

LUSINE GRIGORYAN

English 7

ՀԱՆՐԱԿՐԹԱԿԱՆ ՀԻՄՆԱԿԱՆ ԴՊՐՈՑԻ
7-ՐԴ ԴԱՍԱՐԱՆԻ ԴԱՍԱԳԻՐՔ



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ՀՐԱՏԱՐԱԿՉՈՒԹՅՈՒՆ

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UNIT 1

Me in the World

MY PERSONALITY AND THE WAY I DRESS



Every one is special
by being different



WORD BANK

People can be different in

- appearance
- personality
- opinion
- taste
- education
- behaviour
- manners
- clothes
- likes
- dislikes



*Beauty isn't about
having a pretty face.
It's about having
a pretty mind,
a pretty heart,
and most important
a beautiful soul.*



1. Group the adjectives in the boxes below into two categories.

adjectives describing appearance

adjectives describing personality

WHAT AM I LIKE?

absent-minded
attractive
attentive
beautiful
boring
charming
cheerful
childish
devoted
enthusiastic
friendly
good-looking
grateful
greedy
handsome
honest

lazy
loyal
lucky
pale
patient
pretty
polite
reliable
round-faced
self-confident
selfish
serious
shy
sociable
sporty
stubborn

2. Now group the personality describing adjectives into two categories.

positive

negative

Talking points 

1. What can you tell about yourself?
2. What things do you think are the most important about you?
3. What do you enjoy doing most of all?
4. What do you hate doing?
5. Are you attentive to the people around you?

3. Use the words in exercise 1 to complete the table below.

VERB	NOUN
behave	-
-	development
educate	-
describe	-
-	advice
attract	-
-	appearance
-	impression
-	preference
taste	-

4. Use the table above to answer the questions below.

1. How do we form words?
2. Which nouns have similar suffixes?
3. Which word doesn't change?
4. Which word changes one letter to become a different part of speech?

5. The words in the box below describe people. Some describe appearance, others personality or the way they dress. Put them in the correct category.

hardworking	skinny	plump	caring	trendy
adventurous	stocky	reliable	romantic	long-legged
trustworthy	confident	classic	fun-loving	flashy
conservative	casual	reserved	bossy	chatty
fashionable	moody	eccentric	sloppy	retro
old-fashioned	easy-going	selfish	well-built	chic

<i>Personality</i>	<i>Appearance</i>	<i>The way I dress</i>
--------------------	-------------------	------------------------

6. Match the words with their definitions.



- | | |
|------------------|---|
| 1. casual | a. traditional |
| 2. conservative | b. careless; not neat |
| 3. chic | c. comfortable and informal |
| 4. sloppy | d. highly individual; odd, unusual |
| 5. eccentric | e. in keeping with the latest trends of fashion |
| 6. classic | f. showy |
| 7. flashy | g. likely to remain popular for a long time |
| 8. old-fashioned | h. a style identified with a past era |
| 9. retro | i. in style at the moment |
| 10. trendy | j. not modern |

7. Complete the sentences with the words from the box.

casual conservative chic sloppy eccentric

1. At a picnic, I'd wear _____.
2. If I were going dancing at the fanciest club in town, I'd wear something _____.
3. I'd wear a _____ suit to a job interview at a bank.
4. If I were going to a costume party, I'd get something _____.
5. When I'm alone at home, I can wear _____ clothes if I want.

8. Listen to the teenagers describing the way they dress and what they think about fashion. Answer the questions below and complete the chart. Which person is the most like you?

 LISTENING SPOT

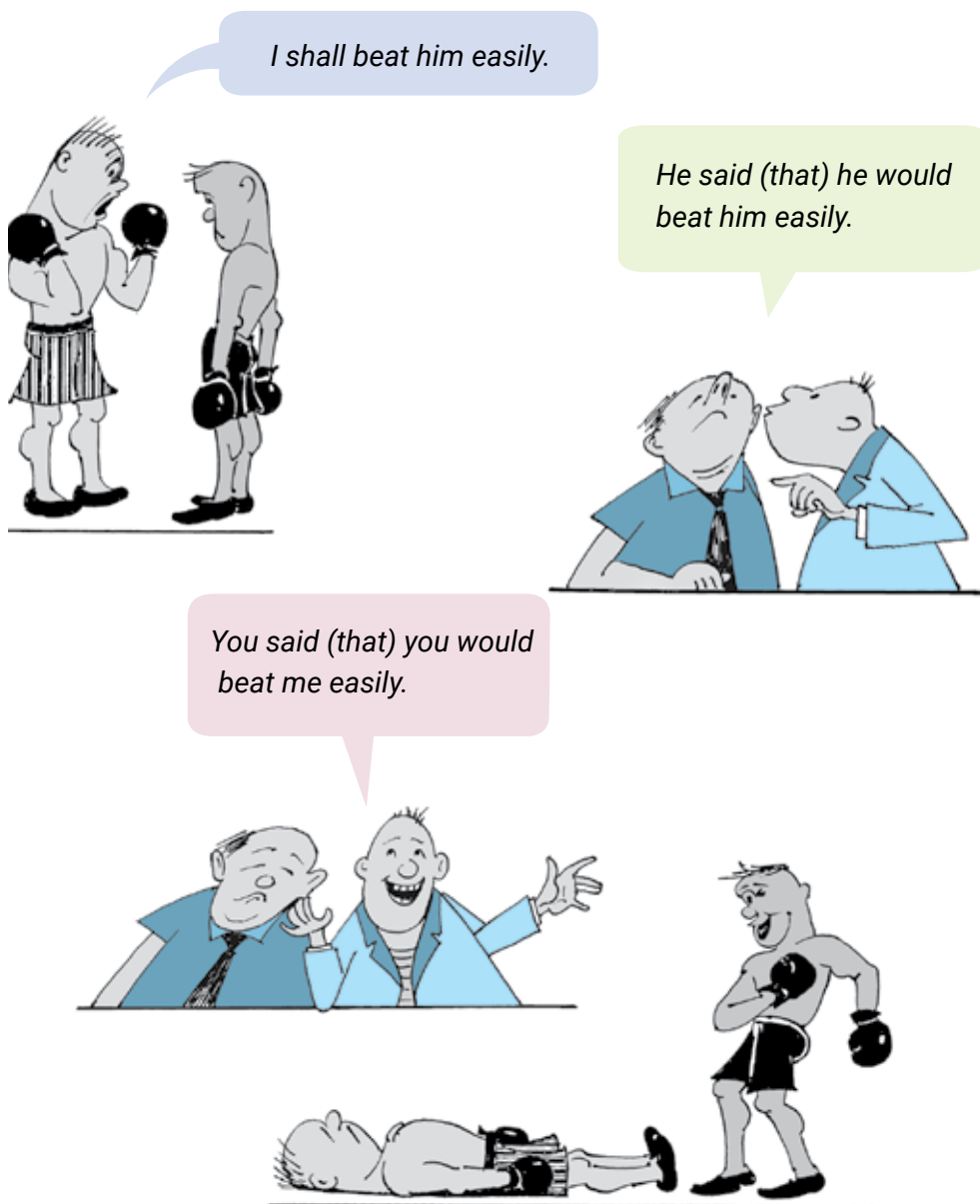


1. What are their favourite clothes?
2. Is fashion important to them?
3. Do they care whether their clothes match?

<i>Emmie</i>	<i>Gordon</i>	<i>Miriam</i>
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DIRECT AND REPORTED (INDIRECT) SPEECH

To tell a person what another person says we use **reported speech**.



Reported Statements

said

- 1. Direct** Father said, "You can go to England for a year or two." (statement)
Reported Father said (that) I could go to England for a year or two.

Reported Commands

told ordered commanded

- 2. Direct** Mother told me, "Come home". (command, order, request)
Reported Mother told me to come home. (use the infinitive)
The art teacher told Aram, "Don't come for any more lessons."
The art teacher told Aram not to come for any more lessons.

Reported Questions

asked

- 3. Direct** Lucy asked Ann, "Do you like my new dress?"
(general question)
Reported Lucy asked Ann if (whether) she liked her new dress.
(use if or whether)
- 4. Direct** The teacher asked Vardan, "Where are you going on holiday?"
(special question)
Reported The teacher asked Vardan where he was going on holiday.
(change the word order)

tell smb. *That's what she told me.*
say to smb. *That's what she said to me.*
say (that) *She said (that) she wasn't coming.*



9. Choose the correct reporting verb to report the sentences below. The first one is done for you.

1. "I think you should eat more vegetables," my mother said to me.

- a. warned
- b. promised
- c. advised
- d. refused

My mother advised me to eat more vegetables.

2. "Please get me a glass of water," he said to his younger sister.

- a. warned
- b. promised
- c. advised
- d. asked

3. "No, I won't help you," she said to her younger brother.

- a. warned
- b. promised
- c. advised
- d. asked

4. "Don't forget to phone Granny," said Mum.

- a. reminded
- b. promised
- c. advised
- d. asked

5. "Don't play near the road because it's dangerous," father said to his children.

- a. warned
- b. promised
- c. advised
- d. asked

6. "Please, please don't leave me alone in the dark," the little girl said to her parents.

- a. ordered
- b. begged
- c. offered
- d. suggested

7. "I'll buy you something nice for your birthday," her mother said to her.

- a. warned
- b. promised
- c. advised
- d. asked

8. "How about going to the theatre tonight?" he said.

- a. ordered
- b. begged
- c. offered
- d. suggested

9. "Shall we watch a video?" my friend said.

- a. ordered
- b. begged
- c. offered
- d. suggested

10. "Go to bed!"... Now!" father said to Narek.

- a. ordered
- b. begged
- c. offered
- d. suggested



**Watch
OUT!**

for the change of pronouns and adverbs of time in the reported speech.

Direct	Reported
this (these)	that (those)
now	then
today	that day
tomorrow	the next day
yesterday	the day before
ago	before
here	there
next week (month, year)	the following week (month, year)
last week (month, year)	the previous week (month, year)
tonight	that night
the day before yesterday	two days before (two days earlier)
the day after tomorrow	in two days (two days later)

- 10. The Wiggins family is painting their sitting-room.**
a. Tell the story to a friend of yours as if you were there.
b. Role play the conversation.

MR. WIGGINS PAINTS THE SITTING-ROOM

Grandma It certainly is time to paint this room.

Grandpa Indeed it is. I hope the job's going to be done properly.

Mrs. Wiggins Now, here's the paint, James. Come on, make a start.

Mr. Wiggins You haven't handed me the brush yet.



Mrs. Wiggins Timothy, hand your father the brush.
Mr. Wiggins Well, that's it. How's that?
Grandma What did the boy say about me?
Mrs. Wiggins He just said it's interesting how fashions change, Grandma.
Grandpa I must say James seems to need a lot of people standing round the bottom of the ladder helping.
Grandma An army of helpers! Grandpa always did the painting himself.
Timothy Look out! The paint pot's falling!
Mr. Wiggins Hold the ladder.
Timothy The paint's all over Grandpa.
Mrs. Wiggins James, why didn't you take more care?
Grandpa Get this pot off my head!
Grandma If only it hadn't been green!
Timothy Grandpa's not just a grocer any more. He's a greengrocer.

11. Correct the mistakes.

1. He asked me where was the post office.
2. She suggested to visit the zoo.
3. Mother said, "You must always say the truth."
4. The doctor told me to not exercise a lot.
5. My parents offered there are a lot of one-parent families.
6. Our teacher said to us that the test was quite easy.
7. She asked how could she contact me.
8. He said that Kate had left the last month.
9. The old man told good night and went to bed.
10. Ron told to me, "I hate maths."

12. Fill in the gaps with *say* or *tell* in the correct tense.

Henry (1) _____ Ann that he was having a party on Saturday night. He (2) _____ that it would start early but it would finish quite late. He (3) _____ her to bring her sister along as well. Ann (4) _____ she was looking forward to coming to the party. Henry (5) _____ her he would probably call again on Friday to (6) _____ her the way to his house.



Adjectives are like salt and pepper.

They add flavour to nouns and are used before them

e.g. beautiful girl

Adverbs describe verbs and are used after them.

Adverbs tell how, when or where an action takes place.

Many adverbs end in -ly,

e.g. the girl sings beautifully.

Verbs **smell, sound, taste, look** are followed by adjectives

e.g. smell good

13. Adjective or adverb?

1. She skates very _____ .

- a. graceful
- b. gracefully

2. You have done this work ____ .

- a. well
- b. good

3. This song sounds _____ .

- a. familiar
- b. familiarly

4. The boy spoke _____ .

- a. polite
- b. politely

5. The music is too _____ .

- a. loud
- b. loudly

6. She writes very _____ .

- a. bad
- b. badly

7. The barbecue tastes _____ .

- a. spicy
- b. spicily

8. Your idea sounds _____ .

- a. crazy
- b. crazily

9. That news sounds _____ .

- a. good
- b. well

10. The chicken smells _____ .

- a. good
- b. well

11. My grandpa walks very _____ .

- a. slow
- b. slowly

12. The flower smells _____ .

- a. nice
- b. nicely



Remember

-ed adjectives and **-ing** adjectives

Adjectives that end in **-ed** describe emotions or feelings (*bored, interested*)

She was really tired and went to bed early.

Adjectives that end in **-ing** describe the thing that causes the emotion or feeling (*boring, interesting*)

A boring lesson makes you feel bored.

The film was really frightening.

14. Choose the correct adjective.

1. It's a big dog but you don't need to be _____.
a. frightened
b. frightening
2. I love my maths teacher. Lessons with her are never _____.
a. bored
b. boring
3. That shop never has any customers. I'm _____ it's still there.
a. surprised
b. surprising
4. The battery on my phone only lasts about two hours. It's really _____.
a. annoyed
b. annoying
5. My brother was _____ that he didn't get the job.
a. disappointed
b. disappointing
6. I'm reading a really _____ book.
a. interested
b. interesting
7. The children were so _____ they couldn't sleep.
a. excited
b. exciting
8. I was _____ by my exam results this term.
a. disappointed
b. disappointing
9. I hate horror movies. They are too _____ for me.
a. frightened
b. frightening
10. Public toilets are usually _____.
a. disgusted
b. disgusting
11. The ghost movie was _____.
a. frightened
b. frightening

enough + noun + Infinitive

*Some parents haven't got **enough money to afford** trendy clothes and brand names.*

adjective + enough + Infinitive

*I am not **rich enough to buy** cheap things.*

too + adjective+ Infinitive

*The clothes are **too old to wear**.*

15. Choose the correct option.

1. I don't like this skirt. It is _____ tight to wear.

- a. too
- b. enough

2. My mum can't sleep because she drinks _____ much coffee.

- a. too
- b. enough

3. I left the tea to cool because it was _____ hot to drink.

- a. too
- b. enough

4. He wasn't strong _____ to lift that heavy box.

- a. too
- b. enough

5. There aren't _____ policemen in our town.

- a. too
- b. enough

6. This suitcase isn't _____ to get everything in.

- a. too big
- b. big enough

7. Do you have _____ information to help me with this problem?

- a. too
- b. enough

8. It is _____ difficult to do for a little child.

- a. too
- b. enough

9. We didn't buy the car because it was _____ expensive.

- a. too
- b. enough

10. He didn't work hard _____ to pass the exam.

- a. too
- b. enough

Comparative and superlative adverbs

Adverbs describe action. There are three degrees of comparison in adverbs.

<i>positive</i>	<i>comparative</i>	<i>superlative</i>
<i>slowly</i>	<i>more slowly</i>	<i>most slowly</i>
<i>fast</i>	<i>faster</i>	<i>fastest</i>

We use the words **much** and **far** as intensifiers with comparatives.

*My granny forgets things much more often now.
I think that is a far better idea.*

16. Complete the sentences with the correct comparative form of the adverb in brackets.

1. He arrived ____ than expected. (early)
2. We walked ____ than the rest of the people. (slowly)
3. They called us ____ in the afternoon. (late)
4. My mother and my sister talked ____ than the other guests. (loudly)
5. He hit his arm ____ than before. (hard)
6. The Armenian athlete ran ____ than the other runners. (fast)
7. My classmate threw the ball ____ than my brother. (far)
8. I answered all the questions ____ than the other students. (well)
9. I forget things ____ than I used to. (often)
10. Girls usually work ____ than boys. (hard)
11. You need to try ____ next time. (hard)

17. Match the suffixes with the explanation or the function.

- | | |
|---|---------------------|
| 1. -able (eatable) | a. adverb making |
| 2. -er, -or (eater, warrior) | b. verb making |
| 3. -ful (useful) | c. job, doer |
| 4. -ively (actively) | d. full of |
| 5. -ive (active) | e. adjective making |
| 6. -ment, -ness, -ion (movement, permissiveness, information) | f. noun making |
| 7. -ate (communicate) | g. can/able to do |
| 8. -ish (stylish) | |

18. Write the summary of the article in chronological order.



THE HISTORY OF FASHION

Fashion has been an integral part of human history, evolving and changing over time to reflect social, cultural, and economic trends. From ancient civilizations to modern times, clothing has been used to express individual identity, status, and culture.

The earliest known evidence of fashion dates back to ancient civilizations such as Egypt, Greece, and Rome. Clothing in these societies was often a symbol of wealth and status, with elaborate garments made from expensive materials reserved for the upper classes. Linen was a popular choice due to its lightweight and breathable properties. Fashion in ancient times was also heavily influenced by religious and cultural beliefs, with clothing often reflecting the values and traditions of a particular group.

During the Middle Ages, fashion continued to evolve, with elaborate and heavily decorated clothing becoming popular among the upper classes.

Clothing during this time was often made from expensive fabrics and adorned with jewels, fur, and embroidery.

The Renaissance period brought about a shift in fashion, with clothing becoming more extravagant and ornate. This was a time of great creativity, with new designs and styles emerging that reflected the changing attitudes of society.

The Industrial Revolution of the 18th and 19th centuries brought about significant changes in fashion, as new manufacturing processes made clothing more affordable and accessible to the masses. This was a time of great innovation, with new fabrics and textiles being developed, and new styles and designs emerging.

In the 19th century, fashion was dominated by restrictive, ornate clothing that was uncomfortable to wear. However, in the early 20th century, designers such as Coco Chanel and Paul Poiret revolutionized fashion by introducing simpler, more comfortable garments. Chanel, in particular, popularized the little black dress, a timeless classic that remains a staple in women's wardrobes today. The popularity of sportswear, such as tennis dresses and golf skirts, also increased during this time.

Today, fashion is a multi-billion-dollar industry that continues to evolve and change with each passing year. Sustainability has also become a major concern in the fashion industry, with designers and brands focusing on creating sustainable and environmentally friendly clothing. The rise of social media and online shopping has also made fashion more accessible than ever.

19. Use the article about style and fashion to answer the questions below.

STYLE AND FASHION

Style and fashion are important aspects of our lives that have a significant impact on how we present ourselves to the world.

Fashion is a popular trend or style of dress, behaviour, or way of life.

Fashion trends are constantly evolving, and what was popular yesterday may not be popular today. However, some fashion trends have stood the test of time and have become classic styles that never go out of fashion. For example, the little black dress, the classic white shirt, and blue jeans are all timeless pieces that have been popular for decades.



Style is a a unique personal expression of individuality that reflects our personality and character. It is the way in which we choose to dress, speak, and behave. The way we dress and present ourselves is a reflection of how we want others to perceive us.

Style is a person's unique, general image. Style is less technical than fashion, and more personal. A person's style is not directly affected by trends in magazines. A stylish person looks at trends and puts his own personal, unique spin on it. Fashion can be fleeting. Style is timeless. Fashion comes out when you know others are looking. Style is always there. Men of style break rules, men of fashion follow designers and trends. Style is individuality and investments; fashion is trends and short-lived pieces.

In order to be irreplaceable, one must always be different.
Coco Chanel



Fashion fades, style is eternal
Yves Saint Laurent

The fashion world is immense. Trends come and go but overall styles remain timeless. There are different fashion style types that are most common and popular in modern-day times.

Modern fashion style. One of the defining features of modern fashion style is its focus on individuality and self-expression. Today's fashion trends are less about conforming to a specific look and more about exploring and experimenting with different styles. People are encouraged to mix and match different colors, patterns, and textures to create their own unique aesthetic. This is the only style that changes and evolves along with seeking a flawless contemporary look every time.

Classic fashion style is timeless, elegant, and refined. It features simple and well-tailored clothing pieces that never go out of fashion and sticks to neutral hues and traditional colors like white, black, beige, khaki, gray, dark blue, and burgundy. As for the garments, some of the must-haves include blazers, pants, pencil skirts, plain t-shirts, and basic shirts.

Vintage fashion style. If you like retro clothing, then you are definitely into the vintage fashion style. It is all about embracing the fashion from a previous era and bringing back old trends. If you like the fashion from a certain decade, you can go ahead and dress like it. Retro style is inspired by fashion from past decades, such as the 1950s, 1960s, and 1970s.

Casual fashion style is a popular style choice for many people, as it allows them to express themselves in a relaxed and comfortable manner. It is a relaxed style that is perfect for everyday wear. Casual fashion style is often associated with t-shirts, loose-fitting tops, sneakers, comfortable pants, jeans, shorts and other comfortable clothing pieces. Materials such as cotton, denim, and knitwear are popular choices, as they are soft and comfortable to wear.

In recent years, there has been a shift towards sustainable fashion and ethical fashion. This means that consumers are becoming more conscious about the environmental impact of fashion and the ethical issues surrounding the industry. Many fashion brands are now adopting sustainable and ethical practices in their production processes, such as using eco-friendly materials and paying fair wages to workers.

Answer the questions.

1. What is style?
2. What is fashion?
3. What are the differences between style and fashion?
4. Do you have a favourite fashion style?
5. What are some of the fashion style types and their differences?
6. How do you develop your personal style?

20. Match the idioms with their Armenian equivalents.

1. *the last word in fashion*



a. *հավասարակշռությունը կորցնել / համբերությունից դուրս գալ*

2. *to lose one's temper / to fly off the handle*



b. *մոդայի վերջին խոսքը (ճիշդ)*

3. *to sit on the phone*



c. *հեռախոսից կախվել / երկար խոսել*

4. *to get out of bed on the wrong side*



d. *երևակայել / քիթը տնկել*

5. *to turn up one's nose / to put on airs*



e. *ծախ ուրթից վեր կենալ / վախ տրամադրություն ունենալ*

21. The list of most creative and famous fashion designers of all time loved for their obsessive passion and unique creations is given below. Who are your favourite fashion designers and why?

Great fashion designers have made an immense impact on the world of fashion, inspiring new trends, revolutionizing design techniques, and setting new standards for the industry. Some of the most notable fashion designers in history are:

Coco Chanel - known for revolutionizing women's fashion with her modern, comfortable designs.

Yves Saint Laurent - known for his innovative designs and ability to create collections that were both wearable and artistic.

Giorgio Armani - known for his clean, classic designs and impeccable tailoring.

Christian Dior - known for his feminine, glamorous designs that helped shape the fashion industry in the post-war era.

Ralph Lauren - known for his preppy, all-American style that has become an iconic part of American fashion.

Alexander McQueen - known for his avant-garde designs that often pushed the boundaries of fashion.

Vivienne Westwood - known for her punk-inspired designs that helped define the punk fashion movement in the 1970s.

Tom Ford - known for his sexy, sophisticated designs that have made him a leading designer in the fashion industry.

Marc Jacobs - known for his playful, whimsical designs that have made him a favorite among fashion insiders and celebrities alike.

Donatella Versace - known for continuing her brother Gianni's legacy with bold, colorful designs that celebrate the female form.

Pierre Cardin - known for Space Age designs. He preferred geometric shapes and his designs were not always practical.

Valentino Clemente Ludovico Garavani known as the founder of the Valentino brand and company.

Tommy Hilfiger an American designer best known for his red, white and blue striped clothing. Hilfiger's designs largely focus on smart-casual shirts and polos. Believing that menswear is just as important as womenswear Hilfiger continues to be a designer for young guys.

These are just a few of the many great fashion designers who have left their mark on the fashion industry. Each designer has their unique style and vision, and their contributions have helped shape fashion as we know it today.

22. Fill in the table below. The first one is done for you.

Name	Country/Years
Coco Chanel	France (1883-1971)
Giorgio Armani	-
Ralph Lauren	-
Tommy Hilfiger	-
Guccio Gucci	-
Calvin Klein	-
Christian Dior	-
Louis Vuitton	-
Yves Saint Laurent	-
Pierre Cardin	-
Tom Ford	-
Valentino	-
Hugo Boss	-
Roberto Cavalli	-
Stefano Gabbana	-

Talking points 

1. Do you judge others by the way they dress?
2. Would you change the way you dress to please someone?
3. How has your approach to clothing changed over the years?
4. Do you think students should be required to wear uniforms to school?
5. How important are clothes?
6. Do you care for what the other people think about the way you dress?
7. Why do you dress the way you do?

23. Use different points of view about clothing to group them into two categories: *For* or *Against* concern with fashion. Add your own ideas.

You never get a second chance to make a first impression. What you need to do is try to relax, smile and make eye contact.

The clothes we wear are the first image we offer. I've noticed that people treat me differently depending on how I dress.

Fashion is one of the few opportunities that students have for individual expression.

I hate spending time choosing clothes. I just put on anything I can find. I just like what's comfortable.

People dress more casually these days. My favourite types of clothes are T-shirts and jeans. I definitely go for comfort over anything else.

I prefer not to draw attention to myself.

No matter what you wear, your clothes send a message about who you are.

I try to wear unusual colour combinations.

I try to create a different look. It's important to dress in a way that makes a statement about who you are.

For

Against

24. Put the ideas below in two categories: *For* and *Against* school uniforms. Add your own ideas.

discrimination because of clothes

having own style

not everybody can afford trendy clothes and brand names

sense of belonging to a school

being proud of the school

everybody looks the same

some fashionable clothes may distract from study

opportunity to express individuality

competition in dress at school

A concern with fashion distracts students from their studies. It also creates social barriers for those who don't have the money for the latest fashions.

opportunity to show something more than just clothes

For

Against

25. Write a paragraph describing your approach to clothes. Choose the headline that best reflects your point of view.

 **WRITING SPOT**

- 1.** Feel comfortable. That's all that matters.
- 2.** Don't just get dressed. Make a statement.
- 3.** Wear the very latest fashions!
- 4.** Why look like everyone else?

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

PERSONALITY

drawing by H. Bidstrup



be popular
look fashionable, stylish

unlike anyone else
emulate, imitate, copy

27. Listen and learn the song.



IT'S A SMALL WORLD

It's a world of laughter, a world of tears*,
It's a world of hopes and a world of fears*.
There's so much that we share*
That it's time we're aware* —

It's a small world after all.
It's a small world after all.
It's a small small world.

There's just one moon and one golden sun,
And a smile means friendship to everyone.
Though the mountains divide and the oceans are wide,
It's a small world after all.

28. Listen and learn the poem.



He loves the ocean.
She loves the sky.

He loves to travel.
She loves to fly.

He likes the country.
He loves the clouds.

She likes the city.
She loves the crowds.

She loves the telephone.
She loves to talk.

He loves the mountains.
He loves to walk.

She loves the laughter.
She loves the joy.
She loves the moonlight to enjoy.

I love the sun.
I love the sea.

I love the north.
I love the world.

* tear — արցունք

* fear — վախ

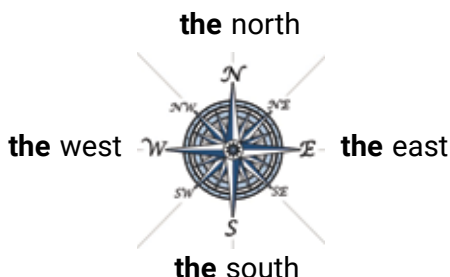
* there's so much that we share — մենք ընդհանուր շատ բան ունենք

* it's time we're aware — ժամանակն է գիտակցենք



Use **the** with the nouns describing unique objects.

the sun
the earth
the sky
the equator
the North Pole
the internet



the world
the moon
the sea
the ocean
the world
the universe

29. Complete the sentences below with the correct article if necessary.

1. ____ earth is ____ planet.
2. Planets go around ____ suns, and moons go around ____ planets.
3. ____ ocean is big and ____ sky is blue.
4. Look at ____ sky and ____ moon.
5. Climate change threatens ____ Earth.
6. There is at least ____ Sun in every galaxy.
7. I like ____ sun, but I don't like ____ rain.
8. Is ____ internet connection good?
9. The most popular ____ Internet service is e-mail.
10. ____ Internet began in the United States in 1969 as a military experiment.
11. Did you see ____ moon last night?
12. I really hate ____ mosquitos. They always bite me.
13. ____ Homeless people belong to ____ weakest group of ____ society.
14. There are few people who do not rely on ____ modern technology.
15. How far is ____ sun from ____earth?
16. ____ apple a day keeps the doctor away.
17. We spent a lot of time swimming in ____ sea on holiday
18. An atheist does not believe in ____ God.
19. He never listens to ____classical music.
20. Their offices are on ____ fifth floor



We use a comparative if we have only two people.

Prince William is the older of the two sons of Prince Charles.

We use a superlative if we have more than two people.

The youngest of the three kings went in to see the child.

30. Choose the correct adjective.

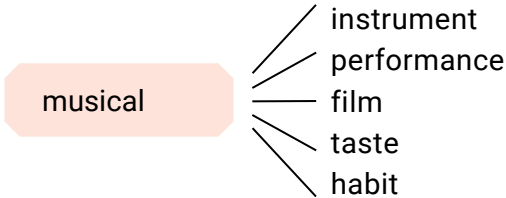
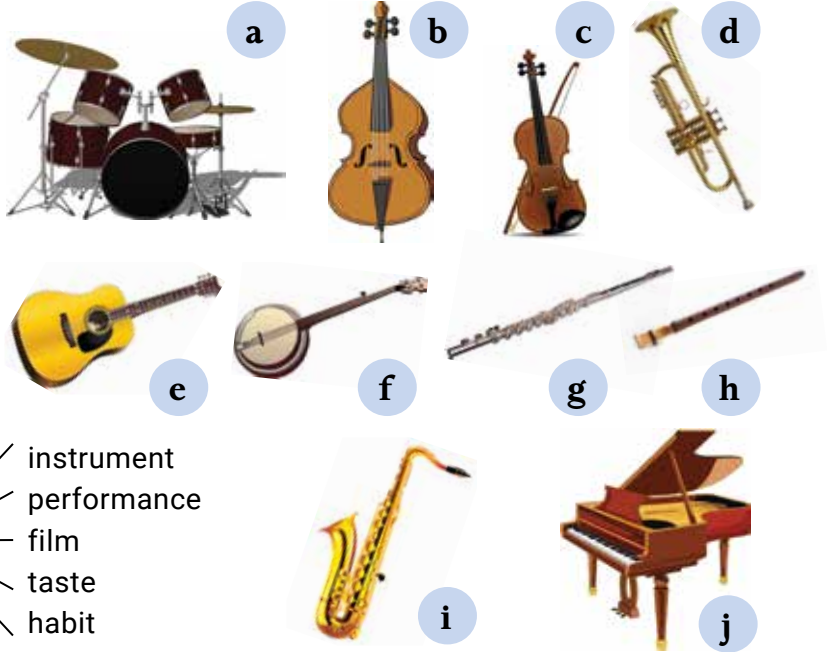
1. This is the _____ of all the books I have read.
 - a. duller
 - b. dullest
2. Which is the _____ of the two brothers?
 - a. younger
 - b. youngest
3. Who is _____ musical?
 - a. more
 - b. most
4. This is the _____ season of the year for the farmers.
 - a. busier
 - b. busiest
5. I think my room is _____ than yours.
 - a. brighter
 - b. brightest
6. My sister thinks she's _____ than me, but I don't agree.
 - a. more intelligent
 - b. most intelligent
7. What is _____ month of the year in England?
 - a. wetter
 - b. the wettest
8. Who is _____ person in your country?
 - a. more powerful
 - b. the most powerful
9. _____ desert of all is the Sahara and it's in Africa.
 - a. hotter
 - b. the hottest
10. Who is _____ person in your family?
 - a. more talkative
 - b. the most talkative
11. The United States of America is large but Canada is _____.
 - a. larger
 - b. largest
12. I think John is _____ than you.
 - a. taller
 - b. tallest

I LIKE LISTENING TO MUSIC

1. Match the musical instruments with their names?

WORD BANK

1. drum
2. guitar
3. piano
4. violin
5. duduk
6. saxophone
7. flute
8. cello
9. trumpet
10. banjo



Nouns related to music

- lyrics
- conductor
- conservatory
- composer
- masterpiece
- melody
- orchestra
- rap
- metal
- blues
- symphony

Verbs related to music

- listen to
- play
- hear
- teach
- enjoy
- write
- read
- learn

Adjectives related to music

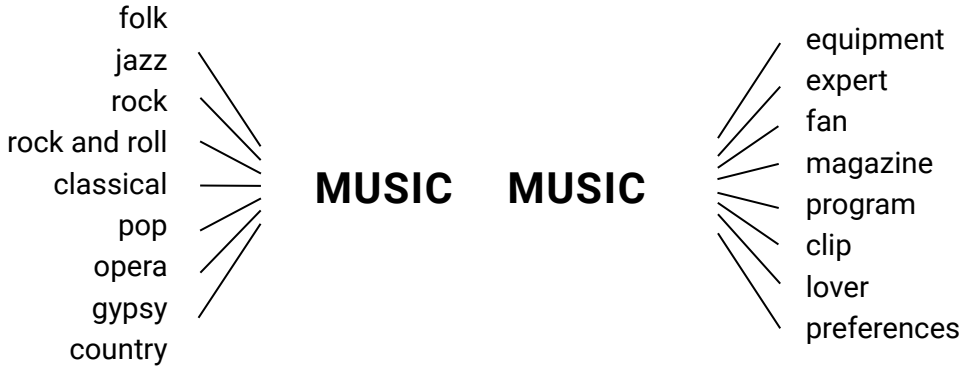
- breathtaking
- calming
- contemporary
- exciting
- inspiring
- loud
- low
- lyrical
- relaxing
- rhythmic
- thrilling



**DON'T
Forget!**

You can join two nouns and make new words.

GENRES OF MUSIC



Expressions related to music

listen to music
 enjoy music
 play music
 to sound good/bad/cool*
 watch music programmes

be crazy about music
 play an instrument
 do karaoke
 be music mad
 a piece of music

2. Listen, learn and role play the *Do-Re-Mi* from the musical* *Sound of Music*.

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

LISTENING SPOT



Music and lyrics
 by Richard Rodgers
 and
 Oscar Hammerstein*

* cool = very good
 * musical = musical film
 * lyrics = the words of a song

Do-re-mi, do-re-mi
The first three notes just happen to be
Do-re-mi, do-re-mi
Maria (spoken) Do-re-mi-fa-so-la-ti
Let's see if I can make it easy
Maria Doe, a deer, a female deer
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do (oh-oh-oh)
Maria and Children (Repeat above verse twice)
Maria Do-re-mi-fa-so-la-ti-do
So-do!
Maria (spoken) Now children, do-re-mi-fa-so and so on
are only the tools we use to build a song.
Once you have these notes in your heads,
you can sing a million different tunes by mixing them up.
Like this.
Maria So Do La Fa Mi Do Re
Maria (spoken) Can you do that?
Children So Do La Fa Mi Do Re
Maria So Do La Ti Do Re Do
Children So Do La Ti Do Re Do
Maria (spoken) Now, put it all together.
Maria and Children So Do La Fa Mi Do Re, So Do La Ti Do Re Do
Maria (spoken) Good!
Brigitta (spoken) But it doesn't mean anything.
Maria (spoken) So we put in words. One word for every note. Like this.
Maria When you know the notes to sing
You can sing most anything
Maria (spoken) Together!
Maria and Children When you know the notes to sing
You can sing most anything

Maria and Children (Repeat above verse)
Do Re Mi Fa So La Ti Do
Do Ti La So Fa Mi Re

Children
Do Mi Mi
Mi So So
Re Fa Fa
La Ti Ti

Maria and Children (Repeat above verse 4x as Maria sings)

Maria
When you know the notes to sing
You can sing most anything

Maria and Children (Repeat above verse)
Tea, a drink with jam and bread
That will bring us back to
Do . . . So Do
Re . . . La Fa
Mi . . . Mi Do
Fa . . . Re
So . . . So Do
La . . . La Fa
Ti . . . La So Fa Mi Re
Ti Do - oh - oh Ti Do - So Do



CONFUSING WORDS		
Word	Meaning	Example
hear	a physical action (լսել)	– Did you hear what I just said?
listen (to)	try to hear (ունկնդրել)	– Sorry, I wasn't listening.

**3. Choose the correct verb: *hear* or *listen* (to).
Change it where necessary.**

- John! Can you _____ that sound?
- Do you like to _____ rock music?
- The children _____ the teacher carefully.
- Can you speak a little louder? I can't _____ you.
- Have you _____ of the accident in the street?
- _____. There's someone at the door.
- Can't you _____ the baby crying?
- _____.! What's that noise?
- I can't _____ anything.

4. Which is the odd word out?

- piano, violin, clarinet, player, cello
- jazz, headphones, rock, rap, disco
- choir, orchestra, pop group, band
- microphone, headphones, player, stereo, trumpet
- Beethoven, Mozart, DJ, Chopin, Vivaldi, Khachaturyan

<i>in a loud voice</i>	<i>in a booming voice</i>
<i>in a low voice</i>	<i>in a clear voice</i>
<i>in a soft voice</i>	<i>in a deep voice</i>



5. Complete the sentences with *in a loud voice* or *in a low voice*.

1. We spoke _____ to avoid waking up the baby.
2. The order was given in _____ so that the crowd could hear.
3. Beer in hand, he spoke _____ over the sound of the music.
4. Make eye contact, wave your arms slowly and speak firmly _____.

**6. What music do you like and why? Work with a partner.
The adjectives below will help you to answer. .**

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

cheerful	boring	calm
relaxing	sad	fast
fantastic	loud	cool

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

ARE YOU A MUSIC EXPERT?

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

Now count the ticks (✓) and check your score.

- 0 – 3 You're not really a music lover.
4 – 6 You enjoy music, but you're not crazy about it.
7 – 10 You're music mad.

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

HOW MUCH DO YOU KNOW ABOUT MUSIC?

1. Musical instruments make
 - a. noises
 - b. music
 - c. sounds
2. A large group of people that play together is
 - a. a choir
 - b. an orchestra
 - c. a duet
3. A small group of people that play together is
 - a. a band
 - b. a duet
 - c. a choir
4. Folk, jazz, disco, rap, rock are
 - a. instruments
 - b. equipment
 - c. genres of music
5. The words of a song are called
 - a. the lyrics
 - b. the poem
 - c. the notes
6. People that play music are
 - a. musicians
 - b. musicals
 - c. players
7. Beethoven, Mozart, Chopin, Vivaldi, Khachaturyan are
 - a. singers
 - b. violinists
 - c. composers
8. A conductor is a person
 - a. who sells tickets
 - b. who directs an orchestra/choir
 - c. who drives a bus
9. A DJ is
 - a. a musician
 - b. a disc jockey
 - c. a pianist
10. Which is NOT a music genre?
 - a. country
 - b. folk
 - c. detective
11. An organ is
 - a. a music genre
 - b. a musical instrument
 - c. a band
12. What instrument is rarely used in classical music?
 - a. a violine
 - b. a saxophone
 - c. a piano

9. Fill in the table below using possessive pronouns to make comparisons. The words and expressions in the box below will help you. Examples are provided.

sing dance invent songs read music play the piano

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

Talking points

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

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

for
before
behind
among
between
during
after

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

11. Interview your classmates. Find someone who...



Interview

1. has been to a concert recently
2. plays a musical instrument
3. downloads music from the Internet
4. takes dancing lessons
5. reads music magazines
6. studies to music
7. wakes up to music
8. watches TV music programmes
9. likes singing in the shower

**12. What did you find out about your classmates?
Write a report. The heading and the beginning
are provided below.**



WRITING SPOT

Musical Tastes and Habits in My Class

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



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

MUSICAL EDUCATION

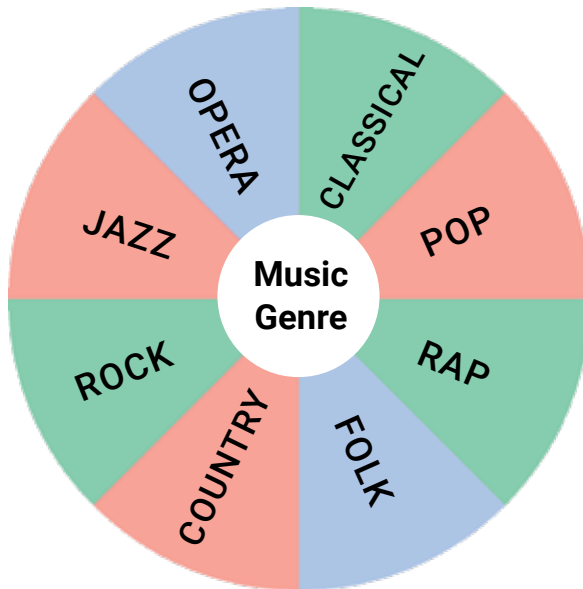
drawing by H. Bidstrup



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

14. What is your favourite music genre? Use the adjectives below to describe your favourite type of music. Example is provided.

 **WRITING SPOT**



boring
cheerful
fantastic
slow
fast
calm
loud
relaxing
sad

e.g. *I like listening to jazz. It's fantastic.*
I don't like listening to classical music. It's boring.

15. Work with a partner. Use the questions below to interview your partner. Add your own questions.

 **Interview**

WHAT ARE YOUR MUSICAL HABITS?


- How often do you listen to music?
- Do you sing in the bath?
- Do you study music?
- Do you wake up to music?
- Do you watch TV music programmes?
- Have you ever done karaoke?
- Have you ever played a musical instrument?

THE POWER OF MUSIC



- 16. Music like reading, writing, and speaking conveys thoughts, ideas, and feelings. Music is an important means of learning about and transmitting cultural heritages. Music helps us to learn about ourselves, our traditions, and our ways of thinking and acting. It also helps us to learn about others, their traditions and their behaviour. Music provides an avenue for developing self-expression and creativity. Music teaches to appreciate quality. Listen to the talk about music. What are the positive effects of classical music?**

Positive effects of classical music



17. Listen and repeat.

- She can play the flute. She can paint pictures.
She can write poems. She can grow plants.
She can do most things. What can I do?
I can't do any of the things she can!
- You can wrestle.
- Yes, but who needs a girl who can wrestle?
- I do.

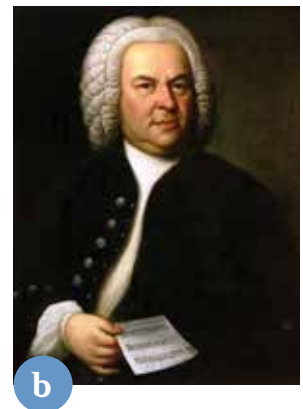


18. Information on some distinguished musicians in the world, their impact on the music industry, and their contributions to the evolution of music is given below. Use the information below to introduce your favourite musician. Match the pictures of the famous musicians with the information about them.

Music is a universal language that has the power to bring people together and evoke emotions that transcend cultural and linguistic barriers. Throughout history, there have been countless musicians who have left an indelible mark on the world with their artistry, creativity, and talent.

Music has been an integral part of human society for centuries, and great musicians have played a significant role in shaping and defining the course of music history. Throughout history, there have been countless musicians who have left an indelible mark on the world of music, from classical composers like Bach, Beethoven, and Mozart, to modern-day pop icons like Michael Jackson, Madonna, and Beyoncé.

1. One of the greatest composers of all time was **Johann Sebastian Bach**. Born in 1685 in Germany, Bach was a composer and musician of the Baroque period. He is widely regarded as one of the most significant and influential composers in the history of classical music, with his works still being studied and performed by musicians around the world. Bach composed a vast amount of music, including cantatas, oratorios, organ works, and concertos, and his music is known for its complex harmonies and contrapuntal style.
2. Another towering figure in classical music was **Ludwig van Beethoven**. Born in 1770 in Germany, Beethoven was a pianist and composer of the Classical and Romantic periods. He is considered one of the most significant composers in the history of Western classical music, and his music has been a source of inspiration for countless musicians



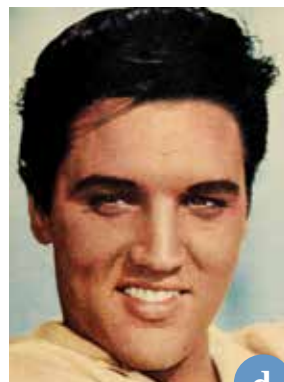
and composers. He was known for his powerful and emotional symphonies, including his Ninth Symphony. Despite going deaf in his later years, Beethoven continued to compose music.

3. **Wolfgang Amadeus Mozart** was a child prodigy who began composing music at the age of five. He is considered one of the greatest composers of the classical era and is known for his intricate and complex compositions. His most famous works include his operas, such as *The Marriage of Figaro* and *Don Giovanni*, and his *Requiem Mass in D minor*.

4. **Elvis Presley** is known as the "King of Rock and Roll," Elvis Presley is one of the most iconic musicians in history. He was a singer, songwriter, and actor who rose to fame in the 1950s. His unique blend of rock, country, and blues music helped shape the genre of rock and roll, and his energetic performances and signature style continue to influence musicians today.

5. **The Beatles** were a British rock band that formed in the early 1960s. Composed of John Lennon, Paul McCartney, George Harrison, and Ringo Starr, the Beatles are considered one of the most influential bands in history. Their music was a mix of rock, pop, and folk influences, and they were known for their innovative songwriting and harmonies. Some of their most famous songs are *Hey Jude*, *Let it Be*, and *A Hard Day's Night*.

6. **Michael Jackson** was a singer, songwriter, and dancer who is considered one of the most iconic pop stars of all time. He rose to fame in the 1980s with his album *Thriller*, which remains one of the best-selling albums of all time. Jackson was known for his electrifying performances, unique dance style, and catchy pop songs.



19. Armenia has produced many great musicians in various genres, and their contributions to the world of music are significant. Use the information below to speak about the Armenian musicians you appreciate most of all. Match the pictures of the famous Armenian musicians with the information about them.

Armenian music has a long and rich history that dates back centuries, and is characterized by its unique blend of Eastern and Western musical traditions. Armenia has produced many great musicians in various genres, including classical, jazz, and contemporary music.

1. Among the many talented musicians who have contributed to Armenian music, Komitas is perhaps the most famous. **Komitas Vardapet, (Sghomon Sghomonian)** a medieval Armenian priest and musician who lived in the late 19th and early 20th centuries was born in 1869 in the village of Koutina in the Ottoman Empire, which is now part of Turkey. He was a composer, choir leader, singer, music ethnologist, music teacher, and priest. Many regard him as the founder of modern Armenian classical music.

He spent much of his life traveling throughout Armenia, collecting folk songs and documenting the unique musical traditions of the region. He also composed his own music, which was inspired by the melodies and rhythms he heard in the villages and towns he visited. Some of his most famous works are the Six Dances for Piano, Armenian Folk Songs, and The Liturgy of St. Gregory the Illuminator.

Unfortunately, Komitas's life was marked by tragedy. In 1915, during the Armenian Genocide, he was arrested and imprisoned by Ottoman authorities, along with many other Armenian intellectuals and cultural figures. He was eventually released, but the experience left him traumatized and he spent the rest of his life in a mental institution in France. Despite this, his contributions to Armenian music live on, and he is still revered as a national hero in Armenia.

2. Another famous Armenian poet and musician **Sayat-Nova** lived in the 18th century and is considered



one of the greatest Armenian poets of all time. He wrote many songs and poems about love, nature, and the beauty of Armenian culture.

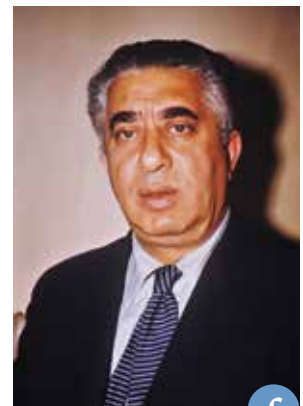
3. One of the most significant classical composers of Armenian origin was **Aram Khachaturian**, both composer and conductor. Born in 1903 in Tiflis (now Tbilisi, Georgia), Khachaturian spent much of his life in Armenia. He is best known for his compositions, which blend Western classical music with traditional Armenian folk music. Some of his most famous works are the ballets *Gayane* and *Spartacus*. He is known for his orchestral works, such as the *Sabre Dance* from his ballet *Gayane*, as well as his piano and violin concertos.

4. **Charles Aznavour**, a singer-songwriter who was born in France in 1924 to Armenian parents. He wrote and performed songs in French, English, and Armenian, and was known for his powerful voice and emotional performances.

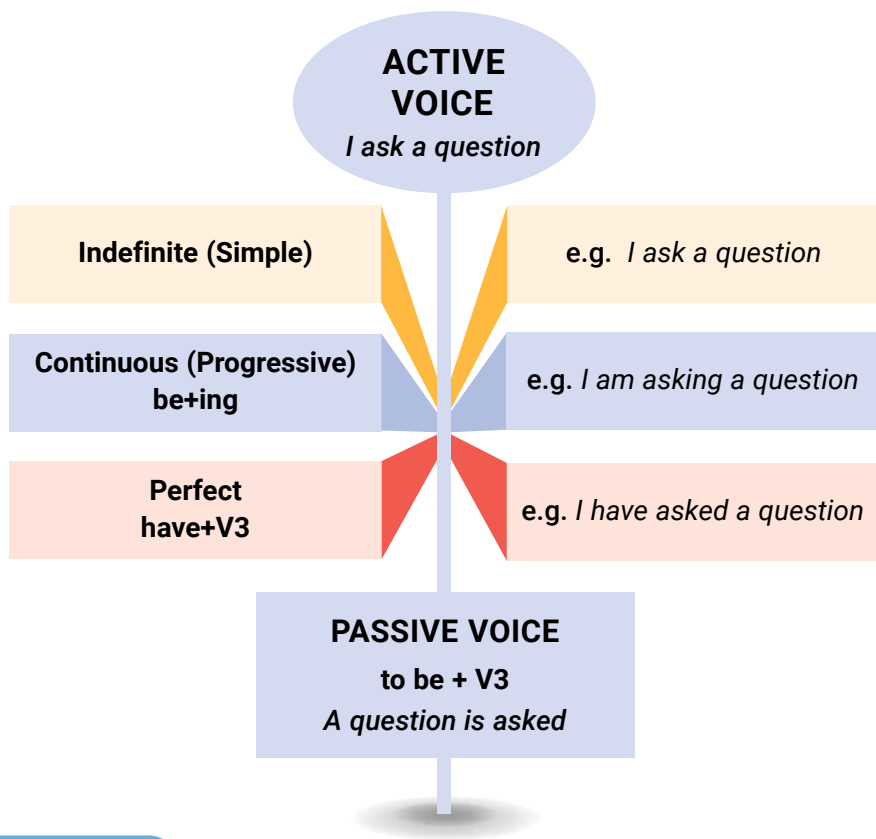
5. In the world of contemporary music, Armenian-American musician **Serj Tankian** has made significant contributions. Tankian is the lead singer of the popular rock band *System of a Down*, which formed in 1994. The band's music has been influenced by Armenian folk music, and Tankian's lyrics often address political and social issues. In addition to his work with *System of a Down*, Tankian has also released several solo albums and has worked on various film scores.

6. Another notable Armenian musician is duduk player **Djivan Gasparyan**. Born in 1928 in Armenia, Gasparyan is a master of the duduk, a traditional Armenian woodwind instrument. He has performed in many countries around the world and has collaborated with many prominent musicians. Gasparyan's music is known for its hauntingly beautiful melodies and its ability to evoke deep emotions in listeners.

Armenian musicians have left an indelible mark on the music industry and continue to inspire and influence musicians around the world.



VERB TENSES AND VOICE



Remember

Active Voice

Subject, doer of the action.

Object, receiver of the action.

He hit the man.

Passive Voice

We use the Passive Voice when we are more interested in the action than in the person or people who do the action.

The man was hit.

20. Choose the correct passive form.

1. St. Paul's Cathedral ____ by Sir Christopher Wren.
a. is built b. are built c. was built
2. Furniture ____ by a carpenter.
a. is made b. was made c. were made
3. The movie "Titanic" ____ in 1997.
a. is produced b. was produced c. were produced
4. English ____ in many countries of the world.
a. is spoken b. was spoken c. are spoken
5. Hundreds of houses ____ by the Great Fire of London.
a. is destroyed b. was destroyed c. were destroyed

21. Complete the sentences below with the present or past simple passive voice using the verbs in brackets.

1. English ____ in many countries all over the world. (speak)
2. America ____ by Christopher Columbus in 1492. (discover).
3. CNN ____ by millions of people . (watch)
4. In Turkey many houses ____ by the earthquake last week. (destroy)
5. India ____ independence after the end of World War II (give).
6. New medicine for many diseases ____ every year. (find)
7. The criminals ____ by the police. (catch)
8. The thief ____ to the nearest police station. (take)
9. When people ____, they ____ to the police station. (arrest, take)
10. The wheel ____ thousands of years ago. (invent)
11. Milk ____ in the fridge. (usually keep)
12. How did people communicate over long distances before the phone ____ ? (invent)
13. At ten o'clock yesterday, the local bank ____ .(rob)
14. About 71 percent of the Earth's surface ____ by water, and oceans. (cover)
15. His car ____ by the police this morning. (stop)
16. In the US, elections for president ____ every four years. (hold)
17. Elections in Britain ____ every five years. (hold)
18. You can't see the house from the road. It ____ by a lot of trees.(surround)
19. My dog ____ every morning. (feed)
20. A lot of food ____ away every day. (throw)

22. Is the word in bold adjective or adverb?

1. My train arrived **late**, as usual.
2. We often have a **late** breakfast on Sunday mornings.
3. My brother loves **fast** cars.
4. He drives too **fast**.
5. This exercise is **harder** than I thought.
6. I hope you'll try **harder** in future.
7. *The Times* is published **daily**.
8. *The Times* is a **daily** newspaper.
9. You've just ruined my **best** shirt.
10. I work **best** in the morning.

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

in at on for of with

1. I'm interested ____ the idea.
2. They're interested ____ our project.
3. He's really good ____ English.
4. I'm not very good ____ drawing.
5. She's interested ____ buying the flat.
6. You're good ____ talking to big groups of people.
7. Eating a lot of red meat is not good ____ you.
8. I'm afraid ____ flying.
9. They are very bad ____ maths.
10. Children are usually fond ____ animals.
11. Mum is often angry ____ my brother.
12. She is interested ____ jazz.
13. Are you interested ____ country music?
14. We've got enough to eat. The fridge is full ____ food.
15. Smokers are well aware ____ the dangers to their own health.
16. Unfortunately, I'm very bad ____ music.
17. Armenians are extremely good ____ languages.
18. Sugar is bad ____ teeth.
19. You are very bad ____ lying.

24. Complete the article below with the present or past simple passive voice using the verbs in brackets.

THE HISTORY OF PAPER

Today, paper _____ (use) for hundreds of things - not only books and newspapers, but also money, stamps, bags and even clothes.

In ancient times, before the invention of paper, people _____ (write) on animal skins, bones and stones. In 2700 BC the Egyptians _____ (start) to make papyrus, which was similar to paper. But the first real form of paper _____ (invent) in 105 AD by a Chinese government official. It _____ (make) from a mixture of plants and clothes. The Chinese _____ (keep) their new discovery a secret for many centuries.

Finally, in the 10th century, paper _____ (bring) to Europe by the Arabs. The first European paper mill _____ (build) in Spain in 1150. Since the 18th century, most paper _____ (make) out of wood, because it is much stronger than cloth.

Today, each person _____ (use) about 300 kg of paper every year. It has become a material that we cannot do without.

25. Use the verbs in the box below to fill in the gaps. Use the correct form of the passive.

THE STRADIVARI

sell	know	play	look	admire
build	buy	keep	make	demonstrate

A Stradivarius violin _____ yesterday at Christie's for 902,000 pounds, the highest price ever paid for a Strad. The violin, owned by the Mendelssohn family, _____ in 1720 and, because of its colour, it _____ as the *Red Strad*.

It _____ by a professional musician. In its years in the Mendelssohn family, it _____ very little, except by amateurs, but its beautiful tones _____ by a Japanese violinist before the auction yesterday.

"It is in a very good condition because it _____ in a special case", said Yoshito Ito. "It _____ after very well."

The violin reached the high price because of its date of 1720 (the height of Stradivari's Golden Age) when his finest instruments _____ .

Strads _____ all over the world for their purity and deep and clear sound.

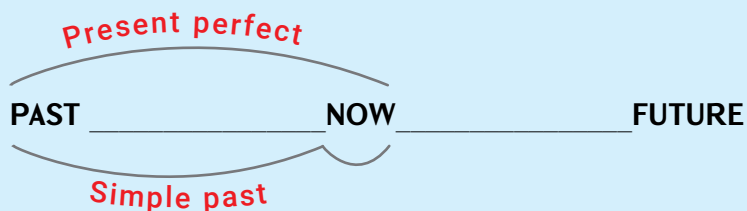


Remember

THE PRESENT PERFECT TENSE

Present perfect = have / has + past participle (V3)

have / has + worked / done



I **worked** with your sister. (I don't work with your sister now.)

I **have worked** with your sister. (I work with your sister now.)

Do you ever ...? Did you ever ...? Have you ever ...?

Signal words

just	up to now
yet	since
already	for
never	recently
ever	lately
so far	this week/month etc.



**Watch
OUT!**

The position of **yet** and **already** in the sentence

- He hasn't finished his homework yet. (-)
- Has he finished his homework yet? (?)
- Has he *already* finished his homework? (?)
- He has *already* finished his homework. (+)

the difference

Past simple

I broke the chair
yesterday.
Mother prepared
dinner **last night.**

Present perfect

I have broken the chair.
(*it is broken **now***)
Mother has already prepared dinner.
(*dinner is ready **now***)

26. Tick the correct answers.

1. What are typical signal words for the Simple Present?
 - a. yesterday
 - b. just
 - c. sometimes
 - d. every day
 - e. at the moment
 - f. often
2. What are typical signal words for the Simple Past?
 - a. yesterday
 - b. last month
 - c. now
 - d. three days ago
 - e. in 1995
3. What are typical signal words for the Present Perfect?
 - a. so far
 - b. already
 - c. yet
 - d. up to now
 - e. usually
 - f. two hours ago
4. What are typical signal words for the Present Progressive?
 - a. next week
 - b. often
 - c. never
 - d. at the moment
 - e. yesterday
 - f. now
5. *yet* and *already* are signal words, that demand.
 - a. Simple Present
 - b. Present Perfect
 - c. Simple Past
 - d. Present Progressive
6. *recently* and *lately* are signal words that demand.
 - a. Simple Present
 - b. Present Perfect
 - c. Simple Past
 - d. Present Progressive

27. Complete the sentences below with the correct tense of the verbs in brackets.

1. Did you see John yesterday? No, I _____ (see, not) him for a long time.
2. She _____ to sleep while I _____ (go, tell) her about my holidays.
3. I'm not hungry. I _____ (eat, already).
4. Hello, Mike. I _____ (see, not) you since September.
5. _____ you ever _____ to Armenia (be)?
6. Mother _____ (do) all the housework. Everything is clean now.
7. When _____ (Columbus discover) the New World?
8. My best friend and I _____ (know) each other for over fifteen years.
We still get together once a week.
9. We _____ (discuss) that problem many weeks ago.
10. I _____ (play) chess since I was a child.
11. I _____ (live) in Armenia since childhood.
12. I _____ (live) in Armenia when I was a child.
13. The plane _____ (just land).
14. The Titanic _____ (sink) in 1912.
15. People _____ (write) letters to communicate in the past.

28. Which answers are correct?

1. Tick the sentences/questions that are in the Simple Past.
 - a. He is from Japan.
 - b. She is listening to an audio book.
 - c. Yesterday my friend invited me to his party.
 - d. Did you phone me last night?
2. Tick the sentences/questions that are in the Present Perfect.
 - a. They play tennis every Friday afternoon.
 - b. My son has just come home from school.
 - c. Have you ever walked in the evenings?
 - d. He is my best friend. I have known him for two years.

29. Listen to people talking about what they have and haven't done during their busy day and answer the questions below.

1. What have they already done?
2. What haven't they done yet?

 LISTENING SPOT



**30. Match the prepositions below with the pictures.
Make sentences.**



up
down
between
among
through
with
into
out of
behind
in front of



31. Can you read the poem?

LOVE POEM

rəʊziz a: red
ðə skai iz blu:
ðə wə:ld iz wʌndəfʊl



32. Complete the article with the correct tense of the verbs below. Make all necessary changes. The same verb can be used several times.

build	design	make	replace
copy	remove	buy	remodel

The house _____ in 1841. It looks very elegant, but wasn't built for a rich family. It _____ for a middle-class family. It wasn't designed by an architect. The style _____ from several other houses in the area.

Today this beautiful house is an expensive apartment building, but it wasn't used as an apartment building a hundred years ago. It _____ for one family.

Originally, it wasn't painted as it is today. The door had a beautiful design, but the design _____ in 1970. The area above the door wasn't made of brick. It _____ of marble. In 1970, when the house _____ by its present owner, all the windows _____. In fact, in 1970, the entire house _____. Still, the old house is elegant and charming.



PAST CONTINUOUS AND PAST SIMPLE WITH *WHEN AND WHILE*



Remember

We use the **Past Simple** to talk about finished actions in the past.

I came home late yesterday.

When = at the time **When + short action (past simple)**

I helped my mother around the house when I was home.

We use the **Past Continuous** to describe an action in progress at a specific moment in the past.

I was cleaning my room the whole day yesterday.

While = during the time **While + long action (past continuous)**

While he was working, he often listened to music.

33. Complete the sentences with *Past Simple* or *Past Continuous*.

1. We ____ to the cinema yesterday. (to go)
2. I ____ my homework for the whole evening yesterday. (to do)
3. My neighbour ____ the piano at 4 pm yesterday. (to play)
4. When I came home, my little brother ____ TV. (to watch)
5. They ____ a new house last month. (to buy)
6. We ____ our relatives in the USA two years ago. (to visit)
7. I ____ for the test from 10 am till 5 pm yesterday. (to prepare)
8. I ____ a good friend of mine last week. (to see)
9. What ____ your father ____ the whole evening yesterday? (to fix)
10. At half past six yesterday, we ____ dinner. (to have)
11. She ____ for Spain last spring. (to leave)
12. Children ____ when their father came home. (to sleep)
13. Last Sunday, we ____ a tree in our garden. (to plant)
14. She ____ dinner when the lights went off. (to cook)
15. When ____ your brother ____ home yesterday? (to come)

34. Complete the sentences with *when* or *while*.

1. ____ I heard the doorbell, I went to the door.
2. ____ my mum was washing her hair, I did my homework.
3. I was in the shop ____ someone stole my bag.
4. I hurt my back ____ I was trying to lift the piano.
5. ____ I was washing the dishes, my wife came home.
6. ____ it started to rain, we went inside.
7. ____ I was cooking dinner, the phone rang.
8. We were talking ____ my mother was listening to our conversation.
9. Father arrived home ____ all the guests were having tea and biscuits.
10. My father was waiting in the car ____ my mother was doing shopping
11. I was taking a shower ____ the phone rang.
12. Father was watching TV ____ I was studying.
13. ____ I saw him, he was eating ice cream.
14. I was making dinner, ____ my sister was watching TV.
15. The police stopped him ____ he was driving.
16. The mouse was running across the room ____ the cat saw it.
17. I was reading a book ____ suddenly I heard a noise.
18. The boy crashed into the car ____ he was cycling.

UNIT 3

Let's Think Green and Be Nature-wise

You don't know what you've got till it's gone.



Look deep into nature, and you will understand everything better.

Albert Einstein

1. Listen and learn the poem.

I WONDER

I wonder why the grass is green,
And why the wind is never seen?

Who taught the birds to build a nest,
And told the trees to take a rest?

And when the moon is not quite round,
Where can the missing bit be found?

Who lights the stars, when they blow out,
And makes the lightning flash about?

Who paints the rainbow in the sky,
And hangs the fluffy clouds so high?

Why is it now, do you suppose,
That Dad won't tell me if he knows.



LISTENING SPOT



Jeannie Kirby



Remember



WORD BANK

I wonder – հետաքրքիր է

Are you nature wise?

I wonder if you are nature wise.

I wonder who taught the birds to build a nest.

Environment-related nouns

environment

ecology

pollution

waste

preserve/reserve

garbage/trash

litter/rubbish

Environment-related expressions

be nature wise

protect the nature

enjoy the countryside

enjoy oneself

clean the picnic place

save water

take the litter away



**Watch
OUT!**

American (AmE)
garbage/trash

British (BrE)
litter/rubbish

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

air

noise

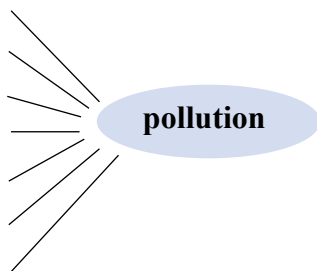
sound

environmental

water

gas

waste



endangered species

global warming

rainforest

consume less energy

reduce

reuse

recycle

deforestation

3. 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. saving and protecting the environment |
| 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 there is a lot of rain |
| 9. global warming | i. grown or made without any chemicals |
| 10. solar energy | j. when an animal or plant soon might no longer exist |

4. Give English equivalents for the Armenian expressions below.

- | | |
|--------------------------|---------------------|
| 1. բավականություն ստանալ | 6. աղբը հավաքել |
| 2. պահպանել բնությունը | 7. աղբը թափել |
| 3. աղտոտում | 8. արգելոց |
| 4. թափոն | 9. աղբ |
| 5. բնապահպանություն | 10. շրջակա միջավայր |

5. Match the problem to the description.

WATER PROBLEMS

- | | |
|--|-------------------|
| 1. Germs can make water unsafe. | |
| 2. Big hotels for tourists in developing countries sometimes use up a lot of the local people's supply of water. | Tourism and trade |
| 3. Chemicals cause sickness when they get into the water system. | Drought |
| 4. When there is no rain, people who have no stores of food or water will suffer. | Pollution |
| | Infected water |

6. Use the information in the article on environmental issues to answer the questions below.



BE THE ONE WHO SAVES THE EARTH

The earth is more than just a place we call home. The earth is our environment. It means that the land, air, water and wildlife that surround us affect the way we live, and the way we live affects the natural world outside our front door. A lot of people understand this and see such urgent environmental problems as water and air pollution. We don't treat our seas very well. We dump lots of rubbish in them, and hurt fish populations with huge boats and nets.

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. 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.

It's time to learn the three R's of the environment: reduce, reuse, recycle. Reuse and recycle whatever you can. 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. If you turn the tap off you can save a lot of water. Your old things can often be useful to somebody else. See if somebody else wants them before you throw them away.

7. 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!



8. What should we do to help look after the environment?

Sort the expressions below into two groups.

leave lights on

use things again

switch lights off

leave PC on

recycle glass

waste paper

leave tap on

have long showers

plant a tree

use lots of water

walk to school

drop litter

You should	You shouldn't
------------	---------------

9. Take the quiz and see how much you can do to help the planet.

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 would you do while brushing your teeth?

- a. leave the water running (0)
- b. brush quickly (0)
- c. turn off the tap (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. When you go on a picnic you

- a. never take back whatever you bring in (0)
- b. barbecue safely and cleanly (1)
- c. don't bring a bag for all of your recyclables (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)

Now add your points and 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?

Talking points



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?

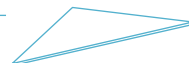
10. There are lots of ways to help the environment. Make a list of things you do to help the environment. An example is provided



WRITING SPOT

How do you help the environment?

I throw recyclables in the recycling bins. ...



11. Use the information in the article to answer the questions.

TROPICAL RAINFORESTS

Tropical rainforests grow around the earth's equator (South America, Central America, Africa, and Southeast Asia), and cover 7% of the earth's surface. The biggest tropical rainforest is the Amazon rainforest in South America.

Rainforests are important for the earth. They give the earth oxygen, and are a home for half of the world's animals and plants. But the rainforests are in danger - each second we destroy a part of the rainforest that is the same size as a football field.

Tropical rainforests are home to a rich, colourful variety of plants, food, birds and animals. Can you believe that a single bush in the Amazon may have more species of ants than the whole of Britain. 480 varieties of trees may be found in just one hectare of rainforest.

These forests sustain around 50% of all the species on Earth.

Rainforests are the lungs of the planet – storing vast quantities of carbon dioxide and producing a significant amount of the world's oxygen.

Rainforests have their own perfect system for survival. The tall trees protect themselves, smaller plants, and the forest animals from heavy rain, intense dry heat from the sun and strong winds.

Amazingly, the trees grow in such a way that their leaves and branches, although close together, never actually touch those of another tree.

Scientists think this is to prevent the spread of any tree diseases and make life more difficult for leaf-eating insects like caterpillars.

They are not called rainforests for nothing. Rainforests can generate 75% of their own rain. The humidity of large rainforests contributes to the formation of rainclouds that may travel to other countries in need of rain.



Worryingly, rainforests around the world are disappearing at an alarming rate, thanks to deforestation, river pollution, and soil erosion as land is being claimed for agriculture and trees are *felled for wood. A few thousand years ago, tropical rainforests covered as much as 12% of the land surface on Earth, but today this has fallen to less than 5.3%.

We can only hope that the world's governments work together with environmentalists and businesses to use their environmental knowledge and power to preserve the rainforests – beautiful and vital for our existence.

Choose the correct answer.

1. Where are most of the tropical forests?

- a. in South America
- b. Africa
- c. in Southeast Asia

2. What is the typical climate of tropical rainforests?

- a. it rains a lot and it's often cold
- b. it doesn't rain very much and temperatures are not too high or low
- c. it rains a lot and temperatures are not too high or low

3. Why are rainforest plants useful to us?

- a. they provide food and oil
- b. they provide medicines
- c. both of these

4. Why are rainforests in danger?

- a. people are cutting down the trees
- b. people are building houses in the trees
- c. people are taking all the food

12. Complete the sentences with the correct form of the verbs below.

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.

*to fell = cut down

13. Choose the correct option.

1. That shopping bag is *reusable* means
 - a. throw the shopping bag away
 - b. we won't need it again
 - c. don't throw away the shopping bag because we can use it again
 - d. if you throw the shopping bag, we cannot use it again

2. *Reforestation* will help to restore our environment.
 - a. planting trees again will replenish our environment
 - b. cutting down trees will further help to worsen the environment
 - c. forests should be cut to improve the worsening environmental pollution

3. *Deforestation* will cause environmental depletion means
 - a. planting trees will help our environment from depletion
 - b. cutting down trees will cause further environmental depletion
 - c. too many forests will cause further environmental depletion

14. Match the words on left and right sides to make as many compound nouns and adjectives as possible.

- | | |
|-----------|--------------|
| 1. green | a. long |
| 2. rain | b. wide |
| 3. river | c. eating |
| 4. soil | d. erosion |
| 5. leaf | e. pollution |
| 6. world | f. forest |
| 7. nature | g. cloud |
| 8. air | h. house |
| 9. water | i. fall |
| 10. life | j. wise |

15. True or False?

1. Tropical rainforests are found all over the earth.
2. The Amazon is the largest rainforest.
3. There are different layers of plants and trees in rainforests.
4. Tropical rainforests are not good homes for animals.
5. Rainforests give us food, medicines and oxygen.
6. We can't do anything to protect the rainforests.

T	F

16. Listen to the interviews on the issue
The earth is our environment and hold a debate by answering the questions below.

 LISTENING SPOT



Useful language

pay a fine – տուգանք վճարել
household waste – կենցաղային թափոններ
pollute the planet – աղտոտել մոլորակը
make a difference – բարի գործ անել, օգուտ բերել

<i>Do you think...</i>	<i>I don't think...</i>
<i>Do you believe...</i>	<i>I don't believe...</i>
<i>I'm sure...</i>	<i>I'm not sure...</i>
<i>I guess...</i>	<i>Unfortunately...</i>
<i>Who knows, maybe...</i>	

Talking points 

1. How do we treat the earth?
2. What duties should we perform in the environment?
3. What do we recycle?
4. Do we recycle enough?
5. How can we help to save the earth?
6. What are the three components of waste management?

17. Match the prefixes with their meanings.

 WORD BUILDING

- | | |
|------------------------|---------------------|
| 1. bi- (bicoloured) | a. again, back |
| 2. de- (deforestation) | b. many |
| 3. multi- (multiple) | c. remove, reduce |
| 4. dis- (disadvantage) | d. two, in two ways |
| 5. re- (reuse) | e. negation |
| 6. co- (coexist) | f. together, joint |
| 7. over- (overcook) | g. at a distance |
| 8. mid- (midnight) | h. too much |
| 9. tele- (television) | i. middle |

18. Read through the opinions. Add your own.

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.

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.

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?

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 apparent reason at all. One person's energy waste may not be very important for nature, but there are lots of people in the world.

19. Give English equivalents for the Armenian expressions below.

- | | |
|--|------------------------|
| 1. անհետացման վտանգի տակ գտնվող տեսակներ | 5. վերամշակել |
| 2. արևադարձային անտառ | 6. վերաօգտագործում |
| 3. անտառահատում | 7. հանածո վառելանյութ |
| 4. գլոբալ տաքացում | 8. կենդանական աշխարհ |
| | 9. պահպանել բնությունը |

20. Look at the pictures and write a story. Write tips for people going to the countryside for a picnic. The beginning is provided below.

 **WRITING SPOT**

A GREAT DAY OUT

drawing by H. Bidstrup



When in the countryside please remember:

1. be nature wise
2. no fire in the forest

21. Use the information in the article to match the pictures with their descriptions.

WONDERS OF THE WORLD NATURE

Humans and the environment have a centuries-long relationship with each other. For centuries mankind has peacefully coexisted and benefited from everything provided by nature. It has provided mankind with food, shelter and all necessities of life without ever asking anything in return.

Technological advancement, modernization, and economic growth have led humans away from mother nature. Deforestation has caused a major climate change which has led to global warming. Global warming, sea-level rise, heatwaves, flooding, and wildfires are some signs from nature that we need to stop harming our environment.

Everyone should be taught to love and respect nature to improve relationship between humans and the environment, otherwise we won't be able to survive on planet earth. If we destroy nature, we destroy ourselves. If we lose relationship with nature, we lose relationship with humanity. If we do not love nature, we do not know how to love human beings.

Our Earth has lots of spectacular natural wonders like mountains, water falls, rainforest, canyons, volcanos, natural reserves, forests, national parks, lakes, landscapes, rock formations, seascapes, caves, valleys, ice formations, rivers, or islands that take breath away with their natural beauty.



a



b



c

The Earth offers spectacular natural wonders that only a small percentage of people will ever see in their lifetime. These 7 natural wonders of the world include the Northern Lights, the Grand Canyon, Parícutin, Mount Everest, Harbor of Rio de Janeiro, Victoria Falls, and the Great Barrier Reef.

1. **The Northern Lights** are beautiful dancing waves of light. Unfortunately, the northern lights appear only randomly, making it a challenge for travelers to see while on a short trip. They are more often experienced by locals who live in these northern regions. Some of the most popular places to see northern lights are in Canada's far north, Alaska, Iceland, Norway, Sweden, and Finland. The probability of seeing Northern Lights increases during the winter months. They occur throughout the year but the dark skies in winter make them easier to see.

2. **The Grand Canyon 's** massive and colorful landscape provides breathtaking views that can't be found anywhere else in the world. The Grand Canyon is located in Arizona, USA. The closest major cities are Las Vegas and Phoenix.

3. **Parícutin** is one of the youngest volcanoes on the planet that is situated in the west-central part of Mexico in the state of Michoacán.

4. **Victoria Falls** is located in Africa along the borders of Zambia and Zimbabwe. This spectacular waterfall runs off from the Zambezi River.

5. **Mount Everest** is the highest of the Himalayan mountains, and is considered



the highest point on Earth. Mount Everest is a peak in the Himalaya mountain range. It is located between Nepal and Tibet, an autonomous region of China. In the nineteenth century, the mountain was named after George Everest, a former Surveyor General of India. The Tibetan name is Chomolungma, which means Mother Goddess of the World.

6. One of Australia's most remarkable natural gifts, the **Great Barrier Reef** is blessed with the breathtaking beauty of the world's largest coral reef.
7. **The Harbor of Rio de Janeiro** is located in Brazil and was created by erosion from the Atlantic Ocean. It is the world's largest natural bay, containing more water than any other bay in the world. The bay is surrounded by mountains made from granite. Corcovado mountain, which is home to the famous Christ the Redeemer statue, overlooks the bay.

22. Most breathtaking natural wonders in the world are given below. Fill in the table.

Name	Location	Description
<i>The Grand Canyon</i>	<i>Arisona,USA</i>	<i>a steep-sided canyon carved by the Colorado River in Arizona</i>
Victoria Falls		
Amazon River and Rainforest		
Table Mountain		
Harbour of Rio De Janeiro		
Mount Everest		
Niagara Falls		
The great Barrier Reef		
The Dead Sea		
The Black Forest		
Yellowstone National Park		
The Sahara Desert		

23. Listen and learn the song.



Louis Armstrong

WHAT A WONDERFUL WORLD

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.

24. Complete the table with the correct part of speech.



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

25. Choose the correct option.



18. Do you know ____?

- a. there is an environmental problem worldwide
- b. if there is an environmental problem worldwide
- c. is there an environmental problem worldwide

1. If endangered species ____ saved, rainforests must be protected.

- a. are to be
- b. will be
- c. can be

2. A colony of ants is often observed ____ in cooperative activity.

- a. engaging
- b. to engages
- c. engage

3. Adult eagles let their offspring ____ near their original nesting area.

- a. build
- b. builds
- c. to build

4. ____ orangutans live alone.

- a. Near all
- b. Almost all
- c. The all

5. ____ you believe that a single bush in the Amazon may have more species of ants than the whole of Britain?

- a. may
- b. ought
- c. can

6. In the ocean, ____ more salt in the deeper water.

- a. it is
- b. there is
- c. it may be

7. Rainforests ____ generate 75% of their own rain.

- a. must
- b. can
- c. ought to

8. Everybody ____ try to protect the environment not only for ourselves but for the next generation.

- a. should
- b. may
- c. ought

9. ____ is a key component of modern waste management.

- a. Recycle
- b. Recycling
- c. To recycle

10. Tropical rainforests ____ around the earth's equator.

- a. grows
- b. grow
- c. have grown
- d. will grow

11. ____occupying a relatively small area, rainforests play an important role in maintaining the world.
- Despite of
 - Inspite
 - Despite
12. ____ materials include many kinds of glass, paper, metal, plastic, textiles, and electronics.
- Reducible
 - Reusable
 - Recyclable
13. The air was so polluted that I could ____ breathe.
- hard
 - hardly
 - so hard
14. The sun was rising , ____ we reached the summit of the mountain.
- when
 - while
15. If we ____ nature, we destroy ourselves.
- can destroy
 - destroy
 - will destroy
16. If we ____ relationship with nature, we lose relationship with humanity.
- can lose
 - lose
 - will lose
17. If we do not ____ nature, we do not know how to love human beings.
- can love
 - love
 - will love
18. Everyone ____ be taught to love and respect nature.
- should
 - ought
 - may
19. ____ Earth offers spectacular natural wonders
- A
 - The
 - An
20. For centuries mankind ____ peacefully ____ and benefited from everything provided by nature.
- have coexisted
 - has coexisted
 - had coexisted
21. The Harbor of Rio de Janeiro ____ in Brazil and was created by erosion from the Atlantic Ocean.
- was located
 - is located
22. There are lots ____ problems facing our planet today.
- off
 - of
 - no article

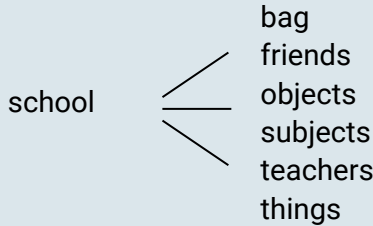
A | School Is My Present



WORD BANK

You can join two nouns and make new words, called compound nouns.

e.g. notebook, blackboard, pencil box



be good at – լավ լինել *I am good at maths.*

be bad at – վատ լինել *He is bad at languages.*

1. Can you name all the things you carry in your school bag? What's in your school bag?

In my school bag I have got...

2. Can you unjumble* the school things you carry in your school bag?

cpniel nep relru srerea tnobkoe



* unjumble – ճիշտ տեղադրել տառերը

3. Names of some school subjects are given in the box. What other subjects do you study at school? Complete the timetable below with the subjects you study at school.

English Maths History Geography Physical Education (PE)

MY TIMETABLE

Days of the week	1st lesson 8.30 – 9.10	2nd lesson	3rd lesson	4th lesson	5th lesson	6th lesson
Monday	English					
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						



once a week – շաբաթը մեկ անգամ
 twice a week – շաբաթը երկու անգամ
 three times a week – շաբաթը երեք անգամ

e.g. – *How many times a week do you have maths?*
 – *We have maths three times a week.*

4. Work with a partner. Use the questions below to interview your partner.



1. What are your favourite school subjects?
2. Who is your favourite school teacher?
3. How many school friends do you have?
4. How many times a week do you have the subjects you study at school?

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

British (BrE)	American (AmE)
timetable	grade
form	math
maths	favorite
favourite	schedule

6. Listen to the information about foreign schools and speak about the same issues in Armenia.

 LISTENING SPOT



7. Listen and learn the poem.

**WHAT DID YOU LEARN
IN SCHOOL TODAY?**

What did you learn in school today,
Dear little boy of mine?
I learned that Washington never told a lie,
I learned that soldiers seldom die,
I learned that everybody's free,
That's what teacher said to me.

I learned that the policemen are my friends,
I learned that justice never ends,
I learned that murderers die for their crimes,
Even if we make a mistake sometimes.

I learned our government must be strong.
It's always right and never wrong.
Our leaders are the finest men,
And we elect them again and again,
And that's what I learned in school today.



8. Listen and repeat the names of the school subjects and tell what your favourite subject is.

9. Listen to the students who share ideas about how they feel about school and tell how you feel about school.



HOW DO YOU FEEL ABOUT SCHOOL?

Teacher Michael, how do you feel about school?

Michael I like some bits of it, and I don't like other bits.

Teacher Which bits do you like, and which you don't?

Michael You know, I like having friends, and some of the teachers are all right. I like some lessons, but some are really boring. Some teachers don't explain anything.

Teacher Which lessons do you like?

Michael English and maths.

Teacher How will you change it if you have the power to change something?

Michael I'll keep school down to one day a week, or have private lessons at home. That's better.

10. Use the information about how Tom spends his schooldays to tell how you spend your schooldays.

Tom is fourteen years old. He goes to a private school in the north of England. He studies maths, physics, chemistry, biology, English, French, German, Latin, geography and history. He does not do music or cooking. He does much sport - from two to three-thirty every afternoon except Saturdays. He has lessons on Saturday mornings, but he is free on Saturday afternoons and evenings. On Sundays he goes to church in the morning, and plays games in the afternoon. He can do what he likes in the evening.

In the evenings he watches TV, or does homework. Tom is interested in photography. Sometimes he spends his free time playing computer games.

11. Add more rules to the list of school rules below.



- *Students must be on time and present for all their classes.*
- *Students shouldn't talk during class time.*
- *Don't talk when someone else is talking.*
- *Treat everyone and everything with respect.*
- *Don't bring mobile phones and other electronic equipment to school.*
- *No food or drink in the classroom.*
- *Do not chew gum in class.*

12. How do you feel about school uniform? Use the information in the article below to discuss the *advantages* and *disadvantages* of school uniform.

SCHOOL UNIFORM



Students at school have to wear a school uniform. This usually means a white blouse for girls with a dark-coloured skirt and a pullover.

Boys wear a shirt, dark trousers and dark-coloured pullovers. Shoes should be sensible* – no high heels.

Young people don't often like their school uniform. Sometimes they do not wear the right clothes. Schools often give them a warning. Most students in British schools wear school uniform. The favourite colours for school uniform are blue, grey or black.



advantages

disadvantages

13. Some tips about how to keep good relationship in class are given below. Add your own tips to the list below.

1. Try to be honest.
2. We all have good days and bad days.
3. Apologize if you feel you are guilty.
4. Be attentive to the people around you.
5. Don't do to others what you don't want to be done to you.

Talking points

1. What common problems worry you and your classmates?
2. Which of them do you consider the most and the least important?
3. Physical Education (PE) must be an everyday school subject.
4. Schools in the past and today.
5. Punishment is a quick and easy way to discipline students.
6. Punishment makes students aggressive.
7. Punishment helps students to study better.
8. Attitude to new students.

* sensible (clothes) — һарմатар

14. Match the paragraphs with the headings.

1. Free time
2. Clothes and Looks
3. School
4. School Uniform
5. Mobile phones

**WHAT IS IT LIKE BEING
A TEENAGER?**

b. Teenagers spend most of their time at school. They spent most of their time on homework.

a. Although a school uniform has its advantages, by the time most teenagers are fifteen or sixteen they are tired of wearing it.

c. Teenagers love to chat. The mobile phone is an essential thing for most teenagers. Most of them have one.

d. Music is the number one interest for teens. They certainly don't like the same music. Teenagers like going out too.

e. Teenagers worry about their looks and their weight. Girls are mostly on a diet though very few of them are overweight. They judge you by what you wear.

15. Use the information in the paragraphs above to complete the table below.

School	time spent at school	
	number of school subjects	
	time spent on homework	
	attitude to a school uniform	
Clothes	attitude to clothes	
Technology	the role of a mobile for you	
Looks	feelings about looks	
	attitude to diets	
Free time	the activity you like most	

16. Listen to the conversation between a teacher and a parent of a teenager and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.



- | | |
|--------------|--------------------|
| 1. planning | a. խորհուրդ տալ |
| 2. behaviour | b. մարզել, մարզվել |
| 3. develop | c. գործել |
| 4. exercise | d. վարքագիծ |
| 5. advise | e. դատողություն |
| 6. perform | f. լուծել |
| 7. judgement | g. տրամաբանում |
| 8. reasoning | h. պլանավորում |
| 9. solve | i. զարգանալ |

a. Use the words above to complete the table below.

VERB	NOUN
behave	–
–	development
reason	–
judge	–
–	solution
plan	–
–	performance
–	exercise
–	advice

b. Use the table above to answer the questions below.

1. How do we form words?
2. Which nouns have similar suffixes?
3. Which word doesn't change?
4. Which word changes one letter to become a different part of speech?

c. Listen and discuss the conversation between a teacher and a parent.

17. Complete the sentences with the prepositions from the box.

1. How much time do you usually spend _____ your homework?
2. Are you tired _____ wearing a school uniform?
3. Do you judge people _____ their behaviour or clothes?
4. Do you worry _____ your weight?
5. Why are you eating so little? Are you _____ a diet?
6. What do you spend money _____?
7. Do you like going _____ at the weekend?

out
on
about
by
of

18. Adjective or Adverb?

1. A teenager's brain grows _____. (quick, quickly)
2. If you exercise your brain _____, you will be able to do many tasks better. (regular, regularly)
3. Do you play computer games _____? (good, well)
4. Teenagers like listening to _____ music. (loud, loudly)
5. This is the most _____ computer game I've ever played. (interesting, interestingly)

19. Which sentence is correct?

1. a. Don't talk to Peter during the lesson, do you?
b. Don't talk to Peter during the lesson, will you?
c. Don't talk to Peter during the lesson, won't you?
2. a. We must be at school at 8 o'clock, aren't we?
b. We must be at school at 8 o'clock, mustn't we?
c. We must be at school at 8 o'clock, needn't we?
3. a. They have finished their homework, have they?
b. They have finished their homework, haven't they?
c. They have finished their homework, do they?
4. a. I'm your English teacher, aren't I?
b. He's your English teacher, aren't I?
c. You are my English teacher, aren't I?
5. a. The teacher was late for school, wasn't he?
b. The teacher was late for school, isn't he?
c. The teacher was late for school, was he?



Watch OUT!

The position of the adverbs **recently, lately, still, yet** in a sentence.

(**Recently**) I've (recently) joined a rock band and it takes all my free time (recently).

(**Lately**) I've started taking my music lessons seriously (lately).

Use **yet** at the end of a negative sentence. (-)

Use **still** in a positive sentence. (+)

I haven't changed my haircut yet. (-)

I'm still a good listener. (+)

- 20. Use the ideas below to write about the things that have changed in you recently or haven't changed yet but you would like to change them. Examples are provided.**



WRITING SPOT

become taller

like my character

become thinner

like my appearance

understand my parents

take my lessons seriously

grow up

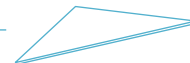
e.g. *I've started to take my lessons seriously lately.*

I am still cheerful and creative.

I haven't changed my style yet but I'd like to change it.

- 21. Write a paragraph.**

It is amazing how much I have changed



It's a long story



Pre-reading task

Talking points

1. What do you know about William Saroyan?
2. What do you think **school of thought** may mean?
3. Look at the pictures on page 82. What do you think is happening?



**Watch
OUT!**

no **to** after **let** and **make**

let smb do smth – allow, permit

Let me do the teaching of ancient history in this class.

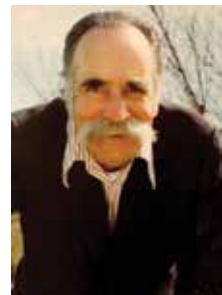
make smb do smth – to force to act in a certain way, to compel.

She made me run.

22. Listen to the story by William Saroyan and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.



- | | |
|------------------|---------------------|
| 1. accept | a. զարմացնել |
| 2. ancient | b. հանգստանալ |
| 3. approve | c. վնաս |
| 4. astonish | d. բաժանել |
| 5. calm down | e. ստիպել |
| 6. common | f. բավարար |
| 7. compel | g. հինավուրց |
| 8. damage | h. հավանություն տալ |
| 9. distribute | i. ընդունել |
| 10. satisfactory | j. սովորական |



William Saroyan

MY NEW SCHOOL OF THOUGHT*

(part 1)

by William Saroyan

It was in ancient history that I first astonished my class by my truly original mind. It happened that this was the first class on the very first day.

Ancient history books were distributed to the class and Miss Shenstone (our teacher of history) asked us to turn to page 192 for our first lesson.

I remarked, "It will seem more in order if we turn to page one for the first lesson".

She asked my name, and I was only too glad to say honestly, "William Saroyan".

"Well, William Saroyan", Miss Shenstone said, "I might say, Mister Saroyan, just shut up and let me do the teaching of ancient history in this class".

On page 192, I remember quite clearly, was a photograph of two rather common looking stones which Miss Shenstone said were twenty thousand years old.

If I didn't say anything, probably nothing would happen.

But it was at this point that my school of thought started.

"How do you know"? I said.

This was a blow to the old school of thought in which the teachers asked the questions and the students tried to answer them.

The truth of the matter was that neither Miss Shenstone nor Mr. Monsoon, the principal, had a satisfactory answer to any question of that sort, for they had always accepted what they found in the textbooks.

The entire class expressed its approval and enthusiasm. Instead of trying to answer the question, Miss Shenstone compelled me to run. She flung* herself at me with such speed that I was scarcely able to get away. For a moment she held on to my sweater and damaged it before I could get away. The chase was an exciting one, but I succeeded in getting out of the room safely. The class approved of my behaviour unanimously.

Five minutes later, believing that the teacher had calmed down, I opened the door, but again she flung herself at me and again I was compelled to run.

* My new school of thought — նոր մտածելակերպ

* fling (flung, flung) — հարձակվել



Talking points



1. What was a blow to the old school of thought?
 - a. Saroyan's behaviour
 - b. Saroyan's question *How do you know the stones are twenty thousand years old?*
 - c. The teacher's approval of Saroyan's behaviour
2. How does the headline *My New School of Thought* provide the main idea of the story?
3. How old do you think the writer was at the time of the story? A boy in his teens? In his twenties? Middle-aged? Older? Why?
4. Have you ever behaved that way?
5. Which of the adjectives below do you think describe the boy's behaviour.

stupid	exciting	silly	brave	active
decisive	clever	important	honest	passive

23. True or False?

1. It was in mathematics that I first astonished my class by my truly original mind.
2. Miss Shenstone and Mr. Monsoon never accepted what they found in the textbooks.
3. The entire class didn't approve of my behaviour.
4. Miss Shenstone liked my behaviour very much.

T	F

24. Match the words with the meanings.

- | | |
|---------------------------------|---------------|
| 1. perhaps | a. ancient |
| 2. surprise greatly | b. distribute |
| 3. make somebody do something | c. probably |
| 4. divide among several or many | d. astonish |
| 5. old | e. compel |
| 6. ordinary, popular | f. satisfy |
| 7. agree | g. approve |
| 8. cause harm | h. accept |
| 9. make happy, please | i. damage |
| 10. like | j. common |

25. What happened when...?

1. When Miss Shenstone asked us to turn to page 192...
2. When she held on to my sweater...
3. When five minutes later I opened the door...

26. Why? because...

1. Why did Saroyan say How do you know?
2. Why didn't the teacher answer Saroyan's question?
3. Why did the class express its approval and enthusiasm?
4. Why did Saroyan open the door of the classroom five minutes later?



Use Present Simple when talking about timetables, programmes, public transport, cinemas, etc.

When an event is on a timetable (BrE) or a schedule (AmE), for example the take-off time for a plane, we often use the present simple to express the future.

We usually use a future word (expressed or understood) like

tomorrow, at 6.30 pm, next week.

Only a few verbs are used in this way: be, open, close, begin, start, end, finish, arrive, come, leave, return

e.g. *The train leaves London at 9 pm tonight.*

John starts work next week.

Tomorrow is Thursday.

27. Choose the correct answer.

1. The bus _____ at 7:30 sharp.
a. arrives b. is arriving
2. My plane _____ at 3:00 PM on Sunday.
a. leaves b. is leaving
3. The concert _____ at 7:30 this evening.
a. starts b. will start
4. The art exhibition _____ in May and finishes in July.
a. opens b. will open
5. What time _____?
a. does the film begin
b. the film begins
6. Christmas holidays _____ next week.
a. are b. will be

B | Interesting Facts From the Past

1. Use the article about dinosaurs to speak about any other animals that lived many years ago and died out?

DINOSAURS LIVED MANY YEARS AGO

Dinosaurs lived on the earth for 135 million years. They appeared 200 million years ago and they disappeared 65 million years ago. They were the largest animals ever to live on earth and they ruled the earth for a very long period of time.

Dinosaurs lived in North America, in Africa and in Europe. During that time the land in North America was under a large shallow sea. Many dinosaurs lived in the water that helped them to hold up their great weight. The early dinosaurs walked on two feet and they ate meat. The late dinosaurs were large and walked on four feet. Some of the later dinosaurs only ate plants.

Why did the dinosaurs die out? Nobody knows for certain. Probably a change in the weather made serious problems for them. About 70 million years ago, the Rocky Mountains formed in North America. The plant life and the weather changed. Perhaps the dinosaurs couldn't change fast enough.

People who like dinosaurs can see fossils in Dinosaur National Park. This park is in Utah and Colorado. Fossils are bones which have become stone. Fossils have taught us a lot about these great animals of the past.

Use the information in the article to choose the correct answers.

1. Dinosaurs

- a. lived on the earth
- b. live on the earth
- c. rule the earth

2. Why did the dinosaurs die out?

- a. because the weather changed
- b. because the climate changed
- c. nobody really knows

3. The late dinosaurs

- a. walked on two feet
- b. ate only meat
- c. walked on four feet

4. Fossil

- a. is a stone
- b. is a bone
- c. is a bone which has become a stone

2. Work with a partner. Ask and answer questions about the article.

e.g. — How long did dinosaurs live on the earth?
— For 135 million years.

It's a long story

3. Listen to the story by William Saroyan and try to guess the meaning of the words and expressions below. Match the English and Armenian meanings.

- | | |
|--------------|----------------|
| 1. be amazed | a. վերականգնել |
| 2. brute | b. դիմել |
| 3. sympathy | c. գարշանք |
| 4. weary | d. ծեծ |
| 5. restore | e. զարմանալ |
| 6. disgust | f. կարեկցանք |
| 7. replace | g. պատժել |
| 8. thrashing | h. փոխարինել |
| 9. turn to | i. կոպիտ |
| 10. punish | j. հոգնած |



READING SPOT

Pre-reading task



MY NEW SCHOOL OF THOUGHT

(part 2)

by William Saroyan

Under the circumstances I decided to turn to Mr. Monsoon himself, but when I did so, I was amazed to find that his sympathies were with Miss Shenstone. He looked upon me with disgust.

"She said the rocks were twenty thousand years old", I said. "All I said was, "How do you know"? I didn't mean they weren't that old. I meant that may be they were older. How old is the earth? Several thousand years old, isn't it? If the book can say the rocks are twenty thousand years old, somebody can ask how the book got that figure. I came here to learn. I don't expect to be punished because I want to learn". "Your name, please", Mr. Monsoon said.

"William Saroyan", I said.

"You are..."? Mr. Monsoon said.

"Eleven", I said.

"No. I don't mean that".

"One hundred and three pounds". (Such was my weight.)

"Nationality", Mr. Monsoon said.

"Armenian", I said proudly.

“Just as I thought”, said the principal. “An American will never ask a question like that”.

“How do you know”? I said.

“Nobody did”, the principal said. “Does that answer your question”?

“Only partly”, said I. “How do you know somebody else has never asked it”?

“In all the years I have been connected with the public school system of California, no one has asked such a question”.

“Yes”, I said quickly, “and in all the years before Newton wanted to know what made the apple fall, nobody wanted to know what made it fall”.



Mr. Monsoon chose not to continue the discussion. He just sat and looked at his shoes.

“How about that”? I said.

“Well”, he said rather wearily, “I must give you a thrashing. How about that”?

“For what”? I said.

I got to my feet and before he was able to block my way, I was at the door and out of the room.

Another man soon replaced Mr. Monsoon. It was expected of him to put down the new school and restore the old one.

He tried the method of brute force, thrashing as many as three dozen boys a day. I don't know, however, if the method worked, because I soon left the school.

Talking points

1. Who do you think can be called a *truly original mind* in your class and why?
2. Is it polite to say *shut up*?
3. Are you usually satisfied with your behaviour?
4. Do you think W. Saroyan was right?
5. Would you act differently?
6. What do you like or dislike about your teachers?
7. How do you feel about your school?

4. What happened when...?

1. The boy decided to turn to Mr. Monsoon...
2. When Saroyan said he didn't expect to be punished because he wanted to learn...
3. When Mr. Monsoon asked Saroyan about his nationality...
4. When Mr. Monsoon told Saroyan he must give him a thrashing...
5. When Mr. Monsoon was replaced by another man...

5. True or False?

1. Mr. Monsoon's sympathies were with Saroyan.
2. "The rocks were thirty thousand years old," said Miss Shenstone.
3. The principal said that an Armenian would never have asked a question like that.
4. Mr. Monsoon wanted to continue the discussion with Saroyan.
5. The new principal was a kind and progressive man.

T	F

6. Why? because...

1. Why did Saroyan decide to turn to Mr. Monsoon?
2. Why didn't Saroyan expect to be punished?
3. Why did Mr. Monsoon ask Saroyan about his nationality?
4. Why did Mr. Monsoon want to give Saroyan a thrashing?
5. Why did Saroyan leave the school?

7. Match the words with their meanings.

- | | |
|----------------------------------|-------------|
| 1. discipline, teach a lesson | a. weary |
| 2. cruel, violent | b. disgust |
| 3. understanding between people | c. thrash |
| 4. greatly surprised, astonished | d. punish |
| 5. strike, beat | e. sympathy |
| 6. strong dislike | f. brutal |
| 7. tired, exhausted | g. amazed |

8. Guess the missing word.

1. The headmaster of a school is called _____.
2. The medicine had such an unpleasant smell that the child turned away in _____.
3. I had no other choice but to _____ his proposal.
4. The test-papers were _____ among the students.

9. Write a paragraph that refers to the past and differs from today. Follow the example below.

 **WRITING SPOT**



In the Past

Today

When my grandfather was a child, he had never heard about a computer. He had a TV at home at that time, and wow, that was a wonderful machine! He watched TV as much as possible. He forgot his homework for school, and his parents sometimes said:

“Are you crazy?”

But now, I almost never watch TV. The computer is always with me. Technology is growing fast. Computers and e-mails and the Internet are not a secret for me. Sometimes I don't even have time to eat, and my parents sometimes yell:

“Are you crazy?”

10. Write questions for the answers in the passive form below.

 **GRAMMAR REVISION**

1. Yes, rice is grown in Spain.
2. Yes, the song was sung by them.
3. No, the trees weren't cut down.
4. No, the story isn't known.
5. Yes, he was told to be quiet.

11. Are the sentences below in the Past Simple or in the Past Continuous? Choose the correct answer.

1. Yesterday at three o'clock, I was chatting on the Internet.
2. My brother and I played a board game yesterday afternoon.
3. What did you have for dinner last night?
4. The tourists flew to Rome in the morning.
5. Did you study English yesterday?
6. I got to my feet and before he was able to block my way.
7. He looked upon me with disgust.
8. Mr. Monsoon chose not to continue the discussion.
9. He just sat and looked at his shoes.
10. It was expected of him to put down the new school and restore the old one.
11. This was a blow to the old school of thought in which the teachers asked the questions and the students tried to answer them.

12. Complete the letter below with the correct tense of the verbs in the box.

write	seem	take	lose	live	change	build	
belong	do	tell	make	think	appear	collect	get

Dear Sir,

I ____ this letter because it ____ to me that far too many changes ____ place in this country these days and, therefore, we ____ our identity. I ____ in a small town but even this town ____ right before our eyes. For example, they ____ a burger bar in the place of my favourite park. Our culture ____ to everybody. I do not understand why the authorities ____ anything to preserve it. They always ____ people that they ____ decisions in the interest of the people but I can't see that happen. In fact, I ____ of starting an action group. I ____ on a TV show on Friday night to make people aware of the importance of this issue. I also ____ signatures from people who want to support us. It's time for us to start doing something before it ____ too late.

13. Complete John's dream with the correct tense of the verbs in the box.

BACK TO EARTH

be
float
give
get
make
bring

To Jean and John a magic carpet always ____ just something in fairy tales. Now, here they ____ on a carpet that John ____ by using his chemistry set.

Jean asked, "How long have we been up here, John?"

John replied, "I think it must be more than two hours because I ____ hungry."

His sister quickly urged, "Let's land."

As the carpet swooped downward, Nipper, the dog, ____ a frightened yelp. That bark ____ John back from a delightful dream. What a disappointment that was!



14. Complete the sentences below with the present or past simple passive voice of the verbs in parenthesis.

1. I don't know why this class is always so dirty because it ____ every morning. (clean)
2. Everybody ____ by the terrible news yesterday morning. (shock)
3. A lot of food ____ away every day. (throw)
4. We ____ to go home now. (tell)
5. Coffee ____ in Brazil and Colombia. (grow)
6. Kangaroos ____ in America. (find)
7. Dogs ____ in restaurants in most countries. (allow)

15. Choose the correct option.

1. – Do you like school?

– _____.

- a. Not many
- b. Yes, I do
- c. Yes, it is

2. _____ you study English a lot?

- a. Does
- b. Are
- c. Do

3. – Where do you do your homework?

– _____.

- a. With John
- b. In the evening
- c. At home

4. – Where's Mike?

– _____.

- a. At school
- b. In home
- c. At park

5. – How do you get to school?

– _____.

- a. With train
- b. In train
- c. By train

6. The maths test was very difficult, _____?

- a. wasn't it
- b. isn't it
- c. weren't the

7. My friend didn't make _____ mistakes on the exam.

- a. some
- b. any
- c. no

8. I'm sure I made _____ mistakes on the exam.
- a. some
 - b. any
 - c. much
9. John is upset because he has a lot of homework and he _____ like to do homework.
- a. isn't
 - b. aren't
 - d. doesn't
10. Mathematics and Science were my favourite _____ at school but now I like studying English.
- a. items
 - b. topics
 - c. subjects
11. Mary and John _____ doing their homework.
- a. are
 - b. is
 - c. be
12. I speak Armenian, English and Russian. I like to study _____.
- a. subjects
 - b. languages
 - c. topics
13. Which sentence is correct?
- a. Are there any pencil on the desk?
 - b. Are there any pencils on the desk?
 - c. Is there any pencils on the desk?
14. I got _____ my feet and went out _____ the room.
- a. on, to
 - b. to, of
 - c. up, of

16. Fill in the gaps with *the* if necessary.

1. Mandy plans to go to _____ college _____ next year.
2. He'll go to _____ school in _____ autumn.
3. The first term begins on _____ September 15th and lasts until _____ middle of January.
4. The second term begins at _____ end of January and continues until _____ 20th of May.
5. At _____ first Mandy will be very busy getting used to her new timetable.
6. Her classes begin at 8.00 in _____ morning and last until _____ noon.
7. At _____ noon he'll go to _____ cafeteria and eat a quick lunch.
8. Then she'll go to _____ work.
9. Later she'll go _____ home and study.
10. Does your grandma often go to _____ church?
11. We spent a lot of time swimming in _____ sea on holiday.
12. My brother's birthday is on _____ fourth of April.
14. _____ roses are my favourite flowers.
15. We usually have _____ breakfast early in the morning.

17. Fill the gaps with the verb in the Past Simple or Present Perfect.

1. Look! Somebody _____ my bike. (break)
2. I _____ my mobile phone two days ago. (lose)
3. My English teacher _____ yesterday. (not come)
4. – How many exercises _____ today? (do, you)
– Only two, but I _____ ten last week. (do)
5. The weather _____ very nice this week. (be)
7. My cousin _____ in France all her life and she still lives there. (live)
9. When we _____ on holiday the weather was awful. (be)
10. _____ any good films recently? (see, you)

18. Choose the correct option.

1. **Ago** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

2. **Yet** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

3. **Yesterday** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

4. **Already** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

5. **Usually** can NOT be a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Present Perfect

6. **Now** can NOT be a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Present Perfect

7. **This week** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

8. **Sometimes** can NOT be a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Present Perfect

9. **At the moment** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

10. **Last month** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

11. **Just** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

12. **So far** is a signal word for _____ .

- a. Simple Present
- b. Simple Past
- c. Present Continuous
- d. Past Continuous
- e. Present Perfect

C / Future Predictions



A FANTASY CITY

Talking points

1. Group the predictions below into **for** and **against**.

1. Everybody will speak the same language.
2. Books will no longer exist.
3. People will be taller and stronger.
4. There will be no money.
5. There will be no shops.
6. Nobody will work.
7. The world's climate will change.
8. Robots will replace people.

Useful language

I think ...

I don't think ...

It's possible that ...

It's impossible that ...

For

Against

2. Listen to the football commentary. Find the English equivalents for the Armenian words and expressions below.

 LISTENING SPOT



վայրէջք կատարել

հարձակվող

տիեզերանավ

Ես պետք է պարզեմ՝ ինչ է կատարվում:

Կարո՞ղ եմ ձեզ մի քանի հարց տալ:

Brian Carter of BBC radio news is running the football match commentary when...

There's a very strange light in the sky. A strange red light. Everybody's looking up. And I think – I think I can see – yes, the light's coming from a strange machine. Not an airplane – it's round, and very big – very big indeed. It's coming down very low now, and – yes – it's landing. This is amazing. Now a door's opening in the top, and a strange thing is getting out. And another. Three strange things are getting out. They're wearing green suits, and they've got – just a moment – yes, six arms and three eyes. Now they're walking across the field towards the centre. And now – one of them has taken hold of Evans, the England striker – yes, he's pulling him over to the spaceship. He's taking him inside. I must find out what's going on. I'm going down to have a word with our visitors. ... Excuse me, sir, er, madam, er, sir – I'm Brian Carter of BBC radio news. I wonder if I might ask you a few questions. Oh – it's taking out a gun. It's holding it up in its left hand – it's pointing it at me – Aaagh!



3. Use the words and the questions below to make a plan of your future imaginary house. Think how to furnish it. Include all the following: kitchen, bathroom, toilet, bedrooms, living room, dining room, study, playroom, and whatever you can imagine.

a skyscraper comfortable cosy quiet noisy modern up-to-date

1. What kind of a house will it be (a skyscraper, a houseboat, a palace etc.)
2. What things are important to feel comfortable in your fantasy house?
3. How many rooms will it have?
4. What size?
5. How many windows, if any, will it have?
6. What kind of lighting will it have?
7. What colour will the rooms be?
8. What kind of furniture will there be? Make a list of pieces of furniture.



4. Write a paragraph to describe your future imaginary house.

 **WRITING SPOT**

What a house to live in



5. Complete the table with the predictions below. Add your own predictions. An example is provided.

People will live on the moon.

All transport will be underground

People will have food pills.

People won't read books.

New animals will appear

<i>In the past</i>	<i>In the future</i>	<i>Today</i>
--------------------	----------------------	--------------



People used to travel by coach.



People travel by train, car and plane.



People will travel by spaceships.



Remember



GRAMMAR SPOT

Zero conditional sentences are used to describe general truths. They are used to make statements about the real world, that is, personal realities and scientific facts.

If you put water in the freezer, it turns into ice. (a scientific fact)

When you go for a walk in the rain, you get wet. (a permanent fact about the world around you)

Zero conditional sentences consist of an **if/when** clause and a **main** clause. Both clauses are in the simple present tense, which, logically, is used to describe commonly known facts and repeated actions that take place regularly. **If** can be replaced by **when** without changing the meaning of the sentence. We can often switch the order of the clauses.

Note: when the **if/when** clause comes first, we put a comma between them, when the **main** clause comes first, no comma is required.

If (when) you eat ice-cream on a hot sunny day, the ice-cream melts.

The ice-cream melts if (when) you eat ice-cream on a hot sunny day.

6. Based on what you've learned about the zero conditional, try your hand at completing the following sentences to assess your understanding. The first one is done for you.

1. I buy fast food (I/ to forget/to bring/ my lunch/ to work) ____.
I buy fast food if I forget to bring my lunch to work.
2. (I / to be hungry) _____, I go out to eat.
3. (It/ to be cold /outside), _____ I make hot chocolate and drink it by the fireplace.
4. You gain weight (you / don't exercise / and / to eat /healthy) _____.
5. You can't sleep (you / to drink a lot of coffee) _____.
6. (My mother / to get sick) _____, I make her soup.
7. My friends and I go to the beach (we / to have a day off) _____.
8. (The football team / to lose the game) _____, the fans are always upset.
9. You can sit at our table (you / to be alone) _____.
10. (The students / to not understand) _____, they ask the teacher for help.
11. I cry (I / to see a sad movie) _____.
12. Our teacher complains (we /to be late /to school) _____.

First conditional sentences are used to talk about things which might happen in the future; to describe things, that are a real possibility.

If it rains, I won't go to the park.

First conditional sentences consist of a **conditional** clause or a **time** clause and a **main** clause. The Future Simple (Indefinite) tense is not used in conditional and time clauses, the Present Simple (Indefinite) tense is used instead.

Note: A conditional clause begins with **if**.

If I study today, I'll go to the party tonight.

A time clause begins with conjunctions of time

when, before, after, as soon as, until/till

I'll send you a postcard when I'm on holiday.

7. Based on what you've learned about the first conditional, try your hand at completing the following sentences to assess your understanding.

1. Before you (leave), don't forget to shut the windows.
2. I (phone) you as soon as I (arrive) in London.
3. Please, don't touch anything before the police (come).
4. Everyone (be) very surprised if he (pass) the examination.
5. When you (see) him again you (not/recognize) him.
6. When I (see) her tomorrow, I (invite) her to our party.
7. If I (need) any help, I (ask) you.
8. Come on! Hurry up! Mother (be) annoyed if we (be) late.
9. If I (have) enough money I (go) to Japan.
10. I (not leave) until you (arrive).
11. I (not go) on holiday if I (not save) some money.
12. If the weather (be) nice, I (go) to the park.
13. If we (not hurry), we (miss) our train.
14. If the children (finish) their homework, they (play) outside.
15. The present (arrive) before his birthday if you (order) it now.

Future forms with **will** and **going to**.

The future with **will** (simple future tense) is used to make simple **predictions** about the future. The future with **going to** is mainly used to talk about plans and intentions.

She will go mad when you tell her the truth. (Simple prediction)

I am going to take a holiday at the end of this month. (Intention / plan)

8. Are the sentences below a prediction or an intention. Write P for prediction and I for intention. The first one is done for you.

1. Be careful! You are going to fall. **I**
2. I think it will rain later.
3. There will be many people at the party.
4. My sister's going to have a baby.
5. I'm going to visit my cousin in Sweden this year.
6. I'm going to wear my black dress tonight.
7. What are you going to do when you leave school?
8. I am going to start a diet next week.
9. I will celebrate my birthday with my family.
10. I will take dancing classes next year
11. She will delete her Facebook account.
12. People will travel by spaceships in future.
13. Robots will replace people.
14. The world's climate will change.
15. There will be no money.
16. Everybody will speak the same language.
17. Books will no longer exist.

9. What parts of speech are the coloured words?

1. This was a **blow** to the old school of thought.
2. The wind **blows** hard.
3. It was at this point that my school of **thought** started.
4. I **thought** he was right.
5. I was glad to tell my teacher everything **honestly**.
6. Saroyan was an **honest** boy.
7. The **truth** was that the teachers always accepted what they found in the textbooks.
8. This was a **true** story.
9. The class expressed its **approval** and enthusiasm.
10. The class **approved** of my behaviour.
11. Please, **behave** yourself.
12. The teacher didn't get a **satisfactory** answer to any of her questions.
13. The answer didn't **satisfy** the teacher.
14. To my **satisfaction** the teacher didn't ask me any questions.
15. I remember quite **clearly** the photo of two stones.





**DON'T
Forget!**

We have no singular!

scissors
trousers **ARE** police
clothes goods

e.g. Clothes are old.

We have no plural!

furniture
advice **IS** news
information

e.g. News is interesting.



**Watch
OUT!**

gloves – a pair of gloves
trousers – a pair of trousers

bread – a loaf of bread
advice – a piece of advice
sugar – a lump of sugar

10. Choose the correct verb.

1. The news is/are interesting.
2. His trousers was/were old.
3. The furniture is/are made of wood.
4. Your information is/are wrong.
5. The scissors is/are not sharp.
6. The police was/were in time.
7. Your advice was/were very useful.

Expressions

with the

the past
the present
the day after tomorrow
the other day
on the right
on the left
on the one hand ...
on the other hand...

without the

by taxi
by bus
by plane
on foot
at first
at first sight
from shop to shop
by mistake



Remember

We use the Present Continuous Tense if we want to talk about something that we plan to do in the future.

(պլանավորված գործողություն ապագայում)

My parents are coming tomorrow morning.

Ծնողներս գալիս են վաղն առավոտյան:

If we intend to do something in the future, we use **be going to do something**

(գործողություն կատարելու մտադրության նշանակությամբ)

I am going to take a bath.

Ես մտադիր եմ լոգանք ընդունել:

11. Match the English and Armenian sentences.

1. David is walking the dog this evening.
 2. David is going to walk the dog this evening.
 3. I don't want to go shopping now. I am listening to music.
 4. I don't want to go out. I am going to listen to music.
 5. My brother is cooking tomorrow.
 6. My brother is going to cook tomorrow.
 7. I am going to brush my teeth.
 8. I am brushing my teeth now.
 9. Father is going to watch TV this evening.
 10. Father is watching TV this evening. There is an interesting football match.
- a. Հայրս հեռուստացույց է նայելու այս երեկո: Ֆուտբոլային հետաքրքիր խաղ կա:
 - b. Ես հիմա ատամներս եմ լվանում:
 - c. Վաղը եղբայրս է խոհարարությամբ զբաղվելու:
 - d. Հայրս մտադիր է այս երեկո հեռուստացույց նայել:
 - e. Դավիթը մտադիր է այսօր երեկոյան շանը դուրս տանել:
 - f. Եղբայրս մտադիր է վաղը խոհարարությամբ զբաղվել:
 - g. Ես հիմա չեմ ուզում գնալ գնումների: Ես երաժշտություն եմ լսում:
 - h. Այս երեկո Դավիթն է շանը զրոսանքի տանում:
 - i. Ես չեմ ուզում տնից դուրս գալ: Ես մտադիր եմ երաժշտություն լսել:
 - j. Ես մտադիր եմ ատամներս լվանալ:

12. Choose the correct option.

1. _____ my father is thinking of buying a new car, _____ the old one still works, so he can still use it for a couple of years.
 - a. On one hand, for other hand
 - b. On the one hand, on the other hand
 - c. In one hand, in the other hand

 2. _____, you complain that you're lonely, and _____ you won't come to parties with me.
 - a. On one hand, for other hand
 - b. On the one hand, on the other hand
 - c. For one hand, on other hand

 3. _____ is Monday.
 - a. A day after tomorrow
 - b. The day after tomorrow
 - c. Day after tomorrow

 4. Sorry, I've chosen _____ wrong road _____.
 - a. a, on mistake
 - b. the, on mistake
 - c. the, by mistake
 - d. the, by the mistake

 5. Go straight ahead, _____ you can see the Eiffel Tower.
 - a. in the right
 - b. on right
 - c. on the right
 - d. to right

 6. I saw one of your books in our school library _____.
 - a. the other day
 - b. other day
 - c. another day

 7. The park is not far, let's go _____.
 - a. by the foot
 - b. on the foot
 - c. on foot
-

8. The teacher came into the classroom with a new girl. She was shy _____. Then she became friendlier.
- for the first
 - at first
 - at the first
9. _____ Present and _____ Past is a novel written by Dame Ivy Compton-Burnett, an English novelist.
- No article, no article
 - A, a
 - The, the
10. People often go _____ in search of cheap things.
- from shop to shop
 - from a shop to the shop
 - from the shop to the shop
 - from a shop to a shop
11. She's always on the phone – who's she talking _____?
- about
 - at
 - to
 - for
12. Which is NOT correct? How many _____ are there?
- chairs
 - furnitures
 - tables
 - sofas
13. I don't like _____ toothpaste I bought last week. It tastes of onions!
- the
 - a
 - no article
14. _____ my friend goes on holiday, I'll look after his dog.
- If
 - After
 - As soon as

15. _____ we got home, it started to rain heavily.
- a. If
 - b. Unless
 - c. As soon as
16. Until the rain _____, I will stay inside.
- a. is stopping
 - b. will stop
 - c. stops
17. I don't know when the party _____.
- a. starts
 - b. will start
 - c. is starting
 - d. start
18. I think that _____ homework our English teacher gave us is too difficult.
- a. the
 - b. a
 - c. no article
19. You should clean your teeth twice a day with _____ toothpaste.
- a. the
 - b. a
 - c. no article
20. Which of the following is NOT possible?
John usually goes to work by _____.
- a. bus
 - b. car
 - c. foot
 - d. train
21. Which of the following questions is NOT correct?
- a. Do you usually have a dinner with your family?
 - b. Do you often have lunch at school?
 - c. Do you usually have dinner at home?
 - d. Would you like to have a cup of tea with me?

1. Find Armenian equivalents for the sport-related words below.

WORD BANK

1. ice-hockey
2. cycling
3. canoeing
4. table-tennis
5. fencing
6. surfing
7. horse-riding
8. shooting
9. skiing
10. ice-skating



2. Match the sport-related words with their descriptions.

OLYMPIC EVENTS*



a football



d badminton



b boxing



c archery



e water polo

1. A sport played in water in which two teams of swimmers try to get the ball into the other team's goal.
2. A sport played between two teams of eleven people, where each team tries to win by kicking or heading the ball into the other team's goal.
3. A sport in which two competitors fight by hitting each other with their hands.
4. A sport in which athletes try to hit fixed targets at some distance from them by shooting arrows from bows.
5. A sport in which two or four people hit a shuttlecock (a light object with feathers) over a high net.

* events — մրցումներ

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

 **WRITING SPOT**

TRAINING FOR THE CHAMPIONSHIP

drawing by H. Bidstrup



play chess – շախմատի խաղալ

lift weights – ծանրություն (ծանրածոդ) բարձրացնել

do weightlifting – ծանրամարտով զբաղվել

4. Each paragraph of the article below is the answer to the question in the box. Match the paragraphs with the questions in the box.



THE OLYMPIC GAMES



1. Where does the name Olympic come from?
 2. What do the athletes compete for?
 3. Where did the Olympics begin?
 4. Who could take part in Olympic Games in ancient Greece?
 5. Was sport the only goal of the Olympics in ancient Greece?
 6. Were there any difficult periods for the Olympic games?
 7. Are the modern Games very different?
 8. What events were held in the early athletic competitions?
- a. The Olympic Games is a hugely popular festival attracting athletes and sports fans from all over the world. It began around 3000 years ago in Greece. The first recorded Olympic festival took place in 776 BC. In 394 AD the Emperor of Rome banned them, after 1170 years of competitions. It took another 15 centuries before they were held again.
- b. In ancient Greece citizens of different city states could not always travel freely around the country, but during the Olympics Grecians could attend the Olympics without problems. Sports were only one part of the festival. There were also ritual sacrifices, poetry readings, exhibitions of sculpture and trade fairs. It was a festival which celebrated on the one hand the Greek gods, and on the other hand the abilities of the Greek people.
- c. The Gods themselves were the focus of the original Olympics, in Greece. They were held to honour Zeus - the most important God in Greek mythology. The name Olympic comes from the city Olympia, in southern Greece, where the games were held. Olympia was named after Mount Olympus - the home of the Greek Gods.

- d. Eventually in 1896, the games returned to Athens, Greece. Since then every 4 years, athletes have gathered to compete against each other on the track and on the field. The early athletic competitions were only running races. Later other events were included such as jumping, boxing, wrestling, discus throwing, and horseracing.
- e. Only young men could take part in the ancient Olympic Games. They had to be free men, and speak Greek. They usually competed nude, and the prize was a crown of olive leaves (a sign of hope and peace). Women were not allowed to take part in the ancient Olympic Games. In fact, married women were not even allowed to watch the games. Today women athletes are as common as men are.
- f. There are now almost 30 official sports in the Summer Olympics, many more than the ancient games and it seems more are added every year. The Olympics is a great opportunity for nations to come together in peace. An event such as the Olympics could be used to bring countries closer together to promote peace. Olympic events are now held every four years. The Paralympics, games for athletes with disabilities, are held immediately after both the summer and winter games.
- g. There have been difficult periods for the Olympic Games. The USA did not participate in the 1980 events in Moscow due to political differences and the USSR counterparted in 1984 by not going to Los Angeles. In 1972 in Munich, 11 athletes were killed by terrorists, and in 1996 a bomb attack killed two people in Atlanta.
- h. Winning the Olympics is not about the medal. It is about how you feel, deep inside, at the moment of victory. Participating in the Olympics for most athletes is the ultimate goal. It is the peak of a sporting career, where you test your skills and strength against *the best of the best*.



British (BrE)

football
trainers

American (AmE)

soccer
sneakers

5. Choose the correct answer from the box on the left.

Athens
776 BC
Olympia
Paralympics
1170

1. City where the games were first held.
2. Year when the ancient games began.
3. Number of years between start and end of ancient games.
4. City where the first modern Olympics was held.
5. Games for athletes with a disability.

**6. Ask questions or offer ideas to advance the discussion of the article.
The questions below will help you.**

PARALYMPIC SPORTS

In 1948, Sir Ludwig Guttmann organised a sports competition involving World War II veterans with a spinal cord-related injury in Stoke Mandeville, England. Four years later, competitors from Holland joined the Games, and the international movement, now known as the Paralympics, was born. In 1960 Olympic-style games for athletes with disabilities were organised for the first time in Rome. In 1976, in Toronto other disability groups were added and the idea of merging together different disability groups for international sports competitions was born. In the same year, the first Paralympic Winter Games took place in Sweden.



The Paralympic Games are elite sport events for athletes from different disability groups. They clearly emphasise, however, the participants' athletic achievements, not their disability. The movement has grown dramatically since its early days.

Four Paralympic values are courage, determination, inspiration, and equality.

Everyone has the right to participate in sport. This includes people with impairments. The development of Para sports is making it possible for more and more people with an impairment to participate in meaningful competitions, sports and activities with or without modifications. For example, Para swimming includes events that are the same or very similar to the Olympic sport of swimming. Other Para athletes participate in activities that have been modified. For example, sitting volleyball is an adaptation of the Olympic sport of volleyball, enabling those with

physical impairments to participate fully by sitting on the floor. There is also a range of Para sports that have been specifically designed for, and are only played by athletes with an impairment. Examples of these Para sports are boccia and goalball. Athletes of all abilities, cultures and backgrounds are able to participate in sports, games and activities so that they all enjoy some degree of success.

To include everyone:

- a. focus on abilities, not inabilities
- b. remove physical and social barriers to participation
- c. create an environment that is accessible to all
- d. modify or alter the way in which activities are presented and played.

Talking points

1. Why are Paralympic Games a special sport competition?
2. Do you think it's a good idea to hold competitions for people with disabilities?

7. Use the information about Paralympic Fundamentals to answer the multiple choice questions after it.

- The name “Paralympics” comes from combining the Greek preposition, “para” (beside or alongside) with the word “Olympics”. This means that the Paralympics are parallel to the Olympics
- The Paralympics are the second-biggest sporting event in the world
- The Paralympics have a separate logo from that of the Olympics. The 5-color “Olympic Rings” logo was designed by Coubetin in 1913 as a symbol of international unity. The rings symbolize the 5 continents, and their colors represent the colors of the flags of all competing countries. The current Paralympic logo was designed by the agency Scholz and Friends as a modernization of the emblem originally adopted in 1992. This logo is comprised of tri-colored crescents called “agitos” (Latin for “I move”). The agitos’ shape symbolizes movement while their colors - red, green and blue, represent the most widely-used colors of national flags around the world
- The Paralympic motto is “Spirit in Motion”
- There are four core values at the heart of the Paralympic Movement: courage, determination, inspiration and equality.
- If you have earned a spot to represent your country in competition at the official International Olympic Games, you are an Olympian. If you have earned

a spot to represent your country in competition at the official International Paralympic Games, you are a Paralympian

- Sports for impaired athletes have been in existence for over 100 years, but it wasn't until after World War II that these were widely introduced.
- The original purpose of these sports was to assist in the rehabilitation of veterans and civilians injured during the war.
- the first Paralympic Games took place in Rome in 1960 with 400 athletes from 23 countries. Ever since, these games are held every four years in conjunction with the Olympics.
- In September of 1989, the International Paralympic Committee was founded as an international governing body of the global Paralympic Movement.
- The first Winter Paralympics were held in Sweden in 1976 and have occurred every 4 years since.

8. Choose the correct option.

1. Which of the following is an example of the value of "Courage"?

- a. Overcoming an injury to take part in an event.
- b. Making others excited about a sport through a performance.
- c. Congratulating an opponent after a race.
- d. Achieving a personal best in an event.

2. Which of the following is an example of the value of "Excellence"?

- a. Overcoming an injury to take part in an event.
- b. Making others excited about a sport through a performance.
- c. Congratulating an opponent after a race.
- d. Achieving a personal best in an event.

3. Which of the following is an example of the value of "Respect"?

- a. Overcoming an injury to take part in an event.
- b. Making others excited about a sport through a performance.
- c. Congratulating an opponent after a race.
- d. Achieving a personal best in an event.

4. What do the colours of the Olympic rings represent?

- a. The number of values adopted by the Olympics.
- b. The five inhabited continents of the world.
- c. The amount of events in the first ever Olympics.
- d. The number of founders of the modern Olympic movement.

- 5. What is the Paralympic motto?**
- a. spirit in motion
 - b. world in motion
 - c. lets move
- 6. What do the 3 agitos stand for in Latin?**
- a. let's move
 - b. you move
 - c. I move
 - d. We move
- 7. Which of the following are the Paralympic values?**
- a. determination
 - b. excellence
 - c. courage
 - d. inspiration
 - e. equality
- 8. Which of the following are the Olympic values?**
- a. respect
 - b. excellence
 - c. courage
 - d. inspiration
 - e. friendship
- 11. Respecting people from different nations or religions**
- a. courage
 - b. inspiration
 - c. respect
 - d. equality
- 9. Breaking a world record is an example of**
- a. courage
 - b. friendship
 - c. equality
 - d. excellence

- 10. Having the self belief and confidence to overcome adversity and face difficulty is**
- a. friendship
 - b. respect
 - c. equality
 - d. courage
- 11. Understanding each other through sport even though there may be differences.**
- a. equality
 - b. excellence
 - c. friendship
 - d. respect
- 12. Striving to be the best is the definition of**
- a. courage
 - b. determination
 - c. excellence
 - d. friendship
- 13. Promotion of friendly competition is an example of which value?**
- a. courage
 - b. friendship
 - c. excellence
 - d. equality
- 14. All nations have equal opportunities to enter competitions is an example of which value?**
- a. equality
 - b. determination
 - c. courage
 - d. friendship
- 15. Making a personal sacrifice to achieve sporting goals is an example of which value?**
- a. courage
 - b. determination
 - c. equality
 - d. excellence

9. Are you *for* or *against* the Olympic Games? Complete the table. Write as many *for* or *against* sentences as you can. An example is provided.

<i>I'm for the Olympic Games.</i>	<i>I'm against the Olympic Games.</i>
-----------------------------------	---------------------------------------

Sports help to become disciplined.

It's a waste of time.



Curriculum vitae (CV) is a Latin expression which can be loosely translated as *the course of one's life*.

CV or a resumé (AmE) is a summary of one's education, professional history, and job qualifications.

10. Use the CV of Albert Azaryan, the famous Armenian artistic gymnast, as a sample to write a CV of any person you like.



CURRICULUM VITAE

<i>Full name</i>	Albert Azaryan	
<i>Date of birth</i>	February 11, 1929	
<i>Place of birth</i>	Gandzak	
<i>Nationality</i>	Armenian	
<i>Marital Status</i>	Married, 2 children, 7 grandchildren, 3 great grandchildren	
<i>Discipline</i>	Men's artistic gymnastics	
<i>Represented</i>	The Former country Soviet Union	
<i>Education</i>	1956 - graduated from Yerevan State Institute of Physical Training	
<i>Career</i>	1964 - Head of the Yerevan School of Gymnastics.	
<i>Achievements</i>	In an international competition first to perform one of the most famous exercises on the rings called the Iron Cross or Azaryan Cross.	
<i>Championship Medals</i>	Participated in competitions held in 49 countries. 45 gold medals 42 silver medals 10 bronze medals	

- 11. Write the biography of a famous person you know. Include additional information if you can.**

BIOGRAPHY OF A FAMOUS PERSON

Name ...	Career ...
Date and birthplace ...	Achievements ...
Education ...	Personality ...

- 12. Write a paragraph entitled *Paralympic Values*. Use the words and the essay starter below to help you.**

determination inspiration equality leadership courage

Sports are a shared human experience, bringing us joy and drama. So it is time to appreciate the Paralympics on par with the Olympics.



- 13. Complete the sentences with articles if necessary.**

1. _____ Olympics was _____ festival which celebrated on _____ one hand _____ Greek gods, and on _____ other hand _____ abilities of _____ Greek people.
2. _____ Olympics were held to honour Zeus - _____ most important God in _____ Greek mythology.
3. _____ Olympics for _____ most athletes is _____ ultimate goal.
4. Olympic-style games for _____ athletes with _____ disability were organised for _____ first time in _____ Rome in _____ 1960.
5. In 1976, _____ other disability groups were added and _____ idea of merging together different disability groups for international sports competitions was born.
6. In _____ same year, the first Paralympic Winter Games took place.



on the one hand – մի կողմից
on the other hand – մյուս կողմից

14. Take the quiz and see how ambitious you are.

HOW AMBITIOUS ARE YOU?

1. Which of these sentences is true for you?
 - a. I never work too hard – I easily get tired. (1)
 - b. To work hard is not enough. You need luck. (2)
 - c. If I really want to do something I do it. (3)

2. You fail at a competition. What do you think?
 - a. I shouldn't take part in it again. (1)
 - b. It wasn't fair. I did well. (2)
 - c. Next time I should work harder. (3)

3. You want the main part in a school performance but you are not really as good as others? What do you think?
 - a. I am not going to take part in it. (1)
 - b. I'll try again. (2)
 - c. There are other parts to play. (3)

4. You have to pass an exam. What do you do?
 - a. do nothing (1)
 - b. study a little bit (2)
 - c. study hard (3)

5. You are the worst player in the school team. What do you do?
 - a. leave the team (1)
 - b. ask somebody to join the team (2)
 - c. train hard (3)

Now add your points and see how ambitious you are.

- | | |
|-------|---|
| 5-7 | You don't like to work hard.
You'll never succeed if you don't try hard. |
| 8-11 | You are ambitious but you don't work enough.
You are a bit lazy. Success comes with hard work. |
| 12-15 | Congratulations! You are very ambitious.
You never give up. Keep up the good work. |



**DON'T
Forget!**

MODAL AUXILIARIES

can a. ability
b. informal permission
c. informal polite request

could = formal polite request

Could you tell me where the bank is please?

may, must = *degrees of probability.*

may = a. permission *You may take my book.*
b. possibility (քիչ հավանականություն) — less than 50%
He may be home = (less than 50% sure that he is home)

must = a. necessity, obligation *You must obey your parents.*
b. 95 % possibility (մեծ հավանականություն)
He must be home = (very probable (95% sure) that he is home)

should = advice (խորհուրդ), a good idea (լավ միտք է)
You should take a taxi.

Ought to is similar to *should* = duty, necessity, desirability
You ought to be nature-wise.
We ought to help the needy.

15. Fill the gaps with can, may, must, should, ought.

1. Where is he? He ____ be on holiday.
2. They ____ be friends.
3. You ____ see the doctor immediately.
4. We ____ go to England for our holidays. We don't know yet.
5. ____ I speak to you for a moment?
6. According to the weather forecast, it ____ snow heavily tomorrow.
7. You ____ follow the traffic rules.
8. We ____ to take care of our parents.
9. People ____ be punctual.
10. The child ____ be taken to hospital immediately.
11. ____ you tell me the way to the station please?

16. Choose the correct modal.

1. She has lived in England for five years, so now she _____ English fluently.
 - a. may speak
 - b. must speak
 - c. can speak

2. I'm not sure what we'll do tomorrow. We _____ a picnic if the weather is nice.
 - a. may have
 - b. must have
 - c. can have

3. You _____ vote until you're 18.
 - a. may not
 - b. mustn't
 - c. can't

4. This is the pilot speaking. We're about to take off so please ensure your mobile phones are switched off. You _____ make or receive calls during take off.
 - a. must
 - b. couldn't
 - c. can't

5. He _____ be Armenian, judging by his accent.
 - a. may not
 - b. must
 - c. can

6. They're always going on exotic holidays. They _____ be really rich.
 - a. may not
 - b. must
 - c. can't
 - d. mustn't

7. – Is that your brother over there? – No, it _____ my brother. He's on holiday in Tzakhadzor just now.
 - a. may be
 - b. must be
 - c. can't be

8. Phone her now. She _____ home.
- a. may not be
 - b. must be
 - c. can't be
9. You _____ eat so much chocolate. It's not good for you.
- a. couldn't
 - b. shouldn't
 - c. can't
 - d. may not
10. I'm so hungry I _____ eat a horse.
- a. must
 - b. should
 - c. can
11. You _____ tired. You've only just got out of bed.
- a. shouldn't be
 - b. can't be
 - c. may be
12. Don't ring the doorbell when you get there. Her little baby _____ sleeping.
- a. must be
 - b. can't be
 - c. may be
13. I don't know if I will go to see a film tonight. I _____ to see one.
- a. must go
 - b. can go
 - c. may go
14. Everyone is wearing a thick jacket. It _____ cold outside.
- a. must be
 - b. should be
 - c. may be
15. You _____ eat and drink in class.
- a. must
 - b. mustn't
 - c. have to

UNIT 6

I Value the Importance of Inventions



WORD BANK

Nouns related to inventions

invention
innovation
creativity
development
discovery
breakthrough
improvement
progress
patent
pioneer

Adjectives related to inventions

innovative
creative
inventive
cutting-edge
game-changing
forward-thinking
visionary
futuristic
pioneering
original
advanced

Verbs related to inventions

invent
create
develop
discover
improve
advance
innovate
introduce
implement

Expressions related to inventions

Artificial Intelligence (AI)
Virtual Reality (VR)
Research and Development (R&D)
Intellectual Property (IP)
Automated Teller Machine (ATM)

to catch on - to become popular

to turn something on its head - to reverse or change the understanding of an idea

to take the world by storm - to become very popular

to be a game changer - something that significantly changes the way we do things

to take someone by surprise - to surprise, astound, startle someone

it's cutting edge - it's very advanced, innovative and leading the field
(i.e. leading-edge)

it won't be long before - in the near future

1. Give the Armenian equivalents for the expressions below.

to catch on

to turn something on its head

to take the world by storm

to be a game changer

to take someone by surprise

it's cutting edge

it won't be long before

2. Give the Armenian equivalents for the sentences below.

1. I think that robot waiters are cutting-edge. They can take your order, bring your food and even make jokes.

2. Hybrid cars are great, but I think they are the tip of the iceberg, it won't be long before we have flying cars.

3. Hybrid cars are really catching on.

4. Electric cars will never catch on, there is no infrastructure for charging the batteries.

5. This invention is turning the way we do things on its head.

6. Cryptocurrency is turning the way we buy things on its head.

7. Instagram is turning the way we communicate on its head.

8. The Internet has been a game changer.

9. The invention of smartphones was a game changer.

10. 3d printers have taken everyone by surprise.

11. I think Virtual Reality (VR) will go down in history as the most important invention ever.

12. I think Artificial Intelligence (AI) will go down in history as the most expensive invention ever.

3. Match the words and expressions below with their descriptions.

1. invention
2. innovation
3. breakthrough
4. patent
5. prototype
6. Research and Development (R&D)
7. Intellectual Property (IP)

- a. legal rights associated with the ownership of an invention or creative work, including patents, copyrights, and trademarks
- b. process of conducting scientific investigation and experimentation to develop new products, processes, or technologies
- c. a new creation or device that has been produced through innovative thinking and experimentation
- d. an initial model of an invention, often used for testing and experimentation
- e. introduction of a new idea, method, or product that improves or changes existing practices
- f. a legal document that grants exclusive rights to an inventor for their invention, preventing others from producing, using, or selling the invention without permission
- g. a significant advance or achievement in a particular field or area, often resulting from a major invention or discovery

4. Throughout history, humans have always been inventing and creating new things to improve their lives. From the wheel to the smartphone, new inventions have changed the way we live, work, and interact with each other. Some of the latest inventions that are shaping our world are described below. Add and describe more latest inventions.

The Wheel (pic 1) is perhaps one of the most important inventions in human history. It revolutionized transportation and allowed humans to move heavy objects with ease. The wheel also enabled the creation of carts and chariots, which made trade and warfare easier.

Karl Benz patented the three-wheeled Motor Car, known as the "Motorwagen," in 1886.



1

It was the first true, modern automobile. Benz is most often identified as the man who invented the car. Benz eventually built a car company that still exists today.

The Printing Press (pic 2), invented by Johannes Gutenberg in the 15th century, transformed the way information was disseminated. Prior to the printing press, books had to be copied by hand, which was a slow and expensive process. The printing press made it possible to produce books quickly and at a much lower cost, which helped to spread knowledge and literacy.

Penicillin (pic 3) is one of the most important medical discoveries in history. It was the first antibiotic to be discovered, and it revolutionized medicine by making it possible to treat infections that were previously deadly. Penicillin has saved countless lives and has paved the way for the development of other life-saving antibiotics.

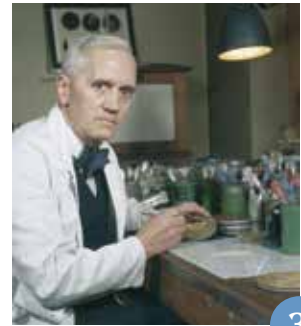
Electricity (pic 4) has revolutionized almost every aspect of modern life. From lighting our homes to powering our smartphones, electricity has made our lives easier, more comfortable, and more productive. The invention of the electric motor also made it possible to create machines that could do the work of multiple people, which helped to fuel the industrial revolution.

The Internet (pic 5) has had a profound impact on our world in a very short amount of time. It has transformed the way we communicate, do business, and access information. The internet has also made it possible for people to connect with others from all over the world, which has led to a more interconnected and global society.

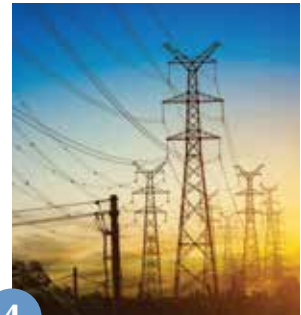
Like many great inventions, the **X-ray (pic 6)** was discovered by accident. In 1895, German engineer and physicist Wilhelm Conrad Röntgen noticed that the radiation was able to pass through screens of considerable thickness, leaving a shadow of solid objects. He soon discovered that X-rays could pass



2



3



4



5

through human tissues to show a clear picture of the skeleton and organs. These observations led to the development of radiology as we know it today and has since helped medical professionals diagnose broken bones, tumors, organ failures and more.

One of the most significant recent inventions is the **self-driving car (pic 7)**. Companies like Tesla and Google have been working on developing autonomous vehicles for several years, and they are now starting to hit the roads. Self-driving cars have the potential to revolutionize transportation by reducing accidents, freeing up time for drivers, and making roads more efficient.

Artificial intelligence (AI) (pic 8) is another area where significant advancements have been made. AI is being used in everything from virtual assistants like Siri and Alexa to complex medical diagnosis systems. As AI continues to develop, it has the potential to revolutionize industries like transportation, healthcare, and finance.



6



7



8

5. Armenians have contributed significantly to the world of invention and innovation throughout history. From medicine to technology, Armenian inventors have made significant contributions to various fields. Some of the most significant Armenian inventors and their inventions are described below. Add and describe more incredible Armenian inventors and their inventions.

Luther George Simjian: (pic 1) Although Simjian was the author of more than 200 inventions, he is perhaps most famous for inventing the first Automated Teller Machine (ATM). He received a patent for his invention in 1960, but it wasn't until the 1970s that the technology became widespread.

Before 1960s, people used to carry cash with them or withdraw money only by going to the banks.



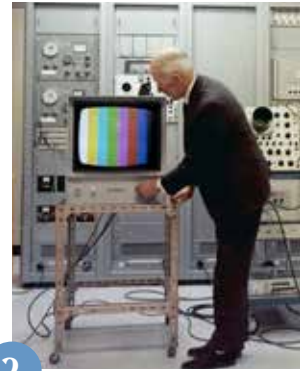
1

Things would remain much the same if earlier, in the mid 1930s, an Armenian-American inventor Luther George Simjian hadn't come up with the idea to create "a hole-in-the wall machine" where people could take out money. Transforming his idea into an action, he built the first functioning ATM in 1939. However, it was put into function in the early 1960s only by the City Bank of New York as a bankograph. Now it's due to this "hole" that we are able to take out money from any corner of the street.

Hovannes Adamian: (pic 2) Did you know that children who used to watch black and white TV are more likely to dream in grayscale than the ones exposed to color media? Can we say that the invention of a color television not only improved the aesthetics of enjoying a film, but also contributed to the "quality" of our dreams. Then we should thank an Armenian inventor Hovahannes Adamian who first introduced the idea of color television based on three colors and soon in 1908 got a German patent for it.

Harry Tatosian: (pic 3) People used to buy ice cream in paper cups. The shop assistant had to roll a paper and put an ice cream ball above. When ice cream cones gradually appeared in the market, they were tasty and demanded but very difficult to roll. In 1936 Harry Tatosian invented an ice cream cone rolling machine to facilitate the process.

Alex Manoogian: (pic 4) It's amazing that in the kitchen or bathroom a single faucet pours hot and cold water, isn't it? This magic device called delta faucet was invented in 1952. The story was as follows: Alex Manoogian, the founder of Delta Faucet Company, met an inventor who designed a one-handed faucet. The latter leaked while mixing hot and cold waters, but Manoogian immediately saw potential. Buying the prototype with its rights, Manoogian improved



2



3



4

the faucet and soon it appeared in the market, facilitating many people's lives. As part of its natural development, in 2019 Delta introduced its smart faucet, responding voice commands via Amazon Alexa or Google Assistant. But now you know where its roots go back to.

Varazdat Kazanjyan (pic 5) is the father of plastic surgery. Armenian American oral surgeon who pioneered techniques for plastic surgery and is considered to be the founder of the modern practice of plastic surgery. He graduated from Harvard School of Dental Medicine in 1905. During the first World War he used his skills as a prosthetic dentist to reconstruct the faces of thousands of soldiers disfigured during the war.

Kristafor Ter-Serobyan: (pic 6) When it comes to U.S dollar everyone thinks that it was mainly created by the Americans, but it turns out that an Armenian named Kristafor Ter-Serobyan designed the green color of US \$ that can't be faked.

Raymond Vahan Damadian (pic 7) is an Armenian-American physician and inventor of the first MR (Magnetic Resonance) Scanning Machine. Damadian was the first to perform a full body scan of a human being in 1977 to diagnose cancer. Damadian invented an apparatus and method to scan the human body, a method now well known as magnetic resonance imaging (MRI).

Armenians have been innovators since the early ages, and have made significant contributions to various fields throughout history. Perhaps the oldest invention that Armenians can claim is wine. The oldest winery in the world was recently discovered in a cave in Armenia. Their inventions, from astronomy to computer technology, have saved lives, revolutionized industries, and helped to shape the world we live in today.



5



6



7

6. The list of important inventions is given below. Fill in the table. An example is provided.

Invention	Inventor	Country/years
Electricity	Benjamin Franklin	America 1759
Electric Bulb		
Automobile		
Airplane		
Gravity		
Mobile Phone		
Printing Press		
Telephone		
Refrigerator		
Penicillin		
X-Ray		
Internet		
Email		
Facebook		
Magnifying glass		

Talking points

1. Would you like to become an inventor in the future?
2. Describe an inventor that you admire the most.
3. Describe an invention that changes people's life.
4. What should government do to encourage inventors?
5. Do you enjoy using technological devices?
6. What do you think are the drawbacks of technological inventions?

7. Take turns asking and answering questions to advance the discussion of the article.



THE VALUE OF DREAMS

Late one night more than a hundred years ago, an American inventor ran into a problem that seemed impossible to solve. He was trying to design a sewing machine, but he couldn't think of a way to get the thread to run smoothly around the needle. He was exhausted and finally went to bed.



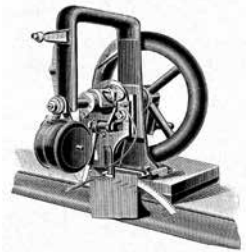
However, he was so worried that he slept very badly. He had a nightmare in which he dreamt that he had been captured by a tribe of terrible savages. Their king threatened to kill and eat him unless he could build a perfect sewing machine. When he tried to do so, he ran into the same problem as before. The king was so angry that he ordered his soldiers to kill him immediately.

Suddenly, the inventor noticed something. The soldiers were all carrying spears, and in the tip of each one of them, there was a hole that looked just like an eye.

The inventor woke up and realized that he had just found the solution to the problem. Instead of trying to make the thread run around the needle, he should make it run through a small "eye" or a hole in the tip.

The inventor's name was Elias Howe, and this simple idea enabled him to design and build the first really successful sewing machine. He was not the only famous person to find solutions to difficult problems in this way. Thomas Edison, who invented the electric light bulb, said that his best ideas came to him in his dreams. So did Albert Einstein, the great mathematician and physicist. The novelist Charlotte Bronte also got inspiration from her dreams when writing *Jane Eyre*. Igor Stravinsky, the great composer, said that he "slept" on his problems, and when he woke up, they were solved.

Few people understand the meaning of dreams. In order to do so, you have to understand what happens when you sleep. When you are awake, you notice all sorts of things and get lots of ideas without realizing it. When you are asleep, the unconscious part of your brain is active and it begins to "digest" this information mentally. Sometimes it is that part of the brain that notices something important that the



conscious part of your brain didn't. The unconscious part of your mind, however, has its own logic and language. This is why the strange images in our dreams are sometimes called "secret messages of ourselves".

Use the information in the article to choose the correct option.

1. What was the inventor's problem?
 - a. he was so tired he couldn't think
 - b. he wasn't using the right kind of thread
 - c. he didn't know how to join the thread and the needle together
2. Why are the images in our dreams called secret messages of ourselves?
 - a. because the brain notices important things
 - b. because the unconscious part of the mind has its own logic and language
 - c. because the brain digests information
3. Albert Einstein
 - a. was a great physicist and mathematician
 - b. had strange dreams
 - c. never had dreams
4. The sewing machine was invented by
 - a. Thomas Edison
 - b. Elias Howe
 - c. Albert Einstein
5. What do you think is the general message of the story?
 - a. only scientists have dreams
 - b. if you work too hard and too late, you may have terrible nightmares
 - c. dreams can be valuable

8. Choose the headline that best reflects your point of view and write a paragraph .

The Progressive Era and Its Technological Inventions

What inventions have changed the 20-th century

What inventions have had the most influence on our lives



Remember

We use the **Future Continuous (Progressive) tense** to talk about future actions that will be in progress at a specific time in the future.
(գործողության ընթացք ապագայում)

Follow the pattern: **will + be + verb + -ing**

Next week at this time I will be sunbathing at the beach.

Future continuous signal words: *at that time / this time/ by 3 o'clock next week (tomorrow, tonight, etc.)*

9. Complete the sentences below with the correct verb tense.

1. On Saturday, we ____ as usual.

- a. be going out
- b. will be going out
- c. will going out

2. At that time tomorrow I ____ football with my friends.

- a. will playing
- b. be playing
- c. will be playing

3. Will ____ this summer?

- a. be travelling you
- b. be you travelling
- c. you be travelling

4. This time tomorrow

I ____ an article.

- a. will be writing
- b. be writing
- c. will writing

5. I ____ my email while on holiday.

- a. be checking
- b. won't checking
- c. won't be checking

6. I ____ this book for a year.

- a. will reading
- b. will be reading
- c. be reading

7. I ____ the whole morning.

- a. will be working
- b. will working
- c. be working

8. If you have time, what ____ this weekend?

- a. may you do
- b. will you be doing
- c. are you doing

9. ____ at this time tomorrow.

- a. I am sleeping
- b. I'll be sleeping
- c. I'll sleep

10. ____ for you at the station when you arrive.

- a. I will be waiting
- b. I be waiting
- c. I will wait

11. This time next week ____ in Bali.
 a. I be sunbathing
 b. I will be sunbathing
 c. I am sunbathing
12. ____ the sunshine once you're back home.
 a. You'll missing
 b. You'll be missing
 c. You be missing
13. Unfortunately, sea levels ____ in 20 years..
 a. still be rising
 b. will still be rising
 c. will still rise
14. What ____ tonight?
 a. you will be doing
 b. will you be doing
 c. are you doing
15. People ____ flying cars in future.
 a. will driving
 b. will be driving
 c. are driving
16. Father____, and mother ____ dinner as usual.
 a. be watching, be cooking
 b. will watching, will cooking
 c. will be watching TV, will be cooking
17. At 10 pm next Saturday, we ____ to Belgium.
 a. be flying
 b. will flying
 c. will be flying
18. I ____ the whole morning.
 a. will be working
 b. will working
 c. be working
19. I ____ Japanese the whole year.
 a. will studying
 b. will be studying
 c. be studying
20. They ____ for the exam at that time next Monday.
 a. be working
 b. will working
 c. will be working
21. What ____ at this time tomorrow?
 a. will you be doing
 b. will you doing
 c. will you be doing
22. Will your father ____ the football match at midnight?
 a. watching
 b. will watching
 c. be watching
23. My grandmother ____ breakfast the whole morning.
 a. be making
 b. will making
 c. will be making
24. He ____ for the test all night.
 a. be studying
 b. will studying
 c. will be studying

10. Complete the questions below using the future progressive tense.

1. What will you be ____?
2. Where will you be ____?
3. When will you be ____?
4. Who will you be ____?
5. Who will be ____?
6. Why will he be ____?
7. How many ____?
8. How much ____?

11. Choose the correct option to complete the sentences.

1. - Who ___?

- Alexander Graham Bell.

- a. was the telephone discovered
- b. was the telephone invented
- c. was the telephone discovered by
- d. was the telephone invented

2. They kill crocodiles for their skin.

- a. A lot of crocodiles are killed for their skins.
- b. A lot of crocodiles are been killed for their skins.
- c. A lot of crocodiles are killing for their skins.
- d. A lot of crocodiles were killed for their skins.

3. Leonardo da Vinci painted the Mona Lisa many years ago.

- a. The Mona Lisa is painted by Leonardo da Vinci many years ago.
- b. The Mona Lisa was painted by Leonardo da Vinci many years ago.
- c. The Mona Lisa was painting by Leonardo da Vinci many years ago.
- d. The Mona Lisa were painted by Leonardo da Vinci many years ago.

4. Hundreds of people use this highway every day.

- a. This highway is being used by hundreds of people every day.
- b. This highway is used by hundreds of people every day.
- c. This highway was used by hundreds of people every day.
- d. This highway has been used by hundreds of people every day.

12. Choose the correct option.

1. The climate ____ rapidly.
 - a. is changing
 - b. change
 - c. is changed

 2. Which of the following cannot use the suffix -ness?
 - a. act
 - b. sad
 - c. weak
 - d. happy

 3. Everything _____ more expensive nowadays.
 - a. is getting
 - b. are getting
 - c. was getting

 4. Which sentence does NOT make sense?
 - a. The police arrested the robber.
 - b. The robber was arrested.
 - c. The robber was arrested by the police.
 - d. The police were arrested the robber.

 5. Which sentence expresses a definite future plan?
 - a. My sister'll get married next spring.
 - b. My sister is getting married next spring.
 - c. My sister gets married next spring.

 6. Which sentence expresses a definite future plan?
 - a. She might buy a new house.
 - b. She may buy a new house.
 - c. She is going to buy a new house.
 - d. She is thinking about buying a new house.

 7. _____ anything tomorrow morning?
 - a. You do
 - b. Are you doing
 - c. Do you do
-

8. Look at that sign! You _____ walk on the grass.
a. can't
b. couldn't
c. ought to
9. –Did you paint the house?
– Yes. I did it all by _____.
a. me
b. myself
c. mine
10. Many families eat _____ dinner together.
a. a
b. the
c. no article
11. _____ dinner was delicious.
a. The
b. A
c. no article
12. I shower before _____ breakfast.
a. a
b. the
c. no article
13. _____ breakfast was delicious.
a. The
b. A
c. no article
14. You _____ touch electrical things when your hands are wet. It is dangerous.
a. shouldn't
b. mustn't
c. have to
15. _____ church is very old.
a. The
b. A
c. no article
16. I go to _____ bed at 11 o'clock.
a. a
b. the
c. no article
17. Don't jump on _____ bed.
a. the
b. a
c. no article
18. I saw _____ good movie last night.
a. a
b. the
c. no article
19. Did you see him on _____ television?
a. a
b. the
c. no article
20. What _____ nice weather!
a. a
b. the
c. no article
21. What _____ day!
a. a
b. the
c. no article
22. It is _____ oldest building in the town.
a. a
b. the
c. no article

23. ____ moon is very bright tonight.
a. The
b. A
c. no article
24. Who is ____ president of ____ USA?
a. a
b. the
c. no article
25. She is ____ tallest boy in the class.
a. the
b. a
c. no article
26. I heard ____ interesting story yesterday.
a. a
b. the
c. no article
d. an
27. ____ creativity is a valuable quality in children.
a. The
b. A
c. no article
28. My friend was always good at ____ math .
a. a
b. the
c. no article
29. They are at ____ church.
a. a
b. the
c. no article
30. My sister studied ____ French for four years.
a. a
b. the
c. no article
31. I think you ____ go to bed early tonight. You look tired.
a. should
b. must
c. don't have to
32. Young children ____ watch violent TV shows.
a. shouldn't
b. must
c. have to
33. Why ____ you believe him?
a. should
b. must
c. have to
34. If you are worried about getting fat, you ____ eat healthy food.
a. should
b. must to
c. have
35. You ____ eat at McDonald's every day.
a. shouldn't
b. mustn't to
c. have
36. You ____ come to school on time.
a. should
b. must
c. don't have to

37. Which of the following is correct?

- a. You shouldn't drive within the speed limit.
- b. You must drive within the speed limit.
- c. You should drive within the speed limit.
- d. You must drive quickly despite the speed limit.
- e. You mustn't drive within the speed limit.

38. Which of the following is correct?

- a. Should you stopping eating so many sweets?
- b. You must stopping eating so many sweets or your teeth will rot.
- c. She mustn't stop eating so many sweets or her teeth will rot.
- d. She mustn't to stop eating so many sweets or her teeth will rot.
- e. You must stop eating so many sweets or your teeth will rot.

39. Which of the following is correct?

- a. You must not have a bath or take a shower never.
- b. You mustn't to have a bath or take a shower.
- c. You shouldn't had a bath or take a shower every day.
- d. You had to have a bath or take a shower today.
- e. You should have a bath or take a shower every day.

40. What is the function of the modal?

You should wash your school uniform this week.

- a. polite request
- b. obligation
- c. necessity
- d. suggestion or advice
- e. permission

41. What is the function of the modal?

You should go to bed early tonight because you have an exam tomorrow morning.

- a. polite request
- b. obligation
- c. necessity
- d. suggestion or advice
- e. permission

42. What is the function of the modal?

You mustn't chop vegetables with a blunt knife or you'll likely cut yourself.

- a. polite request
- b. possibility
- c. necessity, obligation
- d. suggestion or advice
- e. permission

43. Where ____ we have dinner tonight, at home or in a restaurant?

- a. should
- b. must
- c. have to

44. You ____ brush your teeth after every meal, if possible.

- a. should
- b. must
- c. don't have to

45. You ____ study more to get a better grade.

- a. should
- b. must
- c. don't have to

46. Already as a child Mozart ____ play the piano beautifully.

- a. could
- b. should
- c. ought

47. I'm so hungry I ____ eat a horse!

- a. can
- b. could
- c. must
- d. should

48. If there is an age restriction then you ____ go in as you are too young.

- a. should
- b. shouldn't
- c. shall not

13. Make the sentences below passive voice.

1. Who wrote this book?
3. The children rang the bell a few minutes ago.
4. The kids forgot the whole story in a few days.
5. Did the president make an important speech last night?
6. They cancelled all flights because of fog.
7. The wild animals killed two men yesterday.
8. Water covers most of the earth's surface.
9. Alexander Fleming invented Penicillin.
10. A very rich American bought the painting.
11. John Lennon and Paul McCartney wrote the song Yesterday.
12. When did Cook discover Australia?
13. You don't find penguins at the North Pole.
14. How do people make sushi?
15. The hunter killed the lion.
16. Who built the rocket?

**14. Transform the requests and commands below into reported speech.
The beginning of the sentences is provided.**

1. You must not use the calculator.

The maths teacher told the students _____

2. Please, keep quiet.

Mother asked the kids _____

3. Don't be late.

The teacher warned me _____

4. Please, help me with my homework.

She begged her brother _____

5. Could you spell your name, please?

She asked him _____

6. Don't call me anymore.

She asked him _____

7. Don't leave me alone.

He told his mother _____

8. Could you bring your laptops?

The teacher asked the students _____

9. Be nice to your sister.

He urged his son _____

10. You had better exercise regularly.

The doctor advised my father _____

11. Open the window, please.

The teacher asked me _____

12. Drop me at the hotel, please.

The tourist asked the taxi driver _____

13. Don't put the bag on the table _____

She asked her daughter _____

14. Can you lend me your book?

My friend asked me _____

15. Please, park your car away from the school.

The security agent asked my father _____

16. Don't forget about your sister's birthday.

She reminded me _____

17. Don't smoke.

The doctor warned my father _____

18. Get out of the car!

The policeman ordered him _____

19. May I have a glass of water?

He asked me for _____

20. Why don't you go to the dentist?

He suggested that _____

Emmie

I dress the way I do because it's comfortable. Most of the time I think about whether the clothes I wear match and I usually wear make up that matches my clothes. I know that wearing jeans with a top is casual but I like this look. Fashion is about wearing the clothes you choose so you can be different from everyone else.

Gordon

I think fashion helps us to tell others who we are. I don't think too much about the latest fashion trends. I like the way I dress because it's my way of expressing myself. I wouldn't wear these clothes if I didn't like them. I usually pay attention to whether my clothes match or not because it makes me look better. I believe that clothes show people who you really are. Some people don't like the way I look but I feel comfortable in what I wear even if it looks a bit out-of-date.

Miriam

I dress the way I do because I like to be an individual. I don't think you should judge people by their clothes, though. It's only part of who they are. Sometimes I think about whether my clothes match, but it usually depends on if I am going out somewhere special. Then I make an effort, but otherwise I just put on whatever I feel like. I think fashion can be a statement of somebody's individuality. I don't care what people think about the way I dress. ...Uhm, but I wouldn't wear short skirts because I don't like my legs!

Lecturer:*page 39*

Let's face it - we all have some form of stress. Whether it's due to work, school reports, family, or relationships, we could all use a break now and then. Yet in the hustle and bustle of everyday life, a lot of us can't find the time to just drop everything and take it easy.

Well, what if someone told you that by just playing music from classical composers like Mozart, Strauss, or Vivaldi, you might find your job a little easier and that you might even be able to relax? This

has actually been found to be true. Listening to classical music has proven to be beneficial to learning and mind relaxation. It can also reduce our levels of stress.

Various studies of children have shown that those who receive music education or play a musical instrument often have increased academic skills. So the next time you feel yourself overwhelmed with work and deadlines, or you're just finding it difficult to concentrate, remember the power of music.

- It was a busy day. What have you done?
- I have cleaned my room.

- Have you cleaned the room?
- No, I cleaned it yesterday.

- Has dad fed the dog? I think he is hungry.
- No, he hasn't fed him yet. I'll do it in a minute.

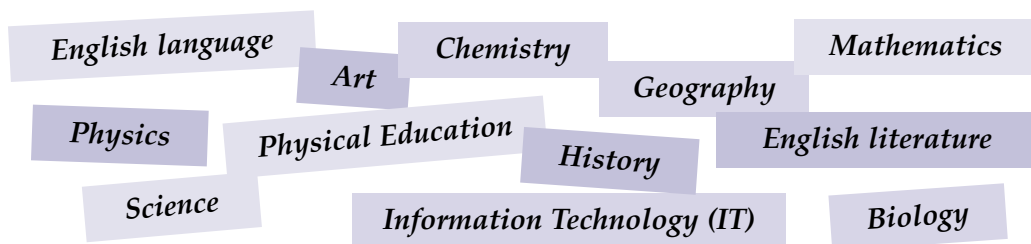
- Have you bought the food yet?
- Yes, my mum has just come home. She has bought everything.

- Has dad repaired the TV?
- No, he hasn't repaired it yet. He is doing it now.

In Britain schools have names. In my area we have such schools as Abbey Road School and Manchester School. What about schools in Armenia?

At my school if children are absent from school they must bring a note from one of their parents when they come back to school. What about your school?

At English schools children usually answer from their places without standing up. Students call the male teachers Mr. and the female teachers Miss or Mrs. with the surname. What about schools in Armenia?



How do you feel about school?

I don't like school very much. I have some problems with maths. I am always nervous when we have a test. Besides, I hate homework. I think that everything is boring at school. School is a waste of time. I can get information from books, TV and my computer but I can't do without my friends. I am glad I see them every day at school.

Our school is not the best but I like it. It's big and new. I'm good at a lot of subjects. I've got three favourite subjects: science, history and IT. Most of my teachers are nice. Some are strict but fair.

What makes teenagers different from adults?

Teacher Your son's behaviour is too childish. We must think of how to make him develop faster. Most teenagers are not good at reasoning, judgement or planning. They are very emotional.

Parent Yes, they are. What can I do about it?

Teacher It's hard to say. But one thing I am sure about is that the brain needs exercise, just like any other part of the body in order to develop.

Parent But how can I make him exercise his brain? How can I help him?

Teacher Well, try to make him learn a foreign language, develop his vocabulary, solve interesting problems, play an interesting game or play a musical instrument. Anything that makes the brain work hard. If teenagers use their brain in this way, they will perform better when they are adults.

Parent That's really good advice! Thanks a lot.

Teacher It was a pleasure.

APPENDIX

STRUCTURE OF ENGLISH GRAMMAR

WORDS

MORPHOLOGY

Parts of speech

NOUNS

VERBS

ADJECTIVES

ADVERBS

PRONOUNS

NUMERALS

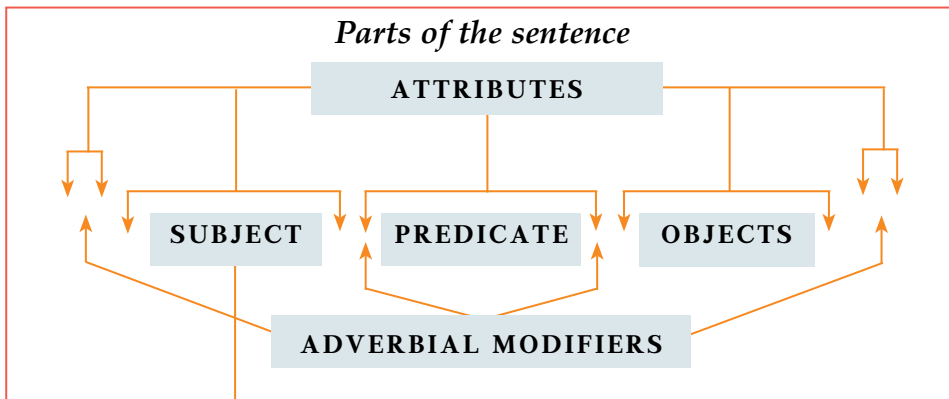
PREPOSITIONS

CONJUNCTIONS

INTERJECTIONS

SENTENCES

SYNTAX



FORMAL SUBJECT

1. It (is)	It is cold.
2. One (can) (may) (must)	One can do it. One may do it. One must do it.
3. There (is)	There is a paper on the table.

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	ox – oxen
woman – women	mouse – mice
child – children	louse – lice
foot – feet	goose – geese
tooth – teeth	

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
large

longer
larger

the longest
the largest

Adjectives with two or more syllables

beautiful
impossible

more beautiful
more impossible

the **most** beautiful
the **most** impossible

Irregular comparative forms

good
bad
little
many
much

better
worse
less
more

the best
the worst
the least
the most

far

farther
further

the **farthest**
the furthest

old

older
elder

oldest
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

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.

An adverb describes the action of a verb.

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

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>

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. forty
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	fortieth
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

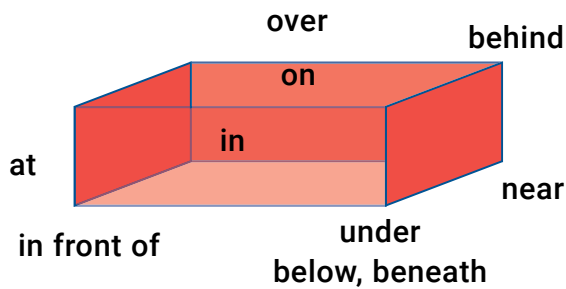
FRACTIONAL NUMBERS

$\frac{1}{2}$ 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

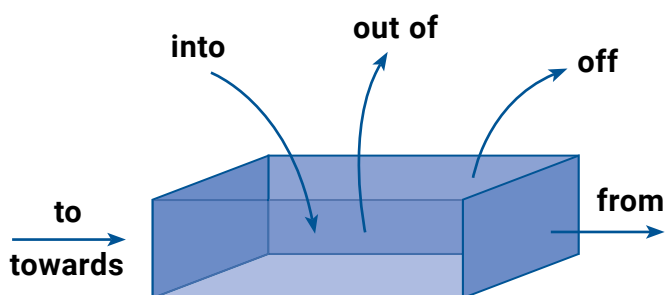
PREPOSITIONS

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 house
towards	towards the house
from	from the house
into	into the house
out of	out of the house
off	off the house

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

PREPOSITION COMBINATIONS

Adjective + Preposition

Verb + Preposition

A

absent from
according to
acquainted with
addicted to
afraid of
agree at/with/
about
angry with/at
apologize for/to
apply for
argue with/about
arrive in/at
aware of

B

bad at/for
believe in
belong to
benefit from
bored with/of
borrow from
busy with

C

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

D

deal with
depend on
devoted to
differ from
disappointed in/
with
dream of/about
dressed in

E

engaged to
equal to
escape from
excited about
explain to

F

faithful to
familiar with
famous for
fight for
filled with
finished with
focus on
fond of
forget about
forgive for
friendly to/with
furnished with

G

good at/for
graduate from
grateful to/for
guilty of

H

happy about/for
hear about/of/from
help with
happen to
hide from
hope for

I

innocent of
insist on
interested in
introduce to
invite to
involved in

J

jealous of
justified by

K

keep from
kind to
known for

L

late for
laugh at
leave for
listen to
live on

M

made of/from
married to
multiply by

N

nervous about
nice to

O

object to
opposed to

P

participate in
patient with
pay for
pleased with/about
point at
polite to
pray for
prefer to
prepare for
prevent from
protect from
proud of
provide with

Q

qualified for

R

recover from
related to
rely on
remind of
rescue from
responsible for

S

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

T

talk about/to/with
thank for
think of/about
thirsty for
tired of/from

U

upset with
used to

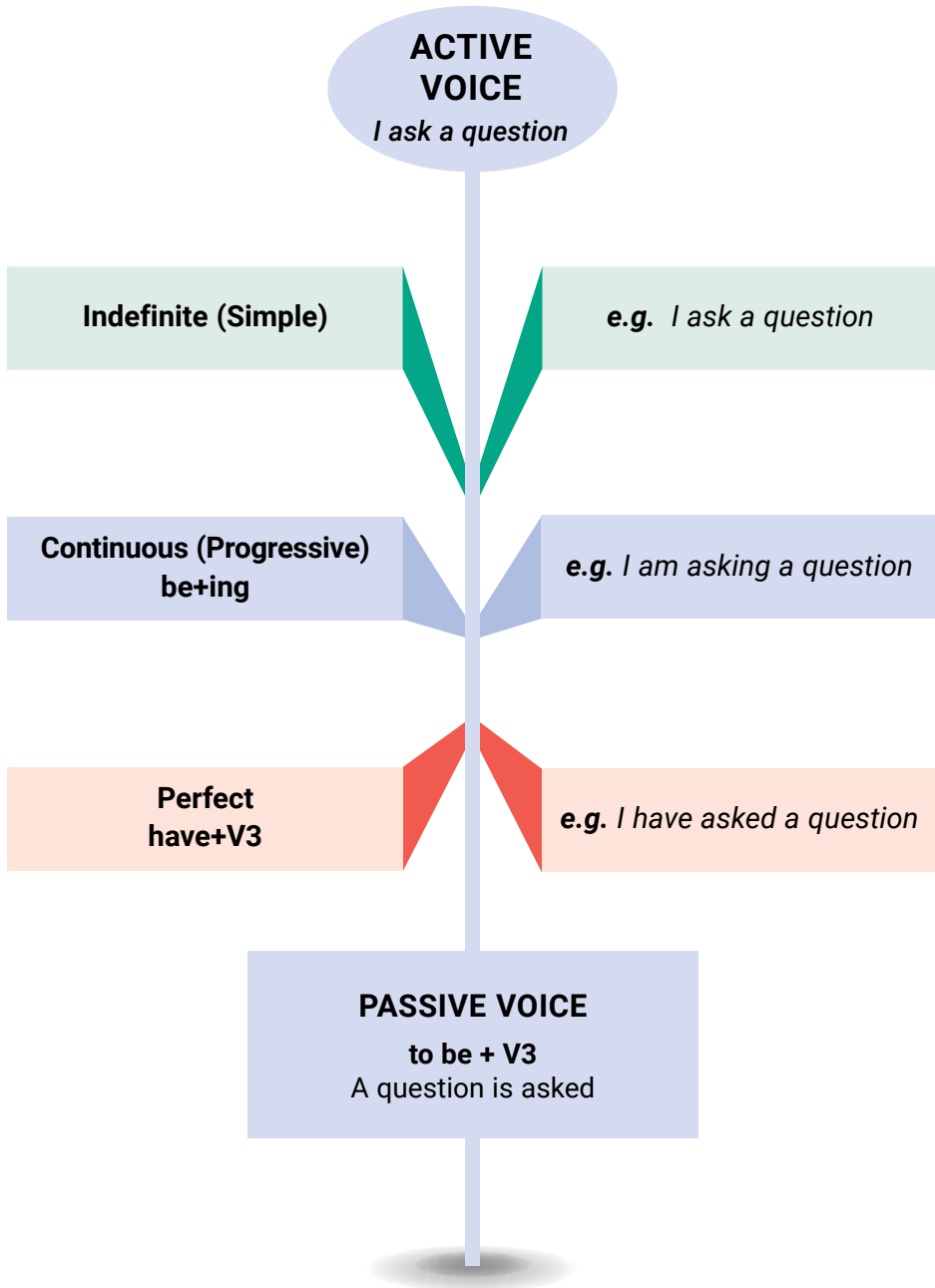
V

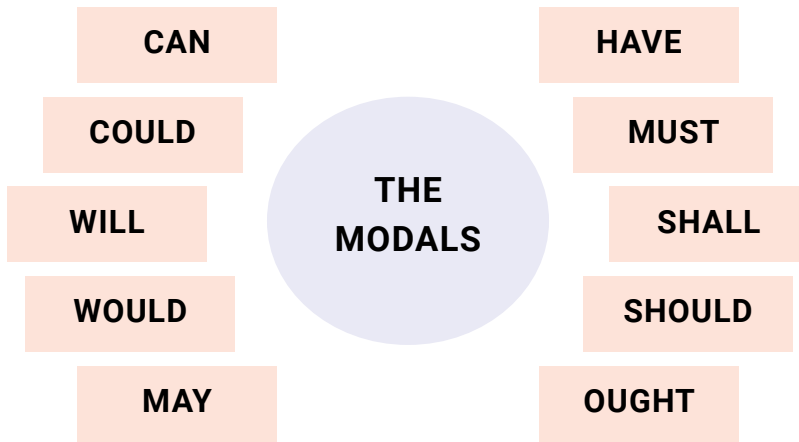
vote for

W

wait for
worried about
write to/about

Verb Tenses





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

<i>Modal Auxiliary</i>	<i>Uses</i>	<i>Present/Future</i>	<i>Past</i>
<i>may</i>	1. polite request 2. formal permission 3. less than 50% certainty	May I borrow your pen? You may leave the room. He may be at the library.	_____ _____ He may have been at the library.
<i>might</i>	less than 50% certainty	He might be at the library.	He might have been at the library.
<i>can</i>	1. ability 2. possibility impossibility (negative only) This use is usually a generalization or a supposition. 3. informal polite request 4. informal permission	I can run fast. Any child can grow up to be president. That can't be true. Can I borrow your pen? You can use my car tomorrow.	I could run fast when I was a child, but now I can't. Any child could grow up to be president. That can't have been true. _____ _____
<i>could</i>	1. past ability 2. possibility impossibility (negative only) 3. polite request 4. suggestion	_____ He could be the one who stole the money. (present) He could go to jail for stealing the money. (future) That couldn't be true. Could you help me? You could spend your holidays in Hawaii. (future only)	I could run fast when I was a child. He could have been the one who stole the money. He could have gone to jail for stealing the money. That couldn't have been true. _____ You could have spent your holidays in Hawaii.

<i>be able to</i>	ability	I am able to help you. I will be able to help you.	I was able to help him.
<i>must</i>	1. strong necessity 2. prohibition (negative) 3. 95% certainty	I must visit him today. You must not open that door. Noemi must be sick. (present only)	I had to visit him yesterday. You didn't have to open that door. Noemi must have been sick yesterday.
<i>have to</i>	1. strong obligation 2. lack of obligation (negative)	I have to visit him today. I'll have to visit him tomorrow. I don't have to visit him today. I won't have to visit him tomorrow.	I had to visit him yesterday. I didn't have to visit him yesterday.
<i>have got to</i>	necessity	I have got to visit him today.	I had got to visit him yesterday.
<i>shall</i>	polite question to make a suggestion	Shall I open the window?	_____
<i>should</i>	advisability	You should study tonight.	You should have studied last night.
<i>ought to</i>	1. duty or moral obligation 2. advisability	You ought to be ashamed of yourself. You ought to study tonight.	You ought to have been ashamed of yourself. You ought to have studied last night.
<i>be going to</i>	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>will</i>	1. 100% certainty 2. willingness 3. polite request	He will be here at 6:00. (future only) — The phone's ringing. — I'll get it. Will you please pass the salt?	_____ _____ _____

WORD BUILDING

Noun forming suffixes and prefixes

suffixes

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

prefixes

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

Verb forming suffixes and prefixes

suffixes

-en	widen, strengthen
-fy	modify
-ize, -ise	recognize
-ate	indicate, translate

prefixes

co-	cooperate, collaborate
de-	decode, demobilize
dis-	disapprove, disappear
in-	input
im-	immigrate, implant
inter-	interact, interchange
ir-	irrigate, irritate
over-	overcome, overlook
re-	rebuild, reconstruct
mis-	misprint, misunderstand
un-	undo

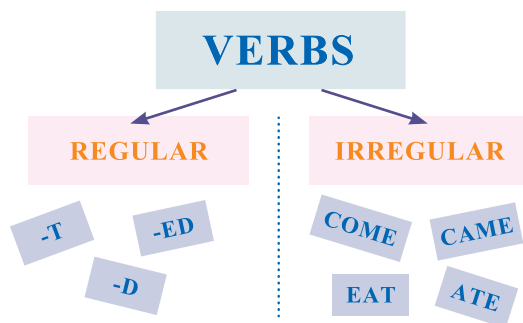
Adjective forming suffixes and prefixes

suffixes

-ful	useful, powerful
-ant	distant, important
-ous	famous, various
-ed	talented, developed
-ing	interesting, disappointing
-al	cultural, territorial
-en	golden
-ent	dependent, different
-ish	British, boyish
-ible	possible, visible
-able	comfortable, miserable
-ic	atomic, historic, heroic
-y	rainy, busy
-less	lifeless, homeless
-ary	ordinary, necessary
-ive	inventive, effective
-ian	Russian, Canadian

prefixes

un-	unhappy, uncomfortable
in-	independent, invisible
dis-	disappointing, discouraging
im-	impossible, immoral
non-	non-governmental
ir-	irregular, irresponsible
pre-	prewar, preoperational
post-	postwar, postoperational
inter-	international
il-	illegal, illogical



IRREGULAR VERBS

Infinitive	Simple Past	Past Participle
be [bi:]	was [wɒz], were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten [ˈbi:tən]
become [bɪˈkʌm]	became [bɪˈkeɪm]	become [bɪˈkʌm]
begin [bɪˈɡɪn]	began [bɪˈɡæn]	begun [bɪˈɡʌn]
bite [baɪt]	bit [bɪt]	bitten [bɪtn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken [ˈbrəʊkn]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen [ˈtʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamt [dremt]	dreamt [dremt]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven [ˈdrɪvn]
eat [i:t]	ate [et]	eaten [ˈi:tn]
fall [fɔ:l]	fell [fel]	fallen [ˈfɔlən]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fəˈɡet]	forgot [fəˈɡɒt]	forgotten [fəˈɡɒtn]
get [get]	got [gɒt]	got [gɒt]
give [ɡɪv]	gave [geɪv]	given [ˈɡɪvn]
go [ɡəʊ]	went [went]	gone [ɡɒn]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hiə(r)]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden [ˈhɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]

hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	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 [lein]
lose [lu:z]	lost [lɒst]	lost [lɒst]
make [meik]	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 [raɪd]	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 [ʃɒn]	shone [ʃɒn]
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 [sɪt]	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 ['weɪk'ʌp]	woke up ['wəʊk'ʌp]	woken up ['wəʊkn'ʌp]
wear [weə(r)]	wore [wɔ:(r)]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written [ˈrɪtn]

GLOSSARY

A

ability [ə'bilɪti] *n.* ընդունակություն, կարողություն
abroad [ə'brɔ:d] *n.* արտասահման
absent ['æbsənt] *a.* բացակա
absent-minded ['æbsənt'maɪndɪd] *a.* ցրված, մտային
accept [ək'sept] *v.* ընդունել
accident ['æksɪdənt] *n.* դժբախտ դեպք, դժբախտ պատահար, վթար
ache [eɪk] **1.** *n.* ցավ **2.** *v.* ցավել
achieve [ə'tʃi:v] *v.* ձեռք բերել, նվաճել
acquaint [ə'kwetɪnt] *v.* ծանոթացնել
get acquainted ծանոթանալ
acquaintance [ə'kwetɪntəns] *n.* ծանոթ
active ['æktɪv] *a.* գործունյա, եռանդուն
activity [æk'tɪvɪti] *n.* գործունեություն
actor ['æktə] *n.* դերասան
actress ['æktɪs] *n.* դերասանուհի
add [æd] *v.* **1.** ավելացնել, լրացնել **2.** գումարել
addicted [ə'dɪktɪd] *a.* հակված (հաճախ վատ սովորության)
addition [ə'dɪʃən] **1.** ավելացում, լրացում **2.** գումարում
in addition բացի դրանից
address [ə'dres] **1.** *n.* հասցե **2.** *v.* հասցեագրել, դիմել
adjective ['ædʒɪktɪv] *n.* *բեր.* ածական անուն
admirable ['ædmərəbəl] *a.* հիանալի, սքանչելի
admire [əd'maɪə] *v.* հիանալ
adult ['ædʌlt] *n.* չափահաս մարդ
adventure [əd'ventʃə] *n.* արկած, արկածախնդրություն
adverb ['ædvə:b] *n.* *բեր.* մակբայ
advertise ['ædvətəɪz] *v.* **1.** հայտարարել, **2.** գովազդել
advertisement [əd'vɜ:tɪsmənt] *n.* հայտարարություն, գովազդ, ազգ
advice [əd'vaɪs] *n.* խորհուրդ
advise [əd'vaɪz] *v.* խորհուրդ տալ
affect [ə'fekt] *a.* ազդել
affectionate [ə'fekʃənt] *a.* սիրող, քնքուշ
age [eɪdʒ] *n.* տարիք, հասակ
aged ['eɪdʒd] *a.* տարեյ
agree [ə'grɪ:] *v.* **1.** համաձայնվել
համապատասխանել
alien ['eɪliən] *a.* օտար, խորթ
alibi ['ælibaɪ] *n.* **1.** ակիբի, այլուրեքություն **2.** արդարացում
alive [ə'laɪv] *a.* ողջ, կենդանի
allow [ə'laʊ] *v.* թույլ տալ, թույլատրել
amaze [ə'meɪz] *v.* զարմացնել, ապշեցնել
amount [ə'maʊnt] *n.* գումար, քանակ
amuse [ə'mju:z] *v.* զվարճացնել
amusing [ə'mju:zɪŋ] *a.* զվարճալի
ancestor ['ænsɪstə] *n.* նախնի

ancient ['eɪnʃənt] *a.* հին, հնադարյան
anger ['æŋɡə] *n.* զայրույթ, բարկություն
angry ['æŋɡrɪ] *a.* բարկացած, զայրացած
animal ['ænɪmə] *n.* կենդանի, անասուն
animation [æ'nɪmeɪʃən] *n.* կենդանություն
anniversary [æ'nɪ'vɜ:səri] *n.* տարեդարձ
announce [ə'naʊns] *v.* ազդարարել, հայտարարել
announcement [ə'naʊnsmənt] *n.* հայտարարություն
anonymously [ə'nɒnɪməʃli] *adv.* անանուն, անտորագիր
anxious ['æŋkʃəs] *a.* մտահոգ, անհանգիստ
apartment [ə'pɑ:tmənt] *n.* բնակարան
apologize [ə'pɒlədʒaɪz] *v.* ներողություն խնդրել
apology [ə'pɒlədʒɪ] *n.* ներողություն, ներում
appear [ə'pɪə] *v.* հայտնվել, երևալ
appearance [ə'pɪərəns] *n.* արտաքին տեսք
appendix [ə'pendɪks] *n.* կույրաղիք
appointment [ə'pɔɪntmənt] *n.* ժամադրություն
appreciate [ə'pri:ʃɪet] *v.* գնահատել
approve [ə'pru:v] *v.* ավանդություն տալ
arrange [ə'reɪndʒ] *v.* կարգի բերել
arrival [ə'raɪvəl] *n.* ժամանում
arrive [ə'raɪv] *v.* ժամանել, գալ
ashamed [ə'ʃeɪmd] *a.* անոթահար
astonish [ə'stɒnɪʃ] *v.* զարմացնել, ապշեցնել
attentive [ə'tentɪv] *a.* ուշադիր, հոգատար
attractive [ə'træktɪv] *a.* գրավիչ, հրապուրիչ
attitude ['ætɪtju:d] *n.* վերաբերմունք
awake [ə'weɪk] *a.* կայտառ, առույգ
aware [ə'weə] *a.* իրազեկ, տեղյակ
be aware of իրազեկ լինել
away [ə'weɪ] *adv.* հեռու
be away բացակայել
go away հեռանալ
far away շատ հեռու
awful ['ɔ:ful] *a.* սարսափելի, սուկալի

B

bald [bɔ:ld] *a.* ճաղատ
bear I [beə] *n.* արջ
bear II (bore, borne) *v.* տանել, հանդուրժել
bear III (bore, born) *v.* ծնել
bearable ['beərəbəl] *a.* տանելի, հանդուրժելի
beast [bi:st] *n.* զազան, գիշատիչ կենդանի
beat [bi:t] *v.* **1.** խփել, ծեծել, հարվածել **2.** հաղթել
beautiful ['bjʊ:təfʊl] *a.* գեղեցիկ
beauty ['bjʊ:ti] *n.* **1.** գեղեցկություն **2.** գեղեցկուհի
become [bɪ'kʌm] *v.* դառնալ
bee [bi:] *n.* մեղու
behave [bɪ'heɪv] *v.* պատշաճ վարք դրսևորել
behaviour [bɪ'heɪvɪə] *n.* վարք, վարքագիծ
being ['bi:ɪŋ] *n.* էակ

belief [br'i:ɪf] *n.* հավատ
believe [br'i:ɪv] *v.* 1. հավատալ 2. կարծել, համարել, ենթադրել
bell [bɛl] *n.* զանգ
belong [br'ɒŋ] *v.* պատկանել
beloved [br'ɪlʌvd] *a.* սիրելի
below [br'ləʊ] *adv.* ստորև, ներքևում
belt [bɛlt] *n.* գոտի
bench [bentʃ] *n.* նստարան
birthday ['bɜ:θdeɪ] *n.* ծննդյան օր
birthplace ['bɜ:θpleɪs] *n.* ծննդավայր
bit [bɪt] *n.* կտոր, մաս
biscuit ['bɪskɪt] *n.* թխվածքաբլիթ
bleed [bli:d] *v.* (**bled**, **bled**) արյունահոսել
blind [blaɪnd] *n. a.* կույր
blond [blɒnd] *a.* շիկահեր
blood [blʌd] *n.* արյուն
blossom ['blɒsəm] *v.* ծաղկել
blow ['bləʊ] 1. *n.* հարված 2. *v.* (**blew**, **blown**) փչել
blow up պայթեցնել
boat [bəʊt] *n.* նավակ, նավ
body ['bɒdi] *n.* մարմին
boil [bɔɪl] *v.* եռացնել, եփել
bone [bəʊn] *n.* ոսկոր
border [bɔ:də] *n.* սահման
boring ['bɔ:ɪŋ] *a.* ձանձրալի, տաղտկալի
borrow ['bɒrəʊ] *v.* պարտք վերցնել
bottom ['bɒtəm] *n.* հատակ, ներքևի մաս
bow [bəʊ] *v.* խոնարհվել, զլուխ տալ
boxing ['bɒksɪŋ] *n.* բռնցքամարտ
brain [breɪn] *n.* ուղեղ
branch [brɑ:ntʃ] *n.* 1. ճյուղ 2. մասնաճյուղ, բնագավառ
brave [breɪv] *a.* քաջ, արի
break [breɪk] *v.* ջարդել, կտրել
breath [breθ] *n.* շունչ
breathe [bri:z] *v.* շնչել
breathing ['bri:zɪŋ] *n.* շնչառություն
breathless ['breθlɪs] *a.* շնչակտուր, շնչասպառ
breed [bri:d] 1. *v.* (**bred**, **bred**) պահել, մեծացնել, կրթել
breeze [bri:z] *n.* գեփյուռ
bridge [brɪdʒ] *n.* կամուրջ
brief [bri:f] *a.* սեղմ, հակիրճ, կարճ
bright [braɪt] *a.* 1. պայծառ 2. փայլուն 3. խելամիտ, սրամիտ, աշխույժ
brilliant ['brɪljənt] *a.* փայլուն, աչքի ընկնող, հիանալի
bring up դաստիարակել
broad [brɔ:d] *a.* լայն, ընդարձակ
broom [brʊm] *n.* ավել, ցախավել
brute ['bru:t] *a.* 1. կոպիտ 2. դաժան
build [bɪld] *v.* կառուցել
building ['bɪldɪŋ] *n.* շենք, շինություն
bullet ['bulɪt] *n.* գնդակ (հրացանի)
bump [bʌmp] *n.* 1. ուռուցիկ տեղ 2. ուռածություն, ելունդ 3. բախում
bush [bʊʃ] *n.* թուփ, թփուտ
business ['bɪznɪs] *n.* գործ, զբաղմունք

busy [bɪzi] *a.* 1. զբաղված 2. աշխույժ (փողոցի մասին)
button ['bʌtn] *n.* կոճակ
buy [baɪ] *v.* գնել

C

cage [keɪdʒ] *n.* վանդակ
calculate ['kælkjuleɪt] *v.* հաշվել, հաշվարկել
call [kɔ:l] *v.* 1. կանչել 2. անվանել 3. զանգահարել
calm [kɑ:m] *a.* հանգիստ, հանդարտ, խաղաղ
camel ['kæməl] *n.* ուղտ
camera ['kæmərə] *n.* լուսանկարչական սարք
camping (holiday) ['kæmpɪŋ] *n.* արշավ
candle ['kændl] *n.* մոմ
care [keə] *n.* խնամք, հոգատարություն
careful ['keəfʊl] *a.* 1. հոգատար, ուշադիր 2. զգույշ
carry ['kæri] *v.* կրել, տանել
cartoon [kɑ:'tu:n] *n.* 1. ծաղրանկար 2. մուլտիպլիկացիոն ֆիլմ
case [keɪs] *n.* 1. դեպք 2. *թիք.* հոլով **in any case** բոլոր դեպքերում
ceiling ['si:lɪŋ] *n.* առաստաղ
celebrate ['selɪbreɪt] *v.* տոնել
challenge ['tʃælɪndʒ] 1. *n.* կանչ, մրցահրավեր 2. *v.* կանչել, հրավիրել
charming ['tʃɑ:miŋ] *a.* հմայիչ
chase [tʃeɪs] 1. *n.* հետապնդում, որս 2. *v.* հետապնդել, որսալ
chat [tʃæt] *v.* զրույցել, շաղակրատել
cheap [tʃi:p] *a.* էժան, էժանագին
check-up [tʃek'ʌp] *n.* ստուգում
cheek [tʃi:k] *n.* այտ
cheer [tʃiə] *v.* ողջունել բարձրաձայն բացականչություններով
cheer up քաջալերել, խրախուսել
cheerful ['tʃiəfʊl] *a.* ուրախ, զվարթ
chemistry ['kemɪstri] *n.* քիմիա
chemist's ['kemɪsts] *n.* դեղատոմս
chess [tʃes] *n.* շախմատ
childish ['tʃaɪldɪʃ] *a.* երեխայի խելք ունեցող
climate ['klaɪmɪt] *n.* կլիմա
climb [klaɪm] *v.* մագլցել
close [kləʊs] 1. *a.* մոտ, մոտիկ, մտերիմ 2. *v.* փակել
closely [kləʊslɪ] *adv.* 1. սերտորեն 2. ուշադիր, ուշադրությամբ
clothes [kləʊðz] *n.* հագուստ, զգեստ
cloud [klaʊd] *n.* ամպ
cloudy ['klaʊdi] *a.* ամպամած
coach [kəʊtʃ] 1. *n.* մարզիչ 2. *v.* մարզել, սովորեցնել
coast [kəʊst] *n.* ափ, ծովափ
cockoo ['kʊku:] *n.* 1. կկու 2. *խսկյ.* հիմար
cold [kəʊld] *n.* 1. ցուրտ 2. մրսածություն 3. *a.* սառը, պաղ, ցուրտ **to catch a cold** մրսել հիվանդանալ
comfortable ['kʌmfətəbl] *a.* հարմար
common ['kɒmən] *a.* 1. սովորական 2. ընդհանուր
communicate [kə'mju:nɪkeɪt] *v.* հաղորդակցվել

communication [kə,mjɪ:ni'keɪʃn] *n.*
 հաղորդակցություն
compel [kəm'pel] *v.* հարկադրել, ստիպել
complaint [kəm'pleɪnt] *n.* զանգառ,
 դժգոհություն
confuse [kən'fju:z] *v.* շփոթեցնել, խառնել
conquer ['kɒŋkə] *v.* հաղթել, նվաճել
conqueror ['kɒŋkərə] *n.* հաղթող, նվաճող
construction [kən'strʌkʃən] *n.* 1. շինարարություն 2.
 կառույց, շենք
contact ['kɒntækt] *n.* շփում, կապ
convenience [kən'vi:niəns] *n.* հարմարություն
cool [ku:l] *a.* հով, գով
cost [kɒst] *n.* արժեք
cosy ['kɒuzi] *a.* հարմարավետ
cottage ['kɒtɪdʒ] *n.* խրճիթ, ամառանոցային տուն
cousin ['kʌzn] *n.* զարմիկ, զարմուհի
cover ['kʌvə] *n.* 1. ծածկույց, 2. խուփ 3. *v.* ծածկել
cow [kau] *n.* կով
crane [kreɪn] *n.* կրունկ
creature ['kri:tʃə] *n.* արարած, կենդանի էակ
crime [kraɪm] *n.* հանցանք
criminal ['krɪmɪnl] *n.* հանցագործ
crow [krəʊ] *n.* ագռավ
crowd [kraʊd] *n.* ամբոխ, մարդկանց խումբ
crowded ['kraʊdɪd] *a.* լիքը լցված, լեփ-լեցուն
cruel [krʊəl] *a.* դաժան
crush [krʌʃ] *v.* ջախջախել, ոչնչացնել
cry [kraɪ] *v.* 1. ճչալ, բղավել 2. լայ լինել,
 արտասվել
cucumber ['kju:kʌmbə] *n.* վարունգ
cup [kʌp] *n.* գավաթ
cupboard ['kʌbəd] *n.* պահարան (ամանեղենի,
 սննդամթերքի)
cure [kjʊə] *v.* բուժել
curly ['kɜ:li] *a.* զանգուր
custom ['kʌstəm] *n.* սովորույթ
cut [kʌt] 1. *n.* կտրվածք, վերք 2. *v.* կտրել, կտրատել
cycle ['saɪkl] *v.* հեծանիվ քշել

D

damage ['dæmɪdʒ] 1. *n.* վնաս 2. *v.* վնասել
damp [dæmp] *a.* խոնավ, քայ
dance [dɑ:ns] 1. *n.* պար 2. *v.* պարել
danger ['deɪndʒə] *n.* վտանգ
dangerous ['deɪndʒərəs] *a.* վտանգավոր, սպառնալի
date [deɪt] *v.* ժամադրվել
deaf [def] *n.* խուլ
dear [dɪə] *a.* թանկագին, սիրելի, հարգելի
death [deθ] *n.* մահ
debate [dɪ'beɪt] 1. *n.* բանավեճ 2. *v.* վիճել, քննարկել
debt [det] *n.* պարտք
deceive [dɪ'si:v] *v.* խաբել
decide [dɪ'saɪd] *v.* որոշել, վճռել
decimal ['desɪmə] *a.* տասնորդական
decision [dɪ'sɪʒn] *n.* որոշում, վճիռ
deep [di:d] *n.* գործ, արարք

deep [di:p] *a.* 1. խոր 2. մուգ (գույնի մասին)
 3. թավ, խուլ (ձայնի մասին)
deer [dɪə] *n.* եղջերու, եղնիկ
delicate ['delɪkət] *a.* նորր, նրբագեղ
delicious [dɪ'liʃəs] *a.* համեղ
delightful [dɪ'laɪtful] *a.* հիանալի, սքանչելի
dentist ['dentɪst] *n.* ատամնաբույժ
department [dɪ'pɑ:tmənt] *n.* բաժին
depend [dɪ'pend] *v.* կախում ունենալ,
 կախված լինել
depict [dɪ'pɪkt] *v.* պատկերել, նկարագրել
describe [dɪs'kraɪb] *v.* նկարագրել
description [dɪs'krɪpʃn] *n.* նկարագրություն
desert ['dezət] *n.* անապատ
desert island անմարդաբնակ կղզի
desperate ['despəɪt] *a.* հուսահատված, հուսալքված
dessert [dɪ'zɜ:t] *n.* աղանդեր, քաղցրավենիք
develop [dɪ'veləp] *v.* զարգանալ, զարգացնել
devoted [dɪ'vəʊtɪd] *a.* նվիրված, անձնվեր
dictionary ['dɪkʃənəri] *n.* բառարան
die [daɪ] *v.* մեռնել, վախճանվել
diet ['daɪət] *n.* սննդակարգ, դիետա
differ ['dɪfə] *v.* տարբերվել, գանազանվել
difference ['dɪfrəns] *n.* տարբերություն
different ['dɪfrənt] *a.* տարբեր, գանազան
difficult ['dɪfɪkəlt] *a.* դժվար
dimple ['dɪmpəl] *n.* փոսիկ
disappear [dɪsə'pɪə] *v.* անհետանալ, կորչել
disappointment [dɪsə'pɔɪntmənt] *n.* հիասթափություն
disgust [dɪs'gʌst] *n.* զզվանք, մողկանք
distract [dɪ'strækt] *v.* շեղել
distribute [dɪs'trɪbjʊ:t] *v.* բաշխել, բաժանել
do one's best ամեն ինչ անել, ամեն ճիգ գործադրել
drag [dræɡ] *v.* քաշել
drain [dreɪn] *v.* ցամաքեցնել, դատարկել
drawer ['dreɪə] *n.* դարակ
dream [dri:m] 1. *n.* երազ, երագանք
 2. *v.* երագ տեսնել, երագել, ցանկանալ
drip [drɪp] 1. *n.* ընկնող կաթիլների ձայնը
 2. *v.* կաթել, կաթեցնել
drive [draɪv] *v.* վարել (ավտոմեքենա և այլն)
driver ['draɪvə] *n.* վարորդ
drop [drɒp] 1. *n.* կաթիլ 2. *v.* վայր գցել
during ['djʊəɪŋ] *prep.* ընթացքում
dust [dʌst] *n.* փոշի
dusty ['dʌstɪ] *a.* փոշոտ
duty ['dju:ti] *n.* պարտք, պարտականություն

E

eagle [i:ɡl] *n.* արծիվ
early ['ɜ:li] *a., adv.* 1. վաղ առավոտյան
 2. վաղաժամ, շուտ
earn [ɜ:n] *v.* վաստակել
earnest ['ɜ:nɪst] *a.* լուրջ
earth [ɜ:θ] *n.* 1. երկիր, երկրագունդ
 2. ցամաք, հող, գետիկ
earthquake ['ɜ:θkweɪk] *n.* երկրաշարժ
east [i:st] *n.* արևելք

eastern ['i:stən] *a.* արևելյան
easy ['i:zi] *a.* հեշտ
education [ˌedʒu'keɪʃən] *n.* կրթություն
effort ['efət] *n.* ճիգ, փորձ
elderly ['eldəli] *a.* տարեյ
elephant ['elɪfənt] *n.* փիղ
embarrass [ɪm'bærəs] *v.* շփոթեցնել, շփոթվել
emergency [ɪ'mɜ:dʒənsi] *a.* վթարային
encourage [ɪn'kʌrɪdʒ] *v.* քաջալերել, խրախուսել
enemy ['enɪmi] *n.* թշնամի
enjoy [ɪn'dʒɔɪ] *v.* բավականություն ստանալ, զվարճանալ
enthusiastic ['ɪn.θju:zi'æstɪk] *a.* խանդավառ, եռանդուն
epidemic [ˌepɪ'demɪk] *n.* համաճարակ
estate [ɪs'teɪt] *n.* կալվածք
even ['i:vən] **1.** *a.* հարթ, հավասար **2.** *adv.* անգամ, նույնիսկ
everlasting [ˌevə'la:stɪŋ] *a.* հավիտենական
excite [ɪk'saɪt] *v.* զրզռել, հուզել
exclaim [ɪks'kleɪm] *v.* բացականչել
excuse [ɪks'kjʊ:s] *n.* ներում
excuse [ɪks'kjʊ:z] *v.* ներել
exercise ['eksəsaɪz] *v.* մարզել, մարզվել
expensive [ɪks'pensɪv] *a.* բանկ, բանկարժեք
explosion [ɪks'pləʊzən] *n.* պայթյուն
extended [ɪk'stendɪd] *a.* ընդլայնված

F

fair [fɛə] *n.* տոնավաճառ
fairy-tale ['fɛəri:teɪl] *n.* հեքիաթ
faith [ˈfeɪθ] *n.* հավատ
faithful ['feɪθfʊl] *a.* հավատարիմ, նվիրված
fall [fɔ:l] *n.* **1.** անկում **2.** ջրվեժ **3.** ամերիկ. աշուն *v.* ընկնել, իջնել
fall asleep քնել, քուն մտնել
fall behind հետ մնալ, ուշանալ
fall ill հիվանդանալ
false [fɔ:ls] **1.** *a.* կեղծ, արհեստական **2.** *n.* սուտ, սխալ
familiar [fə'mɪljə] **1.** *a.* ծանոթ, սովորական **2.** իրազեկ, տեղյակ
family ['fæmɪli] *n.* ընտանիք
famous ['feɪməs] *a.* հռչակավոր, մեծահռչակ
fan [fæn] *n.* **1.** երկրպագու, սպորտի մոլի սիրահար **2.** հովիար
fantastic [fæn'tæstɪk] *a.* հիանալի, հիասքանչ
far (farther, farthest) [fɑ:] *a., adv.* **1.** հեռու **2.** հեռավոր
fare [fɛə] *n.* ճանապարհաձախս, տոմսի արժեք
fashion ['fæʃən] *n.* նորաձևություն
fate [feɪt] *n.* բախտ, ճակատագիր
favourite ['feɪvərɪt] *a.* սիրելի, սիրած
fear [fiə] *n.* վախ
feast [fi:st] *n.* խնջույք, տոն
feed [fi:d] *v.* (**fed, fed**) սնել, կերակրել
feel [fi:l] *v.* **1.** զգալ **2.** շոշափել
feeling ['fi:liŋ] *n.* զգայուն, զգայմունք

fellow ['feləʊ] *n.* մարդ, երիտասարդ տղա
fence [fens] *n.* **1.** ցանկապատ **2. տուներամարտ
fetch [fetʃ] *v.* գնալ և բերել
field [fi:ld] *n.* **1.** դաշտ **2.** բնագավառ
fill [fɪl] *v.* **1.** լցնել **2.** պլոմբել (ատամը)
fill in լրացնել
find [faɪnd] *v.* (**found, found**) գտնել
find out պարզել
firm ['fɜ:m] *a.* ամուր, հաստատուն
flavour ['fleɪvə] *n.* բուրմունք, բույր
flight [flaɪt] *n.* թռիչք
fly [flaɪ] **1.** *n.* ճանճ **2.** *v.* թռչել
fog [fɒg] *n.* մառախուղ, մշուշ
foggy ['fɒgɪ] *a.* մառախլապատ, մշուշապատ
fold [fəʊld] **1.** *n.* ծավվածք, փոք **2.** *v.* ծալել, փաթաթել
folk song ['fəʊksɔŋ] ժողովրդական երգ
follow ['fɒləʊ] *v.* **1.** հետևել **2.** հետապնդել
3. հաջորդել **4.** բխել, հետևել
footwear ['fʊtwɛə] *n.* կոշիկերն
force [fɔ:s] *n.* ուժ
forehead ['fɔ:hed] *n.* ճակատ
foreign ['fɔ:ɪn] **1.** *a.* օտարերկրյա, օտար, արտասահմանյան **2.** արտաքին
fossil [fɒsl] *n., a.* բրածո
found [faʊnd] *v.* հիմնադրել
fragrance ['freɪgrəns] *n.* բույր, բուրմունք
freckle [freckl] *n.* պեպեկ
frequency ['fri:kwensɪ] *n.* հաճախականություն
frightened ['fraɪntɪd] *a.* վախեցած
full [fʊl] *a.* **1.** լի, լիքը **2.** ամբողջ, լրիվ
fun [fʌn] *n.* ուրախություն, զվարճություն, կատակ
for fun կատակի համար
have fun զվարճանալ
make fun of ծաղրել
funny ['fʌni] *a.* **1.** զվարճալի, ծիծաղելի **2.** տարօրինակ, զարմանալի
fur [fɜ:] *n.* մորթի
furious ['fjʊəriəs] *a.* կատաղի, մոլեգին
furniture ['fɜ:nɪtʃə] *n.* կահույք
fuse [fju:z] *n.* պատրույգ, պայթաբուլ**

G

garbage ['gɑ:bɪdʒ] *n.* արք
generation [ˌdʒenə'reɪʃən] *n.* սերունդ
gift [gɪft] *n.* **1.** նվեր **2.** տաղանդ, ձիրք
gifted ['gɪftɪd] *a.* տաղանդավոր, շնորհալի
glad [glæd] *a.* ուրախ
glister [glɪstɪ] *v.* շողալ, փայլատակել
glove [glʌv] *n.* ձեռնոց
glue [glu:] *n.* սուսինձ
go by կողքով անցնել
go on շարունակել
goalkeeper ['gəʊl.ki:pə] *n.* դարպասապահ
god [gɒd] *n.* Աստված
gold [gəʊld] **1.** *n.* ոսկի **2.** *a.* ոսկյա, ոսկե

golden [ˈɡəʊldən] *a.* 1. ոսկեգույն 2. բանկարժեք
good-looking [ˈɡʊdˈlʊkɪŋ] *a.* գեղեցիկ, գեղեցկադեմ
good-natured [ˈɡʊdˈneɪtʃəd] *a.* բարեհոգի, բարեհամբույր
goods [ɡʊdz] *n.* ապրանք
government [ˈɡʌvənəmənt] *n.* կառավարություն
graceful [ˈɡreɪsful] *a.* նագելի, նրբագեղ
grammar [ˈɡræmə] *n.* քերականություն
granny [ˈɡræni] *n.* *խոսք.* տատիկ
grateful [ˈɡreɪtful] *a.* երախտապարտ, շնորհակալ
great [ɡreɪt] *a.* 1. մեծ 2. վեհ
a great deal of շատ
greedy [ˈɡriːdi] *a.* ագահ, աչքածակ
greengrocery [ˈɡriːn,ɡrəʊsəri] *n.* մրգի և բանջարեղենի խանութ
greet [ɡriːt] *v.* բարևել, ողջունել
greeting [ˈɡriːtɪŋ] *n.* բարև, ողջույն
grow [ɡrəʊ] *v.* 1. աճել, մեծանալ 2. աճեցնել, մեծացնել 3. դառնալ
guilty [ˈɡɪlti] *a.* մեղավոր

H

habit [ˈhæbɪt] *n.* սովորություն
hail [heɪl] *n.* կարկուտ
handkerchief [ˈhæŋkətʃɪf] *n.* բաշկինակ
handle [ˈhændl] *n.* բռնակ, կոթ
handsome [ˈhænsəm] *a.* գեղեցիկ (սովորաբար տղամարդու մասին)
handwriting [ˈhændraɪtɪŋ] *n.* ձեռագիր
happy [ˈhæpi] *a.* 1. երջանիկ 2. գոհ, ուրախ
hard [hɑːd] *a.* 1. կարծր, պինդ 2. դժվար, ծանր
work hard եռանդով աշխատել
hardly [ˈhɑːdli] *adv.* հազիվ, հազիվ թե
hardworking [ˈhɑːdˈwɜːkɪŋ] *a.* աշխատասեր
hare [heə] *n.* նապաստակ
harm [hɑːm] 1. *n.* վնաս, կորուստ 2. *v.* վնասել
hatch [hætʃ] *v.* թուխս նստել, ճտեր հանել
hay [heɪ] *n.* խոտ (չոր)
head [hed] 1. *n.* գլուխ, ղեկավար, պետ 2. *v.* գլխավորել, ղեկավարել
headache [ˈhedəɪk] *n.* գլխացավ
headmaster [ˈhedˈmɑːstə] *n.* դպրոցի տնօրեն
health [helθ] *n.* առողջություն
healthy [ˈhelθi] *a.* առողջ
hear [heə] *v.* լսել
heart [hɑːt] *n.* 1. սիրտ 2. միջուկ, կորիզ
heartache [ˈhɑːteɪk] *n.* սրտի ցավ
heating [ˈhiːtɪŋ] *n.* ջեռուցում
heaven [hevn] *n.* երկինք, դրախտ
heel [hiːl] *n.* կրունկ
height [haɪt] *n.* 1. բարձրություն, հասակ 2. բարձունք
helicopter [ˈhelɪkɔːptə] *n.* ուղղաթիռ
hell [hel] *n.* դժոխք
help [help] 1. *n.* օգնություն 2. *v.* օգնել
help yourself հյուրասիրվեք
I can't help it ոչինչ չեմ կարող անել
She can't help doing it նա չի կարող այդ չանել

helpful [ˈhelpful] *a.* օգտակար
helpless [ˈhelpɪs] *a.* անօգնական, անճար, անգոր
hiking [ˈhaɪkɪŋ] *n.* 1. ոտքով զբոսանք 2. զբոսաշրջություն
hire [haɪə] 1. *n.* վարձույթ, վարձակալություն 2. *v.* վարձել
hobby [ˈhɒbi] *n.* սիրելի զբաղմունք
hockey [ˈhɒki] *n.* սպորտ. հոկեյ
holiday [ˈhɒlədi] *n.* 1. տոն 2. արձակուրդ
holy [həʊli] *a.* սուրբ, սրբազան
honest [ˈɒnɪst] *a.* 1. ազնիվ, անկեղծ 2. ճշմարտացի, ուղղամիտ
honey [ˈhʌni] *n.* 1. մեղր 2. *փոքր.* քաղցրիկ
honour [ˈɒnə] *n.* 1. պատիվ, փառք 2. բարի համբավ 3. հարգանք
hope [həʊp] 1. *n.* հույս 2. *v.* հուսալ
hopeful [ˈhəʊpful] *a.* հույսով լի
horizontal [ˌhɒrɪˈzɒntl] *n.* *a.* հորիզոնական
household [ˈhaʊshəʊld] 1. *n.* տնային տնտեսություն 2. *a.* տան, տնային
huge [hjuːdʒ] *a.* հսկայական, վիթխարի
humidity [hjuːˈmɪdəti] *n.* խոնավություն
hunger [ˈhʌŋɡə] *n.* քաղց, սով
hungry [ˈhʌŋɡri] *a.* քաղցած, սոված
hunt [hʌnt] 1. *n.* որս 2. *v.* որսալ
hunter [ˈhʌntə] *n.* որսորդ
hunting [ˈhʌntɪŋ] *n.* որսորդություն
hurricane [ˈhʌrɪkən] *n.* փոթորիկ, մրրիկ

I

ice [aɪs] *n.* սառույց
iceberg [ˈaɪsbɜːɡ] *n.* լողաչույք սառցալեռ
ice-cream [ˈaɪsˈkriːm] *n.* պաղպաղակ
icy [aɪsi] *a.* սառյե, սառը
idea [aɪˈdɪə] *n.* գաղափար, մտահղացում
identify [aɪˈdentɪfaɪ] *v.* ինքնությունը հաստատել, ճանաչել
illusion [ɪˈluːʒn] *n.* պատրանք
imagine [ɪˈmædʒɪn] *v.* երևակայել, պատկերացնել, ենթադրել
immediately [ɪˈmiːdɪətli] *adv.* անմիջապես
important [ɪmˈpɔːtənt] *a.* կարևոր
independent [ɪnˈdɪˈpendənt] *a.* անկախ
indigestion [ɪnˈdɪˈdʒɛstʃən] *n.* *բժշկ.* ստամոքսի խանգարում
infinitive [ɪnˈfɪnɪtɪv] *n.* *թեր.* բայի անորոշ ձևը
influence [ˈɪnfluəns] 1. *n.* ազդեցություն 2. *v.* ազդել
inform [ɪnˈfɔːm] *v.* տեղեկացնել, հաղորդել
information [ɪnˈfɔːmeɪʃn] *n.* տեղեկություն, լուր, հաղորդում
innocent [ɪˈnɒsənt] *a.* անմեղ
inquire [ɪnˈkwaɪə] *v.* հարցնել, հարցում անել
insect [ɪnˈsekt] *n.* միջատ
instinct [ɪnˈstɪŋkt] *n.* բնագոյ
intelligence [ɪnˈtelɪdʒəns] *n.* խելք, ընդունակություն
intelligent [ɪnˈtelɪdʒənt] *a.* խելացի
investigation [ɪnˈvestɪˈɡeɪʃn] *n.* 1. ուսումնասիրություն 2. հետազոտություն

invitation [ɪnvi'teɪʃn] *n.* հրավեր
invite [ɪn'vaɪt] *v.* հրավիրել
iron ['aɪən] *n.* արդուկ
ironing ['aɪəniŋ] *n.* արդուկում
irritable ['ɪrɪtəbl] *a.* դյուրագրգիռ
island ['aɪlənd] *n.* կղզի
itch [ɪtʃ] **1.** *n.* քոր **2.** *v.* քոր գալ
item ['aɪtəm] *n.* ապրանք

J

jacket ['dʒækɪt] *n.* բաճկոնակ
jam [dʒæm] *n.* մուրաբա, ջեմ
jar [dʒɑ:] *n.* քանկա
jelly ['dʒelɪ] *n.* դոմդոլ
jelly-fish ['dʒelɪfɪʃ] *n.* մեղուգա
jeweller ['dʒu:ələ] *n.* ակնագործ, ոսկերիչ
jewelry, jewellery ['dʒu:əlɪ] *n.* զարդեղեն,
ոսկերչական իրեր
join [dʒɔɪn] *v.* **1.** միացնել, միանալ, միավորվել
2. ընդունվել
joke [dʒəʊk] *n.* կատակ
journey ['dʒɔ:ni] *n.* ուղևորություն,
ճանապարհորդություն
joy [dʒɔɪ] *n.* ուրախություն
judge ['dʒʌdʒ] **1.** *n.* դատավոր **2.** *v.* եզրակացնել
judgement ['dʒʌdʒmənt] *n.* դատողություն
juice [dʒu:s] *n.* հյութ
juicy ['dʒu:sɪ] *a.* հյութալի, հյութեղ
jump [dʒʌmp] **1.** *n.* պատկ, բռիչք **2.** *v.* պատկել, բռչել
jungle ['dʒʌŋɡl] *n.* ջունգլի
just [dʒʌst] **1.** *a.* արդար **2.** *adv.* ճիշտ, հենց
justice ['dʒʌstɪs] *n.* արդարություն

K

key [ki:] *n.* բանալի
kidnap ['kɪdnæp] *v.* առևանգել
(հիմնականում երեխայի մասին)
kidney ['kɪdnɪ] *n.* երիկամ
kill [kɪl] *v.* սպանել
killer ['kɪlə] *n.* մարդասպան
kind [kaɪnd] **1.** *n.* տեսակ **2.** *a.* բարի, սիրալիկ
kind-hearted ['kaɪnd'he:tid] *a.* բարեսիրտ,
ազնվահոգի
king [kɪŋ] *n.* թագավոր, արքա
kingdom ['kɪŋdəm] *n.* թագավորություն
kiss [kɪs] **1.** *n.* համբույր **2.** *v.* համբուրել
kitchen ['kɪtʃɪn] *n.* խոհանոց
kitten ['kɪtn] *n.* կատվի ձագ
knee [ni:] *n.* ծունկ
knife [naɪf] *n.* դանակ
knit [nɪt] *v.* գործել, հյուսել
knock [nɒk] **1.** *n.* հարված, թխկոց, թակոց
2. *v.* ծեծել, թակել
knock down խփելով վայր գցել, տապալել
know [nəʊ] *v.* իմանալ, գիտենալ

knowledge ['nɒlɪdʒ] *n.* գիտելիք
known [noun] *a.* հայտնի, ծանոթ

L

ladder ['lædə] *n.* ձեռնասանդուղք
land [lænd] *n., v.* **1.** ցամաք, երկիր, հող
2. վայրէջք կատարել
landing ['lændɪŋ] *n.* վայրէջք
language ['læŋɡwɪdʒ] *n.* լեզու
lap [læp] **1.** *n.* լափ (շան կերակուր) **2.** *v.* լակել
late [leɪt] *a.* ուշ
be late ուշանալ
lately ['leɪtli] *adv.* վերջերս
laugh [lɑ:f] **1.** *n.* ծիծաղ **2.** *v.* ծիծաղել
laundry ['ləʊndri] *n.* լվացքատուն
lawyer ['lɔ:jə] *n.* իրավաբան, փաստաբան
lazy ['leɪzi] *a.* ծուլ
lead [li:d] *v.* առաջնորդել, ղեկավարել
leader ['li:də] *n.* ղեկավար, առաջնորդ
leaf [li:f] *n.* **1.** տերև **2.** թերթ (գրքի)
learn [lɜ:n] *v.* սովորել, իմանալ
leather ['leðə] *n.* կաշի
leisure ['leɪʒə] *n.* ազատ ժամանակ
liar ['laɪə] *n.* ստախոս
lick [lɪk] *v.* լվակել, լիզել
lie I [lai] **1.** *n.* սուտ, ստախոսություն **2.** *v.* ստել
lie II *v.* (**lay, lain**) պառկել
life [laɪf] *n.* կյանք
lifeboat ['laɪfbəʊt] *n.* փրկամակույկ
limit ['lɪmɪt] *v.* սահմանափակել
liquid ['lɪkwɪd] *n.* հեղուկ
list [lɪst] *n.* ցուցակ
listen ['lɪsn] *v.* լսել, ունկնդրել
liver ['lɪvə] *n.* լյարդ
load [ləʊd] *v.* բեռնել
lonely ['ləʊnli] *a.* առանձին, միայնակ
look [lʊk] *n.* **1.** հայացք **2.** տեսք **3.** *v.* նայել
looking-glass ['lʊkɪŋɡlɑ:s] *n.* հայելի
lose [lu:z] *v.* կորցնել
loss [lɒs] *n.* կորուստ
lovely ['ləʊvli] *a.* գեղեցիկ, սիրուն
loyal [ləʊəl] *a.* հավատարիմ, անձնավեր
luck [lʌk] *n.* բախտ
luckily ['lʌkɪli] *adv.* բարեբախտաբար
lucky ['lʌkɪ] *a.* բախտավոր
luggage ['lʌɡɪdʒ] *n.* ուղեբեռ
lunch [lʌntʃ] *n.* երկրորդ նախաճաշ, թեթև ճաշ,
ընդմիջման նախաճաշ
lung [lʌŋ] *n.* թոք

M

manage ['mænɪdʒ] *v.* ղեկավարել
manager ['mænɪdʒə] *n.* ղեկավար
manner ['mænə] *n.* վարվելաձև, վարվելակերպ

mark [mɑ:k] **1.** *n.* գնահատական **2.** *v.* նշել
market ['mɑ:kɪt] *n.* շուկա
master ['mɑ:stə] *v.* տիրապետել
meadow ['medəu] *n.* մարգագետին
meal [mi:l] *n.* ուտելիք, կերակուր
measure ['meʒə] **1.** *n.* չափ **2.** *v.* չափել
melt [melt] *v.* հալչել, հալեցնել
member ['membə] *n.* անդամ
message ['mesɪdʒ] *n.* հաղորդագրություն,
 տեղեկություն
mistake [mis'teɪk] *n.* սխալ, սխալմունք
make a mistake սխալվել
mixture ['mɪkstʃə] *n.* խառնուրդ
mole ['məʊl] *n.* **1.** խլուրդ **2.** խալ
monster ['mɒnstə] *n.* հրեշ
moody ['mu:di] *a.* տրամադրության մարդ
mosquito [mɒs'ki:təʊ] *n.* մոծակ, մծեղ
motel [mɒu'tel] *n.* հյուրանոց (քաղաքից դուրս)
moth [mɒθ] *n.* ցեց
mulberry ['mʌlbəri] *n.* բուրբ, քրեմի
murder ['mɜ:də] **1.** *n.* սպանություն **2.** *v.* սպանել
muscle [mʌsl] *n.* մկան
mushroom ['mʌʃrʊm] *n.* սունկ
mustard ['mʌstəd] *n.* մանանեխ
mutter ['mʌtə] *v.* քքի տակ խոսել, մռմռալ
mystery ['mɪstəri] *n.* գաղտնիք

N

nationality [næʃə'næli] *n.* ազգություն
native ['neɪtɪv] *a.* **1.** բնիկ, տեղացի
2. հարազատ, հայրենական
native land հայրենիք
natural ['nætʃrəl] *a.* բնական
nature ['neɪtʃə] *n.* **1.** բնություն
2. բնավորություն, խառնվածք
naughty ['nɔ:ti] *a.* չար, չարածճի
necessary ['nesɪsəri] *a.* **1.** անհրաժեշտ
2. անխուսափելի
neck [nek] *n.* վիզ, պարանոց
necklace ['neklɪs] *n.* մանյակ
need [ni:d] **1.** *n.* կարիք **2.** *v.* կարիք ունենալ
needle ['ni:dl] *n.* ասեղ
negative ['negətɪv] *a.* ժխտական, քայասական
neglect [ni'glekt] *v.* անտեսել, հաշվի չառնել
neighbour ['neɪbə] *n.* հարևան
nephew ['nevju:, nefju:] *n.* եղբոր կամ քրոջ որդի
nerve [nɜ:v] *n.* նյարդ, ջիղ
nest [nest] *n.* բույն
news [nju:z] *n.* լուր, նորություն
newspaper ['nju:z,peɪpə] *n.* լրագիր
nickname ['nɪkneɪm] *n.* մականուն
niece [ni:s] *n.* եղբոր կամ քրոջ աղջիկ
nightingale ['naɪtɪŋgeɪl] *n.* սոխակ
noisy ['nɔɪzi] *a.* աղմկոտ
noon [nu:n] *n.* կեսօր, միջօրե
north [nɔ:θ] *n.* հյուսիս
northern ['nɔ:ðən] *a.* հյուսիսային
nuclear ['nju:kliə] *a.* միջուկային

O

occasionally [ɔ'keɪzjəli] *adv.* պատահմամբ,
 պատահաբար
occupation [ɔkju'peɪʃn] *n.* զբաղմունք, գործ
offer ['ɔfə] **1.** *n.* առաջարկ **2.** *v.* առաջարկել
office ['ɔfɪs] *n.* գրասենյակ, հիմնարկ
olive oil ['ɔlɪv'ɔɪl] *n.* ձիթապտղի յուղ
omelet(te) ['ɔmli:t] *n.* ձվածեղ
omit [ɔ'mɪt] *v.* բաց թողնել
ophthalmologist [ɔ'fθəl'mɔlədʒɪst] *n.* ակնաբույժ
opinion [ɔ'pɪnjən] *n.* կարծիք
opportunity [ɔpə'tju:ni] *n.* առիթ, հնարավորություն
opposite [ɔ'pəzɪt] *a.* հակադիր, հանդիպակալ,
 դիմացի
orange ['ɔrɪndʒ] *n.* նարինջ
origin [ɔ'ɪrɪdʒɪn] *n.* սկիզբ, ծագում
owl [aʊl] *n.* բու

P

pack [pæk] **1.** *n.* կապոց **2.** *v.* փաթաթել, կապկպել
 (իրերը)
pain [peɪn] **1.** *n.* ցավ **2.** *v.* ցավել
painful ['peɪnfʊl] *a.* ցավոտ
painless ['peɪnles] *a.* առանց ցավի
paint [peɪnt] **1.** *n.* ներկ **2.** *v.* ներկել, նկարել
painter ['peɪntə] *n.* նկարիչ
painting ['peɪntɪŋ] *n.* նկար, պատկեր
pair [peə] *n.* զույգ
pale [peɪl] *a.* գունատ
paradise ['pærədəɪs] *n.* դրախտ
parcel ['pɑ:səl] *n.* ծանրոց
pardon ['pɑ:dən] *n.* ներողություն
parent ['peərənt] *n.* ծնող
parrot ['pærət] *n.* բուրբակ
participle ['pɑ:tɪsɪpl] *n.* դերբայ
particle ['pɑ:tɪkl] *n.* մաս, մասնիկ
parting ['pɑ:tɪŋ] *n.* հեռացում, հրաժեշտ
partner ['pɑ:tնə] *n.* **1.** գործընկեր **2.** խաղընկեր
pass [pɑ:s] *v.* **1.** անցնել **2.** փոխանցել
passenger ['pæsiŋdʒə] *n.* ուղևոր
passive ['pæsvɪv] *a.* *քեր.* կրավորական (սեռ)
past [pɑ:st] *n.* անցյալ
patient ['peɪʃənt] **1.** *n.* հիվանդ **2.** *a.* համբերատար
patiently *adv.* համբերատար ձևով
pavement ['peɪvmənt] *n.* մայթ
pay [peɪ] *v.* վճարել
peace [pi:s] *n.* խաղաղություն
peach [pi:tʃ] *n.* դեղձ
pear [peə] *n.* տանձ
pearl [pɜ:l] *n.* մարգարիտ
pen-friend ['penfrend] *n.* մասնակազմության ընկեր
penknife ['pennaɪf] *n.* գրպանի դանակ
pepper ['pepə] *n.* պղպեղ
perform [pə'fju:məri] *v.* գործել, կատարել,

ներկայացնել
perfumery [pə'fju:məri] *n.* օծանելիք
personality [ˌpɜ:sə'nælɪti] *n.* բնավորություն, անհատականություն
picnic [ˈpɪknɪk] *n.* զբոսախնջույթ
pie [paɪ] *n.* կարկանդակ
pigeon [ˈpɪdʒɪn] *n.* աղավնի
pill [pɪl] *n.* դեղահաբ
pillow [ˈpɪləʊ] *n.* բարձ
pinch [pɪntʃ] *v.* կամքել
pineapple [ˈpaɪnæpl] *n.* արքայախնձոր
plain [pleɪn] **1.** *n.* հարթավայր **2.** *a.* ուղիղ, հարթ
planet [ˈplænɪt] *n.* մոլորակ
plant [plɑ:nt] **1.** *n.* բույս **2.** *v.* տնկել
player [ˈpleɪə] *n.* խաղացող
pleasant [ˈpleznt] *a.* հաճելի, դուրեկան
pleasure [ˈpleʒə] *n.* հաճույք, բավականություն
plenty [ˈplenti] *n.* առատություն
plenty of շատ
plural [ˈpluərə] *n.* *թեր.* հոգնակի թիվ
pneumonia [nju:məʊniə] *n.* թոքերի բորբոքում
pocket [ˈpɒkɪt] *n.* գրպան
poem [ˈpəʊm] *n.* բանաստեղծություն, ոտանավոր
polite [ˈpə'laɪt] *a.* քաղաքավարի
pollution [pə'lu:ʃ(ə)n] *n.* շրջակա միջավայրի աղտոտում
pool [ˈpu:l] *n.* ջրավիտ, փոքրիկ լճակ
popular [ˈpɒpjələ] *a.* ճանաչված, հայտնի, հանրաճանաչ
prepare [prɪ'peə] *v.* պատրաստել, պատրաստվել
presence [ˈprezn] *n.* ներկայություն
present [ˈpreznt] **1.** *n.* նվեր
2. *թեր.* ներկա (ժամանակ)
present [prɪ'zent] *v.* նվիրել
pretty [ˈprɪtɪ] *a.* գրավիչ, սիրունատես
private [ˈpraɪvɪt] *a.* մասնավոր, անձնական
pronoun [ˈprəʊnaʊn] *n.* դերանուն
pronounce [prə'naʊns] *v.* արտասանել
pronunciation [prə'naʊnsɪ'eɪʃn] *n.* արտասանություն
proof [pru:f] *n.* ապացույց
protective [prə'tektɪv] *a.* պաշտպանական
proud [praʊd] *a.* հպարտ
proudly [praʊdli] *adv.* հպարտորեն
prove [pru:v] *v.* ապացույցել
punish [ˈpʌnɪʃ] *v.* պատժել
puppet [ˈpʌpɪt] *n.* տիկնիկ
puppet-show [ˈpʌpɪtʃəʊ] *n.* տիկնիկային ներկայացում
puppy [ˈpʌpɪ] *n.* շան ձագ, լակոտ
purchase [ˈpɜ:tʃəs] **1.** *n.* գնում **2.** *v.* գնել, գնումներ անել
pure [pjʊə] *a.* մաքուր, անարատ

question [ˈkwɛstʃən] **1.** *n.* հարց **2.** *v.* հարցնել, հարցաքննել
queue [kju:] *n.* հերթ
quickly [ˈkwɪkli] *adv.* արագ
quiet [ˈkwaɪət] *a.* հանգիստ, խաղաղ
quietly [ˈkwaɪətli] *adv.* հանգիստ ձևով
quotation [ˈkwɔ'teɪʃən] *n.* մեջբերում

R

race [reɪs] *n.* **1.** մրցում (վազքի) **2.** ծխարշավ
3. *v.* մրցել, մասնակցել ծխարշավի
raise [reɪz] *v.* **1.** բարձրացնել **2.** աճեցնել, բուծել
realize [ˈriəlaɪz] *v.* հասկանալ, գիտակցել
real [riəl] *ստույգ, իրական*
reason [ri:zən] *n.* պատճառ
reasoning [ri:zəniŋ] *n.* տրամաբանում
receiver [ri'si:və] *n.* հեռախոսի լսավոր
recently [ˈri:sntli] *adv.* վերջերս
recover [ri'kʌvə] *v.* առողջանալ
recreational [ˌri:kreɪ'eiʃənəl] *a.* ժամանցային
referee [ˌrefə'ri:] *n.* մրցավար
reflexive [ri'fleksɪv] *a.* *թեր.* անդրադարձ
refrigerator [ri'frɪdʒəreɪtə] *n.* սառնարան
regard [ri'gɑ:d] **1.** *n.* հարգանք **2.** *v.* համարել, ընդունել, գնահատել
best regards ջերմ բարևներ
regular [ˈregjʊlə] *a.* կանոնավոր
regulations [ˌregju'leɪʃ(ə)n] *n.* կանոններ
relax [ri'læks] *v.* **1.** թուլացնել, թուլանալ
**2. հանգստանալ
reliable [ri'laɪəbl] *a.* վստահելի, հուսալի
remedy [ˈremɪdi] *n.* դեղ, բուժամիջոց
remember [ri'membə] *v.* **1.** հիշել, մտաբերել
2. բարևներ հաղորդել
repair [ri'peə] **1.** *n.* վերանորոգում
**2. *v.* վերանորոգել
reply [ri'plai] **1.** *n.* պատասխան
**2. *v.* պատասխանել
report [ri'pɔ:t] **1.** *n.* զեկույուն, հաշվետվություն
**2. *v.* զեկույցել, հաշվետվություն տալ
rescue [ˈreskjʊ:] **1.** *n.* փրկություն **2. *v.* փրկել, օգնել
reserved [ri'zə:vəd] *a.* ինքնամիտի, ոչ մարդամոտ
respect [ri'spekt] **1.** *n.* հարգանք **2. *v.* հարգել
restore [ri'stɔ:] *v.* վերականգնել
ride [raɪd] (**rode, ridden**) *v.* ծխավարել
ripe [raɪp] *a.* հասած
river [ˈrɪvə] *n.* գետ
roar [rɔ:] *n.* մռնչյուն, գոռոց, ոռնոց (քամու), դղրդյուն
rod [rɒd] *n.* կարթ
rough [rʌʃ] *a.* **1.** կոպիտ **2. անհարթ, խորդուբորդ
rule [ru:l] **1.** *v.* կառավարել **2. *n.* կանոն
rush [rʌʃ] *v.* սլանալ****************

Q

quality [ˈkwɒlɪti] *n.* որակ
quantity [ˈkwɒntəti] *n.* քանակ, քանակություն
quarrel [ˈkwɒrəl] **1.** *n.* վեճ, կռիվ **2. *v.* վիճել, կովել**

S

sad [sæd] *a.* տխուր
safe [seɪf] *a.* անվնաս, ապահով, անվտանգ
sail [seɪl] *v.* նավարկել
saint [seɪnt] *n.* *a.* սուրբ
sake [seɪk] *n.*
for the sake of *ի սեր, հանուն*
salad [ˈsæləd] *n.* աղյան
salary [ˈsæləri] *n.* աշխատավարձ, աճյուն
sale [seɪl] *n.* վաճառք
sand [ˈsænd] *n.* ավազ
sandwich [ˈsænwɪdʒ] *n.* սենդվիչ, բուտերբրոդ
satisfaction [ˌsætɪsˈfækʃn] *n.* բավարարվածություն
satisfy [ˈsætɪsfaɪ] *v.* բավարարել
scissors [ˈsɪzəz] *n.* մկրատ
screen [skri:n] *n.* էկրան
seal [si:l] *n.* 1. փոկ 2. դրոշմ, կնիք
search [sɜ:tʃ] 1. *n.* որոնում 2. *v.* որոնել, փնտրել
self-confident [ˌselfkənˈfɪd(ə)nt] *a.* ինքնավստահ
selfish [ˈselfɪʃ] *a.* եսասեր, եսապաշտ
sell [sel] *v.* վաճառել
serious [ˈsɪəriəs] *a.* լուրջ
sew [seu] *v.* կարել
sewer [ˈseʊə] *n.* կոյուղի
shadow [ˈʃædəʊ] *n.* սուվեր
shallow [ˈʃæləʊ] *a.* 1. ծանծաղ 2. մակերեսային
shark [ʃɑ:k] *n.* շնամուկ
ship [ʃɪp] *n.* նավ
shoemaker [ˈʃu:meɪkə] *n.* կոշկակար
shop-assistant [ˈʃɒpˈsɪstənt] *n.* գործակատար, վաճառող
shoulder [ˈʃəʊldə] *n.* ուս
shovel [ˈʃʌvl] *n.* քի (փոքրիկ բահ)
shower [ˈʃaʊə] *n.* հորդ անձրև
shriek [ˈʃri:k] 1. *n.* սուր ճիչ, ճղճղոց 2. *v.* սուր ճիչ արձակել
shy [ʃaɪ] *a.* ամաչկոտ, ամոթխած
sick [sɪk] *a.* հիվանդ
sidewalk (AmE) [ˈsaɪdwɔ:k] *n.* մայր
sight [saɪt] *n.* տեսարան
sign [saɪn] 1. *n.* նշան 2. *v.* ստորագրել
silly [ˈsɪli] *a.* հիմար, անհեթեթ
sincere [sɪnˈserə] *a.* անկեղծ
sincerity [sɪnˈserəti] *n.* անկեղծություն
singular [ˈsɪŋɡjʊlə] *a.* եզակի
sink [sɪŋk] *v.* սուզվել, խորտակվել
skate [skeɪt] 1. *n.* չմուշկ 2. *v.* չմուշկներով սահել
ski [ski:] 1. *n.* դահուկ 2. *v.* դահուկներով սահել
skin [skɪn] *n.* մաշկ, կեղև
skyscraper [ˈskaɪskreɪpə] *n.* երկնաքեր
slip [slɪp] 1. *n.* սահում 2. *v.* սայթաքել, սահել
slipper [ˈslɪpə] *n.* տնային մաշիկ
slogan [ˈsləʊɡən] *n.* նշանաբան
smart [smɑ:t] *a.* արամիտ, խելոք
smell [smel] 1. *n.* հոտ, հոտառություն 2. *v.* հոտ քաշել
smile [smɑɪl] 1. *n.* ժպիտ 2. *v.* ժպտալ
smoke [sməʊk] 1. *n.* ծուխ 2. *v.* ծխել

snack [snæk] *n.* քեթլ նախաճաշիկ
snake [sneɪk] *n.* օձ
sneeze [sni:z] *v.* փռչտալ
snore [snɔ:] *v.* խոնկալ
soap [səʊp] *n.* օճառ
soccer [ˈsɒkə] *n.* ամերիկ. ֆուտբոլ
social [ˈsəʊʃəl] *a.* ընկերական, մարդասեր, հարդարասեր
sock [sɒk] *n.* գուլպա
soft [sɒft] *a.* 1. փափուկ 2. նուրբ
solve [sɒlv] *v.* լուծել
sorrow [ˈsɒrəʊ] *n.* թախծ
sorry [ˈsɒri] *a.* ներեցեք
soul [səʊl] *n.* 1. հոգի 2. մարդ, էակ
sound [saʊnd] 1. *n.* հնչյուն 2. *v.* հնչել
It sounds interesting հետաքրքիր է թվում
soup [su:p] *n.* ապուր
sour [ˈsaʊə] *a.* թթու
south [saʊθ] *n.* հարավ
spaceship [ˈspeɪsˈʃɪp] *n.* տիեզերանավ
spare [ˈspeə] *a.* 1. պահեստային, 2. ազատ, ավելորդ 3. *v.* տնտեսել, խնայել
spectacles [ˈspektəklz] *n.* ակնոց
speed [spi:d] *n.* արագություն
spit [spɪt] *v.* (spat, spat) քթել
splendid [ˈsplendɪd] *a.* հիանալի, սքանչելի
spoil [spɔɪl] *v.* փչանալ, փչացնել
sponge [spʌndʒ] *n.* սպունգ
sporty [spɔ:ti] *a.* սպորտային
spray [spreɪ] *n.* ջրափռիչ
spring [sprɪŋ] *v.* ցատկել
stage [steɪdʒ] *n.* 1. փուլ, ընթացաշրջան, ժամանակաշրջան 2. բեմ, բեմահարթակ
stare [steə] *v.* աչքերը չռել, սևեռում նայել
starling [ˈstɑ:lɪŋ] *n.* սարյակ
state [steɪt] 1. *n.* պետություն 2. *a.* պետական
stationery [ˈsteɪʃənəri] *n.* գրեմական պիտույքների խանութ
stomach [ˈstʌmək] *n.* ստամոքս, փոր
straight [ˈstreɪt] *a.* ուղիղ
stream [stri:m] *n.* հոսանք (ջրի)
strike [straɪk] *v.* (struck, struck) հարվածել
struggle [ˈstrʌɡl] 1. *n.* պայքար 2. *v.* պայքարել
stubborn [ˈstʌbən] *a.* համառ, կամակոր
stupid [ˈstju:pɪd] *a.* հիմար, տխմար մարդ
succeed [səkˈsi:d] *v.* հաջողության հասնել
suddenly [ˈsʌdnli] *adv.* հանկարծակի
suffer [ˈsʌfə] *v.* տառապել
suffix [ˈsʌfɪks] *n.* վերջածանց
sugar [ˈʃʊɡə] *n.* շաքար, շաքարավազ
suggest [səˈdʒest] *v.* առաջարկել, խորհուրդ տալ
suitcase [ˈsju:tkeɪs] *n.* ճամպուկ
sure [ʃʊə] 1. *a.* վստահ 2. *adv.* անկասկած
surgeon [ˈsɜ:dʒ(e)n] *n.* վիրաբույժ
surf [sɜ:f] *n.* փրփրաբաշ արկ
surprise [səˈpraɪz] *n.* անակնկալ
survive [səˈvaɪv] *v.* գոյատևել, կենդանի մնալ
survivor [səˈvaɪvə] *n.* կենդանի մնացած, փրկված անձ
suspect [ˈsʌspekt] *n.* կասկածյալ
suspect [səˈpekt] *v.* կասկածել

swallow ['swɒləʊ] *v.* կուլ տալ
swift [swɪft] *n.* ջրածիծառ
swimming-pool ['swɪmɪŋ'pu:l] *n.* լողավազան
switch [swɪtʃ] *n.* էլեկտր. անջատիչ
syllable ['sɪləbl] *n.* վանկ
sympathy ['sɪmpəθi] *n.* կարեկցանք
system ['sɪstɪm] *n.* կառույցվածք, համակարգ

T

table tennis ['teɪbl'tenɪs] *n.* սպորտ. սեղանի թենիս
tail [teɪl] *n.* պոչ
take part in մասնակցել
tale [teɪl] *n.* 1. պատմվածք 2. հեքիաթ
talk [tɔ:k] 1. *n.* գրույյ, խոսակցություն
2. *v.* խոսել, գրույել
talkative ['tɔ:kətɪv] *a.* շատախոս
tall [tɔ:l] *a.* բարձր, բարձրահասակ
task [tɑ:sk] *n.* 1. առաջադրանք
2. հանձնարարություն
taste [teɪst] *n.* 1. ճաշակ 2. համ
3. *v.* ճաշակել, համտեսել
tasty ['teɪsti] *a.* համեղ
tax [tæks] 1. *n.* հարկ 2. *v.* հարկ դնել
teach [ti:tʃ] *v.* սովորեցնել, դաս տալ
teapot ['ti:pɒt] *n.* թեյաման
tear [tiə] *v.* (**tore, torn**) պատռել
2. *n.* արցունք
technology [tek'nɒlədʒɪ] *n.* տեխնիկա
teenager ['ti:neɪdʒə] *n.* պատանի, դեռահաս
tell [tel] *v.* 1. ասել 2. պատմել 3. հայտնել
tell a lie ստել
temper ['tempə] *n.* 1. բնավորություն
2. տրամադրություն
terrible ['terəbl] *a.* սարսափելի, սոսկալի
thick [θɪk] *a.* 1. հաստ 2. խիտ 3. թանձր
thin [θɪn] *a.* 1. բարակ, նուրբ 2. նիհար
thing [θɪŋ] *n.* իր, առարկա
thirsty [θɜ:sti] *a.* ծարավ
thrashing ['θræ:ʃɪŋ] *n.* ծեծ, դնգստոյ
thrilling ['θrɪlɪŋ] *a.* հուզիչ, գրավիչ
tiny ['taɪni] *a.* շատ փոքր, պատիկ
tired [taɪəd] *a.* հոգնած
toast ['təʊst] *n.* բոված հացի շերտ
tolerance ['tɒləərəns] *n.* հանդուրժողականություն, համբերատարություն
tolerant ['tɒləərənt] *a.* հանդուրժող, համբերատար
tomato [tə'mɑ:təʊ] *n.* լոլիկ
tongue [tʌŋ] *n.* լեզու
mother tongue մայրենի լեզու
tortoise ['tɔ:təs] *n.* կրիա
tool [tu:l] *n.* գործիք
tooth [tu:θ] *n.* ատամ
toothache ['tu:θeɪk] *n.* ատամնապակ
torch [tɔ:tʃ] *n.* ջահ
tour [tuə] *n.* ճանապարհորդություն, շրջագայություն
trader ['treɪdə] *n.* առևտրական

tradition [trə'dɪʃn] *n.* ավանդույթ
traffic ['træfɪk] *n.* երթևեկություն
traffic jam երթևեկության խցանում
tragedy ['trædʒɪdi] *n.* ողբերգություն
train [treɪn] *v.* մարզել, սովորեցնել, վարժեցնել
transfer ['trænsfɜ:] *v.* տեղափոխել, փոխադրել
translate [træns'leɪt] *v.* թարգմանել
travel ['trævl] 1. *n.* ճանապարհորդություն
2. *v.* ճանապարհորդել
traveller ['trævlə] *n.* ուղևոր, ճանապարհորդ
treasure ['treʒə] *n.* գանձ
treat [tri:t] 1. *n.* հյուրասիրություն 2. *v.* հյուրասիրել
tremble ['treɪmbl] *v.* դողալ
trick [trɪk] *n.* հնարք, խորամանկություն
trouble ['trʌbl] *v.* անհանգստացնել
true [tru:] *a.* իսկական, ճիշտ
trust [trʌst] 1. *n.* վստահություն 2. *v.* վստահել
turn to դիմել
turn out պարզվել
twins [twɪnz] *n.* երկվորյակներ

U

ugly ['ʌɡli] *a.* սղեղ, գարշելի
umbrella [ʌm'brɛlə] *n.* հովանոց
underground [ˈʌndəgraʊnd] 1. *n.* մետրո
2. *a.* ստորերկրյա
understand [ʌndə'stænd] *v.* հասկանալ, ըմբռնել
unique [ju:'ni:k] *n.* միակ, եզակի, անմնաց, անզուգական
universe [ju:'nɪvəs] *n.* տիեզերք
university [ju:'nɪvə:sɪti] *n.* համալսարան
up-to-date [ˈʌptə'deɪt] *a.* այժմեական, նոր
urge [ɜ:dʒ] *v.* ստիպել, պնդել
useful ['ju:sfʊl] *a.* օգտակար, պիտանի
useless ['ju:sləs] *a.* անօգուտ, ավարդյուն
usual ['ju:ʒʊəl] *a.* սովորական

V

vacant ['veɪkənt] *a.* դատարկ, ազատ, թափուր
vacation (AmE) [və'keɪʃn] *n.* արձակուրդ
valuable ['væljuəbl] *a.* քանակարժեք, արժեքավոր
variety [və'raɪəti] *n.* գանազանություն, բազմազանություն
various ['vɛəriəs] *a.* տարբեր, գանազան
vegetable ['vedʒɪtəbl] *n.* բանջարեղեն
vehicle ['vi:əkl] *n.* փոխադրամիջոց
vein [veɪn] *n.* երակ
verb [vɜ:b] *n.* բայ
verse [vɜ:s] *n.* պոեզիա
vertical ['vɜ:tɪkl] *n.* *a.* ուղղահայաց
village ['vɪlɪdʒ] *n.* գյուղ
villain ['vɪləɪn] *n.* սրիկա
violent ['vaɪələnt] *a.* կատաղի
violin [vaɪə'li:n] *n.* ջութակ

visit [ˈvɪzɪt] **1.** *n.* այցելություն, այց **2.** *v.* այցելել
visitor [ˈvɪzɪtə] *n.* այցելու, հյուր
vocabulary [vəʊˈkæbjʊləri] *n.* **1.** բառարան
2. բառապաշար
voice [vɔɪs] *n.* **1.** ձայն **2.** *քեր.* սեն
volleyball [ˈvɒlibɔːl] *n.* սպորտ. վոլեյբոլ
voyage [ˈvɔɪdʒ] *n.* ճանապարհորդություն,
ուղևորություն (ծովով)

W

waist [weɪst] *n.* գոտկատեղ, մեջք
wait [weɪt] *v.* սպասել
waiter [ˈweɪtə] *n.* մատուցող
waitress [ˈweɪtrɪs] *n.* մատուցողուհի
wake [weɪk] *v.* արթնանալ, արթնացնել
walk [wɔːk] *v.* քայլել, ոտքով գնալ, գրոսնել
go for a walk գնալ գրոսանքի
wallet [ˈwɒlɪt] *n.* դրամապանակ
wander [ˈwɒndə] *v.* թափառել, շրջել
wardrobe [ˈwɔːdrəʊb] *n.* զգեստապահարան
warm [wɔːm] *a.* տաք, ջերմ
warn [wɔːn] *v.* զգուշացնել, նախազգուշացնել
warning [ˈwɔːnɪŋ] *n.* զգուշացում, նախազգուշացում
wash [wɒʃ] *v.* լվանալ, լվացվել
wash up լվանալ (ամանները)
washing machine *n.* լվացքի մեքենա
waste [weɪst] *v.* վատնել
watch [wɒtʃ] *v.* հետևել, դիտել
watermelon [ˈwɔːtəˈmelən] *n.* ձմերուկ
way [weɪ] *n.* ճանապարհ, ուղի
weak [wiːk] *a.* տկար, թույլ
wear [weə] *v.* հագնել, կրել
weary [ˈweəri] *a.* **1.** հոգնած **2.** ծանձրացած
3. ծանձրալի
weekday [ˈwiːkdeɪ] *n.* աշխատանքային օր
weekend [ˈwiːkˈend] *n.* շաբաթ և կիրակի օրվա
հանգիստ
weight [ˈweɪt] *n.* կշիռ, քաշ, ծանրություն
welcome [ˈwelkəm] **1.** *n.* ողջուն, բարի գալուստ **2.**
v. ողջունել
you are welcome քարով եկաք

well [wel] *n.* ջրհոր
wheel [wiːl] **1.** *n.* անիվ **2.** *v.* պտտ(վ)ել, զլորվել
whip [wɪp] **1.** *n.* մտրակ **2.** *v.* մտրակել
3. *v.* խփել, հարել (սերույք)
whisper [ˈwɪspə] **1.** *n.* փսփսուց, շշուկ **2.** *v.* շշուկալ
whistle [ˈwɪsl] **1.** *n.* սուլոյ **2.** *v.* սուլել
wise [waɪz] *a.* իմաստուն
witch [wɪtʃ] *n.* կախարդ, վհուկ
wool [wʊl] *n.* բուրդ
world [wɜːld] *n.* աշխարհ, երկիր
all over the world աշխարհով մեկ
wrap [ræp] *v.* փաթաթել
wrinkle [ˈrɪŋkl] *n., v.* **1.** կնճիռ **2.** կնճռոտել
writer [ˈraɪtə] *n.* գրող
wrong [rɒŋ] *a.* սխալ, ոչ ճիշտ
what's wrong? ի՞նչ է պատահել

X

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

Y

yet [jet] *adv.* դեռ, դեռևս, արդեն, այնուամենայնիվ
young [jʌŋ] *a.* երիտասարդ
youth [juːθ] *n.* **1.** երիտասարդություն
2. երիտասարդ, պատանի

Z

zipper [ˈzɪpə] *n.* հագուստի շիբա, ճարմանդ
zoo [zuː] *n.* կենդանաբանական այգի

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LUSINE GRIGORYAN

English 7

ՀԱՆՐԱԿՐԹԱԿԱՆ ՀԻՄՆԱԿԱՆ ԴՊՐՈՑԻ
5-ՐԴ ԴԱՍԱՐԱՆԻ ԴԱՍԱԳԻՐԸ

Նկարիչ՝ Արա Բաղդասարյան

Հրատարակչության տնօրեն՝ ԷՄԻՆ ՄԿՐՏՉՅԱՆ
Գեղարվեստական խմբագիր՝ ՄԱՐԻԱՄ ԿԱՆԱՅԱՆ
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Համակարգչային ձևավորումը՝ ՏԱԹԵՎԻԿ ՀԱՐՈՒԹՅՈՒՆՅԱՆԻ
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Herluf Bidstrup – էջեր 3, 24, 37, 65, 110, www.freepik.com – էջեր 17, 28, 72, 127 (5), 128 (8),
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