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UNIT 1

A



Focus on speaking

Words and word combinations you may need in this unit

to travel *v.* travels *n.* journey *n.* tour *n.* to tour (round) *v.*
trip *n.* to go on a trip customs *n.* camera *n.* to declare *v.*

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

| | | |
|---------|--|--|
| customs | | |
| | | |
| | | |

Thinking it over

- Do you get many foreign tourists in your country?
- What do they come to see?
- Which countries do they come from?
- How can they get to your country?

Read the text. Remember what you can.

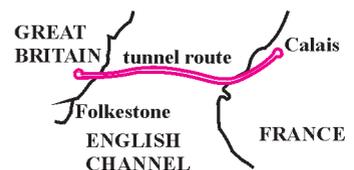
TRAVELLING TO BRITAIN



Every year thousands of people travel from the Continent to Great Britain. Perhaps one day you will go there, too, with a friend or with your parents. Then you must decide how you want to get there. The quickest, and, of course, the most expensive way to travel to Britain is by plane.

London has two main airports: Heathrow and Gatwick. Heathrow is the biggest airport in Europe and the busiest international airport in the world. Tourists who fly to Britain on a charter flight usually land at Gatwick airport. From Heathrow you can get to Central London by Underground (it takes about 45 minutes). From Gatwick you can take a train to Victoria Station (it takes about 30 minutes).

Many people go to Britain by car or by train. That means they must cross the Channel or the North Sea by ferry. What do you think it is like on one of the big ferries? Of course some people go by train or take their bikes. But lots of people take their cars with them. They drive onto the ferry. Then they have to leave their cars and go up to the passenger-decks until the ferry arrives in Britain. During the crossing passengers can walk around the ferry. There are restaurants where they can buy food. On some ferries they can play video-games or watch a film. The duty-free shops are very popular. But people buy too much there. They should read the duty-free leaflet. It tells them how much they are allowed to take into the country with them. That's important because passengers don't only have to show their passports when they arrive in Britain. They have to go through customs, too. If they haven't got anything to declare, they can go through the green channel. But if they have too many goods, they have to go through the red channel and pay duty.



THE CHANNEL TUNNEL

People started to talk about the Channel Tunnel two hundred years ago. But nothing really happened until 1986. Then the British and the French decided to build a tunnel at last, a railway tunnel with special trains for passengers, cars, coaches and lorries.

Of course when people heard about the plan, they had lots to say.



PROS

- We're for it. We'll be able to visit other countries more easily.
- It'll be great for a businesswoman like me. I'll be able to cross the Channel in thirty minutes.
- The trains will leave every few minutes, so we won't have to book tickets weeks before we go. And perhaps we won't have to pay so much.
- At last! Now I won't have to go on a ferry in bad weather. I always get seasick.
- It'll have to be a very long tunnel. But we'll be allowed to walk around on the trains.
- I think it's good. The tunnel will mean jobs for people like me.

CONS

- I'm against it. With a tunnel Britain won't be an island any more.
- People won't be allowed to drive through the tunnel. They'll have to put their cars on trains. How stupid!
- I work on the ferries. I'm afraid I'll have to look for another job.
- What about the countryside? We moved here to Folkestone because it was quiet. We'll have to move again.
- We won't be able to check what comes into the country so easily. I hope people still won't be allowed to bring their dogs and cats with them.
- My dad is worried about the tunnel. Not so many tourists will come to our restaurant in Dover.

FLYING OVER THE WATER

On the shorter routes you can choose between a boat or a hovercraft. You can travel from Calais to Dover, for example, in about 35 minutes in a hovercraft. Hovercrafts do not go through the water like a boat. They fly over it at a top speed of 75 miles an hour.

They are very fast, but they cannot carry as many passengers and cars as a ferry-boat, and they are not very comfortable in stormy weather! You cannot walk around the hovercraft during the "flight". You must stay in your seat – like on a plane.



Answer the questions.

1. Would you like to fly to Britain or to go by ferry? Why?
2. Which are the two main airports in London?
3. What can you do during the crossing?
4. What is a duty-free shop?
5. When do passengers have to go through the red or green channel?

Act the dialogue in class.

PHILIP MEETS THE BROWNS

Philip wanted to stay with the Browns in his school holidays. His father, Mr Jackson, took him to Rotterdam by car. Then Philip crossed the North Sea by ferry. One of the stewards looked after him. Kate and Mrs Brown were waiting for Philip in Hull. It was a cold, windy morning.

- Kate:** I can't see him anywhere. The ferry came in hours ago!
- Mrs Brown:** Don't worry, Kate. It always takes a long time.
- Kate:** That's him! Philip, we're here!
- Mrs Brown:** Hello, Philip! Did you have a good trip?
- Philip:** Well, it wasn't too bad.
- Kate:** How long did the crossing take?
- Philip:** About 14 hours.
- Mrs Brown:** What was the weather like?
- Philip:** It was nice in the evening. But in the night it was very stormy.
- Kate:** Were you seasick?
- Philip:** No. But I didn't sleep very well and I felt awful when I saw the breakfast this morning, all that bacon and eggs!
- Kate:** Oh dear! My dad is going to cook bacon and eggs for us when we get home!

Complete the sentences about Philip's trip.

1. Mr Jackson took Philip to Rotterdam by... 2. Then Philip crossed the North Sea... 3. One of the stewards... 4. The crossing took... 5. The weather... in the evening. 6. But in the night it... 7. Philip didn't sleep... 8. He felt awful when he saw...

Match the questions below with the correct answers.

Kevin, Kate and Philip met some French boys and girls in Whitby. They asked them a lot of questions.

Are you on holiday here?
How did you get here?
Where are you staying?
Do you like it here?
What do you think of the weather?
Oh, we must go now. Have a good time. Bye!

We're staying with English families.
No, we're on a school trip.
By ferry and by train.
Bye-bye.
Yes, very much.
It's much warmer than in France now.

Use one of the descriptions to ask and answer questions. Work in pairs.

You're in Scotland

You're on holiday.
You came by plane.
You're staying with your pen-friend.
You like it here.
The mountains are beautiful.
The weather isn't very good.

You're in Wales

You're on holiday with a group from your youth club.
You came by coach.
You're staying at a youth hostel.
You think it's great.
The weather is OK.

You're in London

You're on a school trip.
You came by ferry and by train.
You're staying in an awful tourist hotel.
You don't like it very much.
It has rained every day.

Talking it over

Function focus

THROUGH THE CUSTOMS

You are going through the green channel at the Dover customs.

Excuse me. May I see your bag, please?

Excuse me. Would you come this way, please?

Yes, of course/...

But I have to get the bus to .../the train to ...

But this is the green channel!

Thank you. Have you got anything to declare?

I'm sorry, but we'd like to check...

No, I've only got some chocolate/coffee/...

I don't think so.

Oh, I see.

Is this camera /radio/... yours/a present for somebody?

What's this?

Yes, it's for a friend/...

It's...

I see. And have you got anything else?

No, ...

Only these sweets/...

That's all right, then.

Have a nice time in Britain.

Goodbye and thank you.

Act the dialogue in class. Add whatever you can.

GOING THROUGH THE CUSTOMS

Officer: Are you British?

Mr A.: Yes, I'm British.

Officer: Have you got a passport, sir?

Mr A.: Yes. I've got a passport.

Officer: Thank you.

Have you got anything to declare, sir?

Mr A.: Yes, I've got a bottle of perfume and a bottle of whisky.

Officer: One bottle of perfume?

Mr A.: Yes, one bottle of perfume.

Officer: And what's this?

Mr A.: It's a bottle of whisky.

Officer: All right, thank you.

Follow up

- Write a short story: "Next year I am going to travel to..."
- Retell the story and discuss it in class.

DO YOU KNOW...

- For more than 1000 years people, goods and cattle in England were transported by water. Just as we now call "Taxi", the people walking along the riverside, shouted "Oars!" (long paddles for rowing boats). At the beginning of the XIX century there were still more than 3000 ferry-boats and rowing-boats on the Thames and only 1200 cabs in the streets of London.
 - The first buses came onto the streets of London in 1829.
 - The first railway came to London in 1836 from Greenwich.
 - Every year over 8 million foreign tourists visit London and stay in its 1500 hotels.

UNIT 1

B



Focus on reading

Study the words

- to sail v.** – to travel on water, to travel by ship: We *sailed* across the Atlantic in five days. Our ship is sailing tomorrow.
- sailing n.** – The three days' *sailing* to New York was very interesting.
- sailor n.** – He is a very good *sailor*.
- to sink v.** – to go down (to the bottom of water): The enemy *sank* the ship. A ball doesn't *sink*.
- on board** – He enjoys life *on board* the ship *Queen Anne*.
- to pull v.** – to move something towards yourself: The child *pulled* its mother by the coat.
- to break up v.** – (of a ship) to be destroyed: The ship *broke up* on the rocks.
- to break out v.** – to begin suddenly: A fire *broke out* during the night.
- to turn over v.** – The car *turned over*.
- mess n.** – disorder: I have never seen such *a mess*.
- be in a mess** – The room is *in a mess*.
- to differ v.** – to be unlike: My husband and I *differ* but we're quite happy together.
- to differ from** – unlike, not of the same kind: Nylon *differs* from silk.
- different a.** – Mary and Jane are quite *different*.
- to pick up v.** – to arrange to go and get (someone): *Pick me up* at the hotel.

A WALL OF WATER

While Philip was staying with the Browns, William Bryce visited them, too. He was a friend of the Browns and lived near Wick in Scotland. His hobby was sailing, but the year before he had lost his boat, Sula. One evening Philip wanted to hear the story.

“Well, every summer I sailed Sula near Wick with my crew, Victor Scott and David North. But last summer, we wanted to try something different. We planned to sail right across the North Sea to Norway. Sula was a good, strong boat, so we didn't think the trip was dangerous and our first night at sea went well.

But early the next morning the wind got stronger and the waves got higher. We took down the sails, but the weather got worse hour by hour.

At three o'clock in the afternoon, the wind got even stronger, but the boat was still sailing well. David came up on deck and I went down into the cabin with Victor.

Half an hour later, when I went back on deck, the sea and the wind had become very dangerous. I put on my harness, but David hated harnesses and never wore one."

"Wasn't it dangerous without a harness?" Philip asked.

"Yes, it was. But some people are afraid of them. They say a harness will pull them under the water if the boat sinks. It was a terrible storm! I had never seen anything like it. At about four o'clock I saw something awful. I will never forget it. There was a wall of water on our right. When the wave broke, it turned the boat right over and threw David and me into the sea.

At last Sula came up again, very slowly. Then she started to sail and pulled me along with her in my harness. Victor was hurt but he was able to help me back on board. My harness saved my life. But David was gone."



It was silent in the room. Then Philip asked, "Couldn't you find him?"

"No, the waves were too high," Mr Bryce looked down.

"What happened after that?" Philip asked.

"Well, everything in the boat was in a terrible mess. Water was coming in. We sent out an emergency call and waited.

Four long hours later, the weather got a bit better and a helicopter picked us up. It was very hard to find us in that storm."

"What happened to the boat?" Philip asked.

"Sula sailed to Norway without us and broke up on the rocks."

Exercises

THE STORY OF SULA

1. Match the correct answers with the questions below.

- | | |
|---|---|
| 1. What did William Bryce and his friends plan to do last summer? | a. William saw a wall of water on his right. |
| 2. What happened after their first night at sea? | b. Yes, but she broke up on the rocks. |
| 3. What happened at about 4 o'clock? | c. No, the waves were too high. |
| 4. Who did the wave throw into the water? | d. The weather got worse hour by hour. |
| 5. How did William get back on board? | e. They planned to sail right across the North Sea to Norway. |
| 6. Did they find David? | f. David and William. |
| 7. What did William and Victor do next? | g. Victor helped him. |
| 8. Did Sula get to Norway? | h. They sent out an emergency call. |

2. TALKING ABOUT THE STORY

WHAT HAPPENED WHEN? Complete the sentences.

"The first night at sea went well. But early the next morning the wind got..."

THE TIME

THE WEATHER AND THE SEA

THE PEOPLE

Early the next morning:

The wind...
The waves...

The crew...
David...

At 3 pm:

The wind...
The waves...

William ... and ...
William and Victor...

At 3.30 pm:

The sea and the wind...
There was a wall of
water. It was...

David
Victor...
William's harness...

At 4 pm:

The wave ... and...

David

Four hours later:

The weather...

A helicopter...

3. WHY? Complete the sentences.

1. William Bryce and his friends didn't think their trip was dangerous because... 2. The crew took down the sails because... 3. William put on his harness because... 4. David didn't put his harness on because... 5. William was able to get back on board because... 6.

William and Victor couldn't find David because... 7. They had to wait four hours for the helicopter because...

Study the words

to look forward to v. – to want something to happen: I want to go to the seaside and I **look forward to** my holidays.

at last – after a long time: There you are **at last**.

at least – if nothing else is true, at any rate: The food wasn't good, but **at least** it was cheap. There were **at least** 20 children at the party.

Act the dialogue in class.

SEA OR AIR?

Susan: Are you looking forward to your trip to Canada, Julie?

Julie: I want to go to Canada very much, Susan, but I'm afraid of the journey. My husband wants to fly, but I want to go by boat. Planes make me nervous.

Susan: There's nothing to be afraid of. How many planes fly across the Atlantic every day?

Julie: I've no idea. Hundreds, I think.

Susan: And how often do you hear of a crash? Once or twice a year?

Julie: Yes, but planes fly so high and fast that once is enough. I still prefer to go by sea. Ships may not travel fast but at least you can relax.

Susan: It's fine if you're a good sailor, but have you ever travelled far in a rough sea?

Julie: No. I've only been in a boat once. I sailed down the river Thames on a sightseeing tour... But in any case I prefer to be seasick than dead.

Are the following sentences correct? Say *Right*, *Wrong*, or *I don't know*.

1. Julie's husband insists on flying.
2. Planes never fly high.
3. Susan has been in a boat many times.
4. No planes fly across the Atlantic.
5. You hear of a crash every day.
6. You can relax when you travel by ship.
7. It's pleasant to travel in a rough sea.

WORK ON WORDS

Exercises

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...

people who work on a ship or plane
place where travellers' belongings are checked when leaving or entering the country
telling the customs officers about the goods in your bags
one of the ways through the Customs
rough weather with wind and rain
large pieces of cloth for moving the ship through the water when there is a wind
things which you buy
a way followed to get from one place to another
a sort of boat which moves over land or water
floor built across a ship
a place where ships tie up in a port
a boat for saving people in danger at sea
taxes paid on goods when leaving or entering the country

lifeboat
harbour
deck
crew
declare
goods
sails
storm
duties
channel
Customs
hovercraft
route

2. WHEN IN ROME, DO AS THE ROMANS DO

Put in the right words.

The English never talk in trains. I like this because it means I can read a book or a newspaper. On the ..., everybody wants to tell you his life story.

Some years ago I ... by train from London to Paris. It was my first ... to Paris so I made up my mind to ... round France for my holidays. As I was going on a long ... I took a lot of books with me. There was an Englishman in the compartment with me and, in a typically English way, he did not speak a word during our ... through the English countryside or while ... the Channel. But the minute we were in France he said, "Ah, now we are in France, we can talk." And for the rest of the ... to Paris he told me his life story.

tour
journey (2x)
travelled
crossing
trip
visit
Continent

3. A SHIP IS SINKING

Put in the words, using them in the correct form.

Imagine you live in a small fishing town. It's dark outside, and you're at home in your cottage with some friends. It's nice and warm. You're sitting in a comfortable chair in front of the fire. But outside there's a terrible ... The wind is ... the rain against the window. Not far away you can hear the angry sea.

Suddenly the telephone rings. You jump up and answer it. Somewhere out at sea a ship is

Ten minutes later the lifeboat went south-west and found the ship there. They started to ... the motorboat, but there was a lot of water in the boat and it ... It wasn't easy for the lifeboat men to find the crew in the mountains of black water, but at least the lifeboat men found them and ... them onto the lifeboat. They were wet, cold and tired but they were out of



sink
pull
throw
pull
danger
storm
sink

4. Look at the groups of words, then collect more words and phrases for each group. The words on the right help you to start the exercise.

- Words for places where people live:
a small town, a skiing resort, a seaside resort, an island, a region...
- Where can a place be situated? In North Armenia, in the middle of England, about ... kilometres from London, on the coast...
- How can you get to a place? You can walk/go by car/go by train/... There's a good road/motorway...

country, capital
part of England
big city
near London
miles away
not far from
the sea
in the mountains
ferry, air, plane
fly, sail

UNIT 1



Focus on grammar

Revision

1. Modal auxiliaries *can, may, must*. Substitutes in the future.

a. Can and will be able to

present You **can** go there by ferry.

future Perhaps you **will be able** to go there by plane soon. But you **won't be able** to go there by Underground.

b. May and will be allowed to

present **May** we take Bonzo to France with us?

I'm afraid not. You're **not allowed to** bring animals back from abroad.

future So we **won't be allowed to** bring Bonzo back from France next summer.

c. Must and will have to

present Don't forget. We **must** still book our tickets for the ferry.

future When there's a tunnel we **won't have** to book.

We'll only **have to** drive there and get on the train.

Exercises

1. This is what people thought when they heard about the tunnel in 1986:

| When there's a tunnel | | | |
|---|---------------|--|--|
| people tourists businessmen and businesswomen ferry workers | will won't | have to, be able to, be allowed to | put their cars on a train. book tickets weeks before their holidays. cross the Channel more quickly. keep their old jobs. walk around on the trains. go on the ferry in bad weather. find new jobs. drive their cars through it. |

We use **could** for general ability.

We use **was/were able to** when we are talking about what happened in a particular situation.

We **could** go there by plane.

There were no planes but we **were able to** get there by train.

- b. Present: may**
Past: was / were allowed to

We **were not allowed to** take Bonzo to France last summer.

- c. Present: must**
Past: had to

We **had to** leave Bonzo in England when we went to France last year.

4. Make questions with **had to**.

- | | |
|--|--|
| 1. Grandma had to stay with Bonzo. | Why did Grandma have to stay with Bonzo? |
| 2. We had to leave Bonzo in England. | When... ? |
| 3. Bonzo had to stay at the dog's holiday home. | How long... ? |
| 4. We had to wait a long time for the ferry. | What... for? |
| 5. Mandy had to return home earlier than we thought. | Where... ? |
| 6. They had to leave soon. | Why... ? |

5. Complete these sentences using **don't have to / didn't have to + one of these words do, go, wait, work, get up, pay, take, go**.

1. I'm not busy today. I've got a few things to do but I ... them now.
2. She is very rich. She ...
3. We can stay here, we ... today.
4. The train was on time. We ... for it.
5. Our friend was slightly injured but he ... to hospital.
6. The car park was free. You ... to park your car there.
7. We could take the dog with us. We ... it the dog's holiday home.
8. Mandy isn't working today. She ... early.

6. Complete the sentences using *could*, *couldn't* or *was / were able to*.

1. The weather was getting worse hour by hour but we ... return to our boat.
2. I ... find my harness though I looked for it everywhere.
3. It was a terrible storm, but David ... come up on deck.
4. Though the trip was dangerous, we ... return home safely.
5. It was dark outside and I ... find your cottage.
6. They were wet, cold and tired, but they were glad that they ... do it.
7. We ... leave him in France, as he didn't want to stay there.
8. We got lost in the crowd and ... find our way.

DO YOU KNOW...

- The English are people from England.
- The Welsh are people from Wales.
- The Scots are people from Scotland.
- The Irish are people from Ireland.
- Great Britain (GB), or just Britain, has three parts England, Scotland and Wales. The United Kingdom (UK) is England, Scotland, Wales and Northern Ireland. (The Republic of Ireland is not part of the United Kingdom.)
 - One of the oldest flags in the world is the British. Its crosses stand for the patron saints of old England, Scotland and Ireland.
 - The British flag got the name Union Jack from James I under whom Scotland and England were united in the XVII century.

UNIT 2



Focus on speaking

Words and word combinations you may need in this unit

island *n.* isle *n.* islander *n.* to occupy *v.* to be washed by *v.*
to separate *v.* separate *a.* channel *n.* canal *n.*
numerous *a.* shore *n.* bank *n.* coast *n.*

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

islander _____

Thinking it over

- Is your country an island?
- Do you think that the life of islanders is different from those living on the mainland?
- Would you like to live on an island?
- Is your country rich in rivers, lakes and mountains?

Read the text. Remember what you can.

THE UNITED KINGDOM

If you look at a map of Europe, in its upper corner you will see two big islands. They are Great Britain and Ireland. The correct political names of the countries which occupy these islands are the United Kingdom of Great Britain and Northern Ireland (UK) and the Republic of Ireland.

The British Isles are washed by the Atlantic Ocean, the North Sea and the Irish Sea. They are separated from the European continent by the North Sea and the English Channel.

Britain consists of three parts, once separate countries: England, Scotland and Wales. Northern Ireland is situated in the north-eastern part of Ireland.

The British seem to be proud of the fact that they are islanders and that their history is a very long one.

There is a legend that long, long ago eight Roman ships were sailing to unknown lands. Julius Caesar, surrounded by his men, was on one of the ships. They were looking attentively at the distant shore. Suddenly they saw white cliffs and thought that the land behind them was white, too. Julius Caesar called it White Land or Albion. Alba in Latin means white.

There are many rivers and lakes in Britain. But the rivers are not very long and the lakes are not very deep. The Severn is the longest river, but the Thames is the deepest and the most important. The Lake District in England is famous for its numerous lakes.

The mountains on the British Isles are not very high. The mountains in Scotland are among the oldest in the world. They reach their highest point at Ben Nevis, which is the highest mountain in Britain.

The climate of Britain is mild and damp. It is not very cold in winter and not very hot in summer. But the weather changes very often. This is why the British people are always talking about the weather.

The capital of England and the United Kingdom is London, which is one of the largest cities in the world.



Answer the questions.

1. What are the official names of the countries occupying the British Isles?
2. What are the British Isles washed by?
3. How many parts does Britain consist of? Which are these parts?
4. Why was the country named Albion?
5. Which is the longest river in Britain? Which is the most important river?
6. What is the Lake District famous for?
7. Which is the highest mountain in Britain?
8. What is the climate of Britain like?

Correct the wrong sentences.

1. The full name of the country which occupies the British Isles is Great Britain.
2. The British Isles are separated from the European continent by the North Sea and the English Channel.
3. The United Kingdom consists of three parts.
4. The Republic of Ireland is situated in the north-eastern part of Ireland.
5. The British people are proud of their history.
6. Julius Caesar called the country Albion.
7. The Thames is the longest river in Britain.
8. The mountains on the British Isles are very high.

Act the dialogue in class. Find out as much information about the United Kingdom as you can. Use the map and add whatever you know about the UK.

THE MAP OF BRITAIN

- T.** This is a map of Britain. What can we see on it?
- S.** We can see two big islands lying in the sea. They are Great Britain and Ireland.
- T.** What are the islands washed by?
- S.** The islands are washed by the Atlantic Ocean on the West and by the North Sea on the East. They are separated from the continent by the English Channel.
- T.** Is the United Kingdom a large country?
- S.** No, the UK is one of the smaller countries in the world. Its population is a little over 57 million.
- T.** Is the UK a republic?
- S.** No, the UK is a constitutional monarchy.

- T.** What does that mean?
- S.** Though the Head of State is the Queen, her rights are limited by Parliament and the country in practice is ruled by the government with the Prime Minister at the head.



Look at these statistics. Point out the similarities between these countries.

| | England | Scotland | Wales | Northern Ireland |
|------------------------------|----------------------|--------------------|--------------------|-----------------------|
| Area (sq. km) | 130,441 | 78, 775 | 20,768 | 14,120 |
| Population | 46,029,000 | 5,229,000 | 2,723,596 | 1,536,000 |
| Highest Mountain | Scafell Pike 978m | Ben Nevis 1342m | Snowdon 1085m | Slieve Donard 852m |
| Largest city (population) | London 8,000,000 | Glasgow 809,700 | Cardiff 287,000 | Belfast 363.000 |

MODEL Wales and Northern Ireland are fairly similar in size, though the area of Wales is slightly larger.
 There isn't much difference in population between Cardiff and Belfast, though Belfast is slightly larger.

These expressions will help you:

a lot in common fairly similar isn't much difference

Look at these statistics. Point out the differences between these countries.

| | United Kingdom | Republic of Ireland |
|----------------------------------|------------------|---------------------|
| Area (sq. km) | 244, 103 | 68,892 |
| Population | 55,515,000 | 2,978,248 |
| Highest Mountain | Ben Nevis 1342m | Carrantuohill 1041m |
| Largest city (population) | London 8,000,000 | Dublin 567,866 |

MODEL Though Britain and Ireland have a common language, they differ much.
 London is a great deal larger than Dublin, in fact, it's one of the largest cities in the world.

These expressions will help you:

very little in common a great deal nothing like ...

Talking it over

- Compare your own country with the United Kingdom. Point out the similarities and differences. Work in pairs.

Follow up

- Write a short story: "My native land".
- Retell the story and discuss it in class.

UNIT 2

B



Focus on reading

Study the words

- to choose v.* – Will you help me to **choose** a new hat for my mother?
I have just **chosen** a new coat for my sister.
- choice n.* – There was a big **choice** of dresses in the shop.
- to be pleased with v.* – to be glad or happy about:
I **am pleased with** my work.
- to promise v.* – She **promised** him never to lie to him again.
- promise n.* – If you make a **promise** you must keep it.
- loyal a.* – He is our **loyal** friend.
- royal a.* – belonging to the king or queen: A prince is a member of a **royal** family.

THE PRINCE OF WALES

In 1272 Edward the First was the King of England. In Wales they did not have one king, but many princes. The English and the Welsh (people of Wales) were always fighting in those days because Edward wanted to make England and Wales one country. The Welsh did not want the English in their country.

At last King Edward went to Wales with many soldiers and after much fighting, took the country.

Some of the princes came to speak to Edward. They told him they did not want an English king. “What we want,” they said, “is a prince born in Wales and of a royal family. We want a prince who cannot speak a word of English and he must be a man who has never done anything bad to anyone in his life.”

King Edward listened attentively. For some minutes he did not speak. At last he said that he would give them what they asked. “Come back here in a week,” he said.

In a week the princes came back to the castle and a crowd of people came with them. King Edward and the Queen were waiting for them on a

balcony of the castle. The crowd was very excited, they all wanted to know who the prince was.

“A week ago,” began the King, “I promised to choose a prince for you. The prince is now here. If I give you a prince born in Wales, of a royal family, not speaking a word of English, one who has never done anything wrong to people, will you promise to be loyal to him?”

And the crowd shouted that was what they wanted. They said that if he gave them such a prince, they would always love him and be loyal to him. And they asked him to show them their prince.

“He is my son,” said the King. “He was born in this castle in Wales a few days ago. He is of a royal family. He cannot speak English and has never done anything bad in his life. Edward, Prince of Wales.”

From that time on the eldest son of the King of England is always called the Prince of Wales.

Exercises

Talking about the story

1. Make questions about the Prince of Wales.

- | | |
|-------|---|
| What | was the King of England in 1272? |
| Where | was the prince born? |
| How | did the Welsh want to have a prince who couldn't speak a word of English? |
| Why | did the Welsh tell the English king? |
| Who | did the King of England make the Welsh pleased with their new prince? |

2. Why?

Complete the sentences.

1. The English and the Welsh were always fighting in those days because...
2. Some of the princes didn't want an English king because...
3. King Edward asked the princes to come to the castle in a week because...
4. The crowd was very excited because...
5. The eldest son of the King of England is always called the Prince of Wales because...

3. What happened when?...

1. When some of the princes came to speak to Edward they said...
2. When the princes came back to the castle and a crowd of people came with them, the King explained...

4. Correct the wrong sentences.

1. The Welsh were pleased with their new prince.
2. In 1272 Henry the Fifth was the King of England.
3. The crowd was very excited as the King was going to give them land.
4. The prince was born in a castle in Scotland and was of a royal family.
5. Some of the princes said they didn't want an English king.

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...

attentively

queen

shout

prince

fight

the son or grandson of a king or a queen

the wife of a king

another word for a loud cry

another word for struggle

with attention

2. Put in the words using them in the correct form.

My small son has just started school.

Like all mothers I ... the best suit for my son to wear on

that day. Though my son ... to behave himself I ...

that he was not going to like it on his first day.

But when he came home he was very pleased.

As for me I ... in what had happened during the day.

"Well," I said, "now you've been to school. Do you like it?"

Are you going to go to ... every day?"

"Yes," he said. "There is a little French girl in my class and she is going to be my friend."

"But does she ... English?" I asked.

"No," said my son, "but it doesn't matter because she laughs in English."

Now it was I who really

school

speak

to be pleased

to be worried

to be interested

choose

promise

3. Fill in the missing words *bank, shore or coast*.

Pete: Let's swim to the opposite

Bob: Oh, the ... of the river are very beautiful.

Pete: Have you been to the Black Sea?

Bob: Yes, and I like the ... of the Black Sea.

Pete: Why did you say the ... of the Black Sea?

Bob: Because we say the ... of the river, but the shore of the sea, lake, ocean. We may also say the coast of the sea but it means the shore line.

A boy laughed when the teacher told the story of the Roman who swam from one ... of the Tiber to the other three times before breakfast.

"Don't you believe that a good swimmer could do that?" asked the teacher.

"Yes, I do, sir," answered the boy, "but I wondered why he didn't make it four times and get back to the ... where his clothes were."

4. Fill in the missing words *bank, shore, coast, island*.

DO YOU KNOW...

The Thames divides London into two parts, North ... and South

Dover stands on the south-east ... of Britain.

One day Robinson Crusoe found the shore of his ... covered with human bones.

The crossing between France ... and England ... takes only an hour and a quarter.

The southern ... of the Black Sea has a very warm climate.

5. Ask your classmates where London, New York, California and St. Petersburg are. Work in pairs. Use the words *shore* and *bank* in the answers.

MODEL A: Where does St. Petersburg stand?

B: It stands on the banks of the Neva river.

the Atlantic Ocean

the Pacific Ocean

the Thames

UNIT 2



Focus on grammar

Revision

a. Comparative adjectives

Remember?

-er/-est: short, nice, happy, friendly
more- /most/: careful, boring, expensive, exciting
good-better-best

Exercises

1. Mr and Mrs White want to go to a restaurant in the evening. Complete their dialogue with a partner.

Mrs W: Why don't we go to that new French restaurant in Market Street? Joan says it's (nice) **nicer than** the French restaurant in Union Street.

Mr W: Yes, but it's (expensive) too.

Mrs W: Well, that's right. But I think it's (exciting) to try a new restaurant.

Mr W: I know. But it's (safe) to go to a restaurant you know and like.

Mrs W: Oh, Henry. Joan says it's the (good) restaurant in town. And it's my birthday, too.

Mr W: OK, then. I suppose you'll be (happy) if we go to the (new) restaurant. So let's go there.

Mrs W: Thanks, Henry. And I'm quite sure you'll find it (good) than our usual restaurant, too.

Complete this part of Joan's letter to a friend.

The list of words will help you.

much-more-most

a lot of
bad-worse-worst

good-better-best

FROM A HOLIDAY IN A HIGHLAND CASTLE

The weather here is terrible. Last Monday was the ... day. It rained all day and ... of the night. The other days were a little But only the first morning was really Because of the rain we haven't had as ... time to see things as we thought. We had to spend our time here, inside the castle. But still, this is the ... holiday I've ever had. I've been able to find out about the history of the castle. The owner has told me... than I'll be able to remember. Some of the stories about his family are ... than you can imagine. A few hundred years ago things were so ... that all the family members wanted to kill each other.

Remember?

You use an adjective to say what a person or a thing is like. (slow, bad, good, hard, fast)

You use an adverb to say how somebody does something.

bad + ly = badly

easy + ly = easily

happy + ly = happily Y ⇨ I

Irregular forms: hard, fast

b. Comparative adverbs

er/-est: fast, hard

more /most: carefully, dangerously

well – better – best

badly – worse – worst

Complete the following.

The list of words will help you.

well – better – best slowly carefully

Before Ann came to Scotland she could already speak English quite In fact, she spoke English ... of all in her class. In Aberdeen she had problems with the Scottish accent. But everybody tried to speak to her more ... and she listened more After two weeks she could understand the people much

1. Adjective or adverb? Can you explain why?

MODEL I can't understand a word in here.

– Yes, it (be) too (noisy).

You say: Yes, **it's too noisy**.

Tom has had lots of accidents in his car.

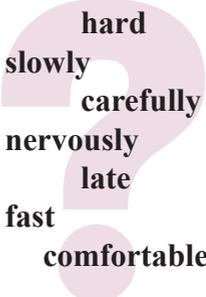
– I think he (drive) (dangerous).

You say: I think he **drives dangerously**.

1. Susanna often gets to school late.
– That's because she (walk) (slow).
2. Sharon got a book from Mrs Potter.
– She often (work) (hard) in Mrs Potter's garden.
3. Mary didn't go to Beacon Park.
– Perhaps it (be) too (expensive).
4. Alan wins all his tennis matches.
– Of course, he (be) a (good) player.
5. Our team lost its match last week.
– I know. They didn't (play) (good).
6. I'm sure we'll win next Saturday.
– I hope you (play) (good).
7. What did you think of the French test?
– Oh, it (be) very (hard).
8. Mike didn't understand Dad for a time.
– Did he (speak) too (fast)?

2. Use the comparative forms of the following adverbs to complete the sentences. There is more than one possibility for some of the sentences.

1. Andrew ran ... than the others. So he was the last.
2. Bob works ... than all his friends.
3. Walk ..., please. I'm tired. I can't walk
4. I think you can travel ... by train than by bus.
5. Perhaps we can get the record ... at the other record shop.
6. Kevin doesn't live far from the school, but he often arrives ... than all his friends.
7. I played ... than last week. So I lost the match.



hard
slowly
carefully
nervously
late
fast
comfortable

3. Use the adverbs of these adjectives in their comparative form to complete the short dialogues. The first one has been done for you.

soon, hard, easy, good, fast

1. I can't lift 100 kilos easily.
– Well, I'm sure I can lift 100 kilos *more easily* than you.
2. I don't think I can run ... today.
– Why not? I'm quite sure you'll run ... me.
3. Do you really think I don't wash the car ... enough?
– Well, I hope today you'll wash it ... the last time.
4. I'm so tired. I've worked so ... today.
– Look at Kate and Tom. They've worked ... you.
5. Lunch is almost ready. Can you come home ...?
– OK. I'll come home... you think. See you in a minute.

UNIT 3



Focus on speaking

Words and word combinations you may need in this unit

to visit *v.* visitor *n.* visit (to) *n.* to go on a visit
 to pay a visit to someone famous *a.* to be famous for something
 battle *n.* sights *n.* to go sightseeing guard *v.* guard *n.*
 to be on guard climb (up, down) *v.* to leave *v.* to leave (for) *v.*
 to enjoy *v.* to enjoy oneself

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

to be on guard _____

Don't forget!

Armenian «հեռու» = 1. far (in questions and negative sentences)
2. a long way (in positive sentences)

Is it **far** to the town centre?
 How **far** did you walk?
 I don't live very **far** from here.

– Yes. It's **a long way**.
 – We walked **a long way**.
 – But my best friend lives **a long way** from here.
 – But lots of people must travel **a long way** to work.

My parents needn't travel **far** to work.

English **to** (to) go **to** the disco
 (to) go **to** bed
 (to) go **to** London
 (to) go **to** school

visitors **to** England
 a letter **to** Ashot
 the answer **to** question 2
 the key **to** this door
 welcome **to** England

Thinking it over

- Look at the pictures. Which do you recognise? Which of them can you see in London?
- Read the following lines about London: "If a man is tired of London, he is tired of life." What do you think this means?

Read the text. Remember what you can.

PICTURES OF LONDON WHERE THE TOURISTS GO



London is one of the biggest cities in the world. It is also the British capital. Millions of tourists go there every year. They visit many sights. Let's do our own tour of London. We can start at the Houses of Parliament and Big Ben. Do you know what Big Ben is? Is it the name of the tower or the big bell inside the clock tower? Well, it is really the name of the huge bell. You can hear Big Ben on the BBC World Service in almost every country in the world.

Have you heard anything about the Houses of Parliament?

The Houses of Parliament stand on the north side of the Thames. The official name of the building is the Palace of Westminster. It was destroyed many times by fire. You can see the two towers of the building, its clock tower, Big Ben and Victoria Tower.

Now let's walk around the Strand and Fleet Street to St. Paul's Cathedral. This is the second largest church in the world. Christopher Wren built it after the Great Fire of London in 1666. When you climb to the top of St. Paul's you have a wonderful view over London. From the top of St. Paul's to the ground it is 365 feet – one foot for every day of the year.



From St. Paul's it is not very far to the Tower of London. This famous castle is over 900 years old. William the Conqueror built it as a castle and other English kings made it bigger and stronger. Later it became a prison.

Today it is a museum. Over two million people visit it every year. They come to see the Crown Jewels and the Beefeaters.

Everybody likes the Tower ravens. They must never leave the Tower, because that will mean the end of England.

Here we are at Buckingham Palace, the official royal residence. The best time to come and see Buckingham Palace is 10.30 a. m. when you can see the changing of the Royal guard. This ceremony takes place every morning.

Now let's go to one of the largest and most beautiful squares in London – Trafalgar Square.

Trafalgar Square was laid out over a hundred years ago. The square was so named to commemorate Nelson's victory over Napoleon at the Battle of Trafalgar in 1805.

The main feature, of course, is the monument in the centre, known as Nelson's Column. It is guarded at the base by four bronze lions.

Here we are at last in Piccadilly Circus, so called because of its circular form. You can see a statue in the centre of the Circus over the fountain. It represents Eros, the God of Love.

Piccadilly Circus is the centre of London's theatres – bright in the daytime with flower-sellers and at night with electric advertisements. There are many theatres and cinemas in the streets around Piccadilly Circus. So this part of London is generally called Theatreland.

Now let's go back to the centre and take the Underground to Baker Street. Baker Street is where Sherlock Holmes lived. From there it is a one-minute walk to Madame Tussaud's. There you can see wax figures of kings, queens, pop stars, politicians and even famous criminals. Many years ago a criminal even sent his clothes to Madame Tussaud's on the day of his execution. And when you see some of the big names from history, you will be surprised how small many of them really were!



WHERE LONDONERS LIVE...

Tourists usually see only a small part of London. They visit the sights, or they go to the big stores, restaurants, theatres and cinemas in the West End.

In areas like Brixton and the East End, a lot of houses and buildings are very old and shabby. Many people there are poor.

Houses and flats in the nice parts of London are very expensive – too expensive even for somebody with a good job. So many people live in towns and villages outside London. Of course they must travel a long way to work. Two or three hours every day in a train is quite usual for them!

AND WHERE SOME OF THEM WORK...

The name of one very small part of London (about one square mile) is famous all over the world. It is the City. The City is the oldest part of London. There you can find the big banks, the offices of many big firms and one of London's most famous streets, Fleet Street. This street was once the home of Britain's largest newspapers and magazines, but few are still there today. Although half a million people work in the City, only about 5000 live there.

Answer the questions.

1. What is the "City"? What is the City famous for today?
2. Where do tourists go when they are in London?
3. What do you know about the Tower of London?
4. What is "Big Ben"?
5. Why is Piccadilly called a "Circus"?
6. Where does the changing of the Royal guard take place?
7. What do you know about Trafalgar Square?
8. What would you like to do in London?

Correct the wrong sentences.

1. London is the capital of Scotland.
2. Big Ben in the name of the Tower.
3. Piccadilly Circus is called "Flowerland".
4. The Beefeaters are the guards at Buckingham Palace.
5. It is 465 feet from the top of St. Paul's to the ground.
6. William the Conqueror built the Tower as a prison.
7. In St. Paul's Cathedral you can see wax figures of kings, queens, pop stars, politicians and even famous criminals.
8. The Tower of London is a prison.

Act the dialogue in class.

RONNY'S FIRST DAY

Kelly knows London very well – she has lived there all her life. So she and Ronny went round London alone. No parents – hooray! On Ronny's first day Kelly took him to Madame Tussaud's. Ronny wanted to see the famous waxworks. They could not walk there – it was too far. So they had to go by Underground. When they got back, Ronny's Aunt Peggy asked about their day.



Aunt Peggy: Did you enjoy your trip on the Underground, Ronny?

Ronny: Yes. But it was very full. So we had to stand.

Aunt Peggy: Was it full at Madame Tussaud's, too?

Kelly: Yes, there were lots of people there. We had to wait for tickets.

Ronny: But only a few minutes.

Aunt Peggy: And what did you think of the waxworks, Ronny?

Ronny: They are brilliant! I loved the Chamber of Horrors!

Kelly: He didn't want to leave the Chamber of Horrors. In the end I had to pull him away.

Ronny: What about you, then? I had to stand and look at Michael Jackson for half an hour with you!

Aunt Peggy: So you had a good day.

Ronny: Better than good. It was great!

AT MADAME TUSSAUD'S

Complete the sentences. Talk about Ronny's first day in London.

1. Ronny and Kelly couldn't walk to Madame Tussaud's because it was too far, so... – they had to wait a few minutes for tickets.
2. It was very full on the Underground, so... – Ronny had to stand and
3. There were lots of people at Madame Tussaud's, so... look at him, too.
– they had to go by
4. Ronny didn't want to leave the Chamber of Horrors, so... Underground.
– Kelly had to pull him away.
5. Then Kelly wanted to look at Michael Jackson, so... – Ronny and Kelly had to tell her everything.
6. Back at home, Aunt Peggy wanted to know about their day, so... – they had to stand.

Continue the sentences.

1. Ronny and Kelly couldn't walk to Madame Tussaud's – it was too far. So they had to go by Underground.
2. It was very full on

Talking it over

Function focus

ATTRACTING ATTENTION AND ASKING THE WAY

| | |
|------------|------------------------|
| Excuse me. | Yes? |
| Pardon me. | What is it? |
| Look here! | Well? |
| I say ... | What can I do for you? |
| Hey! | What? |

Excuse me, could you tell me ...?

| | | |
|------------------|-----------------|-----|
| how to get to | Baker Street | |
| how I can get to | the airport | |
| the way to | Fleet Street | |
| where the | railway station | is. |
| nearest | post office | |
| | museum | |



Act the dialogues in class.

- a. "I say! May I have your book?"
"Yes, certainly."
- b. "Excuse me, could you tell me the way to the Tower?"
"Yes? What is it?"
"I've lost my way."
"Yes. Go straight ahead till you come to the traffic lights and turn to the right."
"Straight ahead to the traffic lights and then right."
"That's it. It'll take you about 5 minutes."
"Thank you very much."

Practise asking the way to and giving directions. Work in pairs.

- a. the Opera House
- b. the Matenadaran

- c. the Central Post Office
- d. the Picture Gallery

A BOAT TRIP ALONG THE THAMES

HOUSES OF PARLIAMENT

famous bell – Big Ben – the BBC World Service – many parts of the world



ST. PAUL'S CATHEDRAL

start – build – 1666 second largest church – world; ground – 365 feet; wonderful view – London



WESTMINSTER ABBEY

this building – go back – 11th century; the graves – most of Britain's kings and queens; the place for – coronation – Britain's kings – queens



TOWER OF LONDON

over 900 years old; home – kings – queens – Britain; prison – palace – tourists – visit – Tower – see – Crown Jewels



A boat trip is very interesting because many of the sights are on the Thames. Imagine you are on a boat trip. Use the information to find out what the guide says and write it down.

- a) Good afternoon, we're happy to have you with us on this trip along the Thames.
We're going to start our tour at Westminster Bridge. On the left we can see the Houses of Parliament and the clock tower. Inside the clock tower, of course, _____
You can hear Big Ben on _____
And here is an interesting fact _____
- b) Behind the Houses of Parliament is Westminster Abbey. The history of _____
Here you can see _____
Even today Westminster Abbey is still _____
- c) Now we can see St. Paul's Cathedral.
Christopher Wren _____
after the Great Fire of London.
St. Paul's is _____
From the top of the church _____
- d) Now we're coming to the Tower of London.
This famous castle is _____
It was once _____
But it was also _____
Every year millions _____

Follow up

- Write a short story: "My native town".
- Retell the story and discuss it in class.

DO YOU KNOW...

- Over eight million people live in London.
- London is bigger than Hamburg, West Berlin and Munich together.
- It cost only £11,430 to build St. Paul's.
- The London Underground is 418 kilometres long.
- You can hear Big Ben on the radio because there is a microphone in the clock tower.

UNIT 3

B



Focus on reading

Study the words.

- parking space n.** – a place in which cars can be left: There is plenty of **parking space** behind the cinema.
- to park v.** – to leave your car for a time: **One parks** a car in a car park or parking place.
- to worry (about) v.** – think about something unpleasant for some times and feel sad or afraid:
- to be worried about** – She **worries about** little things. She **is worried about** her child.
- to belong (to) v.** – This book **belongs** to me. It's mine.
- to rob v.** – to steal something from someone: He **robbed** me of my watch.
- robbery n.** – Good evening. Here is the news. There has been a bank **robbery** at the National Bank today...
- robber n.** – Three **robbers** went into the bank and robbed it. They took away more than ten thousand pounds...
- at the bottom n.** – There is a nice picture **at the bottom** of the page.
- at the top** Start reading **at the top** of the page. There is a picture there too. Which one is smaller?
- stick** – His head is/has got **stuck** in the window. He can't move it.

THE VIEW WAS FANTASTIC

On Sunday, Uncle Alan took Daniel and me to London in the car. Uncle Alan said he could find a parking space in a quiet street near Tower Bridge. First he wanted to show us the view from the bridge walkway.

Then he bought tickets for the walkway. We went up in a lift, but we weren't allowed to come down in it again. You had to walk down the stairs – hundreds of them – at another part of the bridge.

It was a beautiful day, not at all foggy, and there were a lot of people up there. The view was really fantastic! I was looking through my binoculars when I suddenly saw Uncle Alan's car. And then I got a real

shock. There was a man near it and he had something in his hand – a screwdriver!

“That man down there! He is going to steal your car!” I shouted.

“Where?” asked Uncle Alan. “Quick, give me your binoculars!”

“Come on,” Daniel said. “We’ve got to stop him.”

But it wasn’t so easy. We got stuck in the crowd and we were hardly able to move. Poor Uncle Alan was very worried. “Oh, dear!” he said. “I hope the car will still be there when we get down. It isn’t mine, you know, it belongs to the company. Perhaps he will steal the radio – but it’s a new one! Why didn’t we come by Underground? Excuse me, please!”



At last we were at the bottom of the stairs. We ran round the corner into the street, and there was the car ahead of us. There was a piece of paper behind the windscreen wiper:

Saw your car here.
What about lunch in the
Prospect of Whitby?
I’ll be there at 12.30. Ken

“Who’s Ken?” I asked.

“A friend from the office.”

“So it wasn’t a screwdriver in the man’s hand – it was a biro!”

(The Prospect of Whitby is a pub near the Thames – a very famous one.)

Exercises

1. Answer the questions

1. What did Uncle Alan and the boys want to do in London?
2. How do you get up onto the walkway – and down again?
3. Why was the view from the walkway so fantastic?
4. Why did Ronny suddenly get a shock?
5. What did they do next?
6. Why wasn’t it so easy to stop the man?
7. What happened when they got to the car?
8. Where did Uncle Alan, Daniel and Ronny go for lunch?

2. THINGS TO THINK ABOUT

1. Why does Ronny talk about the stairs at the beginning of the story?
2. Why does he think the man has got a screwdriver in his hand?

WORK ON WORDS

BETTER LUCK NEXT TIME

1. Fill in the missing words.

This is Tracy's camera. Tracy ... for the Daily Mirror. Today she's waiting for the Prince of Wales in a street ... next to Paddington Station. The Prince of Wales wanted to ... at the station at twelve o'clock. But it is a ... day and his train from Cardiff is At last he arrives. Some people get out their But his car doesn't come round the corner. It goes straight Tracy is ... in the She can hardly ... Too late! Tracy isn't able to take a photo of him.



foggy ahead
late
move arrive
corner
stuck
binoculars
work crowd

RONNY'S TRIP TO LONDON

2. Put in the missing words.

I stayed with my cousin Kelly in the summer holidays. She lives in London. She showed me all the ... and I took lots of photos. London is so big – more than eight million people live there! Many of them ... to work in the centre of London. They have to go there ... or My uncle does so too. He has to ... the house early every morning. One day we went to the Tower of London. The Tower is a A long time ago it was a ..., too. The Beefeaters are the ... there. We saw the Crown Jewels, of course. They were OK – but there were too many ... in the Jewel House. I liked the Tower A ... told us about them. They must never ... the Tower, because that will mean the end of England.



sights travel
leave
prison
by train
ravens
by Underground
tourists castle
guards Beefeater

TOM'S JOB

3. Which words are right?

Tom works in the ... of London. He is a ... driver. All his passengers are They ... round London on Tom's bus to see the ... of London. Many of them take photos of London's His big red bus is also one of London's famous



places of interest
bus
centre
travel
tourists
attractions
sights

4. 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...*

the place in which cars can be left
the models of famous people in wax
a show of objects/things
a fight between armies
what you can see from where you are
a soldier who acts as a guard in the
Tower of London
a shiny black bird
part of a town – not the centre

exhibition
view
battle
Beefeater
waxworks
parking space
suburb
raven

5. DESCRIBING BUILDINGS AND PLACES IN A TOWN

***A famous city like London has a lot of sights, such as Big Ben.
Which other sights in London can you remember?***

1. Collecting words. Look at the groups of words, then collect more words and phrases for each group. The words on the right can help you.

- | | |
|--|--|
| a. What sights, public buildings and places can you find in a town? Castle, bank, town, hall, park, theatre... | police station, library, museum, zoo, bookshop, café |
| b. Where can a place in town be? In Baker Street, in the centre, in a suburb... | next to the park, in Trafalgar Square, a ten-minute ride by bus from the centre.. |
| c. What can a place in town be like? Big, interesting, old... | dirty, large, expensive |
| d. Why can a place be famous or popular? Because Sherlock Holmes lived there. Because something important happened there (in 1066). Because of its tourist attractions. Because you can go walking ... | beautiful countryside, lovely weather, fresh air, wax figures of famous people, the home of the kings and queens |

2. Arranging words. It can be fun to arrange words and phrases in different ways. This can help you to remember them, too.

| | | | |
|-------------|-------------|-----------|--|
| museum | | cinema | – near the park |
| | Town | | – not far from the zoo |
| post office | | town hall | – in Station Road next to the hospital |
| | | | – in a suburb |
| | | | – a thirty-minute ride by bus from the hotel |

3. Use the words to tell your partner where Londoners live and where some of them work.

poor people – live – shabby – London

houses and flats – nice parts – expensive

most people – towns and villages/ – travel a long way – work

half a million – work – City / very small part of London/oldest part/big

banks – offices of many big firms / Fleet Street

UNIT 3



Focus on grammar

Revision: mixed tenses

Complete the questions and use the correct form of the verbs on the left. Don't forget to look at the answers.

Exercises

1. WHERE WERE YOU?

Miss Green from Park School is asking pupils about their summer holidays. Here she is asking Kevin.

- | | | |
|--------------|--|--|
| be | Where were you in your holidays, Kevin? | - I was in Armenia. - Yes, it was. |
| be | ... that your first holiday in Armenia? | - I went to Yerevan. That's the capital of Armenia. |
| go | Then everything was new for you. Now tell me, where ... Armenia? | - I got there by train. - Yes, I stayed with Aram and his family. |
| get | And how ... there? | - He's my pen-friend. |
| stay | ... with a family? | - Oh, we did lots of things. We looked at the town and went on trips. |
| be | Who ... Aram? | |
| do | What ... during your holidays in Yerevan? | - Yes, I saw and learned a lot. And I speak some Armenian now. |
| see | ... many things in your holidays? | - Aram wants to come to us in his Easter holidays, a week before our holidays start. |
| want | And when ... to come to Britain? | |
| bring | Oh, ... him to school then? | - I'm hoping to bring him to school for a few lessons. |
| | We will be pleased to see him, Kevin. | Thank you, Miss Green, I will write and tell him. |

2. IT WAS GREAT!

Don't forget:

Back in York, Ronny tells his friends about his trip to London.
What does he say?

MODEL see/all the famous sights – I **saw** all the famous sights.

1. hear/Big Ben
2. take/lots of good photos
3. eat/lots of ice-creams
4. buy/a funny T-shirt
5. have/lunch in a restaurant
6. go/on a big red bus
7. send/postcards to everybody

3. Modal verbs and their substitutes: can, may, must, to be able to, to have to, to be allowed to.

Exercises

1. THE TOWER OF LONDON

What can you tell somebody about the Tower of London?
Look at the picture and make sentences.

EXAMPLE: You have to buy a ticket.

The diagram shows a stylized outline of the Tower of London with three towers. A speech bubble from the middle tower says: "This is the oldest part of the Tower. In 1078." To the right of the tower is a list of activities: "show your bag.", "see the Crown Jewels.", "walk on the castle walls.", "go near the ravens.", "buy a ticket.", "hear the history of the Tower.", "take photos.", "steal the Crown Jewels." To the left of the tower, the word "You" is written, and in the middle, the words "can", "have to", and "mustn't" are listed vertically. To the right of the tower are three illustrations: 1. A woman talking to a guard. 2. A man and a child walking up steps labeled "THE JAWEL HOUSE". 3. A woman buying a ticket from a kiosk labeled "Ticket" and a man taking a photo with a camera.

2. JOBS FOR RONNY IN LONDON

1. **Kate:** Take a photo of a Beefeater for me, Ronny!
2. **Kevin:** Could you look for a book about Sherlock Holmes for me, please?
3. **Peter:** You must get a map of the Underground for me.
4. **Timmy:** Buy a present for me too, Ronny!

What is Ronny thinking?

Ronny: I have to remember so much!

1. I have to take a photo of a Beefeater for Kate.
2. I have to ... for ...

Continue the sentences.

Talk about Ronny's jobs in London. What does he have to do? Start: He has to...

3. PROBLEMS

The Browns visited London last month. They enjoyed it – but they had some problems, too. Look at their problems. What did they have to do?

1. The road over Tower Bridge was closed. They had to wait a long time.
2. Kate got lost. She had to...
3. Kevin arrived late for the Changing of the Guard. He...
4. Mrs Brown missed the bus. She...
5. The restaurants were too expensive for Kevin and Kate. They...
6. Mr Brown broke a glass in a souvenir shop. He...

4. WHILE RONNY WAS IN LONDON

Ronny wanted to go to London for his birthday in May. Of course he wasn't able to go to London during the term. So Mrs Bennett took him to London for a few days in the holidays. Timmy was allowed to go with them. Well, he had to go because Mr Bennett couldn't look after him at home. They didn't have to stay at a hotel. Ronny's uncle and aunt and his cousin Daniel live in Richmond – that's in south west London – so they were able to stay at Uncle Alan's house.

Daniel: Well, Ronny, what do you want to see in London?

Ronny: First I want to see the waxworks at Madame Tussaud's – especially the Chamber of Horrors. I am sure I'll enjoy that. And then I'd like to visit the Tower.

Daniel: Oh no! I've been there so often.

Ronny: Well, what about the Tower Bridge walkway? There's something about it in this leaflet. Yes, look – it says there's a fantastic view of London from up there.

Daniel: OK. I've never been up there. Perhaps Dad will take us. He knows that part of London all right.

a) Put the sentence parts together. Ronny wasn't able to ... Go on.

| | | |
|------------------------------|----------------|-----------------------------------|
| Ronny | was allowed to | stay at a hotel. |
| So he | wasn't able to | go too. |
| Timmy | couldn't | go to London during the term. |
| Mr Bennett | didn't have to | stay with Ronny's uncle and aunt. |
| Mrs Bennett and the children | were able to | look after Timmy at home. |
| They | had to | go in the holidays. |

b) What they were or were not able to do.

1. go to London during the term
2. go there during the holidays
3. Mr Bennett: look after Timmy
4. stay at Uncle Alan's

c) What they *were* or *were not allowed to do*.

1. When the Bennets went to London, Timmy was allowed to go with them.
2. Ronny... 3. But they... 4. Ronny and Daniel... 5. But of course they... 6. They...
1. Timmy: go with them
2. Ronny: spend a day with Daniel
3. take Timmy with them
4. Ronny and Daniel: go everywhere by taxi
5. go round London by Underground or bus
6. come home late

5. ON HOLIDAY

a) Say what they *had to/were (were not) allowed to/were (were not) able to do*.

EXAMPLE: 1. Christine: I managed to climb Ben Nevis. It's not too difficult.
Christine was able to climb Ben Nevis.

2. Elke and Barbara: May we look at all the towers?
Man: No, I'm sorry.
3. Mrs Griffin: I must be at the airport by 10 o'clock.
Mother: Yes, of course.
4. Jans and Helen: May we cycle to the beach?
Mother: No, I'll drive you there.

5. Alec to his brother: We can't play outside. The weather's too bad. We must stay in.
 6. Peter: May I climb on the old castle walls?
Dad: No. That's too dangerous!
- b) What were you **(not) allowed to do/able to do** during your last holiday?

6. UNCLE ALAN'S TERRIBLE DAY

Ronny's uncle doesn't often go to London by car. But last Wednesday he had to collect a friend at Heathrow. First he had lots of things to do.

- | | |
|---|------------------------|
| 1. Uncle Alan ... get up at 4 a m. | had to (3x) |
| 2. Because he had to hurry, he wasn't ... have any breakfast. | |
| 3. He wanted to drive over Tower Bridge, but he ... | able to |
| 4. He wanted to turn left into Oxford Street, but he wasn't... | couldn't (2x) |
| 5. He ... be at Heathrow Airport by 12.30, but he was late. | allowed to (2x) |
| 6. He stopped his car outside one of the buildings, but he wasn't ... wait there. | |
| 7. He ... drive into one of the big car parks. | |
| 8. When he got back to the car park with his friend, he ... drive away. | |

RELATIVE PRONOUNS: who, which, that, whose

Exercises

1. **Relative clauses can help you to explain what words mean. Make short dialogues and use *who, which, that, whose*.**

1. Janet Lee is a "real Londoner".
– Sorry, what's a "real Londoner"?
It's somebody *whose* family has always lived in London.
– Oh, I see. Thank you.
2. We've seen all the important *sights*.
– *Sights*? What are the *sights*?
They are places ... tourists visit.
– Thank you very much.

3. Selfridges is a big *store* in the West End.
– Sorry, what... ?
It's a big shop ... sells lots of different things.
– Oh, I didn't know that word.
4. *St. Paul's* is a very famous building.
– St. Paul's? What...?
It's a big church ... Christopher Wren built.
– Oh, I see.
5. *Big Ben* is next to the Houses of Parliament.
– Tell me, what ...?
It's a bell ... you can hear on BBC radio.
6. Some people say there are still *ghosts* in the Tower.
– Sorry...?
They are dead people ... walk through castles during the night.
– ...
7. There are lots of *immigrants* in South London.
– Lots of immigrants? What ...?
They are people ... home country isn't Britain.

Just for smile

“They must be very bad guards – they have to change them every day!”

UNIT 4



Focus on speaking

Words and word combinations you may need in this unit

area *n.* industry *n.* countryside *n.* industrial *a.*
strike *n.* to be/go on strike *v.* to protect *v.* to beat *v.*
to realise *v.* to keep one's promise to keep silence to keep a secret
to keep free pride *n.* be proud of (somebody, something) *v.*

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

| | | |
|----------|--|--|
| industry | | |
| | | |
| | | |

Thinking it over

- What other nationalities live in your country?
- Are you friendly towards them?
- Are the Armenians a nation of traditions?
- Is there a national hero in your country? What is he famous for?
- What features of his character do you like most?

Read the text. Remember what you can.

WELCOME TO WALES

Well, here we are in Wales, and what a lovely country it is!

Wales is not a big country, it is only about half the size of Switzerland. It is a country of small farms and sheep. (There are three sheep for every person in Wales.)

At the beginning of the century, Wales was the largest coal-exporting area in the world. One third of the world's coal came from South Wales.

Today coal is still an important industry, but many mines have closed. In 1984 the miners went on strike for a whole year when the government decided to close more mines.

There are many successful new industries in Wales. But often they do not bring enough jobs and sometimes they are in areas where people want to protect the countryside. The nuclear power station Trawsfynydd, for example, is in the mountains of central Wales. Snowdon is the highest mountain in Wales. It is 3,560 feet high (1,085 metres). A popular tourist attraction is the mountain railway. It is four and a half miles long and carries visitors to the top of the mountain and back in two and a half hours.



In a small and crowded island, like Britain, National Parks are necessary and important. They protect the countryside and the flowers and animals that live there. People visit the National Parks to go walking, climbing or just to enjoy the countryside.

No one has a deeper love of his home and family than the Welshman, and he doesn't generally go far away from his home. The family is the centre of Welsh life. The love that he has isn't for Wales, it is for some small part of Wales, the tiny village, the valley, the hillside where his family lives. For that he will give his life: that is home and Wales to him. That love could never be beaten by the Romans or the English. Until you realise that, you will not understand the character of the Welsh and the spirit of Wales. That is what made them fight against the English, not because they ever wanted to conquer England but because they wanted to keep their homes free, their religion free and to keep the Welsh way of life. That's why the story of King Arthur is a living story for them.

Every village seems to have two or three chapels and on Sunday a great silence falls over the village. No shops are open, no work is done, no games are played. It is in those chapels that the Welsh religion, the

Welsh language and all the things that make them proud to be Welshmen are kept alive.

The Welsh love music and they are famous all over the world as singers. Every July there is a huge festival of music and poetry. It is the International Eisteddfod in Llangollen in North Wales. The Eisteddfod is one of the oldest of all the Welsh customs. It was first held in the 6th century and as early as A. D. 940 the prize for the winning bard (poet) was a chair or a throne and this is still the prize today. People come from all over the world to play, to sing – or just to listen.

Oh yes, they are great people.

Answer the questions.

1. What sort of country is Wales?
2. Which is the highest mountain in Wales?
3. How can you get to the top of Snowdon?
4. Why are the National Parks important and necessary?
5. Can you speak about the character of Welshmen?
6. What can you say about Welsh chapels?
7. Which is one of the oldest Welsh customs?
8. What are the Welsh famous for?

Complete the sentences. Talk about Wales and the Welsh.

1. Wales is not a big country
2. In 1984 the miners went on strike for a whole year
3. The mountain railway is four and a half miles long and
4. People visit National Parks
5. No one has a deeper love of his home and family than the Welshman, and
6. The love that he has isn't for Wales
7. Until you realise that, you will not understand the character of the Welsh
 - ... he doesn't generally go far away from his home.
 - ... it is for some small parts of Wales, the tiny village, the valley, the hillside where his family lives.
 - ... when the government decided to close more mines.
 - ... it is a country of small farms and sheep.
 - ... carries visitors to the top of the mountain and back in two and a half hours.
 - ... to go walking, climbing or just to enjoy the beautiful countryside and the spirit of Wales.
 - ... on Sunday a great silence falls over the village.

Act the dialogue in class.

WALES ISN'T IN ENGLAND

Lynn was staying with the Morgan family in Cardiff. On their way to the sports centre, Rhyan Morgan and Lynn met the postman. He gave Rhyan a letter.

Rhyan: Oh, it's from my Armenian pen-friend. But look how he's written my address!

Lynn: Wales /England, you mean? That's funny. Doesn't he know that Wales isn't England?

Rhyan: Well, a lot of people from other countries don't know that Wales is in Britain and not in England.

Lynn: When I go back to the USA I'll tell all my friends what a lovely country Wales is. While I'm here I want to write a diary of the things I have seen and heard.

Rhyan: That's an excellent idea, Lynn. I think your friends will look forward very much to reading about them.

Do you know the right address now?

Many people from other countries, and even some English people, call everyone from Britain, English. But that's wrong. Be careful – the Welsh and the Scots can get angry when someone calls them English!

Talking it over

Function focus

WAYS OF EXPRESSING REQUESTS

Will you (please)...?

Would you (please)...?

Could you...?

Can you... ?

May I ask you to...?

May I trouble you for...?

Why, yes.

Certainly.

With pleasure!

Of course.

Sorry, I can't.

I'm afraid, I can't.

1. Study the dialogues and make up more.

A SOUVENIR FROM WALES

a. You are visiting Wales. You want to buy a souvenir.

Shop-assistant: Can I help you?
Customer: I'd like a T-shirt with Ludlow Castle on it, please.
Shop-assistant: What about this one?
Customer: Oh, yes, that's very nice. How much is it?
Shop-assistant: Let me see. – J 7.99.
Customer: All right. I'll take it.

b. What about other souvenirs?

Act the dialogues with a partner.

Can I help you? I'd like...
What about...? I'm looking for...
Here is a nice... (Yes) That's very nice. How much is it?
Let me see. ... It's too big. I don't like the colour.
I'm sorry. I can't help you then. All right. I'll take it. Oh, that's too expensive.
Thank you. Goodbye.

2. Use different ways of politely asking your friends to:

- tell you what the highest mountain in Wales is
- tell you the name of the capital of Wales
- show you some books
- tell the story of King Arthur
- tell you about King Arthur's sword

Follow up

- Write a short story: "My favourite historical (legendary) figure is...".
- Retell the story and discuss it in class.

DO YOU KNOW...

- Did you know that Wales is famous for its castles? Ludlow Castle is one of 32 castles built to guard the Welsh border.
- It was at Ludlow Castle that the two sons of Edward IV spent most of their short lives before leaving for London and death in 1483. Prince Edward became Edward V there, but reigned for only three months. His uncle, who became Richard III, murdered him.
- Another unfortunate Prince of Wales was Arthur, the eldest son of Henry VII. He was married at fourteen to Catherine of Aragon and they spent six months there. Arthur died in 1502.

UNIT 4

B



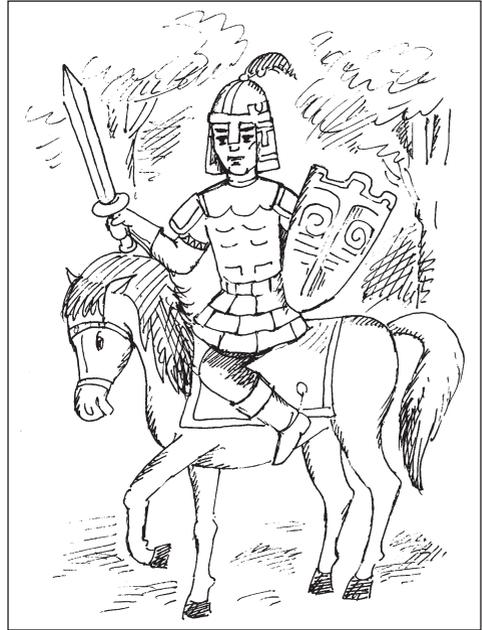
Focus on reading

Study the words.

- power n.** – strength, force: If you have **power** you can make other people do what you want. He did everything in his **power** to help her.
- powerful a.** – very strong: The Queen of England is not very **powerful** any more.
- danger n.** – something which can hurt you: Be careful if you see a red flag: it's usually a sign of **danger**. He is very ill. His life is in **danger**.
- dangerous a.** – It's **dangerous** to smoke.
- safe a.** – not dangerous: Is this a **safe** place to swim?
- be safe** – Will I **be safe** if I travel so fast?
- safety n.** – Let's stay here. This is a place of **safety**.
- accept v.** – to take something which is offered: She **accepted** his invitation to dinner. I can't **accept** your gift.
- except** – but not: He answered all the questions **except** the last one.
- peace n.** – a time when there is not a war: When the war is over there will be **peace** again.
- at peace** The two countries have been **at peace** for many years.
- in peace** You may sleep **in peace**.
- peaceful a.** – quiet: How **peaceful** it is in the country now.
- to appear v.** – to be seen, to arrive: Judy didn't **appear** at the party until 10 o'clock.
- news n.** – Isn't it wonderful! Liz is going to visit me next week.
– Well, that is really good **news**.
- to follow v.** – to come or go after: May **follows** April. King George VI died and Queen Elizabeth followed.
- to touch v.** – to put your hand on something: Visitors are asked not **to touch** the paintings.
- to ride v.** – to make a journey on a horse, a bike, on a bus or in a car: The Black Knight **rode** out of his castle on his black horse and started to fight the king.
– to ride in a car, on a bus: to ride (on) a horse, (on) a bike

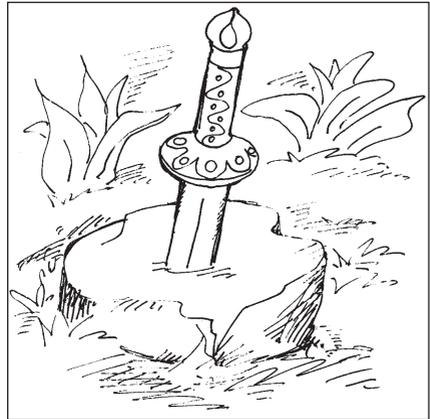
THE LEGEND OF KING ARTHUR

There was once a great and powerful king in Britain. His name was Uther-Pendragon. He knew an old magician who often helped him. This magician's name was Merlin. Nobody really knew who Merlin was or where he came from. King Uther-Pendragon loved a beautiful young woman and one day he married her. They had a son to follow Uther-Pendragon as king. When the child was born, Merlin came to Uther-Pendragon and said, "My King, soon you will die. And after you die, all the lords will start to fight for your land. Your child will be in great danger.



Give him to me. I will protect him until he is old enough to become king." The King was not very happy when he heard this, but he said, "Everybody must die one day and I have had a long life. Take the child, Merlin, and do what you think is right."

Merlin took the child and everything happened as he said. Soon the King died and dark and terrible years followed. The lords started to fight each other as they all wanted to be king. People were no longer safe. Armies rode through the country, burned villages and killed men, women and children. This went on for eighteen long years until it became clear that the country needed a king to bring peace again. So Merlin asked all the lords to



come to a meeting. They came from all parts of the country. "We will have a new king soon," said Merlin, "a king who will be more powerful than all the kings before him. And this is how you will know him."

Suddenly a large stone appeared on the ground. In this stone there was a beautiful sword.

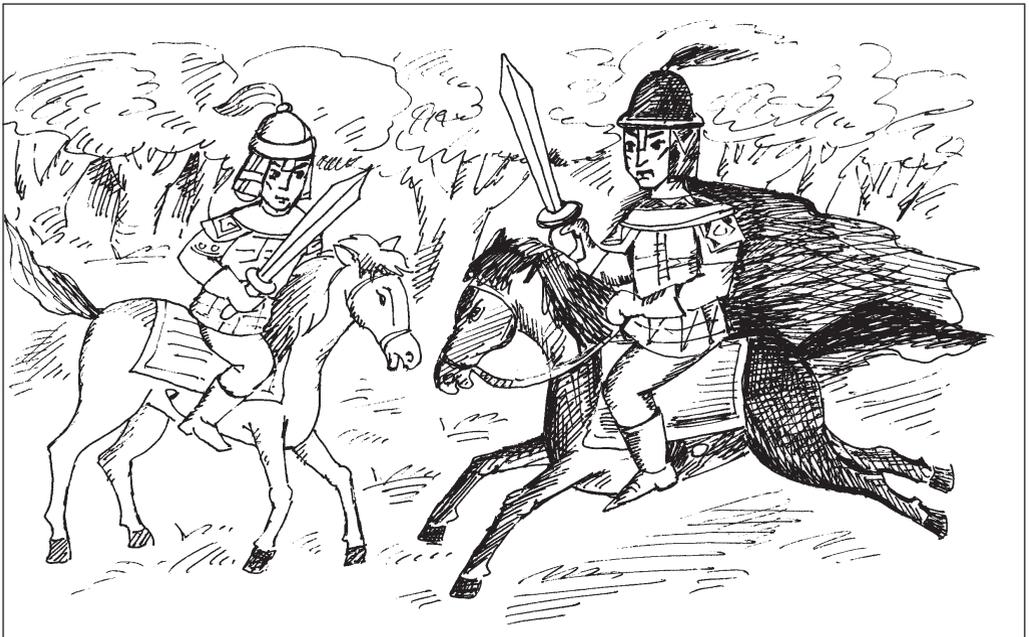
“The man who pulls this sword out of the stone,” said Merlin, “will become king.” The news went through the country very quickly and soon all the strongest and most powerful men came to Merlin. Every man tried to pull the sword out of the stone. But nobody could move it.

Then Merlin fetched a young man. He took the sword in his hands and it came out of the stone easily, like a knife from butter. “This is Arthur, your young king,” said Merlin. “He is the son of your last great king.” When the knights and lords heard this and saw the young man, they did not want to believe that he was now their king. Many did not accept him and rode away. So again there was war, and for the next few years Arthur rode through the country and fought the lords until everybody accepted him as the real king. Everybody except one man: the Black Knight.

The Black Knight lived in a castle in a dark and deep forest where no other people lived. He was the last knight that Arthur fought – and the strongest. When Arthur arrived, the Black Knight rode out of his castle on his huge black horse and started to fight the king. They fought all day until both men were too tired to stand. Then Arthur’s sword broke and the Black Knight saw his chance to kill the king. He lifted his sword, but at that moment Merlin appeared and touched the Black Knight on the arm. The Black Knight fell to the ground and slept.

“It’s not time for you to die yet, Arthur,” said Merlin.

“My sword broke,” said Arthur.



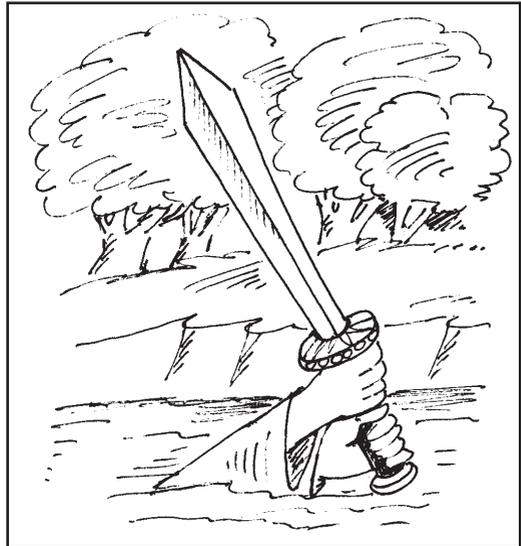
“Then you need a new sword,” said Merlin. “Come with me.”

And he took Arthur through the forest until they came to a large lake. It was quiet there and everything was very beautiful: the flowers, the trees, the sun, the sky and the water. It was so different from the rest of the country. Suddenly Arthur saw a beautiful woman who was walking towards him. “Where are we?” he asked. “You are in a fairy country,” she said, “in a land that other people cannot see. Why are you here?”

“I need a new sword,” said Arthur. And before he could say more, a long white arm came up through the water of the lake. The hand held the most beautiful sword he could imagine.

“This,” said Merlin, “is Excalibur. No sword that men have made can beat Excalibur. Take it. It is yours. But only use it in times of war or when you are in a terrible danger. And when you die, you must give it back to those who give it to you now.” Arthur took the sword from Merlin and together they left the fairy country.

Arthur went back to the Black Knight and no matter how hard the Black Knight tried¹, he could not beat Arthur and Excalibur. At last



Arthur won and the Black Knight fell to his knees and accepted Arthur as the true king.

From then on there was peace in the land for many years.

Arthur fought another terrible battle at the end of his life. It was near the lake where Arthur first saw Excalibur. Arthur was badly injured. He knew he was dying, so he asked one of his men to take his sword and throw it into the lake. The man went to the water, but when he looked at the sword, he decided to keep it for later kings. He kept it and went back to Arthur.

“What did you see?” asked Arthur.

“The moon and the water,” said the man.

“You haven’t done what I said,” answered Arthur.

¹ no matter how hard the Black knight tried – որքան էլ որ Սև ասպետը ջանաց

Again the man went to the lake and again he stopped.

“And what did you see this time?” Arthur asked the man when he came back.

“The dark and quiet water,” said the man.

“Why don’t you do what I ask?” said Arthur. “Are a few jewels on a sword so important to you?”

The man went to the lake for the third time and this time he threw the sword high into the air over the lake. At once a hand came out of the lake and caught the sword when it fell.

A boat then appeared on the water and came towards Arthur. The woman carried him into it and with the moon high in the sky they sailed over the dark water to the fairy island of Avalon. Legends say that he and



his knights are still there. They are sleeping inside a deep hill. If Britain is ever in danger, Arthur will come back with his army and save the land.

In Glastonbury Abbey in Somerset there is a place that may be the grave of King Arthur. A thousand years ago the land near Glastonbury was surrounded by water. And so the area was possibly the island of Avalon.

Exercises

1. Combination exercise. Put the parts of the sentences together correctly.

After Uther-Pendragon died
For most people, life
During this time Merlin protected

When Arthur was eighteen, he
At the beginning, many lords did not
But finally, almost everybody
There was only the Black Knight who
They fought all day
This was only possible because Merlin

young Arthur.
accepted him.
there was peace in the country for a
long time.
helped Arthur.
the lords fought for the land.
became king.
till at last Arthur beat him.
Excalibur, the most powerful sword.
was terrible because there was no
peace.

With Merlin's help, Arthur
There, a beautiful woman gave him
From that time on

was against him.
want to accept Arthur.
went to the fairy country.

2. Talking about the story.

Imagine that two of King Arthur's knights are talking to each other. One of them has just heard that Arthur has beaten the Black Knight. Write their dialogue.

The following will help you.

- A:** Have you heard that Arthur has...?
B: Arthur has... . How/this happen?
A: Oh, /fight for a whole day/Arthur's sword break
B: How terrible! Why/Black Knight not kill Arthur?
A: Arthur's friend, Merlin the magician, ...
B: And what then?
A: Merlin/take Arthur to...
B: Why/take him there?
A: Well/new sword
B: Arthur/fight the Black Knight again?
A: Yes, and this time...
B: Oh, how glad I am to hear this! At last/peace...

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...

an old story
very strong
the land outside the cities, country areas
not alive
to bring
to win by war
to keep safe
to go down
unreal

imaginary
to protect
powerful
to beat
legend
countryside
dead
to fetch
to climb down

ARTHUR

2. Put in the right word.

Arthur fought successfully against those knights and lords who did not want to ... him. Then he went to the Black Knight's The Black Knight was very When he saw Arthur, he took his ... and started to fight against him. Arthur fought hard, but his sword The Black Knight ... down on the ground and slept. Merlin took Arthur through a forest. They came to a place Arthur did not know. A woman walked quietly towards him and said, "You are in ... country, why are you here?" Arthur said, "I need a new sword quickly." And out of the lake came an arm with a sword. It was more beautiful than all the others in the world

fell
sword
accept
castle
fairy
broke
powerful

3. Put in the right word.

Soon after Arthur was born, Merlin visited King Uther-Pentragon. This is what he said, "My King, I'm afraid you must ... soon. If you give me your son, I'll ... him. If Arthur stays with me, nothing will ... to him. But if you don't give him to me, he will be ... because all the knights and lords will ... for your land. Later, when he is older, I shall call the knights and lords to me. When they are all together, a stone will ... on the ground with a sword in it. And I'll say this, "If anybody ... the sword out of the stone, he'll become King." Nobody will pull it out. Then Arthur ... and he pulls it out. When I say that Arthur is their King, some of the lords will not ... him. Arthur will become a great king, as great as you. But if he doesn't... the Black Knight, there will not be any ... in the country."

die fight
happen tries
look after
pulls in danger
appear
accept beat
peace

Study the words

- life n.** – There is no **life** on the moon.
- live v.** – It isn't easy to **live** on poor food like that.
- live a.** – living, alive: The cat was playing with a **live** mouse.
- alive a.** – having life, not dead: Only three men were **alive** after the battle.
- living a.** – Is he a **living** person or just a character from the book?
- die v.** – die (of diphtheria, in an accident, from a wound): He **died** last week after a long illness.
- death n.** – She lived a long, happy life and died a natural **death**.

dead a. – The field was full of **dead** animals killed by the storm.
dying a. – about to die: The **dying** man spoke his last words.

4. Choose the correct word form for each sentence.

a. live – v. live – a. living – a. alive – a. life – n.

1. If he drives so fast, he won't ... long.
2. French is a ... language, but for most people, Latin isn't.
3. Her mother is dead, but her father is still
4. Look! A real ... elephant!
5. His ... will be in danger if he stays here.

b. die – v. death – n. dead – a. dying – a.

1. He ... of cholera last week.
2. He was happy till the day of his
3. They saw a ... dog lying beside the road.
4. The ... man told his son his last wish.

c. safe – a. safety – n. be safe

1. Keep these papers in a ... place.
2. The boy ... now.
3. The captain did it for the ... of the ship.

MY AUNT POLLY

5. Put in the right word.

My dear aunt is 86 but she is still ... and full of energy. Besides, she is a very ... person and it is ... not to follow her orders.

As you see, she is a ... person and not a character from a book, so we have to ... her rules. As for her, she doesn't accept that we have already grown up and want to lead our ... peacefully. But she never lets us do anything we want to, so we are always ... Well, now I ... that if I don't ... myself she will never leave me ... That's why I must become a powerful person too.

at war
alive protect
realise
living
in peace
lives
dangerous
accept powerful

UNIT 4



Focus on grammar

Revision exercises

1. Mixed tenses

1. Put the verbs in brackets in the correct tense form.

A: Yesterday we (read) a story about King Arthur at school.

B: King Arthur? What (you/know) about Arthur?

A: Well, people think he (be) a British king who (live) in the 5th or 6th century.

B: Oh, now I (remember). Merlin the magician (help) him to become king.

A: That's right. Arthur (fight) against the Black Knight and (break) his sword.

B: Yes, and Merlin (go) with him to find Excalibur.

A: Well, you (know) a lot about Arthur. How (you/learn) all this?

B: We (go) on holiday to Cornwall a few years ago. I (see) the ruins of Arthur's castle. (you/ever/be) to Cornwall?

A: No, but I'd like to learn more about King Arthur. I think I (go) to the library tomorrow to find some more stories about him.

B: Tomorrow afternoon? Oh, I think I (come) with you.

2. Find the questions for these answers about the legend of King Arthur.

1. Who pulled the sword out of the stone? – Arthur did.

2. When ...? – It broke when he fought against the Black Knight.

3. Where ...? – He took Arthur to fairy country.

4. Why ...? – They went to fairy country because Arthur needed a new sword.

5. Who ...? – They met a beautiful woman there.

6. What ...? – A hand came up out of the lake with a sword.

7. What ...? – The name of Arthur's new sword was Excalibur.

8. Where ... when he was dying? – They took Arthur to the island of Avalon.

3. Put the verbs in brackets in the past continuous or simple past.

Example: When the Black Knight rode (ride) out of his castle, Arthur was waiting (wait) outside.

1. Arthur ... (fight) the Black Knight when his sword ... (break).
2. The Black Knight ... (win) when Merlin ... (appear) and ... (save) Arthur.
3. While the Black Knight ... (sleep), Arthur and Merlin ... (go) to the fairy country.
4. The sun ... (shine) when they ... (arrive) at the lake.
5. Arthur ... (stand) near the lake when a hand ... (come) up out of the water.
6. When Arthur and Merlin ... (come) back, the Black Knight ... (still sleep) on the ground.
7. When Arthur ... (die), he ... (ask) a friend to throw Excalibur back into the lake.

2. Adjective or adverb?

1. Fill in the correct form.

Arthur fought ... (successful) against those knights and lords who did not want to accept him. Then he went to the Black Knight's castle. The Black Knight was very ... (powerful). When he saw Arthur, he took his sword and started to fight against him. Arthur fought ... (hard), but his sword broke. The Black Knight saw he could now kill Arthur ... (easy). But then Merlin appeared and touched him on the shoulder. The Black Knight fell down ... (slow) to the ground and slept ... (deep). Merlin took Arthur through the forest. It was very ... (dark). They came to a place Arthur did not know. A woman walked ... (quiet) towards him and said, "You are in fairy country, why are you here?" Arthur said, "I need a new sword ... (quick)." And out of the lake came an arm with a sword. It was more ... (beautiful) than all the others in the world.

TROUBLE SPOT

1. Armenian: վերջին English: 1. latest 2. last

MODEL I like Donna Winter's **latest** record very much.
I hope it won't be her **last**.

1. Fill in the correct form.

1. "Z" is the ... letter of the alphabet. 2. How do you like Woody Allen's film? – It's much better than his ... one. 3. You must work harder. This is your ... chance. 4. Is that your ... word? 5. My friend has got all the ... pop records. 6. Have you heard the ... news about the accident? 7. When did you see Jane the ... time? 8. This car is the ... model we've got.

2. Armenian: 1. ավելի հեռու English: 1. **farther**
 2. հետագա 2. **further**

MODEL I'm so tired, I can't walk much farther.
Have you got any further questions?

2. Fill in the correct form.

1. Let's hope there'll be no ... problems. 2. I think there's a cinema ... down the street. 3. If you need ... information, go to a library. 4. Are you sure you won't need any ... help? 5. Aberdeen is ... away from London than Edinburgh. 6. We haven't walked far today. We walked much ... yesterday. 7. It was ... than we thought. 8. I have nothing ... to say.

3. Armenian: 1. մոտակա English: 1. **nearest**
 2. հաջորդ 2. **next**

MODEL The **nearest** bank is in the **next** street on the left.

3. Fill in the correct form.

1. Who would like to do the ... sentence? 2. Do we have to change at the ... bus stop? 3. Excuse me, where is the ... bank? 4. When is the ... train to Dover, please? 5. This is a very lonely place. Our ... neighbours live a mile away. 6. Take the ... road, it's the ... to the station. 7. After the accident an ambulance took the girl to the ... hospital. 8. Where will you be during the ... few weeks?

4. Use the correct words: farther, further, last, latest, nearest, next, worst.

1. When is the ... bus into town? 2. Have you heard the ... record by Mike Muggins? 3. The film was bad. In fact it was the ... film I've ever seen. 4. If you need any ... help, please ask me. 5. This is the ... time I will lend you my bike. 6. The bank is ... down the street. 7. Can you please tell me where the ... letterbox is?

UNIT 5



Focus on speaking

Words and word combinations you may need in this unit

to divide (into) *v.* divide something in half to separate *v.*
lonely *a.* rough *a.* to catch *v.* to grow *v.* to surround *v.*
surrounding *a.* surroundings *n.* to contain *v.* to hold *v.*
lovely *a.* splendid *a.* to exhibit *v.* exhibition *n.*
on exhibition a good deal

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

| | | |
|------------|--|--|
| to contain | | |
| | | |
| | | |

Thinking it over

- Does your country have a long and interesting history?
- What important historical events from the history of the Armenian people do you remember?
- The Scots have a good sense of humour and love to tell jokes.
- What about the people in your country?
- What part of your country is famous for its jokes?

Read the text. Remember what you can.

SCOTLAND

Like the Welsh, the Scots are not English, and like the Welsh they will become angry if you call them English. Their country, Scotland, has a long and interesting history. The Scots fought against the Romans and beat them. In the fourteenth century they fought the English and beat

them. Later Scottish kings even became the kings of England. In 1707 Scotland and England became one country.

Scotland is divided into three parts: the Highlands, the Central Lowlands and the Southern Uplands.

The loneliest and wildest parts of Scotland are in the Highlands. This is an area of high mountains, the highest in Britain, in fact. The climate is rough and few trees can grow here because of the winds and the weather.



Of Scotland's five and a half million people, more than half live in the Central Lowlands. Here in the west, on the River Clyde is Glasgow, Scotland's biggest city. Glasgow is an industrial city. Shipbuilding is one of Glasgow's main industries.

Edinburgh, the capital of Scotland, is a city of many characters. Its setting is splendid. A castle, a palace, a historical old town: Edinburgh has all of these. It has both a unique setting and beautiful architecture.

This setting makes Edinburgh an ideal place for the Edinburgh International Festival, which is held there in August – September every year. It is truly international for it is visited by tourists, by artists and by celebrities from all over the world. The programmes for music, theatre, ballet and exhibitions contain many famous names.

The old town is small in area. Its centre is a street called the Royal Mile. If you go along the Royal Mile you'll get to Iron Church. It is the custom to gather here on Hogmanay (December 31) and to bring in the New Year by breaking empty whisky bottles on its stone walls.

Here we are at last at the fifteenth century Palace of Holyroodhouse, with its memories of Mary, Queen of Scots. The palace was also the home of another legendary figure, Bonnie Prince Charlie, a member of the Scottish royal family. Bonnie Prince Charlie is still a hero in Scotland.

Now let's go to the famous Glamis Castle. It has many tall walls and towers. It is supposed to be haunted! William Shakespeare, the great English writer, used Glamis Castle as a setting for Macbeth, his play about Scottish kings.

But the most exciting thing about Scotland is a visit to Loch Ness with its monster “Nessie”.

Most people have heard stories about Nessie. It is possible that there is a whole family of Nessies in the dark waters of Loch Ness. Of course, people say, “Why don’t they catch one? Then we will know whether everything is a joke or not.” Well, it is not easy to catch a monster. The lake is the longest in Britain – 24 miles long – and it is nearly a thousand feet deep. The water is so dark that divers cannot see anything when they go down. As you can imagine, it is not difficult to hide down there.

Answer the questions.

1. Where is Scotland?
2. Which is the biggest industrial city in Scotland?
3. What is the capital of Scotland?
4. What kind of city is Edinburgh?
5. Which is one of the oldest Scottish customs?
6. What is Holyroodhouse famous for?
7. What do you know about Glamis Castle?

Correct the wrong sentences.

1. Glasgow is the capital of Scotland.
2. The central street in Edinburgh is called the “People’s Mile”.
3. Glamis Castle became known because of the number of Kings of England who lived there.
4. It is very easy to catch monsters in the dark waters of Loch Ness.

SCOTTISH JOKES

You have all heard Scottish jokes. It is true that the Scots are thrifty. This is not surprising because Scotland was always a poor country. But they are not mean. The nice thing is that the Scots love to tell jokes about themselves!

“Angus, you believe in free speech, don’t you?”

“Yes, of course.”

“Good. Then I’ll use your phone.”

“When you come to visit us on Saturday, you can knock with your foot.”

“Why with my foot?”

“Well, your arms will be full of whisky bottles, I hope.”

A man who had left Scotland as a young man returned after 20 years. His three brothers were at the station to meet him. They all had long beards. "Why have you all got such long beards?" he asked.

"Well, when you left, you took the razor with you."

Boy: "Sorry, I'm late, sir."

Teacher: "But why are you late?"

Boy: "I was cleaning my teeth and I squeezed the toothpaste tube too hard. I needed 20 minutes to put all the toothpaste back."

Act the dialogue in class.

Ann: I was in Edinburgh in September for the Festival.

Bob: Did you enjoy it?

Ann: Oh yes, it was splendid.

Bob: Edinburgh is a beautiful city, isn't it?

Ann: Lovely both by day and by night. You know Edinburgh Castle, don't you?

Bob: Yes, I know it well. It stands on a huge rock, like a great cliff towering over the city.

Ann: Well, during the Festival it was floodlit every night. Just as it got dark a gun was fired and at that moment the lights went on. But the floodlights were only on the castle building, the rock was in darkness. The effect was magical. Edinburgh Castle looked like a castle in the air, something fairy-like.

Bob: But I think the Scots are not romantic people. That is my impression.

Ann: You are not quite right. Look at all the romantic feelings they still have for Bonnie Prince Charlie. Why, when I was there, there was a whole exhibition of his portraits, letters, clothes, his sword and a piece of his hair.

Bob: Who was Bonnie Prince Charlie?

Ann: I think you should know the story. If you don't, you won't understand a good deal of Scottish history or literature.

Answer the questions.

1. Why did Ann go to Edinburgh?
2. What kind of city is Edinburgh?
3. Why did Edinburgh Castle look like a castle in the air?
4. The Scots are not romantic people, are they?

Talking it over

Function focus

MAKING SUGGESTIONS

| | |
|----------------------|---------------------|
| Let's... | Yes, let's. |
| Why don't we...? | That's a good idea. |
| | I'd love to. |
| What about going...? | Fine! |
| Why not...? | I don't mind. |
| | I'm afraid I can't. |

Act the dialogue in class.

"What about going to Scotland?"
"That's a good idea."
"When shall we go?"
"Why not go there this summer?"
"I don't mind."
"Let's first visit Edinburgh, the capital."
"Fine."

Make suggestions about the following:

- a party: when to have it,
- where to have it,
- who to invite,
- what food to serve.

Follow up

- Write a short story: "Let's visit Scotland".
- Retell the story and discuss it in class.

DO YOU KNOW...

- The man who invented the telephone, Alexander Graham Bell, and the man who invented television, John Logie Baird, both came from Scotland.
- Only 5.5 million people live in Scotland. Half of them live in the cities and towns of central Scotland.
- "Mac" in Scottish names like MacDonald, MacMillan means "son of".
- When the Scots say "Aye", they don't mean "I". It's a Scottish word for "Yes".

UNIT 5

B



Focus on reading

Study the words

to lose v. – not to win: (a war, a battle): The enemy *lost* the battle, we won.

Did he win or *lose* the game?

loss n. – His *loss* of blood was serious.

to hope v. – to want something to happen: I *hope* he'll come tomorrow.

hope n. – Do you have any *hope* that he'll come tomorrow?

Reading

BONNIE PRINCE CHARLIE

From 1603 England and Scotland had the same kings but were still separate countries. In 1707 Scotland and England became one country: the United Kingdom of Great Britain. Many Scots were not happy that the English now ruled them. They tried twice to win back their country from the English, but they lost both times. The last battle was at Culloden, six miles from Inverness. Here Bonnie Prince Charlie led an army against the English. He was the last hope the Scots had. But the English beat them.

After the battle, the English tried to find the prince and kill him. But a Scotswoman, Flora McDonald, hid him in her house. She gave Charlie an Irish passport and some woman's clothes. Charlie then travelled with Flora to the coast as her servant, Betty Burke. There he and Flora took a boat to Skye, where he hid in a cave. The English looked all over Scotland for him. They even offered £30,000 for information about where Prince Charlie was but not one Scot said a word. From Skye he later sailed to France. He never came back to Scotland again. Today Bonnie Prince Charlie is still a popular hero in Scotland. And many Scots still think of Culloden as the place where they lost their independence.

bonnie – a Scottish word for “handsome, beautiful”

Charlie – a familiar and affectionate form of Charles

Exercises

1. Put the parts of the sentences together correctly.

| | |
|---|---|
| From 1603 England and Scotland had the same kings but | the United Kingdom of Great Britain |
| In 1707 Scotland and England became one country: | they lost both times. |
| Many Scots were not happy that | were still separate countries. |
| They tried twice to win back their country from the English but | the English now ruled them. |
| Bonnie Prince Charlie led an army | as the place where they lost their independence |
| He was the last hope the Scots had but | against the English. |
| After the battle the English | the English beat him. |
| But a Scotswoman, Flora McDonald | tried to find the prince and kill him. |
| Many Scots still think Culloden | hid him in her house. |

2. Some questions about Bonnie Prince Charlie.

| | | | |
|-------|---------|---------|---|
| Where | What | ⇒ did ⇒ | Scotland and England become one country? |
| How | ⇒ did ⇒ | | the English try to find the prince and kill him? |
| When | Why | | the Scots do to try to win back their country from the English? |
| | | | a Scotswoman, Flora McDonald, save Charlie's life? |
| | | | Flora hide Bonnie Prince Charlie? |

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 famous person
the Scottish word for lake
freedom

royal
diver
setting

belonging to the king or queen
the only one of its type
surroundings
a person who swims under water

unique
independence
celebrity
loch

2. Put in the missing words.

Many tourists visit Scotland regularly. If you go there, don't expect the sun to shine brightly every day. The weather can be very Winds blow in from the sea, so you must always take warm clothes. Most people who go to Scotland visit the Scottish capital, Edinburgh. Edinburgh Castle, with its beautiful ... , is one of the most beautiful sights in Europe. When the day is ... you can see the mountains clearly from there. If you like quiet places that are not very crowded, you must visit one of the islands near the west coast of Scotland. These islands are ... from the rest of Scotland. But don't try to see them quickly. Life there moves rather slowly, you can even feel Scotland is also a ... place if you like sports. Golf, for example, is very popular. In fact, the Scots started to play the sport first. I ... you'll enjoy yourself.



hope
lonely
splendid
lovely
rough
separated
surroundings

DO YOU KNOW...

- In many parts of England cottages usually have a small garden at the back and a smaller one at the front.
- When a house has only two storeys, the English do not usually talk about the ground floor and the first floor, but they say "upstairs" and "downstairs".
- On the ground floor there are usually two or three rooms and two on the first floor.
- Meals are served in the dining-room. Visitors are received in the drawing-room. The sitting-room is used as a general room by all the members of the family.

UNIT 5



Focus on grammar

PASSIVE VOICE

a. Active and passive. Study this example.

This house was built in 1895.

This is a passive sentence.

Compare:

Somebody built this house in 1895 (active).

This house was built in 1895 (passive).

We often use the passive when it is not so important who or what does the action. In this example it is not so important who built the house.

In a passive sentence, if you want to say who did the action, use “by”:

This house was built by my grandfather (= my grandfather built it).

b. In passive sentences we use the corresponding form of ‘to be’ (am/is/are/was/were/will be/shall be) + the past participle.

These are the **passive** forms of the **simple present**, **past** and **future** tenses.

| | | |
|----------------|-----------------|---|
| Simple Present | Active: | Somebody cleans this room every day. |
| | Passive: | <i>am/is/are + past participle</i> (cleaned) This room is cleaned every day. |
| Simple Past | Active: | Somebody cleaned this room yesterday. |
| | Passive: | <i>was/were + past participle</i> (cleaned) This room was cleaned yesterday. |
| Simple Future | Active: | Somebody will clean this room tomorrow. |
| | Passive: | <i>shall be/will be + past participle</i> (cleaned) This room will be cleaned tomorrow. |

Exercises

1. Give the corresponding passive, following the example.

EXAMPLE: Merlin asked all the lords to come to a meeting.
All the lords were asked to come to a meeting.

1. Everybody accepted him as a real king. He...
2. He took Arthur through the forest. Arthur...

3. Merlin touches the knight on the arm. The knight...
4. Two women carry him into the boat. He...
5. They burnt villages and killed men. Villages ... and men...
6. Arthur will pull the sword out of the stone. The sword...
7. Merlin protected the child until he was old enough to become a king.
The child ...

2. The following active sentences are changed into passive. Complete the passive sentences with the appropriate form of the verb.

EXAMPLE: A famous writer wrote this book.
This book was written by a famous writer.

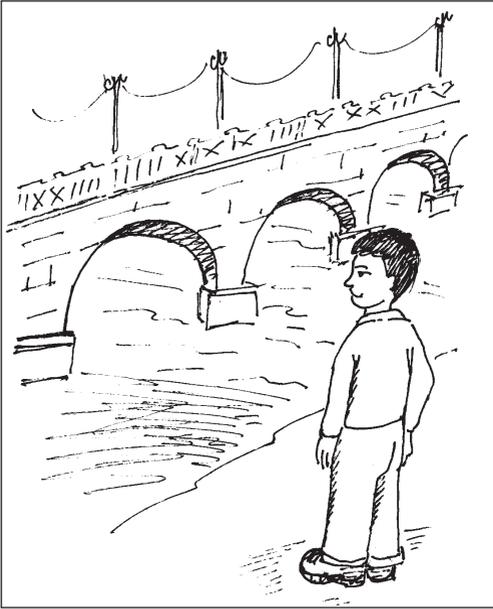
1. Tommy didn't break the chair.
The chair ... by Tommy.
2. The best chess player will win the match.
The match ... by the best chess player.
3. Sally made the pie.
The pie ... by Sally.
4. People didn't build Rome in a day.
Rome ... in a day.
5. Thousands of people ride bikes every day.
Bikes ... by thousands of people.
6. Bob will throw the ball.
The ball ... by Bob.

3. Read and practise.

- A:** This is really a good photograph of your children.
B: I think so, too.
A: Who took it?
B: I'm not sure. I think it was taken by my uncle George.



This is an interesting article.
write



This is an impressive bridge.
build



This is a very funny picture.
draw



This is a very talented elephant.
train

PARTICIPLES

Participle 1
or
present participle



is used in the
continuous tenses of verbs:

Be careful, you are driving too fast.
I saw him when he was crossing
the street.



Participle 2
or
past participle



is used to make
the perfect tenses:

He has parked in the wrong place.
After she had safely crossed the
street, I went home.

Participle 1 and participle 2 can act as adjectives too:

verb
bore

participle 1
boring

participle 2
bored

Someone is **-ed** if something (or someone) is **-ing**. Or, if something is **-ing**, it makes you **-ed**. So:

- Jane is **bored** because her job is **boring**.
- Jane's job is **boring**, so Jane is **bored**.

Study the example.

Jane does the same thing every day.

She doesn't enjoy it and would like to do something different.

Jane's job is *boring*.

Jane is *bored* (with her job).

Someone is **interested** because something (or someone) is **interesting**:

- Tom is **interested** in politics. (not interesting in politics)
- Are you **interested** in buying a car?
- Did you meet anyone **interesting** at the party?

4. Complete two sentences for each situation. Use the correct form of the participle of the given verb to complete each sentence.

EXAMPLE: Astronomy is one of Tom's main interests. (Interest-)

a. Tom is interested in Astronomy.

b. He finds Astronomy very interesting.

1. I turned off the television in the middle of the programme. (bor-)
 - a. The programme was ...
 - b. I was ...
2. Ann is going to Indonesia next month. She has never been there before. (excite-)
 - a. She is really ... about going.
 - b. It will be an ... trip for her.

5. Choose the right participle.

1. Michael Jackson is an ... singer. (exciting, excited)
2. Our trip to London was ... (interesting, interested)
3. Are you ... in football? (interested, interesting)
4. We went for a long walk. It was very ... (tiring, tired)
5. Why do you always look so ...? Is your life really so ...? (bored, boring)
6. How ... we are to hear that you got "5". – Yes, it was really a surprise. (surprised, surprising)

UNIT 6



Focus on speaking

Words and word combinations you may need in this unit

to imagine *v.* imagination *n.* to bore *v.* bored *a.* boring *a.*
to excite *v.* excited *a.* exciting *a.* special *a.* to guess *v.*
guess *n.* funny *a.* to play tricks on *v.* to blow up *v.*
to collect *v.* collection *n.*

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

| | | |
|------------|--|--|
| to blow up | | |
| | | |
| | | |

Thinking it over

- a. Choose a card for your
mother
brother
best friend
- b. Which card would you like to give if someone
is ill?
is about to take their driving test?
is moving house?
has got a new job?

Match these inside messages (greetings) with the cards.



- a. Sending you all my love – on Valentine’s Day.
- b. With best wishes for your future.
- c. Wishing you every success!
- d. Hope you have a very happy birthday.
- e. With lots of love on your special day.
- f. Hoping you’ll soon be well again.
- g. Wishing you every happiness in your new home.

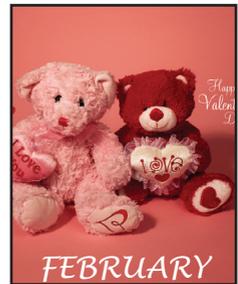
Do people send cards to each other in your country? Look at the list and put a tick (✓) next to the occasions when you would send a card.

- | | | | |
|-------------------------|---------------------|-----------|--------------|
| birthday | new baby | Christmas | moving house |
| wedding | wedding anniversary | New Year | retirement |
| christening | taking exams | Easter | new job |
| going on a long journey | | | |

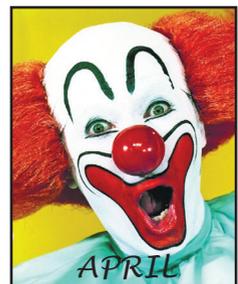
Read the text. Remember what you can.

HOLIDAYS AND CUSTOMS

Just imagine a year without holidays. How boring! In Britain, in Armenia and in all other countries there are a number of special days during the year. There is no school on some of these days and often something exciting happens. You can find some British holidays on the calendar. The British have got lots of their own customs, too. Some of them are like those in Armenia, others are different.



You are my Valentine
 Roses are red
 Violets are blue
 Sugar is sweet –
 And so are you!
 From ?



February 14th is Valentine’s Day. On this day people send cards to

somebody they love. They do not always write their names on the cards, so the person must guess who sent them. Sometimes the cards have funny rhymes.

April 1st is April Fool's Day. Newspapers and sometimes television have an April Fool's joke on that day. But in Britain you must not play tricks on people after 12 o'clock. **What happens in Armenia on April 1st? Can you think of a good April Fool's trick? Can you tell the class about it?**

At Easter children in Britain get chocolate Easter eggs as presents from parents and relatives. They also paint boiled eggs. **What are the customs in Armenia at Easter? Are they the same as in Britain?**

October 31st is Halloween, a day when many strange things might happen. Witches might fly through the night and dead people come back from their graves – or so people say. In the evening young people often have Halloween parties. The girls put on witches' clothes and the boys dress as ghosts or monsters.

On November 5th people all over Britain build huge bonfires and burn a figure of Guy Fawkes. This is Guy Fawkes Night. The custom goes back to a historical event. In 1605 a man called Guy Fawkes tried to blow up the King of England in the Houses of Parliament. Children make the "guy" from old clothes and newspapers. Then they carry the guy through the town and ask the people for a "penny for the guy". They collect the money for fireworks. Fireworks are an important part of Guy Fawkes Night.



JULY AUGUST SEPTEMBER OCTOBER NOVEMBER DECEMBER

Christmas time starts early in Britain. In the weeks before Christmas, people send cards to everybody they know. When they get cards, they put them up on the walls! British people put up their Christmas trees many days before the real holiday, Christmas Day.

Father Christmas visits the children late on Christmas Eve. He usually comes down the chimney and the children find their presents in the morning. Christmas dinner with turkey and plum pudding is the main meal of the day. Christmas and New Year are also a time for parties. In Scotland New Year's Eve is called Hogmanay. It is the most important holiday in the year for the Scots. The doors of all the houses are open, and if you go in you will always get a glass of whisky.

Talking it over

- How is Christmas different in Armenia?
- What do you do on New Year's Eve?

Complete the sentences.

1. Guy Fawkes was the man who tried to blow up the King of England in 1605.
2. February 14th is the day when _____
3. Christmas is a time when _____
4. _____ usually comes _____ on Christmas Eve.
5. At Easter children in Britain _____
6. On April 1st _____
7. On Halloween _____
8. In Scotland _____

2. Put in the missing words.

1. Guy Fawkes Night goes back to a ... event.
2. It's an old ... to paint eggs at Easter.
3. If somebody plays a trick on you on April 1st, you are an April ...
4. On November 5th people all over Britain build huge ... and burn a figure of Guy Fawkes.
5. ... are an important part of Guy Fawkes Night.

custom
historical
bonfires
fireworks
Fool

Act the dialogue in class.

- Dad:** Well, dear, you know how I like giving presents. I've got a nice Christmas present for you. Guess what it is!
- Mum:** Really? And you know I like getting presents. Is it a nice sweater?
- Dad:** Cold!
- Mum:** Oh, then it is a bottle of perfume!
- Dad:** Cold, darling!
- Mum:** I expect it's a pair of shoes – the latest style!
- Dad:** Cold, honey!
- Mum:** Stop teasing me. I can never guess what it is.
- Dad:** Here it is, darling! It's a nice frying pan. You see, I'd like to have something special for Christmas dinner.
- Mum:** Dear me!

Answer the questions.

1. Is it a custom in your family to give presents to each other on Christmas Day?
2. Which do you prefer: giving presents or getting presents?
3. Do you put up a Christmas tree?
4. Do you believe in Father Christmas?
5. When do you see the New Year in?

Useful language

The sentences below might help you.

| | | | |
|---------|--|--|--|
| I We | usually often sometimes never | prefer like don't like believe in see put up a Christmas tree | getting presents Father Christmas on Christmas Eve on December 31st giving presents the New Year in |
|---------|--|--|--|

Talking it over

Function focus

CONGRATULATIONS AND WISHES

When it's someone's birthday you say:

Happy birthday!

Many happy returns of the day!

Thank you!

When it's a holiday you say:

Happy/Merry Christmas!

Happy New Year!

Happy Easter!

Best Wishes for ... Day.

Thank you!

My/Our best wishes for ... Day.

The same to you!

When your friend has passed an exam you say:

Well done!

Thank you!

When someone is going to take an exam you say:

Good luck!

Thank you.

The best of luck!

Thanks. I shall need it.

When your friend is going away on holiday you say:

Have a good/nice holiday!

Thank you.

Have a good/nice time!

I'm sure I/we shall.

Enjoy yourself!

When you visit your sick friend you say:

I hope you'll soon be/feel better.

Thank you.

Choose the right answer.

1. When it is someone's birthday you say:

a. Congratulations on your birthday.

b. Best wishes.

c. Happy birthday!

2. When someone is going to a party you say:

a. Enjoy yourself.

b. All the best.

c. I wish you every happiness.

3. When you see your English teacher just before Women's Day you say:

a. Congratulations on Women's Day.

b. Have a good holiday!

c. Best wishes for Women's Day.

4. When you see a friend off to Moscow you say:

a. Have a good journey!

b. Have a good time!

c. Good luck!

What would you say in the following situations?

1. It's your friend's birthday.

2. Your brother has passed an exam.

3. It's New Year's Day.

4. You visit a sick relative.

5. Your neighbours are going away on holiday.

Act the dialogues in class.

a. JACK'S EXAM

- Bob:** Hello, Jack. You look very pleased with yourself.
Jack: Well, I've just passed my English exam.
Bob: Congratulations! What mark did you get?
Jack: Five.
Bob: Well done. Now you can enjoy yourself.
Jack: Yes, thanks. I hope so.

b. IT'S CHRISTMAS EVE

- David:** Happy Christmas!
Paul: Thank you. Merry Christmas to you, too.
David: Thanks. Are you doing anything special?
Paul: No, just staying at home with my family. And you?
David: I'm going over to my friend's for Christmas dinner.

c. PAT IS GOING AWAY FOR THE WEEKEND

- Janice:** Have a nice weekend!
Pat: Thanks. I'm going to stay with some friends in the country.
What are you doing this weekend?
Janice: I'm just going to take things easy.
Pat: I'm glad to hear that. You need a good rest after such a hard week.

Follow up

- Write a short card to your mother, brother, friend...
- Read the card and discuss it in class.

DO YOU KNOW...

- When a child is born, the birth must be registered at the local registrar's office within six weeks in England and Wales and three weeks in Scotland.
- A child is usually christened in the first six months of its life.
- A twenty-first birthday is an important date in any person's life, as he or she officially comes of age.

UNIT 6

B



Focus on reading

Study the words

eve n. – a day or a whole night before a holiday

We shall go to the party on New Year's *Eve*.

save v. – 1. to stop something unpleasant or dangerous happening to someone: He *saved* his friend from falling.

2. not to spend: It'll *save* time if we drive instead of walking.

We are *saving* money for a new car.

tear n. – Her eyes filled with *tears*.

expression n. – There is a sad *expression* on her face/in her eyes.

to express v. – to make (one's thoughts, feelings) known: She *expressed* her thanks.

to burn v. – to be on fire: Help! The house is *burning*.

to admire v. – to look at with pleasure: I *admire* her for her courage.

admiration n. – She was filled with *admiration* for her courage.

to step v. – to put one's foot on something: Don't *step* into the house if you're afraid of dogs.

step n. – Take *steps* and you'll catch her.

TWO PRESENTS

One dollar and eighty-seven cents. That was all. Three times Della counted the money. One dollar and eighty-seven cents. The next day would be Christmas and she had one dollar and eighty-seven cents with which to buy Jim a present. She had saved every penny she could for months, with this result. Only one dollar and eighty-seven cents to buy a present for Jim. Her Jim.



There was nothing to do but lie down on the sofa and cry. So Della did.

Suddenly Della went up to the mirror. Her eyes were shining, but her face had turned white. Quickly she let her hair down. Now, there were two things of which Jim and Della were very proud. One was Jim's gold watch that had been his father's and his grandfather's and the other was Della's hair. So now Della's beautiful hair fell about her, shining like a cascade of brown water. It reached her knees. For a few minutes Della stood admiring it. And then she did it up again, nervously and quickly. A tear or two ran down her face. Once again she looked into the mirror with a sad and serious expression on her face. Then she quickly put on her old brown jacket and her old brown hat and ran out of the room and down into the street.

She stopped for a minute in front of a house with the sign "Mme Sofronie. Hair goods of all kinds."

Della ran quickly up.

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take your hat off and let me see your hair."

Della showed her the brown cascade.

"Twenty dollars," said Madame.

"Give it to me, quick," said Della.

The next two hours she spent looking for Jim's present. She found it at last. It had been made for Jim and no one else.

It was a platinum watch chain – a very good thing. They took twenty-one dollars from her for it and she hurried home with the eighty-seven cents, her heart filled with joy.

Jim was never late. Della took the chain in her hand and sat down on the corner of the table near the door through which he always entered. Then she heard his steps and she turned white for just a moment.

The door opened and Jim stepped in and closed it. He looked thin and very serious.

He looked at her, and there was an expression in his eyes that she could not read. Della came up to him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't live through Christmas without giving you a present. It will grow again – don't be angry. Say 'Merry Christmas', Jim, and let's be happy. You don't know what a nice, what a beautiful present I've got for you."

Jim took a package out of his pocket and threw it on the table.

“Don’t make any mistake about me, Dell,” he said. “Nothing can make me love you any less. But if you open that package, you will see why I was surprised at first.”

White fingers opened the package. And then a cry of joy, and then a quick change to tears. For there lay combs – the combs that Della had admired for a long time in a Broadway window. Beautiful combs. She had admired those combs without any hope of buying them. And now, they were hers, but her hair was gone.

At last she looked up, her eyes filled with tears. Then she smiled and said, “My hair grows so quickly, Jim.” And then Della jumped up like a little cat and cried, “Oh, oh!”

Jim had not yet seen his beautiful present. She held it out to him on her hand.

“Isn’t it a fine thing, Jim? I ran all over the town to find it. You will have to look at the time a hundred times a day. Now, give me your watch. I want to see how it looks on it.” Instead of giving her the watch, Jim sat down on the sofa and put his hands under the back of his head and smiled. “Dell,” said he, “let’s not speak about our Christmas presents. They are too nice to use just now. I sold the watch to get the money to buy your combs.”

Exercises

1. Correct the wrong sentences. Begin with: “That’s (not) right.”

1. The next day would be Christmas and Della had only one dollar and eighty-seven cents with which to buy Jim a present.
2. She quickly put on her old brown jacket and her old brown hat and ran out of the room and down into the street.
3. The next two hours she spent looking for a nice dress.
4. She didn’t find any present for Jim.
5. Della thought that Jim would be glad to see that she had had her hair cut off.

2. HOW DELLA FELT

Find a good word, and say how Della felt.

happy, nervous, excited, sad, worried, unhappy

MODEL Della felt worried when she heard Jim's steps.

1. ... when she couldn't get money to buy a present for Jim.
2. ... when she looked into the mirror.
3. ... when she thought of selling her hair.
4. ... when she found the present for Jim at last.
5. ... when she heard his steps.
6. ... when she opened the package and saw the beautiful combs for her.

3. Things to talk about

- a. 1. Describe Della.
2. Explain why Jim looked at Della with a strange expression on his face.
3. Explain why Della had her hair cut off.
- b. Can you prove the following?
1. It's not the money that makes people happy.
2. Della loved her husband very much.

WORK ON WORDS

Exercises

1. Put in the missing words.

Don't forget to use them in their correct form.



Mrs Smith: Good morning, Mrs Jones. How are your sons?

Mrs Jones: Terrible! Bob has such a rich ... that he never stops us and Henry has such a poor ... that he never stops believing him.

Mrs Smith: Oh, it must be very

Mrs Jones: Funny? Just ... a boy running into your room with a sad ... on his face and eyes full of tears.



Mrs Smith: And what?

Mrs Jones: And he tells you that the house opposite us is ... and the people in it are crying for help.

Mrs Smith: Oh, dear!

Mrs Jones: So you run out of the room and find out it is just an April Fool's

Mrs Smith: Well, now I ... what you feel each time he you
Mrs Jones: Oh, I'm so unhappy. I can't even ... my feelings. You see, when he was a small boy we ... his imagination and laughed at his funny stories.

Mrs Smith: It's quite natural!
Mrs Jones: But as he is ... older his imagination is getting richer, too.

Mrs Smith: Poor you!
Mrs Jones: So I expect something ... on this April Fool's Day. Oh, I hear his ...

steps
 imagination (2x)
 express grow
 burn imagine
 guess admire
 funny
 play tricks on (2x)
 special trick
 expression

2. Put in the missing words.

a. A custom or a habit?

Bob: I can never make out which is a custom and which is a habit.

Mr Brown: You see, Bob, a ... is something that a person has been doing for a long time.

Bob: Then I always look up new English words in my dictionary. Can I say that's a ...?

Mr Brown: Yes. It's a good thing to make a habit of looking up words in a dictionary.

Bob: And what about a custom?

Mr Brown: ... is something that belongs to a large number of people of the same sort: all Christians or all Muslims.

Bob: Oh, I see, Mr Brown.

Mr Brown: Well, it's the ... of Muslims to fast during the month of Ramadan. Is there any time when it's ... of Christians to fast?

Mr Brown: Of course, there's Lent. Fasting in Lent often means going without meat. Some people give up such pleasures as going to dances, theatres and cinemas during Lent.

Bob: And when's Lent? Is it before Christmas?

Mr Brown: No, Lent is forty days before Easter.

Bob: I see.

b. Now that you've read the dialogue, can you make out which is which?

Smoking is a...

I'm in the ... of going to bed late and getting up late, too.

In England it's a ... to celebrate Christmas.

It's a ... to give chocolate eggs at Easter.

In Armenia it's a ... to celebrate New Year. It's a ... for men to raise their hats when they meet a woman they know in the street. ... are social and ... are personal.

3. Look at the three groups of words and phrases, then collect more words and phrases for each group.

CUSTOMS

celebrating birthday parties... giving up seats to women and the old, giving children pocket money, painting eggs at Easter, giving presents on Christmas Day, shaking hands, drinking toasts...

HABITS

smoking, drinking... speaking loudly, going to bed early/late, sitting with one's feet on the table, biting nails, whistling, looking up new words in the dictionary, answering back...

HOLIDAYS

New Year, Easter... Women's Day, Victory Day, Independence Day, April Fool's Day, Guy Fawkes Night, Halloween...

4. ARRANGING WORDS

It can be fun to arrange words and phrases. This can help you to remember them.

| HABITS | | CUSTOMS | HOLIDAYS |
|--|---|---|-------------------------------------|
| good going to bed early, looking up new words in the dictionary... | bad smoking, answering back, playing cards... | painting eggs at Easter, celebrating New Year, fasting... | Independence Day, New Year... |

5. WORDS IN USE.

When do you:

- put up a Christmas tree?
- paint eggs?
- fast?
- play tricks on your friends?
- give presents?
- get presents?

UNIT 6

C



Focus on grammar

Revision exercises: Reported speech

1. Study the example.

“I’m hurrying home to put up a Christmas tree.”



You want to tell someone else what Della said.

There are two ways of doing this:

You can repeat Della’s words (direct speech):

Della said, “I’m hurrying home to put up a Christmas tree.”

Or you can use reported speech:

Della said (that) she was hurrying home to put up a Christmas tree.

When we use reported speech, we usually speak about the past. So verbs usually change to the past in reported speech. For example:

am/is – was

want – wanted

have/has – had

know – knew

are – were

can – could

will – would

do – did

2. You met Della. Here are some things she said to you.

“I’m thinking of buying a present for Jim.”

“I can’t live through Christmas without buying a present for Jim.”

“I have saved only one dollar and eighty-seven cents.”

“I don’t like getting presents.”

“I prefer giving presents.”

Telling someone what Della said (in reported speech).

- Della said (that) she was thinking of buying a present for Jim.
- Della said (that) she couldn’t live through Christmas without buying a present for Jim.
- Della said (that) she had saved only one dollar and eighty-seven cents.
- Della said (that) she didn’t like getting presents.
- Della said (that) she preferred giving presents.

3. Study the following chart.

| DIRECT SPEECH | REPORTED SPEECH |
|---|---|
| Della said, "I'm going to show you my present." <i>(the present continuous tense)</i> | Della said that she was going to show him her present. <i>(the past continuous tense)</i> |
| Della said, "It is a custom in our family to put up a Christmas tree." <i>(the present simple tense)</i> | Della said that it was a custom in their family to put up a Christmas tree. <i>(the past simple tense)</i> |
| Della said, "I have just sold my hair." <i>(the present perfect tense)</i> | Della said that she had sold her hair. <i>(the past perfect tense)</i> |
| Jim said, "I sold the watch to get the money to buy your combs." <i>(the past simple tense)</i> | Jim said that he had sold the watch to get the money to buy her combs. <i>(the past perfect tense)</i> |

4. Put the sentences into reported speech, following the example.

Student A: My father works very hard.

Student B: What did **A** say?

Student C: **A** said that his father worked very hard.

- | | |
|--|--|
| 1. I hope to pass the exam. | 6. I didn't send the letter by air mail. |
| 2. The teacher is listening to us. | 7. I don't feel tired. |
| 3. I have never been to London. | 8. My friend ate all the chocolate. |
| 4. I made no mistakes in the last dictation. | 9. My brother goes to bed early. |
| 5. I haven't read many English books. | 10. I'm not asking a question. |

5. Look at this chart.

| DIRECT SPEECH | REPORTED SPEECH |
|---|---|
| Della said to Jim, "I hope to see you later today." | Della told Jim that she hoped to see him later that day. |
| Della said to Jim, "You didn't speak about it yesterday." | Della told Jim that he hadn't spoken about it the day before. |
| Jim said to Della, "You have admired these combs for a long time in a Broadway window." | Jim told Della that she had admired those combs for a long time in a Broadway window. |

Remember**this/these****here****yesterday****today****tomorrow****ago****last week/year****that/those****there****the day before****that day****(the) next day, the following day
before****the week before, the year before.****6. Change the following sentences into reported speech.**

1. Jack said to his father, "I have lost my watch."
2. Henry said to him, "I didn't throw stones at your dog."
3. Bob said to Tom, "Henry doesn't sit next to me in class."
4. Mary said, "I don't want to wear my old dress."
5. My friend said to me, "We have plenty of time to do our work."

7. Look at this chart.

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| Della said to Madame, " Give it to me quickly!" | Della told Madame to give it to her quickly. |
| Della said to Jim, " Don't look at me that way." | Della told Jim not to look at her that way. |
| Jim said to Della, " Open the package, please ." | Jim asked Della to open the package. |

8. Change the following sentences into reported speech.

1. I said to Jack, "Please give me your dictionary."
2. The bus-conductor said to the passengers, "Don't get off the bus while it is moving."
3. The teacher said to Tom, "Collect the exercise books and put them on my table."
4. The old man said to the little girl, "Don't run across the street."
5. The teacher said to the students, "Open your books at page 60."

UNIT 7



Focus on speaking

Words and word combinations you may need in this unit

comprehensive school *n.* to wear *v.* break *n.* assembly *n.*
to pray *v.* prayer *n.* activity *n.* uniform *n.* choir *n.*

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

| | | |
|----------|--|--|
| assembly | | |
| | | |
| | | |

Thinking it over

- Do boys and girls go to the same school?
- At what age do children start school? At what age do they leave school?
- Are there any subjects you would like to add to your school curriculum? Why?
- What type of education is there in Armenia after school?
- Here are some decisions that British schoolchildren have to make.
At 16 – stay on at school? look for a job?
At 18 – go to university? get a job? travel and work abroad? move away from home?
- Make a list of the decisions Armenian schoolchildren have to make.

Read the text. Remember what you can.

GOING TO SCHOOL IN BRITAIN

Most British pupils go to comprehensive schools. At a lot of schools, they have to wear uniforms. Girls have to wear neat skirts or trousers and boys are not allowed to wear jeans. Pupils and teachers have Assembly



together every morning before their lessons begin. At Assembly all the pupils and teachers meet in the Assembly Hall. At some schools there is a prayer first. Then they are given all the information about lessons and activities for that day. They have a lot of clubs and activities at their schools. Here is a list of their activities.

- clubs:** – computer
 – chess
 – drama
 – photo
- music:** – pop music
 – orchestra
 – choir
- sport:** – rugby
 – hockey
 – football
 – cricket
 – tennis
 – swimming



They do all these things in the lunch break or after school.

In Technology, boys and girls learn about cooking, textiles, sewing and woodwork. A whole morning or a whole afternoon a week is given up to Technology in schools. The pupils can take home the meals they cook during these lessons and their parents can taste them. They have a lot of lessons (40 a week) and EXAMS. The most important exams that they take are at the end of the school year.

SCHOOL SUBJECTS

| | | | |
|------------|-----------|---------|----------------------------|
| English | Music | Maths | Information Technology |
| French | Drama | Science | P.E. = Physical Education |
| German | Art | History | R.E. = Religious Education |
| Technology | Geography | | |

Now that you have read the text what do you know about:

- Assembly?
- activities?
- exams?
- subjects at schools in Britain?

Talking it over

- Which activities do you find interesting?
- Which ones don't interest you? Why?
- Speak about your school.

USEFUL LANGUAGE

“My school is...

“There are ... boys and girls at my school, and ... pupils in my class.”

“We have school from ... in the morning to ... in the afternoon. I have to get up at ...”

“We can ... in the cafeteria. The food in the cafeteria is...”

“We don't wear a school uniform. I think this is good/bad because...”

What do you think?

School uniform – Yes, please? or No, thanks?

Talk about it with your friends.

PROS

I like school uniforms, because... everybody wears the same things.

You can't see if someone's parents are rich or poor. ... my other clothes don't get dirty

CONS

I don't think school uniform is a good idea, because ...

I don't want to wear the same things at school every day.

I don't want to wear the same clothes as the others.

I want to show all my friends my new jeans!

Function focus

EXPRESSING ANGER, IRRITATION, SURPRISE

It's a nightmare!

Leave me alone!

It's none of your business!

It's the limit!

Well, it is a surprise!

You don't say so!

Is that so?

Dear me!

Indeed? Really?

It's awful!

What a shame!

Shame on you!

What a cheek!

How annoying!



Act the dialogue in class.

“At a lot of English schools the pupils have to wear uniforms.”

“You don’t say so!”

“Boys are not allowed to wear jeans.”

“Really? Are you sure?”

“I am. They wear the same things every day.”

“How annoying.”

React to these statements.

Aram has won the race.

We have lost the game.

English is my favourite subject.

I go to computer club whenever I want.

Julia is bad at Maths.

This winter is going to be very frosty.

I’ve left your book at home.

I’m not ready today.

Follow up

- Write a short story “My school is the best because...”.
- Retell the story and discuss it in class.

DO YOU KNOW...

- School in Britain is open five days a week. There are no classes on Saturday and Sunday.
- The British school has three terms: Autumn, Spring and Summer.
- Children go to school for the whole day, from nine until four o’clock.

UNIT 7

B



Focus on reading

Study the words

- subject n.* – English and History are *subjects* at school.
- timetable n.* – The *timetable* tells you the time of classes in a school.
The *timetable* says: 9.20-9.55 English.
- computer buff n.* – a person who is very interested in computers and knows a lot about them: John is a great *computer buff*. He can tell you anything about them.
- headmaster n.* – the teacher in charge of a school
- form master n.* – a form master looks after one class
- caretaker n.* – the caretaker looks after the buildings
- band n.* – a group that plays ‘popular’ rather than ‘serious’ music

Reading

A LETTER TO A PEN-FRIEND

Dear Jane,

You asked me about my school. Well, it's a big comprehensive school, the biggest in our town. We start at nine o'clock! Nine o'clock I'm still half asleep then. When does your school start? First we have Assembly. All the pupils and teachers come together. The headmaster reads out notices. Then we all sing together. Assembly is boring, but it's better than lessons. Do you have Assembly at your school?

French and German are my worst subjects. German is so difficult. English is so much easier – what do you think? My best subject is Drama. I can act very well. Oooh, I'm ill, Mr White. Can I go home? (Joke.) On Wednesday afternoon we have games. I play football and hockey. What games do you play? Do you like football? There are a lot of clubs at our school. I go to the computer club on Mondays. Mr White says, "I don't understand you, Julia. You're so bad at Maths, but you're a great computer buff. Sometimes there's a disco at school and the school band plays. They're not very good, but they're very loud! Please write and tell me about your school. Bye for now.

Julia

Exercises

1. Find the right words in Julia's letter.

1. Julia goes to a big ...
2. At Assembly, the ... reads out notices.
3. French and German are Julia's worst ...
4. Every Wednesday afternoon, the pupils have ...
5. There are a lot of ... at Julia's school.
6. Sometimes there's a ... and the ... plays.

2. Write down Julia's questions and answer them.

1. When does your school start?

3. SCHOOL DAYS

JULIA'S TIMETABLE

Julia Jones lives in York. She goes to Fulford Comprehensive School.
Comprehensive School.

Julia Jones, 3 B

| Timetable | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------|-------------|-----------|-----------|----------|
| 9.00–9.15 | ASSEMBLY | | | | |
| 9.20–9.55 | Tutorial | German | Science | German | R.E. |
| 9.55–10.30 | English | History | English | French | R.E. |
| 10.30–10.45 | BREAK | | | | |
| 10.45–11.20 | P.E. | English | French | Maths | Science |
| 11.20–11.55 | P.E. | Music | Maths | Science | Music |
| 11.55–1.20 | LUNCH | | | | |
| 1.20–1.55 | German | Information | P.E. | Art | Tutorial |
| 1.55–2.30 | Maths | Technology | P.E. | Art | Maths |
| 2.30–2.45 | BREAK | | GAMES | BREAK | |
| 2.45–3.20 | Technology | Geography | English | Geography | Drama |
| 3.20–3.55 | R.E. | Art | History | Music | Drama |

P.E. = Physical Education

R.E. = Religious Education

Correct the wrong sentences.

1. Julia's school begins at eight o'clock.
2. She doesn't go to school on Saturdays.
3. She has no lessons after lunch.

4. She has six lessons every day.
5. She has Assembly every day.
6. Julia is in class 4B.

4. YOUR TIMETABLE

a. Write down your timetable in English.

These questions might help you:

When do your lessons start?

How long are your lessons?

When do you have breaks?

How long is your lunch break?

When do you go home?

| | | | |
|----------|-----------------------------|---------|---------------------|
| How many | History English P. E. | lessons | do you have a week? |
|----------|-----------------------------|---------|---------------------|

b. What can you say about the subjects you do at school?

I'm good at...

My best subject is...

I'm not so good at...

I don't like...

I think ... is ⇒ easy, boring, difficult, useful, interesting, great.

Study the words

staff room n. – In the **staff room** teachers can sit and talk during breaks.

to kick v. – to hit with the foot: He is crying because she **kicked** him.
The horse **kicked** me when I tried to ride it.

to tell on v. – to inform against: If you **tell on** me I shall never tell you my secrets.

fair a. – right and honest: It's a **fair** decision. He is a **fair** man.

to own up v. – to accept one's fault: If no one **owns up**, all the pupils will be kept in school after classes.

THE FOOTBALL

Scene 1: *Monday, after school. Barbara, Jack, Julia and Bob are playing in the car park.*

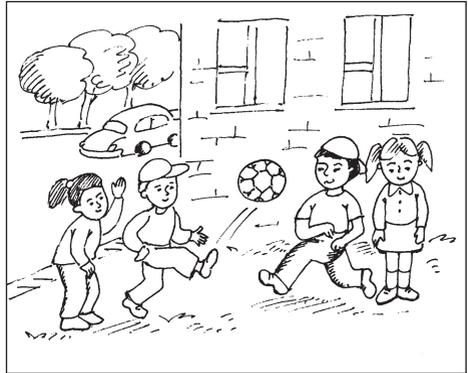
Barbara: Come on, Bob, pass, pass! I'm nearer the goal – pass!

Jack: Hey, Julia! Bob is going to shoot! (Bob passes to Barbara): Here you are, Barbara – shoot! (*Barbara shoots*): GOAL! GOAL! GO-oh, no! (*A window breaks*)

Julia: Oops! The staff room window!

Bob: I'm going!
Jack: I'm coming with you!
Barbara: Hey, are you leaving me alone! And what about my ball?

Julia: Don't be silly, Barbara. What's more important – you or your ball? Come on, run! *(They run after the two boys. Mr*



White looks out of the staff room window)

Mr White: I say! You three-or four! Stop! Come back! Hmmph! Oh, those children!

Scene 2: *Tuesday, after Assembly. Barbara and Mr White are in the headmaster's office. Barbara's football is on the headmaster's desk.*

Headmaster: Barbara, is this your ball?

Barbara: Yes, sir.

Headmaster: Did you kick this ball through the staff room window yesterday?

Barbara: Yes, sir. I'm very sorry, sir.

Headmaster: But you weren't alone, Barbara. *(Barbara does not say anything.)*

Mr White: I saw three other pupils. They were playing in the car park. In the car park!

Headmaster: Well, Barbara? Who were the others?

Barbara: I'm not telling on them, sir. You know I can't.

Headmaster: Hmm, I see... Well, if you don't tell me, you must pay for the window yourself. And there will be no more parties for your school year.

Mr White: Very good! Football in the park – hmmph!

Barbara: But sir! That's not fair!

Headmaster: That's enough, Barbara. You may take your ball and go. *(Barbara goes out)*

Mr White: Well! What an awful girl! I must say, these children...

Headmaster: Yes, Mr White, I know. Well, let's hope the other three will own up.

Scene 3: *Tuesday, in the playground.*

Jack: No, I'm not going to the headmaster. I've been late four times this month. He'll kill me.

Julia: Don't be silly, Jack. He won't kill you. The headmaster is OK. He is better than Mr White, I can tell you.

Barbara: If you three don't go, there will be no more parties for our school year.

Bob: And if I go, my mum will stop my pocket money for a month. That's worse.

Julia: Well, if Jack and Bob don't go, I won't go. Sorry, Barbara.

WEDNESDAY, THE SCHOOL NOTICEBOARD

Fulford School
The Headmaster
There will be no more school parties for the Third Year.
Football is only allowed on the football fields.
Signed

OWN UP!
No school parties for one year – just because some “football stars” don't want to own up!
We think you are selfish. You played football in the car park. You all broke that window – not just Barbara. Now you must “take your medicine”.
Signed

Exercises

1. Put the sentences in the right order. Start like this: “Four pupils...”

- The headmaster says that Barbara must pay for the window. And...
- The next morning, Barbara has to go to the headmaster.
- She tells the headmaster that she broke the window. But...
- Four pupils are playing football in the school car park.
- They all run away.
- there will be no more parties for the Third Year.
- Barbara shoots and breaks a window.
- ... she doesn't tell him the names of the other pupils.
- Barbara talks to her friends, but they don't want to own up.

2. WHO WAS IT?

Who was it? Mr White? Barbara? The headmaster? Jack? Bob? Julia?

1. ..., ..., ... and ... were playing football.
2. ... broke the staff room window.
3. ... looked out of the window.
4. ... wanted to know the names of the other players.
5. ... didn't tell on them.
6. ..., ... and ... didn't own up.
7. ... was afraid. He had been late four times that month.
8. ... didn't want to lose his pocket money.

3. Correct the wrong sentences.

1. Mr White wrote the first letter.
2. Football is not allowed any more at Fulford School.
3. Other pupils are angry about the "football stars".
4. They think Barbara is selfish.

4. WOULD YOU TELL THE HEADMASTER?

Imagine you saw Julia, Jack, Bob and Barbara. Would you tell the headmaster?

PROS because

- you mustn't play football near windows.
- it's not fair that one girl has to pay for the window alone.
- I like school parties.
- the three other pupils must "take their medicine".

CONS because

- I never tell on other people.
- school parties aren't very important for me.
- the school could pay for the window.
- they didn't mean to break the window – it was just bad luck.

5. SCHOOL RULES

Talk about some of the rules at your school.

| | | |
|----|---|---|
| We | have to don't have to are allowed to aren't allowed to | wear school uniform. play football in the school car park. stand up when the teacher comes in. go home early if we are ill. eat or drink in class. homework every day. play cards in our lunch break. be late for lessons. go to school on Saturdays. |
|----|---|---|

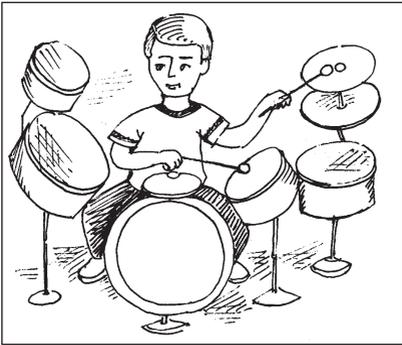
WORK ON WORDS

1. ALL IS WELL THAT ENDS WELL

Put in the missing words.

Some years ago I was a ... in a ... school. At first I ... with my work as the pupils ... nice ... and looked rather smart.

But things changed when the lessons were over and the children went out of school. They made a lot of noise for two hours. It was impossible to work! It was impossible to think! It wasn't ..., well, I was



going to them, but then, one day, I had an idea. I bought some drums and started ... Every day, while the children were making a noise, I played my drums. Soon I was a good drummer.

Now I play with a ... and travel all over the world. A ...'s life is boring but a drummer's life is exciting and I'm grateful to those noisy children.

uniform
fair wear
play
caretaker (2x)
comprehensive
be pleased
band tell on

2. COLLECTING WORDS

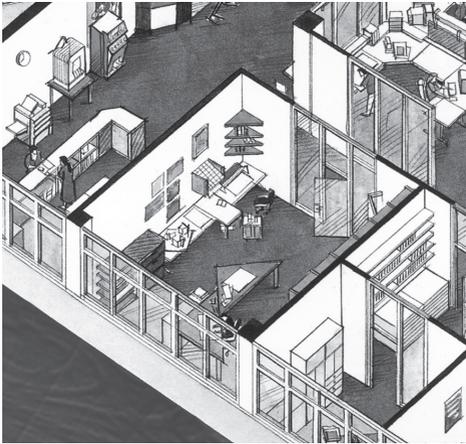
WHAT A LOT OF WORDS!

1. Put these words into groups.

- Things in the classroom: board ...
 - People at school: headmaster ...
 - What people do at school: to ask questions ...
- | | | |
|---------------------|------------------|-----------------|
| A. to ask questions | E. exercise book | R. to read |
| to answer questions | F. felt pen | register |
| B. biro | form master | rubber |
| board | G. headmaster | ruler |
| book | to help a friend | S. school bag |
| C. caretaker | L. to learn | to spell a word |
| chair | M. map | sponge |
| club | N. neighbour | T. to teach |
| computer | P. to play games | teacher |
| D. desk | pen | textbook |
| to do a test | pencil | W. to write |
| to do homework | pupil | |

3. ARRANGING WORDS

Arrange the words and phrases you've collected.



pencil



staff room

JOIN OUR CLUB:

computer

4. WORDS IN USE

Who can use the most "school words"?

You can start like this: When our English teacher comes in, we run to our desks. Then...

Continue the story about school.

UNIT 7



Focus on grammar

Revision

1. REFLEXIVE PRONOUNS

| | | |
|---|--------------------|-------------------|
| Now I've hit | myself | with this hammer. |
| Can you see | yourself | in this photo? |
| Ben won't be able to play in the match. | | |
| He has injured | himself. | |
| She often talks to | herself. | |
| Look at that bird. It's cleaning | itself. | |
| You needn't worry, Dad. We can look after | ourselves | all right. |
| Well done, | | |
| Ronny and Kevin. | yourselves. | |
| You can be proud of | themselves. | |
| They are terrible. | | |
| They always invite | | |

2. THE RECIPROCAL PRONOUN 'each other'

| | | |
|--------------------------------|--------------------|-------------|
| They haven't seen | each other | for months. |
| Kate and Kevin were talking to | each other. | |
| Julia and Robert helped | each other. | |

They are looking at **themselves** in the mirror. They are looking at **each other**.

Exercises

1. Mr WHITE'S MATHS TEST

Put in the correct words: 'self/selves' / 'each other'.

This is what Mr White said to the class during the test:

1. All right, work by ... if you help ... you'll be in trouble.
2. Especially you, Bob. Do everything by...
3. Don't talk to ..., girls.

This is what he said to himself while he was marking it:

1. Number 3? That question is really easy. It almost answers...
2. I think some pupils didn't work by...
3. Yes, I'm sure they helped...

4. – Were you talking to your neighbour, David?
- No, sir. I wasn't talking to anybody else. Just to ...
5. Susan, don't look at ... in that pocket mirror during the test.

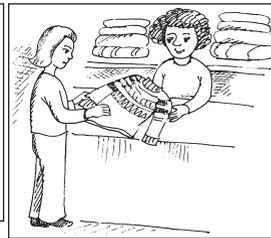
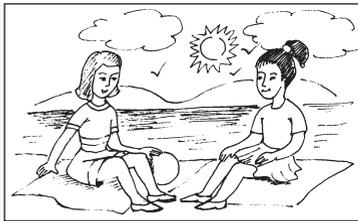
4. And David wasn't talking to ..., he and Peter were talking to ...
5. And Susan. She was looking at her neighbour's paper.
6. But why must they always try to help...? Why can't they work harder and help ... ?

2. A VISIT TO WALES

Barbara visited Megan in the holidays.

Complete the sentences with the correct reflexive pronouns.

1. Before Barbara went to Wales, she tried to teach herself a few Welsh words.
2. Barbara and Megan really enjoyed ... in the holidays.
3. When they were in Cardiff, Barbara said, "I'd like to buy a pullover for my brother and one for ..., of course."
4. When they were alone they had to look after



3. Find the right verbs and reflexive pronouns to complete these sentences.

1. When you ride a horse, you need a helmet to ... yourself.
2. The ship sank and the passengers could not ... because of the stormy weather.
3. I'm wet. Can I ... with this towel?
4. Peter and Jane, your faces are so dirty. ... in the mirror.
5. James Miller can't stop talking. When he is alone, he even ...
6. Mrs Potter is ill. But she must ... because she lives alone.

dry
save
protect
talk to
look at
look /after

4. RELATIVE PRONOUNS

- | | | |
|--|--------------|---------------------------|
| a) Miss Boyle is the teacher | who | teaches Geography. |
| William Hughes is the man | who | has come from Wales. |
| The man | who | you can see is Mr Hughes. |
| The form master is the teacher | who | pupils see every day. |
| b) Some pupils have lunch in the cafeteria | which | belongs to the school. |
| This is the timetable | which | shows all our lessons. |
| Hockey is the game | which | British schoolgirls like. |
| After prayers we get all the information | which | we need. |
| c) This is the girl | whose | picture was in all |
| I like the schools | whose | `newspapers. |
| | whose | cafeterias are nice. |

Exercises

1. MISS BOYLE SAW A GIRL WHO...

In the staff room, some teachers are talking about Barbara.

Put in the correct relative pronoun 'who', 'which' or 'whose'.

- Mr Old:** Do you know the girl ... is taking photos all over the school?
- Miss Boyle:** That's Barbara – the girl ... family came here from France two years ago. Remember?
- Mr Old:** Barbara? She isn't anybody... I've ever taught.
- Mr White:** She is the girl ... French is so good. She lived in France for a long time.
- Miss Boyle:** She says she is helping a cousin ... lives in Lille.
- Mr Old:** But all these photos ... she's taking. How are they going to help her cousin?
- Miss Boyle:** They're for a report about British schools ... he has to give at his school in France.
- Mr Old:** Do you think that's right? The teacher ... gets the report may think the boy did it himself.
- Miss Boyle:** Oh, I'm sure he won't. And you know, some of the pictures ... she's taken are quite good.

people: **who**

things: **which**

2. Mr ABERBATHY'S NOTES

Mr Aberbathy, a French teacher at Fulford School, has a few things which he has to tell his pupils. He is the form master of 3B, Barbara's class. Here are his notes: What is he going to say?

EXAMPLE: pupil – broke window/ must report it to caretaker
The pupil who broke the window must report it to the caretaker.

1. people – want to go to London next week/must see Mr White before Friday
2. girl – left hockey stick on school grounds/can collect it from Miss Price
3. pupils – have textbooks from last term/must give them back now
4. coach-going to take rugby team to match/will be here tomorrow at 11.30 am
5. pupils – go to Choir/must be there ten minutes earlier this week
6. people – want to see film tonight/must be here by 7 o'clock
7. the Drama Club – was looking for another boy/has now found one

TROUBLE SPOT!

A LETTER FROM JACK

Put in the missing prepositions.

about, at, for, from, in, in front of, to, with

Hello, Barbara,

Don't be surprised I have to write ... you again because this letter is my homework. My teacher knows that I got help ... you. That's why I'm writing to you ... English.

Thank you ... your packet. You sent a lot of information... British schools ... it. It was interesting to look ... all the photos.

I gave my report ... my teacher ... school last week. He was very pleased ... me – so pleased that I had to stand ... the class and talk ... half an hour ... British schools. (I wasn't so pleased ... him!)

Bye for now, Jack.

Just for fun

Teacher: Give me a sentence that starts with 'I'.

Bob: I is...

Teacher: No, no! You must always say: I am.

Bob: All right. I am the ninth letter of the alphabet.

UNIT 8



Focus on speaking

Words and word combinations you may need in this unit

manage *v.* manage fine average *a.* to tidy *v.* towards prep.
busy *a.* busy (of places) a busy day to be busy with *v.*
storey *n.* multi-storey *a.* to get oneself ready *v.*
to get something ready *v.* message *n.* to give someone a message *v.*

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

manage _____

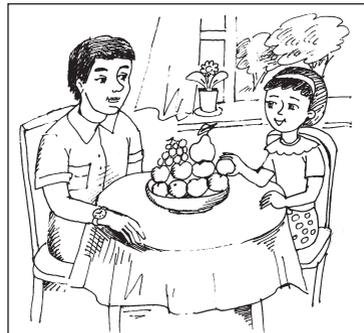
Thinking it over

- The English say “Home is where the heart is”. What is your family to you?
- Who is the closest to you in your family?
- What do you think makes a person’s home cosy?
- Have you got a room of your own? What is it like?

Read the text. Remember what you can.

SOME DAYS ARE LIKE THAT

Barbara Andrews and her father live in Aberdeen. Barbara is only fourteen, but she looks older. Her father works for an oil company in the North Sea. Her mother died in a car accident four years ago. Barbara and her father manage fine between them, but there’s a lot of work to do.



AN AVERAGE DAY

Barbara's dad gets up at half past six. He has to be at his office at 8.30, but the roads are very busy at that time in the morning, so he has to leave at a quarter to eight. He gets himself ready first, then he wakes Barbara. While she is getting ready he is making breakfast. Then they have breakfast together. When her father has gone, Barbara puts the dirty dishes into the dish-washer. Then she tidies her bedroom and vacuums the carpets. When she gets home from school, she sets the table and gets the tea ready. Shopping is a problem. The supermarket is open till nine on Thursday evenings, so they try to go there and buy most things for the week. They keep a lot of food in the freezer.

A NOT-SO-AVERAGE DAY

Mr Andrews had a new video-recorder, but it didn't work properly. So he decided to take it back to the shop. He wanted to go there after work, but he didn't have much time before the shops closed. When work was over, he ran to the car park and drove off towards the centre of Aberdeen. It was the rush-hour, and all the traffic-lights seemed to be at red! When he reached the city centre, he couldn't find a parking space anywhere.

Suddenly a van moved out from the side of the road. He drove into the space quickly and was just getting out of the car when a voice said, "Sorry, sir. You can't park here – vans only." It was a traffic warden.

"Oh," said Mr Andrews. "I just can't find a parking space."

"Why not try the multi-storey car park?" said the warden.

Mr Andrews had to drive to the sixth floor of the car park before he found a parking space. By now it was nearly closing-time. The lift didn't work, so he had to go down the stairs.

When he finally arrived at the shop, the man was locking the door. "Sorry, sir. We're closed. I'm afraid you'll have to come back tomorrow."

Answer the questions.

1. What do you know about Barbara?
2. What do you know about her family?
3. What jobs does Barbara have to do?
4. Why does she have to do these jobs?
5. Do you think this is a lot of work?

6. Why was Mr Andrews in a hurry after work one evening?
7. Why did it take a long time to get into the centre of Aberdeen?
8. Why couldn't he leave his car in the first parking space?
9. What happened when he arrived at the shop?

Talking it over

Function focus

TELEPHONE MESSAGES

TAKING A MESSAGE

What do you say when you answer the telephone?

A: ... (telephone number)

A: I'm afraid he/she isn't at home.
Can I take a message?

A: All right. I'll tell him/her.

What do you say when you make a telephone call?

B: Hello. It's ... here. Can I speak to ... please?

B: Yes, please. Can you tell him/her that ...

B: Thank you. Goodbye.

TO TAKE

to take a message

to take a photo

to take a test

to take somebody for a ride

to take somebody's temperature

Can I take a message?

I'd like to take a photo of you.

I'm always nervous when I take a test.

He's going to take me for a ride on his motorbike.

Are you ill? I'll take your temperature.

Can you give and take telephone messages? Act these calls with a friend. The first one is done below as an example.

Mrs Martin: Newcastle 6209853.

Kim: Hello, Mrs Martin. It's Kim here. Can I speak to Anna, please?

Mrs Martin: I'm afraid she isn't at home. Can I take a message?

Kim: Yes, please. Can you tell her that I can't go to the seaside with her on Sunday?

Mrs Martin: All right. I'll tell her.

Kim: Thank you. Goodbye

1. Kim☎Mrs Martin: Anna? – can't go to the seaside with her on Sunday.
2. Kim☎Mrs White: Sharon? – have found her Maths book in my bag.
3. Anna☎Mr Robson: Kim? – will meet her outside the cinema at 5 o'clock.
4. Mr Baker☎Kim: Your father? – will phone again later.

Act the dialogue in class.

BARBARA IN CHARGE

When Barbara woke early, she usually heard her father in the bathroom or in the kitchen.

But one morning she couldn't hear anything. She got up. Eight o'clock, and her father was still in bed!

"Sorry, Barbara," he said. "I've got a high temperature. You'll have to phone the doctor and phone my firm, too. I can't go to work."

a.

Voice: Britoil. Can I help you?

Barbara: Could you put me through to the Development Department, please?

Voice: One moment, please...

Voice: Development Department.

Barbara: Can I speak to Mrs Randall, please?

Voice: Mrs Randall speaking.

Barbara: Hello, this is Barbara Andrews. I just wanted to say that my father is ill and he can't come to the office today.

Voice: All right. You'll let us know if he can't come tomorrow, won't you?

Barbara: Yes, of course.

Voice: Thank you for ringing.

Barbara: Thank you. Goodbye.

b.

Voice: Aberdeen 22078.

Barbara: Hello, Mrs Scott. It's Barbara.

Voice: Oh, hello, Barbara. Aren't you at school?

Barbara: No, my father's ill and I've got to stay at home today to look after him.

Voice: Oh, I'm sorry to hear that. It's nothing serious, is it?

Barbara: I hope not. Could you give Alison a message, please? Could you ask her to come round this evening and tell me what they did at school? We've got exams soon.

Voice: OK, Barbara. I'll tell her.

Barbara: Thank you, Mrs Scott. Goodbye.

Voice: Goodbye.

c.

Voice: Doctor Hardy's practice.

Barbara: Hello, this is Barbara Andrews speaking. My father has got a very high temperature and he can't get up. Can the doctor come and see him, please?

Voice: Yes, of course. We've got your address somewhere, haven't we? Yes. Here it is! He'll be there at about 11 o'clock, when surgery is finished.

Barbara: Thank you very much. Goodbye.

Voice: Goodbye.

d.

Voice: Aberdeen 830196

Barbara: Er – is that the school secretary?

Voice: No, I'm afraid you've got the wrong number. This is the Chinese Restaurant in Angus Road.

Barbara: Oh, sorry. Let's try again...

Answer the questions.

1. What do you know about Barbara's father's job?
2. Why does Barbara phone Mrs Scott?
3. Why can't Mr Andrews go to the doctor's surgery?
4. Do the Andrews usually go to Doctor Hardy? How do you know?

Make a list of phrases that are useful for telephone calls.

Start like this: 1. Hello. This is ... speaking. 2. ...

Then Barbara phones the school secretary.

Make up a dialogue with your partner.

You can use these words: This is – from – can't come to – father – very ill – must look after – please tell the form master.

Follow up

Practise your own telephone conversation with your partner.

- You can't go to school because everyone in your family is ill.
- Then you phone the doctor.

UNIT 8

B



Focus on reading

Study the words.

charge n. – work given to somebody as a duty

in charge – The house is *in* Barbara's **charge** until her father gets well.
The school is *in* his **charge** until the headmaster comes.

promise n. – If you make a **promise** you must keep it.

to miss v. – to be late for: He arrived late and **missed** the train.

– to be absent from: She was ill last week and **missed** many lessons.

– to be sad because somebody is not with you: She **misses** her mother badly.

to remember v. – not to forget, to keep in one's mind: I shall always **remember** that terrible day.

I can't **remember** where she lives.

memory n. – I remember things easily, My **memory** is very good.

LIGHT AND DARK

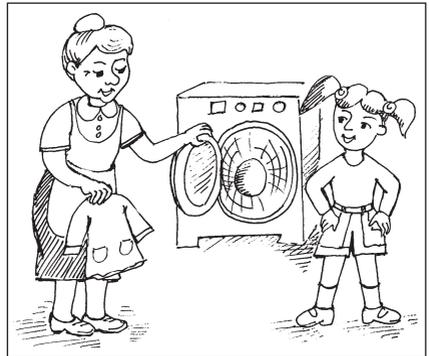
When Barbara came home from school one day, her father was already at home.

"Hello, Barbara," he said. "Bad news, I'm afraid. The company is sending me to Bahrain for four weeks."

"Oh, Dad, what shall I do? Can I stay with Alison?"

"No, we're not having that! You've got to work for your exams, haven't you? Grandma Bates is staying here while I'm away."

A week later, Barbara's father left and Grandma Bates came to stay. She was Barbara's mother's mother and she lived in Glasgow. She was all right really. The problem was, she said things like, "You can't go out in those trousers, dear. Go



and put on a nice skirt,” and “You’ll be back by eight o’clock, dear, won’t you?” when all the others were allowed to stay at the school disco until nine.

Once she said, “Look at the kitchen floor! What would your poor mother say?” This made Barbara very angry because she and her father tried hard to keep the house clean and tidy. And of course she remembered then how much she missed her mother. So she shut herself in her room and cried. She didn’t understand that Grandma missed Barbara’s mother, too.

The exams came. Barbara was worried. She was sure that she had done badly. There were problems at home, too. Everything she did was wrong. One day she set the washing-machine at the wrong temperature and boiled all Grandma’s nylon blouses. Grandma was very angry. Barbara felt lonely and unhappy.

The only person who Barbara could talk to was Alison Scott. She was Barbara’s best friend. Her father was an electrician at the theatre. That week there was a show at the theatre with a group of dancers from London – “The First Generation”.

“I’d love to see the show,” Barbara said when she was at Alison’s house after school. “But the tickets are so expensive.”

“You two can come in with me and watch the show from backstage,” Mr Scott said.

“Tomorrow is the last show before the group goes back to London,” Barbara whispered to Alison. “I’m sure I won’t be allowed to go.” Alison whispered back, “Tell your grandma you’re spending the night with us. My mum won’t mind. And your grandma won’t know that we’re at the theatre, will she?”

The plan worked. Barbara was allowed to spend Saturday night at Alison’s house.

Saturday evening was great – the music, the lights. A dancer’s life must be wonderful, Barbara thought. But soon the show was over. Barbara thought of her home again. No dad. No mum. So much work in the house. And those awful exam results next week. It was all too much ... She turned to Alison, “You know Grandma is alone at home. Perhaps I should go back. Say thanks to your mum for me.” Before Alison could say anything Barbara ran out of the theatre.

The car park was dark, but Barbara could see the big van that belonged to the group of dancers. The back was open. Quickly she ran to the van,

jumped in and hid behind some large boxes. “Good,” Barbara thought, “London, here we come.”



But nothing happened. At first Barbara could hear voices, but soon it was quiet again. It was pitch-black in the van. Hours passed. Nobody came. And Barbara started to think, “Where will I stay in London? I haven’t got enough money for a room. And I lied to Grandma. I’ve never done that before. Will she know by now that I’m

not at Alison’s house? She’ll be worried and that’s bad for her heart. Perhaps she’ll phone Dad, and he’ll have to come back from Bahrain because of me. Oh dear! What have I done?

“I’m so stupid.” A few seconds later she was out of the van. It was half past four in the morning. She began to walk, and an hour later she was in front of her house. She took out her key and opened the door...

Exercises

1. Complete the sentences.

1. Grandma Bates came to stay because...
2. Barbara was often angry with Grandma because...
3. Barbara shut herself in her room and cried because...
4. She was worried after her exams because...
5. Barbara and Alison were able to watch the show from backstage because...
6. Barbara wanted to spend the night at Alison’s because...
7. After the show Barbara didn’t go home with Alison because...
8. She was able to get in the van because...
9. She decided to go back home because...

2. BARBARA AND GRANDMA

How many sentences can you make about Barbara and Grandma?

Use words from the box.

Example

Grandma was angry because Barbara had boiled her nylon blouses.

Barbara thought she was clever when she made the plan to go to the theatre.

angry, happy, stupid,
clever, lonely, unhappy,
excited, pleased, worried

3. DISCUSSION

What happened when Barbara got home?

Here are three possible endings:

1. When Barbara went into the house, Grandma heard her.
2. Barbara opened the door quietly. Grandma was asleep, so she didn't hear anything.
3. Grandma Bates was waiting for Barbara.

What do you think happened?

What did they say to each other?

4. Answer the questions.

1. Is Barbara old enough to stay at home on her own when her father is away?
2. Would you like to stay at home on your own for a few days? Why? Why not?
3. Have you ever stayed on your own? Did you like it? What happened?
4. Why didn't Barbara tell Grandma the truth? What do you think of Barbara?

Dialogue

IT'S OUT OF THE QUESTION

Kim: Dad, can I go to the seaside with Anna Martin on Sunday?

Mr Robson: Anna Martin? Do I know her?

Kim: Of course. She's tall, with very short hair, and she lives in Birdwood Road.

Mr Robson: Oh, yes. I collected you from a party there. And how are you going to get to the seaside?

Kim: Well, Anna's got an elder brother. He's seventeen, so with him and his friend – they can take us on their motorbikes.

Mr Robson: Motorbikes? No, Kim. It's out of the question.

Kim: Oh, Dad, but why? Anna's brother often brings her to school on his motorbike. I've seen him. He's only got a small one, so he doesn't go very fast. And he rides carefully.

Mr Robson: The answer is no, Kim. Motorbikes are dangerous – even for careful people.

Kim: But it's all right with Anna's mum.

Mr Robson: You're my daughter, not hers. Hey, don't look at me so angrily! Why don't we do something nice together on Sunday? I know – we'll go to the Spanish City funfair in Whitley Bay. It'll be fun, I promise.

Kim: Well, all right. It is nice there, too.

Exercises

1. Correct the wrong sentences.

1. Kim wants to go to the seaside with Anna on Saturday.
2. Anna's brother and his friend can take the girls on their motorbikes.
3. Kim's father doesn't like the idea.
4. Anna's brother goes very fast.
5. Anna is allowed to go on her brother's motorbike.
6. Kim's father thinks that motorbikes are safe for careful people.
7. Kim doesn't like the funfair in Whitley Bay.

KIM'S DIARY

Kim Robson lives in Newcastle with her father, a train driver on the Metro (the Underground in Newcastle). Kim's parents are divorced.

Like most people, Kim has good days and bad days. Here's her diary:

MONDAY: Not a good morning. First I broke a glass when I was putting the dirty dishes in the dish-washer. Then at school Mr Baker was angry because I had forgotten to do my English homework. Don't teachers ever forget things?

TUESDAY: I found £2 under my bed when I was vacuuming the carpets. (I should tidy my room more often!) – There's a party at Anna's on Friday.

WEDNESDAY: Dad had to work late, so I cooked the evening meal. It was fun. I made spaghetti. Dad loved it.

THURSDAY: I went to Sharon's house after school. We tried to learn History together for the test. History is BORING. I HATE History! When I got home I was still thinking about the test – and I set the wrong programme on the washing-machine. Now all Dad's socks are too small.

FRIDAY: Surprise, surprise! The test wasn't too bad. I was able to answer some of the questions. Anna's party was brilliant – until Dad collected me at 9 o'clock. 9 o'clock! I'm 14 now! Nobody else has to leave parties so early.

Exercises

1. WHAT KIM SAID.

What did Kim say to these people?

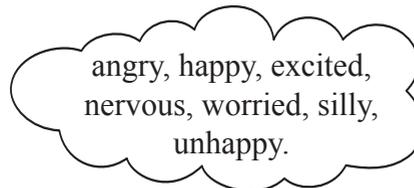
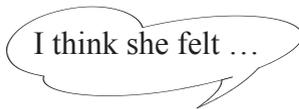
a. Find the right answers.

1. **Mr Robson:** How did you break that glass? – **Kim:** I was putting it in the dish-washer.
2. **Mr Baker:** Where's your homework, Kim? – Oh yes, I love parties!
3. **Mr Robson:** I'll vacuum the carpets now. – Ok. We can learn History together.
4. **Anna:** Would you like to come to my party? – I've already done it, Dad.
5. **Mr Robson:** I'm afraid I have to work late this evening. – Oh dear, I've forgotten to do it.
6. **Sharon:** Why don't you come to my house after school? – That's all right. I'll cook the meal.

b. Answer the questions.

1. **Mr Robson:** What has happened to my socks? – **Kim:** I set ...
2. **Anna:** What did you think of the History test this morning? – **Kim:** Well, ...
3. **Mr Robson:** Come on, Kim, time to leave the party. – **Kim:** Oh, Dad, ...

2. HOW KIM FELT



Find a suitable word and say what you think.

How did Kim feel...

1. – when she broke the glass?
2. – when her English teacher was angry with her?
3. – when she found £2 under her bed?
4. – when Anna told her about the party?
5. – when her father enjoyed the spaghetti?
6. – when she thought about the History test the next day?
7. – when she took the socks out of the washing-machine?
8. – when her father collected her so early?

3. When do you feel happy or unhappy?

“I feel happy when I ...”
“I feel unhappy when I ...”

do badly in a test am ill
get a nice present go to a party

4. 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...*

another word for company
opposite of “dark”
music, singing and dancing at a
theatre, on radio or TV
to end
a machine which washes
the dishes
a machine which cleans carpets
to get to, to arrive at
not clean
very, very black or dark
another word for ‘almost’
the opposite of ‘interesting’
time in the morning and evening with lots of cars on the
roads
to clean the floor with a machine
time when all the shops close
a person who looks after a place and tells people
where they must not park

traffic warden
nearly
dirty
pitch dark
to reach
to vacuum
boring
closing time
rush-hour
vacuum-cleaner
dish-washer
to be over
show
light
firm

5. MY DIARY IS MY MEMORY

Put in the missing words.

Some people have good memories and can easily learn quite long poems by heart. But they often forget them almost as quickly as they learn them. In school it is not easy to learn a second language, because the pupils have so little time for it and they are ... other subjects as well.

manage busy with
memory (4x)
lie to promise
busy to hide
message towards
on my own
to miss to get ready
multi-storeyed
in change of
to remember

Charles Dickens, the famous English author, said that when he walked ... any building he could tell the name of every shop or ... – ... building he had passed.

A good ... is really a great help. I'll tell you a ... if I say that I have a good ... too and ... things easily. Just on the contrary I have a very poor ... and never ... anyone to give any kind of Well, I also never ... my money and letters in places where I shall not find them later. So when I am ... of the house I ... the list of what I must do and start working. Of course on such days I ... my mother badly as I don't like to do things And can you imagine how tired I get when I have a ... day?

Well, I ... fine! No problem! My diary is my ...!

HOUSE AND HOME

6. Collecting words

Look at the pictures below and collect as many words as you can for each of the following four groups.

a. What kinds of houses do people live in?

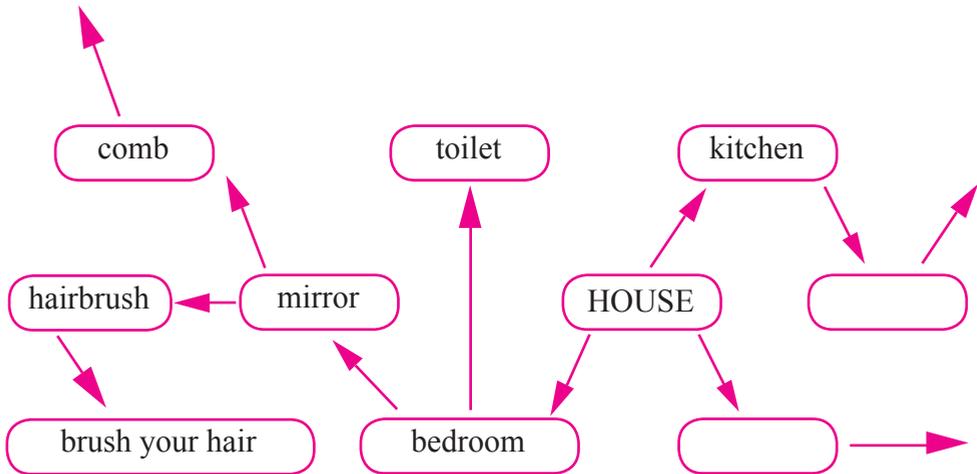
A terraced house, a flat, a tent ...



- b. The main parts of a house: walls, roof, chimney, stairs, balcony, ...
- c. Rooms: bedroom, kitchen, cellar, ...
- d. Furniture and other things you can find in a house: bookshelves, armchairs, carpets, curtains, cooker, fridge, washing-machine, ...

7. Arranging words

Arrange the words you have collected in a way that helps you to remember them. You may also choose a “key word” and add more words and phrases as you can see from this suggestion.



8. WORDS IN USE

- a. *GAME* Play in two groups. One group thinks of the name of a room or a piece of furniture. The other group says things like “watch TV”, “wash the dishes”, “repair a bike” to match the word given.

Example

Group A
kitchen
cupboard

Group B
wash the dishes
keep cups and saucers

- b. When people hear the word “home” they think of words like “safe”, “warm”, “parents”, etc. What words do you think of? Write them down.
- c. Describe your own house or flat or your own room. You may also describe your dream house.

MY DREAM ROOM

My dream room has a TV and a player in it. There is a cupboard which is always full of lemonade and crisps. My room is only for me and my friends. Nobody else may come in. I never have to tidy my room!



What’s your dream room like? Write about it or draw a picture of it.

UNIT 8



Focus on grammar

Revision: The past perfect tense

Barbara and her father walked round the harbour. Barbara had never seen so many boats before. After they had looked at some of them, they walked along the beach for some time. Then they drove to the heliport. At home Barbara had read in a magazine that it was a very big helicopter airport. But she hadn't imagined that it was so big.

The past perfect tense is formed: had + past participle

Positive sentence: I/You/He/She/We/They had seen, 'd seen

Negative sentence: I/You/He/She/We/They had not seen, hadn't seen.

Interrogative sentence: *Had you seen...?*

Alan **had learned** a lot about England when he **came** back to France in September.

past perfect
(before last September)

past tense
(last September)

present tense
(now)

present tense
(now)

Exercises

1. GAME

Play in two groups. Group A asks questions and the pupils of group B answer them.

Example:

A: What did you do last night?

A: What did you see last night?

B: I did something I'd never done before.

B: I saw something I'd never seen before.

Here are some more words you can use: read, write, drink, eat, hear, say, sing, catch, take.

2. WHY...?

Divide into two groups and ask each other questions. The answers must be in the past perfect.

EXAMPLE: Why were all the children so wet?
I think they had fallen into the lake.

| | |
|-----------|---|
| | didn't Clare read the book? |
| | was Andrew able to buy a new record? |
| Why ... | was Aram so thirsty? |
| | did all the children laugh at the English lesson? |
| Perhaps | teacher/tell them a joke |
| I think | fall into the lake |
| I suppose | not drink anything all day |
| | read it before |
| | save his pocket money |

3. IN LONDON

Make one sentence out of two. Use the past perfect in one part of the sentence.

- Joan looked at the map carefully. Then she went on her tour of London.
Joan went ... after she had looked
- The children climbed to the top of St. Paul's. Later they bought big ice-creams.
The children ... after they
- The Tower was once a prison. Later it became a popular tourist attraction.
... after it
- The tourists came back from a boat trip. Then they took a taxi back to their hotel.
After the group of tourists ..., they
- David worked in a factory for three years. Then he bought his taxi.
After David ..., he
- David did not have a job for a long time. Finally he decided to move to London.
David ... for a long time when he

4. Use the following words to write some texts for a diary. Practise the past perfect and the simple past.

- I – come home at 5 o'clock – yesterday afternoon/my tea – on the table/
father – make it/also make – some sandwiches/ I – really enjoy them
because – not eat anything all day.

Begin like this: I came home at 5 o'clock yesterday afternoon. My tea was on the table. My father had made it. He...

2. ill – Thursday and Friday/high temperature – on Friday/on Saturday – feel better again/so – go – school again on Monday/ of course – ask my friends many questions – because – not see them for a week.
3. my dog – do something silly last month/ I – angry with him – because – sleep in my bed/so – run away/I – unhappy – because – never do this before/after two days – come home again.

5. BARBARA'S SATURDAY

Barbara wanted to have a really nice Saturday. But everything went wrong.

Use the words: drink, wash, take for a walk, sell, go, give, eat **in the proper tense.**

1. She wanted to wear her favourite jeans. But her grandmother ... them.
2. She wanted to have orange juice for breakfast. But somebody ...
3. After breakfast she tried to buy a "Susie" magazine. But the newsagent ...
4. In the afternoon she decided to visit Kate. But Kate ...
5. "Perhaps I can play with Bonzo," she thought, but David ...
6. So Barbara went home. She wanted some biscuits. But somebody ...
7. She was very angry and started to read a book which her aunt ... her two years before. It was a great book!

Word-building

Words that end in -er

The words in this exercise end in -er. Some of them are new, but you'll understand them. You already know words of the same word family.

a. Say what people do in these jobs.

EXAMPLE: train driver – A train driver drives trains.

1. English teacher – an English teacher teaches...
2. window cleaner
3. bookseller
4. football player
5. sign painter
6. van driver

- b. The words on the right are names of things.
Put them in the correct sentences.**

| | |
|--|----------------|
| 1. You needn't wash the dishes. Just put them in the | tin-opener |
| 2. I want to open this tin of peas. Where's the | vacuum-cleaner |
| 3. I'm going to cook the first meal on our new | hair-dryer |
| 4. It's much easier to clean the carpets if you've got a | dish-washer |
| 5. May I play a CD player? How does your ... work? | CD player |
| 6. Why don't you dry your hair with the ...? It's much faster. | cooker |

TROUBLE SPOT!

Remember

- 1. the apostrophe can show the owner of something:
Barbara's ball, headmaster's office.**
- 2. it can stand for is: She's nice. It's raining.**
- 3. it can stand for has: She's done it.
Be careful with it's and its.
It's a cat. The cat drank its milk.**

- a. Write these sentences in your exercise book with the apostrophe in the right place.**

1. Whats this? – It's a ruler.
2. Whos that woman over there? – Oh, shes Sandras grandmother.
3. Its too dark to see if thats the Walkers car.
4. Whys the dog barking? – It wants its food.
5. Whose is this bag? – I think its Andrews.
6. Is this your sisters car? – No, hers is much bigger and its blue.

- b. IS or HAS?**

She's hungry. It's cold. She's gone to London.

She's got blue eyes. He's wearing a dark suit.

She's 15. What's he done? It's late.

What colour's his new car?

UNIT 9



Focus on speaking

Words and word combinations you may need in this unit

accident *n.* to crash *v.* crash *n.* to hurt *v.* to injure *v.*
injury *n.* to damage *v.* cause *n.* to cause *v.* care *n.*
careful *a.* careless *a.* to obey *v.* traffic *n.* to hit *v.*
hit *n.* emergency *n.* service *n.* operator *n.* to call *v.*
call *n.* to dial *v.* ambulance *n.*
to put somebody through *v.* to happen (to) *v.*

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

| | | |
|-------|--|--|
| crash | | |
| | | |
| | | |

Thinking it over

- Have you ever come across an accident?
- Are you fond of adventurous activities or do you prefer to go out as little as possible?
- What do you think of keeping a guard dog to protect you and your house?
- Do you keep all your things in a safe place?
- What do you do if a black cat crosses your path?

ON AND OFF THE ROAD

What are the people in the cartoons on page 130 saying?

MODEL The man in the cartoon is saying, “Hey, listen – big news for our newspaper. There has been an accident with five cars and a lorry!”

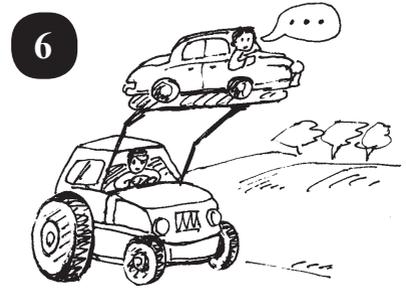
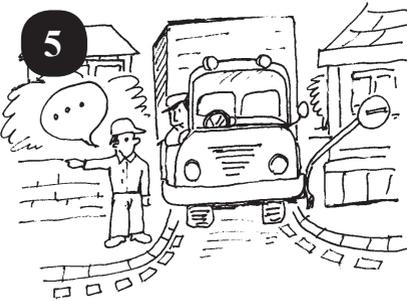
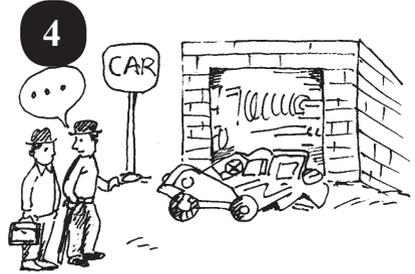
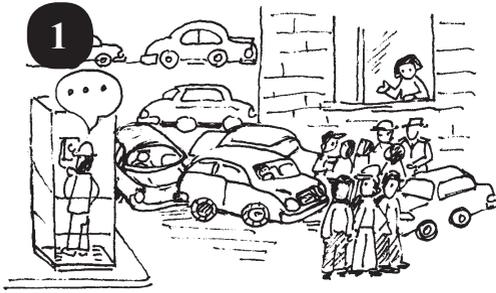
“I knew we had parked in the wrong place.”

“Crash into the next lamp on the left, don’t stop at the traffic lights, then just follow the road to London.”

“Jim, have you seen a car with a blue light?”

“Sorry, sir.”

“We’ll help you when you’ve helped us.”



Read the text. Remember what you can.

ROAD SAFETY

Every year several thousand people are killed on the roads in Great Britain. Every year between one and two hundred thousand people are injured. These people are killed or injured in road accidents.

If you are in England and you listen to the news from the BBC, you will often hear news about road accidents.

Accidents are often caused by carelessness. There are rules that help to make the roads safe, but people do not always obey the rules. They are careless. If everybody obeys the rules, the roads will be much safer.

In Great Britain traffic keeps to the left. Motor-cars, motor-vans, buses and cyclists must all keep to the left side of the road. In most other countries traffic keeps to the right.

Before crossing the road, stop and look both ways. Look right, look left, look right again. Then, if you are sure that the road is clear, that there is nothing coming, it is safe to cross the road. If you see small children, or very old people, waiting to cross the road, it is a kind act to help them to cross the road in safety.

We must teach young children to cross the road safely. We must always set a good example. Small children must not play in the streets.

Answer the questions.

1. How do accidents happen?
2. Can we make the roads safer?
3. Does the traffic in Great Britain keep to the right or to the left?
4. What must you do before crossing the road?
5. When is it safe to cross the road?

Correct the wrong sentences.

1. Accidents are often caused by carefulness.
2. There aren't any rules that help to make the roads safe.
3. If everybody obeys the rules, the roads will be much safer.
4. It is a kind act to help small children or very old people to cross the road.
5. You needn't teach young children to cross the road safely.

Put the two parts of the sentences together.

| | |
|--------------------------------|---|
| Every year thousands of people | stop and look both ways. |
| People are killed or injured | in the streets. |
| There are rules that | are killed on the roads in Great Britain. |
| In most other countries | help to make the roads safe. |
| Before crossing the road, | in road accidents. |
| Small children must not play | traffic keeps to the right. |

Act the dialogue in class.

AN ACCIDENT

Julia: Nine... nine... nine. Oh, come on. Hurry up!

Operator: Emergency services. Which service do you need – fire, police or ambulance?

Julia: Ambulance service, please. As quickly as possible.

Operator: One moment, please. I'll put you through.

Voice: Ambulance service. Where are you and what has happened?

- Julia:** I'm speaking from the telephone box near the entrance to Fulford School. There's been an accident on the main road here.
- Voice:** Is anybody injured?
- Julia:** Yes – my friend Kevin Pearson. He was riding on the cycle path. A car hit him when it was turning left into a side road.
- Voice:** All right. We'll send an ambulance at once. What's your name, please?
- Julia:** Julia Mitchum.
- Voice:** Thank you, Julia. Goodbye.

Can you go on?

- | | |
|--|-------------------|
| 1. Julia is in a... | hit him |
| 2. She is making an... | emergency call |
| 3. The operator puts her through to the... | ambulance service |
| 4. Julia tells the person what... | injured |
| 5. Her friend Kevin is... | at once |
| 6. He was riding... | telephone box |
| 7. A car... | has happened |
| 8. An ambulance will come... | his bike |

Talking it over

Function focus

HELPING AN INJURED PERSON

- | | |
|----------------------------|--|
| Are you all right? | I'm not sure. There's something wrong with my arm/leg/hand/foot/ ... |
| Can you move it? | Yes, but it hurts a bit./No, it hurts too much. |
| Shall I call an ambulance? | No, thanks. I think I'll be all right./Yes, please do. |

EMERGENCY

There is an emergency. You have to make a telephone call. Act the telephone conversation.

A:

Fire
Police service, please.
Ambulance

B:

What has happened?

There has been an accident.
There has been a robbery.
There's a fire.
I'm speaking from a telephone
box in (your name)

Where are you speaking from?

Please wait there. We'll come at once.
What's your name, please?
Thank you... Goodbye.

WARNING AND CAUTION

Mind your head.

Look out!
Watch your step.
Mind you do it!
Think twice before you...

You'll be sorry.
Mark my words!
Don't you dare!
Be careful!

Thank you for telling me.
Don't worry.

Act the dialogues in class.

- a. "Mind you turn left at the crossroads."
"Don't worry."
"Be careful, a lorry is coming our way."
"Thank you for telling me."
- b. "Think twice before you take any steps."
"I will."

Give a warning in the following situations.

EXAMPLE: "Mind your dress! The bench is dusty."

- a. Your friend is going to cross the street when the lights are red.
- b. There is a dog in the yard.
- c. Your friend is driving too fast in a busy street.
- d. In Great Britain traffic keeps to the left.
- e. Karen is going to take money without telling her mother about it.
- f. The lights went out when we entered the building.

WATCH OUT!

- a. **More accidents happen at home than anywhere else. Write one or two sentences about each of these things. Say why they might be dangerous as well as useful.**

knife, iron, refrigerator, stove, electric drill, ladder

MODEL You can cook nice meals on the stove. But if you touch it when it's hot, you'll burn yourself. You must remember to switch it off when you go out.

UNIT 9

B



Focus on reading

Study the words.

to lend v. – give somebody something:

Can't you find your book?

Here – I'll **lend** you mine.

to borrow v. – take something from somebody:

I haven't got a ruler.

May I **borrow** yours?

I'm afraid – I'm sorry but ...: **I'm afraid** I have to ask you a few questions about your accident.

to be/get well – I hope you'll **be well** again soon.

to watch out – to be careful, to be ready for something dangerous:

Watch out! The iron is too hot.

Pre-reading task



Explaining what has happened.

1. Which picture shows Kevin's accident?
2. How did the other accidents happen?
3. Whose fault was each accident?
What do you think?

IN HOSPITAL

Kevin had to stay in hospital for three weeks because he had broken his leg in the accident. While he was in hospital a policeman visited him.



Policeman: Hello, Kevin. Are you feeling all right?
Kevin: Yes, thank you. I'm feeling much better.
Policeman: I'm afraid I have to ask you a few questions about your accident. Can you tell me how it happened?
Kevin: Well, there isn't much to tell. After school had finished I started to cycle home. The car hit me when I had gone only a very short way.
Policeman: Were you on the cycle path?
Kevin: Yes. But the accident happened when I was cycling across the end of Albert Road. The car wanted to turn into Albert Road, but the driver didn't see me.
Policeman: Did you know the car was there?
Kevin: No, I didn't.
Policeman: And you didn't hear it.
Kevin: Well – no. I was listening to a cassette which a friend had lent me. I had headphones on.
Policeman: Hm. That isn't a good idea when you're on a bicycle. Anyway, do you remember what happened after the accident?
Kevin: You mean after the car had hit me? Well, the driver jumped out and tried to help me. Julia was there too. She phoned for an ambulance. And the ambulance brought me here.
Policeman: I see. Well, thank you very much, Kevin. And get well soon!

Exercises

1. KEVIN'S ACCIDENT

Put parts of the sentences together.

| | |
|----------------------------------|---|
| Kevin started to cycle home | after Julia had made an emergency call. |
| A car hit him | after school had finished. |
| He was listening to a cassette | because he had broken his leg. |
| The driver jumped out of the car | when he had gone only a short way. |
| An ambulance arrived | just after he had hit Kevin. |
| Kevin had to stay in hospital | which a friend had lent him. |

2. NEWSPAPER STORIES

Which sentences belong to the same story?

1. Two men stole £10,000 from the post office.
 2. The fire-brigade had to rescue a cat.
 3. A girl pulled her brother out of the river.
 4. An ambulance was in an accident.
 5. A teacher at Fulford School called the police.
 6. A fire badly damaged the Royal Hotel.
 7. A car hit a bicycle near Fulford School.
- a. It had been on its way to an emergency.
 - b. Somebody had stolen a school computer.
 - c. It had started in the hotel kitchen.
 - d. They had planned the robbery carefully.
 - e. The driver had not noticed the cycle path.
 - f. He had fallen out of a boat.
 - g. It had climbed up a tree and couldn't get down.

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...*

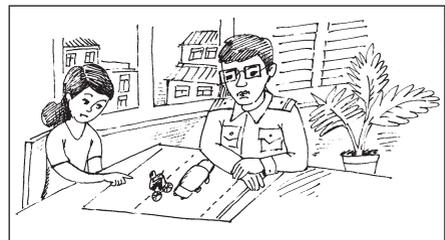
the way in, a door or gate
the most important
lights that tell the driver when he must stop
quick
the movement of people and cars along
roads or streets traffic lights

traffic
entrance
main
fast

2. AT THE POLICE STATION

Put in the missing words in the correct form.

Kevin was still in hospital with a broken leg. Julia had to go to the police station. A policewoman wanted to talk to her.



Policewoman: Hello, Julia. I'd like to ask you a few questions about the ... which happened to your friend Kevin. You were the only person who saw the accident, I believe.

- Julia:** Yes, I was.
- Policewoman:** I've got a plan of the accident here. Look – there's Kevin on his bike. And there's the car which ... him. Is that how it was?
- Julia:** Yes. Kevin was cycling across the end of Albert Road. And the car wanted to ... into Albert Road.
- Policewoman:** How ... was the car going?
- Julia:** Not fast at all. But the ... didn't see Kevin, so he didn't wait for him.
- Policewoman:** Didn't Kevin hear the car?
- Julia:** No. He was listening to the ... which I had given him. He had his ... on.
- Policewoman:** Hm. That wasn't a good idea. What happened next?
- Julia:** Well, there was a Then I saw Kevin in the middle of the The driver of the car ... out and ... to help him. I ran straight to the ... in front of our school. And I made an ... call.
- Policewoman:** Well done, Julia. Not everyone who sees an accident is so quick.

crash driver
hit try
accident
headphones turn
road cassette
telephone box
fast emergency
jump

DO YOU KNOW...

- The rush-hour in Britain is between seven and nine in the morning and between half past four and half past six in the evening.
- In Great Britain traffic keeps to the left.
- The underground in London, opened in 1870, was the first Tube Railway in the world.
- English buses are double-decked and have seats on top as well as inside.

UNIT 9



Focus on grammar

Revision: Past perfect

What had happened before?

Kate was able to prove who the robbers were.

– She had taken a photo of them.

William put on his coat, because the weather had become much worse.

The boy followed Ronny out of the bar.

– He had found Ronny's purse.

Exercises

1. A PRESENT FOR KEVIN

Put the verbs in the past perfect.

1. The Saturday after Kevin ... his accident, Julia went to Kate's house. 2. She had to wait until Kate ... her homework. 3. Then the two girls went to a new bookshop which ... a few days earlier. 4. After they ... a long time in the shop, they bought a book of jokes. 5. They knew the jokes were good because they ... most of them in the shop. 6. Then Julia and Kate went to the hospital where the ambulance men ... Kevin after his accident. 7. When they arrived, the visiting hours ..., so they didn't have to wait. 8. They gave Kevin the book of jokes. Then they helped him to eat a box of chocolates which somebody else ... him. 9. When they ... almost all the chocolates, it was time to go. 10. After they ... to visit him again soon, they said goodbye. 11. As soon as Kate and Julia ... Kevin started to read some jokes. 12. That evening he felt better because he ... so much.

spend eat
leave
finish open
read
bring have
promise laugh
start take

2. IN THE HOSPITAL

Past continuous

Kate visited Kevin in hospital one afternoon.

What was everyone doing when she arrived?

1. When she arrived, a boy was making a telephone call.
a boy make, some girls watch, some boys read, a girl listen to, Kevin and Danny eat
2. Some girls were ... Can you go on?

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 |
| speel | 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 [ˈæbi] n աբբայություն, վանք
ability [əˈbɪlɪti] n ընդունակություն, կարողություն
able [ˈeɪbl] 1. a ընդունակ, կարող 2. v to be able to ի վիճակի լինել, կարողանալ
aboard [əˈboʊd] adv նավի վրա. to go aboard a ship նավ նստել
about [əˈbaʊt] 1. adv. մոտավորապես, մոտ 2. prep մասին
above [əˈbʌv] adv վերևում, վրա
abroad [əˈbrɔːd] adv արտասահման(ում)
accent [ˈæksənt] n առոգանություն, արտասանություն
accept [əkˈsept] v ընդունել, համաձայնել
accident [ˈæksɪdənt] n դժբախտ պատահար, վթար
accuse [əkjuːz] v մեղադրել
ache [eɪk] n ցավ
ache² [eɪk] v ցավել
act [ækt] v 1. վարվել, գործել, իրեն պահել 2. խաղալ, դեր տանել
active [ˈæktɪv] a ակտիվ, գործունյա, եռանդուն
activity [ækˈtɪvɪti] n գործունեություն
add [æd] v գումարել, ավելացնել
address¹ [ədˈres] n հասցե
address² [ədˈres] v 1. հասցեագրել 2. դիմել
adjective [ˈædʒɪktɪv] n ածական
admiration [ədˈmɪəriʃn] n հիացմունք
admire [ədˈmaɪə] v հիանալ
advertisement [ədˈvɜːtɪsmənt] n հայտարարություն, գովազդ
affectionate [əˈfekʃnət] a սիրող, քնքուշ
afraid [əˈfreɪd] a predic. վախեցած, to be afraid of վախենալ
after [ˈɑːftə] 1. adv ետևից, ետևում; ավելի ուշ, հետո 2. prep հետո, անց
afternoon [ˌɑːftəˈnuːn] n հետկեսօր, միջօրե
afterwards [ˈɑːftəwədʒ] adv հետո, հետագայում

again [əˈgeɪn] adv նորից, դարձյալ, կրկին
against [əˈgeɪnst] prep հակառակ, դեմ, ընդդեմ
ago [əˈɡəʊ] adv առաջ. long ago վաղուց
agree [əˈɡriː] v համաձայնվել (որևէ բանի agree to, մեկի հետ agree with) պայմանավորվել agree on, upon
ahead [əˈhed] adv առջևում, առաջ
air [eə] n օդ, մթնոլորտ,
airport [ˈeəpɔːt] n օդակայան, օդանավակայան
alive [əˈlaɪv] a predic կենդանի, ողջ keep alive կենդանի պահել
all [ɔːl] pron, adv բոլորը, ամենքը, ամբողջ
allow [əˈlaʊ] v թույլ տալ, իրավունք տալ
alone [əˈləʊn] a predic մենակ, միայնակ
along [əˈlɔŋ] adv երկարությամբ, ծայրից ծայր
alphabet [ˈælfəbet] n այբուբեն
already [ɔːlˈredɪ] adv արդեն
also [ˈɔːlsəʊ] adv նույնպես, նաև
always [ˈɔːlweɪz] adv միշտ
ambulance [ˈæmbjuləns] n շտապ օգնության մեքենա
among [əˈmɒŋ] prep մեջ, միջև
anger [ˈæŋɡə] n զայրույթ
angrily [ˈæŋɡrɪli] adv զայրույթով
angry [ˈæŋɡrɪ] a զայրացած, բարկացած
animal [ˈænɪməl] n կենդանի, անասուն
another [əˈnʌðə] a, pron ուրիշ, մի ուրիշ, մի այլ one another միմյանց
answer¹ [ˈɑːnsə] n պատասխան
answer² [ˈɑːnsə] v պատասխանել
anybody [ˈeniwɒdi] 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 [əˈpiə] v երևալ, հայտնվել
architecture [ˈɑːkɪtektʃə] n ճարտարապետություն, կառուցվածք

area [ˈɛəriə] n տարածություն,
տարածաշրջան
arm [a:m] n բազուկ, թև
arm-chair [ˈa:mˈtʃɛə] n բազկաթոռ
army [ˈɑ:mi] n բանակ
around [əˈraʊnd] adv 1. շուրջը, ամենուրեք,
2. մոտերքում
arrange [əˈreɪndʒ] v կարգավորել,
դասավորել, կազմակերպել
arrival [əˈraɪvəl] n ժամանում, գալուստ
arrive [əˈraɪv] v գալ, ժամանել, տեղ հասնել
art [ɑ:t] n արվեստ
artist [ɑ:tɪst] n նկարիչ
ask [ɑ:sk] v 1. հարցնել, 2. խնդրել
asleep [əˈsli:p] a predic քնած, քնի մեջ to be
asleep քնած լինել
assembly [əˈsembli] n ժողով, հավաքույթ
attention [əˈtenʃn] n ուշադրություն
attentively [əˈtentɪvli] adv ուշադիր
attraction [əˈtrækʃn] n ձգողություն,
գրավչություն
aunt [ɑ:nt] n հորաքույր, մորաքույր
autumn [ˈɔ:təm] n աշուն
auxiliary [ɔ:gˈzɪljəri] a օժանդակ
average [ˈævərɪdʒ] a միջակ, սովորական
away [əˈweɪ] adv 1. հեռու 2. բացակա, այլ
տեղում
awful [ˈɔ:ful] a սարսափելի, սուկալի

Bb Bb

baby [ˈbeɪbi] n մանկիկ, երեխա
back¹ [bæk] adv հետ, ետ իր տեղը
back² [bæk] a հետևի
back³ [bæk] n մեջք, թիկունք
backstage [bæksteɪdʒ] n հետմասն,
կուլիսներ
bacon [ˈbeɪkən] n խոզի ապխտած միս
bad [bæd] a (worse, worst) վատ
badly [bædli] adv (worse, worst) վատ,
ուժգին, խիստ

bag [bæg] n պարկ, պայուսակ
ball [bɔ:l] n 1. գնդակ 2. կծիկ
ballet [bæleɪ] n բալետ
band [ˈbænd] n խումբ, նվաբախումբ
bank [bænk] n գետափ
bar [ˈbɑ:r] n բար, խորտկարան
bard [bɑ:d] n բարդ. երգիչ
bark [bɑ:k] v հաչել
base [beɪs] n հիմք, պատվանդան, ստորոտ
bathroom [ˈbɑ:θru:m] n լողասենյակ,
լոգարան
battle [ˈbætl] n մարտ, ճակատամարտ
beach [bi:tʃ] n լողափ
bear [beə] v (bore, borne) տանել, դիմանալ,
համակերպվել
beard [biəd] n մորուք
beat [bi:t] v (beat, beaten) 1. խփել, ծեծել 2.
հաղթել, պարտության մատնել
beautiful [ˈbju:tɪfʊl] a գեղեցիկ
because [biˈkɔ:z] որովհետև
become [biˈkʌm] v (became, become) 1.
դառնալ, 2. սազել
bed [bed] n մահճակալ, անկողին
bedroom [ˈbedrum] n ննջասենյակ,
ննջարան
before [brɪˈfɔ:] 1. adv առաջ, անցյալում 2.
prep նախքան, մինչև
begin [brɪˈɡɪn] v (began, begun) սկսվել, սկսել
beginning [brɪˈɡɪnɪŋ] n սկիզբ
behind [brɪˈhaɪnd] adv ետևում, ետևից
believe [brɪˈli:v] v հավատալ
bell [bel] n զանգ(ակ)
belong [brɪˈlɔŋ] v պատկանել
belongings [brɪˈlɔŋɪŋz] n ունեցած-
չունեցածը
between [brɪˈtwi:n] prep միջև
bicycle [ˈbaɪsɪkl] n հեծանիվ
big [bɪg] a մեծ, խոշոր
bike [baɪk] a հեծանիվ, մոտոցիկլ
binoculars [ˈbɪnɔːkjʊləz] n հեռադիտակ
bird [bɜ:d] n թռչուն
birthday [ˈbɜ:θdeɪ] n ծննդյան օր
biscuit [ˈbɪskɪt] n չոր թխվածք
bit [bɪt] adv մի քիչ, փոքր-ինչ. a bit մի քիչ

*bite*¹ [baɪt] n պատաս
*bite*² [baɪt] v (bit, bitten) կծել
black [blæk] a սև, մութ, խավար
blouse [blaʊz] n կանացի բլուզ
blow [blaʊ] v (blew, blown) փչել
blue [blu:] a կապույտ, երկնագույն
board [bɔ:d] n նավակող, նավեզր
on board նավի վրա, to go on board նավ
 ևստել
boat [bɔ:t] n նավակ, by boat նավով
boil [bɔɪl] v եռալ, եփ տալ
bonfire [ˈbɒnfɪə] n խարույկ
*book*¹ [bʊk] n գիրք
*book*² v վաղորոք պատվիրել
bookseller [ˈbʊksɛlə] n գրավաճառ
book-shop [ˈbʊkʃɒp] n գրախանութ
*border*¹ [bɔ:də] n սահման
*border*² [bɔ:də] v սահմանակից լինել
boring [ˈbɔ:ɪŋ] a ձանձրալի, տաղտկալի
born [bɔ:n] a ծնված
both [bəʊθ] pron երկուսն էլ
bottle [bɒtl] n շիշ
bottom [ˈbɒtəm] n հատակ, ներքևի մաս
box [bɒks] n արկղ, տուփ
boy [bɔɪ] n տղա, պատանի
*brake*¹ [breɪk] n արգելակ
*brake*² v արգելակել
*brake*³ [breɪk] n բնորոշիչ
*break*⁴ [breɪk] v (broke, broken) կոտրել,
 ջարդել, ջախջախվել. to break out
 բռնկվել, to break up ջարդուփշուր լինել
breakfast [ˈbrekfəst] n նախաճաշ
bridge [brɪdʒ] n կամուրջ
bright [braɪt] a պայծառ, լուսավոր
brilliant [ˈbrɪljənt] a փայլուն, շողացող
bring [brɪŋ] v (brought) բերել
bronze [brɒnz] n բրոնզ
brother [brʌðə] n եղբայր
brown [braʊn] a դարչնագույն
*brush*¹ [brʌʃ] n խոզանակ
*brush*² [brʌʃ] v խոզանակով մաքրել,
 սանրել
build [bɪld] v (built) կառուցել
building [ˈbɪldɪŋ] n շենք, կառուցվածք

burn [bɜ:n] v (burnt) այրվել, վառվել, վառել
bus [bʌs] n ավտոբուս
business [ˈbɪznɪs] n գործ, աշխատանք
businessman [ˈbɪznɪsmən] n գործարար
 մարդ
butter [ˈbʌtə] n յուղ, կարագ
buy [baɪ] v (bought) գնել, առնել



cabin [kæbɪn] n խրճիթ, նավախուց
cafeteria [kæfɪˈtɪəriə] n
 ինքնասպասարկումով ճաշարան
calendar [ˈkælɪndə] n օրացույց
*call*¹ [kɔ:l] n կանչ, հեռախոսային կանչ
*call*² [kɔ:l] v 1. կանչել 2. անվանել call on
 այցելել
camera [ˈkæmərə] n լուսանկարչական
 ապարատ, տեսախցիկ
canal [kəˈnəl] n ջրանցք
capital [ˈkæpɪtl] n մայրաքաղաք
car [kɑ:] n ավտոմեքենա
card [kɑ:d] n քարտ, տոմս
*care*¹ [keə] n խնամք, հոգատարություն
*care*² [keə] v հոգալ, խնամել
careful [keəfʊl] a ուշադիր, զգույշ
careless [ˈkeələs] a անհոգ, թեթևամիտ,
 անփույթ
carry [ˈkæri] v կրել, տանել, փոխադրել
cartoon [kɑ:ˈtu:n] n 1. ծաղրանկար, 2.
 մուլտֆիլմ
cascade [kæsˈkeɪd] n փոքրիկ ջրվեժ
case [keɪs] n դեպք, in any case ամեն
 դեպքում
cassette [kæˈset] n տուփ (երիզի, ձայներիզի,
 տեսաերիզի)
castle [kɑ:sl] n ամրոց, դղյակ
cat [kæt] n կատու
catch [ˈkætʃ] v (caught) բռնել
cathedral [kəˈθi:drəl] n մայր տաճար
catholic [ˈkæθəlɪk] a կաթոլիկական

cattle ['kæɪtə] n խոշոր եղջերավոր
 անասուններ
cave [keɪv] n քարայր, քարանձավ
celebrate ['selɪbreɪt] v տոնել
celebrity [sɪ'leɪbrɪtɪ] n նշանավոր մարդ
cellar ['selə] n նկուղ, մառան
cent [sent] n ցենտ (դոլարի 1/100 մասը)
central ['sentrəl] a կենտրոնական
centre ['sentə] n կենտրոն
century ['sentʃəri] n հարյուրամյակ, դար
certainly ['sɜ:tɪnli] adv անշուշտ, իհարկե,
 անկասկած
chain [tʃeɪn] n շղթա
chair [tʃɛə] n աթոռ
chamber ['tʃeɪmbə] n պալատ
chance [tʃɑ:ns] n առիթ, հնարավորություն
change [tʃeɪndʒ] v փոխել, փոխվել
channel [tʃænl] n 1. ջրանցք, նեղուց, 2.
 ուղի, ելք 3. հեռուստատեսություն
chapel [tʃæpəl] n մատուռ, աղոթարան
character ['kærɪktə] n բնավորություն,
 բնույթ
charter ['tʃɑ:tə] v փոխադրամիջոց վարձել
cheap [tʃi:p] a էժանագին, էժան
*check*¹ [tʃek] n ստուգում
*check*² v ստուգել
chess [tʃes] n շախմատ
child [tʃaɪld] n երեխա, զավակ
chimney [tʃɪmni] n ծխնելույզ
chocolate [tʃɒkələɪt] n շոկոլադ
choose [tʃu:z] v (chose, chosen) ընտրել
Christmas [krɪsməs] n Սուրբ ծնունդ
church [tʃɜ:tʃ] n եկեղեցի
cigarette [sɪgə'ret] n սիգարետ
cinema ['sɪnəmə] n կինոթատրոն
circular ['sɜ:kjʊlə] a կլոր, շրջանկ
circus ['sɜ:kəs] n կրկես
city ['sɪtɪ] n քաղաք
class [kla:s] n դասարան, դաս
clean [kli:n] a մաքուր
clear [kliə] a պարզ, ջինջ
cliff [klɪf] n քարափ, ժայռ
climate [klaɪmɪt] n կլիմա
climb [klaɪm] v մագլցել, բարձրանալ
clock [klɒk] n ժամացույց

close [klaʊz] v փակ(վ)ել, ծածկ(վ)ել
closing-time ['klaʊzɪŋtaɪm] n փակման ժամ
clothes [klaʊðz] n հագուստ, զգեստ
club [klʌb] n խմբակ, ակումբ
coach [kəʊtʃ] n միջքաղաքային ավտոբուս
coal [kəʊl] n ածուխ, քարածուխ
coat [kəʊt] n 1. պիջակ 2. վերարկու
coast [kəʊst] n ծովեզր, առափնյա տարածք
coffee ['kɒfi] n սուրճ
*cold*¹ [kəʊld] a ցուրտ, սառը
*cold*² [kəʊld] n ցուրտ, սառնություն
collect [kə'lekt] v 1. հավաքել 2. գնալ,
 վերցնել
column ['kɒləm] n սյուն
*comb*¹ [kəʊm] n սանր
*comb*² [kəʊm] v սանրել
combination [kəmbɪ'neɪʃn] n
 կապակցություն
come [kʌm] v (came, come) գալ, մոտենալ,
 ժամանել
comfortable ['kʌmfətəb(ə)l] adv հարմար,
 հարմարավետ
comfortably ['kʌmfətəblɪ] adv հարմար
company ['kʌmpəni] n ընկերություն,
 միություն
comparative [kəm'pærətɪv] a
 համեմատական
comparison [kəm'pærisən] n
 համեմատություն
compartment [kəm'pɑ:tmənt] n 1.
 բաժանմունք, 2. կուպե
comprehension [kəm'pri'henʃn] n ըմբռնում
comprehensive school [kəm'pri'hensɪv sku:l]
 n հանրակրթական միջնակարգ դպրոց
 (11–18 տարեկանների համար)
computer [kəm'pjʊ:tə] n համակարգիչ
conference ['kɒnfərəns] n կոնֆերանս,
 համագումար
congratulations [kɒn.grætju'leɪʃnz] n
 շնորհավորանք
conqueror ['kɒŋkərə] n հաղթող, նվաճող
consist of [kən'sɪst əv] v բաղկացած լինել
constitutional [kɒnstɪ'tju:ʃənl] a
 սահմանադրական
continent ['kɒntɪnənt] n մայրցամաք

corner [kɔːnə] n անկյուն
coronation [ˌkɔrəˈneɪʃn] n թագադրում
correct [kəˈrekt] a ճիշտ, ուղիղ, ստույգ
*cost*¹ [kɔst] n արժեք
*cost*² [kɔst] v արժենալ
cottage [kɒtɪdʒ] n խրճիթ, տնակ
count [kaunt] v հաշվել
country [kʌntri] n երկիր, հայրենիք, գյուղ
countryside [ˈkʌntriˈsaɪd] n բնություն, բնության տարածք
course [kɔːs] n 1. ընթացք, 2. երթուղի 3. դասընթաց
court [kɔːt] n 1. դատարանի դահլիճ 2. խաղահրապարակ
cousin [ˈkʌzn] n մորաքրոջ / հորեղբոր տղա, աղջիկ
*crash*¹ [kræʃ] v ջախջախվել
*crash*² n վթար, ջախջախում
crew [kruː] n նավի անձնակազմ
cricket [ˈkrɪkɪt] n կրիկետ (խաղ)
*criminal*¹ [ˈkrɪmɪnəl] n հանցագործ
*criminal*² [ˈkrɪmɪnəl] a քրեական
crisps [krɪspz] n չիպս, խոթխոթան կարտոֆիլ
cross [ˈkrɒs] v կտրել, հատել, անցնել
crossing [ˈkrɒsɪŋ] n անցում
crown [kraʊn] n թագ
cry [ˈkraɪ] v 1. ճչալ, բղավել 2. լաց լինել
cupboard [ˈkʌbəd] n բուֆետ
curtain [kəːtɪn] n վարագույր
custom [ˈkʌstəm] n սովորույթ
customer [ˈkʌstəmə] n հաճախորդ
customs [ˈkʌstəms] n 1. սովորույթներ, 2. մաքսատուն
cut [kʌt] v կտրել, կտրտել

Dd Dd

dad [dæd] n հայրիկ
daily [ˈdeɪli] a ամենօրյա, օրական
*damage*¹ [ˈdæmɪdʒ] n վնաս

*damage*² v վնասել
damp [dæmp] a խոնավ
*dance*¹ [ˈdaːns] n պար
*dance*² պար գալ, պարել
dancer [ˈdaːnsə] n պարող, պարուհի
danger [ˈdeɪndʒə] n վտանգ, սպառնալիք
dangerous [ˈdeɪndʒərəs] a վտանգավոր
dark [daːk] a մութ, խավար
darkness [ˈdaːknɪs] n մթություն
darling [ˈdaːlɪŋ] 1. n սիրելի 2. a սիրելի, թանկագին
daughter [ˈdɔːtə] n դուստր, աղջիկ
day [deɪ] n ցերեկ, օր
daytime [ˈdeɪtaɪm] n ցերեկ
dead [ded] a մեռած, մեռյալ
deal [di:l] n քանակ, մաս
a good/great deal of խիստ շատ
dear [dɪə] a սիրելի, թանկ, Oh, dear! O², Աստված իմ:
death [deθ] n մահ, կործանում
decide [dɪˈsaɪd] v որոշել, վճռել
deck [dek] n տախտակամած
declare [dɪˈkleɪə] v 1. հայտարարել, 2. հայտարարագրել
deep [di:p] a խոր
describe [dɪsˈkraɪb] v նկարագրել
desk [desk] n գրասեղան, նստարան
dialogue [ˈdaɪələʊg] n երկխոսություն
diary [ˈdaɪəri] n օրագիր
dictionary [ˈdɪkʃənəri] n բառարան
die [daɪ] v մեռնել, մահանալ
differ [ˈdɪfə] v տարբերվել, տարբեր լինել
different [ˈdɪfərənt] a տարբեր, ոչ նման
difficult [ˈdɪfɪkəl] a դժվար, դժվարին
dinner [ˈdɪnə] n ճաշ
dirty [ˈdɜːti] a կեղտոտ, ցեխոտ
disco [ˈdɪskəʊ] n դիսկո
dish [dɪʃ] n 1. սկուտեղ, աման 2. կերակրատեսակ
dish-washer [ˈdɪʃˈwɔːʃə] n աման լվացող մեքենա
distant [ˈdɪstənt] a հեռու, հեռավոր
diver [ˈdaɪvə] n սուզակ, ջրասուզակ
divide [dɪˈvaɪd] v բաժան(վ)ել

divorce [di'vɔ:s] v բաժանվել, ամուսնալուծվել
do [du:] v (did, done) անել, կատարել
doctor ['dɔktə] n բժիշկ
dollar [dɒlə] n դոլար
door [dɔ:] n դուռ, դռնակ
down [daun] adv ներքև, դեպի ցած
drama ['dræmə] n թատերական խմբակ
dream¹ [dri:m] n երազ
dream² [dri:m] v երազ տեսնել
drill [dri:l] v սովորեցնել, մարզել
drink [driŋk] v (drank, drunk) խմել, ընկել
drive [draɪv] v (drove, driven) վարել, քշել
driver [draɪvə] n վարորդ
dry¹ [draɪ] a չոր, ցամաք
dry² v չորացնել
during ['dʒuəriŋ] prep ընթացքում, ժամանակ
duty ['dju:ti] n 1. պարտականություն, 2. մաքս, տուրք
duty-free [dju:tfri] a անմաքս

Ee Ee

each [i:tʃ] pron յուրաքանչյուր, ամեն մի
early ['ɜ:li] a վաղ, վաղաժամ
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'nɒmɪk] a տնտեսական
education [.edju:'keɪʃn] n կրթություն
effect [ɪ'fekt] n արդյունք, հետևանք
egg [eg] n ձու
electric [ɪ'lektɪk] a էլեկտրական
emergency [ɪ'mə:dʒənsɪ] n հրատապ անհրաժեշտություն, emergency call օգնության կանչ
empty ['emptɪ] a դատարկ
end [end] n վերջ, ծայր

engine ['endʒɪn] n շարժիչ
enjoy [ɪn'dʒɔɪ] v բավականություն ստանալ, վայելել
enough [ɪ'nʌf] a բավական
enter ['entə] v մտնել, ներս գալ
especially [ɪs'peʃəli] adv հատկապես
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 ['evri] a յուրաքանչյուր, ամեն մի
everybody ['evribɒdi] pron ամեն մարդ, բոլորը
everyone ['evriwʌn] pron ամեն մեկը
everything ['evriθɪŋ] pron ամեն ինչ
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
excite [ɪk'saɪt] v հուզել
exciting [ɪk'saɪtɪŋ] a հուզիչ
excuse [ɪks'kju:z] v ներել
execution [eksɪ'kju:ʃn] n մահապատիժ
exercise ['eksəsaɪz] n վարժություն
exhibit [ɪg'zɪbɪt] v ցուցադրել
exhibition [.eksɪ'biʃn] n ցուցահանդես
expensive [ɪks'pensɪv] a թանկ, թանկարժեք
explain [ɪks'pleɪn] v բացատրել
expression [ɪks'preʃn] n արտահայտություն
extra ['ekstrə] a արտակարգ, լրացուցիչ
eye ['aɪ] n աչք

Ff Ff

face [feɪs] n դեմք, երես
fact [fækt] n փաստ, իրադարձություն
fair [feə] a 1. հիանալի, գեղեցիկ, 2. արդարացի
fairy-like [feəri'lɪk] a հեքիաթային
fall [fɔ:l] v (fell, fallen) ընկնել

family [ˈfæmɪli] n ընտանիք
famous [feɪməs] a հայտնի, անվանի
fantastic [fænˈtæstɪk] a 1. արտառոց, հիանալի, 2. երևակայական
far [fɑː] adv հեռու
farm [fɑːm] n ֆերմա, ագարակ
fast [fɑːst] a արագ
father [ˈfɑːðə] n հայր
fault [fɔːlt] n 1. սխալ, 2. մեղք
favourite [ˈfeɪvərɪt] a սիրելի, սիրած
feature [fiːtʃə] n առանձնահատկություն, բնորոշ գիծ
feel [fiːl] v (felt) զգալ
feeling [ˈfiːlɪŋ] n զգացմունք
ferry [ˈferi] n լաստանավ
festival [ˈfestɪvəl] n փառատոն
fetch [fetʃ] v գնալ և բերել
few [fjuː] a քիչ, a few մի քանի
field [fiːld] n դաշտ
fight [ˈfaɪt] v (fought) կռվել, մարտնչել
figure [ˈfɪɡə] n թիվ, ցուցանիշ
fill [ˈfɪl] v լցնել, լրացնել
film [ˈfɪlm] n կինոժապավեն, կինոնկար
finally [ˈfaɪnəli] adv վերջնականապես. վերջապես
find [ˈfaɪnd] v գտնել, հայտնաբերել
fine [ˈfaɪn] a ընտիր, հիանալի
finger [ˈfɪŋɡə] n մատ
finish [ˈfɪnɪʃ] v վերջացնել, ավարտել
fire [ˈfaɪə] n կրակ, բոց
fire-brigade [ˈfaɪəbrɪ.ɡeɪd] n հրշեջ խումբ
fireworks [ˈfaɪəwɜːk] n հրավառելիք
firm¹ [ˈfɜːm] n ֆիրմա
firm² a ամուր, պինդ
first [fɜːst] a առաջին
fish [fɪʃ] n ձուկ
flight [ˈflaɪt] n թռիչք
flood-light [ˈflʌdlaɪt] n լուսարձակ
flower [ˈflaʊə] n ծաղիկ, ծաղկավոր բույս
fly [flaɪ] v (flew, flown) թռչել
focus [ˈfəʊkəs] n ֆոկուս, կիզակետ
foggy [ˈfɒɡi] a մառախլապատ
follow [ˈfɒləʊ] v հետևել, հետևից գնալ
following [ˈfɒləʊɪŋ] a հետևյալ, հաջորդ
food [fuːd] n սնունդ, ուտելիք

fool [fuːl] a հիմար, անխելք
foot [fʊt] n ոտք, ոտնաթափ
football [ˈfʊtbɔːl] n ֆուտբոլ
forest [ˈfɒrɪst] n անտառ
forget [fəˈɡet] v (forgot, forgotten) մոռանալ
form [ˈfɔːm] v կազմել, ձևավորել
forward [ˈfɔːwəd] adv առաջ, դեպի առաջ
fountain [ˈfaʊntɪn] n շատրվան
free [friː] a ազատ, անկախ
freezer [ˈfriːzə] n սառցարան
fresh [freʃ] a թարմ, դալար
Friday [ˈfraɪdɪ] n ուրբաթ
fridge [frɪdʒ] n refrigerator սառնարան
friend [frend] n ընկեր, բարեկամ
front [frʌnt] n առջևի մասը
full [fʊl] a լի, լիքը
fun [fʌn] n զվարճություն
funny [ˈfʌni] a ծիծաղաշարժ
furniture [ˈfɜːnɪtʃə] n կահույք
future [ˈfjuːtʃə] n ապագա, գալիք

Gg Gg

game [ɡeɪm] n խաղ
garden [ɡɑːdn] n պարտեզ
gather [ɡæðə] v հավաք(վ)ել
generally [ˈdʒenərəli] adv ընդհանրապես
generation [dʒenəˈreɪʃn] n սերունդ
geography [dʒɪˈɒɡrəfi] n աշխարհագրություն
get [ɡet] v (got) ստանալ, ձեռք բերել
ghost [ɡəʊst] n ուրվական
gift [ɡɪft] n նվեր, ընծա
girl [ɡɜːl] n աղջիկ, օրիորդ
give [ɡɪv] v (gave, given) տալ, շնորհել
glad [glæd] a գոհ, ուրախ
glass [ɡlɑːs] n 1. ապակի 2. բաժակ
go [ɡəʊ] v (went, gone) գնալ, հեռանալ
goal [ɡəʊl] n նպատակ
gold [ɡəʊld] n ոսկի, ոսկեդրամ
good [ɡʊd] a լավ

good-bye [ˈgʊdˈbaɪ] ցտեսություն
goods [gʊdz] ն ապրանք
government [ˈɡʌvəmənt] ն կառավարություն
grammar [ˈɡræmə] ն քերականություն
grandfather [ˈɡrænd.fɑːðə] ն պապ, պապիկ
grandmother [ˈɡrænd.mʌðə] ն տատ,
 տատիկ
grave [ɡreɪv] ն գերեզման
great [ɡreit] a մեծ, խոշոր
green [ɡriːn] a կանաչ
ground [ɡraʊnd] ն գետին, հող
group [ɡruːp] ն խումբ
grow [ɡrou] v (grew, grown) աճել, մեծանալ
*guard*¹ [ɡɑːd] ն պահակախումբ
*guard*² v հսկել
guess [ɡes] v կռահել, գլխի ընկնել
guest [ɡest] ն հյուր
gun [ɡʌn] ն հրացան
guy [ɡaɪ] ն տղա

Hh

habit [ˈhæbɪt] ն սովորություն, սովորույթ
hair [heə] ն մազ, մազեր
hairbrush [ˈheəbrʌʃ] ն մազերի խոզանակ
half [hɑːf] ն կես
hall [hɔːl] ն սրահ, դահլիճ
hand [ˈhænd] ն ձեռք, դաստակ
happen [hæpən] v պատահել, տեղի ունենալ
happy [ˈhæpi] a երջանիկ, բախտավոր
hard [hɑːd] a դժվար
hardly [ˈhɑːdli] adv հազիվհազ
harness [hɑːnɪs] ն ամրագոտի
hat [hæt] ն գլխարկ
hate [heit] v սատել
have [hæv] v (had) ունենալ
head [hed] ն գլուխ
headmaster [ˈhedˈmɑːstə] ն դպրոցի տնօրեն
headphones [ˈhedfəʊnz] ն ականջակալներ
health [helθ] ն առողջություն
hear [hiə] v (heard) լսել
heart [hɑːt] ն սիրտ

helicopter [ˈhelɪkɔptə] ն ուղղաթիռ
hello [heˈləʊ] ողջույն
helmet [ˈhelmɪt] ն սաղավարտ
*help*¹ [help] ն օգնություն
*help*² [help] v օգնել
here [hiə] adv այստեղ
hero [ˈhɪərəʊ] ն հերոս
hide [haɪd] v (hid, hidden) թաքնվել,
 թաքցնել
high [haɪ] a բարձր, վեհ
hill [hɪl] ն բլուր, բարձունք
hillside [ˈhɪlˈsaɪd] ն բլրի լանջ, սարալանջ
historic [hɪsˈtɔrɪk] a պատմական կարևոր
 նշանակություն ունեցող
historical [hɪsˈtɔrɪkəl] a պատմական
history [ˈhɪstəri] ն պատմություն
hit [hɪt] v (hit) զարկել, հարվածել
hobby [ˈhɒbi] ն սիրած զբաղմունք
hockey [ˈhɒki] ն հոկեյ
Hogmanay [ˈhɒgməni] Նոր տարի
 (Շոտլանդիայում)
hold [hould] v (held) 1. բռնել 2. անցկացնել
holiday [ˈhɒlɪdeɪ] ն տոն
holy [ˈhəʊli] a սուրբ, անբիծ
home [həʊm] ն տուն
homework [ˈhəʊmwɜːk] ն տնային
 առաջադրանք
*hope*¹ [həʊp] ն հույս
*hope*² [həʊp] v հուսալ
horror [ˈhɔːrə] ն վախ, սարսափ
horse [hɔːs] ն երիվար, ձի
hospital [ˈhɔspɪtl] ն հիվանդանոց
hostel [ˈhɒstəl] ն հանրակացարան
hotel [həʊˈtel] ն հյուրանոց
hound [haʊnd] ն որսկան շուն
hour [ˈaʊə] ն ժամ, hour by hour ժամ առ
 ժամ
house [haʊs] ն տուն
hovercraft [ˈhɒvəkraːft] ն նավ (օդի
 հոսանքով շարժվող)
how [həʊ] adv ինչպե՞ս
huge [hjuːdʒ] a վիթխարի, անհասկանալի
hurry [ˈhʌrɪ] v շտապել
hurt [hɜːt] v (hurt) 1. ցավեցնել 2. վնասել 3.
 վիրավորել be hurt վիրավորվել

Ii

ice-cream [aɪsˈkri:m] n պաղպաղակ
idea [aɪˈdɪə] n միտք
ideal [aɪˈdɪəl] a կատարյալ, իդեալական
ill [ɪl] a հիվանդ, տկար
imagine [ɪˈmædʒɪn] v պատկերացնել
immigrant [ˈɪmɪgrənt] n ներգաղթյալ
important [ɪmˈpɔ:tnt] a կարևոր,
նշանակալից
independence [ˌɪndɪˈpendəns] n
անկախություն
industrial [ɪnˈdʌstriəl] a արդյունաբերական
industry [ˈɪndəstri] n արդյունաբերություն
information [ˌɪnfəˈmeɪʃn] n տեղեկություն
injure [ˈɪndʒə] v 1. վնասել, վնաս հասցնել,
2. վիրավորել, be badly injured ծանր
վիրավորվել
inside [ɪnˈsaɪd] adv ներսը, ներսում
insist [ɪnˈsɪst] v պնդել
interest [ˈɪntrəst] n հետաքրքրություն
interested [ˈɪntrɪstɪd] a հետաքրքրված,
շահագրգռված
interesting [ˈɪntrɪstɪŋ] a հետաքրքիր
international [ˌɪntəˈnæʃnl] a միջազգային
invent [ɪnˈvent] v 1. գյուտ անել, 2. հորինել,
հնարել
invite [ɪnˈvaɪt] v հրավիրել
iron [ˈaɪən] v արդուկել
irregular [ɪˈregjʊlə] a անկանոն
island [ˈaɪlənd] n կղզի
islander [ˈaɪləndər] n կղզիաբնակ
isle [aɪl] n կղզի

Jj

jacket [ˈdʒækɪt] n բանկոնակ
jewel [ˈdʒu:əl] n թանկագին քար, գոհար,
թանկարժեք իր

job [dʒɒb] n աշխատանք
joke [ˈdʒoʊk] n կատակ
journey [ˈdʒɔ:ni] n ուղևորություն
joy [dʒɔɪ] n ուրախություն
juice [dʒu:s] n հյութ
jump [dʒʌmp] v ցատկել, թռչել
just [dʒʌst] adv հենց, ճիշտ

Kk

keep [ki:p] v (kept) պահել, ունենալ
key [ki:] n բանալի
kick [kɪk] v ոտքով հարվածել
kill [kɪl] v սպանել
kilo [ˈki:lou] n կիլոգրամ
kind [kaɪnd] a բարի, բարեսիրտ
king [kɪŋ] n թագավոր, արքա
kingdom [ˈkɪŋdəm] n թագավորություն
kitchen [ˈkɪtʃən] n խոհանոց
knee [ni:] n ծունկ
knife [naɪf] n դանակ
knight [naɪt] n ասպետ
knock [nɒk] v բախել, թակել
know [nou] v (knew, known) իմանալ,
գիտենալ

Ll

ladder [ˈlædə] n սանդուղք
lake [leɪk] n լիճ
lamp [læmp] n լամպ, լապտեր
land [lænd] n երկիր, ցամաք
language [ˈlæŋɡwɪdʒ] n լեզու
large [lɑ:dʒ] a մեծ, խոշոր
last [lɑ:st] a վերջին at last վերջապես
late [leɪt] a ուշ. to be late ուշանալ
lately [ˈleɪtlɪ] adv վերջերս
laugh [lɑ:f] v ծիծաղել

laughter [la:ftə] n ծիծաղ
lay [leɪ] v (laid) դնել
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 սովորել, ուսանել
least [li:st] a նվազագույնը, ամենաքիչը at least առնվազն
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
lemonade [.lemə'neɪd] n լիմոնադ
lend [lend] v (lent) տալ ժամանակավոր գործածության համար
lesson [lesn] n դաս
let [let] v (let) թույլ տալ
letter ['letə] n 1. տառ 2. նամակ
letter-box ['letəbɒks] n փոստարկղ
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
light² [laɪt] a 1. թեթև, 2. լուսավոր
like [laɪk] v սիրել, հավանել
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
lock [lɒk] v փակել, կողպել
lonely ['ləʊnli] a մենակ, միանյակ
long [lɒŋ] a երկար, no longer այլևս ոչ
look [lʊk] v at նայել look forward to
 անհամբեր սպասել
loose [lu:s] a լայն, ազատ
lord [lɔ:d] n լորդ, տեր
lorry [lɔ:ri] n բեռնատար ավտոմեքենա

lose [lu:z] v (lost) կորցնել, պարսվել
loss [lɒs] n կորուստ
lot [lɒt] n որոշ քանակությամբ a lot of շատ
loud [laʊd] a բարձրաձայն
love [lʌv] v սիրել
lovely ['lʌvli] a հիանալի, հաճելի
loyal [lɔ:əl] a հավատարիմ
luck [lʌk] n բախտ, հաջողություն
lunch [lʌntʃ] n կեսօրյա նախաճաշ

Mm Mm

madam [ˈmædəm] n տիկին
magazine [ˈmæɡəˈzi:n] n ամսագիր
magical [ˈmædʒɪkəl] a կախարդական
magician [mæˈdʒɪn] n կախարդ
main [meɪn] a գլխավոր, հիմնական
make [meɪk] v (made) անել, ստեղծել
man [mæn] n մարդ
manage [mænɪdʒ] v to manage (fine)
 հաղթահարել կարողանալ, գլուխ բերել
many [meni] a շատ, բազում
map [mæp] n քարտեզ
mark [mɑ:k] n գնահատական
market [ˈmɑ:kɪt] n շուկա
marry [ˈmæri] v ամուսնանալ
master¹ [mɑ:stə] n տեր, պարոն
master² [mɑ:stə] v տիրապետել
match [mætʃ] n մրցախաղ
mathematics [ˈmæθɪˈmætiks] n
 մաթեմատիկա
meal [mi:l] n կերակուր
mean [mi:n] v (meant) նշանակել, իմաստ
 ունենալ
meaning [ˈmi:nɪŋ] n իմաստ,
 նշանակություն
meat [mi:t] n միս
medicine [ˈmedsɪn] n դեղամիջոց, դեղ
meet [mi:t] v (met) 1. հանդիպել 2.
 ծանոթանալ
meeting [ˈmi:tɪŋ] n ժողով

member [ˈmembə] n անդամ
memory [ˈmeməri] n հիշողություն
merry [ˈmeri] a ուրախ, զվարթ
mess [mes] n խառնաշփոթ, be in a mess
 քափքփված՝ իրար խառնված լինել
message [ˈmesɪdʒ] n հաղորդագրություն, գրություն, երկտող
microphone [ˈmaɪkrəfəʊn] n խոսափող
middle [ˈmɪdl] n մեջտեղ, կենտրոն
mild [maɪld] a մեղմ
mile [maɪl] n մղոն
million [ˈmɪljən] n միլիոն
mind [ˈmaɪnd] n միտք
mine [ˈmaɪn] n հանք, հանքահոր
miner [ˈmaɪnə] n հանքափոր
mineral [ˈmɪnərəl] a հանքային
minute [ˈmɪnɪt] n րոպե
mirror [ˈmɪrə] n հայելի
miss [mɪs] v 1. կարոտել, 2. ուշանալ՝ բաց
 թողնել
mistake [mɪsˈteɪk] n սխալ
mix [mɪks] v խառն(վ)ել
model [ˈmɒdl] n օրինակ
moment [ˈmɒmənt] n ակնթարթ, պահ
Monday [ˈmɒnɪ] n երկուշաբթի
monarchy [ˈmɒnəkɪ] n միապետություն
money [ˈmʌni] n փող, դրամ
monster [ˈmɒnstə] n հրեշ
month [mʌnθ] n ամիս
monument [ˈmɒnjumənt] n հուշարձան
moon [mu:n] n լուսին
morning [ˈmɔːnɪŋ] n առավոտ
mother [ˈmʌðə] n մայր
motor-car [ˈmɒutəkɑː] n մարդատար
 ավտոմեքենա
motor-van [ˈmɒutəvæn] n ավտոֆուրգոն
mountain [ˈmaʊntɪn] n լեռ, սար
move [mu:v] v շարժ(վ)ել, տեղափոխ(վ)ել
multi-storey [ˈmʌltɪstɔːri] n բազմահարկ
murder [ˈmɜːdə] n մարդասպանություն
museum [mjuːziəm] n թանգարան
music [ˈmjuːzɪk] n երաժշտություն
must [ˈmʌst] mod v պետք է, անհրաժեշտ է

Nn Nn

name [neɪm] n անուն
nation [ˈneɪʃn] n ազգ, ժողովուրդ
national [ˈnæʃnəl] a ազգային
near [nɪə] a մոտ, մոտիկ
nearly [ˈnɪəli] adv համարյա
necessary [ˈneɪsɪsəri] a անհրաժեշտ
need [ni:d] v կարիք ունենալ
neighbour [ˈneɪbə] n հարևան
nervous [ˈnɜːvəs] a նյարդային, make sb
 nervous նյարդայնացնել
never [ˈnevə] adv երբեք
new [nju:] a նոր
news [njuːz] n լուր(եր), նորություն(ներ)
newsagent [ˈnjuːzˈeɪdʒənt] n լրագրավաճառ
newspaper [ˈnjuːzˈpeɪpə] n լրագիր
next [nekst] a հաջորդ
nice [naɪs] a հաճելի, դուրեկան
night [naɪt] n գիշեր
nobody [ˈnəʊbədi] pron ոչ ոք
noisy [ˈnɔɪzi] a աղմկոտ
north [nɔːθ] n հյուսիս
note [nəʊt] n pl նշումներ
nothing [ˈnʌθɪŋ] pron ոչինչ
notice [ˈnəʊtɪs] v նկատել, տեսնել
noticeboard [ˈnəʊtɪsbɔːd] n
 հայտարարությունների տախտակ
now [naʊ] adv հիմա, այժմ
nuclear [ˈnjuːklɪə] a միջուկային
number [ˈnʌmbə] n թիվ, քանակ
numerous [ˈnjuːmərəs] a բազմաթիվ

Oo Oo

obey [əˈbeɪ] v հնազանդվել, ենթարկվել
occupy [ˈɒkjupaɪ] v գրավել, զբաղեցնել
offer¹ [ˈɒfə] n առաջարկություն
offer² v առաջարկել
office [ˈɒfɪs] n հիմնարկ, գրասենյակ

officer [ˈɒfɪsə] n սպա
official [əˈfɪʃəl] n պաշտոնյա
often [ɔːfn] adv հաճախ
oil [ɔɪl] n ձեթ, յուղ
OK [ˈouˈkeɪ] int լավ, շատ լավ
old [ould] a 1. տարեց, ծեր 2. հին, վաղեմի
once [wʌns] n մի անգամ
only [ounli] adv միայն
open [ˈoʊpən] v բացել, բաց անել
operator [ˈɔpəreɪtə] n հեռախոսավար
orange [ˈɔrɪndʒ] n նարինջ
order [ˈɔːdə] n կարգ
other [ʌðə] pron այլ, ուրիշ
outside [ˈaʊtˈsaɪd] prep դուրս, դրսի կողմից
own [oun] a անձնական, սեփական
owner [ˈounə] n տեր, սեփականատեր

Pp Pp

package [ˈpækɪdʒ] n փաթեթ, կապոց
packet [ˈpækɪt] n փոքր փաթեթ
paint [peɪnt] v նկարել ներկերով
painter [ˈpeɪntə] n նկարիչ
palace [ˈpælɪs] n պալատ
paper [ˈpeɪpə] n թուղթ
paraphrase [ˈpærəfreɪz] v բառափոխություն
կատարել
parent [ˈpeərənt] n ծնող
park¹ [pɑːk] n մեքենայի կայանատեղ
park² [pɑːk] v մեքենան կայանել
parliament [ˈpɑːləmənt] n պառլամենտ,
խորհրդարան
part [pɑːt] n մաս
partner [ˈpɑːtnə] n գործընկեր
party [ˈpɑːtɪ] n երեկույթ
pass [pɑːs] v անցնել, գնալ
passenger [ˈpæsɪndʒə] n ուղևոր
passport [ˈpɑːspɔːt] n անձնագիր
path [pɑːθ] n արահետ, շավիղ
pay [peɪ] v (paid) վճարել

pea [piː] n սիսեռ
peace [piːs] n խաղաղություն
pen-friend [ˈpenfrend] n նամակագրության
ընկեր, գրչընկեր
penny [ˈpeni] n 1. (pl pence) պեննի, պենս
(դրամական միավոր ՄԹ-ում), 2. (pl
pennies) 1 ցենտանոց դրամ (ԱՄՆ-ում և
Կանադայում)
people [ˈpiːpl] n 1. (pl) մարդիկ 2. ժողովուրդ
3. ազգ
perfume [ˈpəːfjuːm] n բուրմունք, օծանելիք
perhaps [pəˈhæps] adv գուցե, հնարավոր է
person [ˈpɜːsən] n մարդ, անձ
personal [ˈpɜːsənəl] a անձնական
phone [foun] v հեռախոսով հայտնել,
հեռախոսել
photo [ˈfotou] n լուսանկար
phrase [freɪz] n արտահայտություն
physical [ˈfɪzɪkl] a մարմնական
pianist [ˈpiːənɪst] n դաշնակահար
picnic [ˈpɪknɪk] n զբոսախնջույթ
picture [ˈpɪktʃə] n նկար, պատկեր
pipe [paɪp] n 1. խողովակ, 2. ծխամորճ
pitch-black [ˈpɪtʃˈblæk] a ձյութի պես սև, մութ
place [pleɪs] n տեղ, վայր
plan [plæn] v պլանավորել
platinum [ˈplætɪnəm] a պլատինե
play [pleɪ] v 1. խաղալ 2. նվագել
play-ground [ˈpleɪgraʊnd] n խաղաղաշտ
please [pliːz] v գոհացնել
pleasant [ˈplezənt] a հաճելի
pleasure [pleʒə] n հաճույթ
plum [plʌm] n սալոր, շոր
pocket [ˈpɒkɪt] n գրպան
poetry [ˈpouɪtri] n պոեզիա
point¹ [pɔɪnt] n 1. կետ (որևէ գաղափարի,
կարծիքի հետ առնչվող) 2. իմաստ,
նպատակ
point² [pɔɪnt] v նշել, ցույց տալ
police [pəˈliːs] n ոստիկանություն
policeman [pəˈliːsmən] n ոստիկան
political [pəˈlɪtɪkəl] a քաղաքական
politician [ˌpɒlɪˈtɪʃn] n քաղաքական գործիչ
poor [puə] a 1. աղքատ, ջրավոր 2. խեղճ

pop-music [ˈpɒpmju:zɪk] n
պոպ-երաժշտություն

popular [pɒpjulə] a հանրաճանաչ

population [ˈpɒpjʊ:leɪʃn] n բնակչություն

portrait [ˈpɔ:trɪt] n դիմանկար

possible [ˈpɒsəbl] a հնարավոր

post-card [ˈpəʊstkɑ:d] n բացիկ

post-office [ˈpəʊst.ɔfɪs] n փոստ, փոստատուն

power [paʊə] n հզորություն, ուժ, իշխանություն

powerful [ˈpəʊəfʊl] a ուժեղ, հզոր

practice¹ [ˈpræktɪs] n հմտություն, ունակություն

practise² [ˈpræktɪs] v 1. մարզվել, վարժվել 2. մասնագիտությամբ աշխատել

pray [preɪ] v աղոթել

prayer [preɪə] n աղոթք

prefer [priˈfɛə] v գերադասել

present¹ [ˈpresənt] n նվեր

present² [priˈzent] v նվիրել

pretty [ˈprɪti] a սիրունիկ, լավիկ

prince [ˈprɪns] n արքայազն

princess [prɪnˈses] n արքայադուստր

prison [ˈprɪzn] n բանտ

prize [praɪz] n մրցանակ

problem [ˈprɒbləm] n խնդիր, հարց

programme [ˈprəʊgræm] n ծրագիր

promise¹ [ˈprɒmɪs] v խոստանալ

promise² n խոստում

pronoun [ˈprəʊnaʊn] n դերանուն

properly [ˈprɒpəli] adv պատշաճ կերպով

protect [prəˈtekt] v պաշտպանել

proud [praʊd] a հպարտ

prove [pru:v] v ապացուցել

pub [pʌb] n պանդոկ, գինետուն

public [ˈpʌblɪk] a 1. պետական (հաստատություն ևն) 2. հանրային 3. հասարակական

pudding [ˈpʊdɪŋ] n պուդինգ

pull [pʊl] v քաշել, ձգել

pullover [pʊlˈəʊvə] n պուլովեր, սվիտեր

pupil [ˈpjʊ:pəl] n աշակերտ

put [pʊt] v դնել

Qq Qq

quarter [ˈkwɔ:tə] n քառորդ

queen [kwi:n] n թագուհի

question [kwɛstʃn] n հարց

quick [kwɪk] a արագ

quickly [ˈkwɪkli] adv արագորեն

quiet [ˈkwaɪət] a հանդարտ

quite [kwaɪt] adv միանգամայն, բոլորովին

Rr Rr

radio [ˈreɪdiəʊ] n ռադիոընդունիչ

railway [ˈreɪlwei] n երկաթուղի

rain [reɪn] n անձրև

raven [reɪvn] n ագռավ

razor [ˈreɪzə] n ածելի

reach [ri:tʃ] v հասնել, տեղ հասնել

read [ri:d] v կարդալ, ընթերցել

ready [ˈredi] a պատրաստ

realise [ˈri:əlaɪz] v գիտակցել, հասկանալ

really [ˈri:əli] adv իսկապես

red [red] a կարմիր

reflexive [riˈfleksɪv] a անդրադարձ (քայ, դերանուն)

refrigerator [riˈfrɪdʒəreɪtə] n սառնարան

reign [reɪn] v տիրել, իշխել

relative [ˈrelətɪv] n ազգական

relax [riˈlæks] v ջլարվել, հանգստանալ

religion [riˈlɪdʒən] n կրոն

religious [riˈlɪdʒəs] a կրոնական

remember [riˈmembə] v հիշել, մտաբերել

repair [riˈpeə] v նորոգել, վերանորոգել

report [riˈpɔ:t] v զեկուցել

represent [ˌreprɪˈzent] v ներկայացնել

request [riˈkwɛst] n խնդրանք

residence [ˈrezɪdəns] n բնակավայր

rescue [ˈreskju:] v փրկել, ազատել

rest [rest] n 1. հանգիստ, անդորր, 2. the rest
մնացածները, մնացած մասը
restaurant ['restərɔŋ] n ռեստորան
result [rɪ'zʌlt] n արդյունք, հետևանք
return [rɪ'tə:n] v վերադարձնել
revision [rɪ'vɪʒn] n (անցած նյութի)
կրկնողություն
rhyme [raɪm] v հանգավորել
rich [rɪtʃ] a հարուստ
ride [raɪd] n զրոսանք (ծիով)
right [raɪt] n իրավունք
ring [rɪŋ] v զնգալ
rise [raɪz] v (rose, risen) բարձրանալ, ծագել
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
romantic [rɒ'mæntɪk] a ռոմանտիկ
roof [ru:f] n տանիք, ծածկ
room [ru:m] n սենյակ
rose [rəʊz] n վարդ
rough [rʌf] a փոթորկոտ
round¹ [raʊnd] a կլոր
round² [raʊnd] adv շուրջ
route [ru:t] n երթուղի
royal ['rɔɪəl] a արքայական
rugby [rʌgbɪ] n ռեգբի
ruin ['ruɪn] v ավերել, քանդել
rule [ru:l] n կանոն
run [rʌn] v (ran, run) վազել, փախչել
runner ['rʌnə] n մրցավազող
rush hour [rʌʃ, aʊə] n «պիկ» ժամ

Ss Ss

sad [sæd] a տխուր
safe [seɪf] a անվնաս, անվտանգ, ապահով
safely ['seɪflɪ] adv ապահով

sail¹ ['seɪl] n առագաստ
sail² ['seɪl] v նավարկել
sailing ['seɪlɪŋ] n նավարկություն
sailor ['seɪlə] n նավաստի
same [seɪm] a նույն, միևնույն
save [seɪv] v փրկել, ազատել
say [seɪ] v (said) ասել, I say լսե՛ք
scene [si:n] n տեսարան, վայր
school-band ['sku:l.bænd] n դպրոցական
նվագախումբ
science ['saɪəns] n բնական գիտություններ
(ֆիզիկա, քիմիա ևն)
screwdriver ['skru:draɪvə] n
ստուտակահան
sea [si:] n ծով
seasick ['si:sɪk] a ծովախտով տառապող
seaside ['si:saɪd] n ծովափ
seat [si:t] n տեղ, աթոռ
secretary ['sekɪrətəri] n քարտուղար
see [si:] v (saw, seen) տեսնել, նկատել
seem [si:m] v թվալ
sell [sel] v (sold) վաճառել, ծախել
seller ['selə] n վաճառող, գործակատար
send [send] v (sent) ուղարկել
separate¹ ['sepəɪt] a անջատ, առանձին
separate² ['sepə, rət] v անջատել, բաժանել
serious ['sɪərɪəs] a լուրջ
servant ['sə:vnt] n ծառա, սպասավոր
service ['sə:vɪs] n ծառայություն
setting ['setɪŋ] n շրջապատող միջավայր
shabby ['ʃæbɪ] a մաշված, խղճուկ,
խարխուլ
shake [ʃeɪk] v (shook, shaken) թափահարել
sheep [ʃi:p] n ոչխար
shine [ʃaɪn] v (shone) փայլել, շողալ
shiny ['ʃaɪni] a պայծառ
ship [ʃɪp] n նավ
shipbuilding ['ʃɪp.bɪldɪŋ] n նավաշինություն
shoot [ʃu:t] v (shot) կրակել
shop [ʃɒp] n խանութ
shopping ['ʃɒpɪŋ] n to do shopping գնումներ
անել

shore [ʃɔ:] n ծովափ, լճափ
shoulder [ˈʃouldə] n ուս, թիակ
shout [ʃaʊt] v գոռալ, բղավել
show [ʃou] v (showed, shown) ցույց տալ, ցուցաբերել
shut [ʃʌt] v (shut) ծածկել, փակել
sick [sɪk] a հիվանդ
side [saɪd] n կողմ
sights [saɪts] n տեսարժան վայրեր
sightseeing [ˈsaɪt.si:ɪŋ] n տեսարժան վայրերի դիտում
sign [saɪn] v ստորագրել
silence [ˈsaɪləns] n լռություն
silent [ˈsaɪlənt] a լուռ
silly [sɪli] a հիմար, անմիտ
simple [sɪmpl] a պարզ, հասարակ
sin [sɪn] n մեղք, մեղանշում
sink [sɪŋk] v (sank, sunk) սուզվել, խորտակվել
sir [sə:] n պարոն
sit [sɪt] v (sat) նստել, նստած լինել
skirt [skɜ:t] n կիսաշրջագետս
sky [skaɪ] n երկինք
sleep [sli:p] v (slept) քնել, ննջել
slow [slou] a դանդաղ
slowly [slouli] adv դանդաղորեն
small [smɔ:l] a փոքրիկ
*smile*¹ [smaɪl] n ժպիտ
*smile*² [smaɪl] v ժպտալ
smoke [smouk] n ծուխ, մուխ
social [ˈsouʃəl] a հասարակական
sock [sɒk] n կիսագուլպա
sofa [ˈsoufə] n բազմոց
soldier [ˈsouldʒə] n զինվոր
some [sʌm] a մի քիչ, մի քանի
somebody [ˈsʌmbədi] pron որևէ մեկը
something [sʌmθɪŋ] pron որևէ բան
sometimes [ˈsʌmtaɪmz] adv երբեմն
soon [su:n] adv շուտով
sorry [ˈsɔ:ri] a ասիսուսանքով լի
sort [sɔ:t] n տեսակ
south [sauθ] n հարավ

southern [ˈsʌðən] a հարավային
souvenir [ˈsu:vənɪə] n հուշանվեր
space [speɪs] n 1. տիեզերք 2. տարածություն
special [speʃəl] a հատուկ
speech [spi:tʃ] n ելույթ, ճառ
speed [spi:d] n արագություն
spend [spend] v (spent) ծախսել, վատնել
spirit [ˈspɪrɪt] n ոգի
splendid [ˈsplendɪd] a ճոխ, շքեղ, հոյակապ
spot [spɒt] n տեղ
square [skweə] n հրապարակ
squeeze [skwi:z] v սեղմել, ճզմել
staff [stɑ:f] n անձնակազմ
stairs [steəz] n սանդուղք
stand [stænd] v (stood) 1. կանգնել, 2. դիմանալ
star [stɑ:] n աստղ
start [stɑ:t] v սկսել
state [steɪt] n դրություն, վիճակ
station [ˈsteɪʃn] n կայան, կայարան
stay [steɪ] v մնալ, կենալ
steal [sti:l] v (stole, stolen) գողանալ
*step*¹ [step] n քայլ
*step*² v քայլ անել, ոտք դնել
stick [stɪk] v (stuck) խրվել, լռվել
still [sti:l] adv 1. դեռ, մինչև այժմ, 2. այնուամենայնիվ
stone [stoun] n քար
stop [stɒp] v կանգ առնել
storm [stɔ:m] n փոթորիկ
story [ˈstɔ:ri] n պատմվածք
stove [stouv] n վառարան
straight [streɪt] a ուղիղ
street [stri:t] n փողոց
strong [strɔŋ] a ուժեղ
stupid [ˈstju:pɪd] a բութ, բթամիտ
subject [ˈsʌbdʒɪkt] n թեմա, առարկա
suburb [ˈsʌbə:b] n արվարձան
*substitute*¹ [ˈsʌbstɪtju:t] v փոխարինել
*substitute*² [ˈsʌbstɪtju:t] n փոխարինող
success [səkˈses] n հաջողություն

successful [sək'sesful] a հաջող, արդյունավետ
such [sʌtʃ] a այսպիսի
suddenly ['sʌdnli] adv հանկարծ
sugar [ʃʊgə] n շաքար
suggestion [sə'dʒestʃən] n առաջարկ
summer ['sʌmə] n ամառ
supermarket ['su:pə'ma:kɪt] n սուպերմարկետ
sure [ʃʊə] a համոզված, վստահ
surgery ['sə:dʒəri] n վիրաբույժի ընդունարան
surprise [sə'praɪz] n զարմանք, անակնկալ
surprising [sə'praɪzɪŋ] a զարմանալի
surround [sə'raʊnd] v շրջապատել
surrounding [sə'raʊndɪŋ] a շրջաապատող, շրջակա
surroundings [sə'raʊndɪŋz] n pl շրջակայք, շրջապատ
sweet [swi:t] a քաղցր, ամուշ
swim [swɪm] v (swam, swum) լողալ
switch [swɪtʃ] v միացնել, անջատել
sword [sɔ:d] n սուր, թուր

Tt Tt

table ['teɪbl] n սեղան
take [teɪk] v (took, taken) վերցնել
talk [tɔ:k] v խոսել, զրուցել
tall [tɔ:l] a բարձր, բարձրահասակ
taste' [teɪst] 1. n ճաշակ, 2. համ
taste² [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' [tiə] n արցունք
tear² [teə] v (tore, torn) պատռել, պատառոտել
technology [tek'nɒlədʒɪ] n տեխնոլոգիա

telephone¹ ['telɪfəʊn] n հեռախոս
telephone² ['telɪfəʊn] v հեռախոսազանգել
television ['telɪ'vɪʒn] n հեռուստատեսություն
tell [tel] v (told) պատմել, ասել
temperature ['tempərətʃə] 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. ժամկետ 2. կիսամյակ
terrace ['terəs] n 1. պատկից տների շարք, 2. բաց պատշգամբ
terrible ['terəbl] a սարսափելի, սուկալի
test [test] v ստուգել, փորձարկել
text [tekst] n տեքստ
text-book ['tekstbuk] n դասագիրք, ձեռնարկ
thank [θæŋk] v շնորհակալություն հայտնել
theatre ['θiətə] n թատրոն
thick [θɪk] a հաստ, թանձր, խիտ
thin [θɪn] a բարակ, նիհար
thing [θɪŋ] n իր, առարկա, բան
think [θɪŋk] v (thought) 1. մտածել, խորհել, 2. կարծել
throne [θrəʊn] n գահ
through [θru:] prep միջով, մի ծայրից մյուսը
throw [θrou] v (threw, thrown) նետել, գցել, շարժել
ticket ['tɪkɪt] n տոմս
tidy' ['taɪdi] a մաքուր, կոկիկ
tidy² ['taɪdi] v հավաքել, մաքրել, կարգի բերել
time [taɪm] n ժամանակ, ժամ
time-table ['taɪm.teɪbl] n 1. դասացուցակ, դասատախտակ, 2. (քրիտ.) չվացուցակ
tin [tɪn] n պահածոյի տուփ
tin-opener ['tɪn'əʊpənə] n պահածոյաբացիչ
tiny ['taɪni] a շատ փոքր, մանրիկ
tired ['taɪəd] a հոգնած
today [tə'deɪ] adv այսօր, այժմ
together [tə'geðə] adv միասին

tomorrow [tə'morou] adv վաղը
tonight [tə'nait] adv այսօր երեկոյան
tooth [tu:θ] n (pl. teeth) ատամ
toothpaste [tu:θpeist] n ատամի մածուկ
top¹ [tɒp] n գագաթ
top² [tɒp] a առավելագույն
top-level [ˈtɒplevl] adv բարձր մակարդակով
touch [tʌtʃ] v ձեռք տալ, շոշափել
tour [tuə] n ճանապարհորդություն
tourist [ˈtuərist] n զբոսաշրջիկ
towards [təswə:dʒ] prep դեպի, ուղղությամբ
towel [ˈtauəl] n սրբիչ, երեսսրբիչ
tower [ˈtauə] n աշտարակ, բերդ
town [taʊn] n քաղաք
tradition [trə'diʃn] n ավանդույթ
traffic [ˈtræfɪk] n երթևեկություն
traffic-lights [ˈtræfɪklarts] n լուսաֆոր
train [treɪn] n զնացք
tram [træm] n տրամվայ
translate [trænsˈleɪt] v թարգմանել
travel [ˈtrævl] v ճանապարհորդել
travelling [ˈtrævlɪŋ] n ճանապարհորդություն
tree [tri:] n ծառ
trip [trɪp] n կարճատև ուղևորություն
trouble¹ [ˈtrʌbl] n անհանգստություն,
անախորժություն
trouble² v անհանգստացնել
trousers [ˈtraʊzəz] n տաբատ,
անդրավարտիք
try [traɪ] v փորձել
tube [tju:b] n խողովակ
tunnel [ˈtʌnəl] n թունել
turkey [ˈtə:ki] n հնդկահավ
turn [tɜ:n] v շրջվել, շուռ տալ
twice [twais] n երկու անգամ
typical [ˈtɪpɪkl] a բնորոշ, տիպիկ

Uu Uu

ugly [ˈʌɡli] a տգեղ, այլանդակ
uncle [ˈʌŋkl] n քեռի, հորեղբայր

under [ˈʌndə] prep տակ
underground [ˈʌndəgraʊnd] n մետրո
understand [ˌʌndəˈstænd] v (understood)
հասկանալ, ըմբռնել
unfortunate [ʌnˈfɔ:tʃnət] a անհաջող,
ձախորդ
unfriendly [ˈʌnfrendli] a անբարյացակամ
unhappy [ʌnˈhæpi] a տխուր, դժբախտ
uniform [ˈju:nɪfɔ:m] n համազգեստ
unique [ju:'ni:k] a եզակի
united [ju:naitɪd] a միացյալ
unknown [ʌnˈnəʊn] a անհայտ, անճանաչ
unromantic [ʌnrəˈmæntɪk] a ոչ ռոմանտիկ
until [ʊnˈtɪl] prep մինչև
use [ju:z] v օգտագործել
useful [ˈju:sfʊl] a օգտակար
useless [ˈju:sɪs] adj անօգուտ, զուր
usual [ˈju:ʒʊəl] adj սովորական
usually [ˈju:ʒʊəli] adv սովորաբար

Vv Vv

vacuum [ˈvækjuəm] n օդազուրկ
տարածություն
vacuum-cleaner [ˈvækjuəm.kli:nə] n
փոշեծծիչ, փոշեկուլ
valley [ˈvæli] n հովիտ
van [væn] n վագոն, բեռնատար մեքենա
verb [və:b] n բայ
very [ˈveri] adj շատ
victory [ˈvɪktəri] n հաղթանակ
video-game [ˈvɪdiəʊˈgeɪm] n տեսախաղ
video-recorder [ˈvɪdiəʊˈkɔ:də] n
տեսաձայնագրիչ
view [ˈvju:] n բնապատկեր, տեսարան
village [ˈvɪlɪdʒ] n գյուղ, ավան
violet [ˈvaɪələt] adj մանուշակագույն
visit [ˈvɪzɪt] n այցելություն
visitor [ˈvɪzɪtə] n այցելու
voice [vɔɪs] n ձայն

Ww Ww

wait [weɪt] v սպասել
walkway [ˈwɔ:kweɪ] n զբոսուղի
wall [wɔ:l] n պատ
wake [weɪk] v (woke, woken) արթնանալ
want [wɒnt] v ցանկանալ
war [wɔ:] n պատերազմ
warden [ˈwɔ:dn] n հսկիչ
warm [wɔ:m] a տաք
wash [wɒʃ] v լվանալ, լվացվել
washing-machine [ˈwɔ:ʃɪŋməʃi:n] n լվացքի մեքենա
watch¹ [wɒtʃ] n ձեռքի ժամացույց
watch² [wɒtʃ] v հետևել, դիտել
water [ˈwɔ:tə] n ջուր
wave [weɪv] n ալիք
wax¹ [wæks] n մոմ
wax² [wæks] a մոմե
waxwork [ˈwækswɜ:k] n մոմե արձաններ
way [weɪ] n ճանապարհ
wear [weə] v (wore, worn) հագնել, կրել
weather [ˈweðə] n եղանակ
week [wi:k] n շաբաթ
weekend [ˈwi:kˈend] n շաբաթվա վերջ
well [wel] adv լավ
west [west] n արևմուտք
wet [wet] a թաց, խոնավ
what [wɒt] pron ինչ
when [wen] adv երբ
whether [ˈweðə] conj թե, արդյոք
while [waɪl] conj այն ժամանակ, երբ, մինչ
whisper [ˈwɪspə] v շշուշուլ, փսփսալ
whisky [ˈwɪskɪ] n վիսկի
whistle [ˈwɪsl] v սուլել
white [waɪt] a սպիտակ, ճերմակ
who [hu:] pron ով
whole [həʊl] a ամբողջը, ողջ
why [waɪ] adv ինչու, ինչի համար
wild [waɪld] n վայրենի, վայրի
will [wɪl] a կամք, կամքի ուժ, կտակ

win [wɪn] v (won) շահել, նվաճել, հաղթել
wind [waɪnd] n քամի
window [ˈwɪndəʊ] n պատուհան
windscreen [ˈwɪndskri:n] n ավտոմեքենայի դիմաապակի
windy [ˈwɪndi] a քամոտ
winter [ˈwɪntə] n ձմեռ
wiper [ˈwaɪpə] n ավտոմեքենայի ասպակիների մաքրիչ
wish¹ [wɪʃ] n ցանկություն
wish² [wɪʃ] v ցանկանալ
witch [wɪtʃ] n կախարհ
woman [ˈwʊmən] n (pl women) կին
wonderful [ˈwʌndəfʊl] a զարմանալի, հրաշալի
wood [wʊd] n անտառ, պուրակ
word [wɜ:d] n բառ
word-building [ˈwɜ:dˈbɪldɪŋ] n բառակազմություն
work¹ [wɜ:k] n աշխատանք, գործ
work² [wɜ:k] v աշխատել
world [wɜ:ld] n աշխարհ
worry [ˈwʌrɪ] v անհանգստանալ, մտահոգվել
wrong [rɒŋ] a սխալ, ոչ ճիշտ, անարդար

Yy Yy

year [jɜ:] n տարի
yesterday [ˈjestədi] adv երեկ
yet [jet] adv դեռ, դեռևս
young [jʌŋ] a երիտասարդ, ջահել
youth [ju:θ] n պատանի, երիտասարդ

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