

Ս. Բաղդասարյան, Ս. Գյուրջայանց

ENGLISH

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Հումանիտար հոսք



2011

UNIT 1 Modern world: Globalization



The United Nations Building

The bank HSBC operates
across the globe

Highway in the USA

Before you read

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

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

On the whole, in economics, the term usually refers to the fact the world has become one market, with free exchange of goods and capital. In the middle of the twentieth century global expansion of US and European multinational companies and corporations takes place.

Furthermore, politics also becomes globalized, creating co-operation between countries.

Above all, globalization refers to the development of a Global Information System, global telecommunications infrastructure, using such technologies as the Internet, communication satellites, submarine fiber optic cable, and wireless telephones. TV and the Internet, development and growth of international transport have created a unified



world in which information can be exchanged very rapidly So, the term is understood as a *technological change* as well. A global economy is only possible as a result of modern information technology.

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

Crime importation and the necessity of global crime-fighting efforts and cooperation stress the importance of the creation of the international criminal court and international justice movements, the appearance of Global administrative law.

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



Japanese McDonald's fast food
as an evidence of globalization

The most popular search system (77,05%)

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

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

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

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

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

The Internet breaks down cultural boundaries across the world by enabling easy, immediate communication between people anywhere in a variety of digital forms and media. The Internet is associated with the process of cultural globalization because it allows interaction and communication between people with very different lifestyles and from very different cultures.

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

Photo sharing websites allow interaction even where language would otherwise be a barrier.



Dariush Grand Hotel, Kish, Iran

Atlantis Hotel, Dubai

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

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

Comprehension

Answer the questions.

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

Focus on Phonetics

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

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

Fact File

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

Work on Words

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

consumer n someone who buys and uses goods and services: *The technology means better service for consumers.* **consumer goods:** *We should complain about faulty consumer goods.* **consume v** to use a supply of something such as time, energy or fuel: *My car consumes a lot of petrol.* **consumption n** the use of sth such as energy or fuel or the quantity of sth that people use or buy: *We have reduced our energy consumption by 10%.*

refer v 1. (to) to describe sth or be about sth: *These notes refer to the latest data in economics.* 2. to mention sth or sb: *She referred to the subject several times during her speech.* **reference n** A reference book is a book that contains facts and information.

expand v to become larger or to make sth larger: *The population of the globe is expanding rapidly.* **expand on sth** to talk or write about sth adding more details or information. **expansion n** the action of expanding: *Recently we have faced the expansion of the electronics industry.*

apply v 1. to make a formal request: apply for a job/grant/passport/visa: *You should apply immediately, in person or by letter.* 2. to put or spread sth onto sth: *Apply the glue to both services.* 3. to operate in a particular situation: *You'll have to apply force here.* **application n:** 1. a formal request to do sth: *Our application has been accepted.* 2. a particular use: *the application of new methods to industry.*

diversity n the fact that very different people or things exist within a group or place: *ethnic or cultural diversity.* *They expressed a wide diversity of opinions.* **diverse adj** very different from each other: *They were people from diverse cultures.*

encounter v 1. to meet someone or see something for the first time: *the strangest person I have ever encountered*. 2. to deal with something, especially a problem. *We encountered a problem during the experiment*.
to a certain /some extent partly but not completely: *to / a large/great extent mainly:*
To a certain extent, we are all responsible for what has happened.

Words not to be confused

1. Choose one of the words in brackets to complete each sentence below.

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

Phrasal verbs with BREAK

break down to go wrong, stop working: *The machine has broken down and needs repairing.*

break in /into smth to go into the building by force (often to steal smth): *Somebody broke in last night and stole our stereo.*

break out to begin suddenly (of wars, fires, diseases, quarrels): *A fire broke out during the night.*

break up to end the school term; finish a relationship: *The school broke up in December because of the flu.*

1. Translate into Armenian.

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

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

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

3. Translate into Armenian.

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

4. Match the words.

expand	to make a formal request
apply	partly but not completely
consume	to use
to a certain extent	to become larger
encounter	meet sb for the first time

5. Use the words from the *family*

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

globe
global
globalized
globalization
deglobalization
anti-globalization

Focus on Words

Collecting words

free market/global integration/economic crisis/recession/growth/boom
facing increased competition/economic growth
infrastructure, the Internet, communication satellites, submarine fiber optic cable,
wireless telephones
benefit, supply, consume, demand
loans, debt, expenditure, profit, income, takeovers, supply, demand

Arranging words. Match the following business and economic terms.

eg. supply and demand

A

supply

boom

imports

profit

takeovers

income

mortgages

creditors

assets

consumer

B

loss

exports

liabilities

mergers

loans

debtors

expenditure

demand

slump

bust

Words in use

a. Insert the words.

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

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

b. Describe the situation in your country.

LISTENING

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

Every Cloud Has Its Silver Lining

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

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

The interviewer: Yes, brain drain. Opportunities in richer countries drives talent away, leading to brain drains ...?

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

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

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

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

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

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

Focus on Writing

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

1:5 a ratio of one to five

62% sixty-two per cent

0.7 nought point seven

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

6.05 six point five

-5C five degrees Celsius/ (centigrade) below zero

minus five degrees Celsius (centigrade)

Read the following numbers.

1:4, 0.5, $\frac{2}{6}$, $\frac{1}{8}$, 4.06, -30, 46%

PRESENTATION

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

Boom and Bust

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

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

Mortgage – lenders who lent money without checking whether the people are creditworthy.

Politicians who allowed debts to build up unchecked.

Homebuyers who took loans they could never pay.

Maybe all of them contributed to the collapse, and, unless they stop pointing the finger at each other and focus on the serious business of recognising our collective responsibility, we will find ourselves repeating the same mistake.

There are disturbing parallels between recent developments and the past events.

Like the current crisis the great depression was preceded by a housing boom, a long period of cheap credit and a stock market crash. But there are signs of falling back into old habits.

Project Work

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



Silk way



Big big-mac



Anti-globalization



Can you understand the tattoo?

Focus on Grammar

HOW MUCH DO YOU REMEMBER?

Comprehension check

1. In which texts A-D you can find answers to the questions 1-4.
There is one unnecessary text.

Which place

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

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

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

C. Central Park contains wooded and landscape grounds, lakes, two outdoor skating rinks where figure skating competitions take place, a swimming pool and fields for playing different games. Among the attractions is the Children's Zoo which contains small animals. It is open daily 10-4.30.

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

Vocabulary Check

2. Match the words and their explanations.

overcome	get free, get away
independence	travel about the country to examine it
settle	make one's home in
escape	succeed in solving a problem
gradually	difficult or impossible to bear
join	the state of being independent
destroy	find out
unbearable	say or guess what is going to take place
slave	create sth new
explore	come into the company of
discover	a person who belongs to sb and serves him/her
invent	ruin
predict	little by little

3. Use the word given in capitals to form a word that fits in the space in the same line.

Maths is Murder

By the age of seven I knew that I was a ... at maths and I just didn't have the ... to conquer my problem. It all began when I was two and an aunt who was tired of my bad ... tried to keep me occupied. She found great beauty in numbers and had endless ... when it came to explaining them. To my ... she spent an hour showing me how to write her address, 11 Smith Road. Later, I ... claimed that two straight bananas somehow made eleven.

After that I was lost. I know that maths was a ... key to understanding the universe and that every great ... depends on mathematical formulae. But I'd ... turned my back on number and all its mysteries.

FAIL
PATIENT
BEHAVE
PATIEUT
ANNNOY
FOOL
MARVEL
INVENT
PERSON

Grammar Check

4. Choose the correct answer.

- Harry is not very good at mountain climbing as he is afraid of ...
a. high b. heights c. highness d. hight
- Rachel is mad ... the Eurovision Song Contest.
a. from b. against c. about d. for
- Grandma ... a lot of pleasure from gardening.
a. does b. gets c. has d. makes

4. Our new coach is popular... the whole team.
a. with b. by c. for d. to
5. I'm not siding ... her because she's not right.
a. from b. with c. to d. for

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

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

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

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

a. Match the meanings and the structures.

Obligation	Prohibition	Permission
She let us...	She made us ...	She told us to ...
She told us not to ...	We had to ...	We were allowed to ...
We were supposed to ...	(but in fact ...)	We were meant to ... (but in fact ...)

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

c. Make up sentences with these structures.

7. Find the odd words out.

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

8. Translate into English

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

Unit 2 Work Trends



Before you read

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

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

Read the text and do the exercises.

Career prospects

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

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

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

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

¹ ICT – information and communication technologies

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

YOUR TURN

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

Useful language

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

Work on Words

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

Words not to be confused: affect - effect

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

1. Translate into Armenian.

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

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

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

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

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

effect
effective
ineffective
effectively

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

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

recognise
recognised
recognition
unrecognisable
beyond recognition

DISCUSSION POINT

Before you read

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

Read the text and answer the questions.

What are you cut out for?

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

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

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

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

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

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

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

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

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

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

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

YOUR TURN

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

Focus on Phonetics

Pronounce the following words

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

Focus on Words

COLLECTING WORDS

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

ARRANGING WORDS

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

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

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

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

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

WORDS IN USE

a. Which of the people should be paid more in your opinion? Why?

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

b. Match the idioms with their explanation.

keep one's head above water	to try to survive
a dream ticket	bringing success
fiddle while Rome burns	doing unimportant things while there are serious problems
pulls strings	use influential friends in order to obtain
red tape	refers to official rules and bureaucratic paperwork
play second	fiddle to be second in importance
wear many hats	do different types of tasks, play a variety of roles.
win-win	a situation from which all parties benefit

c. Insert the idioms from Ex. b.

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

d. Are similar expressions used in Armenian?

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

WRITE ON

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

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

Use the hints.

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

Fact file

In Denmark teachers are among the best paid workers.

In Japan teachers earn far less than factory workers.

A New York dustman makes three times as much as an Indian army general.

A German bus driver gets twice the pay of the British bus driver.

In China university professors earn as much as ministers.

Chinese journalists are the worst paid in the world.

US lawyers are paid more than people of other professions.

Just For Fun

What do we call a man who

- never gets home until 9.30 in the evening?
 - always takes work home from the office?
 - never goes to bed before one o'clock of night?
 - drinks coffee before he goes to bed?
 - never goes out in the evening?
 - works all Sunday?
 - walks to the underground station but takes no other exercise?
- (a workaholic)



Focus on Function

Applying for a job

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

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

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

A Letter of Application

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

Jobs in Britain Work International

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

If you are interested write to Jim Smith, Edinburgh.

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

Focus on Grammar

PREPOSITIONS

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

for, of, in, to, about, at, on, with
remind, think, warn, worried, congratulate, send, arrive,
travel, laugh, run, listen, succeed, dream, invest.

2. Choose the correct preposition.

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

3. Correct the mistakes.

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

MIXED TENSES

4. Choose the right verb form.

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

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

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

- | | | | |
|--------------------------|----------------------|----------------------|----------------------|
| 4. a. have been fighting | b. had been fighting | c. had been fought | d. were fighting |
| 5. a. have covered | b. had covered | c. cover | d. was covering |
| 6. a. is still rising | b. was still rising | c. were still rising | d. was still risen |
| 7. a. will also cause | b. would be causing | c. would also cause | d. would have caused |

Reported speech

5. Translate into English.

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

Odd Word Out

6. Find the odd word out.

1. I realized about the bus was out of control when I was speaking to the students on the microphone.
a. about b. the c. out d. on
2. Alexander Graham's mother was more deaf, so all his life he wanted to help his mother to hear and speak.
a. more b. so c. his d. to
3. Peter is looking for a better job because he doesn't earn it much.
a. for b. job c. he d. it

4. When did the article arrived, the editor read the first sentence and then refused to publish it.
 a. did b. the c. then d. it
5. When Daniel came in from the fields, his wife told him what had happened.
 a. in b. from c. his d. what

Correcting Mistakes

7. Correct the mistakes if there are any.

A Teenager Looks into the Future

1. Next year I will be to taking the second part of the university entrance exams.
2. I hope to get good marks at the end of this year because that will make the second part of the exams easier: I will not be going out much until I've finished with all these exams.
3. Anyway, in five years' time, I hope I will have to got my degree and be looking for a job.
4. I don't know what a job I will be doing for the rest of my life, but I think I will be doing something to do with drawing.
5. I've been to attending art classes, and I also think it's something I would enjoy.
6. Perhaps something to do with architecture would be nice. I think I will have left the home by then and be living in a flat of my own.
7. In ten years' time, I will have gone travelled to a lot of different countries.
8. I will have been to the England at least once because I'm planning to do a summer course to improve my English.

Text Comprehension

8. Read the text and choose the correct answer.

Berny, a young man about 23 years old, with fair hair and moustache, and blue eyes went home through the rain. He felt very depressed. It had been a very bad summer for most people, and he had not been better than the rest. A few weeks with one firm, a few with another, then out of job, then on again for a month perhaps, and so on.

His clothes, though shabby, were clean and neat but the holes in his shoes made it painful to walk. He got married a year ago though his wages didn't average a pound a week. As a single man he had never worried much if he happened to be out of work. He always had enough to live on and pocket money besides, but now that he was married it was different. The fear of being 'out' haunted him all the time.

Berny had started for Rushton and Co. on the previous Monday after having been idle for three weeks, but he now began to fear that what had happened to Jim Linden – could also happened to himself at any time. He would have to be very careful not to offend Willy Smith in any way. He was afraid that Willy did not like him very much and could dismiss him at any time.

Willy Smith, the foreman, was quite without special abilities. But he pretended to know everything about matching 'tones' and 'shades' and 'colours' and that had so impressed Mr Derek that he put Willy in charge of the construction work.

Although Willy did as little as possible himself, he took care to make the others work hard. Any man who failed to satisfy him was reported to Mr Derek as being 'no good' or 'too slow for a funeral' and was then dismissed at the end of the week. Knowing this, all the workers feared and hated the cunning Willy. Some, by giving him pipefuls of tobacco and pints of beer, managed to win Willy's favour and often kept their jobs when better men were dismissed.

As he walked home through the rain thinking of these things, Berny realized that it was possible to foresee what day or even an hour might bring.

1. Berny felt depressed because
 - a. it had been a bad summer for some people.
 - b. he had recently got married, despite his low wages.
 - c. he was afraid of losing his job.
 - d. his shoes were worn out and his feet were hurting.
2. Berny's fear of being 'out' means:
 - a. not having much money
 - b. having nowhere to live
 - c. being unemployed
 - d. quarrelling with his wife
3. Willy got his position because Mr Derek thought he was good at
 - a. using language.
 - b. repairing and decorating houses.
 - c. making friends with other people.
 - d. buying and selling things.
4. To keep his job anyone working under Willy had to
 - a. give good presents to his family.
 - b. deceive him.
 - c. work hard.
 - d. make room for his friends.
5. Willy was
 - a. skilful but lazy.
 - b. not very skilful but also lazy.
 - c. not very skilful but hard working.
 - d. skilful and hard working.
6. The word 'idle' in the text means
 - a. lazy
 - b. unemployed
 - c. dismissed
 - d. modest

Unit 3 Success Story



DISCUSSION POINT

Read the text and guess who this man is?

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

YOUR TURN

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

Focus on Words. Going up the success stairs

1. Collect as many words as possible.

a. What do you do before starting?

b. What makes you go on or give up?

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

I want/am eager
to take risks
to realize myself

c. What can the results of your effort be?

to make progress
to fail
to improve
to achieve the goal
my ambition is ...

2. Arrange success words to help you remember them.

starting up - on the top of success

3. Words in use.

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

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

Discussion point A winner or a loser?

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

The diplomat who cracked



John Evans

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

Comment on these expressions. What did it mean?

I never in 35 years had encountered a U.S. policy that I could not at least live with. Certainly not one in my own area of responsibility.

- So it was less that people were saying, you know, "Stop knocking on this door"; it was more of just like, "Oh, I gotta go fill up my water glass now"?

- Well, it was sort of "Now's not the time." But there never -- given the realities -- there never would be a good time to face this issue, if one does the traditional calculations of well, Turkey is 72 million, Armenia is 3 million, it was 92 years and counting, and so on and so forth. This is a formula for it to go on for 500 years.

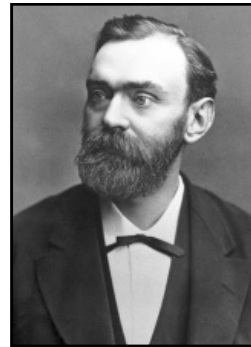
WRITE ON

Write a passage about a famous personality who made a success of himself.

Read the text and retell it.

Nobel Prize

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



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

Alfred Nobel always wanted dynamite to be used for peaceful means. And when it was used to blast a path for the Panama Canal in 1914 he couldn't have been happier. Unfortunately, in the same year, the First World War started, and, when it ended four years later, dynamite had been used to take away the lives of thousands of young men. To see his invention being used in this way made him very sad.

Sometime later Alfred's older brother Ludwig died. One newspaper accidentally printed Alfred's obituary instead of his brother's. The obituary described Alfred as a man who had become rich by inventing a weapon of mass destruction. When Alfred read this review of his life, he was very unhappy and decided to do something about it. He decided that he would use the great fortune that he had made to reward people who had been working to promote good in society. The Nobel Peace Prize was awarded to the person who had done the most, or the best work to promote friendship between countries, to



abolish armies and to hold and promote peace conferences. In 1997 the Nobel Peace Prize went to an American called Jody Williams for her efforts to get landmines banned. Perhaps now, Alfred Nobel will rest more easily in his grave.

Orhan Pamuk

The Nobel Prize in Literature 2006 was awarded to Orhan Pamuk “*who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures.*”

On the fourth day after his return to Turkey, Ka, a Turkish poet who has been an exile in Germany since twelve years, finds himself in the city of Kars for an interview. Walking under the slow and ceaseless snow, street by street, store by store, he tries to get to know this melancholic and beautiful city and its people.

Read the interview to discuss the issue.

Sunday, October 14, 2007

Orhan Pamuk: Armenian Genocide is a Moral Issue

By Khatchig Mouradian

The Armenian Weekly

Oct. 12, 2007



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

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

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

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

Pamuk was in Cambridge to read from his newly published book *Other Colors: Essays and a Story*. He is the winner of the 2006 Nobel Prize in Literature. In 2005, he was charged with “insulting Turkishness” under Turkey’s notorious Article 301 for saying in an interview with a Swiss magazine that “Thirty thousand Kurds and a million Armenians were killed in these lands and nobody dares to talk about it.” The charges were later dropped.

YOU TURN

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

Lord of the Flies

by William Golding

Background

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

Context

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

Read the text in pairs.

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

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

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

'That's why Ralph made a meeting. So as we can decide what to do.' [...]

Jack spoke.

'We've got to decide about being rescued.'

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

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

'A chief! A chief!'

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

Another buzz.

'Well then,' said Jack, 'I...'

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

'Let's have a vote.' 'Yes!'

'Vote for a chief!' 'Let's vote...!'

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

and most obscurely, yet most powerfully, there was the conch. The being that had blown that, had sat waiting for them on the platform with the delicate thing balanced on his knees, was set apart.

‘Him with the shell’

‘Ralph! Ralph!’

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

Ralph raised his hand for silence.

‘All right. Who wants Jack for chief?’

With dreary obedience the choir raised their hands.

‘Who wants me?’

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

Ralph counted.

‘I’m chief, then.’

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

‘The choir belongs to you, of course.’

Read the short summary of the story. Would you be interested in reading the book? Why (not)?

What’s grownups goin’ to think?

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

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

Work on Words

maintain v 1. to make sth stay the same: *maintaining your weight through exercise and heavy eating is important.* **Syn: keep** 2. to continue to communicate with sb: *maintain contact/relations/links: He maintains close relations with his friends.* 3. to make sure that something stays at the same level, rate, or standard. 4. to make regular repairs to a building, roads, etc. so that it stays in good condition: *The boat was well maintained.* 5. to

continue to say that something is true, even if other people do not believe you: *The company maintains that the medicine is safe. She maintains that she is not guilty.* **Syn. assert** **6.** to provide sb with money and other things that they need in order to live: *He was earning barely enough to maintain himself.*

- stir v** **1.** to move food around in a dish or pan using a spoon or other object: *stir well /thoroughly. Stir the sauce gently over a low heat. Add the cream and stir thoroughly.* **2** to mix a drink by moving it around with a spoon. **3.** to mix a substance such as paint by moving it around with an object like a stick. **4.** stir or stir up to make sb feel upset or angry: *stir anger/hatred/fears. The murder stirred a lot of ill feeling in the community. The latest economic figures stirred fears of growing crisis.* **5.** stir or stir up to make sb enthusiastic about sth: *stir hopes/excitement/interest. Seeing George stirred old memories in me.* **6.** to move or be moved slightly because of the wind: *The white curtains stirred gently in the summer breeze.* **7.** (Br. informal) to say things on purpose in order to cause trouble: *Stop stirring!*
- clamour n** **1.** a request for sth by a lot of people: *There is a lot of clamour for a ban of genetically modified food.* **2.** a very loud noise made by a lot of people or things: *I couldn't hear anything above the clamour of the crowd.*
- timid a** shy and easily frightened: *as timid as a rabbit.* **timidly adv.**
- disgust n** (at) strong dislike for sth/sb that one feels is not right or sth that looks, smells, etc. unpleasant: *The idea of smoking fills me with disgust.* **disgust v:** *We were shocked and disgusted by their style of living.*

Phrasal verbs with SET

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

1. Decide if the phrasal verbs are understood properly.

- If you have just set off on a trip, this means you have just finished it.
- If you have set up a company, this means that you have closed your company down.

3. If you set up home, this means that you have become homeless.
4. If your journey is set back, this means that it takes you longer than you expected.
5. If some bad weather has set in, this means the bad weather has started and become permanent.
6. If you set aside some money, this means that you spend it.
7. If you set about doing something, this means you have finished doing it.

2. Choose the correct word.

1. They set *in/back/on/out/off/up* on their trip around India last week.
2. Soon after they'd got married, they set *in/back/on/out/off/up* home in Leeds.
3. It's been snowing for two days now; winter has set *in/on/out/off/up*.
4. A house like that would set you *in/back/on/out/off/up* at least a million pounds.
5. She set *in/back/on/out/off/up* her own company 10 years ago.
6. The journey was set *in/back/on/out/off/up* because of the nasty weather.

3. Insert the words from the vocabulary.

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

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

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

DISCUSSION POINT

Military career

I am in the Army

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

Growing into a man

Monday, 25 December

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



Wednesday, 8 February

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

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

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

Saturday, 8 May

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

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

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

WRITE ON

Write a description of a situation using linking words.

Example: When you do your military service you join the army for two years. *Firstly*, you must stop your studies. *Then* you have to leave your family. *What's more* – you aren't supposed to go home very often. *And worst of all*, you aren't allowed to sleep long and have long hair.

Working Habits

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

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

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

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

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

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

- if you draw a diagram,
- if you make some associations,
- if you imagine a picture to go with the word.

Your creative space

1. Where do you work best?
2. What helps you to be creative: a well/softly lit, noisy /quiet, cool/warm place, alone/with others moving around
3. When do you work?
4. Do you like to work to music or in silence?

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

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

YOUR TURN

1. What are your favourite learning strategies?
2. Do you prefer to work alone? with your friends? in a team?
3. Do you concentrate easily?
4. Are you a hard worker? a perfectionist?
5. Do you work carefully? thoroughly?
6. When do you prefer to work?

Useful language

- surf the Internet
- look up in the encyclopedia
- consult a dictionary

Focus on Grammar

MULTIPLE CHOICE

1. Choose the right form.

1. Kathy and Linda are *like/alike/the same* in several ways.
2. This *is the oldest / the older / the eldest* city in England.
3. Which bus *is going/ goes/ does go* to the railway station?
4. Jane always *hasn't to/is to/has to* hurry, because she always gets up so late.
5. Please *fill/ give/get* in the application form..
6. We have *less/at least/ fewer* flowers than they have.
7. She says she has found a much *good/the best/better* job at the Hilton hotel
8. I began to enjoy my new job *more/most/much* when I got used to it.

9. We haven't visited them *for/ - /since* last summer.
10. Ben doesn't work on Saturdays. His wife doesn't work *either/neither/too*.

MIXED TENSES

2. Choose the right verb form.

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

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

Infinitive or - ing?

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

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

Matching

4. Match the parts of the sentences.

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

Sentence Connectors

Explanation: Joining two similar thoughts

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

Connector	Clause1	Clause 2	Joined with a comma & a connector	Meaning
for	He couldn't go home.	He had no place to go.	He couldn't go home, <i>for</i> he had no place to go.	<i>because</i>
and	I took a taxi.	She drove home.	I took a taxi, <i>and</i> she drove home.	<i>addition</i>
nor/ neither/	He didn't want help.	He didn't ask for it	He didn't want help, <i>nor/neither</i> did he ask for it.	<i>and not</i>
but	I wanted to go late.	She wanted to go on time.	I wanted to go late, <i>but</i> she wanted to go on time.	<i>contrast</i>
or/ either...or	She cooked dinner.	He took her out to a restaurant.	She cooked dinner, <i>or</i> he took her out to a restaurant. Either she cooked dinner, <i>or</i> he took her out to a restaurant.	<i>either</i> <i>either</i>
yet	She owned a car.	She didn't know how to drive it.	She owned a car, <i>yet</i> she didn't know how to drive it.	<i>though</i>
so	She had to go.	She called a friend to drive her.	She had to go, <i>so</i> she called a friend to drive her.	<i>result</i>

5. Join the sentences using *and, but, so, yet, nor, not only..., but, for, either...or.*

1. I heard the news about a fire on the radio. My family saw it on TV.
2. They say it was caused by an exploding computer. I didn't understand how.
3. The fire chief called in all his men. He pulled them back.
4. The building became engulfed in flames. They stood by.
5. The police wanted to inspect the scene of the fire. The fire chief did too.
6. They needed to examine everything. They did not think it was an accident.
7. The police could not find the source of the fire. The fire chief could not, either.
8. Maybe someone set the fire. Maybe someone caused the fire accidentally.
9. The dogs found the source of the fire. They also found the burned-out computer.
10. The fire chief wanted to close the case. The police needed to keep it open.

Correcting mistakes

6. Make all necessary changes to get correct sentences.

1. I and my co-workers have a new project to work on.
2. I hope my daughter will remain in school until she will finish her degree.
3. I was unable to see anything. I couldn't see my feet neither my hands.
4. Because I needed to miss a meeting, so I phoned the secretary.

5. Jake stood up, came toward me, and speaking so softly that I couldn't hear him.
6. Having broken his legs in the accident, the doctors had to reset both of them.
7. Upon I found out that my friend was in a car accident. I am very distressed.
8. The room was very cold, for that I turned on the heater.
9. She doesn't like being in buses. Because they are always dirty.
10. I always check my fuel level after to start the car.
11. Because I needed to miss a board meeting, so I notified the speaker.

Gapped text

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

Career success in the arts

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



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

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

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

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

Check up 1

HOW GOOD IS YOUR ENGLISH

Commucation Check

1. Read the text and choose the correct answer.

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

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

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

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

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

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

1. Why did the lady who owned the shop offer to make Helen a partner?
 - a. Because it was something she should have done long before.
 - b. Because she was too old and needed a partner.
 - c. Because Helen was a clever business woman.
 - d. Because Helen was a very successful designer.

2. Helen had to travel around:
 - a. to hold fashion shows of her own.
 - b. to look for new customers.
 - c. to find out what her competitors were doing.
 - d. to make new contracts.
3. Why did Helen start to stay at the best hotels?
 - a. Because she was a famous fashion designer.
 - b. To attend fashion shows.
 - c. Because she liked comfort and pleasure.
 - d. To attract rich customers.
4. In what other ways did a big hotel help her business?
 - a. She could sell her clothes there.
 - b. She could show rich customers that her clothes were fashionable.
 - c. People could see her collection of clothes.
 - d. She could have meals in the room and dance everywhere.
5. What surprised Helen when she was given a bill?
 - a. The high prices.
 - b. The length of the bill.
 - c. The cheap paper.
 - d. The hotel service.
6. The word 'sole' means
 - a. the only.
 - b. only.
 - c. alone.
 - d. lonely.
7. The verb 'retire' means
 - a. die
 - b. leave office
 - c. give up
 - d. promote
8. The word 'profit' means
 - a. earnings
 - b. savings
 - c. behaviour
 - d. salary

Vocabulary Check

- 2. Find the "odd word out". There may be more than one answer.
Give your reasons.**

- | | | |
|-------------------|-------------|----------------|
| 1. an application | a post | a vacancy |
| 2. an applicant | a candidate | an interviewer |
| 3. an employee | an employer | a worker |
| 4. a department | a division | a district |
| 5. wages | salary | pay |

3. Name the jobs.

1. a person who drives a bus/a taxi
2. a person who rescues people from burning buildings and helps put out fires
3. a person who works in a hospital and helps doctors
4. a person who defends people's rights in the court

5. a person who flies an airplane
6. a person who takes people's orders in a restaurant and serves them food
7. a person who works in a police station and maintains public order
8. a person who works in a hospital and treats patients
9. a person who answers phone calls and does office work for his/her boss
10. a person who reports news on TV, radio or newspaper
11. a person who does the cooking in a restaurant or hotel
12. a woman who plays a role in a movie
13. a person who manages the affairs of a company or business
14. a person who does business
15. a man who acts in a movie

4. Use the word given in capitals to form a word that fits in the space in the same line.

My Grandfather's Career

My Granddad had a long career. He started work as an ... and worked his way to the top. He was very ... and he ... the company from disaster many times. When he was in charge, he was never bossy. He understood people and all the ... admired him. He was an engineer, which is quite a difficult ..., and for forty years he worked on many projects. Finally, he reached 65, which was the ... age of ... in his company. He was well known to other engineers – you might even say he was...! He was always very busy when he was working, but he's ..., he's got a lot more time to spend with his grandchildren!

ASSIST
SUCCESS, SAFE
EMPLOY
OCCUPY
OFFICE, RETIRE
FAME
RETIRE

Grammar Check

5. Use the verbs in the right tense form.

Einstein's Driver

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

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

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

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

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

6. Which of the following questions are grammatically correct?

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

Unit 4 Communication



Before you read

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

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

A win-win negotiation

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

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

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



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

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

Focus on issues not emotions. Be assertive not aggressive. Control your emotions when negotiating. Don't give yourself away. Hide short tempers and frustration. Never walk out in a rage. Never show fear or anger. As soon as emotion enters into negotiation you are likely to lose.

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

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

Work on Words

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

1. Insert words from the vocabulary making necessary changes.

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

2. Can you use the phrases: *first and foremost, at all costs, fit in?*

Word-building

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

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

PHRASAL VERBS

2. Find the phrasal verbs in the text which mean

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

3. In pairs, take it in turns to answer the following questions.

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

4. Use the words in brackets in correct word order.

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

Focus on Words

COLLECTING WORDS

communicate, communication, communicative communication strategy
constructive/ positive arguments, reasons, reasoning
concede, concession
justify words /actions/ arguments
dialogue of cultures /generations

Focus on Function

Read the text and say how you behave in such cases.

Admitting we are wrong

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

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

Here are some ways of admitting that you were wrong.

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

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

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

Make up your own mini-dialogue.

Read the text and discuss the proverbs.

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

DISCUSSION POINT

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

Educating dad



- My brother and I have been educating Dad about pop music. I enjoyed taking Dad to see. He had a great time, but I think he was a bit jealous of the singer’s hair and his shape. The thing about my dad is that he’s not a cool dad, but he’s a lot less stuffy than most people in museums. He recognises that people like unstuffy stuff so he is willing to open the gallery to update new things. At the National

Portrait gallery he did all sorts of things, he even had portraits of pop stars like Blur.

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

Generally, it is interesting how attitudes to culture have changed. My parents and my school wanted me to appreciate culture but it was always high culture - classical music, literature, theatre, etc. If you listened to Rolling stones but not to Shuman you were considered lagging behind.

It is much healthier today .You can pick and mix. And have a more diverse cultural experience.

YOUR TURN

1. Are these pieces of conversation familiar to you?
2. Have musical tastes changed over the years?
3. Which instrument has the nicest sound to your opinion?

4. Do you listen only to pop or classical music as well?
5. Is there any music/song you associate with particular events or people in your life?
6. Are any singers /musicians from your country popular abroad?

The Who

Known for their explosive, power rock, The Who are considered by many to be the greatest British rock band of all time. They have had a huge influence on many artists such as Oasis, Blur and Paul Weller.



The Who enjoyed their biggest success during the late 1960s, when they were part of the London Mod scene, and also when they wrote the rock opera Tommy. However, the two surviving members of the original line up, Roger Daltrey and Pete Townshend to record and tour today.

Focus on Function

The language of conversation

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

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

Real conversation is characterised by

- a. repetitiveness
- b. short utterances,
- c. false starts,
- d. pauses,
- e. hesitations.
- f. imprecision

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

Formal speech: *Due to a period of heavy rainfall and patches of dense fog, the road had become dangerous and visibility restricted. Consequently, there was a collision, in which he was injured.*

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

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

DIALOGUE

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

B: Sorry, what?

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

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

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

A: Sorry, can I butt in here?

B: Go ahead, please.

Focus on Words

COLLECTING WORDS

a. Everyday words

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

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

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

WORDS IN USE

Formal or informal?

In the reading-room

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

At a Police Registration

- I understand I'm supposed to register.

- Has your employer arranged for an extension?

- Yes. I've been given three months.

- Could I see your registration book, please?

(M.Ockenden. Situational Dialogues)

LISTENING

Listen to the text “Celebrating Diversity” about tolerance and discuss it.

DISCUSSION POINT

1. What is the main idea of the two passages below?
2. Do you agree with those standpoints?
3. What is lack of respect for foreign countries based on?
4. Are you tolerant in your behavior, views, beliefs, etc.?

A. Education universalizes the human spirit. You cannot be universalized if you are only in one world, the world of your ethnic group, the world of your neighborhood, the world of your religion, or the world of your family. The word ‘university’ is related to this idea. Our lives become richer when we understand and appreciate many worlds.

B. If you gain a new language, you gain a new world. I believe that the reverse is also true: if you lose a language, you lose a world. When our spirit is universalized, we can cross boundaries and feel comfortable in other worlds. We can teach and learn from others in a mutually supportive effort .

Fact File

Britain is a country of rich diversity. As of 2008, 40% of London’s total population was from an ethnic minority group. The latest official figures show that in 2008, 590,000 people arrived to live in the UK. There are more than 200 million migrants around the world today.

Remembering the details. Adding information

Read the text quickly and try to remember as much information as you can.

On the other hand

If you want a quick insight into someone’s abilities, throw a ball and see which hand they catch it with. Left handedness is relatively uncommon, accounting for less than 10 percent of the population. However, Chris McManus in the book *Right Hand, Left Hand* argues that left-handers as a group have up to now produced an above average number of high achievers. **Interestingly**, five out of the last seven US presidents have been left-handed. Research by Dr. Alan Searleman of St.Lawrence University has shown that left-handed people are intellectually more gifted, with more of them having IQs of over 140 compared to their right-handed counterparts. They are also more creative, successful and eloquent, with vocabularies up to a third wider. This is perhaps why there are more left-handers in creative professions such as music, art and writing. So called “lefties” are also often better at sport. Left-handed college graduates in the US have also been found to be 26 percent richer. Perhaps surprisingly, left-handedness is three times more common in males than in females.

So what differentiates them? Left-handers' brains are said to be structured differently. One theory is that they process information via "visual simultaneous" methods, where several threads of thoughts can be processed at the same time, making it easier for them to multitask and solve problems for right handers. The latter, according to the theory, process information using analysis, breaking problems down into pieces and analyzing them one at a time. Left handers use synthesis, which means they solve a problem by looking at it as a whole.

In spite of all their talents and skills, historically, left-handed people have often faced prejudice and discrimination. The origins of the word left have negative connotations in many languages.

Schools in many societies forced children to use their right hands, which seriously affected their development. **In contrast**, 'right' is a synonym for correct and proper, and can stand for authority and justice in English and in many other European languages.

In the final analysis, **however**, it may be that left is in fact better than right!

1. Study the combinations with the word *hand*. Can you guess their meaning?

- | | |
|-----------------------|------------------|
| 1. hold sb's hand | 5. hand-to-mouth |
| 2. shake hands | 6. hand out |
| 3. give a hand | 7. hand over |
| 4. close/near at hand | 8. hand in |

2. Translate into Armenian:

1. He sat by the bed and **held** her **hand**. 2. The two men introduced themselves and **shook hands**. 3. Would you like **a hand with** the cleaning up? 4. I always keep my calculator **close at hand**. 5. It was a **hand-to-mouth** existence. 6. Can you **give** me **a hand** with these boxes? 7. She was **handing out** drinks. 8. Would you **hand** these papers **out** for me. 9. He **handed** the car keys **over** to Stella. 10. All essays must **be handed in** by Tuesday. 11. She was **in safe hands** with my parents. 12. The company is now **in safe hands**.

3. Hedging and boosting

We often want to avoid making statements that are too strong, for example, when we present ideas about something that we are still working on. In these situations we can use a technique called *hedging*.

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

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

The structures are common in written texts.

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

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

A CUP OF TEA

by Katherine Mansfield

Read the text and answer the questions.

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

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

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



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

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

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

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

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

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

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

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

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

"How unusual!" Rosemary looked at the girl closer.

And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing

on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

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

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

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

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

"I daren't, madam," hesitated the girl.

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

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

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

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

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

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

"Tea! Tea at once! And some brandy immediately."

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

"You won't have to. I'll look after you. I'll arrange something. Do stop crying. Please."

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

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

At that moment the door-handle turned.

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

"Of course."

He came in. "Oh, I'm so sorry," he said, as if apologizing, and stopped and stared.

"It's quite all right," said Rosemary, smiling. "This is my friend, Miss —"

"Smith, madam," said the figure in the chair.

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

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

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

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

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

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

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

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

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

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

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

Comprehension

1. Describe the main characters: Rosemary, her husband, their guest.
2. Do you think Rosemary was a deep personality?
3. How would you behave in her place?
4. Was she really kind?
5. Why did her husband praise the guest?
6. Do you have a liking to Miss Smith? to the young couple?
7. What do you think is the end of the story?

Read the end of the story on page 56.

- | | | | |
|------------------|--------------------|-----------------|--------------------|
| 1. a. corrected | b. being corrected | c. to correct | d. to be corrected |
| 2. a. being | b. been | c. to have been | d. to be |
| 3. a. making | b. to make | c. to be making | d. make |
| 4. a. doing | b. to do | c. having done | d. to have done |
| 5. a. to perfect | b. perfecting | c. perfect | d. be perfected |
| 6. a. to | b. from | c. that | d. than |
| 7. a. explore | b. to explore | c. exploring | d. being explore |

7. Match to make sentences.

- | | |
|--|-----------------|
| 1. You've sent the letter I gave you, | a. don't you? |
| 2. You catch the bus to school, | b. didn't you? |
| 3. You won't tell anyone about this, | c. will you? |
| 4. You're a friend of Jack, | d. haven't you? |
| 5. You were living in Hong Kong then, | e. do you? |
| 6. You never work more than you have to, | f. did you? |
| 7. You made no effort to make friends with Mike, | g. weren't you? |
| 8. You got Jimmy a cap for his birthday, | h. aren't you? |

A CUP OF TEA (the end of the story)

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

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

Philip put down the paper. "Oh, what's happened? Previous engagement?"

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

There was a pause.

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

"You can, little wasteful one," said he. "You know I can't deny you anything."

*But **that was** not really what Rosemary wanted to say.*

"Philip," she whispered, "am I pretty?"

WRITE ON

Organising the text

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

Before writing an essay you should:

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

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

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

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

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

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

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

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

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

Focus on Grammar

MIXED TENSES

1. Choose the right verb form.

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

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

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

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

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

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

3. Choose the right completion.

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

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

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

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

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

5. Correct the mistakes.

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

Joining Sentences

Explanation: Stating a Contrast

Before Two Clauses			Between Two Clauses		
Each of these connectors states a direct contrast and can introduce (or be placed before) either clause without a change in meaning . A comma is used to separate the two clauses.			Each of these connectors can be placed between the two clauses. A comma separates the two clauses (except for however , a transition word, and in contrast to , a preposition.)		
CONNECTOR	CONTRAST	STATEMENT	STATEMENT	CONNECTOR	CONTRAST
While (<i>conj</i>)	I like sugar in my coffee,	Edward likes black coffee.	I like sugar in my coffee,	while (<i>conj</i>)	Edward likes black coffee. (none)
Whereas (<i>conj</i>)	I like sugar in my coffee,	Edward likes black coffee.	I like sugar in my coffee,	whereas (<i>conj</i>)	Edward likes black coffee.
On the one hand , (<i>trans</i>)	I like sugar in my coffee.		I like sugar in my coffee,	but (<i>conj</i>)	Edward likes black coffee.
On the other hand , (<i>trans</i>)		Edward likes black coffee.	I like sugar in my coffee	in contrast to (<i>prep</i>)	Edward who likes black coffee.
However			I like sugar in my coffee.	However , (<i>trans</i>)	Edward likes black coffee.
In contrast			I like sugar in my coffee.	In contrast , (<i>trans</i>)	Edward likes black coffee.

6. Choose the correct connector.

1. I have two friends, Ray and Rena. One has a very clear idea about the future, *while/though* the other is clueless¹.
2. Ray is very good at mathematics, *whereas/although* Rena is good at languages.
3. Rena wants to spend the next six years getting her master's degree *in contrast to/in contrast* Ray who only thinks as far as the next weekend.
4. *While/on the other hand* Ray is a "people" person, Rena likes to be by herself.
5. On the one hand, Ray is very organized and neat. *Whereas /on the other hand* Rena is disorganized and drops her things everywhere.
6. *While/although* Ray is not clear about what he wants to do now, he may have a better idea in a couple years.
7. Rena didn't study for her exams, but *still/ however* she managed to pass.
8. Rena likes to do her work in advance. *However/regardless of the fact* Ray does his work at the last minute.
9. *Despite the fact that/in contrast* they have different study habits, they both are succeeding.

7. Make up your own sentences using connectors.

Explanation: Emphatic use of 'do'

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

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

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

8. Make the sentences emphatic.

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

Odd Words Out

9. Find the odd words.

OUCH!

1. In Mediterranean countries good friends they often greet each other by hugging.
2. I wish I had known about this custom when I first have went to Greece.

1. clueless - has no idea

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

Gapped text

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

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

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

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

11. Translate into English.

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

UNIT 5 A Better Place to Live in



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

Before you read

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

Read the text and discuss it.

Challenges of the XXI

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

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

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

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

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

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

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

Focus on Words

1. Collecting words

a. Describing economy

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

economy: booming/thriving/developing

consume: consumption, consumer, consumer goods, large oil consumers

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

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

growth: stable growth, growth by 8% yearly

boom: progress/advance/a rapid advance/upsurge/rise/a sharp rise/on the rise/boom and crises, bring about

market: housing market boom

b. What ecological problems can you name?

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

adjectives: natural/ man-made, predicted/unpredicted

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

2. Arranging words

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

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

b. Odd words out.

What brings about pollution?

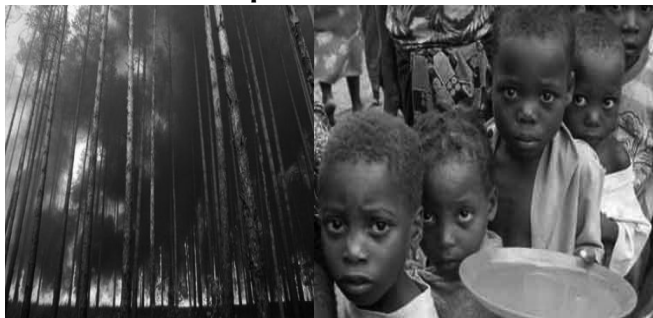
emission of gases, litter, transport, sprays, oil wastes, farming, hunting, urban design, unemployment, too much green, pollutants

c. Match the words

population	factories
agriculture	inhabitants
employment	farming
household	jobs
rubbish	wastes
industry	plan
urban	
design	

3. Words in use.

a. What are these photos about?



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

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

c. Divide the text into paragraphs.

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

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

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

**c. In the 16th century Donne, a famous writer of his time, wrote a meditation, which was to become widely cited in this century.
Read and say why.**

Meditation XVII

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

1 on the brink of extinction – Վերացման եզրին

2 clod – soil

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

4 manor – a large house

5 thine (old use) – your

6 thee (old use) – you



John Donne

Fact file

- In the 2000s, much of the world entered into a deep recession. Up to 45% of global wealth has been destroyed by the global financial crisis in little less than a year and a half.
- China has seen oil consumption grow by 8% yearly since 2002, doubling from 1996–2006.
- In 2007, China has overtaken the United States as the world's biggest producer of CO₂. In 2003, 29% of open sea fisheries were in a state of collapse.
- Eight million tons of oil are thrown into the oceans every year.
- Every year Americans use enough paper to build a 12-foot high wall from Los Angeles to New York.

Focus on Phonetics

drought	environment – environmental
flood	contaminate – contamination
hurricane	forest – deforestation
famine	danger – endangered
earthquake	consume – consumption

LISTENING

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

Comprehension

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

Example:

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

WRITE ON

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

Read the text and retell it.

The Elements

Volcanoes. A dormant volcano is a volcano that has been quiet for hundreds of years. However there is always a danger that a DV may suddenly erupt. A volcano may be extinct if it stopped erupting. An erupting volcano is a dramatic sight. It spews hot molten rock/magma/. Volcanoes often occur in mountain ranges on land but they can also form on ocean floors, rising above the sea level. There are many volcanoes surrounding the Pacific ocean that is known as the ring of fire. Some islands are the top

of volcanoes. The Hawaiian Islands are examples of this. Volcanoes are caused by disturbances in the Earth's crust. There are about 500 active volcanoes in the world.

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

Tsunamis. Very long water waves in oceans or seas. They sometimes reach great heights and may be extremely destructive. A tsunami is a series of water waves. The original Japanese term literally translates as "harbour wave." Tsunamis are a frequent occurrence in Japan.



Casualties can be high because the waves move faster than humans can run. The Greek historian Thucydides was the first to relate tsunami to submarine earthquakes, but understanding of tsunami's nature remained slim until the 20th century and is the subject of ongoing research. About 80% of tsunamis occur in the Pacific Ocean, but are possible wherever there are large bodies of water, including lakes. A tsunami cannot be precisely predicted. One of the most successful systems uses bottom pressure sensors that are attached to buoys. In 2004, ten-year-old Tilly Smith of Surrey, England, was with her parents and sister in Thailand and having learned about tsunamis recently in school, told her family that a tsunami might be imminent. Her parents warned others minutes before the wave arrived, saving dozens of lives. She credited her geography teacher, Andrew Kearney, who said that warning computer models can predict tsunami arrival and predicted arrival times are usually within minutes of the actual time.

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

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

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

Floods. As we all know, water is absolutely necessary for life on Earth. Yet too much water in the wrong place can bring death and destruction. Floods have been part of human history for thousands of years. In recent centuries there have been

extraordinary floods, especially in India, Bangladesh, China and the United States. There are two major causes of floods in these countries: great rivers (for example, the Mississippi and the Ganges), and sea-storms whose tidal waves wash sea water all over the coast.

Focus on Grammar

Articles

1. Insert articles where necessary

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

It or There?

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

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

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

MIXED TENSES

3. Choose the right option.

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

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

some of the oil in the water or trash from the ships (7) ... into the ocean, the water (8) ... dirty. Many fish (9) ... in the sea, others (10) ... contaminated.

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

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

CONNECTING SENTENCES

Explanation: Contrary outcome

Before situation clause			Before contrary clause		
Each of these connectors occurs with a pair of independent clauses. It introduces the situation-clause.			Each of these connectors occurs between a pair of independent clauses and introduces the clause with contrary outcome (idea, opinion or action).		
CONNNECTOR	SITUATION	CONTRARY OUTCOME	SITUATION	CONNNECTOR	CONTRARY OUTCOME
Even though (conj)	I shouldn't eat sugar,	I do (eat sugar).	I shouldn't eat sugar,	but still	I do.
Though (conj)	I shouldn't eat sugar,	I do.	I shouldn't eat sugar,	yet (conj)	I do.
Although (conj)	I shouldn't eat sugar,	I do.	I shouldn't eat sugar,	but (conj)	I do anyway .
In spite of the fact (that)	I shouldn't eat sugar,	I do.	I shouldn't eat sugar,	even so (adv)	I do.
Regardless of the fact (that)	I shouldn't eat sugar,	I do.	I shouldn't eat sugar;	nevertheless , (adv)	I do.

TROUBLE SPOT

- Some connectors have got similar meanings but are followed by different structures.

Despite and *in spite of* are followed by a *noun phrase* or an *-ing-form*.

e.g.: We did not wear coats *despite* the cold weather.

I tried to look happy *in spite of* feeling terrible.

Even though and *although* are followed by a clause.

e.g. My car constantly needs repairs *even though* it's new.

My cousin and I aren't very close, *although* we're the same age.

4. Choose the correct connective. There may two or more variants.

1. We're studying now ... there's an interesting film on TV.
2. I'd like to talk to you ... I know you're busy.
3. ... her efforts, she failed the exam.
4. ... we were having difficulties, we felt optimistic.
5. We didn't win the game ... all our hard work.
6. ... it rained a lot, we enjoyed our holiday.
7. ...the traffic, they arrived in time.
8. ... I was really tired, I couldn't sleep.

- even is used to emphasise sth exceptional or extraordinary: *He cooks, even bakes, for all his friends.*
- even though is used to show unexpected outcome: *He cooks and bakes even though he doesn't have much time.*
- even if means without condition, in any case: *I'll help you even if I don't have time.*

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

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

CORRECTING MISTAKES

6. Correct the mistakes.

FLOODS

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

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

7. Read the text and find the correct question for each paragraph.

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

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

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

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

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

Project Work

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



1. the Poles [poulz]-բևեռներ

Unit 6 Consumerism



Before you read

1. What is it that makes us buy the things we buy?
2. Why do we go for one product or another?
3. Do we usually shop with our head or our heart?
4. Do you understand the expression *Keeping up with the Joneses*?

The Dazzling Dream

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

We have become dazzled by the dreams created by sophisticated marketing that sells consumerism. These dreams dazzle us and hide from us our true, innate dreams for connectedness, fulfilment, family, community and spirituality.

We are being manipulated but we deny that manipulation, thinking we really need the goods and services we buy. We are probably all aware of the manipulation of our children's desires by advertising and marketing companies.

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

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

The most marketed-to generation in history. Today's children and teenagers have become the most marketed-to generation in history. They have spending power – their own disposable income is enormous. They influence their parents' buying decisions – they use many tactics to badger or guilt-trip their parents into purchasing goods and services.

Our children are handed over to the advertising companies to be convinced they are hungry, bored, ugly and unpopular and they need to spend money to change this.

Parents yield to their children's demands for consumer goods and services because of the trend to smaller family size, dual incomes, and postponing children until later.

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

Schools are no longer free from commercialism and consumerism. By sponsoring educational materials, school events and supplying schools with technology.

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

Comprehension

1. Answer the questions.

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

2. Comment on the given expressions.

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

Unknown Author

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

Mahatma Gandhi

"Life in America is exclusively economic in structure lacking depth.

Oswald Spengler

Focus on Function

Showing caution:

I suggest, believe, argue, claim, maintain

Will it really work?

I'm not too keen on this idea.

Persuading

I think the facts speak for themselves.

I'm sure you'd agree to that.

Read the dialogue in pairs and do the exercises. He is categoric. Express caution and persuasion in your reasoning.

A leading marketing consultant sheds light on the present day purchasing habits.

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

Work on Words

Words not to be confused:

1. solid – firm - tight

solid **a** 1. strong enough not to break or damage easily: *the solid stone walls of the church*. 2. with no pauses or interruptions: *It rained for a solid week*.

firm **n** 1. solid but not hard, not soft: *a firm mattress*. 2. definite and not changing: *Have you set a firm date for the meeting?*. 3. showing that you are in control of a situation: *The party needs firm leadership*.

tight **n** 1. fitting closely around your body or part of your body. *a tight shirt/dress, keep the window tightly closed*. **Ant. loose**. 2. holding sth /sb or fastening sth very firmly: *Baxter kept a tight grip on the prisoner's arm*. 3. you have only just enough of it: *a tight budget*

adv. very firmly: *She held on tight to the handrail*.

2. stuff – staff

stuff **n** 1. objects or things: *By the time we got to the sale all the good stuff was gone*. 2. a material or a substance; *The costumes were made of thin stuff*.

staff **n** (sing. U.) the people who work for a particular company, organization, or institution: *She joined the staff in 2002*.

1. Insert the words.

1. I spent all my life doing really boring
2. What's all this ... on my desk?
3. Peter became a very valued member of the
4. The ... have worked very hard.
5. He is a ... believer in discipline for the children.
6. Everybody knew him to be a good ... worker.
7. They were passing by a ... wall of rock.
8. Inside the room he saw a few pieces of old ... furniture.
9. The knot was ... and he couldn't undo it.

IDIOMS WITH KEEP

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

keep up with sb

keep a close eye on

keep a low profile

keep an open mind

keep your fingers crossed

Make up sentences with the given idioms.

DISCUSSION POINT

SHOP TILL YOU DROP

Before you read

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

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

Some people avoid shopping because shoppers sometimes have to wait in long lines to buy popular products. It takes time and energy to find something you need at a reasonable price. Unlike these some shoppers have



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

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

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

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

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

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

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

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

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

Did you know?

“Ritty’s Timely Cashier”.

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

Focus on Words

COLLECTING WORDS

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

markets: flea market/supermarket/hypermarket/bazaar/

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

people: customer/shopper/shop assistant

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

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

ARRANGING WORDS

What can you buy in food stores?

confectionary, dairy, grocery, greengrocery, bakery

WORDS IN USE

a. Where will you buy

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

b. Insert the words:

marketing, pressures of commerce, the latest fashion,
electronic communication, whatever, fads.

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

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

LISTENING

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

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

PRESENTATION

Food security

The gradual change in diet among newly prosperous population is the most important factor underpinning the rise in global food prices. From 1950 to 1984, as the Green Revolution transformed agriculture around the world, grain production increased by over 250%. The world population has grown by about 4 billion since the beginning of the Green Revolution and most believe that,



without the Revolution, there would be greater famine and malnutrition than the UN presently documents (approximately 850 million people suffering from chronic malnutrition in 2005).

It is becoming increasingly difficult to maintain food security in a world beset by a confluence of “peak” phenomena, namely peak oil, peak water, peak phosphorus, peak grain and peak fish. The journal *Science* published a four-year study in November 2006, which predicted that, at prevailing trends, the world would run out of wild-caught seafood in 2048.

Focus on Words

COLLECTING WORDS

Words to do with nutrition

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

WORDS IN USE

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

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

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

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

Fact File

McDonalds, an American company has 31, 000 locations worldwide.

In 2008, there were over 922 million international tourist arrivals, with a growth of 1. 9% as compared to 2007.

Focus on Phonetics

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

Happy New Year

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

Refrain:

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

You and I
Sometimes I see
How the brave new world arrives
And I see how it thrives
In the ashes of our lives
Oh yes, man is a fool
And he thinks he'll be okay
Dragging on, feet of clay
Never knowing he's astray
Keeps on going anyway...

Refrain:

Seems to me now
That the dreams
we had before
Are all dead, nothing more
Than confetti on the floor
It's the end of a decade
In another ten years 'time
Who can say what we'll find
What lies waiting down the line
In the end of eighty-nine...

Refrain:

1. Mark the stresses before singing.

2. Pronounce the diphthongs in the words

grey - say
lay - say

try - die
arrive - thrive

time - find
line - nine

decade
eighty

Focus on Grammar

REVISION: NOUN NUMBER

Do you remember?

- some nouns in English are used only in plural and take plural verb: *jeans, trousers, shorts, tights, pajamas, glasses, scissors*
- some nouns are used only in the singular and take singular verb: *news, information, advice, money, equipment, work*
- the nouns *people* and *police* take only plural verb.
- Some nouns ending in **-ics** are singular: *athletics, economics, electronics, gymnastics, mathematics, physics, politics*
- Some nouns have the same form for both the singular and the plural: *deer, sheep*

1. Choose the right word.

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

2. Correct the sentences.

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

Explanation: **Noun number**

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

cloth	cloths (pieces of cloth): <i>Woollen cloth is often more expensive than other cloths.</i>
	clothes (items of cloth): <i>I have to buy some winter clothes.</i>
fish	fish (a number of): <i>There are a lot of fish in the lake.</i>
	fishes (of different kinds): <i>You can order different fishes in this restaurant.</i>

custom	customs (սովորույթ): <i>Every country has its customs.</i> customs (մաքսատուրք), the Customs (մաքսատուն)
colour	colours (the flag that indicates nationality): <i>The country's colours were raised in a special ceremony.</i> colours (material used by artists, paint): <i>The badges come in twenty different colours.</i>

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

3. Choose the right word.

- We went fishing but we didn't catch many *fish/fishes*.
- It has become a *custom/customs* for our family to go to the seaside in summer.
- Yellow is my favourite colour/*colours*.
- How long will it take us to get through the *custom/Customs/customs*.
- The portrait was painted in water *colour/colours*.
- My brother has joined the Air *force/Forces*.
- He got rid of his bad habit only by *force/force* of will.
- He went to the *wood/woods* to bring some *wood/woods*.
- The *good/goods* were delivered early in the morning.

ARTICLES

4. Insert articles where necessary.

New ways to shop

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

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

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

MIXED TENSES

5. Fill in the correct tense forms.

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

- A:** Excuse me, Madam. Have you been to Parkers' Supermarket today?
B: Yes, I ... (be) there at about ten o'clock this morning. Why?
A: ... (buy) any washing powder when you were there?
B: Yes, I ... (buy) my usual powder. Why ... you (want) to know?
A: I'd like to talk to you about our new washing powder *Dreamwash*. ... (see) it this week?
B: Oh, yes, I ... (notice) it in a lot of stores this week. I ... (see) a funny advertisement on TV this week.
 It ... (show) a lady who was doing the washing at Buckingham Palace in London. I ... (buy) it and I ... (like) it.
A: What about you, Madam? ... (buy) it too?
C: I ... (use) it on Monday this week - but I never (buy) it again. I ... (feel) disappointed with the results. I ... (try) a few new washing powders this year. In March this year I ... (try) *Superwave* and the clothes ... (not look) very clean. Then I ... (buy) *Bio-White*. It ... (make) everything white, even the coloured things. So I ... (have) enough of new powders for one year.
A: Thank you.

Connecting sentences

Explanation: Indicating Cause (Reason)

ADVERB + CLAUSE		ADVERBIAL PREPOSITION + NOUN PHRASE	
Cause	Expected outcome	Cause	Expected outcome
Because a natural gas pipeline exploded,	several homes burned down.	Because of the gas line explosion, Because of an exploding gas line,	several homes burned down
Since gas flowed freely from the gas pipe,	water could not put out the fire.	Due to/on account of/owing to the free flow of gas, Due to/on account of/owing to free-flowing gas,	water could not put out the fire.

Trouble spot

Because is followed by a clause: He left his wallet at home *because he was careless*.

Because of is followed by a noun or –ing form: *Because of his carelessness/ because of his being careless* he left his wallet at home.

6. Choose the right connective.

1. We stopped playing tennis *because of /because* the rain.
2. It was all *because of /because* her that we got into trouble.
3. We had to hurry indoors *because of /since* it was raining.
4. I am late *owing to /because* the traffic.
5. We didn't arrive until seven o'clock *because of /because* the traffic was terrible.
6. She found the exam easy *due to /because* she had worked hard during the course.
7. He can't drive *because of /because* his illness.

UNIT 7 Scientific Progress: Benefit or Disaster?



Before you read

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

Read the text and do the exercises.

The Age of Computer

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

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

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

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

In 1969 ARPANET, the original Internet was launched.

In 1971 the first microprocessor was developed.

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehension

TRUE OR FALSE?

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

Work on Words

- launch v** 1. to put sb/sth into action, to start sth: *launch a campaign, an attack*
2. to put sth into motion, the act of sending a space vehicle, missile or other object into space, to send sth on its course: *launch a missile/rocket a satellite into orbit.*
- access n** 1. (to sth) a means of approaching or entering a place; a way in: *The only access to the farmhouse is across the fields.* 2. (to sth/sb) the opportunity or right to use sth or approach sb: *gain/get access to information. Students must have access to a good library. Journalists were denied access to the president.*
- smart a** 1. clean, tidy and well dressed; wearing quite formal clothes: *You look very smart in your new suit.* 2. (of clothes) etc. clean, attractive and looking new: *a smart dress, suit, a smart car.* 3. of people or their actions, etc., having or showing intelligence; clever: *the smartest student in your class, a smart answer/idea.* 3. connected with rich, fashionable people: *smart hotels/shops.*
- attach v** 1. (sth to sth) to fasten or join sth to sth: *attach a label to each piece of luggage. a house with a garage attached.* 2. attach sth to sth to believe there is value, importance or truth, etc. in sth: *Do you attach any significance to what he said?*
- claim v:** 1. to say that something is true, even though there is no definite proof: *He claims he saw the criminal with his own eyes. to claim to do sth. The company claims to produce more cars than any other company all over the world.* 2. to say that something is yours, especially as a right: *Henry VII claimed the English throne after defeating Richard III. claim victory/credit.*

Phrasal verbs with PICK

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

1. Insert the missing words.

1. Sandy's looking very ... today.
2. He has made a few ... investments lately.
3. Only a small number of our students have ... to the Internet.
4. He ... he was innocent.
5. The company ... to represent more than ten firms.
6. Has anyone ... the wallet I handed in yesterday?
7. Some groups still have difficulty gaining ... to health care.
8. The day of ... of the space shuttle was already fixed.
9. Oxford street is one of the ... shopping areas in London.

2. Match the two parts of the sentences.

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

3. Choose the correct adverb.

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

Focus on Words

COLLECTING WORDS

a. Words to do with technology

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

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

Adjective: digital, personal, mobile

b. Do you know the following abbreviations?

VDU, USB PORT, CPU, IBM, PC

WORDS IN USE

a. Insert these words.

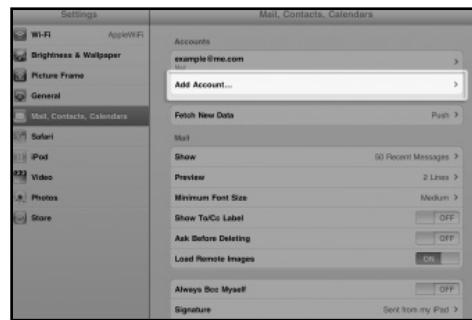
CPU, central processing unit, the computer memory, USB ports, memory key, software, monitor

Searching the Internet efficiently

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

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

- a. attach your documents to the message
- b. click on the e-mail icon
- c. connect to the Internet
- d. click on
- e. log off
- f. send the message
- g. type the address.
- h. write your message.
- i. write mail.



4. Match the two parts of the sentences.

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

5. Match the titles with the passages.

1. An exciting ideas about time travel
 2. The world is growing older
 3. Life in front of the computer screen
 4. Prisons in space
 5. Star wars: fact or fiction
 6. The advantages of new energy sources
 7. The end of English lessons
-
1. It might not be long before the sun, the wind and the sea become our main sources of energy. We will live in a cleaner, healthier world. May be it will be a safer one too.

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

LISTENING

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

Focus on Phonetics

Mark the stresses in the following words. Find the odd words out.

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

Focus on Function

Organizing ideas

- a. *sequencing*: firstly ...
- b. *contrast*: in spite of ...
- c. *examples*: for instance ...
- d. *endings*: to conclude, to sum up ...

Read the sentences and organise them into a text. Show that these changes are likely to happen.

1. Nearly all researches agree that wireless technology will have developed.
2. Scientists will have invented earrings which take our pulses and glasses on which we watch videos.

3. Instead of wristwatches, we'll be wearing gadgets which will combine the functions of a phone, camera, MP3 player and computer.
4. In the home, household equipment will have improved –there'll be fridges which read the use-by date on milk cartons and order new milk when necessary.
5. On the road, we won't have got rid of cars, but we will have keyless electric cars which we can talk to.

Focus on Writing

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

Insert the words expressing generalisation

1. **Friends United** is a popular website. It has seven million members. People visit the site because they want to find out about old friends. After visiting the site many people organise reunions with their old friends.
2. **Wikipedia** is the first online encyclopedia. Before Wikipedia, it was taken as read that encyclopedias were written by experts. In other words, before the reader had no control over the content. Wikipedia has changed all that, as anyone is allowed to edit and add content. The idea has certainly caught on and, for millions of people, it answers a vital need. Wikipedia's founders insist that, on the whole, the information on the site is no less accurate than more traditional reference books.
3. We were discussing the future in class today. Some people were wondering whether we would have to live in space when we destroy our planet I explained that the answer lies in technology. Scientists intend to develop forms of energy that will not damage the environment. The problems caused as a result of technology will be solved by technology.
4. In 2001, American millionaire, Dennis Tito became the world's first space tourist. He paid 20 million dollars to fly to the International space station. A year later, the South African businessman, Mark Shuttleworth followed him. Will our turn come?



Focus on Words

COLLECTING WORDS

Words to do with science

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

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

Adjectives: typical, average, physical, true/accurate, false, out-of-dated

WORDS IN USE

Insert the words:

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

Sometimes luck can be a big help!

Sometimes scientific discoveries were made by accident. Two famous examples of this are gravity and penicillin. Isaac Newton, who first used ... to describe gravity, was sitting in his garden when he saw an apple fall-some say it fell on his head! This made him think about why, and he realized he could explain it using mathematics. Alexander Fleming. Penicillin, which was the first It ... changed medicine. He was working in the laboratory when he saw that something started growing on one of his He ...it and realized that it could be very useful in fighting

Read the text and do the exercise.

Laying the pen in respect

Context

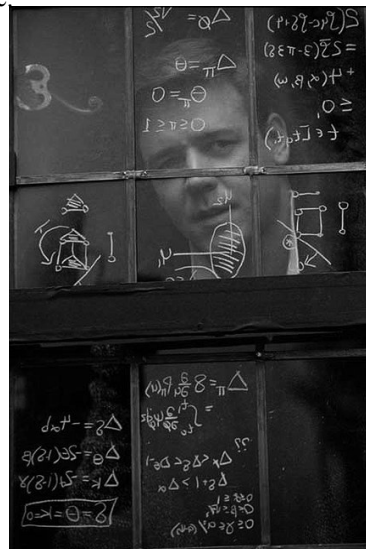
A Beautiful Mind is a biography of Nobel Prize-winner economist and mathematician John Forbes Nash, Jr. The book is a detailed description of many aspects of Nash's life, and a close examination of his personality and motivations. Starting with his childhood, the book covers Nash's years at Princeton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

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

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

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

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



A Beautiful Mind

by Sylvia Nasar

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

It was late on a weekday afternoon in the spring of 1959, and, though it was only May, uncomfortably warm. Nash was slumped in an armchair in one corner of the hospital lounge, carelessly dressed in a nylon shirt that hung limply over his unbelted trousers. His powerful frame was slack as a rag doll's, his finely molded features expressionless.

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

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

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

Geniuses, the mathematician Paul Halmos wrote, "are of two kinds: the ones who are just like all of us, but very much more so, and the ones who, apparently, have an extra human spark. We can all run, and some of us can run the mile in less than 4 minutes; but there is nothing that most of us can do that compares with the creation of the Great G-minor Fuguedd".

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

Comprehension

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

LISTENING

Listen to the text "Thumbs Up or Thumbs Down?" and say which of the gadgets you would like to have in your house.

TECHNOLOGY QUIZ

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

Focus on Grammar

ADJECTIVES

1. Choose the correct form.

When you look into the night sky, you may not be able to tell the difference between stars and planets, but planets are (1)... to Earth. However, they are still very far away., and a journey to Mars would be about nine months, (2) ... than a journey to the Moon (about three days). Even if your future spaceship was (3) ... the simple space probes we have now, it would still take you a couple of years to get to Jupiter, which is (4) ... Earth – more than 1,300 times, in fact, and it's more than 300 times (5) Jupiter is a giant ball of gas and the atmospheric pressure is (6) ... it s on Earth. If you could land there, you would be (7) ...- more than twice as much. The whole planet is (8) ... Earth as well, and scientists think that the centre of the planet may be as hot as 10,000 o C. Interestingly, the day on Jupiter is (9) ..., and only lasts about ten hours, but a year on Jupiter lasts for 11 Earth years. So when you came back, you would be (10) ... when you set out!

- | | | |
|-----------------------|----------------------|--------------------------|
| 1. a. a lot nearer | b. nearer than | c. less near than |
| 2. a. more longer | b. as long as | c. much longer |
| 3. a. more fast | b. a lot faster than | c. not as fast as |
| 4. a. as big as | b. less big than | c. very much bigger than |
| 5. a. as dense as | b. more dense | c. less dense than |
| 6. a. just as great | b. less great | c. a lot greater than |
| 7. a. more than heavy | b. less heavy | c. much heavier |
| 8. a. as hot as | b. a lot hotter than | c. hotter |
| 9. a lot shorter | b. shorter than | c. less short |
| 10. more old | b. older | c. much older than |

MIXED TENSES

2. Choose the right verb form.

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

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

I (5) ... from the University several years ago and I have got a degree in Economics. Before that I (6) ... graphics and worked in an advertising agency for a short time. Now I (7) ...for Oxfam, which campaigns against hunger in the world and (8) ... to help countries.

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

Scientists have put a date on Armageddon. It **(9)** ... on September 21, 2030, when the earth is in danger of being hit by an asteroid. The newly discovered threat to global civilization **(10)** ... 2000 SG3444 and it could strike our planet with a force 100 times greater than that released by an atom bomb that **(11)** ... Hiroshima in 1945, astronomers **(12)** ... This announcement **(13)** ... yesterday on the Internet by International Astronomical Union.

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

Infinitive or – ing form

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

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

Correcting mistakes

4. Correct the mistakes.

MSF

1. MSF it stands for *Medicins Sons Frontiers* which in English ca be translated as 'Doctors without Frontiers'.
2. This charity works all over the world, where it does do two things.
3. Firstly, it tries to provide medical help where this is needed, regardless of race, gender, religion or politics.



4. Secondly, it does aims to let people who know about global problems, such as poverty, which occur in many in many different parts of the world.
5. MSF doctors who work in emergency situations in more than eighty countries.
6. Doctors always go where they are needed most.
7. They help countries whose too poor to support medical services over a long time.

JOINING SENTENCES

Explanation: So ... that / Such ... that - emphasizing qualities and characteristics

So ... that		Such ... that	
<i>So</i> modifies an adjective or adverb in the cause-clause		<i>Such</i> is used before an adjective +uncount or plural noun or before an adjective + singular count noun	
Cause	Effect	Cause	Effect
The meteor storm was so beautiful (adjective)	that we watched it all night.	It was such a beautiful meteor storm (adjective + noun)	that we watched it all night.
The meteor storm passed so quickly (adverb)	that it went by in one night.	It was such a quick meteor storm (adjective + noun)	that it passed by in one night.

5. Select the phrase that best completes the sentence.

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

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

1. This meteor shower is a rare occurrence. It only comes every 33 years.
2. The comet has a large wake. It passes through the earth's upper atmosphere.
3. The shooting stars appear frequently. You can see two or three a minute.

4. Scientists consider this a unique opportunity. They are flying in aircrafts to study it.
5. These observations will reveal important information. Scientists will be studying results for years.

EMPHASIS

Explanation: Cleft Sentences

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

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

It was David who studied English at Oxford.

It was English that David studied at Oxford.

It was at Oxford that David studied English.

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

It + to be + focus word + clause

7. Make up cleft sentences choosing different focus words.

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

Check up 2

HOW GOOD IS YOUR ENGLISH?

Text comprehension

1. Read the text and choose the correct answer.

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

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

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

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

1. People are worried that children's dependence on computers may result in
 - a. Serious learning difficulties.
 - b. Serious problems with health.
 - c. Families having communication problems.
 - d. Permanent anxieties.
2. The idea of computer-dependent adults is acceptable because
 - a. They can control their imagination easily.
 - b. They are old enough to make their own decisions.

- c. They cannot stop looking at the flashing screen.
- d. They don't only use the computers for games.
- 3. Computer-dependent children
 - a. Concentrate on the screen for short periods only.
 - b. Become violent or aggressive.
 - c. Find it hard to communicate with other children.
 - d. Stammer more often than other children.
- 4. Some experts believe that in the future
 - a. Every teacher will have a PC in the classroom.
 - b. It will be too expensive to give each schoolchild a computer.
 - c. Children will be educated at home using computers.
 - d. Most teaching will be done by computers.
- 5. What is the real problem behind children's dependence on computers, according to the child psychologist?
 - a. Children's learning can be slowed down.
 - b. Parents do not participate in their children's education.
 - c. Children regard computers as toys not tools.
 - d. Parents do not have confidence when using computers.

Vocabulary Check

- 2. Use the words given in capitals to form a word that fits in the space in the same line.

A Key to Good Health

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

DOUBT
FIT
CHOOSE
SELECT
REDUCE

Grammar Check

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

... people nowadays try to follow a healthy diet, although not ... experts agree about what this is. In fact, ... of people assume that diet is something connected with losing weight. Diet simply refers to the kind of food and how ... of it we eat. There are very ... foods that we can describe as completely 'unhealthy' and not ... foods have zero nutritional value. However, if you eat ... of chocolate and fried food and take ... exercise, then your diet would probably be described as 'unhealthy'. ... experts recommend that we all eat ... of fruit and vegetables and eat very ... fatty food. People

are surprised when they discover how ... fat there is in popular fast foods such as burgers and pizzas, or how ... calories there are in soft drinks. Unfortunately ... of us can resist this kind of food, and there are not ... people who are prepared to give up chocolate or chips. There are no easy answer to the question 'what is a healthy diet'? However, if we eat ... of different kinds of food, drink ... of water, and make sure we take ... of exercise, then we will be going in the right direction. After all, ... of us are perfect!

4. Choose the right verb form.

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

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

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

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

5. Which of the following questions are grammatically correct?

- Which is the best ending for the following question?
They scarcely talk to each other any more ...
a. don't they? c. do they?
b. won't they? d. didn't they?
- Which is the best question for the underlined part of the sentence?
We have done all the translation without dictionary.
a. Who of us have done all the translation without dictionary?
b. Which of us have done all the translation without dictionary?
c. Who have done all the translation without dictionary?
d. Who has done all the translation without dictionary?

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

1. "Don't do your lessons here." said the teacher.
 - a. The teacher forbade us not to do our lessons there.
 - b. The teacher told us to do our lessons there.
 - c. The teacher asked us not to do our lessons her.
 - d. The teacher told us not to do our lessons there.
2. He said "Will you help me with this essay please? I have to hand it in tomorrow."
 - a. He told me to help him with that essay as he would have to hand it in the next day.
 - b. He asked if I would help him with that essay as he would have to hand it in the tomorrow.
 - c. He asked me to help him with that essay as he had to hand it in the next day.
 - d. He asked me to help him with that essay as he had to hand it in tomorrow.

7. Choose the right completion.

1. Yesterday I quarreled with my boss about ... I am terribly sorry.
 - a) who
 - b) which
 - c) that
 - d) whom
2. I decided to quit politics ... I might have a great career in it.
 - a) because
 - b) though
 - c) since
 - d) whenever
3. I am really anxious about this situation, ..., I hope we can find a solution.
 - a) ever since
 - b) because of
 - c) although
 - d) however
4. ... various changes during the centuries, the cathedral remained largely unaltered.
 - a) Despite
 - b) Despite of
 - c) In spite
 - d) Although

8. Find the odd word.

1. The shop offers clothes not only for lonely women who can drop \$800 on a skirt, but also for shoppers who can't afford such prices.
 - a) not
 - b) lonely
 - c) also
 - d) such
2. Most fast food it is said to be unhealthy, but I am not sure that's true.
 - a) most
 - b) it
 - c) said
 - d) not
3. She got used to live in a large Victorian house in south-east London with her mother.
 - a) got
 - b) used
 - c) live
 - d) her
4. The Internet has been described as the greatest invention that ever made.
 - a) been
 - b) as
 - c) that
 - d) ever
5. They always travel business class, so they can't be having short of money.
 - a) always
 - b) class
 - c) so
 - d) having

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

Wind power is another way of producing electricity. (1) ... wind power produces just 0.4% of the world's electricity, many countries are building wind farms, (2) ... this has many advantages over other methods. Compared to a power station using oil or

coal, (3) ... , a wind farm produces no air pollution and the wind itself will never run out.

(4) ..., a wind farm only works well when it is built in the right place. Wind plants generate electricity only when the wind blows, (5) ... if there is no wind, there is no electricity. On the other hand, (6) ... there are many advantages, there are (7) ... some problems, (8) .. noise and the way the turbines spoil the look of the countryside. (9) ... wind farms are often built on mountains or near the sea, the people who visit these places often feel that they have been spoilt by the wind turbines. One solution to this problem may be to avoid building the farms on land, and where possible to build them on the man-made islands out at sea (10) ... , (11) ... this is a solution for countries with long coastlines, it is obviously not the answer anywhere.

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

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

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

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

Unit 8 Multiculturalism



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

Before you read

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

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

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

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

Multiculturalism was adopted as official policy, in several Western nations from the 1970s onward, for reasons that varied from country to country. The great cities of the Western world are increasingly made of a mosaic of cultures. Some express a point of view that multiculturalism promotes peace and understanding between peoples through culture. A third position gaining popularity is the notion that multiculturalism is a new form of monoculture in which no differences exist and everyone just shift between various lifestyles in terms of music, cloth and other aspects within one single culture. The global domination of American culture at the expense of traditional diversity goes on.

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



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

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

Seen from up the air, such cities as London and Los Angeles appear to be covered in a blanket of cloud that is, in a fact, the haze of pollution.

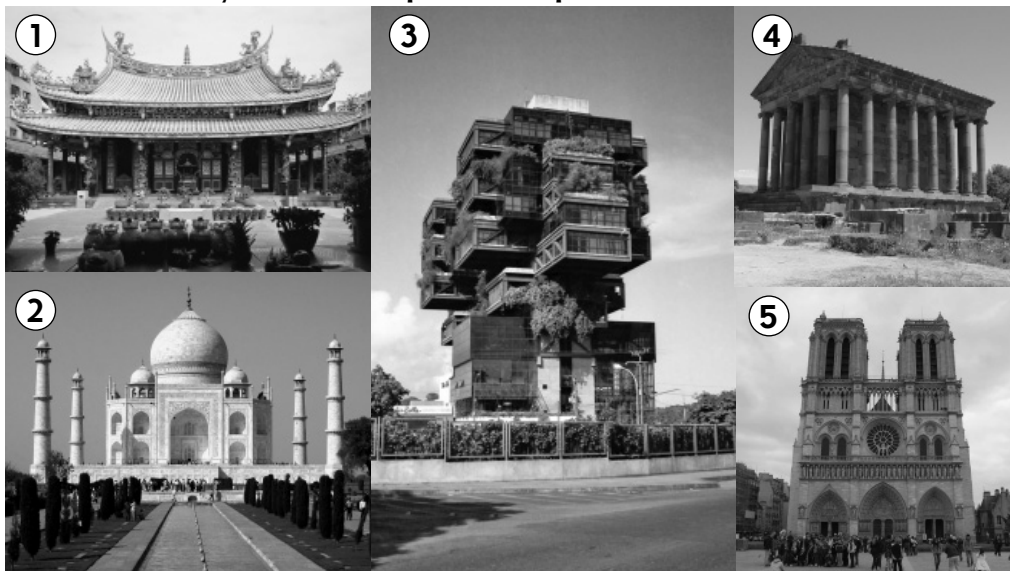
Car manufacturers and city planners are now hard working to try and control the number of vehicles and improve the way they run to make them less polluting. One major advance has been the development of the electric car. Using batteries, these vehicles are able to move quietly around.

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

Focus on Words

Collection of words

a. What styles do these pictures represent?



b. Describing architectural structures

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

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

adjective: a. quality -spacious, monumental magnificent; wooden, brick, stone, solid

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

WORDS IN USE

Insert the words:

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

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

Did you know?

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

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

The Three Most Futuristic Cities

There are only two ways of looking at the future; bright and spectacular or gloomy and horrible. Most of us would prefer a spectacular image, straight out of a sci-fi movie. Thankfully, even today some cities are working hard towards that great future and definitely deserve our commendations.

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

Tokyo

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

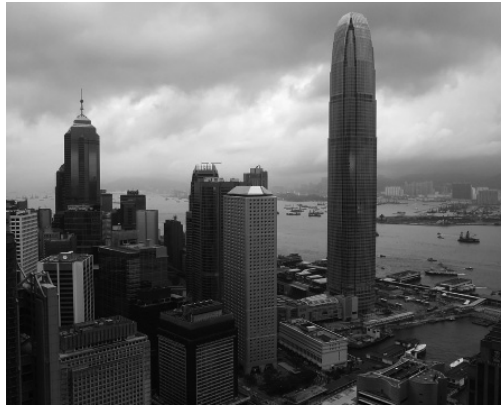


1 mph – miles per hour

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

Hong Kong

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



Dubai

Lastly, Dubai is the one that definitely looks nothing like any city anyone has seen before. The city doesn't do anything on a small scale. They are currently in the process of building the first underwater hotel, and the houses at their marina are not only modern, but the design used to build looks like something straight out of the Waterworld. Add the unusually shaped buildings and busy city life, and you could definitely be looking at our future.



Modern architecture had a special impact on hotel architecture

Dubai was started in 1994, and its doors were opened to guests on December 1, 1999. It is 321 metres high and was built to resemble the sail of a *dhow*, a type of Arabian sailing boat. The hotel stands on an artificial island 280 metres out from Umeirah beach, and is connected to the mainland by a private curving bridge. Near the top is a helipad, and extending from the other side of the hotel, 200 metres above the ocean, is a restaurant. The Burj al-Arab features the tallest atrium lobby in the world (180 metres high).

Architect Tom Wright stated that the hotel was intended to be 'a building that would become synonymous with the name of the country'.

The Burj al-Arab does not have ordinary rooms - it has 202 suites, the smallest of which occupies an area of 169 square metres, and the largest 780 square metres. It is one of the most expensive hotels in the world, with prices ranging from \$1,000 to \$28,000 a night.



LISTENING

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

World Religions

Before you read

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

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

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

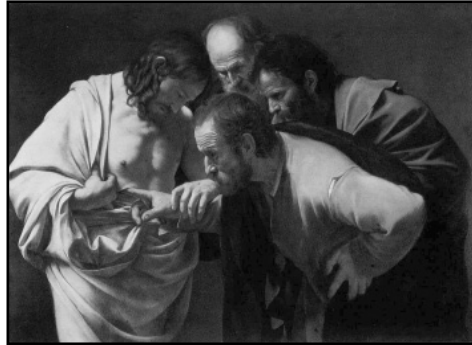
A huge number of people all over the world profess some religion-Christianity, Islam, Buddhism, Judaism or some other. They find answers to the most difficult questions. A civilized modern man treats other people's beliefs with respect, rejecting those which destroy them or take them away from the real world. With our global society, it is likely that in your lifetime you will meet people from every corner of the

planet. Understanding the religious beliefs of these people is one of the many steps which mankind must take in order to prosper together in peace someday.

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

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

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



Islam is the second most popular religion in the world with over a thou-1 million followers. Islam began in Arabia and was revealed to humanity by a holy man born in Mecca to whom God told many things which are recorded in the Koran, the Holy Book of Islam, translated as "the word of God". Those who follow Islam are called Muslims. They believe that there is only one God called Allah. The Muslim building for worship is called a mosque. Very often mosques have a a minaret, from which Muslims are called to prayer. Mosques have bare walls and very little furniture. The main Muslim holiday is Ramadan, the ninth month of the Islamic Lunar calendar. During Ramadan all Muslims across the world do not eat during the hours of daylight.

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

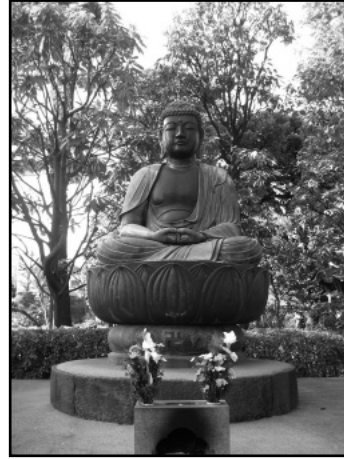
Jews worship in synagogues. In most cases worship takes place in Hebrew ['hi:bru:]. The Jewish spiritual leaders are called rabbis. The most important day of the week is the Sabbath which is a day made holy. During the Sabbath, people do nothing that might be counted as work. Passover, the main Jewish Festival, is the time when Jewish people remember



how they left Egypt. It is a major eight-day festival. Throughout the festival they eat matzah (unleavened bread).

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

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



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

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

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

Answer the questions about the four major religions.

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

Work on Words

- awe** *n* a feeling of great respect and admiration, often mixed with fear. *She looked at him in awe.*
- betray** *v* to be disloyal or unfaithful to sb/sth. // **to betray someone's trust/secret; to betray one's beliefs or principles.** *She had betrayed all her principles.*
- confirm** *v* to say or prove that something is true. Please, bring your passports to confirm your identity. **To confirm sb's suspicions/fears. To confirm sb in their belief/view/determination.** *The documents confirmed my suspicions.*
- deny** *v* 1. to declare untrue, refuse to accept as a fact. He didn't deny that he had met them. **There is no denying that (it's very clear that).** *There is no denying to the fact that they are involved in the crime.* 2. to refuse to give or allow. *They were denied permission.*
- execute** *v* 1. to kill someone as a punishment for a crime. 2. to complete something that you have agreed or planned to do, to do sth difficult, to create a work of art: *The work must be executed on time.*
- menace** *n* someone or something that is dangerous: *This part of the city is a menace to the children.*
- trial** *n* 1. hearing and judging a person or case in a court: *The murder trial lasted six weeks. to be/go on trial: He is on trial for robbery.* 2. an act or period of testing: *I took the car on trial, but I didn't like it, so I took it back.* 3. an annoying, difficult thing. *to be a trial to sb. That child is a real trial to his parents.*

Rewrite the sentences using words from Work on Words.

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

Look at these three pictures and say what they depict.



**A lot of popular sayings that we use in our speech come from the Bible.
Read a few of them and explain what they mean.**

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

MYTHS AND LEGENDS

What We Need Is A Hero

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

Read the text and answer the questions.

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

Background

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



Context

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

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



Beowulf's burial mound

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

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

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

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

Beowulf was glad to hear such words from Hrothgar and embraced the king. Now Hrothgar gave the order to clean the beautiful banquet hall, for almost every thing in it except the ceiling was broken and destroyed. When the hall was again clean, there was a great feast; Beowulf sat between the two sons of Hrothgar, at the head of the table near the king and queen. The king and queen gave many precious gifts to Beowulf, beautiful horses and weapons and armour with precious jewels. Hrothgar did not forget Beowulf warriors either, and gave each of them a valuable reward for his loyalty and courage. He did not forget the warrior killed by Grendel and gave a lot of gold to Beowulf for the man's wife and children. The feasting stopped for a few moments to honour the memory of that warrior.

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

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

Comprehension

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

Work on Words

revenge <i>n</i>	punish sb because they have hurt you or sb else: <i>He wanted revenge for the trouble she and her family had caused. take revenge on: The villagers decided to take revenge on the enemy. have your revenge on: He was determined to have his revenge on her one day.</i>
significant <i>adj</i>	1. very large: <i>A significant number of people didn't vote.</i> 2. very important: <i>One of the most significant musicians of the century</i> significance: <i>I do not think that this case is really of great significance. I didn't realise the true significance of this event. Ant.: insignificant</i>
preserve <i>v</i>	1. to take care of sth not to harm or destroy it: <i>We work to preserve historic buildings. She is well preserved. All his paintings were preserved.</i> 2. to keep food fresh for a long time: <i>She liked to preserve veg for winter.</i>
aid <i>n</i>	1. help that a government or organization gives to people who need it: financial aid: <i>She came quickly to his aid. The work would be impossible without the aid of the computer. On hearing about the earthquake they collected money in aid of the people. food/humanitarian/medical aid.</i> 2. a thing that helps: hearing and teaching aids
dawn <i>n</i>	the time of the day when light first appears. At dawn: <i>We must start at dawn. He works from dawn till dusk. Dawn broke over the small town. Syn. daybreak</i>
wound <i>v</i>	<i>He was wounded in the leg. wound n: The surgeon said that the wound was not very serious.</i>
make a vow	<i>She made a vow never to speak to him again. They made a vow to revenge on their sister.</i>

Words not to be confused

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

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

1. Insert the words clear, clear, clin.

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

2. **Insert the words** dealing with, defence, invaders, widely known, finally, composed, popularity, entire

Armenian folk epic

Armenian folk epic.... the adventures of the Christian king David of Sasun in his ... against from Egypt and Persia. The epic was based on oral tradition that presumably dates from the 8th to the 10th centuries; it was ... from the 16th through the 19th century and was ... written down in 1873. It is ... in poetic and arranged into rhyme groups. David of Sasun is actually the name of only one of the four acts, but due to the ... of the character, the ... epic is known to the public as David of Sasun. The epic's full name is *Sasna Tsrer* (The Daredevils of Sasun).

King David is full of life and energy, and his human failings add to his charm. David and his son



The statue of David of Sasun in Fresno, California

The statue of David of Sasun in Yerevan

WRITE ON

Give a short summary of the story.

Begin like this:

Beowulf, a hero of the Geats, comes to the aid of Hroðgar, the king of the Danes, whose great hall, Heorot, is attacked by the monster Grendel. Beowulf kills both Grendel and Grendel's mother, the latter with a magical sword.

Focus on Grammar

REVISION

Conditional sentences

1. Translate into Armenian.

1. I'll ask Tom if I see him today.
2. We would go to the party if we had time tomorrow.
3. She would pass her exam next month if she worked harder.
4. She would be happy if she met him at the party next Sunday.
5. We'll go nowhere tomorrow if it rains.
6. If she knew his phone number, she would call him next week.

7. If Jack London had not learned life from his own experience, he could not have written his great works.
8. Had the science of radio not been developed so rapidly, we should not have got such remarkable changes in the technique today.
9. Had he been a young man, he would have taken part in the expedition.
10. If you had applied this method, you would have got better results.

2. Choose the correct answer.

1. If it rains, the boys *won't play/wouldn't play/would not have played* hockey.
2. If he *grow/grew/had grown* his own vegetables, he wouldn't have to buy them.
3. Would you go out more often if you *don't have/didn't have/hadn't had to do* so much in the house?
4. She wouldn't have yawned the whole day if she *doesn't stay up/didn't stay up/hadn't stayed up* late last night.
5. *We would have helped* John if we'd known about his problems.
6. If they *use/used/had used* new batteries, their camera would have worked correctly.
7. If I went anywhere, it *will be/would be/would have been* New Zealand.

3. Use the verbs in brackets in the correct form.

1. If Peter ... (have) more money, he ... (buy) a new car.
2. What ... (you do) if you ... (see) an accident?
3. Where ... (you live) if you ... (have) a choice?
4. If Caroline ... (arrive) late for the meeting, her boss ... (be) angry.
5. If his parents ... (come) to visit him, John ... (bring) them to the theatre.
6. Where ... (you go) if you ... (can take) a week's holiday?
7. If Julie ... (speak) better English, she ... (find) a better job.
8. If Paul's boss ... (invite) him to lunch, he ... (accept).
9. If I ... (lose) my wallet, I ... (report) it to the police.
10. What ... (happen) if you ... (miss) your flight?

MULTIPLE CHOICE

4. Fill in the blanks with the best choice.

Living in a big city has (1) ... advantages and disadvantages, but many people think of the disadvantages first. For example, it is often difficult to find good housing in (2) ... large city. Apartments are expensive, and there are very few houses available in safe locations. Employment is another problem. Jobs are hard to find in many cities. Transportation is also difficult. Bicycles (3) ... be dangerous, buses are not always (4) ... time.

City living has also some advantages, however. Shopping is much better in a city. There are restaurants and grocery stores with food from (5) ... part of the world. And, of course, entertainment is one of the biggest advantages of (6) ... city life. There are art galleries, museums, clubs, plays, concerts and shows for everyone's taste.

- | | | | |
|------------|-----------|-------------|----------|
| 1. a. each | b. both | c. by | d. an |
| 2. a. the | b. - | c. a | d. an |
| 3. a. must | b. should | c. ought to | d. can |
| 4. a. at | b. - | c. on | d. by |
| 5. a. many | b. much | c. some | d. every |
| 6. a. an | b. - | c. the | d. a |

JOINING SENTENCES

Explanation: Using transition words to introduce an effect (result)

Using transitional words and phrases helps read papers more smoothly. They provide logical organization and understandability and improve the connections and transitions between thoughts

Transition words always occur between two independent clauses.

Cause (reason)	Transition word	Effect (result)
Tina lost her keys.	Consequently,	she could not drive home.
Tim was late.	As a result,	we could not go to the concert.
James is not feeling well.	Therefore,	he will not be here today.
I forgot that the cake was in the oven.	As a consequence,	it burned.
There was a crash at the intersection.	For this reason,	we were late to school.
The committee voted against the proposal.	Thus,	we must consider another idea.
Computer chess games are getting cheaper all the time;	furthermore,	their quality is improving.
The cellar was dark;	Moreover,	mice nested there.

REMEMBER:

- *Consequently* and *thus* are more formal
- Put a comma after these if they are at the beginning of a sentence.
e.g. I like to travel. Specifically, I enjoy places with old cathedrals.
Use a semicolon to connect the two sentences.
e.g. I like to travel; specifically, I enjoy places with old cathedrals.
Use a comma before and after the transitional word/phrase in the middle of a clause.
e.g. I like to travel, and, specifically, I enjoy places with old cathedrals.

5. Complete the sentences with a connector indicating cause or result.

1. Schools for girls were built *consequently/because* girls had a chance to learn about health and life skills.

2. *Consequently/because* girls learned about health skills, they improved the sanitation¹ of their villages.
3. Girls were given school uniforms *since/therefore* they needed to feel that they were a valued part of the school.
4. The girls felt proud to have a uniform. *Since/Therefore* they were more likely to attend school everyday.
5. After graduation, the girls were more likely to start small businesses *on account of/as a result* their mathematic and accounting skills.
6. Some graduates became valued business owners on account *of/as* a result they were invited to serve on business councils.
7. Due *to/Thus*, their community status², they were able to vote on improving water and sanitation.
8. Health conditions improved in villages. *Since/Thus* more babies and children survived.

GAPPED TEXT

6. Fill a-f into the numbered gaps of the following text.

An odd place to live

- a. but extensive railway systems exist underground so why not huge cities?
- b. but architects make great efforts to mimic conditions above ground.
- c. but even being buried just for your working hours may not seem attractive.
- d. but human psychology makes this possible.
- e. but even the lowest floors get some sunlight.
- f. but technical difficulties cannot be overcome.

Everyone needs somewhere to live and work, and humans will construct buildings almost anywhere, using even ice or mud as materials if nothing else is available. In the industrialised world, the problem is not finding materials for building but limited space and the high price of land. The solution in most big cities is to build skyscrapers high into the air **(1)** ... Some architects have proposed turning skyscrapers on their heads and building down into the ground. This may seem an unusual concept **(2)** Such places could accommodate 100,000 people without using up valuable surface land. The underground city is technically feasible but there is a massive psychological barrier to be overcome. Will people be able to deal with living away from the sun and sky? The underground 'city' could be restricted to places of entertainment and office buildings **(3)** Some such buildings do exist. In Minneapolis, USA, there is a building which is 95 per cent underground **(4)** This is achieved by an elaborate system of mirrors. Living underground means you do not know what the weather is like **(5)** For example, the Asahi television centre in Tokyo is 20 metres below the surface **(6)** It seems that subterranean workers miss real weather even when it is bad!

1. sanitation (n.) – The protection of public health by removing and treating waste, dirty water etc.

2. status (n.) – the social or professional rank or position, considered in relation to other people

UNIT 9 A Feeling of Style



Literary skills

A. Literature creates images which are more real than real people; it interprets life through the author's eyes with the help of his experience and vision. You read literature to see some events in a new way. Few remember the name of Selkirk today but you can hardly find a person who is not acquainted with the story of Robinson Crusoe. For years people believed that Sherlock Holmes was a real person and sent letters to Baker Street. Moreover, when Conan Doyle decided to stop writing the series with Sherlock Holmes and wrote a story where Holmes disappears in an accident, his readers addressed the queen asking her to help revive their favourite hero.

B. Artistic works include *prose, poetry and drama*. Prose is represented by fiction and non-fiction. Fiction includes novels and short stories; non-fiction includes essays, letters, autobiographies, speeches and newspapers. Poetry may be lyrical, dramatic, epic and narrative. Drama can also be different: it may be a tragedy, a comedy, a melodrama, etc. Stories may be historical, detective stories, thrillers, science fiction, humorous stories and others. Romances tell of love and adventure. Today horror stories have become very popular.

A piece of literature is written in a certain style, by which we mean the *purpose of a written work, tone, mood, imagery, the language and so on*. The message that the writer wants to get across to the reader is called *the theme*.

Writers of fiction use different literary elements in their work including

a. setting - *time and place where the story takes place. Setting can be written in the form of narration or description. A description creates picture with words. You try to picture how it looks. A description will add important details to a piece of writing. It can create a very specific unique picture in the reader's mind. A good description helps the reader see, hear, taste and touch what is being described. In other words a description often appeals to senses making the picture more vivid. In narration events are told in a straightforward manner.*

b. natural orders:

c. exposition/the introduction, body, the conclusion, climax.

d. plot - a sequence of events. The plot centers round a problem/ conflict.

e. the characters (the main character) the speech of the characters may be presented in the form of a monologue or a dialogue.

f. summary of the book

g. the story line: love/adventure/emergency/embarrassing situation; reasons for likes/dislikes/ disappointment; the plot - dull/interesting/ confusing/thrilling, etc.

h. describing a piece of literature

books: adventure books, a novel', a drama, a short- story, poetry, prose, poem, biography, memories, fantasy, science fiction, detective story, modern/classical/ ancient, literature

description: to open up, depict, describe, true to life, picture, illustrate, design, write about, portray, reveal

author: poet, dramatist, playwright, story-teller; prolific/distinguished/brilliant/well-known

volume: page, chapter, publish, edit, edition, character, hero, heroine.

i. The purpose of the essay is

describe, persuade, discuss, explain, analyse, compare, evaluate
--

Style tips for narratives

1. Use the opening paragraph to get the reader's attention.
2. Do not just report the facts, but describe the setting of the story, and add in some details that make it easier for the reader to imagine what the situation was like.
3. In the following two or three paragraphs, describe how the story unfolds.
4. Use adjectives and adverbs to make your narration more imaginative. Use varied vocabulary and sentence structure.
5. Don't forget to help the reader understand the protagonists' emotions.
5. To create tension, change the rhythm of the language by sometimes using long sentences and sometimes very short ones. (But make sure that your sentences are not too long!)
6. Look at the extract underlined in the story as an example.
7. In the final paragraph, round off the story. Say what the experience meant to you personally.

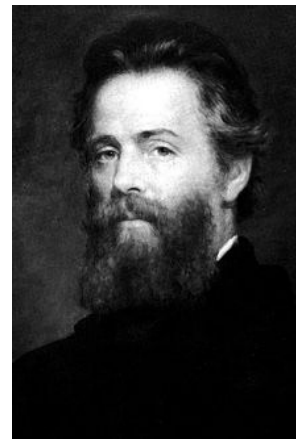
Before you read

1. Do you enjoy an imaginary world of fantasy?
2. Can you find details in a situation?
3. Can you describe actions special to the event?
4. Is the writer positive, negative or neutral in his attitude to the main characters?
5. Are the ideas in a logical order?
6. Are ideas linked well?

Moby Dick

By Herman Melville

Moby Dick is considered to be one of the greatest novels of all time. When it was written it was not popular. It was much later that the readers were enchanted by its passion, its powerful descriptions of the sea. In those days stories were told among sailors about the famous whale Mocha Dick that lived close to the island of Mocha, off southern Chile, in the Pacific Ocean. It was a white whale who survived many battles with harpooners. He was very fierce and attacked whaleboats. He drowned several whaleboat crews before he was killed finally. Dick was the name of the sailor who hunted him. Melville was a sailor himself before he settled down in Massachusetts. The images of the ocean were always alive in his memory. The story impressed him and he started writing an adventure story.



The novel is an account of whaling in the 1800s. But not only that. It is the story of an individual's struggle against fate or against nature, about the battle between good and evil, the great white whale symbolizing evil. However, Ahab's decision to destroy the whale can be seen as evil and wicked too. There is a third force – the ocean who is a witness of this gigantic struggle.

It was a clear blue morning the next day. The sea and the sky were the same colour of blue and the air was soft and warm. The sun was high in the sky and small birds circled round our masts as we sailed.

Ahab was walking up and down, his eyes shining like two small fires as he stared out to sea. His beard was twisted and knotted and his face was burned a deep brown by the sun and wind. He looked over the side of the ship and watched his own shadow in the water. At first, the beautiful morning seemed to do nothing to improve his dark thoughts, whatever they were. But as the minutes went by his face softened. Then a tear slowly rolled down his cheek and fell into the ocean.

Starbuck was watching the old man. He saw how heavily Ahab leaned over the side of the ship.

He moved and stood beside him.

"Oh, Starbuck," said Ahab. "It's a soft, warm day, with a gentle wind. I struck my first whale on a day like this. I was a boy harpooner, only eighteen years old. Forty years ago. I've chased whales for forty years, Starbuck. Forty years of storms, and all the terrible dangers of sailing. In all those years I've only been ashore for three of

them. Sometimes I stop and think about my life. I think about the meals of dry bread I've been forced to eat when the poorest man on land has fresh fruit on his table. I think about the time I've spent away from my pretty wife. On the day after we were married. I sailed for Cape Horn. I think about the way I've chased like a madman after whales, day after day. I've been a fool, Starbuck. Why do I do it?"

Captain, you're being hard on yourself," said Starbuck.

"Am I, Starbuck?" answered Ahab. "How much richer or better am I after those forty years? Look at me! I've lost my leg in the hunt. Look at my scarred face. Look at my grey hair. I'm an old man Old and tired. Stand closer to me. Starbuck. Let me look into a human eye. It's better than looking into the sea or sky. I see green land, and my warm comfortable home in your eye. I see my wife and child.

He put a hand on Starbuck's shoulder. "I won't let you risk your life, my friend," he went on. "Not when you have that far-away home that I can see in your eye. You and your men will stay aboard the Pequod when the chase for Moby Dick begins, Starbuck."

"Captain," said Starbuck. "Why should anyone chase that hated fish? He's a monster. Give up this chase for the white whale. Let's turn the ship around and head for home. Let's sail away from these deadly waters. How wonderful it will be to see old Nantucket again! They have beautiful blue days like this in Nantucket, I've seen them."

"It - it's true", said Ahab, slowly, "I've seen them too".

"Then let's sail for home!" said Starbuck. "My wife and son will be waiting there."

But Ahab turned away from the chief mate. He shook his head.

"No!" he cried. "No, we must go on!" Then he looked up at the sky. "Why can't I stop? What cruel, terrible thing inside me drives me on?"

Starbuck did not answer. Sadly, he turned and walked away.



Focus on Writing

Writing a review

Reviewing Ackroyd

"I was trying to understand the Englishness of Dickens and of the English themselves", says Ackroyd. He sets up to do a serious task to describe the London of Charles Dickens, the great, grimy, overcrowded, stinking and endlessly fascinating city on which the Victorian 'men of property' began to put law and order.

Reviewing Dickens

Rising to greatness from the middle class Dickens embodies the spirit of the Industrial Age. And he reflected it from the debtors' prison to the gentlemen's club on the Strand. Dickens is oddly in peace with his books endlessly observing, laughing, imitating, gushing and talking, dandified and garish of task.

The greats ever. Speak about your favourite painter, composer, writer, etc using the words *after years, later, soon afterwards, meanwhile, since.*

The language of drama

If the characters in plays and films spoke like we do in conversation, it would be a terrible mess. The audience wouldn't be able to make any sense of it. And it would be almost impossible for the actors to pull it off. Loads of characters all talking at the same time? What many modern dramatists are trying to do is to get close to real speech, but without the whole thing degenerating into mess. It's an approximation of real speech.

Harold Pinter's a good example. He has got a great ear for dialogue. Pinter is one of the most original writers to have emerged from the new wave of dramatists who gave fresh life to the British theatre in the late fifties and early sixties of the XX century. Many consider him to be one of the best modern British playwrights. He's famous for his pauses which abound in his dialogue. There is a lot of repetition too. It seems often illogical as in conversation.. It is often called the language of the bus-stop, the cafe and the living-room. But Pinter also shapes it; crafts it. It's got a rhythm. It's a kind of poetry.

Pinter's plays are often power struggles, fights over territory. The characters use language as a weapon. They often have battles with each other, linguistic battles. You don't know what the characters are thinking. But you have a feeling they're about to explode into violence

Why do these dramatists want to use this demotic language - real speech? What are they trying to achieve? If you have real language, the audience identifies more with the situations and characters.



Focus on Words

Collecting words: Language of drama

How was it said?

- a. shout/shriek/thunder/whisper/stutter/stammer/roar/exclaim/swear/ mutter/sneer/grumble/scream/moan/grumble/howl.
- b. with a laugh/giggle/a chuckl/a snigger

Reading Drama

Read the play and act it out.

A Request Stop

By Harold Pinter

A queue at a Request Bus Stop. A WOMAN at the head, with a SMALL MAN in a raincoat next to her, two other WOMEN and a MAN.



WOMAN (to SMALL MAN): I beg your pardon, what did you say?

Pause.

All I asked you was if I could get a bus from here to Shepherds Bush.

Pause.

Nobody asked you to start making insinuations.

Pause.

Who do you think you are?

Pause.

Huh. I know your sort, I know your type. Don't worry, I know all about people like you.

Pause.

We can all tell where you come from. They're putting your sort inside every day of the week.

Pause.

All I've got to do, is report you, and you'd be standing in the dock in next to no time. One of my best friends is a plain clothes detective.

Pause.

I know all about it. Standing there as if butter wouldn't melt in your mouth. Meet you in a dark alley it'd be... another story. (To the others, who stare into space.) You heard what this man said to me. All I asked him was if I could get a bus from here to Shepherds Bush. (To him.) I've got witnesses, don't you worry about that.

Pause.

Impertinence.

Pause.

Ask a man a civil question he treats you like a three penny bit. (To him.) I've got better things to do, my lad, I can assure you. I'm not going to stand here and be insulted on a public highway. Anyone can tell you're a foreigner. I was born just around the corner. Anyone can tell you're just up from the country for a bit of a luck. I know your sort.

Pause.

She goes to a LADY.

Excuse me lady. I'm thinking of taking this man up to the magistrate's court, you heard him make that crack, would you like to be a witness?

The LADY steps into the road.

LADY: Taxi...

She disappears.

WOMAN: We know what sort she is. (Back to position.) I was the first in this queue.

Pause.

Born just round the corner. Born and bred. These people from the country haven't the faintest idea of how to behave. Peruvians. You're bloody lucky I don't put you on a charge. You ask a straightforward question –

The others suddenly thrust out their arms at a passing bus. They run off left after it. The woman, alone, clicks her teeth and mutters. A man walks from the right to the stop, and waits. She looks at him out of the corner of her eye. At length she speaks shyly, hesitantly, with a slight smile.

Excuse me. Do you know if I can get a bus from here ... to Marble Arch?

Comprehension

1. What is the play about?
2. Where was the old woman going?
3. Which is the climax of the story?
4. What is the message of the story?
5. What devices does the playwright use to achieve his aim?

Tarantino's dialogue

1. Have you seen Tarantino's films?
2. Which of them did you like?
3. Did you appreciate his dialogues. If not, why?

Quentin Tarantino is also famous for his dialogues. There is a kind of poetry about the language of his dialogues too. What is so good about Pulp Fiction is that it works on multiple levels. On the surface, it can be appreciated as a funny, sometimes scary, often thrilling look at a group of low-lives straight out of a crime/pulp novel. However, upon closer examination, there is a lot more going on in Quentin Tarantino's film.



The theme of redemption and the three story structure are cleverly buried within so “you don’t feel like you’ve seen three stories and I’ve gone out of my way to make them three stories, with a prologue and an epilogue! They all have a beginning and an end. But you feel like you’ve seen one story about a community of characters.

It’s no surprise that the film came out of nowhere to win the Palme d’Or at the 1994 Cannes Film Festival and an Academy Award for Best Original Screenplay. Tarantino’s film came along at just the right time: American cinema had become boring and safe. Pulp Fiction took age old conventions and gave them a unique spin that made the gangster genre. It was fresh, exciting, and new.

Focus on Function

Learning habits

1. Different people learn best at different times of the day.
2. Some tests show that quiet people learn best in the morning., lively people learn best in the afternoon.
3. Remember that you don’t learn well if you are tired or worried. You learn better if you study a little at a time, not all at once.
4. Think about when and how you personally learn best.
5. Try to study only at your good learning time and do so for a short time, but often.
6. Yet, sometimes the advice doesn’t work.

What can you say about your learning habits?

Focus on Grammar

REVISION: CONNECTIVES

1. Choose the best answer.

1. Karen is rich; ____, her cousin Kate is poor.
a. therefore b. however c. otherwise
2. You’d better take a taxi. ____, you’ll arrive late.
a. Consequently b. Furthermore c. Otherwise
3. I enjoy reading this new magazine. ____, it has good articles.
a. Moreover b. Nevertheless c. However
4. Jack wasn’t tired. ____, he took a nap.
a. Otherwise b. Hence c. Nevertheless
5. Phil was not thirsty; ____, he drank five glasses of water.
a. however b. moreover c. furthermore
6. The kids didn’t study. ____, they failed the course.
a. Therefore b. Nevertheless c. Otherwise
7. The weather was terrible. ____, we decided to delay our trip.
a. Furthermore b. Besides c. Therefore

EMPHASIS

Explanation: Inversion

Inversion is a change in normal word order, such as the placement of a verb before its subject.

Inversion can be grammatical and emphatic. The latter is used to give emphasis or to be rhetorical in more formal situations, in political speeches, on the news, and also in literature. Some native speakers may also use them occasionally in day-to-day conversation.

1. In normal everyday English, inversion is used:
 - to make questions: e.g. *Does he? Can you?*
 - after *so, neither, nor*: e.g. *So do I. Neither do I. Nor do I.*
2. In formal English conditional sentences can be formed by inversion of subject and auxiliary.
Also, *if* is removed:
e.g. *Were I you, I would visit my father* (=If I were you, I would visit my father.)
Had I known this fact before, I wouldn't have come here. (If I had known this fact before, I wouldn't come here.)
3. Inversion not only can be used to form questions and conditional sentences. Also, we can use inversion for emphasis. In written English, as well as in a very formal style, inversion is used after certain words and expressions. They are then followed by the interrogative (i.e. inverted) form of the verb.
 - After negative adverbs and adverbial expressions the most important of which are: *hardly ever, scarcely ever, at no time, under no circumstances/on no account, not only ... but also, little, nowhere, not till, so, neither/nor*.
e.g. *Under no circumstances can we accept these documents.*
In no way can he be held responsible.
At no time did she say she would come.
 - After adverbial expressions of place:
e.g. *Round the corner came the postman.*
 - After *seldom, rarely, never*:
e.g. *Seldom have I seen such a beautiful view.*
Rarely did he pay anyone a compliment.
Never had I felt so happy.
 - After *hardly/scarcely ... when, no sooner ... than* when one thing happens after another:
e.g. *Hardly had I begun to speak when I was interrupted. Scarcely had we started our meal when the phone rang. No sooner had I arrived than they all started to argue.*
 - After adverbial expressions beginning with '*only*':
e.g. *Only after the meeting did I realize the importance of the subject.*
 - After exclamations with *here* and *there*:
e.g. *Here comes the winner! There goes all our money!*
 - With the construction *to ... that*. This is a common inversion, usually used with an adjective and the verb *be*. It can also be used with much:

e.g. *So exciting was the soap opera, that I forgot to do my English homework.*
So much did she love John that she would not give him up.

- With the construction *such ... that*. Used with the verb *be* and a noun, it means *so much* or *so great*:
e.g. *Such was the popularity of the soap opera, that the streets were deserted whenever it was on.*

All these structures are rather literary, which means they are more likely to appear in books.

2. Choose the correct option.

1. In no circumstances *would I accept/I would accept this!*
2. Nowhere else *you will find/will you find* such nice people!
3. Only in the USA *I have seen /have I seen* such high building!
4. Not only *he is handsome but is he also rich/ is he handsome but is he also rich/but is he handsome but he is also rich!*
5. No sooner *had I thrown him out that he tried/I had thrown him out than he tried* to come in again!
6. Rarely *will you see him in the library/you will see him in the library!*
7. Never in my life *will I talk to her again/I will talk to her again!*
8. On no account *must you repeat this/you must repeat this!*

3. Rewrite the sentences using inversion.

1. I had hardly begun to apologize when the door closed.
2. I have seldom heard such a talented singer.
3. If John had known that she liked curry, he would have brought her to an Indian restaurant.
4. The artist rarely paid any attention to his agent's advice.
5. He had never felt so depressed.
6. The shop can in no way be held responsible for customers' lost property.
7. The couple had no sooner arrived than the priest started the ceremony.
8. Tom only understood the meaning of the comment when he saw his wife's face.
9. She never at any time said that she was allergic to cats.
10. The restaurant cannot accept animals under any circumstances.

Text comprehension

4. a. Put these sentences in the correct order to make a conversation.

1. Oh, I see. And what about Thursday? Are you working then?
2. Are you very busy next week?
3. Would you like to have Chinese, Indian or Italian food?
4. Would you like to come for a meal with me next Wednesday or Thursday?
5. Let's have Chinese.
6. No, I'm not. That would be great.
7. I'm quite busy. Why?
8. Yes, I'd love to, but I can't on Wednesday. I'm working that evening.

b. Write the conversation in reported speech.

***UNIT 10* Inspiration And Creation**



DISCUSSION POINT

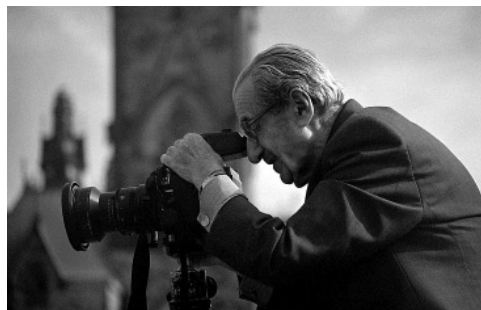
1. Where does creativity come from?
2. How do we find our best ideas, our greatest expressions of imagination?
3. What does it mean to be creative?
4. Is creativity connected with profession or some special interest or both?

A. A creative person usually has a number of intellectual habits, such as openness, new ideas, autonomy, expertise, a wish to explore and make discoveries. Creativity involves the production of something new in any field. A focus on place considers the best circumstances in which creativity will flourish; including freedom to act, access to resources. In *The Act of Creation*, Arthur Koestler lists three types of creative individual - the *Artist*, the *Sage* and the *Jester*. Creativity in Western culture was originally seen as a matter of divine inspiration. In Greek culture, for instance, Muses were seen as mediating inspiration from the Gods.

The traditional Western view of creativity can be contrasted with the traditional Eastern view. For Buddhists, creation was at most a kind of discovery, and the idea of creation “from nothing” had no place in this philosophy and religion.

B. From artists and authors to campaigners and politicians, we often ask:

What’s your inspiration? What prompted you to create it? There’s a kind of mystery in how a man opens new ways, paves new paths in different areas, be it architecture or poetry, or genetics. Even a deep insight into the creations fails sometimes to give a satisfying answer to the question.



“Within every man and woman a secret is hidden, and as a photographer it is my task to reveal it if I can.”

“My chief joy is to photograph the great in heart, in mind, and in spirit, whether they be famous or humble.”

Josuf (his given Armenian name was Hovsep) Karsh (1908 – 2002) was a Canadian photographer of Armenian origin and one of the most famous portrait photographers of all time. He was born in Mardin, a city in the eastern Ottoman Empire (present Turkey). He grew up during the Armenian Genocide. (“I saw relatives massacred; my sister died of starvation as we were driven from village to village.”)

After the family immigrated to Canada, the boy got interested in photography. His uncle saw great potential in his nephew and sent him to Boston, Massachusetts, United States to study photography. Karsh returned to Canada four years later, eager to make his mark. He established a studio and soon Karsh’s work attracted the attention of varied celebrities, but his place in history was sealed on 30 December, 1941 when he photographed Winston Churchill. The image of Churchill brought Karsh international prominence, and is claimed to be the most reproduced photographic portrait in history. In 1967, he was made an Officer of the Order of Canada. The image captured Churchill and the Britain of the time perfectly — daring and unconquerable. Churchill later said to him, “You can even make a roaring lion stand still to be photographed.” Karsh had a gift for capturing the essence of his subject in the instant of his portrait.



Odri Hepbern Winston Churchill Pablo Picasso Ernst Hemingway

Of the 100 most notable people of the century, named by the International Who’s Who [2000], Karsh had photographed 51 among them Albert Einstein, Princess Elizabeth, Earnest Hemingway. His work is in permanent collections of the National Gallery of Canada, New York’s Museum of Modern Art and Metropolitan Museum of Art, National Portrait Gallery in London, the National Portrait Gallery of Australia and many others.

Read the text and answer the questions.

There is much more than just clicking

There are various types like still photography, digital photography. If you love photography, then a career as a freelance photographer is well worth considering. If you could do something very well do it for a living. Freelance photography as a special interest is a great option and many people are now getting into freelance photography from home.

Freelance photography involves getting paid for your photos! You can work as a photographer, be your own boss, and sell your photos online or offline. Sometimes you might work on assignment for big companies or magazines, and you might even get some all expenses paid trips. Freelance photography is an enjoying and satisfying hobby.

Freelance photography is something you can either do full-time or part-time. It is really up to you how many hours you put into it. Many freelance photographers stay working in a regular job while they get started. This allows them to build up their freelance photography business and portfolio, and start earning some income from their photos, before making the decision to work full-time in freelance photography. You can get interested in portrait or landscape photography, computer photography, etc. It depends on your taste.

Comprehension

1. Do you find photography an interesting activity? Why? Why not?
2. What kind of photography do you know?
3. Do you like fashion photography?
4. Do you often look into your family album?
5. Do you know any famous photographer?

WRITE ON

1. How many paragraphs are there in the text above?
2. Why was the text divided in that way?
3. Write a few words about exotic unusual interests. Are they useful, harmful or both?

JUST FOR FUN

If your photo album is thin and has only one photo and of a poor quality it is ... your passport.

Focus on Words

1. Collecting words. What are the advantages of special interests?

2. Arranging words

The lists of special interests are different, depending on factors like *age, sex, region, family background, education or personality*.

fashion	cosmetics	astrology	yoga	magic	cooking
travelling	sewing	dancing	jewels	sport	computers
movies	chess	driving	riding	motorbikes	climbing
climbing	reading	fishing	playing	sculpture	gardening

Add some more.

Group the words into three columns according to sex:

taken up a.by both boys and girls, b.by boys, c. by girls

3. Words in use

a. Insert the words.

garden decorations, create models, taking up something, making models, take up, take into consideration, afford, likely.

It depends on personality

A choleric¹ person could never take up a hobby like ..., as he or she would not have the patience necessary. An unusual hobby is to make ... from stone and cement, with glass patterns. They are easy to be made and they are not very expensive, as when we ... a hobby, we must also. ... whether we can ... it. You can ... from glass, ceramics, metal or any other material which may look good in your garden.

Family background is also important in.... For example, in a family where one of the members is an artist or sportsperson, it is very ... that their children will have the same hobbies or interests.

Actually, life is great and you can make a special interest out of the most insignificant thing, with a little imagination, and it will help you have a positive thinking, and you even might consider you a happy person.

b. Complete the dialogue.

Tigran: Are you coming to the photo club today?
Armen: ...
Tigran: Why did you decide to dive it up?
Armen: ...
Tigran: Don't you think it's dangerous?
Armen: ...

Read the text and do the exercise.

It is thought that leisure in a way defines the identities of young people. The society undoubtedly needs to think more creatively about how to support their activities.

Some young people seem to have less and less leisure time: their days are taken up completely with work and study. Others have too much leisure, in that they have dropped out of school and the labour market. Some have retreated into the privacy of their bedrooms to play games against machines and generally to develop an individualised leisure experience. Others are all too visible - hanging around on the street, enjoying collective leisure.

One thing is certain – there has been a decline in organised leisure and young people are now deciding far more how they use this time. How young people's self-determined leisure can be supported. Solitary leisure playing computer games might be fine for some, but for others it might reinforce their loneliness. Exploration, whether on the internet or in physical space, may be risky without some guidance. These two positions might be thought of in terms of "intended" and "obstructed" leisure.

There is an idea that needs more attention. It is to do with the design of public space and requires the involvement of planning and architecture. instead of spiking

1. choleric խոլերիկ, դյուրաբորբոք

every place where noisy skateboarders might congregate, develop city centres so that the energy and skills of young skateboarders become part of the positive landscape. This is “enabled” leisure.

It was once argued that leisure is the weak link in the chain of socialisation, when compared with family, school and work. Young people make the most of it in plenty of ways.

Answer the questions.

1. Do you agree that leisure speaks about the identity of young people?
2. What is meant by these kinds of leisure?

self-determined, intended, collective, individualised, enabled, solitary, obstructed, organized

Presentation

Literary Skills

The literal meaning of a word you find in the dictionary is the denotation of a word.

But the words besides denoting a concrete thing, action or concept may also have an emotional meaning, i.e. they may express the speaker’s attitude. This type of meaning is the *connotation* of a word, e.g. the words *man* and *gentleman* have similar denotation but the connotations are different.

The word *gentleman* means a man who is in some way more formal, more polite, has good manners.

Connotative meaning comes from people’s experiences both personal and universal, e.g. for most of the people the significance of the word “home” is very personal and is different to different people, it might mean untidiness; lack of privacy to some; to the others it brings the feeling of love or security. Or good food and relaxation.

When you consider what words suggest, you form pictures and sense impressions in your imagination. Such pictures or sense impressions are called images. Through *images*, or *imagery*, writers present what can be seen, heard, touched, tasted, smelled or what can be felt inside (joy, pain, fear).

The language which suggests new associations, emotions and is concise and bright is known as *figurative language*. Figurative language has connotations and helps to express ideas more vividly, e.g.

Figures of speech are the result of creativeness of our mind. *Figures of speech* do not change their meaning, but add emotiveness to the utterance. One of the most widely used figure of speech is metaphor.

Metaphor is a trope in which a word or a phrase is associated with a particular concept or object on the principle of identification, e.g.

*The fog comes
on little cat feet. It sits looking over
harbor and city*

Since ancient times writers, poets, orators have created a great amount of metaphors, some of which have become well-known while others remained on the pages of books. Those metaphors or tropes, that after a definite period of time become well-recognizable and fixed in the dictionaries are called **language metaphors**, e.g. *She is the apple of the eye*.

There are also **speech metaphors** which are fresh, establish striking associations between two phenomena. They are always quite individual.

In the following lines the poets and writers create images based on similarities:

*Morning is
a new sheet of paper
for you to write on.
(Eve Merriam)*

There is a kind of metaphor called **personification** in which human characteristics are given to a non-human force of object. It is widely used in poetry and prose, e.g.

*I bring fresh showers for the thirsting flowers,
From the seas and the streams.
(P. B. Shelley)*

Very often in order to characterize somebody or something the speaker uses such sayings as

*Free as a bird
Dead as a doornail*

They are language similes.

Simile, like metaphor helps readers visualize ideas on the principle of similarity but it includes the words “like” or “as”.

Similes are common in everyday speech and some are used so often that they become lifeless:

George shook like a leaf in a storm.

Simile differs from mere comparison as e.g. “He is clever as his father”, because in the comparison two concepts/things compared belong to the same class.

The difference between simile and metaphor leads some scholars to the belief that metaphor is more emotional and more expressive.

Do you know what is the difference between “greenyears” and “green trees”?

The first is a *poetic epithet* and the second is a simple attribute. The former creates an image while the latter indicates one of the properties of the thing spoken about.

Epithet expresses a characteristic of an object, both existing and imaginary, e.g. *The glow of an angry sunset*.

Its basic feature is its emotiveness and subjectivity as its unusual characteristic of the object.

In the majority of examples epithet is expressed by adjectives or qualitative adverbs (e.g. *sleepless bay*, *triumphant look*), modifying nouns or verbs.

inverted epithet - *devil of a woman* (a devilish woman), *giant of a man* (a gigantic man). Epithets can also be metaphorical, as “*the iron hate*”, “*a tobacco-stained smile*”. “*Oh!He is my dear enemy*”

1. Read the following words and write beside each the first word you associate with it:

breeze, moon, war, tender, sun

2. Is your vocabulary rich? Can you express your thought exactly? What other motion verbs do you know?

He drove, cycled, sailed, walked, rode, crawled, crept, marched, strolled, rushed, dashed, slid, bent, tiptoed, hopped, limped, pranced, shuffled, jumped, leapt,....

- | | | |
|--------------------|------------------|------------------|
| 1. The soldiers... | 3. The ship... . | 5. The snake ... |
| 2. The kid... | 4. The horse.... | 6. The mouse... |

3. Many literary characters and titles of books have gained general connotations. Read the titles of the books and say what connotations they have for you.

Othello, Don Juan, Mary Poppins

4. Simile or metaphor?

1. Life shifts like the seasons.
2. Rain rattled on the window panes.
3. The days melt away like snowflakes.
4. Strong as an ox he is.
5. Why are you silent like silk?
6. Afternoon shadows stretched long and thin.
7. The cinema is clearly a culture revolution.

5. Think of a situation that is difficult for you, for example, one that makes you feel nervous or angry. Draw a metaphor of

- a. how you feel in a situation
 - b. how you would like to feel in a situation
1. Happiness is like ...
 2. Fear is like ...
 3. I ran out of the house like ...
 4. The sun was setting over the sea like ...
 5. She entered noiselessly like ...

Reading poetry

Background

Hobbies may be different. Some people are fond of poetry and make it a lifelong hobby.

Write Byron's biography using the following suggestions.

Early life

Early career

Personal life

First travels to the East

- Later years
- Political career
- Life abroad
- The Armenians in Venice
- In Italy and Greece
- Poetic works
- Byronic hero
- Character and description
- Physical description
- Fondness for animals
- Lasting influence



6th Baron Byron

Byron and the Armenians

In 1816, Byron visited the Mekhitarist Order Saint Lazarus Island in Venice where he got acquainted with Armenian culture. He learned the Armenian language, and attended many seminars about language and history. He wrote *English Grammar and Armenian* in 1817, and *Armenian Grammar and English* in 1819, where he included quotations from classical and modern Armenian. Byron also participated in writing the *English-Armenian dictionary* and wrote the preface in which he explained the relationship of the Armenians with the Turks, and the struggle of the Armenians for liberation. His two main translations are the *Epistle of Paul to the Corinthians*, two chapters of Movses Khorenatsi's *History of Armenia* and sections of Nerses of Lambron's *Orations*. He may be credited with the birth of Armenology and its propagation. His profound lyricism and courage has inspired many Armenian poets, the likes of Ghevond Alishan, Smbat Shahaziz, Hovhannes Tumanyan and others.

My Native Land

By George Gordon Byron

Adieu! Adieu my native shore
Fades o'er the waters blue,
The night winds sigh, the breakers roar,
And shrieks the wild sea-mew.

Yon¹ sun that sets upon the sea
We follow in his flight,
Farewell awhile to him and thee²
My native land – Good night!

Study Skills

1. Verbal irony in everyday speech is easily recognized because the listener has the speaker's tone of the voice and facial expression to aid him, e.g.

"What a nice guy you are", Tom said as his brother ate the last slice of Tom's birthday cake.

When reading, one must be alert to a writer's use of irony or the point may be missed entirely.

Verbal irony is frequently used as a device of satire.

1. yon adv (old use) - in the place or direction shown; over there

2. thee - you

2. Very often in order to be expressive or exciting the writer or speaker exaggerates some facts or concepts. The deliberate exaggeration of the quantitative or qualitative aspect of the mentioned object is expressed in the **hyperbole**, e.g.

She has a nose that's at least three inches too long.

When we describe our admiration or anger and say "I would gladly see this film a hundred times", we use language hyperboles, which have lost their originality and are only the signals of our roused emotions. Hyperbole is used also for a humorous effect. It creates vivid, lasting mental pictures in readers' minds.

Find cases of irony and hyperbole in the following sentences.

1. She was all angles and bones.
2. The problem is as clear as mud.
3. Oh, it's the topic of the age.
4. The girls were dressed to kill.

Reading short stories

Before you read

1. Have you ever liked or disliked writers for their mastery of the language?
2. Are you able to express what you like in the piece of literature you are reading?
3. Find cases of irony and hyperbole in the text.

The Kite

by Somerset Maugham

Background

William Somerset Maugham [mɔ:m], 25 January 1874 – 16 December 1965) was an English playwright, novelist and short story writer. He was among the most popular writers of his era. His short stories always have a very interesting plot and show his great life experience, love for sharp mind. His stories are also popular because of his subtle humour.



Context

Herbert was an only child. They doted on him. Mrs. Sunbury brought him up carefully. She taught him to sit up at the table and not to put his elbow on it, and she taught him how to use his fork and knife like a little gentleman. She taught him to stretch out his little finger when he took his tea-cup to drink out of it and when he asked why, she said:

"Never you mind."¹

In due course Herbert grew old enough to go to school. Mrs. Sunbury was anxious because she had never let him play with other children in the street. She didn't like the idea of Herbert being thrown into contact with a lot of rough boys at school.

Herbert got on very well at school. He was a good worker and far from stupid, and his reports were excellent...

1. never you mind - կարկուր չէ՝ ինչու

Read the text and answer the questions.

On Herbert's twenty-first birthday Mrs. Sunbury gave him a kite. It wasn't by any means the first one she had given him. That was when he was seven years old. Flying kites had become a passion with Herbert since then, and as he grew older, his mother bought him larger and larger kites. He grew very clever at catching the winds and could do things with his kite you would never have thought possible. Mr. Sunbury took up flying kite with enthusiasm as well.

Saturday afternoon became a great day for them. The first thing they did in the morning was to look up at the sky to see if it was flying weather. They liked best of all a gusty day, with uncertain winds, for that gave them the best chance to exercise their skill. All through the week in the evenings, they talked about it. They discussed the performances of other flyers, as boxers or football players discuss their rivals. Their ambition was to have a bigger kite than anyone else and a kite that would go higher...

Then an unfortunate thing happened. Herbert began to go out every evening. Mrs. Sunbury didn't like it much, but Mr. Sunbury reasoned with her. After all the boy was twenty two, and it must be dull for him to stay at home all the time.

Herbert had fallen in love. One day he asked a young lady, Betty Bevan, to come in to tea. Mrs. Sunbury arranged the tea very stylishly. She put a tea-cloth on a little table in the sitting room, which they never used. She got out the tea service, which they never used either, and she baked a cake and cut thin bread-and-butter.

Mrs. Sunbury took an instant dislike to Betty Bevan, but she had made up her mind to behave like a lady, and if she didn't know how to behave like a lady nobody did, so that at first things went well.

At tea Mrs. Sunbury talked about the weather. She had the satisfaction of seeing that Betty was getting more and more ill at ease¹. Then she cut the cake and pressed a large piece on her guest. Betty took a bite at it and when she put it on her saucer it on her saucer it fell to the ground.

"Oh, I am sorry," said the girl as she picked it up.

"It doesn't matter. I'll cut you another piece," said Mrs. Sunbury.

"Oh, don't bother, I am not particular. The floor's clean."

"I hope so," said Mrs. Sunbury with acid smile, "but I wouldn't dream of letting you eat a piece of cake that's been on the floor. Bring it here, Herbert, and I'll give Miss Bevan some more."

"I don't want any more, Mrs. Sunbury, I don't really."

"I'm sorry you don't like my cake. I made it specially for you." She took a bite. "It tastes all right to me."

"It's not that, Mrs. Sunbury, it's a beautiful cake, it's only that I'm not hungry."

She refused to have more tea and Mrs. Sunbury saw she was glad to get rid of the cup.

Comprehension

1. What special interest did Herbert have? How did he feel about it?
2. What can you say about Herbert? Mrs. Sunbury? Betty?
3. Can you find cases of irony in the text?
4. What do you think will be the end of the story?

1. ill at ease անհանգիստ, կաշկանդված, անհարմար

Focus on Grammar

PRONOUNS

1. Choose the correct option.

Nowadays (1)... us spend a lot of time watching DVDs or going to the cinema, but so far there is (2)... sign that we have stopped reading books. It sometimes seems that (3)... child in the world has read Harry Potter book, and (4)... people on the beach, and not only older people, seem to be reading something. Obviously it is possible to enjoy (5) ... books and films, but books do seem to have a number of advantages. With new DVDs costing around euro 30 (6)..., it is clearly cheaper to read. (7)... you need to enjoy a book is a comfortable chair, after all. Films show you all the action in colour, but for many people (8)... of the special effects in a film is as good as the pictures in their own imagination. And the (9)... experience of reading a good book can be a lot more rewarding. Of course, films can be great too, but in the end, (10)... of us has to decide how we would rather spend our time.

- | | | |
|---------------|------------|------------|
| 1. a. every | b. most of | c. all |
| 2. a. no | b. none | c. neither |
| 3. a. whole | b. every | c. all |
| 4. a. most of | b. all | c. most |
| 5. a. both | b. neither | c. every |
| 6. a. every | b. all | c. each |
| 7. Either | b. All | c. None |
| 8. a. all | b. none | c. every |
| 9. a. whole | b. most | c. both |
| 10. a. none | b. all | c. each |

Word building

2. Fill in the blanks with the word that best fits each space.

Superman is the best-known hero of the US comic books. He was created by the writer Jerry Siegel and the artist Joseph Shuster, and first appeared in 1938. The (1)... began in newspapers a year later and has been used for (2) ..., radio and television programmes and several films. Superman has (3) ... powers, including great strength and the (4) ... to fly. He uses these powers to fight evil and (5) He only appears when he is needed. For the rest of the time he is Clark Kent, a rather dull and timid journalist. His girlfriend is Lois Lane, but she is in love with Superman, not knowing his other (6) One of Superman's (7) ... enemies is Lex Luther. The only thing that can harm Superman is green mineral called kryptonite which makes him lose all his powers.

- | | | | |
|------------------|-------------------|------------------|------------------|
| 1. a. character | b. characteristic | c. characterized | d. characterless |
| 2. a. novelties | b. novels | c. novelists | d. novelistic |
| 3. a. specially | b. specialist | c. special | d. especially |
| 4. a. disability | b. able | c. ability | d. capability |

- | | | | |
|-----------------|-------------------|-----------------|-------------|
| 5. a. danger | b. dangerously | c. dangerous | d. endanger |
| 6. a. identity | b. identification | c. unidentified | d. identify |
| 7. a. regularly | b. irregularity | c. irregular | d. regular |

Text comprehension

3. Fit the missing sentences into the numbered gaps of the following text.

Collis P. Elsworth was a respectable businessman who suffered greatly from the useless purchases he made, which were disastrous for both his health and his pocket. Finally ... (1). The patient agreed. Soon a poor art student whose name was Frank Swain was invited to give him art lessons.

Frank was sure that the old man would never learn to draw, but he needed money and therefore was very patient with his pupil. The old man worked very hard and spent most of his time drawing something. Besides he seemed to take great interest in the galleries and the painters who were exhibited there. (2) When spring came and the trees were in bloom, Mr Elsworth made a picture which he called 'Trees Dressed in White'. The picture was awful, but the old man announced that (3) It was the biggest exhibition of the year, and the Lathrop prize was the lifetime dream of every artist in the United States.

To everybody's surprise, the picture was accepted for the Show. Fortunately, it was hung in the dark corner where (4) Two days before the close of the exhibition Mr Elsworth was awarded the first prize of a thousand dollars for his painting. When Frank heard about this, he was astonished. "Congratulations, sir," said he, seeing the old man, (5) "Art's nothing," said Mr Elsworth. "I bought the Lathrop Gallery last month."

1. a. his doctor advised him to spend most time on traveling.
b. his doctor advised him to take up art as a treatment
c. he was ordered by his doctor to take a very expensive medicine.
d. he was advised by his doctor to go in for sports.
2. a. So, the doctor advice wasn't helpful.
b. However, he decided to give up smoking.
c. It was evident that the doctor's advice did him good.
d. So, he ignored the doctor's advice.
3. a. he was not anxious to exhibit his picture.
b. he has intentions to sell it to the Lathrop Gallery at a high price.
c. he was not going to visit the summer show at the Lathrop Gallery.
d. he was going to exhibit it in the summer show at the Lathrop Gallery.
4. a. it could be viewed to the best.
b. visitors could hardly see it.
c. everybody could enjoy it.
d. visitors passed by without stopping.

5. a. "Isn't art more satisfying than business?"
 b. "Now you see that business is more enjoyable!"
 c. "You seem to be so successful, don't you?"
 d. You are the best student I have ever had!"

Translation

4. Translate into English.

1. Եթե ազատ լինեմ, հաճույքով ձեզ հետ թատրոն կգամ:
2. Հնարավորություն լիներ, արձակուրդս Իտալիայում կանցկացնեի:
3. Ինձ անմիջապես տեղեկացրու, երբ Սուսաննան գա: Բան ունեմ նրան ասելու:
4. Ինչու՞ նա քո խորհուրդին չհետևեց: Չե՞ր որ դու միշտ լավ խորհուրդներ ես տալիս:
5. Ինձ այդ երգի ո՛չ բառերը դուր եկան, ո՛չ էլ երաժշտությունը:
6. Մեզ առաջարկեցին պատկերասրահ գնալ, բայց մենք հրաժարվեցինք, քանի որ կարևոր հանդիպում ունեինք:

MULTIPLE CHOICE

5. Choose the right completion.

1. ... than he began to feel drowsy.
 a. He had no sooner drunk the coffee
 b. He no sooner had drunk the coffee
 c. No sooner had he drunk the coffee.
 d. He had drunk the coffee no sooner
2. If you'd turned left at the station, you ... it straightaway.
 a. would have found
 b. had found
 c. should have found
 d. would find
3. ..., when the lights went out.
 a. The performance hardly had begun
 b. Hardly had the performance begun
 c. Hardly ever the performance had begun
 d. Hardly the performance had begun
4. ... he would have signed his name in the corner.
 a. If he painted that picture,
 b. If he paints that picture,
 c. If he had painted that picture,
 d. If he would have painted that picture,

UNIT 11 *Off The Hot*



Watch and Listen

The main aim of a news report is to pass on information to the reader. Before a journalist starts, he makes sure he has all the facts. Then he concentrates on how he can best present them in way which will hold the reader's interest.

A good report starts with a quick summary of the story. It presents the most important information. It should keep the reader in suspense; make him want to read on to find out more about the story.

Then the report should go over the background to the story adding more details to the facts presented in the opening paragraph.

Most news reports ask to be taken seriously, therefore quite formal language is normally used when writing them. However, this is not always the case. Some newspapers are famous for using informal language in order to make their reports more sensational. Before you start writing, think of your audience and ask yourself what style of writing they would appreciate most.

Finally, a news report needs a good headline -something to attract the reader's eye and make them want to read it.

The choice of vocabulary, grammatical style and punctuation depends on its purpose and expected audience.

When you are writing you think who is going to read the work and why you are writing it. Then it is decided what the overall style should be, for example, literary, academic, formal, informal, etc.

Focus on Words

1. Arrange the words to do with the media.

The media: broadsheet, journalism, circulation figures, deadline, coverage, off the record, popular press, pose a question, privacy, ratings wars, scoop, sound bite, source,(

reliable source) tabloid, current affairs, take an interview, break the news, feature story, libel laws, viewing figures, anchor, columnist, correspondent, editor, paparazzi, producer, publicist, publisher, reporter, face a problem, hold a meeting, find a solution.

WORDS IN USE

2. Insert words from the given vocabulary.

1. The ... press always sells more than the broadsheets.
2. Some broadsheets have increased their circulation ... by changing their format to a smaller size.
3. It is essential to read and learn about current... if you want to do the job properly.
4. It is not easy for newspapers to print untrue stories because of the ... laws.
5. Reality TV gets huge viewing figures and usually wins the

3. Match the words with their explanation.

- | | |
|-------------------|---|
| 1. journalist | a. the person responsible for the total operation of the newspaper |
| 2. breaking news | b. a writer employed by the paper |
| 3. editorial | c. a critical report of, e.g., a new book, movie, TV show, performance |
| 4. publisher | d. the newspaper industry |
| 5. review | e. an article based on current events and facts of immediate interest |
| 6. news story | f. a reporter who gathers information and writes articles for publication |
| 7. press | g. messages paid for by the advertiser |
| 8. circulation | h. a news event in progress |
| 9. feature story | i. number of copies sold (subscription and newsstand) |
| 10. advertisement | j. any kind of written material |
| 11. copy | k. article expressing the opinion of, e.g., a journalist, a reader |
| 12. staff writer | l. a special interest article; the basic purpose is something other than news |

4. Style tips for formal writing

Use the full forms of verbs: e.g. *is not* rather than *isn't*, etc

Use a wide range of grammatical structures if you can. Be as impressive as possible!

Use formal register: (e. g. *furthermore* / *however* / *naturally* / *a further opportunity* / *enormous experience* / *we have no objection to*... / *We would be delighted to* ...

Avoid the use of phrasal verbs, use *discover* rather than *find out*

Criticizing, avoid bold statements and use hedging words like *tend* / *may* / *seem* / *appear*:

Instead of *He didn't realize this*, you can say *He appears not to have realized this*.

Use boosting devices to make your own points stronger, e.g. *It is undoubtedly the case that...* / *This is unquestionably...*

Focus on Function

1. Match the sentences on the left with their functions on the right.

- | | |
|--------------------------|---------------------|
| 1. No, I won't help you. | a. a refusal |
| 2. I won't be late. | b. a recommendation |

- | | |
|--|------------------|
| 3. My father has won over fifty competitions. | c. a warning |
| 4. You're going to get ill if you don't put a hat. | d. a promise |
| 5. It's not true that I work too hard. | e. a denial |
| 6. Try this new dish. It's delicious. | f. advice |
| 7. I think you should take a break sometimes. | g. encouragement |
| 8. Come on, Steve. You can do it. Jump. | h. a claim |

2. Referring to what people have said.

While speaking or writing the speaker refers to what people said to be sure that he understood correctly. You usually say it in the following way:

As you said

What he said about

If I understood you correctly you were saying

If I could just pick upon something that you said

You claimed that

With regard to your argument

Welcome! Join the conversation and let's "Talk TV."

3. Comment on the opinions expressed.

1. In times of crisis, television is our electronic hearth and our national touchstone.
2. Television is a medium that entertains as well as informs.
3. Television makes us laugh and makes us cry.
4. Love it or hate it-television is an undeniable influence on our lives

Focus on Writing

1. Avoiding repetition

To avoid sounding repetitive try not to use the same words too often. Use a synonym.

Finally/eventually/at last/at large/lastly

Replace the words in bold in the paragraph with synonyms. Use the dictionary to help you.

Smart cards that is credit cards, mobile phone, SIM cards and so on, which contain a very small computer microprocessor, have their origins in the 1970s. A Frenchman, Roland Moreno, manufactured a circuit that could store electronic data. Since then, this idea has grown into a multi-billion-dollar business.

2. Match the linking words with their synonyms.

- | | |
|----------------------|-----------------------|
| 1. finally | a. but |
| 2. firstly | b. for instance |
| 3. for example | c. in contrast |
| 4. however | d. in the first place |
| 5. in conclusion | e. lastly |
| 6. on the other hand | f. to conclude |



Read the text and answer the questions.

Nature or nurture?

The best journalists are writers with an extensive knowledge of the English language and a solid training in how to write. Are journalists born or made? While the basics can be taught, first there has to be an intense curiosity about the world and a love of the written word. Journalists are creatures of nature not nurture. The profession develops from instinct, from a peculiar way of seeing and describing the world. Journalism is expressed in the written or spoken word, but I have never regarded that as its essence. The technical skill is that of creating clear and succinct sentences. This can be taught and should be part of any core curriculum. I had a ferocious Irish sub-editor. He would score through superfluous words, underline bad grammar and mercilessly spike articles, leaning back in his chair, removing his glasses and asking the classic question of any journalism teacher: 'Now, what is it you are really trying to tell me?'

I absorbed his maxims like mother's milk. Never begin a paragraph with 'it'. Make every paragraph a single idea. Nouns and verbs are the workhorses of a sentence, never qualifiers. Delete every adjective and adverb from your story and reinsert only those that appear essential. Never use sloppy words such as supply, problem, accommodate and interesting and try to use concrete not abstract nouns. The best punctuation is a full stop.

That training was a privilege greater than anything I acquired at school or university, it was the toolkit for a career, always to be kept oiled and polished. I used to ask aspiring journalists whether they kept a diary. What was their instinctive response to meeting an exciting person or visiting a beautiful place, to any highly charged emotion? Did they crave to communicate their experience through the written word? It is the best indicator I know of a natural reporter.

The qualities essential to journalism thus extend far beyond an ability to write. They are those of curiosity, an independent mind, native cunning and an eagerness to communicate, summed up in the gift to narrate. Such is the raw material on which the story depends and without which there is nothing to say. There can be a story without journalism, but no journalism without a story.

Simon Jenkins. The Guardian

Comprehension

Read the article again and answer the following questions.

1. What qualifications and training do you think are needed for a career in journalism?
2. Which parts of speech did the writer's subeditor like and which did he not like?
3. Where did the writer learn how to write clear English?
4. What do the best journalists do when they meet an exciting person or visit a beautiful place?
5. What are the most important qualities for journalism?
6. What is more important: a story or journalism?

All the King's Men

by Robert Penn Warren

Context

Robert Penn Warren (April 24, 1905 – September 15, 1989) was an American poet, novelist, and literary critic and was one of the founders of New Criticism. He received the 1947 Pulitzer Prize for his novel *All the King's Men* (1946) and the Pulitzer Prize for Poetry in 1958 and 1979. He is the only person to have won Pulitzer Prizes for both fiction and poetry.

All the King's Men was first published in 1946. It is rated the 36th greatest novel of the 20th century.

Willie Stark



Background

All the King's Men portrays the dramatic political career of governor Willie Stark, a cynical populist in the American South during the 1930s. The novel is narrated by Jack Burden, a political reporter who comes to work as Governor Stark's right-hand man. Stark's career is interwoven with Jack Burden's life story.



Stark undergoes a radical transformation from an idealistic lawyer and a weak candidate into a charismatic powerful governor. In achieving this office Stark builds an enormous political machine based on intimidation, patronage and corruption. His approach to politics earns him many enemies, but does not detract from those who respond to his fiery populist manner.

There is a scene, in which Willie Stark explains why he will win a political dispute: "One thing I understand and you don't," he says to his younger adversary, "is how to make the mare go. I can make the mare go." The novel's narrator is Jack Burden, a former student of history, newspaper columnist, and personal aide to Governor Willie Stark. Judge Irwin is an elderly gentleman whom Jack has known since childhood, a man who is essentially a father-figure to him. Willie Stark assigns Jack the task of finding something from Irwin's past with which Irwin can be blackmailed. Jack investigates thoroughly and finds what he is looking for: an incident many years ago when Judge Irwin took a bribe to dismiss a lawsuit against a fuel company, resulting in the personal destruction of a man named Mortimer Littlepugh. Jack presents the incriminating evidence to Irwin, and before he has a chance to use it against him, Irwin commits suicide. Only at this point does Jack learn from his mother that Irwin was his father.

Read the text and discuss it.

In about ten minutes the Judge came down. His firm tread came toward the library door. He paused an instant at the threshold, a tall head above a black bowtie and white coat, as though to adjust his eyes to the shadow, then moved toward me with his hand out. "Hello, Jack," he was saying, in the voice I had always known, "damned glad you came by. Just get in?"

"Last night," I said briefly, and rose to take the hand.

He gave me a firm grasp, then waved me back into the chair. "Damned glad you came by," he repeated, and smiled.

"How long you been in the house? It's a long time since I've seen you, Jack."

"Yes," I agreed, "it is."

It had been a long time. The last time had been in the middle of the night. With the Boss. And in the silence after my remark I knew that he was remembering, too. He was remembering, but after he had said it. "Well, it is a long time," he said as he settled himself, as though he had remembered nothing, "but don't let it be as long next time. Aren't you ever coming to see the old fellow? We old ones like a little attention."

He smiled, and there wasn't anything I could say into the face of that smile.

"A touch of gin and tonic never hurt anybody. Not you and me, anyway."

"No, thanks," I said.

He looked down at me, the faintest shade of disappointment on his face.

"What's on your mind?"

"Nothing much," I said.

I looked across at him, and didn't want it to be true. With all my heart, I discovered, I didn't want it to be true. And I had the sudden thought that I might have his drink of gin and tonic, and talk with him and never tell him, and go back to town and tell the Boss that I was convinced it was not true.

But I had to know the truth. For the truth is a terrible thing. So I looked across at Judge Irwin, and liked him suddenly in a way I hadn't liked him in years, his old shoulders were so straight and the dog-toothed smile so true. But I knew I had to know.

I stepped to the chair which I had occupied and leant down to pick up the manila envelope on the floor beside it. Then I moved to his chair, and laid the envelope on his lap. He looked at the envelope, without touching it. Then he looked up at me, a hard straight look out of the yellow agates, with no question in them. Then, without saying a word, he opened the envelope and read the papers there. The light was bad, but he did not lean forward. He held the papers, one by one, up to his face. He read them very deliberately. Then he laid the last, deliberately, on his lap.

"I guess you know the next move," I said.

"I guess so. Your employer is trying to put pressure on me. To blackmail me."

"Pressure is a prettier word," I averred¹.

"I don't care much about pretty words any more. Does Stark know it?"

"No, he doesn't," I replied. "I told him I wouldn't tell him till I'd seen you. I had to be sure, you see, Judge."

"Maybe you'll never tell him, anyway. I could stop you."

¹ I aver [ə'veə:] – to state the truth of something strongly

“How?”

“I could just –” he began, “I could just say to you – I could just tell you something –” He stopped, then suddenly rose to his feet, spilling the papers off his knees. “But I won’t,” he said cheerfully, and smiled directly at me.

I stooped to pick up the papers, and he watched me from his height.

“Judge,” I said, “I’ll be back tomorrow. You think it over, and make up your mind tomorrow.”

“Why, it’s made up.”

“You’ll –”

“No, Jack.”

I went to the hall door. “I’ll be back tomorrow,” I said.

“Sure, sure. You come back. But my mind is made up.”

I walked down the hall without saying good-bye.

I took my shower and lay down on my bed and went to sleep.

I came out of the sleep and popped straight up in the bed. I was wide awake. The sound that had awakened me was still ringing in my ears. I knew that it had been a scream. Then it came again. A bright, beautiful, silvery soprano scream.

I bounced off the bed and started for the door, realized that I was buck-naked, grabbed a robe, and ran out. There was a noise down the hall from my mother’s room, a sound like moaning. The door was open and I ran in.

She was sitting on the edge of her bed, wearing a negligee, clutching the white bedside telephone in her hand, staring at me with wide, wild eyes, and moaning in a spaced, automatic fashion. I went toward her. She dropped the telephone to the floor with a clatter, and pointed her finger at me and cried out, “You did it, you did, you killed him!”

“What?” I demanded, “what?”

“You killed him!”

“Killed who?”

“You killed him!” She began to laugh hysterically.

I was holding her by the shoulders now, shaking her, trying to make her stop laughing, but she kept clawing and pushing at me. She stopped laughing an instant to gasp for breath, and in that interval I heard the dry, clicking signal the telephone was making to call attention to the fact it was not on its rack. Then her laughter drowned out the sound.

“Shut up, shut up!” I commanded, and she suddenly stared at me as though just discovering my presence.

Then, not loud now but with intensity, she said, “You killed him, you killed him.”

“Killed who?” I demanded, shaking her.

“Your father,” she said, “your father and oh! you killed him.”

That was how I found out.

Check up 3

HOW GOOD IS YOUR ENGLISH

Comprehension Check

1. Read the text and choose the right answer to the questions.

Most countries in the world now welcome tourists because of the money they bring in. Many countries make great efforts to encourage tourism, and many also depend on what they earn from it to keep their economies going.

One of the big problems for the nation wishing to attract a lot of tourists is the cost for building hotels for them. Building big hotels swallows up a lot of money, and many of the countries that need the tourists are poor. What they spend on building has to be borrowed from foreign banks. And sometimes the money they can afford to borrow produces only chains of ugly hotels wherever their beauty spots that are supposed to attract the tourists.

Another problem is that more and more international companies are building hotels all over the world, so that the profits from a hotel often do not stay in the country in which it has been built.

And there is also the question of training staff: teaching them foreign languages, how to cook the kind of food that foreign tourists expect, and so on. In many countries special colleges and courses have been set up for this.

Crime can also be a problem. Seeing tourists who seem to be much richer than themselves, the local inhabitants are often tempted to steal from them. Sometimes tourists resist and get killed, and then other tourists refuse to come to the country.

But an even greater problem in many countries is the effect that the sight of the tourists has on the local population. A man who lives in a very small house, owns almost nothing, works very hard for his living and has very strong rules about modesty in dress and not drinking alcohol sees foreign tourists rejoicing in what to him is great luxury, owning radios, wearing very few clothes and drinking a lot of beer. These tourists may be ordinary workers back home, but to the poor inhabitants they seem very rich. And, of course, he either feels envy for them or thinks them shameless.

Tourists, too, often feel shocked by different customs and habits that they see around them. They refuse the local food, and insist on having only what they eat back home.

1. Why tourists are usually welcome to any country?
 - a. Because local inhabitants are pleased to receive them.
 - b. Because local inhabitants have opportunity to earn their living.
 - c. Because local inhabitants can easily rob them.
 - d. Because there are a lot of attractions in their country.,

2. What could happen to some countries if tourism stopped?
 - a. Their economies would be ruined.
 - b. It would keep their economies going.
 - c. It would narrow the mind.
 - d. It would decrease the crime rate.
3. Why do countries sometimes spoil their beauty spots?
 - a. Because they want to attract tourists.
 - b. Because they are too poor to build beautiful hotels on them.
 - c. Because they have to sell them to borrow money from foreign banks.
 - d. Because they want to pay their debts.
4. When are tourists sometimes killed?
 - a. When they break the law.
 - b. When they steal from the local people.
 - c. When they are much richer than the local inhabitants.
5. Why do local people often envy tourists?
 - a. Because tourists are local people.
 - b. Because tourists wear very few but expensive clothes and drink a lot.
 - c. Because tourists own radios.
 - d. Because tourists seem rich to local people.
6. Where do the profits from some big hotels go?
 - a. Abroad.
 - b. Into the country in which they have been built.
 - c. To train staff.
 - d. To the local inhabitants.
7. The pronoun it in Paragraph 3 refers to

a. problem	b. country	c. tourism	d. hotel
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8. The word 'staff' in Paragraph 4 means
 - a. a group of people gathered together.
 - b. a group of people working together.
 - c. a group of people taught together.
 - d. a group of people rejoicing together.
9. Why do tourists sometimes refuse to go to the country?
 - a. Because their hotels spoil beautiful spots.
 - b. They fear to go to the country.
 - c. Because they can't rejoice in luxury.
 - d. Because local inhabitants shocked other tourists.

Vocabulary Check

2. Read the text and choose the correct word.

Scientists are making new (1) ... about universe all the time. Every day, we read about new (2) ... that they say will have a huge (3) .. on our everyday lives. In a few years time, everyone will (4) ... a mobile phone, have an e-mail (5) ... and know how to surf the internet. The jobs of people like postmen and even teachers will (6) ... change

completely or disappear. Most of (7) ... will be computer-based. One of the most basic (8) ...for getting a job now is to be able to use a computer. In the future, if you can't use a computer, you will be (9)

- | | | | |
|----------------------|----------------|---------------|----------------|
| 1. a. discoveries | b. creations | c. inventions | d. journeys |
| 2. a. techniques | b. finds | c. inventions | d. facts |
| 3. a. result | b. difference | c. change | d. effect |
| 4. a. hold | b. own | c. take | d. owe |
| 5. a. computer | b. letter | c. address | d. direction |
| 6. a. neither | b. also | c. not | d. either |
| 7. a. lessons | b. classrooms | c. studying | d. education |
| 8. a. qualifications | b. experiences | c. training | d. occupations |
| 9. a. illegal | b. illiterate | c. illegible | d. illogical |

3. Find the “odd one out”. There may be more than one answer. Give your reasons.

- | | | |
|----------------------|--------------------|-----------------------------|
| 1. a. green | b. efficient | c. environmentally friendly |
| 2. a. to conserve | b. to save | c. to protect |
| 3. a. nuclear energy | b. oil pollution | c. radioactive waste |
| 4. a. an oil rig | b. a power station | c. a recycling plant |
| 5. a. traffic jams | b. motorway tolls | c. park and ride schemes |

Grammar Check

4. Choose the correct verb form.

People appear (1) ... in different ways. some people expect (2) ... mistakes in their studies and are capable of (3) ... from their mistakes. They don't mind (4) ... by their teacher and indeed often ask (5) ... corrected.

Others, however, dislike (6) They try to avoid (7) ... anything which they might do badly. They would rather (8) ... something in small steps and be sure they have got it right. From attempt to do a task based on the subject they don't feel they have finished (9) ... yet.

- | | | | |
|------------------|--------------------|-----------------|----------------------|
| 1. a. learning | b. to learn | c. learn | d. having learned |
| 2. a. making | b. to make | c. make | d. having made |
| 3. a. benefiting | b. to benefit | c. benefit | d. to have benefited |
| 4. a. corrected | b. being corrected | c. to correct | d. to be corrected |
| 5. a. being | b. been | c. to have been | d. to be |
| 6. a. making | b. to make | c. to be making | d. make |
| 7. a. doing | b. to do | c. having done | d. to have done |
| 8. a. to perfect | b. perfecting | c. perfect | d. be perfected |
| 9. a. explore | b. to explore | c. exploring | d. being explore |

5. Choose the correct connective.

1. You must buy the tickets; ____, we won't be able to see that play.
a. otherwise b. although c. besides
2. The neighborhood isn't very interesting. I like the house, ____.
a. moreover b. thus c. though
3. We live in the same building; ____, we hardly see each other.
a. however b. therefore c. furthermore
4. He didn't earn enough money. ____, his wife decided to get a job.
a. Moreover b. Therefore c. Although
5. That house isn't big enough for us, and ____, it's too expensive.
a. furthermore b. hence c. although
6. We have plenty of money and workers; ____, we hope to finish the house remodeling soon.
a. nevertheless b. unless c. thus
7. She's extremely rich; ____, she's not snobbish.
a. hence b. however c. otherwise
8. It was a windy and rainy night. ____, I decided to go out.
a. nevertheless b. otherwise c. hence

6. Insert articles where necessary.

No museum as Newsy as Newseum

Do you ever watch ... news and think, "I could do that?" Are you ... kind of person who reads two (or three, or four) newspapers before ... breakfast?

If so, ... trip to ...Newseum is definitely in order.

... Newseum in Washington, DC is ... six-level, high-tech and interactive museum tracing ... history of ... news reporting from ... 16th century to ... present day. It is located between ... White House and ... U.S. Capitol and adjacent to the Smithsonian museums on the National Mall.

... Newseum offers ... visitors 15 theaters, 14 major galleries, two state-of-the-art broadcast studios and a 4-D time-travel experience. ... exhibition galleries explore ... news history, ... electronic news, ... photojournalism, ...world news and how ... media have covered ...major historical events.

7. Read the story and add as many adjectives and adverbs as possible.

Lear had three daughters. He decided to divide his kingdom between his daughters and give up his power. Then the king went to stay with his daughters -Goneril and Regan. Soon they grew tired of him. Cordelia, his youngest daughter was in France. So Lear was left alone and homeless, out in the open air, wandering through the fields in a storm. Cordelia came to save his father but was killed by his enemies. When Cordelia died, Lear died of a broken heart.

Gapped Text

8. Fill A-D into the numbered gaps of the following text.

- A. A peculiar feature of the American radio is soap opera. It is a sentimental serial drama that describes domestic problems and which is for housewives. Soap opera is usually broadcast every day.
- B. Millions of Americans in their free time read newspapers. The English word 'newspaper' does not really describe everything that you can read in this kind of publication. Newspapers include not only stories about recent events (news), but opinions, advertising, and other non-news items.
- C. For example, you can take a TV course in history, political economy, management, banking and in many other subjects, or learn a foreign language by TV. Educational TV films and programs are shown in schools and colleges as a part of the curriculum.
- D. Now there are about 2,600 newspapers published in the USA. *The New York Times*, *the Washington Post*, and *the Los Angeles Times* are three of the most important daily papers that describe foreign and domestic news.

The most popular sources of entertainment and information are the press, radio, TV, and movies. The press plays an important part in the life of society. **(1)** ... The first American newspaper was called *Public Occurrences Both Foreign and Domestic*. This paper was first published in Boston in 1690. **(2)** ...

The radio does not interfere with your activities. You can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio one can hear music, plays, news, and different commentary and discussions called 'forums'. At a forum several authorities exchange views on social, economic and political problems. **(3)** ... Most people find soap opera boring. There are a lot of games on the radio. They are called 'panel games'. Radio brings also cultural and educational programs. Many programs are made up of classical music. Television is a 'chewing gum for ears and eyes'. There are many serials on TV in the USA. They appeared in the 1950s. TV games attract a large audience, too. During TV quiz programs TV viewers answer different questions. There is a lot of education on television. **(4)** ...

GRAMMAR REFERENCE

Table 1: Present Simple or Present Progressive

	PRESENT SIMPLE	PRESENT PROGRESSIVE
Գործածություն	<p>Օգտագործիր կրկնվող կամ սովորություն դարձած գործողություն արտահայտելու համար</p> <p style="text-align: center;"><i>I do</i></p> <p style="text-align: center;"> ————— ————— ————— </p> <p style="text-align: center;">past now future</p>	<p>Օգտագործիր խոսելու պահին ընթացքի մեջ գտնվող կամ ներկայի ավելի մեծ ժամանակամիջոց քան խոսելու պահը ընդգրկող գործողություն արտահայտելու համար:</p> <p style="text-align: center;"><i>I am doing</i></p> <p style="text-align: center;"> ————— ————— ————— </p> <p style="text-align: center;">past now future</p>
	“sometimes” “երբեմն”, often “հաճախ”, always “միշտ”, never “երբեք”, every day “ամեն օր” և այլն:	now “այժմ”, at the moment “այս պահին”, at present “ներկայում”:
Քատա-տական	I/you/we/they <i>do</i> . He/she/it <i>does</i> .	<i>I am doing</i> You/we/they <i>are</i> (‘re) <i>doing</i> . He/she/it <i>is</i> (‘s) <i>doing</i> .
Ժխտա-կան	I/you/we/they <i>do not</i> (don’t) <i>do</i> . He/she/it <i>does not</i> (doesn’t) <i>do</i> .	<i>I am not doing</i> You/we/they <i>are not</i> (aren’t) <i>doing</i> . He/she/it <i>is not</i> (isn’t) <i>doing</i> .
Քարգա-կան	<i>Do</i> I/you/we/they <i>do</i> ? <i>Does</i> he/she/it <i>do</i> ?	<i>Am</i> I <i>doing</i> ? <i>Are</i> you/we/they <i>doing</i> ? <i>Is</i> he/she/it <i>doing</i> ?

Ծանոթություն՝

- ա) Present Simple՝ մշտական (անընդհատ) տեղի ունեցող գործողություն արտահայտելու համար. օրինակ՝ We live in Yerevan.
բ) Present Progressive՝ ժամանակավոր գործողություն արտահայտելու համար. օրինակ՝ I’m living with my friends till I find a flat.
- Present Simple ժամանակածնը օգտագործվում է Present Progressive ժամանակածնի փոխարեն մտավոր գործունեություն և զգացմունքներ արտահայտող բայերի հետ՝ like, love, hate, need, prefer, know, belong, contain, consist, depend, seem.

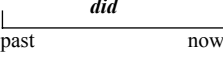
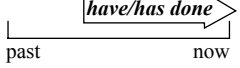
Table 2: Past Simple or Past Progressive

	PAST SIMPLE	PAST PROGRESSIVE
Գործածություն	<p>Օգտագործիր անցյալում տեղի ունեցած գործողություն կամ վիճակ արտահայտելու համար:</p> <p style="text-align: center;"><i>I did</i></p> <p style="text-align: center;"> ————— ————— ————— </p> <p style="text-align: center;">past now future</p>	<p>Օգտագործիր արտահայտելու մի գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի պահին կամ ժամանակահատվածում:</p> <p style="text-align: center;">I started I <i>was</i> I finished doing <i>doing</i> doing</p> <p style="text-align: center;"> ————— ————— ————— </p> <p style="text-align: center;">past past new</p>
	Yesterday “երեկ”, ... ago “... առաջ”, the other day “օրերս”, last week “անցյալ շաբաթ” և այլն:	Գործողության ընթացքի մեջ լինելը կարող է արտահայտվել պարագայական կապակցությամբ կամ մեկ այլ գործողությամբ՝ Past Simple ձևով. օրինակ՝ He was still working <i>at 3 o’clock</i> . He was working in the garden <i>when I saw him</i> .
Քատա-տական	I/you/she/it/we/they <i>did</i> .	I/he/she/it <i>was doing</i> . You/we/they <i>were doing</i> .
Ժխտա-կան	I/you/he/she/it/we/they <i>did not</i> (didn’t) <i>do</i> .	I/he/she/it <i>was not</i> (wasn’t) <i>doing</i> . You/we/they <i>were not</i> (weren’t) <i>doing</i> .
Քարգա-կան	<i>Did</i> I/you/he/she/it/we/they <i>do</i> ?	<i>Was</i> I/he/she/it <i>doing</i> ? <i>Were</i> you/we/they <i>doing</i> ?

Ճանաչություն

1. Past Simple և Past Progressive ժամանակաձևերը օգտագործիր արտահայտելու երկու միաժամանակ կատարվող գործողություն, որոնցից մեկը ընթացքի մեջ է. օրինակ՝ Tom burnt his hand when he was cooking the dinner. While I was working in the garden I hurt my back.

Table 3: Past Simple or Present Perfect

	PAST SIMPLE	PRESENT PERFECT
Գործածություն	<p>Օգտագործիր, երբ խոսքը գնում է անցյալում տեղի ունեցած գործողության մասին, որը ներկայի հետ կապ չունի:</p> 	<p>Օգտագործիր արտահայտելու ներկա ժամանակակետից առաջ ավարտված գործողություն, որը սակայն կապված է ներկայի հետ իր հետևանքով:</p> 
	<p>Yesterday “երեկ”, ... ago “առաջ”, the other day “օրերս, անցյալ օրը”, last week “անցյալ շաբաթ”, just now “հենց նոր” և այլն:</p>	<p>ever “երբևէ”, never “երբեք”, yet “դեռևս”, so far “դեռևս”, already “արդեն”, lately “վերջերս”, since... (գործողության սկիզբը ցույց տալու համար), for (ժամանակահատված ցույց տալու համար), նաև մակբայների հետ, որոնք արտահայտում են դեռ չսկսված ժամանակ), today “այսօր”, this year “այս տարի” և այլն:</p>
Հաստատված	I/you/he/she/it/we/they did .	I/you/we/they have done . He/she/it has done .
Ժխտված	I/you/he/she/it/we/they did not (didn't) do .	I/you/we/they have not (haven't) done . He/she/it has not (hasn't) done .
Հարցում	Did I/you/he/she/it/we/they do ?	Have I/you/we/they done ? Has he/she/it/ done ?

Ճանաչություն

1. **When** հարցական դերանունով սկսվող հարցերում օգտագործիր Past Simple.
When **did** you **see** him?
2. Նոր տեղեկություն տալու համար օգտագործիր Present Perfect ժամանակաձևը, խոսքը շարունակելիս, երբ բեզ հետաքրքրում են գործողության ընթացքի հետ կապված տարբեր պարագաներ՝ Past Simple ժամանակաձևը. օրինակ՝ Oh! **I've cut** my finger. – How **did** you **do** that? – I **cut** it with a knife.

Table 4: Present Perfect or Present Perfect Progressive

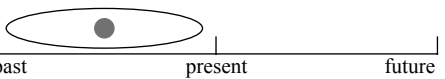
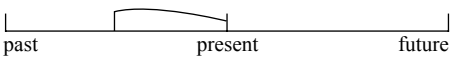
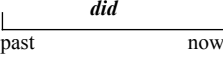
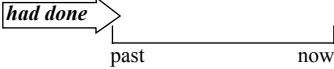
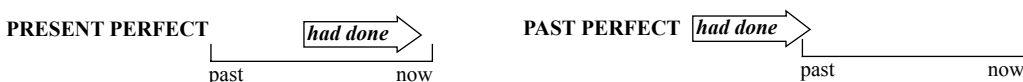
PRESENT PERFECT	PRESENT PERFECT PROGRESSIVE
<p>Օգտագործիր ավարտված, բայց իր հետևանքով ներկայի հետ կապված գործողություն արտահայտելու համար:</p> 	<p>Օգտագործիր անցյալում սկսված և մինչև խոսքի պահը տևող գործողություն արտահայտելու համար:</p> 
ever, never, yet, so far, already, lately, recently, since..., today, this week	for (five weeks), since..., all week, lately, recently

Table 5: Past Simple or Past Perfect

	PAST SIMPLE	PAST PERFECT
Գործածություն	<p>Օգտագործիր անցյալում տեղի ունեցած գործողությունը կամ վիճակը արտահայտելու համար:</p> 	<p>Օգտագործիր անցյալ ժամանակակետից առաջ ավարտված գործողություն արտահայտելու համար:</p> 

	Yesterday “երեկ”, ... ago “առաջ”, the other day “օրերս, անցյալ օրը”, last week “անցյալ շաբաթ”, just now “հենց նոր” և այլն:	Անցյալ ժամանակակետը կարող է նշվել մեկ այլ գործողությամբ՝ արտահայտված ա) Past Indefinite ժամանակածնով. օրինակ՝ They had walked for some minutes when it started to rain. բ) պարագայական կապակցությամբ. օրինակ՝ He had finished his work by 5 o'clock yesterday .
Հատուկական	I/you/he/she/it/we/they did .	I/you/he/she/it/we/they had done .
Ժխտական	I/you/he/she/it/we/they didn't do .	I/you/he/she/it/we/they had not (hadn't) done .
Հարցական	Did I/you/he/she/it/we/they do ?	Had I/you/he/she/it/we/they done ?

Ճանաչություն՝ Համեմատի



I'm not hungry. I **have** just **had** lunch.
The room is untidy. She **hasn't cleaned** it for days.

We weren't hungry. We **had** just **had** dinner.
The room was untidy. She **hadn't cleaned** it for days.

Table 6: Past Perfect or Past Perfect Progressive

PAST PERFECT	PAST PERFECT PROGRESSIVE
<p>Օգտագործիր ավարտված, բայց իր հետևանքով ներկայի հետ կապված գործողությունն արտահայտելու համար:</p>	<p>Օգտագործիր անցյալում սկսված և մինչև անցյալի մեկ այլ պահը տևող գործողությունն արտահայտելու համար</p>
<p>Անցյալ ժամանակակետը կարող է նշվել մեկ այլ գործողությամբ՝ արտահայտված ա) ժամանակածնով. օրինակ բ) պարագայական կապակցությամբ. օրինակ</p>	

Table 7: How to Express Future Actions

<i>to be going to</i>	PRESENT PROGRESSIVE	FUTURE SIMPLE <i>Shall/will do</i>	PRESENT SIMPLE
<p>Օգտագործիր նախօրոք պլանավորված, որոշված գործողությունն արտահայտելու համար: I am going to do = I have decided to do. <i>Օրինակ՝</i> We're going to have a party this Sunday.</p>	<p>Օգտագործիր նախօրոք պլանավորված գործողությունն արտահայտելու համար: <i>Օրինակ՝</i> He is leaving on Monday.</p>	<p>Օգտագործիր, երբ որոշումը կատարվելիք գործողության մասին ընդունվում է խոստելու պահին: <i>Օրինակ՝</i> – Let's have a party! – That's a great idea. We'll invite a lot of guests.</p>	<p>Օգտագործիր ապառնի գործածությունն արտահայտելու համար ժամանակի և պայմանի երկրորդական նախադասություններում when, before, after, as soon as, till, until, if, in case շարկայաներից հետո: <i>Օրինակ՝</i> I'll see you when I'm back. He will start as soon as she sends him a telegram. If you come earlier, we'll go for a walk.</p>

Table 8: Tense Chart

Ժամանակ	Ձև	Ցույց է տալիս	Օրինակներ	Ցուցիչներ
Present Simple	V Vs	ա) կանոնավոր կերպով կատարվող գործողություն. բ) փաստ ներկա ժամանակում. գ) ներկա ժամանակում իրար հաջորդող գործողություններ. դ) մոտ ապագայում կատարվելիք, ըստ կարգացուցակի պլանավորված՝ գործողություն. ե) ապառնի գործողություն ժամանակի և պայման երկրորդական նախադասություններում:	I usually get up at 7. Ես սովորաբար վեր եմ կենում ժամը 7-ին: He lives in Yerevan. Նա ապրում է Երևանում: In the morning I get up, put on my clothes and go to the bathroom. Hurry up! The film begins at 5. Շտապի՛ր: Կինոնկարը սկսվում է ժամը 5-ին: I'll see him when he comes back. Ես կտեսնեմ նրան, երբ նա վերադառնա:	often seldom sometimes always every year (month, etc.) on Sundays never when, before, while, after, as soon as, till, until, if, in case.
Present Progressive	am/are/ is Ving	ա) խոսելու պահին ընթացքի մեջ գտնվող գործողություն. բ) գործողություն, որն ընդգրկում է ներկայի ավելի մեծ ժամանակամիջոց, քան խոսալու պահը. գ) անձի որոշումից բխող՝ մոտ ապագայում տեղի ունենալիք որոշակի գործողություն:	It's raining now. Անձրև է գալիս: Where are they living now? Որտե՞ղ են նրանք այժմ ապրում: I'm meeting Helen tonight. Ես այսօր երեկոյան հանդիպում եմ Հելենին:	now at this moment at present ապառնի ժամանակը նշվում է պարագայի միջոցով
Present Perfect	have/has + V3	Ներկա ժամանակակետից առաջ ավարտված գործողություն, որը սակայն կապված է ներկայի հետ իր հետևանքով:	I have read this novel. Ես կարդացել եմ այս վեպը (հետևանք՝ գիտեմ բովանդակությունը):	just – հենց նոր yet – դեռ already – արդեն lately – վերջերս ever – երբևէ never – երբեք since – (սկիզբը) for – գործողության ժամանակամիջոցը ցույց տալու համար (անավարտ ժամանակամիջոց) today – այսօր this morning – այս առավոտ, և այլն:
Present Perfect Progressive	have/has been Ving	գործողություն, որը սկսվել է անցյալում և տևում է մինչև այժմ:	They have been talking for the last hour. What have you been doing?	for ... weeks, etc since (Friday) all week lately recently
Past Simple	V2	ա) գործողություն կամ վիճակ, որը տեղի էր ունեցել անցյալում. բ) անցյալում իրար հաջորդող մի շարք գործողություններ:	I received his letter last week. Ես ստացա նրա նամակը անցյալ շաբաթ: She took off her coat and put it on the chair. Նա հանեց վերարկուն և դրեց այն աթոռին:	ago – (սրանից) առաջ yesterday – երեկ the other day – օրերս, անցյալ օրը last week – անցյալ շաբաթ և այլն:
Past Progressive	was/were +Ving	ա) գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի պահին. բ) գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի ժամանակահատվածում:	She was still sleeping at 11 o'clock. Նա ժամը 11-ին դեռ քնած էր: She was talking to her teacher when I saw her. Նա խոսում էր իր դասատուի հետ, երբ ես տեսա նրան: They were playing football from 5 till 7 in the evening. Նրանք ֆուտբոլ էին խաղում երեկոյան 5-ից մինչև 7-ը:	Պարագայական կապակցություն, Past Indefinite ձևով արտահայտված գործողություն

Past Perfect	had + V3	Անցյալ ժամանակակետից առաջ ավարտված գործողություն:	He had travelled a lot before he went to Africa. Նա շատ էր ճամփորդել նախքան Աֆրիկա գնալը: She had passed her exams by the end of June. Նա հանձնել էր քննությունները մինչև հունիսի վերջը:	Past Indefinite ձևով արտահայտված գործողություն պարագայական կապակցություն
Past Perfect Progressive	Had been Ving	գործողություն, որը սկսվել է անցյալում և տևում է մինչև անցյալի մեկ այլ պահը:	They had been talking for an hour before Andy came. How long had you been studying English before you entered the university?	for ... weeks, etc all week by 5 o'clock
Future Simple	shall/will + V	ա) ապառնի գործողություն. բ) իրար հաջորդող ապառնի գործողություններ:	I'll let you know in two days. Ես բեզ կտեղեկացնեմ 2 օրից: I'll take a walk and on my way back I'll buy you a newspaper. Ես զբոսանքի եմ գնալու և վերադարձալիս լրագիր կգնեմ բեզ համար:	tomorrow – վաղը next week – հաջորդ շաբաթ next year – հաջորդ տարի in (two) days – (երկու) օրից

Table 9: The verb Tense Forms in Active Voice

(Բայի ժամանակային ձևերը չեզոք սեռում)

կերպ ժամանակ	Նախ. տեսակ	SIMPLE Պարզ	PROGRESSIVE Շարունակական	PERFECT Վաղակատար
Present	հաստատական	I/you/we/they do. He/she/it does.	I am doing. You/we/they are doing. He/she/it is doing.	I/you/we/they have done. He/she/it has done.
	Ժխտական	I/you/we/they do not do. He/she/it does not do.	I am not doing. You/we/they are not doing. He/she/it is not doing.	I/you/we/they have not done. He/she/it has not done.
	հարցական	Do I/you/we/they do? Does he/she/it do?	Am I doing? Are you/we/they doing? Is he/she/it doing?	Have I/you/we/they done? Has he/she/it done?
Past	հաստատական	I/you/he/she/it/we/they did.	I/he/she was doing? You/we/they were doing.	I/you/he/she/it/we/they had done.
	Ժխտական	I/you/he/she/it/we/they did not do.	I/he/she/it was not doing. You/we/they were not doing.	I/you/he/she/it/we/they had not done.
	հարցական	Did I/you/he/she/it/we/they do?	Was I/he/she/it doing? Were you/we/they doing?	Had I/you/he/she/it/we/they done?
Future	հաստատական	I/we shall do. You/he/she/it/they will do.	I/we shall be doing. You/he/she/it/they will be doing.	I/we shall have done. You/he/she/it/they will have done.
	Ժխտական	I/we shall not do. You/he/she/it/they will not do.	I/we shall not be doing. You/he/she/it/they will not be doing.	I/we shall not have done. You/he/she/it/they will not have done.
	հարցական	Shall I/we do? Will you/he/she/it/we/they do?	Shall I/we be doing? Will you/he/she/it/they be doing?	Shall I/we have done? Will you/he/she/it/they have done?

Table 10: The Verb Tense Forms in Passive Voice

(Բայի ժամանակաձևերը կրավորական սեռում)

Ժամանակ	Կրավորական սեռ	Օրինակ
noun + be in the correct form + participle II (by/with + noun)		
Present simple	am/is/are + participle II	The letter is written.
Present progressive	am/is/are + Ving + participle II	The letter is being written.
Present perfect	has/have been + participleII	The letter has been written.

Past simple	was/were + participle II	The letter was written.
Past progressive	was/were + Ving + participle II	The letter was being written.
Past perfect	had been + participle II	The letter had been written.
Future simple	will be + participle II	The letter will be written.
Modal	modal + be + participle II	The letter must be written

Ճանաչություն՝

1. Կրավորական սեռը օգտագործվում է այն դեպքում, երբ գործողություն կատարող անձը հայտնի չէ կամ կարևոր չէ. օրինակ՝ This house was built in the XIV century. Այս տունը կառուցվել է 19-րդ դարում:

2. Կրավորական սեռը անգլերենում ավելի լայն կիրառություն ունի, քան հայերենում: Հայերենում կրավորական կառույցի ենթակա է լինում համապատասխան ներգործական կառույցի ուղիղ խնդիրը: Անգլերենում կրավորական կառույցի ենթակա կարող են լինել ներգործական կառույցի ուղիղ, անուղղակի և նախդրավոր խնդիրները:

Active	I gave a book to each of the boys.
Passive	A book was given to each of the boys. Մեկական գիրք տրվեց տղաներից յուրաքանչյուրին: Each of the boys was given a book. Տղաներից յուրաքանչյուրին տրվեց մեկական գիրք:
Active	They spoke much of him.
Passive	He was much spoken of. Նրա մասին շատ էին խոսում:

3. Անգլերենի կրավորական սեռի ձևերը թարգմանվում են հայերեն կրավորական սեռի բայերով (կրավորական կառուցվածքներով) կամ անորոշդիմավոր նախադասության ներգործական սեռի բայով. օրինակ՝ The letter was sent in the morning. Նամակը ուղարկվեց առավոտյան: Նամակն ուղարկեցին առավոտյան:

Table 11: Infinitive or ing

Verbs normally followed by the infinitive form:	afford, agree, appear, arrange, ask, attempt, care, choose, claim, come, dare, decide, demand, deserve, determine, elect, expect, fail, get, hate, help, hesitate, hope, hurry, intend, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, say, seem, tend, threaten, want, wish
Verbs normally followed by the gerund form:-	acknowledge, admit, adore, appreciate, avoid, celebrate, confess, delay, deny, describe, detest, discuss, dislike, endure, enjoy, fancy, finish, imagine, involve, keep, justify, mention, mind, miss, omit, postpone, practice, quit, recommend, regret, report, resume, risk, suggest, tolerate, understand
Verbs followed by the gerund or infinitive form with no change in meaning	begin, continue, hate, like, love, neglect, prefer, start, try
Verbs followed by the gerund and infinitive with a change in meaning	<p>forget to do: I forgot to feed the cat. (The cat is hungry.)</p> <p>forget doing: I forgot feeding the cat. (I forgot that I had fed the cat.)</p> <p>regret to do: I regret to tell you that your flight is delayed. (I'm sorry but I must say that your flight is delayed.)</p> <p>regret doing: I regret telling him the truth. (I regret that I told him the truth.)</p> <p>remember to do: I remember to buy some bread. (I remember that I must buy some bread.)</p> <p>remember doing: I remember buying some bread. (I remember that I bought some bread.)</p> <p>stop to do: We stopped to drink some water. (We stopped in order to drink some water.)</p> <p>stop doing:</p> <p>try to do: He tried to climb the tree, but he fell down. (He made an effort to climb the tree, but failed.)</p> <p>try doing: I can't find Carol anywhere. – Try phoning her mother. (Phone her mother as an experiment.)</p>

Table 12: Modal Verbs (Եղանակավոր բայեր)

			Գործածություն	Օրինակներ
Can	Present	can do cannot (can't) do can ... do?	1. Ֆիզիկական կամ մտավոր կարողություն 2. Կասկած, զարմանք 3. Թույլտվություն ստանալու խնդրանք	I can speak English. Ես կարող եմ խոսել անգլերեն:
	Past	could do could not (couldn't) do could ... do?		Can it be true? Կարո՞ղ է դա ճիշտ լինել:
	Future	համարժեք՝ to be able to shall/will be able to shall/will not be able to do Shall/will ... be able to do?		Can I leave my case here? Կարելի՞ է պայուսակս այստեղ թողնել:
May	Present	may do may not do may ... do?	1. Ելթադրություն 2. Թույլտվություն	He may come soon. Նա կարող է շուտով գալ: That may not be true. Հնարավոր չէ, որ դա ճիշտ լինի:
	Past	might do might not do might ... do?		You may smoke here. Կարող եք ծխել այստեղ: May I smoke here? Yes, you may/Do, please. (No, you mustn't. /No, you can't. Ոչ, չի կարելի)
	Future	համարժեք՝ to be allowed to shall/will be allowed to do shall/will not be allowed to do shall/will ... be allowed to		
Must	Present	must	1. Պարտականություն, անհրաժեշտություն 2. Արգելում, արգելք	You must do as you're told. Պետք է անես՝ ինչպես քեզ ասում են:
	Past	համարժեք՝ to have to had to do, didn't have to do did ... have to do?		You mustn't do that. Չպետք է անես դա:
	Future	shall/will have to do shall/will not have to do. shall/will ... have to do?		
Should	Present	should do should not (shouldn't) do should ... do?	խորհուրդ	You should eat more fruit. Պետք է ավելի շատ միդո ուտես:
Need	Present	need do need not do need ... do?		You needn't come today, we have already done the work. Կարիք չկա, որ դու գաս, մենք արդեն կատարել ենք աշխատանքը:

Ճանդարտություն՝

1. Մոդալ բայերից հետո “to” մասնիկը չի օգտագործվում, մինչդեռ համարժեքների հետ այն պարտադիր է:
2. Մոդալ բայերին և նրանց համարժեքներին հաջորդում են բայի անորոշ ձևերը:
3. Համեմատիր՝ Ես պետք է գնամ: Նա պետք է գա:
I must go. He should come.

Table 13: Conditionals

Տեսակը	Գործածություն	Օրինակ
Zero conditional: certainty if + present simple, present simple	Ընդհանուր կամ գիտական փաստեր և սահմանումներ	If you heat ice, it melts. Եթե սառույցը տաքացնել, այն կհալվի:
Conditional I: real possibility if + a present tense, will do	Իրական կամ հավանական պայմաններ ներկայում կամ ապագայում և նրանց հետևանքները ներկայում կամ ապագայում	If I am free tomorrow, I will go to the theatre. Եթե վաղը ազատ լինեմ, կգնամ թատրոն:
Conditional II: unreal possibility or dream if + past simple/continuous, would do	Անհնարին, անհավանական կամ ենթադրական պայմաններ ներկայում կամ ապագայում և նրանց արդյունքները ներկայում կամ ապագայում	If I had time tomorrow, I would go to the cinema. Եթե վաղը ժամանակ ունենայի, կգնայի թատրոն:
Conditional III if + past perfect, would have done	Ենթադրական պայմանները անցյալում և նրանց արդյունքները անվալում	If I had had time yesterday, I would have gone to the theatre. Եթե երեկ ժամանակ ունենայի, կգնայի թատրոն:

Table 14: Nouns (Գոյական)

A Number (Թիվ)

Ձև	Օրինակներ
1. [iz] – սուլական կամ չլական հնչյուններից հետո	nose – noses, bridge – bridges, place – places, village – villages Ծանոթություն՝ house [s] – houses [ziz]
2. [z] – ձայնավորներից և ձայնեղ (բացի կետ 1-ում նշած) բաղաձայներից հետո	boy – boys, piano – pianos, sea – seas, bed – beds, photo – photos, pen – pens.
3. [s] – խուլ (բացի կետ 1-ում նշած) բաղաձայներից հետո	look – looks, hat – hats, lamp – lamps, cap – caps.
4. [iz] – սուլական կամ չլական [s], [L], [tL], [d], [z] հնչյուններից հետո	bus – buses, church – churches, dish – dishes, quiz – quizzes.
5. [z]. f/fe տառերով հիմք ունեցող բառերը	wife – wives, life – lives, knife – knives, wolf – wolves. Ծանոթություն՝ 1. f/fe – ves. 2. roof, proof, belief կազմում են հոգնակի ձևերը -s վերջավորությամբ:
6. [z]- [ou] երկբարբառից հետո	hero – heroes, Negro – Negroes.
1. ձայնավորիություն	man – men, woman – women, foot – feet, tooth – teeth, goose – geese, mouse – mice
2. ձայնավորիություն -en վերջավորությամբ	child – children
3. -en վերջավորություն	ox – oxen
4. Նույն ձևը եզակի և հոգնակի թվերի համար	Sheep, deer, fish, fruit, swim Ծանոթություն՝ fish, fruit բառերը ունեն fishes, fruits հոգնակի ձևերը, որոնք գործածվում են երբ խոսքը գնում է տարբեր ձևերի և մրգերի մասին:

B Հետևյալ գոյականները գործածվում են՝

միայն եզակի	միայն հոգնակի
money, bread, weather, advice, information, hair, knowledge, furniture, paper, news, permission, work Օրինակ՝ Is there any news? Where is the money? – It is on the table. Համեմատիր՝ խորհուրդ – խորհուրդներ advice – pieces of advice	trousers, jeans, shorts, glasses Օրինակ՝ I need a pair of jeans. Where are my glasses? They are on the table.

Ծանոթություն՝

1. public, people (մարդիկ), police գոյականները ունենալով միայն եզակի թվի ձև առնում են հոգնակի ստորոգյալ
Օրինակ՝ The police have arrested a lot of people.
2. Family, team, group, government, army, people (ազգ) գոյականները օգտագործվում են եզակի ձևով, եթե նշանակում են ամբողջություն, և հոգնակի, եթե խմբի անհատները դիտվում են առանձին-առանձին:
Օրինակ՝ His family is well known in the town. The family are having dinner.

C Ստացական հոլով:
Անգլերենի ստացական հոլովը ցույց է տալիս պատկանելիություն:

Գործածություն	Ստացական հոլով
Հիմնականում ստացական հոլով ունեն շնչավոր գոյականները:	the girl's eyes, the man's hat the girls' eyes, the men's hats.
Ստացական հոլով կարող են ունենալ մայրցամաքների, երկրների, բաղաձայների անունները և world, country, city, ship գոյականները:	Europe's countries, Great Britain's government, the world's peoples, the ship's captain.
Ստացական հոլով կարող են ունենալ ժամանակ և տարածություն ցույց տվող գոյականները:	a month's absence, a mile's distance.

Table 15: The Article (Հոդ)

DEFINITE	INDEFINITE	NO ARTICLE
<p>1. գոյականներից առաջ, որպես խոսողին և լսողին հայտնի առարկա՝ Where is the pen?</p> <p>2. գոյականներից առաջ, որոնք հանդես են գալիս տեղի պարագա՝ It was very hot in the forest.</p> <p>3. անհաշվելի գոյականների հետ, երբ իմաստը կոնկրետացված է՝ Where is the milk?</p> <p>4. one of, some of, many of, each of, most of, նաև all, both բառերից և արտահայտություններից հետո՝ Most of the students are foreigners. I've read all the newspapers.</p> <p>5. գոյականներից առաջ, որոնք ունեն որոշիչ՝ արտահայտված ածականի գերադրական աստիճանով կամ same, following, next, last բառերից առաջ՝ The last week of this month was very difficult.</p> <p>6. առանձնացվող առարկա արտահայտող գոյականները՝ This is the house that Jack built.</p> <p>7. եզակի առարկա ցույց տվող առարկաների հետ՝ The sun rises in the east.</p> <p>8. գոյականացված ածականների հետ՝ the rich, the poor, the young.</p> <p>9. գոյականներից առաջ, որոնք ցույց են տալիս ամբողջ դասակարգը՝ The dog is a friend of man.</p> <p>10. անձնական անուններից առաջ, որոնք ցույց են տալիս ամբողջ ընտանիքը՝ The Johnsons returned from Paris last week.</p> <p>11. որոշ աշխարհագրական անվանումների հետ. ա) որոշ երկրների և տարածաշրջանների հետ՝ the United States, the Ukraine, the Far East. բ) օվկիանոսների, ծովերի, գետերի և լեռնաշղթաների հետ՝ the Atlantic Ocean, the Black Sea, the Volga, the Alps. գ) աշխարհի չորս մասերի հետ՝ the South, the North.</p> <p>12. ազգություն ցույց տվող գոյականակերտ ածականների հետ՝ the Italians, the Chinese, բայց մի ներկայացուցիչը՝ an Italian, a Chinese.</p>	<p>1. ցույց տալու առարկայի նման առարկաների որևէ խմբին պատկանելը՝ She has got a son and a daughter.</p> <p>2. վերացական գոյականների հետ, բառիմաստի փոփոխության դեպքում՝ paper (թուղթ) - a paper (թերթ)</p> <p>3. ժամանակ ցույց տվող հաշվելի գոյականների հետ՝ He will come in a month.</p> <p>4. բացականչական նախադասություններում՝ what բառից հետո՝ What a lovely day!</p> <p>5. հաշվելի գոյականների հետ such, quite, rather, most բառերից առաջ՝ He is quite a clever man.</p> <p>6. a little, a few բառակապակցությունների հետ՝</p>	<p>1. վերացական հասկացություն ցույց տվող անհաշվելի գոյականների հետ, երբ նրանք արտահայտում են ընդհանուր հասկացություն՝ Snow is white.</p> <p>2. անձնական անուններից առաջ՝ Paris is the capital of France.</p> <p>3. mother, father, aunt, uncle, grandmother, baby, nurse գոյականների հետ, երբ նրանք գործածվում են տվյալ ընտանիքի անդամների կողմից որպես հատուկ անուն՝ Father is out but Mother is in the kitchen.</p> <p>4. advice, information, money, hair, fruit սահմանափակող որոշիչ չունեցող գոյականներից առաջ՝ I need advice but not help.</p> <p>5. որոշ մակբայական արտահայտությունների հետ՝ in time, at home, at night, by tram, by train, by heart, by day, from year to year, from head to foot etc.</p> <p>6. breakfast, lunch, dinner, supper բառերի հետ՝ to have lunch, to have breakfast, to have dinner, but a nice lunch.</p>

Table 16 Pronouns (Ղերանուներ)

Անձնական (Personal)	Ուղղական հոլով	Օբյեկտային հոլով
	I we you you he she they It	me us you you him her them it
Ստացական (Possessive)	Որպես ածական	Որպես գոյական
	my our your your his her their Its	mine ours yours yours his hers theirs its
	Օրինակ՝ My house is large, but yours is larger.	
Ցուցական (Demonstrative)	this – these that – those	such same (միշտ օգտագործվում է որոշիչ հոդով)
	Օրինակ՝ Don't ask me such questions.	

Անդրադարձ (Reflexive)	myself yourself himself herself itself Օրինակ՝ Ծանոթություն՝ Օրինակ՝	ourselves yourselves themselves She cooked herself a big dinner. Նա իր համար լավ ճաշ պատրաստեց: Մի օգտագործիր feel, meet, relax բայերից հետո: Do you feel nervous? What time shall we meet?		
Ընշտող (Emphatic)	myself yourself himself herself itself Օրինակ՝	ourselves yourselves themselves They themselves often cooked the dinner. Նրանք իրենք էին հաճախ ճաշ պատրաստում:		
Փոխադարձ (Reciprocal)	Ուղղական հոլով each other one another Օրինակ՝	Ստացական հոլով each other's one another's Tom and Ann looked at each other. Թոմը և Աննան իրար նայեցին: They had forgotten one another's names. Նրանք մոռացել էին մեկ-մեկու անունները:		
Հարցական (Interrogative)	who (whom) whose what which how Օրինակ՝	why when where how much (անհաշվելի գոյականների հետ) how many (հաշվելի գոյականների հետ) Who is he? He is Mr. Smith. What is he? He is a doctor. What time is it?		
Կապակցական (Conjunctive)	կապակցում են երկրորդական նախադասությունը գլխավոր նախադասության հետ who (whom) whose what which Օրինակ՝ Ծանոթություն՝ 1. Who (whom) գործածվում է մարդկանց (երբեմն կենդանիների) վերաբերյալ: 2. Which՝ անշունչ առարկաների, վերացական հասկացությունների վերաբերյալ: 3. That՝ թե մարդկանց և կենդանիների, թե անշունչ առարկաների վերաբերյալ:	that how how many how much why when where		
Անորոշ (Indefinite)	some someone somebody something	any anyone anybody anything	հաշվելի many few a few a great many a lot of	անհաշվելի much little a little a great deal of lots of

Որոշյալ (Defining)	all each every everyone everybody everything	either both other another
	<p>Ծանոթություն՝ 1. every ածական դերանունը տարբերվում է each դերանունից նրանով, որ սրա գործածության ժամանակ ուշադրությունը կենտրոնանում է ոչ թե մասի կամ անհատի, այլ ամբողջի վրա:</p> <p>Օրինակ՝ Each house in this town had a garden. Այս քաղաքի յուրաքանչյուր տունը այգի ուներ: Every boy in the class passed the exam. Դասարանի բոլոր տղաները հանձնեցին քննությունը:</p> <p>2. Every, everybody, everything դերանունները համաձայնվում են բայ-ստորոգյալի եզակի ձևի հետ:</p>	
Ժխտական (Negative)	nobody no one none	neither nothing nowhere
	Ծանոթություն՝ Այս դերանունները համաձայնվում են բայ-ստորոգյալի եզակի ձևի հետ:	

Table 17: Degrees of Comparison of Adjectives

(Ածականների համեմատության աստիճանները)

Աստիճան		Ծանոթություն
Դրական (Positive)	good, simple, interesting Օրինակ՝ He is a good chess player. The book is very interesting.	Գործածվում են հետևյալ շաղկապները՝ ա) հավասարություն՝ as ... as այնքան ... որքան My room is as comfortable as yours. բ) անհավասարություն՝ not so ... as ... , not as ... as ոչ այնքան ... որքան My room is not so comfortable as yours.
Բաղդատական (Comparative) -er, more adj.	-er ա) միավանկ ածականները young – younger wise – wiser hot – hotter բ) -y, -ow, -er, -le վերջածանց ունեցող երկվանկ ածականները dirty – dirtier narrow – narrower clever – cleverer simple – simpler more գ) բազմավանկ ածականները interesting – more interesting beautiful – more beautiful	1. Գործածվում են հետևյալ շաղկապները ա) անհավասարություն արտահայտելու համար՝ less ... than ոչ այնքան ... որքան Օրինակ՝ John is less clever than his brother. բ) գերազանցություն արտահայտելու համար՝ than քան Օրինակ՝ She is taller than her sister. 2. ուժեղացնող ածականների հետ՝ much, still, far Օրինակ՝ This book is much more interesting. Այս գիրքը շատ ավելի հետաքրքիր է: 3. the ... the որքան ... այնքան Օրինակ՝ The warmer the weather the better I feel. Որքան ավելի լավն է եղանակը, այնքան ես ավելի լավ եմ զգում: դ) անկանոն ձևեր good – better – the best bad – worse – the worst little – less – the least much – more – the most many ե) երկուական ձևեր far – farther – the farthest (տարածության վերաբերյալ) further – the furthest – հետագա (ժամանակի և տարածության վերաբերյալ) near – nearer – the nearest – մոտակա (տարածության վերաբերյալ) the next – հաջորդ (տարածության վերաբերյալ) late – later (ավելի ուշ) – the latest (ժամանակի վերաբերյալ) latter (հիշատակվածներից) վերջինը – the last (հաջորդա- կանություն) old – older – the oldest – (տարիքի մասին խոսելիս) elder – the eldest – ավագ (ընտանիքի անդամների վերաբերյալ)

Գերադրական (Superlative) -est most adj.	<p>-est ա) միավանկ ածականներ young – the youngest wise – the wisest hot – the hottest</p> <p>բ) -y, -ow, -er, -le վերջածանց ունեցող երկվանկ ածականները dirty – the dirtiest narrow – the narrowest clever – the cleverest simple – the simplest (the) most</p> <p>գ) բազմավանկ ածականները interesting – (the) most interesting beautiful – (the) most beautiful</p>	<p>1. Գերադրական աստիճանով դրված ածական որոշի առկայության դեպքում գոյականն օգտագործվում է որոշիչ հոդով: Օրինակ՝ This is the most useful information I have got today. 2. A հոդը ցույց է տալիս հատկանիշի բարձր աստիճանը: Օրինակ՝ It is a most difficult task.</p>
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Table 18: Numeral (Թվական անուն)

<p>քանակական (cardinal) ա) տարեթվեր առանց year բառի բ) սենյակների, տրանսպորտի համարները և այլն</p>	<p>1,500,000 citizens (one million five hundred thousand) a seventeen-year-old girl twenty students in a group 235 - two hundred and thirty five in 1996, in 1725 (nineteen ninety-six, seventeen twenty- five) bus 44, on page 55, Room 7. telephone number 53-47-09 (five three four seven 0 nine)</p>
<p>դասական (ordinal) ա) ամսաթվերը</p>	<p>the seventh, the sixteenth, the twenty-fifth on the 9th of May</p>
<p>կոտորակներ ա) հասարակ բ) տասնորդական</p>	<p>1/2 a/one half 1/3 a/one third 3/4 three quarters 2/3 two thirds 0.5 nought point five 2.5 two point five</p>

Table 19: Syntax (Շարահյուսություն)

Բարդ նախադասություն
The Compound Sentence (Բարդ համադասական նախադասություն)

Կապակցող բառերը	Օրինակ
Շաղկապներ and, or, but և այլն	He was leaving, and everybody seemed sorry.
Մակբայներ otherwise, yet, nevertheless, else	Don't do it, otherwise you'll be punished. There was no news, nevertheless she went on hoping.

Table 20: The complex Sentence

(Բարդ ստորադասական նախադասություն)

Երկրորդական նախադասություն	Կապակցող բառ	Օրինակ
Ենթակա (Subject Clause)	չաղկապ that, if, whether դերանուն who, what մակբայ when, where, how, why	That he was not right was quite clear. What he says is not true. How to do it is a problem.
Ստորոգելիական վերադիր (Predicative Clause)	չաղկապ that, if, whether դերանուն what մակբայ where, when, why, how	My idea is that things are getting better. This is what I think. That is where I went.
Խնդիր (Object Clause)	չաղկապ that, if, whether դերանուն who, what մակբայ when, where, how, why	She said (that) she would help me. I'll do what I am told. I wonder why she is late.
Ժամանակի պարագա (Adverbial Clause of Time)	չաղկապ when, while, as, till, until, as soon as, as long as, since, after, before	While there is life, there is hope. Let's wait till they come.
Տեղի պարագա (Adverbial Clause of Place)	չաղկապ where	I found my books where I had left them.
Պայմանի (Adverbial Clause of Condition)	չաղկապ if, unless, in case	I'll come if I have time. They'll go alone unless you come.
Պատճառի պարագա (Adverbial Clause of Cause)	չաղկապ as, because, since և այլն	As it was cold, she stayed at home. I didn't join them because I was tired.
Չիջական (Adverbial Clause of Concession)	չաղկապ though, although	Though it was very late, he went on working.
Դետևանքի (Adverbial Clause of Result)	չաղկապ so that, that	I was so tired that I couldn't watch TV.
Ձևի (Adverbial Clause of Manner)	չաղկապ as	Do as I do.
Համեմատության (Adverbial Clause of Comparison)	չաղկապ than, as	You know her better than I do. She works as carefully as she does quickly.

The Sequence of Tenses

(Ժամանակների համաձայնեցում)

- Իհնչ է ժամանակների համաձայնեցումը: Ժամանակների համաձայնեցումը որոշ երկրորդական նախադասությունների բայ ստորոգյալի ժամանակածնի կախվածությունն է գլխավոր նախադասության ստորոգյալի ժամանակածնից:
- Որտեղ է կիրառվում ժամանակների համաձայնեցումը: Բարդ ստորադասական նախադասությունների խնդիր երկրորդական նախադասություններում:
- Որ դեպքում է գործում ժամանակների համաձայնեցումը: Երբ գլխավոր նախադասության բայստորոգյալը որևէ անցյալ ժամանակով է գործածվում:

Table 21: Ժամանակների համաձայնեցման կանոնները

Պայման	Կանոն	Օրինակ	Թարգմանության
1. Եթե գլխավոր և երկրորդական բայստորոգյալները համաժամանակ են:	Օգտագործիր խնդիր երկրորդական նախադասության բայ-ստորոգյալը Past Indefinite կամ Past Progressive ձևով:	Ann said she didn't know English. I thought he was laughing at me. She knew I couldn't swim. He said (that) he had to ring him up.	Աննան ասաց, որ չգիտի անգլերեն: Ես մտածեցի, որ նա ծիծաղում է ինձ վրա: Նա գիտեր, որ ես լողալ չեմ կարող: Նա ասաց, որ պետք է զանգահարի նրան:
2. Եթե խնդիր երկրորդական նախադասության գործողությունը նախորդում է գլխավոր նախադասության գործողությանը:	Օգտագործիր երկրորդական նախադասության բայ-ստորոգյալը Past Perfect ձևով:	He said he had sent the letter. I knew that her sister had written her new book.	Նա ասաց, որ նամակը ուժարկել է: Ես գիտեի, որ նրա քույրը նոր գիրք է գրել: (ներկա վաղակատար)

3. Եթե խնդիր երկրորդական նախադասության գործողու- թյունը արտահայտում է մի գործողություն, որը հաջոր- դում է գլխավոր նախա- դասության գործողությանը:	Օգտագործիր Future-in-the- Past ձևերից մեկը:	I knew he would arrive soon. She thought I should wait for her.	Ես գիտեի, որ նա շուտով կժամանի: (ենթադրական ապառնի) Նա կարծում էր, որ ես նրան սպասելու եմ: (սահմանական ապառնի)
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Ծանոթություն՝ Եթե խնդիր երկրորդական նախադասությունը արտահայտում է հանրահայտ
ճշմարտություն ժամանակների համաձայնեցումը չի կիրառվում:
Օրինակ՝ Everybody knew that the Earth goes round the Sun.
Բոլորը գիտեին, որ Երկիրը պտտվում է Արևի շուրջ:

Reported Speech

(Անուղղակի խոսք)

Ուղղակի խոսքից անուղղակի խոսքի անցնելիս սովորաբար անհրաժեշտ է կատարել հետևյալ
փոփոխությունները՝

Ներմուծվող բայեր	Բայի ժամանակաձևեր	Դերանուններ	Մակբայներն ու պարագայական կառուցվածքներ	Բառերի շարադասություն
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Համեմատիր՝ Direct Jane said to Tom: "I am going home now."
Indirect Jane told Tom she was going home then.

Այդ փոփոխությունները հիմնականում կախված են նախադասության տիպից՝ արդյոք այն պատմողական,
հարցական թե՛ հրամայական նախադասություն է:

Բայի ժամանակաձևերի փոփոխություններ

Անուղղակի խոսքում խնդիր երկրորդական նախադասություններում կիրառվում է բայի ժամանակների
համաձայնեցման կանոնը, եթե գլխավոր նախադասության բայ-ստորոգյալը դրված է անցյալ
ժամանակաձևով: Այդ դեպքում խնդիր երկրորդական նախադասության բայի ժամանակաձևը փոխվում է
հետևյալ կերպ.

Table 22

Present Indefinite: He said: "I like my new house."	Past Indefinite: He said (that) he liked his new house.
Present Progressive: He said: "I'm studying."	Past Progressive: He said he was studying.
Present Perfect: She said: "I've seen this film."	Past Perfect: She said she had seen that film.
Past Indefinite: He said: "I knew her well."	Past Perfect: He said he had known her well.
Future Indefinite: He said: "I'll see you later."	Future-in-the-Past: He said that he would see him later.

Այս դեպքում փոփոխության են ենթարկվում նաև մակբայները, որոշ դերանունները և պարագայական
կառուցվածքները:

Table 23

this these here now today yesterday the day before yesterday tomorrow the day after tomorrow next week (month) last week a year ago two years ago	that those there then, at that moment, at that time that day the day before two days before the next day, the following day two days later the following week (etc.) the previous week a year before, the previous year two years before
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Table 24: Ներմուծվող բայերի փոփոխությունները

	Փոփոխությունները		
	պատմողական նախ.	հարցական նախ.	հրամայական նախ.
<i>say/says/said</i>	<i>say/says/said (that)</i> Օրինակ՝ She said, "I grow plants in the house." She said (that) she grew plants in the house.	<i>ask/asks/asked (if, WH-)</i> Օրինակ՝ She said, "Are you busy?" She asked if I was busy. He said, "What's your name?" He asked what my name was.	<i>tell/tells/told smb.</i> Օրինակ՝ He said, "Close the door." He told me to close the door. She said to Jack, "Please wait for me." She asked Jack to wait for her.
<i>say/says/said to smb</i>	<i>tell/tells/told smb.</i> Օրինակ՝ Ann said to me, "We are going to have a party." Ann told me (that) they were going to have a party.	<i>ask/asks/asked smb</i> Օրինակ՝ She said to me, "Do you know about it?" She asked me if I knew about it.	Ծանոթություն՝ Անուղղակի խոսքում խնդրի ամկայությունը պարտադիր է:

Table 25: Շարադասության փոփոխություններ

Ենթակա-ստորոգյալ շարադասությունը փոփոխության է ենթարկվում միայն հարցական նախադասություններում: Անուղղակի հարցում այն դառնում է ուղիղ:

1. Անուղղակի ընդհանուր հարցը կապակցվում է գլխավոր նախադասությանը if կամ whether շաղկապով:	He said, "Do you know Bill?" He asked if (whether) I knew Bill. "Did you see this film?" she asked him. She asked him if (whether) he had seen that film.
2. Անուղղակի հատուկ հարցը կապակցվում է այն դերանունով կամ մակբայով, որով սկսվում է ուղղակի հարցը:	She asked, "Where were you yesterday?" She asked where I had been the day before. He said, "Where is the post-office?" He asked where the post-office was.

Table 26: Հրամայական նախադասություններ անուղղակի խոսքում

Հրամանը և խնդրանքը անուղղակի խոսքում արտահայտվում են ինֆինիտիվով:
Կառույցի ժխտական ձևը կազմվում է ինֆինիտիվից առաջ **not** մասնիկը ավելացնելով:

հաստատական	ժխտական
I said, "Close the door, John." I told John to close the door. He said, "John, tell me the truth, please." He asked John to tell him the truth.	Mother said, "Don't speak so loudly!" Mother told me not to speak so loudly. Ann said, "Tim, don't be late, please." Ann asked Tim not to be late.

Ծանոթություն՝ Ուղիղ խնդրի օգտագործումը անուղղակի խոսքում պարտադիր է:
Օրինակ՝ He said "Help me."
He told us to help him.

PHRASAL VERBS

be back վերադառնալ
be in տանը, տեղում լինել
be on կատարվել
be out տեղում, տանը չլինել

break down 1. ծարղվել 2. թուլանալ 3. անհաջողություն կրել
break into smth/ in ներխուժել
break out բռնկվել /պատերազմի, համաճարագի և այլնի մասին/
break up արձակուրդի շամանակ փակվել / ուսումնական հաստատության մասին/ ~ with կապերը խզել մեկի հետ

bring back վերադառնալ, վերադարձնել:
bring down իջեցնել զները, վշտացնել
bring together միավորել:
bring up դաստիարակել երեխաներին

call up զանգահարել

clear up պարզվել (եղանակի մասին)

cheer up քաջալերել, ոգևորել

come about տեղի ունենալ
come across անսպասելիորեն հանդիպել կամ գտնել
come back վերադառնալ, ոգևորել
come from ծագել, ծնվել, սերվել
come into ժառանգել
come on 1. *Come on.* շտապիր, գնա՛ք, շարունակե՛ք. 2. հայտնվել
come out հրատարակվել
come to ուշքի գալ
come up (to) մոտենալ
come upon smb: մտքով անցնել

get along/on (with) հաշտ ապրել
get off իջնել /ցած իջնել /ծիուց, տրամվայից, ավտոբուսից, գնացքից/
get on նստել /ծի, նավ, ավտոբուս, տրամվայ, գնացք/
get through (with) ավարտել
get up անկողնուց վեր կենալ, ոտքի կանգնել

give back վերադաճնել, ետ տալ
give in զիճել, տեղի տալ, անձնատուր լինել
give up ձեռք բաշել, հրաժարվել

give up (doing sth) վերջ տալ /սովորությանը/
grow on like something that you didn't like at first: գնալով ավելի ու ավելի հավանել
grow out of գերաջել, սահմաններից, շրջանակներից դուրս գալ
grow up մեծանալ /երեխաների մասին

hand in անձամբ հանձնել /հանձնարարությունը և այլն/
hand on ուղարկել, տալ ուրիժին
hand out բաժանել, բաշխել

keep away զգուշանալ, հեռու մնալ
keep on doing sth smth շարունակել որեւ բան անել
keep sb from doing sth թույլ չտալ որեւ բան անել
keep sth from sb գաղտնի պահել, չասել
keep up թույլ չտալ գնալ քնելու
keep up with someone ետ չմնալ, համաքայլ ընթանալ

let in ներս մտնել
let down լքել, հիասթափություն պատճառել

look after խնամել, հոգ տանել
look for փնտրել
look forward to ակնկալել, կանխավայելել
look up փնտրել բառարանու, ինտերնետային կայքում և այլն
Look out! Չգուշացիր:

pick at կոտցել, հազիվ ուտել
pick on ծանծրացնել, բնադատել
pick out ընտրել
pick up 1. արագ սովորել. 2. բարջրացնել /գետնից/, վերցնել, ետևից գնալ, բերելու՝ տանելու գնալ

pull back նահանջել
pull down 1. բանդել. 2. վիատեցնել
pull off հաջողությամբ ինչ-որ բան անել
pull on 1. արագ հագնել
pull through հաղթահարել
pull up կանգնեցնել
pull oneself together զգաստանալ

put down գրի առնել
put away հավաքել, թաքցնել
put off հետաձգել
put on հագնել
put up կառուցել

set about ձեռնարկել, նախաձեռնել, սկսել
set aside պահել, ետ գցել, խնայել
set back 1. առաջընթացին խանգարել, ետ գցել, շաժուճը կասեցնել
set in գալ, կայունանալ, հաստատվել /եղանակի, սեզոնի մասին/
set off 1. ճանապարհորդության մեկնել
set out մեկնել, ճանապարհ ընկնել
set up 1. հիմնել, հիմնադրել, գործ սկսել. 2. prepare equipment, software etc for use: *The technician set up the computer network perfectly:* 3. erect

step aside մի կողմ քաշվել

take after 1. նմանվել մեկին, մեկին նման լինել
take in 1. հասկանալ. 2. խաբել
take for մեկի տեղը ընդունել, սխալվել
take off 1. զգեստը հանել 2. օդ բարձրանալ
take on 1. աշխատանքի ընդուն/վ/ել
take to հակվել, տարվել մի բանով
take up 1. շարունակել 2. ձեռնարկել

turn away մերժել
turn (a)round շրջվել
turn down 1 պակասեցնել, նվազեցնել. 2. մերժել
turn on բաց անել /ծորակը/, միացնել /լույսը/, միացնել /հոսանքը/
turn off անջատել
turn into վեռած/վ/ել
turn over շրջ/վ/ել
turn out 1. անջատել 2. արտադրել. 3. պարզվել
turn up 1. բարձրացնել. 2. հանկարծակի գալ, հայտնվել

List of Irregular Verbs

VERB SIMPLE	PAST PARTICIPLE	PAST	
be	was/were	been	լինել
beat	beat	beaten	ծեծել, խփել
become	became	become	դառնալ
begin	began	begun	սկսել, սկսվել
bleed	bled	bled	արյունահոսել
blow	blew	blown	փչել
break	broke	broken	կոտրել, կոտրվել
bring	brought	brought	բերել
build	built	built	կառուցել
burn	burnt	burnt	այրել, այրվել
burst	burst	burst	պայթել
buy	bought	bought	գնել
catch	caught	caught	բռնել, հասնել
choose	chose	chosen	ընտրել
come	came	come	գալ
cost	cost	cost	արժենալ
creep	crept	crept	սողալ
cut	cut	cut	կտրել
do	did	done	անել
dig	dug	dug	փորել
draw	drew	drawn	նկարել, քաշել
dream	dreamt	dreamt	երագել, ննջալ
drink	drank	drunk	խմել
drive	drove	driven	վարել մեքենա
eat	ate	eaten	ուտել
fall	fell	fallen	ընկնել
feed	fed	fed	կերակրել
feel	felt	felt	զգալ
fight	fought	fought	պայքարել
find	found	found	գտնել
fit	fit	fit	համապատասխանել, իսկ չափին՝ հարմար լինել
fly	flew	flew	թռչել
forget	forgot	forgotten	մոռանալ
forgive	forgave	forgiven	ներել
freeze	froze	frozen	սառեցնել, սառչել
get	got	got	ստանալ
give	gave	given	տալ
go	went	gone	գնալ
grow	grew	grown	աճել, մեծանալ
hang	hung	hung	կախել
have	had	had	ունենալ
hear	heard	heard	լսել
hide	hid	hidden	թաքցնել, թաքնվել
hit	hit	hit	հարվածել, նշանին խփել
hold	held	held	բռնել
hurt	hurt	hurt	զավազել, ցավ պատճառել
keep	kept	kept	պահել
kneel	knelt	knelt	ծնկի գալ, ծնկաչոք լինել
know	knew	known	մանալ, գիտենալ, ճանաչել
lay	laid	laid	դնել
lead	led	led	առջնորդել, ղեկավարել
lean	leant	leant	թեքվել, կռանալ, հենվել
learn	learnt	learnt	սովորեցնել
leave	left	left	թողնել
lend	lent	lent	պարտքով տալ
let	let	let	թույլ տալ

lie	lay	lain	պառկել
light	lit	lit	լուսավորել
lose	lost	lost	կորցնել
make	made	made	արտադրել
mean	meant	meant	իմաստ ունենալ, մտադրվել
meet	met	met	դիմավորել, հանդիպել
mistake	mistook	mistaken	սխալվել
pay	paid	paid	վճարել
prove	proved	proven	ապացուցել
put	put	put	դնել
quit	quit	quit	լքել
read	read	read	կարդալ
ride	rode	ridden	զնալ /որև է փոխադրամիջոցով/
ring	rang	rung	զնգալ, զանգ տալ
rise	rose	risen	բարձրանալ
run	ran	run	վազել
say	said	said	խոսել
see	saw	seen	տեսնել
seek	sought	sought	ոնտրել
sell	sold	sold	վաճառել
send	sent	sent	ուղարկել
set	set	set	դնել
sew	sewed	sewn	կարել
shake	shook	shaken	թափահարել, ցնցել
show	showed	shown	ցույց տալ
shrink	shrank	shrunk	սեղմվել
shut	shut	shut	փակել, փակվել
sing	sang	sung	երգել
sink	sank	sunk	սուզվել
sit	sat	sat	ստել
sleep	slept	slept	քնել
slide	slid	slid	սահել
sow	sowed	sown	ցանել
speak	spoke	spoken	խոսել
spell	spelt	spelt	հեգել
spend	spent	spent	ծախսել
spill	spilt	spilt	թափել /հեղուկ/, թափվել
spoil	spoilt	spoilt	փչացնել
spread	spread	spread	փռել
spring	sprang	sprung	ցատկել
stand	stood	stood	կանգնած լինել
steal	stole	stolen	զողանալ
stick	stuck	stuck	խրել, ծակել, սոսնձել
sting	stung	stung	խայթել
sweep	swept	swept	ավլել, մաքրել
swell	swelled	swollen	ուռչել, այտուցվել
swim	swam	swum	լողալ
swing	swung	swung	ճոճ/վ/ել, օրոր/վ/ել
take	took	taken	վերցնել
teach	taught	taught	սովորեցնել
tear	tore	torn	պատռել
tell	told	told	պատմել
think	thought	thought	մտածել
throw	threw	thrown	նետել, գցել
understand	understood	understood	հասկանալ
wake	woke	woken	արթնանալ
wear	wore	worn	կրել (զգեստ)
weep	wept	wept	լացել
wet	wet	wet	թրջել
win	won	won	շահել
wind	wound	wound	պտտվել, պտույտ տալ
write	wrote	written	գրել

KEY TO LISTENING

to page 9

Every Cloud Has Its Silver Lining

1. What is your opinion concerning all this?
2. It is very beneficial for the countries they emigrate to, but harmful for the countries they leave. Don't you agree?
3. I'd live to ask one more question.
4. What do you think about these tendencies as an expert? It tells on home economics of many countries, doesn't it?
5. Is the state of things really changing? Do you see opposing tendencies?

to page 51

Celebrating Diversity

Look around and you will see that our society is very diverse. Diversity enriches our lives. Cultural diversity brings together the resources and talents of many people for the shared benefit of all. **Sadly**, the differences among us have historically formed the basis of fear, bigotry, and even violence.

Yet consider how dull life would be if we all looked alike, thought alike, and acted alike! By learning to recognize our similarities and appreciate our differences, together we can overcome prejudice and **intolerance** and work towards a more peaceful and productive world.

People may fear diversity simply because they are accustomed to the way things used to be and change makes them uncomfortable. Others may somehow feel threatened because they see increased participation by underrepresented groups in the workplace. This process seems a challenge to their own power. However, these fears can often be countered through education.

Unlike assimilation - where everyone's differences are lost in a giant melting pot - multiculturalism suggests the idea that maintaining our different cultural identities can enrich us and our communities.

Multiculturalism celebrates diversity by allowing us to value our individual heritages and beliefs while respecting those of others. Respect for each others' cultural values and belief systems is an intrinsic part of cultural diversity. Lack of respect is often based on ignorance or misinformation. If you do not understand another's values, lifestyle, or beliefs, it is much easier to belittle them. And this is the beginning of prejudice and intolerance.

to page 65

The arguments about climate change

Climate change is happening. At the moment scientists agree that the world's climate has become warmer over the past 50 years, but they disagree about the causes.

Some believe that human activities have caused climate change. They argue that for 1,000 or 2,000 years before 1850 when records began, the temperature was more or less stable. Short warm or cold periods occurred during that time, but the climate always returned to the same level. However since the industrial Revolution, human beings have burned more and more fossil fuels, such as coal and oil. In 1800 the atmosphere contained around 280 parts per million of carbon dioxide (CO₂). Since then there has been an increase of about 31%. This extra carbon dioxide has raised the world's temperature because of the greenhouse effect.

Other scientists disagree that human activities over the past 50 years have caused global warming. They point out that volcanoes and other natural processes have always released CO₂ into the atmosphere, and that human activity has contributed a rise in CO₂ of only three per cent.

Some criticize the idea that humans are warming the planet. They believe that the warming currently observed around the world is part of a 1, 500-year cycle in solar energy. They think that we are currently on an upswing, getting warmer after the Little Ice Age, but in a few hundred years will be on the downswing, and getting colder again. They say that efforts to slow down the current warming by reducing emissions of greenhouse gases are at best pointless, or at worst economically damaging.

According to the report of the UN Intergovernmental Panel on Climate Change it is greenhouse gas that has caused most warming. Warming by 2100 will probably be between about 1.5°C and 6°C. So, which scientists are telling us the truth?

to page 76

A bargain is a bargain

In western countries, retail prices are often so-called *psychological prices* or *odd prices*: a little less than a round number, e.g. \$ 6.95. In Chinese societies, prices are generally either a round number or sometimes some lucky number. This creates price points. Often prices are fixed and displayed on signs or labels. Alternatively, there can be price discrimination for a variety of reasons. The retailer charges higher prices to some customers and lower prices to others. For example, a customer may have to pay more if the seller determines that he or she is willing to. The retailer may conclude this due to the customer's wealth, carelessness, lack of knowledge, or eagerness to buy. Price discrimination can lead to a bargaining situation often called *haggling*, a negotiation about the price.

to page 88

Technology: good or bad?

All discoveries and innovations have their benefits and shortcomings.

Mobile phones are now part of our daily life. Most people find them essential and could not manage without them. However, there are also some drawbacks to owning and using a mobile phone. There are three main advantages to having mobile phones. Firstly, there is the convenience of being able to make and receive a phone call at any time and in any place. Secondly, they are essential for keeping in touch with family and friends. Parents worried about their children can always ring them to check they are safe, and children can let their family know if they are going to be late home. Finally mobile phones can save lives. For example, if there is an accident, help can be called immediately, wherever the accident takes place.

On the other hand, there are significant problems with the use of mobile phones. In the first place, using mobile phones can cause accidents, for instance, when people are driving and using their phone at the same time. In addition, the loud use of mobile phones in public places such as cinemas is rude and can be very irritating for other people. Lastly, there has been an increase in street crime directly related to mobile phones. People have been attacked and their phones stolen from them.

In conclusion, I believe that, despite the disadvantages, mobile phones are essential to modern life and that the advantages to owning one are far greater.

to page 92

Thumbs Up or Thumbs Down?

Not every gadget in hi-tech home is a success. While the company gained useful information on what people liked and wanted to use, it also discovered what people didn't want, and that's a bigger list.

Less commercially viable technologies kicked out. The modified house will be a more realistic view of how families could live.

The biggest success was the always-on broadband Internet connection and the ability to wirelessly access music, computer games and DVDs from a variety of rooms, controlled by a central server at the

back of the house. In Mum and Dad's room, a large pull-down screen enabled DVD viewing or network gaming from the bed. An interactive Smart Board gave the daughter access to web games and control of her Sony Aibo dog. Mobile webpads were used as remote control and Internet access devices, and the large flat screen TV with access to TiVo's Digital Video recorder was "a big hit with all ages".

But not everything got such a positive report. First of all, traditional light switches will replace the voice-activated ones of the original house. The same goes for a number of other home control areas. Automated doors will be replaced, especially after one family's dog got locked in the bathroom. Automated heating systems, remote-controlled washing machines and Internet fridges also got the thumbs down. Devices such as the face recognition door entry system and the remotely operated digital bath are "a long way off" in the minds of consumers.

Wired-up version of the future has been down-graded. People simply aren't ready for a remote-controlled, automated world.

to page 107

Can you name?

The word carpet was used until the 19th century for any cover made of a thick material, such as a table cover or wall hanging; Since the introduction of machine-made products, it has been used almost exclusively for a floor covering. Both in Great Britain and in the United States the word rug is often used for a partial floor covering as distinguished from carpet, which frequently is tacked to the floor and usually covers it wall to wall. In reference to hand made carpets, however, the names carpet and rug are used interchangeably. Handmade carpets are works of art as well as functional objects. Indeed, many Oriental carpets have reached such supreme heights of artistic expression that they have always been regarded in the East as objects of exceptional beauty and luxury in the same way as masterpieces of painting have been in the West.

VOCABULARY 1

A

- abolish [ə'bɒlɪʃ] *v* վերացնել, ոչնչացնել
 absorb [əb'sɔ:b] *v* կլանել
 absurd [əb'sə:d] *a* անհեթեթ, անմիտ, ծիծաղելի
 academic [ˌækə'demɪk] *a* ակադեմիական
 accent [ək'sənt] *n* արտասանություն
 accept [ək'sept] *v* ընդունել
 acceptance [ək'septns] *n* հավանություն, ընդունումը
 access [ˌækses] *n* մոտենալու հնարավորություն
 accidentally [ˌæksɪ'dentlɪ] *adv* պատահաբար
 according to [ə'kɔ:dɪŋ] *prep* համաձայն, ըստ
 accurate [ˌækjʊrɪt] *a* ճշգրիտ, ճշտապահ
 accusation *n* ˌækju:'reɪʃn *n* մեղադրանք
 accustomed [ə'kʌstəmd] *a* վարժված, սովոր (to)
 acknowledge [ək'nɒlɪdʒ] *v* ճանաչել, ընդունել
 activity [æk'tɪvɪtɪ] *n* գործունեություն
 actually [ˌæktʃʊəli] *adv* փաստորեն, իրականում
 addition [ə'dɪʃn] *n* *in* ~ *ի* լրումն, բացի այդ
 administrative [əd'mɪnɪstrɪv] *a* վարչական
 adopt [ə'dɒpt] *v* ընդունել, որդեգրել
 adult [ˌædʌlt] *n* մեծահասակ
 advance [əd'vɑ:ns] *n* առաջխաղացում, հաջողություն
 adventure [əd'ventʃə] *n* արկած
 adventurous [əd'ventʃərəs] *a* արկածախնդիր
 affect [ə'fekt] *v* ներգործել, ազդել
 agency [ˌeɪdʒənsɪ] *n* գործակալություն
 aggressive [əg'resɪv] *a* ագրեսիվ, հարձակողական
 agreement [əg'rɪ:mənt] *n* համաձայնություն, համաձայնագիր
 ahead [ə'hed] *adv* նախապես
 aid [eɪd] *n* օգնություն
 alter [ˌɔ:lɪtə] *v* փոխ(վ)ել, վերափոխել
 alternative [ɔ:l'tɛ:nətɪv] *adv* այլընտրանքային
 although [ˌɔ:lðəʊ] *conj* չնայած
 ambassador [æm'bæsədə] *n* դեսպան
 amply [ˌæmplɪ] *adv* բավականաչափ, առատորեն
 analyze [ˌænəlaɪz] *v* վերլուծել
 analysis [ə'nælɪsɪz] *n* վերլուծություն
 antique [æn'tɪ:k] *a* անտիկ, հնադարյան
 applaud [ə'plɔ:d] *v* ծափահարել
 applause [əp'loʊz] *n* ծափահարություն
 applicant [ˌæplɪkənt] *n* հայցորդ, հավակնորդ
 application [ˌæplɪ'keɪʃn] *n* դիմում
 applied [ə'plaɪd] *a* կիրառական
 apply [ə'pləɪ] *v* կիրառել
 appreciate [əp'reɪʃɪet] *v* գնահատել
 argument [ˌɑ:gjʊ:mənt] *n* վեճ, փաստարկ
 arise [əraɪz] *v* ծագել, հայտնվել
 arrogance [ˌærəgəns] *n* գոռոզություն, ամբարտաճանություն
 arrogant [ˌærəgənt] *a* գոռոզ, ամբարտաճան
 artistic [ɑ:'tɪstɪk] *a* գեղարվեստական
 aspect [ˌæspekt] *n* տեսակետ
 assert [ə'sɔ:t] *n* հաստատել, հայտարարել
 assertive [ə'sɔ:tɪv] *a* հաստատական, հաստատական
 assimilation [ə,sɪmɪ'leɪʃn] *n* նմանեցում, ասիմիլյացիա
 assistant [ə'sɪstənt] *n* sales ~ վաճառող
 associate [ə'soʊʃɪet] *v* զուգակցել, միացնել
 association [ə,səʊsɪ'eɪʃən] *n* զուգակցում, միացում
 astronaut [ˌæstrənɔ:t] *n* տիեզերագնաց
 athletic [æθ'letɪk] *a* մարմնամարզական, ատլետիկ
 atmosphere [ˌætməsfɪə] *n* մթնոլորտ
 attention [ə'tenʃn] *n* ուշադրություն
 attitude [ˌætɪtjʊ:d] *n* վերաբերմունք
 attract [ə'trækt] *v* գրավել
 attractive [ə'træktɪv] *a* գրավիչ
 audience [ˌɔ:dʒəns] *n* ունկնդիրներ, հանդիսականներ
 authority [ɔ:θərɪtɪ] *n* իշխանություն, հեղինակություն
 autobiography [ˌɔ:təbaɪ'ɒgrəfi] *n* ինքնակենսագրություն
 autonomy [ɔ:tənəmi] *n* ինքնավարություն
 average [ˌævərɪdʒ] *a* միջին
 avoid [ə'vɔɪd] *v* խուսափել
 award [ə'wɔ:d] *v* պարգևել
 awe [ɔ:] *n* սկնածանք, երկյուղանք

B

background [ˌbækɡraʊnd] *n* ետին պլան. նախադրյալ
 balanced [ˌbælənst] *a* հավասարակշռված
 ban [bæn] *v* արգելել. օրենքից դուրս հայտարարել
 band [bænd] *n* խումբ. նվագախումբ. բանդա
 barely [ˌbeɪrli] *adv* 1. պարզապես, ուղղակի
 2. հազիվ թե
 barrier [bæriə] *n* 1. արգելապատ 2. խոչընդոտ
 basic [ˌbeɪsɪk] *a* հիմնական
 basis [ˌbeɪsɪs] *n* հիմք
 bazaar [bəˈzɑː] *n* արևելյան շուկա, բարեգործական վաճառք
 beggar [begə] *n* մուրացկան
 behavior [biˈheɪvɪə] *n* վարք, վարքագիծ
 belief [biˈliːf] *n* 1. հավատ 2. համբավում
 believe [biˈliːv] *v* 1. հավատալ 2. կարծել
 belittle [biˈlɪtl] *v* նվազեցնել
 belong [biˈlɒŋ] *v* պատկանել to
 benefit [ˌbenɪfɪt] *n* օգուտ, շահ. *v* օգուտ քաղել, շահ ստանալ
 besides [biˈsaɪdɪz] *adv* բացի դրանից, բացի այդ
 betray [biˈtreɪ] *v* մատնել, դավաճանել
 bigotry [ˌbɪɡətɪ] *n* մոլեռանդություն
 biosphere [ˌbaɪəʊsfiə] *n* բիոսֆերա
 blame [bleɪm] *v* մեղադրել
 blast [blɑːst] *n* պոռթկում, օդի հոսանք. *v* 1. պայթեցնել. 2 փչացնել
 blush [blʌʃ] *v* կարմրել, շիկնել
 bomb [bɒm] *n* ռումբ
 bonus [ˌbəʊnəs] *n* դրամական պարգև, շահութաբաժին
 boom [buːm] *n* բում (առևտրի, արդյունաբերության մեջ). *v* 1. թնդալ. 2. աճել
 boost [buːst] *v* աղմուկ բարձրացնել, գովազդել
 borrow [ˌbɒrəʊ] *v* փող առնել, պարտք վերցնել of, from
 boss [bɒs] *n* տեր, ձեռնարկատեր
 boundary [ˌbaʊndəri] *n* սահման
 bow [baʊ] *v* 1. կռնալ. 2. խոնարհվել, բարևել
 brain [breɪn] *n* ուղեղ
 brand [brænd] *n* գործանարային ապրանքանիշ

breakthrough [ˌbreɪkθruː] *n* ճեղքում
 breeze [briːz] *n* 1. թեթև քամի, զեփյուռ 2. նորություն
 brief [brɪːf] *a* կարճ, սեղմ, համառոտ
 browse [ˌbraʊz] *v* անցնել անցկացնել
 bunch [bʌntʃ] *n* փունջ, կապուկ
 buoy [bɔɪ] *n* խութանշան, բակեն
 burglar [ˌbɜːɡlə] *n* կոտորանք կատարող, գող, կողոպտիչ
 bust [bʌst] *n* կիսարձան, կիսանդրի
 butcher [ˌbʊtʃə] *n* մսագործ, մսավաճառ
 buzz [bʌz] *v* բզբզալ, դզզալ

C

calculation [ˌkælkjʊˈleɪʃn] *n* 1. հաշվում. 2. հաճվարկում
 candidate [ˌkændɪdɪt] *n* թեկնածու
 capital [ˌkæpɪtəl] *n* կապիտալ. *a* 1. հիմնական. 2. գլխավոր 3. գերազանց
 career [ˌkæriə] *n* կարիերա
 carpenter [ˌkɑːpɪntə] *n* ատաղձագործ, հյուսն
 cash [kæʃ] *v* կանխիկ դրամով վճարել
 castle [ˌkɑːsl] *n* ամրոց
 casualty [ˌkæʒjʊəltɪ] *n* դժբախտ պատահար
 cause [kɔːz] *n* 1. պատճառ. 2. առիթ. *v* պատճառել, ստիպել
 ceaseless [ˌsiːslɪs] *a* անդադար, անընդհատ
 celebrate [ˌselɪbreɪt] *v* տոնել
 certain [ˌsɜːtn] *a* 1. որոշակի. 2. որոշ. 3. մի, ինչ-որ
 challenge [ˌtʃælɪndʒ] *n* մրցահրավեր, մարտահրավեր
 change [tʃeɪdʒ] *n* 1. փոփոխում. 2. փոխանակում. *v* փոխ(վ)ել
 character [ˌkærɪktə] *n* 1. բնավորություն. 2. բնույթ
 charge [tʃɑːdʒ] *v* 1. մեկի վրա պատասխանատվություն դնել (with). 2. գին նշանակել (for)
 cheque [tʃek] *n* կտրոն
 chief [tʃiːf] *a* գլխավոր
 choir [ˌkwaɪə] *n* երգչախումբ
 choose [tʃuːz] *v* (chose, chosen) ընտրել
 chronic [ˌkrɒnɪk] *a* քրոնիկական, քրոնիկ
 circle [ˌsɜːkl] *n* շրջան, շրջանակ. *v* պտտվել
 circuit [ˌsɜːkɪt] *n* շրջապտույտ

civilization [ˌsɪvɪlaɪˈzeɪʃn] *n* քաղաքակրթություն
 claim [kleɪm] *n* 1. պահաջ. 2. պնդում. *v* 1. պահանջել. 2. պնդել
 clamour [ˌklæmə] *n* աղմուկ. *v* աղմուկով պահանջել
 clarify [ˌklærɪfaɪ] *v* պարզել, պարզաբանել
 clash [klæʃ] *n* 1. բախում. 2. աղմուկ. *v* 1. աղմկել. 2. աղմուկով պահանջել
 classic [ˌklæsɪk] *a* դասական
 claw [klɔː] *n* 1. ճանկ. 2. ճանկերով թաթ
 clear [kleə] *a* պարզ, պայծառ, մաքուր. *v* մաքրել
 clerk [klaːk] *n* գրասենյակային ծառայող
 collaborate [kəˈlæbəreɪt] *v* համագործակցել
 collapse [kəˈlæps] *n* 1. փուլում. 2. անկում. *v* 1. փուլ գալ. 2. ուժասպառ լինել
 colleague [ˌkɒliːg] *n* աշխատակից
 collective [kəˈlektɪv] *a* միացյալ, միահամուռ
 collision [kəˈlɪʒn] *n* ընդհարում, բախում
 collocation [ˌkɒləˈkeɪʃn] *n* բառակապակցություն
 colonel [ˌkɔːnəl] *n* գնդապետ
 combination [ˌkɒmbɪˈneɪʃn] *n* կապակցություն
 comment [ˌkɒment] *v* մեկնաբանել (*on*)
 reality [rɪˈælɪtɪ] *n* իրականություն
 commitment [kəˈmɪtmənt] *n* 1. ձերբակալում. 2. դատի տալ
 common [ˌkɒmən] *a* ընդհանուր, համայնական, հասարակ
 communicate [kəˈmjuːnɪkeɪt] *v* հաղորդակցվել
 communication [kəmjʊːnɪkeɪʃn] *n* հաղորդակցում
 communicator [kəˈmjʊːnɪkeɪtə] *n* հաղորդակցվող
 community [kəˈmjuːnɪtɪ] *n* համայնք
 company [ˌkʌmpəni] *n* ընկերություն, միացություն
 compare [kəmˈpeə] *v* համեմատել
 compete [kəmˈpiːt] *v* մրցել (*with*)
 competition [ˌkɒmpɪtɪʃn] *n* մրցում
 complain [kəmˈpleɪn] *v* զանգասովել, դժգոհել
 about
 complaint [kəmˈpleɪnt] *n* զանգաս, դժգոհություն

completely [kəmˈpliːtli] *adv* կատարելապես, լիովին, ամբողջովին
 complicated [ˌkɒmplɪˈkeɪtɪd] *a* բարդ, խճճված
 compliment [ˌkɒmplɪmənt] *n* հաճոյախոսություն
 compose [kəmˈpəʊz] *v* կազմել, հորինել
 concede [kənsɪːd] *v* զիջել, համաձայնվել
 concentrate [ˌkɒnsentreɪt] *v* կենտրոնանալ
 on
 concession [kənˈseɪʃn] *n* զիջում
 conch [kɒntʃ] *n* խեցի, խխունջ
 condition [kənˈdɪʃn] *n* պայման, վիճակ, դրություն
 conference [ˌkɒnfərəns] *n* կոնֆերանս, համագումար
 confirm [kənˈfɜːm] *v* հաստատել
 conflict [ˌkɒnflɪkt] *n* կոնֆլիկտ, ընդհարում. *v* բախման մեջ լինել, պայքարել
 confluence [ˌkɒnflʊəns] *n* միախառնում
 confuse [kənˈfjuːz] *v* խառնել, շփոթել, շփոթեցնել
 connect [kəˈnekt] *v* միացնել, միանալ
 կապ(վ)ել
 connection [kəˈnekʃn] *n* կապ, միացում, կցում
 connotation [ˌkɒnəʊˈteɪʃn] *n* լրացուցիչ իմաստ
 consequence [ˌkɒnsɪkwəns] *n* հետևանք
 consequently [ˌkɒnsɪkwəntli] *adv* հետևաբար, ուստի, որպես հետևանք
 consider [kənˈsɪdə] *v* համարել, մտածել, կարծել, նկատի ունենալ
 constant [ˌkɒnstənt] *a* հաստատուն, մնալուն, անփոփոխ
 constantly [ˌkɒnstəntli] *adv* մշտապես, շարունակ, հաճախակի
 construct [kənˈstrʌkt] *v* կառուցել, շինել, ստեղծել
 constructive [kənˈstrʌktɪv] *a* կառուցողական, ստեղծարար
 consultant [kənˈsʌltənt] *n* խորհրդատու
 consumer [kənˈsjuːmə] *n* սպառող
 consumerism [kənˈsjuːməɪzɪzəm] *n* սպառողականություն
 consumption [kənˈsʌmpʃn] *n* սպառում, ծախսում
 contact [ˌkɒntækt] *n* շփում, կոնտակտ. *v* շփվել, հիվել. կապ հաստատել

contain [kən'teɪn] *v* պարունակել, բովանդակել
 continue [kən'tɪnjuː] *v* շարունակել
 contract [ˌkɒntrækt] *n* պայմանագիր. *v* պայմագիր կնքել
 contrast [kɒntrɑːst] *n* հակադրություն, *in* ~ *ի* հակադրություն
 contribute [kən'trɪbjʊːt] *v* նպաստել, օժանդակել (*to*)
 control [kən'trəʊl] *n* հսկողություն. *v* հսկել
 convince [kən'vɪns] *v* համոզել, հավաստիացնել
 convincing [kən'vɪnsɪŋ] *a* համոզիչ
 cooperation [ˌkəʊpə'reɪʃn] *n* համագործակցություն
 cooperative [kəʊ'pərətɪv] *a* համատեղ, միատեղ
 cope [kəʊp] *v* գլուխ բերել, հաղթահարել (*with*)
 copyright [ˌkɒpɪraɪt] *n* հեղինակային իրավունք
 corn [kɔːn] *n* հացահատիկ, եգիպտացորեն
 corporate [ˌkɔːpəɪt] *a* կորպորատիվ, ընդհանուր
 corporation [ˌkɔːpəreɪʃn] *n* կորպորացիա, ընկերություն
 cost [kɒst] *n* արժեք. *at all* ~ *s* ամեն գնով
 counter [ˌkaʊntə] *n* վաճառատեղան
 counterpart [ˌkaʊntəpɑːt] *n* երկնմանակ, պատճեն
 courage [ˌkʌrɪdʒ] *n* խիզախություն, արիություն
 courses [ˌkɔːsɪs] *n* դասընթաց
 court [kɔːt] *n* 1. բակ. 2. դատարան. 3. խաղահրապարակ
 cover [ˌkʌvə] *n* 1. ծածկոց. 2. գրքի կազմ
 crack [kræk] *v* ճաքել, ջարդել
 crash [kræʃ] *n* վթար, խորտակում. *v* վթարի ենթարկվել, խորտակվել
 crawl [krɔːl] *v* սողալ
 cream [kriːm] *n* 1. սերուցք. 2. կրեմ
 create [kriːeɪt] *v* ստեղծել
 creative [kriːeɪtɪv] *a* ստեղծարար, ստեղծագործական
 creature [ˌkriːtʃə] *n* արարած, էակ
 credit [ˌkredɪt] *n* հավատ, վստահել
 creditor [ˌkredɪtə] *n* վարկատու
 crime [kraɪm] *n* հանցագործություն
 criminal [ˌkrɪmɪnəl] *n* հանցագործ

crisis [ˌkraɪsɪs] *n* ճգնաժամ
 critic [ˌkrɪtɪk] *n* քննադատ
 criticism [ˌkrɪtɪsɪzəm] *n* քննադատություն
 cross-cultural [ˌkrɒsˈkʌltʃərəl] *a* միջմշակութային
 crucifixion [ˌkruːsɪˈfɪkʃn] *n* խաչում. տառապանք
 cruelly [ˌkruːltɪ] *adv* դաժանորեն
 cultural [ˌkʌltʃərəl] *a* մշակութային
 culture [ˌkʌltʃə] *n* մշակույթ
 cure [kjʊə] *n* դեղ, դեղամիջոց. *v* բուժել
 current [ˌkʌrənt] *a* հոսող. ընթացիկ
 curriculum vitae [kəˌrɪkjʊləmˈvaɪtəɪ] *n* կրճատ կենսագրություն
 customer [ˌkʌstəmə] *n* հաճախորդ
 cut out [kʌt aʊt] *v* ~ *for* ստեղծված լինել
 տվյալ աշխատանքի համար
 cycle [ˌsaɪkl] *n* հեծանիվ

D

dangerous [ˌdeɪndʒərəs] *a* վտանգավոր
 dare [deə] *v* համարձակվել
 data [ˌdeɪtə] *n* տվյալներ, փաստեր
 dawn [dɔːn] *n* լուսաբաց, արշալույս
 dazzle [ˌdæzl] *v* շլացնել, ապշացնել
 deal [diːl] *n* գործարք. *v* առևտուր անել (*with*). գործ ունենալ
 death [deθ] *n* մահ
 debt [det] *n* պարտք
 debtor [ˌdetə] *n* պարտապան
 decade [diˈkeɪd] *n* տասնամյակ
 deceive [diˈsiːv] *v* խաբել
 decent [diːsənt] *a* պատշաճ. համեստ
 decimal [ˌdesɪml] *a* տասնորդական
 decision [diˈsɪʒn] *n* որոշում
 decorum [diˈkɔːrəm] *n* արտաքին վայելչություն, վարվելակարգ
 deeply [ˌdiːpli] *adv* խորապես
 defend [diˈfend] *v* պաշտպանել
 deforestation [diˌfɔːrɪˈsteɪʃn] *n* անտառահատում
 delicate [ˌdelɪkət] *a* նուրբ. նրբազգաց. հիվանդոտ
 deliver [dɪlɪvə] *v* առաքել
 demand [diˈmaːnd] *v* պահանջել
 dense [dense] *a* խիտ
 dentist [ˈdentɪst] *n* ատամնաբույժ
 depression [diˈpreʃn] *n* ճնշվածություն. լճացում

describe [dɪs'kraɪb] *v* նկարագրել
 description [dɪs'krɪpʃn] *n* նկարագրություն
 desert [ɪ'dezət] *n* անապատ
 deserve [[dɪ'zə:v] *v* արժանի լինել
 design [dɪ'zaɪn] *v* նախագծել. նկարել
 desire [dɪ'zaɪə] *n* ցանկություն. *v* ցանկա-
 նալ
 despite [dɪspart] ~ չնայած
 destruction [dɪs'trʌkʃn] *n* կործանում, ավե-
 րում
 destructive [dɪs'trʌktɪv] կործանիչ, ավերիչ
 detail [dɪ'teɪl] *n* մանրամասնություն
 determined [dɪ'tɜ:mɪnd] *a* վճռական, հաս-
 տատուն
 devastate [ɪ'devəsteɪt] *v* ավերել, ամայաց-
 նել
 develop [dɪ'veləp] *v* զարգանալ, զարգաց-
 նել
 development [dɪ'veləpmənt] *n* զարգացում
 deviate [dɪ'veɪet] *v* շեղվել, թեքվել
 device [dɪ'vaɪs] *n* հարմարանք, մեխանիզմ,
 սարք
 diagram [ɪ'daɪəgræm] *n* դիագրամ, սխեմա
 dialect [ɪ'daɪəlekt] *n* բարբառ
 diaspora [daɪ'æspərə] *n* սփյուռք
 different [ɪ'dɪfrənt] *a* տարբեր
 differentiate [ɪ'dɪfə'renʃɪet] *v* տարբեր(վ)ել,
 զանազան(վ)ել
 diffusion [dɪ'fju:ʒn] *n* տարածում
 digital [ɪ'dɪdʒɪtəl] *a* թվային
 diplomat [dɪpləmət] *n* դիվանագետ
 director [dɪ'rektə] *n* 1. ղեկավար, դիրեկտոր.
 2. ռեժիսյոր
 disadvantage [ɪ'dɪsəd'vɑ:ntɪdʒ] *n* անբարե-
 նպաստ պայման
 disappear [ɪ'dɪsə'pɪə] *v* անհայտանալ
 disappointed [ɪ'dɪsə'pɔɪntɪd] *a* հիասթափ-
 ված, վշտացած
 disaster [dɪ'zɑ:stə] *n* աղետ
 discipline [ɪ'dɪsɪplɪn] *n* կարգապահություն
 discovery [dɪs'kʌvərɪ] *n* հայտնաբերում
 discrimination [dɪ'skrɪmɪ'neɪʃn] *n* դիսկրի-
 մինացիա, խտրականություն
 disease [dɪ'zi:z] *n* հիվանդություն
 disgust [dɪs'gʌst] *n* զզվանք, զարշանք. *v*
 զզվեցնել
 distribution [ɪ'dɪstrɪ'bju:ʃn] *n* բաշխում, բա-
 ժանում
 disturb [dɪs'tə:b] *v* անհանգստացնել

disturbance [dɪs'tə:bəns] *n* անհանգստու-
 թյուն
 diverse [daɪ'və:s] *a* տարբեր, ուրիշ, այլ
 diversity [daɪ'və:sɪtɪ] *n* բազմազանություն
 divine [dɪ'vaɪn] *a* սքանչելի, հրաշալի
 dominant [ɪ'dɒmɪnənt] *a* իշխող, տիրապե-
 տող
 domination [ɪ'dɒmɪ'neɪʃn] *n* տիրապետու-
 թյուն, իշխանություն
 donate [dəʊ'neɪt] *v* նվիրել, նվիրաբերել
 dormant [ɪ'dɔ:mənt] *a* ննջացող, քնած
 doubt [daʊt] *n* կասկած. *v* կասկածել
 drain [dreɪn] *v* ցամաքեցնել, չորացնել
 dramatic [drə'mætɪk] *a* դրամատիկական
 draw [drɔ:] *v* քաշել, ձգել
 drawback [ɪ'drɔ:bæk] *n* թերություն
 dream [dri:m] *n* երազ. *v* երազել
 dreary [driəri] *a* մոռյալ, տաղտկալի, տխուր
 due to [ɪ'dju:tə] *a* շնորհիվ, պատճառով
 durable [ɪ'dʒʊərəbl] *a* ամուր, պինդ, դիմաց-
 կուն
 dustman [dʌstmən] *n* աղբահան
 dynamite [ɪ'daɪnəmaɪt] *n* դինամիտ

E

eager [ɪ:ɡə] *a* մեծ ցանկություն ունեցող
 earn [ɜ:n] *v* վաստակել
 earnings [ɜ:nɪŋz] *n* վաստակ, վաստակած
 փող
 economics [ɪ:k'ɒnəmɪks] *n* տնտեսագիտու-
 թյուն
 economist [ɪ:k'ɒnəmɪst] *n* տնտեսագետ
 economy [ɪkənəmi] *n* տնտեսություն
 education [ɪ'dju:keɪʃn] *n* կրթություն
 effect [ɪfekt] *n* արդյունք, հետևանք
 effective [ɪ'fektɪv] *a* ազդու, տպավորիչ
 efficient [ɪ'fɪʃənt] *a* ազդող, ներգործող
 effort [ɪ'efət] *n* ջանք
 election [ɪ'lekʃn] *n* ընտրություն
 electronics [ɪ'lek'trɒnɪk] *n* էլեկտրոնիկա
 eloquent [ɪ'ləkwənt] *a* պերճախոս
 embrace [ɪm'breɪs] *v* գրկել, գրկախառնվել
 emergency [ɪ'mə:dʒənsɪ] *n* անակնկալ
 դեպք, վթար
 emotion [ɪ'moʊʃn] *n* հույզ, հուզմունք
 emotional [ɪ'moʊʃənl] *a* հուզիչ, հուզվող
 employ [ɪm'plɔɪ] *v* աշխատանք տալ, վար-
 ձել
 employee [ɪ'mplɔɪ'ɪ:] *n* ծառայող

employer [ɪm'plɔɪə] *n* վարձող, աշխատանք
 տվող
 employment [ɪm'plɔɪmənt] *n* աշխատանք,
 զբաղմունք
 enable [ɪ'neɪbl] *v* հնարավորություն, իրա-
 վունք տալ
 enchant [ɪn'tʃɑːnt] *v* հմայել, դյութել
 enclose [ɪn'klaʊz] *v* ներփակել, շրջապա-
 տել
 encounter [ɪn'kaʊntə] *v* անսպասելի հան-
 դիպում, բախում
 endanger [ɪn'deɪndʒə] *v* վտանգի ենթարկել
 energy [ˌenədʒɪ] *n* էռանդ, ուժ, կորով
 engagement [ɪn'ɡeɪdʒmənt] *n* հանդիպում,
 նշանադրություն
 enjoy [ɪn'dʒɔɪ] *v* բավականություն, հաճույք
 ստանալ
 enormous [ɪ'noʊməs] *a* հսկայական, վիթխա-
 րի
 enough [ɪn'ʌf] *a* բավական. *adv* բավակա-
 նաչափ
 enrich [ɪn'riːtʃ] *v* հարստացնել
 enthusiastic [ɪnθjuːzɪ'æstɪk] *a* խանդավառ
 entire [ɪn'taɪə] *a* լրիվ, ամբողջական
 environment [ɪn'vaɪərənmənt] *n* շրջակա մի-
 ջավայր
 epic [ˈepɪk] *n* էպիկական պոեմ
 equipment [ɪ'kwɪpmənt] *n* սարքավորում
 era [ˈɪərə] *n* դարաշրջան, ժամանակա-
 շրջան
 erect [ɪ'rekt] *a* ուղիղ. *v* բարձրացնել
 erupt [ɪ'rʌpt] *v* ժայթքել
 especially [ɪs'peʃəli] *adv* հատկապես
 essay [ˈeseɪ] *n* ակնարկ
 essential [ɪ'senʃəl] *a* էական, հիմնական
 ethics [ˈeθɪks] *n* էթիկա, բարոյականու-
 թյուն
 ethnic [ˈeθnɪk] *a* էթնիկական
 evaluate [ɪ'væljuːeɪt] *v* գնահատակել
 even [ˈiːvn] *a* հավասար, հարթ. նույնիսկ
 event [ɪ'vent] *n* դեպք, իրադարձություն
 eventually [ɪ'ventʃʊəli] *adv* վերջիվերջո,
 վերջին հաշվով
 evidence [ˈeɪvɪdəns] *n* վկայություն, փաստ,
 ապացույց
 evident [ˈeɪvɪdənt] *a* հայտնի, ակնհայտ
 exchange [ɪks'tʃeɪndʒ] *v* փոխանակել. ման-
 րել (փողը)
 evil [ˈiːvl] *n* չարիք. *a* չար, վնասակար

excitement [ɪk'saɪtmənt] *n* հուզում, հուզ-
 մունք
 execute [ˌeksɪkjuːt] *v* կատարել. մահապատ-
 ժի ենթարկել
 exile [ˈeksaɪl] *v* արտաքսել, աքսորել
 exist [ɪɡ'zɪst] *v* գոյություն ունենալ
 expand [ɪks'pænd] *v* ընդարձակ(վ)ել, տա-
 րած(վ)ել
 expansion [ɪks'pænsɪn] *n* տարածում, ընդ-
 լայնում
 expect [ɪkspekt] *v* սպասել, ակնկալել
 expenditure [ˌɪks'pendɪtʃə] *n* ծախս, ծախ-
 սեր
 experience [ɪks'pɪəriəns] *n* կյանքի փորձ.
 դեպք. *v* ճաշակել, զգալ, ապրել
 experienced [ɪk'spɪəriənsd] *a* փորձված,
 փորձառու
 experiment [ɪk'sperɪmənt] *n* փորձ, գիտա-
 փորձ
 expertise [ˌeksɪpətaɪz] *v* փորձագիտություն
 անցկացնել
 explain [ɪk'spleɪn] *v* բացատրել
 explode [ɪk'spləʊd] *v* պայթ(եցն)ել
 exploitation [ˌɪk'splɔɪ'teɪʃn] *n* շահագոր-
 ծում
 explosion [ɪk'spləʊʒn] *n* պայթյուն
 explosive [ɪk'spləʊsɪv] *n* պայթուցիկ նյութ
 export [ek'spɔːt] *v* արտահանել
 exporter [ek'spɔːtə] *n* արտահանող
 express [ɪk'spres] *v* արտահայտել
 expression [ɪk'spreʃn] *n* արտահայտու-
 թյուն
 extensive [ɪk'stensɪv] *a* ընդհարձակ, լայնա-
 տարած
 extent [ɪk'stent] *n* to a certain/some ~
 extraordinary [ɪk'strɔːdnəri] *a* արտասովոր,
 անսովոր
 extreme [ɪk'striːm] *n* ծայրահեղություն

F

face [feɪs] *v* համարձակորեն դիմավորել
 fact [fækt] *n* փաստ
 fail [feɪl] *v* քննությունից կտրվել, ձախող-
 վել
 failure [ˈfeɪljə] *n* ձախողում
 fair [feə] *a* 1. հիանալի. 2. ազնիվ
 fall [fɔːl] *v* (fell, fallen) ընկնել
 false [fɔːls] *a* սուտ, կեղծ
 famine [ˈfæmɪn] *n* սով

famous [feɪməs] *a* հայտնի
 farce [fɑ:s] *n* զավեշտախաղ
 fault [fɔ:lt] *n* սխալ, վրիպում
 faulty [,fɔ:ltɪ] *a* սխալ
 favourite [,feɪvərɪt] *a* սիրելի, սիրած
 fear [fɪə] *n* ահ, վախ, երկյուղ. *v* վախենալ
 feature [ˈfi:tʃə] *n* բնորոշ գիծ, առանձնահատկություն
 feeling [ˈfi:liŋ] *n* զգացմունք
 female [ˈfi:meɪl] *n* կին
 fiction [ˈfɪkʃn] *n* արձակ գրականություն
 field [fi:ld] *n* դաշտ, բնագավառ
 figure [ˈfɪɡə] *n* թիվ, թվանշան
 finally [ˈfaɪnəli] *adv* վերջնականապես, վերջապես
 finances [ˈfaɪ'nænsɪs] *n* ֆինանսներ
 financial [ˈfaɪ'nænsɪəl] *a* ֆինանսական
 fire [faɪə] *n* հրդեհ
 first [fɜ:st] *adj* առաջին. ~and foremost նախ և առաջ
 firstly [ˈfɜ:stli] նախ և առաջ
 fit [fɪt] *n* նուպա. *by* ~ *s* and starts
 flash [flæʃ] *v* առկայծել, փայլատակել
 flexible [ˈfleksəbl] *a* ճկուն, դյուրաթեք
 flood [flʌd] *n* ջրհեղեղ
 florist [ˈflɒrɪst] *n* ծաղկավաճառ
 flourish [ˈflaʊrɪʃ] *v* ծաղկել, բարգավաճել
 fly [flaɪ] *v* թռչել
 focus [ˈfəʊkəs] *v* կենտրոնանալ (on)
 force [fɔ:s] *n* ուժ, զորություն
 foreign [ˈfɔ:ɪn] *a* օտարերկրյա
 foreman [ˈfɔ:mən] *n* վարպետ, աշխղեկ
 formal [ˈfɔ:məl] *a* ձևական, պաշտոնական
 formula [ˈfɔ:mjʊlə] *n* բանաձև
 fortune [ˈfɔ:tʃən] *n* բախտ, հաջողություն. հարստություն
 fossil [ˈfɒsl] *n* քրածո
 freckle [ˈfrekl] *n* պեպեն
 freezing [ˈfri:zɪŋ] *n* սառչում, *a* շատ սառը
 frequently [ˈfri:kwəntli] *adv* հաճախ
 frighten [ˈfraɪtn] *v* վախեցնել
 fruitless [ˈfru:tles] *a* անպտուղ, ապարդյուն
 frustration [ˈfrʌ'streɪʃn] *n* խափանում, խորտակում
 fuel [fjuəl] *n* վառելիք, վառելանյութ
 furthermore [ˌfɜ:ðə'mɔ:z] բացի այդ

G

gadget [ˈɡædʒɪt] *n* սարք, գործիք

gain [geɪn] *v* ստանալ, վաստակել
 gallery [ˈɡæləri] պատկերասրահ
 general [ˈdʒenrəl] *a* ընդհանուր
 generally [ˈdʒenrəli] *adv* ընդհանրապես
 generation [ˈdʒenə'reɪʃn] *n* սերունդ
 genocide [ˈdʒenəsəɪd] *n* ցեղասպանություն
 gentle [ˈdʒentl] *a* մեղմ, քնքուշ, հեզ
 gently [ˈdʒentli] *adv* մեղմորեն, քնքշությամբ
 giant [ˈdʒaɪənt] *n* աժդահա
 gifted [ˈdʒaɪənt] *a* տաղանդավոր, շնորհալի
 global [ˈɡləʊbəl] *a* գլոբալ
 globalization [ˌɡləʊbəlaɪ'zeɪʃn] *n* գլոբալացում
 globalize [ˈɡləʊbəlaɪz] *v* գլոբալացնել
 globe [ɡləʊb] *n* ~ երկրագունդ
 glue [ɡlu:] *n* սոսիճ
 goal [ɡoʊl] *n* նպատակ, նպատակակետ
 goods [ɡʊdz] *n* ապրանք
 governor [ˈɡʌvənə] *n* նահանգապետ, կառավարիչ
 gradually [ˈɡrædʒʊəli] *adv* աստիճանաբար, հետզհետե
 grant [ɡra:nt] *v* թույլ տալ, նվիրել
 grave [ɡreɪv] *n* գերեզման
 grow [ɡroʊ] *v* (grew, grown) աճել, դառնալ
 grown-up [ɡroʊn ʌp] *n* մեծահասակ
 growth [ɡroʊθ] *n* աճ
 grudgingly [ˈɡrʌdʒɪŋli] *adv* դժկամությամբ, չուզենալով
 guideline [ˈdaɪdlaɪn] *n* հրահանգ
 guilty [ˈɡɪltɪ] *a* մեղավոր

H

haggle [ˈhæɡl] *v* վիճել, սակարկել (about, over)
 hairdresser [ˈheədresə] *n* վարսավիր
 half [hɑ:f] կես
 handiwork [ˈhændɪwɜ:k] *n* ձեռքի աշխատանք
 hard [hɑ:d] *a* պինդ, կարծր, սաստիկ, ծանր
 hardly [ˈhɑ:dlɪ] *adv* հազիվ, հազիվ թե
 hardware [ˈhɑ:dweə] *n* երկաթեղեն, երկաթեղեն իրեր
 hardworking [ˈhɑ:d'wɜ:kɪŋ] *a* ջանասեր
 harmony [ˈhɑ:məni] *n* ներդաշնակություն, համաձայնություն
 hate [heɪt] *v*ատել
 hatred [ˈheɪtrɪd] *n*ատելություն

haunt [haʊnt] *v* հետապնդել, հալածել
haze [heɪz] *n* մշուշ, թեթև մառախուղ
headquarters [ˌhedkwɒtəz] *n* շտաբ, գլխավոր վարչություն
health [helθ] *n* առողջություն
heat [hi:t] *n* տաքություն, շոգ. *v* տաքանալ, տաքացնել
hedge [hedʒ] *v* ցանկապատել, խոչընդոտ ստեղծել
heritage [ˌherɪteɪdʒ] *n* ժառանգություն
hesitation [ˌhezɪˈteɪʃn] *n* տատանում, անվճռականություն
hide [haɪd] *v* թաքցնել
hoax [həʊks] *n* խաբեություն, խորամանկություն
honour [ˈɒnə] *n* պատիվ, փառք, հարգանք. *v* հարգել, պատվել, մեծարել
hope [həʊp] *n* հույս
horn [hɔ:n] *n* կտուղ
host [həʊst] *n* տան տեր. *v* հյուրընկալել
however [haʊˈevə] սակայն, բայց, այնուամենայնիվ
huge [hju:dʒ] *a* հսկայական
humanity [hju:ˈmænɪtɪ] *n* մարդկություն
hunt [hʌnt] *v* որս անել

I

idea [aɪˈdɪə] *n* միտք, գաղափար
identify [aɪˈdentɪfaɪ] *v* ճանաչել, ինքնությունը հաստատել
identity [aɪˈdentɪtɪ] *n* ինքնություն
ignorance [ˌɪɡnərəns] *n* անտեղյակություն, տգիտություն
illegal [ɪˈlɪɡəl] *a* անօրինի
image [ˌɪmɪdʒ] *n* պատկեր
imagination [ˌɪmædʒɪˈneɪʃn] *n* երևակայություն
imagine [ɪˈmædʒɪn] *v* պատկերացնել, կարծել
immediate [ɪˈmɪdʒət] *a* անհապաղ, անհետաձգելի
immediately [ɪˈmi:djətli] *adv* անհապաղ, անմիջապես
immigration [ˌɪmɪˈɡreɪʃn] *n* ներգաղթ
imminent [ˌɪmɪnənt] *a* սպառնացող, մոտեցող
immorality [ˌɪməˈrælɪtɪ] *n* անբարոյականություն

impend [ɪmˈpend] *v* վրա հասնել, սպառնալ
import [ɪmˈpɔ:t] *v* ներմուծել
importance [ɪmˈpɔ:təns] *n* կարևորություն
important [ɪmˈpɔ:tənt] *a* կարևոր
importation [ˌɪmpɔ:tˈteɪʃn] *n* ներմուծում
impoverish [ɪmˈpɔ:vərɪʃ] *v* աղքատացնել
imprecision [ˌɪmprɪˈsɪʒn] *n* անճշտություն
impression [ɪmˈpreʃn] *n* տպավորություն
improve [ɪmˈpru:v] *v* բարելավ(վ)ել
include [ɪnˈklu:d] *v* պարունակել, ներառել
income [ˌɪnkəm] *n* եկամուտ
increase [ɪnˈkri:s] *v* աճել
incredibly [ɪnˈkredəbli] *adv* անհավատալիորեն
independence [ɪndɪˈpendəns] *n* անկախություն
indicate [ˌɪndɪkeɪt] *a* մատնանշել, նշանակել
individual [ɪndɪˈvɪdʒʊəl] *a* անհատական
individuality [ˌɪndɪˈvɪdʒʊˈælətɪ] *n* անհատականություն
industrial [ɪnˈdʌstriəl] *a* արդյունաբերական
industry [ˌɪndʌstri] *n* արդյունաբերություն
inequality [ˌɪnɪkˈwɔ:lɪtɪ] *n* անհավասարություն
infected [ɪnˈfektɪd] *a* վարակած
influence [ˌɪnflʊəns] *n* ազդեցություն (on). *v* ազդել
influx [ˌɪnflʌks] *n* ներհոսում
inform [ɪnfɔ:m] *v* տեղեկացնել
informal [ɪnˈfɔ:məl] *a* ոչ պաշտոնական
information [ˌɪnfəˈmeɪʃn] *n* տեղեկություն
injure [ˌɪndʒə] *v* վնաս հասցնել, վիրավորել
innate [ˌɪnert] *a* բնածին
insight [ˌɪnsaɪt] *n* խորաթափանցություն (into)
inspiration [ˌɪnspəˈreɪʃn] *n* ներշնչում, ոգեշնչում
instead [ɪnstəd] փոխարեն (of)
instinctive [ɪnsˈtɪŋktɪv] *a* բնագդական, բնագդային
institution [ˌɪnstɪˈtju:ʃn] *n* հիմնարկ
instruction [ɪnˈstrʌkʃn] *n* հրահանգավորում
instrument [ˌɪnstromənt] *n* գործիք
insult [ˌɪnsʌlt] *n* վիրավորանք
intellectual [ˌɪntɪˈlektʃʊəl] *a* ինտելեկտուալ, մտավոր

intelligence [ɪn'telɪdʒəns] *n* խելք, մտավոր կարողություն
 intelligent [ɪn'telɪdʒənt] խելացի
 interaction [ˌɪntər'kʃn] *n* փոխազդեցություն
 interest [ˌɪntrɪst] *n* հետաքրքրություն, շահ
 interlace [ˌɪntə'leɪs] *v* միահյուս(վ)ել
 intermediary [ˌɪntə'mɪdɪərɪ] *n* միջնորդ
 international [ˌɪntə'næʃnəl] *a* միջազգային
 interpret [ɪn'təːprɪt] *v* բանավոր թարգմանել
 interpreter [ɪn'təːprɪtə] *n* թարգմանիչ (բանավոր)
 interrupt [ˌɪntə'rʌpt] *v* ընդհատել
 interview [ˌɪntəvjʊː] *n* հարցազրույց
 intolerance [ɪn'tɒlərəns] *n* անհանդուրժողություն
 intonation [ˌɪntə'neɪʃn] *n* հնչերանգ
 intrinsic [ɪn'trɪnsɪk] *a* ներքին, ներհատուկ
 introduce [ˌɪntrə'dʒʊːs] *v* ներմուծել, ծանոթացնել
 invasive [ɪn'veɪsɪv] *a* ներխուժող, զավթողական
 invention [ɪn'venʃn] *n* գյուտ, գյուտարարություն
 investment [ɪn'vestmənt] *n* ներդնում
 involve [ɪn'vɒlv] *v* ներգրավել (*in*)
 island [ˌaɪlənd] *n* կղզի
 issue [ˌɪʃjʊː] *n* վիճելի հարց

J

jealous [ˌdʒeləs] *a* խանդոտ, նախանձ
 journalist [ˌdʒəːnəlɪst] *n* լրագրող
 judge [dʒʌdʒ] *n* դատավոր
 justice [ˌdʒʌstɪs] *n* արդարություն
 justify [dʒʌstɪfaɪ] *v* արդարացնել

K

keen [kiːn] *a* եռանդուն
 keep [kiːp] *v* պահել
 kind [kaɪnd] *n* տեսակ

L

label [leɪbl] *n* պիտակ
 laboratory [lə'bɒrətɪrɪ] *n* լաբորատորիա
 lack [læk] *n* պակաս. *v* կարիք ունենալ
 lag behind [ˌlæɡ brɪhaɪnd] *v* ետ մնալ
 landmine *n* ականառումք
 laugh [lɑːf] *v* ծիծաղել

laughter [ˌlɑːftə] *n* ծիծաղ
 launch [lɔːntʃ] *v* արձակել (հրթիռ)
 laureate [ˌlɔːrɪt] *n* դափնեկիր
 lavishly [lævɪʃli] *adv* շռայլորեն
 law [lɔː] *n* օրենք
 lawyer [ˌlɔːjə] *n* փաստաբան, իրավաբան
 leader [ˌliːdə] *n* առաջնորդ
 legislator [ˌledʒɪsleɪtə] *n* օրենսգիր
 lend [lend] *v* (*lent*, *lent*) պարտքով տալ
 liability [ˌlaɪə'bɪlɪtɪ] *n* պատասխանատվություն
 lieutenant [lef'tenənt] *n* լեյտենանտ
 lifestyle [ˌlaɪfstɑɪl] *n* ապրելաոճ
 likely [ˌlaɪkli] *adv* հավանական
 link [lɪnk] *n* կապ, կապակցող օղակ
 loan [lɒn] *v* փոխառություն տալ
 logging industry [ˌlɒɡɪŋ, ɪndəstrɪ] փայտամշակության արդյունաբերություն
 lord [lɔːd] *n* լորդ, տեր
 loser [ˌluːzə] *n* տանուլ տված մարդ
 loss [lɒs] *n* կորուստ
 loyalty [ˌlɔɪəltɪ] *n* հավատարմություն
 lyrical [ˌlɪrɪkəl] *a* քնարական

M

magma [ˌmægmə] *n* մագմա, հրահեղուկ զանգված
 magnitude [ˌmæɡnɪtjuːd] *n* մեծություն, կարևորություն
 mainly [ˌmeɪnli] *adv* գլխավորապես, մեծ մասամբ
 maintain [meɪn'teɪn] *v* պահել, պահպանել
 major [ˌmeɪdʒə] *a* մեծ, գլխավոր
 majority [mə'dʒɔrɪtɪ] *n* մեծամասնություն
 make [meɪk] *v* դառնալ
 male [meɪl] *n* տղամարդ, արու
 malnutrition [ˌmælnjuː'trɪʃn] *n* թերասնունդ
 manage [ˌmænɪdʒ] *v* ղեկավարել, գլուխ հանել
 management [ˌmænɪdʒmənt] *n* կառավարում
 manipulate [mə'nɪpjəleɪt] *v* հմտորեն վարել, բանեցնել
 mankind [mæn'kaɪnd] *n* մարդկություն
 manufacture [ˌmænju'fæktʃə] *v* արտադրել
 mark [mɑːk] *v* նշել. ~ out առանձնացնել
 market [ˌmɑːkɪt] *n* շուկա

mass media [ˌmæs ˌmɪːdiə] *n* լրատվական միջոցներ
 maxim [ˌmæksɪm] *n* իմաստալից խոսք
 mean [miːn] *v* նշանակել, նկատի ունենալ
 means [miːnz] *n* միջոց, միջոցներ
 meatball [miːtɒl] *n* կոլոլակ
 mechanic [mɪˌkænɪk] *n* մեխանիկ, արհեստավոր
 mechanical [mɪˈkænɪkəl] *a* մեխանիկական
 mediate [ˌmiːdiət] *v* միջնորդել
 medicine [ˌmedsɪn] *n* բժշկություն, դեղ
 melancholic [ˌmeləˈnɒlɪk] *a* մելամաղձոտ
 melodrama [ˌmeləˈdrɑːmə] *n* մելոդրամա
 memorise [ˌmeməraɪz] *v* մտքում պահել, հավերժացնել
 memory [ˌmeməri] *n* հիշողություն
 menace [ˌmenəs] *n* սպառնալիք
 mention [ˌmenʃn] *v* հիշատակել, նշել
 merge [mɜːdʒ] *v* միախառնել
 method [ˌmeθəd] *n* մեթոդ
 mighty [ˌmaɪti] *a* ուժեղ, հզոր
 migrant [ˌmaɪgrənt] *n* վերաբնակիչ, գաղթական
 military [ˌmɪlɪtri] *a* ռազմական
 milkman [ˌmɪlkmen] *n* կաթնավաճառ
 millionaire [ˌmɪljəˈneə] *n* միլիոնատեր
 mind [maɪnd] *n* խելք, կարծիք
 minister [ˌmɪnɪstə] *n* մինիստր, քահանա
 minority [ˌmaɪˈnɒrɪti] *n* փոքրամասնություն
 mirror [ˌmɪrə] *n* հայելի
 mislead [ˌmɪsˈliːd] *v* սխալ առաջնորդել
 mix [mɪks] *v* խառնել
 model [ˌmɒdl] *n* կադապար
 modern [ˌmɒdn] *a* ժամանակակից
 modification [ˌmɒdɪfɪˈkeɪʃn] *n* փոփոխություն
 modify [ˌmɒdɪfaɪ] *v* ձևափոխել
 molten [ˌmoultən] *a* ձուլած, հալած
 moral [ˌmɔːrəl] *n* բարոյախոսություն. *a* բարոյական
 morality [məˈrælɪti] *n* բարոյախոսություն
 moreover [məˈruːə] բացի այդ, դեռ
 ավելին
 mortgage [ˌmɔːtɡɪdʒ] *n* գրավ, գրավագիր
 mortification [ˌmɔːtɪfɪˈkeɪʃn] *n* ճնշելը, նվաստացում
 mostly [ˌmoʊstli] *adv* մեծ մասամբ, գլխավորապես

mourning [ˌmɔːnɪŋ] *n* սուգ, ողբ
 movement [ˌmuːvmənt] *n* շարժում
 multiculturalism [ˌmʌltɪˈkʌltʃərəlɪzəm] *n* բազմամշակույթ
 multinational [ˌmʌltɪˈnæʃnəl] *a* բազմազգ
 murder [ˌmɜːdə] *n* սպանություն
 musician [ˌmjuːˈzɪʃn] *n* երաժիշտ
 mutually [ˌmjuːtʃʊəli] *adv* փոխադարձ կերպով

N

narrative [ˌnærətɪv] *n* պատմվածք, պատմություն
 narrow-minded [ˌnærou ˌmaɪndɪd] *a* նեղ-միտ, սահմանափակ
 nearly [ˌniːli] *adv* գրեթե, համարյա
 necessary [ˌnesəsəri] *a* անհրաժեշտ
 necessity [ˌnɛsɪsɪti] *n* անհրաժեշտություն
 need [niːd] *n* կարիք
 negative [ˌnegatɪv] *a* բացասական
 negotiate [ˌneɡoʊʃieɪt] *v* բանակցություններ վարել
 negotiation [ˌneɡoʊtɪˈeɪʃn] *n* բանակցություններ
 network [ˌnetwɜːk] *n* համակարգչային ցանց
 neutral [ˌnjuːtrəl] *a* չեզոք
 noise [nɔɪz] *n* աղմուկ
 non-verbal [ˌnɒnˈvɜːbəl] *a*
 noodle [ˌnuːdl] *n* լապշա, արիշտա
 noticeably [ˌnoʊtɪsəbəl] *adv* նկատելի, նշմարելի
 notorious [ˌnoʊˈtɔːriəs] *a* վատահամբավ, տիպահաշակ
 novel [ˌnɒvəl] *n* վեպ
 novelist [ˌnɒvəlɪst] *n* վիպասան
 number [ˌnʌmbə] *v* համարակալել
 nurse [nɜːs] *n* դայակ

O

obedience [əˈbiːdiəns] *n* հնազանդություն
 obey [əˈbeɪ] *v* հնազանդվել, ենթարկվել
 obituary [əˈbɪtʃuəri] *n* մահախոսական ճառ
 object [ˌɒbjɪkt] *n* առարկա
 obscurely [ˌəbˈskjʊəli] *adv* աննկատելի, խավար
 obvious [əˈbviəs] *a* բացահայտ, ակնհայտ
 occupation [ˌɒkjʊˈpeɪʃn] *n* զբաղմունք

occurrence [ə'kʌrəns] *n* պատահար, դեպք
 offer [ɒfə] *n* առաջարկ
 official [ə'fɪʃl] *a* պաշտոնական
 once [wʌns] *adv* at ~ անիջապես
 operate [ɒpəreɪt] *v* գործել, օգտագործել
 opinion [ə'pɪnɪən] *v n* կարծիք
 order [ɔ:də] *n* հրաման, պատվեր
 ordinary [ɔ:dnəri] *a* սովորական
 organ [ɔ:gən] *n* մարմին
 organization [ɔ:gənaɪ'zeɪʃn] *n* կազմակերպություն
 organize [ɔ:gənaɪz] *v* կազմակերպել
 original [ə'rɪdʒɪnəl] *a* յուրօրինակ
 otherwise [ɪ'ðəwaɪz] *adv* այլապես
 outcast [aʊtkɑ:st] *a* աքսորյալ, անտուն
 outcome [aʊtkʌm] *n* արդյունք, հետևանք
 outset [aʊtset] *n* մեկնում, սկիզբ
 outstanding [aʊt'stændɪŋ] *a* հայտնի, կարկառուն
 own [əʊn] *a* սեփական. *v* սեփականության մեջ ունենալ
 occur [ə'kɔ:] *v* տեղի ունենալ, պատահել

P

paragraph [ˌpærəgrɑ:f] *n* պարբերություն
 parallel [ˌpærəleɪ] *n* զուգահեռ
 parenthetical [ˌpærən'tetɪkəl] *a* միջանկյալ
 participant [ˌpɑ:tɪsɪpənt] *n* մասնակից
 participate [pɑ:tɪsɪpeɪt] *v* մասնակցել
 participation [ˌpɑ:tɪsɪ'peɪʃn] *n* մասնակցություն
 particular [pə'tɪkjələ] *a* հատուկ, որոշյալ
 partly [ˌpɑ:tlɪ] *adv* մասամբ
 passport [ˌpɑ:spɔ:t] *n* անձնագիր
 patch [pætʃ] *v* կարկատել
 patent [ˌpeɪtənt] *n* արտոնագիր, վկայական.
v արտոնագիր տալ կամ ստանալ
 path [pɑ:θ] *n* արահետ
 patient [ˌpeɪʃnt] *n* բուժվող հիվանդ
 pause [pɔ:z] *n* դադար. *v* դադար տալ
 pay [peɪ] *v* վճարել
 peace [pi:s] *n* խաղաղություն
 peaceful [ˌpi:sfʊl] *a* խաղաղ
 percentage [pə'sentɪdʒ] *n* տոկոսային հարաբերություն
 perfect [ˌpɜ:fɪkt] *a* կատարյալ, հիանալի
 perfectly [ˌpɜ:fɪktli] *adv* կատարելապես, զերազանց
 permanent [ˌpɜ:mənənt] *a* մշտական

persistent [pə'sɪstənt] *a* համառ
 person [ˌpɜ:sn] *n* անձ, մարդ
 personal [ˌpɜ:snəl] *a* անձնական
 personality [ˌpɜ:sə'nælɪtɪ] *n* անձնավորություն, անհատականություն
 persuade [pə'sweɪd] *v* համոզել
 petrol [ˌpetrəl] *n* բենզին
 pharmacy [ˌfɑ:məsi] *n* դեղատուն, դեղագործություն
 phenomena [fɪ'nɒmə] *n* երևույթներ
 photographer [fə'tɒgrəfə] *n* լուսանկարիչ
 phrase [freɪz] *n* արտահայտություն
 physician [fɪ'zɪʃn] *n* բժիշկ
 physicist [ˌfɪzɪsɪst] *n* ֆիզիկոս
 physics [ˌfɪzɪks] *n* ֆիզիկա
 pilot [ˌpaɪlət] *n* օդաչու
 planet [ˌplænɪt] *n* մոլորակ
 platform [ˌplætfɔ:m] *n* կառամատույց
 playwright [ˌpleɪtræɪt] *n* դրամատուրգ, թատերագիր
 pleasant [plezənt] *a* հաճելի
 plumber [ˌplʌmə] *n* ջրմուղագործ
 poacher [ˌpəʊtʃə] *n* որսագողությանը զբաղվել
 point [pɔɪnt] *v* նշել (to). ~ out մատնանշել
 policy [ˌpɒlɪsɪ] *n* քաղաքականություն
 politician [pə'lɪ'tɪʃn] *n* քաղաքական գործիչ
 politics [ˌpɒlɪtɪks] *n* քաղաքական գործիչ գուցե քաղաքականություն
 pollution [pə'lju:ʃn] *n* աղտոտում
 popular [ˌpɒpjələ] *a* հանրաճանաչ
 portable [ˌpɔ:təbl] *a* տեղափոխելի, դյուրատար
 portray [ˌpɔ:treɪ] *v* նկարագրել, պատկերել
 position [pə'zɪʃn] *n* դիրք
 positive [ˌpɒzɪtɪv] *a* դրական
 possible [ˌpɒsɪbl] *a* հնարավոր
 post [pəʊst] *n* դիրք, պաշտոն
 postpone [pəʊst'pəʊn] *v* հետաձգել
 potential [pə'tenʃəl] *a* հնարավոր
 power [paʊə] *n* ուժ, կարողություն
 powerfully [ˌpaʊəfʊli] *adv* հզոր կերպով
 practical [ˌpræktɪkl] *a* գործնական
 practice [ˈpræktɪs] *n* պրակտիկա, վարժություն
 practise [ˌpræktɪs] *v* կիրառել, վարժություն կատարել
 pragmatic [præg'mætɪk] *a* գործաբանական
 praise [preɪz] *v* գովել

precious [ˌpreʃəs] *a* թանկարժեք, թանկագին
 precisely [prɪˈsaɪzli] *adv* ճշգրտորեն
 predict [prɪdɪkt] *v* գուշակել, կանխագուշակել
 prefer [prɪfəː] *v* նախընտրել
 prejudice [ˌpredʒʊdɪs] *n* նախապաշարմունք
 prepare [preˈpeə] *v* պատրաստ(վ)ել
 presentation [ˌpreʒənˈteɪʃn] *n* ներկայացնել
 preserve [prɪˈzəːv] *v* պահել, պահպանել
 prevailing [prɪˈveɪlɪŋ] *a* գերիշխող, գերակշռող
 prevent [prɪˈvent] *v* կանխել, խանգարել
 previous [ˌpriːviəs] *a* նախորդ
 primitive [ˌprɪmɪtɪv] *a* պրիմիտիվ, հասարակ
 principal [ˌprɪnsɪpl] *n* պետ, տնօրեն
 principle [ˌprɪnsɪpl] *n* գլխավոր, հիմնական.
n սկզբունք
 print [prɪnt] *v* տպել
 priority [praɪˈɒrɪtɪ] *n* առաջնահերթություն
 prize [praɪz] *n* մրցանակ
 probable [ˌprɒbəbəl] *a* հավանական
 probably [ˌprɒbəbəlɪ] *adv* հավանաբար
 problem [ˌprɒbləm] *n* պրոբլեմ
 process [ˌprouses] *n* ընթացք. [prəˈses] *v* տեխնոլոգիական պրոցեսի ենթարկել
 produce [ˌprɒdʒʊs] *n* արտադրանք. [prəˈdjuːs] *v* արտադրել
 product [ˌprɒdʌkt] *n* արտադրանք, ապրանք
 production [prəˈdʌkʃn] *n* արտադրություն, արտադրում
 productive [prəˈdʌktɪv] *a* արտադրողական, արդյունավետ
 profession [prəˈfeʃn] *n* մասնագիտություն
 professional [prəˈfeʃnəl] *a* արհեստավարժ
 profit [ˌprɒfɪt] *n* եկամուտ, հասույթ
 progress [ˌprougres] *n* առաջադիմություն
 project [ˌprɒdʒekt] *n* նախագիծ, առաջարկ.
v նախագծել
 promote [prəˈmoʊt] *v* առաջ քաշել
 property [ˌprɒpəti] *n* սեփականություն, ունեցվածք
 prose [prəʊz] *n* արձակ
 prospect [ˌprɒspekt] *n* հեռանկար

prosperous [ˌprɒspərəs] *a* ծաղկուն, բարգավաճ
 protect [prəˈtekt] *v* պաշտպանել
 protest [ˌproʊtest] *n* բողոք. *v* բողոքել
 prove [pruːv] *v* ապացուցել
 provide [prəˈvaɪd] *v* ապահովել, մատակարարել
 provoke [prəˈvʊk] *v* դրդել (to, into)
 psychologist [saɪˈkɒlədʒɪst] *n* հոգեբան
 psychology [saɪˈkɒlədʒɪ] *n* հոգեբանություն
 publish [ˌpʌblɪʃ] *v* հրատարակել
 pull [pʊl] *v* ձգել. ~ through հաղթահարել
 puppet [ˌpʌpɪt] *n* խաղատիկնիկ
 purpose [ˌpʊːpəs] *n* նպատակ. *on* ~ միտումնավոր

Q

qualification [ˌkwɒlɪfɪˈkeɪʃn] *n* որակավորում
 quantity [ˌkwɒntɪtɪ] *n* քանակ
 quarrel [ˌkwɒrəl] *n* վեճ, կռիվ. *v* վիճել, կռվել

R

rabbit [ˌræbɪt] *n* ճագար
 radiation [ˌreɪdɪˈeɪʃn] *n* ռադիացիա
 rage [ˌreɪdʒ] *n* կատաղություն, ցասում
 rainfall [ˌreɪnfɔːl] *n* տեղատարափ անձրև
 rapidly [ˌræpɪdlɪ] *adv* արագորեն
 rate [reɪt] *n* արագություն
 ratio [ˌreɪʃɪoʊ] *n* պարեն, մթերք, հարաբերություն
 rational [ˌræʃnəl] *a* խելացի, բանական
 reaction [rɪˈækʃn] փոխազդեցություն, հակազդեցություն
 real [riəl] *a* իսկական, իրական
 reason [ˌriːzn] *n* պատճառ, հիմք. *v* դատել, կշռադատել
 receive [rɪˈsiːv] *v* ստանալ
 recent [ˌriːsənt] *a* վերջերս պատահած
 recently [ˌriːsəntlɪ] *adv* վերջերս, ոչ վաղուց
 recession [rɪˈseʃn] *n* խորացում, անջատում
 recognisable [ˌrekəgˈnəɪzəbəl] *a* ճանաչելի
 recognise [ˌrekəgnaɪz] *v* ճանաչել
 recognition [ˌrekəgˈnɪʃn] *n* ճանաչում
 record [ˌrekɔːd] *n* գրառում
 reduce [rɪˈdjuːs] *v* նվազեցնել
 refer [rɪˈfəː] *v* հղել, վերագրել (to)

reference [ˌrefrəns] *n* մեջբերում, հիշատակում
 reflect [rɪˈflekt] *v* արտացոլել
 reflection [rɪˈflekʃn] *n* արտացոլում
 refuse [rɪˈfjuːz] *v* մերժել, հրաժարվել
 regret [rɪɡˈret] *v* ախտսալ
 regular [ˌregjʊlə] *a* կանոնավոր
 relation [rɪˈleɪʃn] *n* հարաբերություն
 relatively [ˌrelatɪvli] *adv* համեմատաբար
 relevant [ˌrelɪvənt] *a* տեղին, գործին վերաբերող
 reliable [rɪˈlaɪəbl] *a* հուսալի, ամուր
 remark [rɪˈmɑːk] *n* դիտողություն, նշում
 remind [rɪˈmaɪnd] *v* հիշեցնել
 removal [rɪˈmuːvəl] *n* հեռացում, հեռացնելը
 repairs [rɪˈpeɪəz] *n* նորոգում, վերանորոգում
 repeat [rɪˈpiːt] *v* կրկնել
 repetitive [rɪˈpetɪtɪv] ձանձրալի, անվերջ կրկնվող
 report [rɪˈpɔːt] *v* պատմել, հաշվետվություն տալ (to)
 reporter [rɪˈpɔːtə] *n* լրագրող
 represent [ˌreprɪˈzent] *v* ներկայացնել
 request [rɪˈkwest] *n* խնդրանք. *v* խնդրել
 require [rɪˈkwaɪə] *v* պահանջել, կարիք ունենալ
 requirement [rɪˈkwaɪəmənt] *n* պահանջ. meet the ~s
 rescue [ˌreskjʊː] *v* փրկել
 research [rɪˈsɜːtʃ] *n* հետազոտություն. *v* հետազոտել
 researcher [rɪˈsɜːtʃə] *n* հետազոտող
 reserve [rɪˈzɜːv] *v* պաշար պահել, մթերել
 resign [rɪˈzaɪn] *v* հրաժարական տալ
 resolution [ˌrezəˈluːʃn] *n* որոշում, վճռականություն
 resourceful [rɪˈsɔːsfʊl] *a* ճարպիկ, ճարտարամիտ
 resources [rɪˈsɔːsɪz] *n* միջոցներ, ռեսուրսներ
 respect [rɪsˈpekt] *n* հարգանք (for)
 responsible [rɪˈspɒnsɪbl] *a* պատասխանատու (for)
 restrict [rɪˈstrɪkt] *v* սահմանափակել
 result [rɪˈzʌlt] *n* արդյունք. *v* առաջանալ, հետևանք լինել
 retail [ˌrɪteɪl] *n* մանրածախ առևտուր

revenge [rɪˈvendʒ] *n* վրեժ. *v* վրեժ լուծել
 reverse [rɪˈvɜːs] *a* հակառակ, հակադիր
 review [rɪˈvjuː] *n* ակնարկ, գրախոսություն
 revolution [ˌrevəˈluːʃn] *n* հեղափոխություն
 reward [rɪˈwɔːd] *n* պարգև, պարգևատրել
 rhinoceros [raɪˈnɒsərəs] *n* ռնգեղջյուր
 rise [raɪz] (rose, risen) *v* բարձրանալ, աճել
 risk [rɪsk] *n* ռիսկ, վտանգ
 rock [rɒk] *v* ճոճել, ցնցել
 romantic [rouːmæntɪk] *a* ռոմանտիկ, երագող
 rope [roup] *n* պարան
 round [raʊnd] *a* կլոր

S

safe [seɪf] *a* անվնաս, անվտանգ
 sailor [ˌseɪlə] *n* նավաստի
 salesman [ˌseɪlsmən] *n* վաճառող
 same [seɪm] *a* նույն
 satellite [ˌsætəlaɪt] *n* արբանյակ
 sauce [sɔːs] *n* սոուս, համեմունք
 savagery [ˌsævɪdʒrɪ] *n* վայրենություն, դաժանություն
 science [ˌsaɪəns] *n* գիտություն
 scientist [ˌsaɪntɪst] *n* գիտնական
 screen [skriːn] *n* էկրան
 seamine [ˌsiːmaɪn] *n* ծովային ական
 sector [ˌsektə] *n* հատված, մաս
 security [sɪˈkjʊərɪtɪ] *n* անվտանգություն
 seed [siːd] *n* սերմ
 seek [siːk] (sought, sought) *v* փնտրել
 sense [sens] *n* զգացում, խելք, common ~ բանականություն
 sensible [ˌsensɪbl] *a* խելացի, բանական
 sensor [ˌsensə] *n* սենսոր
 sentence [ˌsentəns] *n* 1. նախադասություն. 2. դատավճիռ
 seriously [ˌsɪrɪəsli] *adv* լրջորեն
 service [ˌsɜːvɪs] *n* ծառայություն
 set [set] (set, set) *v* դնել, սկսել. ~ apart առանձնացնել
 settle [ˌsetl] *v* 1. լուծել. 2. բնակություն հաստատել, ապրել
 several [ˌsevrəl] *adj* մի քանի
 share [ʃeə] *n* մաս, բաժին. *v* բաժանել
 shelter [ˌfeltə] *v* պատսպարել, պաշտպանել
 shift [ʃɪft] *v* տեղափոկ(վ)ել
 shiver [ˌʃɪvə] *v* դողալ

shock [ʃɒk] *v* ցնցել
 show [ʃəʊ] *n* ցույց տալ. ~ off իրեն երևակայել
 shy [ʃaɪ] *a* ամաչկոտ, քաշվող
 sign [saɪn] *n* նշան. *v* ստորագրել, նշան անել
 signal [ˈsɪɡnəl] *n* ազդանշան
 significance [ˌsɪɡˈnɪfɪkəns] *n* կարևորություն
 significant [ˌsɪɡˈnɪfɪkənt] *a* կարևոր
 silence [ˈsaɪləns] *n* լռություն
 similar [ˈsɪmɪlə] *a* նման, միանման
 similarity [ˌsɪmɪˈlærɪti] *n* նմանություն
 simultaneous [ˌsɪmlˈteɪniəs] *a* միաժամանակյա, միաժամանակ
 since [sɪns] 1. որոշ ժամանակից սկսած. 2. քանի որ
 single [sɪŋɡl] *a* մի, միակ
 situation [ˌsɪtʃueɪʃn] *n* իրավիճակ
 size [saɪz] *n* չափ, չափս
 skillfully [ˌskɪlfʊli] *adv* հմտորեն
 slightly [ˈslaɪtli] *adv* թեթևակի
 slippery [ˈslɪpəri] *a* սլան, սայթաքուն
 slump [slʌmp] *v* անկում ապրել, ընկնել
 smart [smɑːt] *a* 1. խելոք, խելացի. 2. շքեղ
 society [səˈsaɪəti] *n* հասարակություն
 software [ˈsɒftweɪ] *n* ծրագրային ապահովում
 solution [səˈluːʃn] *n* լուծում
 sophisticated [ˌsɒfɪˈstɪkeɪtɪd] *a* փորձառու
 source [sɔːs] *n* աղբյուր
 space [ˈspeɪs] *n* 1. տարածություն. 2. տիեզերք
 special [ˈspeʃl] *a* հատուկ
 specialise [ˌspeʃəlaɪz] *v* մասնագիտանալ (in)
 specialist [ˌspeʃəlist] *n* մասնագետ
 species [ˈspiːʃiːz] *n* *կենս.* տեսակ
 specify [ˌspeʃɪfaɪ] *v* մատնանշել
 speech [spiːtʃ] *n* ճառ
 sphere [sfɪə] *n* ասպարեզ
 spirit [ˈspɪrɪt] *n* ոգի, ոգևորություն
 spirituality [ˌspɪrɪtʃuˈæləti] *n* ոգեշնչվածություն
 sportsman [ˈspɔːtsmən] *n* մարզիկ
 spread [spred] *v* (spread, spread) տարած(վ)ել
 stable [steɪbl] *a* կայուն
 standard [ˈstændəd] *n* ստանդարտ, նորմա

state [steɪt] *n* վիճակ
 step [step] *n* քայլ
 stewardess [ˈstjuːədes] *n* ուղղկցորդուհի
 stick [stɪk] *n* փայտ *v* սոսնձել
 still [stɪl] *a* հանգիստ, խաղաղ
 stillness [ˈstɪlnɪs] *n* լռություն, անդորրություն
 stir [stəː] *v* խառնել
 stock [srɒk] *n* արժեթուղթ
 strategy [ˌstrætədʒɪ] *n* ռազմավարություն
 stress [stres] *n* 1. շեշտ. 2. լարում. *v* շեշտել
 stressful [ˌstresfʊl] *a* ստրեսային
 structure [ˌstrʌktʃə] *v* կառուցվածք
 struggle [ˌstrʌɡl] *n* պայքար
 stuffy [ˈstʌfi] *a* տոթ, հեղձուկ
 style [staɪl] *n* ոճ
 subject [ˌsʌbdʒɪkt] *n* թեմա, առարկա. *a* ենթակա *v* ենթարկել
 submarine [ˌsʌbməˈriːn] *n* սուզանավ
 succeed [səkˈsiːd] *v* հաջողության հասնել (in doing sth)
 success [səkˈses] *n* հաջողություն
 suffer [sʌfə] *v* տառապել, տանջվել
 suitable [ˌsjuːtəbl] *a* հարմար, համապատասխան
 summarise [ˌsʌməraɪz] *n* ամփոփել
 summary [ˌsʌməri] *n* համառոտ շարադրանք
 supply [səˈplaɪ] *v* մատակարարել
 support [səˈpɔːt] *n* աջակցություն. *v* աջակցել
 suppose [səˈpəʊz] *v* ենթադրել, կարծել
 supreme [suːˈpriːm] *a* գերագույն, բարձրագույն
 sure [ʃʊə] *a* համոզված
 surpass [səˈpɑːs] *v* գերազանցել
 surround [səˈraʊnd] *v* շրջապատել
 survival [səˈvaɪvl] *n* կենդանի մնալը, ապրելը
 survive [səˈvaɪv] *v* կենդանի մնալ, ապրել
 survivor [səˈvaɪvə] *n* կենդանի մնացող
 symbol [ˈsɪmbəl] *n* խորհրդանիշ
 system [ˈsɪstɪm] *n* համակարգ

T

take [teɪk] (took, taken) *v* վերցնել. ~ away վերցնել-տանել, ~ part in մասնակցել.
 takeover [ˌteɪkˈəʊə] *n* պաշտոն ընդունելը, օրինակ վերցնելը

talent [ˈtælənt] *n* տաղանդ
 talented [ˈtæləntɪd] *a* տաղանդավոր
 tattoo [təˈtuː] *n* դաշվածք
 tax [tæks] *n* հարկ
 team [tiːm] *n* թիմ
 technician [tekˈniʃn] *n* տեխնիկ
 technique [tekˈniːk] *n* տեխնիկա (կատարման)
 technological [ˌteknoˈlɒdʒikəl] տեխնոլոգիական
 technology [tekˈnɒlədʒi] *n* տեխնոլոգիա
 telex [ˈteleks] *n* տելեքս
 temperature [ˌtemprɪtʃə] *n* տաքություն
 tendency [ˌtendənsi] *n* միտում
 term [tɜːm] *n* տերմին, կիսամյակ. in ~s of
 textile [ˈtekstaɪl] *n* տեքստիլ
 thoroughly [ˌθɒrəli] կատարելապես, լիովին
 thread [θred] *n* թել
 threat [θret] *n* սպառնալիք
 threaten [ˌθretən] *v* սպառնալ
 thrive [θraɪv] *v* ծաղկել, բարգավաճել
 through [θruː] միջով, միջոցով
 tidal [ˈtaɪdəl] *a* մակընթացության և տեղատվության
 timid [ˈtɪmɪd] *a* երկչոտ, վախկոտ
 tolerance [ˌtɒlərəns] *n* հանդուրժողականություն
 tolerant [ˌtɒlərənt] *a* հանդուրժող
 total [ˈtəʊtəl] *a* ամբողջ, լիակատար
 totally [ˈtəʊtəli] *adv* ամբողջովին
 tourism [ˈtʊərɪzəm] *n* զբոսաշրջիկություն
 trace [treɪs] *v* հետքերով գնալ կամ գտնել
 trade [treɪd] *n* առևտուր. ~ union արհմիություն
 traditional [trəˈdɪʃənəl] *a* ավանդական
 tragedy [ˈtrædʒədɪ] *n* ողբերգություն
 train [treɪn] *v* մարզ(վ)ել
 tranquility [træŋˈkwɪlɪti] *n* հանգստություն
 transaction [trænzˈækʃn] *n* կատարում
 transcontinental [ˌtrænzˈkɒntɪˈnɛntəl] *a* միջմայրցամաքային
 transform [trænzˈfɔːm] *v* փոխակերպել
 translator [trænzˈleɪtə] *n* թարգմանիչ
 transmit [trænzˈmɪt] *v* հաղորդել, ուղարկել
 treatment [ˈtriːtmənt] *n* 1. վերաբերմունք. 2. բուժում
 trend [trend] *n* տենդենց

trendy [ˈtrendi] *a* ընդհանուր ուղղություն ունեցող
 trial [ˈtraɪəl] *n* 1. փորձարկում. 2. դատ
 trio [ˈtriːoʊ] *n* եռյակ
 trouble [ˈtrʌbl] *n* անախորժություն
 true [truː] *a* ճիշտ, հավատարիմ, իսկական
 trunk [trʌŋk] *n* բուն (ծառի)
 truth [truːθ] *n* ճշմարտություն
 turn [tɜːn] *n* հերթ *v* շրջ(վ)ել. ~ out *v* պարզվել
 typist [ˈtaɪpɪst] *n* մեքենագրուհի

U

undergo [ˌʌndəˈɡoʊ] *v* ենթարկվել
 undoubtedly [ˌʌnˈdaʊtɪd] *adv* անկասկած
 unfortunately [ˌʌnˈfɔːtʃʊnɪtli] *adv* դժբախտաբար
 unified [ˌjuːnɪfaɪd] *v* միավորել
 unlike [ˌʌnˈlaɪk] *a* ի տարբերություն
 unlikely [ˌʌnˈlaɪkli] *adv* անհավանական
 unrecognisable [ˌʌnrekəgˈnaɪzəbl] *a* անճանաչելի
 unstable [ˌʌnˈsteɪbl] *a* անկայուն
 update [ˌʌpdeɪt] *v* ժամանակակից դարձնել
 upgrade [ˌʌpgreɪd] *v* բարելավել
 upset [ʌpˈset] *v* հուզել, վշտացնել
 usage [ˌjuːzɪdʒ] *n* օգտագործում
 useful [ˌjuːsfʊl] *a* օգտակար
 utterance [ˌʌtəɪəns] *n* արտահայտություն, ասելը

V

value [ˈvæljuː] *n* արժեք
 variety [vəˈraɪəti] *n* բազմազանություն
 various [ˈveəriəs] *a* տարբեր, զանազան
 veil [veɪl] *n* քող, շղարշ
 vent [vent] *v* արտահայտել, ցույց տալ
 view [vjuː] *n* տեսարան
 violence [ˈvaɪələns] *n* բռնություն
 violent [ˈvaɪələnt] *a* ուժեղ, բռնի
 visa [ˈviːzə] *n* վիզա
 visibility [ˌvɪzɪˈbɪlɪti] *n* տեսանելիություն
 vision [ˈvɪʒn] *n* տեսողություն
 visual [ˈvɪʒʊəl] *a* տեսողական
 vital [ˈvaɪtəl] *a* կենսական, էական
 vitality [vaɪˈtælɪti] *n* կենսունակություն
 voice [voɪs] *n* ձայն
 volcano [ˈvɒlˈkeɪnoʊ] *n* հրաբուխ

vote [voot] *ν* քվեարկել
vow [vaʊ] *n* երդում

W

waiter [ˌweɪtə] *n* մատուցող
way [weɪ] *n* ճանապարհ. in a ~
wealth [welθ] *n* հարստություն
weapon [ˌweɪpən] *n* զենք
website [ˌwebsaɪt] *n* կայք
weight [weɪt] *n* քաշ
well-off [ˌwel'ɔf] *a* ունևոր
western [ˌwestən] *a* արևմտյան
whereabouts [ˌwɛə'baʊts] *n* գտնվելու տե-
ղը
whole [hoʊl] *a* ամբողջ. on the ~
wide [waɪd] *a* լայն
willingness [ˌwɪlɪŋnɪs] *n* պատրաստակա-

մություն
winner [ˌwɪnə] *n* հաղթող
wireless [ˌwaɪələs] *a* անլար, անթել
witness [ˌwɪtnɪs] *n* վկա
workforce [ˌwɜːkfɔːs] *n* աշխատանքային
ուժ
world [ˌwɜːld] *n* աշխարհ
worldwide [ˌwɜːldwaɪd] ամբողջ աշխարհով
մեկ տարածված
wound [waʊnd] *n* վերք. *ν* վիրավորել
wreckage [re'keɪdʒ] *n* փլատակներ, բեկոր-
ներ
wrist [rɪst] *n* դաստակ

Y

yield [jɪːld] *ν* զիջել (to)
youth [juːθ] *n* երիտասարդություն

Contents

Unit 1	<i>Modern world: Globalization</i>	3
Unit 2	<i>Work Trends</i>	16
Unit 3	<i>Success Story</i>	27
Check up 1	<i>HOW GOOD IS YOUR ENGLISH</i>	40
Unit 4	<i>Communication</i>	44
Unit 5	<i>A Better Place to Live in</i>	61
Unit 6	<i>Consumerism</i>	71
Unit 7	<i>Scientific Progress: Benefit or Disaster?</i>	83
Check up 2	<i>HOW GOOD IS YOUR ENGLISH?</i>	97
Unit 8	<i>Multiculturalism</i>	102
Unit 9	<i>A Feeling of Style</i>	118
Unit 10	<i>Inspiration And Creation</i>	128
Unit 11	<i>Off The Hot</i>	141
Check up 3	<i>HOW GOOD IS YOUR ENGLISH</i>	148