

LUSINE GRIGORYAN

English 9

ՀԱՆՐԱԿՐԹԱԿԱՆ ՀԻՍՆԱԿԱՆ ԴՊՐՈՑԻ
9-ՐԴ ԴԱՍԱՐԱՆԻ ԴԱՍԱԳԻՐԹ



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Գ 888

Խմբագիր՝ Անուշ Խաչիկյան
Նկարիչ՝ Արա Բաղդասարյան

Գրիգորյան Լուսինե

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UNIT 1

ME IN THE WORLD

My Appearance and Personality

WORD bank

spectator
commentator
dictator
imitator
agitator

choleric
phlegmatic



**BEAUTY IS
IN YOURSELF.**



1. The words in the box below describe people. Some describe appearance, others personality. Put them in the correct category.

| | | | | |
|------------------|-------------|----------|------------|-------------|
| hardworking | skinny | plump | caring | talkative |
| adventurous | stocky | reliable | romantic | long-legged |
| trustworthy | confident | muscular | fun-loving | optimistic |
| hardworking | dark-haired | reserved | bossy | chatty |
| broad-shouldered | moody | sociable | untidy | hesitative |
| sweet-tempered | easy-going | selfish | well-built | impatient |

Personality

Appearance

2. Did you know that you have lots of *tater** people in your life?
Find the Armenian equivalents for them.

TATER PEOPLE



Some people never do anything to help, but are gifted at finding fault with the way others do the work. They are called *Comment Taters*.



Some people never seem motivated to participate, but are just content to watch while others do the work. They are called *Speck Taters*.



Some people can put up a front and pretend to be someone they are not. They are called *Emma Taters*.



Some people are very bossy and like to tell others what to do, but don't want to soil their own hands. They are called *Dick Taters*.

*tater = potato



Some people are always looking to cause problems by asking others to agree with them. It is too hot or too cold, too sour or too sweet. They are called *Agie Taters*.



There are those who say they will help, but somehow just never get around to actually doing the promised help. They are called *Hezzie Taters*.



Then there are those who love others and do what they say they will. They are always prepared to stop whatever they are doing and lend a helping hand. They bring real sunshine into the lives of others. They are called *Sweet Taters*.

3. Listen and learn the pronunciation of the star signs.
Find the Armenian equivalents for the horoscope signs.

WHAT DO THE STARS SAY?



AQUARIUS

Jan 21-Feb 18

An old friend will come back into your life, bringing new problems. Don't make any quick decisions.



PISCES

Feb 19-Mar 20

In three days you will receive an exciting offer. But your family will have difficulties.



ARIES

Mar 21-Apr 20

Money will come to you at the end of the week. Be careful — it could go away again very fast!



TAURUS

Apr 21-May 21

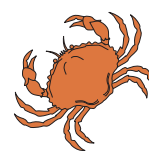
You will have trouble with a child. Try to be patient. You will have a small accident on Sunday— nothing serious.



GEMINI

May 22-June 21

This will be a good time for love, but there will be a serious misunderstanding with somebody close to you. Try to tell the truth.



CANCER

June 22-July 22

You will meet somebody who could change your life. Don't be too cautious — the opportunity won't come again.



LEO

July 23-Aug 23

Something very strange will happen next Thursday. Try to laugh about it.



VIRGO

Aug 24-Sept 23

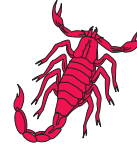
This will be a terrible week. The week-end will be the worst time. Stay in bed on Sunday. Don't open the door. Don't answer the phone calls.



LIBRA

Sept 24-Oct 23

There will be bad news the day after tomorrow; but the bad news will turn to good news.



SCORPIO

Oct 24-Nov 22

You will make an unexpected journey, and you will find something very good at the end of it.



SAGITTARIUS

Nov 23-Dec 21

You will have trouble with a person who loves you; and you will get help from a person who doesn't love you.



CAPRICORN

Dec 22-Jan 20

A letter will bring a very great surprise, and some unhappiness, but a good friend will make things better.

4. Write a description of yourself according to your sign.

WRITING
SPOT

5. Match the adjectives with the descriptions.

- | | |
|-----------------|---|
| 1. envious | a. I often come up with new ideas. |
| 2. hardworking | b. I have a wide circle of friends. |
| 3. sociable | c. I can be trusted. |
| 4. kind | d. I am a doer not a thinker. I have a lot of ambition, energy and passion. |
| 5. outgoing | e. I like to help people. |
| 6. energetic | f. I am full of energy. |
| 7. efficient | g. I like organizing social events. |
| 8. moody | h. I have an active imagination. |
| 9. enthusiastic | i. My mood often changes. |
| 10. imaginative | j. I am always prepared for class. |
| 11. reliable | k. I feel comfortable around people. |
| 12. inventive | l. I often envy others. |
| 13. considerate | m. I have a good word for everyone. |
| 14. phlegmatic | n. I do things efficiently. |
| 15. choleric | o. I am a calm and unemotional person. |

6. Tick (✓) the statements that apply to you. Describe and compare your personality to another person's personality.

WRITING
SPOT

I SEE MYSELF AS SOMEONE WHO...

1. is talkative.
2. tends to find fault with others.
3. likes going out dancing.
4. is sometimes rude to others.
5. is original, comes up with new ideas.
6. is reserved.
7. is helpful and unselfish with others.
8. can be somewhat careless.



9. is kind and sympathetic.
10. is curious about many different things.
11. is full of energy.
12. starts quarrels with others.
13. is reliable.
14. is a good leader.
15. likes to cooperate with others.
16. is enthusiastic.
17. has a forgiving nature.
18. tends to be disorganized.
19. gets nervous easily.
20. has an active imagination.
21. tends to be quiet.
22. is usually the life of the party.
23. tends to be lazy.
24. is emotionally stable, not easily upset.
25. is inventive.
26. has an assertive personality.
27. can be moody.
28. loves art, music and literature.
29. is patient.
30. is ambitious.
31. is sometimes shy.
32. is considerate and kind to almost everyone.
33. does things efficiently.
34. is outgoing, sociable.
35. never insults people.



7. Ella is talking to her friend, Edgar. The conversation is mixed. Put the boxes in the correct order.



Well, that's Edward. He'd do anything for a friend.

And then last year, he helped me with my girlfriend. We had an argument, and he agreed to talk with her about my feelings, even though he doesn't like her very much.

Well, he's very loyal, Ella.

He's just someone who's always there when I need him. For example, a few years ago, I was moving into a new apartment. He spent the whole weekend helping me move my stuff.

I really like it when someone will do something for you, even when they don't always enjoy it.

That's really friendship!

Hey Edgar, you and Edward are really good friends, right? What kind of person is he?

1

What do you mean?



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

PERSONALITY

drawing by H. Bidstrup



emulate (hairstyle) — imitate, copy
rule the roost — make it a rule
designer beard — fashionable beard
be the most followed man — be very popular
a unique person — unlike anyone else

grow a beard
shave off the beard
follow blindly

SENTENCE building

9. Match the clauses to make logical sentences.

- | | |
|---|---|
| 1. I like people | a. is to go to a lot of parties. |
| 2. I can't stand it | b. that I'd like to know better. |
| 3. I'd rather have dinner at someone's house | c. who are direct and honest. |
| 4. The best way to meet new people | d. than staying at home. |
| 5. Going out with friends is more interesting | e. when someone I know makes fun of me. |
| 6. Jonathan is a person | f. than go out to a restaurant. |

Watch out!

Compound adjective patterns

1. adj+ noun + ed (*kindhearted*)
2. adv + past participle (*well-dressed*)
3. adj/adv/noun + ing (*good-looking, fast-talking, thought-provoking*)

10. Which patterns do the compound adjectives in the box below follow? Put them in the correct category.

- | | | |
|-------------------|-----------------|------------------|
| high-spirited | forward-looking | highly respected |
| strong-willed | open-minded | little-known |
| widely recognized | well-educated | well-known |

| | | |
|-----------------|-----------------------|--------------------|
| adj + noun + ed | adv + past participle | adj/adv/noun + ing |
|-----------------|-----------------------|--------------------|

11. Combine the words from both boxes to create compound adjectives.

absent
cold
cool
easy
good
hot
old
open
warm

blooded
fashioned
going
headed
hearted
looking
minded

Remember

Adjective order

personal opinion → size → length → age → shape → colour → origin → material → purpose
She was wearing an expensive long open black Italian silk party dress.

Numbers usually come before adjectives.

He bought six wonderful big round green Japanese wooden garden chairs.

12. Put the adjectives in the correct order.

1. diamond / a / nineteenth / beautiful / century / necklace.
2. brown / little / a / annoying / very / dog.
3. plastic / red / old / an / toy.
4. set / dinner / china / white / a / Japanese.
5. Siamese / expensive / a / brown / big / two-year-old / clever / amazing / cat.
6. leather / running / blue / cheap / Chinese / new / some / shoes.
7. large / two / lovely / bright / cotton / Egyptian / bed / sheets.

Don't forget!

so + adjective

He is so intelligent.

such + noun

Alexander is such a brilliant dancer.

How I Manage my time

LISTENING
spot

(soundtrack 2)

1. Listen and learn the song.

TURN, TURN, TURN OR TO EVERYTHING THERE IS A SEASON

Pete Seeger

To everything, turn, turn, turn
There is a season, turn, turn, turn
And a time to every purpose under heaven

| | |
|--|--|
| A time to be born, a time to die | A time of love, a time of hate |
| A time to plant, a time to reap | A time of war, a time of peace |
| A time to kill, a time to heal | A time you may embrace |
| A time to laugh, a time to weep | A time to refrain from embracing |
| A time to build up, a time to break down | A time to gain, a time to lose |
| A time to dance, a time to mourn | A time to rend, a time to sew |
| A time to cast away stones | A time of love, a time of hate |
| A time to gather stones together | A time of peace, I swear it's not too late |

2. Find the Armenian equivalents for the time sayings below.

1. Time lost is never found again.
2. Better late than never.
3. Time heals all wounds.
4. Whatever begins, also ends.
5. Time is money.
6. Half our life is spent trying to find something to do with the time we have rushed through life trying to save.

the difference

on time — at the expected or scheduled time

*The 7:45 train arrived **on time**.*

in time — soon enough to do something

*I usually get home **in time** to watch the evening news programme on TV.*

— *Did you catch the train?*

— *Yes, I got there just **in time**.*

Remember

Nonfinite Verb Forms (Verbals)

Infinitive, participle, gerund — nonfinite verb forms (verbals) —
have no tense, person or number.

Don't forget!

Infinitive: *to plant, to seek.*

to infinitive = purpose

*She phoned **to invite** me to a party.*

The infinitive is used without **to** after

1. modal verbs

*It **might** rain.*

2. the expressions **would rather, had better**

*We'd **better** take an umbrella.*

3. **let, make, hear, see, feel, watch, notice, help**

*He **made** me do it.*

When these verbs are used in the passive, they are followed by the **to infinitive**.

*He **was made** to pay back the money.*

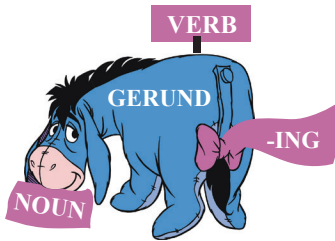
4. **why (not)** — to introduce suggestion or advice

***Why not** take a holiday?*

3. Find the Armenian equivalents for the sayings below.

1. It's always easier to learn something than to use what you've learned.
2. To strive, to seek, to find, and not to yield.
3. The only thing we have to fear is fear itself.
4. It is better to keep your mouth closed and let people think you are a fool than to open it and remove all doubt.
5. Feeling gratitude and not expressing it is like wrapping a present and not giving it.
6. Humour is laughing at what you haven't got when you ought to have it.
7. Never put off till tomorrow what you can do today.

Watch out!



Gerund ends in -ing and functions as a noun.

Noun = people, objects.

I like modern dances.

Gerund = action, activity

Dancing is one of the greatest pleasures.

Don't forget!

Preposition + Gerund

good at learning
succeed in working
be used to sleeping

Expressions + Gerund

It's a waste of time/money...

I think it's a waste of time and money eating out.

It's (not) worth (reading, seeing, etc.)

I think the book is not worth reading.

can't help doing something

I can't help laughing.

Participle:

Present Participle

running shoes

Past Participle

broken vase

lost child

unread book

4. Choose the correct answer.

1. What do you enjoy _____ in your free time?

- a. to do
- b. doing

2. _____ is an essential part of being organised.

- a. to plan
- b. planning

3. Dividing big jobs into smaller subtasks helps _____ work under control.

- a. to bring
- b. bringing

4. I'm interested in _____ more about England and America.

- a. to learn
- b. learning

5. I don't feel like _____ today.

- a. to study
- b. studying

5. Complete the sentences.

1. I never dream of _____ .
2. He lives by the sea. He often _____ .
3. I am hungry and sleepy. I am looking forward to _____ .
4. The book is not interesting. I think it is a waste of time _____ .
5. The boy is funny. I can't help _____ .
6. The shirt is old. It is not worth _____ .
7. I made him wait. I apologized for _____ .

6. Choose the correct answer.

1. — I was _____ you couldn't come to the party.
— My teacher made me work overtime.
 - a. disappointing
 - b. disappoint
 - c. disappointed
 - d. disappointedly

2. - You look nervous.
— The coming exam makes me _____ .
 - a. scary
 - b. scare
 - c. scaring
 - d. scared

3. The comedy we saw last night really ___ us.
 - a. amusing
 - b. amused
 - c. amuse
 - d. amusingly

4. He ___ us with his knowledge of medieval history.
 - a. surprised
 - b. surprising
 - c. surprise
 - d. surprisingly

5. That three — hour lecture yesterday was really ____ .
- a. tired
 - b. tiring
 - c. tiringly

6. Mother worked a lot. She was _____ .
- a. exhausting
 - b. exhausted
 - c. exhaust

7. Are you sure you can write sentences with the time expressions below?

- | | |
|----------------------------|------------|
| manage to do something | spend time |
| succeed in doing something | save time |
| waste time | find time |
| manage time | take time |
| have time | |

8. Read and discuss the article.



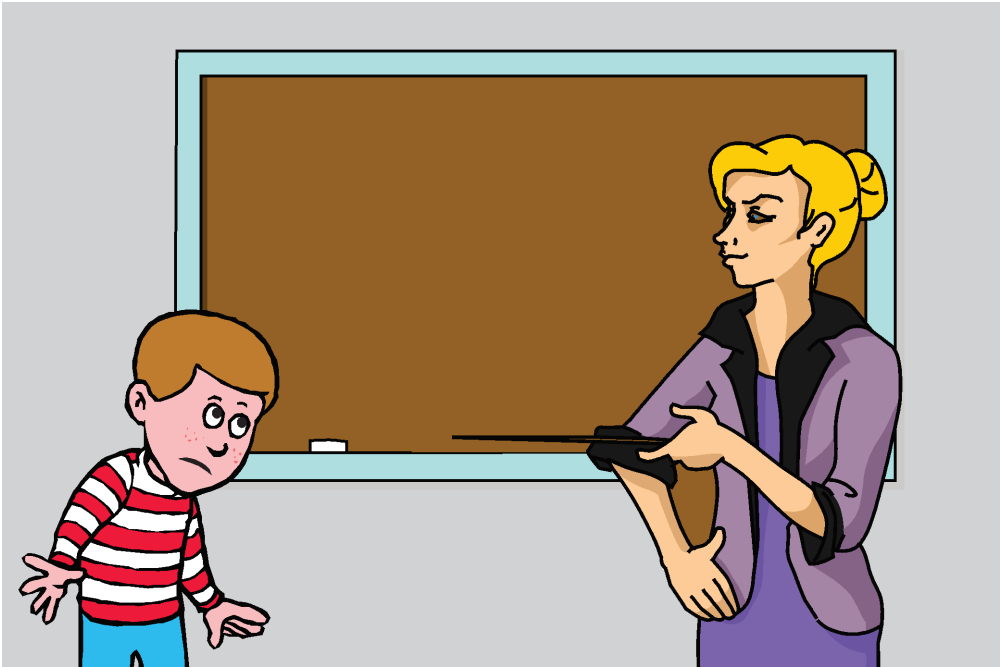
GETTING ORGANISED

Never put off till tomorrow what you can do today.

With 24 hours in a day, allowing nine a day for sleeping and eating, how many is it reasonable to spend on study and entertainment? Individuals vary and different subjects make different demands. Nevertheless with a target you can plan your time.

You are given assignments, but it is up to you how and when you carry them out to meet the deadlines. You are expected to do a lot of work outside of class activities and the responsibility to succeed is placed in your hands.

You have a whole day ahead of you. You have an assignment to do. You sit at your desk, pull out your books, sort a few things, wander about a bit, make a phone call, read the question again, make a few notes, have lunch, send an email, have another coffee, start reading a chapter and ... suddenly



the day is gone and no assignment. But you've been studying all day. Wrong! You need to learn and use organising and time management skills. Rule number one: be honest with yourself! Deep down you know whether you have really engaged with your study material or not.

Planning and efficiency are extremely important. Timetabling is the place to start. Making a timetable is an invaluable aid in defining time. To help you plan your time efficiently, you will need a weekly timetable and a diary with daily things to do. Leisure and sport are also very important. Exercise is also important to keep your mind fresh and alert.

Planning is an essential part of being organised. It involves predicting your future commitments and setting aside enough time to meet them. Successful planning gives you confidence and purpose.

Defining what to do is harder. Dividing big jobs into smaller subtasks helps to bring work under control, allows you to set targets and check your progress. The trouble with the big tasks is that you keep putting them off. The more you can define your work as small, discrete, concrete tasks, the more control you have over it. Some tasks require intense concentration and need to be done at a prime time of day, when you are at your best and have time to spare. Others can be fitted in when you are tired. Some may be spread over several days. Some need to be done straight away.

Organising your time is a personal process. You will need to find a way of monitoring and planning your activities that suits you. You need to find working methods to suit you. The same things don't work for everybody.

9. True or False?

T F

| | | |
|---|--|--|
| 1. One of the major things of life is time management. | | |
| 2. I think that success in studying depends on how brilliantly clever and original you are. | | |
| 3. I have discovered that one of the central challenges of life is time management. | | |
| 4. At school the work timetable is defined for us, and teachers make sure we fit all that is required into the school year. | | |
| 5. Once you start to think strategically, you begin to take control of your studies. | | |

Talking points

1. *Why organising yourself and your time is important?*
2. *What are your methods of organising yourself and your time?*
3. *How do you spend your time?*
4. *How effectively do you spend your time?*
5. *What are your responsibilities?*
6. *What are your aims and targets?*



10. Frank is very fond of surfing the net. He is talking to his friend, Edmund who loves chatting too. The conversation is mixed. Put the boxes in the correct order.



*I mean you should always be careful.
Don't believe everything you read.*

*It's really fantastic to surf the net.
I don't need to go out very often.
My friends are always with me in
my room, thanks to the Internet.*

*Yes, they are really necessary.
They help you to save time.
Would you like to chat for a while?*

*Sometimes it is necessary.
You find a user name and
use it all the time.*

*Oh, dear! You are missing a lot.
You must catch up with the
developing technology.*

*It's quite easy to find chat-friends for
you. But don't give out any personal
information about you while chatting.*

*OK. Let's go to my room and
find chat-friends for you.*

*Tell it to my parents. Do you have
to register to enter a chat room?*

What do you mean?

My parents don't allow me to use the Internet in my free time. I can only use it for my homework.

I'd like to chat about things like football and basketball. Serious topics aren't for me.

Can I really?

Oh, Frank! You're very clever. And one last question. Do you use abbreviations while chatting?



11. True or False?

T F

| | T | F |
|--|---|---|
| 1. Having pen-friends is still popular among young people. | | |
| 2. Everybody can find chat-friends. You only need a PC at home. | | |
| 3. Chatting is a waste of time. It doesn't teach you anything. | | |
| 4. Surfing the Internet is safe. | | |
| 5. The best way to practice English is to go to a chat room. | | |
| 6. You can only chat about football or fashion. | | |
| 7. To save time while chatting, you can shorten some sentences or words. | | |

12. Choose the correct answer and complete the article.

HOOKED ON THE NET

1. a. closest
b. latest
c. nearest
d. soonest

2. a. blamed
b. faulted
c. mistaken
d. accused

3. a. lead
b. affect
c. take
d. cause

4. a. offer
b. suggest
c. recommend
d. advise

5. a. worrying
b. worried
c. disappointing
d. disappointed

6. a. although
b. despite
c. unless
d. without

7. a. let
b. allowed
c. had
d. made

8. a. taken
b. addicted
c. tied
d. hooked

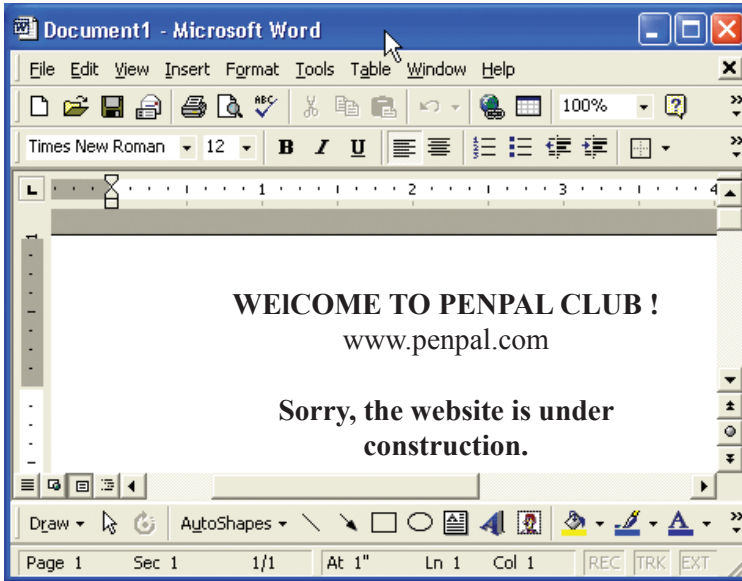
9. a. say
b. feel
c. find
d. have

10. a. promise
b. tell
c. say
d. object

The (1) ___ addiction to trap thousands of people is the Internet, which has been (2) ___ for broken relationships, job losses, financial ruin and even suicide. Psychologists now recognize Internet Addiction Syndrome (IAS) as a new illness that could (3) ___ serious problems and ruin many lives. Special help groups have been set up to (4) ___ sufferers help and support. Psychologists have described many (5) ___ examples. IAS is similar to other problems like gambling, smoking and drinking. A recent study found that many users spend up to 40 hours a week on the Internet. (6)___ they felt guilty, they became depressed if they were (7) ___ to stop using it. Almost anyone can be at risk. Some of the addicts are teenagers who are already (8) ___ on computer games and who (9) ___ it very difficult to resist the games on the Internet. Surprisingly, however, psychologists (10) ___ that most victims are middle-aged housewives who have never used a computer before.

13. Take part in a competition for the best website. Work in teams.
Design a website. Prepare a presentation for your website.
The example and questions given below will help you.

1. What is the website going to be about?
2. Can you think of the titles for different pages or areas.
3. What would you like to have on the page?
4. What is the most interesting part of your website?



Don't forget!

neither...nor = positive sentences (+)

He is neither TV nor computer addicted.

either...or = negative sentences (-)

I don't like either smoking or drinking.

So do I, etc. = agreeing with a positive statement (+)

— *I like computer games.*

— *So do I.*

Neither do I / Nor do I etc. = agreeing with a negative statement (-)

— *I don't like computer games.*

— *Neither/Nor do I.*

**14. Janet and Amy are talking. The conversation is mixed.
Put the boxes in the correct order.**



It's about some creatures that come to Earth from another planet. One of the creatures falls in love with a human who helps him. It's really more a love story than science fiction. That's probably why I liked it so much.

Hmm. I've been studying a lot, but that's not very interesting. Oh, I know. I saw Howard last weekend. That was fun.

I didn't know you liked science-fiction movies. What's it about?

Hi, Amy. Have you been doing anything interesting lately?



15. Choose the correct option.

1. I like _____ science-fiction _____ soap operas.

- a. neither...nor
- b. either...or

2. _____ of the films was good.

- a. neither
- b. either.

3. I'm sure you won't like _____ of them.

- a. neither
- b. either.

4. My father is a computer scientist. _____ my brother.
a. So is
b. Nor is / Neither is
c. Neither has / Nor has
5. Housewives have never used a computer before. _____ my mother.
a. So has
b. Nor has / Neither has
c. Neither have / Nor have
6. Some addicts can't resist the games on the Internet. _____ teenagers.
a. So can't
b. Nor can / Neither can
c. Neither can't / Nor can't

16. Listen and learn the poem.

LISTENING
spot
(soundtrack 3)

LEISURE

W. H. Davies (1871-1940)

What is this life, if full of care,
We have no time to stand and stare!
No time to stand beneath the boughs,
And stare as long as sheep and cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this is, if full of care,
We have no time to stand and stare.

I am a great communicator

1. Read the newspaper article. Answer the questions by choosing the correct answer.

READING
SPOT

STAYING IN TOUCH

People don't need to be in close physical contact to feel "connected" emotionally. Over the years, various means of communication have been used to enable human beings to keep in contact with one another. Letters, telegrams, and telephones have allowed individuals located in different places to share news and to interact with family, friends and business relationships.

In today's world, with more and more people on the move, long-distance communication has become even more important. At the same time, changes in technology, particularly the introduction of computers and the increasing use of electronic mail (e-mail), have made it easier than ever to stay in contact.

There are two main reasons why e-mail has become so widespread: time and money. Although mail service and telephones can be found almost everywhere, a letter can take a long time to arrive and phone calls are often quite expensive.

E-mail seems to be replacing other forms of communication for many purposes. As the use of computers has spread, many people use e-mail rather than regular mail to send personal messages. Because it has become so easy to send pictures and information via the Internet, it has also become commonplace to use e-mail in business. E-mail has even given rise to a new type of communication, the "chat room," where groups of people who do not know each other personally can talk about topics of mutual interest. While some people are enthusiastic about communication in the modern age, others regret the growing depersonalization brought on by the use of e-mail. Communication has become so easy and yet so removed from the normal process of face-to-face interaction that researchers have concluded that a whole new culture of communication may be forming.

Skype - another modern means of communication - is a software application that allows making free voice and video calls over the Internet. Skype has also become popular for instant messaging, file transfer and video conferencing.

Choose the correct option.

1. The main idea of the article is that _____.
 - a. these days people don't communicate enough
 - b. modern means of communication cost too much
 - c. letter and phone calls are more effective
 - d. e-mail is changing the way we live

2. Modern communications enable people to _____.
 - a. see each other more often
 - b. write more letters and telegrams
 - c. keep in contact with one another
 - d. move from place to place quickly

3. In comparison with a telephone call, e-mail is _____.
 - a. more acceptable
 - b. more personal
 - c. slower
 - d. cheaper

4. _____ is a new type of communication made possible by e-mail.
 - a. A personal message
 - b. A chat room
 - c. Long-distance discussion
 - d. Sending information

SENTENCE building

3. Match the clauses to make logical sentences.

- | | |
|--|--------------------------------------|
| 1. Before I go to bed tonight, | a. I do my best work before noon. |
| 2. Although I used to be able to stay up late, | b. I don't always sleep eight hours. |
| 3. Since I'm a morning person, | c. I have to finish my homework. |
| 4. Even if I go to bed early, | d. I'd sleep better. |
| 5. If I weren't so sensitive to noise, | e. I can't anymore. |

whenever = at any time

Whenever I go away on a trip my dog misses me.

wherever = at any place

Wherever I go I miss my native land.

whoever = anyone/everyone who

Whoever wants it can have it.

whatever = anything/everything that

Whatever he says, they won't believe him.

4. Choose the correct option and fill in the gaps.

Wherever we live and (1) _____ (whoever / however / whatever / whenever) language we speak we all need friends. I met my best friend on the day (2) _____ (when / since / for / while) I started school. At first I felt a little bit annoyed (3) _____ (while / when / if / as soon as) a little fair-haired boy sat next to me — I wanted the whole desk for myself. However, (4) _____ (by the end / after the end / at the end / from the end) of the first lesson I had changed my mind — he was a nice fellow to chat (5) _____ (after / to / with / from).

(6) _____ (at / before / since / until) that time, we've been getting on very well. Naturally we can't avoid quarrelling, but it never takes us long to become friends again (7) _____ (while / when / as / after) a quarrel. When one of us feels down, the other one is always ready to cheer him (8) _____ (up / with / along / down). Sometimes our teachers feel pretty angry (9) _____ (with / for / on / at) us when we try to help each other (10) _____ (by / soon / while / till) writing tests. After leaving school, we will not be able to spend so much time together, but I hope we'll be caring for each other (11) _____ (until / after / by the time / as soon as) the end of our lives.

5. Group the relationship verbs below into *positive* and *negative*.

| | | | |
|-------------|---------|----------|--------------|
| encourage | quarrel | annoy | feel jealous |
| feel lonely | betray | care for | appreciate |
| ignore | rely on | defend | support |

| Positive | Negative |
|----------|----------|
|----------|----------|

Don't forget!

people = plural

People don't need to be in close contact to feel connected emotionally.

police = plural

The police have been called.

news = singular

The news is interesting.

anyone, everyone, someone, no one, nobody = singular

No one has done the homework.

none = plural

None of the students have done their homework.

neither, either = singular

Neither of the two traffic lights is working.

both = plural

Both traffic lights are working.

6. Choose the correct option.

1. The police _____ investigating the case.
 - a. is
 - b. are

2. Do you think the people _____ happy with the government?
 - a. is
 - b. are

3. Fortunately the news _____ as bad as we expected.
 - a. weren't
 - b. wasn't

4. The police _____ to interview two men about the robbery.
 - a. wants
 - b. want

5. Physics _____ my best subject at school.
 - a. was
 - b. were

6. Either of these roads _____ to the city.
 - a. leads
 - b. lead

7. Do you think the police _____ well-paid?
 - a. was
 - b. were

8. Everybody must pay _____ taxes.
 - a. their
 - b. his

9. None of these answers _____ correct.
 - a. are
 - b. is

10. _____ the police know how the accident happened?
a. Do
b. Does
11. _____ anybody answered the question?
a. Have
b. Has
12. Ms. Jones isn't as nice _____ Ms. Smith.
a. as c. like
b. for d. to
13. We were hurrying because we thought that the bell _____.
a. had already rang c. had already rung
b. has already rang d. have already ringing
14. I think you'd better _____ earlier so that you can get to class on time.
a. to start to get up c. start getting up
b. started getting up d. to get up
15. I would like to leave a message for _____.
a. they c. their
b. them d. theirs
16. _____ I get to know her, the more I like her.
a. For more c. The more
b. More d. The most
17. I wonder where _____.
a. he did go c. he went
b. did he go d. went he
18. We are going home as soon as _____ our final exams.
a. we're finish c. we'd finish
b. we'll finish d. we finish

UNIT 2

I REALLY LIKE ART AND MUSIC

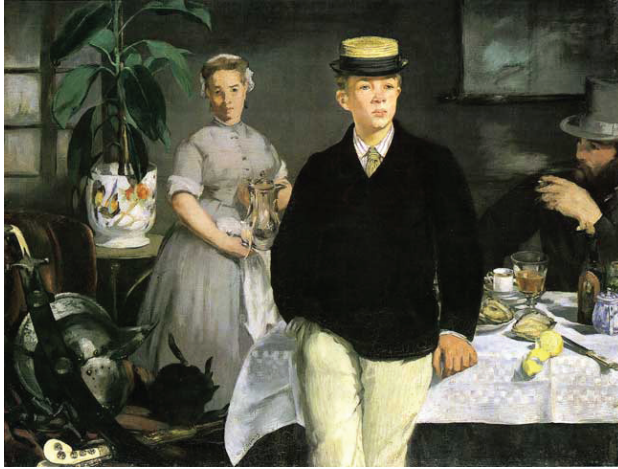
READING SPOT

1. Art is something that stimulates an individual's thoughts, emotions, beliefs or ideas through the senses. It is also an expression of an idea and it can take many different forms and serve many different purposes. Artists used many styles in their paintings and drawings. Here are some of the most common styles of art. Learn about each style and how to identify it. Next time you look at a painting, try to figure out what style it is!



*Leonardo da Vinci.
Lady with an Ermine*

Leonardo Da Vinci was born in an Italian town called Vinci. He lived in a time period called the Renaissance, when everyone was interested in art. Even though Da Vinci was a great artist, he became famous for the other things he could do. He was a sculptor, a scientist, an inventor, an architect, a musician, and a mathematician. Da Vinci's paintings were done in the realist style.



Andy Warhol. Marilyn Monroe

Realism is a type of art that tries to show things exactly as they appear in life. It began in the 18th century, but the greatest realist era was in the mid – 19th century. Most realists were from France, but there were some famous American painters who were realists too.



Vincent van Gogh. Vincent's Room

Postimpressionism began in the 19th century. It was mainly still lifes and landscapes. The postimpressionists liked to use lots of colours and shadows. Most of Vincent van Gogh's works were in the Postimpressionist style.



Pablo Picasso. Three Musicians

Cubism is modern art made up mostly of paintings. The paintings are not supposed to look real. The artist uses geometric shapes to show what he is trying to paint. Early cubists used mainly grey, brown, green, and yellow. After 1914, cubists started to use brighter colours.

Cubism was the beginning of the abstract art styles. Pablo Picasso is best known for co-founding the Cubist movement.



Salvador Dalí. The Persistence of Memory

Surrealists' paintings were generally based on dreams. Their paintings were filled with familiar objects which were painted to look strange or mysterious. They hoped their odd paintings would make people look at things in a different way and change the way they felt about things.

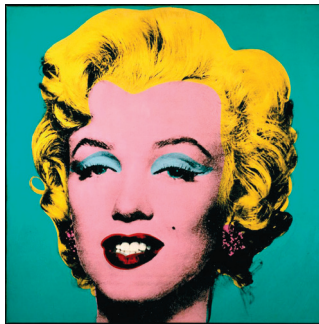
Salvador Dalí was best known for the striking and bizarre images in his surrealist works.



Claude Monet. *Impression, Sunrise*

Impressionism developed in France during the late 19th and early 20th centuries. These pieces of art were painted as if someone just took a quick look at the subject of the painting.

The paintings were usually in bold colours and did not have a lot of detail. The paintings in this style were usually outdoor scenes like landscapes. Claude Monet was a founder of French impressionist painting. The term Impressionism is derived from the title of his painting *Impression, Sunrise*.



Andy Warhol. *Marilyn Monroe*

Pop art can be any everyday item that is drawn in a brash and colourful way. Pop art is short for popular art. It is based on comic strips, advertising, and popular entertainment. One of the leaders of the pop art movement is Andy Warhol. Warhol's works were often based on images of public personalities, often enormously enlarged.

The pop art piece shown is Marilyn Monroe, one of the most famous American movie stars in the late 1950s and early 1960s.

2. Can you match the art styles with their definitions?

1. Impressionism
 2. Fauvism
 3. Expressionism
 4. Cubism
 5. Surrealism
 6. Realism
- a. A cultural movement originating in Germany at the start of the 20th century. Artists express emotional experience rather than physical reality.
 - b. 20th century art movement pioneered by Pablo Picasso. Artists use geometric shapes in their paintings.
 - c. An art movement that lasted only three years. The subjects in the paintings are shown in a simple way.
- d. An art style that began in the 18th century, showing things exactly as they appear in life.
 - e. An art movement that started in France. The paintings in this style were usually outdoor scenes like landscapes. The artists use bright colours and try to capture the effects of sunlight on water, trees and fields.
 - f. Modern art movement having three important themes — humour, the world of dreams and “the absurd”.

Talking points

What kind of art do you like? Do you prefer paintings, sculpture, pottery, photography, or some other kind of art?

3. Listen to a talk about the American artist Andy Warhol and answer the questions.

LISTENING
SPOT
(soundtrack 4)

1. When was he born?
2. What style of art did he pioneer?
3. What are his most famous works?

**4. Read the comments other people made on art styles.
Make your own comments.**

For me art doesn't have to be a representation of reality. The less realistic a painting is, the more it fascinates me.

If it doesn't show anything real it isn't art to me.

I like original and eye-catching paintings.

I like paintings that are easy to understand. I don't like having to figure out what things mean.

I like paintings that are easy to understand. I don't like having to figure out what things mean.

SENTENCE building

5. Match the clauses to make logical sentences.

- | | |
|---|---|
| 1. The less emphasis schools place on arts, | a. the better you will be able to understand his work. |
| 2. The more time you spend in art museums, | b. the better you are able to appreciate different styles of art. |
| 3. The more you know about the way an artist works, | c. the more you enjoy looking at paintings. |
| 4. The more art you put on your walls, | d. the more you realize how art can create a better living environment. |
| 5. The more you know about art, | e. the less creative the students become. |

6. Can you match the pictures of the famous people with the information about them?

Do you know...



Sir Charles Spencer Chaplin, better known as Charlie Chaplin, was an English comedy actor. Chaplin became one of the most famous actors as well as a notable director, composer and musician in the early to mid Hollywood cinema era. He is considered to have been one of the finest mimes and clowns ever caught on film and has greatly influenced performers in this field. He acted in, directed, scripted, produced, and eventually scored his own films.

Chaplin was also one of the most creative and influential personalities in the silent-film era. His principal character was “The Tramp” known as “Charlot” in France and the French-speaking world, Greece, Italy, Portugal, Romania, Spain and Turkey, and as “Carlitos” in Brazil. The character wears a tight coat, oversized trousers and shoes, and a derby; carries a bamboo cane; and has a signature toothbrush moustache. As Chaplin recalled in his autobiography: “I had no idea of the character. But the moment I was dressed, the clothes and the makeup made me feel the person he was. I began to know him, and by the time I walked on stage he was fully born.”



George Gershwin was an American composer and pianist.

Gershwin’s compositions spanned both popular and classical genres, and his most popular melodies are universally familiar. He wrote most of his works in collaboration with his elder brother, lyricist Ira Gershwin. Gershwin’s compositions have been used in numerous films as well as on television. Countless singers and musicians have recorded Gershwin’s songs.

7. Listen and learn the song.

SUMMERTIME

George Gershwin

Summertime,
And the living is easy.
Fish are jumping,
And the cotton is high.

Your daddy's rich,
And your mamma's good looking.
So hush little baby,
Don't you cry.

One of these mornings
You're going to rise up singing,
Then you'll spread your wings
And you'll take to the sky.

But till that morning
There's a'nothing can harm you
With daddy and mamma
standing by.

Summertime,
And the living is easy.
Fish are jumping,
And the cotton is high.

Your daddy's rich.
And your mamma's good looking
So hush little baby,
Don't you cry.

8. Sort the words below into two groups.

| | | | |
|--------------|-------------|-----------|------------|
| world-famous | outstanding | silent | best-known |
| success | famous | star | well-known |
| popular | successful | superstar | genius |
| silence | creative | celebrity | fame |

| Nouns | Adjectives |
|-------|------------|
|-------|------------|

9. Choose the correct option to complete the conversations.

1. — I don't like abstract art all that much.
— Oh. In that case, you _____ won't enjoy the new Jackson Pollock's exhibit.
 - a. reportedly
 - b. surprisingly
 - c. probably

2. — What do you think of this painting?
— It's great. In fact, I think it's the _____ painting in the whole exhibit.
 - a. interesting
 - b. more interesting
 - c. most interesting

3. — I think children should be required to take art classes.
— I agree. _____ children take classes, the better they'll understand art.
 - a. Soon
 - b. As soon
 - c. The sooner

4. — I hear Ms. Denning's art class is very popular.
— Yes, it's _____ popular that there's a waiting list to get in.
 - a. such
 - b. so
 - c. more

5. — Have you seen Sarah recently?
— Yes. I _____ at an art show just the other day.
 - a. ran into
 - b. ran into her
 - c. ran her into

6. — I didn't enjoy the performance.
— _____ my friends.
 - a. Neither have
 - b. Nor did
 - c. Neither / Nor do

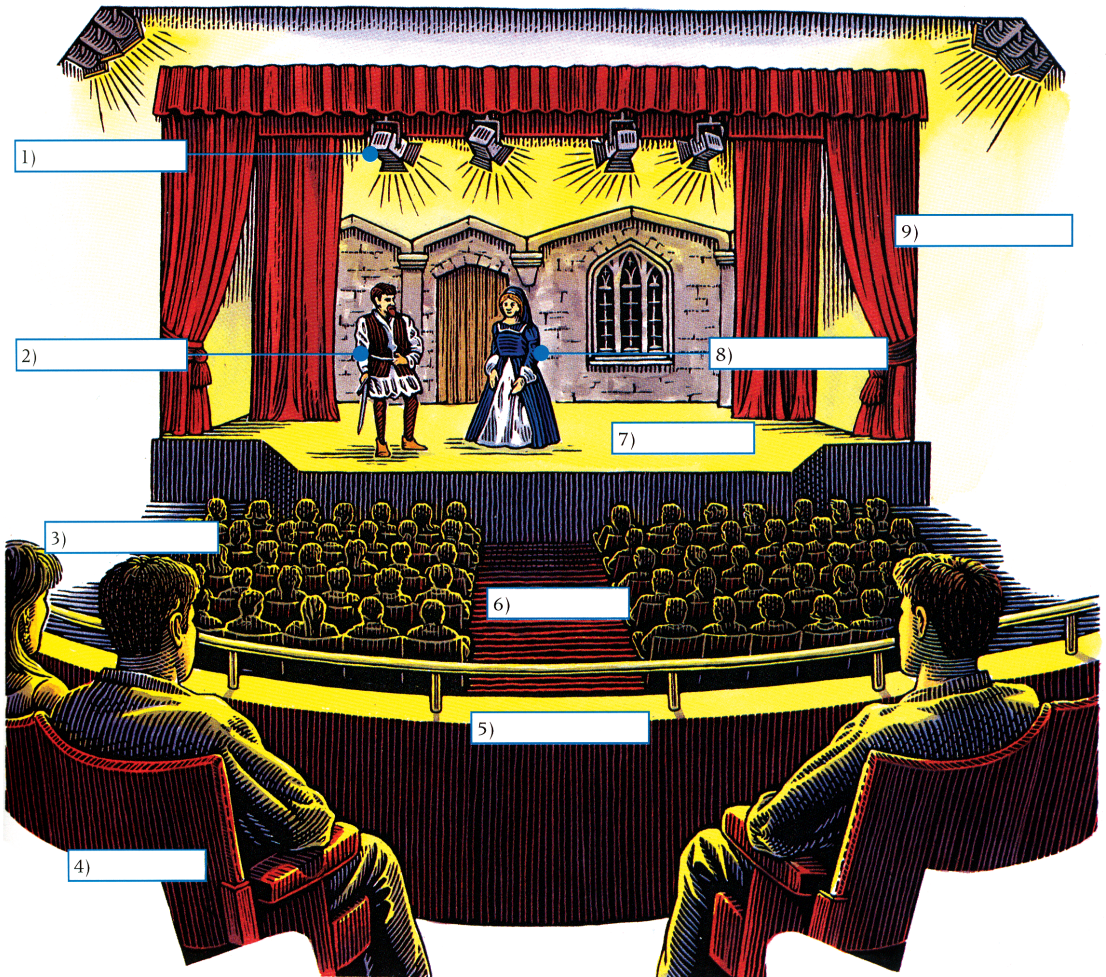
WORD knowledge

10. Label the picture of the theatre with the words below.

curtain
stalls
seat

actor
stage
lights

actress
audience
circle



WORD knowledge

11. William Shakespeare is the most famous English poet and playwright. People know his name in almost every country in the world. "To be or not to be - that is the question." These words come from Hamlet, a play that Shakespeare wrote in 1603. Complete the sentences below with the words from the box.

playwright
translated
plays

actresses
clapped
audience

stage
actors
theatres

1. Shakespeare is the most famous British _____ in history.
2. Romeo and Juliet and Hamlet are _____ by Shakespeare.
3. In the sixteenth century, groups of travelling _____ put on plays in schools, churches and pubs.
4. Shakespeare built one of London's first _____, called Globe.
5. The _____ at Shakespeare's plays were both *the rich and the poor.
6. In Shakespeare's day, there were no _____, so boys played the parts of women.
7. The audience always _____ and cheered *at the end of Shakespeare's plays.
8. When Hamlet says *To be or not to be — that is the question*, he is alone on the _____.
9. Shakespeare's plays are _____ into many different languages.

Watch out!

the rich = rich people

the poor = poor people

Adjectives such as rich and poor can be used with **the** to refer to a group of people as a class.

A plural verb must be used.

e.g. *The blind attend special schools.*

The poor do not own their own homes.

The rich often get married for money.

12. Here are some quotations from Shakespeare’s plays. Match them with the definitions.

1. To be or not to be —
that is the question.

(Hamlet)

2. All the world is a stage,
and all the men and
women merely players.

(As You Like It)

3. Niether a lender nor a
borrower be.

(Hamlet)

4. Friends, Romans, countrymen,
lend me your ears.

(Julius Caesar)



a. Do I want to live any longer?

b. Listen to me, everyone.

c. Life is like a play.

d. It is not a good idea to lend money
or to be in debt.

Remember

at the end = at the point where something stops (վերջում)

The film was boring at the end.

in the end = finally (վերջապես)

In the end I got the job I wanted.

SENTENCE building

13. Match the clauses to make logical sentences.

1. The better I understand
modern art,

2. Having always liked
Picasso,

3. What I enjoyed most
about the show

4. Many people claim that

5. I recommend

6. I'd like my children

a. to take some art lessons.

b. the more I like it.

c. was the work of local artists.

d. going to an art museum at least once
a month.

e. Leonardo da Vinci is the greatest
Italian artist.

f. I was thrilled to see an exhibit of his
early work.

14. Choose the correct answer.

1. We moved to the front row _____ we could hear and see better.
a. so as c. such
b. so that d. such that

2. Art tends to be _____ more after the death of the artist.
a. price c. worth
b. worthy d. value

3. _____ you please change your seat?
a. Don't c. Could
b. Shouldn't d. Shall
d. Shall

4. This is the woman _____ posed as a model for the painting.
a. who c. which
b. whom d. whose

5. We used to go to the theatre every month, but I haven't gone _____ the past five months.
a. from c. to
b. for d. since

6. We moved to the front row _____ we could hear and see better.
a. so as c. such
b. so that d. such that

7. I wonder how I could have made _____.
a. such mistake
b. such a mistake
c. so a mistake
d. so mistake

UNIT 3

I HAVE HEALTHY MIND, HEALTHY BODY, HEALTHY SPIRIT

The best six doctors anywhere
Are sunshine, water, rest, and air
Exercise and diet.
These six will gladly you attend
If only you are willing
Your mind they'll ease
Your will they'll mend
And charge you not a shilling.



1. Find the Armenian equivalents for the health sayings below.

1. Healthy body - healthy spirit.
2. The greatest wealth is health.
3. Health is a state of complete harmony of the body, mind and spirit.
4. There is more hunger for love and appreciation in this world than for bread.
5. Early to bed and early to rise, makes a man healthy, wealthy, and wise.

Remember

had better = advice (լսրհուրդ)

You'd better stay at home or you'll get wet and catch a cold.

would rather = preference (սախընտրանք)

What would you rather do, eat here or eat out ?

No to after had better/would rather

You'd better keep dieting.

I'd rather not eat at nights.

2. Choose the correct answer.

1. The cut on your hand will get infected. You _____ take care of it.
 - a. would rather not
 - b. 'd rather
 - c. had better not
 - d. 'd better

2. You _____ your seats today if you want to go to the football game.
 - a. had better to reserve
 - b. had to better reserve
 - c. had better reserve
 - d. had to reserve better

3. Frankly, I'd rather you _____ it for the time being.
 - a. do
 - b. didn't do
 - c. don't
 - d. didn't

4. I would _____ the operation unless it is absolutely necessary.
 - a. rather not have
 - b. not rather had
 - c. rather not to have
 - d. rather not having

5. It's getting dark. We _____ go back now.
 - a. 'd better
 - b. 'd rather
 - c. had better not
 - d. would rather not

3. Read the story and answer the questions by choosing the correct answer.

THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG)

Jerome K. Jerome

I remember going to the British Museum one day to read up the treatment for some slight illness of which I had a touch. I got the book, and read all I came to read; and then, I idly turned the leaves, and began to study diseases, generally. Before I had glanced half down the list of symptoms, I found out that I had fairly got them.

I sat for a while, frozen with horror; and then, in despair, I again turned over the pages. I discovered that I had typhoid fever, must have had it for months without knowing it - wondered what else I had got. I began to get interested in my case and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I went conscientiously through the twenty-six letters.



I thought what an interesting case I must be from a medical point of view! Students would have no need to “walk the hospitals,” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself.

I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart.

I could not feel my heart. It had stopped beating. I patted myself all over my front but I could not feel or hear anything. I tried to look at my

tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man. He is an old friend of mine, and he feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I'm ill; so I thought I would do him a good turn by going to him now. "What a doctor wants," I thought, "is practice. You'll have me. You'll get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each." So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said: "I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished."

Then he opened me and looked down me. After that, he sat down and wrote out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out. I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. I read the prescription. It ran:



*1 lb. beefsteak, with
1 pt. bitter beer every 6 hours.
1 ten-mile walk every morning.
1 bed at 11 sharp every night.
And don't stuff up your head with
things you don't understand.*

I followed the directions, with the happy result - my life was preserved, and is still going on.

1. Which of the following statements best describes the main idea of the story?

- It is important to study diseases.
- Don't stuff up your head with things you don't understand.
- I was an interesting case from the medical point of view.
- What a doctor wants is practice.

2. The word decrepit means

- a. weak
- b. strong
- c. healthy
- d. specific

3. The expression I idly turned the leaves means

- a. I turned the pages in a lazy way
- b. I eagerly turned the pages
- c. I turned the pages with no particular purpose
- d. I turned the pages because I was in a hurry

4. The author was scared because

- a. he could not feel his pulse at all
- b. he didn't want t

4. Fill in the gaps with the correct form of the words on the right.
The first one is done for you.

- 1. I was proud of myself as I could keep **dieting** for two months. (1) diet
- 2. My friend advised me to start _____ regular exercise. (2) do
- 3. I remember _____ to the British Museum one day to read up the treatment for some slight illness. (3) go
- 4. Why not _____ at it in a positive way? (4) look
- 5. My heart had stopped _____. (5) beat
- 6. If you don't want to put on weight you should refuse _____ after 6 o'clock in the evening. (6) eat
- 7. I tried _____ myself take up jogging but I found it really boring and gave it up in a few days. (7) make
- 8. He wants _____ healthier and so he decided to avoid eating junk food. (8) become
- 9. I am afraid I am _____ weight as my skirt seems to be too tight for me. (9) put on
- 10. — I can't go on a diet as I am addicted to _____ chocolate. (10) eat
— If you want to lose weight you should give up _____ so much chocolate.

Do you know...

- Healthy eating and regular exercise are important for our long-term physical health.
- Regular aerobic exercise can actually help cure depression.
- You can manage your mood through careful nutrition
- The amount of sleep you have has a direct impact on your ability to learn.

5. Read the article. Give advice on how to keep fit. Which of the options below best expresses the main idea of the article?

KEEPING FIT

1. *Fitness is about hard daily work and can't be achieved easily.*
2. *If you try hard you can become fit in a few days: stop eating delicious, unhealthy foods and spend every day in the gym.*
3. *A healthy lifestyle should make your life more pleasant and make you feel happy.*

Looking to improve your fitness? Your attitude will make a big difference to how successful you can be. Many fitness enthusiasts start off trying very hard but find it difficult to carry on because they see it as a constant struggle against what they like doing.

Why not look at it in a positive way? A positive attitude will mean trying something new, not just giving up things. Eating should always be a pleasure, and healthy eating is not about giving up delicious things. It's about trying different, new foods. Experiment with some fresh berries on your breakfast cereal or seafood for lunch.

Exercise shouldn't be a punishment. Make your mind help your body to change. Pick up a book about something you have never done before - it could be anything from rap dancing to marathon running. Join a club to try a new hobby. The most important thing is that the new activities make you feel good. If you are happy doing them, you'll willingly carry on doing them.

Improving your fitness is more about adding a lot of small changes every day rather than trying to stop you doing your favourite things. Every small change builds up to a new, healthier you.

Choose the correct option.

1. Excuse me, but it is time to have your temperature _____.
a. taking c. take
b. to take d. taken

2. _____ the worse I seem to feel.
a. When I take more medicine
b. The more medicine I take
c. Taking more of the medicine
d. More medicine taken

3. On the average, a healthy heart _____ to pump five tablespoons of blood with every beat.
a. must c. can
b. ought d. should

4. Only twenty years ago, most doctors agreed _____ truthful with their terminally ill patients, a trend that has reversed itself in modern medical practice.
a. don't to be
b. not to be
c. we shouldn't been
d. not to been

5. A cure for diabetes _____ until more funds are allocated to basic research.
a. won't develop
b. aren't developing
c. don't develop
d. won't be developed

6. The tendency to develop cancer, even in high-risk individuals, can be decreased _____ the amount of fruit and vegetables.
a. to increase c. for increasing
b. for increase d. by increasing

7. It is not clear how much students learn _____ television classes without supervision and monitoring.
- a. for watching
 - b. from watching
 - c. by watch
 - d. to watch
8. Microwaves are used for cooking, telecommunications, _____ .
- a. and to diagnose medically
 - b. and medical diagnosing
 - c. and diagnosed medically
 - d. and medical diagnosis
9. I didn't hear _____ when he gave us the prescription.
- a. what the professor says
 - b. that the professor said
 - c. what the professor said
 - d. what said the professor
10. I wonder if you _____ .
- a. make an appointment for dental check-up
 - b. has made an appointment for a dental check-up
 - c. have made an appointment for a dental check-up
 - d. makes an appointment for a dental check-up
11. He's taken his medicine, _____ ?
- a. hasn't he
 - b. didn't he
 - c. doesn't he
 - d. isn't he
12. I like to watch the games on TV because I can see more _____ than we could from a seat in the stadium.
- a. clear
 - b. clearness
 - c. clearly
 - d. clearer
13. It was _____ that we went camping in the mountains last weekend.
- a. such nice weather
 - b. so nice a weather
 - c. too nice weather
 - d. nice weather so

UNIT 4

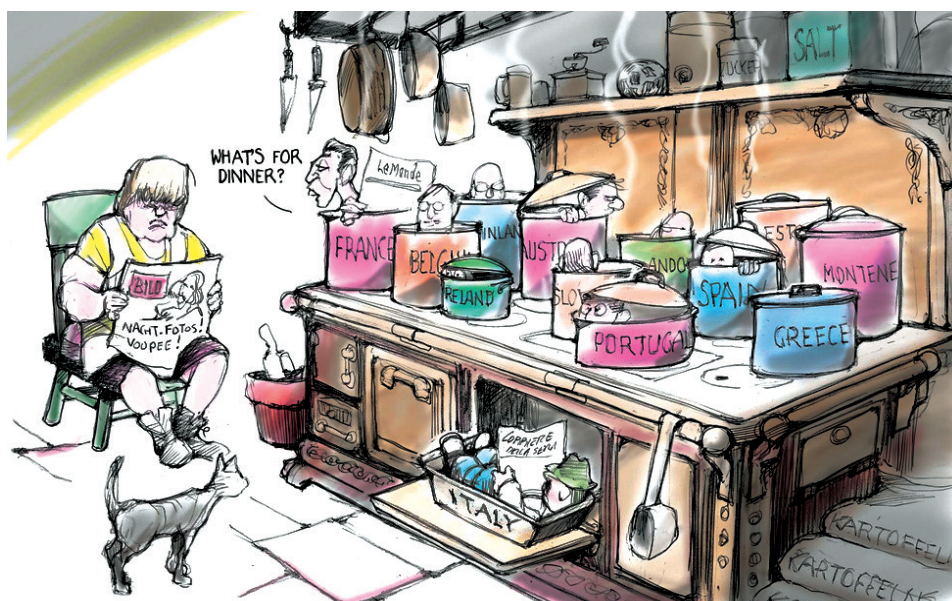
I REALLY ENJOY VARIOUS NATIONAL CUISINES

Tell me what you eat, and I'll tell you who you are

Jean Anthelme Brillat-Savarin

1. Read the articles and answer the questions by choosing the correct answer.

READING
spot



REASONS WHY VARIOUS NATIONAL CUISINES ARE WHAT THEY ARE

Cuisine (from French cuisine – cooking, culinary art, kitchen), defined by Webster’s as the “manner of preparing food, style of cooking and the food prepared, is often associated with a specific culture. Every culture has a rich cuisine - a specific set of cooking traditions and practices. To read about a country’s cuisine isn’t simply to look for “good things”. It is also to better know (by means of the recipes) the customs and the richness or poverty of a place, and the spirit of those who inhabit it.

I wonder how one would give an explanation of why British food is the way it is, with its famous fried fish and chips, and why it's not very ocean-oriented as Japanese cuisine is, or why many Asian cuisines are so spicy, or why so many famous Italian dishes seem to be associated with pasta, or why the Chinese cuisine is known for cooking almost everything and anything that moves.

Have you ever thought about what you and your family eat every day and why? Have you ever thought about what other people eat? The manner in which food is selected, prepared, presented, and eaten often differs by culture. Americans love beef. The forbidden food in the Moslem and Jewish cultures is normally pork, eaten extensively by the Chinese and others. In large cosmopolitan cities, restaurants often offer "national" dishes to meet varying cultural tastes.

Often the differences among cultures in the foods they eat are related to the differences in geography and local resources. People who live near water (seas, lakes, and rivers) tend to eat more fish. People who live in colder climates tend to eat heavier, fatty foods.

However, with the development of a global economy, food boundaries and differences are beginning to disappear. McDonalds is now on every continent except Antarctica. Yoghurt is served all over the world. People try to eat healthy food. They are eating less sugar and meat, and more fruit and vegetables. People spend less time cooking now. An increasing number of people eat convenience food. Convenience meals are already cooked - all you have to do is heat them up in the microwave.





AMERICAN CUISINE

The popular outside view is that Americans survive on cheeseburgers, Cokes and French fries, the British live on tea, fish and chips.

America has two strong advantages when it comes to food. The first is that as the leading agriculture nation, it has always been well supplied with fresh meat, fruit and vegetables in great variety at relatively low prices. This is one reason why fruit dishes and salads are so common. The second advantage America has enjoyed is that immigrants have brought with them, and continue to bring, the traditional foods of their countries and cultures. The variety of foods and styles is simply amazing — whether Armenian, French, German, Hispanic, Greek, British or Italian.

Growing numbers of Americans are more regularly going out to eat in restaurants. One reason is that there are not many American women who feel that their lives are best spent in the kitchen. They would rather pay and enjoy a good meal out. At the same time cooking is a hobby for both men and women.

Americans generally prefer light food — cereals and grain foods, fruit and vegetables, fish and salads instead of heavy and sweet foods. Finally, there is the international trend to “fast food” chains, which sell pizza, hamburgers, Mexican foods, chicken, salads and sandwiches, seafood and various ice creams. Many people eat fast food.



ARMENIAN CUISINE

*There is no love sincerer
than the love of food.*

George Bernard Shaw

Armenian people are very much interested in food. They have discovered that eating is fun. Armenian cuisine is more than two thousand years old and it is still tasty and fresh. Traditionally, bread was the most important food in Armenia. That's why such English expressions as to have breakfast, to have dinner and to have supper are simply replaced by to eat bread in Armenian. Most Armenians use a lot of bread and especially like eating lavash.

Though Armenian cuisine has a wide range of tasty and healthy dishes and people try to eat healthy food with less salt, sugar and meat, and more fruit and vegetables, Armenian people still like cooking salty and spicy food. Boiled, roasted and grilled food is very common. People seem to cook a lot of good cakes and tasty pies even if they are fattening.

Barbeque and lake trout are the most popular and valued food in Armenia.



BRITISH CUISINE

Make any time tea time

British cuisine has always suffered from bad press and a bad reputation. British food has traditionally been based on beef, lamb, pork, chicken and fish and generally served with potatoes and one other vegetable. The most common and typical foods eaten in Britain include the sandwich, fish and chips, pies. Puddings and custards enjoy a place of prominence in British cuisine. British cuisine leans heavily on tea, served with milk and sugar. Tea is served for any meal and any time in between.

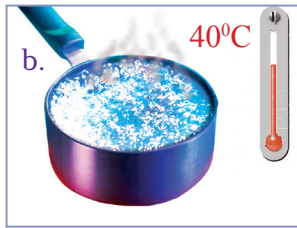
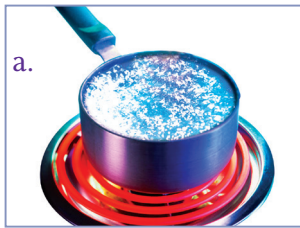
And yet, for all the jokes about their bad food, British cuisine at its best is hearty and delicious. British cuisine is a mixing of the practical with the nutritious. If it is, as some critics proclaim, unimaginative, it is certainly not because the British mind lacks imagination concerning food - the common names for everyday meals sometimes require a translator to know what's on your plate. British cuisine varies widely, depending on what part of the country you're visiting. The cuisine of London, for example, is far different from the cuisine of Yorkshire. The large number of foreign restaurants helped popularize the international cuisines to the British people. Chinese, Indian, Greek, Italian, French and American food is quite common in Britain today.

2. Choose the correct option.

1. Cuisine is a
 - a. style or method of cooking
 - b. kitchen
 - c. specific culture
2. Pork is forbidden in
 - a. Chinese culture
 - b. Japanese culture
 - c. Moslem and Jewish cultures
3. Convenience food is
 - a. ready-made food
 - b. already cooked food
 - c. fast food
4. What is the most popular drink in Britain?
 - a. tea
 - b. coffee
 - c. milk
5. to eat bread in Armenian is
 - a. to have breakfast
 - b. to have meals
 - c. to have dinner
6. to eat out means
 - a. eat at home
 - b. eat in restaurants
 - c. prefer to eat out in restaurants
7. The most popular food in America is
 - a. seafood
 - b. fast food
 - c. hamburger
8. What kind of food do people try to eat?
 - a. sugar and meat
 - b. vegetables and fruit
 - c. healthy food
9. Global economy is
 - a. a single community
 - b. a common production
 - c. the expansion of economies beyond national borders
10. Culture is
 - a. ideas, beliefs, values, customs, knowledge, and social behaviour of a nation
 - b. values of a nation
 - c. national food
11. nutritious food is
 - a. food containing all the necessary substances for health
 - b. unhealthy food
 - c. popular food

3. Learn how to make yogurt. Match the tips with the pictures.

1. Put it into the fridge to cool.
2. Serve it with sugar or try it with honey.
3. Leave in a warm place overnight.
4. Pour into little pots.
5. Allow to cool to about 40 degrees.
6. Add a little yogurt as a starter and stir.
7. Heat milk and boil for a minute.



Talking points

1. How different is British and American food from Armenian food?
2. Do you think Armenian eating habits are healthy?
3. What is your attitude to fast food? How often do you eat fast food?
4. Which national cuisine suits your taste and why?
5. How do the differences among cultures in the foods they eat relate to the differences in geography and local resources?
6. Why do you think food boundaries and differences are beginning to disappear?

Remember

used to — a past situation or habit that no longer exists at present

սովորություն ունենալ

be used to/get used to վարժվել

I used to drink milk when I was a child.

I am used to drinking tea now.

She gets used to everything very quickly.

I used to. Did I use to? I didn't use to.

4. Fill the gaps with *used to*, *be used to*, *get used to*.

1. Tastes differ. You ____ having fish for breakfast.
I ____ having a sandwich.
2. I ____ drink milk when I was younger but now I ____ having a cup of tea or coffee.
3. I ____ be very shy.
4. Trains ____ be the main means of travel in the past.
5. I'll never ____ living in a cold climate.
6. I ____ getting up early.
7. My granny ____ give me a kiss every time she came to our house.
8. When I was a child, I ____ take a flashlight to bed with me to read books without my parent's knowing about it.

5. Choose the correct answer.

1. ____ bacon and eggs every morning.
a. am used to eat c. am used to eating
b. used to eating d. use to eat
2. The old man asked her to move because he ____ in that chair.
a. used to sit c. used to sitting
b. was used to sit d. was used to sitting
3. I can't ____ American food. It's so strange.
a. used to eat c. get used to eating
b. be used to eat d. used to eating

4. This drink tastes a little _____.
 a. strongly c. strong
 b. so strong d. too much strong
5. Besides being expensive, the food in the cafeteria tastes _____.
 a. badly c. too much bad
 b. too badly d. bad
6. I don't feel very well. I've eaten _____ much.
 a. too
 b. enough
7. The coffee was _____ hot to drink, so I left it for a minute to cool.
 a. enough
 b. too
8. This recipe sounds easy _____. I'll make it for lunch.
 a. too
 b. enough
9. I had _____ much wine at the party and behaved rather badly.
 a. too
 b. enough

Don't forget!

taste / smell / feel / sound / look + adj.

The milk tastes sour.

The cookies smell good.

The child doesn't feel good.

Your explanation sounds strange.

You look beautiful today.

enough + noun

Sorry, I haven't got enough food for everyone.

adjective + enough

I am not strong enough to help you.

too + adjective

The tea is too hot to drink.

6. Fast food is the term given to food that can be prepared and served very quickly. While any meal with low preparation time can be considered to be fast food, typically the term refers to food sold in a restaurant or store with low quality preparation and served to the customer in a packaged form for take-out/ take-away. Have you ever enjoyed a hamburger, sitting on a lawn? Maybe you're against all these hot dogs and cheeseburgers, because it's junk food. They really make life more pleasant, especially outdoors, don't they? Read what different people think about fast food and sort the opinions into for and against.

It is very unhealthy with high amounts of calories, saturated fats, salt, etc.

It's "fast to get" and usually delicious.

You can choose small, regular, large, extra large sizes.

It's usually expensive, unhealthy and fattening.

More food for less money.

Fast foods lack necessary vitamins. Pizza is probably the most 'healthy' fast food.

Fast foods are fast and you can easily get them by going to McDonald's or any other fast food restaurant, but they are unhealthy.

You can walk in, order and eat. No delayed meals or waiting at the table for food.

| For | Against |
|-----|---------|
|-----|---------|

7. Read the article and choose the correct answer.

When it comes to body weight, Americans stand out. Most visitors to the United States, no matter where they go across this vast country, comment on the size of many Americans. In fact, these impressions are backed by numerous statistics. For example, the average American weighs more than the average person from Western or Central Europe. Another comparison: an American woman is heavier than her Japanese counterpart. Why are Americans so heavy?

Some blame the American diet. Certainly it's true that Americans eat more high-fat foods — meat, dairy products, and processed food — and fewer grains and vegetables than people in other countries. But fat isn't the whole story. Lifestyle factors — including the tendency for Americans to drive rather than walk or ride a bicycle to work, to snack throughout the day, and to have so many labour-saving devices in the home — appear to contribute to the problem.

1. According to the article, visitors to the United States often comment on the size of the _____ .

- | | |
|---------------|------------|
| a. population | c. country |
| b. cities | d. people |

2. In comparison with Americans, people in other countries eat more _____ .

- | | |
|-------------------|-------------------|
| a. meat | c. processed food |
| b. dairy products | d. grains |

3. According to the article, the average Western European weighs _____ .

- | | |
|---------------------------------|--------------------------------|
| a. more than an American | c. less than an American |
| b. more than a Central European | d. less than a Japanese person |

4. The article implies that Americans would lose weight if they _____ .

- | | |
|--------------------------|-------------------------|
| a. snacked more often | c. stayed at home more |
| b. rode bicycles to work | d. ate fewer vegetables |

8. Read about McDonald's. Answer the questions.



MCDONALD'S

McDonald's Corporation is one of today's most successful businesses. McDonald's restaurants, which sell hamburgers, cheeseburgers, french fries, milkshakes, soft drinks, and other foods to customers around the world, practically invented the fast-food industry.

The first McDonald's was a hamburger restaurant in San Bernardino, California, named after its owners, Dick and Mac McDonald. The McDonald brothers developed the limited menu, the efficient system of production, and the self-service format that made it possible for the restaurant to deliver food quickly and cheaply. But it was another person, Ray Kroc, who took the concept of the restaurant to the rest of the country and the world. Kroc developed the franchising system that allowed other owners to build their own McDonald's restaurants and sell its food.

McDonald's became so popular because of its highly successful advertising and its innovations in food and services, which allowed the company to expand at an ever-increasing rate. In the 1960s, McDonald's introduced the

golden arches, which made the restaurants easy to recognize, and began putting up huge signs to advertise the number of hamburgers sold. In the 1970s and 1980s, McDonald's introduced drive-through service, which allowed customers to order food without leaving their cars. The restaurants also began serving breakfast which was very popular.

In the 1980s and 1990s, McDonald's focused on a strategy of expanding its markets internationally. Many of the overseas restaurants have been very successful. For example, the McDonald's restaurant in Beijing, China, which served over 40,000 customers on its opening day in 1992, is still the company's largest.

9. True or False?

T F

| | | |
|--|--|--|
| 1. McDonald's started as a hamburger restaurant in San Bernardino, California. | | |
| 2. The MacDonalld brothers established the concept of the restaurant. | | |
| 3. Ray Kroc bought and ran one of the company's restaurants. | | |
| 4. The golden arches helped advertise McDonald's restaurants. | | |
| 5. McDonald's served breakfast from the beginning. | | |
| 6. The McDonald's restaurant in Beijing opened in the 1980s. | | |

WORD building

10. Change the part of speech of the words below by matching them with correct suffix.

- | | |
|----------------------|----------|
| 1. wide, strength | a. -al |
| 2. six, seven | b. -ist |
| 3. history, fantasy | c. -ous |
| 4. successful, cheap | d. -teen |
| 5. fame, vary | e. -ic |
| 6. journal, science | f. -ly |
| 7. culture, music | g. -en |



11. Read the paragraph and answer the questions:

Who was top dog in a tribe?

What was once the symbol of power at a table? Why?

Food has many meanings for us, but when a group of people gather together the process of eating is always more about power than about nourishment*. When we lived in tribes everyone may have crowded round the carcass*, but you can be sure that it was the warrior man who ate first and took the best bits and that the women and children were served last and got leftovers*. When tables and chairs first came into use, only those with power sat at the table, and then in a strict order of importance, with a bowl of salt showing who was top dog*. The bowl of salt might have disappeared, but the seating order still exists.



*nourishment = food needed to live, grow and stay healthy

*carcass = the dead body of an animal

*leftovers (n) = food that has not been eaten at the end of a meal
be left over = (verb)

*top dog = the person in the highest position

12. a. Listen and mark the speakers who are *for* or *against* family meals.

| For | Against |
|-----|---------|
|-----|---------|

1. Jane
2. Dan
3. Ray
4. Ella

b. Match the opinions with the speakers.

- a. Children may feel happy during a meal with their family.
- b. Both children and parents may misunderstand each other during the family meal.
- c. Children should follow a set of rules at the table.
- d. A family meal is a part of a child's education.

c. Group the opinions into *for* and *against*.

- a. The family meal can be great fun.
- b. Family meals reflect a country's culture and traditions.
- c. Family meals are hardly a good time to talk.
- d. Bringing the family together is an opportunity for parents and children to talk.
- e. Children should display proper behaviour during the family meal.
- f. The family meal is an opportunity to demonstrate parents' power and importance.
- g. Sometimes arguments across the table create tension in the family.

13. Linda and Paul are talking about Ernest's birthday party.
The conversation is mixed. Put the boxes in the correct order.



Yes. Do you want me to bring anything?

Oh yeah. I make chicken salad all the time. First, cook some chicken. You can bake it, grill it, or broil it. Then cut the chicken into small pieces. After that, cut up onions and celery. Next, put the chicken, onions, and celery into a bowl. Then, add mayonnaise. It's really easy.

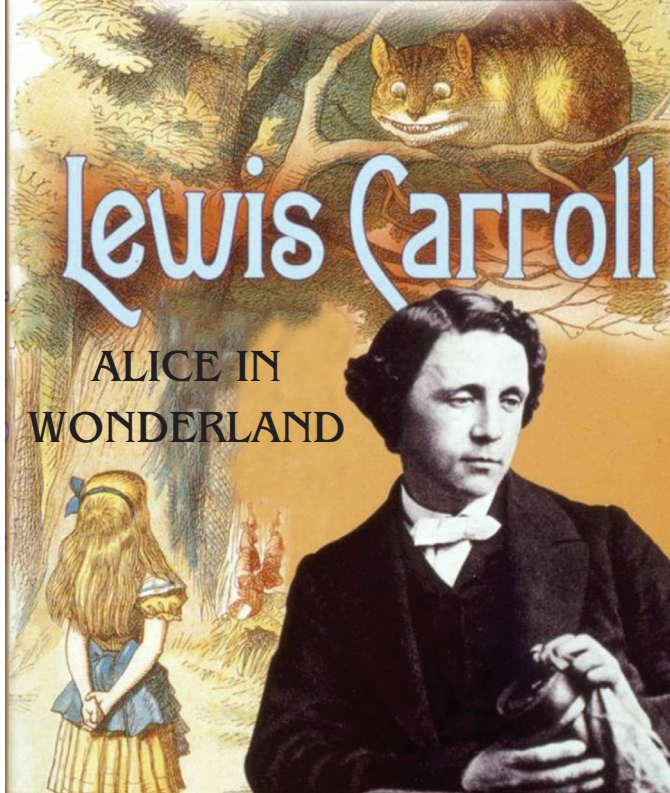
Hi, Paul. Are you going to Ernest's surprise birthday party tomorrow?

No. That's OK. I have everything. But maybe you could tell me how to make chicken salad. That's Ernest's favourite. Do you know how?



14. Read the information below to write a short biography of Charles Lutwidge Dodgson.

Do you know...



| | |
|---------------|--|
| Born | 27 January 1832 Daresbury, Cheshire, England |
| Died | 14 January 1898 (aged 65) Guildford, Surrey, England |
| Pen name | Lewis Carroll |
| Occupation | Author, mathematician, Anglican clergyman, photographer |
| Nationality | British |
| Genres | Children's literature, fantasy literature, poetry |
| Notable works | Alice's Adventures in Wonderland, Through the Looking-Glass |

1. Read the extract and answer the questions.



A Mad Tea-party

Extract from "Alice in Wonderland" by L. Carroll

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, **fast asleep**.

The table was a large one, but the three were all crowded together at one corner of it. "**No room! No room!**" they cried out when they saw Alice coming. "There's plenty of room!" said Alice, and she sat down in a large arm-chair at one end of the table.

"Come, we shall **have** some **fun** now!" thought Alice. "I'm glad they've begun asking riddles. I believe I can guess that."

"Do you mean that you think you can find out the answer to it?" said the March Hare.

“Why, you might just as well say that ‘I see what I eat’ is the same thing as ‘I eat what I see!’”

“You might just as well say,” added the March Hare, “that ‘I like what I get’ is the same thing as ‘I get what I like!’”

“Have you guessed the riddle yet?” the Hatter said, turning to Alice again.

“No, I **give** it **up**,” Alice replied. “What’s the answer?”

“I haven’t the slightest idea,” said the Hatter.

“Nor I,” said the March Hare.

Alice sighed wearily. “I think you might do something better with the time,” she said, “than wasting it in asking riddles that have no answers.”

“If you knew Time as well as I do,” said the Hatter, “you wouldn’t talk about wasting it. It’s him.”

“I dare say you never even spoke to Time!”

“Perhaps not,” Alice replied; “but I know I have to beat time when I learn music.”

“It was at the great concert given by the Queen of Hearts, and I had to sing there. I’d hardly finished the first verse when the Queen **bawled out** ‘He’s **murdering the time!** Off with his head!’ “

“What is the reason so many tea-things are put out here?” she asked.

“It’s always tea-time, and we’ve no time to wash the things between whiles.”

“Take some more tea,” the March Hare said to Alice, very earnestly.

“I’ve had nothing yet,” Alice replied in an offended tone: “so I can’t take more.”

“You mean you can’t take less,” said the Hatter: “it’s very easy to take more than nothing.”

“I’ll never go there again!” said Alice as she picked her way through the wood. “It’s the stupidest tea-party I ever was at in all my life!”

“Now, I’ll manage better this time,” she said to herself.

Then she found herself at last in the beautiful garden, among the bright flower-beds and the cool fountains.



2. Choose the correct option.

1. The extract mainly discusses
 - a. whether 'I see what I eat' is the same thing as 'I eat what I see'
 - b. murdering the time
 - c. the tea-party which is a waste of time
 - d. how to manage time

2. The expression *fast asleep* means
 - a. sleep fast
 - b. sleep soundly
 - c. sleep badly
 - d. have a good night's sleep

3. The expression *No room!* means
 - a. there is no room
 - b. there is no vacant seat at the table
 - c. there is nobody in the room
 - d. the room is empty

4. The phrasal verb *give up* means
 - a. give something to somebody
 - b. take something up
 - c. stop doing something
 - d. break

5. The expression *have fun* means
 - a. have good mood
 - b. have friends
 - c. tell jokes
 - d. enjoy oneself

6. The phrasal verb *bawl out* means
 - a. speak loudly
 - b. shout angrily
 - c. stop shouting
 - d. speak calmly

7. The expression *murder the time* means
 - a. beat the time
 - b. kill the time
 - c. enjoy the time
 - d. manage the time

Choose the correct option.

1. I don't like iced tea, and _____.
a. she doesn't too c. neither does she
b. either doesn't she d. she doesn't neither

2. Let's go out for dinner, _____?
a. will we c. shall we
b. don't we d. are we

3. I'll have a cup of tea and _____.
a. two toasts c. two pieces of toast
b. two piece of toasts d. two pieces of toasts

4. I like the set of dishes, but _____ is small.
a. the tea cup c. the tea's cup
b. the cup of tea d. the cup for the tea

5. The cookies that you sent over were _____ that I ate them all.
a. very good c. so good
b. too good d. good

6. Could you please tell me where _____ .
a. is the nearest McDonald's restaurant located
b. the nearest McDonald's restaurant is located
c. is located the nearest McDonald's restaurant
d. located is the nearest McDonald's restaurant

7. You _____ me, because I didn't say that.
a. must misunderstand
b. must be misunderstanding
c. must have misunderstood
d. had to misunderstand

UNIT 5

WELCOME TO ARMENIA

The Earth is like a living being,
it has its own soul;
without the native soil
and close contact with the
Mother Country
one cannot identify oneself,
one's own soul.

Martiros Saryan



I should like to see any power of the world
Destroy this race,
This small tribe of unimportant people,
Whose wars have all been fought and lost,
Whose structures have crumbled,
Literature is unread,
Music is unheard,
And prayers are no more answered.
Go ahead, destroy Armenia.
See if you can do it.
Send them into the desert without bread or water.
Burn their homes and churches.
Then see if they will not laugh, sing and pray again.
For when two of them meet anywhere in the world,
See if they will not create a New Armenia.

William Saroyan



1. Can you match the pictures of the famous people with the information about them?

Do you know...



Komitas Vardapet (Sghomon Gevorki Sghomonyan) - Armenian priest, composer, choir leader, singer, music ethnologist, music pedagogue and musicologist.

Many regard him as the founder of modern Armenian classical music.

Komitas lost his mind after witnessing the 1915 Armenian Genocide and is ranked among the Armenian martyrs of genocide.

Arno Babadjanian - a highly regarded composer in the former Soviet Union.

Arshile Gorky (real name - Vostanik Manoog Adoyan) - an Armenian-born American Abstract Expressionist Painter, 1904-1948.

Hovhannes Tumanyan - one of the greatest Armenian poets and writers.

Victor Hambartsumian - an outstanding Soviet Armenian scientist, one of the founders of the theoretical astrophysics. Hambartsumian was the founder of Byurakan Observatory.

Armen Dzigarkhanyan - one of the most popular Armenian actors working in Russia. He founded his own theater in Moscow.

Silva Kaputikyan - a 20th century prominent Armenian poet, writer, academician and public activist. She lived in Yerevan her entire life.

Sergei Parajanov - a legendary film-maker.

Djivan Gasparyan - is an Armenian musician and composer. He plays the duduk and is known to be the master of Duduk.

Aram Khachaturian - an Armenian composer whose works were often influenced by Armenian folk music.

Martiros Saryan - a Russian-born Armenian painter of landscapes, still lifes, and portraits.

William Saroyan - an American author, the son of Armenian immigrants. The setting of many of his stories and plays was Fresno, California.

Charles Aznavour - an Armenian-French singer, songwriter, actor, public activist and diplomat. Besides being one of France's most popular and enduring singers, he is also one of the most well-known singers in the world. He is known for his short figure and unique tenor voice.

Leonid Yengibarov - a famous Armenian clown and actor. He made spectators think, not only laugh. His first film, *A Path to the Arena*, was in fact about himself. He created a Pantomime Theatre.

Paruyr Sevak - one of the greatest Armenian poets.



**2. Read the biography of *Hovhannes Aivazovsky*.
Make a list of the main events of his life.**



Hovhannes (Ivan) Aivazovsky
(July 29, 1817 - May 5 1900)
originally Aivazian - a painter
of Armenian descent living and
working in the Crimea, most
famous for his seascapes.

*Perhaps no one in Europe has
painted the extraordinary
beauty of the sea with so much
feeling and expressiveness as
Aivazovsky has.*

Aivazovsky was born in an Armenian family in the city of Feodosiya in the Crimea. His parents family name was Aivazian. Some of the artist's paintings bear a signature in Armenian letters Hovhannes Aivazian.

At the age of twenty he graduated from the Art Academy of St. Petersburg with a gold medal. He went to Italy to continue his studies and returned as an internationally acclaimed seascape painter.

In his best seascapes he has revealed his inner self through the spirit of the times, his ideas of humanism, and the love of freedom. Due to his long life in art, Aivazovsky became the most prolific Armenian painter of his time. He left over 6 000 works at his death in 1900. With funds earned during his successful career as an artist he opened an art school and gallery in his home town of Feodosiya.

Aivazovsky is the most interesting phenomenon of the 19th century art. He gained international fame at the age of 25, was elected a member to five European Academies and was awarded the medal of the French Legion of Honor.

His works so strongly reflect the Armenian culture and national temperament that it becomes impossible to separate his art from his native people.

To eliminate “The Armenian Question”, Sultan Abdul Hamid, the 34th sultan of the Ottoman Turkish Empire, ordered a series of massacres which claimed the life of hundreds of thousands of Armenians. Numerous Armenian cultural monuments were burnt or destroyed. The artist was shocked. “My heart is full of grief for our ill-fated people; for this tragic and unprecedented massacre”, he wrote to the Armenian Catholicos Khrimian. He threw into the sea the medal that the Sultan had given him years before. He painted and exhibited canvases depicting the massacre. It was with pain and grief that he painted his last canvas *The Explosion of the Turkish Ship*, which he could not finish.

Aivazovsky was buried in the Armenian Church of St. Sarkis in Feodosiya. His tombstone has a quotation from the historian Khorenatsi’s “History of Armenians” - *Born a mortal, he left immortal memories.*



Brig Mercury Attacked by Two Turkish Ships

Remember

besides = in addition to (+)

Besides being a composer

Komitas was an Armenian priest.

except = exclusion, exception (-)

*He could do everything **except** make money.*

beside = near, next to, by

*His paintings look miserable **beside** Aivazovsky’s masterpieces.*

3. Choose the correct option.

1. Aivazovsky lived and worked _____ the sea.

- a. beside
- b. besides

2. He writes poetry and drama _____ novels.

- a. beside
- b. besides

3. You may keep all of his gifts _____ the paintings.

- a. except
- b. besides

4. I think no one _____

Aivazovsky has painted the extraordinary beauty of the sea with so much feeling and expressiveness.

- a. except
- b. besides

5. _____ being one of France's most popular singers, Aznavour is also one of the most well-known singers in the world.

- a. except
- b. besides

3. Translate the newspaper article into English.

Արվեստի տարբեր ոճերը, տարբեր տեսակներն ու տարբեր սերունդների աշխատանքները մի պատկերասրահում

Երևանյան բազմաթիվ ցուցասրահների կողքին օրեր առաջ բացվել է ևս մեկը՝ ARTMIX, որի անունն արդեն շատ բան է հուշում: Արվեստի տարբեր տեսակները՝ գեղանկար, գծանկար, քանդակ, դեկորատիվ-կիրառական արվեստ, հավաքված են մի տեղում: Չսահմանափակվելով դրանով՝ պատկերասրահում ներկայացված են արվեստի տարբեր ոճերի նմուշներ, տարբեր սերունդների աշխատանքներ, այստեղ զուգակցվել են արվեստի տարբեր ճյուղերը: Ցուցասրահի հիմնական նպատակը հայ արվեստի քարոզչությունն է, ցուցահանդեսների կազմակերպումը, լավագույն հայ տաղանդավոր արվեստագետներին ցուցադրվելու ևս մեկ հնարավորություն տալը, ինչպես նաև արվեստի գործերի վաճառք:

Choose the correct option.

1. My new glasses cost me _____ the last pair that I bought.
 - a. times three
 - b. three times more
 - c. three times as much as
 - d. as much three times as

2. We are looking forward _____ the museum of Aivazovsky in the Crimea.
 - a. of visiting
 - b. for visiting
 - c. to visit
 - d. to visiting

3. She used to visit you quite often, _____ ?
 - a. didn't she
 - b. doesn't she
 - c. wouldn't she
 - d. hadn't she

4. _____ you like to have dinner with us tonight?
 - a. Will
 - b. Won't
 - c. Do
 - d. Wouldn't

5. Would you mind _____ , please?
 - a. to answer the telephone
 - b. answering the telephone
 - c. answer the telephone
 - d. to the telephone answering

6. Since they aren't answering their telephone, they _____ .
 - a. must have left
 - b. should have left
 - c. need have left
 - d. can have left

UNIT 6

I AM A TINY PART OF THE UNIVERSE

Come wander with me,
Into regions yet untrod,
And read what is still unread
In the manuscripts of God.

Longfellow

1. Read the article and make a list of any pieces of information you can remember.

THE BODIES IN OUR SOLAR SYSTEM

Our solar neighbourhood is an exciting place. The Solar System is full of planets, moons, asteroids, comets, minor planets, and many other exciting objects. For many thousands of years, humanity, with a few notable exceptions, did not recognise the existence of the Solar System.

Anania Shirakatsi (610 – 685) an Armenian mathematician, astronomer and geographer described the world as “being like an egg with a spherical yolk (the globe) surrounded by a layer of white (the atmosphere) and covered with a hard shell (the sky)”.

Nicolaus Copernicus was the first to develop a mathematically predictive heliocentric system. His 17th-century successors Galileo Galilei, Johannes Kepler, and Isaac Newton developed an understanding of physics which led to the gradual acceptance of the idea that the Earth moves around the Sun and that the planets are governed by the same physical laws that govern the Earth.

Our Sun is one of more than 100 billion stars in our galaxy. The Sun is by far the largest object in the solar system.

The Moon is the only natural satellite of Earth. Called Luna by the Romans, Selene and Artemis by the Greeks, and many other names in other mythologies, it is the second brightest object in the sky after the Sun.

The first thing to notice is that the solar system is mostly empty space.

The planets are very small compared to the space between them. In our solar system, nine planets circle around our Sun. The Sun sits in the middle while the planets travel in circular paths (called orbits) around it.

These nine planets travel in the same direction (*counter-clockwise).

The solar system is made up of two parts. The inner solar system contains Mercury, Venus, Earth and Mars. These four planets are closest to the Sun. The outer solar system contains Jupiter, Saturn, Uranus, Neptune and Pluto.

The inner planets are separated from the outer planets by the Asteroid Belt.

These nine planets are grouped in many different ways.

Two easy groupings are composition (what they are made up of) and size.

COMPOSITION

| Rocky planets | Gas Planets |
|---------------|-------------|
| Mercury | Jupiter |
| Venus | Saturn |
| Earth | Uranus |
| Mars | Neptune |
| Pluto | |

The *rocky planets* are mostly made up of rock and metal.

These planets are very heavy and move slowly. The *gas planets* are mostly made up of gases (hydrogen and helium). These planets are light for their sizes (just like a big air balloon) and move quickly.

SIZE

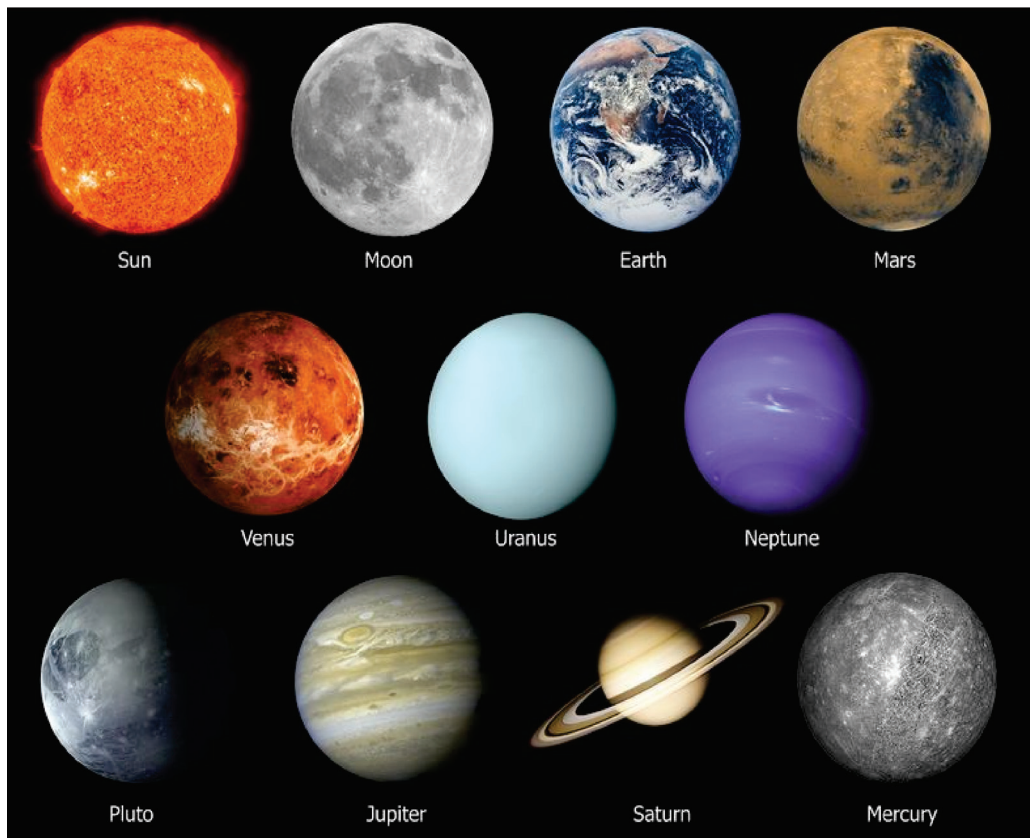
| Small planets | Giant planets |
|---------------|---------------|
| Mercury | Jupiter |
| Venus | Saturn |
| Earth | Uranus |
| Mars | Neptune |
| Pluto | |

2. Group the planets as *inner planets* and *outer planets*.

| Inner planets | Outer planets |
|---------------|---------------|
|---------------|---------------|

*counter = contrary, opposite

3. Read the information. Find out more about planets in Greek and Roman mythology and report to the class.



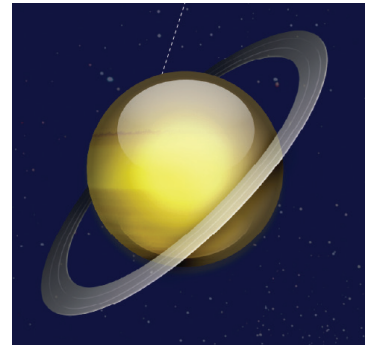
In Roman mythology **Mercury** is the god of commerce, travel and thievery. **Venus** is the Roman goddess of love and beauty. In Greek her name is Aphrodite. **Mars** is the Roman god of war and agriculture. The name of the month March derives from Mars. **Jupiter**, known as Zeus in Greece, is the King of the Gods, the ruler of Olympus. **Saturn** is the god of agriculture, called Cronus by the Greeks. Saturn is the root of the English word *Saturday*. **Uranus** is the lord of the skies and husband of Earth. **Neptune** is the god of the Sea and **Pluto** is the god of the underworld. **Earth** is the only planet whose English name does not derive from Greek or Roman mythology.

4. Match the planets with their descriptions.



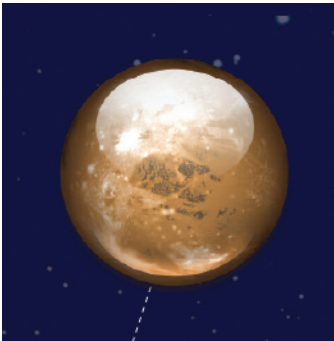
Earth

- a. It is much smaller than any of the official planets. Due to its great distance from the sun, its surface is believed to reach temperatures as low as -240°C .



Saturn

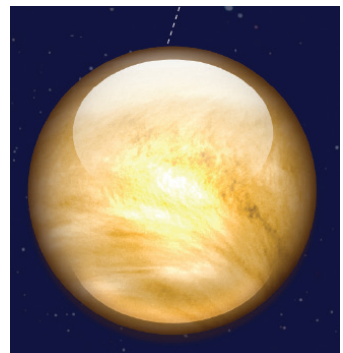
- b. It is the second planet from the Sun and the sixth largest. It is the brightest object in the sky except for the Sun and the Moon.



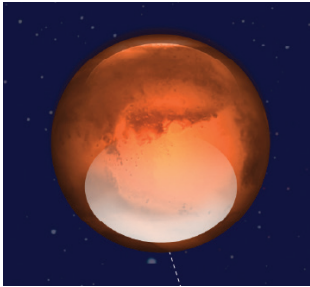
Pluto

- c. It is the fourth planet from the Sun and the seventh largest. The planet probably got this name due to its red color.

- d. It is the fifth planet from the Sun and the largest. It is the fourth brightest object in the sky (after the Sun, the Moon and Venus).

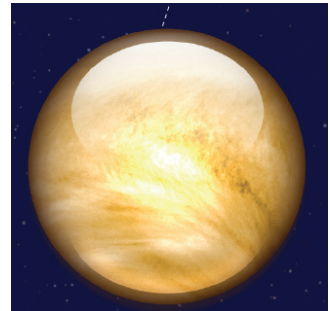


Venus



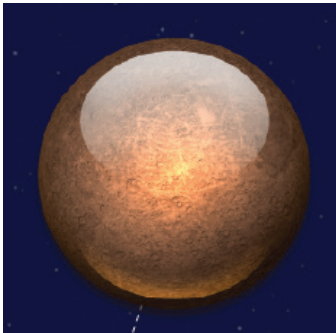
Mars

- e. It is the closest planet to the Sun and the eighth largest. The planet probably received this name because it moves so quickly across the sky.



Uranus

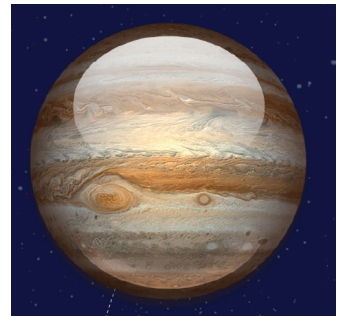
- f. It is the eighth planet from the sun. It is also known as the Blue Giant.



Mercury

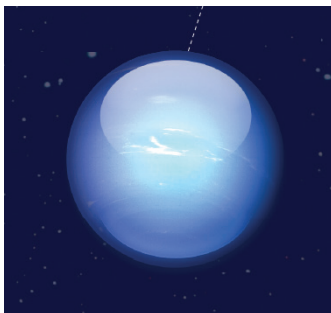
g.

It is the third planet from the Sun and the fifth largest.



Jupiter

- h. It is the seventh planet from the Sun and the third largest.



Neptune

- i. It is the sixth planet from the Sun and the second largest.

5. Read the article about flying saucers. Do you believe in flying saucers?



HAVE YOU EVER SEEN A FLYING SAUCER?

Many people say they have seen flying saucers in the sky. Some people think they are spaceships from other planets where people are more advanced than ourselves. Some people say they have seen them land. They have seen beings get out of them. They have even spoken to these beings, sometimes in English. People have taken photographs of flying saucers and of these beings. We have seen the photographs in the newspapers. Governments collect and study information about the unidentified flying objects (UFOs).

Flying saucers have been seen in many countries but especially in England. Perhaps most Englishmen think that clever beings from other planets will want to visit England first.

In 1967 six flying saucers landed in England all at the same time, at six different places all in a straight line. The saucers were easily found because each one beeped loudly. They were 1.2 metres wide. The police saw that they were all in a straight line across the country and decided that it was not just by chance. Officers from the Army, the Air Force and Scotland Yard rushed to the saucers. Radio and television informed the British people of the news.

What does one do if one finds a flying saucer? The Army blew them up. The Air Force broke them. Scotland Yard opened them.

These saucers hadn't come from another planet. They had come from a Technical College where some students had made them. It was done only for fun but it was very cleverly done.

All the country thought that the flying saucers had really arrived from Space. Perhaps one day they will.

6. Choose the correct answer.

1. UFO means
 - a. unknown
 - b. unexplained
 - c. unidentified flying object

2. Scotland Yard is
 - a. the British Air Force
 - b. the chief London office of the police
 - c. the British Army

3. The flying saucers were easily found because
 - a. they were 1.2 metres
 - b. they made loud bleeping sounds
 - c. they were all in a straight line

4. The Technical College students did that
 - a. to prove that there are other planets
 - b. for fun
 - c. to show real flying saucers

5. Did anyone believe that the 1967 UFOs had arrived from space?
 - a. Yes, everybody believed.
 - b. Nobody believed.
 - c. Scotland Yard did.

7. Match the English expressions with their Armenian equivalents.

- | | |
|--|--------------------------------------|
| 1. One must blow the flying saucer up. | a. Լավ կլիսի՛ զգույշ վարվեք դրա հետ: |
| 2. One may break it. | b. Հնարավոր է այն ջարդել: |
| 3. One can open it. | c. Կարող եք բացել այն: |
| 4. One should be careful with it. | d. Պետք է այն պայթեցնել: |
| 5. One is never too old to learn. | e. Երբեք ուշ չէ սովորելը: |

**8. Listen to the article *Is There Life in Space?*
Hold a debate on the issue *Do you believe there is life in space?***

Useful language

| | |
|---------------------|--------------------|
| Do you think... | I don't think... |
| Do you believe... | I don't believe... |
| I'm sure... | I'm not sure... |
| I guess... | Unfortunately... |
| Who knows, maybe... | |

9. Match the words and expressions with their definitions.

- | | |
|---------------------|---|
| 1. extraterrestrial | a. outside the earth |
| 2. telescope | b. alive, real |
| 3. flesh and blood | c. an optical instrument designed to make distant objects appear nearer |

WORD building

10. Match the prefixes with their meanings.

- | | |
|------------------------------|----------------------------|
| 1. micro- (microscope) | a. outside, beyond |
| 2. extra- (extraterrestrial) | b. very small |
| 3. un- (unfortunately) | c. far, from a distance |
| 4. tele- (telescope) | d. many |
| 5. multi- (multiple) | e. not, opposite, negative |

11. Match the suffixes with their explanations or functions.

- | | |
|-----------------------|-------------------------------|
| 1. -able (unable) | a. adverb building |
| 2. -ist (scientist) | b. verb building |
| 3. -ful (useful) | c. can / able to do something |
| 4. -ment (equipment) | d. for observing, viewing |
| 5. -ively (actively) | e. noun building |
| 6. -ive (active) | f. job, doer |
| 7. -ate (communicate) | g. audio/video |
| 8. -phone (telephone) | h. adjective building |
| 9. -scope (telescope) | i. full of |

12. Choose the right option and fill in the gaps.

Centuries ago people dreamed about travelling through space, and science fiction writers (1) _____ that people would fly to the Moon or to Mars just for a weekend. It still seems (2) _____ to most of us, but the era of space tourism has already started. A Soyuz rocket with the first space tourist on board (3) _____ in 2001. Dennis Tito, a sixty-year-old American businessman, stayed on the International Space Station for eight days and then (4) _____ returned to Earth.

Since that time other people have had a “space holiday” and space travel seems to have become a new (5) _____ industry. Space tourism companies plan to construct orbital hotels for short-term tourists and are thinking about arranging space colonies where people can live for years.

The colonies can be arranged either on space stations or on other planets. However, scientists haven’t (6) _____ yet whether there is a planet where conditions would resemble the conditions on Earth.

- 1. a. suggested
- b. predicted
- c. avoided
- d. detected

- 2. a. unavoidable
- b. unsinkable
- c. unforgettable
- d. unbelievable

- 3. a. was launched
- b. was landed
- c. was damaged
- d. was prevented

- 4. a. fairly
- b. surely
- c. equally
- d. safely

- 5. a. expecting
- b. developing
- c. damaging
- d. detecting

- 6. a. found out
- b. predicted
- c. avoided
- d. prevented

WORD building

13. Make new words by adding suffixes and prefixes to the words below.

| | | |
|-----------------|-------------|--------------|
| | clockwise | |
| un- | identified | |
| re- | equal | -able |
| counter- | avoid | -ity |
| | forget | -ful |
| | believesink | |
| | use | |

UNIT 7

WE'D BETTER BE NATURE-WISE

Could you please answer, Man

Tree Where were you when my leaves got dried?

River Where were you when my fishes were killed?

Earth Where were you when my soil got eroded*?

Air Where were you when my ozone got depleted*?

WORD
bank

Don't forget!

had better = advice (խորհուրդ)

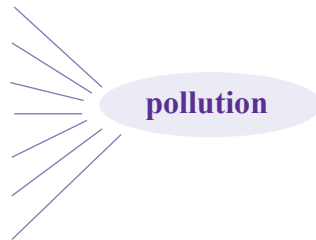
We'd better be nature-wise.

could = polite request

Could you please answer the question?

1. Find the Armenian equivalents for the words and expressions below.

air
noise
sound
environmental
water
gas
waste



endangered species
global warming
pollution
rainforest

recycle
reuse
waste



* erode — ողողելով քշել-տասնել

* deplete — սպառվել

2. Match the words and expressions with their meanings.

- | | |
|-------------------|---|
| 1. endangered | a. making the air or water dirty and dangerous to live in |
| 2. conservation | b. energy made from sunlight |
| 3. rubbish | c. looking after nature |
| 4. pollution | d. when the earth's air and seas get warmer |
| 5. organic | e. things that you throw away because you don't want them |
| 6. rainforest | f. a fuel from under the ground, for example, coal or oil |
| 7. fossil fuel | g. a layer of gases around the earth |
| 8. atmosphere | h. a forest with tall trees where it rains a lot |
| 9. global warming | i. grown or made without any chemicals |
| 10. solar energy | j. when an animal or plant soon might no longer exist |

3. Complete the sentences with the correct form of the verbs in the box.

endanger recycle affect

1. Many species _____ as a result of deforestation.
2. We can do something about the trash problem by _____ more of our waste.
3. Air quality in our city _____ by the increase in traffic.

WORD
knowledge

1. **get + noun** = receive, obtain
get a letter
2. **get + adverb / particle / preposition** = move
get up
3. **get + adjective** = become
It's getting cold.
4. **have got** = have
I've got a book.
5. **get + verb** = process
get dried

rise, raise

rise (rose, risen) = to move upwards, get higher

We rise early in the morning.

raise (raised, raised) = to lift, move something up

He raises his head.

4. Fill in the gaps with the correct form of the words on the right.

- | | |
|---|---------------------|
| 1. Do not _____ on the damp ground. | get |
| 2. The sun _____ early in June. | |
| 3. Don't _____ the table yet. | lie |
| Wait until he _____ home. | lie, lay |
| 4. They have _____ the price of butter. | |
| 5. He always _____ the blame on others. | rise, raise |
| 6. There was a tree _____ across the road. | |
| 7. I fell asleep as soon as I _____ down. | used to, be used to |
| 8. She didn't tell her age. | |
| She _____ to me about her age. | |
| 9. I'm shocked when I hear bad language. | |
| I'm just not _____ hearing it. | |
| 10. I _____ see her every day but I don't any more. | |

Do you know...

We don't treat our seas very well. We dump lots of rubbish in them, and hurt fish populations with huge boats and nets.

If you use lots of electrical things you use lots of energy.

Screensavers don't save much energy. You should switch your monitor off, if you are not using it.

If you open a window, switch off the heater or air-conditioner or you will be wasting energy.

Baths use a lot more water than showers. 10-14 litres of water come out every minute. If you turn the tap off you can save a lot of water.

Remember

identifying parts of speech

| | |
|------------------------------|---------------------------------|
| light <i>n.</i> | to light <i>v.</i> |
| waste <i>n.</i> | to waste <i>v.</i> |
| plant <i>n.</i> | to plant <i>v.</i> |
| switch <i>n.</i> | to switch <i>v.</i> |
| present [ˈprezənt] <i>n.</i> | to present [priˈzent] <i>v.</i> |
| wind [waɪnd] <i>n.</i> | to wind [waɪnd] <i>v.</i> |
| breath [breɪt] <i>n.</i> | to breathe [briːð] <i>v.</i> |

5. There are lots of problems facing our planet today. A lot of people live on our planet, and the earth's resources won't last forever. But there are lots of things that we can do to help to look after our planet, and to make sure that the environment has a great future. What can we do to be greener? What should we do or not do to help to look after the environment? Sort the expressions below into two groups.

leave lights on use lots of water have long showers waste paper
leave PC on use things again walk to school plant a tree
leave tap on recycle glass switch lights off drop litter

You should

You shouldn't

6. Read through the opinions. Add your own ones.

People don't often pay attention to minor energy consumptions. For example, they can leave the bathroom light burning all through the night, or don't close the fridge door. They can boil some water and forget to make tea. Then they boil it again. They may leave hot water running in the kitchen for no reason at all. One person's energy waste may not be very important for nature, but there are lots of people in the world.

People burn huge amounts of coal and oil in order to produce various goods and nice packaging for them. People often buy things they don't really need, for example, they just want to replace an older model with a more prestigious brand. They buy more than they are able to consume, and throw away a lot too. Isn't it silly to use energy to produce unnecessary things and then use it again to eliminate the waste?

I see global warming as a natural process which can't be affected by human beings.

I think people's activity accelerates the natural process of global warming

I know that every time people fly somewhere, they contribute to the global warming effect. A plane emits carbon dioxide and other harmful gases. And the number of planes, their capacity and speed are growing all over the world. Obviously, it's not very good for the environment.

7. Choose the correct option.

1. What could be done to improve the situation? What are you ready to do?

- a. less travel by air
- b. use public transport instead of a car
- c. buy smaller cars
- d. avoid using plastic packaging if not necessary
- e. sort your waste and carry it to the recycling centres
- f. pay more for environment friendly products

2. What should people do to improve the situation?

- a. consume less energy
- b. develop new clean technologies
- c. reduce pollution

8. There are lots of things we can do at home to look after the environment. Read the tips on how to be green. What is your attitude?

If you use lots of electrical things you use lots of energy.

Screensavers don't save much energy.

You should switch your monitor off, if you are not using it.

Make sure you switch things off if you don't need them — you'll help your parents save money too.

Your old things can often be useful to somebody else.

See if somebody else wants them before you throw them away.

Turn off the monitor when you are not using the computer.

Take showers, not baths, and you'll save plenty of water.

LISTENING
spot

(soundtrack 7)

9. Listen and learn.

Brush your teeth, but turn off the tap,

Take a shower, don't have a bath,

Walk or ride your bike to school,

Recycle paper, that's the rule.

Unplug the TV, switch off the lights,

Go out with friends, don't surf all night,

Give old clothes to charity,

Join a green group, plant a tree.

Can you understand

What we have to do?

There's only one world,

It's up to me and you!

10. Listen to the information on environmental problems and answer the questions.

1. How do people all over the world feel about the environmental problems?
2. What are these problems?
3. What are the ways to save the earth?

Talking points

1. *Do you give your old clothes to a charity shop?*
2. *Are more than two electrical things on in your room at the same time?*
3. *Do you recycle plastic, metal and glass?*
4. *Do you eat fresh fruit and vegetables?*
5. *Do you turn off the lights when you leave the room?*
6. *Is your TV on standby when you are not watching it?*
7. *Do you open the window when the heater or air-conditioner is on?*

- 11. We know that we are using the earth's resources too quickly. What can we do to help the planet? Find out with a quiz.**

HOW MUCH CAN YOU DO TO HELP THE PLANET?

1. Do you usually have
 - a. a shower? (0)
 - b. a bath?(0)
 - c. a quick wash? (1)

2. When writing something on a piece of paper do you
 - a. write on both sides? (0)
 - b. write on one side only? (0)
 - c. try not to waste paper?(1)

3. What do you have for lunch break?
 - a. sweets (0)
 - b. hamburgers (0)
 - c. some fresh fruit and salads (1)

4. What do you do with your rubbish?
 - a. throw it into the street (0)
 - b. throw it into the nearest bin (0)
 - c. throw it into the correct recycling bin (1)

5. How do you spend your leisure?
 - a. phone your friends (0)
 - b. do sports (1)
 - c. play computer games (0)

6. How many electrical appliances do you switch on at the same time?
 - a. not more than 2 (1)
 - b. 3-4 (0)
 - c. more than 5 (0)

7. When you go to bed do you
 - a. turn off your computer? (1)
 - b. leave your computer on standby? (0)
 - c. leave your computer on all night? (0)

8. When you leave the room do you
- a. turn off the lights? (1)
 - b. leave them on? (0)
 - c. usually forget to switch them off? (0)
9. When the heater or air-conditioner is on do you
- a. open the window? (0)
 - b. close the windows? (1)
 - c. not pay special attention? (0)
10. What do you do with your old things?
- a. give them to charity shops (1)
 - b. throw them away (0)
 - c. keep them (0)
11. Do you eat
- a. organic food? (1)
 - b. what is available at the moment ? (0)
 - c. fast food? (0)

12. Now score your points. See how much you can do to help the planet.

- 8-11 You are a champion!
- 4-7 You have made a good start!
- 1-3 Help the planet? What's that?

13. There are lots of ways to help the environment.
Write down all the things you do to help.

WRITING
spot

HOW DO YOU HELP THE ENVIRONMENT?

I throw rubbish in the recycling bins.

WORD building

14. Complete the table.

| noun | adjective | verb |
|-------------|-----------|------------|
| - | - | to warm |
| pollution | - | - |
| - | wasted | - |
| environment | - | - |
| - | - | to consume |
| - | light | - |
| plant | - | - |

15. Listen and learn the song.

LISTENING **spot**

(soundtrack 8)

WHAT A WONDERFUL WORLD

Louis Armstrong

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself
What a wonderful world.

I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself
What a wonderful world.

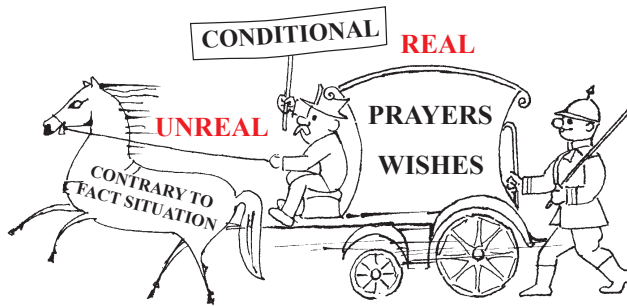
The colours of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you.

I hear babies cry, I watch them grow
They'll learn much more than I'll never know
And I think to myself
What a wonderful world
Yes I think to myself
What a wonderful world.

Remember

Types of conditional sentences

If I were a firefighter, I would spray down the fires.
If I were a mechanic, I would put air in the tires.
If I were a teacher, I would correct everything that's wrong.
If I were a police officer, I would help the traffic all day long.
If I were a writer, I'd write from time to time.
If I were a poet, I'd have them rhyme and rhyhme.
But I'm only a ninth grader, so I have a long way to go!



real condition

If you choose the right career, you will be happy in your life.

unreal condition

(contrary to fact)

If I were you I would't do weightlifting. (I am not you)

Watch out!

| | Main Clause | Conditional Clause |
|-------------------------|---------------------------|--|
| REAL CONDITION | <i>I will learn more</i> | <i>if I work hard</i> (Simple Present) |
| UNREAL CONDITION | <i>I would learn more</i> | <i>if I worked hard</i> (Simple Past) |

We also use wish in conditional sentences of unreal condition to express regret or wish to say that we would like things to be different from what they are.

I wish I knew French.

I wish I were you.

UNIT 8 *WHAT PROFESSION SUITS ME BEST?*



If we could know which road to take,
If we were told which choice to make,
We wouldn't need to hurry,
And nobody would worry,
Life would be just a piece of cake.

1. Group the qualities of a successful worker into two categories.

WORD
bank

| | | |
|---------------------------|---------------|---------------|
| initiative | adaptable | loyal |
| charisma | optimistic | competitive |
| leadership ability | honest | self-critical |
| self-control | influential | creative |
| self-confidence | conscientious | responsible |
| sense of obligation | innovative | |
| good communication skills | trustworthy | |

teamwork

independent work

2. Carry out an opinion poll in your class. Summarize the data.

WHAT DO YOU THINK IS THE MOST IMPORTANT PART OF THE SCHOOL CURRICULUM?

Science (maths, physics, etc.)
Humanities (language, history, etc.)
They are both as important as each other.
Neither is important.
Don't know.
Don't care.

3. What would you do if... ?

1. If you could do any job, what would you like to do?
2. If you could change one thing about yourself, what would it be?
3. If you had one wish, what would it be?
4. If you discovered a new island, what would you name it and why?
5. If you could live anywhere, where would you live?
6. If you could choose to live on a different planet, which one would you choose?
7. If you could be invisible for a day what would you do and why?

4. Choose the correct option.

1. I did terrible on the history test yesterday. I wish I _____ harder.

- a. study
- b. studied
- c. studying
- d. had studied

2. I don't have much time.

- a. I wish I knew more people.
- b. I wish I had more time.
- c. I wish I wasn't working.

3. If you knew time as well as I do, you wouldn't talk about wasting it.

- a. you don't know time as well as I do
- b. you know time like me
- c. you often waste time
- d. you talk about wasting time

4. If you studied more _____

- a. you won't fail your exams.
- b. you wouldn't fail your exams

5. What will you do _____

- a. if she refuses to go out with you?
- b. if she'll refuse to go out with you?

6. I would tell you of course _____

- a. if I knew the answer.
- b. if I'll know the answer.



7. My computer is old and slow.

- a. I wish I earned more money.
- b. I wish I had a more powerful one.
- c. I wish I finished earlier.

8. It's really cold here. The climate is awful.

- a. I wish I knew more people.
- b. I wish I lived in a warmer country.
- c. I wish I understood it better.

9. My job is really boring.

- a. I wish I saved more money.
- b. I wish I had a more powerful one.
- c. I wish I had an interesting one.
- d. I wish I finished earlier.

10. I cannot buy trainers in ordinary shops because my feet are too big.

- a. I wish I was twenty again.
- b. I wish I was better-looking.
- c. I wish they were smaller.

11. I live in a small house. I wish I _____ in a big one.

- a. lived
- b. would live
- c. had lived

12. You're the best teacher I've ever had. I wish you _____ my teacher last year as well.

- a. were
- b. would be
- c. had been

Watch out!

| | |
|-------------------------------|-----------------------------------|
| no article | noun + number <i>avenue 45</i> |
| number 77 page 5 line 3 | chapter 10 room 47 April 15 |

Choose the correct option.

1. The coming football game will be played on _____.
 - a. two September
 - b. the second of September
 - c. September two
 - d. the two of September

2. I'll return your notes as soon as _____ copying them.
 - a. I will finish
 - b. I do finish
 - c. I finish
 - d. I be finished

3. This is a very precious book. You _____ lose it.
 - a. must
 - b. need
 - c. mustn't
 - d. needn't

4. He _____ a new job last week.
 - a. is offered
 - b. has been offered
 - c. was offered
 - d. will be offered

5. The newspaper _____ yet.
 - a. has been bought
 - b. had been bought
 - c. was bought
 - d. hasn't been bought

6. She had seen the movie before.
 - a. The movie had been seen by her before.
 - b. The movie had seen by her before.
 - c. The movie was seen by her before.
 - d. The movie is seen by her before.

5. Read what some people think about selecting a career. What profession do you want to follow in your life? Have you already decided what you are going to study for?

Starting with a right profession at the right time can bring you good results in the long run.

Many people think about choosing a future profession even in childhood. But which way to go? Many people choose a profession according to their inclinations because they love a certain profession. Very lazy and stupid people are not thinking about their future. There are some people who are a bit lazy, but smart. Choosing a profession is very important for every person. Our future depends on it. Let everyone solve the problem himself, making his own decision.



Selecting a career is a decision every teen needs to make. The majority of teens have a hard time deciding what direction to head. Sometimes a student's career choice is decided by somebody else. Anyway, it is one of the most important decisions of your life.



If you choose the right career, you will be happy and productive in your life. In the right career, you will love what you do, feel happy and proud of your accomplishments. You will be appreciated by others, enjoy the people you are around, perform well, have job security and prosper financially.



If you choose the wrong career, you will be unhappy in your life. In the wrong career, you dislike your job, feel stressed and unhappy, won't perform well, may quit or get fired. Many personal and marital problems are caused by career problems.



The first step in the career decision making process is the assessment of your interests, values, skills, and abilities.

6. Complete the CV as if you were looking for a summer part-time job.

CURRICULUM VITAE

Personal Details

Date of birth
 Address
 Tel:

Education

19... — 20...

Work experience

.....

Positions of responsibility

.....

Skills

.....

Interests

.....

I Would Like To Be A Journalist

1. Read the summary of an interview with a newspaper reader. Fill the gaps with the suitable words on the right.

WORD
knowledge

WHAT MAKES A GOOD NEWSPAPER ARTICLE?

I usually read a newspaper article because the (1) _____ caught my eye in some way or another. And then once you've decided to read the article there are certain things, which keep your interest. For example, if the article moves quickly, probably with lots of short (2) _____, with plenty of (3) _____ to add colour and interest to the article.

And, also a good (4) _____ is important in an article, because if the headline is interesting, the beginning also needs to be interesting so that the reader really wants to read the rest of the article.

A good article will be fairly short and the (5) _____ will be very clear. So the article needs to be well organised, you need (6) _____ carefully linked to each other.

If it's a report, the final (7) _____ of the event should be clear.

And finally, I think, an article should have a good clear (8) _____ which means again, probably a short (9) _____ at the end of the article, which somehow sums up or brings the story to a clear (10) _____.

- a. adjectives
- b. sentences
- c. outcome
- d. headline
- e. ending
- f. conclusion
- g. beginning
- h. message
- i. paragraphs
- j. sentence



2. Read the magazine article and choose the correct answer for the questions below.

MAGAZINES IN CRISIS

Magazine publishing used to be big business. Smash Hits, one of Britain's leading pop magazines, used to have sales of half a million, but the sales have now fallen to around 190,000. The world of teenage publishing is in crisis in Britain. The most popular teenage magazines - Smash Hits, Just 17 and Sugar, dealing with pop, make-up, fashion and gossip - are losing sales, and a lot more titles, products and activities are competing for teenagers' time and money.

Magazine editors think that they have identified the main culprit for their declining sales. The answer is text messaging.

They say that teenagers in Britain are spending their pocket money on pay-as-you-go-mobile phones, leaving little cash for things like magazines. It is a central social activity for 11 to 14-year-olds; it's simple, it's secret, and it's their language. Young people ignore journalists and write to each other instead.

Smash Hits and Sugar have realised what influence texting has on teenagers and have recently started text clubs. Over 40,000 teens belong to the Smash Hits club. Teenagers text each other about absolutely everything, even sending each other messages when they are sitting next to one another. Magazine editors have gone even further to suggest that youth publishing could be the first area to stop using paper altogether.



3. Choose the correct answer.

1. What is the state of the teenage magazine publishing business in Britain now?
 - a. It is progressing.
 - b. It is progressing only for Smash Hits, Just 17 and Sugar.
 - c. It is decreasing.

2. What is the main competitor with magazine publishing?
 - a. Writing letters
 - b. Texting via mobile phones
 - c. The Internet

3. What is the reason for text messaging's popularity?
 - a. It's easy and personal.
 - b. Teens do not respect journalists.
 - c. 11-14 year olds don't like magazines.

4. What way out of the crisis did the teenage magazine publishers suggest?
 - a. They made the magazines cheaper.
 - b. They started text clubs.
 - c. They stopped publishing magazines for teens.

4. Match the words on the left and right sides to find the names of job.

- | | |
|--------------|-----------------|
| 1. film | a. sitter |
| 2. bus | b. dancer |
| 3. movie | c. operator |
| 4. computer | d. manager |
| 5. child | e. singer |
| 6. ballet | f. driver |
| 7. bank | g. director |
| 8. telephone | h. programmer |
| 9. baby | i. psychologist |
| 10. pop | j. star |

Choose the correct option.

1. If I _____ the flu I would go with you.
 - a. hadn't
 - b. hadn't had
 - c. didn't have
 - d. wouldn't have

2. If it _____ rain, we'll have the party outside.
 - a. wouldn't
 - b. doesn't
 - c. didn't
 - d. won't

3. He didn't seem to mind _____ TV while he was trying to study.
 - a. their watching
 - b. that they watch
 - c. them watching
 - d. them to watch

4. Let you and _____ agree to settle our differences without involving any of the other students.
 - a. I
 - b. myself
 - c. me
 - d. my

5. The assignment for Monday was to read _____.
 - a. chapter tenth
 - b. chapter ten
 - c. chapter the tenth
 - d. the tenth chapter

6. — You look exhausted.
— Yes, I _____ sleep last night.
 - a. can't
 - b. couldn't
 - c. could
 - d. won't

Lecturer:

Andrew Warhola was born in 1928 in Pittsburgh, Pennsylvania. He studied at the Carnegie Institute of Technology. By 1950, Andy Warhol, as he now called himself, moved to New York City and pursued a successful career as a commercial designer and illustrator.

In the 1960s, Warhol became one of the leaders of the pop art movement. Taking its name from "popular", this art used images in popular culture for its subject matter. Probably one of Warhol's most famous images is called Campbell's Soup Can — a picture of a brand of soup popular in the U.S. Other famous works are Green Coca-Cola Bottles and the three-dimensional Brillo Box, which looks exactly like the box of soap pads sold in the supermarket.

Now, Warhol also wanted to simplify the process of making art, so he silk-screened photographs onto painted canvas. He created very striking, brightly colored portraits of celebrities.

The most famous are of Marilyn Monroe, Elizabeth Taylor, and Elvis Presley. To make his art look even more mechanical, he would repeat many images of the same thing on the canvas, sometimes just changing the colour or a few little details. He even named the place where he produced his art "The Factory."

Andy Warhol was also a filmmaker and a publisher. His magazine — called Interview — was filled with articles and gossip about celebrities. With his trademark bushy white hair and his association with celebrities, this man who seemed somewhat shy was always in the public eye. It seems that the more fun he made of art and fame, the more famous Andy Warhol became. He died in 1987 and is the subject of the largest museum devoted to a single artist: The Andy Warhol Museum in Pittsburgh, his hometown.

Jane:

Parents put a promise in a meal. They make it an act of love and giving, but the kids don't interpret it as that at all. They just want to get the fuel in and go. It's a moment which leaves both kids and parents irritated. I think it's worth bringing the family together, but doing it at meals creates fantastic tension.

Dan:

I have both negative and positive memories of the family meal. It used to be a central part of a child's education, a chance to engage in a conversation with parents, without the child understanding all that was spoken of. Life for a child is easy if he can avoid adults altogether, and at a family meal he can't.

Ray:

I was very fortunate to eat a meal with my family at least five times a week, and I remember having political arguments with them across the table, aged 15.

Ella:

My children have never been allowed to eat in front of the television, and if I say dinner is at 8 p.m., they will be there without a peep. I'm a child of the 50s. We lived in a flat in Liverpool and gathered round the table every night — we didn't have television. Good food and good conversation matter. Solitary eating is depressing.

IS THERE LIFE IN SPACE?

page 90

On a clear night you can see many stars in the sky. Some of them can be seen with the naked eye, to see others you need special equipment. A modern telescope can give you the advantage of seeing stars that are millions of miles away. Scientists want to know what the stars are like. Are they balls of fire? Do they have rocks or sands, like our moon? Besides, there is another question they cannot answer. Are there living things on any of the stars? And if there are, do they have intellect?

This question has always bothered people. But it was not possible to find the answer before now. Now scientists know more about space than ever before. Because now they have a variety of machines helping them to look for the answer.

Unfortunately people can't go to the stars and satisfy their desire for knowledge: the stars are much too far away. In case a person flew to the nearest star

in a spaceship, it would take him hundreds of years. So scientists are sending out radio signals and carefully recording all the information they get.

The radio signals go through space at the speed of light. At that speed, it will take 25 years for radio signals to reach the nearest star. Scientists predict that living things in space must have machines to hear the signals. We will not get an answer to our signals for more than 50 years. But scientists are already listening. They think someone from space may be trying to send signals to us. And, who knows, maybe in the near future we will see the so-called extraterrestrial being "in flesh and blood", as the expression goes.

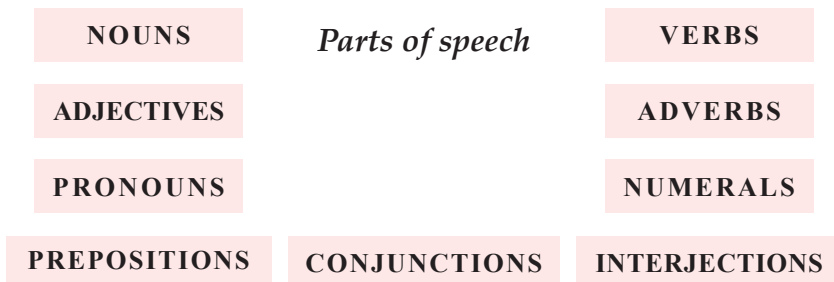
Scientists also have sent large telescopes into space. The telescopes are looking out into space supplying us with scientific information. And above all, they are looking for life in other worlds, the question that can leave no one indifferent.

APPENDIX

STRUCTURE OF ENGLISH GRAMMAR

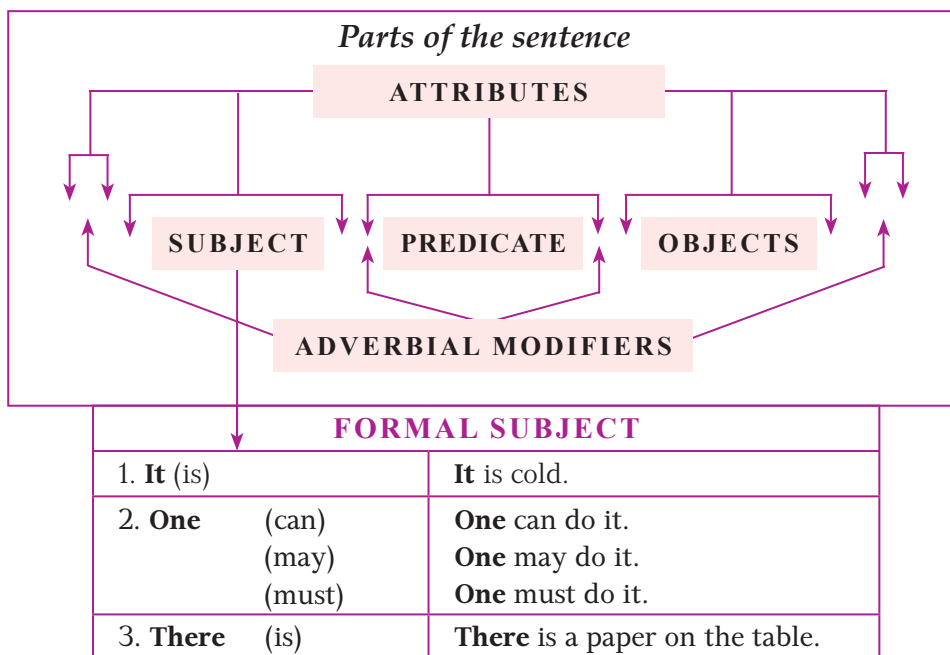
WORDS

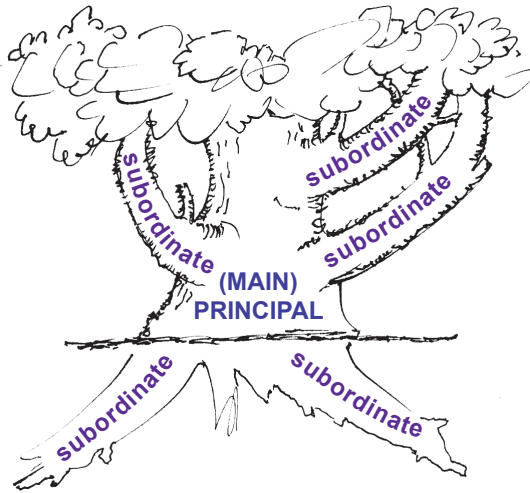
MORPHOLOGY



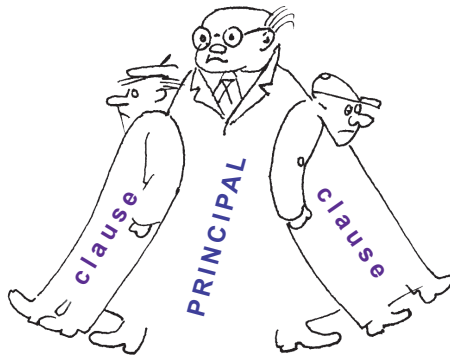
SENTENCES

SYNTAX





A complex sentence contains one principal and one or more subordinate clauses



Clauses cannot stand alone



Adverb clauses

NOUN

ARTICLES

DEFINITE

the

INDEFINITE

a (an)

CASE

COMMON

POSSESSIVE

singular

the girl

Tom

my wife

the girl's book

Tom's brother

my wife's mother

plural

the girls

their wives

my children

the girls' books

their wives' hats

my children's toys

NUMBER

SINGULAR

a worker

PLURAL

workers

Irregular plural forms

man — men

woman — women

child — children

foot — feet

tooth — teeth

ox — oxen

mouse — mice

louse — lice

goose — geese

Plural compounds

family name — family names

passer-by — passers-by

commander-in-chief —

commanders-in-chief

We can change nouns from their singular form to their plural form in several ways:

1. by adding s (pilot-pilots, boy-boys)
2. by adding es (box-boxes, church-churches)
3. by changing y to i and adding es (berry-berries)
4. by changing f to v and adding es (calf-calves)

Singular Plural

■ ■ [z] ■ ■

| | |
|-----------|--------------|
| room | rooms |
| table | tables |
| chair | chairs |
| boy | boys |
| family | families |
| secretary | 'secretaries |

■ ■ [s] ■ ■

| | |
|--------|---------|
| bank | banks |
| flat | flats |
| artist | artists |
| parent | parents |
| bath | baths |
| shop | shops |

■ ■ [iz] ■ ■

| | |
|---------|-----------|
| address | addresses |
| watch | watches |
| dish | dishes |
| place | places |
| village | villages |
| fridge | fridges |

■ ■ [irregular] ■ ■

| | |
|---------|----------|
| man | men |
| woman | women |
| child | children |
| person | people |
| wife | wives |
| a sheep | sheep |
| a deer | deer |

ADJECTIVE

DEGREES OF COMPARISON

Positive

Comparative

Superlative

Adjectives with one syllable

| | | |
|-------|--------|---------|
| long | longer | longest |
| large | larger | largest |

Adjectives with two or more syllables

| | | |
|------------|------------------------|------------------------|
| beautiful | more beautiful | most beautiful |
| impossible | more impossible | most impossible |

Irregular comparative forms

| | | |
|--------|----------------|-----------------|
| good | better | best |
| bad | worse | worst |
| little | less | least |
| many | more | most |
| much | | |
| far | farther | farthest |
| | further | furthest |
| old | older | oldest |
| | elder | eldest |

MAKING COMPARISONS

than

The result of the experiment is much better than that of the previous one.

as...as

This result is as good as that one.

not so...as

This result is not so good as that one.

the...the

The more we study the less we know.

like

Your pen is like my pen.

alike

Our pens are alike.

less/more...than

This book is less expensive than that book.

ADVERB

well, much, very, often, ever, seldom, just, always, partly, quickly, hardly, usually, frequently, probably, sometimes, somewhere, anywhere, nowhere, since then, so far

| | |
|---|--|
| Adverbs having the same form as adjectives: | fast, hard, late <i>He is working fast. It is a fast train.</i> |
| as prepositions: | after, before, since <i>I haven't seen him since that day.</i> |
| as conjunctions: | since, when, where, but <i>I haven't seen him since he went there.</i> |

DEGREES OF COMPARISON

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
|----------|-------------|-------------|

Adverbs with one syllable

| | | |
|-------|---------|----------|
| fast | faster | fastest |
| late | later | latest |
| early | earlier | earliest |

Adverbs with two or more syllables

| | | |
|-------------|-------------------------|-------------------------|
| slowly | more slowly | most slowly |
| beautifully | more beautifully | most beautifully |

Irregular comparative forms

| | | |
|--------|---------|--------------|
| well | better | best |
| badly | worse | worst |
| little | less | least |
| much | more | most |
| far | farther | the farthest |
| | further | the furthest |
| old | older | oldest |
| | elder | eldest |

ADJECTIVE AND ADVERB

An adjective describes a noun.

*He is a **fast** driver.*
*She is a **good** writer.*

An adverb describes the action of a verb.

*He drives **fast**.*
*She writes **well**.*

Some adjectives and adverbs have the same form.

| | |
|--------------|--------------|
| <i>fast</i> | <i>fast</i> |
| <i>hard</i> | <i>hard</i> |
| <i>early</i> | <i>early</i> |
| <i>late</i> | <i>late</i> |

PRONOUNS

1. Personal

| | | | | | | | |
|----|-----|-----|-----|----|----|-----|------|
| I | you | he | she | it | we | you | they |
| me | you | him | her | it | us | you | them |

2. Possessive

| | | | | | | | |
|------|-------|-----|------|-----|------|-------|--------|
| my | your | his | her | its | our | your | their |
| mine | yours | his | hers | its | ours | yours | theirs |

3. Reflexive and Emphatic

| | | | | |
|------------|-------------|------------|----------|---------|
| myself, | yourself, | himself, | herself, | itself, |
| ourselves, | yourselves, | themselves | | |

4. Reciprocal

each other, one another

5. Demonstrative

this (these), that (those), such, the same

6. Interrogative

who, whom, whose, what, which

7. Relative and Conjunctive

who, whom, whose, what, which, that

8. Indefinite

some, any, one, all, each, every, other, another,
both, many, much, few, little, either, no, none, neither

NUMERALS

CARDINAL NUMERALS

| | | |
|----------|----------------------|--------------------|
| 1. one | 11. eleven | 21. twenty-one |
| 2. two | 12. twelve | 22. twenty-two |
| 3. three | 13. thirteen | 30. thirty |
| 4. four | 14. fourteen | 40. fourty |
| 5. five | 15. fifteen | 50. fifty |
| 6. six | 16. sixteen | 60. sixty |
| 7. seven | 17. seventeen | 70. seventy |
| 8. eight | 18. eighteen | 80. eighty |
| 9. nine | 19. nineteen | 90. ninety |
| 10. ten | 20. twenty | 100. a/one hundred |

| | |
|---------|-------------------------|
| 101 | a/one hundred (and) one |
| 200 | two hundred |
| 1000 | a thousand |
| 2000 | two thousand |
| 100000 | a/one hundred thousand |
| 1000000 | a/one million |

ORDINAL NUMERALS

| | | | | | |
|--------------|----------------|--------------|--------------------|---------------|------------------------|
| 1 st | first | 11 th | eleventh | 21 st | twenty-first |
| 2 nd | second | 12 th | twelfth | 22 nd | twenty-second |
| 3 rd | third | 13 th | thirteenth | 30 th | thirtieth |
| 4 th | fourth | 14 th | fourteenth | 40 th | fourtieth |
| 5 th | fifth | 15 th | fifteenth | 50 th | fiftieth |
| 6 th | sixth | 16 th | sixteenth | 60 th | sixtieth |
| 7 th | seventh | 17 th | seventeenth | 70 th | seventieth |
| 8 th | eighth | 18 th | eighteenth | 80 th | eightieth |
| 9 th | ninth | 19 th | nineteenth | 90 th | ninetieth |
| 10 th | tenth | 20 th | twentieth | 100 th | a/one hundredth |

FRACTIONAL NUMBERS

$\frac{1}{2}$ a/one half
 $\frac{2}{5}$ two fifths
 $\frac{1}{3}$ one third
 $\frac{23}{7}$ two and three sevenths

0.3 nought (zero) point three (point three)
2.35 two point three five (thirty five)
32.305 three two (thirty two) point three zero (nought) five

CONJUNCTIONS

1. Coordinate Conjunctions

and, but, or, whereas, as well as, both...and,
either...or, neither...nor, not only...but also

2. Subordinate Conjunctions

| | |
|---|---------------------------------------|
| that, if, whether, | because, since, as, for, |
| when, while, before, after, till (until), | that, in order that, so that, |
| as, as long as, as soon as, since, | if, unless, provided (that), in case, |
| where, wherever, | though, although |

3. Conjunctions Words

who, whose, what, which, that, where, how, why

4. Comparative Conjunctions

than, as...as, not so...as, the (more)...the (less)

Examples

There were some books and a paper on the table.
The question is if (whether) he will come.
He said that he had done it.
Here is the book which (that) we have spoken about.
She will do it when she returns.
The plant grows where the others couldn't.
As it was raining, we stayed at home.
Though he was very young, he was a good worker.
He did not tell us when he had done it.

INTERJECTIONS

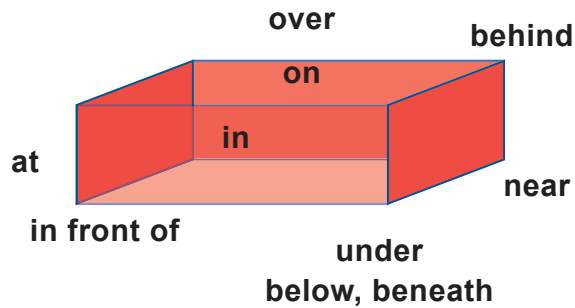
oh, ah, aha, well, alas, hey

Oh! How you pleased me!

Well! What do you think about it?

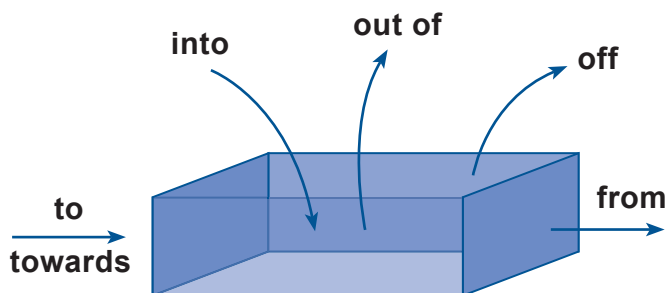
PREPOSITIONS

Prepositions of Place



| | |
|--------------------|----------------------------|
| on | on the box |
| in | in the box |
| at | at the box |
| under | |
| below | under the box |
| beneath | |
| over | over the box |
| near | near the box |
| in front of | in front of the box |
| behind | behind the box |
| across | across the street |
| through | through the window |
| between | between two windows |
| among | among the students |

Prepositions of Direction



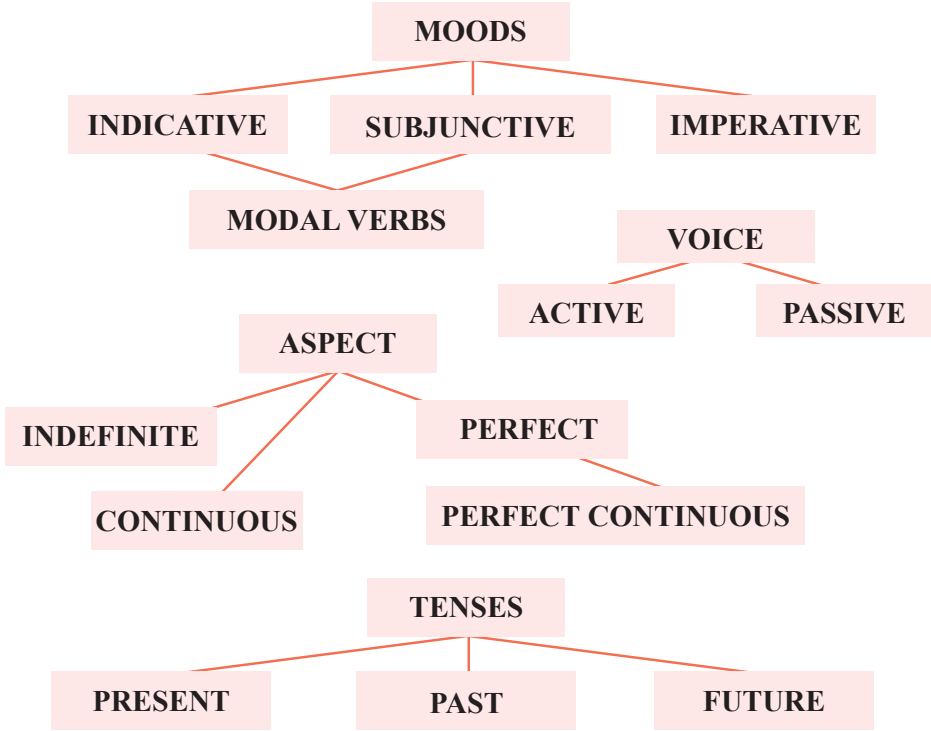
| | |
|----------------|------------------------|
| to | to the bus |
| towards | towards the bus |
| from | from the bus |
| into | into the bus |
| out of | out of the bus |
| off | off the bus |

Prepositions of Time

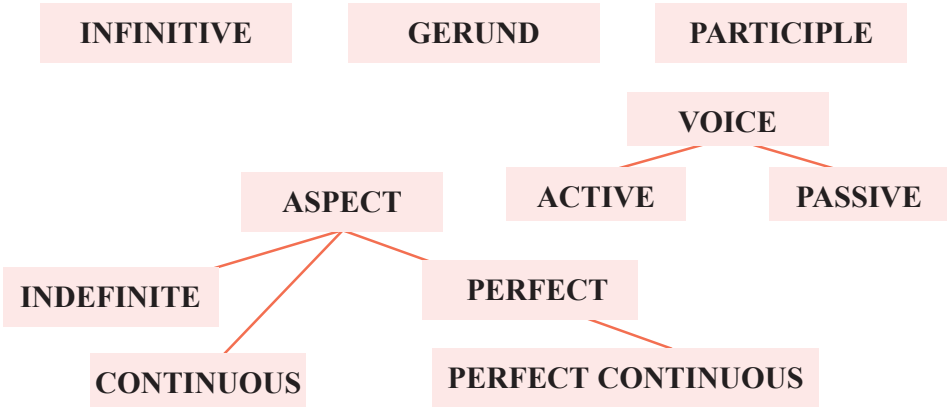
| | |
|--------------------|--|
| on | on Saturday |
| | on the first of May |
| in | in March |
| | in a month |
| at | at 7 o'clock |
| by | by 3 o'clock |
| from...till | from...till from 3 till 5 o'clock |
| since | since 5 o'clock |
| for | for an hour |
| during | during the lecture |
| before | before the lecture |
| after | after the lecture |
| till | till June |
| until | until we meet |
| between | between one and two o'clock |

VERB

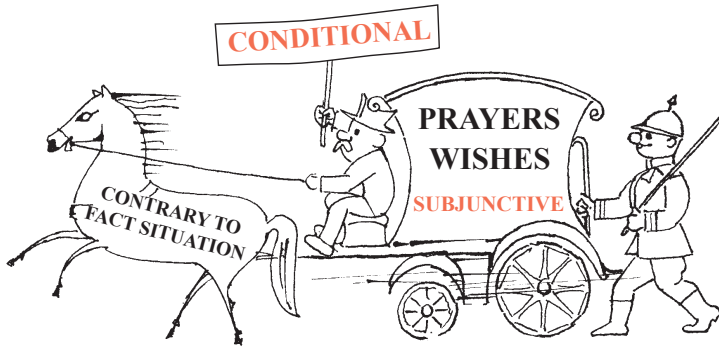
FINITE FORMS of the VERB



NON-FINITE FORMS of the VERB



MOOD



Types of conditional sentences

| | Main Clause | Conditional Clause |
|------------------|---------------------------|---|
| REAL CONDITION | <i>I will learn more</i> | <i>if I work hard</i> Simple Present |
| UNREAL CONDITION | <i>I would learn more</i> | <i>if I worked hard</i> Simple Past |

SHOULD

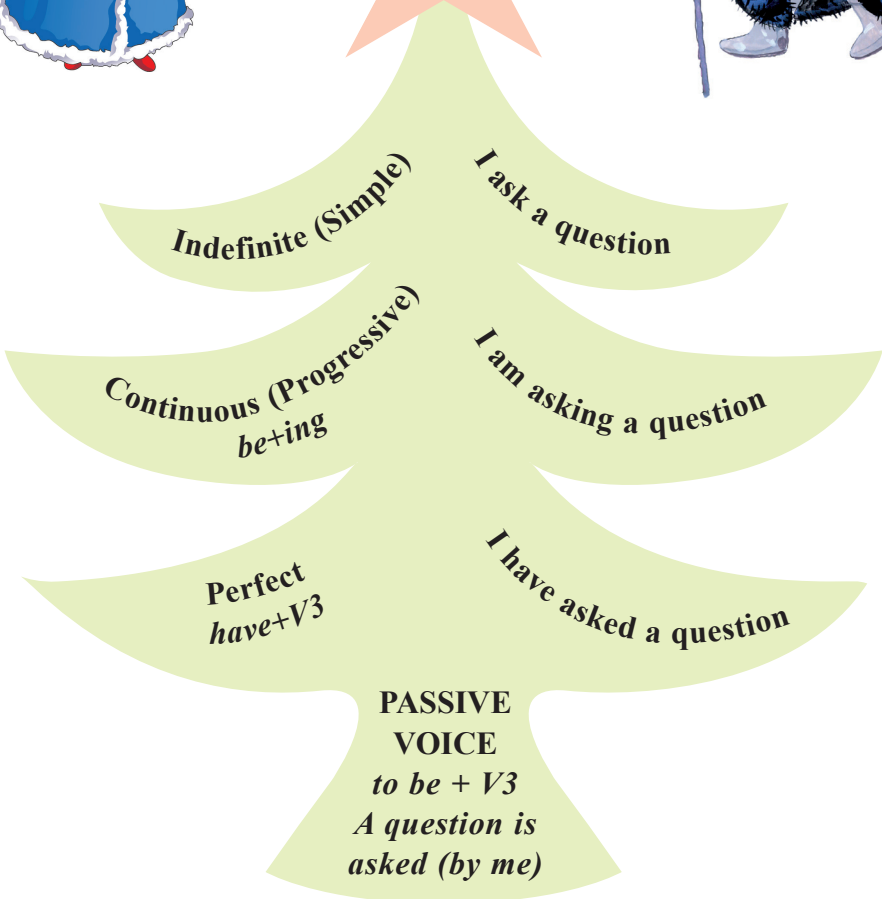
IF YOU WANT TO EXPRESS:

1. Past tense of **shall** and **will**.
2. Subjunctive conditional.
3. Duty or obligation
4. A wish
5. A polite request

USE THEM!

WOULD

VERB TENSES AND VOICE



Indefinite (Simple)

I ask a question

Continuous (Progressive)
be+ing

I am asking a question

Perfect
have+V3

I have asked a question

PASSIVE VOICE

to be + V3
A question is asked (by me)



WE ARE THE ONLY VERBS THAT:

1. Have contracted forms.
2. Make our interrogatives by inversion.
3. Make our negatives by adding "NOT" only.
4. Are used for question phrases.
5. Are auxiliaries.
6. Are used for short answers.
7. Are used for additions to remarks.
8. Make the emphatic form.
9. Take adverbs like "ALWAYS", "SOMETIMES", "OFTEN", "NEARLY" etc. after us.
10. Include all the defective verbs.

SUMMARY OF MODALS AND SIMILAR EXPRESSIONS

| Auxiliary | Uses | Present/Future | Past |
|-----------------------|--|--|---|
| <i>may</i> | (1) polite request (2) formal permission (3) less than 50% certainty | May I borrow your pen? You may leave the room. — Where's John? He may be at the library. | He may have been at the library. |
| <i>might</i> | (1) less than 50% certainty (2) polite request (rare) | — Where's John? Might I borrow your pen? | He might have been at the library. |
| <i>should</i> | (1) advisability (2) 90% certainty | I should study tonight. She should do well on the test. (future only, not present) | I should have studied last night. She should have done well on the test. |
| <i>ought to</i> | (1) advisability (2) 90% certainty | I ought to study tonight. She ought to do well on the test. (future only, not present) | I ought to have studied last night. She ought to have done well on the test. |
| <i>had better</i> | (1) advisability with threat of bad result | You had better be on time, or we will leave without you. | (past form uncommon) |
| <i>be supposed to</i> | (1) expectation | Class is supposed to begin at 10. | Class was supposed to begin at 10. |
| <i>be to</i> | (1) strong expectation | You are to be here at 9:00. | You were to be here at 9:00. |
| <i>must</i> | (1) strong necessity (2) prohibition (negative) (3) 95% certainty | I must go to class today. You must not open that door. Mary isn't in class. She must be sick. (present only) | I had to go to class yesterday. Mary must have been sick yesterday. |

| | | | |
|--------------------|-----------------------------------|---|---|
| have to | (1) necessity | I have to go to class today. | I had to go to class yesterday. |
| | (2) lack of necessity (negative) | I don't have to go to class today. | I didn't have to go to class yesterday. |
| have got to | (1) necessity | I have got to go to class today. | I had got to go to class yesterday. |
| can | (1) ability /possibility | I can run fast. | I could run fast when I was a child, but now I can't. |
| | (2) informal permission | You can use my car tomorrow. | |
| | (3) informal polite request | Can I borrow your pen? | |
| | (4) impossibility (negative only) | That can't be true! | That can't have been true! |
| could | (1) past ability | | I could run fast when I was a child. |
| | (2) polite request | Could I borrow your pen? Could you help me? | |
| | (3) suggestion | — I need help in math. You could talk to your teacher. | You could have talked to your teacher. |
| | (4) less than 50% certainty | — Where's John? He could be at home. | He could have been at home. |
| | (5) impossibility (negative only) | That couldn't be true! | That couldn't have been true! |
| will | (1) 100% certainty | He will be here at 6:00. (future only) | |
| | (2) willingness | — The phone's ringing. I'll get it. | |
| | (3) polite request | Will you please pass the salt? | |

| | | | |
|--------------------|--|---|--|
| <i>be going to</i> | (1) 100% certainty | He is going to be here at 6:00. (future only) | |
| | (2) definite plan | I'm going to paint my bedroom, (future only) | I was going to paint my room, but I didn't have time. |
| <i>be able to</i> | (1) ability | I am able to help you. I will be able to help you. | I was able to help him. |
| | (1) polite request | Would you please pass the salt? Would you mind if I left early? | |
| <i>would</i> | (2) preference | I would rather go to the park than stay home. | I would rather have gone to the park. |
| | (3) repeated action in the past | | When I was a child, I would visit my granny every weekend. |
| <i>used to</i> | (1) repeated action in the past | | I used to visit my grandparents every weekend. |
| shall | (1) polite question to make a suggestion | Shall I open the window? | |
| | (2) future with "I" or "we" as subject | I shall arrive at nine. (will=common) | |

VERBS FOLLOWED BY GERUNDS

e.g. He enjoys learning languages.

admit
appreciate
avoid
consider
delay
deny

enjoy
escape
fancy
finish
imagine
miss

practise
postpone
quit
recommend
resent
resist

risk
regret
report
suggest
tolerate
understand

EXPRESSIONS +GERUND

e.g. The book is worth reading.

| | | | |
|----------------|-------------|------------------------------|------------------|
| afraid of | don't mind | go (shopping, dancing, etc.) | put off |
| apologize for | fed up with | get used to | succeed in |
| be worth | feel like | insist on | talk about |
| can't help | give up | interested in | think of/about |
| carry on | good at | keep on | waste time/money |
| dream of/about | go on | look forward to | spend time/money |

VERBS FOLLOWED BY INFINITIVES

e.g. She seemed to be happy.

| | | | | | |
|---------|---------|---------|----------|---------|----------|
| agree | attempt | decide | hesitate | mean | threaten |
| afford | be able | deserve | hope | offer | try |
| aim | beg | fail | hurry | plan | used |
| appear | begin | forget | intend | prepare | wait |
| arrange | choose | happen | learn | promise | want |
| ask | dare | have | manage | seem | wish |

VERBS FOLLOWED BY GERUNDS OR INFINITIVES (SIMILAR MEANING)

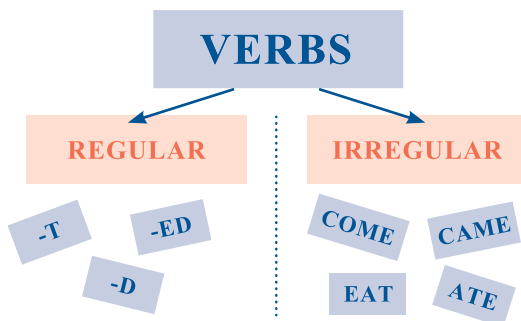
e.g. The government ceased providing free health care.
The government ceased to provide free health care.

| | | | | |
|--------|----------|--------|------|--------|
| begin | cease | hate | like | prefer |
| bother | continue | intend | love | start |

VERBS FOLLOWED BY GERUNDS OR INFINITIVES (DIFFERENT MEANING)

e.g. She often forgets to lock the door.
She'll never forget visiting England.

| | |
|----------|------|
| forget | stop |
| remember | need |



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 [gəʊ]
 grow [grəʊ]
 have [hæv]
 hear [hɪə(r)]
 hide [haɪd]
 hit [hɪt]
 hold [həʊld]
 hurt [hɜ:t]

Simple Past

was [wɒz], were [wɜ:]
 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:tn]
 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:tn]
 fallen [ˈfɔlən]
 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 [nəʊ] | knew [nju:] | known [nəʊn] |
| 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 [leɪn] |
| lose [lu:z] | lost [lɒst] | lost [lɒst] |
| make [meɪk] | made [meɪd] | made [meɪd] |
| mean [mi:n] | meant [ment] | meant [ment] |
| meet [mi:t] | met [met] | met [met] |
| pay [pei] | paid [peɪd] | paid [peɪd] |
| put [put] | put [put] | put [put] |
| read [ri:d] | read [red] | read [red] |
| ride [raid] | rode [rəʊd] | ridden [ˈrɪdn] |
| ring [rɪŋ] | rang [ræŋ] | rung [rʌŋ] |
| rise [raɪz] | rose [rəʊz] | risen [ˈrizn] |
| run [rʌn] | ran [ræn] | run [rʌn] |
| say [sei] | said [sed] | said [sed] |
| see [si:] | saw [sɔ:] | seen [si:n] |
| sell [sel] | sold [səʊld] | sold [səʊld] |
| send [send] | sent [sent] | sent [sent] |
| set [set] | set [set] | set [set] |
| shake [ʃeɪk] | shook [ʃuk] | shaken [ˈʃeɪkn] |
| shine [ʃaɪn] | shone [ʃɔn] | shone [ʃɔn] |
| shoot [ʃu:t] | shot [ʃɒt] | shot [ʃɒt] |
| show [ʃəʊ] | showed [ʃəʊd] | showed/shown [ʃəʊn] |
| shut [ʃʌt] | shut [ʃʌt] | shut [ʃʌt] |
| sing [sɪŋ] | 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 [spəʊk] | spoken [ˈspəʊkn] |
| spell [spel] | spelt [spelt] | spelt [spelt] |
| spend [spend] | spent [spent] | spent [spent] |
| spill [spɪl] | spilt [spɪlt] | spilt [spɪlt] |
| stand [stænd] | stood [stud] | stood [stud] |
| strike [straɪk] | struck [strʌk] | struck [strʌk] |
| swim [swɪm] | swam [swæm] | swum [swʌm] |
| take [teɪk] | took [tuk] | taken [ˈteɪkn] |
| teach [ti:tʃ] | taught [tɔ:t] | taught [tɔ:t] |
| tear [teə(r)] | tore [tɔ:(r)] | torn [tɔ:n] |
| tell [tel] | told [təʊld] | told [təʊld] |
| think [θɪŋk] | thought [θɔ:t] | thought [θɔ:t] |
| throw [θrəʊ] | threw [θru:] | thrown [θrəʊn] |
| understand [ʌndə'stænd] | understood [ʌndə'stud] | understood [ʌndə'stud] |
| wake up [ˈweɪk'ʌp] | woke up [ˈwəʊk'ʌp] | woken up [ˈwəʊkn'ʌp] |
| wear [weə(r)] | wore [wɔ:(r)] | worn [wɔ:n] |
| win [wɪn] | won [wʌn] | won [wʌn] |
| write [raɪt] | wrote [rəʊt] | written [ˈrɪtn] |

WORD BUILDING

Noun forming suffixes and prefixes

suffixes

| | |
|--------------------|---|
| -er/or/ar | <i>teacher, actor, doctor, scholar</i> |
| -ist | <i>scientist, artist</i> |
| -ment | <i>movement, development, government</i> |
| -ess | <i>fortress, hostess, actress</i> |
| -ian | <i>musician, technician, politician</i> |
| -ance | <i>distance, importance, appearance</i> |
| -(t)ion | <i>revolution, translation, operation</i> |
| -ity/-ty | <i>popularity, honesty, morality, ability</i> |
| -hood | <i>childhood, neighbourhood</i> |
| -y | <i>energy, assembly</i> |
| -ship | <i>friendship, leadership</i> |
| -age | <i>passage, marriage</i> |
| -ism | <i>heroism, socialism, capitalism</i> |
| -ant | <i>assistant, consultant</i> |
| -ence | <i>conference, silence, difference</i> |
| -ure | <i>culture, picture, agriculture</i> |
| -ing | <i>building, reading, meeting</i> |
| -dom | <i>freedom, kingdom, wisdom</i> |
| -sion/ssion | <i>revision, session, discussion,</i> |
| -ness | <i>happiness, illness, darkness</i> |
| (-s)ure | <i>pleasure, treasure, measure</i> |

prefixes

| | |
|-------------|--------------------------------------|
| re- | <i>reconstruction</i> |
| co- | <i>cooperation, coexistence</i> |
| dis- | <i>disadvantage, discomfort</i> |
| in- | <i>inaccuracy, independence</i> |
| mis- | <i>misunderstanding, misprinting</i> |
| im- | <i>impossibility, impatience</i> |
| un- | <i>unemployment</i> |
| il- | <i>illiteracy</i> |

Verb forming suffixes and prefixes

| suffixes | | prefixes | |
|-------------------|----------------------------|---------------|--------------------------------|
| -en | <i>widen, strengthen</i> | co- | <i>cooperate, collaborate</i> |
| -fy | <i>modify</i> | de- | <i>decode, demobilize</i> |
| -ize, -ise | <i>recognize</i> | dis- | <i>disapprove, disappear</i> |
| -ate | <i>indicate, translate</i> | in- | <i>input</i> |
| | | im- | <i>immigrate, implant</i> |
| | | inter- | <i>interact, interchange</i> |
| | | ir- | <i>irrigate, irritate</i> |
| | | over- | <i>overcome, overlook</i> |
| | | re- | <i>rebuild, reconstruct</i> |
| | | mis- | <i>misprint, misunderstand</i> |
| | | un- | <i>undo</i> |

Adjective forming suffixes and prefixes

| suffixes | | prefixes | |
|--------------|-----------------------------------|---------------|------------------------------------|
| -ful | <i>useful, powerful</i> | un- | <i>unhappy, uncomfortable</i> |
| -ant | <i>distant, important</i> | in- | <i>independent, invisible</i> |
| -ous | <i>famous, various</i> | dis- | <i>disappointing, discouraging</i> |
| -ed | <i>talented, developed</i> | im- | <i>impossible, immoral</i> |
| -ing | <i>interesting, disappointing</i> | non- | <i>non-governmental</i> |
| -al | <i>cultural, territorial</i> | ir- | <i>irregular, irresponsible</i> |
| -en | <i>golden</i> | pre- | <i>prewar, preoperational</i> |
| -ent | <i>dependent, different</i> | post- | <i>postwar, postoperational</i> |
| -ish | <i>British, boyish</i> | inter- | <i>international</i> |
| -ible | <i>possible, visible</i> | il- | <i>illegal, illiberal</i> |
| -able | <i>comfortable, miserable</i> | | |
| -ic | <i>atomic, historic, heroic</i> | | |
| -y | <i>rainy, busy</i> | | |
| -less | <i>lifeless, homeless</i> | | |
| -ary | <i>ordinary, necessary</i> | | |
| -ive | <i>inventive, effective</i> | | |
| -ian | <i>Russian, Canadian</i> | | |

PREPOSITION COMBINATIONS

Adjective+preposition Verb+preposition

A

ask for
accuse of
accustomed to
acquainted with
afraid of
agree with/about
angry with/at
apologize for/to
argue with/about
arrive in/at
aware of

B

be used to
believe in
blame for
bored with
belong to

C

compare to/with
complain about/to
composed of
consist of
cover with
crowded with
concentrate on
congratulate on

D

depend on
devoted to
disappointed
in/with
divorced from
dream of/about

dressed in
die of

E

escape from

F

faithful to
familiar with
fight for
filled with
finished with
fond of
forget about
forgive for
friendly to/with
furnished with
fed up with

G

good at/for
grateful to/for
guilty of

H

hear about/of
hear from
happen to
hide from
hope for

I

innocent of
insist on

interested in
involved in

K

known for
kind to

L

listen to
live on
look at
laugh at
look forward to

M

made of/from
married to

O

object to

P

participate in
polite to
pray for
prepare for
prevent from
protect from
provide with
proud of
pay for
point at

R

recover from
rely on

remind of
rescue from
responsible for

S

shout at
smile at
satisfied with
scared of
stare at
sorry about
short of
similar to
succeed in
speak to/with
suffer from

T

take advantage of
take care of
talk about/to/with
thank for
tired of/from
think of/about

U

upset with
used to

V

vote for

W

worried about
write to
wait for

PHRASAL VERBS

| | |
|-------------------|--|
| bring up | դաստիարակել |
| bring together | միացնել |
| call back | նորից գանգահարել |
| call on | այցելել, մտնել |
| come across | պատահաբար հանդիպել |
| catch up (with) | հասնել նույն մակարդակին |
| cheer up | կայտառացնել, ուրախացնել, ուժ փայ |
| drift apart | հեռանալ իրարից |
| drop in | մտնել, այցելել (ընկերական) |
| fall behind | հետ մնալ |
| feel down | ընկճված տրամադրություն ունենալ |
| find out | պարզել |
| get along/ get on | հաշտ ու համերաշխ լինել, ընդհանուր լեզու գտնել |
| get up | վեր կենալ |
| give in | հանձնվել |
| give up | դադարել, հրաժարվել, թողնել |
| grow up | մեծանալ |
| grow out | փոքրանալ (շորերի մասին) |
| hand on | փոխանցել |
| have on | հագնել, կրել |
| keep away | խուսափել |
| knock down | հարվածելով վայր գցել, քանդել |
| let down | հուսախաբ անել |
| look after | խնամել |
| look out | զգույշ լինել |
| look up | փնտրել տեղեկություն (բառարանում) |
| look for | փնտրել |
| look forward to | անհամբեր սպասել |
| make up (with) | հաշտվել, գժտությանը վերջ դնել |
| pick up | բարձրացնել, վերցնել տանել մեկին (մեքենայով), հավաքել |
| put off | հետաձգել |
| put on | հագնել |
| put up with | դիմանալ |
| run into | պատահաբար հանդիպել |
| run out (of) | վերջանալ (պաշարների մասին) |
| take after | նման լինել |
| turn on | միացնել |
| turn off | անջատել |

DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

| <i>British English (BrE)</i> | Vocabulary | <i>American English (AmE)</i> |
|------------------------------|------------|-------------------------------|
| | Hello | Hi (informal) /Hello (formal) |
| | Trousers | Pants |
| | Pants | Underwear |
| | Tights | Pantyhose |
| | Trainers | Sneakers / tennis shoes |
| Swimming costume | | Bathing Suit |
| Bootlace/shoelace | | Shoestring |
| Dinner jacket | | Tuxedo |
| Form | | Grade |
| Friend / mate | | Friend |
| Rubber | | Eraser |
| Maths | | Math |
| Public School | | Private School |
| State School | | Public School |
| Holiday | | Vacation/Holiday |
| School dinner | | Hot Lunch |
| Staff Room | | Teachers Lounge |
| Play Time / Break Time | | Recess |
| Headmaster/mistress | | Principal |
| Faculty | | Department |
| Postgraduate | | Graduate |
| Term | | Semester/Term |
| Car park | | Parking Lot |
| Car Journey / drive | | Road Trip |
| Zebra Crossing | | Cross Walk |
| Railway | | Railroad |
| Carriage | | Car |
| Motorway | | Freeway / highway |
| Timetable | | Schedule/ Timetable |
| Luggage | | Baggage |
| Trolley | | Cart |
| Single ticket | | One way ticket |
| Return ticket | | Round-trip ticket |
| Lorry | | Truck |
| Petrol | | Gas / Gasoline |

British English (BrE)

American English (AmE)

| | |
|-----------------------------------|----------------------------|
| Petrol Station | Gas Station |
| Town centre | Downtown |
| Cinema | Cinema/Theatre |
| Film | Movie |
| Go to the cinema | Go to the pictures/Theatre |
| In the street | On the street |
| Pavement | Sidewalk |
| Roundabout (road) | Traffic circle |
| Taxi | Cab/Taxi |
| Tram | Streetcar/trolley |
| Coach | Bus |
| Tube, underground | Subway |
| Subway | Underpass |
| Slip road | On ramp |
| Phone | Call/ Phone |
| Reverse-charge call | Collect call |
| The line is engaged | The line is busy |
| Phone Box | Telephone Booth |
| Engine | Motor/ Engine |
| Windscreen | Windshield |
| Ground floor | First floor |
| First floor | Second floor |
| Shop | Store/Shop |
| Chemist | Drugstore, Pharmacy |
| Newsagent | Newsstand |
| Bill | Check (restaurant) |
| Flat | Apartment |
| The Toilet / WC | Bathroom / Restroom |
| Tap | Faucet/Tap |
| Garden | Backyard / Yard |
| Wardrobe | Closet |
| Curtains | Drapes/Curtains |
| Rubbish, litter | Trash, garbage |
| Bin / dustbin | Trash/ garbage can |
| Hoover | Vacuum cleaner |
| Cooker/gas cooker/electric cooker | Range or Stove |
| Cutlery | Silverware |

British English (BrE)

American English (AmE)

| | |
|------------------------------------|-------------------------------|
| Tea towel | Dish towel |
| Tin opener | Can opener |
| Wash up | Do the dishes |
| Washing up liquid | Dish washing liquid |
| Waste bin | Waste basket |
| Sitting room | Living room |
| Living room | Living room |
| Lounge | Living room |
| Drawing room | Living room |
| (TV) aerial | (TV) antenna |
| Chips (French Fries in McDonald's) | French Fries |
| Crisps | Chips |
| Sweets | Candy |
| Starter | Appetizer |
| Jelly (a dessert in th UK) | Jell-o (flavoured gelatin) |
| Aubergine | Eggplant |
| Biscuit (sweet) | Cookie |
| Post | Mail |
| Postcode | Zip Code |
| Solicitor | Lawyer/attorney |
| Stalls | Orchestra |
| Handbag | Purse |
| Ill | Sick (informal)/ Ill (formal) |
| Draughts | Checkers |
| Football | Soccer |
| Rounders | Baseball |
| Bat (table tennis) | Paddle (ping pong) |
| Torch | Flashlight |
| Plaster | Band-Aid |
| Autumn | Fall/Autumn |
| Lift | Elevator |
| Queue | Stand in a Line |
| Come round | Come over |
| Off you go | Go ahead |
| At the weekend | On the weekend |
| In the tree | On the tree |

*British English (BrE)**American English (AmE)***Spelling**

| | |
|--------------------------------------|---------------------------------|
| adviser | advisor |
| axe | axe/ax |
| colour, humour, honour, odour, | color, humor, honor, odor |
| labour, flavour, harbour, favourite, | labor, flavor, harbor, favorite |
| behaviour, favour, neighbour | behavior, favor, neighbor |
| theatre, centre, metre, litre, | theater, center, meter, liter, |
| kilometre | kilometer |
| defence | defense |
| licence | license |
| cosy, prise | cozy, prize |
| analyse, criticise, emphasise | analyze, criticize, emphasize |
| realise/realize | realize |
| apologise/apologize | apologize |
| organize/organise | organize |
| cheque | check |
| catalogue, dialogue | catalog, dialog |
| traveller | traveler |
| labelled | labeled |
| quarrelled | quarreled |
| signalled | signaled |
| jewellery | jewelry |
| fulfil | fulfill |
| skilful | skillful |
| grey | gray/grey |
| omelette | omelet |
| programme | program |
| pyjamas | pajamas |
| marvellous, woollen | marvelous, woolen |
| through | through, thru |
| tyre | tire |
| archaeology | archeology |
| ageing | aging |
| judgement | judgment |
| arguement | argument |
| mediaeval | medieval |

Grammar

| | | |
|-------------------------------|-------------------------|--|
| practise (verb) | practice (noun) | practice (verb and noun) |
| | have got | have |
| | have you got? | do you have? |
| | haven't got | don't have |
| | burn (burnt, burnt) | burn (burned, burned) |
| | learn (learnt, learnt) | learn (learned, learned) |
| | dive (dived, dived) | dive (dove, dived) |
| dream (dreamt, dreamt) | | dream (dreamed, dreamed) lean |
| | lean (leant, leant) | (leaned, leaned) |
| | learn (learnt, learnt) | learn (learned, learned) |
| | smell (smelt, smelt) | smell (smelled, smelled) |
| | spell (spelt, spelt) | spell (spelled, spelled) |
| | spill (spilt, spilt) | spill (spilled, spilled) |
| | spoil (spoilt, spoilt) | spoil (spoiled, spoiled) |
| | get (got, got) | get (got, gotten) |
| prove (proved, proved) | | prove (proved, proven) |
| wake (woke, woken) | | wake (waked, woken) |
| | Shall I help you? | Should I help you? |
| | I shall/will | I will |
| You needn't /don't need | | You don't need |
| | have a bath | take a bath |
| | have a shower | take a shower |
| | have a little nap | take a little nap |
| | have a rest | take a rest |
| | have a holiday | take a short vacation |
| Have you ever been to Canada? | | Did you ever go to Canada?/ Have you ever been to Canada? |
| | Have you already eaten? | Did you eat already?/ Have you already eaten? |

GLOSSARY

A

abroad [ə'brɔ:d] *n.* արտասահման

absent ['æbsənt] *a.* բացակա

absent-minded ['æbsənt'maɪndɪd]

a. ցրված, մտայիր

accelerate [ək'seləreit] *v.* արագացնել

accept [ək'sept] *v.* ընդունել

access ['æksɛs] *n.* մուտքի իրավունք

accident ['æksɪdənt] *n.* դժբախտ դեպք, դժբախտ պատահար, վթար

acclaim [ək'kleɪm] *v.* հռչակել

accomplishment [ə'kɒmplɪʃmənt] *n.*

հաջողություն, նվաճում

accuracy ['ækjʊrəsi] *n.* ճշգրտություն, ճշտապահություն

achieve [ə'tʃi:v] *v.* ձեռք բերել, նվաճել

acquaint [ə'kweɪnt] *v.* ծանոթացնել

get acquainted ծանոթանալ

acquaintance [ə'kweɪntəns] *n.* ծանոթ

active ['æktɪv] *a.* գործունյա, եռանդուն

activity [æk'tɪvɪti] *n.* գործունեություն

adaptable [əd'æptəbl] *a.* հարմարվող

add [æd] *v.* 1. ավելացնել, լրացնել

2. գումարել

addicted [əd'dɪktɪd] *a.* հակված լինել վատ սովորության

admirable ['ædmərəbəl] *a.* հիանալի, սքանչելի

adult ['ædʌlt] *n.* չափահաս մարդ

adventure [əd'ventʃə] *n.* արկած, արկածախնդրություն

advertise ['ædvətaɪz] *v.* հայտարարել, գովազդել

advertisement [əd'vertɪsmənt] *n.*

հայտարարություն, գովազդ

affect [ə'fekt] *v.* ազդել, ներազդել

agriculture ['ægrɪkʌltʃə] *n.*

գյուղատնտեսություն

ahead [ə'hed] *adv.* առաջ, առջևում

aid [eɪd] *n.* օգնություն

allow [ə'lau] *v.* թույլ տալ, թույլատրել

amazing [ə'meɪzɪŋ] *a.* զարմանալի

ambitious [æm'bɪʃəs] *a.* փառասեր, փառամոլ

amount [ə'maʊnt] *n.* գումար, քանակ

amusing [ə'mju:zɪŋ] *a.* զվարճալի

ancestor ['ænsɪstə] *n.* նախնի

ancient ['eɪnʃənt] *a.* հին, հնադարյան

anniversary [æni'vɜ:səri] *n.* տարեդարձ

announce [ə'naʊns] *v.* ազդարարել, հայտարարել

announcement [ə'naʊnsmənt]

n. հայտարարություն

anxiety ['æŋ'zaiəti] *n.* անհանգստություն, մտահոգություն

anxious ['æŋkʃəs] *a.* մտահոգ, անհանգիստ

apartment [ə'pɑ:tmənt] *n.* բնակարան

application [ˌæplɪ'keɪʃən] *n.*

1. կիրառում, օգտագործում 2. դիմում

appointment [ə'pɔɪntmənt] *n.* ժամադրություն

appreciate [ə'pri:ʃieɪt] *v.* գնահատել

arduous ['ɑ:dʒʊəs] *a.* դժվար հասանելի

argument ['ɑ:gjʊmənt] *n.*

1. փաստարկ 2. վեճ

arrange [ə'reɪndʒ] *v.* կարգի բերել

arrival [ə'raɪvəl] *n.* ժամանում

arrive [ə'raɪv] *v.* ժամանել, գալ

article ['ɑ:tɪkl] *n.* 1. հոդված 2. առարկա, իր 3. *բեր.* հոդ

ashamed [ə'ʃeɪmd] *a.* ամոթահար

assertive [ə'sɜ:tɪv] *a.* հաստատակամ, համառ

assessment [ə'sesmənt] *n.* գնահատում

assignment [ə'saɪnmənt] *n.* հանձնարարություն

astonish [əs'tɒnɪʃ] *v.* զարմացնել, ապշեցնել

attach [ə'tætʃ] *v.* կցել

attractive [ə'træktɪv] *a.* գրավիչ, հրապուրիչ

available [ə'veɪləbəl] *a.* 1. մատչելի

2. առկա

avoid [ə'vɔɪd] *v.* խուսափել

awake [ə'weɪk] *a.* կայտառ, առոյգ

award [əwɔ:d] *v.* պարգևատրել, շնորհել

awful ['ɔ:ful] *a.* սարսափելի, սուկալի

B

bandage [ˈbændɪdʒ] *n.* վիրակապ
bat [bæt] *n.* չղջիկ
battlefield [bætlfi:ld] *n.* ճակատամարտ
behave [brˈheɪv] *v.* պատշաճ վարք դրսևորել
behaviour [brˈheɪvjə] *n.* վարք, վարքագիծ
believe [brˈli:v] *v.* 1. հավատալ 2. կարծել, համարել, ենթադրել
below [brˈləʊ] *adv.* ստորև, ներքևում
birthplace [ˈbɜ:θpleɪs] *n.* ծննդավայր
bit [bɪt] *n.* կտոր, մաս
blame [bleɪm] *v.* մեղադրել
bless [bles] *v.* օրհնել
blind [blaɪnd] *a.* կույր
blossom [ˈblɒsəm] *v.* ծաղկել
boat [bəʊt] *n.* նավակ, նավ
boring [ˈbɔ:riŋ] *a.* ձանձրալի, տաղտկալի
borrow [ˈbɒrəʊ] *v.* պարտք վերցնել
bottom [ˈbɒtəm] *n.* հատակ, ներքևի մաս
bow [baʊ] *v.* խոնարհվել, գլուխ տալ
brain [breɪn] *n.* ուղեղ
brand [brænd] *n.* արտադրատեսակ
brave [breɪv] *a.* քաջ, արի
breakthrough [ˈbreɪkˈθru:] *n.* խոշոր նվաճում
breath [breθ] *n.* շունչ
breathe [bri:ð] *v.* շնչել
breathing [ˈbri:ðɪŋ] *n.* շնչառություն
bridge [brɪdʒ] *n.* կամուրջ
brief [brɪ:f] *a.* սեղմ, հակիրճ, կարճ
brilliant [ˈbrɪljənt] *a.* փայլուն, աչքի ընկնող, հիանալի
broadcast [brɔ:dkɑ:st] *v.* հաղորդել
bulb [bʌlb] *n.* էլեկտրական լամպ
bun [bʌn] *n.* բուլկի
bury [ˈberɪ] *v.* թաղել
busy [bɪzi] *a.* աշխույժ (փողոցի մասին)

C

calculate [ˈkælkjuleɪt] *v.* հաշվել, հաշվարկել
calm [kɑ:m] *a.* հանգիստ, հանդարտ, խաղաղ
camera [ˈkæməɾə] *n.* լուսանկարչական

ապարան
camping (holiday) [ˈkæmpɪŋ] *n.* արշավ
candle [ˈkændl] *n.* մոմ
capture [ˈkæptʃə] *v.* գրավել, գերել, կալանավորել
carbon [ˈkɑ:b(ə)n] *n.* ածխածին
carbon dioxide ածխաթթվային գազ
carcass [kɑ:kəs] *n.* մսեղիք, լեշ
care [keə] *n.* խնամք, հոգատարություն
career [kəˈrɪə] *n.* աշխատանքային գործունեություն
careful [ˈkeəfʊl] *a.* զգույշ
caring [ˈkeəɪŋ] *a.* հոգատար, ուշադիր
cartoon [kɑ:ˈtu:n] *n.* 1. ծաղրանկար 2. մուլտիպլիկացիոն ֆիլմ
carve [kɑ:v] *v.* փորագրել
case [keɪs] *n.* 1. դեպք 2. *թեր.* հոլով **in any case** բոլոր դեպքերում
cash [kæʃ] *n.* կանխիկ դրամ
casual [ˈkæʒjuəl] *a.* պատահական
cathedral [kəθli:drəl] *n.* տաճար
ceiling [ˈsi:lɪŋ] *n.* առաստաղ
celebrity [seˈlebrɪti] *n.* նշանավոր մարդ
celebrate [ˈselɪbreɪt] *v.* տոնել
century [ˈsentʃuri] *n.* դար, հարյուրամյակ
charisma [kəˈrɪzmə] *n.* հմայք, ձգողություն
charity [tʃærɪti] *n.* բարեգործություն, գթասրտություն, գթություն
chase [tʃeɪs] 1. *n.* հետապնդում, որս 2. *v.* հետապնդել, որսալ
chat [tʃæt] *v.* զրույցել, շղակրատել
chatty [tʃæti] *a.* շատախոս
check [tʃek] *v.* ստուգել
cheerful [ˈtʃɪəfʊl] *a.* ուրախ, զվարթ
chess [tʃes] *n.* շախմատ
chimney [ˈtʃɪmni] *n.* ծխնելույզ
choice [tʃɔɪs] *n.* ընտրություն
choleric [ˈkɒləɾɪk] *n.* տաքարյուն, դյուրաբորբոք, խանդավառ մարդ
climate [ˈklaɪmɪt] *n.* կլիմա
climb [klaɪm] *v.* մագլցել
closely [kləʊslɪ] *adv.* 1. սերտորեն 2. ուշադիր, ուշադրությամբ
coach [kəʊtʃ] 1. *n.* մարզիչ 2. *v.* մարզել, սովորեցնել
coal [ˈkəʊl] *n.* ածուխ

coast [kəʊst] *n.* ափ, ծովափ
colony [ˈkɒləni] *n.* գաղութ
comfortable [ˈkʌmfətəbl̩] *a.* հարմար
comment [ˈkɒment] *n.*

մեկնաբանություններ

common [ˈkɒmən] *a.* սովորական

commerce [kɒməːs] *n.* առևտուր

commercial [kəˈmɜːʃəl] *n.* ռադիո/

հեռուստատեսային գովազդ

communicate [kəˈmjʊ:nikeɪt] *v.*

հաղորդակցվել

communication [kəˈmjʊ:nɪˈkeɪʃən] *n.*

հաղորդակցություն

compete [kəmˈpiːt] *v.* մրցել, մրցակցել

confident [ˈkɒnfɪdənt] *a.* վստահ

confirm [kənˈfɜːm] *v.* հաստատել

confuse [kənˈfjuːz] *v.* շփոթեցնել

conquer [ˈkɒŋkə] *v.* հաղթել, նվաճել

conqueror [ˈkɒŋkərə] *n.* հաղթող, նվաճող

conscientious [ˌkɒnʃɪˈɔːʃəs] *a.* բարեխիղճ

conscious [ˈkɒnʃəs] *a.* գիտակից

conservation [ˌkɒnsəˈveɪʃ(ə)n] *n.*

բնապահպանություն

considerate [kənˈsɪdərət] *a.* ուշադիր, հոգատար

construction [kənˈstrʌkʃən] *n.*

1. շինարարություն 2. կառույց, շենք

consume [kənˈsjʊːm] *v.* սպառել

contribute [kənˈtrɪbjʊːt] *v.* ներդնել, նպաստել

convert [kənˈvɜːt] *v.* փոխակերպել

cool [kuːl] *a.* հով, զով

cousin [ˈkʌzn] *n.* զարմիկ, զարմուհի

countryside [ˈkʌntriˈsaɪd] *n.* գյուղական վայր

crew [ˈkruː] *n.* անձնակազմ

crime [kraɪm] *n.* հանցանք

criminal [ˈkrɪmɪnəl] *n.* հանցագործ

crowd [kraʊd] *n.* ամբոխ

crowded [ˈkraʊdɪd] *a.* լիքը լցված, լեփ-լեցուն

crumble [ˈkrʌmbəl] *v.* ավերվել, կործանվել

culprit [ˈkʌlprɪt] *n.* մեղսարար, մեղավոր

culture [ˈkʌltʃə] *n.* մշակույթ

cunning [ˈkʌnɪŋ] *a.* խորամանկ

curiosity [kjʊəˈrɪɔːsɪti] *n.* հետաքրքրա-սիրություն,

հարցասիրություն

currency [ˈkʌrənsɪ] *n.* վալյուտա, տարադրամ

curriculum [kəˈrɪkjʊləm] *n.* ուսումնական

ծրագիր

cushion [ˈkʊʃ(ə)n] *n.* բարձ

custom [ˈkʌstəm] *n.* սովորույթ

customs house [ˈkʌstəms] *n.* մաքսատուն

cycle [ˈsaɪkl] *v.* հեծանիվ քշել

D

damage [ˈdæmɪdʒ] 1. *n.* վնաս

2. *v.* վնասել

damp [dæmp] *a.* խոնավ, քայ

danger [ˈdeɪndʒə] *n.* վտանգ

dangerous [ˈdeɪndʒərəs] *a.* վտանգավոր,

սպառնալի

date [deɪt] *v.* ժամադրվել

deadline [dedlaɪn] *n.* վերջնաժամկետ

deal [di:l] *n.* գործարք

deal with գործ ունենալ, առնչվել

death [deθ] *n.* մահ

debt [det] *n.* պարտք

deceive [dɪˈsiːv] *v.* խաբել

decide [dɪˈsaɪd] *v.* որոշել, վճռել

decision [dɪˈsɪʒn] *n.* որոշում, վճիռ

deck [ˈdek] *n.* տախտակամած

decline [dɪˈklaɪn] *v.* անկում, նվազում

decorate [ˈdekoʊreɪt] *v.* զարդարել

deep [di:p] *a.* 1. խոր 2. մուգ (գույնի մասին) 3.

թավ, խուլ (ձայնի մասին)

defeat [dɪˈfi:t] *v.* հաղթել, ջախջախել

deforestation [dɪˈfɔːrɪsteɪʃ(ə)n] *n.*

անառատահարում

delicate [ˈdelɪkət] *a.* նուրբ, նրբագեղ

depart [dɪˈpɑːt] *v.* մեկնել

departure [dɪˈpɑːtʃə] *n.* մեկնում

depository [dɪˈpɔːzɪtəri] *n.* գրասպահոց

depend [dɪˈpend] *v.* կախում ունենալ, կախված

լինել

deplete [dɪˈpli:t] *v.* սպառել

descent [dɪsent] *n.* ծագում

describe [dɪsˈkraɪb] *v.* նկարագրել

desert [ˈdezət] *n.* անապատ

desert island անմարդաբնակ կղզի

design [dɪˈzaɪn][dɪsˈkraɪb] ձևավորում

desperate [ˈdespəɪt] *a.* հուսահատված,

հուսալքված

dessert [dɪˈzɜːt] *n.* աղանդեր, քաղցրավենիք

destroy [dɪsˈtrɔɪ] *v.* կործանել, ավերել

develop [dɪˈveləp] *v.* զարգանալ, զարգացնել
dictionary [ˈdɪkʃənəri] *n.* բառարան
die [daɪ] *v.* մեռնել, վախճանվել
different [ˈdɪfərənt] *a.* տարբեր, զանազան
digest [dɪˈdʒest] *v.* մարսել
digital [ˈdɪdʒɪtl] *a.* թվային
diligent [ˈdɪlɪdʒənt] *a.* ջանասեր, աշխատասեր
disability [ˌdɪsəˈbɪlɪti] *n.*

անաշխատունակություն

disappear [dɪsəˈpɪə] *v.* անհետանալ
disappoint [ˈdɪsəˈpɔɪnt] *v.* հիասթափվել
disaster [dɪˈzɑːstə] *n.* աղետ, արհալիրք
disgust [dɪsˈɡʌst] *n.* զզվանք, նողկանք
display [dɪsˈpleɪ] *n.* ցուցադրում
disseminate [dɪˈsemɪneɪt] *v.* տարածել
distribute [dɪsˈtrɪbjʊːt] *v.* բաշխել, բաժանել
dream [dri:m] **1.** *n.* երազ, երազանք

2. *v.* երազ տեսնել, երազել

drive [draɪv] *v.* վարել (ավտոմեքենա և այլն)
during [ˈdʒuəriŋ] *prep.* ընթացքում

E

eagle [i:gl] *n.* արծիվ
earnest [ˈɜːnɪst] *a.* [ուրջ
earth [ɜːθ] *n.* **1.** երկիր, երկրագունդ
2. ցամաք, հող, գետին
earthquake [ˈɜːθkwեik] *n.* երկրաշարժ
east [i:st] *n.* արևելք
Easter [ˈi:stə] *n.* գատիկ
easy-going [ˈi:zɪ.gəʊɪŋ] *a.* կյանքին հեշտ նայող, անհոգ (մարդ)
edit [ˈedɪt] *n.* խմբագրել
efficient [ɪˈfɪʃənt] *a.* որակյալ, գիտուն, նախապատրաստված
effort [ˈefət] *n.* ճիգ, փորձ
elect [ɪˈlekt] *v.* ընտրել
eliminate [ɪˈlɪmɪneɪt] *v.* վերացնել, բացառել, հանել
embarrass [ɪmˈbærəs] *v.* շփոթեցնել, շփոթվել
emit [ɪˈmɪt] *v.* թողնել, արտադրել
encourage [ɪnˈkʌrɪdʒ] *v.* քաջալերել, խրախուսել
endanger [ɪnˈdeɪndʒə] *v.* վտանգի ենթարկել
endangered [ɪnˈdeɪndʒəd] *a.* անհայտապող,

բնաջնջվող
enduring [ɪnˈdʒʊəriŋ] *a.* երկարատև, տևական
enemy [ˈenɪmi] *n.* թշնամի
energetic [ˌenəˈdʒetɪk] *a.* եռանդուն, զործունյա
engage (in) [ɪnˈɡeɪdʒ] *v.* մասնակցել
enjoy [ɪnˈdʒɔɪ] *v.* բավականություն ստանալ, զվարճանալ
entertain [ˌentəˈteɪn] *v.* զբաղեցնել, զվարճացնել
enthusiastic [ɪn.θju:zɪˈæstɪk] *a.* խանդավառ
envious [ˈenvɪəs] *a.* նախանձ
environment [ɪnˈvaɪəɪrənmənt] *n.* շրջապատ, միջավայր
erect [ɪˈrekt] *v.* կառուցել, կանգնեցնել
erode [ɪˈrəʊd] *v.* ողողել, քայքայել
escape [ɪˈskeɪp] *v.* փախուստի դիմել
estate [ɪsˈteɪt] *n.* կալվածք
eternal [ɪˈtə:nəl] *a.* մշտական, հավերժ
even [ˈi:vən] *a.* հարթ, հավասար
even [ˈi:vən] *adv.* անգամ, նույնիսկ
event [ɪˈvent] *n.* դեպք, իրադարձություն
everlasting [ˌevəˈlɑːstɪŋ] *a.* հավիտենական
exception [ɪkˈsepʃn] *n.* բացառություն
exchange [ɪksˈtʃeɪndʒ] *v.* փոխանակել
exciting [ɪkˈsaɪtɪŋ] *a.* հուզիչ, հրապուրիչ, գրգռիչ
exclaim [ɪksˈkleɪm] *v.* բացականչել
exhausted [ɪɡˈzɔːstɪd] *a.* ուժասպառ
exhibition [ˌeksɪbɪʃn] *n.* ցուցահանդես
expensive [ɪksˈpensɪv] *a.* թանկ, թանկարժեք
explore [ɪkˈsplɔː] *v.* հետազոտել, ուսումնասիրել
explosion [ɪksˈpləʊʒn] *n.* պայթյուն
expressiveness [ɪkˈspresɪvnəs] *n.* արտահայտչություն
extraordinary [ɪkˈstrɔːd(ə)n(ə)rɪ] *a.* արտասովոր, արտակարգ
extraterrestrial [ˌekstrətəˈrestriəl] *a.* արտերկրային

F

fabulous [ˈfæbjʊləs] *a.* երևակայական, առասպելական
fair [feɪ] *n.* տոնավաճառ
faith [feɪθ] *n.* հավատ, վստահություն
faithful [ˈfeɪθfʊl] *a.* հավատարիմ, նվիրված

false [ˈfɔːls] *a.* կեղծ, արհեստական
n. սուտ, սխալ

fame [feɪm] *n.* համբավ

familiar [fəˈmɪljə] *a.* ծանոթ

famous [ˈfeɪməs] *a.* հռչակավոր, մեծահռչակ

fan [fæn] *n.* 1. երկրպագու, սպորտի մոլի սիրահար 2. հովհար

fantastic [fænˈtæstɪk] *a.* հիանալի, հիասքանչ

far (farther, farthest) [fɑː] *a., adv.*
հեռու, հեռավոր

fascinating [ˈfæsɪneɪtɪŋ] *a.* հմայիչ, հիանալի

fashion [ˈfæʃən] *n.* նորաձևություն, մոդա

fate [feɪt] *n.* բախտ, ճակատագիր

favourite [ˈfeɪvərɪt] *a.* սիրելի, սիրած

feast [fiːst] *n.* խնջույք, տոն

feather [ˈfeðə] *n.* փետուր

feed [fiːd] *v.* (**fed, fed**) սնել, կերակրել

feeling [ˈfiːlɪŋ] *n.* զգացում, զգայմունք

festivital [ˈfestɪvəl] *n.* տոնակատարություն,
տոն, փառատոն

festivity [feˈstɪvɪtɪ] *n.* խնդություն,
խանդավառություն, տոնականություն

fetch [fetʃ] *v.* գնալ և բերել

field [fiːld] *n.* 1. դաշտ 2. բնագավառ

fight [faɪt] *v.* (fought, fought) կռվել, մարտնչել,
պատերազմել

fire [ˈfaɪə] *v.* աշխատանքից ազատել, հեռացնել

fix [fɪks] *v.* 1. ամրացնել 2. սևեռել (հայայքը),
կենտրոնացնել (ուշադրությունը) 3.
որոշել, վճռել (ժամկետը, զինը)

flavour [ˈfleɪvə] *n.* բուրմունք, բույր

flegmatic [flegˈmætɪk] *n.* ստոնարյուն,
անտարբեր, ալարկոտ մարդ

flight [flaɪt] *n.* թռիչք

flu [ˈfluː] *n.* գրիպ

fluffy [ˈflʌfi] *a.* փափուկ, փոփոկ

focus [ˈfəʊkəs] *v.* կենտրոնանալ, կենտրոնացնել

folk [ˈfɒk] *a.* ժողովրդական

follow [ˈfɒləʊ] *v.* 1. հետևել 2. հետապնդել 3.
հաջորդել 4. բխել, հետևել

fool [fuːl] *n.* հիմար, տխմար *v.* հիմարացնել

force [fɔːs] *n.* ուժ

forefather [ˈfɔːfɑːðə] *n.* նախահայր, նախնի

foreign [ˈfɔːrɪn] *a.* 1. օտարերկրյա, օտար,
արտասահմանյան
2. արտաքին

former [ˈfɔːmə] *a.* նախորդ, նախկին

fortune [ˈfɔːtʃən] *n.* 1. բախտ, ճակատագիր 2.
հարստություն

fossil [ˈfɒs(ə)l] *n.* բրածո

found [faʊnd] *v.* հիմնադրել

founder [faʊndə] *n.* հիմնադիր

frightened [ˈfraɪtnd] *a.* վախեցած

fuel [fjuːəl] *n.* վառելիք, վառելիք

fun [fʌn] *n.* ուրախություն, զվարճություն,
կատակ
for fun կատակի համար
have fun զվարճանալ

funny [ˈfʌni] *a.* 1. զվարճալի, ծիծաղելի 2.
տարօրինակ, զարմանալի

fur [fɜː] *n.* մորթի

furious [ˈfjʊəriəs] *a.* կատաղի, մոլեգին

furniture [ˈfɜːnɪtʃə] *n.* կահույք

G

gain [ˈgeɪn] *v.* հասնել

gamble [ˈɡæmbəl] *v.* մոլի խաղեր խաղալ

gambler [ˈɡæmblə] *n.* խաղամոլ

garbage [ˈɡɑːbɪdʒ] *n.* աղբ

general [ˈdʒenərəl] *a.* ընդհանուր

in general ընդհանրապես

generation [ˌdʒenəˈreɪʃən] *n.* սերունդ

genocide [ˈdʒenəsəɪd] *n.* ցեղասպանություն

ghost [ɡəʊst] *n.* ուրվական, ոգի

glory [ˈɡlɔːri] *n.* փառք

goal [ɡəʊl] *n.* նպատակ

goalkeeper [ˈɡəʊl.kiːpə] *n.* դարպասապահ

god [ɡɒd] *n.* Աստված

gold [ɡəʊld] 1. *n.* ոսկի 2. *a.* ոսկյա, ոսկե

golden [ˈɡəʊldən] *a.* 1. ոսկեգույն
2. քանկարժեք

goldsmith [ˈɡəʊldsmɪθ] *n.* ոսկերիչ

good-looking [ˈɡʊdˈlʊkɪŋ] *a.* գեղեցիկ,
գեղեցկադեմ

good-natured [ˈɡʊdˈneɪtʃəd] *a.* բարեհոգի,
բարեհամբույր

goods [ɡʊdz] *n.* ապրանք

gorgeous [ˈɡɔːdʒəs] *a.* հոյակապ, շքեղ, պերճ

gossip [ˈɡɒsɪp] *n., v.* 1. բամբասանք, 2.
բամբասել

government [ˈɡʌvənmənt] *n.*

կառավարություն

graduate [ˈɡrædʒuət] *n.* շրջանավարտ

grateful [ˈɡreɪtful] *a.* երախտապարտ,
շնորհակալ

gratitude [ˈɡrætɪtjuːd] *n.* երախտագիտություն

great [ɡreɪt] *a.* 1. մեծ 2. վեհ

a great deal of շատ

greengrocery [ˈɡriːn.ɡrəʊsəri] *n.* մրգի

և բանջարեղենի խանութ

greeting [ˈɡriːtɪŋ] *n.* բարև, ողջույն

grief [ˈɡriːf] *n.* վիշտ, թախիծ

guess [ɡes] *v.* 1. ենթադրել, կարծել 2. գուշակել,
կռահել

H

habit [ˈhæbɪt] *n.* սովորություն

hammer [ˈhæmə] *n.* մուրճ *v.* մեխել

hand [hænd] *v.* տալ, հասնունել

hang [ˈhæŋ] *v.* կախել

handle [ˈhændl] *n.* բռնակ, կոթ

hard [hɑːd] *a.* 1. կարծր, պինդ 2. դժվար, ծանր

hardly [ˈhɑːdli] *adv.* հազիվ, հազիվ թե

hardworking [ˈhɑːd.wɔːkɪŋ] *a.* աշխատասեր

harm [hɑːm] *n.* վնաս, կորուստ
v. վնասել

head [hed] *n.* գլուխ, ղեկավար, պետ *v.*
գլխավորել, ղեկավարել

headline [ˈhedlɪn] *n.* վերնագիր

heal [hiːl] *v.* բուժել

healthy [ˈhelθi] *a.* առողջ

heart [hɑːt] *n.* 1. սիրտ 2. միջուկ, կորիզ

heat [hiːt] *n.* շոգ, տաքություն

heaven [hevn] *n.* երկինք, դրախտ

height [haɪt] *n.* 1. բարձրություն, հասակ 2.
բարձունք

helicopter [ˈhelɪkɔːptə] *n.* ուղղաթիռ

hell [hel] *n.* դժոխք

help [help] *n.* օգնություն *v.* օգնել

help yourself հրամանեցեք, հյուրասիրվեք

hesitate [ˈhezɪteɪt] *v.* տատանվել

hiking [ˈhaɪkɪŋ] *n.* 1. ոտքով գրասանք
2. զբոսաշրջություն

hire [haɪə] *n.* վարձում, վարձակալություն *v.*

վարձել

hit [hɪt] *n.* հարված *v.* խփել, հարվածել

holiday [ˈhɒlədeɪ] *n.* 1. տոն 2. արձակուրդ

holy [həʊli] *a.* սուրբ, սրբազան

homeless [ˈhəʊmlɪs] *a.* անտուն

honest [ˈɒnɪst] *a.* ազնիվ, անկեղծ

horrify [ˈhɒrɪfaɪ] *v.* վախեցնել

hospitable [ˈhɒspɪtəbl] *a.* հյուրընկալ, հյուրասեր

host [həʊst] *n.* տեր, տան տեր

huge [hjuːdʒ] *a.* հսկայական, վիթխարի

humanity [hjuːˈmænɪti] *n.* մարդկություն

humorous [ˈhjuːmərəs] *a.* երգիծական,

ծիծաղաշարժ, զավեշտական

hunt [hʌnt] *n.* որս *v.* որսալ

hunter [ˈhʌntə] *n.* որսորդ

hurricane [ˈhʌrɪkən] *n.* փոթորիկ, մրրիկ

I

ice [aɪs] *n.* սառույց

iceberg [ˈaɪsbɜːg] *n.* լողացող սառցալեռ

idea [aɪˈdɪə] *n.* գաղափար, մտահղացում

identify [aɪˈdentɪfaɪ] *v.* ինքնությունը հաստատել,
ճանաչել

imagine [ɪˈmædʒɪn] *v.* երևակայել,

պատկերացնել, ենթադրել

imitate [ɪˈmɪteɪt] *v.* 1. ընդօրինակել, մնանակել

immediately [ɪˈmiːdɪətli] *adv.* անմիջապես

immigrant [ˈɪmɪgrənt] *n.* ներգաղթյալ

immortal [ɪˈmɔː(ə)l] *a.* անմահ

impact [ɪmpækt] *n.* ազդեցություն

impatient [ɪmˈpeɪʃənt] *a.* անհամբեր

inclination [ˌɪnklɪˈneɪʃ(ə)n] *n.* ձիթք, հակում

incredible [ɪnˈkredɪbl] *a.* անհավատալի

independence [ˌɪndɪˈpendəns] *n.* անկախություն

independent [ˈɪndɪˈpendənt] *a.* անկախ

industry [ˈɪndəstri] *n.* արդյունաբերություն

infinitive [ɪnˈfɪnɪtɪv] *n.* *թեր.* բայի անորոշ ձևը

influence [ˈɪnfluəns] *n.* ազդեցություն *v.* ազդել

inform [ɪnˈfɔːm] *v.* տեղեկացնել, հաղորդել

information [ɪnfəˈmeɪʃn] *n.* տեղեկություն, լուր,
հաղորդում

injure [ˈɪndʒə] *v.* վնասել, վիրավորել

innocent [ˈɪnəsnt] *a.* անմեղ

innovative [ɪˈnɒvətɪv] *a.* նորարար

inquire [in'kwaɪə] *v.* հարցնել, հարցում անել
intelligence [in'telɪdʒəns] *n.* խելք,
ընդունակություն
intelligent [in'telɪdʒənt] *a.* խելացի
interview [ˈɪntəvjuː] *n.* հարցազրույց *v.*
հարցազրույց անցկացնել
invent [ɪn'vent] *v.* հայտնագործել, գյուտ անել,
հնարել, ստեղծել
investigation [ɪn'vestɪ'geɪʃn] *n.* 1.
ուսումնասիրություն 2. հետազոտություն
invitation [ɪnvi'teɪʃn] *n.* հրավեր
invite [ɪn'vaɪt] *v.* հրավիրել
irritate [ˈɪrɪteɪt] *v.* գրգռել, զայրացնել
island [ˈaɪlənd] *n.* կղզի

J

jewellery, jewellery [ˈdʒuːələri]
n. զարդեղեն, ոսկերչական իրեր
join [dʒɔɪn] *v.* 1. միացնել, միանալ, միավորվել
2. ընդունվել
joke [dʒəʊk] *n.* կատակ
journey [ˈdʒɔːni] *n.* ուղևորություն,
ճանապարհորդություն,
joy [dʒɔɪ] *n.* ուրախություն
jump [dʒʌmp] *n.* ցատկ, թռչք
v. ցատկել, թռչել
jungle [ˈdʒʌŋɡl] *n.* ջունգլի
junk [ˈdʒʌŋk] *n.* անպետքություն, թափոն
just [dʒʌst] 1. *a.* արդար 2. *adv.* ճիշտ, հենց
justice [ˈdʒʌstɪs] *n.* արդարություն

K

kid [kɪd] *n.* երեխա *v.* կատակել
no kidding առանց կատակի
kind-hearted [ˈkaɪnd'hɑːtɪd] *a.* բարեսիրտ,
ազնվահոգի
knowledge [ˈnɒlɪdʒ] *n.* գիտելիք
known [noun] *a.* հայտնի, ծանոթ

L

ladder [ˈlædə] *n.* ձեռնասանդուղք
land [lænd] *v.* վայրէջք կատարել
landing [ˈlændɪŋ] *n.* վայրէջք
landscape [ˈlænd(ɪ)skəɪp] *n.* բնանկար
late [leɪt] *a.* ուշ
lately [ˈleɪtli] *adv.* վերջերս
laugh [lɑːf] *n.* ծիծաղ *v.* ծիծաղել
launch [ˈlɔːntʃ] *v.* արձակել (հրթիռ, նավ)
law [lɔː] *n.* օրենք, իրավաբանություն
lawyer [ˈlɔːjə] *n.* իրավաբան, փաստաբան
lazy [ˈleɪzi] *a.* ծուլ
lead [liːd] *v.* առաջնորդել, ղեկավարել
leader [ˈliːdə] *n.* ղեկավար, առաջնորդ
leaf [liːf] *n.* 1. տերև 2. թերթ (գրքի)
leftover [ˈleft,əʊvə] *n.* մնացորդ
leisure [ˈleɪʒə] *n.* ազատ ժամանակ
licence [ˈlaɪsəns] *n.* թույլտվություն
lie I [laɪ] *n.* սուտ, ստախոսություն
v. ստել
lie II *v.* (**lay, lain**) պառկել
lifeboat [ˈlaɪfbəʊt] *n.* փրկամակույկ
lightening [ˈlaɪtnɪŋ] *n.* կայծակ
limit [ˈlɪmɪt] *v.* սահմանափակել
liquid [ˈlɪkwɪd] *n.* հեղուկ
list [lɪst] *n.* ցուցակ
log [lɒg] *v.* գրանցվել (համակարգչում)
lonely [ˈlɒnli] *a.* առանձին, միայնակ
looking-glass [ˈlʊkɪŋɡlɑːs] *n.* հայելի
lose [luːz] *v.* կորցնել
loss [lɒs] *n.* կորուստ
lounge [laʊndʒ] *n.* հանգստի սենյակ
lovely [ˈlʌvli] *a.* *v.* գեղեցիկ, սիրուն
loyal [lɔɪəl] *a.* հավատարիմ, անձնվեր
luck [lʌk] *n.* բախտ
luggage [ˈlʌɡɪdʒ] *n.* ուղեբեռ
lunch [lʌntʃ] *n.* երկրորդ նախաճաշ, թեթև ճաշ,
ընդմիջման նախաճաշ
luxury [ˈlʌkʃəri] *n.* շքեղություն, ճոխություն

M

magazine [ˌmæɡəˈziːn] *n.* պարբերական, ամսագիր
magician [mæˈdʒiːʃn] *n.* հրաշագործ
magnificent [ˈmæɡˈnɪfɪsnt] *a.* հրաշալի, հիասքանչ
majority [mæˈdʒɔːrɪti] *n.* մեծամասնություն
manage [ˈmænɪdʒ] *v.* կառավարել
manipulate [mæˈnɪpjʊleɪt] *v.* հնտորեն վերաբերվել, հնտորեն ղեկավարել
manuscript [ˈmænjʊskrɪpt] *n.* ձեռագիր
martyr [ˈmɑːtə] *n.* սառապալա, նահատակ
massacre [ˈmæsəkə] *n.* կոտորած, սպանդ
masterpiece [ˈmɑːstəpiːs] *n.* գլուխգործոց
measure [ˈmeʒə] *n.* չափ *v.* չափել
melt [melt] *v.* հալչել, հալեցնել
member [ˈmembə] *n.* անդամ
memorial [mɪmˈɔːrɪəl] *n.* հուշարձան
memory [ˈmeməri] *n.* 1. հիշողություն 2. հիշատակ 3. հուշեր
mention [ˈmenʃn] *v.* հիշատակել, նշել
merge [ˈmɜːdʒ] *v.* միաձուլվել, միախառնվել
message [ˈmesɪdʒ] *n.* հաղորդագրություն, տեղեկություն
mirror [ˈmɪrə] *n.* հայելի
mistake [mɪsˈteɪk] *n.* սխալ, սխալմունք
mortal [ˈmɔːt(ə)l] *a.* մահկանացու
monument [ˈmɒnjʊmɪnt] *n.* հուշարձան
mood [muːd] *n.* տրամադրություն
murder [ˈmɜːdə] *n.* սպանություն *v.* սպանել
mystery [ˈmɪstəri] *n.* գաղտնիք

N

nail [ˈneɪl] *n.* մեխ *v.* մեխել
nasty [ˈnɑːsti] *a.* զզվելի, սոհած
nationality [næʃəˈnæliːti] *n.* ազգություն
native [ˈneɪtɪv] *a.* 1. բնիկ, տեղալի
2. հարազատ, հայրենական
natural [ˈnætʃrəl] *a.* բնական
nature [ˈneɪtʃə] *n.* 1. բնություն

2. բնավորություն, խառնվածք
necessary [ˈnesɪsəri] *a.* անհրաժեշտ
necklace [ˈneklɪs] *n.* մանյակ
need [niːd] *n.* կարիք *v.* կարիք ունենալ
needle [ˈniːdl] *n.* սառել
negative [ˈnegətɪv] *a.* ժխտական, բացասական
neighbour [ˈneɪbə] *n.* հարևան
nephew [ˈnevjuː, nefjuː] *n.* եղբոր կամ քրոջ որդի
news [njuːz] *n.* լուր, նորություն
newspaper [ˈnjuːsˌpeɪpə] *n.* լրագիր
niece [niːs] *n.* եղբոր կամ քրոջ աղջիկ
nightmare [ˈnaɪtmɛə] *n.* մոծավանջ
noble [ˈnəʊbl] *a.* ազնվաբարո
noisy [ˈnɔɪzi] *a.* աղմկոտ
noon [nuːn] *n.* կեսօր, միջօրե
north [nɔːθ] *n.* հյուսիս
northern [ˈnɔːðən] *a.* հյուսիսային
nourishment [ˈnʌrɪʃmɪnt] *n.* սնունդ, կերակուր
numerous [ˈnjuːmərəs] *a.* բազմաթիվ

O

obsolete [ˈɒbsəliːt] *a.* հնացած
obstacle [ˈɒbstəkl] *n.* խոչընդոտ
occasionally [ɔːˈkeɪʒənli] *adv.* պատահմամբ, պատահաբար
odd [ɔːd] *a.* տարօրինակ, անսովոր
offend [ɔːˈfend] վիրավորել
offer [ˈɔːfə] *n.* առաջարկ *v.* առաջարկել
office [ˈɔːfɪs] *n.* գրասենյակ, հիմնարկ
old-fashioned [ˌəʊldˈfæʃənd] *a.* հնաձև, հնաոճ
open-minded [ˌəʊpənˈmaɪndɪd] *a.* լայն աշխարհայացք ունեցող մարդ
opinion [ɔːˈpɪnjən] *n.* կարծիք
opportunity [ˌɒpəˈtjuːnɪti] *n.* առիթ, հնարավորություն
opposite [ˈɒpəzɪt] *a.* հակադիր, հանդիպակալ, դիմացի
optimistic [ˌɒptɪˈmɪstɪk] *a.* լավատես
original [əˈrɪdʒənəl] *n., a.* 1. բնագիր 2. սկզբնական, ինքնատիպ
outcome [ˈaʊtkʌm] *n.* արդյունք
outgoing [ˌaʊtˈɡəʊɪŋ] *a.* մարդամոտ, բարեհամբույր, զրույստեր

outstanding [ˌaʊtˈstændɪŋ] *a.* նշանավոր, ակնանավոր
oven [ˈʌvən] *n.* փուռ
overcome [əʊvəˈkʌm] *v.* հաղթահարել

P

pack [pæk] *n.* կապոյ *v.* փաթաթել, կապկապել (հրերը)
paddle [pædl] *v.* թիավարել
paint [peɪnt] *n.* ներկ *v.* ներկել, նկարել
painting [ˈpeɪntɪŋ] *n.* նկար, պատկեր
pair [peə] *n.* գույգ
pancake [ˈpæŋkeɪk] *n.* յուղաբլիթ, նրբաբլիթ
paradise [ˈpærədəɪs] *n.* դրախտ
parcel [ˈpɑːsl] *n.* ծանրոց
parent [ˈpeərənt] *n.* ծնող
parrot [ˈpærət] *n.* թութակ
participant [pɑːtɪsɪpənt] *n.* մասնակից **pass** [pɑːs] *v.* 1. անցնել 2. փոխանցել
passenger [ˈpæsiŋdʒə] *n.* ուղևոր
passive [ˈpæsiv] *a.* *թեթ.* կրավորական (սեռ)
past [pɑːst] *n.* անցյալ
path [pɑːθ] *n.* ուղի, ճանապարհ
patient [ˈpeɪʃənt] *n.* հիվանդ
a. համբերատար
patience [ˈpeɪʃəns] համբերություն
patiently [ˈpeɪʃəntli] *adv.* համբերատար ձևով
peak [piːk] *n.* գագաթ
pen-friend [ˈpenfrɛnd] *n.* նամակագրության ընկեր
perform [prɔːfɔːm] *v.* կատարել
performance [prɔːfɔːməns] *n.* ներկայացում
personality [ˌpɜːsəˈnælɪti] *n.* բնավորություն, անհատականություն
picnic [ˈpɪknɪk] *n.* զբոսախնջույթ
plastic [ˈplæstɪk] *n.* պլաստմասսա
playwright [ˈpleɪ] *n.* խաղացող
pleasant [ˈpleznt] *a.* հաճելի, դուրեկան
pleasure [ˈpleʒə] *n.* հաճույթ, բավականություն
plump [ˈplʌmp] *a.* թմբիկ, գեր
pocket [ˈpɒkɪt] *n.* գրպան
poem [ˈpəʊm] *n.* բանաստեղծություն, ոտանավոր
pollution [pɒˈluːʃ(ə)n] *n.* շրջակա միջավայրի

աղտոտում
pool [ˈpuːl] *n.* ջրափոս, փոքրիկ լճակ
popular [ˈpɒpjələ] *a.* ճանաչված, հայտնի, հանրաճանաչ
population [ˌpɒpjʊˈleɪʃn] *n.* բնակչություն
position [ˈpɒzɪʃ(ə)n] *n.* պաշտոն
power [ˈpaʊə] 1. ուժ. կարողություն 2. էներգիա 3. իշխանություն
pray [preɪ] *v.* աղոթել
prayer [ˈpreɪə] *n.* աղոթք
predict [prɪˈdɪkt] *v.* կանխագուշակել
prepare [prɪˈpeə] *v.* պատրաստել, պատրաստվել
presence [ˈpreznəs] *n.* ներկայություն
preserve [prɪzˈɜːv] *n.* արգելոց
pride [praɪd] *n.* հպարտություն
priest [ˈpriːst] *n.* քահանա, տերտեր
private [praɪvɪt] *a.* մասնավոր, անձնական
process [ˈprəʊses] *v.* մշակել
produce [prɔːdʒuːs] *v.* արտադրել
prolific [prɔːˈhɪfɪk] *a.* բեղմնավոր
prominent [ˈprɒmɪnənt] *a.* ակնանավոր, մեծահռչակ, հռչակավոր
promote [prɒˈməʊt] *v.* առաջ տանել
pronounce [prɒˈnaʊns] *v.* արտասանել
proof [pruːf] *n.* ապացույց
prosper [ˈprɒspə] *v.* բարգավաճել
protect [prɒˈtekt] *a.* պաշտպանել
proud [ˈpraʊd] *a.* հպարտ
proudly [ˈpraʊdli] *adv.* հպարտորեն
prove [pruːv] *v.* ապացույցել
provide [prɒˈvaɪd] *v.* ապահովել
public [ˈpʌblɪk] *n.* հասարակություն, ժողովուրդ
a. հասարակական, հանրային
publish [ˈpʌblɪʃ] *v.* հրատարակել
punish [ˈpʌnɪʃ] *v.* պատժել
puppet [ˈpʌpɪt] *n.* տիկնիկ
puppet-show [ˈpʌpɪtʃəʊ] *n.* տիկնիկային ներկայացում
pure [pjʊə] *a.* մաքուր, անարատ
pursue [prʊːsjuː] *v.* հասնել

Q

quarrel [ˈkwɔːrəl] *n.* վեճ, կռիվ
վ. վիճել, կռվել
question [ˈkwɛstʃən] *n.* հարց
վ. հարցնել, հարցաքննել
queer [ˈkwɪə] *a.* տարօրինակ
queue [kjuː] հերթ
quickly [ˈkwɪkli] *adv.* արագ
quiet [ˈkwaɪət] *a.* հանգիստ, խաղաղ
quietly [ˈkwaɪətli] *adv.* հանգիստ ձևով
quit [ˈkwɪt] *v.* աշխատանքից հեռանալ

R

race [reɪs] *n.* մրցում *v.* մրցել
rainbow [ˈreɪnbəʊ] *n.* ծիածան
rainforest [ˈreɪn.fɔːrɪst] *n.* արևադարձային
անտառ
raise [reɪz] *v.* բարձրացնել
realize [ˈriːəlaɪz] *v.* հասկանալ, գիտակցել
real [riəl] *a.* ստույգ, իրական
reason [riːzn] *n.* պատճառ
recently [ˈriːsntli] *adv.* վերջերս
recognize [ˈrɛkəɡnaɪz] *v.* ճանաչել, իմանալ
recover [rɪˈkʌvə] *v.* առողջանալ
recycle [ˌriːˈsaɪk(ə)l] *v.* վերամշակել
reduce [rɪˈdjuːs] *v.* կրճատել
reflect [rɪˈflekt] *v.* պատկերել, արտացոլել
reflexive [rɪˈfleksɪv] *a.* *քեր.* անդրադարձ
regard [rɪˈɡɑːd] *v.* կարծել, համարել,
զաննել
regular [ˈregjʊlə] *a.* կանոնավոր
relative [ˈrelatɪv] *n.* բարեկամ
relax [rɪˈlæks] *v.* 1. թուլացնել, թուլանալ 2.
հանգստանալ
reliable [rɪˈlaɪəbl] *a.* վստահելի, հուսալի
remodel [rɪˈɔ] *v.* վերանորոգել
remote [rɪmˈəʊt] հեռավոր, հեռու
remote control հեռակառավարման
վահանակ
rent [rent] *n.* վարձ, ռենտա *v.* վարձով տալ,
վարձել
repair [rɪˈpeə] *n.* վերանորոգում

v. վերանորոգել
reply [rɪˈplaɪ] *n.* պատասխան
v. պատասխանել
report [rɪˈpɔːt] *n.* զեկույում,
հաշվետվություն *v.* զեկույել,
հաշվետվություն տալ
represent [ˌreprɪˈzent] *v.* ներկայացնել
reputation [ˌrepjuˈteɪʃən] *n.* համբավ
rescue [ˈreskjʊː] *n.* փրկություն
v. փրկել, օգնել
research [riːsəːtʃ] *n.* հետազոտություն,
գիտական աշխատանք
reserved [rɪˈzɜːvd] *a.* ինքնամիովի,
ոչ մարդամոտ
resident [rezɪdənt] *n.* բնակիչ
resort [rɪˈsɔːt] *n.* առողջարան
respect [rɪsˈpekt] *n.* հարգանք
responsible [rɪsˈpɒnsəbl] պատասխանատու
rest [rest] *n.* հանգիստ
the rest մնացածը, մյուսները
restore [rɪsˈtɔː] *v.* վերականգնել
reveal [rɪˈviːl] *v.* բացահայտել,
դրսևորել
riddle [ˈrɪdl] *n.* հանելուկ
ride [raɪd] (**rode**, **ridden**) *v.* ձիավարել
ritual [rɪˈtʃʊəl] *n.* ծես, արարողություն
rock [ˈrɒk] *n.* ժայռ
rod [ˈrɒd] *n.* կարթ
room [ruːm] *n.* տեղ, տարածություն
rough [rʌf] *a.* կոպիտ
routine [ruːˈtiːn] ընդունված կարգ, որոշակի
ռեժիմ
rubbish [ˈrʌbɪʃ] *a.* աղբ, թափոն
ruin [ruɪn] *v.* քանդել, ավերել
rule [ruːl] *v.* կառավարել *n.* կանոն
rush [rʌʃ] *v.* սլանալ

S

sacred [ˈseɪkrɪd] *a.* աստվածային, սքանչելի
sacrifice [ˈsækrɪfaɪs] *v.* զոհաբերել
sad [sæd] *a.* տխուր, տրտում
safe [seɪf] *a.* անվնաս, ապահով, անվտանգ
sail [seɪl] *v.* նավարկել
saint [seɪnt] *n. a.* սուրբ

sales [seɪlz] *n.* վաճառք, վաճառահանում
satellite [ˈsæt(ə)laɪt] *n.* արբանյակ
satisfaction [ˌsætɪsˈfækʃn] *n.*
 բավարարվածություն
satisfy [ˈsætɪsfai] *v.* բավարարել
saucer [ˈsɔːsə] *n.* ափսե, պնակ (թեյի)
savage [ˈsævɪdʒ] *n.* վայրենի մարդ
scary [ˈskeəri] *a.* սարսափելի, սուկալի,
 զարհուրելի
schedule [ˈʃedjuːl], [ˈskedjuːl] *n.* ցուցակ,
 չվացուցակ
scholar [ˈskɒlə] *n.* գիտնական
scientist [ˈsaɪntɪst] *n.* գիտնական
scissors [ˈsɪzəz] *n.* մկրատ
screen [skriːn] *n.* էկրան
sculpture [skʌlptʃə] *n.* քանդակ,
 քանդակագործություն
security [sɪˈkjʊəriti] *n.* անվտանգություն
search [sɜːtʃ] *n.* որոնում *v.* որոնել, փնտրել
selfish [ˈselfɪʃ] *a.* եսասեր, եսապաշտ
settle [ˈsetl] *v.* բնակվել, բնակություն
 հաստատել
sew [səʊ] *v.* կարել
shadow [ˈʃædəʊ] *n.* ստվեր

shallow [ˈʃæləʊ] *a.* 1. ծանծաղ
 2. մակերեսային
ship [ʃɪp] *n.* նավ
shooting [ˈʃuːtɪŋ] *n.* հրաձգություն
shovel [ˈʃʌvl] 1. *n.* քի (փոքրիկ բահ)
shower [ˈʃaʊə] *n.* հորդ անձրև
shy [ʃaɪ] *a.* ամաչկոտ, ամոթխած
sick [sɪk] *a.* հիվանդ
sigh [saɪ] *v.* շունչ քաշել
sight [saɪt] *n.* տեսարան
sightseeing [saɪtˈsiːɪŋ] *n.* տեսարժան վայրերի
 դիտում
sign [saɪn] *n.* նշան *v.* ստորագրել
signature [ˈsɪɡnətʃə] *n.* ստորագրություն
silly [ˈsɪli] *a.* հիմար, անհեթեթ
sink [sɪŋk] *v.* սուզվել, խորտակվել
skate [skeɪt] *n.* չմուշկ *v.* չմուշկներով սահել
ski [skiː] *n.* դահուկ *v.* դահուկներով սահել
skinny [skɪni] *a.* նիհար, հյուծված
skyscraper [ˈskaɪ.skreɪpə] *n.* երկնաքեր
slight [ˈslaɪt] *a.* թեթև, չնչին, աննշան
slip [slɪp] *n.* սահում *v.* սայթաքել, սահել

smart [smɑːt] *a.* սրամիտ, խելք
smell [smel] *n.* հոտ, հոտառություն
v. հոտ քաշել
smile [smɑɪl] 1. *n.* ժպիտ 2. *v.* ժպտալ
smoke [sməʊk] 1. *n.* ծուխ 2. *v.* ծխել
snail *n.* խխունջ
soccer [ˈsɒkə] *n.* ամերիկ. ֆուտբոլ
social [ˈsəʊʃəl] *a.* ընկերական, մարդամոտ,
 հարդրասեր
soft [sɒft] *a.* փափուկ, նուրբ
soil [sɔɪl] *n.* հող
soldier [səʊldɪə] *n.* զինվոր
solitary [ˈsɒlɪ(ə)rɪ] *a.* միայնակ
solution [səˈluːʃən] *n.* լուծում
solve [sɒlv] *v.* լուծել
sorrow [ˈsɒrəʊ] *n.* թախծ
soul [səʊl] *n.* 1. հոգի 2. մարդ, էակ
spaceship [ˈspeɪsˈʃɪp] *n.* տիեզերանավ
spear [ˈspɪə] *n.* նիզակ
spectacles [ˈspektəklz] *n.* ակնոց
spectacular [ˈspekˈtækjʊlə] *a.*
 տպավորիչ
spectator [spekˈteɪtə] *n.* դիտորդ,
 հանդիսատես
speech [spiːtʃ] *n.* խոսք, ճառ
spider [ˈspaɪdə] *n.* սարդ
spinal cord ողնուղեղ
splendid [ˈsplendɪd] *a.* հիանալի, սքանչելի
spoil [spɔɪl] *v.* փչանալ, փչացնել
stare [steə] *v.* աչքերը չռել, սևեռում նայել
state [steɪt] *n.* պետություն *a.* պետական
step-sister խորթ քույր
still [stɪl] *a.* հանգիստ, հանդարտ
stocky [stɒki] *a.* թիկնեղ, ամրակազմ
store [ˈstɔː] *v.* պահպանել
stream [striːm] *n.* հոսանք (ջրի)
strength [streŋθ] *n.* ուժ, զորություն
strike [straɪk] *v.* (**struck**, **struck**) հարվածել
struggle [ˈstrʌɡl] *n.* պայքար
v. պայքարել
stupid [ˈstjuːpɪd] *a.* հիմար, տխմար
suburb [ˈsʌbəb] *n.* արվարձան
succeed [səkˈsiːd] *v.* հաջողվել, հաջողություն
 ունենալ
successor [səkˈsesə] *n.* ժառանգորդ, հաջորդ
suddenly [ˈsʌdnli] *adv.* հանկարծակի

suffer [ˈsʌfə] *v.* տառապել
suffix [ˈsʌfiks] *n.* վերջածանց
suggest [səˈdʒest] *v.* առաջարկել, խորհուրդ տալ
suitcase [ˈsjuːtkeɪs] *n.* ճամպրուկ
sultry [ˈsʌltri] *a.* տոթ, կիզիչ
superb [ˈsjʊpəb] *a.* ճոխ, պերճ
superior [ˈsjʊˈpiəriə] *a.* գերազանց, հիանալի, հրաշալի
sure [ʃʊə] *a.* վստահ *adv.* անկասկած
surf [sɜːf] *v.* սերֆինգով զբաղվել
surface [sɜːfɪs] *n.* մակերես
surprise [səˈpraɪz] *n.* անակնկալ
surround [səˈraʊnd] *v.* շրջապատել
survive [səˈvaɪv] *v.* կենդանի մնալ
survivor [səˈvaɪvə] *n.* կենդանի մնացած, փրկված անձ
suspect [ˈsʌspekt] *n.* կասկածյալ
suspect [səsˈpekt] *v.* կասկածել
swallow [ˈswɔːləʊ] *v.* կուլ տալ
sword [ˈswɔːd] *n.* թուր
swimming-pool [ˈswɪmɪŋˈpuːl] *n.* լողալճակ
sympathy [ˈsɪmpəθi] *n.* կարեկցանք

T

table tennis [ˈteɪblˈtenɪs] *n.* սպորտ. սեղանի թենիս
tail [teɪl] *n.* պոչ
talk [tɔːk] *n.* զրույց, խոսակցություն
v. խոսել, զրույցել
talkative [ˈtɔːkətɪv] *a.* շատախոս
tall [tɔːl] *a.* բարձր, բարձրահասակ
task [tɑːsk] *n.* առաջադրանք, հանձնարարություն
target [tɑːɡɪt] *n.* նպատակ
taste [teɪst] *n.* 1. ճաշակ 2. համ
v. ճաշակել, համոտեսել
tax [tæks] *n.* հարկ *v.* հարկ դնել
teach [tiːtʃ] *v.* սովորեցնել, դաս տալ
tear [teə] *v.* (**tore**, **torn**) պատռել
n. արքունիք
technology [tekˈnɒlədʒɪ] *n.* տեխնիկա
teenager [ˈtiːneɪdʒə] *n.* պատանի, դեռահաս

tell [tel] *v.* 1. ասել 2. պատմել 3. հայտնել
temper [ˈtempə] *n.* 1. բնավորություն 2. տրամադրություն
terrible [ˈterəbl̩] *a.* սարսափելի, սուկալի
thievery [ˈθiːv(ə)rɪ] *n.* գողություն
thread [ˈθred] *n.* թել *v.* ասեղը թելել
threaten [ˈθretn] *v.* սպառնալ
thrilling [ˈθrɪlɪŋ] *a.* հուզիչ, գրավիչ
tiny [ˈtaɪnɪ] *a.* շատ փոքր, պստիկ
tip [ˈtɪp] *n.* 1. ծայր 2. թեյադրամ **tired** [taɪəd] *a.* հոգնած
tongue [tʌŋ] *n.* լեզու
mother tongue մայրենի լեզու
totally [təʊtəlɪ] *adv.* լիովին, ամբողջապես
tour [ˈtuə] *n.* շրջագայություն
trace [ˈtreɪs] *n.* հետք
trader [ˈtreɪdɪ] *n.* առևտրական
tradition [trəˈdɪʃn] *n.* ավանդույթ
traffic [ˈtræfɪk] *n.* երթևեկություն **traffic jam** երթևեկության խցանում
tragedy [ˈtrædʒɪdɪ] *n.* ողբերգություն
train [ˈtreɪn] *v.* մարզել, սովորեցնել, վարժեցնել
trait [ˈtreɪt] *n.* բնորոշ գիծ
transfer [ˈtrænsfɔː] *v.* տեղափոխել, փոխադրել
translate [trænsˈleɪt] *v.* թարգմանել
transmit [trænzˈmɪt] *v.* փոխանցել, ուղարկել
trash [ˈtræʃ] *n.* աղբ
travel [ˈtrævl] *n.* ճանապարհորդություն *v.* ճանապարհորդել
traveller [ˈtrævlɪ] *n.* ուղևոր, ճանապարհորդ
treasure [ˈtreʒə] *n.* զանձ
treat [tri:t] *n.* հյուրասիրություն
v. հյուրասիրել
tribe [ˈtraɪb] *n.* ցեղ, տոհմ
trick [trɪk] *n.* հնարք, խորամանկություն
triplets [ˈtrɪplɪts] *n.* եռվորյակներ
trouble [ˈtrʌbl̩] *v.* անհանգստացնել
trustworthy [ˈtrʌst,wɜːðɪ] *a.* հուսալի, վստահելի
turn out պարզվել
twins [ˈtwɪnz] *n.* երկվորյակներ

U

ultimate [ˈʌltɪmɪt] *a.* վերջնական
umbrella [ʌmˈbrɛlə] *n.* հովանոց
underground [ˈʌndəgraʊnd] *n.* մետրո *a.*
ստորերկրյա
understand [ʌndəˈstænd] *v.* հասկանալ, ըմբռնել
underworld [ˈʌndəwɜːld] *n.* դժոխք
unique [juːˈniːk] *n.* միակ, եզակի, աննման,
անզուգական
unplug [ʌnˈplʌg] *v.* անջատել
up-to-date [ˈʌptəˈdeɪt] *a.* այժմեական,
նոր
urge [ɜːdʒ] *v.* ստիպել, պնդել
usual [ˈjuːʒuəl] *a.* սովորական

V

vacant [ˈveɪkənt] *a.* դատարկ, ազատ, թափուր
vacation (AmE) [vəˈkeɪʃn] *n.* արձակուրդ
valuable [ˈvæljuəbəl] *a.* քանակարժեք, արժեքավոր
variety [vəˈraɪəti] *n.* զանազանություն,
բազմազանություն
various [ˈveəriəs] *a.* տարբեր, զանազան
verse [vɜːs] *n.* պոեզիա
victory [ˈvɪktəri] *n.* հաղթանակ
view [ˈvjuː] *n.* 1. տեսարժան
2. տեսակետ 3. տեսադաշտ
village [ˈvɪlɪdʒ] *n.* գյուղ
violent [ˈvaɪələnt] *a.* կատաղի
virtually [ˈvɜːtʃuəli] *adv.* փաստորեն
visit [ˈvɪzɪt] *n.* այցելություն, այց
v. այցելել
visitor [ˈvɪzɪtə] *n.* այցելու, հյուր
vocabulary [vəʊˈkæbjʊləri] *n.* բառապաշար
voice [vɔɪs] *n.* 1. ձայն 2. *քեր.* սեռ
voyage [ˈvɔɪdʒ] *n.* ուղևորություն,
ճանապարհորդություն (ծովով)

W

wait [weɪt] *v.* սպասել
waiter [ˈweɪtə] *n.* մատուցող
waitress [ˈweɪtrɪs] *n.* մատուցողուհի
wake [weɪk] *v.* արթնանալ, արթնացնել
walk [wɔːk] *v.* քայլել, ոտքով գնալ, զբոսնել
wallet [ˈwɔːlɪt] *n.* դրամապանակ
wander [ˈwɔːndə] *v.* թափառել, շրջել
warm [wɔːm] *a.* տաք, ջերմ
warn [wɔːn] *v.* զգուշացնել,
նախազգուշացնել
warning [ˈwɔːnɪŋ] *n.* զգուշացում,
նախազգուշացում
washing machine *n.* վվայքի մեքենա
waste [weɪst] *n.* թափոն *v.* վատնել
watch [wɒtʃ] *v.* հետևել, դիտել
way [weɪ] *n.* ճանապարհ, ուղի
weak [wiːk] *a.* տկար, թույլ
wear [weə] *v.* հագնել, կրել
weary [ˈwiəri] *a.* հոգնած, ծանծաղած,
ծանճրալի
weekday [ˈwiːkdeɪ] *n.* աշխատանքային օր
weekend [ˈwiːkˈend] *n.* շաբաթ և կիրակի օրվա
հանգիստ
weigh [ˈweɪ] *v.* կշռել, կշիռ ունենալ
weight [ˈweɪt] *n.* կշիռ, քաշ, ծանրություն
welcome [ˈwelkəm] *n.* ողջուն, բարի գալուստ
v. ողջունել
you are welcome բարով եկաք
well [wel] *n.* ջրհոր
well-built [ˌwelˈbɪlt] *a.* պնդակազմ, լավ
մարմնակազմ ունեցող մարդ
whale [weɪl] *n.* կետ
wheel [wiːl] *n.* անիվ *v.* պտտ(վ)ել, գլորվել
whisper [ˈwɪspə] *n.* փսփսուց, շշուկ *v.* շշուկ
win [wɪn] *v.* շահել, հաղթել, հաղթանակ տանել
wise [waɪz] *a.* իմաստուն
witch [wɪtʃ] *n.* կախարհ, վհուկ
witness [ˈwɪtnɪs] *n.* վկա
wonderful [ˈwʌndəfʊl] *a.* հիանալի, սքանչելի,
զարմանալի
wonder [ˈwʌndə] *n.* զարմանք, հրաշք
v. զարմանալ
wonderland [ˈwʌndələnd] *n.* հրաշքների
աշխարհ

wool [wʊl] *n.* բուրդ

world [wɜ:ld] *n.* աշխարհ, երկիր

all over the world աշխարհով մեկ

worship [ˈwɔ:ʃɪp] *n.* կուռք,

պաշտամունք

wound [wu:nd] *n.* վերք

wrap [ræp] *v.* փաթաթել

wreck [rek] *n.* կործանում, խորտակում

wrestling [ˈreslɪŋ] *n.* ըմբշամարտ

wrong [rɔŋ] *a.* սխալ, ոչ ճիշտ

what's wrong? ի՞նչ է պատահել

X

x-ray [ˈeksˈreɪ] *v.* ռենտգենյան ճառագայթներով

լուսանկար

Y

yelp [jɛlp] *n.* ճիչ, հաչոց

yet [jet] *adv.* դեռ, դեռևս, արդեն,

այնուամենայնիվ

youth [ju:θ] *n.* **1.** երիտասարդություն

2. երիտասարդ, պատանի

Z

zip code փոստային ծածկագիր

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LUSINE GRIGORYAN

English 9

ԼՈՒՍԻՆԵ ԳՐԻԳՈՐՅԱՆ

ԱՆԳԼԵՐԵՆ 9

Հանրակրթական հիմնական դպրոցի
9-րդ դասարանի դասագիրք

Հրատարակչության տնօրեն՝ ԷՄԻՆ ՄԿՐՏՉՅԱՆ
Գեղարվեստական խմբագիր՝ ԱՐԱ ԲԱՂԴԱՍԱՐՅԱՆ
Տեխնիկական խմբագիր՝ ՆՎԱՐԴ ՓԱՐՍԱԴԱՆՅԱՆ
Համակարգչային ձևավորումը՝ ԻՐԻՆԱ ԳՐԻԳՈՐՅԱՆԻ
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