկել  
**pleasant** ['pleznt] *a.* հաճելի, դուրեկան  
**pleasure** ['pleʒə] *n.* հաճույք,  
 բավականություն  
**plum** [plʌm] *n.* սալոր  
**pocket** ['pɒkɪt] *n.* գրպան  
**poem** ['pəʊm] *n.* բանաստեղծություն,  
 ոտանավոր  
**pool** ['pu:l] *n.* ջրափոս, փոքրիկ լճակ  
**poor** [puə] աղքատ, խեղճ, վատ  
**popular** ['pɒpjulə] *a.* ճանաչված,  
 հայտնի, հանրաճանաչ  
**prepare** [pri'peə] *v.* պատրաստել,  
 պատրաստվել  
**presence** ['prezns] *n.* ներկայություն  
**present** ['preznt] *n.* նվեր  
*a. 1. քեր.* ներկա (ժամանակ) *2.*  
 արդի, ժամանակակից  
**present** [pri'zent] *v.* նվիրել  
**pronounce** [prə'naʊns] *v.* արտասանել  
**pronunciation** [prə'nʌnsi'eɪʃn] *n.*  
 արտասանություն  
**proof** [pru:f] *n.* ապացույց  
**protect** [prə'tekt] *v.* պաշտպանել  
**proud** ['praʊd] *a.* հպարտ  
**proudly** [praʊdli] *adv.* հպարտորեն  
**prove** [pru:v] *v.* ապացույցել  
**pumpkin** ['pʌmpkɪn] *n.* դդում  
**punish** ['pʌnɪʃ] *v.* պատժել

## Q

**quarrel** ['kwɔrəl] *n.* վեճ, կռիվ  
*v.* վիճել, կռվել  
**question** ['kwɛstʃən] *n.* հարց  
*v.* հարցնել, հարցաքննել  
**quickly** ['kwɪkli] *adv.* արագ  
**quiet** ['kwaɪət] *a.* հանգիստ, խաղաղ  
**quietly** ['kwaɪətli] *adv.* հանգիստ ձևով

## R

**race** [reɪs] *n. 1.* մրցում (վազքի)  
*2. ձիարշավ v. մրցել, մասնակցել*  
 ձիարշավի  
**raise** [reɪz] *v. 1.* բարձրացնել *2.*  
 աճեցնել, բուծել  
**realize** ['ri:əlaɪz] *v.* հասկանալ,  
 գիտակցել  
**reason** [ri:zn] *n.* պատճառ  
**recover** [ri'kʌvə] *v.* առողջանալ  
**regard** [ri'gɑ:d] *n.* հարգանք  
*v.* համարել, ընդունել, գնահատել  
**regular** ['regjʊlə] *a.* սովորական,  
 կանոնավոր  
**remember** [ri'membə] *v. 1.* հիշել,  
 մտաբերել *2.* բարևներ հաղորդել  
**repair** [ri'peə] *n.* վերանորոգում  
*v.* վերանորոգել  
**reply** [ri'plai] *n.* պատասխան  
*v.* պատասխանել  
**report** [ri'pɔ:t] *n.* զեկույուն,  
 հաշվետվություն *v.* զեկույել,  
 հաշվետվություն տալ  
**rescue** ['reskjʊ:] *n.* փրկություն  
*v.* փրկել, օգնել  
**ride** [raɪd] (**rode, ridden**) *v.* ձիավարել  
**ripe** ['raɪp] *a.* հասած  
**river** ['rɪvə] *n.* գետ  
**roast** [rəʊst] *a.* տապակած, խորոված,  
 բոված  
**routine** [ru:'ti:n] *n.* ընդունված կարգ,  
 որոշակի ռեժիմ  
**rod** [rɒd] *n.* կարթ  
**rough** [rʌf] *a. 1.* կոպիտ *2.* անհարթ,  
 խորդուբորդ

**rule** [ru:l] *v.* կառավարել *n.* կանոն  
**rush** [rʌʃ] *v.* սլանալ

## S

**sad** [sæd] *a.* տխուր, տրտում  
**safe** [seɪf] *a.* անվնաս, ապահով,  
անվտանգ  
**sail** [seɪl] *v.* նավարկել  
**saint** [seɪnt] *n. a.* սուրբ  
**salad** [ˈsæləd] *n.* սալաթ, աղյան  
**sand** [ˈsænd] *n.* ավազ  
**sandwich** [ˈsænwɪdʒ] *n.* սենդվիչ,  
բուտերբրոդ  
**satisfaction** [ˌsætɪsˈfækʃn] *n.*  
բավարարվածություն  
**satisfy** [ˈsætɪsfaɪ] *v.* բավարարել  
**saucepan** [ˈsɔːspæn] *n.* կաթսա  
**saucer** [ˈsɔːsə] *n.* ափսե, պնակ (թեյի)  
**sausage** [ˈsɔːsɪdʒ] *n.* երշիկ, նրբերշիկ  
**scared** [ˈseəd] *a.* վախեցած  
**science fiction** [ˈsaɪənsˌfɪkʃən] *n.*  
գիտա-ֆանտաստիկա  
**scissors** [ˈsɪzəz] *n.* մկրատ  
**screen** [skriːn] *n.* էկրան  
**scurry** [ˈskʌrɪ] *n.* վազվզոց *v.*  
վազվզել, իրար անցնել  
**search** [sɜːtʃ] *n.* որոնում *v.* որոնել,  
փնտրել  
**self-confident** [selfˈkɒnfɪdənt] *a.*  
ինքնավստահ  
**selfish** [ˈselfɪʃ] *a.* եսասեր, եսապաշտ  
**sell** [ˈsel] *v.* վաճառել  
**sensitive** [ˈsensɪtɪv] *a.* զգայուն  
**shadow** [ˈʃædəʊ] *n.* ստվեր  
**ship** [ʃɪp] *n.* նավ  
**shoulder** [ˈʃəʊldə] *n.* ուս  
**shower** [ˈʃaʊə] *n.* հորդ անձրև  
**shy** [ʃaɪ] *a.* ամաչկոտ, ամոթխած  
**sick** [sɪk] *a.* հիվանդ  
**sight** [saɪt] *n.* տեսարան  
**sign** [saɪn] *n.* նշան *v.* ստորագրել  
**silly** [ˈsɪli] *a.* հիմար, անհեթեթ  
**similar** [ˈsɪmɪlə] *a.* նման  
**sink** [sɪŋk] *v.* սուզվել, խորտակվել

**skate** [skeɪt] *n.* չմուշկ *v.* չմուշկներով  
սահել  
**ski** [skiː] *n.* դահուկ *v.* դահուկներով  
սահել  
**skin** [skɪn] *n.* մաշկ, կեղև  
**slip** [slɪp] *v.* սայթաքել, սահել  
**slipper** [ˈslɪpə] *n.* տնային մաշիկ  
**sloppy** [ˈslɒpi] *a.* փնթի  
**smart** [smɑːt] *a.* սրամիտ, խելոք  
**smell** [smel] *n.* հոտ, հոտառություն  
*v.* հոտ քաշել  
**smile** [smaɪl] *n.* ժպիտ *v.* ժպտալ  
**smoke** [sməʊk] *n.* ծուխ *v.* ծխել  
**snack** [snæk] *n.* քեթև նախաճաշիկ  
**sociable** [ˈsəʊjəbl] *a.* ընկերական,  
մարդամոտ, հաղորդասեր  
**sock** [sɒk] *n.* գուլպա  
**soft** [sɒft] *a.* 1. փափուկ 2. նուրբ  
**solve** [sɒlv] *v.* լուծել  
**sorrow** [ˈsɒrəʊ] *n.* թախիծ  
**sorry** [ˈsɒri] *a.* 1. տխուր, տրտում  
2. ներեցեք  
**soul** [səʊl] *n.* 1. հոգի 2. մարդ, էակ  
**sound** [saʊnd] *n.* հնչյուն *v.* հնչել  
**soup** [suːp] *n.* ապուր  
**sour** [ˈsauə] *a.* թթու  
**south** [saʊθ] *n.* հարավ  
**spectacles** [ˈspektəklz] *n.* ակնոց  
**speed** [spiːd] *n.* արագություն  
**splendid** [ˈsplendɪd] *a.* հիանալի,  
սքանչելի  
**spoil** [spɔɪl] *v.* փչանալ, փչացնել  
**spoon** [spuːn] *n.* գդալ  
**stare** [steə] *v.* աչքերը չռել, սևեռուն  
նայել  
**story** [ˈstɔːri] *n.* պատմվածք  
**stream** [striːm] *n.* հոսանք (ջրի)  
**strike** [straɪk] *v.* (**struck, struck**)  
հարվածել  
**struggle** [ˈstrʌɡl] *n.* պայքար  
*v.* պայքարել  
**stupid** [ˈstjuːpɪd] *a.* հիմար, տխմար  
մարդ  
**succeed** [səkˈsiːd] *v.* հաջողության  
հասնել



**suddenly** ['sʌdnli] *adv.* հանկարծակի  
**suffer** ['sʌfə] *v.* տառապել  
**suffix** ['sʌfiks] *n.* վերջածանց  
**sugar** ['ʃʊɡə] *n.* շաքար, շաքարավազ  
**suggest** [sə'dʒest] *v.* առաջարկել,  
 խորհուրդ տալ  
**suitcase** ['sju:tkeis] *n.* ճամպրուկ  
**sure** [ʃʊə] *a.* վստահ *adv.* անկասկած  
**surprise** [sə'praiz] *n.* անակնկալ  
**swallow** ['swɒləʊ] *v.* կուլ տալ  
**sympathy** ['sɪmpəθi] *n.* կարեկցանք  
**system** ['sɪstɪm] *n.* կառույվածք,  
 համակարգ

## T

**tail** [teɪl] *n.* պոչ  
**tale** [teɪl] *n.* 1. պատմվածք 2. հեքիաթ  
**talk** [tɔ:k] *n.* զրույց, խոսակցություն  
*v.* խոսել, զրույցել  
**talkative** ['tɔ:kətɪv] *a.* շատախոս  
**tall** [tɔ:l] *a.* բարձր, բարձրահասակ  
**task** [tɑ:sk] *n.* 1. առաջադրանք  
 2. հանձնարարություն  
**taste** [teɪst] *n.* 1. ճաշակ 2. համ  
*v.* ճաշակել, համտեսել  
**tasty** ['teɪsti] *a.* համեղ  
**teach** [ti:tʃ] *v.* սովորեցնել, դաս տալ  
**teapot** ['ti:pɒt] *n.* թեյաման  
**tear** [tiə] *v.* (**tore, torn**) պատռել  
**tell** [tel] *v.* 1. ասել 2. պատմել 3.  
 հայտնել  
**terrible** ['terəbl] *a.* սարսափելի,  
 սուկալի  
**thick** [θɪk] *a.* 1. հաստ 2. խիտ 3. թանձր  
**thin** [θɪn] *a.* 1. բարակ, նուրբ 2. նիհար  
**thing** [θɪŋ] *n.* իր, առարկա  
**thirsty** [θɜ:sti] *a.* ծարավ  
**tiny** ['taɪni] *a.* շատ փոքր, պստիկ  
**tired** [taɪəd] *a.* հոգնած  
**toast** ['təʊst] *n.* բոված հացի շերտ  
**tomato** [tə'mɑ:təʊ] *n.* լոլիկ  
**tongue** [tʌŋ] *n.* լեզու  
**tortoise** րիա  
**tool** [tu:l] *n.* գործիք

**tooth** [tu:θ] *n.* ատամ  
**toss** [tɒs] *v.* 1. գցել, նետել 2. վերուվար  
 անել  
**trader** ['treɪdə] *n.* առևտրական  
**tragedy** ['trædʒɪdi] *n.* ողբերգություն  
**train** ['treɪn] *v.* մարզել, սովորեցնել,  
 վարժեցնել  
**transfer** ['trænsfɜ:] *v.* տեղափոխել,  
 փոխադրել  
**translate** [træns'leɪt] *v.* թարգմանել  
**travel** ['trævl] *v.* ճանապարհորդել  
*n.* ճանապարհորդություն  
**traveller** ['trævlə] *n.* ուղևոր,  
 ճանապարհորդ  
**tray** [treɪ] *n.* սկուտեղ  
**treasure** ['treʒə] *n.* գանձ  
**treat** [tri:t] *n.* հյուրասիրություն  
*v.* հյուրասիրել  
**tremble** ['trembl] *v.* 1. դողալ 2. փխր.  
 ցնցվել  
**trick** [trɪk] *n.* հնարք,  
 խորամանկություն  
**trouble** ['trʌbl] *v.* անհանգստացնել

## U

**ugly** ['ʌɡli] *a.* տգեղ, գարշելի  
**umbrella** [ʌm'brelə] *n.* հովանոց  
**underground** [ʌndəgraʊnd] *n.* մետրո  
*a.* ստորերկրյա  
**understand** [ʌndə'stænd] *v.*  
 հասկանալ, ըմբռնել  
**useful** ['ju:sfʊl] *a.* օգտակար, պիտանի  
**useless** ['ju:sɪsɪs] *a.* անօգուտ,  
 ապարդյուն  
**usual** ['ju:ʒʊəl] *a.* սովորական

## V

**vacant** ['veɪkənt] *a.* դատարկ, ազատ,  
 թափուր  
**vacation** [və'keɪʃn] *n.* արձակուրդ  
**valley** ['væli] *n.* հովիտ  
**valuable** ['væljuəbl] *a.* թանկարժեք,  
 արժեքավոր

**vegetable** ['vedʒɪtəbl̩] *n.* բանջարեղեն  
**verse** [vɜ:s] *n.* պոեզիա  
**vertical** ['vɜ:tɪkl̩] *n. a.* ուղղահայաց  
**village** ['vɪlɪdʒ] *n.* գյուղ  
**vinegar** ['vɪnɪɡə] *n.* քաղախ  
**vineyard** ['vɪnjəd] *n.* խաղողի այգի  
**violent** ['vaɪələnt] *a.* կատաղի  
**violin** [vaɪə'li:n] *n.* ջութակ  
**visit** ['vɪzɪt] *n.* այցելություն, այց  
 v. այցելել  
**visitor** ['vɪzɪtə] *n.* այցելու, հյուր  
**vocabulary** [vəʊ'kæbjʊləri] *n.* 1. բառարան 2. բառապաշար  
**volunteer** [ˌvɒləntʃə] *n.* կամավոր  
**voice** [vɔɪs] *n.* 1. ձայն 2. քեր. սեռ

## W

**waist** [weɪst] *n.* գոտկատեղ, մեջք  
**wait** [weɪt] *v.* սպասել  
**waiter** ['weɪtə] *n.* մատուցող  
**waitress** ['weɪtrɪs] *n.* մատուցողուհի  
**wake** [weɪk] *v.* արթնանալ, արթնացնել  
**walk** [wɔ:k] *v.* քայլել, ոտքով գնալ, զբոսնել.  
**go for a walk** գնալ զբոսանքի  
**wallet** ['wɒlɪt] *n.* դրամապանակ  
**wander** ['wɒndə] *v.* թափառել, շրջել  
**wardrobe** [wɔ:drəʊb] *n.* զգեստապահարան  
**warm** [wɔ:m] *a.* տաք, ջերմ  
**make warm** տաքացնել  
**warn** [wɔ:n] *v.* զգուշացնել, նախազգուշացնել  
**warning** ['wɔ:nɪŋ] *n.* զգուշացում, նախազգուշացում  
**wash** [wɔʃ] *v.* լվանալ, լվացվել  
**wash up** լվանալ (ամանները)  
**waste** [weɪst] *v.* վատնել  
**watch** [wɒtʃ] *v.* հետևել, դիտել  
**watermelon** ['wɔ:tə'melɒn] *n.* ձմերուկ  
**way** [weɪ] *n.* ճանապարհ, ուղի  
**weak** [wi:k] *a.* տկար, թույլ  
**wear** [weə] *v.* հագնել, կրել  
**wedding** [wedɪŋ] *n.* հարսանիք

**weekday** ['wi:kdeɪ] *n.* աշխատանքային օր  
**weekend** ['wi:k'end] *n.* շաբաթ և կիրակի օրվա հանգիստ  
**welcome** ['welkəm] *n.* ողջույն, բարի գալուստ *v.* ողջունել  
**you are welcome** բարով եկաք  
**well** [wel] *n.* ջրհոր  
**wheel** [wi:l] *n.* անիվ *v.* պտտ(վ)ել, գլորվել  
**whisper** [wɪspə] *n.* փափսոց, շշուկ *v.* շշուկով  
**whistle** ['wɪsl̩] *n.* սուլոց *v.* սուլել  
**win** [wɪn] *v.* շահել, հաղթել, հաղթանակ տանել  
**wise** [waɪz] *a.* իմաստուն  
**witch** [wɪtʃ] *n.* կախարդ, վիշտ  
**wood** [wud] *n.* 1. անտառ 2. փայտ  
**wool** [wul] *n.* բուրդ  
**wonderland** ['wʌndərlænd] *n.* հրաշքների աշխարհ  
**world** [wɜ:ld] *n.* աշխարհ, երկիր  
**all over the world** աշխարհով մեկ  
**worm** [wɔ:m] *n.* որդ  
**wrap** [ræp] *v.* փաթաթել  
**writer** ['raɪtə] *n.* գրող  
**wrong** [rɒŋ] *a.* սխալ, ոչ ճիշտ

## X

**Xerox** ['zerəks] *n.* պատճենահանող մեքենա

## Y

**yet** [jet] *adv.* դեռ, դեռևս, արդեն, այնուամենայնիվ  
**young** [jʌŋ] *a.* երիտասարդ  
**youth** [ju:θ] *n.* 1. երիտասարդություն  
 2. երիտասարդ, պատանի

## Z

**zoo** [zu:] *n.* կենդանաբանական այգի  
**zip code** փոստային ծածկագիր

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LUSINE GRIGORYAN

# English 6

ԼՈՒՍԻՆԵ ԳՐԻԳՈՐՅԱՆ

## ԱՆԳԼԵՐԵՆ 6

*Հանրակրթական հիմնական դպրոցի  
6-րդ դասարանի դասագիրք*