

Գ. ԳԱՍՊԱՐՅԱՆ, Ն. ՀՈՎՀԱՆՆԻՍՅԱՆ, Զ. ԶԱԶԲԵՐՈՒՆԻ

ENGLISH

9

9-րդ դասարանի դասագիրք



2015

ՀՏԴ 373.167.1:802.0(075.3)
ԳՄԴ 81.2 Անգլ գ72
Գ 316

Գասպարյան Գ.
Գ 316 Անգլերեն: Հանրակրթական դպրոցի 9-րդ դասարանի դասագիրք /Գ. Գասպարյան, Ն. Հովհաննիսյան, Յ. Զաքբերունի. -Եր.: ՄԱՆՄԱՐ, 2015.-160 էջ:

ՀՏԴ 373.167.1:802.0(075.3)
ԳՄԴ 81.2 Անգլ գ72

© Գասպարյան Գ., Հովհաննիսյան Ն., Զաքբերունի Յ., 2015թ.
© ՄԱՆՄԱՐ, 2015թ.
© Դասագրքերի շրջանառու հիմնադրամ, 2015թ.

ISBN

UNIT 1



Focus on speaking

Words and word combinations you may need in this unit

polyglot *n* civilization *n* aviation *n* science *n* trade *n*
widespread *a* certain *a* evident *a* shy *a* appreciate *v*
regard *v* communicate *v* role-play *v* involve *v* require *v*
to get acquainted a working knowledge point of view
at least on one's own

Make a list of the words and word combinations you do not know and learn them.

polyglot _____

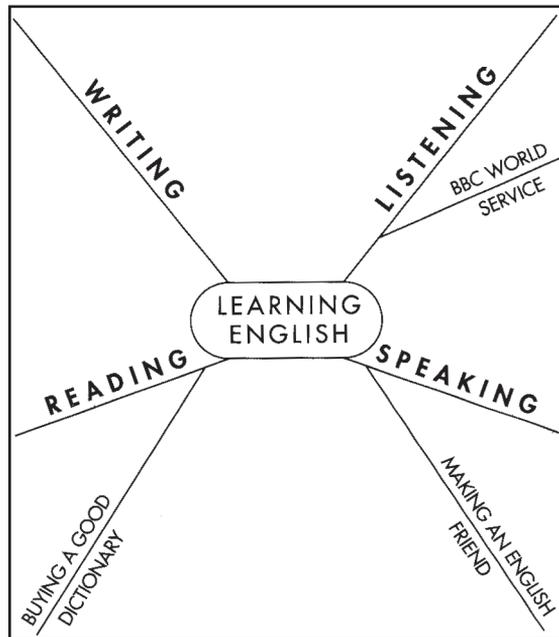
Thinking it over

- Why is the knowledge of a foreign language useful?
- Why do you learn English?
- Look at the questionnaire and fill in the chart.
- Compare the list with the others' in your class.

Questionnaire	Agree	Disagree	Don't know
It's more difficult to learn English if you're shy and don't speak a lot in your own language.			
When you're role-playing you can get so involved that you forget you're using a foreign language.			
Role-playing helps me understand other people's points of view.			
I can't learn English on my own in class.			

I have to learn English myself, my teacher can't learn it for me.			
When we work in groups, classmates always do the talking and I never get the chance to say anything.			
I want to listen to my teacher, not to another classmate.			
I look up the words I don't know in my dictionary.			
My teacher talks all the time in class, so I don't talk enough.			
I don't like working with my classmates because I'll learn their mistakes.			
My teacher can help me to work on my own.			

- Look at the mind map below on how to learn English.
- Write down a few ideas and draw a mind map of your own including your ideas on it.
- Compare your mind map with your neighbour's. Is there anything you can add to yours?



Talking it over

- Do you like to study English? Why yes, why no?
- How do you use your knowledge of English?
- How would you feel in an English speaking country without understanding a single word?

Read the text. Remember what you can.

WHY TO KNOW FOREIGN LANGUAGES?

It is quite evident that a person should know a foreign language. Knowing a foreign language helps you to appreciate a new literature and a new culture. It makes possible to get acquainted with a different way of thinking and to understand a new civilization. Besides to know languages is necessary for many professions which especially now require a working knowledge of at least one foreign language.

A lot of people in different parts of the world speak several languages. They are not few in number. A person who knows several languages is called a polyglot. The knowledge of foreign languages helps people of different countries to communicate easily without any interpreters.

English is now the most widespread language. People all over the world speak English as native, official or second language.

It is also used by different international professions such as aviation, sports, business. It is the most important language in trade, culture, science and politics. It is the working language of modern technologies. If you know English you can communicate with the world by computer.

Check up

RIGHT or WRONG?

1. Knowing a foreign language is very important for everybody.
2. If you know at least one foreign language you will be able to appreciate a new literature and a new culture.
3. A working knowledge of foreign languages is not necessary now.
4. A person who speaks one language is called a polyglot.
5. If you know foreign languages you can communicate with people without any interpreters.
6. Very few people speak English now.
7. English is the official and working language in many countries.
8. English is very important for trade and aviation.
9. English is the language of communication by computer.

- Take turns. You ask a question based on a sentence in the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Which of the following skills is most important for you? Why? You may mention more than one.
 - a. Speaking English
 - b. Writing in English
 - c. Reading in English
 - d. Understanding spoken English
- Compare your answers with the others' in your class.
- Collect the information on the blackboard like this:

Speaking English	Writing in English	Reading in English	Understanding spoken English
15 students	5 students	8 students	9 students
_____	_____	_____	_____

Some statistics on English

- One billion people speak English (about 20% of the world's population).
- 400 million people speak English as their first language.
- For 600 million people English is a second or a foreign language.
- English is the first language in the United Kingdom, the USA, Australia, New Zealand.
- English is one of the official languages in Canada, the Irish Republic, the Republic of South Africa.
- English is used as a second language in more than 60 countries.
- English is an important extra language in 3 countries (Bangladesh, Malaysia, Sri Lanka).

Talking it over

Function Focus

Giving an opinion

I think...

I really think...

I don't think...

Acknowledging an opinion

Really?

Oh, do you think so?

Well, it's a matter of opinion.

- Work in pairs. Make up a dialogue according to the model.

A. I think English must be taught in all schools.

B. Really? Why?

A. Well, because...

Follow up

- Write a short story "I want to know several foreign languages".
- Retell the story and discuss it in class.

DID YOU KNOW...

- Armenians have their own distinctive alphabet and language. The alphabet was invented in AD 405 by Mesrob Mashtots and consists of thirty-eight letters, two of which were added during the Cilician period.
- 96% of the people in the country speak Armenian, while 75.8% of the population additionally speaks Russian, although English is becoming increasingly popular.

UNIT 1

B



Focus on reading

Study the words

to accompany *v*

– to go along with.

I'll accompany you to the cinema.

to get acquainted

– to become familiar with.

to acquaint *v*

– to make familiar.

I'm acquainted with most of the people who live in our street.

to fit *v*

– to be the right size.

That coat fits you well.

to hesitate *v*

– to wait or stop a moment.

The speaker hesitated and then went on with his speech.

To fail to do because of doubt or fear.

Tom hesitated to ask Doris to the dance because he was afraid that she should say no.

to introduce *v*

– to make known.

Jane introduced us to her cousins.

slim *a*

– thin.

The fashion model had a very slim figure.

Pre-reading task

1. Do you think people will respect you more if they think you are rich?
2. Can you judge about people by their appearance?

WHILE THE AUTO WAITS

(Retold from the story by O. Henry)

The girl in grey came again to that quiet corner of the small park. Her dress though quite simple, fitted her perfectly. She was very slim and beautiful. Her hair was fair and curly, her eyes – large and blue, her eyelashes were long and dark. Her hands and legs were long and shapely, her complexion was pale. She had come to that place at the same hour on the previous day and on the day before. There was a young man who knew it and who admired the girl. He was

eager to get acquainted with her but was in a difficulty how to introduce himself. That day the girl was reading a book. When the young man came up to her and addressed her she was so greatly astonished that she dropped her book. The young man picked it up and returned to the girl politely, saying a few common words. The girl looked at his simple ready-made coat and his common face and kept silent.

For a moment the young man seemed at a loss, but he broke the silence, saying: "You are the finest girl I've ever seen. I saw you yesterday and the day before and you cannot imagine what impression you've made on me."

The girl interrupted him in an icy tone: "Whoever you are you must remember I am a lady."

The young man felt very uncomfortable.

"Let's change the subject," said the girl, "let's better speak about the passing people."

The young man didn't quite understand the role he was to play, so he kept silent.

"You see," continued the girl, "I come here because it is my only comfort. It is only here that I can be among simple people. I'm very rich and I'm tired of money, of pleasure, of jewels, of travel. I hate the rich men who surround me."

The young man looked at her with interest and surprise.

"I've always liked to read and hear about the life of the rich people. I always had an idea that money must be a very good thing ...," he said.

"Not when you are very rich," returned the girl in grey. "You don't seem to be a rich man. It's such a comfort to speak with a man unspoiled by money. Sometimes I think if I ever loved I should love a poor, simple man. By the way what's your profession?"

The young man hesitated a moment and then said:

"I'm a cashier in the restaurant with the brilliant electric sign which you can see over there."

The girl looked at her watch and rose.

"Why are you not at work then?"

"I'm on the night's shift so I have nearly an hour to spare. May I hope to see you again?" said the young man.

"Perhaps. To-night I'm busy, I must go to a party. Excuse me, I must be off. Perhaps you noticed the white auto at the entrance? It's mine."

"May I accompany you to the auto?" asked the young man.

"No, don't. Remain here for 10 minutes. Don't go after me. I don't want my driver to see you." And the girl went away. The young man looked at her elegant figure then went after her.



He saw her look at the white auto, pass it by, cross the street quickly and enter the restaurant with the brilliant electric sign. He saw that a red-haired girl left the cashier's place and the girl in grey took her place and began to work.

The young man smiled, put his hands into his pockets, came up to the white automobile, seated himself comfortably and said to the driver: "Club, Henry..."

Talking about the story

1. Answer the questions.

1. Who came to the park every morning?
2. Who tried to get acquainted with the girl?
3. What did the girl tell the young man about herself?
4. What did the young man tell the girl about himself?
5. What did the young people turn out to be?

2. Correct the wrong sentences.

1. A red-haired girl came to that quiet corner of the small park every day.
2. There was a young man who hated that girl.
3. The girl told the young man that she liked only rich people.
4. The girl asked the young man to accompany her.

5. The young girl smiled, came up to the white automobile, seated herself comfortably and asked the driver to take her to the restaurant.

3. Why?

Complete the sentences.

1. The young man wanted to get acquainted with the girl in grey because...
2. The young man didn't quite understand the role he was going to play because...
3. The young man felt very uncomfortable because...
4. The girl came to the park every evening because...
5. The young man couldn't tell the girl the truth because...

4. What happened when?

1. When the young man came up to the young girl...
2. When the young man picked up the book and returned it to the girl...
3. When the young man broke the silence he said...
4. When the young man said he was a cashier in the restaurant the girl...
5. When the young man saw that a red-haired girl left the cashier's place and the girl in grey took her place he...

5. Which words and expressions are suitable to describe the girl in grey?

simple, proud, good-natured, honest, with a good sense of humour, liar, dishonest, cheerful, gloomy

6. Agree or disagree.

1. Her dress fitted her perfectly.
2. Her hands and legs were short, her complexion was dark.
3. That day the girl was singing a song.
4. The girl looked at his simple ready-made coat and his common face and kept silent.
5. The girl looked at her watch and rose.

7. Talking points.

1. Do you think that money always makes people happy?
2. What kind of people like to play roles?

8. Which person

was reading a book?

felt very uncomfortable?

left the cashier's place?

the red-haired girl

the girl in grey

the young man

WORK ON WORDS

1. What's the word for...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

to be the right size
thin
to fail to do because of doubt
to make known
usual
to become familiar with

to introduce
to fit
common
to hesitate
to get acquainted
slim

2. Fill in the missing words in the correct form.

to decide, to fit, each other, very, to pay, too, to get acquainted,
enough, to introduce

A SERVICE OF LOVE

By O'Henry

Joe dreamed of becoming a great artist. At twenty, he left his home town and went to New York. He had his dreams but very little money.

Deila had her dreams She played the piano so well that her family collected ... money to send her to New York to study.

Joe and Deila at a friend's house where some art and music students gathered.

They fell in love with and soon married.

One of Joe's friends ... him to the great Magister and Joe began taking lessons from the great Magister.

The two young dreamers were ... happy while their money lasted. But it didn't last very long. Soon they didn't have enough to ... for their lessons. So Deila ... she must give lessons to help Joe. One day she came home very excited.

"Joe, dear, I've got a pupil, Clementine. She is very rich and beautiful. She dresses in white and all her dresses ... her perfectly. Please, let me help you. When you become a great artist, I'll start taking lessons from the great Rosenstock and we shall both become famous some day. When one loves one's Art, no service seems too hard," said Deila.

UNIT 1



The past continuous tense

Statement	I – He – She – It You – We – They	was working were working
Negative	I – He – She – It You – We – They	was not (wasn't) working were not (weren't) working
Question	Was I – he – she – it Were you, we, they	working? working?

We use the past continuous tense for:

- actions in progress at a point of time in the past:
Tom was watching TV **at 6 o'clock yesterday**.
- actions which were in progress when something else happened:
Tom was watching TV **when I came home yesterday**.
- actions in progress at the same time:
Tom was watching TV **while I was reading a book**.

1. Jane did a lot of things yesterday. Look at the table and complete the sentences:

8.00 – 8.30 to have breakfast	8.30–9.00 to read a newspaper	9.30–10.00 to wash windows	10.00–11.00 to listen to music	11.30– 12.30 to swim	13.30-14.00 to cook dinner	15.00- 17.00 to watch TV
-------------------------------------	-------------------------------------	----------------------------------	--------------------------------------	----------------------------	----------------------------------	-----------------------------------

- at 8.25
- at 8.45
- at 9.30
- at 10.15 she
- at 11.35
- at 13.00
- at 15.30

2. Complete the questions in the past continuous tense. Use what / where / why if necessary.

1. you / live ... in 1990? – In London
2. you / do ... at 2 o'clock? – I was asleep.
3. It / rain ... when you got up? – No, it was sunny.
4. Ann / drive ... so fast? – Because she was in a hurry.
5. Jim / wear ... a suit at the party? – No, a T-shirt and jeans.

3. Describe the two actions using 1) when 2) while

Examples: Jane was doing housework when Tim came.
While Jane was doing housework Tim came.

Jane	Tim
to write a letter to	to knock at the door
to read a book	to come into the room
to look out of the window	to ask a question
to talk to	to leave the room
to write on the board	to open the door

4. Complete the sentences with the words in brackets. Use the past simple or the past continuous tenses:

1. At 6.00 pm, Bob sat down at the table and began to eat. At 6.05, Bob (to eat) ... dinner.
2. While Bob (to eat) ... dinner, Ann (to come) ... through the door.
3. In other words, when Ann (to come) ... through the door, Bob (to eat) ... dinner.
4. Bob went to bed at 10.30. At 11.00 Bob (to sleep)
5. While Bob (to sleep).... , the phone (to ring)
6. In other words, when the phone (to ring) ... , Bob (to sleep)
7. Bob left his house at 8.00 am and (to begin) ... to walk to class. While he (to walk) ... to class, he (to see) ... Mrs Smith.
8. When Bob (to see) ... Mrs Smith, she (to stand) ... on her front porch. She (to hold) ... a broom. Mrs Smith (to wave) ... at Bob when she (to see) ... him.

5. Complete the paragraph in the past simple or the past continuous.

Last week my friend Sandy and I ..(1).. to go to the beach on the bus. While we ..(2).. for the bus, it suddenly ..(3).. to rain. We ..(4).. summer clothes, and we ..(5).. an umbrella. While we ..(6).. there in the rain, Sandy's mother ..(7).. past, so we ..(8).. to her. Luckily, she ..(9).. us, and ..(10).. us home in her car.

- | | | |
|---------------------|------------------|-------------------|
| 1. a) decided | b) was deciding | c) were deciding |
| 2. a) waiting | b) were waiting | c) was waiting |
| 3. a) start | b) was starting | c) started |
| 4. a) wore | b) was wearing | c) were wearing |
| 5. a) had | b) didn't have | c) weren't having |
| 6. a) were standing | b) stand | c) stood |
| 7. a) drove | b) drove | c) driving |
| 8. a) was waving | b) were waving | c) waved |
| 9. a) noticed | b) didn't notice | c) noticing |
| 10. a) take | b) was taking | c) took |

6. Which is right?

1. I *saw /was seeing* Maria for the first time yesterday.
2. Richard *was watching TV/ watched TV* when the telephone rang.
3. When we were on holiday we *went/were going* to the cafe almost every day.
4. My cousin and I *played/ were playing* computer when there was a power cut.
5. When my dad met my mum he *was working/ worked* as a bus driver.
6. Mr Smith *owned/was owning* two houses and a villa in France.
7. I *was doing/ did* my homework as soon as I got home from school.

Adjectives: order before nouns

The order of adjectives in front of a noun is as follows:

opinion	size	age	shape	colour	material	where from origin	purpose	noun
nice	small	old	round	black	wooden	French	coffee	table

7. Put the adjectives into the correct columns.

black	cotton	fur	green	horrible
large	leather	long	paper	plastic
pretty	round	square	tiny	triangle
ugly	useful	wool		

opinion	size	shape	colour	material

Can you add any more adjectives to the chart?

8. This is a list of things found at a *Lost and Found Office*. Put the adjectives in the correct order.

1. suitcase / square / plastic / black / large
2. gloves / leather / brown / small
3. mirror / round / small / black / pretty
4. bag / rectangular / green / small / woolen

9. Here are descriptions from a newspaper, a journal, a biography and a novel. Rewrite each description in the right order.

Examples: books: old, terrible – terrible old books (opinion + description)

1. city: *Armenian, beautiful, little*
2. club: *jazz, local*
3. buildings: *modern, industrial*
4. dress: *evening, red, silk*
5. eyes: *narrow, colourless*
6. furniture: *old, lovely*
7. jacket: *short, leather*
8. boots: *French, ski*
9. tie: *blue, woolen*
10. trousers: *cotton, grey*

UNIT 2

A



Focus on speaking

Words and word combinations you may need in this unit

area *n* constitution *n* minerals *n* oil *n* gas *n* coal *n* iron *n*
factory *n* plant *n* port *n* avenue *n* agriculture *n* explorer *n*
coastline *n* federal *a* executive *a* legislative *a* judicial *a*
developed *a* mechanised *a* elect *v* proclaim *v* export *v*
explore *v* to be exercised to be headed by shipbuilding centre
to be located

Make a list of the words and word combinations you do not know and learn them.

elect _____

Thinking it over

- What English speaking countries would you like to visit?
- Would you like to visit this country as a tourist or on business?

Read the text. Remember what you can.

MORE FACTS ON THE USA



The USA is a federal republic consisting of 50 states, each of which has its own government. The present constitution was proclaimed in 1787 in Philadelphia. According to the Constitution the powers of the government are divided into three branches: the executive, headed by the President, the legislative, exercised by the Congress and the judicial.

The president, elected for four years, is head of the state and the government. Congress consists of 2 houses: the House of Representatives and the Senate. The House has 435 members, and there are a 100 senators, two from each state.

In the USA there are two main political parties: the Democratic Party and the Republican Party. The Democratic Party was organised in the 1820s. The Republican Party was organised in the 1850s.

The USA is a highly developed industrial country, and its agriculture is highly mechanised. The USA is rich in metals and minerals, oil, gas, coal and iron. Most of the factories and plants are located in the north-east. American agriculture produces more food products than any other country. Most of them are exported.

The capital of the USA is Washington, which is situated in the district of Columbia on the Potomac River.

New York is the largest city and port in the United States. It is the financial and business centre of the country. The heart of New York is Manhattan, the centre of business and culture.

The streets and avenues in New York have only numbers instead of names. Harlem is the Afro-American centre in New York.

Boston is one of the first towns, which were built on the Atlantic coast of America. It is an important port and a financial and cultural centre. It has three universities.



Chicago is one of the biggest industrial cities in the USA and the second largest city after New York.

Philadelphia is an important cultural centre with many fine buildings and a university.

Detroit is a port and one of the biggest centres of the automobile industry.

San Francisco, on the Pacific coast, is a big port and shipbuilding centre.

Los Angeles, in California, is an important centre of many modern industries. Not far from Los Angeles is Hollywood, the centre of the US film business.

Mind

Congress: the House of Representatives and the Senate

The Democratic Party

The Republican Party

Check up

RIGHT or WRONG?

1. The USA is a monarchy consisting of 50 states.
 2. Each state has its own government.
 3. The present constitution was proclaimed in 1787 in Washington D.C.
 4. The President is the head of the state and the government.
 5. Congress consists of the House of Representatives and the Senate.
 6. In the Senate there are three senators from each state.
 7. The Democratic Party and the Liberal Party are the leading parties in the USA.
 8. The USA is one of the most developed industrial countries in the world.
 9. The agriculture in the USA is highly mechanised.
 10. Washington is the largest city in the USA.
 11. New York is the financial and business centre of the USA.
 12. Boston is a shipbuilding centre.
 13. Chicago is a big industrial city.
 14. Philadelphia and Detroit are the largest cities after New York.
 15. San Francisco is the centre of film production.
- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
 - Do you know anything else about the cities mentioned in the text or any other city in the USA? If yes, tell your classmates what you know.
 - Name two unusual facts about your city.

Talking it over

- Would you like to visit the USA? Why yes/why no?
- What cities in the USA would you like to visit? Why?
- Work in pairs. Someone is visiting your country and he/she needs some advice. Ask and answer questions according to the model. Give as much information as you can. Then change partners and do the role play again.

A. If I visit your country what places should I see?
B.
A. What should I do if I get invited to stay in someone's home?
B.
A. Do people mind if you take pictures of them?
B.

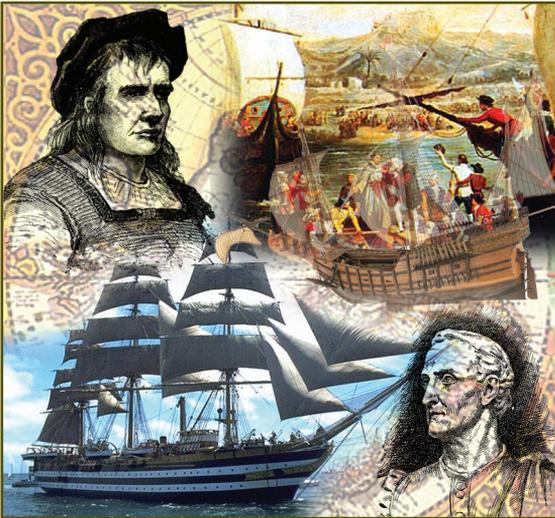
- A. When someone invites you out, who pays?
- B.
- A. ?
- B.

- **Useful expressions for your answers:**

- The most important thing is ...
- One thing to remember is ...
- Well, that depends ...

Read the text. Remember what you can.

WHO REALLY DISCOVERED AMERICA?



For many years, people believed that the Italian explorer Christopher Columbus discovered America. But in fact others had reached America before him. Thousands of years ago, Asians crossed the Bering Strait to Alaska and moved through North America on to South America. According to some people travelers from Europe and China also visited America. Irish explorers also may have visited America in the ninth and tenth centuries.

However, Christopher Columbus was the first western explorer who visited America. He left Spain on August 3, 1492, and arrived in Bahamas, but he thought that he had arrived in the Indies (the name then used for Asia). That is why he called people Indians.

But why was America named so? It was named after another Italian explorer, Amerigo Vespucci, who was a friend of Columbus and who later explored the coastline of the new world.

Mind

Christopher Columbus

Amerigo Vespucci

Bering Strait

Bahamas

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Can you think of three facts about Christopher Columbus?
- Compare your information with your classmates.
- Work in groups. Think of five questions about famous facts on the USA and put them down.
- Take turns asking your questions and decide who has the most correct answers.

Talking it over

Function focus

Giving advice

I should...

You should...

I would advise you...

You could...

I think the best thing to do is...

Answers you can use

Yes, I know but...

You're quite right, but...

Yes, I agree...

You're right and I will...

What a good idea!

- Give advice to someone who is going to take a vacation abroad. Compare your list with your classmates. The list may include:
 - ... pack too many things
 - ... make a hotel reservation
 - ... check the weather
 - ... take a lot of luggage
 - ... check on visas

Follow up

- Write a short story about the city in the USA you wish to visit. Collect as much information about the city as you can to describe what you would like to see there.
- Retell the story and discuss it in class.

UNIT 2

B



Focus on reading

Study the words

- respect v** – think well of someone.
Everyone respects an honest man.
- respect n** – If you have respect for someone, you think well of them.
I've got a lot of respect for Mr Carvalho: he has worked hard and has always been very honest.
- respectable a** – Honest and decent; having a good reputation.
He is a respectable member of the community.
- honour n** – a sense of what is right or honest.
As a man of honour, he didn't do business with those who cheated poor people.
- honorable a** – having or showing a sense of what is right or honest.
The judge is an honorable man.
- to stand for** – to help, to support.
I want to know who she stands for.
- elect v** – to choose by voting.
The people of the town elected a new mayor.
- election n** – the act of electing.
There is an election of President every five years in Armenia.
- elector n** – someone who has the right to vote in an election.
The candidate won the respect of the electors.
- excited a** – happy and no longer calm.
We were all very excited because Uncle Ben had promised to take us to Australia with him.
- exciting a** – something which is exciting makes you feel happy.
Stuart found the atmosphere of the college very exciting.
- excitement n** – the feeling of being excited.
Tom could hardly sleep because of his excitement over being made captain of the team.
- popular a** – liked by a lot of people.
Football is the most popular game in Britain.

Pre-reading task

1. Are you fond of collecting facts about life?
2. Would you like to be a writer and share your thoughts with people?

THE PICKWICK CLUB

(Retold from the story by Charles Dickens)

The Pickwick Club was an organization founded by Mr Pickwick, a rich old gentleman, who had retired from business. The aim of the club was to study life and people. The members of the club were rich men who spent their time travelling and looking for little adventures. In this way Dickens told the readers many interesting facts and showed a realistic picture of London life.

Mr Pickwick and his friends arrive in the town of Eatanswilll during parliamentary election: the two political parties are the Blues and the Buffs¹. Neither Mr Pickwick nor any one else knows the difference between the parties, or what they stand for. But the political leaders and their friends hope to get some work in the town administration, so each party tries to win the victory. Mr Samuel Slumkey is the candidate to Parliament and is supported by the Blues. Mr Horatio Fizkin is the candidate of the Buffs.

It was late in the evening when Mr Pickwick and his friends stopped at the Town Inn. They wanted rooms for the night. Large blue silk flags were flying from the windows of the inn. A crowd of people were standing in the road looking at a man in the balcony who was telling them about Mr Slumkey.

They entered the house.

“Can we have beds here?” asked Mr Pickwick.

“You have come here to see the election?” the man asked. Mr Pickwick answered “Yes”.

“A very interesting situation, my dear Sir,” said the man.

“And what will be the results of the election?” asked Mr Pickwick.

“Not clear, my dear Sir, not clear as yet,” answered the man. ‘Fizkin’s people have got three-and-thirty electors in the inn.”

“In the inn!” said Mr Pickwick in surprise.

“They keep them shut up there till they want them. They are afraid that we shall get at these electors.” Mr Pickwick was astonished but said nothing. “But we are sure,” said Mr Parker. “We had a little tea-party here last night, five-and-forty women, my dear Sir – and gave every woman a green parasol when she went away.”

“A parasol!” said Mr Pickwick.

“Fact, my dear Sir, fact. Five-and-forty green parasols, at seven-and-sixpence each. All women like these things. So we got all their husbands and half their brothers.”

¹ Buff – բաց դեղին գույն

Mr Parker found two beds at the inn for the Pickwickians and Mr Pickwick was invited to spend the night with one of his friends at the house of Mr Pott, the publisher of the “Eatanswill Newspaper”.

The election began the next day. Mr Pickwick met his friends at the Town Inn. There were blue flags everywhere. A band was playing loudly. There were many policemen with blue staffs, twenty committeemen with blue scarfs, and a crowd of electors with blue flags. There were electors on horses and electors on foot, there was a carriage for Mr Samuel Slumkey and four carriages for his friends.

“Is everything ready?” said Mr Samuel Slumkey to Mr Parker.

“Everything, my dear Sir.”



“Nothing has been forgotten, I hope?”

“Nothing, my dear Sir. There are twenty washed men at the street door for you to shake hands with, and six children in arms whom you will pat on the head and ask their age; it always has a great effect. And you can kiss one of them. It will make a very great impression on the crowd.”

“Can somebody else kiss the children?”

“I am afraid not. If you do it, my dear Sir, it will make you very popular.”

“Very well,” said Mr Samuel Slumkey, “then it must be done”.

Soon Mr Samuel Slumkey appeared before his electors. He shook hands with the men, patted the children on the heads and kissed them all. The cheers of the crowd were loud and long. Then the procession moved to the election hall. On the way there it was mixed with the procession of the Buffs. The electors called out the names of their candidates, pushed the electors of the other party and shouted at each other, the band played and the drums were beaten.

The Mayor asked the electors to stop shouting and twelve policemen helped him. When at last the band and the crowd were stopped, and the candidates made their speeches the election began.

During the whole time of the election the town was in a fever of excitement. Some of the electors did not know whom to support. One hour before the close of the election Mr Parker spoke to these intelligent, respectable patriotic men. His speech was not long but resultative. All of them went to the election hall and when they returned, the honourable Samuel Slumkey was elected.

Talking about the story

1. Answer the questions.

1. Who was the Pickwick Club founded by?
2. Who were the members of the club?
3. When did Mr Pickwick and his friends arrive in the town of Eatanswill?
4. Why did the political leaders want to be elected?
5. What was the election like?

2. Correct the wrong sentences.

1. Everybody knew the difference between the two political parties.
2. A crowd of people were standing in the road as they were looking for Mr Pickwick.
3. Mr Pickwick was going to take part in the elections.
4. The election began the next month.
5. One hour before the close of the election Mr Pickwick spoke to those intelligent, respectable patriotic men.

3. Why?

Complete the sentences.

1. The political parties tried to win the victory because...
2. Fizkin's people had three-and-thirty electors in the inn because...
3. The candidates to Parliament spent much money on the election campaign because...
4. Some of the electors didn't know whom to support because...
5. Mr Pickwick and his friends wanted to collect facts about life because...

4. What happened when?

1. When Mr Pickwick and his friends stopped at the Town Inn...
2. When the election began the next day...
3. When Mr Samuel appeared before the electors...
4. When at last the band and the crowd were stopped...
5. When Mr Parker spoke to those intelligent respectable patriotic men...

5. Which words and expressions are suitable to describe the candidates to Parliament.

Intelligent, selfish, cheerful, patriotic, dishonest, respectable, fair

6. Agree or disagree

1. Mr Pickwick liked to travel over the country.
2. There were many policemen with flowers in their hands.

3. There were red flags everywhere to greet the candidates.
4. Each political party tried to win the victory by any means.
5. The election was a performance.

7. Talking points.

1. Do you think the situation has changed nowadays and we have witnessed really fair elections in some countries.
2. Which candidates deserve to be elected?

WORK ON WORDS

1. What's the word for...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

liked by a lot of people
someone who has the right to vote in an election
the feeling of being excited
to support
honest and decent
to think well of someone

to respect
respectable
to stand for
popular
elector
excitement

2. Fill in the missing words in the correct form.

elector, election, excitement, support, respectable, honourable

AN EPISODE FROM THE ELECTIONS

Soon Mr Samuel Slumkey appeared before his He shook hands with the men, patted the children on the heads and kissed them all. The cheers of the crowd were loud and long. Then the procession moved to the ... hall. On the way there it was mixed with the procession of the Buffs. The electors called out the names of their candidates, pushed the electors of the other party and shouted at each other. The band played and the drums were beaten.

The Mayor asked the electors to stop shouting and twelve policemen helped him. When at last the band and the crowd were stopped, and the candidates made their speeches the election began.

During the whole time of the election the town was in a fever of Some of the electors did not know whom to One hour before the close of the election Mr Parker spoke to these intelligent, ... patriotic men. His speech was not long but resultative. All of them went to the election hall and when they returned, the ... Samuel Slumkey was elected.

UNIT 2



Present Perfect since and for

To talk about finished actions we use the present perfect tense or the simple past. It depends on the kind of the time expression that is used. We use the simple past with expressions of a finished time and the present perfect with expressions which refer to “any time up to now”.

Present Perfect	Past Simple
ever	yesterday
never	last week
already	three years ago
yet	then
just	when
lately	in 1990...
so far...	

Example: I saw Kate yesterday (finished time)
Have you seen Kate yet? (unfinished time)

1. Finished or unfinished time?

Put the expressions in the right column:

Finished time	Unfinished time
.....
.....
.....

a long time ago, before I was born, last year, lately, today, this year, in 1999, just after I got up, up to now, in my life, so far

2. Which is right? Reason your answer.

1. I haven't seen /didn't see much of Ann lately.
2. "Who is she?" – "I don't know. I have never seen / never saw her before."
3. I have done / did a lot of good things in my life.

4. She has left / left school last year.
5. When have you seen / did you see her?
6. I am sorry, I haven't finished / didn't finish it yet.
7. Have you read / did you read a lot of books when you were at school?
8. Have you seen / did you see any good films lately?

3. Use the past simple or the present perfect in these pairs of sentences:

1. a) She (never read) a book until she was eleven.
b) She is eighty and (never read) a book in her life.
2. a) I (have) lunch an hour ago.
b) I (just have) lunch.
3. a) ... he (go) to the bank yet?
b) ... he (go) to the bank at lunch time?

4. Make up questions and answer them.

ARE YOU AN ADVENTURER?

1. ... you ever ... (watch) the sunset?
2. ... (be) you delighted when you saw it?
3. ... you ever ... (walk) in the rain?
4. ... you ... get angry when you ... (get) wet?
5. ... you ever (have) a dream which ... (come true)?
6. When ... you ... (have) it and what ... (be) the dream about?
7. ... you ever ... (taste) any unusual food like frogs or snails?
8. ... you ... (like) it?
9. ... you ever ... (climb) a high mountain?
10. What mountain ... you ... (climb)?
11. ... you ever ... (find) any money?
12. Where ... (be) you and how much money ... you ... (find)?
13. ... you ever ... (win) a prize?
14. What ... you ... (win)?
15. ... you ever ... (see) a snake?
16. ... (be) you frightened?
17. ... you ever ... (write) a letter in English?
18. Who ... you ... (write) to and what ... you ... (write) about?
19. ... you ever ... (be) abroad?
20. When ... (be) you abroad?

If you answered “yes” more than six times, you are certainly an adventurer – you like to find yourself in unusual and exciting situations. Good luck to you in your future adventures!

We use *since* and *for* with the Present Perfect to say how long

We use *since* + the start of the period

Example: We have been here **since** Monday.

We use *for* + a period of time

Example: We have been here **for** three days.

5. Complete the time expressions with *since* or *for*.

- | | |
|-------------------|-----------------------|
| 1. – a year | 5. – I was at school |
| 2. – half an hour | 6. – a couple of days |
| 3. – September | 7. – months |
| 4. – nine o'clock | 8. – 1999 |

6. Complete the expressions.

Example: Since yesterday = for 24 hours
for 200 years = since the 19th century

- since 1980 =
since Tuesday =
since 6 o'clock =
since the day before yesterday =
since my first day at school =
for 20 years =
for five days =
for the last two hours =
for all my life =

7. Match a line in A and B and a sentence in C. There is more than one possibility.

- | A | B | C |
|------------------------------------|----------------------------------|--|
| 1. I've known my best friend | from 1988 to 1996. | It's not bad. I quite like it. |
| 2. I last went to the cinema | for an hour. | I went camping with some friends. |
| 3. I've had this watch | two weeks ago. | We met when we were 10. |
| 4. We've used this book | since 1985. | I really need a cup of coffee. |
| 5. We lived in our old flat | since the beginning of the term. | My Dad gave it to me for my birthday. |
| 6. We haven't had a break | for years. | We moved because we needed somewhere bigger. |
| 7. I last had a holiday | for three years. | The film was rubbish. |
| 8. This building has been a school | in 1999. | Before that it was an office. |

8. Complete the sentences with the words in brackets. Use the present perfect or the past simple.

My name is Aram. I'm from Armenia. Right now I'm studying English at an English school. I (be) ... at this school since the beginning of January. I (arrive) ... here January 2, and my classes (begin) ... in January. Since I (come) ... here, I (do) ... many things, and I (meet) ... many people. I (go) ... to several parties. Last Saturday I (go) ... to a party at my friend's house. I (meet) ... some of the other students from Armenia at the party. Of course, we (speak) ... Armenian, so I (not practise) ... my English that night. There (be) ... only people from Armenia at the party. However, since I (come) ... here, I (meet) ... a lot of other people. I (meet) ... students from Latin America, Africa, the Middle East, and Asia. I enjoy meeting people from other countries.

9. Put the verb in brackets in the correct tense: present perfect, past simple, or present simple.

DENNIS HEAL

Dennis Heal (1)... (be) a politician. He (2)... (go) to Oxford University in 1975, and in 1982 he (3)... (become) a Member of Parliament. He (4)... (be) an MP since then. He (5)... (be) Defence Minister from 1989-95. He (6)... (write) three books, including his autobiography "The Time of my Life", and a spy story called "The Time to Run". He is married to the artist Edna Heal, and they have two children. They (7)... (live) in Oxford for 10 years, then (8)... (move) to London in 1995. They now (9)... (live) in a house in Cadogan Square in central London.

10. Choose the correct tense.

I

1. How long do you *know/have you known* Mary?
2. *I live / I've lived* here for eight years.
3. *I'm going / I've been* home on Saturday.
4. *I have / I've had* this car since 1982.
5. Sorry I'm late. *Are you waiting / Have you been waiting* long?

II

1. *Have you ever seen/did you ever see* a boxing match?
2. *Have you ever been/did you ever go* camping when you were a child?
3. *Where have you had/ did you have* lunch yesterday?

4. Where's the telephone? *There's been/ there was* an accident!
5. *I've never traveled / I never traveled* by air.
6. Can you help me? *I've lost / I lost* my watch.
7. *I've lost / I lost* my glasses the other day.
8. "Have you had / did you have breakfast?"
"Not yet."

III

1. "Could I speak to Linda?" "I'm afraid *she puts / she's putting* the baby to bed. Could you ring in about half an hour?"
2. I first met my wife when *I worked / was working* in London.
3. How often *do you see / are you seeing* your parents?
4. My father *worked / was working* in Nigeria for a long time when he was younger.
5. *Do you know / are you knowing* my friend Alex Carter?
6. "Would you like a cigarette?" "No, thanks, *I don't smoke / I'm not smoking.*"
7. "What *do you do / are you doing?*" "*I try / I'm trying* to mend my bicycle. Would you like to help?"
8. "What *do you do / are you doing?*" "I'm a chemical engineer."
9. "I called at your house yesterday evening, but you weren't there. What *did you do / were you doing?*" "I was at a party."
10. "What *did you do / were you doing* after the party?" "I went straight home."

UNIT 3



Focus on speaking

Words and word combinations you may need in this unit

monument *n* memorial *n* manuscript *n* colony *n* skyscraper *n*
 private *a* typical *a* glorious *a* consider *v* struggle *v*
 settle *v* contain *v* federal capital official residence
 personal papers national symbol

Make a list of the words and word combinations you do not know and learn them.

colony _____

Thinking it over

- What is a capital city?
- What centre is our capital city?

Read the text. Remember what you can.

THIS IS WASHINGTON

Washington is an administrative city without much industry. It is considered to be one-industry city and that industry is government. It was built specially to be the seat of the government and was called Washington after the first President of the United States George Washington.

In 1791 George Washington chose the place for a capital city. He thought it was a good place because the Potomac River was deep enough for ships to come to the city. Washington was first settled in 1790. In 1800 it became the federal capital.

Washington is not a typical American city. It has no skyscrapers and nobody will build a house higher than the Capitol, which is the building where the Congress meets.



Like any other capital Washington meets millions of tourists from different countries and all parts of the USA. They come to see the Capitol and the White House, which is the official residence of the President, the Lincoln Memorial and the Washington Monument, the Library of Congress and Kennedy Centre and other monuments to those who struggled to make an English colony a free country. The Library of Congress is the largest library in the USA. It contains millions of books, manuscripts and personal papers of the US presidents.



There are five universities in Washington.

Washington is not only the city where the President lives and works. It is the city where you think about the glorious history of the USA.

Mind

The Potomac River

The Capitol

The White House

Check up

RIGHT or WRONG?

1. Washington is the largest industrial city in the USA.
2. The only industry in Washington is government.
3. It was built specially to be the seat of the government.
4. George Washington chose the place for a capital city.
5. Ships cannot come to the city because the Potomac River is not deep enough.
6. In 1790 Washington became the federal capital.
7. The Capitol is the official residence of the President.
8. The White House is the building where the Congress meets.
9. The Library of Congress is the largest library in the USA.

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Write down three sentences which you think characterize Washington.
- Compare with your classmates and collect on the blackboard all the characteristics of the city.

Talking it over

- Compare the capital cities of the United Kingdom and the United States. Give as much information as you can.
- Which of these two capitals would you like to visit? Why?

Read the text. Remember what you can.

THE WHITE HOUSE

When Washington became the capital of the USA Congress decided to build a special home for all Presidents. The house belongs to the nation, and it is the official residence of each President.

The White House may look like a museum because when you enter it history seems to come alive to you. Here you may see a lot of things which belonged to famous Presidents of the USA. But the White House is not a museum. Though it is still the home of American Presidents it is also the place where they do most of their work.

There are 150 rooms in the White House today. There are offices, a swimming pool, a barber shop, a kitchen there.

Part of the White House is open to the public. People may see the Library, some of the dining rooms and reception rooms on the ground floor and first floor. Visitors are not allowed to the private rooms on the second and third floors.



The White House is more than the President's residence. Like the Capitol, it is the national symbol.

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Compare the White House with the President's residence in our country.
- Name three things which are alike and three things which are different.
- Compare with your classmates. Add to your list whatever you do not have.

Talking it over

Function focus

Describing places

Very often you have to describe places to people – a city, a town, a street they haven't visited or seen. Here are some questions you may be asked:

Where is it?

What does it look like?

How do you get there?

What's interesting about it?

What's pleasant or unpleasant about it?

What's the best time of the year to visit?

What's the weather like there?

- **Act the dialogue in class.**
 - A. Can you tell me a little about Mexico?
 - B. Yes, sure. What would you like to know?
 - A. Well, when is the best time to visit?
 - B. I think, you should go in winter or spring. The weather is nice then. It's not very hot.
 - A. Really? And does Mexico have good beaches?
 - B. Yes, the beaches are excellent.
 - A. Oh, good! And what places should I see?
 - B. Well, you should go to Mexico City. Then you should see the Mayan ruins. They are very interesting.
 - A. Fine! I can't wait to go there.

- **Match the questions in column A with the answers in column B and practise the conversations.**

A.

What's Hong Kong like?
Is it an interesting place?

What's your hometown like?
Do you like it?

Tell me about Sydney.
I've never been there.

Is Amsterdam a modern city?

B.

Oh, really? It's beautiful.
It has beautiful beaches.

No, it's very old. It has lots of beautiful
streets, canals and buildings.

Oh, yes, it is. It's very exciting, but it's
rather crowded.

No, I don't like it! That's why I moved
away.

- **Write five sentences about your city. Compare with your classmates and choose the best description of your native town.**
- **Work in groups of five or six. Find out if someone has visited an interesting country or city. Find out more about it. Use the dialogues above as models. Start like this:**

A. I visited Rome last summer.

B. Did you enjoy it?

Follow up

- Write a short story about the capital city of your own country.
- Retell the story and discuss it in class.

DID YOU KNOW...

- There are only few modern cities in the world which are as old as Yerevan.
- This ancient city was founded in 782 BC when Carthagen was very young and Rome was out of the question.
- The long and eventful life was given to the city by the king of Ancient Urartu – Argishti I who built a fortress on Arin-Berd hill and named it Erebuni.

UNIT 3

B



Focus on reading

Study the words

- beloved** *a* – is used when one speaks of somebody very much loved and dear.
Nelly is Mike's beloved sister.
- favourite** *a* – something or somebody we like and prefer above all others.
Summer is her favourite time of year.
- to discover** *v* – to find an object, a place, information, etc. that is important and that no one knew about before.
The planet Pluto was discovered in 1930.
- to find out** *v* – to find something trying to get information or asking people; to find out something that was secret or that people didn't know anything about.
He has gone to find out which gate the plane goes from.
- ruin** *v* – to harm or damage greatly.
The earthquake ruined the town
- stale** *a* – not fresh.
The bread was stale and we couldn't eat it.

Pre-reading task

1. Are you fond of art?
2. Who is your favourite Armenian artist?

DAILY BREAD

(Retold from the story by O. Henry)

Miss Martha was forty years old, and she wasn't married. She had a good heart and two thousand dollars in the bank: many women marry who have less.

Martha wasn't married, but she always showed a smiling face to the people who came every day to buy bread in her little bakery. A middle aged man came to the bakery two or three times a week. He had light brown hair and blue eyes. His clothes were not new, but always very clean. He always bought two loaves

of stale bread, never fresh, and Miss Martha decided that he was very poor. He had long, very white hands; she could see that he wasn't a workman. "Perhaps he is an artist," she thought, "a poor artist, living in a cold dark room and painting beautiful pictures." She often thought of him when she sat down to her dinner of meat and vegetables, and bread and butter and tea and jam. She thought of him sitting alone in his cold dark corner, eating his dry, stale bread. How sorry she was that she could not invite him to have dinner with her! She wanted to talk to him, to know more about him. But how? He never spoke to her, except to ask for two loaves of stale bread. At last she thought of a plan which, she hoped, would not only help her to discover his profession, but would also let her begin a conversation with him.

In her room behind the shop, Miss Martha had a painting which she always liked to look at. It was a painting of a wonderful white palace on an island in a lake. There was a little boat on the blue water of the lake. Miss Martha brought the painting from her room and put it on the wall just behind the place where she kept the loaves of bread.

The next day the man came in, and said, as usual, "Two loaves of stale bread, please." As Miss Martha turned to him with the loaves of bread, her heart began to beat more quickly. She saw that he was looking at her picture: there was even a smile on his face.

"You have a fine picture here, madam," he said as she handed him the bread.

"I am glad you think so," Miss Martha answered. "It's my favourite picture." She turned and looked at the picture. "I admire art so much," she said. "Do you think it is a good picture?"

The man looked at the picture again, this time more carefully, then said: "Yes, the picture isn't bad, not bad at all. But I'm afraid the proportions of the palace aren't quite right." He took the bread without saying anything else and left the shop.

Miss Martha went to the window and looked after him. How nice he was! She was sure now, that he was an artist. An artist – and living on stale bread!

Often now, when he came, he stopped to talk a few minutes to Miss Martha. He seemed to like her smile, the sound of her voice, her conversation. But he continued to buy only stale bread. Never a cake, never even a loaf of fresh bread. He looked thinner, she thought, and unhappy. How she wanted to put something good into the parcel together with his stale bread! But she hadn't enough courage for that. She knew how proud artists were, how they hated gifts in any form.

One day her artist came in and asked, as usual, for two loaves of stale bread. Miss Martha had just turned to the shelf to get the loaves, when there was a great noise in the street. The artist ran to the door to look, and at that moment a great idea came to Miss Martha's mind.

On the lower shelf there was a big piece of fresh butter that she had bought that morning. Miss Martha took a knife, made a hole in each loaf of bread and put a big piece of butter in it. When the artist turned round, she had already made a paper parcel with the two loaves in it. When the artist had left after a very pleasant little conversation, Miss Martha smiled to herself, but her heart was beating faster than usual. She hoped the artist would not be angry about such a small thing? Nobody thought of butter as a gift!

She thought of what was happening in the artist's room. It was lunch time, her artist had stopped painting and was looking at his beautiful picture, in which the proportions were quite right. Soon he would sit down to his cup of tea and dry bread. He would break one of the loaves – ah – would he think as he ate, of the hand that had put the butter into that loaf? Would he ...?

The bell over the shop door rang loudly and two men came in. One of them was a young man she had never seen before. The other was her artist...

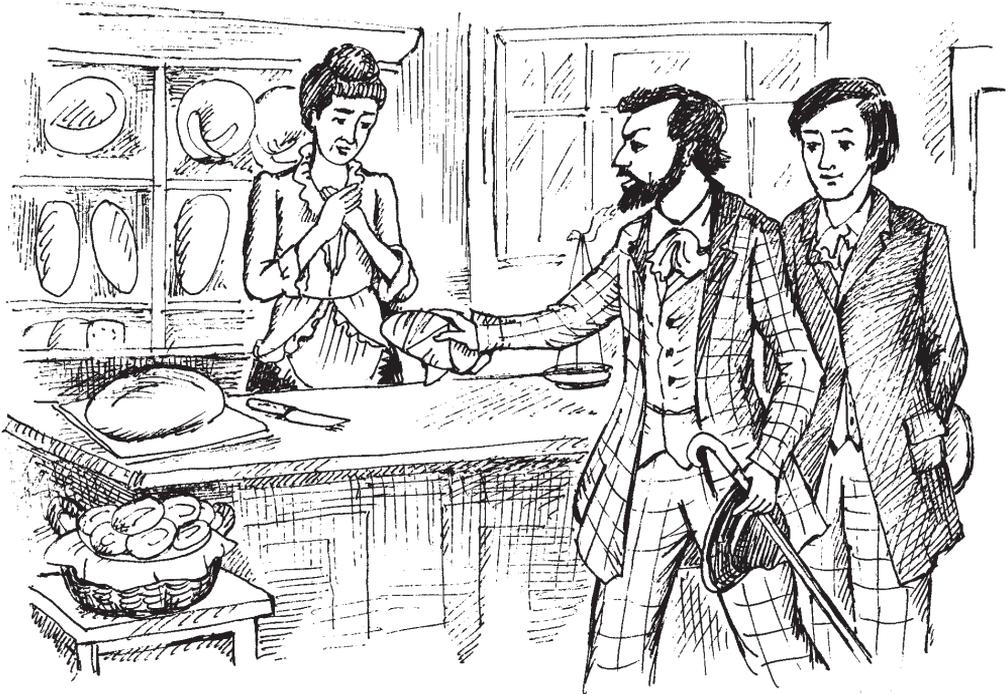
Look at the series of pictures. Which series do you think describes the end of the story best? Tell the end of the story according to the series you have chosen, using the word combinations given with each picture.



to show the nice woman
to tell the story
to want to marry

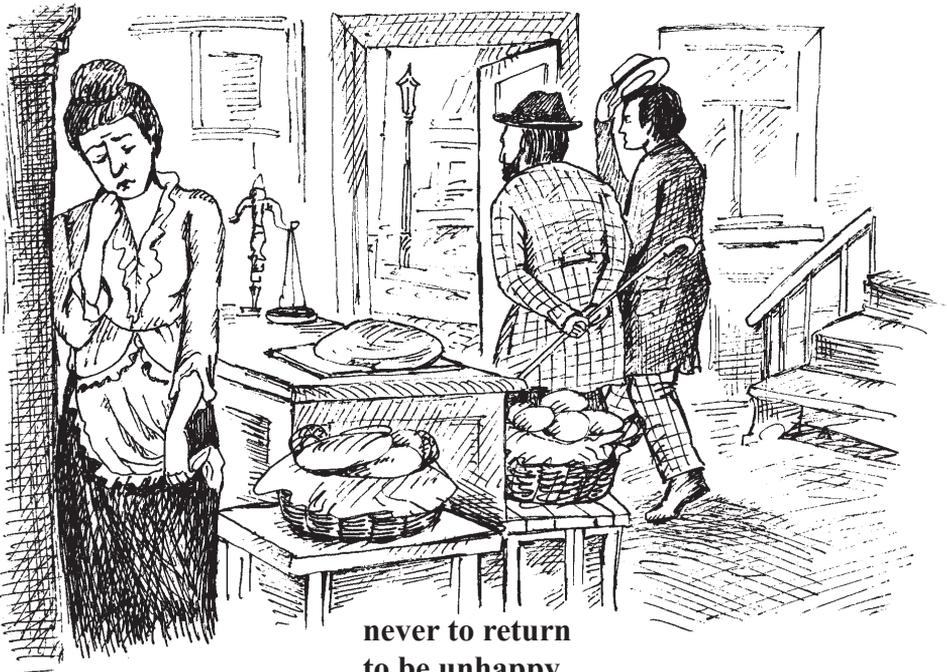


to wish happiness
future life
to hope to become

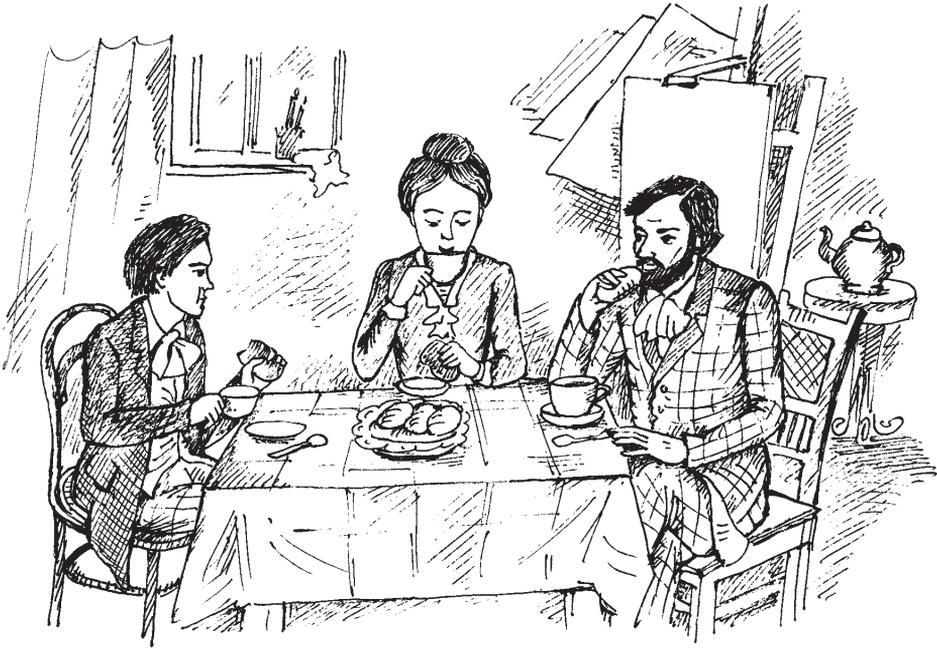


to be very angry
to return the gift
to be poor but proud

to shout at the poor woman
to be speechless
to be impossible to buy in this shop



never to return
to be unhappy



**to be happy to get
to show it to his wife**

**to invite his young brother
to have a nice lunch**



**to thank for the gift
to describe the “party”**

**the wife is thankful
to look unhappy**

Now Read the end of the story and say whether you liked it or not

The artist's face was very red, his hat was on the back of his head, his eyes were wild.

"You foolish old woman!" he shouted at Miss Martha. At Miss Martha!

The younger man tried to pull him away. "No, I won't go!" the artist cried, freeing his arm. "I won't go until I tell her!" Then to Miss Martha: "You have ruined my life; you have ruined everything! You are a foolish old cat!"

Miss Martha closed her eyes. She felt that the shelves full of bread were going round her in great circles.

The young man took the artist's arm again. "You've said enough; come on!" He pulled the angry artist to the door and pushed him into the street. Then he closed the door and came back to Miss Martha.

"I'll explain what happened," he said. "I couldn't, while he was in the room. You see, he's an architect. We work together in the same office. He has worked hard for six months, drawing a plan for a new city hall. It was a prize competition. He finished his plan today. You know, an architect always makes his drawing in pencil first, and then draws over the lines in ink. When it is finished, he takes away the pencil lines with stale bread. It's better than rubber. My friend bought his stale bread here. Well, today... well, you know ... butter isn't very good for ... well, he can't show that plan to anybody now."

Miss Martha went into her room behind the shop. She took off the silk blouse and put on her old brown one. Then she sat down and cried.

Talking about the story

1. Answer the questions.

1. Who came to the bakery to buy stale bread?
2. Why did Miss Martha think the man was an artist?
3. What did Miss Martha do to discover his profession?
4. What idea came to Miss Martha's mind?
5. Did the architect like Miss Martha's gift?

2. Correct the wrong sentences.

1. An old man came to the bakery to buy fresh bread.
2. He had short dirty hands and Miss Martha could see that he was a workman.
3. They always had a pleasant conversation when the man came to the bakery.

4. Miss Martha wanted to put something good into the man's parcel as she knew that artists liked gifts in any form.
5. The architect returned the gift as he was very proud.

3. Why?

Complete the sentences.

1. Miss Martha felt sorry for the poor artist because...
2. Miss Martha put up the picture on the wall behind the place where she kept the loaves of bread because...
3. She didn't have enough courage to put something good into the parcel because...
4. Miss Martha smiled to herself after he had left because...
5. Miss Martha went into her room, sat down and cried because...

4. What happened when...?

1. When Miss Martha saw the artist was looking at her picture...
2. When there was a great noise in the street...
3. When the artist ran to the door to look...
4. When she opened the door and two men came in...
5. When the young man pushed the artist into the street and came back to Miss Martha...

5. Which words and expressions are suitable to describe Miss Martha?

good-natured, cruel, selfish, middle-aged, young, brave, cheerful, weak, always smiling, rude, neat, proud

6. Agree or disagree.

1. Martha wasn't married, but she always showed a smiling face to the people who came to buy bread in her bakery.
2. How happy she was that she could enjoy her dinner alone.
3. The next day a man came in and said, "Two loaves of fresh bread, please."
4. On the lower shelf there was a newspaper which she had bought that morning.
5. The bell over the shop door rang loudly and two men came in.

7. Talking points.

1. Do you think the architect acted in the right way?
2. What would you do if you found yourself in such a situation?

WORK ON WORDS

1. What's the word for...?

Excuse me, what's the word for...?

Sorry, I can't remember the word for...



It's...

I think it's...

to find something no one knew about before
something or somebody we like above all others
to find something trying to get information or by asking people
to harm or damage greatly
not fresh

to ruin
stale
favourite
to discover
to find out

2. Fill in the missing words favourite or beloved.

“What a fine writing-table! And this chair looks very comfortable.”

“It really is! But I like to sit on the one standing in the corner.”

“I also have a ... chair at home. In our family everyone has their ... place. But this little chair is your younger brother's ..., isn't it?”

“No, he prefers to sit on the sofa, next to Granny. She won't enjoy the TV programme if Jimmy is not sitting beside her to watch TV. She asks: “Where is my ... grandson?”

“Why does she call him ...? Doesn't she love you?”

“Yes, she does, but Jimmy is her Indeed, he is a very nice boy. He is loved by everyone who knows him.”

What are your favourite games and sports? Is it always easy to say?

3. Play the game *My favourite*.

Find out what your class-mate's favourite book is (author, actor, sport, dish, film, song, etc.) by asking him general questions, like this (you are finding out what your class-mate's favourite sport is):

“Is it a summer sport?”

“No, it isn't.”

“Is it a winter sport?”

“Yes, it is.”

“Is it played?”

“No, it isn't.”

“Are any special natural conditions necessary for it?”

“Yes, they are.”

“Is it snow?”

“Yes, it is.”

“Then your favourite sport is skiing, isn't it?”

4. Read the text and write out the meanings of the words *to learn, to find out, to discover*.

If you take an English dictionary, you will probably be surprised to discover that a lot of words in the dictionary have more than one meaning. So if you look up the word **to learn** you will find out that it means not only to study, but also to get information about something as in the sentence **I was sorry to learn that our football team had lost the game again**. In the second meaning the word **to learn** is very close to the words **to discover** and **to find out**. You must remember: the word **to learn** denotes that the learner gets information without any effort on his part, while the word **discover** denotes that the new information is found out by accident is surprising and unexpected as in the sentence **I suddenly discovered that I had left my pen in the library**.

When Pete came home from school, he wanted to look up the word **to find out** in his dictionary. He took the dictionary from the bookshelf and suddenly discovered that a bookworm had eaten some pages of his dictionary. Luckily it had not “eaten” the word **to find out** and Pete could read that this word means to get knowledge by search.

Don't leave dictionaries for bookworms to feed themselves on. Read them! Use them! They are very useful.

5. Fill in the blanks with the words *to learn, to find out, to discover* in the correct form.

1. The other part of the book tells us what the young naturalist can do to ... about animals and plants living in different surroundings.
2. When Pierre Curie ... about his wife's discovery he decided to help his wife in her work.
3. Ring him up to ... if he is at home.
4. We suddenly ... that it was too late to catch the train.
5. She ... that the whole story was untrue.
6. It is interesting to ... that the legend of King Arthur is probably based on a real hero of the Britons.

6. Make up short dialogues with your classmates.

Say what you learned by listening to the radio or watching TV.

Was there anything which you were surprised to discover?

UNIT 3



Adjectives and Adverbs

Adjectives: kind, cold, angry, bad, mad...

Adverbs: kindly, coldly, angrily, badly, madly...

To form an adverb we usually add **-ly** to an adjective:

Example: kind + ly kindly
bad + ly badly

Adjectives ending in “-y” change it to “-ily”

Example: angry – angrily
happy – happily

We use adjectives to say how something is, seems, becomes, looks, feels, sounds or tastes.

Example: She is **kind**. She seems **kind**.
He is **angry**. He felt **angry**.

We use adverbs with other verbs to say how something happens or is done.

Example: She spoke **kindly**.
He answered me **coldly**.

Some adverbs are the same as their adjectives.

<i>Adjective</i>	<i>Adverb</i>
hard	hard
fast	fast
early	early
late	late
wide	wide
near	near
high	high

1. Supply the right adverb.

Example: He is a bad driver. He drives badly.

1. She is glad to help us. – She helps...
2. He is a quick thinker. – He thinks...
3. Be careful. – Act...
4. She was brave. – She acted...
5. The train was slow. – The train was moving...
6. He made a sudden move. – He moved...
7. She is a hard worker. – She works...
8. The train was late. – It arrived...
9. He is a fast runner. – He runs...
10. What a wide window: – Open it...

2. Complete the sentences with words from the box. More than one answer may be correct.

1. This house is small and rather simple, but Ann has decorated it
2. Good computers are getting quite ... now.
3. He looks really I wonder what's wrong.
4. The team played ... last Saturday.
5. He spoke very ... but she heard every word like a shout.
6. This is a ... house. I enjoy looking at it every time I walk past.
7. Mary doesn't speak very I often have trouble understanding her.
8. This soup tastes
9. "I suppose, we'll never see each other again", she said

beautiful/beautifully, clear/clearly, soft/softly, unhappy/
unhappily, calm/calmly, terrible/terribly, cheap/cheaply

Mind I

Some adverbs have two forms: one without *-ly* and one with *-ly*. These forms have different meanings and uses: *hard – hardly, late – lately, near – nearly, high – highly*...

3. Choose the right adverb in each sentence.

1. Farm workers have to work ... (hard / hardly) during the harvest.
2. Farm workers earn ... (hard / hardly) enough money to pay their bills.
3. The postman brings my mail so ... (late / lately), that I rarely see it before I go to work.
4. We have received a lot of mail ... (late / lately).
5. I'm sure the boss thinks very ... (high / highly) of you.

Mind II

**Some adjectives end in *-ly*: *friendly, lively, lovely, motherly, ...*
If we want to use them as adverbs, we say: *in a friendly way / manner.***

5. Change the adjectives into adverbs or adverbial phrases:

1. That was a cowardly thing to do. You acted
2. It was a quick response. She responded
3. You don't have to be so unfriendly. You needn't look at me
4. She is a lovely teacher. She handles young children
5. The orchestra gave a lively performance. They performed
6. That was a silly thing to do. She acted
7. The music was very loud. The band played
8. The singers gave a bad performance. They performed
9. She delivered a careful speech. She spoke

6. Read the text. If you find a mistake correct it.

I love travelling on any vehicle that goes fastly. The Bullet Train in Japan is very fast indeed! It is so smooth, you hardly notice its speed. It is extremely punctual, but if it arrives lately, you can get your money back. You can see very good out of the train windows and admire Mount Fujiyama. Some people take it easy and enjoy the trip, eating a meal slow, while the train moves quick across the country. Others like to work hard before they get to the office. The train is highly regarded throughout the world. A ride on the Bullet train really is an experience.

PREPOSITIONS OF POSITION

We use *at, in, on* to show position:

- 1) We use **at** mainly with:
 - public places / buildings: *at the airport, at the bus stop.*
 - addresses: *at 24 Oxford Street.*
 - events: *at a concert, at a meeting, at a party.*

Mind the absence of the article **in**:

at home, at church, at school, at college, at work.

2) We use “in” mainly with:

- large areas: *in Europe, in Asia, in the Pacific ...*
- towns / parts of town: *in New York, in Paris*
- rooms: *in the bathroom*
- outside areas: *in the street, the park, the garden ...*

Mind the absence of the article **in**:

in bed, in hospital, in prison, in church.

3) We use **on** to say **on a surface**:

on the ground floor, on the way.

Mind

on a bus

on a train

on a plane

on a ship

7. Put in *at, on, in*.

1. He has gone to the station. He is probably ... the station now.
2. I walked to work but came home ... the bus.
3. She's gone to bed. She is ... bed now.
4. He has been sent to prison. He is probably ... prison now.
5. We live ... 14 Green Street.
6. He's gone home. He is probably ... home now.
7. I'm sorry, I'm late. My car broke down ... the way here.
8. Charles is ... hospital now. He is going to have an operation tomorrow.
9. She's gone to the doctor's. She is ... the doctor's now.
10. Were there many people ... the concert last night?
11. Are you hungry after your journey? – No, I had a meal ... the train.
12. Don't believe everything you see ... the newspaper.
13. If you are coming by train, I'll meet you ... the station.
14. Where were you yesterday? ... my sister's.
15. He has gone to a dinner party. He is probably ... the dinner party now.

UNIT 4



Focus on speaking

Words and word combinations you may need in this unit

hemisphere <i>n</i>	advertisement <i>n</i>	leisure <i>n</i>	treasure <i>n</i>
exciting <i>a</i>	brehtaking <i>a</i>	multicultural <i>a</i>	abroad <i>adv</i>
transfer <i>to v</i>	explore <i>v</i>	arrange <i>v</i>	depart <i>v</i>
to have a good time	to be situated	to be located	a river trip

Make a list of the words and word combinations you do not know and learn them.

advertisement _____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

- Today people like to spend their holidays abroad. Why?
- Do you think your country is interesting for tourists? Why?

Read the text. Remember what you can.

THIS IS AUSTRALIA

Australia is situated in the southern hemisphere. It is washed by the Pacific and Indian Oceans. It is an island, a continent and a country. As Australia is located in the southern hemisphere, when we have winter it has summer and when we have summer it has winter. Thus the spring months in Australia are September, October, November. The summer months are December, January, February. The autumn months are March, April, May. The winter months are June, July, August. January is the hottest month in Australia.

Australia is a multicultural country. People from about 200 countries have made Australia their homeland. The Aborigines are the Australian natives who had lived here long before the first Europeans came to Australia.

Most of the population of Australia lives in the south-eastern part of the country.

Canberra is the capital of Australia, but it is not the largest city in the country. Likewise Washington it is the seat of the government. Sydney and Melbourne are much larger. There one can enjoy all the best in food, fashion, the arts, theater and sports.

Canberra is famous for the National Gallery, the National Science and Technology Centre, the old Parliament House and the new Parliament House, which was opened in 1988.

Sydney is the oldest and largest city in Australia. Tourists from all over the world are attracted by Sydney's natural beauty, its architecture and parks. It is surrounded by ocean and national parks. Sydney is famous for its galleries, museums and Opera House.



Melbourne is the Culture Capital of the country. The architecture in Melbourne has been carefully designed to keep the surroundings of the buildings. One of the most famous places to be visited in Melbourne is the National Gallery of Victoria opened in 1861. It is the state art gallery exhibiting historical and modern arts, paintings, sculpture, photography. Other places that tourists always are taken to are the Rialto Tower Observation Deck to see the panorama of Melbourne and the surroundings, the Victorian Art Centre opened in 1982, the Melbourne Concert Hall, three theatres and the Zoo, one of the oldest zoos in the world.

Mind

Canberra

Sydney

Melbourne

Check up

RIGHT or WRONG?

1. Australia is situated in the southern hemisphere.
2. It is washed by the Pacific and Atlantic Oceans.
3. Australia is an island country.
4. December, January, February are the winter months in Australia.
5. January is the coldest month in Australia.
6. Australia is a multicultural country.

7. The Aborigines are the Australian natives.
8. The majority of people live in the south-eastern part of the country.
9. Sydney is the capital of Australia.
10. Canberra is the largest and the oldest city in the country.
11. Melbourne is the Culture Capital of the country.

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Read the two advertisements for three days' weekend. Which one do you like better? Why?

Washington DC

Day 1

Early morning arrival in the capital of the USA and transfer to the hotel.

Enjoy the conveniences of modern hotel to have a rest after the flight and to make a tour around the city.

Day 2

A morning walk to Capitol Hill.

A visit to the White House and the Capitol.

Then you can shop for souvenirs and gifts.

Enjoy the public gardens and parks.

Day 3

A visit to the Congress Library, the Lincoln Memorial and Kennedy Center.

Enjoy Mexican or Chinese food in a restaurant.

Time for shopping at leisure in Washington.

This is just an example of how we can plan an exciting three days' weekend in Washington, but why not make it longer. You will see more then.

Canberra the capital city of Australia

Day 1

Arrival in Canberra, the home of Australia's government.

A short rest in the hotel. Then we are taking an excursion around the lovely countryside.

Day 2

A visit to the new Parliament House, the seat of Australia's government and to the High Court.

Then you can enjoy Australian food for lunch.

Have an exciting open-bus trip around Canberra.

Day 3

After breakfast you will have a visit to the National Gallery and to the National Science and Technology Center.

Then you can enjoy a shopping day in Canberra. You depart in the evening.

Of course we can arrange a week tour for those who wish to explore further.

- Work in pairs. Choose another city to visit. Find as much information about this city as you can.
- Look at the advertisement which you like better. You have now booked that weekend trip. Tell your classmate about your plans. Remember that you are leaving next week.

Read the text. Remember what you can.

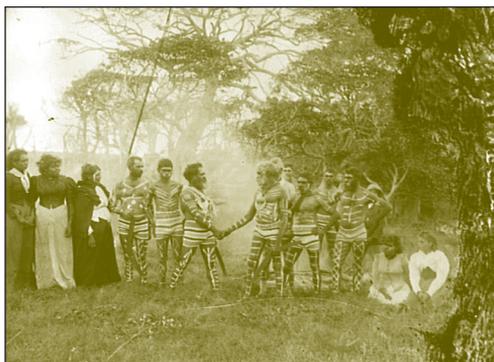
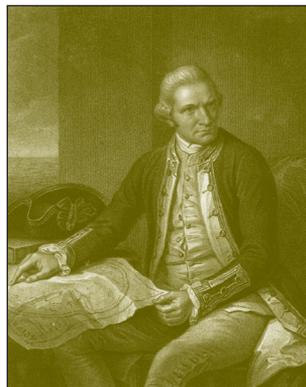
DISCOVERING AUSTRALIA

Is Australia the world's largest island or its smallest continent? Actually it's both. In fact, Australia is the only country that is also a continent. Australia has a population of about 16,5 million people.

Captain James Cook discovered Australia in 1770. He was sent to discover the huge land in south equator. He landed south of what is now Sydney and claimed this part of Australia for the King of England. Britain claimed all of Australia in 1827 and in 1901 it became a nation within British Empire. In 1931 Australia got independence.

What ethnic groups make up the Australian population? The majority of Australians are of English, Irish, Italian, Greek, Dutch and Polish origin.

However, over the past 50 years about four million people from more than 120 countries have made Australia their home. This includes a large number of Asian and African immigrants. About one percent of the population is Aborigine. The aboriginal people were the first settlers in Australia. They came from Asia 40,000 years ago.



- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Make a list of five facts about Australia you liked best of all. Use both texts.
- Compare with your classmates.

Talking it over

- Would you like to visit Australia? Why yes/why no?
- What would you like to see in Australia? Why?
- **Act the dialogue in class.**
 - A. I am thinking of going to Brazil next year, Maria.
 - B. Oh, great! I'm sure you'll have a good time.
 - A. What places do tourists visit in Brazil?
 - B. Well, a lot of people go to Rio for the Carnival. And nowadays, lots of people are visiting the Amazon to take river trips.
 - A. Oh, really? That sounds interesting. And when is a good time to visit?
 - B. Well, I like Rio in spring or autumn because it's not too hot then.
- Work in pairs. A visitor wants information about your country. What places do tourists visit in your country? Why? When? Use the dialogue above as a model.

Follow up

- Write a short story about an interesting city or town you have visited.
- Retell the story and discuss it in class.

DID YOU KNOW...

- Early Christian Armenian chroniclers regard Yerevan's origin as having been derived from an expression exclaimed by Noah, while looking in the direction of Yerevan, after the ark had landed on Mount Ararat and the flood waters had receded: "Yerevats!" – "it appeared!".
- Another theory on the origin of the name is that the city was named after the Armenian king, Yervand IV (the Last), the founder of the city of Yervandashat.
- However, it is likely that the city's name is derived from an Urartian military fortress called Erebuni, which was founded on the territory of modern Yerevan in 782 B.C. by Argishti I. As elements of the Urartian language mixed with that of the Armenian, it eventually developed into Yerevan.

UNIT 4

B



Focus on reading

Study the words

- to afford** *v* – to have enough money to pay for something.
Can you afford to buy this TV set.
- to fail** *v* – to try to do something but be unable to do it.
I tried to run as fast as Ann but I failed.
- to pretend** *v* – try to show that something is true when it is not.
Tom was very sad when Mary left him but he pretended to be happy.
- to remind** *v* – to help or make someone remember something.
Remind me to give this book to Mary when I go.

Remember: *besides* means in addition to.
Did you talk to anyone besides Ann.
except means with the exception of
We haven't told anyone except Mary.

Pre-reading task

1. Have you ever turned to your friend for help?
2. Who do you consider to be a real friend?

CRABBE'S PRACTICE

(Retold from the story by Arthur Conan Doyle)

Tom Crabbe graduated from college a year before I did, and went down to a large Port town in the south to start practicing medicine. A brilliant career seemed to lie before him, for besides his excellent knowledge of medicine he had special manner that makes a patient believe in him at once.

One day, to my surprise I received a telegram from Mrs. Crabbe asking me to come down to Brisport and see her husband, as he was not at all well. I started by the next train, seriously worried about my friend. Mrs. Crabbe met me at the station. She told me Tom had become very nervous, he had almost no patients. The house and his doctor's office cost more than they could afford and they hoped I would be able to give them some advice.

I found Crabbe looking much worse than I had ever seen him. He was thin and pale. There was nothing to remind me of the energetic, strong man I had known.

After dinner the three of us gathered in the sitting-room and Tom spoke of his troubles. "What can I do, Jack?" he asked. "People here simply don't know that I exist. Most of the doctors here know more about medicine than I know about dress-making. But how will people ever learn that I'm a better doctor?"

"We need some kind of an accident," I said. "That will bring your name to the attention of the public."

"Look here, Jack," Tom said. "I have a good idea. Can you swim?"

"A little."

"Are you afraid of water?"

"Not at all!"

"Then come with me."

We crossed the road and on the way to the bridge Tom told me the details of his plan. When we came to the bridge I went down to the boatman.

"Can I have a boat for an hour?" I asked.

He smiled with pleasure. "Of course, sir. Do you want me to row, sir?"

"Yes, I suppose that will be better," I answered.

"Very good, sir," he said and he rowed me here and there for almost an hour and then we returned. When we were near the shore, I said, "Now, let me row a little. Let's change places."

"Careful, sir!" the boatman shouted, but he was too late, with a loud cry I threw up my hands and fell out of the boat into the water.

It wasn't very pleasant to feel the dirty, cold water closing over my head. But there was no danger. The water wasn't deep and my feet touched the bottom almost immediately. The boatman caught me, held my head above the water and rowed straight to the shore and soon I lay on the sand, pretending to be dead.



"It's all over, poor fellow," someone said. "Send for a doctor," said another voice. "Turn him over. Feel his pulse."

“Stop!” said a loud voice. “My name is Doctor Crabbe. Perhaps there is still a chance. Carry him up to the hotel.”

In the hotel, they put me on the softest bed. News of the accident had spread. A noisy crowd had gathered in the street outside and there were more people on the stairs leading to the room where I lay.

Tom began to pull and brush me and throw me here and there in a manner that made my every bone hurt. He stopped for a time and began all over again. Then he said at last, “A miracle! Our friend has returned to us! Send for a taxi. He is alive, but he is weak.”

They supported me downstairs and pushed me into the taxi and before getting in with me, Tom said to the people around us: “I consider him out of danger now. If anybody has any information about this poor gentleman, please, come to me. My address is 81, George Street, Doctor Crabbe.

Unfortunately, I could not stay in Brisport long enough to see the effect of our wonderful performance. We were in a wonderful mood and we were enjoying ourselves, when a telegram was brought to me, ordering me to return to my job in Manchester.

The effect on Tom’s position in Brisport is seen in the following letter that I received from him:

GREETINGS TO THE MAN I BROUGHT BACK TO LIFE

I suppose you want to know about my affairs in Brisport. Well, Ill tell you. The doctors are losing patients every day. If I don’t help them, they will have to give up practicing medicine. As for me I have half a dozen new names in my book every week.

Let me know whenever you decide to begin your own business. I’ll come and help you. If necessary, I’ll stand on my head in the public square all day.

Good-bye. Love from my wife.

Ever yours,

Thomas Crabbe

Talking about the story

1. Answer the questions.

1. Where did Tom Crabbe go to start practicing medicine?
2. Who was in trouble?
3. What did the two friends decide to do?
4. Where did the two friends go?
5. What was the effect of their wonderful performance?

2. Correct the wrong sentences.

1. Tom Crabbe went to a port town to have his holidays there.
2. One day, to my surprise I received a telegram from the police informing me that Tom Crabbe was in prison.
3. I found Crabbe looking very happy and energetic.
4. After dinner the three of us went to the party.
5. Tom Crabbe decided to stop practicing medicine and start his own business.

3. Why?

Complete the sentences.

1. A brilliant career seemed to lie before Tom Crabbe because...
2. Mrs. Crabbe asked me to come down to Brisport and see her husband because...
3. Tom Crabbe needed some kind of an accident because...
4. I couldn't stay in Brisport long enough because...
5. We were in a wonderful mood because...

4. What happened when...?

1. When Tom Crabbe graduated from college...
2. When I received a telegram...
3. When we changed places with the boatman...
4. When the people in Brisport knew about Tom Crabbe's excellent knowledge of medicine...
5. When I received a letter from Tom Crabbe...

5. Which words and expressions are suitable to describe Tom Crabbe?

young, old, lazy, hardworking, nervous, proud, brave, with excellent knowledge of medicine, energetic, strong, weak

6. Agree or disagree

1. Mr Crabbe was happy to meet me at the station.
2. Mrs Crabbe told me Tom had become very nervous.
3. There was nothing to remind me of the energetic, strong man I had known.
4. After dinner the three of us gathered in the sitting-room and spoke of his troubles.
5. I refused to help Tom as I was very angry with him.

7. Talking points.

1. Tom Crabbe was able to find a way out of that difficult situation as his friend supported him.
2. When you have a good friend by your side nothing seems hopeless.

8. Which person

met me at the station?

shouted "Careful, sir!"?

began to pull and push me and throw me here
and there?

received a telegram from Mrs Crabbe?

asking him to come down to Brisport?

Jack

Mrs. Crabbe

the boatman

Tom

WORK ON WORDS

1. What's the word for...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

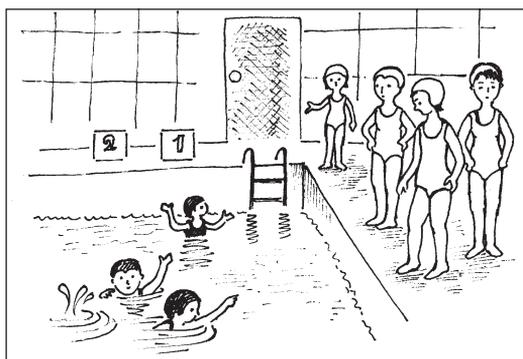
to try to do something but be unable to do it
to have enough money to pay for something
in addition to
to help or make someone remember something
to act in a different way from the true way
with the exception of

besides
to pretend
to fail
except
to afford
to remind

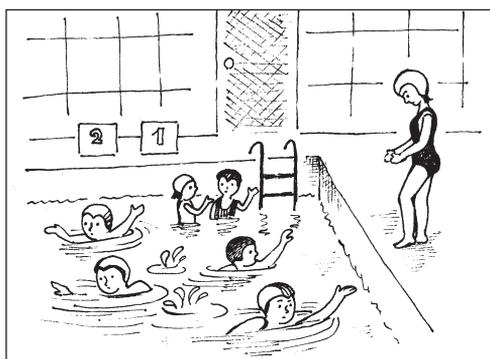
2. Fill in using *besides* or *except*.

1. Everyone has come ... Mike. Where could he be?
2. Who else did you meet in the theatre ... Ann?
3. There were several children in their family ... Charles.
4. The sick man could eat nothing ... apples.
5. Can you lend me one more book ... this?

3. Complete the sentences about the pictures, using *except* or *besides*



... Ann there are two other girls in the swimming pool.



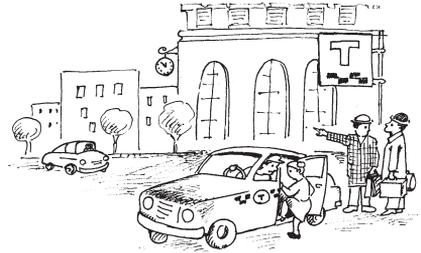
All the girls are swimming in the pool, ... Ann.



The coach introduced one more player in game, ... those on the field.



All the children, ... two, are standing in a circle.



Look! One more taxi is coming ... this.

4. Fill in the missing words in the correct form

to remind, whole, to try, himself, to pretend, besides, to agree, to show, to hide

HOW A RABBIT ALMOST BECAME A HERO

One day, a rabbit said to himself, "I'm tired of being afraid of everybody in the forest. I must learn how to be brave."

Late in the afternoon, his neighbour, the magpie saw him and asked why he looked so sad.

"I don't know how to become brave," the rabbit said. "Perhaps you know."

The magpie ... that he knew everything and promised the rabbit to help him.

"Please, teach me," the rabbit said. "I'll be thankful to you all my life, if you do."

"Thanks are a very good thing," the magpie said, "But you'll have to pay me something ... thanks, if I tell you. All you have to do is to ... me where the birds hide their nests in the trees.

The rabbit ... to tell the magpie where the birds ... their nests and the magpie told him what to do. He said. "You must show all the forest people your big teeth. Try it and see!"

The rabbit decided to ... He met a snail, opened his mouth and showed his big teeth. The snail pulled ... back into his house. Next, the rabbit showed his teeth to the fox. It was lucky for the rabbit to have strong legs and he could run away as the fox got very angry.

The next day the rabbit met Grandfather Bear and told him the ... story. Grandfather Bear said, "I am going to ... you about something: a bad friend will never give you good advice!"

UNIT 4



Used to

We use *used to* when we describe a state or a habit in the past.

Statements	I (you, he, we ...) used to play
Negatives	I (you, he, we ...) didn't use to play
Questions	Did you (he, she, we...) use to play?

Example: Tim gave up playing tennis two years ago. He no longer plays tennis. But he **used to play** tennis.

He **used to play** means that he played tennis regularly for some time in the past, but he doesn't play now.

Used to + infinitive is always past. For the present we use present simple.

Example: past: he used to play tennis,
present: he plays tennis.

We often use **used to** to contrast a past habit with what we do now.

Example: I used to play tennis but now I play football.

Mind

***Used to* describes a habit in the past.
Past simple describes a past event.**

1. Complete the text with words from the box, using *used to*:

When I was little I ... in a house in a small town. I ... with the girl who lived in the house next door. She was Italian so she ... Italian to her family, but we ... English to each other because I didn't know Italian. We ... our bicycle everywhere together, but she ... a better bicycle than I had, and I was always jealous of her.

When I was seven, my family moved to the city, and I ... my friend only about once a month. She ... more time with other friends. Now we live in the same city but I don't see her much at all, even though I can speak Italian now.

to play, to live, to ride, to have, to spend, to see, to speak (2)

2. Write sentences about present. Remember there is no present tense of *used to*.

1. We used to live in a small town, but now
2. This building used to be a theatre, but now
3. Mary didn't use to drink coffee, but now
4. Tom used to have a motorcycle, but now
5. When I was a child I used to eat ice cream, but now
6. Mark used to play tennis, but now
7. We used to be good friends, but now
8. Ann used to have long hair, but now
9. There used to be only one café in our village, but now
10. He used to run three miles every morning, but now

3. Ask some questions. Mr Brown is an old man. You are asking someone what he used to do when he was young.

1. I know he doesn't go out much now, but... ?
2. I know he isn't very rich now, but... ?
3. I know he doesn't have many friends, but... ?
4. I know he doesn't dance these days, but... ?
5. I know he doesn't have a car now, but... ?

4. Decide whether the underlined verb can also have the form *used to + infinitive*. If it can, write it down.

1. Before they built the motorway, it took me an hour to get to school.
2. I saw John last week – he is fine now.
3. In old days people had bigger families.
4. I started learning English when I was 5.
5. My father had a BMW, but now he has an Audi.

5. Complete these sentences using *used to* where possible. If *used to* is not possible use past simple.

1. Robin Hood ... (live) all his life in Sherwood Forest.
2. He ... (surprise) people coming through the forest.
3. The Sheriff of Nottingham ... (search) for Robin in the forest.
4. Before Robin ... (die) he ... (shoot) an arrow in the forest.
5. Robin ... (ask) to be buried where the arrow ... (land).

6. a) Look at the table and write sentences about past. Use *used to* and *didn't use to*

People	Hundreds of years ago
1. live so long	✗
2. use computers	✗
3. have bigger families	✓
4. think earth was flat	✓
5. believe in ghosts and devils	✓
6. look after animals	✓
7. watch TV	✗
8. wash their clothes by hand	✓

b) What did people think hundreds of years ago?

Make sentences.

They used to think that...

the sun	was flat
the sky	could be made into gold
the earth	were born from mud
heavy things	was the centre of intelligence
lead	was made of crystal
the heart	went round the earth
insects	fell faster than the light things

Do you know any other strange things that people used to believe?
Did you believe any strange things when you were a child?

Either ... or, neither ... nor

We use either ... or to talk about choice between two things.

Example: You can **either** take the train **or** catch a taxi.

We use neither ... nor to say that each of the negative things is true.

Example: I want **neither** cake **nor** Pepsi.

7. Combine the following sentences using *either ... or; neither ... nor*.

1. He doesn't have a pen. He doesn't have paper.
2. You can have tea or you can have coffee.
3. She wants to buy a BMW, or she wants to buy a Toyota.
4. We could fly, or we could take a taxi.
5. We can't go swimming. We can't play tennis.
6. The library doesn't have the book I need. The bookshope doesn't have the book I need.
7. My father doesn't enjoy hunting. My father doesn't enjoy fishing.
8. We can take them to a restaurant. We can have dinner at home.
9. According to the news report, it will snow tonight, or it will rain tonight.
10. They don't have a fridge. They don't have a washing machine.

8. Choose the right word.

1. Neither Mark or/nor Jane knew about the meeting.
2. She has neither the money or/nor the time to go on holiday right now.
3. Either John or/ and Mary has taken my key.
4. I'm going to give my friend neither a book and/nor a pen for her birthday.
5. The hotel we were staying at was either/neither comfortable or/nor clean.

9. Change the sentences using *either ... or or neither ... nor*.

1. Your sister will meet you at the airport, or your brother will meet there.
2. Was the film you saw yesterday interesting or boring?
3. She doesn't enjoy History. Does she enjoy Literature?
4. You can leave today or you can leave tomorrow. Is that right?
5. Your mother doesn't speak English. Does your father speak English?
6. Jim wasn't surprised by what you said. Jim wasn't shocked by what you said.

Revision

10. Complete each sentence so that it has a similar meaning to the first one.

1. Mary is a quick learner.
Mary learns...
2. Richard can cook very well.
Richard is a...
3. Philippa is usually a hard worker.
Philippa usually works...
4. Have the children been good today?
Have the children behaved... ?
5. He swims fast.
He is a...
6. The train was late.
The train arrived...
7. Ann always wears colourful dresses.
Ann is...
8. We didn't go out because of the heavy rain.
We didn't go out because it...
9. Your English is good.
You speak...
10. The hotel staff treated us very friendly.
The hotel staff were...

UNIT 5



Focus on speaking

Words and word combinations you may need in this unit

construction <i>n</i>	copper <i>n</i>	variation <i>n</i>	icecap <i>n</i>	vegetation <i>n</i>
province <i>n</i>	resource <i>n</i>	entertainment <i>n</i>	facility <i>n</i>	chamber <i>n</i>
guarded <i>a</i>	prosperous <i>a</i>	vast <i>a</i>	luxuriant <i>a</i>	
	estimate <i>v</i>	achieve <i>v</i>	range <i>v</i>	
mountain range		head of state		official language

Make a list of the words and word combinations you do not know and learn them.

prosperous _____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

- What is an official language?
- What languages are spoken in your country?

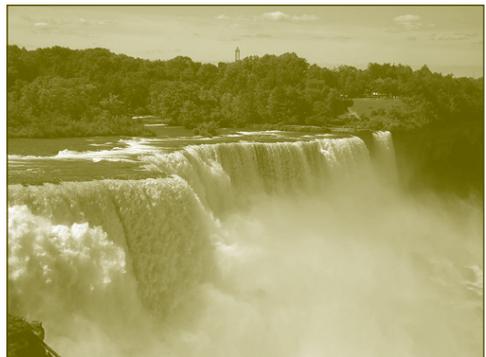
Read the text. Remember what you can.

THIS IS CANADA

Canada is situated in the northern part of North America. It is washed by three great oceans – the Atlantic, the Pacific and the Arctic. It is estimated that Canada has 1/7 of the world’s fresh water.

The only country Canada borders on is the USA. It is the longest unguarded border in the world.

Canada is the second largest country in the world and because of its vast



territory it enjoys many climatic variations, ranging from the frozen icecaps in the north to the luxuriant vegetation in the west. The usual air that flows from west to east in winter changes into cold and dry one moving down from the Arctic Ocean and in summer into tropical air moving up from the south-east. The effect is much stronger because of mountain ranges, plains and waters around and within the country.

Canada is a union of ten provinces and two territories. It has a small population if compared with other large countries but the Canadians developed the rich natural resources of their land, have achieved a very high standard of living and made the country one of the most prosperous countries in the world.

The capital of Canada is Ottawa, which is considered to be one of the most beautiful capitals in the world. It is surrounded by three rivers and is green and clean. Ottawa is the centre of Canadian history, culture, science, education and high technology.

The Parliament buildings in Ottawa are often described as one of the most beautiful government centers in the world. Not far from the Parliament buildings the Supreme Court of Canada stands an impressive construction crowned with the green copper roofing. It has become the symbol of the nation's capital. The Corel Centre is a huge



sports and entertainment facility, where exciting hockey games, figure skating championships, music's biggest stars' concerts and other events take place.

Toronto, Quebec City, Montreal, Vancouver are world famous cities attracting visitors with their beauty, history and different popular events.

Mind

Ottawa Toronto Quebec City Montreal Vancouver

Check up

RIGHT or WRONG?

1. Canada is situated in the northern part of South America.
 2. Canada is washed by the Atlantic, the Pacific and the Arctic Oceans.
 3. Canada borders on the United States of America.
 4. Canada is the third largest country in the world.
 5. Canada has all the variations of climate because of its location.
 6. Canada is a union of twelve states.
 7. The Canadians developed the rich natural resources of their land.
 8. Today Canada is one of the most prosperous countries in the world.
 9. Montreal is the capital of Canada.
 10. Ottawa is the centre of government, culture and education.
 11. The Supreme Court of Canada is the symbol of the nation's capital.
- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.

• Act the dialogue in class.

- A.** Hi, Bob!
B. Hi, Alice!
- A.** How was your trip to Canada?
B. It was wonderful! I really enjoyed it.
- A.** How long were you there?
B. I was there for three weeks.
- A.** Great! And did you go to Montreal?
B. Yes, it's a very beautiful city and is famous for its definite hospitality.
- A.** What did you do there?
B. Well, I visited the Museum of Archaeology and History and the Laughs Museum. I saw the Montreal Planetarium and the Olympic Stadium and the fascinating parks and gardens of Montreal.
- A.** Is English spoken there?
B. Well, Montreal was a French Colony and now it is the second largest French speaking city in the world. But English is also spoken there. So I didn't have any problem about the language.
- A.** Oh, really? That's fine!
B. By the way, do you want to see my photos?
A. Sure!

DISCOVER CANADA

The Canadian natives are people who arrived from Asia thousands of years ago. Some of them settled in Canada, others moved to the south.

Christopher Columbus misnamed them “Indians” as he believed he had arrived in India. “Indian” now is a term which describes all the Aboriginal people in Canada, though since 1970 “First Nation” has been widely used.

The name of the country comes from an Indian word “kanata”, which means “village”. The official name of the French colony here was New France, but the French settlers used the Indian name, which was later used by the British colonizers too.

Canada is a constitutional monarchy. It is a member of the Commonwealth of Nations and the English King or Queen is the official head of state. But the real power belongs to the Prime Minister and the Cabinet. The Parliament consists of two chambers: the House of Commons and the Senate.

English and French are the two official languages in the country.



Mind

First Nation

Commonwealth of Nations

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Work in groups of five. Each of you writes three questions on Australia and three questions on Canada. Take turns asking and answering your questions.
- Read the statements about cultural behaviour and say if it is the same or different in your country.
 1. In the USA and in Canada women greeting other women or men often kiss on the cheek.
 2. In the USA and in Canada people usually shake hands when they are introduced to someone.

3. In the USA and in Canada you can blow your nose in public.
4. In the USA and in Canada you shouldn't ask people how much they earn.
5. In the USA and in Canada you shouldn't ask people what their religion is.
6. In the USA and in Canada people always arrive on time when they are invited to someone's house.
7. In the USA and in Canada you shouldn't bring a friend or family member when you are invited to a party at someone's home.
8. In the USA and in Canada students don't stand up when the teacher enters the classroom.

Talking it over

- Would you like to visit Canada? Why yes/why no?
- What would you like to see in Canada? Why?

Follow up

- Write a short story: "I would like to spend my next summer holidays in ...".
- Retell the story and discuss it in class.

DID YOU KNOW...

- Yerevan is a major educational centre in the region. It has 166 nursery schools, 259 public education schools, 12 state musical and art schools and several state owned schools for special needs.
- At present, 90 institutes of higher education are functioning in the Republic of Armenia. As a capital city, Yerevan has the majority with 71 higher educational institutions, 19 out of which are state universities and the rest 52 are private ones.
- Currently, 38 state technical colleges (elementary and intermediate post-school educational institutions) are operating in the city, under the supervision of Yerevan Municipality, government ministries and state organizations.



Study on words

- boast** *v* – to talk with too much pride about oneself.
If Bob is going to boast all the time about being on the football team, his friends will begin to be angry with him.
- celebrity** *n* – a person who is well-known.
There were many celebrities at the opening of the new movie.
- governess** *n* – a female teacher who lives with a rich family and teaches their children at home.
Mrs. Brown is a governess in a rich family.
- precious** *a* – having great value.
Gold is a precious metal.
- own** *a* – belonging to you and no one else.
When you grow up you will have your own room.
- owner** *n* – a person who owns something.
That man is the owner of the black cat.
- to own** *v* – to have as belonging to one.
That farmer owns the land between here and the river.
- worth** *prep* – having a value of.
This old car must be worth a few dollars.
- absurd** *a* – definitely not true; silly.
It is absurd to believe that the moon is made of green cheese.
- valuable** *a* – worth much money.
John has a very valuable coin.

Pre-Reading questions

1. Should stories be more moral than entertaining?
2. Do you think it is important to try your luck once in your life?

A STRING OF BEADS

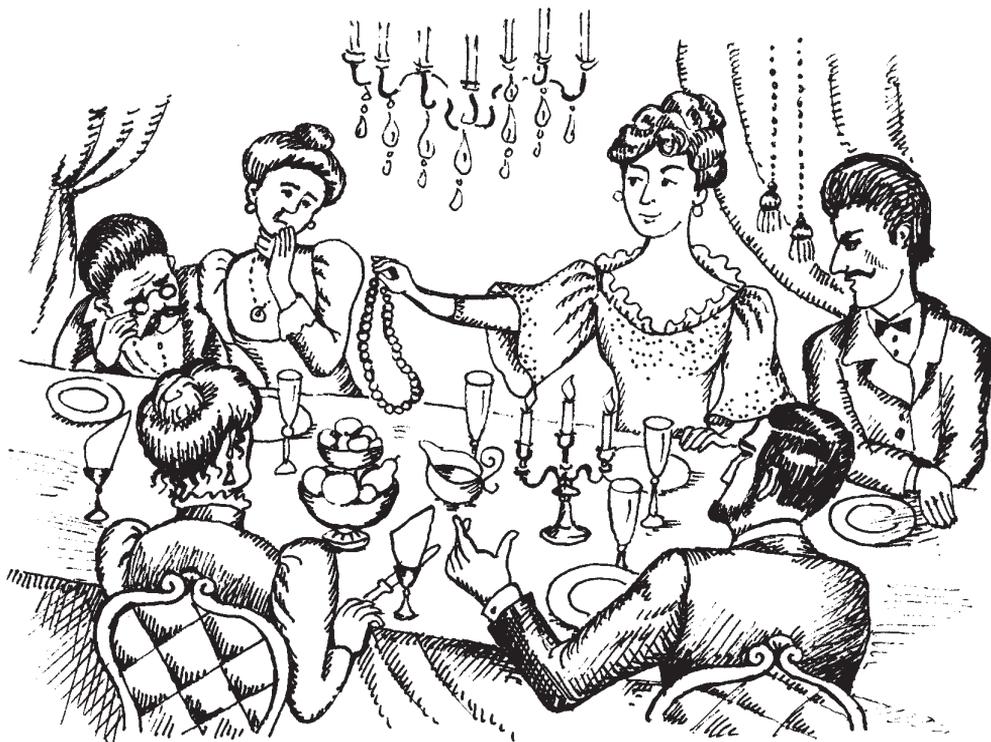
(Retold from the story by S. Maugham)

Part I

“What luck that I’m placed next to you,” said Laura, as we sat down to dinner.

“I must tell you the story. I think you’ll be able to use it.”

The Livingstones had asked their governess to come in to dinner because at the last moment some woman had informed them she could not come and they would have been thirteen at table. Their governess was a Miss Robinson, quite a nice girl, young, twenty or twenty-one, and rather pretty.



There was a man at dinner who is a celebrity in his way. He’s a Count Borcelli and he knows more about precious stones than anyone in the world. He was sitting next to Mary Lyngate who liked to boast about her pearls. In the course of conversation she asked him what he thought of the string of pearls that she was wearing. He said it was pretty.

“Pretty?” she said. “Only pretty?” And she told him it was worth eight thousand pounds.

“Yes, it’s worth that,” he said.

Miss Robinson was sitting opposite him. She looked rather nice that evening.

“That’s a very beautiful necklace that young lady has on,” said Borcelli.

“Oh, but that’s Mrs. Livingstone’s governess,” said Mary Lyngate.

“She’s wearing one of the finest strings of pearls that I’ve ever seen in my life. It must be worth fifty thousand pounds. I give you my word it is.”

Mary Lyngate who has rather a loud voice said to Miss Robinson across the table:

“Miss Robinson, do you know what Count Borcelli says? He says that string of pearls you’re wearing is worth fifty thousand pounds.”

Just at that moment there was a pause in the conversation so that everybody heard what Mary Lyngate said. When we all turned and looked at Miss Robinson, she flushed a little and laughed.

“Well, I made a very good bargain,” she said, ‘because I paid fifteen shillings for it.’”

“You certainly did,” he said.

We all laughed. It was, of course, absurd.

But nobody could believe that a governess would remain a governess if she owned a valuable string of pearls worth fifty thousand pounds. It was clear to us that the Count had made a mistake. Then an extraordinary thing happened.

At that very moment when the butler bent over Miss Robinson and whispered something in her ear she turned a little pale. She certainly looked frightened.

“Mrs. Livingstone,” she said, “Dawson says there are two men in the hall who want to speak to me at once.”

“Well, you’d better go,” said Sophie Livingstone.

Miss Robinson got up and left the room. Of course the same thought flashed through all our minds, but I said it first.

“I hope they haven’t come to arrest her,” I said to Sophie. “It would be too dreadful for you, my dear”

“Are you sure it was a real necklace, Borcelli?” Sophie asked.

“Oh, quite.”

Sophie Livingstone turned as pale as death when I saw she was wondering if everything was all right in her jewel case. I put my hand up to my neck to feel if my little chain of diamonds was still there.

“Don’t talk nonsense,” said Mr Livingstone. “How on earth would Miss Robinson have had the chance of stealing a valuable string of pearls?”

“She may be a receiver of stolen things,” I said.

“Oh, but she had such wonderful references,” said Sophie.

“They always do,” I said.

I simply had to interrupt Laura.

“Why did you not want to take a brighter view of the case?”

Of course I knew nothing against Miss Robinson and I had every reason to think her a very nice girl, but it would have been thrilling to find out that she was a well-known thief and a member of a gang of international crooks.

“Just like a film,” I said. “I’m afraid that it’s only in films that exciting things like that happen.”

Talking points

1. Answer the questions.

1. Why did Laura want to tell the story about Miss Robinson?
2. What could Count Borcelli do?
Why was he so special?
3. What attracted the Count in Miss Robinson?
4. Why did the governess flush when she heard Mary Lyngate’s words?
5. What extraordinary thing happened then?

2. Correct the wrong sentences.

1. The Livingstones’ governess was a Miss Robinson who was an ugly old woman.
2. Count Borcelli was sitting next to Miss Robinson who liked to boast about her pearls.
3. There was a man at dinner who knew more about drinks than anybody else in the world.
4. When everybody looked at Miss Robinson she burst into crying.
5. When the butler bent over Miss Robinson and whispered something in her ear she looked very pleased.

3. Why?

1. The Livingstones asked their governess to come to dinner because...
2. Mary Lyngate asked Count Borcelli what he thought of the string of pearls she was wearing because...
3. Miss Robinson flushed a little because...
4. Sophie Livingstone turned as pale as death because...
5. Everybody suspected Miss Robinson had stolen the string of pearls because...

4. What happened when...?

1. When we sat down to dinner Laura said...
2. When they all turned and looked at Miss Robinson, she...
3. When the butler bent over Miss Robinson and whispered something in her ear, she...
4. When Laura saw Sophie was wondering if everything was all right in her jewel case...
5. When Mr Livingstone heard Sophie's words...

5. Which words and expressions are suitable to describe Miss Robinson?

young, pretty, lucky, respectable, boastful, honest, dishonest, willing to take risks in life, dull, cautious, cheerful

6. Say who in this story

wanted to tell a story to the writer.

the butler

was wearing one of the finest strings of pearls.

Laura

bent over Miss Robinson and whispered something in her ear.

Miss Robinson

WORK ON WORDS

1. What's the word for...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

a person who is well-known
having great value
to talk with much pride about oneself
a female teacher, who lives with a rich family and teaches their children at home
definitely not true, silly

absurd
governess
celebrity
to boast
precious

2. Fill in the missing words in the correct form.

to own, believe, remember, worth, valuable, celebrity

TOM'S PROBLEM

Tom's Uncle Philip was an inventor and was very rich. He was a ... in his way and used to boast of a valuable collection of precious stones he owned.

One day, about a week before Uncle Philip died, he sent for his nephew. Philip had had a big quarrel with his sister who was Tom's mother, and he had never spoken to her again.

When Tom came to see him, Uncle Philip was lying ill in bed. He said: "I'm leaving all my ... collection of precious stones to you. But before you open the box read the letter which lies on top of it. After Uncle Philip's death Tom went to the bank for the box. Before he started to open it, he read the letter. It said:

"Dear Tom,

This box contains a large number of precious stones ... a great amount of money. I'm leaving them to you because I want you to ... your dear uncle. The box also contains a dynamite which will explode as soon as you open it. If you don't ... me, open it. Don't forget your uncle. From that time on Tom could think of nothing but the box and the riches that he would ... if he could open it safely.

So there is Tom's problem. A rich man, he is at the same time poor.





I. Revision: The Passive

1. There are six mistakes in the text. Find and correct them.

A special custom in the spring at Eastertime in some countries is decorating hard-boiled eggs. The eggs are dye pretty colours and some are painting with beautiful designs. Sometimes the eggs are rolling down a hill. Sometimes the eggs are hide by adults and the children have to hunt for them. Easter is associating with new life (the egg) and the joy of spring is shown by the bright colours of the decorated eggs.

Mind

We can use *by* to say who does something.

We can use *with* to say what someone uses.

2. Complete using *by* or *with*.

1. The woman was arrested ... the police and taken to the police station.
2. That important event was watched ... people all over the world.
3. The best photos are usually taken ... digital cameras.
4. My aunt Angelina thinks that floor must be swept ... a brush and not ... a vacuum cleaner.
5. All the cars were washed ... hot soapy water.
6. Our garden is looked after ... a professional gardener.
7. Last night I was disturbed ... my neighbours who were having a party all night.
8. Ted was stung ... a bee while he was sitting in the garden.

3. Cross out the *by*-phrase if it isn't necessary.

1. This machine was repaired by a technician yesterday.
2. This machine was repaired by a technician with long hair and glasses.
3. English is spoken al over the world by people.
4. You will be met at the airport by someone and taken to the hotel.
5. You will be met at the airport by someone holding a sign with your name on it.
6. This car is driven by electricity.

7. Paper was invented by the Chinese.
8. She was knocked down by a drunken driver.
9. The decision will be made by us tomorrow.
10. "Apple Computers" was founded by Steve Jobs in 1976.

4. Use active or passive. Complete it with the correct form of the verbs in brackets

This is a Custom Service Report.

At 10.45 A.M. the luggage from Brazil (1)... (search) by Customs Service officials and dogs. A small bag (2)... (find) by one of the dogs, so it (3)... (mark) by one of the officials.

We then (4)... (go) up to the baggage claim area where passengers (5)... (wait) for their bags. We (6)... (watch) the passengers to see who the bag belonged to. The bag (7)... (pick up) by a tall man in his late 40s. I (8)... (ask) the man to open it. The bag (9)... (search) by one of the Customs Service officials and a small bag (10)... (find) inside. The man (11)... (arrest) and (12)... (take) into the interrogation room.

5. Choose the correct answer.

1. Coffee is grown in...
a) England b) Brazil c) Sweden
2. The first computer was built in...
a) Russia b) the USA c) Italy
3. Sony computers are made in...
a) Japan b) the USA c) Germany
4. A lot of tea is drunk in...
a) Italy b) Brazil c) Britain
5. The first man was sent to space by...
a) the Americans b) the Russians c) the Italians
6. The pyramids were built by...
a) the Pharaohs b) the Roman Emperors c) the Sultans
7. "Romeo and Juliet" was written by...
a) Shakespeare b) Dickens c) Byron
8. The telephone was invented by...
a) Bell b) Marooni c) Baird
9. "Titanic" was directed by...
a) Steven Spielberg b) James Cameron c) Woody Allen
10. The atom bomb was invented by...
a) the Americans b) the Russians c) the Germans

II. Phrasal Verbs

A phrasal verb means a verb like *to get*, *to take*, *to look* and many others followed by prepositions like *at*, *in*, *on*, *up* etc.

When the preposition is added the meaning of the verb often changes:

to go on (doing something) = to continue

to come across (something) = find

6. Match the sentences (1-10) with the sentences (a-j) which mean the same.

- | | |
|---|----------------------------------|
| 1. I didn't know the word.
So I tried to find it in the dictionary | a) He grew up there. |
| 2. My mobile phone rang, but I continued playing. | b) I stay up. |
| 3. John spent his childhood in London. | c) We are looking forward to it. |
| 4. I have stopped eating meat. | d) I went on playing. |
| 5. I have very good relations with all my classmates. | e) It broke down. |
| 6. We started our journey early in the morning. | f) I've run out. |
| 7. I haven't got any more food. | g) I've given it up. |
| 8. The washing machine stopped working. | h) I looked it up. |
| 9. I always go to bed late. | i) I get on well with them. |
| 10. We think we'll enjoy our holiday. | j) We set off. |

7. Match to make sentences.

- | | |
|--|--------------------------------|
| 1. You are going to wash | went out, but it soon stopped. |
| 2. My grandmother brought | up those plates, aren't you? |
| 3. It was raining when we | broken down again. |
| 4. I think we'll manage to find | out when the concert starts. |
| 5. Something is wrong with my computer. It has | up me and my brother. |

- | | |
|--|---------------------------------------|
| 6. If you don't get | up at half past seven. |
| 7. Someone broke | up soon, you'll be late for school. |
| 8. Mother always wakes | into our neighbour's house yesterday. |
| 9. When I woke | up, I realized I was late for school. |
| 10. I'm afraid Mr Brown isn't here. Could you call | back in an hour? |

8. Match the phrasal verbs (1-10) with their explanations (a-j).

- | | |
|---------------------|--|
| 1. break down | a) to have a good relationship (with) |
| 2. to look up | b) to become older (for children) |
| 3. to get on (with) | c) to take care of a child until he/she becomes an adult |
| 4. to bring up | d) to try to find information in a book, dictionary... |
| 5. to run out | e) not to have any left |
| 6. to give up | f) to start a journey |
| 7. to grow up | g) to go to bed late |
| 8. to wash up | h) to wash plates, cups... |
| 9. to set off | i) to stop doing sth. you do regularly |
| 10. to stay up | j) to stop working (for a machine) |

Prepositions of time

9. Complete the dialogue between a reporter and a scientist using prepositions from the box.

after, at, by, during, for, in, until, in

Reporter: Can you tell me about your company's technological solutions?

Scientist: Well, the company first had the idea (1) ... 1990. We wanted to find a solution to the problem of global warming, and (2) ... March the President offered a prize to the team that came up with the best idea. He gave us six months. (3) ... those six months, my team tried several things. (4) ... first we didn't have many ideas, but then we worked on one idea (5) ... six weeks (6) ... we realized that someone else had built it! (7) ... that we decided on the idea of the balloons. (8) ... the end of the fourth month we had a good plan.

Reporter: And when did you learn that you had won the prize?

Scientist: We had been waiting (9) ... the President's decision and finally (10) ... November 7 we found out we had won.

10. Look at the examples and complete the rule for the use of *at, in* and *on* to talk about time.

in 1976	in June
in the morning	at 4.15
at lunchtime	on Sunday
on Monday afternoon	at the weekend
at Christmas	

Rule

_____ + clock time
_____ + part of a day
_____ + part of a particular day
_____ + particular day
_____ + weekend, public holiday
_____ + longer period

11. Only one of these expressions has a preposition. Which one?

1. I'll see you ... next Monday.
2. I'm not free ... this Thursday.
3. Tell me ... what time it starts.
4. The exam's ... my birthday.
5. Let's meet ... one weekend.
6. I train ... every day.
7. She phoned ... this evening.

12. Put in *at, in, on* or *-*.

- | | |
|-----------------------|-------------------------------|
| 1. ... Easter | 7. ... next Wednesday |
| 2. ... Tuesday | 8. I don't know ... what time |
| 3. ... 1994 | 9. ... supper time |
| 4. ... the evening | 10. ... this Sunday |
| 5. ... Friday evening | 11. ... that afternoon |
| 6. ... May | 12. ... Sunday afternoon |

UNIT 6



Focus on speaking

Words and word combinations you may need in this unit

level <i>n</i>	curriculum <i>n</i>	kindergarten <i>n</i>	chapel <i>n</i>	undergraduate <i>n</i>
	particular <i>a</i>	prestigious <i>a</i>	traditionally <i>adv</i>	
depend (on/upon) <i>v</i>		comprise <i>v</i>	govern <i>v</i>	report <i>v</i>
educational system	to be required	infant school	elementary school	
secondary school	high school	public school	private school	
school badge	coat of arms	graduation certificate		

Make a list of the words and word combinations you do not know and learn them.

curriculum _____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

- Why do people get educated?
- Which are the main goals of education for you?

Read the text. Remember what you can.

SCHOOLING IN THE USA, AUSTRALIA AND CANADA

Though schools in all countries are very much alike they differ in some aspects depending on the education system of a particular country. Thus, in the United States children are required to attend school from the age of five until sixteen, whereas in Australia and Canada they start schooling at six until they are fifteen. Though in Tasmania (Australia) children attend school until the age of sixteen and in Canada they may study at school between the ages seven and sixteen.

School year in the USA and Canada is usually nine months long, from early September to mid-June, while in Australia school year begins in February and ends around December 20.

Traditionally schooling in all these countries comprises three main levels: elementary or primary, secondary and high. Elementary or primary school includes grades from 1 to 6, secondary school from 7 to 9 and high school from 10 to 12.

The elementary school provides general education for intellectual and social development of the child. The schoolchildren usually study languages, arithmetics, geography, history, biology, physical training, music, art. The secondary school curriculum usually includes languages, mathematics, science, social studies, physical education. In high school students have to complete a certain number of courses to receive a graduation certificate.

There are both public and private schools in the USA, Australia and Canada. In the United States kindergarten is required, but in Australia and Canada children may go to elementary school without attending kindergarten. In Australia all secondary schoolchildren wear uniforms to school. In the United States and in Canada uniforms are not required in public schools.

Check up

RIGHT or WRONG?

1. In all countries schools differ because of their education system.
 2. In the United States and Canada children are required to attend school from the age of five until sixteen.
 3. In Australia children attend school until the age of fifteen.
 4. School year in the United States is usually nine months long.
 5. In Canada and Australia school year begins in February.
 6. Schooling in the USA, Australia and Canada comprises three main levels: elementary school, secondary school and high school.
 7. The elementary school curriculum includes languages, arithmetics, geography, history, biology, physical training, music, art.
 8. The secondary school provides general education for intellectual and social development.
 9. To receive a graduation certificate one must attend high school.
 10. There are non-private and private schools in the USA.
 11. In Australia all secondary schoolchildren wear uniforms.
- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.

- Write down three similarities and three differences between schools in the USA, Australia and Canada. Compare with your classmates. Add whatever you do not have and collect the information on the blackboard like this:

Similarities

USA

Australia

Canada

Differences

USA

Australia

Canada

Talking it over

- Where do you want to continue your education, in your country or abroad? Why?
- Do you ever watch educational TV programmes? Are they helpful? Why yes/ why no?

Act the dialogue in class.

- A. Is the education system in Britain the same as in the United States, Alex?
- B. Well, it's fairly similar, but in most of the country we don't have separate secondary and high schools.
- A. Oh? And how old are children when they enter junior school?
- B. At the age of 7 they enter junior school.
- A. Oh, so late?
- B. No, before junior school they attend infant school from the age of 5 until 7. When they become 7 they are transferred to junior school. The primary education continues until about 11. Then they enter the secondary school until the age of 16 but many continue until they are 18.

- A. What about the uniform? Do the English schoolchildren wear a school uniform.
- B. Oh, yes. They have to wear a school uniform, which usually means a white blouse with a dark-coloured skirt and a pullover for girls and a tie, dark trousers and dark-coloured pullovers for boys.
- A. Is there anything else they have to wear?
- B. Sure. They have special caps for boys and berets or some other kind of hat for girls. Besides, shoes are usually black or brown.
- A. And how do you know what school they attend.
- B. Very often they have the school badge on the pocket.
- Work in groups of five. Compare school life in Britain, the USA, Australia, Canada with that of your country. Put down the similarities and differences. Compare the information with other groups.

Read the text. Remember what you can.

WHAT IS OXBRIDGE?

Oxford and Cambridge are the most prestigious universities in Britain. People from all over the world come to get education here. Though both universities are independent they are very often called collectively Oxbridge.

Oxford and Cambridge universities consist of a number of colleges. Each college is different. Each of them has a special name and its coat of arms.

Each college is governed by a master. The largest ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of courses. Each college has a chapel, a dining hall, a library, rooms for undergraduates and rooms for teaching purposes.

The students' life is characterized by sporting activities and a large number of students' societies and clubs for any interest.

Besides the undergraduates have a special weekly newspaper, which reports on everything of interest and the most important events.



- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.
- Work in pairs. Ask your classmate as many questions about schooling in different countries as you can, then change partners and do the same until all the information you have got in this Unit is covered.

Talking it over

Function focus

Making excuses and apologies

Ways of excusing yourself.

I am sorry. I did it by mistake.

I didn't do it on purpose.

I do beg your pardon.

Do forgive me.

I'm really sorry.

I'm terribly sorry.

I'm so sorry.

Answers to the excuses.

Well, be more careful

That's all right. Don't worry.

Don't mention it.

That's quite all right.

Well, don't do it again.

Don't think twice about it.

It doesn't matter.

- **Apologize and give an excuse, reason or explanation for each of the situations below.**
 1. You are late for class.
 2. You haven't done your homework.
 3. You've just pushed your teacher in the corridor.
 4. You have lost your friend's book.
 5. You've just hit your classmate because you didn't see him/her enter the classroom after you.

Follow up

- Write a short story: "I would like to continue my education in ...".
- Retell the story and discuss it in class.

UNIT 6

B



Focus on reading

Study the words

- mystery** *n* – a strange thing which happens and which you cannot explain.
I don't know how I lost the book It's a mystery.
- mysterious** *a* – very hard or impossible to explain or understand.
We heard mysterious sounds from the attic.
- intrigue** *v* – to make curious or interested.
The story of the sailor's adventures intrigued the boys.
- intrigued** *a* – curious or interested.
- loose** *a* – 1. not fastened firmly
The doorknob is loose.
2. not tight.
He wore a loose jacket.
- false** *a* – not real.
Her grandmother wears false pearls.
- compensation** *n* – something that makes up for something else.
the company gave the worker money as a compensation for the extra work he had done.
- furious** *a* – very angry.
Father was furious when he missed the train by one minute.

Pre-reading questions

1. Do you agree with those people who never miss their chance to succeed in life?
2. What do you think the ending of the story will be?

A STRING OF BEADS

Part II

Laura went on. "We waited breathlessly. There was not a sound. I thought the silence was terrible. When the door opened and Miss Robinson walked in, I noticed at once that the necklace was gone. I could see that she was pale and excited. She came back to the table, sat down and with a smile threw the string of pearls on the table.

"That is my necklace," she said.

"That's not the same string you had on a few moments ago," Count Borcelli said.

She shook her head and smiled mysteriously. We were all intrigued.

Miss Robinson explained that when she went into the hall she found two men who said they had come from Jarrot's Stores. She had bought her string there, as she said, for fifteen shillings. She had to take it back to the store because the clasp was loose. The men said they had given her the wrong string. Someone had left the string of real pearls at the jeweller's to be restrung, and the assistant had made a mistake.

"Well, that is the reason why Miss Robinson was wearing that string of real pearls. Of course she gave it back to them and they returned her own string to her. Then they said that although they were under no obligation to her, they were instructed to give her a cheque of three hundred pounds as a compensation.

When it was time for her to go on her holiday she told Sophie Livingstone that she'd made up her mind to go to Deauville for a month and spend the whole three hundred pounds there. Of course Sophie begged her to change her mind and put the money in the savings bank, but she didn't want to hear of it. She said she had never had such a chance before, and would never have it again and she made up her mind for at least four weeks to live like a duchess.

Well, a week before she was to come back she wrote to Sophie and said that she had changed her plans and had entered another profession, and hoped Mrs. Livingstone would forgive her if she didn't return. Of course poor Sophie was furious.

What had actually happened was that Miss Robinson had met a rich Argentine in Deauville and had gone off to Paris with him. And she has been in Paris since that time. I've seen her myself there, with bracelets right up to her elbow and several strings of pearls round her neck. They say she has a house in the Bois de Boulogne and I know she has a Rolls."

"Unfortunately, I've already written a story about a necklace. One can't go on writing stories about pearl necklaces."

“I would like to write it myself,” said Laura. “Only of course I should change the end.”



“Oh, how would you end it?”

“Well, in my story Miss Robinson would be engaged to a bank clerk who was badly wounded during the war, with only one leg, or half face shot away. And they would be terribly poor and there would be no prospect of their marriage for years, and he would be putting all his savings into buying a little house in the suburbs. And then she gives him the three hundred pounds to pay the last installment for the house; And he cries on her shoulder like a child. And they get the little house in the suburbs and they marry, and they take his old mother to live with them, and he goes to his bank every day, and he’s often ill with his wound and she nurses him, and it’s all very pathetic and sweet and lovely.”

“It sounds rather dull to me,” I remarked.

“Yes, but moral,” said Laura.

Talking about the story

1. Answer the questions.

1. What did Miss Robinson throw on the table after she returned?
2. What mistake had the assistant made at Jarrot's?
3. What did Miss Robinson receive as a compensation?
4. Where did she decide to go on her holiday.
5. Did she return to the Livingstones? Why?

2. Correct the wrong sentences.

1. Miss Robinson had bought her string of pearls at Jarrot's for fifty thousand pounds.
2. Miss Robinson decided to put the money in the savings bank.
3. A week before Miss Robinson was to come back she wrote to Sophie and said she had missed her and wanted to come back as quickly as possible.
4. Sophie was very happy when she got Miss Robinson's letter
5. Laura met a rich Argentine in Deauville and went to Paris with him.

3. Why?

Complete the sentences.

1. Everybody was intrigued because...
2. The two men had come from Jarrot's because...
3. Miss Robinson was wearing a string of real pearls because...
4. The assistants at Jarrot's were instructed to give Miss Robinson a cheque of three hundred pounds because...
5. Miss Robinson had made up her mind to go to Deauville for a month because...

4. What happened when?

1. When the door opened and Miss Robinson walked in...
2. When Miss Robinson went to Jarrot's...
3. When Miss Robinson went to Deauville for a month...
4. When Sophie got a letter from Miss Robinson...
5. When Laura met Miss Robinson in Paris...

5. Which words and expressions are suitable to describe Laura?

suspicious, curious, envious, selfish, kind, attentive to the troubles of others

6. Talking points.

1. Miss Robinson deserved to be as happy as anybody else in the story, didn't she?
2. Do you approve of Miss Robinson's decision?

WORK ON WORDS

1. What's the word for...?

Excuse me, what's the word for...?

Sorry, I can't remember the word for...



It's...

I think it's...

curious or interested

not real

very angry

a strange thing which happens and which
you cannot explain

not tight

loose

mystery

intrigued

false

furious

7. Fill in the missing words in the correct form.

furious, compensation, false, intrigued, to own, worth

MISS ROBINSON'S STORY

Miss Robinson was Mrs Livingstone's governess. Once when Miss Robinson was invited to a party she was wearing a string of pearls which was ... fifty thousand pounds. Nobody believed that a governess would remain a governess if she ... a string of pearls worth fifty thousand pounds.

When the butler asked Miss Robinson to go to the hall to see the men who wanted to speak to her, everybody thought she was a thief. All the guests were ... and they waited breathlessly until she returned and told them what had happened to her.

It turned out that the assistant at the jeweller's had made a mistake and given her real pearls instead of the ... ones. Of course she gave the pearls back to them and received a cheque of three hundred pounds as a Miss Robinson told Sophie that she had decided to go to Deauville for a month and spend three hundred pounds there. Sophie was ...

In Deauville she met a rich Argentine and went to Paris with him.

UNIT 6



I. Gerund

A gerund is the *ing*-form of the verb used as a noun.

Example: Walking is good exercise.

A gerund is used in the same way as a noun – as subject, or object.

Example: **Playing** tennis is fun. (subject)
We enjoy **playing** tennis (object).

A gerund often has a preposition before it.

Example: We are interested **in learning** English.
We talked **about going** to England for a holiday.

1. Complete each sentence with a gerund.

(Fish) is my favourite sport. I often fish for hours without (catch) anything.

After (spend) whole mornings on the river I always go home with an empty bag.

“You must give up (fish)” my friends say. But they don’t realize one important thing. I’m not really interested in (fish). I’m only interested in (sit) in a boat and (do) nothing at all.

2. Change each sentence so that it starts with a gerund.

Ex. It’s relaxing to listen to music. Listening to music is relaxing.

1. It takes time to learn a foreign language.
2. It’s dangerous to play in the streets.
3. It’s wrong to copy other people.
4. It’s tiring to study at night.
5. It’s rude to shout at people.
6. It’s good for you to jog in the morning.
7. You are not allowed to park here.
8. It is interesting to travel to other countries.

3. Make up sentences from the given words.

Example: Enjoy + read a newspaper
My father enjoys reading a newspaper every morning.

1. enjoy + watch TV
2. give up + eat sweets
3. stop + rain
4. talk about + go to a concert
5. mind + open the window
6. think about + go to University
7. discuss + go to a museum
8. keep on + work

4. Form gerunds from the chosen verbs and complete the sentence.

collect, watch, listen to, swim, ride,
fish, lie, worry, think, admire, see, get

1. ... too much television gives a headache.
2. ... too loud music is bad for your ears.
3. I believe ... postcards is an interesting hobby.
4. ... is rather interesting and ... a bike is fun.
5. Do you love ... in the sea?
6. Most people enjoy ... in the sun.
7. Stop ... about your troubles and start ... about pleasant things – and you'll be happy.
8. I'm looking forward to ... London again.
9. Jack is proud of ... the first prize.
10. London is fantastic. I can't help ... its beautiful streets especially in the evening.

5. Use a gerund with a suitable preposition.

1. ... visiting the British Museum the tourists were very much impressed.
a) after b) before c) instead of
2. Susan is clever ... learning English.
a) of b) for c) at
3. Thank you ... helping us.
a) about b) by c) for
4. Kate bought a book ... buying an umbrella.
a) without b) instead of c) for
5. We improve our English ... learning new words and rules every day.
a) with b) instead of c) by

6. Sorry ... interrupting you, but could you show me the way to Trafalgar Square?
a) by b) for c) about
7. Mr Black is tired ... painting the walls. He's been working for 5 hours.
a) of b) for c) from
8. The children went out ... switching off the light.
a) after b) by c) with
9. I can't get used ... getting up early.
a) to b) for c) with
10. My friend and I dream ... making a voyage across the Atlantic.
a) to b) for c) of

Mind

Do not confuse *I'm used to doing* with *I used to do*.

***I'm used to doing something* = something isn't new or strange for me.**

***I used to do something* = I did something regularly in the past.**

- Example:** 1. **I'm used to getting up** early as classes start at 8 o'clock.
2. When I was at school **I used to get up** early as classes started at 8 o'clock.

6. Add the proper form of the verb (to be) if necessary.

1. When I was a child, I ... used to play games with my friends in a big field near my house.
2. I ... used to sitting at this desk. I sit here every day.
3. You and I are from different countries. You ... used to having fish for breakfast. I ... used to having bread and cheese for breakfast.
4. People ... used to believe the world was flat.
5. A teacher ... used to answering questions. Students always have a lot of questions.
6. I ... used to sit in the back of the classroom, but now I prefer to sit in the front.
7. Bob lives in Alaska. He ... used to living in a cold climate.
8. I ... used to go fishing on summer days when I lived in the country.

7. Complete the sentences with *be used to*, affirmative or negative.

1. I always got up at 6 o'clock in the morning. I ... getting up early.
2. We do a lot of exercises in class. We ... doing exercises.

3. John's hometown is New York City, but this year he is going to school in a small town. He ... living in a small town. He ... living in a big city.
4. Jino is from Italy. He ... eating Italian food, but he ... eating American food.
5. Juan is from Mexico. He ... hot weather. He ... cold weather.

8. Correct the sentences. There is a mistake in each of them.

1. I use to do more sports.
2. I didn't used to work so hard.
3. Did you use be so good at swimming?
4. Where did you used to live before you came here?
5. He isn't used to work hard.
6. He used to working hard.
7. Are you use to get up early?
8. People didn't use to living so long.

Mind

We use *go + gerund* to talk about sport or leisure activities.

Study these expressions.

- | | |
|----------------|-------------|
| go fishing | go jogging |
| go boating | go skating |
| go camping | go swimming |
| go running | go dancing |
| go sightseeing | go shopping |

9. Answer the questions. Use the expressions *go + ing*.

1. Jane likes to go to the shops and buy things. What does she like to do?
2. Liza knows all the latest dances. What does she like to do?
3. Tourists often get on buses that take them to see interesting places. What do tourists do on buses?
4. Laura runs a couple of miles every day. What does Laura do every day?
5. Ann often goes to the beach and spends hours in the water. What does she like to do?
6. What do you like to do for exercise and for fun?

Many verbs can be followed by an infinitive with **to**: *hope, want, would like, decide, expect, promise* and others.

Some verbs are followed by a gerund, not an infinitive: *enjoy, keep, can't stand, stop*.

10. Complete the sentences with an infinitive or a gerund.

1. My watch has stopped ... (work).
2. I would like ... (buy) a better camera.
3. I very much enjoy ... (take) photos of animals.
4. Do you like ... (watch) sport on TV?
5. We hope ... (get) a new car soon.
6. I must ask Harry ... (mend) my DVD player.
7. I don't want ... (telephone) Judy. – Will you do it?
8. Our dishwasher keeps ... (flood).
9. Thank you much for ... (mend) my bicycle.
10. I can't stand ... (watch) advertisements on TV.

II. Noun + Noun

We often put one noun in front of another. The first noun is rather like an adjective and is singular, even if the meaning is plural

Example: a shoe shop = a shop that sells shoes
a war film = a film about war

11. Match the expressions on the left with their meaning on the right.

- | | |
|-------------------|---------------------------------|
| 1. chocolate milk | garden with flowers in it |
| 2. milk chocolate | shoe made of leather |
| 3. leather shoe | chocolate made with milk |
| 4. shoe leather | flower that grows in the garden |
| 5. flower garden | leather for making shoes |
| 6. garden flower | milk flavoured with chocolate |

12. What do you call these?

1. a shop that sells music
2. tea made from mint
3. a clock in the station

4. a man from Birmingham
5. a factory that makes biscuits
6. a rocket that goes into space

13. Change the sentences according to the model:

The soup has vegetables in it – It is vegetable soup.

Her son is five years old. – She has a five-year-old son.

1. My garden has flowers in it. – It is...
2. That handbook is for students. It is...
3. Our trip lasted three days. We took...
4. Their house has nine rooms. It is...
5. That food is for dogs. It is...
6. That room is for guests. It is...
7. I wrote a check for fifty dollars. I wrote...
8. I have a sister who is ten years old and a brother who is twelve years old. I have...

14. Choose the correct noun group.

1. a bus's station / a bus station
2. a toy's shop / a toy shop
3. my mother's chair / my mother chair
4. a glass's factory / a glass factory
5. a horse's race / a horse race
6. Tom's plan / the Tom plan
7. a telephone's box / a telephone box
8. vegetables' soup / vegetable soup
9. a bath's towel / a bath towel
10. street's lamps / street lamp
11. that cat's tail / that cat tail
12. computer's disks / computer disks
13. a war's film / a war film
14. firm's office / the firm office

UNIT 7



Focus on speaking

Words and word combinations you may need in this unit

career *n* inclination *n* abilities *n* prospect *n* promotion *n*
experience *n* proficiency *n* sociable *a* flexible *a* suppose *v*
realize *v* determine *v* acquire *v* specialize *v*
make a choice living conditions be disappointed
feel satisfied feel comfortable about good command of

Make a list of the words and word combinations you do not know and learn them.

inclination _____

Thinking it over

- Have you decided on your career?
- What do you want to become? Why?

Read the text. Remember what you can.

FUTURE CAREER

When you leave school you are supposed to become an independent person and to think of your future career. But very often it is rather difficult to make a definite choice. You may admire lots of professions but for your career you should be careful about your inclinations, your abilities and interests.

Your parents may help you to make a good choice. But sometimes you do not feel comfortable about their choice. You realize that it is not the profession you wish to have all your life. You realize that you should determine your inclinations and interests yourself. You should think of job prospects, of further promotion and living conditions not to be bored and disappointed later and to feel satisfied and happy for a good choice.

To get a good job today means to have a good command of languages and computer skills, to be well-educated and well-prepared for a certain field, to be

rather sociable and flexible. This is why lots of young people try to get a good education after leaving school.

Any profession is good if you are fond of it and work hard to acquire proficiency and experience while specializing in it. So the choice is yours and you have to decide what to do and how to construct your future.

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.

Act the dialogue in class.

A. So you are a journalist. That must be an exiting job.

B. It is. It's certainly better than being a teacher!

A. Oh, really?

B. Yes. I used to be a teacher, but I hated it! The worst thing about teaching is checking homework.

A. I guess you travel a lot now and meet lots of interesting people.

B. Yes, that's one of the best things about my job.

A. Sounds great. I would like to have a job like that.

B. Where do you work?

A. In an office. It's boring. I have to work long hours and to stay in the office all day.

B. Oh? And what do you do?

A. I am a vice president.

Talking it over

- What do you think is more interesting, being a teacher or a journalist? Why?
- Would you like to have the same profession as your parents have? Why yes/why no?
- Work in pairs. Write down five jobs and choose two which you like best. Compare your list and choice with your classmate. If you have the same preferable jobs prepare a short report on what attracts you both in them, if not, ask each other as many questions as you can to find out what is so special about his/her choice and write down the answers. Read out your reports and answer the questions of the rest of the class to have a discussion on the topic. The questions may be:
 - Why do you think it is more interesting?
 - Will you have to get a special education for it? Where?
 - Is it a well-paid job?
- What kind of work would you prefer? Give reasons for your choice.
 - work in an office
 - work for the government
 - a job that involves travel
 - earn salary
 - work for a company

Act the dialogue in class.

An interview at an employment agency

- A. When did you graduate, Sally?
B. I graduated last year.
A. I see. And what have you been doing since then?
B. Traveling mostly. I love to travel, but now I think it's time for me to get a job.
A. Well, are you good at foreign languages?
B. Yes, I think so. I speak Russian and French, and I can speak a little Spanish.
A. What kind of job are you looking for?
B. Well, I'd like to have a job where I can use languages I know. I love working with computers and organizing information. Also, I'd like to work in a large office, so that I am around other people.
A. OK! Well, I think I have a perfect job for you!
- Work in groups. Look at the jobs below, choose three of them and list three advantages and three disadvantages for each.

teacher
guide

lawyer
construction worker

taxi driver
police officer

- How much interesting are the jobs above? Rank them from 1 to 6, and one should be the most interesting. Compare the answers around the class.
- Work in groups of three. Choose a job. One of you is going to interview two classmates for the same job. Ask as many questions as you can to decide which applicant is more suitable for the job. Why? Give your reasons. Use the dialogue above. The questions may be:

Why did you apply for this job?

Why do you think you will be good for this job?

Do you have any experience in this kind of work?

How well can you... ?

Are you good at... ?

Follow up

- Write a short story: "I wish to become a...".
- Retell the story and discuss it in class.

UNIT 7

B



Focus on reading

Study the words

- to approach** *v* – to come near or close to.
The car approached at a high speed.
- to prove** *v* – show something is true.
Everyone thought Simon had stolen the watch but no one could prove it.
- proof** *n* – facts or evidence showing that something is true.
- honest** *a* – truthful, fair.
An honest person does not lie or steal.
- honesty** *n* – the quality of being honest.
He answered all the questions with honesty.
- to touch** *v* – put a hand on something.
I touched the hot stove and burned my finger.
- risk** *v* – to put in danger of loss or harm.
The girl risked her life to save her baby sister from the burning house.
- to take a risk** – to decide to do something even if you know it may have bad results.
- risk** *n* – a chance of loss or harm, danger.
- risky** *a* – rather dangerous.
Buying a secondhand car is risky.
- examine** *v* – look at closely and carefully.
After examining the evidence I can find the truth.
- to care** *v* – have an interest, liking or concern about a person or thing.
He doesn't care what people think of the way he dresses.
- careful** *a* – paying close attention.
When a person is careful he thinks about what he is doing or saying.
- careless** *a* – not paying close attention to what one is doing or saying.
Jean was careless when she ran down the stairs and fell down.
- intellect** *n* – the power of the mind to know and understand.
That scientist was a woman of great intellect.

- intelligent** *a* – bright, clever.
to suspect *v* – think someone is guilty.
The sheriff suspected the stranger of the crime.
suspect *n* – a person who is suspected.
The sheriff put the suspect in jail/prison.

Pre-reading task

1. Would you like to make a career of a private detective?
2. What qualities are required for being a good detective?

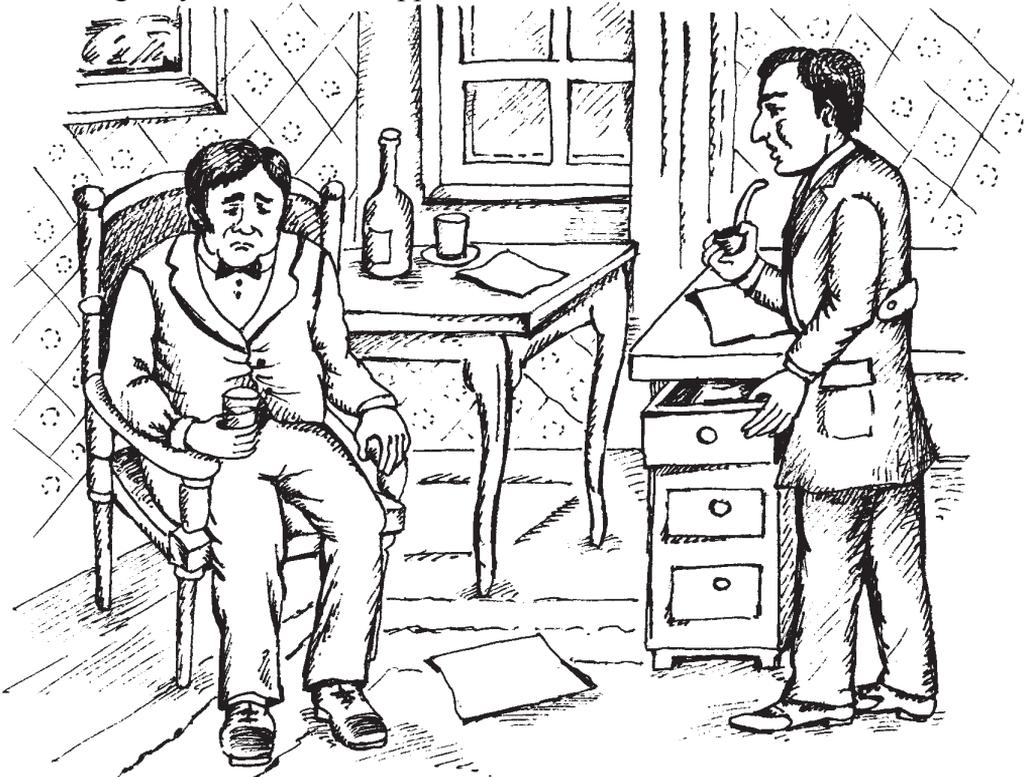
THE ADVENTURE OF THE THREE STUDENTS

(Retold from the story by A. Conan Doyle)

Part I

In 1895 Mr Sherlock Holmes and I spent some weeks in one of our great University towns.

One evening we received a visit from a certain Mr Hilton Soames, a lecturer at the College of St. Luke's. Mr Soames was so excited that it was clear that something very unusual had happened.



“I must explain to you, Mr Holmes,” he said, “that tomorrow is the first day of the examination for the Fortescue Scholarship. I am one of the examiners. My subject is Greek. Of course, every candidate would be happy if he could see the exam papers before the examination and prepare them. So much care is taken to keep it secret.

Today at about three o’clock I was reading the proofs of the examination papers. At four-thirty I went out to take tea in a friend’s room, and I left the papers upon my desk. I was absent a little more than an hour.

When I approached my door, I was surprised to see a key in it. The other key to my room belonged to my servant Bannister. I am absolutely sure of his honesty. I understood that he had entered my room to ask if I wanted tea. When he saw I was not there, he went out and very carelessly left the key in the door.

The moment I looked at my table I knew that someone had touched the examination papers. There were three pages to it. I had left them all together. Now I found that one of them was lying on the floor; one was on a small table near the window; and the third was where I had left it on my desk.

I thought that some student passing by my door had noticed the key in it. Knowing that I was out, he had entered to look at the papers. The Fortescue Scholarship is a large sum of money, so the student was ready to run a risk to get it.”

“I shall be happy to give you as much help as I can”, said Holmes rising and putting on his overcoat. “Let’s go to your room now, Mr Soames”.

It was already getting dark when we entered the courtyard of the old college. The window of our client’s sitting-room opened onto it. Holmes approached the window. Then he stood on tiptoe in order to look inside.

“Let’s enter through the door,” said Mr Soames, “the window doesn’t open.”

“Well,” said Holmes laughing, “if there is nothing to be learned here, we had better go inside.”

The lecturer unlocked his door and we went in.

“Of course, what has happened is quite clear”, said Holmes. “The man entered and took the papers, page by page, from your writing-table. He carried them over to the window table, because from there he could see if you came across the courtyard.”

“He couldn’t see me,” said Soames, “for I entered by the side door.”

“Ah, that’s good,” said Holmes. “Well, he carried the first page over to the window and copied it. Then he threw it down and took the next one. He was copying it when your return made him go away in a hurry. He had no time to

put the papers back. Did you hear any hurrying steps on the stairs as you came up to your door?"

"No, I didn't."

"Well," Sherlock Holmes went on, "I don't think we can learn anything more from this table. Let's examine the writing table. The man left no traces on it except some clay and sawdust. Dear me, this is very interesting. And the cut – I see. Where does that door lead to?" Holmes asked suddenly.

"To my bedroom," answered Soames.

Then Holmes entered the bedroom and examined it carefully.

"No, I see nothing," he said. "What about this curtain?, If anyone has to hide himself in this room, he must do it there – the bed is too low. He drew the curtain.

"No one," said Holmes. "But what's this?" And he picked up from the floor a small ball of black clay, exactly like the one upon the table.

"Your visitor seems to have left traces in your bedroom as well as in your sitting-room," he said.

"Do you mean to tell me that he was in my bedroom? What for?" asked Mr Soames.

"I think it is clear enough," answered Holmes. "You came back by the side door, while he was sure that you would come across the courtyard, so he did not see you coming back, and he was copying the paper until he heard your steps at the very door. What could he do? He caught up everything he had with him and rushed into your bedroom to hide himself."

"Now, let's think who the criminal could be" Holmes continued. "I think you have told me that there are three students who use the stairs and pass your door. Who are they?"

"The first floor," began Soames, "is occupied by a fine student and athlete, he plays cricket for the college and is a prize-winner for the long jump. He is a fine young fellow. His father was very rich, but lost all his money in horse-racing. He died, and young Gilchrist was left very poor. But he is hard-working and will do well.

The second floor is occupied by Daulat Ras, the Indian. He is a very quiet fellow, very hard-working too, though his Greek is his weak subject.

The top floor belongs to Miles McLaren. He is a brilliant fellow when he wants to work – one of the brightest intellects of the University. But his conduct is very bad. He is very lazy and I am sure very much afraid of the examination. Perhaps of the three he is the only one who might possibly be suspected."

“Exactly,” said Holmes. “Now, Mr Soames, let us have a look at your servant, Bannister.”

Bannister was a little, white-faced, clean-shaven, grey-haired fellow of fifty. His hands were shaking, he was so nervous.

“I understand,” began Holmes, “that you left your key in the door?”

“Yes, sir.”

“How did it happen that you left the key in the door?”

“I had the tea-tray in my hand. I thought I would come back for the key. Then I forgot”.

“Whom do you suspect?”

“I don’t know, Sir.”

“And now I am going to leave you. I shall come early tomorrow morning and we shall talk the matter over. I hope I shall be able to help you.”

Talking about the story

1. Answer the questions.

1. Where did Mr Sherlock Holmes and doctor Watson spend several weeks?
2. Why did Mr Soames want to keep the examination papers secret?
3. What did Mr Soames find when he entered his sitting room one day?
4. Who were the three students who used the stairs and passed Mr Soames’ door?
5. Who did Mr Soames suspect?

2. Correct the wrong sentences.

1. One evening Mr Sherlock Holmes received a visit from a student.
2. The next day was the first day of the examination for the Soros Scholarchip.
3. Holmes didn’t agree to help Mr Soames as the case didn’t interest him.
4. Bannister was a broad-shouldered strong young man.
5. Holmes drew the curtain and found the thief hiding behind the curtain.

3. Why?

Complete the sentences.

1. Mr Soames was very upset because...
2. Every candidate would be happy to see the papers before the examination because...

3. Holmes decided to examine the bedroom carefully because...
4. Miles McLaren was the only one who might possibly be suspected because...
5. Mr Soames didn't suspect Bannister because...

4. What happened when?

1. When Mr Soames approached his door...
2. When Bannister saw Mr Soames was not in his room, he...
3. When Mr Soames looked at his table, he knew...
4. When Mr Soames and doctor Watson entered the courtyard of the old collage...
5. When Mr Soames left his room Bannister...

5. Which words and expressions are suitable to describe Gilchrist.

a very lazy student, a fine young fellow, a hard working student, a reliable person, one of the brightest intellects of the University, a student with a bad conduct, a fine student and athlete, a prize-winner

6. Say who in the story

- was so excited that it was clear that something very unusual had happened? *Holmes*
- left the key on the professor's door? *Soames*
- examined Mr Soames' bedroom carefully? *Bannister*

7. Agree or disagree.

1. Soames thought that some student passing by his door had noticed the key on his door.
2. The Fortescue Scholarship was a large sum of money, so the student was ready to take a risk to get it.
3. The man left no traces on the writing table except some clay and sawdust.
4. The criminal saw Mr Soames coming back and rushed out of the house.
5. Bannister had left the key in the door to make it easy for the criminal to copy the papers.

WORK ON WORDS

1. What's the word for...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

not paying close attention to what one is doing or saying
rather dangerous
show something is true
truthful, fair
to come near or close to

honest
to prove
risky
to approach
careless

2. Fill in the missing words in the correct form.

trace, risk, to touch, proof, to approach, care, excited

One evening Mr Sherlock Holmes and doctor Watson received a visit from a certain Mr Hilton Soames. Mr Soames was so ... that it was clear that something very unusual had happened.

He explained that the next day was the first day of the examination. His subject was Greek. Of course, every candidate would be happy to see the papers and prepare them. So much ... was taken to keep the papers secret.

That day at about 3 o'clock he was reading the ... of the exam paper, at about 4.30 he went out to take tea in his friend's room and left the papers on his desk.

Some time later when he ... his door he was surprised to see a key in it.

The moment he looked at his table he knew that someone had ... the exam papers. He thought that some student passing by his door had noticed the key in it. Knowing that he was out, the student had entered to look at the papers. The Fortescue Scholarship was a large sum of money. So the student was ready to take a ... to get the papers.

Mr Soames soon saw some ... of the man who had been in his room. He found a cut on his writing table, a small black ball of something like clay and some sawdust. Now it was up to Sherlock Holmes to find the criminal.



I. Revision: Present and Past Participles

The present and past participles are special forms of the verb.

The Present Participle (Participle I)

The Present participle (Participle I) ends in **-ing**. We use it in three ways:

1. to form the continuous forms:
are reading, were playing.
2. as an adjective:
boiling water
3. when the subject does two things at the same time:
He walked out of the house, singing to himself.

1. **Read the story about Mrs. Brown's strangest dream. Write out all the present participles and say how they are used.**

THE DAY THE QUEEN CAME TO TEA

I was at home one rainy afternoon, sitting in front of the fire and watching television, when suddenly there was a knock at the door. I wasn't expecting anyone, so I was quite surprised. I went to the door and opened it, and there was the Queen of England standing at the door, wearing her crown and holding a shopping bag, just like you or me, coming home from the shops.

"Hello, Queen," I said. "Do come in."

"Thank you," she said, and came in.

I showed her into our front room.

"I went shopping this afternoon, and I am so tired that really must sit down and rest my feet for a moment."

So I said to her. "You sit down, Queen and put your feet up. Would you like a cup of tea?"

She smiled in that lovely royal way she's got and said "Oh, thank you".

I was getting the tea ready when she called out to me. "The shops are so crowded at this time of year". So I went back into the front room.

“Yes, they are. What did you buy?” I asked, looking at her shopping bag.

“I was looking for some curtains when I saw this lovely material, and I thought: this is really nice for Windsor Castle,” she said.

“Yes, it’s really lovely,” I said.

2. Match the two halves of the sentences.

- | | |
|---------------------------------|-----------------------------|
| 1. She sat in front of the fire | interrupting me |
| 2. The old women passed him | thinking about Ann |
| 3. He couldn’t sleep | closing the door behind him |
| 4. The boy went out of the room | speaking to herself |
| 5. “Sorry”, she said | reading a book |
| 6. I feel asleep | lying in the sun |

3. Decide whether the -ing form is a gerund or a participle.

1. Riding a bike is fun.
2. Riding a bike I saw a lot of interesting places.
3. Crossing the street in this place is dangerous.
4. Crossing the street the girl saw her friend.
5. Nobody likes waiting.
6. There are a lot of people waiting at the bus stop.
7. Speaking English is a great pleasure.
8. Speaking about Great Britain Mary described its exciting cultural life.
9. Appetite comes with eating.
10. I was doing my homework eating an apple.
11. On summer holidays most people like doing nothing but walking, swimming and lying in the sun.
12. Lying in the sun I fell asleep.

The Past Participle (Participle II)

The Past participle of regular verbs is the same as the simple past forms: both end in **-ed**.

Ex: play-played-played

Past participles for irregular verbs are different sometimes they are the same as the simple past forms.

Ex: buy-bought-bought

Sometimes the past simple and past participle (Participle II) are different.

Ex: break-broke-broken

begin-began-begun

Past participle (Participle II) is used:

1. to form the perfect forms of the verb.
*Ex: have **walked**, had **begun***
2. to form passive forms of the verb.
*Ex: is **known**, was **done***
3. The past participle (Participle II) is often like an adjective. It gives information or describes the subject of the sentence.
*Ex: Paul is **interested** in politics.*

Past participles are used as adjectives in many common expressions. Often the past participles in these expressions are followed by a preposition.

Ex: be made of, be married to

Here are some common expressions with **be + Past Participle**. Study them.

- | | |
|-------------------------|----------------------|
| 1. be bored with | 8. be interested in |
| 2. be crowded with | 9. be excited about |
| 3. be satisfied with | 10. be worried about |
| 4. be pleased with | 11. be frightened of |
| 5. be disappointed with | 12. be tired of |
| 6. be covered with | 13. be scared of |
| 7. be located in | 14. be prepared for |

4. Complete the sentences with proper prepositions.

1. The large table was covered ... every kind of food you could imagine.
2. The store was crowded ... shoppers on the eve of the holiday.
3. We have finished packing. We are finally prepared ... our company trip.
4. Are you interested ... working with International Red Cross?
5. I was very disappointed ... that film. I was bored ... it before the plot took shape.
6. I am satisfied ... the progress I have made.
7. Our school football team was very excited ... going to the national finals.
8. Barbara turned off the TV. She was tired ... listening to the news.
9. The department store is filled ... toys for the holiday sale.

10. Jack is married ... Jane.
11. The child was frightened ... a strange noise.
12. The village was located ... the south of England.

Mind

Past participle (-ed) says how people feel.

Present participle (-ing) describes people or things that cause the feelings.

5. Complete the sentences with the present or past participles of the verbs in brackets.

1. It was ... to see Ann there (surprise).
2. I was ... to see her (surprise).
3. I find this work very ... (tire).
4. It makes me ... (tire).
5. Our exam results were ... (disappoint).
6. She was pretty ... (disappoint).
7. We were ... to hear about your brother (shock).
8. The news was really ... (shock).
9. I get ... when people break promises (annoy).
10. It's ... when people break promises (annoy).

6. Use present or past participles in the following sentences.

1. Why have you got that ... (worry) expression on your face? Are you in trouble?
2. The teacher was ... (disappoint) with the test results.
3. Jack's answer was ... (disappoint).
4. I went to the exhibition of French art last week and I was very much ... (impress).
5. We saw a lot of ... (fascinate) paintings.
6. I was so ... (excite) that I couldn't say a word.
7. The trip to the mountains was so ... (excite), we enjoyed every minute of it.
8. I'm ... (bore). I have nothing to do.
9. The lecture was so ... (bore) that a few listeners fell asleep.
10. We liked the Room of Horrors but some of the tricks were rather (frighten).
11. It was raining so heavily that the little puppy got ... (frighten) and hid under the bed.
12. The girl ... (wash) the window is my sister.

13. – What does an Englishman leave for a rainy day?
– A ... (wash) car.
14. ... (do) his homework Tom looked through the window several times.
15. The work ... (do) was very interesting.
16. Everything ... (write) on the blackboard is correct.
17. ... (write) the letter Olga thought about her summer holidays.
18. Little John's questions were ... (surprise).
19. We were ... (surprise) at the news.
20. The boy ... (translate) the story is the best pupil in our class.

7. Respond with a present or past participle.

1. If a story amazes you, how would you describe the story? How would you describe yourself?
2. If a story depresses you, how would you describe the story? How would you describe yourself?
3. If music annoys you...
4. If an event shocks you...
5. If a film bores you...
6. If a painting interests you...

8. Find out and correct the mistakes in these sentences.

1. I'm interesting in his ideas.
2. The winner of the race hasn't been announcing yet.
3. The problem was very confused.
4. Many strange things were happened last night.
5. I couldn't move. I was very frighten.
6. How many people are inviting to the party.
7. It was late. I was getting very worry about my mother.
8. My brother and I have always been interesting in learning more about our family tree.
9. Two people were hurt in the accident and were took to hospital.
10. I found myself in an embarrassed situation last night.

UNIT 8



Focus on speaking

Words and word combinations you may need in this unit

communication *n* gossip *n* means *n* nickname *n* technology *n*
route *n* policy *n* modem *n* feedback *n* volunteer *n* access *n*
network *n* terminal *n* communicate *v* judge *v* retrieve *v*
categorize *v* certain *a* virtual *a* conventional *a* rural *a*
a registered letter electronic mail conventional mail post office
to have fun to be keen on to be handled by

Make a list of the words and word combinations you do not know and learn them.

feedback _____

Thinking it over

- Are you good at communication?
- Do you think communication skills can be learnt?
- What would you do or say in the following situations? Choose the answer and give your reasons for it.

1. Your girlfriend has bought a new dress and asks what you think of it. You think it is terrible and doesn't suit her.

- a. You say how much you like it.
- b. You look carefully and say what you really think.
- c. You say you are not a very good judge.

2. You reach at some decision with your friend. When you think about it later, you realize it's the wrong decision.

- a. You forget about it and do nothing.
- b. You phone your friend and tell him / her.
- c. You wish you did not have to make a decision.

3. Your classmate says to you: “I shouldn’t tell you this, but have you heard ...?”

- a. You say: “I don’t want to hear any gossip”.
- b. You say: “I am interested only if it’s important for us”.
- c. You say: “Tell me everything you know”.

- Work in pairs. Make a list of ideas for improving communication in your class. Read out your list to the class and discuss.

MEANS OF COMMUNICATION

There are different means of communication. People can contact by telephone, by mail, by the Internet.

Lots of people like letter writing. They say it is a certain way of expressing thoughts and feelings. Though it is the easiest and cheapest means of communication, it takes you much time first to write a letter, then to buy an envelope and stamps, then to find a letter-box and send the letter. Moreover, if you want to send a registered letter, you have to go to the post-office to have your letter registered. Then you have to wait long for the reply.

Today letter writing has been surpassed by modern means of communication such as electronic mail, the Internet, fax. They are much more convenient and quick. You can send a message and receive the answer immediately.

Besides the Internet helps people to get necessary information in any field they need. It has special programmes to make people get acquainted. “Chat”, for instance, is a kind of programme where you can virtually meet new people, exchange information, have fun. There are “professional chats”, where people of certain interests or fields of activities meet. Besides, there are “common chats”, which you enter just for fun, choose a nickname and make friends with whoever you want. Sometimes active chat users form their clubs and the virtual meetings become real.

There are also mobile phones for those who prefer to hear the voice of the person they contact and to receive an immediate response to the questions. Besides mobile phones are rather convenient as you always have them with you, you may talk whenever and wherever you wish, you may send and receive messages, you may take photos, listen to music and play games.



- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.

Talking it over

- Do you like to write letters?
- What means of communication do you prefer? Why?

Act the dialogue in class.

- A.** Grandma, do you think people were better in the past than they are now?
 - B.** Well, yes in some ways, because people didn't rush around like they do today.
 - A.** Yes, I guess so.
 - B.** But there are some things I like better today.
 - A.** Really? Like what?
 - B.** Well, I love my new car! And I couldn't live without my computer! I'm really fond of computer games.
- Take turns. Ask and answer questions below. Give your reasons.
 - a. Do you think people were better in the past than now?
 - b. Would you prefer to live today or in a different century? Why?
 - c. Would you like to be transported into the future? When? Why?
 - d. Would you like to be transported into a past time? When? Why?
 - e. Will we be better in the future? Why? How?

Read the text. Remember what you can.

MODERN TECHNOLOGIES IN THE WHITE HOUSE

American Presidents have a long tradition of using the latest technology as a means of selling themselves and their policies to the American public. The most recent event in this tradition is the use of the Internet to publish information such as Presidential routes, policy documents and other statements electronically.

Every incoming message is handled by one of twelve volunteers who makes a note of the contents, categorizes it and reports it. These reports are put together

in a document and sent to the President once a week. The President himself is very keen on electronic communication. He wants to make it possible for people to communicate with federal agencies using electronic as well as conventional mail. He thinks of putting terminals in shopping centers and post offices. It will be difficult for every American to communicate directly from his or her home, as there are still rural areas in the US where 20% of the homes do not have access to the telephone network.

Check up

RIGHT or WRONG?

1. American Presidents use modern technologies.
 2. They use the Internet to publish the information for the public.
 3. The Presidential routes, policy documents and other statements are sent to the people by conventional mail.
 4. The twelve volunteers make notes of the contents of incoming messages and keep them in special files.
 5. The President himself likes the electronic communication very much.
 6. All federal agencies use electronic and conventional mail.
 7. The President wants to put terminals in shopping centers and post offices.
 8. All the homes in the USA have access to the telephone network.
- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences in the text are used.

Talking it over

- How do you like the idea of the government polices to be available to the Internet user?
- How do you like the idea of direct communication to the President?
- Work in pairs. Ask your classmate why and how he/she uses the Internet. Look at the answers, add three more points and give your reasons.
 - a. I can get easy access to information.
 - b. I can send instant messages.
 - c. I can get immediate information.

Follow up

- Write a short story: *"My favourite means of communication is..."*.
- Retell the story and discuss it in class.



Study the words

- to escape** *v* – get away, get free.
The bird escaped from the cage and flew into the woods.
- to confess** *v* – admit.
The criminal confessed his guilt.
- confession** *n* – the confessing of something.
The man made a full confession to the crime.
- to blame** *v* – to hold responsible for something wrong or bad.
The neighbour blamed my brother for breaking the window.
- evidence** *n* – proof of something.
The footprints were used by the police as evidence.
- to profit** *v* – to gain benefit.
Some way it will profit you to go to Summer School to be better prepared for next year.
- to prevent** *v* – to stop something from happening, to stop someone from doing something.
The noise outside his window prevented him from sleeping.

THE ADVENTURE OF THE THREE STUDENTS

Part II

At eight in the morning Holmes came into my room.

“Well, Watson,” said he, “it is time we went down to the college. Soames will be in a terrible state until we tell him something positive.”

We found Mr Soames in a very nervous state. He ran towards Holmes.

“Thank heaven, you have come! What am I to do? Shall we begin the examination?”

“Yes, of course.”

“But the criminal?”

“He will not take the examination.”

“You know him?”

“I think so. Kindly ring the bell.”

Bannister entered and stepped back in surprise and fear when he saw Holmes again.

“Will you please tell me, Bannister,” began Holmes, “the truth about yesterday’s incident? Nothing to add?”

“Nothing at all, sir.”

“Well, then I shall help you. But please remain in the room, Bannister”.

“Now Soames, may I ask you to go up to the room of young Gilchrist and ask him to step down into yours?”

A moment later Soames returned, bringing with him the student. He was tall and very handsome, with a pleasant open face. His troubled blue eyes glanced at each of us.

“Now, Mr Gilchrist, we are all quite alone here, no one will ever know a word of what passes between us. We want to know, Mr Gilchrist, how you, an honest man, could do such a thing as you did yesterday.”

For a moment Gilchrist tried to say something but suddenly he burst into crying.

“Come, come,” said Holmes kindly. “We know that you are not a criminal. Don’t trouble to answer. I shall tell Mr Soames what happened, and you listen and correct me where I am wrong.”

“From the moment you told me your story, Mr Soames, it was clear to me that the man who entered your room knew that the papers were there. How did he know? You remember, of course, that I examined your window. I was thinking of how tall a man must be in order to see, as he passed, what papers were on the writing-table. I am six feet high and I could do it with an effort. So, I had reason to think that only a man of unusual height could see the papers through the window.

I entered your room, Mr Soames, and still could make nothing of all the evidence, until you mentioned that Gilchrist was a long-distance jumper. Then the whole thing came to me at once and I only needed some additional evidence, which I got very soon.

What happened was this. This young fellow had spent his afternoon at the sports ground, where he had been practicing the jump. He returned carrying his jumping shoes, the soles of which, as you know very well, have spikes in them. As he passed your window, he saw, by means of his great height these papers on your writing-table and understood what they were. Then he noticed the key left in the door by the carelessness of your servant. He entered the room. It was not a dangerous action: he could always pretend that he had simply come in to ask a question.

Well, he forgot his honour, when he saw the Greek text for the examination. He put his jumping shoes on the writing-table.

And he took the examination papers, page by page, to the window table to copy them. He was sure that Mr Soames would return by the main gate, and that he would see him. As we know, he came back by the side gate. Suddenly he heard Mr Soames at the very door. There was no way by which he could escape. He caught up his shoes and rushed into the bedroom. The cut on the desk is slight at one side, but deeper in the direction of the bedroom door. Some of the clay round the spike was left on the desk and a second ball of clay fell in the bedroom.

“I walked out to the sports ground this morning and saw that black clay is used in the jumping pit. I carried away some of it, together with some sawdust, which is used to prevent the athletes from slipping. Have I told the truth, Mr Gilchrist?”

“Yes, sir, it is true,” said he.

“Good heavens, have you got nothing to add?” cried Soames.

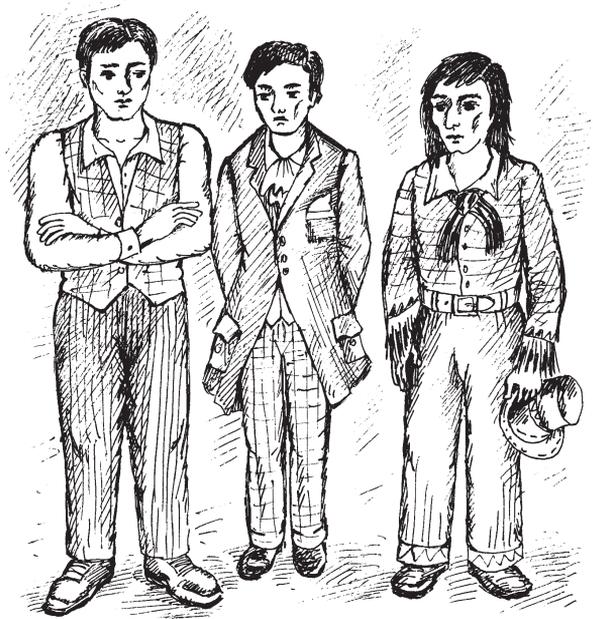
“Yes, sir, I have. I have a letter here which I wrote to you early this morning after a restless night. Of course, I did not know then that my action was known to everyone. Here it is, sir. You will see what I have written, ‘I have decided not to take the examination. I have found some work and I shall start working at once.’”

“I am, indeed, pleased to hear that from you, Gilchrist,” said Soames. “But why did you change your plans?”

“There is the man who sent me in the right path,” said the student, pointing to Bannister.

“Come, now, Bannister” said Holmes. “It is clear now to all of us that only you could let him go when you were in the room alone. That is quite clear. What is not quite clear is the reason for your action.”

“The reason was simple enough,” answered Bannister. “Many years ago I was a butler in the house of this young gentleman’s father. When he died I came to the college as a servant, but I never forgot the family. Well, sir, as I came into this room yesterday, Mr Soames was very upset and told me everything that had



happened. When Mr Soames went to you, Mr Holmes, my poor young master came out of the bedroom and confessed it all to me. Wasn't it natural, sir, that I should save him, and wasn't it natural also that I should speak to him like a father and make him understand that he must not profit by such an action? Can you blame me, sir?"

"No, indeed," said Holmes heartily, jumping to his feet. "Well, Soames. I think we have cleared your little problem up, and our breakfast awaits us at home. Come, Watson! As to you, Mr Gilchrist, I hope a bright future awaits you. For once² you have fallen low. Let us see in the future how high you can rise."

Talking about the story

1. Answer the questions.

1. Why did Mr Sherlock Holmes ask Mr Soames to invite Gilchrist to his room?
2. Why did Gilchrist burst into crying?
3. What evidence did Holmes get when he examined Soames' room?
4. What made Holmes think that the criminal was Gilchrist?
5. Why did old Bannister try to cover the young man?

2. Correct the wrong sentences.

1. At eight in the morning Holmes went out for a walk.
2. Gilchrist was a short man with an unpleasant face.
3. Gilchrist decided to take the examination to prove that he was the best student.
4. Bannister advised Gilchrist to profit by his action and promised to help him.
5. Mr Soames wanted to punish Gilchrist and called the police.

3. Why?

1. Holmes and Watson found Mr Soames in a very nervous state because ...
2. Holmes wanted to examine the sports ground and carried away some black clay because ...
3. Holmes wanted to ask Bannister a few questions because ...
4. Gilchrist wrote a letter to Mr Soames because ...
5. Nobody blamed Bannister for covering Gilchrist because ...

² For once – այս անգամ (որպես բացառություն) (ընդամենը) մի անգամ

4. What happened when ...

- the young fellow saw the key in Mr Soames' room?
- the young fellow heard Mr Soames' footsteps at the very door?
- Mr Soames went to see Mr Holmes?
- Mr Gilchrist's father died?
- Mr Holmes saw Mr Gilchrist's letter?

5. Which words and expressions are suitable to describe Bannister.

loyal, selfish, disloyal, young and brave, always trying to cover the criminals, kind and understanding, trying to send the young in the right path, trying to show the young what is right and what is wrong

6. Say who in the story

- tried to say something but suddenly burst into tears. *Soames*
- sent Gilchrist in the right path and asked him not to profit by cheating. *Gilchrist*
- was really pleased to hear about Gilchrist's letter. *Bannister*

7. Agree or disagree

1. The criminal, who had touched the papers, left no traces.
2. Gilchrist was tall and very handsome.
3. Gilchrist wasn't sorry about what had happened.
4. Gilchrist confessed to Bannister what he had done.
5. Holmes thought Gilchrist would rise high in the future.

Talking points

Do you agree that...

1. Young people sometimes commit a crime without realizing the harm done to the others.
2. If a person admits his mistake he must be given a chance to prove that he did it by mistake.
3. Gilchrist was happy to have a kind and understanding person like Bannister by his side.

WORK ON WORDS

1. What's the word for ...?

*Excuse me, what's the word for...?
Sorry, I can't remember the word for...*



*It's...
I think it's...*

to get away, to get free
to admit
to hold responsible for something wrong or bad
proof of something
to stop something from happening

to prevent
to blame
evidence
to confess
to escape

2. Fill in the missing words in the correct form.

to touch, suspect, to suspect, evidence, to escape, to blame, to confess

PROTECTING HIS PROPERTY

John Webb was an American businessman. In one of the rooms in his cottage there was a big closet in which he kept his things. John got very angry when somebody else ... them.

It was autumn and John was packing things to go to New York. Suddenly his eyes fell on the shelf where his wine stood. One of the bottles was half full though he remembered he had not opened it. The problem was that he didn't know whom

He took the bottle and put some poisonous tablets into it and left it on the table. At that moment his wife Helen entered the room and looked at him in horror.

John explained to her that he wanted to punish the He couldn't find any ... in the room and he was afraid that the thief would be able

Helen made up her mind to go and ... to their neighbour about it. Somebody had to know what her husband had decided to do.

Helen went away and John went on packing. Suddenly he remembered that he had not packed his hunting boots, which were in the garden.

Leaving the door open he went out into the garden. Suddenly he slipped, fell down and struck his head. He felt a sharp pain and fainted.

Some minutes later he felt a strong arm round him and heard his servant say:

"It's all right, Mr Webb. I gave you the wine you had left on the table. It will make you feel better.

What do you think – who was ... for what had happened.



Sentences with “if” are called conditionals. Some “if”-clauses describe what always or usually happens, or give instructions. In this type of the “if” clause we use present simple in both clauses. It is called a **zero conditional**.

If + Present – Present

Example 1. If I feel tired I go to bed early.

If + Present Imperative

Sometimes we tell people what to do, give them instructions. Then we use the present simple in the “if”-clause and an imperative in the other clause.

Example 2. If you feel tired, have a rest.

If + Present – Future shall/will

Conditional sentences can describe possible situations in the future. Then we use the simple present in the “if”-clause and shall/will in the main clause.

Example 3. If he comes now we’ll be in time.

This type of conditional sentences is called **the first conditional**.

1. Complete the sentences with the correct form of the verb in brackets.

1. Ann (be) sorry if Helen (not come).
2. If you (feel) lonely, (phone) me any time.
3. It (be) funny if Norman (get) the job.
4. If you (wash up), I (dry).

5. If I (not get up) till nine, I never (get) anything done.
6. If anybody (ask) what has happened, (not to say) anything.
7. If you (be) ready before eight we (be able to) catch the early train.
8. If the boys (come) to supper, I (cook) chicken breasts.
9. If I (not eat) breakfast, I always (get hungry) during class.
10. Water (freeze) if the temperature (go) below 0°C.

2. Simple present or future?

- a) Superstitions in Great Britain.
 1. If you (find) a horseshoe
It (bring) good luck to you.
 2. If you (drop) a spoon
A baby (come) soon.
 3. If you (walk) under a ladder
You (get) sadder and sadder.
 4. If you (break) a looking glass
You (miss) a good chance.
 5. If the first visitor in the New Year (have) beautiful eyes and black hair
You (be) lucky all year.
 6. If you (throw) a hat on your bed
You (face) something bad.
 7. If you (meet) a black cat
You (not face) anything bad.

- b) Superstitions in Russia
 1. If you (meet) a black cat
You (face) something bad.
 2. If you (drop) a spoon
A woman (come) soon.
 3. If you (meet) a man with empty bags
You (not be) a success.
 4. If you (spill) salt in your flat
You (expect) something bad.

Compare superstitions in Great Britain and in Russia. Are they the same or different?

Speak about superstitions in Armenia. Do you believe in superstitions?

3. Supply the correct form of the verbs in brackets.

A mother received a letter from her eight-year-old daughter. Here is part of it: ‘If I (listen) to the radio, (not tell) me to do my homework. If I (do) something wrong, (not shout) at me. If the house (be untidy), (not blame) me. If you (want) me to do something, (not forget) to say “please”. If I (play) a nice game, (not send) me to bed. If I (ask) for something, (not always say) “No!” If it (be) cold (not put) the cat out. Don’t say “don’t” so often!’

In sentences with “if” we can use “would” and past tenses when we talk about present or future unreal situations.

If + past tenses – would/should

Example: If I knew her name, I would tell you.

This kind of conditional sentences is called **the second conditional**. The difference between **if I know... I will** and **if I knew ... I would** is not a difference of time. They can both refer to the present or future. The past tense and “would” usually say that the situation is imaginary or impossible.

Example: If I become President, I’ll (said by a candidate in an election)
If I became President, I would ... (said by a schoolboy).

Mind I

After “if” we often use were instead of was.

Example: If I were rich, I would spend all my time travelling.

1. Complete the sentences with the verbs in brackets.

1. If I have enough apples, I (bake) an apple pie this afternoon.
2. If I had enough apples, I (bake) an apple pie this afternoon.
3. I will fix your bicycle if I (have) a screwdriver of the proper size.
4. I would fix your bicycle if I (have) a screwdriver of the proper size.
5. I (make) a tomato salad for the picnic tomorrow if the tomatoes in my garden are ripe.
6. I (make) a tomato salad for the picnic tomorrow if the tomatoes in my garden were ripe.

7. Jack would shave today if he (have) a sharp razor.
8. Jack will shave today if he (have) a sharp razor.
9. Sally always answers the phone if she (be) in her office.
10. Sally would answer the phone if she (be) in her office right now.
11. I (not be) a student in this class if English (be) my native language.
12. If the weather is nice tomorrow, we (go) to the zoo.
13. If the weather were nice today, we (go) to the zoo.
14. If Sally (be) at home tomorrow, I am going to visit her.
15. Jim isn't at home right now. If he (be) at home right now, I (visit) him.

Mind II

People often make wishes when they want reality to be different.

When a speaker expresses a wish about a present situation he uses a past verb form.

Example: I wish I knew Italian.

2. Complete the sentences with the words in brackets.

1. True situation: I don't have enough time.
 - a) I wish I (have) enough time.
 - b) If I (have) enough time, I (go) to the park.
2. True situation: I don't have enough money.
 - a) I wish I (have) enough money.
 - b) If I (have) enough money, I (fly) home this weekend.
3. True situation: It's cold today.
 - a) I wish it (not, be) cold today.
 - b) If it (be not) cold today, I (go) swimming.
4. True situation: I don't know how to swim.
 - a) I wish I (know) how to swim.
 - b) If I (know) how to swim, I (go) to the beach with you.
5. True situation: I don't understand that sentence.
 - a) I wish I (understand) that sentence.
 - b) If I (understand) that sentence, I (explain) it to you.
6. True situation: I have to go to class today.
 - a) I wish I (not, have to go) to class today.
 - b) If I (not, have to go) to class today, I (go) shopping, or I (visit) my friends.
7. True situation: It isn't Saturday.
 - a) I wish it (be) Saturday.
 - b) If it (be) Saturday, I (go) to the beach.

8. True situation: I'm not rich.
 - a) I wish I (be) rich.
 - b) If I (be) rich, I (live) on a farm and (raise) horses.

3. Complete the sentences with the words in brackets.

1. Jim doesn't study hard. If he (study) harder, he (get) better grades.
2. The weather isn't nice. I (take) a walk if the weather (be) nice.
3. We want to buy a house, but houses are too expensive. We (buy) a house if we (have) enough money for a down payment.
4. If money (grow) on trees, all of us (be) rich.
5. Life (be) boring if everyone (have) the same opinions about everything.
6. If I (be) you, I (tell) Brian the truth.
7. Airplane tickets are expensive. If they (be) cheap, I (fly) to Singapore for the weekend.
8. I wish I (have) a camera. I (take) a picture of the sunset tonight if I (have) a camera.
9. The student cafeteria is relatively inexpensive, but the food isn't very good. I (eat) there all the time if the food (be) better.
10. Sometimes our teacher gives surprise quizzes. If I (teach) this English class, I (not,give) surprise quizzes.
11. I wish I (have) a car. If I (have) a car, I (drive) to school.
12. I'm very tired tonight. If I (not, be) tired, I (go) to the movie with you.

4. Put the words below in the correct order to make sentences.

1. If I ruled the world,
 - a) more / would / unemployment / there / no / be
2. If I ruled the world,
 - b) transport / free / would / all / be / public /
3. If I ruled the world,
 - c) have / holiday / two / a / would / everyone / months' / year
4. If I ruled the world,
 - d) big / all / would / gardens / houses / have /
5. If I ruled the world,
 - e) wars / would /be / no / more / there
6. If I ruled the world,
 - f) would / nice / have / and / large / flats / cars / all

5. Choose the correct verb forms.

1. If she comes / came late again, she'll lose her job.
2. I'll let you know if I find / found out what's happening.

3. If we live / lived in a town, life would be easier.
4. I'm sure he wouldn't mind if we arrive / arrived early.
5. We'll / We'd phone you if we have time.
6. If I won the lottery, I will / would give you half the money.
7. It will / would be a pity if she married Fred.
8. If I'm free on Saturday, I will / would go to the mountains.
9. She will / would have a nervous breakdown if she goes on like this.
10. I know I'll feel better if I stop / stopped smoking.

6. Choose the most sensible verb form.

1. If I (live / lived) to be 70...
2. If I (live / lived) to be 150...
3. If I (am / were) better looking...
4. If I (wake / woke) up early tomorrow...
5. If Scotland (declares / declared) war on Switzerland...
6. If we (have / had) the same government in five years' time...
7. If everybody (gives / gave) ten per cent of their income to charity...
8. If everybody (thinks / thought) like me...
9. If there (is / was) nothing good on TV tonight...
10. If my English (is / was) better next year...
11. If the government (bans / banned) cars from city centres next year...
12. If I (have / had) bad dreams tonight...

7. Put the beginnings and ends together, using *if were*.

Example: If he were a better dancer, her feet wouldn't hurt.

Beginnings	Ends
he / a better dancer	her feet wouldn't hurt.
I / a rabbit	I wouldn't be working.
I / forty years younger	I'd be quite pretty.
I / Moroccan	I'd give everybody ten weeks' holiday.
I / the manager	I'd go dancing all night.
it / not so cold	I'd go for a walk.
it / Sunday	I'd live in a hole.
my nose / shorter	I'd speak Arabic.
people / more sensible	life in the office would be easier.
she / better-tempered	there wouldn't be any wars.

IRREGULAR VERBS

Infinitive	Simple past	Past participle
(to) be	(I) was, (you) were	(I've / she has) been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

lend	lent	lent
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overtake	overtook	overtaken
pay (for)	paid (for)	paid (for)
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spell	spelt, spelled	spelt, spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

Aa

abbey ['æbi] n արքայություն, վանք
ability [ə'bi:lɪti] n ընդունակություն, կարողություն
able ['eɪbl] 1. a ընդունակ, կարող 2. v to be able to ի վիճակի լինել, կարողանալ
aboard [ə'bo:d] adv մավի վրա. to go aboard a ship մավ մասել
aborigine [,æbə'ri:dʒən] n բնիկ ավստրալիացի
about [ə'baʊt] 1. adv մոտավորապես, մոտ 2. prep մասին
above [ə'boʊv] adv վերևում, վրա
abroad [ə'brɔ:d] adv արտասահման(ում), արտասահման
absent ['æbs(ə)nt] a բացակա
absolute ['æbsəlu:t] a բացարձակ, առավելագույն
absolutely ['æbsəlu:tli] adv ամբողջովին, լիովին
absurd [əb'sɜ:d] a անհեթեթ, անմիտ, անհավատալի
accent ['æksənt] n առոգանություն, արտասանություն
accept [ək'sept] v ընդունել, համաձայնել
access ['ækses] n մուտք, օգտագործելու հնարավորություն
accident ['æksɪdənt] n դժբախտ պատահար, վթար
accompany [ə'kʌmp(ə)ni] v ուղեկցել
according to [ə'kɔ:diŋ ,tu] pron ըստ, համաձայն
accuse [ə'kju:z] v մեղադրել
ache [eɪk] n ցավ
ache² [eɪk] v շարունակ թույլ ցավել
achieve [ə'tʃi:v] v նվաճել, ձեռք բերել, հասնել մի բանի
achievement [ə'tʃi:vmənt] n նվաճում, ձեռքբերում
acknowledge [ək'noʊlɪdʒ] v 1. ճանաչել, ընդունել, հաստատել 2. երախտագիտություն հայտնել
acquaintance [əkwentəns] n ծանոթ
acquainted [ə'kwentɪd] a ծանոթ (անձ, իր)
to be acquainted ծանոթ լինել
acquire [ə'kwaiə] v ձեռք բերել, ստանալ
across [əkrɔ:s] նախդիր 1. միջով 2. մյուս՝ հանդիպակաց կողմում
act [ækt] v 1. վարվել, գործել, իրեն պահել 2. խաղալ, դեր տանել

action ['ækʃ(ə)n] n 1. գործունեություն 2. արարք, վարմունք
active ['æktɪv] a ակտիվ, գործունյա, եռանդուն
activity [æk'tɪvɪti] n գործունեություն
actual ['æktʃuəl] a իսկական, իրական, ճիշտ, ճշգրիտ
actually ['æktʃuəli] adv 1. իրականում, փաստորեն 2. իսկապես
add [æd] v 1. գումարել 2. ավելացնել
additional [ə'dɪʃ(ə)nəl] a հավելյալ, լրացուցիչ
address¹ [əd'res] n հասցե
address² [əd'res] v 1. հասցեագրել 2. դիմել
adjective ['ædʒɪktɪv] n ածական
administration [əd,mɪnɪ'streɪʃ(ə)n] n գործերի կառավարչություն, ադմինիստրացիա
administrative [əd'mɪnɪstrətɪv] a վարչական
admiration [,ædmə'reɪʃn] n հիացմունք
admire [əd'maɪə] v խորին հարգանք՝ հիացմունք տածել, հիանալ
admit [əd'mɪt] v ընդունել, խոստովանել
adventure [əd'ventʃə] n արկած
adventurous [əd'ventʃ(ə)rəs] a համարձակ, արկածախնդիր
advertisement [əd'vɜ:tɪsmənt] n հայտարարություն, գովազդ
advertize ['ædvə,tæɪz] v գովազդել, հայտարարություն տալ (թերթում)
advice [əd'vaɪs] n խորհուրդ
advise [əd'vaɪz] v խորհուրդ տալ
affair [ə'feə] n 1. կառավարական, քաղաքական, տնտեսական են գործեր
2. **affairs** մասնավոր՝ անձնական կյանքին վերաբերող գործեր
affectionate [ə'fekʃnɪt] a սիրող, քնքրու
afford [ə'fɔ:d] v ի վիճակի լինել, միջոցներ ունենալ վճարելու
afraid [ə'freɪd] a predic. վախեցած, to be afraid of վախենալ
after ['ɑ:ftə] 1. adv ետևից, ետևում; ավելի ուշ, հետո 2. prep հետո, անց
afternoon [,aftə'nu:n] n հետկեսօր, միջօրե
afterwards [ɑ:ftəwɔ:dz] adv հետո, հետագայում
again [ə'geɪn] adv նորից, դարձյալ, կրկին
against [ə'geɪnst] prep հակառակ, դեմ, ընդդեմ
agency ['eɪdʒ(ə)nʃi] n 1. սպասարկող, գործակալություն, ծառայություն 2. վարչություն
ago [ə'ɡəʊ] adv առաջ. long ago վաղուց
agree [ə'ɡri:] v համաձայնել, համակարծիք լինել, համաձայնություն տալ, (որևէ բանի agree to, մեկի հետ agree with) պայմանավորվել agree on, upon

agreement [ə'grɪ:mənt] n 1. պայմանագիր 2. միահամուռ համաձայնություն

agriculture [ˈægrɪ,kʌltʃə] n գյուղատնտեսություն

ahead [ə'hed] adv առջևում, առաջ

aim¹ [eɪm] n նպատակ

aim² [eɪm] v նպատակ դնել, ձգտել

air [eə] n օդ, մթնոլորտ

airport [eəpɔ:t] n օդակայան, օդանավակայան

alike¹ [ə'leɪk] a նման

alike² [ə'leɪk] adv 1. նույն՝ նման ձևով 2. հավասարապես

alive [ə'laɪv] a 1. կենդանի, ողջ 2. առույգ, աշխույժ keep alive կենդանի պահել

all [ɔ:l] pron, adv բոլորը, ամենքը, ամբողջ

almost [ˈɔ:lməʊst] adv գրեթե, համարյա

allow [ə'laʊ] v թույլ տալ, իրավունք տալ

alone [ə'loun] a predic մենակ, միայնակ

along [ə'lɔŋ] adv երկարությամբ, ծայրից ծայր

alphabet [ˈælfəbɪt] n այբուբեն

already [ɔ:l'reɪdɪ] adv արդեն

also [ˈɔ:lsəʊ] adv նույնպես, նաև

although [ɔ:lðəʊ] conj 1. չնայած 2. թեև, չնայած որ

always [ˈɔ:lweɪz] adv միշտ

ambulance [ˈæmbjʊləns] n շտապ օգնության մեքենա

among [ə'mɒŋ] prep մեջ, միջև

anger [ˈæŋɡə] n զայրույթ

angrily [ˈæŋɡrɪlɪ] adv զայրույթով

angry [ˈæŋɡrɪ] a զայրացած, բարկացած

animal [ˈænɪmə] n կենսադանի, անասուն

another [ə'nʌðə] a, pron ուրիշ, մի ուրիշ, մի այլ one another միմյանց

answer¹ [ˈɑ:nsə] n պատասխան

answer² [ˈɑ:nsə] v պատասխանել

anybody [ˈeni'bɔdɪ] pron որևէ մեկը, ամեն մեկը

anything [ˈeniθɪŋ] pron ամեն ինչ, ցանկացած բան

anyway [ˈeniweɪ] adv համենայն դեպս, ինչևէ

anywhere [ˈeniweə] adv ցանկացած տեղ, ամենուրեք

appear [ə'pɪə] v երևալ, հայտնվել

appearance [ə'pɪərəns] n 1. արտաքին 2. հայտնվելը, երևան գալը

applicant [ˈæplɪkənt] n դիմող, դիմում սովող (աշխատանքի համար)

appreciate [ə'pri:ʃieɪt] v հասկանալ, գգալ, գիտակցել 2. գնահատել, երախտապարտ լինել

approach¹ [ə'prəʊtʃ] n մոտեցում

approach² [ə'prəʊtʃ] v մոտենալ

approve [ə'pru:v] v հավանություն տալ

architect [ˈɑ:kɪtekt] n ճարտարապետ

architecture [ˈɑ:kɪtektʃə] n ճարտարապետություն, կառուցվածք

area [ˈeəriə] n 1. տարածություն, տարածք 2. ոլորտ, բնագավառ

argue [ˈɑ:gju:] v վիճաբանել, վիճել

argument [ˈɑ:gjumənt] n 1. վեճ, վիճաբանություն 2. փաստարկ, ապացույց

arm [ɑ:m] n բազուկ, թև

arm-chair [ˈɑ:m'tʃeə] n բազկաթոռ

army [ˈɑ:mi] n բանակ

around [ə'raʊnd] adv 1. շուրջը, ամենուրեք 2. մոտեքրում

arrange [ə'reɪndʒ] v կարգավորել, դասավորել, կազմակերպել

arrest¹ [ə'rest] v ձերբակալել, կալանքի տակ վերցնել

arrest² [ə'rest] n ձերբակալում

arrival [ə'raɪvəl] n ժամանելը, ժամանումը, գալը

arrive [ə'raɪv] v գալ, ժամանել, տեղ հասնել

art [ɑ:t] n 1. արվեստ 2. արվեստի գործեր

artist [ɑ:tɪst] n նկարիչ

ask [ɑ:sk] v 1. հարցնել 2. խնդրել

asleep [ə'sli:p] a predic քնած, քնի մեջ to be asleep քնած լինել

aspect [ˈæspekt] n կողմ, բնորոշ գիծ, հատկանիշ, ոլորտ, հայեցակետ

assembly [ə'sembli] n ժողով, հավաքույթ

assistant [ə'sɪst(ə)nt] n օգնական, ասիստենտ

astonished [ə'stɔ:nɪʃt] a ապշած, զարմանքից շշմած

athlete [ˈæθli:t] n մարզիչ

attend [ə'tend] v 1. մասնակցել, ներկա լինել 2. կանոնավոր հաճախել

attention [ə'tenʃn] n ուշադրություն

attentively [ə'tentɪvli] adv ուշադիր

attitude [ˈætɪ,tʃu:d] n վերաբերմունք

attract [ə'trækt] v գրավել, հրապուրել

attraction [ə'trækʃn] n 1. գրավիչ վայր 2. ձգողականություն, գրավչություն

aunt [ɑ:nt] n հորաքույր, մորաքույր

autumn [ˈɔ:təm] n աշուն

auxiliary [ɔ:g'zɪljəri] a օժանդակ

available [ə'veɪləb(ə)l] a առկա, մատչելի

avenue [ˈævə,ŋju:] n պողոտա

average [ˈævərɪdʒ] a միջակ, սովորական

aviation [ˌeɪvɪ'eɪʃ(ə)n] n օդագնացություն, ավիացիա

await [ə'weɪt] v սպասել մի բանի

away [ə'weɪ] adv 1. հեռու 2. բացակա, այլ տեղում

awful [ˈɔ:ful] a սարսափելի, սուսկալի

Bb Bb

baby ['beɪbi] n մանկիկ, երեխա
back¹ [bæk] adv հետ, ետ իր տեղը
back² [bæk] a հետևի
back³ [bæk] n մեջք, քիկունք
backstage [ˌbækˈsteɪdʒ] n հետմասքեմ, կուլիսներ
bacon ['beɪkən] n խոզի սալխտած միս
bad [bæd] a (worse, worst) վատ
badge [bædʒ] n կրծքանշան
badly [bædli] adv (worse, worst) վատ, ուժգին, խիստ
bag [bæg] n պարկ, պայուսակ
bake [beɪk] v թխել, խորովել
bakery ['beɪkəri] n հացի փուռ՝ խանութ
balcony ['bælkəni] n 1. պատշգամբ 2. քառասյակատշգամբ
ball [bɔ:l] n 1. գնդակ 2. կծիկ
ballet [bæleɪ] n բալետ
band ['bænd] n խումբ, նվարախումբ
bank [bænk] n գետափ
bar ['bɑ:r] n բար, խորտկարան
barber ['bɑ:bə] n սափրիչ, տղամարդկանց վարսավիթ
bard [bɑ:d] n բարդ, երգիչ
bark [bɑ:k] v հաչել
base [beɪs] n հիմք, պատվանդան, ստորոտ
bathroom ['bɑ:θru:m] n լողասենյակ, լոգարան
battle ['bætl] n մարտ, ճակատամարտ
beach [bi:tʃ] n լողափ
bear¹ [beə] v (bore, borne) տանել, դիմանալ, համակերպվել
bear² [beə] n արջ
beard [biəd] n մորուք
beat [bi:t] v (beat, beaten) 1. խփել, ծեծել 2. հաղթել, պարտության մատնել
beautiful ['bju:tɪfʊl] a գեղեցիկ
because [biˈkɔz] որովհետև
become [biˈkʌm] v (became, become) 1. դառնալ, 2. սազել
bed [bed] n մահճակալ, անկողին
bedroom ['bedrum] n ննջասենյակ, ննջարան
before [biˈfɔ:] 1. adv առաջ, անցյալում 2. prep նախքան, մինչև
beg [beg] v խնդրել, աղաչել
begin [biˈɡɪn] v (began, begun) սկսվել, սկսել
beginning [biˈɡɪnɪŋ] n սկիզբ

behave [biˈheɪv] v իրեն պահել, վարվել
behaviour [biˈheɪvjə] n վարք, վարքագիծ
behind [biˈhaɪnd] adv ետևում, ետևից
belief [biˈli:f] v հավատ, վստահություն
believable [biˈli:vəb(ə)l] a հավատարի
believe [biˈli:v] v 1. հավատալ, վստահել 2. կարծել, ենթադրել
bell [bel] n զանգ(ակ)
belong [biˈlɔŋ] v պատկանել, մաս կազմել
belongings [biˈlɔŋɪŋz] n ունեցած-չունեցածը
beloved [biˈlʌvɪd] a սիրելի (անձ), սիրած (անձ, բան)
below [biˈləʊ] prep ներքևի, ներքևում
bend [bend] v (bent, bent) կռանալ, առաջ թեքվել
benefit ['benɪfɪt] n օգուտ, շահ, առավելություն
beside [biˈsaɪd] prep կողքին, մոտ
besides [biˈsaɪdɪz] prep բացի
betray [biˈtreɪ] v մատնել, դավաճանել
betrayal [biˈtreɪə] n մատնություն, դավաճանություն
between [biˈtwi:n] prep միջև, արանքում
bicycle ['baɪsɪkl] n հեծանիվ
big [bɪg] a մեծ, խոշոր
bike [baɪk] a հեծանիվ, մոտոցիկլ
billion ['bɪljən] num միլիարդ
binoculars ['bɪnɔːkʊljəz] n հեռադիտակ
bird [bɜ:d] n թռչուն
birthday ['bɜ:θdeɪ] n ծննդյան օր
biscuit ['bɪskɪt] n չոր թխվածք
bit [bɪt] adv մի քիչ, փոքր-ինչ. a bit մի քիչ
bite¹ [baɪt] n պատտ
bite² [baɪt] v (bit, bitten) կծել
black [blæk] a սև, մութ, խավար
blame¹ [bleɪm] v մեղադրել, կշտամբել
blame² [bleɪm] n մեղք, պատասխանատվություն
blind [blaɪnd] a կույր
blouse [blaʊz] n կանացի բլուզ
blow [bləʊ] v (blew, blown) փչել **blow your nose** խնչել, քիթն աղմուկով մաքրել
blue [blu:] a կապույտ, երկնագույն
board [bɔ:d] n նավակող, նավեգր
on board նավի վրա, to go on board նավ նստել
boast [bəʊst] v հպարտանալ, պարծենալ
boastful [bəʊstf(ə)l] a պարծենկոտ
boat [bəʊt] n նավակ, by boat նավով
boil [bɔɪl] v եռալ, եփ տալ
bonfire ['bɒnfɪə] n խարույկ
book¹ [bʊk] n գիրք
book² v վաղօրոք պատվիրել
bookseller ['bʊksɛlə] n գրավաճառ
book-shop ['bʊkʃɒp] n գրախանութ

bookworm ['buk,wɔ:m] n 1. գրքի որդ 2. գիրք կրծող, գրքասուր
border¹ ['bɔ:də] n սահման, սահմանագիծ
border² ['bɔ:də] v սահմանակից լինել
bored [bɔ:d] a ձանձրացած
boring ['bɔ:riŋ] a ձանձրալի, տաղտկալի, անհետաքրքիր
born [bɔ:n] a ծնված
both [bəuθ] pron երկուսն էլ
bottle [bɒtl] n շիշ
bottom ['bɒtəm] n տակի մաս, հատակ, ներքև, ներքևամաս
box [bɒks] n արկղ, տուփ
boy [bɔɪ] n տղա, պատանի
bracelet ['breɪslət] n ասպարանջան
brake¹ ['breɪk] n արգելալակ
brake² v արգելակել
branch [brɑ:ntʃ] n ծառի ճյուղ
brave [breɪv] a խիզախ, արի, քաջ
bravery ['breɪvəri] n քաջություն, արիություն
break¹ ['breɪk] n ընդմիջում
break² ['breɪk] v (broke, broken) կոտրել, ջարդել, ջախջախվել. to break out բռնկվել, to break up ջարդուփշուր լինել
breakfast ['brekfəst] n մախանաշ
breath [breθ] n շունչ
breathe [bri:ð] v շնչել
breathless ['breθləs] a շնչասպառ, շնչակտոր
bridge [brɪdʒ] n կամուրջ
bright [braɪt] a 1. պայծառ, լուսավոր 2. խելավիտ, ընդունակ
brilliant ['brɪljənt] a 1. շատ խելացի 2. շատ հմուտ, ազդեցիկ
bring [brɪŋ] v (brought) բերել
broad [brɔ:d] a լայն
bronze [brɒnz] n բրոնզ
brother [brʌðə] n եղբայր
brush¹ [brʌʃ] n խոզանակ
brush² [brʌʃ] v խոզանակով մաքրել, սանրել
build [bɪld] v (built) կառուցել
building ['bɪldɪŋ] n շենք, կառուցվածք
burn [bɜ:n] v (burned, burnt) այրել, վառել, ոչնչացնել
burst [bɜ:st] (burst) պայթել, պայթեցնել
burst into sth անսպասելի սկսել մի բան անել
bus [bʌs] n ավտոբուս
business ['bɪznɪs] n գործ, աշխատանք
businessman ['bɪznɪsmən] n գործարար մարդ
butler ['bʌtlə] n ծառայակատ, սպասավորների պետ (հարուստի տանը)

butter ['bʌtə] n յուղ, կարագ
buy [baɪ] v (bought) գնել, առնել

Cc Cc

cabin [kæbɪn] n խրճիթ, նավախուց
cafeteria [kæfɪ'teəriə] n ինքնասպասարկումով ճաշարան
calendar ['kælɪndə] n օրացույց
call¹ [kɔ:l] n կանչ, հեռախոսային կանչ
call² [kɔ:l] v 1. զանգահարել 2. անվանել, կոչել
call for sth պահանջել, կոչ անել **call on sb** այցելել **call out** բարձր ձայնով ասել, ձայն տալ
calm [kɑ:m] a 1. հանգիստ, անվտրոլ 2. խաղաղ
camera ['kæməɹə] n լուսանկարչական ասպարատ, տեսախցիկ
campaign [kæm'peɪn] n քարոզարշավ
canal [kə'næl] n ջրանցք, ռոզգման առու
candidacy ['kændɪdəsɪ] n թեկնածություն
candidate ['kændɪ,deɪt, 'kændɪdət] n թեկնածու
capital ['kæpɪtl] n մայրաքաղաք
car [kɑ:] n ավտոմեքենա
card [kɑ:d] n քարտ, տոմս
care¹ [keə] n խնամք, հոգատարություն, ուշադրություն
care² [keə] v հոգալ, խնամել
career [kə'riə] n աշխատանքային մասնագիտական գործունեություն
careful [keəfʊl] a ուշադիր, զգույշ
careless ['keələs] a անուշադիր, անտարբեր
carriage ['kærɪdʒ] n 1. կառք 2. քրիտ. վագոն (գնացքի)
carry ['kæri] v կրել, տանել, փոխադրել **carry (sth) on** շարունակել մի բան անել **carry (sth) out** կատարել, իրագործել
cartoon [kɑ:'tu:n] n 1. ծաղրանկար, 2. մուլտֆիլմ
cascade [kæs'keɪd] n փոքրիկ ջրվեժ
case [keɪs] n դեպք, իրավիճակ, գործ in any case ամեն դեպքում
cashier [kæ'ʃiə] n զանձնապահ
cassette [kə'set] n տուփ (երիզի, ձայներիզի, տեսաերիզի)
castle [kɑ:sl] n ամրոց, դղյակ
cat [kæt] n կատու
catch ['kætʃ] v (caught) բռնել, որսալ

categorize [ˈkætiɡəˌraɪz] v դասակարգել, դասերի բաժանել
cathedral [kəˈθiːdrəl] n մայր տաճար
catholic [ˈkæθəlɪk] n կաթոլիկ
cattle [ˈkætl̩] n խոշոր եղջերավոր անասուններ
cause¹ [kɔːz] n պատճառ
cause² [kɔːz] v պատճառել, պատճառ հանդիսանալ, առաջացնել
cautious [ˈkɔːʃəs] a գգույշ, շրջահայաց
cave [keɪv] n քարայր, քարանձավ
celebrate [ˈselɪbreɪt] v տոնել
celebrity [sɪˈlebrɪtɪ] n նշանավոր՝ հռչակավոր՝ նշանավոր մարդ
cellar [ˈselə] n նկուղ, մառան
cent [sent] n ցենտ (դոլարի 1/100 մասը)
central [ˈsentrəl] a կենտրոնական
center [ˈsentə] n կենտրոն
century [ˈsentʃəri] n հարյուրամյակ, դար
certain¹ [ˈsəːt(ə)n] a համոզված, վստահ
certain² det որոշակի, որոշ, ինչ-որ **a certain** որոշ, որոշակի
certainly [ˈsəːtnli] adv անշուշտ, իհարկե, անկասկած
certificate [səˈtɪfɪkət] n վկայական
chain [tʃeɪn] n 1. շղթա 2. շղթա, շարան (մարդկանց, իրադարձությունների ևն)
chair [tʃeə] n աթոռ
chamber [ˈtʃeɪmbə] n խորհրդարանի պալատ
champion [ˈtʃæmpɪən] n չեմպիոն
championship [ˈtʃæmpɪənʃɪp] n չեմպիոնատ, առաջնություն
chance [tʃɑːns] n հարմար առիթ, հնարավորություն
change¹ [tʃeɪndʒ] v փոխել, փոփոխվել
change one's mind միտքը փոխել
change² [tʃeɪndʒ] n փոխություն, փոփոխում
channel [tʃænl] n 1. հեռուստաալիք 2. միջոց, ուղի 3. ջրանցք 4. նեղուց
chapel [tʃæpəl] n մատուռ, աղոթարան
character [ˈkærɪktə] n 1. բնավորություն 2. բնորոշ գիծ, հատկանիշ 3. գործող անձ, կերպար
characterize [ˈkærɪktəˌraɪz] v be characterized by բնորոշվել, բնութագրվել
charter [ˈtʃɑːtə] v փոխադրամիջոց վարձել
chat [tʃæt] v 1. շաղակրատել, խոսել դեսիգ-դենից 2. *հմկրգ*. համակարգչով զրուցել իրար հետ
cheap [tʃiːp] a էժանագին, էժան, մատչելի
cheat [tʃiːt] v խաբել, կեղծել
check¹ [tʃek] n ստուգում

check² v ստուգել
cheek [tʃiːk] n այտ
cheer [tʃɪə] v բացականջություններով ուրախություն՝ հավանություն արտահայտել
cheer (sb) up քաջալերել, ոգևորել
cheerful [ˈtʃɪəf(ə)] a ուրախ, կենսուրախ
cheers n հավանության՝ ուրախության բացականջություններ
cheque [tʃek] n չեկ, վճարագիր
chess [tʃes] n շախմատ
child [tʃaɪld] n երեխա, զավակ
chimney [tʃɪmni] n ծխնեղույզ
chocolate [tʃɒkəleɪt] n շոկոլադ
choice [tʃɔɪs] n ընտրություն
choose [tʃuːz] v (chose, chosen) ընտրել, ընտրություն կատարել
Christmas [krɪsməs] n Սուրբ Ծնունդ
church [tʃɜːtʃ] n եկեղեցի
cigarette [sɪɡəˈret] n սիգարետ, գլանակ, ծխախոտ
cinema [ˈsɪnəmə] n կինոթատրոն
circular [ˈsəːkjulə] a կլոր, շրջածն
circus [ˈsɜːkəs] n կրկես
city [ˈsɪti] n քաղաք
civilization [ˌsɪvəlaɪˈzeɪʃ(ə)n] n քաղաքակրթություն
claim [kleɪm] v 1. հաստատել, պնդել 2. պահանջել, խնդրել
clasp¹ [klaːsp] v գրկել, կրծքին ամուր սեղմել
clasp² [klaːsp] n կոճակ, ամրակ
class [klaːs] n դասարան, դաս
clay [kleɪ] n կավ
clean [kliːn] a մաքուր
clear¹ [kleə] a պարզորոշ, բացահայտ
clear² [kleə] v մաքրել, ազատել
clear up պարզել, ամպերը ցրվել
clever [klevə] a խելացի, գիտուն
clerk [klaːk] n գրասենյակային ծառայող, կլերկ
cliff [klɪf] n քարափ, ժայռ
climate [klaɪmət] n կլիմա, կլիմայական պայմաններ
climb [klaɪm] v մագլցել, բարձրանալ
clock [klɒk] n ժամացույց
close [kloʊz] v փակ(վ)ել, ծածկ(վ)ել
closing-time [ˈkloʊzɪŋtaɪm] n փակման ժամ
clothes [kloʊðz] n հագուստ, զգեստ
club [klʌb] n խմբակ, ակումբ
coach [kəʊtʃ] n միջադաշտային ավտոբուս
coal [kəʊl] n ածուխ, քարածուխ

coat [kəʊt] n 1. սիլցակ 2. վերարկու, մուշտակ
coat of arms զինանշան, սահմանշան
coastline [ˈkəʊst,laɪn] n ծովեզր
coffee [ˈkɒfi] n սուրճ
cold [kəʊld] a ցուրտ, սառը
cold² [kəʊld] n ցուրտ, սառնություն
collect [kəˈlekt] v 1. հավաքել, պահել 2. հետևից գնալ՝ վերցնել
collection [kəˈlektʃ(ə)n] n հավաքածու
college [ˈkɒlɪdʒ] n քոլեջ
colony [ˈkɒləni] n գաղութ
column [ˈkɒləm] n սյուն
comb¹ [kəʊm] n սանր
comb² [kəʊm] v սանրել
combination [ˌkɒmbɪˈneɪʃ(ə)n] n համակցություն, միացություն
combine [ˈkəmbaɪn] v միացնել, միանալ, միավորել
come [kʌm] v (came, come) գալ, մոտենալ, ժամանել
comfortable [ˈkʌmfətəb(ə)l] adv հարմար, հարմարավետ
comfortably [ˈkʌmfətəbli] adv հարմար
command [kəˈmɑːnd] n հրաման, կարգադրություն **command of sth** իմացություն, տիրապետում (գիտելիքի, լեզվի)
common [ˈkɒmən] a հաճախակի հանդիպող, սովորական, համատարած
communicate [kəˈmjuːnɪkeɪt] v հաղորդակցվել
communication [kəˈmjuːnɪkeɪʃ(ə)n] n հաղորդակցություն
company [ˈkʌmpəni] n ընկերություն, միություն
comparative [kəmˈpærətɪv] a համեմատական
comparison [kəmˈpærɪsən] n համեմատություն
compartment [kəmˈpɑːtmənt] n 1. բաժանմունք, 2. կուպե
compensate [ˈkɒmpənsɪt] v հավասարակշռություն ստեղծել, պակասը լրացնել
compensation [ˌkɒmpənˈseɪʃ(ə)n] n փոխհատուցում
competition [ˌkɒmpɪˈtɪʃ(ə)n] n մրցակցություն, մրցում
complexion [kəmˈplekʃ(ə)n] n տեսք, արտաքին, դեմքի գույն
comprehension [ˌkɒmprɪˈhenʃn] n ըմբռնում
comprehensive school [ˌkɒmprɪˈhensɪv sku:l] n հանրակրթական միջնակարգ դպրոց (11–18 տարեկանների համար)
comprise [kəmˈpraɪz] v կազմել **be comprised of** կազմված՝ բաղկացած լինել

computer [kəmˈpjʊ:tə] n համակարգիչ
concern¹ [kənˈsɜːn] n մտահոգություն
concern² [kənˈsɜːn] v 1. անհանգստացնել, մտահոգել 2. վերաբերել, առնչվել
concerned [kənˈsɜːnd] a մտահոգված, անհանգստացած **concerned about**
condition [kənˈdɪʃ(ə)n] n 1. վիճակ, դրություն 2. պայման, մախադրյալ
conduct [ˈkɒndʌkt] n վարք, պահվածք
conference [ˈkɒnfərəns] n կոնֆերանս, համագումար
confess [kənˈfes] v 1. խոստովանել 2. ընդունել
confession [kənˈfeʃ(ə)n] n խոստովանություն
confident [ˈkɒnfɪd(ə)nt] a ինքնավստահ, համոզված
congratulations [kən,grætjuˈleɪʃnz] n շնորհավորանք
Congress [kɒŋɡres] n Կոնգրես (օրենսդիր մարմին ԱՄՆ-ում և որոշ այլ երկրներում)
conqueror [ˈkɒŋkərə] n հաղթող, նվաճող
consider [kənˈsɪdə] v 1. մտածել, խորհել (վճիռ կայացնելուց առաջ) 2. համարել **consider sb/sth (to be) sth**
consist of [kənˈsɪst əv] v բաղկացած լինել
constitution [ˌkɒnstɪtjuːʃ(ə)n] n սահմանադրություն
constitutional [ˌkɒnstɪˈtjuːʃənəl] a սահմանադրական
construct [kənˈstrʌkt] v կառուցել, շինել
construction [kənˈstrʌkʃ(ə)n] n շինարարություն, կառուցում
contact [ˈkɒntækt] v կապվել, հաղորդակցվել, շփվել
contain [kənˈteɪn] v պարունակել
content [ˈkɒntent] n 1. պարունակություն 2. բովանդակություն
continent [ˈkɒntɪnənt] n մայրցամաք, աշխարհամաս
continue [kənˈtɪnjuː] v շարունակել
convenient [kənˈviːniənt] a հարմար, պիտանի
convention [kənˈvenj(ə)n] n ավանդույթ, սովորույթ
conventional [kənˈvenj(ə)nəl] a ավանդական, հին
conversation [ˌkɒnvəˈseɪʃ(ə)n] n խոսակցություն, զրույց
copper [ˈkɒpə] n պղինձ
copy [ˈkɒpi] v 1. պատճենահանել 2. ընդօրինակել
corner [kɔːnə] n անկյուն

coronation [ˌkɔrəˈneɪʃn] n թագադրում, թագադրություն
correct [kəˈrekt] a ճիշտ, ուղիղ, ստույգ
cost¹ [kɒst] n արժեք, գին
cost² [kɒst] v (*cost, cost*) արժենալ
cottage [kɒtɪdʒ] n խրճիթ, տնակ
council [kəʊns(ə)] n քաղաքային՝ համանքային խորհուրդ
count [kaʊnt] v հաշվել
country [ˈkʌntri] n 1. երկիր, երկրամաս 2. քաղաքից դուրս վայր
countryside [ˈkʌntriˈsaɪd] n բնություն, բնության տարածք
courage [ˈkʌrɪdʒ] n քաջություն, արիություն
course [kɔːs] n 1. զարգացման ընթացք, 2. ճաշատեսակ 3. դասընթաց
court [kɔːt] n 1. դատարանի դահլիճ 2. խաղահրապարակ
courtyard [ˈkɔːtjɑːd] n բակ
cousin [ˈkʌzn] n մորաքրոջ՝ հորաքրոջ՝ քեռու՝ հորեղբոր տղա, աղջիկ
crash¹ [kræʃ] v ջախջախվել
crash² [kræʃ] n վթար, ջախջախում
crew [kruː] n անձնակազմ (նավի, ինքնաթիռի)
cricket [ˈkrɪkɪt] n կրիկետ (խաղ)
crime [kraɪm] n հանցագործություն, հանցանք
criminal¹ [ˈkrɪmɪnəl] n հանցագործ, ոճրագործ
criminal² [ˈkrɪmɪnəl] a քրեական
crisps [krɪspz] n չիփս, խոթխոթան կարտոֆիլ
crook [kruːk] n խաբողախ, գող
cross [krɒs] v կտրել, հատել, անցնել
crossing [ˈkrɒsɪŋ] n անցում
crow¹ [kraʊ] n ագռավ
crow² [kraʊ] v 1. (ծուղորդու) կանչել 2. արվածով պարծենալ, հպարտանալ
crown¹ [kraʊn] n թագ
crown² [kraʊn] v 1. թագադրել 2. հաղթող՝ թագակիր ճանաչել
cry [kraɪ] v 1. ճչալ, քղալել 2. լաց լինել
culture [ˈkʌltʃə] n մշակույթ
cupboard [ˈkʌbəd] n բուֆետ
curious [ˈkjʊərɪəs] a հետաքրքրասեր
curly [ˈkɜːli] a զանգուր, ալիքաձև
curriculum [kəˈrɪkjʊləm] n ուսումնական ծրագիր
curtain [kəːtn] n վարագույր
custom [ˈkʌstəm] n սովորույթ
customer [ˈkʌstəmə] n հաճախորդ
customs [ˈkʌstəms] n 1. սովորույթներ, 2. մաքսատուն

cut¹ [kʌt] v կտրել, կտրատել
cut² [kʌt] n կտրվածք, վերք

Dd Dd

dad [dæd] n հայրիկ
daily [ˈdeɪli] a ամենօրյա, օրական
damage¹ [ˈdæmɪdʒ] n վնասվածք, վնաս
damage² v վնասել, ջարդել, փչացնել, վնաս հասցնել
damp [dæmp] a խոնավ, քաց
dance¹ [ˈdaːns] n պար
dance² պար գալ, պարել
dancer [ˈdaːnsə] n պարող, պարուհի
danger [ˈdeɪndʒə] n վտանգ, սպառնալիք
dangerous [ˈdeɪndʒərəs] a վտանգավոր
dark [dɑːk] a մութ, խավար
darkness [ˈdɑːknɪs] n մթություն
darling [ˈdaːlɪŋ] 1. n սիրելի 2. a սիրելի, թանկագին
daughter [ˈdɔːtə] n դուստր, աղջիկ
day [ˈdeɪ] n ցերեկ, օր
daytime [ˈdeɪtaɪm] n ցերեկ
dead [ded] a մեռած, մեռյալ
deal [diːl] n քանակ, մաս
a good/great deal of խիստ շատ
dear [dɪə] a սիրելի, թանկ, Oh, dear! O՛, Աստված իմ:
death [deθ] n մահ, կործանում
decent [ˈdiːs(ə)nt] a 1. լավ, հարմար 2. վայելուչ, արդար, ազնիվ
decide [dɪˈsaɪd] v որոշել, վճռել
decision [dɪˈsɪʒ(ə)n] n որոշում
deck [dek] n տախտակամած
declare [dɪˈkleə] v 1. հայտարարել, 2. հայտարարագրել
deep [diːp] a խոր, խորունկ
defeat [dɪˈfiːt] v հաղթել, պարտության մատնել
defend [dɪˈfend] v պաշտպանել
definite [dɪf(ə)ntɪt] a 1. որոշակի, հստակ 2. հաստատ, անկասկած
definitely [ˈdɪf(ə)ntɪtli] adv 1. հաստատ 2. անկասկած, անշուշտ
depart [dɪˈpaːt] v հեռանալ, մեկնել
departure [dɪˈpaːtʃə] n մեկնում, հեռանալը

depend (on) [dɪpɛnd] v կախված լինել
describe [dɪs'kraɪb] v նկարագրել
description [dɪ'skrɪpʃ(ə)n] n նկարագրություն
deserve [dɪ'zɜ:v] v արժանի լինել, վաստակել
*design*¹ [dɪ'zaɪn] n 1. դիզայն, ձև, կառուցվածք
 2. նախագիծ, ուրվագիծ, կոնստրուկցիա
*design*² [dɪ'zaɪn] v նախագծել, ուրվագծել, ծրագրել
desire [dɪ'zʌɪə] n ցանկություն, տենչ
desk [desk] n գրասեղան, նստարան
detail ['dɪ:teɪl] n մանրամասնություն
detective [dɪ'tektɪv] n խուզարկու
determine [dɪ'tɜ:mɪn] v որոշել, սահմանել
determined [dɪ'tɜ:mɪnd] a վճռական, անդրդվելի
develop [dɪ'veləp] v փոխել, աճել, բարելավել
developed [dɪ'veləpt] a զարգացած, առաջադեմ
development [dɪ'veləpmənt] n զարգացում
devote [dɪ'vaʊt] v նվիրել, հատկացնել
dialogue ['daɪəlɔ:g] n երկխոսություն
diamond ['daɪmɔnd] n աղամանդ
diary ['daɪəri] n օրագիր
dictionary ['dɪkʃənəri] n բառարան
die [daɪ] v մեռնել, մահանալ
differ ['dɪfə] v տարբերվել, տարբեր լինել
different ['dɪfrənt] a տարբեր, ոչ նման, ուրիշ, այլ
difficult ['dɪfɪk(ə)lt] a դժվար, դժվարին, ոչ դյուրին
difficulty ['dɪfɪk(ə)lti] n դժվարություն, նեղություն
dinner ['dɪnə] n ճաշ
direct [dɪ'rekt] a 1. ուղիղ 2. ուղղակի, անմիջական
direction [dɪ'rekʃ(ə)n] n ուղղություն *in the direction of* ուղղությամբ
directly [dɪ'rektlɪ] adv ուղղակի, անմիջականորեն
dirty ['dɜ:ti] a կեղտոտ, ցեխոտ
disadvantage [dɪsəd'vɑ:ntɪdʒ] n թերություն, պակասություն
disagree [dɪsə'grɪ:] v չհամաձայնել, տարակարծիք լինել
disappear [dɪsə'pɪə] v անհետանալ, վերանալ
diappoint [dɪsə'pɔɪnt] v հիասթափեցնել
diappointed [dɪsə'pɔɪntɪd] a հիասթափված, հուսախաբված
disco ['dɪskəʊ] n դիսկո
dish [dɪʃ] n 1. սկուտեղ, աման 2. կերակրատեսակ
dishonest [dɪs'ɔnɪst] a անազնիվ, խարդախ
dish-washer ['dɪʃ'wɔ:ʃə] n աման լվացող մեքենա

distant ['dɪstənt] a հեռու, հեռավոր
district ['dɪstrɪkt] n թաղամաս, տարածաշրջան, շրջան
diver ['daɪvə] n սուզակ, ջրասուզակ
divide [dɪ'vaɪd] v բաժան(վ)ել
divorce [dɪ'vɔ:s] v բաժանվել, ամուսնալուծվել
do [du:] v (did, done) անել, կատարել
doctor ['dɔktə] n բժիշկ
document ['dɔkjumənt] n փաստաթուղթ, վկայական
dollar [dɔlə] n դոլար
door [dɔ:] n դուռ, դռնակ
down [daʊn] adv ներքև, դեպի ցած
downstairs [,daʊn'steɪz] adv ներքև, ցած, առաջին հարկ
dozen [dɔzən] det դյուժին (տասնյակ)
drama ['dræmə] n թատերական խմբակ
draw [drɔ:] v (*drew, drawn*) 1. նկարել, գծանկար անել 2. քաշել, հանել
dreadful ['dredf(ə)l] a շատ տհաճ, սարսափելի, սուկալի
*dream*¹ [dri:m] n երազ
*dream*² [dri:m] v երազ տեսնել
drill [drɪl] v սովորեցնել, մարզել, վարժեցնել
drink [drɪŋk] v (drank, drunk) խմել, ըմպել
drive [draɪv] v (drove, driven) վարել, քշել
driver ['draɪvə] n վարորդ
drop [drɔ:p] v գցել, վայր գցել
drum [drʌm] n թմբուկ
*dry*¹ [draɪ] a չոր, ցամաք
*dry*² v չորացնել
duchess ['dʌtʃɪs] n դքսուհի
duke [dju:k] n դուքս
dull [dʌl] a ձանձրալի, անհետաքրքիր
during ['djʊəɪŋ] prep ընթացքում, ժամանակ
duty ['dju:ti] n 1. պարտականություն, 2. մաքս, տուրք
duty-free [dju:ti'fri] a անմաքս
dynamite ['daɪnəmaɪt] n պայթուցիկ, դինամիտ



each [i:tʃ] pron յուրաքանչյուր, ամեն մի
early ['ɜ:li] a վաղ, վաղաժամ

earn [ə:n] v աշխատել, վաստակել
east [i:st] n արևելք
Easter ['i:stə] n Չատիկ
easy ['i:zi] a հեշտ, թեթև
eat [i:t] v (ate, eaten) ուտել
economic [i:kə'nomik] a սոցիալական
educate ['edju,keɪt] v կրթել, կրթություն տալ
education [ˌedju:'keɪʃn] n կրթություն, մասնագիտություն
effect [ɪ'fekt] n ազդեցություն, ներգործություն
effort ['efət] n ջանք, ճիգ, փորձ
egg [eg] n ձու
elbow ['elbəʊ] n արմունկ
elect [ɪ'lekt] v (ըվեկտրոնային) ընտրել
election [ɪ'lekʃ(ə)n] n ընտրություններ
elector [ɪ'lektə] n ընտրող, ընտրական իրավունք ունեցող
electric [ɪ'lektɪk] a էլեկտրական
electronic [ˌelek'trɒnɪk] a էլեկտրոնային փոստ
electronic mail էլեկտրոնային
elegant [ˈelɪɡənt] a նրբագեղ, նրբաճ
elementary [ˌeli'ment(ə)rɪ] a հասարակ, տարրական
elementary school ԱՄՆ-ում տարրական դպրոց (5–11 տարեկան երեխաների համար)
emergency [ɪ'mɜːdʒənsɪ] n հրատապ անհրաժեշտություն, emergency call օգնության կանչ
empty ['emptɪ] a դատարկ
*end*¹ [end] n վերջ, ծայր, ավարտ
*end*² [end] v վերջացնել, ավարտել
ending ['endɪŋ] n վերջ, ավարտ
energetic [ˌenə'dʒetɪk] a եռանդուն, գործունյա
energy ['enədʒɪ] n եռանդ
engaged [ɪn'ɡeɪdʒd] a 1. նշանված 2. զբաղված
engine ['endʒɪn] n շարժիչ
enjoy [ɪn'dʒɔɪ] v բավականություն ստանալ, վայելել
enjoyment [ɪn'dʒɔɪmənt] n վայելք, հաճույք
enough [ɪ'nʌf] a բավական
enter ['entə] v մտնել, ներս գալ
entertain [ˌentə'teɪn] v զբաղեցնել, զվարճացնել
entertainment [entə'teɪnmənt] n զվարճալի ներկայացում, ուրախ ժամանց
entrance ['entrəns] n մուտք
envious ['enviəs] a նախանձ, նախանձոտ
envy ['envɪ] n նախանձ
equator [ɪ'kweɪtə] n հասարակած
*escape*¹ [ɪ'skeɪp] v դուրս գալ, փախչել
*escape*² [ɪ'skeɪp] n փախուստ, խույս տալը, փրկվելը

especially [ɪs'peʃəli] adv հատկապես
*estimate*¹ ['estɪ,meɪt] v մոտավորապես հաշվարկել՝ գնահատել
*estimate*² ['estɪ,mət] n մոտավոր հաշվարկ, նախահաշիվ
ethnic ['eθnɪk] a էթնիկական, ազգային
eve [i:v] n նախօրյակ
even ['i:vən] adv նույնիսկ
evening ['i:vniŋ] n երեկո
event [ɪ'vent] n դեպք, իրադարձություն
ever ['evə] adv երբևէ, երբևիցե
every ['evrɪ] a յուրաքանչյուր, ամեն մի
everybody ['evrɪbɒdi] pron ամեն մարդ, բոլորը
everyone ['evrɪwʌn] pron ամեն մեկը
everything ['evrɪθɪŋ] pron ամեն ինչ
evidence ['evɪd(ə)ns] n փաստ, հիմք, վկայություն
examine [ɪg'zæmɪn] v 1. քննել 2. զննել
example [ɪg'zɑ:mpl] n օրինակ, նմուշ
excellent ['eksələnt] a գերազանց, հոյակապ
except [ɪk'sept] prep բացի, բացառությամբ
*exchange*¹ [ɪks'tʃeɪndʒ] n փոխանակություն
*exchange*² [ɪks'tʃeɪndʒ] v փոխանակել
excite [ɪk'saɪt] v հուզել
excited [ɪk'saɪtɪd] a հուզված, ոգևորված
excitement [ɪk'saɪtmənt] n հուզմունք, ոգևորություն
exciting [ɪk'saɪtɪŋ] a հուզիչ, ոգևորիչ
excursion [ɪk'skɜːʃ(ə)n] n էքսկուրսիա, գրասարձակ
excuse [ɪks'kjuːz] v ներել
execution [eksɪ'kjuːʃn] n մահապատիժ
executive [ɪg'zekjʊtɪv] n գործադիր տնօրեն, վարչական աշխատող 2. գործադիր իշխանություն
exercise ['eksəsaɪz] n վարժություն
exercise ['eksəsaɪz] v 1. մարզվել, մարզանք անել 2. պշտ. ցուցաբերել, գործադրել
exhibit [ɪg'zɪbɪt] v ցուցադրել
exhibition [ˌeksɪ'bɪʃn] n ցուցահանդես
expensive [ɪks'pensɪv] a թանկ, թանկարժեք
experience [ɪk'spɪərɪəns] n փորձ, փարձառություն
explain [ɪks'pleɪn] v բացատրել
explanation [eksplə'neɪʃ(ə)n] n բացատրություն
explode [ɪkspləʊd] v պայթեցնել, պայթել
explore [ɪk'splɔː] v հետազոտել, ուսումնասիրել
explorer [ɪk'splɔːrə] n հետազոտող,
expression [ɪks'preʃn] n արտահայտություն

extra ['ekstrə] a արտակարգ, լրացուցիչ, հավելյալ
extraordinary [ɪk'strɔːd(ə)n(ə)rɪ] a արտասովոր, արտակարգ տարօրինակ, զարմանալի
eye ['aɪ] n աչք
eyelashes ['aɪlæʃɪz] n թարթիչներ

Ff

face [feɪs] n դեմք, երես
facility [fə'sɪlɪtɪ] n հնարավորություն, հարմարություն, հարմարանք, սարք
facilities [pɪ] հարմարություններ, պայմաններ
fact [fækt] n փաստ, իրողություն
fail ['feɪl] v ձախողվել, անհաջողության մատն(վ)ել
failure ['feɪljə] n անհաջողություն, ձախողում
fair [feə] a 1. արդար, արդարացի 2. խելամիտ, ազնիվ 3. շիկահեր, խարտյաշ
fair² [feə] n տոնավաճառ
fairy-like [feəriːlaɪk] a հեքիաթային
faith [feɪθ] n հավատ, վստահություն
fall [fɔ:l] v (fell, fallen) ընկնել, վայր ընկնել
false [fɔ:ls] a 1. կեղծ, արհեստական 2. սխալ
fame [feɪm] n համբավ, հռչակ
familiar [fə'mɪliə] a ծանոթ, քաջածանոթ
family ['fæmɪli] n ընտանիք
famous [feɪməs] a հայտնի, անվանի
fantastic [fæn'tæstɪk] a 1. արտառոց, հիանալի, 2. երևակայական
far [fɑ:] adv հեռու
farm [fɑ:m] n ֆերմա, ագարակ
fascinate ['fæsɪneɪt] v հրապուրել, հմայել
fascinated ['fæsɪneɪtɪd] a խիստ հետաքրքրված, հրապուրված, հմայված
fascinating ['fæsɪneɪtɪŋ] a հրապուրիչ, հմայիչ
fashion ['fæʃ(ə)n] n մոդա, նորաձևություն
fashionable ['fæʃ(ə)nəb(ə)l] a նորաձև, մոդայիկ
fast¹ [fɑ:st] a արագ
fast² [fɑ:st] adv արագ(որեն), շտապ, անհապաղ
fasten ['fɑ:s(ə)n] v կոճկել, կապել, ամրացնել
fat [fæt] a զեռ, շաղ
father [fɑ:ðə] n հայր
fault [fɔ:lt] n 1. սխալ, 2. մեղք
favourite ['feɪvərɪt] a սիրելի, սիրած

fear [fiə] n սարսափ, վախ
feast [fi:st] n խնջույք, տոնախմբություն
feature ['fi:tʃə] n առանձնահատկություն, բնորոշ գիծ, դիմագծեր
federal ['fed(ə)rəl] a 1. ֆեդերալ, դաշնային 2. համապետական, կառավարական
feed [fi:d] v (fed) կերակրել, սնել
feedback ['fi:dbæk] n հետադարձ կապ, պատասխան ռեակցիա, արձագանք
feel [fi:l] v (felt) զգալ
feeling ['fi:lɪŋ] n զգացմունք
fellow ['feləʊ] n տղա, մարդ
female ['fi:meɪl] a իգական սեռին պատկանող, իգական
feminine ['femɪnɪn] a կանացի
ferry ['ferɪ] n լաստանավ
festival ['festɪvəl] n փառատոն
fetch [fetʃ] v գնալ և բերել
fever ['fi:və] n տենդ, բարձր ջերմություն
few [fju:] a քիչ, a few մի քանի
field [fi:ld] n 1. դաշտ, արտ 2. բնագավառ, ասպարեզ
fight ['faɪt] v (fought) կռվել, մարտնչել, պայքարել
figure ['fɪɡə] n 1. թիվ, ցուցանիշ 2. կերպարանք, կարևոր դեմք 3. կնոջ կազմվածք
fill [fɪl] v լցնել, լրացնել
film [fɪlm] n կինոժապավեն, կինոնկար
finally ['faɪnəli] adv վերջնականապես. վերջապես
find ['faɪnd] v (*found*) գտնել, հայտնաբերել *find out* պարզել, տեղեկանալ
fine ['faɪn] a ընտիր, հիանալի
finger ['fɪŋɡə] n մատ
finish ['fɪnɪʃ] v վերջացնել, ավարտել
fire ['faɪə] n կրակ, բոց
fire-brigade ['faɪəbrɪˌgeɪd] n հրշեջ խումբ
fireworks ['faɪəwɜ:k] n հրավառելիք
firm¹ [fɜ:m] n ֆիրմա
firm² a 1. ձիգ, հաստ, ամուր 2. հաստատուն 3. հաստատական, վճռական
firmly adv վճռականորեն
first [fɜ:st] a առաջին
fish [fɪʃ] n ձուկ
fit [fɪt] v (*fitted*) 1. ճիշտ չափսի լինել 2. ճիշտ հարմար՝ համապատասխան լինել
flash¹ [flæʃ] v փայլատակել, լուսարձակել 2. արագ անցնել (մտքով ևն)
flash² [flæʃ] n փայլատակում

flexible [ˈfleksəb(ə)] a ճկուն, հարմարվող, զիջող
flight [ˈflaɪt] n 1. թռիչք, ճանապարհորդություն
 ինքնաթիռով 2. փախուստ
flood-light [ˈflʌdlaɪt] n լուսարձակ
flow [ˈfləʊ] n հոսք
flow² [ˈfləʊ] n հոսել, անընդհատ շարժվել
flower [ˈflaʊə] n ծաղիկ, ծաղկավոր բույս
flush [ˈflʌʃ] v կարմրել, շառագունել
fly [flaɪ] v (flew, flown) թռչել
focus [ˈfoukəs] n ֆոկոս, կիզակետ
foggy [ˈfɒɡi] a մառախլապատ
follow [ˈfɒləʊ] v հետևել, հետևից գնալ
following [ˈfɒləʊɪŋ] a հետևյալ, հաջորդ
fond [fɒnd] a **be fond of sb/sth** համակրանք
 տածել, սիրել
food [fu:d] n սնունդ, ուտելիք
fool [fu:l] a հիմար, անխելք
foot [fʊt] n ոտք, ոտնաթափ
football [ˈfʊtbɔ:l] n ֆուտբոլ
footprint [ˈfʊt,prɪnt] n ոտքի հետք, ոտնահետք
forbid [fəˈbɪd] v (**forbade, forbidden**) արգելել,
 թույլ չտալ
foreign [ˈfɔ:ɪn] a օտարերկրյա, օտար
forest [ˈfɔ:ɪst] n անտառ
forget [fəˈɡet] v (forgot, forgotten) մոռանալ
forgive [fəˈɡɪv] v (**forgave, forgiven**) ներել
form [ˈfɔ:m] v կազմել, ձևավորել
forward [ˈfɔ:wəd] adv առաջ, դեպի առաջ
found [faʊnd] v հիմնել, հիմնադրել
fountain [ˈfaʊntɪn] n շատրվան
free [fri:] a ազատ, անկախ
freezer [ˈfri:zə] n սառցարան
fresh [frefʃ] a միանգամայն նոր, թարմ, դալար
Friday [ˈfraɪdɪ] n ուրբաթ
fridge [ˈfrɪdʒ] n refrigerator սառնարան
friend [frend] n ընկեր, բարեկամ
frighten [ˈfraɪt(ə)n] v վախեցնել
frightened [ˈfraɪt(ə)nd] a վախեցած
front [frʌnt] n առջևի մասը
full [fʊl] a լի, լիքը
fun [fʌn] n ուրախություն, զվարճանք
funny [ˈfʌni] a ծիծաղաշարժ
furious [ˈfjʊəriəs] a խիստ զայրացած, կատա-
 դած
furniture [ˈfɜ:nɪtʃə] n կահույք
future [ˈfju:tʃə] n ապագա, գալիք

Gg Gg

gain [ɡeɪn] v ձեռք բերել, հասնել, նվաճել
gallery [ˈɡæləri] n պատկերասրահ
gang [ɡæŋ] n երիտասարդների փողոցային
 խումբ, ավազակախումբ
game [ɡeɪm] n 1. կանոններով խաղ հաճույքի
 համար 2. մարզաձև
garden [ɡɑ:dn] n պարտեզ
gas [ɡæs] n գազ
gate [ɡeɪt] n 1. դարպաս, դուռ 2. ելք դեպի թռիչ-
 քի դաշտ
gather [ɡæðə] v 1. հավաքել 2. հավաքել, ժողո-
 վել
general [ˈdʒen(ə)rəl] a ընդհանուր, հանմընդհա-
 նուր
generally [ˈdʒenərəli] adv ընդհանրապես
generation [dʒenəˈreɪʃn] n սերունդ
gentleman [dʒent(ə)lmən] (pl gentlemen) n 1.
 բարեկիրք քաղաքավարի ազնիվ մարդ 2. պա-
 րոն
geography [dʒɪˈɒɡrəfi] n աշխարհագրություն
get [ɡet] v (got) ստանալ, ձեռք բերել
ghost [ɡəʊst] n ուրվական
gift [ɡɪft] n 1. նվեր, ընծա 2. ձիրք, ընդունա-
 կություն
girl [ɡɜ:l] n աղջիկ, օրիորդ
give [ɡɪv] v (gave, given) տալ, նվիրել, շնորհել
give up (sth) հրաժարվել, ձեռք բաշել **give sth up**
 թողնել, թարգել
glad [ɡlæd] a գոհ, ուրախ
glance [ɡlɑ:ns] at v արագ հայացք նետել
glass [ɡlɑ:s] n 1. ապակի 2. բաժակ
glorious [ˈɡlɔ:riəs] a հիանալի, սքանչելի
glory [ˈɡlɔ:ri] n փառք
go [ɡəʊ] v (went, gone) գնալ, հեռանալ
goal [ɡəʊl] n նպատակ
gold [ɡəʊld] n ոսկի, ոսկեդրամ
good [ɡʊd] a լավ
good-bye [ˈɡʊdˈbaɪ] ցտեսություն
goods [ɡʊdz] n ապրանք
gossip [ˈɡɒsɪp] n բամբասանք
gossip² [ˈɡɒsɪp] v բամբասել, ասեկոսեներով
 զբաղվել
govern [ˈɡʌv(ə)n] v կառավարել, ղեկավարել

governess [ˈgʌv(ə)nəs] n տնային դաստիարակչուհի
government [ˈgʌv(ə)mənt] n կառավարություն, երկրի ղեկավարող իշխանություն
grade [ˈɡreɪd] n 1. մակարդակ, աստիճան 2. գնահատական
graduate [ˈɡrædʒju,eɪt] v համալսարան ավարտել
grammar [ˈɡræmə] n քերականություն
grandfather [ˈɡrænd,fɑ:ðə] n պապ, պապիկ
grandmother [ˈɡrænd,mʌðə] n տատ, տատիկ
grateful [ˈɡreɪt(ə)l] a երախտապարտ, շնորհակալ
grave [ɡreɪv] n գերեզման
great [ɡreɪt] a մեծ, խոշոր
green [ɡri:n] a կանաչ
ground [ɡraʊnd] n գետին, հող
group [ɡru:p] n խումբ
grow [ɡrou] v (grew, grown) աճել, մեծանալ
guard [ɡɑ:d] n պահակախումբ, պահակ, ժամապահ
guard² v հսկել, պահպանել, պաշտպանել
guarded [ˈɡɑ:dɪd] a շրջահայաց, զգույշ
guess [ɡes] v կռահել, գլխի ընկնել
guest [ɡest] n հյուր
guide¹ [ɡaɪd] n տեղեկատու, տեղեկագիրք
guide² [ɡaɪd] v ուղեկցել, ճանապարհ ցույց տալ
guilt [ɡɪlt] n մեղքի զգացում, մեղավորություն
guilty [ˈɡɪltɪ] a մեղավոր, մեղասակից
gun [ɡʌn] n հրացան
guy [ɡaɪ] n տղա

Hh Hh

habit [ˈhæbɪt] n սովորություն, սովորույթ
hair [heə] n մազ, մազեր
hairbrush [ˈheəbrʌʃ] n մազերի խոզանակ
half [hɑ:f] n կես
hall [hɔ:l] n սրահ, դահլիճ
hand¹ [ˈhænd] n 1. ձեռք, դաստակ 2. օգնություն
hand² [ˈhænd] v տալ, հանձնել
handle [ˈhænd(ə)l] v զբաղվել, կարգավորել, լուծել
handsome [ˈhæns(ə)m] a գեղեցիկ, բարետես
happen [ˈhæpən] v պատահել, տեղի ունենալ
happy [ˈhæpɪ] a երջանիկ, բախտավոր
hard [hɑ:d] a 1. պինդ, ամուր 2. դժվար

hard² [hɑ:d] adv եռանդով, ջանադիր կերպով, ուժգին
hardly [ˈhɑ:dlɪ] adv հազիվհազ, հազիվ թե, գրեթե
hardworking a ջանադիր, աշխատասեր
harm¹ [hɑ:m] n վնաս, կորուստ
harm² [hɑ:m] v վնասել, վնաս տալ
harness [ˈhɑ:nɪs] n ամրագոտի
hat [hæt] n գլխարկ
hate [heɪt] v սատել
hatred [ˈheitrɪd] n սատելություն
have [hæv] v (had) ունենալ
head¹ [hed] n 1. գլուխ 2. ղեկավար **head of state** երկրի ղեկավար (նախագահ, թագավոր ևն)
head² [hed] v գլխավորել, ղեկավարել
headmaster [ˌhedˈmɑ:stə] n դպրոցի տնօրեն
headphones [ˈhedfəʊnz] n ականջակալներ
health [helθ] n առողջություն
healthy [helθi] a առողջ, քաջառողջ
hear [hɪə] v (heard) լսել
heart [hɑ:t] n սիրտ
heartly [ˈhɑ:tɪ] a անկեղծ, սրտանց, ջերմ
helicopter [ˈhelɪkɔptə] n ուղղաթիռ
hello [heˈləʊ] ողջույն
helmet [ˈhelmɪt] n սաղավարտ
hemisphere [ˈhemɪˌsfɪə] n կիսագունդ (երկրագնդի, ուղեղի)
help¹ [help] n օգնություն
help² [help] v օգնել
here [hɪə] adv այստեղ
hero [ˈhɪərəʊ] n հերոս
hesitate [ˈhezɪˌteɪt] v վարանել, տատանվել
hide [haɪd] v (hid, hidden) թաքնվել, թաքցնել, թաքուն պահել
high [haɪ] a բարձր, վեհ
high school n 1. ՄԲ-ում միջնակարգ դպրոց 11–18 տարեկանների համար 2. ԱՄՆ-ում միջնակարգ դպրոց 14–18 տարեկանների համար
hill [hɪl] n բլուր, բարձունք
hillside [ˈhɪlˌsaɪd] n բլրի լանջ, սարալանջ
historic [hɪs,tɔrɪk] a պատմական կարևոր նշանակություն ունեցող
historical [hɪˈstɔrɪ(ə)l] a պատմական
history [ˈhɪstəri] n պատմություն
hit [hɪt] v (hit) զարկել, հարվածել
hobby [ˈhɒbi] n սիրած զբաղմունք
hockey [ˈhɒki] n հոկեյ
Hogmanay [ˈhɒgməni] Նոր տարի (Շոտլանդիայում)
hold [hould] v (held) 1. ձեռքով բռնել 2. բռնել, սեղմած պահել 3. կազմակերպել 4. պաշտոն զբաղեցնել 5. կարծել, համարել **to hold responsible**

holiday [ˈhɒlɪdeɪ] n տոն
holy [ˈhəʊli] a սուրբ, անբիծ
home [həʊm] n տուն
homeland [ˈhəʊm,lænd] n հայրենիք
homework [ˈhəʊmwɜ:k] n տնային առաջադրանք
honest [ˈɒnɪst] a ազնիվ, անկեղծ
honesty [ˈɒnɪstɪ] n ազնվություն, անկեղծություն
honour [ˈɒnə] n հարգանք, պատիվ
honour [ˈɒnə] v պատվել, մեծարել
honourable [ˈɒn(ə)rəb(ə)] a ազնվաբարո, մեծարգո, պատվարժան
hope [həʊp] n հույս
hope [həʊp] v հուսալ, հույս ունենալ, հույս տաձել
hopeful [ˈhəʊpf(ə)] a հույսով լի, հուսալից
horror [ˈhɔ:rə] n վախ, սարսափ
horse [hɔ:s] n երիվար, ձի
hospitable [ˈhɔspɪtəb(ə)] a հյուրընկալ, հյուրասեր
hospital [ˈhɔspɪtl] n հիվանդանոց
hospitality [ˈhɔspɪˈtælətɪ] n հյուրընկալություն
hostel [ˈhɔstəl] n հանրակացարան
hostel [həʊˈtel] n հյուրանոց
hound [haʊnd] n որսկան շուն
hour [ˈaʊə] n ժամ, hour by hour ժամ առ ժամ
house [haus] n տուն, շենք
House, the [haus] n Համայնքների կամ Լորդերի պալատը ՄԲ-ում, Ներկայացուցիչների պալատը ԱՄՆ-ում
hovercraft [ˈhɔvəkra:fɪ] n նավ (օդի հոսանքով շարժվող)
how [həʊ] adv ինչպե՞ս
however [həʊˈevə] adv, conj այնուամենայնիվ, սակայն
huge [hju:dʒ] a վիթխարի, ահագին, հսկայական
hurry [ˈhʌrɪ] v շտապել
hurt [hɜ:t] v (hurt) 1. ցավեցնել, ցավ պատճառել 2. ցավեցնել, ցավ պատճառել 3. վնասել 4. վիրավորել be hurt վիրավորվել
husband [ˈhʌzbənd] n ամուսին

ice-cream [ˌaɪsˈkri:m] n պաղպաղակ
idea [aɪˈdɪə] n միտք, գաղափար
ideal [aɪˈdɪəl] a կատարյալ, իդեալական
ill [ɪl] a հիվանդ, տկար
image [ˈɪmɪdʒ] n 1. իմիջ, կերպար 2. պատկեր
imagination [ɪˌmædʒɪˈneɪʃ(ə)n] n երևակայություն, պատկերացում
imagine [ɪˈmædʒɪn] v պատկերացնել
immediate [ɪˈmi:diət] a անհապաղ, շտապ
immigrant [ˈɪmɪgrənt] n ներգաղթյալ, վերաբնակիչ
immigrate [ˈɪmɪgreɪt] v ներգաղթել, վերաբնակվել
immigration [ˌɪmɪˈgreɪʃ(ə)n] n ներգաղթ
important [ɪmˈpɔ:tnt] a կարևոր, նշանակալից
impress [ɪmˈpres] v տպավորել, տպավորություն գործել
impression [ɪmˈpreʃ(ə)n] n տպավորություն **to make an impression on sb** տպավորություն գործել
impressive [ɪmˈpresɪv] a տպավորիչ, հուզիչ, ազդեցիկ
incident [ˈɪnsɪd(ə)nt] a միջադեպ, պատահար
inclination [ˌɪnklɪˈneɪʃ(ə)n] n ցանկություն, տրամադրվածություն
include [ɪnˈklu:d] v 1. պարունակել 2. ընդգրկել, ներառել
income [ˈɪnkwɪnt] n եկամուտ
incoming [ˈɪnkwɪnɪŋ] a եկող, ժամանող, ներս մտնող
indeed [ɪnˈdi:d] adv իսկապես, իրոք
independence [ˌɪndɪˈpendəns] n անկախություն
independent [ˌɪndɪˈpendənt] a անկախ, ինքնիշխան
industrial [ɪnˈdʌstriəl] a արդյունաբերական
industry [ˈɪndəstri] n 1. արտադրություն 2. արդյունաբերություն
infant [ˈɪnfənt] n մանուկ, երեխա
information [ˌɪnfəˈmeɪʃn] n տեղեկություն
injure [ˈɪndʒə] v 1. վնասել, վնաս հասցնել, 2. վիրավորել, be badly injured ծանր վիրավորվել
inn [ɪn] n պանդոկ, փոքր հյուրանոց
innocent [ˈɪnəsənt] a անմեղ
inside [ɪnˈsaɪd] adv, prep ներսը, ներսում, մեջ
insist [ɪnˈsɪst] v պնդել
install [ɪnˈstɔ:l] v տեղադրել, տեղակայել
instalment [ɪnˈstɔ:lmənt] n ապառիկ մասնավճար

Ii Ji

ice [aɪs] n սառույց
icecap n սառցե գագաթներ (Հյուսիսային և Հարավային բևեռներ)

instant [ˈɪnstənt] a 1. անհապաղ 2. արագ պատ-
րաստվող
instead [ɪnstəd] adv փոխարեն, փոխանակ
instruct [ɪnˈstrʌkt] v հրահանգել, ցուցումներ
տալ
intellect [ˈɪntələkt] n խելք, բանականություն
intelligent [ɪnˈtelɪdʒ(ə)nt] a խելացի, խելամիտ
interest [ˈɪntərəst] n հետաքրքրություն **in the
interest(s) of sth** որևէ բանի շահից ելնելով
interested [ˈɪntərəstɪd] a հետաքրքրված, շահա-
գրգռված
interesting [ˈɪntərəstɪŋ] a հետաքրքիր
international [ˈɪntəˈnæʃnəl] a միջազգային
interrupt [ˌɪntəˈrʌpt] v ընդհատել
interpretation [ɪntəˈprɪˈteɪʃ(ə)n] n մեկնաբանու-
թյուն, բացատրություն
intrigue [ɪnˈtriːg] v հետաքրքրել, հետաքրքրու-
թյունը շարժել
intrigue [ɪnˈtriːg] n բանասերկություն
introduce [ɪntrəˈdjuːs] v ներկայացնել, ծանո-
թացնել
invent [ɪnˈvent] v 1. գյուտ անել, 2. հորինել,
հնարել
invite [ɪnˈvaɪt] v հրավիրել
involve [ɪnˈvɒlv] v 1. ներառել, պարունակել 2.
ներգրավել, մասնակից դարձնել
iron [ˈaɪən] n երկաթ, արդուկ
iron [ˈaɪən] v արդուկել
irregular [ˈɪrɛɡjʊlə] a անկանոն
island [ˈaɪlənd] n կղզի
islander [ˈaɪləndə] n կղզիաբնակ
isle [aɪl] n կղզի

Jj *Jj*

jacket [ˈdʒækt] n բաճկոնակ, ժակետ
jealous [ˈdʒeləs] a 1. նախանձոտ 2. խանդոտ
jewel [ˈdʒuːəl] n թանկագին քար, գոհար,
թանկարժեք զարդ
jewellery [ˈdʒuːəlɪ] n ակնեղեն, ոսկեղեն, թան-
կարժեք զարդեղեն
job [dʒɒb] n աշխատանք
joke [ˈdʒoʊk] n կատակ
journey [ˈdʒəːnɪ] n ուղևորություն

joy [dʒɔɪ] n ուրախություն
judge [dʒʌdʒ] n 1. դատավոր 2. մրցավար
judge [dʒʌdʒ] v հասկանալ, կարծիք կազմել,
դատել
judgement [ˈdʒʌdʒmənt] n կարծիք, դատողու-
թյուն
judicial [dʒuːˈdɪʃ(ə)l] a դատական
juice [dʒuːs] n հյութ
jump [dʒʌmp] v ցատկել, թռչել
junior [ˈdʒuːniə] a 1. կրտսեր 2. պատանեկան
just [dʒʌst] adv քիչ առաջ, հենց նոր
just [dʒʌst] a արդար, իրավացի
justice [ˈdʒʌstɪs] n արդարություն
justify [ˈdʒʌstɪˈfaɪ] v արդարացնել

Kk *Kk*

keen [kiːn] a 1. մտադիր, հակված **be keen to
do sth, be keen on doing sth** 2. խանդավառ,
եռանդով լի սուր (զգացողություն)
keep [kiːp] v (kept) 1. մնալ, պահել որևէ վիճա-
կում, դիրքում 2. շարունակել մի բան անել 3.
պահել, պահպանել
key [kiː] n բանալի
kick [kɪk] v ոտքով հարվածել
kill [kɪl] v սպանել
kilo [ˈkiːləu] n կիլոգրամ
kind [kaɪnd] a բարի, բարեսիրտ, տեսակ
kindergarten [ˈkɪndəɡɑːt(ə)n] a ամ. տարրական
դպրոցի 1-ին դասարան (5–6 տարեկան երե-
խաների), մանկապարտեզ
king [kɪŋ] n թագավոր, արքա
kingdom [ˈkɪŋdəm] n թագավորություն
kiss [kɪs] v համբուրել
kitchen [ˈkɪtʃən] n խոհանոց
knee [niː] n ծունկ
knife [naɪf] n դանակ
knight [naɪt] n ասպետ
knock [nɒk] v բախել, թակել
know [naʊ] v (knew, known) իմանալ, գիտենալ
knowledge [ˈnɒlɪdʒ] n 1. գիտելիք 2. գիտե՞նալը,
իմանալը

L L

ladder ['lædə] n սանդղոտք
lake [leɪk] n լիճ
lamp [læmp] n լամպ, լապտեր
land¹ [lænd] n 1. հող, հողակտոր 2. երկիր 3. ցամաք
land² [lænd] v վայրէջք կատարել
language ['læŋgwɪdʒ] n լեզու
large [lɑ:dʒ] a մեծ, խոշոր
last¹ [lɑ:st] a վերջին at last վերջապես
last² [lɑ:st] v տևել
late [leɪt] a, adv ուշ. to be late ուշանալ
lately ['leɪtli] adv վերջերս
laugh [lɑ:f] v ծիծաղել
laughter [lɑ:ftə] n ծիծաղ
law [lɔ:] n օրենք, օրեսորություն
lawyer ['lɔ:jə] n փաստաբան, իրավաբան
lay [leɪ] v (laid) դնել
lazy ['leɪzi] a ծուլ, ալարկոտ
lead [li:d] v (led) առաջնորդել, տանել
leaf [li:f] n տերև
leaflet ['li:flɪt] n 1. փողոցում բաժանվող թերթիկ 2. տերևիկ
learn [lɜ:n] v (learnt կամ learned) սովորել, ուսանել, իմանալ, տեղեկանալ
least [li:st] a, adv նվազագույնը, ամենաքիչ(ը)
at least առնվազն, ամենաքիչ(ը)
leave [li:v] v (left) գնալ, մեկնել, հեռանալ
left [left] a ձախ կողմ, ձախ թև
leg [leg] n ոտք, սրունք
legend ['ledʒənd] n լեգենդ
legendary ['ledʒəndəri] a առասպելական
leisure ['leɪʒə] n 1. ժամանց 2. ազատ ժամանակ
lemonade [ˌlemə'neɪd] n լիմոնադ
lend [lend] v (lent) տալ ժամանակավոր գործածության համար, պարտք տալ
lesson [lesn] n դաս
let [let] v (let) թույլ տալ, թույլատրել **let sb/sth do sth**
letter ['letə] n 1. տառ 2. նամակ
letter-box ['letəbɒks] n փոստարկղ
level ['lev(ə)] a աստիճան, մակարդակ
library ['laɪbrəri] n գրադարան
lie¹ [laɪ] v ստել
lie² [laɪ] v (lay, lain) պառկել

life [laɪf] n կյանք
lifeboat [laɪfbəʊt] n փրկամակույկ
light¹ [laɪt] n լույս, լուսավորություն
light² [laɪt] a 1. թեթև 2. լուսավոր 3. բաց (գույնի մասին)
like [laɪk] v սիրել, հավանել, դուր գալ
likely ['laɪkli] adv հավանական, հնարավոր
likewise [laɪkwəɪz] adv նույն ձևով, նմանապես
liking [laɪkɪŋ] n համակրանք, սեր
lion [laɪən] n առյուծ
list [lɪst] n ցուցակ, ցանկ
listen [lɪsn] v լսել, ունկնդրել
literature ['lɪtərɪtʃə] n գրականություն
little [lɪtl] a պստիկ, փոքրիկ
live [lɪv] v ապրել, բնակվել
loaf [ləʊf] n բրքոն
local ['ləʊk(ə)l] a տեղական
locate [ləʊ'keɪt] v տեղը հայտնաբերել, գտնել, որոշել **be located** գտնվել, տեղայնացված լինել
lock [lɒk] v փակել, կողպել
lonely ['ləʊnli] a միայնակ
long [lɔŋ] a երկար, no longer այլևս
look¹ [lʊk] v 1. նայել **look at** 2. փնտրել, որոնել
look for 3. որոշակի տեսք ունենալ
look forward to անհամբեր սպասել
look² [lʊk] n 1. հայացք, նայվածք 2. արտահայտություն (դեմքի, աչքերի) 3. տեսք, արտաքին
4. **looks** (pl) գեղեցկություն, տեսք
loose [lu:s] a 1. թույլ, չամրացված 2. լայն, ազատ, արձակ
lord [lɔ:d] n լորդ, տեր
lorry [lɔ:ri] n բեռնատար ավտոմեքենա
lose [lu:z] v (lost) կորցնել, պարտվել, գրկվել
loss [lɒs] n կորուստ
lot [lɒt] n որոշ քանակությամբ a lot of շատ
loud [laʊd] a բարձրաձայն, բարձր, ուժեղ
love [lʌv] v սիրել
lovely ['lʌvli] a հիանալի, հաճելի, դուրեկան, գեղեցիկ
low [ləʊ] a ցածր
loyal ['lɔɪəl] a հավատարիմ
luck [lʌk] n բախտ, հաջողություն
lucky ['lʌki] a բախտավոր, հաջողակ
lunch [lʌntʃ] n կեսօրյա նախաճաշ
luxurious [lʌg'zjuəriəs] a շքեղ, ճոխ
luxury¹ ['lʌkʃəri] n պերճանք, շքեղություն
luxury² ['lʌkʃəri] a ճոխ, շքեղ (մեքենա, հյուրանոց ևն)

Mm Mm

madam [ˈmædəm] n տիկին
magazine [ˈmæɡəˈzi:n] n ամսագիր
magical [ˈmædʒɪkəl] a կախարդական
magician [mæˈdʒɪn] n կախարդ
magpie [ˈmæɡpɪ] n կաչաղակ
mail [meɪl] n փոստ (նամակներ, ծանրոցներ ևն)
main [meɪn] a գլխավոր, հիմնական, կարևորագույն
mainland, the [ˈmeɪn,lænd] n մայրցամաք
majority [mæˈdʒɔrəti] n մեծամասնություն
make [meɪk] v (made) անել, ստեղծել
man [mæn] n մարդ
manage [mænɪdʒ] v to manage (fine) հաղթահարել կարողանալ, գլուխ քերել
mankind [mænˈkaɪnd] n մարդկություն
manner [ˈmænə] n եղանակ, կերպ, ձև
manuscript [ˈmænzjʌskript] n ստեղծագործության ձեռագիրը՝ բնագիրը
many [meni] a շատ, բազում
map [mæp] n քարտեզ
mark [ma:k] n գնահատական
market [ˈma:kɪt] n շուկա
marriage [ˈmæriɪdʒ] n ամուսնություն
married [ˈmærid] a ամուսնացած
marry [ˈmæri] v ամուսնանալ
master [ˈma:stə] n 1. տեր 2. վարպետ, գիտակ
master² [ˈma:stə] v տիրապետել
match [mætʃ] n մրցախաղ
mathematics [ˈmæθɪˈmætiks] n մաթեմատիկա
meal [mi:l] n կերակուր
mean¹ [mi:n] v (meant) նշանակել, իմաստ ունենալ
mean² [mi:n] a ստոր, անազնիվ
means [mi:nz] (pl means) n 1. միջոց (հաղորդակցման) 2. պտ. միջոցներ (սպորուստի ևն)
meaning [ˈmi:nɪŋ] n իմաստ, նշանակություն
meat [mi:t] n միս
mechanize [ˈmekəˌnaɪz] v մեքենայացնել
medical [ˈmedɪk(ə)l] a բժկական
medicine [ˈmedsɪn] n 1. դեղամիջոց, դեղ 2. բժկություն
meet [mi:t] v (met) 1. հանդիպել 2. ծանոթանալ
meeting [ˈmi:tɪŋ] n ժողով
member [ˈmembə] n անդամ (խմբի, կազմակերպության)

Member of Parliament խորհրդարանի անդամ
memorial [məˈmɔ:riəl] n հուշարձան
memory [ˈmeməri] n հիշողություն
mention [menʃ(ə)n] v հիշատակել, հիշել, նշել
merry [ˈmeri] a ուրախ, զվարթ
mess [mes] n խառնաշփոթ, be in a mess քափքփված՝ իրար խառնված լինել
message [ˈmesɪdʒ] n հաղորդագրություն, գրություն, երկտող
microphone [ˈmaɪkrəˌfoʊn] n խոսափող
middle [mɪdl] n մեջտեղ, կենտրոն
mild [maɪld] a մեղմ
mile [maɪl] n մղոն
million [ˈmɪljən] n միլիոն
mind¹ [ˈmaɪnd] n միտք. հիշողություն
come to mind մտքում ծագել, մտքով անցնել
make up your mind վճռել, որոշել
mind² [maɪnd] v առարկել, դեմ լինել
mine [ˈmaɪn] n հանք, հանքահոր
miner [ˈmaɪnə] n հանքավոր
mineral [ˈmɪnərəl] a հանքային
mineral [ˈmɪn(ə)rəl] n 1. հանք, հանքաքար 2. միներալ (սննդի մեջ)
minute [ˈmɪnɪt] n րոպե
miracle [ˈmɪrəkl(ə)] n հրաշք
mirror [ˈmɪrə] n հայելի
miss [mɪs] v 1. կարտեսել 2. ուշանալ՝ բաց թողնել
miss [mɪs] v 1. վրիպել, ձեռքից բաց թողնել 2. բացակայել 3. չհասնել, ուշանալ (զննաքննել ևն)
mistake [mɪsˈteɪk] n սխալ
by mistake սխալմամբ, պատահաբար, ոչ դիտավորյալ
mix [mɪks] v 1. խառնել, միացնել՝ խառնուրդ պատրաստել 2. զուգակցել (ոճերը ևն) 3. շփվել
model [ˈmɒdl] n օրինակ
modem [ˈmɒs, dem] n հմկրգ. մոդեմ՝ տվյալների հաղորդման սարք
modern [ˈmɒd(ə)n] a ժամանակակից, արդի, ներկա
moment [ˈməʊmənt] n ակնթարթ, պահ
Monday [ˈmɒndɪ] n երկուշաբթի
monarchy [ˈmɒnəki] n միապետություն
money [ˈmʌni] n փող, դրամ
monster [ˈmɒnstə] n հրեշ
month [mʌnθ] n ամիս
monument [ˈmɒnjumənt] n հուշարձան
mood [mu:d] n տրամադրություն
moon [mu:n] n լուսին
moral [ˈmɔ:əl] a բարոյական, խրատական
morning [ˈmɔ:nɪŋ] n առավոտ
mother [ˈmʌðə] n մայր

motor-car [ˈmoutəka:] n մարդաստար ավտոմեքենա
motor-van [ˈmoutəvæn] n ավտոֆուրգոն
mountain [ˈmauntɪn] n լեռ, սար
move [mu:v] v շարժ(վ)ել, տեղափոխ(վ)ել
movement [ˈmu:vmənt] n շարժում
multicultural [ˈmʌltɪˈkʌltʃərəl] a բազմամշակութային
multi-storey [ˈmʌltɪstɔəri] n բազմահարկ
murder [ˈmɜːdə] n մարդասպանություն
museum [mju:ziəm] n թանգարան
music [ˈmjuzɪk] n երաժշտություն
must [ˈmʌst] mod v պետք է, անհրաժեշտ է
mysterious [mɪˈstɪəriəs] a անբացատրելի, անհասկանալի
mystery [ˈmɪst(ə)rɪ] n առեղծված, գաղտնիք

Nn Nn

name [neɪm] n անուն
nation [ˈneɪʃn] n 1. երկիր 2. ազգ, ժողովուրդ
national [ˈnæʃ(ə)n(ə)] a 1. տվյալ ազգին վերաբերող 2. ազգային, համազգային
native [ˈneɪtɪv] a 1. բնիկ, տվյալ տեղում ծնված, տեղաբնակ 2. տեղական
native² [ˈneɪtɪv] n բնիկ՝ ծագումով որևէ տեղացի
natural [nætʃ(ə)r(ə)] a 1. բնական 2. սովորական
nature [ˈneɪtʃə] n բնություն
near [nɪə] a մոտ, մոտիկ
nearly [ˈnɪəli] adv համարյա
neat [ni:t] a 1. կոկիկ, կանոնավոր 2. կոկիկ, վայելուչ
necessary [nesəs(ə)rɪ] a անհրաժեշտ
neck [nek] n վիզ, պարանոց
necklace [ˈnekləs(ə)] n մանյակ
need [ni:d] v կարիք ունենալ
neighbour [ˈneɪbə] n հարևան
nephew [ˈnevju] n եղբորդիի, քեռորդի, ամուսնու՝ կնոջ եղբոր կամ քրոջ որդի
nervous [ˈnɜ:vəs] a 1. վրդովված, անհանգիստ 2. դյուրագրգիռ 3. նյարդային make sb nervous նյարդայնացնել
nest [nest] n բույն
network [ˈnet,wɜ:k] n համակարգչային ցանց
never [ˈnevə] adv երբեք

new [nju:] a նոր
news [nju:z] n լուր(եր), նորություն(ներ)
newsagent [ˈnju:zˈeɪdʒənt] n լրագրավաճառ
newspaper [ˈnju:zˈpeɪpə] n լրագիր
next [nekst] a հաջորդ
nice [naɪs] a հաճելի, դուրեկան
nickname [ˈnɪkneɪm] n մականուն
night [naɪt] n գիշեր
nobody [ˈnəʊbɒdɪ] pron ոչ ոք
noise [nɔɪz] n աղմուկ
noisy [ˈnɔɪzɪ] a աղմկոտ, աղմկալից
nonsense [ˈnɒns(ə)ns] n անմտություն, անհեթեթություն
north [nɔ:θ] n հյուսիս
note [nəʊt] n նշումներ
nothing [ˈnʌθɪŋ] pron ոչինչ
notice¹ [ˈnəʊtɪs] n հայտարարություն
notice² [ˈnəʊtɪs] v նկատել, տեսնել, ուշադրություն դարձնել
noticeboard [ˈnəʊtɪsbɔ:d] n հայտարարությունների տախտակ
now [naʊ] adv հիմա, այժմ
nuclear [ˈnju:kliə] a միջուկային
number [ˈnʌmbə] n թիվ, քանակ
numerous [ˈnju:mərəs] a բազմաթիվ
nurse [nɜ:s] n բուժքույր, դայակ

Oo Oo

obey [əˈbeɪ] v հնազանդվել, ենթարկվել
object [əbˈdʒekt] v առարկել, հակառակվել
objection [əbˈdʒekʃ(ə)n] n առարկություն
obligation [əblɪˈɡeɪʃ(ə)n] n պարտավորություն
observant [əbˈzɔ:v(ə)nt] a ուշադիր, դիտումակ
observation [,əbzəˈveɪʃ(ə)n] n դիտում, զննում
observe [əbˈzɔ:v] v 1. դիտել, զննել, նկատել 2. պահել, պահպանել
occupation [ɒkjuˈpeɪʃn] n 1. գործ, աշխատանք 2. զբաղմունք
occupied [ˈɒkjupəɪd] a 1. զբաղեցրած (տեղ) 2. օկուպացիայի ենթարկված, զբաղված, տիրած 3. որևէ գործով զբաղված
occupy [ˈɒkjupaɪ] v 1. զբաղեցնել, վարձակալել 2. օկուպացնել, գավթել, գրավել
offer¹ [ˈɒfə] v առաջարկել
offer² [ˈɒfə] n առաջարկություն, առաջարկ

office [ˈɔfɪs] n 1. հիմնարկ, գրասենյակ 2. վարչություն, գերատեսչություն 3. պաշտոն (հատկապես կառավարությունում)

officer [ˈɔfɪsə] n սպա

official [əˈfɪʃ(ə)l] a պաշտոնական, պետական

official [əˈfɪʃəl] n պաշտոնյա

often [ɔːfn] adv հաճախ

oil [ɔɪl] n ձեթ, յուղ

OK [ˈoʊˈkeɪ] int լավ, շատ լավ

old [oʊld] a 1. տարեց, ծեր 2. հին, վաղեմի

once [wʌns] n մի անգամ

only [oʊnli] adv միայն

open [ˈoʊpən] v բացել, բաց անել

operator [ˈɒpəreɪtə] n հեռախոսավար

opposite [ˈɒpəzɪt] a հանդիպակաց, դիմացի

orange [ˈɔrɪndʒ] n նարինջ

order¹ [ˈɔːdə] n 1. կարգ, հաջորդականություն 2. պատվեր 3. հրաման, կարգադրություն 4. կարգ ու կանոն

order² [ɔːdə] v 1. կարգադրել, հրամայել 2. պատվիրել 3. դասավորել

ordinary [ˈɔːd(ə)nəri] a սովորական

organization [ˌɔːɡənəɪˈzeɪʃ(ə)n] n 1. կազմակերպություն 2. կառուցվածք, կազմություն

organize [ˈɔːɡəˈnaɪz] v 1. կազմակերպել 2. դասավորել, ճիշտ կարգով դնել

other [ˈʌðə] pron այլ, ուրիշ

outside [ˈaʊtˈsaɪd] prep դուրս, դրսի կողմից

overcoat [ˈoʊvəkəʊt] n վերարկու

own [əʊn] a անձնական, սեփական **on your own** մենակ

owner [ˈoʊnə] n տեր, սեփականատեր

paper [ˈpeɪpə] n թուղթ

paraphrase [ˈpærəfrɛɪz] v բառափոխություն կատարել

parasol [ˈpærəsɒl] n հովանոց

parcel [ˈpɑːs(ə)l] n ծրար, փաթեթ, ծանրոց

parent [ˈpeərənt] n ծնող

park¹ [pɑːk] n մեքենայի կայանատեղ

park² [pɑːk] v մեքենան կայանել

parliament¹ [ˈpɑːləmənt] n 1. պառլամենտ, խորհրդարան

Parliament² պառլամենտ, օրենսդիր մարմին որոշ երկրներում, օրինակ՝ ՄԹ-ում

parliamentary [ˌpɑːləˈmənt(ə)ri] n պառլամենտական

part [pɑːt] n մաս

particular [pɑːˈtɪkjələ] a 1. որոշակի, մասնավոր, առանձնակի 2. հատուկ, առանձնահատուկ

partner [ˈpɑːtnə] n գործընկեր

party [ˈpɑːti] n 1. երեկոյթ, երեկո 2. կուսակցություն

pass [pɑːs] v 1. անցնել մի բանի կողքով 2. քննությունը հանձնել 3. տալ, հանձնել, ձեռքով փոխանցել

Phrase pass by (sth) կողքով անցնել

passenger [ˈpæsiŋdʒə] n ուղևոր

passport [ˈpɑːspɔːt] n անձնագիր

pat [pæt] v շոյել, ավով թեթև թփփահացնել, փաղաքշել

path [pɑːθ] n 1. արահետ 2. ճանապարհ

pathetic [pəˈθetɪk] a խանդալից, պաթոսով լի 2. սրտաճմլիկ, հուզիչ

patience [ˈpeɪʃ(ə)ns] n համբերատարություն, համբերություն

patient¹ [ˈpeɪʃ(ə)nt] n բուժվող հիվանդ

patient² [ˈpeɪʃ(ə)nt] a համբերատար

patriotic [ˌpætrɪˈɒtɪk] a հայրենասիրական

pause¹ [pɔːz] v կարճ դադար տալ, կանգ առնել

pause² [pɔːz] n դադար

pay¹ [peɪ] v (paid) 1. վճարել 2. վարձատրել

pay² [(ə)n] n աշխատավարձ, վճար

pea [piː] n սիսեռ

peace [piːs] n խաղաղություն

pearl [pɜːl] n մարգարիտ

pence [pens] n բրիտ. penny-ի հոգնակի թիվը

pen-friend [ˈpenfrend] n մասնակազրության ընկեր, գրչընկեր

penny [ˈpenɪ] n 1. (pl pence) պեննի, պենս (դրամական միավոր ՄԹ-ում), 2. (pl pennies) 1 ցենտանոց դրամ (ԱՄՆ-ում և Կանադայում)

Pp Pp

package [ˈpækɪdʒ] n փաթեթ, կապոց

packet [ˈpækɪt] n փոքր փաթեթ

paint¹ [peɪnt] n ներկ, գույն

paint² [peɪnt] v 1. ներկել 2. նկարել

painter [ˈpeɪntə] n նկարիչ

painting [ˈpeɪntɪŋ] n կտավ, նկար

palace [ˈpælɪs] n պալատ, ապարանք

pale [peɪl] a գունատ

panorama [pænəˈrɑːmə] n համայնապատկեր, համապատկեր

people ['pi:pl] n 1. (pl) մարդիկ 2. ժողովուրդ 3. ազգ

per cent ['pə'sent] n տոկոս %

per cent² ['pə'sent] a, adv տոկոս, տոկոսով

perform [pə'fɔ:m] v 1. կատարել, անել 2. խաղալ, ներկայացնել

performance [pə'fɔ:məns] n 1. ներկայացում 2. ունակություն

perfume ['pə:fju:m] n բուրմունք, օծանելիք

perhaps [pə'hæps] adv գուցե, հնարավոր է

person ['pɜ:sən] n մարդ, անձ

personal ['pɜ:z(ə)nəl] a անձնական, մասնավոր

phone [fəʊn] v հեռախոսով հայտնել, հեռախոսել

photo ['fəʊtəʊ] n լուսանկար

photography [fə'tɒgrəfi] n լուսանկարչություն

phrase [freiz] n արտահայտություն, դարձված

physical ['fɪzɪkəl] a մարմնական

pianist ['pi:ənɪst] n դաշնակահար

pick [pɪk] v 1. ընտրել, ջոկել 2. հավաքել, քաղել

pick sth up գետնից բարձրացնել

pick sb up (մեքենայով) գնալ բերել՝ վերցնել

picnic ['pɪknɪk] n զբոսախնջույք

picture ['pɪktʃə] n նկար, պատկեր

pipe [paɪp] n 1. խողովակ, 2. ծխամորճ

pit [pɪt] n փոս, հոր

pitch-black ['pɪtʃblæk] a ձյութի պես սև, մութ

pity ['pɪtɪ] n խղճահարություն

place [pleɪs] n տեղ, վայր

plain ['pleɪn] a հասարակ, սովորական

plan [plæn] v պլանավորել

plant¹ [plɑ:nt] n բույս

plant² [plɑ:nt] v տնկել

platinum ['plættɪnəm] a պլատինե

play [pleɪ] v 1. խաղալ 2. նվագել

play-ground ['pleɪgraʊnd] n խաղադաշտ

please [pli:z] v գոհացնել

pleasant ['plezənt] a հաճելի

pleasure [pleʒə] n հաճույք, վայելք

plum [plʌm] n սալոր, շոր

pocket ['pɒkɪt] n գրպան

poetry ['pəʊɪtri] n պոեզիա

point¹ [pɔɪnt] n 1. կետ (որևէ գաղափարի, կարծիքի հետ առնչվող) 2. միտք, ասածը 3. իմաստ, նպատակ

point of view տեսակետ

point² [pɔɪnt] v նշել, ցույց տալ

police [pə'li:s] (pl) n ոստիկանություն

policeman [pə'li:smən] n ոստիկան

policy ['pɒləsi] n քաղաքականություն

polite [pə'laɪt] a քաղաքավարի

political [pə'ɪtɪkəl] a քաղաքական

politician [ˌpɒlə'tɪʃ(ə)n] n քաղաքական գործիչ

poor [pʊə] a 1. աղքատ, չքավոր 2. խեղճ

pop-music ['pɒpmju:zɪk] n պոպ-երաժշտություն

popular ['pɒpjələ] a հայտնի, համրաճանաչ, ժողովրդականություն վայելող

population [ˌpɒpjʊ'leɪʃ(ə)n] n բնակչություն

port [pɔ:t] n նավահանգիստ

portrait ['pɔ:trɪt] n դիմանկար

positive ['pɒzətɪv] a վստահ համոզված

possible ['pɒsəbl] a հնարավոր

post-card ['pəʊstka:d] n բացիկ

post-office ['pəʊst,ɔfɪs] n փոստ, փոստատուն

pound [paʊnd] n ֆունտ ստերլինգ

power [paʊə] n 1. ուժ, ազդեցություն 2. կարողություն, ունակություն

powerful ['pəʊəfʊl] a ուժեղ, հզոր

practice¹ ['præktɪs] n 1. պարապմունք, վարժանք 2. պրակտիկ աշխատանք 3. մասնագիտական զբաղմունք (բժշկի, իրավաբանի)

practise² ['præktɪs] v 1. մարզվել, վարժվել 2. մասնագիտությամբ աշխատել

pray [preɪ] v աղոթել

prayer [preɪ] n աղոթք

precious ['preʃəs] a թանկարժեք

prefer [prɪ'fɜ] v գերադասել, նախընտրել

preferable ['pref(ə)rəb(ə)l] a գերադասելի, նախընտրելի

present¹ ['presənt] n նվեր

present² [prɪ'zent] v նվիրել

prestigious [pre'stɪdʒəs] a հեղինակավոր, հարգարժան, ազդեցիկ

pretend [prɪ'tend] v ձևացնել

pretty ['prɪtɪ] a սիրունիկ, հաճելի, գեղեցիկ

prevent [prɪ'vent] v 1. կանխել 2. խանգարել, խոչընդոտել

previous ['prɪ:vɪəs] a նախորդ, նախորդող

pride [praɪd] n հպարտություն

primary ['praɪməri] a 1. հիմնական, գլխավոր 2. տարրական (կրթություն)

primary school տարրական դպրոց

prince ['prɪns] n արքայազն

princess [prɪn'ses] n արքայադուստր

prison [prɪzn] n բանտ

private ['praɪvət] a 1. անձնական 2. մասնավոր, անձնական **private school** մասնավոր դպրոց 3. սեփական

prize [praɪz] n մրցանակ

problem ['prɒblem] n խնդիր, հարց

procession [prə'seɪʃ(ə)n] n երթ, շքերթ
proclaim [prə'kleɪm] v հանդիսավոր կերպով
 հայտարարել, հռչակել
produce [prə'dju:z] v արտադրել, պատրաստել
profession [prə'feɪʃ(ə)n] n զբաղմունք, մասնագի-
 տություն
profit ['prɒfɪt] n եկամուտ, շահույթ
proficiency [prə'fɪʃ(ə)nəsi] n փորձառություն,
 հմտություն
program ['prɔ:græm] n ծրագրավորում
programme [prəʊgræm] n 1. պլան, ծրագիր 2.
 ծրագրված միջոցառումների շարք 3. ռադիո-
 հեռուստատեսային հաղորդում
promise¹ ['prɔ:mɪs] v խոստանալ
promise² ['prɔ:mɪs] n խոստում
promotion [prə'mɔ:ʃ(ə)n] n առաջաջանում, առաջ-
 խաղացում (աշխատանքում)
pronoun ['prəʊnaʊn] n դերանուն
proof [pru:f] n ապացույց, փաստարկ
properly ['prɒpəli] adv պատշաճ կերպով
proportion [prə'pɔ:ʃ(ə)n] n մաս, բաժին, հա-
 մամասնություն
prospect ['prɒspekt] n 1. հնարավորություն 2.
 ակնկալիք, սպասելիք, 3. (pl) հեռանկար
prosperous ['prɒsp(ə)rəs] a հարուստ, ունևոր,
 հաջողակ
protect [prə'tekt] v պաշտպանել
proud [praʊd] a հպարտ
prove [pru:v] v (**proved**, **proven**) ապացուցել
provide [prə'vaɪd] v տրամադրել
province ['prɒvɪns] n նահանգ, մարզ, գավառ
pub [pʌb] n պանդոկ, գինետուն
public¹ ['pʌblɪk] a 1. պետական 2. հանրային
 (գրադարան) 3. հասարակական
public² ['pʌblɪk] a մարդիկ, ժողովուրդ, հասարա-
 կություն
publish ['pʌblɪʃ] v հրատարակել, տպագրել
pudding ['pu:dɪŋ] n պուդինգ
pull [pʊl] v քաշել, դեպի իրեն ձգել
verb pull back 1. ուշացնել, ձգձգել 2. ազատվել,
 ձեռքից դուրս պրծնել
pullover [pʊl'əʊvə] n պուլովեր, սվիտեր
punish ['pʌnɪʃ] v պատժել
pupil ['pju:pəl] n աշակերտ
purpose ['pɜ:pəs] n նպատակ, մտադրություն
push [pʊʃ] v հրել, բռթել
put [pʊt] v դնել
put together 1. կազմակերպել 2. հավաքել,
 մասերը իրար միացնել

Qq Qq

quality ['kwɒləti] n որակ
quantity ['kwɒntəti] n քանակ, քանակություն
quarrel ['kwɒrəl] n վիճաբանություն, վեճ
quarrel² ['kwɒrəl] v վիճաբանել, վիճել
quarter ['kwɔ:tə] n քառորդ
queen [kwi:n] n թագուհի
question [kwesʃən] n հարց
quick [kwɪk] a արագ
quickly ['kwɪkli] adv արագորեն
quiet ['kwaɪət] a հանդարտ, անաղմուկ
quite [kwɑ:t] adv լիովին, միանգամայն

Rr Rr

rabbit ['ræbɪt] n ճագար
race [reɪs] n վազքի մրցում
racehorse ['reɪshɔ:s] n արշավաձի
radio ['reɪdiəʊ] n ռադիոընդունիչ
railway ['reɪlwei] n երկաթուղի
rain [reɪn] n անձրև
raise [reɪz] v բարձրացնել
range [reɪdʒ] n 1. խումբ, խմբաքանակ, շարք,
 տեսականի 2. սահման, սահմաններ 3. իրավա-
 սություն, ոլորտ 4. հասանելիություն, սահման
 5. լեռնաշղթա
raven [reɪvən] n ագռավ
razor ['reɪzə] n ածելի
reach [ri:tʃ] v հասնել, տեղ հասնել
read [ri:d] v կարդալ, ընթերցել
ready ['redi] a պատրաստ
ready-made a պատրաստի
real [riəl] a 1. իրական 2. բնական, իսկական
realise ['riəlaɪz] v գիտակցել, հասկանալ
realistic [,riə'lɪstɪk] a իրատեսական
realize ['riə,laɪz] v հասկանալ, գիտակցել
really ['riəli] adv 1. շատ, շատ խիստ 2. իրոք,
 իսկապես
reason ['ri:z(ə)n] n պատճառ, հիմնավորում
receive [ri'si:v] v 1. ստանալ 2. այցելու, հյուր
 ընդունել

reception [ri'sepʃ(ə)n] n 1. ընդունարան 2. պաշտոնական ընդունելություն

recognise ['rekəg,naɪz] v ճանաչել, իմանալ

recover [ri'kʌvə] v առողջանալ, ապաքինվել

red [red] a կարմիր

reflexive [ri'fleksɪv] a անդադարձ (բայ, դերանուն)

refrigerator [ri'frɪdʒəreɪtə] n սառնարան

refuse [ri'fju:z] v մերժել

regard¹ [ri'gɑ:d] v 1. ընդունել որպես, համարել

regard² [ri'gɑ:d] n 1. ուշադրություն, հոգատարություն 2. հարգանք

register¹ [redʒɪstə] v ցուցակագրել, գրել

register² [redʒɪstə] n գրանցման մատյան

remain [ri'meɪn] v մնալ

remember [ri'membə] v հիշել, մտաբերել

reign [reɪn] v տիրել, իշխել

relative ['relətɪv] n ազգական

relax [ri'læks] v չլարվել, հանգստանալ

religion [ri'lɪdʒən] n կրոն

religious [ri'lɪdʒəs] a կրոնական

remark¹ [ri'mɑ:k] n դիտողություն, մեկնաբանություն

remark² [ri'mɑ:k] v դիտողություն անել, մեկնաբանել

remember [ri'membə] v հիշել, մտաբերել

remind [ri'maɪnd] v հիշեցնել

repair [ri'peə] v նորոգել, վերանորոգել

reply [ri'plai] v պատասխանել

report¹ [ri'pɔ:t] n զեկուցում, զեկույց

report² [ri'pɔ:t] v զեկուցել, տեղեկացնել

represent [,reprɪ'zent] v ներկայացնել

request [ri'kwest] n խնդրանք

require [ri'kwaɪə] v 1. կարիք ունենալ, զգալ, պահանջել 2. պահանջել (օրենքը), պարտադրել

residence ['rezɪdəns] n բնակավայր, մատավայր

resource [ri'zɔ:s] n 1. հնարավորություն, միջոց 2. բնական հարստություններ

rescue ['reskjʊ:] v փրկել, ազատել

respect¹ [ri'spekt] n հարգանք, պատիվ

respect² [ri'spekt] v հարգել, մեծարել

respectable [ri'spekt(ə)b(ə)] a հարգելի, հարգարժան

response [ri'spɔ:ns] n արձագանք, պատասխան

rest [rest] n 1. հանգիստ, անդորր, 2. the rest մնացածները, մնացած մասը

restaurant ['restərɔ:ŋ] n ռեստորան

result [ri'zʌlt] n արդյունք, հետևանք

retire [ri'taɪə] v ծառայությունից՝ պաշտոնից հեռանալ

retrieve [ri'tri:v] v 1. գնալ-հետ բերել 2. հնկրգորոնել, փնտրել, գտնել

return [ri'tə:n] v վերադառնալ, վերադարձնել

revision [ri'vɪʒn] n (անցած նյութի) կրկնողություն

rhyme [raɪm] v հանգավորել

rich [rɪtʃ] a հարուստ

riches ['rɪtʃɪz] n գրք. հարստություն, ունեցվածք, առատություն, լիություն

ride [raɪd] n զբոսանք (ձիով, մեքենայով)

right [raɪt] n իրավունք

ring [rɪŋ] v (rang, rung) 1. զանգահարել 2. զնգալ

rise [raɪz] v (*rose, risen*) 1. բարձրանալ 2. ավելանալ, աճել

risk [rɪsk] n վտանգ

take a risk ռիսկի դիմել

river ['rɪvə] n գետ, հոսանք

road [rəʊd] n ճանապարհ, ուղի

rob [rɒb] v թալանել

robber ['rɒbə] n կողոպտիչ, ավազակ

robbery ['rɒbərɪ] n գողություն

rock [rɒk] n ժայռ

role [rəʊl] n 1. գործ, դեր, տեղ 2. դեր, դերակատարություն

role-play n դերերով խաղ (ուսումնական նպատակով)

romantic [rɒ'mæntɪk] a ռոմանտիկ

roof [ru:f] n տանիք, կտուր

roofing [ru:fɪŋ] n 1. կտուրը ծածկելու շինանյութ 2. տանիքի ծածկի վերանորոգման աշխատանքներ

room [ru:m] n սենյակ

rose [rəʊz] n վարդ

rough [rʌf] a 1. փոթորկոտ, անհարթ 2. կոպիտ

round¹ [raʊnd] a կլոր

round² [raʊnd] adv շուրջ

rout [raʊt] v գլխովին ջարդել, ջախջախել

route [ru:t] n երթուղի, ճանապարհ, ուղի

row¹ [rəʊ] n 1. շարք 2. կարգ (թատրոնում, կինոսրահում)

row² [rəʊ] v թիավարել

royal ['rɔɪəl] a արքայական

rubber ['rʌbə] n 1. կաուչուկ, ռետին 2. ռետին (ջնջելու)

rude [ru:d] a կոպիտ, կոշտ

rugby [rʌgbɪ] n ռեգբի

ruin ['ruɪn] v ավերել, քանդել, կործանել

rule [ru:l] n կանոն

run [rʌn] v (ran, run) վազել, հոսել, ծորալ, թափվել

runner [ˈrʌnə] n մրցավազող
rural [ˈruərəl] a գյուղական
rush [rʌʃ] v 1. նետվել 2. շտապել
rush hour [rʌʃ ˌaʊə] n «պիկ» ժամ

Ss Ss

sad [sæd] a տխուր, տրտուր
safe [seɪf] a անվնաս, անվտանգ, ապահով
safely [ˈseɪfli] adv ապահով
safety [ˈseɪfti] n ապահովություն
sail¹ [ˈseɪl] n առագաստ
sail² [ˈseɪl] v նավարկել
sailing [ˈseɪlɪŋ] n նավարկություն
sailor [ˈseɪlə] n նավաստի
same [seɪm] a նույն, միևնույն
sand [sænd] n ավազ
satisfied [ˈsætɪsfaɪd] a բավարարված, գոհ
satisfy [sætɪsfaɪ] v բավարարել, գոհացնել
save [seɪv] v 1. փրկել 2. խնայել, տնտեսել
savings [ˈseɪvɪŋz] n (pl) խնայողություն, խնայված փող
sawdust [ˈsɔːdʌst] n տղոցուք, փայտի թեփ
say [seɪ] v (said) ասել, I say լսեք
scene [siːn] n տեսարան, վայր
school-band [ˈskuːl,bænd] n դպրոցական նվագախումբ
schooling [ˈskuːlɪŋ] n դպրոցական կրթություն
science [ˈsaɪəns] n գիտություն
scientific [ˌsaɪəntɪfɪk] a գիտական
scintist [ˈsaɪəntɪst] n գիտնական
score [skɔː] n միավորների քանակ
screwdriver [ˈskruːdraɪvə] n պտուտակահան
sculpture [ˈskʌlptʃə] n արձան, քանդակ
sea [siː] n ծով
seasick [ˈsiːsɪk] a ծովախտով տառապող
seaside [ˈsiːsaɪd] n ծովափ
seat [siːt] n 1. նստարան, աթոռ 2. տեղ, նստատեղ
secondary [sekənd(ə)rɪ] a 1. միջնակարգ (կրթություն 11–16/18 տարեկանների համար) 2. երկրորդական
secondary school n միջնակարգ դպրոց
secret¹ [siːkrət] n գաղտնիք
secret² [siːkrət] a գաղտնի, թաքնված
secretary [ˈsekrətəri] n քարտուղար

see [siː] v (saw, seen) տեսնել, նկատել
seem [siːm] v թվալ
selfish [ˈselfɪʃ] a եսասիրական, անձնապաշտական
sell [sel] v (sold) վաճառել, ծախել
seller [ˈselə] n վաճառող, գործակատար
senate [ˈsenət] n 1. սենատ (օրենսդիր մարմնի վերին պալատ) 2. **the Senate** Սենատ (ԱՄՆ-ի Կոնգրեսի վերին պալատը)
senator [ˈsenətə] n սենատի անդամ, սենատոր
send [send] v (sent) ուղարկել
sensible [ˈsensəb(ə)l] a խելացի, խելամիտ
sensitive [ˈsensətɪv] a զգայուն, դյուրագգաց
separate¹ [ˈsepəreɪt] a անջատ, առանձին
separate² [ˈsepəreɪt] v անջատել, բաժանել
serious [ˈsɪəriəs] a լուրջ, վտանգավոր
servant [ˈsɜːvnt] n ծառա, սպասավոր
serve [sɜːv] v 1. մատուցել 2. ծառայել
service [ˈsɜːvɪs] n ծառայություն
setting [ˈsetɪŋ] n շրջապատող միջավայր
settle [ˈset(ə)l] v 1. համաձայնության գալ, ավարտել 2. վճել, որոշել 3. բնակություն հաստատել, հաստատվել
settler [ˈsetlə] n նորաբնակ, նորաբնակիչ
several [sev(ə)rəl] prep մի քանի
shabby [ˈʃæbi] a մաշված, խղճուկ, խարխուլ
shake [ʃeɪk] v (shook, shaken) v թափահարել, թափ տալ, ցնց(վ)ել
shake hands (with sb) ձեռքով բարևել, ձեռքը սեղմել
shape [ʃeɪp] n ձև, արտաքին տեսք, կաղապար
shapeless [ˈʃeɪpləs] a անձև, անկերպարան
shapely [ˈʃeɪpli] adv բարեկազմ, վայելչակազմ
sheep [ʃiːp] n ոչխար
shelf [ʃelf] n դարակ
sheriff [ˈʃerɪf] n շերիֆ (դատական և վարչական պաշտոնյա ԱՄՆ-ում)
shilling [ˈʃɪlɪŋ] n շիլլինգ
shine [ʃaɪn] v (shone) փայլել, շողալ
shiny [ˈʃaɪni] a պայծառ, փայլող
ship [ʃɪp] n նավ
shipbuilding [ˈʃɪp,bɪldɪŋ] n նավաշինություն
shoot [ʃuːt] v (shot) կրակել
shop [ʃɒp] n խանութ
shop assistant վաճառող
shopping [ˈʃɒpɪŋ] n գնումներ կատարելը to do shopping գնումներ անել
shore [ʃɔː] n ծովափ, լճափ
shoulder [ˈʃouldə] n ուս

shout [ʃaʊt] v գոռալ, բղավել
show [ʃou] v (showed, shown) ցույց տալ
shut [ʃʌt] v (shut) ծածկել, փակել
sick [sɪk] a հիվանդ
side [saɪd] n 1. կողմ, երկու կողմերից մեկը 2. կողք (մարմնի)
sights [saɪts] n տեսարժան վայրեր
sightseeing [ˈsaɪt,si:ɪŋ] n տեսարժան վայրերի դիտում
sign¹ [saɪn] n նշան
sign² [saɪn] v ստորագրել
silence [ˈsaɪləns] n 1. անդորություն 2. լռություն
silent [ˈsaɪlənt] a լուռ, անաղմուկ
silk [sɪlk] n մետաքս
silly [sɪli] a անխելք, հիմար, դատարկ
similar [ˈsɪmɪlə] a մասն, միանման
similarity [ˌsɪmɪˈlærəti] n նմանություն
simple [sɪmpl] a հեշտ, պարզ, հասարակ
sin [sɪn] n մեղք, մեղանշում
sink [sɪŋk] v (sank, sunk) սուզվել, խորտակվել
sir [sɜː] n պարոն
sit [sɪt] v (sat) նստել, նստած լինել
situation [ˌsɪtuˈeɪʃ(ə)n] n կացություն, դրություն, վիճակ, իրադրություն, իրավիճակ
skill [ˈskɪl] n վարպետություն, հմտություն
skirt [skɜːt] n կիսաշքջագգեստ
sky [skaɪ] n երկինք
skyscraper [ˈskaɪ,skreɪpə] n երկնաքեր
sleep [sli:p] v (slept) քնել, ննջել
slight [slaɪt] a փոքր, քիչ, թեթևակի
slim [slɪm] a նուրբ, նրբագեղ
slip [slɪp] v սայթաքել, սոթ տալ 2. արագ, աննկատ գնալ
slow [sləʊ] a դանդաղ
slowly [sləʊli] adv դանդաղորեն
small [smɔːl] a փոքրիկ
smile¹ [smaɪl] n ժպտալ
smile² [smaɪl] v ժպիտ
smoke [sməʊk] n ծուխ, մուխ
snail [sneɪl] n խիտմզ
social [ˈsəʊʃ(ə)l] a հասարակական, սոցիալական
sock [sɒk] n կիսագուլպա
sofa [ˈsəʊfə] n բազմոց
soft [sɔft] a փափուկ, նուրբ, մեղմ
soldier [ˈsəʊldɪə] n զինվոր
sole [səʊl] n կոշկատակ, ներքան
some [sʌm] a մի քիչ, մի քանի
somebody [ˈsʌmbədi] pron որևէ մեկը
something [ˈsʌmθɪŋ] pron որևէ բան

sometimes [ˈsʌmtaɪmz] adv երբեմն
soon [su:n] adv շուտով
sorry [ˈsɔri] a ափսոսանքով լի
sort [sɔ:t] n տեսակ
south [saʊθ] n հարավ
southern [ˈsʌðən] a հարավային
souvenir [ˈsu:vəniə] n հուշանվեր
space [speɪs] n 1. տիեզերք 2. տարածություն
spare¹ [spɛə] a ազատ, թափուր
spare² [spɛə] v 1. հատկացնել, տրամադրել 2. խնայել
speak [spi:k] v (spoke, spoken) խոսել, ասել, գրուցել
special [ˈspeʃ(ə)l] a հատուկ, առանձնահատուկ
specialize [ˈspeʃ(ə)laɪz] v մասնագիտանալ
speech [spi:tʃ] n ելույթ, ճառ, զեկույց
to make a speech
speed [spi:d] n արագություն
spend [spend] v (spent) ծախսել, վատնել
spike [spaɪk] n ճաղ, փուշ, սխոճող, սայրածող
spike [spaɪk] n սեպ (կոշկակարի)
spirit [ˈspɪrɪt] n ոգի
splendid [ˈsplendɪd] a ճոխ, շքեղ, հոյակապ
spoil [spɔɪl] v փչացնել, փչանալ
sportsground մարզադաշտ
spot [spɒt] n տեղ
square [skwɛə] n հրապարակ, քառակուսի
squeeze [skwi:z] v սեղմել, ճզմել
staff [stɑ:f] n հաստիք, անձնակազմ
stair [steə] n **stairs** (pl) սանդղողք, աստիճաններ
stale [steɪl] a չոր, ոչ թարմ, հիմ, օրեկ
stamp [stæmp] n մամակամիշ
stand [stænd] v (stood) կանգնել, կանգնած լինել
stand for sth 1. նշանակել 2. պաշտպանել
standard [stændəd] n ստանդարտ, չափօրինակ, չափանիշ, չափորոշիչ
standard of living կենսամակարդակ
star [stɑ:] n աստղ
start [stɑ:t] v սկսել, ձեռնարկել
state [steɪt] n 1. դրություն, վիճակ 2. պետություն կամ երկիր
state of mind հոգեվիճակ
statement [ˈsteɪtmənt] n հաղորդում, հայտարարություն
station [ˈsteɪʃn] n կայան, կայարան
stay [steɪ] v մնալ որոշակի տեղում՝ վիճակում
steal [sti:l] v (stole, stolen) գողանալ, գողություն անել
step¹ [step] n քայլ, ոտնաձայն

*step*² [step] v քայլել, քայլեր անել
step down մի կողմ քաշվել
stick [stɪk] v (stuck) խրվել, լռվել
*still*¹ [stɪl] adv դեռ, մինչև այժմ
*still*² [stɪl] a անշարժ, հանգիստ, լուռ, խաղաղ
stone [stoun] n քար
stop [stɒp] v կանգ առնել
store [stɔː] n ամ. խանութ
storm [stɔːm] n փոթորիկ
story ['stɔːri] n պատմվածք
stove [stəʊv] n վառարան, խոհանոցի սալօջախ
straight [streɪt] a ուղիղ
strange [streɪndʒ] a տարօրինակ, անսովոր
stranger [streɪndʒə] n անծանոթ, օտարական
street [stri:t] n փողոց
*string*¹ [strɪŋ] n 1. բարակ պարան, թել 2. շարք, շարան
*string*² [strɪŋ] v շարել (ուլունք), շարան անել
strong [strɒŋ] a ուժեղ
*struggle*¹ ['strʌɡ(e)] v պայքարել
*struggle*² ['strʌɡ(e)] n պայքար
*study*¹ [stʌdɪ] n 1. ուսումնասիրություն 2. գիտական հետազոտություն 3. *studies* ուսումնառություն, պարապմունքներ
*study*² [stʌdɪ] v 1. ուսումնասիրել, սովորել 2. հետազոտել, զննել
stupid ['stjuːpɪd] a 1. բթամիտ, ապուշ 2. հիմար, ձանձրալի
subject ['sʌbdʒɪkt] n թեմա, առարկա
suburb ['sʌbəːb] n արվարձան
*substitute*¹ ['sʌbstɪtjuːt] v փոխարինել
*substitute*² ['sʌbstɪtjuːt] n փոխարինող
suburb ['sʌbəːb] n արվարձան, քաղաքամերձ բնակավայր
succeed [sək'siːd] v հաջողության հասնել
success [sək'ses] n հաջողություն
successful [sək'sesfʊl] a հաջող, արդյունավետ
such [sʌtʃ] a այսպիսի
sudden ['sʌd(e)n] a հանկարծակի
suddenly ['sʌdnli] adv հանկարծ, հանկարծակի
sugar [ʃʊɡə] n շաքար
suggestion [sə'dʒestʃən] n առաջարկ
*suit*¹ [su:t] v հարմար լինել
*suit*² [su:t] n կոստյում
suitable ['su:təb(e)] a հարմար, համապատասխան
summer ['sʌmə] n ամառ
supermarket ['su:pə'mɑ:kɪt] n սուպերմարկետ
*supply*¹ [sə'plɑɪ] n 1. պաշար 2. մատակարարում
*supply*² [sə'plɑɪ] v մատակարարել

*support*¹ [sə'pɔːt] v աջակցել, օժանդակել
*support*² [sə'pɔːt] n օգնություն, աջակցություն
suppose [sə'pəʊz] v ենթադրել, կարծել
sure [ʃʊə] a համոզված, վստահ
surgery ['sɜːdʒəri] n վիրաբույժի ընդունարան
surpass [sə'pɑ:s] v գերազանցել, առաջ անցնել
*surprise*¹ [sə'praɪz] n զարմանք, անակնկալ
*surprise*² [sə'praɪz] v զարմացնել
surprised [sə'praɪzd] a զարմացած
surprising [sə'praɪzɪŋ] a զարմանալի
surround [sə'raʊnd] v շրջապատել
surrounding [sə'raʊndɪŋ] a շրջապատող, շրջակա
surroundings [sə'raʊndɪŋz] n pl շրջակայք, շրջապատ
*suspect*¹ [sə'spekt] v կասկածել, երկմտել
*suspect*² ['sʌspekt] n կասկածյալ
sweet [swi:t] a քաղցր
swim [swɪm] v (swam, swum) լողալ
switch [swɪtʃ] v միացնել, անջատել
sword [sɔːd] n սուր, թուր
symbol ['sɪmb(e)] n խորհրդանիշ

Tt

table ['teɪbl] n սեղան
take [teɪk] v (took, taken) վերցնել
talk [tɔːk] v խոսել, գրուցել
verb talk sth over քննարկել, խորհրդակցել
tall [tɔːl] a բարձր, բարձրահասակ
*taste*¹ [teɪst] n 1. ճաշակ, 2. համ
*taste*² [teɪst] v համտես անել
taxi ['tæksɪ] n տաքսի
tea [ti:] n թեյ
teach [ti:tʃ] v (taught) սովորեցնել, դաս տալ
team [ti:m] n թիմ, խումբ
*tear*¹ [tɪə] n արցունք
*tear*² [tɛə] v (tore, torn) պատռել, պատառոտել
technology [tek'nɒlədʒɪ] n տեխնոլոգիա
*telephone*¹ ['telɪfəʊn] n հեռախոս
*telephone*² ['telɪfəʊn] v հեռախոսազանգել
television ['telɪvɪʒn] n հեռուստատեսություն
tell [tel] v (told) պատմել, ասել
temperature ['temprətʃə] n ջերմություն, տաքություն
tennis ['tenɪs] n թենիս
tense [tens] n ժամանակ
tense [tens] a լարված, ձգված

tent [tent] n վրան
term [tɜ:m] n 1. կիսամյակ (ուսումնական) 2. ժամկետ, տևողություն
terminal ['tɜ:mi:n(e)] n տերմինալ ուղևորների ժամանման և մեկնելու սրահ
terrace ['terəs] n 1. պատկից տների շարք, 2. բաց պատշգամբ
terrible ['terəbl] a սարսափելի, սոսկալի
teritory ['terətɪrɪ] n տարածք, երկիր
test [test] v ստուգել, փորձարկել
text [tekst] n տեքստ
text-book ['tekstbʊk] n դասագիրք, ձեռնարկ
thank [θæŋk] v շնորհակալություն հայտնել
thankful [θæŋkf(ə)] a շնորհակալ, երախտագետ
theatre ['θiətə] n թատրոն
thick [θɪk] a հաստ, թանձր, խիտ
thief [θi:f] n գող
thin [θɪn] a 1. բարակ 2. նիսար
thing [θɪŋ] n իր, առարկա, բան
think [θɪŋk] v (thought) կարծել, համարել, մտածել
though [ðəʊ] adv, con թեև, թեպետ, չնայած
thrilling ['θrɪlɪŋ] a հուզումնալից, հուզումնառատ
throne [θroun] n գահ
through [θru:] prep միջով, մի ծայրից մյուսը
throw [θrou] v (threw, thrown) 1. նետել, գցել, շարտել 2. անփույթ դնել՝ վայր դնել
ticket ['tɪkɪt] n տոմս
tidy ['taɪdɪ] a մաքուր, կոկիկ
tidy² ['taɪdɪ] v հավաքել, մաքրել, կարգի բերել
tight [taɪt] a 1. կիպ մստող (կոշիկ, զգեստ) 2. ամուր բռնած՝ կապած, պինդ ամուր ձգած, ձիգ, պինդ
time [taɪm] n ժամանակ, ժամ
time-table ['taɪm,teɪbl] n 1. դասացուցակ, դասատախտակ, 2. (բրիտ.) չվացուցակ
tin [tɪn] n պահածոյի տուփ
tin-opener ['tɪn'əʊpənə] n պահածոյաբացիչ
tiny ['taɪnɪ] a շատ փոքր, մանրիկ
tip-toe ['tɪp,təʊ] n **on tip-toe** ոտքի մասների վրա
tired ['taɪəd] a հոգնած
today [tə'deɪ] adv այսօր, այժմ
together [tə'geðə] adv միասին
tomorrow [tə'morəʊ] adv վաղը
tone [təʊn] n մարդու ձայնի տոնը
tonight [tə'naɪt] adv այսօր երեկոյան
tooth [tu:θ] n (pl. teeth) ատամ
toothpaste [tu:θpeɪst] n ատամի մածուկ

top¹ [tɒp] n գագաթ, կատար, վերին մաս
top² [tɒp] a առավելագույն
topic ['tɒpɪk] n թեմա, նյութ, առարկա (քննարկման)
top-level ['tɒplevəl] adv բարձր մակարդակով
touch [tʌtʃ] v դիպչել, հպվել, կպչել, ձեռք տալ
tour [tuə] n ուղևորություն, շրջագայություն
tourist ['tuəɪst] n տուրիստ, զբոսաշրջիկ
towards [tə'wɔ:dʒ] prep դեպի, ուղղությամբ
towel ['tauəl] n սրբիչ, երեսաքիչ
tower ['tauə] n աշտարակ, բերդ
town [taʊn] n քաղաք
trace¹ [treɪs] v հետքերով գնալ կամ գտնել
trace² [treɪs] n նշան, հետք, գիծ
trade [treɪd] n առևտուր
tradition [trə'dɪʃn] n ավանդույթ, սովորություն
traditional [trə'dɪʃ(e)nəl] a ավանդական, սովորական
traffic ['træfɪk] n երթևեկություն
traffic-lights ['træfɪklaɪts] n լուսաֆոր
train [treɪn] n զնացք
tram [træm] n տրամվայ
transfer [træns'fɜ:] v տեղափոխ(վ)ել, փոխադր(վ)ել այլ աշխատանքի
translate [træns'leɪt] v թարգմանել
transport ['trænspɔ:t] n 1. տրանսպորտ 2. փոխադրամիջոց
travel ['trævl] v ճամապահորդել
travelling ['trævlɪŋ] n ճամապահորդություն
tray [treɪ] n մատուցարան, սկուտեղ
tree [tri:] n ծառ
trip [trɪp] n կարճատև ուղևորություն
tropical ['trɒpɪk(e)] a արևադարձային
trouble¹ ['trʌbl] n տագնապ, անհանգստություն
 2. անախորժություն, փորձանք **to be in trouble**
trouble² ['trʌbl] v անհանգստացնել
troubled ['trʌb(e)d] a անհանգիստ
trousers ['trauzəz] n տաբատ, անդրավարտիք
true [tru:] a ճիշտ, ճշմարիտ
try [traɪ] v (tried) փորձել, փորձ անել
tube [tju:b] n խողովակ
tunnel ['tʌnəl] n թունել
turkey ['tɜ:ki] n հնդկահավ
turn [tɜ:n] v պտտ(վ)ել, թեքել, դարձնել
turn to sb դիմել մեկին (օգնության համար)
turn to sth վերածվել, դառնալ, դարձնել
turn (sth) over շրջել, ալիքը փոխել
twice [twɑɪs] n երկու անգամ
typical ['tɪpɪk(e)] a բնորոշ, տիպական

Uu Uu

ugly [ˈʌɡli] a 1. տգեղ, այլանդակ, անճոռնի 2. տհաս

uncle [ˈʌŋkl] n քեռի, հորեղբայր

uncomfortable [ʌnˈkʌmfɪtəb(ə)l] a 1. անհարմար, նեղություն տվող 2. անհարմարություն, նեղություն տվող

under [ˈʌndə] prep տակ

undergraduate [ʌndəˈɡrædʒuət] n ավարտական կուրսի ուսանող

underground [ˈʌndəgraʊnd] n մետրո

understand [ʌndəˈstænd] v (understood) հասկանալ, ըմբռնել

understanding [ʌndəˈstændɪŋ] v ըմբռնում, հասկացողություն

unexpected [ʌnɪkˈspektɪd] a անսպասելի

unfortunate [ʌnˈfɔ:tʃnət] a անհաջող, ձախող

unfriendly [ˈʌnfrendli] a անբարյացակամ

unhappy [ʌnˈhæpi] a տխուր, դժբախտ

uniform [ˈju:nɪfɔ:m] n համազգեստ

union [ˈju:njən] n միություն, միավորում

unique [ju:ˈni:k] a եզակի

united [ju:naɪtɪd] a միացյալ

unknown [ʌnˈnəʊn] a անհայտ, անձանոք

unlock [ʌnˈlɔ:k] v կողպածը բանալ, բանալիով բացել

unromantic [ʌnrəˈmæntɪk] a ոչ ռոմանտիկ

until [ənˈtɪl] prep մինչև

upset [ʌpˈset] a տխուր, վշտացած, զայրացած

use [ju:z] v օգտագործել

used to [ˈju:st tu:] mod v սովորություն ունենալ, սովորաբար անել (անցյալում)

useful [ˈju:sfʊl] a օգտակար

useless [ˈju:sɪs] a անօգուտ, զուր

usual [ˈju:ʒuəl] adl սովորական, միշտ կատարվող

usually [ˈju:ʒuəlɪ] adv սովորաբար

valley [ˈvæli] n հովիտ

valuable [ˈvæljʊəbəl] a արժեքավոր, քանկարժեք

value [ˈvæljʊ:] n զին, արժեք, արժողություն

value [ˈvæljʊ:] v արժևորել, գնահատել

van [væn] n վագոն, բեռնատար մեքենա

variation [vəriˈeɪʃ(ə)n] n 1. տարբերություն, զանազանություն 2. տարբերակ, տարատեսակ

vegetation [vedʒəˈteɪʃ(ə)n] n բուսականություն, բույսեր

verb [vɜ:b] n բայ

very [ˈveri] a շատ

vice-president n փոխնախագահ

victory [ˈvɪktəri] n հաղթություն, հաղթանակ

video-game [ˈvɪdɪəʊˈɡeɪm] n տեսախաղ

video-recorder [ˈvɪdɪəʊrɪˈkɔ:də] n տեսաձայնագրիչ

view [ˈvju:] n 1. տեսակետ, կարծիք 2. տեսարան, տեսադաշտ

village [ˈvɪlɪdʒ] n գյուղ, ավան

violet [ˈvaɪələt] a մանուշակագույն

virtual [ˈvɜ:tʃʊəl] a 1. իրականին՝ իսկականին շատ մոտ 2. հնկրգ. վիրտուալ, տեսլական

visit [ˈvɪzɪt] v այցելել

visit [ˈvɪzɪt] n այցելություն

visitor [vɪzɪtə] n այցելու

voice [vɔ:ɪs] n ձայն

volunteer [vɒlənˈtɪə] n կամավոր (անվճար աշխատող, զինծառայող)

vote [vəʊt] v քվեարկել, ձայն՝ քվե տալ

vote [vəʊt] n ընտրություն, ձայն, քվե, քվեարկելը

voter [ˈvəʊtə] n ընտրող, քվեարկության մասնակից, քվեատու

Ww Ww

wait [weɪt] v սպասել

walkway [ˈwɔ:kweɪ] n զբոսուղի

wall [wɔ:l] n պատ

wake [weɪk] v (woke, woken) արթնանալ

want [wɔ:nt] v ցանկանալ

war [wɔ:] n պատերազմ

warden [ˈwɔ:dn] n հսկիչ

warm [wɔ:m] a տաք

Vv Vv

vacuum [ˈvækjuəm] n օդազուրկ տարածություն

vacuum-cleaner [ˈvækjuəm,kli:nə] n փոշեծծիչ, փոշեկուլ

wash [wɒʃ] v լվանալ, լվացվել
washing-machine [ˈwɒʃɪŋməʃiːn] n լվացքի մեքենա
wash¹ [wɒʃ] n ձեռքի ժամացույց
watch² [wɒtʃ] v հետևել, դիտել
water [ˈwɔːtə] n ջուր
wave [weɪv] n ալիք
wax¹ [wæks] n մոմ
wax² [wæks] a մոմե
waxwork [ˈwækswɜːk] n մոմե արձաններ
way [weɪ] n 1. եղանակ, ձև 2. ոճ, ձև 3. ճանապարհ, արահետ, կաճան
on the way ճանապարհին
wealth [welθ] n հարստություն, ունեցվածք
wear [weə] v (wore, worn) հագնել, կրել, հագին ունենալ
weather [ˈweðə] n եղանակ
week [wi:k] n շաբաթ
weekend [ˈwi:kˈend] n շաբաթվա վերջ
well [wel] adv լավ
well-known a հայտնի, հանրահայտ
well-prepared լավ պատրաստված
west [west] n արևմուտք
wet [wet] a քսո, խոնավ
what [wɒt] pron ինչ
when [wen] adv երբ
whenever [wenˈevə] adv, conj անգամ, երբ 2. երբ էլ որ
wherever [werˈevə] a, conj 1. որտեղ էլ որ, ուր էլ որ 2. որտեղ էլ դա լինի
whether [ˈweðə] conj թե, արդյոք
while [waɪl] conj այն ժամանակ երբ, մինչ
willing [wɪlɪŋ] a պատրաստակամ, հոժարակամ
whisper [ˈwɪspə] v շշուշու, փսփսալ
whisky [ˈwɪskɪ] n վիսկի
whisper [ˈwɪspə] v փսփսալ, շշուշու
whistle [ˈwɪsl] v սուլել
white [waɪt] a սպիտակ, ճերմակ
who [hu:] pron ով
whoever [huːˈevə] pron ով էլ որ, ում էլ որ
whole [həʊl] a ամբողջը, ողջ
why [waɪ] adv ինչու, ինչի համար
widespread [ˈwaɪd,spred] a լայնատարած

wild [waɪld] a վայրի
will [wɪl] a կամք, կամքի ուժ, կտակ
win [wɪn] v (won) հաղթել
wind [waɪnd] n քամի
window [ˈwɪndəʊ] n պատուհան
windscreen [ˈwaɪndskriːn] n ավտոմեքենայի դիմապակի
windy [ˈwaɪndɪ] a քամոտ
winter [ˈwɪntə] n ձմեռ
wiper [ˈwaɪpə] n ավտոմեքենայի ասպակիների մաքրիչ
wish¹ [wɪʃ] v ուզենալ, ցանկանալ
wish² [wɪʃ] n ցանկություն
witch [wɪtʃ] n կախարդ
woman [ˈwʊmən] n (pl women) կին
wonderful [ˈwʌndəfʊl] a զարմանալի, հրաշալի
wood [wʊd] n անտառ, պուրակ
word [wɜːd] n բառ
word-building [ˈwɜːdˈbɪldɪŋ] n բառակազմություն
work¹ [wɜːk] n աշխատանք, գործ
work² [wɜːk] v աշխատել
world [wɜːld] n աշխարհ
worried [ˈwʌrɪd] a անհանգստացած
worry [ˈwʌrɪ] v անհանգստանալ, մտահոգվել
worth¹ [wɜːθ] a արժեքավոր, արժեք ունեցող
worth² [wɜːθ] n արժեք, կարևորություն
worthy [ˈwɜːθɪ] a արժանի
wounded [wuːndɪd] a վիրավոր
wrong [rɒŋ] a սխալ, ոչ ճիշտ, անարդար

Yy *Yy*

year [jɜː] n տարի
yesterday [ˈjestədi] adv երեկ
yet [jet] adv դեռ, դեռևս
young [jʌŋ] a երիտասարդ, ջահել
youth [juːθ] n պատանի, երիտասարդ

Contents

UNIT 1A	3
UNIT 1B	8
UNIT 1C	13
UNIT 2A	17
UNIT 2B	22
UNIT 2C	27
UNIT 3A	32
UNIT 3B	37
UNIT 3C	46
UNIT 4A	51
UNIT 4B	56
UNIT 4C	62
UNIT 5A	67
UNIT 5B	72
UNIT 5C	78
UNIT 6A	83
UNIT 6B	88
UNIT 6C	93
UNIT 7A	99
UNIT 7B	102
UNIT 7C	109
UNIT 8A	114
UNIT 8B	118
UNIT 8C	124
IRREGULAR VERBS.....	130
VOCABULARY	132

Գայանե Գասպարյան, Նարինե Զովհաննիսյան, Զասմիկ Զաջբերունի

Անգլերեն

դասագիրք հանրակրթական
դպրոցի 9-րդ դասարանի համար

Շապիկի ձևավորումը՝ Ա. Բաղդասարյան

Խմբագիր՝ Ա. Լազարյան
Զամակարգչային մուժեքագրում՝ Ս. Այվազյան
Զամակարգչային էջկապ՝ Մ. Աբրահամյան

«ՄԱՆՄԱՐ» ՓԲԸ

Ղ. Փարպեցի 9/7 հեռ. 53-79-82, 53-79-83

E-mail: manmar@arminco.com